

LESSON 1

Kitten Mask



SUPPLIES

- ☒ Kitten mask
- ☒ Yarn
- ☐ Markers/crayons
- ☐ Balls
- ☐ Balls of yarn
- ☐ Toys
- ☐ Scrap paper



CA 4 Drama

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

PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

SET UP

BENCHMARK 1

Set out a baby-safe ball that is small enough for the child to grasp.

BENCHMARK 2

Assemble masks then set out balls of yarn.

BENCHMARK 4

Assemble masks then set out balls of yarn.

BENCHMARK 6

Assemble masks then set out balls, toys or balls of yarn.



CA 4 Drama

Invite the child to mimic you as you make a facial expression such as happy or surprised.

Invite children to join you in wearing their masks and role-playing as kittens.

Invite children to wear their masks and role-play as kittens.

Invite children to wear their masks and role-play being a litter of playful kittens. Encourage them to take turns being mama cat.



PD 1 Gross Motor

Invite the child to bat at the ball and try to grab it.

Encourage children to join you as you toss, bat, roll, chase and pounce on balls of yarn.

Encourage children to toss (overhand and underhand) and try to catch the balls of yarn. Create number and letter cards from scrap paper and invite the children to pounce on the letters or numbers you call.

Encourage the "mama cat" to give directions such as to toss, bat, roll, chase, and pounce on balls of yarn. Prompt children to move both quickly and slowly, first in one direction then another.

LESSON 2

Design an Egg



SUPPLIES

- ☒ Inspiration Photo
- ☒ Title Display
- ☒ Egg shape
- ☒ Crayon
- ☐ Watercolor
- ☐ Brushes



CA 3 Visual Arts

Expresses through 2D and 3D visual arts.
Develops visual art techniques.

SS 1 Culture & Community

Identifies community and family roles.
Explores cultures and traditions.
Respects diversity.

SET UP

BENCHMARK 1

Set out a paper egg shape and a selection of baby-safe finger paints.

BENCHMARK 2

Set out the Inspiration Photo, egg shapes and art materials such as crayons or markers.

BENCHMARK 4

Set out the Inspiration Photo, egg shapes and any additional art materials.

BENCHMARK 6

Set out the Inspiration Photo, egg shapes, watercolors, brushes and crayons.



CA 3 Visual Arts

Invite the child to explore painting the egg shape using his hands.

Invite children to decorate their eggs using the available materials.

Invite children to use the materials/tools to explore a variety of colors, textures and patterns.

Demonstrate watercolor techniques such as wax-resist by using crayons and watercolors together. Invite children to explore a variety of colors, textures and patterns.



SS 1 Culture & Community

After the child's egg has dried, place it in a "hiding spot" in the classroom. Invite him to help you find it by looking at it, pointing at it or crawling to it.

As children create, talk with them about family traditions such as egg decorating.

As children create, invite them to share any traditions, including egg decorating, they enjoy with their family.

As children create, talk with them about egg decorating or similar traditions in other cultures. Invite the children to share other things they know about cultural traditions.

LESSON 3

Daddy Seahorse Game



SUPPLIES

- ☒ Daddy Seahorse Game
- ☒ Cube Cards: Seahorse Colors
- ☒ Pocket Cube
- ☐ Scissors
- ☐ Toys
- ☐ Marker
- ☐ Colored paper



MR 6 Classification

Matches and sorts.

SED 4 Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

SET UP

BENCHMARK 1

Set out a few familiar, graspable toys or objects.

BENCHMARK 2

Insert the Cube Cards into the cube. Set out Game Pieces, and one sheet of each Cube Card color on the floor in different areas of the room.

BENCHMARK 4

Insert the Cube Cards into the cube. Set out the Board Game and pieces.

BENCHMARK 6

Insert the Cube Cards into the cube. Set out the Board Game and pieces. Draw a circle or a triangle on each colored space on the Game Board. Set out two cards facedown, one with a circle and one with a triangle.



MR 6 Classification

Invite the child to find and explore a toy or object by name. Ask questions like, "Can you find the ball?"

Invite children to take turns rolling the cube then placing a Seahorse Piece on the matching sheet of paper.

Invite up to four players to take a seahorse to use as a Game Piece. Roll the cube then move a seahorse to that color.

Invite up to four players to take a seahorse to use as a Game Piece. Roll the cube and draw a shape card then move a seahorse to the next space with that color and shape.



