

Let's Play!

A Relationship-Based Curriculum for Family Child Care

Month Four: Listening Theme Two: Our Environment



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In Month Four, children are invited to explore the big idea of Listening by noticing the sounds and sights around them as well by experimenting with how to create their own sounds and rhythms. Providers are encouraged to invite family members to share aspects of their culture, such as music, musical instruments, traditional dances or hand clapping games, photos, or other relevant items. If there are families who do not engage in some types of music making for religious reasons, providers should partner with them to explore alternative, play-based ways of approaching the idea of Listening. While particular songs, books and activities are suggested, it is important for providers to choose music, materials and activities that reflect the children in the program along with their interests and needs.

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 FOUR: LISTENING	1	Reflection On Weekly Planner - Week Four	31
TABLE OF CONTENTS	2	SUGGESTED BOOKS FOR MONTH FOUR.....	32
LET’S PLAY! SCOPE AND SEQUENCE	3	MONTH FOUR SONG CARDS.....	33
WEEK ONE: SOUNDS ALL AROUND US – SAMPLE WEEKLY PLANNER	4	LESSON PLANS	35
Reflection On Weekly Planner - Week One	11	Sound Containers	35
WEEK TWO: SAMPLE WEEKLY PLANNER TEMPLATE	12	Sound Exploration.....	37
Reflection On Weekly Planner - Week Two	18	Water Xylophone.....	39
WEEK THREE: MUSIC AND RHYTHM – SAMPLE WEEKLY PLANNER	19	Rhythm Sticks	41
Reflection On Weekly Planner - Week Three	25	Family Bingo!	44
WEEK FOUR: SAMPLE WEEKLY PLANNER TEMPLATE	26	Family Bingo! - December	45

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: Sounds All Around Us – Sample Weekly Planner

Theme Two: Our Environment / Month Four: Listening

<p>Preparation/ Changes to Environment</p>	<ul style="list-style-type: none"> • Ask families to donate containers that fit easily in children's hands (ex. plastic bottles, small cardboard boxes, small metal boxes). • Collect instruments that make various sounds; ask families if they have instruments that reflect their culture that they would be willing to share with the children. • Collect paper towel tubes for art/writing and science/discovery. • Create a tin can phone: poke a small hole in the bottom of two clean, empty tin cans or plastic cups. Cover any rough edges with duct tape. Put a piece of string through the holes and tie a large knot inside each can or cup to secure the string. • Collect milk jugs from families to make megaphones. Clean milk jugs and cut off the bottom.
<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. <u>Note:</u> check size of items to avoid a choking hazard. Allow children to explore other materials as desired. Support them in putting materials away before choosing additional materials to reduce clutter.</p> <ul style="list-style-type: none"> • Rattles • Plunker toys • Finger paint in secure resealable bags • Xylophone • Puzzles • Wooden spoons and small pots and pans or toy pots and pans • Sticks and connectors • Books • Various size and types of cardboard, crayons, and painters tape
<p>Morning Meeting No more than 5-10 minutes, including transitions</p>	<p>Song</p> <ul style="list-style-type: none"> • Al Tambor (The Drum Song) by Jose-Luis Orozco or another greeting song relevant for your children. <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>Science/Discovery</p>	<p>Art/Writing</p> <ul style="list-style-type: none"> • Add pictures of the children's families to the art center as well as drawing or collage materials. Invite the children to create freely. • Add paper towel tubes, writing tools, colorful tape or stickers. Invite the children to listen to sounds as they hold the tubes up to their ears. Consider inviting the children to sing/speak into the tubes and listen to their voices as the sound changes. • Tape a piece of bubble wrap to a table and invite children to pop as many bubbles as they like to explore the sounds that it makes. Invite children to collage strips of tissue paper onto the bubble wrap using glue thinned with water. When dry, hang collage near a window for the light to shine through. <ul style="list-style-type: none"> ○ For infants and toddlers, offer contact paper and tissue paper for collage work. • Add chalkboards and chalk. Invite the children to write on the chalkboard using the writing materials. Consider adding foam or magnetic letters to this area as visual prompts while children are writing <p><i>Note: Writing may be in the form of scribble, lines, marks on the paper, and/or letters</i></p>
<p>Small Group Exploration</p> <p><i>Note:</i> Small Group takes place during Choice Time.</p> <p>Individual participation time</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. • Offer unit blocks, toy people, toy vehicles and toy animals. Based on the children's interests, invite them to create a space they are familiar with (home, daycare, park, store, etc.) Notice how they use language or sounds to interact with each other and with the materials. If needed, offer additional language or sound effects to support their play. <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.

