

## Social Emotional SE03

# Calm-Down Place

1. **During group time, lead a discussion with the children about ways to calm down when they are feeling upset or angry. Write any ideas they may have on the chart paper. Add your own ideas to the chart, such as counting to five, walking away, closing your eyes, etc. Show them the area of the room called the calm-down place and invite them to visit it whenever they want to cool off, relax, or take a break.**

"James, what helps you feel better when you get angry? Yes, taking a deep breath is a very good idea. Let's all practice that now."

2. **Encourage the children to talk about their feelings throughout the day in order to make them aware of what they are feeling when they are happy, anxious, frustrated, etc.**

"Let's take a few minutes to calm down together."

Yellow / Green

**Help the child to visit the calm-down place with you before she loses emotional control.**

"Lauren, it looks like you are getting anxious because there are so many children in this area. Would you like to take a break in the calm-down place and read a book together? Then, I can help you find another place to play in the classroom that is less crowded."

**Encourage the child to practice self-talk as she takes deep breaths and relaxes.**

"You can say to yourself, 'I need to calm down. I'm mad, but I don't want to hurt my friends.'"

Green / Blue

**Stay with the child and offer assurance that she will feel better soon.**

"I see that you are working on calming down now. Those deep breaths will help relax your body and your mind."

**Encourage the child to recognize her strong feelings and use the calm-down place before becoming upset.**

"Kara, I'm glad you rested by the fish tank for a few minutes. I can see that you are feeling relaxed now because you are playing quietly next to Marissa."

3. **Wait until the children are calm before addressing the conflict or social problem. Focus on helping the children recognize and manage any strong feelings they may be having. Use the calm-down place as a way to redirect the children who may need to take a break in a quiet place.**

## Social Emotional SE04

# Actively Listening to Children

1. **Notice when children are experiencing strong emotions** e.g., frustration, anger, excitement, sadness, and elation.
2. **Move close to the child and move your body to his or her level.**
3. **Make eye contact and offer a gentle touch, as appropriate, to let the child know you are listening.**
4. **Repeat back what you hear the child telling you through words or actions.**

Red / Orange

**Encourage these children to join in the experience. They can explore materials, participate in conversation, and/or observe other children.**

**Repeat the child's words or expression of feeling in language she can understand. Reflect the same tone that she is expressing. This lets the child with limited language know that you understand what she is feeling.**

Rachel, 35 months, tries to grab a truck out of another child's hand. The other child says, "No, Rachel! I had it first!" Rachel screams, drops to the ground, and kicks her legs. The teacher kneels near Rachel. The teacher scrunches her nose and furrows her brow while saying to Rachel, "You want that truck! You really want that truck!" Rachel screams again. "You really want that truck! You really, really want it!" the teacher repeats with the same expression. Rachel stops screaming and starts whimpering softly. The teacher gently touches Rachel's knee and says, "It is really frustrating when you want to use a toy that someone else is using."

Yellow / Green

At arrival time, Anibal rushes into the room smiling broadly and says, "Abuelo come for visit!" The teacher kneels down and hugs the child. "Your grandfather is coming to visit you! How exciting," she says enthusiastically, smiling.

**Repeat the child's words with understanding and empathy.**

A child sits crying softly in the Library area. The teacher sits next to the child and gently rubs his back. "My mommy's at work. I wanna stay at home with mommy." The teacher nods her head and says, "You really wanted to stay home with your mommy today. You love her so much." "Yeah," says the child. The teacher continues, "You're disappointed that you couldn't stay home with her." "She had to go to work," the child says. "You're feeling sad because you miss her. It is hard to be away from people we love," the teacher responds.

Green / Blue

5. **Name and explain children's feelings. Use words to describe children's feelings accurately, e.g., frustrated, annoyed, disappointed, excited, proud, or embarrassed.**  
"You are frustrated because your tower fell. You spent a lot of time building it."  
  
"Miguel, you seem really sad because your mommy just left."

## Language and Literacy LL62

# Retelling Wordless Books

1. **Select a wordless book that is familiar to the children.**
2. **Invite the children to listen as you tell the story from the wordless book. Since there are no words, explain that you look at the details of the pictures or illustrations to figure out the story.**
3. **Invite each child to retell the story to you. Explain that he or she will interpret the story from the pictures or illustrations and then tell the story in his or her own words.**

"You can look at what the characters are doing and think about what they might be saying."

Yellow

**Point to a specific character or event and prompt the child to describe what he or she sees.**

"What do we see on this page? Where is the frog at the end of the story?"

**Offer prompts by pointing out clues when necessary.**

"I see wet footprints in the house! Who do you think made them?"

Green

**Encourage the child to explain what he thinks is happening on a specific page.**

"What are the boy and the snowman doing in the garage? Who will drive the motorcycle?"

Green / Blue

**Encourage the child to describe the action on a series of pages, including characters and events.**

"You told me that the animals are on their way to the circus. What happens on the next page?"

Blue / Purple

**Encourage the child to retell the entire story from beginning to end, including major events and characters.**

"Can you look at the pictures and tell me the whole story?"

4. **Listen attentively to the child retelling the story and prompt him if the child needs assistance.**
5. **Explain that you will keep the book in the Library area for the children to use during choice time.**

## Social Emotional SE04

# Actively Listening to Children

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2. **Move close to the child and move your body to his or her level.**
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4. **Repeat back what you hear the child telling you through words or actions.**

Yellow / Green

**Repeat the child's words or expression of feeling in language she can understand. Reflect the same tone that she is expressing.**

**This lets the child with limited language know that you understand what she is feeling.**

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At arrival time, Anibal rushes into the room smiling broadly and says, "Abuelo come for visit!" The teacher kneels down and hugs the child. "Your grandfather is coming to visit you! How exciting," she says enthusiastically, smiling.

Green / Blue / Purple

**Repeat the child's words with understanding and empathy.**

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5. **Name and explain children's feelings. Use words to describe children's feelings accurately, e.g., frustrated, annoyed, disappointed, excited, proud, or embarrassed.**

"You are frustrated because your tower fell. You spent a lot of time building it."

"Miguel, you seem really sad because your mommy just left."

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"You can look at what the characters are doing and think about what they might be saying."

Yellow

**Point to a specific character or event and prompt the child to describe what he or she sees.**

"What do we see on this page? Where is the frog at the end of the story?"

**Offer prompts by pointing out clues when necessary.**

"I see wet footprints in the house! Who do you think made them?"

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**Encourage the child to explain what he thinks is happening on a specific page.**

"What are the boy and the snowman doing in the garage? Who will drive the motorcycle?"

Green / Blue

**Encourage the child to describe the action on a series of pages, including characters and events.**

"You told me that the animals are on their way to the circus. What happens on the next page?"

Blue / Purple

**Encourage the child to retell the entire story from beginning to end, including major events and characters.**

"Can you look at the pictures and tell me the whole story?"

4. **Listen attentively to the child retelling the story and prompt him if the child needs assistance.**
5. **Explain that you will keep the book in the Library area for the children to use during choice time.**

## Language and Literacy LL67

# Book Cover Memory Game

1. **Invite the children to play a memory game with you. Show the children the covers of two to three books and discuss the title, author, and main characters with the children.**

"Here are three books from our classroom collection. What is this one called? Do you remember who the author is?"

Yellow

**Show the child the covers of the books and ask her to choose one she would like you to read once you have finished the game.**

"Which story would you like to read at story time today? Can you choose one that we used in the memory game?"

Yellow / Green

**Show the child the cover of each book and ask him to identify the story.**

"I know that you really enjoyed reading this story yesterday. Do you remember what it was called?"

Green / Blue

**Ask the child to tell you what he knows about each of the books such as title or author. Offer support as needed.**

"What can you tell me about this story? Do you remember who the author is?"

Blue / Purple

**Use books written by the same author. Ask the child to identify the author and discuss what he likes or doesn't like about the author's books. Encourage the child to name any other familiar features.**

"Who is the author of these books? What do you like about his stories? Can you name any other books that he writes?"

"Where can we find out who the illustrator is? Yes, it's here on the front cover."

2. **Place the books on the table in front of the children. Ask them to close their eyes briefly. Remove one book from the table. When the children open their eyes, ask them to identify which book is missing.**

"Ok, close your eyes for two seconds. One, two. Ok, open your eyes. Which book is missing?"

3. **Continue the activity, increasing the number of books that you use.**
4. **Give children the chance to take turns leading the game. Encourage them to name the book title and author for each book they choose to include in the game.**

## Mathematics M42

# Straw Shapes

1. **Lead a discussion about various geometric shapes. Call attention to their attributes. Give the children time to explore the geometric shapes and talk about what makes them alike and different.**
2. **Demonstrate how to use the straws to form shapes. Talk about your reasoning for making a shape as you experiment.**  
"Let's see... I have two short straws and two long straws. I wonder if I can make a square with these? No, a square is a special kind of rectangle with four sides that are all the same length. I'll try to make another kind of rectangle."
3. **Invite the children to make their own shapes using the straws. Thread the straws with pipe cleaners if the children want the straw pieces to stay together closely. Ask open-ended questions as the children work on their shapes.**  
"If you took away this straw, would it still be a rectangle?"

"You made a very large rectangle. How many straws did it take to make it?"

Yellow

**Invite the child to explore the geometric shapes and name familiar shapes he or she finds.**

"You found a shape with three sides. Do you know the name of that shape? Yes, it's a triangle."

Green

**Invite the child to explore the straws. Point out any shapes she makes.**

**Have the child create a shape with the straws to match a geometric shape he sees on the table.**

"You made a square just like this one. They both have four equal sides."

Green / Blue

**Invite the child to create shapes using different lengths of straws. Ask the child to name objects that resemble the shape she makes.**

"It looks like you made a triangle with one long side and two short sides. What can you think of that is also shaped that way? You're right! When you eat your sandwich at lunchtime, you see that it is cut like a triangle with one long side."

Blue / Purple

**Have the child make shapes that are oriented differently from how we typically see them, e.g., a triangle with the point on the bottom.**

"You made a shape with a pointy bottom. Let's count the sides and see what shape it is. It has three sides and three

points, so it must be a triangle. If I stand over here, it looks like a hat."

4. **Demonstrate how the children can document their work by drawing the shapes they made. Continue the activity for as long as it interests the children.**
5. **Explain that the straws will be in the Toys and Games area for the children to use to make more shapes during choice time.**



## Mathematics M77

# Board Games

1. **Introduce the game to the children. Before playing, show them the dice and point out the dots on each side. Count the dots together and talk about how the dice are used in the game.**

"Look, each side of this die has a different number of dots. We'll count the dots together so we know how many are on each side."

2. **As you show them the board and playing pieces, explain the basic rules of the game. Modify the rules as needed to keep the game simple. Use your finger to trace the path that the playing pieces follow along the board. Talk about the features of the board that designate start and finish.**

"Here is the place on the board where we begin. It says Start. Let's roll one die and count the dots to begin."

3. **Coach the children to take turns and pass the dice to the next child when finished.**

4. **When each child rolls the dice, invite him or her to point to the dots. Count together or invite the child to count independently, if appropriate.**

"Priya rolled the die so that she will know how many spaces to move. How many dots do we see? One, two, three, four dots. Now she can move four spaces on the board."

Yellow

**Instead of using dice, create a few sets of cards with one, two, or three dots on each card. Invite the child to choose a card. Name the numeral and count the dots together as you put your finger on each dot. Point to each space on the board as you count aloud. Invite the child to move his or her piece next to your finger as you count.**

"Here we see one, two, three dots on the die. Now we can move the piece one, two, three spaces on the board."

Green

**Offer the child one die to roll. Invite her to count the number of dots shown. Point to the spaces on the board as the child counts aloud and moves the piece.**

"How many dots do you see? Yes, you counted one, two, three, four, five dots."

"How many spaces do we need to count on the board?"

Green / Blue

**Introduce two dice for the child to roll. Demonstrate how to count the dots on both die to get the total number.**

**Invite the child to point to each dot as you name the quantity.**

"Let's count the dots. Can you point to each one as we count it?"

Blue / Purple

**Invite the child to independently count the dots on both dice. Offer assistance, as needed, for higher numbers.**

"Can you tell me how many dots you see? Which die will you count first?"

5. **Invite the children to move their playing pieces the appropriate number of spaces on the board as they count aloud.**
6. **Continue the game as long as it interests the children. Tell them that they can use the game at choice time in the Toys and Games area.**

## Social Emotional SE05

# Character Feelings

1. **Invite the children to join you in reading a book. Explain to the children that you want them to pay attention to the characters' feelings as you read. Show the cover of the book and read the title. Encourage children to make predictions about the story and the characters' feelings.**

"A mouse is making a face on the front of this book. Thomas, what do you think the little mouse is feeling?"

2. **As you read each page, demonstrate the character's feeling with your voice and facial expressions. Ask questions about what a character feels.**

"Dana, what makes the girl feel frustrated? What do you think would make her feel better?"

Yellow / Green

**Point out the faces of the characters as you read the story, and talk about what the facial expressions mean.**

"On this page we see that Jack has lost his hat. His face looks worried and sad. Let's keep reading to find out whether he finds his hat again."

**Invite the child to point out when a character looks happy or sad. Encourage her to use vocabulary that describes the character's feelings.**

"We'll read the book together. You tell me when the boy is happy."

"You're right. He is happy when he gets to ride his brother's new bike."

Green / Blue / Purple

**Invite the child to act out the feelings from the book. Encourage him to use facial expressions and other body language to illustrate the emotions of the characters.**

"We see that Emily is angry because her teddy bear's arm is ripped. Can you make an angry face like Emily's? How else do you use your body to show you are feeling angry?"

**Discuss in more detail the feelings of the characters. Talk about the causes of their feelings and prompt the child to think about why the characters feel the emotions.**

"Yes, the chipmunk in the tree is scared. What about his body tells you he is scared? Why is he scared? What do you

think would help him feel better?"

**Prompt the child to talk about how the other characters respond to feelings.**

"The rabbit sees that the chipmunk is afraid. What does she do to help?"

3. **Prompt the children to talk about a time when they were feeling the same way the character feels. Ask questions that help them recall what happened. Encourage them to think of examples of when their friends or family members felt the same way.**  
"Paul is telling us that he felt excited yesterday. What made you feel excited? Your grandfather came to visit? That must have been a very exciting day!"
4. **Explain that the book will be available in the Library area for the children to read during choice time.**

## Social Emotional SE07

# Good-Byes

1. **Set up simple activities for children to do when they enter the classroom, or provide an interesting object for them to explore with a family member.**

"Good morning, Alex. I'm glad you're here today. I see that you noticed the stacking bears on the table. Would you like to show them to your grandmother?"

2. **Engage children with questions about people or events at home. Encourage multiple exchanges in the conversation.**

"Penny, you have a sticker from the dentist. Did you go to the dentist after school yesterday? Your brother had a checkup, and he gave you his sticker? That was nice of him to share it with you."

3. **Allow enough time for children to separate from family members. Invite family members to stay for a few minutes and help the children ease into an activity.**

4. **Develop a separation routine with family members and pick a special time and place for them to say good-bye. For example, after a child takes off his coat, the family member could stand by the door to say good-bye. Or, before a child puts his snack in the cubby, the family member could wait in the Library area to say good-bye. Explain this routine to the child with the family member by his or her side. Invite family members to implement their routines regularly.**

"Let's go to the window and wave good-bye to Daddy like we do every morning. Then you may help me set up the dominoes like we did yesterday."

Yellow / Green

**Use the rug or circle area on the floor to set up a simple boundary for children to begin to move away from their families. Sit on the floor and invite the children to join you in an activity without a family member. Allow their families to observe from outside the circle.**

"Dee, would you like to come sit on the green circle and help me with this puzzle?"

**Invite the child to show her family member what she did from the opposite side of the boundary.**

"You can show your Daddy the puzzle we put together!"

**Invite children to bring a special object from home, such as a favorite stuffed animal, beloved blanket, or loved**

Green / Blue / Purple

**one's sweatshirt. These items can help the child to feel safe and secure.**

**Invite the child to remain connected to family members after they leave. She can look at family photos, pretend to call them, draw pictures of them, or write letters.**

Isaiah is returning to school after a long illness. The teacher notices him standing at the side of the room watching the other children. She calls him over to the Dramatic Play area and hands him a telephone to use. "Brinnng, brinnng," she says as she pretends to dial his number. "Hello, Isaiah, this is Aunt Mindi calling. How are you feeling? What are you going to do at school today?"

Joseph is at the door clinging tearfully to his father. The teacher goes to them, kneels, and gently touches his arm. "Good morning, Joseph, I see you came to school with Daddy this morning. Can you show your daddy where his picture is on our family board?" Joseph nods and takes his father over to the display board. The teacher confirms, "You found your whole family. Can you tell me who is in the picture?" Joseph says, "Mommy, Daddy, Joey, Sissy," and smiles as he touches each person. He looks at the teacher and says, "Happy Birthday to me!" The teacher laughs and says, "You all had so much fun at your birthday party!"

As the teacher rubs Anu's back, she says, "I know your mommy is on a trip. You really love her and miss her. It is hard to be away from someone we love. She will be back in a few days." The teacher suggests an idea. "You can write her a letter to tell her you are thinking about her at school." Anu nods her head. "What is the first thing you want to tell her?"

