

Putting Out Fires



SUPPLIES

- Bowl of water
- Spoon
- Waterproof toys
- Rocks
- Red/orange chalk
- Nature items
- Spray bottles filled with water

SCI 4 Technology

Uses tools and technology to perform tasks.

SS 1 Culture & Community

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

SET UP

BENCHMARK 1

Set out a bowl of water, a spoon and several waterproof toys.

BENCHMARK 2

Set out different sized rocks with nature items and spray bottles filled with water.

BENCHMARK 4

Set out colored chalk, different sized rocks with nature items and spray bottles filled with water.

BENCHMARK 6

Set out colored chalk, different sized rocks with nature items and spray bottles filled with water.



SCI 4 Technology

Invite child to explore using the spoon in the bowl of water.

Invite the child to spray rocks and nature items then use the spoon to sort the various objects into separate piles.

Invite children to color the rocks and nature items with chalk then spray them to "put out fires."

Invite children to color the rocks and draw outlines around the nature items with chalk. Spray away the chalk with water to "put out fires."



SS 1 Culture & Community

Drip a bit of water on the child's hand. How does she react?

Say, "Can you help me move the leaves? What would you like to move next?"

Pretend to be firefighters together. Talk about other community helpers.

Pretend to be firefighters together. Talk about other community helpers as well.

Syringe Squirt Art



SUPPLIES

- Title Display
- Inspiration Photo
- Syringes
- Paper
- Cups of paint (various colors)
- Bowl of water



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

Fill the syringe with water.

BENCHMARK 2

Fill two or three cups with different watery washable paint.

BENCHMARK 4

Set out the Inspiration Photo and any additional materials.

BENCHMARK 6

Fill cups with different colored paint and make some paint thinner while leaving other paint thicker.



PD 2 Fine Motor

Show the syringe to the child. Allow her to reach out and grasp it.

Fill the syringe with paint. Invite children to take turns pushing down on the top to squirt the color on the paper.

Invite children to use the syringes to extract paint then squirt it onto paper.

Invite children to push and pull the syringe top to fill it then squirt the paint.



CA 3 Visual Arts

Place the child in an eating chair then squirt a little water from the syringe onto the tray. Observe how he pats and explores the water.

Invite children to select a color and help you fill the syringe. Allow them to squirt and create with the paint as desired.

Create various designs in a variety of colors as you talk about syringes or shots at the doctor's office.

Invite children to add water and stir the paint to create a desired consistency. Challenge them to demonstrate a variety of techniques using the syringe to make various designs or blended colors.

LESSON 3

Dial 9-1-1



SUPPLIES

- Paper
- Tape
- Marker
- Sock balls
- Stuffed animal

PD 3 Safety

Demonstrates safe practices.

SS 4 History & Sense of Time

Develops sense of time.

SET UP

BENCHMARK 1

Show the child a stuffed animal.

BENCHMARK 2

Tape red papers on the floor.

BENCHMARK 4

Tape a large sheet of paper on the wall and write numbers on it to look like a telephone keypad.

BENCHMARK 6

Tape a large sheet of paper on the wall and write numbers on it to look like a telephone keypad.



PD 3 Safety

While the child is sitting or on her back, raise a stuffed animal high in the air and exclaim, "Uh, oh!" then drop the animal.

Explain that red means "hot." Say, "Danger! Don't step on the red paper!"

Encourage children to identify emergency situations (fire, flood, accident) that may require assistance then say together, "Nine one one!" Practice saying "9-1-1" repeatedly with the children as you tap each number on the keypad display.

Ask children what they would do if they were in an emergency situation. Who would they call? Take turns running to the paper and patting 9-1-1 with the body part you call out.



SS 4 History & Sense of Time

Repeat the game over and over as long as the child engages. Observe if the child begins to anticipate when you will drop the stuffed animal.

Invite children to follow you as you walk in a circle and step over or around the red papers. Each time you are near a red paper, stop and exclaim, "Don't touch!" Observe if the children join in the activity then continue to avoid the red papers throughout the day.

Invite children to share a story about a time they felt scared or unsafe. Did they call 9-1-1? Write their words on a paper.

