

Let's Play!

A Relationship-Based Curriculum for Family Child Care

Month Five: Investigating

Theme Two: Our Environment



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In Month Five, children have the opportunity to continue exploring sound, rhythm and music as they transition from the big idea of Listening to that of Investigating. In the first half of the month, children are invited to create their own homemade musical instruments and to celebrate their investigations into sound and music by creating a book together. In the second half of the month, children are invited to engage in other sensory investigations in order to build observational skills, explore cause and effect, test out ideas and share their thinking. Month Five also includes more specific math prompts as a way to naturally integrate math talk and concepts into daily routines and activities. By using descriptive language, teaching children math related songs and fingerplays and finding ways to weave in specific math skills as children play and explore throughout the day, you can help children develop foundational skills in meaningful ways. As always, it is important to follow children's lead, paying close attention to their cues, and to look for teachable moments as you help children build connections and skills through play.

Theme Two: Our Environment continues to offer sample weekly planners 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.

Table of Contents

MONTH FIVE: INVESTIGATING	1	SUGGESTED BOOKS FOR MONTH FIVE.....	32
TABLE OF CONTENTS	2	MONTH FIVE SONG CARDS.....	33
LET’S PLAY! SCOPE AND SEQUENCE	3	LESSON PLANS	36
WEEK ONE: MAKING MUSIC – SAMPLE WEEKLY PLANNER	4	Homemade Musical Instruments.....	36
Reflection On Weekly Planner - Week One	11	Sound/Music Exploration Celebration Book.....	39
WEEK TWO: SAMPLE WEEKLY PLANNER	12	Cloud Dough	41
Reflection On Weekly Planner - Week Two	18	Homemade Slime.....	43
WEEK THREE: OBSERVE AND TEST – SAMPLE WEEKLY PLANNER	19	Salt Dribble	46
Reflection On Weekly Planner - Week Three	25	Family Bingo!	49
WEEK FOUR: SAMPLE WEEKLY PLANNER	26	Family Bingo! - January	50
Reflection On Weekly Planner - Week Four	31		

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"> ● Home, 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: Making Music – Sample Weekly Planner

Theme Two: Our Environment / Month Five: Investigating

<p>Preparation/ Changes to Environment</p>	<ul style="list-style-type: none"> • Create your own dry erase boards by laminating sheets of construction paper. • Cut out photos/images of different musical instruments for the art/writing area. • Create a set of Math Fingerplay Song Cards (see Song Cards for suggestions or choose other familiar fingerplays that involve counting) and glue the text to one side of a sturdy index card or piece of cardstock. Find or draw simple images to represent each song or fingerplay for the children to use during the PM Small Group. • Print photos of children engaging in various sound and music explorations (include any family members, caregivers, or others who participated). Add photos to the Dramatic Play area and create a set to use for the Sound/Music Exploration Celebration Book (see Lesson Plan). • Invite families or others with expertise in music to share materials, play, sing or teach children something musical, such as: <ul style="list-style-type: none"> • Instruments for children to explore. • Music (appropriate for children) that they listen to at home or that reflects their cultural traditions, including written music. • Ticket stubs, programs or flyers from concerts, school plays or performances. • Photos of family members or friends performing. • Invite families to join the group for a musical celebration and/or share a copy of the Sound/Music Exploration Celebration Book with families so that they can see how the children engaged in this exploration and what they learned in the process. 			
<p>Opening Activities 20-60 minutes</p>	<p>Arrival Activities Pick two or three materials each day that reflect the children in your program as well as their interests and ages. <i>Note</i>: check size of items to avoid a <i>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> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Baby dolls • Stacking rings • Nesting cups </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Cars and other vehicles • Dollhouse, toy people • Assorted musical instruments </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Zippers, buttons, snaps • Magnetic tiles • Recycled material, painters tape or glue*, and. Pieces of cardboard </td> </tr> </table> <p><i>*Note: Glue stick caps can be a choking hazard to younger children therefore they should be removed prior to use.</i></p>	<ul style="list-style-type: none"> • Baby dolls • Stacking rings • Nesting cups 	<ul style="list-style-type: none"> • Cars and other vehicles • Dollhouse, toy people • Assorted musical instruments 	<ul style="list-style-type: none"> • Zippers, buttons, snaps • Magnetic tiles • Recycled material, painters tape or glue*, and. Pieces of cardboard
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<p>Morning Meeting No more than 5-10 minutes, including transitions</p>	<p>Song A Name Song with Colors and Clothing* or another greeting song relevant for your children. *See ____ dancing with his blue shoes on, blue shoes on, blue shoes on x 2 All day long! (each child points to or says what item of clothing to sing about)</p> <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</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 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>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> <p>Math/ Manipulatives</p> <p>Sand/Water/Sensory</p>	<p>Art/Writing</p> <ul style="list-style-type: none"> • Add homemade dry erase board and non-toxic dry erase markers. Place name cards alongside to encourage experimenting with writing names. • Add some glue to paint and offer children various materials for creating a collage, such as images of musical instruments, pieces of string or yarn, tin foil scraps, scraps of sheet music, scraps of colorful paper, etc. • Add musical instruments to this area, engage children in conversation about the details they notice. Add paper and writing tools and invite the children to draw what they observe. <ul style="list-style-type: none"> ○ Provide older infants and toddlers with markers or oil pastels to create with as they require less pressure to make marks on paper than crayon <p><i>Note: Writing and drawing may be in the form of scribbles, lines, marks on the paper, and/or letters.</i></p>

<p>Science/Discovery</p> <p>Small Group Exploration</p> <p><u>Note:</u> Small Group takes place during Choice Time.</p> <p>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; include a variety of shapes. • Add toy people, toy cars and trucks children may be interested in. • Post pictures of places where children see or hear music. Consider adding additional materials related to the photos for children to incorporate into their structures (ex. turf or fabric scraps to represent an outdoor space; pieces of cardboard for stages; smaller blocks, wooden spools, etc. for seating). If children show interest in the posted photos and materials, discuss how they might create their own version of a musical space. As children build, describe their actions and ask them open-ended questions to support problem solving when needed. <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"> • Display pictures of musical performances, musicians, and/or posters of local concerts/choirs near the dramatic play area for play inspiration Include images that represent different genres as well as performers that reflect the children and the families in the program. • Add photos of the children pretending to perform, sing, dance or otherwise act out their scenarios. • Add high interest items from the previous week and consider adding colored lights, a bathmat or small rug for a stage, ticket stubs, pretend money, cash register, programs, etc. • Using the photos or posters to support children in coming up with ideas, invite children to come up with suggestions for additional props or roles to expand their play. Continue to take photos or videos of the children as they pretend to perform, sing, dance or otherwise act out their scenarios and post them at children's eye level. <p>Library</p> <p>Choose books related to the topic of Making Music. 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>Jazz Baby</i> by Carole Boston Weatherford • <i>Charlie Parker Played Be Bop</i> by Chris Raschka • See Book List for more ideas
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	<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 ● Number blocks ● Waffle blocks ● Nuts and bolts ● Plastic tweezers, muffin tray, and large wooden beads ● Balance scales and rocks <p><u>Math Invitation:</u> as children play, weave in opportunities to count items and encourage children to touch each item as they count. Celebrate their attempts to use counting words and summarize the experience with language such as “1, 2, 3, 4, there are 4.” Listen to how children count and notice if/how they attempt to count items. Model counting slowly for children who are beginning to explore how to count one item at a time. Encourage children to continue exploring counting objects during other times of day, such as during clean up or when setting the table for a meal.</p> <p>Sand/Water/Sensory</p> <ul style="list-style-type: none"> ● Add tear free shampoo to the water table. Offer children hand held egg beaters, wire whisks, funnels or sieves. Invite children to make bubbles. ● Add natural items, such as rocks, shells or twigs to the sand table. Invite children to add small amounts of water to the sand table as they explore the materials. <p>Science/Discovery</p> <ul style="list-style-type: none"> ● Add musical instruments and shakers, including homemade instruments and sound containers. <i>Note: be sure all containers with small parts are securely sealed.</i> ● Add materials from the Month 4 Week 1 sound exploration and/or the tin can phone from Month 4 Week 1. <p>Small Group Exploration: Science/Discovery</p> <ul style="list-style-type: none"> ● Provide children with some real or homemade musical instruments to explore. ● Invite children to create their own musical instruments out of recycled materials. (See Homemade Musical Instruments Lesson Plan for ideas.)
<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. Include some songs and activities to explore concepts of fast/slow, soft/loud, high/low, stop/start. 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"> ● Mi Cuerpo Hace Musica by Gil Raldiris ● John Jacob Jingleheimer Schmidt <p>Activities (choose based on children’s interests):</p>

