

## LESSON 1

# Play Kitchen



### SUPPLIES

- ☐ Cardboard box
- ☐ Kitchen utensils with cranks, hinges or other movable parts
- ☐ Pans and dishes
- ☐ Oven mitts



### CA 4 Drama

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

### SCI 4 Technology

Uses tools and technology to perform tasks.

#### SET UP

#### BENCHMARK 1

Put a pot and different real or pretend foods on the floor.

#### BENCHMARK 2

Set out multiple pots, spoons and different real or pretend foods.

#### BENCHMARK 4

Use a play kitchen or create one with a big box. Set out multiple pots, spoons and different real or pretend foods.

#### BENCHMARK 6

Use a play kitchen or create one with a big box. Set out multiple pots, spoons and different real or pretend foods.



### CA 4 Drama

Play with a pot and put the food in and out of it while interacting with your baby.

Invite the child to mimic the way you stir and make eating sounds.

Invite the child to pretend to cook for his family and role-play cooking, serving food and eating.

Invite the child to imagine a special event and plan what he will cook, who will come, what he will eat. How can they gather or make additional props to act out their ideas?



### SCI 4 Technology

Observe as the infant explores the simple tools such as spoons and measuring cups. Name the objects as she plays with them.

Demonstrate how to use simple tools purposefully such as using a spoon to stir or scoop.

Explore simple tools with hinges, cranks and other movable parts such as hand blenders, can openers and garlic presses.

Encourage the child to experiment with using simple tools: hand blenders, potato peelers, can openers and garlic presses. Set out real food or cans for children to meaningfully use the tools.

## LESSON 2

# Diverse Families



### SUPPLIES

- ☒ Cube Cards:  
Diverse Families
- ☐ Scissors



### MR 6 Classification

Matches and sorts.

### SS 1 Culture & Community

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

#### SET UP

#### BENCHMARK 1

Set out a board that has photo of the child, his family and a few of the matching cards.

#### BENCHMARK 2

Put three cards face-up and hold the three matching cards in your hand.

#### BENCHMARK 4

Put all of the matching cards facedown on a table.

#### BENCHMARK 6

Use only one set of the matching cards.



### MR 6 Classification

Ask, "Where's [name of child]?" Point at the baby's photo on the panel. Can she point to her photo and those of family members?

Show the child one card and invite them to place it on top of the matching card.

Encourage the child to flip over two cards and see if they match. If yes, set them aside.

Encourage the child to flip over two cards and even though they are different, describe two ways that they are similar.



### SS 1 Culture & Community

Talk to the infant about the photos on the board.

Talk about the features of the people on the matching cards. What color hair and eyes do they have?

Ask the child to describe the people in the photos and what family role they might have (grandma, sister).

Ask the child to describe the people in the photos, their possible family roles then describe how they are similar or different than her family.



## LESSON 3

# My Basket



### SUPPLIES

- ☒ Bag
- ☒ Napkin
- ☐ Tape
- ☐ Markers
- ☐ Scissors
- ☐ Basket
- ☐ Blocks

### SCI 1 Investigation & Inquiry

Observes, inquires and investigates.

### CA 4 Drama

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

#### SET UP

#### BENCHMARK 1

Gather a few small light toys, the bag and napkin.

#### BENCHMARK 2

Set out three toys or objects (i.e. spoon, cup, banana). Wrap one object in the napkin.

#### BENCHMARK 4

Secretly wrap a toy or object in the napkin.

#### BENCHMARK 6

Secretly wrap a toy or object in the napkin and put in their bag.



### SCI 1 Investigation & Inquiry

While the child watches, hide the toy under the napkin. Ask the child to find the toy.

Ask the child to look at hidden object then ask if it is a spoon. Wait for the child to say yes or no. Then keep asking if it is one of the three objects until the child names the hidden object.

When she sits, ask the child what she thinks is hidden in the napkin. Listen to her guesses.

Ask the child to guess what might be hidden in the napkin without touching it. Why? If her guess is wrong, ask her to touch it then guess something else.



### CA 4 Drama

Pretend you are worried and can't find the toy. When the child pulls back the napkin to reveal the toy, act excited. Observe how the child reacts to your facial expressions.

Demonstrate how to use the object then encourage the child to mimic you. For example, make slurping sounds and pretend to eat with a spoon.

