

# Counting Spots



### SUPPLIES

- Counting Spots Game
- Bingo chips
- Spinner card & spinner
- Plush toy or board book
- Paper
- Pencil

### 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 ladybug item such as a plush toy or board book.

#### BENCHMARK 2

Set out the game, bingo chips and cards with a numeral 1-3 written on each.

#### BENCHMARK 4

Set out the game, bingo chips and spinner.

#### BENCHMARK 6

Set out the game, bingo chips, spinner, paper and pencil.



### MR 1 Number Sense

Invite the child to explore the ladybug, talking with her about the number of spots, legs and antennae the ladybug has.

Turn numeral cards upside-down. Invite children to select a card and place that many bingo chip "spots" on the ladybug.

Invite children to spin a number and place that many bingo chip "spots" on the ladybug.

Invite children to spin a number and place that many bingo chip "spots" on the ladybug. Encourage children to count on to find the total and write the numeral on the piece of paper each time spots are added.



### SED 3 Attention & Persistence

Encourage the child to continue exploring the ladybug as long as she is interested.

Continue to take turns until the ladybug has 18 spots. Play again, if desired.

Continue to take turns until the ladybug has 18 spots. Play again, if desired.

Continue to take turns until the ladybug has 18 spots. Play again, if desired.

# Spider Dance



## SUPPLIES

- ☑ *Dancing with Bugs & Crawly Things* album

## CA 2 Dance & Movement

Expresses through dance. Develops movement techniques.

## LLD 1 Listening

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

### SET UP

#### BENCHMARK 1

Play “Spin a Web” on the *Dancing with Bugs & Crawly Things* album.

#### BENCHMARK 2

Play “Spin a Web” on the *Dancing with Bugs & Crawly Things* album.

#### BENCHMARK 4

Play “Spin a Web” on the *Dancing with Bugs & Crawly Things* album.

#### BENCHMARK 6

Play “Spin a Web” on the *Dancing with Bugs & Crawly Things* album.



#### CA 2 Dance & Movement

Invite the child to move his body as he listens to the music.

Invite children to dance, sway or bounce to the music.

Invite children to move expressively by crawling or spinning to music.

Invite children to perform a simple movement pattern to the music together as a group.



#### LLD 1 Listening

Encourage the child to mimic simple actions such as clapping as the music plays.

Invite children to listen for the chorus and spin in place each time they hear it, prompting or modeling each time as needed.

Invite children to listen for the chorus and spin in place each time they hear it. Stop spinning during the verses and crawl on the ground.

Encourage the children to suggest new dance movements to incorporate. Verbally give new patterns of three or four movements for children to perform as the music plays.

# Grasshopper Hunt



## SUPPLIES

- ☑ I Spy Glasses: Concepts\*
- ☑ Theme Poster\*

## MR 6 Classification

Matches and sorts.

## LLD 2 Communication

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

### SET UP

#### BENCHMARK 1

Set out the Theme Poster.

#### BENCHMARK 2

Set out the I Spy Glasses: Concepts and Theme Poster.

#### BENCHMARK 4

Set out the I Spy Glasses: Concepts and Theme Poster.

#### BENCHMARK 6

Set out the I Spy Glasses: Concepts and Theme Poster.



### MR 6 Classification

Invite the child to study the Theme Poster. Encourage the child to look for pictures of familiar things such as flowers or children.

Invite children to choose an I Spy Glass and find a matching picture on the Theme Poster.

Invite children to choose an I Spy Glass and find a matching picture on the Theme Poster.

Invite children to choose an I Spy Glass and find a matching picture on the Theme Poster. Encourage them to identify a second picture on the poster that has one or two traits in common with the first.



### LLD 2 Communication

Encourage the child to make sounds or gestures as she studies and finds familiar objects within the Theme Poster.

Encourage children to name the picture on the Theme Poster.

Encourage children to take turns describing what they see (colors, sizes, actions) on the poster.

