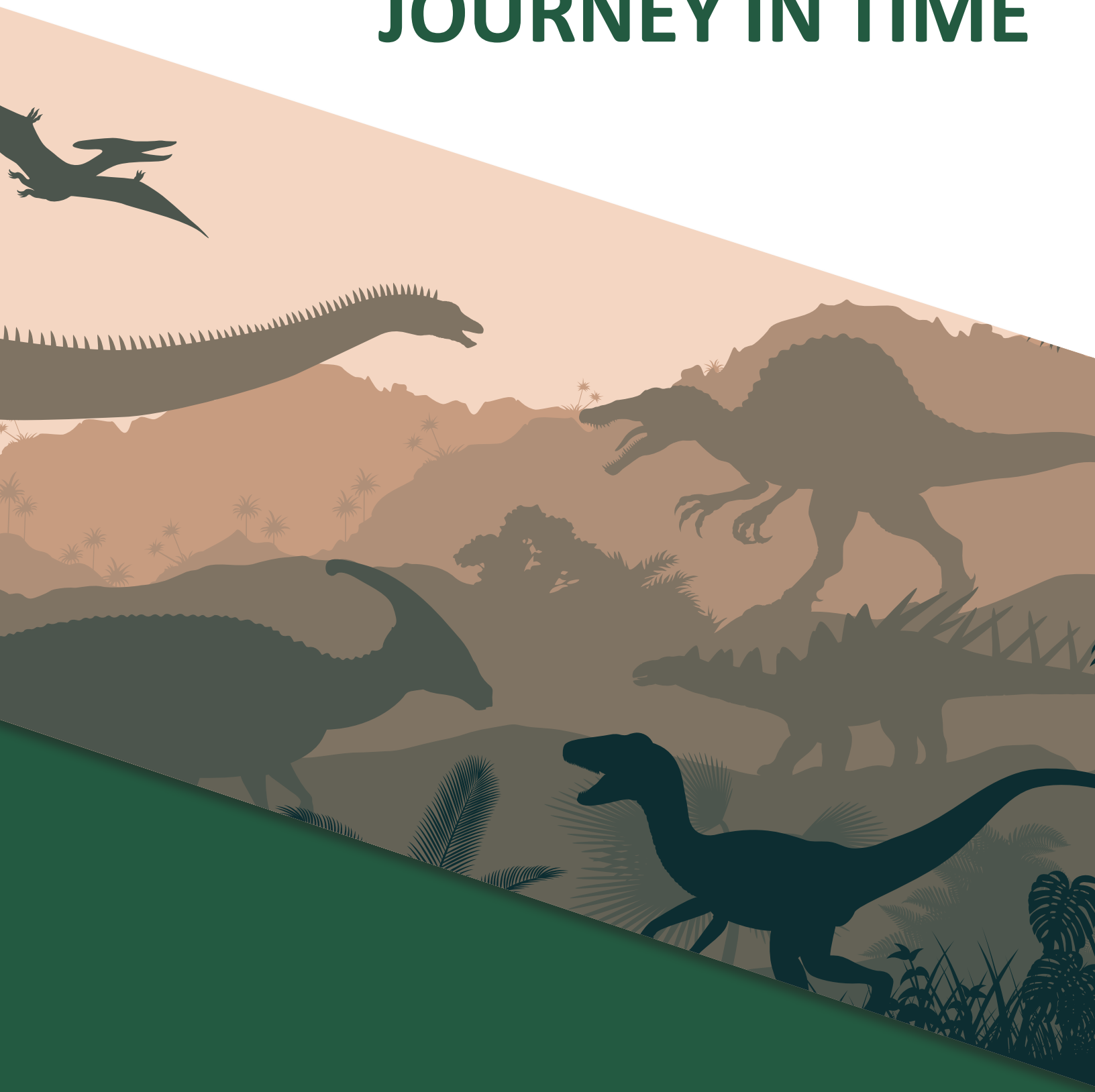
# JOURNEY IN TIME



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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.

