



To our Preschool Parents!

Provided is a packet of activities for you to do with your scholar during our time apart. The Preschool Packet is divided into six weeks. Each week/day contains activities which hit all the major developmental areas for your scholar.

Please feel free to use these activities as you see fit, depending on your scholar mood and ability to stay on task. Please do not get discouraged if your scholar does not sit for the duration of an activity. You can always start an activity and move onto another.

If you have any question or concerns, please feel free to reach out to your scholar teacher via Remind.

A handwritten signature in blue ink, which appears to read "Pat A. Davis-Joyner", is written over the printed name.

Pat A. Davis-Joyner

Master Teacher of Preschool

P.S.

You can send me a message through Room 10 Remind as by texting the message @wdcr to the number 81010.



Some websites for our Preschool Scholars are as follows:

- www.PBSKids.org
- www.ABCmouse.com
- www.scholastickids.com
- www.nickjr.com

Some recommendation for sensory play for our scholars is:

- Shaving cream
 - Play Doh
 - Rice
- Dry Pasta

If you have any shoebox place one of these items inside, cut a hole in the lid and allow them to feel and guess the item you put inside the box. This is allowing the scholar to work on sensory and fine motor skills.

Any book you have in your home and we will be sending home some books with your scholars for you to read with them.

30

31

1

2

3

Bread-Investigation 3

Bread-Investigation 3

Bread-Investigation 3

Bread-Investigation 3

Bread-Investigation 3

Question of the Week

Who works with bread?

Question of the Week

Who works with bread?

Question of the Week

Who works with bread?

Question of the Week

Who works with bread?

Question of the Week

Who works with bread?

Question of the Day

What is the best part to wear while baking bread?

What is the best part to wear while baking bread? (Show my and tell me) a few different hats. (How sticky messes for the children to wear their hats on?)

Question of the Day

What is the name of a restaurant that makes bread or serves things on bread?

What is the name of a restaurant that makes bread or serves things on bread?

Question of the Day

Do you know any of these letters? (Show a picture of restaurant signs)

Do you know any of these letters? (Show a picture of restaurant signs)

Question of the Day

How much should our buns, sandwiches or other breads cost?

How much should our buns, sandwiches or other breads cost?

Question of the Day

What questions do you have for our guests?

What questions do you have for our guests?

Large Group

Large Group

Try a song to welcome the children

MM#26 Let's Clapping

Review the QOW and QOD

Large Group

Sing a song to welcome the children

MM#59 Clap the Beat

Review the QOW and QOD

Large Group

Sing a song to welcome the children

MM#69 We Like Clapping

Review the QOW and QOD

Large Group

Sing a song to welcome the children

MM#40 Clap a Friend's Name

Review the QOW and QOD

Large Group

Sing a song to welcome the children

MM#10 I'm Happy I'm Happy I'm Happy

Review the QOW and QOD

Mighty Minutes

Mighty Minutes

MM#26 Let's Clapping

Mighty Minutes

Mighty Minutes

MM#71 We Like Clapping

Mighty Minutes

Mighty Minutes

MM#59 Clap the Beat

Mighty Minutes

MM#69 I Have One

Mighty Minutes

Mighty Minutes

MM#69 We Like Clapping

Mighty Minutes

MM#69 This Old Man

Mighty Minutes

Mighty Minutes

MM#40 Clap a Friend's Name

Mighty Minutes

MM#63 Let's Make a Cake

Mighty Minutes

Mighty Minutes

MM#10 I'm Happy I'm Happy I'm Happy

Mighty Minutes

MM#100 Huddle Yeah Done

Read-Aloud

Read-Aloud

Read-Aloud

Classroom Books and Library Books about Bread

Read-Aloud

Read-Aloud

Stone Soup

Small Group

Small Group

MM#4 Number Cards

Choice Time

Choice Time

Dramatic Play Area, tools and materials similar to what you would see in a restaurant kitchen

Read-Aloud

Read-Aloud

Classroom Books and Library Books about Bread

Small Group

Small Group

MM#22 Coupon Match

Choice Time

Choice Time

Dramatic Play Area, restaurant props

Read-Aloud

Read-Aloud

Classroom Books and Library Books about Bread

Small Group

Small Group

MM#2 Mustard and Compare

Small Group

Small Group

MM#25 The Long and Short of It

Read-Aloud

Read-Aloud

Classroom Books and Library Books about Bread

Small Group

Small Group

MM#20 Burger Heroes

Small Group

Small Group

MM#51 The Day

Small Group

Small Group

Small Group

MONDAY

Recycle Song

71

Objective 34
Explores musical concepts and expression

Related Objectives: 3, 7, 13, 26, 30

What You Do

1. Sing together to the tune of "Jingle Bells," or chant as a rap song.

Recycle, recycle
Let's sort all the trash.
Recycle, recycle
Paper, plastic, glass.
Recycle, recycle
Don't throw it in the trash.
We'll take the cartons and the cans
And make them all go SMASH.

2. Clap hands loudly when you say *smash*.

Echo Clapping

26

Objective 23
Demonstrates knowledge of patterns

Related Objectives: 1, 3, 8, 34, 35

What You Do

1. Ask the children to repeat, or "echo," your claps.
2. Clap rhythmically three times.
3. Clap a simple pattern and invite children to repeat it, e.g., clap, clap, clap; clap, clap, clap.
4. Increase the difficulty of the patterns as appropriate.

TUESDAY

Clap the Beat

59

Objective 15

Demonstrates phonological awareness

Related Objectives: 3, 8, 20, 34

What You Do

1. Line up several study-related items or pictures in front of the children.
2. Create a rhythmic pattern by clapping each syllable as you name the item, e.g., ba-na-na (3 claps), ap-ple (2 claps), grape-fruit (2 claps), or plum (1 clap).
3. Repeat the clapping syllable rhythm together.
4. Create a new rhythmic pattern by changing the order of the items.

I Have One

98

Objective 16

Demonstrates knowledge of the alphabet

Related Objectives: 1, 3, 5, 8, 9, 12, 29

What You Do

1. Give the children their respective name cards.
2. Have children squat in a circle. Hold up a letter card and say, "Does anyone have one of these letters in their name?"
3. Invite children who have that letter to jump up and shout, "I have one!"
4. Then have children squat again and wait for you to call out another letter.
5. Repeat the game until all the children have had a chance to jump up.

We Like Clapping

89

Objective 20

Uses **number** concepts and operations

Related Objectives: 1, 4, 5, 7, 8, 9, 15, 34

What You Do

Clap and sing along to the tune of "Alouette."

We like [clapping], you know
that we like [clapping].

We like [clapping], it's what
we like to do.

One, two, three, four, five,
six, seven (echo).

Eight, nine, ten (echo).

Once again (echo).

Oh, oh, oh, oh....

This Old Man

96

Objective 15

Demonstrates phonological awareness

Related Objectives: 3, 7, 8, 9, 14, 20, 34

What You Do

1. Sing and create motions to go with each line.

2. Create new verses with words that rhyme with the numbers you count, e.g., three... on my knee.

This old man, he played [one]

He played knick knack [on my thumb]

With a knick knack paddy wack, give a dog
a bone

This old man came rolling home.

