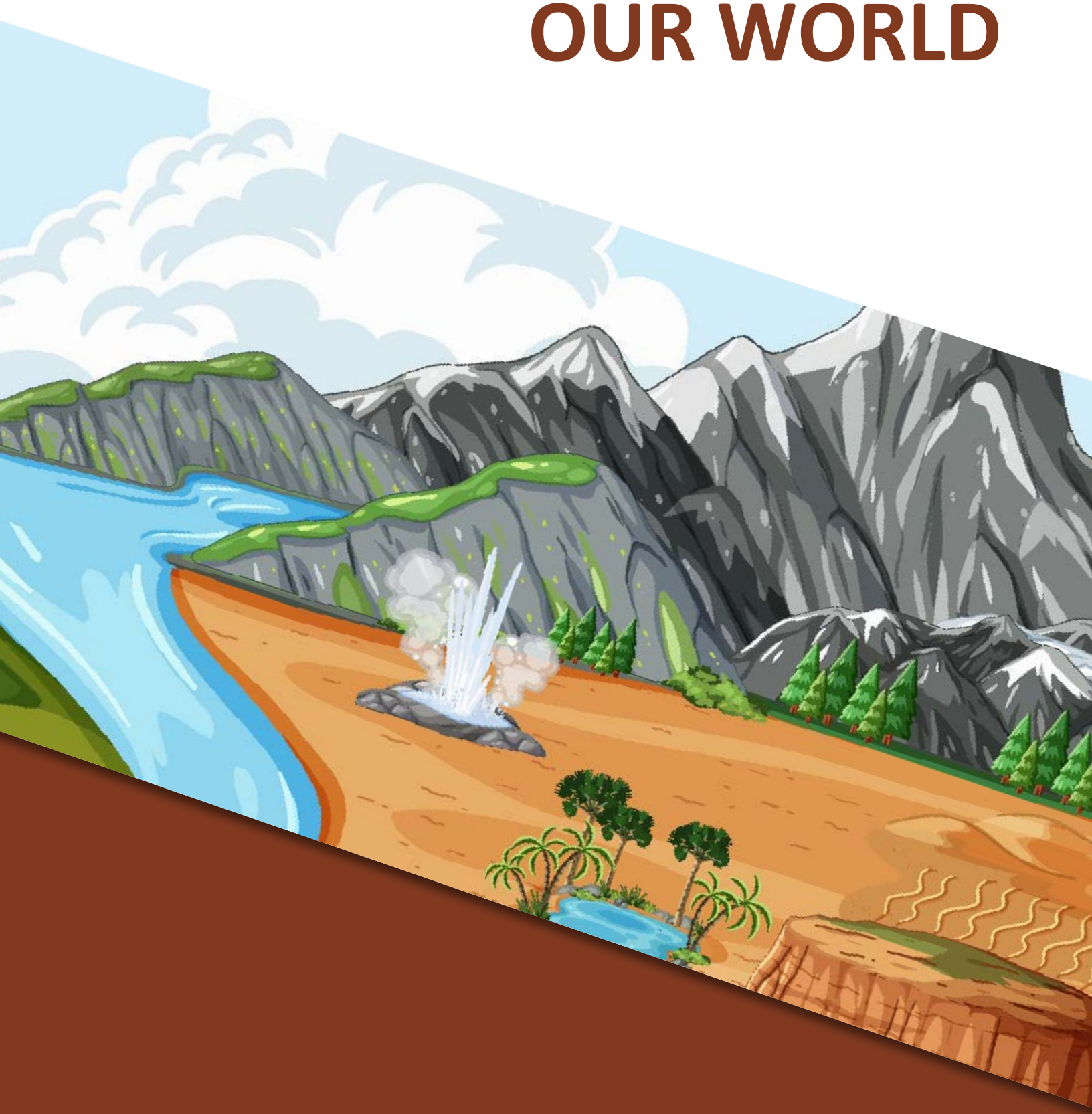
OUR WORLD



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Language and Literacy

Alphabet Bingo: Themed Alphabet

EZ.007.LA.1001-1002

Activity Type:
Small Group

Objectives:
Students will identify uppercase and lowercase letters.
Students will develop letter and object associations.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. Students reinforce alphabet recognition by participating in alphabet Bingo. Learning the alphabet supports early literacy skills, including vocabulary building, playing with the sounds of language, and understanding letter-sound connections. It's important for young children to engage in a variety of letter recognition activities every day.

