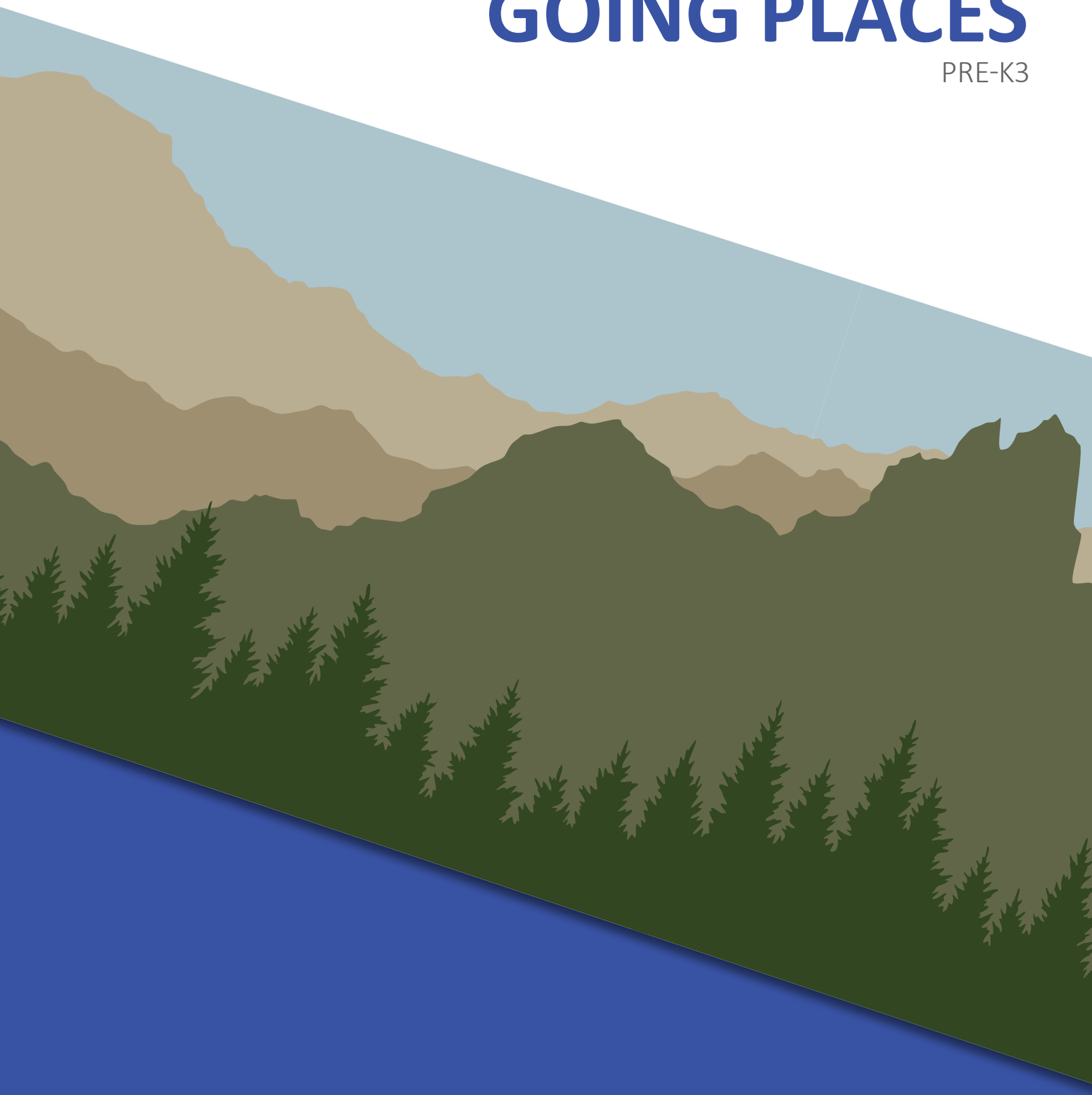
GOING PLACES

PRE-K3



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Language and Literacy

Alphabet Soup: Themed Alphabet

EZ.013.LA.1001-1002

Activity Type:
Free Choice and Small Group

Objective:
Students will identify uppercase and lowercase letters in different contexts.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. Students take turns scooping up letters from a camping pot using a soup ladle. After identifying the letters in their ladle on an alphabet card, they find the letters in other locations around the classroom. Alphabet knowledge involves recognizing and naming both uppercase and lowercase letters, identifying letter symbols, and understanding the sounds associated with each letter. Engaging in activities that promote this knowledge provides a strong foundation for young children's literacy development.

WHAT TO DO

Place the magnetic letters into the kettle. In pairs or individually, ask students to take turns scooping up a letter with the ladle. The student identifies the letter and matches the letter on the alphabet card. To encourage letter-sound associations, ask students to search for an object in the classroom that begins with that letter.

PLAY TIPS

- Have students work in pairs to match uppercase and lowercase letters.
- Have students build the letters with classroom manipulatives like Unifix Cubes, erasers, or learning links. Students can use the themed magnetic letters as a guide.

