

ACTIVITY CARDS

48-60 months

These cards are designed for teachers of four-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.



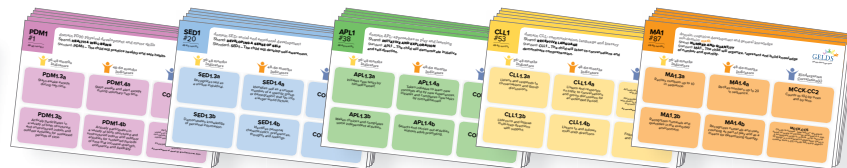
Tab set in domain colors



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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Teacher Toolbox

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General #3

Teacher Toolbox

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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

48-60 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

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



36-48 months
Indicators

PDM1.3a

Stays awake except during nap time.



48-60 months
Indicators

PDM1.4a

Stays awake and alert except during voluntary nap time.



Kindergarten
Correlation(s)

**NO
CORRELATION**

PDM1.3b

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

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.

PEK.3a

Participates regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills both inside and outside of physical education.

PEK4.1a

Participates in fitness and conditioning activities.

All correlations at decal.ga.gov/Resources.aspx

#1



36-48 months
Indicators

PDM1.3c

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

PDM1.3d

Communicates to peers and adults when dangerous situations are observed.

PDM1.3e

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

**NO
CORRELATION**



48-60 months
Indicators

PDM1.4c

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

PDM1.4d

Communicates the importance of safety rules.

PDM1.4e

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

PDM1.4f

Can name people who keep them safe and healthy.



Kindergarten
Correlation(s)

PEK5.1

Uses body, space, and equipment safely.

HEK.1a

Names healthy behaviors.

HEK.2a

Explains how family influences personal health practices.

All correlations at dec.al.ga.gov/Resources.aspx

PEK4.1b

Identifies physiological indicators that accompany moderate to vigorous physical activities.

HEK.1a

Names healthy behaviors

All correlations at dec.al.ga.gov/Resources.aspx

HEK.3a

Discusses the role of trusted adults and health professionals as sources of health information.

All correlations at dec.al.ga.gov/Resources.aspx

PDM1

#2

48-60 months

LARGE GROUP

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

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



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**

Talk Box

Create 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, you should encourage more complex dialogue.

PDM1.4a

Follow My Lead

Have one child go in the middle of your group and create dance moves. Have the remainder of the group follow the leader. **PDM1.4b**

Indoor Obstacle Course

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

TEACHER TIP

Children learn in different ways. You should give a demonstration or explanation of a new activity or movement so the children can see it in action.

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 pace of the music. You can mix up the colors of the props based on seasonal events. **PDM1.4b**

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 or caution signs. **PDM1.4c**

People in My Community

Pick a week and highlight a different community helper each day. For example, Monday – firefighter, Tuesday – construction worker, Wednesday – postal worker, Thursday – police officer, Friday – sanitation worker. You could invite community helpers to visit. **PDM1.4c**

Safety Books

Read *Play it Safe* by Mercer Myer; *Safety on the Playground* by Lucia Raatma or any other book about safety. Discuss the book and have the children share their own experiences on staying safe. **PDM1.4d**

Safety Talk

Mark your calendar for safety events throughout the year, such as Fire Prevention Week. Practice the drills that go along with these safety weeks. You want to make sure the children feel comfortable and do not see these drills as a threat. **PDM1.4d**

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.

LARGE GROUP

PDM1 – The child will practice healthy and safe habits.

Brushy Brushy

Brush teeth daily after your lunch meal. Ensure you teach the children to brush correctly and have the families provide a toothbrush and toothpaste. **PDM1.4e**

★ BRIGHT IDEA

For a child that has a difficult time following the steps to brush his/her teeth, provide a visual task sequence for brushing teeth.

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**

Keep Our Bodies Healthy

Sing this song with the children to the tune of “Here We Go Round the Mulberry Bush”:

*This is the way we eat good food
Eat good food
Eat good food.*

*This is the way we eat good food
To keep our bodies healthy.*

After, have the children name other things they can do to keep healthy and add new verses. **PDM1.4e**

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***

TEACHER TIP

Post simple picture charts for the children to see as reminders when brushing teeth or washing hands.

TEACHER TIP

Make sure you communicate the importance of a good night’s rest to the families.

Hand Washing Songs

Encourage children to wash hands for at least thirty seconds.

*Wash, wash wash your hands
Soap will make them clean.
Scrub the germs til they fall off
To make them nice and clean!*

*Tops and Bottoms, Tops and Bottoms
(Rub tops and bottoms of hands)
In between, in between
(rub fingers inside on both hands)
All around your hands, all around your hands
Makes them clean, makes them clean.*

*Wash, wash, wash your hands
Get them nice and clean
Wash them on top
Wash them on bottom
and fingers in between.*

*Dry, dry, dry your hands
Get them nice and clean
Dry them on top
Dry them on bottom
and fingers in between. **PDM1.4e***

TEACHER TIP

With the children’s input, set a minimum of four class rules. Put pictures/symbols describing each rule on a poster and put it in the large group area.

PDM1 #3

48-60 months

SMALL GROUP

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

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



Mixing Colors

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

★ BRIGHT IDEA

For a child that does not like the texture of a marshmallow, substitute it for an item that fits his/her comfort level.

TEACHER TIP

When introducing learning areas and new materials, discuss safety rules and procedures with the children.

↔ TRANSITION TIP

Discuss safety expectations daily at group times as you transition to other activities.

Scented Dough

Use scented play dough to keep the children's hands and minds alert and busy. Make or purchase scented play dough. You can make scented play dough by adding flavored drink mix. **PDM1.4a**

Sock it to Me

Using white tube socks and a variety of collage materials (wiggle eyes, crinkle paper, pom-poms, glue and markers), have the children create a puppet and name it. These puppets can also be used to retell stories in the reading area. **PDM1.4a**

Bean Bag Toss

In an open area, set out a bucket or a large box. Have the children toss a bean bag or a foam ball into the bucket or box. Let them start out standing close and then gradually move further away, making the activity more challenging. **PDM1.4b**

★ BRIGHT IDEA

For the children who have difficulty waiting, use two buckets or boxes and split the group in two. This shortens the wait time for their turn to toss.

Blow Like the Wind

Help the children use straws to blow items across the table. Have them guess which items will go the farthest. You can use feathers, pieces of paper, pom-pom balls or cotton balls. **PDM1.4b**

Calling 9-1-1

Using old cell phones, have the children practice dialing 9-1-1 and pretend speaking to the dispatcher. Model appropriate language for a call to 9-1-1. Then, on chart paper, help the children make a list of why they might call 9-1-1. Help them understand 9-1-1 calls are only for real problems. **PDM1.4c**

My Escape Plan

Send home fire evacuation plans, and have families help their children complete the plan for their home. Ask the families 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®s or plastic toy people to act as family members. **PDM1.4d**

TEACHER TIP

Keeping the room at a cooler temperature helps keep children alert and awake.

SMALL GROUP

PDM1 – The child will practice healthy and safe habits.

Safe Cooks

In the dramatic play area, using real pots and pans, potholders and cooking utensils, have the children model safety when cooking. Talk about the stovetop eyes and oven. You can discuss the temperature of drinks and cookware. **PDM1.4d**

Handwashing Experiment

After reading *Those Mean Nasty Dirty Downright Disgusting/But Invisible Germs* by Judith Anne Rice or another book about germs, have the children complete a hand-washing experiment using glitter and Vaseline. Coat the children's hands with glitter and Vaseline. Talk to them about the glitter being similar to germs. What is the best way to get rid of the germs? The children should attempt to wash it off with cold water first, see what happens, ask the children what they could do differently? Now try washing hands using warm water with child-safe soap. Which procedure was more effective? **PDM1.4e**



TEACHER TIP

Wash hands as soon as you come in from outside. As guests enter the room, always ask them to wash their hands. Post a sign stating, "You are entering a handwashing zone. Help us keep our class healthy and wash your hands."

Stain Experiment

Soak hard-boiled eggs in soda/flavored drink mix overnight. The next day, talk with the children about what happened to the egg. Tell the children that the food we eat, particularly sugar can stain our teeth just like it stained the egg. Ask children how we might be able to remove the stain. Give the children a toothbrush and toothpaste to remove the stain. Talk to them about how you have to get every bit of the stain off the egg just like our teeth. When the stain stays on our teeth, it causes cavities. Integrate this with a discussion of "GO" healthy and "NO" non-healthy foods. **PDM1.4e**

Guess Who

Give one child a card with a picture of a community worker in the safety or health field. The child will give clues as to what this person does and the other children guess which community helper is pictured on the card. **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 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**

Car Seat Safety

Talk with the children about the importance of sitting in their car seats. Read *Berenstain Baby Bears My Trusty Car Seat* by Stan Berenstain and Jan Berenstain. Have the children sit with a small doll in their laps. Ask the children to stand up. What happens to the baby? The baby falls and gets hurt. Now attach the baby doll using tape or a simple belt. Now ask the children to stand up. The belt keeps the baby in the seat, safe! **PDM1.4c**



TRANSITION TIP

Play a recorded song about car seat safety for the children, such as "The Car Seat Song" by Music with Mar.



TEACHER TIP

Share positive experiences with children about your trips to the dentist and doctor to let them know they can trust their community helpers.



TEACHER TIP

Use the description of characteristics of community helpers to help the children transition to new activities. For example, "If you have on a shirt the color of a fire truck, line up!"

PDM1 #4

48-60 months

CENTERS

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

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



Block Area

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

Create tents or forts using hollow blocks, cardboard boxes and blankets. Encourage the children to move around and explore the fort. **PDM1.4b**

Cut up a water hose into 18-inch length for the children to use as fire hoses. Add fire hats, fire jackets and fire trucks. Have the children build a structure and pretend to put out a fire. **PDM1.4c**

Dramatic Play Area

Convert the dramatic play area to a doctor's office. Provide stethoscopes, bandages, an eye chart, scales, prescription pads and other items typically found in a doctor's office. Encourage the children to schedule appointments with the doctor. **PDM1.4f**

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

Encourage the children to sort dramatic play foods by food group or to use the food to make "healthy plates." **PDM1.4e**

Math/Manipulatives Area

Display dressing boards and shoe-tying boards, and encourage the children to practice these self-help skills. **PDM1.4e**

Music Area

Make cards of different movements (marching, walking, jumping jacks or windmill). One child will hold up the card and the other children will do what the card says. **PDM1.4b**

Reading Area

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. **PDM1.4f**

★ BRIGHT IDEA

Have loose fitting clothing items available for children who may have difficulty dressing themselves. Also consider pairing children together to work as a team to put the clothing items on.

Sensory Area

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. **PDM1.4a**

Create a baby-washing station. Use the sensory table, filling it with child-safe soap and water so the children can give the baby doll a bath. Consider adding additional items such as a washcloth, baby shampoo containers, towels and a brush. **PDM1.4e**

Science Area

Have two pieces of loaf bread. When the children come in from outside, have them all put their hand on one piece of bread. Then, they should wash and put their clean hand on the second piece of bread. Put each piece of bread in a separate plastic bag. Label the bags with "Clean Hand" and "Dirty Hand." Place bags in the science area and have the children observe/discuss the changes to the bread over the course of a week. **PDM1.4e**

Writing Area

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**

#4

OUTDOOR TIME

PDM1 – The child will practice healthy and safe habits.

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 Stegasaurus walks on all four. For the Teradactyl, they will have to flap their wings. **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 with balance and coordination, provide a larger spoon or cup to carry the plastic egg.

Yoga Animals

Play off the children's love for animals and have them develop movements based on different animals like cat, dog or cow. Encourage them to bark like a dog or meow and moo for cat and cow. The sounds help children release energy and emotion during practice. **PDM1.4b**

Hula-Hoop Contest

Bring hula-hoops outside and challenge the children to a hula-hoop contest. **PDM1.4b**

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. Let the children have fun and pretend. **PDM1.4c**

Playground Inspector

Complete a playground safety check daily with the children and consider selecting a child to be the "Playground Inspector." **PDM1.4c**

Safety Rules for Outdoors

Visit all play structures (inside and outside) and discuss the safety rules for each piece of equipment. **PDM1.4c**

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**

Outside Dress Up

Provide the children dramatic play clothing to use outside and dress like firefighters, police officers and postal workers **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**

Playground Safety

At the beginning of the year, model appropriate safety rules for the playground. Demonstrate where it is appropriate to run and walk. Model going down the slide feet first. Have 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 when the children need to be reminded of the rules.

Making Props

Make props, such as 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, notepad, magnifying glass and a basket of stuffed animals. Encourage the children to bring their pet to the vet. **PDM1.4f**

PDM2 #5

48-60 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

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



36-48 months
Indicators

PDM2.3a

Helps prepare nutritious snacks.

PDM2.3b

Distinguishes healthy food choices from less-healthy food choices.



48-60 months
Indicators

PDM2.4a

Helps prepare nutritious snacks and meals.

PDM2.4b

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



Kindergarten
Correlation(s)

HEK.7a

Shows healthy behaviors that improve personal health and wellness.

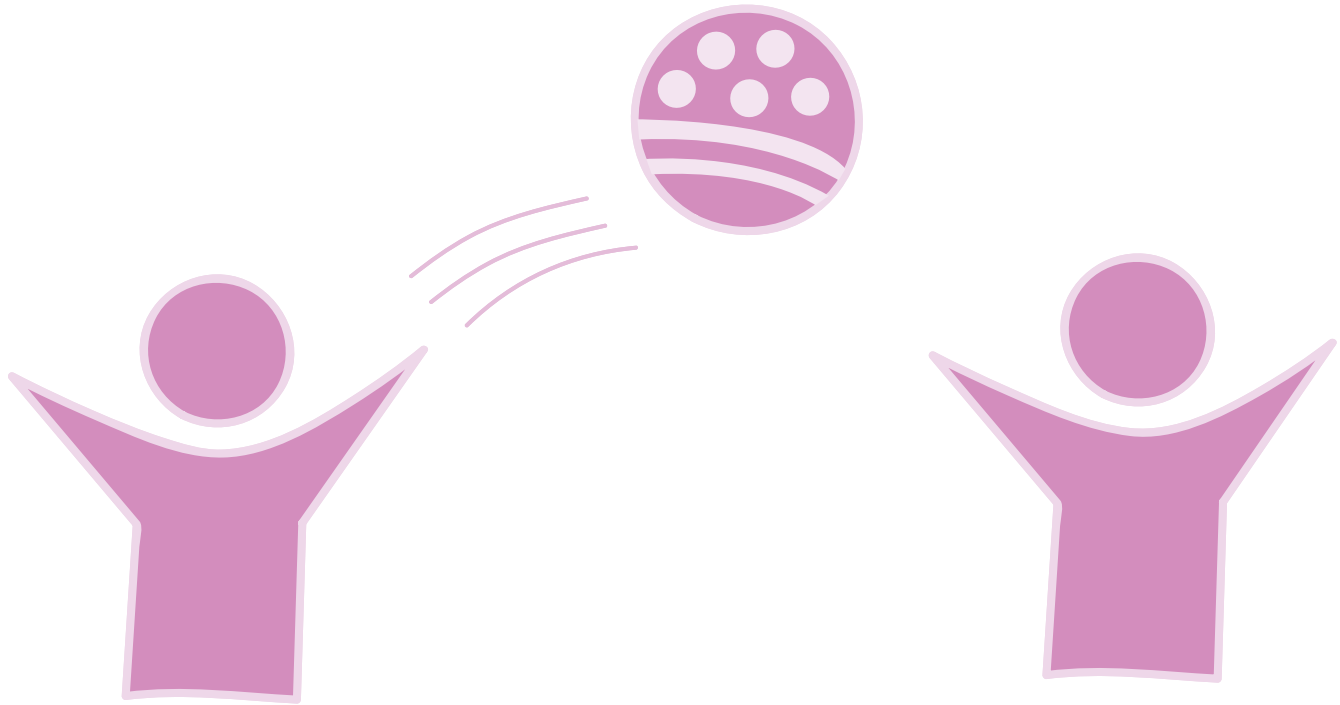
HEK.1a

Names healthy behaviors.

HEK.2c

States how the media influences behaviors.

#5



LARGE GROUP



domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

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

Fruit Crawl

Have the children sit on the floor, in a circle. Sing the “Strawberry Song” with the children.

*Yummy, yummy strawberries,
So red and sweet and plump.
When I see them in my bowl,
It makes me want to jump!
I eat them very carefully,
I savor every one.*

*Sweet, delicious strawberries,
To me, they’re number one!*

Call out food names and when the children hear the name of a fruit, they have to crawl to a new spot in the circle. You might say, “milk, bread, strawberry.” When children hear “strawberry,” they start crawling. Serve strawberries for snack.

PDM2.4a

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**

Eating the Alphabet

Read the book *Eating the Alphabet* by Lois Ehlert. You should call attention to those foods that may be less known to children. Ask, “What new food would you try from the book?” There is a glossary at the end of the book that provides interesting facts about each food. **PDM2.4b**

Reading with Props

Read *The Very Hungry Caterpillar* by Eric Carle, and discuss the book. Have the children act out the story using props. **PDM2.4b**

Slap, Clap, Snap

Have the children sit in a circle. Start a “slap your lap, clap your hands, snap your fingers” pattern (SLAP>CLAP>SNAP). Explain that when the children snap, they will name a food item in the category you have chosen. For fruit, they will go around and slap, clap, and say “banana” as they snap. The next child might do slap, clap, and say “apple” as they snap. **PDM2.4b**



Good Enough to Eat

Read *Good Enough to Eat: A Kid’s Guide to Food and Nutrition* by Lizzy Rockwell. This book explains the concept of nutrition. Discuss the new vocabulary such as the nutrient groups – carbohydrates, protein, fat, water, vitamins and minerals – and what the function is of each. Place a hula-hoop with the name of each nutrient in the middle of it. Call out a food name and have the children stand by the hula-hoop where they think it belongs, for example, fish is a protein. **PDM2.4b**

How Much Do We Need?

Read *Good Enough to Eat: A Kid’s Guide to Food and Nutrition* by Lizzy Rockwell. Focus the discussion on how much of each nutrient does a child need to eat each day to be healthy. Create a chart that shows the children how much they should be eating each day. **PDM2.4b**

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.

SMALL GROUP

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

Highlight Healthy Foods

Give the children a selection of grocery ads and highlighters. Have them highlight the healthy foods they find throughout the grocery ad. **PDM2.4a**

Paper Plate Food Collage

Provide the children with food magazines, scissors, paper plates and glue sticks. Guide them in cutting out pictures that would make up a healthy, balanced meal. **PDM2.4a**

Fruit and Vegetable Tasting

Bring in a variety of fruits and/or vegetables for the children to taste such as papaya, kiwi, melons, strawberries, cucumbers, zucchini and carrot sticks. It's fun to have unusual varieties they might not have seen before. Give them plastic knives and plates. In advance, create a large chart with three columns. In the first column, draw or glue pictures of the foods you will be tasting. Label the second column "LIKE" with a smiley face. Label the third column "DON'T LIKE" with a sad face. Have the children help you peel and cut the foods. Discuss the importance of eating fruits and vegetables and how healthy they are for their bodies. Ask each child if they like each food as they try it and to write their name in the matching column. **PDM 2.4a**

Traffic Light Snacks

Using recipe picture cards, have the children follow directions for making a traffic light snack with strawberries, bananas and kiwi on a graham cracker. **PDM2.4a**

Seussical Snacks

Read a Dr. Seuss book and make hat snacks – red and white – using bananas and strawberries or marshmallows and strawberries. **PDM2.4a**

★ BRIGHT IDEA

For the children who have difficulty with multi-step directions, use colored markers to draw sections on the paper plate. Each color should represent a healthy meal component, such as blue for protein and purple for dairy. Encourage the children to find food pictures one meal component at a time.

Fruit Dissection

Bring in actual fruits, such as oranges, apples and blueberries, and discuss the vitamins in each. Cut the fruits open and discuss the parts inside. Consider planting the seeds and tracking the growth process. **PDM2.4b**

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 the children 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**

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**

Junk Food

Read *The Berenstain Bears and Too Much Junk Food* by Stan Berenstain and Jan Berenstain. Talk about the difference between healthy foods and junk foods. Sort dramatic play foods into food groups. **PDM2.4b**

Rice Cake Pizza

You will need rice cakes, cream cheese, fruit cut into small pieces and plastic knives. You can use bananas, strawberries, blueberries and apple slices. Have the children spread the cream cheese onto their rice cake and then decorate their "pizza" with different pieces of fruit. Enjoy! **PDM2.4a**



↔ TRANSITION TIP

Have the children transition from one activity to another by moving when one of their favorite foods is called. For example, say, "if you like apples, line up."

PDM2 #7

48-60 months

CENTERS

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

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



Block Area

Add tractors, play vegetables, farm equipment and animals to the block area and encourage the children to play farm. Talk with them about harvesting the vegetables and driving them in tractors to the store. **PDM2.4b**

Dramatic Play Area

Pretend to eat healthy snacks in dramatic play using your play food. **PDM2.4a**

Create a restaurant. Include menus, plates, cups, utensils, a server uniform and food items to serve. **PDM2.4b**

Create a grocery store. Give the children a list that requires them to buy certain categories of food, such as five vegetables, five fruits, two grains, three carbohydrates and one junk food. Provide lots of choices of food boxes, containers and pretend food. Give the children baskets to hold their orders. The cashier can check them out when they are done to determine if they filled the order. **PDM2.4b**

★ BRIGHT IDEA

Provide a shopping buddy for the children who need help making the choices from the grocery list.

Reading Area

Include books about healthy foods in your centers, such as *Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert or *I Eat Fruit, I Eat Vegetables* by Hannah Tofts. You can also include recipe books in dramatic play and math. **PDM2.4a**

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**

TEACHER TIPS

Sit and eat with the children daily. Have them serve their own food and pass the serving bowls. Have them set the table daily. Take the opportunity to talk to them about “GO” foods (healthy foods) and “WHOA” or “NO” foods (unhealthy foods).

Have a snack helper each day help prepare healthy snacks. If children do not like certain foods, encourage them to dip veggies in different sauces such as ranch, honey mustard or Italian dressing.

Science Area

Make cards and put cut outs of different foods on them. Have the children discuss the cards, sort them and arrange them in various patterns. **PDM2.4b**

Place precut vegetables, such as peppers, cucumbers, celery and carrots, along with raisins and paper plates and encourage children to make a face from the vegetables! **PDM2.4a**

Writing Area

Provide grocery ads and notepads for the children to make their own grocery list to take home. **PDM2.4b**

Create a recipe book. Ask the children what their favorite food is to eat at home and take dictation on how to make it. Encourage the children to draw a picture to go with their recipe. Bind the pages together to make a class book when finished. **PDM2.4a**

TEACHER TIP

The recipe book makes a great Mother’s Day or end of year gift for family members.

OUTDOOR TIME

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

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. Encourage children to 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**

Outdoors Lunch

Pack sandwich items into a rolling cooler. Take the cooler, a blanket and all the supplies you need, such as paper plates, and go on a nature walk. Have the children help prepare sandwiches to eat "in the woods." **PDM2.4a**

Let's Make Juice

The children will love to make their own orange juice on a warm day. Have each child place an orange half in a zip-top bag. Zip the seal closed. Encourage the children to squeeze the orange to produce juice. Take the orange half out. Open the seal of the bag wide enough to pass a straw through. Voila! Orange juice. Ask questions such as, "Where did the juice come from?" or "What other juices do we drink?" **PDM2.4a**

Food Relay

Label brown paper bags by food groups, with pictures. Divide the class into two teams. Set up an area outside. On one end, place bags labeled with the food groups and on the other end place the food items. You may have plastic food, empty food boxes or empty cans. One child selects a food item. He/she runs down and puts it in the appropriate bag while his/her teammates cheer. The child must run back and tag a teammate. Then it is that child's turn. At the end of the game, dump out the contents of the bags and see how well the class did at sorting foods into groups. **PDM2.4b**

★ BRIGHT IDEA

Create picture cues that represent each step of the relay race. Review the steps and practice for a few days before the race. On race day, refer to the pictures when the children need reminders.

Gardening

Plant a garden with fruits and vegetables in it. Have the children monitor and care for it all year long. Discuss what to plant. "Can you plant things for us to eat with lunch?" **PDM2.4b**

Fruit Kabob

Have the children prepare a fruit kabob for a snack to eat outside. Slice up fruit in small pieces and have children place their choices on a skewer. The sharp tip can be cut off if needed. Children can create a pattern if they like: apple, strawberry, grape; apple, strawberry grape; apple, strawberry grape. When the children have finished making their kabob, they can carry it outside to eat. **PDM2.4a**

Watermelon Roll

Have the children work in groups of two to move a watermelon across an area outside but they can only use one hand. Wash the watermelon, cut open, and have some as a snack when done! Plant a watermelon seed too to see if it will grow. **PDM2.4b**

Fruit, Fruit, Vegetable!

Teach this version of Duck Duck Goose! Change the name depending upon which food you are learning about – Grain, Grain, Dairy. **PDM2.4b**

Feed the Birds

Take leftover or stale bread from the kitchen outside. Break into small bits to feed the birds. Watch to see if the bread is eaten. **PDM2.4a**

TEACHER TIP

Invite a nutritionist to come talk to the children. Place a large blanket outside for the children to sit on while they listen.

PDM3 #8

48-60 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.**



36-48 months
Indicators

PDM3.3a

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



48-60 months
Indicators

PDM3.4a

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



Kindergarten
Correlation(s)

PEK.1a

Demonstrates basic movement in general and personal space.

PEK.2a

Identifies general and personal space.

PEK.2e

Students apply basic movement concepts of space.

PDM3.3b

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

PDM3.4b

Demonstrates spatial awareness through play activities.

PEK.1a

Demonstrates basic movement in general and personal space.

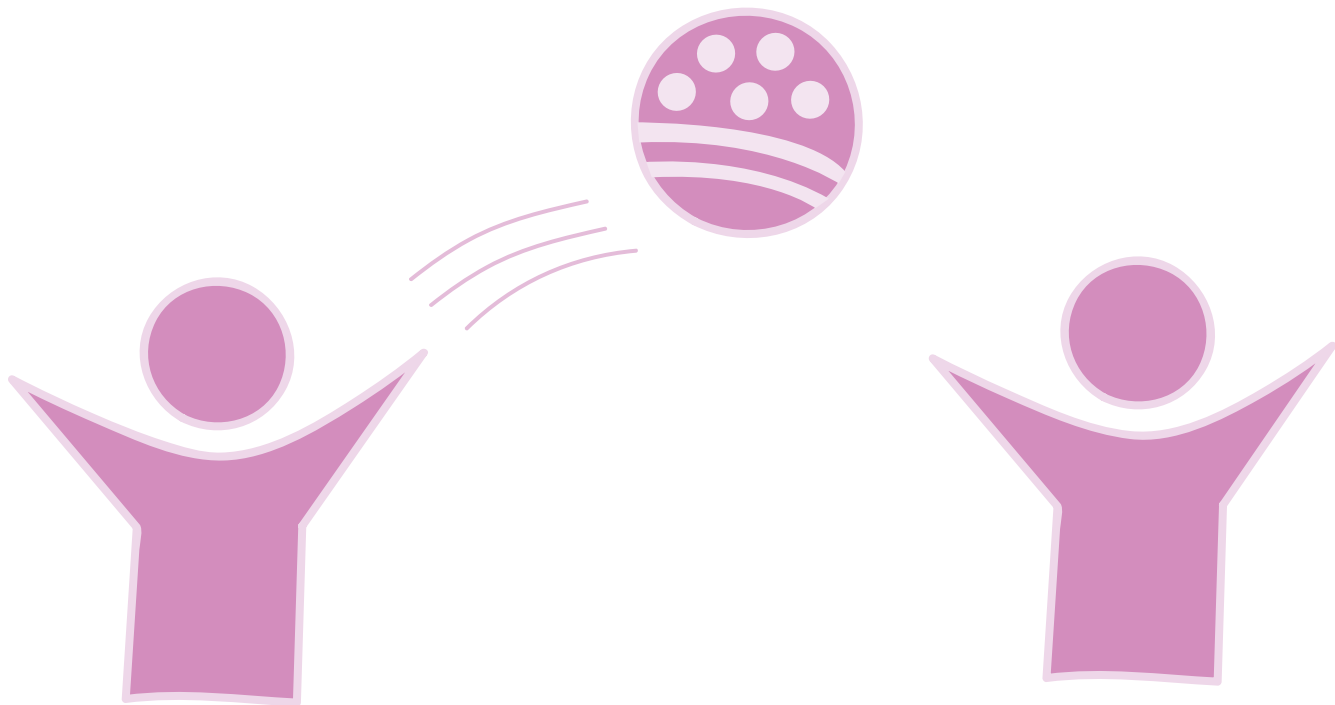
PEK.2a

Identifies general and personal space.

PEK.2e

Students apply basic movement concepts of space.

#8



PDM3 #9

48-60 months

LARGE GROUP



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.**



Moving to the Music

Engage the children with music and movement by participating in the “Cha Cha Slide” or the “Electric Slide.” **PDM3.4a**

In and Out the Dusty Bluebells

Sing this song with children holding hands forming a circle.

*In and out the dusty bluebells,
In and out the dusty bluebells,
In and out the dusty bluebells,
Who shall be my partner?*

*Tappity tappity on your shoulder,
Tappity, tappity on your shoulder,
Tappity tappity on your shoulder,
You shall be my partner.*

The children hold hands in a circle and raise their arms upwards to make windows or arches. Then one child is chosen to wind their way in and out of the windows around the circle. On the words “tappity tappity,” the child taps the shoulder of another child who is nearest to them and they join hands and continue through the windows together. The game continues in this way until there is one child left. They can make a bridge against the wall so that everyone can file underneath. The last child left starts the new game. **PDM3.4a**

Alphabet Freeze

Place alphabet mats throughout the classroom. Have the children walk from mat to mat while music is playing. Once the music stops, the children 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**

Body Parts Songs

Use songs and chants that feature body parts, such as “Tony Chestnut Knows I Love You.” Point to the different body parts as it lists them.

To-ny Chest-nut knows I love you. (Point to toe, knee, chest, head, nose, point to self, heart and then another person.)

To-ny knows.

To-ny knows.

To-ny Chest-nut knows I love you. PDM3.4b

Shape Fun

Tape squares of different sizes on your floor. Play music, and when the music stops the children should be standing inside a square. If the square is too crowded, they have to find another square where they can fit. **PDM3.4b**

Footprints in the Snow

Ask the children “Have you ever seen the footprints you make with your boots when you walk in the mud or snow? We are going to walk in the snow. First, let’s pretend we are putting on our coat, now a hat and don’t forget mittens. We’re going to pretend that we can make footprints while we are walking. Try to follow my exact steps.” Have the children follow you. Prompt them to use their imagination. “Now let’s imagine we are in the mud. I have to pull hard to get my boots out of the mud. Can you pull your boots out of the mud? Now there are lots of puddles. Let’s stomp in the puddles! Look how much we are splashing. Uh-oh! It is very cold and all of the puddles have turned to ice. Let’s ice skate. Imagine you have a saucer sled. Sit down and twirl around on your sled. Now twirl the other way. Fall out of your sled, lie down, and make snow angels! What other shapes can you make in the snow? Now, let’s each roll a snowball to make a giant snowman. We will stack them one on top of the other. Look at our giant snowman! What should we do for his face? Will he be a happy snowman? Let’s imagine now that we are all snow people! What do you look like? How does it feel to be a snowboy or snowgirl? The sun is coming out! What will happen to us if the sun shines strongly on us? That’s right – we will melt! Everybody melt very, very slowly. Imagine that you end up as a puddle on the floor.” Continue as long as the children are interested. **PDM3.4b**

SMALL GROUP

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

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, let them 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 eight-count. Let them help in choosing the movements. Extend the activity by letting them continue their dance outside. **PDM3.4a**

Twister

Twister is a classic game for helping children develop balance and a sense of space. Make sure you have two Twister mats so the children have plenty of room to move around. **PDM3.4a**

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 the 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. Store the folded curtain for when you need it again. **PDM3.4b**

Life-Size Me

Have the children lie on large butcher paper while a buddy traces their body. You or the child can cut out the figure. Have the children draw and decorate their “body.” Encourage them to be creative! **PDM3.4b**

Map This

Bring in a variety of maps from tourist attractions or malls. Spread them out and encourage children to notice things about them. A map of an amusement park might include places to eat, roller coasters, different rides as well as shows to see. Give two children each a counting bear. Let one child place a bear where they would like to visit. Have the other child start at the entrance and follow a path on the map to find his friend. When finished, take turns and let the other child choose a place of interest. **PDM3.4b**



TEACHER TIP

Acknowledge when the children succeed in navigating around objects or people. For example, you might say, “Thank you, Elena, for not stepping on Tony’s poster lying on the floor. You walked around it.”

A Box of Space

Make a square on the floor with tape. Have all the children in the group stand inside the box. Ask the children to try to move around in the box. Have the children share how they felt. Then one by one send the children to stand alone in the box and encourage them to dance or move in the box. Have the children compare the two experiences. **PDM3.4b**

X Marks the Spot

Have the children draw what they see in the classroom, such as the bookcases, the tables and the rug. Have one child hide a stuffed animal and then mark an X on the paper to denote where he/she hid it. The other children now use that paper to try to locate the hidden item. **PDM3.4b**

Kangaroo Jump

The children should first be introduced to the animal: kangaroo. Explore unique things about the animal, especially its ability to jump a great distance. In an open space, show the children the distance a kangaroo can actually jump by measuring from the starting line. Then, let each child take a turn jumping as far as they can, and see which one jumps closest to the kangaroo’s distance. **PDM3.4b**

BRIGHT IDEA

For the children who have difficulty jumping, encourage them to walk or scoot as far as they can in two seconds. Encourage their peers to count the two seconds aloud as they move.

PDM3 #10

48-60 months

CENTERS

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.**



Writing Area

Using construction paper and stampers, have children create a border/frame with their stampers on the paper. Then have them draw a picture inside the frame. Be sure to discuss how the picture and the border do not touch. **PDM3.4b**

Block Area

Place a balance beam on the rug for children to walk across. **PDM 3.4b**

Create a tightrope for children to walk across using masking tape on the floor. Create a path using tape that winds throughout the classroom if possible. Encourage the children to pretend the tightrope is spanning across a huge cavern and to walk carefully so they don't fall. **PDM 3.4b**

Using masking tape, tape off "city blocks." Have the children create a building in each city block to develop a city. **PDM3.4a**

Use masking tape to make shapes in the block area, such as a car or a simple boat. Have the children use blocks to fill in the space. **PDM3.4b**

Dramatic Play Area

Place a full-sized mirror in a spot where a child or two can dance in front of it. Give them earbuds and music player to play upbeat music. Encourage children to move to the rhythm of the song. One child can do a few dance moves and the other child can imitate. **PDM3.4a**

Create a tunnel with eight to 10 child-sized chairs and one large blanket. Place half the chairs in a row on one side of the carpet and place the other half parallel, with the backs of the chairs to each other. Drape the blanket over the backs of the chairs to form the tunnel. Remind the children to give each other enough space as they crawl through the tunnel. **PDM3.4a**

Math/Manipulatives Area

Give the children the game "Operation" to play. Teach the children how careful you have to be not to touch the edges or the buzzer will sound. **PDM3.4b**

Offer different types of puzzles, such as tangrams, magna-tiles, wooden pattern blocks and attribute blocks. **PDM3.4b**

★ BRIGHT IDEA

The children can begin by placing blocks on top of a mat with a corresponding picture. Encourage them to try to gradually create the pattern by looking at the picture. Children could also create independent designs.

★ BRIGHT IDEA

For the children who have difficulty crawling through a confined space, change the arrangement of the tunnel. To do this, have two adults hold the blanket in the air, so the children can go beneath it.

Sensory Area

Give the children a wide variety of containers from very small to large. Ask them questions to see if they can determine how many small containers of water it will take to fill up the large container. Children learn this concept through experimentation. When they become successful, alter the containers again to different carrying sizes. **PDM3.4b**

OUTDOOR TIME

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

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, graph the various distances and make comparisons. **PDM3.4a**

All Aboard

Have the children line up to make a train. Call on different children to start a body movement. You may suggest, “fly like a plane” or “hop like a bunny.” Everyone else in the train has to mimic the movement as the train moves around the classroom. **PDM3.4a**

Listen Up!

Take the class outside and divide into two groups. Pick one group to go first, while the other group watches. Pair off children in the first group and assign an animal sound to each pair, for example a cow/moo or dog/bark. Blindfold the children and have them locate their partner by listening while walking carefully. When all the pairs have found their partner, it’s the other group’s turn. **PDM3.4a**

Hopscotch

Draw a hopscotch board on your playground using chalk. Let the children play hopscotch using stones they find on the playground.

PDM3.4b

Follow the Directions

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

Rock Toss

Draw a grid of five to 10 squares on the sidewalk using chalk. Label the squares with numerals out of order. The children get a rock or beanbag to land on the numeral one before moving onto the numeral two. **PDM3.4b**

★ BRIGHT IDEA

For a child that has difficulty tossing the rock or beanbag, encourage them to stand closer to the grid or use hand over hand modeling to support them as they toss the object.

Caterpillar Fun

Ask five to six children to hook on to each other’s backs to form a caterpillar. The child in the front is the head but the child second in line gets to steer his/her shoulders around the playground. Play music if possible. After a minute, stop the music, the caterpillar freezes, the head goes to the back of the line and hooks on. Children continue to take turns. **PDM3.4a**

Beach Ball Toss

Get several beach balls and blow them up. Either independently or with pairs, have the children try to hit the balls to keep them in the air. Have the children count how many times they hit the balls. **PDM3.4a**

Obstacle Fun

Create a simple obstacle course on the playground. Ask children to walk through the obstacle course. Next, depending on the complexity, have them go through different ways, such as backwards, crawling or holding a friend’s hand. **PDM 3.4b**

Hoop It Up

Fill a large container with basketballs or larger balls. Have wastebaskets or hoops set up throughout the area. Tell each child to pick one ball. The children will explore bouncing, aiming and throwing the balls into one of the wastebaskets or hoops. You can play alongside them and acknowledge their efforts and ideas for using the balls. **PDM3.4b**



PDM4 #11

48-60 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.**



36-48 months
Indicators

PDM4.3a

Uses senses purposefully to learn about objects.



48-60 months
Indicators

PDM4.4a

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



Kindergarten
Correlation(s)

SKP1.b

Uses senses to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, shape, size, weight, texture, buoyancy, flexibility, etc.)

PDM4.3b

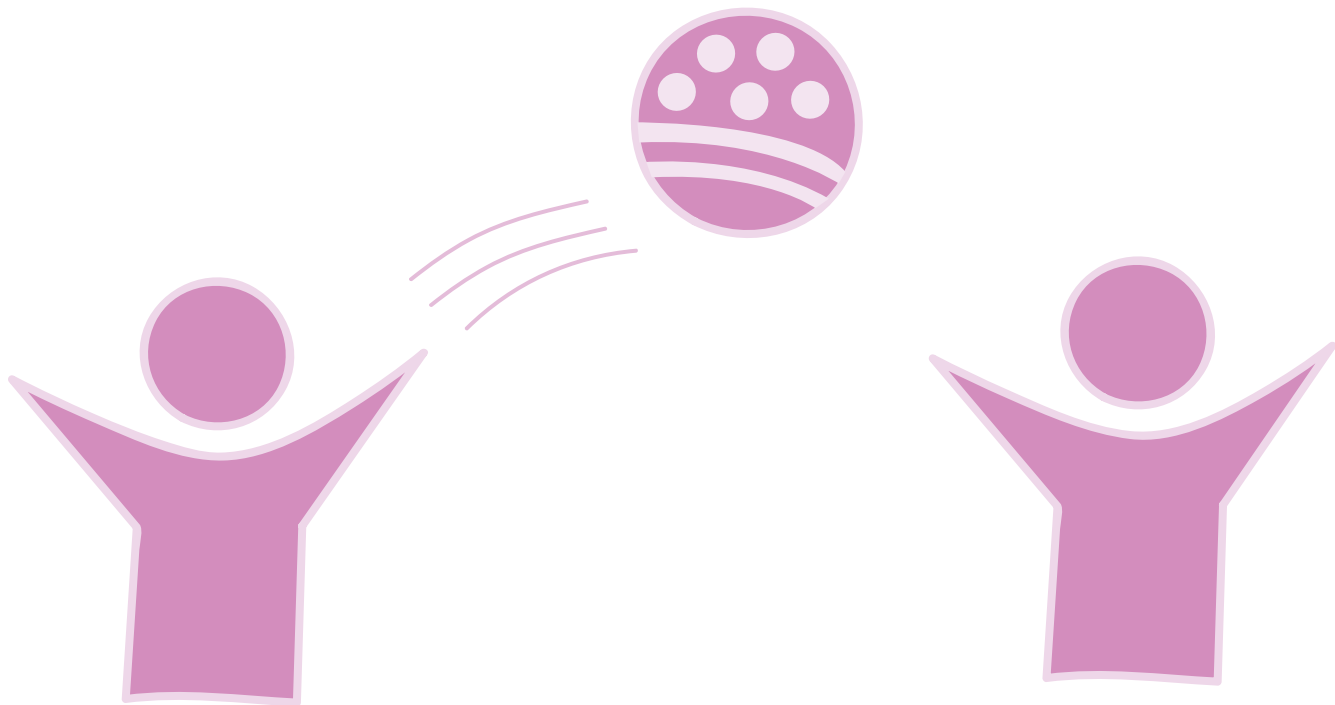
Takes things apart and attempts to put them back together.

PDM4.4b

Takes things apart and invents new structures using the parts.

**NO
CORRELATION**

#11



PDM4 #12

48-60 months

LARGE GROUP



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.**



Apple Graph

Provide yellow, green and red apples. Have the children taste each apple and graph which is their favorite by standing in a line. Count the number of responses for each apple. Discuss why they like a particular apple more than another one such as, “the red ones were sweeter” or “the green ones tasted tart.” **PDM4.4a**

Drawing to the Beat

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

David Smells

Read *David Smells!* by David Shannon. Talk about all of the different things David experiences with his senses. Have the children share if they have experienced the same thing, such as petting a dog or banging on a drum. **PDM4.4a**

Five Senses Song

Sing to the tune of “Where is Thumbkin?”:

Five senses, five senses.

We have them. We have them.

Seeing, hearing, touching,

Tasting and smelling.

There are five. There are five.

(Point to body parts as you sing.) **PDM4.4a**

Which Sense Are You Using?

Tell the class you’re going to read them a story. Ask the children to listen and watch for times when the characters use one of their five senses. When they hear one of the five senses being used, they should point to the body part associated with that sense. Read the book *Old MacDonald had a Dragon* by Ken Baker, or any book that includes sensory details. **PDM4.4a**

Sensory Play Dough

Make homemade play dough using different spices or extracts for different scents; add glitter for appearance/texture. The children can use their hands and cookie cutters to play and create with the dough. Encourage them to smell and guess the different scents used. **PDM4.4a**

My Five Senses

Read *My Five Senses* by Ailiki. This book teaches children what the five senses are and how they can experience the world with their eyes, ears, nose, hands and tongue. **PDM4.4a**

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 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**

Cross a Bridge

Use two hollow blocks and a long plank to create an example of a bridge. Ask the children, “Have you ever walked or driven over a bridge?” Ask, “Why do we need bridges?” Read *Cross a Bridge* by Ryan Ann Hunter to learn about different kinds of bridges and how they are built and used. Explore building bridges in centers. **PDM4.4b**



TEACHER TIP

A simple explanation of five senses is what we see, hear, taste, touch and smell everyday.



SMALL GROUP

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

Marble Builder

Use a marble builder game that lets you snap the pieces together in various ways. Let the children create, take apart and rebuild structures that they can roll the marbles through. **PDM4.4b**

Marshmallow Building

Use marshmallows and toothpicks to build structures. Take them apart and start again. **PDM4.4b**

Guess the Flavor

Gather various flavors of gelatin dessert. Put a little powder of each flavor on a plate for each child. Have him/her dip bananas into the gelatin dessert powder. It will change color. Let them guess what the flavor is. **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 are overwhelmed by a variety of textures, limit the number of items included in the “feely box” and limit the different textures included. Include textures that the child prefers when possible.

Making Oobleck

Set the ingredients for Oobleck on the table (one cup of water, two cups of corn starch and a few drops of food coloring.) Give each child a small bowl, a craft stick and the ingredients. Ask the children to mix the ingredients. Oobleck can behave like a solid or a liquid depending on how much pressure is applied. Ask the children to grab some in their hand and it will form a solid ball. When they release the pressure, it will flow out between their fingers. Ask questions about how it feels, smells and looks. **PDM4.4a**

Smell Collage

Cover a table with butcher paper. Provide an assortment of spices such as paprika, curry and cinnamon and glue. Put the spices in individual bowls or shaker bottles. Have the children put glue on the paper and then sprinkle spices over it. Ask the children to 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**

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**

Listening Lotto

Play Listening Lotto games. **PDM4.4a**

Spilt Milk

Read the book *It Looked Like Spilt Milk* by Charles G. Shaw. Make spilt milk clouds using paper and white paint by folding the paper in half and pressing the paint around it. When the children open it, they can decide what cloud shape they made. Record their responses on the paper. You could also turn these pages into a class book! **PDM4.4a**

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**

★ BRIGHT IDEA

For the children who have difficulty manipulating foil, use copy paper, newspaper or tissue paper.



PDM4 #13

48-60 months

CENTERS

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.**



Art Area

Provide construction paper and a variety of materials of different textures such as foil, burlap, sandpaper, smooth fabric and furry fabric. Encourage the children to make a texture book. Afterwards, make it available in the reading area or science area for the children to explore.

PDM4.4a

Provide Styrofoam® noodles in various lengths to build a structure. Dampen the noodles to make them stick together. This can be done inside and outside. **PDM4.4b**

Give the children a variety of colors of pipe cleaners and straws to make bracelets. **PDM4.4b**

Place a large piece of foil on the table for the children to paint on. Use muffin tins to provide a variety of paint colors. Add sand or flour to paint to give it texture. **PDM4.4a**

Science Area

Create a feely box and place it in the science center. **PDM4.4a**

Music Area

Create various sound shakers using water bottles, beans, rice and pennies. **PDM4.4a**

Block Area

Supply various sizes of large and small boxes and have the children build a structure. Let the children knock the structure down and then build something entirely different. **PDM4.4b**

Give each child a piece of PVC pipe. Have him/her add to the structure you are building to make a large group structure. Take it apart and start again. This could be left on the carpet and used during each transition for the day to build multiple varying structures. **PDM4.4b**

Math/Manipulatives Area

Fill a cookie sheet with Epsom salts and give the children small cars and trucks to drive through the "snow." **PDM4.4a**

After reading *Cross a Bridge* by Ryan Ann Hunter, provide a variety of open ended materials for children to explore creating different bridges. Use small cups, blocks, cardboard tubes, pipe cleaners and craft sticks. Encourage children to think of additional materials they might use for bridges. **PDM4.4b**

Sensory Area

Soak cotton balls in various extracts such as cinnamon, orange, vanilla, mint and coffee. Place the cotton balls in small containers with lids and poke holes in the top. Have the children guess each scent. **PDM4.4a**

Fill the sensory table with shredded paper. Give children small tongs, scoops and trucks to move the paper around. When children get tired of this, add water to make the paper moldable. **PDM4.4a**

TEACHER TIP

This indicator is all about exploration of senses. Make sure you have a variety of materials in the classroom to enhance the children's imaginations and sensory experiences.

TEACHER TIP

During lunch, or as you are walking to the cafeteria, have the children predict what is for lunch by what they smell. Encourage them to use new words and a varied vocabulary.

OUTDOOR TIME

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

Leaf Rubbings

Make leaf rubbings. Attach leaves to clipboards with contact paper to keep in the science center.

PDM4.4a

Nature Walk

Go on a nature walk and listen to the different sounds you hear from birds, leaves, wind, trees and the children. When back in the classroom, graph the sounds the children recognized. **PDM4.4a**

Sticky Sand

Make sand that sticks together with 5 cups of sand, 4 cups of flour and 1 cup of oil mixed together in a sensory bin. Add loose parts such as glitter or gems. Give children spoons, golf tees and ice cream scoops to explore. **PDM4.4a**

Bubble Wrap Stomp

You will need butcher paper, paint on paper plates and bubble wrap. Ask children to remove their shoes, wrap their feet in bubble wrap and tape until secured in place. Have children step in the colored paint of their choice and then stomp on the butcher paper. The children will hear the bubbles popping while creating a neat textured piece of art. Encourage the children to take turns. **PDM4.4a**

Frame It

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

What Do You Smell?

Discuss the smells of the outside play area. Ask questions such as, “Do you smell lunch cooking, something the wind is blowing, rain, car emissions or the grass being cut?” **PDM4.4a**

Incredible, Edible Sludge

Have the children mix together the following ingredients: 2 packages of gelatin dissolved in 2 cups of hot water, $\frac{3}{4}$ cup of chia seeds, $1\frac{1}{2}$ cups cold water, 3 cups of corn starch, 1 cup of flour and food coloring. Chill the mixture in the refrigerator overnight to help the gelatin set. It is a sticky, gooey substance for children to explore. **PDM4.4a**

Mud Pies

Give children the following ingredients to mix together in whatever proportions they want: dirt (this can be purchased from a home improvement store if needed), water, powdered tempera paint or Kool-Aid®. Place in a large container and begin mixing with hands. Glitter is optional. Once the substance is mixed together, encourage the children to make mud pies. Set them in the sun to dry. Add water to them again and start all over. **PDM4.4a**

Outdoor Music

Using rhythm sticks, have students make music by tapping on different objects outside. Have them compare differences in sounds. Tapping on a fence makes a “clinking” sound. Tapping on a big tree makes a “thunking” sound. **PDM4.4a**

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

Outside Building

Take Tinker Toys and other connecting manipulatives outside and build structures. Once the children build a structure, encourage them to start over and create something different.

PDM4.4b

Bird Seed Sensory Bin

Fill a plastic container with birdseed and take it outside. Add simple tools such as scoops, funnels, cardboard tubes and a milk jug made into a scoop. Encourage the children to explore.

PDM4.4a

Nature Creation

Ask the children to collect a variety of sticks. Give each child a ball of play dough and encourage them to create a stick sculpture by placing sticks in the play dough. Children can pull them out and try again. Add leaves or rocks for decoration.

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

PDM5 #14

48-60 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

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



36-48 months
Indicators

PDM5.3a

Coordinates movements to perform a task.



48-60 months
Indicators

PDM5.4a

Coordinates movements to perform more complex tasks.



Kindergarten
Correlation(s)

PEK.1b

Demonstrates basic locomotor skills.

PEK.1c

Demonstrates basic non-locomotor skills.

PEK.2b

Identifies basic locomotor skills.

PEK.2c

Identifies basic non-locomotor skills.

PDM5.3b

Demonstrates coordination and balance.

PDM5.4b

Demonstrates coordination and balance in a variety of activities.

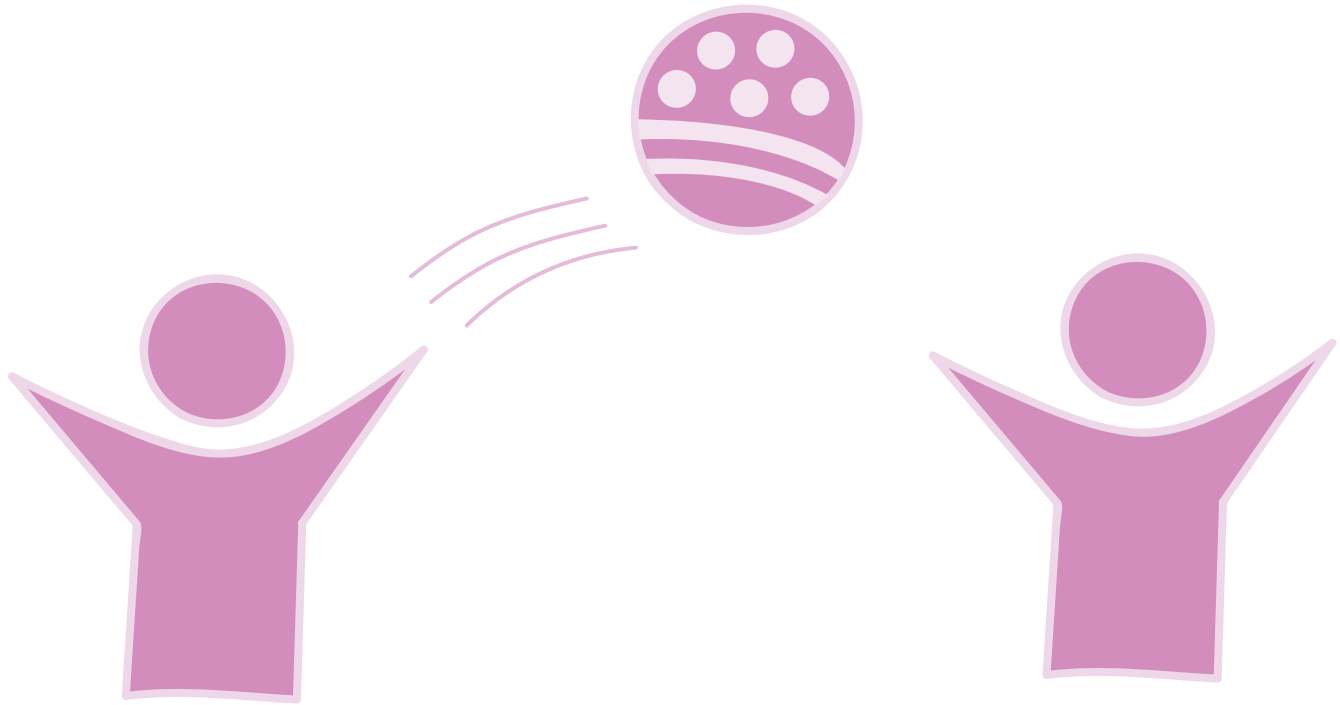
PEK.1b

Demonstrates basic locomotor skills.

PEK.2b

Identifies basic locomotor skills.

#14



PDM5 #15

48-60 months

LARGE GROUP



domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

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



Limbo

Lead the large group of children in a game of Limbo. **PDM5.4a**

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**

Leap Frog

Cut out 10 large logs from brown poster board and place them on the large group rug. Sing, “Five Little Speckled Frogs” and encourage the children to jump from log to log. After they all have had a turn, they can jump into the “pool” and sit back down.

*Five Little Speckled Frogs
Jumping from log to log
Eating the most delicious bugs,
Yum, yum*

*One frog jumped in the pool
Where it was nice and cool*

Now there are four green speckled frogs.

Repeat verses until there are no more frogs.

Start the song again with more frogs if needed.

PDM5.4b

Air Dancing

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

Balancing Act

Tape lines in varying directions on the floor. Have the children try to “balance” on it with their hands out as they walk along the tape. You can even place stuffed animal alligators on the floor to play a game of “Don’t Fall In.” **PDM5.4b**

Ants Go Marching

Play the “Ants Go Marching” song and march along a line as you do the movements mentioned in the song. **PDM5.4b**

Walk the Line

Place lines of tape on the floor or sidewalk. Vary the level of difficulty by making lines straight, zig zag and curvy. Have the children take turns walking the line, heel to toe. Make multiple sets of lines for a relay. Ask the children to vary their movements such as hopping or crawling. **PDM5.4b**

TRANSITION TIP

Have the children move like an animal to the next location, for example, dinosaur or chicken steps.

Indoor Obstacle Course

Using hula-hoops, balance beams and large boxes, set up indoor obstacle courses in your classroom. Use directional words as you encourage the children to climb under, over and through. **PDM5.4b**

Head to Toe

Read *From Head to Toe* by Eric Carle. Invite the children to copy the animals antics as you read. **PDM5.4b**

Step Aerobics

Give each child a hollow block to be used as a step and two cylinder blocks to be used as hand weights. Play some upbeat music and instruct the children on movements such as stepping up and down from the block and lifting hand weights in various ways. **PDM5.4a**

TEACHER TIP

Gross motor skills include movement such as running, jumping and skipping, as well as throwing, catching and kicking. Gross motor competency can help the children build confidence in their abilities and give health benefits as they stay active.

SMALL GROUP

PDM5 – The child will demonstrate gross motor skills.

Inside the Hoop

Provide a hoop for each child. Encourage the children to put one foot in and one foot out and walk around the hoop. Now stomp around the hoop. Now jump in and out of the hoop. Have the children come up with ways to move on their own. **PDM5.4a**

From Here to There

Place a tunnel on a soft surface stretching it out straight so that you can see through the whole tunnel. Tell the children to crawl through the tunnel, one at a time, to the other side as a free choice activity. Have the children experiment with different crawling techniques to mimic animals such as crab crawling or frog hops. **PDM5.4a**

Climbing Stairs

Locate a set of stairs close by that children can visit and practice climbing stairs. Have fun climbing stairs with children. Encourage them to use alternating feet by chanting, “Left, right, left, right” one at a time as they climb up and up and up. **PDM5.4a**

Too Much TV

Talk to the children about how important it is to be active and not watch too much TV. Have the children draw a picture of something fun they like to do that is active such as soccer, play outside with friends or jump rope. After the children draw pictures, take dictation on what they say they like to do. Create a class book. **PDM5.4b**

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**

Scatter Ball

Have the children move to a large 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**

Number Toss

Write numerals on ping-pong balls, using numerals as high as the children can count, one to five or one to 10. Give children each a small cup. Provide plastic containers filled with beans for children to throw the balls into. Have the children stand a short distance away and throw the balls in the container. After they have thrown all of their balls, he/she will remove the ones that made it into the container. Have them look at the numerals and count that number of beans into their cups. For example, “I got a 3, 6 and 2 in the container so I will count three beans, six beans and two beans and place them into my cup.” When finished, children can try to count up all of their beans or make comparisons of who has more or less. **PDM5.4b**

Letter Toss

Place individual colored shapes on a wall. Call out a shape for a child to aim for such as “the red triangle.” Have the children toss the ball to hit the target shape. To extend this activity, put numbers or letters on large sticky notes for the Letter Toss. **PDM5.4b**

Noodle Jump

Place pool noodles on the rug in the large group area. Have the children move from one to the other, jumping over each noodle. **PDM 5.4b**

Jump and Grab

Attach yarn to coffee filters or paper plates and hang them just out of the children’s reach. Place whatever content you are studying on the plates, such as environmental print, letters or numbers. Ask the children to jump up and touch the coffee filter or plate that says the word you announce or the letter that starts with your name. **PDM5.4a**



PDM5 #16

48-60 months

CENTERS

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

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



Art Area

Have the children stuff large paper bags with leaves, newspaper, tissue or scrap paper. This activity can be based on the time of year. You may want to use leaves during the fall. Have the children decorate their stuffed bags. Use the bags as a volleyball to toss back and forth. **PDM5.4a**

Math/Manipulatives Area

Try a fun balancing activity. Give the children one paper plate at a time to balance on their head. 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**

Block Area

Create a milk jug toss. You will need a gallon milk jug, yarn and a yarn pom-pom. Cut the bottom off of the jug. Cover the edges with tape. Attach a yarn pom-pom to the milk jug with yarn or string. Run yarn or string through the top to the bottom and tie, leaving a length of yarn to create "the toss." Then the yarn ball is tossed up and caught in the jug. **PDM5.4a**

Give the children a newspaper to roll up tightly to make balls. Place buckets a short distance away and encourage the children to throw the balls into the buckets. **PDM5.4b**

Block Area

Create a spiderweb using a hula-hoop and masking tape, sticky side facing out. Hang up in the classroom. Place a small basket of cotton balls (flies) for the spider to catch. Encourage the children to throw the balls toward the web. **PDM5.4a**

Use masking tape to create an oval track on the floor. Place a dotted line 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 get their pom-pom around the track. **PDM5.4b**

Create two lines of children on the large group rug. You will need two laundry baskets. One child sits in the laundry basket and one child pushes the laundry basket across the rug. When they get to the other side, children switch places riding and pushing. **PDM5.4a**

★ BRIGHT IDEA

For a child that has difficulty creating a ball, support the child with hand over hand modeling as they squeeze the material to make the ball. Also consider the material used and make a substitution to a more pliable material such as paper or softened play dough.

Block Area

Give the children short pool noodles and a soft ball. Set up a goal on each side of the rug using masking tape or a small container. Encourage the children to use the noodle to 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**

Give the children that are interested a large beach or plastic ball. Create cards to draw or a cube to roll with motions for them to imitate with the ball. For example, put the ball between legs and take five steps or throw the ball in the air, clap and catch. **PDM5.4a**

Tie an empty Kleenex® box around the child's waist and fill the box with eight ping-pong balls. Wiggle, wiggle and wiggle some more until the box is empty. **PDM5.4b**

TEACHER TIP

When possible, encourage a variety of gross motor movement when you transition the children from one activity to the next. Crawl to the center of your choice or crab walk to the water fountain.

OUTDOOR TIME

PDM5 – The child will demonstrate gross motor skills.

Turtle Tag

Choose one person to be “it.” Play begins when “it” yells, “Go!” “It” chases other players. When “it” comes near, players can avoid being tagged by quickly lying on their backs with arms and legs raised in the air, like a turtle on its back. As soon as “it” has gone by, the children can run again. A tagged child becomes the new “it.” **PDM5.4b**

Is It Heavy? Is It Light?

Ask the children to pretend to carry or lift items of differing weights. You can say, “Let’s pretend we are lifting a box of rocks. Now, let’s try lifting a box of feathers.” **PDM5.4a**

Basketball Relay

Place several soft rubber or foam balls in a cardboard box several feet from the portable basketball hoop. Have the children stand behind the cardboard box. Have one child at a time grab a ball from the cardboard box, run to the hoop and throw it in. If a child misses, encourage the child to continue throwing until the ball goes in the hoop or to ask a friend for help. When the child makes the basket, have him/her gently tag another child to take a turn. **PDM5.4a**



Outdoor Bowling

Draw a bowling lane with chalk or use blocks to create a lane. Have plastic water bottles set up like bowling pins and let the children bowl with a rubber ball. **PDM5.4a**

★ BRIGHT IDEA

For the children who have difficulty with this activity, you can use a larger ball or move the tape closer to the “pins.”

Hop, Skip, Jump

Scatter colored paper plates around the play area. Encourage children to jump from plate to plate. Change it up and ask children to only jump on a certain color, such as red. **PDM5.4a**

Popping Bubbles

Using bubbles, a bubble wand and a flyswatter, create different-sized bubbles outside. Have the children pop the bubbles with scarves. **PDM5.4a**

Car Wash

Set up a “car” wash outside. You will need water, sponges, child-safe soap, buckets and towels. Have the children wash tricycles, wagons and the cars/trucks from block area. **PDM5.4b**

Feet Walkers

Make a feet walker with boxes stuffed tightly with newspaper balls. Run a rope looped through this to make handles. Have the children put their feet on the boxes and walk with them using their hands and feet in sync. **PDM5.4b**

Rabbit Hole

Create a rabbit hole using a hula-hoop balanced on top of four cones. 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**

TEACHER TIP

Using tricycles, have the children practice pedaling on the trike path. Have them pull a wagon with several friends in it. Use various balls to practice bouncing, tossing, kicking and dribbling. Teach them how to swing on a swing by pumping their legs.

TEACHER TIP

Always place loose balls back into a cardboard box to prevent injuries and to ensure that there will be enough for the whole class.

PDM6 #17

48-60 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

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



36-48 months
Indicators

PDM6.3a

Refines grasp to manipulate tools and objects.



48-60 months
Indicators

PDM6.4a

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



Kindergarten
Correlation(s)

PEK.1d

Demonstrates basic manipulative skills.

PDM6.3b

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

PDM6.4b

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

PEK.1d

Demonstrates basic manipulative skills.

#17



36-48 months
Indicators

**NO
CORRELATION**



48-60 months
Indicators

PDM6.4c

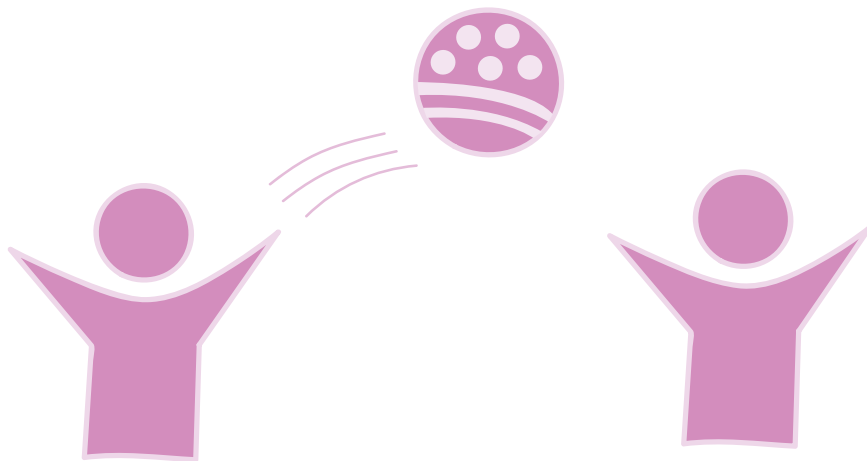
Able to perform more complex
fine motor tasks with accuracy
50% of the time.



Kindergarten
Correlation(s)

PEK.1d

Demonstrates basic
manipulative skills.



PDM6 #18

48-60 months

LARGE GROUP

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

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



Confetti Grab

Have colored strips of paper scattered around your large group rug. When the children transition to the carpet, ask them to pick up using a pinching motion with their fingers and place in a bucket in the center of the carpet. **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**

"Itsy Bitsy Spider" with Feelings

Sing "The Itsy Bitsy Spider" and have the children perform the fingerplay. Show a picture of a happy face and ask the children to demonstrate how the spider might move if it were happy. Continue with pictures of other feelings. **PDM6.4b**

TEACHER TIP

Give the children complex shapes like trees, bats, hearts or stars to cut if they are interested. Cutting is very difficult for some children so suggest this activity for only those children who are ready.

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 children who are having trouble tying and buckling. **PDM6.4b**

Sign In Activity

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

Egg Carton Sculptures

Separate the cups of an egg carton. Use a hole puncher or scissors to make several small holes in each cup. Provide children with an egg cup, pipe cleaners and other open-ended materials. Encourage children to connect egg cups with pipe cleaners and add other materials to create their own unique sculpture. **PDM6.4b**

TEACHER TIP

Provide the same types of materials in graduating levels of difficulty throughout the learning areas. For example, LEGO®/DUPLO® knob puzzle/eight-piece puzzle, pegboard with large and small holes and different sizes of paintbrushes or pencils.

Letter or Shape Hunt

Have the children choose a shape out of a bag. Give each child a basket to find items around the room that match that shape. Have them return to the large group and discuss the different sizes and colors of the shapes they found. You can also have them do sorting activities. **PDM6.4b**

Rhythm Sticks

Gather the children on the floor. Provide them with rhythm sticks. Model different ways to use the sticks. For example, 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 unsharpened pencils.



SMALL GROUP

PDM6 – The child will demonstrate fine motor skills.

Pizza Party

Tell the children, “We are going to make a pizza!” Give each child a large piece of play dough. Provide pizza cutters, rolling pins and “toppings.” You can have the children create their own “toppings” with different colors of play dough.

PDM6.4a

Pom-Pom Pickup

Play the Pom-Pom Pickup 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 hand. Have them remove the pom-poms from the tape and transfer them to the card in the correct-size circle.

PDM6.4a

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 their fine motor skill level.) Have them work on fitting the nuts and bolts together.

PDM6.4b

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

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

Pasta Jewelry

Provide colored tube pasta and yarn. Have the children string the pasta on the yarn to create a necklace or bracelet. Help them tie their jewelry so they can wear their creation.

PDM6.4b

★ BRIGHT IDEA

Some of the children may need to use a sturdier stringing material, such as a pipe cleaner. For the children who have difficulty stringing pasta with yarn, provide a pipe cleaner and pasta with larger holes, such as rigatoni.

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 the children to rearrange the sticks to make something new.

PDM6.4c

Stencil Fun

Have various stencils at your small group. Model how to hold the stencil and trace it at the same time. The children can hold them, trace the item and then cut the stencil out.

PDM6.4b

★ BRIGHT IDEA

For the children who have difficulty tracing a stencil, tape it to the table and tape paper over it. Encourage the children to rub crayons over the stencil.

Pick It Up

Layout 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 of the children try it out. Then give each child a bowl with various objects, such as cubes, pom-poms, paper clips, pipe cleaners and marker tops. Have him/her experiment picking an object up with different utensils. Make sure to have enough utensils for everyone in the group. Have the children discuss their findings.

PDM6.4c

PDM6 #19

48-60 months

CENTERS

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

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



Art Area

Give the children a piece of paper. Have them place strips of craft tape across the paper randomly. Have them paint the paper. When dry, peel off the tape for a contemporary design and display. **PDM6.4b**

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**

Encourage the children to use eyedroppers to drop liquid watercolor onto a coffee filter or paper towel. If liquid watercolor is not available, you can color water with food coloring. **PDM6.4c**

Science Area

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

TEACHER TIP

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

Math/Manipulatives Area

Have golf tees and Styrofoam available. Encourage the children to hammer the golf tees into the Styrofoam. Don't forget to have the children use safety goggles and gloves. **PDM6.4b**

Create baby birds using small plastic cups, add some orange or yellow fun foam triangles for the mouth at the top of the cup so it resembles an open mouth. Give children tweezers or tongs to feed the baby bird small seeds if available or pom-poms. **PDM 6.4a**

Sensory Area

Give children small balls of play dough on a tray and a potato smasher. Encourage them to smash play dough into different designs. **PDM6.4b**

Give children toothpicks with a spice container, such as cinnamon, that has large holes in it. Encourage the children to drop toothpicks in the container through the holes. **PDM6.4b**

Give the children balls of brown clay to manipulate and 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**

Writing Area

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

Add a variety of different-sized paper, envelopes and fun writing utensils. Encourage the children to write a letter to a friend, fold it and deliver it to the friend during center time. **PDM6.4a**

★ BRIGHT IDEA

For the children who have difficulty writing using pencils, encourage them to use a variety of writing tools, such as jumbo crayons, large pencils or large markers.

TEACHER TIP

During meals and snacks, offer the children chopsticks to eat with. Eating with chopsticks helps build muscles in small hands.



OUTDOOR TIME

PDM6 – The child will demonstrate fine motor skills.

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**

Collecting Leaves

In the fall, have the children pick up leaves and place them in paper bags. Create small groups outside and have the children dump and sort their leaves. Encourage them to sort by attributes such as shape, color and size. **PDM6.4a**

A Different View

Take clipboards outside with pens or pencils and encourage children to lie on their backs and draw what they see. **PDM6.4a**

Trace the Lines

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

Bird Feeders

Give children pipe cleaners and Cheerios. String the cereal onto three pipe cleaners. Attach together at ends and tie a piece of yarn or string to it. Hang from trees for birds to eat. The children will love checking on their feeders to see how much the birds eat each day. **PDM6.4a**

Chalk It Up

Have chalk available. Trace the bodies of friends, write letters, draw pictures and make a hopscotch board. **PDM6.4b**

Lacing Practice

Bring lacing cards outside and have the children pretend they are sewing. **PDM6.4b**

Tongs and Trash

Have the children use tongs to pick up trash items they find around the campus. You will need to scan the area prior to this activity to make sure there are no inappropriate objects. **PDM6.4b**

My Collections

Collect plastic or Styrofoam egg cartons to keep outside. Encourage children to use tongs or small spoons to place natural items in each of the spaces. Each day a new collection can be gathered, such as small rocks one day and pieces of mulch another day. **PDM6.4a**

Wrapping the Bands

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

Pretend Dough

Take a large container of play dough outside for children to explore. Encourage children to make pretend pizzas or cakes using lots of natural toppings, such as leaves that turn into pepperoni and sticks that become sausage. **PDM6.4b**

Seaside Play Dough

Give the children blue play dough and lots of seashells and gems. Have them create a beautiful ocean scene. **PDM 6.4a**

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**

Spray Away

Give children small spray bottles full of water and challenge them to spray away. They can try to cover a whole area of wood, they can try to spray bugs or they can spray the sand to make it wet. **PDM6.4a**

Wind Chimes

Get some different sizes of tin cans from recycling. Take off lids and tape edges if sharp. Have the children paint the cans outside and add glitter afterwards if desired. The teacher should punch a hole in the bottom center of each can. Have the children thread a piece of yarn through the hole and through a washer so that the washer hangs in the middle of the can. String all cans together at varying heights, hang outside and listen to the different sounds the cans make when the wind blows. **PDM6.4b**

SED1 #20

48-60 months

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



36-48 months
Indicators

SED1.3a

Recognizes self as a unique individual.



48-60 months
Indicators

SED1.4a

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



Kindergarten
Correlation(s)

**NO
CORRELATION**

SED1.3b

Demonstrates knowledge of personal information.

SED1.4b

Identifies personal characteristics, preferences, thoughts and feelings.

**NO
CORRELATION**

#20



36-48 months
Indicators

SED1.3c

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

SED1.3d

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



48-60 months
Indicators

SED1.4c

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

SED1.4d

Shows independence in his/her own choices.



Kindergarten
Correlation(s)

**NO
CORRELATION**

**NO
CORRELATION**

SED1 #21

48-60 months

LARGE GROUP



domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED1 – The child will develop self-awareness.**



Flat Stanley

Read the story *Flat Stanley* by Jeff Brown, and give the children a “Flat Stanley” character to send out to friends and family. When the “Flat Stanley” returns to school, use a map to show all the places they went. The children will begin to understand how they fit into the bigger world. **SED1.4a**

Magic Microphone

Obtain a microphone or create one using a paper towel roll and a ball of aluminum foil. Using a 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 children recall what they did the day or weekend before or speak about upcoming plans. **SED1.4a**

Feelings Hot Potato

Have the children sit in a large circle and pass a small ball or bean bag as the music plays. When the music stops, have the children share how they are feeling. **SED1.4b**

Red: A Crayon’s Story

Read the book *Red: A Crayon’s Story* by Michael Hall. Use different voice inflections and tones to read the story. Ask children to think about what makes them different from their friends. Ask the children to share what is unique about them. **SED1.4b**

Where Do We Fit In?

Read demographic multicultural books to help the children understand how they fit into a much larger world. Suggested titles include *We are All Alike...We are All Different* by Cheltenham Elementary Kindergarten and Laura Dwight; *The Native Americans Told Us So, a Ranger Rick Science Spectacular*; *Feast for 10* by Cathryn Falwell; *The Magic Bojabi Tree* by Dianne Hofmeyr or *Families* by Ann Morris. **SED1.4a**

Picture Blocks

Add a picture of each child to a rectangular unit block. Use these to tell a story or, when reading a book such as “The Little Red Hen,” substitute children’s names for the characters in the book. Before you read the story, ask several children which character they would like to be in the story. Use their name for that character throughout the story. When you have finished, you can have the children help retell the story with a twist such as what if Sarah (the cat) had helped Nikki (the little Red Hen). **SED1.4b**

TRANSITION TIP

Dismiss the children by their birth month, color of eyes, hair bows or no hair bows, VELCRO® shoes or lace-tie shoes.

How Are You Feeling?

During morning meeting, show the children a feelings chart. Discuss the different types of feelings and ask the children to make faces of what they think that feeling looks like. Give the children mirrors to look at themselves if possible. Broaden the children’s vocabulary by including as many different feelings as possible – excited, scared, worried, anxious, surprised, bored or frustrated. **SED1.4b**

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 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?” Follow up with, “What can you do the next time you get angry?” **SED1.4b**

BRIGHT IDEA

For a child who has difficulty sitting during circle time, give that child a job they can do, such as helping turn book pages or being the book holder.

LARGE GROUP

SED1 – The child will develop self-awareness.

