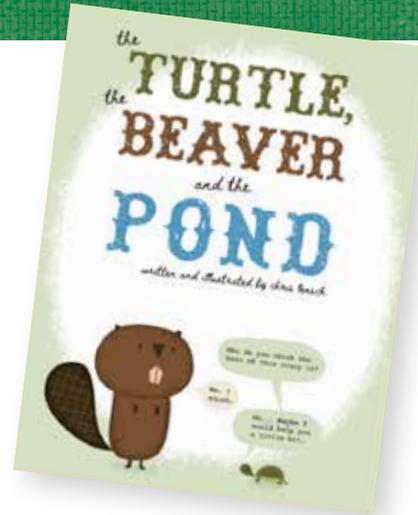




The Turtle, the Beaver and the Pond



SUPPLIES

- ☑ Book: *The Turtle, the Beaver and the Pond*
- ☑ Story Pieces & Scene

LLD 6 Reading Comprehension

Responds to text. Retells, asks and answers questions.

SS 4 History & Sense of Time

Develops sense of time.

SET UP

BENCHMARK 1

Set out the book.

BENCHMARK 2

Set out the book and Story Pieces with scene.

BENCHMARK 4

Set out the book and Story Pieces with scene.

BENCHMARK 6

Set out the book and Story Pieces with scene.



LLD 6 Reading Comprehension

Invite the child to listen as you read the story aloud.

Show the cover of the book and read its title aloud. Invite children to point at the turtle, beaver and pond. Encourage children to repeat certain words as you read, e.g., turtle, beaver, pond.

Show the cover of the book and read its title aloud. Invite children to point at the turtle, beaver and pond. Ask recall questions as you read and stop halfway to invite children to make predictions about the story's ending.

Show the cover of the book and read its title aloud. After reading the story, invite children to share other books or characters this story reminded them of.



SS 4 History & Sense of Time

Encourage the child to focus on the story by pointing out pictures and inviting him to pat or reach for the book as you read.

Invite the children to help you put up and take down the Story Pieces as you read the story aloud.

Invite children to use the Story Pieces to recreate events and conversations between characters.

Encourage the children to use the Story Pieces to retell the story. Invite them to predict what new problem might arise from Otter arriving at the pond.

LESSON 2

Snake



SUPPLIES

- Title Display
- Inspiration Photo
- Straws
- Pipecleaners
- Scissors (child-friendly)
- Box or bin
- Paper
- Paint
- Balls
- Paintbrushes
- Sponges
- Crayons



SET UP

BENCHMARK 1

Set out a shallow box or bin, paper, paint and baby-safe balls.

BENCHMARK 2

Set out the Inspiration Photo, paper, sponges, paintbrushes and a few different colors of paint.

BENCHMARK 4

Set out the Inspiration Photo, straws, pipecleaners and scissors.

BENCHMARK 6

Set out the Inspiration Photo, straws, pipecleaners, scissors, paper and crayons.



PD 2 Fine Motor

Cover a baby-safe ball with paint then place it on top of a piece of paper inside the box or tote. Invite the child to help you tilt and move the box or tote to create a "snake" painting.

Invite children to paint using the sponges and paintbrushes.

Invite children to cut straws into segments then thread them onto pipecleaners.

Invite children to cut straws into segments then thread them onto pipecleaners. Encourage them to create a picture of the snake's habitat using the paper, scissors, and crayons.



CA 3 Visual Arts

Add more colors with additional paints and balls, if desired.

Encourage children to use the materials to create a painting of a snake.

Use a variety of materials to plan a design and assemble a 3D model of a snake.

Encourage children to use a variety of materials to plan a design and assemble a 3D model of a snake. Invite children to place the 3D model of a snake on the background picture of its habitat.

Frog & Tadpole



SUPPLIES

- Pattern Guide & Cards: ABB
- Paper
- Scissors
- Figurines
- Blanket
- Sand/water sensory bin

MR 5 Patterns

Identifies, reproduces and creates patterns.

SCI 2 Natural & Earth Science

Understands living and nonliving things. Demonstrates knowledge of Earth's environment.

SET UP

BENCHMARK 1

Set out pond animal figurines on a blue blanket.

BENCHMARK 2

Set out a sand and water sensory bin with pond animal figurines and nature items.

BENCHMARK 4

Cut a blue piece of paper into a circle to look like a pond. Place the Pattern Cards on the table.

