

Let's Play!

A Relationship-Based Curriculum for Family Child Care

Month Two: Self

Theme One: Our Community

Let's Play! starts the year by exploring what it means to be part of a community. In Month Two, children learn about themselves, beginning with their bodies and then exploring their feelings.

Sample planners are available for the first and third weeks. Blank planners are included for the alternate weeks. The blank planner can be used to repeat high interest activities, to try different suggested activities from a previous week or to develop additional activities based on children's interests. Depending upon children's interests, providers could use the blank planners to further expand the curriculum for a full 12 months. For extended day and year programs, additional choice time and gross motor activities should be included each afternoon.



The enclosed curriculum materials may be used for educational, non-profit purposes only. If you are not affiliated with a DOE-contracted Family Child Care Network send an email to fcfsupportteam@schools.nyc.gov to request permission to use this curriculum or any portion thereof. Please indicate the name and location of your school or program and describe which units you would like to use and how you intend to use them.

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Let's Play! Scope and Sequence

Theme One: Our Community	Theme Two: Our Environment	Theme Three: Our Impact
Month One: Our FCC Home <ul style="list-style-type: none"> • Building Relationships • Hellos and Goodbyes • Caregiving 	Month Four: Listening <ul style="list-style-type: none"> • Sounds All Around Us • Music and Rhythm 	Month Eight: Care <ul style="list-style-type: none"> • Caring for Ourselves • Caring for Others
Month Two: Self <ul style="list-style-type: none"> • Our Bodies • Our Feelings 	Month Five: Investigating <ul style="list-style-type: none"> • Making Music • Observe and Test Ideas 	Month Nine: Grow <ul style="list-style-type: none"> • Things That Grow • How Things Grow
Month Three: Us <ul style="list-style-type: none"> • Our Families • Our Group 	Month Six: Building <ul style="list-style-type: none"> • Homes, Buildings and Neighborhoods • Buildings and Construction 	Month Ten: Change <ul style="list-style-type: none"> • Things That Change • How I Can Make Things Change
	Month Seven: Moving <ul style="list-style-type: none"> • Transportation • Noticing Things That Move 	

Week One: Our Bodies – Sample Weekly Planner

Theme One: Our Community / Month Two: Self

Preparation/ Changes to Environment	<ul style="list-style-type: none">● Create two sets of baby photos of each child and staff member in the program, using photos from Baby Faces activity (Month 1 Week 3). Ask parents to contribute a photo if they haven't already done so. Create two sets of current photos of children and staff members. Laminate photos for durability. Add photos of the children and families in your program.● Add photos of the children and families in your program to the Dramatic Play Interest Area.● Create one or more sorting boards by using colored tape to make 4 equal columns on a piece of poster board or chart paper.● Ask families to bring in gently used shoes, socks or gloves in various sizes for dramatic play and math activities.● Encourage children to practice self-care skills throughout the day. Teach toddlers how to take off and put on clothing items. Offer to help them start and let them finish. Build in extra time at transitions so that they can practice and give them time to practice so they don't feel rushed.									
Opening Activities 20-60 minutes	<p>Arrival Activities</p> <p>Pick two or three materials each day that reflect the children in your program as well as their interests and ages. <u>Note</u>: check size of items to avoid a choking hazard. Allow children to explore other materials as desired. Support them in putting materials away before choosing additional materials to reduce clutter.</p> <table><tr><td>● Pop beads</td><td>● Toy people and animals</td><td>● Lacing cards</td></tr><tr><td>● Pounding toys</td><td>● Mr. and Mrs. Potato Head</td><td>● Gears and connectors</td></tr><tr><td>● Sensory balls</td><td>● Puzzles</td><td>● Train set</td></tr></table>	● Pop beads	● Toy people and animals	● Lacing cards	● Pounding toys	● Mr. and Mrs. Potato Head	● Gears and connectors	● Sensory balls	● Puzzles	● Train set
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Morning Meeting No more than 5-10 minutes, including transitions	<p>Song</p> <ul style="list-style-type: none">● Buenos Dias/Good Morning song or another greeting song relevant for your children (see Song Cards). <p>Invitations to Explore</p> <ul style="list-style-type: none">● Allow children to move around and provide an alternative activity for those who are not yet ready to participate.● Over the course of the week, highlight different interest areas and show children sample materials from each.● Describe small group activities for the day and show materials as needed.									

<p>AM Choice Time 60 minutes</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs.</p> <p>Art/Writing</p>	<p>Choice Time Tips</p> <ul style="list-style-type: none"> • Choose materials that reflect the children in your program as well as their interests and abilities. • Include some materials or activities that support the weekly focus. • See Interest Areas (Appendix) for a list of suggested materials. Rotate materials regularly. <i><u>Note:</u> check size of items to avoid a choking hazard.</i> • Add photos of the children to different interest areas for children to incorporate into their play. • Give children the opportunity to follow their own interests and explore materials freely. Allow children to explore other materials as desired. • Support them in putting materials away before choosing additional materials to reduce clutter. • Support children's exploration by sitting alongside them and joining in conversations about what they are doing. Follow children's lead and share ideas for expanding their play if needed. <ul style="list-style-type: none"> ◦ Look for opportunities to connect children's play to the weekly focus and to their own lives. ◦ Encourage children to problem-solve as needed. ◦ Consider inviting children to think of additional roles to expand play as they act out scenarios.
<p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p>	<p>Art/Writing</p> <ul style="list-style-type: none"> • Add playdough, scissors, plastic knives, or other tools that can be used with playdough. <ul style="list-style-type: none"> ◦ Infants/toddlers: offer children playdough with plastic knives from the pretend kitchen area or cookie cutters. • Add magnetic letters, numbers, and magnetic surface • Add paper, makers, crayons, or other writing tools
<p>Math/ Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration</p>	<p>Blocks/Construction</p> <ul style="list-style-type: none"> • Unit blocks, homemade blocks, and/or foam blocks • Add toy people, toy cars, and trucks children may be interested in. • As children line up or stack blocks, comment on the length of their structures and engage them in discussions about which are taller/bigger, shorter/smaller. Invite them to compare the size of the structures with their own bodies. Allow children to explore freely while describing their actions. <p>Infant and Toddlers:</p> <ul style="list-style-type: none"> • Provide infants and toddlers with age appropriate blocks. If the infants and toddlers are more interested in knocking down structures than in building them up, offer them a separate space or time to explore blocks in their own way. Invite older children to create structures for younger children to knock down.
<p><i><u>Note:</u></i> Small Group takes place during Choice Time.</p> <p>Individual participation time will vary based on children's interests</p>	<p>Dramatic Play</p> <ul style="list-style-type: none"> • Include baby dolls and other high interest materials from previous weeks. <ul style="list-style-type: none"> ◦ Infants: As infants engage with dolls, point out similarities. Comment on how the doll is similar to the child, (ex. "Those are eyes just like your eyes" while touching the doll's eye. Ask "Where are your eyes?" Blink your own eyes and ask the child if they can blink too.) When infants look in the mirror, say the child's name and engage in play that helps them make the connection between their image and themselves. • Add child safe mirrors.