I Think I Can

Read *The Little Engine that Could* by Watty Piper. Show a toy train engine as a prop as you read the story. After reading the story, have one child stand up, hold the train and say something he/she is proud that he/she can do. Continue around the circle. Once everyone is standing, move around the room like a long train saying, "I think I can, I think I can," just like the little engine that could. **SED1.4c**

Jukebox Fun

Create a jukebox out of a cardboard box. Write all of the children's favorite songs on the front, and use a small picture cue to help the children know the song titles. Have a child choose the song everyone will sing. The child can then lead the group in singing the song. **SED1.4d**

↔ TRANSITION TIP

Have the children identify if they are a boy or a girl. Sing the following song to the tune of "Are You Sleeping":

*I am Suzy, I am Suzy.
I'm a girl, I'm a girl.*

*I like to ____ (insert whatever child likes to do such as play soccer or sing songs).
I'm a girl, I'm a girl.*

Share Chair

During closing large group, pick two children to share an accomplishment 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 the children by saying things such as, "I remember seeing you help a friend on the playground," "What did you do in center time with the chain links that was really cool?" "Remember what you said when we were reading our story this morning?" You may want to think of a prop, such as a star wand, for the child to hold while he/she is speaking. **SED1.4c**

↔ TRANSITION TIP

Sing this song to transition the children from large group to centers to the tune of "Mary Had a Little Lamb":

*Where will you go today, go today, go today?
Where will you go today, Laura, what's your choice?*

Continue singing until all the children have made a choice of where they want to start for center time.

TECH TIP

On the smartboard, pull up a photo or work sample of the child's accomplishment to discuss.

Book Graph

Have children choose from two or three books to be read in large group. Place the books 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 response, count the total under each book to determine which book "wins." **SED1.4d**

★ BRIGHT IDEA

For the children who have difficulty choosing a book, pass the books around and have the children look through the book to decide which book interests them.

Making Choices

Read the book *The Grouchy Ladybug* by Eric Carle. Talk about the choices the ladybug made throughout the book. Present similar scenarios to the children related to the classroom and have them talk about their choices. Then use this song to sing to a child who has made a choice, to the tune of "For He's a Jolly Good Fellow":

*Ben made a choice,
Ben made a choice,
Ben made a choice,
Let's give him/her a big hooray!* **SED1.4d**

SED1 #22

48-60 months

SMALL GROUP



domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED1 – The child will develop self-awareness.**



All About Me

Have the children draw a self-portrait to include in an *All About Me* book. Have the children describe their picture, label their characteristics and write down what they say. **SED1.4a**

★ BRIGHT IDEA

Some children may have difficulty with drawing pictures of themselves. Encourage them to feel comfortable drawing any shapes or lines to represent their self-portrait.

More About Me

As an extension later in the year, create a second *All About Me* book. Ask the children to draw another self-portrait and share how much they have grown. Take dictation as they describe themselves. **SED1.4a**

All About Me Collage

Give each child a piece of construction paper. Glue a photo of each child in the center of the paper. Encourage the children to look at magazines and find some of their favorite things (foods, toys, clothes) to create a collage. **SED1.4b**

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**

We Look Different

Have the children look at photos of themselves and compare how they are the same and different from each other. **SED1.4a**

Graphing Preferences

Create graphs to compare personal characteristics among children in the class. Consider the following topics: number of siblings, hair color, eye color, emotions, gender or favorite food. **SED1.4b**

What is Happening?

Provide interesting pictures for the children to describe, such as a child jumping in leaves or a person talking on a phone. Ask them what they think is happening or might happen. **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**

Count to 100

Create a game using a poster board with a 10" x 10" grid which makes 100 squares. Using counters, such as pennies or bottle caps, have the children roll a die and place that number of counters on the grid. Encourage the children to take turns rolling the die and placing counters until they reach 100. **SED1.4c**

Homemade Picture Frame

Have the children create a picture frame using craft sticks, glue and stickers. Use pictures of the children from the photo booth activity to place in the frames. The child can display the picture in his/her cubby. **SED1.4a**

Catch It Cup

You will need paper cups, string or yarn, markers and large pom-poms for this activity. Carefully cut a hole in the bottom of the cup and have the children put the string through the hole. Tie a knot in the end so the yarn doesn't pull through. Have the children decorate their cup. Finally, tie a pom-pom to the other end of the string. Have the children practice catching the pom-pom in the cup. Be sure to encourage them as they practice and become more confident. **SED1.4c**

SMALL GROUP

SED1 – The child will develop self-awareness.

Sign In

You will need enough small notebooks or journals for each child. Starting midyear, provide the children with their own sign-in journal. Print their name at the top in a clear font, such as Century Gothic. Encourage the children to write their first name each morning. After a few weeks, show the children how much they have improved. Go around the room and show each child how to write his/her name and how he/she does now. Use journals for reference if needed. **SED1.4c**

Mirror Paint

You will need an unbreakable mirror for each child and fingerprint. Have the children spend a few minutes looking at their features in the mirror – the shape of their eyes or their mouths. Ask them to note differences when they smile or frown. Have the children fingerprint their expression on the mirror. Ask the children to trade mirrors when done and talk about their unique features such as, “I have a freckle on my cheek.” **SED1.4b**



Making Choices

Create a set of cards that represent various choices children can make throughout the day. Examples of choices could include helping a friend, running in the classroom and washing hands before lunch. Encourage children to discuss whether each choice is helpful or hurtful, safe or unsafe. Use common examples from your classroom. **SED1.4d**

Be Independent

Set up independent activities where the children can make their own decisions with little interruption or teacher direction. Examples include puzzles, computers, sensory table and geoboards. **SED1.4d**

Lacing Cards

Use the front of greeting cards from any holiday or event and have the children choose one from the selection. Provide them with shoelaces and hole punchers. Have them punch holes on their card to create their own lacing card. Have them use a shoelace to lace around their card. **SED1.4d**

★ BRIGHT IDEA

For the children that have a difficult time lacing, you can create a “needle” and thread by cutting a segment of straw. Slit one end of the straw about halfway and run the yarn through the straw and secure in the slit. This will help a child grip easier for a lacing activity.

Wordle

Use a web-based word cloud program or an application to create a wordle for your group. Have the children brainstorm words that describe their characteristics, favorite classroom activities or things they do well. Enter them into the word cloud and then print them out to display in the classroom. **SED1.4b**

Favorite Book Review

Have children select their favorite book from the classroom library and bring it to the group. Use the tune of “London Bridge” to ask:

*What’s a book you like to read,
like to read, like to read,
What’s a book you like to read,
Tell us now.*

You may need to use questions to prompt their thinking such as, “Why is that your favorite book?” or “Tell me which character(s) is your favorite?”

SED1.4b

TEACHER TIP

During independent small groups, pair the more confident children with less confident ones as they work on new activities.

SED1 #23

48-60 months

CENTERS

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED1 – The child will develop self-awareness.**



Art Area

Ask the children to draw a picture of an animal. Give them a choice of which animal they want to draw. Provide 3-D models. **SED1.4d**

Block Area

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

Dramatic Play Area

Provide dress-up clothing based on world cultures. Include books and pictures. Invite families from different backgrounds to come in and share with the children. **SED1.4a**

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

TECH TIP

Put a large heart on the smart board and a photo of each child around the heart. During morning meeting, sing “We All Count” by Becky Bailey, as the children move their friends into the heart.

Math/Manipulatives Area

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

Encourage the children to put together a more difficult floor puzzle. Ask others to join in if needed to accomplish this task. **SED1.4c**

Sensory Area

Give each child a ball of play dough to construct anything he/she wants. Have accessories available to enhance the child’s play, such as pipe cleaners and wiggly eyes. **SED1.4d**

TEACHER TIP

Create a center time choice board for the children to indicate their choices for what they want to do during center time. Use a piece of poster board and VELCRO®. Put the center names on the left hand side of the poster board with VELCRO® strips beside them. Have the children put their names on the strip of the center where they would like to play during center time. They can move it as they move from place to place during this time.

Science Area

Use a globe or map to encourage the children to locate different places that have been discussed in class. Prompt the children to ask questions. **SED1.4a**

Create a map of your local community. Use photos to represent your school and local stores that can be attached with VELCRO®. Have the children identify the location and place it in its correct place. This activity works well for children that are multi-sensory learners. **SED1.4a**

Writing Area

Provide journals in the writing center to allow the children to express their thoughts, feelings or ideas. **SED1.4b**

Place maps, local newspapers and flyers for local events in your writing center. **SED1.4a**

TEACHER TIP

Assign jobs for the children and rotate them regularly. Use a visual chart to help manage this. Examples include attendance counter, weather person, line leader or door holder. Introduce new tasks as needed throughout the year. For example, ask a child to be the “clean checker” for center time as he/she learns where materials go.

OUTDOOR TIME

SED1 – The child will develop self-awareness.

Games Around the World

Play games from different demographic regions:

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

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

Outside Dress-Up

Take your multicultural dress-up clothes outside and encourage the children to dress up and talk with each other about what they are wearing.

SED1.4a

Chalk Portraits

Using chalk, have the children trace each other's outline on the playground. Encourage them to draw personal characteristics on the outline – eye color, hair color or clothing. **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**

Simon Says

Play Simon Says, using characteristics of the children. For example, “Simon says if you are happy, jump up and down.” **SED1.4b**

Follow the Leader

Choose a child to be the leader. The child will choose motions and the other children will copy as they follow the leader. **SED1.4c**

Let's Play!

Start an organized game on the playground like “Red Rover,” “Mother May I” or “Red Light, Green Light,” then reduce your involvement as the children begin working together. **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**

I'm Good At...

Sing this song to the tune of “For He's a Jolly Good Fellow” when you get to the playground. Ask two to three children to respond. Continue singing until all the children have had a turn to tell what they are good at. You can be specific and ask them what they are good at outside or let them answer in general.

*Tell us what you are good at,
Tell us what you are good at,
Tell us what you are good at,
Let's tell all our friends.*

Be sure to include comments when the children respond such as, “Yes Justin, I have watched you and you are good at kicking the ball.” **SED1.4b**

Outside Literacy

Have a child choose which writing materials will go outside today – clipboards, paint or chalk.

SED1.4d

Outside Stations

Set up activities for the children to choose from, including sensory play, relays, kickball or games.

SED1.4d

Slide Paint

Use butcher paper to cover the slide. Have the children dip a spiky tactile ball into paint and roll it down the slide. Repeat as the children continue to add color. Offer balls of different sizes and textures. You can use a marker to write the children's name next to their contribution or have the children make their own individual projects.

SED1.4c

TEACHER TIP

Give the children two positive choices to encourage them to do a specific task. For example, “Lisa, you have a choice: you may pick up the blocks by yourself or you may ask a friend to help. What is your choice?” The opposite, undesirable approach is to give a positive and a negative choice: “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 the children shut down. They feel manipulated versus empowered to actually make a choice.

SED2 #24

48-60 months

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



36-48 months
Indicators

SED2.3a

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



48-60 months
Indicators

SED2.4a

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



Kindergarten
Correlation(s)

PEK.6b

Expresses feelings associated with success from physical activities.

SED2.3b

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

SED2.4b

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

HEK.4a

Discusses ways to express feelings in a healthy way.

#24



36-48 months
Indicators

**NO
CORRELATION**

**NO
CORRELATION**



48-60 months
Indicators

SED2.4c

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

SED2.4d

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



Kindergarten
Correlation(s)

HEK.4a

Discusses ways to express feelings in a healthy way.

HEK.4a

Discusses ways to express feelings in a healthy way.

SED2 #25

48-60 months

LARGE GROUP



domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

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



Sharing Ideas

Ask the children to find a partner and take turns telling each other about a family outing or favorite activity. You may pose a question to get the conversation started or model a back-and-forth conversation with your assistant teacher. **SED2.4a**

Show and Tell

Create a polka-dot bag for the children to use for show and tell. Invite the children to bring in a special toy from home and place it in the bag. Sing this song:

*What's in the polka-dot bag,
nobody knows but me.*

*What's in the polka-dot bag,
nobody knows but me.*

*Paul can't tell you,
you will have to guess.*

*He (she) will give you three clues,
you will do the rest.*

Help the child come up with three things that describe his/her object. "It's gray. It has a long tail and it squeaks. Yes, it's a mouse." **SED2.4a**

How Are You Feeling?

Use photos of children doing things such as playing alone, crying or happily engaging with others. Ask, "Why do you think this boy is sad?" or "What do you think just happened to make the girl smile so big?" These type of questions will require children to reason and prompt their thinking. **SED2.4b**

No Worries

Read *Wemberly Worried* by Kevin Henkes. Invite the children to share a time when they were worried about something. The children can be encouraged to draw pictures of a time they were worried during center time. **SED2.4b**

The Rainbow Pants

Read the book *The Rainbow Pants* by Kelly Brooks-Bay. After you have read the book, ask children to talk about different emotions. What color pants do they think represent different emotions – such as wearing red pants on a day you feel angry or yellow pants when you feel happy? You can chart children's responses matching the different emotions to pants colors. **SED2.4b**

Musical Feelings

Place cards on the floor that have emotion faces on them. Play music. The children march around on the cards, and when the music stops they act out the emotion shown on the card they are standing on. **SED2.4b**

★ BRIGHT IDEA

For the children who may have difficulty marching to the music, encourage them to move around the cards in a way that is comfortable for them, such as walking or rolling in their wheelchair.

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 buttons. **SED2.4c**

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.

Then describe a situation, such as, "A friend 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 them. You might also use the song as a greeting, having each child say how he/she feels. **SED2.4d**

LARGE GROUP

SED2 – The child will engage in self-expression.

Pass the Hat

Cut out pictures of faces showing various feelings. Place them in the 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

★ BRIGHT IDEA

If a child has difficulty recalling a time he/she felt a certain feeling, have him/her act out the feeling on his/her card instead.

Leo the Lightning Bug

Read the book *Leo the Lightning Bug* by Eric Drachman. This is a good book to use when introducing the emotion of disappointment as well as persistence. Ask the children to think about a time they tried something and ask the children to think about a time they felt this way. **SED2.4b**

The New Goldilocks

Retell a familiar story with a new ending. For example, tell the story of “Goldilocks and the Three Bears” but 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**

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**

What Did You Do?

Sing this song at the end of the day during large group. Review the day's activities. Sing to the tune of “Here We Go ‘Round the Mulberry Bush”:

*What did you do at school today,
School today, school today,
What did you do at school today,
Let's tell all our friends. SED2.4a*



TECH TIP

Download the app *Moody Monster Manor* to help the children learn how to identify feelings.

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**

↔ TRANSITION TIP

Chant *Who Feels Happy Today* when transitioning.

*Who feels happy today?
All who do, snap your fingers this way.
Who feels happy today?
All who do, clap your hands this way.
Who feels happy today?
All who do, wink your eyes this way.
Who feels happy today?
All who do, fold your hands this way.*



TECH TIP

Use computer games such as *Magic School Bus* to talk about emotions. “I was scared when we went into the volcano and excited when we found the lava.”

SED2 #26

48-60 months

SMALL GROUP



domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

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



Field Trip Fun

After a field trip to the local market, have the children draw things they saw or did. Have them talk about their art. Compare responses and talk about the similarities and differences. **SED2.4a**

If I Were

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

Emotion Mats

Have mats with different face shapes and hair styles printed on them. Give children play dough and let them create expressions. Ask what emotion their face represents. Take pictures of their creations and print them out for a feelings book. **SED2.4b**



Cool Down Cubes

Make a set of cool down cubes. Use a plastic jar and reusable ice cubes. Write a safe "cool down" strategy on each one. For example: walk away, count to ten, take a deep breath or talk to a friend. When a child gets upset, he/she can select a cube from the cool down jar. **SED2.4b**

Today I Am

Gather paper doll cutouts and white paper for each child. At the top of the paper write, "Today I Am..." Read *My Many Colored Days* by Dr. Seuss. Have the children glue their paper dolls onto their paper. Ask them to think about the color that best matches how they feel. Then, have the children paint the cutout that color, and write the color name. Have each child dictate a sentence about why he/she feels that way. **SED2.4b**

Story Starters

Provide magazine pictures the children can look at to create their own story. **SED2.4a**

TRANSITION TIP

As the children leave small group, have them name one feeling and show you the facial expression to go with that particular feeling.

Matching Emotions

Lay cards with pictures of the children's faces with different emotions face down. Each child takes a turn flipping over two at a time. If the child turns over two cards with the same expression, he/she keeps that pair of cards. **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 folder open flat on the table. Ask the children to take each end and fold toward the center seam to create a tri-panel book. Have the children look for magazine pictures that represent different feelings. Glue these on the two outer panels and describe them. On the center panel, have the children draw a self portrait of how they feel when they are happy and describe their pictures for you to write. **SED2.4b**



SMALL GROUP

SED2 – The child will engage in self-expression.

Wiggle Worm

Use cards with emotion faces on some and wiggle worms on others. One child draws a card and acts out the emotion or shares something that makes them feel that way. If they draw a wiggle worm, everyone gets up and wiggles.

SED2.4b

Emotional Animals

Make a large cube with a different emotion drawn on each side. Make another cube with a variety of animals. Have the children roll both cubes and act out the animal with the feeling (such as a sad dog or a silly mouse). **SED2.4c**

Feelings Charades

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

TRANSITION TIP

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

*It 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.*

Let's Talk Box

Create a “Let’s Talk Box” with a variety of scenarios the children can discuss and act out. For example, “How did you feel when _____ (coming to school on the first day, visiting the doctor for shots or going to the dentist?)”

SED2.4c

★ BRIGHT IDEA

For the children who have difficulty expressing their emotions, encourage them to point to different emotions on a feelings chart as they experience various emotions.

Feelings Game

Give the children a variety of colored candies or cereal in a small cup. Create a chart matching colors to feelings. For example, red=angry, green=sad, yellow=excited, orange=happy, purple or brown=scared. Add images of faces next to the color. To play the game, the children choose one piece of candy or cereal, match it to the emotion on the chart and share a time that they felt that emotion. Ask questions and provide prompts if needed. When all the children have had a turn, invite them to eat the treats. **SED2.4b**

Paper Plate People

You will need paper plates, markers and mirrors for this activity. Have the children look in mirrors and draw a variety of facial expressions on paper plates based on what they see. Then have the children mimic the emotion and talk about what could happen to make someone feel that emotion. Afterwards, put the paper plates out during centers. Show the children how to look at themselves in the mirror holding up the paper plate face and draw what they see on a dry erase board. **SED2.4d**

Feelings Bingo

Create a bingo game using clip art or other images of the children showing different facial expressions and emotions. During small group play the game with the children 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. You can have the children show you what the emotion looks like on their cards when you call out the word to ensure understanding. **SED2.4d**



SED2 #27

48-60 months

CENTERS

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

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



Art Area

Provide large popsicle sticks, small paper plates, markers, glue and other materials for the children to create puppets to use for role play. **SED2.4c**

Add a variety of dried pasta to the art area to use when creating faces. The pieces can be used for eyebrows, noses and mouths. **SED2.4d**

Block Area

Make blocks from cereal boxes, clean milk cartons or tissue boxes. Attach photos of the children making good choices to the cartons. Use these to encourage positive behavior. **SED2.4d**

Sensory Area

Create a sensory tub that the children can visit when they get angry or frustrated. Place old magazines for them to tear and shred into the tub. This helps the children relieve some of their frustrations. **SED2.4d**

Writing Area

Have the children write a thank-you note to someone special. Have them dictate what they want to say, draw pictures, sign their names and decorate the cards. **SED2.4a**

Cut different facial features from magazines. Laminate and place magnets on the back. Give the children a metal cookie sheet, and encourage them to make different faces. **SED2.4b**

Dramatic Play Area

Encourage the children to play the "Please Pass Game." Using pretend food, model how to ask for and pass something such as, "Please pass me the carrots." Have the children ask their friends to pass them something. **SED2.4a**

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**

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

Math/Manipulatives Area

Add a container of bugs. Explain the phrase "bugging me" or "bugs me" and give an example. As the children sort the bugs by attribute, have them talk about something that "bugs" them. Ask questions as the children talk such as, "Why does it bug you for someone to break in line?" **SED2.4c**

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

Reading Area

Include lots of books about emotions: *Percy Gets Upset* by Stuart J. Murphy; *Today I Feel Silly* by Jamie Lee Curtis; *My Many Colored Days* by Dr. Seuss; *The Way I Feel* by Janan Cain and *Glad Monster, Sad Monster* by Ed Emberley and Anne Miranda. **SED2.4b**

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

TEACHER TIP

As you circulate and interact with the children, notice when they are making a good choice. Use verbal or non-verbal cues to let them know. This could be a thumbs up, a heart made from folding your hands together or a nod of the head.

TECH TIP

Use emoticons on a tablet and have the children describe the facial expressions of each emoticon. You may want to use a different smiley face to start each day. You can also do this activity with a large group on a the smart board.

OUTDOOR TIME

SED2 – The child will engage in self-expression.

Telephone Talk

Poke a hole in the bottom of two plastic cups, place a piece of string in the bottom of one cup and tie knots at the end of the string to keep the string 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 in one cup while the other child listens with the other cup. Encourage the children to have a conversation back and forth with each other. How long can the string be before the phone will not work? **SED2.4a**

Emotions Freeze Tag

The teacher blows a whistle so the children will freeze and then tells them to show an emotion on their face. For example say, "Show me a confused face." **SED2.4b**

Emotional Hula-Hoop

Use hula-hoops to make a feelings game. Place various emotion cards in each hula-hoop. The teacher provides scenarios and the children will hop to the various hoops to illustrate how they would feel in each scenario. **SED2.4b**



Babies

Encourage the children to take baby dolls and accessories outside to role play and act out being Mommy or Daddy. **SED2.4c**

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 the child scared, he/she runs to the scared corner. Repeat as many times as the children are interested. **SED2.4d**

Rock Painting

Have the children gather rocks from the playground or from other areas around the school. You will want them to look for rocks with a smooth surface. Clean the rocks and let them dry. At an outdoor table, have the children paint facial expressions on the rocks. **SED2.4b, SED2.4c**



Wind Socks

Take wind socks outside on a breezy day and have the children run, move or dance with the wind sock. You can suggest how you want the children to move, such as move like you are happy or move like you are angry. Have the children notice if the way the wind sock moves changes based on their movements. **SED2.4a**

Playing with Shadows

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



TEACHER TIPS

You can make a simple wind sock by cutting off the bottom of a gallon or half gallon jug. Use a hole punch and punch holes around the cut edge and tie ribbon or streamers through the holes.

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."

Dramatic play is a great place to observe the children acting out emotions and interacting emotionally with their peers.

SED3 #28

48-60 months

domain SED: social and emotional development

Strand: **SELF-REGULATION**

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



36-48 months
Indicators

SED3.3a

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

SED3.3b

Regulates own emotions and behaviors with adult support when needed.



48-60 months
Indicators

SED3.4a

Independently follows rules and routines.

SED3.4b

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



Kindergarten
Correlation(s)

PEK5.1a

Follows classroom rules and shows self-control.

SSKCG1.a

Explains how rules are made and why.

SSKCG1.b

Explains why rules should be followed.

HEK.4a

Discusses ways to express feelings in a healthy way.

#28



36-48 months
Indicators

SED3.3c

Regulates impulses with adult guidance.

SED3.3d

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



48-60 months
Indicators

SED3.4c

Regulates a wide range of impulses.

SED3.4d

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



Kindergarten
Correlation(s)

**NO
CORRELATION**

**NO
CORRELATION**

SED3 #29

48-60 months

LARGE GROUP



domain SED: social and emotional development

Strand: **SELF-REGULATION**

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



Class Rules

Enlist the children's help with developing three to five class rules. Ask the children prompting questions such as, "What do you think we should do when we are in the hallway?" Get the children's feedback, but write the rule so it is simple. Instead of "Don't run down the hall because you could fall and hurt yourself," write "Use walking feet." Have the children demonstrate the rules. Use positive statements and add pictures as a visual reminder. **SED3.4a**

What if Everybody Did That?

You might 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 the rules. **SED3.4a**

Rules, Rules

After developing the classroom rules, talk about them and some ways to follow them. Sing this song, to the tune of "Happy Birthday," to encourage everyone to follow the rules:

*Let's all follow the rules,
Let's all follow the rules,
Be a listener, a learner
In our Pre-K class.*

Continue to make up verses that describe your rules such as, *We walk inside, we walk inside, we only run outside to keep ourselves safe.* **SED3.4a**

Question of the Day

Create a question of the day. The question should have a yes/no answer and lead to some type of conversation, reaction, interest, curiosity or simply make you laugh. Ask it during morning circle as a springboard to the topic or book you will focus on. Examples include, "Would you pet an ostrich?" "Do you recycle?" "Do you have a sibling?" Have the children look over their answers. Compare how many gave "yes" versus "no" answers. Let the children say why they chose their answers and discuss any thoughts the question brings to mind. **SED3.4a**

Yes I Can

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

*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**

The Freeze

Playing games provides children with a fun way to practice impulse control. Play "The Freeze" by Greg & Steve and encourage the children to dance around and be silly. Be sure to "freeze" when the song calls it out. **SED3.4c**

Yoga

Play calm music and teach the children simple yoga poses such as the Knife or Downward Dog. Picture cues are helpful. **SED3.4b**

He Said, She Said

Have the lead and assistant teachers act out different scenarios to teach the children when they might ask a teacher for help or when they could solve something on their own. **SED3.4b**

★ BRIGHT IDEA

For the children who need additional support to communicate, create picture cards that the children can get and take to an adult to indicate when they need help.

TEACHER TIP

Begin large group by teaching the children breathing techniques. Be a S.T.A.R. is one technique: Stop, Take a deep breath And Relax. The Balloon technique is another: have the children slowly raise their arms above their heads to simulate blowing up a balloon, then let the air out when they breathe out. This helps the children regulate their emotions.

LARGE GROUP

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

Listen Carefully

Sometimes the children behave impulsively because they don't listen to directions. Before you've finished your sentence, they are up and moving without really hearing what you said. Teach the children to listen to directions first by having them repeat back what they've heard before they take action. In large group, try one of these songs to see how well the children can follow directions. "If You're Wearing Colors" by the Learning Station or "Shake Your Body Down" by the Laurie Berkner Band. **SED3.4c**

★ BRIGHT IDEA

For the children who have difficulty sitting during large group, provide a seat cushion or a carpet square. This helps to define their personal space.

I Need Help!

After a talk about making choices, being a good friend and using words when needing help, sing this to the tune of "Happy Birthday":

*Let's all make a choice
Let's all make a choice
Share your toys when you're finished
And you'll be a good friend
Let's all make a choice
Let's all make a choice
Let's all make a choice
Use your words when you're angry
And say I need help!* **SED3.4b**

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. "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**

★ BRIGHT IDEA

For the children who have difficulty with abstract concepts, put flannel pieces on the flannel board as you give out the clues. For example, put a flannel water hose, a firefighter hat and a red truck for the children to use to guess the person's identity.

↔ TRANSITION TIP

Sing this to the tune of "A Hunting We Will Go":

*I'm glad I came to school,
I'm glad I came to school,
with all the other boys and girls,
I'm glad I came to school.
Abbey will be there,
Abbey will be there,
with all the other boys and girls,
Abbey will be there!
Sing again with the name of the next child.
They love to hear their names sung in a song.*

Story Time

Sing this story time song to the tune of "If You're Happy and You Know It":

If you're ready for a story, come sit down.

If you're ready for a story, come sit down.

Let's all gather near, so everyone can hear.

If you're ready for a story, come sit down.

Read *Today I Feel Silly: And Other Moods That Make My Day* by Jamie Lee Curtis. Discuss how some days you may do things differently and how those things can affect your mood. **SED3.4d**

↔ TRANSITION TIP

Sing this song to the tune of "The Farmer in the Dell":

*A helper I will be,
A helper I will be.
There's work to do,
A helper I will be.*

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 at that time.

SED3 #30

48-60 months

SMALL GROUP



domain SED: social and emotional development

Strand: **SELF-REGULATION**

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



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, make eye contact and use gestures and visual cues like a small sign that says “Clean Up” or “Line Up.”

Monster, Be Good!

Read the book *Monster, Be Good!* by Natalie Marshall. Once you read the book, provide the children with materials to create their own monster. As the children are creating their monsters, talk about the behaviors that the monsters demonstrated in the book and ask children if the monsters made good choices or what they could have done to make better choices. **SED3.4c**

I Get Angry

Read *When I Get Angry* by Cornelia Maude Spelman. Discuss with the children things that have made them angry in the past. Make a chart stating things to do when they are angry, such as “yell in the mad jar” or “throw beanbags in a basket” and things not to do when they are angry, such as “rip books” or “turn over chairs.” **SED3.4b**

Nice Hands

Read *Hands Are Not for Hitting* by Martine Agassi. Talk with the children about how violence is never OK, how they should manage anger and other strong feelings, and that doing positive, loving things instead, such as playing, making music, helping and taking care of pets will make them feel better. **SED3.4b**



Work it Out

Read *Talk and Work it Out* by Cheryl Meiners. This book teaches children how to learn to calm themselves: state the problem, listen, think of solutions, try one, evaluate results and even agree to disagree when a solution isn't possible. Create solution cards for the children to use on a regular basis. **SED3.4c**

★ BRIGHT IDEA

Provide visuals around the room. Refer to these visuals with the children as they have difficulty calming themselves and solving problems.

Rules Poster

You will need construction paper, markers and other art materials for this activity as well as printed copies of the classroom rules. Have the children color and decorate their papers. They can use markers, stickers and crayons. Once finished, give them a printout of the rules and have them glue it to their papers. They can keep this in their cubbies or take home to remind them of the rules for the classroom. **SED3.4a**

SMALL GROUP

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

My Daily Schedule

For the children who struggle with transitions, have a file folder with an individual daily schedule each child can follow. Take pictures of the children ahead of time, at each time of the day, so it is an actual pictures of them. 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. **SED3.4d**

★ BRIGHT IDEA

Place the picture schedule on index cards and add a notebook ring. This will make the schedule portable and you can show the child the picture cues as you go from place to place in the center or school.

Create a Remote Control

You will need cereal boxes or other small food boxes and markers. Show the children a real remote and talk about all the things we use remote controls for in our daily lives. Talk to children about turning things on and off. Have the children create their own remote to keep and use during daily activities. **SED3.4c**

My Way or the Highway

Read *I Just Want to Do It My Way: My Story About Staying on Task and Asking for Help* by Julia Cook. Have a discussion about how sometimes we don't feel like doing certain things but we still have to get them done. **SED3.4d**

Doodle Dice

You will need a large cube with different yet simple doodles drawn on each side. Give each child paper and either 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 and they have looked at the doodle. You can repeat this several times. Playing games, such as doodle dice, requires close attention and will also help develop impulse control. **SED3.4c**

★ BRIGHT IDEA

For the children who have difficulty rolling dice independently, have them choose a friend to help them roll the dice.

TEACHER TIPS

Change “The Freeze” to “The Freaky Freeze.” Play upbeat music such as “Gonna Make You Sweat” from the CD “Everybody Dance” by Kimbo or a children’s classic such as “The Noble Duke of York.” When the music stops, the children will freeze in the position you indicate such as standing on one leg or with hands on top of the head or finger pointing in the air.

Use rest time to teach the children calming techniques. For example, play a recording of ocean waves and have the children imagine lying on a beach under the sun as they lie on their cots. Try other nature sounds as well.

Create a “You Are So Helpful” jar. Notice the appropriate behavior of all children throughout the day and comment on them, such as helping a friend clean up or walking quietly down the hall. These behaviors should be tied to classroom expectations and rules. Place a marble or pom-pom in the jar each time you notice something. It is important that all children are acknowledged throughout the day and that the jar fills quickly. When the jar fills up, encourage the children to vote on a special activity they enjoy such as a dance party, a game of hide and seek or a relay race.



SED3 #31

48-60 months

CENTERS

domain SED: social and emotional development

Strand: **SELF-REGULATION**

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



Dramatic Play Area

Providing opportunities for imaginary play is an important activity for practicing many social-emotional skills. Encourage the children to make up stories and songs, draft playmates as characters and turn sticks into magic wands. During these activities encourage children to take turns, compromise and share materials. **SED3.4c**

Create a prop box to introduce a special visitor and some materials that might go with that person. For example, if the firefighter is coming to school, create a fire fighter prop box with hats, coats and hoses. **SED3.4d**

Science Area

Create calming bottles using empty water bottles, glitter, glue and water. **SED3.4b**

TRANSITION TIP

Choose a fun cleanup song to help the children with this routine such as, "Clean Up" by Sean Brown (CD: *Super Fun Transitions*), "Tidy Up Rumba" by Musical Playground, "Clean Up Song" from "The Wubbulous World of Dr. Seuss" or use the "Mission Impossible" theme song to count down.

Math/Manipulatives Area

Take the time to teach the children how to use all of the different math materials. Many of these items will be unfamiliar to them, such as geoboards, Unifix® cubes and attribute buttons. Talk to the children using correct math terms such as "sort," "pattern" and "set" **SED3.4a**

Use Hershey Kisses with numbers or letters written on them to create a matching game. Give each child eight kisses, ensuring that there are four matches in the set given to each child. Have them play the game matching the letters or numbers. Once completed, have them trade sets with a friend and play again. When done, have extra kisses ready for each child to eat. You can also create the game using Styrofoam pieces covered in aluminum foil. **SED3.4c**

Memory games can help improve impulse control. Create a simple memory game for the children to play. **SED3.4c**

TEACHER TIP

Create a safe place in your classroom for the children to go to voluntarily when they are upset. Add a soft pillow or a bean bag, a poster of breathing techniques and calming child-safe lotion.

TEACHER TIP

Providing structure can help you keep your routine the same and produce consistency. When the children know what to expect, there is less chaos in the classroom. Set clear limits and repeat the rules often.

TEACHER TIP

When you see children in a challenging conflict, such as when a child takes a toy from another, it is important to support the children to resolve the conflict. Ask the children to explain the conflict, being careful to provide each child with an opportunity to share his/her perspective. Restate their perspective in simple terms, such as, "You really wanted the truck. She wouldn't share it so you grabbed it," and "When he grabbed the truck, it made you really mad so you hit him." Then, encourage the children to think of another solution to the problem that helps them both feel better. Refer to solution cards or provide examples, such as take turns, share, wait for a turn or use another truck, to facilitate the process. It is crucial that both children agree on the solution. Acknowledge and support the children as they try their new solution.

OUTDOOR TIME

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

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 pictures cues. **SED3.4a**

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.

SED3.4b

Slow and Steady

Place toys at the far end of the playground. Have the children make a horizontal line and when you say “Go,” they walk, crawl or crab walk as SLOWLY as possible to get to the toys. Try saying things like, “Your feet are stuck in pancake syrup or squishy mud.” **SED3.4c**

Remember This

Play a game that encourages the children to remember a sequence of movements. For example, they first hop on one foot, turn around, touch their knees and cross their ankles. Do this in a large circle outside. You can have children take turns making up the movements for the others to follow. You will want to start with only two to three movements and then build up. You can model the movements for the children if they need assistance. **SED3.4b**



TEACHER TIP

Review outdoor rules daily. Reinforce expectations using posted visual reminders.

Bubbles

First, blow lots of bubbles for the children to pop. Stop to explain about controlling impulses. Now blow more bubbles and ask the children to catch them before they pop. **SED3.4c**

Red Light, Green Light

In this game, one child plays the role of “stop light” and the rest try to touch him/her. The children form a line about 15 feet away from the “stop light.” The “stop light” faces away from them and says “green light.” At this point, the children should move toward the “stop light.” At any point the stop light may say “red light!” and turn around. If any of the children are moving, they go back to the line they started on and begin again. Movement resumes when the stop light turns around and says “green light.” The first player to make it to the “stop light” and touch him/her is the one to play the “stop light” for the next game.

SED3.4c

Changing It Up

Go to a different location for outside play by visiting a neighboring playground or a park. **SED3.4d**

Self Control Bubble

Use bubbles and encourage children to slowly blow their bubbles outside. Have them continue to slowly blow until the bubbles pop. **SED3.4c**

Walk this Way

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



TEACHER TIP

Transitions can be difficult because some of the children may not know or understand the expectations for that specific transition. If the children are unsure of how their teacher expects them to behave at any given time, challenging behavior is more likely to occur.

★ BRIGHT IDEA

For the children who have more difficulty during transition time, give the child an individualized warning that the transition is going to occur.

SED4 #32

48-60 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.**



36-48 months
Indicators

SED4.3a

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

SED4.3b

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



48-60 months
Indicators

SED4.4a

Transitions well into new, unfamiliar settings.

SED4.4b

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



Kindergarten
Correlation(s)

**NO
CORRELATION**

**NO
CORRELATION**

#32



36-48 months
Indicators

SED4.3c

Shows affection to familiar adults by using words and actions.

SED4.3d

Seeks out adult for help.



48-60 months
Indicators

SED4.4c

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

SED4.4d

Seeks out adults as a resource for help and assistance.



Kindergarten
Correlation(s)

**NO
CORRELATION**

ELACCKSL2

Asks and answers questions in order to seek help, get information, or clarify something that is not understood.

SED4 #33

48-60 months

LARGE GROUP

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.**



Back to Back

Play upbeat music and allow the children to enter the large group area as they finish cleaning up. While the music is playing, the children may dance freely; however, 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's Your Name?

Create an absent child ritual by using a pizza pan with a heart drawn in the middle of it. Print the children's pictures on magnets. Have a child call out names and place them outside of the heart if they are present and inside the heart if they are absent. This builds the concept of being a school family. Sing this song to the tune of "Farmer in the Dell":

*We wish you well
We wish you well
Katie is not here today,
We wish her well.* **SED4.4a**



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**

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 visual pictures for each greeting. The children can then point to which greeting they would like. **SED4.4c**

Let's Be Friends

Read a book about friends, such as *Friends* by Helme Heine, *Frog and Toad Together* by Arnold Lobel or *The Sandwich Swap* by Queen Rania. Talk about what makes a good friend and how we can be good friends in our class. Sing this song to the tune of "Jingle Bells":

*Let's be friends, let's be friends
Let's be friends today
We can laugh and we can talk
While we work and play.* **SED4.4b**

Puppet Problem Solvers

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

Solving Solutions

Have group discussions regarding how to solve conflict. The teacher will repeat the child's words: "So what I hear you saying is that..." and prompt the children by asking questions such as, "How do you think you can solve this problem? What do you think you could do?" **SED4.4d**

TEACHER TIP

Go over rules and expectations before going to an unfamiliar setting. For example, when going to the gym for the first time, discuss how the class is going to get there, what the gym will look like and remind them of behavior expectations.

TEACHER TIP

Provide picture cards on the sides of center shelves that have visual cues of things to do such as clean up or see adult for help.

SMALL GROUP

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

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 center time rules.

SED4.4a

Who Are You?

Introduce the children and let them talk about themselves so they get to know each other.

SED4.4a

Matching Up a Solution

Print cards or pictures you have taken of classroom situations, such as the children not sharing, children playing alone or children attempting to enter play with others. Print solution cards and have the children match the pictures with a solution. Talk to the children about why they chose a specific solution. **SED4.4b**

TEACHER TIP

While engaging with each other in small groups or centers, encourage the children to show affection and use the correct words to describe their feelings to classmates: “If you share your toy with me, I will thank you with a hug or a kind word.”

Solution Kit

Create a solution kit for the children to use. Cards have solutions on them with pictures for the children to look through, such as take turns, share, trade, wait and play with something else. Place cards in a small plastic case. Show the children the cards and discuss how to use them when a problem arises. **SED4.4b**

Thank You

Create thank-you cards for special visitors that have visited. Have the students discuss what they liked most about the visit. **SED4.4b**

Affection

Discuss with the children what the word “affection” means. Ask them to draw pictures and dictate how their families show affection such as hugging, rubbing noses, butterfly kisses or holding hands. **SED4.4c**



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**

Keeping Calm

Model how to calm down, verbalize the issue and how to think of possible solutions. Discuss the use of calming techniques and use of the protected space. **SED4.4d**

TEACHER TIP

Model calm down techniques often as a part of large group discussion. When the children are having difficulty in the moment, remind them of techniques and the use of the protected space. Help the children to verbalize their issue with other children to resolve conflict.

TECH TIP

Provide a variety of clip art on a smart board depicting several scenarios and facial expressions. Have the children describe how they would react to seeing that scenario/emotion and how could they solve the problem?

SED4 #34

48-60 months

CENTERS

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.**



Art Area

Create an “All About Me” collage using paper doll cutouts, markers, glue and scraps of material to make clothing. Encourage them to dictate a story about themselves. **SED4.4a**

Dramatic Play Area

Place multicultural pictures that display different types of affection such as hugging, hand shaking, playing together and high fives. **SED4.4c**

Writing Area

Provide materials to create cards. Encourage the children to create birthday cards and thank you cards for family members and other familiar adults. **SED4.4c**



★ BRIGHT IDEA

For children who are still developing their fine motor skills, provide a variety of writing tools for them to use such as jumbo crayons and markers, shortened pencils and paint dabbers.

Reading Area

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**

Create flannel stories that tell of kind things one friend did for another. Consider using pictures of the children in the class and adding VELCRO® to the back. **SED4.4c**

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 book. **SED4.4c**

↔ TRANSITION TIP

When it's time to move to centers, sing the following song to the tune of “Are You Sleeping”:

*Time for centers, time for centers
Choose one now, boys and girls
Science, math or play dough
Writing, blocks or puzzles
Choose one now, boys and girls.*

Science Area

Create a buddy system that pairs children together to introduce an area of the classroom they may not normally go to, such as science. Encourage the buddies to help one another explore the materials and become familiar with the materials. You could add more structure to this activity by providing the buddies with a science scavenger hunt game to encourage them to experiment with different objects and tools in the science area. **SED4.4a**

TEACHER TIP

Establish a buddy system for the first few weeks of center time. Have the children stick together as they move through centers so they are not playing alone and also getting to know each other. Consider switching buddies on a daily or weekly basis.

TECH TIP

Provide a variety of clip art on a smart board depicting several scenarios and facial expressions. Have the children describe how they would react to seeing that scenario/emotion. How could they solve that problem?

OUTDOOR TIME

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

What Do We Do?

Take the time to show the children their choices for play when they go outside. Have the children take some of their favorite materials from inside to play with outside. **SED4.4a**

★ BRIGHT IDEA

For the children who have difficulty making choices, give fewer options and use visual cards to illustrate choice options.

Solution Ball

Toss a large, bright ball back and forth to the children. When one catches the ball, the child calls out something he/she saw happen in the class and gives a solution. **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 high-interest equipment, such as swings or tricycles. **SED4.4b**

Sportsmanship

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

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 be with one another. The goal is to celebrate individuals while creating a sense of community.

TRANSITION TIP

Practice outdoor cheers that are louder and more fun. Consider doing a “roller coaster” cheer or “rodeo” cheer for someone who did something great.

TEACHER TIP

When a child comes to you with a problem, before giving the child a solution, you should ask the child for something that he/she could do to solve the problem. You and the child may discuss the options and decide on the best solution.

Good Morning, Friends

Begin each day with a daily ritual. The children respond to routine, and following one will ease the move from home to school. Sing the “Good Morning Song” to the tune of “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

TRANSITION TIP

Chant while transitioning:
*Let's not argue, let's not fight.
I'll try my best to do what's right.
If I'm mad and don't want to play,
I'll turn around and walk away.*

TEACHER TIP

Create a large poster to display in the room that has a stop sign with the word “Stop,” a picture of a mouth with the words “Talk about it” and a picture of a Band-aid® with the words “Fix it.” This will serve as a visual reminder of the steps to solving a problem.

SED5 #35

48-60 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.**



36-48 months
Indicators

SED5.3a

Initiates play with one or two other children.



48-60 months
Indicators

SED5.4a

Develops and maintains friendships with other children.



Kindergarten
Correlation(s)

**NO
CORRELATION**

SED5.3b

Engages in mutual/
cooperative play.

SED5.4b

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

PEK5.1d

Works with a partner
or small group regardless of
personal differences.

#35



36-48 months
Indicators

SED5.3c

Seeks adult support to resolve some peer conflicts.

SED5.3d

Recognizes and names the feelings of peers.

SED5.3e

Shows emerging respect for peers' personal space and belongings.



48-60 months
Indicators

SED5.4c

Attempts to resolve peer conflicts using appropriate strategies.

SED5.4d

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

SED5.4e

Shows respect for peers' personal space and belongings.



Kindergarten
Correlation(s)

PEK5.1d

Works with a partner or small group regardless of personal differences.

**NO
CORRELATION**

**NO
CORRELATION**

SED5 #36

48-60 months

LARGE GROUP



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.**



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 hoops one at a time. The children have to work together to make sure everyone can still stand inside a hoop. **SED5.4b**

We Are Friends

Begin large group with one of these songs. Sing to the tune of "BINGO":

*I have a very special friend and
Can you guess her name-o
J-U-L-I-E, J-U-L-I-E, J-U-L-I-E
And Julie is her name-o.*

Sing to the tune of Barney's "I Love You":

*I like you, you like me,
we treat each other respectfully,
helping and sharing, being kind too,
getting along is the thing to do.* **SED5.4a**

A Splendid Friend

Read *A Splendid Friend Indeed* by Suzanne Bloom. Talk about how even though we like to do different things, we can still be friends. **SED5.4a**

Hands Are Not for Hitting

Read *Hands Are Not for Hitting (Best Behavior Series)* by Martine Agassi and discuss all of the things that hands can be used for to help each other in the classroom. **SED5.4c**

Cross the Creek

Place two jump ropes across the floor parallel to one another. Have the children line up on one rope and jump from one side to the other, but the trick is that they have to make room for friends since they will all be jumping on the count of three. This teaches teamwork and cooperative play. **SED5.4b**

EMT

Have an EMT visit the classroom and talk about caring for others. **SED5.4d**

★ BRIGHT IDEA

If a child has difficulty developing friendships, build friendships by modeling and encouraging simple interactions, such as "hi," "let's play" or "my turn."



I Like Me

Read *I Like Me* by Nancy Carlson and then role play situations. **SED5.4d**

Newspaper Dance

Give each child a piece of unfolded newspaper to be their individual dance floor. As you play music, the children dance freestyle on their dance floor. At some point, stop the music and have the children fold their paper 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**

Personal Space Camp

Read *Personal Space Camp* by Julia Cook. This book teaches the children about respecting people's personal space. After reading the book, discuss with the children specific scenarios that pertain to the Pre-K classroom, such as sitting on the carpet and staying in their squares. Have the children link their two hands together and make a circle in front of them so they can visually see "their personal space." **SED5.4e**

How to be a Friend

Read *How to be a Friend: A Guide to Making Friends and Keeping Them* by Laurie Krasney. Discuss the book with the children. **SED5.4a**

SMALL GROUP

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

Paper Dolls

Ahead of time, the teacher will fold a piece of paper into thirds. Draw an outline of a doll on the paper. As the children are able, encourage them to cut out the paper doll without cutting the edges, so the paper doll will stay linked together. Talk with the children about characteristics of what it means to be a good friend and write them on each of the dolls. Some ideas include sharing toys or helping a friend clean up. **SED5.4a**

Friendship Cake

Take one white cake mix and follow the directions on the package. Give each child a Dixie cup with batter and have them add food coloring to create the color batter of his/her choice. Each child then pours their batter into a greased Bundt pan. As they pour it in, encourage them to add their 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 it around a couple of times. Bake and serve the cake to eat with friends. **SED5.4a**



Balancing Box

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

Friendship Chain

Give each child a strip of paper to decorate using markers or paint. The teacher then attaches all of the strips together into a friendship chain to display in the classroom. **SED5.4b**

When Conflicts Arise

Encourage the children to tell you stories about conflicts that have happened in the classroom and take dictation. Make the stories funny and always come up with fun ideas of how to solve the conflict with grace and humor. **SED5.4c**

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. Discuss how they were solved and give ideas for solving it if it comes up again. **SED5.4c**

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 they are sad, for example, or a "high five" if they are 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**

Hands Off, Harry

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

Let's Be Nice

Have the children create a class book about nice things they have done for others. Include pictures or drawings of these actions in the book. **SED5.4d**

TEACHER TIP

Encourage the children to pick where they would like to sit at group times.

TEACHER TIP

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."

SED5 #37

48-60 months

CENTERS

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.**



Art Area

Provide paper plates, butcher paper and paint. Red, yellow and blue are great alone but when you mix them with a friend, you can do so much more. Place butcher paper on a table for the friendship mural. Have the children pick a friend to work with and give them red, yellow and blue paint. The children place one hand in one of the primary colors and make handprints on the butcher paper. Ask questions, "What does the paint feel like on your hands?" and, "What do you think will happen if you hold hands and mix your colors?" Encourage the children to hold their painted hands together and discover what new colors they can make. Ask more questions, "Can you create that color again?" "How many different colors can you make?" and "How can you make that color brighter?" **SED5.4b**

★ BRIGHT IDEA

If a child has difficulty grasping markers and paintbrushes, add a piece of foam around the markers and paintbrush handles to make them easier to hold.

Block Area

Have the children build structures from milk jugs, large cartons and boxes on the rug. The children will need to work together to build something that stands up and balances. **SED5.4b**

TEACHER TIP

Use the block center as a place to work on solving conflicts. There are many opportunities to practice solutions and lots of room to spread out and work on the conflict.

Dramatic Play Area

Set a timer and provide the children with clothing from the dramatic play area. The children will help dress one another in the clothes as the timer ticks down. Can they get everyone dressed before time runs out? **SED5.4b**

Create a "Feel Better" prop box with items to use to care for someone, including a soft toy, a blanket, a book to share and toy doctor supplies. A child's job can be to deliver the box when someone needs comforting. **SED5.4d**

Reading Area

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**

Writing Area

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**

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. Add humor as appropriate. **SED5.4d**

TRANSITION TIP

Sing to the tune of "Mulberry Bush":

Today I'm going to meet a friend, meet a friend, meet a friend;

Today I'm going to meet a friend and we'll be friends together.

Additional verses: "Today I'm going to play with a friend, sit with a friend or talk with a friend."

OUTDOOR TIME

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

Sardines

This game is similar to “Hide and Seek.” The child who is “it” hides first. Everyone else then tries to find “it.” When someone finds “it,” they hide with “it” in the same spot. The game ends when everyone finds the hiding spot of “it.” **SED5.4b**

Work Together

Have a three-legged race or a wheelbarrow race in a grassy area. **SED5.4b**

Catch

Encourage the children to toss and catch the ball together. This promotes cooperation. **SED5.4b**



TEACHER TIP

Find a container that you can drop rocks or other small objects into. Every time you see a child do something nice for someone, you drop a rock in the container. Once the container is filled, encourage the children to “vote” on a celebration. Examples may include a dance party, a game of hide and seek or cooking a special treat.

Don't Bug Me

Use a cardboard box to make and decorate a “don't bug me” house outside. A child can 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 them to solve the conflict they had with the classmate verbally, using appropriate strategies. **SED5.4c**

TRANSITION TIP

Sing this song to transition the children outside or back inside:

22 friends went out to play on a bright and sunny day.

One good friend said, “I Can't Stay;”

21 friends were left to play.

TRANSITION TIP

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

Help your friends, help your friends

Talk it out, talk it out

Be a listener, ask a grown up

*Talk it out, talk it out. **SED5.4c***

What Bugs Me

Take some paper, markers and stamp pads outside. Have the children observe bugs outside and then make a class book called *What Really Bugs Us*. Have the children stamp their fingerprints on their paper and decorate their fingerprint like a bug. Record the children's dictation on what really bugs them. Read the book outside with the bugs the children collected in the bug catcher. **SED5.4c**

TEACHER TIP

Assign a daily job as the outside EMT. This person carries the first-aid kit outside daily and is responsible for assisting with any “emergencies” that may happen outside.

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 the 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***

APL1 #38

48-60 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

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



36-48 months
Indicators

APL1.3a

Initiates new tasks by himself/herself.

APL1.3b

Makes choices and completes some independent activities.



48-60 months
Indicators

APL1.4a

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

APL1.4b

Selects and carries out activities without adult prompting.



Kindergarten
Correlation(s)

**NO
CORRELATION**

**NO
CORRELATION**

#38



36-48 months
Indicators

APL1.3c

Makes plans and follows through on intentions.



48-60 months
Indicators

APL1.4c

Sets goals and develops and follows through on plans.



Kindergarten
Correlation(s)

**NO
CORRELATION**



LARGE GROUP

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

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

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 size 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 you formed a circle. Can you tell me more about it?" **APL1.4b**

Lead and Learn

Select a child to be the leader while playing the song "Dino Stomp" from the group Koo Koo Kanga Roo. The class follows the moves of the leader as he/she pretends to be a dinosaur. Encourage the leader to select a new leader as the activity is repeated. **APL1.4a**

★ BRIGHT IDEA

For the children who have difficulty generating action or movement ideas, provide cards with action moves for them to select.

Talk It Out

Bring an old item such as a telephone with a dial. Ask the children, "What do you think it is?" Point to the dial, receiver or cord, asking about each part. After allowing enough time to guess, model how the item is used. Encourage the children to then guess its name and purpose. Compare and contrast the old phone with a cell phone. **APL1.4a**

Tea Party

Read a book such as *Olivia Plans a Tea Party* by Natalie Shaw. Ask the children what they need to have a tea party. Encourage them to make a plan and gather materials such as plates, snacks, party dresses or suits, and stuffed animals. Assist them in setting up the tea party and following through. **APL1.4c**

TEACHER TIP

Model initiative by letting the children see it in action. Say aloud, "This screw is coming loose, so I'm going to get a screwdriver and tighten it." Or say, "The light bulb went out. I'll get another and change it."

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 and plan about each child's role to help create the garden, such as choosing a spot for the garden, digging holes and planting seeds. Use the calendar as an opportunity to set goals for this project. **APL1.4c**

Read and Retell

Select a child to "read" a familiar story that your class knows, such as *The Wide-Mouthed Frog* by Keith Faulkner. Encourage the reader to select others to help retell the story. Have the child "read" as the children re-enact. **APL1.4a**

★ BRIGHT IDEA

For a child who has difficulty retelling the story provide pictures that represent key characters or key story line events for them to select.



SMALL GROUP

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

Buttons and Holes

Place buttons of assorted sizes, shapes and button holes on a table. Encourage the children to talk about the buttons and where they might be seen or used. Encourage them to create something using the buttons. **APL1.4a**

Taste Test

Bring in mozzarella and blue cheese. Talk about ways they are the same and different. Encourage the children to examine the size, shape and texture. Have them taste each type of cheese on a cracker if they would like. **APL1.4a**

The Little Red Hen

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

Fingerprints Experiment

Invite the children to make fingerprints. Explore the prints with magnifying glasses and encourage the children to compare similarities and differences with their friends. **APL1.4a**

TEACHER TIP

Encourage the children to explore and play with materials and not focus their attention on a specific outcome.

Create the Beat

Encourage the children to make musical instruments by filling paper towel rolls, pie tins or plastic tubes with beans, rice or pebbles. Use rubber bands with paper towel rolls to create guitars and banjos. **APL1.4b**

My Own Paper Doll

Give each child a paint stirrer, a small headshot photo of themselves, cloth, ribbon and pom-poms. Have the children glue their photos to the top of the sticks and dress their paper dolls. Encourage them to play dolls with one another. **APL1.4c**

A Trip to the Moon

After reading *Curious George and the Rocket* by H. A. Rey, provide a space-themed prop box in the dramatic play center. Encourage children to plan their trips, think about what they will do on the moon and how they should prepare for their trips. **APL1.4c**

★ **BRIGHT IDEA**

For the children having difficulty generating ideas for what they would do on the moon, provide pictures of daily activities to encourage them to plan their trip.

Plan and Plant

Read *From Seed to Plant* by Gail Gibbons. Talk to the children about how a plant grows. Give them the opportunity to select and plant seeds to watch them grow. **APL1.4c**

Puzzling to Us

Create homemade puzzles by cutting a placemat. Cut in as few or as many pieces as needed for your class. Encourage the children to work together to complete the puzzle of their choice. **APL1.4b**

TEACHER TIP

When the children come to you with questions, don't automatically give them answers. Use the questions to improve their thinking skills, a crucial element of initiative. Turn questions around by saying something like, "What do you think you should do" or "What might happen if you...?"

What Floats?

Encourage children to create shapes from clay, making sure that at least one shape is a ball. Next, have them create shapes that are shaped like boats. Provide an opportunity for children to test their shapes at the water table. Ask questions such as, "What happens to the balls?" "Why do you think this shape floats?" **APL1.4a**

APL1 #40

48-60 months

CENTERS

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

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



Art Area

Attach feathers, short ribbons or sponges of different sizes and textures to clothespins for the children to use as paintbrushes. **APL1.4b**

Block Area

Place different size PVC piping in the block area. Observe the children using these items for building and constructing unique toys and tools. **APL1.4b**

★ BRIGHT IDEA

For the children who need support generating a building idea, encourage them to select specific materials, such as cars, blocks and people, to begin building their unique toy or tool.

TEACHER TIP

After a child has identified a goal, assist in breaking down the necessary steps to accomplish the goal. It is important to be specific.

Block Area

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 along with a ball to knock them down. **APL1.4b**

Place butcher paper on the wall in the block area, and make an outline of a large building or skyscraper. The children can then use soft blocks to match the wall pattern. **APL1.4c**

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

Add brightly colored fabric, bubble wrap and paper towel rolls. Encourage the children to use these items as they build and construct with blocks. **APL1.4a**

Add bottle caps of different sizes and shapes to encourage the children to add accessories to their buildings. **APL1.4a**

TEACHER TIP

Prior to centers, provide pictured choice boards of activities for the day.

Dramatic Play Area

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

TEACHER TIPS

When helping the children set goals, start small. Help the children think of a fun goal they could achieve within a short time. Little goals are the best way to get the children moving toward big goals.

For a child who consistently has trouble choosing which center to begin playing in each day, suggest a choice between two. Try asking, "Do you want to play in the science center or the art center?"



OUTDOOR TIME

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

Colors All Around

Provide each child with colored paint sample cards found at paint stores. Encourage the children to match the sample colors with an item found in nature. Talk to them about the similarities and differences in the colors. Come up with fun, new color names like “stone grey.” **APL1.4a**

Nature Café

Create a Nature Café. Take the children on a nature walk. Give each child a brown bag and encourage them to pick up items found in nature such as small stones, sticks and leaves. Encourage the children to use these items to pretend to cook. Ask questions like, “The food smells good; What you are cooking?” **APL1.4a**

Sky High

Lie on blankets or mats with the children and encourage them to look at the clouds, planes or birds. Talk with them about what they see. Ask, “What do you think that cloud looks like? Where do you think the birds are flying?” **APL1.4a**



Chalk Spray Fun

Put equal amounts of baking soda and corn starch in a spray bottle until it is 1/3 full. Add washable nontoxic paint. Add warm water to fill the bottle and shake it well. The children can 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**

Music Wall

Suspend old pots and pans from a fence or create a PVC structure to hold them. Leave large spoons out so the children can create various sounds using the pots and pans. **APL1.4b**

TEACHER TIPS

Record each small success toward achieving a goal so that the children can see their progress. Charts are an excellent way to create a visual reminder of the goal, the steps accomplished and the steps still needed to reach the goal.

Help the children set challenging goals but be realistic about what they can achieve. Think about where each child is developmentally. This will enable you to set achievable goals tailored specifically for the child and not the needs or abilities of others.

Balls Paint

Put and place a piece of paper large enough to cover the bottom of a 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**

PVC Pipe Fun

Give the children PVC pipe that is at least 3" in diameter and some ping-pong balls. Encourage them to connect the tubes and slide the balls inside them. **APL1.4c**

Weave a Web

Weave plastic streamers of different colors securely to stationary objects around the perimeter of the play area to create a maze. Make sure the streamers are only about ankle high. Encourage the children to step in and out of the maze as they walk and “weave” their way through the structure. **APL1.4a**

Make a Critter

Have the children use sand, sticks, pinecones and other items to create a critter of any size or shape. Encourage them to find whatever extra items are needed to create their creature. **APL1.4b**

APL2 #41

48-60 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

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



36-48 months
Indicators

APL2.3a

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

APL2.3b

Asks questions about unfamiliar objects, people and experiences.



48-60 months
Indicators

APL2.4a

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

APL2.4b

Asks questions and seeks new information. With assistance, looks for new information and wants to know more.



Kindergarten
Correlation(s)

**NO
CORRELATION**

**NO
CORRELATION**

#41



36-48 months
Indicators

APL2.3c

Explores and manipulates both familiar and unfamiliar objects in the environment.



48-60 months
Indicators

APL2.4c

Increasingly seeks out and explores unfamiliar objects in the environment.



Kindergarten
Correlation(s)

**NO
CORRELATION**



APL2 #42

48-60 months

LARGE GROUP

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

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



Freeze and Dance

Have the children stand in a circle. Model a motor movement and have the children copy you. Point to a child to be the new leader. The new leader models a movement for the class to imitate. Continue until each child has had a turn. Add props such as streamers, instruments or hats. **APL2.4a**

BRIGHT IDEA

Divide the children into two small groups to facilitate increased interaction among the children.



Tortoise and Hare

Read Aesop's fable, "The Tortoise and the Hare." Emphasize the different rates of speed of each character. Play music, such as "The William Tell Overture," to represent "fast" and a lullaby to represent "slow." Have the children run in place based on the speed of the music played. **APL2.4a**

Box It Up

Come dressed as a mail carrier. Read *Boxes! Boxes!* by Leonard Everett Fisher. Bring various-sized boxes – small, tiny, long, short, mid-sized and large. Bring a variety of items to fit in the boxes – a ball, hat, tie, jewelry, shoes – in a bag. Look at the boxes and discuss sizes. Next, take the items out and problem-solve which item fits best in which box. **APL2.4b**

Floating Fruit

Hollow out half of a grapefruit or an orange and place it into 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 the way the counters are placed inside will matter. 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 children to crawl on the ground to observe and describe their world from the bottom up. **APL2.4a**

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**

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**

Puddle Jump

Have the children dress in rain boots and rain hats. Cut out "puddles" made of paper and tape them to the floor. Play the song, "Elmo's Jumping in Puddles." The children can take turns jumping in the puddles. **APL2.4c**

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 butterflies get designs." These sentence starters could be the basis of conversations.

SMALL GROUP

APL2 – The child will demonstrate interest and curiosity.

It's About Time

Use an egg timer, an hourglass, a stop watch, an alarm clock, a calendar and a cell phone. Show the children how each is used to mark the passage of time. Set each device for a different amount of time, such as 20 seconds, one minute or 10 minutes, to compare. **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**

The Snowman

Read *The Snowman* by Raymond Briggs. Begin with a picture walk. Encourage the children to talk about the pictures. **APL2.4a**

Over in the Meadow

Read *Over in the Meadow* by Olive Wadsworth. The children may ask questions like, "What do otters eat?" or "Why do turtles dig?" Allow time between pages for the children to ask questions and discuss the different animals. **APL2.4b**



Underwater Mystery

Place nontoxic water beads in a plastic dish pan, using enough to hide small toys. The children will take turns reaching in the tub and feeling the toys. They can ask questions and try to guess what they feel. **APL2.4a**

★ BRIGHT IDEA

For the children who have difficulty touching a variety of textures, provide gloves. You can also place the It's Snowing substance in a closed plastic bag and place the Underwater Mystery toys in a brown bag or box.

Snack Time

Bring in a variety of fruits that the children may be unfamiliar with, such as kiwi, mango, papaya and pineapple, for them to try. **APL2.4c**

★ BRIGHT IDEA

For the children who have difficulty tasting or touching new foods, provide opportunities to describe what they see when exploring unfamiliar fruit.

Volcano Eruptions

Provide each child with modeling clay or play dough for molding a small volcano. Make an indentation in the top of each child's model, and add a tablespoon of baking soda in the indentation. Give each child a half-cup of vinegar with a drop of red food coloring. Allow the children to slowly pour the vinegar over the baking soda. Ask them, "What is going to happen when we pour the vinegar onto the baking soda?" and "Why do volcanoes erupt?" **APL2.4b**

Take Apart

Read *My First Book of How Things Are Made: Crayons, Jeans, Guitars, Peanut Butter and More* by George Jones. Prior to reading the story, ask the children to guess how some of these items are made. After reading the story, compare their guesses with the information presented in the text. **APL2.4c**

Who Lives in a Cave?

Ask the children to tell you what they know about caves and what kinds of animals live there. Read a book, such as Gail Gibbons' *Caves and Caverns*, or engage the children in research to learn about caves. Discuss which animals live in caves. **APL2.4c**

TEACHER TIP

Pair the children with similar interests to work together.

APL2 #43

48-60 months

CENTERS

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

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



Art Area

Have a variety of paper available for the children to sponge paint. Use this homemade wrapping paper to wrap gifts. **APL2.4b**

Encourage the children to paint with LEGO®s, LEGO® DUPLO®s or other plastic blocks. **APL2.4c**

Give the children paint, slick fingerpaint paper and straws. Encourage them to blow the paint into different designs. Talk with them as they are doing this activity to see what they think their painting looks like. **APL2.4c**

Provide coffee filters, water-based markers, a cup of water and plastic pipettes. Encourage the children to draw on the coffee filters using the markers and use the plastic pipette to drip water on their drawings. The water will make the color from the markers spread. **APL2.4c**

★ BRIGHT IDEA

For the children who have difficulty using markers and pipettes, provide grips for the markers and use a paintbrush to drip water on their drawings.

Block Area

Have the children build several ramps of different heights. Have the children take turns driving trucks and cars on the ramps to see which is the fastest or slowest. **APL2.4a**

Dramatic Play Area

Provide old-fashioned devices for the children to explore such as a manual egg beater, a rotary dial telephone or an old-fashioned doll. **APL2.4b**

Science Area

Bring in small, live animals to observe such as bugs, turtles, snails, crabs, mice and lizards. Compare the speeds of the animals as they move. **APL2.4a**

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**

↔ TRANSITION TIP

Before lining up or washing hands, draw names from a container and have each child share something they did in centers.

Writing Area

Bring in a typewriter and demonstrate how to use it. Encourage the children to type some words from word cards. **APL2.4c**

TEACHER TIPS

Provide open-ended and real/found items. These encourage the children to explore, create and persist in learning how to learn.

Join the children in play during center time. Be willing to explore and experiment alongside the children and display curiosity. Ask questions of the children that prompt predictions, conjectures and generalizations such as, "I wonder what will happen if..." "What makes you think that..." "Is there another way we can find out?" or "How can we solve the problem another way?"

Facilitate the children's curiosity by employing the "detective story principle." Appeal to the children's natural desire to learn by presenting a question at the beginning of the lesson. Once you have awakened their curiosity then present them with the content of the lesson.

OUTDOOR TIME

APL2 – The child will demonstrate interest and curiosity.

On a Rainy Day

Prior to this activity, talk about rain. Have the children dress in boots and rain jackets. Take umbrellas outside to watch and feel the rain. Ask the children, “Where does the rain come from? How do your rain jacket and boots keep you dry?” **APL2.4a**

Walk Like the Animals

Imitate animals and the various speeds at which they move. Have a hopping rabbit race and a crawling turtle race. **APL2.4a**

Box Play

Provide an assortment of different size boxes for the children to stack and build with on the playground. **APL2.4b**



TEACHER TIP

Provide a balance of structured and unstructured learning activities throughout the day.



Full of Holes

Using a pushpin, poke four to five holes about an inch above the bottom of a clean water bottle. Have the children predict what will happen when you fill the bottle with water. Next, fill the bottle with water and quickly screw the top on. Have the children observe that the water does not run out of the holes in the bottle. Next, unscrew the top and have the children observe the water flowing out. Discuss why the water flowed or stop flowing. Add food coloring to the water and repeat the activity. **APL2.4b**

What Do Ants Like to Eat?

Place several different types of food on to a tray, for example small crumbs of bread, shredded cheese, raisins, walnuts, honey and orange slices. Place the tray outside and periodically check it to see if any ants visit and which foods attract the ants. 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**



TEACHER TIP

Naturally, curious children want to bring living creatures and plants into the classroom. Be sure to emphasize to the children how to respect and treat living creatures when studying them by sharing the “Four Ls of Learning About Living Creatures”: 1) look at them; 2) learn about them; 3) let them go; 4) leave them alone.

Bat Cave

Make a bat cave using a large cardboard box. Drape the cave with fabric or a blanket. Encourage the children to pretend to be bats and birds, or a spelunker (a person who explores and studies caves). **APL2.4c**

I Spy

Play “I Spy” on the playground. “I spy with my little eye something that is yellow. Yes, it is the dump truck.” **APL2.4c**

Nature Rubbing Books

Gather lightweight paper (recycled copy paper works well) and old crayons without the wrappers. Encourage children to place paper over outdoor objects and areas, such as sidewalks, tree trunks, grass, exterior of buildings, fences and rub with crayons. Have the children arrange the rubbings in order from smoothest to roughest. **APL2.4c**



TEACHER TIP

Teach the children to be observant. Rather than focusing on teaching proper names of pond creatures for instance, let the children observe and record what they notice about the creatures. Let them name the creatures based on their own observations, such as “red dot bug” and “candy stripe bug.” Teaching correct names too early can inhibit further observation. Give the children a few days or more to observe and name the creatures before sharing the proper names.

APL3 #44

48-60 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.**



36-48 months
Indicators

APL3.3a

Engages in an activity for sustained periods of time to achieve a goal.

APL3.3b

Wants to complete activities and do them well.



48-60 months
Indicators

APL3.4a

Engages in independent activities and continues tasks over a period of time.

APL3.4b

Practices to improve skills that have been accomplished.



Kindergarten
Correlation(s)

**NO
CORRELATION**

**NO
CORRELATION**

#44



36-48 months
Indicators

APL3.3c

Begins to work cooperatively with others to achieve a goal or accomplish a task.

APL3.3d

Keeps working on activity even after setbacks.



48-60 months
Indicators

APL3.4c

Works cooperatively with others to successfully achieve a goal or accomplish a task.

APL3.4d

Persists in trying to complete a task after previous attempts have failed.



Kindergarten
Correlation(s)

NO
CORRELATION

NO
CORRELATION

LARGE GROUP

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.**

Get The Wiggles Out

Play the music video, “Wiggle It” by Koo Koo Kanga Roo. Let the children dance and interpret the music. **APL3.4a**

The Little Engine That Could

Read *The Little Engine that Could* by Watty Piper. Discuss problems in the story and what happens at the end of the story. Ask the children why it is important not to give up. **APL3.4d**

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. Tell the children they have to work together to cross the river, using the lily pads (paper plates), and that their feet have to be on a lily pad while crossing. **APL 3.4c**

★ BRIGHT IDEA

For a child who has difficulty with balance and coordination, set boundaries wider apart and support his/her movements through modeling and prompting.

The Pre-K Bridge

Try this variation of “London Bridge.” Have the children work together to get all the children under the bridge. Let them take turns being the bridge keeper. Sing:

*The Pre-K bridge is falling down,
falling down, falling down.*

*The Pre-K bridge is falling down,
my good friend.*

*Catch a friend, rock side to side,
side to side, side to side.*

*Catch a friend, rock side to side, our
friend_____.* **APL3.4c**

TEACHER TIP

Use your classroom name as the bridge name in The Pre-K Bridge activity.

TRANSITION TIP

Play music while modeling different body positions for the children to imitate. Cross Crawl: touch opposite hand to opposite knee, continue alternating this movement across the center of the body. Then have the children reach behind their back, touching the opposite hand to foot.

Zoodio

This is a partner game. Have the children stand facing a partner with arms crossed. Take the partner’s right hand in your left hand (and vice versa). Sing the song while bending your knees to the beat. Then 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 around 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**

Doggy, Doggy, Where Is My Bone?

One child (the “dog”) sits with his/her back to the class. Place an object, like a small block (the “bone”), under the chair. While the dog is turned around, 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 gets another turn, but if he guesses wrong, the child with the bone becomes the dog.

APL3.4d

SMALL GROUP

APL3 – The child will sustain attention to a specific activity and demonstrate persistence.

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 as tall as possible. **APL3.4c**

Teamwork

Read the book *Teamwork Isn't My Thing, and I Don't Like to Share!* By Julia Cook. Have the children talk about how they can work together during class activities. They can draw pictures and use them to make a class book. **APL3.4c**



TEACHER TIPS

Be respectful of children's new ideas. Repeat and expand on child-initiated ideas.

When a child says, "I'll never be able to do it!", remind them of a time when they had trouble but kept focused and succeeded. Also, when the children stick with something, point it out.

Jenga Challenge

Play a game of Jenga with the children. This is a great game to encourage the children to keep trying. It is important to allow the children to make mistakes, so they can think about how they might do it differently the next time. Talk with them so you can understand what they are thinking. Model reasoning out loud, "I know if I move that block, it will fall immediately." **APL3.4d**

Pick Up Sticks

Set up the game "Pick Up Sticks" by dumping the sticks onto the table or any other large, flat surface. The children then try to pick up a stick without moving any others in the pile. **APL3.4d**

TEACHER TIPS

If you do not have the game Pick Up Sticks, you can use wooden skewers with the pointed end cut off.

It is important that children know the steps involved and learn to complete an activity for the development of persistence. Demonstrate how to do an activity, showing the entire process from taking a material off the shelf to cleaning up at the end and returning the material to the shelf.

Puzzle Challenge

Encourage the children to complete a more difficult puzzle. Talk them through problem-solving techniques, such as looking at the shape of a particular piece or where a puzzle piece might fit, or how to look at the colors to see where it belongs – to help the children persist with the task. **APL3.4d**

I Do Not Like Them

Read *Green Eggs and Ham* by Dr. Seuss. Talk about how persistent Sam was when trying to get him to taste the green eggs and ham. After reading the book, cook some eggs and add green food coloring. Encourage the children to taste the eggs. Create a graph, and have the children place their picture next to "Yes" if they liked the green eggs or "No" if they didn't. If a child doesn't want to taste, have fun. Ask if he/she will eat them in a box or with a fox? **APL3.4d**

TEACHER TIP

Start a unit of study by activating prior knowledge. The children who can connect new learning with previous knowledge will be far more likely to persist in facing learning challenges than those children for whom each concept in the material is unfamiliar.

APL3 #46

48-60 months

CENTERS

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.**



Art Area

Place butcher paper on a table and provide the children with a variety of kitchen tools such as forks, spatulas and potato mashers. Show them how to dip the tools in shallow pans of paint and then press them on the paper. Encourage the children to work together to complete the kitchen art mural. **APL3.4c**

Block Area

Collect lots of egg cartons. The children can use the cartons as building blocks. **APL3.4c**

Cut paper towel tubes in half lengthwise to create tracks for marbles. Encourage the children to construct tracks using the tubes and masking tape. They will need to determine the correct lengths to run marbles successfully through the track. This is a great way for the children to learn through trial and error. **APL3.4d**

Place cardboard cylinders and flat pieces of cardboard in the center for building. **APL3.4d**

TEACHER TIP

Model interactions during various activities, showing the children how to work together.

Science Area

Provide old items for children to take apart such as a flashlight, record player, telephone, keyboard or remote control. Provide small tools like screwdrivers and pliers for disassembling. Encourage the children to explore and take apart items. **APL3.4a**

TEACHER TIPS

Provide adequate time for the children to explore activities and carry out their own ideas.

Help the children to see the connection between effort and success. Often less persistent children believe that others are just somehow smarter or find the work easier than they do. Learning that everyone needs to work hard at times can be encouraging for some students.



TEACHER TIPS

When a child runs into a problem, encourage him to “Breathe, Think, Do.” Take a deep breath, think about what to do next, and give the solution a try.

The children can become overwhelmed with external stimulation and unable to stay on task. When a child is upset or worried, find the root of the problem. A child will learn to deal with his/her emotions better if you acknowledge those feelings.

Playing movement and music games helps preschool children develop attention skills. Playing games such as “Red Light, Green Light” and “Simon Says” are fun and engaging ways to promote these skills.

Putting together puzzles and creating structures with building blocks, such as LEGO®s or Lincoln Logs, require the children to intentionally focus. Other quiet attention-building activities are card games such as Concentration and Go Fish.