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Mathematics

Towers of Numbers: Number Cards

EZ.013.LA.1003-1004

Activity Type:
Free Choice and Small Group

Objectives:
Students will recognize numbers.
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 use blocks to create towers corresponding to the number shown on a number card. By learning to match one object to another, children build an understanding of counting, number concepts, and quantity. Developing this skill also supports their ability to recognize patterns and relationships, which are essential for more complex mathematical thinking.

WHAT TO DO

Place the number cards on the table or floor face down. Have students choose a card and create a tower using the number of blocks on the card. Repeat the activity, using all the number cards.

PLAY TIPS

- Use the blocks to create patterns. Students can make simple A-B-A-B patterns or more complex patterns like A-B-A-C.
- Have students match shadows with blocks. First, build a tower with blocks, place a piece of butcher paper on the wall, and set-up a flashlight on a chair to cast a shadow. Trace the shadow and have students “match” the shadow using the blocks.

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Mathematics

Counting and Measurement

EZ.013.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

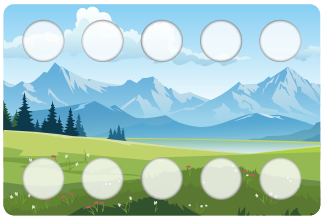
After modeling how to use the mats, place the counting and measurement mats in a learning center as a teacher-directed or student-directed experience. As a teacher-directed experience, guide students to use manipulatives to show one-to-one correspondence and length. As a student-directed experience,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

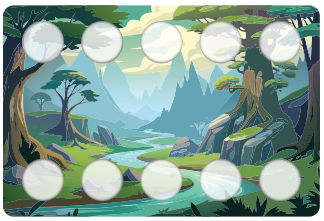
PLAY TIPS

- 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.013.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.

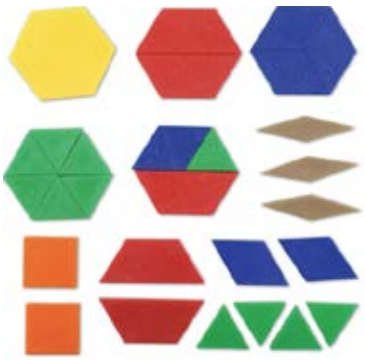
PLAY TIPS

- 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.013.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.013.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

Connect Links Rhyming Words

EZ.013.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.

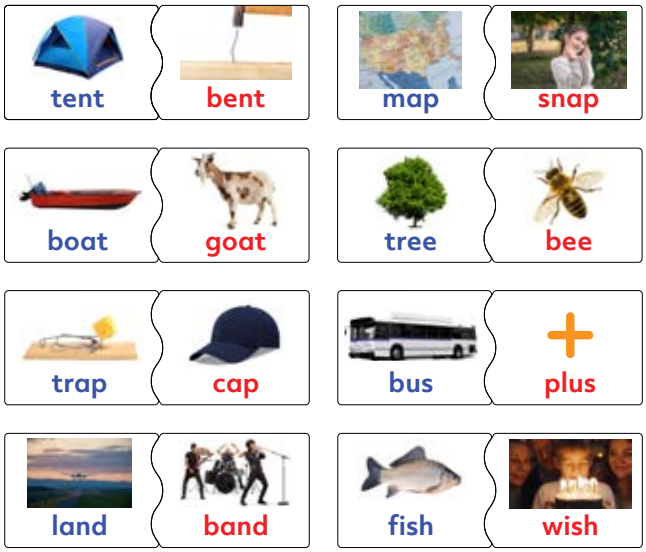
WHAT TO DO

In a small group, show students the rhyming cards while identifying each item. Have students say the name of the item. Identify two items that rhyme and model using the link-n-learns to connect the items. You can continue the activity as a small group or place in a free choice center for students to continue individually.

PLAY TIP

Play the rhyming name game. Use made-up words to rhyme with students' names. For example, say "If your name rhymes with misa, touch your head," and Lisa touches their head. This activity works well during circle time or transition periods.

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Language and Literacy

Onset and Rime Awareness

EZ.013.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.

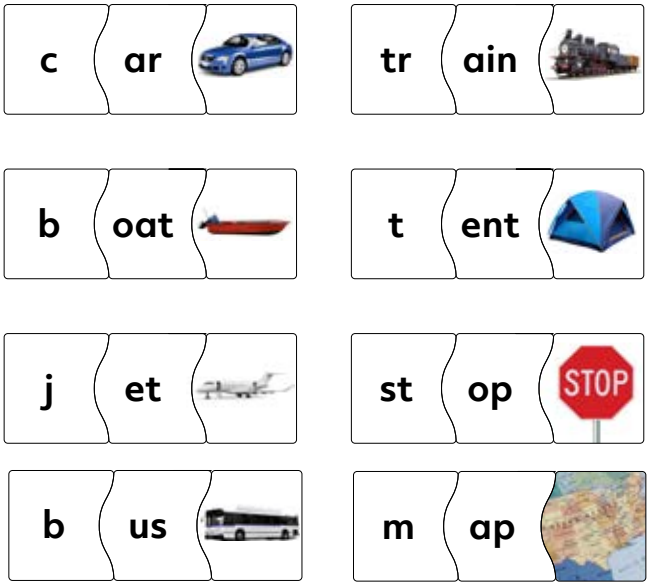
WHAT TO DO

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

Play-Doh Snakes: Word Bank Words

EZ.013.LA.1012

Activity Type:
Free Choice

Objectives:
Students will identify word bank words.
Students will recreate word bank words.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. Students roll balls of Play-Doh into snakes to form word bank words on directional cards. Students practice forming letters by bending and joining the snakes together in this unconventional pre-writing exercise. Practicing letter formations in various ways enhances letter recognition and phonemic awareness.