	<ul style="list-style-type: none"> • Add gently used shoes, socks or gloves.
	<p>Library Choose books related to the topic of Our Bodies. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> <p>Examples</p> <ul style="list-style-type: none"> • <i>All About Me (Look and Learn)</i> by National Geographic • <i>Eyes, Nose, Fingers, and Toes</i> by Judy Hindley • See Book List for more ideas
	<p>Math/Manipulatives Select materials so children can explore concepts of size, shape and quantity as well as develop fine motor skills.</p> <ul style="list-style-type: none"> • Stacking rings • Shape sorters • Zip, snap, and button toys • Mr. and Mrs. Potato Head • Peg boards • Sets of counting bears or other items to count, and matching sets of containers in which to place the items (ex. 6 bears and a muffin tin with 6 openings)
	<p>Sand/Water/Sensory</p> <ul style="list-style-type: none"> • Nature Discovery Bottle- Invite children to drop different items from the nature walk into clear plastic bottles. Seal lids securely with glue. Let children explore by shaking the bottles and describing what they see and hear. • Sand or water play with toy people or animals. Add other materials based on children's interests.
	<p>Science/Discovery</p> <ul style="list-style-type: none"> • Create a nature display for the items collected during the morning nature walk. Place magnifying glasses, child safe mirrors or looking tubes alongside to support exploration using the sense of sight. • Place one or more muffin tins with a few natural items inside and invite children to sort freely, using other natural materials on display.
	<p>Small Group Exploration: Art/Writing</p> <ul style="list-style-type: none"> • Self-portrait (Save for portfolio) <ul style="list-style-type: none"> ○ Offer children a variety of writing tools, paper, and shatterproof mirrors to look at themselves. Engage them in discussions about their reflection and what are some of the things they notice about their facial characteristics such as, the color of

	<p>their eyes, the shape of their face, do they wear glasses, etc. Invite the children to create a drawing of themselves as they look in the mirror. Use skin tone crayons whenever possible. Allow children to draw freely and comment on the types of marks they make and the colors they choose. Some children may draw faces while others may be experimenting with the process of drawing/coloring.</p> <ul style="list-style-type: none"> ● Fingerpainting (see Lesson Plan)
AM Music and Movement 10 minutes	<p>Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay or movement activity. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs: (See Song Cards)</p> <ul style="list-style-type: none"> ● Head, Shoulders, Knees and Toes ● Where is Thumbkin? <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> ● Yoga Poses (see list of suggested poses or choose your own) ● Freeze Dance: Play music and invite children to dance. Pause the music from time to time and ask children to freeze in their current pose. Join children in the activity and make silly poses to encourage their participation.
AM Story Time and Books for the Week 5-10 minutes	<p>Choose books related to the topic of Our Bodies. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> <p>Suggested Books:</p> <ul style="list-style-type: none"> ● <i>Be Who You Are</i> by Todd Parr ● <i>I like Me</i> by Nancy Carlson ● See Book List for more ideas
Outdoor Play 60 minutes	<p>Go outside daily as weather permits. Give children the opportunity to engage in self-led play as well as group activities. Allow children to explore materials freely.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Shadow Drawings: Invite children to use chalk to trace their shadow or to draw a picture of themselves. <i>Note: drawing and tracing may be in the form of scribble, dots or lines.</i> ● Hopscotch: Draw hopscotch squares and invite children to try and jump with one or two feet from square to square. ● Nature Walk: Offer children magnifying glasses and bags to collect a variety of natural items. Look for items that have different colors, shapes or sizes. <p>Additional Materials: bubbles, sidewalk chalk, balls, push/pull toys, ride-on toys, blankets for infants to lie on</p>

<p>PM Story Time 5 minutes, transitioning to nap/rest time</p>	<p>Choose books related to the topic of Our Bodies. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> <p>Suggested Books:</p> <ul style="list-style-type: none"> • <i>Shades of People</i> by Shelley Rotner • <i>What I like About Me</i> by Allia Zobel Nolan • See Book List for more ideas
<p>PM Choice Time 30-60 minutes depending upon length of opening activities. <u>Note:</u> may begin while some children are still sleeping</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs</p> <p>Art/Writing</p> <p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> <p>Math/ Manipulatives</p>	<p>Art/Writing See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Blocks/Construction See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Dramatic Play See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
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	<p>Math/Manipulatives See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Sand/Water/Sensory See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Science/Discovery See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •

<p>Sand/Water/ Sensory Science/Discovery</p>	<p>Small Group Exploration: Math Exploring Sorting</p> <ul style="list-style-type: none"> Place one or more sorting boards on the floor and invite children to sort a collection of clean, gently used shoes. Allow children to sort freely, which might include trying them on. Playfully join the children in their exploration. Observe how they sort, such as by size, color, type, etc. and engage them in conversations about the choices they made. Encourage comparisons of similarities and differences and explore other ways to sort, while respecting individual choices. <ul style="list-style-type: none"> For infants and toddlers offer shape sorters and shapes or Plunker Toy with sets of matching items. Allow children to explore freely. Use descriptive language to note similarities and differences between items. If children are interested, invite them to match items. Invite children to explore a basket of clean, gently used socks, which vary in length, color, type, etc. Allow children to freely explore the socks. Invite children to sort by different attributes, such as size, color, length, etc. while respecting individual choices. Use descriptive language to note similarities and differences and engage children in conversations about the choices they made. <ul style="list-style-type: none"> For infants and toddlers ask where we wear socks...on our hands, ears, feet? Let them try on socks in different ways and then help them find socks that fit. Use words like too big, too small, and just right to help describe size differences. Invite children to explore simple patterns. Model a simple ABABAB pattern, for example by alternating shoe, sock, shoe, sock, shoe, sock. Invite children to predict what comes next and discuss their choices. Consider making and highlighting patterns as you play with children in other interest areas as well. <i><u>Note:</u> consider taking photos of how children sort items as a way of documenting the learning process.</i>
<p>PM Music and Movement 10 minutes</p>	<p>Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay or movement activity. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs: (See Song Cards)</p> <ul style="list-style-type: none"> Ten Little Fingers Open Shut Them <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> Simon Says: Model the movement for children to be sure they are successful. Name the body part you want them to touch or move, such as: "Simon says touch your nose" or Simon says swing your arms." Invite children to take turns leading the game. <ul style="list-style-type: none"> <i><u>Note:</u> always say "Simon says" to encourage participation. Refrain from eliminating children from the game for making a mistake.</i> Bubble Dancing: Blow bubbles while listening to music. Invite children to catch, pop and jump on the bubbles. Show children how to blow bubbles themselves and join them in dancing among the bubbles.

Reflection On Weekly Planner - Week One

Success

Challenge

Next Steps

Week Two: Sample Weekly Planner

Theme One: Our Community / Month Two: Self

For Week 2, feel free to repeat high interest activities, try different suggested activities from the previous week or develop additional activities based on children's interests. Choose materials and develop small group explorations based on what you observed during the previous week: What activities were children most interested in? What types of actions were frequently repeated? What variation might encourage further exploration

Preparation/ Changes to Environment	<ul style="list-style-type: none"> • Set up Cozy Corner with books, stuffed animals and sensory bottles. • Select books according to weekly focus. Offer additional books that reflect the children in your program as well as those based on children's interests. Place books where children can explore on their own and with others throughout the day. See Book List. • Opening Activities: Set up several interest areas with materials that are easy to clean up so children can independently choose where to play. Consider materials that reflect the children in your program as well as their interests and abilities. <p>Planning for Mixed Ages:</p> <ul style="list-style-type: none"> • Infants: Create a space for infants to have floor time, while older children play - use a blanket or small quilt to section it off and have a small container nearby of infant teethingers, rattles, books, scarves, balls, safety mirrors, small metal bowls, etc. for infants to explore. Hang mobiles from ceiling so that infants have something to look at while on their backs. Rotate selection based on interest over the course of the week. • Toddlers and Threes: Create invitations to play by attractively arranging selected materials in interest areas. Having multiple copies of high interest items helps to minimize wait time and reduce the need to share. Having two or three activities to choose from on the floor as well as one or two table top activities promotes independence and encourages small group exploration. Offering a sensory or art exploration each day supports learning across many domains.
Opening Activities 20-60 minutes	<p>Arrival Activities</p> <p>Pick two or three materials each day that reflect the children in your program as well as their interests and ages. <i>Note: check size of items to avoid a choking hazard.</i> Allow children to explore other materials as desired. Support them in putting materials away before choosing additional materials to reduce clutter.</p> <div> <div>•</div> <div>•</div> <div>•</div> </div>

