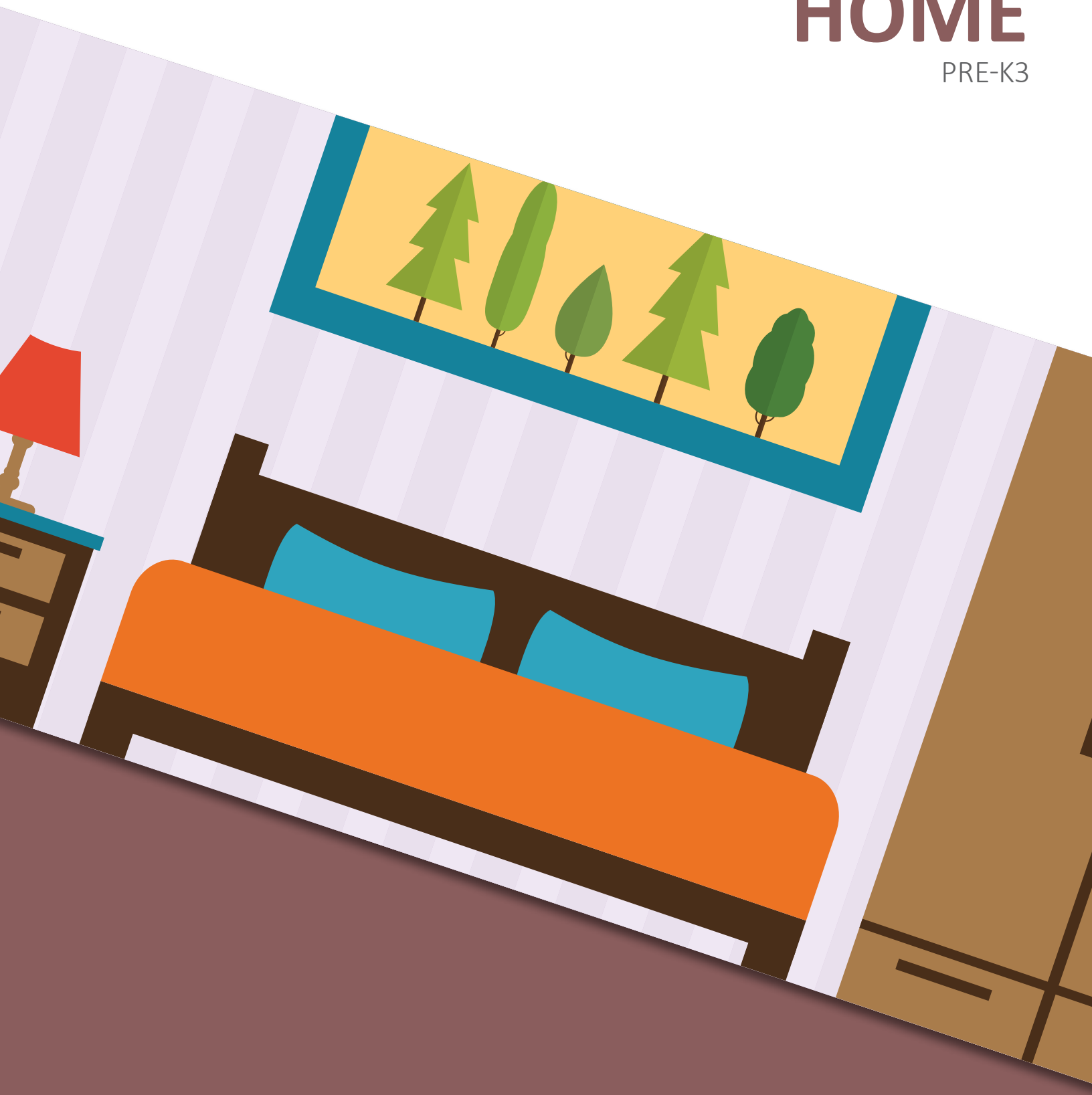
# HOME

PRE-K3



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Language and Literacy

# Alphabet Memory: Themed Alphabet

EZ.021.LA.1001-1002

**Activity Type:**
Small Group

**Objectives:**
Students will identify uppercase and lowercase letters.
Students will identify and reproduce letter sounds.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. Students reinforce alphabet recognition, letter sounds, and the visual difference between uppercase and lowercase letters by participating in alphabet memory. By engaging in literacy-based games and activities, students start to develop essential reading skills and build their self-confidence.