Writing Area

Invite the children to copy environmental print in the writing center. Encourage them to continue to try if it gets difficult. **APL3.4d**

OUTDOOR TIME

APL3 – The child will sustain attention to a specific activity and demonstrate persistence.

Bats and Birds Fly

Make bat or bird wings from old t-shirts by cutting the shirt open up the front and leaving the sleeves in place. The children put on their wings to pretend to fly. **APL3.4a**

Outside Art

Hang art paper on a fence or on easels. The children can paint during outdoor play. **APL3.4a**

Plug and Paint

Gather paint, a long piece of butcher paper and new toilet plungers. Place 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**

Hot Potato

Have the children use their feet instead of hands to work together to pass the “hot potato.” **APL3.4c**

TEACHER TIP

When leading the children in an organized activity, such as a relay race, be clear and specific. Keep directions short and simple, allowing children time to process your requests for their attention and follow the directions given.

Hand-Clapping Games

Play hand-clapping games (they take a lot of practice) such as “Miss Mary Mack”:

*Miss Mary Mack, Mack, Mack
All dressed in black, black, black
With silver buttons, buttons, buttons
All down her back, back, back
She asked her mother, mother, mother
For fifty cents, cents, cents
To see the elephants, elephants, elephants
Jump over the fence, fence, fence
They jumped so high, high, high
They touched the sky, sky, sky
And didn't come back, back, back
Till the fourth of July, July, July.* **APL3.4c**

Treasure Hunt

In a dish pan, freeze an assortment of small plastic toys so they are suspended throughout the ice. On a warm day, dump the ice on a solid surface. Provide eye droppers with salt water and small plastic hammers as tools. The children can chip the ice away and search for frozen treasure. **APL3.4d**

TRANSITION TIP

Every classroom should have an attention/freeze signal. The word “Freeze” works well. Teach the children that when they hear the word, they should stop what they are doing and give their attention to the teacher. The signal should be used in a consistent manner.

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 ear and “talking” to aliens. **APL3.4c**

Are You Listening?

Sing to the tune of “Frère Jacques”:

Are you listening? Are you listening?

Everyone! Everyone!

If you are listening, if you are listening

Look at me, look at me.

Other ways to end the song are “snap your fingers” or “pat your head.” **APL3.4d**

Links on a Chain

Stand the children in a long line and provide a string for them to hold. Tell the children that they will be following a leader and doing everything that the leader does. The leader might wave his/her hands over her head, march like a marching band or jump over a crack in the sidewalk. Every 30 seconds, give another child a turn to lead until all of the children have had a chance. **APL3.4d**



APL4 #47

48-60 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL4** – The child will engage in a progression of **imaginative play**.



36-48 months
Indicators

APL4.3a

Uses imagination to create a variety of ideas, role-plays and fantasy situations.



48-60 months
Indicators

APL4.4a

Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.



Kindergarten
Correlation(s)

**NO
CORRELATION**



#47



APL4 #48

48-60 months

LARGE GROUP

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL4** – The child will engage in a progression of imaginative play.



A Bad Case of Stripes

Read *A Bad Case of Stripes* by David Shannon. Discuss the things that happen in the story that could happen in real life and the things that are fantasy. Ask the children if someone could really get a bad case of stripes. **APL4.4a**

Real or Fantasy

Have the children take turns telling something they may or may not have done. The other children guess whether the statement is real or fantasy, for example, "I went to the beach yesterday." Continue the activity until everyone has had a turn. **APL4.4a**

I'm the Teacher

Invite the children to take turns being the teacher while discussing calendar activities such as the day of the week or the weather today. **APL4.4a**



TEACHER TIP

Create a variety of animal props and simple costumes for imaginative play. Add foam or felt ears to plastic headbands or attach curly ribbon for hair. Use foam visors and add wiggly eyes and other features to represent animals. Cover a white visor with cotton balls and add eyes for a sheep or glue on feathers for a bird or chicken. Spray paint spatter screens and add features from felt or foam. The children can hold the screens in front of their faces as they pretend to be the characters.

TEACHER TIP

Watch for the types of scenes children imagine when playing centers and use those to help plan upcoming themes, small group and large group literacy activities. For example if one group makes boats out of large blocks, a second group goes camping in the tent you've added to the dramatic play center and a third group pretends dolls are mermaids. Help the children combine the three ideas into a pirate ship, guided by mermaids to a treasure that is hidden under the tent where they camp.

TEACHER TIP

Look for ways to provide multicultural and other community experiences for children. Activities such as field trips, celebrating holidays and activities with other ethnic groups and encouraging children to bring visitors to school enhances the creative process. The more varied experiences children have in their lives, the wider the range of creative expression.

Llamas in Pajamas

Read *Llama Llama Red Pajama* by Ana Dewdney and then ask children questions: "Do llamas really wear clothes and sleep in beds?" "Do they live on farms?" Use pictures to show the difference between fantasy and real life. You may also read an informational book about llamas for further discussion. **APL4.4a**

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 if it's 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**

SMALL GROUP

APL4 – The child will engage in a progression of imaginative play.

Finger Soccer

Read *Froggy Plays Soccer* by Jonathan London. Ask the children if this story is real or fantasy, and why. Play finger soccer by using a small piece of clay or a balled-up piece of paper, for the soccer ball and a shoebox lid for the soccer field. Model for the children how to flick the ball with their thumb and pointer finger. Have the children take turns flicking the ball to try and make a goal. **APL4.4a**

★ BRIGHT IDEA

For a child who has difficulty flicking the ball, have him or her use the whole hand to push the “soccer ball.”

Real or Imagined

Put pictures of things that are real and not real in a bag. Have the children pick 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**



TEACHER TIP

Introduce simple games with rules. Board games like Chutes and Ladders or Candy Land are great extensions of make-believe play.

TEACHER TIP

Help the children expand their pretend roles and add to the scene by asking questions such as, “What’s going to happen next?” and “Can we pretend that?”

TEACHER TIP

Support children at their current level of pretend play and also encourage them to extend their imagination. For example, interacting with children in character would support them at their level, or encourage them to add details to their roles, for example “What else do dads do?” would lead to extending their learning.

TEACHER TIP

Encourage the children to describe their pretend play to others. For example, “Daryl, can you show Pat how you and Emilio put out your fire?”

Plaster Creations

Purchase plaster of paris or make your own using two parts white glue to one part warm water. Encourage children to make hand prints, footprints or globes molded on balloons. Children will love creating their own objects and watching the goo turn solid. **APL4.4a**

Superhero Blankets

Gather pieces of silky fabric, such as nylon or polyester, and provide them for children to use when playing. These will quickly become superhero capes, boas and tails. **APL4.4a**

Warm-Up

Explain the differences between real and make-believe. Then play “What Do You Think?” Ask the children, “Do you think that a rock can swim? Do you think that a fox can run? Do you think that a bunny can hop? Do you think that a banana can talk? Do you think that a frog can write a letter?” Encourage children to call out: “Yes, that’s real!” or “No, that’s make-believe!” **APL4.4a**

Rapunzel

Wear a pretend wig or create a large braid of hair to wear. Tell a shortened version of the story of “Rapunzel” to the children. Discuss what makes “Rapunzel” a fantasy. Ask the children how they think it would feel for someone to climb up their braid. Discuss what could make “Rapunzel” a real story. **APL4.4a**

CENTERS

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL4** – The child will engage in a progression of imaginative play.

Art Area

Cut out large leaves from cardboard or Styrofoam. Punch six holes, fairly close together, in the boards. Use extra-long pipe cleaners in different colors for caterpillars. Encourage the children to thread their fuzzy caterpillar in and out of the leaf holes. Provide copies of *The Very Hungry Caterpillar* by Eric Carle, as well as books that show real caterpillars, for the children to read. **APL4.4a**

TEACHER TIP

Help your children turn everyday experiences into play with props. Instead of buying a doctor's uniform, use a grown-up's old shirt and put something on it that signifies the doctor. Don't have a stethoscope? Make one out of a piece of string with a circle attached. A prop doesn't need to be an exact replica; creating something symbolic takes more thought.

TEACHER TIP

Dramatic play experiences are some of the first ways the children learn about their likes, dislikes, interests and abilities. They experiment with role-playing to make sense of observations.

Dramatic Play Area

Make prop boxes and encourage children to act out classic stories such as "Jack and the Beanstalk." Provide a small cap to be Jack, beans, a stuffed cow and goose, an apron for the mother, a tattered shirt for the giant and a small step stool to create the large beanstalk. Encourage children to use phrases and motions from the story. **APL4.4a**

Create a doggy day care by adding stuffed dogs, plastic bowls, brushes, plastic dog bones, balls and a dish pan. Invite the children to think of activities the dogs can do throughout the day. Post pictures of a real doggy day care. Discuss the differences between a pretend day care and a real one. **APL4.4a**



Blanket Forts

Arrange furniture, such as chairs, in a manner that will allow you to drape a blanket or sheet over them and have space inside for children to play. These blanket forts provide a perfect place for kids to role-play and explore an early form of independence. **APL4.4a**

TEACHER TIP

Uninterrupted time to play and explore is important. Leave materials or creations in the classroom for a few days to allow the children to fully explore and enhance their creativity.

TEACHER TIP

Dramatic play often overlaps areas. For example, children in the home living area may build a backyard barbecue in the block area. By locating these areas next to one another, you facilitate this type of creative play.

OUTDOOR TIME

APL4 – The child will engage in a progression of imaginative play.

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. Talk about how pretending to be these items differs from the real object. **APL4.4a**

★ BRIGHT IDEA

For a child who has difficulty with imaginative play, model the gestures you want him/her to imitate and support them as they practice through prompting and positive feedback.

TEACHER TIP

Provide props for the children to use outdoors. Wheeled toys such as bicycles and wagons could serve as buses, trains, airplanes or boats. Small items from nature, such as pebbles and leaves, could be a feast for a banquet or birthday party. Finally, bringing indoor materials, such as scarves, dolls and cooking utensils outside further helps the children extend and elaborate their imaginative play.

So Many Leaves

On a fall day, go outside and encourage the children to pick up leaves. Talk to the children about whether they are real or pretend, using examples of artificial leaves to compare them to. Have them talk about how they know which ones are real. Write down the children's responses as they discuss what the differences are, such as the real leaves being "more crumbly." **APL4.4a**

★ BRIGHT IDEA

For a child who has difficulty with a variety of textures, provide non-latex gloves to assist with picking up leaves.

Big Box Play Time

Gather cardboard containers in several sizes for children to engage with while outside. You might also read Antoinette Portis's *Not a Box* to jump start children's imaginations. **APL4.4a**

Be A Superhero

Take out superhero props and community character costumes. Invite the children to dress up and discuss which are real and which are fantasy. **APL4.4a**

Three Little Pigs

Invite children to reenact "The Three Little Pigs" outside. Afterwards discuss if this story is real or a fantasy? Can pigs talk? Can pigs build houses? Do they live in houses? Can wolves talk? Can wolves blow down a house? **APL4.4a**

Chicken Little

Read "Chicken Little." Invite the children to lie down on a blanket and discuss whether the sky can really fall? Why or why not? What would happen if the sky fell? **APL4.4a**

TEACHER TIP

How we interact with others is key to our lifelong success and happiness. Imaginative play helps children learn how to read social cues, recognize and regulate emotions, negotiate and take turns, and engage in long-term activities that are mutually beneficial.

TEACHER TIP

After the children have recreated a familiar, imaginative play scene (such as the doctor's office) several times, suggest a new twist. For example, "What if you were the doctor on a pirate ship or in outer space?" Have the same role happen in a different place.

APL5 #50

48-60 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.**



36-48 months
Indicators

APL5.3a

Occasionally joins in cooperative play and learning in a group setting.



48-60 months
Indicators

APL5.4a

Willingly joins in sustained cooperative play and learning with others to complete a task.



Kindergarten
Correlation(s)

**NO
CORRELATION**

APL5.3b

Plans, initiates and completes cooperative activities with adult guidance.

APL5.4b

Demonstrates flexibility in taking on various roles in a group setting.

**NO
CORRELATION**

#50



36-48 months
Indicators

APL5.3c

Finds a creative, inventive way of doing a familiar task or solving a problem with adult guidance.

APL5.3d

Demonstrates emerging flexibility in his/her approach to play and learning.

**NO
INDICATOR**



48-60 months
Indicators

APL5.4c

Demonstrates inventiveness, imagination and creativity to solve a problem.

APL5.4d

Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.

APL5.4e

Recovers quickly from setbacks and differences in opinion in a group setting.



Kindergarten
Correlation(s)

**NO
CORRELATION**

**NO
CORRELATION**

**NO
CORRELATION**

APL5 #51

48-60 months

LARGE GROUP

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.**



Scavenger Hunt

This can take place indoors or out. The class will work together to find all items within a given time frame. **APL5.4a**

Boom Chicka Boom

Lead the children in the song, "Boom, Chicka, Boom." Children repeat the leader:

I said a boom, chicka, boom (I said boom, chicka, boom)

I said a boom, chicka, boom (I said 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 the children to make up new verses, do a baby voice, a monster voice or an opera voice. To amplify children's voices and encourage participation as they sing, provide each child a cardboard tube or PVC pipe to use as a megaphone. **APL5.4d**

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 of these type of questions ready, and discuss or record the children's creative approaches for solving the problem. **APL5.4c**

Nursery Rhyme Plays

Choose several nursery rhymes for the children to act out and divide the class into groups accordingly. For example, to act out "Little Miss Muffett" you will need two actors or actresses, Miss Muffett and the Spider. Work with the children to help the groups practice their plays. Perform in front of families or videotape the plays to show to the class later in the day. **APL5.4a**



Cooperative Hoops

Scatter hula-hoops or rings throughout the play area (one hoop per two children to start with). Use music or a signal to cue movement. Children move about the playing area, stepping anywhere except inside a hoop. When the music stops, everyone finds a hoop and steps inside as quickly as possible. (Two or more children can be in the same hoop.) To be considered "inside" a hoop, a child must have at least one foot in. The other foot may not touch the ground outside the hoop. When the game continues, the teacher removes one hoop. Continue playing and removing hoops until the children cannot possibly squeeze any more people into the remaining hoops. **APL5.4d**

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 holding 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**

SMALL GROUP

APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.

Wild Flowers

Mix five parts red clay, three parts clean mulch and one part wildflower seeds with 16 ounces of water. Have the children work together to mix the ingredients in a dishpan, using their hands. Roll the mixture into meatball-sized balls and let them dry for a few days. Then 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**

Friend or Pet Bingo

The children play bingo, taking turns calling the item to be placed on the game board. **APL5.4b**

★ BRIGHT IDEA

For the children who have difficulty using bingo markers, large bottle caps or lids can be used as game pieces.

One – Two, Lace My Shoe

Punch four holes on each open side of a flat tissue box. Provide the children with long laces. With your help, the children learn to lace the “shoe.” An extension of this activity is for them to tie the lace in the shoe. **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 think of ways to help. Show the children branches and give them a problem to solve. Let the children determine how Stickman can help. For example, you need a fishing pole, a boat oar and something to write with. **APL5.4c**

Work Through Anger

Read *Cool Down and Work Through Anger* by Cheri J. Meiners. Tell the children that everyone gets angry. Discuss with the children that 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**

Creative Inventions

Provide real and found items such as a plastic drink bottle, seashell, wooden spoon and belt. Tell the children to imagine new ways these items can be used. Have one child select an item and invent a new use for it. **APL5.4d**



Puzzle Solution

Draw a large picture of an object, such as a bear, boat or duck. Cut the item in parts for each child to have a piece. Outline the picture to use as a puzzle frame. 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**

You Decide

Read *If I Were A Moose* by Patrick Kleinen. Talk about the questions Coopie asked his mom and how his mom responded. Have the children work in pairs to come up with a different ending to the story. **APL5.4d**

It’s Snowing

Read *The Snowman* by Raymond Briggs. Give the children open-ended materials to create a snowman. These could include buttons, bottle caps, white paint, markers, scissors and felt pieces. Instruct the children to work in pairs to make a snowman with the materials provided. Discuss with the children any similarities or differences between the snowmen. **APL5.4c**

TEACHER TIP

Give the children multiple chances to answer a question. If a child gives a wrong response, always encourage him or her by saying “nice try” or “that was a good thought.”

CENTERS

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.**

Art Area

Encourage the children to paint using some unique “brushes” such as toothbrushes, the bottom of a soda bottle, a dish brush and bubble wrap clipped with a clothespin. **APL5.4c**

Math/Manipulatives Area

Add a variety of plastic bottles and a tub of lids. The children can work together to try and figure out which lids go with which bottles. **APL5.4c**

Block Area

Play the game Twister. Have the children take turns being the referee, operating the spinner and calling moves. **APL5.4b**

↔ TRANSITION TIP

“Shake it Like a Duck” on the way to the next activity. Have the children walk like a duck, do a bunny hop or take baby steps.

★ BRIGHT IDEA

For the children who have difficulty distinguishing differences in lid size, reduce the number of items to match.

After sharing a story, encourage the children to use small building blocks to construct buildings from the story. Provide five copies of the book for the children to use for reference. **APL5.4a**

Dramatic Play Area

Provide the children with several boxes of dress-up clothes and accessories. Encourage them to work together to create costumes for each other and to help each other get dressed. When everyone is dressed, line up in parade fashion and march around the room to music or visit another classroom to show off the costumes. **APL5.4a**

TEACHER TIP

Always give a five- to 10-second wait time when asking a question so if the child doesn't know the answer quickly, he/she can think and come up with an answer.

TEACHER TIP

Teach children how to resolve conflict and solve problems. Help them recognize and name feelings, identify problems clearly, come up with ideas for solving the problem and try possible solutions.

TEACHER TIP

Provide multiple materials for creating books and cards in the writing area. The children can decide which items are best to work with.

Sensory Area

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 them 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. Make suggestions for the children to try. **APL5.4d**

OUTDOOR TIME

APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.

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**

★ BRIGHT IDEA

For a child with fine motor difficulties, use brushes or sponges with handles to help the child hold each tool.

Freeze Tag

Play a game of freeze tag, but change the rules slightly. Instead of just tagging someone to unfreeze them, the children must also say their name. Consider having the children name other things as well, like cartoons or things they have learned over the week. **APL5.4c**



Parachute Play

Encourage the children to come up with new games to play with the parachute. **APL5.4c**

Water Painting

Provide paintbrushes of various sizes, buckets, rollers and water. Have the children work in pairs to paint the sidewalk, playground equipment and building with water. Encourage them to work together and decide together how to paint the various structures. **APL5.4d**

Mud Brick Building

Give children dirt, water and ice cube trays. Encourage them to mix together the dirt and water to a firm consistency. Add to ice cube trays to “set.” Allow to dry some. Have the children carefully remove the bricks from the trays. Have them try to create a building using the bricks. **APL5.4c**

Fruit Station

Prepare a variety of melons such as cantaloupe, watermelon, honeydew and pique the children’s interest by asking what they think it will taste like: sweet or sour. **APL5.4d**

TEACHER TIP

Rotate the materials that go outside. Consider having a child pick a few items from various learning areas that he/she would like to include on the playground today.

Outdoor Seasonal Activities

Have the children work together to rake leaves and then jump in the piles in the fall. Use teamwork to plant and care for an outdoor spring garden. Fill a small pool and gather toys for water play in the summer. **APL5.4a**

Timed Playground Play

Involve several small groups of children in playing in separate areas on the playground such as the swings, the slide or the jungle gym. Encourage working together so all have play opportunities within a given time frame. When the time is up, move each group to a different play area. **APL5.4a**

Target Toss

Let the children take turns tossing a beanbag onto a target on the ground. Each ring on the target will represent a certain number of points. The children will not be working on individual scores, however. They will each be contributing to the total of class points, hoping to reach 100 points by the time each one has had one turn. If not, begin again from zero and try a second time. **APL5.4a**

Bowling

Invite children to participate in an outdoor bowling game using water bottles filled with water. Change the amount of water in the bottles. Ask what might happen to the bottles when the amount of water changes. **APL5.4d**

CLL1 #53

48-60 months

domain CLL: communication, language and literacy
Strand: **RECEPTIVE LANGUAGE**
Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**



36-48 months
Indicators

CLL1.3a

Listens and responds to conversations and group discussions.

CLL1.3b

Listens to and follows multi-step directions with support.



48-60 months
Indicators

CLL1.4a

Listens and responds on topic to conversations and group discussions for an extended period.

CLL1.4b

Listens to and follows multi-step directions.



Kindergarten
Correlation(s)

ELACCKRL10

Actively engages in group reading activities with purpose and understanding.

ELACCKSL1

Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

All correlations at decal.ga.gov/Resources.aspx

PEK5.1a

Follows classroom rules and shows self-control.

#53



36-48 months
Indicators

CLL1.3c

Responds to more complex questions with appropriate answers.



48-60 months
Indicators

CLL1.4c

Extends/expands thoughts or ideas expressed.



Kindergarten
Correlation(s)

ELACCKSL4

Describes familiar people, places, things and events, and with prompting and support, provides additional details.

ELACCKSL2

Confirms understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.



CLL1 #54

48-60 months

LARGE GROUP

domain CLL: communication, language and literacy

Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**



K-W-L Chart

At the beginning of a theme of study, such as 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 and add what the children learned. **CLL1.4a**

No, No, No!

Read *No, David!* by David Shannon and encourage the children to provide reasons why David's mother always said no. Act out some of the scenarios from the book. Choose one child to be David and another to be the mother or have all children chant "No David" together. After acting out the scenario ask, "Why did David's mother say no?" **CLL1.4a**

Sing and Dance

Lead the class in singing and responding to a song such as "Bear Hunt" or "Mother Gooney Bird." Encourage the children to clap hands, stomp feet and act out the song. **CLL1.4a**

Interesting Objects

Bring in an item new to the classroom, such as a bathroom scale. Encourage the children to share ways the item can be used in the classroom. Possible questions to ask are "How could we use this?" and "What would be a way that we could use this in the ____ center?" List their ideas on chart paper for discussion. **CLL1.4c**

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**

Get Funky

Teach the children a song, such as "Get Funky" from The Learning Station, which has specific actions to complete. Encourage the children to participate in the movements. **CLL1.4b**

Plan a Party

Assist the children in planning a party, such as an "unbirthday" party or "It's finally spring" party. Brainstorm supplies needed. Have children plan games to play. Determine if the party will be in the classroom, outside or at a nearby park. Help children come up with a date and send out invitations. **CLL1.4c**

Tell Me More

Show the class a piece of art, a photograph or an illustration from a book and ask the children to tell you what happened, is happening or will happen next. After their response, follow up with a question such as, "What do you see that makes you think that?" **CLL1.4c**



TEACHER TIP

Use the topic of study for the week, such as Lifecycle of a Butterfly. Connect this concept to other Lifecycles, such as frog or human, and ask the children questions that require them to use their previous knowledge.

★ BRIGHT IDEA

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.



TEACHER TIP

Establish a morning routine. For example, the children are greeted when they arrive, they put their book bags and belongings away and they pick a quiet activity to start their day.

LARGE GROUP

CLL1 – The child will listen to conversations and demonstrate comprehension.

Can You?

Play songs by Hap Palmer such as “Touch” or “Shake Something” from the album *Getting to Know Myself*. These direction songs encourage the children to move body parts in a variety of ways. Continue the game while waiting in line. Have the children give suggestions for body parts or movements. Ask, “Can you touch your finger to your elbow?” or “Can you make something go side to side?” **CLL1.4b**

Talking Sticks

Use a prop to indicate whose turn it is to talk during a large group discussion. Explain to children that some native Americans use a “talking stick” to make sure each person has a turn to share his ideas and opinions with the rest of the group. Show children pictures of talking sticks from the Internet or from a book, such as *The Very First Americans* by Cara Ashrose. Make a stick for your classroom from a wooden dowel. Paint the dowel or cover with colorful tape. Add beads or feathers if desired. Model for children how to use the stick for turn-taking during a class meeting or discussion. If you are interested in a family connection, have the children create their own talking stick to take home and use at the dinner table. Each family member can take a turn to talk about what they did that day. **CLL1.4a**



Louella Mae

Read *Louella Mae, She's Run Away!* by Karen Beaumont Alarcon. Pause before revealing the ending and ask children to describe Louella Mae. Is she a baby or a child? How do you think she is dressed? What made you think that? Then show the last page of the story. Does Louella Mae look the way you thought she would? Are you surprised? Why? **CLL 1.4c**

Scooby Dooby Doo

Listen to Greg & Steve's song “Scat Like That.” Encourage 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 children like to do with a partner. Skittle-do-wop bim bang boom! **CLL1.4a**

Ask a Question

Use this song during large group to encourage the children to ask questions. Sing it whenever you want the children to engage in a discussion. Sing to the tune of “Clementine”:

Ask a question

Ask a question

Who, what, where or when or why

When you're reading

When you're thinking

Who, what, where or when or why. **CLL1.4a**

Interview Me

Make a pretend microphone by stuffing a ball of aluminum foil into one end of a cardboard tube or use a store-bought one. Give one child the microphone and ask two or three of the other children to “interview” him. Before you begin, talk about the kinds of questions to ask, focusing on those that can't be answered with just yes or no. Start with “what” questions: “What did you play with in centers today?” or “What kind of ice cream do you like?” Do this activity once every two weeks or so to give lots of practice. When the children are fluent with “what” questions, move to “why” questions such as, “Why do you like dog books?” or “Why do you like soccer?” **CLL1.4c**

I Wonder Why

Have a book of interesting animal facts on hand such as *National Geographic Little Kids First Big Book of Animals* by Catherine Hughes. Open the discussion with the statement, “I wonder why...” and fill in with an animal behavior or fact you have read in the book. For example, “I wonder why zebras have stripes.” Invite the children to share ideas with each other. After some discussion, look up zebras in the book and find out the answer. **CLL1.4c**

TRANSITION TIP

Incorporate learning activities during transitions, “if you're wearing pink, tiptoe to the door.”

CLL1 #55

48-60 months

SMALL GROUP

domain CLL: communication, language and literacy

Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**



My Friends

Read aloud a repetitive book such as *My Friends* by Taro Gomi. Afterwards, encourage the children to respond to the book by completing the sentence, "I learned to _____ from my friend, the _____."

CLL1.4a

★ BRIGHT IDEA

Provide cues like pictures or toy objects that can be seen or touched by the child and used to complete the model sentence.

What's in the Box?

Place an object, such as a ball, inside a box before the children come to small group. When they arrive, tell them that there is something special inside the box. Provide hints to the children to help them focus. Encourage them to ask questions to identify the object. Model the kinds of questions the children could ask. "Is it round?" "Is it smaller than a tennis ball?" "What color is it?" "Can you eat it?"

CLL1.4a

Show and Tell

Have the children choose a toy or prop from one of the centers. Encourage them to have open conversations and ask questions of each other. Try a focus question such as, "Where did you get your item?" or "How do you play with that?"

CLL1.4a

Dictated Drawings

Provide the children with paper and a drawing tool. Encourage them to follow your verbal directions to draw a picture. For example, "Draw a small dot in the middle of the paper. Draw a line from the dot to the bottom. Start at the dot and draw a circle above the line." These directions will create a picture that resembles a balloon on a string.

CLL1.4b

★ BRIGHT IDEA

Encourage the children to demonstrate comprehension by using picture symbols, signs or eye gazes.

Hand Washing

Create a poster with pictures and words to hang above the sink to remind the children of the steps to washing hands.

CLL1.4b

Treasure Hunt

Give a group of two or three children directions to a treasure hidden in the classroom such as, "Take three steps forward, take two steps left, look under the red table." After all the children have had a turn, encourage the group to make a treasure hunt plan for their peers.

CLL1.4b

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

Group Story

Create a story by having each child contribute a sentence or idea. Provide a beginning sentence and encourage each child to contribute the next line of the story.

CLL1.4c

TEACHER TIP

Before reading a book to the class, use a "book hook" question to help the children connect to the story. Ask questions such as, "Have you ever _____?" or "Do you remember when _____?"

SMALL GROUP

CLL1 – The child will listen to conversations and demonstrate comprehension.

Special Visitor

Provide materials for children to make thank you cards and send to a special visitor. Engage in conversation about the visit and what the children enjoyed most. **CLL1.4c**

Conversation Hearts

Cut pastel colored paper into heart shapes and write a conversation starter on each shape. Some examples include: “If you could be an animal, what animal would you be and why?” “Tell about a time you were surprised.” “What do grandparents like to do?” “What food would you like to learn to cook?” “Tell about something you like to do when it rains and you can’t go outside.” Have one child choose a heart from the basket and have the children discuss that topic with each other. **CLL1.4c**

★ BRIGHT IDEA

To support a child who has difficulty communicating, provide visual cues and reference them frequently as he/she encounters a situation when it is difficult for them to communicate.

↔ TRANSITION TIP

Be specific with steps for transitioning the children. Instead of using general phrases like “cleanup,” say “Put the paper in your cubby, put the crayons on the shelf and have a seat on the carpet.”

He Said She Said

Give each of the children in the group a puppet. These can be regular hand puppets or ones that you have made from paper bags or socks. Old gloves make great finger puppets. Cut off each finger and dab some white glue along the cut edge to prevent unraveling. Glue on eyes and yarn hair. Add other features with felt. Group the children in pairs and encourage them to have their puppets talk to each other. Give them a topic to discuss such as, “Find out what your partner’s puppet likes to eat,” or “Talk about what movie you like to watch.” **CLL1.4a**

Telephone Talk

Give the children old cell phones and tell them a topic of conversation. Encourage them to talk to each other using the phones as props. Remind them to take turns and to listen to the other person as they are speaking. **CLL1.4a**

How to Plant a Seed

Provide materials for children to plant their own seed (plastic cup, soil, seed, water). Give step-by-step directions both verbally and by using picture cards. **CLL1.4b**

TEACHER TIP

Remember to give the children time to formulate their thoughts before asking them to respond. Be prepared to provide prompts as needed and be sure to repeat and extend responses often.

And Jack Said...

Characters from familiar nursery rhymes and stories can provide a springboard for conversation. Begin by reciting the rhyme or reviewing the story. For example:

*Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.*

Show children a picture of Jack from a storybook or a poster. Ask the children to imagine they are having a conversation with Jack. What would they say? What would Jack answer? **CLL1.4a**

Hungry Monster

Create a “Monster” or other character that the children can “feed.” Provide dice or number cards and fruit counters or other counting objects. Have the children take turns rolling the dice then feeding the monster that many pieces of fruit counters or other counting objects. **CLL1.4b**

TEACHER TIP

Remember to use open-ended phrases or questions that encourage expanded use of language. For example, “Tell me about...” “How did you know?” and “Why do you think that happened?”

CLL1 #56

48-60 months

CENTERS

domain CLL: communication, language and literacy

Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**



Art Area

Choose an artist with a distinct style, such as Jackson Pollack, Piet Mondrian or Henri Matisse. Show the children examples of the artist's work and ask questions such as, "What colors do you like best? What do you think that is? What is your favorite part? How does it make you feel?" Provide art supplies used in the examples and encourage the children to create art in the same style. **CLL1.4a**

Block Area

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**

Dramatic Play Area

While the children are engaged in the dramatic play center, play with them and guide conversation toward an appropriate topic connected to the current theme. Make statements such as, "This is a voting booth. Tell me what you know about a voting booth." Provide information as needed to make play meaningful. Add appropriate props such as voting tickets, a hole punch for marking ballots and stickers to let everyone know "I voted today." **CLL1.4a**

Reading Area

Include wordless picture books, such as *The Grey Lady and the Strawberry Snatcher* by Molly Bang and *The Snowman* by Raymond Briggs in the reading center. Encourage the children to create their own stories to accompany the pictures and to read their stories to other children. **CLL1.4a**

Provide a variety of flannel board stories so the children can retell stories in their own way. Ask open-ended questions such as, "What happens next? Why do you think he/she did that?" **CLL1.4c**

Assist the children in creating a puppet show. Ask, "Who will be the characters? What will be the problem?" Help the children to create dialogue for the puppets. Ask, "What did the lion say?" "What was the mouse's answer?" **CLL1.4c**

Math/Manipulatives Area

Provide board games, such as Trouble, Candy Land and Memory that require following multiple-step directions. **CLL1.4b**

★ BRIGHT IDEA

For the children who have difficulty following the steps of a game, provide visual cues that support the directions of the game.

Sensory Area

Place ice and water in the sensory table. Encourage the children to 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**

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**

Add interesting or unusual items to the sensory tub, such as an ice cream scoop or a large makeup brush. Encourage children to talk about where they have seen these items and how they are normally used. **CLL1.4c**

TEACHER TIP

Change closed questions that require one- or two-word answers into open-ended questions that require longer answers. For example: "A bird's mouth is called a _____." might be changed to, "How does a bird eat?"

OUTDOOR TIME

CLL1 – The child will listen to conversations and demonstrate comprehension.

Playtime Pretend

Choose a piece of playground equipment and imagine it as something different, perhaps a castle with a kidnapped princess inside. Explain to the children what you are thinking, and encourage them to engage in pretend play, taking on appropriate roles such as the fearless prince or the evil dragon. **CLL1.4a**

Simon Says

Encourage the children to participate in a teacher-led game of “Simon Says.” Gradually, the children can assume the role of being Simon. Tap into children’s interests by changing the main character. For example, it could be “Spiderman Says” or “Cinderella Says.” Change according to the season. Try “The Pumpkin Says” or “The Snowman Says.” **CLL1.4a**

Fill the Bucket

Divide the class into multiple groups and have a relay race. For example, the children have to take a sponge, run to the other end to dip the sponge in water and then run back and squeeze their sponge into their team’s cup. The first team to fill their cup wins. **CLL1.4b**

TEACHER TIP

Once the children have played direction games like, Simon Says or May I, make the directions two or three steps. Give directions like, “Take a giant step, then stand on one foot,” or “Jump three times and turn around.”

May I?

Play the game “Mother, May I?” Change “mother” to other people, such as “father,” “farmer” or “teacher.” **CLL1.4b**

Obstacle Course

Design your obstacle course using items such as chairs, hula-hoops, carpet squares or a balance beam. Start with three to five sections. Give step-by-step directions using positional words and physical demonstrations. Make the directions simple and straightforward. For example, say, “Jump inside the hoop, walk along the beam, crawl across the mat and go around the chair.” Encourage the children who are waiting to help you chant the directions for the child who is navigating the course. As the children gain experience with this activity, try giving all the directions before the child starts the course. **CLL1.4b**

Our Garden (and Vocabulary) Grows

Engage the children in growing a vegetable or flower garden. Taking care of and maintaining the plants in the garden will provide many opportunities for rich, meaningful conversations throughout the year. **CLL1.4c**

What Did You Find?

When the children find unique items outside, engage them in an open-ended conversation about the item. Encourage them to tell you more about the items. Ask, “Where do they think it came from?” or “What would happen to it when it rains?” **CLL1.4c**

What Do You See?

Take binoculars outside and have the children identify objects. Expand their discussion with questions such as, “What do you see?” Offer new vocabulary such as bird beak, paw print and tree bark to help the children clearly express themselves. **CLL1.4c**

TEACHER TIP

Provide opportunities for the children to identify objects outside using their other senses.

Ball Game

Provide a playground ball and a few props, such as a hoop, a target drawn on the pavement with sidewalk chalk or a large laundry basket. Divide the children into two teams and play a game where each child listens and follows your directions. Give directions like, “Bounce the ball then throw it in the hoop.” “Turn around and roll the ball between your legs.” “Stand on one foot and throw the ball in the basket.” **CLL1.4b**

What Do You Hear?

Take blankets outside for the children to lie on. Have children close their eyes and describe things that they hear. **CLL1.4c**

CLL2 #57

48-60 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.**



36-48 months
Indicators

CLL2.3a

Demonstrates understanding of vocabulary through everyday conversations.



48-60 months
Indicators

CLL2.4a

Demonstrates understanding of more complex vocabulary through everyday conversations.



Kindergarten
Correlation(s)

ELACCKRL4

Asks and answers questions about unknown words in a text.

ELACCKL6

Uses words and phrases acquired through conversations, reading and being read to, and responding to texts.

All correlations at decal.ga.gov/Resources.aspx

CLL2.3b

Listens and understands new vocabulary from activities, stories and books.

CLL2.4b

Connects new vocabulary from activities, stories and books with prior experiences and conversations.

ELACCKL5.b

Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

ELACCKL5.c

Identifies real-life connections between words and their use (e.g., notes places at school that are colorful).

All correlations at decal.ga.gov/Resources.aspx

#57



CLL2

#58

48-60 months

LARGE GROUP

domain CLL: communication, language and literacy

Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.**



Guess What!

During morning meeting, encourage the children to share something that is going on in their lives at home. For example, a child might have recently gotten a baby brother/sister and would like to share an experience or their feelings. **CLL2.4a**



TEACHER TIP

Encourage the children to lead some of the morning meeting time. Provide assistance as needed.

New Words for New Visitors

Prepare the students for a special visitor by talking about and using specific vocabulary appropriate for conversations with that visitor. For example, with a firefighter, the children might want to talk about stations, alarms and emergencies. Make cue cards that children could use when asking questions of the visitor. For example, one child could have a photo of the fire hose to prompt him to ask a question about how it is used. **CLL2.4a**

Story Words

While reading a story, ask the children about the meaning of unfamiliar words. For example, if the word is “frustrated,” the children might say that it means “mad.” Encourage the children to explain their reasoning (“He looks mad in the picture”). **CLL2.4a**

Peter’s Chair

After reading *Peter’s Chair* by Ezra Jack Keats, discuss some of the words in the book and what they mean. Relate new words to more common words. For example, introduce children to the word “cradle” and ask them what other words they know for something children sleep in. Encourage children to use the new word in play. Say, “let’s put our baby dolls in the cradle.” **CLL2.4b**

Visit to the Zoo

After reading *1, 2, 3 to the Zoo* by Eric Carle, ask the children if they have ever visited a zoo and allow them to tell about their visits. Chart the words that seem unfamiliar to some children, and discuss them. **CLL2.4b**

Moonbear’s Shadow

After reading *Moonbear’s Shadow* by Frank Asch, choose vocabulary words from the story such as shadow, huffing and puffing, annoyed, bury and noon. Relate these words to experiences children have had. For example, children may huff and puff as they run on the playground. **CLL2.4b**

What’s the Word?

Choose an interesting word that relates to a story or activity the children will do during the day. You might choose words such as float, hippopotamus, enclosure or astonishing. Challenge children to see how many times they can hear the new word during the day. Make sure to deliberately use the word several times throughout the day, 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

For the children who have difficulty recognizing new vocabulary, provide a cue with a picture representing the word to support vocabulary acquisition.



TEACHER TIP

Remember, defining new vocabulary can be brief. Sometimes the best way to develop children’s understanding is to simply relate the new word to something already familiar. For example, “heat resistant” can be related to oven mitts, gloves, raincoats, or any other item that repels or resists.

LARGE GROUP

CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.

Enormous Day

Read *The Enormous Potato* by Aubrey Davis.

Brainstorm other things that are enormous.

Encourage children to think of other words that mean really large, such as gigantic or huge. Have Enormous Day and invite children to bring in items or pictures of items that are enormous, such as a large stuffed bunny or a photo of a bulldozer.

CLL2.4a

Joseph's Overcoat

Read *Joseph Had a Little Overcoat* by Simms

Taback. Talk about clothing words that children may not know, such as overcoat or vest. Compare them to clothes children wear and discuss where they might have seen them. For example, they might be familiar with Woody's vest in "Toy Story." Bring in samples to show and add them to dramatic play. **CLL2.4b**



Pigeon Feelings

Read *Don't Let the Pigeon Drive the Bus* by

Mo Willems. Discuss how the pigeon feels. Show pictures of the pigeon and label them with words such as frustrated or perplexed. Invite children to copy pigeon's expressions. Use tips for drawing the pigeon from the author's website and make a few sketches on chart paper. Encourage the children to fill in the features to make an expression from the book. **CLL2.4a**

Skedaddle

Play some lively music and encourage children to move their bodies in interesting and fun ways. Use words such as sashay, plié or skedaddle. Teach the movement for each word. For example, sashay means to move to the side by extending one foot and then bringing the other foot up to touch it, then extending and sliding again – sort of like galloping sideways. Plié means to place both feet together, pointing outwards and then slowly bend your knees. Skedaddle means to move freely, however you choose. Call out the movements and ask the children to respond by changing their actions to match your words. **CLL2.4a**

Word of the Day

Begin large group by introducing a word of the day, such as investigate or opposite. Use the word in context to see if the children can figure out what the word means. For example, you might say, "When I got to school this morning, I was so sleepy but now I feel the exact opposite, I feel wide awake. What do you think the word opposite means? Let's see how many opposites we can find today. Look down, Sarah's shoe is untied, the opposite of untied is...tied!" Use the word throughout the day to make it meaningful to the children. **CLL2.4a**

Interrupting Chicken

Read *Interrupting Chicken* by David Ezra Stein. This is a great book to add to a unit on fairy tales. Talk with the children about the different vocabulary words, such as interrupt, panic, involved and nibble. **CLL2.4a**

★ BRIGHT IDEA

For the children who have difficulty with new vocabulary, provide opportunities to act out meanings as you read the book.

SMALL GROUP

domain CLL: communication, language and literacy

Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.**

Cloud Dough

Help the children follow a recipe to create cloud dough. Have them combine 4 cups of all-purpose flour and 1 cup of baby oil in a large bowl and mix it together with their hands. Have the children describe the dough and how it feels. Expand the children's vocabulary by asking, "Is it sticky or smooth?" "Does it stay together or break apart?"

CLL2.4a

Picture Walk

Choose a book and guide a discussion about the pictures before reading the story. Introduce new vocabulary as appropriate. Show a few selected pages and ask, "What do you see here?" or "What do you think is happening here?" Introduce new vocabulary using the pictures as support. For example, "Here's the pigeon trying to convince someone to let him drive the bus. Look at his face. He looks anxious and upset. He is "frustrated!"

CLL2.4a

Positional Bears

Give each child a counting bear and a cup. Tell the children a story about the bear that includes positional words. Have them move their bear to the correct position. For example, "The bear woke up **INSIDE** his cave and was hungry. He walked **OUTSIDE** his cave before crawling **ON TOP OF** it to look around." **CLL2.4a**

Ocean Scene

Watch a short video about ocean life. Using sand, art supplies and blue plastic wrap, encourage the children to create an ocean scene. Take dictation on each child's creation, asking questions such as, "Can you tell me about what you've made?"

CLL2.4b

Sweet and Sour

Cut small slices of lime for the children to taste. Write down the words the children say, such as sour and yucky. Give the children something sweet, such as a Hershey's Kiss, and see how many different words they come up with to describe how it tastes (yummy, delicious, or chocolatey). **CLL2.4b**

Pancakes, Pancakes

Read *Pancakes, Pancakes* by Eric Carle. Encourage the children to create their own pancakes by following a recipe. Talk about how to cook pancakes and what they taste like. **CLL2.4b**



Teeny Tiny

Several days before the lesson, send home empty, tiny containers, such as film canisters, with the children along with directions to fill them with things that are "tiny." Give some examples: pennies, grains of rice and a Barbie shoe. Prepare some canisters yourself. During small group, examine the contents of each canister and talk about them. Compare them to other things that are not tiny. Brainstorm other words that mean small. Make a collage of teeny tiny things by gluing some items on paper. Print some familiar words or logos in a very small font and give the children magnifying glasses to examine the print.

CLL2.4a

TEACHER TIP

The best way to teach vocabulary is to provide the children with experiences that illustrate the word and its meaning. For example, if you want children to understand the word "juicy," provide samples of watermelon or oranges for them to taste. Use a juicer to squeeze lemons for lemonade. Compare foods, such as pineapples and grapes, and decide which is the juiciest. Be sure to use the word frequently so children hear it in conversation.

SMALL GROUP

CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.

Crunchy Munchies

Provide a variety of items the children can use to make a crunchy snack, such as cereal o's or squares, and small crackers in different shapes. Make a recipe card for children to follow as they assemble their snack. As they work, use words that describe the texture of the different ingredients, such as crispy, crunchy, 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 children eat their snack, comment on the sound. "Mary, I hear you crunching your snack." **CLL2.4a**

Nitty Gritty

Use a magnifying glass to look at individual grains of sand. Talk about how sand feels. Introduce the word "gritty." Show the children sandpaper of different grades from very smooth to very rough. Encourage them to feel the texture. Let them know that sandpaper is classified by the "grit" as a measure of roughness. Show them the number on the package or on the back of the paper. The lower the number is, the rougher the paper. For example, 60-grit paper is very rough but 300-grit paper is very fine. Let them put samples in order from smooth to rough. Examine salt and grits; talk about how they can also be described as gritty. **CLL2.4a**

New Colors

Use the grid of multi-colored squares you created during center time and talk about all the different shades and colors you see. After the children have used basic color words like orange, yellow or pink to describe the squares, explain that some people name colors after food. For example, a red square might be called strawberry or a pink one might be pink lemonade. Encourage the children to come up with new names for the color squares and label the painting with their words. If you run out of food words, try flower words, such as daffodil, rose or buttercup. **CLL2.4a**

Sandals, Pumps And Sneakers

After reading *Shoe La La* by Karen Beaumont, show pictures of different types of shoes and introduce new vocabulary words, such as sandal, pump, wedge, loafer and sneaker. After discussing the new words, play a graphing game. Pass out pictures of the different types of shoes making sure each child has two to three different types. Call out a shoe type and have the children with that picture place them on a graph made with shoe box lids taped together into a grid. You can also use this to graph real shoes by type or color. **CLL2.4a**



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 children's names for their grandmothers. Be mindful that some children may not have/know their grandmothers. Encourage these children to share a special name they have for another family member. Write down what each child calls his/her grandmother on chart paper. Talk about ones that are the same. "Jenny and Roger both call their grandmothers Nana." Provide paper and markers and encourage 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 a new vocabulary word throughout the day. Continue to repeat it and use it at various times. For example, when you are talking about positional words, such as before and behind, use the same words when lining up for lunch and recess.

TEACHER TIP

If some of the children do not have grandparents, do the Granny activity with moms, dads, aunts or uncles.

CLL2 #60

48-60 months

CENTERS

domain CLL: communication, language and literacy

Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.**



Art Area

Provide white paint and two primary colors such as red and yellow. Mark off a grid of 1½–2" squares with masking tape on white poster board. Place a dab of each color on a white Styrofoam paper plate for each child to use as a "palette." Explain that painters mix paints on the palette before putting them on their paintings. Show children how to dip the brush in one color and move it to another spot on the palette, add a second color in the same way and mix them together. Talk about using white to make lighter colors called "pastels." Encourage the children to paint in one of the squares on the grid whenever they make a new color. After the squares are all filled, carefully peel away the tape to reveal a painting of multi-colored squares. **CLL2.4a**

Dramatic Play Area

Create a pizza parlor. Introduce new vocabulary, such as "cashier," "server" and "order pad," as well as the names of different pizza toppings. Support the play by asking specific questions, engaging in their conversation or playing a specific role. Bring a tricycle indoors to use for delivery. **CLL2.4a**



Dramatic Play Area

Create a florist prop box. Use items such as plastic/silk flowers, plastic vases, Styrofoam, tissue paper, cellophane, Scotch tape, small gift cards, writing utensils, invoice pad and a delivery truck made from a cardboard box. Engage in play with the children using "florist" vocabulary. **CLL2.4b**

Add some interesting or unusual clothes, such as a bow tie, vest or a shawl for the children to use for dress-up. 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*. Who else do you know who wore a vest?" **CLL2.4a**

Block Area

Include materials such as straws, sticks and LEGO®s in the block area for the children to recreate the houses from "The Three Little Pigs." Introduce some new vocabulary to describe the houses. Say, "The straw house was flimsy. It fell over after the wolf huffed and puffed just one time. The brick house was sturdy. It didn't fall over at all. Would you want a sturdy house or a flimsy house?" **CLL2.4b**

Reading Area

Give the children wordless books, such as *The Red Book* by Barbara Lehman. Encourage them to create their own story. **CLL2.4a**

Sensory Area

Fill the sensory table with water and provide various items that will sink or float. Encourage the children to describe why some sink and others float. **CLL2.4a**

Create a beach in the sensory table with sand, toothpick umbrellas, pipe cleaners, shells, LEGO® figures and small squares of material for towels. Guide play with open-ended questions such as, "What will we do at the beach today?" **CLL2.4b**

Writing Area

Create vocabulary cards that reflect new vocabulary introduced by your theme, such as ocean animal names. Print the words on cards with picture cues and post them in the writing area for children to use during centers. Examples include jellyfish, octopus, manta ray, starfish and crustacean. **CLL2.4a**

Create a dictionary for new vocabulary words for each study topic. Put word cards you have used for your topic on book rings. Label each collection with a title, such as "Farm Dictionary." Encourage the children to refer to the appropriate dictionary to use new words in their writing. **CLL2.4b**

OUTDOOR TIME

CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.

Nature Scavenger Hunt

Generate a list of objects for the children to find while outside. Tell the children that, by the time you count to 20, they should find and bring back something fuzzy, beautiful, rough or a piece of litter. Encourage the children to share and talk about their objects. **CLL2.4a**

★ BRIGHT IDEA

For the children who have difficulty searching for items by characteristic, provide an exact picture of objects found in the environment.

Sky View

After reading *It Looked Like Spilt Milk* by Charles G. Shaw, take blankets outside to lie on. Ask the children to notice any clouds they might see. How do they look? What shape are they? Do they remind you of something? Introduce words such as cumulus – fluffy, puffy clouds or stratus – thin, stringy or layered clouds. Provide clipboards and encourage the children to draw the clouds they see; take dictation as the children describe their clouds. **CLL2.4a**

Wild Rumpus

After reading Maurice Sendak's *Where the Wild Things Are*, take musical instruments outside so that the children can host a wild rumpus. **CLL2.4b**

New Game Words

Teach the children to play a new game, such as kickball, for the purpose of introducing new vocabulary. Use words such as throw, kick, catch and pitch as you teach the children how to play the game. **CLL2.4a**

Shadow Fun

After reading *Moonbear's Shadow* by Frank Asch, provide opportunities for the children to have fun with their shadow outside. "Can you throw your shadow over the fence? Is your shadow short or tall? Can you run or hide from your shadow? Is your shadow in front of you or behind you?" **CLL2.4b**

Color Hunt

After talking about mixing colors or reading the book *Mouse Paint* by Ellen Walsh, assign each child a color. Take the class outside and encourage the children to find items that are the same as their assigned color. **CLL2.4b**

TEACHER TIP

Outdoor play is a great time to introduce new vocabulary to the children. Use the natural environment as your guide. For example introduce words such as humidity, partly cloudy, muggy, or damp. Take advantage of special situations to build vocabulary as well. Is construction work taking place nearby? Talk about the equipment you see.

Walk Like Rosie

After reading the book *Rosie's Walk* by Pat Hutchins, take the children outside to demonstrate the positional words they heard in the story. Have them re-enact the story. **CLL2.4b**

Let's Amble

As the children come inside from the playground, introduce new words to describe different ways of walking. One day you might demonstrate how to "amble" along, encouraging the children to copy you. Say, "Everyone is ambling along. We're walking slowly and looking around. I see Marion ambling and Tony ambling. We're all just ambling along." Other ways to walk include saunter, trudge, plod, tramp or stride. **CLL2.4a**

Construction Site

Take a book outside, such as *The Construction Alphabet Book* by Jerry Pallotta. Show children the pictures and talk about what the various machines do. Add toy trucks and other earth-moving vehicles to the sand area and encourage children to compare them to the pictures in the book. Say, "Do you see one of our trucks that looks like this one? It's called a dump truck. It carries dirt from one spot and dumps it out in another." Help them use existing toys to function like the equipment in the book. "Look at the excavator. It has a long claw on the front to dig up the soil. Do we have something we could use to excavate and to dig up our sand?" **CLL2.4a**

CLL3 #61

48-60 months

domain CLL: communication, language and literacy
Strand: **EXPRESSIVE LANGUAGE**
Standard: **CLL3 – The child will use nonverbal communication for a variety of purposes.**



36-48 months
Indicators

CLL3.3a

Uses gestures and actions to enhance verbal communication of needs and wants.



48-60 months
Indicators

CLL3.4a

Uses more complex gestures and actions to enhance verbal communication of needs and wants.



Kindergarten
Correlation(s)

**NO
CORRELATION**

CLL3.3b

Communicates feelings using nonverbal gestures and actions.

CLL3.4b

Communicates feelings using appropriate nonverbal gestures, body language and actions.

**NO
CORRELATION**

#61



CLL3 #62

48-60 months

LARGE GROUP

domain CLL: communication, language and literacy

Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL3 – The child will use nonverbal communication for a variety of purposes.**



Fingerplay

Use hand motions when reciting familiar fingerplays and poems such as “Five Little Monkeys” or “Little Bunny Foo Foo.” Once the children know the words and motions, act out the song without singing, just do the motions. Another time, begin the song just using the motions and see if the children can guess the fingerplay you are doing and join in. **CLL3.4a**

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***

If You’re Happy and You Know it

Teach the children the song “If You’re Happy And You Know It” and substitute other feelings such as angry (stomp your feet), sleepy (yawn), sick (cough). **CLL3.4b**

OK or No Way

Provide activities where the children have to respond with an OK sign or by putting a hand up to indicate “no way.” For example, read scenarios with examples of classroom behavior. **CLL3.4a**

Sign Language

Teach sign language for common words and phrases in the classroom such as “restroom,” “yes,” “no” and “thank you.” Teach children to sign their names, using the sign for each individual letter. You can download posters showing how to form the letters from the Internet. As you transition to different activities, sign the child’s name instead of calling it out. **CLL3.4a**

TEACHER TIP

Many children benefit from seeing signs or signals during routines and when following directions. Combining signs with simple, direct language gives the children an opportunity to put meaning to your words. For example, when you are asking the children to line up at the door to go outside, keep your verbal directions clear and specific, “Line up now.” Then gesture toward the door where you want them to go.

This or That

Play the This/That game. Give children two choices and have them move to one side of the room or the other to indicate their preference. For example, have two pictures of snack choices such as round crackers and square crackers. Hold one up in your right hand, arm extended to the side and the other in your left hand. Ask, “Do you choose square crackers or round crackers, this (wiggle one picture) or that?” (wiggle the other picture). Children move to one side or the other to indicate their choice. Do this often with other choices. **CLL3.4a**

Thumbs Up

After reading a new book, such as *Pete the Cat: Rock On Mom and Dad* by James Dean, ask for a “thumbs up” or “thumbs down.” Explain making a fist with your thumb pointing up means you agree or that your answer is “yes.” Thumbs down means “no.” Stop on a page and ask a yes/no question such as, “Do you think Pete will surprise his Mom and Dad? Thumbs up or thumbs down.” **CLL3.4a**

TEACHER TIP

Provide opportunities for the children to communicate with gestures. Non-verbal communication is a great way for every child to participate throughout the day.

SMALL GROUP

CLL3 – The child will use nonverbal communication for a variety of purposes.

Charades

Play a game similar to Charades. Encourage each child to act out a given task. For example, “I want to eat,” “I want to take a nap,” or “I want to paint.”

CLL3.4a

Name Signs

Review sign language for common words in the classroom. Encourage the children to create a sign for their own name. **CLL3.4a**

The Way I Feel

Read *The Way I Feel* by Janan Cain. Talk about how you can use facial expressions to help you decide how someone is feeling. Use small mirrors and encourage the children to copy the expressions they see in the book for each emotion. Make various expressions and see if others can guess the emotion. **CLL3.4b**

Hot Potato

To play Hot 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, sad, etc?” **CLL3.4b**

Feeling Faces

Provide picture cards showing faces with a variety of emotions. You can download and print some from the Center on the Social and Emotional Foundations for Early Learning at Vanderbilt University (www.csefel.vanderbilt.edu). Have the children draw a card and act out the feeling shown on the face. **CLL3.4b**

How are you Peeling?

Read *How Are You Peeling?* by Saxton Freymann and Joost Elffers to the group and discuss the faces in the pictures. To extend this activity, show photos of children’s faces to compare to those in the book. Using a mirror, ask a child to look happy, sad or angry while looking at himself or herself in the mirror. **CLL3.4b**

Picture Feelings

Show various pictures to the children, and encourage them to demonstrate how they might feel in the situation shown. For example, when shown a picture of pizza, a child might rub his/her tummy excitedly. **CLL3.4b**

Connections

Before reading, explain to the children that they will be giving you a sign when they feel a connection to the story, something in the story that makes them think of something else. For example, when reading *Giraffes Can’t Dance* by Giles Andreae, one child might think of a time when she saw a giraffe at an animal park; another child might remember when his brother said he couldn’t dance. Come up with a simple gesture, such as making a fist and extending your thumb and pinky finger, as if you were signing the letter “y.” Point your thumb toward yourself and your pinky towards the book. Rock your hand back and forth several times. Stop reading when the child makes the gesture. Ask him to tell you about the connection. Or, if everyone makes the sign, say “I see everyone is connecting to this page. Have you all seen a giraffe?” **CLL3.4b**

Resolving Conflict with Gestures

Brainstorm gestures that the children can use when conflict arises among peers. Some gestures may include holding a hand out to indicate “stop” or shaking the head for “no.” **CLL3.4b**



CLL3 #63

48-60 months

CENTERS

domain CLL: communication, language and literacy

Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL3 – The child will use nonverbal communication for a variety of purposes.**



Dramatic Play Area

Display sign language charts for the children to have for reference. **CLL3.4a**

Math/Manipulatives Area

Provide cards with numbers and/or symbols on them. The children choose a card and act out the number on the card with their body or using gestures so that the other children can guess the number. Gestures could include snapping fingers, jumping up and down or tapping on the table to indicate the number. **CLL3.4a**

TEACHER TIP

Provide a picture schedule displaying pictures of the children completing all routines of the day. Move a clothes pin from one routine to the next throughout the day.

TEACHER TIP

Teach the children a signal so they know center time is coming to an end and clean-up begins soon. Use a combination of words and gestures. Hold up five fingers and say a “Five more minutes,” or make a “C” with your hand and say “Cleanup time coming up!”

Reading Area

Post charts of previously taught finger plays, songs and poems, along with props, for the children to retell and act out. **CLL3.4a**

Provide books on various forms of communication, such as books about hearing-impaired and visually impaired children and how they communicate. **CLL3.4b**



TEACHER TIP

Develop non-verbal cues for when the children need help or want to talk to you. For example, if they need help on the computer, have them place a red plastic cup on top of the monitor. If you are talking with another child and they need help, teach them to stand beside you and wait. You can let them know they will get to talk to you shortly by placing a hand gently on their shoulder or making eye contact and nodding.

Block Area

Encourage the children to build a block structure as a team without talking. Provide picture cards for building ideas. **CLL3.4b**

TRANSITION TIP

Use non-verbal cues to signal that it is cleanup time. For example, you may play a particular cleanup song.

TEACHER TIP

Music is a powerful non-verbal cue that you can use often in the classroom. For example, choose one song that means “Come to the large group area.” It can be anything, such as a traditional children’s song or just a favorite piece of music. Keep it upbeat and not too fast; you don’t want children running or shouting. Play that same song every time you want children to gather on the rug. Don’t change it; keep it consistent. The children will quickly associate the music with its action, which is stop what I am doing and come to the circle. Once they have gathered, you can add the variety that will keep them engaged.

OUTDOOR TIME

CLL3 – The child will use nonverbal communication for a variety of purposes.

Way to Go!

Encourage good sportsmanship by using gestures, such as a high five and a thumbs up to praise the children when behaving appropriately. **CLL3.4a**

Ready, Set, Play!

As you dismiss the children to play on the playground, ask them to act out the activity they want to play and ask the other children to guess it. Provide a choice board with symbols for the different areas and activities on the playground such as sandbox, climbers or tricycles. As the children go to play, have them point to the area they will visit first. **CLL3.4a**

Traffic Cop

Encourage the 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 designated place for the traffic officer to stand. He/she can use hand signals to indicate stop (hand up, palm facing out), move forward (hand waving forward) or hold up colored paddles to indicate stop, go or slow down. Show the children on tricycles how to signal for a turn or when stopping. **CLL3.4a**



Thumbs-Up!

Encourage the children to give gestures of approval, such as a thumbs-up or a pat on the back, when they see someone do well. **CLL3.4b**

TEACHER TIP

Create a ring of picture cards with symbols that visually represent the classroom rules, such as “listening ears” with a picture of an ear. Use these picture cards to remind the children of behavior expectations throughout the day.

TEACHER TIP

Remind the children to use their non-verbal cues used for conflict resolution in the classroom during outdoor play.

TEACHER TIP

Encourage the children’s participation using a variety of cheers. For example, give a “round of applause” by clapping your hands and moving them in a big circle from left to right over your head. Or, “Kiss your Brain,” by kissing fingertips and touching your forehead.

TEACHER TIP

Good communication is the foundation of relationships. Our nonverbal communication, which includes facial expressions, gestures, eye contact, posture and tone of voice are an essential component. The ability to understand and use nonverbal communication helps people connect with others, which in turn builds better relationships. When a person’s facial expressions and gestures match up with what he/she is saying, a person feels he/she can be trusted. When they don’t match up, it generates tension and confusion.

TRANSITION TIP

Use body gestures for rule reminders as the children get ready to enter the classroom from outdoor play. Point to your eyes for “eyes watching,” place your finger over your mouth for “voices quiet!”



CLL4 #64

48-60 months

domain CLL: communication, language and literacy
Strand: **EXPRESSIVE LANGUAGE**
Standard: **CLL4 – The child will use increasingly complex spoken language.**



36-48 months
Indicators

CLL4.3a

Speaks clearly enough to be understood.



48-60 months
Indicators

CLL4.4a

Uses spoken language that can be understood with ease.



Kindergarten
Correlation(s)

ELACCKSL6

Speaks audibly and expresses thoughts, feelings, and ideas clearly.

CLL4.3b

Demonstrates use of expanded sentences and sentence structures.

CLL4.4b

Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.

ELACCKSL2

Asks and answers questions in order to seek help, get information or clarify something that is not understood.

#64



36-48 months
Indicators

CLL4.3c

Describes activities and experiences using details.

CLL4.3d

Uses expanded vocabulary in a variety of situations.



48-60 months
Indicators

CLL4.4c

Describes activities, experiences and stories with more detail.

CLL4.4d

Uses new and expanded vocabulary in a variety of situations.



Kindergarten
Correlation(s)

ELACCKSL4

Describes familiar people, places, things and events, and with prompting and support, provides additional details.

ELACCKRL4

Asks and answers questions about unknown words in a text.

ELACCKL6

Uses words and phrases acquired through conversations, reading and being read to, and responding to texts.

All correlations at decal.ga.gov/Resources.aspx

CLL4 #65

48-60 months

LARGE GROUP

domain CLL: communication, language and literacy

Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL4 – The child will use increasingly complex spoken language.**



Revisit and Review

During the daily closing circle, provide an opportunity for the children to share something new they learned that day, a moment that made them laugh or something they want to do better tomorrow. The children can share with the whole group or turn and tell a friend. **CLL4.4a**

Art Critic

Show children a famous painting, such as Van Gogh's *Starry Night*. Ask the children to brainstorm descriptive words about the painting. Write these on chart paper. Encourage children to use the words in a complete sentence to describe the painting. Ask, "Who can describe the painting using the word colorful?" **CLL4.4b**

↔ TRANSITION TIP

Model for the children how to use a complete sentence to communicate their first center choice of the day; for example, "I would like to go to the ____ center." This could become a daily routine. As the year progresses, encourage the children to explain in more detail what they plan to do in the center.

Story Web

Guide the children in creating a story web using a ball of yarn. Each child adds a sentence to the story, holds onto the yarn, and rolls the ball across the circle to a friend. **CLL4.4b**

Frog in a Bog

Read *Frog in a Bog* by Karma Wilson. As you read the story, pause and talk to the children about some of the words that may be unfamiliar, such as bog, half-sunk, reeds or tick. **CLL4.4c**

Ding Dong!

Read *The Doorbell Rang* by Pat Hutchins. Encourage the children to make predictions of what might happen next. **CLL4.4d**

TEACHER TIP

Use wordless books as an opportunity for children to tell the story in their words. Provide prompts and ask questions to encourage more detail.

↔ TRANSITION TIP

Have a child greeter greet all the children as they enter the classroom each morning.

What Do I Know?

Create a language experience chart to discuss a particular topic of interest. This can be something the children ask a lot of questions about or something they are interested in learning about. Encourage the children to share all of the words they know related to the topic. For example, if you ask the children about weather and what they know, they may list words such as "rainy," "freezing," "hail" and "sunny." **CLL4.4d**

Whisper Game

Whisper a message in the ear of the first child. That child repeats what he/she heard to the next child, and so on. Encourage the child at the end to share the message with the whole group and compare it to the original message. This can get pretty silly. Include gestures for each child to imitate and show the next child, who will then show the child next to him/her, and eventually down to all children in the activity. **CLL4.4a**



LARGE GROUP

CLL4 – The child will use increasingly complex spoken language.

The Wide Mouth Bullfrog

You will need simple headbands or puppets for a variety of animals found in the forest or on the farm, such as a rabbit, cow, pig, duck or butterfly, and a long sock to fit over one child's arm to be the snake. (And a wide-mouth bullfrog!) Encourage the children to make animal sounds such as "Mooo" or "Quack!" as they act out the story. The teacher tells the story, pausing for the children to add in the dialogue.

Once a wide mouth bullfrog was walking along and he met a cow.

The bullfrog said, (Pause for child to fill in dialogue)

"Who are you? And what do you eat?"

The cow answered, "Moooo! I'm a cow and I eat grass."

The bullfrog said, "I'm a wide-mouth bullfrog and I eat flies!" (Frog opens mouth very wide)

Continue story, repeating the same dialogue with different animals.

Finally the wide mouth bullfrog was tired and he started home.

Suddenly he saw a snake.

Who are you? And what do you eat?" he asked.

The snake said, "SSSSSSSSSS! I'm a snake.

And I eat wide-mouth bullfrogs!"

(Frog looks scared & makes mouth very small)

"Well so long Mr. Snake! I'll see you later!"

CLL4.4d

It's My Mom's

Invite children to bring in an item that belongs to someone in their family. It can be the actual item such as a whisk or if the item is large, they might bring a picture of it. Ask the child to describe the item and tell how the person in his/her family uses it. **CLL4.4c**

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 wooly 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 animal:

"Are you my Mother (Mama)?"

And the animals answer,

"No, my Mother (Mama) is a _____."

Finally the Mother Bird (or Llama) is asked the question and answers,

"Of course I am."

Then the performance ends with a hug.

CLL4.4c

Nursery Rhyme Vocabulary Cards

Choose a nursery rhyme such as "Jack and Jill Went Up the Hill" and make vocabulary cards with words and pictures that children can use to retell the story. Examples include fetch, crown, boy, girl and trot. **CLL4.4d**

Turn and Tell a Friend

During closing group, sing the following song to the tune of "Mary Had A Little Lamb":

What did you do at school today?

School today? School today?

What did you do at school today?

Turn and tell a friend.

The children turn to a partner on the rug and tell them one thing they did at school. You may want to make it more specific by changing the words to, "What did you do outside today?" or "What did you paint in art today?" **CLL4.4a, CLL4.4c**

What's Inside the Bag?

Provide a small colorful bag that children can take home and bring back to school with a special item inside. Alternatively, let them place an object from the classroom inside. Sing the following song to the tune of "Big Bad Wolf":

What's inside the (yellow) bag?

The (yellow) bag? The (yellow) bag?

What's inside the (yellow) bag?

Nobody knows but _____.

Have the child with the bag tell one thing about what's inside such as "It's round" and everyone tries to guess what it is. Then everyone sings again:

Please won't you tell us one more thing.

One more thing. One more thing.

Please won't you tell us one more thing

And we will try to guess.

Continue until the children guess what's in the bag. **CLL4.4a**

CLL4 #66

48-60 months

SMALL GROUP

domain CLL: communication, language and literacy

Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL4 – The child will use increasingly complex spoken language.**



Apple Pizza

You will need the following ingredients: canned biscuits, butter or margarine, peeled apples, cinnamon and sugar mix and parchment paper (optional). Give each child one biscuit on parchment paper with his/her name written on it. Spread butter or margarine on the biscuit and flatten it. Top it with chopped apples, cinnamon and sugar. Cook for 10 minutes at 400 degrees. During the activity, encourage the children to tell one another the steps in the recipe. **CLL4.4a**

★ BRIGHT IDEA

For the children who have difficulty following multi-step directions, provide picture cards for the steps in the recipe. Encourage the children to use them as a reminder to complete the recipe.

Hurry Home

Read *The Big Green Pocketbook* by Candice Ransom. Encourage the children to explain in detail the many places they visit within their own communities. **CLL4.4b**

Book Response

Provide an opportunity for the children to respond to a previously read book by drawing or writing. Possible prompts to focus their responses include, "Draw how the story made you feel," "Retell the main events from the story," or "What might the main character do in the next story?" Encourage the children to talk about their work with their neighbor or to the group. **CLL4.4a**

Progressive Story

Facilitate the creation of a progressive story. Provide the group with a story starter, "If I had a pet giraffe, I would..." and 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**

My Morning

Provide the children with paper that has been divided into fourths. Encourage them to draw the events of their morning in each of the sections of the paper. Have them dictate the details. **CLL4.4c**

Family Trip Memories

Ask the children to bring in a photo from a recent family trip or gathering. Provide an opportunity for the children to explain what is happening in their pictures. **CLL4.4c**

I Spy

Play a game of I Spy using positional words instead of colors. For example, "I spy something under the reading loft," or "I spy something next to the reading center." **CLL4.4d**

★ BRIGHT IDEA

To support a child who has difficulty recalling positional words, provide picture cards that show examples of the positional words.

Silly Sentences

Have the child draw a picture of a person or animal. Encourage them to make up a super silly sentence about the card. For example, if a child draws a picture of a moose, the sentence might be, "Molly Moose hangs her clothes to dry on her antlers." **CLL4.4c**

TEACHER TIP

Prior to reading any story ask the children what they think the book will be about and why.

SMALL GROUP

CLL4 – The child will use increasingly complex spoken language.

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**

Angry and Mad

Discuss different words for the same feeling such as mad/angry or scared/afraid. Encourage each child to act out feelings while allowing the other children to guess what feeling they are portraying. **CLL4.4d**

Math Talk

Bring a pumpkin into the classroom and encourage the children to think of the many ways that it can be measured such as height, weight, circumference or number of seeds. Introduce appropriate vocabulary. **CLL4.4d**

Retelling Nursery Rhymes

Using familiar nursery rhymes or poems as a starting point, encourage the children to tell the story of the nursery rhyme in their own words. For example, think about poor Peter Peter Pumpkin Eater’s wife being locked up in a pumpkin shell. That doesn’t sound very fun. What can we change? **CLL4.4b**

TEACHER TIP

Pair the children and give them a moment to decide on what to say before having them share with the group.

What’s Behind the Door?

Cut pictures of a variety of doors from magazines or print them from the internet. Include a wide range of colors and types of doors. Show one of the pictures and ask children to describe something they might find behind that particular door. Do this with two or three examples. Then let children choose a door and draw a picture of what would be behind the door. Write down their dictation. Staple the door to their paper so that it opens and reveals what’s behind. **CLL4.4c**

Tell Me Something

Use the children’s own artwork to help them focus on detail. Give each child an art piece they recently completed. First, ask them to tell one thing about their own picture – “It’s a picture of my house,” or “I drew lots of flowers.” Next, ask them to say one thing about a classmate’s picture. If they have trouble, prompt them by asking, “Can you tell us something about the colors in the painting?” or “Can you describe one thing you see in this part?” (point to a part of the picture). Pair the children and ask them to compare their pictures to each other. Ask, “Can you find one thing that is the same? One thing that is different?” Encourage them to answer in complete sentences rather than words or phrases. **CLL4.4d**

Fun Fruits

Bring in a variety of fruits that may be unfamiliar to the children for them to taste. Examples may include star fruit, mango, kiwi and pomegranate. Encourage the children to use language to describe the look, smell, feel and taste of each fruit. **CLL4.4c, CLL4.4d**

Guess Who

Have one child secretly think of another friend in the small group. The other children will ask questions such as, “Is it a boy?” or “Does he have brown hair?” to try and guess the secret friend. **CLL4.4b**

Starting Small

Say a brief three word sentence to the children such as, “The cat ran.” Challenge the children to make it more complex by adding words and actions the cat did. Prompt the children by asking them questions. For example, “What color was the cat?” If the child answers black, the sentence now states “The black cat ran.” “What is the cat’s name?” “Lucy.” “The black cat named Lucy ran.” Continue with more questions such as “Where did she go?” or “Was she running fast or slow?” **CLL4.4b**



TEACHER TIP

Ask follow up questions to encourage the children to use language to explain their thinking. For example ask, “How do you know? What made you think that?”

CLL4 #67

48-60 months

CENTERS

domain CLL: communication, language and literacy

Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL4 – The child will use increasingly complex spoken language.**



Dramatic Play Area

Provide old landline telephones or cellphones for the children to use during pretend play conversations. **CLL4.4a**

Add prop boxes to dramatic play to encourage vocabulary development. For example, a post office prop box might include envelopes, stamps, a mailbox, a cash register and a letter carrier's hat. A circus prop box might include a clown nose and tie, a ringmaster's hat, an elephant's trunk or tiger's ears and balls for juggling. **CLL4.4b**

Reading Area

Provide flannel board pieces for retelling for *The Mitten* by Jan Brett. **CLL4.4a**

Writing Area

Create cards with new vocabulary words and corresponding pictures related to the current theme. Place them in the writing center for the children to use in stories or conversations. **CLL4.4d**

TEACHER TIP

Interact during center time with the children by participating in their play. Ask open-ended questions to facilitate their use of more complex sentence structures.

Science Area

Provide magnets and items that are attracted to and not attracted to them. Encourage the children to guess which items will stick to the magnet and which ones will not. Ask questions like, "Why do you think the straw will not stick?" **CLL4.4b**

While the children are examining objects with magnifying glasses, encourage them to describe what they see. Ask open-ended questions to prompt for more details and descriptive words. **CLL4.4b**

Place small items, such as cotton balls or marbles, into a paper bag or box. Encourage the children to put one hand in the bag and describe to a partner what they feel. Once they think they know what is inside, they may look into the bag to see if they are right. **CLL4.4d**

Math/Manipulatives Area

After teaching the children to play a strategy game, such as Tapatán, model your strategy aloud and encourage them to explain their thinking. **CLL4.4c**



TEACHER TIP

Puppets are a wonderful tool for developing expressive language. The children talk to and through a puppet, even when they are hesitant about speaking in other circumstances. Puppets understand what the children say in any language. They speak children's thoughts with ease. Puppets add interest and context to stories and help the children act out real life situations. Puppets can increase all types of talk such as narrative, pretend, explanatory and conversational. By using puppets to help children solve problems, teachers can model and encourage social talk. A wide variety of puppets belong in every Pre-K classroom.

Don't rely solely on purchased puppets. Homemade puppets foster creativity and encourage representational thinking. Creating puppets is easy; the key is the eyes. Two wiggly eyes or two paper reinforcers add instant personality to just about anything. Adding a variety of eyes to your art area will result in many child-made puppets. For some quick teacher-made puppets, add facial features to the front of square potholders with felt or craft foam. Attach a strip of elastic to the back to slip your hand through. Turn an oven mitt sideways, add one large eye and use the thumb as the mouth. Or turn the mitt upright, add two eyes and use the thumb as an arm.

CENTERS & OUTDOOR TIME

CLL4 – The child will use increasingly complex spoken language.

