

## LESSON 1

# Piggy's Market



### SUPPLIES

- ☒ Market Signs
- ☒ Cube Cards: Food
- ☒ Market Cards
- ☒ Play Dollars
- ☐ Pocket Cube
- ☐ Scissors
- ☐ Tape
- ☐ Blocks
- ☐ Bowl
- ☐ Baskets
- ☐ Coins



### **SS 2 Civics & Economics**

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

### **CA 4 Drama**

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

#### SET UP

#### BENCHMARK 1

Tape the Market Cards to blocks. Set out a shopping basket.

#### BENCHMARK 2

Insert the Food Cards into the Pocket Cube or tape onto sides of a box. Tape the Market Cards to blocks. Set out a basket for each child.

#### BENCHMARK 4

Insert the Food Cards into the Pocket Cube or tape onto sides of a box. Tape the Market Cards to blocks. Set out Play Dollars, bowl and Market Signs.

#### BENCHMARK 6

Insert the Food Cards into the Pocket Cube or tape onto sides of a box. Tape the Market Cards to blocks and mark each with a coin value as a price. Set out coins of each value.



### **SS 2 Civics & Economics**

Offer the child a block. Encourage her to take the block and put it in her basket. Continue until all blocks are in the basket.

Invite children to take turns rolling the cube to identify a market item. Encourage them to find a block with the market item and place them in their baskets.

Invite children to take turns rolling the cube and identifying a market item. Find the card with that market item. Encourage each child to put one Play Dollar in the bowl to pay for that food.

Invite children to take turns rolling the cube to identify a market item. Find the card with that market item. Encourage each child to put an appropriate coin in the bowl to pay for that food.



### **CA 4 Drama**

Once all blocks have been placed in the basket, invite the child to give them back to you one at a time.

Invite children to mimic being a shopper by modeling simple actions and words, such as placing an item in your basket and saying "thank you."

Invite children to role-play being the shopkeeper and the little pig shoppers at the market.

Invite children to plan and perform a simple drama involving a shopkeeper and little pig shoppers at the market.

## LESSON 2

# Blackbird Feather Writing



### SUPPLIES

- ☒ Loose Letter Mat: Aa
- ☒ Feathers
- ☒ Nametags (from Lesson 1)
- ☐ Sand tray
- ☐ Paper
- ☐ Markers/crayons



### LLD 7 Writing

Uses writing to represent meaning.

### SCI 1 Investigation & Inquiry

Observes, inquires and investigates.

#### SET UP

#### BENCHMARK 1

Set out a sheet of paper, feathers and crayons on the floor.

#### BENCHMARK 2

Set out sand tray, feathers, Nametags and Letter Mat on the table.

#### BENCHMARK 4

Set out sand tray, feathers, Nametags and Letter Mat on the table.

#### BENCHMARK 6

Set out sand tray, feathers, Nametags and Letter Mat on the table.



### LLD 7 Writing

Invite the child to explore the crayon by grasping. Invite him to use the crayon to make marks on the paper.

Invite children to explore making marks with the feathers in the sand.

Choose a Nametag and write that name in the sand. Encourage children to try and write the letter A.

Invite children to write their first and last names with the feathers in the sand. Challenge them to write other familiar words in the sand as well.



### SCI 1 Investigation & inquiry

Cover the crayon with feathers and encourage the child to find the crayon.

Place a Nametag or Letter Mat under the sand. Encourage children to uncover the hidden letters using the feathers or their fingers and hands.

Encourage children to explore creating designs with the feathers in the sand. If desired, place the Letter Mat in the sand tray.

Write four or five letters in the sand or on a nearby piece of paper. Invite children to predict how many words they can write using the letters and encourage them to check their prediction by writing the words in the sand.



## LESSON 3

# Pick Up the Sticks



### SUPPLIES

- ☒ Cube Cards: Sticks
- ☒ Craft sticks
- ☐ Pocket Cube
- ☐ Shoe
- ☐ Scissors
- ☐ Small toy
- ☐ Crayons/markers
- ☐ 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 a hanging toy or other small graspable toy.

#### BENCHMARK 2

Insert the cards into the Pocket Cube or tape onto sides of a box.

#### BENCHMARK 4

Insert the cards into the Pocket Cube or tape onto sides of a box.

#### BENCHMARK 6

Insert the cards into the Pocket Cube or tape onto sides of a box. Set out scissors, paper and crayons or markers.



