HEALTHY AMAZING ME

PRE-K3



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Language and Literacy

Rock Writing Tray: Themed Alphabet

EZ.012.LA.1001-1002

Activity Type:
Free Choice

Objectives:
Students will identify uppercase and lowercase letters.
Students will recreate uppercase and lowercase letters in unconventional ways.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. Using the magnetic alphabet letters as a guide, students create letters with rocks in faux dirt (modeling dough) to reinforce the shapes of the magnetic letters. Engaging in activities that enhance emergent writing skills, such as unconventional handwriting exercises, helps young children develop procedural knowledge.

WHAT TO DO

Before starting this activity, verify the rock size safety with the object tester tool. Give students a handful of modeling clay, a handful of rocks, and a craft tray (from your general supply kit). Ask students to flatten their modeling clay using their hand. Using the magnetic letters as a reference, encourage students to recreate letters in the clay using the rocks.

PLAY TIPS

- Students can use the modeling clay in other ways to recreate letters. Encourage students to try squishing, rolling, sculpting, and modeling the clay into letters with their hands to build upon fine motor development.
- Use the modeling clay to practice forming basic shapes such as a ball, egg shape, pancake, volcano, and snake. You can draw the shapes onto sentence strips and encourage students to practice building the shapes using clay in a free-choice learning center.

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Mathematics

What's Missing?: Number Cards

EZ.012.LA.1003-1004

Activity Type:
Large Group and Small Group

Objectives:
Students will begin to recognize numerals 0-10.
Students will compare quantities of objects by using number recognition and 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 recognize numerals by participating in number line activities. In What's Missing?, students will determine the missing numeral in a number line after reviewing the complete number line. Seriation, or arranging items in order, is a fundamental math skill that helps children understand numerical order, sequencing, and patterns. As young children engage in this activity, their ability to identify missing numbers improves and becomes more rapid.

WHAT TO DO

1. Align the numbers in order and have students (as a group) say the numbers with you, pointing at each number as you go through the number line.
2. Align the numbers in order again, this time removing a number. Have students say the numbers with you, prompting students to determine what number is missing. Continue with this activity, removing more numbers as students are able to recognize the missing number(s).

PLAY TIP

Turn the number cards over, face down, and mix them up. Leave one card out of the mix. Have students flip the cards over and align them in numerical order, determining the missing card.

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Mathematics

Counting and Measurement

EZ.012.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.

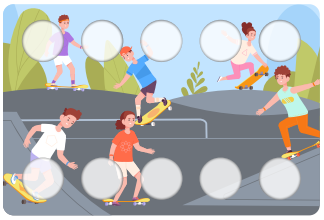
WHAT TO DO

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.

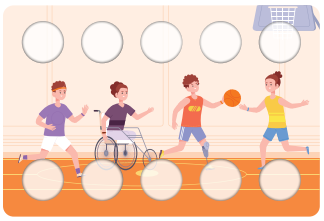
PLAY TIPS

- 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.012.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.

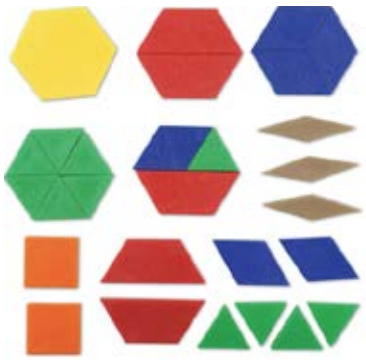
PLAY TIPS

- 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.012.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.

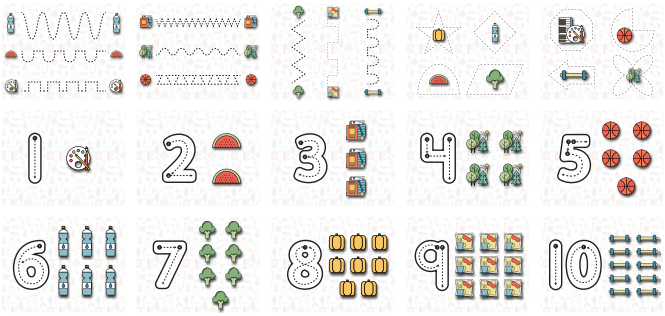
WHAT TO DO

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.012.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.012.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.012.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.

