GOING PLACES



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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

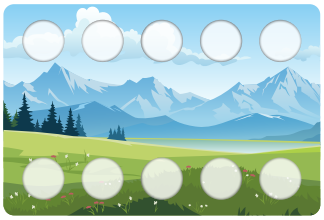
After modeling how to use the mats, place the counting and measurement mats in a learning center as a teacher-directed or student-directed experience. As a teacher-directed experience, guide students to use manipulatives to show one-to-one correspondence and length. As a student-directed experience,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

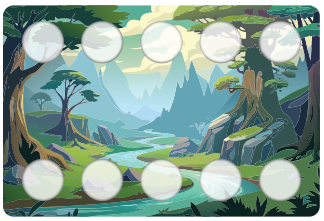
PLAY TIPS

- 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.

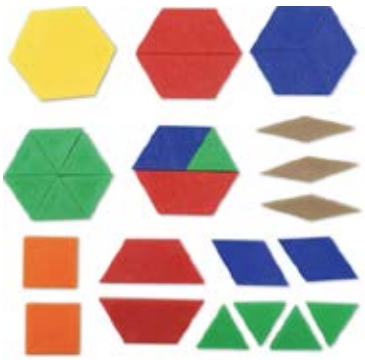
PLAY TIPS

- 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

Rhyming Awareness

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.

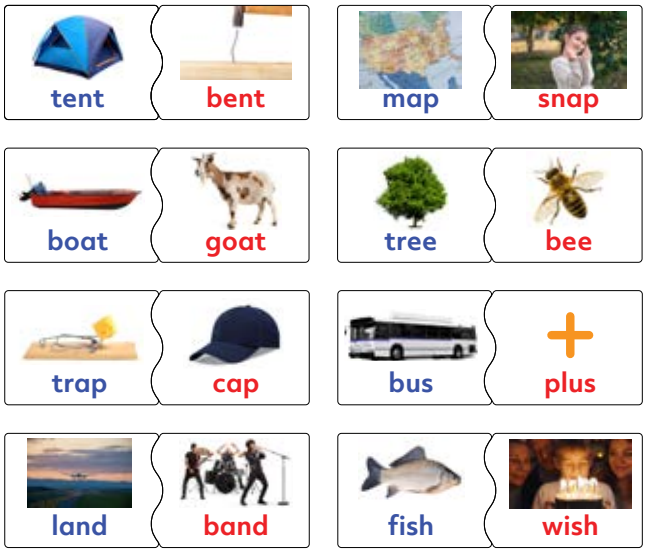
WHAT TO DO

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.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.

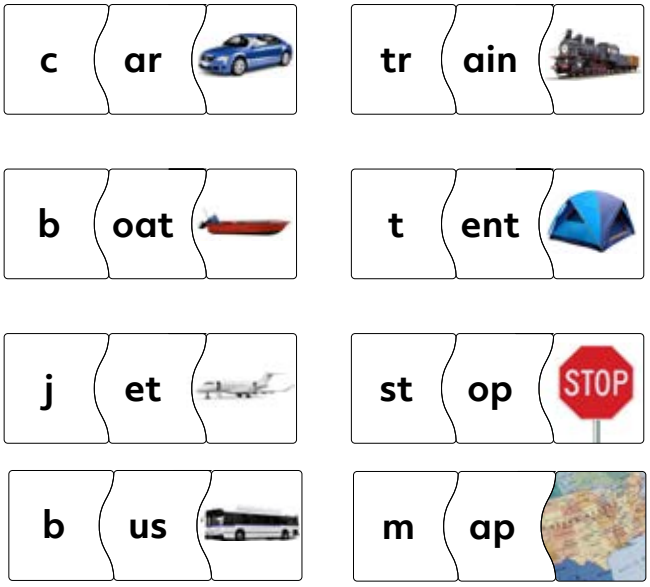
WHAT TO DO

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.

