

# Exploration Two: Our Environment

## Interdisciplinary Instructional Guidance

EXPLORE

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## I. Foundation

WHAT DOES IT  
MEAN TO BE



PLEASE REMEMBER:	YOU CAN SUPPORT ME IN THE CLASSROOM BY:
I am developing a sense of being separate from my caregiver, so saying goodbye can be scary.	Being caring and patient. Stay close to me so I know there is a secure adult who will help me. Help me to learn the classroom schedule so I'll know what to expect in school.
I am learning to control my impulses. When I want something I might grab it even if someone else is already using it.	Putting out multiples of materials and giving me strategies so I can begin to learn to take turns.
I am learning to use my words.	Labeling my feelings for me and modeling language so I can practice.
I get immersed in what I am doing.	Using visual and verbal reminders before and during transitions to help me transition throughout the day.
I am excited about many things and curious about the world.	Letting me know when you see me trying hard and sharing in the joy of my accomplishments.
My attention span is short. I need to move my body a lot.	Making sure sitting group times are 6 minutes or less.
I am still learning to listen to my body's signals that I have to go to the bathroom.	Helping me understand the bathroom procedure. Bring me to the bathroom frequently to help me learn when my body is telling me to go.

References: Gopnik, A. (2009). *The Philosophical Baby: What Children's Minds Tell Us About Truth, Love and the Meaning of Life*. New York: Picador  
 Lieberman, A. (1993). *The Emotional Life of the Toddler*. New York: The Free Press  
 Neville, H. (2007). *Is This a Phase: Child Development & Parenting Strategies, Birth to 6 Years*. Washington: Parenting Press

## Explorations: Comprehensive, In-depth Learning Across Domains

New York City 3-K for All Interdisciplinary Explorations are designed to connect children, families and teaching staff and invite them to engage in comprehensive, in-depth, play-based learning across domains. The three Explorations are designed to be implemented over the course of the ten-month program year. Topics and activities in the Explorations begin with routines and learning about the classroom and progress to more abstract ideas throughout the year. Explorations are grounded in research on developmental expectations as described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* (ELOF), which outlines the skills, behaviors and concepts programs foster as they engage with our youngest learners. By using the three Explorations as written, programs will support all of the preschool goals included in the framework. Teaching staff should refer to the ELOF and their authentic assessment system when implementing Explorations in order to connect their observations of each child with ELOF goals, developmental progressions and indicators and to guide their planning as they work to meet the needs of each child in the class.

### Guiding Principles of the Early Learning Outcomes Framework:

**Each child is unique and can succeed.** Children are individuals with different rates and paths of development. Each child is uniquely influenced by their prenatal environment, temperament, physiology, and life experiences. With the appropriate support, all children can be successful learners and achieve the skills, behaviors, and knowledge described in the Framework.

**Learning occurs within the context of relationships.** Caring families, teachers, and other adults matter in a young child's life. Responsive and supportive interactions with adults are essential to children's learning.

**Families are children's first and most important caregivers, teachers, and advocates.** Families must be respected and supported as the primary influence in their child's early learning and education. Their knowledge, skills, and cultural backgrounds contribute to children's school readiness.

**Children learn best when they are emotionally and physically safe and secure.** Nurturing, responsive, and consistent care helps create safe environments where children feel secure and valued. In these settings, children are able to engage fully in learning experiences.

**Areas of development are integrated, and children learn many concepts and skills at the same time.** Any single skill, behavior, or ability may involve multiple areas of development. For example, as infants gain fine motor skills, they can manipulate objects in new ways and deepen their understanding of cause and effect. As preschoolers gain new verbal skills, they can better manage their emotions and form more complex friendships.

**Teaching must be intentional and focused on how children learn and grow.** Children are active, engaged, and eager learners. Good teaching practices build on these intrinsic strengths by providing developmentally appropriate instruction and opportunities for exploration and meaningful play.

**Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.** Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on the unique backgrounds and prior experiences of each child.

Click [here](#) to access the Guiding Principles of the Head Start *Early Learning Outcomes Framework* online

## Early Learning Outcomes Framework Domain Organization

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Click [here](#) to access the interactive ELOF

## II. Introduction

Welcome to Exploration Two: Our Environment. This Exploration is the second in a series of three *3-K for All Interdisciplinary Instructional Guidance* materials. In this Exploration we expand the focus beyond the classroom community as studied in Exploration One to include the environment surrounding the 3-K for All program.

Exploration Two: Our Environment is designed to be implemented over the course of about four months. In month one, begin by encouraging children to observe the world around them, noting what they see in their environment. Around age three, children are often interested in looking at the world around them, and in this Exploration, you have the opportunity to foster their interest and provide them with the time and space to look carefully at their surroundings.

In month two, encourage children to build on their observations and begin to think critically about the things around them. Move from highlighting what children see, to encouraging them to investigate and learn more about these things. In this month, encourage children to make predictions, test hypotheses, and to make and share conclusions.

After noticing and investigating, help children take a pointed look at some specific aspects of their environment. In month three, children are encouraged to observe and investigate the buildings and structures around them. In month four, children examine and explore objects in their environment that move.

As we move to examining our environment, keep in mind that learning occurs through the context of relationships and that children’s positive connections with you are key to learning and successful implementation of this and each Exploration. Not only are your connections with the children in your class essential, but the connections you make between the big ideas in this Exploration (Seeing, Investigating, Building and Moving) are also crucial. Be thoughtful and intentional about how you help children develop their observational and investigative skills and then use these skills to explore the world around them.

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*As we move to examining our environment, keep in mind that learning occurs through the context of relationships and that children’s positive connections with you are key to learning and successful implementation of this, and each Exploration.*

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When you give children the opportunity to notice their surroundings and you attend to their observations, you also have the opportunity to learn more about each child. Pay close attention to their interests and think carefully about how you can use this information to tailor opportunities for them to explore their surroundings. Within each of the four big ideas in this Exploration there is space to build on specific interests of the children and focus on content that is most relevant to them. For example, if children seem to notice and express interest in taxis in month one (Seeing), invite children to investigate them further in month two (Investigating) then use month three (Building) to investigate parking structures and/or taxi garages

and month four (Moving) to delve into understanding how taxis move.

In noting things the children can see, and ways things and people move, questions about people with disabilities may arise. Please see Section XI: Appendices for guidance on how to discuss this with children.

Additionally, keep your partnership with families in mind throughout implementation. Share your observations with them, invite them to share with you and suggest activities they can do to help connect children’s experiences in and out of the classroom. Reference the Family and Community Engagement Suggestions in Section V. Ideas for Learning Centers as you develop family activities.

Throughout this Exploration you will notice a focus on open-ended materials or “loose parts.” These materials are embedded in Section V. Ideas for Learning Centers and are included in every center. Loose parts provide opportunities for children to own their learning and engage in creative exploration as they use and reuse them in a multitude of ways. Be aware of the size of the materials you use, as very small materials may be choking hazards. This is especially important at the beginning of the Exploration when you may have children in your class who are not yet three and may be especially likely to put small materials into their mouths. Select materials accordingly. For more information on loose parts, please see Section XI. Appendices.

Enjoy Exploration Two: Our Environment! Please email [preinstruction@schools.nyc.gov](mailto:preinstruction@schools.nyc.gov) with any questions or feedback.

## III. Snapshot

### Exploration Topic

Our Environment

### Essential Question

What can we discover about our environment?

### Focus Areas

1. **Seeing:** Children will have the opportunity to notice and discuss the environment around them.
2. **Investigating:** Children will have the opportunity to explore and study the environment around them.
3. **Building:** Children will have the opportunity to put materials together and explore buildings in their environment.
4. **Moving:** Children will have the opportunity to explore how things in their environment move.

### Student Outcomes

Children will show growth in their ability to observe and describe observable phenomena (objects, materials, organisms and events).

Children will show growth in their ability to make observations, analyze results, draw conclusions and communicate results.

Children will show growth in their ability to put materials together and describe buildings and tools.

Children will show growth in their ability to demonstrate and describe how things move.

### Key Vocabulary

This list should be adapted to fit the needs of individual programs and classroom

airplane	idea	short
bicycle	jump	shovel
binoculars	look	shuffle
blind	long	sidewalk
bolt	light	sight
boots	moon	skip
bricks	magnify	slowly
bright	materials	spot
build	measure	spy
buildings	nails	stroller
car	motor	strong
clouds	move	subway
cement	neighborhood	sun
construction	notice	sturdy
dark	nut	surface
describe	observe	suspect
detective	predict	tall
door	pull	taxi
drill	push	think
drive	quickly	thoughts
engine	record	tools
eye	research	trowel
eyesight	ride	tracks
float	road	train
fly	roll	turn
foundation	roof	twist
gasoline	run	van
glasses	scooter	vest
goggles	screw driver	vision
hammer	see	walk
hard	shade	washer
hard hat	share	window
hop	shine	
hurry		

## IV. Framework

### Essential Question

This question connects the experiences teaching teams plan throughout the entire Exploration. Consider this question while planning and implementing the Exploration.

### Focus Areas

These represent the major inquiries of the Exploration. They build over time and invite children to make connections across all content areas. Each focus area may take about one month to explore and should guide teaching staff through the planning and reflecting process.

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*These are key components of each Exploration.*

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### Invitation to Explore

These experiences provide opportunities to deepen children's experiences within the Exploration. Each Invitation aligns to one of the focus areas and should be implemented accordingly. Teaching staff use the question posed in each Invitation to ask children to explore a material or concept with them.

### Suggested Texts

These are a combination of literary and informational texts to read throughout the Exploration. Multiple readings of engaging, informative and literary texts provide opportunities for exploring content, expressing ideas, using imagination, and developing critical thinking skills. Reading books multiple times also helps all children build a deeper understanding of content, make meaningful connections between concepts or experiences and builds their confidence as learners and as future readers.

See Section VII. Inquiry and Critical Thinking Questions for Texts for text-based critical thinking questions to support the read aloud experience.

In addition to texts specifically related to Exploration content, there is also an Explorations Master Book List. When creating your classroom library, use a selection of these books to supplement the Suggested Texts for Read Aloud.

### Key Vocabulary

These words help children understand the major inquiries of the Exploration and build background knowledge. Use these words, as well as additional vocabulary words that come up throughout the Exploration.

### Family and Community Engagement

These ideas connect classrooms with families by inviting families to share their experience and knowledge with the class, as well as extending learning outside of the classroom. Use these suggestions to build relationships with families and enhance children's learning. Note the alignment to the Program Quality Standards.

See Section V. Ideas for Learning Centers for ideas for family and community engagement.

### Culminating Celebration

This is an opportunity to reflect on the Exploration with the children, as well as to note and celebrate the growth and learning that has occurred. Culminating Celebrations are implemented at the end of each Exploration.

## Sample Weekly Plans

### EXPLORATION TWO: OUR ENVIRONMENT

**Essential Question:**

What can we discover about our environment?

**Month One:**

Seeing

**Key Vocabulary:**

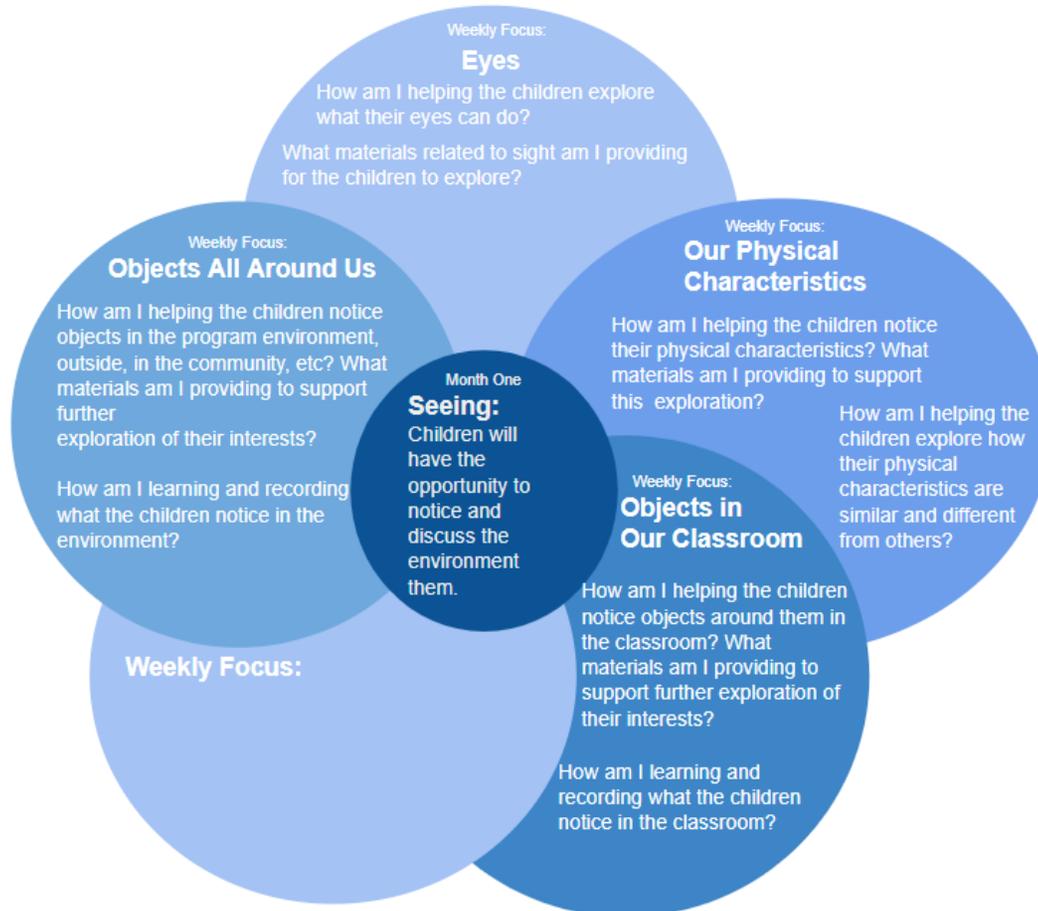
binoculars, blind, bright, clouds, dark, eyes, eyesight, glasses, goggles, light, look, moon, magnify, neighborhood, notice, observe, see, shade, sight, spot, spy, sun, vision

**Invitations to Explore:**

Science/Discovery  
Library  
Music

**Family and Community Engagement Suggestions:**

Art  
Writing  
Library



### DECIDING WHICH TOPICS TO EXPLORE



Review the sample weekly focus areas. Consider the children in your class and which focus area would be the right starting point for them to begin exploring the sight. After you introduce the topic, pay close attention to what children find most interesting. What are they talking about? What are they playing with the most? What themes do you notice in their play? What are families sharing about how children are exploring this topic? Use this data to determine which focus to explore next. At the end of each week, spend time reflecting on what the children did this week and make your decision about a focus for the next week accordingly. Note that sometimes a focus may last longer than a week.

## EXPLORATION WEEKLY PLAN

**Exploration:** Our Environment

**Essential Question:** What can we discover about our environment?

**Month:** One

**Focus Area:** Seeing

**Week:** One

**Weekly Focus:** Eyes

**Room:**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Greeting Routine (20 minutes)</b>	<ul style="list-style-type: none"> <li>• <i>Help children and families feel welcome by greeting everyone by name.</i></li> <li>• Support children as they engage in arrival routines by using step-by-step directions (i.e. put belongings away, mark themselves as present on the attendance chart, wash hands).</li> <li>• Consider designating one teaching team member to greet children and another to support children as they engage in arrival activities/breakfast.</li> </ul>				
	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Toy vehicles Oil pastels/paper Manipulatives Felt board pieces related to books children especially enjoy and can easily retell</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Toy vehicles Oil pastels/paper Manipulatives Puppets</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Toy vehicles/ recyclable building materials Markers/paper Manipulatives Felt board pieces related to books children especially enjoy and can easily retell</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Toy vehicles/ recyclable building materials Markers/paper Manipulatives Puppets</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Toy vehicles/ recyclable building materials/traffic signs Markers/paper Manipulatives Wooden/magnetic letters</p> <p><b>Breakfast/Activity Support:</b></p>
<b>Large Group Exploration</b>	<ul style="list-style-type: none"> <li>• Greeting song/chant: Select a greeting song/chant to welcome each child and build community.</li> <li>• Daily schedule: Use a picture schedule to briefly review the day. Highlight changes or special events.</li> <li>• Introduce Centers: Show sample materials children may choose to play with in each center.</li> </ul>				

<p>(10 minutes including transitions: 6 minutes for Large Group content, 4 minutes to transition in and out of Large Group)</p>	<ul style="list-style-type: none"> <li>Tell the children where each member of the teaching team will start playing when Center Time begins and what materials they will be exploring. Invite children to join if they would like.</li> <li>Transition to Centers: Use an activity, song, rhyme or finger play to keep children engaged, minimize wait time and stagger the transition as they make choices about where to play.</li> </ul>				
	<p><b>Greeting song/chant:</b> Good Morning to You (with home languages) refer to Section X Supporting Resources</p>	<p><b>Greeting song/chant:</b> Good Morning to You (with home languages)</p>	<p><b>Greeting song/chant:</b> Good Morning to You (with home languages)</p>	<p><b>Greeting song/chant:</b> Good Morning to You (with home languages)</p>	<p><b>Greeting song/chant:</b> Good Morning to You (with home languages)</p>
	<p><b>Materials to introduce:</b> <b>MATH INVITATION</b> Assorted Loose Parts- Show children a few loose parts. Invite children to explore the loose parts with you.</p>	<p><b>Materials to introduce:</b> (Art) Show the children a liquid watercolor container, brush and paper. Model how to dip the brush in the paint and paint a few brushstrokes on paper. Share that as the children explore, they might think about how their eyes help them paint.</p>	<p><b>Materials to introduce:</b> (Toys and Games/Math Manipulatives) Show the children a couple attribute/pattern blocks. Ask the children what they see and notice about the blocks. Point out that your eyes help you see sides and angles. Point to an angle and run your finger along the side of a block. Share that children might want to try this too as they explore the blocks.</p>	<p><b>Materials to introduce:</b> (Sensory) Show the children a length of plastic piping. Ask them to think about how their eyes can help them get water into the pipe as they explore.</p>	<p><b>Materials to introduce:</b> (Cooking and Mixing) Show a child friendly version of the Glitter Slime recipe. Ask the children to use their eyes to help you explore how to make Glitter Slime.</p>
<p><b>Transition Activity:</b> "I spy with my little eye, children wearing _____. All children wearing _____ may go make a choice."</p>	<p><b>Transition Activity:</b> "I spy with my little eye, children wearing _____. All children wearing _____ may go make a choice." Repeat until all children</p>	<p><b>Transition Activity:</b> "I spy with my little eye, children wearing _____. All children wearing _____ may go make a choice." Repeat</p>	<p><b>Transition Activity:</b> "I spy with my little eye, children wearing _____. All children wearing _____ may go make a choice." Repeat until all</p>	<p><b>Transition Activity:</b> "I spy with my little eye, children wearing _____. All children wearing _____ may go make a choice." Repeat until all children</p>	

	Repeat until all children have transitioned to centers.	have transitioned to centers.	until all children have transitioned to centers.	children have transitioned to centers.	have transitioned to centers. .
<b>Centers (70 minutes)</b>	<ul style="list-style-type: none"> <li>See Section V Ideas for Learning Centers for materials to consider including in each center.</li> <li>Select materials that best meet the interests and needs of the children in your class.</li> <li>Rotate materials regularly.</li> </ul> <p>Implement the <b>MATH INVITATION</b> and at least one <b>INVITATION TO EXPLORE</b> each week.</p> <p>Center: Science/Discovery            Materials: Mirrors            Invitation: Invite children to explore mirrors with you. Pose the following question: <b>Let's look in these mirrors. What do you see?</b> After children explore, pose an additional question: <b>What do you use to see?</b>            Teacher:</p>				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>The following centers should be available during center time:</b>	<p><b>*Materials to highlight each day:</b></p> <p style="text-align: right;">*Note, children should also be able to explore other materials in each center per their own interests and needs.</p>				
<b>Blocks/Construction (page 39)</b>	Explore mirror blocks and unit blocks		Explore rainbow blocks and unit blocks		Explore toy people and unit blocks
<b>Dramatic Play (page 41)</b>	Set up as an eye doctor. Introduce materials such as: <ul style="list-style-type: none"> <li>Lab coats</li> <li>Glasses frames, sunglasses</li> <li>Vision chart, diagram of an eye, mirrors</li> <li>Clipboards, drawing and writing instruments and various types of paper</li> </ul>				
<b>Art (page 43)</b>	Explore liquid watercolor paint	Explore liquid watercolor paint and mirrors		Explore metallic paint	
<b>Science/Discovery (page 46)</b>	Explore mirrors (see Invitation to Explore below)				
<b>Toys and Games/Math Manipulatives (page 48)</b>	Explore wooden ring circles	Explore wooden ring circles and large glass pebbles	Explore attribute/pattern blocks		Explore large shells
<b>Sand and Water/Sensory (page 50)</b>	Explore sand and molds for building castles			Explore water and plastic piping	
<b>Library (page 52)</b>	Explore books. Be sure to include some books related to seeing, eyes, and eyesight to the classroom library.				

<b>Cooking and Mixing</b> (as needed, page 54)	N/A	N/A	N/A	N/A	Make and explore Sparkle Slime (see Appendices for recipe). After exploring the slime, save it for further exploration in the afternoon and next week.
<b>Writing</b> (page 58)	Explore wooden/magnetic letters	Explore rocks and stones with lines drawn on them (see Appendices for picture)	Explore name cards, blank paper, markers		
<b>Music and Movement</b> (page 60)	Create a stage and space for an audience. Allow children to explore.		Explore xylophones	Explore full length mirrors	
<b>Computers/Technology</b> (page 62)	Allow the computer to be available as a resource to answer children’s questions about seeing, eyes, and eyesight, when necessary. Partner with the children in exploring their questions by sitting at the computer together and doing research as a teacher/child team.				
<b>Clean-Up/Handwashing</b> (10 minutes)	<ul style="list-style-type: none"> <li>To help create a smooth transition, give children advance notice before the transition occurs.</li> <li>Five minutes before the end of Center Time prepare children to clean up with an indicator (song, bell, etc.).</li> <li>Use a consistent indicator before each clean up.</li> <li>Some children may need extra support preparing for this transition.</li> <li>Consider designating one teaching team member to support with clean up and another to begin the handwashing process.</li> </ul>				
<b>Family Style Lunch/Toileting/Handwashing</b> (40 minutes)	<p>While sitting for family style meals, consider:</p> <ul style="list-style-type: none"> <li>Reflecting on the procedures for preparing to eat lunch.</li> <li>Discussing how children clean up their meals and eating area when they are finished.</li> <li>Reminding children of what is coming next, especially toward the end of the meal.</li> <li>Designating one teaching team member to support children who are still eating and another to begin the toileting and handwashing procedures as children begin to finish their lunches.</li> </ul>				
<b>Nap/Rest Time</b> (60 minutes)	<ul style="list-style-type: none"> <li>To support the transition to nap/rest time place children’s cots or mats in a consistent location.</li> <li>Remain flexible to children’s individual needs and adjust the locations of cots or mats accordingly.</li> </ul>				
<b>Story Time</b> (10 minutes <u>including transitions</u> : 6 minutes for	<ul style="list-style-type: none"> <li>See Section VI Texts for suggested Read Aloud Texts.</li> <li>Select texts that meet the interests and needs of your children.</li> <li>Review Section VII Inquiry and Critical Thinking Questions for Texts for questions to enhance the read aloud experience and support the development of critical thinking skills.</li> <li>Introduce Centers: Briefly remind the children of the materials available in centers.</li> </ul>				

<p><b>Story, 4 minutes to transition in and out of group)</b></p>	<ul style="list-style-type: none"> <li>Tell the children where each member of the teaching team will start playing when Center Time begins and what materials they will be exploring. Invite children to join if they would like.</li> <li>Transition to Centers: Use an activity, song, rhyme or finger play to keep children engaged, minimize wait time, and stagger the transition as they make choices about where to play.</li> </ul>				
	<p><b>Book:</b> <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr.</p> <p><b>Transition Activity:</b> Use photos of the children in the class to transition to centers. Place the pictures of a couple children behind your back and sing, "Quickly take a look right here so _____, _____, and _____ can go and make a choice." Show the pictures to the children so they can see whose turn it is to make a choice and help you say each child's name. Repeat until all children have transitioned to centers.</p>	<p><b>Book:</b> <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr.</p> <p><b>Transition Activity:</b> Use photos of the children in the class to transition to centers. Place the pictures of a couple children behind your back and sing, "Quickly take a look right here so _____, _____, and _____ can go and make a choice." Show the pictures to the children so they can see whose turn it is to make a choice and help you say each child's name. Repeat until all children have transitioned to centers.</p>	<p><b>Book:</b> <i>I Went Walking</i> by Sue Williams</p> <p><b>Transition Activity:</b> Use photos of the children in the class to transition to centers. Place the pictures of a couple children behind your back and sing, "Quickly take a look right here so _____, _____, and _____ can go and make a choice." Show the pictures to the children so they can see whose turn it is to make a choice and help you say each child's name. Repeat until all children have transitioned to centers.</p>	<p><b>Book:</b> <i>I Went Walking</i> by Sue Williams</p> <p><b>Transition Activity:</b> Use photos of the children in the class to transition to centers. Place the pictures of a couple children behind your back and sing, "Quickly take a look right here so _____, _____, and _____ can go and make a choice." Show the pictures to the children so they can see whose turn it is to make a choice and help you say each child's name. Repeat until all children have transitioned to centers.</p>	<p><b>Book:</b> <i>I Went Walking</i> by Sue Williams</p> <p><b>Transition Activity:</b> Use photos of the children in the class to transition to centers. Place the pictures of a couple children behind your back and sing, "Quickly take a look right here so _____, _____, and _____ can go and make a choice." Show the pictures to the children so they can see whose turn it is to make a choice and help you say each child's name. Repeat until all children have transitioned to centers.</p>
<p><b>Centers (70 minutes)</b></p> <p><b>The following centers should be available during center time:</b></p>	<ul style="list-style-type: none"> <li>Reflect on the materials used in the morning and determine whether changes should be made</li> <li>Remind the children about what materials were available this morning.</li> <li>See Section V Ideas for Learning Centers for materials to consider, if necessary.</li> </ul>				
	<p><b>Materials to highlight:</b></p> <p style="text-align: right;">*Note, children should also be able to explore other materials in each center per their own interests and needs.</p>				

<ul style="list-style-type: none"> <li>• <b>Blocks/Construction</b></li> <li>• <b>Dramatic Play</b></li> <li>• <b>Art</b></li> <li>• <b>Science/Discovery</b></li> <li>• <b>Toys and Games/Math Manipulatives</b></li> <li>• <b>Sand and Water/Sensory</b></li> <li>• <b>Library</b></li> <li>• <b>Cooking and Mixing (as needed)</b></li> <li>• <b>Writing</b></li> <li>• <b>Music and Movement</b></li> </ul>	<p><b>INVITATION TO EXPLORE</b> (Science) Show the children a mirror. Model looking in the mirror and share a couple of things you see. Share that mirrors will be available in the Science/Discovery center and a teacher will be there to explore them too.</p> <p><b>Teaching Team Roles:</b></p>	<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>	<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>	<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>	<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>
<p><b>Clean-up/Handwashing/Snack (20 minutes)</b></p>	<p>See guidance above for tips and suggestions</p>				
<p><b>Outdoors (60 minutes) (page 56)</b></p>	<p>See Section V Ideas for Learning Centers</p>				
	<p><b>Materials:</b> <i>Ribbons</i> <i>Tumbling mats</i> <i>Contact paper sticky wall</i></p> <p><b>Teaching team roles:</b></p>	<p><b>Materials:</b> <i>Ribbons</i> <i>Tumbling mats</i> <i>Contact paper sticky wall</i></p> <p><b>Teaching team roles:</b></p>	<p><b>Materials:</b> <i>Parachute</i> <i>Tumbling mats</i> <i>Contact paper sticky wall</i></p> <p><b>Teaching team roles:</b></p>	<p><b>Materials:</b> <i>Parachute</i> <i>Containers and scoops</i> <i>Paper and drawing/writing utensils</i></p> <p><b>Teaching team roles:</b></p>	<p><b>Materials:</b> <i>Parachute</i> <i>Containers and scoops</i> <i>Paper and drawing/writing utensils</i></p> <p><b>Teaching team roles:</b></p>
<p><b>Closing Meeting/Dismissal (10 minutes including transitions: 6 minutes for Closing Meeting content, 4</b></p>	<ul style="list-style-type: none"> <li>• End the day with a closing ritual or song.</li> <li>• Assist children in packing their belongings and preparing to leave.</li> </ul>				

minutes to transition in and out of Closing Meeting)	
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**Essential Question:** What can we discover about our environment?