- 5. Soothe a crying child by holding her and letting her know that you understand what she is feeling. See Intentional Teaching experience SE04, "Actively Listening to Children," for more information about responding to children experiencing strong emotions.**

"You are feeling sad because your mother left. I know you love her very much. It's hard to say good-bye."

- 6. Continue to comfort the children until they are ready to begin the school day.**

Social Emotional SE19

# Friendship & Love Cards

1. **Invite the children to join you at the writing table. Tell them that they will be making cards for their friends and family members.**

**Talk about why we give cards to others and how it feels to receive a special card.**

"Can you think of when we make cards to give? Yes, we give cards when someone has a birthday."

"Have you ever received a special card? You're right! Mr. Alvarez, the music teacher, gave you cards on Valentine's Day."

2. **Encourage each child to think about people for whom he'd like to make a card. Ask the child to explain why each person is special to him.**

"I see you made a card for Caroline because she is your friend. Who else will you make a card for? Why are those friends special to you?"

Yellow / Green

**Encourage the child to talk about how he or she feels about a friend, teacher, or relative. Invite the child to draw a picture for that person.**

"How do you feel when you see your sister after school? I know you are happy to see her."

"When you get to school in the morning, I hear you tell your daddy, 'I love you.'"

**Ask the child to name a few basic emotions. Talk about how a card reminds the recipient that another person cares about him. Help the child discuss his feelings about classmates and family members.**

"How will Mommy feel when you give her the card? Yes, she will feel happy. That makes you happy, too, doesn't it?"

Green / Blue / Purple

**Encourage the child to think of situations when a loved one upset or angered her. Talk about how we can be angry but still love that person. Explain how the child can use a card to say "I'm sorry" when someone is angry with her.**

"When someone we love is upset, we want to help that person feel better. If we have done something wrong, it's a good idea to say 'I'm sorry.' We can do that with a card."

"Even though you were mad at your mommy for not letting you go outside in the rain, you still love her."

**Explain that card-giving shows that we care about others. Encourage the child to think of multiple situations when it is a good idea to give a card. Ask the child to describe how the other person may be feeling before and after receiving the card.**

"You remember that your neighbor was sad when his cat died. That was nice of you to make him a card to show how much you care about him."

- 3. Offer to spell or write words for the children. Ask the children to talk about their work as they complete the cards.**

"Cody, what do you think should go on the inside of the card? Who are you making this card for?"

- 4. Allow the children to make multiple cards for friends and family members. Continue the activity for as long as it interests the children.**



## Social Emotional SE24

# I Don't Like That!

1. **Notice when a child may need some coaching to use assertive language. Position your body near the children. Your physical presence can sometimes be enough to empower children to stand up for themselves or defuse a situation.**
2. **If a child needs coaching, position yourself at the child's eye level.**
3. **Use a firm but respectful tone of voice to model the language and encourage the child to do the same.**  
"Speak clearly and firmly, like this, 'Stop!'"

Yellow / Green

**Teach children short, powerful words and phrases, such as "I don't like that" and "Please stop."**

Michael runs up to Carly and shouts, "Boo!" Carly frowns deeply and her eyes fill with tears. Her teacher empathizes with her and then says, "Carly, if someone gets too close to you or is too loud, put your hand up like this and say, 'Stop, I don't like that!'"

Green / Blue / Purple

**Encourage children to couple their short, powerful words and phrases with the reason they dislike a behavior and a solution.**

Pablo and Ashanti are climbing together on the playground. Ashanti calls Pablo a name. Pablo's teacher hears the interaction and walks over to stand close to the two children. Simply seeing his teacher makes Pablo feel more empowered. Pablo says, "Ashanti, I don't like those words!" He looks at his teacher. His teacher says, "You can say, 'I want you to stop calling me names.'"

Social Emotional SE30

# Can I Play?

1. **Talk with children about games and activities they participate in during the day. Ask them to share what they enjoy doing with other children and document their answers on a piece of chart paper.**

"Yesterday in the Block area I noticed that some of you were building a garage together and driving the cars through your structures. It looked like you had a lot of fun playing together. What are some other things that you like to do together?"

2. **Discuss times when they would like to play with others but are unsure about how to join play or ask others to play with them. Share strategies that children can use to join in play. Provide simple phrases that the children can use to initiate play.**

"Sometimes, you may see someone doing something that you would like to do as well. When that happens you can just ask them, 'Can I play?'"

Yellow / Green / Blue

**Notice when a child is interested in joining a group in play and remind her to use a strategy to join the group. Invite the child to practice with you to feel more comfortable with the strategy. If needed, accompany the child and offer support.**

"Alice, where would you like to play? Alex and Bennie are having a birthday party in Dramatic Play. If you would like to join them, you can ask them to play. Would you like to practice first?"

Blue / Purple

**While the child is engaged in an activity, encourage him to invite others to join him. If needed, offer suggestions of what the children can do together. Notice how the child engages with others.**

"Max, you have a lot of crates out to build with. Do you think anyone else would like to build with you? What do you think you can build together? It sounds like Terrance has a good idea."

3. **During play, model how to use the phrases and support the children as they play in a group.**

"Roxanne, would you like to play at the sand table with CJ and Geoff? Remember, you can say, 'Can I play at the sand table with you?'"

## Social Emotional SE15

# Making Choices

1. **Talk with the children at the beginning of choice time about where they would like to play. Encourage them to think about what they should do when they are ready to move to a new interest area.**

"Emma, can you tell me what you need to do before leaving the water table? Yes, you have to hang up your smock and put the water toys back in the bucket."

2. **Talk about their choices within an interest area to make them aware of their decision-making skills.**

"Nicholas, you chose to paint a tree. Why did you choose to paint a tree today?"

Yellow / Green

**Offer the child two different choices. Explain each option clearly and let the child know the next step after making a choice.**

"Molly, would you like to paint at the easel or draw with colored pencils at the table?"

"After you are finished with your drawing, I can help you put the pencils away, and we can find a book for you to look at for rest time."

Green / Blue / Purple

**Invite the child to think about his other decisions by creating a written plan for choice time. Divide a piece of paper into four sections. Help the child write up to four choices, drawing pictures in each section as visual cues. Ask the child to order his choices and then number the sections 1, 2, 3, and 4. Have the child refer to the plan before moving to the next interest area.**

"Looks like you need help finding something to do. Let's talk about your choices and make a plan."

"You'd like to build with the new cardboard blocks. I'll draw a picture of a block here to help you remember."

3. **For children who have a difficult time choosing, limit the number of choices and talk through the benefits or consequences of each choice.**

"Ruthie, it looks like you would like to choose a book to read. What kind of story do you want? You are looking for animal stories, so let's look on this shelf where I see a few animal books."

## Social Emotional SE22

# When, Then Statements

1. **Position yourself at the child's eye level. Offer a gentle touch, if needed, to get the child's attention.**
2. **Using a neutral tone of voice, use a "when, then" statement to explain the appropriate sequence of behaviors.**

"**When** you put the books back on the shelf, **then** you may play in the Dramatic Play area."

"**When** your shoes are on, **then** we will go outside."

"**When** everyone stops talking, **then** I will read the story."

Yellow / Green

**Offer gentle physical guidance to help the child focus on the sequence of events and follow through.**

A teacher notices that Sam has left blocks all over the table and walked away to play with the play dough. She walks over to Sam, touches his shoulder, and says, "When you put the blocks back in the bin, then you can come back to the play dough." She takes his hand and leads him back to the blocks.

Green / Blue / Purple

**Use a "when, then" statement and give the child time to follow through independently.**

Saira quickly stands up from the snack table and starts to walk toward the music that has just begun playing, leaving her trash behind. Her teacher says, "When you clean up your place at the snack table, then you can join the others dancing in the Music and Movement area." Saira pauses, looks at the others dancing, looks at her trash, and then returns to the snack table to quickly clean up.

## Language and Literacy LL01

# Shared Writing

1. **Place the chart paper in front of the group so that all children can see it easily.**
2. **Ask open-ended questions, and use prompts to stimulate discussion about the chosen topic. Use the questions and answers to determine what the children already know about the topic.**

"What do you notice about...?"

"What are your favorite kinds of...?"

"How did you decide...?"

"What do you want to find out more about...?"
3. **Write the answers on the chart paper, and include the name of the child who provided the answer. Include questions that the children asked for future research. Verbalize common questions that you think the children are trying to express, and record them. Model your own curiosity by wondering aloud.**

"I wonder how...?"

Yellow

**As you write, repeat the words back to the child. Point out the letters in the child's name as you write it.**

"Marcus asked an interesting question. Let's add that to our list. I'm writing your name, Marcus. M...a...r...c...u...s."

Green

**Invite the child to notice his name on the chart next to the child's answer.**

"James said he liked the octopus best at the aquarium. James, can you find your name on the chart?"

Green / Blue

**When reviewing the chart, talk about individual words and letters. Ask the child where to begin reading.**

"I see we used the question words why and what on our chart. Why and what both start with the letter W."

"We just wrote about our trip to the zoo. Let's read it together. Where should I start reading?"

Blue / Purple

**Point out and discuss the spaces between words on the chart.**

"Look at the question, 'What do you notice about the weather today?' Notice the space between what and do. That tells us where one word stops and another starts. Can you show me another space between two words on the chart?"

4. **Help children learn the meaning of question during discussions.**

"That's a good question, Kenny. Let's write it on our chart, and we'll try to find the answer."

5. **Review the answers and questions on the chart at the end of small-group time.**

"We have many new questions to explore. We'll have fun finding the answers together!"

"You already know a lot about flowers."

# Dramatic Story Retelling

1. **Select a story that is familiar to the children from previous readings. Collect toy props or make picture props of each character or event mentioned in the story.**
2. **Invite the children to listen to the story. Explain that you will retell a story that you have previously read to them. Be sure to include a clear beginning, middle, and end and relate the events in a consistent sequence. Demonstrate how and when to use the props.**
3. **When you are finished, encourage the children to retell the story to you. Explain that storytellers must tell the story so that even first-time listeners will understand. The storyteller must include all the information for an audience to organize and make sense of it.**  
"Before you start, think about the important parts of the story that you don't want to leave out."

Yellow

**Encourage the child to retell events of a familiar story, with close prompting.**

"What did the caterpillar turn into at the end of the story? It has beautiful wings."

Green

**Offer props to help the child remember what happens next in the story.**

"Here is a house made of bricks. Which little pig built that one?"

Green / Blue

**Encourage the child to tell a story with multiple characters and events. Emphasize the sequence of events.**

"You know the story of The Little Red Hen. Can you tell me that story? Here are a few puppets you can use."

"Can you tell us who the Little Red Hen asked for help first?"

Blue / Purple

**Encourage the child to use language directly from the book when retelling the story.**

"What does the wolf say to the first pig who won't let him in? That's right. He says, 'I'll huff, and I'll puff, and I'll blow your house in!'"

4. **Be attentive to the child retelling the story and use prompts when the child needs assistance.**
5. **Explain that you will keep the props in the Library area for the children to use during choice time.**

## Language and Literacy LL08

# Memory Games

1. **Invite two or three children at a time to play a memory game with you. Look at the pictures on the cards and talk about each before beginning the game.**
2. **Engage one child at a time to do the activity with you. Seat the child next to you and arrange the cards face down to hide the pictures. Explain that you will take turns turning over two cards to look for matching pictures.**  
"First, you will turn over two cards. If the cards match, then we'll pick them up and take them out of the game. If the cards do not match, then you will turn them over, and it will be my turn to pick two cards."
3. **When a set of matching cards is found, ask the child to identify the picture before removing the cards from those remaining.**

Yellow

**Use two sets of matching cards (four cards total) that are distinctly different, e.g., cars and butterflies, to play the game. Allow the child to watch you turn the cards face down, and invite him to remember where to find a matching card. Encourage him to name the objects on the cards.**

Green

**Increase the number of cards used from three to five pairs. Allow the child to look at the picture on each card and watch you turn the cards face down. Prompt the child to remember where to find the matching card and explain their matches.**

"We saw the red bird in the first row. Do you remember where it was in that row?"

Green / Blue

**Use up to six pairs of cards for the game. Turn the cards face down without the child observing. Invite her to find matching pairs with minimal prompting. After flipping the cards, have the child explain why they do or do not match.**

"I see you turned over a card with a leaf on it. Have we seen another leaf card yet? You're right, we have. Can you find the leaf card to match?"

Blue / Purple

**Include six to eight pairs of cards with similar pictures, e.g., pairs of shoes, types of fruit, or butterflies. Invite the child to explain the similarity of all the cards and of individual matches.**

"Now all the cards have shoes on them. We need to find the matching shoes. You found a black sneaker and a red sneaker. Do they match? No, you're right, they don't match. We'll need to look for two sneakers that are the same



color."

4. **Continue the game as long as the child is interested. Show the children how to take turns using the cards with a partner.**
5. **Explain that the memory game will be in the Toys and Games area for children to play with at choice time.**

## Language and Literacy LL12

# Same Sound Sort

1. **Invite the children to join you in a sound-sorting game. Explain that you have several objects in the box and need to group those with names that begin with the same sound.**

"Let's look at what I have in this box. Tell me what you see. That's right. Here's a boat, a button, a blanket, a sock, a book, a ribbon, and a doll. Some of these objects have names that begin with the same sound, and some do not."

2. **Have the children take turns sorting the objects according to the beginning sounds of the objects' names.**

Yellow

**Introduce the concept of alliteration by singing an alliterative song or rhyme.**

"Wee Willie Winkie runs through the town, upstairs and downstairs in his nightgown."

Green

**Invite the child to repeat the alliterative words Wee Willie Winkie as you say the rhyme again.**

"Let's say it together, 'Wee Willie Winkie.'"

Green / Blue

**From a small collection, invite the child to find two objects with names that start with the same sound. Ask the child to name each object as he pulls it from the box.**

"Can you tell me what this is? Yes, it's a basket. What else can you find in the box that starts with the same sound? That's right, bear and basket start with a /b/ sound."

"You found a sock. Do basket and sock start with the same sound? No, they start with different sounds."

Blue / Purple

**Include objects with names that begin with two different sounds. Ask the child to sort all of the objects into the appropriate piles, e.g., book, boat, bat and sock, snake, string.**

"Can you sort these objects into two groups? Make one group of objects with names that start with the sound /s/. Make another group with names that start with the sound /b/."

**Encourage the child to offer additional words that start with the same sound.**

3. **Tell the children that the box of objects will be in the Toys and Games area for them to use with their classmates during choice time.**

## Language and Literacy LL17

# Walk a Letter

1. **Show the alphabet cards or chart to the children. Explain that you will be making letters for the children to walk on.**
2. **Have the children choose one or two letters from the cards or chart and together make large versions on the floor using masking tape. Name the letters and talk about their features.**

Yellow

**Begin by letting the child choose from two uppercase letters: one with straight lines and another with curved lines. Describe the shape of the letter as you make it with the child.**

"Can you tell me if this letter has straight or curved lines? You're right. This letter has straight lines. It is the letter M."

Green

**Include a group of round letters, e.g., O and C, for the child to choose as well as those in her name.**

"Next we'll make a letter O on the floor."

"Let's all walk around the letter O."

Green / Blue

**Broaden the choice of letters to include more straight lines and all curved letters, e.g., P and S. Prompt the child to talk about the features of each letter he chooses.**

"Let's look at the next letter on the card. It has curved lines."

"This time, slide or tiptoe along the tape."

Blue / Purple

**Make the choices all lowercase letters, and include the lowercase letters in the child's name.**

"We've made a few uppercase letters. Now let's try to make a lowercase letter. Which lowercase letter did you choose?"

3. **Next, have the children walk (hop, skip, jump, glide, tiptoe, take giant/baby steps, or crawl) along the tape.**  
"Show me how you can trace the letter with your feet. Can you tiptoe on the lines?"
4. **Invite the children to suggest other ways they might move along the letters and list them on chart paper. Encourage them to move along the letters in different ways during choice time.**

# What's for Snack?

1. **Read the snack menu with the children, sweeping your fingers under the words. If the children will be preparing a snack independently, also read the recipe and procedure for preparing the snack.**

"Let's look at the snack menu and see what we're having today. This says, 'Today's snack is trail mix and apple juice.' We'll make that by mixing together cereal, fruit, and pretzels."

Yellow

**Point out familiar food labels on the snack chart. Give the child a chance to recognize a product.**

"Cameron, do you see on the chart a label from a food that you like to eat? You are pointing to the label that has a picture of pretzels. Do you like pretzels?"

Green

**Discuss the snack menu to help the child become familiar with all print and labels.**

"Let's look at the words and labels on the snack chart. You might recognize some of the labels. I'll read the words to you as we go along."

Green / Blue

**While reading the snack menu, point to a familiar word, and ask the child to identify it.**

"Can you tell me what this word is? I know you like to eat this for snack. Yes, it says pears. You saw the picture, and you noticed that the word starts with a p."

Blue / Purple

**Invite the child to find words as you read the snack chart.**

"Would you like to follow along with your finger as I read? Show me where we should start reading. That's right. We start reading at the top, on the left side."

2. **Call attention to similarities in words or letters. For example, Cheerios and Chex both begin with ch, /ch/.**

"We will be mixing Cheerios and Chex. They both begin with a /ch/ sound."

