

LESSON 1

Snow Names



SUPPLIES

- ☒ Nametag
- ☐ Flour
- ☐ Pan
- ☐ Scissors
- ☐ Real sticks
- ☐ Marker



LLD 7 Writing

Uses writing to represent meaning.

PD 2 Fine Motor

Builds strength and coordination of small movements.

SET UP

BENCHMARK 1

Set out a baking pan of flour and a child-safe spoon.

BENCHMARK 2

Set out a baking pan of flour, some paintbrushes and pieces of paper with the first letter of each child's name.

BENCHMARK 4

Set out a baking pan of flour and some sticks.

BENCHMARK 6

Set out a baking pan of flour, some sticks and other small nature items.



LLD 7 Writing

Invite the child to use his hands and begin to explore a spoon to move around and make marks in the flour.

Invite the children to take turns as you cover their letter with flour and encourage them to brush them off and trace them with their fingers or a stick.

Help each child write his name on a Nametag then explore writing the first letter of their name in the flour.

Invite each child to write his first and last name on a Nametag then explore writing their name in the flour.



PD 2 Fine Motor

Place the spoon within reach and encourage the child to explore using the spoon in the flour.

Encourage children to use their fingers or the paintbrush to trace their letter.

Invite children to explore making other designs, symbols and shapes in the flour with the stick.

Challenge children to move the flour with their fingers to form flour letters. Extend this by gathering sticks or small nature items to decorate the flour letters.

LESSON 2

Prickly Hedgehogs



SUPPLIES

- ☒ Hedgehog photo
- ☐ Playdough
- ☐ Toothpicks
- ☐ Sticks
- ☐ Wiggle eyes

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



PD 2 Fine Motor

Builds strength and coordination of small movements.

PD 3 Safety

Demonstrates safe practices.

SET UP

BENCHMARK 1

Set out a textured toy or object like a hairbrush that is prickly like a hedgehog.

BENCHMARK 2

Set out the photo of the hedgehog, pieces of playdough, blunted toothpicks, sticks and wiggle eyes.

BENCHMARK 4

Set out the photo of the hedgehog, playdough, toothpicks, sticks and wiggle eyes.

BENCHMARK 6

Set out a photo of a hedgehog, playdough, toothpicks, sticks, wiggle eyes, crayons/colored pencils, scissors and sheets of paper with one large shape drawn on each.



PD 2 Fine Motor

Assist the child in reaching out to touch and explore the prickly object.

Invite children to use the playdough and explore pushing in sticks/straws and pulling them out of the dough.

Invite children to use the materials to create different sizes and shapes of hedgehogs.

Invite children to draw a hedgehog habitat inside the shape on the paper then cut the shape out for their hedgehog to sit on.



PD 3 Safety

Make a sound and say, "Ooh, pokey! Be careful!"

Demonstrate and talk about how to safely handle the pokey toothpicks and other sharp items as they play.

Talk about how to safely handle sharp objects as children play. Invite the child to show you how they are 'careful' with the sharp toothpicks.

Ask children to describe how wild animals such as hedgehogs and porcupines can be dangerous and how they should keep themselves and the animals safe.

LESSON 3

How Many in the Den?



SUPPLIES

- ☒ Cube Cards: bears
- ☒ Connecting cubes*
- ☒ Die
- ☐ Bowls
- ☐ Tape
- ☐ Scissors
- ☐ Paper
- ☐ Marker
- ☐ Rattles
- ☐ Stuffed animals



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 a large bowl filled with several objects, such as rattles or small stuffed animals.

BENCHMARK 2

Cut apart Cube Cards 1-3 and tape each one to a bowl. Set out a die and connecting cubes.

BENCHMARK 4

Cut apart Cube Cards 1-6 and tape each one to a bowl. Set out die and connecting cubes.

BENCHMARK 6

Write numbers 10-20 on separate papers and put them on a table. Set out a die, connecting cubes and marker.



MR 1 Number Sense

Count aloud as the child removes or replaces each item.

Invite children to roll the die (use only numbers 1-3) then count out that many connecting cubes.

Invite children to roll the die then count out that number of connecting cubes.

Invite children to roll the die twice, add the numbers together then count out that many connecting cubes.