This old man, he played [two]

He played knick knack [on my shoe]...

WEDNESDAY

Clap a Friend's Name

40

Objective 15

Demonstrates phonological awareness

Related Objectives: 1, 3, 8, 11, 20, 35

What You Do

1. To the tune of "Mary Had a Little Lamb," clap each syllable of a child's name as part of the song.

Clap a friend's name with me,
Name with me,
Name with me.
Clap a friend's name with me.
Let's try [Ka-cy].
[Ka-cy] (clap-clap)

2. Repeat the song, substituting different children's names.

Let's Make a Cake

83

Objective 16

Demonstrates knowledge of the alphabet

Related Objectives: 3, 7, 11, 14, 15, 19, 30, 36

What You Do

1. Recite the following rhyme together.
2. Tell the children to pretend they are making a cake.
3. Hold up a letter card to determine what letter will appear on the cake.

Let's make a chocolate fudge cake, just like a baker man.

We'll beat the eggs and mix it up as quickly as we can.

We'll pat it and we'll ice it and we'll mark it with a [T],

And put it in the oven for [Tabitha] and me!

THURSDAY

FRIDAY

Hippity, Hoppity, How Many?

07

Objective 20

Uses number concepts and operations

Related Objectives: 3, 7, 9, 11, 14, 20

What You Do

1. Close your fists in front of your body.
2. Shake your fists a few times and say, "Hippity, hoppity!...how many?"
3. Quickly hold up some fingers on each hand.
4. Have the children count the combined number of fingers you're holding up.
5. With the children, write that numeral in the air with your finger. Stand so that the children can see the correct orientation of the numeral.

Riddle Dee Dee

04

Objective 15

Demonstrates phonological awareness

Related Objectives: 3, 4, 5, 8, 9, 11, 20, 34

What You Do

1. Chant the following rhyme, and keep the beat.

Riddle dee dee, riddle dee 'dee.

Can you make a rhyme with me?

I say [ball], you say [fall].

[Ball], [fall], [mall], [gall].

2. Provide the first two rhyming words and invite the children to continue making rhymes with that word.
3. Repeat with a new word.

SE05

Library

Objective 1

Regulates own emotions and behaviors

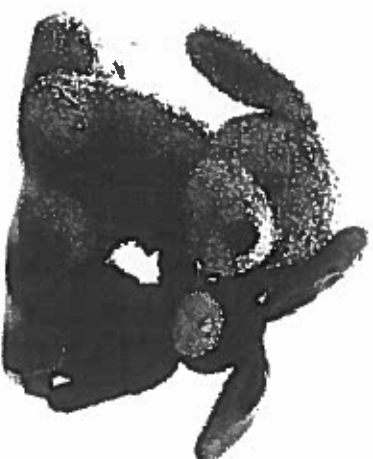
Objective 2

Establishes and sustains positive relationships

Related Objectives: 8, 9, 11, 12, 18

Character Feelings

What You Do



Materials: books in which the characters experience a range of emotions, e.g., anger, happiness, and sorrow

Background: Learning to recognize and respond to the emotional cues of other people is critical to positive social relationships. When a child accurately identifies basic emotional reactions of others and their causes, the child takes an important first step toward developing empathy. Using children's books that feature characters experiencing strong emotions is a great way to support these important skills.

1. Invite the children to join you in reading a book. Explain to the children that you want them to pay attention to the characters' feelings as you read. Show the cover of the book and read the title. Encourage children to make predictions about the story and the characters' feelings.

"A mouse is making a face on the front of this book. Thomas, what do you think the little mouse is feeling?"

2. As you read each page, demonstrate the character's feeling with your voice and facial expressions. Ask questions about what a character feels.

"Dana, what makes the girl feel frustrated? What do you think would make her feel better?"

3. Prompt the children to talk about a time when they were feeling the same way the character feels. Ask questions that help them recall what happened. Encourage them to think of examples of when their friends or family members felt the same way.

"Paul is telling us that he felt excited yesterday. What made you feel excited? Your grandfather came to visit? That must have been a very exciting day!"

4. Explain that the book will be available in the Library area for the children to read during choice time.

Including All Children

- Use line drawings or cut out magazine photos of different emotions.
- Limit the number of choices for a child, e.g., suggest two emotions from which the child may choose.**
- Provide a mirror for children to display emotions with different facial expressions.
- Use a light box to make line drawings of facial expressions easy to see.
- For English-language learners, identify emotions in the child's home language. For emphasis, incorporate gestures and larger actions.**

Making Shiny Paint

What You Do

Materials: chart paper; marker; large bowl; stick for mixing; measuring cups

Create a recipe chart on the chart paper.

Ingredients

1 cup white glue

1 cup liquid tempera paint

Directions

Mix ingredients together and use immediately, or store in an airtight container. Paint with brushes and allow to dry completely before touching. Wash brushes before they dry.

1. Invite the children to join you in the Art area to make shiny paint. Ask them to wash their hands first.

"The paint will be shiny. *Shiny* means that, when it's dry, it will still look wet. We'll use paintbrushes to put it on the paper."

2. Show the children the two ingredients used in the recipe. Talk about ways glue is used.

"We use glue to hold things together. Let's see what happens when we mix it with paint."



3. Prompt the children to explain the purpose of a recipe.

"We know that we can find the ingredients in a recipe. What else can we find in a recipe? Yes, a recipe tells us what to do."

4. Include the children in the process of measuring and mixing the paint. Discuss which measuring cup to use and explain that the same amount of each ingredient is used. Ask the children to describe what they do and refer to the recipe chart as needed.

"Nick, you told me that you poured the glue in. What should we do next?"

5. While the children enjoy painting with the shiny paint, review the recipe chart. Talk about the steps they followed to make the paint.

"We used the same sized measuring cup for both ingredients. We needed equal amounts of glue and paint."

6. Explain that the recipe chart will be in the Art area for the children to read.

LL50

Art

Objective 16

Demonstrates knowledge of the alphabet

Objective 17

Demonstrates knowledge of print and its uses

Related Objectives: 3, 7, 8, 9, 11, 20, 22, 28

Including All Children

- Record each recipe step onto a child's communication device.
- Make sure each child is seated comfortably at the table and can reach the tools.
- Stabilize the mixing bowl by using a nonslip material.
- Provide measuring tools with large, easy-to-grip handles.
- Invite English-language learners' family members to help the children follow the recipes by speaking his or her home language.**
- When English-language learners ask you to name an object in English, ask them to tell you its name in their home languages.**

MY Teaching Strategies

27

28

39

20

APR 27 - May 1

Room 10

[illegible]

MONDAY

Dinky Doo

24

Objective 15

Demonstrates phonological awareness

Related Objectives 3, 7, 11, 34

What You Do

1. Sing the following nonsense words to the tune of "Twinkle Twinkle Little Star."

Dinky, dinky, dinky, doo.