<p>Morning Meeting No more than 5-10 minutes, including transitions</p>	<p>Song</p> <ul style="list-style-type: none"> • See Song Cards. <p>Invitations to Explore</p> <ul style="list-style-type: none"> • Allow children to move around and provide an alternative activity for those who are not yet ready to participate. • Over the course of the week, highlight different interest areas and show children sample materials from each. • Describe small group activities for the day and show materials as needed • Tell children where each member of the teaching team will begin Choice Time. On the visual schedule, attach photos of the Interest Areas that are available or “open” each day. Let children choose where they want to play and accompany them to interest areas. • Infants/toddlers: Invite them to join the meeting and offer a lap to sit on or a space next to a member of the teaching team to support their participation.
<p>AM Choice Time 60 minutes</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs.</p> <p>Art/Writing Blocks/Construction Dramatic Play</p> <p>Library</p> <p>Math/Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p>	<p>Choice Time Tips</p> <ul style="list-style-type: none"> • Choose materials that reflect the children in your program as well as their interests and abilities. • Include some materials or activities that support the weekly focus.. • See Interest Areas (see introduction to Let’s Play!) for a list of suggested materials. Rotate materials regularly. <i><u>Note:</u> check size of items to avoid a choking hazard.</i> • Invite children to explore each interest area and introduce the materials available as well as the corresponding shelf space or bin where the materials are stored. Give children the opportunity to follow their own interests and explore materials freely. • Allow children to explore other materials as desired. • Support them in putting materials away before choosing additional materials to reduce clutter. • Add photos of the children to different interest areas for children to incorporate into their play. For example, photos can be taped to blocks, magnetic tiles, pegs, baby jar lids, placed in containers or added to the sensory table. <p>Art/Writing</p> <ul style="list-style-type: none"> • • <p>Blocks/Construction</p> <ul style="list-style-type: none"> • Start with enough materials so that each child has some to play with but avoid putting out a large number or variety. Fewer materials help children focus on the properties of the blocks and discover different ways of using them. • Infant and Toddlers: Provide infants and toddlers with age appropriate blocks. If the infants and toddlers are more interested in knocking down structures than in building them up, offer them a separate space or time to explore blocks in their own way. Invite older children to create structures for younger children to knock down.

<p>Small Group Exploration <u>Note:</u> Small Group takes place during Choice Time. Individual participation time will vary based on children's interests</p>	<p>Dramatic Play</p> <ul style="list-style-type: none"> • •
	<p>Library Choose books related to the topic of Self. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> <p>Examples: See Book List for more ideas.</p> <ul style="list-style-type: none"> • •
	<p>Math/Manipulatives Select materials so children can explore concepts of same and different as well as develop fine motor skills.</p> <ul style="list-style-type: none"> • • • •
	<p>Sand/Water/Sensory</p> <ul style="list-style-type: none"> • •
	<p>Science/Discovery</p> <ul style="list-style-type: none"> • •
	<p>Small Group Exploration: Create your own lesson plan</p> <ul style="list-style-type: none"> •
<p>AM Music and Movement 10 minutes</p>	<p>Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay, or movement activity. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs:</p> <ul style="list-style-type: none"> • •

	Activities (choose based on children's interests): <ul style="list-style-type: none"> • •
AM Story Time and Books for the Week 5-10 minutes	Choose books related to the topic of Self. Offer additional books that reflect the children in your program as well as those based on children's interests. Suggested Books: See Book List <ul style="list-style-type: none"> • •
Outdoor Play 60 minutes	Go outside daily as weather permits. Give children the opportunity to engage in self-led play as well as group activities. Allow children to explore materials freely. Suggested Activities: <ul style="list-style-type: none"> • • Additional Materials:
PM Story Time 5 minutes, transitioning to nap/rest time	Choose books related to the topic of. Offer additional books that reflect the children in your program as well as those based on children's interests. Suggested Books: See Book List <ul style="list-style-type: none"> • •
PM Choice Time 30-60 minutes, depending upon length of opening activities. <u>Note:</u> may begin while some children are sleeping. Pick 3 interest areas for AM and 3 different interest areas	<div> Art/Writing See AM choice time for ideas. <ul style="list-style-type: none"> • • </div> <div> Blocks/Construction See AM choice time for ideas. <ul style="list-style-type: none"> • • </div>

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	Science/Discovery <ul style="list-style-type: none"> • •
	Small Group Exploration: Create your own lesson plan <ul style="list-style-type: none"> •
PM Music and Movement 10 minutes	Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay, or movement activity. Adults can dance with infants/toddlers so they can participate. Suggested Songs: (See Song Cards) <ul style="list-style-type: none"> • • Activities (choose based on children's interests): <ul style="list-style-type: none"> • •

Reflection On Weekly Planner - Week Two

Success

Challenge

Next Steps

Week Three: Our Feelings – Sample Weekly Planner

Theme One: Our Community / Month Two: Self

Preparation/ Changes to Environment	<ul style="list-style-type: none">• Ask families for the words they use to describe different feelings in their home languages as well as how to spell and pronounce them. Create a list for use during the small group activities.• Create a Face Cube for a small group activity (see Lesson Plan) and prepare a Feelings Chart (see Introduction to Let’s Play!).• Collect photos of the children, families and adults in your program to use for a Feelings Book (see Lesson Plan) and a Feelings Memory Game (see Lesson Plan). If family photos are not an option you can use photos from catalogs, magazines or websites. Add additional photos as needed to reflect the diversity of your program and community.• Create a sensory calm down kit: gather a variety of items (perhaps 5 to start) that appeal to different senses, such as touch, sight, smell and hearing. Some suggestions include: fabric scraps with different textures, sensory or stress balls, a container of playdough, childproof bubble containers, pinwheels, sensory bottles, kaleidoscopes, color paddles, empty plastic spice or essential oil scent bottles, etc. <i><u>Note</u>: check size of items to avoid a choking hazard and avoid items that might trigger an allergy.</i> Place items in a shoebox, basket or other container and label it.• Continue to encourage children to practice self-care skills throughout the day. Teach toddlers how to take off and put on clothing items. Offer to help them start and let them finish. Build in extra time at transitions so that they can practice and give them time to practice so they don’t feel rushed.
Opening Activities 20-60 minutes	Arrival Activities Pick two or three materials each day that reflect the children in your program as well as their interests and ages. <i><u>Note</u>: check size of items to avoid a choking hazard.</i> Allow children to explore other materials as desired. Support them in putting materials away before choosing additional materials to reduce clutter. <ul style="list-style-type: none">• Push and pull toys• Toy telephone• Pop beads• Puzzles with knobs• Mr. and Mrs. Potato Head• Inch cubes• Sensory bottles• Glue and collage material• Magnetic tiles
Morning Meeting No more than 5-10 minutes, including transitions	Song <ul style="list-style-type: none">• Buenos Dias/Good Morning song or another greeting song relevant for your children (see Song Cards). Invitations to Explore <ul style="list-style-type: none">• Allow children to move around and provide an alternative activity for those who are not yet ready to participate.