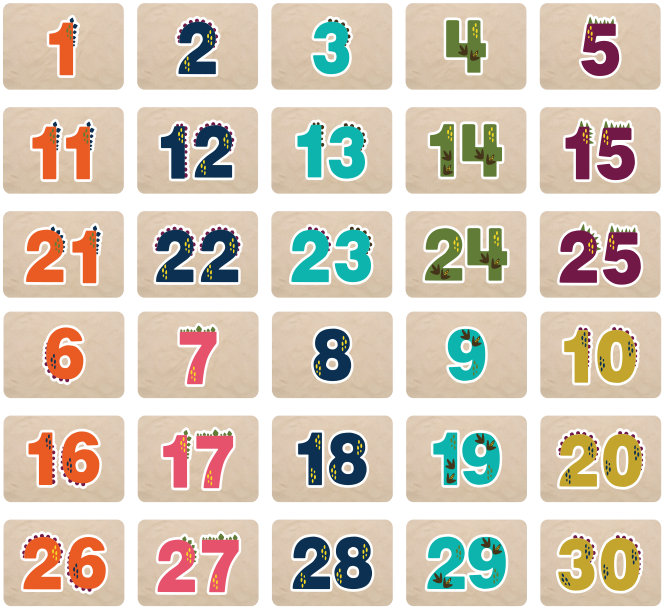
## WHAT TO DO

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.

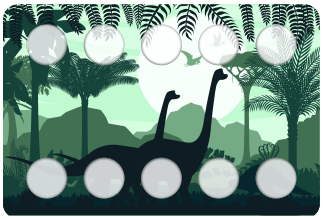
## WHAT TO DO

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.

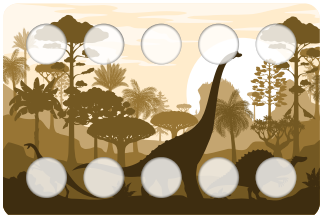
## PLAY TIPS

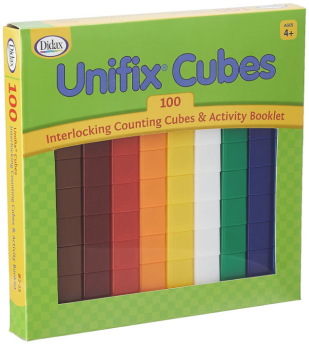
- Use the math manipulatives to reinforce sorting by color and type. Encourage students to count how many are in each category. Encourage students to think of other ways to sort the manipulatives.
- Ask students to use the manipulatives to create patterns. Create simple pattern mats (ABAB, AABB, ABB)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

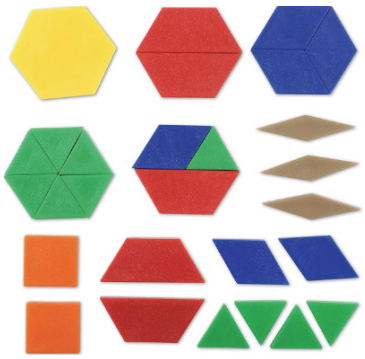
## PLAY TIPS

- 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.

