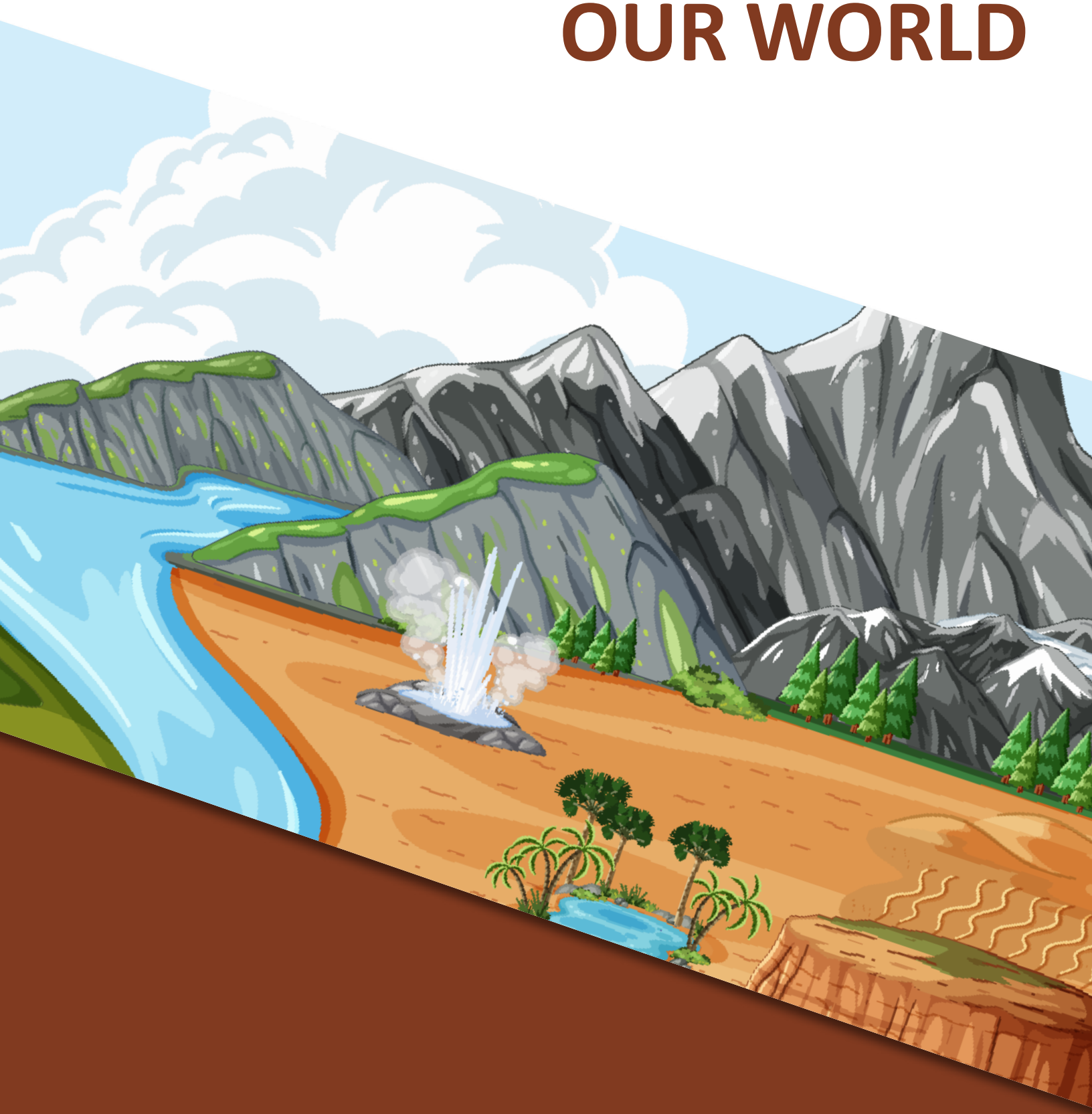
OUR WORLD



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Language and Literacy

Alphabet Bingo: Themed Alphabet

EZ.007.LA.1001-1002

Activity Type:
Small Group

Objectives:
Students will identify uppercase and lowercase letters.
Students will develop letter and object associations.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. Students reinforce alphabet recognition by participating in alphabet Bingo. Learning the alphabet supports early literacy skills, including vocabulary building, playing with the sounds of language, and understanding letter-sound connections. It's important for young children to engage in a variety of letter recognition activities every day.