**Month:** One      **Weekly Focus:** Eyes

**Materials:** Assorted loose parts

**TRAJECTORY:** Comparing Number

**MATH INVITATION** Invite children to explore loose parts with you. Share that you are using your eyes to see the loose parts. As the children explore, use language such as, “I am using my eyes to watch you \_\_\_\_ with your materials,” and, “I can see you playing with these materials. You are \_\_\_\_\_”, or “You have more \_\_ over here than you do over there.” As children are ready, create two groups of materials that are quite different in size (one group should include at least twice as many objects as the other). Align the materials to the materials children are using and match their play whenever possible. For example, if children are using their materials as cars, create two groups of cars. Gently ask the children to use their eyes to look at your groups and share which group has more. See Exploration One, Month Three: Caring, for children’s understanding of this trajectory.

Level Name	Description		
<b>Perceptual Comparer</b>	Compares collections that are quite different in size (e.g. one group includes at least twice as many objects as the other). Compares more similar collections but only for very small numbers and uses number words, “one” and “two.”	<p><b>IF CHILDREN can compare groups that are quite different in size and identify which group is bigger...</b></p> <p>Provide opportunities for them to compare groups of 1-4 objects. Create two groups of the same objects and ask the children to use their eyes to look at the groups and share which group has more.</p>	<p><b>IF CHILDREN need more practice comparing groups that are different in size...</b></p> <p>Consider making one group in front of the children, then making a second hidden group. Briefly show the second group to the children and ask which group is bigger. If, after repeated attempts, children need more practice, see the Learning Trajectories for earlier trajectory levels.</p>
<b>Nonverbal Comparer of Similar Items</b>	Compares collections of 1-4 of the same items verbally or nonverbally (“just by looking”). May compare small collections using number words “two,” “three,” and “four” and sometimes others.	<p><b>IF CHILDREN can compare groups of 1-4 verbally or nonverbally “just by looking...”</b></p> <p>Create two groups of different amounts (1-4), and different items. Align the materials to the children’s play. Ask the children to use their eyes to look at the groups and point to the group has more. Repeat with groups of the same amount so children have the opportunity to note equal groups.</p>	<p><b>IF CHILDREN need more practice comparing groups of 1-4...</b></p> <p>Continue to provide opportunities for them to compare groups of 1-4 objects of the same type. Invite the children to use their eyes to watch you make two groups. Distribute items into two groups to create groups of different amounts that have up to 4 items. Ask the children to share which group has more.</p>
<b>Nonverbal Comparer of Dissimilar Items</b>	Matches small (1 to about 4), equal collections consisting of different items, showing that they are the same number.	<p><b>IF CHILDREN can match small (1-4) equal collections of different items...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice matching small (1-4), equal collections of different items...</b></p> <p>Continue to provide opportunities for them to compare groups of 1-4 objects of different types. Invite the children to use their eyes to watch you make two groups. Distribute items into two groups to create groups of the same amount that have up to 4 items. Ask the children to share which group has more or that the groups have the same number.</p>



**Essential Question:** What can we discover about our environment?

**Month:** One **Weekly Focus:** Our Physical Characteristics

**Materials:** Assorted loose parts, mirrors

**TRAJECTORY: RECOGNITION OF NUMBER AND SUBITIZING**

**MATH INVITATION**

Invite children to look at their faces and bodies in the mirror. Share some of your observations using number words such as “I see that Zio has two brown eyes” and invite the children to share their observations, as well. Weave in opportunities for them to connect small quantities to number words through phrases such as, “I see your arms. How many arms do you have?” As they are ready, add opportunities for children to use loose parts to make their faces and/or bodies. In addition to weaving opportunities to demonstrate understanding of “two” incorporate, “many, less, one” and potentially, “three” into their observations and creations. See Exploration One, Month Two: Our Families, for children’s understanding of this trajectory.

Level Name	Level Description		
<b>Very Small Number Recognizer</b>	<p>Begins to connect small quantities to number words to form an explicit idea of cardinality or “how-many-ness.”</p> <p>Number word “two” is typically learned first. After that, general terms such as “many” and “less” typically follow. “One” often comes next, and for some children, “three.”</p> <p>Over time, learn that all groups labeled with the same number word have the same amount.</p>	<p><b>IF CHILDREN demonstrate understanding of “two” and then other terms such as, “more,” “less,” “one,” and “three...”</b></p> <p>Include a small group of 2 or 3 (e.g. 2 eyes) as you create faces from loose parts with the children. Ask the children if they can make groups just like yours. Note the strategies they use to make groups of 1-3.</p>	<p><b>IF CHILDREN need more practice with “two” and then other terms such as, “more,” “less,” “one,” and “three...”</b></p> <p>Allow them to continue to explore “two, many, less, one, three.” Continue to highlight these small number concepts as they observe and create their facial features and body parts. If, after additional support, children need more practice, see the Learning Trajectories for earlier levels.</p>
<b>Maker of Small Collections</b>	<p>Able to make a small collection (usually 1-3) either visually matching another collection (not necessarily one-to-one) or recognizing the number name.</p>	<p><b>IF CHILDREN are able to make groups of 1-3 by matching or recognizing the number name...</b></p> <p>Make groups of 1, 2, and 3 (and possibly more, as children are ready) facial features and body parts throughout the exploration, and ask children how many features (e.g. teeth, ears, noses, etc.) there are in the group. Note the strategies they use to name groups.</p>	<p><b>IF CHILDREN need more practice to make groups of 1-3 by matching or recognizing the number name...</b></p> <p>Make a group of 1-3 facial features and/or body parts where children can see it. Cover the group and ask the children to make a group with the same number of objects as yours. When children are finished, cover their group. Uncover both groups and help children to compare and determine if both groups have the same number. Consider putting one group on top of the other if you need to show or check.</p>
<b>Small Collection Namer</b>	<p>Names groups of 1-2, sometimes 3.</p> <p>As a Maker of Small Collections (previous level), may rely on matching strategies to make a small collection. Small Collection Namers, however, can recognize groups of 1-3 without relying on a model or matching strategy</p>	<p><b>IF CHILDREN can name groups of 1-2, and sometimes 3 without a model or matching strategy...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice, naming groups of 1-2, and sometimes 3 without a model or matching strategy...</b></p> <p>Allow them to continue exploring how to make groups of 1-3 facial features/body parts by matching or recognizing the number name.</p>



**Essential Question:** What can we discover about our environment?

**Month:** One **Weekly Focus:** Objects in Our Classroom

**Materials:** Familiar classroom materials or furniture

**TRAJECTORY:** Counting

**MATH INVITATION**

Invite children to explore the classroom with you. As you explore, weave in opportunities to count various items in the classroom (e.g. number of easels, chairs at a table), adding opportunities for children to count larger groups, as appropriate. Note how children use number words, how high they are able to count accurately, and their emerging ability to count objects using 1-to-1 correspondence. See Exploration One, Month Three: Our Grown-ups, for children’s understanding of this trajectory.

Level Name	Description		
Reciter	Verbally counts with separate words up to at least five, but, not necessarily in the correct order above “five.” May count objects or actions but not keep exact one-to-one correspondence with counting words. Many start reciting before 24 months.	<p><b>IF CHILDREN are able to recite counting words to about 5...</b></p> <p>Invite them to count slightly larger groups of classroom items such as a collection of crayons or a group of toy cars (up to 10). Listen for how children verbally count, and if/how children are attempting to count the objects.</p>	<p><b>IF CHILDREN need more practice reciting counting words to 5...</b></p> <p>Allow them to continue to explore counting words saying them slowly. If, after repeated attempts, children are running counting words together, or reciting in a “sing-song” fashion, see the Learning Trajectories for earlier trajectory levels.</p>
Reciter (10)	Verbally counts to ten with some correspondence with objects, but may continue to make errors (e.g. skipping, double counting).	<p><b>IF CHILDREN are able to count to 10 with some correspondence to objects...</b></p> <p>Invite them to continue to explore 1-to-1 correspondence. Model and provide support as needed. For example, consider reminding them touch each object once and count slowly and carefully.</p>	<p><b>IF CHILDREN need more practice counting to 10 with some correspondence...</b></p> <p>Invite them to continue counting small numbers to about 5 and begin to introduce a few additional numbers. Consider introducing a simple counting song or finger play to support their practice.</p>
Corresponder	Keeps one-to-one correspondence between counting words and objects (one word for each object), at least for small groups of objects laid in a line. May answer a “how many?” question by recounting the objects, or violate 1–1 or word order to make the last number word be the desired or predicted word.	<p><b>IF CHILDREN can keep 1-to-1 correspondence in groups of up to 5 objects...</b></p> <p>See the Learning Trajectories for additional trajectory levels</p>	<p><b>IF CHILDREN need more practice keeping 1-to-1 correspondence in groups of up to 5 objects...</b></p> <p>Allow them to continue counting objects and exploring 1-to-1 correspondence with guidance and support. Consider inviting children to move items to a different pile or space as they count them. For example, they might want to move crayons from one cup to another and count them as they move each one.</p>



**Essential Question: What can we discover about our environment?**

**Month: One Weekly Focus: Objects All Around Us**

**Materials: Gross motor or outdoor space**

**MATH INVITATION**

Invite children to explore a gross motor or playground space with you. If possible, use a space that is a regular part of the program experience. Invite them to move their bodies in different ways to various places in the environment (e.g., “Can you jump *beside* the swing?”) or, note the way you notice them moving to various places (e.g., “I noticed you were running *between* the cones.”). Use spatial vocabulary such as “beside” and “between.” Note children’s understanding of these terms as you use them by listening to/noting their responses to your language and the language they use themselves. See Exploration One, Month One: Our Space for children’s

**TRAJECTORY: SPATIAL ORIENTATION**

Level Name	Description		
<b>Local-Self Framework User</b>	<p>Uses spatial vocabulary to direct attention to spatial relations such as “beside” and “between.”</p> <p>Uses distant landmarks to find objects or locations near them, even after they have moved themselves relative to the landmarks, if the target object is specified ahead of time.</p>	<p><b>IF CHILDREN demonstrate understanding of “beside,” and “between...”</b></p> <p>Introduce terms such as “in front of” and “behind” into your interactions with children as they explore the space. Note children’s understanding of these terms as you use them by listening to/noting their response to your language and the language they use themselves.</p>	<p><b>IF CHILDREN need more practice, understanding “beside,” and “between...”</b></p> <p>Allow them to continue to explore the space and continue to narrate their exploration with these terms or review previous terms such as “in, on, under, up and down.” Model using these terms in relation to your own movements. If, after additional support, children need more practice, see the Learning Trajectories for earlier trajectory levels.</p>
<b>Small Local Framework User</b>	<p>Uses words referring to frames of reference such as “in front of, behind, left, right.”</p> <p>Locates objects after movement, even if target is not specified ahead of time.</p>	<p><b>IF CHILDREN demonstrate understanding of “in front of” and “behind...”</b></p> <p>Invite the children to try to get “to” a specific place on the playground. Invite them to plan the best way to get there before moving. For example ask, “Let’s try to get to the slide. How should we get there?” Invite the children to use spatial vocabulary to map how they will get to the end point before they move.</p>	<p><b>IF CHILDREN need more practice, understanding “in front of” and “behind...”</b></p> <p>Allow them to continue to explore the space and continue to narrate their exploration with these terms. Invite children to move with you and demonstrate using these terms in relation to your own movements.</p>
<b>Local Framework User</b>	<p>Locates objects after movement, maintaining the overall shape of the arrangement of objects. May use coordinate labels in simple situations. Uses spatial vocabulary to direct attention to spatial relations.</p>	<p><b>IF CHILDREN demonstrate understanding of spatial vocabulary in relation to spatial awareness...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice using spatial vocabulary in relation to spatial awareness...</b></p> <p>Join the children in planning their route to a specific point on the playground. Stress the use of spatial vocabulary such as, “We’ll walk <i>in between</i> the two red bars.” Walk the route with the children and narrate your actions, continuing to stress spatial vocabulary.</p>



## DECIDING WHICH TOPICS TO EXPLORE



Review the sample weekly focus areas. Reflect on what the children were most interested in last month. Consider how you can help them learn to look at these things carefully and investigate them further. Try the suggested foci included here, or focus on other parts of investigation that may be more relevant to the children in your class. As you think about investigating with your children, consider what materials you can provide for exploration and how these materials will help children really look closely at something, think carefully about the object, express and test their questions and ideas, and then make and share conclusions.

## EXPLORATION TWO: OUR ENVIRONMENT

### Essential Question:

What can we discover about our community?

### Month Two:

Investigating

### Key Vocabulary:

describe, detective, idea, materials, predict, record, research, share, suspect, think, thoughts, tools

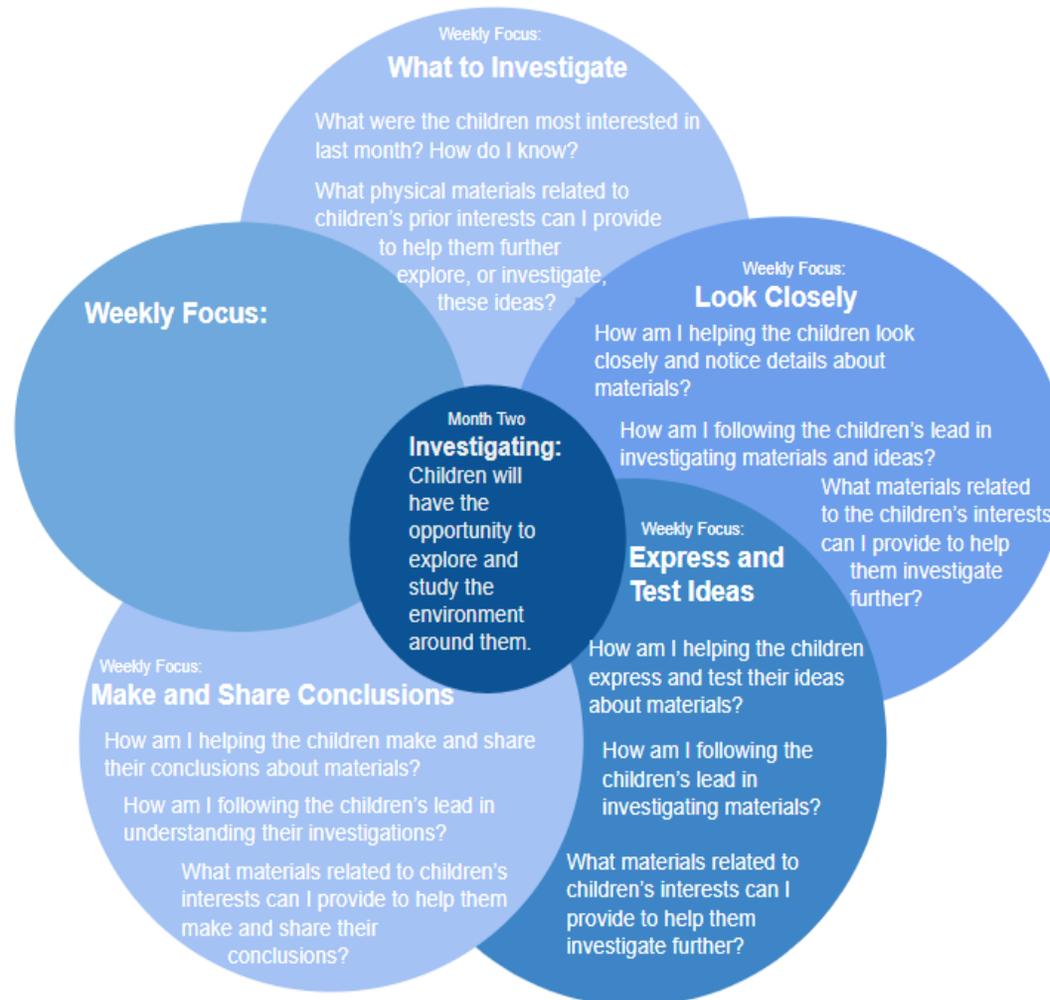
### Invitations to Explore:

Writing  
Toys and Games/Math  
Manipulatives  
Computer/Technology

### Family and Community Engagement

### Suggestions:

Science  
Cooking and Mixing  
Sand and Water/Sensory



## EXPLORATION WEEKLY PLAN

**Exploration:** Our Environment

**Essential Question:** What can we discover about our environment?

**Month:** Two

**Focus Area:** Investigating

**Week:** One

**Weekly Focus:** Look Closely

**Room:**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Greeting Routine (20 minutes)</b>	<ul style="list-style-type: none"> <li>• <i>Help children and families feel welcome by greeting everyone by name.</i></li> <li>• Support children as they engage in arrival routines by using step-by-step directions (i.e. put belongings away, mark themselves as present on the attendance chart, wash hands).</li> <li>• Consider designating one teaching team member to greet children and another to support children as they engage in arrival activities/breakfast.</li> </ul>				
	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Mosaic tiles/trays</p> <p>Crayons/paper/live plant</p> <p>Gears</p> <p>Dry erase boards/markers</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Mosaic tiles/trays</p> <p>Crayons/paper/live plant</p> <p>Light table and large glass pebbles</p> <p>Dry erase boards/markers</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Mosaic tiles/trays</p> <p>Pencils/paper/live plant</p> <p>Gears</p> <p>Vehicles</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Magnet blocks</p> <p>Pencils/paper/live plant</p> <p>Light table and large glass pebbles</p> <p>Dry erase boards/markers</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Magnet blocks</p> <p>Pencils/crayons/paper</p> <p>Light table and large glass pebbles</p> <p>Vehicles</p> <p><b>Breakfast/Activity Support:</b></p>
<b>Large Group Exploration (10 minutes including transitions: 6 minutes for Large Group content, 4</b>	<ul style="list-style-type: none"> <li>• Greeting song/chant: Select a greeting song/chant to welcome each child and build community.</li> <li>• Daily schedule: Use a picture schedule to briefly review the day. Highlight changes or special events.</li> <li>• Introduce Centers: Show sample materials children may choose to play with in each center.</li> <li>• Tell the children where each member of the teaching team will start playing when Center Time begins and what materials they will be exploring. Invite children to join if they would like.</li> </ul>				

minutes to transition in and out of Large Group)	<ul style="list-style-type: none"> <li>Transition to Centers: Use an activity, song, rhyme or finger play to keep children engaged, minimize wait time and stagger the transition as they make choices about where to play.</li> </ul>				
	<p><b>Greeting song/chant:</b> Good Morning (refer to Section X Supporting Resources)</p> <p><b>Materials to introduce:</b> <b>MATH INVITATION</b> Shape Set- Show children a few shapes from the Shape Set. Invite children to explore shapes with you.</p> <p><b>Transition Activity:</b> "I spy with my little eye, children wearing _____. All children wearing _____ may go make a choice." Repeat until all children have</p>	<p><b>Greeting song/chant:</b> Good Morning</p> <p><b>Materials to introduce:</b> (Science) Show the children a magnifying glass. Model how to use it and share that magnifying glasses can be used to help people look very closely at things and notice details. Ask the children to look for details as they explore magnifying glasses.</p> <p><b>Transition Activity:</b> "I spy with my little eye, children wearing _____. All children wearing _____ may go make a choice." Repeat until all children have transitioned to centers.</p>	<p><b>Greeting song/chant:</b> Good Morning</p> <p><b>Materials to introduce:</b> (Art) Show the children two to three collage materials. Share that they can explore these materials in the art center today. Encourage them to look closely at the materials to notice details and investigate as they explore.</p> <p><b>Transition Activity:</b> "I spy with my little eye, children wearing _____. All children wearing _____ may go make a choice." Repeat until all children</p>	<p><b>Greeting song/chant:</b> Good Morning</p> <p><b>Materials to introduce:</b> (Cooking) Show a child friendly version of the Bubble Dough recipe. Ask the children to help you investigate the recipe and materials and explore how to make Bubble Dough. Share that children will be able to take the dough home to investigate with their families.</p> <p><b>Transition Activity:</b> "I spy with my little eye, children wearing _____. All children wearing _____ may go make a choice." Repeat until all children</p>	<p><b>Greeting song/chant:</b> Good Morning</p> <p><b>Materials to introduce:</b> (Science) Show the children a pair of binoculars. Model how to use them and share that binoculars can be used to investigate because they can help people see far away. Share that children can explore the binoculars in the science area. If possible, allow them to look out a window as they explore the binoculars</p> <p><b>Transition Activity:</b> "I spy with my little eye, children wearing _____. All children wearing _____ may go make a choice." Repeat until all children</p>

	transitioned to centers.		have transitioned to centers.	have transitioned to centers.	have transitioned to centers. .
<b>Centers (70 minutes)</b>	<ul style="list-style-type: none"> <li>• See Section V Ideas for Learning Centers for materials to consider including in each center.</li> <li>• Select materials that best meet the interests and needs of the children in your class.</li> <li>• Rotate materials regularly.</li> </ul> <p>Implement the <b>MATH INVITATION</b> and at least one <b>INVITATION TO EXPLORE</b> each week.</p> <p>Center: Computers/Technology            Materials: Internet search engine            Invitation: Use a search engine to find a piece of art that may be interesting (i.e. art/artists from the community, art/artists with historical significance, etc.) and age-appropriate to the children in your class. Invite them to look at the picture. Pose the following question: <b>What do you notice about this piece of art? Look closely, what interesting details do you see?</b></p>				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>The following centers should be available during center time:</b>	<p><b>*Materials to highlight each day:</b></p> <p style="text-align: right;">*Note, children should also be able to explore other materials in each center per their own interests and needs.</p>				
<b>Blocks/Construction (page 39)</b>	Pictures of buildings in the program area		Pictures of high interest NYC buildings		Signs from buildings and businesses that are common in the program area or familiar to the children
<b>Dramatic Play (page 41)</b>	<p>Set up as a doctor’s office Introduce materials such as:</p> <ul style="list-style-type: none"> <li>• Lab coats</li> <li>• Doctor tools (i.e. stethoscope, blood pressure cuff)</li> <li>• Dolls</li> <li>• X-Rays</li> <li>• Clipboards, drawing and writing instruments and various types of paper</li> </ul>				
<b>Art (page 43)</b>	Explore shaving cream	Explore collage materials such as wrapping paper scraps, tin foil strips, magazine strips, yarn and sand paper.		Copies of the art the children investigated in the Computers/Technology Invitation, along with various art mediums (i.e. markers, oil pastels), and paper. Encourage children to explore how to create art inspired by what they have noticed.	
<b>Science/Discovery (page 46)</b>	Explore kaleidoscopes	Explore magnifying glasses	Explore magnifying glasses and various toy insects		Explore binoculars

<b>Toys and Games/Math Manipulatives (page 48)</b>	Explore touch and feel counting cards	Explore puzzles	Explore large glass pebbles and egg cartons	Explore dominoes
<b>Sand and Water/Sensory (page 50)</b>	Explore water and child-safe bubbles		Explore sand, scoops and small items such as small rocks, shells and/or wooden beads	
<b>Library (page 52)</b>	Explore books. Be sure to include books that encourage children to look closely at various items.			
<b>Cooking and Mixing (as needed, page 54)</b>	N/A	N/A	N/A	Make bubble dough (see Appendices for recipe)
<b>Writing (page 58)</b>	Explore maps		Add signs from buildings and businesses that are common in the program area or familiar to the children	Explore dry erase boards/markers
<b>Music and Movement (page 60)</b>	Explore pinwheels	Explore rain sticks		Explore full length mirrors
<b>Computer/Technology (page 62)</b>	Explore pictures of various art works the children may find interesting (see Invitation to Explore below)			
<b>Clean-Up/Handwashing (10 minutes)</b>	<ul style="list-style-type: none"> <li>To help create a smooth transition, give children advance notice before the transition occurs.</li> <li>Five minutes before the end of Center Time prepare children to clean up with an indicator (song, bell, etc.).</li> <li>Use a consistent indicator before each clean up.</li> <li>Some children may need extra support preparing for this transition.</li> <li>Consider designating one teaching team member to support with clean up and another to begin the handwashing process.</li> </ul>			
<b>Family Style Lunch/Toileting/Handwashing (40 minutes)</b>	<p>While sitting for family style meals, consider:</p> <ul style="list-style-type: none"> <li>Reflecting on the procedures for preparing to eat lunch.</li> <li>Discussing how children clean up their meals and eating area when they are finished.</li> <li>Reminding children of what is coming next, especially toward the end of the meal.</li> <li>Designating one teaching team member to support children who are still eating and another to begin the toileting and handwashing procedures as children begin to finish their lunches.</li> </ul>			
<b>Nap/Rest Time (60 minutes)</b>	<ul style="list-style-type: none"> <li>To support the transition to nap/rest time place children’s cots or mats in a consistent location.</li> <li>Remain flexible to children’s individual needs and adjust the locations of cots or mats accordingly.</li> </ul>			
<b>Story Time (10 minutes including transitions: 6 minutes for</b>	<ul style="list-style-type: none"> <li>See Section VI Texts for suggested Read Aloud Texts.</li> <li>Select texts that meet the interests and needs of your children.</li> <li>Review Section VII Inquiry and Critical Thinking Questions for Texts for questions to enhance the read aloud experience and support the development of critical thinking skills.</li> </ul>			

