ALL ABOUT ME



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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.

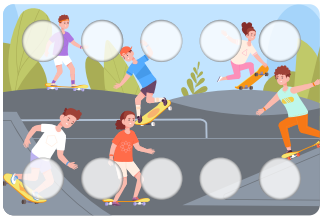
WHAT TO DO

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.

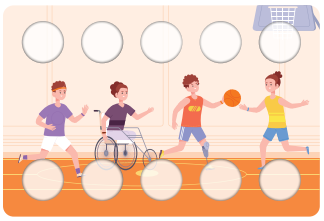
PLAY TIPS

- 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.

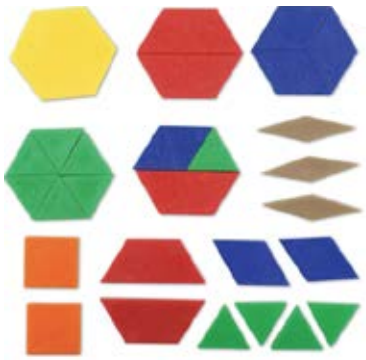
PLAY TIPS

- 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.

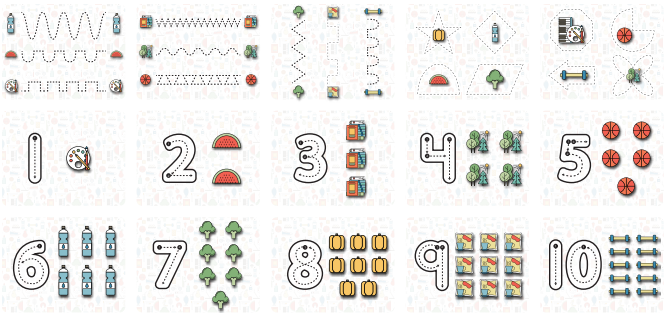
WHAT TO DO

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

Rhyming Awareness

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

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.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.

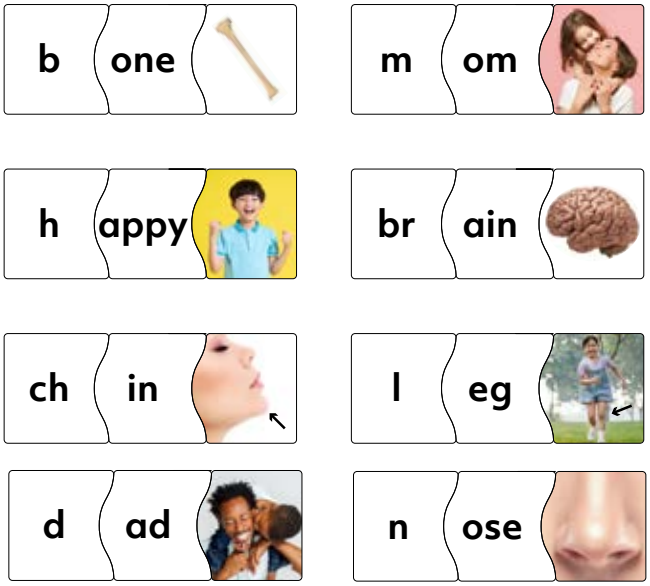
WHAT TO DO

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

Healthy Routines

EZ.012.LA.1013

Activity Type:
Large Group and Routines

Objectives:
Students will build classroom routines with peers.
Students will develop healthy eating and hygiene habits.

Everyday routines play a crucial role in helping children develop healthy eating and hygiene habits. Educators can intentionally incorporate these routines into the daily schedule, providing children with opportunities to learn new skills while fostering independence. By creating a structured environment, you are teaching essential habits and increasing the frequency of independent engagement in these practices. To support this learning, play-based materials that promote healthy routines are made available for children.

WHAT TO DO

1. Develop a daily schedule with the students, including routines that build healthy habits (eating nutritious foods, practicing good hygiene, participating in physical activity, recognizing positive feelings, and getting plenty of sleep). You can create a daily schedule on chart paper or record on a dry erase board, with input from students. Use the routine cards to support the conversation, helping students recognize the routines that occur at school.
2. Students can reiterate the importance of healthy routines through play-based experiences using health/hygiene play manipulatives, dolls, and routine cards.

PLAY TIP

Make a classroom schedule collage. Students can cut out pictures of healthy routines from old magazines and grocery store advertisements or draw pictures to depict routines.

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Fine Arts

My Restaurant

EZ.012.LA.1014

Activity Type:
Small Group

Objective:
Students will explore professions through role playing.

Students work together to create a classroom restaurant. They prepare the restaurant for guests, take guests' orders, cook food, and accept payment for service. A restaurant dramatic play center encourages group discussion around food diversity and exposes children to the inner workings of a restaurant, common pillars of many communities.

WHAT TO DO

Review roles and responsibilities in a restaurant. Students can use the restaurant manipulatives to assume roles and responsibilities to express their own thoughts, ideas, and feelings about working and being a guest in a restaurant.