CENTERS

Block Area

Go into the block center and ask the children questions that encourage them to explain their process for building a structure. Make statements or ask questions such as, “Tell me about what you are building,” or “Why did you decide to put that large block on top?” Ask follow-up questions to elicit more details. **CLL4.4c**

Art Area

Introduce marble or golf ball painting to the children. Place paper in the bottom of a shallow container such as the lid from a box of copy paper. Place marbles in a small bowl of paint; provide two colors of paint. The children scoop 2 or 3 marbles on to their paper and tip the container back and forth to roll the marbles around. Remove paper and let it dry. Later ask the children to describe how they created the painting. Asking, “How did you do that?” is a great alternative to “Tell me about your picture.” It focuses children on a whole different set of vocabulary and process words. **CLL4.4c**

TEACHER TIP

When interacting with the children during centers and/or small groups, use parallel talk to describe what they are doing. For example, “You are building a big tower. You stacked five blocks.”

OUTDOOR TIME

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 such as “kalleewompus.” **CLL4.4a**

Let’s Take A Walk

Take the children on a walk and encourage them to point out things that seem unfamiliar. Make sure the children see this as a fun thing to do and 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**

Miss Mary Red

Have the children create new words to use in familiar rhymes when jumping rope or playing hopscotch. For example, “Miss Mary Mack” can be “Miss Mary Red” who went to bed. **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. For example ask, “Where do you think he is going now?” or “How many deliveries do you think he does every day?” and “Do you think there are other things in his truck or just milk?” **CLL4.4b**

Playground Rules

Encourage the children to explain the safety rules for playground equipment. For example, “You must go down the slide on your bottom,” or “Only one person on the slide at a time.” **CLL4.4b**

Leaf Walk

Lead the children on a tour of the playground searching for leaves. As you find a leaf, encourage the children to describe its shape. “Are the edges smooth or pointy? Is there one section, such as in a dogwood leaf, or three, like a maple leaf?” Introduce new vocabulary such as lobe or serrated. At the end of the walk, ask children to describe a leaf using one of the new words. **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**

To the Moon

Before going outside, ask the children to pretend that the playground is actually someplace completely different, such as the moon. Ask the children questions about what that would mean. Continue prompting to get more details. **CLL4.4c**

Hockey Words

Cut pool noodles in half to be hockey sticks. Use a soft ball and create two goals. As you teach the children how to play, introduce new vocabulary such as referee, score, puck, goal, kick and penalty. **CLL4.4d**

CLL5 #68

48-60 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.**



36-48 months
Indicators

CLL5.3a

Prior to reading, uses pictures to predict story content.



48-60 months
Indicators

CLL5.4a

Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.



Kindergarten
Correlation(s)

**NO
CORRELATION**

CLL5.3b

With prompting and support, retells a simple story using pictures.

CLL5.4b

Retells familiar stories.

ELACCKRL2

With prompting and support, retells familiar stories, including key details.

#68



36-48 months
Indicators

CLL5.3c

Answers questions about a story.

**NO
CORRELATION**

**NO
CORRELATION**



48-60 months
Indicators

CLL5.4c

Discusses books or stories read aloud and can identify characters and setting in a story.

CLL5.4d

Makes real-world connections between stories and real-life experiences.

CLL5.4e

Develops an alternate ending for a story.



Kindergarten
Correlation(s)

ELACCKRL1

With prompting and support, asks and answers questions about key details in a text.

ELACCKRL3

With prompting and support, identifies characters, settings and major events in a story.

ELACCKRI3

With prompting and support, describes the connection between two individuals, events, ideas or pieces of information in a text.

**NO
CORRELATION**

CLL5 #69

48-60 months

LARGE GROUP

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.**



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

Provide a smaller number of pictures to help a child better manage his/her prediction.

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 a book's cover or the pictures inside to the children, tell them the title and encourage them to make predictions about the story. After reading the book, revisit the predictions to compare them to the actual story. **CLL5.4a**

Beginning, Middle and End

Choose a familiar nursery rhyme and write each line of it on a separate sentence strip, with picture cues. Encourage the children to place the strips in order. You can do this with several nursery rhymes. **CLL5.4b**

Huff and Puff

Divide the class into a few small groups and facilitate the retelling of a familiar story such as "The Three Little Pigs." Assign each group an action from the story and encourage them to perform their action at the appropriate point in the story. For example, one group could scream like the pig as the pig runs through the forest. Another group could knock on the door. A third group could huff and puff like the wolf. **CLL5.4b**

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 a folded quilt on the floor to represent the bed. Have ten children lie side-by-side on the bed. As you read or sing the story, the children roll over together and one rolls off the bed. Encourage children to act out what each character does, complete with animal sounds. Lots of fun! **CLL5.4b**

Don't Let the Pigeon Stay Up Late

Before reading *Don't Let the Pigeon Stay Up Late* by Mo Willems, help the children recall what happened in *Don't Let the Pigeon Drive the Bus*. Ask, "What characters were in the story? What happened? What did he do?" Show the cover of *Don't Let the Pigeon Stay Up Late* and ask the children to predict what will happen in this story. "Do you think Pigeon will get to stay up late? How will he act?" **CLL5.4a**

Z is for Moose

Read *Z is for Moose* by Kelly Bingham. Have one teacher read the narration and another adult read Moose's words using exaggerated expression. After reading, have the children recall a time when they felt left out and what made them feel better. **CLL5.4d**



TECH TIP

Search online for ideas, activities and teacher guides related to the children's favorite authors.

LARGE GROUP

CLL5 – The child will acquire meaning from a variety of materials read to him/her.

Peter and Amy

After reading *A Letter to Amy* by Ezra Jack Keats, encourage the children to talk about the characters' feelings. Ask, "How do you think Amy felt when Peter bumped into her and grabbed the letter?" and "How did Peter feel when he finally saw Amy at the party?" **CLL5.4c**

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 the children about turning the dramatic play area into a campsite and chart the children's responses about what is needed to go camping. **CLL5.4d**

Drummer Hoff and Friends

After reading *Drummer Hoff* by Barbara Emberley, encourage the children to add additional soldier names and activities to the end. **CLL5.4e**

Nap Stack

Provide each child with a character cutout from *The Napping House* by Audrey Wood. As you read the story, encourage the children to stack their characters on a "bed" (pillow) in the center of your circle. Place the book and story props in your literacy center for independent retelling. **CLL5.4b**

Brown Bear

Retell this familiar story, written by Bill Martin, Jr. and Eric Carle, with a variety of new animals. Gather enough stuffed animals and/or puppets for the entire class. Arrange everyone in a circle with an animal and begin the familiar pattern. The teacher and the class ask the question.

"White rabbit, white rabbit, who do you see?"
(And the child with the animal answers)

"I see a gray elephant looking at me!"

Also 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 – "Jack and the Beanstalk;" "Little Jack Horner;" "Jack and Jill" and "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..." and have children add a detail from one Jack story. Continue prompting with phrases such as, "And then Jack..." or "After that happened, Jack..." Encourage original ideas. For example, you might say, "So after he went up the hill, he was tired and sat down to eat some ice cream." Write the 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," encourage the children to explain how they could change the ending. Prompting questions might include "What if all of the animals helped the little red hen? What do you think would have happened?" or "What if only one of the animals had helped out?" **CLL5.4e**

TEACHER TIP

To build children's flexible thinking skills and help them consider multiple perspectives, incorporate many "What if...?" questions into class discussions.

Not Brown Bear

Read *Brown Bear, Brown Bear* by Bill Martin, Jr. and Eric Carle and add the names of the children in the classroom at the end. **CLL5.4e**

Not Norman

Read *Not Norman: A Goldfish Story* by Kelly Bennett and discuss the characters in the book. Ask the children to name all the characters from the book and write them on chart paper. Discuss which characters are in the story the most and least. **CLL5.4c**

CLL5 #70

48-60 months

SMALL GROUP

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.**



King Bidgood

Before reading *King Bidgood's in the Bathtub and He Won't Get Out* by Audrey Wood, read the title to the children and show them the cover. Encourage them to predict what the book will be about. Ask open-ended questions such as, "Why do you think King Bidgood won't get out?" or "What things might the people do to get him out?" to encourage children's thinking. **CLL5.4a**

Back to the Beginning

After reading *If You Give a Pig a Pancake* by Laura Numeroff do this activity to emphasize the circular nature of the story: Assemble props for each portion of the story and a small hula-hoop. Use the props to help the children retell the story. As each prop is mentioned, place it around the edges of the hoop. As the story nears the end, guide the children in noticing that "it's going back to the start." As you lead the children in retelling, emphasize words, phrases and questions that lead them to the next event, such as, "What did the pig see then? What did that remind her of?" and "Next she wanted to..." **CLL5.4b**

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 an airplane. **CLL5.4c**

Story Bracelets

Create a story bracelet for "The Three Little Pigs." Then, using plastic beads and pipe cleaners, help the children create their own bracelets to use as props for retelling.

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 house of the second and third pigs.) **CLL5.4e**



Comic Strip Sequencing

Provide the children with paper divided into several squares and encourage them to draw the main events of the story. **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 of the animals 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 you can put the stick puppet inside and through the opening in the top where the tissue pops out. Encourage the children to act out what each character did, such as "Caterpillars lunch. Munch, crunch." Cover a second box with shiny blue paper to represent the pond and make the animals retell Fleming's *In the Small, Small Pond*. **CLL5.4b**

At School

Revisit some of the books you read earlier in the year about starting school. For example, *Mouse's First Day of School* by Lauren Thompson or *Franklin Goes to School* by Paulette Bourgeois. Ask the children to recall where the stories took place. Explain that this is called the "setting." Choose one book and talk about how the school setting in the story is different or similar to their school setting. **CLL5.4c**

SMALL GROUP

CLL5 – The child will acquire meaning from a variety of materials read to him/her.

Nursery Rhyme Mash-Up

Provide the children with character and setting picture cards from familiar nursery rhymes. For example, a Humpty Dumpty card and a wall card, a Jack and Jill card and a hill card, an Itsy Bitsy Spider card and a web card. Have them draw a character card and a setting card and make up a new rhyme: “Jill climbed down carefully from Humpty Dumpty’s wall and met a king’s horseman and they got married and lived happily ever after.” **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? Or show the question mark and ask children to tell one thing that happened in the story. After the children are comfortable with several of 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**

My First Day

After reading Steve Jenkins’s *My First Day*, provide the children with art materials and encourage them to draw and dictate to you their experience from the first day of school. Ask them to talk about how they felt and what they did on the first day of school. Make a class book. **CLL5.4d**

I Know An Old Lady

Make an old lady prop from a small, table-top trash can with a swing lid. Decorate the trash can to look like an old lady, complete with yarn hair and a print dress with an apron. Draw the facial features so that the swinging lid of the trashcan becomes the mouth. After reading *The Old Lady Who Swallowed a Fly* by Simms Taback or one of the follow-up books, such as *I Know An Old Lady Who Swallowed a Pie* by Alison Jackson or *There Was an Old Lady Who Swallowed Some Snow* by Lucille Colandro, provide the children with assorted props to feed the old lady as they retell the story. **CLL5.4b**

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 their scrapbook pages about their family memories and important events such as trips, new siblings and 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**



More Muffins for Moose

After reading *If You Give a Moose a Muffin* by Laura Numeroff, have the children think of more things for the moose to do. Chart the children’s ideas. **CLL5.4e**

Officer Buckle

After reading *Officer Buckle and Gloria* by Peggy Rathmann, encourage the children to think of alternate endings by asking questions such as, “What if Officer Buckle had not listened to Claire and did not begin teaching safety lessons again?” Encourage the children to draw and dictate their alternate endings. **CLL5.4e**

The Mitten

After reading Jan Brett’s *The Mitten*, provide the children with an oven mitt and an assortment of plastic animals. Encourage the children to act out the story, putting the animals inside the mitt as they repeat the words: “He crawled in anyway” and dump them out when the bear sneezes. **CLL5.4b**

Caterpillar Cubes

After reading *The Very Hungry Caterpillar* by Eric Carle, encourage the children to use Unifix® cubes to help retell the story. Start with one red cube to represent “one red apple.” Then add on two green cubes for “two green pears,” and so forth, all the way to “five red strawberries.” After retelling the original story, ask “What other things could the hungry caterpillar eat?” Give the children additional Unifix® cubes and let them add on more foods. For example, “He ate four yellow bananas and two orange pumpkins.” **CLL5.4e**

CLL5 #71

48-60 months

CENTERS

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.**



Block Area

Create story picture blocks by attaching photos of characters from a book to unit blocks with clear contact paper. Encourage the children to build a story such as *The Napping House* by Audrey Wood using the blocks. **CLL5.4b**

Attach pictures from favorite stories, such as "The Gingerbread Man," to homemade blocks made from tissue or cereal boxes. Encourage the children to identify main characters, retell stories or develop an alternate ending. **CLL5.4c**

Dramatic Play Area

Create a prop box to retell *Jasper's Beanstalk* by Nick Butterworth. Include props such as a black cat stuffed animal, a bean, a shovel, a rake, a watering can and a lawnmower. **CLL5.4b**

After reading *The Nowhere Box* by Sam Zuppari, include multiple-sized boxes for the children to explore. **CLL5.4d**



TEACHER TIP

Check out books from the public library that relate to special events. For example, if you are taking a field trip to a fire station, add fiction and nonfiction books about firefighters to the reading area.

Writing Area

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. **CLL5.4a**

Bind together laminated book jackets from familiar stories and place in the writing area. Encourage the children to draw and write about the characters and setting. **CLL5.4c**

Art Area

After reading Duncan Tonatiuh's *Diego Rivera: His World and Ours*, place prints of Rivera's murals of community life in the art center. Encourage the children to paint scenes of life in their communities. **CLL5.4d**

Sensory Area

Place two small containers, one with water and one with mud, on a tray. (Create bubbles by adding no-tears, child-safe shampoo to the water.) Provide a small sponge and some plastic animals for the children to re-tell *Mrs. Wishy Washy* by Joy Cowley. **CLL5.4b**



TECH TIP

Use the StoryKit app available for iOS devices to retell familiar stories.

Reading Area

Create simple prop boxes that the children can use for retelling familiar stories. For *The Very Hungry Caterpillar* by Eric Carle, you might provide a caterpillar made by covering a chip can with paper or felt and fruit from your math or dramatic play center. For *Chicka Chicka Boom Boom* by Bill Martin Jr., paint a coconut tree on a cookie sheet or attach one that you drew with markers/printed from clip art and cover it with contact paper and add magnetic letters. **CLL5.4b**

Throughout the year, display language experience charts dictated by the children in the reading area and encourage 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**

Provide audio books, such as John Scieszka's *The True Story of the Three Little Pigs*, for the children to listen to and compare to the familiar story. **CLL5.4e**

Create flannel board pieces for *The Freight Train* by Donald Crews, and encourage the children to retell the story. **CLL5.4b**

OUTDOOR TIME

CLL5 – The child will acquire meaning from a variety of materials read to him/her.

A Sandy Day

Encourage the children to pretend the sandbox is filled with snow and act out scenes from books that involve snow such as Ezra Jack Keats's *The Snowy Day*. **CLL5.4b**

Fee-Fi-Fo-Fum

Encourage the children to act out familiar stories, such as "Jack and the Beanstalk," using the equipment in the play space. **CLL5.4b**

Shadow Puppets

Provide the children with shadow puppets and model how to use them. Encourage the children to retell familiar stories to friends while on the playground. **CLL5.4b**

Rename That Game

Encourage the children to play a familiar game using book characters instead of the regular names. For example, "Duck, Duck, Goose" could become "Llama, Llama, Mama" or, "Red rover, red rover, send Jonathan right over" could become "Red rover, red rover, send Splat the Cat right over." **CLL5.4c**



Exercise Time

Engage the children in exercises the same way as 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**

★ BRIGHT IDEA

For the children who have difficulty generating ideas, provide visual cues for the actions.



The Tiny Seed

While outside, read a book such as *The Tiny Seed* by Eric Carle to the children who are interested. Provide clipboards and colored pencils for them to draw a picture of their favorite part of the story. **CLL5.4c**

Come On, Rain

After reading Karen Hesse's *Come On, Rain*, encourage the children to pretend it is raining and splash in the imaginary puddles on the playground. **CLL5.4d**

Shapes in the Sky

After reading *Shapes in the Sky: A Book About Clouds* by Josepha Sherman, encourage the children to lie on their backs during outdoor play and look at the clouds, describing what the cloud shapes resemble. **CLL5.4d**

Young Audubons

Provide nature guidebooks such as *Audubon's Guide to North American Birds* for the children to use while outside. Encourage them to look at the plants and animals they see on the playground and find them in guidebooks. **CLL5.4d**

TEACHER TIP

Create book bags for the children to take outside. Place several books in a plastic zipper bag and provide a mat or blanket on which to sit. If possible, include a small stuffed toy or puppet. Choose books based on a theme. For example, 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/fair theme, include *Circus* by Peter Speir; *If I Ran the Circus* by Dr. Seuss and *Night at the Fair* by Donald Crews. To encourage the children to think about characters and setting, include several books featuring the same characters. Popular series to include might feature The Berenstain Bears, Splat the Cat, Clifford the Big Red Dog, Curious George and Pete the Cat.

CLL6 #72

48-60 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).**



36-48 months
Indicators

CLL6.3a

Listens and matches rhythm, volume and pitch of rhymes, songs and chants.

CLL6.3b

Identifies and produces rhyming words with adult guidance.



48-60 months
Indicators

CLL6.4a

Listens and differentiates between sounds that are the same and different.

CLL6.4b

Identifies and produces rhyming words.



Kindergarten
Correlation(s)

ELACCKRF3a

Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

ELACCKRF3b

Associates the long and short sounds with the common spellings (graphemes) for the five major vowels.

All correlations at decal.ga.gov/Resources.aspx

ELACCKRF2.a

Recognizes and produces rhyming words.

#72



36-48 months
Indicators

**NO
CORRELATION**

CLL6.3d

Segments sentences
into individual words with
adult guidance.

CLL6.3e

Segments words into syllables
with adult guidance.

**NO
CORRELATION**



48-60 months
Indicators

CLL6.4c

Isolates the initial
(beginning) sounds in words
with adult guidance.

CLL6.4d

Segments sentences into
individual words.

CLL6.4e

Segments words into syllables.

CLL6.4f

Manipulates and blends sounds
(phonemes) with adult guidance.



Kindergarten
Correlation(s)

ELACCKRF2.d

Isolates and pronounces the
initial, medial vowel, and final sounds
(phonemes) in three-phoneme (consonant-
vowel-consonant, or CVC) words.
(This does not include CVCs
ending with /l/, /r/, or /x/.)

ELACCKRF3

Knows and applies grade-level phonics and
word analysis skills in decoding words.

ELACCKRF3.c

Reads common high-frequency words by sight
(e.g., the, of, to, you, she, my, is, are, do, does).

ELACCKRF2.b

Counts, pronounces,
blends and segments syllables
in spoken words.

ELACCKRF2.e

Adds or substitutes individual sounds
(phonemes) in simple, one-syllable words
to make new words.

CLL6 #73

48-60 months

LARGE GROUP



domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**



Echo Song: Boa Constrictor

Here's a fun echo song. When you sing this song, 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

Display several different rhythm instruments with a variety of sounds, such as sticks, drum, triangle, maracas or a tambourine. Identify each instrument. Hide the instruments behind a screen and ask one child to go behind the screen and play the instrument of his/her choice. The other children can try to identify the instrument being played. You may want to display a chart with pictures or drawings of the instruments. **CLL6.4a**

Seussical Rhymes

Read *Hop on Pop* by Dr. Seuss. Discuss rhyming words and point out nonsense words. After reading, show picture cards and encourage the children to make up their own rhyming words. **CLL6.4b**

Which One Does Not Belong?

Show three "consonant-vowel-consonant" words with a picture, such as cat, log and dog. Ask the children, "Two of these words rhyme, one does not rhyme. Can you tell me which one does not rhyme with the others?" **CLL6.4b**

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 special /k/ sound. **CLL6.4c**

Nonsense Sentences

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 chart paper. "Bobby Bear bounces basketballs." **CLL6.4c**

I Spy

Say the poem, "I spy with my little eye, something that begins with the /p/ sound." Encourage the children to guess what you may be looking at. When a child discovers what you've spied, say, "you guessed it, /p/ is the first sound in plate," then he or she can take a turn spying an object. **CLL6.4c**

Humpty's Wall

At the top of a piece of chart paper, draw a picture of Humpty Dumpty. Write the poem underneath. The children will help to 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**

Word Pointer

Provide the children with the opportunity to point out individual words in a big book, using a pointer. **CLL6.4d**

Words Are Parts

Have three children stand side by side in front of the room with the teacher. The teacher will say a phrase that has three words. When the first word is spoken the first child will jump, and so on for the next two words. Begin by pointing to each child when it is his/her turn to jump. As you face the children, have the child on the left go first. This will allow the class to see the left-to-right direction of reading print. **CLL6.4d**

TRANSITION TIP

Say, "If your name begins with the sound I say, line up at the door, /m/."

LARGE GROUP

CLL6 – The child will develop early phonological awareness (awareness of the units of sound).

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, the child that 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 or parts as they say the name: "Mor-gan" (two claps), "Em-i-ly" (three claps). Continue with the music until all the names have been pulled from the basket. **CLL6.4e**

Hens and Chicks

One child is the "Mama Hen." As the Mama Hen hides her eyes, choose another child to be the "chick." Give the chick a small object that makes a peeping sound, such as a dog's squeaking toy. Tell the child to hide the object in her lap as she makes it squeak; all the other children place their hands in their laps as well. Play begins as the Mama Hen searches for her chick, following the sound of the peeping. As the children become more proficient, add more squeakers. Now Mama Hen must find several chicks! **CLL6.4a**

Circle Time Game

Have the children stand in a circle while you walk around them. Recite a nursery rhyme such as "Hickory Dickory Dock." Tap a child's shoulder as you say the rhyming words "dock" and "clock." The child that is tapped must then sit down. Continue with the rhyme until all the children are sitting. Be sure to repeat the rhyming words and talk about them. **CLL6.4b**

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. Then have the children sit in a circle on the floor. Give them a small basket with simple picture cards. Begin passing the basket around when the music starts playing. After a few seconds, 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 then says the onset and rime: "truck is /tr/ and /uck/." **CLL6.4c**

1-2-3 Sounds

Using masking tape, create 3 rectangles on the floor. Provide the children with a container that holds several pictures of three-sound words (dog, cat, lick, car). Demonstrate for the children how you can separate the word into its three sounds. Have the children hop in each section of the rectangle as you say each sound. Have each child take a turn. Leave the cards nearby and let them practice whenever they cross over the rectangles during the day. **CLL6.4f**

TRANSITION TIP

Say each child's name to transition him/her to the next activity. Have the children repeat the name and clap the same number of syllables as in the name.

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!** **CLL6.4f**

TRANSITION TIP

Recite the transition with the 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 #74

48-60 months

SMALL GROUP

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**



Secret Sound

Create various sets of picture cards or small objects that begin with the same sound. For example, one set could all begin with the /b/ sound. Provide each child with a card or an object from the first set. Provide an opportunity for each child to show his/her card or object and name the item. When everyone has presented their object or card, have the children guess the secret sound. Consider having two to three bags of items, and have the children look into each bag. Ask them if the secret sound items are the same or different, and have them name the secret sound from each bag. **CLL6.4c**

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 scare?* (BEAR)

Accept all answers that rhyme, then say "Let's see." Child opens egg and shows 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, duck or goose. Make it silly by including nonsense rhymes.

*What's inside the little blue egg
That rhymes with "wego?"* (LEGO®). **CLL6.4b**

Rhyme Time Matching

Provide the children with picture cards of words that rhyme and words that don't. Encourage the children to give a thumbs-up for words that rhyme and a thumbs-down for those that do not rhyme.

CLL6.4b

Rhyme Around the Rosie

Place chairs in a circle and put a deck of picture cards beneath just one chair. Have each child stand in front of a chair. Sing, "Rhyme around the rosie, pocket full of posies, ashes, ashes, we all sit down." The child who sits on the chair over the picture card deck takes the first card from the deck, names the picture and says a word that rhymes with it. Repeat until each child has had at least one turn. **CLL6.4b**



Rhyming War

You will need rhyming picture cards and two bells or buzzers. Have two children play together. Give each of them half of the cards. They each turn over a card. If the cards rhyme the first child to ring the bell or push the buzzer gets to keep that pair. Continue with all remaining cards. **CLL6.4b**

R-ob the Robot

Create a "feed me" puppet that resembles a robot. Gather a variety of different objects and have them at the table for the children to see. Introduce Rob to the children, talking in a robot voice. "My name is R-ob and I only ask for things using onset and rime. Look at the objects and see if you can guess what I want. Please give me a ch-ip." Then, the child feeds the chip to Rob. "I want a b-ear." Then, the child feeds a counting bear to Rob. **CLL6.4c**

Rhyming Pictures

Provide picture cards and encourage the children to name words that rhyme with the pictured item. **CLL6.4a**

These Don't Rhyme

Place a set of picture cards in front of the children. Have them choose two cards with things that rhyme and two more with things that do not rhyme. For example, "bear" and "chair" rhyme, but "bear" and "dog" do not. **CLL6.4b**

SMALL GROUP

CLL6 – The child will develop early phonological awareness (awareness of the units of sound).

Count the Words?

Give each child 10 chips or markers and a cup. Say “We are going to play a word counting game.” Demonstrate the game by saying a sentence, pausing and 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 a 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 the children who need this activity to be more concrete, have the sentence written on a sentence strip, and have a child place a chip on each word on the sentence strip.

↔ TRANSITION TIP

Use rhyming words as a tool for transitioning the children. For example say, “If the color of your hair rhymes with ‘down,’ line up.” A variation of this would be to chant, “When I say cat, you say _____.” The children supply a rhyming word and line up.

Scrambled Sentences

Write sentences on sentence strips. Read each sentence out loud to the children and have them cut each sentence strip into words, keeping each sentence in its own pile. Encourage the children to rearrange the words and place them back in the correct order. Have them read the sentence to you. **CLL6.4d**

Sound Bingo

Provide an opportunity for the children to listen to prerecorded, easily identifiable sounds such as animals and vehicles. Give them a card with pictures of items that make the sounds and play “Sound Bingo.” When the children hear the sound, they place a marker on the corresponding picture. Try these variations: Use a grid with animal pictures. As the teacher makes animal sounds, the children identify the animal that makes the sound and place a marker on the picture. Tape each child speaking. Use this tape to play “Friend Bingo” with a grid featuring the children’s pictures. **CLL6.4a**

Drumming to the Beat

Give each child an aluminum pie plate and a marker or drum stick. 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. Ask, “How many beats did you count?” **CLL6.4e**

Pennies for Syllables

Give each child a 1x4 grid and several pennies. Say a word and have him or her put a penny in each box for each syllable. **CLL6.4e**

Feed Me

This activity is based on of 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 apples. 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?” The child will 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 local restaurant. Make “french fries” by cutting yellow kitchen sponges into strips. 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 this for the children using your own set of french fries. Place three french fries in your box as you say the individual sounds. **CLL6.4f**

CLL6 #75

48-60 months

CENTERS

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**



Reading Area

Provide assorted picture cards of words that rhyme. Encourage the children to match the rhymes. **CLL6.4b**

Provide posters of familiar chants and nursery rhymes for the children to use while in the reading center. **CLL6.4b**

Provide picture cards and number cards. Encourage the children to identify the word and how many syllables it has, then match it to a number card. **CLL6.4e**



TEACHER TIP

Encourage the children to put their hands under their chins to feel how the syllables are made.

Provide rhyming books for the children to read such as *Giraffes Can't Dance* by Giles Andreae; *The Snail and the Whale* by Julia Donaldson and *One Duck Stuck* by Phyllis Root. **CLL6.4b**

Writing Area

Provide laminated cards with word families. One card set may have “_at” and another may have “_ake.” The children can use a dry erase marker to write a letter in the blank and read the word they created. **CLL6.4c**

Provide picture cards for the children to identify and sort into groups beginning with the same sound. **CLL6.4c**

Encourage the children to create a simple sentence of three to four words and write their sentence on a sentence strip. Next, they cut the strip apart into separate words. Encourage the children to reassemble their sentences. **CLL6.4d**

Provide magnetic letters and a cookie sheet for the children to create words and break down the sounds. **CLL6.4f**



Art Area

Provide pictures for the children to make a “sound” collage. You can say, “all of these things start with the /m/ sound.” **CLL6.4c**

Provide newspaper and magazines. Encourage the children to cut words into separate syllables and include them in their artwork. **CLL6.4e**



TRANSITION TIP

Sing any familiar song, but change up the initial sound. For example, “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!*

OUTDOOR TIME

CLL6 – The child will develop early phonological awareness (awareness of the units of sound).

Shake it Up

Take various sound makers outside, such as shakers and musical instruments. Discuss how the instruments sound different outdoors as compared to indoors. **CLL6.4a**

Rhyme It

Have the children collect objects from around the playground. Ask them to say the name of the object and a word that rhymes. Nonsense words work great; “Here is a some mulch, it rhymes with tulch.” Provide assistance as needed. **CLL6.4b**

Walk and Rhyme

Have the children walk around in a big circle. The teacher calls out two rhyming words. If words rhyme, the children keep walking. If the words don’t rhyme, the children freeze. **CLL6.4b**

Four-Square Rhymes

Draw a four-square grid on the pavement with sidewalk chalk. Tape a picture in each square. The children take turns bouncing a ball in the squares and naming a word that rhymes with the picture. **CLL6.4b**

Beginning Sound Tag

Teach the children to play Freeze Tag. In this variation, to become unfrozen, the child will need to name two words that begin with the same sound. **CLL6.4c**

Letter Ball

Have the children stand in a circle and pass a ball to each other. Before passing the ball, they say, “My name is Tony and I like trucks.” The thing the child likes should begin with the same sound as the child’s name. Then pass the ball to a friend. **CLL6.4c**

★ BRIGHT IDEA

For the children who have difficulty generating a new idea, provide a small number of choices for a child to choose from. For example, if the child’s name is Jake, perhaps he could choose from jam or jewelry.

Hiking for Words

Tell the children 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 in the sentence. After he/she has taken the steps, have the child tell you how many words were in the sentence. **CLL6.4d**

Syllable Hopscotch

While playing Hopscotch, encourage the children to choose a word, then hop one space for each syllable in the word. **CLL6.4e**

Rolling Words

Sit on the ground across from a child. The teacher will say a phrase, and then the child and teacher will 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 back to child), “laugh” (child rolls ball back). **CLL6.4d**

TEACHER TIP

If working with a group of children, have them take turns rolling the ball between all of themselves.

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 head. When the second sound is made, the children will place their hands on their hips. As the last sound in the word is made, the children will touch their feet. Use several words containing three sounds until the children consistently identify them. **CLL6.4f**

CLL7 #76

48-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL7 – The child will demonstrate increasing knowledge of the alphabet.**



36-48 months
Indicators

CLL7.3a

With prompting and support, can identify some alphabet letter names.



48-60 months
Indicators

CLL7.4a

With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.



Kindergarten
Correlation(s)

ELACCKRF1.d

Recognizes and names all upper- and lowercase letters of the alphabet.



#76



CLL7 #77

48-60 months

LARGE GROUP

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL7 – The child will demonstrate increasing knowledge of the alphabet.**



Alphabet Drama

Read an alphabet book such as Bill Martin, Jr.'s *Chicka Chicka Boom Boom* or Denise Fleming's *Alphabet Under Construction*. Provide props or other materials and encourage the children to act out the story as you read it. **CLL7.4a**

Letter Swat

Write uppercase and lowercase letters on butcher paper and hang this on a wall. Have the children line up in two teams. 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**



Wikki Words

During large group literacy time, display a big book or poem chart. Engage the children in identifying familiar words and letters. Use Wikki Stix to highlight the words and letters. Discuss the initial letter in the word. Encourage the children to find other words in the book or classroom that begin with the same letter. Reread the book and encourage the children to clap or respond in another way every time you read the familiar word. **CLL7.4a**

TRANSITION TIP

Line up the children based on their first initials. Say, "If your name begins with B you may line up." Benjamin, Braxton and Bethany would join the line.



Body Letters

Choose a group of four to five children to come to the center of the large group area. Call out a letter and ask them to make the letter with their bodies. Another alternative is to ask each child to make a letter with his/her body – arms outstretched for a "T" for example, or arms overhead with fingertips touching for an "O." **CLL7.4a**

Letters on a Plate

Write upper case letters on one color of paper plates and lower case on another color. Keep them handy for lots of activities. Pass out the upper case letters to the children, one to each child. Place the lower case letters on the floor. Chant, "Letters on a plate, letters on a plate. Who can find letters on a plate?" Children find the match to their letter and return to their spaces. After all the letters are matched put on some lively music and do "The Paper Plate Dance." The children copy a leader doing various motions with the plates such as clapping together, waving overhead, touching alternate knees all while keeping to the beat of the music. **CLL7.4a**



★ BRIGHT IDEA

For the children who have difficulty identifying letters, provide a large picture card with each letter. Encourage them to refer to the card and support them as they identify the letter and call it out to the class.

LARGE GROUP

CLL7 – The child will demonstrate increasing knowledge of the alphabet.

Letter Spies

Challenge the children to search for letters in the classroom. Explain that they will be letter spies and search “stealthily” for the letters you display. Without speaking hold up a large letter, either upper or lower case. The children walk to a spot in the classroom where they see that letter. Then ask them to return to the carpet. The children will report to a fellow spy where they spotted the letter, whispering quietly. You may need to plant a few letters that don’t naturally occur in the classroom. **CLL7.4a**

Little Letter Line-up

Read *Alphabet Adventure* by Audrey Wood to introduce children to the whole gang of “little letters.” After reading give each child a lower case letter. Designate one child to be the capital “T” and have all the little letters line up in order. **CLL7.4a**

Letters in Our Neighborhood

Take photos of businesses or landmarks in your community such as the laundromat or the grocery store. You can also go online and find store logos. Use the signs to make an alphabet poster. Cut out the “A” from Allen’s Hardware or the “M” from Macy’s. Display the poster and challenge children to identify where the letters are located. Leave this poster displayed for several weeks until all the letters are identified. You might also take a photo of the poster and send home with children so they can watch for the letters as they walk and drive around the neighborhood. **CLL7.4a**

Marshmallow ABCs

Read *S is for S’mores: a Camping Alphabet Book* by Helen Foster James. Ask the children to share camping stories. Hot glue a magnet to the end of a long dowel to represent the stick used for roasting marshmallows. Put magnet letters in a bucket. Have the children put the dowel in the bucket and name the letter that sticks to the end. **CLL7.4a**

Scavenger Letter Hunt

Invite the children to choose a letter to find in the school. Give each child a clipboard made of cardboard and clips to secure the paper. Ask them to write their letter at the top of the paper. Walk them around the hallways and classrooms to see how many times they can find their letter. **CLL7.4a**

★ BRIGHT IDEA

For the children who have difficulty writing letters, have them make tally marks to show how many times they saw the letter.

TEACHER TIP

Learning letters is very individualized. Always teach letters in context; never isolate teaching to just one letter a week. Start teaching by using a child’s name. That is what is most important to a child.

TRANSITION TIP

Sing this song with the children to transition them to get in line or go to centers:

*If your name begins with the letter I say,
line up at the door – M*

Continue until you call out the letter for each child’s first name. Encourage the children to help others as needed.

Mr. Munch

Sing this chant with the children:

*I have a hungry friend.
His name is Mr. Munch.
And what he likes to do all day
Is gobble up his lunch.
He likes the letter ____.
He likes it very much
And he is very happy
When he can munch and crunch.*

Gather a variety of letters – magnetic letters, foam letters, letter cards and letter beads. Make sure there are enough so that each child can have each letter. Spread the letters on the table. Give each child a paper plate with a pie-shaped wedge cut out to resemble a mouth. As you read the rhyme, each child finds the correct letter and places it in Mr. Munch’s mouth. **CLL6.4c**

CLL7 #78

48-60 months

SMALL GROUP

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL7 – The child will demonstrate increasing knowledge of the alphabet.**



Alphabet Soup

Cook alphabet pasta in a crock pot and serve it to the children. Have them look at their spoons and call out letters before they gobble up the pasta. **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 can pick out a gumball and say the letter. **CLL7.4a**



TEACHER TIP

Make sure you are using both upper and lower case letters throughout the classroom. Always write the children's names with capital and lower case letters, not all caps. If they tell you "that's not my 'a'" when you use lower case rather than capitals, explain that this is the way we write names at school. Label shelves and other supplies using correct capitalization. Capital letters occur at the beginning of a sentence and in a proper noun. If you label the block shelf with the word "blocks" it should not be capitalized.

Letter Memory

Place a number of letter cards face down and in a grid in the middle of the workspace. Taking turns, encourage the children to turn over two cards and name the letters on the cards. If the letters match the child picks up and keeps the cards. If they do not match the child turns them face down again. **CLL7.4a**

Word Find

Provide the children pages from a magazine or newspaper and highlighters. Show them a familiar word from a repetitive book, such as "walking" from Sue Williams's *I Went Walking*. Encourage the children to search through the magazine/newspaper pages and highlight the familiar word. **CLL7.4a**

Egg Carton Letter Match-Up

Use cardboard egg cartons to make an alphabet matching game. Keep one carton whole and cut several others into sections. Write letters on the whole carton, perhaps starting with the letters in the child's name. Write the matching letters on some of the individual cups. The child places the cups over the ones on the carton, matching the correct letters. You can match upper case to upper case, lower to lower or upper to lower. **CLL7.4a**

Letter Towers

You will need Unifix® cubes for each child and a bucket of magnetic letters or you can write letters on bottle caps or plastic milk lids. Include both upper and lower case letters. To play the game, draw a letter from the bucket and name it. If you are correct, add a cube to your tower. If you miss, play goes to the next person. To make it more challenging, use small wooden cubes that don't link together but must be balanced. How high will your tower be? **CLL7.4a**

Q is for Duck

Q is for Duck: An Alphabet Guessing Game by Mary Elting is a wacky alphabet book that gets children thinking and talking. It's perfect for small group reading and discussion. Each letter is a surprise and children are asked to guess why they are all mixed up. Hint: Q is for duck because... ducks quack! **CLL7.4a**

Magic Letters

Use masking tape to create block letters on white construction paper. Give children paints and ask them to completely cover the paper, tape and all. When the paint is dry peel off the tape and the letter "magically" appears. You can also write letters with white crayon and give children water color paints. As they paint on the paper the letters appear as if by magic. **CLL7.4a**

SMALL GROUP

CLL7 – The child will demonstrate increasing knowledge of the alphabet.

Paper Plate Letter Match

Place a small paper plate in the center of a larger one and attach them together with a brad so that the top plate can turn. Write letters in random order around the outside of the plate. You could start with the letters in the child's first and last name or just pick some letters. Write the same letters in a different order on the outside of the small plate. Make sure you can turn the plate and line up each of the letters. During group time give each child a letter to match and encourage them to turn the small plate to make them line up. The children also like it if you say, "Find a letter that is NOT the same as a B." **CLL7.4a**

Name That Letter

Write letters in the bottom of the cups in an egg carton. You could also stick them on so that you could remove and change them later. Place a large bead in the egg carton and close the top. The child shakes the egg carton, opens it and identifies the letter where the bead has landed. **CLL7.4a**

Eric Carle Letters

After reading *ABC by Eric Carle*, introduce the children to the technique of tissue collage. Provide large letters cut from white construction paper or poster board and various colors of tissue paper cut into squares. Show the children how to cover sections of the letter with glue (thin the glue with water and provide foam paint brushes) and then add overlapping squares of tissue paper. When all the letters are complete display in the classroom. **CLL7.4a**

Ice Cream Letter Match

Create an alphabet matching game with tops and bottoms to ice cream cones. Cut brown triangle shapes for cones and pastel colored circles for the ice cream. Write upper case letters on the cones and lower case on the ice cream scoops. Have the children work in pairs to match all the upper and lower case letters. Starting with 10 or so letters makes the task more manageable. **CLL7.4a**

LEGO® DUPLO® Spelling

Write letters on the sides of LEGO® DUPLO® blocks so you can see them when the blocks are hooked together. Give the children word cards with simple words like cat, book or jump. Encourage them to hook the blocks together so they spell out the word. **CLL7.4a**

Letter Cookies

Cut a sugar cookie dough log into individual slices. Give each child two cookies and let them imprint their initials (first and last name) using magnet letters that have been cleaned in the dishwasher. Bake and enjoy for snack. Color some sugar with food coloring to sprinkle on top when the cookies come out of the oven. **CLL7.4a**

Letter Pairs

Write letters on cutouts of socks and put them in small laundry basket. Give children clothespins to clip matching pairs together. **CLL7.4a**

Letter Swat

Cut out fly shapes from black construction paper. Add a letter to each shape and laminate. Arrange the flies on a table top covered with a picnic cloth. Give each child a small fly swatter. Call out a letter and have someone swat the corresponding fly. **CLL7.4a**

The Alphabet Tree

After reading *The Alphabet Tree* by Leo Leoni, have children create their own alphabet tree. Use a green stamp pad and leaf stamp to make the leaves. Then use letter stamps to add a letter to each leaf. Children can make the letters in their names, their friend's names or stamp out the whole alphabet. **CLL7.4a**

Spoon Letter Match

Use white or colored plastic spoons and matching clear plastic spoons for this letter matching activity. Write upper case letters at the top of the colored spoons and lower case letters at the bottom of the clear spoons. When you put the clear spoon over the colored spoon, the letters line up and you can see the match. Instead of writing the letters, you could use alphabet stickers. **CLL7.4a**



CLL7 #79

48-60 months

CENTERS

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL7 – The child will demonstrate increasing knowledge of the alphabet.**



Art Area

Provide letters in various textures. Cut letters from sandpaper or embossed wallpaper. Write letters in white glue and let dry. Use these letters and peeled crayons for rubbings. **CLL7.4a**

Font Fun

Print out letters in a variety of fonts to add to those cut from magazines. Encourage the children to find letters in their names, both upper and lower case and create a name collage. **CLL7.4a**

Cut easel-sized paper in the shape of large block letters. Invite the children to paint "their" letter in any way they choose. Colorful masking tape makes a great addition to easel painting. The children can put it on the paper before or after adding paint. Adding salt to the paint gives it texture and a subtle sparkle. **CLL7.4a**

Math/Manipulatives Area

Provide play dough and laminated mats printed with uppercase and lowercase letters. Encourage the children to roll the play dough into thin logs, and twist and manipulate the logs to cover the letters on the mats. **CLL7.4a**

Provide LEGO®s and a LEGO® base plate. Challenge the children to create LEGO® letters on the board. You may have to show them how to make the curvy ones with just straight lines. **CLL7.4a**

Math/Manipulatives Area

Paint wooden clothespins. After the paint is dry, write a letter on the pin. String a line across the front of a shelf in the classroom and invite children to clip the clothespins on the line. They can put them in order, spell names or other words or just play. Add two small eyes if you'd like and you have instant letter people. **CLL7.4a**

Make letter dominoes for a twist on a traditional game. Cut domino shapes from foam core, heavy posterboard or cardboard. Draw a line to divide the domino into a top and a bottom. Write a different upper and lower case letter on each half so the children can make matches. You can write them randomly or in alphabetical order. **CLL7.4a**

Provide name cards for each child in the class. Write letters on clothespins and encourage children to match the letters on the name card by clipping on the corresponding clothespin. **CLL7.4a**

Block Area

Add letter blocks to your block center. Provide word cards and encourage the children to spell the words using the blocks. Print large letters and laminate them. The children can use small wooden blocks to cover the letters to form the shape. **CLL7.4a**

Dramatic Play Area

Provide a large variety of environmental print such as restaurant menus, food boxes and coupons. Facilitate play to include letter awareness. Point out familiar letters. Encourage the children to match the coupons to the food items. Provide paper for making lists. **CLL7.4a**

Set up an eye clinic. Provide white doctor coats made by cutting the sleeves off of small sized men's shirts. Most pretend doctor kits have an ophthalmoscope or use a small magnifying glass from the Science center. Make a large eye chart with letters and some smaller ones for trying out those reading glasses. Provide cardboard paddles for holding over one eye. Add empty eyeglass frames and a mirror to look into while you're trying on the glasses. Your clinic is ready for operation. **CLL7.4a**

Sensory Area

Color alphabet pasta using alcohol and food coloring. Spread out to dry. Add the letters to a sand table or tub and give children magnifying glasses and tweezers. Challenge them to find all the letters in their names. **CLL7.4a**



CENTERS & OUTDOOR TIME

CLL7 – The child will demonstrate increasing knowledge of the alphabet.

CENTERS

Sensory Area

Fill a tub with letters of all sorts and sizes. Try magnet letters, large bathtub letters, small foam letters, small letter beads and alphabet pasta. Add rice or beans to add volume. Give the children tongs and ice cube trays to collect and sort the letters. **CLL7.4a**

Writing Area

Draw a crossword grid on a cookie sheet using paint or permanent markers. Be sure to color in a few spaces to make it look like a real crossword puzzle. Provide magnetic letters and encourage children to place them on the grid however they choose. They can spell names, put them in ABC order or copy word cards. **CLL7.4a**

Provide trays filled with materials of different textures such as sand or shaving gel. Encourage the children to practice writing familiar words and letters in the materials. **CLL7.4a**

★ BRIGHT IDEA

For the children who are overwhelmed by a variety of textures, provide the materials in a sealed plastic bag or provide an unsharpened pencil to create letters.

OUTDOOR TIME

Beanbag Letter Toss

Provide the children with beanbags printed with letters. Create a grid on the ground and include one letter in each space. Encourage the children to toss the beanbags into the square with the same letter. Variations include beanbags and squares with only lowercase letters, only uppercase letters or a mix of both. **CLL7.4a**

Letter Hockey

Write letters in a group on the pavement with sidewalk chalk. Give the children small hockey sticks and a puck or use a large plastic lid and a pool noodle. The children hit the puck and then name the letter it lands on. **CLL7.4a**

Spray Away Letters

Write letters on pavement with sidewalk chalk and give the children spray bottles turned to the spray/stream setting. You could also use squirt bottles from condiments such as catsup or mustard. Challenge the children to spray water following the lines of the chalk letters. It's a good way to build hand strength and coordination as well as letter knowledge. **CLL7.4a**



Letter Tracing

Draw extra-large letters on the pavement with sidewalk chalk. Play some music and challenge children to “walk” all the letters like a balance beam. **CLL7.4a**

Letter Relay

Divide the children into two teams and give each team a plastic bucket. Teams stand in two lines behind a line drawn on the pavement. About 15-20 feet away, draw another line and place several rubber bathtub letters on the ground behind the line. Play begins as the first team member races down, picks up a letter and runs back to his team. He/she names the letter, and places it in the bucket. The next team member runs to get the next letter. If the player names the letter incorrectly the teacher supports him/her in naming the letter. The team with the most letters wins. **CLL7.4a**

Letter Four-Square

Draw three to four squares on the pavement with sidewalk chalk. Divide each square into fourths and write a letter in each square. Give the children a playground ball. When you call out a letter, the child bounces the ball in that square. Or they can bounce the ball first and then name the letter. **CLL7.4a**

CLL8 #80

48-60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



36-48 months
Indicators

CLL8.3a

Shares self-selected familiar books and engages in pretend reading with others.

CLL8.3b

Discriminates words from pictures independently.



48-60 months
Indicators

CLL8.4a

Demonstrates interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.

CLL8.4b

Understands that letters form words. Understands that words are separated by spaces in print.



Kindergarten
Correlation(s)

ELACCKRL5

Recognizes common types of texts (e.g., stories, poems).

ELACCKRF1.c

Understands that words are separated by spaces in print.

#80



**36-48 months
Indicators**

CLL8.3c

Independently holds a book right side up and turns pages from right to left.

CLL8.3d

Recognizes environmental print.

CLL8.3e

With adult guidance, points to the title of familiar books or stories and where to begin reading a story.



**48-60 months
Indicators**

CLL8.4c

With prompting and support, tracks words from left to right, top to bottom and page to page.

CLL8.4d

Recognizes and reads environmental print.

CLL8.4e

Identifies the front, back, top and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.



**Kindergarten
Correlation(s)**

ELACCKRF1.a

Follows words from left to right, top to bottom, and page by page.

ELACCKRF1

Demonstrates understanding of the organization and basic features of print.

ELACCKRI5

Identifies the front cover, back cover and title page of a book.
All correlations at dec.al.ga.gov/Resources.aspx

CLL8

#81

48-60 months

LARGE GROUP



domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



Twin Texts

During story time introduce the children to the idea of twin texts, a fiction and nonfiction book on the same subject. Read *Stellaluna* by Janell Cannon's and then read *Bats* by Celia Bland. After reading, talk about how the books are the same and how they are different. One is 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**

Magic Pointer

Give each child a book or have one child model this each day. Ask the children to hold up their pointer finger and explain that it is their "magic finger" which helps them read. Put "magic" child-safe lotion on their 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; CLL8.4d**

Start at the Top

Teach this song, to the tune of "London Bridge," to reinforce two important concepts about print.

When you read you start at the top,

Start at the top, Start at the top,

When you read start at the top

Then go to the bottom.

When you read, go left to right,

Left to right, Left to right.

When you read, go left to right

Then go to the next line.

Introduce the words author, illustrator and title to the children. Before reading texts, encourage the children to identify each. **CLL8.4e**

Mixed Up Sentences

Write a sentence from a big book on a sentence strip and then cut it apart into individual words. Pass out the words to the children. Display the sentence in the book and then call the children up one by one to hold up their word so they are standing in the same order as the sentence. Start with something simple and move to a more complex sentence. After some experience with this invite the children to put themselves in order. **CLL8.4b**

TEACHER TIP

Pre-K children can begin to distinguish between fiction and non-fiction books. They often prefer non-fiction unless the story is a familiar one. If you have space in your classroom consider having two bookshelves, one for fiction and one for non-fiction. You can color-code books with tape. Ask the school librarian for tape that won't damage books. Make the class librarian one of your regular jobs and extend the duties to include making sure the books are shelved correctly. This would be a good opportunity to ask a librarian or media specialist to visit the classroom and talk about his/her job.

TEACHER TIP

Be sure to include poetry on a regular basis for reading in your classroom. Short poems are great choices for small group literacy time, because they don't take long to read and are rich in opportunities for discussion and extension. You can often purchase posters with popular childhood poems which include illustrations as well as text. Some good book choices would be *I Carry Your Heart With Me* by E.E. Cummings; *Just Kidding: Funny Poems for Kids* by Martin Pierce or *The Nursery Rhyme Flip Chart* by Scholastic.

LARGE GROUP

CLL8 – The child will demonstrate awareness of print concepts.

Title, Author and Illustrator

Before you read a book, such as *Wilfred 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 derry-o

The author writes the words.

The illustrator draws the pictures

The illustrator draws the pictures

Hi-ho the derry-o

The illustrator draws the pictures.

Show the book cover and point to the title, to the names of the author and illustrator. Replace the terms author and illustrator with the person’s name and sing this version of the song.

Mem Fox wrote the words

Mem Fox wrote the words

Hi-ho the derry-o

Mem Fox is the author

Julie Vivas drew the pictures.

Julie Vivas drew the pictures.

Hi-ho the derry-o

Julie Vivas is the illustrator. CLL8.4e

Upside Down Reading

At the beginning of story time talk with the children about placing a book right side up. Begin by putting the book upside down and acting surprised that the pictures don’t look right or that you can’t read the words properly. **CLL8.4c**

Exploring Non-Fiction

Show a non-fiction book on an interesting topic such as National Geographic *Little Kids First Big Book of Bugs* by Catherine Hughes or *The Mystery of Magnets* by Melvin Berger. Explain that this book doesn’t have a story about a character but includes many interesting facts about the topic and lots of illustrations and photographs. Show them the table of contents and the index along with page numbers. Choose a section from the index, turn to that page in the book and share the facts and photos. **CLL8.4a**

Early Readers

Give the children early reader books to read. These can be borrowed from a local library. Have the children pair up and choose a book to read. Encourage them to lay comfortably on the carpet and look at the text. Encourage the children to work together to see if they recognize any of the text. Notice if the children are reading from left to right and turning one page at a time. **CLL8.4e**

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 are to wait to say the word when the pointer touches it. At first point to each word slowly but with a steady rhythm. Then point in an uneven rhythm. Stay a long time on the first word “jump” and then 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**

TEACHER TIP

Choose a pointer that is plain, not fancy. Lots of ribbons or other trim will only distract from the text you are wanting the children to focus on.

TRANSITION TIP

To the tune of “Head, Shoulders, Knees and Toes”:
Top to Bottom, Left to Right, Left to Right,
Top to Bottom, Left to Right, Left to Right,
When I read, When I write,
I go Top to Bottom, Left to Right, Left to Right.



CLL8 #82

48-60 months

SMALL GROUP

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



Spelling Pictures

Provide the children with labeled pictures and letter tiles. Encourage the children to use the tiles to spell the words. **CLL8.4b**

Tracking Print

Provide each child with his/her own copy of a book. While the teacher reads the book encourage the children to use a finger to follow along from left to right and top to bottom. **CLL8.4c**

Book Making

Encourage the children to cut out favorite pictures from magazines and glue them on a sheet of paper. Ask the children to identify their picture and write that word on the page. Bind the pages together to form a book. While reading the book engage the children in conversation about the difference between pictures, letters and words. **CLL8.4b**

TEACHER TIP

Have the children place one finger between words on a chart or book to demonstrate that words are separated by spaces.

Food Book

Ask the children to bring in a variety of food boxes to create class books. Cut the front panels from the food boxes and bind them together and encourage the children to read them. Place the finished books in the classroom library. **CLL8.4d**

TEACHER TIP

After reading a new book to the children ask them what other books they have read that were similar. Encourage them to make connections between books. The children may connect Leo Lionni's *Swimmy* to Marcus Pfister's *Rainbow Fish* or a nonfiction book on fish.

TEACHER TIP

Introduce the words author, illustrator and title to the children. Before reading texts, encourage the children to identify each.

Logo Memory

Place a number of cards printed with familiar logos face down and 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**

Gossie the Gosling

Gossie by Olivier Dunrea is 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. Encourage the children to draw a picture of something they love to wear everyday. Create a class book for them to read. **CLL8.4c**

★ BRIGHT IDEA

To support a child who has difficulty with abstract concepts, provide a set of pictures and encourage him/her to choose pictures and glue them to the paper.



SMALL GROUP

CLL8 – The child will demonstrate awareness of print concepts.

I Went Driving

Have the children help create pages for a class book with a text pattern based on Sue Williams's *I Went Walking*. Cut logos from local stores, from newspaper ads or advertising circulars. Encourage the children to choose the logo of their choice and glue it on the page. "I went driving. What did you see? I saw _____." Have them read the text with you and point to the logo. The children can add buildings, roads and cars to their picture with crayons. Bind the pages and read the book in large group; place it in the library area for independent reading. **CLL8.4d**

Highlighting Words

Give the children a line of printed text from a familiar book or a sentence about a recent field trip or class experience. Provide different colors of highlighters or light colored markers. Encourage the children to highlight each word of the sentence with a different colored marker. **CLL8.4b**

Where Will I Shop?

Provide each child with logos of several local businesses. Make sure the logos cover specific kinds of merchandise such as fast food, car accessories or pet supplies. Try to avoid logos from "big box" stores that sell a wide variety of merchandise. Attach the logo to a craft stick. Talk about each store and the children's experiences. To play the game, show pictures of items you might buy at one of the stores and the children hold up the correct logo. **CLL8.4d**

Different Authors, Same Illustrator

Choose two to 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 in the books. How are they made? Look at some of Julie Vivas's books, such as *Our Granny* by Margaret Wild and *I Went Walking* by Sue Williams. Talk about how the people look the same. Try out some of the illustrator's techniques. Look at Lois Ehlert's *Planting a Rainbow*, particularly the pages with examples of 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**

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. The children match the individual words to the ones in the sentence. **CLL8.4b**

Letter Match

Provide each child with a word card, and bottle caps or other markers. Roll an alphabet cube or draw a letter tile and show it to the group. If you have that letter in your word cover it with a cap. The goal is for everyone to cover all the letters in their word. **CLL8.4b**

Write Poetry

Give the children a simple model for a short poem and encourage them to compose a poem of their own. Choose an animal. Think of three things that animal does using "–ing" words. Put them in order like this with the animal name as the first and last line of the poem.

Cats
Sleeping
Purring
Jumping
Cats

Draw illustrations for your poem of all the things the animal is doing.

Tyrannosaurus Rex
Stomping
Eating meat
Roaring
Tyrannosaurus Rex

CLL8.4a

Write Non-fiction

Choose a recent field trip or class experience that you have photographed. Make sure you have a wide variety of pictures. Print out the pictures and cover the top half of a page, leaving space below for the children's dictation. Record comments of each photo and bind them into a book about your trip or activity. "The fire truck is very large and has a ladder on the side. There are hoses to hook up to the hydrant to get the water to put out the fire."

CLL8.4a

CLL8 #83

48-60 months

CENTERS

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



Block Area

Create road signs for the children to use during their explorations in the block center. **CLL8.4d**

Dramatic Play Area

Collect brochures from car dealerships, menus from restaurants, furniture assembly instructions, electronic device user guides and books that come with toys. Include these in the classroom library and dramatic play prop boxes. **CLL8.4a**

Reading Area

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. **CLL8.4d**

Invite the children to go on an "I Spy" logo hunt. Use pictures from school supply catalogs for classroom labels and center signs. Encourage the children to walk around the room and read. **CLL8.4d**

Many authors, such as Jan Brett, have printable cutouts on their website. After reading a story 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. **CLL8.4a**

Reading Area

Gather a variety of books on a topic or type of literature and place them in a basket. A "friendship" basket might include *The Name Jar* by Yangsook Choi; *The Best Friends Book* by Todd Parr and *My Man Blue* by Nikki Grimes. A non-fiction basket might include National Geographic Readers. **CLL8.4a**

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**

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 and the other children listen. **CLL8.4a**

Create simple recipes using pictures, 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. **CLL8.4d**

Writing Area

Give the children index cards and encourage them to write one word on each card. Encourage the children to form simple sentences when they put them the cards together. **CLL8.4b**

Provide magnetic letters and a cookie sheet in the writing area. Encourage the children to use the letters to form words. **CLL8.4b**

★ BRIGHT IDEA

To support the children who have difficulty spelling, provide word cards with pictures of current topics in addition to magnetic letters. Encourage the children to match the magnetic letters to the word cards.

TEACHER TIP

Glue a fake fingernail to a pencil and encourage the children to track words as they read a book.



OUTDOOR TIME

CLL8 – The child will demonstrate awareness of print concepts.

Outdoor Books

Take a book bag stocked with a variety of books for the children to read and use outdoors. *Bugs Are Insects* by Anne Rockwel; *Planting a Rainbow* by Lois Ehlert; *Bugs! Bugs! Bugs!* by Bob Barner or *In the Tall Tall Grass* by Denise Fleming reflect the outdoor world. **CLL8.4a**

Word Hop

Make cards, some with words and some with letters. Spread out the cards in a defined area. Ask the children to identify which cards have words and which cards only have letters. “Hop to a word card” or “Skip from one letter card to another letter card.” **CLL8.4b**

I Went Outside

Draw a series of seven squares on the pavement with sidewalk chalk. In each square write one word of the following sentences. “I went outside. What do you see?” The children hop or jump from square to square, saying the words as they jump. When they get to the last square, they tell something they see. **CLL8.4a**

★ BRIGHT IDEA

Use larger printed words in a bold font for the children who need visual cues for discrimination.

Logo Town

Create poster-sized copies of familiar logos such as Target, McDonalds and Kroger. Place them in various places on the playspace. 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**

Book Part Exercise

Take a few big books outside. Tell the children that you will point to different parts of the books, and when you point they should do particular actions. 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**

Word Surprise

Go outside before the children and write a word in the same place each day on the sidewalk or wall using chalk. Words can include a child’s name or a word related to your topic of study. Encourage the children to read the word. When the children see print on a regular basis, they begin to recognize the text. **CLL8.4a**

TEACHER TIP

Have the children observe the environment as they walk to the playground. Point out environmental print in the hallways and in the outdoor area. Look for exit signs, bulletin boards or traffic signs.



CLL9 #84

48-60 months

domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**



36-48 months
Indicators

CLL9.3a

Creates letter-like symbols.
May use invented spelling
to label drawings.



48-60 months
Indicators

CLL9.4a

Draws pictures and copies letters
and/or numbers to communicate.



Kindergarten
Correlation(s)

ELACCKSL5

Adds drawings or other
visual displays to descriptions
as desired to provide
additional detail.

CLL9.3b

Uses writing tools with
adult guidance.

CLL9.4b

Uses writing tools.

**NO
CORRELATION**

#84



**36-48 months
Indicators**

CLL9.3c

Shows emerging awareness that writing can be used for a variety of purposes.



**48-60 months
Indicators**

CLL9.4c

Uses writing for a variety of purposes.



**Kindergarten
Correlation(s)**

ELACCKW1

Uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and states an opinion or preference about the topic or book (e.g., My favorite book is...).

All correlations at decal.ga.gov/Resources.aspx

**NO
CORRELATION**

CLL9.4d

Writes some letters of the alphabet.

ELACCKL1.a

Prints many upper- and lowercase letters.

CLL9

#85

48-60 months

LARGE GROUP



domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**



I Can Draw

Read *Ish* by Peter Reynolds. This story is about a child who loves to draw until someone makes fun of his drawing. Talk with the children about how sometimes what we try to write or draw doesn't come out as well as we hope it will, but never quit drawing! **CLL9.4a**

RSVP

Read *A Letter to Amy* by Ezra Jack Keats. Talk to the children about what a letter is; many of them may not be familiar with the concept. 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 to invite 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 she will come to his party. **CLL9.4c**

Streamer Writing

Make ribbon wands 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 letters in the air. **CLL9.4d**

Color Chaos

Read *The Day the Crayons Quit* by Drew Daywalt. Brainstorm different uses for different crayon colors such as a green sun or purple apple. Encourage the children in the writing center to use crayons in new, fun and inventive ways. **CLL9.4b**

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**

Yes or No?

Create a graph with columns labeled "yes" and "no." Post a question for the children to answer such as "Do you have a dog?" or "Do you like broccoli?" Include picture support for the question. During center time the children write their names in the appropriate column. In large group look at the graph and discuss the results. Did more people say "yes" or "no?" **CLL9.4c**

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. Show the children note pads designed for list making. Explain that they 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. **CLL9.4c**

Morning Message

Begin the day by writing a simple message on chart paper or on a sentence strip such as "Today is Groundhog Day. Do you think he will see his shadow?" It is important for the children to see you model writing. You can talk about how you are making the letters. Read the message to the children and call out special attention to the letters: "I see five Ds." Ask the children what they notice. You may hear, "that is the same letter as my name." **CLL9.4c**

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 will dictate one sentence about something that happened that day. It can be something personal or something the group did. 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 readiness of the child, invite him/her to write part of the message. **CLL 9.4c, CLL9.4d**

SMALL GROUP

CLL9 – The child will use writing for a variety of purposes.

Journal Time

Provide a journal for each child to use during small group. Provide a story starter, such as a funny shape, and ask them to finish the drawing or story. Encourage the children to draw or write letters and to be creative. **CLL9.4a**

Pre-K Herald

Provide a newspaper template and support the children in drawing pictures or writing headlines about the events of the day or week. **CLL9.4a**

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 houses and encourage the children to make a list of things they would buy for the classroom. **CLL9.4c, CLL9.4d**

TEACHER TIP

For the children who do not sleep during rest time, provide a journal for writing or drawing. The opportunity to draw and write may keep them engaged while the other children are resting. At the end of the year, you will have a rich artifact showing their writing progress.

Highlight Party

Provide highlighters for the children to find specific letters or words in print materials such as newsletters and magazines. **CLL9.4b**

Text Me

Place a smartphone on the copier with an open box for texting. Make copies and place them in the writing center. Assist the children in writing simple "texts" to each other as greetings or other messages they might want to communicate. **CLL9.4d**

Zine Time

Staple small pieces of paper together for the children to create their own magazine, also known as a "zine" (pronounced "zeen"). Talk about what they would like their zine to be about and assist with words and pictures. The children can cut out pictures to go along with their words and drawings. Markers are a good writing tool for strong, bold colors. **CLL9.4b**



TECH TIP

Ask families for donations of old typewriters, word processors or laptops that can be used for typing.

Comic Book Kapow!

Provide a template and photocopied pictures of the students, or other drawings, for comic book creation. Provide labels for the children to make typical comic book words such as "Bam!" or "Boom!" to stick on the pictures. **CLL9.4c**

Get a Clue

Work with a small group to write clues about where to find an object in the classroom. The next small group can follow the clues and find the object. Then write a set of clues for another group to follow. **CLL9.4c**

Thank You Quilt

Provide the children with paper cut into squares. (HINT: If you cut 8½" x 11" paper into 8½" squares, then the left-over strip will be just the right size for lists.) Encourage the children to draw and write about a recent field trip or class visitor. Discuss the things they learned from the trip and suggest they include that in their picture. Take dictation or provide word cards so the children can copy them on to 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**

TECH TIP

If you have a smart board, let the children use the pen. With supervision, they can write letters or draw pictures using this tech writing tool.

CLL9 #86

48-60 months

CENTERS

domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**



Art Area

Write the children's names on a sentence strip and place them in the art area. Encourage the children to trace their names, using watercolors.

CLL9.4b

In preparation, cover brightly colored copy paper – neon colors work best – with black tempera paint. Give the children coffee stirrers or cotton swabs with one end removed to write and draw. Show them how to scratch the black paint to reveal the color underneath. **CLL9.4b**

Math/Manipulatives Area

Provide large calculators for the children to explore and generate numbers for them to copy. **CLL9.4b**

During a math activity have markers and small Post-it® notes available for the children to write numbers. **CLL9.4b**

★ BRIGHT IDEA

For the children who need more support, write a few numeral Post-it® notes ahead of time for use by the children.



Writing Area

Provide clipboards made from cardboard, paper and butterfly clips. Encourage the children to interview classmates or families as they enter the classroom. **CLL9.4a**

Have golf pencils and smaller pieces of paper available at the writing center. Encourage the children to write tiny letters and draw tiny pictures for their friends. **CLL9.4b**

Provide envelopes and stationery in the writing center. Encourage the children to write notes that can be mailed to a family member or set up Pre-K mailboxes so they can write notes or draw pictures for their classmates. **CLL9.4c**

Provide manipulatives such as blocks, pipe cleaners, magnetic forms, Q-tips, popsicle sticks or play dough and encourage the children to use them to make letters. **CLL9.4d**

Set up a Pre-K office with the keyboard from an old computer, a phone, an appointment book, desk calendar and a variety of pens. Talk with the children to facilitate play. Ask about making an appointment to visit the class or request a copy of the newsletter. **CLL9.4b, CLL9.4c**

Dramatic Play Area

Set up a beauty salon and a barber shop. Create a menu of available services with pictures. Encourage the children to write down or draw a picture of what services they would like. **CLL9.4a**

Provide props to recreate a favorite restaurant. Along with menus and food items, include order pad with pictures of the available food items. The children can write the customer's name on the order pad along with the number of each item they are ordering. Then the order form can be given to the cook to fill. Two burgers and one order of fries, coming up! **CLL9.4d**

Science Area

Provide "lab books" and encourage the children to document (in pictures and/or words) the steps and results of a simple science experiment. For example, "Document what happens as ice melts." **CLL9.4a**

TEACHER TIP

Whenever you provide print for the children such as word cards, the morning message or language experience charts, be sure to provide picture support. To access print and use it successfully in their writing the children need to see pictures.

OUTDOOR TIME

CLL9 – The child will use writing for a variety of purposes.

Secret Message

Encourage the children to hide little notes and pictures outside for their friends or other children to find. Provide miniature snack-size zipper bags to put the notes in to keep them from getting wet or dirty. **CLL9.4a**

TEACHER TIP

Record a child's voice message to be played for a friend or family member. Have the child give directions on where he/she may have hidden a "special item" such as buried treasure.

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. 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**

Traffic

Encourage the children to make street signs to use outside with riding toys such as tricycles. If someone goes too fast, he/she might get a ticket! **CLL9.4a**

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**

TEACHER TIP

Create a waiting chart for items the children want to wait for, such as tricycles. Hang a wipe board in an area so the children can sign their names to have a turn.

★ BRIGHT IDEA

For a child who is overwhelmed by a variety of textures, encourage him/her to use a pencil or the end of a paintbrush to write, instead of their finger.

Play Yard Yardsticks

Take yardsticks outside for the children to use as sand-writing tools. See who can create humongous letters. **CLL9.4b**

Sidewalk Chalk Talk

Encourage the children to write messages or draw pictures using sidewalk chalk for other classes to read. Give the children word cards to copy. Show them an example of what graffiti looks like and encourage them to draw pictures and add words to different surfaces in the outdoor area such as fences, sidewalk or walls. **CLL9.4b; CLL9.4c; CLL9.4d**

What Do You See?

Give the children binoculars made out of two toilet paper rolls taped together. Take them outside and ask the children to look around and talk about what they see. When they come inside give them a sheet of paper with two black circles drawn on it for them to draw what they saw on the playground. Add the words, "I saw _____" and invite them to write a word. **CLL9.4a**



MA1 #87

48-60 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.



36-48 months
Indicators

MA1.3a

Recites numbers up to 10 in sequence.

MA1.3b

Recognizes numerals and quantities in the everyday environment.



48-60 months
Indicators

MA1.4a

Recites numbers up to 20 in sequence.

MA1.4b

Recognizes numerals and uses counting as part of play and as a means for determining quantity.



Kindergarten
Correlation(s)

MCCK.CC2

Counts to 100 by ones and by tens.

MCCK.CC5

Counts to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array or a circle, or as many as 10 things in a scattered configuration: given a number from 1–20, counts that many objects.

#87



36-48 months
Indicators

MA1.3c

Matches numerals to sets of objects with the same number, 0–5.

MA1.3d

Identifies quantity and comparisons of quantity.

MA1.3e

Quickly recognizes and names how many items are in a set of up to three items.

**NO
CORRELATION**



48-60 months
Indicators

MA1.4c

Matches numerals to sets of objects with the same number, 0–10.

MA1.4d

Describes sets as having more, less, same as/equal.

MA1.4e

Quickly recognizes and names how many items are in a set of up to four items.

MA1.4f

Tells numbers that come before and after a given number up to 10.



Kindergarten
Correlation(s)

MCCK.CC3

Writes numbers from 0–20. Represents a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

MCCK.CC6

Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group.

MCCK.CC5

Counts to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array or a circle, or as many as 10 things in a scattered configuration: given a number from 1–20, counts out that many objects.

MCCK.CC4c

Understands that each successive number name refers to a quantity that is one larger.
All correlations at dec.al.ga.gov/Resources.aspx

MA1 #88

48-60 months

LARGE GROUP

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.**



Number 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 magnet 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**

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. **MA1.4a**

↔ TRANSITION TIP

Have the children count as they line up. Count the number of steps from the carpet to their seat, and count as they wash their hands.

Up and Down

Before beginning large group, do this fun movement activity to practice counting. Begin with one through 10, and go up to 20 when ready. Say, "We are going to go down to the floor. I will count to 10, and you will take all 10 counts to get down. That means you will have to move very slowly! You may count with me as you move. Here we go: one, two, three (yes, move slowly!) four, five (you should be halfway down now!), six, seven, eight, nine...10! Is everyone all the way down?" "Now we are going to go back up! Let's go back up in nine counts. Everyone count with me: one, two, three (you should be about halfway up), four, five, six, seven, eight, nine. Is everyone all the way back up?" Continue this routine until the count is down to one. Say, "Remember to catch yourself at the bottom with your hands. Here we go! One!" The children go down to floor. "One!" The children stand up. "One!" The children go down to the floor. "One!" The children stand up. **MA1.4a**

↔ TRANSITION TIP

Create large cards with dots to resemble dice. Hold up the cards when lining the children up and say, "I need this number of children to line up."

The Doorbell Rang

Create 12 cookies to use as manipulatives to retell the story. Read *The Doorbell Rang* by Pat Hutchins and use the cookies to model what is happening in the story. After reading the story, have the children use the 12 cookies to retell the story. Ask questions to encourage problem-solving such as, "How many cookies are left," "How many cookies will I need," "How many cookies were there at the beginning of the story?" or "How many cookies were given away?" **MA1.4b**

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. **MA1.4a**

TECH TIP

If you have a smart board in your classroom, use it to show sets and have the children describe sets as having more, less or the same. For example, show a monkey with a two bunches of bananas and let the children determine which bunch has more, less or the same.

LARGE GROUP

MA1 – The child will organize, represent and build knowledge of number and quantity.

Echo Count

Instruct the children to echo you as you count to 20. After stating each number, have the children state the number back to you as a group. Use different voices, such as a baby voice, a robot voice or a monster voice to echo the count.

MA1.4a

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**

BRIGHT IDEA

For the children who have difficulty with the concepts of number and quantity, encourage them to be the counting helper and verify quantities for each round.

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**

Graph of the Day

Have the children participate in a daily graph. Pose a simple question that the children can answer when they enter the classroom in the morning such as, “Do you have a sibling?” or “Do you have a pet?” In large group, discuss the data. Count the number of Yes/No responses. Talk with the children using the vocabulary of “more than,” “fewer than,” “less than,” “the same as” or “equal to.” **MA1.4d**

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 one 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 #89

48-60 months

SMALL GROUP



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.**



Counting Mats

Create mats to give counting a purpose. Create and collect items to go along with any topic. Use fun foam, card stock and 3-D manipulatives: honey jars and bees, fish bowls and goldfish crackers, insects and leaves, black dots and ladybugs, apples and trees or cows and barns. Encourage the children to touch and count the manipulatives as they place them on the mat.

MA1.4c



TEACHER TIP

Be sure the children are proficient with number and quantity in one through five before moving on to six through 10.

Number Memory

You will need number cards, with two cards of each numeral. Place the cards face down and allow the children to take turns flipping over two cards at a time. Encourage the children to say the numerals on the cards. Once they locate a pair that matches, they keep the cards. Repeat until each card has been paired with its match. **MA1.4b**

Number Find

You will need number 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 number everyone is trying to find. Set the timer for 10 to 15 seconds and have the children find the numeral shown on the number card. When the timer sounds, tell the children to “Freeze!” See how many bottle tops the children were able to find. Repeat for different numerals.

MA1.4b

Number Race

You will need two calculators. Line the class up in two lines. Stand in front, a few feet away, and call out a number for the first children in line to type into the calculator. After the children type the number in, they will then run the calculator to you for you to check the number. Send the children back to their lines where they will give the calculator to the next child in line and go to the end of the line. **MA1.4b**



TECH TIP

Use a countdown timer on your smart board or on a tablet so the children can visually see the backwards countdown.

Pass the Cube

You will need Unifix® cubes, a bag and number cards one through 10. Place numbers one through 10 in a bag. Have one child from the group pick a number from the bag and grab one Unifix® cube. The children will pass the cube, counting to the number picked. The child who is holding the cube when the number is reached will keep the Unifix® cube. Continue with the children taking turns.

MA1.4b

Number Line Fix

Use a sentence strip to make a number line and cut the number line up so the children have individual numbers. Give the children the numbers mixed up and have the children place the numbers in order. **MA1.4f**



TRANSITION TIP

Recite “Five Little Cookies”:

Five little cookies in the bakery shop.

Shining bright with the sugar on top.

Along comes ____ (child's name)

with a nickel to pay.

He (she) buys a cookie and takes it away.

(Continue with four, three, two and one).

SMALL GROUP

MA1 – The child will organize, represent and build knowledge of number and quantity.

Swat the Numeral

You will need butcher paper and fly swatters. Place numerals zero through 10 on butcher paper, and hang the paper on the wall. Make sure all the numerals are repeated. Line the children up in two lines. Call out a number and encourage the children to run and swat the numeral that was called out. The children will walk back to the line and give the fly swatter to the next child before going to the end of the line. **MA1.4b**

Build a Tower

You will need Unifix® cubes, a die and a color cube. Have a child roll the die 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**

TRANSITION TIP

Have the boys stand up, and ask if there are more, fewer, or the same number of girls. Have the children who are wearing a certain color stand, and ask if there are more, less or the same number standing or sitting?