Willy, willy, willy, woo.

Dinky, dinky, dinky, doo.

Willy, willy, willy, woo.

Dinky, dinky, dinky, doo.

Willy, willy, willy, woo.

2. Repeat using nonsense words that start with T.

Tinky, tink, tink, too.

Tilly, tilly, tilly, too.

Simon Says

13

Objective 8

Listens to and understands increasingly complex language

Related Objectives 1, 3, 5, 9, 11, 26, 35

What You Do

1. Say, "When Simon tells you to do something, try doing it. But when Tiger says it, don't do it. He is trying to trick you!"
2. Give a simple one-step direction, e.g., Simon says *jump*, Simon says *sit*, or Tiger says *twirl*.
3. If children make a mistake, invite them to roar like a tiger and then continue playing the game.

TUESDAY

Body Patterns

36

Objective 23

Demonstrates knowledge of patterns

Related Objectives: 1, 3, 5, 8, 11, 14, 35

What You Do

1. **Demonstrate a simple two-part action pattern and name the actions as you do them**, e.g., touch thigh, clap hands; touch thigh, clap hands.
2. **Invite the children to follow along and take turns leading.**
3. **Make the patterns more complex by using three or four actions**, e.g., lean left, lean right, lean forward, clap hands; lean left, lean right, lean forward, clap hands; and so on.

My Name, Too!

35

Objective 15

Demonstrates phonological awareness

Related Objectives: 1, 3, 5, 7, 8, 12, 13

What You Do

1. **Tell the children that you are going to play a game where they must listen for words that begin with the same sound.**
2. **Relate a child's name to a series of words that have the same initial sound.** You might say, "If your name begins like *meat*, *mat*, and *mitt*, please stand up."
3. **Repeat the alliteration with other children's names.**

The Imaginary Ball

41

Objective 29

Demonstrates knowledge about self

Related Objectives: 1, 3, 4, 8, 15, 35

What You Do

1. Invite children to pretend they are bouncing imaginary balls with their hands. Say, "Boing, boing!" as you pretend to bounce a ball.
2. Invite children to pretend they are bouncing the imaginary ball with different parts of their bodies. Moving from head to toe, demonstrate bouncing it with your head, shoulders, elbows, knees, and toes.
3. Play lively music during this activity, such as "Sweet Georgia Brown."

Two Plump Armadillos

44

Objective 15

Demonstrates phonological awareness

Related Objectives: 3, 7, 8, 25, 36

What You Do

1. Make each hand into a fist and pretend that each fist is an armadillo's shell and each thumb is the head.
2. Begin with both fists in front of you. Each time you say *crawl away*, move a fist behind your back. Return a fist to the front each time you say *come back*.
3. Recite the following rhyme.

Two plump [armadillos] [crawling
down the street],

One named [Pedro], and the
other named [Pete].

Crawl away [Pedro], crawl away [Pete].

Come back [Pedro], come back [Pete].

WEDNESDAY

Going on a Journey

63

Objectives 36

Explores drama through actions and language

Related Objectives: 3, 4, 8, 11, 26, 27, 32, 35

What You Do

1. Pantomime the following adventure story as you tell it to the children.

Once upon a time the children from
[] preschool] decided to visit friends
who were far, far, away.

They washed their faces, put on their shoes,
buttoned their jackets, and packed snacks.

They traveled until they came to [a white,
sandy beach].

Oh, no! The [sand is so hot]!

How are we going to cross over this
[hot sand]?

2. Use the children's ideas as you walk across the surface together.

Spatial Patterns

38

Objective 21

Explores and describes spatial relationships and shapes

Related Objectives: 1, 3, 8, 11, 35

What You Do

1. Sing and perform the body motions to the tune of "Oh My Darling, Clementine."

Let's lean left and let's lean right,

And to the front and to the back.

Let's go over, let's go under,

Turn around and touch the ground
(or sit right down).

THURSDAY

FRIDAY

What Is My Job?

11

Objective 30

Shows basic understanding of people and how they live

Related Objectives: 3, 8, 10, 11, 12, 34

What You Do

1. Gather props that relate to various jobs, e.g., a firefighter's hat (if your program allows), doctor's coat, or frying pan.

2. Use a prop and sing to the tune of "Are You Sleeping?"

What is my job? What is my job?

Can you guess? Can you guess?

I wear a red hat. I wear a red hat.

Can you guess? Can you guess?

3. Invite children to guess the job.

1, 2, 3, What Do I See?

50

Objective 15

Demonstrates phonological awareness

Related Objectives: 3, 8, 11, 20

What You Do

1. Collect several items related to the current study, and put them in a small basket. Cover the basket with a scarf or piece of fabric.

2. Peek under the scarf and say, "1, 2, 3, what do I see?"

3. Begin to say the name of the item emphasizing the initial sound, e.g., "It's a l..." (leaf).

4. Invite the children to guess the name of the item. If they guess correctly, reveal the item. If they do not guess correctly, slowly reveal a small part.

5. Have the group say the word together after revealing the item.

Graphing

What You Do

Materials: large graph paper or chart paper with lines drawn for graphing; markers; stickers; pictures

1. Invite the children to join you in creating a graph.

Explain that a graph shows how objects are grouped. Show an example of a graph, such as one representing the children who walk to school, ride in a car, and take a bus. Talk about the categories you will make together on the graph paper.

"We've been talking today about..."

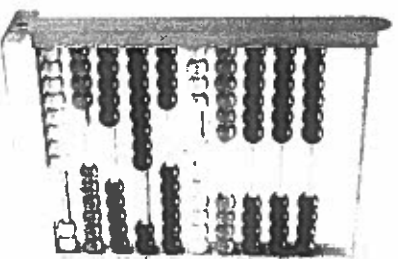
"Let's think about how to make a graph with that information."

2. Remember that your graph can have objects, names,

pictures, tally marks, or colored-in bars. As you make the graph, use simple categories that make the graph easy to understand. Talk about how to read the finished graph.

"What does this graph tell us? Yes, it shows us all the different kinds of shoes our classmates are wearing today. Here we have shoes with laces, shoes with Velcro®, and slip-on shoes. Let's see who is wearing each kind of shoe by looking at our graph. Let's count which kind of shoe is worn the most."

3. Continue this activity for as long as the children are interested. Explain that the graph will be available in the Toys and Games area for the children to look at during choice time.