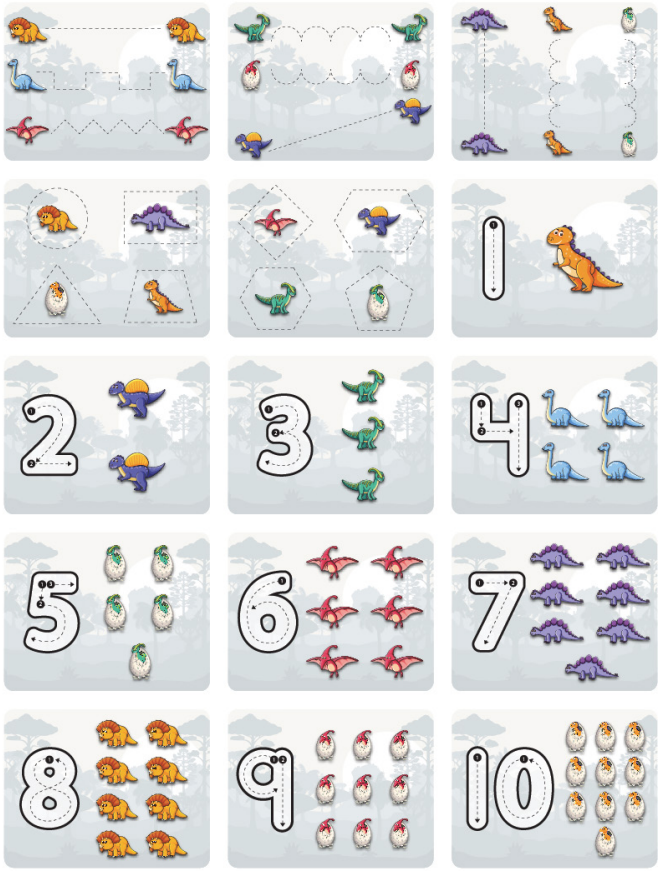
## WHAT TO DO

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

# Rhyming Awareness

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

Introduce the rhyming and matching cards as a small group, guided activity. Have students say the words on the rhyming cards and find the matching sound card. Students can place the matching sound card on the correlating picture.

## 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.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.

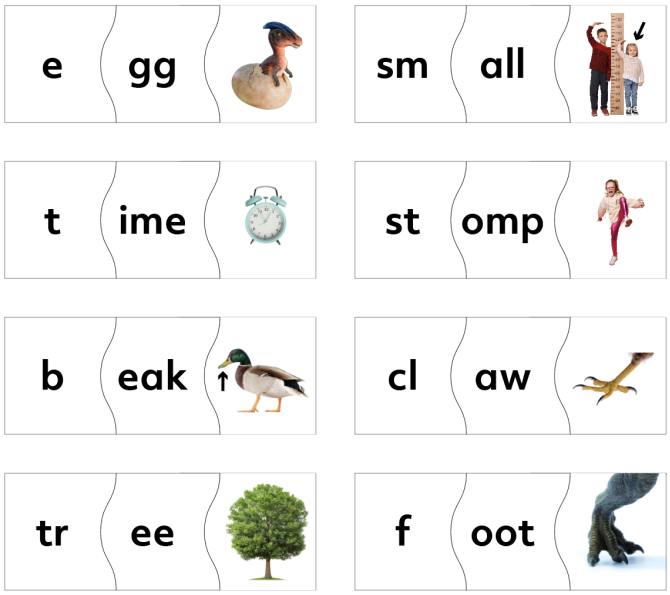
## WHAT TO DO

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.

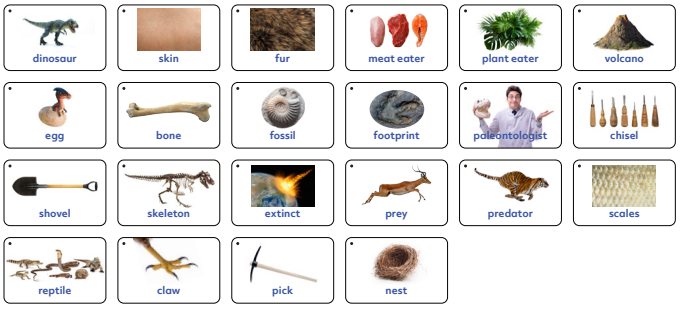
## WHAT TO DO

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.

