MAIN STREET



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Language and Literacy

Letter Formations: Themed Alphabet

EZ.040.LA.1001-1002

Activity Type:
Free Choice

Objective:
Students will begin to understand letter directionality by writing letters in unconventional ways.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. Students learn letter formations by engaging in pre-writing activities and through regular exposure to printed letters. Environmental print, reading, and storytelling activities help children become familiar with the shapes of letters and association with spoken language. Tracing and imitation activities help children learn to form letters in unconventional ways.

WHAT TO DO

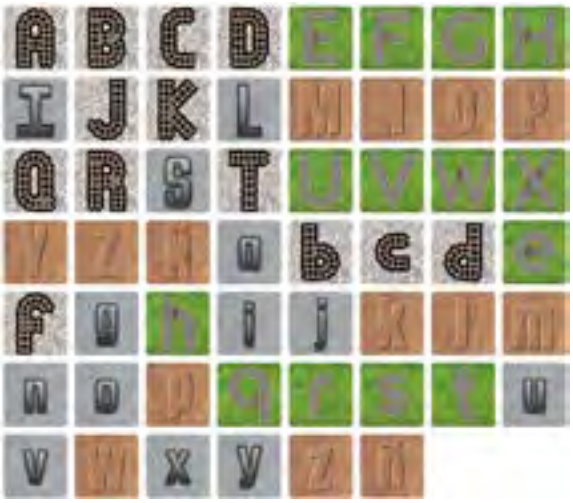
Introduce the letter formation cards by incorporating them into both small and large group activities. Naturally highlight the letters while reading books, signing songs, and playing games. Set up a free choice center with the cards and counters, demonstrating how to trace the letter with the appropriate transportation counter.

PLAY TIPS

- Use the counters to group, sort, create patterns, classify, and count.
- Rotate the types of materials students use to trace the letters. Students can use Play Doh, erasers, stickers, or even their finger.

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Mathematics

Counting People: Number Cards

EZ.040.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. Transportation gets people from one place to another. We use transportation like cars, trains, buses and bikes every day to get to school, work, and stores. Children practice one-to-one correspondence using transportation themed counting cards and manipulatives. By repeating this activity multiple times, students can enhance their comprehension as they engage with it in new ways each time.

WHAT TO DO

Introduce the transportation number cards as a small group or free-choice activity. Students can either add the correct number of manipulatives to the cards by counting on their own, or the educator can call out the number and count together with them. As a challenge, encourage students to use the addition and subtraction symbols to add or subtract number cards and manipulatives.

PLAY TIPS

- Use the people manipulatives to make patterns or identify colors.
- Have students make a people chain and count as they add more people. Have students take people away and determine number of people as items are removed.

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Mathematics

Counting and Measurement

EZ.040.LA.1005

Activity Type:
Free Choice and Small Group

Objectives:
Students will count items up to 10 with one-to-one correspondence.
Students will begin to add to and take away items.
Students will begin to use nonstandard measurement tools.

Students use counting manipulatives, non-standard forms of measurement like Unifix Cubes, and themed counters, to practice one-to-one correspondence and early practices of measurement using themed math cards. Measurement can be an abstract concept for young children. Manipulatives like blocks, cubes, or cups provide a tangible way to understand concepts like length, and height. By physically comparing and ordering objects, they can build a foundation for understanding measurement units later.

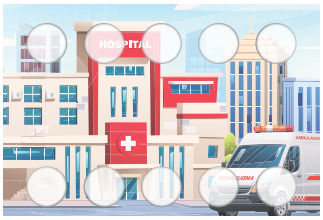
WHAT TO DO

After modeling how to use the mats, place the counting and measurement mats in a learning center as a teacher-directed or student-directed experience. As a teacher-directed experience, guide students to use manipulatives to show one-to-one correspondence and length. As a student-directed experience, allow students to freely explore the manipulatives and mats.