SED 3 Attention & Persistence

Invite the child to remove the objects one at a time until the bowl is empty. Then encourage the child to put items back in the bowl.

Place the "bears" (counting cubes) in the "den" (bowl) with the matching number. Continue until all dens are filled with bears.

Place the bears in the "den" (bowl) with the matching number. Continue until all dens are filled with bears.

Place the "bears" (cubes) in the "den" (paper). Each time bears are added to a paper, invite children to take turns writing the numeral on the paper. Continue to add bears to each paper until they equal the number's quantity.

LESSON 4

Hickory Dickory Dock



SUPPLIES

- ☒ Poster: Hickory Dickory Dock
- ☒ Mouse Number Cards
- ☒ Cube Cards: 1-12*
- ☐ Pocket Cube
- ☐ Paper
- ☐ 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

Place Mouse Number Cards 1-5 on the floor around the seated infant.

BENCHMARK 2

Insert Cube Cards 1- 3 into the cube. Spread out Mouse Number Cards 1-3 randomly on the floor.

BENCHMARK 4

Place Cube Cards 1-6 into the cube. Spread out the Mouse Number Cards randomly on the floor.

BENCHMARK 6

Place any six Cube Cards 1-12 into the cube. Place a variety of movement cards (jumping jacks, sit ups, hops, skips) facedown on the floor.



MR 1 Number Sense

While reciting the Hickory Dickory Dock rhyme, pause when you say the number and count aloud to that number before continuing the rhyme.

Invite children to take turns rolling the cube and help them repeat after you and say the number rolled.

Invite children to take turns rolling the cube and finding a matching Mouse Number Card.

Invite children to roll the cube and draw a movement card.



PD 2 Fine Motor

Invite the child hold your hand and walk around the cards as you recite the rhyme. If the child is not yet walking, hold her under her arms and jump her from card to card.

Encourage children to run around the matching Mouse Number Card each sit next to the matching number. Point at the number where they should sit.

Encourage children to run around the matching Mouse Number Card then sit down beside it.

Encourage children to do the movement on the activity card the same number of times as they rolled on the cube.

LESSON 5

Snow Owl



SUPPLIES

- ☒ *Winter in the Woods* CD
- ☐ Scarves
- ☐ Stuffed animals

SED 1 Self-Awareness

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

CA 2 Dance & Movement

Expresses through dance. Develops movement techniques.

SET UP

BENCHMARK 1

Play "Snow Owl," track 11 on the *Winter in the Woods* CD.

BENCHMARK 2

Play "Snow Owl," track 11 on the *Winter in the Woods* CD. Set out dance props.

BENCHMARK 4

Play "Snow Owl," track 11 on the *Winter in the Woods* CD.

BENCHMARK 6

Play "Snow Owl," track 11 on the *Winter in the Woods* CD.



SED 1 Self-Awareness

Invite the child to dance to the song. Replace "snow owl" in lyrics with the child's name, inviting him to "hide" with his face behind his hands.

Invite children to choose a prop to dance with, such as a silk scarf or a stuffed animal.

Invite one child at a time to be the head snow owl and lead others.

Invite children to take turns being the head snow owl and leading others.



CA 2 Dance & Movement

Watch the child for cues to continue or end the dancing and singing game.

Encourage children to dance freely to the song.

Encourage children to mimic the movements of each new leader.

Encourage children to take turns performing a three-movement sequence for the others to mimic.

LESSON 6

Tree-Trimming Station



SUPPLIES

- ☒ Inspiration Photos
- ☐ Bin
- ☐ Sand
- ☐ Pine tree branches
- ☐ Scissors
- ☐ Paper
- ☐ Crayons

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



PD 2 Fine Motor

Builds strength and coordination of small movements.

SCI 2 Natural & Earth Science

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

SET UP

BENCHMARK 1

Set out a bin full of pine branches.

BENCHMARK 2

Set out a bin full of pine branches and a large container of damp sand.

BENCHMARK 4

Set out a bin full of pine tree branches.

BENCHMARK 6

Set out a bin full of pine branches, scissors, sheets of paper and crayons.



PD 2 Fine Motor

Place the branches near the child on the floor. Invite her to explore the branches.