Make sure everyone has a turn pressing 9-1-1 then sit down together. Invite children to help you solve scary and dangerous "what if" scenarios. For example: "What if a cat were stuck in a tree-- what would you do?"

LESSON 4

Pulling Teeth



SUPPLIES

- Playdough
- White pony beads
- Tweezers
- Floss
- Toothbrush
- Cereal Os



PD 4 Personal Care

Implements self-help routines for hygiene and dressing.

PD 2 Fine Motor

Builds strength and coordination of small movements.

SET UP

BENCHMARK 1

Draw a mouth on a sheet of paper on the table. Arrange cereal Os on the paper to resemble teeth. Set out a soft infant toothbrush.

BENCHMARK 2

Roll out playdough balls to look like mouths. Press cereal Os into the dough to resemble teeth.

BENCHMARK 4

Roll out playdough balls to look like mouths. Press white beads into the dough to resemble teeth.

BENCHMARK 6

Provide playdough and white beads.



PD 4 Personal Care

Talk with children about their teeth using descriptive vocabulary and how/why grown ups help to take care of them.

Encourage children to talk about brushing teeth and flossing as they explore.

Encourage children to talk about brushing teeth and flossing as they explore.

Encourage children to talk about why they think it is important to brush and floss our teeth. Ask questions like "What might happen if we stopped brushing our teeth?"



PD 2 Fine Motor

Encourage children to pick up cereal Os using a pincer grip. Offer a soft infant toothbrush for children to grab and explore.

Encourage children to press cereal Os into the dough to resemble teeth. Use tweezers and a toothbrush for children to explore.

Press white beads into the dough to resemble teeth. Use tweezers, floss and a toothbrush for children to explore.

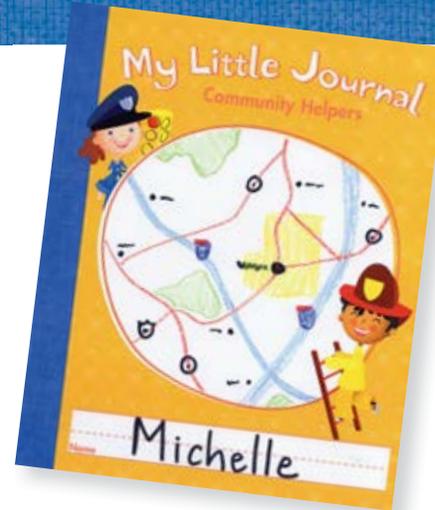
Invite children to create a mouth with teeth using their playdough and beads. Use tweezers, floss and a toothbrush for children to explore.

My Little Journal



SUPPLIES

- My Little Journal
- Vehicle counters* (buses only)
- Crayons
- Maps
- Paper



LLD 7 Writing

Uses writing to represent meaning.

SS 3 Geography

Identifies types of places and interacts with maps.

SET UP

BENCHMARK 1

Lay out a large sheet of paper with roads and buildings drawn on it or create roads on the floor with painters tape.

BENCHMARK 2

Lay out a large sheet of paper with a few simple roads and buildings drawn on it.

BENCHMARK 4

Set out a variety of maps.

BENCHMARK 6

Set out a variety of maps.



LLD 7 Writing

Give the child a crayon and show her how to scribble lines and make marks on the paper.

Invite children to add more roads and buildings to the map.

After they have examined the maps, invite children to create their own bus routes on the journal cover by drawing lines and shapes (roads and buildings).

Encourage children to write directions that describe how to travel from their home to school.



SS 3 Geography

Help the child to move her body or toy cars along the roads on the large map.

Encourage children to drive toy cars along the network of roads and navigate around the buildings.

Encourage children to follow the lines of any map (or their journal cover) with a bus counter.

Invite children to draw a map of the community that shows how they travel from home to school. Encourage them to include familiar landmarks such as bodies of water, buildings, hills, corners.

Mailing D & J



SUPPLIES

- Phonic Photo Cards: D, J*
- Envelopes
- Pictures of children
- Boxes
- Tote or bag
- Scissors
- Marker



LLD 4 Alphabetic Knowledge

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

LLD 3 Phonological Awareness

Hears small units of sound.