	<ul style="list-style-type: none"> Over the course of the week, highlight different interest areas and show children sample materials from each. Describe small group activities for the day and show materials as needed. Tell children where each member of the teaching team will begin Choice Time. On the visual schedule, attach photos of the Interest Areas that are available or “open” each day. Let children choose where they want to play and accompany them to interest areas. Infants/toddlers: Invite them to join the meeting and offer a lap to sit on or a space next to a member of the teaching team to support their participation
<p>AM Choice Time 60 minutes</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs.</p> <p>Art/Writing</p> <p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> <p>Math/Manipulatives</p> <p>Sand/Water/Sensory Science/Discovery</p> <p>Small Group Exploration</p>	<p>Choice Time Tips</p> <ul style="list-style-type: none"> Choose materials that reflect the children in your program as well as their interests and abilities. Include some materials or activities that support the weekly focus. See Interest Areas (Appendix) for a list of suggested materials. Rotate materials regularly. <i>Note: check size of items to avoid a choking hazard.</i> Add photos of the children to different interest areas for children to incorporate into their play. Give children the opportunity to follow their own interests and explore materials freely. Allow children to explore other materials as desired. Support them in putting materials away before choosing additional materials to reduce clutter. Support children’s exploration by sitting alongside them and joining in conversations about what they are doing. Follow children’s lead and share ideas for expanding their play if needed. <ul style="list-style-type: none"> Look for opportunities to connect children’s play to the weekly focus and to their own lives. Encourage children to problem-solve as needed. Consider inviting children to think of additional roles to expand play as they act out scenarios. <p>Art/Writing</p> <ul style="list-style-type: none"> Add an assortment of child safe scissors and offer children pre-cut strips of paper about 1” wide. Collect the pieces they cut to use in an art project. Infants/toddlers: offer children pieces of construction paper to tear into strips or into smaller pieces. Collect the pieces. Offer children a variety of natural and recycled materials, scissors, glue, tape and paper or cardboard and invite them to make a collage. As the children engage in art activities, notice how they might be feeling and use feeling words, such as calm, happy, frustrated, excited, etc. to help them label their emotions.

<p><u>Note:</u> Small Group takes place during Choice Time. Individual participation time will vary based on children's interests</p>	<p>Blocks/Construction</p> <ul style="list-style-type: none"> • Unit blocks, homemade blocks, and/or foam blocks • Add toy people, toy cars and trucks children may be interested in. • As children play with the blocks, describe their actions using words like "in", "on", "under", "up", "down", "beside" and "between" while allowing them to use the materials freely. <p>Infant and Toddlers:</p> <ul style="list-style-type: none"> • Provide infants and toddlers with age appropriate blocks. If the infants and toddlers are more interested in knocking down structures than in building them up, offer them a separate space or time to explore blocks in their own way. Invite older children to create structures for younger children to knock down.
	<p>Dramatic Play</p> <ul style="list-style-type: none"> • Set up the housekeeping area with sets of plates, cups and utensils. • Add pretend foods and a picnic blanket. • Add high interest items from previous weeks.
	<p>Library Choose books related to the topic of Our Feelings. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Calm Down Time (Toddler tools)</i> by Elizabeth Verdick • <i>Taking a Bath with the Dog and Other Things that make Me Happy</i> by Scott Menchin • See Book List for more ideas
	<p>Math/Manipulatives Select materials so children can explore concepts of size, shape and quantity as well as develop fine motor skills.</p> <ul style="list-style-type: none"> • Pop beads • Shape sorters • Wood puzzles and floor puzzles • Peg boards • Shape blocks • Set of large and small items to match and count
	<p>Sand/Water/Sensory</p> <ul style="list-style-type: none"> • Offer a sensory bin filled with sand or non-toxic water beads. Hide magnetic letters or numbers inside. For infants and toddlers, consider placing water beads and items to discover in a resealable bag and seal securely with strong tape. • Offer a sensory calm down kit filled with items children can touch, squeeze, blow on, smell or look through and invite children to explore. Vary what is in the kit based upon children's interests and needs. • As the children explore the sensory materials, notice how they might be feeling and use feeling words, such as calm, happy, frustrated, excited, etc. to help them label their emotions.

	<p>Science/Discovery</p> <ul style="list-style-type: none"> • Offer magnet wands or other child safe magnets and a collection of assorted metal lids along with some non magnetic items. • Offer toy animals, sticks, leaves and rocks. Invite children to think about how the animals might be feeling as they engage in pretend play and use feeling words, such as happy, tired, hungry, sad, etc. to label the emotions. <p>Small Group Exploration</p> <ul style="list-style-type: none"> • Face Cube game (see Lesson Plan) • Feelings Book (see Lesson Plan)
<p>AM Music and Movement 10 minutes</p>	<p>Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay or movement activity. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs: (See Song Cards)</p> <ul style="list-style-type: none"> • If You're Happy and You Know It • You Are My Sunshine <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • Yoga Poses (see Children's Yoga Poses or choose your own) • Marching band with musical instruments
<p>AM Story Time and Books for the Week 5-10 minutes</p>	<p>Choose books related to the topic of Our Feelings. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> <p>Suggested Books:</p> <ul style="list-style-type: none"> • <i>Grumpy Bird</i> by Jeremy Tankard • <i>Talk and Work it Out</i> by Cheri J. Meiners • See Book List for more ideas

<p>Outdoor Play 60 minutes</p>	<p>Go outside daily as weather permits. Give children the opportunity to engage in self-led play as well as group activities. Allow children to explore materials freely.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Follow the leader: Invite children to imitate movements , such as jumping, rolling, walking, dancing, jumping jacks, etc,.. Children can take the lead as the group imitates their movement. • Obstacle course; create an obstacle course using various props and equipment. Consider using hula hoops, polly spots, cones, balls etc. Encourage children to take turns and to go in the same direction. Use words like “in”, “on”, “under”, “over”, “around” “up”, “down”, “in front of” and “behind” to describe children’s actions, • Neighborhood walk: Take a walk around your neighborhood, encourage the children to look for the advertisement displays around them that depict different emotions. Consider taking pictures of the different emotions to be re-visited with the children. <ul style="list-style-type: none"> ○ <i>How do you think that person feels?</i> ○ <i>What makes you think they feel that way?</i> ○ <i>He/she looks_____.</i> <p>Additional Materials: bubbles, sidewalk chalk, balls, push/pull toys, ride-on toys, blankets for infants to lie on.</p>
<p>PM Story Time 5 minutes, transitioning to nap/rest time</p>	<p>Choose books related to the topic of Our Feelings. Offer additional books that reflect the children in your program as well as those based on children’s interests.</p> <p>Suggested Books:</p> <ul style="list-style-type: none"> • <i>Go Away Big Green Monster!</i> by Ed Emberly • <i>Pete the Cat: I love my White Shoes</i> by Eric Litwin • See Book List for more ideas
<p>PM Choice Time 30-60 minute, depending on length of opening activities</p> <p><u>Note:</u> may begin when some children are sleeping</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other</p>	<p>Art/Writing See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Blocks/Construction See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Dramatic Play See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •

areas or materials based on their interests or needs)	Library See AM choice time for ideas. <ul style="list-style-type: none"> • •
Art/Writing	
Blocks/Construction	Math/Manipulatives See AM choice time for ideas. <ul style="list-style-type: none"> • •
Dramatic Play	
Library	Sand/Water/Sensory See AM choice time for ideas. <ul style="list-style-type: none"> • •
Math/Manipulatives	
Sand/Water/Sensory	Science/Discovery <ul style="list-style-type: none"> • •
Science/Discovery	
Small Group Exploration	Small Group Exploration <ul style="list-style-type: none"> • Feelings Chart (see Lesson Plan) • Feelings Memory Game (see Lesson Plan)
PM Music and Movement 10 minutes	<p>Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay or movement activity. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs:</p> <ul style="list-style-type: none"> • Shake My Sillies Out • Five Little Ducks/5 Patitos (See Song Cards) <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • Play different types of music and invite children to move their bodies to show the different feelings that they have while listening to the music. • Freeze Dance: Play music and invite children to dance. Pause the music from time to time and ask children to freeze in their current pose. Join children in the activity and make silly poses to encourage their participation

Reflection On Weekly Planner - Week Three

Success

Challenge

Next Steps

Week Four: Weekly Planner

Theme One: Our Community / Month Two: Self

For Week 4, feel free to repeat high interest activities, try different suggested activities from the previous week or develop additional activities based on children's interests. Choose materials and develop small group explorations based on what you observed during the previous week: What activities were children most interested in? What types of actions were frequently repeated? What variation might encourage further exploration?