WHAT TO DO

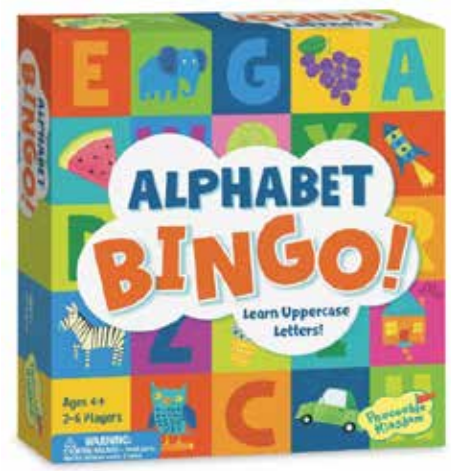
1. Align themed magnetic letters from A-Z on the magnetic board. Pass out the Bingo cards and chips. Explain that each box will be covered with a Bingo chip as a letter is called out. A box may be covered once and some boxes may be left over.
2. As you call out letters, be sure students are using the Bingo chips to cover a letter. Remind students that Bingo looks like a filled row. You can remove a themed letter from the magnetic board as it is called.

PLAY TIP

Incorporate Bingo variations as students master letter recognition. You can try letter-sound Bingo (call out a sound and encourage students to find the associated letter) and picture Bingo (hold up a picture and encourage students to find the beginning letter sound).

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Mathematics

Number Toss: Number Cards

EZ.007.LA.1003-1004

Activity Type:
Free Choice or Small Group

Objectives:
Students will recognize numbers 1-10.
Students will develop one-to-one correspondence.

Each themed classroom includes themed number cards. A featured activity will be included with each set of themed number cards. Students begin to develop one-to-one correspondence by participating in frequent number recognition activities. Using number cards attached to bins and bean bags, students identify the matching number card when the number is called. Students add the appropriate number of manipulatives to the bucket to reinforce one-to-one correspondence.

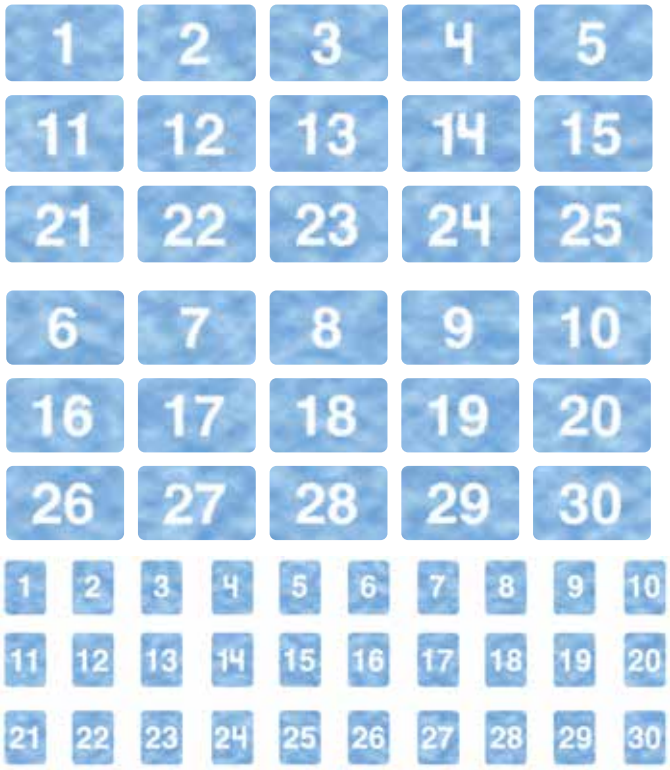
WHAT TO DO

Tape the number flashcards onto the bins. Have students stand a predetermined distance from the bins. As you call out numbers from the caller cards, have students toss a bean bag into the correlating number bin. Have students count out the number of matching manipulatives and place the manipulatives next to the bin.