3. **Explain that the menu, recipe, and ingredients will be in the Cooking area for children to use when they prepare a snack.**

"When you make your snack, it is important to have the recipe next to the ingredients and measuring tools. That way everything you need will be in one place."

## Language and Literacy LL26

# Searching the Web

1. **Invite the children to explore a topic of interest using the Internet as a resource for new information. Discuss the expectations regarding computer usage and reasons for having an adult present when they use the Internet. Prompt the children to think about their topic and the questions they may have.**

"Kevin would like to find out more about meerkats, because his sister is learning about them in her second grade class. What do we want to find out about meerkats?"

2. **Offer the children an opportunity to type on the computer, or dictate as you type. Invite them to explore the keyboard and practice typing. Guide the children as they search and find information.**

"Monique, you want to find out if eagles live in birdhouses. What words should we type for our search? Can you find the E for eagle on the keyboard?"

Yellow

**Ask questions that prompt the child to talk about the information he or she is seeking. Type the words as the child talks, and draw attention to the letters appearing on the screen.**

"You want to see pictures of dogs, so I typed dog pictures. See the word dog, D, O, G."

Green

**Point out the letters on the screen as you type them.**

"I'm typing the letters that spell Texas. Next, I'll type flag. We should be able to find a picture of the Texas flag. Your name starts with the same letter as flag. Can you find that letter for me on the keyboard?"

Green / Blue

**Invite the child to find and type the letters as you spell the word. Prompt her to practice letter sounds as she finds the letters. Talk about uppercase and lowercase letters as they appear on the screen.**

"You found the B for /b/, bubbles. What sound does the letter B make? Now we need to find the U. That's the next letter in bubbles."

Blue / Purple

**Point out to the child how the letters appear on the screen from left to right as he types them. Encourage him to point out familiar words.**

"Look at the letters on the screen. They appear the same way that we read them--from left to right."

"This page is about today's weather. Do you see any words you know? Yes, that's the word rain."

- 3. Continue to explore new information for as long as it interests the children. Follow up by talking about the steps involved in finding the information. Print any relevant materials you find for the children to look at, read, or share with others.**

## Language and Literacy LL27

# Writing Poems

1. **Invite the children to talk about poetry. Explain that when we write poetry, we use words in a special way.**

"When we read and write poetry, we listen for words that sound special together and that help us see something in a new way. The words draw a picture in our minds."

"If we were writing a poem about a mouse eating a strawberry, we could say, 'The mouse ate the strawberry.' Or, instead, we could say, 'The mouse's whiskers twitched as she ate the sweet, ripe strawberry.'"

2. **Invite the children to use descriptive words to describe everyday events and objects. Write the children's ideas on the chart paper.**

"Can you think of another way to talk about the sun rising in the morning or about the car ride to school? What are some words we could use to describe riding in the car?"

3. **Read some poems and include both rhyming and non-rhyming poems. Two examples:**

Non-rhyming:

I step outside and hear the wind;

I feel the breeze on my face.

The trees whisper as they sway,

And I watch the leaves dance on the branches.

It makes me feel like dancing, too.

Rhyming:

Zooming on my scooter,

See the world go by.

Pushing with my legs so fast

I think that I might fly.

4. **Help the children create their own poems. Invite them to use their five senses and think about their feelings.**

"What does it sound like when you hear thunder? How does it make you feel? Alex says he feels excited when he hears thunder outside."

Yellow

**Invite the child to describe a favorite person, toy, food, shirt, etc. Ask questions that prompt the child to use descriptive words.**

"What is your favorite thing to wear? You love the pink lace dress because it's soft? What sound does the lace make when you walk in it?"

Green

**Encourage the child to think about his or her five senses when describing an object.**

"What would you like your poem to be about? Strawberry ice cream? What does ice cream taste like? How does it feel on your tongue? What color is it?"

Green / Blue

**Write a poem with the child by offering a beginning phrase or sentence. Invite the child to continue the poem.**

"You decided our poem should be about friends. Let's start with 'My friends make me smile.' What would you like to add next?"

Blue / Purple

**As the child writes a poem, help by discussing descriptive vocabulary. Invite her to think of multiple words that have similar meanings.**

"I see your poem is about a rainy day. What words will you use to describe the rain? Yes, it's wet and cold. What other words can we think of that also mean wet and cold?"

5. **Have the children use an audio recorder to record their poems. Explain that they can listen to the poems in the Library area during choice time.**



## Language and Literacy LL32

# Describing Art

1. **After the children have completed an art project, such as a painting or collage, encourage them to examine their artwork and describe it. Ask questions about it.**

"In your drawing, I see someone walking on the sidewalk. Where is that person going? What will he do when he gets there?"

2. **Provide the children with paper and pencils or crayons to write about their artwork, or record their dictation. Accept any marks on the paper that represent letters.**

Yellow

**Invite the child to talk about her art; record the explanations. Read the words back.**

"Greta, you said, 'The monkey can talk. He sings songs. He wears clothes.'"

Green

**Write the child's description of his art. Read it back, and encourage the child to write his name.**

"Now that I wrote your words about this clay sculpture, you can write your name at the top."

**Point to the words as you read them back so that the child can see how his words look on the page.**

"Michael, you said, 'Here is where I stacked the clay to make it look like the anthill I saw at Grandma's house.'"

Green / Blue

**As the child talks about her art, help her identify letter sounds so she can write words or parts of words to represent ideas.**

"Naomi, you think that your painting looks like soup. What sounds do we hear in the word soup? Listen as I say it slowly. Yes, it begins with an /s/ sound. If you want, you can write an s on your paper for soup."

Blue / Purple

**Challenge the child to write his own description of the artwork. List frequently used words with illustrations on bound index cards for the child to review.**

"You would like to write, My rainbow has four colors. What letter sound do you hear when you say colors?"

"You went to our word wall to see how to spell four."

3. **Keep the written description with the artwork for the children to share with family members. At group time, invite the children to share their artwork with the class as you, or they, read the written descriptions.**

# Clothesline Storytelling

1. **Draw the major events and characters in the story. Include a picture with words for the title and a page with the phrase The End. Laminate the pages or cover them with clear contact paper. Write the words Begin Here on the paper star.**
2. **Hang a clothesline in the Library area or another quiet location. Using a clothespin, attach the paper star to the left-hand side of the clothesline to indicate where the story begins.**
3. **Invite the children to listen to you tell a story. Introduce the story to the children, clipping the title illustration to the clothesline by the star at the left end. Continue telling the story, clipping each subsequent illustration on the clothesline and concluding with The End.**

"As I tell the story, I will hang the pictures on the clothesline for everyone to see."

4. **Remove the illustrations from the clothesline and distribute them, one to each child. Discuss each picture to minimize any confusion the children may have about how the picture illustrates the characters and plot. Explain that the children will tell the story. Encourage children to stand and speak to the group when it is their turn. Offer assistance as needed to help the children remember the story.**

"Now we'll tell the story again. This time you will tell the part of the story that you see on your picture. When it's your turn, please come up and clip your picture to the clothesline and tell us what happens next."

Yellow

**Ask questions that prompt the child to describe the events illustrated on his or her picture.**

"You're pointing to the caterpillar in your picture. What does the caterpillar do next in the story?"

Green

**Remind the child that he may use the hanging illustrations as a guide to retell part of the story.**

"We see that the pig has already gone into the house and met the chicken. What does the chicken do when the pig goes in? What do you see in the picture you're holding?"

Green / Blue

**When you give the child an illustration, encourage her to think about what part of the story she will be retelling. Give the child an opportunity to realize when it is her turn to speak.**

"We just heard about the worm coming out of the ground. Who has the picture that tells us what happens next?"

Blue / Purple

**Ask questions that prompt the child to elaborate on the characters and events in his part of the story.**

"You told us that the monkey is very happy. Why is he so happy? That's right, he found his friend."

"How do you think the wolf knew where to find the grandmother's house?"

- 5. Continue the activity for as long as it interests the children, or until each child has had a chance to retell part of the story. Explain that the clothesline and illustrations will be available in the Library area for use during choice time.**

## Language and Literacy LL34

# Alphabet Books

1. **Invite the children to join you in reading a book. Before you begin, talk about the letters and words on the title page.**  
"Let's look at the letters in the title. Here is a curved letter. It's a C, just like the first letter in your name, Caroline."
2. **Read the book one time through to familiarize the children with the letters and illustrations on each page. Then read it again. As you do, pause to point out letters to the children. Invite them to look for specific letters on each page. Talk about the features of the letters they find.**  
"This letter looks like a circle. It's an O."
3. **Invite the children to continue exploring the letters in the book.**  
"I see three Ms on this page, and here are two Os next to each other."

Yellow

**Point out the first letter of the child's name. Describe the letter as you name it. Help the child make the connection that the letter in his name is the same as the letter in the book.**

"Brian, here is the letter B on the page. Your name also starts with B."

"B has one straight line and two curved lines. We can trace the curves with our fingers."

Green

**Point to the first letter in the child's name in the book and invite her to name it. Ask the child to identify any other familiar letters.**

"Here is the first letter of your name. Can you tell me the name of this letter? Yes, it's an R. In our book, it's in the word railroad."

**Offer the child the alphabet cards that correspond with the letters in her name. Ask the child to match each card with a letter she finds in the book.**

"Rosita, we see an S on this page. Can you find the alphabet card that looks like the S in the book?"

Green / Blue

**Use up to 10 alphabet cards, including those in the child's name, for him to match. Invite the child to name and describe the letters as he finds them.**

Blue / Purple

"What letter do you see on that card? An I? Where do you see an I on this page? Yes, here is an I for iguana."

**Challenge the child to turn the pages of the book and find the letters in his name without using the alphabet cards.**

"What letters do we need to find? Yes, T-R-E-Y. Let's see if there is a T on this page. Great! There is a T for Tuesday. What letter do we need to find next?"

4. **Explain to the children that the book will be in the Library area for them to read during choice time.**

## Language and Literacy LL42

# Daily Sign-In

1. **Ask the children to sign in when they arrive at school each morning. Explain the procedure to the children and family members, and show them the daily sign-in sheet.**

"One of your jobs each morning is to sign in on this piece of paper so we can remember who came to school on this day."

2. **Accept any attempt the child makes to sign in. This should be a relaxed, routine experience. Encourage children to refer to their name cards, if needed. Place a date stamp at the sign-in table, and encourage children to use the date stamp as well.**

Yellow

**Encourage the child to scribble on the paper to represent his name. Point out his name on the name card and identify the letters.**

"Thomas, it looks like you chose a red marker to sign your name today."

"Here is your name on this card, too. It says T-h-o-m-a-s. Thomas."

Green

**Ask the child to identify the first letter of her name. Encourage her to look at her name card for help as she writes.**

"Mary Beth, can you show me the first letter in your name? What is that letter? I see that you have written straight lines like the lines in the letter M on the sign-in sheet."

Green / Blue

**Look for some correctly formed letters. Ask the child to point to the individual letters in his name. The letters the child writes may not be written in the correct order.**

"I see the E for Eddie here on the sign-in sheet. What letter did you write after the E?"

Blue / Purple

**Encourage the child to write her name without referring to the name card. Encourage her to use uppercase and lowercase letters when writing her name. Talk about the letters the child chooses.**

"Ronnie, it looks like you used an uppercase R to begin your name."

"Did you use uppercase or lowercase for the other letters?"

## Language and Literacy LL52

# Tap It, Clap It, Stomp It, Jump It

1. **Take turns saying each child's name and clapping the syllables to demonstrate how to separate the word into parts.**  
"When we clap Tyler's name, it sounds like this: /ty/-/ler/, so we'll clap two times."
2. **Next, invite the children to chant along with you as you clap their names. Place a name card on the chart and chant the song together as you clap. Chant and clap slowly so that the children can hear the segments of the name.**  
"Let's start with Julian. We'll sing and clap his name together." "Let's clap and sing about /jul/-/i/-/an/, /jul/-/i/-/an/, /jul/-/i/-/an/, Let's clap and sing about /jul/-/i/-/an/, clap, clap, clap."

Yellow

**Invite the child to repeat his or her name as you clap it together.**

"We'll sing the song with your name. Would you like to clap with me?"

Green

**Invite the child to say his name. Introduce the concept of syllables by singing the song and clapping, using the child's name. Clap the syllables very slowly so that the child can clap along with you.**

"Can you say your name slowly and clap the syllables? We'll listen for each part of your name as you clap it."

Green / Blue

**Invite the child to chant the song using other names. Invite her to also use other familiar words.**

"All words have syllables, not just names. What other words could we use in our song?"

"You would like to sing about the banana you ate this morning? Okay, let's try it. This time we'll jump."

Blue / Purple

**Invite the child to choose a word and separate it into syllables before chanting. Ask the child to combine the syllables again after separating them.**

"What word are you going to clap the syllables for this time? You would like to find the syllables in the word Tuesday."

"When you say /tues/-/day/, I hear the separate parts of the word. How does it sound when you put them back together again? Yes, it sounds like Tuesday."

3. **Change the song so that the children use different movements, e.g., stomp, tap, or jump, to distinguish the syllables.**

"This time we will stomp as we sing. We'll start with Marianna's name." "Let's stomp and sing about /mar/-/i/-/an/-/na/."

4. **Continue the game for as long as it interests the children. Invite them to think of other ways to move for each syllable in a name.**



# Asking Questions

1. **Place the chart paper in front of the group and in view of all the children.**
2. **When discussing a study topic, invite children to think of questions that, when answered, will lead to more information about the topic. Talk about the different ways to find answers.**

"We ask questions when we want to find out more information."

3. **Record each child's questions on the chart paper next to his or her name. Help children verbalize questions that you think they are trying to express. Model your own curiosity by wondering aloud.**

"You're right, Javier, after we played outside today, the classroom felt nice and cool when we came in. I wonder how the classroom stays cool on a hot day."

"I'll write: How does the classroom stay cool on a hot day?"

4. **Talk about the words who, what, when, where, why, and how. Explain that they indicate a question is being asked.**

"These words tell us that a question is being asked. Let's think of a few questions that begin with these words."

"Miranda says we can ask, 'Who makes shoes?'"

"We can also ask, 'Why did we need to wear our coats to school today?'"

Yellow

**When the child asks a simple why, what, or who question, repeat the question before answering. Help the child recognize the reason he or she is asking a question.**

"Adrienne, you heard the door close and you want to know who just left the classroom? That was Mrs. Jordan. She came in to give me a message, and now she is going back to her office."

"I'll write your question on the paper. Here is your name next to it."

Green

**Invite the child to think of who, what, where, and why questions.**

"The firefighter who came to visit told us so many things about her work. What else would you like to know about the

firefighter's job?"

"You would like to know if the fire dog sits in the fire truck?"

**Invite the child to ask when, where, and how questions.**

"Now that we looked at the photos of different kinds of trains, what questions can we ask to help us learn more about them?"

"Adam, you want to know how the train stays on the train tracks?"

**After finding answers to a question, invite the child to think further about a topic by asking follow-up questions.**

"Yes, we did find out that squirrels live in the tree on our playground. I wonder what their nests look like. What do you want to find out about our tree on the playground?"

**When reviewing the chart, talk about individual words and letter sounds. Ask the child to point out a specific letter or word.**

"I see we used the question words why and what on our chart. Why and what both start with the letter W. W makes the /w/ sound. Can you find the letter W on the chart?"

Green / Blue

Blue / Purple

5. **Review the answers and questions on the chart at the end of the discussion. Talk about ways to research questions on the chart.**

"We have many new questions to explore. How can we go about finding answers to our questions?"

6. **Throughout the study, point out opportunities for the children to ask more questions. Revisit the question chart to discuss answers.**

Language and Literacy LL55

# Dance & Remember

1. **Invite the children to join you in playing a musical game. Show them the song chart and sing the song to the tune of "The Farmer in the Dell" with them until they are familiar with the words and tune.**  
"We'll sing the song together a few times so that you will be able to sing as we play."
2. **Explain that you will give them a movement to add to the song as they sing.**"This time when we sing, we'll reach up high and wiggle our fingers."
3. **Sing multiple verses of the song, adding more movements, if appropriate. Each time you sing the song, use only one movement to accompany it. Each time you add a movement, repeat the song and sequence until the children remember them without assistance.**  
"Now we'll sing the song two times. The first time we will wiggle our fingers. The second time we'll pat our heads."

Yellow

**Introduce one simple movement to the song. Give the child verbal directions without demonstrating the movement.**

"Can you show me how you stomp your feet when we sing the song?"

Green

**Invite the child to sing the song with two verses and two movements.**

"We already sang the song once while we tapped our toes. Now we'll sing it again. The first time we'll tap our toes. The second time we'll pat our shoulders."

Green / Blue

**Invite the child to sing the song with three different movements. Include directives that encourage the child to move around the space.**

"Now we'll sing with three movements. First we'll shake our hands, then whisper the next verse, and then walk like a duck."

Blue / Purple

**Give the child up to four steps to remember for the dance. Offer prompts, if necessary, to help the child recall the movements for each verse.**

"We're going to add another movement. That means you'll have four to remember. What should we add this time?"

4. **Invite the children to think of new movements to add to the song as they play.**

## Mathematics M01

# Dinnertime

1. **Display the dishes, utensils, napkins, and cups. Tell the children to pretend they are going to have friends to dinner.**
2. **Encourage them to talk about what they might serve or whom they might invite. Discuss healthy food choices and foods that are eaten only occasionally, such as cookies and cake.**

"Yum. Enchiladas and a salad. What vegetables will you put in your salad?"