Preparation/ Changes to Environment	<ul style="list-style-type: none"> • Set up Cozy Corner with books, stuffed animals and sensory bottles. • Select books according to weekly focus. Offer additional books that reflect the children in your program as well as those based on children's interests. Place books where children can explore on their own and with others throughout the day. See Book List. • Opening Activities: Set up several interest areas with materials that are easy to clean up so children can independently choose where to play. Consider materials that reflect the children in your program as well as their interests and abilities. <p>Planning for Mixed Ages:</p> <ul style="list-style-type: none"> • Infants: Create a space for infants to have floor time, while older children play - use a blanket or small quilt to section it off and have a small container nearby of infant teethingers, rattles, books, scarves, balls, safety mirrors, small metal bowls, etc. for infants to explore. Hang mobiles from ceiling so that infants have something to look at while on their backs. Rotate selection based on interest over the course of the week. • Toddlers and Threes: Create invitations to play by attractively arranging selected materials in interest areas. Having multiple copies of high interest items helps to minimize wait time and reduce the need to share. Having two or three activities to choose from on the floor as well as one or two table top activities promotes independence and encourages small group exploration. Offering a sensory or art exploration each day supports learning across many domains.
Opening Activities 20-60 minutes	<p>Arrival Activities</p> <p>Pick two or three materials each day that reflect the children in your program as well as their interests and ages. <i>Note: check size of items to avoid a choking hazard.</i> Allow children to explore other materials as desired. Support them in putting materials away before choosing additional materials to reduce clutter.</p> <div> <div>•</div> <div>•</div> <div>•</div> </div> <div> <div>•</div> <div>•</div> <div>•</div> </div> <div> <div>•</div> <div>•</div> <div>•</div> </div>

<p>Morning Meeting No more than 5-10 minutes, including transitions</p>	<p>Song</p> <ul style="list-style-type: none"> • See Song Cards. <p>Invitations to Explore</p> <ul style="list-style-type: none"> • Allow children to move around and provide an alternative activity for those who are not yet ready to participate. • Over the course of the week, highlight different interest areas and show children sample materials from each. • Describe small group activities for the day and show materials as needed • Tell children where each member of the teaching team will begin Choice Time. On the visual schedule, attach photos of the Interest Areas that are available or “open” each day. Let children choose where they want to play and accompany them to interest areas. • Infants/toddlers: Invite them to join the meeting and offer a lap to sit on or a space next to a member of the teaching team to support their participation.
<p>AM Choice Time 60 minutes</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs.</p> <p>Art/Writing Blocks/Construction Dramatic Play</p> <p>Library</p> <p>Math/Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration <i>Note:</i> Small Group takes place during Choice Time. Individual participation time</p>	<p>Choice Time Tips</p> <ul style="list-style-type: none"> • Choose materials that reflect the children in your program as well as their interests and abilities. • Include some materials or activities that support the weekly focus.. • See Interest Areas (see introduction to Let’s Play!) for a list of suggested materials. Rotate materials regularly. <i>Note: check size of items to avoid a choking hazard.</i> • Invite children to explore each interest area and introduce the materials available as well as the corresponding shelf space or bin where the materials are stored. Give children the opportunity to follow their own interests and explore materials freely. • Allow children to explore other materials as desired. • Support them in putting materials away before choosing additional materials to reduce clutter. • Add photos of the children to different interest areas for children to incorporate into their play. For example, photos can be taped to blocks, magnetic tiles, pegs, baby jar lids, placed in containers or added to the sensory table.
	<p>Art/Writing</p> <ul style="list-style-type: none"> • •
	<p>Blocks/Construction</p> <ul style="list-style-type: none"> • Start with enough materials so that each child has some to play with but avoid putting out a large number or variety. Fewer materials help children focus on the properties of the blocks and discover different ways of using them. • Infant and Toddlers: Provide infants and toddlers with age appropriate blocks. If the infants and toddlers are more interested in knocking down structures than in building them up, offer them a separate space or time to explore blocks in their own way. Invite older children to create structures for younger children to knock down.
	<p>Dramatic Play</p> <ul style="list-style-type: none"> • •

will vary based on children's interests	<p>Library Choose books related to the topic of Self. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> <p>Examples: See Book List for more ideas.</p> <ul style="list-style-type: none"> • •
	<p>Math/Manipulatives Select materials so children can explore concepts of same and different as well as develop fine motor skills.</p> <ul style="list-style-type: none"> • •
	<p>Sand/Water/Sensory</p> <ul style="list-style-type: none"> • •
	<p>Science/Discovery</p> <ul style="list-style-type: none"> • •
	<p>Small Group Exploration: Create your own lesson plan</p> <ul style="list-style-type: none"> •
<p>AM Music and Movement 10 minutes</p>	<p>Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay, or movement activity. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs:</p>

	<ul style="list-style-type: none"> • • <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • •
AM Story Time and Books for the Week 5-10 minutes	<p>Choose books related to the topic of Self. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> <p>Suggested Books: See Book List</p> <ul style="list-style-type: none"> • •
Outdoor Play 60 minutes	<p>Go outside daily as weather permits. Give children the opportunity to engage in self-led play as well as group activities. Allow children to explore materials freely.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • • <p>Additional Materials:</p>
PM Story Time 5 minutes, transitioning to nap/rest time	<p>Choose books related to the topic of. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> <p>Suggested Books: See Book List</p> <ul style="list-style-type: none"> • •

<p>PM Choice Time 30-60 minutes, depending upon length of opening activities.</p> <p><u>Note:</u> may begin while some children are sleeping.</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs</p> <p>Art/Writing</p> <p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> <p>Math/Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration</p>	<p>Art/Writing See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Blocks/Construction See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Dramatic Play See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Library See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Math/Manipulatives See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Sand/Water/Sensory See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Science/Discovery</p> <ul style="list-style-type: none"> • •
	<p>Small Group Exploration: Create your own lesson plan</p> <ul style="list-style-type: none"> •

PM Music and Movement 10 minutes	<p>Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay, or movement activity. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs: (See Song Cards)</p> <ul style="list-style-type: none"> • • <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • •
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Reflection On Weekly Planner - Week Four

Success

Challenge

Next Steps

Suggested Books for Month Two

ELOF Goal: Approaches To Learning

***Go Away Big Green Monster!* by Ed Emberly**-A book about mastering fear and emotion through play and imagination.

***Shades of People* by Shelley Rotner**-People come in many different shades.

***Babies on the Farm* by Rachelle Nelson**-Take the children on an imaginary journey to a farm filled with different baby animals

***The Color of Us* by Karen Katz**-A positive and affirming look at skin color.

***I like Myself* by Karen Beaumont**-This book encourages children to appreciate everything about themselves.

ELOF Goal: Cognition

***All About Me (Look and Learn)* by National Geographic**-A colorful picture book about body parts

***Baby Faces* by DK**-Babies show us how they feel by making different kinds of faces.

***Families* by Shelley Rotner**-A celebration of diverse families.

***Potty* by Leslie Patricelli**-Will baby go on his diaper or in the potty?

***What I like About Me* by Allia Zobel Nolan**-A celebration of how we are all different.

ELOF Goal: Language and Literacy

***Are you My Mother?* by PD Eastman**-Take an adventure with a baby bird in search of his mother.

***Calm Down Time (Toddler tools)* by Elizabeth Verdick**-Children can use many ways to communicate their feelings.

***Eyes, Nose, Fingers, and Toes* by Judy Hindley**-What are your different body parts used for?

***Is Your Mama a Llama?* by Deborah Guarino**-In this rhyming book, a llama asks his friends who their mama is.

***Pete the Cat: I love my White Shoes* by Eric Litwin**-Pete the Cat loves his White shoes! Even when they aren't white anymore.