BENCHMARK 6

Cut a blue piece of paper into a circle to look like a pond. Place the Pattern Cards, scissors and paper with cut lines drawn for new Pattern Cards on the table.



MR 5 Patterns

Invite the child to play peekaboo using the blue blanket.

Invite children to mimic a two-step physical or vocal pattern such as ribbit-hop, ribbit-hop.

Encourage children to create an ABB pattern, e.g., frog tadpole tadpole or tadpole frog frog. Continue to create and extend different patterns on the pond.

Invite the children to explore creating patterns on the pond with the Pattern Cards. Create a pattern on the pond with one card missing from within the pattern. Encourage the children to fill in the missing card.



SCI 2 Natural & Earth Science

Place the pond animal figurines on the blue blanket "pond" and invite the child to explore the blanket and figurines.

Invite the children to explore the sensory bin with pond animals figurines and pond nature items.

Set out the "pond" (blue paper) and invite children to place the frog and tadpole cards in or around the pond.

Invite the children to create a new type of Pattern Card by drawing a picture of a different stage in a frog's life cycle. Encourage them to create new patterns using all three types of Pattern Cards.

Frog Jump



SUPPLIES

- Frog Jump Game
- Frog pieces
- Pompoms or beans (optional)
- Scissors
- Figurines or plush toys
- Additional lily pads
- Pencil
- Paper



MR 1 Number Sense

Identifies numerals. Determines quantities. Understands operations.

PD 2 Fine Motor

Builds strength and coordination of small movements.

SET UP

BENCHMARK 1

Set out frog figurines or plush toys.

BENCHMARK 2

Set out three "lily pads" (paper plates) each labeled with a number 1-3 and the flipping frog toys.

BENCHMARK 4

Set out the Game Board and flipping toy frogs.

BENCHMARK 6

Set out the game board and additional "lily pads" around it to include all numbers 1-20, the flipping frog toys, a pencil and a piece of paper with 20 blank spaces in a row.



MR 1 Number Sense

Invite the child to explore the frog figurines or plush toys, counting aloud actions such as batting or touching the toys.

Encourage children to take turns flipping toy frogs onto the "lily pads" and identifying the numbers they land on.

Encourage children to take turns flipping toy frogs onto a Game Board and identifying the numbers they land on.

Encourage children to take turns flipping toy frogs onto a lily pad and identifying the numbers they land on."



PD 2 Fine Motor

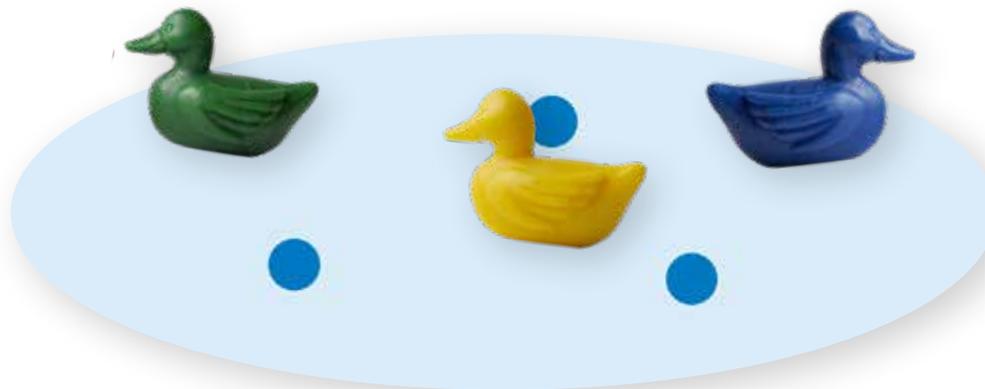
Encourage the child to reach for, grasp, or bang the objects as she explores.

Continue to take turns flipping toy frogs until all of the frogs have landed on a "lily pad."

Invite children to flip a frog toy onto the Game Board and try to make it land on a lily pad.

After identifying the number, invite children to write the number on the correct space on the paper. Continue taking turns flipping frogs then identifying the writing numbers until all numbers 1-20 have been filled in on the paper.

Duck Families



SUPPLIES

- Duck Pond Ovals
- Die
- Duck counters*
- Nature items (optional)
- Dice

MR 1 Number Sense

Identifies numerals. Determines quantities. Understands operations.

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SET UP

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6

Place the Duck Pond Ovals and duck counters on the table.