"You're serving juicy peaches for dessert. Peaches are good for your body."

"It is fun to eat cake at a birthday party!"

3. **Demonstrate and describe how to set the table. Use positional words, such as beside, above, and on top of.**

"I'm putting the fork on top of the napkin."

"The knife goes beside the plate."

4. **Ask questions and pose story problems that encourage children to count, separate, and combine objects.**

Yellow

Say, "I have friends coming to dinner, and I need to finish setting the table. Can you help me?" Encourage the child to finish setting the table, one item at a time.

"Put a napkin beside each plate."

"Put a fork on top of each napkin."

Green

Encourage the child to count as many as five items on the table.

"I have some friends coming to dinner. How many plates are on the table?"

"Can you help me put out these forks, please? We'll need three. How many did I give you?"

Green / Blue

Using up to 10 items, such as plates, invite the child to add or subtract one item and tell how many remain by counting the items.

Blue / Purple

"There are six plates on the table, and I take away one. How many are left?"

"One other friend called; he is coming to dinner, too. Now how many plates do we need?"

**Invite the child to solve story problems mentally with no more than five items.**

"Two friends are coming to dinner, and three more ask if they may come. How many will be at dinner if they all come?"

"I have four glasses of milk, and I spilled one. How many glasses still have milk in them?"

## Mathematics M22

# Story Problems

- 1. Invite the children to explore the collection of manipulatives. Count the objects together, and invite the children to divide the groups into smaller piles.**  
"We have 10 counting chips in a pile. Let's move five of them over here. Now we have two piles of counting chips. Can you count how many are in each pile?"
- 2. Present various story problems. Ask the children to solve them by using the manipulatives.**  
"Let's pretend that we're feeding these chips to the birds that come to our window. If we see four birds, we need four chips. Uh-oh! One bird flew away! How many chips do we need now?"
- 3. Invite the children to count as a way to solve the story problem.**  
"Six of you are standing by the table. Now let's have two children in that group go stand by the easel. How many children are left at the table?"
- 4. Pose story problems that involve adding and subtracting.**  
"Let's pretend we have seven children at the table for snack, but we only have four napkins. How many more napkins do we need?"

Yellow

**Invite the child to pair objects, using sets of one to three objects. Offer the same number of objects in each set.**

"I see two dolls in the cradle that need blankets. Can you give each doll a blanket?"

Green

**Invite the child to verbally count using one number name for each object. Encourage her or him to solve story problems with up to five items.**

"Here are four penguins standing on the ice. One penguin jumps in the water. How many penguins are on the ice now?  
Let's touch each one as we count."

Green / Blue

**Include one to five objects in story problems. Encourage the child to count all of the objects correctly and add them together.**

"We have two pears and three apples. How many pieces of fruit do we have all together? Let's count: one, two,

three...."

**Invite the child to solve story problems involving up to 10 objects. Assist by counting aloud with the child, if necessary, to show her how to count on.**

"If we have seven children who want to jump rope, but we only have three jump ropes, how many more jump ropes do we need so that each child has one?"

"We have six pears and three apples. How many pieces of fruit altogether? Let's start with the pears: six, seven, eight, nine."

Blue / Purple

- 5. Continue the activity for as long as it interests the children. Explain that they can think about story problems when they are playing with materials in any interest area. Encourage them to create story problems with their classmates during choice time.**



## Mathematics M51

# Can You Find It?

1. **Invite the children to join you in finding objects around the classroom. Explain that you will give them directions that will help them find what they are looking for. Talk about positional words, such as near, in, far, under, on top of, next to, etc.**

"I will give you clues that will help you find what you're looking for."

"If you were looking for the flag, I would say to look above the clock."

Yellow

**Use simple directions related to position, e.g., in, on, under, up, and down, to guide the child to find the object.**

**Move with the child as you give the directions.**

"Annie, you are going to look for a paintbrush. Let's go to the Art area. Now, can you search in the red can?"

Green

**Use simple directions related to proximity, e.g., beside, between, and next to. Have the child find an object kept in a familiar place, but hide it in a simple way. Use visual clues, if needed, such as pointing or walking.**

"Can you find a pair of scissors? Start by looking beside the art table."

"Now look next to the tape dispenser. What do you see?"

Green / Blue

**Add distance words to the directions. Have the child search independently using only your verbal directions.**

"I want you to find a picture of a kite. The kite is far from the closet door. It is near the water fountain."

"Now look over the water fountain. Yes, the kite is on the window between the sun and cloud pictures."

Blue / Purple

**Draw a simple map that leads to a specific object in the room. Invite the child to use the map to locate the object. Offer assistance as needed.**

"Here is a map to find our zoo animals. This first part shows a picture of our classroom loft. That means we should start there."

2. **Offer more or fewer clues as needed to help the children find the designated object. Talk about the object's use and its classroom location.**

"You found the hooks in the Art area. What do we use those hooks for? Yes, we hang smocks on them. We position them on the wall where you can reach them."

3. **Continue the activity for as long as it interests the children.**

## Physical P08

# Cutting With Scissors

1. **Invite the children to join you in the Art area. Show them the scissors and paper on the table. Explain that they will be using the scissors to cut the paper. Demonstrate how to safely hold the scissors and paper when cutting.**

"When I cut, I go slowly so that I can make sure all of my fingers are out of the way."

"I always watch what I'm doing. I don't look away from the paper while I cut."

2. **Give each child a pair of scissors. Help children individually to grip the scissors comfortably in whichever hand they wish to use. Offer a piece of paper to cut. Invite the children to practice for as long as it interests them.**

Yellow

**Invite the child to make small snips in the paper. Lay the paper on the table with the end hanging over the edge and hold it with your hand to keep it from moving.**

"I see that you are opening and closing the scissors on the paper. See the cuts you made in the paper?"

Green

**Draw thick, straight lines on the paper for the child to cut. Space the lines far apart to allow room for error as the child practices cutting. Encourage the child to hold his hand on the paper to keep it still.**

"Here are a few straight lines for you to cut. You can start cutting at this end and follow the line on the paper."

Green / Blue

**Draw simple, curved lines on the paper for the child to cut. Invite the child to first trace the line with a finger so that she is familiar with the curve of the line before cutting.**

"This line curves, so you will turn your scissors a little bit as you cut."

Blue / Purple

**Invite the child to use one hand to move the paper forward as the other hand uses the scissors. Make the curved lines longer on the paper so that the child can practice moving the paper in different directions while following the lines.**

"You can move the paper as you cut. Now you are only opening and closing the scissors. You can move the paper toward the scissors as you cut the long line."

- 3. When they are finished, show children where to store the scissors. Demonstrate the proper way to carry scissors (point down) when moving around the room. Explain that the scissors and paper will be in the Art area for the children to use during choice time.**

## Physical P11

# Jump the River

1. **Invite the children to join you in a large indoor or outdoor space.**
2. **Ask the children to join you in jumping over the river. Explain that the line or rope on the ground is the river, and that they should try to jump over the river without getting their feet wet. Demonstrate how to jump over the river and stay dry.**  
"I see the river in front of me. I think I better use two feet to jump over it. How else could I get over the river?"
3. **Invite the children to walk around the space (the park or the woods). When they come to a river (rope or line on the ground), ask them to jump over the river and keep their feet dry. Sing the following lyrics to the tune of "For He's a Jolly Good Fellow":**  
Jamal jumped over the river, Jamal jumped over the river.

Jamal jumped over the river, to get to the other side.

Yellow

**Ask the child to begin by stepping over the river. Next, ask him to walk to the river and jump over it.**

"Try to land on two feet without falling."

"Taking off and landing on two feet helps you to stay balanced."

Green

**Show the child how to hold both arms by her side and then behind her. As the child jumps into the air, she should swing her arms forward. This will help her jump farther and higher. Encourage the child to take off and land on two feet.**

"How far can you jump over the river?"

"How high can you jump as you go over the river?"

Green / Blue

**Invite the child to pretend to jump over the river. Ask him to experiment with different ways to jump over the water.**

"Take off on one foot and land on the same foot."

"When you jump today, make sure that you bend your knees when you take off and when you land."

Blue / Purple

**Challenge the child to turn her body in the air while jumping. Offer visual cues that would equal a quarter turn, a half turn, and a full turn.**

"As you jump across the river this time, see if you can turn to the windows and land on both feet."

"When you jump, see if you can turn and land facing the opposite side of the room."

"Try to turn your body in a circle when you jump."

**4. Allow sufficient time for children to jump over the river. Continue the activity for as long as it interests the children.**

## Physical P12

# Exploring Pathways

1. **Invite the children to join you to investigate different pathways in space: straight, curved, and zigzag.**
2. **Encourage the children to explore the ribbons. Talk about safety expectations as the children prepare to move around the room. Use carpet squares or tape X marks on the floor for children to stand on so they are evenly spaced throughout the room. If outside, use hula hoops to mark individual work areas.**

"Stay in your own space and watch for others. We don't want to bump into anyone."

3. **Show the children how to hold the ribbons tightly between their thumbs and forefingers (if using scarves, hold one corner) as they move the ribbons throughout the space in front of them.**
4. **Invite children to practice as wide a variety of motions as they are able.**

**Wipers:** Move arms from right to left as the ribbon flows back and forth high in the air.

**Circles:** Move ribbons in a large circle in front of their bodies. "Can you make circles at your side?" "Can you make a circle over your head?"

**Floor Sweeps:** Move ribbons from side to side on the floor in front of them. "Can you pretend you are sweeping the floor?"

**Fishing:** Use the ribbons like a fishing pole. "Move the ribbon forward and backward like you are throwing a fishing line into the lake."

**Snakes:** Lay the ribbons on the floor in front and then walk backward as they move the ribbons back and forth on the floor in a zigzag motion.

Yellow

**Encourage the child to explore moving the ribbons. Describe the differences between a curved, straight, and zigzag pathway.**

"When you move your arm back and forth, your ribbon makes a curved line."

"When you hold your ribbon very still, it is a long, straight line."

Green

**Give the child a ribbon and ask that he move the ribbon in different ways around his body.**

"How many different ways can you move the ribbon through the air?"

"While you walk around, move your ribbon as you walk."

**Give the child a ribbon and demonstrate the movements listed above in "What You Do."**

"Can you make a circle with your ribbon?"

Green / Blue

"Make your ribbon move like a snake on the floor."

"Move your ribbon from side to side on the floor in front of you and pretend you are sweeping the floor."

Blue / Purple

**Select some music with a repetitive beat, and ask the child to move her ribbon to the beat of the music.**

"Can you move your ribbon in circles to the beat of the music?"

- 5. Encourage the children to think of new ways to move their ribbons. Continue the activity for as long as the children are interested. Explain that the ribbons will be available during choice time in the Music and Movement area or during Outdoor time.**



## Physical P16

# Body Part Balance

1. **Invite the children to practice balancing with you. Give each child a hoop. Ask the children to lay their hoops flat on the floor. Space hoops evenly throughout the room for safety.**
2. **Encourage the children to stand inside their hoops and hold their balance for 5-8 seconds, staying as still as possible. A child who can do this is beginning to develop balancing skills.**

"I see Olivia is standing very still inside her hoop. She is balancing carefully on her two feet."

3. **Start with activities that involve balancing on several body parts for a wide base of support.**

"Can you balance on your hands and your feet?"

"Can you balance on two knees and two hands?"

"Try balancing on your knees and elbows."

Yellow

**Begin by showing the child how to use several body parts as a wide base of support.**

"Can you balance on your hands and your feet wide apart like an elephant?"

"Can you balance on two knees and two hands like a puppy dog?"

"Can you balance on your knees and elbows?"

Green

**Demonstrate to the child how to hold a balanced position for a period of time without falling over.**

"Can you balance on two hands and two feet while I count to eight?"

Green / Blue

**Demonstrate to the child how to have a wide base of support by placing your hands and feet as far away from each other as possible.**

"See how far apart my hands and feet are?"

"Having a wide base of support helps keep you from falling over when balancing."

Blue / Purple

**Challenge the child to balance by being as still as possible for 5-8 seconds.**

"Tighten your muscles while balancing to look like a statue."

"Try to freeze and not to move at all while holding your balance."

**Challenge and encourage the child to try positions with a narrow base of support.**

"Can you balance on one foot and one hand?"

**4. Progress to balancing with a few body parts on a narrow base of support.**

"Can you balance on one knee and one hand?"

"Show me how you can balance on your bottom. Try not to let any other part of your body touch the floor."

**5. Relate the poses to animals, shapes, or objects.**

"Can you balance on your hands and knees and make your back flat like a table top?"

**6. Encourage the children to think of other ways to practice balancing. Continue the activity for as long as the children are interested.**

**Explain that the hoops will be available to use during outdoor time.**

## Physical P32

# Math Journal

1. **When the children explore math concepts, invite them to keep a record of their findings. Give each child a journal and explain that they can record measurements, patterns, shapes, etc., to reference later.**

"You can draw the shapes you see or write down the measurements you take."

2. **Talk about how they can use the data in their journals. Encourage them to think of different types of information to record.**

"I see that you drew the shape of the moon today. When you come to school tomorrow, you can draw it again and see if its shape has changed."

3. **Encourage the children to write or draw their data. Accept any marks on the paper that represent numbers, shapes, and patterns.**

Yellow

**Invite the child to pick up a writing tool and mark the paper. Describe the child's actions. Encourage him or her to draw in the math journal, accepting any scribbles or marks.**

"When you move your arm back and forth, it makes a line on the paper. Those lines look like the lines in this square."

Green

**Invite the child to use a writing tool to make deliberate marks on the paper.**

"You found four circles in this pile of shapes. Can you draw a circle in your math journal?"

Green / Blue

**Encourage the child to use more control when moving the pencil across the paper.**

"Can you draw your shape on this part of the page? I see that you're keeping the pencil on the paper and not letting it go past the edge of the paper and onto the table."

Blue / Purple

**Invite the child to hold the writing tool with a three-point finger grip. Show the child how you hold the pencil.**

"When I hold the pencil, I use these three fingers. Can you hold the pencil like this and show me how you'd write the number 9?"

**Encourage the child to experiment with hand placement to exercise more control in his writing and drawing.**

"See if you can write more easily if you hold the pencil closer to the tip."

4. **Record the children's explanations if asked.**

## Physical P37

# Wonderful Warm-Ups

1. **Before going outdoors or starting a physical activity, invite the children to join you in a warm-up activity. Explain that you warm up to get your body and muscles ready for exercise.**

"Since we are going to be running and climbing when we are on the playground today, it is a good idea to warm up our bodies."

2. **Model an exercise such as jumping jacks, toe touches, arm circles, etc., and then ask the children to join you. Count each repetition as you perform the action.**

"The first warm-up exercise we will do together is squats. Stand up straight on two feet and then bend your knees like this. Can you do it with me? Let's do five squats. One, two, three, four, five."

Yellow

**Incorporate actions that challenge the child to balance on both feet such as squats, toe touches, or knee bends.**

"Hold your arms out straight and then sit back like you are sitting in a chair. Only go as far as you can without falling. Try to keep your balance as you sit back and then stand up again."

Yellow / Green

**Incorporate actions that challenge the child to shift her weight from one foot to the other such as marching, high knees, or back kicks.**

"Look at the tile that you are standing on. Try to stay on that tile as we march together. Lift your knees up high like this."

Green / Blue

**Challenge the child to take steps and lean in different directions as she warms up. Incorporate actions such as front lunges, side lunges, and grapevines.**

"This exercise is called a grapevine. We are going to be moving to the right and to the left, so look to each side of you to make sure that you have enough room."

Blue / Purple

**Include actions that require the child to hop or jump such as jumping jacks, hops, and jumping squats.**

"To do a jumping jack, you move your arms up and together at the same time that you jump your legs out. Then jump your legs back together and bring your arms down again. Let's practice that a few times slowly."

3. **Continue for 3-4 different actions. Each time you warm up, incorporate different types of actions.**

**High Knees:** Lift knees one at a time in place. Bring each one to a 90-degree angle.

**Back Kicks:** Stand on one leg and bend the knee of the other leg. Bring your foot straight back toward your back.

**Grapevines:** Step the left foot to the side, cross your right foot in front of your left foot, and then step to the side on your left foot again. Repeat on the right side.

**Jump Squats:** Bend your knees into a squat position and then jump up, landing on two feet.

## Social Emotional SE14

# Playing Together

1. **Observe children playing together or near each other. Notice how often the children interact, and be aware of the differences in the comfort level of each child when working with others.**
2. **Help children who have difficulty joining in by pointing out ways they might play with others. Talk about what other children are doing before including the child in the group. Give ideas about what the child can do.**

"Sam, look at Nicholas and Ruby at the sand table. It looks like Ruby is scooping sand into the sifter that Nicholas is holding. That looks like fun! Would you like me to go to the sand table with you to find a scoop that you can use?"

"Brenda, you are building a road with the blocks and Jacob is pushing a car. Would you like to take turns pushing the car on the road?"

Yellow / Green

**Prompt the child to join another child playing nearby. Talk about how it feels to play with toys with a friend.**

"Connor, can you please give Sonya a truck from the basket? She is pointing to the yellow one."

"I see that you are worried that Sonya has the yellow truck now. Let's look in the basket and find another yellow truck that you can use."