<p><b>Story, 4 minutes to transition in and out of group)</b></p>	<ul style="list-style-type: none"> <li>• Introduce Centers: Briefly remind the children of the materials available in centers.</li> <li>• Tell the children where each member of the teaching team will start playing when Center Time begins and what materials s/he will be exploring. Invite children to join if they would like.</li> <li>• Transition to Centers: Use an activity, song, rhyme or finger play to keep children engaged, minimize wait time, and stagger the transition as they make choices about where to play.</li> </ul>				
	<p><b>Book:</b> <i>Step Gently Out</i> by Helen Frost</p> <p><b>Transition Activity:</b> Hold a magnifying glass to your eye, or make one with your hand and chant: Magnifying glass, investigate our class I spy ____ ____, and ____, so they can make a choice.</p>	<p><b>Book:</b> <i>Step Gently Out</i> by Helen Frost</p> <p><b>Transition Activity:</b> Hold a magnifying glass to your eye, or make one with your hand and chant: Magnifying glass, investigate our class I spy ____ ____, and ____, so they can make a choice.</p>	<p><b>Book:</b> <i>Wait</i> by Antoinette Portis</p> <p><b>Transition Activity:</b> Hold a magnifying glass to your eye, or make one with your hand and chant: Magnifying glass, investigate our class I spy ____ ____, and ____, so they can make a choice.</p>	<p><b>Book:</b> <i>Wait</i> by Antoinette Portis</p> <p><b>Transition Activity:</b> Hold a magnifying glass to your eye, or make one with your hand and chant: Magnifying glass, investigate our class I spy ____ ____, and ____, so they can make a choice.</p>	<p><b>Book:</b> <i>My Little Cities: New York</i> by Jennifer Adams</p> <p><b>Transition Activity:</b> Hold a magnifying glass to your eye, or make one with your hand and chant: Magnifying glass, investigate our class I spy ____ ____, and ____, so they can make a choice.</p>
<p><b>Centers (70 minutes)</b></p> <p>The following centers should be available during center time:</p> <ul style="list-style-type: none"> <li>• <b>Blocks/Construction</b></li> <li>• <b>Dramatic Play</b></li> <li>• <b>Art</b></li> <li>• <b>Science/Discovery</b></li> <li>• <b>Toys and Games/Math Manipulatives</b></li> <li>• <b>Sand and Water/Sensory</b></li> <li>• <b>Library</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on the materials used in the morning and determine whether changes should be made</li> <li>• Remind the children about what materials were available this morning.</li> <li>• See Section V Ideas for Learning Centers for materials to consider, if necessary.</li> </ul>				
	<p><b>Materials to highlight:</b></p> <p style="text-align: right;">*Note, children should also be able to explore other materials in each center per their own interests and needs.</p>				
	<p><b>INVITATION TO EXPLORE</b> (Computer) Prior to Large Group, use a search engine to find a piece of art work that may interest the children (consider art/artists from the community, art/artists with historical</p>	<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>	<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>	<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>	<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>

<ul style="list-style-type: none"> <li>• <b>Cooking and Mixing (as needed)</b></li> <li>• <b>Writing</b></li> <li>• <b>Music and Movement</b></li> <li>• <b>Computers</b></li> </ul>	<p>significance, etc.) At Large Group, show a printed picture of the art work. Tell the children you used the internet to find the picture. Invite them to find and look closely at art with you today at the computer.</p> <p><b>Teaching Team Roles:</b></p>				
<p><b>Clean-up/Handwashing/Snack (20 minutes)</b></p>		<p>See guidance above for tips and suggestions</p>			
<p><b>Outdoors (60 minutes) (page 56)</b></p>		<p>See Section V Ideas for Learning Centers</p>			
	<p><b>Materials:</b> <i>Magnifying glasses</i>  <i>Baskets for collecting (safe) outdoor treasures</i>  <i>Drawing and writing utensils for investigating and note taking</i></p> <p><b>Teaching team roles:</b></p>	<p><b>Materials:</b> <i>Magnifying glasses</i>  <i>Baskets for collecting (safe) outdoor treasures</i>  <i>Drawing and writing utensils for investigating and note taking</i></p> <p><b>Teaching team roles:</b></p>	<p><b>Materials:</b> <i>Magnifying glasses</i>  <i>Baskets for collecting (safe) outdoor treasures</i>  <i>Drawing and writing utensils for investigating and note taking</i></p> <p><b>Teaching team roles:</b></p>	<p><b>Materials:</b> <i>Magnifying glasses</i>  <i>Baskets for collecting (safe) outdoor treasures</i>  <i>Drawing and writing utensils for investigating and note taking</i></p> <p><b>Teaching team roles:</b></p>	<p><b>Materials:</b> <i>Magnifying glasses</i>  <i>Baskets for collecting (safe) outdoor treasures</i>  <i>Drawing and writing utensils for investigating and note taking</i></p> <p><b>Teaching team roles:</b></p>
<p><b>Closing Meeting/Dismissal (10 minutes including transitions: 6 minutes for Closing Meeting content, 4</b></p>		<ul style="list-style-type: none"> <li>• End the day with a closing ritual or song.</li> <li>• Assist children in packing their belongings and preparing to leave.</li> </ul>			

minutes to transition in and  
out of Closing Meeting)

**Essential Question:** What can we discover about our environment?

**Month:** Two

**Weekly Focus:** Look Closely

**Materials:** Shape Set

**TRAJECTORY:** Shapes

**MATH INVITATION**

Invite children to explore the Shape Set with you. As you explore, select a less typical shape, call children’s attention to it, share the name and invite children to look closely at the shape and share their observations or noticings. After looking closely at the shape, ask children to look closely at the other shapes in the set, as well as the classroom around them and find the same shape. As children find matches, invite them to share how they know the shapes are the same. See Exploration One, Month Three: Our Class, to determine which shapes to include/highlight in this invitation.

Level Name	Description		
Shape Matcher- More Shapes, Sizes & Orientations, Combinations	<p><b>More Shapes:</b> Matches a wider variety of shapes with same size and orientation.</p> <p><b>Sizes and Orientations:</b> Matches a wider variety of shapes with different sizes and orientations.</p> <p><b>Combinations:</b> Matches combinations of shapes to each other.</p>	<p><b>IF CHILDREN are able to match shapes beyond typical circles, squares, triangles, and rectangles...</b></p> <p>While exploring, select a less typical triangle, or rectangle. Ask the children to look closely at the shape and share the name as well as how they know.</p>	<p><b>IF CHILDREN need more practice matching additional shapes beyond typical circles, squares, and triangles ...</b></p> <p>Allow them to continue to explore and match less typical shapes. Use the shape set to find matches. Invite children to compare their shapes to the target shapes by placing them on top of each other. If, after additional support, children need more practice, see the Learning Trajectories for earlier levels.</p>
Shape Recognizer— Circles, Squares, and Triangles	<p>Recognizes some less typical squares and triangles and may recognize some rectangles, but usually not rhombuses (diamonds). May not distinguish between sides and corners.</p> <p>Differentiates between 2D and 3D shapes and recognizes faces of 3D shapes as 2D shapes.</p>	<p><b>IF CHILDREN can name less typical squares, triangles, and some rectangles...</b></p> <p>While exploring, select a less typical rectangle. Ask the children to look closely at the shape and share the name as well as how they know.</p>	<p><b>IF CHILDREN need more practice naming less typical squares, triangles, and some rectangles...</b></p> <p>Invite them to continue exploring these shapes. Use the names of these shapes as you play with the children. When children give information about these shapes, ask them to share how they know. Consider inviting children to play the “yes/no game.” Select a shape, show it to the children, say a name (either correct or incorrect) and ask children to respond “yes” or “no” and discuss how they know.</p>
Shape Recognizer- All rectangles	<p>Recognizes more rectangle sizes, shapes, and orientations of rectangles.</p>	<p><b>IF CHILDREN can identify various rectangle sizes, shapes and orientations...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice identifying various rectangles...</b></p> <p>Invite them to continue exploring rectangles. Use the word “rectangle” as you explore with the children. When children share information about rectangles encourage them to share how they know. Consider inviting children to play the “yes/no game” (see above) with rectangles.</p>



**Essential Question: What can we discover about our environment?**

**Month: Two**      **Weekly Focus: What to Investigate**

**Materials: Assorted loose parts**

**TRAJECTORY: Counting**

**MATH INVITATION**

Invite children to explore loose parts with you. Reflect on the children’s interests from the previous weeks, or earlier this week and use the loose parts accordingly. As you explore, weave in opportunities to talk with children about investigating or learning more about the topic as well as opportunities to count items. Add opportunities for children to count larger groups, as appropriate. Note how children use number words, how high they are able to count accurately, and their emerging ability to keep 1-to-1 correspondence. See Month 2: Objects in Our Classroom, for children’s understanding of this trajectory.

Level Name	Description		
Reciter	Verbally counts with separate words up to at least five, but, not necessarily in the correct order above "five." May count objects or actions but not keep exact one-to-one correspondence with counting words. Many start reciting before 24 months.	<p><b>IF CHILDREN are able to recite counting words to about 5...</b></p> <p>Invite them to count slightly larger groups (up to 10). Celebrate their attempts to use counting words and summarize the experience with language such as, "1, 2, 3, 4, there are four. Listen for how children verbally count, and if/how children are attempting to count the objects.</p>	<p><b>IF CHILDREN need more practice reciting counting words to 5...</b></p> <p>Allow them to continue to explore counting words, saying them slowly. If, after repeated attempts, children are running counting words together, or reciting in a "sing-song" fashion, see the Learning Trajectories for earlier trajectory levels.</p>
Reciter (10)	Verbally counts to ten with some correspondence with objects, but may continue to make errors (e.g. skipping, double counting).	<p><b>IF CHILDREN are able to count to 10 with some correspondence to objects...</b></p> <p>Invite them to continue to explore 1-to-1 correspondence. Model and provide support as needed. For example, consider reminding them touch each object once and count slowly and carefully. After they count the objects, state the total.</p>	<p><b>IF CHILDREN need more practice counting to 10 with some correspondence...</b></p> <p>Invite them to continue counting small numbers to about 5 and begin to introduce a few additional numbers. Consider introducing a simple counting song or finger play to support their practice.</p>
Corresponder	Keeps one-to-one correspondence between counting words and objects (one word for each object), at least for small groups of objects laid in a line. May answer a "how many?" question by recounting the objects, or violate 1-1 or word order to make the last number word be the desired or predicted word.	<p><b>IF CHILDREN can keep 1-to-1 correspondence in groups of up to 5 objects...</b></p> <p>See the Learning Trajectories for additional trajectory levels</p>	<p><b>IF CHILDREN need more practice keeping 1-to-1 correspondence in groups of up to 5 objects...</b></p> <p>Allow them to continue counting objects and exploring 1-to-1 correspondence with guidance and support. Consider inviting children to move items to a different pile or space as they count them. For example, they might want to move crayons from one cup to another and count them as they move each one.</p>



**Essential Question:** What can we discover about our environment?

**Month:** Two      **Weekly Focus:** Express and Test Ideas

**Materials:** Assorted loose parts, fabric square

**MATH INVITATION**

Invite children to explore loose parts with you. As you explore together, highlight that this week the class is sharing and testing their thoughts and ideas. Make groups of 2 or 3 objects (aligned to children’s interests) and ask children to make groups just like yours. After they create a group, ask them to share their how they know their group is the same as yours. See Month: Our Physical Characteristics, for children’s understanding of this trajectory.

**TRAJECTORY: RECOGNITION OF NUMBER AND SUBITIZING**

Level Name	Level Description		
<b>Maker of Small Collections</b>	Able to make a small collection (usually 1-3) either visually matching another collection (not necessarily one-to-one) or recognizing the number name.	<p><b>IF CHILDREN are able to make groups of 1-3 by matching or recognizing the number name...</b></p> <p>Make groups of 1, 2, and 3 (as children are ready) items and ask children how many there are in the group. Note the strategies they use to name groups.</p>	<p><b>IF CHILDREN need more practice to make groups of 1-3 by matching or recognizing the number name...</b></p> <p>Make a group of 1-3 items where children can see it. Cover the group and ask the children to make a group with the same number of objects as yours. When children are finished, cover their group. Uncover both groups and help children to compare and determine if both groups have the same number. If necessary, line up the items from each group next to each other to support comparisons.</p>
<b>Small Collection Namer</b>	Names groups of 1-2, sometimes 3.  As a Maker of Small Collections (previous level), may rely on matching strategies to make a small collection. Small Collection Namers, however, can recognize groups of 1-3 without relying on a model or matching strategy	<p><b>IF CHILDREN can name groups of 1-2, and sometimes 3 without a model or matching strategy...</b></p> <p>Make a collection of up to 4 items and cover it. Uncover the collection for about 2 seconds, cover it again and ask children how many items they think there are in your collection.</p>	<p><b>IF CHILDREN need more practice, naming groups of 1-2, and sometimes 3 without a model or matching strategy...</b></p> <p>Create several groups of 1, 2, or 3 items. Ask children to point to all of the groups with a specific number of items (e.g. point to the groups with 2 items). Consider “hiding” the groups under cups and asking children to lift the cups to find a group.</p>
<b>Perceptual Subitizer to 4</b>	A child is able to instantly and effortlessly recognize collections up to 4 (without counting).  What separates this level from the previous levels (characterized by number recognition competences) is that a child will verbally name the number of a set that they have seen for ≤2 seconds. Thus, there is a time limit that is not present at previous levels, making this the first level where children are truly subitizing.	<p><b>IF CHILDREN can instantly and effortlessly recognize collections of up to 4 without counting ...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice instantly recognizing collections of up to 4 without counting...</b></p> <p>Make a smaller collection of objects (starting with 1 or 2) and cover it. Uncover the collection for about 2 seconds, cover it again and ask children how many items they think there are in your collection</p>



**Essential Question:** What can we discover about our community?

**Month:** Two

**Weekly Focus:** Make and Share Conclusions

**Materials:** Various loose parts

**MATH INVITATION**

Pretend that the loose parts are aligned to the materials the class is investigating. Share this with the children. Invite the children to explore the materials with you. As you explore together, create two rows of materials near each other: order the materials randomly in one row and create an ABABAB pattern in the other row. Draw the children's attention to your rows of materials and encourage them to investigate and determine which is a pattern. Support children in talking about their observations, sharing their conclusions, and explaining their reasoning.

**TRAJECTORY: PATTERNING**

Level Name	Description		
Pattern Recognizer	Recognizes a simple sequential pattern, usually ABABAB	<p><b>IF CHILDREN correctly identify an ABABAB pattern...</b></p> <ul style="list-style-type: none"> <li>• Create an ABABAB pattern with loose parts. Remove one "A" or "B" from the middle of the pattern. Provide a few "A" pieces and a few "B" pieces and ask children to identify and replace the missing piece of your pattern.</li> <li>• Create an ABABAB pattern with loose parts. Ask children to extend your pattern.</li> <li>• Create an ABABAB pattern with loose parts. Point to a space several inches below your pattern and ask the children to create the same pattern there.</li> </ul>	<p><b>IF CHILDREN need more practice determining which row is a pattern...</b></p> <p>Show them the pattern. Point out the objects as you name them. Highlight an example of another pattern. For example, point out a striped pattern on a shirt, or share a picture of an ABABAB pattern such as the stripes on a zebra. Note how your pattern and the sample pattern are similar.</p>
Patterner AB	Fixes a pattern by filling in missing elements, duplicating, and extending ABABAB patterns.	<p><b>IF CHILDREN can identify and fill in a missing element in an AB pattern, add "ABAB" to the end of a pattern and duplicate the pattern...</b></p> <ul style="list-style-type: none"> <li>• Create a new pattern using loose parts (such as AABAABAAB, ABCABCABC, or AABBAABBAABB). <ul style="list-style-type: none"> <li>○ Invite children to fix your pattern (remove one "A" or "B" or "C" from the middle of the pattern, and provide a few "A," "B," or "C" pieces so children can replace the missing piece of your pattern).</li> <li>○ Invite children to duplicate the pattern below your pattern.</li> <li>○ Invite children to extend your pattern.</li> </ul> </li> </ul>	<p><b>IF CHILDREN need more practice identifying and filling in a missing element in a pattern and adding "ABAB" to the end of a pattern...</b></p> <p>Create an ABABAB pattern, help the children "read" the pattern and say it out loud. Point to the objects as they name them and keep saying the pattern while you add more objects to the row to extend the pattern together.</p>
Patterner	Duplicates and extends simple repeating patterns, not only AB as the unit but also patterns such as AAB, ABC, and AABC	<p><b>IF CHILDREN can duplicate and extend simple repeating patterns such as an AABAABAAB pattern...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice duplicating and extending simple repeating patterns...</b></p> <p>Create additional AABAABAAB patterns and invite children to identify the patterns. Point to the objects as they name them. Ask what comes next. Ask the children to add these pieces to the pattern.</p>



## EXPLORATION TWO: OUR ENVIRONMENT

### Essential Question:

What can we discover about our environment?

### Month Three:

Building

### Key Vocabulary:

buildings, bricks, bolts, boots, cement, construction, door, drill, foundation, hammer, hard, hard hat, long, measure, nails, nut, roof, screwdriver, shovel, short, strong, sturdy, surface, vest, tail, trowel, washer, window

### Invitations to Explore:

Blocks/Construction  
Sand and Water/Sensory  
Cooking and Mixing

### Family and Community Engagement

#### Suggestions:

Blocks/Construction  
Toys and Games/Math  
Manipulatives  
Computers/Technology



## DECIDING WHICH TOPICS TO EXPLORE



Review the sample weekly focus areas. Reflect on the program neighborhood and which buildings, or what types of buildings the children might find interesting. Think about what children have already noticed and how you will support them in exploring these interests further. Also consider how you can support them in making new noticings. What thought provoking materials can you provide or questions can you ask? As always, if children express interests that are different from those on this page, feel free to develop your own focus area(s) and follow the children's lead in exploration.

## EXPLORATION WEEKLY PLAN

**Exploration:** Our Environment

**Essential Question:** What can we discover about our environment?

**Month:** Three

**Focus Area:** Building

**Week:** One

**Weekly Focus:** Noticing Buildings

**Room:**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Greeting Routine (20 minutes)</b>	<ul style="list-style-type: none"> <li>• <i>Help children and families feel welcome by greeting everyone by name.</i></li> <li>• Support children as they engage in arrival routines by using step-by-step directions (i.e. put belongings away, mark themselves as present on the attendance chart, wash hands).</li> <li>• Consider designating one teaching team member to greet children and another to support children as they engage in arrival activities/breakfast.</li> </ul>				
	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Play-dough</p> <p>Marble run and marbles Sticks/connectors Paper/markers</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Play-dough</p> <p>Marble run and marbles Sticks/connectors Paper/markers</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Play-dough/sticks</p> <p>Marble run and marbles Connecting cubes Paper/crayons</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Tabletop blocks</p> <p>Magnets, nuts, bolts, washers and baking sheet or other magnetic surface (See Appendices for sample) Connecting cubes Puppets</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Tabletop blocks</p> <p>Magnets, nuts, bolts, washers and baking sheet or other magnetic surface Connecting cubes Puppets</p> <p><b>Breakfast/Activity Support:</b></p>
<b>Large Group Exploration</b>	<ul style="list-style-type: none"> <li>• Greeting song/chant: Select a greeting song/chant to welcome each child and build community.</li> <li>• Daily schedule: Use a picture schedule to briefly review the day. Highlight changes or special events.</li> <li>• Introduce Centers: Show sample materials children may choose to play with in each center.</li> </ul>				

<p>(10 minutes including transitions: 6 minutes for Large Group content, 4 minutes to transition in and out of Large Group)</p>	<ul style="list-style-type: none"> <li>Tell the children where each member of the teaching team will start playing when Center Time begins and what materials s/he will be exploring. Invite children to join if they would like.</li> <li>Transition to Centers: Use an activity, song, rhyme or finger play to keep children engaged, minimize wait time and stagger the transition as they make choices about where to play.</li> </ul>				
	<p><b>Greeting song/chant:</b> Good Morning, How Are You? (with home languages) refer to Section X Supporting Resources</p>	<p><b>Greeting song/chant:</b> Good Morning, How Are You? (with home languages)</p>	<p><b>Greeting song/chant:</b> Good Morning, How Are You? (with home languages)</p>	<p><b>Greeting song/chant:</b> Good Morning, How Are You? (with home languages)</p>	<p><b>Greeting song/chant:</b> Good Morning, How Are You? (with home languages)</p>
	<p><b>Materials to introduce:</b> <b>MATH INVITATION</b> Wood cubes- Show children a few wood cubes. Invite children to build with the cubes with you.</p>	<p><b>Materials to introduce:</b> (Art) Show the children a few three-dimensional building materials such as embroidery hoops, clothespins, and bottle tops. Share that children can explore these materials in the art area.</p>	<p><b>Materials to introduce:</b> (Writing) Show the children a piece of paper and a pencil. Share that they can look out a window and use the paper and pencil to explore drawing some of the buildings they see. Note this could also be done as a small group walk.</p>	<p><b>Materials to introduce:</b> (Cooking and Mixing) Show the children a piece of play-dough, and a stick. Invite the children to explore these materials and how they might use them to build.</p>	<p><b>Materials to introduce:</b> (Science) Show the children the classroom ant farm. Invite the children to explore how ants build in the farm.</p>
	<p><b>Transition Activity:</b> Chant or sing, "As I looked out my window to see what I could see, I saw ____, ____, and ____ looking at me. ____, ____, and ____ go make a choice." Repeat until all children have transitioned to centers.</p>	<p><b>Transition Activity:</b> Chant or sing, "As I looked out my window to see what I could see, I saw ____, ____, and ____ looking at me. ____, ____, and ____ go make a choice." Repeat until all children have transitioned to centers.</p>	<p><b>Transition Activity:</b> Chant or sing, "As I looked out my window to see what I could see, I saw ____, ____, and ____ looking at me. ____, ____, and ____ go make a choice." Repeat until all children have transitioned to centers.</p>	<p><b>Transition Activity:</b> Chant or sing, "As I looked out my window to see what I could see, I saw ____, ____, and ____ looking at me. ____, ____, and ____ go make a choice." Repeat until all children have transitioned to centers.</p>	<p><b>Transition Activity:</b> Chant or sing, "As I looked out my window to see what I could see, I saw ____, ____, and ____ looking at me. ____, ____, and ____ go make a choice." Repeat until all children have transitioned to centers.</p>

<b>Centers</b> <b>(70 minutes)</b>	<ul style="list-style-type: none"> <li>• See Section V Ideas for Learning Centers for materials to consider including in each center.</li> <li>• Select materials that best meet the interests and needs of the children in your class.</li> <li>• Rotate materials regularly.</li> </ul> <p>Implement the <b>MATH INVITATION</b> and at least one <b>INVITATION TO EXPLORE</b> each week.</p> <p>Center: Blocks/Construction  Materials: Unit blocks and signs from buildings and businesses that are common in the program area or familiar to the children.  Invitation: Invite children to explore mirrors with you. Pose the following question: <b>What do you notice about these signs? What can we build with our blocks and these signs?</b>  Teacher:</p>				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>The following centers should be available during center time:</b>	<b>*Materials to highlight each day:</b>  <p style="text-align: right;">*Note, children should also be able to explore other materials in each center per their own interests and needs.</p>				
<b>Blocks/Construction (page 39)</b>	Explore signs from buildings in the neighborhood (see Invitation to Explore below)				
<b>Dramatic Play (page 41)</b>	Set up as a building in the program neighborhood that children seem interested in or curious about.				
<b>Art (page 43)</b>	Explore paper, pencils and the book, <i>All the Buildings in New York: That I've Drawn So Far</i> by James Gulliver Hancock	Explore three-dimensional building materials such as embroidery hoops, clothespins, bottle tops sticks, corks, wire, and recyclable building materials. If children's explorations lead to building structures, allow them to save their structures and return to them throughout the week.			
<b>Science/Discovery (page 46)</b>	Explore the light table and rainbow blocks		Explore marble run materials and marbles		Explore the classroom ant farm
<b>Toys and Games/Math Manipulatives (page 48)</b>	Explore stacking cups	Explore wooden cubes	Explore table top blocks, leaves, and small rocks		Explore wooden disks and popsicle sticks
<b>Sand and Water/Sensory (page 50)</b>	Explore sand and molds for making sand castles	Explore sand and stacking cups	Explore sand and various containers (i.e. buckets, recycled food containers)		
<b>Library (page 52)</b>	Explore books. Include some books related to buildings and building in the classroom library. Also include some books on seeing and investigating as well to help children think about how they might see and investigate buildings.				
<b>Cooking and Mixing (as needed, page 54)</b>	N/A	N/A	Make Playdough	Explore playdough, rocks, and sticks	