	<ul style="list-style-type: none"> • Play Every Little Thing by Bob Marley or other songs related to books chosen for the week and invite children to dance or move to the music. • Play a song with a strong beat, such as Palo Palo (children’s version), and have children match the beat by clapping, tapping their rhythm sticks, marching to the beat, playing a drum or using shakers, etc. • Tissue paper march. Put on music children enjoy (ex. shared by children’s families or related to books for the week) and invite the children to march around while shredding the paper with their hands to the beat of the music. Children may also want to crumple or toss the tissue paper. At the end of the song, help the children collect the tissue paper scraps, which can be used in the art area or for the AM Small Group activity to decorate homemade instruments.
<p>AM Story Time and Books for the Week 5-10 minutes</p>	<p>Choose books related to the topic of Making Music. 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>Music, Music for Everyone</i> by Vera Williams • <i>Every Little Thing</i> by Bob Marley • 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"> • Outdoor Marching Band: Take smaller musical instruments outside, offer each child an instrument. Create a safe space for the children to form a marching band. Invite one child at a time to be the leader of the band. • Neighborhood Sound Walk: take a walk outside, encourage the children to listen to the different sounds they hear. Invite the children to mimic those sounds and attempt to identify them. Encourage the children to listen for different genres of music as they walk around. Consider recording the sounds to be used during large or small group activities. • Outdoor Bowling: Create outdoor bowling using clean, empty plastic bottles, large pine cones, or other items that can be knocked over and a ball. Add balls of different sizes to allow multiple age groups to participate. Invite children to take turns knocking down the “pins.” <ul style="list-style-type: none"> ○ For infants, while sitting in front of the baby, hold out your hands and say, “up”. If the child reaches for your hands, help them gently stand. Say, “up”. After a few seconds or when the child is ready, gently help them sit back down and say, “down”. Repeat if the child is interested. If the older children play outdoor bowling, draw the baby’s attention to when the pins are “up” and when they are “down.” <p>Additional Materials: Sidewalk chalk, balls, push/pull toys, child size rakes or brooms, and thick blankets for infants to move freely on.</p>

<p>PM Story Time 5 minutes, transitioning to nap/rest time</p>	<p>Choose books related to the topic of Making Music. 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>Violet's Music</i> by Angela Johnson ● <i>Music Is...</i> by Brandon Stosuy ● See Book List for more ideas
<p>PM Choice Time 30-60 minutes depending upon length of opening activities. <i>Note:</i> 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>Sand/Water/</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 See AM choice time for ideas.</p> <ul style="list-style-type: none"> ● ● 	

<p>Sensory Science/Discovery</p>	<p>Small Group Exploration: Math/Manipulatives</p> <ul style="list-style-type: none"> • Create a set of Math Fingerplay Song Cards with the children using their favorite songs and fingerplays. Show the children the song cards and invite them to find the matching image as you name the song or fingerplay. Invite children to glue the images to the back of the matching cards. Laminate later on if desired. Invite children to choose songs and join them in acting out the fingerplays. Encourage them to use their fingers to count along. Choose additional songs based on the children’s interests and repeat as desired. Share the song and fingerplay ideas with families and invite them to share their own favorite song and fingerplay ideas, which you can then add to the song card collection. <i>Note: feel free to add songs and fingerplays that are not math related to expand the song card collection.</i> Use the song cards during transition times and invite children to take turns leading the fingerplays. • Create a book based on the children’s musical explorations (See Sound/Music Exploration Celebration Book Lesson Plan).
<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. Include some songs and activities to explore concepts of fast/slow, soft/loud, high/low, stop/start. 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"> • Invite children to choose songs or fingerplays by picking out song cards. <p>Activities (choose based on children’s interests):</p> <ul style="list-style-type: none"> • Choose an action song to explore different tempos (ex. Song About Slow, Song About Fast by Hap Palmer). • Scarf dancing using music children show an interest in or that is related to books chosen for the week. • Offer various instruments and sing This is the Way We Play Our Drums (to the tune of <i>Here We Go Round the Mulberry Bush</i>): <i>This is the way we play our drums, Play our drums, play our drums. This is the way we play our drums. Let’s play our drums together.</i> <p>Variations: shake our shakers, ring our bells, etc.</p>

Reflection On Weekly Planner - Week One

Success

Challenge

Next Steps

Week Two: Sample Weekly Planner

Theme Two: Our Environment / Month Five: Investigating

As you use this planner, feel free to repeat high interest activities, try different suggested activities from a 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?

<p>Preparation/ Changes to Environment</p>	<ul style="list-style-type: none"> • • •
<p>Opening Activities 20-60 minutes</p>	<p>Arrival Activities Pick two or three materials each day that reflect the children in your program as well as their interests and ages. <i>Note:</i> 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> <ul style="list-style-type: none"> • • •
<p>Morning Meeting No more than 5-10 minutes, including transitions</p>	<p>Song</p> <ul style="list-style-type: none"> • <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.

	<ul style="list-style-type: none"> ● 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</p> <p>Science/Discovery</p> <p>Small Group Exploration</p> <p><i>Note:</i> Small Group takes place during Choice Time. Individual participation time will vary based on children's interests</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. <hr/> <p>Art/Writing</p> <ul style="list-style-type: none"> ● ● ● <hr/> <p>Blocks/Construction</p> <ul style="list-style-type: none"> ● Unit blocks, homemade blocks, and/or foam blocks ● <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. <hr/> <p>Dramatic Play</p> <ul style="list-style-type: none"> ● ● ●

Library

Choose books related to the weekly focus. Offer additional books that reflect the children in your program as well as those based on children's interests. **See Book List for more ideas**

Examples

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Math/Manipulatives

Select materials so children can explore various math concepts as well as develop fine motor skills.