Fancy Fish

You will need the book, *Ten Little Fish* by Audrey Wood and Bruce Wood, fish templates and pom-poms or other items of your choice for the children to decorate the fish. After you read them the story, the children will pick a numeral from one to 10. The children will then place the numeral on the fish and place the corresponding number of pom-poms or items on the fish as well. The children can also make polka dots on their fish instead of gluing items on their fish. **MA1.4c**

On/Off Game

Create mats from clip art or notepads and gather manipulatives that correspond, such as footballs and a field or cow erasers and a barn. The children will shake a handful of manipulatives and drop them onto a mat. Have the children count how many land on the mat and how many land off the mat. Ask the children, “Do you have more cows on the barn or off the barn?” If objects land on the line, let the children decide how they will be counted. **MA1.4d**

Let’s Play Jacks

You will need a die and a set of jacks for each child. Have each child roll the die and select that many jacks to place in a group. Then have the child roll again, select the number of jacks and place in a second group. Once each child has two groups have the child compare which group has more and which group has less. Place the jacks back together and repeat. You can use any type of counters if you do not have jacks. **MA1.4d**

Quick Look

Use a cookie sheet or magnet board and up to five plain magnetic shapes – nothing fancy. Place the magnets on the board in a random arrangement, show the board briefly to the children and have them call out or hold up fingers to show how many they see. This teaches perceptual subitizing. Up to five items is appropriate for this level. **MA1.4e**

Muffin Tin Count

Label each tin with a different numeral, zero through 10, and provide manipulatives for the children to place the correct number in the corresponding tin. **MA1.4c**

Roll the Dice

Provide a small group with one die, a sheet of paper with a 5”x5” grid and dot painter. Have each child take a turn rolling the die. Encourage him/her to call out the number of dots without counting. Then he/she can use the dot painter to place that number of dots on the squares of grid. Each child tries to fill all the grids on his/her card. **MA1.4e**

TEACHER TIP

To extend children’s thinking, ask questions such as, “How many more do you need to fill your squares?” or “Do you think it will fill up faster if you roll more twos or more sixes?”

MA1 #90

48-60 months

CENTERS

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.**



Math/Manipulatives Area

Write numerals, in order, on the bottom of muffin tins and again on the inside. A one-dozen tin will be numbered 1–12. 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?” **MA1.4b, MA1.4f**

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 them, “do you have more frogs than lily pads or less frogs than lily pads?” Repeat this several times, changing the number of frogs and lily pads each time. **MA1.4d**

Another way to organize objects for conceptual subitizing is with a 10 frame. Create a frame, 2" x 5" grid, on a whiteboard and then fill it with dots, up to 10. Show the children a series of different dot patterns and let them call them out. Start with only five dots, then move up to 10. **MA1.4e**

Provide the children with number lines to look at, sentence strips and number stamps or pens for writing. Encourage the children to create their own number lines. Ask questions such as, “What number did you place after the six?” **MA1.4f**

Math/Manipulatives Area

Add a basket of corks and cards numbered one through ten. Have the children place the number of corks on the card matching the set to the numeral.

MA1.4c

Give the children paper plates with the numerals 0–10 written on them. Give the children magazines and encourage them to go on a number hunt. Cut out any numbers they see, and place them on the corresponding plates. **MA1.4d**



Art Area

You will need a number cube, numeral stamps and paper. The children roll the number cube, and then stamp the number that is rolled on their paper. They will repeat this process until they all fill up their papers. **MA1.4b**

Give the children a variety of cutout shapes in different colors. Encourage them to create a collage by gluing shapes down on their paper. Afterwards, give them a card with the shapes written on them such as, “I used ____ red circles,” and “I used ____ blue triangles.” Ask them to count the number of shapes they used to create their collage and write the number on their card. **MA1.4c**

Block Area

Add small hula-hoops with a basket of small cube blocks. Have the children place blocks in the hoops and describe the sets they have created by telling which hoop has more, less or if they have the same amount of blocks. **MA1.4d**

Provide blocks with numbers, and encourage the children to place them in order. Once they are in order remove a block and ask which number block is missing. **MA1.4f**

CENTERS

MA1 – The child will organize, represent and build knowledge of number and quantity.

Dramatic Play Area

Create a pizza stand with pizza crust and toppings made from fun foam or card stock. Give the children order pads with pictures of the different toppings. The children can order custom made pizzas: "I will have six pieces of pepperoni, four black olives, and 10 pieces of cheese." **MA1.4c**

Set up a grocery store for the children to purchase food items. Label products with prices ranging from one to 10 cents, such as carton of milk = 10 cents or dish detergent bottle = 7 cents. Give the children pennies to buy the items they want. Have a child be a cashier to collect the money for the cash register. **MA1.4c**

★ BRIGHT IDEA

Give the children cards with pictures of pennies in each amount. The children can place the pennies directly on the card using 1:1 correspondence to check for the correct amount.

Add cutouts of shirts from fabric glued to cardstock. Write a numeral one through 10 on each shirt. Have children pin the correct number of clothespins to each shirt. **MA1.4c**

Science Area

Make beach mats using sand paper and blue construction paper. Write a numeral, one through 10, on each mat. Give the children seashells and encourage them to count the number of shells that go on each mat. **MA1.4c**

Create cards using real and found materials, such as rocks, flowers and seeds to resemble dice patterns. Give the children number cards and have them match the number cards to the object card. **MA1.4c**

Provide cotton balls and tweezers with a variety of cloud mats. Have the child fill the cloud up with cotton balls and then describe which cloud has more or less cotton balls. **MA1.4d**

Add several water bottles and lids to the science area. Have children count the number of bottles they have and then count out the number of lids that they need. **MA1.4b**

TEACHER TIP

Teacher made games are a great way for the children to have hands on experiences with number and quantity. One example is to label clothespins with numbers 1-20. Provide a clothes hanger for the children to clip the pins in order.

Sensory Area

Create 20 fish cut-outs with numerals written in permanent marker. Attach a paper clip to the front of each fish – only put it in halfway to leave room for hooking, and place them in the water table. Make a fishing rod out of string and attach a magnet. Encourage the children to go fishing. When they hook a fish, they call out the number on it. When all the fish are caught, ask the children to put them in order by number. To extend this activity, add a countdown timer and have the children work as partners or as a group to put the items in order before the countdown timer sounds. **MA1.4b**

Reading Area

Create a Pre-K class counting book. Take pictures of the children and add numerals to each page. The numeral one will have one child on the page and the numeral two will have two children. Bind the pages and place the book in the reading area. Encourage the children to count their friends. **MA1.4b**

Provide backwards counting books such as *Counting Cows* by Woody Jackson or *10, 9, 8 Polar Animals!* by Rebecca Davis. **MA1.4a**

MA1 #91

48-60 months

CENTERS & OUTDOOR TIME

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.**



Hide-and-Seek

Play hide-and-peek, and have the children count out loud when they are the seeker. **MA1.4a**

Outdoor Bowling

Use ten bowling pins or ten plastic two liter bottles set up as bowling pins. Have children roll a ball and knock down the pins. Once the child knocks down the pins have them count how many pins they knocked down or have them count how many pins are left. **MA1.4b, MA1.4d**

Nature Hunt

The children will need chalk and items that are found outside. The children will write the numerals zero through 10 on the sidewalk, with your help if needed. Working together, the children find items outside and place them, in corresponding numbers, next to the numbers on the sidewalk such as one brick, two leaves or three pebbles. **MA1.4c**

Supersized Dice Game

Make 2 large dice by using 12" x 12" inch cardboard boxes. Choose two children, one to roll each of the die. Have the children determine which one rolled more, less or the same. **MA1.4d**

Number Stations

Label different areas of the playground with the numerals one through four. You will also need dot cards one through four. Flash the card of your choice to the children and have them go to the area that matches the number you flashed. For example, if you flash two dots, the children would go to the area that is labeled with a two. **MA1.4e**

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**

Count and See

Read the book *Count and See* by Tana Hoban. Have the children look for things to count on the playground or surrounding area. Using your camera, take photos of the different things the children find and count. Use the photos to create your own *Count and See* book for the classroom. Children will recognize the familiar objects. **MA1.4b**

Bucket and Balls

Provide a variety of buckets and/or other containers that are labeled with numerals. Encourage the children to throw tennis balls to match the bucket of their choice. **MA1.4c**

Hopscotch

You will need chalk and a rock or some item to toss. Encourage the children to play hopscotch and verbalize the numbers as they play. **MA1.4b**

Rock Hunt

You will need a timer and a plastic bag for every child. Set the timer for 30 seconds. Have the children to 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 of the children with the same amount of rocks to get together." Then ask questions such as, "Who has the most rocks?" **MA1.4d**

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***

#91



MA2 #92

48-60 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare and describe relationships and solve problems using number and quantity.**



36-48 months
Indicators

MA2.3a

Matches two equal sets using one-to-one correspondence independently.



48-60 months
Indicators

MA2.4a

Matches two equal sets using one-to-one correspondence and understands they are the same.



Kindergarten
Correlation(s)

MCCK.CC6

Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

MA2.3b

Counts up to five objects using one-to-one correspondence with adult guidance.

MA2.4b

Counts at least 10 objects using one-to-one correspondence.

MCCK.CC.4a

When counting objects, says the number names in the standard order, pairing each object with one and only one number and each number name with one and only one object.

#92



36-48 months
Indicators

MA2.3c

Recognizes that objects or sets can be combined or separated.

MA2.3d

Participates in creating and using real and pictorial graphs or other simple representations of data.

**NO
CORRELATION**



48-60 months
Indicators

MA2.4c

Practices combining, separating and naming quantities.

MA2.4d

Describes data from classroom graphs using numerical math language.

MA2.4e

With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).



Kindergarten
Correlation(s)

MCCK.OA.1

Represents addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations.

Standard for Mathematical Practice 4. Model with Mathematics

Students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections.

MCCK.CC.4b

Understands that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

LARGE GROUP

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare and describe relationships and solve problems using number and quantity.**

Mrs. Wishy Washy

Read *Mrs. Wishy Washy* by Joy Cowley. Collect flannel board pieces for cow, duck, three mud puddles and three tin tubs. Retell the story by placing each animal in the tub and then in the mud puddle. **MA2.4a**

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. **MA2.4a**

Penny Match

Read *Benny's Pennies* by Pat Brisson. Using a flannel board, have the children match the items that are in the book that Benny purchased. **MA2.4a**

Ten Apples Up on Top

Tape 10 cutouts of apples to 10 blocks and read *Ten Apples Up on Top* by Dr. Seuss stacking the blocks as you read the story. When finished reading, using the language from the book, "I have two and you have four, who has more?" or "I have one and you have three, how many do we have together?" or "I have ten apples in my stack, three fell off, how many are left?" **MA2.4c**

Literacy

After writing the morning news or a chart story, select one letter for a child to count and identify how many were written. **MA2.4e**

Daily News

Have the children count the number of words or a specific letter contained in the daily news. You may ask, "How many words are there in our morning message today?" **MA2.4b**

What's the Count?

Choose a child to pick a daily attribute, such as jewelry, pockets, colors worn or length of sleeves, and count the number of children that have the attribute. The child calls out the attribute and the children stand up to be counted. This is a fun way to begin your day. **MA2.4b**

Ten Black Dots

Read the big book, *Ten Black Dots* by Donald Crews. Touch the large black dots as you count on each page. This is a fun book to let the children explore independently afterwards, give them black dots to use for one-to-one correspondence. **MA2.4a, MA2.4b**

↔ TRANSITION TIP

Use every day routines as an opportunity to extend understanding of number and quantity. For example, use attendance to determine the number of children present. For example, if two students are home sick how many are at school?

Five Yummy Gingerbreads

Sing this chant with the children:

Five yummy gingerbreads, sitting on a plate.

The first one said, "Boy, we smell great."

The second one said, "There's a chill in the air."

The third one said, "I see hungry children everywhere."

The fourth one said, "I think we better run!"

The fifth one said, "Here the children come!"

Then the children grabbed one and with a munch, munch, munch, the five yummy gingerbreads all turned into lunch!

Give each child a gingerbread cookie and have them take one bite. Put a graph up with heading that says, "What did you bite first?" with the choices "head, arm or leg." Have the children place a block under the appropriate heading. Analyze the results by counting each one and determining what part most of the class bit off first. **MA2.4d**

↔ TRANSITION TIP

Call a certain number of the children and have each child pick someone to line up with them. For example, if you call on Kaylee, Lindsey and Greg, have each of them pick one person to line up with, so there are two sets of three lining up. Have the child who is picking another child take that child's hand and walk in line.

LARGE GROUP

MA2 – The child will manipulate, compare and describe relationships and solve problems using number and quantity.

One Potato

Cut potatoes from brown paper, number each one one-10 and pass out to the children in the group. Have the children stand and step forward when their number is called as you recite the following chant:

One potato, two potato, three potato, four.

I made a batch of hot potatoes

(Stir as in a big pot)

and dropped them on the floor!

(Put hands on face in surprise)

Five potato, six potato, seven potato, eight.

I stomped them into mashed potatoes

(Stomp feet)

and plopped them on a plate!

(Pretend to plop potatoes on a plate)

Nine potato, ten potato, I can't believe my eyes!

(Cover and uncover eyes)

The children ate the mashed potatoes.

Now they want French fries!

(March and swing arms while counting)

How many fries? 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

(Jump up and reach over head to sky on 10.)

MA2.4b

TEACHER TIP

If the children have difficulty counting, teach them to put the items in a row and then move one item at a time to the side, to help them learn that each object gets only one count.

Graphing Mat

Create a graphing mat out of a shower curtain with two columns. When presenting a question have the children stand on the mat on either the yes or no column. You can have children come up with questions they would like answered or you can create questions based on current discussions. For example, if you are learning about insects you may ask children, "Have you ever been stung by a bee?" The children move to either the yes or no column. Then have children compare the columns and determine if more children have been stung than not. **MA2.4d**

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 the children have a turn. **MA2.4b**

★ BRIGHT IDEA

For the children who need additional support, have a card with a single picture of each item for the children to relate to the poster.

Let's Take a Vote

Have the children participate in taking a vote. Show two different books that you have chosen to read for large group. Hold a book in each hand and have the children vote by standing on the side with the book they choose. Encourage the children to describe the results. "Can you tell by looking which group has more votes?" Count the number of votes for each book. Read the winning book during large group. **MA2.4d**

TEACHER TIPS

Think of other times during the day that the 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 you will add for them to use during center time.

Teaching the concept of cardinality can be done with any counting game. Cardinality is defined as the children understanding that the last object counted represents the total number of objects in a set. As the children count a set of objects, simply ask the child afterwards, "So how many _____ do you have in total?" to see if the child is able to say the last number said. Children often think the single car they counted is "eight" instead of the entire set being "eight."

SMALL GROUP

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare and describe relationships and solve problems using number and quantity.**

Hey Honey!

Do a picture walk through the book *The Big Honey Hunt* by Stan Berenstain and Jan Berenstain. Then provide each child with a sentence strip with several honey pots drawn. Give each child a selection of bears and have the children place a bear next to each honey pot. **MA2.4a**

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 them how many buttons they have left on their shirt. **MA2.4c**

Race to the Finish

You will need dice and buttons. Create a grid, 1x20, on two sentence strips. Encourage the children to work in pairs. Have one child roll the die and place that number of buttons on his/her grid. Next, the other child rolls the die and places that number of buttons on his/her grid. Both children keep rolling until they reach the end of their mat. Everyone wins! **MA2.4b**

Leap Frog

Have the children place one frog on each lily pad, one at a time, and count aloud, up to 10. Create lily pads using green construction paper for the children to jump on. Place numerals on each of the lily pads and have the children start from the first lily pad and jump from one to 10 as they count out loud. **MA2.4b**

Clothes Sort

Cut out small shirts and color polka dots on each shirt in different quantities, one through 10. Cut out small pants and place a numeral on each pair of pants, one through 10. Give each child paper doll cutouts, and encourage them to dress each doll with the matching shirt and pants. **MA2.4b**

Candy Graph

Give the children a small bowl of M&Ms or Skittles. First, have them sort the candy by color. Provide a graphing sheet for each child. The children can either graph their candies directly on the graph sheet or they can color one square to represent each candy, which is more difficult. When they are finished, ask questions such as, "How many green Skittles do you have? How many red? What color do you have in the least amount?" Eat the candies when done. **MA2.4d**

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**

Planting Flowers

You will need small flower pots, play dough, number cubes and artificial flowers. Give each child a pot with play dough to act as a base for the flowers. Give 12 flowers to each child. Have the child roll the number cube and add the appropriate number of flowers to his/her flower pot. Take turns rolling the number cube until everyone has planted all of their flowers. **MA2.4b**

Planting Flowers Part 2

Change up this game by having two children roll a die, plant that number of flowers and figure out how many flowers they have in total. **MA2.4c**

Caterpillar Combinations

You will need *The Very Hungry Caterpillar* by Eric Carle, as well as a caterpillar and the foods that the caterpillar eats in the story. Retell the story having the children count out the pieces of food. Ask questions such as, "The caterpillar ate one apple and three plums. How much food has he eaten now?" **MA2.4c**

SMALL GROUP

MA2 – The child will manipulate, compare and describe relationships and solve problems using number and quantity.

What's the Buzz?

Read *How Many Bugs in a Box?: A Pop-up Counting Book* by David A. Carter. Gather a variety of small boxes and small plastic bugs. The children can roll a die or draw a number card to place creepy bugs in a box. Ask, "You have three bugs in one box and two bugs in another box. How many bugs do you have in all?" **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 end and one dot on the other, then they would place it on the number four parking space.

MA2.4c

Taste Test

Vote for the class snack. Give the children three different snacks to taste and determine which ones 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, 14 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

Scrabble Names

Provide children with letter tiles that spell out their names. Have them line up the letters in their name and then count the number of letters. Once completed, prepare a graph with the number of letters in each child's name and have the children determine which name has more letters or less.

MA2.4d

★ BRIGHT IDEA

For the children who need additional support, provide a written name card to assist them with putting the letters in order.

TEACHER TIP

Remember to use "Math Language" when using Self and Parallel talk. For example, "Jason had two cookies and now he took two more. Two plus two equals four. Jason has four cookies in all."

TRANSITION TIP

Have the children count as they line up. Count the number of steps from the carpet to their seat, and count as they wash their hands.

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**

Gone Game

You will need a sheet of construction paper with a line drawn to divide the page in half, ten counters and a die for each child. Have the children put all the counters on the upper half of the paper. Have the children roll the die and remove that number of counters from the top half of the paper and place on the lower half. Have them count how many they still have on the upper half. Say, "You started with ten counters and removed four counters from the top half of your paper. How many do you have left?" **MA2.4c**

TEACHER TIP

Provide the children with found items to use during small group for counting and combining. This could include sea shells, small pine cones, pebbles or recycled game pieces such as scrabble tiles, small ceramic tile pieces and cut up squares of sponges.

MA2 #95

48-60 months

CENTERS

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare and describe relationships and solve problems using number and quantity.**



Art Area

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 Area

Encourage the children to build garages for all of 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**

Dramatic Play Area

Draw a place setting on place mats for the children to match the dishes and silverware. **MA2.4a**

Provide marker tops and other materials for the children to create ten “nails” for each of their ten fingers. **MA2.4a**

Reading Area

Add counting books, such as *Ten Little Ladybugs* by Melanie Gerth; *The Icky Bug Counting Book* by Jerry Pallotta; *Counting Kisses: A Kiss & Read Book* by Karen Katz; *How Many Snails?: A Counting Book* by Paul Giganti, Jr. and Donald Crews and *Counting Crocodiles* by Judy Sierra and Will Hillenbrand. **MA2.4b**

Math/Manipulatives Area

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**

Create a variety of math mats and manipulatives for counting. Be creative and make mats to match your current topic of study (for example, hot cocoa mugs with a number on them and marshmallows). You can easily adapt this to a one-to-one correspondence activity by placing dots on the mat for the children to place the marshmallows. **MA2.4a, MA2.4b**

Place graphing sheets and manipulatives in the area so the children can create a variety of graphs. Provide a variety of questions for the children to use to survey the class such as, “Do you like carrots or apples best?” Tally the votes and serve the winning food item to the class. **MA2.4d**

TEACHER TIP

Remember to help the children make connections and to use knowledge of number and quantity in real classroom situations. For example, there are only two spots at the computer and Sam and Kate are already there.

Science Area

Invite interested children to join you during center time for this fun cooking project. You will need: one package chocolate sandwich cookies, one package chocolate instant pudding, two cups cold milk, eight ounces whipped topping and 22 gummy worms. First, place the cookies in a ziplock bag and have the children crush them using a roller until they are in fine crumbs. Next, make the pudding. Pour the dry pudding mix into a large bowl and add the cold milk. Whisk everything together until all of the dry pudding dissolves and it's smooth and free of lumps. Let the pudding sit for about 5 minutes, until it thickens and is no longer liquid. Add the whipped topping and approximately half of the cookie crumbs. Gently stir everything together until the streaks of whipped topping disappear, and the cookies are well-mixed into the pudding. Practice one-to-one correspondence by using an ice cream scoop to place one scoop in each cup, then insert one gummy worm into each pudding cup and press them down. Pour some cookie crumbs over the pudding and gummy worms so that the entire top is covered with “dirt.” Enjoy! **MA2.4a**

Gather a few plastic planters and place a varying number of adhesive VELCRO® dots on each. Write the numeral on each planter. Cut out pictures of seeds, worms or flowers and place VELCRO® on the backs so that children can match them to the number of spaces on the pot. **MA2.4a**

CENTERS & OUTDOOR TIME

MA2 – The child will manipulate, compare and describe relationships and solve problems using number and quantity.

MORE CENTERS

Sensory Area

Make goop ahead of time. Mix one part cornstarch and one part water in a 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**

Put 1/2 inch of water in the bottom of a plastic bin and add blue food coloring, if desired. Add ice cubes to the bin. Give the children plastic penguins or other arctic animals. Tell the children the penguins need to hop all the way to the other side of the bin. How many hops does it take? **MA2.4b**



TEACHER TIP

The children can begin this activity using one-to-one correspondence and hopping once on each ice cube. When the children are ready, they can begin counting. This is an easy way to tell if the children are assigning only one number to each hop verses just randomly counting.

OUTDOOR TIME

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**

Class Relay Race

You will need a timer, rocks and a bucket. Have the children line up in two lines to have a relay race, trying to get as many rocks as they can as a class. Place two minutes on the timer. The child in the front of each line runs and grabs a rock from anywhere. After the children grab the rock they want, they will place it in the bucket, and run back to the line tagging the next person to go and do the same thing. When the timer sounds, have the children gather around while you lay out all the rocks. Touch and count each rock, and figure out how many rocks the class has gathered. Set a new goal to see if they can increase the amount next time. **MA2.4b**

How Many Can We Find?

Have the children collect leaves, rocks or flowers to create a graph. 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**

Sharing Sticks

Have the children find sticks and bring them to you. Ask questions, “Laura has two sticks and Ethan has three sticks. How many sticks do we have all together?” Have the children lay the sticks down together. Encourage them to touch each stick to add them together. Next ask, “We have five sticks. If I break one in two pieces, how many do we have now?” Keep it going. “If we have six sticks and I throw two away, how many do I have?” **MA2.4c**

Birthday Cakes

Encourage the children to 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?” See if the children are able to respond with “five.” **MA2.4e**

Ladders!

Using chalk, draw several connected squares in a vertical line. Have the children count each square as they hop or tip toe in it. **MA2.4b**

Nature Everywhere!

Have the children count rocks, leaves and sticks. Encourage one-to-one correspondence by counting out loud up to 10. **MA2.4b**

Outside Inventory

Give the children clipboards with pictures of outside items on the playground. Ask the children to count the items and write the numeral next to the picture. **MA2.4b**

MA3 #96

48-60 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.**



36-48 months
Indicators

MA3.3a

Labels objects using size words.



48-60 months
Indicators

MA3.4a

Uses mathematical terms to describe experiences involving measurement.



Kindergarten
Correlation(s)

MCCK.MD.1

Describe measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object.

MA3.3b

Compares two or more objects using a single attribute, such as length, weight and size. Matches items of similar sizes.

MA3.4b

Compares objects using two or more attributes, such as length, weight and size.

MCCK.MD.2

Directly compares two objects with a measurable attribute in common, to see which object has “more of”/ “less of” the attribute and describes the difference.

#96



36-48 months
Indicators

MA3.3c

Uses a variety of standard and non-standard tools to measure object attributes with assistance.

MA3.3d

Predicts upcoming events from prior knowledge.



48-60 months
Indicators

MA3.4c

Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.

MA3.4d

Associates and describes the passage of time with actual events.



Kindergarten
Correlation(s)

MCCK.MD.1

Describes measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object.

MCCK.MD.2

Directly compares two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describes the difference.

SSKH3

Uses words and phrases related to chronology and time to explain how things change.

MA3 #97

48-60 months

LARGE GROUP

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.**



Rock Comparison

Read the book *Rocks Are Everywhere* by Deborah P. Cerbus. Show the children a variety of rocks. Have the children call out things they notice. Ask questions such as, "Which rock is the smallest? How can we find out?" "Which rock is the heaviest?" or "What can we use to find the answer?" Let the children know they can find more rocks and explore them in the science center with scales and rulers. **MA3.4b**

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. **MA3.4b**

Actual Size

Read the book *Actual Size* by Steve Jenkins. After reading the book use a large piece of chart paper and have the children come up and trace their hand. Then compare the actual size of all the hands. You could also have the children brainstorm other things they would like to know the actual size of such as a delivery truck or an elephant's trunk. Find the answer and draw it out similar to the book. **MA3.4c**

Birthday Bash

Make a birthday chart that lists all the children's birthdays by each month. Place a clothespin on the current month. Discuss with the children whether their birthday is in the past or in the future. **MA3.4d**

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**

Moon Rock Throw

Have the children use newspaper or aluminum foil rolled into balls that resemble rocks. Use a large mixing bowl and describe it as a moon crater. Have the children toss their "moon rock" into the crater. Once filled, count with the children the number of rocks it takes to fill the crater. Try it a couple of times with smaller or larger moon rocks. **MA3.4c**

TRANSITION TIP

Use comparisons to line the children up, such as shortest to tallest.

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 the children what else Beaver could have used to measure logs. Have the children brainstorm some items in the classroom as possibilities. **MA3.4c**

Jump and Measure

Have the children line up and jump as far as they can. Use a roll of toilet paper or yarn for them to mark the distance they jump. Then compare the distance each child jumped. **MA3.4c**

BRIGHT IDEA

For the children who have difficulty jumping, they can roll the toilet paper or a ball of yarn to discover the distance it will roll and make comparisons.

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."

LARGE GROUP

MA3 – The child will explore and communicate about distance, weight, length, height and time.

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 will be heavier or the tablespoon of sugar?” 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. **MA3.4b**

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**

Measuring Penny

Read *Measuring Penny* by Loreen Leedy. This book introduces a variety of different ways to measure and provides a clear definition of a measurement. According to the teachers in the story, “a measurement always has two parts – a number and a unit.” Encourage the children to find something in the classroom they would like to measure and to measure it in as many ways as they can think of – length, weight, volume or temperature. Help them with units of measure both standard (inches, feet, cups, pounds) and non-standard (cubes, paper clips, LEGO®s). Encourage them to use comparative words – longer, heavier or shortest. Make this into a family project by sending home a copy of the book and inviting the whole family to get involved in measuring activities. **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**

Find Something...

Hold up something in the room for the children to see. Choose a child and ask him/her, “Can you find something in this room that is lighter than this marble jar.” Have the child go and point to something that is lighter. The teacher may use that same item and ask other children to find something that is heavier or longer. Have different children be the “finder” each day and use different attributes. **MA3.4b**

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 weight terms to describe each other's baby. The teacher might say, “Whose sand baby is heavier?” or “Is Ms. Patty's sand baby heavier than Ms. Suzanne's?” Ask families to donate real and found materials such as clean trouser socks, sand and even pieces of fabric or baby clothes. Cover the bags of sand with a trouser sock, add wiggly eyes and wrap the “baby” in fabric. This will make the sand babies look more like an actual baby. **MA3.4b**

SMALL GROUP



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.**

Unifix® Measure

Use Unifix® cubes to measure the length of objects in the classroom. This may include the children's feet, a table leg, a puzzle frame or a window. Encourage vocabulary such as "longer," "shorter," "bigger" and "smaller." **MA3.4a**

Comparison Collage

You will need magazines, scissors and three poster boards divided down the middle and labeled Heavy/Light, Big/Small, Long/Short. Have the children cut out pictures of items and place them into each category. **MA3.4b**

Balancing M&Ms

Create a homemade balance scale using a plastic dress hanger (with two indentations on the top), yarn, tape and two cups of equal size. Tape yarn around the top of the cup and form a loop to hang from each side of the hanger. Hang the hanger from a door knob or cabinet. Give the children 20 M&Ms. Find objects around the room to weigh and discuss. **MA3.4c**

Paint Stick Ruler

Choose eight to 10 stickers with the same picture, such as smiley faces. Have the children place the stickers, spaced evenly, on a wooden paint stick. Secure the stickers with clear packing tape to make a non-standard sticker ruler. Encourage the children to measure objects in the room! **MA3.4c**

Past, Present, Future

You will need a precut picture and a mat that has three different boxes, labeled: Past, Present and Future. You will also need a few manipulatives for each child. The children can sort the pictures on their mats, or the teacher can hold up the cards one at a time and have the children move their manipulative to the section on the mat that applies to the picture. For example, if the teacher holds up a baby bottle, the children would have to place the manipulative on the section that says past. The teacher would then have a conversation about why is drinking from a bottle is something that we did in the past but not in the present. **MA3.4d**

Water Bottle Timers

You will need empty water bottles, sand or salt, and bottle connectors. Have the children make a timer by filling a dry, empty water bottle three-quarters full with sand or salt. Attach a connector, then another matching bottle on top. Turn the bottle over for the sand to run through the connector as a timer. Measure the sand or salt and adjust the amount until it takes exactly one minute for all the sand to pass from one bottle to the other. Encourage the children to find ways to use their timers. **MA3.4d**

Applesauce Crunch

Use simple cooking activities to explore the concept of measurement. You will need:

- 1 50-ounce jar applesauce
- 1 cup light brown sugar
- 1 cup flour
- 1/2 cup margarine
- 1 teaspoon cinnamon

Step One: Pour the jar of applesauce into a microwavable dish.

Step Two: With clean hands, mix the sugar, flour, cinnamon and margarine together until crumbly.

Step Three: Sprinkle crumb mixture on top of the applesauce.

Step Four: Microwave for five minutes. Serve warm or cold. Enjoy! **MA3.4c**

TEACHER TIP

The children will better understand measurement if you use a single measuring cup. For example, use a full one-cup measure when one cup of an ingredient is called for, and use the same measure again, filling it just half way to measure 1/2 cup of an ingredient. This will provide a more concrete visual for the children.

SMALL GROUP

MA3 – The child will explore and communicate about distance, weight, length, height and time.

Name Comparisons

You will need name cards with pictures of each child and their name spelled out. You will also need Unifix® cubes and a bag. Place all of the name cards in a bag and have the children pick a card without looking. Each child will get Unifix® cubes to represent the letters in the name. For example, if a child picks the name Kimberly, they will get eight Unifix® cubes. Ask the children questions such as, “Who has the longest name?” or “Which is the shortest name?” After the children make comparisons, have the children draw again and repeat the process. After the children have two sets of Unifix® cubes to represent the names that they drew, prompt them to make comparisons with the two names that they have. Invite the children who are ready to order objects to pick a third time. Encourage the children to order the three names by length. Be sure to verbalize the name that is the longest and the name that is the shortest. Use this activity to review letter recognition as well. Ask the children questions such as, “Does anyone have a name with the letter ‘C’ in it?” or “Does anyone have a name that has two of the same letters in it?”

MA3.4b



Time Predictions

You will need a timer for this activity. Talk to the children about different spans of time (second, minute, hour). Use the timer to show the children how long 30 seconds is. Tell the children that you will set the timer for 30 seconds and they are going to predict how many jumping jacks they can do in 30 seconds. The teacher will record the predicted number and have the child begin jumping when the timer starts. The other children will count as the child does jumping jacks. Once the timer sounds, the children will state the number of jumping jacks the child did and the teacher will record the number. Continue until each child has had a turn. Have conversations about whether the prediction matched the actual amount they were able to do. Next, tell the children that you are going to let them try the same activity for one minute. Set the timer for one minute to give the children a feel for how long a minute is. Encourage the children to make predictions about the number of jumping jacks they can do in a minute and record their predictions. Set the timer for one minute and have the children jump for one minute as the other children count out loud. Once the timer sounds, record the actual number of jumping jacks and repeat this for every child in the group. Have a discussion about the difference from the number predicted and the actual number. **MA3.4d**

Fun in the Future

You will need a small timer, paper and crayons. Give the children a few minutes to think of things they want to do in the future. Set a designated time on the timer and pass the timer around until the timer stops. The child that is holding the timer will have to share something that they would like to do in the future. The child might say, “In the future, I want to learn to ride a bike.” Or, “In the future, I want to ride the school bus all by myself!” Start the timer over and repeat. After all the children have shared at least one thing they want to do, have them draw a picture of themselves in the future depicting what they shared. Some children have a difficult time understanding the concept of the future. Prompt their thinking by asking questions such as, “Is driving a truck something that can be in the now or when you are much older, in the future?” **MA3.4d**

TEACHER TIP

Use the words near and far with the children throughout the day. Say, “Come near, so that you can see the ladybug I caught,” or “I want you to stay far away from the fence on the playground.”

MA3 #99

48-60 months

CENTERS

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.**



Block Area

Give the children a poster board, a paper towel tube, a yardstick and small cars. Encourage the children to hold the tube at an angle and roll the cars through the tube onto the poster board to see how far they go. Place the yardstick next to the poster board so they can measure. Make marks directly on the poster board. Make comparisons such as, "the red one went to the number 14, the blue one went to the number seven. That means it rolled seven inches." Now try using a wrapping paper tube and see what happens. **MA3.4a**

Reading Area

Buy a second copy of the book *Actual Size* by Steve Jenkins. Carefully remove the pages, tape them together and laminate them. Encourage the children to place them on the rug and measure using a variety of things, like pom-poms, Unifix® cubes and rulers. **MA3.4c**

Dramatic Play Area

Add a timer to the cooking area of dramatic play. Model for the children how to set the timer to "time" their recipes. **MA3.4c**

Add measuring cups and measuring spoons along with a small container of rice. Have the children scoop and measure different amounts of rice to cook. **MA3.4c**

Science Area

Have a variety of rocks available for the children to explore. Have the children use the magnifiers to explore the rocks and compare them to rocks in books or pictures. Use the scale to weigh the rocks and compare them. Put the rocks in order by size. Record observations if you choose. **MA3.4b**

Give the children a balance scale and a recording sheet with pictures of items, such as three crayons, a glue stick, scissors or five markers. At the top write, "How many bears?" The children will compare the weight of the different objects and write the number of counting bears each one weighed. **MA3.4b, MA3.4c**

You will need measuring cups, containers and water. Use measuring cups to fill containers. Ask the children to make comparisons on which containers hold more. Encourage them to explore how many small containers of water fit in a large container of water. To extend this activity, ask the children to estimate how many cups the container will hold and chart their estimates. **MA3.4c**

Sensory Area

After reading *Inch by Inch* by Leo Lionni, encourage the children to make inchworms using play dough and measure objects. **MA3.4b, MA3.4c**

Math/Manipulatives Area

Have the book *Big Dog...Little Dog* by P. D. Eastman available along with a basket of different size stuffed animals. Have children use a variety of items to measure the stuffed animals such as paper clips, pipe cleaners or LEGO®s. **MA3.4c**



TEACHER TIP

Remember to check your materials frequently and replace and replenish as needed. Provide a variety of materials such as bathroom scales, balance scales, egg timers, sand timers, rulers and yard sticks for the children to use during center time.

OUTDOOR TIME

MA3 – The child will explore and communicate about distance, weight, length, height and time.

Jump Like a Frog

Using chalk, draw a line for the children to jump from. Show the children how to frog jump if they are not sure. Mark with a chalk line how far the children jumped. After each child jumps, he/she can measure how far they went, using a measuring tape. Compare lengths. **MA3.4a**

So Many Sticks

You will need a balance scale, measuring tools and a magnifying glass. Go on a walk and collect different sticks. Have the children compare their objects using various attributes. Explore which stick is the heaviest and lightest. Measure them to determine the lengths of the different sticks. **MA3.4b**

Who is Tallest?

Divide the class into two groups. Have the first group of children line up against a wall or fence. Choose a couple of children from the second group and have them work together to rearrange the line from tallest to shortest. Encourage the second group to “find their place in the line” by comparing the heights of those already in place. **MA3.4b**

How Big is That Tree?

Find two trees outdoors and have children work with a partner and use a length of yarn or rope to measure the circumference of both trees. Once completed have the children compare their lengths of yarn to determine which tree had the larger circumference. **MA3.4b**

Foot Comparison

Using chalk, draw an animal footprint. For example, a Tyrannosaurus Rex footprint is 1½ feet wide and 3½ feet long. Have the children step into the footprint to compare with their own. **MA3.4b**

Sponge Squeeze

You will need a timer, sponges, water and buckets for this activity. Divide the class in teams and have them line up. Place an empty bucket across from each line and place a bucket filled with water next to each line. The first person in the line will be given a dry sponge. Each team will wet their sponge, then run to their empty bucket to squeeze the water into that bucket. Each person in the team will take turns squeezing their sponge in their bucket. Once the timer sounds, the team that has filled the bucket the most wins. Talk about volume, more and less, heavier and lighter. **MA3.4c**

What Time Is It?

Recycle a large clock face and remove the glass or plastic cover. Find a location on the playground that it can be mounted at a height the children can reach. Encourage the children to incorporate the clock as part of dramatic play while outside. **MA3.4d**



TEACHER TIP

Use measurement language when describing the children’s play. For example, Jason ran faster than Joe; Meghan is swinging the highest.

Off to the Races

Use a stopwatch and tell children you want them to walk as far as they can until you say stop. Explain to the children that you are going to set the watch to 30 seconds for the first round. 45 seconds for the second round, and 60 seconds for the final round. Use a signal such as a bell or buzzer, to let them know when to start and stop. **MA3.4d**

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**



MA4 #100

48-60 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.**



36-48 months
Indicators

MA4.3a

Independently orders objects using one characteristic.



48-60 months
Indicators

MA4.4a

Independently orders objects using one characteristic and describes the criteria used.



Kindergarten
Correlation(s)

**NO
CORRELATION**

MA4.3b

Sorts objects by one attribute, such as color, shape or size..

MA4.4b

Sorts and classifies objects using one or more attributes or relationships.

MCCK.MD.3

Classifies objects into given categories; count the number of objects in each category and sorts the categories by counts.

#100



36-48 months
Indicators

MA4.3c

Identifies and duplicates simple, repeating patterns.



48-60 months
Indicators

MA4.4c

Creates and extends simple, repeating patterns.



Kindergarten
Correlation(s)

**NO
CORRELATION**



MA4 #101

48-60 months

LARGE GROUP

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA4 – The child will sort, seriate, classify and create patterns.**



Create a Pattern

Choose a child to create a pattern using six to eight children at the front of the rug. For example, an ABAB pattern might be, child standing, child squatting, child standing, child squatting or child facing front, child facing back, child facing front, child facing back. Be sure to repeat at least three times. Let the children take turns. **MA4.4c**

Guess My Sort

Sort half of the children into two groups according to an 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**

TRANSITION TIP

Encourage the children to create patterns with body movements before large group begins. For example, as the children are finishing cleaning up, play music and have a child create patterns for everyone to copy – touch shoulders, touch top of head, touch shoulders. This keeps the children busy until everyone can get to the rug.

Musical Patterns

Divide the class in half and give half of the children a musical instrument, for example, bells and the other half, for example, shakers. Have the children play an ABAB pattern – bells, shakers, bells, shakers. For ABC patterns, the class is divided into three groups with each group playing an instrument in turn. Using simple symbols for each instrument, write out the pattern on chart paper for children to see and point to it as they play. **MA4.4c**

Block Ordering

Show five blocks that have been ordered according to height. Arrange another set of blocks to match the first, third and fifth blocks in the five-block pattern. Encourage the children to insert the two remaining blocks so that both sets match. Repeat, removing different blocks, such as the second or fourth. **MA4.4a**

Hairdo Seriation

Call four children with different lengths of hair to the front of the room. Encourage the rest of the children to place them in order from shortest to longest hair. Or choose the children with different length sleeves or pants. Encourage them to compare. "Bob has on short pants and Jordan's are knee-length. Jordan's pants are longer than Bob's." **MA4.4a**

Literature Patterns

Read repetitive books, especially those that have clear patterns. Suggested books include: *Who Sank the Boat?* by Pamela Allen; *The Important Book* by Margaret Wise Brown; *Hattie and the Fox* by Mem Fox and *Exactly the Opposite* by Tana Hoban. Point out the patterns to the children. **MA4.4c**

Hand Clapping Patterns

Divide the children into pairs and have them sit facing each other. Show them a simple hand clapping pattern such as slap your own knees and then clap your partner's hands. Say the pattern as they clap – "knees, together, knees, together." Play music for a beat. As they get better, add in another movement. Slap your knees, clap your hands, clap your partner's hands – "knees, clap, together, knees, clap, together." **MA4.4c**

TEACHER TIP

Help the children see more general and less obvious patterns in books and stories. For example, there were three bears, three pigs and three billy goats. Point out these relationships or ask children to think of other patterns. How many songs do we sing with "five" in them? How many stories have a character named Jack?

LARGE GROUP

MA4 – The child will sort, seriate, classify and create patterns.

Growing Patterns

Using chart paper draw ten horizontal lines to be used with the reading activity below. The first line will house one dot, the second line progressing up the chart paper will house two dots, the third line progressing up the chart paper will house three dots and so on. Have multiple circles already cut out of construction paper to use on the graph. The children will have a visual of a growing pattern once the activity is completed. After reading *Ten Black Dots* by Donald Crews, the children will help you create a graph that represents a growing pattern. Ask the children to tell you what was seen at the beginning of the story (one dot), what was seen next and so on. As you ask the children to recall the story allow them to place the dots on the graph. Look for other books with this type of pattern – *There Was an Old Lady Who Swallowed a Fly* by Pam Adams is another good example. **MA4.4c**

Not Blue Jeans

Children need to understand the concept of identifying the negative of a group or set. Help them by having them sort into two groups – one group that exhibits the characteristic and one group that does not. For example, place all the children who are wearing jeans in one group and the rest of the children in another group. Name the groups “jeans” and “not jeans.” Encourage the children to come up with other characteristics such as “lace-up shoes” and “not lace-up shoes” or “hair barrettes” and “not barrettes.” Extend this concept to shapes: “squares” and “not squares.” **MA4.4b**

Can You Make a Pattern?

Gather a group of classroom items. For example, blocks, books, dolls and cars. Show the children the items and sing the following song to the tune of “Did You Ever See a Lassie”:

*Can you make a pattern,
a pattern, a pattern?*

*Oh can you make a pattern
with dolls and with cars?*

Have two children come up and create the pattern.

When they are finished sing:

*Look, we made a pattern,
a pattern, a pattern.*

*Look, we made a pattern
with dolls and with cars.*

Encourage the children to say the pattern

“doll, doll, car; doll, doll, car; doll, doll, car.”

MA4.4c

Seasons

Sing this song about seasons to the tune of “Frère Jacques” to help reinforce one of the first patterns in nature that young children learn:

Spring and Summer, Fall and Winter

Every year, every year

Seasons make a pattern.

Seasons make a pattern

Every year, Every year.

MA4.4c



Line Dancing

Group dances, where everyone repeats the same steps over and over, are a great way to reinforce patterns. Put on some music with a steady beat and try the disco favorite, “The Electric Slide” or make up your own dance with a series of repeated steps. **MA4.4c**

★ BRIGHT IDEA

For a child who has difficulty with gross motor tasks, encourage him/her to use repeated hand motions or invite a peer partner to assist with different dance moves.

Fill It In

Prepare a set of items you could use to create patterns such as unit blocks, 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 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**

MA4 #102

48-60 months

SMALL GROUP



domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA4 – The child will sort, seriate, classify and create patterns.**



Coin Sort

Lay out a variety of coins and encourage the children to sort the coins however they choose, such as by brown coins, coins with smooth sides, or big coins. Have the children discuss how they sorted the coins. **MA4.4b**

Sort it out

Read *Sorting (Math Counts)* by Henry Arthur Pluckrose and discuss the pictures. Give the children an assortment of lids and bottle tops. Encourage them to compare sizes, shapes and colors and sort by one attribute. Next, begin a discussion about other ways they could be sorted and make some different groupings. Let them make up rules for sorting items. Encourage families to bring in real/found objects such as these bottle caps. **MA4.4b**

Find a Pattern

Read the book *Pattern (Math Counts)* by Henry Arthur Pluckrose. Give the children clipboards with paper and have them explore the classroom to find patterns in the environment. Encourage them to draw the patterns on their paper. Come back together and discuss things the children found such as, “Stacey’s shirt has stripes that go in a pattern,” or “the books on the shelf were tall, short, tall, short.” **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**

Marker Lid Fun

Place marker lids on the table. Tell the children to explore and compare them. Note observations that they make (long, short, different colors). Model sorting them by different attributes (color, size). Afterwards, model a few patterns for the children and then invite them to copy or create their own. Next, model measuring items from the classroom and tell them to count how many lids they used for each item. Make a recording chart if desired. **MA3.4c**

Pond Life Sorting

Fill a plastic tub with strips of blue crepe paper to represent water. Place fish of different sizes, shapes, colors or textures in the tub. Paper, cardboard, felt and sand paper may work well. Encourage the children to find and sort the fish. **MA4.4b**



TECH TIP

Encourage the children to work on virtual puzzles using children’s puzzle apps.

Sock Sort

Provide a collection of socks. Include different types of socks, different colors, sizes, solids, prints and so on. Encourage the children to sort the socks in many different ways and to explain how they sorted before matching up correct pairs. **MA4.4b**

Round-Robin Patterns

Gather the children around a table, have multiple numbers of two objects that will allow the creation of an ABAB pattern or three objects that will allow the creation of an ABCABC pattern. The first person starts the pattern by taking one object from the middle, then each of the other players takes a turn choosing an object. When everyone has had one turn, ask the children to describe the pattern. For example, “dog, cat, frog, bird”. The first child then starts the pattern over again until no objects are left. **MA4.4c**

Ordering Straws

Give the 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 them that they can move the straws around until they are in the order they want. After they 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**

SMALL GROUP

MA4 – The child will sort, seriate, classify and create patterns.

Bottle Cap Seriation

Provide the children with a variety of bottle caps and a holder made by cutting an egg carton in half lengthwise. Have them place the bottle caps in the cups, from largest to smallest. Give more choices than they will need to encourage comparisons. Ask, "Is the blue cap larger than the red one, or smaller? Which is smallest?" **MA4.4a**

Matching Ordered Objects

Create two sets of ordered objects. For example, a set of block figures and a set of vehicles in four different sizes, small to large. Ask the children to put each set in order then to match the members of each set to each other. Ask them to explain their choices. "I noticed you put the boy with the green car. Can you tell me your thinking?"

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 all start at the same edge. Encourage the children to place the tubes in order from longest to shortest. **MA4.4a**



TEACHER TIP

Introduce words such as short and long or thin and wide to expand the children's vocabulary when discussing seriation.

Chicken Soup with Rice

Read *Chicken Soup with Rice* by Maurice Sendak. Encourage children to chant the repeating refrain with you. Help them create original pages that add to the book by drawing pictures of something they like to do and then adding the refrain:

*Sipping once, sipping twice,
Sipping chicken soup with rice.*

MA4.4c

Boy Girl Patterns

Provide long strips of paper, glue sticks and small black and white pictures of classmates. Make these at the beginning of the year to use in many activities. Take a head and shoulders shot of each child, crop to 2" x 3" and arrange in one document. Print multiple copies. Encourage the children to create patterns. For example, boy, boy, girl. After they glue their patterns down, ask them to "read" the pattern to you. **MA4.4c**



TEACHER TIP

When you want the children to pattern, provide them with paper that encourages them to arrange things in a row. Cut construction paper in strips or visit your local bank and ask them to save the ends of the paper rolls from their ATM machines for you. The rolls typically have a lot of paper left on them when they are changed out and it usually just gets thrown away.

Paper Strips

Cut some paper strips that vary in length and in width. Make sure that when you arrange them in order by length, for example, that the strips are not in order by width, but vary. Similarly, when they are in order by width, the lengths will vary. Give a child an assortment of strips and say, "Can you put the strips in order?" Watch to see if they arrange them by length or by width. After they have completed the task, say "Can you think of another way to arrange them so they go in order?" **MA4.4a**

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**

Necklaces

Provide colored beads and string/yarn to create necklaces. Encourage the children to create their own pattern. If the children need assistance you can provide a pattern card (abab, abba, abc) they select to use as a model. **MA4.4c**

MA4 #103

48-60 months

CENTERS

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA4 – The child will sort, seriate, classify and create patterns.**



Art Area

In art, a pattern occurs when a visual element is repeated. Give the children books with artistic patterns to look through. Encourage them to recreate the patterns with paint. **MA4.4c**

Provide kite shaped construction paper with yarn tails and bow-shaped cutouts in various colors. Encourage the children to choose a kite and fill its tail with a pattern of bow. Ask them to “read” their pattern for you. “Blue, red, red, blue, red, red.”

MA4.4c

Provide an ordered set of different sized circles and encourage children to make a set of play dough balls that are similar in size. **MA4.4a**

Block Area

The children line up cars on the rug, from slowest to fastest, and say, “The blue car is the fastest and the red car is the slowest.” **MA4.4a**

Give the children farm animals and encourage them to build a zoo with the blocks. Talk with them about how they will decide to sort the animals in the zoo. Observe and ask questions as the children begin placing animals in the different areas. “These animals could go together because they are all loud,” or “These animals could go together because they have the same number of legs.” **MA4.4b**

Math/Manipulatives Area

Provide the children with a bag of yarn cut in different lengths. Encourage the children to put the strings in order according to length and to verbalize what they have done. **MA4.4a**

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**

Collect a variety of hats. The children can arrange them from smallest to largest and largest to smallest. Also, they can classify hats by the colors and uses. **MA4.4a, MA4.4b**

Place a container of various items to seriate in the math area. For example, measuring cups or spoons, nesting dolls, tapered candles burned down to different sizes or straws of different lengths. **MA4.4a**

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**

Dramatic Play Area

Provide an assortment of clothing in various sizes, such as baby socks, child-sized socks, grown-up pants and a large vest. The children may explore the items to see which ones fit. Encourage the children to sort the clothing into groups of items that “fit me” and groups of items that “do not fit me.” Have the children explain why the items they sorted do or do not fit them. **MA4.4b**

Science Area

Cut apart paint sample cards from a paint store. Encourage the children to put the color gradient in order. Add discovery bottles using water and food coloring that vary slightly in gradient and ask the children to put them in order. **MA4.4a**

TEACHER TIP

After the children are familiar with common patterns, such as ABAB patterns using Unifix® cubes, introduce them to different kinds of patterns such as hand clapping games, repetitive songs, plaid or striped clothing or patterns in the daily schedule.

OUTDOOR TIME

MA4 – The child will sort, seriate, classify and create patterns.

Leaf Patterns

Have the children find different types of leaves outside and create patterns with the leaves. The children can also use other items to add to their patterns such as acorns or pine cones. **MA4.4c**

Sound Sorting

Encourage the children to collect natural objects from the playground such as sticks, leaves, rocks or bugs. Have the children sort and describe the items by various characteristics. **MA4.4b**

Pattern Inspectors

Tell the children they will be Super Secret Pattern Inspectors. Give them iPads or a digital camera to collect evidence of their findings. Have the children walk around the building and outside to make and discover patterns everywhere, in windows, sand and mulch. Create a class book. **MA4.4c**

★ BRIGHT IDEA

If the children have difficulty creating patterns, first have them copy a pattern that you have created. Think aloud about what you are doing. “My pattern goes red, blue, red, blue, red, blue. If I were to put another red, what color do you think should go next?”

Outdoor Sort

Draw a large square on the pavement using sidewalk chalk, then divide the square into four parts. Encourage the children to find one item from the play space that they find interesting and return to the group. Have the children place their objects into a pile. Provide an opportunity for the children to look through the items and then sort them into four categories within the square that you drew. Encourage them to discuss their process. **MA4.4b**

Over/Under Game

Position the children in a long line or two lines if you want some competition. The first child passes the ball back to the child behind by passing it over his head. The second child passes the ball under going through his legs. The next child passes the ball over, then under, then over and so forth until it gets to the back of the line. The last child runs to the front of the line and the pattern begins again. Have the children chant “over, under, over, under” as the ball is passed down the line. **MA4.4c**

↔ TRANSITION TIP

Verbalize positions as the children line up to leave the classroom. For example, “Linda is standing behind Angela, and I see that Sue is in front of Brandon.”

The Pattern Leader

Create movement patterns as you move across the play space. For example, walk, walk, jump; walk, walk, jump, finally building up to something complex, such as skip, run, jog, hop, turn and sit. Encourage the children to mimic what you do. **MA4.4c**

Pattern Obstacle Course

Set up an obstacle course using items such as empty boxes, hula-hoops and cushions. Tell the children two or three motions they will use to move through the obstacle course such as, over, under, around, through, beside and along. Next, tell the children the pattern to follow as they move through the course. For example, “Run the course with a pattern of over and under.” The children would climb over the first obstacle and wiggle under the next and repeat those movements as they encounter each obstacle. **MA4.4c**

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**

TEACHER TIP

After the children have sorted a group of objects, encourage them to put the objects back into a large group and sort them a second time in a different way.

MA5 #104

48-60 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.**



36-48 months
Indicators

MA5.3a

Follows simple directions which demonstrates an understanding of directionality, order and position of objects.

MA5.3b

Begins using more deliberate manipulation to fit objects together.



48-60 months
Indicators

MA5.4a

Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.

MA5.4b

Uses deliberate manipulation and describes process for fitting objects together.



Kindergarten
Correlation(s)

MCCK.G.1

Describes objects in the environment using names of shapes, and describes the relative position of these objects, such as above, below, beside, in front of, behind and next to.

**NO
CORRELATION**

#104



MA5 #105

48-60 months

LARGE GROUP

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.**



Beanbag Boogie

Give the children beanbags and encourage them to use them as they follow the directions listening to "Beanbag Boogie." **MA5.4a**

Bear Hide

Hide some counting bears in places the children can find them using the positional words you say. Read *Inside, Outside, Upside Down* by Stan Berenstain and Jan Berenstain. As you are reading the story, review the positional words used throughout the book. After reading the book, inform the children there are some bears that are hidden in the classroom and they must find them with your help. Give the children clues such as, "There is a red bear inside something that is beside the coats." "There is a blue bear inside a yellow cylinder." **MA5.4a**

Positional Photo Book

Take photos of the children demonstrating positional concepts. For example, "Hong is standing under the clock." Highlight the positional words and bind the photos into a book. Use it in large group for a shared reading, making sure you emphasize each positional word. **MA5.4a**

Positional I Spy

Play "I Spy" by giving clues using positional words. You might tell the children, "I spy something that is below the clock, and it is tall," or "I spy something that is above the clock, and it is a circle." **MA5.4a**

Bears on a Boat

Place three construction paper boats in front of the classroom. Give a volunteer a bear counter or a toy bear. Tell the children that the bear is going on a boat trip. Their job is to put the bear on the correct boat. One at a time, give children a direction about where to place the bear. For example, "Place the bear in the first boat." Provide different directions for different children. Count the bears in each boat as a group. As an extension activity, give directions that will help the children sort the bears. For example, "Place all the blue bears in the second boat and the green bears in the last boat." **MA5.4a**



TEACHER TIP

Pair positional and shape vocabulary. Say things such as, "The clock is a circle. It is beside the door, which is a rectangle."

Line Up

Have three children stand in line facing the classroom door. Help the children identify who is first in line and who is last. Introduce the terms first, second and third. Extend the activity by providing directions for the children to line up using the words first, before, after and last. For example, "Juan will line up first. Maria will line up before Josie. Samantha will line up after Josie. Dylan will line up last." **MA5.4a**

Parade

Read *Parade* by Donald Crews. Discuss the order of the parade using the words first, last, before, and after. Have children form their own parade and describe the order. **MA5.4a**

What Do You See?

Draw a simple set of shapes on a piece of paper. For example, a circle on top of a triangle or a square beside a rectangle. Make the shapes different colors. Show children the shape pictures and ask them to describe what they see. Encourage them to use positional words. "The circle is next to a square." As a variation, add simple pictures of objects or letters and numerals. "I see a cat on top of a square," or "There's a letter 'A' under the slide." **MA5.4a**

LARGE GROUP

MA5 – The child will explore, recognize and describe spatial relationships between objects.

Teacher Says

Play the familiar game “Simon Says” with the children by substituting the teacher’s name. Give the children directions that include positions and order. For example, “Ms. Hill says put your hand on top of your head,” or “Ms. Hill says clap your hands behind your back.” **MA5.4a**

Near and Far

Read *I Love You Near and Far* by Marjorie Blaine Parker. Talk about people the children know who live far away and how they keep in touch. Find places on a map that are far away from school. Ask children to decide if they live near the school or far away. If they live far away, how do they get to school? **MA5.4a**

The Circle Game

Place some small rings on the floor, one for each child. Play Hap Palmer’s “The Circle” from the CD *Getting to Know Myself* and encourage the children to follow the directions. **MA5.4a**

TEACHER TIP

For the Circle Game and other spatial awareness activities, use small hula-hoops, cut circles from foam or cardboard, or look for 15” flat hoops at teacher or PE suppliers.

Missing Puzzle Piece

During Center time have children put together a large floor puzzle. Leave it in place for Large Group. Remove 3-4 pieces of the puzzle. Have a child come up and place the piece where it belongs. Talk about how they knew where it went. **MA5.4b**

TECH TIP

Use your smart board to display puzzle apps for the entire group to see. Have selected children come up and move the pieces around. Talk about spatial relationships as they work. Comment on what they are doing. “Jennifer put the red piece along the edge because it has a straight side.”

Carpet Square Shapes

Cut carpet squares into squares, rectangles and triangles. Show the children a picture or design made with some of the shapes. For example, four triangles fit together to make a square. Challenge them to create the picture using the carpet squares. **MA5.4b**

Direction Captain

Select one child at a time to be the direction captain to give directions to the children using manipulatives. For example, place the bear under the block. Place the bear on top of the block. **MA5.4a**

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**

Puzzle Match

Cut construction paper into two puzzle pieces with unique “holes and bumps” so that no two are alike. Prepare at least 11 different puzzle pairs, all the same color. Pass out the pieces to the children and play some lively music. For example, “The More We Get Together” by Kid Songs. Encourage them to “find the person whose piece fits with yours.” After they all make matches, trade pieces and play again. **MA5.4b**

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 towards the center of the circle. After one round, call out “flip” and 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**

I Spy

Play “I Spy” with the children by hiding objects and giving hints as to where to find the objects. “I spy something round and green on top of the science shelf. I spy something yellow and square on the bottom shelf in the math center”. **MA5.4b**

MA5 #106

48-60 months

SMALL GROUP



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.**



Tangrams

After reading *Grandfather Tang's Story* by Ann Tompert in large group, encourage the children to use tangram pieces to duplicate the animals according to the pictures in the book. Enlarge the diagrams and cut the pieces from black construction paper so the children can glue them on paper. **MA5.4b**

Pentominoes

Pentominoes are figures made by placing five squares in different arrangements, making sure that at least one side of each square is touching the side of another square. For example, the squares may be arranged side by side, in a row or tower. Or they may be placed so that they are in the shape of a "T" with three squares forming the vertical line and two squares forming each side of the top of the "T." Provide the children with paper marked off into a grid and many squares. Have them build as many different pentominoes as they can. Using square Post-its® will let them move their squares into multiple arrangements easily. **MA5.4b**



TEACHER TIP

You can buy a set of pentominoes with all of the possible arrangements if you want something different to add to your math/manipulatives area.

Fill the Rectangle

Give the 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**

★ BRIGHT IDEA

Provide a larger box lid and encourage the children to work with a partner. Or tape off a space on the table for children to fill together.

Folding Paper

Cut squares from thin paper, such as copy paper, and help children fold it into a variety of shapes and figures. Use a basic origami book to give you ideas. **MA5.4b**

Near and Far Game

Play the near and far game. Have one child place a block "far away" and another child retrieve it and bring it back to the group. Give them a digital camera and let them take extremely close up "selfies." Take another picture of them standing across the classroom. Create a class book with the repeating text, "Cynthia near, Cynthia far." **MA5.4a**

Butterfly Match

Draw a line down the center of a piece of paper. Glue pattern block shapes to one side of the paper. Fit the shapes together so they are all touching at least one other shape and some are touching the line. Give the children pattern blocks and have them build the mirror image on the other side of the line. **MA5.4b**

Paper Hearts

Cutting folded paper gives children even more practice in visualizing shapes and spatial relationships. Fold paper in half and draw a half-heart shape on the fold. Show children how to cut on the line you have drawn and open it up to reveal a heart. Give them a stencil so they can trace the shape themselves. Encourage them to draw other shapes on folded paper and cut out. What happens when you draw a square? A triangle? **MA5.4b**

SMALL GROUP

MA5 – The child will explore, recognize and describe spatial relationships between objects.

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**

Vacation Game

Encourage the children to make believe that they are on a beach vacation. Ask the children to pose for vacation pictures. For example, tell the children to hold a pretend beach ball, "over" their head, place a towel "down" on the sand, hold a shell "up" to their ear and run "out" of the cold water. **MA5.4a**

Pick Up Sticks

Use purchased pick-up sticks or similar real and found materials such as chopsticks or wooden skewers with the points cut off. Place the sticks in the center of the table and have children remove them one by one. Describe how they are moving the sticks. "Colin is trying to get the one on the bottom. He's being careful not to move the ones on top." **MA5.4b**

Twister

Have the children play the game Twister but when they move make them verbalize their movements such as, "I am going under John's arm to put my hand on top of the green circle." **MA5.4a**

Fix It

Cut old calendar pictures or place mats into puzzles. Encourage the children to verbalize their reasoning when they are putting the pieces together. The teacher might say, "How did you know that piece was part of a tree?" **MA5.4b**

Can You Make It?

You will need pattern blocks and picture cards you have made of the pattern blocks in a design. For example, three yellow triangles stacked on top of each other. Show the children the picture, and encourage them to study the picture closely for 30 seconds. Cover up the picture and ask the children to create their design from memory. After they are finished, have the children look at the picture and "fix" their shapes to match the picture. **MA5.4b**

Pattern Pictures

Provide large pattern blocks and pictures of things created with pattern blocks. Encourage them to reproduce the pictures using the pattern blocks. Engage them in conversation about how they fit the pieces together. **MA5.4b**

Behind Your Back

Give each child a beanbag or small stuffed animal. Choose one child to give directions to the group. Encourage them to use a variety of positional words. "Put your beanbag under your chin. Put your beanbag beside your chair." Challenge them to use more difficult words such as "above" or "between." **MA5.4a**

Flip It Over

One important skill the children can develop is the ability to turn shapes or objects in a variety of ways and notice how they change; these are called "transformations." Start with simple objects from the classroom such as small vehicles or animals. Give the children directions such as, "Turn your car over," or "Lay your animal on its side." Encourage them to look at each other's objects and compare. How do they look different? How are they the same? **MA5.4a**

Animal Positions

Gather some small plastic animals from your manipulatives area and some clear plastic cups. Call out positional words and have the children place the animals in a variety of positions such as on top of the cup, inside or under the cup. Being able to see the animal, even when it's inside the cup, adds interest to this activity. **MA5.4a**

Classroom Maps

Show the children a simple map of the classroom. Point out major features. "Here is our block shelf and here is the rug where we sit for large group. Have the children identify the rest of the items on the map. Then place a small "x" on a spot in the classroom and say, "There is something hidden here. Can you figure out where it might be?" Encourage them to look at the map and talk about it together. Once the group has decided on a location, send one person to bring the item back." **MA5.4a**

MA5 #107

48-60 months

CENTERS

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.**



Art Area

At the easels, encourage two children to help one another create a masterpiece. One child is the painter, the other child gives the directions. Encourage the children to draw dots and lines according to the instructions. "Place a blue dot on top of the orange line. Draw a yellow line next to the blue dot." **MA5.4a**

Put contact paper on a table sticky side up. Start a snowflake design by making a hexagon in the center with craft sticks. Create one "arm" of the snowflake with more sticks. Have the children replicate the design. As they add sticks, help them notice how each arm is the same. **MA5.4b**

BRIGHT IDEA

For the children who are overwhelmed by various textures, attach VELCRO® dots to the sticks and use a flannel board.

Math/Manipulatives Area

Make a cube with different positional words such as on, in, under, beside, behind and in front of. Give the children a small container without the lid and a small animal or doll that can stand up. Have the child roll the cube and place the animal wherever it states, such as "on" the container. **MA5.4a**

Provide a variety of puzzles for the children to complete. Encourage them to talk about their process for fitting the pieces together. For example, a child might say, "I knew this piece went in the corner because it has two straight sides." **MA5.4b**

Position a LEGO® baseplate vertically by attaching it to an easel or to the side of a cabinet or shelf. Encourage the children to use the mat in this orientation to build. Alternatively, place contact paper on an easel with the sticky side out and use this as a base for building. **MA5.4b**

Add some small, unbreakable mirrors for the children to use with shape tiles or other manipulatives. Encourage them to create a design or structure and then place the mirror next to it on the table to see its reflection. Talk about how the reflection is different from the original design. **MA5.4a**

Block Area

Sit in the block area with the children. Let them know that you are the contractor today and will be helping them build their structures. Give them directions for building using positional words. Encourage the children to take turns giving each other directions such as, "Place a cylinder block on top of the rectangular block." **MA5.4a**

TEACHER TIP

For children who have difficulty remembering left from right, make an L with your left thumb and forefinger. Tell the children that this is an L, the first letter in the word *left*. When they don't remember which way is left, tell the children that they can make an L with their fingers as a reminder.

TEACHER TIP

Look for opportunities during block play to suggest that the children try a variety of challenges, such as putting square and rectangular blocks in order by length; using shorter blocks to make a wall as long as the longest block, making as many differently shaped (rectangular) floors as they can and making a square box out of four blocks.

OUTDOOR TIME

MA5 – The child will explore, recognize and describe spatial relationships between objects.

Outdoor Puzzlers

Provide a number of floor puzzles for the children to work on while outside. **MA5.4b**

★ BRIGHT IDEA

For the children who are distracted or overwhelmed by too many choices, provide puzzles with fewer pieces.

Hula-Hoop Positions

Provide a hula-hoop for each child. Ask the children to hold the hula-hoops up in the air, place the hoops down on the floor, place the hoops behind them and place the hoops beside a friend. **MA5.4a**

Map Makers

Create a chart-paper-sized map of the playground. Have it laminated and cut it apart into large puzzle pieces. Once outside, have the children put the puzzle together. **MA5.4b**



Chalky Positions

Give the children chalk. Have them draw a large circle. Instruct them to “Draw a bug inside your circle,” or “Draw a line under your circle.” **MA5.4a**

TEACHER TIP

Be sure to use positional words intentionally throughout your day. For example, you might say, “Please put the sand toys beside the sandbox” during clean-up time or “Be sure you are standing behind a friend” as you line up. As you leave the playground, ask the children to walk between two traffic cones or walk under your outstretched arm. Encourage them to sing or chant the positional words. “We’re walking under. We’re walking under.”

Mother May I

Have the children use positional words while playing Mother May I. For example, the child will ask, “Mother May I go under the bridge,” “Mother May I go down the slide” or “Mother May I go over the bridge.” **MA5.4a**

Let’s Race

Have four or five of the children race around a predetermined space. Ask the children to describe the order in which each child finished the race. For example, Who finished first? Who finished before Asher? Who finished after Xavier? **MA5.4a**

Parquetry Blocks

Take the parquetry blocks and parquetry cards outside. **MA5.4b**

Finding Squirmy Wormy

Make a worm puppet by filling a colorful tube sock with stuffing, stitching it closed and adding some wiggly eyes. Take your Squirmy Wormy to the playground and have the children decide on some locations to put him such as on top of the slide, next to the trike rack or under a wagon. Take a picture of each location. Print them and bind them into a class book with the children’s dictation. Highlight the positional words. “Squirmy Wormy is in the sand box.” **MA5.4a**

Race Cars

Take cars and ramps from the block area outside for the children to have car races. Have the children use descriptive words to explain which car went the furthest distance, shortest distance, who finished first and who finished last. **MA5.4a**

MA6 #108

48-60 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.**



36-48 months
Indicators

MA6.3a

Independently recognizes basic two-dimensional shapes in the environment.



48-60 months
Indicators

MA6.4a

Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.



Kindergarten
Correlation(s)

MCCK.G.2

Correctly name shapes regardless of their orientations or overall size.

MCCK.G.3

Identifies shapes as two-dimensional or three-dimensional.

All correlations at decal.ga.gov/Resources.aspx

**NO
CORRELATION**

MA6.4b

Combines simple shapes to form new shapes.

MCCK.G.5

Models shapes in the world by building shapes from components and by drawing shapes.

MCCK.G.6

Composes simple shapes to form larger shapes.

#108



MA6 #109

48-60 months

LARGE GROUP



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.**



Shape Hunt

Show the children a 2-D shape. Next, challenge the children to explore the classroom to find a 3-D object that is that same shape. For example, a child might use a tissue box as an example of a rectangle. Talk to the children about the attributes of each object. Keep playing with different shapes. **MA6.4a**

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* to the children. Discuss what shapes make up each item mentioned in the stories. **MA6.4b**

Shape Patterns

Use shapes to make patterns on paper or in pocket charts. Children practice the names of the shapes by reading the pattern, circle, triangle, circle, triangle. **MA6.4a**

What's the Difference?

Have the children sort 2-D and 3-D shapes and describe the differences. Encourage them to look at the faces of 3-D shapes and compare to the 2-D shapes. **MA6.4a**

Disappearing Shapes!

Place three shapes in front of the large group and discuss each shape. Then, have the children close their eyes and remove one of the shapes. Have the children open their eyes and guess which shape is missing. As the children are familiar with shapes, you can challenge them with more than three shapes. **MA6.4a**

Lost My Shape

Have children sit in a circle. The teacher will hold up the "lost shape" so the child knows what shape he/she is searching. Let one child walk around the circle as the class sings the following song:

Lost my (shape) what do I do?

Lost my (shape). What do I do?

Lost my (shape). What do I do?

Skip to my Lou my darling.

Have multiple shapes in the center of the circle and have the child that is walking around the circle find the "lost shape" that the teacher was holding up. **MA6.4a**



TEACHER TIP

Promote brainstorming by asking open-ended questions such as, "What can you do with a ___?" or, "How many ways can you ___?"

Make a Shape Rhyme

Have the children act out the following rhyme as they recite or sing it:

Make a circle, make a circle,

Draw it in the sky.

Use your finger, use your finger,

Make it round as a pie.

Draw a square, draw a square,

Make the lines so straight.

Make a square, make a square,

Draw a box in the air.

Draw a triangle, draw a triangle,

Always start at the top.

Make a tent, make a tent,

Use three lines and stop! MA6.4a

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. The 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/manipulatives area for independent use. **MA6.4a**

LARGE GROUP

MA6 – The child will explore, recognize and describe shapes and shape concepts.

Do You Have the ____?

Have the children form a circle and give each child a paper shape such as a triangle, a square, a circle or a pentagon. Sing this song to the tune of "Mulberry Bush":

*Do you have the triangle,
the triangle, the triangle?
If you have the triangle,
please stand up.*

Repeat the verse, saying a different shape each time. Continue until all the shapes have been named. Everyone can trade shapes and sing the verses again. **MA6.4a**

Large and Small

Encourage the children to look at similar shapes of different sizes. Place several cut-out shapes in a basket and have a child choose one – a square, for example. Encourage four to five children to go throughout the classroom and bring back items that are squares – a book, a unit block and a pattern block, for example. If the child finds a shape that is too big to bring back to the group area, have him stand beside his shape. Place the shapes on the rug and discuss the various sizes. Explain that "even though these are all different sizes, they are all still squares." **MA6.4a**



Hokey Pokey With Shapes

Engage the children in singing the "Hokey Pokey" using shapes. Give each child a shape to hold and use to put it in the circle instead of a body part. "Put your triangle in. Take your triangle out. Do the hokey pokey and turn yourself around." After a couple of rounds have the children swap shapes so they have practice with various shapes. **MA6.4a**

Dancing Shapes

Place the same number of shapes as you have children in attendance around the outside of the class circle. Have the children stand inside the circle. Play music allowing the children to freely dance. Stop the music and the children must freeze in front of the nearest shape. Have a few children identify the shape they are standing in front of each time the music is stopped. Repeat this several times. **MA6.4a**

Guess My Shape

Hide a paper shape inside the book you are reading during large group. Give children clues to guess the shape. Describe attributes, "It has four corners." Or compare it to everyday objects. "It's the shape of the clock on the math shelf." **MA6.4a**



Body Building Shapes

Help the 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 have difficulty with the Body Building shapes activity, tape the outline of the shape on the floor. As they become more proficient, you can move to using a large piece of string, then a picture of the shape.

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 the children an assortment of cut-out shapes and encourage them to create their own animals. **MA6.4b**

MA6 #110

48-60 months

SMALL GROUP



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.**



3-D Challenge

Encourage the children to create common 3-D shapes using play dough or modeling clay.

MA6.4a

Play Dough Shapes

Provide laminated cards showing 2-D shapes and play dough. Encourage the children to roll the play dough out and manipulate it to match the shapes. **MA6.4a**

3-D Shape Bingo

Play Shape Bingo to reinforce names of 3-D shapes. Cut magazine pictures of 3-D objects and place in a plastic sleeve designed for sports card collections. Use terms like cube, cylinder and sphere. **MA6.4a**

Ring the Bell

Create shape cards to make several small decks of cards. Give the children tap bells or small clickers. Play in pairs. Each child turns over a card from his/her deck at the same time. If the shapes match, both children ring the bell. **MA6.4a**

Shape Builders

Offer toothpicks, pipe cleaners, straws or craft sticks as materials the 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* 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 Books

Provide an opportunity for children to look for pictures in magazines that are particular shapes, such as circles, squares and triangles. Encourage them to cut the pictures out and glue them onto a page labeled for circles, squares or triangles. After they have found and glued all the shapes, bind them together into "Andrew's Shape Book." **MA6.4a**

TEACHER TIP

Introduce the children to the terminology of 3-D shapes – rectangular prism, cylinder and sphere, for example. Use real and found materials as good examples of these shapes: a chip can for a cylinder, a tennis ball for a sphere or a tissue box for a rectangular prism.

Shape Match

Draw or trace matching shapes onto index cards. Have children find the matches. To make the game more difficult, you may vary the color or size of the shapes. So you have a pair of red circles and a pair of blue circles and so on. **MA6.4a**

TEACHER TIP

Pair the children with varying mastery of this concept together to allow the children to teach each other.

Shape Toss

Divide a sheet of poster board into eight equally sized sections. Glue a different shape in each section. For example, a circle, square, rectangle, triangle, rhombus, trapezoid, oval, hexagon or others. Place the game board on the floor. Provide the group with one beanbag. Children take turns tossing the beanbag on the board and naming the shape. **MA6.4a**

SMALL GROUP

MA6 – The child will explore, recognize and describe shapes and shape concepts.