PLAY TIPS

- Use the math manipulatives to reinforce sorting by color and type. Encourage students to count how many are in each category. Encourage students to think of other ways to sort the manipulatives.
- Ask students to use the manipulatives to create patterns. Create simple pattern mats (ABAB, AABB, ABB) for additional support and guidance.

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Mathematics

Making Patterns

EZ.040.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.

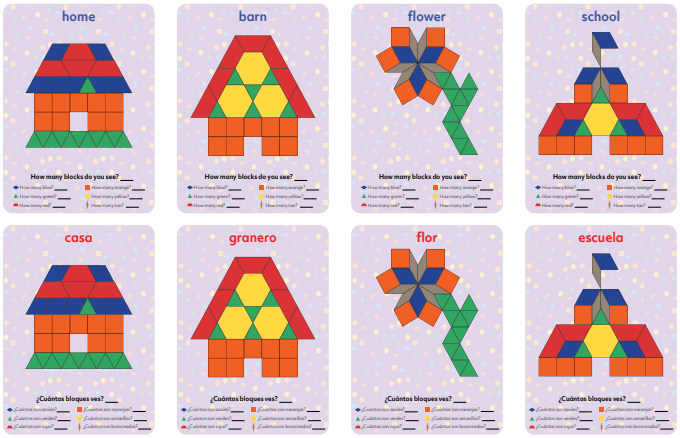
WHAT TO DO

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.040.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.

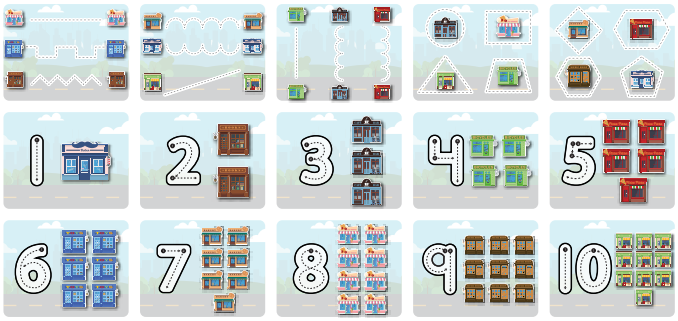
WHAT TO DO

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

Syllable Awareness

EZ.040.LA.1009

Activity Type:
Free Choice and Small Group

Objectives:
Students will understand and use recognizable and new vocabulary.
Students will begin to blend and segment syllables in words.

Phonological awareness is the ability to recognize and manipulate the sounds of spoken language. It is an essential skill in the process of learning to read and write. Young children participate in various sound activities to build sound awareness. Recognizing that words can be broken down into syllables or units of sound is a phonological skill.

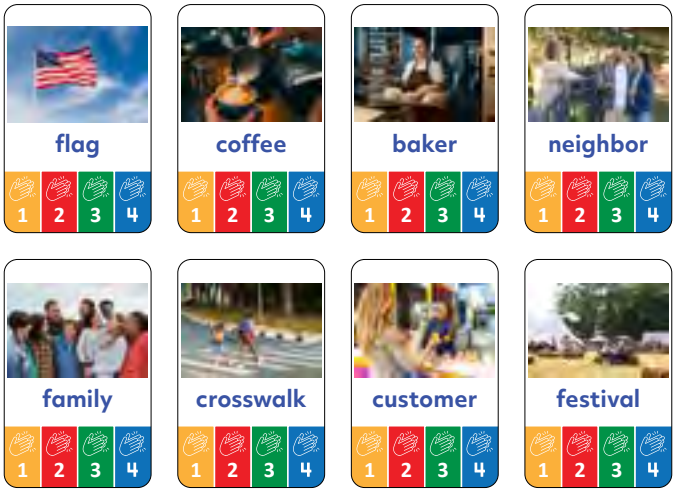
WHAT TO DO

Introduce the vocabulary cards as a guided activity or free choice center activity. Have students clap the number of beats on the vocabulary card and indicate the number by moving the clip.