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Sand/Water/Sensory

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-
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Science/Discovery

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-
-

AM Small Group Exploration

Plan hands-on activities related to the weekly focus that allow children to be creative and explore their own ideas. Let children know that they can all have a chance to participate. Allow children to opt out of an activity and offer another opportunity to try it later on. Give children enough time to thoroughly enjoy the experience so that they don't feel rushed. Adapt activities as needed to include **infants and toddlers**.

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	<ul style="list-style-type: none"> •
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"> • • <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 weekly focus. Offer additional books that reflect the children in your program as well as those based on children’s interests. See Book List for more ideas</p> <p>Suggested Books</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: balls, push/pull toys, ride-on toys, blankets for infants to lie on</p>
PM Story Time 5 minutes, transitioning to nap/rest time	<p>Choose books related to the weekly focus. Offer additional books that reflect the children in your program as well as those based on children’s interests. See Book List for more ideas</p> <p>Suggested Books</p> <ul style="list-style-type: none"> • •

<p>PM Choice Time 30-60 minutes depending on length of opening activities <i>Note:</i> 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 areas or materials based on their interests or needs</p> <p>Art/Writing Blocks/Construction Dramatic Play Library Math/Manipulatives Sand/Water/Sensory Science/Discovery 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"> • •
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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>Small Group Exploration: Plan hands-on activities related to the weekly focus that allow children to be creative and explore their own ideas. Let children know that they can all have a chance to participate. Allow children to opt out of an activity and offer another opportunity to try it later on. Give children enough time to thoroughly enjoy the experience so that they don't feel rushed. Adapt activities as needed to include infants and toddlers.</p> <ul style="list-style-type: none"> • • •

<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">•• <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none">••
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Reflection On Weekly Planner - Week Two

Success

Challenge

Next Steps

Week Three: Observe and Test Ideas – Sample Weekly Planner

Theme Two: Our Environment / Month Five: Investigating

<p>Preparation/ Changes to Environment</p>	<ul style="list-style-type: none"> • Create your own discovery box by collecting items that vary in texture, size and shape. Place the items in a diaper wipe box, tissue box or another type box that will allow them to pull items out and place them back in. You may consider adding items that have different textures, such as rattles, fabric pieces, large pom poms, sensory balls, wad of masking tape, etc. • Create a homemade light table: Tape white tissue paper to the inside lid of a clear plastic storage bin. Place a string of small lights inside the box and leave enough of the cord out to plug into the wall (or use a string of battery-operated lights). Close the lid. Invite children to place different objects on top of the box as they explore and play.
<p>Opening Activities 20-60 minutes</p>	<p>Arrival Activities 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> <ul style="list-style-type: none"> • Puzzles with knobs • Books • Magnetic/felt story boards • Toy vehicles • Puppets • Gears and connectors • Discovery box for infants • Water, spill proof cups, paint brushes and paper • Magnifying glasses with natural materials (ex. Twigs, large rocks, leaves) <p><i>*Note: Glue stick caps can be a choking hazard to younger children therefore they should be removed prior to use.</i></p>
<p>Morning Meeting No more than 5-10 minutes, including transitions</p>	<p>Song A Name Song with Colors and Clothing* or another greeting song relevant for your children. *See ___ dancing with his blue shoes on, blue shoes on, blue shoes on x 2 All day long! (each child points to or says what item of clothing to sing about)</p> <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.

	<ul style="list-style-type: none"> • 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</p> <p>Science/Discovery</p> <p>Small Group Exploration <i>Note:</i> Small Group takes place during Choice Time. Individual participation time will vary based on children’s interests</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 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. <hr/> <p>Art/Writing</p> <ul style="list-style-type: none"> • Add eye droppers, coffee filters and liquid watercolor or food coloring. Model for children how to use the materials. Allow them to freely experiment with the material as desired. • Place a circle of paper and a few drops of paint inside a salad spinner. Invite children to explore how to make the salad spinner move and to observe what happens to the paint and paper after spinning. • Add pieces of cardboard, colored tissue, craft sticks, pipe cleaners, large buttons, etc., and glue. Engage the children in conversation about how they might use the materials in various ways. As they explore, invite them to test out their ideas before gluing items down. Ask the children to describe what they have created and write down their words to add to their creation. <p><i>Note: Writing and drawing may be in the form of scribbles, lines, marks on the paper, and/or letters.</i></p> <hr/> <p>Blocks/Construction</p> <ul style="list-style-type: none"> • Unit blocks, homemade blocks, and/or foam blocks; include a variety of shapes. • Add toy people, toy cars and trucks children may be interested in. • Add loose parts, such as clean, recycled containers, assorted boxes, pieces of cardboard, etc. Invite children to explore using these materials as they create structures. <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"> • Add fabrics of different textures such as velvet, burlap, silk, etc. Invite children to use these to dress up and notice how different textures feel on the body. • Add working flashlights and magnifying glasses. Invite children to observe and test out their ideas as they explore props. <hr/> <p>Library Choose books related to the topic of Observe and Test Ideas. 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>Mouse Paint</i> by Ellen Walsh • <i>Mix it Up</i> by Herve Tullet • 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"> • Plunker toy • Magnetic tiles • Large wooden beads, pipe cleaners, lanyard or shoelaces for stringing • Items for counting, such as large buttons, rocks, etc. • Dominoes • Magnetic numbers and cookie sheet (consider writing the numbers on the sheet so the children can match) <p><u>Math Invitation:</u></p> <ul style="list-style-type: none"> • As children explore items for counting, invite children to sort or group materials as desired. Join children in their play and match what they are doing. Weave in opportunities to talk about how children may have more or fewer items in their collections. Using the same materials as the children, create two groups of materials that are very different in size (one group should include twice as many items as the other group) and invite children to tell or point to which group has more. • Support children in recognizing and creating large and small groups. As children play, look for opportunities to create and compare groups of 1-4 similar items. Create two groups of 1-4 similar items and invite children to use their eyes to look at the groups and to say or show you which group has more. Afterwards invite children to touch and count each item in the group to practice counting. Continue exploring different size groupings (1-4 items) and encourage children to say how many are in each group before touching the items. <hr/> <p>Sand/Water/Sensory</p> <ul style="list-style-type: none"> • Add Cloud Dough or Slime (see Small Group Exploration) • Add cookie cutters, craft sticks or scissors, etc to the Cloud Dough or Slime.