Tissue Box Take-apart

Help the children visualize 3-D shapes by taking apart some cardboard boxes and putting them back together again. A cube-shaped tissue box is a good place to start. Gather enough boxes so each child in small group can have one. Carefully undo the boxes so that they remain intact. Show the box to the children and ask what they think it might be. Point out the shape of the sides of the box. Encourage them to try to put their boxes back together. Repeat with other types of boxes. **MA6.4b**

Triangle Tissue Art

Cut triangles out of different colors of tissue paper. Make sure that the triangles are different types – a right triangle or a tall, thin isosceles triangle, for example, not just the traditional “roof top” triangle. Set out brushes and diluted glue. Give each child a piece of waxed paper and have the children brush the glue on their papers and place the triangles on top of the glue. Encourage them to work on small areas at a time and to overlap their triangles to create new colors. Talk about how all the shapes are triangles. How do we know? They all have three sides. For a shiny effect, brush more glue over the children’s papers when they have finished. Attach construction paper frames. Punch a hole in one corner of each frame and hang the papers from the ceiling or in a window. **MA6.4a**

Geoboard Shapes

Provide each child with a geoboard and geobands. Challenge the children to create various shapes and have the children use descriptive language to describe the characteristics of their shape.

MA6.4a

Lacing Shapes

Draw large shapes on card stock, cut out and laminate. Punch around the edges of the shapes with a hole puncher. The children can use yarn to lace around the shapes. As they work, talk about the attributes of the shapes they are lacing. “You have the square, John. It has four sides and four points (vertices).” **MA6.4a**

TEACHER TIP

Young children can become stuck on the idea that a shape is only a shape if it looks the same. For example, they may believe that a triangle with the point down is not a triangle, or that a long skinny rectangle and a shorter fat rectangle cannot both be rectangles. You can avoid this misconception by having many different types of the same shapes and talking about similarities and differences. When asking the children to identify a shape, ask them to tell you how they know what the shape is.

Hexagon Puzzle

Cut one hexagon into trapezoids and triangles. Invite the children to use those pieces to fill in another hexagon of the same size. **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**

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. His/her partner will copy the picture. Provide enough time so that each child gets the opportunity to create their own picture to be copied. **MA6.4b**

★ BRIGHT IDEA

Tape off a space on the table or provide a larger box lid and encourage the children to work with a partner to fill the box lid together.

MA6 #111

48-60 months

CENTERS

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.**



Art Area

Place black construction paper in the area along with shape stencils and various colors of chalk. Allow the child to select their own stencil. Have the child choose a stencil and shade over the stencil with chalk. When done, lift the stencil and the child can use descriptive words to describe their shape. **MA6.4a**

Provide stamps and sponges in various shapes. Encourage the children to use the stamps and sponges as they paint. **MA6.4a**

Provide an opportunity for the children to dip 3-D objects in paints and press them on paper to make prints. Cans, blocks, wooden cubes, spools, candles and drinking glasses work well. The children will see the 2-D shapes that make up the faces of the objects. **MA6.4a**

Reading Area

Include books about shapes for children to listen to on tape such as *The Shape Song Swingalong* by Steve Songs or *It Looked Like Spilt Milk* by Charles G. Shaw. **MA6.4a**

Writing Area

Provide a number of shape stencils and outlines for the children to trace and include in their drawings and writing work. **MA6.4a**

Math/Manipulatives Area

Provide geoboards, rubber bands and shape cards. Encourage the children to use the geoboards and rubber bands to recreate shapes. **MA6.4a**

Provide blocks and manipulatives such as tangrams, pipe cleaners, Tinker Toys and pattern blocks that will encourage the children to create new shapes. Talk with the children about their creations. **MA6.4b**

For this activity, cut a hole about the size of a child's fist in the side of a shoebox or use a cloth bag with a drawstring at the top. Place several items, such as plastic blocks or wooden beads, in the shoebox or bag. Encourage a child to reach inside without peeking and choose one item. Can he/she tell what shape the item is? What kinds of things can he/she feel that tells him/her what shape it is? Does it have corners? Sharp sides? Can he/she count the sides? **MA6.4a**

Glue magnets onto colored craft sticks and foam or felt shapes. Encourage the children to build pictures using them on a cookie sheet, refrigerator or other magnetic surface. **MA6.4b**

Dramatic Play Area

Create a Pizza Making prop box. Using felt or construction paper make various shapes of items used for pizza toppings such as circle pepperoni, triangle cheeses, rectangle ham or circle cherry tomatoes. **MA6.4a**

Block Area

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 the "I Can Build" book. **MA6.4b**

TEACHER TIP

To increase the children's awareness of shapes, use shape vocabulary in conversations during centers. Keep shape blocks or paper shapes on hand, and ask questions such as: "Have you seen this shape before? Where? Can you find a shape like this in our class? Do you think this shape would roll or slide? Can we stack these shapes?"

OUTDOOR TIME

MA6 – The child will explore, recognize and describe shapes and shape concepts.

Sidewalk Shapes

Draw large shapes on the sidewalk and encourage the children to walk, hop and skip their way around the shapes. **MA6.4a**

★ BRIGHT IDEA

For the children who have difficulty hopping or skipping, encourage the children to move in other ways, such as scooting or crawling around the shapes.

Stepping Stone Shapes

Prepare paper plates with shapes drawn in different colors. Scatter the plates in a large area, making sure that all of the same shapes are not together. Explain to the children that they will walk around the area without stepping on the plates while you play music. When the music stops, the children stop moving. Call out a color and shape. For example, red triangle or green square. The children then find the nearest plate that shows the shape/color combination that you called and puts a foot on the plate. More than one child can step on each plate. Resume the music and children begin walking again. Repeat the process several times. Once the children are familiar with how the game works, have them take turns calling out the color and shape. **MA6.4a**

Freeze

Take large construction paper shapes that have been laminated outside. Spread out the shapes. The teacher will call out, "Go!" and the children will begin to walk from shape to shape. The teacher will call out "Freeze!" and the children will stop. Pick a few of the children to identify which shape is closest to them. Repeat the game. **MA6.4a**

Hopscotch Shapes

Using sidewalk chalk create a hopscotch board but in place of numbers draw shapes. As the children jump throughout the hopscotch board have them identify the shape they land on. **MA6.4a**

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**

Watercolor Shapes

Take watercolors and paper outside. Encourage the children to paint various shapes with watercolors. **MA6.4a**

Shape Hunt

Grab your camera and lead the class on a shape hunt, taking pictures as you go. For example, you might find a hexagon in the support for a climbing structure, a circle on a tricycle tire or a triangle on the corner of the sandbox. Print them and outline the shapes with a black permanent marker. Create a book or poster with the images. To extend this activity, give the children inexpensive digital cameras and invite them to look for shapes and take the pictures themselves. **MA6.4a**

Shape Hunt

Use plastic eggs and place various shapes inside the eggs. You can use felt shapes, shape stickers or tangrams. Hide the eggs outside and encourage the children to hunt the eggs. Once the eggs are found, the child will identify the shape within the egg. **MA6.4a**

Bean Bag Shapes

Take sidewalk chalk and bean bags outside. Use the sidewalk chalk to draw various shapes on the sidewalk. Encourage the children to take turns tossing the bean bag and identifying the shapes. **MA6.4a**



MA7 #112

48-60 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.**



36-48 months
Indicators

MA7.3a

Practices estimating using mathematical terms and numbers with adult guidance.

MA7.3b

Shows interest in solving mathematical problems.



48-60 months
Indicators

MA7.4a

Estimates using mathematical terms and understands how to check the estimate.

MA7.4b

Uses simple strategies to solve mathematical problems and communicates how he/she solved it.



Kindergarten
Correlation(s)

**Standard for
Mathematical Practice 5**
Uses appropriate tools strategically (including estimation).

**Standard for
Mathematical Practice 1**
Makes sense of problems and perseveres in solving them.

**Standard for
Mathematical Practice 3**
Constructs viable arguments and critiques the reasoning of others.

**Standard for
Mathematical Practice 7**
Looks for and makes use of structure.

#112



36-48 months
Indicators

MA7.3c

Uses emerging reasoning skills to determine a solution to a mathematical problem.



48-60 months
Indicators

MA7.4c

Uses reasoning skills to determine the solution to a mathematical problem and communicates why.



Kindergarten
Correlation(s)

Standard for Mathematical Practice 1

Makes sense of problems and perseveres in solving them.

Standard for Mathematical Practice 3

Constructs viable arguments and critiques the reasoning of others.

Standard for Mathematical Practice 6

Attends to precision. Uses clear and precise language in their discussions with others and when they explain their own reasoning.



MA7 #113

48-60 months

LARGE GROUP

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.**



Estimation Jars

Make estimating a part of your morning routine. Place small items in a clear plastic jar. The number should not be larger than most of the children can comfortably count. As the children arrive, encourage them to look at the estimation jar and make their best guess about how many items are inside. During large group, open the jar and count the items. Emphasize that you are looking for an answer that is about right, rather than precise.

MA7.4a

Guess-timate Jars

As the children gain experience with estimation, you want to begin to anchor their "best guesses" to benchmarks of five and 10. Show them two jars, one with 10 marker lids inside and one with a different amount. Ask them to tell you if the second jar has more than 10, less than 10 or about the same as 10. Reveal the answer and compare to their estimations. **MA7.4a**

Estimating Volume

Use two or three clear plastic containers of the same size. Empty peanut butter jars work well, or ask the cafeteria for some mayo or pickle jars. Fill jars with scoops of sand. Label two jars with the amount of sand inside (two scoops, four scoops). Fill the third jar with six scoops and place a question mark on the jar. The children compare the three jars to decide on their estimate. **MA7.4a**

All the Ways to Make Five

Place two hoops on the floor. Choose a target number, such as five, and have five children come forward. Ask them to stand in one of the hoops. Count the number in each hoop. "Three in this hoop; two in this hoop – that's five children in all." Then ask another child to come up and move one or more of the children to another hoop. Now count the number in each hoop. "Four in this hoop; one in this hoop – that's how many in all? Right, five in all." Continue moving the children back and forth until you have explored "all the ways to make five." **MA7.4b**

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. **MA7.4b**

More or Less

While doing a morning activity call a number of children up front and sort them. You can sort by boy/girl, short pants, long pants, blue eyes, brown eyes and more. Ask which group has more or less. Have a child explain how he/she got the answer. **MA7.4c**

We Have Five

Sing the following song to the tune of "Skip To My Lou." Place five children in the center of the group.

Five, five, we have five

Five, five, we have five

Five, five, we have five

Let's take two away

Say – How many do we have left?

Count them together Three!

Now sing

Three, three, we have three (3X)

Let's add one back in

Now how many are there in the circle? Four!

Continue as long as you want, then sing "Now it's time to end." **MA7.4b**

Number Stories

Introduce number stories in large group by providing a variety of objects and inviting the children to act out the story. For example, say, "Kendra has six feathers and Michael has two feathers. How many feathers do they have?" **MA7.4b**

Balance the Scales

Have a set of scales in front of the group. Have a certain number of objects on each side making sure they are not equal. Ask the children which side is heavier. Ask how the scales can be made even and have the children explain. **MA7.4c**

LARGE GROUP

MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.

Estimation Exploration

Put about 20 seashells or other objects in a jar, bowl or pile. Encourage the children to observe how full the jar or bowl is or how big the pile is. Remove 10 items from the group. Doing this gives the children a visual idea of what 10 shells looks like and helps them make more accurate estimates. Then put the shells together again. Remind children that there are at least 10 in the jar, bowl or pile and to think about what 10 looked like. Encourage the children to estimate how many shells there are altogether. Write down the estimates. Count together to check the estimates. Repeat with a similar number of a different objects to give the children more experience with estimation. **MA7.4a**

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 of the 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**

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**

Step by Step

Let the children take part in preparing a fruit salad. When you are finished, ask the children to pretend they have to teach someone how to prepare this food, using a sequence of pictures. Have children recall the steps, in order, to make the fruit salad. As the children recall the steps draw them out on chart paper. Have the children explain the steps in order. Now, cut the steps apart. Can the child put them in order again? **MA7.4b**

★ BRIGHT IDEA

To make this activity more concrete, provide cut-out steps for the children to hold. As a group, have the children discuss putting the sequence back into the correct order by having their peers move around until sequence is correct.

Name That Coin

Give each child a penny, nickel, dime and quarter. Talk about what colors they are, the pictures on them and what they are worth. Display the coins so that the children can see them and tell them that you are thinking of a coin. Provide hints for the children to use to figure out which coin you are thinking of. For example, “My coin has a man on one side and a building on the other”. Provide an opportunity for the children to think about what you have said by looking at the coins. Encourage the children to guess. Then provide another clue such as, “My coin is silver.” Keep giving clues until the children guess the coin. Repeat the process using a different coin, or give children an opportunity to think of a coin and offer clues. **MA7.4c**

Visual Cue Estimation

Collect four clear containers of the same size. Choose an item for the children to estimate, perhaps crayons. In three of the containers, place different numbers of the item. For example, in one container, place two items. In the second container, place five items. In the third container, place eight items. Label the three containers with the number of items inside. Place items in the fourth container, but do not label it. Encourage the children to study the amounts in the three, labeled containers and make an estimate of the amount in the fourth container. Record the estimates on chart paper. Finally, count the number of objects in the fourth container. **MA7.4a**

MA7 #114

48-60 months

SMALL GROUP



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.**



Cotton Ball Shapes

Draw a shape on a piece of construction paper. Ask the children to think about how many cotton balls it will take to fill up the space. Count the number of cotton balls as you glue them to fill the shape. Compare the number with the predictions. Make sure you are using the term “about how many” as you discuss estimates. **MA7.4a**

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 them “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**

Math Stories

Create math mats to resemble any object such as a gum ball machine, a bowl or a lily pad. Give each child manipulatives to use while you tell a story: There were four frogs on the lily pad. (Child places four frogs on the pad.) One frog jumped off. (Child removes a frog.) How many frogs are left? Have the children explain their answer. **MA7.4b**

Snowman Estimation

Show the children pictures or drawings of several differently-sized snowmen. Encourage them to estimate the height of the snowmen using Unifix® cubes as the measuring tool. Estimate an opportunity for the children to check their estimates by measuring using Unifix® cubes. **MA7.4a**

Family Graphs

Have the children create a picture that shows the number of people in their families. Create a graph with numbers zero to 10 listed across the bottom (you may not need to go as far as 10). Allow children to place a dot, sticker or check mark above the number of family members they drew in their picture. Ask the children who has the most people in their family. Encourage the children to discuss which family has more, fewer and equal. **MA7.4b**

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. 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**

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 or 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 in any way they choose. 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?” To extend this activity, add additional plates and review various concepts such as shape attributes and the vocabulary of “more,” “less,” “more than,” “less than” and “equal to.” **MA7.4b**

SMALL GROUP

CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.

Ring the Bell

Games that require the children to compare and contrast make good problem-solving activities. Here's a fun one that the children really enjoy. Divide the children into groups of two and give each child a bell that you tap to ring. Remove the face cards from a deck of playing cards; shuffle and divide the remaining deck in half. Place each stack face down in front of a child. To play, the children turn over the top cards at the same time and compare them. The child with the highest value card rings the bell. Earlier in the year you may want the children to simply compare and decide if both the cards are the same number – then they both get to ring the bell together.

MA7.4b

How Many Apples?

Create several mats with a picture of a tree, using a die-cut machine or clip art. Provide each child with a number of red pom-poms. Say, "There are five apples in the tree. Use your pom-poms and count out five apples and put them in your tree. There are two apples on the ground. Count out two apples and put them on the ground. How many apples are there in all?" Have the children point to each apple and count it. Now say, "Suppose two more apples fell out of the tree and onto the ground. Now how many are in the tree? How many are on the ground? How many in all? Why is it still seven?" **MA7.4c**

How Many Are Hiding?

This is a partner game that uses the 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 or 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**

Mixed-up Manipulatives

Place a number of mixed manipulatives on a table. (Various styles of transportation in various colors, various animals of various types[zoo, farm], various colors and sizes of buttons.) Give each child a handful of the manipulatives and ask them to sort the manipulatives. Once done, have the children explain how they sorted the manipulatives. **MA7.4c**

Six Sticks

Read *Six Sticks* by Molly Coxe. Give each child a construction paper mat and six narrow craft sticks and encourage him/her to create something using all six sticks. Encourage the children to talk with each other about what they are doing. Compare creations when everyone is finished. **MA7.4b**

Name the Shape

Use a muffin tin turned upside down for this game. 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**

One of These Things

Place four items on a tray in front of the children and say, "One of these things is not like the others. Can you find it and tell me in what way it is different?" Repeat several times with different groups of items. Be sure to create groups in which there are two different answers. For example, you might make a group of four bottle caps – two small green ones, one small red one and one large green one. Three of the caps are the same because they are green and the fourth one is different because it is red. However, there are also three small caps and one large one. **MA7.4c**

How Many?

Have a tub of sand at the small group table along with containers and scoops for each child. Fill one container as the children watch. Count the scoops as you fill the container. Ask the children to estimate how many scoops they think it will take to fill their containers. Write down their estimations. Encourage the children to check their estimations by filling their container. **MA7.4a**

MA7 #115

48-60 months

CENTERS

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.**



Block Area

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 the estimates.

MA7.4a

Encourage the children to create a zoo with a variety of blocks: unit blocks, large cardboard blocks and small table blocks, for example. They should brainstorm which blocks to use as they create spaces, fences and buildings. Ask them to share their reasoning. Say, "Tell me why you built this area long and narrow," or "What made you choose the small blocks to build this space?" Provide several books about zoos and zoo animals for reference. **MA7.4b**

Math/Manipulatives Area

Provide logic and strategy games such as Tic-Tac-Toe, Tangrams, Jenga and Tapatán. Encourage the children to play the games and explain their strategies. Say, "How did you know which shape tangram to put here?" or "When Jamie put her X in that square, what did you think to do?" **MA7.4c**

Math/Manipulatives Area

Establish an estimation station in your math/manipulatives area. Gather a number of small plastic jars and fill each jar with different things. For example, cotton balls, marbles, buttons, toy cars and bottle caps. Encourage the children to choose a jar, estimate how many are in the jar and then open the jar to count the objects. They can then repeat the process with another jar of objects. Add jars of new objects to fit your classroom theme. **MA7.4a**

Draw large shapes on the inside of a file folder with a permanent marker, two on each page. Place the folders in the math center with a bin of Unifix® cubes. Challenge the children to completely fill the shapes with cubes. Ask questions such as, "How many cubes did it take to fill the square? Was it easy or hard to fill the rectangle? Why is it difficult to fill the circle with cubes?" **MA7.4b**

Sensory Area

Fill the sensory table with sand, small gravel or other pourable materials. Provide small scoops and cups and larger containers such as milk jugs and soda bottles. Different sizes and types of measuring cups are a good choice since they are exactly proportioned. Encourage the children to choose a scoop and a container and then estimate how many scoops of it will take to fill the container. After filling the container, encourage the children to compare the actual amount with their estimates. **MA7.4a**



TEACHER TIP

Ask the children questions that require them to use reasoning and problem-solving skills such as, "Do you think it will take more rocks to fill up the cup or the pencil box? Why?" Encourage the children to use reasoning skills in daily routines. Ask the snack helper, "If two children are absent today, how many napkins will we need?"

TEACHER TIP

It's important to carefully observe the children as they attempt to work out problems. If 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.

OUTDOOR TIME

MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.

Hopscotch

Provide an opportunity for the children to work with you to create a variation of hopscotch. Decide what shapes to draw the spaces, and how to lay them out. Create rules about turn-taking and points and play together. **MA7.4b**

Parachute Problems

During parachute play, begin with one lightweight ball in the center and ask the children to bounce it as many times as possible. Keep track of the bounces. Ask questions such as, “What do you have to do to keep the ball in play?” Add a second ball, and then a third and a fourth. Ask, “Is it harder with more balls? Why do you think that’s true?”

MA7.4b

Pattern Line-Up

As the children line up to leave the playground or play a game, place the first children to arrive in a pattern, such as jacket/jacket/sweater. Ask the other children to figure out the pattern and line up to extend it. **MA7.4b**

Water Estimation

Provide a large tub of water and containers of different sizes. Encourage the children to choose two containers of different sizes and estimate how many small containers full of water it will take to fill the larger container of water. Then the children can use the containers and water to check their estimates. **MA7.4a**

Estimating with Jumps and Bumps

Engage the children in brainstorming a list of distances to measure on the playground. For example, “How many hops from the basketball hoop to the sandbox?” or “How many baby steps from the tree to the monkey bars?” Provide an opportunity for the children to guess and record their guesses on chart paper. Have multiple children hop, skip and jump to find the answers to each of the estimated distances and record their measurements. Look at the chart and discuss what the children learned. Ask questions such as, “Were your guesses close?” and “Why do some children have different ‘baby steps’ measurements from others?” **MA7.4a**



TEACHER TIP

Children are naturally curious about everyday problems. Invite them to figure out solutions. You can do this by talking about the problem, asking the children for ways to solve it, and then asking how they came up with those solutions. Promote brainstorming by asking open-ended questions: “What can you do with a ___?” “How many ways can you ___?” Listen carefully to the children’s ideas.

Jumping Jack Graphs

Invite the children to wave their hands for 10 seconds so they will get a sense of how long 10 seconds is. Next, provide an opportunity for the children to predict how many jumping jacks they can do in 10 seconds. Record their estimates. Begin time for 10 seconds, and encourage the children to count the number of jumping jacks as they jump. Call “Stop!” when 10 seconds have passed. Record how many were completed. Engage the children in comparing their estimates to the real number. Repeat the process with different activities or lengths of time. Ask questions such as, “Does that number match what you predicted,” “Are you getting better at predicting,” “Did you do more or fewer jumping jacks this time?” and “Which time did you do the most jumping jacks?” **MA7.4a**

Balancing Weight!

Take scales outside. Encourage the children to collect natural objects from outside and weigh them. Ask the children to estimate which will be heavier or lighter and ask them why they think it will be heavier or lighter? Ask how they will know using the scales. Have them check their estimations. **MA7.4a**

Shadows

On a sunny day take sidewalk chalk and rulers outside. While outside encourage the children to trace their friends body on the sidewalk with chalk. Ask the children to estimate how many rulers long they think their friend’s shadow is. The children will use the rulers to check their estimation. **MA7.4a**

SS1 #116

48-60 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.



36-48 months
Indicators

SS1.3a

Identifies self in relationship to his/her family unit.



48-60 months
Indicators

SS1.4a

Describes his/her family structure and family roles.



Kindergarten
Correlation(s)

SKL2.c

Recognizes the similarities between a parent and a baby.

SS1.3b

Identifies similarities and differences between self and others.

SS1.4b

Describes similarities and differences between self and others.

SKL2.e

Recognizes that he/she is similar to and different from other students.

#116



SS1 #117

48-60 months

LARGE GROUP

domain CD: 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.**



Career Day

Read the book *Career Day* by Anne Rockwell and have the children describe how a character in the story may serve the same role as their family members. **SS1.4a**

Family Graph

Read the book *The New Baby* by Mercer Mayer. Create a family graph with the members of each child's family represented. Discuss the roles and responsibilities of each family member identified. **SS1.4a**

You And I

Have the children turn to a peer and as they look at each other. Describe how they are different and how they are the same. If time allows let them switch partners and repeat. **SS1.4b**



My Family

Lead the group in the song "My Family." Sing 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.

*Sarah likes to play games,
play games, play games.*

*Sarah likes to play games with her family. **SS1.4a***

Name Graph

Give the children name cards with their first names. Have them count the letters in their name. Graph the children's names by the number of letters in their names. Ask questions such as, "Who has the most letters?" "Who has the fewest?" "How many names have five letters?" **SS1.4b**

TEACHER TIP

By sharing books such as the ones listed below, you communicate that diverse families and people are all acceptable. There may be different values and structures, but in the end – it's about family. *The Great Big Book of Families* by Mary Hoffman; *The White Swan Express* by Jean Davies Okimoto and *The Family Book* by Todd Parr.

Who Are We?

Read *Whoever You Are* by Mem Fox. Ask the children questions and have the group respond whether or not they like or do the same things. Sample questions: Who wears glasses? Who likes to dance? Who likes to laugh? Who likes pizza? **SS1.4b**

Sharing Basket

The children can bring items from home that were made for them or that they made. Items are placed in the sharing basket for large group time. During sharing time, one or two children can share what they brought. **SS1.4a**

TRANSITION TIP

Call the children to line up by certain characteristics (if you have blonde hair, if you are wearing jeans or if you have on tennis shoes) and sing the song "There's No One Like Me":

*There is no one just like me
Look around and you will see
There is no one like me to be found
Some are short and some are tall
Some are big and some are small
I am very special because I'm me!*

SMALL GROUP

SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.

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 pictures 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 and have grandfathers. The children can also come up with activities that families could do together. **SS1.4a**

Family Collage

Have the children bring in pictures of various family members or use photos from the family, use magazines and create a family collage. Each child can create a collage of his/her family and identify each family member and his/her role in the family. **SS1.4a**



Children Around the World

Read *Children Around the World* by Donata Mortanari and have the children 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

Laminate a photograph of each child’s face. Give the children their photographs and markers. Encourage them to draw a new characteristic on their face, like a mustache or eye glasses. Ask the children what he/she would look like if he/she 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, then chart them on paper. **SS1.4b**



My Feet

Have the children remove their shoes and trace their feet. Then have them cut out their foot tracings to compare with the rest of the group. **SS1.4b**

★ BRIGHT IDEA

For the children who are having difficulty tracing or cutting, have them measure their feet with lengths of yarn and then compare.

Family Bulletin Board

Read the book *Families* by Ann Morris. This book of beautiful photographs depicts families from all over the world, showing how they are alike and different. Make a bulletin board collage of family photographs that the children bring from home. **SS1.4b**

Love You Forever

Read Robert Munsch’s book *Love You Forever*. Encourage the children to draw a picture and write about something they do with their grandparents or older relatives. **SS4.1a**

SS1 #118

48-60 months

CENTERS

domain CD: 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.**



Art Area

Supply skin-colored paper, bags, markers, paint, yarn and newspaper for the children to create 3-D sculptures of themselves. Display the sculptures throughout the classroom. **SS1.4b**

Dramatic Play Area

Set up a family living center with dress-up clothes for men, women, children and grandparents. Have the children act out family roles. **SS1.4a**

Supply the area with multicultural dolls and clothing. **SS1.4b**

Provide an opportunity for each child to bring in a family treasure box, a shoebox filled with examples of favorite things, family artifacts and family celebrations. Turn the dramatic play area into a museum to store the boxes. Encourage the class to play museum with advertising, tickets, openings, events and jobs. **SS1.4b**

↔ TRANSITION TIP

Have the children line up by the number of people in his/her family, from largest to smallest or smallest to largest.

Reading Area

Place a tape recorder and tapes in the reading area and have the children record a story about something special he/she has done with his/her family. This could include a vacation, a special custom or an everyday story. **SS1.4a**

Provide various puppets that represent family members. Encourage the children to put on a puppet show about what his/her family likes to do together. **SS1.4a**

Add flannel faces, eyes, ears, noses, mouths and hair so the children can create representations of themselves or their friends on the flannel board. **SS1.4b**

Science Area

Provide small cups of glue and paintbrushes. Have the children paint a thin layer of glue on one hand. Once the glue is dry, peel it off and have them observe this imprint of his/her palm. **SS1.4b**

Writing Area

Add people stencils, and multicultural paper to the writing center for the children to draw families. **SS1.4a**

Sensory Area

Provide play dough in the sensory area and encourage the children to use it to create models of their family members. You might also include doll-sized clothing for the children to dress their models. **SS1.4a**

Put a baby doll, child-safe baby wash/shampoo and water in the sensory table. Add a washcloth, rubber duckie and towel for "bath time." Discuss how you would care for the baby at bath time. **SS1.4a**

Instead of a baby doll in the sensory table, give children either plastic or real fruit to wash. Add scrub brushes to use on the fruits and vegetables. Discuss how different families eat different fruits and vegetables based on where they live, but that everyone should wash them thoroughly before they eat them to be safe. **SS1.4a**



OUTDOOR TIME

SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.

Baby Buggy

Have the children use dolls, dress-up clothes and baby strollers outside to pretend to go on a family outing to the park. **SS1.4a**

Mirrors

Take handheld non-breakable mirrors outside and have the children look at themselves and talk to their friends about how they are the same and different. **SS1.4b**

Family Member Outlines

Provide sidewalk chalk during outdoor time. Encourage the children to trace each other's outlines and then fill in the details of the outlines. Pretend that the outlines are members of their families. **SS1.4a**

1, 2, 3, You Are Friends With Me

Teach children the rhyme below. Encourage children to recite the rhyme while playing rhythmic activities, such as jump rope or hopscotch.

1, 2, 3, you are friends with me.

4, 5, 6, we make a perfect mix.

7, 8, 9, we have fun all the time.

Shake my hand, shake my hand that's 10!

SS1.4a

Red Rover

Have the children begin the chant, "Red Rover, Red Rover." Call the children over to their side based on characteristics or clothing. For example, "Red Rover, Red Rover, send people with long hair right over." Those children run to the other side and join hands with the new team. Then the other team has a turn. **SS1.4b**

Me Circle

Have the children make a large circle. Teach them the song and motions listed below before having them sing and perform together.

I have 10 little fingers and 10 little toes

(Hold up ten fingers)

Two little arms and one little nose

(Raise arms and then point to nose)

One little mouth and two little ears

(Point to mouth and ears)

Two little eyes for smiles and tears

(Everyone smile)

One little head and two little feet

(Shake head and feet)

One little chin; that's ME, complete!

(Hold up arms) **SS1.4b**

Sandbox People

Provide dolls and action figures of various ethnicities for children to use during imaginative play in the outdoor sandbox. **SS1.4b**

Guess My Rule

The teacher begins to group the children according to a specific characteristic such as blond hair, brown eyes or tall children. Tell the children, "Guess My Rule!" They must see if they can come up with how the children were grouped. Then the child who guesses can come up with the next criteria for the rule. **SS1.4b**

Family Simon Says

Play a version of "Simon Says" using family characteristics. Base your directions on what you know about the children in your classroom. You might say "If you have a brother, jump three times If you help set the table at home, touch your elbow." **SS1.4b**



TEACHER TIP

Embrace curiosity. Be careful not to ignore or discourage questions about differences among people. Not being open to such questions sends the message that being different is negative.

TEACHER TIP

Think "outside the box" when grouping the children for games. Group the children on hair parting on the right, bangs or no bangs, wearing earrings or no earrings.

SS2 #119

48-60 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.**



36-48 months
Indicators

SS2.3a

Remembers rules of the classroom community and displays appropriate social behavior.

SS2.3b

Explains traditions and cultural celebrations of his/her own family.



48-60 months
Indicators

SS2.4a

Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.

SS2.4b

Explains diverse customs and cultural celebrations within the home, classroom and community.



Kindergarten
Correlation(s)

PEK5.1a

Follows classroom rules and shows self-control.

PEK5.1b

Follows simple directions for basic games and activities.

SSKCG1

Demonstrates an understanding of good citizenship.

All correlations at decal.ga.gov/Resources.aspx

SSKH1

Identifies the purpose of national holidays and describes the people or events celebrated.

SSKG1

Describes American culture by explaining diverse community and family celebrations and customs.

#119



36-48 months
Indicators

SS2.3c

Asks simple questions about others' cultures.



48-60 months
Indicators

SS2.4c

Recognizes similarities and differences between own culture and that of others.



Kindergarten
Correlation(s)

SKL2.e

Recognizes that he/she is similar to and different from other students.



SS2 #120

48-60 months

LARGE GROUP



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.**



Sharing Ball

Write the words “sharing ball” on a medium-sized rubber ball. Use the ball when the children are taking turns talking as a visual cue for the other children to wait their turn. **SS2.4a**

Classroom Rules

Encourage the children to create their own set of classroom rules. Ask the children to explain appropriate behaviors for obeying each rule. Vote on the most important three to five rules and list those rules on chart paper. Display close to the large group area. **SS2.4a**

Thumbs Up, Thumbs Down

Create picture cards showing appropriate and inappropriate behaviors. Show the cards in a large group. Ask the children to give a thumbs up or a thumbs down if the behavior is acceptable or unacceptable using the classroom rules as a reference. **SS2.4a**

TEACHER TIP

Create a classroom custom that you do with children, such as a special handshake.

Mrs. Muddle’s Holiday

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**

Celebration Calendar

Include some cultural holidays and celebrations, on your classroom calendar. Discuss these as they come up and explain to the children what these traditions or holidays mean to that particular culture. **SS2.4b**



TEACHER TIP

The SS2.4a indicator specifies that a child “displays competence in engaging in appropriate social behavior.” Helping the children learn to play with and include everyone is key. There are many children’s books that address the pain of exclusion and the benefits of inclusion. Two of these are *Chrysanthemum* by Kevin Henkes and *Oliver Button is a Sissy* by Tomi de Paola.

Tooth on the Roof

Read *Throw Your Tooth on the Roof* by Selby Beeler. Survey the children and ask if anyone has lost a tooth. If so, have them tell about it. Ask the children what are some other ways children celebrate when they lose a tooth. **SS2.4b**

Music Around the World

Play a variety of music from various cultures. While the music is playing, ask the children to describe what they are hearing. Ask about the beat or tempo, which instruments they think they hear and discuss similarities and differences between several songs. **SS2.4c**

Our Class Cultures

Have family members of the children or have community volunteers visit the class and share information about their culture. **SS2.4c**

Subway Sparrow

Read *The Subway Sparrow* by Leyla Torres. Discuss how people on the subway reached a common goal without speaking the same language. **SS2.4c**

TEACHER TIP

Add a globe to the classroom. Be sure to point out approximately where the center/school is located.

SMALL GROUP

SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.

Marvelous Manners

Discuss use of manners with the children, such as saying "please," "thank you" and "excuse me." Create a class book entitled *Magnificent Manners*. **SS2.4a**

David Goes to School

Read *David Goes to School* by David Shannon. Create a Venn diagram as the children compare their classroom rules in the story. **SS2.4a**

Rules, Rules, Rules

Include the children in creating rules for the various learning areas. Post rules in each area. **SS2.4a**

TRANSITION TIP

Recite "Hands" with the children. The words describe the actions.

*My hands upon my head I'll place,
Upon my shoulders, on my face,
At my waist and by my side,
Then behind me they will hide.
Then I'll raise them way up high,
And let my fingers fly, fly, fly,
Then clap, clap, clap them –
One – Two – Three!
Now see how quiet they can be.*

Holiday Graph

Create one chart with different holiday traditions listed, such as decorate a tree, hang lights outside, light candles, open gifts, sing special songs or have family dinners. Have the children color a block for each tradition they keep in their own home. Discuss which traditions are kept the most, the least and the same. Discuss which traditions aren't seen on the graph. This can be done for any holiday. **SS2.4b**

Stick Music

Collect sticks of various sizes, bells, beads, stickers, yarn and other decorative items. Encourage the children to create a bell instrument by decorating their stick and stringing various beads, bells and buttons to it. **SS2.4c**

Passport Travel

Have the children create a passport by folding a piece of construction paper into four squares. Decorate it with stamps, and have them write or dictate other countries or cultures they would like to visit. **SS2.4c**

TEACHER TIP

Teach the children words of greeting in other languages and use them as part of your hello and goodbye rituals.

Pretend Postcards

Have the children make a postcard. Write or dictate a note to someone about his/her favorite celebration or holiday. Prompt children's thinking by asking "Why is that your favorite?" or "Describe what you know about that holiday." **SS2.4b**

What I Did This Weekend

Use a story starter and have the children recall activities they did over the weekend. Record their responses. **SS2.4b**

What I Wear

Read the book *What We Wear* by Maya Ajmrea. Discuss how the 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**

Apples: Different Colors, All the Same

Set a red, a yellow and a green apple on the table. Ask the 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**



SS2 #121

48-60 months

CENTERS

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.**



Art Area

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**

★ BRIGHT IDEA

For the children who have a difficult time standing at the easel, provide a chair or a tabletop easel.

Add cotton balls and chopsticks to the paint easel for the children to use instead of paint brushes. **SS2.4c**

★ BRIGHT IDEA

For the children who 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.

Dramatic Play Area

Add manners cards to the dramatic play area. Have the children practice using manners during play activities. **SS2.4a**

Add several food items from a variety of cultures. Encourage the children to set up the area as an international market or buffet. **SS2.4b**

Display pictures of homes and communities from various cultures. **SS2.4c**

Reading Area

Add the book *Five Little Monsters Went to School* by Rozanne Lunczak Williams. Add five monster puppets to act out the story. **SS2.4a**

Add brochures and newspaper ads for local community events to the reading area. **SS2.4b**

↔ 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.

Block Area

Display pictures of famous buildings and structures from around the world. **SS2.4c**

Sensory Area

Add Styrofoam peanuts, small plates and chopsticks to the sensory table for the children to pick up and put on a plate. **SS2.4c**

Expose the children to new eating experiences. Choose one day a month to try a food from a different culture. As the children try the new food, talk about how they are the same or different from what they usually eat. What are the different tastes? What are the different ingredients? **SS2.4c**

Math/Manipulatives Area

Provide paper squares and scissors. Demonstrate how to fold the square into simple origami figures. Encourage the children to experiment with folding the paper in various ways. Show them how to cut out shapes from the folded paper to resemble Japanese cut-paper art. The materials will help children focus on shapes and build spatial awareness. **SS2.4c**



OUTDOOR TIME

SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others’ cultures and ethnicity.

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**

Skippyroo Kangaroo, an Australian Game

Have the children sit in a circle with one child in the middle. This child is Skippyroo. Skippyroo crouches down and covers his/her eyes while the class chants, “Skippyroo, Kangaroo, dozing in the midday sun, comes a hunter, run, run, run.” Choose a child sitting in the circle to touch Skippyroo’s shoulder and say, “Guess who’s caught you just for fun?” Skippyroo tries to name the owner of the voice. If she guesses correctly, she swaps places. The game begins again and continues until all the children have had a chance to be Skippyroo. **SS2.4c**

Outdoor Fun

Make up a class chant and have the children recite it to review the classroom rules when lining up to go outside. **SS2.4a**



World Dance

Take a drum outside and have the children dance to a variety of drumbeats. **SS2.4c**

La Araña (The Spider), a Spanish Game

Draw two parallel lines on the ground about 20 feet apart. One child will be “it” and stands in the space between these lines. The rest of the class stands on one of the lines. When “it” says “¡Araña!” (“Spider!”) the rest of the children cross to the other line. If “it” touches someone, the touched player and “it” link hands and become a chain (the spider). When the chain is formed, only the children on each end can touch the players that run from one line to the other. The game ends when everybody has been touched. The first person to be touched by “it” is the new “it.” **SS2.4c**

TRANSITION TIP

Chant “Hello, Neighbor” when moving from inside to outside.

Hello, Neighbor! (Wave a hand.)

What do you say? (Shake hands.)

It’s going to be a beautiful day! (Make a circle with both hands in front of you.)

So clap your hands,

And stomp your feet;

Jump up and down,

And have a seat.

Pilolo, a Game from Ghana

Designate a leader and a timekeeper and determine a finish line. The leader secretly hides pennies while the other players have their backs turned. The timekeeper waits at the finish line to judge which player is first. When the leader says “Pilolo!” (which means “time to search for”) the timekeeper starts the watch and players race to be the first to find a penny and take it across the finish line. The winner is awarded one point. To play again, gather the pennies and designate a new timekeeper and leader. **SS2.4c**

Spela Kula, a Marble Game from Sweden

Draw a circle about 10 feet in diameter with chalk. Player A piles four marbles into a pyramid formation in the center of the circle. Player B attempts to hit the formation with one of his marbles. If the pile falls over and marbles roll outside the circle, those marbles belong to Player B. Next Player B makes a pyramid. Player B tries to hit the marbles. The goal is to try to get the most marbles. **SS2.4c**

Playground Rules

Encourage the children to help write the playground rules. Discuss playground safety and decide which rules should keep them safe. For example, 1) Go down the slide on your bottom. 2) Place your picture next to playground item if you want to take a turn. **SS2.4a**

SS3 #122

48-60 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.**



36-48 months
Indicators

SS3.3a

Identifies locations of people and objects.



48-60 months
Indicators

SS3.4a

Creates simple representations of home, school and community.



Kindergarten
Correlation(s)

SSKG1.a

Differentiates land and water features on simple maps and globes.

SSKG1.b

Explains that maps and globes show a view from above.

SSKG1.c

Explains that maps and globes show features in a smaller size.

SS3.3b

Identifies and describes some aspects of his/her community.

SS3.4b

Identifies and describes aspects of his/her community.

SSKG1.a

Differentiates land and water features on simple maps and globes.

#122



SS3 #123

48-60 months

LARGE GROUP

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.**



Location Location

Introduce terms that describe different community types. Terms may include suburban, urban and rural, and characteristics of those locations. **SS3.4a**

Where I Live

Use a map of your county and place a star where the center or school is located. Help the children locate approximately where they live and place a dot there. Discuss with the children how some children live close to school and others live farther away. **SS3.4a**



TECH TIP

Help the children use a search engine to search for their address and get directions to home from the center or school.



TEACHER TIP

To help ground mapping activities in the children's own experiences, invite them to talk about how people they know use maps. Ask them if they see people use paper maps, maps on cell phones, maps on computers or all of these.

Who Goes Where?

Display photographs of typical homes, 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**

My Community

Using pictures of the community, have the children identify and describe businesses and activities in the photos. Write their responses on chart paper and post them with the pictures. **SS3.4b**

Oh, The Places We Can Go!

Ask the children to name a place they visit in the community. As a child shares a place, ask the other children if they also go there. Make a graph of all the places the children visit in the community. Ask them which places they visit are the same or different. **SS3.4b**

What is Missing?

Have the children look closely around the large group area. 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**

My Home

Send home a note with a poster board to the family about one week before you plan to share posters. Ask a family member to help the child put together a collage of family pictures including their home and things around the community to share with the class. Have the children share on different days and answer questions about their posters. **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, such as marbles or small plastic animals, in different locations in the classroom. Return to the map and point to one location where children can hunt for the treasure. Have 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 need more concrete representations, provide pictures of the objects they will be seeking out with the map.

SMALL GROUP

SS3 – The child will demonstrate awareness of the geography in his/her community.

Architects

Have the children build a representation of their center or school using small blocks. **SS3.4a**

At My House

Have the children create a collage of things that are found at home. Provide magazines, scissors and glue for creating the collage. **SS3.4a**

★ BRIGHT IDEA

For the children who have difficulty squeezing glue bottles, add some glue to a cup and have children “paint” glue onto paper with a paintbrush.

My School Map

Have the children draw a map of the school/center on butcher paper as a group. The map should include things such as classroom locations, the doors, the playground, the cafeteria and other places you visit. **SS3.4a**

TEACHER TIP

Use removable tape to attach items on the map so they can easily be moved and reused with multiple groups of children.

What do I See?

Have the children describe landmarks they see on their way to school. Compare which children see the same things. **SS3.4b**

A Hand to Hold

Provide the children in the group with a colorful mitten or glove. You will also need a mitten or glove for yourself. Put it on and discuss with the children the importance of holding hands when crossing the street, in a parking lot or while walking in their neighborhood. Have the children put on their mitten or glove, hold hands with a peer and take a walk around the center or school. **SS3.4b**

TEACHER TIP

Change up your environmental print in the classroom to reflect your community.

TEACHER TIP

When the children make a map of the classroom, they may think everything in the classroom should be on the map. Help them name the furniture and other things that are usually in a set place in the classroom. You can have them each draw a small item they think should be included on the map and then everyone can attach the items to their appropriate locations.

It's Our Playground

Have the children draw a picture of something on the playground on a paper lunch bag. Include structures such as the slide or sandbox as well as natural features such as trees or grass. Stuff each bag with newspaper. Encourage the children to build a model of the playground. **SS3.4a**

Guess That Place

Provide an opportunity for the children to describe locations of objects or people within the classroom. For example, “I am thinking of something that is closer to the block center than the art center. It is above the book shelf.” How many of the children can identify the place from its description alone? Have them discuss what makes one description easier or harder to guess than another. **SS3.4a**

TEACHER TIP

If the children have difficulty understanding a map, help them to think about looking at a place from above it. For example, show the children a photo of a car that looks like the toy car. Then show a photo of the car from the top. Explain how we can look at things and also places from above, as if we were up high looking down.

SS3 #124

48-60 months

CENTERS

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.**



Art Area

Add building-shaped sponges to the easel. The children can use the sponges to paint a picture representing their home, center or school or other buildings in the community. **SS3.4a**

Use play dough and craft sticks to build replicas of the local community. **SS3.4a**

Block Area

Place pictures of the community businesses, along with their names, in the block area. **SS3.4a**

Add a local road map or a city map and small cars, and encourage the children to take a drive around their community. **SS3.4b**

Dramatic Play Area

Add props, photographs and a sign to turn this area into a familiar local community business. **SS3.4b**

TEACHER TIP

Create a Geography Center. Include a variety of maps, atlases, globes, books and magazines. Also include science or social studies concepts presented through the lens of a geographic perspective.

Reading Area

Place a local newspaper for the children to “read” about their community. **SS3.4b**

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**

Locate books or pictures of your community from the past. Pair these with pictures of the locations today and encourage the children to compare the past and present buildings. **SS3.4b**

Writing Area

Add an address book for the children to record their addresses. **SS3.4b**

TRANSITION TIP

Sing “My Address” to the tune of “Yankee Doodle”:

*My address tells me where I live.
The number and the street.
I can get there in a car or walking on my feet.*

Listening Area

Provide songs about places for the children to listen to. For example, “Home on the Range.” Talk with them about how the songs describe specific places. Ask questions such as, “What kind of place is it? What does it look like?” Have the children make up new lyrics to a familiar tune to describe their community. **SS3.4b**

TEACHER TIP

Have the children use their paper bags as props in the block or dramatic play area.

TEACHER TIP

Include maps in the dramatic play, reading and writing areas for the children to study, explore and interact with.

TEACHER TIP

An easy definition of “community” that the children can understand is “a place where people live, work and play.”

OUTDOOR TIME

SS3 – The child will demonstrate awareness of the geography in his/her community.

Building Blocks

Take blocks outside so the children can build a house or building. **SS3.4a**

Sidewalk Chalk

Provide sidewalk chalk to encourage children to draw the school, neighborhood or other landmarks in the community. **SS3.4a**

Reading Cave

Create an outdoor reading cave with a large box as the outer structure and put soft items inside. Include a selection of books for the children to choose. **SS3.4b**

Playground Map Symbols

Explain to the children that symbols are drawings of things in the real world. Show them a simple map that includes symbols. Allow them to tell you what the symbols mean. Practice location vocabulary by asking questions such as, “What is between the benches?” or “What is far from the swing?” Provide symbols for the items on your playground and paper for the children to use to create a map with a key. **SS3.4a**

Drive-Thru

Create a drive-thru. Bring out dishes and food from the dramatic play area. Encourage children to ride their tricycles up to the drive-thru and order food. Have the children create a menu of food options if they want. This could also be a “walk-up” service if there are no available tricycles. **SS3.4a**

Community Signs

Provide signs with the names and logos of familiar businesses and public facilities for the children to use during imaginative outdoor play. **SS3.4b**

Reading Our Neighborhood

Take a walk to photograph different types of signs that are found in the neighborhood. Ask the children to name different places where they see signs or words on their way to school. Take the class for a walk around the neighborhood surrounding the school/center, taking time to stop and discuss the different types of signs that appear, such as safety signs, traffic signs, business signs, or notices about events. Take photos of the signs. After the walk, ask the children about new things they learned. Provide the children with the photographs that were taken during the walk and encourage them to sort the pictures into categories. Mount the pictures onto cardstock and bind them together to make a book to include in the classroom library. **SS3.4b**

Homes

When discussing outside homes, teach the children the chant:

This is a nest for Mr. Bluebird,

(Cup hands together.)

This is a hive for Mrs. Bee,

(Fists together.)

This is a hole for bunny rabbit,

(Fingers curled.)

And this is a home for me.

(Fingertips together for a roof peak.)

SS3.4b

Neighborhood Twister

Encourage the children to name a place in their neighborhood that they visit, such as a grocery store, the post office, a bakery or a gas station. Give the children construction paper, crayons and markers. Invite them to draw a picture of the neighborhood place they mentioned. Label each child’s drawing. Tape 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. The 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**

Playground Walk

Take the children on a walk around the playground or school grounds and have them tell the things they see, such as other businesses, water tower, houses or farms. **SS3.4b**

TRANSITION TIP

For a child who has difficulty during transitions, provide a “job” for him/her to complete during the process. For example, lead the line, be the door holder or hold or carry an object for the teacher.

SS4 #125

48-60 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.**



36-48 months
Indicators

SS4.3a

Completes jobs to contribute to his/her community.

SS4.3b

Recognizes a variety of occupations and work associated with him/her.



48-60 months
Indicators

SS4.4a

Completes jobs to contribute to his/her community and communicates why it is important.

SS4.4b

Describes the roles and responsibilities of a variety of occupations.



Kindergarten
Correlation(s)

SSKCG1

Demonstrates an understanding of good citizenship.

SSKE1

Describes the work that people do.

#125



36-48 months
Indicators

SS4.3c

Recognizes that people work to earn a living.

SS4.3d

Explores the uses of technology.



48-60 months
Indicators

SS4.4c

Describes how people interact economically and the exchange of goods and services.

SS4.4d

Explores the uses of technology and understands its role in the environment.



Kindergarten
Correlation(s)

SSKE2

Explains that people earn income by exchanging their human resources (physical and/or mental work) for wages and salaries.

SSKE3.a

Explains how money is used to purchase goods and services and distinguishes goods from services.

All correlations at decal.ga.gov/Resources.aspx

NO CORRELATION

SS4 #126

48-60 months

LARGE GROUP



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.**



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 explain 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 one describe why the assigned job is necessary in the classroom. **SS4.4a**



TEACHER TIP

Create special vests or badges for the children to wear on the days they are classroom helpers.



TEACHER TIP

There are many children's books that may help introduce economics concepts to Pre-K children.

A few suggestions:

Anna the Bookbinder by Andrea Cheng

Caps for Sale by E. Slobodkina

Ox-Cart Man by Donal Hall

Piper Reed Gets a Job by Kimberly Willis Holt

Strega Nona Meets Her Match by Tomie de Paola

What is Your Favorite Classroom Job?

Have the children raise their hands as you call out the classroom jobs, to show which ones are their favorites. Talk about why certain jobs are more desirable than others. Help children recognize that every job is important in the classroom. **SS4.4**

Clothesline Clues

Read the book *Clothesline Clues to Jobs People Do* by Kathryn Helling. As you read, have the children guess which clothes belong to which community helper. **SS4.4b**

Jobs People Do

Read *Jobs People Do* by DK Publishing. Ask the children to recall various jobs from the story. **SS4.4b**

Bunny Money

Read *Bunny Money* by Rosemary Wells. Discuss the need to have money to purchase a birthday gift for Grandmother. Were there ways in the story Max and Ruby could have saved money? What did they spend their money on? **SS4.4c**

Money

Discuss ways to earn money and how their family members earn money through their jobs. Then discuss what they would like to do to earn money when they grow up. **SS4.4c**

Who Am I?

Describe the job of someone who keeps people safe and healthy. Have the children guess the community helper. For example, "I drive a big, red truck that makes a lot of noise. I have to have water to do my job. Who am I?" Answer: "Firefighter!" Put a picture of the community helper on a headband that the child can wear. Assist the child in asking questions until they are familiar enough with the game to ask the questions themselves. **SS4.4b**



TRANSITION TIP

The Customer Orders the Food

Sing these words during transitions to the tune "The Farmer in the Dell":

The customer orders the food,

The customer orders the food.

It happens at a restaurant,

The customer orders the food.

The server tells the cook,

The cook prepares the food,

The server brings it out,

The customer eats the food,

The customer pays the cashier,

The cashier takes the money,

The busser cleans the table.

LARGE GROUP

SS4 – The child will demonstrate an awareness of economics in his/her community.

Grocery Store Field Trip

Have a discussion about the exchange of goods and services when you go to the grocery store. For example, you make a list of things you need but you have to look at each item to see how much it costs and make sure you have enough money to spend. Follow up with a field trip to a local grocery store, if possible. **SS4.4c**

TEACHER TIP

Play musical chairs to explain the concept of supply and demand to the children.

Needs Versus Wants

Discuss with the children how we use money for things we need. Discuss how we have to save for the things we want. Chart the children's answers as they talk about things they think we need versus things we want. **SS4.4c**

Goods Versus Services

Discuss with the children how some people make goods to earn money and how some people provide services. Chart things/jobs that provide goods and what things/jobs are services. **SS4.4c**

Saving Money

Read *Little Critter: Just Saving My Money* by Mercer Mayer. Talk to children about earning money to save for a special toy. Discuss things the children would like to save money for. Refer to setting up the Dollar Store in small group if interested. **SS4.4x**

What Do You Want to Be? Graph

Using a marker, title your graph and draw lines on butcher paper to create columns. Give each child a square of paper and have him/her draw a picture of what he/she wants to be when he/she grows up. Have each child glue his/her picture in the appropriate column on the graph. Discuss the results with the class and analyze the data. **SS4.4b**

TEACHER TIP

To work on building community, create a system in which the children work together to achieve a certain goal. For example, the children can earn marbles to fill a jar when working together to clean up, complete their classroom job without a reminder or earn a compliment when walking in the hall. When the jar is full, they earn a class reward.

Technology Graph

Graph technological devices that are used by the children and their families. For example, a cell phone, computer, iPod and iPad. Explain the purpose of each. **SS4.4d**

What Are Our Jobs?

Have the children assist you in creating a list of potential jobs for the classroom. Discuss with them what kinds of things need to be taken care of and if there would need to be more than one of them to do that job. **SS4.4a**



TEACHER TIP

Money is often a difficult concept for Pre-K children to grasp. Begin with the basics and build upon children's experiences. For example, introduce children to coins and let them explore the money on their own before explaining that money can be exchanged for goods and services. Use scenarios that are familiar to children to explain how money works, such as the grocery store.

SS4 #127

48-60 months

SMALL GROUP



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.**



Trash Talk

Discuss the importance of cleaning up, both inside and outside. Take a walk with the children, either inside or outside the building and pick up trash. **SS4.4a**

What's My Job?

Have the children identify jobs in the classroom and discuss why they are important. Create a chart with the descriptions and have each child draw a picture next to the job he or she identified. **SS4.4a**

What's Up With The Weather?

Have the children predict what they think the weather will be for the next few days. Post the predictions, and have the weather helper chart the weather observed next to the group's predictions. **SS4.4a**

Community Helper Flip Book

From magazines, have the children create a flip book illustrating different occupations. Use the children's books to discuss the different occupations. **SS4.4b**



TECH TIP

Use a tablet or computer to show the children what a weather forecast and radar look like.

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**

Tools We Use

Play a matching picture card game of community helpers and tools they use. For example, a firefighter and a hose or a hairdresser and scissors. The children match the helper with the tool. **SS4.4b**

What We Want to Be Book

On a sheet of paper, have each child draw a picture of what he/she wants to be when he/she grows up. Take the picture of the child, cut out just the face and glue the picture in the face area. Laminate the book and bind using binding combs, metal rings or pipe cleaners. **SS4.4b**

I Have, Who Has...?

Play the game, "I Have, Who Has." Have two pictures on a card of two community helpers (at the top is a firefighter, at the bottom is a doctor). The teacher facilitates the game by saying, "I have a teacher, who has someone who helps keep our house from burning." That child says, "I have a firefighter, who has a person who helps us get well." Continue until it comes back to the teacher. **SS4.4b**

TRANSITION TIP

What is My Job?

Lead children in singing these words to the tune of "Are you Sleeping?":

What is my job? What is my job?

Can you guess? Can you guess?

[_____] *Ex. I help people get well.*

[_____] *Ex. I help people get well.*

Who am I? Who am I?

Other verses: I can fix the water pipes. I deliver letters. I make tasty meals for you. I keep your pets healthy. I can help if you get lost.

Dollar Store

Gather a variety of small items – family members can help by sending in fast food give-aways, unused party favors or toys they want to recycle. Put the items in bins and price each bin \$1-\$5. Provide small wallets made from construction paper for each child. Talk about ways people get money. Give each child an "allowance" and/or money when they perform classroom jobs. On Fridays, open the Dollar Store for business and ask the children to purchase items using their money. Let them take the items home. Set up a lay-away system for those who want to reserve an item for when they have saved up enough money. **SS4.4d**

SMALL GROUP

SS4 – The child will demonstrate an awareness of economics in his/her community.

A Million Dollars

Read *If You Made A Million* by David Schwartz. Create a chart recalling what items could be purchased with money. **SS4.4c**

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**

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**

Buy a Letter

Using letter stickers and index cards, have the children buy letters to create their names. Give each child a plastic sandwich bag with several pennies in it. Each letter will cost one penny. Have the children tell you which letters they will need and exchange one penny for each letter sticker. At the bottom of the index card, indicate how many pennies the child's name cost. As an extension activity, chart the number of pennies each child's name costs. Have the children decide which classmate's name was the most expensive and which name cost the least. **SS4.4c**

Prediction with Money

Provide several containers with different amounts of money. Have the children guess how much is in each jar and what they think they could buy with the money. **SS4.4c**

Picture This

Let the children use a digital camera to take pictures of different things around the center or school. Download the pictures and let the children tell about the pictures they took. **SS4.4d**

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 against a wall. Have the children put a "price" on their art work to "sell" in the art gallery. **SS4.4c**

Whose Hat is This?

Read 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**



TEACHER TIP

Use a video camera to make a class movie of the children discussing the pictures.

Take It Apart

Show the children an old phone, computer, fax machine or answering machine. Have the children 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**

TRANSITION TIP

Recite this poem when moving from activity to activity.

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 #128

48-60 months

CENTERS

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.**



Art Area

Provide orange, yellow and red fingerpaint. The children can put some of each color on fingerpaint paper, cover it with plastic wrap and paint with their fingers. The paint will look like flames. Have the children describe their pictures and discuss who helps when there is a fire. **SS4.4b**

Add plastic containers with lids that the children can decorate to make their own penny banks. **SS4.4c**

Place coins in the art area for the children to make coin-rubbing pictures. **SS4.4c**

Reading Area

Add the book *Chores, Chores, Chores* by Salina Yoon to the reading area. **SS4.4a**

Writing Area

Encourage the children to write a letter to someone. Record it using a voice recording app. **SS4.4d**



TECH TIP

If you have a computer or tablet in the classroom, have the children use a program like Skype or FaceTime to talk with someone.

Math/Manipulatives Area

Collect as many coins as you can and store them in a large container. Decorate four small, plastic bins with coins using hot glue. For example, glue pennies on the outside of one plastic bin, glue nickels on another. Encourage the children to sort the coins into the four bins. As an extension activity, help the children create a chart by counting the number of pennies, nickels, dimes and quarters each bin contains. **SS4.4c**



TEACHER TIP

Have responsibilities for each center posted in the area. Provide pictures to show how to clean up blocks, take care of dramatic play materials or clean the paint cups.



TECH TIP

If you have a tablet for the children to use, look for preschool coding apps that teach the basic steps of writing code and computational thinking.

Dramatic Play Area

Add a vacuum cleaner, duster and empty spray bottle and encourage the children to pretend to clean. **SS4.4a**

Create an optometrist office with a selection of fake 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. **SS4.4b**

Create pretend fire extinguishers to add to dramatic play. Cover spray bottles with red paper and masking tape to represent a fire extinguisher. **SS4.4b**

Create a bank. Use a cash register, old checkbooks, an Open/Closed sign and expired, old ATM cards. Use a cardboard box to create an ATM where children can withdraw or add money. **SS4.4c**

Add a keyboard, an old laptop or an adding machine and encourage the children to use it as part of play. **SS4.4d**

Add envelopes, cards, paper, markers, pens and pencils to the dramatic play area. Have stickers be stamps. One child can be the person who sells the stamps. Another can be the postal worker who delivers the letters to all of his/her classmates. **SS4.4b**

OUTDOOR TIME

SS4 – The child will demonstrate an awareness of economics in his/her community.

My Outdoor Job

Assign certain special jobs for outside time such as carrying out materials or parking the tricycles. Have the children explain why their outdoor job is important. **SS4.4a**

Ready to Dump

Make a sensory tub with gravel, small bulldozers and dump trucks to use on the playground. Have some larger rocks with letters written on them so the children can identify the letters in their dump truck or bulldozer scoop. **SS4.4b**

Red Light

Take a police vest and hat outside along with green, yellow and red traffic light signs. Have someone pretend to be the police officer in the tricycle area and direct traffic. **SS4.4b**

Al Fresco Dining

Create a restaurant prop box with menus, food, trays, order pads, aprons and money. Let the children set up a restaurant and have someone be the cook, waiter/waitress and diners. **SS4.4b**

TRANSITION TIP

Use a remote control to have the children move or freeze as the class transitions to an activity.

Fruit Stand

Set up a produce stand or a drink stand for the children to role-play the exchange of goods and services. **SS4.4c**

Tinker Box

Fill boxes with items such as nuts and bolts, screws, old phone parts, calculators, springs, tubes and pvc pipes. Encourage the children to build their own devices. **SS4.4d**

Where Are We Going?

Use a portable GPS as you walk to the playground. Talk to the children about how the GPS helps with directions and location. Encourage the children to use the GPS as they explore the outdoor environment. **SS4.4d**

Outdoor Car Wash

Set up a sensory table outside for the children to make a “car wash.” They can bring a toy car or truck to the car wash. Provide pretend money to use for paying. **SS4.4c**

TEACHER TIP

Incorporate vocabulary such as “trade,” “buy,” “save,” “currency” and “merchandise” as you talk about goods and services with the children.

Three Little Pigs

Create a story basket based on “The Three Little Pigs.” Include three pigs, brick builders, craft sticks, straw or raffia, play money and a toy dog or wolf. As the children play, encourage them to buy materials to build houses for the pigs. **SS4.4c**

Outdoor Digital Storytelling

Engage the 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. The children can act out scenes and narrate the story with their own words. Publish the digital story using free software. **SS4.4d**

Community Helper Turnover

Engage the children in playing Fruit Basket Turnover. Instead of assigning each child a fruit, use community helpers. **SS4.4b**

Census Taker

Have the children be census takers using clipboards and pencils on the playground. They can move from area to area polling their friends about how many people live in their homes. **SS4.4b**

Street Musicians

Bring out musical instruments and put out a box or a hat for donations. Have the children who watch them donate “money” in the hat. The children can take turns being the musicians. **SS4.4c**

SS5 #129

48-60 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.**



36-48 months
Indicators

SS5.3a

Recognizes and describes sequence of events.



48-60 months
Indicators

SS5.4a

Recognizes and describes sequence of events with accuracy.



Kindergarten
Correlation(s)

SSKH3

Uses words and phrases related to chronology and time to explain how things change.

**NO
CORRELATION**

SS5.4b

Differentiates between past, present and future.

SSKH3

Uses words and phrases related to chronology and time to explain how things change.

#129



SS5 #130

48-60 months

LARGE GROUP

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.**



Hang Up the Wash

Read the book *Mrs. McNosh Hangs Up Her Wash* by Sarah Weeks. Make a clothesline out of rope with cutouts of the various items described in the book, and have the children hang the items on the clothesline in the sequence of the story. **SS5.4a**

★ BRIGHT IDEA

For the children who have difficulty sequencing the events of a story, begin with one major event from the beginning and one major event from the end.

How a House is Built

Read the book *How a House is Built* by Byron Barton. Create a First, Next, Then, Last chart and have the children recall what you do first, next, then and last when building a house. **SS5.4a**

Lemons to Lemonade

Use fresh lemons, sugar and water to make lemonade. Go through the steps with the children and then review the sequence and chart their responses. **SS5.4a**

Schedule Helper

Post a daily schedule in the classroom with pictures and a movable marker to follow the day. Assign a child to move the marker as the day progresses. **SS5.4a**

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, last month or how many months until a particular child's birthday. **SS5.4b**

Goodnight, Goodnight, Construction Site

After reading *Goodnight, Goodnight, Construction Site* by Sherri Duskey Rinkin and Tom Lichtenheld, have the children list the trucks in order of how they said goodnight. Talk about what types of jobs the trucks do during the day. **SS5.4a**

↔ TRANSITION TIP

Use a countdown timer on the computer or tablet as a transition from one activity to another.

When You Grow Up

Read the book *When You Grow Up* by Lennie Goodings. Chart the children's answers to the question, "Where do you think you will live when you grow up?" **SS5.4b**

From the Past

Show the children pictures of people from the past, for example, pioneers or from a different decade. Ask questions about how differently people dressed and looked. Play music from the different eras, such as the Charleston or the Twist. Have them make comparisons and discuss the differences and similarities. **SS5.4b**

A Home for Pearl Squirrel

After reading *A Home for Pearl Squirrel* by Amy Crane Johnson, have the children list who Pearl invited to her housewarming party first, next and last. **SS5.4a**

TEACHER TIP

For some of the children, sequencing can be a hard concept to grasp, especially when they are trying to tell a story. Using good key words like "first," "next," "then" and "finally," cue the child as to what is coming next.

SMALL GROUP

SS5 – The child will understand the passage of time and how events are related.

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. To extend this activity, 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. **SS5.4a**

Story Sticks

You will need paint stirrers, VELCRO® and pictures from a familiar story such as “The Three Little Pigs” or “Goldilocks and the The Three Bears.” Cover the stick with VELCRO® and have the children put the pictures in order, from top to bottom on the story stick. The children can retell the story to a peer. **SS5.4a**

Countdown Calendar

Have the children create a countdown calendar leading up to a special event such as a field trip or special visitor. Display the calendar so the children can mark off the days until the event. **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**

TEACHER TIP

Photograph the children during the first week of school, in the middle of the year and at the end of the year. Reflect on how much they have changed.

Past, Present and Future Cartoons

Show the children a 3-frame cartoon of a simple activity. For example, Frame 1: A person walking into a restaurant to eat (a few minutes from now). Frame 2: Same person with fork in hand chewing on a half-eaten steak. (He’s eating in the present.) Frame 3: Same person walking out of the restaurant because he has eaten. Provide children with blank frames and encourage them to draw pictures to represent an activity being completed in the past, present and future. **SS5.4b**

First, Next, Last

Have the children work together in small groups to build a structure using unit blocks or small manipulative blocks. After the building is complete, have them tell you what they did first, next and last. Chart their responses. **SS5.4a**

Way Back When

Have the children draw and dictate things they are able to do now that they couldn’t do when they were younger. Some things may include walking, talking, running, hopping, skipping or swinging. **SS5.4b**

TRANSITION TIP

During a transition, have the children identify portions of the daily schedule that have already occurred or that are coming up.

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**

SS5 #131

48-60 months

CENTERS

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.**



Art Area

Create sequence cards for the children to use in creating a piece of art such as a snowman, a house or a flower. **SS5.4a**

Block Area

Add train tracks and trains. Have the children put the tracks in sequence for the train to follow. **SS5.4a**

Using pictures/toys of the types of trucks listed in the story, *Goodnight, Goodnight, Construction Site* by Sherri Duskey Rinkin and Tom Lichtenheld, have the children sequence them according to the book order. **SS5.4a**

Dramatic Play Area

Add a dry-erase wall calendar to the area so the children can mark off days and months. **SS5.4b**

Math/Manipulatives Area

Add a height chart with pictures or symbols. Encourage the children to measure each other and mark their heights with a symbol or picture on the height chart. **SS5.4b**



TEACHER TIP

Offer an ongoing project area so the children know that projects can be completed over time.

Reading Area

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 first day, too. Encourage the children to look at the book and look at things they have done in the past. **SS5.4b**

Have the children bring in pictures of their family members when they were young to put in a photo album. Have the children discuss how the pictures compare to them – how are they the same? How are they different? **SS5.4b**

Writing Area

Add a date stamp and stamp pads so the children can stamp the date on their work. **SS5.4b**



TEACHER TIP

Use gestures to indicate the past (pointing behind you) or the future (pointing in front of you) to demonstrate passage of time.

Sensory Area

Provide the ingredients for a healthy snack and picture cards showing how to put together the ingredients to make the snack. Encourage children to follow the picture directions and then enjoy their snack. **SS5.4a**

Science Area

Make seeds, soils and containers available. Encourage the children to plant the seeds and record the sequence of events. Have the children continue to record their observations of the plant life cycle. **SS5.4a**



TEACHER TIP

Provide blank 3- or 4-frame cartoon strips in the writing area to encourage children to draw pictures and sequence events to tell a story.



TEACHER TIP

Throughout the day, ask the children questions to encourage them to think sequentially. For example, when walking to the lunchroom, ask, "Which way will we turn at the end of the hall?" Before outdoor play, "Before we go outside in the cold, what do we need to do?"

OUTDOOR TIME

SS5 – The child will understand the passage of time and how events are related.

Hula Hop

Put several hula-hoops out in a sequence. Demonstrate for the children the order they should follow as they hop from one hoop to the next. **SS5.4a**

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 their shadow at that time. **SS5.4b**

Sequencing Simon

Play a sequencing game with the children. To play, first do a movement (swing arms, wiggle bottom, nod head). Then have the children do the same action. When they do the action, continue with two movements, then three, increasing the sequence. The children can play to see who can remember the longest sequence and then they can try being the leader. **SS5.4a**

TEACHER TIP

Before engaging the children in a game during outdoor time, provide an opportunity for them to explain the steps required to play the game. For example, to bowl, stand up the pins at one end, roll the ball from the other end and try to knock down the pins. Repeat, taking turns.

Outdoor Timeline

Periodically during the year, provide children with photos taken at different times during the year and encourage them to put the photos in order based on which happened the earliest in the year. Provide sidewalk chalk and demonstrate how to draw a timeline. Encourage them to write or dictate a note about each picture describing what is happening. **SS5.4a**

Follow the Picture Clues

Before outdoor time, provide an opportunity for children to draw pictures on cards, sequencing the steps to completing an outdoor activity. Once outside, encourage the children to partner up and follow the picture clues on each other's cards to complete an activity. **SS5.4a**

I Lost Something

Place an object, such as a clipboard, somewhere on the playground and tell the children you can't find it and you need their help. Tell the children, "Whenever 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**

Hopscotch

Draw a hopscotch board on the sidewalk and show the children how to play. Children have to hop on the numerals in sequential order and remember the numerals they are on until they reach 10. **SS5.4a**

Plant a Garden

Plant a small outdoor garden with fast growing items such as greenbeans, marigolds, pansies and morning glories. Remind the children to tend the garden daily and photograph growth weekly. Post pictures in the classroom to reflect growth and create a classbook at the end of the harvest. **SS5.4a**

The Run Around

Give directions to the children such as run to the big tree, run around it, then run back or run to the slide, slide down and then run back. Keep working on increasing the number of things to do in the sequence as the year goes on. **SS5.4a**

Sidewalk Chalk Simon Says

On the sidewalk draw large letters, numbers and shapes. Then, play Simon Says by giving the children a sequence of things to do: Stand on number 3, then run to the letter. You can increase the sequence as they improve their listening skills. **SS5.4a**



SC1 #132

48-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **SC1 – The child will demonstrate scientific inquiry skills.**



36-48 months
Indicators

SC1.3a

Uses senses to observe and experience objects and environment.

SC1.3b

Uses simple tools to experiment and observe.



48-60 months
Indicators

SC1.4a

Uses senses to observe, classify and learn about objects and environment.

SC1.4b

Uses simple tools correctly to experiment, observe and increase understanding.



Kindergarten
Correlation(s)

SKCS6

Students will understand the important features of the process of scientific inquiry.

SKCS3

Students will use tools and instruments for observing, measuring and manipulating objects in scientific activities.

SKCS3a

Uses ordinary hand tools and instruments to construct, measure and look at objects.

#132



36-48 months
Indicators

SC1.3c

Records observations through drawings or dictations with adult guidance.

SC1.3d

Participates in simple experiments and discusses scientific properties.



48-60 months
Indicators

SC1.4c

Records observations through dictating to an adult and drawing pictures or using other forms of writing.

SC1.4d

Experiments, compares and formulates hypotheses related to scientific properties.



Kindergarten
Correlation(s)

SKCS5

Students will communicate scientific ideas and activities clearly.

SKSC5b

Begins to draw pictures that portray features of the thing being described.

SKCS1

Students will be aware of the importance of curiosity, honesty, openness and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

All correlations at decal.ga.gov/Resources.aspx

SC1 #133

48-60 months

LARGE GROUP



domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **SC1 – The child will demonstrate scientific inquiry skills.**



Corn Pops

Pop popcorn using an air popcorn popper. Begin by having the children pretend to be popcorn and “pop” or jump around the rug. After the children are seated, create a language experience chart asking the children questions using their five senses. Ask them questions about what they saw happen to the kernels, what it sounded like, how it smelled, felt and tasted. **SC1.4a**



Plant a Pineapple

Bring a pineapple into the classroom and ask the children who of them has tried pineapple? Cut off the top of the pineapple and put it in a shallow tray with water. Ask the children to predict what will happen and encourage them to draw pictures during center time. Save these observations to bring out later for the children to compare what they thought might happen with what they see now. Over time, the pineapple top will grow shallow roots that the children can observe. Later, plant it in soil and it will grow into a crazy spiky plant for the classroom. Eventually it will sprout a pineapple. Cut the pineapple for a snack for the children to taste. **SC1.4a**

Pineapple Pass

Pass a pineapple around large group and give the children the opportunity to feel its texture. Create a word splash to capture some of the descriptive words children generate such as prickly, hard, rough and rigid. **SC1.4a**

Pillow Case

Place an object in an empty pillow case. Have a child 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 the object, comment “You said it was soft and look, it’s a soft, stuffed bunny.” **SC1.4a**

Seeing and Feeling Sounds

Read *What Are Sound Waves* by Robin Johnson. Cover a large bowl with plastic wrap. Sprinkle rice or salt on top. Place the bowl next to a boom box or speakers. Ask the children what will happen to the rice once the music starts. Play music at different volumes to see the sound waves move the rice. The children can play instruments or talk in different voices to also move the rice. **SC1.4a**

Seven-Layer Liquids

You will need a large, clear plastic bottle and eight ounces of each liquid: honey, light corn syrup, child-safe dish soap, water, vegetable oil, rubbing alcohol and lamp oil. Have the children slowly pour each liquid into the large bottle in the order listed above. Make sure each liquid does not touch the sides of the jar immediately. The liquids will layer on top of each other. Ask questions such as, “What does this make you think of?” or “Why do you think they stay in layers and don’t just blend together?” **SC1.4d**

TEACHER TIP

The children can place their fingers on their throats and sing “ahh” at different pitches to feel the vibration.

TEACHER TIP

You can add food coloring to each of the liquids in the Seven-Layer Liquid activity to create a more dramatic effect (vegetable oil and honey may not work well with food coloring).

LARGE GROUP

SC1 – The child will demonstrate scientific inquiry skills.