Invite the child to walk with the mystery gift around the room and pretend to take it to a family member.

Invite the child to describe where he will take the mystery gift and what danger might occur as he pretends to walk to that person's home. Act out the story.

## LESSON 4

# Tall Dad, Short Dad



### SUPPLIES

- ☐ Masking tape
- ☐ Marker



### MR 4 Measurement

Estimates and measures. Compares and seriates.

### SS 1 Culture & Community

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

#### SET UP

#### BENCHMARK 1

Tape different lengths of paper strips to the wall and put family photos at the top of each.

#### BENCHMARK 2

Tape paper strips together at varying lengths and place them on the floor.

#### BENCHMARK 4

Set out precut paper strips and tape.

#### BENCHMARK 6

Set out paper, scissors, markers and tape.



### MR 4 Measurement

Hold the infant and move her from the floor to the top of the paper strip. So tall!

Invite the child to lie next to each paper strip until she finds one that is similar in length to herself. Ask if mom or dad is taller than her. Find a paper strip that is longer than the child.

Encourage the child to measure a family member or friend by taping together paper strips. Put a photo of the family member or friend at the top of the paper strip.

Encourage the child estimate the height of each family member. Invite her to cut and tape strips of paper together to be same height as the tallest person in her family. Then put a line on the strip to mark the height of other family members.



### SS 1 Culture & Community

Look at the strips with the infant and ask her to find mom's or dad's photo on the wall.

Go for a walk outside or even around the school, whomever you see, ask the child if it is her dad (or other family member). When you return to your room, can she find a photo of her dad (or other family member)?

Invite the child to name and describe how she is similar or different from her family members. Who is taller? What foods do they like?

Invite the child to compare her family members. Which is the tallest? What different things do they like to do?

## LESSON 5

# Grandma Dance



### SUPPLIES

- ☑ Dancing with My Family CD

### CA 2 Dance & Movement

Expresses through dance. Develops movement techniques.

### SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

#### SET UP

#### BENCHMARK 1

Play the music.

#### BENCHMARK 2

Put a masking tape circle on the floor. Play the music.

#### BENCHMARK 4

Put a masking tape circle on the floor. Play the music.

#### BENCHMARK 6

Put a masking tape circle on the floor. Play the music.



### CA 2 Dance & Movement

Invite the infant to move freely to the music.

Hold hands in a circle and bounce and then walk round and round.

Encourage the child to tap one foot then the other inside the circle during the chorus then hold hands and sway side to side during the verse.

Invite a child to create a movement then everyone copies the movement until another child or you demonstrate a different movement. Continue taking turns creating simple movement patterns.



### SED 3 Attention & Persistence

Wave a scarf and dance while observing how the infant shifts attention from you to the scarf.

Encourage the child to continue to participate until the end of the song.

Observe if the child focuses on trying to coordinate toe tapping even if difficult. If easy for the child, increase the challenge with an additional arm movement.

Challenge the child to maintain focus on dancing and continue to participate and follow movement prompts for at least three songs.



## LESSON 6

# A Bear Hug For Bunny



### SUPPLIES

- ☑ Book: A Bear Hug for Bunny



### LLD 6 Reading Comprehension

Responds to text. Retells, asks and answers questions.

### SED 4 Social Relationships

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

#### SET UP

#### BENCHMARK 1

Gather a teddy bear or other stuffed animal.

#### BENCHMARK 2

Gather a teddy bear or other stuffed animal.

#### BENCHMARK 4

Gather a teddy bear or other stuffed animal.

#### BENCHMARK 6

Gather a teddy bear or other stuffed animal.



### LLD 6 Reading Comprehension

Invite the infant to hold and explore the book.

Invite the child to point at the bear on each page. Name other pictures for the child to find on the page.

Before turning a page, invite children to take turns predicting what they think may happen next in the story.

Invite children to think of another storybook. Does one of the characters in that story help someone, too?



### SED 4 Social Relationships

Each time you turn the page, use a teddy bear (or other stuffed animal) to kiss the infant's cheek. Does she respond by mimicking your sounds, snuggling the teddy or using other engaging responses?

Take turns holding the book and turning pages. Wait for the child to point first at a book picture and name the picture.

Ask the child how Bunny and Bear showed kindness. Ask, "When have you been kind to a friend?"