Invite the children to carefully touch the pine needles then try to pull them off the branch. Investigate squeezing and pinching the damp sand.

Encourage children to trim the tree branches with scissors.

Encourage children to trim the tree branches with scissors. Invite them to trace a branch onto paper then use the loose needles to decorate their branch.



SCI 2 Natural & Earth Science

As the child explores, talk with her about what the branches smell and feel like.

Invite the children to explore the texture and smell of the branches. Talk about how damp sand can be used to create mounds.

As children play, invite them to explore the texture and smell of the branches then describe their shape and color.

As children play, invite them to discuss pine trees. What do they smell/feel like? What do they need stay alive? What other living things need those same things to stay alive?

LESSON 7

Snowflake Designs



SUPPLIES

- ☒ Cube Cards: Snowflakes
- ☐ Tray of salt or sugar
- ☐ Scissors
- ☐ Paper
- ☐ Markers



LLD 7 Writing

Uses writing to represent meaning.

MR 6 Classification

Matches and sorts.

SET UP

BENCHMARK 1

Set out the Snowflake Cards with a tray of salt/sugar.

BENCHMARK 2

Set out the Snowflake Cards with the tray of salt/sugar.

BENCHMARK 4

Set out the Snowflake Cards with the tray of salt/sugar.

BENCHMARK 6

Set out the Snowflake Cards, a set of three size cards (small, medium, and large), a set of six shape cards (circle, square, triangle, etc.) with the tray of salt/sugar.



LLD 7 Writing

Invite the child to make lines and marks in the tray of salt/sugar, using the Snowflake Cards as inspiration.

Invite children to take turns drawing a snowflake design in the tray of salt/sugar, using the Snowflake Cards as inspiration.

Invite children to take turns choosing a Snowflake Card then drawing that same design in the tray of salt/sugar.

Encourage children to write their names in the salt/sugar next to their snowflake.



MR 6 Classification

Invite the child to talk with you about snowflakes as he uses the Snowflake Cards as inspiration for his markings.

Encourage children to take turns selecting one Snowflake Card then finding its match.

Encourage children to take turns selecting one Snowflake Card then finding its match. After all cards are matched, sort them into two groups. For example: (1) circles on the perimeter and (2) squares on the perimeter.

Challenge children to randomly select one size card and one shape card then draw a snowflake with those characteristics in the salt/sugar using the Snowflake Cards as inspiration.

LESSON 8

Pinecone Math



SUPPLIES

- ☒ Pinecone Math Game
- ☒ Spinner
- ☒ Pompoms
- ☐ Scissors
- ☐ Paper
- ☐ 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 the Pinecone Math Game and a large pompom.

BENCHMARK 2

Set out the Pinecone Math Game, spinner and pompoms. On the spinner, cover numbers 4-6 with another set of 1-3.

BENCHMARK 4

Set out the Pinecone Math Game, spinner and pompoms.

BENCHMARK 6

Set out the Pinecone Math Game, pompoms and a piece of paper with marker for each child.



MR 1 Number Sense

Invite the child to engage with the pompom. Place the pompom under the Game Board and encourage the child to find the pompom.

Spin and place that many "pinecones" (pompoms) on the tree.

Spin and place that many "pinecones" (pompoms) on the tree.

Lay the Game Board on the floor and invite the children to take turns tossing the 16 pinecones onto the tree. Each child counts and writes down the number of pinecones that land on the tree.



SED 4 Social Relationships

Encourage child to find the pompom, offering eye contact and gentle touch as communication and reassurance.

Encourage children to stay nearby, take turns and wait patiently.

Encourage children to take turns and wait patiently.

Encourage children to take turns and wait patiently. Support them in recognizing any feelings of frustration, excitement, sadness in themselves and their friends throughout gameplay.

LESSON 9

Frozen Objects



SUPPLIES

- ☐ Containers
- ☐ Water
- ☐ Small items
- ☐ Tray
- ☐ Bowl
- ☐ Craft sticks
- ☐ Spoons

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



SCI 2 Natural & Earth Science

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

MR 7 Logic & Reasoning

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

SET UP

BENCHMARK 1

Place ice on a tray.

BENCHMARK 2

Place small items in containers of water then freeze overnight. Set the separate frozen pieces on a tray.