M11

Toys and Games

Objective 20

Uses number concepts and operations

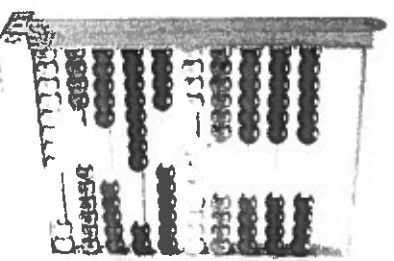
Related Objectives: 2, 7, 9, 11, 13, 14, 17, 24, 37,

Including All Children

- Simplify by making a graph using objects.
- Provide daily graphing practice by using clothespins with each child's name or picture. Have them make a simple graph by clipping their clothespins onto a statement sheet, e.g., I like or don't like broccoli; I have or don't have a dog; I have blue or brown or green eyes.
- Invite English-language learners to count in their home languages and in English.**
- Address children by name so they know they are being asked to participate.**

Story Problems

What You Do



Materials: collection of manipulatives

1. Invite the children to explore the collection of manipulatives. Count the objects together, and invite the children to divide the groups into smaller piles.
 "We have 10 counting chips in a pile. Let's move five of them over here. Now we have two piles of counting chips. Can you count how many are in each pile?"
2. Present various story problems. Ask the children to solve them by using the manipulatives.
 "Let's pretend that we're feeding these chips to the birds that come to our window. If we see four birds, we need four chips. Uh-oh! One bird flew away! How many chips do we need now?"
3. Invite the children to count as a way to solve the story problem.
 "Six of you are standing by the table. Now let's have two children in that group go stand by the easel. How many children are left at the table?"
4. Pose story problems that involve adding and subtracting.
 "Let's pretend we have seven children at the table for snack, but we only have four napkins. How many more napkins do we need?"
5. Continue the activity for as long as it interests the children. Explain that they can think about story problems when they are playing with materials in any interest area. Encourage them to create story problems with their classmates during choice time.

Including All Children

- Use manipulatives of various sizes, colors, and textures.
- Provide boxes or containers to help define story problems and solutions.
- Place objects on a nonslip material to keep them from moving around.
- If children are beginning to speak in sentences, give them plenty of opportunities to talk. Be sure to model the correct use of English, but do not correct their grammar.**
- Ask children to repeat a simple phrase you have said and modeled. For example, when making play dough, say, "I am mixing the play dough. Tell your friend, 'I am mixing the play dough.'""**

Objective 20

Uses number concepts and operations

Related Objectives: 1, 2, 7, 8, 9, 11, 14

April 6-10

Room 10

6

7

8

9

10

Bread-Investigation 4

Bread-Investigation 4

Bread-Investigation 4

Bread-Investigation 4

Bread-Investigation 4

Question of the Week

How do we eat bread? When do we eat bread?

Question of the Week

How do we eat bread? When do we eat bread?

Question of the Week

How do we eat bread? When do we eat bread?

Question of the Week

How do we eat bread? When do we eat bread?

Question of the Week

How do we eat bread? When do we eat bread?

Question of the Day

What do you eat with your bread? (Provide sticky notes for children to write their answers and sign their names)

Question of the Day

Have you ever tried bread like this? (Show a picture of an interesting kind of bread e.g. crescent roll, garlic bread, bagel)

Question of the Day

What do you like to eat on a picnic?

Question of the Day

When do you eat this bread? (Show a piece of bread and offer three options: breakfast, lunch, dinner)

Question of the Day

Have you ever tried bread like this? (Show a picture of an interesting kind of bread e.g. crescent roll, garlic bread, bagel)

Large Group

Sing a song to welcome the children

MM#18 Sing It, Show It

Review the QOW and QOD

Large Group

Sing a song to welcome the children

MM#14 Seat Singing

Review the QOW and QOD

Large Group

Sing a song to welcome the children

MM#18 Footy Box

Review the QOW and QOD

Large Group

Sing a song to welcome the children

MM#18 Disappearing Rhymes

Review the QOW and QOD

Large Group

Sing a song to welcome the children

MM#14 Seat Singing

Review the QOW and QOD

Mighty Minutes

MM#18 Sing It, Show It

Mighty Minutes

MM#14 Seat Singing

Mighty Minutes

MM#18 Footy Box

Mighty Minutes

MM#18 Disappearing Rhymes

Mighty Minutes

MM#14 Seat Singing

Mighty Minutes

MM#18 Sing It, Show It

Mighty Minutes

MM#20 Can Make A Circle

Mighty Minutes

MM#18 One, Two, Buckle My Shoe

Mighty Minutes

MM#22 Hot or Cold 3-D Shapes

Mighty Minutes

MM#20 Can Make A Circle

Read-Aloud

Library Books about Bread and Classroom Books

Read-Aloud

Library Books about Bread and Classroom Books

Read-Aloud

Library Books about Bread and Classroom Books

Read-Aloud

Cucumber

Read-Aloud

Library Books about Bread and Classroom Books

Small Group

Library Books about Bread and Classroom Books

Small Group

Library Books about Bread and Classroom Books

Small Group

Library Books about Bread and Classroom Books

Small Group

Library Books about Bread and Classroom Books

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Library Books about Bread and Classroom Books

Small Group

Library Books about Bread and Classroom Books

Small Group

Library Books about Bread and Classroom Books

Choice Time

Library Books about Bread and Classroom Books

MONDAY

The Litter Monster

69

Objective 8

Listens to and understands increasingly complex language

Related Objectives: 3, 9, 10, 11, 12, 15, 17, 27, 30

What You Do

1. Write the poem on a chart and read aloud.

I'm a careless fellow and this is what I do.
I make a mess and won't clean up—
I leave that up to you.

I throw my garbage in the street.
I will not keep my classroom neat.
I drop my wrappers on the floor.
I pitch my tissues out the door.

But I'm so very sad, you see,
Because no one will play with me.
They call me "Litter Monster"—how can
that be?

Oh, please, my friend, won't
you help me?

Say It, Show It

15

Objective 20

Uses number concepts and operations

Related Objectives: 1, 3, 5, 7, 8, 11, 34

What You Do

1. Chant, and snap, tap, or clap the beat.

Appy, tappy, tappy,
Appy, tappy, too.
Appy, tappy, tappy,
I'll show my card to you!

2. Hold up a numeral card from 1-10.

3. Ask the children to name the numeral.

4. Invite them to perform a simple motion to demonstrate their knowledge of the quantity that it represents. Say, "Can you hold up four fingers? Can you jump four times?"

TUESDAY

I Can Make a Circle

20

Objective 21

Explores and describes spatial relationships and shapes

Related Objectives: 1, 3, 8, 11, 34, 35

What You Do

1. Select a leader to draw a shape with her finger in the air, on the floor, or on a table.
2. Model by playfully making mistakes and erasing them with an imaginary eraser.
3. Sing to the tune of "The Mulberry Bush" while the child is drawing.

[Shawanda] can make a circle,
a circle, a circle.

[Shawanda] can make a circle,
just like this!

4. Ask another child, "What shape can you make?" Repeat the activity.

Scat Singing

14

Objective 15

Demonstrates phonological awareness

Related Objectives: 3, 8, 11, 34

What You Do

1. Explain that "scat" singing is a different kind of singing because one uses sounds instead of words.

2. Sing a line using any combination of sounds and have the children repeat it.

Bo bo (echo)

Doo boo (echo)

Be boo bo (echo)

Bo be doe be doe be (echo)

3. Jazz up the sounds with rhythm. The more you get into this, the more the children will enjoy it.

Feely Box

48

Objective 26

Demonstrates knowledge of the physical properties of objects and materials

Related Objectives: 3, 9, 11, 12, 15, 24

What You Do

1. Place an item related to the current study into a feely box or bag.
2. Ask a child to reach inside the box, feel the item, and describe it.
3. Invite the child to use descriptive terms, e.g., smooth and cold.
4. Have the other children guess what might be in the box.
5. Pass the item around for children to examine.