Ask the child what problem happened in the story and how the animals helped each other. Encourage the child to think of a time he had a problem or needed help. Who helped him?

## LESSON 7

# Match Your Emotions



### SUPPLIES

- ☒ Cube Cards: Emotions
- ☐ Mirror
- ☐ Scissors
- ☐ Tape



### MR 6 Classification

Matches and sorts.

### SED 2 Self-Regulation

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

#### SET UP

#### BENCHMARK 1

Tape a few Emotion Cards and at least one photo of the infant on the wall.

#### BENCHMARK 2

Tape three photos face-out to the wall.

#### BENCHMARK 4

Put all of the cards facedown on the table.

#### BENCHMARK 6

Put all of the cards facedown on the table.



### MR 6 Classification

Invite the infant to explore the pictures. Does she react and demonstrate recognition of her picture on the wall?

Make one of the facial expressions and encourage the child to mimic your face and point to the matching card on wall.

Encourage children to take turns flipping over two cards. Do the emotions match? Do the cards match in different ways (both are girls AND both have brown hair)?

Invite the child to flip over two cards to find a matching emotion illustrated and photo card. How else do these two cards match? Can she identify, sort and classify the cards by at least two features?



### SED 2 Self-Regulation

What emotions does the infant express while playing? Name the emotion as you engage with him. "I see you smile. You are happy!"

Invite the child to mimic the facial expression shown on the matching cards.

Invite children to name the emotion on the card based on the facial expressions.

Ask the child to identify the feeling and explain a time they had the same feeling.

## LESSON 8

# Calming Corner



### SUPPLIES

- ☒ Calming Corner sign
- ☒ Emotions Poster & cards
- ☒ Strategies Poster & cards
- ☒ Finger Tracing Cards
- ☐ Blankets/pillow
- ☐ Book
- ☐ Stuffed animal
- ☐ Tape

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



### SED 2 Self-Regulation

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

### PD 2 Fine Motor

Builds strength and coordination of small movements.

#### SET UP

#### BENCHMARK 1

Hang the Calming Corner sign on the wall and dangle a variety of soft objects so the infant can reach and touch them.

#### BENCHMARK 2

Set up a Calming Corner with the Strategies and Emotions Posters as well as a basket of sensory materials and simple calming toys.

#### BENCHMARK 4

Set up a Calming Corner with the Strategies and Emotions Posters as well as a basket of sensory materials and simple calming toys.

#### BENCHMARK 6

Set up a Calming Corner with the Strategies and Emotions Posters as well as a basket of calming activity options such as sewing, weaving, tracing, coloring and hole punchers.



#### SED 2 Self-Regulation

When the infant is upset, hold and walk over to the Calming Corner sign. Does he calm with support from you?

When the child is upset, go with him to the Calming Corner and explore the textured materials together. Does the child start to soothe himself?

When the child is upset, encourage him to visit the Calming Corner independently and explore the various options. Offer reminders, if necessary.

Role-play times to visit the Calming Corner. Invite the child to describe a situation where he may get upset. Then ask him to describe or demonstrate appropriate behaviors for that particular feeling.



#### PD 2 Fine Motor

Encourage the infant reach out and touch the Calming Corner sign. Dangle other objects of various textures for him to reach and touch when near the sign.

Invite the child to hold and manipulate objects in the Calming Corner.

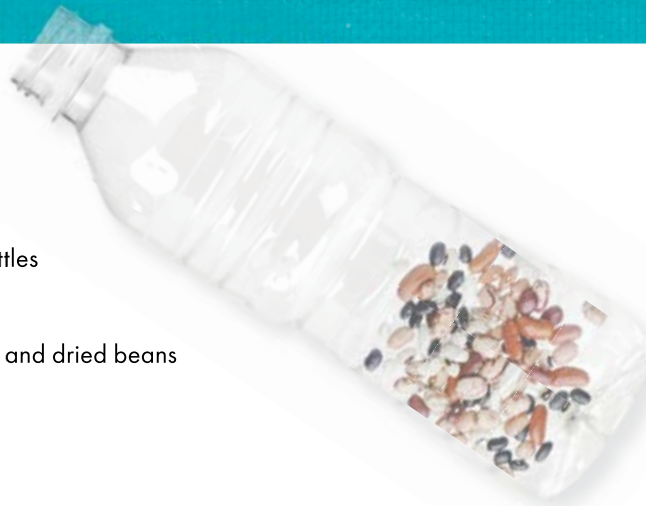
One by one, hand the child the various calming toys. Help her explore the texture of each one.