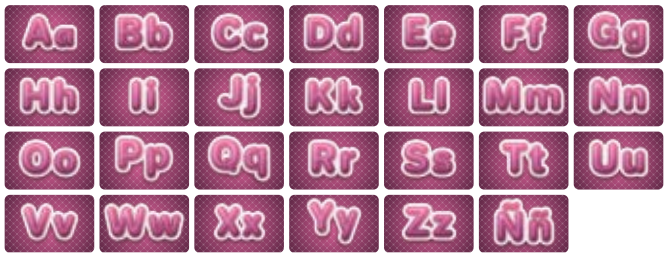
## WHAT TO DO

1. Review the letters of the alphabet using the themed magnetic letters. As you are reviewing, be sure to point out both the capital and lowercase letters.
2. The first time you introduce the memory game, model appropriate play with the students. Place the cards face down and spread them out (you may want to start with fewer matches and increase the number of matches as students become more comfortable with the game). Take turns trying to find a match by turning up two cards. If the cards match, keep the match and take another turn. If the cards do not match, return the cards to the same location, face down. Continue the game until all the matches have been found.

## PLAY TIP

Playing memory games can help preschool students improve brain functions such as attention, concentration, and focus. Play Memory Tray to encourage critical thinking. Place several items on a tray for students to see (start with a small number), then remove from students' vision. Return the try, without the items, and ask students to recall items that were on the tray. Continue to add more items to the tray as memory capabilities increase.

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Mathematics

# Home Dice Match: Number Cards

EZ.021.LA.1003-1004

**Activity Type:**
Free Choice

**Objectives:**
Students will recognize numbers.
Students will strengthen their number recognition skills by using 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 can use numerical tools to match and organize. Engaging in number-matching and ordering games helps students strengthen their number recognition skills while encouraging them to subitize. Understanding which numbers come before and after others enhances their grasp of number value and sequence.

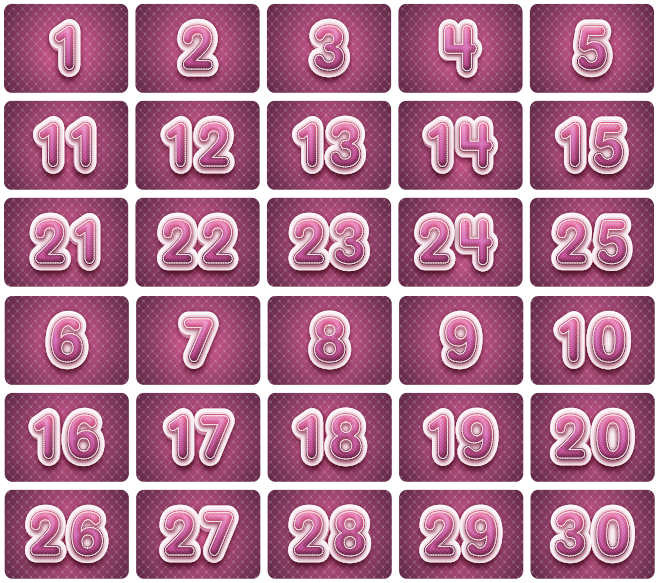
## WHAT TO DO

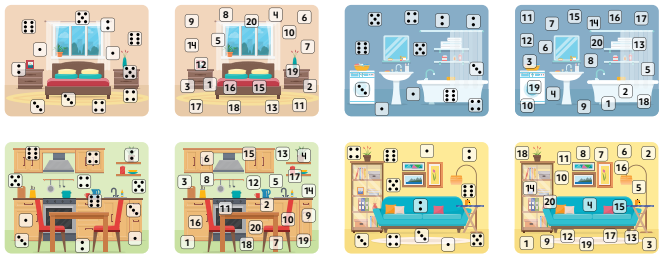
1. Place the home dice cards, dice, math counters, and number cards in a free choice center. Demonstrate rolling a die and using a counter to mark a number on a card. Ask a student to select the correct number card as you mark a number.
2. Encourage students to take turns in the free choice center rolling a die, reading the number, marking the number with a counter, and selecting the correct number card to correlate with the rolled number.