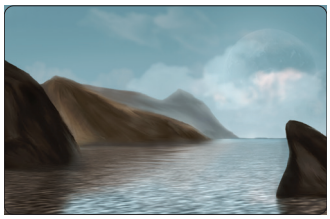
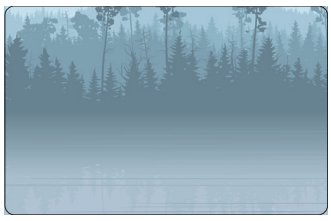
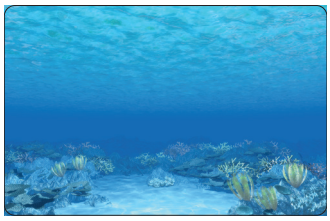
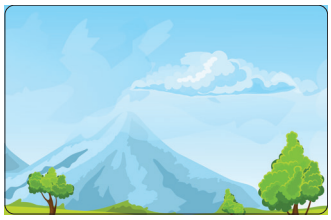
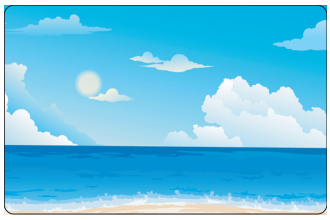
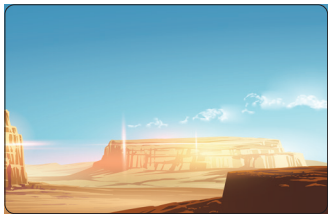
## WHAT TO DO

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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Social and Emotional

# Dinosaurs Have Emotions Too

EZ.011.LA.1014

**Activity Type:**
Large Group

**Objective:**
Students will learn and use feeling words.

Educator reads the book *How Do Dinosaurs Say I'm Mad* by Jane Yolen. Be sure to point out the various emotions of the dinosaurs as you read along. After the read aloud, students can reread the book, using emote cards to take on the different perspectives of the dinosaurs.

## WHAT TO DO

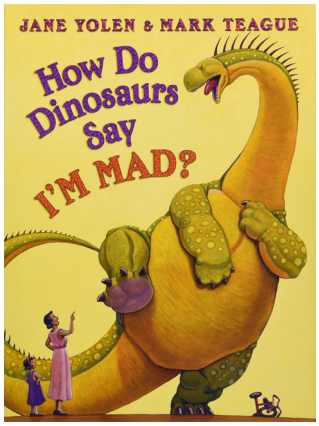
1. Read *How Do Dinosaurs Say I'm Mad* by Jane Yolen, emphasizing the emotions the dinosaur is feeling throughout the story. Be sure to ask open-ended questions like "How do you think the dinosaur is feeling?," "How can you tell?," and "Tell me about a time that you felt the same way."
2. Reread the book, asking students to choose the matching emotion card as the dinosaur is feeling on each page. Reiterate the prompt, "Tell me about a time that you felt the same way."

## PLAY TIPS

- As part of the daily morning meeting, ask students to choose the emotion card they are feeling in the moment. Talk about why they are feeling that way. Discuss ways they can manage their emotions like the dinosaur in the story.
- Create emotion masks for students to use throughout the day as an alternative way to express their feelings. Cut two paper plates in half and attach a craft stick to the back of each half using tape. On the other side, draw an appropriate facial expression for happy, mad, sad, and silly. Students can hold up the mask to express emotions as needed or support character feelings in read alouds.

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Mathematics

# What's a Footprint?

EZ.011.LA.1015

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

**Objective:**
Students will compare lengths of items using standard and non-standard measurement tools and measurement words ("longer," "smaller").

Students learn that a footprint can tell a lot about a dinosaur and about themselves as they use various measuring tools, including non-standard measurement tools, to compare their foot size to flexible dinosaur prints. By physically comparing and ordering objects, young students can build a foundation for understanding measurement units later.

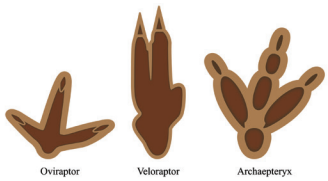
## WHAT TO DO

1. Draw attention to the flexible dinosaur footprints. Ask students, "What do you notice about the dinosaur footprints?" and "Do you think the footprints are the same length, shorter, or longer than your footprint?"
2. Encourage students to measure the dinosaur footprints using the various tools: math links, Unifix Cubes, and measuring tape. They can record their measurements or use number flashcards to keep track. Next, have students measure their own footprint and record their measurement. What do they notice about the dinosaur footprint measurements compared to the measurement of their own footprint?