Invite the child to participate in more complex calming activities like sewing, weaving or using hole punchers.



## LESSON 9

# Noisemakers



### SUPPLIES

- ☐ Empty water bottles
- ☐ Tweezers
- ☐ Muffin tin
- ☐ Popcorn kernels and dried beans
- ☐ Cotton balls
- ☐ Grass

### **SCI 3 Physical Science**

Explores forces, motion and physical properties of materials.

### **MR 4 Measurement**

Estimates and measures. Compares and seriates.

#### SET UP

#### BENCHMARK 1

Set out a few rattles and shakers.

#### BENCHMARK 2

Set out three bowls: one filled with cotton balls, another with dry beans and the third with grass.

#### BENCHMARK 4

Gather a container with a lid for each child.

#### BENCHMARK 6

Gather a container with a lid for each child.



### **SED 2 Physical Science**

Invite the infant to use her senses to explore the shakers.

Encourage the child to scoop one of the items into a container with a lid. Seal and shake. Experiment by scooping in different items to make different noises.

Encourage children to gather different items from their indoor or outdoor environment and put them in a container with a lid. What type of noise does it make?

Encourage the children to gather a variety of materials from either their indoor or outdoor play areas. Make two piles: loud and quiet. Sort materials based on the type of volume expected when put in a container and shaken.



### **MR 4 Measurement**

Explore making loud noises then soft noises with the rattles/shakers. Which does the infant prefer?

Show the child how to create different volumes then identify them. Use words like loud and quiet or big and small.

Invite children to take turns describing if the added materials make the shaker louder or quieter. Ask, "What can you add to change the volume?"

Explore making sounds and experimenting on what will increase or decrease volume. Ask the child to make logical estimates on volume then test her hypotheses.

## LESSON 10

# Letter Press



### SUPPLIES

- ☒ Loose Letter Mats: Ff, Hh\*
- ☒ Phonic Photo Cards: F, H\*
- ☒ Pocket Cube
- ☐ Photos of child/family
- ☐ Tape

### **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

Hang photos on the wall including one of the infant or his family members.

#### BENCHMARK 2

Hang two Cube Cards with photos on the wall. Set out two letter Cube Cards that match the photos.

#### BENCHMARK 4

Insert the lowercase F and H cards in the cube. Hang the capital F and H cards on the wall.

#### BENCHMARK 6

Insert the lowercase letter cards in the cube. Make word strips by writing simple three- or four-letter words that begin with the letter F or H and tape them to a wall.



### LLD 4 Alphabetic Knowledge

Ask the infant, 'Where is [child's name]?' Help the child touch his photo. If the child reaches for other photos, name the pictures.

Show the letter card and name one of the pictures. Invite children to find and press their hands on that picture.

Invite children to take turns rolling the cube, identify the letter then go tap the matching uppercase letter card.

Invite the child to roll the cube, identify the letter then identify one of the word strips that begin with the same letter. Press on it and count to 10 then remove the word strip.



### SED 3 Attention & Persistence

Does the infant engage in the activity and shift attention from you to the photos and back to you?

Try taping the letter cards low on the wall and encourage the child to try pressing on them with his feet.

Leave out the cube and cards. Does the child visit the wall and cube to roll and play on his own throughout the day?

Encourage the child to stay focused on the activity until he has rolled, read and removed all of the word strips off the wall.

## LESSON 11

# Show a Trick



### SUPPLIES

- ☒ *Circle Time* album  
(see Member Resources)
- ☐ Paper
- ☐ Marker

### **LLD 2 Communication**

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

### **CA 4 Drama**

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

#### SET UP

#### BENCHMARK 1

Play track 15 of the *Circle Time* album.

#### BENCHMARK 2

Play track 15 of the *Circle Time* album.

#### BENCHMARK 4

Play track 15 of the *Circle Time* album.

#### BENCHMARK 6

Play track 15 of the *Circle Time* album.



### LLD 2 Communication

Sing and gesture to the infant during the song. Explore making different vocalizations and sound effects together.

Invite children to repeat words from the song and sing along with you.

Encourage children to brainstorm a list of things that dogs can do. Write down their ideas.