SET UP

BENCHMARK 1

Create envelopes with a picture of a teacher or classmate on each one.

BENCHMARK 2

Create envelopes with a picture of a teacher or classmate on each one.

BENCHMARK 4

Cut a slot in the tops of two boxes. Label one D and the other J. Place D & J Phonic Photo Cards in a tote or bag.

BENCHMARK 6

Cut a slot in the tops of three boxes. Label one 1, another 2 and the other 3. Place D & J Phonic Photo Cards in a tote or bag.



LLD 4 Alphabetic Knowledge

Choose a few envelopes to “deliver” with the child. Tell the child who each envelope is for as you show them the picture then encourage her to look at or point to the recipient before you deliver the envelope together.

Place the envelopes into a mail bag and invite children to take turns pretending to be a mail carrier by “delivering” each envelope to the recipient pictured on it.

Invite children to take turns identifying letters and dropping them into matching mailboxes.

Invite children to take turns removing all cards from the tote and matching each Phonic Photo Card with its word card by sounding out the first few letters.



LLD 3 Phonological Awareness

Encourage the child to babble and vocalize as she delivers each envelope to its recipient.

Encourage children to repeat the name of each recipient as they deliver the envelopes.

As children sort the cards, ask them to identify each letter or picture and make its beginning sound.

Invite children to take turns taking a Phonic Photo Card from the tote, counting the syllables in the word and dropping it into the matching mailbox

Pounding Syllables



SUPPLIES

- Cardboard Hammer
- Hammer Matching Game & Cards
- Scissors
- Markers/crayons



LLD 3 Phonological Awareness

Hears small units of sound.

MR 6 Classification

Matches and sorts.

SET UP

BENCHMARK 1

Set out two or three individual cards from the Hammer Matching Game.

BENCHMARK 2

Choose 3-4 pairs of cards from the Hammer Matching Game and lay one card from each pair on the table or floor.

BENCHMARK 4

Set out the Hammer Matching Game, hammers and crayons or markers.

BENCHMARK 6

Set out one card from each pair of the Hammer Matching Game Cards and the hammer.



LLD 3 Phonological Awareness

Use descriptive vocabulary to talk about each card and encourage the child to "talk" about each thing as well.

As each match is made, say the word and encourage each child to repeat it.

Invite children to choose a card, identify the image then tap out that word's syllables with the hammer.

Invite children to use the hammer to count the syllables in each word then sort the cards into groups of 1, 2 or 3 syllables.



MR 6 Classification

While looking at the cards with the child, ask him if he sees a familiar item (name it specifically). For example: "Do you see the butterfly?" Encourage him to look at, point to or pick up the card with that picture.

Invite the children to take turns placing the remaining cards on their matches

Continue matching images to the Game Board then tapping the syllables.

Encourage children to think of new ways to sort the cards then challenge them to sort by two characteristics. For example, "Can you find all of the cards that have three syllables and are a living thing?"

Building Words



SUPPLIES

- Word Strips & Letters
- Scissors
- Blocks
- Tape



LLD 5 Concepts of Print

Uses print concepts and explores books and other text.

LLD 4 Alphabetic Knowledge

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

SET UP

BENCHMARK 1

Cut apart the Word Strips. Lay out three or four familiar ones for children to explore.

BENCHMARK 2

Cut apart the Word Strips & Letters. Tape the first letter of each Word Strip onto a block and set out the Word Strips in differing orientations.

BENCHMARK 4

Cut apart the Word Strips & Letters. Tape the letters onto blocks and set out the Word Strips.

BENCHMARK 6

Tape the letters onto blocks and set out the Word Strips with the photos facing up. Make three extra blocks with a punctuation mark each (period, question mark, exclamation point).



LLD 5 Concepts of Print

Invite the child to examine the Word Strips. As she finds one of interest, talk with her about the picture and its word. For example, "You picked up the picture of the bus! This word says 'bus.'"

Ask children if they can help to fix the Word Strips so they are facing the right direction. Encourage them to take turns fixing one Word Strip at a time.