	<p>Science/Discovery</p> <ul style="list-style-type: none"> • Add a light table and offer leaves, seed pods or other natural items to the light table. Invite children to explore the different ways the light does or doesn't come through. • Offer color paddles or other colored transparent materials and invite children to explore them on the light table. <hr/> <p>Small Group Exploration: Science/Discovery/Sensory</p> <ul style="list-style-type: none"> • Cloud Dough (see Lesson Plan) • Slime (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. Include some songs and activities to explore concepts of fast/slow, soft/loud, high/low, stop/start. 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"> • Invite children to choose songs or fingerplays by rolling dice to pick out matching Math Fingerplay song cards. <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • Explore different rhythms using drums, shakers or rhythm sticks. • Play freeze dance with music from different cultures. • Play parachute games (see Month 3 Week 3).
<p>AM Story Time and Books for the Week 5-10 minutes</p>	<p>Choose books related to the topic of Observe and Test Ideas. 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>Let's Play</i> by Herve Tullet • <i>Mixed, A Colorful Story</i> by Arree Chung • 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"> • I Spy Neighborhood Walk: Take a walk around your neighborhood, speak to the children about what they see. Begin to model playing I Spy with common items that they are sure to recognize. As they become familiar with the game I Spy, start to make it more challenging. Allow the children to take the lead as the I Spy leader. Take photos of items that children show interest in. • Nature Investigation: Bring magnifying glasses and reusable bags to the playground. Invite the children to investigate the environment around them. Engage them in conversation about what they see, details they are exploiting, or what they are wondering about. Take photos of what they show interest in. • Stop and Go: Invite the children to gather and let them know when you say “go” they can run, jump, skip, etc. When you say stop they all freeze. Invite different children to take lead, saying stop and go. <p>Additional Materials: Sidewalk chalk, balls, push/pull toys, child size rakes or brooms, and thick blankets for infants to move freely on.</p>
<p>PM Story Time 5 minutes, transitioning to nap/rest time</p>	<p>Choose books related to the topic of Observe and Test Ideas. 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>Best in Snow</i> by April Pulley Sayre • <i>Rain</i> by Manya Stojic • 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 areas or materials based on their interests or needs)</p> <p>Art/Writing</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>Blocks/Construction</p> <p>Dramatic Play</p>	<p>Math/Manipulatives See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Library</p> <p>Math/Manipulatives</p>	<p>Sand/Water/Sensory See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration</p>	<p>Science/Discovery</p> <ul style="list-style-type: none"> • •
	<p>Small Group Exploration: Art</p> <ul style="list-style-type: none"> • Crayon Resist Art: Invite children to draw on cardstock (or any type of thick paper) using crayons, once they have finished their drawing, invite them to experiment with painting the drawing with watercolors. Engage them in conversation about what they are noticing is happening to the crayon and the water color. <ul style="list-style-type: none"> ○ For infants and toddlers, offer them pieces of cardboard with chunky crayons to scribble with. Offer them bingo markers to paint over their drawings with. ○ Salt Dribbles (see Salt Dribbles Lesson Plan)
<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. Include some songs and activities to explore concepts of fast/slow, soft/loud, high/low, stop/start. 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"> • Invite children to choose songs or fingerplays by picking out favorite song cards from previous weeks. <p>Activities (choose based on children’s interests):</p> <ul style="list-style-type: none"> • Lead children in group dances or hand clapping games that are traditional to their cultures. • Play music from different genres and cultures. Invite children to move along with the music as desired. • Create an indoor obstacle course using various props and furniture. Consider using hula hoops, poly spots, chairs, pillows, a play tunnel, painters’ tape on the floor, etc. Use words like “in”, “on”, “under”, “over”, “around” “up”, “down”, “in front of”, “behind”, “between” and “beside” to describe children’s actions.

Reflection On Weekly Planner - Week Three

Success

Challenge

Next Steps

Week Four: Sample Weekly Planner

Theme Two: Our Environment / Month Five: Listening

As you use this planner, feel free to repeat high interest activities, try different suggested activities from a 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?

<p>Preparation/ Changes to Environment</p>	<ul style="list-style-type: none"> • • •
<p>Opening Activities 20-60 minutes</p>	<p>Arrival Activities 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> <ul style="list-style-type: none"> • • •
<p>Morning Meeting No more than 5-10 minutes, including transitions</p>	<p>Song</p> <ul style="list-style-type: none"> • <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>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>Math/Manipulatives</p> <p>Sand/Water/Sensory</p>	<p>Art/Writing</p> <ul style="list-style-type: none"> • •
<p>Science/Discovery</p> <p>Small Group Exploration <i>Note:</i> 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 • • <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"> • • •
	<p>Library Choose books related to the weekly focus. Offer additional books that reflect the children in your program as well as those based on children’s interests. See Book List for more ideas</p> <p>Examples:</p>

	<ul style="list-style-type: none"> • •
	<p>Math/Manipulatives Select materials so children can explore various math concepts 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>AM Small Group Exploration Plan hands-on activities related to the weekly focus that allow children to be creative and explore their own ideas. Let children know that they can all have a chance to participate. Allow children to opt out of an activity and offer another opportunity to try it later on. Give children enough time to thoroughly enjoy the experience so that they don't feel rushed. Adapt activities as needed to include infants and toddlers.</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"> • •

<p>AM Story Time and Books for the Week 5-10 minutes</p>	<p>Choose books related to the weekly focus. Offer additional books that reflect the children in your program as well as those based on children’s interests. See Book List for more ideas</p> <p>Suggested Books:</p> <ul style="list-style-type: none"> • •
<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"> • • <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 weekly focus. Offer additional books that reflect the children in your program as well as those based on children’s interests. See Book List for more ideas</p> <p>Suggested Books:</p> <ul style="list-style-type: none"> • •
<p>PM Choice Time 30-60 minutes, depending upon length of opening activities. <i>Note:</i> 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>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>Sand/Water/Sensory Science/Discovery</p> <p>Small Group Exploration</p>	<p>Sand/Water/Sensory See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
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	<p>PM Small Group Exploration Plan hands-on activities related to the weekly focus that allow children to be creative and explore their own ideas. Let children know that they can all have a chance to participate. Allow children to opt out of an activity and offer another opportunity to try it later on. Give children enough time to thoroughly enjoy the experience so that they don't feel rushed. Adapt activities as needed to include infants and toddlers.</p> <ul style="list-style-type: none"> • • •
<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"> • • <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • •

Reflection On Weekly Planner - Week Four

Success

Challenge

Next Steps

Suggested Books for Month Five

ELOF Goal: Approaches To Learning

Charlie Parker Played Be Bop by Chris Raschka-Ever hear this famous saxophone player's music? And who is that cat??

I Spy Little Book by Jean Marzollo-Use your investigative skills to find items in this little I spy book.

Let's Play by Herve Tullet-Follow the yellow dot in this interactive book.

Music Is... by Brandon Stosuy-What is music like?

The Sounds Around Town by Maria Carluccio-What do you hear when you go outside?

ELOF Goal: Cognition

Best in Snow by April Pulley Sayre-After the snow falls.....watch as it transforms in response to the warmer weather.

My Little Cities: New York by Jennifer Adams-Take a tour of NYC with this rhyming book for infants and toddlers.

Rain by Manya Stojic-Animals in the African savannah use their senses to share tell-tale signs that the rain is coming!

White Rabbit's Color Book by Alan Baker-How many colors will Rabbit make?

Tanka Tanka Skunk, by Steve Webb-An elephant and a skunk love to play the drums to say the names of their friends! (cog)

ELOF Goal: Language and Literacy

ABC in NYC by Robin Segal-An alphabet book for New Yorkers.

Abiyoyo by Pete Seeger-A boy and his father save the day with the magic of music when Abiyoyo comes to town!

Every Little Thing by Bob Marley-based on the famous song by Bob Marley.

Mix it Up by Herve Tullet-Would you like to mix some colors without having to clean up at the end? Then this book is perfect for you!

This Jazz Man by Karen Ehrhardt-learn about different jazz players while singing to the tune of "This Old Man".