will vary based on children's interests	<p>Dramatic Play</p> <ul style="list-style-type: none"> • Add toy animals. As children play, engage them in conversations about the sounds they think the animals make and what the animals might be doing. • Offer props such as pretend pots, pans, spoons, plates, toy food, baskets, etc. Observe to see how children use the materials. Consider inviting children to take on roles or to add sound effects (ex. "Ding dong" for doorbell ringing, "Beep" for timer, "Ka-ching" for a cash register, etc.) as they cook or shop to expand the play scenarios. • Offer props such as fabric scraps and toy microphones and invite children to host a party where they can sing to each other.
	<p>Library</p> <p>Choose books related to the topic of Sounds All Around Us. 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>Noises at Night</i>, by Beth Raisner Glass • <i>Sounds All Around</i> by Wendy Pfeffer • See Book List for more ideas
	<p>Math/Manipulatives</p> <p>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"> • Shape sorters • Nesting cups • Puzzles and knobs • Table top blocks and counting bears • Pattern blocks • Dominos
	<p>Sand/Water/Sensory (See Homemade Sensory Bottles for ideas)</p> <ul style="list-style-type: none"> • Sand or water sensory play: add toy vehicles or boats. Invite children to add sound effects as they play with the materials. • Offer a sensory calm down kit (see Month 2 Week 3) and include items children can listen to, such as a soft chime, child safe music box or a recording of nature sounds. Invite children to explore. Vary what is in the kit based upon children's interests and needs.
	<p>Science/Discovery</p> <ul style="list-style-type: none"> • Add a tin can phone: Hold one can to your ear and invite a child to hold the other to their ear. Walk away so that the string is tight. Take turns talking into the can and listening. Invite children to use the phone with each other and to try whispering in the phone or singing into it. What do they notice? • Add paper towel tubes and homemade megaphones. Invite children to explore how they can use these materials for speaking and listening. <i>Note:</i> advise children to use their "indoor voices" if they are speaking directly into someone else's ear and to keep the materials away from someone's ear if they want to make loud sounds.

	<p>Small Group Exploration: Science/Discovery Invite children to explore how they can create their own sounds using everyday materials.</p> <ul style="list-style-type: none"> • See Sound Containers Lesson Plan for ideas. • See Sound Exploration 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: (see Song Cards)</p> <ul style="list-style-type: none"> • Itsy Bitsy Spider (sing 3 verses using a normal voice for the itsy bitsy spider, a deep voice for a great big spider, and a high voice for a teensy weensy spider) • Little Sir Echo by The Wiggles <p>Activities (choose based on children’s interests):</p> <ul style="list-style-type: none"> • Row, Row, Row Your Boat (see Song Cards) <ul style="list-style-type: none"> ○ Add verses: quickly down the stream, if you see a crocodile, don’t forget to scream; slowly to the park, if you see a doggie there, don’t forget to bark; etc. ○ Have children partner up with each other or an adult to rock back and forth together as they sing. • Play Listen and Move by Greg and Steve or another action song and join children in following along. • Act out <i>Going on a Bear Hunt</i> and have children join in making the different sounds in the story.
<p>AM Story Time and Books for the Week 5-10 minutes</p>	<p>Choose books related to the topic of Sounds All Around Us. 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>Going on a Bear Hunt</i> by Michael Rosen • <i>Squeak, Rumble, Whomp, Whomp, Whomp! A Sonic Adventure</i> by Wynton Marsalis • 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"> • Nature Walk: Take a walk around your community, invite the children to listen and identify different sounds around them. Talk about different animals, or objects that they see and what sounds they make. Take a few minutes to stop on your walk, ask them to close their eyes and listen to the sounds in their environment. • Movement Follow the Leader: consider bringing a device to play music outdoors along with a portable speaker if needed. Choose different genres of music and invite children to mimic your movements as you dance. Invite children to take turns being the leader. • Echoes: Allow children to explore their voice through volume: loud and soft. Children can play with sound through whispering, talking and shouting. Provide props such as create a megaphone out of a gallon sized milk jug by cutting the bottom of the jug. Guide children in seeing if it makes a difference in the volume of their voice if they talk through the megaphone. Can children hear an echo when they talk through the megaphone or paper towel tubes. <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 Sounds All Around Us. 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>Crash! Bang! Boom!</i> by Peter Spier • <i>Good Night, Little Blue Truck</i> by Alice Schertle • 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</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>areas for PM. Allow children to explore other areas or materials based on their interests or needs</p>	<p>Library See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Art/Writing</p> <p>Blocks/Construction</p>	<p>Math/Manipulatives See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Dramatic Play</p> <p>Library</p>	<p>Sand/Water/Sensory See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Math/ Manipulatives</p> <p>Sand/Water/ Sensory</p> <p>Science/Discovery</p>	<p>Science/Discovery See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Small Group Exploration: Art/Writing</p> <ul style="list-style-type: none"> • Consider playing various genres of music at low volume as children experiment in the art/writing area. Engage children in conversation about how they feel while listening to different types of music and how their drawing or painting might change depending on the music. • Set up an easel or table with large paper, add crayons, markers, oil pastels or other writing tools. • Set up an area where children can paint on aluminum foil. Offer two or three primary colors and large brushes. <p>Infants and Toddlers:</p> <ul style="list-style-type: none"> • Offer infants and toddlers thick crayons or non toxic markers and invite them to make a drawing. Show them how to make dots on the paper by tapping the crayon on the paper. Talk about the sound it makes as the crayon hits the paper. How else can they make marks? • Provide older infants and toddlers with finger paints to create with as they sit on a tarp or plastic table cloth on the floor with adult supervision. See lesson plan from Month 2 Week 1 for more ideas.
<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"> • Mi Cuerpo Hace Musica/My Body Makes Music by Gil Raldiris

- If You're Happy and You Know It (vary emotions and actions: clap, stomp, snap fingers, sing la, la, la, cry boo hoo, etc.)