Invite children to brainstorm two lists: a list of different types of dogs and a list of things that dogs can do. Write down both lists.



### CA 4 Drama

Sit across from the infant and sing these words to the tune of "The Muffin Man."

**Do you know what doggies do,  
doggies do, doggies do?  
Do you know what doggies do?  
They love to shake your hand.**

Pretend to be dogs and crawl around on hands and feet while singing the song.

Sing to the tune of "The Muffin Man." Insert one of the child's ideas into the song. Encourage children to sing and dance as though they were dogs acting out the movement.

Sing to the tune of "The Muffin Man." Insert one of the types of dogs and the action into the song. Children pretend to sing and move as though they were that type of dog doing the given movement.



## LESSON 12

# Cat Bats



### SUPPLIES

- ☒ Phonic Photo Cards: F, H, T\*
- ☒ Pocket Cube\*
- ☐ Yarn
- ☐ Tape
- ☐ Scissors



### CA 4 Drama

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

### LLD 3 Phonological Awareness

Hears small units of sound.

#### SET UP

#### BENCHMARK 1

Set out a plush cat or photo of cat.

#### BENCHMARK 2

Tape a piece of yarn to the letter Cube Cards and attach the yarn to the bottom of a table.

#### BENCHMARK 4

Insert the Phonic Photo Cards into the cube. Tape a piece of yarn to the letter Cube Cards and attach the yarn to the bottom of a table.

#### BENCHMARK 6

Insert the Phonic Photo Cards into the cube. Tape a piece of yarn to the letter Cube Cards and attach the yarn to the bottom of a table.



### CA 4 Drama

Show a cat photo or plush cat and pretend to pet it with the infant.

Invite children to crawl under the table and bat at the letter cards like cats.

Invite children to pretend to be cats. Roll the cube then invite them to identify the photo and crawl under the table like cats. Bat at the letter cards that match the photos.

Invite the children to suggest ways a cat might like to play with the yarn and word cards. Act out the ideas.



### LLD 3 Phonological Awareness

Encourage the infant to repeat cat sounds or make meowing sounds together.

Encourage children to identify/name the photos they touch.

Encourage the child to bat at the letter that begins with the same sound as the photo card rolled.

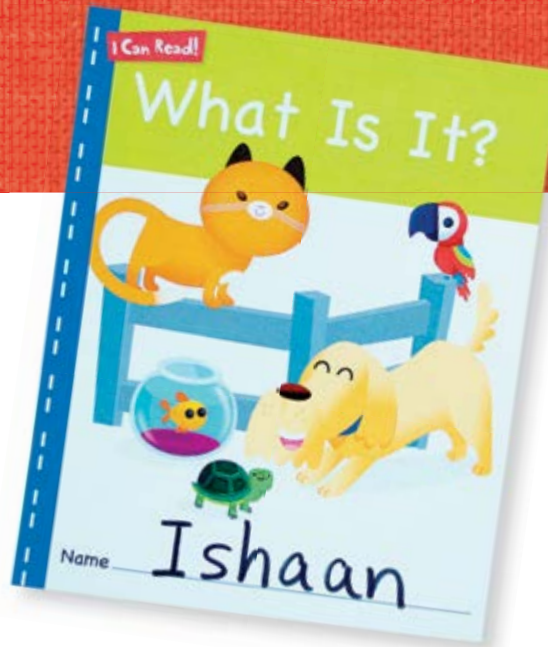
For example: invite children to roll the cube then crawl under the table like a cat and bat at the letter that matches the photo rolled.

# What Is It?



## SUPPLIES

- ✓ Sight Word Pointers
- ✓ I Can Read book



## LLD 5 Concepts of Print

Uses print concepts and explores books and other text.

## LLD 6 Reading Comprehension

Responds to text. Retells, asks and answers questions.

### SET UP

#### BENCHMARK 1

Set out a few board books.

#### BENCHMARK 2

Give each child an I Can Read book.

#### BENCHMARK 4

Give each child an I Can Read book.

#### BENCHMARK 6

Gather a book of your choice about animals or pets. Give each child an I Can Read book.



### LLD 5 Concepts of Print

Play with the books and help the infant open and close them.

Encourage children to hold their books and turn the pages as they pretend read.

Invite children to point to each word on the page as you read the story aloud. Ask a child questions about the picture and words before turning the page. "Can you find the letter T? What color is the animal?"