ELOF Goal: Perceptual, Motor, and Physical Development

Ah! Music by Alike-What is music? Find all of the places we hear music.

Jazz Baby by Carole Boston Weatherford-Watch the children in this book make music and move to the rhythm of the music.

Mouse Paint by Ellen Walsh-3 mice find 3 bottles of paint. What will happen when they mix them?

Press Here by Herve Tullet-Practice following the instructions on this book and see where they lead! You'll find a surprise on every page.

The Snowy Day by Ezra Jack Keats-Peter has many adventures when he takes a walk on a snowy day.

ELOF Goal: Social/Emotional Development

Blocks by Irene Dickson-How will these friends solve their problem at the block area?

I Got the Rhythm by Connie Schofield-Morrison-This little girl and her mother go to the park and find rhythm all around them.

Mixed, A Colorful Story by Arree Chung- Colors are beautiful! Especially when they mix.

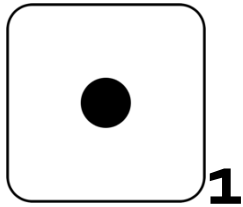
Music, Music for Everyone by Vera Williams-Rosa and her friends make a band to raise money for her family.

Violet's Music by Angela Johnson-Violet searches for friends that love making music just like her.

Month Five Song Cards

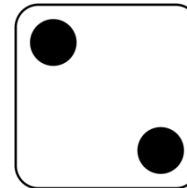
When I Was One

When I was one, I was so small (*Show one finger*)
I could not speak a word at all. (*Shake head "no"*)
When I was two, I learned to talk (*Show two fingers*)
I learned to sing, I learned to walk. (*Point to mouth and feet*)
When I was three, I grew and grew. (*Show three fingers*)
Then I turned four and so will you! (*Show four fingers*)



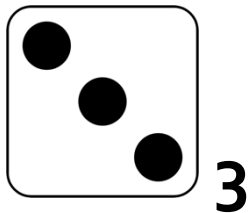
Two Little Blackbirds

Two little blackbirds (*Show index finger on each hand*)
Sitting on a hill.
One named Jack, (*Put right finger forward*)
One named Jill. (*Put left finger forward*)
Fly away Jack. (*Wiggle right finger and hide behind your back*)
Fly away Jill. (*Wiggle left finger and hide behind your back*)
Come back Jack! (*Wiggle right finger and bring back to front*)
Come back Jill! (*Wiggle left finger and bring back to front*)



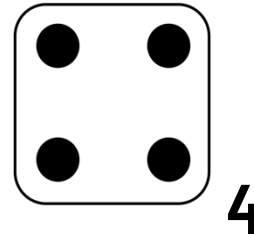
Baker's Truck

The bakers truck drives down the street, (*Pretend to hold a steering wheel*)
Filled with everything good to eat. (*Rub tummy*)
Two doors the baker opens wide. (*Stretch arms out wide*)
Let's look at the shelves inside. (*Cup hands around eyes to look*)
What do you see? What do you see? (*Look around*)
Three big cookies for you and me! (*Show three fingers*)



Jack in the Box

Jack in the Box jumps up like this. (*Squat then jump up*)
He makes me laugh when he wiggles his head (*Shake head*)
I gently push him down again, (*Pretend to pat children on the head and then squat down*)
One, two, three, four. (*Use fingers to count*)
But Jack in the Box jumps up again! (*Jump up*)



Here is the Beehive

Here is the beehive, *(Make a fist with one hand)*
Where are the bees? *(Shrug shoulders and look around)*
Hiding inside where nobody sees. *(Shake head and point to fist)*
Watch and you'll see them come out of the hive:
One, two, three, four, five! *(One by one show thumb and fingers as you count)*
Buzzz! *(Flutter fingers as if they are bees flying away)*



5

Teddy Bear, Teddy Bear Turn Around

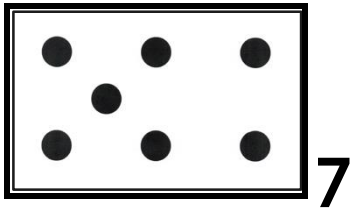
Teddy Bear, Teddy Bear,
Turn around.
Teddy Bear, Teddy Bear,
Touch the ground.
Teddy Bear, Teddy Bear,
Pick up sticks
Teddy Bear, Teddy Bear,
Count to six...1, 2, 3, 4, 5, 6!



6

Little Bird

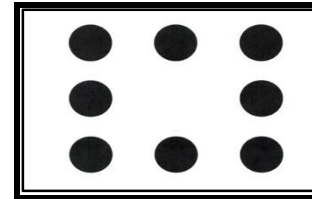
One little bird with lovely feathers blue (*Show one finger*)
Sat beside another one, then there were two. (*Show two fingers*)
Two little birds singing in the tree; another came to join them,
Then there were three. (*Show three fingers*)
Three little birds wishing there were more; along came another bird,
Then there were four. (*Show four fingers*)
Four little birds glad to be alive, found a lonely friend,
Then there were five. (*Show five fingers*)
Five little birds picking up sticks; along came a helper,
Then there were six. (*Show six fingers*)
Six little birds looking up to heaven; another bird joined them,
Then there were seven. (*Show seven fingers*)
Seven little birds just as happy as can be.
Seven little birds singing songs for you and me!



The Ants Go Marching

The ants go marching one by one, (*March*)
Hoorah, hoorah!
The ants go marching one by one, (*March*)
Hoorah, hoorah!
The little one stopped to suck its thumb. (*Pretend to suck thumb*)
And they all went marching down (*March and begin to squat*)
To the ground, to get out of the rain. (*Squat down low*)
Boom, boom, boom. (*Tap knees or clap hands*)

Stand up and repeat with other numbers (in numerical order up to the number 6 by changing lyrics to rhyme with each number: 2...tie its shoe; 3...scratch its knee; 4...shut the door; 5...touch the hive; 6...pick up sticks; 7...goes to heaven; 8...shut the gate)



8

Lesson Plans

Homemade Musical Instruments

Objective

Children will use their imagination to explore how recycled materials can be used in new ways to create sounds.

ELOF Goals

IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.

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

Materials and Instructions Musical Instruments:

(Materials are interchangeable and can be used for more than one instrument.)

Drums	<ul style="list-style-type: none">• Various clean, empty containers, such as oatmeal containers, plastic food storage containers, coffee cans, tin cans (make sure there are no sharp edges), lids if available, wooden spoons, chopsticks or thick, unsharpened pencils with rubber bands wound around the tip.• Art supplies (ex. construction paper, markers, tissue paper, glue, paint, colorful tape, ribbon, twine, large bells or beads, etc.)• <u>Instructions</u>: offer children various art supplies and invite them to decorate containers as desired. Wooden spoons, pencils or chopsticks can be used as drum sticks. Note: to collage with tissue paper, mix water into the glue to thin it out Use paint brushes to apply glue to the container and to paint over layers of tissue paper.
Rainstick	<ul style="list-style-type: none">• Paper towel rolls or aluminum paper roll, aluminum foil, packing tape, funnel, spoons, rice, beans or other sound making materials• Art supplies (see drums section above for list of examples)• <u>Instructions</u>: offer children various art supplies and invite them to decorate cardboard tubes. Seal one end securely with packing tape. Model how to crumple or twist aluminum foil into a rope that can be coiled or bent and then placed inside the cardboard tubes. Balls or clumps of foil may also work. The foil will help slow down the flow of the rice, beans or other fillers to create the sound of rain. Use a funnel to help children pour the rice, beans or other filler into the tube. Lightly tape the end so that the children can test how the rainstick sounds and then adjust the filling if desired. Be sure to seal ends securely with tape when done.