SED 4 Social Relationships

Continue the activity for as long as the child is engaged. Watch for signs of disinterest, frustration or unmet needs to know when to stop the activity.

Begin by demonstrating the matching activity, continuing until the children are ready to play independently. Take turns until all Seahorse Pieces have been placed on a color sheet.

Continue to take turns until all of the players reach the coral reef.

Continue to take turns until all of the players reach the coral reef. Invite children to share stories about seahorses and other aquatic life forms as they play.

LESSON 4

Birthday Mud Cake



SUPPLIES

- ☒ Inspiration Photos
- ☐ Cake pans
- ☐ Cupcake tin
- ☐ Measuring cups
- ☐ Bowl
- ☐ Cereal Os
- ☐ Spoon

See Member Resources for supplemental STEAM materials or purchase them at our online store.



MR 4 Measurement

Estimates and measures. Compares and seriates.

SED 4 Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

SET UP

BENCHMARK 1

Set out a small bowl filled with cereal Os and a child spoon.

BENCHMARK 2

Set out cake pans/tins, measuring cups and a large bowl.

BENCHMARK 4

Set out cake pans/tins, measuring cups and a large bowl.

BENCHMARK 6

Set out cake pans/tins, measuring cups and a large bowl.



MR 4 Measurement

Invite the child to explore stirring, mixing, scooping and dumping the cereal Os. Encourage her to grasp the spoon with her whole hand and to pick up cereal Os using only a pincer grip.

Invite children to make a mud mixture then explore pouring, scooping and making mud cakes. Talk with them about topics like the weight of the mud and the height of their cake as they explore.

Invite children to make a mud mixture then explore pouring, scooping and making mud cakes. Talk about how many cups of mud it takes to fill the pan. Ask, "How big is your cake?"

Invite children to estimate how many cups of mud mixture it will take to fill their pan. Encourage them to check their estimates by counting the cups as they fill the pan.



SED 4 Social Relationships

Continue the activity for as long as the child is engaged. Watch for signs of disinterest, frustration, or unmet needs to know when to stop the activity.

Begin by demonstrating the birthday mud cake activity, continuing until the children are ready to participate independently.

Invite children to share their past experiences with making or enjoying a birthday cake.

Invite children to share a story about a time that they made or celebrated with a birthday cake.

LESSON 5

Puppy Sticks



SUPPLIES

- ☒ *Dancing with Baby Animals* album
- ☐ Craft sticks
- ☐ Tennis ball



LLD 1 Listening

Understands and interprets language (both words and gestures). Follows directions.

PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

SET UP

BENCHMARK 1

Set out a tennis ball. Play the song.

BENCHMARK 2

Set out a tennis ball for each child. Play the song.

BENCHMARK 4

Make a pile of "dog bones" (craft sticks) on one side of the room. Play the song.

BENCHMARK 6

Make a pile of "dog bones" (craft sticks) on one side of the room. Play the song.



LLD 1 Listening

Show the child how to pick up the tennis ball. As the child explores, talk with him about the tennis ball's texture, color, size, shape.

Encourage the children to move their tennis balls to the other side of the room as the song plays.

Encourage the children to move all of the sticks to the other side of the room before the song is over.

Encourage the children to move all of the sticks to the other side of the room before the song is over.



PD 1 Gross Motor

Invite the child to explore the tennis ball after you model how to touch, grasp, drop it while he sits or lies near you.

On each pass, invite them to move their tennis balls to the other side of the room in a different way such as kicking, tossing and rolling.

Invite children to grab one stick at a time and crawl it over to the other side of the room.

Invite children to grab one stick at a time and follow a series of two or three movements prompts such as walking, hopping and crawling as they move it to the other side of the room.

LESSON 6

Mama Cat Song



SUPPLIES

- ☒ Circle Time album (see Member Resources)
- ☐ Plush cat
- ☐ Blanket



MR 1 Number Sense

Identifies numerals. Determines quantities. Understands operations.

CA 1 Music

Expresses through music. Develops rhythm and tone.

SET UP

BENCHMARK 1

Invite child to sit or lie with you on the floor. Set out a plush cat and blanket then play the song.

BENCHMARK 2

Invite children to sit in a circle with you. Play the song.

BENCHMARK 4

Invite children to sit in a circle with you. Play the song.

BENCHMARK 6

Invite children to sit in a circle with you. Play the song.