Invite children to take turns selecting a Word Strip and building that word with the blocks.

After children build each word, invite them to choose a punctuation block and identify the mark. Invite them to say a sentence about the item from the Word Strip that uses that chosen punctuation mark.



LLD 4 Alphabetic Knowledge

Invite the child to identify a certain Word Strip in front of her. "Do you see the strip with a bus on it?"

Invite the children to take turns helping to match the beginning letter block with a Word Strip, giving support as needed. For example, "Can you put this /b/ block on the bus?"

Explore lining up or stacking the block letters until all words are built.

Encourage children to use the letter blocks to build each word by sounding it out. When they finish building a word, invite them to check their work by unfolding the Word Strip to reveal the text.

Tossing Trash



SUPPLIES

- Colored paper
- Boxes or trash cans
- Tape

PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

MR 6 Classification

Matches and sorts.

SET UP

BENCHMARK 1

Crumple up several sheets of colored paper.

BENCHMARK 2

Tape a sheet of colored paper on three separate trash cans or boxes. Set out several sheets of paper that match each "recycling center." Talk about cleaning and recycling.

BENCHMARK 4

Tape a sheet of colored paper on three separate trash cans or boxes. Set out several sheets of paper that match each "recycling center." Talk about cleaning and recycling.

BENCHMARK 6

Label two "recycling boxes" with colored papers: red for plastic, blue for paper. Leave a third box unlabeled for "other" materials. Scatter paper, plastic and other materials around the room. Talk about cleaning and recycling.



LLD 4 Alphabetic Knowledge

Invite the child to explore crumpled pieces of paper while lying or sitting on the floor, encouraging him to grab or kick at the papers.

Invite children to crumple up the piece of paper then explore tossing it into the matching container.

Invite children to crumple up paper then explore tossing it into containers.

Invite children to move around the room gathering one recyclable item at a time to toss into its matching container.



LLD 3 Phonological Awareness

Use the word "paper" while talking with the child as he grabs or kicks each crumpled paper. Invite him to give a piece to a familiar teacher or friend by using only that person's name to encourage recognition of familiar people.

Invite children to take turns receiving one piece of colored paper at a time to put in its matching container.

Encourage children to sort colored paper into the matching colored boxes or trash cans.

Encourage children to put each recyclable item into one of the labeled containers if it matches the two attributes specified. If it does not match the two attributes specified, invite children to put it into the third unlabeled container.

LESSON 10

Down the Pipe



SUPPLIES

- Die
- Pompoms
- Paper
- Tape

MR 1 Number Sense

Identifies numerals. Determines quantities. Understands operations.

MR 7 Logic & Reasoning

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

SET UP

BENCHMARK 1

Gather one pompom. Create at least two paper tubes per child.

BENCHMARK 2

Gather pompoms. Help each child make a paper tube then secure with tape.

BENCHMARK 4

Help each child make a paper tube then secure with tape. Tape together all tubes to make one long one.

BENCHMARK 6

Gather a pompom. Help children make 20 paper tubes labeled with the numerals 1-20. Place them in a pile.



MR 1 Number Sense

Invite the child to explore the pompom and paper tube. Place the pompom inside the paper tube and encourage the child to find the pompom.

Invite children to count how many pompoms they are using with their tubes (either together or independently), paying particular attention to the quantities of 1, 2 and more.

Count aloud the dots on the die then count aloud that many pompoms and drop them down the pipe.

Encourage children to construct their pipe(s) by attaching the individual paper tubes together with tape. Challenge them to use the tubes in numerical order 1-20.



MR 7 Logic & Reasoning

Invite the child to join you in banging on one tube or banging two paper tubes together to create sound.

Encourage children to explore the pompoms and their tubes. Ask guiding questions regarding cause and effect, such as "Do you think there's a way to make the pompom move more quickly through your tube?"

Encourage children to take turns rolling the die then explore options for moving pompoms from one end of the pipe to the other.

Invite the children to create a pipe (or series of pipes) that moves the pompom from one area of the classroom to another then explore ways to move the pompom along this system.