<b>Writing (page 58)</b>	Add and explore signs from buildings and businesses that are common in the program area or familiar to the children.	Observe neighborhood buildings, and explore recording with paper and pencils
<b>Music and Movement (page 60)</b>	Add pictures of buildings in the program area, or NYC and encourage children to explore how to make their bodies look like the buildings	
<b>Computer/Technology (page 62)</b>	<p>Allow the computer to be available as a resource to answer children’s questions about buildings, when necessary. Partner with the children in exploring their questions by sitting at the computer together and doing research as a teacher/child team.</p> <p>If children do not have access to the internet with their families for the Family and Community Engagement activity this month, allow them to use a classroom/program computer for this activity (if possible).</p>	
<b>Clean-Up/Handwashing (10 minutes)</b>	<ul style="list-style-type: none"> <li>• To help create a smooth transition, give children advance notice before the transition occurs.</li> <li>• Five minutes before the end of Center Time prepare children to clean up with an indicator (song, bell, etc.).</li> <li>• Use a consistent indicator before each clean up.</li> <li>• Some children may need extra support preparing for this transition.</li> <li>• Consider designating one teaching team member to support with clean up and another to begin the handwashing process.</li> </ul>	
<b>Family Style Lunch/Toileting/Handwashing (40 minutes)</b>	<p>While sitting for family style meals, consider:</p> <ul style="list-style-type: none"> <li>• Reflecting on the procedures for preparing to eat lunch.</li> <li>• Discussing how children clean up their meals and eating area when they are finished.</li> <li>• Reminding children of what is coming next, especially toward the end of the meal.</li> <li>• Designating one teaching team member to support children who are still eating and another to begin the toileting and handwashing procedures as children begin to finish their lunches.</li> </ul>	
<b>Nap/Rest Time (60 minutes)</b>	<ul style="list-style-type: none"> <li>• To support the transition to nap/rest time place children’s cots or mats in a consistent location.</li> <li>• Remain flexible to children’s individual needs and adjust the locations of cots or mats accordingly.</li> </ul>	
<b>Story Time (10 minutes <u>including transitions</u>: 6 minutes for Story, 4 minutes to transition in and out of group)</b>	<ul style="list-style-type: none"> <li>• See Section VI Texts for suggested Read Aloud Texts.</li> <li>• Select texts that meet the interests and needs of your children.</li> <li>• Review Section VII Inquiry and Critical Thinking Questions for Texts for questions to enhance the read aloud experience and support the development of critical thinking skills.</li> <li>• Introduce Centers: Briefly remind the children of the materials available in centers.</li> <li>• Tell the children where each member of the teaching team will start playing when Center Time begins and what materials s/he will be exploring. Invite children to join if they would like.</li> <li>• Transition to Centers: Use an activity, song, rhyme or finger play to keep children engaged, minimize wait time, and stagger the transition as they make choices about where to play.</li> </ul>	

	<p><b>Book:</b> <i>All the Buildings in New York: That I've Drawn So Far</i> by James Gulliver Hancock</p> <p><b>Transition Activity:</b> Sing or chant: "_____ made a house with a wall (hold up arm like a wall) _____ made a house with a floor (hold arm horizontal to the floor) _____ made a house with an open door (motion opening a door), Oh no! Big gust of wind! (clap hands to close the door) The door isn't open anymore! _____, _____, and _____ go make a choice. Repeat until all children have made a choice.</p>	<p><b>Book:</b> <i>All the Buildings in New York: That I've Drawn So Far</i> by James Gulliver Hancock</p> <p><b>Transition Activity:</b> Ask the children to think about the buildings they saw in this book and which building they liked best. Consider paging through the book briefly to remind them of the buildings. Show various pictures in the book and tell the children that if they like that building best they can go make a choice.</p>	<p><b>Book:</b> <i>Dreaming Up: A Celebration of Building</i> by Christy Hale</p> <p><b>Transition Activity:</b> Ask the children to think about the buildings they saw in this book and which building they liked best. Consider paging through the book briefly to remind them of the buildings. Show various pictures in the book and tell the children that if they like that building best they can go make a choice.</p>	<p><b>Book:</b> <i>Dreaming Up: A Celebration of Building</i> by Christy Hale</p> <p><b>Transition Activity:</b> Show the children the pictures of buildings from the program area (and/or iconic NYC buildings) used in the Music/Movement center. Ask the children to make their bodies look like the buildings. After each pose, invite a few children to make a choice. Repeat until all children have made a choice.</p>	<p><b>Book:</b> <i>The Mixed Up Truck</i> by Stephen Savage</p> <p><b>Transition Activity:</b> Show the children the pictures of buildings from the program area (and/or iconic NYC buildings) used in the Music/Movement center. Ask the children to make their bodies look like the buildings. After each pose, invite a few children to make a choice. Repeat until all children have made a choice.</p>
<p><b>Centers (70 minutes)</b> <b>The following centers should be available during center time:</b></p> <ul style="list-style-type: none"> <li>• <b>Blocks/Construction</b></li> <li>• <b>Dramatic Play</b></li> <li>• <b>Art</b></li> <li>• <b>Science/Discovery</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on the materials used in the morning and determine whether changes should be made</li> <li>• Remind the children about what materials were available this morning.</li> <li>• See Section V Ideas for Learning Centers for materials to consider, if necessary.</li> </ul> <p><b>Materials to highlight:</b></p> <p style="text-align: right;">*Note, children should also be able to explore other materials in each center per their own interests and needs.</p>				
	<p><b>INVITATION TO EXPLORE</b></p>	<p>Same as morning</p>	<p>Same as morning</p>	<p>Same as morning</p>	<p>Same as morning</p>

<ul style="list-style-type: none"> <li>• Toys and Games/Math Manipulatives</li> <li>• Sand and Water/Sensory</li> <li>• Library</li> <li>• Cooking and Mixing (as needed)</li> <li>• Writing</li> <li>• Music and Movement</li> <li>• Computer</li> </ul>	<p>(Construction) Show the children one of the signs from buildings and businesses in the program area. Share that children can explore the blocks and these signs with you in the Blocks/Construction area</p> <p><b>Teaching Team Roles:</b></p>	<p><b>Teaching Team Roles:</b></p>	<p><b>Teaching Team Roles:</b></p>	<p><b>Teaching Team Roles:</b></p>	<p><b>Teaching Team Roles:</b></p>
<p><b>Clean-up/Handwashing/Snack (20 minutes)</b></p>	<p>See guidance above for tips and suggestions</p>				
<p><b>Outdoors (60 minutes) (page 56)</b></p>	<p>See Section V Ideas for Learning Centers</p>				
<p><b>Materials:</b> <i>Clipboards, paper, writing utensils to draw buildings in the program area</i></p> <p><i>Binoculars</i></p> <p><i>Assorted large sticks to lean against a tree or wall to make a structure</i></p> <p><b>Teaching team roles:</b></p>	<p><b>Materials:</b> <i>Clipboards, paper, writing utensils to draw buildings in the program area</i></p> <p><i>Binoculars</i></p> <p><i>Assorted large sticks to lean against a tree or wall to make a structure</i></p> <p><b>Teaching team roles:</b></p>	<p><b>Materials:</b> <i>Clipboards, paper, writing utensils to draw buildings in the program area</i></p> <p><i>Binoculars</i></p> <p><i>Assorted large sticks to lean against a tree or wall to make a structure</i></p> <p><b>Teaching team roles:</b></p>	<p><b>Materials:</b> <i>Clipboards, paper, writing utensils to draw buildings in the program area</i></p> <p><i>Tunnels</i></p> <p><i>Assorted large sticks to lean against a tree or wall to make a structure</i></p> <p><b>Teaching team roles:</b></p>	<p><b>Materials:</b> <i>Clipboards, paper, writing utensils to draw buildings in the program area</i></p> <p><i>Tunnels</i></p> <p><i>Assorted large sticks to lean against a tree or wall to make a structure</i></p> <p><b>Teaching team roles:</b></p>	

<p>Closing Meeting/Dismissal (10 minutes <u>including</u> transitions: 6 minutes for Closing Meeting content, 4 minutes to transition in and out of Closing Meeting)</p>	<ul style="list-style-type: none"><li>• End the day with a closing ritual or song.</li><li>• Assist children in packing their belongings and preparing to leave.</li></ul>
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**Essential Question:** What can we discover about our environment?

**Month:** Three

**Weekly Focus:** Noticing Buildings

**Materials:** Pictures of squares, wood cubes

**MATH INVITATION**

Draw pictures of squares. Include 1-4 squares per page. Invite the children to pretend the squares are buildings. Consider inviting the children to talk about buildings in the program environment that the squares could represent. Invite children to use wood cubes to build with you. Share a picture of 2, or 3 squares and ask children to use the wood cubes to create the same number of “buildings” as they see in your picture. After they create their buildings, ask them to share how they know they have the same number of buildings as you. See Month Two: Express and Test Ideas, for children’s understanding of this trajectory.

**TRAJECTORY: RECOGNITION OF NUMBER AND SUBITIZING**

Level Name	Level Description		
Maker of Small Collections	Able to make a small collection (usually 1-3) either visually matching another collection (not necessarily one-to-one) or recognizing the number name.	<p><b>IF CHILDREN are able to make groups of 1-3 by matching or recognizing the number name...</b></p> <p>Show pictures of 1, 2, and 3 (as children are ready) squares and ask children how many buildings there are in the picture. Note the strategies they use to name groups.</p>	<p><b>IF CHILDREN need more practice to make groups of 1-3 by matching or recognizing the number name...</b></p> <p>Show a picture of 1-3 squares. Turn over the picture and ask the children to make a group with the same number of buildings as yours. Turn your picture back over and help the children compare to determine if both groups have the same number. If necessary, children could place their wood cubes on the squares in your picture to compare. If, after additional support, children need more practice, see the Learning Trajectories for earlier levels.</p>
Small Collection Namer	Names groups of 1-2, sometimes 3.  As a Maker of Small Collections (previous level), may rely on matching strategies to make a small collection. Small Collection Namers, however, can recognize groups of 1-3 without relying on a model or matching strategy	<p><b>IF CHILDREN can name groups of 1-2, and sometimes 3 without a model or matching strategy...</b></p> <p>Show a picture of up to 4 squares and then turn it over. Flip the picture face up again for about 2 seconds. Turn it back face down and ask children how many buildings they think there are in your picture.</p>	<p><b>IF CHILDREN need more practice, naming groups of 1-2, and sometimes 3 without a model or matching strategy...</b></p> <p>Show pictures of the same number of squares (1-3). Ask children to point to all of the pictures with a specific number of buildings (e.g. point to all the pictures with 2 buildings).</p>
Perceptual Subitizer to 4	A child is able to instantly and effortlessly recognize collections up to 4 (without counting).  What separates this level from the previous levels (characterized by number recognition competences) is that a child will verbally name the number of a set that they have seen for ≤2 seconds. Thus, there is a time limit that is not present at previous levels, making this the first level where children are truly subitizing.	<p><b>IF CHILDREN can instantly and effortlessly recognize collections of up to 4 without counting ...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice instantly recognizing collections of up to 4 without counting...</b></p> <p>Show a picture with a smaller number of squares (starting with 1 or 2) and turn it over. Turn it face up again for about 2 seconds, then turn it back down and ask children how many buildings they think there are in your picture.</p>



**Essential Question:** What can we discover about our environment?

**Month:** Three **Weekly Focus:** Investigating Buildings

**Materials:** Part of the program building or a building in the area (preview the space prior to implementation to ensure safety)

**TRAJECTORY:** SPATIAL ORIENTATION

**MATH INVITATION**

Invite children to investigate part of the program building or a building in the community with you. Invite the children to investigate various parts of the building. Use spatial vocabulary such as “beside” and “between” (e.g., “What do you notice about the bricks *beside* the window? Or “I noticed you were investigating *between* the windows. What did you observe?). Note children’s understanding of these terms by listening to/noting their responses to your language and the language they use themselves. See Month One: Objects All Around Us, for information on children’s understanding of this trajectory.

Level Name	Description		
Local-Self Framework User	Uses spatial vocabulary to direct attention to spatial relations such as “beside” and “between.” Uses distant landmarks to find objects or location near them, even after they have moved themselves relative to the landmarks, if the target object is specified ahead of time.	<p><b>IF CHILDREN demonstrate understanding of “beside,” and “between...”</b></p> <p>Introduce terms such as “in front of” and “behind” into your interactions with children as they explore the building. Note children’s understanding of these terms as you use them by listening to/noting their responses to your language and the language they use themselves.</p>	<p><b>IF CHILDREN need more practice understanding “beside,” and “between...”</b></p> <p>Allow them to continue to explore the building and continue to narrate their exploration with these terms as well as language from previous levels such as “in, on, under, up and down.” Model using these terms in relation to your own movements. If, after additional support, children need more practice, see the Learning Trajectories for earlier levels.</p>
Small Local Framework User	Uses words referring to frames of reference such as “in front of, behind, left, right.”  Locates objects after movement, even if target is not specified ahead of time.	<p><b>IF CHILDREN demonstrate understanding of “in front of” and “behind...”</b></p> <p>Invite the children to try to get “to” a specific part of the building. Invite them to plan the best way to get there before moving. For example ask, “Let’s try to get to the door. How should we get there?” Invite the children to use spatial vocabulary to map how they will get to the end point before they move.</p>	<p><b>IF CHILDREN need more practice, understanding “in front of” and “behind...”</b></p> <p>Allow them to continue to explore the building and continue to narrate their exploration with these terms. Invite children to move with you and demonstrate using these terms in relation to your own movements.</p>
Local Framework User	Locates objects after movement, maintaining the overall shape of the arrangement of objects. May use coordinate labels in simple situations. Uses spatial vocabulary to direct attention to spatial relations.	<p><b>IF CHILDREN demonstrate understanding of spatial vocabulary in relation to spatial awareness...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice understanding spatial vocabulary in relation to spatial awareness...</b></p> <p>Join the children in planning their route to a specific part of the building. Stress the use of spatial vocabulary such as, “We’ll walk <i>in between</i> the two columns.” Walk the route with the children and narrate your actions, continuing to stress spatial vocabulary.</p>



**Essential Question: What can we discover about our community?**

**Month: Three**

**Weekly Focus: Building**

**Materials: Building boards, wood cubes or other small blocks**

**MATH INVITATION**

Invite children to build with blocks with you. As children build, notice how they create their structures, what types of details they include, and how intentionally they are able to use the materials. Talk with the children to learn about what types of structures they may be interested in, or what they enjoy about the building process. See Exploration One Month 3: Our Building, for notes on children’s understanding of this trajectory.

**TRAJECTORY: Composing 3D Shapes**

Level Name	Description		
Piece Assembler (3D)	Builds vertical and horizontal components within a building, but within a limited range, such as building a “floor” or simple “wall.” These then are two-dimensional structures.	<p><b>IF CHILDREN are able to build a simple structure with both vertical and horizontal components...</b>            Encourage them to add details and expand their structures. As children build, notice how they create their structures, what types of details they include and how intentionally they are able to use the materials.</p>	<p><b>IF CHILDREN need more practice building a simple structure with both vertical and horizontal components...</b>            Allow them to continue to explore the materials and building process. Note the way they use materials and talk with them about the structures they create.</p>
Picture Maker (3D)	Uses multiple spatial relations, extending in multiple directions and with multiple points of contact among components, showing flexibility in integrating parts of the structure. Produce arches, enclosures, corners, and crosses, but may use unsystematic trial and error and simple addition of pieces.	<p><b>IF CHILDREN can extend their structures in multiple directions, integrate parts of the structure flexibly, and produce more complex features through unsystematic trial and error...</b>            Encourage them to continuing building and adding additional elements to their structures. As children build, notice how they create their structures, if they build with anticipation and how they combine blocks to build.</p>	<p><b>IF CHILDREN need more practice extending their structures and adding more complex features...</b>            Allow them to continue to build. Note the way they use materials and talk with them about the structures they create.</p>
Shape Composer (3D)	Composes shapes with anticipation, understanding what 3D shape will be produced with a composition of 2 or more other (simple, familiar) 3D shapes. Can produce arches (with vertical interior space), enclosures (with internal horizontal space), corners, and crosses systematically. Builds enclosures and arches several blocks. Later in this level, children add depth to make 3D structures, and they add roofs across structures multiple blocks high (but they may have no internal spaces).	<p><b>IF CHILDREN can build with anticipation and produce complex structures such as arches and enclosures...</b>            See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice building with anticipation and producing more complex structures...</b>            Allow them to continue to build. Note the way they use materials and talk with them about the structures they create.</p>



**Essential Question: What can we discover about our environment?**  
**Month: Three**                      **Weekly Focus: Construction**  
**Materials: Assorted loose parts**

**MATH INVITATION**  
 Invite children to use loose parts to build, or *construct* with you. As the children construct structures, or possibly play “construction,” weave in opportunities to count materials. Note how children use number words, how high they are able to count accurately, and their ability to keep 1-to-1 correspondence. See Exploration Two, Month Two: What to Investigate, for children’s understanding of this trajectory.

**TRAJECTORY: Counting**

Level Name	Description		
Reciter	Verbally counts with separate words up to at least five, but, not necessarily in the correct order above “five.” May count objects or actions but not keep exact one-to-one correspondence with counting words. Many start reciting before 24 months.	<p><b>IF CHILDREN are able to recite counting words to about 5...</b>            Invite them to count slightly larger groups (up to 10). Celebrate their attempts to use counting words and summarize the experience with language such as, “1, 2, 3, 4, there are four. Listen for how children verbally count, and if/how children are attempting to count the objects.</p>	<p><b>IF CHILDREN need more practice reciting counting words to 5...</b>            Allow them to continue to explore counting words. If, after repeated attempts, children are running counting words together, or reciting in a “sing-song” fashion, see the Learning Trajectories for earlier trajectory levels.</p>
Reciter (10)	Verbally counts to ten with some correspondence with objects, but may continue to make errors (e.g. skipping, double counting).	<p><b>IF CHILDREN are able to count to 10 with some correspondence to objects...</b>            Invite them to continue to explore 1-to-1 correspondence. Focus on the needs of construction with language such as, “How many pieces did you use on this wall?” Model and provide support as needed. For example, consider reminding them touch each object once and count slowly and carefully. After they count the objects, state the total.</p>	<p><b>IF CHILDREN need more practice counting to 10 with some correspondence...</b>            Invite them to continue counting small numbers to about 5 and begin to introduce a few additional numbers. Consider introducing a simple counting song or finger play to support their practice.</p>
Corresponder	Keeps one-to-one correspondence between counting words and objects (one word for each object), at least for small groups of objects laid in a line. May answer a “how many?” question by recounting the objects, or violate 1–1 or word order to make the last number word be the desired or predicted word.	<p><b>IF CHILDREN can keep 1-to-1 correspondence in groups of up to 5 objects...</b>            See the Learning Trajectories for additional trajectory levels</p>	<p><b>IF CHILDREN need more practice keeping 1-to-1 correspondence in groups of up to 5 objects...</b>            Allow them to continue counting objects and exploring 1-to-1 correspondence with guidance and support. Consider inviting children to move items to a different pile or space as they count them. For example, they might want to push stones from one pile to another to prepare for building and can count them as they move each one.</p>



## EXPLORATION TWO: OUR ENVIRONMENT OUR COMMUNITY

### Essential Question:

What can we discover about our environment?

### Month Four:

Moving

### Key Vocabulary:

airplane, bicycle, car, drive, engine, float, fly, gasoline, hop, hurry, jump, motor, move, pull, push, quickly, roll, ride, run, scooter, sidewalk, shuffle, skip, slowly, stroller, subway, taxi, tracks, train, turn, twist, van, walk

### Invitations to Explore:

Dramatic Play  
 Art  
 Outdoors/Playground/  
 Gross Motor

### Family and Community Engagement

#### Suggestions:

Dramatic Play  
 Outdoors/Playground/  
 Gross Motor  
 Music and Movement



## DECIDING WHICH TOPICS TO EXPLORE



Review the sample weekly focus areas. Reflect on the program environment, and the types of movement the children might find interesting. Think about how to help the children notice movement in the environment, how you will capture the things they find most interesting, and then how you will support them in exploring these ideas further. As always, if children express interests that are different from those on this page, feel free to write in your own focus area(s) and follow the children's lead in exploration.

## EXPLORATION WEEKLY PLAN

**Exploration:** Our Environment

**Essential Question:** What can we discover about our environment?

**Month:** Four

**Focus Area:** Moving

**Week:** One

**Weekly Focus:** Noticing Things That Move

**Room:**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Greeting Routine (20 minutes)</b>	<ul style="list-style-type: none"> <li>• <i>Help children and families feel welcome by greeting everyone by name.</i></li> <li>• Support children as they engage in arrival routines by using step-by-step directions (i.e. put belongings away, mark themselves as present on the attendance chart, wash hands).</li> <li>• Consider designating one teaching team member to greet children and another to support children as they engage in arrival activities/breakfast.</li> </ul>				
	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Toy vehicles Manipulatives Wheels Large wooden beads and ramps</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Toy vehicles Manipulatives Wheels Large wooden beads and ramps</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Toy vehicles Manipulatives Assorted toy butterflies and natural items Large wooden beads and ramps</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Toy vehicles Manipulatives Assorted toy butterflies and natural items Stuffed animals</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Toy vehicles and natural items Manipulatives Gears Stuffed animals</p> <p><b>Breakfast/Activity Support:</b></p>
<b>Large Group Exploration</b>	<ul style="list-style-type: none"> <li>• Greeting song/chant: Select a greeting song/chant to welcome each child and build community.</li> <li>• Daily schedule: Use a picture schedule to briefly review the day. Highlight changes or special events.</li> <li>• Introduce Centers: Show sample materials children may choose to play with in each center.</li> </ul>				

<p><b>(10 minutes including transitions: 6 minutes for Large Group content, 4 minutes to transition in and out of Large Group)</b></p>	<ul style="list-style-type: none"> <li>• Tell the children where each member of the teaching team will start playing when Center Time begins and what materials s/he will be exploring. Invite children to join if they would like.</li> <li>• Transition to Centers: Use an activity, song, rhyme or finger play to keep children engaged, minimize wait time and stagger the transition as they make choices about where to play.</li> </ul>				
	<p><b>Greeting song/chant:</b> Sing Hello (with home languages) refer to Section X Supporting Resources</p> <p><b>Materials to introduce:</b> <b>MATH INVITATION</b> Sorting Stones- Show children a few of the natural sorting stones. Invite children to explore the stones with you.</p> <p><b>Transition Activity:</b> Place a small object or block in the center of the rug. Chant, “_____ and _____ be nimble, _____ and _____ be quick. _____ and _____ jump over the candle stick” After the children jump over the object they can both make a choice. Repeat</p>	<p><b>Greeting song/chant:</b> Sing Hello (with home languages)</p> <p><b>Materials to introduce:</b> (Art) Show the children an object that rolls. Model dipping it in paint and placing it on a tray or in a box lined with paper and moving the tray/box to make the object roll. Share that children can explore painting with things that roll in the art area today.</p> <p><b>Transition Activity:</b> Place a small object or block in the center of the rug. Chant, “_____ and _____ be nimble, _____ and _____ be quick. _____ and _____ jump over the candle stick” After the children jump over the object they can both make a choice. Repeat until all</p>	<p><b>Greeting song/chant:</b> Sing Hello (with home languages)</p> <p><b>Materials to introduce:</b> (Cooking and Mixing) Show a child friendly version of the play-dough recipe. Invite the children to explore how to make play-dough.</p> <p><b>Transition Activity:</b> Place a small object or block in the center of the rug. Chant, “_____ and _____ be nimble, _____ and _____ be quick. _____ and _____ jump over the candle stick” After the children jump over the object they can both make a choice. Repeat until all</p>	<p><b>Greeting song/chant:</b> Sing Hello (with home languages)</p> <p><b>Materials to introduce:</b> (Writing) Show the children a toy vehicle with a marker taped on the back. Invite children to explore what happens when they move this vehicle on paper.</p> <p><b>Transition Activity:</b> Place a small object or block in the center of the rug. Chant, “_____ and _____ be nimble, _____ and _____ be quick. _____ and _____ jump over the candle stick” After the children jump over the object they can both make a choice. Repeat until all</p>	<p><b>Greeting song/chant:</b> Sing Hello (with home languages)</p> <p><b>Materials to introduce:</b> (Music) Show the children a pinwheel. Share that they can explore the pinwheel and how to make it move in the Music and Movement center today.</p> <p><b>Transition Activity:</b> Place a small object or block in the center of the rug. Chant, “_____ and _____ be nimble, _____ and _____ be quick. _____ and _____ jump over the candle stick” After the children jump over the object they can both make a choice. Repeat until all</p>

	until all children have transitioned to centers.	children have transitioned to centers.	children have transitioned to centers.	children have transitioned to centers.	children have transitioned to centers.
<b>Centers (70 minutes)</b> <ul style="list-style-type: none"> <li>See Section V Ideas for Learning Centers for materials to consider including in each center.</li> <li>Select materials that best meet the interests and needs of the children in your class.</li> <li>Rotate materials regularly.</li> </ul> Implement the <b>MATH INVITATION</b> and at least one <b>INVITATION TO EXPLORE</b> each week. Center: Dramatic Play Materials: Stuffed animals and/or animal costumes Invitation: Invite children to explore the animals/costumes with you. As you interact and listen to the children’s thoughts, pose the following question: <b>What are some ways that different animals move?</b> Teacher:					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>The following centers should be available during center time:</b>	<b>*Materials to highlight each day:</b>  *Note, children should also be able to explore other materials in each center per their own interests and needs.				
<b>Blocks/Construction (page 39)</b>	Explore unit blocks and toy vehicles such as cars, trucks, construction vehicles, boats and trains of various sizes		Explore unit blocks, toy vehicles such as cars, trucks, construction vehicles, boats and trains of various sizes, turf squares, and fabric scraps		
<b>Dramatic Play (page 41)</b>	Explore stuffed animals and animal costumes (see Invitation to Explore below)				
<b>Art (page 43)</b>	Explore feathers and play-dough	Explore things that roll such as balls, marbles, or plastic eggs, buttons, and paint		Explore toy vehicles, paint and paper	
<b>Science/Discovery (page 46)</b>	Explore toy butterflies and insects with wings and natural items		Explore toy insects without wings and natural items	Explore wheels	Explore kaleidoscopes
<b>Toys and Games/Math Manipulatives (page 48)</b>	Explore counting vehicles such as cars, trains, trucks, and boats		Explore counting vehicles such as cars, trains, trucks, and boats and natural materials such as sticks, and leaves	Explore wooden disks	Explore wooden disks and ramps
<b>Sand and Water/Sensory (page 50)</b>	Explore water and boats		Explore sand and vehicles such as cars and trucks		Explore sand and shovels, buckets, and trowels