WHAT TO DO

1. Provide students with the word bank tracing cards and a choice of Play-Doh colors. Demonstrate rolling the Play-Doh into "snakes," and bending, pinching, and pulling the Play-Doh to make longer strands and curves. Demonstrate "tracing" the word bank tracing cards with Play-Doh.
2. Students can use the Play-Doh tools to assist with tracing or in free exploration.

PLAY TIP

Use flattened Play-Doh as a writing surface. Have students flatten out a medium-sized piece of Play-Doh on a flat surface. Students can use a pencil, straw, or toothpick to write word bank words in the Play-Doh.

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Language and Literacy

Let's Get Going Bingo

EZ.013.LA.1014

Activity Type:
Small Group

Objective:
Students will listen for word bank words and identify word and picture matches.

Bingo games help students learn to associate pictures with words and help build a robust vocabulary. In addition, students learn to take turns and play alongside peers. Using transportation images, students match the image to the corresponding item as it is called from the Bingo caller.

WHAT TO DO

1. Pass out the Bingo cards and go over the words and pictures on the game boards. Explain that each box will be covered with a Bingo chip as an item is called out. Each box may only be covered once and some boxes may not be covered at all.
2. As you call out items from the caller cards, be sure students are using the Bingo chips to cover an item. Remind students that Bingo looks like a filled row.

PLAY TIP

Bingo games can be easily created to apply to other concepts. You can create a Bingo game for alphabet recognition, word bank words, pictures, and even numbers using laminated paper or contact paper.

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Language and Literacy

Alphabet Roadways

EZ.013.LA.1016

Activity Type:
Free Choice

Objective:
Students will recreate letters in unconventional ways.

Students practice emergent writing skills by tracing letters and numbers in non-traditional ways. Students use cars and roadway cards to practice letter and number formations. A multisensory approach to handwriting development, which incorporates diverse materials and techniques, encourages children to engage all their senses in building these skills.

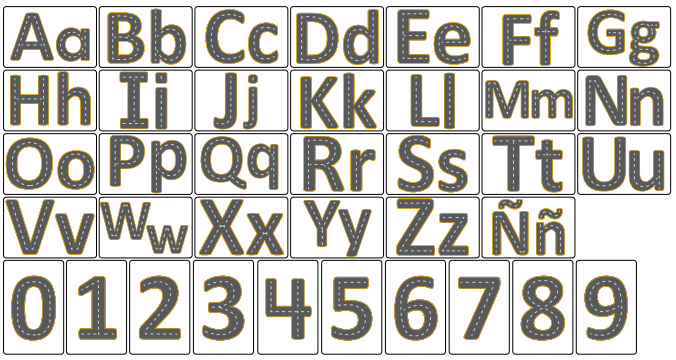
WHAT TO DO

Place the alphabet roadways and cars/trucks in a free-choice center to encourage students to “drive” the shapes and outlines of letters and numbers. Students can match the alphabet roadways to the themed magnetic letters in the classroom.

PLAY TIP

Have students create letters and numbers using the cars/trucks and paint. Students can dip the cars into washable paint and “drive” the cars on paper in letter and number formations. As additional support, lay the paper onto the alphabet roadways and ask students to trace the pre-existing roadways.

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Science

Exploring Force and Motion

EZ.013.LA.1020

Activity Type:
Free Choice and Small Group

Objective:
Students will experiment with slope, cause and effect, momentum, and gravity.

Through hands-on play, students engage with the fundamental concepts of force, motion, and friction by exploring discovery ramps and wheeled vehicles. As they experiment with rolling different vehicles down the ramps, educators ask what, why, and how questions to encourage reflection and help children investigate further. As students manipulate the materials, they learn to collaborate, communicate their ideas, and engage in problem-solving.

WHAT TO DO

Have students explore concepts of motion by experimenting with the ramp, cars, and trucks. Compare and contrast observations about what happens, what is the same, and what is different between the type of pulls, pushes, and resistance. Be sure to talk about car material (weight), wheel type (size), and resistance (ramp angle), and how they factor into movement.

PLAY TIP

Explore push and pull, force and motion using paint. Tape a piece of paper to a craft tray. Dip a piece of cardboard or card stock into the paint. Have students push and pull the cardboard on the canvas. Repeat with additional paint colors. Have students try the activity again by using Earth's gravitational pull to direct paint on the canvas (moving paint by changing angles). Have students make observations about the movement of paint.

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Play-Based Learning Materials

Fine Arts:











Games:








Fine and Gross Motor:







Science:




Puzzles:





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