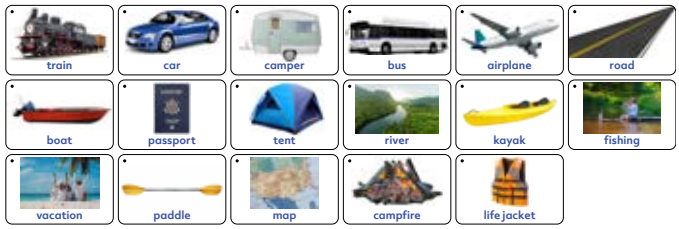
WHAT TO DO

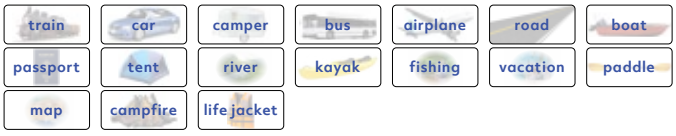
1. Provide students with the word bank tracing cards and a choice of Play-Doh colors. Demonstrate rolling the Play-Doh into "snakes," and bending, pinching, and pulling the Play-Doh to make longer strands and curves. Demonstrate "tracing" the word bank tracing cards with Play-Doh.
2. Students can use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

Train Stories

EZ.013.LA.1013

Activity Type:
Free Choice and Small Group

Objectives:
Students will retell stories, building oral language skills.
Students will use manipulatives to retell stories.

Trains move people and freight, but they often see, feel, and hear as they journey between cities and across the country. After reading *Two Little Trains*, by Margaret Wise Brown, students can talk about the things the two little trains see, feel, and hear. Students will work together to create a train village in the classroom, telling stories about their creations with story cards. Retelling stories helps children improve their language skills, memory, and critical thinking abilities.

WHAT TO DO

1. Read *Two Little Trains* by Margaret Wise Brown, discussing things the train sees, feels, and hears along the journey. Relate to student personal experiences. For example, ask students to think of a time when they have traveled on a train or subway. Ask students to recall things they saw, felt, or heard on their own journey.
2. Introduce the train tracks and accompanying pieces as a free-choice or storytelling activity. Ask students to make a one-to-one correspondence using the story cards and train set pieces. Also, ask students to order the story cards from left to right and tell an adventure story about trains, highlighting what the train does and sees on the adventure. Provide the following storytelling prompts if necessary: "Tell the story of how the train delivered the wood to the cabin" and "Tell the story of the bridge and the train."

PLAY TIPS

- Use the story cards before reading the story to build vocabulary around trains and transportation.
- Invite students to tell stories during morning meeting. Ask students to share what happened on a trip to the supermarket, an appointment with the dentist, or an outing to grandma's house. Storytelling helps young children learn new words and become emergent readers and writers.

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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

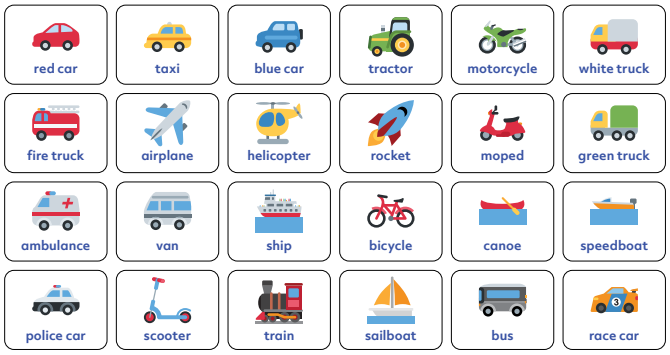
1. Pass out the Bingo cards and go over the words and pictures on the game boards. Explain that each box will be covered with a Bingo chip as an item is called out. Each box may only be covered once and some boxes may not be covered at all.
2. As you call out items from the caller cards, be sure students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

Map Exploration

EZ.013.LA.1015

Activity Type:
Free Choice

Objective:
Students will explore geography tools and resources.

Students increase their comfort recognizing and using simple maps by identifying map features and drawing paths from one feature to another. Students consider directionality when using written lines to create paths. Introducing students to maps, directions, and the physical features of various regions helps children begin to understand their own place in the world.

WHAT TO DO

Introduce the maps and talk about the various settings. Ask students to make a path from one feature to another using a dry erase marker or dot stickers. Provide directives, such as “Help the fox find their den” and “Find the path from the airplane to the hanger.”