PLAY TIPS

- Encourage students to make their own menus by cutting out images from old magazines or grocery store advertisements and gluing them onto paper or manila folders.
- Set out a dish pan filled with soapy water for students to "wash" dirty dishes.

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Mathematics

My Five Senses

EZ.012.LA.1015

Activity Type:
Small Group

Objectives:
Students will recognize and use their senses.
Students will make and share observations.

Young children use their senses every day to get to know and understand the world around them. After reading *My Five Senses* by Aliki, students reinforce their understanding of the five senses by participating in a Mr./Mrs. Potato Head sorting and matching activity. Sorting and matching activities offer engaging opportunities for students to review vocabulary, content, and new concepts.

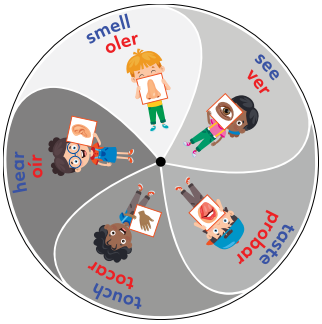
WHAT TO DO

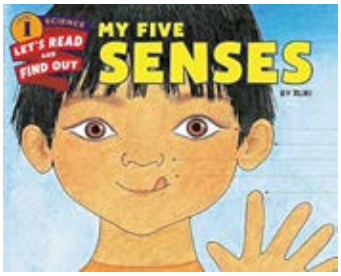
1. Read *My Five Senses* by Aliki, pausing after each page to talk about the senses and body part correlation. After reading the book, ask the small group of students to work together to sort the Potato Head accessories by type.
2. Give each student a Potato Head body. Ask students to spin the wheel, observe where the spinner lands, and determine the matching (sense) accessory. Ask students to place the accessory on their Potato Head body. Students can share their creation once all the accessories have been accounted for.

PLAY TIPS

- Place the Potato Head accessories in the writing center and encourage students to trace the pieces to create unique portraits.
- Use the Potato Head and accessories to practice following and giving directions. Give students specific directions to follow to build their Potato Head. For example, “Put the blue hat on the Potato Head.” Switch roles and encourage students to provide directions with a focus on using adjectives.

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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

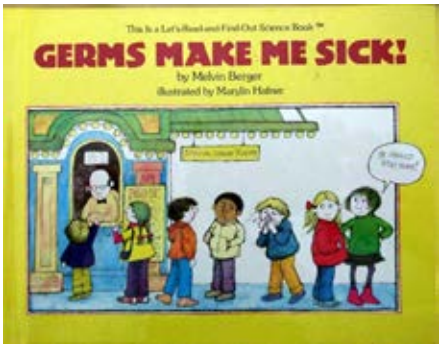
1. Read *Germs Make Me* Sick by Melvin Berger, to help reinforce the importance in handwashing. Discuss other practices and routines that students participate in to stay healthy.
2. Introduce the Good Hygiene and Healthy Practice cards. Talk about the time it takes to participate in the activities. Ask 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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Science

X-ray Exploration

EZ.012.LA.1017

Activity Type:
Free Choice and Small Group

Objectives:
Students will make and share observations and predictions.
Students will explore the features of X-rays.

Authentic X-rays are a great tool for students to use to work on verbalizing observations. By engaging in a picture walk using *My Body* by Andrea Pinnington, students begin to understand that their body is a system working together. Using developmentally appropriate X-rays and a table-top light table, students can verbally make comparisons to parts of their body and continue contrasting and comparing to animal body parts.

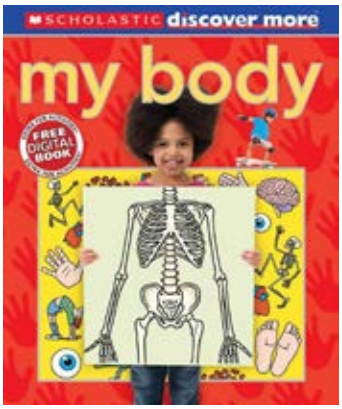
WHAT TO DO

1. Read *My Body* by Andrea Pinnington by taking a picture walk, pausing after each page to review key body parts and how they relate to the whole body. After doing a picture walk, read the text.
2. Leave the human X-rays and tabletop light panel out for students to explore. Ask students the following: "What do you notice about the X-rays?," "Are you able to match to a body part?," and "Are there any X-rays that are surprising?"

PLAY TIP

Make X-ray ink by combining liquid watercolors with water. Ask students to trace their hand onto paper and "draw" bones using liquid glue. Once the glue dries, use a pipette to transfer the X-ray ink onto the paper and watch the "bones" appear.

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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.