PLAY TIPS

- Provide simple instruments to reinforce the number of syllables. Rather than clap the number of syllables in a word, students can shake the number of syllables.
- Students can use their body to emphasize syllables in a word. Have students jump up and down, tap their toes, march in place, do jumping jacks, or tap their head to count syllables.

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Language and Literacy

Rhyming Awareness

EZ.040.LA.1010

Activity Type:
Free Choice and Small Group

Objectives:
Students will understand and use recognizable and new vocabulary.
Students will begin to recognize rhyming words.

Phonological awareness is the ability to recognize and manipulate the sounds of spoken language. It is an essential skill in the process of learning to read and write. Young children participate in various sound activities to build sound awareness. Rhyming activities help children listen for ending sounds in words, a precursor to phonics activities in late preschool.

WHAT TO DO

Introduce the rhyming cards as a small group or free choice activity. Say the words on the cards together and help students to identify the rhyming pairs. Students can connect the rhyming pairs by placing the cards side by side on the table.

PLAY TIPS

- Play rhyming words with body parts. Have students touch their head, nose, arm, etc. and think of a word that rhymes with the body part.
- Play, *I Spy with My Little Eye*, using target items in the classroom. For example, decide on something in the classroom, like *door* as the target word. Then state, "I spy with my little eye something that rhymes with *floor*." The students look around the classroom for something that rhymes with floor.

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Language and Literacy

Onset and Rime Awareness

EZ.040.LA.1011

Activity Type:
Free Choice and Small Group

Objectives:
Students will understand and use recognizable and new vocabulary.
Students will begin to identify and segment one-syllable words.

Phonological awareness is the ability to recognize and manipulate the sounds of spoken language. It is an essential skill in the process of learning to read and write. Young children participate in various sound activities to build sound awareness. Onset and rime activities help children identify patterns in words.

WHAT TO DO

Introduce the picture puzzles as a small group or free choice activity. As a small group exercise, model saying the onset together, the rime together, and the picture that identifies the word. As a free choice exercise, have the students put the pieces together to create a word.

PLAY TIP

Attach beginning and ending sounds to a set (2) of large dice. Have students roll the dice and say the word created, putting the onset and rime together.

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Language and Literacy

Smash Up: Word Bank Words

EZ.040.LA.1012

Activity Type:
Small Group

Objective:
Students will identify and recite word bank words.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. Repetitive exposure to word bank words helps students with long-term recognition. Using word bank game cards, students toss a bean bag onto the called word bank word.

WHAT TO DO

1. Spread the word bank game cards out on the floor. Ask a student to stand in a designated spot, toss a bean bag to a word bank word as you call it out, and repeat the word when the bean bag lands. The student can walk over and pick up the word bank game card and bean bag. Rearrange the word bank game cards before the next student's turn.
2. As a variation, students can toss a bean bag to a word of their choosing and say the word. Continue until all the words have been read.

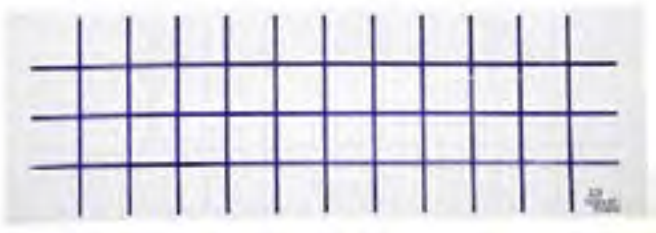
PLAY TIP

Organize the word bank game cards on the graphing mat and number them. Ask students to toss the bean bag to a number and say the word bank word.

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Social and Emotional

Main Street, My Community

EZ.040.LA.1013

Activity Type:
Small Group and Routines

Objectives:
Students will build relationships with educators and peers through communication. Students will act out familiar community scenarios and recognize the roles of people who help them every day.

