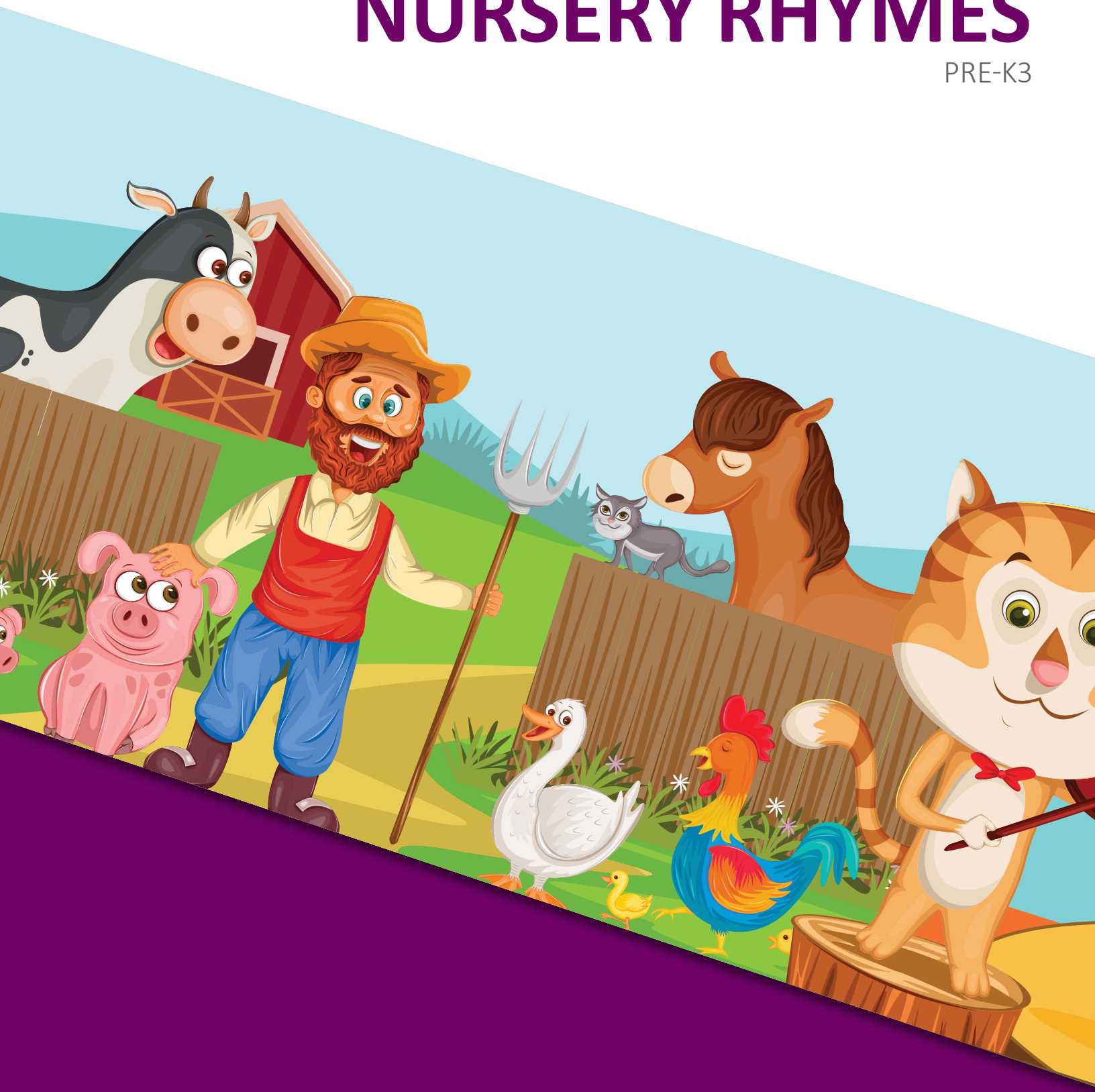
NURSERY RHYMES

PRE-K3



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Language and Literacy

Feather Tip Salt Tray Writing: Themed Alphabet

EZ.023.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. Students write letters using feather tips in salt trays to practice letter recognition and formation. Pre-writing exercises like this promote directionality and support the development of fine motor skills and coordination.

WHAT TO DO

Place the trays filled with salt in a writing center or on a table. Show students how to use the feather tip to write in the sand and the feathered side to erase their writing. Encourage students to write spontaneously and regularly. Also, students can practice writing letters or words, using the magnetic letters or word bank words as a guide.