LESSON 11

Teddy Bear Factory



SUPPLIES

- Teddy Bear Factory Board Game
- Vehicle counters*
- Pocket Cubes (2)
- Teddy bear
- Scissors



MR 6 Classification

Matches and sorts.

SED 4 Social Relationships

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

SET UP

BENCHMARK 1

Gather a teddy bear.

BENCHMARK 2

Set out the Pocket Cube and place the Teddy Bear Cards face-up.

BENCHMARK 4

Set out the Board Game and vehicle counters with a Pocket Cube.

BENCHMARK 6

Set out vehicle counters and two Pocket Cubes (one with red/yellow/blue and one with plane/boat/train/bus).



MR 6 Classification

Invite the child to play with the teddy bear by interacting with familiar parts. For example: "Can you cover the bear's eyes? Can you tickle the bear's feet?"

Invite children to take turns rolling the Pocket Cube then taking a card of that color. If no cards of that color remain, invite them to roll again until they are able to take a card. The game is over when all of the cards have been taken. Afterward encourage children to sort their bears by color.

Invite children to take turns rolling the cube then moving a Game Piece to the color rolled.

Place all vehicle counters in a pile. Invite children to take turns rolling both Pocket Cubes to see what type of vehicle counter they may pick up (a yellow train, for example). If that type of counter is not available, the next child takes a turn. When all counters have been taken, the child with the most counters wins.



SED 4 Social Relationships

Invite the child to play peekaboo with you and the bear.

Encourage children to play cooperatively and be supportive as peers take their turns. Talk about feelings as they occur during gameplay (excitement, disappointment, frustration) while modeling them with your own facial expressions.

Encourage children to play cooperatively and be supportive as peers take their turn.

Encourage children to play cooperatively and be supportive as peers take their turn. Emphasize friendships and relationships throughout gameplay.

LESSON 12

Nature Soup



SUPPLIES

- Pots
- Different types of spoons/scoops
- Nature items
- Strainers
- Whisks
- Egg beaters
- Water



SCI 2 Natural & Earth Science

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

CA 4 Drama

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

SET UP

BENCHMARK 1

Set out a pot with water, leaves, slotted spoons and other scoops.

BENCHMARK 2

Set out a pot, sand, water, rocks, leaves, slotted spoons, strainers, whisks, egg beaters and other scoops.

BENCHMARK 4

Set out a pot, sand, water, rocks, leaves, slotted spoons and other scoops.

BENCHMARK 6

Set out a pot, sand, water, rocks, leaves, grass, slotted spoons and other scoops.



SCI 2 Natural & Earth Science

Encourage children to use the nature items to explore touching, smelling, stirring, splashing, scooping and pouring.

Encourage children to use the nature items to explore stirring, splashing, straining, sinking and floating.

Encourage children to use the nature items to explore stirring, splashing, straining, sinking and floating.

Encourage children to use the nature items to explore stirring, splashing, straining, sinking and floating. Talk about what they are including in their soup. Ask, "What would be different about this soup if we were making it for a lion? Raccoon?" Include vocabulary like herbivore, omnivore, carnivore.



CA 4 Drama

Invite children to pretend to taste the soup and say "yum" then pretend to smell it and act like it's stinky, etc.

Invite children to use familiar tools like spoons, whisks and egg beaters in their exploration, first demonstrating how to use them as necessary.

Pretend to be chefs making a nature soup.

Invite children to create and perform a short skit involving their soup.

Coin Investigation



SUPPLIES

- Various coins
- Playdough
- Paper
- Crayons
- Child-safe scissors
- Building materials



SCI 3 Physical Science

Explores forces, motion and physical properties of materials.

SS 2 Civics & Economics

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

SET UP

BENCHMARK 1

Set out several large play coins.

BENCHMARK 2

Set out various large play coins and playdough.

BENCHMARK 4

Set out sheets of paper, various coins and playdough.

BENCHMARK 6

Set out various coins and building materials (ramps, tubes) to be used as surfaces.



SCI 3 Physical Science

Invite the child to sit/lie on the floor and kick or move her arms to scatter the play coins.

Encourage children to press the large play coins into playdough and explore different imprints.