Encourage children to find the title on the cover of the book. Show one of the Sight Word Pointers. Invite them to find that word in the text as you read it together.



### LLD 6 Reading Comprehension

Point at pictures together and identify them.

Invite children to point at the pictures on the page and identify them. Do they repeat some of the phrases after you read them multiple times?

Pause before saying the name of each animal. Invite children to guess the word by looking at the picture.

Read a second story then invite children to describe similarities and differences between two texts.

# Fishbowl



## SUPPLIES

- ☒ Title Display
- ☒ Inspiration Photo
- ☒ Fishbowl
- ☒ Wiggle eyes
- ☒ Paper
- ☒ Tissue paper
- ☐ Paint
- ☐ Glue
- ☐ Scissors
- ☐ Beans (or cereal/rice)
- ☐ Paper plate



## SCI 2 Natural & Earth Science

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

## PD 2 Fine Motor

Builds strength and coordination of small movements.

### SET UP

#### BENCHMARK 1

Squirt paint onto a paper plate.

#### BENCHMARK 2

Cut out ovals and triangles from the orange paper.

#### BENCHMARK 4

Set out scissors, the paper, glue and display the fishbowl photo.

#### BENCHMARK 6

Set out scissors, the paper, glue and display the fishbowl photo.



## SCI 2 Natural & Earth Science

Help the infant press her hand into paint then make a handprint fish on the fishbowl.

Show children the photo of the fishbowl and explain that seaweed is a green plant that grows in water.

Before making the fishbowl collage, ask children what they think fish like to eat and where they live.

Before making the fishbowl collage, invite children to describe what might live in a fishbowl. Prompt them to think about both animals and plants.



## PD 2 Fine Motor

Give the infant a piece of green tissue paper to explore, tear or crumple. Help her glue the paper to her fish bowl.

Encourage the children to help you tear the tissue paper into strips. Invite them to use the shapes to make fish or other objects in their fishbowls.

Encourage the child to cut strips or snip and fringe cut the green tissue paper to make seaweed. Invite them to draw a fish and glue the various items onto the fishbowl.

Encourage the child to use the materials to create their fishbowl habitat. For example, the child may draw a fish on the colored paper and cut it out.



## LESSON 15

# Pet Choices



### SUPPLIES

- ☒ Would You Rather Cards
- ☒ Multi-style tangrams\*
- ☐ Plates



### SED 1 Self-Awareness

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

### SS 2 Civics & Economics

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

#### SET UP

#### BENCHMARK 1

Tape two of the Pet Choices photos to the floor.

#### BENCHMARK 2

Tape each photo to a paper plate.

#### BENCHMARK 4

Tape each photo to a paper plate.

#### BENCHMARK 6



### SED 1 Self-Awareness

Observe if the infant moves toward one of the two photos.

Set out two pet photo plates and give each child a pretend piece of food. Name a child and invite her to put her block on one animal plate.

Read a Would You Rather question and set out the plates with the named options. Invite children to put their block on the plate with their preferred answer.

Read a Would You Rather question and set out the related photos. Invite children to put their block above the photo with their preferred answer. Invite children to explain why they prefer that animal. Discuss how everyone has different preferences.



### SS 2 Civics & Economics

Put a special bottle, blanket or toy on the floor with another random toy. Does the infant recognize objects that are his and reach or move toward them?

Encourage the child participate in the group activity, follow directions to sit and wait for her name to be called before putting the block on her preferred animal.

Invite children to help you count the number of votes for each choice. Ask, "Which choice has the most votes?"

Say, "Imagine you are voting for a class pet. Which pet got the most votes? How would everyone agree on a name the pet? Who would take care of it?" Create rules together and write them on a paper.

## LESSON 16

# Roll & Feed



### SUPPLIES

- ☒ Dogs page
- ☒ Cube Cards: 1-6\*
- ☒ Pulp bowls
- ☐ Playdough
- ☐ Scissors
- ☐ Tape



### SED 4 Social Relationships

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

### MR 1 Number Sense

Identifies numerals. Determines quantities. Understands operations.

#### SET UP

#### BENCHMARK 1

Cut out the dogs and tape them to bowls. Set out playdough.

#### BENCHMARK 2

Cut out the dogs and tape them to bowls. Set out playdough.

#### BENCHMARK 4

Cut out the dogs and tape them to bowls. Set out playdough.