WHAT TO DO

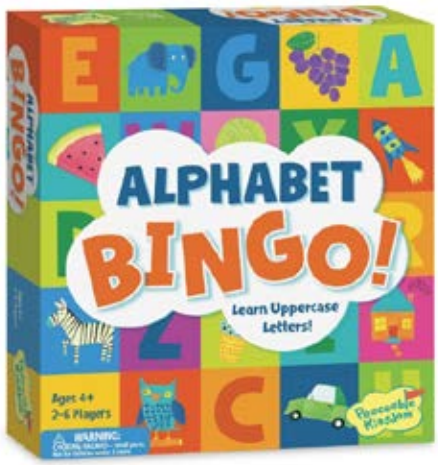
1. Align themed magnetic letters from A-Z on the magnetic board. Pass out the Bingo cards and chips. Explain that each box will be covered with a Bingo chip as a letter is called out. A box may be covered once and some boxes may be left over.
2. As you call out letters, be sure students are using the Bingo chips to cover a letter. Remind students that Bingo looks like a filled row. You can remove a themed letter from the magnetic board as it is called.

PLAY TIP

Incorporate Bingo variations as students master letter recognition. You can try letter-sound Bingo (call out a sound and encourage students to find the associated letter) and picture Bingo (hold up a picture and encourage students to find the beginning letter sound).

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Mathematics

Number Toss: Number Cards

EZ.007.LA.1003-1004

Activity Type:
Free Choice or Small Group

Objectives:
Students will recognize numbers 1-10.
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 begin to develop one-to-one correspondence by participating in frequent number recognition activities. Using number cards attached to bins and bean bags, students identify the matching number card when the number is called. Students add the appropriate number of manipulatives to the bucket to reinforce one-to-one correspondence.

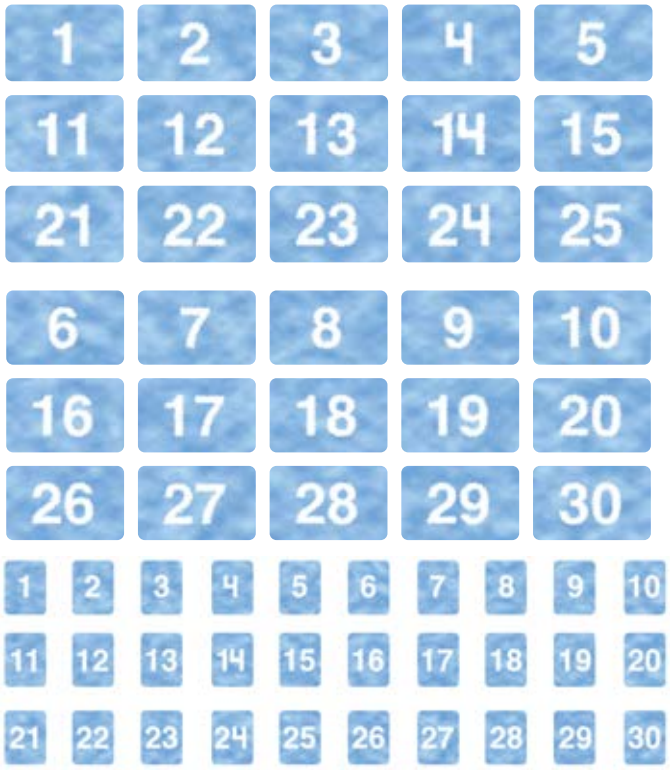
WHAT TO DO

Tape the number flashcards onto the bins. Have students stand a predetermined distance from the bins. As you call out numbers from the caller cards, have students toss a bean bag into the correlating number bin. Have students count out the number of matching manipulatives and place the manipulatives next to the bin.

PLAY TIPS

- Encourage students to use the links to make patterns, either by shape or by color.
- Have students make a “number line” with the links, counting as they add each link (one-to-one correspondence).

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Mathematics

Counting and Measurement

EZ.007.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.