Magnetic Magic

Put a large glass of water on the table, and drop a paper clip into the glass. Ask, “How will we get this paper clip out of the water?” and have the children brainstorm ways to get the paper clip out of the glass without touching the water or pouring it out. Chart their ideas. Hold a magnet against the side of the glass until the paper clip attaches to it and slowly pull the magnet up the side of the glass. The paper clip will come out without the water being touched. Place this activity in the science area during centers for independent exploration. **SC1.4b**

Shadow Talk

Turn off the lights. Use a flashlight to read *Whose Shadow Is This?* by Claire Berge. Ask the children if they have ever used a flashlight. Show them how flashlights can also be used to create shadows. Have pre-cut silhouette animal shapes to use to form shadows on a wall or bulletin board. **SC1.4b**

Texture Hunt

Place four large buckets in the middle of the circle. Label them with texture words that may be unfamiliar such as bumpy, coarse, fluffy, fuzzy, spongy, rubbery, prickly, gritty, greasy, feathery, hairy, slick or grainy and include a sample next to the word. Encourage the children to look for the different textures in the room. Collect the buckets and show the children each object to see if they agree on the matching texture. **SC1.4a**

Tool Hunt

Read *Meet Einstein* by Mariela Kleiner. Discuss with the children the tools Einstein used to explore light and gravity. Use items such as a feather, a small cube and a small ball and demonstrate dropping them from the same height. Have the children predict which will fall faster. **SC1.4b**

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.” Allow the children to experiment to see whether the item will sink or float. Have each child drop in the item and chart if the item sinks or if it floats. After all the children have taken a turn, ask them to go find additional objects. This time, ask the children to predict if they think 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**

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. Allow the children to pour one 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 with 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 allow light to shine through and others do not. Introduce the vocabulary words “opaque” and “transparent.” For example, light will shine through white construction paper but not black construction paper. **SC1.4d**

Pace Yourself

Play a song with a steady beat. Provide a dancing scarf and have the children pass the scarf around the circle to the tempo of the song. Use a bell to control the direction that the scarf will move. For example, play Hap Palmer’s “Slow and Fast.” The children pass the scarf in one direction and when they hear the bell, whoever has the scarf will pass it in the other direction. **SC1.4a**



SC1 #134

48-60 months

SMALL GROUP



domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **SC1 – The child will demonstrate scientific inquiry skills.**



Guess What

Tape black construction paper over a pair of child-sized sunglasses. The children take turns wearing the glasses as they try to guess the object that is placed in their hands. Encourage the children to use four of the five senses. Provide a tennis ball, a rock, a smooth sea shell and an orange peel. **SC1.4a**

★ BRIGHT IDEA

Place one item at a time in a tissue box for the child to touch. If the child has difficulty describing the object, he/she can point to a card with a picture of the item. Have picture cards of every item you will put in the tissue box.

Let's Bake Bread

Read *Tony's Bread* by Tomie De Paola. Provide different breads for the children to sample and describe. **SC1.4a**



TEACHER TIP

Bake bread in a bread machine or crock pot.

How Does It Feel?

Read *Soft and Smooth, Rough and Bumpy* by Dana Meachen Rau. Gather materials with different textures such as cotton balls, plastic spoons, velvet, feathers, coins and sandpaper. Label small, clear containers by textures (soft, scratchy, hard or rough) that match the items. After each child touches each item, they collectively decide under which category the item should belong. **SC1.4a**

See Your Bones

Read *The Skeleton Inside You* by Philip Balestrino. Have the children hold the palm of their hand over a bright flashlight. Encourage the children to dictate what they see. They should be able to see their finger bones and joints when light passes through their hand. Challenge the children to create what they think their hand and finger bones look like using play dough. **SC1.4c**

Shadow Watching

Use a video camera to record an object in the sun. Speed up the recording and have the children observe and dictate what they see. **SC1.4c**



TEACHER TIP

If you don't have a video recorder, take a picture of the Shadow Watching object every hour.

Uncooked Play Dough

Read *Follow Your Nose* by Paul Showers. Make uncooked play dough with the children. You will need:

- Two cups of plain flour
- One cup of salt
- One tablespoon of cooking oil
- One cup of cold water
- Two drops of liquid food coloring

Add scented extracts and 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**

How Much Does It Weigh?

Encourage the children to explore real items, such as flowers, pine cones, twigs and leaves, using tweezers and magnifying glasses. Provide balance scales to weigh items. Create a chart with two columns, one labeled "light" and the other labeled "heavy." Have the children glue the items under the correct category. **SC1.4b**

How Tall Am I?

Have the children use yarn to measure themselves. Then have them measure a friend. Use scissors to cut the yarn to their body length. Tape the yarn to a long piece of butcher paper and add a photo of each child to the top of his/her yarn piece. Now they can compare who is the tallest, the shortest and the same height. **SC1.4b**

SMALL GROUP

SC1 – The child will demonstrate scientific inquiry skills.

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 slotted spoon. The children choose their name card and use the spoons to pick their corresponding letters out of the water. **SC1.4b**

★ BRIGHT IDEA

For a child who has difficulty gripping a tea strainer spoon, provide a larger spoon with holes.

Yes/No Attraction

On a metal cookie sheet, make two columns; label them Yes (attracts) and No (does not attract). On the cookie sheet, place various materials that magnetically attract and materials that do not attract. The children use magnetic wands to sort the items into the correct columns. **SC1.4b**

I Wonder/I Observed

Have a chart with two columns labeled “I Wonder” and “I Observed.” Provide the children with an apple or pear cut in half, as well as tweezers and magnifying glasses. Encourage the children to explore the apple and dictate to you what they wonder and what they observe. **SC1.4c**

Milk Colors

Pour one cup of whole milk into a wide bowl. Carefully place one drop each of red, blue and yellow food coloring at the center of the bowl. Make sure the colors do not touch each other. Use a cotton swab to place a drop of child-safe dish soap in the center of the bowl. Observe the swirling colors. Talk to the children about what happened. Provide a picture of a circle and red, blue and yellow crayons for each child to draw their observation. **SC1.4c**

Play Dough Boats

Read *Who Sank the Boat* by Pamela Allen. Give each child a ball of play dough and a small bowl of water. Have the children mold their ball into a boat shape and determine if their boat will sink or float. Next, provide the children with marbles to place in their boat and have them determine how many marbles it will take to sink their boat. **SC1.4d**

★ BRIGHT IDEA

For the children who need some assistance creating their boats, provide a small block for them to mold the dough around. Support them using hand over hand modeling as appropriate.



Sun Prints

Read *Sun: Jump Into Science* by Steve Tomecek. Give the children two sheets of black construction paper and let them choose six small items that can fit on their paper. You want the children to compare items on a paper left inside to items on a paper left outside. Find a place in the classroom for the children to place three items on their paper. Next, carry the second paper and other items outside. Plan ahead to designate a sunny area on the playground where the children can place their items and leave them until the next day. The next day, bring the inside papers outside and compare them to the papers left outside. Ask, “What is the difference in color from where the items were placed?” Help the children form a hypothesis about what the sun’s rays will do to colored construction paper, and let them continue to explore: “What if we left it in a shady area? Will it still make a print?” **SC1.4d**

Moving Magnets

Magnets repel one another when like poles are aligned. Provide each student with two magnetic wands or other magnets. Demonstrate how the magnets will stick together one way but not the other. Introduce the word “repel” which means to push away from and give them time to explore how magnets can push away from each other. See if they can make one magnet move another without touching it. **SC1.4b**

SC1 #135

48-60 months

CENTERS

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **SC1 – The child will demonstrate scientific inquiry skills.**



Science Area

Place a variety of objects that make sounds in the science area for the children to explore. Objects could include things that click or buzz, have high or low pitches, sound alarms or are loud or quiet.

SC1.4a

Each day, designate a child as the class pet observer. Provide a class pet observation chart for the child to record the pet's actions. Divide the chart into rows and columns. Each row represents a day of the week and each column represents an action. For example, on Monday the child observes the pet mouse and checks off an action that applies such as sleeping, burrowing, running or squeaking. **SC1.4c**

Provide small cups, soil and seeds for the children to independently plant. Lima beans or pumpkin seeds grow very quickly. Place in windows for observation. Provide paper with a picture of an empty flower pot. Encourage the children to observe the plants as they grow and to draw what they see. **SC1.4a**

Plant several crocus or daylily bulbs in clear containers. Provide various writing materials and a journal. The children can measure growth using rulers and record their daily observations. **SC1.4c**

★ BRIGHT IDEA

Provide bingo cards with pictures of the objects that make different sounds. As you play the different sounds encourage the children to place a button on the object that makes the sound they hear.

TEACHER TIP

Provide picture cue cards that also include words of the animal actions. The children that are hesitant writers can glue the card to the chart; emerging writers can copy the word onto the chart.

Dramatic Play Area

Turn the dramatic play area into a science sensory lab. Provide lab coats, gloves, goggles, magnifying glasses, scented bottles and natural items such as pine cones, tree bark, soil samples and insects. Encourage the children to use clipboards, paper and crayons to draw pictures of their observations. **SC1.4a**

Provide unique kitchen utensils for cooking such as potato mashers, whisks, sifters, turkey basters, basting brushes and juicers. **SC1.4b**

Math/Manipulatives Area

Place paper clips in a bowl. Provide scrap paper and pencils. Encourage the children to use a hand magnet to attach the paper clips and see how many will connect. Have the children count the number of paper clips and practice tallying by drawing a line for each paper clip counted. **SC1.4b**

Cut shapes out of sandpaper, lace doilies or corrugated cardboard and attach them to clipboards with contact paper. Have the children use these to make rubbings of the shapes. **SC1.4c**

TEACHER TIP

You can use a die cut machine to cut out shapes for making rubbings.

TEACHER TIP

If you do not have a class pet, use your smart board or computer to find videos of an animal to observe via live webcam feed.

CENTERS

SC1 – The child will demonstrate scientific inquiry skills.

Sensory Area

Create a light table. To create one, place battery-operated string lights inside a clear food storage container with a top. Place a shallow, open clear food storage box on top and fill it with water and colorful, nontoxic water beads. **SC1.4a**

Surprise the children with scented play dough. Add extracts, oils or dried coffee grounds inside balls of play dough. Additionally, pour a sample amount of each scent on cotton balls. Place the cotton balls in small, clear applicator bottles and label them. Place the scented bottles near the play dough and encourage the children to match the play dough scent to the scented bottles. **SC1.4a**

SC1.4a

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, multiple shaped beads, costume beaded 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 items and freeze it, 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**

Sensory Area

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**

Fill the table with beans or rice and items that are magnetic. Use large magnets or magnetic wands to search for items. Create cards with pictures of magnetic items hidden. **SC1.4b**

★ BRIGHT IDEA

Provide a separate sensory tub for the children who are easily overstimulated.

↔ TRANSITION TIP

As the children move to centers, one child describes where he/she is going to play by giving clues about the area such as, “I spy a red truck,” or “I spy a bucket of little cars” when he/she is going to the block area.

Art Area

Add scented extracts or oils to easel paint. Provide chart paper and list the various scents. Encourage the children to paint a dot next to the scent they smell. **SC1.4a**

Cover a table with a plastic tablecloth and place white butcher paper on top. Provide a small bowl of watercolor and a medicine dropper for each child to create an abstract art piece. **SC1.4b**

Block Area

Tape teeny-tiny pictures or stickers to various-sized hollow blocks. Encourage the children to go on a sticker hunt. Provide magnifying glasses so the children can spy the stickers. **SC1.4b**

↔ TRANSITION TIP

Chant the poem:

*Little Tommy Tiddle Mouse,
Sitting in his little house,
Someone's knocking at my door,
Who could it be?*

One child sits in the middle of the group with eyes closed while all the children recite the poem. When it gets to the “Who could it be” part, the teacher chooses one child to say, “It’s me!” The child in the middle attempts to identify the speaker by sound only. The child that’s identified is next to have a turn in the middle of the circle.

SC1 #136

48-60 months

OUTDOOR TIME

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **SC1 – The child will demonstrate scientific inquiry skills.**



Do You Hear What I Hear?

Create sound amplifiers by cutting off the bottoms of large foam cups. Invite the children to hold them up to their ears and listen to the many sounds of a rural or urban environment. Ask them to identify the sounds they hear. Draw their attention to the similarities and differences in sounds. Ask questions like, "How do you think that bird's song sounds different from the other one?" or "How do you think the bus horn sounds different from the car horn?" Using a digital voice recorder, encourage them to imitate the sounds.

SC1.4a

Outdoor Collections

Encourage the children to bring an outdoor natural item from home. Have the children try to find an item on the playground that is similar in size or weight. Provide trays, shallow bins or an outdoor sensory table with plastic cups, magnifying glasses, plastic tweezers, measuring tape and balance scales so the children can compare their item from home to the playground items. Talk to the children about the similarities and differences. **SC1.4a**

Frothy Bubbles

Fill bins with water, child-safe baby shampoo and food coloring. Provide whisks to create frothy bubbles. Provide small cups for pouring and scooping. **SC1.4b**

Sensory Hunt

Collect a variety of earth-toned paint chips samples from a home improvement store. Give each child a plastic bag with a colored paint chip inside. Help the children match their color to a natural item on the playground to place inside their bag. Create a class book to display the collections.

SC1.4a

Sensory Walk

Gather bubble wrap, rice, sand paper, beans and cotton balls in individual tubs. Have the children remove their socks and shoes, then step in each tub. Have them describe how the different items feel on their feet. **SC1.4a**

Outdoor Relaxation

Encourage children to rest outdoors during nap time. Encourage children to use their senses by asking questions about what they hear, see, feel and smell. **SC1.4a**

Sudsy Socks

Cut the bottom of a water bottle off and wrap duct tape around the bottle for additional durability. Next, take a sock and place over the bottle securing using a rubber band. You are now ready to make bubbles!!! Dip the end of the sock into child-safe soapy water and blow out of the other end. Just remind the children to blow out and not to inhale; otherwise, they will be sucking in some soapy suds. **SC 1.4d**

Texture Toss

Tape a variety of textures to the rings from a ring toss set. Call out the different textures and have the children toss the matching textured ring onto the peg. **SC1.4a**

Fly Jar

Place a piece of fruit, such as an orange, inside a large mason jar and do not seal. Place the jar outdoors in the middle of a table. Have the children to observe and draw what they see. Ask them to predict how many flies they think the orange will attract. **SC1.4c**

TEACHER TIP

For the children that do not nap, encourage them to rest their bodies for a few minutes, then have them use journals and crayons to draw pictures of what they see around them.

TECH TIP

Use a video camera to record the attraction of flies. Speed up the recording and encourage the children to count the flies that land on the orange.

OUTDOOR TIME

SC1 – The child will demonstrate scientific inquiry skills.

Bug Bait

Cut a grapefruit in half and hollow out one of the halves. Put both halves face down outside. Ask the children who they think might like to eat the grapefruit. Listen to the children's responses, encouraging them to think about bugs. Have the children predict the number of bugs that might be attracted to each half. Which half do you think they will like more? Document their predictions and leave the grapefruit halves overnight. The next day, take a stick to turn over the grapefruit halves and have the children observe and draw dots for every bug they see. Encourage the children to match their dot size to the size of bug they see. Ask them open-ended questions such as, "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?" Ask the children to draw pictures of their responses. **SC1.4c**

Rainbow Fun

Read *Sun Up, Sun Down* by Gail Gibbons. On a sunny day, hold a clear glass of water above a sheet of white paper and watch as the sunlight passes through the glass of water. Explain how light refracts (bends) and forms a rainbow of colors on the sheet of paper. Try holding the glass of water at different heights and angles to see if it has a different effect. Also try this activity with prisms in water. **SC1.4d**

What Do You See?

Place a plastic hoop on the ground and provide children with magnifying glasses, tongs or tweezers, paper and clipboards. Encourage the children to closely observe what's inside the hoop and draw it on their clipboards. Use the tongs and tweezers to pick up the items for a closer look. **SC1.4a**

Earth Exploration

Fill tubs with different types of surface materials found on the earth. Examples include sand, black garden soil, gravel and water. Add cups, scoops, sieves, funnels, cars and a sand wheel to inspire exploration of the earth in different ways. **SC1.4b**

Bubble Splat

Set up an area on the playground where the children can blow colored bubbles over a long sheet of white butcher paper. Assist the children with finding the right distance for the bubbles to reach the paper. To prompt thinking, ask the children specific questions about the bubbles: "How did your bubble float from where you are standing to the paper?" or "What size splat do you think your bubble will make?" Record their responses and write them on the created work. Display the bubble splat art in the hallway or on a bulletin board. **SC1.4c**



Rain Water Versus Drinking Water

After a rainy day, give the children medicine droppers and small plastic cups to collect rainwater samples. Draw a fill line on each cup so the children have a goal of how much water to collect. Once the children fill their cups with rainwater, have them pour their rainwater into a large glass jar. Have the children observe and compare the rainwater to drinking water. **SC1.4b**

Bubble Juice

Look at different recipes to create three or four different bubble solutions. Pour each solution into a plastic bottle. Review the ingredients for each solution and have the children experiment with which container of bubble juice works the best. Encourage the children to use multiple types of wands for bubble blowing, including slotted spoons, pipe cleaners, fly swatters, berry baskets, and kitchen strainers. **SC1.4d**

Nature Match

Give the children nature cards and have them partner up by matching their cards. For example, "If you both have a picture of a bluebird, stand up and hold hands." Take an outdoor nature walk and encourage the children to look for the nature item that matches their picture. Provide binoculars and magnifying glasses. Bring a digital camera, and encourage the children to take pictures or to ask you to take pictures of nature items. Print the pictures and make a display of what the children saw, heard or touched. **SC1.4a**

SC2 #137

48-60 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.**



36-48 months
Indicators

SC2.3a

Investigates and asks questions about the properties of water using adult- and child-directed activities.

SC2.3b

Investigates properties of rocks, soil, sand and mud using adult- and child-directed activities.



48-60 months
Indicators

SC2.4a

Describes properties of water, including changes to the states of water.

SC2.4b

Explores and begins to describe properties of rocks, soil, sand and mud.



Kindergarten
Correlation(s)

SKE2

Students will describe the physical attributes of rocks and soils.

SKE2c

Recognizes earth materials – soil, rocks, water, air, etc.

SKE2

Students will describe the physical attributes of rocks and soils.

SKE2a

Uses senses to observe and group rocks by physical attributes such as large/small, heavy/light, smooth/rough, dark/light, etc.
All correlations at decal.ga.gov/Resources.aspx

#137



36-48 months
Indicators

SC2.3c

Asks questions/shows curiosity about objects in the sky and describes appropriate daytime and nighttime activities.

SC2.3d

Observes and discusses changes in weather from day to day.



48-60 months
Indicators

SC2.4c

Makes simple observations of the characteristics, movement and seasonal changes of sun, moon, stars and clouds. Compares the daytime/nighttime cycles.

SC2.4d

Uses appropriate vocabulary to discuss climate and changes in weather.



Kindergarten
Correlation(s)

SKE1

Students will describe time patterns (such as day to night) and objects (such as sun, moon, stars) in the day and night sky.

SKE1a

Describes the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day.

All correlations at decal.ga.gov/Resources.aspx

**NO
CORRELATION**

SC2 #138

48-60 months

LARGE GROUP

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.**



Day and Night Flashlight

Use a globe and a flashlight to show how the earth turns away and towards the sun. The children can rotate the globe while the flashlight is held still, demonstrating day and night. **SC2.4a**

Liquid to Gas

Read *Down Comes the Rain* by Franklin M. Branley. Demonstrate the process of water changing from a liquid to a gas by safely heating water in a tea kettle and observing the steam (gas) that is produced. **SC2.4a**

Why Live Under A Rock?

Read *Under One Rock* by Anthony D. Fredericks. Ask the children, "Have you ever peeked under a rock? Why do you think insects and animals live under there?" Be prepared to show the children pictures of insects and animals that live under rocks. Talk about and list different characteristics of rocks. For example, rocks protect insects from the hot sun. After the list is completed provide clipboards, paper and crayons and challenge the children during their outdoor play time to turn over some rocks and draw what they see. **SC2.4b**

Over the Rainbow

Solicit responses from the children about their knowledge of rainbows by generating a word splash around rainbows. Ask open-ended questions such as, "Have you ever seen a rainbow? What colors are in rainbows? Where do rainbows come from?" **SC2.4d**

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 fingers. After he catches it, ask him to look where each of his 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, tally the results each time. Look at the graph and count the results. Ask children, which one has more, 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 our weather. **SC2.4d**



Water Comparison

Fill four plastic bags with water. Freeze two of them 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 or large tub and describe the properties of frozen and non-frozen water. Write on chart paper and display in the science center. Include pictures when possible. Identify unfamiliar vocabulary words such as "crunchy," "shards," "squishy" and "fluid." **SC2.4a**

Meteorologist

Introduce the concept of a meteorologist and interview a child about the weather for the day. Facilitate the discussion by asking questions such as, "What is the weather today? How do you know it's cloudy or sunny? What did you see? What type of clothes might we wear?" Consider using a microphone to encourage the children's engagement. **SC2.4d**

↔ TRANSITION TIP

When transitioning to centers, toss the inflatable globe to each child; having them tell you which center they are going to first.

↔ TRANSITION TIP

Ask the children to think of something we do at night and something we do during the day. When they share their ideas, he/she can move to the next activity.

LARGE GROUP

SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.

Climate Change

Read *A Busy Year* by Leo Lionni to introduce the concept of climate. As you read, pause and talk about how the climate changes throughout the book. Ask the children if they have ever visited places with different climates. For example, ask “Has anyone ever visited a place that has a warm climate or a really cold climate like Alaska?”

SC2.4d

All About Seasons

Read a variety of books that talk about the seasons. Examples include *Snow Rabbit, Spring Rabbit: A Book of Changing Seasons* by Il Sung Na; *Everything Spring (Picture the Seasons)* by Jill Esbaum; *Spring Is Here! (Bear and Mole Story)* by Will Hillenbrand or *Seasons of the Year (Patterns in Nature)* by Margaret Hall. Discuss with the children how we dress differently during each season. Discuss how the days and nights get longer and shorter depending on the season.

SC2.4c



TEACHER TIP

Read seasonal books during each of the four seasons so the children have a real-time understanding. Book examples include: *Awesome Autumn* by Bruce Goldstone; *Holly's Red Boots* by Francesca Chessa; *Feel the Wind* by Arthur Dorros and *Ladybug Girl and Bingo* by Jacky Davis.

Weather Wear

Form a circle and provide a pile of clothes for different climates in the middle of the circle. Create cards showing different climates. Talk to the children about what the word climate means. “Climate” is the weather conditions of a region or area. Hold up a card, and choose three children to choose clothes out of the pile that match the climate on the card. For example, if the card shows ice and snow, the children should pull coats, boots or mittens from the pile. **SC2.4d**

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. Have the children name specific activities that may occur during the day or night. Use a chart to record their responses.

SC2.3c



TEACHER TIP

Create space attire with large paper bags. Cut square holes out of three sides. The children can decorate them by using foil, glitter, markers and paint. Plastic milk jugs make great helmets. Cut the handle portion out so it looks like a helmet and cover it with foil. You can add pipe cleaners to create antennas.

Pass The Ice!

Play “Hot Potato” using an ice cube. Play music and pass the ice cube as the music plays. When the music stops, the children observe the ice and discuss how much it has melted. Continue to pass the ice until it has completely melted. **SC2.4a**

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, 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 correct basket. Control the music so every child has a turn.

SC2.4b

Space Trip

Read *There's No Place Like Space: All About Our Solar System* by Tish Rabe. Plan a space trip to visit the planets. Play “space” music and encourage the children to walk around like they are on the moon. **SC2.4c**



TRANSITION TIP

Use the Pass the Rock activity as a way to transition the children from group time to another activity. For example, after a child places the rock in the basket, he or she can wash his/her hands for snack time.

SMALL GROUP



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.**

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. Ask questions such as, “What do you think will happen if we add another cube?” **SC2.4a**

Ice Meltdown

Place two ice cubes on a tray or in separate bowls. Pour salt over one ice cube and observe the melting process. Ask “Which ice cube melts faster?” Have the children share why they believe the salted ice cube melts faster. **SC2.4a**

Mucky Mud

Provide large plastic animals and a tub of dirt. Let the children place the animals in the dirt and observe how they move. Add water to the dirt. Record the children’s responses to the question “What could you do to help the animals move through the mud without getting stuck?” **SC2.4b**

★ BRIGHT IDEA

Provide non-latex gloves for the children who do not want to place their hands in soil, sand or mud.

Layered Dirt

Have the children bring in a plastic bag of dirt from their home. Place samples of their dirt on white paper and ask the children to use magnifying glasses and tweezers to explore it. Ask, “Are the dirt samples different or the same? How and why?” After exploring, have the children pour their dirt into a large, clear container to form layers. Have the children draw a picture and describe what they see. **SC2.4b**

Slip and Slide

Create a chart with two columns labeled “Will It Slide?” and “Did It Slide?” Collect small objects such as a fabric square, a bottle cap, a block, a counting bear and a puzzle piece. Fill a cookie pan with water and freeze it. Have each child choose one object to slide and place the item in the correct column. **SC2.4a**

Wind Socks

Give each child a piece of colored construction paper to decorate with crayons, colored pencils or markers. Have the children roll the paper up and tape to secure. Attach crepe paper as streamers to the bottom. Punch two holes in the top and attach yarn. Take the wind socks outside and have the children observe how the wind moves. **SC2.4d**

Table Clouds

Read *Could I Sit On A Cloud?* by Kay Barnham. Talk about the characteristics of clouds and then help the children make their own clouds. Cover a table with several towels to absorb any spilled water. Provide each child with an individual clear container filled 2/3 full of water. Place four cups of colored water in the middle of the table for all of the children to share. Provide pipettes for each child. Encourage the children to add a “cumulus cloud” to each container by squirting nontoxic shaving cream on the top of the water. Have them add drops of color on top of the shaving cream. Observe carefully as the color makes its way through the “cloud.” **SC2.4d**

Dirt Cups

Prepare chocolate pudding as directed. Give each child a small cup about ¾ full of pudding. Have him/her crush one to two chocolate sandwich cookies and mix them into the pudding. Add a gummy worm to the dirt cup and enjoy. **SC2.4b**

Mud Fossils

Read *Fossil* by Bill Thomson. Use clay and various items from nature such as leaves, sticks and flowers. The children will gently press items into the clay and leave it outside for 24 hours to dry. Once dry, gently remove the items to show the fossil print. **SC2.4b**

SMALL GROUP

SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.

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 blob 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**

Sky Concentration

Create a concentration game using pictures of items found in the sky such as, rainbows, sun, clouds, stars and moon. Each time a child makes a match ask what he/she knows about that picture. **SC2.4c**

Water Absorption

Provide the group with two plastic cups. Fill one cup with colored water and place next to an empty cup. Fold a paper towel in half and drape from one cup to the other. Have the children observe absorption. Children can predict what will happen and how long it will take. **SC2.4a**



TECH TIP

Use a tablet to show pictures or videos of various storms and have the children describe what they see.

Rainstorm Stories

Read *Come on Rain* by Karen Hesse and ask the children to draw a picture of a rainstorm. Have the children dictate their stories. Talk about other types of storms that are dangerous. **SC2.4d**

Weather Bingo

Create a bingo game with pictures reflecting various types of weather such as sunny, stormy, cloudy and snowy. As the children play the game, ask them to name one article of clothing that they would wear that matches the picture. **SC2.4d**

My Rocks Rock!

Before this activity, have children bring in three rocks to show during small group and collect small milk cartons, one for each child. Read *Let's Go Rock Collecting* by Roma Gans. Have children share where they found their rocks. Reiterate parts of the book and share that each one of them can start their own rock collection. Cut the tops of the milk cartons so that they resemble open containers. Have the children decorate and label their carton using paint. After the paint dries, the children can place their rocks inside and continue to collect rocks until their carton is full. Provide magnifying glasses for the children to examine their rocks up close. **SC2.4b**

When the Wind Stops

Read *When the Wind Stops* by Charlotte Zolotow. After reading the book and discussing the properties of air and wind, have children create "blow art" in small group. Provide plastic straws, paint and large pieces of paper. **SC2.4d**

Tornado in a Bottle

Have the children create a tornado. Give them a plastic bottle and have them fill it with water, then take turns adding a squirt of child-safe dish soap, one teaspoon of vinegar and food coloring. Place the lid on the bottle and show the children how to swirl their bottle to form the tornado. **SC2.4d**

Polar Bear Habitats

Read *Little Polar Bear* by Hans de Beer. Set up small polar bear habitats by freezing individual containers of ice for children to explore. 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 use retelling the story. **SC2.4a**

↔ TRANSITION TIP

Teach and recite daily finger plays and rhymes about weather as the children transition to activities throughout the day. Sing this song to the tune of "Where is Thumbkin":

*It is raining, it is raining,
On my head, on my head.
Pitter, patter raindrops,
Pitter, patter raindrops,
Sara's all wet, Carson's all wet!*

SC2 #140

48-60 months

CENTERS

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.**



Block Area

Use a large box to create an outer space replica. Include beads, glow in the dark stars, sparkly pom-poms for “meteors,” plastic planets from a toy store and a yellow bouncy ball for the sun. Add astronauts, satellites, rockets, moon buggies and space shuttles. Encourage the children to explore. **SC2.4c**

Dramatic Play Area

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**

Provide a seasonal clothing prop box. Have rain boots, raincoats, umbrellas, scarves, gloves, hats, shorts, sunglasses, a sun hat and other seasonal clothing for the children to wear. **SC2.4d**

Set up a TV weather studio with a large U.S. or world map, pointers, dress-up clothes and books about weather. Post pictures of various types of weather and encourage the children to play meteorologist, reporting the weather using a microphone. **SC2.4d**

Math/Manipulatives Area

Create seasonal file folder games. The children can match activities to clothing. For example, the children can match a picture of mittens to a picture of a snowball. **SC2.4d**

Science Area

Create individual discovery bottles filled with rocks, soil, sand and mud. Provide magnifying glasses for the children to examine and identify specific properties of each. Provide books for them to use to help with their observations. Examples of books might include *Sand* by Ellen Prager; *Mud* by Mary Lyn Ra; *Dirt* by Natalie Rosinsky and *If You Find A Rock* by Peggy Christian. **SC2.4b**

Create picture cards of activities that occur in the daytime and nighttime. The children can sort activities into the appropriate category. **SC2.4c**

Reading Area

Add books about water such as *A Fish Out Of Water* by Helen Palmer and *The Water Cycle* by Rebecca Oliien. **SC2.4a**

Sensory Table

Create homemade Moonsand by mixing nine cups of extra fine play sand, three cups of cornstarch and 2¼ to 2½ cups of water. Start with 2¼ cup of water and gradually continue adding until you have the desired consistency. Mix well. Cover and store in an airtight container. **SC2.4b**

Sensory Area

Separate your sensory table into four sections, using four wide containers. Label each section Dig, Pour, Sift or Scoop. Use different tools to help the children practice each action. It might include: materials to add to each sand section:
Dig – small shovels and sea shells
Pour – measuring cups
Sift – a variety of sifters and small gold pebbles (the children can pretend to pan for gold)
Scoop – plastic egg halves, ice cream scoops.
SC2.4b

Fill the sensory table with water and water toys such as plastic boats, ice cubes, cups, small squirters, small balls, sponges, magnifying glasses and plastic fish. **SC2.4a**

★ BRIGHT IDEA

For the children who may be sensitive to cold water temperatures, provide utensils for play.

TEACHER TIP

Provide non-latex gloves for the children who do not want to place their hands in the soil, sand or mud.

OUTDOOR TIME

SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.

Mosaic Ice

Freeze colored water in ice cube trays. As the water begins to harden, place popsicle sticks in them so the children can use the cubes later for ice cube painting. Attach white butcher paper to a long table. The children can share their painting space to create a variety of patterns and colors. **SC2.4a**

Water Shapes

Freeze water in containers of different sizes and shapes and compare. Talk about how the water froze in different ways because the containers were different. **SC2.4a**

Water Splash

Create puddles using large containers of water. Encourage the children to find out what happens to water when they use their hands to hit water puddles. Talk about how one big puddle turns into droplets of water. Have the children experiment with using various materials to hit the puddles. For example, have the children use feathers and then fly swatters and plastic shovels. **SC2.4a**

Clean Rocks

Provide tubs of water, child-safe soap and scrub brushes for the children to wash rocks they find on the playground. Take “before” and “after” pictures to create a class book. **SC2.4b**

Cloud Drawing

Take a few moments to observe the clouds. Provide chalk for the children to recreate the clouds on the sidewalk. **SC2.4c**

I'm Diggin' It!

Choose an area of the playground for the children to dig into the soil, collect samples in several clear containers and investigate items found during their exploration such as rocks, sticks and maybe even some bugs. Place a sensory table near their “digging” spot for the children to empty their containers for further exploration. Provide tools such as magnifying glasses, sifters, plastic cups and spoons. **SC2.4b**

Mud Bricks

Have the children gather mud, small twigs, dried leaves and grass in containers. Provide water, four or five ice cube trays and multiple dirt samples such as sand, topsoil and gravel. Using an outdoor sensory table, pour everything into a bowl and have the children help mix it together. Give them spoons to scoop mud into ice cube trays. Leave the trays sitting in the sun for two days. Remove the mud bricks from the trays. Talk to the children about what happened. “What do you notice about the mud now, and why do you think it turned hard?” Add toy cars and road signs and let the children build bridges, towers and houses out of the bricks. **SC2.4b**

Sunny Day Café

Create an outdoor café that only serves “weather-related” meals on the menu. For example, children can sit down and order rainy rice, tornado cookies or cloudy potatoes. Create visuals on the menu and ask the children to describe what they believe their meal will look like if it's considered a rainy or cloudy day. **SC2.4d**

Fun in the Sun

Create a prop box for recreating a day at the beach. Include beach towels, chairs, empty sunscreen containers, umbrellas, floaties, picnic supplies, beach balls, sea shells, buckets and shovels. **SC2.4c**

Shadow Fun

Encourage the children to look for shadows and discuss what makes shadows. Encourage them to catch someone's shadow. **SC2.4c**

Capture the Weather

Encourage the children to use clipboards, paper, markers, crayons and pencils to draw pictures of the weather. As the children share their pictures have them model the use of descriptive words such as “brisk,” “chilly” and “crisp.” **SC2.4d**

Would the Wind Blow It?

Ask the children to choose a variety of items they want to test outside to see if it will blow away in the wind. Ideas include feathers, paper, paper balls, blocks, plastic cars, dolls, leaves, plastic grocery bags, and other items of interest. Have the children share if they think the item will blow away or not before the child lets go of the object. **SC2.4d**

TEACHER TIP

Extend the Would the Wind Blow It? activity to the indoors with the use of a small fan.

SC3 #141

48-60 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.**



36-48 months Indicators

SC3.3a

Observes and explores a variety of plants and animals as well as their environments and life cycles.

SC3.3b

Identifies the physical properties of some living and non-living things.



48-60 months Indicators

SC3.4a

Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles of living things.

SC3.4b

Discriminates between living and non-living things.



Kindergarten Correlation(s)

SK1

Students will sort living organisms and non-living materials into groups by observable physical attribute.

SKL1b

Groups animals observable features such as appearance, size, motion, where it lives, etc.
All correlations at decal.ga.gov/Resources.aspx

SK1

Students will sort living organisms and non-living materials into groups by observable physical attribute.

SKL1a

Recognizes the difference between living organisms and non-living materials.

#141



36-48 months
Indicators

SC3.3c

Identifies and describes the functions of a few body parts.



48-60 months
Indicators

SC3.4c

Identifies and describes the functions of many body parts.



Kindergarten
Correlation(s)

**NO
CORRELATION**



SC3 #142

48-60 months

LARGE GROUP

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.**



Act Like A Seed

Create paper costumes and have the children act out the story *The Tiny Seed* by Eric Carle. Take pictures of the children to create sequencing cards to place in the math area. **SC3.4a**

Will It Grow?

Read *Do You Know Which Ones Will Grow?* by Tom Slaughter. Take a walk and have them point out living and nonliving things. Discuss what it will take for living things to grow. **SC3.4b**

Old MacDonald Had a Body

Sing “Old MacDonald” but replace the word “farm” with “body” and the word “animal” with the name of a body part. Have the children create a funny movement and/or sound to go with the body part. For example:

Old MacDonald had a body, E, I, E, I, O;

And on that body he had a jaw, E, I, E, I, O.

With a wah, wah here and a wah, wah there;

Here a wah, there a wah,

everywhere a wah, wah;

Old MacDonald had a body, E, I, E, I, O. **SC3.4c**

Metamorphosis

Introduce the life cycle of a frog or butterfly. Create a visual chart to demonstrate the life cycle. Consider reading books and viewing videos related to life cycles. If possible bring in tadpoles or caterpillars for the children to observe. **SC3.4a**

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 with, “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**

Creatures of the Night

Children are fascinated by animals such as bats and owls. Conduct a study of nocturnal animals by reading books such as *Stellaluna* by Janell Cannon; *Owl Babies* by Martin Waddell or *The Kissing Hand* by Audrey Penn. **SC3.4a**



TEACHER TIP

Sing, “Are You Living?: A Song About Living and Nonliving Things” by Laura Purdie Salas. Teach the song during large group time.

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**

We Like Veggies!

Create a veggie graph by listing a variety of vegetables. Encourage the children to taste different vegetable and decide whether they liked the taste. Fill in the graph blocks using the color of the vegetable that’s eaten. This will ensure a distinction of how many children in the class liked a particular vegetable. Talk about the nutritional values of each vegetable and talk about other animals that eat the same types of food and why. For children who do not want to taste the vegetables, encourage them to touch or smell instead. Include their preferences in the class graph. **SC3.4a**



LARGE GROUP

SC3 – The child will demonstrate knowledge related to living things and their environments.

Pets vs. People

Read *The Most Magnificent Thing* by Ashley Spires. Discuss different characteristics of people and compare them to pets. For example, the little girl in the story gets really angry. Do pets get angry? If so, how do you know? Invite families to visit the class to share stories of things that pets do that children or people may do as well. **SC3.4a**



TEACHER TIP

The *The Most Magnificent Thing* book explores the concept of persistence and creativity. Use this book to cross over into other areas of development in young children. Have the children share their experiences where they felt like the little girl in the book.

Animal Protection

Discuss the various ways animals protect themselves. Some animals roar, change colors, run fast, climb, spit, have tough skin, sting, hide, see in the dark, see in front and back, hear and smell miles away, fly, are poisonous, have prickly skin or look scary. Show pictures of animals and have the children guess what it uses to try and stay safe. **SC3.4a**

Heartbeat Beats

Ask the children to point out where their hearts are located. Have them place their hands over their hearts to feel the beat. Explain to the children that people and animals have a muscle that pumps blood throughout their body and that is what makes them alive. Play an upbeat song and have the children jog in place or dance for two minutes. When the music stops have them feel their heartbeats again. Talk about the difference and why their heart muscle is pumping faster. Then have the children lie down and close their eyes for two minutes as you play slow, soothing music. Ask them to check their heartbeats again. Show pictures of the human heart and show them pictures of doctors using a stethoscope to listen to heart beats up close. Let them know that you will place a real stethoscope in the Science Center so that the children can hear how their heart sounds. Make sure you use alcohol wipes to clean the ear pieces in between uses. **SC3.4c**



TECH TIP

Use a smartboard or tablet to show video snippets of how animals protect themselves. For example, show how a chameleon changes the color of its skin or how stingrays bury themselves in the sand.

Inside and Out

Write different body parts on sticky notes. Read *Body Parts* by Bev Schumacher. After reading the book, give the children the sticky notes to stick on the teacher where they think it belongs. Then show the children the book *Me And My Amazing Body* by Joan Sweeny. The children can compare where they placed their sticky notes to the book illustrations. **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



TRANSITION TIP

Sing a stretching song to the tune of “Twinkle, Twinkle, Little Star”:

*Everybody reach up high,
stretching, stretching to the sky,
Swaying left and swaying right,
stretching up with all your might,
Everybody stretching high,
‘til we nearly reach the sky.*

SC3 #143

48-60 months

SMALL GROUP

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.**



Insect Close-ups

You will need magnifying glasses, insect catchers, tweezers and a camera. Take the children outdoors to collect insects. The children can use magnifying glasses to see insects up close. Ask them to describe what they see, "Count the legs. Do you see antennae?" **SC3.4a**

Sleepy Seeds

Place a variety of seeds in small, plastic bags with water-soaked cotton balls. Place the seeds under a heated blanket or towel. Ask the children, "what do you think will happen?" The children should see the seeds sprout by the end of the day. Discuss what would happen if the seeds did not receive basic necessities such as water or warmth. **SC3.4a**

Silly People

Have the children cut pictures of various body parts out of magazines. Have the children glue parts in the wrong place on body outlines, and have them create silly stories about their creations. **SC3.4c**

Venn Bears

Create a Venn diagram comparing photos of a real bear to a teddy bear, and chart these on the diagram. **SC3.4a**

I'm Alive

Have each child draw a self-portrait and dictate characteristics that make them alive. **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 labeled "Living" and "Nonliving." Have the children look through magazines and cut out pictures of living and nonliving things then put the pictures under the appropriate category. Challenge each child to explain why the picture belongs in its category. **SC3.4b**

★ BRIGHT IDEA

If a child is having difficulty grasping scissors encourage their participation by helping them tear pictures from the magazine instead of using scissors.

Photo Op

Take a walk around the classroom and outdoors and let each child identify one item to be photographed. Print the pictures and ask the children to explain if the picture is of a living or nonliving object. Write a quote from each child about their object. For example, "Johnny's rock is nonliving; it cannot eat." Create a class book. **SC3.4b**

Wormy Time

Purchase mealworms at a pet store; they are beetle larva used for feeding small mammals, reptiles and birds. Keep them in an open container with the bottom covered in old fashioned oatmeal. A cut apple provides enough food and moisture for the worms. The children can hold them, watch them shed their skin as they grow and see them change into beetles. They can be released when you are finished with your study. Have the children journal their observations. **SC3.4a**

Movement Match

Create a memory game with human body part cards. As the children find a match, have them demonstrate how they use the body part. **SC3.4c**

Facetime Matchup

Provide free-standing mirrors and encourage the children to explore their facial features. Point out the different characteristics. Have them look at each other's faces and explore similarities and differences. Point out the different parts of the face and how we use them. Have the children draw a picture of a part of their face and write what it is used for. For example, a child might draw a picture of eyes and write: "to see my dog, Lola." **SC3.4c**

SMALL GROUP

SC3 – The child will demonstrate knowledge related to living things and their environments.

Paper Pet Collages

Provide paper pictures of animals and encourage children to choose the pet they want to take care of. Talk about the basic needs of animals. Have the children look through old magazines and newspapers to find pictures of what they believe their pet needs to live. Encourage children to cut out their pictures and create a collage. **SC3.4a**

Do You Shed Skin?

Examine a snakeskin. 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 snakeskin retains the pattern of scales in the same way. Roll knee-length panty hose on children’s arms and encourage them to “shed their skin” by rubbing against things, similar to a snake. **SC3.4a**

Body Part Freeze

Play Body Part Freeze. Randomly place carpet squares on the floor, one for each child. Begin with each child standing on a square. Play music as the children move around the way you tell them to (crawling or walking backwards). When the music stops, each child steps on a square and touches the body part that you call out: arm, knee or chin. Change to an activity. **SC3.4c**

Let’s Make a Bird’s Nest

Gather soil, grass, water, straw, paper and spoons for children to build a real bird’s nest. Read *Have You Seen Birds?* by Joanne Oppenheim. Talk about the different materials that birds use to make their home. Help the children make a bird’s nest. Have the children mix water and soil with a spoon until it forms thick mud. Demonstrate how to make a nest shape using the grass and straw. Instruct the children to scoop the mud and spread it under and inside the grass nest until it holds together. Place the nests on wax paper and allow them to dry. Place in the science area with books and pictures about birds. Books can include, *Mr. and Mrs. Bird Build a Nest* and *Mr. and Mrs. Bird and Their Family*, both by Daniel Boillat. **SC3.4a**

★ BRIGHT IDEA

You may need to assist some children with molding the nest by placing your hands over their hands. You may also need to provide a variety of spoon sizes and types for the children to use.

TEACHER TIP

For games and activities, incorporate body parts such as calf, thigh, earlobe, nostril and other unfamiliar body parts.

Puzzled X-Rays

Collect a variety of old x-rays. Many hospitals or medical care facilities will be happy to give them to you. Cut them into various shapes. Take the children over to a window and share with the children that you need their help to put the skeletons back together. Read *A Book About Your Skeleton* by Ruth Belov Gross. Then have the children tear pieces of tape and work together to put the x-rays back together. **SC3.4c**

Body Rest

Talk about the importance of sleeping. Ask the children to pretend it’s nap time and to sit on their cots with their pillows and blankets as you read the story, *I Am Not Going To Get Up Today!* by Dr. Seuss. Ask children to talk about their body and what makes them tired or what makes them alert and how they can help their bodies to grow and be healthy. **SC3.4a**

TEACHER TIP

Remind the children of the Body Rest lesson before nap time to ensure that some children rest their bodies on their cots. Play relaxing music or read stories to them as they rest.

SC3 #144

48-60 months

CENTERS

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.**



Math/Manipulatives Area

Create or find pictures of the lifecycle of plants. Provide a magnetic board and place small magnet dots on the back of the cards. The children can place the cards in order and dictate why they chose the order of the cards. **SC3.4a**

Create a sorting game with pictures of living and nonliving items. Provide a sorting chart and encourage the children to work together to sort the pictures. **SC3.4b**

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**

Art Area

Provide black construction paper with animal or people body outline templates. Encourage children to use cotton swabs to create skeletons. Provide scissors and glue so that children can shorten the swabs and securely attach to the template. Display their skeletons after they dictate where they placed their bones and why they placed them there. **SC3.4c**

Science Area

Plant several containers of the same seed, and place them in different environments. Place one in soil with water in full sun. Place the second in soil with water and no sun and the third in soil with no water and no sun. This is a great way to demonstrate how to take care of plants and how different plants may have different needs. Encourage the children to observe and record their findings. Do this several times with different seeds. **SC3.4a**

Provide the children with empty water bottles, wooden spoons, yarn and bird seed. The teacher should pre-cut two holes across from each other towards the bottom of the bottle to put the wooden spoon through. Fill the bottle half way with bird seed and use yarn to attach to the top of the new bird feeder. Ensure the holes are large enough that the seed may fall out onto the mouth of the spoon. **SC3.4a**

Writing Area

Provide word cards that list what animals need to live. Encourage children to choose a pet from dramatic play and then make a list of items they need to pick up at the store to take care of their pet. For example, under the title, "What Dogs Need," list the following: food, water, bed, toys, house and bone. The children can practice writing on the paper you provide before they go to the store to pick up the items. **SC3.4a**

Dramatic Play Area

Set up a pet hospital with various stuffed animal pets. Provide supplies needed to care for pets such as first-aid and doctor kits. Provide old encyclopedias, books and posters for the children to use as resources. **SC3.4a**

Set up a doctor's office or examination room. Encourage the children to care for the baby dolls and each other. Provide white shirts, hats, stethoscopes, shower caps, masks, paper slippers, nightgowns, empty medicine bottles, various bandages, an arm sling, a doctor's kit, notepads for prescriptions, appointment books, pencils, a thermometer, dolls, cotton balls, a telephone, a hot-water bottle, small flashlights, non-vinyl gloves, syringes, eyedroppers, x-rays, specimen containers, chairs and tables for the waiting room and posters that show body parts and common illnesses. Encourage lots of conversation. **SC3.4c**

TEACHER TIP

Provide spray bottles with water for the children to tend to the class plants. This helps prevent over saturation of the plants and builds fine motor skills.

OUTDOOR TIME

SC3 – The child will demonstrate knowledge related to living things and their environments.

Discovery Box

Provide an outdoor discovery box containing binoculars, insect catchers, magnifying glasses, containers for rock, leaf, and stick collections or small shovels and pails. **SC3.4a**

Ground 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**

Outdoor Obstacles

Create an obstacle course for the children to practice following directions and moving about in various ways. Include movements such as walking with a ball on your head, throwing a ball into baskets, moving with a ball between your legs, and jumping over, through and inside a hula-hoop. Put exercise mats on the ground for the children to practice somersaults, rolls and headstands. **SC3.4c**

Things The Body Can Do

Call out certain movements and ask the children which body parts are able to move that way. “Which body parts can you use to move from side to side? Move in circles? Lift yourself off of the ground? Stretch towards the sky? Point to the right or left?” **SC3.4c**

Pill Bug Playground

Read *I’m A Pill Bug* by Yukihisa Tokuda. Have the children look for pill bugs (roly pollies) under rocks or next to the foundation of the school. Provide moist soil, leaves and rocks to create a temporary habitat for the pill bugs in a fish bowl. Encourage the children to observe and draw pictures of the bugs crawling about, turning over the soil and eating the leaves. **SC3.4a**

Hermit Crab Maze

Use a box lid and take the pet hermit crabs outdoors. Provide a table and challenge the children to create a maze using small rocks, twigs and leaves. Have the children predict the path they will take. Ask the children if they believe the crabs will go through tunnels or around obstacles. Encourage them to observe how the hermit crabs use their limbs to move about and encourage children to touch and feel each crab. **SC3.4a**

TRANSITION TIP

Create a routine cool down to gather all of the children in one place before leaving the playground. Chant “Let’s Go, Cool Down!” And clap, clap, clap-clap-clap. Let the children breathe and stretch and encourage them to rest their voices on their way to the water fountain or classroom.

Fitness Challenge

Discuss the importance of exercise with the children. Read the book *Bunnies And Their Sports* by Nancy Carlson and invite the children to join the outdoor exercise class. Plan to have special guest fitness teachers such as the school director, a family member, a local cheerleader, a high school or college track star, a high school dance team, or a local gym teacher. Make sure the children understand the importance of a warm-up and cool-down routine. Also talk about the importance of drinking water to help their bodies cool down from the fitness activities. **SC3.4c**

Bird Watching

Hang a bird feeder outside the classroom window or on the playground for the children to observe the variety of birds that come to visit. Consider using different types of seed throughout the year to bring different birds. **SC3.4c**



SC4 #145

48-60 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **SC4 – The child will demonstrate knowledge related to physical science.**



36-48 months
Indicators

SC4.3a

Independently investigates objects and toys that require positioning and movement.

SC4.3b

Investigates different types or speeds of motion.



48-60 months
Indicators

SC4.4a

Explores and describes position and movement of objects and toys.

SC4.4b

Investigates and describes different types or speeds of motion.



Kindergarten
Correlation(s)

SKP2

Students will observe different types of motion.

SKP2b

Pushes, pulls and rolls common objects and describes their motions.

SKP2

Students will observe different types of motion.

SKP2a

Sorts objects into categories according to their motion.

#145



36-48 months
Indicators

SC4.3c

Explores and identifies physical properties and states of matter of common classroom objects.

SC4.3d

Uses classroom objects that function as simple machines.



48-60 months
Indicators

SC4.4c

Describes materials by their physical properties and states of matter.

SC4.4d

Uses classroom objects to function as simple machines to enhance child-directed play.



Kindergarten
Correlation(s)

SKP1

Students will describe the objects in terms of the materials they are made of and their physical properties.

SKP1a

Compares and sorts materials of different compositions.

All correlations at decal.ga.gov/Resources.aspx

NO CORRELATION

SC4 #146

48-60 months

LARGE GROUP

domain: cognitive development and general knowledge:

sub-domain: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **SC4 – The child will demonstrate knowledge related to physical science.**



Pass the Ball

Give the children a ball to pass. Draw names and actions until everyone has had a turn. "Chris is going to roll the ball to Jasmine, Jasmine is going to bounce the ball to Alan." **SC4.4a**

★ BRIGHT IDEA

Include pictures of the children on the name cards and action illustrations on the movement cards.

Rosie's Walk

Read *Rosie's Walk* by Pat Hutchins and have the children repeat the positional and directional cues from the story. **SC4.4a**

Move!

Read *Move!* By Robin Page. Give the children the 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**

Slow and Steady

Read any version of "The Tortoise and the Hare." Discuss the characteristics of each animal that make him/her slow or fast. Talk about other animals that are slow like the tortoise and fast like the hare. **SC4.4b**

I'm Melting

Place a piece of ice, a piece of chocolate and a small candle on a tray. Ask the children which one they think will melt the fastest. Use a hairdryer and a timer to see how long it takes for each one to melt. Compare the times and discuss the children's expectations as compared to what actually happened. **SC4.4c**

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**

All About Matter

Read *What is the World Made Of? All About Solids, Liquids, and Gases* by Kathleen Weidner Zoehfeld. Help the children brainstorm a list of items in their world that are solids, liquids or gases. **SC4.4c**

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**

Press Here

Read *Press Here* by Herve Tullet. Discuss the movement of the dots in the interactive book, introducing different positional words. **SC4.4a**

TEACHER TIP

Encourage the children to act out the different positional words found in the book.

TECH TIP

Look for a simple programming app such as *Scratch, Jr.* or a game that teaches the children basic computational thinking.

LARGE GROUP

SC4 – The child will demonstrate knowledge related to physical science.

Hot Red Applesauce

Heat applesauce in a slow cooker. Read the book, *Melting Matter* by Amy Hansen. Ask children “What do you think will happen to these red hot candies if I put them in the warm applesauce?”

Show children how cinnamon candies can change the color and taste of applesauce. Place applesauce and candies out during centers for children to try. Encourage them to make drawings of their observations before and after they added the red hot. Have the children relate their cooking experience to what they see and hear from the book. **SC4.4c**

How Do They Move

Show and paraphrase the book, *Learn About The Way Things Move* by Robert K. Ullman. Take the children outdoors to compare how living and nonliving things move. For example, compare people to cars and buses. Ask the children, what causes us to move and what causes a car or bus to move? **SC4.4b**

Motion, Forces and You

Read *Move It!: Motion, Forces and You* by Adrienne Mason. This is a great book to introduce the concept of physical science to young children. Plan meaningful activities to do in small group and centers after reading to teach this concept. **SC4.4a**

Does It Dissolve? Yes or No!

Introduce the concept of dissolving. An easy way to describe it is to have children touch various solids such as corn starch, jello, salt, pepper and candied sprinkles. Discuss that some of these will change into a liquid when water is added. Place a chalkboard or dry erase board flat on a table. Place the solids on the board and ask children which ones they think might dissolve in water. Place a container in front of each package. Ask children to pour water into each container with a spoonful of each item. Provide spoons for children to stir the solution throughout the day. Review during another large group time and discuss what the children observed. **SC4.4c**

Exploring Take Offs

Integrate technology by selecting videos of an airplane taking off and a space shuttle launch ahead of time. Have the children view the videos and discuss similarities and differences. Consider creating a Venn diagram to capture the children's thoughts and ideas. **SC4.4b**

Positional Scavenger Hunt

Create a scavenger hunt that uses positional words in the clues. After the children get the idea, give them the opportunity to create their own scavenger hunt and clues for friends. **SC4.4a**

Walking For 6

Read *Simple Machines* by Deborah Hodge. Take the children on a walk around the school to try and locate examples of the six types of simple machines: lever, incline plane, wedge, wheel and axle, screw and pulley. Take pictures along the way, and have the children talk about simple machines in or around home. **SC4.4d**



SC4 #147

48-60 months

SMALL GROUP



domain: cognitive development and general knowledge:

sub-domain: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **SC4 – The child will demonstrate knowledge related to physical science.**



Rosie Puppets

Recall the story of *Rosie's Walk* by Pat Hutchins. Have the children create a paper-bag puppet of Rosie. The teacher retells the story using positional words while the children use the puppets. **SC4.4a**

Here We Go

Using pictures of animals and vehicles, discuss which one goes the fastest, farthest or slowest. **SC4.4b**

Incline/Decline

Use long blocks and short blocks to build ramps for car races. Discuss how cars have to be pushed up ramps that slope upward; however, they will roll on their own, without being pushed on downward ramps. Show how cars go slower and faster depending on the angle of the slope. **SC4.4b**

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 number cube 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**

Downward Slope

Construct an inclined plane using sturdy boxes or long, hollow blocks. Encourage the children to roll balls or cars down the plane. Discuss what causes them to roll downward. Change the slope of the plane and discuss why the speed changes. **SC4.4d**

Crayon Canvas

To create a colorful canvas, collect broken crayons and help the children glue crayon pieces along the edge of a blank art canvas board. Provide a multi-setting hair dryer and give each child a turn to blow heat on the crayon pieces. Point out that the pieces start out as a solid. Ask the children what causes the crayon pieces to turn into a liquid. Take pictures and display the canvas with dictation of what the children observed. **SC4.4c**

Capillary Action

Encourage the children to draw with washable markers on a coffee filter. Make a wick out of a paper towel by rolling it up like pencil. Tear a small slit in the center of the decorated coffee filter and insert the wick. Drape the coffee filter over the top of a cup of water, and place the end of the wick in the water. Observe as the water travels up the wick to the coffee filter. What happens to the colors? Encourage the children to journal their discoveries. **SC4.4c**

Streaming Colors

Put a dried up washable marker in a jar of water. Ask the children to predict what will happen and observe what takes place. Have the children journal their discoveries. Try two markers and two jars using hot and cold water for variations and modifications. **SC4.4c**

Making Butter

Begin with heavy whipping cream at room temperature and 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. In 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**

Colorful Dot Explosions

Say to the children "We are going to create a chemical reaction." Show the children the baking soda. Have each child touch and discuss how it feels. Show the children the vinegar and let them smell it. Encourage more vocabulary. Have the children spread the baking soda on a tray, covering the entire area. Pour vinegar into small cups and have the children add two to three drops of food coloring to the vinegar. Have the children use droppers to draw the vinegar from the cup and drop onto the baking soda. Discuss with the children what they see happening. Add a few squirts of child-safe liquid soap and see what happens next. Encourage the children to come up with more words about the reaction, such as "it fizzes." Take pictures and dictation to document the experience. **SC4.4c**

SMALL GROUP

SC4 – The child will demonstrate knowledge related to physical science.

Solid-Liquid-Gas

Give each child a small cup of water and one Alka-Selzer® tablet. Point out the physical properties of each item. Ask each child to drop the tablet into their water. As it starts to bubble, ask the children to put their hand over the cup to feel the liquid turn into a gas. Then read: *Change It!: Solids, Liquids, Gases And You* by Adrienne Mason. **SC4.4c**

Leaf Pounding

Gather the following materials: 2 wooden blocks, 2 rubber bands, white square pieces of fabric, large green leaves and magnifying glasses. Place the leaf on the wooden block, place the fabric on top and secure it by placing the rubber bands around the top and bottom of the block. Encourage the children to use the other block to pound the fabric. Show the children how the imprint of the leaf penetrated the fabric, peel the fabric from the block and encourage the children to label the different parts of the leaf. **SC4.4c**

From Runny to Yummy

Have each child crack an egg into a large glass bowl and observe. Help the children describe the texture with words such as slimy, gooey or runny. Provide an eggbeater and encourage the children to scramble the eggs. Provide an electric skillet to cook the eggs on a low setting. Have the children watch closely as the eggs change from a liquid to a solid. Encourage the children to taste the eggs and describe the texture again. **SC4.4c**

Hot Friction

Read the book, *What Is A Scientist* by Barbara Lehn. Explain to the children that they are going to be scientists and will find out what actions can produce heat. Give the children a small wooden block and sand paper. Have the children put on goggles and sand their wooden blocks as fast as they can. As they sand, ask the children if they notice any changes to their wood. Have them touch their block to feel the surface heat. Talk about friction and how two objects that rub together really fast can cause heat. **SC4.4c**

Dancing Raisins

Show an old video of the dancing California Raisins. Ask the children if raisins can really dance. Of course they will say no, but set up this activity by sharing with them how they can make raisins bounce up and down as if they are dancing. Provide a large bottle filled with carbonated water. Have the children place raisins in the bottle and observe. Point out how the bubbles of carbon dioxide gas stick to each raisin and the raisin becomes light enough to float. When the raisins float to the surface, the bubbles burst and the raisins sink again. Leave the raisins in the bottle overnight to see if the raisins continue to dance the next day. This activity can be done with small pieces of styrofoam packing material as well. **SC4.4c**

Rubber Balls

Encourage the children to experiment turning a liquid into a solid. Provide the following materials:

- 1 tablespoon white glue
- Borax water (see directions)
- Craft Sticks for stirring
- 2 paper cups
- Small sheet of plastic wrap

Directions: Pour 1 tablespoon of white glue into the first cup. Add 1 tablespoon of water and have the children stir with a craft stick until mixed. Set it aside. In the second cup, mix 1½ teaspoons of borax and 4 tablespoons of water to make borax water. Pour it into the cup that has the glue mixture. Encourage the children to stir the mixture with the stick. If the mixture does not quickly form a gel, add one more tablespoon of borax mixture and stir again. Remove the gel from the cup and have the children roll the substance in their hands until it firms. Have the children dictate what they observed. Ask questions such as, “What do you think would happen if we added more water?” “What else feels like rubber in our classroom?” “How can we melt the rubber to change it back into a liquid?” **SC4.4c**



SC4 #148

48-60 months

CENTERS

domain: cognitive development and general knowledge:

sub-domain: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **SC4 – The child will demonstrate knowledge related to physical science.**



Art Area

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**

Provide paints (liquids) and crayons (solids) for the children to use at the easel. Ask them questions to get them to compare and contrast the different materials. **SC4.4c**

Provide different items that have wheels and axles for the children to dip in paint and roll over paper. **SC4.4d**

TEACHER TIP

Engage in conversations with the children as they interact with the classroom materials

Consider asking questions like:

“What happened when . . . ?”

“What makes it work?”

“How did you make that move?”

Block Area

Create a pendulum by tucking a tennis ball inside the leg of panty hose and hang from the ceiling. Give 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. Have the children swing the pendulum to knock it over. Have the next child build again and swing the pendulum. **SC4.4a**

Encourage the children to build a lot of roads in the block area that cars and trucks can travel on to get to a variety of places in the community. Provide picture cards of places in the community. Have the children use cars and trucks to travel to the various places, and ask them to describe how to get from one place to another. **SC4.4a**

Use blocks and LEGO®s that include wheels and ramps. Encourage the children to create different vehicles. **SC4.4b**



Science Area

Set out old machines for the children to take apart and put back together in a fix-it shop. For example, take apart a flashlight and place a sign over it that says, “Can you fix it?” Establish rules and guidelines for using real tools. **SC4.4d**

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 something, 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**

Provide small, clear cups of primary-colored water for the children to pour, observing the liquids mixing together. **SC4.4c**

★ BRIGHT IDEA

Make sealed baggies of mixed colored water available for the children to use to explore the liquid.

OUTDOOR TIME

SC4 – The child will demonstrate knowledge related to physical science.

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 hoop behind you and place the hoop beside a friend.” Ask a child to be the leader. **SC4.4a**

Simon Says

Teach positional words through movement, by giving each child a small object, such as a small ball, and give directions using positional words such as, “Simon says hold the ball above your head,” or “Simon says hold the ball beside you.” Use as many positional words as you can during the game. Once the children have mastered the positional words, let them take turns as the leader. **SC4.4a**

Clothesline Pulley

Find an open area to create a clothesline pulley. Have the children bring in old tee-shirts and provide them with small tubs of water and child-safe soap. Have the children wash the tee-shirts and use clothespins to hang the wet clothes. Show the children how to pull the open line toward themselves as they continue to hang clothes. **SC4.4d**

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**

Bath Fizz

Place a child-safe bath-fizz ball in a bowl of warm water. Talk about how the ball began as a solid but changed to liquid and then to gas when it was submerged. Use the soapy water to clean toys and outdoor equipment before taking them inside. **SC4.4c**

Evaporation Station

Put a shallow pan of salt water in direct sunlight on a warm day. After talking about the water cycle, discuss with the children what they think will happen to the water. Will it stay the same? Will it change? Write down their observations and take pictures to keep in a special journal for outdoor science. **SC4.4c**

Animal Action

Bring music (by Greg & Steve, for example) outside for the children to dance and move like different animals. **SC4.4b**

Ping-Pong Launch

Encourage the children to launch ping-pong balls with a class-made lever. Use a yard stick, a coffee can to support and prop up the yard stick and a clear container of ping-pong balls. Tape a bowl to one end of the yard stick. Place the yard stick 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 yard stick and observe what happens. Change the position of the coffee can so the children can see the differences in speed and distance. **SC4.4d**

Paper Airplanes

Create 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**

Pre-K Geyser

Take the children outside for a large group experience. Use a two liter bottle of diet soda and a full pack of Mentos. Ask the children to observe what happens when the Mentos are dropped into the diet soda. Have the children take a few steps back as the teacher drops the Mentos into the diet soda. Watch out Old Faithful! **SC4.4b, SC4.4c**

↔ TRANSITION TIP

As the children are leaving large group, ask them to move to the next activity “rigidly, like a solid” “fluidly, like a liquid” or “floating, like a gas.”

↔ TRANSITION TIP

Create a music track with snippets of fast and slow beats. Have the children move according to the tempo of the music.

TEACHER TIP

Use the Clothesline Pulley to hang up baby doll clothes or art smocks after they have been washed.

SC5 #149

48-60 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.**



36-48 months
Indicators

SC5.3a

Participates in efforts to protect the environment.



48-60 months
Indicators

SC5.4a

Understands that people have an impact on the environment and participates in efforts to protect the environment.



Kindergarten
Correlation(s)

**NO
CORRELATION**

#149



SC5 #150

48-60 months

LARGE GROUP

domain: cognitive development and general knowledge

knowledge: **science**

Strand: **INTERACTION WITH THE ENVIRONMENT**

Standard: **SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.**



Clean Water

Read *Did A Dinosaur Drink This Water?* by Robert E. Wells. Show pictures of different water habitats. Discuss the term pollution, and how it can affect how people use water. Ask questions such as, “What can we do to keep our water clean?” Write down the responses. Next, play a game of “Thumbs Up, Thumbs Down.” Show large pictures of clean water habitats and polluted water habitats. Have the children give a thumbs up if they recognize a clean water habitat and a thumbs down if they recognize one that is polluted. **SC5.4a**

Let’s Recycle!

Read *Recycle! A Handbook for Kids* by Gail Gibbons. Create a KWL (Knows/Wants to Know/Learned) chart about recycling. Ask the children what they know about recycling and what they want to know. Review the chart and ask the children what they have learned. **SC5.4a**

Trash Disposal

Read *The Great Trash Bash* by Loreen Leedy. Have the children come up with a class trash committee for the classroom and school. Show the children pictures of environments that have trash such as the sides of roads, streets, alleys, ponds and creeks. Invite the community Waste Management Team to come and talk to the children about how they dispose of trash. **SC5.4a**

Plastic Bottles

Read *The Adventures of a Plastic Bottle* by Alison Inches. Prepare picture props for the children to use in retelling the story and put them in sequence on a bulletin board or clothesline to show the cycle of a plastic bottle. Ask the children, “Why isn’t a good idea for plastic bottles and materials to float in the oceans and seas?” Record their responses. Show the children pictures of what can be done in the classroom to reuse and recycle plastic bottles. For example, show how a two-liter bottle can become a ball catcher. **SC5.4a**

The Landfill

Explain to the children where trash goes. Ask children what they think happens when they put their trash cans on the street and the truck picks up the trash. Write down some responses. Tell children that trash is taken to a place called the landfill. Ask the children “how do you think the landfill smells?” Encourage rich vocabulary, stinky, rotten, gross, trash or yucky. Show the children a tin can or plastic water bottle. Ask the children “What else might we use these items for instead of throwing them away?” Chart the children’s response. **SC5.4a**

Show & Recycle

Have the children collect different recyclable items to show to the class. Have the children share how the recyclable items were used. Work as a group to figure out how the materials can be reused, such as tin cans can be used to hold markers or pencils. Here is a list of common recyclable materials.

Paper: newspapers, magazines, cereal boxes, junk mail, milk cartons, worksheets, paper towel rolls, paper bags.

Metal: dull jar lids, foil sheets, tin cans, bottle caps, pie tins.

Plastic: milk jugs, plastic grocery bags, vitamin bottles, seasoning bottles, margarine containers, child-safe hand soap bottles, film canisters, plastic coffee containers.

SC5.4a

Recycled Creations

Add books around the classroom that talk about recycling such as *The Wartville Wizard* by Don Madden. Bring in real and found materials for the children to create inventions and original creations from recycled materials. **SC5.4a**

SMALL GROUP

SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.

Drinking Water

Discuss the importance of clean drinking water. Pour each child a cup of water and give them a magnifying glass to look at the water closely. Explain to the children that sometimes there are pollutants in water that you cannot see and that water filters are used to clean water. Show the children a water filter and demonstrate how filters clean debris and chemicals from water. Use two clear jars, soil, sand, cheese cloth and a rubber band. Pour water and soil into a clear jar and stir. Using a rubber band, secure a piece of cheese cloth over a second, empty jar. Spread sand on the cheese cloth. Slowly pour the first jar over the sand, into the empty jar. Ask the children what they observe. Ask, "Why do you think the water is a little cleaner?" and "What do you think we can try to do to make it cleaner?" **SC5.4a**

Wind Chimes

Have the children decorate recycled materials such as cans, plastic bottles, yogurt containers, old CDs or metal lids. Tie them together with yarn to create wind chimes to hang up around the playground. **SC5.4a**

For the Birds

You will need pipe cleaners and an O-shaped cereal like Cheerios. Have the children make a loop at the end of a pipe cleaner and thread cereal on it until it is almost full. Secure the end so the cereal doesn't fall off. Encourage the children to find a place outside to hang their bird feeder and observe it daily. **SC5.4a**

Endangered Species

Read *Almost Gone: The World's Rarest Animals* by Steve Jenkins. Talk about what the word endangered means. Give the children paper and colored pencils or crayons to draw their favorite endangered animal from the book. Ask the children to share what they know about their endangered animal. Bind the pages together for a class book. **SC5.4a**

Save The Earth

Do a picture walk of the book *I Can Save the Earth! One Little Monster Learns to Reduce, Reuse, and Recycle* by Alison Inches. Collect items around the classroom that can be reused and recycled. Use two different-colored sticker dots to color-code the items. For example, the reusable items can have a red dot and the recyclable items can have a blue dot. Children choose a sticker dot color to look for in the classroom. Take the children around the room with a basket to collect the items they find with that color dot. The children bring their items back to the table and discuss if items are reusable or recyclable. Talk about the term reduce and ask the children about specific items in the classroom. For example, ask, "How can we reduce the amount of paper towels we use in the restroom?" or "How can we reduce the amount of water we use to wash our hands?" Take pictures of those items to post around the room as "Save The Earth" reminders. **SC5.4a**

Clothing Quilt

Have children work with their families to find one or two shirts or pairs of pants that they can no longer wear. Bring in the clothes and share with the children how the clothes can be recycled and reused as a quilt. Have children trace a square template on the part of the clothing they would like to use for the quilt. Find a family member who can sew to create the class quilt. When the quilt is complete, display to the school that clothing can be reused to help the environment cut down on unnecessary waste. **SC5.4a**

Plant a Seed

Teach an Earth Day Song to the tune of "Mary Had A Little Lamb":

*Plant a seed and you will see,
you will see, you will see,
plant a seed and you will see
what a beautiful world it can be.
Help us to recycle things,
recycle things, recycle things,
Help us to recycle things
what a beautiful world it brings.
Put your trash where it belongs,
where it belongs, where it belongs,
Put your trash where it belongs
and the world stays beautiful. **SC5.4a***



SC5 #151

48-60 months

CENTERS

domain: cognitive development and general knowledge

knowledge: **science**

Strand: **INTERACTION WITH THE ENVIRONMENT**

Standard: **SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.**



Art Area

Cover a table with butcher paper. Encourage the children to work together to create a habitat such as an ocean, rain forest or desert. Provide books on each habitat to help spark ideas and write down their thoughts on what is needed. When the habitat is completed display it in the classroom. **SC5.4a**

Reading Area

Place books on endangered species for the children to explore and read such as *Endangered Animal* by Elise Forier. Provide cards with pictures that talk about animal characteristics. As you interact with the children in this area, read the cards to them and point to the words to support reading skills. **SC5.4a**

Here are some books that help children learn more about taking care of the environment. *Charlie and Lola: We Are Extremely Very Good Recyclers* by Lauren Child; *I Love Our Earth* by Bill Martin, Jr.; *On Earth* by G. Brian Karas; *I Want to Go Green! But What Does that Mean?* by Jill Dunn; *A Tree is Nice* by Janice May Udry; *All the Colors of the Earth* by Sheila Hamanaka and *The Tree Lady* by Katherine Olivia Sessions. **SC5.4a**

Dramatic Play Area

Provide mats and relaxing music for yoga. Demonstrate for the children “earth-like” poses such as the rock pose or tree pose. Have the children think of things they notice in the environment to create their own pose. Take pictures and post them for children to remember the movements they create. **SC5.4a**

Sensory Area

Freeze a tray full of shaving cream and a few small containers of water for glaciers. Place it in the sensory table with blue water beads and your choice of endangered ocean animals such as the Arctic Toob or Safari Penguins Toob, or a Schleich Great White Shark. Engage the children in a lively discussion about what we can do to save the animals. Ask questions about what they eat, where they sleep, and where they travel during the year. If the children are unable to answer, encourage them to help you look up the answer on the internet to share with the entire class. **SC4.5a**

Block Area

Provide a variety of boxes such as small and large cereal boxes and packing boxes. Provide scissors, tape and markers to allow the children to create whatever they would like. Encourage ideas such as garages, people and pet houses. Supervise the usage of scissors so that the children can make doors and windows. **SC5.4a**

Science Area

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, with a lid, 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 children to create roads on wax paper. Let it harden and use for play when finished. Discuss with the children the words reduce and recycle. This is a great way to show them how things can be used for other purposes. **SC5.4a**

Writing Area

Encourage the children to create posters about keeping school clean and recycling. Hang the posters around the school. **SC5.4a**

Math/Manipulatives Area

To show the children how to sort for recycling, attach a picture of the materials on each container. Consider using old boxes, baskets or buckets. 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 the 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**

OUTDOOR TIME

SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.

Hanging Baskets

Cut off the bottom part of a soda bottle, water bottle or milk jug to use as a planter to hang on the playground. Fill it with dirt, and have the children plant seeds in it. Use safe and nontoxic flowers like African violets, begonias, evening primrose, impatiens, petunias and zinnias. **SC5.4a**

Trash Cleanup

Encourage the children to walk around the playground and place objects they find into either the trash bin or the recycle bin. Don't forget to wear gloves and/or wash your hands! **SC5.4a**

Hug A Tree

Invite an environmentalist to come and talk about the importance of protecting the environment. Have him/her talk about how trees can be recycled and replanted. If possible, get permission to plant a tree on the school grounds. **SC5.4a**

Container Gardener

Bring in old tires or old plastic containers to create an outside vegetable or herb garden. Fill the tires or containers with soil and let the children plant vegetable or herb seeds. Include small watering cans for the children to tend the garden. **SC5.4a**



TEACHER TIP

Be sure to talk to the children about what composting is and why it is important.

Invite The Professionals

Plan to invite people that help protect the environment to come to your class to talk to the children about the outdoor environment. Some ideas include professional gardeners to take the children outdoors to discuss what plants need. Plan to plant seeds together. Take pictures to create a class book. A wildlife specialist can talk about how we can help keep our animals from becoming extinct. A marine biologist can talk about how to keep our oceans safe and clean for all water creatures. A local environmentalist can walk with the children on the playground to discuss how they work to protect the environment. **SC5.4a**

Put Out Fires!

Provide props and materials for children to pretend to have a fire station outdoors. Talk about fire hazards and fire safety. As the children act out scenarios, take pictures and discuss during large group ways to keep our environment safe from fires. **SC5.4a**

Outside Block Area

For an open-ended play activity, consider recycling old boxes including: Capri Sun boxes, shoe boxes and cardboard boxes. Include the boxes in the outdoor area for the children to build and construct. **SC5.4a**

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 the children point out the difference between litter and items that need to be recycled.

SC5.4a



TEACHER TIP

Use pictures as visual cues to help the children remember lyrics to the song they create.

CR1 #152

48-60 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.**



36-48 months Indicators

CR1.3a

Repeats choreographed movements and begins to express creativity in movements.



48-60 months Indicators

CR1.4a

Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.



Kindergarten Correlation(s)

DKFD.1

Identifies and demonstrates movement elements, skills and terminology in dance.

DKFD.2

Understands and models dance etiquette as a classroom participant, performer and observer.

DKFD.3

Understands and applies dance science to movement and dance technique.

All correlations at decal.ga.gov/Resources.aspx

#152



CR1 #153

48-60 months

LARGE GROUP

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.**



My Own Dance

Play a variety of instrumental music selections from many cultures and encourage the children to respond to the various beats and tempos as they create their own movements and interpretations. Make note of the differences you hear in music from different countries. **CR1.4a**

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**

Scarf Dance

Play instrumental music that changes tempo (fast and slow). Provide the children with scarves or crepe paper streamers that they can move and wave to the pace of the music. Mix up the colors of the props based on seasonal events. **CR1.4a**

TRANSITION TIP

While waiting for the all the children to complete activities, have one child who has finished his/her activities make silent movements that the other children who have finished can copy.