### MR 1 Number Sense

Invite the child to reach for the toy, counting aloud each time she makes contact with it.

Invite children to take turns rolling the cube. Count aloud the number of sticks on the card, encouraging children to repeat each number.

Invite children to take turns rolling the cube. Count the sticks on the card then place the same number of sticks in a shoe.

Invite children to take turns rolling the cube. Count the sticks on the card then place the same number of sticks onto a paper shoe, counting by tens for each craft stick. Continue each child's turn until the counting by tens reaches 100.



### PD 2 Fine Motor

Encourage the child to reach for and make contact with the toy using her hands, arms or legs.

Invite the children to pick up one craft stick at a time to place in the shoe as you count each one aloud, encouraging them to repeat the numbers as you count.

Pick up craft sticks and place them in a shoe. Continue until all the sticks are in the shoe. Play again.

Invite children to draw, decorate and cut out their own paper shoe to place their craft sticks on.

## LESSON 4

# Up & Down the Clock



### SUPPLIES

- ☒ Clock Game & Pieces
- ☒ Spinner
- ☐ Clocks or watches
- ☐ Scissors
- ☐ Markers
- ☐ Paper



### MR 1 Number Sense

Identifies numerals. Determines quantities. Understands operations.

### SED 4 Social Relationships

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

#### SET UP

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6

Set out a variety of clocks or watches and invite children to explore winding them or pushing buttons. Place three cards with numerals 1, 2, and 3 written on them facedown.

Set out a variety of clocks or watches and invite children to explore winding them or pushing buttons.

Set out a variety of clocks or watches and invite children to explore winding them or pushing buttons. Number the spaces on the Game Board consecutively. Set out a marker and piece of paper for each child.



### MR 1 Number Sense

Invite the child to sit with you as you recite "Hickory Dickory Dock" and count aloud to the number in the rhyme each time.

Invite children to choose a card and insert the number into the rhyme (e.g., "The clock struck 6") as a group. Move the Game Piece that many spaces on the board, counting aloud.

Invite children to spin a number and insert it into the rhyme (e.g., "The clock struck 6"). Move the Game Piece that many spaces on the board, counting aloud.

Invite children to spin a number and move the Game Piece that many spaces on the board, counting aloud. Encourage each child to copy the numbers from the spaces they pass during each turn onto the paper.



### SED 4 Social Relationships

Invite the child to engage with you using eye contact and gentle touches to the song. For example, crawl your fingers up and down his arm as the mouse moves in the rhyme and gently pat his leg with each number as you count aloud.

Continue to take turns until all the animals make it to the dark brown space at the top of the clock.

Continue to take turns until all the animals make it around the clock.

Continue to take turns until all the animals make it around the clock and numbers 1-23 have been written on each child's paper.



## LESSON 5

# Sorting Sheep



### SUPPLIES

- ☒ Sheep counters
- ☐ Colored paper
- ☐ Animal figurines
- ☐ Masking tape
- ☐ Scissors



### MR 6 Classification

Matches and sorts.

### SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

#### SET UP

#### BENCHMARK 1

Set out a collection of animal figurines or other familiar objects

#### BENCHMARK 2

Set out two colors of sheep counters and a sheet of paper to match each color.

#### BENCHMARK 4

Tear the colored paper into small pieces (make sure some of the colors match the sheep) then spread them on the table.

#### BENCHMARK 6

Create small stickers in two or three different shapes using masking tape. Stick one shape to each of the sheep counters.



### MR 6 Classification

Invite the child to reach for a figurine by name. For example: "Can you find the cow?"

Invite children to work together to place sheep one at a time on the matching sheet of paper.

Invite children to work together to sort the sheep counters by color. Place the sheep on the matching color paper.

Invite children to work together to sort the sheep by two attributes, such as sheep that are blue and have a square sticker.



### SED 3 Attention & Persistence

Continue the activity as long as the child shows interest.

Continue until all the sheep are sorted onto the two sheets of paper.

Continue until all the sheep are sorted on the paper.

Encourage children to continue thinking of new ways to sort the sheep.

## LESSON 6

# Broken Egg



### SUPPLIES

- ☒ Egg shape
- ☒ Background paper
- ☐ Crayons/markers
- ☐ Scissors
- ☐ Glue
- ☐ Stacking cups



### **MR 2 Spatial Awareness**

Understands how objects move in space.  
Determines object location.