<b>Library (page 52)</b>	Explore books. Include some books related to moving in the classroom library. Also include some books on seeing and investigating as well to help children think about how they might notice and investigate things that move.				
<b>Cooking and Mixing (as needed, page 54)</b>	N/A	N/A	Make play-dough then explore play-dough and wheels	N/A	N/A
<b>Writing (page 58)</b>	Explore maps	Explore paper and assorted writing utensils		Explore toy vehicles with markers taped on them and paper	
<b>Music and Movement (page 60)</b>	Explore dancing and moving to various types of music			Explore wind chimes	Explore pin wheels
<b>Computers/Technology (page 62)</b>	Allow the computer to be available as a resource to answer children’s questions about moving, when necessary. Partner with the children in exploring their questions by sitting at the computer together and doing research as a teacher/child team.				
<b>Clean-Up/Handwashing (10 minutes)</b>	<ul style="list-style-type: none"> <li>To help create a smooth transition, give children advance notice before the transition occurs.</li> <li>Five minutes before the end of Center Time prepare children with an indicator (song, bell, etc.).</li> <li>Use a consistent indicator before each clean up.</li> <li>Some children may need extra support preparing for this transition.</li> <li>Consider designating one teaching team member to support with clean up and another to begin the handwashing process.</li> </ul>				
<b>Family Style Lunch/Toileting/Handwashing (40 minutes)</b>	<p>While sitting for family style meals, consider:</p> <ul style="list-style-type: none"> <li>Reflecting on the procedures for preparing to eat lunch.</li> <li>Discussing how children clean up their meals and eating area when they are finished.</li> <li>Reminding children of what is coming next, especially toward the end of the meal.</li> <li>Designating one teaching team member to support children who are still eating and another to begin the toileting and handwashing procedures as children begin to finish their lunches.</li> </ul>				
<b>Nap/Rest Time (60 minutes)</b>	<ul style="list-style-type: none"> <li>To support the transition to nap/rest time place children’s cots or mats in a consistent location.</li> <li>Remain flexible to children’s individual needs and adjust the locations of cots or mats accordingly.</li> </ul>				
<b>Story Time (10 minutes including transitions: 6 minutes for Story, 4 minutes to transition in and out of group)</b>	<ul style="list-style-type: none"> <li>See Section VI Texts for suggested Read Aloud Texts.</li> <li>Select texts that meet the interests and needs of your children.</li> <li>Review Section VII Inquiry and Critical Thinking Questions for Texts for questions to enhance the read aloud experience and support the development of critical thinking skills.</li> <li>Introduce Centers: Briefly remind the children of the materials available in centers.</li> <li>Tell the children where each member of the teaching team will start playing when Center Time begins and what materials s/he will be exploring. Invite children to join if they would like.</li> </ul>				

	<ul style="list-style-type: none"> <li>Transition to Centers: Use an activity, song, rhyme or finger play to keep children engaged, minimize wait time, and stagger the transition as they make choices about where to play.</li> </ul>				
	<p><b>Book:</b> <i>Let's Go for a Drive!</i> by Mo Willems</p> <p><b>Transition Activity:</b> Invite the children to move like their favorite vehicle. They can begin moving when you say, "Green light" and should stop moving when you say, "Red light." After each "red light" dismiss three to four children to make a choice.</p>	<p><b>Book:</b> <i>Let's Go for a Drive!</i> by Mo Willems</p> <p><b>Transition Activity:</b> Invite the children to move like their favorite vehicle. They can begin moving when you say, "Green light" and should stop moving when you say, "Red light." After each "red light" dismiss three to four children to make a choice.</p>	<p><b>Book:</b> <i>Subway</i> by Anastasia Suen</p> <p><b>Transition Activity:</b> Clap and chant at a brisk pace, "Honk, honk, beep, beep, off go ____ and ____!" Repeat until all children have made a choice. Invite children to clap and sing along with you throughout the transition.</p>	<p><b>Book:</b> <i>Supertruck</i> by Stephen Savage</p> <p><b>Transition Activity:</b> Clap and chant at a brisk pace, "Honk, honk, beep, beep, off go ____ and ____!" Repeat until all children have made a choice. Invite children to clap and sing along with you throughout the transition.</p>	<p><b>Book:</b> <i>Supertruck</i> by Stephen Savage</p> <p><b>Transition Activity:</b> Clap and chant at a brisk pace, "Honk, honk, beep, beep, off go ____ and ____!" Repeat until all children have made a choice. Invite children to clap and sing along with you throughout the transition.</p>
<p><b>Centers (70 minutes)</b> The following centers should be available during center time:</p> <ul style="list-style-type: none"> <li>Blocks/Construction</li> <li>Dramatic Play</li> <li>Art</li> <li>Science/Discovery</li> <li>Toys and Games/Math Manipulatives</li> <li>Sand and Water/Sensory</li> <li>Library</li> <li>Cooking and Mixing (as needed)</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the materials used in the morning and remind children how they interacted with them.</li> <li>Determine whether changes should be made.</li> <li>See Section V Ideas for Learning Centers for materials to consider, if necessary.</li> </ul>				
	<p><b>Materials to highlight:</b></p> <p style="text-align: right;">*Note, children should also be able to explore other materials in each center per their own interests and needs.</p>				
	<p><b>INVITATION TO EXPLORE</b> (Dramatic Play) Show the children a stuffed animal or animal costume. Invite children to explore the animals with you in Dramatic Play.</p>	<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>	<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>	<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>	<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>

<ul style="list-style-type: none"> <li>• Music and Movement</li> <li>• Computers</li> </ul>	Teaching Team Roles:				
Clean-up/Handwashing/Snack (20 minutes)	See guidance above for tips and suggestions				
Outdoors (60 minutes) (page 56)	See Section V Ideas for Learning Centers				
	<b>Materials:</b> <i>Balls and pinecones or other natural materials for outdoor bowling</i>  <i>Tumbling mats</i>  <i>Tunnels</i>  <b>Teaching team roles:</b>	<b>Materials:</b> <i>Balls and pinecones or other natural materials for outdoor bowling</i>  <i>Tumbling mats</i>  <i>Tunnels</i>  <b>Teaching team roles:</b>	<b>Materials:</b> <i>Balls and pinecones or other natural materials for outdoor bowling</i>  <i>Wheel toys</i>  <i>Parachute</i>  <b>Teaching team roles:</b>	<b>Materials:</b> <i>Newspaper balls and a tub or bin for newspaper basketball</i>  <i>Wheel toys</i>  <i>Parachute</i>  <b>Teaching team roles:</b>	<b>Materials:</b> <i>Newspaper balls and a tub or bin for newspaper basketball</i>  <i>Wheel toys</i>  <i>Parachute</i>  <b>Teaching team roles:</b>
Closing Meeting/Dismissal (10 minutes including transitions: 6 minutes for Closing Meeting content, 4 minutes to transition in and out of Closing Meeting)	<ul style="list-style-type: none"> <li>• End the day with a closing ritual or song.</li> <li>• Assist children in packing their belongings and preparing to leave.</li> </ul>				

**Essential Question: What can we discover about our environment?** **Month: Four**

**Weekly Focus: Noticing Things That Move**

**Materials: Natural Sorting Stones, small fabric square**

**MATH INVITATION**

Pretend the sorting stones are things that move that are in the program environment or interesting to the children. Create a group of 1, 2, or 3 (as children are ready) stones and ask children how many objects (use language to match the children’s interests) there are in your group. Note the strategies they use to name groups. See Month Three: Noticing Buildings, for children’s previous experience with this trajectory.

**TRAJECTORY: RECOGNITION OF NUMBER AND SUBITIZING**

Level Name	Level Description		
<b>Small Collection Namer</b>	Names groups of 1-2, sometimes 3.  As a Maker of Small Collections (previous level), may rely on matching strategies to make a small collection. Small Collection Namers, however, can recognize groups of 1-3 without relying on a model or matching strategy	<b>IF CHILDREN can name/quickly recognize small groups of items (1, 2 or sometimes 3)...</b> Make a group of up to 4 stones. Place the fabric over the group. Lift the fabric for about two seconds then cover the stones again. Ask children how many objects there are under the cloth.	<b>IF CHILDREN need more practice naming/recognizing small groups of items (1, 2 or sometimes 3)...</b> Create a group of 1-3 stones. Cover the group then ask the children to make a group with the same number of objects as yours. When children are finished, cover their groups. Uncover your group and the children’s groups. Help the children compare and determine if both groups have the same number. If, after additional support, children need more practice, see the Learning Trajectories for earlier trajectory levels.
<b>Perceptual Subitizer to 4</b>	A child is able to instantly and effortlessly recognize collections up to 4 (without counting). What separates this level from the previous levels (characterized by number recognition competences) is that a child will verbally name the number of a set that they have seen for ≤2 seconds. Thus, there is a time limit that is not present at previous levels, making this the first level where children are truly subitizing.	<b>IF CHILDREN can instantly and effortlessly recognize collections of up to 4 without counting...</b> Make a group of up to 5 stones. Place the fabric over the group. Lift the fabric for about 2 seconds then cover the stones again. Ask children how many objects there are under the cloth.	<b>IF CHILDREN need more practice, instantly and effortlessly recognizing collections of up to 4 without counting...</b> Continue to provide opportunities for children to practice subitizing groups up to 4. Start with smaller numbers and work up as children are ready. Place the fabric over the group. Lift the fabric for about 2 seconds then cover the group again. Ask children to use their fingers to show you how many objects there were under the cloth.
<b>Perceptual Subitizer to 5</b>	A child is able to instantly and effortlessly recognize collections up to 5 (without counting). What separates this level from the previous level (perceptual subitizer to 4) is that a child recognizes and uses spatial and numeric structures from past experiences to subitize.	<b>IF CHILDREN can instantly and effortlessly recognize collections of up to 5 without counting ...</b> See the Learning Trajectories for additional trajectory levels.	<b>IF CHILDREN need more practice instantly recognizing collections of up to 5 without counting...</b> Continue to provide opportunities for children to practice subitizing groups up to 5. Start with smaller numbers and work up as children are ready. Place the fabric over the group. Lift the fabric for about 2 seconds then cover the group again. Ask children to use their fingers to show you how many objects there were under the cloth.



**Essential Question:** What can we discover about our environment?  
**Month:** Four      **Weekly Focus:** Investigating Vehicles  
**Materials:** Building Boards, Two Tone Counting Stones

**TRAJECTORY:** Adding/Subtracting

**MATH INVITATION**

Invite children to make vehicles with you. Align the vehicle type to children’s interests. Use a building board as the vehicle and add stones as “wheels.” As you play, ask children to add or take away wheels from the vehicle with language such as, “Can you add one more wheel to the bus?” and, “Can you take away one wheel from the bus?” Be sure to use small numbers (likely 1-3). Support children in using number words as they play with language such as, “You had two, you added one more. Now you have three.”

Level Name	Description		
Preverbal +/-	Adds and subtracts very small collections using methods of communication other than verbal.	<p><b>IF CHILDREN are able to respond appropriately to requests to add or remove objects...</b></p> <p>Invite them to build their own vehicles with wheels. Give them 1 or 2 wheels and then ask them to add 1 or 2 more wheels. Follow up by asking how many wheels their vehicle has altogether. Note the strategies children use for joining.</p>	<p><b>IF CHILDREN need more practice responding appropriately to requests to add or remove objects ...</b></p> <p>Allow them to continue to explore this idea. Model by adding wheels to your own bus. Narrate your actions and highlight the math with language such as, “I had one wheel, I added one more. Now I have two wheels.” If, after repeated opportunities to practice, children need more practice, see the Learning Trajectories for earlier trajectory levels.</p>
Small Number +/-	Finds sums for joining problems up to 3+2 by “counting all” with objects.	<p><b>IF CHILDREN are able to add small groups by “counting all” the objects ...</b></p> <p>See the Learning Trajectories for additional trajectory levels</p>	<p><b>IF CHILDREN need more practice adding small groups by “counting all” the objects...</b></p> <p>Invite them put a small number (e.g. one) wheel on one side of the vehicle and another small number (e.g. two) wheels on the other side of the vehicle. Ask them how many wheels are on the bus altogether. Repeat with other small numbers. As needed, model counting all of the wheels. Note the strategies the children use to find sums.</p>



**Essential Question:** What can we discover about our environment?  
**Month:** Four **Weekly Focus:** Investigating How Bodies Move  
**Materials:** Wool playscape mats, wood people

**TRAJECTORY:** Counting

**MATH INVITATION**

Invite children to play with the wool playscape mats and wood people with you. Move the people you use in various ways across the mat as you play and note how you are making them move. For example, you might say, “These people are hopping through the park!” As you play with the children, weave in opportunities to count the wood people (up to 10). Note how children use number words, how high they are able to count accurately, and their ability to keep 1-to-1 correspondence. See Month Three: Construction for children’s understanding of this trajectory.

Level Name	Description		
<b>Reciter (10)</b>	Verbally counts to ten with some correspondence with objects, but may continue to make errors (e.g. skipping, double counting).	<p><b>IF CHILDREN are able to recite counting words to about 10 with some correspondence with objects...</b></p> <p>Invite them to continue to explore 1-to-1 correspondence. For example, you might say, “How many hops would it take for this person to get to the other side of the park?” Count the “hops” and state the total when the person is done “hopping.”</p>	<p><b>IF CHILDREN need more practice reciting counting words to 10...</b></p> <p>Invite them to continue counting small numbers to about 5 and begin to introduce a few additional numbers. Consider introducing a simple counting song to support their practice. If, after additional support, children need more practice to recite counting words to 5, see the Learning Trajectories for earlier trajectory levels.</p>
Corresponder	Keeps one-to-one correspondence between counting words and objects (one word for each object), at least for small groups of objects laid in a line. May answer a “how many?” question by recounting the objects, or violate 1–1 or word order to make the last number word be the desired or predicted word.	<p><b>IF CHILDREN are able to count to 10 with some correspondence to objects...</b></p> <p>Hide a small group of wood people (2-3) in your hand or under the table. Invite children to count with you as you place the items down one at a time (so when children see one, they say “one”). Once all the people are on the mat, invite the children to determine the total. Circle your hand around the whole group as you both state the total.</p>	<p><b>IF CHILDREN need more practice counting to 10 with some correspondence...</b></p> <p>Invite them to continue to counting up to 10. Note where they typically begin to make errors and focus on that number before continuing to count higher, up to 10. Consider inviting children to move items to a different pile or space as they count them.</p>
Counter (Small Numbers)	Accurately counts objects in a line to 5 and answers the “how many” question with the last number counted.	<p><b>IF CHILDREN can accurately count objects up to 5 answer the “how many” question...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice accurately counting objects up to 5 and answering the “how many” question...</b></p> <p>Add dot cards to the activity. Use cards up to 5. Invite children to select a card, count the number of dots and then help you make a line with the same number of people. Children could also check their work by placing the people on the dots on the cards.</p>



**Essential Question:** What can we discover about our environment?  
**Month:** Four  
**Weekly Focus:** Investigating How We Move Through the City  
**Materials:** Building boards, wood people, additional loose parts

**MATH INVITATION** Invite children to explore building boards and wood people with you. Pretend the boards represent the various ways the children in your class move through the city. For example, if you know your children often travel by bus and are interested in busses, pretend the boards are busses. If the children often travel by train and are interested in trains, the boards can be trains. Use two boards and add groups of 1-4 people to each “bus.” Ask the children if they think the groups of people are the same number. Invite the children to share how they know. See Month One: Eyes, for notes on children’s previous experience with this trajectory.

**TRAJECTORY:** Comparing Number

Level Name	Description		
Nonverbal Comparer of Similar Items	Compares collections of 1-4 of the same items verbally or nonverbally (“just by looking”). May compare small collections using number words “two,” “three,” and “four” and sometimes others.	<p><b>IF CHILDREN can compare groups of the same item and determine if the amounts are the same or different...</b></p> <p>Create two groups of different amounts (1-4) in each “bus.” Use two different items such as the wood people and a second loose part. Show a card with dots that is the same number as one of the groups. Invite children to find the group that is the same number as the dots on your card.</p>	<p><b>IF CHILDREN need more practice comparing groups of the same item and determining if the amounts are the same or different...</b></p> <p>Continue to provide opportunities for them to compare groups of 1-4 objects of the same type. Consider decreasing the amount of people in each “bus.” For example, create one “bus” with one person and one “bus” with two people and invite children to tell you what they notice about the groups. Are they the same? How do they know? If necessary, consider lining up the two groups of people to support comparison. If, after additional support, children need more practice, see the Learning Trajectories for earlier trajectory levels.</p>
Nonverbal Comparer of Dissimilar Items	Matches small (1 to about 4), equal collections consisting of different items, showing that they are the same number.	<p><b>IF CHILDREN can compare groups of 1-4 different objects verbally or nonverbally “just by looking...”</b></p> <p>Place 1-6 “busses” as well as a group of the same number of people out for each child. Ask the children to put a person in each “bus.” When they seem finished, ask them if there is a person on each “bus” and how they know.</p>	<p><b>IF CHILDREN need more practice comparing groups of 1-4 different objects verbally or nonverbally...</b></p> <p>Continue to provide opportunities for them to compare groups of 1-4 different objects. Put one or two items (the same number but different items) in each bus and ask children if the groups are the same. Repeat with slightly larger numbers and then begin to introduce groups of different sizes.</p>
Matching Comparer	Compares groups of 1-6 by matching.	<p><b>IF CHILDREN can compare groups of 1-6 by matching...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice comparing groups of 1-6 by matching...</b></p> <p>Continue to provide opportunities for them to use matching strategies to compare groups by placing people in “busses.” Begin with very small numbers and increase as children are ready.</p>



## Culminating Celebration

Culminating Celebrations are an opportunity to reflect on the Exploration with the children, as well as to note and celebrate the growth and learning that has occurred. A Culminating Celebration should be implemented at the end of each Exploration. Choose one of the options below, or create a personalized Culminating Celebration that better matches how the Exploration unfolded in your classroom.

Exploration Two Culminating Celebration Suggestions	
<p><b>Option One</b></p> <p>Throughout the Exploration, collect and save evidence of children’s learning. Use the Explorations Documenting Learning template, and/or take and print pictures that show children’s interests and learnings. At the end of the Exploration, create an “Exploration Two Exhibit” to share how the Exploration unfolded in your classroom. Display the work and pictures in the classroom or other space and invite families in to view and discuss the exhibit with their children.</p>	<p><b>Option Two</b></p> <p>Take a neighborhood walk, or a walk through the program building, and reflect on each part of the Exploration. Consider using guiding questions throughout the walk such as: What do you see? What moving things do you see? How do they move? What do the buildings in our neighborhood look like? Do you see any details you might want to learn more about? What are they? How might we investigate? Consider inviting family members to join the walk.</p>

## V. Ideas for Learning Centers

Learning Centers advance the Exploration Essential and Focus Questions as well as the Exploration Outcomes. As you plan your daily schedule and learning centers, remember that children should engage in play for one-third of the program day. The suggestions below help develop rich play-based learning centers that provide opportunities for children to interact with teaching staff, each other and the materials. Your classroom should include the centers in this section and each center should be set up so children can be easily supervised and access the materials they need for their play. The suggested materials are relatable and fun! This is not an exhaustive list of materials and should be supplemented by other materials that pique the interest of the class.

Take a few minutes to reflect on the way children are using the centers in your classroom. Where do they typically play? Are they evenly dispersing themselves throughout the classroom or clustering in a few high-interest centers? When centers are well supplied, well organized and carefully introduced, children are more likely to use them appropriately and explore a variety of them rather than clustering in a few. While the headings in each center below remain the same as Exploration One: Our Community, there are new materials suggested throughout. Many of these materials are open-ended loose parts that are likely to encourage children's interest in observation and investigation and spark creativity. More information about loose parts can be found in Section IX. Appendices.

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*While the headings in each center remain the same as Exploration One: Our Community, there are new materials suggested throughout.*

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Consider the visual appeal of each center as well. How are the materials in each center displayed? Are they inviting? Does the display encourage children to engage in thoughtful exploration? Are containers and shelves labeled with pictures to assist all children in being independent in finding and putting away materials?

Additionally, reflect on how you are introducing centers to the children. An introduction to some of the materials in each center piques interest and entices them to try a variety of centers. Keep the attention span of three-year-olds in mind: even when you include a variety of carefully organized, thoughtfully introduced and interesting materials children will likely move across centers quickly and explore many materials in a short period.

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*Keep the attention span of three-year-olds in mind and remember that even when you include a wide variety of carefully organized, thoughtfully introduced and interesting materials children will likely move from one center to another rather quickly and may explore many materials across several centers in a short period.*

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Remember that while adding materials to an area inspires children's play, the learning is richer when adults are available to scaffold and engage with children in the centers. This is an essential component of an Exploration. It is through these observations and conversations that adults connect with and learn about each child. For each center, you will find examples of open-ended questions and statements that can provide entry points to conversations and support children's learning as they play. These interactions deepen engagement and inquiry while developing problem solving and critical thinking skills. Centers also provide opportunities for rich and meaningful learning across all *Head Start Early Learning Outcomes Framework* (ELOF) Domains. In addition to suggested materials for each center, there is also an area to note how children are exploring materials (observe) and ELOF standards that relate to what the children may be learning as they use the suggested materials (connect). This tool also includes space to plan for supporting children in further developing their knowledge and understandings (inform practice) and supports your work with your Authentic Assessment System. An additional copy of this form can be found in Section X Appendices.

### INVITATIONS TO EXPLORE

Invitations to Explore are included in each center. These are opportunities to connect with your children and help them use the materials in each center to dig deeper into the big ideas of the Exploration. Implement these activities in the center during Center Time. Prior to the beginning of Center Time every day, inform children of the materials to explore as well as the teaching team member

who will be supporting learning in the center. When previewing the Invitation to the class:

- Use exciting language and affect to describe the activity.
- Briefly show one or two of the hands-on-materials that children will explore.
- Link the activity to children’s previous experiences.
- Invite children to participate if they would like.
- Assure children that they will have multiple opportunities to engage in the center throughout the week.

### **FAMILY AND COMMUNITY ENGAGEMENT SUGGESTIONS**

There is a Family and Community Engagement suggestion in each center. Use these suggestions as a starting point for developing activities that are accessible for the families of the children in your program, and help them connect with the program by sharing their experience and knowledge with the class, as well as extending learning outside of the classroom. Share activities with families as indicated in this section. Note the alignment to the Program Quality Standards.

# Blocks/Construction

"Play is the highest form of research."

Albert Einstein

**IN THIS CENTER, children will likely** move from exploring the properties of blocks to laying them side by side. Three-year-olds may play alone or near other children. They may begin to create enclosures and start to explore concepts of sorting, ordering, counting, one to one correspondence, size, and shape. Later, children begin to combine structures and build vertically. Additionally, their block play may become more social in nature.

## QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- I notice that you \_\_\_\_\_. What do you think will happen if you \_\_\_\_\_?
- This reminds me of \_\_\_\_\_.
- You put this \_\_\_\_\_ here and this \_\_\_\_\_ here.
- You are \_\_\_\_\_. Last time you played here you \_\_\_\_\_. I wonder \_\_\_\_\_.

**SUGGESTED TEXT:** *City Block* by Christopher Franceschelli

## MATERIALS: UNIT BLOCKS

- Wood or plastic in a variety of shapes such as rectangles, squares, triangles and cylinders
- Rainbow blocks
- Mirror blocks

## MATERIALS: ACCESSORIES

- Toy people
- Traffic signs
- Turf squares
- Fabric scraps
- Blank paper
- Drawing and writing instruments
- Signs from buildings and businesses that are common in the program area or familiar to the children
- Toy vehicles such as cars, trucks, construction vehicles, boats and trains of various sizes
- Recyclable building materials such as tin cans, cardboard tubes, empty tape rolls and small boxes
- Pictures of buildings in the program area, and well know NYC buildings

## PLANNING

**OBSERVE:** *What are children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with ELOF goals?*

Goal P-ATL 10. Child demonstrates initiative and independence.

Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

### **INVITATION TO EXPLORE**

In Month Three: Invite children to explore unit blocks and add landmarks or signs from buildings and businesses that are common in the program area or familiar to the children (consider using the signs families made in month one or making signs in the writing center or art center after neighborhood walks). Pose the following question: What do you notice about these signs? What can we build with our blocks and these signs?

### **FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION**

In Month Three: Invite families to build a structure together. Suggest they use a building material of their choice (i.e. blocks, connectors or recycled materials) either at home or in the classroom. Encourage them to talk with their children about what they might build as well as the materials they will use before they begin the building process. Encourage families to engage in discussions throughout the building process and consider providing sentence starters or questions they might use to facilitate discussions (i.e. What might happen if we put \_\_\_\_\_ here? What else do we need to include in our \_\_\_\_\_? Why?). If desired, families can take or draw pictures of their structures and return them to the classroom to hang at children's eye level in the Blocks/Construction Area.

*PQS 3.1 Capacity Building: Primary Teacher*

## Dramatic Play

"Whenever children say, 'let's pretend,' a new landscape of possibilities for learning is revealed. When children pretend, they try on new feelings, roles and ideas. They stretch their minds along with their imaginations."

*Curtis and Carter*

**IN THIS CENTER, children will likely** experiment with simple imitation, which will increase in complexity as they further develop the capacity to observe and recreate details. They will then explore role-playing and enjoy the opportunity to express their understanding of the world and recreate their experiences. Young children typically engage in independent pretend play and move to playing alongside others before engaging in increasingly social cooperative play (Epstein, 2014).

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING:

You are \_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_.

You are \_\_\_\_\_. I remember when we saw \_\_\_\_\_.

What can we use to \_\_\_\_\_?

It looks like you are pretending you are a \_\_\_\_\_. Tell me about \_\_\_\_\_.

**SUGGESTED TEXT:** *Whose Tools?* by Toni Buzzeo

### PROPS AND MATERIALS

- Child-sized furniture
- Tool boxes
- Transit cards
- Pretend money
- Walkie-talkie
- Airline tickets
- Pretend computer
- Construction tools such as hammers, drills, wrenches, screw drivers, etc.
- Dolls and materials for care such as clothing, blankets and bottles
- Kitchen utensils (i.e. plates, cups, silverware, pots and pans)
- Drawing and writing instruments and various types of paper
- Mirror
- Maps
- Credit cards
- Lunch boxes
- Pretend food
- Suitcase
- Magnifying glasses

### PLANNING

**OBSERVE:** *What are children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-ATL 12. Child expresses creativity in thinking and communication.