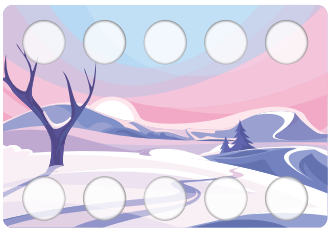
WHAT TO DO

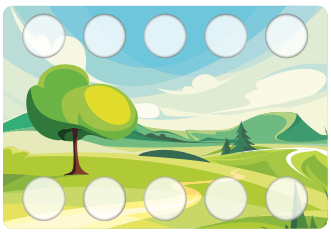
After modeling how to use the mats, place the counting and measurement mats in a learning center as a teacher-directed or student-directed experience. As a teacher-directed experience, guide students to use manipulatives to show one-to-one correspondence and length. As a student-directed experience, 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.007.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.

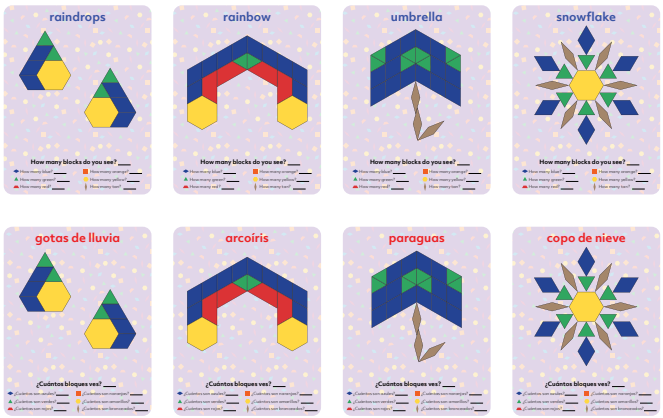
WHAT TO DO

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.

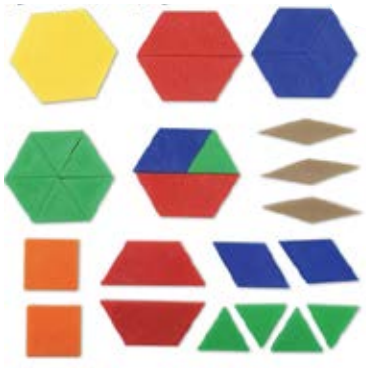
PLAY TIPS

- 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.007.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.

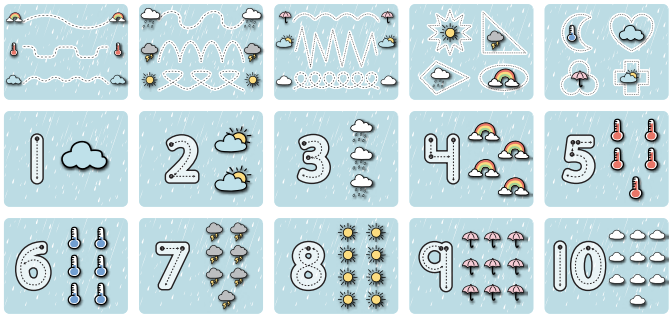
WHAT TO DO

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.007.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.

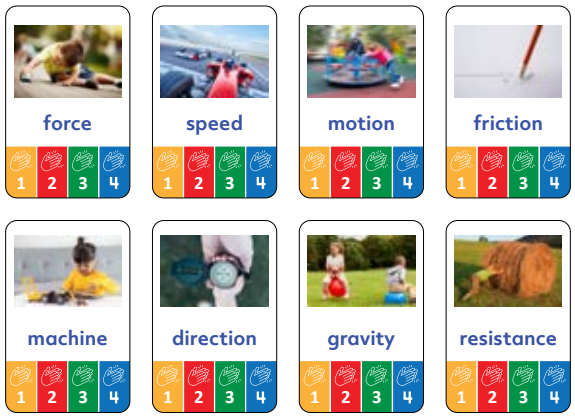
WHAT TO DO

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.007.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.

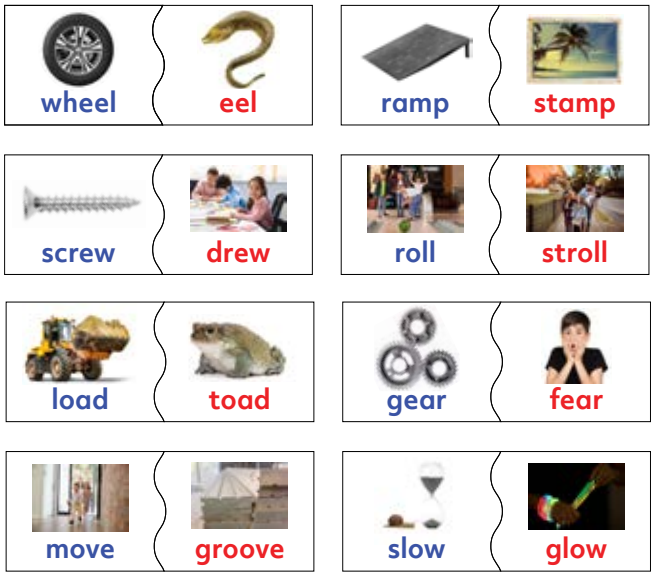
WHAT TO DO

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.007.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