BENCHMARK 4

Place small items in containers of water then freeze overnight. Set the separate frozen pieces on a tray along with craft sticks, spoons or other safe tools.

BENCHMARK 6

Freeze small objects in a big bowl of water overnight. Set out the large frozen cube on a tray along with craft sticks, spoons or other safe tools.



SCI 2 Natural & Earth Science

Invite the child to explore the ice. Talk with her, using descriptive vocabulary like cold, hard, wet.

As children play, encourage them to talk about hot and cold temperatures and weather generally.

As children play, encourage them to talk about weather, freezing and melting.

As children play, encourage them to talk about what happens when a lake freezes.



MR 7 Logic & Reasoning

Invite the child to hit the frozen pieces together or drop them on the tray to create sounds.

Invite children to explore putting the frozen cubes in water and removing them. What happens as the ice melts?

Invite children to investigate different tools to help melt and remove the items frozen inside.

Invite children to explore removing the items frozen inside. Encourage them to make a plan before they begin and discuss what is and isn't working as they try to break and melt the ice.

LESSON 10

My Snowman Story



SUPPLIES

- ☒ Sequence Cards: Snowman
- ☐ Paper
- ☐ Crayons
- ☐ Playdough
- ☐ Scissors
- ☐ Stackable cups or toys



LLD 2 Communication

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

SS 4 History & Sense of Time

Develops sense of time.

SET UP

BENCHMARK 1

Set out three stacking cups or other stackable toys.

BENCHMARK 2

Lay out three of the Snowman Sequence Cards (beginning, middle, end).

BENCHMARK 4

Lay out the Snowman Sequence Cards.

BENCHMARK 6

Lay out the Snowman Sequence Cards in reverse order.



LLD 2 Communication

Watch the child for cues of both engagement and disinterest, such as vocalizations or gestures.

Encourage children to describe each card as they put it down.

Encourage children to recall a sequence of events using words like first, then, next, last.

Invite children to take turns sharing their own experiences with and ideas about snowmen.



SS 4 History & Sense of Time

Stack the cups three high like a snowman and invite the child to knock the snowman down. Repeat as long as he is engaged.

Invite children to take turns placing the cards in order from first step to last step.

Invite children to take turns placing the cards in order from first step to last step.

Invite the children to draw directions for how to build a snowman. Make sure there are at least three steps. Then take turns presenting the directions.

LESSON 11

Sewing Mittens



SUPPLIES

- ☒ Mitten shape (2)
- ☒ Yarn
- ☐ Tape
- ☐ Glue
- ☐ Paint or markers
- ☐ Scissors
- ☐ Mittens



PD 2 Fine Motor

Builds strength and coordination of small movements.

CA 3 Visual Arts

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

SET UP

BENCHMARK 1

Set out several different winter mittens.

BENCHMARK 2

Give each child a paper mitten. Cut yarn into small pieces. Set out two plates and squeeze glue on one and paint on the other.

BENCHMARK 4

Give each child two paper mittens and a piece of yarn. Set out crayons/markers.

BENCHMARK 6

Trace the mitten shape onto several pieces of paper. Set out the papers, scissors, hole punch, yarn and art materials.



PD 2 Fine Motor

Put one mitten on the child's hand and observe how she explores pulling it off. Put a mitten on your hand and invite her to pull it off.

Encourage children to dip a piece of yarn in glue and collage it onto one paper mitten. Write each child's name on their mitten.

Encourage children to use yarn to sew "mittens" together.

Invite the children to each cut out two mittens, punch holes along the edges and sew them together with yarn.



CA 3 Visual Arts

Encourage the child to explore multiple mittens, talking with her about the differences in texture, color, size.

Set out one color paint and invite children to make a handprint or fingerprints on the paper mitten.

Invite children to decorate winter mittens.