Encourage children to press coins into playdough and explore different imprints. Then experiment with making coin rubbings.

Invite children to experiment with creating different surfaces/ramps for the coins to travel over: smooth, rough, steep, shallow. Encourage them to compare how each type of coin travels over each surface they create. Ask, "Are there differences in how the coins travel?"



SS 2 Civics & Economics

Offer a coin to the child as she engages with the activity then invite her to hand you a coin in return.

Encourage children to use words to express their desire to use certain coins or playdough as they explore within the activity.

Provide child-safe scissors and invite children to cut out their coin rubbings.

Invite children to sort coins from smallest to biggest. Ask, "What are coins used for?" As children work, encourage them to refer to the coins they are using by both their names and their values.

How Much Hair?



SUPPLIES

- Counting Cards: 5 & 6*
- Playdough
- Dolls
- Photos of children's faces
- Scissors
- Glue
- Colored 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 dolls with different types of "hair" (yarn, fabric, felt).

BENCHMARK 2

Set out Counting Cards, children's photos and playdough.

BENCHMARK 4

Set out Counting Cards, children's photos and playdough.

BENCHMARK 6

Set out children's photos, child-safe scissors, glue, colored paper and two colors of playdough.



MR 1 Number Sense

Invite the child to listen as you count the dolls while placing them on the floor near the child.

Invite children to add one piece of dough onto each shape on the Counting Cards and count them aloud.

Invite children to add pieces of dough "hair" onto the Counting Cards or photos and count them aloud.

Invite children to add pieces of dough "hair" onto their photos. Challenge them to use two different colors to add a total of ten pieces of "hair." How many of each color did they use to make ten? Can they redo the "hairdo" in another combination of ten colored hairs?



PD 2 Fine Motor

Invite the child to grasp or make hand/foot contact with dolls placed nearby as they sit or lie on the floor, emphasizing the different textures of the dolls' hair.

Encourage children to press pieces of playdough onto the card or onto their picture to create "hair."

Encourage children to use the playdough to create pieces of "hair."

Invite children to cut out their photos to glue on a colored background.

Would You Rather?



SUPPLIES

- Would You Rather Game
- Vehicle counters* (buses only)
- Paper plates
- Scissors
- Paper
- Tape
- Marker
- Blocks



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

Gather preferred or interesting toys.

BENCHMARK 2

Gather Would You Rather Game, a small block for each child and two paper plates.

BENCHMARK 4

Set out blocks and work together to build a store.

BENCHMARK 6

Hang a large sheet of paper on the wall with an interesting question such as "What should we have for snack today?" with two or three answer choices.



SS 2 Civics & Economics

Encourage the child to take the chosen item from you. Invite him to give the toy back to you to play again with different items.

After all children have "voted" by placing their block on the plate with their favorite picture, count the blocks on each together to find the group's favorite picture.

Encourage children to demonstrate personal preferences when given a choice then vote for a group favorite.

Invite children to participate in voting to determine the day's snack. Record votes on the sheet of paper using tallies and count together to find the winning snack.



SED 1 Self-Awareness

Invite the child to choose an item as you hold one in each hand. Does he look at it, move toward it, reach out to grab it?

Invite children to participate as you read a Would You Rather question and place each corresponding card on a plate.

Invite children to "vote" for their favorite picture by placing their block on its plate.

Invite children to listen to a "Would You Rather" prompt then choose their preferred photo in response. Encourage children to discuss the question and options before voting, offering each child a turn to express their desire and reasoning.

Microphone



SUPPLIES

- Circle Time album (see Member Resources)
- Cardboard tube
- Foil
- Scarves
- Shakers
- Blanket
- Scrap paper
- Markers
- Tape or glue

CA 4 Drama

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

SED 1 Self-Awareness

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

SET UP

BENCHMARK 1

Play songs and set out items for music play such as silk scarves, shakers and cardboard tubes to use as instruments or pretend microphones.

BENCHMARK 2

Invite children to decorate their cardboard tubes with markers. Glue or tape a foil-covered ball of paper to the end of each tube. Set out a blanket and pretend it is a stage.