## PLAY TIPS

- With assistance, students can trace their footprint onto paper and overlay onto the dinosaur footprints as a tangible way to make observations and compare size.
- Non-standard measurements can be incorporated into everyday activities. Children might use various non-standard tools for estimating and comparing measurements, like hands and fingers for length, blocks or squares for area, and sand or water for capacity.

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Fine Arts

# Body Coverings

EZ.011.LA.1016

**Activity Type:**
Free Choice

**Objective:**
Students will apply background information to creative expression.

Students learn that animals have body coverings to serve functions. Some animals have fur, some animals have skin, some have scales. Students can recreate a visual representation of body coverings using art materials like faux fur, scales (paper), and faux feathers. Using different materials like faux fur, paper scales, and feathers allows children to explore various textures. This sensory experience strengthens their cognitive development and provides a deeper understanding of the different coverings animals have.

## WHAT TO DO

1. After sharing several non-fiction books from the classroom library about dinosaur body coverings, review the different body coverings (fur, scales, skin, feathers) and the function of each. Relate to human body coverings.
2. Introduce the open-ended art activity. Students can choose a dinosaur template and art materials (textured paper, faux feathers, faux fur) to glue onto their template, or create textured rubbings using the textured rubbing plates. Encourage students to share their new dinosaur creation.

## PLAY TIPS

- Create a tactile fur, feathers, and scale activity. Using three tissue boxes, place faux fur, feathers, and scale in each, asking students to use their sense of touch to determine the body covering type.
- Start an animal coverings collection in the classroom. Label different sections of a wall “Fur,” “Scales,” “Feathers,” and “Other Coverings.” Ask students to add animal pictures, either cut out or drawn, to the collection as part of a comparison to animals we know.