Tambourine	<ul style="list-style-type: none"> • Large bells, heavy duty paper plates or aluminum pie plates, hole punch, ribbon, yarn or other materials that can be used to securely attach bells along the outer rim of plates. • Art Supplies (see drum section above). • <u>Instructions</u>: punch holes around edge of plates and invite children to decorate the plates as desired. Have children use ribbon or yarn to lace bells onto plate through the holes. If ribbon isn't stiff enough, cover tip with tape to make lacing easier. Encourage children to experiment with the placement of the bells and to test out the sounds as they go.
Homemade Kazoo	<ul style="list-style-type: none"> • Plain pieces of paper, paper towel rolls or aluminum paper roll, tape, wax paper • Art supplies to decorate the tube (see drum section above) • Invite children to roll a piece of plain paper into a tube and secure it with tape or offer them a cardboard tube. Invite children to decorate the tube. Offer children a piece of wax paper, and ask them to cover one end of the tube with it. Help them secure it with a rubber band so that the wax paper fits tightly over the top. Invite children to speak, sing or hum into the tube to explore different sounds.

Ahead of Time:

Gather real instruments (ex. drum, rainstick, tambourine, kazoo) for children to explore. If children have shown interest in other types of instruments, include those as well. You can also print or cut out pictures of real musical instruments and glue them onto card stock if you don't have a particular instrument. Create one or two sample musical instruments (without decorations) for children to explore prior to creating their own. Based on children's interests choose one or more types of instruments to create over the course of the week.

During the Small Group:

2. Invite the children to join you at the table or designated location to explore real instruments as well as sample homemade instruments. Engage them in discussions about how the instruments are similar to or different from each other. Invite children to explore how they can make sounds with the instruments and describe their actions. Ask children which type of instrument they would like to create.
3. Bring out the supplies for the instrument chosen and introduce each material, asking children how they might want to use them to create their own instruments. Keep the actual instrument or image of it nearby for children to refer to as desired.
4. Encourage the children to experiment with different materials to create new and unique sounds. *Note: materials are interchangeable and can be used for more than one instrument.*
5. Observe how the children are using the materials and take note of what they are saying as they create new sounds. Use open ended questions or statements to expand on their exploration as well as to scaffold their learning.

"I see you put the bells and the rice into the cardboard tube, what sounds do you think you will hear?"

"I see you're creating drums, how might you make music with them?"

6. When and if children request additional help or assistance, encourage children to try and come up with their own solutions before stepping in to support their independence, creativity and problem solving. If more assistance is needed, involve children in the process and let them take the lead again as soon as they are able.

"How do you think we can get the bells to stay on the plate? How can I help you?"

"How can you get the materials to stay in the tube without falling out the other end? What might you need me to help you with?"

Creating an Inclusive Environment

- Allow children to experiment with materials so that each instrument is unique.
- **Infants and toddlers:** Infants can participate by either playing with real musical instruments or the sample instruments. Invite them to create sounds using materials that are safe for younger children. Invite infants and toddlers to decorate the sample instruments as desired. While infants and younger toddlers are exploring the materials the provider should be using descriptive language.

"You're banging the bells on the table, that's a loud sound."

"I see you're using the rain stick, do you hear that sound?"

"I see you crumpled up the tissue paper. Let's do that again and listen to the sound that makes."

Extension Activities

1. Ask children if they would like to participate in a marching band using the instruments they created.
2. Ask the children if they would like to create any other instruments and what materials they might need to create those instruments.
3. Vary materials based on children's interests and give them opportunities to create additional instruments.

Observations and Planning

- ☒ Where the children actively engaged in this activity and for how long?
- ☒ What adaptations, if any, were needed?
- ☒ Were there recurring words or topics of interest that arose during children's exploration?
- ☒ How might you expand on this activity next time?

Sound/Music Exploration Celebration Book

Objective

To use storytelling and book creation to document the learning process so that it is meaningful to both children and families.

ELOF Goals

IT-LC 12. Child comprehends meaning from pictures and stories.

IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.

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

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

Materials

Photos of children actively participating in both sound and music exploration. (Photos might include but are not limited to: photos of children comparing sounds, creating their own musical instruments, exploring real and homemade musical instruments, using musical instruments in interest areas, creating marching bands or kitchen music, using instruments outdoors, engaging in dramatic play performances, etc. If family members joined in any of these activities or shared something musical with the children be sure and include those photos as well.) Observation notes taken during previous sound and music exploration activities; cardstock, cardboard, poster board or sturdy index cards; markers or crayons; glue/glue sticks; laminating machine and laminating sheets (or use contact paper or plastic sheet protectors); book binding materials or key rings.

Ahead of Time

Prepare an assortment of photos of children (and participating family members) in various stages of sound and music exploration. Prepare and sort book making materials so that children can manipulate them independently. Gather observation notes for easy reference.

During Small Group

1. Invite the children to join you at the table or designated location. Introduce the photos to the children, allowing them the opportunity to explore the photos. Use observation notes taken by your team during previous sound/music explorations for additional conversational prompts. You can elicit feedback by using open-ended questioning, such as:
 - "What do you think (*name of child*) is doing in that picture?"
 - "I noticed you picked the picture with _____. Can you tell me about it?"
 - "How do you think (*name of child*) is making music in this picture? "
2. Let children know that they will be creating a book about the sound and musical explorations they have engaged in over the last several weeks. Invite children to sort the photos as desired. Allow for different interests and various ways of sorting.
 - "Which photos do we want to group together for our book?"
 - "What shall we call our book?"

"What other books could we make with these photos?"

3. Introduce the materials to be used. Model using the glue stick and pasting the picture on the cardstock/cardboard. Allow the children to select the pictures and materials they would like to use. Encourage the children who are interested to make marks, squiggles or letters in an attempt to write about the picture(s) they have selected. Invite children to create additional illustrations as desired. Note what the children are saying as they select the pictures and create their own illustrations.
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.

"Is it OK if I write what you say under your picture?"

"Is it OK if we share what you say/wrote with the group?"

5. Continue adding to the book over the course of the week so that everyone has the chance to participate.

Creating an Inclusive Environment

- Include text in children's home languages.
- Use large, laminated photos for the book so children can bend and manipulate the photos easily.
- Support older **infants and toddlers** during this activity by using descriptive language to label actions or items that are in each photo.

"That's a guitar."

"That's you (name of child) playing the (name of instrument)."

"Can you find another photo with shakers in it?"

Extension Activities

- Look through the photo book with the children and describe what you notice on each page. Encourage children to do the same.
- Keep the book in a place where all children can access it to look at on their own. Invite families to look at the book with their children when families are in your home.
- Consider making an additional copy for children to borrow so they can share it with family members at home.
- Consider creating additional books based on children's interests.