BENCHMARK 4

Invite children to decorate their cardboard tubes with markers. Glue or tape a foil-covered ball of paper to the end of each tube. Set out a blanket and pretend it is a stage.

BENCHMARK 6

Invite children to decorate their cardboard tubes with markers. Glue or tape a foil-covered ball of paper to the end of each tube. Set out a blanket and pretend it is a stage.



CA 4 Drama

Encourage the child to mimic simple movements like clapping or waving a scarf.

Play a song and use the microphones to pretend to be singers.

Play a song and use the microphones to pretend to be singers.

Play a song and use the microphone to pretend to be singers. Invite children to create their own group performance/routine to a song of their choice.



SED 1 Self-Awareness

Invite the child to sing or dance with you to the music, while using a prop as she dances.

Invite one child at a time to be the lead singer "on stage."

Invite one child at a time to be the lead singer "onstage."

Encourage children to work through their planning process together to decide on songs/roles.

DIY Mask



SUPPLIES

- Mask
- Feathers
- Jewels
- Craft stick
- Glue
- Tape
- Scissors
- Paint or markers
- Mirror
- Various masks

LLD 2 Communication

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

CA 4 Drama

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

SET UP

BENCHMARK 1

Set out various baby-safe masks and a child-safe mirror.

BENCHMARK 2

Set out all supplies and invite children to decorate their masks. Glue a craft stick to each one when finished.

BENCHMARK 4

Set out all supplies and invite children to decorate their masks. Glue a craft stick to each one when finished.

BENCHMARK 6

Set out all supplies and invite children to decorate their masks. Glue a craft stick to each one when finished.



LLD 2 Communication

Invite the child to explore the masks. Encourage her to vocalize or gesture to make her interests and preferences known.

Encourage children to share what kind of mask they are making.

Encourage children to invent a character to go with their masks then describe it to peers.

Encourage children to invent a character to go with their masks then describe it to peers. Invite them to answer questions like "Why did you choose this character?" or "What do you like best about this character?"



MR 4 Measurement

Invite the child to join you in trying the masks on. Show her with a mirror what she looks like with and without a mask.

Invite children to wear their masks and role-play their made-up character.

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Invite children to wear their masks and role-play their made-up character. Encourage them to describe their character, invent a setting and a special event in their role playing.

Beanbag Boogie



SUPPLIES

- Dancing with Community Helpers* CD
- Beanbags or sock balls

PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

LLD 1 Listening

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

SET UP

BENCHMARK 1

Set out bean bags or sock balls. Play the song.

BENCHMARK 2

Set out bean bags or sock balls. Play the song.

BENCHMARK 4

Set out bean bags or sock balls. Play the song.

BENCHMARK 6

Set out bean bags or sock balls. Play the song.



PD 1 Gross Motor

Invite the child to dance and explore/toss the bean bags or sock balls.

Invite children to dance and toss a beanbag or balled-up sock.

Invite children to dance and toss a beanbag or balled-up sock.

Invite children to dance and toss a beanbag or balled-up sock. Encourage them to make up their own moves to a different song.



LLD 1 Listening

Encourage the child to listen to the song and try some simple movements with you.

Encourage children to listen to the song's prompts and join you in following them.

Encourage children to listen to the song's prompts and follow them.

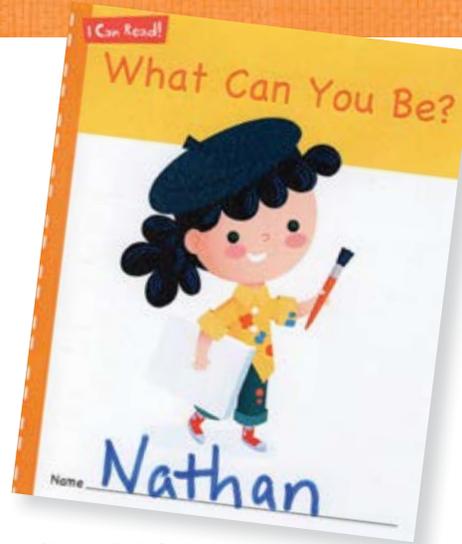
Encourage children to listen to the song's prompts and follow them. Then invite them to follow the new sequence of moves they've created to a different song, reminding them of the sequence verbally before the song starts and prompting as needed.