Activities (choose based on children's interests):

- Offer children shakers and explore concepts of fast/slow, soft/loud, high/low, stop/start.
- Invite children to tap different body parts with their shakers as they are singing and model actions for them to follow. Note: include actions which have them cross the midline (ex. alternate shaking to right and left, use right hand to touch left shoulder, etc.).
- Create a kitchen music band by offering children pots, pans, bowls, aluminum pie plates, spoons, tongs, whisks, etc. and invite children to make music together.

Reflection On Weekly Planner - Week One

Success

Challenge

Next Steps

Week Two: Sample Weekly Planner Template

Theme Two: Our Environment / Month Four: 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:</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"> ● ● ●

	<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"> • •

	<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"> • •
	<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>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: Music and Rhythm – Sample Weekly Planner

Theme Two: Our Environment / Month Four: Listening

<p>Preparation/ Changes to Environment</p>	<ul style="list-style-type: none"> • Take and print photos of children engaging in musical and sound explorations. Include families when possible. • Collect pictures of musical instruments for collage. • Invite families or others with expertise in music to share materials, play, sing or teach children something musical. <ul style="list-style-type: none"> ○ Ask them to bring in instruments for children to explore. ○ Ask them to share music (appropriate for children) that they listen to at home or that reflects their cultural traditions, including written music. ○ Ask families to share ticket stubs, programs or flyers from concerts, school plays or performances. ○ Ask families to share photos of family members or friends performing. ○ Ask families to share printed sheet music or books with songs in them.
<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"> • Push and pull toys • Real or toy instruments • Feelings memory cards • Pounding toys • Tape, scissors, and paper • Peg boards • Rattles and shakers • Toy vehicles • Magnetic/felt story board
<p>Morning Meeting No more than 5-10 minutes, including transitions</p>	<p>Song</p> <ul style="list-style-type: none"> • Al Tambor (The Drum Song) by Jose-Luis Orozco or another greeting song relevant for your children. <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. <p>Art/Writing</p> <ul style="list-style-type: none"> • Add printed sheet music for children to look at and laminate some blank pages of sheet music for children to use for a writing exploration. Continue to offer plain paper for writing and drawing as well. Engage children in conversation about whether or not they have seen sheet music before and explain that sheet music is how musicians write down the notes in a song so that other people can read it and then play or sing the music. • Add contact paper sticky side up, supply pictures of different musical instruments and invite children to create a collage, consider adding plain paper squares for the children to draw on and add to the collage. • Add recycled material such as clean empty containers, paper plates, magazines, small boxes, flat pieces of cardboard, glue, tape and paint. Allow the children to experiment with material as desired <p><i>Note: Writing may be in the form of scribble, lines, marks on the paper, and/or letters</i></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. If you see children looking at the pictures, engage them in conversations about the details they notice. Invite children to add these details to their own structures or to create their own version of a structure they show interest in. <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

	<p>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> <p>Dramatic Play</p> <ul style="list-style-type: none"> ● Add sheet music, toy instruments, toy microphones or other props, such as paper towel tubes to sing through, etc. ● Add dress up clothes or pieces of fabric children can use to create their own costumes, etc. ● 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. <ul style="list-style-type: none"> ○ If you see children looking at the pictures, engage them in conversations about what they notice. Do they have family members who sing or play instruments? Have they ever been to a musical performance (ex. choir, recital, concert)? ○ 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. Take photos 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 Choose books related to the topic of Music and Rhythm. 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>Ah! Music</i> by Alik ● <i>Violet’s Music</i> by Angela Johnson ● Choose a rhyming book you already have and sing the words instead of saying them. Create new variations based on children’s interests. ● 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"> ● Vinyl blocks ● Shape sorters ● Empty clean containers in various sizes, props to drop in and take out. ● Tangrams ● Counting bears or other counters ● Sorting trays/boards with various items to sort or count <p><u>Math Invitation:</u> As children play, look for opportunities to help them connect small quantities to number words, by using phrases such as “I see your arms. How many arms do you have?” Invite children to count other body parts, such as legs, hands or feet. Offer children a mirror to look at and invite them to count their ears and eyes as well as nose, mouth and head. As they play with manipulatives or other materials, support children in identifying and naming small collections of 1, 2 or 3 items. Use words like “more”, “less”, “many” or “few” to expand their awareness of group sizes.</p>