Every student is part of a community, and many of the places they visit, like the grocery store, post office, library, bakery, or park, can be found on their own "Main Street." This activity invites children to explore their personal connections to their neighborhood by acting out every day experiences using puppets. Students can talk about where they go with their families, the people they meet in their community, and how everyone works together to make their town feel safe, helpful, and friendly.

WHAT TO DO

1. Demonstrate role-playing familiar community interactions with various puppets. Connect each scenario to places a student might visit in their neighborhood. Consider role-playing situations such as:
   - At the bakery, using a chef puppet and a child puppet to talk about favorite treats or who picks up bread for the family.
   - Outside the school, using two puppets (friends or siblings) to share favorite books or Saturday family routines.
   - At the post office, using the mail carrier and a child puppet to discuss how mail gets delivered, where packages come from, or what letters families might send.
2. During morning meeting or other routines, encourage students to choose puppets and act out places they visit in their community like the hardware store, café, grocery store, and going to the doctor. Support students as they share details from their family and community life.

PLAY TIPS

- With students, brainstorm a list of careers that are familiar to them and record on chart paper. Students can continue referencing the list as they are acting out scenarios with the career-focused puppets.
- Use the puppets to teach social skills in other ways. You can use the puppets to role-play big emotion situations, model kindness with one another, acknowledge and identify empathy, and practice taking turns.

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Social Studies

Map Symbols

EZ.040.LA.1014

Activity Type:
Free Choice and Small Group

Objectives:
Students will recognize symbols as representations.
Students will recreate symbols building fine motor skills.

Maps are pictures of places and usually include symbols to show us special places. We use maps to show us where we are and where we need to go. Students have discussions about the meaning of symbols and practice writing map symbols in sand using a legend template. This activity supports children's early spatial awareness and symbolic understanding, helping them learn how to interpret visual information and communicate their own ideas through symbols.

WHAT TO DO

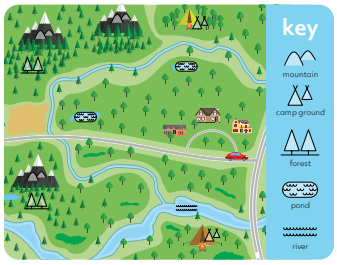
1. Begin by introducing the atlas and comparing it to a globe. This will help students connect their prior knowledge about the world. Ask students the following questions: "What features make up the land?," "What features make up the ocean?," and "How do you know what countries are home to people and animals?" Give students plenty of time to explore the atlas on their own and ask questions.
2. Fill the sand trays with colored sand. Demonstrate "drawing" in the sand with your finger. Introduce the legend examples, pointing out the symbols and discussing representation. Students can use the legends to practice "drawing" the symbols in the sand.

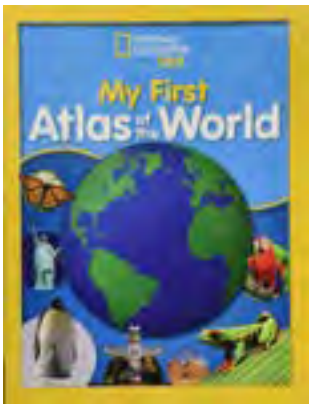
PLAY TIPS

- Encourage students to create their own symbols and share their representations.
- Go on a treasure hunt. Make a map of the classroom, hide an item in the classroom, and indicate the location with an "X" on the map. Students can use the map to find the hidden item.

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Fine Arts

Main Street Hardware Shop: Builders, Fixers, and Makers

EZ.040.LA.1015

Activity Type:
Free choice and Small Group

Objectives:
Students will participate in dramatic expression and make applications to real life.
Students will apply real-life problem-solving skills through exploring tools, materials, and building challenges.
Students will use planning and visual representation to design, test, revise, and complete construction inspired tasks.