ELOF Goal: Perceptual, Motor, and Physical Development

***Clap Your Hands* by Lorinda Bryan Cauley**-You can move your body in many different ways.

***Grumpy Bird* by Jeremy Tankard**-Sometimes all we need is a walk with our friends to help us overcome our bad mood.

***Head to Toe* by Eric Carle**-Animals move in different ways. See if you can move your body parts just like them. Can you do it?

***Potty Animals: What to Know When You've Gotta Go!* by Hope Vestergaard**-Some advice about how to keep yourself clean and healthy.

***Shake My Sillies Out* by Raffi** - Sing along as you shake, clap and jump your way through different feelings.

***Time to Pee!* by Mo Willems**-Some advice about what to do when you need to use the toilet.

ELOF Goal: Social/Emotional Development

***Be Who You Are* by Todd Parr**-We are all different so be who you are!

***I like Me* by Nancy Carlson**-Pig tells us what she likes about herself and how she takes care of herself.

***I'm Gonna Like Me: Letting Off a Little Self-Esteem* by Jamie Lee Curtis**-Being ourselves helps us feel happy!

***Taking a Bath with the Dog and Other Things that make Me Happy* by Scott Menchin**-A little girl wants to know what makes you happy.

***Talk and Work it Out* by Cheri J. Meiners**

***The Invisible String* by Patrice Karst**-The invisible string helps people who love each other stay connected, even when they are not in the same room.

Month Two Song Cards

<p>Buenos Dias / Good Morning Song (to the tune of Frère Jacques)</p> <p>Buenos dias, buenos dias. ¿Como estás? ¿Como estás? Muy bien gracias, muy bien gracias, ¿Y usted? ¿Y usted?</p> <p>Good Morning, good morning, How are you? How are you? Very well I thank you, very well I thank you, How about you? How about you?</p>	<p>Head, Shoulders, Knees and Toes</p> <p>Head, shoulders, knees and toes, <i>(Point to each body part as you sing)</i> Knees and toes.</p> <p>Head, shoulders, knees and toes, Knees and toes.</p> <p>Eyes and ears and mouth and nose. Head, shoulders, knees and toes, Knees and toes.</p> <p><i>Try singing the song at different speeds, once children are familiar with it and invite children to take turns leading the song.</i></p>
<p>Where is Thumbkin?</p> <p>(Hide both hands behind your back) Where is Thumbkin? Where is Thumbkin? Here I am. (Bring out one hand with thumb up) Here I am. (Repeat with the other hand) How are you today, sir? (Move one thumb as if talking) Very well, I thank you. (Move other thumbs as if talking) Runaway. (Move one hand behind back) Runaway. (Move other hands behind back) Repeat with each finger: Where is pointer? (use pointer finger) Where is tall man? (use middle finger) Where is ring man? (use ring finger) Where is pinkie? (use pinkie finger) Where is the family? (wiggle fingers on each hand)</p>	<p>Ten Little Fingers I have 10 little fingers, And they all belong to me. I can make them do things, Would you like to see?</p> <p>I can shut them up tight, Or open them wide. I can put them together, Or make them all hide.</p> <p>I can make them jump high, Or make them go low. I can fold them up quietly, And sit just so.</p> <p><i>Wiggle fingers and then act out the motions in the song, ending with hands folded on your lap as you sit quietly.</i></p>

<p>Open Shut Them <i>(using fingers and hands)</i></p> <p>Open, shut them, open, shut them. <i>(Open and close hands)</i> Give a little clap, clap, clap. <i>(Clap)</i> Open, shut them, open, shut them. <i>(Open and close hands)</i> Put them in your lap, lap, lap. <i>(Tap your lap with hands)</i> Creep them, crawl them, creep them, crawl them, <i>(Wiggle fingers from lap to chin)</i> Right up to your chin, chin, chin. Open up your little mouth.... Say Ahhh, ahhh...<i>(Sing this slowly and hold hands in front of mouth))</i> But do not let them in! <i>(Sing this quickly. Shake your head and hide your hands)</i></p>	<p>If You're Happy and You Know It</p> <p>If you're happy and you know it, clap your hands! <i>(Clap clap)</i> If you're happy and you know it, clap your hands! <i>(Clap clap)</i> If you're happy and you know it, then your face will surely show it. If you're happy and you know it, clap your hands! <i>(Clap clap)</i></p> <p>If you're excited and you know it, shout Hooray! <i>(Hooray hooray)</i></p> <p>If you're angry and you know it, stomp your feet!! <i>(Stomp stomp)</i></p> <p>If you're tired and you know it, rub your eyes. <i>(Rub, rub)</i></p> <p><i>What other feelings and actions would children like to do?</i></p>
<p>You Are My Sunshine</p> <p>You are my sunshine, My golden sunshine. You make me happy, When skies are grey. You'll never know dear, How much I love you. Please, don't take my sunshine away.</p>	<p>Five Little Ducks</p> <p>Five little ducks Went out one day Over the hill and far away Mother duck said "Quack, quack, quack, quack." But only four little ducks came back.</p> <p><i>(Repeat for 4, 3, 2, 1, no little ducks)</i> Sad mother duck Went out one day Over the hill and far away The sad mother duck said "Quack, quack, quack." And all of the five little ducks came back!</p>

5 Patitos

Uno, Dos, Tres, Cuatro,
Cinco patitos salieron a nadar
Sobre la colina y mas alla
Mama Pata dijo, Qua qua qua
Solo cuatro ven a regresar

Uno, dos, tres,
Cuatro patitos salieron a nadar
Sobre la colina y mas alla
Mama Pata dijo, Qua qua qua
Solo tres ven a regresar

Uno, dos,
Tres patitos salieron a nadar
Sobre la colina y mas alla
Mama Pata dijo, Qua qua qua
Solo dos ven a regresar

Uno,
Dos patitos salieron a nadar
Sobre la colina y mas alla
Mama Pata dijo, Qua qua qua
Solo uno vio regresar

Un patito salio a nadar
Sobre la colina y mas alla
Mama Pata dijo, Qua qua qua
Y a ninguno ve regresar.

La pobre Mama Pata salio a nadar...
Sobre la colina y mas alla
La pobre Mam Pata dijo qua qua qua
Y a sus patitos vio regresar!

Lesson Plans

Introducing Finger Paint

Objective

Fingerpaint provides children the opportunity to explore and create using a variety of different senses. Fingerpaint also offers many opportunities for children to expand their expressive and receptive language skills as they engage in conversations with others during the painting experience.

ELOF Goals

IT-LC 7. Child understands an increasing number of words used in communication with others.

IT-ATL 2. Child manages actions and behavior with support of familiar adults.

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

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

Materials

Plastic trays, cookie sheets or aluminum pans; nontoxic finger paint either purchased or homemade (see recipe below for homemade finger paint); craft sticks or paint brushes; paper towels or wipes. Optional: aluminum foil; paper; cornmeal, rice or sand; cups and sponges for clean-up.