MR 1 Number Sense

Sing the song about one kitten. At the lyrics "then one ran away," scurry the plush cat under the blanket out of sight. Encourage the child to find the plush cat.

Invite children to show two fingers (kittens) and sing the song beginning with two kittens instead of five. Wiggle one finger for each kitten that "runs away" at the end of the verse.

Invite children to show five fingers (kittens). Wiggle one finger for each kitten that "runs away" at the end of the verse.

Change lyrics to "Mama cat had 10 kittens, 10 kittens, 10 kittens, Mama cat had 10 kittens, __ black and __ white," inviting the children to suggest different combinations that equal 10.



CA 1 Music

Invite the child to wiggle, dance or clap to the music as it plays.

Encourage children to sing to the tune of "Mary Had a Little Lamb (Instrumental)," track 21 on the Circle Time album.

Encourage children to sing to the tune of "Mary Had a Little Lamb (Instrumental)" track 21 on the Circle Time album.

Invite the children to continue to sing the song, replacing the number 10 with any number between 1 and 9.

LESSON 7

Tortoise Doll



SUPPLIES

- ☒ Soufflé cup
- ☒ Paper
- ☒ Wiggle eyes
- ☒ Pompom
- ☐ Animal toys or puppets
- ☐ Glue
- ☐ Nature items
- ☐ Scissors
- ☐ Paint
- ☐ Paintbrushes



CA 4 Drama

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

SCI 2 Natural & Earth Science

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

SET UP

BENCHMARK 1

Set out a tortoise toy or other animals toys or puppets.

BENCHMARK 2

Set out a sand table or sensory bin with a toy tortoise, sand tools, and nature items.

BENCHMARK 4

Set out all materials. Talk about tortoise shells as protection.

BENCHMARK 6

Set out all materials. Talk about tortoise shells as protection.



CA 4 Drama

Playfully interact with the child using the toy animals or puppets.

Invite the children to explore the sand table using the materials and tools.

Invite children to use the materials to create a baby tortoise prop.

Use the materials to create a baby tortoise prop. Invite the children to plan and act out a skit using their baby tortoises.



SCI 2 Natural & Earth Science

Invite the child to explore the toys and puppets by feeling, grasping.

Invite the children to build a home for the tortoise using the nature items.

Encourage the children to find nature items to create a habitat for the baby tortoises. Find nature items to create a habitat for the baby tortoise as a setting for the skit.

Encourage children to include facts about tortoises in their skit, such as what and how a tortoise eats.

LESSON 8

Animal Designs



SUPPLIES

- ✓ Shape Design Mats
- ✓ Tangrams
- Clear zip bags
- Cup



MR 3 Shapes

Identifies shapes and their characteristics.

MR 2 Spatial Awareness

Understands how objects move in space.
Determines object location.

SET UP

BENCHMARK 1

Set out a few large tangrams and a cup.

BENCHMARK 2

Set out one of each tangram shape. Place a second of each tangram shape into a cup or other container.

BENCHMARK 4

Set out the tangrams and Shape Design Mats.

BENCHMARK 6

Set out the tangrams and Shape Design Mats.



MR 3 Shapes

Invite the child to explore the tangrams by touching, grasping and picking them up.

Invite the children to take a shape out of the cup and place it on to of the matching shape.

Encourage children to identify the shapes they are using as they explore fitting shapes onto the mats to create animal designs.

As they work, invite children to discuss whether the tangrams are 2- or 3-dimensional.



MR 2 Spatial Awareness

Invite the child to place the tangram inside the cup.

Encourage children to turn or spin the shape they place on top so that the shapes are aligned.

Invite them to explore flipping and rotating shapes to find a fit. Once the designs are created, sort the tangrams back into bags.

Invite children to explore flipping and rotating the shapes to find a fit. Encourage them to identify the shapes they are using then invite them to explore combining the shapes to create complex shapes.

LESSON 9

The Lion and the Beetle



SUPPLIES

- ☒ Book and Story Pieces: *The Lion and the Beetle*
- ☐ Board books

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 a few favorite board books.

BENCHMARK 2

Show the cover of the book and read its title aloud. Then read the book aloud.

BENCHMARK 4

Show the cover of the book and read its title aloud. Point at the illustration and ask, "How small is the beetle compared to the lion?"

BENCHMARK 6

Set out *The Lion and the Beetle* along with another storybook that shares some similarities such as *The Tortoise and the Hare*.