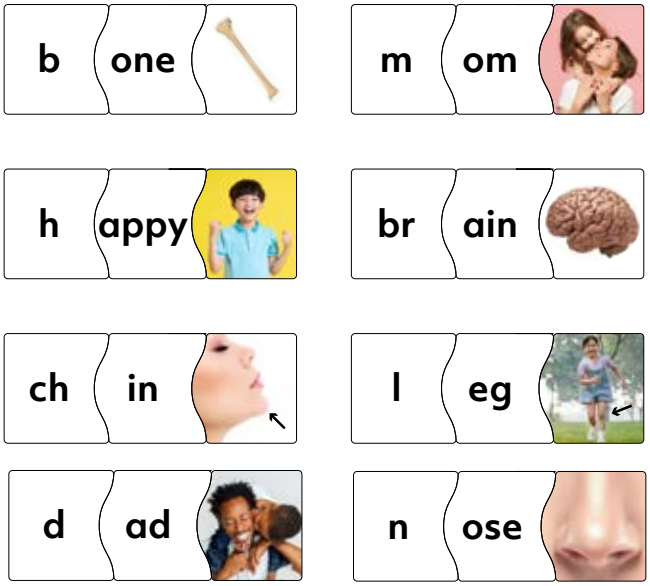
WHAT TO DO

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

Letter Tiles: Word Bank Words

EZ.012.LA.1012

Activity Type:
Free Choice and Small Group

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

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. Students use letter tiles to match letters to word bank words. Letter matching activities strengthen letter recognition by providing opportunities for repetition and practice.

WHAT TO DO

Review the word bank words as a large or small group. Add the letter tiles, sentence strips, and word bank words to the writing center and encourage students to match letter tiles to letters in word bank words on sentence strips.

PLAY TIPS

- Write word bank words on sentence strips and provide small stickers to place along the letters that make up the words.
- Inspire students to participate in connect the dot process art. Have students place dots randomly on paper and then connect the dots. Students can add detail to turn their art into a creation.

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Social and Emotional

Keeping My Body Healthy

EZ.012.LA.1016

Activity Type:
Large Group and Small Group

Objective:
Students will discover and practice good hygiene and healthy body practices.

Teaching young children about good hygiene and healthy body practices at an early age sets them up for healthy decisions throughout life. After reading *Germs Make Me Sick* by Melvin Berger, students practice good hygiene and healthy body practices by participating in disease prevention strategies like washing hands and brushing teeth. Visual action cards and sand timers are provided to reinforce concepts and time.

WHAT TO DO

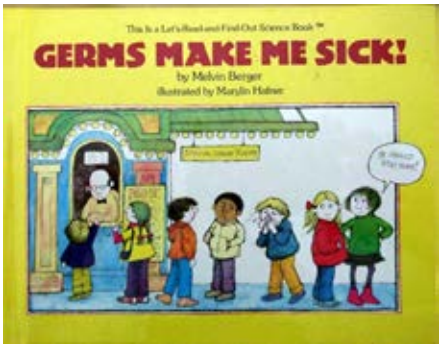
1. Read *Germs Make Me* Sick by Melvin Berger, to help reinforce the importance in handwashing. Discuss other practices and routines that students participate in to stay healthy.
2. Introduce the Good Hygiene and Healthy Practice cards. Talk about the time it takes to participate in the activities. Ask students the following: “Which activities take a long time to do?” and “Which activities take a short time to do?” If the activity is school friendly, ask students to participate in the activity, using a sand timer to target a time (i.e., use the 30 second sand timer for appropriate handwashing timing).

PLAY TIP

Include dental care as part of your daily programming by helping students brush their teeth (using a sand timer) after every snack and meal. Contain personal items in individual bags or containers for sanitary purposes.

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Social and Emotional

We All Have Feelings

EZ.012.LA.1018

Activity Type:
Small Group

Objective:
Students will recognize and verbalize emotions.

Emotions are the way we feel. Young children learn about emotions through experience and conversations. After reading *The Way I Feel* by Janan Cain, students use self-made emotion cards to show how they would feel in different situations. Students can extend the experience by using the Moods and Emotions mirrors in connection with the classroom Magic Door. Young children need to develop strategies for managing their emotions to build strong social-emotional skills. Once they learn to recognize their emotions, educators can facilitate discussions about the contexts in which they experience specific feelings, helping children understand and navigate their emotional landscape.

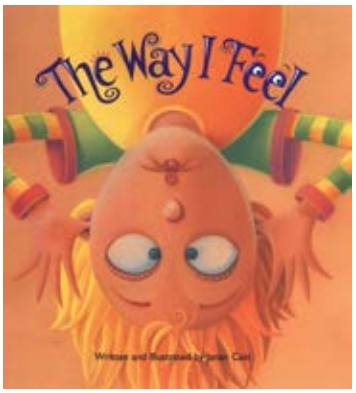
WHAT TO DO

1. Read *The Way I Feel* by Janan Cain, reviewing each emotion and asking students to think of a time when they felt that emotion. After reading, ask students to show you the various emotions through facial expressions (i.e., show you what a happy person looks like and show you what a sad person looks like).
2. Tell students they will be making emotion signs to share how they feel in different situations. Give each student a precut green circle and a precut red circle (or other designated colors) and have them draw a happy face on the green circle and a sad face on the red circle. Students can glue the circles together using a craft stick in the center as a handle. Students can use the signs to show how they would feel in the different situations you call out. A few examples include:
    - It's your birthday!
    - You fell down and skinned your knee.
    - A new puppy came to live with you.