**Help the child join a group by talking about how she could participate.**

"It looks like Lily and Elizabeth are drawing a road on the sidewalk. You could help them by drawing some, too."

"You brought pieces of chalk for everyone!"

Green / Blue / Purple

**Help the child play with one or two friends if he is not comfortable with a large group. Talk about which classmate the child would like to join and encourage him to do so.**

"Who would you like to play with on the monkey bars?"

"Jenna is over on the swings with Marie. You can ask them if they want to climb with you."

**Offer little or no assistance when encouraging the child to play with others. Make the child aware of the cooperative play by reviewing the activity the children successfully did together.**

"Megan, I saw you playing 'school bus' with the other children. I'm glad you played together and took turns being the

driver. It's fun to play 'school bus' when you have lots of passengers!"

- 3. Invite cooperation without telling the children they must play together. Offer positive feedback when the children choose to include another child in their play.**

"I see that Melissa and Chloe are writing letters at the writing table. I see that there is another chair at the writing table if you'd like to use the paper and pencils."

- 4. Point out the benefits of acting friendly. Help a child recognize the consequences of positive behavior.**

"Look at Crystal smile. You can tell she feels happy that you shared the markers with her. What other things might make someone feel happy?"

## Social Emotional SE25

# What Can We Build Together?

1. **Pair two children to create a block structure.**
2. **Explain to the children that they will take turns deciding how to build the structure. Each child will take a turn placing the next block.**

"Fadoua, you can place the first block. Now Regina can decide where the next block will go."

Yellow / Green

**Coach the children by facilitating turn-taking as they work.**

"Cassandra, you laid another block down in the row. Now it is Alanzo's turn to decide where to put a block."

Green / Blue / Purple

**Encourage the children to work independently on their block structure. Offer assistance only when needed.**

"Rouvin, you and Brent are working on a very tall tower. I wonder what it will look like when it is finished."

3. **Encourage the children to talk about their construction as they build.**
4. **Coach the children, if needed, about how to work cooperatively.**
5. **Commend the children on their cooperative effort when they are done.**

"You worked together to build a huge tower!"



## Social Emotional SE26

# Making a Mural

1. **Provide materials for painting a mural, e.g., large paper, tape, paint, paintbrushes, smocks. Attach the paper to the wall and set out the paints within reach of the children.**
2. **Explain to the children that they will create a large painting on one big sheet of paper.**
3. **Decide on the mural's focus. You may wish to use a study-related topic.**
4. **Designate a painting area for each child and explain to the children that they should not paint over each other's artwork.**
5. **As the mural is created, ask the child to point out his classmates' creations.**

"Rory, let's look at the mural and see what the other artists have added."

Yellow / Green

**Stay near the mural as the children work so that you can redirect the child if he begins painting too close to another child's work. Ask questions that will encourage the children to collaborate on the mural.**

Jonah moves out of his designated painting area and begins to paint on the edge of another child's art. The other child says, "No, Jonah! I'm painting here!" The teacher holds Jonah's hand and moves him back to his area of the mural.

"That was Maria's spot; this is your spot for painting."

As the painting progresses, the teacher describes how the different pictures work together. "I see you're making big red circles and small brown dots." Miriam says, "Those are apples and acorns. Food for Jonah's squirrel."

Green / Blue / Purple

**Encourage the children to plan the mural together. As they work, invite them to discuss their plans with each other, notice each other's contributions, and add to the mural accordingly. Offer guidance when necessary.**

"Jason, you're interested in working on the mural now? Why don't you ask Luna what the mural plan is? She and the others made some decisions before they started painting."

6. **When the mural is complete, reflect with the children about how well everyone's ideas blend together. Talk about how different the mural would look if only one person had painted it.**

## Social Emotional SE18

# Encouragement

1. **Position yourself at the child's level. Offer a gentle touch, if appropriate.**
2. **Describe a child's behavior and actions accurately. Be specific. Avoid making value judgments.**

Instead of, "Your picture is so pretty," acknowledge and encourage the child's effort to create the picture. "You painted your whole paper yellow with orange dots on top."

Instead of, "You look handsome today," you might say, "Seeing your big smile makes me smile, too! You look really happy this morning."

Instead of, "That's a cool building," offer encouragement. "You used all of the small square blocks. Can you tell me about your building?"

Instead of, "I like the way you're sharing," describe what the child did. "You offered Cameron some of your beads so she can make a necklace, too. She looks really happy about that."

Yellow / Green

**Use reflective statements to describe children's actions and behaviors. Say what you saw the child doing.**

"You waited until the other children were out of the way, and then you climbed all the way to the top of the climber!"

"Najee, you're sharing your paints with Peter. I saw that you gave him the cup with red paint."

"I see you're painting using long, up-and-down strokes with your brush."

"Miguel and Jenna, you put all the blocks back on the shelf in the right spots!"

Green / Blue / Purple

**Encourage the child to reflect on his process and decision-making by asking questions about his actions and behaviors.**

"Earlier, I noticed your tower fall a few times. Now it looks very sturdy. How did you solve your construction problem?" "I notice that part of your tree painting looks like it has a different texture. Why did you choose the sponge painters to make the top of your tree?"

3. **Show your feelings in your tone, body language, and facial expressions.**

## Social Emotional SE20

# Cleanup Time

- 1. When the classroom is tidy, discuss the classroom cleanup routine. Walk around the room and point out material storage areas. Explain that you will give the children a 5-minute reminder before it is time to clean up. Demonstrate the timer, bell, or other noisemaker that will indicate cleanup time. Keep this routine consistent.**

"When you hear the sound of the rain stick, it means you have 5 more minutes before cleanup time. When you hear it a second time, that means it is time to put our things away."
- 2. Give children notice before it's time to clean up. Five minutes before cleanup time, talk to the children in each interest area. Say, for example,**

"You have time for one more puzzle" or "There's enough time to finish that painting but not to start a new one."
- 3. Try various strategies that keep the children from feeling overwhelmed during cleanup. Ask the children to pick up something in each hand as they straighten each interest area. Make sure you allow extra time for cleaning the messiest areas.**

"I see that all of the blocks need to be put back on the shelf. Let's all pick up a block in each hand and then put them on the shelf."

Yellow / Green

**Play the game "Follow the Leader" with the children during cleanup and encourage them to mimic your movements. Give the children an opportunity to lead as well.**

"Now I am hanging a smock on the hook. Rachel, now you are hanging a smock on the hook."

"You put away scoops from the sand table. Let's see if I can find two scoops to put in the bin."

**Offer continued guidance through each step of the cleanup process.**

"Let's see how fast we can put the beads back in the bowl. We can use the timer to time ourselves."

Green / Blue / Purple

**Encourage the children to clean up without adult guidance. Have the children generate ideas on how to best straighten up the classroom. Ask the children to move around the room to check that all tasks have been completed.**

"It looks like you have decided to work together in the Discovery area to get everything put away."

## Language and Literacy LL04

# Bookmaking

1. **Invite a child to join you in making a book.**

"Jeremy, we talked this morning about...."

"What would you like to include in your book about...?"

2. **Provide the child with materials such as paper, crayons, and markers. If appropriate, invite the child to write or dictate words that the child identifies as important. Add illustrations.**

"I see that you have drawn your family. What would you like me to write about them in your book?"

Yellow

**Invite the child to dictate her experience to you. Ask questions that aid recall.**

"What did you see first at the zoo?"

**Talk about what you are putting on the paper as you write.**

"See, here are the words you just told me: I saw the lion."

Green

**Read the completed sentences and invite the child to identify the first letter of his name.**

"Remember you told me about your visit to the zoo? This is where I wrote your words."

"We'll put your name on this page. Can you tell me the first letter of your name?"

Green / Blue

**Talk about where to put the author's name and have the child write her name.**

"You're right. The author's name goes on this page. You're the author, so you can write your name here."

**Track the print with your finger as you read. Pause regularly to point out a letter or word.**

"Pamela, this word starts with the same letter as your name. Yes, it's p. This word is party. It starts with a /p/ sound."

Blue / Purple

**Talk about the spaces between words and how they make the book easier to read.**

"See the space between your first and last name? That's how we know when a word stops and starts. Can you find

another space between words on this page?"

3. **Make comments and ask simple questions to determine what the child wants to add to the book. Tell him what you are writing. Make sure the child agrees with what you write. Allow this activity to continue over several days if it interests the child.**
4. **Invite the child to illustrate the book's cover with the card stock. Write the title on the cover and have the child write his name at the bottom of the paper.**  
"Tristan, have you thought about a name for your book? We can write the title on the front with your name."
5. **Assist the child in assembling the book and using the binding materials.**
6. **Keep the finished books in the Library area and make them available to the children during choice time.**

## Language and Literacy LL22

# Coupon Match

1. **Put a collection of product containers or labels in a grocery bag. Place their corresponding coupons in an envelope, and put the envelope in the same bag.**
2. **Seat the children in a circle on the floor. Take one item out of the bag at a time. Sweep your hand underneath the words on the label. Ask the children if they recognize the label.**  
"Does anyone know what kind of cereal this is? How do you know?"
3. **Point out other visual clues, in addition to the letters, that may help the children who are having difficulty.**  
"This box is yellow with a bowl of cereal on the front. Can we figure out the name of the cereal?"
4. **Explain that there is a coupon to match each product. Spread out the coupons and the products on the floor. Help the children choose a coupon, read it, and match it to the corresponding product label.**

Yellow

**Present a familiar product, such as a cereal box, to the child and ask how he or she knows what the product is.**

**Talk about the letters, colors, and images on the product.**

"Do you know what is in this box? I see you pointing to the picture of the cereal in the bowl. Yes, this is a box of Chex."

Green

**Present a product coupon. Point out descriptors that help match the coupon to the appropriate product.**

**Encourage the child to find the matching product.**

"What do we see on this coupon that looks like something on one of our boxes? You're right, this coupon has a blue box in the picture, and we have a blue box here in front of us. They also both have the word spaghetti."

Green / Blue

**Encourage the child to talk about similarities between the words and pictures on the product and the words and pictures on the coupon.**

"Look at this word. It looks the same as the word on the coupon. That word is shampoo."

Blue / Purple

**Ask the child to identify the first letter in the name of a product. Have the child point to the letter on the coupon and the product as he or she names it.**

"What letter does this product start with? Yes, it has a large S at the beginning. Can you show me the letter on the coupon? That word is soy. This is a carton of soy milk."

5. **Make comments that will help to make the product words personal and meaningful.**

"Look at this word. Tide and Tasheen both start with an uppercase (or capital) T. Total has two Ts, an uppercase (or capital) T at the beginning and a lowercase t in the middle."

6. **Lead a brief conversation about the coupons, asking if children understand the purpose of coupons and how they are used. Show the children where to find a coupon's value.**

"These coupons help us save money at the grocery store. This coupon has a large number 25 on it. That means we save 25 cents when we buy this orange juice."

7. **Close with comments that encourage the children's confidence as readers. Tell them that this matching game will be in the Toys and Games area to use at choice time.**

## Language and Literacy LL64

# Will You Read to Me?

1. **Sit with a child as she chooses a book to read. Engage with her as she looks at pictures and words.**

"Jane, you are looking at the book about a truck that went on an adventure. Can I look at the story with you?"

2. **Talk about the book with the child. Point to the pictures and words and ask her to tell you the story.**

"What's happening in this picture? What is the girl doing?"

Yellow / Green

**As the child pretends to read a book, notice whether he treats each page as a separate unit and uses the pictures to name and describe what he sees on each page. Ask questions as needed for prompting.**

"Benny, I see, the man is running after the dog. What happens on the next page?"

Green / Blue

**As the child pretends to read, guide her to use some language from the text and to describe the action on each page. Offer assistance as needed.**

"You're right, the fish did swim up to the whale and say 'guppy, guppy, guppy.' What does the fish do next?"

Blue

**As the child pretends to read, comment on reading strategies you notice.**

"You're telling me the story bit by bit and turning the pages as you go. I can't wait to hear what happens next!"

Blue / Purple

**Encourage the child to use language directly from the book when retelling the story.**

"What does the little girl say to each animal at the zoo? 'Moo, moo, hello to you.' That's right!"

3. **Watch for cues that the child is no longer interested. When you sense that she is losing interest, thank her for reading to you and tell her how much you enjoyed it.**

"Thank you for reading the story to me. I hope you'll read to me again another time."

4. **Keep familiar books in the Library area as well as a rotation of new books for children to read.**



## Language and Literacy LL66

# Reading Nonfiction Books

1. **Show the children the collection of nonfiction books. Explain that nonfiction books share facts and describe actual events. Discuss how nonfiction books can be used.**

"Nonfiction books tell us things that really happened. If you have a question or would like to learn about something, you can read a nonfiction book."

2. **Invite the children to listen to you read a nonfiction book. Highlight any important facts or details in the book.**

"This is a book about bees. We have been talking about how insects communicate, so let's pay attention for ways that this book tells us that bees communicate."

3. **When you are finished reading the book or part of the book, ask the children to recount any interesting details that they learned.**

"So, what did this book tell us about how bees communicate? That's right, they do a special dance to talk to other bees. What else did you learn about bees?"

Yellow

**Talk with the child and recall what the book was about.**

"This book gives us information about different types of trees. Let's see what trees we can find in the book."

Yellow / Green

**Ask the child questions to encourage her to share information she learned from the story.**

"What types of insects did the book teach us about?"

"Do you remember what they were going to make out of the tree trunks?"

Green / Blue

**Invite the child to look through the pages of the book, recalling any details using the pictures as prompts.**

"Look at this picture of a flower with the different parts labeled. Tell me about what you learned here."

Blue / Purple

**Ask the child to choose a few things he found interesting in the book and tell you more about them.**

"Can you tell me more facts about animals that hibernate? Why do they do that? What do they do before they hibernate?"

4. **Create a nonfiction book section in your classroom library and explain to the children where they can find the books. Direct children to the nonfiction books to research and learn more during studies and investigations.**

## Language and Literacy LL70

# Author Study

1. **Invite the children to join you in a discussion about books and what they like about certain books or authors. ♦ Ask the children to share about their favorite book or author.**

"Which books do we read over and over? Why do we like those books?"

"Amir, I see you like reading the same book almost every day after lunch. Which book do you like? What's your favorite thing about that book?"

2. **Show a selection of familiar books by the same author and illustrator. Ask the children to study the covers and the pictures in the book and notice any similarities. ♦ Prompt them as needed.**

"I notice that the author always has a blue cover on her books. Do you notice anything else that is similar?"

3. **Lead the children in a discussion about the author. Explain that books written by the same author often have similarities.**

"Do you notice anything about the colors used, the background, or the characters in the story in both of these books that look alike?" ♦♦

"Each author has their own writing style. This means that there are often similarities between the books they write."

4. **Choose a few books from the selections and invite the children to help you briefly retell the stories. Ask open-ended questions and encourage the children to point out what the books have in common.**

"What did you notice about the main character in each of these stories? What did you notice about the setting?"

5. **Explain that these books will be available in the Library area for use during choice time. Explain that books in libraries are often sorted by author. Invite the children to help organize the books in the Library area by author.**

**Encourage the child to bring you a book from the selection to read together. Point out the cover and pictures as you read the story.**

"Can you choose a book that you would like to hear again?"

"I like this book, too, because I like the pictures. Why do you like this book?"

Yellow

Yellow / Green

**Invite the child to hold the book and turn the pages as you read the story together.**

"You hold the book, and we can read the story together. Can you turn to the next page?"

Green / Blue

**Point out the main features of the books such as title, cover, and author as you review them with the child.**

"Look, both books have the same name on the cover of the book. They say 'Judy Schachner.' She is the author of these books."

Blue / Purple

**Invite the child to choose an author to study and select books by that author from the class library.**

"We are going to do an author study today. Which author would you like to discuss? Can you find a few books by Laura Numeroff in the library to use?"

## Mathematics M21

# Geoboards

1. **Invite the children to make shapes. Demonstrate how to use a geoboard by stretching a rubber band over the pegs to make a shape. Show the children the shape cards and allow them to explore the cards and geoboards for several minutes.**
2. **Ask the children to choose a card from the stack and try to create the shape shown on the card using the geoboard. Demonstrate how a shape can be changed when a corner is moved, e.g., an equilateral triangle becomes an obtuse triangle when one corner is moved farther away. Invite the children to count the number of sides and points of their shapes, and name each one if they can.**

"Look what happens when I stretch a rubber band between these two pegs. It makes a line. Now I'll pull this side onto a third peg to make a new shape. Let's count the sides of my shape."

Yellow

**Have the child choose a shape card and make a shape on the geoboard. Talk about the shape the child made.**  
"That looks like a rectangle. It has two long sides."

Green

**Show the child two shape cards, e.g., a circle and one other shape, and ask him or her to name the shapes.**  
**Assist the child in recreating the shapes on the geoboard.**  
"You're right, this is a triangle. Can you choose a rubber band for us to use? I'll hook one corner on this peg. Which peg should we use next?"

Green / Blue

**Point to an object in the room, and ask the child to identify the shape. Invite him or her to name the shape and copy it on the geoboard.**  
"What shape is the window next to the door? Yes, it's a square. Can you make a square on your geoboard?"