PLAY TIPS

- Encourage students to use the links to make patterns, either by shape or by color.
- Have students make a “number line” with the links, counting as they add each link (one-to-one correspondence).

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Mathematics

Making Patterns

EZ.007.LA.1006

Activity Type:
Free Choice and Small Group

Objectives:
Students will recognize common 2-D shapes.
Students will sort by features and attributes.
Students will recognize patterns.

Students explore patterns and properties of shapes as they create whole images using pattern blocks and themed pattern block mats. Pattern blocks boost students' ability to think critically, make predictions, and test their predictions.

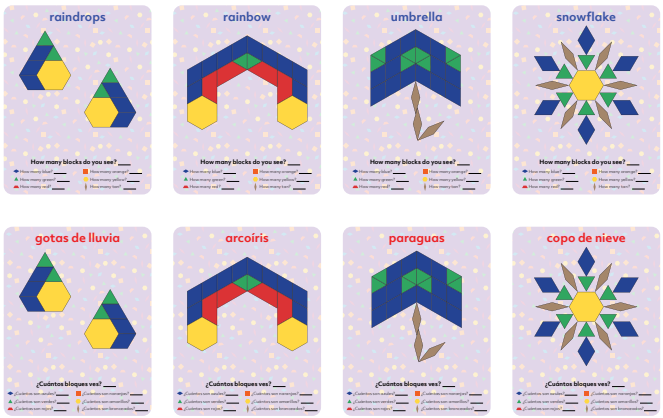
WHAT TO DO

Pattern block mats and pattern blocks work well as a self-directed activity. The intuitive nature requires little direction. Place the mats and pattern blocks out for students to explore freely, encouraging students to match the pattern block shape and color to the correlating space on the whole image.

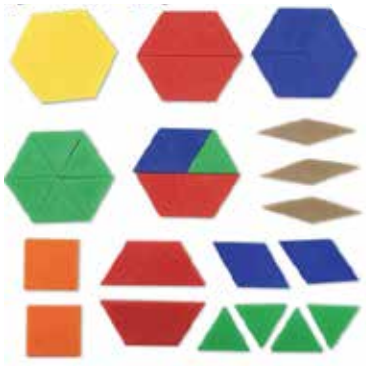
PLAY TIPS

- You can make your own pattern block cards by simply tracing pattern blocks on paper. Create a design using the pattern blocks and place the design on paper. Trace around the outer edge of your design and allow students to fill in the design with pattern blocks.
- Have students take a two-handed scoop of pattern blocks and sort by shape or color. Use graphing paper or a graphing mat to visualize the sorting process.
- Students can use mirrors to create patterns and make observations in the reflections. Ask students to describe what they are seeing as they create patterns in the mirrors.

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Language and Literacy

Pre-Writing Line Tracing

EZ.007.LA.1007

Activity Type:
Free Choice and Small Group

Objectives:
Students will build pre-writing skills by tracing curved, notched, and zigzag lines. Students will recognize directionality in print and writing.

Students work on emergent literacy and transition to letter formations by tracing lines, patterns, and shapes with a theme in a dry erase, reusable format. To connect to fine motor development, students are encouraged to add detail. Themed templates are included for tracing.

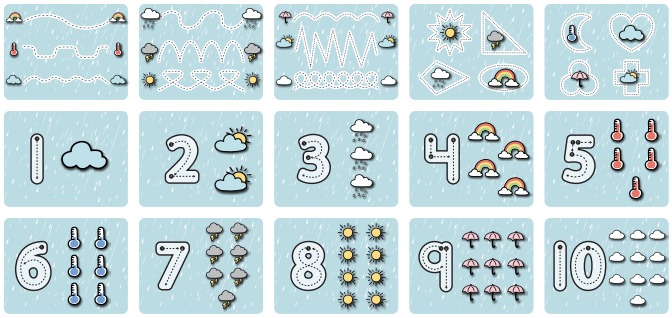
WHAT TO DO

1. Place the dry erase templates in the writing center. Students have the choice to use dry erase markers on the dry erase templates or place paper on the template and trace using a pencil/crayon. Remind students to start from left to right and top to bottom.
2. Encourage students to make their own tracing templates using the dry erase templates as a guide. Students can work on tracing shapes, lines, and numbers by repetitively tracing the same shape, line, or number using a different color crayon each time.