Encourage children to describe the traits that the two pictures have in common. Invite them to describe some differences as well.

## LESSON 4

# Ant Colony



### SUPPLIES

- Ant Colony Game
- Bingo chips (from Lesson 1)
- Spinner (from Lesson 1)
- Scissors
- Tape
- Paper cone
- Pompoms



### **SS 1 Culture & Community**

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

### **MR 1 Number Sense**

Identifies numerals. Determines quantities. Understands operations.

#### SET UP

#### BENCHMARK 1

Set out a large paper cone with a wide opening and several "ants" (large pompoms).

#### BENCHMARK 2

Say, "Ants live in groups called colonies. They work and play together, just like a human family." Set out the logs and chips. Write the numerals 1-3 on three cards and set them facedown.

#### BENCHMARK 4

Say, "Ants live in groups called colonies. They work and play together, just like a human family." Assemble anthills by taping the ends together to create cone shapes and set them out with the chips.

#### BENCHMARK 6

Say, "Ants live in groups called colonies. They work together by fulfilling distinct roles, such as scouts who gather food and soldiers who defend the nest from predators." Assemble both anthills then label one "Scouts" and one "Soldiers."



### **SS 1 Culture & Community**

Invite the child to explore placing the "ants" (large pompoms) in the paper cone. Talk with the child about the materials and his actions as he explores.

Invite children to take turns choosing a numeral card then placing that many "ants" (chips) on a log. Encourage each child to replace the card for the next peer waiting for a turn. Continue until both logs are full of ants.

Encourage a child to spin the spinner then place that many "ants" (chips) in one hill. Ask her to say if the ants are brothers, sisters, mothers or fathers. Repeat with the other anthill.

Encourage a child to spin the spinner then place that many "ants" (chips) in one hill. Ask the child to say whether the ants are scouts or soldiers.



### **MR 1 Number Sense**

Lift up the paper cone and count the "ants" (large pompoms) aloud to see how many are inside. Repeat the activity as long as the child is interested.

When both logs are full of ants, count the ten ants on each log aloud.

Lift up each anthill and count the bingo chips aloud to discover which colony is bigger.

Lift up each anthill and count the bingo chips aloud to discover which group of ants is bigger. Encourage children to find how many ants there are altogether.

## LESSON 5

# Beehive



### SUPPLIES

- Title Displays
- Inspiration Photo
- Adhesive bee
- Bubble wrap
- Paper
- Background paper
- Glue
- Stapler
- Scissors
- Paint (yellow, black)
- Markers
- Tape



SET  
UP

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6

Tape the edges of the bubble wrap to the floor or a table. Set out baby-safe paint and paper.

Set out the Inspiration Photo, paper, paint, adhesive bee and bubble wrap.

Set out the Inspiration Photo and all additional materials.

Set out the Inspiration Photo and all additional materials.



### CA 3 Visual Arts

Invite the child to explore finger painting.

Invite children to explore making art with the bubble wrap and paint.

Invite children to use the bubble wrap and paint to create bee/honeycomb art.

Invite children to use the bubble wrap and paint to create bee/honeycomb art. Encourage them to explain their process and reasoning.



### SCI 2 Natural & Earth Science

Encourage the child to explore the textures of the paint, paper and bubble wrap as she paints.

Talk with children about bees and invite them to place an adhesive bee on their painting.

Encourage children to talk about bees, where they live, what they eat, how they fly.

Encourage children to talk about bees, where they live, what they eat, how they fly. Invite them to discuss other animals that have similar features to bees.

# Sharing a Leaf



## SUPPLIES

- Broccoli florets or spinach leaves
- Hummus or veggie dip
- Finger foods



## PD 5 Nutrition

Follows healthy nutrition routines.

## 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 finger foods such as puffs.

#### BENCHMARK 2

Set out some spinach leaves or broccoli florets on a paper plate. Provide hummus or other veggie dip.