	<p>Sand/Water/Sensory</p> <ul style="list-style-type: none"> • Add materials from the Month 4 Week 1 sound exploration. • Add natural items from outdoor walks along to science/discovery area. Invite children to explore how they might be able to make sounds with them. What other materials might they need to create sounds?
	<p>Science/Discovery</p> <ul style="list-style-type: none"> • Add leaves of various colors to the science area, consider laminating or using contact paper to preserve some of the leaves for further exploration. Add in magnifying glasses, paper and writing tools. • Offer color paddles or a set of multicolored plastic binder dividers. Encourage children to look through and find other people or objects in the room. Discuss how the color paddles or colored binder dividers make things look different.
	<p>Small Group Exploration: Art/Writing</p> <ul style="list-style-type: none"> • Water Xylophone (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"> • Head, Shoulders, Knees and Toes (invite children to choose what speed to do for the song: ex. regular, fast, faster, slow, slower. • I'm a Little Teapot <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • Play music from different genres and cultures. Invite children to move along with the music as desired. • Lead children in group dances or games that are traditional to their cultures (ex. Macarena, Electric Slide, etc.) • Use feelings cards/cube and have children choose instruments and make music to match feelings.
<p>AM Story Time and Books for the Week 5-10 minutes</p>	<p>Choose books related to the topic of Music and Rhythm. 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>I Got The Rhythm</i> by Connie Schofield-Morrison • <i>We're Going On A Lion Hunt</i> by David Axtell • Choose a rhyming book you already have and sing the words instead of saying them. Create new variations based on children's interests. • 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"> • Nature Walk: Take a walk around the community, invite children to collect items that could be used to make music with, such as pine cones, sticks or twigs, acorns, etc. • Loose Parts for Outdoor Sound Exploration: Create a bin of used household items, such as pots, pans, lids, mixing spoons (wooden and/or metal), whisk, colander etc. Invite children to choose items from the bin and explore the sounds they can make. • Obstacle Course: create an obstacle course using various props and equipment. Consider using hula hoops, polly spots, cones, balls etc. Encourage children to take turns and to go in the same direction. Use words like “in”, “on”, “under”, “over”, “around” “up”, “down”, “in front of”, “behind”, “between” and “beside” to describe children’s actions. <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 Music and Rhythm. 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>This Jazz Man</i> by Karen Ehrhardt • <i>The Story of Rap</i> by Editors of Caterpillar Books • See Book List for more ideas
<p>PM Choice Time 30-60 minute, 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</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>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>Library See AM choice time for ideas.</p> <ul style="list-style-type: none"> • • <p>Math/Manipulatives See AM choice time for ideas.</p> <ul style="list-style-type: none"> • • <p>Sand/Water/Sensory See AM choice time for ideas.</p> <ul style="list-style-type: none"> • • <p>Science/Discovery</p> <ul style="list-style-type: none"> • • <p>Small Group Exploration: Science/Discovery</p> <ul style="list-style-type: none"> • Explore rhythm and patterns with rhythm sticks (See Rhythm Sticks 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: (see Song Cards)</p> <ul style="list-style-type: none"> • Bingo or choose songs from the Rhythm Sticks Song Cards • Teddy Bear, Teddy Bear Turn Around <p>Activities (choose based on children’s interests):</p> <ul style="list-style-type: none"> • Explore different rhythms using drums, shakers or rhythm sticks. Lead children in a simple rhythm pattern and invite them to repeat it. Have children take turns leading the activity. • Play a song for children to act out (ex. The Lion Sleeps Tonight). • Sing and do movements to traditional children’s hand clapping songs (ex. Down, Down Baby...Let’s get the Rhythm of the head).

Reflection On Weekly Planner - Week Three

Success

Challenge

Next Steps

Week Four: Sample Weekly Planner Template

Theme Two: Our Environment / Month Four: 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"> •

	<ul style="list-style-type: none"> •
AM Story Time and Books for the Week 5-10 minutes	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 Suggested Books: <ul style="list-style-type: none"> • •
Outdoor Play 60 minutes	Go outside daily as weather permits. Give children the opportunity to engage in self-led play as well as group activities. Allow children to explore materials freely. Suggested Activities: <ul style="list-style-type: none"> • • Additional Materials: bubbles, sidewalk chalk, balls, push/pull toys, ride-on toys, blankets for infants to lie on.
PM Story Time 5 minutes, transitioning to nap/rest time	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 Suggested Books: <ul style="list-style-type: none"> • •
PM Choice Time 30-60 minutes, depending upon length of opening activities. <u>Note:</u> may begin while some children are sleeping. Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs Art/Writing	Art/Writing See AM choice time for ideas. <ul style="list-style-type: none"> • •
	Blocks/Construction See AM choice time for ideas. <ul style="list-style-type: none"> • •
	Dramatic Play See AM choice time for ideas. <ul style="list-style-type: none"> • •

<p>Blocks/Construction</p> <p>Dramatic Play</p>	<p>Library See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Library</p> <p>Math/Manipulatives</p>	<p>Math/Manipulatives See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<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"> • •
	<p>Science/Discovery</p> <ul style="list-style-type: none"> • •
<p>PM Music and Movement 10 minutes</p>	<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>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 Four

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??

Crash! Bang! Boom! by Peter Spier-Take a tour of different spaces and all of the sounds you'll find there.

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

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

Watersong by Tim McCanna-Listen to all the sounds that the rain makes.

ELOF Goal: Cognition

Sounds All Around by Wendy Pfeffer-People and animals use different kinds of sounds to communicate.