Place all the materials on the table. If desired, arrange nature items (e.g., rocks, sticks, leaves) on or around the Duck Pond Ovals.

Place Duck Pond Ovals, two dice and the duck counters on the table. If desired, arrange nature items (e.g., rocks, sticks, leaves) on or around the Duck Pond Ovals.



MR 1 Number Sense

Invite the child to sit or lie with you as you sing the song and do the hand motions. At the end of each verse, count how many fingers you are holding up before beginning a new verse of the song.

Invite the children to place a duck counter on each dot then count the ducks on each oval aloud together.

Encourage children to roll a die then count the dots. Place that many duck counters on the oval with the same number of dots.

Invite children to roll the dice then place that many duck counters on the two Duck Pond Ovals with the same number of dots. Encourage children to count the duck counters on the two ovals by fives then tens.



SED 3 Attention & Persistence

Continue the singing and hand movement activity for as long as the child is engaged and interested.

Encourage children to repeat numbers with you as you point to each duck and count them aloud.

Invite children to take multiple turns rolling a die and counting dots then placing that many duck counters on the "pond."

Invite children to take multiple turns rolling the dice, placing duck counters on the matching "ponds" and counting the duck counters by fives then tens.

Diving Underwater



SUPPLIES

- Alphabet Cards (from Lesson 4)
- Rocks
- Permanent marker
- Bin of water
- Puppet
- Bowl or bin
- Small balls



LLD 4 Alphabetic Knowledge

Identifies letters and words. Makes letter-sound connections and decodes words.

CA 4 Drama

Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.

SET UP

BENCHMARK 1

Set out a puppet and a large bowl or bin with small balls or other objects inside.

BENCHMARK 2

Write letters of the month N, W and Z on rocks then drop them into a bin of water. Set out the N, W and Z Letter Cards face-up on the table.

BENCHMARK 4

Write letters A-Z on rocks then drop them into a bin of water. Set out the Alphabet Cards face-up on the table.

BENCHMARK 6

Write letters A-Z on rocks then drop them into a bin of water. Set out the Alphabet Cards face-up on the table.



LLD 4 Alphabetic Knowledge

Use the puppet to play with the objects inside the bowl (e.g. taking them in and out of the bowl or mixing them around) and interact with the child. Encourage the child to babble in conversation with the puppet.

Place lettered rocks in a bin of water. Pull them out one at a time and place them on a matching Letter Card. Repeat until all the rocks are matched onto the cards.

Place lettered rocks in a bin of water. Pull them out one at a time and place them on a matching Alphabet Card. Repeat until all the rocks are matched onto the cards."

Place lettered rocks in a bin of water. Pull them out one at a time, place them on a matching Alphabet Card and say the letter sound. Repeat until all the rocks are matched onto the cards."



CA 4 Drama

Encourage the child to interact with the puppet through touching, babbling and making facial expressions.

Invite children to take turns "diving under water" and picking up a rock. Invite children to take turns "diving under water" and picking up a rock.

Invite children to take turns "diving under water" and picking up a rock.

Encourage children to make up a story about a diver as they take turns "diving under water."

Cattails



SUPPLIES

- Title Display
- Inspiration Photo
- Mini craft sticks (3)
- Green & blue papers
- Glue
- Paint & brushes
- Scissors
- Nature items: grass
- Figurines or plush toys
- Pocket Cube



MR 7 Logic & Reasoning

Recalls info, builds memory, reasoning and problem-solving.

SED 1 Self-Awareness

Knows self, increases confidence. Expresses curiosity, preferences and initiative.

SET UP

BENCHMARK 1

Set out a large sheet of paper, green paint and nature items.

BENCHMARK 2

Set out blue paper, green paint and nature items.

BENCHMARK 4

Set out the Inspiration Photo and any additional materials.

BENCHMARK 6

Set out the Inspiration Photo and any additional materials.



MR 7 Logic & Reasoning

Place a few dots of paint on the paper. Invite the child to explore the paint with his hands and the nature items.

Invite children to use the nature items to paint a pond scene on the blue paper.

Problem-solve how to use craft sticks, paper and nature items to create textured art that depicts a pond with cattails.

Invite children to work in pairs to problem-solve how to use craft sticks, paper and nature items to create textured art that depicts a pond with cattails.