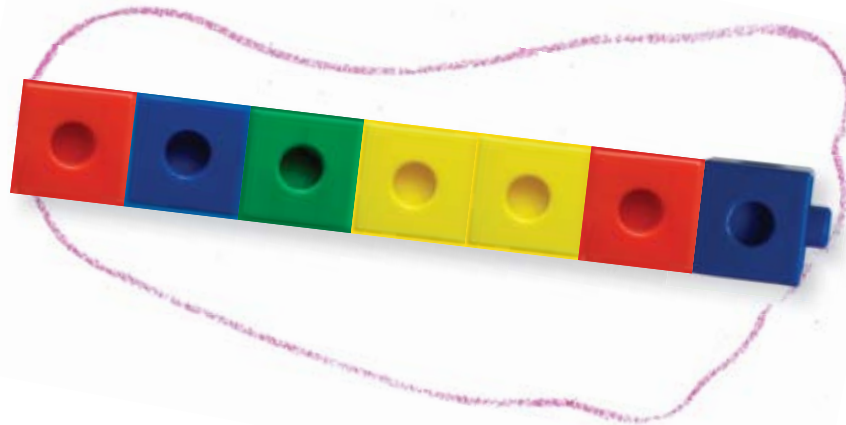
Invite children to decorate the mittens by drawing patterns and designs on them.

Bigger Than a Foot



SUPPLIES

- ☒ Connecting cubes*
- ☐ Paper
- ☐ Crayons
- ☐ Scissors



PD 2 Fine Motor

Builds strength and coordination of small movements.

MR 4 Measurement

Estimates and measures. Compares and seriates.

SET UP

BENCHMARK 1

Set out several different clean socks and a bowl or basket.

BENCHMARK 2

Set out a piece of paper, marker and blocks.

BENCHMARK 4

Set out a piece of paper, marker and connecting cubes.

BENCHMARK 6

Talk about feet/shoe sizes then invite children to compare their feet to one another's.



PD 2 Fine Motor

Place socks within reach and invite the child to explore them by hitting, kicking or grasping.

Help each child trace his foot on paper. Give the child the marker to scribble on the foot. Talk about feet/shoe sizes then invite children to compare their feet to one another's.

Help each child trace one foot on paper. Invite them to trace over the outline with a different marker.

Invite children to trace one foot on a sheet of paper and cut it out.



MR 4 Measurement

Invite the child to place one sock in the bowl. Hand her another sock and ask her to add "one more" to the bowl. Invite her to repeatedly add "one more" sock.

Invite children to measure their foot length by lining up blocks on the tracing. Encourage them to count the blocks with you and repeat as you say each number.

Talk about feet/shoe sizes then invite children to compare their feet to one another's. Place the connecting cubes on each traced foot and invite children to count and measure how many cubes long each foot is.

Invite children to estimate how many connecting cubes it will take to span the length of their paper foot cut-out. Then encourage them to check their estimate by using connecting cubes to measure it.

LESSON 13

Sled Design



SUPPLIES

- ☒ Title Display
- ☒ Inspiration Photo
- ☒ Tray
- ☒ Twine
- ☐ Paint
- ☐ Hole punch
- ☐ Tape
- ☐ Ramp
- ☐ Ball
- ☐ Craft sticks



PD 2 Fine Motor

Builds strength and coordination of small movements.

MR 7 Logic & Reasoning

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

SET UP

BENCHMARK 1

Set out a ramp and small, infant-safe ball.

BENCHMARK 2

Set out the Inspiration Photo and any additional materials. Optional: laundry basket or sled

BENCHMARK 4

Set out the Inspiration Photo and any additional materials.

BENCHMARK 6

Set out the Inspiration Photo and materials. Provide craft sticks.



PD 2 Fine Motor

Invite the child to explore the ball by hitting, kicking or grasping.

Invite children to decorate their sleds. Invite them to thread the twine through the hole punches and secure, assisting as necessary.

Invite children to decorate their sleds then thread the twine through the hole punches and secure.

Invite children to design a sled and glue or tape the craft sticks or other items onto the sled to make it slide better.



MR 7 Logic & Reasoning

Encourage the child to watch and discover how balls roll down the ramp. Change the slope of the ramp as he explores.

Encourage children to hold explore pulling, moving, steering their paper sleds. Optional: set out a real sled or laundry basket and take turns pushing and riding in it on the floor.

Encourage children to explore pulling different light objects on their sled. Does the object fall off? How can they improve their design to make it easier to pull or for objects to ride?

Encourage children to make and execute a plan for testing out their sleds. Ask, "How can you adapt your plan to make your sled travel more quickly down a ramp?" Set up a ramp and test the sleds.