PLAY TIPS

- Include the themed tracing patterns in the writing center to align with other free-choice writing exercises. Using a clipboard will help students control the writing utensil.
- Tape the template vertically, on an easel or teacher board, to encourage the strengthening of fine motor development.

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Language and Literacy

Making Words with Alphabet Beads: Word Bank Words

EZ.007.LA.1012

Activity Type:
Free Choice and Small Group

Objective:
Students will reinforce vocabulary words by recreating words in various ways.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. Students reinforce letter recognition and recreate word wall words with large-scale alphabet beads. Students can have discussions about uppercase and lowercase letters as they review word bank words. Alphabet beads can help reinforce the sequence of letters and encourage students to experiment with letter sounds.

WHAT TO DO

Place the word bank words, alphabet beads, and threading material in the writing center and encourage students to recreate word bank words using the beads. Students can also create other words, string the letters in order from A-Z, and practice letter recognition. Have students match the beads along the alphabet arc.

PLAY TIPS

- Place the beads in alphabetical order to make finding the beads easier for students who need the support. As a challenge, place the beads in a container and ask students to search for specific letters.
- Include other types of threading material in the writing center like pipe cleaners, string, and yarn with varying widths.

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Science

Sink or Float

EZ.007.LA.1014

Activity Type:
Small Group

Objective:
Students will predict, observe, and test predictions.

Children discover buoyancy and density by making predictions about objects' ability to float and testing predictions in the Water Exploration sensory area. Students can continue testing items from around the classroom in educator-led or student-led ways. Young children are naturally curious. Hands-on experimentation taps into this natural curiosity to make learning fun and engaging.

WHAT TO DO

1. Fill the Water Exploration Sink with water. Ask students to make predictions about each object, with questions like, "Will this object sink or float?" and "Why do you think it will sink or float?" Indicate students' predictions on the sink/float prediction chart.
2. Ask students to test each item's ability to float, filling out the test column on the sink/float prediction chart. Facilitate a buoyancy discussion, relating to other things that sink/float (coins, themselves, boats, etc.).

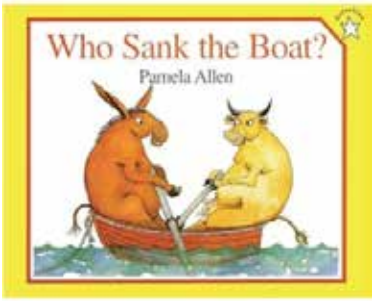
PLAY TIP

Read books about buoyancy, such as *Who Sank the Boat?* By Pamela Allen, *Things That Float and Things That Don't* by David Adler, and *Flota o se hunde?* by Amy Hansen. Buoyancy is a difficult concept for young children to grasp and books help children build vocabulary and make the concept relatable.

WHAT YOU'LL NEED

Sink or Float

name	prediction	test
submarine		
purple tube		
blue ball		
raft		
hexagon		
purple star		
yellow star		
red ball		









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Social Studies

Play-Based Exploration with an AR Sandbox

EZ.007.LA.1015

Activity Type:
Free Choice and Small Group

Objective:
Students will explore the Earth's surface using AR technology.

An augmented reality (AR) sandbox is a 3D, interactive educational tool to help understand mapping, topography, natural hazards, and more. A mounted computer projector and motion-sensing device detects the distance to the kinetic sand and a visualization is cast to the sand from a projector. Students can freely interact with the sand and make observations while the educator guides conversation around water, weather, landforms, and maps.