PLAY TIPS

- Before introducing the salt tray as a writing activity, allow the students to spend time exploring the salt tray in different ways such as scooping, pouring, and moving the salt around in other ways and with other tools.
- Encourage students to use other tools to write, such as a stick, paintbrush, or even their pointer finger.
- Try using other material in the tray fine sand, cornmeal, or baking soda. Discuss the differences in texture.

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Mathematics

Picture Puzzles: Number Cards

EZ.023.LA.1003-1004

Activity Type:
Small Group and Free Choice

Objectives:
Students will recognize numbers 1-10.
Students will develop one-to-one correspondence to complete puzzles.

Each themed classroom includes themed number cards. A featured activity will be included with each set of themed number cards. Students begin and continue to recognize numbers through repeated exposure. Matching number cards to associated picture cards reinforces one-to-one-correspondence. Understanding one-to-one correspondence deepens student's number sense and strengthens the idea that numbers correspond to specific quantities.

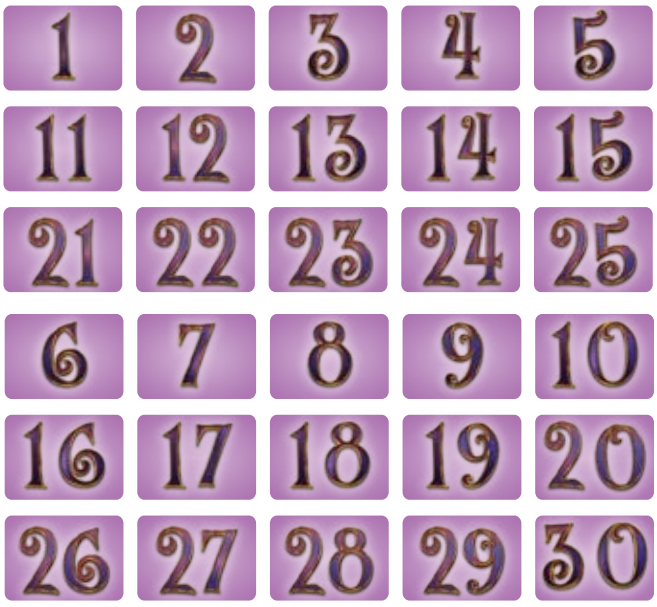
WHAT TO DO

Introduce the picture puzzles as a small group or free choice activity. As a small group exercise, model saying the number together and the picture that corresponds to the quantity (pointing to each item). As a free choice exercise, have the students put the pieces together to create a one-to-one match.

PLAY TIP

Have students find manipulatives in the classroom to enhance the one-to-one correspondence. The students can place a manipulative on an image as they count.

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Mathematics

Counting and Measurement

EZ.023.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

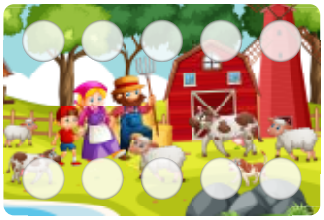
After modeling how to use the mats, place the counting and measurement mats in a learning center as a teacher-directed or student-directed experience. As a teacher-directed experience, guide students to use manipulatives to show one-to-one correspondence and length. As a student-directed experience, 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.023.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.

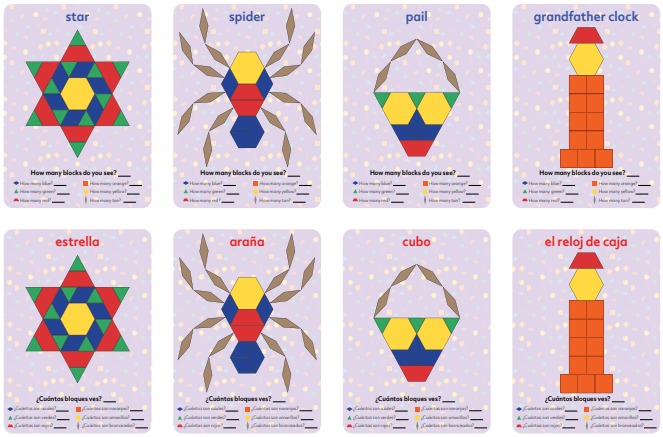
WHAT TO DO

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.

