

Learning Game Calendar

INFANTS • TODDLERS • PRESCHOOL • SCHOOL-AGE

___/___/___

<p>LESSON 1 The Tiny Seed LLD 6 Reading Comprehension</p> 	<p>LESSON 2 What's in the Garden? MR 1 Number Sense</p> 	<p>LESSON 3 Not Too Much! MR 1 Number Sense</p> 	<p>LESSON 4 Sweet Potato CA 2 Dance & Movement</p> 	<p>LESSON 5 Digging for Worms MR 2 Spatial Awareness</p> 
<p>LESSON 6 Moving Like a Plant CA 2 Dance & Movement</p> 	<p>LESSON 7 Community of Leaves SS 1 Culture & Community</p> 	<p>LESSON 8 Planting a Rainbow LLD 6 Reading Comprehension</p> 	<p>LESSON 9 F Is for Flower LLD 3 Phonological Awareness</p> 	<p>LESSON 10 Weeding the Colors SCI 4 Technology</p> 
<p>LESSON 11 Under the Dirt LLD 3 Phonological Awareness</p> 	<p>LESSON 12 Build a Scarecrow MR 2 Spatial Awareness</p> 	<p>LESSON 13 Rabbit Mask SED 1 Self-Awareness</p> 	<p>LESSON 14 Animals in the Garden MR 5 Patterns</p> 	<p>LESSON 15 Design a Beehive SCI 4 Technology</p> 
<p>LESSON 16 Take a Bite! PD 4 Personal Care</p> 	<p>LESSON 17 Produce Patterns MR 5 Patterns</p> 	<p>LESSON 18 Stone Soup Collage SS 1 Culture & Community</p> 	<p>LESSON 19 Jumping Peas CA 2 Dance & Movement</p> 	<p>LESSON 20 Lettuce Turnip the Beet! LLD 6 Reading Comprehension</p> 

The Tiny Seed



LLD 6 Reading Comprehension

Understands concepts of text.
Recalls and extends details.



SUPPLIES
Book: The Tiny Seed

Where is your child along the learning path?

INFANTS

Hold the child and read any book. Point at the pictures while you read.

TODDLERS

Play a listening game while you read. Encourage the child to show you a fist each time you read the word "seed."

PRESCHOOL / PRE-K

Read the story to the children and invite them to find the tiny seed on each page. Encourage them to pretend their finger is the seed traveling through the air.

YOUNG SCHOOL-AGE

After reading the book, give each child a seed to glue on a paper. Encourage them to write their own "tiny seed" story. Take turns reading the stories to each other.



Language & Literacy Development

LLD 6 Reading Comprehension

GROUP ASSESSMENT QUICK REFERENCE

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What's in the Garden?



MR 1 Number Sense

Understands concepts of number and quantity.



SUPPLIES

Theme Poster
I Spy Glass
Cube Cards: Garden
Numbers
Pocket Cube or box
Tape

Where is your child along the learning path?

INFANTS

Tape the poster on the floor and look at it with the child. Name the pictures and colors as the child explores and touches the poster.

TODDLERS

Roll the cube and identify the number. Encourage the children to find the same quantity of the same picture on the Theme poster.

PRESCHOOL / PRE-K

Invite children to use an I Spy Glass and find a specific object on the Theme Poster. Count the total number of each type of object.

YOUNG SCHOOL-AGE

Count similar items on the poster and record how many there are to determine which item is pictured most.



Mathematics & Reasoning

MR 1 Number Sense

GROUP ASSESSMENT QUICK REFERENCE

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Flower

Leaf

Stem

Roots

Not Too Much!



MR 1 Number Sense

Understands concepts of number and quantity.



SUPPLIES

Clear containers
Marker
Eyedroppers or turkey basters
Water
Dice

Where is your child along the learning path?

INFANTS

Fill water bottles with different amounts of water. Explore shaking and playing with the bottles. Talk about which one has a lot of water.

TODDLERS

Pour or squirt water into clear containers and talk about if we need one more to fill it up to the line.