Squeak, Rumble, Womp, Womp, Womp! A Sonic Adventure by Wynton

Marsalis-Open your ears to the sounds all around!

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

The Story of Rap by Editors of Caterpillar Books-Learn all about the history of Rap

The Story of Rock by Editors of Caterpillar Books-Watch how Rock has transformed through generations

ELOF Goal: Language and Literacy

Abiyoyo by Pete Seeger-A boy and his dad 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

Polar Bear, Polar Bear, What Do You Hear? by Eric Carle-What sounds do the animals hear each other make?

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

We're Going On A Lion Hunt by David Axtell-Go on a walk with two little girls on the African savanna looking for a lion!

ELOF Goal: Perceptual, Motor, and Physical Development

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

Going on a Bear Hunt by Michael Rosen-Go on an adventure outdoors and listen for the sounds you can make on the way.

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

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

Music Class Today! By David Weinstone-It's a little boy's first day at music class, will he join the other children?

ELOF Goal: Social/Emotional Development

Good Night, Little Blue Truck by Alice Schertle-Little blue truck and his new friends listen to the sounds they hear during a stormy night.

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

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

Noises at Night by Beth Raisner Glass-A boy uses his imagination every time he hears a noise at night

Thunder Cake by Patricia Polacco-Thunder storms can be scary. Listen how a little girl's grandmother helped her feel safe.

Month Four Song Cards

Itsy Bitsy Spider

The itsy bitsy spider went up the water spout. *(Use your fingers to mimic a spider climbing)*
 Down came the rain and washed the spider out. *(Lower your hands and move them apart)*
 Out came the sun and dried up all the rain. *(Hold your hands up high to make a circle shape)*
 And the itsy bitsy spider went up the spout again. *(Repeat the spider climbing motions)*

For variety, try using a normal voice for the itsy bitsy spider, a deep voice for a great big spider, and a high voice for a teensy weensy spider. What other types of spiders could the children sing about?

Little Sir Echo

Little Sir Echo, how do you do?
 Hello! (Hello!) Hello! (Hello!)
 Little Sir Echo, how do you do? *
 Hello! (Hello!) Hello! (Hello!)
 Hello! (Hello!) Hello! (Hello!)
 Won't you come over and play? (And play)
 You're a nice little fellow
 I know by your voice
 But you're always so far away. (Away)

Row, Row, Row Your Boat

Have children partner up with each other or an adult, spreading legs and holding hands so they can rock back and forth together as they sing.

Row, row, row your boat,
 Gently down the stream.
 Merrily, merrily, merrily, merrily,
 Life is but a dream.

Row, row, row your boat,
 Quickly down the stream.
 If you see a crocodile,
 Don't forget to scream!

Add verses: ... slowly to the park, if you see a doggie there, don't forget to bark; ... across the bay, if you see a horse there don't forget to neigh, etc.

If You're Happy and You Know It

If you're happy and you know it, clap your hands! *(Clap clap)*
 If you're happy and you know it, clap your hands! *(Clap clap)*
 If you're happy and you know it, then your face will surely show it.
 If you're happy and you know it, clap your hands! *(Clap clap)*

If you're excited and you know it, shout Hooray! *(Hooray hooray)*

If you're angry and you know it, stomp your feet!! *(Stomp stomp)*

If you're tired and you know it, rub your eyes. *(Rub, rub)*

If you're sad and you know it, cry boo hoo *(Pretend to cry)*

What other feelings and actions would children like to add?

<p>Head, Shoulder, Knees and Toes</p> <p>Head, shoulders, knees and toes, <i>(Point to each body part as you sing)</i> Knees and toes.</p> <p>Head, shoulders, knees and toes, Knees and toes.</p> <p>Eyes and ears and mouth and nose. Head, shoulders, knees and toes, Knees and toes.</p> <p><i>Try singing the song at different speeds, once children are familiar with it and invite children to take turns leading the song.</i></p>	<p>I'm a Little Teapot</p> <p>I'm a little teapot, <i>(Stand up straight)</i> Short and stout. Here is my handle. <i>(Place one hand on hip with elbow out)</i> Here is my spout. <i>(Hold other arm out at right angle with hand bent)</i> When I get all steamed up, Hear me shout, "Tip me over and pour me out!" <i>(Lean over and pretend to pour tea from spout)</i></p>
<p>Bingo</p> <p>There was a farmer who had a dog, And Bingo was his name-o. B-I-N-G-O! B-I-N-G-O! B-I-N-G-O! And Bingo was his name-o! There was a farmer who had a dog, And Bingo was his name-o! (Clap)-I-N-G-O! (Clap)-I-N-G-O! (Clap)-I-N-G-O! And Bingo was his name-o!</p> <p><i>Repeat, leaving off one more letter each time and clapping for the missing letter, until you have 5 claps and no more letters.</i></p>	<p>Teddy Bear, Teddy Bear Turn Around</p> <p>Teddy Bear, Teddy Bear, Turn around. Teddy Bear, Teddy Bear, Touch the ground.</p> <p>Teddy Bear, Teddy Bear, Pick up sticks Teddy Bear, Teddy Bear, Count to six...1, 2, 3, 4, 5, 6!</p>

Lesson Plans

Sound Containers

Objective

Children will develop sound discrimination while exploring containers made of a variety of materials.