#### BENCHMARK 4

Set out some spinach leaves or broccoli florets on a paper plate. Provide hummus or other veggie dip.

#### BENCHMARK 6

Set out some spinach leaves or broccoli florets on a paper plate. Set out ingredients, bowls and utensils for making hummus or other veggie dip.



### PD 5 Nutrition

When the child shows signs of hunger such as crying, offer puffs or other finger foods.

Invite children to select one leaf or floret and take a small bite. Talk about healthy food versus unhealthy food.

Ask, "What do you like to eat? What do you think insects like to eat?" Invite children to select one leaf or floret and take a small bite. Talk about healthy food versus unhealthy food.

Invite children to participate in making hummus or other veggie dip together. Invite children to select one leaf or floret and take a small bite. Talk about healthy food versus unhealthy food.



### SED 4 Social Relationships

Hand the child a puff to eat then invite him to hand you a puff and repeat.

Encourage children to try the hummus or veggie dip and say "thank you" or smile as they take the offered dip.

Encourage children to take turns passing the hummus or veggie dip and saying "please" and "thank you."

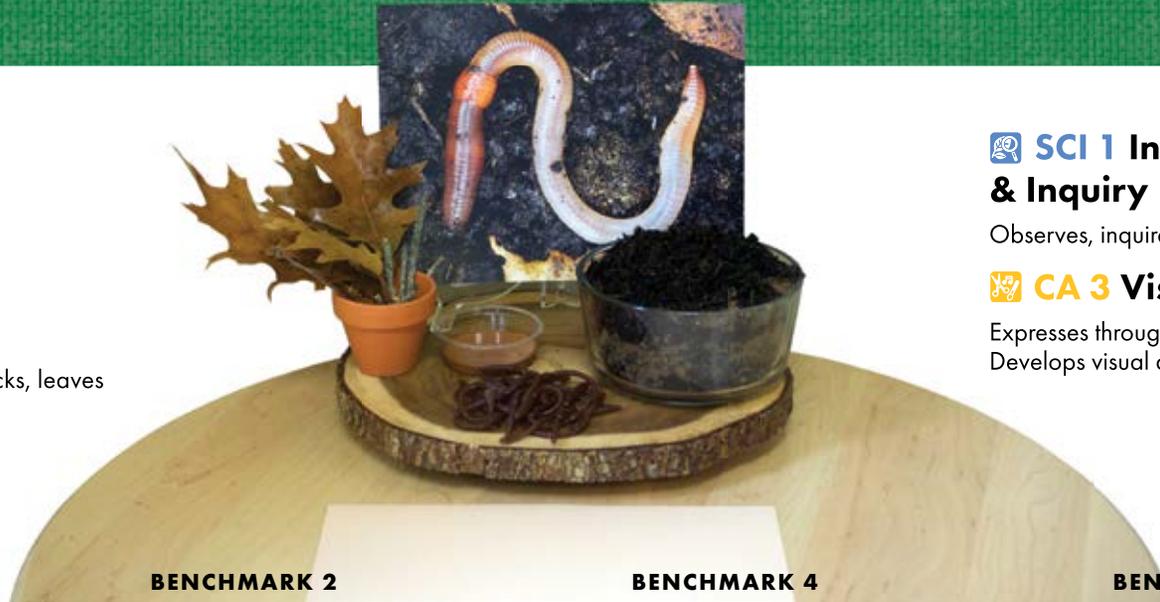
Encourage children to take turns passing the hummus or veggie dip. Invite them to discuss who makes the food they eat at home.

# Worm Trails



## SUPPLIES

- Title Display
- Inspiration Photo
- Paper
- Worm
- Paint
- Dirt or sand
- Glue
- Nature items: sticks, leaves
- Mud
- Paper
- Plastic wrap
- Tape



## SCI 1 Investigation & Inquiry

Observes, inquires and investigates.