Goal P-SE 4. Child engages in cooperative play with other children.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

### **DRESS UP**

- Costumes and costume related items that connect to Exploration topic areas such as train conductor costume, construction vests, hard hats, lab coats, safety goggles, MTA apparel, firefighter jackets and hats, mechanic coveralls, pilot jacket and hat, flight attendant hats and clothing, medical jackets and equipment such as stethoscope, blood-pressure cuff, Band-Aids, etc.
- Various fabric scraps to inspire costume creation
- Various clothing related items such as dresses, dress shirts, suit coats, aprons, scarves, ties, necklaces, brief case, purses, glasses frames, sun glasses

### **FANTASY**

- Various items related to fantasy play that connect to children's lives such as animal costumes, stuffed animals, crowns, capes and fancy gowns

### **INVITATION TO EXPLORE**

In Month Four: Invite children to explore animal costumes or stuffed animals (from the Fantasy category above) with you. Allow children to explore the costumes or animals as desired. As you interact and listen to the children's thoughts, pose the following question: What are some ways that different animals move?

### **FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION**

In Month Four: Invite families to take a pretend trip with their children. Encourage them to consider where they will go, how they will get there, how they might feel about going on this trip together. If desired, families can create books about their pretend trips and return to the classroom to place in the library.

*PQS 3.1 Capacity Building: Primary Teacher*

## Art

*"It took me four years to paint like Raphael, but a lifetime to paint like a child."*  
*Pablo Picasso*

**IN THIS CENTER, children will likely** be interested in exploring materials. They may work quickly, focusing solely on exploration. As they gain physical dexterity, children will work for longer periods and become more intentional about their work. As intentionality unfolds, children often decide what they are making after completion. Children’s art builds in complexity as they are able to hold an increasing number of characteristics in mind. When children explore a new medium, the marks they make may appear random as they prioritize possibility over effect but will become increasingly deliberate as they gain mastery over materials. As this mastery develops, children will also shift from producing seemingly unrelated components to more connected elements (Epstein, 2014).

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- Tell me about your art.
- You are using \_\_\_\_\_.
- When you \_\_\_\_\_, \_\_\_\_\_ happened. What do you think would happen if you \_\_\_\_\_?
- I notice that you \_\_\_\_\_.
- What does this remind you of?

**SUGGESTED TEXT:** *All the Buildings in New York: That I’ve Drawn So Far* by James Gulliver Hancock

### DRAWING MATERIALS

- Crayons (variety of sizes and colors)
- Washable markers (variety of sizes and colors)
- Colored pencils
- Chalk
- Large sheets of paper
- Oil pastels
- Construction paper
- Butcher paper

### PAINTS

- Shaving cream
- Tempera paints
- Liquid water-color paint
- Metallic paint

Note:

Children have varying levels of sensitivity to sensory experiences. Do not force children to touch materials. Invite children to participate and observe their behavior carefully. Respond to the cues they give you about their readiness to participate.

<b>PLANNING</b>
<p><b>OBSERVE:</b> <i>What are children doing/saying in this center?</i></p>
<p><b>CONNECT:</b> <i>How do my observations link to skills children are developing and align with the ELOF goals?</i></p> <p>Goal P-ATL 7. Child persists in tasks.</p> <p>Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.</p> <p><i>What other ELOF goals do these observations support?</i></p>
<p><b>INFORM PRACTICE:</b> <i>What are my next steps in response to children’s skills and interests?</i></p>

### THREE-DIMENSIONAL MATERIALS

- Play-dough
- Sticks
- Corks
- Tin cans large nuts, bolts and washers
- Embroidery hoops to use as a base to support other three-dimensional materials
- Bottle tops
- Wire
- Clothespins

### COLLAGE MATERIALS

- Buttons
- Yarn
- Mosaic tiles
- Feathers
- Magazine strips
- Contact paper
- Beads
- Sandpaper
- Cotton balls
- Wrapping paper scraps
- Tin foil strips

### TOOLS

- Kitchen utensils such as spoons, forks and spatulas for children to use as painting or playdough tools
- Things that roll such as balls, marbles or plastic eggs for children to dip into paint and roll on paper
- Small boxes and marbles. Add a few drops of paint, close the box and invite the children to shake the box
- Assorted wheels for children to dip into paint and drive on paper
- Various vehicles such as cars, trucks or trains for children to dip into paint and drive on paper
- Drying rack or other place for artwork to dry
- Salad Spinner
- Smocks
- Child-safe scissors
- Glue sticks or all-purpose glue
- Easel
- Shatterproof mirrors

### INVITATION TO EXPLORE

In Month Four: Place a circle of paper and a few drips of paint inside a salad spinner. Invite children to explore these materials with you. Pose the following questions: How can we make this salad spinner move? What happens to the paper and paint inside when we make it spin?

### **FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION**

In Month One: Invite families to observe a piece of art together and discuss what they notice. They can select art they have in their home, something they see on their way to their classroom, art the child made, a postcard, gallery flyer, a picture in a book or you can send a copy of a piece of art home with the children.

*PQS 3.1 Capacity Building: Primary Teacher*

## Science/Discovery

"Science is a way of thinking much more than it is a body of knowledge."

Carl Sagan

**IN THIS CENTER**, children will likely play with, observe, describe, and categorize materials. As they become comfortable with materials, they will begin to experiment with new ways to use them and make hypotheses. Initially these hypotheses may be inaccurate. As children develop, they are increasingly able to recognize their misconceptions and begin to adjust their thinking but may still be satisfied with other misconceptions so long as they support their own experiences (Epstein, 2014).

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- What do you notice about \_\_\_\_?
- How do you know?
- Look at what happens when you \_\_\_\_\_.
- How can you \_\_\_\_\_?
- Why do you think \_\_\_\_\_?
- What else does \_\_\_\_\_?

**SUGGESTED TEXT:** *Different? Same!* by Heather Tekavec

### COLLECTIONS OF NATURAL OBJECTS

- Dried flowers
- Assorted bark pieces
- Assorted woodchips
- Assorted natural items children bring to the classroom
- Seedpods
- Moss

### LIVING THINGS

- Plants
- Classroom pet
- Ant farm
- Window bird feeder

\*Note: Place all living things where children can access and investigate them or include a plan that allows children to engage with them

### NATURE/SCIENCE BOOKS, GAMES OR TOYS

- X-Rays
- Gears
- Assorted toy butterflies
- Various toy insects with and without wings
- Wheels
- Marble run and marbles

### PLANNING

**OBSERVE:** *What are children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-SCI 2. Child engages in scientific talk.

Goal P-SCI 5. Child plans and conducts investigations and experiments.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

- Magnets, nuts, bolts, washers and baking sheet or other magnetic surface (See Appendices for sample)

#### **NATURE/SCIENCE TOOLS**

- Magnifying glasses
- Prisms
- Eyedroppers and colored water
- Blank paper
- Color paddles
- Kaleidoscopes
- Flashlights
- Drawing and writing instruments
- Shatterproof mirrors
- Light table
- Small bowls/containers
- Clipboards
- Color mixing glasses
- Binoculars

#### **INVITATION TO EXPLORE**

In Month One: Invite children to explore mirrors with you. Pose the following question: Let's look in these mirrors. What do you see? After children explore, pose an additional question: "What do you use to see?"

#### **FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION**

In Month Two: Invite children and families to investigate what happens when they place objects in water. Suggest that they collect several objects, discuss what might happen when they place each one in water and test their ideas by placing the objects in water one at a time then discussing what occurred.

*PQS 3.1 Capacity Building: Primary Teacher*

## Toys and Games/Math Manipulatives

*"Too often we give children answers to remember rather than problems to solve."  
Roger Lewin*

**IN THIS CENTER**, children will likely be exploring mathematical concepts and using their imagination as they play with various connectors and manipulatives. Children may count with separate words, but not necessarily in the right order and will likely be able to count with some correspondence to 10 before being able to accurately count up to five objects and answer, "how many?" Children may also be able to identify typical shapes such as circle, triangle and square and be exploring the orientation and size of these shapes. They will likely be engaging in pretend play as they build structures with tabletop blocks and toy animals or vehicles. Through their work with these materials, they will also be developing fine motor skills.

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- You are \_\_\_\_\_.
- Let's count these together.
- Are these the same or different? How do you know?
- I noticed this is \_\_\_\_\_ and this is \_\_\_\_\_.
- You put \_\_\_\_\_ here and \_\_\_\_\_ here. What do you think will happen if \_\_\_\_\_?
- How do you know?
- Look at this pattern.

**SUGGESTED TEXT:** *Have You Seen My Monster?* by Steve Light

### COUNTING

- Large glass pebbles
- Large wooden beads
- Large shells
- Counting vehicles such as cars, trains, trucks, boats
- Wooden disks
- Leaves
- Small rocks

### MEASURING AND COMPARING QUANTITY

- Stacking cups
- Wooden ring circles
- Connecting cubes
- Egg cartons
- Wooden cubes
- Dominoes

### PLANNING

**OBSERVE:** *What do I notice children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-SCI 3. Child compares and categorizes observable phenomena.

Goal P-MATH 1. Child knows number names and the count sequence.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

### RECOGNIZING SHAPES

- Shape puzzles
- Attribute/pattern blocks
- Shapes cut from sponges
- Various shape cookie cutters
- Magnetic blocks
- Popsicle sticks

### WRITTEN NUMBER

- Number tiles
- Touch and feel counting cards
- Tape measure
- Blank paper
- Drawing and writing instruments
- Number puzzles
- Numeral dice

### SMALL BUILDING TOYS AND MANIPULATIVES

- Interlocking blocks
- Sticks and connectors
- Nuts and bolts
- Tabletop blocks
- Links
- Ramps

**PUZZLES** \*Note the difficulty and recommended age listed on each puzzle. Use your observations of your children to select an assortment of puzzles that appropriately challenge the children in your class.

- Individual piece puzzles with and without knobs
- Framed puzzles with interlocking pieces
- Floor puzzles

### INVITATION TO EXPLORE

In Month Two: Invite children to explore pattern or attribute blocks with you. As you explore, say the name of the shapes and run your finger across the sides of each block and count them but allow children to investigate and draw attention to their own observations as well. Pose the following question: Let's investigate these blocks together. What do you notice about them?

### FAMILY AND COMMUNIT ENGAGEMENT SUGGESTION

In Month Three: Invite families to build together. Add an element of challenge by suggesting they build structures with a predetermined number of blocks. For example, they might build a building with three blocks or create a building with ten blocks. They can use blocks or connectors, recycled materials or come into the classroom and build together with classroom materials.

*PQS 1: Strong Relationships*

## Sand and Water / Sensory

*"The senses, being explorers of the world, open the way to knowledge."*

*Maria Montessori*

**IN THIS CENTER, children will likely** engage in exploring the properties of the pourable materials in the table as well as the materials for scooping and pouring such as cups, scoops and shovels. Some children may fill containers and dump them out repeatedly as they explore. Other children may be starting to engage in pretend play with the materials in the table by using them for cooking or using smaller toys to develop a play scenario. Some children may find the Sand and Water/Sensory table materials calming.

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- How does the \_\_\_\_\_ feel?
- How can you fill \_\_\_\_\_ with \_\_\_\_\_?
- Why do you think \_\_\_\_\_ happens when you pour sand/water in it?
- What would happen if \_\_\_\_\_?

**SUGGESTED TEXT:** *Float* by Daniel Meyers

#### Notes

- *Children have varying levels of sensitivity to sensory experiences. Do not force children to touch materials. Invite children to participate and observe their behavior carefully. Respond to the cues they give you about their readiness to participate.*
- *Children should have an experience with sand and water over each two-week period.*
- *Make sure there is enough sand/water for children to use purposefully.*
- *Be mindful of materials. Provide multiples of high-interest tools and toys so children are not required to share but do not supply so many toys that the table is too full and children are unable to explore by scooping, pouring and digging.*

### POURABLE MATERIALS

- Sand
- Water

### PLANNING

**OBSERVE:** *What do I notice children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.

Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms and events).

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

## TOOLS AND TOYS

- Trowels
- Tongs
- Wooden spoons
- Plastic piping
- Drawing and writing instruments
- Sand molds for building castles
- Various containers (i.e. buckets, recycled food containers or water bottles)
- Assorted animals that move in various ways such as walk, swim, fly, etc.
- Various toy vehicles such as cars, trucks, construction vehicles, boats, etc.
- Nuts, bolts, washers and magnets
- Child-safe bubbles
- Shovels
- Whisks
- Funnels
- Blank paper

## INVITATION TO EXPLORE

In Month Three: Add a small amount of water to the sand in the sensory table. Invite children to explore sand molds with you. Pose the following questions: What can we build with this sand and these molds?

## FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION

In Month Two: Send home a small bag of sand with each child in the class. Encourage children and families to investigate what happens when they add water to the sand. Before adding water to the sand they can discuss what they think will happen and after they have added water they can discuss the results. Families can also do this activity in the classroom with their children.

*PQS 3.1 Capacity Building: Primary Teacher*

## Library

"You can find magic wherever you look. Sit back and relax, all you need is a book."  
*Dr. Seuss*

**IN THIS CENTER**, children will likely explore the connection between images, symbols, words, and spoken language. They may be interested in exploring books and story-telling materials independently, with an adult or a peer. Children are most likely to enjoy books and stories that match their interests, are active, engaging, and include interesting illustrations. At this age, children may prefer books with simple texts and clear rhythms. Children may also enjoy reading and rereading the same book multiple times.

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- Tell me about this book.
- This reminds me of \_\_\_\_\_.
- What do you think happens in this book?
- This book makes me feel \_\_\_\_\_. How does it make you feel? Why?
- What do you notice about this picture?
- What book would you like to read? Why?

### BOOKS

- See Section VI. Texts for Exploration-related text suggestions
- Supplement Exploration-related titles with other books from the Master Book List that support the needs and interests of your children

### EXPRESSIVE LANGUAGE MATERIALS

- Puppets
- Stuffed animals
- Blank paper
- Drawing and writing instruments
- Felt board pieces related to books children especially enjoy and can easily retell

### INVITATION TO EXPLORE

In Month One: Invite children to explore *Making Faces: A First Book of Emotions* by Abrams Appleseed with you. As you talk about specific emotions pose the following question: What do you notice about the baby's (sad) face? Why might s/he feel (sad)?

### PLANNING

**OBSERVE:** *What do I notice children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

Goal P-SE 11. Child has sense of belonging to family, community and other groups.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

### **FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION**

In Month One: Ask families and children to look outside and note a few things that they see and then make a list or draw pictures of these objects (i.e. I see birds flying in the sky). Children can bring these pictures back to school and create a class book in a similar style to ***Brown Bear, Brown Bear What Do You See?*** by Eric Carle. Keep this book in the class library.

*PQS 3.1: Primary Teacher*

# Cooking and Mixing

(as needed)

*"Children have a real understanding only of that which they invent themselves."*  
*Jean Piaget*

**IN THIS CENTER, children will likely** explore different foods and mixing materials. Children will develop fine motor skills as they pour, scoop, and mix, math skills as they measure ingredients and literacy skills as they follow a recipe and explore the language of cooking. Cooking and mixing provides an opportunity for children to use multiple senses and experience ownership as they make food or materials for the classroom. Additionally, children may be interested in trying new foods when they engage in the preparation process.

## QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- Let's look at the recipe.
- How does it smell?
- What does this look like?
- How does it feel?
- Why do you think \_\_\_\_\_ happened when we added the \_\_\_\_?
- What do you think will happen when \_\_\_\_\_?

## Notes

- *Be mindful of children's food intolerances and allergies by connecting with families before you do cooking activities and explicitly teaching children how being aware of allergies keeps us safe.*
- *Children must always wash hands before and after cooking experiences.*
- *Snacks and meals must be of adequate nutritional value. When providing snacks and meals, supplement with other components of a healthy meal/snack according to appropriate meal guidelines in order to meet children's nutritional needs.*

## MIX, MASH AND MAKE

- Bubble dough (See Appendices for sample recipe)
- Glitter Dough (See Appendices for sample recipe)
- Sparkle Slime (See Appendices for sample recipe)
- Make playdough then allow children to explore playdough and wheels
- Make playdough then allow children to explore how playdough, rocks and sticks can be used for building

## PLANNING

**OBSERVE:** *What do I notice children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms and events).

Goal P-PMP 3. Child demonstrates increasing control, strength and coordination of small muscles.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

### **INVITATION TO EXPLORE**

In Month Three: Invite children to mix dirt and water with you to make mud. Pour the mud into an ice cube tray and freeze. When frozen, pop the “bricks” out of the tray and invite the children to explore them with you. Pose the following question: What can we build with these frozen mud bricks?

### **FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION**

In Month Two: Make Bubble Dough with the class. Send home a small ball of this dough with each child. Ask families and children to investigate what happens when they place the dough in water. Before putting the dough in the water they can discuss what they think will happen, then test their predictions and end by discussing the results.

*PQS 3.1 Capacity Building: Primary Teacher*

## Outdoors / Playground / Gross Motor

"Children were not born to walk. They were born to run- barefoot, over rocks, through the water, through the mud. We need to give greater appreciation to the energy and joy of children."

Bev Boss

**CHILDREN MIGHT** practice developing control over their movements as they play outdoors, on the playground or engage in gross motor play. At the beginning of this process, children are unable to control or intentionally repeat movements and require many opportunities for safe exploration and discovery. As they develop, they are increasingly able to control their movements in response to their intentions but still need opportunities to practice. Only when the movements themselves become increasingly routine and eventually automatic are children ready to engage in formal game play (Epstein, 2014).

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING:

- You're \_\_\_\_\_. • What do you see?
- How does it feel outside today?
- I noticed you \_\_\_\_\_. Tell me about that.
- You are \_\_\_\_\_. What would happen if \_\_\_\_\_?

**SUGGESTED TEXT:** *Race Car Count* by Rebecca Dotlich

### PORTABLE MATERIALS

- Ribbons
- Blank paper
- Magnifying glasses
- Drawing and writing utensils for investigating and note taking
- Contact paper sticky wall (See Appendices for sample)
- Baskets for collecting (safe) outdoor treasures
- Assorted large sticks to lean against a tree or wall and make a structure
- Various scoops such as shovels, spoons and measuring spoons
- Containers such as buckets, empty clean food containers

### PLANNING

**OBSERVE:** *What do I notice children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-MATH 3. Child understands the relationship between numbers and quantities.

Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

### **PORTABLE LARGE MOTOR EQUIPMENT**

- Balls and pinecones or other natural materials for outdoor bowling
- Bubble wrap for jumping and popping
- Newspaper balls and a tub or bin for newspaper basketball
- Tumbling mats
- Tunnels
- Parachute
- Wheel toys

### **INVITATION TO EXPLORE**

In Month Four: Invite children to explore the book, *Race Car Count* by Rebecca Dotlich with you. After you explore the book together, pose the following question: Let's race like the cars in this book. How fast/slow will you move?

### **FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION**

In Month Four: Invite families to explore different ways they can move their bodies. For example, they can walk, run, hop, skip, jump, or shuffle together. Provide options that are manageable for all children and families.

*PQS 3.1: Primary Teacher*

## Writing

"The fire of literacy is created by the emotional sparks between a child, a book and the person reading."

Mem Fox

**IN THIS CENTER, children will likely** use a variety of materials to explore writing and communication. Let children experiment with making marks on paper to express ideas as they are ready. Accept all marks children make. Children typically begin to prewrite using pictures and scribbles. As they develop they may begin to make horizontal lines, then letter-like forms and later make some letters, especially those in their own name.

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- I see you are \_\_\_\_\_.
- Tell me about your work.
- You are making (curvy, zigzag, straight, etc.) lines.
- I see other (curvy, zigzag, straight, etc.) in our classroom (indicate).

**SUGGESTED TEXT:** *Making Faces: A First Book of Emotions* by Abrams  
Appleseed

### WRITING AND DRAWING MATERIALS

- Crayons
- Thick pencils
- Dry erase markers
- Graph paper
- Markers
- Blank paper
- Dry erase boards
- Assorted paper

### MATERIALS TO EXPLORE LETTERS

- Wooden letters
- Maps
- Signs from buildings and businesses that are common in the program area or familiar to the children
- Markers taped to the back of toy cars
- Rocks and stones with a line drawn on them (See Appendices for picture).
- Name card for each child with first name and picture
- Blueprints and floorplans

### PLANNING

**OBSERVE:** *What do I notice children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

Goal P-ATL. 12 Child expresses creativity in thinking and communication

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

### **INVITATION TO EXPLORE**

In Month Two: Select a writing tool (i.e. pencil, marker or crayon) and invite children to investigate it with you. Provide paper and allow children to explore the types of marks they can make with the tool. Pose the following question: What type of lines can this tool make?

### **FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION**

In Month One: Invite families to notice and discuss some of the signs in their environment/in the neighborhood. They can draw or take pictures of some of the signs that are especially meaningful to them. Post the responses in the classroom in the blocks/construction area at children's eye level or use them to create the blocks for the Blocks/Construction Invitation in month three.

*PQS 1: Strong Relationships*

## Music and Movement

*"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything."*

*Plato*

**CHILDREN MIGHT** enjoy exploring sounds and the qualities and capabilities of their own voices as well as simple instruments. They enjoy experimenting with pitch, volume and the possibility of using their voices to convey emotion. Children may also be developing the dexterity to use simple instruments and enjoy using them for the simple purpose of making musical sounds. Children may also enjoy engaging in creative movements with one or two components. This type of movement provides an opportunity to use their bodies to represent their observations and experiences (Epstein, 2014).

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- I see you moving like this.
- I heard/saw you \_\_\_\_\_.
- How does this music make you feel?
- Do you want to try \_\_\_\_\_?

**SUGGESTED TEXT:** *Sing With Me: Action Songs Every Child Should Know* by Naoko Stoop

### Notes

- *There should always be at least enough instruments available for at least half the children in the class.*
- *Three-year-olds do not need independent access to the classroom listening device.*

### INSTRUMENTS

- Drums
- Rain sticks
- Blank paper
- Drawing and writing instruments
- Toolbox xylophone (See Appendices for picture)
- Xylophones
- Wind Chimes

### PLANNING

**OBSERVE:** *What do I notice children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-PMP 1. Child demonstrates control, strength and coordination of large muscles.

Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms and events).

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

### **LISTENING**

- Device for playing music such as stereo/boom box

### **DANCE PROPS**

- Animal props (i.e. butterfly wings, bunny ears) to inspire moving like a variety of animals
- Stage for dancing and space for audience
- Pinwheels
- Full length mirror

### **INVITATION TO EXPLORE**

In Month One: Play music and invite children to dance in front of the mirror.

Pose the following question: What do you see? What do you notice about your body?

### **FAMILY AND COMMUNITY ENGAGEMENT**

In Month Four: Invite families to make music or rhythm together by moving their bodies (stomp, clap, pat knees, etc.). Encourage them to talk about what types of movements can make music.

*PQS 3.1 Capacity Building: Primary Teacher*

## Computer/Technology

(if desired)

*"We want children to feel confident, excited and eager to play, explore and learn as they interact with technology."*

*Chip Donahue*

**IN THIS CENTER,** children will likely enjoy exploring how to use computers and other electronic devices. Most electronic content requires the ability to make meaning from images and symbols so the capability to symbolize is an important precursor to successful electronic play. Children may also be curious about using technology as a research tool to learn about concepts and answer questions.

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING:

- What do we already know? What do we need to research?
- What do you think?
- I see \_\_\_\_\_. What do you notice?

### Notes:

- *Content should be free of product placement/advertising.*
- *Children are not to use computers or other devices with screens more than 15 minutes per day, with a maximum of 30 minutes per week. Exceptions to this limit may be made for children with disabilities who require assistive computer technology as outlines in their Individualized Education Program.*
- *Prescreen materials to make sure they are appropriate for children and not frightening or explicit.*
- *Do not use personal **devices** and ensure that you have signed permission before taking photographs of children.*

### MATERIALS

- Computer, tablet and/or other devices
- Headphones

### DATA CYCLE IN ACTION

**OBSERVE:** *What do I notice children doing/saying in this center?*

**ANALYZE:** *How do my observations link to skills that children are developing and align with the ELOF goals?*

Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms and events).

Goal P-LC 5. Child expresses self in increasingly long, detailed and sophisticated ways.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

### **INVITATION TO EXPLORE**

In Month Two: Use a search engine to find a piece of art that may be interesting (and age-appropriate) to the children in your class (consider art/artists from the community, art/artists with historical significance, etc.). Invite the children to look at the picture. Pose the following question: What do you notice about this piece of art? Look closely, what interesting details do you see?

### **FAMILY AND COMMUNITY ENGAGEMENT**

In Month Three: Invite families to use a search engine to find pictures of construction vehicles. They can select an image together and create a story about the vehicle. If desired, an adult can write down the words to the story. If families are unable to access the internet outside of school, invite them to use a search engine to find a picture of a construction vehicle at school that they can print to do the activity.

## VI. Texts

Books are essential to a well-planned unit and ground the learning experiences for children. Books can be incorporated throughout the room and enhance children’s learning through play. Use a variety of methods to engage children with books throughout the day. Engage children in small and large group read alouds and make connections to children’s classroom and home experiences. Support children in referencing books to gather information and explore new ideas. Keep children’s attention spans in mind when selecting books to use with three-year-olds and remember they may only be able to engage with books for short periods. If children lose interest in a book or read aloud, move on to another activity.

The books suggested in this section compliment the Essential and Focus Questions and help children develop a deeper understanding of the Exploration. Not only can these books be read aloud both formally and informally, but children should also be able to access and read these books on their own. Allowing children access to classroom books encourages children to display emergent reading behaviors.

The following list is not exhaustive and can be supplemented by similar books or other books that are relevant to the classroom needs and interests. In addition to the books on this list, children should have access to other books such as books from the Exploration Master Book List. Be sure to include a variety of book types (fantasy, factual information,

stories about people, animals, and nature/science as well as books that reflect different cultures and abilities). Rotate classroom books as you move through each part of the Exploration as well according to children’s interests and needs.

### Multiple Reads

When you have a text that draws the interest of the children in your class, consider one or more of the following techniques for reading the book multiple times to extend children's thinking:

- Take a "picture walk" through the book the first time you read it by just showing the pictures and asking the children what they see and what they think the book is about.
- Consider reading the book once without pausing so that children hear the cadence of the words and hear the story in its entirety.
- Preview or review texts or parts of texts (particularly vocabulary) for children who need additional language or learning support.
- Model skills readers use to gain greater understanding of content by thinking aloud about the meaning of a word in context or drawing a conclusion based on prior knowledge.
- Ask children to make predictions based on what they know so far and ask them to explain their thinking.

