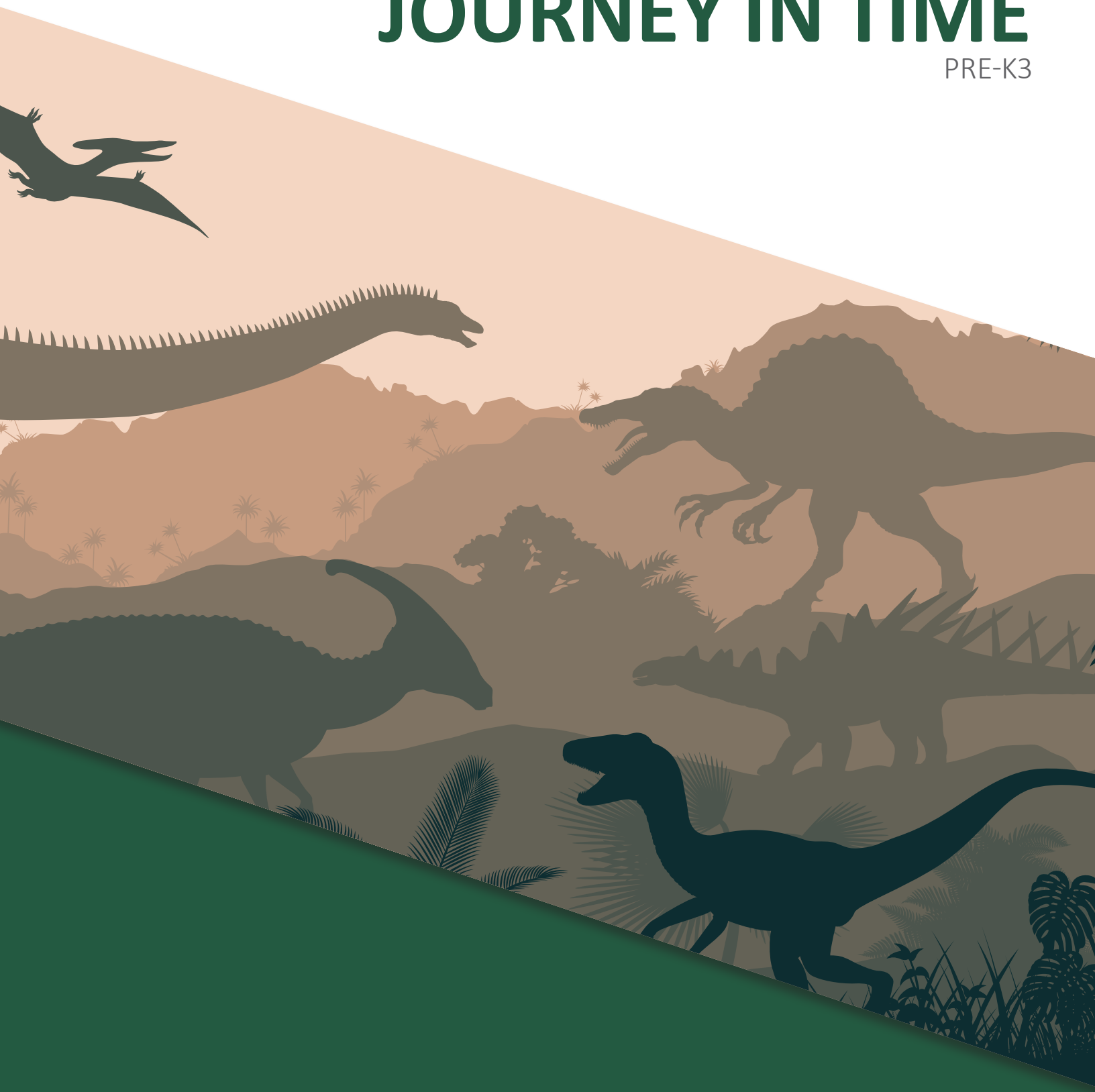
JOURNEY IN TIME

PRE-K3



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Language and Literacy

Squishy Bags: Themed Alphabet

EZ.011.LA.1001-1002

Activity Type:
Free Choice and Small Group

Objectives:
Students will identify uppercase and lowercase letters.
Students will recreate letters.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. Educator chooses a letter to focus on each day, displaying the letter on the magnetic board. Students use squishy bags in the learning center to practice forming the letter. Squishy bags can be easily made with resealable zipper storage bags, flour, water, and food coloring.