## CA 3 Visual Arts

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

### SET UP

#### BENCHMARK 1

Set out mud on a piece of paper. Cover paper and mud with plastic wrap and tape the edges of the plastic wrap to the table.

#### BENCHMARK 2

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

#### BENCHMARK 4

Set out the Inspiration Photo and all other materials.

#### BENCHMARK 6

Set out the Inspiration Photo and all other materials.



### SCI 1 Investigation & Inquiry

Invite the child to explore the mud.

Invite children to explore the worms beforehand.

Invite children to explore the dirt and nature items beforehand.

Invite children to explore the dirt and nature items and learn about worm habitats beforehand.



### CA 3 Visual Arts

Encourage the child to explore using hands and fingers to make mud marks on the paper.

Encourage children to paint using the worms as painting tools.

Encourage children to mix dirt into the paint and use the worms as painting tools. Glue on nature items as desired.

Encourage children to mix dirt into the paint, use the worms as painting tools and glue on nature items as desired to create a picture of a worm habitat.

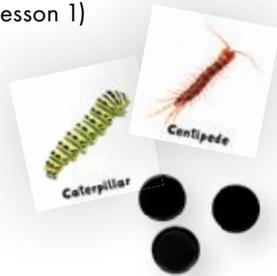
## LESSON 8

# Bug Bingo



### SUPPLIES

- Bingo Playing Mats
- Bingo Calling Cards
- Bingo chips (from Lesson 1)
- Playdough
- Scissors
- Toys
- Bowl



### MR 6 Classification

Matches and sorts.

### SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

### SET UP

#### BENCHMARK 1

Set out two or three favorite toys.

#### BENCHMARK 2

Set out one Playing Mat.

#### BENCHMARK 4

Set out a bowl of bingo chips then invite each child to take a Playing Mat.

#### BENCHMARK 6

Set out a bowl of bingo chips then invite each child to take a Playing Mat.



### MR 6 Classification

Invite the child to look at or reach out to a specific favorite toy by name.

Show one insect card at a time. Invite children to take turns or work together to match the insect card to a square on the Playing Mat.

Call out an insect name and invite children to cover matching bugs with bingo chips.

Invite children to take turns being the caller and describe the bug on the card instead of showing or naming it.



### SED 3 Attention & Persistence

As attention to the toy diminishes, repeat the activity with another favorite toy as desired.

Encourage children to continue matching the cards to the Playing Mat until all squares have a match.

Encourage children to continue taking turns until all spaces are covered.

Encourage children to continue taking turns until all spaces are covered. Invite them to repeat the game as desired.

# Spider Web



## SUPPLIES

- Cardboard loom
- Yarn
- Toy spider
- Scissors
- Tape
- Plush spider

## PD 2 Fine Motor

Builds strength and coordination of small movements.

## LLD 2 Communication

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

### SET UP

#### BENCHMARK 1

Using yarn for its "silk," hang a plush spider above or nearby the child.

#### BENCHMARK 2

Give each child a cardboard loom and yarn. Tape one end of the yarn to the back of each loom.

#### BENCHMARK 4

Give each child a cardboard loom and yarn. Tape one end of the yarn to the back of each loom.

#### BENCHMARK 6

Give each child a cardboard loom and yarn. Tape one end of the yarn to the back of each loom.



### PD 2 Fine Motor

Invite the child to reach out to or make contact with the spider.

Encourage children to wrap the yarn around the loom then secure the loose end with tape, assisting as needed.

Encourage children to wrap the yarn around the loom then secure the loose end with tape.

Encourage children to wrap the yarn around the loom then secure the loose ends by tying them together.



### LLD 2 Communication

Encourage the child to make gestures or vocalizations as he interacts with you and the plush spider.

Give each child a toy spider to play with on the web. Encourage them to say "spider" and "web" as they point to each.