### **PD 4 Personal Care**

Implements self-help routines for hygiene and dressing.

#### SET UP

#### BENCHMARK 1

Set out a set of stacking cups.

#### BENCHMARK 2

Give each child an egg shape and crayons or markers.

#### BENCHMARK 4

Give each child an egg shape and crayons or markers.

#### BENCHMARK 6

Give each child an egg shape, scissors and crayons or markers.



### MR 2 Spatial Awareness

Invite the child to explore the stacking cups.

Invite children to decorate their egg shapes. Help them draw facial features, cut or tear their egg shape into two pieces then reassemble into a whole.

Invite children to draw facial features (eyes, mouth, nose, cheeks, ears) on their egg. Help them cut their finished eggs into two or more pieces then reassemble into a whole.

Invite children to draw facial features (eyes, mouth, nose, cheeks, ears) on their egg shapes then decorate freely afterward. Encourage them to cut their finished eggs into several other 2D shapes then reassemble into a whole.



### PD 4 Personal Care

Discontinue the activity when the child shows signs of disinterest or unmet needs.

Encourage children to point to each of their facial features as you help them draw facial features onto their eggs.

Encourage children to point and name facial features as they play.

Invite children to share about a time they felt hurt or unwell and what helped them to feel better ("back together") again.

# Walk the G Path



## SUPPLIES

- ☒ Loose Letter Parts
- ☒ Loose Letter Mat: Gg
- ☐ Masking tape
- ☐ Blocks
- ☐ Toys
- ☐ Red stop signs
- ☐ Paper
- ☐ Markers/crayons



## LLD 4 Alphabetic Knowledge

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

## SS 3 Geography

Identifies types of places and interacts with maps.

### SET UP

#### BENCHMARK 1

Tape an outline of a large shape on the floor. Place a few familiar toys or other objects along the taped lines.

#### BENCHMARK 2

Tape a large letter G on the floor. Place blocks, red stop signs made out of paper and toy cars next to the taped letter.

#### BENCHMARK 4

Tape a large letter G on the floor. Place blocks, Loose Letter Mat and Parts next to the taped letter.

#### BENCHMARK 6

Set out large sheets of paper, markers and crayons or other art materials.



### LLD 4 Alphabetic Knowledge

Talk with the child about the new tape lines on the floor, inviting him to respond with babbling.

Invite the children to explore arranging blocks and stop signs to create a roadway on the taped letter lines. Encourage them notice the word "STOP" on the stop signs.

Arrange the Letter Parts on the mat to build the letter G. Explore arranging blocks or other small items on the taped letter lines.

Invite children to identify a place they travel to that starts with the letter G, such as a grocery store or a grandparent's house.



### SS 3 Geography

Encourage the child to explore the new tape lines. Invite him to reach for a familiar object placed on the tape lines by its name.

Invite children to drive toy cars on the roadways they create along the path of the letter G.

Encourage children to walk on the path of the letter G.

Encourage children to create a map from their home to the place they identified, including as many labels and details as they'd like.



# LESSON 8

# Web



## SUPPLIES

- ☒ Title Display
- ☒ Inspiration Photo
- ☒ Yarn
- ☒ Paper plate
- ☐ Glue
- ☐ Scissors
- ☐ Nature items
- ☐ Marker
- ☐ Sponges



## CA 3 Visual Arts

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

## PD 2 Fine Motor

Builds strength and coordination  
of small movements.

### SET UP

#### BENCHMARK 1

Set out sponges wet with different colored paints and a paper plate with a spider web predrawn on it.

#### BENCHMARK 2

Set out the Inspiration Photo, precut pieces of yarn, paper plates, glue, crayons and nature items. Predraw a spider web design on each paper plate.

#### BENCHMARK 4

Set out the Inspiration Photo, yarn, paper plates, glue, scissors and nature items. Precut notches around the edge of each paper plate.

#### BENCHMARK 6

Set out the Inspiration Photo, yarn, paper plates, glue, scissors and nature items. Trace notch marks around the edge of each paper plate.



### CA 3 Visual Arts

Invite the child to sponge paint the spider web.

Encourage children to use yarn, a paper plate, crayons and nature items to create a spider web.

Encourage children to use yarn, a paper plate and nature items to create a spider web.

Encourage children to use yarn, a paper plate and nature items to create a spider web.



### PD 2 Fine Motor

Encourage the child to use different colored paint sponges as desired.

Invite children to select items to add to their spider webs and glue each in place.