LLD 6 Reading Comprehension

Invite the child to choose a board book to read. As you read it aloud, encourage her to pat or grasp the book.

Point to the lion and the beetle on the cover as you read the title aloud. On each page that they appear, ask, "Where is the beetle?" and "Where is the lion?" Encourage the children to point to each.

Encourage one child at a time to help you turn the page. Invite them to say the word "beetle" each time they hear it in the story. Ask simple recall questions as you go.

After reading the two books aloud, invite the children to share any similarities they noticed between the two stories.



SS 4 History & Sense of Time

Continue the activity for as long as the child is engaged. Watch for signs of disinterest, frustration, or unmet needs to know when to stop the activity.

Begin by pointing to the lion or beetle yourself each time you ask where they are, encouraging the children to observe and join in as they are ready.

Invite children to use the Story Pieces afterward to recall the events in the story.

Invite children to use the Story Pieces afterward to retell *The Lion and the Beetle*.

LESSON 10

Baby Gorilla



SUPPLIES

- ☒ Title Display
- ☒ Inspiration Photo
- ☒ Paper
- ☒ Comb
- ☒ Oval shapes
- ☐ Toys
- ☐ Tangrams
- ☐ Glue
- ☐ Paint
- ☐ Nature items
- ☐ Marker



MR 3 Shapes

Identifies shapes and their characteristics.

SED 2 Self-Regulation

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

SET UP

BENCHMARK 1

Set out a variety of toys, such as a toy banana and a toy gorilla.

BENCHMARK 2

Set out the Inspiration Photo, sheets of paper, black paint and tangrams.

BENCHMARK 4

Set out the Inspiration Photo and additional materials.

BENCHMARK 6

Set out the Inspiration Photo and additional materials.



MR 3 Shapes

Invite the child to explore the toys by touching them, grasping them, moving them.

Invite children to create gorillas on their paper by stamp-painting with the tangrams. If interested, invite them to match the shapes to the stamped shapes in their painting after it dries.

Use oval shapes to create a gorilla collage.

Invite the children to discuss whether the objects they are using to complete their project are two- or three-dimensional.



SED 2 Self-Regulation

Monitor the child's facial expressions and vocalizations for signs of engagement, contentment, stress or discomfort.

Talk about emotions. Ask, "How does the baby gorilla in the picture feel? What does your face look like when you feel scared? Sad?"

Talk about emotions. Ask, "How does the baby gorilla in the picture feel? What is her mama thinking about?"

Talk about emotions. Ask, "How does the baby gorilla in the picture feel? What could happen to make her feel sad? Scared?"

LESSON 11

Paw Prints



SUPPLIES

- ☒ Title Display
- ☒ Inspiration Photo
- ☒ Stencils (to share)
- ☒ Paper
- ☐ Paint
- ☐ Paintbrushes



CA 3 Visual Arts

Expresses through 2D and 3D visual arts.
Develops visual art techniques.

MR 1 Number Sense

Identifies numerals. Determines quantities.
Understands operations.

SET UP

BENCHMARK 1

Set out baby-safe paint, paintbrushes and paper.

BENCHMARK 2

Set out the Inspiration Photo, paper, paint and paintbrushes.

BENCHMARK 4

Set out the Inspiration Photo and any additional materials.

BENCHMARK 6

Set out the Inspiration Photo and any additional materials.



CA 3 Visual Arts

Invite the child to make marks using the paint, paintbrushes and his fingers.

Invite children to create colorful designs on their paper using the paint, brushes and their fingers and hands.

Model for children how to use paint with a stencil to create colorful designs.

Invite children to use the paint and additional materials to create paw prints and other colorful designs.



MR 1 Number Sense

As the child works, count groups of two or three things aloud such as his brush strokes or fingers.

Invite the children to count brush strokes or the designs on their papers with you, encouraging them to repeat each number as you count.

Count the paw prints on the Inspiration Photo then invite children to create their own designs.

Invite children to count the total number of paw prints on the Inspiration Photo and their papers, counting on from a specific number when transitioning from one paper to the next.

LESSON 12

R Is for Rabbits



SUPPLIES

- ☒ Rabbit Poster
- ☒ Cube Cards: Ss, Cc, Rr
- ☒ Cotton balls (save for Lesson 19)
- ☒ Pocket Cube
- ☐ Scissors
- ☐ Marker



LLD 4 Alphabetic Knowledge

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

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SET UP

BENCHMARK 1

Sit with the child on the floor.