Stretchies

Provide each child with a stretchie. As the children move to music, let them make shapes with their stretchies. To make stretchies, use Lycra® or stretch jersey material that is 45 inches wide and cut into strips about four inches wide. Sew the ends into 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**

Frozen Statues

Play an upbeat song that children enjoy and encourage them to dance in any way that they choose. When the music stops, the children should freeze in place like a statue. **CR1.4a**

Ballet Dance

Read *Dancing with Degas* by Julie Merburg. This imaginative book is a fun introduction into the world of ballerinas. Encourage the children to copy the dance moves the ballerinas use. **CR1.4a**

Tissue Dance

Give each child a tissue and have them place it on their head. Play music of different tempos and have the children dance in their own way. The only rule is to not let their tissue fall to the ground. **CR1.4a**

BRIGHT IDEA

For the children who are having difficulty balancing the tissue on their heads, encourage them to hold the tissue in their hands as they dance.

Woodland Dance

Play musical selections from Tchaikovsky’s “The Nutcracker Suite” or Vivaldi’s “The Four Seasons.” Provide the children with feather boas, wands, scarves or ribbons. Play music and have them dance like woodland fairies, sparrows or other creatures. **CR1.4a**

Call Out Actions

Invite the children to act out actions that friends call out such as “do the baseball player or do the bunny.” **CR1.4a**

SMALL GROUP

CR1 – The child will participate in dance to express creativity.

Musical Inspiration

Cover a table with paper and provide markers or colored pencils. Play various musical selections with different tempos and beats, and have the children move around the table and draw how the music makes them feel. Use expressive language to encourage conversation. **CR1.4a**

Rhythm Sticks

Play Michael Jackson's "ABC" song and invite the children to keep up with the rhythm of the song by tapping the rhythm sticks. **CR1.4a**

Animal Action

Play the "Animal Action Song" by Greg & Steve. Invite the children to act out the animal movements. **CR1.4a**

★ BRIGHT IDEA

Have visuals for each animal mentioned during the song. Encourage and support children to make the animal movements and sounds.



TEACHER TIP

Make streamers, easy for small hands to hold, from shower curtain rings, plastic tablecloths and garbage bags. Cut the tablecloth and garbage bags into long strips, about 2" wide each. Tie one of each strip around a ring. Encourage children to use them during Music and Movement activities.

Garden Dance

For a spring theme, encourage children to dance making a garden: dig the holes, plant the seeds, water and weed, watch plants grow and harvest the vegetables or flowers. **CR1.4a**

Draw a Pose

Provide thin black markers. Show the children how to draw stick figures in various poses such as hands on hips, both arms raised and so on. Play music and encourage the children to mimic the poses on each other's cards. **CR1.4a**

TRANSITION TIP

Bring activities to quiet conclusions. Ask the children to freeze in a shape connected to the theme at the end of a dancing session. For example, to finish an activity about winter say, "Can you freeze in the shape of a snowflake? Try to hold that shape as you melt to the floor!"

Dance Stories

Create your own dance stories. First, select several images from a song, poem or story that could spark movement ideas such as descriptions of a character or words and pictures that depict action. Second, choose music for the beginning with a quiet piece for the background and interspersing upbeat music for more active sections of the story. Third, read the song, poem or story to the small group, then provide an opportunity for each child to find a personal space. Next, play the music and retell the story using the images you chose. Call out movement prompts for the children to follow. Finally, bring the story to a conclusion. Conclusion ideas include holding a final position, coming together in a circle or returning to children's original spots. Engage the children in a follow-up discussion about the story and their movement experiences. **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**

Classical Fun

Provide each child with a scarf. Play soft classical music and invite the children to move their scarf to the sound of the music. **CR1.4a**

CR1 #154

48-60 months

CENTERS

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.**



Art Area

Set up easels, paint and brushes in the art center. Model various ways to move the brush across the paper and use movement and dance terms to describe your motions, such as “glide,” “sway,” “press,” “dab” and “flick.” Play music to inspire the children. **CR1.4a**

Dramatic Play Area

Create a stage area with microphones, instruments and sheet music. Encourage the children to perform for each other. Add puppets on some days. **CR1.4a**

Create a Zumba Studio in dramatic play. Provide the children with scarves and mats to encourage children to move and dance to the tempo of the music. **CR1.4a**

Put up posters of ballet dancers. Use a broom handle balanced on two chairs to be a barre for the children to hold onto. Play classical music and encourage the children to imitate the different ballet positions they see in the pictures. **CR1.4a**

↔ TRANSITION TIP

Use repetitive songs and fingerplays to signal various transitions throughout the day.

Block Area

Encourage the children to use the large blocks to define a dance space within the classroom and use it to perform dances of their choice. Have a music player for the children to use with a variety of music to choose from. Give the children cylinder blocks to use as microphones. Set up chairs for the audience to watch and applaud for the different dancers. **CR1.4a**

TEACHER TIP

The children will develop preferences for favorite dance activities and will also want to add imaginative variations to them. Inviting and incorporating these variations will give the children ownership of the activity.

TECH TIP

Place a small TV or iPad/tablet in the listening center and have clips of famous dancers performing for the children to watch. Encourage the children to watch and mimic the movements.

Reading Area

Include books about dancing and movement in the reading area. Examples include:
Dance by Bill Jones and Susan Kuklin
How Can You Dance? by Rick Walton and Ana Lopez-Escrive
Max by Rachel Isadora
Tanya and Emily in a Dance for Two by Patricia Lee Gauch and Satomi Ichikawa
Going to My Ballet Class by Susan Kuklin
Song and Dance Man by Karen Ackerman and Stephen Gammell
A Young Dancer: The Life of an Ailey Student by Valerie Gladstone and Jose Ivey
A Very Young Dancer by Jill Kremontz
Alvin Ailey by Andrea Davis Pinkney and Brian Pinkney
Footwork: The Story of Fred and Adele Astaire by Roxane Orgill and Stephane Jorisch **CR1.4a**



OUTDOOR TIME

CR1 – The child will participate in dance to express creativity.

Blizzard Dance

Take the children outside for small group. Give each child a snowflake and have them move like snowflakes in a blizzard. Use phrases such as “trudging,” “swirling,” “feathery,” “powdery,” “heavy,” “melting” and “slushy.” Talk about the meaning of each word as you introduce it. **CR1.4a**

Outdoor Scarf Dancing

On a windy day provide children with scarves and invite them to move like the wind. **CR1.4a**



TEACHER TIP

Before you begin a movement activity, create clear boundaries in the space. You might say to the children, “This is an activity that we will do standing in one place. Find your spot, and imagine you are in a bubble. Now touch all around the inside of your bubble. It is like a circle in space, isn’t it? You are going to dance inside of your own bubble.”

Go Team Go!

Provide homemade pom-poms made from newspaper strips and small cardboard tubes. Roll a section of newspaper and slip through a tube. Fold over on end and secure with tape. Cut the longer end into strips. Play lively music and encourage the children to dance with the pom-poms. An older sibling may be able to demonstrate some cheering moves and dance steps. **CR1.4a**

Ride of the Valkyries

Provide each child with a toy spaceship or similar toy vehicle. (You could also make spaceships from cardboard tubes with red and yellow streamers attached to the end). Encourage children to begin with their spaceship standing vertical on the ground. Play Richard Wagner’s “The Ride of the Valkyries” for the children. At the beginning of the piece, they should blast off their spaceships into the air. Throughout the piece, encourage them to use the musical cues to move their spaceship up, down, in circles, and other directions. The music will provide hints of movement that may be appropriate, but you could also point out high and low pitches and soft and loud moments. **CR1.4a**

Pretty Bubbles

Play a version of “Forever Blowing Bubbles” and invite the children to blow small and large bubbles to the tune of the music. **CR1.4a**

Carnival of the Animals

Introduce children to movements from Camille Saint-Saens’s *Carnival of the Animals*. “Hens and Cockerels,” “The Elephant,” “Kangaroos,” and “Aquarium” are good choices. After listening once, encourage children to guess what animal the music made them think of. Share with the children the animal that inspired each movement and show the children pictures of unfamiliar animals. Next, talk with the children about how each type of animal moves. Play the movement of music again and encourage the children to use their bodies to move like the namesake animal. **CR1.4a**

Make-Your-Own Xylophone

Fill an assortment of glasses or jugs or both with varying levels of water. Line them up in order from least to most full. Give the children a mallet or wooden spoon and have them experiment with gently tapping the glasses to hear the different sounds the different levels of water make. **CR1.4a**



CR2 #155

48-60 months

domain: cognitive development and general knowledge:

sub-domain: **creative development**

Strand: **VISUAL ARTS**

Standard: **CR2 – The child will create and explore visual art forms to develop artistic expression.**



36-48 months Indicators

CR2.3a

Uses a variety of tools and art media to express individual creativity.

CR2.3b

Observes and discusses visual art forms.



48-60 months Indicators

CR2.4a

Uses materials to create original work for self-expression and to express individual creativity.

CR2.4b

Observes and discusses visual art forms and compares their similarities and differences.



Kindergarten Correlation(s)

VAKMC.1

Engages in the creative process to generate and visualize ideas.

VAKMC.3

Selects and uses subject matter, symbols, and/or ideas to communicate meaning.

VAKPR.1

Creates artwork based on personal experience and selected themes.

All correlations at decal.ga.gov/Resources.aspx

VAKCU.1

Identifies artists and offers ideas about what art is and who artists are.

VAKCU.2

Views and discusses selected artwork.

VAKC.1

Applies information from other disciplines to enhance the understanding and production of artwork.

All correlations at decal.ga.gov/Resources.aspx

#155



36-48 months
Indicators

CR2.3c

Shares ideas about personal creative work.



48-60 months
Indicators

CR2.4c

Shows appreciation for different types of art and the creative work of others.



Kindergarten
Correlation(s)

VAKAR.1

Discusses his or her own artwork and the artwork of others.

VAKAR.2

Utilizes a variety of approaches to understand and critique works of art.



LARGE GROUP

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **VISUAL ARTS**

Standard: **CR2 – The child will create and explore visual art forms to develop artistic expression.**

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**

Beginning, Middle or End

Choose a piece of art, such as a painting or sculpture, and give the children quiet time to look at it before talking about it. Maybe take a few moments for the children to name several things they see in the artwork. Pose one of the following questions to build the children's observation and imagination skills:

1. If this artwork is the beginning of a story, what might happen next?
2. If this artwork is the middle of a story, what might have happened before? What might be about to happen?
3. If this artwork is the end of a story, what might the story be? **CR2.4b**

Virtual Tour

Take an online virtual tour of an art museum and encourage the children to discuss their thoughts on what they see. Ask questions such as, "How are these pictures the same or different?" or "What colors and shapes do you see?" Ask, "Do you think this picture is about something real or made up?" **CR2.4c**

The Dot

After reading *The Dot* by Peter H. Reynolds, encourage the children to create an illustration using dots and straight lines. Hang these in your art gallery. **CR2.4b**

I See, I Think, I Wonder

Introduce three sentence stems: "I see...", "I think..." and "I wonder..." to the children. Use these to help them make careful observations and thoughtful interpretations of a work of art. This routine also stimulates curiosity and sets the stage for inquiry. For example, while viewing Emanuel Leutze's *Washington Crossing the Delaware*, a child might say, "I see a man standing at the edge of the boat. I think he's cold. I wonder what he will do when he reaches land." The routine works best when a child responds by using the three stems together at the same time, for example, "I see..., I think..., I wonder..." However, you may find that children begin by using one stem at a time, and that you need to scaffold each response with a follow-up question for the next stem. **CR2.4b**

TEACHER TIP

Designate an artist of the day and have him/her share about his posted work.

Poster Talk

Display a poster reflecting the work of an artist, such as Van Gogh's *The Starry Night*, and ask the children to help you write a story about the picture. **CR2.4b**

What Makes You Say That?

Introduce two questions to encourage children's interpretation and justification skills. "What's going on?" "What do you see that makes you say that?" For example, while viewing Georges Seurat's *A Sunday Afternoon on the Island of La Grande Jatte*, in response to "What's going on?" a child might say, "I think they're watching a boat race." Follow up with "What do you see that makes you say that?" The child may say, "Everybody's looking at the boats in the water." Repeat the process, allowing many children the opportunity to describe what they think is happening in the painting. **CR2.4b**

TEACHER TIP

Have the children post original art work on the bulletin board and make time for them to share thoughts and comment on each other's contributions.

SMALL GROUP

CR2 – The child will create and explore visual art forms to develop artistic expression.

Color Mix

Present a lesson on mixing colors using paint. Then, encourage the children to create a piece of art using the colors they have created.

CR2.4a

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 and crayons or colored pencils for their work. Model descriptive language as they talk about their creations.

CR2.4a

Surprise Sculptures

Support the children as they create sculptures with clay and play dough. Add interesting textures such as small rocks, pipe cleaners or twigs.

Have them describe and tell stories about their creations.

CR2.4a

Box Painting

Have each child paint a shoe box using a variety of colors. When the boxes are dry, the children can stack them in different ways to create various 3-D sculptures.

CR2.4b

TEACHER TIP

Share your own art work or doodles with the children, and tell them about what inspired you.

Group Mural

Cover a classroom wall with bulletin board paper at the children's level and title the paper with a theme such as "Winter Fun." Provide paint, crayons, stickers, construction paper and glue and encourage the children to add to the mural.

Talk about the different winter activities each has created.

CR2.4a

Kool Ice

You will need packets of Kool-Aid or powdered tempera paint, paper and ice cubes. Have the children sprinkle Kool-Aid on their paper. Give the children ice cubes and encourage them to "paint" and see what happens. Move it around the page to create wet and colorful trails. Allow to dry when done.

CR2.4a

Clay Creations

Encourage the children to design and create something out of clay: a bowl, an animal or a figure. 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

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. Ask the children to describe what they've made.

CR2.4c

Watercolors

Give the children watercolor paints, coffee filters and eyedroppers. Encourage them to drop different colors onto the coffee filter. Hang these in the windows when dry.

CR2.4a

BRIGHT IDEA

For the children who have difficulty using the eyedropper, have them touch a paintbrush to the coffee filter instead.

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 and experiment, "What happens when you add a drop of white or black?"

CR2.4b

Rainbow Fish

Read *Rainbow Fish* by Marcus Pfister. Provide a variety of art material and invite children to create their own rainbow fish or what they would look like if they were rainbow fish.

CR2.4b

CR2 #157

48-60 months

CENTERS

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **VISUAL ARTS**

Standard: **CR2 – The child will create and explore visual art forms to develop artistic expression.**



Art Area

Provide ample paint and various painting tools such as brushes, feathers, cookie cutters and popsicle sticks for self-expression. **CR2.4a**

Provide a box of “junk,” including bottle caps, cardboard tubes, buttons, paper clips, clothespins and cotton balls, to glue to cardboard or paper. Talk about what the children have created using descriptive words and stories. **CR2.4a**

Make a shadowbox with a box lid filled with glue. Add small plastic toys, cars, rubber bands, nuts and bolts, wiggly eyes, rocks or other small items from a junk drawer. Let the glue dry before hanging it. Play “I Spy” with friends. **CR2.4a**

Provide appropriate library books of artists’ work for the children to look at, compare with the children’s work and talk about. **CR2.4b**

Provide various sizes of paper or fun foam shapes, paper and glue for the children to make shape monsters. Have them describe and share information about their creations with the children. **CR2.4b**

Art Area

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**

With the assistant teacher, model how to create a painting with a friend at the easel with paint and brushes. Show them how to take turns with their strokes and colors, and talk about what they are doing. Have the painters share their work during large group and tell their painting story. **CR2.4c**

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 and encourage them to create their own black and white pieces of art. **CR2.4c**

After time in large group examining and discussing the pointillist work by artists such as Paul Signac, Camille Pissarro and Maximilien Luce, provide the children with paintbrushes useful for making small dots and encourage them to create their own pointillist paintings. **CR2.4c**

Art Area

After examining and discussing the kinetic sculptures and mobiles created by Alexander Calder, provide children with materials to create their own. Materials may include pipe cleaners, ribbon, and cardboard or construction paper shapes. **CR2.4c**

Reading Area

Include examples of artists’ work in the reading area to encourage children to continue practicing the observation skills you introduce during large group time. Seek out books and magazines of artwork or books about artists. **CR2.4c**

Block Area

Display images of sculptures created by Jasper Johns and Robert Rauschenberg in the block area. Provide common household items in the area. Encourage the children to use the blocks and materials to create similar sculptures. **CR2.4c**

Dramatic Play Area

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**

OUTDOOR TIME

CR2 – The child will create and explore visual art forms to develop artistic expression.

Box Painting

Provide various-sized boxes to paint, color or decorate for use outside. **CR2.4a**

Mud Painting

Make a thin mud from dirt and water and add food coloring. Use plastic spoons to pour the mixture over cardboard to create original art work. Let it dry and display it. **CR2.4a**

Outside Artist

Bring an art basket outside, supplied with sidewalk chalk, markers, paper, crayons and watercolor paint. **CR2.4a**

Weaving Wall

Give the children long strips of fabric or paper and encourage them to weave through the holes of a chain link fence. **CR2.4a**

Nature Rubbings

Provide paper and remnants of crayons with the paper wrappers removed. Encourage the children to have time to explore texture in art by creating rubbings. The children place a textured item under the paper and slide the side of the crayon remnant back and forth to reveal the texture details. The children could explore the texture of tree bark, leaves, cement, the side of a basket and wood grain. **CR2.4a**

Feather Painting

Provide large sheets of butcher paper, paint in pie tins and feather dusters or pine tree branches with needles to use 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**

Musical Chairs Painting

Set up a table covered with paper. Give each child a small cup of different colored paint and a small brush. Play music and have the children paint in their space. Stop the music and have them move to the next space and add to that painting. When finished, have them look at the paintings and compare what they see. This activity can take place inside or outside. **CR2.4b**

Tree Trunk Painting

Wrap the base of a large tree with butcher paper and provide children with art materials such as paints and brushes, pastels or markers. Encourage them to use the tree trunk as their easel and create their own works of art. **CR2.4a**

Rain Painting

Use a spoon to lightly sprinkle tempera paint powder onto paper, being careful not to make large clumps. Place the paper outside in the rain. The raindrops will create an interesting texture and blend the colors together. **CR2.4a**

Group Mural

Roll out a large sheet of butcher paper and tell the children to paint whatever they want using fingerpaint or brushes. Encourage them to share ideas with each other, rather than telling them what to paint. Point out the natural surroundings to inspire creativity. **CR2.4c**

Nature Reflections

Have the children go outdoors and draw what they observe. You might use clipboards, paper and pencils. Use these drawings to promote discussion about each other's observations. **CR2.4c**

Musical Chalk Drawings

Provide the children with a piece of sidewalk chalk and have them find a space on the pavement to sit. Play selections of different styles of music and encourage the children to draw on the pavement to the beat of the music to create designs. **CR2.4a**

Splatter Painting

Provide an opportunity for children to create Jackson Pollack-inspired splatter paintings. Attach butcher paper to a wall and demonstrate for the children how to fill a paintbrush with paint and carefully splatter the paint onto the paper. A less messy way may be to put paint into restaurant-style squeeze bottles and allow the children to paint by squeezing the paint stream onto the paper. **CR2.4a**

CR3 #158

48-60 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.**



36-48 months
Indicators

CR3.3a

Participates in classroom activities with musical instruments and singing to express creativity.



48-60 months
Indicators

CR3.4a

Uses familiar rhymes, songs or chants and musical instruments to express creativity.



Kindergarten
Correlation(s)

MKGM.1

Sings, alone and with others, a varied repertoire of music.

MKGM.2

Performs on instruments, alone and with others, a varied repertoire of music.

MKGM.3

Reads and notates music.

All correlations at decal.ga.gov/Resources.aspx

#158



LARGE GROUP

domain: cognitive development and general knowledge

knowledge: **creative development**

Strand: **MUSIC**

Standard: **CR3 – The child will use his/her voice, instruments and objects to express creativity.**

Counting Fun

When reciting finger plays that focus on counting, use rhythm sticks or instruments when saying the numbers. Encourage the children to make up different ways to play their sticks, tap together, tap on their knees or tap on the floor. **CR3.4a**

Jingle Bell Dance

Give the children a jingle bell bracelet for their wrists or ankles, and play upbeat music for dancing. Try stomping, skipping, hopping and moving in slow motion. **CR3.4a**

Music Circle

Place your classroom instruments in a large circle on the floor. Each child will sit behind an instrument, facing inward, but not yet touching the instrument. Tell the children that when you begin playing music, they should pick up their instruments and begin playing them. When the music stops, they should place their instruments on the floor again and move to the next instrument on their right. Repeat the process until the children have had a chance to play all of the instruments. As you repeat this activity throughout the year, introduce children to different tempos, rhythm styles and music genres. You could stop and start one song in a session or choose clips from several songs. **CR3.4a**

Rhythmic Names

Provide two rhythm sticks to each child and have them 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**

Ram Sam Sam

Sing “A Ram Sam Sam,” a popular children’s song which originated in Morocco:

*A ram sam sam, a ram sam sam
Guli guli guli guli guli ram sam sam
A ram sam sam, a ram sam sam
Guli guli guli guli guli ram sam sam
A rafiq, a rafiq
Guli guli guli guli guli ram sam sam
A rafiq, a rafiq
Guli guli guli guli guli ram sam sam*

Use these actions when singing:

A ram sam sam – pound fists, right over left, then left over right.
Guli guli – pull hands apart gesturing as if something were gooey
A rafiq – spin index fingers on either side of the head, ending with the fingers pointed up. **CR3.4a**

Old MacDonald Had a Band

Sing to the tune of the original “Old MacDonald Had a Farm,” and give each child an instrument to play and sing along with. Such as, “...on his farm he had a tambourine. With a shake, shake here and a shake, shake there...” or “...on his farm he had some sticks, with a tap, tap here and a tap, tap there.” **CR3.4a**

1-2-3-4 Cheer!

Introduce this chant to children to teach the difference between “loud” and “soft.” Have the children count from one to four, pausing after each number. When they pause, you say the second part of each line of the chant. As they get to the higher numbers, they should get louder.

One – you said that softly...
Two – a little bit louder...
Three – I still can’t hear you...
Four – That’s so loud! **CR3.4a**

TRANSITION TIP

Remember the power of nursery rhymes and use them for transitions as you gather the children for large group time.

SMALL GROUP

CR3 – The child will use his/her voice, instruments and objects to express creativity.

I See A Song

Share the book *I See A Song* by Eric Carle. Have children draw along with the book what they would see if they were the musician in the book. **CR3.4a**

Listen to Me

Invite one child to play a pattern with rhythm sticks and others listen and repeat after you have modeled the activity. **CR3.4a**

Musical Three Bears

Tell or read the story of “The Three Bears” and have each character in the story represented by a different instrument. As you tell the story, have the children play the instrument as the character says his/her line, bells for Goldilocks or triangles for Papa Bear. **CR3.4a**

Wind Pipe Instrument

Give each child ten straws. Lay tape on the table sticky side up and encourage the children to place straws next to each other evenly. Pull tape around all straws securely but allowing straws to lay flat on table. Help the children cut straws at a diagonal to create a wind pipe instrument. Use additional tape as needed. The children will be able to hear their breath change as they blow through it. Play some music and have the children practice playing their instruments. **CR3.4a**

Musical Artists

Cover a table with butcher paper or blank newsprint. Give each child a marker and then begin playing music. Encourage them to walk around the table using the markers to make marks on the paper to the beat of the music or 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 and fill them up with increasing or decreasing levels of water. Every glass or bowl should have 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**

TEACHER TIP

Young children like routines and schedules. When transitions are planned as a meaningful part of the curriculum, they promote the learning of skills in a positive way. Since Pre-K children move often to activities, singing songs are especially helpful as they clue young children to what comes next.

Wiggles Out For Quiet Time

Introduce this song to the children to help them transition to small group time. Sing it to the tune of “Jingle Bells”:

*Clap your hands, stomp your feet,
Wiggle all around.
Reach your hands high in the air
And now let's touch the ground.
Hold your hips, hold your head
Give yourself a hug.
Sit right down, eyes to look,
It's time to read a book.*

CR3.4a

Colorful Song

Introduce this song to help the children learn their colors. Sing it to the tune of “If You're Happy and You Know It”:

*If you are wearing red, shake your head.
If you are wearing red, shake your head.
If you are wearing red
Then please shake your head.
If you are wearing red, shake your head.*

Continue with:

*Blue, touch your shoe.
Black, pat your back.
Green, bow like a queen
Yellow, shake like Jell-O
Brown, turn around.
Pink, give a wink.
If orange is what you wear, touch your hair.*

CR3.4a

CR3 #160

48-60 months

CENTERS

domain: cognitive development and general knowledge

knowledge: **creative development**

Strand: **MUSIC**

Standard: **CR3 – The child will use his/her voice, instruments and objects to express creativity.**



Reading Area

Record the children chanting or singing classroom songs and finger plays. Let them listen for use during center time. **CR3.4a**

Art Area

Provide materials for children to use to make musical instruments. For example, rice or dried beans inside a paper tube stapled at each end could make maracas. **CR3.4a**

Have the children create props, such as headbands with animal ears or small decorated boxes, to reflect characters from familiar finger plays or songs. Use these props during large group music time. **CR3.4a**

★ BRIGHT IDEA

For the children sensitive to wearing headbands, give them a stuffed animal or puppet to hold.

↔ TRANSITION TIP

As the children are finishing clean-up time and coming to the rug, play the quiet rain stick and then whisper a finger play as they gather.

Writing Area

Include word cards with pictures of musical instruments and other music-related terms in the writing area. Encourage children to include the words when they write. **CR3.4a**

Provide blank musical staff paper and music related stamps and encourage children to include them in their writing. **CR3.4a**

Math/Manipulatives Area

Provide a microphone for children to use while singing number songs in the math center. **CR3.4a**

Provide GeoBoards with rubber bands for the children to make a stringed instrument similar to a guitar. Show the children how to stretch the rubber bands to different lengths to make different pitches. Encourage them to make up their own melodies. **CR3.4a**

Listening Area

Play recordings of different sounds or create your own. Have the children draw pictures of what they hear or match the sound to clip art pictures. Make a chart with the drawings titled "Sounds We Hear." (You could also do this activity outdoors). **CR3.4a**

TEACHER TIPS

Use music and musical instruments to develop cultural awareness. Playing songs and using musical styles from the children's home cultures create continuity between home and school. This nurtures the children's feelings of safety and security and validates the importance of their culture and language. It is also important to share songs and styles from cultures different from the children's.

Provide musical instrument in various centers around the room to encourage creative, musical play. Rotate the instruments periodically.

Monitor the children as they use musical instruments during centers. Consider adding musical instruments to a center only after you have introduced the instrument during a more structured time, such as large or small group. This will help ensure that the children care for the instruments and use them in appropriate ways.

TECH TIP

Place a small TV or iPad/tablet in the reading or listening areas and have a musical performance playing. The children will enjoy seeing a symphony orchestra perform or the costumes of an opera.

OUTDOOR TIME

CR3 – The child will use his/her voice, instruments and objects to express creativity.

Buttercup Parachute

Play “Ring Around the Rosie” with the parachute.

Have the children chant along:

Ring around the rosie,

A pocketful of posies,

Ashes, ashes, we all fall down!

(Everyone squats down).

The cows are in the meadow,

Eating buttercups,

A tishoo, a tishoo, we all stand up!

(Everyone stands up).

You can have the children use loud and quiet voices for the different verses. **CR3.4a**

Outdoor Sing Along

Take instruments and a CD player outside, sit on a blanket and have an outdoor singalong. Sing traditional songs like “I’ve Been Working on the Railroad” and “She’ll Be Coming ‘Round the Mountain.” **CR3.4a**

Ribbon Sticks

Have the children decorate large popsicle sticks with markers and stickers. Staple a length of ribbon (cover the staple with masking tape) onto the stick for use with dance. Take these outside for dance and watch them blow in the wind. **CR3.4a**

Outdoor Instruments

Invite the children to select an instrument. Explore “outdoor sounds and indoor sounds.” Have the children play loudly outside and quietly indoors. **CR3.4a**

Rainstorm

Teach the children how to create the sounds of a rainstorm by using their bodies. Begin by dividing the class into three or four small groups. As you point to each group, the children should begin mimicking the movement that you show them. Introduce the movement to one group at a time to demonstrate the building noise of a rainstorm. The first motion is rubbing hands together in a circular pattern. Once all groups are rubbing their hands together, return to the first group and begin snapping your fingers. This group will begin snapping, too, while the other groups are still rubbing together their hands. Continue until all groups are snapping their fingers. The final two movements are lightly clapping your hands and strongly clapping your hands. Once all groups are strongly clapping their hands, introduce thunder. Run across the front of the groups. As you pass in front of the children, they should briefly stomp their feet. End the rainstorm by repeating the process in reverse order. **CR3.4a**

Musical Parade

Provide musical instruments for the children and encourage them to march around the play space in a parade line. The children could take turns being the leader of the parade, deciding the tempo of the instrument playing and the parade route. **CR3.4a**

Indoor and Outdoor Voices

Sing this song to the tune of “London Bridge is Falling Down” to help the children learn the difference between indoor and outdoor voices. If possible, sing the song near a doorway. When you sing the first verse, have all the children stand right inside the doorway. When you sing the second verse, have all the children stand right outside of the doorway. Sing the first verse very softly and the second verse very loudly.

Indoor voices must be soft,

Must be soft, must be soft.

Indoor voices must be soft,

So I’ll hear you.

Outdoor voices can be LOUD!

Can be LOUD! Can be LOUD!

Outdoor voices can be LOUD!

So I’ll hear you. CR3.4a



CR4 #161

48-60 months

domain: cognitive development and general knowledge:

sub-domain: **creative development**

Strand: **DRAMA**

Standard: **CR4 – The child will use dramatic play to express creativity.**



36-48 months
Indicators

CR4.3a

Participates in dramatic play presentations with adult guidance.

CR4.3b

Recreates a familiar story using action and objects (props) individually or cooperatively.



48-60 months
Indicators

CR4.4a

Participates in dramatic play presentations.

CR4.4b

Uses dialogue, actions, objects and imagination to tell a creative story.



Kindergarten
Correlation(s)

TAESK.4

Designs and executes artistic and technical elements of theater.

TAESK.5

Directs by conceptualizing, organizing, and conducting rehearsals for performance.

TAESK.7

Integrates various art forms, other content areas, and life experiences, to create theater.

All correlations at decal.ga.gov/Resources.aspx

TAESK.2

Develops scripts through improvisation and other theatrical methods.

#161



36-48 months
Indicators

CR4.3c

Creates various voice inflections and facial expressions in play.

CR4.3d

Identifies real and make-believe situations through dramatic play.



48-60 months
Indicators

CR4.4c

Represents a character by using voice inflections and facial expressions.

CR4.4d

Participates in dramatic play to express thoughts, feelings and creativity.



Kindergarten
Correlation(s)

TAESK.3

Acts by developing, communicating and sustaining roles within a variety of situations and environments.

TAESK.1

Analyzes and constructs meaning from theatrical experiences, dramatic literature and electronic media.

TAESK.6

Researches cultural and historical information to support artistic choices.

All correlations at decal.ga.gov/Resources.aspx

CR4 #162

48-60 months

LARGE GROUP

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **DRAMA**

Standard: **CR4 – The child will use dramatic play to express creativity.**



Campfire Story

Create a campfire out of paper towel rolls and tissue paper. Give the children cotton ball marshmallows on a stick to roast while listening to a fable or legend. **CR4.4a**

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 or *The Old Lady Who Swallowed a Fly* by Pam Adams. **CR4.4a**

The Gingerbread Man

Most classics are great stories for children to dramatize. Provide headbands for the children to retell this favorite, along with a real gingerbread cookie or a puppet. **CR4.4a**



TEACHER TIP

Support the children in acting out familiar stories. Use dress-up props to represent the story characters, teach them to bow and clap for each performance and use theater terms such as actors, scenes or script.

How I Feel

Play a game in large group where each child says his/her name in a funny voice, describing how he/she feels about the day. Examples include excited, happy, tired, sad or silly. Have them think of other descriptive words. **CR4.4c**

Active Stories

Have a few of the children act out simple songs, such as, "Five Little Monkeys," "Teddy Bear," or "Down on Grandpa's Farm." Use simple props and pieces of fabric or hats for costumes. **CR4.4d**

Sleeping Animals

Encourage children to lie on the floor as though they were sleeping. Sing:

Sleeping, sleeping, all of the children are sleeping...

but when they woke up, they were _____

(name an animal, such as a dog)

All of the children get up and pretend to be dogs.

Repeat with a different animal. **CR4.4d**



TEACHER TIP

Choose rhymes and finger plays about animals and people that let you model voice inflections and facial expressions. Encourage the children to mimic your delivery.

Classroom Charades

Whisper a familiar action to a child, and have them act it out with movement and expression for the others to guess. Easy ideas include brushing teeth, reading a book, combing hair, shooting a basketball and frosting a cupcake. Try animals also. **CR4.4d**

★ BRIGHT IDEA

For the children who need more concrete examples, provide picture cards or props of the action they will be acting out.

I Am A Magician

Begin by saying, "I am a magician and 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 the children catch on to the activity, they could take a turn as the magician. **CR4.4d**

SMALL GROUP

CR4 – The child will use dramatic play to express creativity.

Sheep in a Jeep

Read *Sheep in a Jeep* by Nancy Shaw. Give the children a box to represent the jeep. Read the story again and have the children respond with the sounds and movement the animals make.

CR4.4a

The Little Old Lady

Read *The Little Old Lady Who Wasn't Afraid of Anything* by Linda Williams. Give the children the props to re-enact the story. They will want to do this over and over. Once they have learned the story, place the props in a prop box to take out during center time independently. **CR4.4a**

Character Hats

Set out a variety of hats, such as firefighter, chef and nurse. Model for the children how to choose a hat and then create a character based on it. Talk through a day in the life of the character. As children pretend to be a character, ask them questions to prompt their imaginations. For example, "Where do you live?" and "What is your job?" Finally, encourage children to draw pictures of their character on the job. **CR4.4a**

TRANSITION TIP

As the children transition, instruct them to move like certain animals or to move in response to the beat and tempo of various musical selections.

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**

The Elves and the Shoemaker

Retell the story "The Elves and the Shoemaker." Have the children volunteer for different roles such as the King or the Queen, the shoemaker or an elf. Use instruments, such as rhythms sticks, to represent the hammer to nail the shoes or sand paper blocks to represent cutting the leather.

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

For the children who are not comfortable dramatizing stories, adapt a role to meet a child's comfort level. For example, if a child is not comfortable getting under the sheet, encourage them to stand in a position that is more comfortable for them.



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**

TRANSITION TIP

Hold up a picture of a familiar story character. As the children move to the next activity they quote character lines from the story, such as a picture of the dog from "Little Red Hen": "Not I," said the dog.

CR4 #163

48-60 months

CENTERS

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **DRAMA**

Standard: **CR4 – The child will use dramatic play to express creativity.**



Art Area

Encourage children to create animals out of plastic visors, with wiggly eyes, glued-on ears and pom-pom noses. Have the children wear these and act out songs and stories. Encourage and model voice inflections and facial expressions.

CR4.4c

Create characters using magazine pictures of people and animals glued to popsicle sticks, laminated if possible. Use these characters to make up and act out stories. **CR4.4d**

Block Area

Create a boat out of a laundry basket. Have the children use it to act out a voyage across the ocean similar to Max in *Where the Wild Things Are*. **CR4.4d**

Writing Area

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**

Dramatic Play Area

Create simple prop boxes for the children to retell familiar nursery rhymes. "Jack Be Nimble" (include a boy's hat and candlestick), "Jack and Jill" (include a boy's hat, a girl's dress, a bucket, and some blocks to represent a hill), "Little Miss Muffett" (include a girl's dress, cottage cheese, a plastic spider and a small stool). **CR4.4a**

Have the children plan a talent show, practice their acts and perform it with microphones and costumes. Create a stage area in dramatic play with chairs for the audience. **CR4.4a**

Provide a variety of small figures, stuffed animals and small toys with accessories to encourage the children to make up stories for their friends or act out a familiar story or nursery rhyme. **CR4.4b**

Set up a veterinary clinic and provide props for the treating 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**

TEACHER TIPS

Keep dramatic play fun by changing it up. Here are some fun ideas to try: Nail Salon, Airport, Flower Shop, Post Office, Bakery, Doctor's Office, Coffee Shop, Hair Salon, Gift Wrapping Station, Italian or Chinese Restaurant, Pizza Parlor or a Clothing Store.

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 represent 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 for Puss in Boots. A Viking helmet for a cow. The magic that the children find in these simple props will be stronger and easier than anything you try to make.

During center time, visit each learning area and ask the children questions to prompt story telling such as, "Who are you pretending to be today? What story can you tell me about your project? Tell me about what you are building."

OUTDOOR TIME

CR4 – The child will use dramatic play to express creativity.

Outdoor Show

Provide a tri-fold cardboard background reflecting seasonal scenes and a CD player or tape player with music reflecting favorite classroom rhymes and songs. Encourage the children to sing and dance along with the music and invite their friends to join in play-acting stories outside. **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**

Paleontology Lab

Set up bones that have been cleaned and bleached, shovels and plastic tools in a sand box and talk about a paleontologist and the work he/she does. Add magnifying glasses and paintbrushes to dust off the bones and books with dinosaur pictures. **CR4.4d**



TEACHER TIP

Provide prop boxes for outdoor play and acting out stories outside.

Paint the Sky

Provide outdoor easels and paint (blue/white/gray) and encourage the children to paint the sky and share what they see. **CR4.4b**

Slide and Describe

As the children go down a slide, have them describe a character they could be, using that character's voice and facial expression: "I am a beautiful princess," "I am a scary monster!" or "I am a growly bear." Give them many ideas as they each take a turn. **CR4.4c**

Jack and the Beanstalk

Twist paper bags and staple them together to form a beanstalk. Staple green leaves onto the stalk and hang from a high place at one end of the play space. Make a magic line with some masking tape and have children sit on the line. Have the children individually pretend they are Jack and tiptoe quietly towards the beanstalk. At the beanstalk, the child then pretends to climb up. Encourage the child to lift their knees and use their arms while climbing. When you and the other children say, "The Giant is coming!" the child becomes the giant, walking backwards, with large heavy giant steps until he/she is safely back on the magic line. **CR4.4d**

Fire, Call 9-1-1

Have children wear firefighter jackets and hats on the playground and encourage them to put out fires. Give each child a squirt bottle as they run around to hose down the fire. **CR4.4d**

Farmers Market

Set up an outdoor farmers' market with shopping carts, play fruit and vegetables, purses, bags, cash registers and play money. The children can act out the roles of cashier and customer in their outdoor market. **CR4.4d**

Duck, Duck, Animal

This game is played like "Duck, Duck, Goose." Instead of saying "goose," the child names a different animal, for example, "elephant." The child that was tapped as an elephant gets up and goes around the circle pretending to be an elephant, and the child that chose him sits in his spot. Once the selected child has gone around the circle as an elephant, he becomes the next one to choose a different animal and begins a new round. **CR4.4c**

Baby Wash

Take a sensory tub outside and fill it with water and a small amount of soap. Have the children wash baby dolls and their clothes. Create a clothesline for the children to hang up clothes to dry after they have washed and rinsed them. Provide dry towels for the babies or a place to lie them down when they are finished washing them. **CR4.4a**



CP1 #164

48-60 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.**



36-48 months
Indicators

CP1.3a

Intentionally carries out an action with an understanding of the effect it will cause.

CP1.3b

Expresses beginning understanding of reasoning skills.



48-60 months
Indicators

CP1.4a

Recognizes cause and effect relationships.

CP1.4b

Explains why simple events occur using reasoning skills.



Kindergarten
Correlation(s)

**NO
CORRELATION**

**NO
CORRELATION**

#164



36-48 months
Indicators

**NO
CORRELATION**



48-60 months
Indicators

CP1.4c
Draws conclusions based
on facts and evidence.



Kindergarten
Correlation(s)

**NO
CORRELATION**



CP1 #165

48-60 months

LARGE GROUP

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP1 – The child will demonstrate awareness of cause and effect.**



Feeling Friends

Read *Friends* by Ailiki and create a chart with some of the actions in the story. Have the children place a smiley or frowny face on the chart depending on how each action in the story will make a friend feel. Ask them to tell why. For example, a child might say, "I put a smiley face because sharing will make my friend happy." **CP1.4a**

Mouse Sequencing

Read *If You Take a Mouse to the Movies* by Laura Numeroff. This book sends Mouse to the movies in an adventure that introduces the concept of cause and effect. After reading the book, print out pictures to represent each of the parts of the story and place them on cutouts of popcorn. Punch holes in the popcorn so you can string it on to yarn. Have the children come up one at a time and add the next event in the sequence. Have them practice the language of cause and effect: "When you give him..., then he'll want..." **CP1.4a**

★ BRIGHT IDEA

For children who have difficulty telling the story, add words to their actions. For example, "Brandie, you put the tree on the string next because you remembered that when Mouse saw the popcorn, he wanted to put it on the tree."

What Do You Do?

Read *Jump, Frog, Jump!* and emphasize the cause and effect relationships throughout the story. For example, after reading the line "How did the frog catch the fly?" and the response, ask, "When the frog wanted to catch the fly, what did he have to do?" Connect to real-life experiences. For example ask, "If you wanted to catch a ball that a friend threw really high, what would you have to do?" or "If you wanted to catch up to a friend, what would you do?" **CP1.4a**

Why Splat?

Read *Splat the Cat* by Rob Scotton. Ask a variety of "why" questions so the children can state answers using cause and effect language. For example, you might say "Tell us why...
... Splat took Seymour to school?
... there was no milk for lunch?
... the other cats decided to like mice?" **CP1.4b**

↔ 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."

Picture Talk

Show the children a variety of pictures. Have them complete a statement for each one using the word "because."

"He is holding an umbrella because..."

"She is laughing because..." **CP1.4b**

Why Do You Think...?

Read *Knuffle Bunny* by Mo Willems. Ask the children, "Why do you think the little girl left her bunny at the laundromat?" Encourage them to explain their reasoning using the word "because" to make the link to cause and effect. **CP1.4b**

Sing About Cause and Effect

Sing this fun song to the tune of "The Addams Family" to introduce the concept and the vocabulary of cause and effect.

CHORUS: Cause and effect (snap, snap)

Cause and effect (snap, snap)

Cause and effect, Cause and effect,

Cause and effect (snap, snap)

When you see it's raining

You need your umbrella

'Cause if you don't have it

You're gonna get real wet.

If your hands are dirty

The germs can make you sick

So you better wash 'em

Then you will be all set. CP1.4a

SMALL GROUP

CP1 – The child will demonstrate awareness of cause and effect.

Cause and Effect Puzzles

Create cause and effect puzzles by obtaining pictures relating to a sequential story such as *There Was an Old Woman Who Swallowed a Fly*. Have the children put the pictures in order. Talk about how one event caused another. **CP1.4a**

Race Cars

Have the children experiment with cars and ramps. Discuss why they believe some cars went faster and others slower. **CP1.4b**

If/Then Class Book

Create a class book with photos of the children and simple if/then statements. Model it after one of Laura Numeroff's *If You Give... books*. Try focusing on physical actions such as, "If you tickle Tommy, then he will laugh," or "If you play some music, then Suzy will dance." **CP1.4a**

Marble Races

Provide cardboard tubes cut in half lengthwise, marbles and 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 the children who have difficulty with the small marbles or with balancing the tubes, use ping-pong balls and larger tubes from gift wrap rolls.

Painting with Marbles

You will need shallow box lids, marbles, paper and paint. Place the paper in the box. The children dip marbles in the paint and then on to the paper and move the box lid back and forth, tipping it to roll the marbles around. Ask questions such as, "Can you make the marbles go around the edge of the paper? What did you have to do?" **CP1.4b**

Learning about Consequences

Read *Slam! A Tale of Consequences*, a story about a boy who slams the door and causes a red ball to go bouncing through the neighborhood with unexpected effects. The illustrations are very detailed and provide many opportunities to notice and talk about why each of the things in the story happened. The children are introduced to a new word, "consequences." Give the children a red sticker to represent the ball and have them draw something else to add to the story. **CP1.4a**

Will It Float?

After the children have had some experience with sink and float activities, set up the following experiment. Fill three clear containers about ½ full – one with water, one with vegetable oil and one with corn syrup. Plastic test tubes are ideal for this purpose. Provide a variety of items to test such as paper clips, small rocks, pieces of craft foam and pennies. 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? **CLL1.4c**

What Happened First?

Gather an assortment of interesting pictures from books or magazines depicting the outcome of a specific action; for example, someone sitting at the bottom of a slide. Ask the children to dictate or draw what happened first. **CP1.4b**

Will It Melt?

Have the children experiment with dropping cold water and warm water on to ice cubes and observing 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**

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 or 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." Extend the cause and effect chain by asking follow-up questions of other children in order around the table.

Teacher: "Why did they drink it?"

Child B: "Because they were thirsty."

Teacher: "Why were they thirsty?"

Child C: "Because they were playing outside."

And so on. **CP1.4b**

CP1 #166

48-60 months

CENTERS

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP1 – The child will demonstrate awareness of cause and effect.**



Art Area

Provide small containers of colored water, droppers and coffee filters. The children can experiment with mixing colors together and dropping them on to the filters. Encourage them to share their results with each other. Say, "Can you tell Amy how you made purple?" **CP1.4b**

Block Area

Add PVC pipe and connectors. The children can connect them in different ways and notice the effects. Ask questions such as, "How could you change your structure to make the pipes go a different direction?" **CP1.4b**

Provide a variety of wheeled vehicles and ramps. Use unit blocks or construct ramps with heavy cardboard taped to a box. The children can experiment with different angles to discover which ramp makes the cars go faster. **CP1.4b**

Math/Manipulatives Area

Show the children how to line the dominoes up in rows and then knock down the whole row by just pushing the first one. Start with single lines and progress to branching ones as the children have more experience. Use extra large dominoes, usually found with garden games, and move play to the floor to engage large motor skills. **CP1.4a**

Reading Area

Include books that illustrate cause and effect such as *Mouse Paint* by Ellen Stoll Walsh; *Why Mosquitos Buzz in People's Ears* by Verna Aardema; *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble; *The Rain Came Down* by David Shannon and *Who Sank the Boat?* by Pamela Allen. **CP1.4a**

Writing Area

Provide a variety of writing tools so that the children can notice differences in line width or color intensity. Talk about what kind of marker or crayon they would choose for different tasks. For example ask, "What marker would you need if you wanted to write on this little card?" or "What makes the darkest color – a colored pencil or a crayon?" **CP1.4a**

Science Area

Provide a variety of objects that make noise when you strike, shake or turn them. Encourage the children to experiment. Talk about how to make the different sounds: "When you hit this one, it dings," or "You have to twirl this one to make the noise." **CP1.4a**

Provide a set of colored discs. The children can combine them in a variety of ways to create different colors. Ask questions to encourage reasoning such as, "Why do you think the table looks orange?" **CP1.4b**

Science Area

Start by adding one cup of flour to a gallon-size Ziplock bag. Next, add three tablespoons of sugar, one package of yeast and one cup of water. Seal the bag and mix up the ingredients. Encourage the children to squish the dough. Talk about how yeast "burps" to let out gas. Let the bag rest for 10 minutes so the yeast will activate. Compare the bag before and after it sits, pointing out the bubbles or burps from the yeast. After the 10-minute rest, add three tablespoons of olive oil, 1½ teaspoon salt and another cup of flour to the bag. Continue squishing for about three minutes. Open the bag and add one more cup of flour and mix it again. At this point, let the children sprinkle some flour on a clean surface and knead the bread for about eight minutes or until it is smooth. Put the dough in a pan in a warm area, and let it rise for about an hour. Talk to the children about the effect of the yeast. Bake the bread at 375°F degrees for 25 minutes or until golden brown. **CP1.4b**

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.

OUTDOOR TIME

CP1 – The child will demonstrate awareness of cause and effect.

Different Strokes

Take painting outside and encourage the children to paint with the paint brushes in a variety of ways; for example, by hitting the paper, flinging the paint brush towards the paper, dabbing or making linear or circular strokes. **CP1.4a**

Kick Ball

Provide different sizes, shapes and types of balls. Ask what happens when you kick a tennis ball, a beach ball, a playground ball and a ping-pong ball. Which will go furthest? Which is easier to kick? Which is easier to aim? Why? **CP1.4b**

Parachute Play

Place a beach ball in the center of a parachute and show the children how to lift and lower the edges to move the ball around. Vary the motions and ask the children to note what happens. Say, "What happens when we bounce it slowly?" "What happens when we go fast?" Try these actions: one side moves the chute up and down and the other side holds it still; two sides pull back and forth in a see-saw motion; everyone holds on with one hand, faces the same way and walks around in a circle. **CP1.4a**

Fall Parachute Play

In the fall, place the parachute on the ground, have the children gather leaves and lay them on the top. When you have plenty of leaves, check to make sure there are no rocks or sticks. Then hold the edges of the chute and raise and lower it to make the leaves fly and bounce. **CP1.4a**

Sand in Motion

Provide sand wheels or other similar toys for the sandbox. The children can experiment with different materials, such as damp sand or fine gravel, noting the changes in how each behaves. **CP1.4a**

Faster and Farther

Talk with the children about what causes them to swing higher or kick a ball farther. Ask questions like, "What did you do to make the ball go so far?" Restate what they say using "if/then" language: "So IF you kick the ball really hard, THEN it will go further." **CP1.4a**

Pool Noodle Fun

Cut foam pool noodles into sections about 3 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**

Will It Overflow?

Fill a plastic bucket about $\frac{3}{4}$ 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 next one? **CP1.4c**

Sand Castles

Designate an area of the sandbox for this activity or fill an outdoor sensory table with sand. Provide different sizes of cleaned 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**

Water Bottle Sprinkler

Prepare water bottles by making several small holes around the bottom with a push pin. Fill the bottle with water and attach the cap. The children can squeeze the bottle or unscrew the lid to watch the water squirt out. Ask questions like, "What happens when you squeeze harder?" or "What happens when the water level gets low?" **CP1.4b**

Catching Bubbles

Take bubble-blowing supplies outside for some fun cause and effect experiences. Experiment with wands of different sizes and shapes or wave your hand back and forth to form bubbles instead of blowing them. Watch the bubbles pop when they land on a surface or race after them to pop them yourself. Show the children how to wet their hands so they can catch the bubbles without popping them. Ask, "Why do you think the bubble doesn't pop when you catch it with wet hands?" **CP1.4b**

CP2 #167

48-60 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.**



36-48 months
Indicators

CP2.3a

Uses objects as intended in new activities.



48-60 months
Indicators

CP2.4a

Explains how to use objects in new situations.



Kindergarten
Correlation(s)

**NO
CORRELATION**

CP2.3b

Uses observation and imitation to acquire knowledge.

CP2.4b

Uses observation and imitation to transfer knowledge to new experiences.

**NO
CORRELATION**

#167



36-48 months
Indicators

CP2.3c

Identifies familiar objects and people in new situations.

CP2.3d

Uses clues and sequence of events to infer and predict what will happen next.

CP2.3e

Discusses how new learning related to concrete objects is based on prior knowledge.



48-60 months
Indicators

CP2.4c

Uses information gained about familiar objects and people, and can apply it to a new situation.

CP2.4d

Makes, checks and verifies predictions.

CP2.4e

Explains how an activity is built on or uses past knowledge.



Kindergarten
Correlation(s)

**NO
CORRELATION**

**NO
CORRELATION**

**NO
CORRELATION**

CP2 #168

48-60 months

LARGE GROUP

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.**



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 classroom 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**

What's That Box?

Read *Not A Box* by Antoinette Portis. Provide a medium-sized cardboard box, large enough for a child to sit or kneel in. Good choices might be a box disposable diapers came in or one from the grocery store that held soup cans. Invite the children to come up and act out things the box could be. Other children can guess. "It's a rocket ship!" **CP2.4a**

Caring for Pets

After reading *Oh, the Pets You Can Get!*: *All About Our Animal Friends* from the Cat in the Hat's Learning Library, discuss with the children how to take care of a class pet, such as a fish or hamster. Some of the children may have prior knowledge because they already have pets at home. Discuss the needs of pets, such as giving them food and water every day. **CP2.4c**

New Verses

To help the children connect to prior knowledge, make up new verses or add words to familiar songs such as "Down by the Bay" or "A Hunting We Will Go." They can use the familiar rhyming pattern of the song and substitute new words. You may need to prompt by supplying the first part of the sentence. "We'll catch a bear and..." and encourage the children to fill in the rest. **CP2.4c**

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, have one of the Three Little Pigs come and sit beside Miss Muffet instead of the spider. Challenge the children to finish the story with the new character using their prior knowledge. Say, "What did the pig say to Miss Muffet? Was she afraid of the pig? What happened next?" **CP2.4c**

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. Say, "Why do you think that?" The child should answer using the word "because." Create a chart with two columns – one for each person's prediction ("I think") and one for the justification "because...." **CP2.4d**

The Chicken Dance

Play music and teach the children to do "The Chicken Dance" by imitating your motions. Later you can invite the children to lead the song. Other songs that encourage observation and imitation include "Tooty Ta" "Alice the Camel" or "The Noble Duke of York." **CP2.4b**

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 or class visitor, show 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**

★ BRIGHT IDEA

Offer the children pictures of things they might see and let them point to the picture instead of telling you. Provide language to support their choice. "Benjamin thinks there will be a truck at the fire station."

SMALL GROUP

CP2 – The child will use prior knowledge to build new knowledge.

Coloring Flowers

After learning about parts of a flower and their functions, try this prediction activity. You will need four or five white flowers, such as carnations, a clear cup to hold each flower, and four or five colors of food coloring. Color the water in each cup a different color and place one flower in each cup. The children can draw the colored water and say what they think will happen to the flowers. The next day have the children check to see if their prediction was correct. Did the blue water turn the flower blue? **CP2.4d**

What Can It Be?

Show the children a common object such as a large wooden spoon or one of the rectangular unit blocks. Talk about what the object is used for, stirring things in a pot or building towers in the block center, for example. Then ask the children what else they could do with the object. You could use the spoon to dig in the sand, for example. The spoon could also be a pretend microphone. Encourage them to think of both real life and pretend uses for the object. **CP2.4a**

★ BRIGHT IDEA

For the children who have difficulty coming up with pretend uses for the object, use picture cards of different actions to provide ideas.

TEACHER TIP

To encourage developing and using prior knowledge, you can reflect often on past learning by asking the children to recall specific events or stories. You can provide a variety of dramatic play settings and props to encourage imitation. You can provide opportunities to predict outcomes based on things the children have previously learned. You can also encourage the children to think “outside the box” and use familiar objects in new and different ways.

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. **CP2.4c, CP2.4e**

Will it Sink or Float?

Have the children experiment with a variety of objects, noticing if they sink or float and comparing their characteristics. Make charts showing which sink and which float. Then, show the children a new object and ask them to predict if it will sink or float, based on prior observations. Ask, “What makes you think that?” Their answers should be based on prior knowledge. For example, one child might say, “It’s a block and here (pointing to chart) blocks float.” **CP2.4d**

How Do Plants Grow?

Print and laminate a series of pictures of the children planting and caring for a plant. Have the children put the pictures in sequence to access prior knowledge. Ask them about the process: What do plants need to grow? What part of the plant do you see first? **CP2.4c**

Soda Bottle Fountain

About $\frac{1}{3}$ of the way up the side of a two-liter soda bottle, cut a quarter-size hole. Fill the bottle with water to just below the hole and place it in a dish tub. Put a funnel in the top of the soda bottle. Ask the children what they think will happen if they pour water into the bottle. If they answer, “It will come out of the hole,” be sure to ask why they think that. The children need to be able to base predictions on prior knowledge and tell someone why they think something will happen. You may want to have them draw a diagram of their prediction. Pour water into the funnel and observe what happens. Draw a diagram of the results of the experiment. Was their prediction correct? **CP2.4d**

CP2 #169

48-60 months

CENTERS

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.**



Art Area

Before center time, explain to the children that there are no brushes to use for painting. Show them a variety of tools that will be available, such as straws, wooden ice cream spoons, craft sticks, sponges, clothespins and 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**

Place prints of famous paintings in the art area and encourage the children to observe them carefully. Ask, “What colors does this artist use most?” or “What shapes does he use?” Invite the children to paint “in the style” of a particular artist. For example, after examining Kandinsky’s *Circles in Squares*, the children can create a class painting of their own. Provide paper cut into squares – 4-5” is a good size – and several colors of liquid watercolor or thinned tempera paint. Show interested children how to start with a dot in the center of the square and then draw circles that get increasingly larger moving out from the point. When the circles almost fill the square, show them how Kandinsky filled in the corners. When the squares are dry, assemble them into a class painting. **CP2.4b**

Block Area

Provide a large variety of blocks, such as cardboard, juice boxes, and 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®s, so you have to balance them. **CP2.4b**

Encourage the children to use their prior knowledge to build elaborate structures. Examples include a pirate ship, an airplane, a train or a boat. Provide posters or books with illustrations that they can copy such as *The Big Book of Trains* by DK Publishing, *All Aboard Trains* by Mary Harding or *The Boat Book* by Gail Gibbons. Take photos of structures they build, print the pictures and place them in the block center for future reference. **CP2.4b**

Dramatic Play Area

Provide props to encourage the children to act out scenarios linked to learning content. For example, after a visit by a vet, stock the area with stuffed animals, stethoscopes and posters about caring for pets. Help the children recall the vet visit by saying, “What did the vet say happens when you bring your dog to the groomer?” **CP2.4b**

Math/Manipulatives Area

Provide a variety of real and found items for counting, sorting and patterning. Keys, hair barrettes, buttons or shells all help children connect to prior knowledge. Collect a variety of plastic date tabs from bread and other baked goods. Place them in a container along with some pipe cleaners. Children can count or pattern them as they string them on the stems. Ask the children to “think of other things we can count.” Include their suggestions in the math area. **CP2.4a**

TEACHER TIP

As you work to help the children use prior knowledge in useful and meaningful ways, think intentionally about how you will link one lesson or activity to another. If you make it a habit to always connect to the children’s real lives or to past classroom experiences, you will give them the “hook” on which to hang new knowledge. Think of every activity you provide as part of a giant web, with each one connected to several others. Talk often with the children as they engage with materials and say things such as, “Remember when we....” Making these deliberate connections for the children can help them make others on their own.

OUTDOOR TIME

CP2 – The child will use prior knowledge to build new knowledge.

Outside the Box

Take different sizes of cardboard boxes outside for the children to use in play. Talk about how they use the boxes in different ways. Say, “This box used to have cereal in it, but you used it for a doll wagon. How did you think of that?” **CP2.4a**

What’s the Weather?

While inside, have the children look out the window to predict what they think the weather might be like when they go outside. Ask questions to guide their thinking. For example, if the child says, “It’s sunny,” then your reply might be, “Does that give you a clue about whether it’s warm or cold?” Ask “Do you think it’s windy? How can you tell?” When the children go outside, get them to check their predictions. Take a streamer to verify that it’s windy. Talk about incorrect predictions. “We thought it would be warm since it was sunny, but it’s chilly. Sometimes our predictions are not correct and we need to change them.” **CP2.4d**

TEACHER TIP

Remember that predictions are always based on prior knowledge. Before you ask the children to predict something, make sure you have already provided them with facts or experiences on which to base the prediction. For example, asking the children to predict if something will sink or float without experimenting with a variety of objects first is just guessing. It’s like showing them a blank book cover and asking them to tell you what it’s about.

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 thread into large zipper bags and take them outside. Provide a blanket for sitting and reading. National Geographic *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. **CLL2.4b**

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 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**

Giant Tube Races

Get some large diameter cardboard tubes such as those from rolls of laminating film or gift wrap. Place the tubes side by side at an angle. Propping them on the edge of an outdoor sensory tub works or on the rungs of a climbing structure. Duct tape them in place if needed. Give the children tennis balls to roll down the chutes. Have races and predict whose will reach the bottom first. Vary the weight of the balls – use golf balls or ping-pong balls. Which goes down faster? **CP2.4c, CP2.4d**

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.

(Tune: 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

CP3 #170

48-60 months

domain: cognitive development and general knowledge:

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP3 – The child will demonstrate problem-solving skills.**



36-48 months
Indicators

CP3.3a

Demonstrates multiple uses for objects to solve problems.

CP3.3b

Tests different possibilities to determine the best solution to a problem.



48-60 months
Indicators

CP3.4a

Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.

CP3.4b

Uses both familiar and new strategies to solve a problem.



Kindergarten
Correlation(s)

**NO
CORRELATION**

**NO
CORRELATION**

#170



36-48 months
Indicators

**NO
CORRELATION**



48-60 months
Indicators

CP3.4c

With adult guidance and questioning determines and evaluates solutions prior to attempting to solve a problem.



Kindergarten
Correlation(s)

**NO
CORRELATION**



CP3 #171

48-60 months

LARGE GROUP



domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **PROBLEM SOLVING**

Standard: **CP3 – The child will demonstrate problem-solving skills.**



Back Together Again

Read “Humpty Dumpty.” Brainstorm ways the king’s men could try to put Humpty Dumpty back together – using glue, band-aids, paper clips, tape or staples. Chart responses. **CP3.4a**

Remember the Place

During a read-aloud, introduce the problem of holding a place in the book until you can resume reading. Display a variety of items such as a ribbon, a paper clip, or a post-it note and ask the children to think of ways you could use the different items to mark the place in the book. **CP3.4a**

Estimation Jars

Place several small objects in a clear plastic container. The number should be within the children’s ability to count, usually 10 or less, but possibly up to 20 as the year progresses. Ask the children to estimate how many items are in the jar. Connect to benchmarks of five or 10 by showing a jar with five items, for example, and comparing the original jar to it. Ask, “Do you think there are more than five here, or fewer?” **CP3.4b**

Caps for Sale

Act out *Caps for Sale* by Esphyr Slobodkina. Discuss the peddlers strategy. Why did it work to get the monkeys to throw the caps? What other things might he have tried? **CP3.4b**

The Enormous Potato

Read *The Enormous Potato* by Aubrey Davis. Talk to the children about the farmer’s problem – the potato is so big that the farmer can’t pull it up. Ask the children for some ways that they may solve the problem. For example he can call for help, first to his wife, then to their daughter, then to the dog, and so on. Talk to the children about times when they needed help and what they did to solve their problem. **CP3.4b**

Evaluating Solutions – Saving Paper

Read *I Can Save the Earth! One Little Monster Learns to Reduce, Reuse, and Recycle* by Alison Inches. Talk with the children about the amount of paper they use each day in the classroom. Brainstorm ways they could use less. List all their responses and then discuss which ones to implement; for example, putting paper scraps in a recycle bin or using only one paper towel to dry hands. **CP3.4c**

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 that was a good solution. **CP3.4a**

The Right Level

Read *Balancing Act* by Ellen Stoll Walsh. The story begins with two little mice that use a long stick balanced on a rock to create a teeter-totter for themselves. Just as they are celebrating in their victory, more friends decide to join them. With each new addition the balance is shifted, and they have to figure out how to restore it. Ask things like, “What could the mice do to get it to balance again? Is there a way everyone can join in the fun?” Show the children a level tool. Explain that a level is a very important tool used by builders to determine if an object or surface sits at a flat position or if it is unbalanced. Place the level on several surfaces to demonstrate. Show the children that if the air bubble is in the very center of the lines, the object is balanced or flat. **CP3.4a**



TEACHER TIP

To promote problem-solving, teachers can ask open-ended questions during play and guide the discussion to think of multiple solutions. They can set up simple experiments using hands-on materials, as well as provide a wide variety of puzzles and games, such as checkers or finding a hidden picture.

SMALL GROUP

CP3 – The child will demonstrate problem-solving skills.

Marble Run

Cut cardboard tubes in half lengthwise and tape them to a large piece of cardboard or to a wall or foam core, using painter's tape. The tubes should make a continuous track, with the marble able to move or drop from one tube to the next. Have the children choose where each track piece should go. Let them drop a marble down the run so they can see why certain spots/angles work better than others. The painter's tape allows for easy adjustment. Have discussions with the children about why they think certain positions work better. **CP3.4b**

Marshmallow Towers

Pair the children and supply the table with mini marshmallows and toothpicks or uncooked spaghetti noodles. Tell the children they will work with a partner to build the tallest tower they can. As the children work, ask them to explain what they are doing and why. Say things like, "You are using really long pieces of spaghetti to connect your marshmallows. How will you keep your tower from tipping over?" **CP3.4b**

★ BRIGHT IDEA

For the children who have difficulty constructing with small building materials, use larger marshmallows and coffee stirrers or straws.

Name the Shape

Create a grid with an organized array, such as 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, but in a different color. To play the game, 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 it is a blue triangle. **CP3.4b**

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. Have them explain their choice of tool and how it worked or didn't work. **CP3.4b**

What a Mess

Bring three or four puzzles that you previously mixed up, and present a problem to the children: "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 appropriate boxes. **CP3.4c**

Why Do Apples Turn Brown?

Show the children an apple that has turned brown. Ask if that has ever happened to them. 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. Compare results.

- 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 (bubble water)
- Tap water
- Control – use the apple core. **CP3.4c**

Alternate Endings

Creating alternate endings for stories is a great example of problem solving and using prior knowledge. Recite a familiar nursery rhyme, but pause before the end to let them come up with something different. For example:

*Little Miss Muffet sat on a tuffet
Eating her curds and whey
Along came a spider and sat down beside her
And this is what she had to say: _____* **CP3.4a**

CP3 #172

48-60 months

CENTERS

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **PROBLEM SOLVING**

Standard: **CP3 – The child will demonstrate problem-solving skills.**



Math/Manipulatives Area

Arrange colored craft sticks in unusual patterns and take pictures. Print these cards. Give the children cards and sticks to see if they can recreate what they see on the card. **CP3.4b**

★ BRIGHT IDEA

For a child who has difficulty recreating complex pictures, create cards that use only a few sticks and one or two colors.

Memory games are great ways to engage the children in problem-solving. Create matching cards with shapes or with numerals and sets. Draw a grid on poster board to help organize the cards. The children turn over two cards at a time. If the cards match, they keep the cards; if the cards don't match, they return both cards to their places, and the next person has a turn. **CP3.4b**

Put out trays with a variety of LEGO®s, blocks and small levels. Encourage the children to test a structure to see if it is level. If not, encourage them to move the blocks around to see if they can make them balance. **CP3.4b**

Math/Manipulatives Area

Create search-and-find games by placing a variety of small objects on a poster board and then photographing the collection. Use buttons or other small math manipulatives, LEGOS® small block figures, vehicles or magnet letters. After printing the pictures, encourage the children to challenge each other to find objects by giving clues: "Find something that is round," or "Find something you can ride in." **CP3.4b**

Block Area

Provide craft sticks and masking tape. Encourage the children to construct bridges that stretch from one structure to another. Show them pictures of bridges in books and photographs to get them started. **CP3.4a**

Build a maze in the block center using various size blocks. Using toy cars, have the students move their cars from one end of the maze to the other. Time the children to see who can navigate the quickest. **CP3.4c**

Science Area

Place a balance scale in this area with a variety of objects to compare. Ask questions like, "How many Unifix® cubes weigh the same as one potato?" **CP3.4b**

Science Area

Provide different shapes and sizes of plastic bottles. Place the bottles in one bin and their corresponding lids in another. The children must figure out which lid goes on which bottle. Make the task easier or harder by providing fewer bottles or by making all the lids the same color. **CP3.4b**

Create a Squishy Marble Run. You will need duct tape, a gallon-sized plastic bag, child-safe dish soap and a marble. Fold the duct tape, sticky side out, into six small 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 child-safe dish soap to the bag, and add the marble. Encourage the children to figure out how to get the marble from one end of the bag to the other. **CP3.4b**

TEACHER TIP

Encourage the children to practice critical and logical thinking by asking them open-ended questions such as, "How many different ways can you make a building using these blocks?"

OUTDOOR TIME

CP3 – The child will demonstrate problem-solving skills.

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 from the swings to the sandbox, then how would people ride on the trike 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! **CP3.4b, CP3.4c**

Rice Relay

You will need two large containers of rice or small gravel and a variety of tools such as spoons, pitchers, plastic bottles and scoops. Encourage the children to use trial and error to figure out the quickest way to get the rice from one container to the other without spilling any. **CP3.4b**

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**

Back and Forth

Gather an assortment of playground items that need to be taken in and out. Make the collection somewhat large and unwieldy – lots of balls, for example or some new sand toys. Show the children several alternatives for carrying them back and forth – a small wagon, a large blanket, several small buckets and a backpack. Ask them to brainstorm the best way to solve the problem. Give them time to experiment with each of their proposed solutions. **CLL3.4c**

Take Me Out to the Ball Game

Assemble several types of balls, some hoops and baskets and some items to use as strikers (foam pool noodles, fly swatters or plastic ball bats.) Invite the children to come up with a new game to play using any of the equipment you brought outside. Facilitate their problem-solving by asking open-ended questions. "How will you move the ball?" "What will you use as a target? How will you score points?" Help them come up with simple rules for play and then have them play the game. **CP3.4b**

★ BRIGHT IDEA

For the children with difficulty working in larger groups, try this activity in a small group or between peers.

All in the Same Hoop

Place several hula-hoops on the grass. Play some music and encourage the children to move around and between the hoops. When the music stops, everyone must get inside a hoop. The children work together to make sure everyone is included. Play again several times, but each time you play, remove a hoop. The fewer the number of hoops, the more difficult it becomes to get everyone inside a hoop. The children have to think creatively to figure out how to solve this problem. End with only one hoop and everyone inside. An alternate method is to use a long rope to create a circle and then gradually decrease the size of the circle. **CP2.4b**

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 so that the hoop is between them and their arms are through the hoop. Explain that their challenge is 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 up and over someone's head. **CP3.4a**



 **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.



IDEA is an acronym for the Individuals with Disabilities Education Act, a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

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 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:

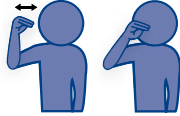
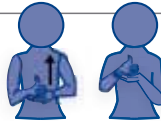
- ★ Before making individualized adaptations to the environment or activities, seek out support (with parental consent) from professionals with training in vision and/or hearing development, such as ophthalmologists, physicians and teachers of children with sensory impairments.



IDEA is an acronym for the Individuals with Disabilities Education Act, a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.


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.

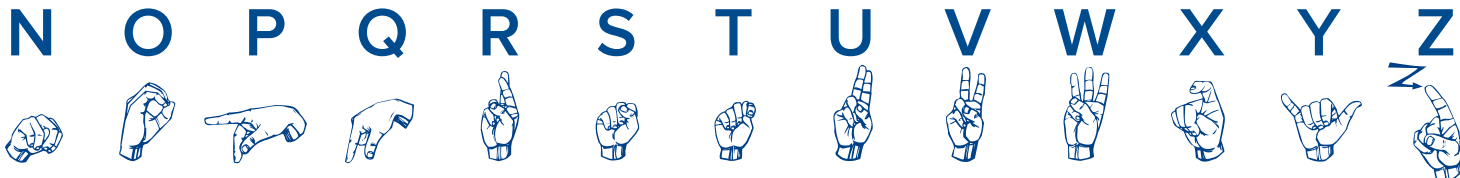


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 **BRIGHT IDEAS LANGUAGE/COMMUNICATION**

The adaptations noted here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.

ALPHABET



NUMBERS

0



1



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5



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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

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SC	Exploring Take Offs	146	APL	Fingerprints Experiment	39	PDM	Fruit and Vegetable Tasting	6	MA	Growing Patterns	101
F			SED	First Aid	36	PDM	Fruit Crawl	6	MA	Guess My Shape	109
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SS	Families Can	117	MA	Fish Count	88	MA	Fruit Kabob	102	SS	Guess That Place	123
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MA	Family Graphs	114	MA	Fix It	106	CR	Garden Dance	153	CR	Guess Who	66
CLL	Family Trip Memories	66	CR	Flannel Board Stories	162	MA	Geoboard Shapes	110	PDM	Guess Who	3
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SED	Favorite Book Review	22	SED	Flat Stanley	21	CLL	Get Funky	54	MA	Guess-timate Jars	113
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CLL	Feeling Faces	62	MA	Flip It Over	106	PDM	Go Broccoli	6	MA	Hairdo Seriation	101
CP	Feeling Friends	165	APL	Floating Fruit	42	CP	Go Fish	171	MA	Hand Clapping Patterns	101
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SED	Feelings Bingo	26	MA	Folding Paper	106	MA	Gone Game	94	CLL	Hand Washing	55
SED	Feelings Charades	26	PDM	Follow My Lead	2	PDM	Good Enough to Eat	6	PDM	Hand Washing Songs	2
SED	Feelings Game	26	CLL	Food Book	82	SS	Goodnight, Goodnight, Construction Site	130	SED	Hands Are Not for Hitting	36
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			SED	Friendship Cake	36	MA	Graphing Preferences	22	SED	He Said, She Said	29
			SED	Friendship Chain	36						
			SED	Frog and Toad	25						
			CLL	Frog in a Bog	65						

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SC	Heartbeat Beats	142	SC	How Tall Am I?	134	CLL	I Will Help	69	SS	It's Our Playground	123
CLL	Hens and Chicks	73	SED	How to be a Friend	36	CLL	I Wonder Why	54	APL	It's Snowing	42
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MA	Hexagon Puzzle	110	CLL	Huff and Puff	69	SC	I'm Alive	143	PDM	Itsy Bitsy Spider with Feelings	18
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PDM	Highlight Healthy Foods	6	CLL	Hungry for K	73	APL	I'm the Teacher	48	J		
CLL	Highlight Party	85	CLL	Hungry Monster	55	SC	Ice Color Mixing	139	CLL	Jacks Aplenty	69
CLL	Highlighting Words	82	CLL	Hurry Home	66	CLL	Ice Cream Letter Match	78	APL	Jenga Challenge	45
MA	Hokey Pokey Variations	105				SC	Ice Meltdown	139	CR	Jingle Bell Dance	159
MA	Hokey Pokey With Shapes	109	I			SED	If I Were	26	SS	Jobs People Do	126
SS	Holiday Graph	120	CR	I Am A Magician	162	SS	If You Build It	127	CLL	Joseph's Overcoat	58
SED	Homemade Picture Frame	22	APL	I Can Do It	39	CLL	If You're Happy and You Know it	62	CLL	Journal Time	85
SC	Hot Friction	147	CLL	I Can Draw	85	CP	If/Then Class Book	165	SED	Jukebox Fun	21
CLL	Hot Potato	62	APL	I Do Not Like Them	45	SS	Important Jobs	126	PDM	Jump and Grab	15
SC	Hot Red Applesauce	146	SED	I Get Angry	21	PDM	In and Out the Dusty Bluebells	9	MA	Jump and Measure	97
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SED	How Are You Feeling?	25	CLL	I Know An Old Lady	70	SC	Indoor Obstacle Course	2	K		
CLL	How are you Peeling?	62	SED	I Like Me	36	PDM	Indoor Obstacle Course	15	CLL	K-W-L Chart	54
CP	How Do Plants Grow?	168	SED	I Need Help!	29	PDM	Insect Close-ups	143	PDM	Kangaroo Jump	9
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MA	How Many Apples?	114	MA	I Spy	105	CLL	Interview Me	54	PDM	Kitchen Band	2
MA	How Many Are Hiding?	114	MA	I Spy Poster	93	SC	Is It Alive? Collage	143	CR	Kool Ice	156
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SED	Let's Talk Box	26	CLL	Louella Mae	54	CP	Measure Up	168	SS	Mrs. Muddle's Holiday	120
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CLL	Letter Match	82	CLL	Lucky Ducklings	70	CLL	Memories	70	SC	Mucky Mud	139
CLL	Letter Memory	78	M			SC	Merrily We Roll Along	146	SC	Mud Fossils	139
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CLL	Officer Buckle	70
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CLL	OK or No Way	62
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