Making Words with Alphabet Beads: Word Bank Words

EZ.007.LA.1012

Activity Type:
Free Choice and Small Group

Objective:
Students will reinforce vocabulary words by recreating words in various ways.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. Students reinforce letter recognition and recreate word wall words with large-scale alphabet beads. Students can have discussions about uppercase and lowercase letters as they review word bank words. Alphabet beads can help reinforce the sequence of letters and encourage students to experiment with letter sounds.

WHAT TO DO

Place the word bank words, alphabet beads, and threading material in the writing center and encourage students to recreate word bank words using the beads. Students can also create other words, string the letters in order from A-Z, and practice letter recognition. Have students match the beads along the alphabet arc.

PLAY TIPS

- Place the beads in alphabetical order to make finding the beads easier for students who need the support. As a challenge, place the beads in a container and ask students to search for specific letters.
- Include other types of threading material in the writing center like pipe cleaners, string, and yarn with varying widths.

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Fine Arts

Green Screen Storytelling: Weather Station Dramatic Play

EZ.007.LA.1013

Activity Type:
Small Group

Objectives:
Students will collaborate and explore with peers.
Students will tell stories about the weather.

Students practice speaking skills and assume new roles and personas by using virtual backdrops that provide new learning environments. Students can add materials from dramatic play such as umbrellas, hats, scarves, sunglasses, etc., to enhance their new personas. Through role-playing, children ask questions, give instructions, and engage in conversations. Role-playing also strengthens turn-taking abilities and confidence in expressing themselves. Application suggestions: Green Screen Live Video Record, WeVideo, and Do Ink.

WHAT TO DO

1. To use the green screen, download a green screen application on a device, such as Green Screen Live Video Record, WeVideo, or Do Ink. Practice using the application before introducing to the students.
2. Encourage students to tell stories about the weather, using the props. Students can start by telling stories about the current weather. As they gain confidence, they can advance to making weather predictions. Film the students telling stories and include students in the review, reflection, and editing process.

PLAY TIPS

- Encourage students to make pretend play scene materials. For example, ball up pieces of white paper to make a snowstorm, or use cotton balls to have a snowball fight. Students can cut out “raindrops” from blue construction paper and toss them in the air to create rain.
- Rotate props to encourage storytelling from a variety of topics. Use background photos (create on butcher paper or find in resources like magazines) that lend to storytelling like scenery and themed items.

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Science

Sink or Float

EZ.007.LA.1014

Activity Type:
Small Group

Objective:
Students will predict, observe, and test predictions.

Children discover buoyancy and density by making predictions about objects' ability to float and testing predictions in the Water Exploration sensory area. Students can continue testing items from around the classroom in educator-led or student-led ways. Young children are naturally curious. Hands-on experimentation taps into this natural curiosity to make learning fun and engaging.

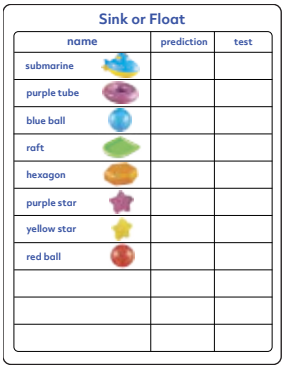
WHAT TO DO

1. Fill the Water Exploration Sink 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 TIP

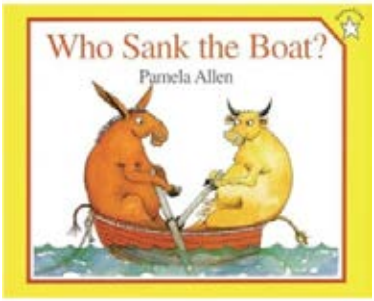
Read books about buoyancy, such as *Who Sank the Boat?* By Pamela Allen, *Things That Float and Things That Don't* by David Adler, and *Flota o se hunde?* by Amy Hansen. Buoyancy is a difficult concept for young children to grasp and books help children build vocabulary and make the concept relatable.