LESSON 14

Buttons on Os



SUPPLIES

- ☒ I Spy Coloring: Oo
- ☐ Buttons or any circular items
- ☐ Crayons
- ☐ Scissors
- ☐ Cereal Os
- ☐ Bowl



LLD 3 Phonological Awareness

Hears small units of sound.

LLD 4 Alphabetic Knowledge

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

SET UP

BENCHMARK 1

Draw a large letter O on a sheet of paper. Place cereal Os around the O.

BENCHMARK 2

Give each child an I Spy Coloring sheet and some cereal Os.

BENCHMARK 4

Give each child an I Spy Coloring sheet and turn them to the blank side. Set out a bowl of buttons or bottle caps.

BENCHMARK 6

Give each child an I Spy Coloring sheet.



LLD 3 Phonological Awareness

Invite the child to explore the cereal Os on the paper. Make /o/ sounds as the child explores, encouraging her to vocalize or babble back in conversation.

As each picture is identified, invite the children to repeat the word with you.

Invite children to turn their sheets to the printed side and place a button or bottle cap on any pictures or letter O that begin with the /o/ sound.

Invite children to find the pictures that begin with the letter O. Encourage them to write the number of syllables in each O word next to its picture.



LLD 4 Alphabetic Knowledge

Invite the child to hand a cereal O to you or to another adult or stuffed animal that you name.

Invite the children to take turns identifying a picture on the sheet. If the word starts with the /o/ sound, encourage children to place a cereal O on it.

Set out buttons and encourage children to trace them on their papers to create Os.

Invite the children to write the words that begin with the letter O on the back side of the paper. Use inventive spelling, if needed. Ask, "Can you brainstorm additional words that begin with the letter O?"

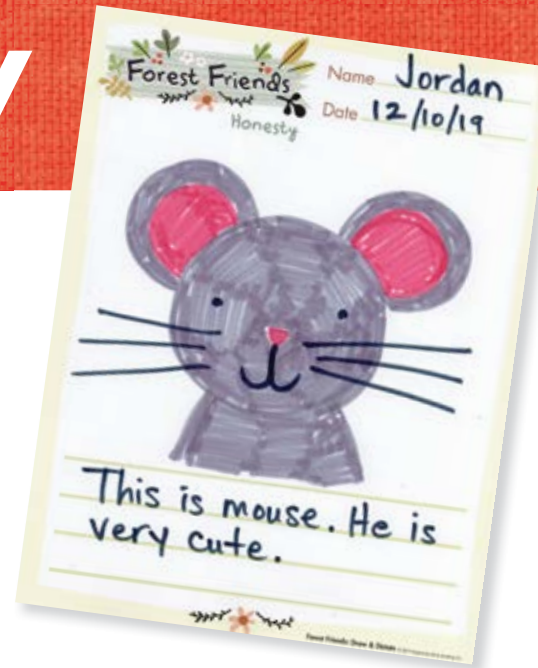
LESSON 15

Listen & Draw



SUPPLIES

- ✓ Book: Owl's Disappearing Muffin (from Lesson 6)
- ✓ Draw & Dictate
- ✓ Owl Puppet
- ✓ Craft stick
- Tape
- Crayons or markers
- Scissors
- Feather



SED 4 Social Relationships

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

LLD 7 Writing

Uses writing to represent meaning.

SET UP

BENCHMARK 1

Cut out the Owl Puppet, attach the craft stick. Gather a feather.

BENCHMARK 2

Help children cut out the Owl Puppet, attach the craft stick and use the prop to recall the story.

BENCHMARK 4

Help children cut out the Owl Puppet, attach the craft stick and use the prop to recall the story.

BENCHMARK 6

Invite children to cut out the Owl Puppet, attach the craft stick and use the prop to recall the story.



SED 4 Social Relationships

Play peekaboo with the owl puppet. Encourage the child by using positive and encouraging facial expressions, tone and language.

Use the puppet to tell a story about how Owl has different feelings. Encourage the children to mimic your facial expressions of sadness, happiness, surprise.

Ask, "Why is it important to ask before you take something?" Encourage the child to explain what it means to be honest to their puppet.