WHAT TO DO

1. Make the squishy bags by combining 1 cup of flour, 6 tbsps. of water and food coloring in a bowl and stirring until well blended. Place the mixture inside of the Ziploc bag and squeeze out any excess air before sealing the bag. Secure the top with clear packaging tape, if necessary
2. Ask students to practice writing the letter of the day with their finger. Encourage students to write their name and word bank words as well.

PLAY TIPS

- Squishy bags can be used to create shapes, lines, and patterns as well as practice letters and numbers. Adding the squishy bags to a light table encourages observation.
- Students can use other materials to write. Use a soft paint brush or a Q-tip to write letters, numbers, and shapes.

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Mathematics

More or Less: Number Cards

EZ.011.LA.1003-1004

Activity Type:
Small Group

Objectives:
Students will develop one-to-one correspondence.
Students will compare sets of objects using relative language.

Each themed classroom includes themed number cards. A featured activity will be included with each set of themed number cards. Math manipulatives and tools help students make direct correlations between visual numbers and objects. Using manipulatives, students make comparisons between numbers using comparative language like more than and less than.

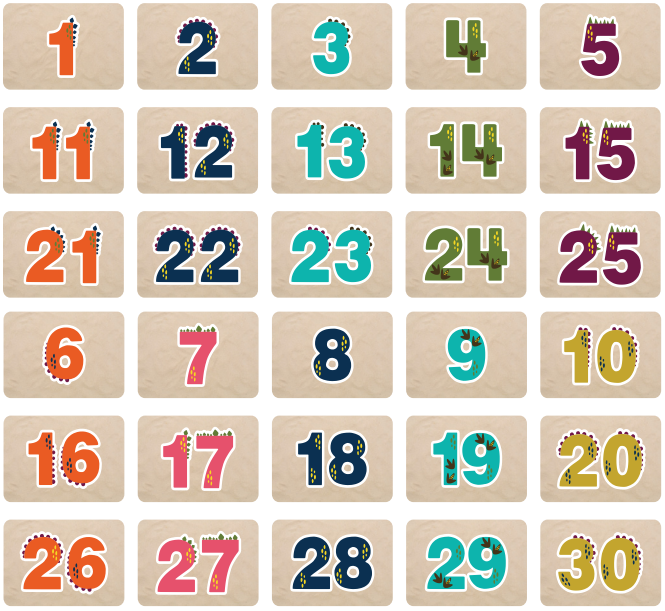
WHAT TO DO

1. Make a set of number cards (1-10 or 1-20) for each student in the small group using simple copy paper. Provide students with a handful of manipulatives.
2. Choose a themed number card and ask students to choose a number card from their set that is either more or less than the card you have chosen. Assess for number recognition by asking students to count the objects on your card and count out objects to match their own card. Continue through the set of numbers (1-10 or 1-20).

PLAY TIPS

- Practice counting forwards and backwards using the number cards as a visual guide.
- Have students create patterns using multiple sets of number cards. For example, students can create a 1-2-1-2-1-2 or 1122-1122 pattern to start.

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Mathematics

Counting and Measurement

EZ.011.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.

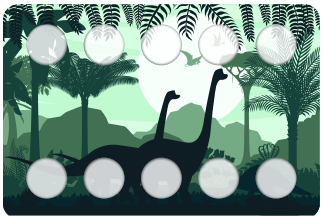
WHAT TO DO

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.

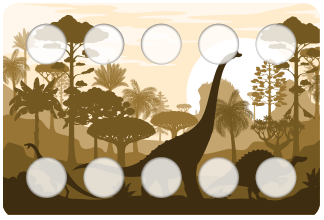
PLAY TIPS

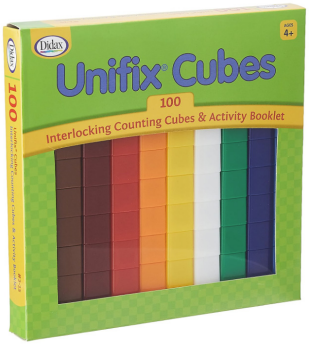
- Use the math manipulatives to reinforce sorting by color and type. Encourage students to count how many are in each category. Encourage students to think of other ways to sort the manipulatives.
- Ask students to use the manipulatives to create patterns. Create simple pattern mats (ABAB, AABB, ABB)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

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Mathematics

Making Patterns

EZ.011.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.