Blue / Purple

**Hold up a shape card with a different orientation, e.g., a square with the corners at the top and bottom. Have the child identify the shape before making it on the geoboard.**  
"Can you tell me what this shape is? It does look like a diamond; tell me what it looks like when I turn it so the flat side is on the bottom. Yes, it's a square. Now see if you can make a square with the point on the bottom."

3. **Explain that the geoboards and geobands will be in the Toys and Games area for use during choice time.**

## Mathematics M45

# Picture Patterns

1. **Explain to the children that you have some photographs of animals and other objects that have patterns. Invite the children to select a photo from the collection or book and describe the pattern. Continue discussing patterns in the other photos.**

"Here is an example of a pattern. It is a picture of a referee. She is wearing a shirt with black and white stripes."

2. **Take the children on a pattern hunt around the school, playground, or neighborhood. Use the digital camera to take photographs of patterns identified by the children. Print the pictures and ask the children to describe the patterns they found.**

"Leo found a pattern on a gate. It was circle, rectangle; circle, rectangle; circle, rectangle."

Yellow

**Encourage the child to identify simple patterns on objects or animals in the environment. Point to each part of the pattern as you name it.**

"You are pointing to the green and red lines on that ball. Here is a green line. Here is a red line. Here is another green line. That is a pattern."

Green

**Encourage the child to find and describe a pattern. Ask him to copy the simple pattern with the paper and crayons.**

"What pattern did you find? You found a picture of an orange slice. It has skinny white lines in between wide sections of orange."

"Would you like to draw green and red lines on your paper? You made a pattern!"

Green / Blue

**Invite the child to identify a pattern and copy it on paper. Ask the child to verbally extend the pattern.**

**Encourage him or her to also represent the extended pattern on paper.**

"I see that you are drawing a picture of a tall building with rows of windows. Can you tell me how you can make this pattern longer?"

Blue / Purple

**Invite the child to create a pattern and extend it. Show the pattern and ask her to add to it.**

"You've made a movement pattern by asking us to follow along as you clap, clap, jump, jump; clap, clap, jump,

jump."

"You figured out what comes next in my pattern."

3. **Combine the pictures to form a book. Share it at group time, making sure to point out the different kinds of patterns, including color, shape, size, and position. Place copies of the book in one or more of the interest areas.**
4. **Encourage the children to continue to look for patterns on objects or animals. Invite them to represent the pattern by drawing or through some other medium, or continue to take photographs of their pattern discoveries.**

## Mathematics M78

# Math Collage

- 1. Introduce the collage materials and numeral cards to the children. Point out the numeral on each card, tracing it with your finger. Explain that a numeral tells, or shows, how many. Help the children use questions to make connections to the numerals.**  
"How many eyes do you have? How many knees do you have?"  
  
"I have one nose. Can you think of a body part that you have only one of?"
- 2. After talking about the numeral cards, have a child choose a card from the set of numeral-quantity cards. Show the card to the children. Name the numeral as you trace it with your finger. Call attention to the sets of dots at the bottom of the card. Remind the children that the numeral tells how many dots are on the card.**  
"This is a 2. When we count the dots at the bottom, we see that we have one, two dots."
- 3. Explain that they are going to use the art materials to make a collage. Choose a card and demonstrate how to count the correct number of items to match the numeral on the card.**  
"My card has a 3. I'm going to choose three feathers to glue on my paper."
- 4. Invite the children to create their own collages by choosing a card and then selecting the correct quantity of items.**

Yellow

**Show the child the numeral card 1. Name the numeral. Invite the child to choose one collage item each to add to the paper.**

"This is a 1. Which materials would you like to use first? Let's see if we can pick out one of each thing."

Green

**Use cards 1-3, and let the child choose a card to count and trace. Invite him or her to count the correct number of items to match the numeral on the card.**

"You're right, that number is 3. Can you count the dots on the card?"

"How many craft sticks will you use?"

Green / Blue

**Use numeral-quantity cards 1-5. Invite the child to name the numerals and count the dots before counting the correct quantity of collage materials.**



"What do you have on your card?"

"Can you count out that many paper triangles?"

**Use numeral-quantity cards up to the number 10. Invite the child to name the numeral before counting the dots. Invite the child to write the number on his collage. Invite him to draw the correct number of objects on his paper.**

"You have a card with the numeral 10. Can you make 10 dots on your paper?"

Blue / Purple

- 5. Ask the children to describe their collages as you record their explanations. Invite the children to check the information as you read it back to them by counting each item.**

"Ramie, I wrote that you have three craft sticks, eight sequins, and one button. We can look at your collage and count the items to make sure that's right."
- 6. Continue making collages for as long as it interests the children. Tell the children that they can use the collage materials and number cards in the Art area during choice time.**

## Social Emotional SE04

# Actively Listening to Children

1. **Notice when children are experiencing strong emotions** e.g., frustration, anger, excitement, sadness, and elation.
2. **Move close to the child and move your body to his or her level.**
3. **Make eye contact and offer a gentle touch, as appropriate, to let the child know you are listening.**
4. **Repeat back what you hear the child telling you through words or actions.**

Yellow / Green

**Repeat the child's words or expression of feeling in language she can understand. Reflect the same tone that she is expressing. This lets the child with limited language know that you understand what she is feeling.**

Rachel, 35 months, tries to grab a truck out of another child's hand. The other child says, "No, Rachel! I had it first!" Rachel screams, drops to the ground, and kicks her legs. The teacher kneels near Rachel. The teacher scrunches her nose and furrows her brow while saying to Rachel, "You want that truck! You really want that truck!" Rachel screams again. "You really want that truck! You really, really want it!" the teacher repeats with the same expression. Rachel stops screaming and starts whimpering softly. The teacher gently touches Rachel's knee and says, "It is really frustrating when you want to use a toy that someone else is using."

At arrival time, Anibal rushes into the room smiling broadly and says, "Abuelo come for visit!" The teacher kneels down and hugs the child. "Your grandfather is coming to visit you! How exciting," she says enthusiastically, smiling.

Green / Blue / Purple

**Repeat the child's words with understanding and empathy.**

A child sits crying softly in the Library area. The teacher sits next to the child and gently rubs his back. "My mommy's at work. I wanna stay at home with mommy." The teacher nods her head and says, "You really wanted to stay home with your mommy today. You love her so much." "Yeah," says the child. The teacher continues, "You're disappointed that you couldn't stay home with her." "She had to go to work," the child says. "You're feeling sad because you miss her. It is hard to be away from people we love," the teacher responds.

5. **Name and explain children's feelings. Use words to describe children's feelings accurately, e.g., frustrated, annoyed, disappointed, excited, proud, or embarrassed.**

"You are frustrated because your tower fell. You spent a lot of time building it."

## Language and Literacy LL16

# Tongue Twisters

1. **Invite the children to learn about tongue twisters. Explain that tongue twisters are phrases that are challenging to say because the words all sound similar. Write an example on chart paper:**

"Six slippery snakes slowly slithered south."

"A big bug bit the beetle, but the beetle bit the bug back."

"Ten tiny turtles took a trip."

2. **Underline the beginning sound of each word and point out how they are similar. Add additional examples that are difficult to say together. Talk about the challenging sounds in the words.**

Yellow

**Read the tongue twister slowly to the child. Point to the initial letter of each word as you read.**

"Listen to this tongue twister. Doesn't it sound silly?"

**Invite the child to say it with you.**

Green

**Ask the child to identify words in the tongue twister that sound the same. Draw out the first sound of the alliterative words.**

"What letter sound do you hear when I say sssix ssslippery sssnakes? Which words have that sound?"

Green / Blue

**Encourage the child to add words with the same sound to the existing example on the chart.**

"Can you think of other words that start with the /s/ sound that we can add?"

"Let's try the words you suggested. We'll say it together. 'Six sneaky snakes slithered slowly south.' Yes, that does sound the same. It's tricky to say!"

Blue / Purple

**Choose a sound with the child, and think of a new tongue twister with that sound. Offer words to help the child get started. Write the tongue twister on the chart.**

"Can we think of a new tongue twister that uses a /t/ sound? How about 'ten tiny turtles'? We need the name of an

animal that starts with the /t/ sound."

"Now let's read it together: 'Ten tiny turtles touched the tall trees!'"

3. **Explain that the chart will be in the Library area so children can practice saying tongue twisters during choice time.**

## Language and Literacy LL11

# Rhyming Riddles

1. **Invite the children to join you in a game called "Rhyming Riddles." Explain that rhyming words sound alike at the end of the word. Offer some examples, and invite children to say some rhyming words they know. Write the rhyming words on the chart paper.**
2. **Explain that a riddle is a word puzzle, or word problem, that the children must figure out. Pose a riddle that prompts them to supply a rhyming word. For example:**

"I'm thinking of something you wear on your head that rhymes with cat."

"For lunch we will be having a fruit that rhymes with danana."

Yellow

**When introducing a rhyming riddle, use a prop to prompt her to say the rhyming word.**

"I'm thinking of something that you wear on your hands that rhymes with kitten."

Green

**Hold up the mitten to help the child.**

**Offer two or three props, e.g., socks, bear, or mitten. Invite the child to solve the rhyming riddle with one of the props.**

"I'm thinking of something that rhymes with blocks. We wear them on our feet."

"That's right. Blocks rhymes with socks."

Green / Blue

**Invite the child to solve the riddle without using props.**

"I'm thinking of something that growls and rhymes with chair."

"Yes, bear and chair rhyme--they both sound the same at the end."

Blue / Purple

**Help the child decide if two words rhyme by asking him to compare the two words. Present the riddle in two parts.**

"I'm thinking of something we wear on our hands in winter."

**Write the answers on the chart paper, and read them back.**

"Glove and mitten. Okay, the one I'm thinking of rhymes with kitten."

**Record the rhyming word next to its mate. Invite the child to repeat the rhyming words and offer a rhyme for the other word.**

"Kitten and mitten rhyme! What about glove? Can you think of something that rhymes with glove?"

**3. Use name riddles to help children transition from one activity to the next, such as:**

"I'm thinking of someone whose name rhymes with skate. Yes, Kate and skate rhyme. Kate, you may choose an interest area."

## Language and Literacy LL18

# What's Missing?

1. **Invite the children to play a memory game with you. Seat the children on the floor and position yourself so that each child can clearly see you and the space in front of you. Show and talk about each object in the bag. Explain how the game is played.**  
"I will take a few objects from the bag and put them on the floor in front of me. I want you to look at them carefully because I'm going to cover them up in a minute. When I uncover them, some of the objects will be missing. See if you can tell me which objects have disappeared."
2. **Give the children a moment to look, touch, and talk about the objects. Cover the objects with the large piece of paper or cardboard. Return one or more objects to the bag. Uncover the remaining objects and ask the children to tell you what is missing.**

Yellow

**Take two objects out of the bag and identify each one. Then put one object back in the bag and prompt the child to name the missing object.**

"I have a car and a cup. Now I'll put one of them back in the bag. I see the cup is still here. What did I put in the bag?  
That's right, the car is gone."

Green

**Using two objects for the game, take both out and ask the child to identify them. Encourage the child to describe the items before you cover them and remove one. Ask the child which item is missing.**

"We had a mitten and a paintbrush. Now I only see one item. Which one is missing?"

Green / Blue

**Use three to five objects. Continue to have the child describe the items before covering and removing one. Point out the order the objects are in on the floor to prompt the child to remember which is missing.**

"We had a ball, a mouse, a pencil, and a key. Now I see a ball, a mouse, a \_\_, and a key. What object is missing?"

Blue / Purple

**Play the game by removing two objects at a time from the series of four or five. Allow the child time to remember the missing objects. Encourage the child to explain the position and relationships between the two objects.**

"There were four items here and now we only see two. Can you remember what was sitting next to the chalk?"

3. **Assist the children if necessary by helping them recall descriptions of the objects or the sequence of the objects on the floor.**

"Let's see, the car and the bow are still here. What was lying next to the bow?"

4. **Encourage the children to work together to recall what is missing. Allow time for them to talk with one another about the possible choices before revealing the missing object(s).**
5. **Explain that the box of objects and the cover will be available in the Toys and Games area, where children may play the game with a classmate during choice time.**



## Language and Literacy LL20

# Baggie Books

1. **Invite each child to sit with you and read the environmental print he or she brought to school. Remember to point to each word as you read. Offer comments that will make the words personal and meaningful to the child.**

"Kate, do you like Special K? Your name has a capital K (or uppercase K), just like Special K."

2. **Encourage the child to talk about familiar pictures, letters, or words in print.**

"Yes, you found another K. That K is in the word Krispies."

### Call attention to any labels that have the same or similar words.

"Yes, you're right, corn muffins and creamed corn both include the word corn."

Yellow

#### Show the child familiar environmental print and give her a chance to recognize the product.

"This looks like a label from your favorite cereal. Do you know what kind of cereal this is? Yes, it is granola."

"Do you know any of the letters in granola?"

Green

#### Encourage discussion about unfamiliar print by talking about descriptors, such as colors or pictures.

"This label came from a juice carton. Let's see if we can look at the label and figure out what kind of juice it is. You see grapes on the label. You're right, it says Grape Juice."

"I see a letter J, just like the J in your name, Justin. Can you point to the letter J?"

Green / Blue

#### Ask the child to point to a product name on a familiar label and encourage him to identify it.

"This is something we use every day. It's toothpaste. Can you find the name on the label and tell me what it says? Yes, that word is Crest."


"What sound does Crest start with? The letter C makes the /k/ sound."

Blue / Purple

#### Invite the child to move her finger across the print and identify the words.

"Show me where we should start reading. Yes, we start at the beginning of the word. Can you read that word you are

pointing to?"

"Cheerios  starts with a /ch/ sound. That is the sound we make when we see c and h together, /ch/."

3. **Show the child the empty bag book, and invite the child to make a book using the words that you read.**

"Would you like to make a book using the words we just read together?"

"Let's look at the kinds of words you brought to school. What should we name your book of words?"

4. **Invite the child to talk about the label. Ask the child about the product the label comes from. Write a title on a piece of construction paper, e.g., Words I Can Read or My Special Words. Have the child sign his name at the bottom of the paper as the author. Insert this paper into the first bag. Ask each child to choose at least two pieces of print.**

"Which words should we put in your book first? That will be the first page."

5. **Trim the item to fit. Insert into the first bag. Turn this page and insert the second piece of print into the same bag so the two pages are back to back. Seal the bag to make a page. Continue until the bags are filled or all the print has been used.**
6. **Invite the child to read the book aloud. Acknowledge the child's specific efforts. Place books in the Library area where children can share them.**

## Mathematics M06

# Tallying

1. **Invite the children to learn about tallying. Explain that tallying is a way to count and keep track of information.**
2. **Discuss with the children what they would like to count by making tally marks on the clipboard paper. Here are a few examples:**

"How many of you walked to school? Rode the bus? Rode in a car?"

"Do you like chocolate, strawberry, or vanilla ice cream the best?"

Yellow

**Have the child ask a question with two categories (yes/no). Help the child make a mark for each response.**

"You would like to ask everyone if they like bananas?"

"Rachel said yes, so you can make a mark under the Yes column here."

Green

**Encourage a child to tally more than one item at a time.**

"Let's find out how many balls we have in the classroom and how many are outside."

"You found four balls in this bin. Now put four marks on the paper."

Green / Blue

**Have the child count and summarize the tally sheet. Together, write the total at the bottom of each column.**

"Now you've asked everyone in the classroom. Let's find out how many people like chocolate ice cream and how many like vanilla. Let's count the tally marks in each column."

Blue / Purple

**Encourage the child to take multiple surveys and combine the information onto one piece of paper.**

"We found out how many people like to ride a trike and how many people like to ride a scooter. Let's try asking the children in the classroom next door and add their answers to our paper."

3. **Invite the children to add up the totals for each category and then compare them.**
4. **Tell the children that they will take turns being the surveyor whose job is to make the marks and count the number of marks at the end.**
5. **Explain that the clipboard and paper will be in the Library area for use during choice time.**

## Mathematics M11

# Graphing

1. **Invite the children to join you in creating a graph. Explain that a graph shows how objects are grouped. Show an example of a graph, such as one representing the children who walk to school, ride in a car, and take a bus. Talk about the categories you will make together on the graph paper.**

"We've been talking today about..."

"Let's think about how to make a graph with that information."

2. **Remember that your graph can have objects, names, pictures, tally marks, or colored-in bars. As you make the graph, use simple categories that make the graph easy to understand. Talk about how to read the finished graph.**

"What does this graph tell us? Yes, it shows us all the different kinds of shoes our classmates are wearing today. Here we have shoes with laces, shoes with Velcro, and slip-on shoes. Let's see who is wearing each kind of shoe by looking at our graph. Let's count which kind of shoe is worn the most."

Yellow

**Encourage the child to count objects to be recorded on the graph. Point to where you will include the information on the graph.**

"This graph shows all the things we collected on our walk. How many rocks do we have? You counted three, so I'll draw three rocks on our graph."

Green

**Ask the child to point out varying quantities on the graph. Encourage her to count the items in the categories.**

"This graph shows who likes orange juice and who likes cranberry juice. Which juice do more people like? Yes, orange juice. How many people like cranberry juice? You're right, not very many in our class."

Green / Blue

**Have the child group the items to be graphed. Encourage him to count each group to help you add the correct number of items to the graph.**

"It's a good idea to make a graph of our playground balls. That way we know how many we have of each kind. Thank you for sorting them. I see you have groups of basketballs, soccer balls, kick balls, and small rubber balls. I'll start by writing basketballs on the graph. Can you count the basketballs? You counted four. Can you put four stickers on our

graph so we'll know we have four basketballs?"