- Write down and post children’s responses to questions with more than one possible answer.
- Pause throughout the book and ask children to share a new word or idea they heard and explain it using familiar words or contexts.
- Invite children to make connections between the book and their own life experiences as well as classroom experiences.
- Brainstorm potential solutions to a problem a character might be facing.
- Ask children what the character could do differently or ask them what they might do if they were in the place of the main character.
- As children become more familiar with the story or information, use this as the beginning of extension activities such as acting out a story, painting or drawing something inspired by the text, or creating puppet shows.

### Extensions

As children become ready consider the following:

- Compare and contrast books with similar content, themes or structures.
- As a book becomes familiar to the children, ask for volunteers to "read" it to you or small groups of children, letting them describe the pictures and the story in their own words.

## Suggested Texts for Read Alouds

These books help children develop a deeper understanding of Exploration content. They are a combination of literary and informational texts that can be read many times and work well for read alouds. Keep these books in the classroom library, or in a specific center, throughout the Exploration so children can access them independently, if desired. Supplement as needed with other books from the Explorations Master Booklist, a Handmade Book (see Exploration One: Our Community) or another library, based on children’s interests and needs.

Seeing	Investigating	Building	Moving
<p><b><i>Brown Bear, Brown Bear, What Do You See?</i></b> by Bill Martin Jr: A green frog, purple cat, blue horse, and yellow duck parade across the pages of this book.</p> <p><b><i>Different? Same!</i></b> by Heather Tekavec: Take a look at several animal characteristics that highlight how there can be both differences and similarities within a group.</p> <p><b><i>I Went Walking</i></b> by Sue Williams: A young child’s walk becomes an exuberant adventure.</p> <p><b><i>Row Row Row Your Boat</i></b> by Jane Cabrera: Lively animals encourage action in this twist on a traditional children’s song.</p>	<p><b><i>Best in Snow</i></b> by April Pulley Sayre: Discover the wonderful world of snow.</p> <p><b><i>Birds</i></b> by Kevin Henkes: A little girl observes and describes birds- their size, color, shape, the way they move, appear and disappear as well as how they are most like her.</p> <p><b><i>Bugs! Bugs! Bugs!</i></b> by Bob Barner: Ladybugs, butterflies, daddy longlegs and round roly-polies are just some of the familiar creatures included in this text for budding entomologists.</p> <p><b><i>Red is a Dragon: A Book of Colors</i></b> by Roseanne Greenfield Thong: A young girl finds a rainbow of colors in her everyday life.</p> <p><b><i>Step Gently Out</i></b> by Helen Frost: Close-up photography and lyrical text implore children to look more closely at the world around them.</p> <p><b><i>My Little Cities: New York</i></b> by Jennifer Adams: A whirlwind tour of the Big Apple.</p> <p><b><i>Wait</i></b> by Antoinette Portis: As a boy and his mother move quickly through the city, they are drawn to different things.</p>	<p><b><i>All the Buildings in New York: That I Have Drawn So Far</i></b> by James Gulliver Hancock: Take a tour of New York by looking at some of the buildings. They come in lots of shapes and sizes.</p> <p><b><i>Dreaming Up: A Celebration of Building</i></b> by Christy Hale: A collection of concrete poetry, illustrations and photographs that shows how young children’s constructions are reflected in notable works of architecture.</p> <p><b><i>The Mixed Up Truck</i></b> by Stephen Savage: How can Cement Mixer help the other trucks on the construction site?</p> <p><b><i>What To Do With a Box</i></b> by Jane Yolen: If you give a child a box, who can tell what will happen next?</p> <p><b><i>Whose Tools?</i></b> by Toni Buzzeo: Six craftsmen build a house from the ground up.</p>	<p><b><i>A Hop Is Up</i></b> by Kristy Dempsey: Hop up! Bend down! Spin around! Jump over!</p> <p><b><i>Along a Long Road</i></b> by Frank Viva: Speed off on an eventful bicycle ride along the bold yellow road that cuts through town, by the sea and through the country.</p> <p><b><i>Let’s Go for a Drive!</i></b> by Mo Willems: Gerald and Piggie want to go for a drive!</p> <p><b><i>Subway</i></b> by Anastasia Suen: Hop on the subway with a little girl and her mother.</p> <p><b><i>Supertruck</i></b> by Stephen Savage: When the city is hit by a colossal snowstorm, only one hero can save the day.</p> <p><b><i>Ten Tiny Babies</i></b> by Karen Katz: One tiny baby starts to run. Along comes another until ten tiny babies are exhausted from the day and fast asleep in their beds.</p> <p><b><i>Whose Truck?</i></b> by Toni Buzzeo: Featuring six different trucks and their drivers.</p>

## Suggested Texts for Learning Centers

These books align with Exploration content and match themes or ideas children may explore in Learning Centers. They are a combination of literary and informational texts that children may enjoy using independently, with a teacher, or a small group of children. Display these books in the Learning Center listed here and allow children to use these books in their play. Note, some of these books are also suggested as classroom read alouds.

<b>Blocks/Construction</b>	<i>City Block</i> by Christopher Franceschelli
<b>Dramatic Play</b>	<i>Whose Tools?</i> by Toni Buzzeo
<b>Art</b>	<i>All the Buildings in New York: That I've Drawn So Far</i> by James Gulliver Hancock
<b>Science/Discovery</b>	<i>Different? Same!</i> by Heather Tekavec
<b>Toys and Games/Math Manipulatives</b>	<i>Have You Seen My Monster?</i> by Steve Light
<b>Sand and Water/Sensory</b>	<i>Float</i> by Daniel Meyers
<b>Outdoors/Playground/Gross Motor</b>	<i>Race Car Count</i> by Rebecca Dotlich
<b>Writing</b>	<i>Making Faces: A First Book of Emotions</i> by Abrams Appleseed
<b>Music and Movement</b>	<i>Sing With Me: Action Songs Every Child Should Know</i> by Naoko Stoop

\*Books with an asterisk are also available in languages other than English

## VII. Inquiry and Critical Thinking Questions for Texts

Critical thinking skills are foundational to learning and educational success.

These questions are based around Webb’s Depth of Knowledge Wheel, which provides a vocabulary and critical thinking frame of reference when thinking about our children and how they engage with unit content.

Re-read suggested texts throughout the unit, starting with questions at the beginning of the list, and adding more complex questions as children are ready.

### ***A Hop Is Up*** by Kristy Dempsey

Goal P- MATH 10. Child explores the positions of objects in space.

What are some of the ways the people and things in this book move?

Let’s try some of the moves from the book. Can you hop up? Spin around? Leap? March? Etc.

What are some other ways you can move your body? Let’s give them a try!

### ***A Line Can Be*** by Laura Ljungkvist

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others

A line can do many different things, just like you! What are some ways you like to move your body?

In the book they talk about the line being complicated. Let’s look at the picture and see if we can figure out what complicated means.

At the end of the book the author talks to about the lines being happy and sad. Let’s look at those lines. What makes these lines look happy or sad?

How can you tell how a person is feeling?

### ***All Buildings in New York: That I Have Drawn So Far*** by James Gulliver Hancock

Goal –LC 2. Child understands and responds to increasingly complex communication and language from others.

This book is about buildings where we live – New York City. Are there any buildings in here that you have seen before?

The Flat Iron building is different than most other buildings. Let’s look together and see what makes it different. What do you notice?

Some of the buildings had pictures on them. Let’s look at this one with the noodles. What do you think might be inside this building?

### ***Along A Long Road*** by Frank Viva

Goal P- LC 7. Child shows understanding of word categories and relationships among words.

There is a man riding a bike in this book. What other vehicles do you see in this book?

The man went UP, around a town and then back DOWN. He went IN a tunnel and then  (out) . What else did he do?

The man in this book rides his bike on a road. Do you ever travel on roads? Where do you go? What vehicle(s) do you use?

### ***Best in Snow*** by April Pulley Sayre

Goal P-SCI 2. Child engages in scientific talk

This book is about things that happen when it snows. What things did the book say happens when it snows?

I wonder if you know how snow feels. Will someone who has felt snow before describe, or tell us, how it feels?

The book also talks about melting snow. What do you think melting means? How do you know? Why do you think things melt?

**Birds** by Kevin Henkes

Goal P- LC 1. Child attends to communication and language from others.

The girl in this book sees birds outside her window. Have you seen birds before? Where?

The girl in this book thinks about what the sky would look like if clouds were birds. What does the sky look like today?

Where do you think birds go when it is stormy and they cannot go to their nests?

**Brown Bear, Brown Bear, What Do You See?** by Bill Martin Jr. and Eric Carle

Goal P-LC 7. Child shows understanding of word categories and relationships among words.

In this book there are lots of animals. Which ones have you seen before? Where?

There are also lots of colors in this book. Let's look and some of them together and see if we can find these colors in our classroom.

We saw lots of colors in this book. Do you have a favorite color? What is it? Why do you like that color?

**Bugs! Bugs! Bugs!** by Bob Barner

Goal P- PMP 1. Child demonstrates control, strength and coordination of large muscles.

How do the butterflies in this book move? (Flutter) Can you use your arms to flutter like a butterfly?

How do the grasshoppers in this book move? (Hop) Can you hop like a grasshopper?

What do the roly-poly bugs in this book do? (Curl up) Can you curl up your body like a roly-poly bug?

**Different? Same! By Heather Tekavec**

Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

There are lots of animals in this book such as birds, insects, fish and reptiles. Animals can all look very different and have some things that are similar, or even the same. Let's look at the first page. What makes the tiger and the zebra similar?

Let's turn the page. What makes the tiger and the dog similar?

What are some things that make you the same as your friends in 3-K? What are some things that make you different?

**Dreaming Up: A Celebration of Building** by Christy Hale

Goal P- ATL 13. Child uses imagination in play and interactions with others.

What are some of the materials the children in the book use to build?

Which building in this book can we build? What materials should we use?

What other buildings can we try to build? What materials should we use to make them?

**I Went Walking** by Sue Williams

Goal P- SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.

How did the child in this book feel when he saw the cat? How do you know?

How did the child in this book feel when he saw the dog? How do you know?

Why do you think the animals followed the child?

**Let's Go for a Drive!** by Mo Willems

Goal P- LIT5. Child asks and answers questions about a book that was read aloud.

What were some of the things that Gerald and Piggie needed for their drive?

What was the one thing that Gerald and Piggie needed but didn't have?

Have you ever been on a drive in a car? Where did you go?

**My Little Cities: New York** by Jennifer Adams

Goal P-LC 2. Child understands increasingly complex communication and language from others.

This book might give us some good ideas about how to investigate our classroom. There was a low building. Let's investigate, or look closely in our room for something low. What can you find?

There was a high building. Let's investigate, or look closely in our room for something high. What can you find?

It also talked about loud and quiet things in New York City. Let's investigate, or look closely, at our room and look for something quiet. What can you find?

***Red is a Dragon: A Book of Colors*** by Roseanne Greenfield Tong

Goal P- SCI 3. Child compares and categorizes observable phenomena.

There are so many colors in this book. What are some of the colors the girl in this book sees in her life?

I remember the child talking about blue sneakers. What color are your shoes? Find someone else in our room who has the same color shoes as you.

The child also notices purple clouds in the sky. Have you ever seen purple clouds? What other colors can clouds be?

***Row Row Row Your Boat*** by Jane Cabrera

Goal P- LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.

What were the dog and the cat in this story doing?

The dog and the cat rowed their boat past many different animals. What were some of the animals they saw?

What did the dog and the cat do at the end of the story?

***Step Gently Out*** by Helen Frost

Goal P- SCI 1. Child observes and describes observable phenomena (objects, materials, organisms and events).

Let's look closely at, or investigate, some of the pages in this book.

(Turn to the page about the cricket) What do you see? What do you notice about this cricket?

(Turn to the page about the moth) What do you see? What do you notice about this moth?

(Turn to the page about the praying mantis) What do you see? What do you notice about this praying mantis?

***Subway*** by Anastasia Suen

Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.

What are some of the ways the girl and her grandma moved on their subway trip?

Where do you think the girl and her grandma were going?

Do you ever ride the subway? Where do you go? Who do you ride with?

***Supertruck*** by Stephen Savage

Goal P-ATL 11. Child shows interest in and curiosity about the world around them.

A big snow storm like the storm in this book is called a blizzard. What kind of truck helped the city during the blizzard?

There are many different types of trucks in this book. Have you ever seen any of the trucks they talk about? Where?

How did Supertruck help the city?

***Ten Tiny Babies*** by Karen Katz

Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.

The babies are moving in lots of ways. How do you like to move your body?

Can you wiggle the toes inside your shoes like the babies?

One of the babies fell. How do you think the baby felt when it fell? Why?

***The Mixed Up Truck*** by Stephen Savage

Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.

What did Cement Mixer make when he was mixed up?

Why do you think Cement Mixer was so mixed up in this story?

Why did the trucks need a bath at the end of the book?

***Wait*** by Antoinette Portis

Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.

In this story, who was in a hurry and wanted to move quickly?

Why do you think the mom in this story was in a hurry?

In this story, who moved slowly and noticed many things? What did he notice?

***What to do with a Box*** by Jane Yolen and Chris Sheban

Goal P-ATL 12. Child expresses creativity in thinking and communication

The children in this book used the box to make many different things. What things did they make?

I wonder how the children in this book decided what to build with their box. How do you think they decided what to build?

What things could we build with one box? What if we had lots of boxes? Could we make other things? What could we build?

***Whose Tools?*** By Toni Buzzeo

Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.

There are so many tools in this book. Which tools do you remember?

The books talks about lots of different people who use these tools in their jobs. What are some of these jobs?

What kinds of tools do you use to help you?

***Whose Truck?*** By Toni Buzzeo

Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.

All of these trucks move. How do they move?

There is a fire truck in this book. Sometimes I see firetrucks moving very fast. Why do you think fire trucks and other emergency vehicles move really fast?

Sometimes trucks move fast and sometimes they move slowly. When does a truck need to move slowly?

## VIII. Weekly Planning Template

On the following pages, you will find a Weekly Planning Template. Young children thrive on consistent routine and a daily schedule should be implemented. Use the information included in this Exploration to create detailed weekly plans for each focus topic. Plans should reflect individual schedules, the children’s interests as well as children and families’ needs, program context, etc. Additional Weekly Planning Templates can be found on the NYC DOE InfoHub.

EXPLORATION WEEKLY PLAN					
Exploration:					
Essential Question:			Month:		
Focus Area:			Week:		
Weekly Focus Area:			Room:		
	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Routine (20 minutes)	<ul style="list-style-type: none"> <li>• Help children and families feel welcome by greeting everyone by name.</li> <li>• Support children as they engage in arrival routines by using step-by-step directions (i.e. put belongings away, mark themselves as present on the attendance chart, wash hands).</li> <li>• Consider designating one teaching team member to greet children and another to support children as they engage in arrival activities/breakfast.</li> </ul>				
	Greeter:	Greeter:	Greeter:	Greeter:	Greeter:
	Arrival Activities:	Arrival Activities:	Arrival Activities:	Arrival Activities:	Arrival Activities:
	Breakfast/Activity Support:	Breakfast/Activity Support:	Breakfast/Activity Support:	Breakfast/Activity Support:	Breakfast/Activity Support:

<p><b>Large Group Exploration</b> (10 minutes including transitions: 6 minutes for Large Group content, 4 minutes to transition in and out of Large Group)</p>	<ul style="list-style-type: none"> <li>• Greeting song/chant: Select a greeting song/chant to welcome each child and build community.</li> <li>• Daily schedule: Use a picture schedule to briefly review the day. Highlight changes or special events.</li> <li>• Introduce Centers: Show sample materials children may choose to play with in each center.</li> <li>• Tell the children where each member of the teaching team will start playing when Center Time begins and what materials they will be exploring. Invite children to join if they would like.</li> <li>• Transition to Centers: Use an activity, song, rhyme or finger play to keep children engaged, minimize wait time and stagger the transition as they make choices about where to play.</li> </ul>				
	<p>Greeting song/chant:</p>	<p>Greeting song/chant:</p>	<p>Greeting song/chant:</p>	<p>Greeting song/chant:</p>	<p>Greeting song/chant:</p>
	<p>Materials to introduce: <b>MATH INVITATION</b></p>	<p>Materials to introduce:</p>	<p>Materials to introduce:</p>	<p>Materials to introduce:</p>	<p>Materials to introduce:</p>
	<p>Transition Activity:</p>	<p>Transition Activity:</p>	<p>Transition Activity:</p>	<p>Transition Activity:</p>	<p>Transition Activity:</p>
<p><b>Centers</b> (70 minutes)</p>	<ul style="list-style-type: none"> <li>• See Section V Ideas for Learning Centers for materials to consider including in each center.</li> <li>• Select materials that best meet the interests and needs of the children in your class.</li> <li>• Rotate materials regularly.</li> </ul> <p>Implement the <b>MATH INVITATION</b> and at least one <b>INVITATION TO EXPLORE</b> each week.</p> <p>Center: Materials: Invitation: Teacher:</p>				

	Monday	Tuesday	Wednesday	Thursday	Friday
The following centers should be available during center time:	<p><b>*Materials to highlight each day:</b></p> <p style="text-align: right;">*Note, children should also be able to explore other materials in each center per their own interests and needs.</p>				
Blocks/Construction (page 39)					
Dramatic Play (page 41)					
Art (page 43)					
Science/Discovery (page 46)					
Toys and Games/Math Manipulatives (page 48)					
Sand and Water/Sensory (page 50)					
Library (page 52)					
Cooking and Mixing (as needed, page 54)					
Writing (page 58)					
Music and Movement (page 60)					
Computers/Technology (page 62)					
Clean-Up/Handwashing (10 minutes)	<ul style="list-style-type: none"> <li>• To help create a smooth transition, give children advance notice before the transition occurs.</li> <li>• Five minutes before the end of Center Time prepare children with an indicator (song, bell, etc.).</li> <li>• Use a consistent indicator before each clean up.</li> <li>• Some children may need extra support preparing for this transition.</li> </ul> <p style="text-align: center;">Consider designating one teaching team member to support with clean up and another to begin the handwashing process.</p>				



<ul style="list-style-type: none"> <li>• Science/Discovery</li> <li>• Toys and Games/Math Manipulatives</li> <li>• Sand and Water/Sensory</li> <li>• Library</li> <li>• Cooking and Mixing (as needed)</li> <li>• Writing</li> <li>• Music and Movement</li> <li>• Computers/Technology</li> </ul>	<b>INVITATION TO EXPLORE</b>	<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>
<b>Clean-up/Handwashing/Snack (20 minutes)</b>	See guidance above for tips and suggestions.				
<b>Outdoors (60 minutes) (page 56)</b>	See Section V Ideas for Learning Centers				
	<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>	<b>Materials:</b>
	<b>Teaching team roles:</b>	<b>Teaching team roles:</b>	<b>Teaching team roles:</b>	<b>Teaching team roles:</b>	<b>Teaching team roles:</b>
<b>Closing Meeting/Dismissal (10 minutes including transitions: 6 minutes for Closing Meeting content, 4 minutes to transition in and out of Closing Meeting)</b>	<ul style="list-style-type: none"> <li>• End the day with a closing ritual or song.</li> <li>• Assist children in packing their belongings and preparing to leave.</li> </ul>				

## IX. Documenting Learning

Capturing the learning that occurs every day in an early childhood classroom is an important piece of authentic assessment and high quality instruction. Documenting this learning and making it visible can be a helpful way to share and connect with children, families, and other program stakeholders. Documenting provides an opportunity to highlight what children are saying and doing, what they do well, as well as their specific feelings, interests, and insights. Looking at a collection of documentation over time demonstrates how children have practiced skills, and highlights how learning has developed. Additionally, when documentation is displayed at children’s eye level, children can review and reflect on their learning themselves which can be motivating and spark further learning.

When learning is displayed in the classroom all displays should:

- Be posted at children’s eye level
- Depict authentic learning experiences
- Include evidence of children’s learning
- Align to children’s interests and current classroom studies
- Vary according to children’s abilities

Determining how to capture and display evidence of active, play-based learning can be challenging. In Explorations, teaching teams are encouraged to use **photos, observation notes, learning stories** (see Exploration Three: Our Impact), and the **Explorations Documentation Template** below (see Section XI Appendices for a blank copy) to document learning. This template can be completed by teaching staff and displayed to document authentic learning experiences. Examples of how this template has been used to document learning can be found on the following pages.

<p><b>Explorations Documentation Template</b></p>	<p>Picture (optional)</p>
<p>Child: Tuesday</p>	
<p>Date: 12/10</p>	
<p>When and Where:</p> <ul style="list-style-type: none"> <li>Centers (Dramatic Play)</li> </ul>	
<p>ELOF Standard(s):</p> <p>Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</p>	
<p>Link to Authentic Assessment Systems:</p> <p>WSS: P3 V.A.1. Begins to recognize their physical characteristics and those of others  TSG: 29. Demonstrates knowledge of self  COR: FF. Knowledge of self and others</p>	
<p>Observation Notes:</p> <p>(What the child did and said)</p> <p>Tuesday looked at herself in the mirror. She said, "My hair is under the hat, but you can see it. It's black."</p>	

<p><b>Explorations Documentation Template</b></p>	<p>Picture (optional)</p>
<p>Child: Lucas</p>	
<p>Date: 12/16</p>	
<p>When and Where:</p> <ul style="list-style-type: none"> <li>• Outdoors</li> </ul>	
<p>ELOF Standard(s):</p> <p>Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p>	
<p>Link to Authentic Assessment Systems:</p> <p>WSS: P3 IV.C.1. Explores characteristics of living things TSG: 24. Uses scientific inquiry COR: DD. Natural and physical world</p>	
<p>Observation Notes:</p> <p>(What the child did and said)</p> <p>Lucas came over to look at an insect Ms. C was holding. He said, "It's a bug! I see legs!"</p>	

<p><b>Explorations Documentation Template</b></p>	<p>Picture (optional)</p>
<p>Child: Telsone</p>	
<p>Date: 1/23</p>	
<p>When and Where:</p> <ul style="list-style-type: none"> <li>Centers (Dramatic Play)</li> </ul>	
<p>ELOF Standard(s):</p> <p>Goal P-SCI 2. Child engages in scientific talk</p>	
<p>Link to Authentic Assessment Systems:</p> <p>WSS: P3 IV.A.4 Communicates experiences, observations and ideas with others through conversations, representations and/or behavior</p> <p>TSG: 24. Uses Scientific inquiry</p> <p>COR: CC. Experimenting, predicting, and drawing conclusions</p>	
<p>Observation Notes:</p> <p>(What the child did and said)</p> <p>Telsone was playing in the dramatic play center. He picked up a container and heard a noise inside. He shook it close to his ear and said, "I hear something. Let's investigate! I predict there's something inside!"</p>	

<p><b>Explorations Documentation Template</b></p>	<p>Picture (optional)</p>	
<p>Child: Akio</p>		
<p>Date: 3/6</p>		
<p>When and Where:</p> <ul style="list-style-type: none"> <li>Centers (Toys and Games/Math Manipulatives)</li> <li>Exploring magnet blocks and trains</li> </ul>		
<p>ELOF Standard(s):</p> <p>Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.</p>		
<p>Link to Authentic Assessment Systems:</p> <p>WSS: P3 I.D.1. Interacts with one of more children  TSG: 2. Establishes and sustains positive relationships  COR: F. Building relationships with other children</p>		
<p>Observation Notes:</p> <p>(What the child did and said)</p> <p>Akio made a track for trains and invited Coco to play with him. He said, "Hey Coco! Want to come play trains and tracks with me?"</p>		

# X. Supporting Resources

## Teacher Texts

*Loose Parts: Inspiring Play in Young Children* by Lisa Daly and Miriam Beloglovsky

*Nurturing Creativity: An Essential Mindset for Young Children's Learning* by Rebecca Isbell & Sonia Akiko Yoshizawa

*Skilled Dialogue: Strategies for Responding to Cultural Diversity in Early Childhood* by Isaura Barrera, Robert M. Corso and Dianne Macpherson

*So Much More than the ABCs: The Early Phases of Reading and Writing* by Judith A. Schickedanz and Molly F. Collins

### Tips for Teachers: Fostering Children's Thinking Skills:

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/engaging-interactions/foster-teachertips.pdf>

### The Gift of Language:

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gift-of-language-eng.pdf>

### Language at Home and in the Community:

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/language-home-families-eng.pdf>

## Teacher Websites

Fostering Children's Thinking Skills:

<https://eclkc.ohs.acf.hhs.gov/video/fostering-childrens-thinking-skills>

Head Start Early Learning Outcomes Framework:

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

Parents' Action for Children:

<http://www.parentsaction.org/>

Teaching Beyond the Square Materials Center

<https://www.teachingbeyondthesquare.org/the-materials-center/>

Zero to Three:

<https://www.zerotothree.org/>

## Music: Songs, Rhymes and Finger Plays with Lyrics

These are common preschool songs sung by teachers throughout New York City and the world. Where possible, tunes and lyrics are included. If you don't know the tune, you can make one up that works for you or chant the words to a beat.

Disclaimer: the lyrics provided are only for use by classroom teachers and are provided for the specific non-profit educational purpose of supporting interdisciplinary learning in your classroom.

Whenever possible, add movements or motions to the songs to encourage engagement and support learning.

### Good Morning To You

Good morning to you,  
Good morning to you,

Good morning to \_\_\_\_\_,  
Good morning to you!

*To the tune of Happy Birthday*

---

### Good Morning

Good morning to you,  
And how do you do?  
I'm happy to see you,  
Good morning to you!

*To the tune of Happy Birthday*

---

### Good Morning, How Are You?

Good morning, how are you?  
Good morning, how are you?  
Say your name and we'll clap for you!

---

### Sing Hello

Sing hello to \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
Sing hello to \_\_\_\_\_.  
Sing hello.

---

### A Peanut Sat on a Railroad Track

A peanut sat on a railroad track,  
His heart was all a-flutter,  
Round the bend came number ten.  
Toot! Toot! Peanut butter!

---

### Hey Diddle Diddle

Hey diddle diddle  
The cat and the fiddle  
The cow jumped over the moon,  
The little boy laughed to see such fun  
And the dish ran away with the spoon.

---

### I Have a Little Frog

I have a little frog  
His name is Tiny Tim  
I put him in the bathtub  
To see if he could swim.  
He drank up all the water,  
He ate up all the soap!  
He tried to swallow the bathtub  
But it wouldn't go down his throat!