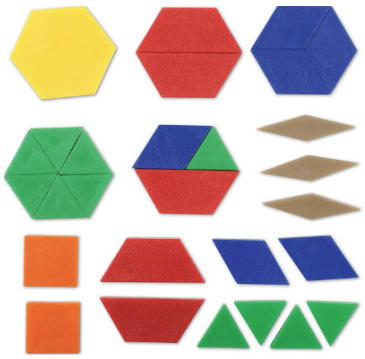
PLAY TIPS

- 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.011.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.

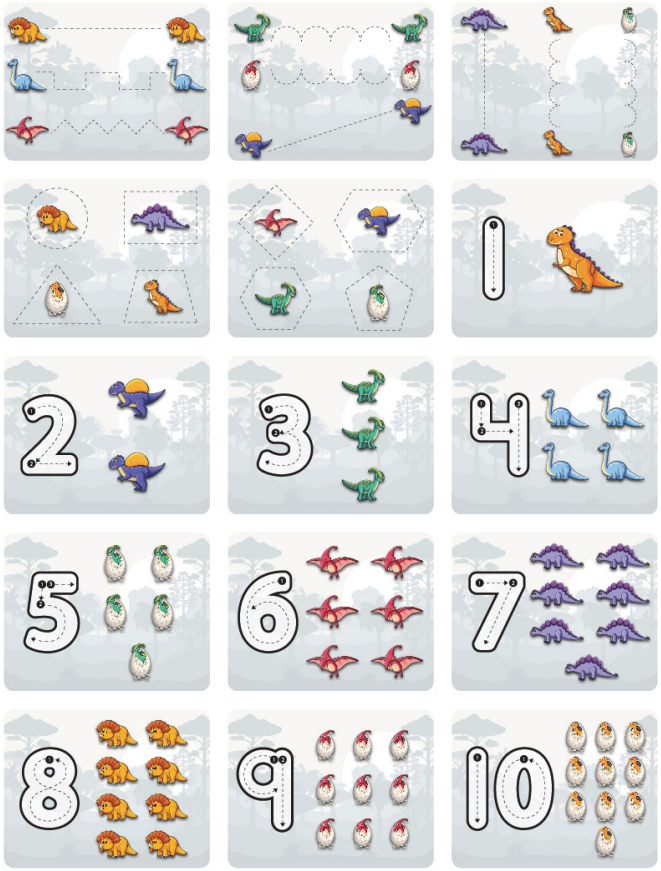
WHAT TO DO

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.011.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.011.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.011.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.

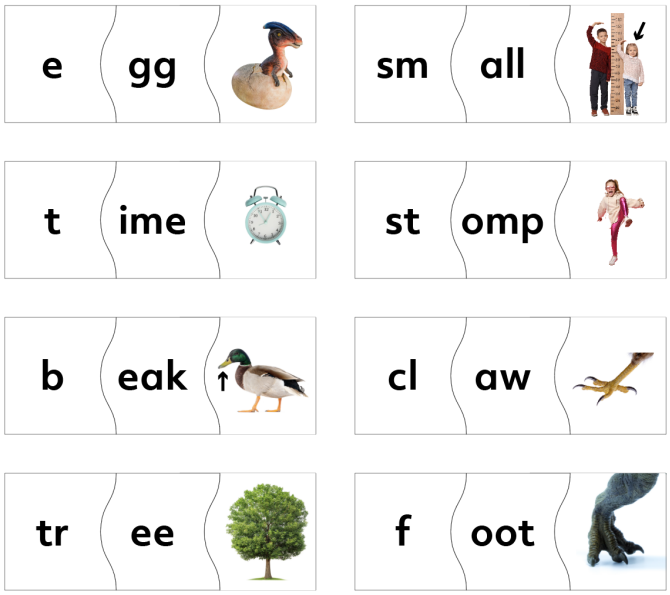
WHAT TO DO

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 with Words: Word Bank Words

EZ.011.LA.1012

Activity Type:
Small Group

Objectives:
Students will recognize high frequency words.
Students will distinguish when two words rhyme.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. Students build vocabulary by participating in rhyming activities. Educator can take a word from the word bank and rhyme it, encouraging children to jump in.