**Ask the child to help you make a graph using pictures. Encourage the child to analyze the data on the graph.**

"This is a graph about pets. Can you put your picture next to the kind of pet you have?"

"What do you notice from the other pictures? Yes, more people have dogs than cats."

"Can you use our graph to find out how many people have cats?"

Blue / Purple

- 3. Continue this activity for as long as the children are interested. Explain that the graph will be available in the Toys and Games area for the children to look at during choice time.**

## Mathematics M41

# Making Numerals

1. **Introduce the book to the children. As you read, invite the children to count the items mentioned in the book. Point out the numeral on each page, tracing it with your finger. Explain that it tells how many. Help the children make connections to the story by asking questions.**

"How many eyes does the dog have? How many eyes do you have?"

"This puppy has one tail. Can you think of a body part that you have only one of?"

2. **After reading the book, have a child choose a card from the set of numeral/quantity cards. Show the card to the children. Name the numeral as you trace it with your finger. Call attention to the sets of dots at the bottom of the card. Remind the children that the numeral tells how many dots are on the card.**

"This is a 2. When we count the dots at the bottom, we see that we have one, two dots."

3. **Explain that you are going to use modeling dough to make a numeral. Demonstrate how to roll the dough into a long, slender shape. Place the dough along the numeral outline. Younger children can roll the dough along the table with an open hand, while older children can roll the dough between two open hands.**

4. **Talk about the features of the numeral, e.g., curved, straight, or diagonal lines, and the way in which it is formed.**

"A 4 has all straight lines. I'm going to use straight pieces of clay to trace the 4 on the card."

5. **Give each child enough dough to make numerals. Assist the children, as necessary.**

Yellow

**Help the child roll out a length of dough. Show him or her a card with a numeral from 1-3. Name the numeral and count the dots together as you put your finger on each dot. Help the child place the dough along the outline of the numeral. Talk about its shape.**

"This is a 3. It has a curved line. Here we see one, two, three dots on the card. Let's see if we can use our dough to cover the curved line."

Green

**Use cards 1-5, and let the child choose a card to count and trace. Invite him to form the dough along the outline of the numeral on the card.**

"You're right, that numeral is 5. It has two straight lines and a curved line. Can you count the dots on the card?"

"How will you use your dough to trace the numeral?"

**Introduce two numeral-quantity cards using cards 1-5, e.g., 1 and 5. Invite the child to name the numeral and count the dots before creating a dough outline.**

Green / Blue

"What do you see on your cards? What do they look like?"

"Yes, the 1 has a straight line, and the 5 has one curve."

**Use numeral-quantity cards up to the number 10. Encourage the child to name the numeral before counting the dots. Talk about how the numeral is formed. Invite the child to create the numeral without outlining it on the card.**

Blue / Purple

"You have a card with the numeral 10. How will you use your dough to make it?"

"When we make a 2, we start at the top and make a curved line that goes down. Then we put a straight line across the bottom."

- 6. Continue making dough numerals as long as the activity interests the children. Tell the children that the modeling dough and numeral cards will be in the Toys and Games area to use at choice time.**

Mathematics M81

# Sink or Float?

1. **Lay out the plastic covering to protect the floor or table. Provide clear containers that hold a few inches of water and a collection of materials that float or sink. Show the children an example of an item that sinks and an item that floats.**

"Today, we are going to experiment to discover items that sink and items that float. Look at this golf ball. Do you think the golf ball will float on top of the water or sink to the bottom of the container? Let's test it out to see. Look, it sank to the bottom."

2. **Point out the two trays. Explain that the objects that float will be placed on one tray and the objects that sink will be placed on the other tray. Label the trays so children know which tray is for items that sink and which is for items that float.**

"Here is the tray for the items that sink, and here is the tray for items that float."

3. **Place a piece of paper next to each tray for the children to record their tally marks. Demonstrate how to count and tally the number of objects in each category.**

"Since I discovered that the big green marble sinks, I am going to place it on the tray that says 'sink' and tally that on the paper. When I am done, I can count all the tally marks to see how many items sank."

4. **Offer a variety of objects for the children to put into the water. Encourage children to make predictions before they drop each object in the water. As children experiment, support them as they tally the number of objects that sink and the items that float.**

"Donald, did that big piece of cork sink or float? It floated! Do you remember which tray we use for items that float? Now, you can add a tally mark to the paper for items that float."

Yellow

**Help the child count each item aloud as she makes a mark on the tally sheet.**

"Did the plastic car sink or float? You put one car on the 'sink' tray, so you can make one tally mark on the paper."

Yellow / Green  
SS-Stevie Sloan  
Stevie Tyler

**Encourage the child to tally more than one item at a time.**

"Let's test a few objects before we record our results. I see that you have a ping-pong ball, a pencil, and a pom-pom to place on the 'float' tray. How many items will you be tallying? Yes, you have one, two, three things."

Green / Blue

**Invite the child to experiment with 10 items and then count the total number of tally marks on each sheet.**



Blue / Purple

"How many marks are on the tally sheet for the sink category? Okay, so you have found 9 items that sink. How many items did you find that float?"

**Once the child has sorted more than 20 items, invite her to count the tally marks on each sheet and write the total number of tally marks at the bottom of each page.**

"You have sorted so many items! Can you count the tally marks and tell me how many items are on the 'sink' tray and how many are on the 'float' tray?"

- 5. Continue the activity for as long as children are interested. Encourage them to find new items around the classroom and outdoors to use for the experiment.**

Mathematics M84

# Ramp Experiments

1. **Set up at least two ramps, one at a low angle and one at a higher angle. Collect materials for the children to roll down the ramps.**
2. **Introduce the experiment to the children. Tell them that you have two ramps and you are going to see what happens when you roll toys and balls down both ramps. Model rolling a ball down each ramp and encourage the children to tell you what they see.**  
"There are two different ramps that we can use to roll different objects down. What do you notice about these two ramps? Yes, this one is higher and this one is lower. What do you think will happen when I roll this car down the low ramp?"
3. **Invite the children to roll objects down each ramp. Encourage them to make predictions and compare how the items move differently on the ramps.**  
"Now that you have rolled the crayon down the low ramp, what do you think will happen when you roll it down the higher ramp?"

Yellow

**Invite the child to roll objects down the ramps. Make observations about what you see as the child plays.**

"Your green block slid very slowly down the low ramp. Would you like to try the green block again?"

Yellow / Green

**As the child rolls the objects down the ramps, model simple comparative words for her to repeat such as fast and slow.**

"Wow! Your car went very fast down the ramp. Hmm, I wonder what else would roll fast down the ramp?"

Green / Blue

**Invite the child to order objects from fastest to slowest after testing them on the ramp.**

"Did the block or the truck go faster down the slide? Oh, the truck did. What about the crayon? Where should the crayon go?"

Blue / Purple

**Invite the child to use unit blocks or other non-standard measuring tools to determine how far each item will roll away from the ramp.**

"After you roll the marker down the ramp, use the unit blocks to see how far the marker rolls. How far did your marker roll?"

4. **Allow children to continue the activity during choice time by experimenting with ramps of different heights and a variety of objects.**

## Mathematics M85

# Perler Patterns

1. **Invite the children to create patterns with you using the perler beads. Give a few examples of the different kinds of patterns they can create using different colored beads.**

"These are called perler beads. They come in all different colors, and you can make patterns with them by lining them up on a pegboard. See, I can make a green, purple, green, purple pattern. What other kinds of patterns could you make?"

2. **Give the children each a pegboard and invite them to make their own patterns. Talk with them about the patterns they create and encourage them to notice what patterns other children are making.**

"Look, Lee is making a long pattern. It goes, two red, one yellow, two green, and then one blue. Wow!"

Yellow

**As the child places beads on the board, point out any patterns she happens to create.**

"Can you tell me about what you made with the beads? I see that you used two red beads in a row a few times. See, they are here, and again here at the bottom."

Yellow / Green

**Give the child beads of two different colors. Ask the child to point out any patterns he notices in his work.**

"Did you make any patterns with the beads? I see a short pattern here. There are two whites, then two yellows, and then two whites again. Did you notice that?"

Green / Blue

**Create a simple pattern on one row of the board and invite the child to copy your pattern on the row below it.**

"Look at the pattern I made on my row. Green, white, green, white, all the way across. Can you make a pattern like mine underneath it?"

Blue / Purple

**Add a few repetitions of a simple pattern to the board and invite the child to continue the pattern that you started.**

"I started a pattern. See it's green, yellow, blue, green, yellow, blue. Can you continue the pattern and fill up the rest of the board?"

3. **Once they have completed their patterns, carefully cover the beads with a piece of parchment paper and iron them for about ten seconds to melt them together. After the patterns have cooled, display them in the classroom.**

## Language and Literacy LL09

# Pocket Storytelling: The Mitten

1. **Introduce the story to the children. Explain that it is based on a folktale, that is, a story that has been told aloud again and again over a long period of time. Ask the children if their parents or grandparents tell stories to them.**
2. **Read, or tell, the story and place each animal in the mitten as it is mentioned.**
3. **Gradually undo the mitten. Pull it apart to spill the animals onto the floor at the appropriate time.**
4. **Close with a conversation about the book. Ask open-ended questions to prompt discussion. For example:**  
"What happened each time an animal entered the mitten?"

"A mouse is a very small animal. Why do you suppose the mitten broke when the mouse tried to squeeze in?"

Yellow

**As you read, pause to allow the child to comment on the story.**

"The mole is inside the mitten now. Do you think he's warm or cold?"

**Invite the child to talk about characters and events.**

"Why did the animals want to get inside the mitten?"

Green

**Invite the child to connect personal experiences to the story.**

"Have you ever lost a mitten before? Where did you find it?"

**Offer the child props that help her remember the sequence of events in the story.**

"Can you remember who climbed in after the rabbit?"

Green / Blue

**Discuss the characteristics of the animals in the story, e.g., animal sounds, homes, hair, or fur.**

"Now the owl wants to get warm inside the mitten. Where do owls usually live?"

**Invite the child to retell parts of the story and imitate the animal sounds.**

"What do you think the bear sounded like as he joined the others in the mitten?"

Blue / Purple

**Talk about what problems arise in the story as you read. Pause to allow the child to think about the characters**

**in the story.**

"It looks like the mitten is getting very full. How do you think the animals are feeling?"

5. **Explain that the book and props will be available in the Library area for children to play with at choice time.**

## Language and Literacy LL14

# Did You Ever See...?

1. **Invite the children to join you in singing "Down By the Bay." Sing the song together enough times for the children to become familiar with it. This is the first verse:**

Down by the bay, where the watermelons grow,

Back to my home, I dare not go,

For if I do, my mother will say,

"Did you ever see a goose

Kissing a moose,

Down by the bay?"

2. **Remind the children that rhyming words sound alike at the end. Give examples of rhyming words in the song (bay, say; go, grow; moose, goose). Invite a child to repeat rhymes from the song.**

"Troy, did you hear any other rhyming words in the song besides moose and goose?"

3. **Explain to the children that they are going to make up new verses to the song. Show the children the animal pictures and review their names. Invite the children to think of words that rhyme with the names of the animals they want to use in the song.**

"Yes, Nolan, sheep and sleep do rhyme. We can sing the song with those words. How about, 'Did you ever see a sheep, falling asleep, down by the bay?'"

Yellow

**Invite the child to point to the picture of the animal in each verse as you sing it. Talk about the word that rhymes with the animal the child points to.**

"Yes, that is a duck. We sang, 'Did you ever see a duck, driving a truck, down by the bay?'"

Green

**Ask the child to sing with you, and invite her to sing the rhyming words differently from the other words, e.g., louder, softer, faster, or slower.**

"We know the animal in the song will be a cat. When it's time to sing the word that rhymes with cat, we'll sing it very

softly."

**Sing the song, and leave out the name of the animal and the rhyming word. Assist the child by pointing to the animal picture for him to sing.**

Green / Blue

"This time let's see if you can sing the rhyming words without me."

"Did you ever see a \_\_, wearing a \_\_, down by the bay?"

"Great! You saw me point to the fly, and you sang fly and tie."

**Create word combinations that may, or may not, rhyme. Encourage the child to choose the correct pairs of words for the song.**

Blue / Purple

"Here on the chart we have snake and slither. Slither describes how a snake moves. Do those words rhyme? No, they both start with s, but they do not rhyme. Let's look at the next pair of words."

4. **Write the rhyming word combinations on chart paper. Use an audio recorder to record the children singing each new verse. Create new verses for as long as the activity interests the children.**
5. **Explain that the recordings will be in the Music and Movement area and that children may play the recordings and listen for the rhyming words during choice time.**

## Language and Literacy LL31

# I Went Shopping

1. **Invite the children to join you in exploring items from the grocery store. Recite the following rhyme:**

I went shopping; now I'm back.


Can you help unpack the sack?


2. **Now invite the children to clap a pattern as you say the rhyme again:**

"Pat your legs, clap your hands, pat your legs, clap your hands."

3. **After the rhyme, take one item from the grocery bag and ask the children to identify the label by thinking about the words, symbols, or colors. Sweep your finger under the words as you read the label.**



4. **Talk about the print, calling attention to the words, letters, and letter features. Help the children make connections to what they already know.**

"Do you use Crest  toothpaste? What kind do you like best?"

"Crystal, how is your name like the word Crest ? They begin the same, don't they? They both have an uppercase (capital) C and a lowercase r."

Yellow

**Show the child familiar environmental print and invite him to identify the product.**

"Shane, do you know what was in this yellow box? Yes, it was a box of Cheerios . Here is the word Cheerios .

What do you see in this picture?"

Green

**Invite discussion about unfamiliar print by talking about descriptors, e.g., colors or pictures.**

"Elena, let's look at this can and see if we can figure out what's inside. Does the can have any pictures on it that would help us figure out the words?"

Green / Blue

**Point to a familiar word on a label and ask the child to identify it.**

"I know that this box is familiar to you because your grandmother packs it in your lunch every day. Can you read this word to me? Yes, it's raisins."



Blue / Purple

**Invite the child to identify which letters on the label are uppercase and which are lowercase.**

"Let's look at the letters on this label. Do you see any big, uppercase letters?"

- 5. Continue until all the children have had a turn to talk about a label, repeating the rhyme each time. Encourage the children's attempts with positive reinforcement.**

"Wow, Miguel! You found two big M's on your box!"

- 6. Invite the children to bring print that they can read to school.**

"Think about words that you see at home and can read. If you want, you may bring them to school and share them with the rest of the class."

# We're Going on a Trip

1. **Show the children the different supplies they might need if they were taking a trip. Name each item and talk about its use. Introduce this song to the tune of "The Farmer in the Dell."**

We're going on a trip.

We're going on a trip.

We need to pack a lot of things.

We're going on a trip.

We need to pack a \_ .

We need to pack a \_ .

We need to pack a lot of things.

We're going on a trip.

2. **Invite the children to join you on an imaginary trip. Talk about the supplies you will need and what you might see during the trip.**

"What will we need to bring on our trip? Let's look at these pictures and decide what we could use."

3. **Explore the different aspects of a trip. Invite the children to think about what they will see and hear and what they might do on a trip that would be different from what they do at home or school.**

"If we go on a trip, then we will need to make sure we bring everything we need. Let's think about what we'll do on our trip. That will help us decide what to bring."

Orange / Yellow

**Introduce new vocabulary as you describe something you would take on the trip. Invite the child to ask what, who, and when questions that will help him or her learn more about the item.**

"Here is a picture of a sleeping bag. Do you know what it's for?"

"I see that you are pointing to the zipper. It opens and closes the sleeping bag."

Green

**Ask the child questions that prompt her to talk about her ideas and feelings about a trip. Invite the child to use who, what, where, and why questions to continue the discussion.**

"What do you think it would be like to be outside at night watching the stars?"

"What other questions do you have about our trip plans?"

Green / Blue

**Provide a simple idea for the trip and invite the child to expand on the idea. Use the child's when, where, and how questions to lead the discussion.**

"I think we'll need to pack food to bring with us. What types of food would be good to eat while we're traveling?"

"Darius wants to know how heavy this suitcase is. That's a great question! Who has an idea about how we can find the answer?"

Blue / Purple

**Guide the child, as needed, to stay on topic. Invite the child to think of new ways to use the trip supplies. Invite him to share additional ideas about the trip plans.**

"Chad, I know this discussion has reminded you about your birthday party and the new backpack your Nana gave you. How could we use that backpack on our trip?"

"We decided we need a few plastic bags to put our trash in. What else could we use those plastic bags for?"

**4. As you and the children plan the trip details, periodically recall the discussion to help the children remember what they have talked about.**

"So you have decided we definitely need to bring our jackets because it is cool outside. We're also bringing sunscreen and hats."

## Language and Literacy LL69

# Author & Illustrator

1. **Invite children to join you for a bookmaking activity.**
2. **Show the children an example of a book with a separate author and illustrator, and explain that they are each going to have an opportunity to write their own book.**
3. **Ask the children to think of what they would like to write about. Invite them to look at books in the classroom library for inspiration for their stories.**

"Think about what you would like to write. It can be a story that you make up or it can be a nonfiction story, which means that it is something that really happened."