SED 1 Self-Awareness

Encourage the child to express his wants, such as a nearby nature item or continuing/ending the activity.

Demonstrate choices when using the paint and nature materials.

Demonstrate creative choices when planning the layout and using the art materials.

Encourage children to discuss different options when planning the layout and using the art materials then come to an agreement on how to proceed.

Letters on Lilies



SUPPLIES

- Phonic Photo Cards: N, W*
- Paper plates
- Duck counters*
- Marker
- Figurines or plush toys
- Pocket Cube

LLD 2 Communication

Uses language to express ideas. Uses conversational skills. Uses and expands vocabulary.

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SET UP

BENCHMARK 1

Set out a few toys, such as pond animal figurines or plush toys.

BENCHMARK 2

Set out the duck counters, Pocket Cube and two "lily pads" (paper plates). Create six cube cards--three with the letter N and three with the letter W--then insert them into the cube. Write N on one paper plate and W on the other.

BENCHMARK 4

Lay Phonic Photo Cards facedown. Write the letter N on three plates and the letter W on three plates. Set out the six "lily pads" (plates) and the duck counters.

BENCHMARK 6

Set out the duck counters and the six "lily pads" (plates) with one Phonic Photo Card placed on each. Lay the Phonic Word Cards facedown on the table.



LLD 2 Communication

Invite the child to explore the different toys, noticing any noises or gestures used by her as communication.

Invite children to take turns rolling the Pocket Cube. Encourage children to select a duck counter to "swim" over to the plate with the matching letter and set it on top.

Select a card then identify the photo and its beginning sound.

Invite children to select a Phonic Word Card, read the word then "swim" a duck counter over to the plate with the matching photo.



SED 3 Attention & Persistence

Talk with the child about the toy as she explores each one.

Continue taking turns rolling the Pocket Cube and "swimming" ducks to the matching lily pad until all ducks are on lily pads.

Continue identifying photos and making beginning sounds until all the ducks are on lily pads.

Continue selecting Word Cards until all the ducks are on lily pads. Encourage children to talk about ducks, lily pads and other parts of pond life as they work together.

Sink or Float?



SUPPLIES

- Bin of water
- Various items that float/sink

SCI 3 Physical Science

Explores forces, motion and physical properties of materials.

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SET UP

BENCHMARK 1

Set out a bin or bowl of water and various items from outside or indoors.

BENCHMARK 2

Set out a large bin of water and various items from outside or indoors.

BENCHMARK 4

Set out a large bin of water and various items from outside or indoors.

BENCHMARK 6

Set out a large bin of water and various items from outside or indoors.



SCI 3 Physical Science

Invite the child to explore the items and the water.

Invite the children to explore the items in the water. Encourage them to identify when an item sinks or floats.

Explore dropping items in the water to discover what floats and what sinks.

Invite children to first sort the objects into two groups: (1) items they think will sink (2) items they think will float. Encourage the children to test each item then place it into the correct group.



SED 3 Attention & Persistence

Encourage the child to explore all of the items, continuing the activity for as long as desired.

Invite children to find an item that will sink, encouraging them to try more items if the first item does not sink. Add other objects to explore as desired.

Talk about size and weight of what floats or doesn't then add other objects to explore as desired.

Encourage children to talk about size and weight of what floats or doesn't, along with any item predictions that were incorrect. Add other objects to explore as desired.

Algae



SUPPLIES

- Title Display
- Inspiration Photo
- Paper
- Bowls
- Glue
- Shaving cream
- Blue & yellow paint
- Brushes
- Blocks
- White paper
- Pencil
- Scissors



SCI 3 Physical Science

Explores forces, motion and physical properties of materials.

PD 2 Fine Motor

Builds strength and coordination of small movements.

SET UP

BENCHMARK 1

Set out blocks and shaving cream.

BENCHMARK 2

Set out the Inspiration Photo, paper, bowls containing a mixture of glue, shaving cream and blue or yellow paint and paintbrushes.

BENCHMARK 4

Set out the Inspiration Photo, paper, bowls of glue and shaving cream, blue and yellow paint and brushes.

BENCHMARK 6

Set out the Inspiration Photo, white paper, blue paper, pencil, scissors, bowls of glue and shaving cream, blue and yellow paint and brushes.



SCI 3 Physical Science

Encourage the child to explore the foam, continuing to cover and clean the blocks as long as desired.