## WHAT YOU’LL NEED

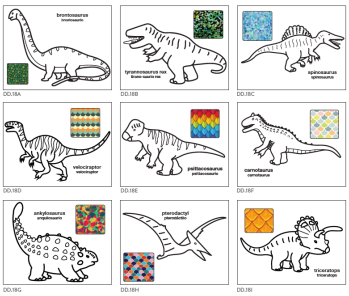












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Fine and Gross Motor

# 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.

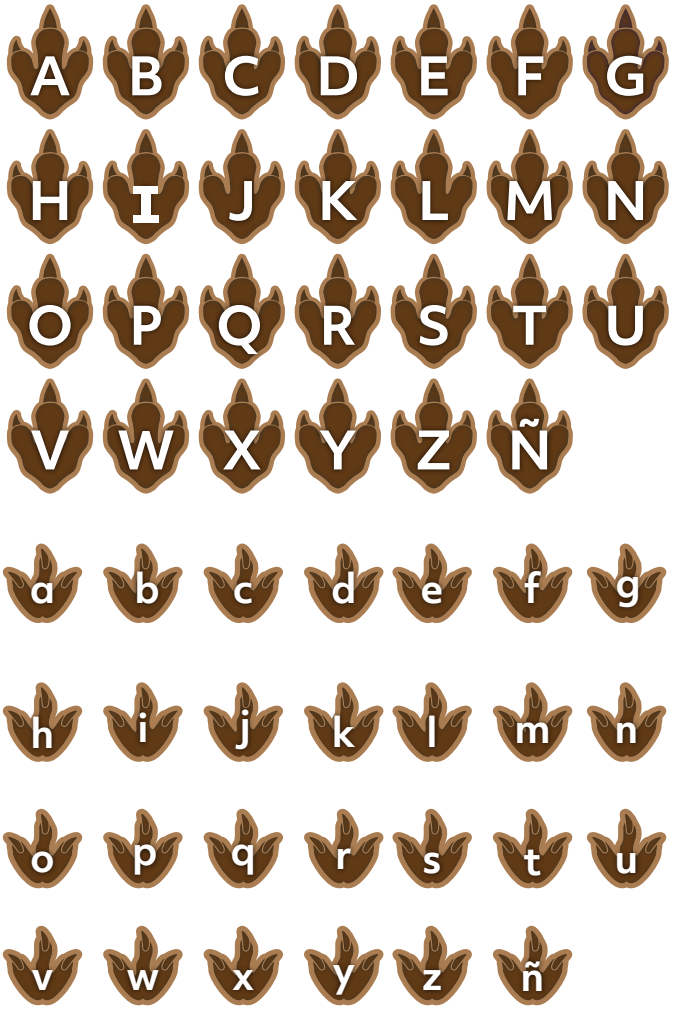
## WHAT TO DO

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.

## WHAT YOU'LL NEED




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Language and Literacy

# Dinosaur Retelling

EZ.011.LA.1018

**Activity Type:**
Small Group

**Objectives:**
Students will make comparisons between interpretations of the same story.
Students will understand and use increasingly longer sentences.

Students compare versions of stories and work on beginning, middle, and end of a story in this activity. Educator reads aloud *Goldilocks and the Three Dinosaurs*, by Mo Willems and *Goldilocks and the Three Bears* by Parragon Books. After the read alouds, students retell the stories in their own words using hand puppets and visuals from the books.

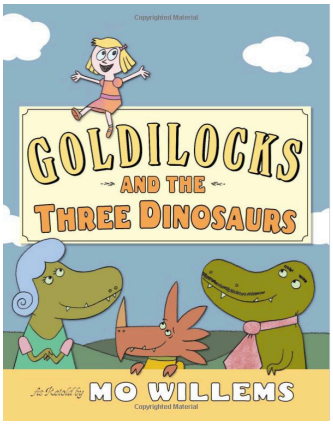
## WHAT TO DO

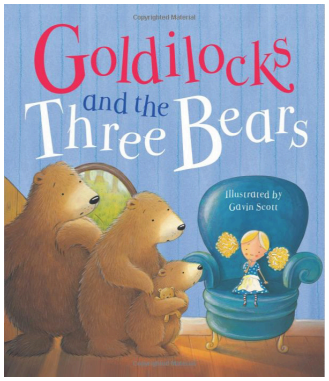
1. Read both *Goldilocks and the Three Dinosaurs* by Mo Willems and *Goldilocks and the Three Bears* by Parragon Books, highlighting features of each page in preparation of sequencing and comparing. After the first read aloud, reiterate what happened first, second, and third in each book. Ask the following questions: “Did you notice anything that was the same in both books” and “Did you notice anything different?”
2. Read the books again, asking students to read along using the hand puppets. Encourage students to retell the books in their own words, using the hand puppets.

## PLAY TIPS

- Students can retell the story as a sensory experience. Mix shaving cream and brown food coloring to make “pudding” from the story *Goldilocks and the Three Dinosaurs*. Add the mixture to a sensory tray and encourage students to draw features from the story with their finger as they read along.
- The book is a great introduction to small and big comparison activities and conversations. Make a t-chart and compare small and big items in the classroom.

## WHAT YOU’LL NEED








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Mathematics

# Dinosaur Bones Match and Measure

EZ.011.LA.1019

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

**Objective:**
Students will compare length and weight of faux dinosaur bones.

Matching is a fundamental building block for early math skills. As children group objects by similar size and shape, they begin to understand classification. Dinosaur bones and matching activity cards encourage children to match, count, compare order, and measure bones. Dinosaur bones can be used in the Dino Dig Site or tabletop containers filled with kinetic sand.