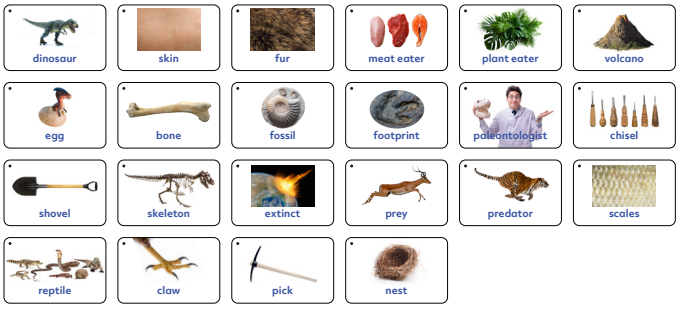
WHAT TO DO

1. The word bank can be used to help students begin to recognize rhyming words. Review the words in the word bank with students. Choose one word to start the song, sung to the tune of *The Muffin Man* and continue as you move through the word bank words.
   Do you know two rhyming words, rhyming words, rhyming words?
   Do you know two rhyming words? They sound a lot alike.
   ***Bone** and **cone** are rhyming words, rhyming words, rhyming words*
   ***Bone** and **cone** are rhyming words. They sound a lot alike.*
2. This educator-directed strategy can be used throughout the day including transition times and as part of the daily routine.

PLAY TIPS

- Create additional word banks with rhyming words from the themed word bank. For example: the themed word bank word is *bones*. Educator can hook words that rhyme with *bones* on a metal ring, including a picture with the word.
- Place objects for the corresponding word bank in a basket. During large group time, pass around the basket, calling out a rhyming word as each child chooses an item from the basket. The words can be real or made-up; encourage the students to focus on the ending sound.

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Fine Arts

Snap-Dinos

EZ.011.LA.1013

Activity Type:
Free Choice and Small Group

Objectives:
Students will build relationships with peers as they engage in play scenarios.
Students will apply real-life principles to imaginative play scenarios.

Students practice fine motor skills while participating in open-ended building and imaginative play with Snap-Dinos. Snap-Dinos connector pieces encourage parallel and associative play and will also include environment cards to entice extended play in a variety of ways.

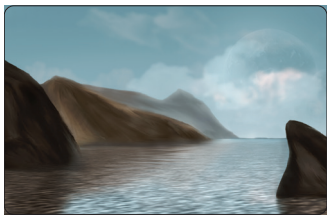
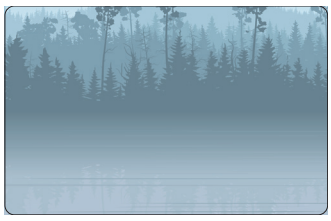
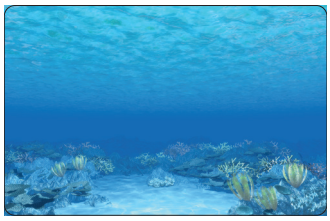
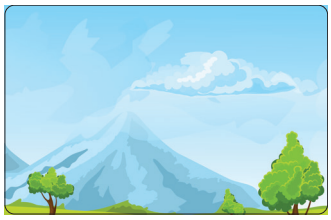
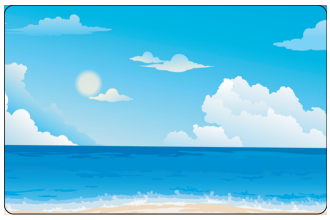
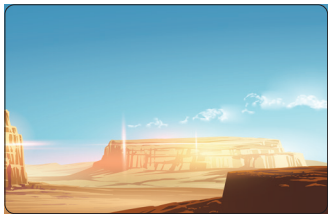
WHAT TO DO

1. Introduce the Snap-Dinos and environment cards to the students. Include an introduction to the various types of pieces for free exploration, which include legs, tails, spikes, bodies, and heads.
2. Encourage children to create dinosaurs using the color-coded pieces or mix pieces to create unique dinosaurs that they can name. Students can use the environment cards to extend the imaginative play and have conversations about prehistoric environments.

PLAY TIPS

- The wooden Snap-Dinos can be used for tracing and discussing common shapes. Students trace the wooden pieces onto paper to create dinosaurs and add detail, if interested.
- Snap-Dinos can also be used in sorting activities. Children can sort by color, feature, and function.

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Fine and Gross Motor

Dino Walk

EZ.011.LA.1017

Activity Type:
Small Group

Objective:
Students will combine body movement with alphabet and beginning sound recognition.

Students use dinosaur footprints to practice letter and beginning sound recognition while emphasizing gross motor movements. Educator or students can place the dinosaur prints in a pattern or scattered around to entice students to walk like a dinosaur while reciting what is on each footprint. Physical activity during learning strengthens neural pathways in the brain as well as helps to develop motor skills and spatial awareness.