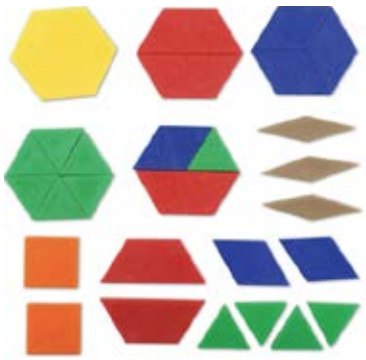
PLAY TIPS

- 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.023.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.

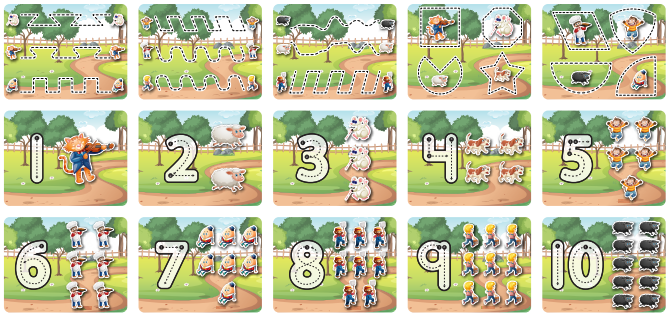
WHAT TO DO

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.023.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.023.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.023.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.

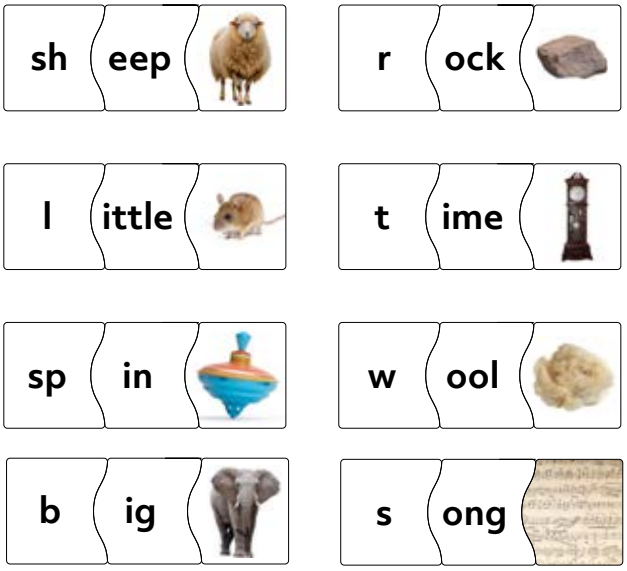
WHAT TO DO

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

Flip Word Pancakes: Word Bank Words

EZ.023.LA.1012

Activity Type:
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 begin to recognize words from the word bank by engaging in repetitive visual activities. By participating in Flip Word Pancakes (memory), students start to recognize letters and understand that print directionality occurs from left to right. Memory exercises lend to critical thinking which helps children nurture their attention to detail.

WHAT TO DO

Spread the pancakes out on the floor, upside down. Students take turns flipping a pancake into the frying pan using the spatula. Once the pancake is right side up, students can find the matching word bank word and practice verbalizing letters in the word, clapping syllables, and sorting words into piles that begin with the same sound.

PLAY TIPS

- Students can use the pancakes in a game of memory, matching the Spanish word to English word.
- Ask students to use manipulatives (counting bears, Unifix Cubes, color tiles, etc.) to count out each letter of the word on the pancake.
- Add two (or more) pancakes together and ask students to use manipulatives to count out the total amount of letters in both words (one to one correspondence up to 10).

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Fine Arts

Shadow Puppet Theater

EZ.023.LA.1013

Activity Type:
Free Choice and Small Group

Objective:
Students will dramatize stories using sounds, movements, and props.

By incorporating puppets and various story props, students can bring fairy tales from the library to life. Puppets inspire children to tap into their imagination, allowing them to create both realistic and fantastical narratives. They also offer a fun way for kids to share their favorite stories through retelling.

WHAT TO DO

1. Show students the different types of puppets and props, including the acrylic shadow puppets. Demonstrate using a shadow puppet and flashlight against a backdrop to create a shadow.
2. After reading several stories from the classroom library, demonstrate retelling a story using the props and shadow puppets. Encourage students to retell a story using the props, shadow puppets, and tabletop theater on their own or in a small group. Guide students to consider characters, setting, and plot through beginning, middle, and end.

PLAY TIPS

- Create backdrops for stories using butcher paper and art materials.
- Have students create additional shadow puppets using stencils and paper. Students can glue the cutouts onto craft sticks.
- Compare versions of fairytales and have students retell the different versions using the storytelling props.