PLAY TIP

Include the Moods and Emotions Mirrors as a support in your discussions. After asking students to show you various emotions through facial expressions, you can show the Moods and Emotions Mirrors as a reiteration. Students can also use the Moods and Emotions Mirrors during free-choice exploration opportunities.

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Fine Arts

Shakin' the Chute

EZ.012.LA.1020

Activity Type:
Small Group

Objectives:
Students will move to musical rhythms to emphasize the importance of physical fitness.

Using music from *Shakin' the Chute* as inspiration, students move their body to musical rhythms. Adding music and movement tools like instruments, parachutes, movement scarves, and ribbons help dramatize the expression and extend physical development. Students can follow beats to music or create their own beats and rhythms.

WHAT TO DO

1. Introduce the parachute and parachute play CD, *Shakin' the Chute*. The songs and activities are designed to get students moving and building muscle control.
2. Set out the instruments and movement props, encouraging students to create their own music and physical expressions. Play a variety of musical styles to help students listen for repetitive words, lyrics, and beats.

PLAY TIPS

- Provide a music center where students can explore sound-making objects
- Add several balls to the parachute while listening to music and encourage students to keep the beat while bouncing the balls.

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Fine and Gross Motor

I Can Fasten

EZ.012.LA.1022

Activity Type:
Free Choice and Small Group

Objective:
Students will practice self-help skills.

Through repeated exposure to fine motor activities, children begin to develop the skills necessary to manipulate fasteners, tie shoes, and engage in other self-help activities. Using the book like *I Can Tie My Own Shoes* by Oakley Graham and *Button! Snap! Zip!: Learn Everyday Skills* by Nicola Edwards, as inspiration, students learn fundamental self-help skills as they listen to the story and then practice using manipulatives and models.

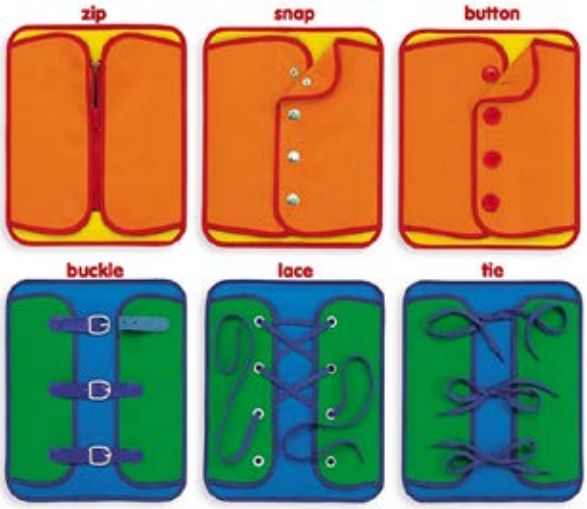
WHAT TO DO

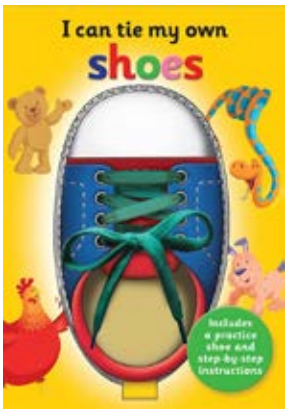
1. Picture walk *I Can Tie My Own Shoes* by Oakley Graham and *Button! Snap! Zip!: Learn Everyday Skills* by Nicola Edwards, relating the content in the books to fasteners and self-help activities students may do at home or at school.
2. Include the books and dressing frames in a free-choice learning center. Encourage students to manipulate the various fasteners and lacing materials with limited expectations.

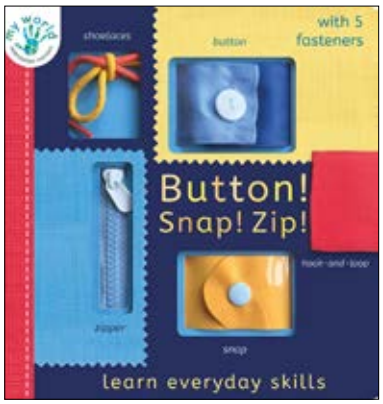
PLAY TIP

Be sure to include several “pre-fastener” activities in your classroom such as stringing beads, lacing cards, threading buttons, and peeling stickers. Pre-fastener activities help students develop fine motor skills that are necessary for manipulating fasteners.

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Play-Based Learning Materials

Fine Arts:



Games:



Puzzles:



Science:



Fine and Gross Motor:



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