One, Two, Buckle My Shoe

87

Objective 15

Demonstrates phonological awareness

Related Objectives: 3, 7, 8, 17, 20, 34

What You Do

1. Write the following rhyme on the board or on a chart.
2. Recite the rhyme to the class.

One, two, buckle my shoe.
Three, four, shut the door.
Five, six, pick up sticks.
Seven, eight, lay them straight.
Nine, ten, a big fat hen!
3. Repeat the rhyme several times.
4. Create new rhymes with each line, e.g.,
One, two, cry boo hoo. Three, four, sit on the floor.

WEDNESDAY

Hot or Cold 3-D Shapes

22

Objective 21
Explores and describes spatial
relationships and shapes

Related Objectives: 1, 3, 8, 9, 11, 12, 16, 20

What You Do

1. Show and name several three-dimensional shapes. Explain that you will be hiding one of them.
2. Choose one child to be "the finder."
Have her cover her eyes while you or the children hide one of the shapes.
3. Have the children say, "Hot!" when the finder gets closer to the object and "Cold!" when she moves away from it.
4. Have the finder name the shape and where it was hidden.
5. Repeat the activity with another shape.

Disappearing Rhymes

88

Objective 15
Demonstrates phonological awareness

Related Objectives: 3, 8, 9, 11

What You Do

1. Sketch something with several features on a dry erase board or chalkboard, e.g., a face, building, or tree.
2. Say a word that rhymes with one of the features, e.g., "I see something that rhymes with *pie*... yes, it's an eye."
3. Erase that feature and begin again, e.g., "I see something that rhymes with *pier*... yes, it's an ear. Let's erase both ears."
4. Continue until you've erased the entire sketch.

THURSDAY

FRIDAY

I Can Make a Circle

20

Objective 21

Explores and describes spatial relationships and shapes

Related Objectives: 1, 3, 8, 11, 34, 35

What You Do

1. Select a leader to draw a shape with her finger in the air, on the floor, or on a table.
2. Model by playfully making mistakes and erasing them with an imaginary eraser.
3. Sing to the tune of "The Mulberry Bush" while the child is drawing.

[Shawanda] can make a circle,
a circle, a circle.

[Shawanda] can make a circle,
just like this!

4. Ask another child, "What shape can you make?" Repeat the activity.

Scat Singing

14

Objective 15

Demonstrates phonological awareness

Related Objectives: 3, 8, 11, 34

What You Do

1. Explain that "scat" singing is a different kind of singing because one uses sounds instead of words.
2. Sing a line using any combination of sounds and have the children repeat it.

Bo bo (echo)

Doo boo (echo)

Be boo bo (echo)

Bo be doe be doe be (echo)

3. Jazz up the sounds with rhythm. The more you get into this, the more the children will enjoy it.

P27

Outdoors

Galloping

What You Do



Materials: large indoor or outdoor space

1. Invite the children to join you in a large outdoor space to explore galloping. Explain that a gallop is a slide step composed of a step and a leap.
2. Demonstrate how to lift and bend the front leg, and then move it forward to support your weight. The rear foot then quickly closes behind it to replace the supporting leg as the front leg springs forward again.

3. Invite the children to practice the following sequence.
 - “Take a big step forward, keeping that foot in front of the body at all times.”
 - “Begin moving forward by stepping on the front foot and bringing the rear foot forward.”
4. Prompt the children to think of animals that gallop, and invite them to practice the technique by imagining themselves as those animals.

Objectives 4

Demonstrates traveling skills

Related Objectives: 3, 8, 11, 21

Including All Children

- Demonstrate each movement slowly as you describe it. Repeat words often throughout the activity.
- Provide tactile illustrations of the various movements of galloping for a child to feel.
- Provide physical and verbal assistance when needed.
- As children learn to produce letter sounds in English, accept their attempts without correcting errors. Model correct pronunciation.**
- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.**

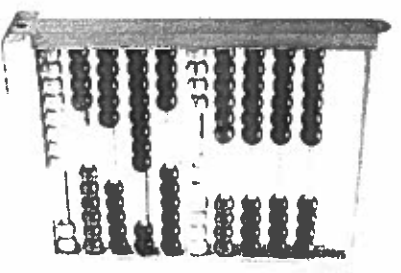
M01

Dramatic Play

Objective 20

Uses number concepts and operations

Related Objectives: 1, 7, 9, 11, 12, 14, 21, 30



Dinnertime

What You Do

Materials: paper or plastic dishes; napkins; utensils; cups; placemats

1. Display the dishes, utensils, napkins, and cups. Tell the children to pretend they are going to have friends to dinner.

2. Encourage them to talk about what they might serve or whom they might invite. Discuss healthy food choices and foods that are eaten only occasionally, such as cookies and cake.

"Yum. Enchiladas and a salad. What vegetables will you put in your salad?"

"You're serving juicy peaches for dessert. Peaches are good for your body."

"It is fun to eat cake at a birthday party!"

3. Demonstrate and describe how to set the table. Use positional words, such as *beside*, *above*, and *on top of*.

"I'm putting the fork on top of the napkin."

"The knife goes beside the plate."

4. Ask questions and pose story problems that encourage children to count, separate, and combine objects.

Additional Ideas

Consider reading a book about a shared

meal before doing this activity, e.g., *Feast*

for 10 by Catherine Falwell, 10 for Dinner

by Jo Ellen Bogart, *Miss Spider's Tea*

Party by David Kirk, or *The Doorbell Rang*

by Pat Hutchins.

Including All Children

- Use laminated placemats that show the shapes of dishes, utensils, etc., so children can match and place the objects.
- Pair children with different skill levels to work together to set the table for the guests.
- Offer large play food items, such as pizza, bread, and juice boxes, that are easy to pick up and hold. Use shoeboxes to store food items for counting.
- Show pictures or point to objects that illustrate or explain unfamiliar words.**
- Ask children to repeat a simple phrase you have said and modeled. For example,

[illegible]

MONDAY

Where Can He Be?

62

Objective 21

Explores and describes spatial relationships and shapes

Related Objectives: 3, 8, 9, 32, 34

What You Do

1. Recite the following rhyme to the tune of "Oh, Where, Oh, Where Has My Little Dog Gone?"
2. Use a familiar animal.
Oh, where, oh, where has my
[gray squirrel] gone?
Oh, where, oh, where can [he] be?
With [his two pointy ears] and [his big
bushy tail],
Oh, where, oh, where can he be?
3. Have the children describe where they think the animal might be, e.g., up the tree, behind the stump, or in the hollow log.