Preparing to build takes a lot of planning! At the main street hardware shop, students explore what is means to be builders, fixers, and inventors in their community. Students begin by visiting the hardware shop counter, which is set up with bins of pretend nuts, bolts, wood blocks, and other play tools. They can "purchase" materials using picture-based shopping lists or by asking the shopkeeper for help finding items. Once students gather what they need, they sketch out designs, test them, revise designs, and rebuild. Through designing, building, testing, and rebuilding, students strengthen persistence, collaboration, and creative thinking, just like real builders and makers in their community.

WHAT TO DO

1. If desired, create labeled bins such as tools, pipes/parts, and fix-it materials. Introduce the dramatic play materials and encourage students to purchase materials to design, build, and redesign.
2. To build background knowledge, read books about design such as Iggy Peck, Architect by Andrea Beaty, describing the design process as you read. After reading, ask students to draw out a design plan, first using paper and pencil, and then mirroring those designs using the Big Bricks. Students can use the other hardware/construction dramatic play items to create a full construction scene and imagine themselves in construction-oriented roles.

PLAY TIP

Continue adding new materials to the main street hardware store to entice creative and new thinking. Students can create construction signs using paper and coloring materials, "fix" broken classroom materials, or determine appropriate paint colors for newly created items.

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Fine Arts

Little Chefs Pizzeria and Deli

EZ.040.LA.1016

Activity Type:
Free Choice and Small Group

Objectives:
Students will begin to understand that items have different prices and that money is used to buy goods.
Students will role-play being customers and workers in a pizzeria/deli, practicing earning, spending, saving, and giving in meaningful play scenarios.

In the Little Chefs Pizzeria & Deli, young children explore how people earn and use money through pretend restaurant play. Students take on roles such as cashier, chef, server, or customer and participate in real-world exchanges like paying for food, making change with play money, and deciding how to spend their money. Through hands-on exploration, students begin to notice that some items cost more than others and that we earn money by working (taking orders, preparing food, ringing up customers). This dramatic play center builds early financial awareness while offering communication and math opportunities.

WHAT TO DO

1. Set up the pizzeria/deli with stations, such as kitchen, ordering counter, dine-in tables, and cashier. Introduce the cash register, menus, and play money. Show students how workers "earn" money by taking orders, preparing food, or cleaning the shop.
2. Encourage students to add price labels to menus, role-play as chefs, cashiers, delivery drivers, or customers, and exchange money for food items, noticing which items cost more or less. Continue reinforcing vocabulary naturally during play by using terms like earn, spend, save, cost, change, buy, and sell.

PLAY TIPS

- Sort real coins in the classroom. Set out a sorting tray and some coins and encourage students to sort by color and size.
- Introduce an estimation jar in the classroom. Fill the jar with easily recognizable items like pom poms or bouncy balls and ask students to guess how many objects are in the jar. After students have made a guess, count the items as a class. As students become more comfortable with estimating, add smaller items like erasers or beans.

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Fine Arts

Cozy Coffee Shop

EZ.040.LA.1017

Activity Type:
Free Choice and Small Group

Objectives:
Students will practice cooperation, communication, and symbolic play while taking on different roles in real-world experiences (ordering, paying, preparing drinks).
Students will strengthen early math skills by identifying numbers, counting items, and exchanging play money.
Students will build vocabulary related to food, jobs, and tools.

Students engage in dramatic play by transforming the dramatic play center into a cozy coffee shop. They will take on roles such as barista, cashier, baker, and customer. Children explore how a coffee shop works by making pretend drinks, preparing pastries, writing "orders," and paying with play money. This activity encourages creativity, literacy, and social-emotional skills as students communicate, negotiate roles, and practice taking turns.