BENCHMARK 2

Set out the Rabbit Poster and cotton balls. Insert the Letter Cards into the cube.

BENCHMARK 4

Set out the Rabbit Poster and cotton balls. Insert the Letter Cards into the cube.

BENCHMARK 6

Set out the Rabbit Poster, cotton balls and a piece of paper and marker for each child. Insert the Letter Cards into the cube.



LLD 4 Alphabetic Knowledge

As you interact with the child, encourage her to babble as you talk with her.

Roll the cube. Together as a group, identify the letter. Invite the children to take turns placing a cotton ball "tail" on each of the rabbits with the matching letter. Repeat for the remaining two letters.

Invite children to take turns rolling the cube, identifying the letter, and placing a cotton ball "tail" on a rabbit with the matching letter.

Invite the children to take turns rolling the cube and identify a letter. Place a cotton ball "tail" on a rabbit with the matching letter then write a two- or three-letter word that begins with that letter.



SED 3 Attention & Persistence

Monitor the child for signs of focus and engagement such as eye contact and facial expressions. Discontinue activity when the child loses focus on the activity.

Encourage children to watch as you roll the cube and their friends place cotton ball "tails."

Continue taking turns until all rabbits have a "tail."

Continue taking turns until all rabbits have a "tail."

LESSON 13

Be Careful, Bunny



SUPPLIES

- ✓ Be Careful, Bunny Board
- ✓ Be Careful, Bunny Cards
- Scissors
- Blocks
- Stacking cups



MR 7 Logic & Reasoning

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

PD 3 Safety

Demonstrates safe practices.

SET UP

BENCHMARK 1

Set out a small tower made from blocks or stacking cups.

BENCHMARK 2

Set out multiple block towers spread out with one or two feet of space around each.

BENCHMARK 4

Shuffle the cards and fill the Game Board with facedown cards.

BENCHMARK 6

Shuffle the cards and fill the Game Board with facedown cards.



MR 7 Logic & Reasoning

Invite the child to knock the tower down. Rebuild the tower and repeat the activity as many times as he is interested.

Invite children to move from one side of the room to the other without knocking any block towers down. If a tower is knocked down, encourage children to rebuild it before moving past.

Invite children to play the game to determine a safe path from bunny to its mama.

Encourage children to play the game to determine a safe path from bunny to its mama.



PD 3 Safety

Use positive, encouraging facial expressions and body language as the child experiences the sights and sounds of the tower falling. Offer comfort and reassurance if he becomes uneasy or distressed.

Encourage children to move carefully around the block towers so as not to knock them over.

Invite children to take turns flipping over one card at a time and identifying an image as safe or dangerous to a bunny.

Invite children to take turns flipping over one card at a time and identifying an image as safe or dangerous to a bunny. Encourage them to explain why a flipped card is a "bunny danger."

LESSON 14

Mama & Baby Bingo



SUPPLIES

- ☒ Bingo Calling Cards
- ☒ Bingo Playing Mats
- ☒ Bingo chips or scrap paper
- ☐ Stuffed animal
- ☐ Scissors



MR 6 Classification

Matches and sorts.

SED 4 Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

SET UP

BENCHMARK 1

Set out a recognizable stuffed animal like a dog or cat.

BENCHMARK 2

Cut Bingo Playing Mats up into smaller Baby Cards. Set out three Mama Cards and stack the three corresponding Baby Cards nearby.

BENCHMARK 4

Give each child a Bingo Playing Mat.

BENCHMARK 6

Give each child a Bingo Playing Mat.



MR 6 Classification

Invite the child to explore the stuffed animal by name. For example, ask if she would like to hug the dog.

Lay the three Mama Cards out and invite the children to take turns placing one Baby Card at a time on the matching Mama Card.

Show a Mama Card and encourage children to cover the matching baby square on their mat.

Use two characteristics to describe which babies to cover on the Bingo Playing Mats. For example: "Cover all birds on white backgrounds."



SED 4 Social Relationships

Invite the child to play peekaboo with you and the stuffed animal.

Encourage the children to show excitement when a match is made by modeling an excited facial expression and speech.

Continue group play until children have covered their cards.

Continue group play until children have covered their mats. Encourage children to talk about how each baby animal would be taken care of by its mother.