WHAT YOU'LL NEED

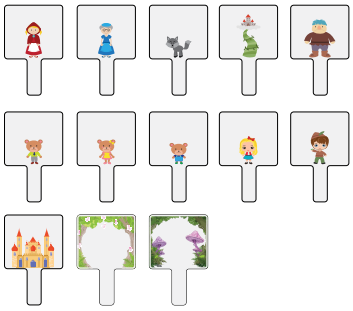












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Language and Literacy

Can You Hear It?

EZ.023.LA.1014

Activity Type:
Small Group

Objective:
Students will recognize and incorporate both familiar and new vocabulary from poems and literature.

Listening to and reciting nursery rhymes can spark young children's interest in language patterns. As they listen, they begin to develop phonological awareness, including skills like rhyming and alliteration. When children recite nursery rhymes together, they start making connections between words and their meanings. Incorporating nursery rhymes into daily routines through display and repetition can further support language development.

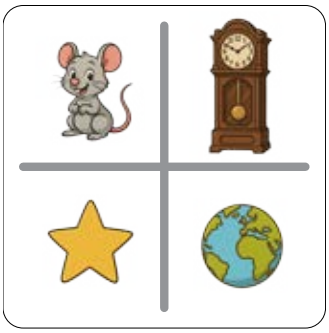
WHAT TO DO

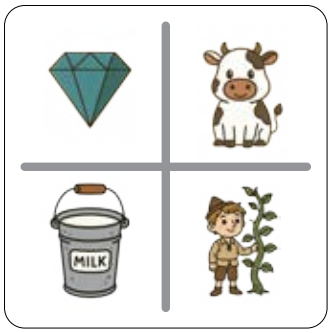
1. Read nursery rhymes from the classroom library in a small group, pointing to each word as you read. Introduce the four-frame picture cards, identifying each image.
2. Give each student a four-frame picture card and a handful of buttons. Reread the nursery rhyme. As you reread, ask students to place a button on any picture that matches a word they hear.

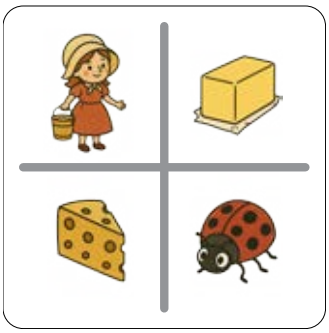
PLAY TIPS

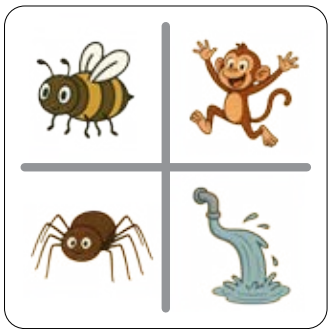
- Introduce a "Rhyme of the Week" and make a point of reading or singing it multiple times throughout the week.
- Use the 4-frame picture cards as BINGO cards. Call out animals and objects, encouraging students to place a button on the appropriate image.
- Reread the nursery rhymes, pausing at key words to allow students to identify the corresponding rhyming word on their 4-frame picture card.

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Fine and Gross Motor

Kick the Cup

EZ.023.LA.1015

Activity Type:
Free Choice

Objective:
Students will recognize nursery rhyme characters while practicing gross motor movements.

Young children should have plenty of opportunities to practice their gross motor skills both indoors and outdoors. Gross motor movements, such as running, jumping, skipping, and crawling, help build large muscle groups. These skills also lay the foundation for fine motor development, including grasping, writing, and painting. Intentional ball games support gross motor development, and by incorporating character identification, students also build conceptual vocabulary.

WHAT TO DO

1. Attach nursery rhyme character or object images to the cups and spread them at least a foot apart. Encourage students to kick a soccer ball to knock over the cups, identifying the character or object on each one.
2. Repeat the activity using ping pong balls and bowls instead of cups. Have students toss the ping pong balls into the bowls, identifying the character or object as they do so. Ask students which activity was more challenging.

PLAY TIPS

- Try this activity using sight words instead of nursery rhyme characters and images.
- Attach letters to the cups or bowls to practice letter recognition.

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Play-Based Learning Materials

Fine Arts:







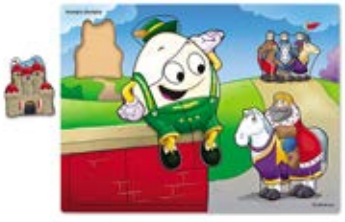

Science:







Puzzles:



Games:




Fine and Gross Motor:





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