Mix together shaving cream and glue with blue paint then with yellow. As children create, ask, "What happens when you mix the two colors together?"

Mix together shaving cream and glue with blue paint then with yellow. As children create, ask, "What happens when you mix the two colors together?"

Invite children to mix together shaving cream and glue with blue and yellow paint. As children create, ask, "How is painting with this mixture different from painting with only paint?"



PD 2 Fine Motor

Cover the blocks with shaving cream and encourage the child to clean off all six sides using a finger.

Encourage children to use the tools to make marks, mix colors and explore textures.

Encourage children to use the tools to make marks, mix colors and explore textures. Invite children to draw an outline of an algae blob on a white piece of paper then cut it out.

Encourage children to use the tools to make marks, mix colors and explore textures.

Dragonfly Story



SUPPLIES

- Story Sequence Cards
- Blocks of different sizes
- Figurines or plush toys
- Paper
- Crayons
- Scissors

MR 4 Measurement

Estimates and measures. Compares and seriates.

SS 4 History & Sense of Time

Develops sense of time.

SET UP

BENCHMARK 1

Set out alligator, turtle and dragonfly figurines or plush toys.

BENCHMARK 4

Set out a variety of blocks.

BENCHMARK 6

Set out Story Cards, paper, crayons and scissors.



MR 4 Measurement

Invite the child to stack and unstack the figurines or plush toys with you as you tell the story.

Show children the Story Sequence Cards one at a time and invite them to discuss what is happening in each picture. After discussing each Story Sequence Card, invite children to lay it out in sequence with the others.

Ask, "What insects are bigger than a dragonfly? Which are smaller?" Invite children to sort the blocks from smallest to largest. After looking at the Story Sequence Cards, invite children to help find three blocks of different sizes to represent each animal in the story.

Show children the Story Sequence Cards and encourage them to first discuss what is happening in each card then arrange the cards in order. Invite children to think of a new animal to add to the story, giving two features as guidance (e.g., an insect that is smaller than a dragonfly).



SS 4 History & Sense of Time

Continue retelling the story and stacking/unstacking the figurines or plush toys for as long as the child is engaged with the activity.

Tell the story using the Story Sequence Cards and invite children to model each part of the story using the figurines or plush toys.

Show children the Story Sequence Cards and invite them to discuss what is happening in each picture.

Encourage children to create an additional story card using the new animal then use all cards to tell the revised story.

Mosquito Bites



SUPPLIES

- Playdough
- Water
- Toothpicks
- Straws
- Bubble wrap
- Tape
- Plastic forks/knives
- Cup

MR 7 Logic & Reasoning

Recalls info, builds memory, reasoning and problem-solving.

PD 2 Fine Motor

Builds strength and coordination of small movements.

SET UP

BENCHMARK 1

Secure a piece of bubble wrap to the floor or table by taping around the edges with the “mosquito bites” (bubbles) facing up.

BENCHMARK 2

Set out playdough, plastic forks/knives, toothpicks and straws.

BENCHMARK 4

Set out playdough, water, toothpicks and straws.

BENCHMARK 6

Set out playdough, water, toothpicks, straws and a cup.



MR 7 Logic & Reasoning

Encourage the child to investigate the texture of the bubble wrap and the different sounds it can make.

Encourage children to investigate making various types of marks in the playdough by using different tools and techniques.

Problem-solve how to use the straw to transfer water from the bowl onto the playdough.

Problem-solve how to use a straw in the mosquito model to transfer water into a cup.



PD 2 Fine Motor

Invite the child to explore the bubble wrap.

Invite children to explore pressing the provided tools into the playdough to make “mosquito bites.”

Invite children to explore pressing straws and toothpicks into the playdough to make “mosquito bites.”

Invite children to explore making mosquito models out of the playdough, toothpicks and straws.

Water Strider



SUPPLIES

- Title Display
- Inspiration Photo
- Jumbo craft stick
- Pipecleaner
- Adhesive dots
- Tape
- Markers
- Nature items (optional)
- Paper
- Glue
- Paint



MR 7 Logic & Reasoning

Recalls info, builds memory, reasoning and problem-solving.

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SET UP

BENCHMARK 1

Create a water strider picture by gluing a craft stick body and pipecleaner legs to a sheet of paper. Set out paint.

BENCHMARK 2

Set out Inspiration Photo, sheets of paper, glue, craft sticks, pipecleaners cut in halves or thirds, markers and nature items.