Would You Rather?



SUPPLIES

- ☒ Would You Rather Game
- ☐ Stuffed animals
- ☐ Scissors



SS 2 Civics & Economics

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

LLD 2 Communication

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

SET UP

BENCHMARK 1

Set out two stuffed animals.

BENCHMARK 2

Tape up two animal cards on the wall in different areas of the room.

BENCHMARK 4

Set out a question card and two or three photo cards that go with it.

BENCHMARK 6

Set out a question card and two or three photo cards that go with it.



SS 2 Civics & Economics

Invite the child to choose one of the two stuffed animals from your hands.

Ask a Would You Rather question about the two animals. Invite the children to walk to the photo card of their choice. Repeat with a different question and two new photo cards.

Invite children to take turns placing a tangram above their choice.

Invite children to take turns placing a tangram above their choice. Encourage them to create their own Would You Rather questions using the photo cards.



LLD 2 Communication

Invite the child to mimic a simple sound when he makes his choice, such as a sound the animal makes.

Encourage children to say the name of the animal they choose.

Encourage children to explain their individual choices each time.

Encourage children to explain their individual choices each time.

LESSON 16

Growing Animals



SUPPLIES

- ☒ Growing Animals Game
- ☒ Envelope
- ☐ Stuffed animals or figurines
- ☐ Scissors
- ☐ Crayons
- ☐ Marker
- ☐ Tape



MR 6 Classification

Matches and sorts.

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SET UP

BENCHMARK 1

Set out a baby and mama pair of stuffed animals or figurines such as cow/calf.

BENCHMARK 2

Tape the mama animal cards in different areas of the room.

BENCHMARK 4

Give each child a Growing Animals Game.

BENCHMARK 6

Give each child a Growing Animals Game.



MR 6 Classification

Set the mama cow on the floor. Hand the baby cow to the child and invite her to place the baby cow with the mama cow.

Show a baby animal card. Invite the children to move around the room looking for the baby's mama.

Take turns flipping over a baby animal card then finding its adult animal match.

Invite children to count the number of cards that have two particular characteristics. For example, babies that are mammals, babies that are brown, or mothers that are birds.



SED 3 Attention & Persistence

Continue activity for as long as the child is displaying signs of focus and engagement.

Encourage the children to stand with the baby's mama until all children have gathered and a new baby card is shown.

Invite children to color as desired then cut into individual cards. Help them write their names on the envelope.

Invite children to color as desired then cut into individual cards. Encourage them to write their names on the envelope.

Growing Taller



SUPPLIES

- ☒ Cube Cards: Animal Matching (from Lesson 7)
- ☒ Pocket Cube
- ☐ Cereal Os
- ☐ Blocks
- ☐ Tape



MR 4 Measurement

Estimates and measures. Compares and seriates.

MR 6 Classification

Matches and sorts.

SET UP

BENCHMARK 1

Set out stacking blocks and cereal Os in a sensory bin.

BENCHMARK 2

Tape one set of cards to the wall, each one at the height of an average baby of that species.

BENCHMARK 4

Tape one set of Animal Matching Cards (from Lesson 7) to the wall at differing heights.

BENCHMARK 6

Tape one set of cards to the walls around the room, each one at the height of an average baby of that species.



MR 4 Measurement

Invite the child to explore the blocks and cereal Os by touching, grasping with his whole hand, grasping with two fingers, banging or stacking the blocks.

Show one Animal Matching Card from the second set and invite the children to find its match on the wall. When they arrive at the matching photo, encourage them to say whether the baby animal is taller or shorter than them.

Invite children to stack blocks under the Animal Matching Cards until they reach their height.

Invite the children to estimate how many blocks tall each baby animal is. Encourage them to check their estimate by stacking blocks up to the baby animal's photo.



MR 6 Classification

Invite the child to hand you objects by name.

When they arrive at the matching photo, encourage them to say whether the baby animal is taller or shorter than them.

Invite children to take turns tossing the cube, finding a Animal Matching Card on the wall then placing a block under that card.

Invite children to move to a baby animal that matches a two-characteristic description. For example: "Stand by a baby animal that is brown and more than eight blocks high."

Smart Piggies



SUPPLIES

- ☒ Math Story Cards
- ☒ Pompoms
- ☐ Cardboard box
- ☐ Blocks
- ☐ Scissors



MR 1 Number Sense

Identifies numerals. Determines quantities. Understands operations.