PLAY TIPS

- 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.
- Ask students to make a 3D map of the classroom using materials like Legos, blocks, Unifix Cubes, and other 3D materials. Start the build process (model) and encourage students to add other features found in the classroom. The students can make labels for their classroom map in the writing center.

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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.

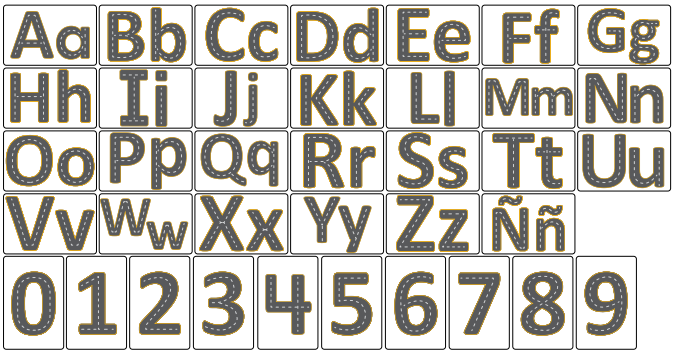
WHAT TO DO

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

Sink or Float

EZ.013.LA.1017

Activity Type:
Small Group

Objectives:
Students will make predictions and observations.
Students will record their predictions and observations, retest, and make new observations and predictions.

Students collaboratively make and test predictions about an object's ability to sink or float, and then classify objects according to whether they sink or float. Students can record their predictions in a pocket chart and test their predictions in the Camp Cooler sensory bin. This interactive approach with their peers not only deepens their understanding of physical principles but also fosters a sense of curiosity and desire to investigate further.

WHAT TO DO

1. Fill the sensory table with water. Ask students to make predictions about each object, with questions like, "Will this object sink or float?" and "Why do you think it will sink or float?" Indicate students' predictions on the sink/float prediction chart.
2. Ask students to test each item's ability to float, filling out the test column on the sink/float prediction chart. Facilitate a buoyancy discussion, relating to other things that sink/float (coins, themselves, boats, etc.).

PLAY TIPS

- Provide students with paper straws and encourage them to blow the floating items. Facilitate discussions about kinetic energy as the air they blow through the straw moves the items.
- Add Jello powder or liquid watercolor to the water to encourage a multi-sensory experience.

WHAT YOU'LL NEED

Sink or Float

name	prediction	test
submarine		
purple tube		
blue ball		
raft		
hexagon		
purple star		
yellow star		
red ball		





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Language and Literacy

Signs in the Community

EZ.013.LA.1018

Activity Type:
Free Choice and Small Group

Objectives:
Students will identify and verbalize the meaning of environmental print.
Students will use environmental print.

Which signs can you spot in your community? Learning about signs found in most neighborhoods supports social studies standards for young learners. After reading *Signs in My Neighborhood* by Shelly Lyons, reinforce signs students might see out and about. During future readings, students can follow along or retell the story using handheld signs.

WHAT TO DO

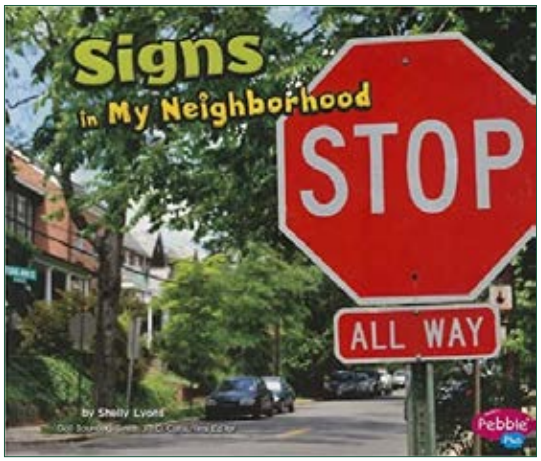
Read *Signs in My Neighborhood* by Shelly Lyons, reviewing the meaning behind each sign as you read. During a second reading, have students perform the action of the sign as part of the review.