What Can You Be?



SUPPLIES

- Sight Word Pointers: you, can, be
- I Can Read book: *What Can You Be?*
- Crayons
- Board books



LLD 5 Concepts of Print

Uses print concepts and explores books and other text.

LLD 4 Alphabetic Knowledge

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

SET UP

BENCHMARK 1

Set out infant-safe books or board books.

BENCHMARK 2

Set out the I Can Read books and invite children to explore the pages and talk about the pictures.

BENCHMARK 4

Set out the I Can Read books and invite children to explore the pages and talk about the pictures.

BENCHMARK 6

Set out the I Can Read books and invite children to explore the pages and talk about the pictures.



LLD 5 Concepts of Print

Encourage the child to explore the books by opening them and looking at the pictures.

Read the book aloud and invite children to turn each page in their books.

Read the book aloud as children follow the words with their fingers.

Invite children to circle all ending punctuation in the book. Read the book aloud and discuss the types of punctuation on each page.



LLD 4 Alphabetic Knowledge

Name the pictures the child engages with and invite him to repeat the names.

Read the book a second time and invite children to join you in following the words with their fingers. Afterward invite them to "read" their books independently.

Read the book a second time and invite children to circle the word "can" on each page.

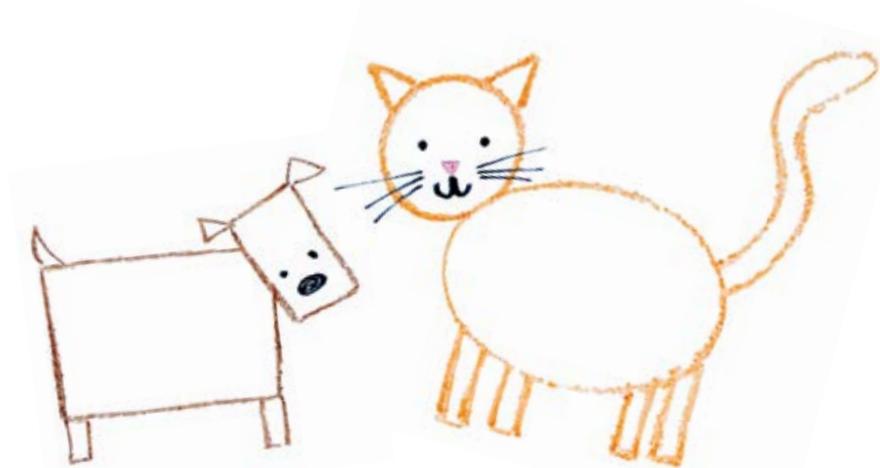
Invite the children to read the book independently or to the group.

Draw with Shapes



SUPPLIES

- Shape Drawing Guide
- Paper
- Crayons
- Paper shape cutouts



MR 3 Shapes

Identifies shapes and their characteristics.

CA 3 Visual Arts

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

SET UP

BENCHMARK 1

Set out a variety of paper shapes.

BENCHMARK 2

Set out a variety of pre-drawn shape animals and a variety of paper shapes that match those used in the drawings.

BENCHMARK 4

Set out a variety of paper shapes and the Shape Drawing Guide.

BENCHMARK 6

Set out a variety of paper shapes and the Shape Drawing Guide.



MR 3 Shapes

Invite the child to explore the paper shapes.

Invite children to choose a pre-drawn shape animal and match paper shapes onto the shapes in the drawing.

Review shape names then encourage children to use the Drawing Guide to draw shape animals on their own pieces of paper.

Invite children to identify shape names then encourage them to use the Drawing Guide to draw shape animals on their own. Invite them to create their own shape animals and name the shapes they used.



CA 3 Visual Arts

Encourage the child to explore the paper shapes by feeling, kicking, grasping, crumpling, listening.

Invite children to explore the paper shapes by matching them onto the drawn shape animals or by creating their own shape animals.

Invite children to explore creating animals with basic paper shapes.

Invite children to explore creating animals with basic paper shapes.