Ask, "Why is it important to be honest?" Invite children to use their puppets to make up a story about being honest with friends, family members or others.



LLD 7 Writing

Hold the feather and tickle the child's arm and hand. Invite the child to hold the feather and touch you or herself with it.

Invite children to scribble or draw shapes on the paper. Narrate what the child does while drawing and what feelings you see expressed.

Invite children to draw a picture of Owl or Mouse after hearing the story. Ask them to tell you about their drawing and write their words on the paper.

Encourage children to draw a picture of a time they were honest. Invite them to write a few words about their picture.

Chopping & Planting a Forest



SUPPLIES

- ☒ Inspiration photos
- ☐ Cardboard tubes
- ☐ Blocks
- ☐ Craft sticks

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



MR 4 Measurement

Estimates and measures. Compares and seriates.

SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

SET UP

BENCHMARK 1

Set out infant-safe cube blocks.

BENCHMARK 2

Set out a variety of different-sized cardboard tubes and blocks.

BENCHMARK 4

Set out a variety of different-sized cardboard tubes and blocks with some craft sticks.

BENCHMARK 6

Set out a variety of different-sized cardboard tubes and blocks with some craft sticks.



MR 4 Measurement

Encourage the child to pick up and stack the blocks to make a "tree." Ask questions like "Do you need more blocks for your tree?"

Invite children to build "trees" with blocks or tubes. Ask questions like "How many blocks are you adding?"

Invite children to build "trees" with the materials and count aloud as they add one more block or tube. Ask, "Which tree is taller?" as you help children compare.

Invite children to have a tall tree building contest. Use a tape measure to measure the height of different stacked towers and record them on paper. Which is the tallest?



SED 3 Attention & Persistence

Invite the child to join you in building a "tree" with blocks. Build alongside the child so he can both build his own "tree" and watch you build yours.

Encourage children to pretend they are lumberjacks and chop the "trees" down with their hand.

Encourage children to pretend they are lumberjacks and repeat the process of building and chopping down the "trees."

Encourage children to make adjustments to their building plans and experiment with different building materials so they can make an even taller and more stable tree.

LESSON 17

Cabin in the Woods



SUPPLIES

- ☒ Cabin in the Woods Board Game
- ☒ Connecting cubes*
- ☒ Die (from Lesson 3)
- ☐ 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

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6

Set out the connecting cubes and create four separate index cards: (1) numeral 1 + one dot, (2) numeral 2 + two dots (3) numeral 3 + 3 dots (4) numeral 4 + four dots.

Set out the connecting cubes and invite children to choose one for their Game Piece.

Set out the connecting cubes and invite children to choose one for their Game Piece.



MR 1 Number Sense

As you march, count the steps aloud.

Put the four index cards on the floor. Invite one child to flip over a card and put the same number of cubes on the card. Take turns and repeat until all the cards have cubes on them.

Count aloud the number of dots on each die rolled then move that number of spaces on the Game Board.

Write numerals 1-20 on index cards then designate a starting line and a "cabin" some distance away. Invite children to take turns drawing a card and marching that many steps toward the "cabin."



SED 4 Social Relationships

Invite the child to pretend to march through snow with you by carrying her or by moving her legs as she lies on her back. Watch for eye contact, gentle touch and body language to gauge her interest and engagement.

Encourage children to wait their turn and share the connecting cubes.

Invite children to take turns rolling the die.

Encourage children to take turns and wait patiently. Support them in recognizing any emotions (frustration, excitement, sadness) in themselves and their friends throughout gameplay.

Fireplace



SUPPLIES

- ☒ Title Display
- ☒ Inspiration Photo
- ☒ Paper
- ☒ Sponge
- ☐ Paint
- ☐ Real sticks
- ☐ Glue
- ☐ Paper
- ☐ Marker



CA 3 Visual Arts

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

PD 3 Safety

Demonstrates safe practices.

SET UP

BENCHMARK 1

Set out paper, paintbrushes and paint.

BENCHMARK 2

Set out the Inspiration Photo and one color of paint.

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

Encourage the child to explore painting with his hands or paintbrushes.

Encourage children to dip a sponge in the paint and press it on their paper. After they are done with that color, set out another color for them to use.