Observations and Planning

- How did children interact with the photos?
- How did the children respond when you asked if you could write down what they said? Did they show interest in what you were writing?
- Did the children explore the book once it was available to them? If so what were some of the reactions to the pictures?
- Did the child turn the pages of the book?
- Did the child point to words on the page?

Cloud Dough

Objective

Children will develop their reasoning and problem-solving skills while experimenting using different amounts of ingredients to determine their preferred texture for Cloud Dough.

ELOF Goals

IT-C 1. Child actively explores people and objects to understand self, others, and objects.

IT-PMP 7. Child uses hands for exploration, play, and daily routines.

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

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

Materials

Ingredients	Materials	Directions
Flour Vegetable oil Optional: Food coloring or liquid watercolors (red, yellow, blue)	Wooden spoon Bowls Plastic cups Plastic spoons Plastic resealable baggies	For a sample batch: Combine 4 cups of flour with ½ cup vegetable oil in a large bowl. Mix well with a wooden spoon until dough holds together. Knead lightly to smooth out any lumps. <i>Note: Have enough of each item to ensure that each child in the small group can participate in the process of pouring, blending, and adjusting ingredient measurements.</i>

Ahead of Time:

1. Prepare a batch of cloud dough to use as a sample (4 cups flour: ½ cup vegetable oil)
2. Divide flour evenly into plastic cups. Fill a small bowl with vegetable oil.
3. If desired, use photos or drawings to create a child friendly version of the recipe.

During Small Group

1. Invite children to explore the sample batch of cloud dough.
2. Encourage children to describe what they notice about the texture of the clough dough.
"This feels like _____"; "This looks like _____".

3. Engage children in conversation as they explore.
 - "What ingredients do you think were used to make this cloud dough?"*
 - "Does this remind you of any other materials we use here?"*
4. Tell the children that they will have an opportunity to make their own cloud dough.
5. Explain that there are only 2 ingredients in Cloud Dough, flour and vegetable oil. The texture of the cloud dough depends on the amount of flour and oil they use.
6. Provide each child with a cup of flour, a bowl and a spoon. (Each child should initially be provided with an equal amount of flour)
7. Invite the children to use their spoons to add oil to their flour. Suggest using 1-3 spoons of oil to start.
8. Encourage children to mix, blend, or knead their mixture using their spoons or their hands. (You may want to have extra spoons available so that children can use a second spoon if they need to add oil once they've started mixing the ingredients.)
9. Allow children to adjust their mixtures using flour and oil alternatively. **Remember, this activity is about the process and not the product.** Some children may be content with their own unique texture that may be different from the sample cloud dough.
10. Provide children with cookie cutters and other tools they can use to manipulate the dough.
11. Provide children with plastic sealed bags so they can take their creation home.

Creating an Inclusive Environment

- Provide alternative tools for children who have sensitivities to textures, such as using plastic baggies instead of a bowl to mix ingredients.

Extension Activities

- Consider providing families with a photo of their child making the mixture and the recipe so they have the option of making it at home.
- Ask the children to count each cup of flour/spoon of oil they add to their mixture.
- Expose children to scientific talk by using new vocabulary. (Examples: Experiment, observe, describe, compare, predict, measure, more and less).
- Offer food coloring or liquid watercolors (primary colors) and have children explore color mixing with their dough. To reduce staining of hands, dough can be placed in a resealable bag before color is added and then sealed so that children can massage the bag of dough to mix in the colors. Once colors are blended, dough can then be removed from the bag for play.

Observations and Planning

- Were the children actively engaged in this activity and for how long?
- What did the children find most interesting? What was least interesting for them?
- What adaptations, if any, were needed?
- Were there recurring words or topics of interest that arose during children's exploration?
- How might you expand on this activity next time?

Homemade Slime

Objective

Children will develop their scientific inquiry skills while using their senses to explore the physical properties of slime.

ELOF Goals

IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.

IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.

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

P-SCI 4. Child asks a question, gathers information, and makes predictions.

Materials (choose a style and consider varying the thicknesses).

Ingredients	Materials	Directions
2 cups of white or clear school glue 4 teaspoons baking soda Food coloring or liquid watercolor (optional) 4 or more tablespoons saline solution (must contain boric acid and sodium borate)	Mixing bowl Measuring cups and spoons Wooden spoon, Resealable plastic bags (to carry mixture home)	<ol style="list-style-type: none">1. Combine glue, food coloring and baking soda in a mixing bowl and stir till smooth.2. Slowly add saline solution, 1 tablespoon at a time.3. Mix the contents with the spoon until mixture thickens and becomes rubbery.4. As mixture pulls away from the sides of the bowl, knead it with your hands. It will become less sticky with kneading. If needed, add additional saline solution until you get the desired consistency.

During Small Group

1. Ask children if they have ever played with slime before. Describe slime as something stretchy and smooth that they will be able to explore with their hands. Introduce each ingredient and let children know that they will each have a turn to add ingredients and to help mix them together to make slime. *Note: It may be helpful to go clockwise around the table so that each child can have a turn in a predictable sequence.*

2. Invite each child to take a turn pouring the glue, baking soda (and coloring, if you decide to use it) into the mixing bowl. Let the children know when they will have a turn and ensure that each child who is interested can add a portion of the ingredients.
3. Invite a different child to add saline solution one tablespoon at a time, giving them a chance to mix the ingredients with a wooden spoon before the next child adds the next tablespoon of saline solution. Once the mixture starts to turn rubbery, invite the children to use their hands to knead any additional saline solution into the mixture until it reaches the desired consistency.
4. Engage children in conversation throughout the mixing process.
 - "The mixture is starting to change now- what is starting to look different?"*
 - "How does it feel when you touch it?"*
5. Allow children to explore the slime with their hands. If a child is hesitant to touch the slime, offer them a craft stick or place a portion in a resealable plastic bag so they can explore it another way. Observe children's actions and engage them in conversations to see what they notice and how they feel.
 - "I see Sara is poking the slime with her finger, but the holes are closing up."*
 - "Juan is squeezing the slime and it is oozing out between his fingers."*
 - "Oumar pulled the slime and then it broke!"*
6. When done, invite children to assist in cleaning the table and materials. Store the slime in an airtight container and wash hands.

Creating an Inclusive Environment

- Allow children to actively participate by helping with measuring, pouring, and mixing steps.
- Provide resealable plastic bags for children who may not feel comfortable with handling the slime with their bare hands.
- Have resealable plastic bags available for each child to bring some of the slime home. Print out the slime recipe for families to make at home.
- **Infants:** Infants can participate in creating the slime by sitting with the group on an adult's lap. With adult guidance, infants can explore the slime contained in a resealable plastic bag.

Extension Activities

1. Add materials such as craft sticks, nesting cups, cookie cutters, potato mashers or scissors so that children can explore how the slime changes depending upon the item used. For example, slime is easily cut with scissors but not with cookie cutters.
2. Add glitter when making the slime to make it sparkle.
3. Many more slime recipes can be found on the internet.

Observations and Planning

- Did the children show interest in this activity? How?
- Were the children actively engaged in this activity and for how long?

- What adaptations, if any, were needed?
- How might you expand on this activity next time?
- As a provider, how did you find this experience and what might you do differently next time?

Salt Dribble

Objective

The children will develop their scientific inquiry skills while exploring the physical properties of materials used during a creative art experience.