PRESCHOOL / PRE-K

Encourage children to use eyedroppers to squeeze water into containers up to a fill line. Count the number of squirts to fill it up.

YOUNG SCHOOL-AGE

Play as a group. Each child has the same size clear cup. Roll dice and put the same amount of water squirts in the cup. Continue to take turns rolling and squirting. After five turns, who has the most water in the cup?



Mathematics & Reasoning

MR 1 Number Sense

GROUP ASSESSMENT QUICK REFERENCE

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Sweet Potato



CA 2 Dance & Movement

Expresses through dance and develops movement techniques.



SUPPLIES

Monthly CD

Where is your child along the learning path?

INFANTS

Rock the child back and forth to the beat of the song.

TODDLERS

Play the music and give verbal prompts, e.g., touch the ground, twirl around, squat low, tiptoe up high. Wait for children to do the movement then do it with them.

PRESCHOOL / PRE-K

Invite children to dance freely to the music then plant their "roots" (feet) into the ground each time they hear the chorus.

YOUNG SCHOOL-AGE

Invite children to work in pairs and make up a dance routine with 4 moves that they repeat over and over to the music.



Creative Arts

CA 2 Dance & Movement

GROUP ASSESSMENT QUICK REFERENCE

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Digging for Worms



MR 2 Spatial Awareness

Understands how objects move in space and describes their location, e.g., on, under, next to.



SUPPLIES

Rubber worms
Bin of dirt
Spoon
Bowl
Cup

Where is your child along the learning path?

INFANTS

Put the worm under a cup. Invite the child to find and touch the worm. Supervise so that the child does not put it in his mouth.

TODDLERS

Demonstrate how to dig holes with the spoon. Encourage children to dig up a worm then use the spoon to move the worm to the bowl.

PRESCHOOL / PRE-K

Invite children to play with a rubber worm and respond to two- or three-step directions, e.g., "Dig it up, put it on a chair, wiggle your body."

YOUNG SCHOOL-AGE

Give 4-5 step directions for what to do with the worm. See if the child can remember all the steps on his own.



Mathematics & Reasoning

MR 2 Spatial Awareness

GROUP ASSESSMENT QUICK REFERENCE

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Moving Like a Plant



CA 2 Dance & Movement

Expresses through dance and develops movement techniques.



SUPPLIES

Monthly CD
Plant Movement Cards
Scissors

Where is your child along the learning path?

INFANTS

Play the song and hold the child in a standing position (or stand with the child) and rock side-to-side.

TODDLERS

Invite children to look at the Movement Cards while music plays and pretend to be growing plants. Squat down low and hug knees to form a "seed." Then slowly stand up, reaching arms to the sky.

PRESCHOOL / PRE-K

Encourage children to follow movement prompts and demonstrate stages of plant development/growth while listening to music.

YOUNG SCHOOL-AGE

Play Simon Says. Name a stage of plant growth and invite children to make a movement for it. For example, "Simon says be a seed. Simon says bloom."



Creative Arts

CA 2 Dance & Movement

GROUP ASSESSMENT QUICK REFERENCE

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Community of Leaves



SS 1 Culture & Community

Explores communities and families, culture and traditions.



SUPPLIES

Paper: green, brown
 Scissors
 Marker
 Small photo of each child
 Tape
 Nature items

Where is your child along the learning path?

INFANTS

Make a tree trunk from paper and trace children's hands on green paper. Cut out the handprints for the leaves.

TODDLERS

Make a tree trunk and branches out of paper and tape it on the wall. Put all the leaves on the floor. Name one child at a time to find their leaf and stick it to the tree.

PRESCHOOL / PRE-K

Invite children to cut out paper leaves and decorate them. Work together to add the foliage to a paper tree.

YOUNG SCHOOL-AGE

Create a friendship tree together. Design the tree trunk then encourage children to cut out a leaf and write ideas on each leaf for how to be a good friend. Continue to add leaves whenever someone does something kind for another.