Ahead of time

Recipe for Cornstarch-Gelatin Finger Paint		
Ingredients	Materials	Directions
½ cup of cornstarch ¾ cup of cold water 1 envelope of unflavored gelatin 2 cups boiling water Food coloring, liquid watercolors or tempera paints	Measuring cups Wooden spoon Mixing bowls Saucepan	<ol style="list-style-type: none">1. Mix ½ cup of cornstarch with ¾ cup of cold water to a smooth paste in a saucepan.2. Soak 1 envelope of unflavored gelatin in ¼ cup of water.3. Pour 2 cups of boiling water into the saucepan with the cornstarch mixture, stirring.4. Cook over medium heat, stirring, until it comes to a boil and is clear.5. Remove from heat and stir in gelatin.6. Divide into smaller bowls and stir in color. Cover tightly to store. <i>Note: you can also use plastic squeeze bottles to store the paint.</i>

During the Small Group Activity

1. **Invite a small group of children to join you at the table to explore the fingerprint.** Ask them if they have used fingerprint before. Give children the opportunity to describe what they see and predict how it might feel. Introduce the materials to be used with the finger paint, explaining that the paint will be used on the trays. Place some fingerprint on each child's tray and model how to use it by joining them in the activity.
2. **Allow children to be creative and explore their own ideas. Focus on the process not the product.** To foster creativity, avoid asking children what they are making or showing them what to make. Allow children to explore at their own pace
3. **Comment on what the children are doing by using descriptive language and/or mimic their actions.** Invite children to describe how the paint feels and offer words to describe the texture of the paint. Show them that you are curious about what they are experiencing by mimicking their actions. Engage them in conversations about how they are using the fingerprint.
 - a. *Omar, I see you are using your finger to draw lines in the fingerprint. I wonder what kind of a design you could make if you used two fingers?*
 - b. *Leila has both her hands in paint and is making big swirls. I'm going to try that too. Oh the paint feels cool and slippery on my hands.*
 - c. *It is OK if you don't want to touch it, Kaden. You can use a paintbrush instead.*
4. **Observe children's level of interest and excitement during the activity and continue to join them in this exploration as long as they remain engaged.** If some children are ready to leave the table, allow them to leave the activity and invite other children to join in as space opens up at the table.
5. **Fingerprint can be kept several days in an airtight container.** If stored in a plastic squeeze bottle, children can squeeze it out by themselves during the activity.

Creating an Inclusive Environment

- Allow children to be active observers: some children may want to stand and observe the activities before actively exploring with their hands or tools.
- Encourage children to experiment with the finger paint at their own pace. For children who are not ready to explore with their hands have an alternative prop ready for them such as craft sticks or paint brushes.
- Have sealed bags prepared and offer them to the children who are not yet ready to touch the paint.
- Use gestures as well as words to model how to use the fingerprint and assist with clean-up activities. You may also want to send home the recipe for finger paint mixture so that they can recreate at home.
- **Infants and toddlers:** Include infants by offering them fingerprint on their high chair trays or by placing finger paint in heavy resealable bags and allowing them to squish and manipulate the paint using their hands. Infants and toddlers will likely want to taste the paint as part of the exploratory process so using homemade finger paint can be helpful.

Extension Activities

1. Invite children to use finger paint on a child safe mirror and explore what happens as they spread paint over their reflection. If desired, they may want to trace the features of their face with the fingerpaint.
2. Invite children to create monoprints by placing a piece of paper on top of their fingerpainting tray and then patting it. Lift the paper to reveal a print of their creation.
3. Allow children to create a group painting directly on the table to encourage socializing. Afterwards, encourage children that are interested in helping to clean up by providing them with plastic cups. Model how they can slide the cups across the paint so that the paint collects on the side of the cup. Wipe down the cups as needed with a paper towel Offer children damp paper towels or soapy sponges for additional cleaning. Participating in the clean up process can be as much fun as the actual painting activity was and helps support children's sense of competency.
4. Give children a portion of clear fingerpaint and have them add color to it by squeezing drops of food coloring, liquid watercolors or tempera paint directly onto the paint. Allow them to mix the color into the paint using their fingers, a craft stick, paint brush or spoon.
5. Experiment with textures by adding cornmeal, used coffee grounds or sand to the fingerpaint. Use aluminum foil as a base for the fingerpaint. Add glue to the paint, create monoprints and see what happens as the paint dries and hardens.

Observations and Planning

- Did the children show interest in this activity?
- Were the children comfortable with the texture and consistency of the finger paint mixture?
- What adaptations, if any, were needed?
- Were the children actively engaged in this activity and for how long?
- How might you expand on this activity next time?

Reference: Miller, K. 2000.*Things to Do with Toddlers and Twos*.Telshare Publishing Company.

Children's Yoga Poses

Here is a common set of poses for young children that helps them to stretch and relax. There are many books and websites with more details about how to do yoga poses with children. Creating a poster or set of yoga cards can be helpful so that children have a visual reference.

- **Happy baby pose:** Lay on your back, hold each foot with one hand. Can you sway from side to side while holding your feet?
- **Cow pose:** Start with hands and knees on the floor, back flat. Breathe in and drop belly towards the floor. Slowly bring chin up to look at the ceiling, while dropping belly towards the ground.
- **Cat pose:** Start with hands and knees on the floor, back flat. Breathe out and bring chin slowly down to chest, while curving back to create an arch.
 - Note: you can alternate cow and cat poses several times before doing the next pose.
- **Bow pose:** Lay on your stomach. Bring feet up behind you, hold each foot with each hand. Can you rock from front to back?
- **Downward facing dog pose:** Start with hands and knees on the floor, back flat. Look down, straighten legs and lift hips toward the ceiling. Breathe out.
- **Upward facing dog pose:** Lay flat on stomach with legs straight behind you. Use hands to lift your torso and hold arms straight. Breathe in.

Face Cube Game

Objective

To develop social emotional vocabulary to support children in identifying their own feelings and in recognizing that others have feelings as well.

ELOF Goals

IT-ATL 1. Child manages feelings and emotions with support of familiar adults.

IT-SE 6. Child learns to express a range of emotions.

IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.

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

Materials

A cube shaped tissue box, old newspaper, pictures of children with different facial expressions. (do not use photos of the children in your program), construction paper, clear contact paper, scissors, Velcro tape and marker.

Ahead of Time

1. Fill the box with crumpled up newspapers to make it sturdier.
2. Wrap the tissue box with paper to cover any openings the tissue box may have. Cover with clear contact paper for durability.
3. Cut out pictures of children (from magazines or website photos) with different facial expressions, such as happy, sad, mad, scared, excited, silly, sleepy etc. *Note: Try to have the photos reflect the children in your program but **do not use** photos of children in your program in order to avoid children associating a particular feeling with a particular child.*
4. Glue each picture to a blank piece of paper and label the emotion underneath the photo. Laminate the photos for durability or cover with clear contact paper.
5. Stick one side of the velcro tape onto each side of the tissue box and stick the other side of the velcro tape to the back of the pictures of facial expressions. The velcro tape allows for changing the pictures to easily introduce new facial expressions.
6. Ask families for the words they use to describe different feelings in their home languages as well as how to spell and pronounce them. Create a list for use during the activity.

During the Small Group:

1. Allow children to roll the box and see which facial expression it lands on.
2. Based on the facial expression it lands on, begin asking questions like these:
How is this person feeling?

Do you think the child is feeling ____? (If prompting is needed)

Why do you think they are feeling _____?

Can you make a _____ face like the one this child is making?

Including All Children

- Add feeling words in children's home languages. Consider asking families to assist you with learning how to say and write the words in their home languages.
- Some children may benefit from having their own cube. Have extra materials on hand to make an individual cube if needed.
- Allow children to actively participate in exploring and rolling the face cube.
- **Infants and Toddlers:** Infants can participate in the face cube activity by sitting on an adults' lap. Adults can guide them in exploring and rolling the cube. Toddlers will also enjoy pointing out what they see in the photo, naming the different feelings and practice making the expressions themselves.