WHAT TO DO

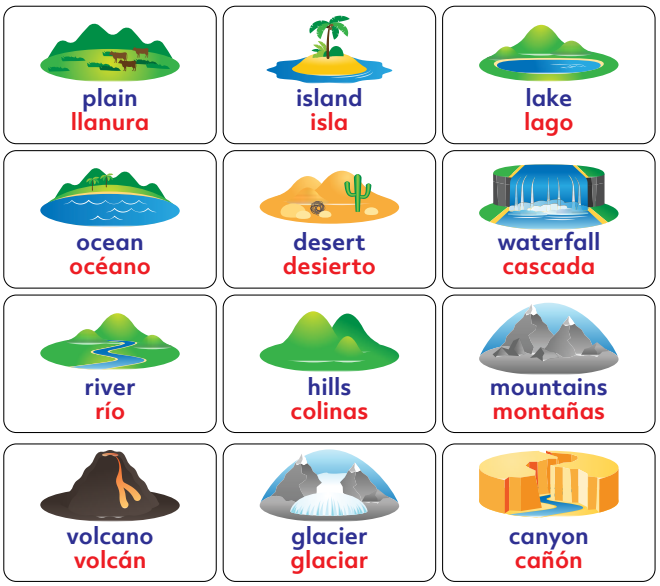
1. Demonstrate how the AR sandbox visualization works. Cover the projector lens so students can see that the sand is one color. Unblock the project lens to show students how the colors and contour lines return to the sand surface.
2. Show students the topographic map and landform examples. Ask students what they notice about the maps and landforms (height, colors, etc.). Provide opportunities for students to explore the AR sandbox freely. Ask students what they notice about the sandbox and the visualizations. Ask students the following questions: "How do the colors and lines change as you build features in the sand?" and "What do you think the lines tell us?"

PLAY TIPS

- Determine a set of rules before acclimating students to the AR sandbox. Simple rules like, "Sand stays in the box." and "Wash your hands before and after using the AR sandbox." keep the students safe and minimizes issues with the AR sandbox.
- Compare the sandbox visualization to the real topographic maps. Ask students to build landforms in the sandbox which closely resemble the maps.

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Science

Rock, Mineral, and Geode Sort

EZ.007.LA.1017

Activity Type:
Large Group and Small Group

Objectives:
Students will use observation skills to sort and classify a group of rocks, minerals, and geodes.
Students will sort items into categories such as “same” and “different,” using criteria either set by the teacher or chosen by themselves.

The Earth is made up of many layers; the Earth’s surface is covered by its thinnest layer, the crust. The crust, which is land, mostly consists of rocks and minerals. Students explore rocks, minerals, and geodes to make comparisons and sort by attributes such as size, appearance, and weight. Tools of exploration such as a mineral magnifier, a balance scale, and exploration trays will be provided. Hands-on activities involve multiple senses. Sensory integration strengthens connections in the brain and helps students develop a deeper understanding of the world around them.

WHAT TO DO

1. As a large group activity, lay out the rocks, minerals, and geodes on a rug or tabletop. Ask students to look closely at the specimen and think of words that could be used to describe them. Record their words on a dry erase board or chart paper. Choose one of the observations and ask students to place all of the specimens that fit the observation in a group. Repeat the process and review characteristics of specimen in each group.
2. As a small group activity, lay out the rocks, minerals, geodes, and tools of observation (balance and magnifying glasses) on a tabletop and encourage students to make observations. Ask students questions like, “Which specimen is the heaviest?,” “Which specimen is the lightest?,” and “What do you notice about the specimen as you look closely?” Help students use descriptive words as they answer questions, such as hard, soft, smooth, rough, heavy, and light. Students can use the spray bottles and activity trays to clean the specimen.

PLAY TIP

Make a rocks and minerals anchor chart. Start with rocks/minerals in the center and include words students use to describe rocks and minerals. Post the chart and continue to add words as they make new discoveries.

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Science

Wind Tunnel Exploration

EZ.007.LA.1019

Activity Type:
Free Choice and Small Group

Objectives:
Students will make observations and predictions about wind.
Students will design, test and re-test their designs.

Wind tubes are an engaging way for students to experiment with and learn about the movement of air as force. Children explore relationships with natural wind currents using various materials within the tunnel, making observations about speed and direction. Children experiment with foam, scarves, paper airplanes, tissue paper, and any other classroom materials. Young children are still developing their understanding of abstract concepts, like force. Hands-on exploration provides a concrete way to learn scientific concepts.

WHAT TO DO

1. Ask students to wave their hands in front of their face and describe what they feel (wind, air). Explain that wind is a force and ask students where they see/feel wind. Provide opportunities for students to explore the wind tunnel freely by adjusting the speed and direction of the airflow and observe drag and force using various materials within the tunnels.
2. Make observations and talk about the ways objects behave in the wind tunnel. Discuss the variables in objects, including weight, shape, and surface area. These observations and discussion help students reflect, redesign, and test again.