Social Studies

SS 1 Culture & Community

GROUP ASSESSMENT QUICK REFERENCE

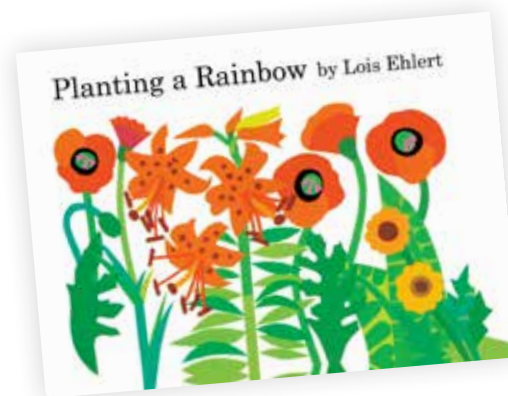
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Planting a Rainbow



LLD 6 Reading Comprehension

Understands concepts of text. Recalls and extends details.



SUPPLIES

Book: Planting a Rainbow
Monthly CD
Paper
Crayons/markers
Scissors

Where is your child along the learning path?

INFANTS

Read a book and look at the colors on each page. Look for the color red.

TODDLERS

Read a book about a rainbow and give each child a different color to draw on the paper. Make a community rainbow.

PRESCHOOL / PRE-K

Read the story and talk about rainbow colors in a garden.

YOUNG SCHOOL-AGE

Read the book then invite each child to draw a picture about their favorite color. Take turns presenting the pictures then put all pages together to make a class book.



Language & Literacy Development

LLD 6 Reading Comprehension

GROUP ASSESSMENT QUICK REFERENCE

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F Is for Flower



LLD 3 Phonological Awareness

Hears small units of sounds.



SUPPLIES

Coloring: Letter F
Hands-On Letter: F
Tape
Crayons
Scissors
Highlighter
Flower petals & glue
(optional)
Stapler

Where is your child along the learning path?

INFANTS

Gather flowers and explore how they feel and smell. Then tape a flower on a paper for children to take home.

TODDLERS

Observe children's hands and how they control the crayons while coloring freely on a vertical surface. Ask the child what letter is on the page and explore repeating the /f/ sound while coloring.

PRESCHOOL / PRE-K

Invite children to color the letter F and practice making the /f/ sound together.

YOUNG SCHOOL-AGE

Make a letter F class book. Each child draws something that begins with F and writes a sentence about it. Staple all the pages and read it aloud.