ELOF Goals

IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.

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

P-ATL 3. Child appropriately handles and takes care of classroom materials.

P-SCI 6. Child analyzes results, draws conclusions, and communicates results.

Materials

Funnel, clear plastic bottles, opaque plastic bottles, small cardboard boxes, small metal boxes.

Small Items: rice, beans, marbles, coins, bottle caps, spare buttons, costume jewelry, cotton balls or large pom poms, foam shapes, etc.

Directions

1. Place a handful of small items such as rice, beans, coins, marbles, cotton balls inside each container, using a funnel if needed. Only use one type of material for each container. Seal securely with glue or tape.
2. Make one matching set so that children can play a sound matching game. For example, place beans in a clear bottle and also in an opaque bottle. Invite children to find the bottle/container with the matching sound.
3. Offer children empty containers similar to the ones you used as well as a sample of the materials you used and invite them to figure out how to make their own matching sound containers. Supervise closely to ensure safety and seal securely when children are done.

During the Small Group

1. Invite children to explore sound containers at a table or on a rug.
2. Let the children know when they will have a turn to explore the various containers. Observe their reactions and write down their comments to add to your authentic observation records. These notes can also be used as text or conversational prompts for the book children will create in Month 5 about their sound and music exploration.
3. Engage children in conversation as they explore.
 - "What do you notice about the sounds they make?" "Do they all sound the same?"*
 - "Why do you think they sound different from each other?"*
 - "Why didn't that container make a sound? How can we find out??"*
4. Invite the children who are interested to make their own sound containers.

5. Engage the children in conversation while they make their own.
 "What are you planning to pour inside of the containers?"
 "Do you think they will sound the same or different?" "Why?"

Creating an Inclusive Environment

- Allow children to use the sound containers in creative ways (ex: to make music; to use as an attention grabber for transitions).
- **Infants:** Infants can participate in exploring containers while on a rug. Provide infants and young toddlers with clear containers so they can see the items inside as they manipulate the containers. Encourage infants to shake containers while others sing or music is played. Offer infants plunker toys and various items to explore, including items that will make sounds and items that will not make sounds, so they can make their own discoveries.

Extension Activities

1. Invite children to use these containers to make music while singing songs throughout the day.
2. Ask the children to brainstorm ideas about what other items can be placed inside of sound containers.
3. Collect bottles and other containers from families to ensure enough containers for everyone to use as musical instruments during future activities.
4. Record sounds that different containers make for future guessing games during transitions (ex. "What makes this sound?").

Observations and Planning

- ∄ Did the children show interest in this activity? How?
- ∄ 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 Exploration

Objective

Children will use their imagination to explore how they can use ordinary objects in new ways to create sounds.

ELOF Goals

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

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

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

Household items that children could use to explore sounds such as plastic, metal or wooden bowls/containers, pots or pans, wire whisks, wooden spoons, ladles, tongs, small containers, drumsticks, chopsticks or thick pencils with rubber bands wrapped around one end, etc.

Ahead of Time

1. Create a small display of everyday materials children can use to explore sounds. Make sure there are different types of items as well as enough of them so that several children can explore at the same time.
2. For **infants and toddlers**, start with two or three items they can easily manipulate but have more than one of each so they don't have to share.
3. Add more items or vary them over the course of the week, based on children's interests.

During Small Group

1. Invite the children to join you at the table or designated location. Show them the items you have collected and ask them how they might use these items to create different types of sounds. Let children choose items to explore and observe how they engage with the materials. Offer words to describe their actions (banging, tapping, blowing, whisking, humming) and the sounds that they make (ex. loud/soft, fast/slow, high/low).
2. Note which items and actions children are most interested in and build off of that as you plan follow up activities.
3. Invite children to create chimes out of an old colander or stick by tying string to old keys, spare silverware, canning jar rings or other metal objects, offering support as needed. Then encourage children to experiment with how to adjust the length and placement of the objects to get the sound they want.
4. Offer **infants and toddlers** a small collection of household items to manipulate and explore, such as a metal bowl or cake pan, baby jar lids, mason jar rings, napkin rings, plastic links, etc. As they drop items into the container or dump them out, comment on the different sounds items make as they land. Join infants and toddlers in their exploration and copy their actions to repeat the sounds they make.

Note: *infants and toddlers will likely want to move around as they explore and may be interested in finding other objects to tap, bang on or drop to make noise. Unless there is a safety issue, it is important to follow the child's lead and support their exploration.*

Creating an Inclusive Environment

- Allow children to be active observers: some children may want to stand and observe the activities before joining in.
- Remember that some children may be more sensitive to sounds than others and offer materials that can make softer sounds, such as thick paint brushes or flexible combs.
- Encourage children to practice self-care by covering their ears if they are anticipating that a sound may be too loud.