Hickory Dickory Dock

80

Objective 15

Demonstrates phonological awareness

Related Objectives: 3, 7, 8, 9, 11, 14, 20, 34

What You Do

1. Read the following rhyme.
Hickory dickory dock,
The mouse ran up the clock.
The clock struck [one],
The mouse [ran down].
Hickory dickory dock.
2. Increase the hour each time you repeat the rhyme.
3. Create a rhyming phrase to pair with each "time," e.g., The clock struck three, the mouse cried, "Wheeeee!"

TUESDAY

La, La, La

100

Objective 15

Demonstrates phonological awareness

Related Objectives: 3, 8, 14, 34

What You Do

1. Sing a simple song that is very familiar to the children, such as "Row, Row, Row Your Boat."
2. Then repeat the song, replacing each syllable in the words with /a, e.g., "la, la, la la, la..." for "Row, row, row your boat...."

Old MacDonald

94

Objective 34

Explores musical concepts and expression

Related Objectives: 3, 8, 11, 12, 25, 34, 35

What You Do

1. Sing "Old MacDonald" with the children.
2. Have children name an animal and the sound it makes to use in the song.

Old MacDonald had a farm, E-I-E-I-O.
And on that farm he had a [pig], E-I-E-I-O.
With an [oink, oink] here and an [oink, oink] there
Here an [oink], there an [oink], everywhere
an [oink, oink]
Old MacDonald had a farm, E-I-E-I-O.

Shape Hunt

97

Objective 21

Explores and describes spatial relationships and shapes

Related Objectives: 3, 7, 8, 9, 11, 12, 26

What You Do

1. Using three-dimensional shapes or shape cards, hold up a shape and describe it to the children.
2. Ask the children if they can find that shape somewhere in the room.
3. Invite them to look carefully and think creatively, e.g., a shirt may have a rectangular pocket or a window might be rectangular.
4. Have children feel the roundness or straight edges of the shape. Invite them to make the shapes with their bodies if possible.

Ticky Ricky

12

Objective 15

Demonstrates phonological awareness

Related Objectives: 3, 8, 9, 11, 23, 35

What You Do

1. Collect a basket of items that the children can name.
2. Snap, tap, or clap as you chant the rhyme.

Ticky ricky, tacky racky,
Chicky chacky choo.
I like finding words that rhyme,
How about you?
3. Ask a child to select an object from the basket, name the object, and say a word that rhymes with it.
4. Repeat and let each child have a turn, or select another object and let all the children respond.

WEDNESDAY

Walk Around the Shapes

52

Objective 21
Explores and describes spatial
relationships and shapes

Related Objectives: 3, 4, 8, 16, 21, 34

What You Do

1. Arrange shape cards in a circle on the floor (one card more than the number of players). Use several cards with the same shape.
2. Play music, and instruct the children to walk around the circle and sit on a shape when the music stops.
3. Point out the extra shape. Say, "Oh look, we have an extra triangle."
4. Ask each child sitting on that shape to stand up and create a silly song and dance, e.g., "Triangle, triangle, I sat on a triangle!"
5. Repeat the game.

Baa, Baa, Black Sheep

29

Objective 15
Demonstrates phonological awareness

Related Objectives: 3, 8, 9, 11, 20, 34

What You Do

1. Sing and count on your fingers.

Baa, baa, black sheep, have you any wool?
Yes sir, yes sir, [three] bags full!

[One] for the master, [one] for the dame,
And [one] for the little boy who lives
down the lane.

Baa, baa, black sheep, have you any wool?
Yes sir, yes sir, [three] bags full!

THURSDAY

FRIDAY

Clap the Missing Word

08

Objective 15
Demonstrates phonological awareness
Related Objectives: 1, 3, 8, 9, 23, 24

What You Do

1. Choose a short, repetitive, familiar song.
2. Sing it through once.
3. Explain that you are going to leave out one of the words and (*clap*) when you should say the word.
4. Choose one repetitive word to omit, e.g., "The farmer in the (*clap*), The farmer in the (*clap*), Hi-ho, the derry-o, The farmer in the (*clap*)..."

Let's Make Letters

84

Objective 15
Demonstrates phonological awareness
Related Objectives: 3, 5, 7, 8, 11, 12, 14, 16, 29, 35, 36

What You Do

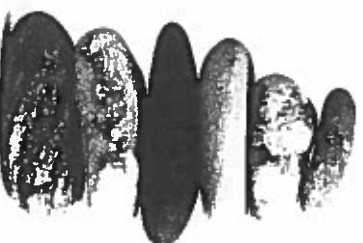
1. Sing, chant, or rap to a lively beat.

We like letters and we're here to say,
We can make our letters in so many ways.
We can make them with our fingers.
We can make them with our hands.
We can make them with our bodies.
Oh yes, we can!
Let's make T... /t/, /t/, /t/.
Let's make P... /p/, /p/, /p/.
Let's make C... /k/, /k/, /k/.

2. Have children stand and form the letters with their bodies.

P11 Outdoors

Jump the River



Objective 5

Demonstrates balancing skills

Related Objectives: 1, 3, 4, 8, 11, 14

What You Do

Materials: tape, chalk, or a jump rope as a visual guide for each child; large indoor or outdoor space

Create a visual guide for the children to jump over: a line of tape on the floor, chalk on the sidewalk, or a jump rope on the ground.

1. Invite the children to join you in a large indoor or outdoor space.

2. Ask the children to join you in jumping over the river. Explain that the line, or rope, on the ground is the river, and that they should try to jump over the river without getting their feet wet. Demonstrate how to jump over the river and stay dry.

"I see the river in front of me. I think I better use two feet to jump over it. How else could I get over the river?"

3. Invite the children to walk around the space (the park or the woods). When they come to a river (rope or line on the ground), ask them to jump over the river and keep their feet dry. Sing the following lyrics to the tune of "For He's a Jolly Good Fellow":

Jamal jumped over the river, Jamal jumped over the river.

Jamal jumped over the river, to get to the other side.

4. Allow sufficient time for children to jump over the river. Continue the activity for as long as it interests the children.

Additional Ideas

Jumping has three successive phases:

- **Takeoff** is the action the child takes to propel his or her body off the ground.
- **Flight** is the action of the child's body while it is airborne.
- **Landing** is the action of the child's body as it reestablishes contact with the ground.

Including All Children

- Use a wide strip of high-contrast tape on the floor for children with mobility devices to step over.
- Demonstrate with gestures and movements as you give directions.**
- Hold the child's hand as the child bends at the knee to jump over the river.
- Place a yellow or red sheet on the floor to make the river easier to see.
- If children are beginning to speak in sentences, give them plenty of

P15

Outdoors

Dribble Kick

What You Do



Materials: one 10-inch diameter rubber playground ball, or a foam or soft-covered soccer ball for each child; large grassy area

1. Explain that you want to show the children how to dribble the ball with their feet. Talk about how dribbling helps move the ball in front of you while you walk or run. Demonstrate slowly, using very short kicks. For many children, learning to dribble a ball with their feet is difficult, because it requires controlling the ball with their feet and moving forward at the same time.

"This is how we dribble the ball. I'm keeping the ball close to my feet as I tap it forward. Now it's your turn to try."