## PLAY TIPS

- Use the dice and blocks to create towers. Have students roll a die, count the number of dots, and build a tower with the corresponding number of blocks, counting as they stack.
- Use numbered dice (1-12) instead and match to number cards.

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Mathematics

# Counting and Measurement

EZ.021.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.021.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.

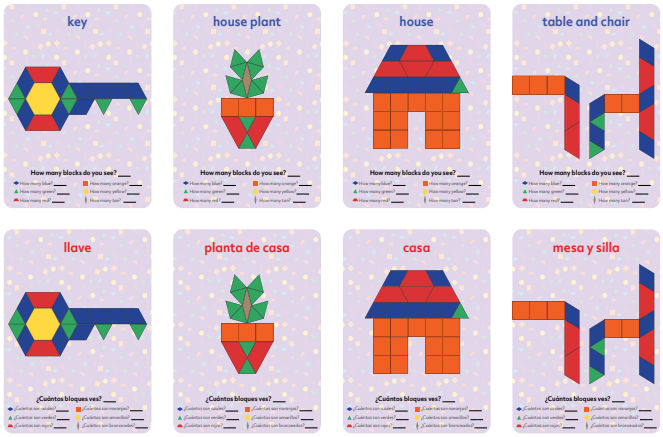
## WHAT TO DO

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.

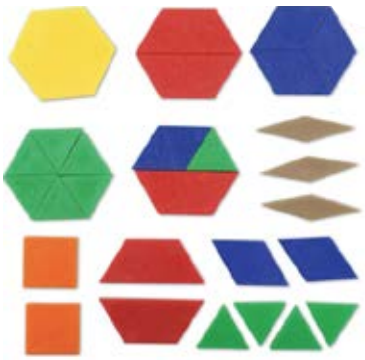
## PLAY TIPS

- 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.021.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.

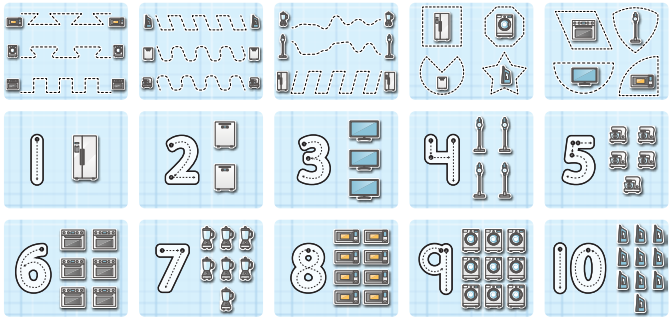
## WHAT TO DO

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.021.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.

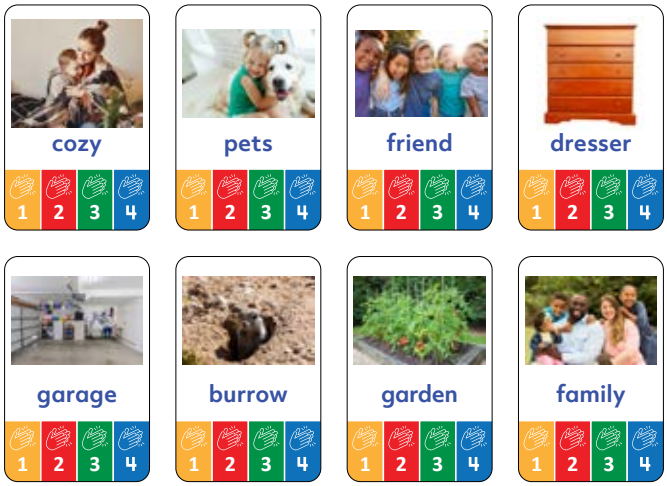
## WHAT TO DO

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.021.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.