Family Engagement

Share an article with families about how to teach children about their emotions and invite them to share the words they use (including in their home languages). For children who are still learning English, using words in both languages can help children to make connections and feel understood. Ask families how they help children manage their feelings at home and share strategies that work for children in your program. Here are two articles for families with young children: [Teaching Your Child About Feelings](#) and [Teaching Your Child to Identify and Express Emotions](#). See References below for more information on how to access these articles. .

Questions to Guide Observation

- Did the children show interest in this activity?
- Were the children actively engaged in this activity and for how long?
- How might you expand on the activity next time?
- As a provider how did you find this experience and what might you do differently next time?

Reference: [Teaching Your Child to Identify and Express Emotions](#). (n.d.) Retrieved October 8, 2019.

Feelings Cards and Book

Objective

To develop the emotional vocabulary that will support the children's ability to recognize and name different feelings as well as build skills to enhance cooperative play, positive interactions and conflict resolution.

ELOF Goals

IT-SE 6. Child learns to express a range of emotions.

IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.

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

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

Materials

Laminating machine, laminating sheets (or use contact paper or plastic sheet protectors); cardstock, cardboard, poster board or sturdy index cards; book binding materials or key rings, contact paper; photos of the children, families and adults in your program as well as photos from catalogs, magazines or websites. Use photos that reflect the diversity of your program and community and try to have multiple photos for each emotion. *Note: For younger children actual photos of faces are best but [here](#) is a link for some alternative images and other tools to support social emotional learning.*

Ahead of time

Sort the photos by emotions. If needed, invite children, families and staff to show what different emotions look like and take their photos. Create a set of **Feelings Cards** by gluing one photo per emotion to a piece of cardstock, index card or poster board. Label the appropriate feeling word under each picture and laminate for durability. Add to the group of matching photos and place in separate bins or trays.

During the Small Group Activity

1. **Invite the children to join you at the table or designated location.** Introduce each emotion one at a time, allowing the children to explore the emotion card. Engage them in conversation to see what they notice and what questions they may have. You can elicit feedback by using open-ended questioning, such as:
 - a. *What do you think that child is feeling?*
 - b. *Look at their face, how do you think they feel?*
 - c. *What do you think is happening in this picture?*
 - d. *Why do you think the child might be feeling (emotion)?*

2. Then show the children the corresponding bin of emotion pictures (ex. sad emotion card be placed in front of the bin with all the “sad” pictures, let the children know *“These are the pictures with all the sad facial expressions.”* (repeat these steps with every emotion). As children look at the pictures, note what comments, observations or questions they have.
3. Let the children know that they will be creating a **Feelings Book**, have them select one or two emotions that they would like to include in the book. Introduce the materials to be used such as glue, paper and pictures. Model using the glue stick and pasting the picture on the cardstock/cardboard.
 - a. Allow the children to select the pictures and materials they would like to use.
 - b. Ask children open-ended questions that are focused on the emotions they are selecting, such as:
 - i. *Why did you select that picture?*
 - ii. *That child looks (emotion), why do you think they feel (emotion)?*
4. Let the children know that you would like their help in writing the book. Ask each child if it’s okay that you write what they are saying.
 - a. *Is it ok if I write what you say under your picture?*
 - b. *Is it ok if we share what you say/wrote with the group?*

Creating an Inclusive Environment

- Select photos that include different cultures and abilities. Use a high contrast background so that images and text stand out.
- Include text in children’s home languages.
- Use large laminated photos for books so children can bend and manipulate the photos easily.
- For non-verbal children or for children who don’t yet speak the language used in the FCC home, consider learning simple sign language for the corresponding emotions. while displaying the facial expression, this may be particularly helpful for younger children. Saying and signing the emotion while displaying the accompanying facial expression, can help children feel understood and better able to communicate their feelings to others.
- **Infants and Toddlers:** Allow children to actively participate in exploring laminated/covered pictures, label each emotion for the children. (Ex: *“You see they are angry”* or *“You picked up the silly face!”*) Infants can participate in the feelings book activity by sitting on an adult’s lap. Adults can guide them in exploring the photos and in making faces to match the emotions. Offer infants a mirror to look in and name their expressions. Toddlers will also enjoy pointing out what they see in the photo, naming the different feelings and practicing making the expressions themselves.

Extension Activities

- Read books related to feelings such as *Talk and Work it Out* by Cheri J. Meiners, *The Feelings Book* by Todd Parr or *Calm Down Time (Toddler tools)* by Elizabeth Verdick (see book list for more ideas). Ask children about what they can do when they feel strong emotions and discuss possible coping strategies, such as asking for a hug, taking a deep breath, asking for help, taking a break, pushing the wall, drawing a picture, looking at a sensory bottle, playing with playdough, reading a book, etc.

That child is crying, how can we make them feel better?

That child looks angry, what can they do to feel better?

Maybe the child can ask for a hug?

When I feel mad I take a big breath and count to 5. Can you try that?

- Using contact paper sticky side up, have the children create a feelings collage using pictures from each bin. This collage may be displayed in the dramatic play area or a common area so that children can easily access them.

Observations and Planning

- Did the children show interest in this activity?
- Were the children actively engaged in this activity and for how long?
- How might you expand on the activity next time?
- As a provider how did you find this experience and what might you do differently next time?

Feelings Memory Game

Note: This Memory Game can be created for other learning themes as well.

Objective

To support children in identifying emotions while developing cognitive skills and fine motor skills.

ELOF Goals

IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.

IT-PMP 6. Child coordinates hand and eye movements to perform actions.

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

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

Materials

Laminating machine, laminating sheets (or use contact paper or plastic sheet protectors); cardstock, cardboard, poster board or sturdy index cards; book binding materials or key rings, contact paper; photos of the children, families and adults in your program. If family photos are not an option you can use photos from catalogs, magazines or websites. Add additional photos as needed to reflect the diversity of your program and community.

- Note: For younger children actual photos of faces are best but [here](#) is a link for some alternative images and other tools to support social emotional learning.

Ahead of Time

Sort the photos by emotions. Create a set of **Feelings Cards** by gluing at least one photo per emotion to a piece of cardstock, index card or poster board. Label the appropriate feeling word under each picture and laminate for durability. Add to the group of matching photos and place in separate bins or trays.

During the Small Group Activity:

1. Create a set of matching photos, starting with a set of 3 pairs, turn the cards upside down and mix them up.
2. Line them up into a grid with 3 across and 3 down. Show children how to turn over 2 cards to look for a match.
3. If they make a match they keep the set. If not, remind them to remember where each card was and to then turn the cards face down in the same spot.
4. Keep playing until all sets are matched. Vary by increasing or decreasing the number of sets, based on skill and interest.

Creating an Inclusive Environment

- Select photos that include different cultures and abilities. Use a high contrast background so that images and text stand out.
- Include text in children's home languages. Consider asking families to assist you with learning how to say and write the words in their home languages
- For non-verbal children or for children who don't yet speak the language used in the FCC home, consider learning simple sign language for the corresponding emotions. while displaying the facial expression, this may be particularly helpful for younger children. Saying and signing the emotion while displaying the accompanying facial expression, can help children feel understood and better able to communicate their feelings to others.
- **Infants and Toddlers:** Using a set of 2 or 3 pairs, keep cards face up and have children find a matching set.
- **Infants and Toddlers:** Allow children to actively participate in exploring laminated/covered pictures, label each emotion for the children. (Ex: "*You see they are angry*" or "*You picked up the silly face!*") Adults can guide them in exploring the photos and in making faces to match the emotions. Offer infants a mirror to look in and name their expressions. Toddlers will also enjoy pointing out what they see in the photo, naming the different feelings and practicing making the expressions themselves.

Observations and Planning

- Did the children show interest in this activity?
- Were the children actively engaged in this activity and for how long?
- How might you expand on the activity next time?
- As a provider how did you find this experience and what might you do differently next time?