#### BENCHMARK 6



### SED 4 Social Relationships

Blow kisses to the dogs then to the child. Invite the child to mimic how you blow kisses.

Make dog sounds and pretend the dogs are hungry. Invite children to help you make "dog food" with the playdough.

Encourage the children to take care of the dogs by making dog treats with playdough.

Invite children to describe what they would do to take care of a dog. Make props from the playdough to take care of the dog (for example, dog food).



### MR 1 Number Sense

Count the kisses as you blow them.

Put the Cube Cards 1-3 upside-down on the table. Invite children to flip over one card and put the same amount of dog food on it.

Roll the cube and count out that number of treats. Feed to one of the dogs. Roll again and feed that amount to the other dog. Which dog got the most treats?

Roll the cube twice and feed the total amount of playdough dog food to the first dog. Repeat for the second dog. Which dog got the most food?

## LESSON 17

# Tea for All



### SUPPLIES

- ☐ Tea pot (or pitcher)
- ☐ Cups
- ☐ Stuffed animals (optional)

### CA 4 Drama

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

### LLD 2 Communication

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

#### SET UP

#### BENCHMARK 1

Set out a cup for the infant.

#### BENCHMARK 2

Set out small cups and an empty teapot.

#### BENCHMARK 4

Set out small cups and a teapot filled with water on a table.

#### BENCHMARK 6

Set out small cups and a teapot as well as craft supplies to make DIY props.



### CA 4 Drama

Hold an empty cup and also give the infant an empty tea cup. Demonstrate taking a pretend sip and observe if she mimics your actions.

Encourage children to mimic your actions as you pretend to participate in a tea party including taking sips of tea, serving treats and sitting in different ways.

Encourage children to play tea party with friends or stuffed animals.

Encourage children to imagine hosting a tea party. Ask them what props they can make or gather. Play tea party with friends or stuffed animals.



### LLD 2 Communication

Invite the infant to mimic your vocalizations such as "mmm" or to make her own while you play.

Name the different food or drink at the party and invite children to repeat the names as you say them.

Invite children to describe who is at their tea party and what they are drinking and eating. Can they have conversations with three back and forth exchanges on topic?

Engage in back and forth dialog about ideas such as where in the world they would like to drink tea. Talk about different places that grow and drink tea, from Asian countries to Europe.



# LESSON 18

# Tears



## SUPPLIES

- ☒ Title Display
- ☒ Inspiration Photo
- ☒ Eyedropper
- ☒ Paper
- ☐ Salt
- ☐ Water
- ☐ Food coloring
- ☐ Cups/bowls
- ☐ Sponges



## SED 2 Self-Regulation

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

## PD 2 Fine Motor

Builds strength and coordination of small movements.

### SET UP

#### BENCHMARK 1

Set out the Inspiration Photo and wet sponges.

#### BENCHMARK 2

Set out the Inspiration Photo, paper, eyedroppers and cups of watery paint.

#### BENCHMARK 4

Set out the Inspiration Photo, paper, eyedroppers and cups of watery paint.

#### BENCHMARK 6

Set out the Inspiration Photo, paper, eyedroppers, salt, water and paint.



## SED 2 Self-Regulation

Play with the infant and narrate what expressions or feelings you see the her demonstrate: "I see you hug the doll and smile. You are happy."

Name an emotion and make a similar facial expression. Invite the child to mimic your expression. Then show the Inspiration Photo. Invite each child to mimic her sad face. Talk about being sad and happy.

Ask the child, "How do you feel today?" Show the Inspiration Photo and ask the child to explain how the child in the photo may be feeling.

Show the Inspiration Photo and ask the child, "How do you think the girl in the photo feels?" Then invite her to describe a time when she had a similar feeling. What happened?



## PD 2 Fine Motor

Invite the infant to explore picking up and squeezing the wet sponge with hands and feet.

Invite children to explore the eyedroppers (or small sponges) and how to squeeze them to drip wet paint on the paper.

Invite the child to paint tears by squeezing the eyedropper and dripping paint onto the paper.

Encourage the child to make a painting with the eyedroppers and watery paint. Encourage her to try a variety of ways to squeeze the eyedropper to create different effects.