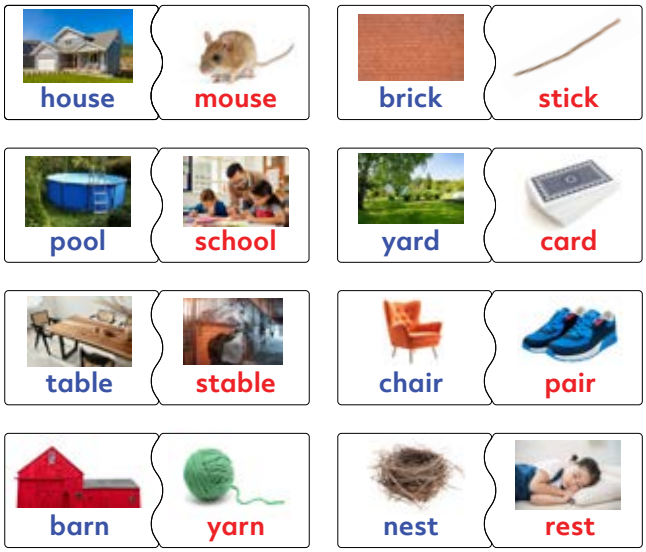
## WHAT TO DO

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.021.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.

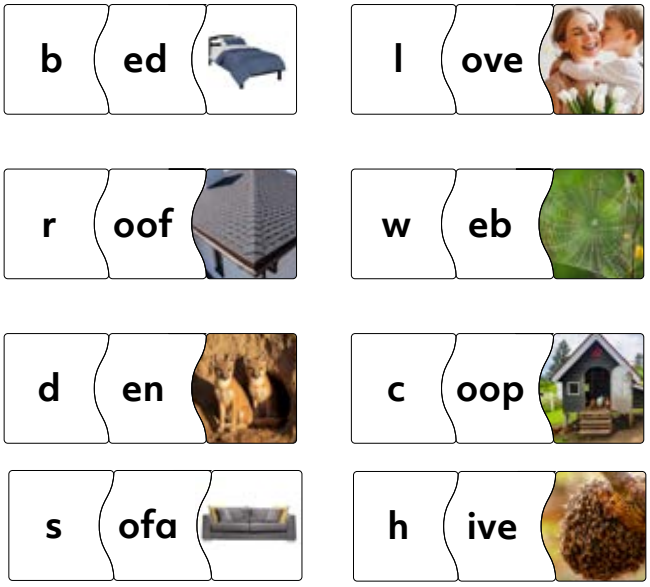
## WHAT TO DO

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

# I Spy in the Grass: Word Bank Words

EZ.021.LA.1012

**Activity Type:**
Free Choice

**Objective:**
Students will find and recognize sight words.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. Students can search for word bank words in sensory bags filled with shredded paper to simulate grass. Styrene word bank words and matching cards are provided. As students become familiar with more words from the word bank, their understanding of sentence and story meanings improves, boosting their reading comprehension and confidence.

## WHAT TO DO

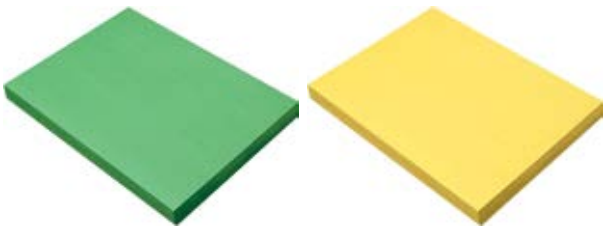
Shred green and yellow paper using the cutter to simulate grass (paper cutter is not for student use). Add the paper to several gallon-sized Ziploc bags. Add several word bank matching cards to each Ziploc bag as well. Encourage students to match the word bank cards to the word bank matching cards in the Ziploc bags. Ask students to call out letters as they match the word bank words to word bank matching cards.