Invite children to wrap yarn in the notches of the paper plate.

Invite children to use scissors to cut the notches marked in the plate then wrap yarn in the notches.



# Jumping Over Numbers



## SUPPLIES

- ☒ Cube Cards: 1-12
- ☐ Pillows
- ☐ Pocket Cube
- ☐ Scissors
- ☐ Blocks
- ☐ Index cards
- ☐ Marker

## MR 1 Number Sense

Identifies numerals. Determines quantities. Understands operations.

## PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

### SET UP

#### BENCHMARK 1

Set out stacking blocks.

#### BENCHMARK 2

Using three sets of cards each numbered 1-3, spread out one set of cards on the floor. Insert the other two sets of cards into the Pocket Cube.

#### BENCHMARK 4

Spread out the even number cards on the floor. Insert the odd numbers in the Pocket Cube.

#### BENCHMARK 6

Create your own cards numbered 9-20 then spread out the even number cards on the floor. Insert the odd numbers in the Pocket Cube.



### MR 1 Number Sense

Invite the child to sit or lie with you as you stack a few blocks. Count aloud as each block is stacked.

Invite children to take turns rolling the cube and identifying the number.

Invite children to take turns rolling the cube and identifying the number.

Invite children to take turns rolling the cube and identifying the number.



### PD 1 Gross Motor

After a small tower is stacked, encourage the child to knock the tower down with her feet or hands.

Encourage children to stand on or hop over the matching card on the floor.

Encourage children to jump over the next number in the sequence. Stack pillows beneath the number cards to make the jumping more challenging.

Encourage children to jump both forward then backward over the next number in the sequence. Stack pillows beneath the number cards to make the jumping more challenging.

## LESSON 10

# Old King Cole



### SUPPLIES

- ☒ *Dancing with Nursery Rhymes* album
- ☐ Plastic bowl or drum
- ☐ Paper plate

### **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

Play "Old King Cole" on the *Dancing with Nursery Rhymes* album. Set out a plastic bowl.

#### BENCHMARK 2

Play "Old King Cole" on the *Dancing with Nursery Rhymes* album. Set out a plastic bowl or paper plate for each child.

#### BENCHMARK 4

Play "Old King Cole" on the *Dancing with Nursery Rhymes* album. Set out a plastic bowl or paper plate for each child.

#### BENCHMARK 6

Play "Old King Cole" on the *Dancing with Nursery Rhymes* album. Set out a plastic bowl or paper plate for each child.



### LLD 1 Listening

Encourage the child to join you in banging on a drum or upside-down bowl while listening to the song.

Encourage children to listen to the lyrics and your verbal prompt as they dance during the music.

Encourage children to listen to the lyrics and your verbal prompts as they dance during the music.

Encourage children to listen to the lyrics and your verbal prompts (given three or more at a time) as they dance during the music.



### PD 1 Gross Motor

Invite the child to sit or lie with you while listening and dancing to the song.

Invite children to hold a plastic bowl or paper plate then explore different movements: balance it on their head, jump over it, dance around it.

Invite children to hold a plastic bowl or paper plate then explore different movements: balance it on their head, jump over it, dance around it.

Invite children to hold a plastic bowl or paper plate then explore different movements: balance it on their head, jump over it, dance around it.



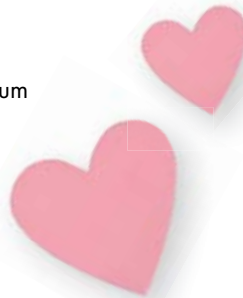
## LESSON 11

# Community Cake



### SUPPLIES

- ☒ Community Cake Poster
- ☒ Numbered Cupcakes
- ☒ Foam hearts
- ☒ *Dancing with Nursery Rhymes* album
- ☐ Scissors
- ☐ Mixing bowls
- ☐ Measuring cups
- ☐ Spoon
- ☐ Muffin tins
- ☐ Index cards
- ☐ Markers



### **MR 1 Number Sense**

Identifies numerals. Determines quantities.  
Understands operations.

### **MR 2 Spatial Awareness**

Understands how objects move in space.  
Determines object location.

#### SET UP

#### BENCHMARK 1

Set out toy eggs and small baking items such as mixing bowls, measuring cups, mixing spoons and muffin tins.

Put the Cupcake Number Cards 1-3 in a circle on the floor. Place the small and medium foam hearts on matching spaces on the Cake Game Poster. Set out the large foam hearts and Cake Game Poster.