PLAY TIPS

- Environmental print is everywhere — on road signs, magazines, menus, food containers, and buildings. Ask students and families to bring in empty food containers and magazines from home to help students make connections between environmental print.
- Have students cut out logos they recognize from newspapers or magazines. Discuss where they might see the logos out in the neighborhood or environment.

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Mathematics

Transportation Puzzles

EZ.013.LA.1019

Activity Type:
Free Choice

Objective:
Students will analyze and manipulate shapes to make a whole

Students learn about parts-to-whole relationships and problem solving by manipulating puzzle pieces. Young children benefit from puzzles that not only challenge their thinking but also enable them to experience a sense of achievement. Developmentally appropriate puzzles with a transportation theme spark curiosity and encourage students to find out more about how we get from one place to another.

WHAT TO DO

Puzzles are a wonderful free-choice or center activity as they help young children think critically, visually discriminate, and problem solve with little assistance or direction. Place the puzzles in a free-choice center for individual or peer-to-peer exploration.

PLAY TIPS

- Students can make their own puzzles by tracing puzzle pieces, coloring a picture on their tracing, and cutting out the pieces, with adult assistance.
- Hide puzzle pieces in a sensory bin of rice (or colored rice). Have students find puzzle matches in a unique, sensory-filled way.

WHAT YOU'LL NEED



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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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Fine Arts

Going Camping

EZ.013.LA.1021

Activity Type:
Free Choice and Small Group

Objective:
Students will engage in associative and cooperative play for creative expression.

Camping takes a little preparation! Students discover that preparing for a camping trip includes making a list of things you need, packing, and setting up when you arrive. Students can practice preparing for a camping trip using a variety of camping dramatic play materials. Through imaginative play, students explore different roles and perspectives, helping them develop empathy and social skills.

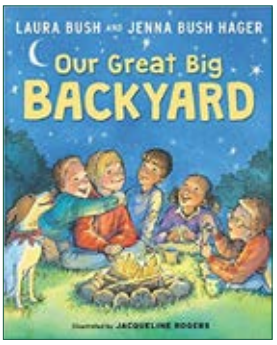
WHAT TO DO

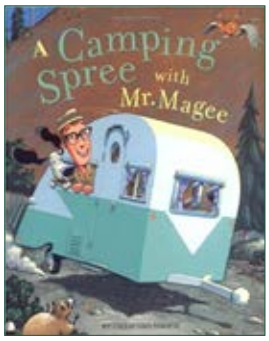
Set the scene for camping dramatic play through vocabulary introduction, storytime, and sharing. Read *Our Great Big Backyard* by Laura Bush and Jenna Bush Hager and *A Camping Spree with Mr. Magee* by Chris Van Dusen, discussing some of the activities people do while camping. When everyone is ready to depart on a classroom camping trip, a pretend car is packed with camping supplies and backpacks. When students "arrive" at the campsite, students pitch the tent, search for firewood, and set up the cooking stove. Students can create camping stories of their own as they use old and new vocabulary.

PLAY TIP

Encourage students to create supportive materials for camping dramatic play. Have students make labels using word bank words, glue paper towel rolls and tissue paper together to make a campfire.

WHAT YOU'LL NEED







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Fine and Gross Motor

Tricycle Obstacle Course

EZ.013.LA.1022

Activity Type:
Free Choice and Small Group

Objective:
Students will develop coordination and gross motor skills.

Tricycles inspire children to stay active and boost their overall well-being. As students ride tricycles and navigate obstacle courses in the classroom, they improve coordination, balance, and confidence. Educators can design courses to guide students, and as they grow more self-assured, students can create their own fun and imaginative courses.

WHAT TO DO

Set up an obstacle course using the cones and floor tape. Include turns, straight lines, and circles. Invite students to navigate the obstacle course. Empower students to change the obstacle course or create a course of their own.

PLAY TIPS

- Take the tricycles outside and create an obstacle course out of chalk. Draw turnarounds and crazy-eight loops for students to navigate.
- Set up boxes in a meandering pattern on the sidewalk or car-safe driveway.

WHAT YOU'LL NEED







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