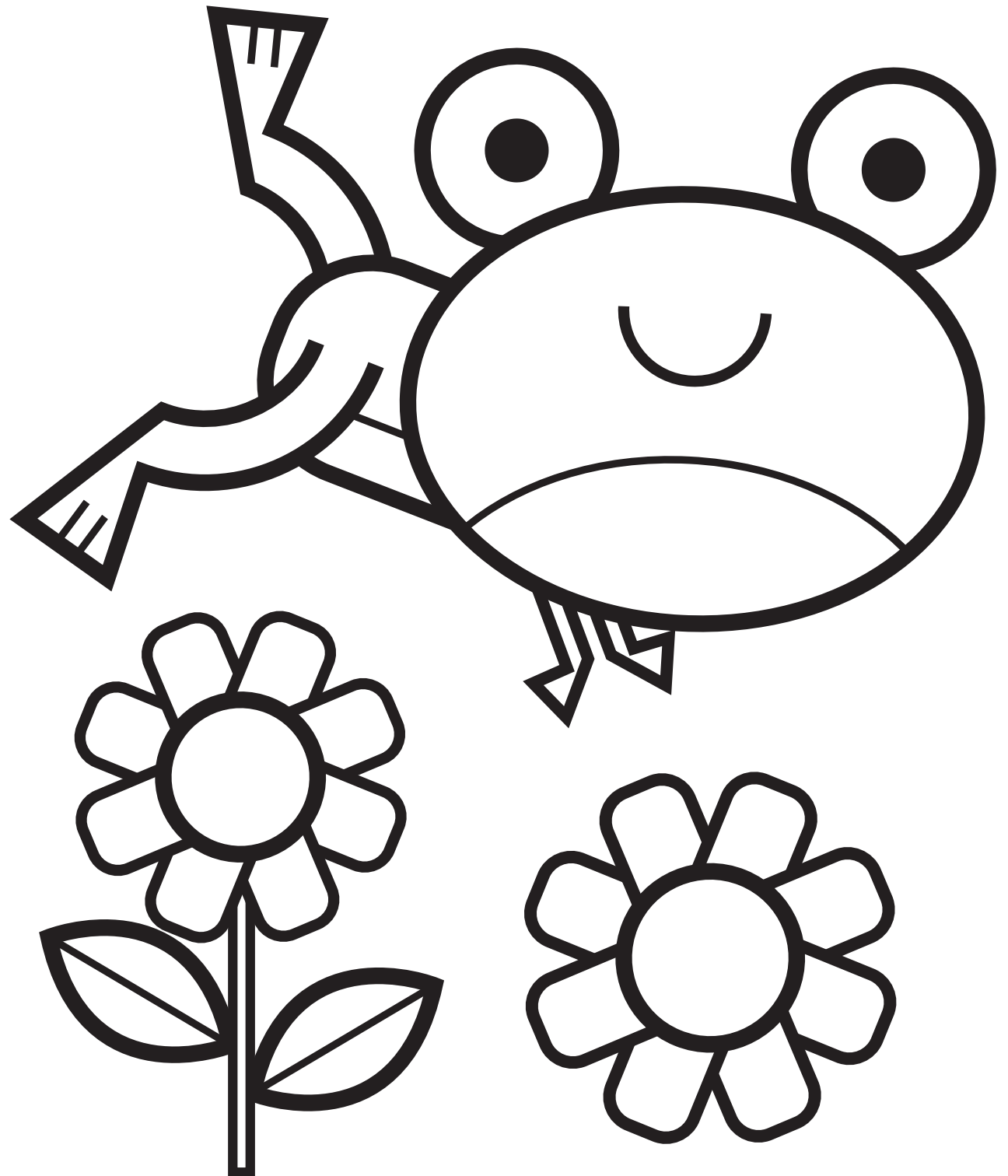
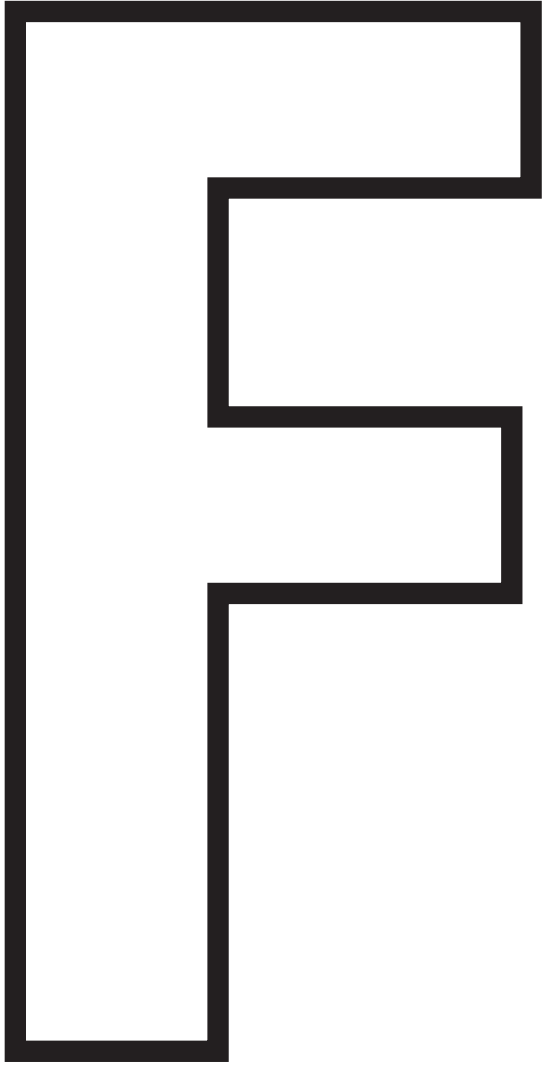


Language & Literacy Development

LLD 3 Phonological Awareness

GROUP ASSESSMENT QUICK REFERENCE

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Weeding the Colors



SCI 4 Technology

Explores technology and how things work.