Give each child a toy spider to play with on the web. Invite them to tell about their web and the name of their spiders.

Give each child a toy spider to play with on the web. Invite them to tell about their web and spider and explain why the web is important for their spider.



# Butterfly Puppet



## SUPPLIES

- Paper bag
- Pipecleaner
- Coffee filter
- Markers
- Scissors
- Glue/tape
- Washcloth



## PD 2 Fine Motor

Builds strength and coordination of small movements.

## PD 4 Personal Care

Implements self-help routines for hygiene and dressing.

### SET UP

#### BENCHMARK 1

Set out a warm wet washcloth.

#### BENCHMARK 2

Give each child two halves of a coffee filter.

#### BENCHMARK 4

Give each child a coffee filter.

#### BENCHMARK 6

Give each child a coffee filter.



### PD 2 Fine Motor

Invite the child to reach out and touch or grab the wet washcloth.

Assist children in dotting the coffee filter halves with markers then adding water to each dot using their finger. Invite them to decorate the paper bag then assist them in attaching pipecleaner antennae and "wings."

Invite children to dot the coffee filter with markers then use a finger to add water to each dot. Help them cut their coffee filters in half. Decorate the paper bag then attach pipecleaner antennae and "wings."

Invite children to dot the coffee filter with markers, use a finger or pipette to add water to each dot and cut the coffee filter in half to create two "wings." Decorate the paper bag then attach pipecleaner antennae and "wings."



### PD 4 Personal Care

After wiping the child's hands and face, invite him to continue exploring the cloth.

As children create, encourage them to point to body parts on their own body and on their butterfly.

As children create, encourage them to talk about body parts of a butterfly (or other insects).

As children create, encourage them to discuss how a butterfly might meet its needs for nutrition, activity and rest in comparison to how the children meet their own needs.

# Make a Moth



## SUPPLIES

- Cube Cards: Pattern Blocks
- Pattern blocks\*
- Playdough
- Pocket Cube
- Scissors
- Cup



## MR 3 Shapes

Identifies shapes and their characteristics.

## MR 2 Spatial Awareness

Understands how objects move in space.  
Determines object location.

### SET UP

#### BENCHMARK 1

Set out some pattern blocks and a cup or container.

#### BENCHMARK 2

Set out the pattern blocks and a clump of playdough for each child.

#### BENCHMARK 4

Set out the pattern blocks and a clump of playdough for each child.

#### BENCHMARK 6

Set out the pattern blocks and a clump of playdough for each child.



### MR 3 Shapes

Encourage the child to explore the pattern blocks and cup.

Invite children to take turns rolling the cube. On each roll, set out the matching shape along with one or two others and encourage the child to select the matching shape.

Invite children to take turns rolling the cube and selecting a matching shape to begin building moth wings alongside a playdough moth body.

Invite children to take turns rolling the cube three times in a row then selecting and naming the three matching shapes to begin building moth wings alongside a playdough moth body.



### MR 2 Spatial Awareness

Encourage the child to place a pattern block inside the cup and repeat, if desired.

Encourage the children to arrange the pattern blocks around the playdough body to create moth wings.

Arrange the pattern blocks around the playdough body to create moth wings.

Invite the children to discuss whether the moths they are creating are two- or three-dimensional.

# Leaf Insect



## SUPPLIES

- Title Display
- Inspiration Photo
- Paper
- Leaf shapes
- Toothpicks
- Glue
- Scissors
- Markers
- Nature items: leaves
- Insect figurine



SET UP

### BENCHMARK 1

Set out an insect figurine or plush toy.

### BENCHMARK 2

Set out the Inspiration Photo and all additional materials.

### BENCHMARK 4

Set out the Inspiration Photo and all additional materials.

### BENCHMARK 6

Set out the Inspiration Photo and all additional materials.

## SCI 2 Natural & Earth Science

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

## MR 2 Spatial Awareness

Understands how objects move in space. Determines object location.