BENCHMARK 4

Set out Inspiration Photo, craft sticks, pipecleaners, adhesive dots, tape, markers and nature items.

BENCHMARK 6

Set out Inspiration Photo, craft sticks, pipecleaners, adhesive dots, tape, markers and nature items.



MR 7 Logic & Reasoning

Place a few dollops of paint onto the paper and invite the child to explore fingerpainting the water strider picture.

Invite children to create a picture of a water strider on a sheet of paper using the art materials.

Problem-solve how to use a variety of materials to create a water strider prop.

Invite children to create a water strider prop using a variety of materials. Encourage them to think through potential results of each solution before attempting it.



SED 3 Attention & Persistence

Talk with the child about the textures, sights and sounds as he explores fingerpainting the water slider, continuing the activity for as long as desired.

Encourage children to use the glue to secure the materials to the paper.

Make a plan to create 3D art and explore different creative options.

Encourage children to imagine new ways to approach the creation of their prop if they encounter obstacles.

At the Pond



SUPPLIES

- Sight Word Pointers
- I Can Read book: Pond Life
- Magnifying glass
- Crayons
- Pond books



LLD 5 Concepts of Print

Uses print concepts and explores books and other text.

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SET UP

BENCHMARK 1

Set out a few board books.

BENCHMARK 2

Set out enough I Can Read books for each child to have one.

BENCHMARK 4

Set out the Sight Word Pointers. Give each child an I Can Read book.

BENCHMARK 6

Set out the Sight Word Pointers. Give each child an I Can Read book.



LLD 5 Concepts of Print

Invite the child to choose a book then explore it by looking at pictures and opening and closing the book.

Invite children to take an I Can Read book from the pile and hold it right side up. Read the story aloud, encouraging the children to turn each page as you read. Talk about the pictures on each page.

Read the story aloud and encourage children to point at each word as they follow along. Talk about the pictures on each page. Invite them to take turns using the Sight Word Pointers to identify each sight word on the pages.

Invite children to take turns reading pages of the story aloud. Talk about the pictures on each page. Invite them to take turns identifying punctuation marks and using the Sight Word Pointers to identify each sight word on the pages.



SED 3 Attention & Persistence

Encourage the child to continue choosing and exploring books for as long as she is interested.

Continue to read the book aloud, pointing to pictures and turning pages, until the story is finished.

Continue to focus on listening, pointing and identifying pictures and other features until the story is finished.

Continue to focus on reading, listening and identifying punctuation and sight words until the story is finished.

Would You Rather?



SUPPLIES

- Would You Rather Cards
- Duck counters*
- Scissors
- Paper plates
- Nature items e.g., sticks, rocks, leaves
- Plush toys or figurines



SS 2 Civics & Economics

Follows rules, limits and expectations. Understands concepts of money and economics.

SED 1 Self-Awareness

Knows self, increases confidence. Expresses curiosity, preferences and initiative.

SET UP

BENCHMARK 1

Set out pond animal plush toys or figurines.

BENCHMARK 2

Set out the Would You Rather photo cards.

BENCHMARK 4

Before playing, use nature items to create different animal habitats. Place a Would You Rather Card on the floor then put each of the Would You Rather photo cards on a paper plate.

BENCHMARK 6

Before playing, use nature items to create different animal habitats. Place a Would You Rather Card on the floor then put each of the Would You Rather photo cards on a paper plate.



SS 2 Civics & Economics

Invite the child to explore the pond animal plush toys or figurines with you and talk with him about them as he explores.

Place two photo cards on the table or floor. Invite children to take turns choosing their favorite card.

Invite each child to answer the question by placing a duck counter on the plate with his favorite choice.

Invite each child to answer the question by placing a duck counter on the plate with his favorite choice. Encourage children to count the ducks on each plate to determine which choice is the most popular.



SED 1 Self-Awareness

Encourage the child to use vocalizations or movements to choose which toy to explore next and to express when he is finished with the activity.

Continue laying out two cards at a time and inviting children to choose their favorite for as long as they are interested.

Encourage children to count the ducks on each plate to determine which choice is the most popular. Repeat.

Before voting, invite each child to explain their choice to the group.

Snail Trail



SUPPLIES

- Title Display
- Inspiration Photo
- Paper
- Sand
- Cotton swab
- Glue
- Paint
- Crayons



LLD 2 Communication

Uses language to express ideas. Uses conversational skills. Uses and expands vocabulary.