SUPPLIES

Shape links
Craft sticks
Playdough
Tongs
Fork
Tweezers
Bag
Plastic container
Scissors
Collage materials

Where is your child along the learning path?

INFANTS

Punch holes in the lid of a plastic container. Stick craft sticks halfway into the lid holes. Encourage the children to pull out the sticks and push them back in.

TODDLERS

Invite children to take turns pulling a link out the bag. Identify the color. Encourage them to use the tongs to grab a similar matching color link from the playdough.

PRESCHOOL / PRE-K

Invite children to take turns exploring various tools to pull a craft stick out the bag. Identify the color. Which tool is easiest to use? Which is most difficult?

YOUNG SCHOOL-AGE

Set out a variety of collage materials such as twist ties, rubber bands, craft sticks and pipecleaners. Encourage children to invent a tool to pick up craft sticks.



Science

SCI 4 Technology

GROUP ASSESSMENT QUICK REFERENCE

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Under the Dirt



LLD 3 Phonological Awareness

Hears small units of sounds.



SUPPLIES

- Matching Cards
- Scissors
- Bin of dirt
- Tape

Where is your child along the learning path?

INFANTS

Tape two sets of matching cards to the wall. Observe which pictures the child engages with most. Name the pictures.

TODDLERS

Hide one set of cards in the dirt. Give each child the remaining cards. Invite each child to take a turn reaching into the dirt to find a card. Does it match? What letter sound does the picture begin with?

PRESCHOOL / PRE-K

Hold one set of cards and leave the other set face-up. Tell children you have something that begins with, e.g., "the /r/ sound." Invite them to choose a matching picture card (e.g., rabbit) then draw the letter R in the dirt.

YOUNG SCHOOL-AGE

Show children one card and brainstorm words that rhyme with it. Write down how many words the children can think of for each card.



Language & Literacy Development

LLD 3 Phonological Awareness

GROUP ASSESSMENT QUICK REFERENCE

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Build a Scarecrow



MR 2 Spatial Awareness

Understands how objects move in space and describes their location, e.g., on, under, next to.



SUPPLIES

Scarecrow Pictures
Scarecrow Puzzle Cards
Scissors
Tape

Where is your child along the learning path?

INFANTS

Tape the scarecrow picture to the wall with a small piece of fabric covering it like a flap. Observe how the child lifts the fabric flap to discover the scarecrow picture.

TODDLERS

Cut the scarecrows into two pieces (top and bottom). Tape the scarecrow bottoms to the table. Children take a top piece and place it on the bottom that matches.

PRESCHOOL / PRE-K

Encourage children to work together to build a scarecrow using the different pieces.

YOUNG SCHOOL-AGE

Encourage children to draw a body shape then cut different clothes out of construction paper. Invite them to dress up their scarecrow bodies.