### SCI 2 Natural & Earth Science

Encourage the child to explore the insect figurine or plush toy.

Invite children to examine a photo of a leaf insect and talk with them about leaf insects.

Invite children to examine a photo of a leaf insect. Ask, "Why do you think an insect might look like a leaf?" Help children create a plan using toothpicks and leaf shapes to recreate one.

Invite children to examine a photo of a leaf insect. Encourage them to discuss how it might obtain what it needs to survive and which other insects or animals share similarities with the leaf insect.



### MR 2 Spatial Awareness

Invite the child to participate in raising the insect figurine or toy up and lowering it down with her hands and arms.

Encourage children to create art by gluing the leaf shapes onto a piece of paper, assisting with glue as necessary.

Encourage children to spin, rotate and layer leaf shapes to create art.

Encourage children to use leaf shapes and toothpicks to create a two-dimensional model of a leaf insect.

# Inventing Insects



## SUPPLIES

- Pattern blocks\*
- Cube Cards: Pattern Blocks (from Lesson 12)
- Conversation Poster
- Word Wall Vocabulary Strips\*
- Pocket Cube
- Crayons
- Paper
- Blocks
- Plush toys
- Rattles



## MR 3 Shapes

Identifies shapes and their characteristics.

## LLD 2 Communication

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

SET UP

### BENCHMARK 1

Set out a variety of toys such as blocks, plush toys and rattles.

### BENCHMARK 2

Trace a few pattern block shapes onto a piece of paper and set out the matching pattern blocks.

### BENCHMARK 4

Set out pattern blocks, Cube Cards (from Lesson 12) and Word Wall Vocabulary Strips.

### BENCHMARK 6

Create and set out photos of insect sculptures made from pattern blocks. Set out pattern blocks.



## MR 3 Shapes

Invite the child to explore and manipulate the toys.

Invite children to place one pattern block at a time onto its traced outline.

Invite children to take turns rolling the cube and taking a matching pattern block until all the pieces are distributed. Encourage them to build a new bug with the block pieces.

Invite children to recreate the sculptures using pattern blocks. Encourage them to discuss whether the photos and their recreations are two- or three-dimensional.



## LLD 2 Communication

Encourage the child to make noises and gestures to communicate as he explores and manipulates the toys.

Encourage them to say "match" each time they place a pattern block onto its traced outline.

Encourage them to share ideas about the insect's habitat, habits and behaviors.

Encourage children to share ideas about the insect's habitat, habits and behaviors using new words learned about insects.

# Bug Choices



## SUPPLIES

- Would You Rather Cards
- Scissors
- Sticks
- Playdough



## SS 2 Civics & Economics

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

## LLD 2 Communication

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

### SET UP

#### BENCHMARK 1

Set out a few Would You Rather Cards.

#### BENCHMARK 2

Set out the Would You Rather Cards.

#### BENCHMARK 4

Set out the Would You Rather Cards with sticks and playdough.

#### BENCHMARK 6

Set out the Would You Rather Cards with sticks and playdough.



### SS 2 Civics & Economics

Invite the child to sit or lie with you and examine a Would You Rather Card as you describe it to her.

Show children two Would You Rather Cards then place the two cards in different areas of the room within sight. Invite the children to stand next to their favorite card.

Invite children to take turns listening to two options, choosing a favored one then determining the preferred choice of the whole group.

Invite children to take turns listening to two options, choosing a favored one then determining the preferred choice of the whole group. Encourage them to discuss voting as a method for group decision-making.



### LLD 2 Communication

Encourage the child to interact with you and the Would You Rather Card through noises or gestures.

Encourage children to say the name of the animal on their favorite card.

Encourage children to take turns explaining their individual preferences.

Encourage children to take turns explaining their individual preferences.

# Caterpillar Clap



## SUPPLIES

- ☑ *Dancing with Bugs & Crawly Things* album

## MR 5 Patterns

Identifies, reproduces and creates patterns.