ELOF Goals

IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.

IT-ATL 8. Child uses creativity to increase understanding and learning.

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

IT-PMP 7. Child uses hands for exploration, play, and daily routines.

Materials (choose a style and consider varying the thicknesses).

Ingredients	Materials	Directions
Flour Salt Water Liquid paint	Mixing bowl Wooden spoon or wire whisk Measuring cups Empty squeeze bottles (ex: ketchup, mustard, dish detergent bottles, etc.) Large plastic lids or cardboard Newspaper (optional)	In a large bowl, mix equal parts of flour, salt and water. Stir or whisk until smooth. Pour into plastic squeeze bottles. Add different colors of liquid paint to bottles. Shake bottles to thoroughly mix paint. <i>Note: salt dribble mixture can be stored for about a week in an airtight container.</i>

Ahead of Time:

Prepare the mixture and provide at least one bottle per child in the small group. If desired, cover the table with newspaper for easier clean up.

During Small Group

1. Invite children to join you at the table to explore the Salt Dribble: Introduce the filled squeeze bottles to the children. Model how to squeeze the bottle to get the mixture out. Note how each child interacts with the material and what they are saying as they squeeze the bottles and explore the contents. If children show interest, encourage them to use their hands to explore the texture of the paint. **Infants and young toddlers** can experiment with a small amount of the mixture placed on a plastic lid and should always be closely supervised.
2. Allow children to go at their own pace while being creative and exploring their own ideas. Focus on the process and not the final product, using language to narrate their actions:
 - "I see Rosa put the purple salt dribble on the cardboard and Alexi put the yellow salt dribble on the lid."*
 - "I see you made circles with the salt dribble."*
 - "Aaliya is squeezing blue salt dribble on top of the pink salt dribble. I wonder what will happen? Look, the colors didn't mix! It looks like tie dye."*
 - "The mixture is sticking to your fingers! What does it feel like?"*
3. Invite the children to talk about their creations. As children share what they have created you can note their exact words on a piece of paper. This will help to track their language development over time. Ask their permission before attaching the note to their work (some children may not want to share).
4. Lay the salt dribble painting flat to dry for a day or two to prevent drips. Ask the children what they notice about the colors that they used. Did they mix? How does the paint change as it dries? The children may want to share what they made with their friends or family.

Creating an Inclusive Environment

- Allow children to be active observers and encourage them to enter the group when they feel they are ready.
- Be mindful of children who are more sensitive to smells or textures. Have wipes or paper towels available for children to clean their hands. Resealable bags with salt dribble mixture inside can also be used for children to experiment with.
- If children have difficulty squeezing the containers, offer a bowl with the salt dribble and invite children to use spoons or craft sticks to dribble the mixture.

Extension Activities

- Offer older children an opportunity to make salt dribble independently. Create a "recipe" on chart paper with photos or drawings of what they would need to make salt dribble.
- Send recipe cards to share with families

Observations and Planning

- Were the children actively engaged in this activity and for how long?
- What did the children find most interesting? What was least interesting for them?
- What adaptations, if any, were needed?
- How might you expand on this activity next time?

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

Family Bingo!

Bringing the Program Home

The DECE invites you to encourage families to extend learning activities done in the program at home. These should be opportunities for families to engage in meaningful play-based interactions and enrichment opportunities that connect to or build on program activities.

The opportunities should include a variety of options and choices. One suggestion is to employ a bingo card-like format with 9 to 16 squares, each with a suggested activity that ties to your current explorations or other activities or themes in the program. Rather than requiring families to complete any of these activities, playfully encourage them. For example, you may invite families to do a bingo challenge, and circle each completed activity in colorful marker. They can see how many they can complete together with their child each week or month! Providers and families are invited to add their own ideas to the blank squares based on children's interests, activities in the program, and cultural resources. Families can also be invited to add their own activities.

Bingo cards should be translated into families' preferred languages using the resources of your network, the DOE or, where necessary and helpful, Google Translate.

All families should also be encouraged to talk, read or tell stories, and sing with their children daily in their home language and/or English, and be provided with supportive and positive information about the benefits of these activities for all young children. Please talk with your network Education Specialist if you are interested in appropriate materials to share with families. Where possible, we encourage providers and/or networks to create lending libraries from which families can borrow age-appropriate books to read to or look at with their children at home.

Note that, as per the 3K for All Policy Handbook (p. 189), worksheets are considered inappropriate assignments in 3K and PreK. If you would like additional support or suggestions regarding how to extend learning to home in your particular program or community, please speak with your Network Education Specialist.

Here are some additional and alternative resources you may wish to share with families, that also include suggested activities:

- [All the Way to K and Beyond](#)
- [Talking is Teaching](#)

Family Bingo! - January

We invite you to pick activities to do together with your child or children. The goal is for children and caregivers to spend a few minutes together with limited distractions, having fun, learning, and delighting in each other. How many can you do together this month? Which one will you start with today? This month's topic is exploring sounds and music.

Let's keep exploring different sounds we can make with our mouths. Let's see if we can hum our favorite song together! How does your mouth feel when you hum?	Let's listen to some of our family's favorite music. We'll find a song that each family member loves and listen to a recording of it. Can we learn all our household members' favorite songs?	Let's get as quiet as we can and listen to what we hear. What sounds are outside? What sounds are in the room? Can we stay totally quiet for 10 seconds and listen? For 20 seconds? For 60?!	Let's listen to our family members' favorite songs again. If we listen really closely, can we name the instruments we hear in the music?
Let's make some shakers out of empty water bottles, or other containers. What can we put in them? Consider trying rice, water, sugar, pebbles, grass, dirt/soil, acorns, coins, and anything you'd like. Which one is loudest? Quietest? Let's describe the sounds they make. Can we put them in order from quietest to loudest?	Let me tell you about the music of our people. Share your family's cultural music with your child. Are there any special instruments from your country, religious practice, or community? What about songs? (We'd love for you to come in and teach our class a song from your country or culture!)	Let's see how strong our breath is! We'll place some light objects like a cotton ball, feather, piece of paper, round pencil, small ball, etc. on one end of a table and see if we can blow it to the other side. What happened with the different materials?	Let's make a water xylophone. We'll take 3 drinking glasses and put different amounts of water in each. Then we'll take a metal or wooden spoon and gently tap them. What do we notice about the sounds? Let's each play a little tune or play a tune together.
I'm going to clap a simple pattern, and you clap it back to me (for example two slow claps followed by 3 faster claps). Now you clap a simple pattern and I'll copy it.	Let's do some fingerplays! Can you show me some you learned in day care? How many finger plays do we know?	Let's see what happens when I sing you a lullaby. How does the song make us feel?	Let's take a walk around the neighborhood. What looks different now that it is winter than it looked in the fall? What still looks the same?
Let's go on another walk, and see how many sounds we hear in the neighborhood. I'll write them down on a piece of paper, and when we come back we'll count them!	Let's put on some music and dance. Let's see if we can practice really feeling the music and moving with it. Is the music fast or slow?	Let's get as quiet as we can and listen to what we hear. What sounds are outside? What sounds are in the room? Can we stay completely quiet for 10 seconds and listen? For 20 seconds? For 60?!	