LLD 1 Listening

Understands and interprets language (both words and gestures). Follows directions.

SET UP

BENCHMARK 1

Create a "barn" out of a cardboard box. Set out a "piggie" (pompom).

BENCHMARK 2

Set out blocks and encourage children to build a "barn" big enough for all the "piggies" (pompoms). Ask, "How many piggies will fit in the barn?"

BENCHMARK 4

Set out blocks and encourage children to build a "barn" big enough for all the "piggies" (pompoms). Ask, "How many pompoms can fit in the barn?"

BENCHMARK 6

Set out blocks and encourage children to build a "barn" big enough for all the "piggies" (pompoms). Ask, "How many pompoms can fit in the barn?"



MR 1 Number Sense

Invite the child to explore the "piggie" and the "barn." Place the "piggie" out of sight inside the "barn" then encourage the child to find the "piggie."

Invite the children to take turns placing a certain number of "piggies" in the barn.

Invite children to count, add and subtract pompoms for each story problem.

Encourage children to create their own story problems and solve them using the pompoms.



LLD 1 Listening

As the child explores and looks for the "piggie," invite her to engage in conversation as you talk through what is happening.

On each child's turn, invite them to place either one or two "piggies" in the barn.

Encourage children to listen to each prompt then use pompoms to solve the problem.

Encourage children to listen to each prompt then solve the problem, using pompoms as necessary.

Bunny Holes



SUPPLIES

- ☒ Cups
- ☒ Cotton balls (from Lesson 12)
- ☒ Die (from Lesson 1)
- ☐ Basket or bag
- ☐ Marker



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

Set out three or four large pompoms and a basket or bag.

BENCHMARK 2

Number two cups 1 and 2 then poke a hole in the bottom of each one. Line them up so numbers are easily visible.

BENCHMARK 4

Place two cards labeled 1 and 2 facedown. Number six cups 1-6 then poke a hole in the bottom of each one. Line them up so numbers are easily visible.

BENCHMARK 6

Label one cup with the number 100 and poke a hole in the bottom. Place it 10 hops away so that the 100 is easily visible.



MR 1 Number Sense

Invite the child to place the pompoms inside the basket one at a time, counting aloud as he places each pompom.

Invite children to take turns shuffling and drawing a card then identifying the number chosen.

Take turns rolling the die and identifying the number rolled.

Invite children to take turns rolling the die. The number rolled is the number of hops the child can take toward the 100 cup on their turn, while counting by tens on each hop.



SED 3 Attention & Persistence

Continue the activity as long as the child is focused and engaged.

Encourage children to hold a pompom and hop over to the line of cups. Drop the pompom into the cup with the matching number. As each pompom is dropped into the cups, invite all of the children to count the numbers aloud.

Encourage children to hold a pompom and hop over to the line of cups. Drop the pompom into the cup with the matching number.

Continue taking turns rolling the die then hopping and counting on by tens until each child has reached 100 and placed their pompom inside the 100 cup.

Moving Together



SUPPLIES

- ☒ Cube Cards: Movement Concepts
- ☒ Pocket Cube
- ☐ Ball
- ☐ Pet photos
- ☐ Tape
- ☐ Scissors



PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

LLD 1 Listening

Understands and interprets language (both words and gestures). Follows directions.

SET UP

BENCHMARK 1

Set out a ball.

BENCHMARK 2

Tape pictures of different pets on the wall in different areas of the room.

BENCHMARK 4

Insert the Cube Cards into the cube.

BENCHMARK 6

Insert the Cube Cards into the cube.



PD 1 Gross Motor

Invite the child to grab, kick or roll/toss the ball as she sits or lies.

Invite children to move in any way they choose toward the destination.

Invite the children to take turns rolling the cube, demonstrating movements and reviewing the concepts of the month.

Take turns rolling the cube two or three times in a row, demonstrating movements and reviewing the concepts of the month.



LLD 1 Listening

Each time the child grabs, kicks or tosses the ball, clap in celebration and observe if she turns her head toward your clapping noise.

Invite children to move toward a certain pet photo. When they reach the pet photo, invite them to move toward a different pet.

Invite one child at a time to roll the cube. Read the prompt then encourage all children to follow directions and demonstrate that movement.

Invite one child at a time to roll the cube two or three times. Read the prompts in order then encourage all children to demonstrate that sequence of movements.