4. **Explain to children that they will also have an opportunity to be an illustrator. Talk about how they can work with another child to serve as illustrator for a story written by someone else.**

"An author and an illustrator have to work together so that both people creating the book can share their ideas."

5. **Support the children as they write their stories. Ask open-ended questions about their stories to encourage them to elaborate and add details.**

Yellow

**Invite the child to tell you the story she is writing as she makes marks and scribbles on the pages. Write down the story and read it back to her when she is finished.**

"Ok, let me read you what I wrote. You said, 'My pap and Ransom went to the park. Ransom drinks water.'"

Yellow / Green

**Encourage the child to make marks or scribbles on one part of the page to leave room for the illustrations.**

**Offer to write his story next to his marks.**

"Can you read me what you have written so far? I can write the words in your book for you if you would like."

Green / Blue

**Notice any mock letters or letter strings the child makes. Ask the child to identify any letters he included in his writing.**

"I see that you have many letters on your paper. Can you tell me what you have written?"

Blue / Purple

**Notice any invented spelling the child uses in her story. Talk about the letter sounds in the words she writes.**

"Listen to the sounds in the word 'sandwich.' What is the first sound that you hear? That's right, /s/. Sandwich starts with the letter s."

- 6. When the children are finished writing, gather the authors together to discuss the next step of their stories. Explain that they are going to share their story with a partner who will illustrate their books.**

"We have so many amazing authors in our class. Did you know we also have amazing illustrators in our room? Well, we do! And guess what? I am going to partner you with another writer and it will be your job to illustrate each other's books!"

"Most writers hire an illustrator to illustrate his or her book after it is written. The illustrator uses the words that have been written to decide what to draw. They can ask the writer questions if needed."

- 7. Encourage the children to share their stories with their partner and explain what picture they would like on each page.**

"Read each page of your story to your partner. Together you can decide what the pictures in each story will look like."

- 8. Once the stories are complete, assist the children to assemble their books using binding materials.**

- 9. Invite each partner pair share their stories with the class and explain that all these books will be in the library for others to read during choice time.**

## Language and Literacy LL74

# Observing Insect Life

1. **Introduce the children to the magnifiers. Allow the children to explore the magnifiers and model how to look through them to investigate their environment.**

"These are magnifiers. They help us see things that are very small. Would you like to hold the magnifiers and look around the classroom to see what we can find?"

2. **Once the children are familiar with the magnifiers, tell them that you are going to take the magnifiers outside to the playground to look for insects.**

"We are going to go outside to the playground to look for insects. What kind of insects do you think we can find? Maybe we can see some ants and beetles."

3. **When you are outside, walk with children around the outdoor area. Invite the children to use the magnifiers to get a closer look at what they find.**

"What do you notice is happening in this small area? What insects do you see? What are they doing?"

Yellow

**Give the child a magnifier and prompt him to look closely at an insect. Encourage him to name anything familiar that he sees in his surroundings. Offer assistance as needed.**

"Harrison, I found a shiny beetle. Would you like to look at the beetle? You said, 'Bug.' That's right, we're looking at bugs today."

Yellow / Green

**Observe the child as she inspects different creatures with the magnifier. Ask simple questions about the insects she finds.**

"Jasmine, I see that you found something with your magnifier. Can you tell me about what you found? Is it a worm?"

Green / Blue

**Ask him where he wants to look and what he thinks he might see. Observe the child as he seeks out different insects and uses his magnifier to explore them.**

Teacher: "Alex, what kinds of insects do you think we can find on the playground?"

Child: "I saw a beetle last time!"

Teacher: "Where do you think we could look to find more beetles?"

Child: "Let's look in the grass."

**As you talk with the child about the insects, introduce new vocabulary words such as insect names or words to describe them.**

"Look at this insect exoskeleton. This is just the outside shell of the cicada that it left on this tree. See the split on the top? That is where it climbed out and flew away."

Blue / Purple

- 4. Model appropriate ways to interact with insects and other creatures and to treat them gently. Write down observations as the children hold the insects.**

"How did it feel when the cricket was in your hand? ♦ How did the ladybug feel?"

## Mathematics M40

# Cube Trains

1. **Lead a brief discussion about trains, using a book or photos to point out their features. Invite the children to share their experiences or ideas about trains.**

"Who would like to tell about a time when you went for a ride on a train or when you watched a train travel down the track?"

"Why do you think trains are important? What do they do?"

"How would you describe the train in this book (or picture)?"

"Can you make the sound of a train whistle or a train moving down the track?"

2. **Introduce the interlocking cubes to the children. Explain that you will pretend each cube represents a train car. Show the children how to connect the cubes.**

3. **Demonstrate how to use the cubes to make a pattern. Discuss the pattern you made, and explain how to extend your pattern.**

"The cars in my train are making a pattern. See? Red, blue, red, blue, red, blue, red, blue. If I add another red and then another blue cube, I can make the pattern longer."

4. **Invite the children to make their own trains. Talk about the patterns they create as they play.**

"Carmen, I see that your train has red, green, yellow; red, green, yellow. Your train has three colors in it."

Yellow

**Show the child a simple repeating pattern. Invite the child to name the colors in the pattern.**

"I made a pattern with the cubes in my train. Can you tell me what colors I used?"

Green

**Show the child a simple repeating pattern. Invite the child to copy it with his or her cubes.**

"You see the pattern in my train. Yes, it has blue and green in it. Can you make a pattern the same as mine?"

Green / Blue

**Show the child a simple repeating pattern, such as red, blue, red, blue, etc., by pointing to each cube and naming the colors. Encourage the child to add to the pattern.**

"My train has a pattern. It goes yellow, red; yellow, red; yellow, red; yellow, red. What color should I add next? That's



right. Yellow."

**Create a cube train with the child by using a simple repeating pattern. Invite the child to extend the pattern by adding or inserting cubes.**

"Our train has yellow and red colors. How can we add green cubes to the pattern?"

"If we put a green cube after the red, where does the next green cube go? Yes, it goes after the next red one."

Blue / Purple

- 5. Invite the children to make pattern trains for as long as the activity interests them. Explain that they can continue the activity during choice time.**

## Mathematics M55

# Stepping Stones

1. **Create a path of stepping stones on the floor with circles of masking tape. If you choose to do this activity outdoors, use chalk to draw circular stones.**
2. **Show the children the path of stepping stones around the classroom or outdoor area. Explain that they will move from stone to stone and talk about what they can see and touch from each stone. Demonstrate how to walk, hop, or skip from one stone to another. Use positional words to describe your surroundings as you move.**

"I'll start on this stone next to the bookshelf. Now I'll hop to the stone in front of the couch."

"I can't touch the door from this stone, but I could from the one behind me."

3. **As the children move around the classroom or outdoor area, help them notice their position in relation to their surroundings. Prompt them to notice where their classmates are as well.**

"Who do you think is closest to you? Which of your classmates is farthest from you?"

Yellow

**Use simple directions to guide the child to each stepping stone. Point out objects using positional words for the child to notice. Invite her to point to objects and name them. Describe where they are in relation to where she stands.**

"Can you stand on this stepping stone? Now you can see the fish in the fish tank."

Green

**Use directions related to proximity, e.g., beside, between, and next to. Invite the child to name objects he or she can see or touch from each stone. As he names them, offer positional words that help him describe the spatial relationships.**

"I see that you can touch the crayon box from that stone. Can you name something next to the shelf?"

"Which stone will you move to next?"

"What else do you see? Yes, there is the light switch. It is beside the door."

Green / Blue

**Ask questions that prompt the child to describe the location of objects and their direction and the distance**

Blue / Purple

**between objects.**

"I know that you can see the easel from where you are standing. Is it near or far from you? If you move to the next stone, will the easel be near or far?"

**Encourage the child to describe her position along the entire path of stones. Ask questions only as needed to prompt her to use positional words.**

"Now that you've moved to the next stone, tell me what you can see and touch. Yes, you are behind the water table. What else do you see?"

- 4. Keep the activity interesting by allowing them to think of new ways to move between stones, e.g., crawling or tiptoeing. Continue the activity for as long as it interests the children.**

## Mathematics M91

# Number Line Hop

1. **Introduce the number line to the children by pointing out each numeral and inviting the children to count with you as you name them.**

"Here is our number line that starts at zero and goes all the way to 10. See how each dash has a number next to it? If I wanted to go to the number 4, I could take four big hops and stand on the number 4."

2. **Explain that they are going to take turns drawing a numeral card and then taking that number of hops on the number line. Model how to take a turn and point out how the number on the card you drew is the same number you reached on the number line.**

"I drew the number 3, so I am going to hop one, two, three, times. Look, now I am standing on the line for the number 3."

3. **Invite the children to take turns drawing numeral cards and hopping down the number line. Encourage them to count their hops as they go.**

"What number is on your card? Can you count out five hops down the number line?"

Yellow / Green

**Invite the child to choose a numeral card up to 3 and tell her the number that is on the card. Practice counting to that number together. Encourage her to name any numerals that she recognizes as she hops down the number line.**

"You have the number 3 on your card. Let's count to three together. One, two, three! Ok, now let's count as you take three hops down the number line."

Green / Blue

**Invite the child to choose a numeral card up to 5. After he has hopped to his number, count the remaining numbers on the line as he hops to them.**

"You took two big hops to the number 2. Let's keep counting as you hop to the other numbers. Three, four, five..."

Blue

**Invite the student to choose a numeral card up to 5. After she has hopped to her number, ask her to continue counting and hopping to the remaining numbers on the number line.**

"You are standing by the number 5 just like the one that was on your card. Can you keep going to count to 10?"

Blue / Purple

**Invite the student to choose a numeral card up to 10.**

"What number did you choose? Oh, the number 7. Do you see the number 7 on the number line? Remember to start at zero and count each hop as you go."

## Physical P02

# Play Dough Weaving

1. **Invite the children to join you in weaving play dough. Demonstrate how to roll out a lump of play dough until it is flat. Then, cut strips to weave together.**
2. **Show the children how to weave the play dough strips over and under.**  
"Watch how I put the red strip over the blue one. Now I'll lift the next blue one to go under it."
3. **Invite the children to try weaving with the strips of play dough that they rolled out and cut. Continue the activity for as long as it interests the children.**

Yellow

**Offer the child a small amount of play dough for him or her to roll out with the rolling pin. Make a faint line on the play dough for the child to follow with a cutter.**

"Now we're making the strips that we will weave. You are cutting the first strip with the roller. We'll put that over here so we can roll out and cut another one."

Green

**Help the child try to weave over and under with short wide strips.**

"Let's see how many times this piece will go over and under. You started with a piece going over another. What should you do next? Yes, go under the next one."

Green / Blue

**Have the child first roll out a long snake-like shape of play dough in her hands.**

"Look at the piece rolling in your hand. Good, it's getting longer and skinnier."

**Encourage the child to make strips using the rolling pin and cutter. Assist the child's weaving by holding one of the strips and working with her to go over and under each piece.**

**Give the child a large amount of play dough so he can decide the number and length of the strips. Offer guidance as the child cuts and weaves each strip.**

Blue / Purple

"How long will this one be? Let's look at the first strip you made. You can use the first one as a measuring tool for the next one."

4. **Explain that the play dough and cutting tools will be available in the Toys and Games area for them to practice weaving during choice time.**

## Physical P04

# Kick High

- 1. Invite the children to join you outside to practice kicking a ball. A large grassy area is ideal for this activity. Talk about safety rules to follow when kicking a ball near others.**

"We'll take turns kicking this ball up into the air, but first we always check to make sure there are no people nearby who could get hit with the ball."
- 2. Demonstrate how to kick the ball, and talk through each step as you complete it.**

"Now that I've looked around to make sure it's safe, I'll run up and kick the ball. I'm going to keep my foot under the ball when I kick."
- 3. Tell the child to place the ball on the ground and take at least four large steps back. It is helpful for the child to begin standing 8 feet to 10 feet away in order to get a running start toward the ball. Have the child move quickly up to the ball and place the nonkicking foot next to the ball. Help him or her swing the kicking leg forward so the foot hits the ball below its center. A child who has difficulty getting the ball into the air is not hitting the ball below the center. Encourage the child to kick the ball as hard as possible.**

"Great, Charlotte! The ball went higher than your body!"

Yellow

**Place a ball on the ground and have the child practice pushing against the ball with his or her foot.**

"That's it. Push the ball. See if you can make it move in a different direction."

Green

**Place a ball on the ground and have the child take one step and kick the ball below the center of the ball. Use a sticker on the ball to help the child find the center.**

"Stand behind the ball and kick below the star sticker in the center so it travels into the air."

Green / Blue

**Show the child how to run up to the ball and kick the ball directly below the center (in the middle).**

"Take at least four running steps and kick the ball high into the air."

"Make sure you contact the ball below the center so it will go high."

Blue / Purple

**Encourage the child to kick the ball straight with the inside of his foot (instep) or top of his shoelaces and not with the toe in order to better direct the ball.**



"When you run up to the ball, make sure you kick the ball with the inside of your foot. That will help the ball move in a straight line."

4. **Ask children to retrieve their balls and kick again. Continue the activity for as long as the children are interested and engaged. Explain that the balls will be available to practice kicking during outdoor time.**

## Physical P09

# Up and Away

1. **Invite the children to join you in a large indoor or outdoor space. Invite the children to explore the balls. Explain that there are many different ways to throw a ball.**
2. **Demonstrate how to throw underhand. Discuss safety rules when tossing balls near others.**  
"I'm going to show you how to throw the ball underhand. First, I'll check to make sure no one is standing nearby."
3. **Place a line or rope on the floor for the children to stand behind. Place a hoop or basket 3-5 feet from the line. Have the children stand behind the line and face the basket. Ask the children to pick up a beanbag or ball and place it in their throwing hand. Talk them through the following steps:**  
"Keeping your throwing arm straight by your side, move it back behind you."  
  
"Step forward on the foot opposite the hand you are using to throw."  
  
"Release the ball with your throwing hand toward the basket."
4. **Demonstrate and emphasize stepping with the opposite foot and following through as you throw. Continue the activity for as long as it interests the children.**

Yellow

**Ask the child to toss or fling the ball into the basket or hoop.**

"Stand and face the basket when you throw underhanded."

**Invite the child to practice throwing different kinds of balls and beanbags into the basket and to try throwing with his or her other hand.**

**Show the child how to step with the opposite foot when throwing.**

Green

"Step forward on the foot opposite the hand you are using to throw. Here, I'll show you."

**If a child needs help remembering which foot to step with when throwing, place a small piece of masking tape or smiley sticker on the appropriate shoe.**

Green / Blue

**Help the child practice bringing her arm behind the body before throwing. Vary the difficulty by moving the**

Blue / Purple

**basket farther away.**

"Let's move the basket so you can throw farther."

**Show the child how to follow through by extending the throwing arm toward the basket after the throw.**

"Point at the target after you throw. That's called follow-through."

**Invite the child to throw the ball as high as he can.**

"Instead of throwing into the basket using the underhand throw, see how high you can throw the ball into the air. Don't worry about catching the ball."

Physical P22

# Follow the Leader

1. **Explain that the children will be playing "Follow the Leader." Ask them to pair with a partner, or choose the pairs, if appropriate. One partner is the leader, while the other follows. Finding a partner is sometimes time-consuming. Give simple directions by singing to the tune of "Are You Sleeping?":**

Find a partner. Find a partner.

Then hold hands. Then hold hands.

Let's all find a partner. Let's all find a partner.

Then sit down. Then sit down.

2. **Ask each pair of children to decide who will be the leader and who will be the follower. Explain that everyone will get a chance to be the leader. Demonstrate with a child or another adult how to lead and follow.**

"I'm going to be the follower. When Ms. Riviera moves around the room, I'm going to copy her movements while I follow her."

3. **Ask the leader to move throughout the space in a variety of ways. Explain that it is the leader's job to travel throughout the space, moving in different directions and using different movements, such as walking, galloping, and skipping or like an animal. The follower stays close to the leader, mimicking the movements of the leader.**

"Anthony, you're the leader this time. Let me see how you will move. Now Natasha will watch what you're doing, and she will do it, too."

Yellow

**Ask the child to follow you throughout the space, moving slowly and using simple movements.**

"Alice, can you move like me?"

"I'm bouncing like a kangaroo! Can you do it, too?"

Green

**Ask a child to follow you throughout the space. Demonstrate how to be a leader by moving in a variety of ways, e.g., walking, galloping, and moving like an animal.**

"Follow the leader as he gallops."

"Leaders can decide how they want to move."

"Move through the space like a flying animal."

Green / Blue

**Ask the leader to not only move in different ways but to use different speeds, pathways, and directions while**

**moving.**

"Lead your partner to move down low to the ground like a snake."

"Move slowly in zigzag lines."

**Use more than one follower with a leader. Divide the children into groups of three or four.**

"Select a leader, and everyone follow in a line behind the leader. Move exactly like the leader moves."

Blue / Purple

4. **Explain that they must stay together. The leader should not run away from the follower but challenge the follower with a variety of fun ways to move.**
5. **After a few minutes of moving, ask the leaders and followers to switch places. Remind children that a good follower watches the hips of the leader.**  
"Jessie, watching Miguel's hips will help you know where he is going."
6. **Continue the activity for as long as it interests the children. Explain that they can play "Follow the Leader" during choice time.**