WHAT TO DO

1. Read *The Littlest Barista* by Melissa Cunningham, pointing out features in the café. Show students real-world photos of coffee shops and cafés. Ask questions such as: "What do people do at a coffee shop?," "Who works there?," "What do you like to order?"
2. Set up the dramatic play center and help students sort pretend pastries, organize the cups, and set up the register. Encourage students to rotate through roles. Demonstrate simple ways to interact such as:
   - A barista makes drinks by scooping the coffee, stirring, and handing to the customer.
   - A cashier takes orders and accepts money from the customer.
   - A customer chooses items from the menu and pays.
   - A baker restocks pastries and keeps the display full.

PLAY TIPS

- Create a "latte art" station with felt shapes and ask students to create coffee shop menus.
- Add coffee beans and scoops to a sensory bin to incorporate sensory play.

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Mathematics

Build and Count Pizza

EZ.040.LA.1018

Activity Type:
Small Group

Objectives:
Students will practice listening and responding to directions.
Students will identify numbers quantities, and images.

In this cooking center, students take on the role of chefs preparing a variety of simple dishes. Using recipe cards with pictures and numbers, they gather themed ingredients and add the correct amounts to their pot or bowl. As they scoop, count, and mix, children practice number recognition, matching quantities, and following step-by-step directions. This activity blends dramatic play, sensory exploration, and early math skills into a flexible, collaborative cooking experience that can be adapted to any classroom theme.

WHAT TO DO

1. Ask students to dress up as chefs using aprons and chef hats, then choose a stew recipe card that shows the ingredients and how many to add. Using scoops or their hands, have students count out the ingredients and place them into the pot or bowl.
2. Once the stew is finished, students can pretend to cook, stir, and serve it. After making their stew, they invite a friend to sing a stew song or pretend to serve their creation.

PLAY TIPS

- **Create a New Recipe:** Students design their own stew recipe card by choosing ingredients and deciding how many to add.
- **Chef Teamwork:** One student reads or shows the recipe while another chef gathers and counts the ingredients.
- **Taste Test Station:** Students present their stew to classmates who count the ingredients together before “tasting.”

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Social and Emotional

Building Our Community

EZ.040.LA.1019

Activity Type:
Large Group and Small Group

Objectives:
Students will interact with peers in play-based ways.
Students will create stories and scenarios using dramatic materials.

Play is such an important part of children's learning and development. Children play and interact with their peers by exploring simple building materials and using the experiential learning classroom (murals and flooring) to recreate the city they live in. Students can build a fire department, a police station, homes, add people, and more on the community floor map.

WHAT TO DO

1. Help students celebrate the work people do in our communities by sharing books and stories from the classroom library. Be sure to reiterate that communities can be big or small and people in communities help each other by offering goods and services.
2. Introduce the build-a-community materials (wooden buildings, vehicles, community members, and blocks). Review the community helpers who live and work right alongside us in our communities. Students can use the build-a-community materials to create a community on the town flooring. Encourage students to create scenarios or provide play scenarios such as a family taking an afternoon trip to the zoo or a fire truck putting out a small fire.

PLAY TIP

While walking in the school neighborhood, stop and observe community helpers. A neighborhood walk could include observing a local construction site, garbage and recycling trucks, or a delivery service. Have discussions about the services the community helpers provide.

WHAT YOU'LL NEED











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Social Studies

Urban, Suburban, and Rural

EZ.001.LA.1016

Activity Type:
Large Group and Small Group

Objectives:
Students will identify common features in communities.
Students will demonstrate an understanding of features in urban, suburban, and rural areas.

As an introduction to urban, suburban, and rural communities, students read *The Little House* by Virginia Lee Burton, discussing how the environment around the house changes. Students can sort urban, suburban, and rural photo cards using sorting mats. Sorting activities reinforce vocabulary and provide the opportunity to introduce new words.

WHAT TO DO

1. Read *The Little House* by Virginia Lee Burton, discussing how the environment around the little house changes over time. Ask students the following questions throughout: "What does the little house see?," "What does the little house hear?," and "What kind of things surround the little house?" Picture walk through the community books, making comparisons to *The Little House*.
2. After reviewing the stories, place the suburban, rural, and urban photos and sorting mats in a free-choice center for sorting and further discussion.