2. Ask the children to place the balls on the ground in front of them. Encourage them to kick (gently tap) the ball no more than 2-3 feet away from the body. Then have them kick (gently tap) the ball with the other foot the same way. Continue to kick the ball while walking, alternating kicks with each foot. Remind the children to always contact the ball with the inside of the foot, not the toes.

"Katie, I see how you are using one foot and then the other foot. Great! Remember to kick with the inside of your foot instead of your toes. That way you can control where the ball goes."

3. As children's skills develop, encourage them to walk faster when they dribble. Continue the activity as long as the children are interested. Explain that the balls will be kept outside for them to practice dribbling during outdoor time.

Including All Children

- Use heavier, weighted balls that don't roll too far.
- Demonstrate slowly while you give directions.
- Pair children with different skill levels; one child kicks and the other retrieves.
- Suggest a child hold a table, or your hand, to balance himself as he raises his foot to kick. Stabilize the ball.
- Children with mobility devices may use a stick or plastic bat to swing and strike the ball. Use elastic to tether the ball to a wheelchair.
- Show pictures or point to objects that illustrate or explain unfamiliar words.**
- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.**

Objective 6

Demonstrates gross-motor manipulative skills

Related Objectives: 3, 8, 9, 11, 21, 22, 26

Everyday Schedule

During our time apart we thought we would give you the meal, and nap schedule that we follow everyday. We are hoping that you will include this schedule into your routine. This schedule may keep a sense of normalcy to our children, and make the transition back into the Center as easy as possible when we are able to be together once more. Our goal is to keep the children as stress free as possible during this time.

- 7:00 a.m. - Morning snack.
- 9:00 a.m. - Breakfast.
- 12:00 p.m. - Lunch.
- 12:45 - 3:00 p.m. - Nap time.
- 3:00 p.m. - Afternoon snack.

Do not put pressure on yourself or your child to follow this exact schedule. Our only goal is to keep the days back at the Center following our time apart a happy reunion for us and our families.

April 20-24

Room 10

20

21

22

23

24

Bread-Celebration

Question of the Week

What did you learn about Bread?

Question of the Day

Question of the Day

What was your favorite part of this study?

Large Group

Large Group

Sing a song to welcome the children

MM#01 Humphy Dumpty

Review the QOW and QOD

Mighty Minutes

Mighty Minutes

MM#01 Humphy Dumpty

Mighty Minutes

Mighty Minutes

MM#01 Humphy Dumpty

Read-Aloud

Read-Aloud

Library Books about Bread and Classroom Hooks

Small Group

Small Group

MM#2 Desktop Publishing

Choice Time

Choice Time

Art Area materials to make signs or displays

Outdoor Experiences

Outdoor Experiences

MM#01 Keep It Up

Bread-Celebration

Question of the Week

What did you learn about Bread?

Question of the Day

Question of the Day

What are some different types of Bread?

Large Group

Large Group

Sing a song to welcome the children

MM#05 Listen For Your Name

Review the QOW and QOD

Mighty Minutes

Mighty Minutes

MM#05 Listen For Your Name

Mighty Minutes

Mighty Minutes

MM#03 Purple Puffs

Read-Aloud

Read-Aloud

Library Books about Bread and Classroom Hooks

Small Group

Small Group

LL#04 Bookmaking

Choice Time

Choice Time

Art Area materials to make signs or displays

Outdoor Experiences

Outdoor Experiences

MM#01 Keep It Up

Bread-Celebration

Question of the Week

What did you learn about Bread?

Question of the Day

Question of the Day

Name something used to make Bread

Large Group

Large Group

Sing a song to welcome the children

MM#24 Dinky Doo

Review the QOW and QOD

Mighty Minutes

Mighty Minutes

MM#24 Dinky Doo

Mighty Minutes

Mighty Minutes

MM#25 My Name Too

Read-Aloud

Read-Aloud

Library Books about Bread and Classroom Hooks

Small Group

Small Group

MM#06 Tallying

Choice Time

Choice Time

Art Area materials to make signs or displays

Outdoor Experiences

Outdoor Experiences

MM#26 Keep It Up

Bread-Celebration

Question of the Week

What did you learn about Bread?

Question of the Day

Question of the Day

What is your favorite type of bread?

Large Group

Large Group

Sing a song to welcome the children

MM#57 Find The Letter Sound

Review the QOW and QOD

Mighty Minutes

Mighty Minutes

MM#57 Find The Letter Sound

Mighty Minutes

Mighty Minutes

MM#59 Clap the Beat

Read-Aloud

Read-Aloud

Library Books about Bread and Classroom Hooks

Small Group

Small Group

Choose an Intentional Teaching Activity from the study that the children enjoyed or that you need to get more information

Choice Time

Choice Time

Art Area materials to make signs or displays

Bread-Celebration

Question of the Week

What did you learn about Bread?

Question of the Day

Question of the Day

Name a place where you can get bread

Large Group

Large Group

Sing a song to welcome the children

MM#14 Seat Singing

Review the QOW and QOD

Mighty Minutes

Mighty Minutes

MM#14 Seat Singing

Mighty Minutes

Mighty Minutes

MM#60 The Name Dance

Read-Aloud

Read-Aloud

Library Books about Bread and Classroom Hooks

Small Group

Small Group

Choose an Intentional Teaching Activity from the study that the children enjoyed or that you need to get more information

Choice Time

Choice Time

Art Area materials to make signs or displays

Family Partnerships		Family Partnerships		Family Partnerships		Family Partnerships		Family Partnerships	
Family Partnerships		Family Partnerships		Family Partnerships		Family Partnerships		Family Partnerships	
Include families in the celebration by having them join the children in making bread		Include families in the celebration by having them join the children in making bread		Include families in the celebration by having them join the children in making bread		Include families in the celebration by having them join the children in making bread		Include families in the celebration by having them join the children in making bread	
Wow! Experiences		Wow! Experiences		Wow! Experiences		Wow! Experiences		Wow! Experiences	
Wow! Experiences		Wow! Experiences		Wow! Experiences		Wow! Experiences		Wow! Experiences	
Celebration one day this week		Celebration one day this week		Celebration one day this week		Celebration one day this week		Celebration one day this week	

Wow! Experiences
 Wow! Experiences
 Celebration one day this week

Wow! Experiences
 Wow! Experiences
 Celebration one day this week

MONDAY

Hully Gully, How Many?

21

Objective 20

Uses number concepts and operations

Related Objectives: 3, 8, 9, 11, 12

What You Do

1. Hide several small items that make a jingling noise in your hand, e.g., coins, marbles, or small bells.
2. Ask the children to guess how many items are in your hand.
3. Shake the items and say slowly, "Hully gully, how many?" Invite children to listen carefully to the sounds.
4. Find out if they have a strategy for figuring out the answer. Ask, "What makes you think it's [three]?"
5. After a few guesses, or someone gets it right, count the objects together, touching each one.