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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Social Studies

Play-Based Exploration with an AR Sandbox

EZ.007.LA.1015

Activity Type:
Free Choice and Small Group

Objective:
Students will explore the Earth's surface using AR technology.

An augmented reality (AR) sandbox is a 3D, interactive educational tool to help understand mapping, topography, natural hazards, and more. A mounted computer projector and motion-sensing device detects the distance to the kinetic sand and a visualization is cast to the sand from a projector. Students can freely interact with the sand and make observations while the educator guides conversation around water, weather, landforms, and maps.

WHAT TO DO

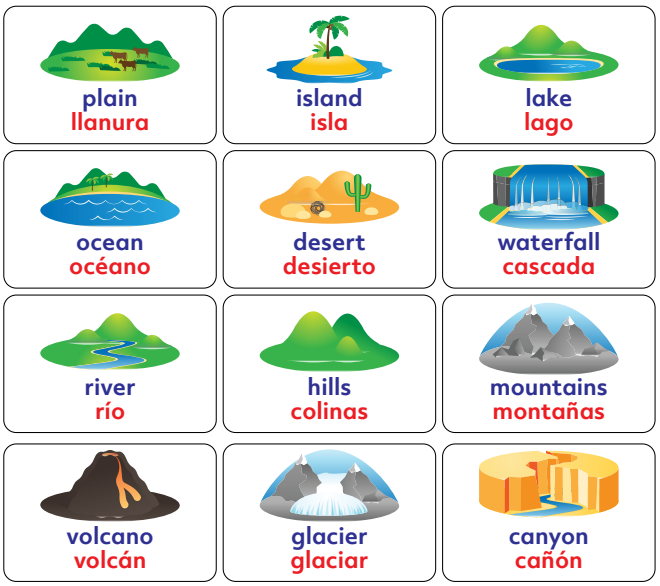
1. Demonstrate how the AR sandbox visualization works. Cover the projector lens so students can see that the sand is one color. Unblock the project lens to show students how the colors and contour lines return to the sand surface.
2. Show students the topographic map and landform examples. Ask students what they notice about the maps and landforms (height, colors, etc.). Provide opportunities for students to explore the AR sandbox freely. Ask students what they notice about the sandbox and the visualizations. Ask students the following questions: "How do the colors and lines change as you build features in the sand?" and "What do you think the lines tell us?"

PLAY TIPS

- Determine a set of rules before acclimating students to the AR sandbox. Simple rules like, "Sand stays in the box." and "Wash your hands before and after using the AR sandbox." keep the students safe and minimizes issues with the AR sandbox.
- Compare the sandbox visualization to the real topographic maps. Ask students to build landforms in the sandbox which closely resemble the maps.

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Social and Emotional

Human Chain of Electricity

EZ.007.LA.1016

Activity Type:
Large Group and Small Group

Objective:
Students will explore the properties of electricity by conducting investigations using circuits and different materials.

Human bodies conduct electricity! As a group and individually, students explore the notion of circuits, conductors, and insulators by experimenting with energy sticks. Students make observations while conducting electricity with a group (closed loop) and individually with their body. Students also find other objects around the classroom that conduct energy. Experimenting with the materials allows students to make predictions, observe results, and ask questions. Through this play, they gain a deeper understanding of scientific concepts.

WHAT TO DO

1. Provide opportunities for students to explore the energy sticks with little direction. Encourage them to make observations and ask questions. After the students have time to explore, ask them to hold onto each end and describe what they notice (the energy stick lights up and emits sound. The students are conducting electricity by closing the circuit).
2. Have several members of the group hold hands in a circle. Have one student hold one electrode and the student next to them hold the other electrode. As long as everyone in the circle is holding hands, the energy stick will light up and emit sounds. If someone breaks the circle, the energy stick will stop working because the circuit will no longer be closed.
3. Ask students to find other objects in the classroom that light up the energy stick (close a circuit), reminding them to explore with a partner to make a complete human connection.

PLAY TIP

Explore different conductors of electricity with a partner. Try water, a spoon, and even dirt!