LLD 7 Writing

Uses writing to represent meaning.

SET UP

BENCHMARK 1

Set out paper and crayons.

BENCHMARK 2

Set out the Inspiration Photo, paper, cotton swabs and paint.

BENCHMARK 4

Set out the Inspiration Photo, paper, sand, cotton swabs, glue and paint.

BENCHMARK 6

Set out the Inspiration Photo, paper, sand, cotton swabs, glue and paint.



LLD 2 Communication

Encourage the child to make eye contact, babble or otherwise communicate throughout the activity.

Invite children to take turns describing what they see in the Inspiration Photo.

Invite children to take turns describing what they see in the Inspiration Photo. Then encourage them to explain how they plan to make trails with paint, glue or sand.

Invite children to take turns describing what they see in the Inspiration Photo. Then encourage them to explain how they plan to make trails with paint, glue or sand.



LLD 7 Writing

Invite the child to explore the paper and crayons.

Encourage children to use their fingers or swabs to make marks or trails on their art.

Encourage children to use their fingers or swabs to make marks, trails or letter shapes on their art.

Encourage children to use their fingers or swabs to make trails, words or their name on their art.

Be a Crawfish



SUPPLIES

- ☑ Circle Time album (see Member Resources)

SED 2 Self-Regulation

Identifies emotions. Manages feelings and behaviors. Follows routines and transitions.

PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

SET UP

BENCHMARK 1

Play "Happy and You Know It" on the *Circle Time* album.

BENCHMARK 2

Play "Happy and You Know It" on the *Circle Time* album.

BENCHMARK 4

Play "Happy and You Know It" on the *Circle Time* album.

BENCHMARK 6

Play "Happy and You Know It" on the *Circle Time* album.



SED 2 Self-Regulation

Invite the child to listen to the song, monitoring for signs of engagement, contentment, stress or discomfort.

As the music plays, invite children to mimic facial expressions for the feelings in the song.

Encourage children to share their ideas about what makes them happy and sad.

Encourage children to share things that have made them happy, sad or scared in the past. Invite them to imagine other things that might make them feel happy, sad or scared in the future.



PD 1 Gross Motor

As the music plays, encourage the child to move, bounce or sway to the music.

As the music plays, invite children to do the movements suggested in each verse: clap, crawl, hide.

As the music plays, invite children to do the movements suggested in each verse: clap, crawl, hide.

As the music plays, invite children to do the movements suggested in each verse while moving about the room sideways like a crab: clap, crawl, hide.

Measure My Tail



SUPPLIES

- Yarn
- Scissors
- Pictures of animals
- Basket or bin
- Figurines
- Blocks
- Tape

MR 4 Measurement

Estimates and measures. Compares and seriates.

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SET UP

BENCHMARK 1

Fill a basket or sensory bin with figurines of animals with tails and pieces of yarn cut at various lengths.

BENCHMARK 2

Cut pieces of yarn at the average length of various animals tails. Tape each "tail" (piece of yarn) to the wall with one end at the floor and label each with a picture of the animal it belongs to.

BENCHMARK 4

Cut yarn at different lengths then lay them straight on a table. Tape both ends to secure. Set out blocks, making sure they are a consistent size.

BENCHMARK 6

Cut yarn at different lengths then lay them straight on a table. Tape both ends to secure. Set out blocks, making sure they are a consistent size.



MR 4 Measurement

Invite the child to explore the basket or bin, encouraging her to grasp and move the items within.

Invite children to take turns standing next to each tail on the wall. Encourage them to compare the length of each one with their own height.

Encourage children to line the blocks up next to the "lizard tails" (yarn pieces). Ask, "How many blocks long is each tail?"

Invite children to first estimate then measure how many blocks long each lizard tail is.