PLAY TIPS

- Help students design, build, and test specific objects that spin, fly, or float in unusual ways, including paper airplanes and parachutes.
- Bring in a tabletop fan and make comparisons between the amount of force produced by the fan and wind tunnel. Test items using both sources of wind.
- Measure wind speed outside and in the classroom using a class-made wind gauge.

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Science

A Rainbow of My Own

EZ.007.LA.1020

Activity Type:
Free Choice and Small Group

Objective:
Students will predict, observe, and test predictions.

Prisms are a fun way to observe and hypothesize about light! After students listen to the story *A Rainbow of My Own* by Don Freeman, they participate in discussions about the relationship between prisms, rainbows, and light, and discover how different items look when observed through a prism.

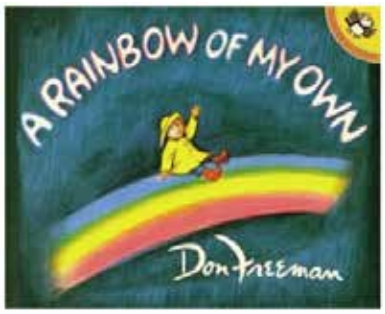
WHAT TO DO

1. Read the story *A Rainbow of My Own* by Don Freeman. After reading the story, begin a conversation about the science of rainbows by asking the following questions: "What causes rainbows?" and "Where do they go?" Students are not expected to know the answers to these questions but asking critical thinking questions helps them think about possibilities.
2. Allow students to experiment with the prisms and flashlights. Can they create a rainbow? What do they notice about the rainbow they created? Encourage students to place a white piece of paper on the table and use a flashlight to display a rainbow on the paper. They can trace the rainbow with crayons or colored pencils as a friend holds the flashlight.

PLAY TIPS

- Hang prisms around your classroom close to a window. Students can go on a rainbow hunt as the prisms bend the sunlight.
- Create prism patterns with patterned colored paper. Draw a pattern on colored paper. Place a prism on the paper and explore how the prism interrupts the pattern.

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Science

Wind and Water Erosion

EZ.007.LA.1022

Activity Type:
Free Choice and Small Group

Objective:
Students will explore the effects of erosion through experimentation and observation.

There are many different natural processes in our environment that change the surface of the Earth. Weathering, such as wind and water, can cause these changes. Students will explore processes of weathering and erosion by experimenting with sand, rocks, water and wind (man-made). Students will make observations and compare to everyday experiences and situations. Experimenting with the materials allows students to make predictions, observe results, and ask questions. Through this play, they gain a deeper understanding of scientific concepts.

WHAT TO DO

1. In one part of the dishpan or sensory table, make a landmass with the sand, sloping the landmass downward. Make an "S" shape divot (riverbed) in the sand, starting at the top of the landmass, following through to the bottom. Place rocks along and in the riverbed. Slowly pour water down the riverbed and ask students several observation related questions, such as: "What do you notice about the way water moves?," "What do you notice happens to the sand?," and "How can we move the sand using water?" Try moving the sand with the fan (wind).
2. Encourage students to make other landmasses in the sand and explore ways to move the sand using water, rocks and wind (fan).

PLAY TIP

Introduce new vocabulary like erosion and deposit. Erosion is the Earth breaking down into small pieces of dirt, sand, and rock from weather (wind, rain, and flowing water). Deposit is the dirt, sand, and rock that is left over after erosion.

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Fine Arts

Going Camping

EZ.007.LA.1023

Activity Type:
Free Choice and Small Group

Objective:
Students will engage in associative and cooperative play for creative expression.

Camping takes a little preparation! Students discover that preparing for a camping trip includes making a list of things you need, packing, and setting up when you arrive. Students can practice preparing for a camping trip using a variety of camping dramatic play materials. Through imaginative play, students explore different roles and perspectives, helping them develop empathy and social skills.