## CA 1 Music

Expresses through music. Develops rhythm and tone.

### SET UP

#### BENCHMARK 1

Play “Caterpillar Clap (Instrumental),” track 9 on the *Dancing with Bugs & Crawly Things* album.

#### BENCHMARK 2

Play “Caterpillar Clap (Instrumental),” track 9 on the *Dancing with Bugs & Crawly Things* album.

#### BENCHMARK 4

Play “Caterpillar Clap (Instrumental),” track 9 on the *Dancing with Bugs & Crawly Things* album.

#### BENCHMARK 6

Play “Caterpillar Clap (Instrumental),” track 9 on the *Dancing with Bugs & Crawly Things* album.



### MR 5 Patterns

As the music plays, invite the child to play pat-a-cake.

Encourage children to mimic simple two-step rhythm patterns by clapping, stomping or tapping.

Encourage children to copy rhythm patterns by clapping, stomping or tapping.

Encourage children to create rhythm patterns by clapping, stomping or tapping.



### CA 1 Music

Encourage the child to make sounds to communicate feelings such as happiness, excitement and frustration.

Play the song again, adjusting the volume louder and softer as the song plays. Encourage the children to mimic the pattern louder and softer along with the volume of the music.

Listen to an instrumental piece of music and focus on its patterns.

Create a rhythm pattern and demonstrate it for the children. Once the children have learned the pattern, demonstrate it again with a step missing and encourage them to identify the missing step.

# Bug Math



## SUPPLIES

- Math Story Cards
- Pompoms (from Lesson 7)
- Paper
- Pencils
- Marker
- Toy or blanket
- Tape



## MR 1 Number Sense

Identifies numerals. Determines quantities. Understands operations.

## SS 3 Geography

Identifies types of places and interacts with maps.

### SET UP

#### BENCHMARK 1

Set out a favorite toy and a blanket.

#### BENCHMARK 2

Create a simple drawing of a log, a tree branch and a leaf, each on one sheet of paper. Tape each sheet of paper to the wall in different areas of the room. Set out the pompoms.

#### BENCHMARK 4

Set out the Math Story Cards with pompoms. Create a simple line drawing of a log, a tree branch and a leaf.

#### BENCHMARK 6

Set out paper, crayons, pencils and pompoms. Create a simple line drawing of a log on the ground.



### MR 1 Number Sense

Invite the child to watch as you cover the favorite toy with the blanket. Encourage him to find the toy.

Create three cards with the same drawings of a log, a tree branch and a leaf and set them upside-down. Invite children to take turns choosing one card and two "bugs" (pompoms).

Read the math stories and encourage children to count aloud while using the pompoms to solve them.

Invite children to take 10 "bugs" (pompoms). Encourage them to place some "bugs" on the log and the rest on the ground then write an addition equation that describes the 10 "bugs" in the scenario.



### SS 3 Geography

Repeat the activity as long as the child is interested, using other objects to hide the favorite toy underneath, inside, or behind. Encourage the child to find the toy, moving the hiding place further distances away as appropriate.

Encourage each child to navigate the two "bugs" (pompoms) to the sheet of paper that matches the chosen card.

Invite children to take turns navigating a "bug" (pompom) to various places on the "map" before listening to the math stories.

Encourage children to create their own scene to use in place of the log. Repeat the activity, writing an equation for each new combination totaling 10.

# 1 Beetle, 2 Beetles



## SUPPLIES

- ☑ *Circle Time* album (see Member Resources)



## **LLD 3 Phonological Awareness**

Hears small units of sound.

## **MR 1 Number Sense**

Identifies numerals. Determines quantities. Understands operations.

### SET UP

#### BENCHMARK 1

Play “One Potato, Two Potatoes,” track 25 on the *Circle Time* album.