Extension Activities

1. Offer children materials to experiment with amplification: clean milk jugs with the bottom cut off, different sized cardboard tubes or plastic PVC pipes, a microphone, a metal bowl, etc.
2. Bring sound making materials outside so children can continue their explorations in a different setting. This works especially well for exploring louder types of sounds and experimenting with echoes.

Observations and Planning

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

Water Xylophone

Objective

Children will explore how to create different sounds using jars, various types of mallets, and varying amounts of water.

ELOF Goals

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

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

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

P-SCI 2. Child engages in scientific talk.

Materials

4 mason jars (or any thick glass jar that cannot shatter easily), measuring cups, funnel, water, food coloring, Mallet: chopsticks or unsharpened pencil with rubber bands wrapped around one end, and metal and plastic utensils

During Small Group

1. Invite children to explore the empty jars by striking them gently with a mallet. Offer various types of mallets (ex. wood, metal and plastic) to expand their exploration.
2. Engage children in conversation as they explore.
"Does the sound change if you tap the jar in different places?" "Do they all sound different or the same?"
"What if we put water in the jar? I wonder what will happen when we strike the jar again?"
3. Invite children to pour water into the jars, using a funnel if needed. Use measuring cups to ensure each jar will have a different amount of water in it.
4. Ask children which food color they'd like to add in each jar. Give children the opportunity to squeeze small amounts of food coloring in each jar. If desired, they can use a spoon to mix the color into the water.
5. Invite children to make predictions about what they think will happen when they strike the jars with a mallet.
"Do you think they will sound the same or different? Why?"
"Which jar do you think will make the highest pitch sound? (lowest? loudest? softest?) Why?"
6. Have children explore the sounds made by each jar by gently striking each with a mallet of their choice.

Creating an Inclusive Environment

- **Infants and toddlers:** An adult can strike the jars while holding an infant and mirror the infant's reactions, providing language to describe what happens. Offer infants and young toddlers clear plastic containers filled with the same colors as the mason jars for them to explore. Position a tray underneath to catch any spills in case they want to touch the water. They may prefer pouring the

water from one container to another so allow for this type of exploration as well. Infants and toddlers can also participate in exploring sound with actual xylophones.

Extension Activities

1. When asking younger children what they predict will happen, identify jars by color of water. (ex. "*Which jar made a higher/lower sound? The red jar or the blue one?*")
2. Engage the older children in a conversation about the fractions on the measuring cup ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) and what they mean.
3. Ask the children to count each droplet of color they add to each jar.
4. Try this activity with both plastic and glass containers. Engage the children in a conversation about the results.
5. Offer real xylophones and invite children to compare the sounds they can make with the different types of xylophones.

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?

Rhythm Sticks

Objective

Children will use rhythm sticks to explore sounds and patterns with rhythm sticks..

ELOF Goals

IT-C11. Child observes and imitates sounds, words, gestures and behaviors.

P-MATH 7. Child understands simple patterns.

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

Cardboard Tubes	<ul style="list-style-type: none">Sturdy cardboard tubes, clear or colored contact paper or duct tape.<u>Instructions</u>: Cover each tube in contact paper or wrap with packing tape. Make sets of two sticks per person.
Wooden Dowels	<ul style="list-style-type: none">Wooden dowels, varying thicknesses (if desired), approximately 8 inches long (some hardware stores will cut to size), sand paper, paint (optional)<u>Instructions</u>: sand rough edges. Paint in solid colors if desired. Make matching sets of two sticks per person.
PVC Piping	<ul style="list-style-type: none">PVC piping, varying thicknesses (if desired), approximately 8 inches long (some hardware stores will cut to size), sand paper, paint (optional)<u>Instructions</u>: sand rough edges. Paint in solid colors if desired. Make matching sets of two sticks per person.

During Small Group

1. Show children a set of rhythm sticks and ask if they have ever seen or used rhythm sticks before. Explain that they can use the sticks to make music by tapping them in different ways. Model tapping them one at a time and then tapping them together. Model how to hold the sticks in their lap or lay them down when done. Make sure that children have enough space so that they explore without bumping into each other.
2. Offer each child a single stick and invite them to explore making sounds with it by tapping it on the palm of their hand, on the floor or on the table. What do they notice? Observe the different ways that children use the rhythm sticks and then suggest some other ways to use them, such as copying each other's actions, tapping a slow beat and then tapping a fast beat, or tapping softly and then loudly.
3. Offer children a second rhythm stick and invite them to explore how they can use two sticks to make different sounds. Observe the different ways that children use the rhythm sticks and then suggest some other ways to use them, such as tapping the sticks

together, exploring different rhythms, and practicing starting and stopping. Model how to lay sticks down or hold them in your lap when done.

4. Use songs to explore different ways to use the sticks. Model actions and use sticks to follow the beat. Play around with patterns by repeating actions and creating sequences of actions. **See attached song cards** for suggestions.
5. Lead children in using rhythm sticks to follow a pattern and then invite them to take turns creating their own patterns for the group to follow.