#### BENCHMARK 4

Put the Cupcake Number Cards in a circle on the floor. Set out the foam hearts and Cake Game Poster.

#### BENCHMARK 6

Make your own Cupcake Number Cards 11-20 and place them in a circle on the floor. Set out the foam hearts and Cake Game Poster.



### **MR 1 Number Sense**

Invite the child to explore the toy eggs and baking tools as you talk with him about the items, including numbers in the discussion as appropriate.

Play music and invite children to walk around the numbers. Pause the music and call out a number. Invite the child at that number to go to the poster and place a foam heart on the cake.

Play music and invite children to walk around the numbers. Pause the music and call out a number. Invite the child at that number to go to the poster and place a foam heart on the cake.

Play music and invite children to walk around the numbers. Pause the music and call out a number. Invite the child at that number to go to the poster and place a foam heart on the cake.



### **MR 2 Spatial Awareness**

Encourage the child to explore putting eggs inside the mixing bowls, stirring with the spoon, nesting the measuring cups or otherwise putting one object inside another.

Invite children to explore setting the hearts in the matching spaces on the cake. Continue playing until the cake is filled with hearts.

Invite children to explore setting the hearts in the matching spaces on the cake. Continue playing until the cake is filled with hearts.

Replace the Number Cards on the floor with cards labeled with different two- and three-dimensional shapes. Play the game again but call out a shape to choose a child to go to the poster.

## LESSON 12

# Fill the Cupboard



### SUPPLIES

- ☒ Fill the Cupboard Poster & Pieces
- ☒ Die
- ☐ Sand tray
- ☐ Blanket or scarf
- ☐ Blocks
- ☐ Toys
- ☐ Index cards
- ☐ Marker



### **MR 1 Number Sense**

Identifies numerals. Determines quantities. Understands operations.

### **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 light blanket or scarf and several small blocks or other toys.

#### BENCHMARK 2

Set out sand tray, bones, Number Cards 1-3 and the Cupboard Game on the table. Relabel bones 4, 5 and 6 on the Cupboard Game to another set of 1, 2 and 3.

#### BENCHMARK 4

Set out sand tray, bones, die and Cupboard Game on the table.

#### BENCHMARK 6

Set out sand tray, bones, six Number Cards between 11 and 20 and the Cupboard Game. Relabel the bones on the Cupboard Game with any numbers from 11-20.



### MR 1 Number Sense

Invite the child to play peekaboo. Cover small toys with a blanket or scarf and encourage her to reveal them. Describe each turn using numbers by saying things like, "You found two blocks!"

Shuffle the Number Cards facedown. Invite a child to draw a card and place a bone on a space with the same number in the cupboard.

Invite a child to roll the die and place a bone on the same numbered space in the cupboard.

Shuffle the Number Cards facedown. Invite a child to draw a card and place a bone on the same numbered space in the cupboard.



### SED 4 Social Relationships

Invite the child to return the blanket to you to start another round of the game.

Encourage children to explore digging in the sand and hiding the bones. Continue taking turns and working together until the cupboard is full of dog bones. Practice making happy or excited faces each time a bone is placed in the cupboard.

Encourage children to explore digging in the sand and hiding the bones. Roll a die and continue taking turns and working together until the cupboard is full of dog bones.

Encourage children to assist each other as needed with identifying and matching the numbers. Continue taking turns until the cupboard is full of dog treats.



## LESSON 13

# Plum & Thumb Prints



### SUPPLIES

- ☒ Title Displays
- ☒ Inspiration Photo
- ☒ Soufflé cup
- ☒ Background paper
- ☐ Paint & crayons
- ☐ Paintbrushes
- ☐ Sponges



### CA 3 Visual Arts

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

### SCI 3 Physical Science

Explores forces, motion and physical properties of materials.

#### SET UP

#### BENCHMARK 1

Set out a soufflé cup, paper and paint.

#### BENCHMARK 2

Set out the Inspiration Photo, soufflé cups, paper, paint and crayons.

#### BENCHMARK 4

Set out the Inspiration Photo, soufflé cups, paper, paint and crayons.

#### BENCHMARK 6

Set out the Inspiration Photo, soufflé cups, paintbrushes, sponges, paper, paint and crayons.



### CA 3 Visual Arts

Invite the child to explore the materials by using gross motor movements and his senses.