#### BENCHMARK 2

Play “One Potato, Two Potatoes,” track 25 on the *Circle Time* album.

#### BENCHMARK 4

Play “One Potato, Two Potatoes,” track 25 on the *Circle Time* album.

#### BENCHMARK 6

Play “One Potato, Two Potatoes,” track 25 on the *Circle Time* album.



### LLD 3 Phonological Awareness

Invite the child to listen as you play the song then sing “One Beetle, Two Beetles” together. Encourage the child to babble or vocalize along with the songs.

Sing “One Beetle, Two Beetles” together several times. Encourage children to contribute or repeat the last word of each line as the song becomes familiar.

Say the word “beetle” together multiple times. Then invite children to clap with each syllable as they keep repeating “beetle, beetle” several times as a group.

Say the word “beetle” together and invite children to count how many syllables it has. Repeat with the word “potato” from the track. Encourage the children to say other two- and three-syllable words.



### MR 1 Number Sense

As you sing the songs, hold up the same number of fingers mentioned in the lyrics. Encourage the child to listen as you count your fingers at different points in the song.

Encourage children to say the words “one” and “two” in the song while holding up the same number of fingers.

Encourage children to count aloud as they hold up the same number of fingers mentioned in lyrics.

Encourage children to count aloud as they hold up the same number of fingers mentioned in the lyrics, counting on from one child’s fingers to the next to find the total number of fingers being held up in the group.

# Inchworm Race



## SUPPLIES

- Inchworm Race Board Game
- Die
- Yarn
- Scissors
- Toy inchworm or piece of yarn



## 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

Set out a toy inchworm, piece of yarn or other long, flexible object.

#### BENCHMARK 2

Set out the Board Game and three cards with a numeral from one through three written on each. Give each child an "inchworm" (piece of yarn) to use as a game piece.

#### BENCHMARK 4

Set out the Board Game and die. Give each child an "inchworm" (piece of yarn) to use as a game piece.

#### BENCHMARK 6

Set out the Board Game and die. Give each child an "inchworm" (piece of yarn) to use as a game piece.



### SED 4 Social Relationships

Invite the child to watch and participate as you inch the toy inchworm or piece of yarn along the floor and up down his body.

Set the numeral cards facedown. Invite children to take turns choosing a card and moving an inchworm that many spaces on the board.

Invite children to take turns rolling a die then moving an inchworm that many spaces on the board.

As children play, invite them to discuss emotions that may arise in themselves or their friends while playing a game and how we should respond to those feelings in ourselves and others.



### MR 1 Number Sense

Invite the child to listen as you count aloud each inching movement.

Encourage children to count aloud with you as they move their "inchworm" ahead one space at a time.

Encourage children to count aloud the number of spaces they are moving each turn.

Encourage children to determine the number of spaces they have left until they reach the leaf after each turn.

# Bug Dominoes



## SUPPLIES

- Bug Dominoes
- Scissors



## MR 6 Classification

Matches and sorts.

## SED 2 Self-Regulation

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

### SET UP

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6

Cut apart the dominoes and place them on the table.

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### MR 6 Classification

Encourage the child to look at or point to familiar people or objects in the environment by name.

Set out a domino. Invite children to take turns connecting dominoes one at a time in a straight line by matching the pictures. Continue taking turns to see how long the line of dominoes can become.

Invite children to connect the dominoes by matching pictures on the ends.

Invite children to connect the dominoes by matching pictures on the ends. As they make each match, challenge them to name a bug that has a feature in common with the matched bug.



### SED 2 Self-Regulation

Express excitement when the child looks at or points to the named person or object, encouraging her to express excitement also through her facial expressions or vocalizations.

Model motivating phrases like “good job” or “way to go” as each child takes a turn.

Encourage children to motivate each other as they play, using words like “good job” or “way to go!”

Invite children to discuss what might help them to feel encouraged while playing a game. Encourage them to also discuss what might make them feel discouraged.