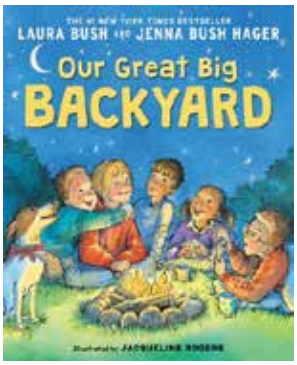
WHAT TO DO

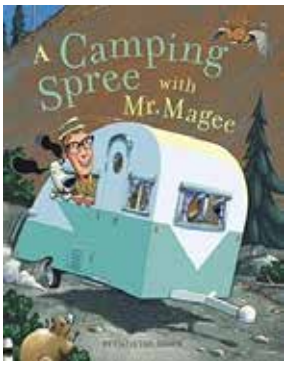
Set the scene for camping dramatic play through vocabulary introduction, story time, and sharing. Read *Our Great Big Backyard* by Laura Bush and Jenna Bush Hager and *A Camping Spree with Mr. Magee* by Chris Van Dusen, discussing some of the activities people do while camping. When everyone is ready to depart on a classroom camping trip, a pretend car is packed with camping supplies and backpacks. When students "arrive" at the campsite, students pitch the tent, search for firewood, and set up the cooking stove. Students can create camping stories of their own as they use old and new vocabulary.

PLAY TIP

Encourage students to create supportive materials for camping dramatic play. Have students make labels using word bank words, glue paper towel rolls and tissue paper together to make a campfire.

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Science

Life Cycle Observations

EZ.007.LA.1024

Activity Type:
Small Group and Free Choice

Objectives:
Students will use science tools to make observations
Students will make connections between life cycles and the concept that all living things grow and change.

Understanding and observing life cycles helps young children make connections to the notion of change and provides background knowledge about how living things grow, develop, and reproduce. Introducing life cycles at an early, foundational age paves a pathway for success in science exploration and critical thinking. Teaching life cycle principles can instill an appreciation for the balance and interdependence of living organisms within ecosystems and promote empathy and respect for all living things.

WHAT TO DO

Place the magnifiers and life cycle manipulatives in the Observation Station for free exploration. Encourage students to make observations about each stage of the life cycle, noting details and arranging the stages in order from start to finish. As students are manipulating the pieces, introduce new vocabulary words by identifying the stages and asking questions like, “What do you notice?,” “How is each stage the same and different?,” and “Why do you think the change at each stage is so important?” Ask the students to compare their observations using various types and magnifications of magnifiers.

PLAY TIPS

- Place the specimen sets on a light table, allowing students to observe the features illuminatedby the light from different angles. Encourage them to examine the specimens from all sides of the acrylic for a more detailed perspective.
- Have students arrange the manipulatives in a circular pattern to illustrate and reinforce their understanding of cycles and processes, emphasizing the concept that these cycles are continuous.

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Mathematics

Sorting Wildlife

EZ.007.LA.1025

Activity Type:
Free Choice and Small Group

Objectives:
Students will sort animals into student-initiated and educator-initiated categories.
Students will compare the features of objects.

Wildlife can be sorted in many ways: by habitat, physical features, movement, and more. In preschool classrooms, educators focus on sorting by physical attributes which will help students sort by other categories in the future. Using animals to sort, sorting bins, and sorting cards, students sort animals by physical features and simple classifications like ocean animals and land animals. Early sorting and categorizing activities are most effective when accompanied by math talk, like saying, "The green trees are on this side, and the brown trees are on this side."

WHAT TO DO

1. Invite students to explore and sort the animal figures using sorting bins or a designated floor or table space. Encourage them to decide how to group the animals by features such as color, size, or habitat. Offer sorting cards or visual cues if needed, and model math language by describing what you see (e.g., "These animals have fur, and these have scales").
2. Support open-ended exploration by asking guiding questions like, "What do you notice about these animals?" or "How are these two the same or different?"

PLAY TIPS

- You can make your own sorting boards using butcher paper and circle stencils. Trace the appropriate amount of circles for categories on the butcher paper and label. Laminate for long-term use. Students can use the animal figures to sort by educator-initiated categories. Category ideas include sorting by habitat, land/water, classification, and characteristics.
- Use the animals as counting manipulatives or game markers.

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