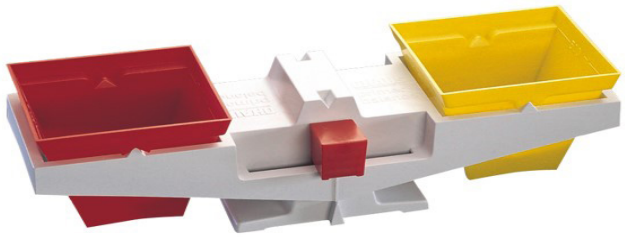
## WHAT TO DO

1. Place the Dinosaur Bones Match & Measure Set in the math center for free exploration. Students can use the activity cards to match the bone to the corresponding shadow or use non-standard and standard measuring tools to measure length and compare weight.
2. As a small group activity, ask the students to align the bones by height, from shortest to longest. Can they align by height, longest to shortest?

## PLAY TIPS

- As a fine arts experience, encourage students to trace the bones to create an imaginary dinosaur. Students can add details and name their dinosaur.
- Use the bones in the Dino Dig Site, asking students to bury and recover their bones using excavation tools.

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Mathematics

# Dinosaur Puzzles

EZ.011.LA.1020

**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. Developmentally appropriate puzzles with a dinosaur theme spark curiosity and encourage students to find out more about dinosaurs and the habitat that they lived in.

## 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

- Hide the puzzle pieces in the Dino Dig Site. Ask students to find the puzzle pieces and put them back together.
- You can easily make your own puzzles for the classroom! Print several dinosaur photos of your choosing, laminate them, and cut out puzzles shapes that can be easily analyzed and manipulated by your students.
- Students can make their own puzzles by tracing puzzle pieces, coloring a picture on their tracing, and cutting out the pieces, with adult assistance.

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Science

# Digging for Dino Bones

EZ.011.LA.1021

**Activity Type:**
Free Choice

**Objectives:**
Students will use their senses to observe, make predictions, and learn about characteristics of items.
Students will explore features of dinosaur bones.

Students use tools like brushes and plastic trowels to uncover fossils and dinosaur bones that are brought to the paleontologist area. This activity combines sensory exploration and fine motor development to introduce students to archeology and paleontology.

## WHAT TO DO

1. Place the faux dinosaur bones in the Dino Dig Site or Rubbermaid storage for free exploration. Introduce the word excavation to students. Students use excavation tools like brushes and shovels and observation tools like magnifying glasses to uncover characteristics and features.
2. To use as an educator-led activity, ask students to find bones with specific features. For example, ask students to find the fossil with scales or the fossil with wings in the Dino Dig Site.

## PLAY TIPS

- Create your own dinosaur bones using basic household ingredients: 2 cups flour, 1 cup salt, 1 cup water and stir until almost fully mixed. Place the dough onto a lightly floured surface and knead until smooth. Make bone shapes using non-fiction books and images as inspiration. Place on cookie sheet and bake at 250-degree Fahrenheit for about 3 hours.
- Make imprint fossils using clay or homemade dough. Students can use the bones and imprint fossils as a matching activity.
- Bury wooden letters to the Dino Dig Site; ask students to find letters and build word bank words.

## WHAT YOU'LL NEED














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Fine Arts

# I Can Be a Paleontologist

EZ.011.LA.1022

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

**Objective:**
Students will participate in dramatic expression and apply to real life.

Students are provided plenty of materials for dramatic play, including dinosaur puppets, felt pieces for recreating environments and adding texture, safety glasses, excavating clothing, and large faux rocks. Students engage in parallel play while gradually starting to initiate pretend play with their peers.

## WHAT TO DO

Set up a few of the paleontologist items in the Dino Dig Site or other dramatic play area to inspire creative play. You can rotate items in and out. Encourage children to put on a puppet show, build a dinosaur enclosure, bury dinosaur bones, and more!

## PLAY TIPS

- Listen to students' conversations and add more items as the creative play evolves. Geodes, magnifying glasses, flashlights, and tape measures would be great additions; although, authentic conversations will provide you with ideas about students' interests.
- Add letter cookie cutters to the Dino Dig Site. Students can explore literacy concepts in a meaningful way.

## WHAT YOU'LL NEED














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