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Science

Rock, Mineral, and Geode Sort

EZ.007.LA.1017

Activity Type:
Large Group and Small Group

Objectives:
Students will use observation skills to sort and classify a group of rocks, minerals, and geodes.
Students will sort items into categories such as “same” and different,” using criteria either set by the teacher or chosen by themselves.

The Earth is made up of many layers; the Earth’s surface is covered by its thinnest layer, the crust. The crust, which is land, mostly consists of rocks and minerals. Students explore rocks, minerals, and geodes to make comparisons and sort by attributes such as size, appearance, and weight. Tools of exploration such as a mineral magnifier, a balance scale, and exploration trays will be provided. Hands-on activities involve multiple senses. Sensory integration strengthens connections in the brain and helps students develop a deeper understanding of the world around them.

WHAT TO DO

1. As a large group activity, lay out the rocks, minerals, and geodes on a rug or tabletop. Ask students to look closely at the specimen and think of words that could be used to describe them. Record their words on a dry erase board or chart paper. Choose one of the observations and ask students to place all of the specimens that fit the observation in a group. Repeat the process and review characteristics of specimen in each group.
2. As a small group activity, lay out the rocks, minerals, geodes, and tools of observation (balance and magnifying glasses) on a tabletop and encourage students to make observations. Ask students questions like, “Which specimen is the heaviest?,” “Which specimen is the lightest?,” and “What do you notice about the specimen as you look closely?” Help students use descriptive words as they answer questions, such as hard, soft, smooth, rough, heavy, and light. Students can use the spray bottles and activity trays to clean the specimen.

PLAY TIP

Make a rocks and minerals anchor chart. Start with rocks/minerals in the center and include words students use to describe rocks and minerals. Post the chart and continue to add words as they make new discoveries.

WHAT YOU’LL NEED



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Science

Plasma Tube

EZ.007.LA.1018

Activity Type:
Free Choice and Small Group

Objectives:
Students will make observations and predictions about electricity.
Students will investigate materials.

A plasma tube, lamp, or globe is a clear glass container filled with a mixture of gases with an electrode in the center. Young children can organically learn about electricity as they touch different materials, and their body, to the tube and make observations. Children can talk about the materials that pull electrical current and the materials that stop (insulate) electrons. Experimenting with the materials allows students to make predictions, observe results, and ask questions. Through this play, they gain a deeper understanding of scientific concepts.

WHAT TO DO

1. Introduce students to the plasma tube by offering opportunity for free exploration. Model appropriate interactions (touch the tube with your hand, touch the tube with another object) and encourage students to do the same, verbalizing observations. Ask students what they notice.
2. As a small group, experiment with focused objects such as a light bulb, metal Slinky, plastic Slinky, wooden block, and fabric scarf. Ask students what they notice as each object interacts with the plasma tube. Continue encouraging students to test interactions with other objects, introducing the terms insulator and conductor if you feel it is appropriate for your group of students.

PLAY TIP

Ask students to bring in items from home and items found in nature to see if they pull electrical currents or stop electrons.

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Science

Wind Tunnel Exploration

EZ.007.LA.1019

Activity Type:
Free Choice and Small Group

Objectives:
Students will make observations and predictions about wind.
Students will design, test and re-test their designs.

Wind tubes are an engaging way for students to experiment with and learn about the movement of air as force. Children explore relationships with natural wind currents using various materials within the tunnel, making observations about speed and direction. Children experiment with foam, scarves, paper airplanes, tissue paper, and any other classroom materials. Young children are still developing their understanding of abstract concepts, like force. Hands-on exploration provides a concrete way to learn scientific concepts.

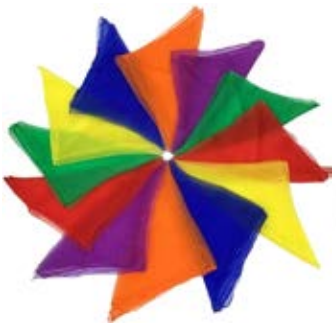
WHAT TO DO

1. Ask students to wave their hands in front of their face and describe what they feel (wind, air). Explain that wind is a force and ask students where they see/feel wind. Provide opportunities for students to explore the wind tunnel freely by adjusting the speed and direction of the airflow and observe drag and force using various materials within the tunnels.
2. Make observations and talk about the ways objects behave in the wind tunnel. Discuss the variables in objects, including weight, shape, and surface area. These observations and discussion help students reflect, redesign, and test again.