Invite children to explore stamping plum designs using a soufflé cup and paint.

Invite children to explore stamping plum designs using a soufflé cup and paint. Include thumb prints as part of the design.

Invite children to create artwork of plums using the materials provided and varying techniques.



### SCI 3 Physical Science

Encourage the child to paint using the materials and movements of his hands and arms.

Encourage children to explore the paint further by using thumbprints in their design. What does the paint feel like? How does it smell?

Experiment by stamping in various ways on the paper. Try pressing lightly or on only one side. What are the effects of the various methods?

Encourage children to explore how the different materials move across and create artwork on the paper.

# Would You Rather?



## SUPPLIES

- ☒ Would You Rather Game
- ☒ Sheep counters
- ☐ Shoe
- ☐ Scissors
- ☐ Toys
- ☐ Paper
- ☐ Marker



## 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 various toys.

#### BENCHMARK 2

Set out the photo cards.

#### BENCHMARK 4

Set out the sheep counters, photo cards and question cards.

#### BENCHMARK 6

Create a question, such as where to eat snack that day, along with two or three answer choices for the group to decide on by voting. Write each answer choice on a sheet of paper.



## SS 2 Civics & Economics

Invite the child to engage with you as you hold out two different toys.

Place two photo cards on the floor and invite children to move to stand next to the card they like better.

Pull out two photo cards. Read a question prompt that mentions those cards. Invite children to vote on their preferred choice by placing a sheep counter next to the card. Encourage children to add up the sheep to determine which option is the most popular.

Read the question and answer choices. Invite children to vote for their choice by placing a sheep counter on the sheet of paper. Tally the votes to determine the group's decision.



## SED 1 Self-Awareness

Encourage the child to choose her preferred toy by using vocalizations or movements. Repeat the activity as long as the child is engaged and showing enjoyment.

Count aloud together to see how many children chose each photo card. Invite the children to return to their original spot and repeat the activity with two new photo cards.

Invite children to pull out two or three photo cards and invent their own Would You Rather scenarios.

Invite the children to present their point of view as a means to negotiate with or persuade others to also vote for their preferred choice.



## LESSON 15

# Hot Cross Buns



### SUPPLIES

- ☒ Word Wall Vocabulary Strips
- ☐ Balls or beanbags



### LLD 1 Listening

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

### 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 one beanbag.

#### BENCHMARK 2

Set out multiple balls or beanbags.

#### BENCHMARK 4

Set out the Word Wall Vocabulary Strips with balls or beanbags.

#### BENCHMARK 6

Set out multiple balls or beanbags.



#### LLD 1 Listening

Invite the child to pass the beanbag back and forth with you as you recite the rhyme.

Recite the rhyme together as you pass multiple balls or beanbags around the circle. Insert a child's name into the rhyme and encourage children holding the "buns" to give them to that child.

Recite the rhyme together as you pass multiple balls or beanbags around the circle. Insert a child's name into the rhyme and encourage children holding the "buns" to give them to that child.

Recite the rhyme together as you pass multiple balls or beanbags around the circle. Insert a child's name into the rhyme and encourage children holding the "buns" to give them to that child.



#### SED 4 Social Relationships

Encourage the child to respond using eye contact, vocalizations or gentle touch during the activity.

Repeat the activity until each child's name has been inserted into the rhyme.

Ask the named child, "Which nursery rhyme character would you like to cook with?" Invite children to continue taking turns pointing to their chosen card and saying which nursery rhyme character it reminds them of.

Ask the named child, "Which nursery rhyme character would you like to cook with?" Encourage each child to explain why they chose that character. Invite them to continue repeating the activity until each child has had a turn.

## LESSON 16

# Sheep in the Meadow



### SUPPLIES

- ☒ Sheep in the Meadow Poster
- ☒ Number/Word Strips
- ☒ Sheep counters
- ☐ Bowl
- ☐ Scissors
- ☐ Board book



### **MR 1 Number Sense**

Identifies numerals. Determines quantities. Understands operations.

### **LLD 5 Concepts of Print**

Uses print concepts and explores books and other text.

#### SET UP

#### BENCHMARK 1

Gather a board book with counting or numbers, such as *Sheep Go to Sleep* by Nancy E. Shaw

#### BENCHMARK 2

Set out the Game Poster, Number/Word Strips 1 and 2, and sheep counters.

#### BENCHMARK 4

Set out the Game Poster, Number/Word Strips and sheep counters.