Encourage children to dip a sponge in red/orange/yellow paint to create fire art. Explore what happens when the colors blend.

Encourage children to create fire art using the paint, sponges, sticks and glue.



PD 3 Safety

As you wash the child's hands, help him explore the feeling of cold and warm water. Talk about temperatures and how we can touch cold and warm things but we must not touch hot things.

As children create, talk about things that are hot. Explain how we need to stay far away and not touch hot things.

As children create, encourage them to talk about how to be safe around campfires, stoves, hot water.

Ask children to explain why campfires can be dangerous. Ask, "How can they hurt people? How can they hurt trees and animals?" Brainstorm a list of safety steps when setting up a campfire. Write the children's ideas on a paper.

Porridge Letter Scoop



SUPPLIES

- ☒ Phonic Photo Cards: P, B, O*
- ☒ Cube Cards: P, B, O*
- ☐ Bowls (3)
- ☐ Pocket Cube
- ☐ Pot of water
- ☐ Ladle or spoon
- ☐ Tape
- ☐ Photos of food (optional)
- ☐ Beans or rice
- ☐ Toy food
- ☐ Tongs



LLD 4 Alphabetic Knowledge

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

PD 5 Nutrition

Follows healthy nutrition routines.

SET UP

BENCHMARK 1

Set out some play food items in a container of water. Tape a Phonic Photo Card to each bowl. Fill a pot with water and set out a spoon or ladle.

BENCHMARK 2

Tape a letter (B, P, O) to each bowl and set out a big pot of water and a ladle or spoon.

BENCHMARK 4

Insert the Phonic Photos for B, P, O into the cube.

BENCHMARK 6

Fill a large container with beans, rice or other dry sensory material. Hide the Phonic Word Cards in the dry material and lay out tongs and the Phonics Photo Cards nearby.



LLD 4 Alphabetic Knowledge

Invite the child to explore the play food items and water, talking with her about each item as she explores. Encourage the child to take repeat the words or interact with babbling.

Name a photo or the beginning sound of that photo and invite the child to point at it.

Roll the cube then pour a spoonful of water into that bowl. Repeat until one bowl is full. Dump all of the water back into the pot and play again.

Invite the children to take turns using the tongs to find the Phonics Word Cards in the container and placing them on their matching Photo Cards.



PD 5 Nutrition

Hold the play food and pretend to eat it. Set out real finger food for a snack and invite the child to pick up and eat the snacks.

Once identified, invite the child to take a scoop of water and pour it into that bowl or cup. Invite the child to pour the water in the cups back into the bowl and repeat.

Talk about foods that begin with letter sounds /b/, /p/, /o/.

Encourage children to talk about nutritious foods that start with letters B, P, O and how they best like those foods prepared.

LESSON 20

Keeping Warm



SUPPLIES

- ☒ Winter in the Woods CD
- ☐ Blanket



CA 2 Dance & Movement

Expresses through dance. Develops movement techniques.

SED 4 Social Relationships

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

SET UP

BENCHMARK 1

Play "Snowstorm (Instrumental)," track 5 on the *Winter in the Woods* CD. Set out a blanket.

BENCHMARK 2

Play "Snowstorm (Instrumental)," track 5 on the *Winter in the Woods* CD. Set out a blanket for each child.

BENCHMARK 4

Play "Snowstorm (Instrumental)," track 5 on the *Winter in the Woods* CD. Set out one blanket for the group.

BENCHMARK 6

Play "Snowstorm (Instrumental)," track 5 on the *Winter in the Woods* CD. Set out one big blanket on the floor.



CA 2 Dance & Movement

As the music plays, invite the child to hold onto the blanket as you shake it up and down to the music.

As the music plays, invite children to dance to the song with their blankets.

Move the blanket up and down to the tempo of the song.

Call out directions for the children to do together as the music plays. For example: Pull the blanket to door, walk in a circle while holding the blanket, shake the blanket up and down.



SED 4 Social Relationships

Watch for eye contact, gentle touch and body language to gauge the child's interest and engagement.

Invite children to greet one another before beginning the dancing activity.

Encourage children to work together to hold the corners of a blanket.

Invite one child to sit in the middle of a blanket while the other children and you hold the edges.