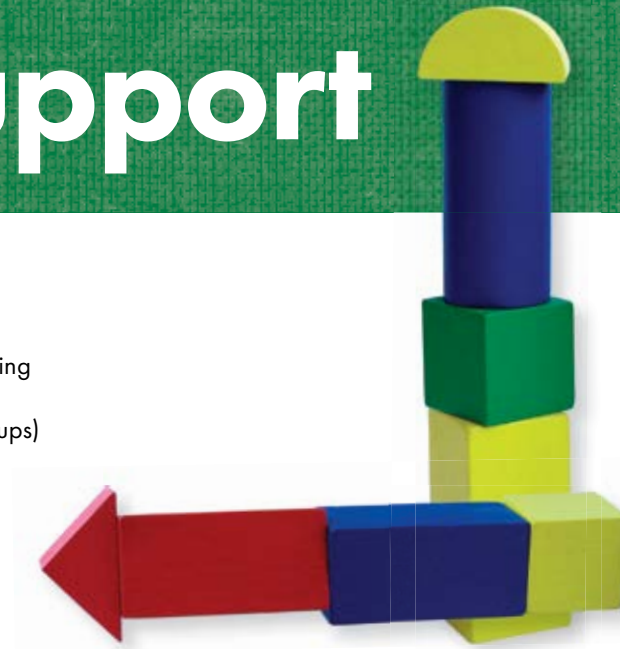
## LESSON 19

# Building Support



### SUPPLIES

- ☒ Cube Cards: Building
- ☒ Pocket Cube\*
- ☐ Blocks (or paper cups)
- ☐ Scissors



### **LLD 2 Communication**

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

### **SED 4 Social Relationships**

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

#### SET UP

#### BENCHMARK 1

Insert the Building Cards into the Pocket Cube. Set out blocks.

#### BENCHMARK 2

Insert the Building Cards into the Pocket Cube. Set out blocks.

#### BENCHMARK 4

Insert the Building Cards into the Pocket Cube. Set out blocks.

#### BENCHMARK 6

Insert the Building Cards into the Pocket Cube. Set out blocks.



### **LLD 2 Communication**

Knock over the blocks and say, "Uh, oh!" Observe if the infant responds by making a similar sound, facial expression or by giggling. Repeat the activity and sound effects multiple times.

Encourage the child to repeat words after you say them during play: triangle, blue, please, thank you.

Invite children to repeat the phrases: Thank you so much, please, you can do it! Then, encourage them to use these phrases as they build.

Take time after each building challenge for children to describe how they felt while building and what it was like working together in a group.



### **SED 4 Social Relationships**

Sit across from the infant and begin to stack blocks. As he watches you, talk about the blocks and offer a block to the child to hold and explore.

Roll the cube and read the prompt. Give each child a block and invite them to help you to accomplish the building task.

Roll the cube and read the prompt. Encourage the children to work together to accomplish the building task.

Roll the cube and read the prompt. Ask children to share ideas for how they could work together to accomplish that task. Then, work together and accomplish the building task.



## LESSON 20

# Cooperation Circle



### SUPPLIES

- ☒ Dancing with My Family CD
- ☐ Balls



### SED 4 Social Relationships

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

### CA 2 Dance & Movement

Expresses through dance. Develops movement techniques.

#### SET UP

#### BENCHMARK 1

Set out balls on the floor and play the song.

#### BENCHMARK 2

Gather a ball for each child. Play the song.

#### BENCHMARK 4

Gather one ball for the group to share. Play the song.

#### BENCHMARK 6

Gather one ball for the group to share. Play the song.



#### SED 4 Social Relationships

Make eye contact as you dance with the infant. Observe how she responds to your expression and energy.

Encourage the children to participate in the activity by sitting in a circle and holding a ball.

Invite children to sit in a circle and cooperate by passing a ball around the circle or back and forth during the song.

Encourage children to suggest ways to pass/share equitably then explore those options as the music plays.



#### CA 2 Dance & Movement

Dance with the infant as he bounces or moves to the music. For a young infant, bounce him gently on your knees to the music.

As children hold the balls, encourage them to copy your movements such as holding the ball up high then down low. Then twist right and left.

Invent different ways to pass the ball such as make a rainbow with the ball as you pass it or touch your knee with the ball as you pass it.

Create a two- or three-step movement pattern for the children to follow such twirl around and make a rainbow as you pass the ball. Example: Touch your knee, the ground then turn around as you pass the ball.