#### BENCHMARK 6

Set out the Game Poster, all Number/Word Strips and sheep counters.



### **MR 1 Number Sense**

Invite the child to sit with you as you read the story aloud.

Shuffle the Number/Word Strips facedown on the table. Invite the children to take turns choosing a strip and placing the same number of sheep counters in the meadow.

Invite children to take turns choosing a Number/Word Strip. Place that same number of sheep counters in the meadow. Repeat with a different Number/Word Strip until all have had a turn.

Invite children to take turns choosing a Number/Word Strip. Place that same number of sheep counters in the meadow. Repeat with a different Number/Word Strip until all have had a turn.



### **LLD 5 Concepts of Print**

Encourage the child to explore the book, its pages and its pictures as you read.

Encourage each child to orient the Number/Word Strip right-side up then point to and identify the number.

Encourage each child to point at the number and identify it then use a finger to follow the numeral's word from left to right.

Encourage each child to point at the number and identify it then use a finger to follow the numeral's word from left to right.



## LESSON 17

# Lost Sheep



### SUPPLIES

- ☒ Math Story Cards
- ☒ Sheep counters
- ☐ Scissors
- ☐ Sticks
- ☐ Animal figurines



### **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

Set out some sheep or other animal figurines.

#### BENCHMARK 2

Set out the sheep counters and sticks.

#### BENCHMARK 4

Set out the Math Story Cards, sheep counters and sticks.

#### BENCHMARK 6

Set out the Math Story Cards, sheep counters and sticks.



### **MR 1 Number Sense**

Line up the animal figurines and invite the child to listen as you count them aloud.

Point to each sheep as you count the total aloud together.

Encourage children to use their model to answer the question about Little Bo Peep's sheep on the Math Story Card.

Encourage children to use the sheep counters and homemade fence to model what happens to Little Bo Peep's sheep and answer the question in the math story.



### **LLD 1 Listening**

Invite the child to sit or lie with you as you talk with him about the different animal figurines. Encourage the child to explore the figurines and respond to you with gestures and/or vocalizations.

Invite children to place a stick on the floor and line up sheep next to it.

Read a Math Story Card and invite children to first listen to then model what happens to Little Bo Peep's sheep using the homemade fence and sheep counters.

Read a Math Story Card and invite children to model what happens to Little Bo Peep's sheep using the homemade fence and sheep counters. Encourage children to make up their own math stories about Little Bo Peep's sheep.

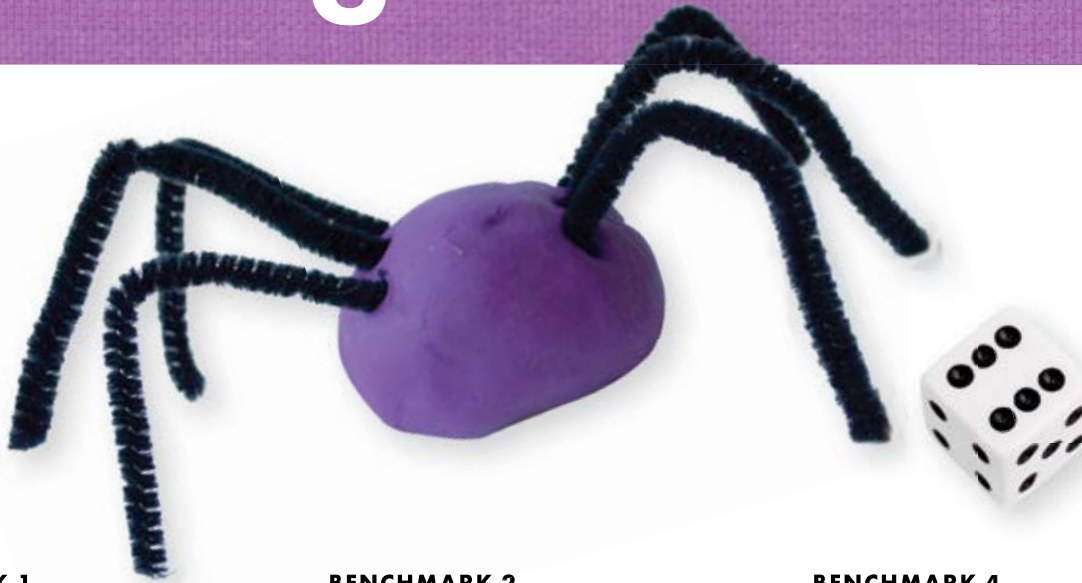
## LESSON 18

# Spider Legs



### SUPPLIES

- ☒ Pipecleaners
- ☒ Die (from Lesson 12)
- ☐ Playdough
- ☐ Scissors
- ☐ Plush spider
- ☐ Craft sticks
- ☐ Paper
- ☐ Crayons



### **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 a plush spider.

#### BENCHMARK 2

Set out craft sticks and playdough formed into balls.