SED 3 Attention & Persistence

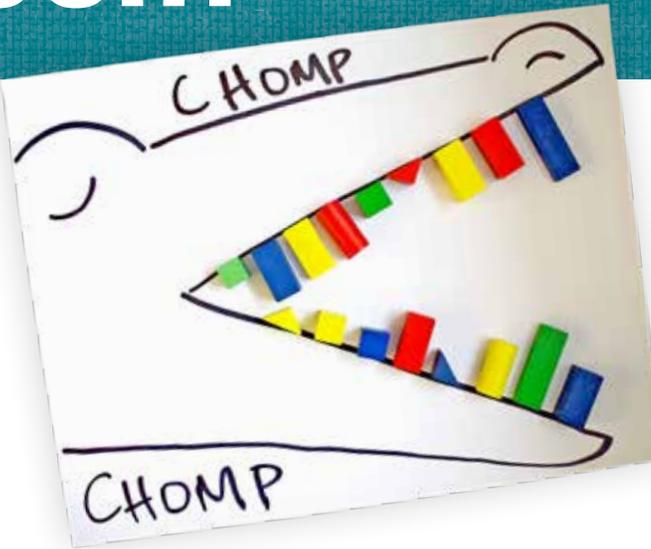
Talk about the items with the child as she explores, continuing the activity for as long as she is interested.

Encourage children to continue standing next to tails on the wall until they find one that is similar to their own height.

Continue measuring and comparing the lengths of the lizard tails.

Encourage children to repeat the activity using different standard or nonstandard units of measure to estimate and measure the lengths of the lizard tails.

Alligator Teeth



SUPPLIES

- Poster board
- Marker
- Blocks
- Dominoes and other small objects

MR 7 Logic & Reasoning

Recalls info, builds memory, reasoning and problem-solving.

PD 2 Fine Motor

Builds strength and coordination of small movements.

SET UP

BENCHMARK 1

Draw a large alligator mouth without teeth on a piece of poster board. Line up blocks to create "teeth" in the alligator mouth.

BENCHMARK 2

Draw a large alligator mouth without teeth on a piece of poster board. Set out blocks.

BENCHMARK 4

Draw a large alligator mouth without teeth on a piece of poster board. Set out blocks.

BENCHMARK 6

Draw a large alligator mouth without teeth on a large piece of paper. Set out small blocks, dominoes or other small objects.



MR 7 Logic & Reasoning

Encourage the child to touch, grasp, bang together or knock over the teeth.

Invite children to explore ways to remove the teeth from the poster board then fill the mouth again.

Encourage children to work together to fit all blocks into the alligator's mouth.

Invite the children to work together to determine if more teeth can fit in the alligator mouth.



PD 2 Fine Motor

Invite the child to explore the alligator teeth.

Invite children to use blocks to line up teeth in the alligator mouth.

Invite children to use all blocks to line up "teeth" in the alligator mouth. Ask, "How many teeth can fill the mouth?"

Invite the children to use scissors to cut out the alligator mouth then use the small objects to line up "teeth" in the alligator mouth. Ask, "Could you arrange the teeth differently to fit even more in the alligator's mouth?"

My Mini Pond



SUPPLIES

- Portfolio Memory Page
- Container with lid
- "My Mini Pond" Sticker
- Binders (1 per child)
- Markers/crayons
- Animal figurines
- Blanket



SED 1 Self-Awareness

Knows self, increases confidence. Expresses curiosity, preferences and initiative.

SS 4 History & Sense of Time

Develops sense of time.

SET UP

BENCHMARK 1

Set up a favorite Pond Life experience, such as the pond animal figurines and blue blanket from the Frog & Tadpole activity (Lesson 3).

BENCHMARK 2

Set up two or three favorite Pond Life thematic experiences in different areas of the room.

BENCHMARK 4

Add the Pond Life Portfolio Memory Page to each child's binder. Set out the containers/lids, labels and markers.

BENCHMARK 6

Add the Pond Life Portfolio Memory Page to each child's binder. Set out the containers/lids, labels and markers.



SED 1 Self-Awareness

Invite the child to explore the experience, monitoring for expressions of wants and needs.

Invite children to choose a Pond Life experience to engage with.

Invite children to look through their work samples from the month, choose a favorite then place it in their binders.

Invite children to discuss the month's Pond Life experiences and decide which one was the best. Encourage each child to share the experience they think was best and why.



SED 4 History & Sense of Time

Encourage the child to explore the experience and materials for as long as he is interested.

Encourage the children to participate in a Pond Life experience of choice.

Share memories from the Pond Life monthly experiences then give each child a container/lid. Help them write their names on a sticker then adhere it to the lid. Invite children to search outside for nature items that may be found in a pond habitat. Place them in the container then add water.

Give each child a container/lid. Help them write their names on a sticker then adhere it to the lid. Search outside for nature items that may be found in a pond habitat. Place them in the container then add water.