Creating an Inclusive Environment

- Allow children to experiment with using rhythm sticks in various ways to create sounds and rhythmic patterns. Imitate the patterns that the children make. Observe children and use descriptive language to narrate what you notice.
"You're pounding the sticks on the table, that's a loud sound."
"I wonder what would happen if you tapped the sticks on the carpet? Do you think it will make a louder or softer sound?"
"I see you are doing 2 slow taps and then 3 fast taps. Can we do it too?"
- **Infants and Toddlers** can participate by sitting with an adult and exploring how to use the sticks at their own pace. They might want to mouth the sticks so be sure that any rhythm

Extension Activities

1. Play music and invite children to tap along with the beat or to march around while tapping sticks.
2. Offer other instruments (such as drums or tambourines) and invite children to try playing those instruments using the rhythm sticks.
3. Offer children different objects to tap sticks on, such as different sized metal pots or pans or other types of containers and invite the children to explore the types of sounds each makes. Ask them questions about what they notice. Invite children to explore tapping solid and hollow objects, such as books or boxes. What do they notice?

Observations and Planning

- Were 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?

<p>This is the Way We Tap Our Sticks</p> <p>(to the tune of Here We Go Round the Mulberry Bush)</p> <p>This is the way we tap our sticks, tap our sticks, tap our sticks. This is the way we tap our sticks, so early in the morning.</p> <p><i>Other verses:</i> This is the way we rub our sticks... This is the way we tap them fast... This is the way we tap them slow... This is the way we tap them loud... This is the way we tap them soft... This is the way we tap our knees... This is the way we tap our feet... This is the way we lay them straight...when we are done.</p>	<p>Did You Ever See a Lassie</p> <p>Did you ever see a lassie, a lassie, a lassie, Did you ever see a lassie go this way and that? (<i>tap sticks on the floor</i>) Go this way and that way. (<i>Tap sticks on the floor</i>) And this way and that way. (<i>Tap sticks on the floor</i>) Did you ever see a lassie go this way and that? (<i>Tap sticks on the floor</i>)</p> <p><i>Other movements:</i> Tap sticks up high. Tap sticks down low. Tap sticks to one side and then to the other. Tap sticks with arms out to the side and then bring them to the center. Tap sticks with arms out to the side and then criss cross arms. Tap one stick at a time on alternate sides.</p> <p><i>Invite children to take the lead and substitute their name in the song. Combine different movements and repeat so children can play with patterns.</i></p>
<p>Mary Had a Little Lamb</p> <p>Mary had a little lamb, Little lamb, Little lamb. Mary had a little lamb, Whose fleece was white as snow.</p> <p>1, 2, 3, 4, 5, 6, 7, 5, 6, 7, 5, 6, 7, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.</p> <p><i>First sing the song and have children tap along to a steady beat. Then try substituting numbers for the words and have the children tap along as they sing each number.</i></p>	<p>If You're Happy and You Know It</p> <p>If you're happy and you know it, Tap your sticks (<i>Tap, tap</i>) If you're happy and you know it, Tap your sticks (<i>Tap, tap</i>) If you're you're happy and you know it, Then your face will surely show it. If you're happy and you know it, Tap your sticks (<i>Tap, tap</i>)</p> <p><i>Vary movements and feeling words if desired, such as:</i> If you're angry and you know it, pound your stick (<i>Tap hard on the floor or table</i>) If you're excited and you know it, tap up high (<i>Tap sticks high over your head</i>)</p> <p><i>Invite children to take the lead and choose a movement or feeling to act out with the rhythm sticks.</i></p>

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! - December

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?

Let's explore some different sounds we can make with our voices. What is the deepest voice you can use to say "hello"? Can you make it deeper? What's the highest pitched voice you can say "goodbye" in? I'll do my deepest and highest voice, too.	Let's see how many different sounds we can make with our hands. We can clap, we can tap our knees, and we can rub our palms together. What else can we do?	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 practice marching! (You can do this outside if downstairs neighbors are a concern). Let's march slowwwwwwwly, and when I say "go!" we'll march super fast. Now you tell us when to stop! Take turns being the caller, and experiment with different paces and tempos.
Let's talk about your favorite vehicles! Tell me about what they are and what sounds they make. What are the different sounds for?	Using an empty paper towel roll, try whispering through the roll to each other's ears. What do you notice? Now point the roll at the inside of a large bowl, and whisper, speak, or shout through the tube. What does the bowl do to the sound?	Let's put a loved doll or stuffed animal down for a nap, or to bed. What do they need to feel safe to sleep? How can we help them? (Let your child make suggestions! If they need help, you can make suggestions, like "Should we sing them a lullaby?")	Let's tap gently on some surfaces with a wooden spoon. What does it sound like on the table? Chair? Bathtub? Close your eyes and see if you can guess what I am tapping on!
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 more clapping patterns! This time we'll mix in tapping knees or shoulders, and take turns copying each other's patterns	Let's play Freeze Dance! We'll put on some of our favorite music and dance together, and when the music stops, we freeze!	Place a few coins in a cupped hand and cup your other hand over it. Shake the coins around and describe the sounds you hear. Do pennies sound different than quarters?
Let's put on some music! Play something with a strong beat, and clap, stomp, or tap along. Tap along to songs of different tempos (fast and slow).	Add your own in these blank squares!		