---

### Five Little Fishies

Five little fishies swimming in the sea,  
Teasing Mr. Shark,  
"You can't catch me!"  
Along comes Mr. Shark as quiet as can be and  
Snapped that fishy right out of the sea!  
Four little fishies... Three little fishies... Two little  
fishies... One little fishy

### Engine, Engine Number Nine

Engine, engine number nine  
Going down Chicago line,  
If the train goes off the track,  
Do you want your money back?  
Yes, no, maybe so!

---

### This is the Way

This is the way we pound the nails (repeat)  
Pound the nails,  
Pound the nails.  
This is the way we pound the nails  
So early in the morning.

*Repeat with other building actions. Ask children for suggestions!*

---

### Jack Be Nimble

Jack be nimble,  
Jack be quick,  
Jack jump over the candlestick.  
Jack jumped high,  
Jack jumped low; Jack jumped over and burned  
his toe!

## Music: Song, Rhyme and Finger Play Titles

Down by the Bay

I'm a Little Teapot

Itsy Bitsy Spider

Johnny Had One Hammer

Little Red Caboose

Row, Row, Row Your Boat

Sally Go Round the Sun

Ten in the Bed

The Ants Go Marching

The Wheels on the Bus

This is a Song About Sammy

These Are My Glasses

We're Going on a Bear Hunt

## XI. Appendices

### Appendix A: Loose Parts

Developed by architect Simon Nicholson, the Theory of Loose Parts was built on the principle that all people possess creative abilities and that children have an inherent desire to explore the materials, shapes, smells, physical phenomena, sounds, music, motion, chemical interactions, humans, animals, words, concepts and ideas in the world around them. Nicholson believed the open-ended properties or “loose parts” unify these materials (Nicholson, 1973) and that they have a place in children’s education.

Loose parts give children the opportunity to engage in critical thinking and the power to create and recreate repeatedly as they play. They are transformative materials that can be used in multiple ways and encourage children to use their imaginations (Goal P-ATL.13). They encourage children to ask their own questions and test their own ideas according to their individual needs (Daly and Beloglovsky, 2015). Consider, for example, the myriad of ways a child may engage with a collection of seashells. The shells can be organized, sorted and counted. One child may count two or three shells while another may count eight or nine. A shell can be a tiny baby cradle, a cup or saucer at a tea party, a boat, or the roof of a small structure- the possibilities are endless.

According to the Theory of Loose Parts, the richness of an environment is dependent on the extent to which materials are open-ended and lend themselves to a variety of uses (Nicholson, 1973). Embedding loose parts in all centers throughout an early childhood classroom creates an engaging environment that fosters observation, creativity and critical thinking as children explore multiple ways to use a material. They can be used across all domains and in all classroom centers. A collection of glass beads can be sorted and counted in the Math/Manipulatives Center, buried and uncovered in the sand in the Sand & Water / Sensory Table, examined and discussed in the Science Center, or used as a prop for story telling in the Library. These same beads can be used to build paths and roads, loaded into a dump truck in the Blocks/Construction Center, act as play food in the dramatic play center, or used in collages and three-dimensional building projects in the Art Center. Additionally, as children use these small materials, they are developing the fine motor skills and dexterity that they will need later for forming letters and writing (Goal P-PMP3).

Including loose parts in the early childhood classroom also provides an opportunity for families to engage in and support their child’s learning. Families can save recycled materials such as cardboard tubes, boxes and various other small containers, trinkets, old jewelry, corks, ribbon and fabric scraps, rocks, sticks, leaves, acorns, etc. and share them with the classroom.

According to Jean Piaget, “Knowledge arises neither from objects nor the child, but from the interactions between the child and those objects.” Including loose parts in the early childhood environment provides children with materials that lend themselves to rich, complex and creative interactions that will spark engagement and learning.

#### References

Daly, L., Beloglovsky, M. (2015). *Loose Parts: Inspiring Play in Young Children*. St. Paul, MN: Redleaf Press

Nicholson, S. (1973). The theory of loose parts. *Man/Society/Technology – A Journal of Industrial Arts Education*, 32(4), 172-175.

## Appendix B: Recipes

### Bubble Bath Play Dough

Ingredients:

¼ cup bubble bath

½-¾ cup corn starch

1 tsp coconut oil

Food coloring (optional)

Directions:

Mix bubble bath and food coloring (if desired)

Melt coconut oil (if solid) and add to bubble bath

Add ½ cup corn starch

Mix

If mixture does not pull together, add an additional ¼ cup corn starch and continue mixing

Dough can be stored in an airtight container for up to a week. Add a tablespoon size ball to bath water to create a bubble bath.

### Glitter Play Dough

Ingredients:

1 cup water

4 cups flour

2 to 4 tablespoons cooking oil

1 ½ cups salt

Food coloring (optional)

Glitter

Directions:

Pour water into large bowl

Add food coloring (if using)

Mix

Add flour and salt

Mix lightly

Add 2 tablespoons oil

If mixture does not reach desired consistency, add 1 to 2 additional tablespoons oil

Mix well

Knead until ingredients combine and form a soft dough

## Sparkle Slime

### Ingredients:

- 1 cup glitter glue
- 1 cup water
- 1 tsp borax
- 1 Tb water

### Directions:

- Mix borax and water in small container
- Pour glue into bowl
- Add water to glue
- Mix
- Add borax mixture to bowl
- Knead until ingredients are well mixed and slime is formed

## Appendix C: Learning Center Picture Samples



Music and Movement Center: Workbench Xylophone



Writing Center: Rocks with Lines



Outdoors / Playground / Gross Motor: Contact Paper Sticky Wall



Science Center: Magnets, Nuts, Bolts and Washers

## Appendix D: Supporting Emergent Multilingual Learners (EMLL)

Adapted from the DECE [Core Principles for Supporting Emergent Multilingual Learners](#)

New York City is home to a diverse population of young children. The majority of early childhood programs in NYC are likely to serve children and families who speak languages other than English. As the number of linguistically diverse families increases, it is critical for educators to provide language supports for instruction and programming in response to the needs of the communities they serve.

The DECE uses the term Emergent Multilingual Learners (EMLL), in accordance with the New York State Education Department, to refer to children in 3-K and Pre-K for All who are learning a language other than English and who have the opportunity to become bilingual or multilingual in school. The term builds on the linguistic foundations of children who speak languages other than English at home. The Core Principles below outline beliefs and practices that support high-quality instruction for EMLLs. The Core Principles are research-based and support instructional best practices.

### Core Principles

**CP1:** A child's **home language** is an integral cultural **asset** that should be **honored, sustained, and reflected in the classroom** and program environment

**CP2:** Introducing the **home language** for instruction and programming **enriches learning** and **supports English language acquisition.**

**CP3:** Programs **encourage families** to **sustain their home language** for learning activities.

**CP4:** Lifelong **multilingualism** is **beneficial** and desirable for **all individuals.**

**CP5:** **Everyone** in the program environment makes a commitment to **adopt multilingual approaches.**

How can I strengthen instructional supports for EMLLs in my classroom?	How can I support families in sustaining their child’s home language?
<ul style="list-style-type: none"> <li>• Learn to use key phrases in the home language of the children.</li> <li>• Encourage children to speak to classmates who share their home language. Use Invitations to Explore to encourage cooperative play. See Section V Ideas for Learning Centers for Invitations.</li> <li>• Sing songs, chants, rhymes, and finger plays in English and children’s home language(s) to help children learn common phrases and words through music. See Section X Supporting Resources for songs, chants, rhymes, and finger play ideas.</li> <li>• Use visuals or movements when introducing words to help children develop an understanding of new vocabulary. See Section III Snapshot for Key Vocabulary.</li> <li>• Be intentional about the texts chosen from Section VI Texts. Choose read-aloud texts that align with the classroom focus and children’s interests. Preview the text in advance and learn key vocabulary words in children’s home language(s) before sharing the book with the class.</li> <li>• Engage children in exploring materials that align to their interests, or are open-ended so that children can use in a variety of ways according to their own experiences. Refer to Section V. Ideas for Learning Centers for materials suggestions.</li> <li>• Support, reinforce, and extend children’s learning in English as well as in each child’s home language by using language modeling strategies (i.e. open-ended questions, use of self and parallel talk, extend vocabulary).</li> <li>• Use wait-time. After asking children a question, pause for at least three extra seconds to allow children time to think and respond.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn from families about children’s language background. Ask families what language(s) their child speaks and understands, what language(s) they use in pretend play, and their exposure to English. Use this information to inform instruction for the child.</li> <li>• Encourage families with limited English to use their home language with their children at home. Share with families that high-quality language interactions in their home language provide a strong foundation for learning English.</li> <li>• Tap into families’ knowledge and expertise to support use of the home language in the classroom. For example, families may be able to translate materials or read aloud in their home language to the class.</li> </ul>

## Appendix E: Talking to Children about Disabilities

The following language and visuals can be used to talk to children about disabilities.

There are many things our bodies can do! We all have things that we are good at and things that are hard for us. Different people have different things their bodies can and cannot do. Our differences are what make us special!

Sometimes people have a disability. Having a disability means your brain or body works in a way that may require you to use special tools.

You may have seen some of the tools that help people with disabilities:

- Walkers and wheelchairs can help people move their bodies.
- Glasses can help people see things more clearly.
- Hearing aids fit in people's ears so they can hear different sounds and voices.
- An AV device is a special computer that can help people talk. A person who needs this tool to speak will carry it with them and when they want to say something will press buttons to make the computer say the words they want to share.

We can use tools to help us whether we have a disability or not. What are some tools you use to help you?



## Appendix F: Spanish Vocabulary Translations

Month One Focus Area: Seeing - Viendo		Month Two Focus Area: Investigating - Investigando		Month Three Focus Area: Building - Construir		Month Four Focus Area: Moving - Movimiento	
Binoculars	Binoculares	Describe	Describir	Buildings	Edificios	Airplane	Avión
Blind	Ciego(a)	Detective	Detective	Bricks	Ladrillos	Bicycle	Bicicleta
Bright	Brillante	Idea	Idea	Bolt	Perno	Car	Carro
Clouds	Nubes	Materials	Materiales	Boots	Botas	Drive	Conducir
Dark	Oscura	Predict	Predecir	Cement	Cemento	Engine	Motor
Eye	Ojo	Record	Apuntar	Construction	Construcción	Float	Flotar
Eyesight	Vista	Research	Investigar	Door	Puerta	Fly	Volar
Glasses	Anteojos/Lentes	Share	Compartir	Drill	Taladro	Gasoline	Gasolina
Goggles	Gafas de protección	Suspect	Sospechar	Foundation	Fundación	Hop	Saltar
Light	Luz	Think	Pensar	Hammer	Martillo	Hurry	Apurar
Look	Mirar	Thoughts	Pensamientos	Hard	Duro	Jump	Brincar
Moon	Luna	Tools	Herramientas	Hard hat	Casco de seguridad	Motor	Motor
Magnify	Agrandar			Long	Largo	Move	Mover
Neighborhood	Barrio/Vecindario			Measure	Medir	Pull	Jalar
Notice	Darse cuenta			Nails	Clavos	Push	Empujar
Observe	Observar			Nut	Tuerca	Quickly	Rápidamente
See	Ver			Roof	Techo	Road	Carretera
Shade	Sombra			Screwdriver	Destornillador	Roll	Rodar
Spot	Encontrar			Shovel	Pala	Ride	Paseo
Spy	Espiar			Short	Corto	Run	Correr
Sun	Sol			Strong	Fuerte	Scooter	Scooter, Patineta
Vision	Visión			Sturdy	Seguro	Sidewalk	Vereda
				Surface	Superficie	Shuffle	Barajar
				Vest	Chaleco	Skip	Saltar
				Tall	Alto	Slowly	Despacio
				Trowel	Paleta	Stroller	Coche
				Washer	Arandela	Subway	Metro
				Window	Ventana	Taxi	Taxi
						Tracks	Carril
						Train	Tren
						Turn	Vuelta
						Twist	Girar
						Van	Van
						Walk	Caminar

## Appendix G: Center Planning Form

<b>PLANNING</b>	
<b>EXPLORATION:</b>	<b>LEARNING CENTER:</b>
<i>OBSERVE: What are children doing/saying in this center?</i>	
<i>CONNECT: How do my observations link to skills children are developing and align with the ELOF goals?</i>	
<i>INFORM PRACTICE: What are my next steps in response to children's skills and interests?</i>	

## Appendix H: Documentation Template

Explorations Documentation Template	Picture (optional)
Child:	
Date:	
When and Where:	
ELOF Standard(s):	
Link to Authentic Assessment Systems: WSS: TSG: COR:	
Observation Notes: (What the child did and said)	

## Appendix I: Master Book List

This list includes books that will likely be interesting and appropriate for children throughout the entire 3-K for All program year. It is comprised of both fiction and non-fiction texts and includes a variety of topics including fantasy, factual information, stories about people, animals and nature/science as well as books that reflect different cultures and abilities. The list is not exhaustive and may be supplemented by other texts that meet the interests and needs of your children.

To assist in planning and meeting the needs of all children, this list is organized by the Head Start *Early Learning Outcomes Framework* domains but most books align with multiple domains and topics. Select books to match the interests of your children and those that will likely help them grow across learning areas.

**DO NOT** place all of these books in your classroom library at once. Use a selection of these books to supplement the Suggested Texts for Read Aloud (Section V. Texts) in the classroom library. Display the books on shelves so children can easily identify and explore them independently. The classroom library should include approximately two books per child. Books should relate to current Exploration topic and be rotated periodically. This keeps the library organized and children engaged in the center over the year, with new as well as favorite books to access.

*\*Books with an asterisk are also available in languages other than English*

### Approaches to Learning

***A Line Can Be*** by Laura Ljungkvist: A single line forms different shapes that demonstrate opposites.

***Barnyard Boogie!*** by Tim McCanna: The Barnyard Band is performing today. All the musicians are coming to play!

***Don't Let the Pigeon Drive the Bus*** by Mo Willems: When a bus driver takes a break, a very unlikely volunteer springs up to take his place.

***Don't Wake Up the Tiger*** by Britta Teckentrup: Tiger is fast asleep, but – oh dear! she's completely blocking the way. Just how will the animals get past without waking her up?

***Hands Say Love*** by George Shannon: Hands touch, hold and hug. Hands feed, give and share. Hands create, mend and heal. Hands say love!

***\*In This Book*** by Fani Marceau: An art-immersive experience featuring early concepts for young children and anyone delighted by the wonders of everyday life.

***It's a Tiger!*** by David LaRochelle: Run into (and away from) a tiger over and over again.

***Music Is...*** Brandon Stosuy: Music through our eyes and ears, transforming the sense of hearing into a visual experience.

***Places to Be*** by Mac Barnett: We have so many places to be! Places to be loud, lovely, scared, and jubilant.

***Play With Me!*** by Michelle Lee: Playtime means very different things to these two friends.

***Puddle*** by Hyewon Yum: One wet day, a little boy's mom draws a picture of them going outside to play in the rain. They have so much fun they decide to venture out and make the most of the wet weather.

***Red Truck Book*** by Kersten Hamilton: Can Red Truck make it up the hill? He can!

***\*The Dog Book*** by Lorenzo Clerici: Inside the pages of this book, your new dog awaits...

***\*The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*** by Dan and Audrey Wood: A little mouse will do all he can to save his strawberry from the Big, Hungry Bear.

***This House, Once*** by Deborah Freedman: A thought-provoking invitation to consider where things come from and what nature provides.

***Wait*** by Antoinette Portis: As a boy and his mother move quickly through the city, they are drawn to different things.

***Watersong*** by Tim McCanna: Fox seeks shelter from a rainstorm.

*Wet* by Carey Sookocheff: Sometimes it's fun to get wet and sometimes it's not.

*What To Do With a Box* by Jane Yolen: If you give a child a box, who can tell what will happen next?

*Where is Jumper?* by Ellen Stoll Walsh: The mice can't find their friend Jumper. Where, oh where, could their sneaky pal be?

*\*You Be You* by Linda Kranz: There are all kinds of fish in the deep blue sea.

## Social and Emotional Development

*And Away We Go!* by Migy: Mr. Fox is going to the moon! Away he goes in his hot air balloon. But wait! Can Elephant come too?

*\*Bye-Bye Time* by Elizabeth Verdick: Being dropped off at childcare or cared for by a baby-sitter means saying good-bye to mom or dad- and for many toddlers bye-bye is a big deal.

*\*Blocks* by Irene Dickson: Benji takes one of Ruby's blocks and in the tussle that follows they learn to share.

*Clive is a Teacher* by Jessica Spanyol: Follow Clive and his friends as they explore the many things a teacher does in a day.

*\*Counting on Community* by Innosanto Nagara: Children are encouraged to recognize the value of their community.

*Egg* by Kevin Henkes: A graphic novel for preschoolers about four eggs, one big surprise and an unlikely friendship.

*\*Everywhere Babies* by Susan Meyers: Every day, everywhere, babies are born. They're kissed and dressed, rocked and fed and completely adored.

*Feelings* by Sarah Jennings: Are you feeling happy, sad, excited, worried, shy, scared or grumpy? Do you know why?

*\*Go Away, Big Green Monster!* by Ed Emberley: Turn the pages of this die-cut book and watch the Big Green Monster grow...then show him who is in charge!

*Grumpy Pants* by Claire Messer: Have you ever had a grumpy day and not known why?

*Hooray for Hat!* by Brian Won: Elephant wakes up grumpy- until ding, dong! What's in the surprise box at the front door?

*I am So Brave!* by Stephen Krensky: A celebration of everyday courage.

*If You're Happy and you Know It!* by Jane Cabrera: If you're happy and you know it, shout... We are!

*I'll Wait, Mr. Panda* by Steve Antony: Mr. Panda's friends are curious what he is making but only one has the patience to stick around.

*I Love You All Day Long* by Francesca Rusackas: When Owen worries about being apart from his mother, she reassures him that no matter where he is or what he does, she will love him all day long.

*In My Heart: A Book of Feelings* by Jo Witek: Happiness, sadness, bravery, anger, shyness... our hearts can feel so many feelings!

*\*Little Blue Truck* by Alice Schertle

*Love is a Truck* by Amy Novesky: An ode to beloved trucks of all kinds.

*Llama Llama Mad at Mama* by Anna Dewdney: Mama is too busy to notice that Llama Llama is getting mad. Before he knows it, he is having a tantrum!

*Llama Llama Misses Mama* by Anna Dewdney: On the first day of school, Llama Llama misses mama but also learns how fun school can be.

*Making Faces: A First Book of Emotions* by Abrams Appleseed: Look at the happy baby! Can you make a happy face? Find the happy baby!

*Music Class Today!* by David Weinstone: Music class is underway but for one hesitant little music maker, it is all a bit overwhelming at first.

*My Friends* by Taro Gomi: Knowledge can come from all kinds of friends.

*Owl Babies* by Martin Waddell: When will mother owl return?

*Please, Baby Please* by Spike Lee and Tonya Lewis Lee: A behind the scenes look at the chills, spills and thrills of bringing up baby.

*Safe and Sound* by Jean Roussen: Baby animals are safe and sound with their grown-ups close by.

*\*Safe in a Storm* by Stephen Swinburne: No matter how loud the storm rumbles, next to their mothers the baby animals are able to let go of their fears and fall asleep.

***Should I Share My Ice Cream?*** by Mo Willems: Gerald has a big decision to make. Will he make it in time?

***Strictly No Elephants*** by Lisa Mantchev: The Pet Club does not understand that pets come in all shapes and sizes, just like friends. A boy and his tiny pet elephant show what it means to be a true friend.

***That's Me Loving You*** by Amy Krouse Rosenthal: Wherever you are, wherever you go... That feeling you always have in your heart? That is me loving you.

***The Goodbye Book*** by Todd Parr: A story about saying goodbye that touches upon the host of emotions children experience.

***The Neighborhood Sing-Along*** by Nina Crews: Everyday children, parents, friends, brothers and sisters sing songs to one another.

***There's a Bear on my Chair*** by Ross Collins: A Bear has settled in Mouse's favorite chair and the chair just isn't big enough for two.

***The Pigeon Needs a Bath!*** by Mo Willems: The pigeon really needs a bath but he's not so sure about that.

***Thunder Boy Jr.*** by Sherman Alexie: Thunder Boy Jr. is named after his dad, but he wants a name that is all his own.

***Time to Say "Please"*** by Mo Willems: Young children try in vain to get what they want, learning along the way that it is helpful to say, "please," "thank you," "excuse me," and "I'm sorry."

***\*Waiting Is Not Easy*** by Mo Willems: Piggy has a surprise for Gerald, but he is going to have to wait for it. And wait. And wait some more...

## Language and Literacy

***Along A Long Road*** by Frank Viva: Speed off on an eventful bicycle ride along the bold yellow road that cuts through town, by the sea and through the country.

***\*Brown Bear, Brown Bear, What Do You See?*** by Bill Martin Jr: A green frog, purple cat, blue horse and yellow duck parade across the pages of this book.

***Different? Same!*** by Heather Tekavec: Take a look at several animal characteristics that highlight how there can be both differences and similarities within a group.

***Float*** by Daniel Miyares: A boy's small paper boat- and his large imagination- fill the pages of this wordless picture book.

***Green is a Chile Pepper: A Book of Colors*** by Roseanne Greenfield Thong: A cheerful color-concept book that presents a slice of Latino culture through food and fun.

***Red is a Dragon: A Book of Colors*** by Roseanne Greenfield Thong: A young girl finds a rainbow of colors in her everyday life.

***Sing with Me: Action Songs Every Child Should Know*** by Naoko Stoop: Thirteen favorite nursery songs brought to life.

## Cognition

***All the Water in the World*** by George Ella Lyon: Where does water come from and where does it go?

***A Book of Babies*** by Il Sung Na: Travel with the curious duck and visit babies around the world on their very first day of life.

***Best in Snow*** by April Pulley Sayre: Discover the wonderful world of snow.

***Birds*** by Kevin Henkes: A little girl observes and describes birds- their size, color, shape, the way they move, appear and disappear as well as how they are most like her.

***Dig In!*** by Cindy Jenson-Elliott: A celebration of all the things found in the dirt.

***Bugs! Bugs! Bugs!*** by Bob Barner: Ladybugs, butterflies, daddy longlegs and round roly-polies are just some of the familiar creatures included in this text for budding entomologists.

***Have You Seen My Monster?*** by Steve Light: A little girl gallivants through a fair, searching for her furry friend.

***Little Penguins*** by Cynthia Rylant: As the snow begins to fall, the excited penguins pull out scarves, mittens, heavy socks and boots.

***Mama, Look!*** Patricia J. Murphy: Curious baby creatures and their mamas discover the world around them.

**Max at Night** by Ed Vere: It is time to go to sleep. All Max has to do is say good night.

**Race Car Count** by Rebecca Dotlich: Race car one honks at me! He zooms in front with the turn of a key!

**Raindrops Roll** by April Pulley Sayre: Discover the wonder of rain.

**Shapes at Play** by Silvia Borando: Meet the red triangles, the yellow squares and the blue circles, who have a great idea for a game.

**Sing a Season Song** by Jane Yolen: Each season is celebrated for many different reasons, but one never fails to roll right into the next.

**Sleep Like A Tiger** by Mary Logue: Does everything in the world go to sleep?

**So Many Feet** by Nichole Mara: High feet, slow feet, fast feet, snow feet!

**Some Bugs** by Angela DiTerlizzi: A rhyming exploration of backyard bug behavior.

**Step Gently Out** by Helen Frost: Close-up photography and lyrical text implore children to look more closely at the world around them.

**Supertruck** by Stephen Savage: When the city is hit by a colossal snowstorm, only one hero can save the day.

**Ten Tiny Babies** by Karen Katz: One tiny baby starts to run. Along comes another until ten tiny babies are exhausted from the day and fast asleep in their beds.

**The First Snowfall** by Anne and Harlow Rockwell: Snow falls and falls all through the night. When morning comes, it is time for fun!

**The Littlest Family's Big Day** by Emily Winfield Martin: The littlest family moves into a new home in the woods.

**Wake up!** by Helen Frost: Come out and explore all the new life just outside the door.

**Whose Tools?** by Toni Buzzeo: Six craftsmen build a house from the ground up.

**Whose Truck?** by Toni Buzzeo: Featuring six different trucks and their drivers.

**Zoo-Ology** by Joelle Jolivet: An oversized display of over 30 different animals in thought-provoking thematic groupings.

## Perceptual, Motor and Physical Development

**\*From Head to Toe** by Eric Carle: Gorillas, elephants, camels and other animals invite readers to clap, stomp, wriggle and bend as they do.

**Polar Bear's Underwear** by Tupera Tupera: Polar Bear has lost his underwear! Where could it be?

**Potty** by Leslie Patricelli: Should I try my potty?

**Potty Animals: What to Know When You've Gotta Go!** by Hope Vestergaard: Toilet basics for toddlers.

**Row Row Row Your Boat** by Jane Cabrera: Lively animals encourage action in this twist on a traditional children's song.

**Swing! A Scanimation Picture Book** by Rufus Butler Seder: What is all the commotion? Kids in motion!

**Time to Pee!** by Mo Willems: Journey through each step of the toileting process.

## Other

**Airport** by Byron Barton: From the excitement of arrival to the wonder of taking off, experience the magic of the airport.

**City Block** by Christopher Franceschelli: 24 different aspects of city living divided into three categories: things that go, things to see and things to eat.

**Fire Engine No. 9** by Mike Austin: A day-in-the-life look at firefighters and their fire truck.

**Jane Foster's Cities: New York** by Lee Board Books: An introduction to the images of New York City.

**I'm a Firefighter** by Brian Biggs: See what it is like to be a firefighter in Tinyville Town.

**I'm a Librarian** by Brian Biggs: Meet the Tinyville Town librarian as he helps a little boy find a favorite book.

***My Little Cities: New York*** by Jennifer Adams: A whirlwind tour of the Big Apple.

***Subway*** by Anastasia Suen: Hop on the subway with a little girl and her mother.

***Subway*** by Christoph Niemann: A father, two children and more than 840 miles of track.

***The Airport Book*** by Lisa Brown: Follow a family on its way through the complexities of a modern-day airport.

***Trashy Town*** by Andrea Zimmerman: Meet Mr. Gilly. He cleans up Trashytown.

# Accessibility Report

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## Summary

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- Failed manually: 0
- Skipped: 1
- Passed: 29
- Failed: 0