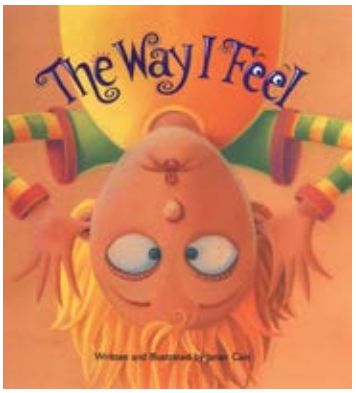
WHAT TO DO

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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Science

Making Skeleton Observations

EZ.012.LA.1019

Activity Type:
Large Group and Small Group

Objectives:
Students will explore features of the human skeleton.
Students will make observations, predictions, and applications.

Young children engage in scientific thinking and actions before they enter a classroom, as they are curious and inquisitive about the world around them. Through observations, children make inferences and predictions with adult guidance and support. A human skeleton can provide a real-world example for students to manipulate and observe. In this activity, students learn what it means to observe like a scientist and build whole models (parts to whole).

WHAT TO DO

1. Introduce the skeleton model, pointing out the major bones and their functions: the skull protects the brain, the ribcage protects the heart and lungs, and the spine holds up the rest of the body. Ask students to share other bones/features they recognize and where the bone(s) reside on their own body.
2. Students can use the anatomy and skeleton puzzles to reinforce conversations about systems and bones.

PLAY TIPS

- Recreate skeletons using Q-Tips or paper straws. Cut the Q-Tips or straws into various sizes and ask students to glue the bones onto black construction paper in a skeleton pattern. Students can use the skeleton model and skeleton puzzle as references.
- Demonstrate bone decay through simple science projects. Gather bones from food products and soak in acid (vinegar, fruit juice, or soft drinks) and in water. After several days, students can make observations and comparisons between the bones soaked in acid and the bones soaked in water.

WHAT YOU'LL NEED





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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

It's Fitness Time

EZ.012.LA.1021

Activity Type:
Large Group and Small Group

Objective:
Students will develop gross motor skills through unstructured play.

Quick and creative physical routines built into the daily schedule help keep children physically active and build awareness around physical health importance. By including 2-3 active opportunities, you can set students up for early development of lifelong fitness habits. Items in the Exercise and Yoga activity area include bean bags, balance stepping stones, hopscotch, cones, hula hoops, and yoga mats.

WHAT TO DO

1. Talk about how you move your body during the day. Ask students, "How does moving around help your body?" and "How does moving your body make you feel?" Reiterate the importance of moving our bodies to stay healthy through conversation and books from the non-fiction classroom library.
2. Introduce the indoor fitness items and encourage unstructured free play.

PLAY TIP

Additional structured activity ideas include arranging an obstacle course, playing beanbag toss, and using spot circles as hopping and jumping targets.

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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.

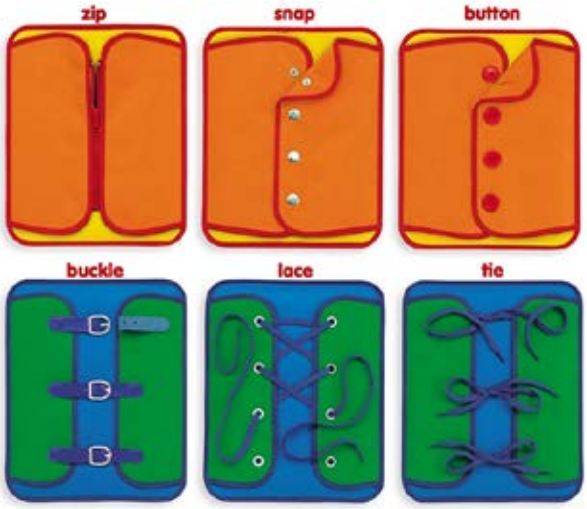
WHAT TO DO

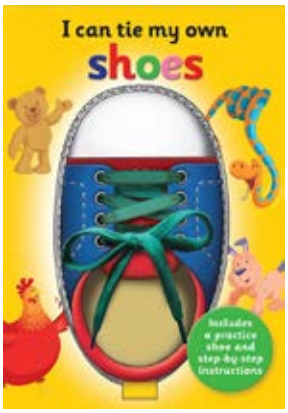
1. Picture walk *I Can Tie My Own Shoes* by Oakley Graham and *Button! Snap! Zip!: Learn Everyday Skills* by Nicola Edwards, relating the content in the books to fasteners and self-help activities students may do at home or at school.
2. Include the books and dressing frames in a free-choice learning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

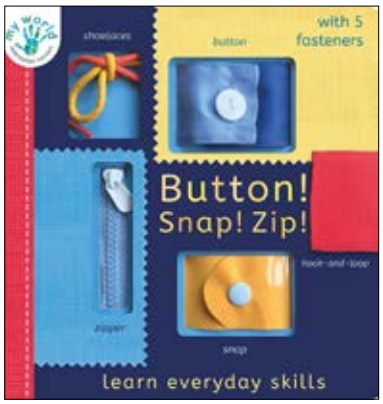
PLAY TIP

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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