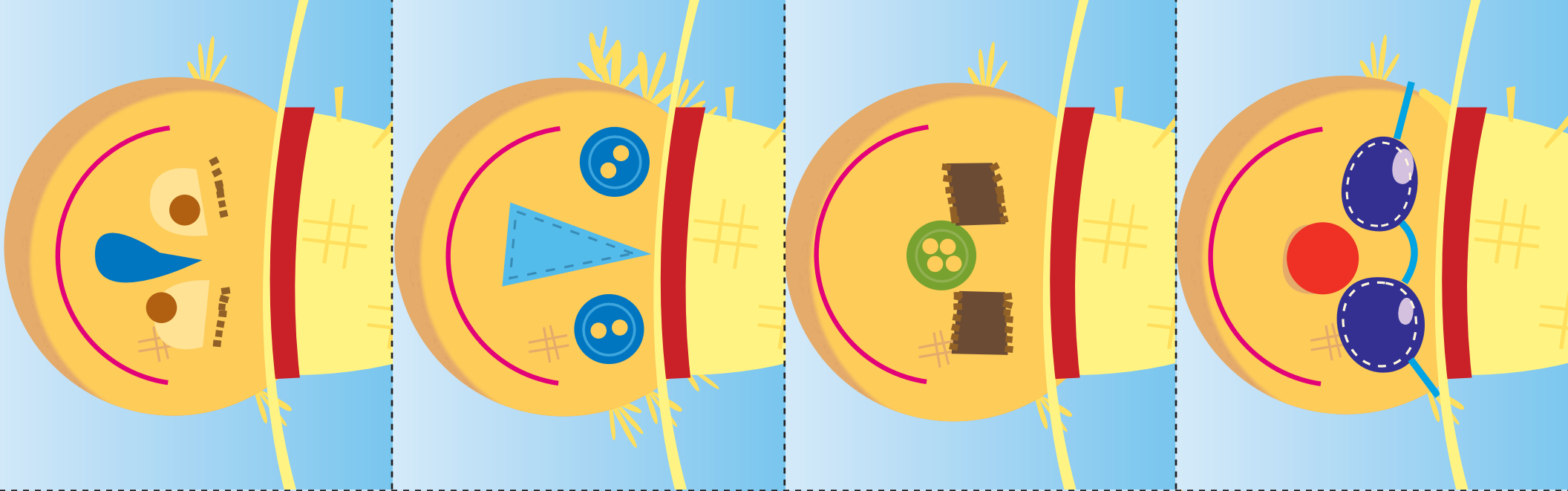


Mathematics & Reasoning

MR 2 Spatial Awareness

GROUP ASSESSMENT QUICK REFERENCE

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Rabbit Mask



SED 1 Self-Awareness

Shows awareness of self as distinct from others.
Expresses needs, wants and preferences.

SUPPLIES

Monthly CD
Paper plate
Craft stick
Paper: white
Tape
Glue
Crayons/markers
Scissors

Where is your child along the learning path?

INFANTS

Make a bunny mask and play peekaboo with the baby.

TODDLERS

Invite children to draw big rabbit ears on the paper. After they color, cut out the ears and help tape them on the paper plate. Name a number and invite children to jump that many times.

PRESCHOOL / PRE-K

Invite children to create a rabbit mask with a paper plate and craft stick. Dance to music, freeze in place then dance again.

YOUNG SCHOOL-AGE

Brainstorm animals that might sneak into a garden. Encourage children to use the paper plate to make that animal.



Social & Emotional Development

SED 1 Self-Awareness

GROUP ASSESSMENT QUICK REFERENCE

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Animals in the Garden



MR 5 Patterns

Identifies, reproduces and creates patterns.



SUPPLIES

- Board Game
- Cube & Pieces
- Tape
- Scissors
- Sticky notes

Where is your child along the learning path?

INFANTS

Put one of the animal pieces on a craft stick to make a little puppet. Make a pattern of hiding the stick behind your back, under your knee then kiss the child's toe. Repeat these three movements over and over. Does the child start to anticipate what comes next?

TODDLERS

Look at the game board and recite the color pattern over and over while sitting with children and slapping knees. While reciting, pause and wait for children to say what color comes next in the pattern. Then roll and move an animal to the matching colors.

PRESCHOOL / PRE-K

Cover three places on the Game Board with a sticky note or paper. If a child lands on a sticky note, ask him to guess what is hiding under the note. Look at the Game Board for a clue to the repeating pattern. The child gets a second turn if he guesses correctly.

YOUNG SCHOOL-AGE

Cover 10 places on the game board with a sticky note or paper. If a child lands on a sticky note, ask him to guess what is hiding under the note. Look at the game board for a clue to the repeating pattern. The child gets a second turn if he guesses correctly.



Mathematics & Reasoning

MR 5 Patterns

GROUP ASSESSMENT QUICK REFERENCE

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Design a Beehive



SCI 4 Technology

Explores technology and how things work.