PLAY TIPS

- Help students design, build, and test specific objects that spin, fly, or float in unusual ways, including paper airplanes and parachutes.
- Bring in a tabletop fan and make comparisons between the amount of force produced by the fan and wind tunnel. Test items using both sources of wind.
- Measure wind speed outside and in the classroom using a class-made wind gauge.

WHAT YOU'LL NEED















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Science

A Rainbow of My Own

EZ.007.LA.1020

Activity Type:
Free Choice and Small Group

Objective:
Students will predict, observe, and test predictions.

Prisms are a fun way to observe and hypothesize about light! After students listen to the story *A Rainbow of My Own* by Don Freeman, they participate in discussions about the relationship between prisms, rainbows, and light, and discover how different items look when observed through a prism.

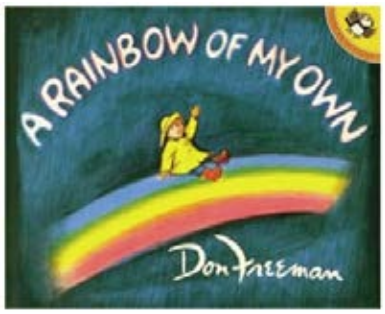
WHAT TO DO

1. Read the story *A Rainbow of My Own* by Don Freeman. After reading the story, begin a conversation about the science of rainbows by asking the following questions: "What causes rainbows?" and "Where do they go?" Students are not expected to know the answers to these questions but asking critical thinking questions helps them think about possibilities.
2. Allow students to experiment with the prisms and flashlights. Can they create a rainbow? What do they notice about the rainbow they created? Encourage students to place a white piece of paper on the table and use a flashlight to display a rainbow on the paper. They can trace the rainbow with crayons or colored pencils as a friend holds the flashlight.

PLAY TIPS

- Hang prisms around your classroom close to a window. Students can go on a rainbow hunt as the prisms bend the sunlight.
- Create prism patterns with patterned colored paper. Draw a pattern on colored paper. Place a prism on the paper and explore how the prism interrupts the pattern.

WHAT YOU'LL NEED









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Fine Arts

Falling Rain Dance

EZ.007.LA.1021

Activity Type:
Small Group

Objectives:
Students will listen for beats in music.
Students will move their body creatively to beats and rhythm.

On a rainy day, students can use their senses to describe what they notice about the rain (the rain is falling fast/slow, it feels cold, smells like dirt, etc.). Students move like raindrops using their body and use instruments to recreate the sounds of rain. Sensory integration creates a holistic understanding of the outside world by combining information from multiple senses into a cohesive perception of our environment.

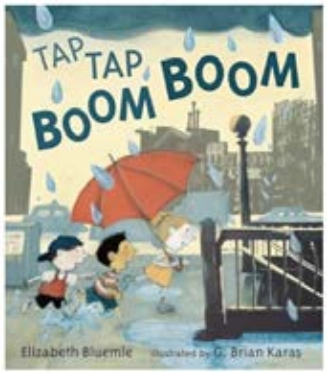
WHAT TO DO

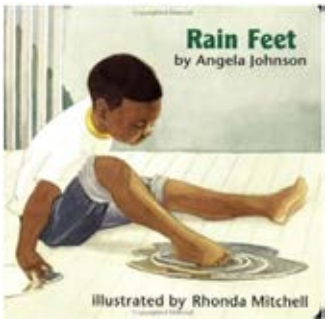
1. On a rainy day, ask students to notice the rain and the wind. Ask students the following questions: "How does the rain look as it falls?," "How does the rain feel?," and "What makes the leaves move on the trees?" Talk about the rainy-day experience and ask students to move like raindrops. Can they drip slowly? Can they drip fast? Can they move like a leaf blowing in the wind?
2. Ask several students to play instruments while other students move, encouraging them to change the tempo often, fast to slow and back again. Give several more students scarves and ask them to move the scarves with the music. Switch up roles to give each student an opportunity to play an instrument, move with the music, and move scarves with the music.

PLAY TIP

Read books about rain sounds like *Tap Tap Boom Boom* by Elizabeth Bluemle and *Rain Feet* by Angela Johnson. You can have discussions about the cultural significance of rain dances (some cultures dance for rain during periods of drought) and the celebrations when it rains (some cultures celebrate rain as rain makes it possible for plants and crops to grow).

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