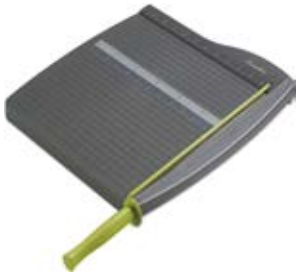
## PLAY TIPS

- Consider adding other sensory materials to the Ziploc bags to simulate the savanna like dried corn, lentils, and brown rice.
- Have students trace the letters of the word bank word with their finger as they manipulate the Ziploc bags.

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Social and Emotional

# Where Does it Belong?

EZ.021.LA.1013

**Activity Type:**
Small Group and Free Choice

**Objective:**
Students will explore themes of identity and belonging.

Children start recognizing similarities and differences, learning to group objects based on shared characteristics. This foundational math skill supports future mathematical understanding. By sorting and classifying household objects based on their attributes, children also expand their home-related vocabulary.

## WHAT TO DO

1. Gather the object cards and place them on the table. Choose two or three cards from the same category along with one that doesn't belong.
2. When working with students individually or in small groups, ask them to identify which items go together and why. Encourage them to sort and categorize the remaining cards, name each object and explain their reasoning. Ask questions like, "Which items belong together?," "Why do these items belong together?," and "What do these items help us do?"

## PLAY TIPS

- Ask students to match the object card to the item in a mural or dramatic play area.
- Challenge students to find something around the classroom that starts with the same letter as one of the object cards.

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Social and Emotional

# All About Me

EZ.021.LA.1014

**Activity Type:**
Small Group

**Objective:**
Students will begin to understand the idea of self-concept.

Children develop self-concept as they explore their role within their family, school, and community. Understanding their own feelings, as well as the feelings, ideas, and characteristics of others helps them build identity, empathy, and relationships. Through observation and measurement, children make discoveries about themselves and compare their findings with their peers.

## WHAT TO DO

1. Students learn more about their features by participating in several reflection activities. Have them measure their height using a chart and compare their measurements with peers.
2. Create a bar chart for eye colors (brown, blue, green, hazel). Using hand-held mirrors, students identify their eye color, record it on the chart, and compare results with classmates. Then, guide students in making fingerprints with an ink pad, using magnifying glasses to observe unique patterns and discuss similarities and differences.

## PLAY TIP

Place the *I Am Special* dry erase boards in a writing center for students to use in open-ended ways.

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Science

# Plant and Animal Habitats

EZ.021.LA.1015

**Activity Type:**
Small Group and Free Choice

**Objective:**
Students will recognize animals by name and investigate their natural habitats.

Plants and animals thrive in habitats that best suit their needs, from hot, dry deserts to cold, frozen tundras. Each habitat provides essential resources like food and shelter for survival. Through discussion, students will build vocabulary by naming plant and animal species and sorting them based on their habitats.

## WHAT TO DO

1. Read *What's Your Habitat* by Sarah Leidhold. After the read-aloud, review the animals from the story and compare their habitats. Discuss how a fox's den differs from a frog's pond and why each habitat is essential for the animals that live there.
2. Display the habitat cards and discuss their key features. Encourage students to describe the plants and animals that live in each habitat.
3. Have students sort plants and animals into their correct habitats. Encourage them to explore other ways to categorize them as well.

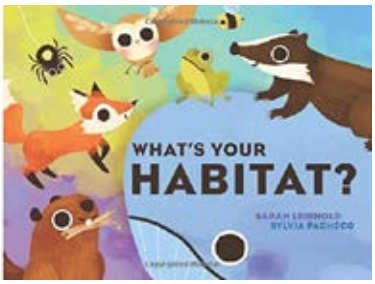
## PLAY TIPS

- Encourage students to act out animal behaviors using figurines as prompts. If needed, refer to books from the classroom library to recall how each animal moves and behaves.
- Place the animal figurines and habitat boards in a free-choice center.

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# Play-Based Learning Materials

## Fine Arts:











## Games:







## Puzzles:







## Science:





## Fine and Gross Motor:




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