SUPPLIES

Pompoms
Egg carton
Paper tubes
Spoon
Bowl
Tape
Scissors

Where is your child along the learning path?

INFANTS

Set out an empty egg carton for the child to touch and explore.

TODDLERS

Play a game where the "bees" (bowl of pompoms) are on one side of the room and the "hive" (egg carton) is on the other side. Invite children to take one pompom on a spoon over to the egg carton.

PRESCHOOL / PRE-K

Cut the egg cartons into individual cells. Invite children to tape the cells together to make a hive. Investigate tape and how to use it to assemble the egg sections.

YOUNG SCHOOL-AGE

Set out egg cartons, paper, old paper tubes. Encourage children to draw a beehive design and then try to build it.



Science

SCI 4 Technology

GROUP ASSESSMENT QUICK REFERENCE

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Take a Bite!



PD 4 Personal Care

Responds to and initiates routines for hygiene, feeding and dressing self.



SUPPLIES

Carrots (4 different sizes)
Orange paper strips
(optional)
Cooked carrots
Peeler

Where is your child along the learning path?

INFANTS

Serve carrot baby food. Talk about the color and taste.

TODDLERS

Explore carrots and taste test a cooked carrot. Talk about how they help our eyes. Set out four carrots. Encourage children to help you arrange the carrots from smallest to biggest. Help them compare one carrot at a time and determine which is smaller.

PRESCHOOL / PRE-K

Invite children to take a bite of carrot. Talk about vitamin A, which helps vision. Encourage them to count from across the room the numbers of fingers held up.

YOUNG SCHOOL-AGE

Set out carrots for children to wash and peel with a potato peeler.



Physical Development

PD 4 Personal Care

GROUP ASSESSMENT QUICK REFERENCE

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Produce Patterns



MR 5 Patterns

Identifies shapes and their characteristics.



SUPPLIES

Pattern Guide & Cards

Scissors

Tape

Bowl of real produce

Where is your child along the learning path?

INFANTS

Use real produce and put the vegetables or fruit in a bowl for children to pull out and investigate.

TODDLERS

Give each child a card to put on the Pattern Guide. Can they find a matching picture to place it on? Slap your knees and recite the pattern. Encourage the children to copy you as you say the pattern in rhythm over and over.

PRESCHOOL / PRE-K

Create an AABBC pattern with vegetable cards.

YOUNG SCHOOL-AGE

Encourage children to use the cards and create their own repeating pattern. Then repeat and create a different repeating pattern.



Mathematics & Reasoning

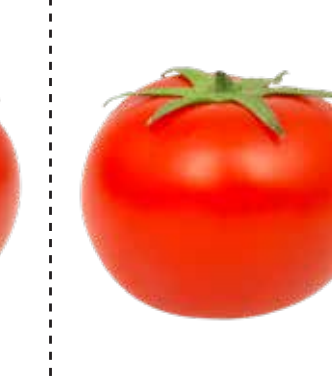
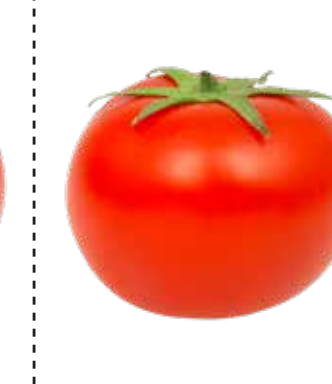
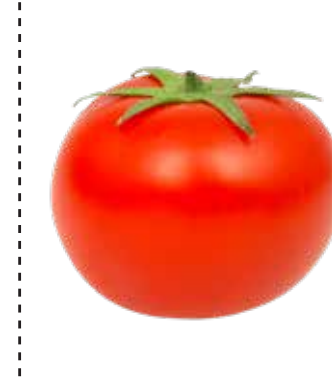
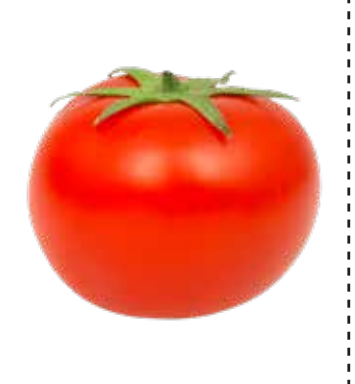
MR 5 Patterns

GROUP ASSESSMENT QUICK REFERENCE

CHILD'S NAME	INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE
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Stone Soup Collage



SS 1 Culture & Community

Explores communities and families, culture and traditions.