Humpty Dumpty

81

Objective 15

Demonstrates phonological awareness

Related Objectives: 3, 7, 8, 9, 11, 12, 14, 34

What You Do

1. Read or recite the Humpty Dumpty rhyme together.
2. Use a real egg as Humpty Dumpty the first time you say the rhyme. Drop it for dramatic effect when you say "had a great fall." Use newspaper to keep the floor clean.
3. Repeat the rhyme and have the children act it out.

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty together again!

TUESDAY

Purple Pants

03

Objective 8

Listens to and understands increasingly complex language

Related Objectives: 3, 5, 9, 10, 11, 13, 15, 29, 34

What You Do

1. Sing the following to the tune of "The Farmer in the Dell."

[Mike] wore [purple pants].

[He] wore [purple pants].

Pick-a pack-a lick-a lack,

[He] wore [purple pants].

2. Adapt the song using children's names and colors of their clothing, e.g., "Salim wore a blue shirt" or "Margarita wore a pink dress."

Listen For Your Name

85

Objective 15

Demonstrates phonological awareness

Related Objectives: 3, 7, 8, 11

What You Do

1. Say the chant and create real or nonsense words that rhyme with each child's name.

Listen for your name.

Listen for your name.

Listen for the word that sounds like your name.

[Skeeter, heater, teeter...]

"It's [Peter]!"

2. Have the children guess whose name rhymes with the real or nonsense words. The children respond with the name of the child.

Objective 15

Demonstrates phonological awareness

Related Objectives: 3, 7, 11, 34

1. Sing the following nonsense words to the tune of "Twinkle Twinkle Little Star."

Dinky, dinky, dinky, doo.

Willy, willy, willy, woo.

Dinky, dinky, dinky, doo.

Willy, willy, willy, woo.

Dinky, dinky, dinky, doo.

Willy, willy, willy, woo.

2. Repeat using nonsense words that start with T.

Tinky, tinky, tinky, too.

Tilly, tilly, tilly, too.

Objective 15

Demonstrates phonological awareness

Related Objectives: 1, 3, 5, 7, 8, 12, 13

1. Tell the children that you are going to play a game where they must listen for words that begin with the same sound.
2. Relate a child's name to a series of words that have the same initial sound. You might say, "If your name begins like *meat*, *mat*, and *mitt*, please stand up."
3. Repeat the alliteration with other children's names.

WEDNESDAY

Find the Letter Sound

57

Objective 16
**Demonstrates knowledge of
the alphabet**

Related Objectives: 1, 2, 3, 4, 8, 20, 21

What You Do

1. Place letter cards on the floor.
2. Address one child at a time and say, "Find and stand on the letter that makes the /t/ sound."
3. Invite the other children to cheer for their peers while waiting for their turns.
4. Pair the children and add a movement that starts with the same sound. Say, "Tiptoe to the /t/ sound," or "roar on the /r/."

Clap the Beat

59

Objective 15
Demonstrates phonological awareness
Related Objectives: 3, 8, 20, 34

What You Do

1. Line up several study-related items or pictures in front of the children.
2. Create a rhythmic pattern by clapping each syllable as you name the item, e.g., ba-na-na (3 claps), ap-ple (2 claps), grape-fruit (2 claps), or plum (1 clap).
3. Repeat the clapping syllable rhythm together.
4. Create a new rhythmic pattern by changing the order of the items.

THURSDAY

FRIDAY

Scat Singing

14

Objective 15

Demonstrates phonological awareness

Related Objectives: 3, 8, 11, 34

What You Do

1. Explain that "scat" singing is a different kind of singing because one uses sounds instead of words.

2. Sing a line using any combination of sounds and have the children repeat it.

Bo bo (echo)

Doo boo (echo)

Be boo bo (echo)

Bo be doe be doe be (echo)

3. Jazz up the sounds with rhythm. The more you get into this, the more the children will enjoy it.

The Name Dance

60

Objective 15

Demonstrates phonological awareness

Related Objectives: 1, 5, 8, 34, 35

What You Do

1. Help children determine the number of syllables in their names by clapping each syllable.

2. Select a child and say her name. Clap and move your body rhythmically for each syllable.

3. Sing, "[Car-ly, Car-ly], let's try the [Car-ly] dance."

4. Ask the child to join you in making up her name dance.

5. Repeat this game with each child.

6. When finished, have all the children dance their names together.

SE23

Related Consequences

What You Do

**Objective 1**

Regulates own emotions and behaviors

Related Objectives: 2, 3, 8, 11, 12

Additional Ideas

Use "Related Consequences" with other social-emotional *Intentional Teaching Cards*, such as "I Statements," "Active Listening," and "Big Rule, Little Rule."

Including All Children

- Use simple words to state the connection between an action and the consequence. Use similar language each time to reinforce the action-consequence connection.**
- Make sure you have the child's attention before reminding him of the consequence of his actions.
- When the child responds responsibly, encourage her by describing her actions.
- Address children by name so they know they are being asked to participate.**

Background: All behavior has consequences.

Using this concept to guide children's behavior allows children to make connections between their actions and what happens in response. It is important to relate the consequence to the child's actions so children learn that they are responsible for their actions. For example, if a child dumps a basket of small blocks onto the floor, it produces a related consequence: The child has to pick up all the blocks and put them away. This action teaches children the idea that they'll be responsible for cleaning up any messes they make.

2. Think of a way for children to experience the result of their actions (a related consequence).

- Spills milk; cleans it up.
- Dumps out all the LEGO® pieces; puts them away.
- Delays putting on shoes; doesn't go out on the playground until shoes are on.

3. Use a neutral tone of voice to explain the action and the related consequence.

- 1. Notice a time when a child is engaged in an inappropriate behavior that does not pose great danger to the child or others.**

What Can We Build Together?

What You Do

Materials: building blocks

Background: Giving children a specific activity to do with a classmate helps them practice cooperation skills. Taking turns during a creative activity helps children share responsibility and implement the ideas of others. A child who typically leads will learn how to let others make decisions, and a child who hesitates to voice an opinion will have an equal share in the development of the project.

1. Pair two children to create a block structure.

2. Explain to the children that they will take turns deciding how to build the structure. Each child will take a turn placing the next block.

"Fadoua, you can place the first block. Now Regina can decide where the next block will go."

3. Encourage the children to talk about their construction as they build.

4. Coach the children, if needed, about how to work cooperatively.

5. Commend the children on their cooperative effort when they are done.

"You worked together to build a huge tower!"



SE25

Block Area

Objective 3

Participates cooperatively and constructively in group situations

Related Objectives: 1, 2, 7, 8, 9, 10, 11, 33

Including All Children

- Record several messages onto a child's communication device with related picture labels, and review them with the children at the beginning of the activity. Include such phrases as "It's my turn."; "It's your turn now."; "It's getting bigger!"; "What else can we do?"
- Provide blocks or other building materials that both children can use independently.
- When giving instructions, provide ample opportunity for the children to practice taking turns.**
- Include answer options in the phrasing of a question. For example, ask, "Which animal might you see in a tree: a bird or a fish?"***