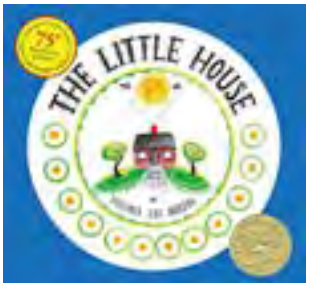
PLAY TIPS

- *The Little House* feels lonely and neglected over time because she wasn't taken care of. Discuss taking care of material things. Ask questions like, "How should we treat the things that belong to us?" and "What happens when we don't take care of our things?" Relate the discussion to respecting materials in the classroom.
- Using pictures from the story, ask students to sequence the progression of events from beginning to end.

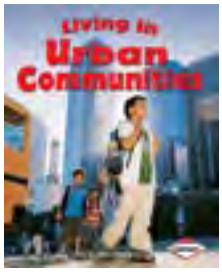
WHAT YOU'LL NEED



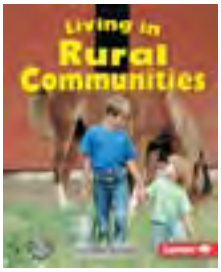












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Fine and Gross Motor

Following Directions

EZ.004.LA.1014

Activity Type:
Free Choice and Small Group

Objectives:
Students will follow a series of steps to make an end product.
Students will develop fine motor skills.

Young children learn language by listening to the world around them. With increased exposure, they begin to comprehend and build understanding. Using concept cards, building materials, and adult guidance, students participate in following direction exercises to make an end product.

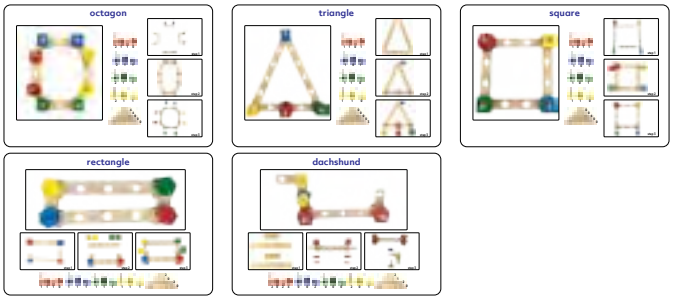
WHAT TO DO

Introduce the construction building set and concept cards in a free exploration area. Students can use the concept cards to create a pre-determined product or students can build items/ structures of their choosing.

PLAY TIPS

- Students can practice following directions through other listening exercises. Provide students with a series of directives to create a specific end product using tabletop blocks. For example, ask students to stack two cylinders and a triangle to create a rocket, modeling as you provide the directives.
- Games like *Simon Says* and *Red Light, Green Light* help students practice following directions. Even though students are not creating a visible product, they are listening to directions in order to complete a task.

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Fine Arts

Car Painting

EZ.008.LA.1020

Activity Type:
Free Choice

Objectives:
Students will express ideas and experiences through process art.
Students will strengthen their fine motor skills and enhance their executive function abilities.

Process art helps children develop social and emotional skills like self-confidence. Without the expectation of a product, children have the freedom to create, explore, and make observations using art medium. Children are more likely to explain their art, building vocabulary, when it's open-ended and has no restrictions. By using transportation-themed and art materials, students can create choice-driven artwork while developing their expressive language skills.

WHAT TO DO

Provide students with paper, a tray, and paint color(s) of their choosing. Allow students to drop paint onto their paper in various spots. Encourage students to roll a vehicle back and forth to spread the paint. Add more paint as students choose.

PLAY TIPS

- Add vehicles like trains and motorcycles and make comparisons between the tracks in paint.
- Place the paper on a slide or ramp and roll the cars down. Have students make observations.
- Add shaving cream to a tray and encourage students to use the vehicles to draw tracks.

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