SUPPLIES

- Pot shape
- Vegetable Page
- Alphabet pasta
- Glue
- Bowl
- Pot
- Real vegetables
- Construction paper
- Scissors
- Noodles

Where is your child along the learning path?

INFANTS

Set out a real pot and a few real vegetables. Explore putting them in and out of the pot. Ask the child for a vegetable and observe if the child hands it to you.

TODDLERS

Read the folktale about Stone Soup. Give each child a Vegetable Page and encourage them to tear it into small pieces. Then squirt glue on the pot and invite them to collage the paper and alphabet pasta on the pot.

PRESCHOOL / PRE-K

Read a folktale about sharing then create a soup collage with alphabet pasta and vegetable photos.

YOUNG SCHOOL-AGE

Set out construction paper for children to cut out their own vegetables, noodles and other ingredients for their soup.



Social Studies

SS 1 Culture & Community

GROUP ASSESSMENT QUICK REFERENCE

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Jumping Peas



CA 2 Dance & Movement

Expresses through dance and develops movement techniques.



SUPPLIES

Monthly CD
Masking tape

Where is your child along the learning path?

INFANTS

Listen to the song and explore a real peapod with the child.

TODDLERS

Make a masking tape diamond on the floor. Play "Peas in a Pod." Whenever you hear "a pea jumps in the pod," everyone jumps inside the shape. Then jump back out and show the same amount of fingers as indicated in the song.

PRESCHOOL / PRE-K

Make a masking tape diamond on the floor. Play track 3 on the CD. Listen for the words "jumps in the pea pod." Invite children to jump in and out of the shape on the floor. Explore jumping in and out on one foot.

YOUNG SCHOOL-AGE

Make a masking tape diamond on the floor. Play track 3 on the CD. Listen for the words "jumps in the pea pod." Invite one child at a time to jump into the shape on the floor. Continue to add more children and see how many fit inside.



Creative Arts

CA 2 Dance & Movement

GROUP ASSESSMENT QUICK REFERENCE

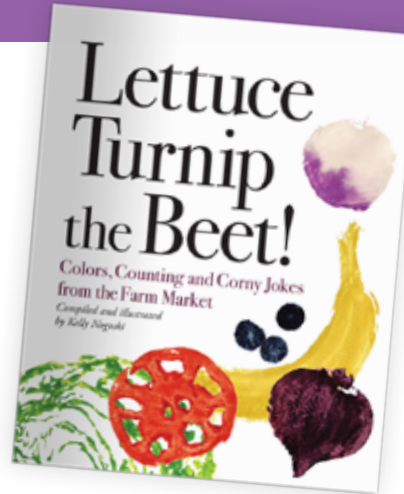
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Lettuce Turnip the Beet!



LLD 6 Reading Comprehension

Understands concepts of text. Recalls and extends details.



SUPPLIES

Book and Cut & Play
Story Pieces: Lettuce
Turnip the Beet!
Scissors

Where is your child along the learning path?

INFANTS

Open the book and name the colors and pictures on the pages.

TODDLERS

Hold one of the Story Pieces while each child holds his own photo. Invite children to use their photos to say "hi" to your Story Piece. Use your Story Piece to ask questions of each child. "What is your name? Do you eat lettuce?"

PRESCHOOL / PRE-K

Invite children to predict what type of produce will be on the next page. Use the Story Pieces to explore while making predictions.

YOUNG SCHOOL-AGE

After reading the book, encourage children to pick their favorite joke and practice saying it to another friend.



Language & Literacy Development

LLD 6 Reading Comprehension

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