#### BENCHMARK 4

Cut the pipecleaners in half or thirds. Set out the playdough, pipecleaners and die on the table.

#### BENCHMARK 6

Cut the pipecleaners in half or thirds. Set out the playdough, pipecleaners, paper, crayons, scissors and die on the table.



### **MR 1 Number Sense**

Invite the child to sit or lie with you and listen as you count the number of legs on the plush spider.

Invite children to push craft stick legs into the dough to make a spider. Encourage the children to count the number of legs in their spiders aloud with you when they are finished adding legs.

Encourage children to roll the die and count the dots. Push that many legs into the playdough.

Encourage children to roll the die and count the dots. Push that many legs into the playdough, counting forward each time legs are added to find the total number of legs on the spider.



### **PD 2 Fine Motor**

Invite the child to reach out to explore the plush spider using her legs, arms, feet or hands.

Invite children to explore picking up craft sticks, inserting them into the dough then taking them out.

Invite children to explore picking up pipecleaners, inserting them into the dough then taking them out.

Invite children to draw and then cut out spider webs to place their playdough spider on.

## LESSON 19

# Light Up Letters



### SUPPLIES

- ☒ Phonic Photo Cards: A, G, Q
- ☒ Letter Cards: A, G, Q
- ☐ Bowls
- ☐ Tape
- ☐ Flashlight
- ☐ Sheet
- ☐ Toys
- ☐ Spoons
- ☐ Books



### **LLD 4 Alphabetic Knowledge**

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

### **SCI 4 Technology**

Uses tools and technology to perform tasks.

#### SET UP

#### BENCHMARK 1

Set out a variety of simple tools such as toys, spoons or a baby-safe flashlight.

#### BENCHMARK 2

Cover the table with a sheet. Set out some books and a flashlight for each child.

#### BENCHMARK 4

Cover the table with a sheet. Tape each Letter Cube Card to a bowl and set on the table. Under the table, place the Word/Photo Cards and a flashlight.

#### BENCHMARK 6

Cover the table with a sheet. Tape each Letter Cube Card to a bowl and set on the table. Under the table, place the Photo Cards and a flashlight.



### LLD 4 Alphabetic Knowledge

Talk with the baby as you introduce the items, encouraging him to participate in the conversation by babbling or repeating sounds.

Invite children to select a flashlight and a book. Encourage children to crawl under the table to look at the book using the flashlight.

Invite children to select one card by shining a flashlight on it. Ask, "What letter sound does the card begin with?"

Invite children to select one Photo Card by shining a flashlight on it. Ask, "What letter does the card begin with?"



### SCI 4 Technology

Encourage the child to explore the toys and simple tools.

Invite children to explore shining the light on various objects then on the book.

Invite children to practice turning the flashlight on and off. Explore shining the light on various objects then on the cards.

Invite children to practice turning the flashlight on and off. Explore shining the light on various objects then on the cards.



## LESSON 20

# Lamb Patterns



### SUPPLIES

- ✓ Pattern Guides
- ✓ Sheep counters



SET  
UP

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6

Set out Pattern Guides and sheep counters on the table.

Set out Pattern Guides and sheep counters on the table.



### MR 5 Patterns

Invite the child to play a predictable and/or turn-taking game with you, such as pat-a-cake or peekaboo.

Demonstrate a two-step vocal or physical pattern, such as "stomp, clap" and invite children to mimic it.

Invite children to recreate and extend patterns with the sheep counters.

Invite children to recreate and extend patterns with the sheep counters. Encourage children to create their own patterns.



### SED 4 Social Relationships

Encourage the child to participate and take turns during the games.

Demonstrate a two-step pattern with facial expressions, such as "happy, angry" and invite children to mimic it.

Encourage children to work together to extend each pattern as long as they can with the number of sheep they have.

Invite children to take turns creating a pattern, removing one sheep counter from within the pattern then encouraging a friend to study the pattern and fill in the missing sheep counter.