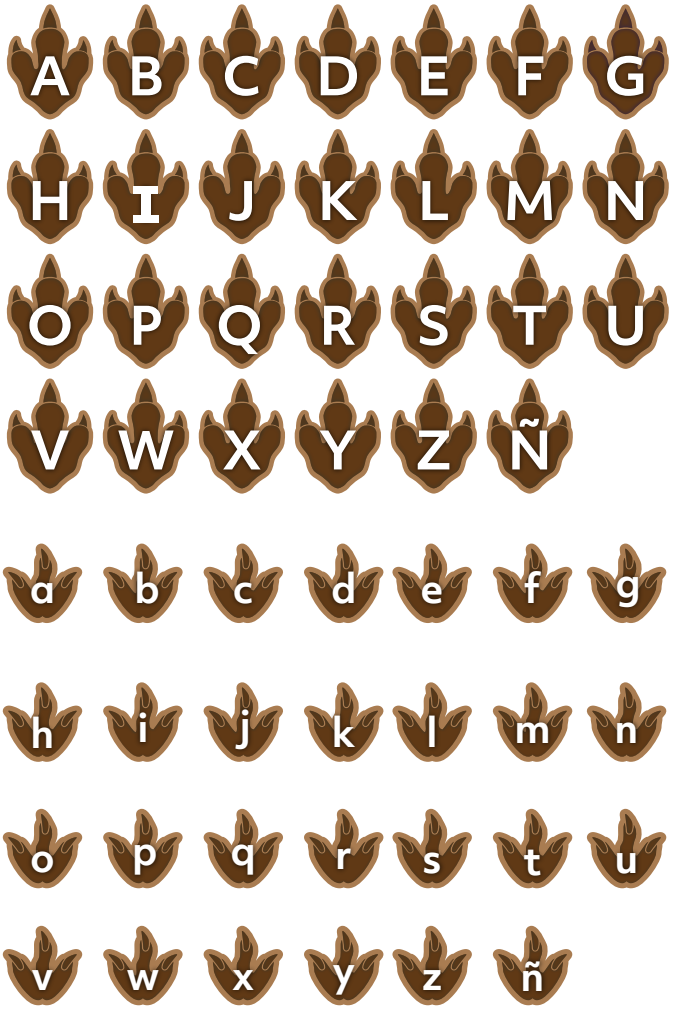
WHAT TO DO

1. Arrange the dinosaur footprints on the floor alphabetically or in another pattern of your choosing. Ask students to call out the letter or beginning sound as they walk over a footprint like a dinosaur.
2. Encourage other gross motor movements as they become comfortable walking like a dinosaur. Students can jump like a dinosaur, fly like a dinosaur, and swim like a dinosaur. Use music to encourage movements like swaying and waving like a dinosaur.

PLAY TIPS

- Ask students to arrange the dinosaur footprints alphabetically (after you have modeled). Encourage students to find the first letter in their name and use the dinosaur footprints to spell their name.
- As a challenge, use the dinosaur footprints to spell other words/text in the classroom environment.

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Play-Based Learning Materials

Fine Arts:



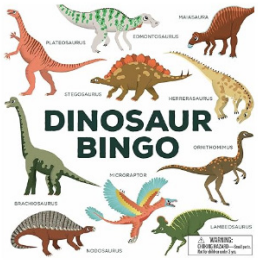


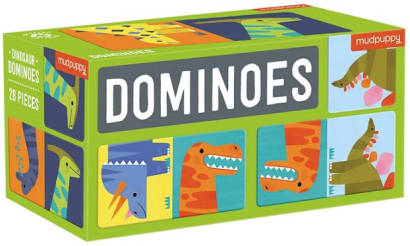




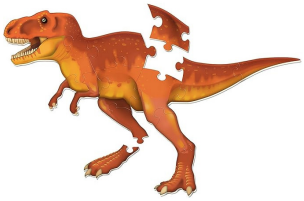
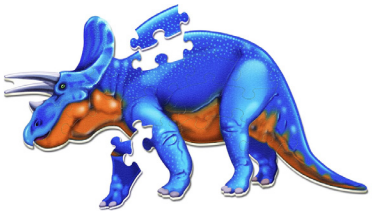
Games:





Puzzles:

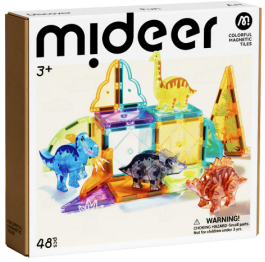


Science:





Fine and Gross Motor:





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