

Let's Play!

A Relationship-Based Curriculum for Family Child Care

Month Three: Us

Theme One: Our Community



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Let's Play! starts the year by exploring what it means to be part of a community. In Month One, children explored the FCC Home by focusing on building relationships, addressing separation and caregiving. In Month Two, children learned about themselves, beginning with their bodies and then exploring their feelings. In Month Three, children learn about others, including their families and their peers.

Month Three also includes suggestions on how to document and celebrate children's learning with their families. Culminating Celebrations offer an opportunity for children and families to reflect on how children have learned about themselves and each other as they explored the theme of Our Community. Revisiting activities, creating dramatic play scenarios or reviewing artwork or photos of the children engaged in play allows children to experience a sense of mastery and see evidence of their own growth. Sharing experiences, observations and documentation with families helps them to see how play-based exploration supports children's development and learning. While Culminating Celebrations can be a wonderful way to connect with families, they are optional. You may find other ways to share your observations about children's growth and learning with families on an on-going basis.

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

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Let's Play! Scope and Sequence

Theme One: Our Community	Theme Two: Our Environment	Theme Three: Our Impact
Month One: Our FCC Home <ul style="list-style-type: none"> ● Building Relationships ● Hellos and Goodbyes ● Caregiving 	Month Four: Listening <ul style="list-style-type: none"> ● Sounds All Around Us ● Music and Rhythm 	Month Eight: Care <ul style="list-style-type: none"> ● Caring for Ourselves ● Caring for Others
Month Two: Self <ul style="list-style-type: none"> ● Our Bodies ● Our Feelings 	Month Five: Investigating <ul style="list-style-type: none"> ● Making Music ● Observe and Test Ideas 	Month Nine: Grow <ul style="list-style-type: none"> ● Things That Grow ● How Things Grow
Month Three: Us <ul style="list-style-type: none"> ● Our Families ● Our Group 	Month Six: Building <ul style="list-style-type: none"> ● 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: Our Family – Sample Weekly Planner

Theme One: Our Community / Month Three: Us

<p>Preparation/ Changes to Environment</p>	<ul style="list-style-type: none"> • Collect a variety of small pumpkins, winter squash or gourds for the science/discovery area. Invite families to contribute if they can. Include at least one type of pumpkin or winter squash suitable for eating. Ask families to share a favorite recipe using squash, if they have one. • Invite families to share or donate items that reflect their home and culture for use in the dramatic play area (ex. gently used clothing or pieces of fabric, clean and empty food containers, kitchen items that are safe for children to use independently, etc.) • Invite families to share any objects they have made from gourds, such as musical instruments, bowls, or decorations. • Ask families to contribute photos showing them engaged in favorite activities. Offer to take photos of families engaging in activities with their children at drop off or pick up, if needed. <ul style="list-style-type: none"> ○ <u>Note:</u> let families know that they should not share anything valuable or precious as any items shared are for the children to explore as they play. • Child puzzles: laminate a copy of a photo of each child and cut each into 2, 4 or 6 pieces (depending on your group). • Create a Movement Die for Music and Movement (see Lesson Plan)
<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"> • Pop up toys • Keys and link • Butcher paper or any other large pieces of paper and crayons • Large links • Interlocking blocks • Doll house furniture and carpet squares or fabric squares • Playdough • Toy people and pets • Muffin trays and foam shapes or other items to sort
<p>Morning Meeting No more than 5-10 minutes, including transitions</p>	<p>Song</p> <ul style="list-style-type: none"> • The More We Get Together or another greeting song relevant for your children (see Song Cards). <p>Invitations to Explore</p> <ul style="list-style-type: none"> • Allow children to move around and provide an alternative activity for those who are not yet ready to participate. • Over the course of the week, highlight different interest areas and show children sample materials from each. • Describe small group activities for the day and show materials as needed.

	<ul style="list-style-type: none"> • Tell children where each member of the teaching team will begin Choice Time. On the visual schedule, attach photos of the Interest Areas that are available or “open” each day. Let children choose where they want to play and accompany them to interest areas. • Infants/toddlers: Invite them to join the meeting and offer a lap to sit on or a space next to a member of the teaching team to support their participation.
<p>AM Choice Time 60 minutes</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs.</p> <p>Art/Writing</p> <p>Blocks/Construction</p>	<p>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>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. <ul style="list-style-type: none"> ○ As the children engage in art activities, notice if they show interest in the family photos and engage them in conversations about the photos. If children are interested, invite them to create something for a family member. • Introduce a single paint color to the children along with some white or black paint so that children can mix paints to explore different shades. Over the course of the week, introduce a different color along with the white or black paint. Invite the children to experiment using the materials and comment on the colors, lines or marks they are making. Talk about where children might find the similar colors inside the home or outside in nature. Offer smocks or old t-shirts to protect clothing if desired. Set up a drying rack or other area to store paintings. • Add laminated name cards with photos and writing materials. Invite children to explore the pictures and letters on the name cards using the writing materials.

<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>Blocks/Construction</p> <ul style="list-style-type: none"> • Unit blocks, homemade blocks, and/or foam blocks • Add toy people, toy cars and trucks children may be interested in. • Invite children to stack blocks to create towers or other structures for the toy people and animals. Observe how children are using the blocks and encourage children to continue practicing stacking or to add more details to their structures. Children might want to add more vertical elements, using different types of blocks or add horizontal elements, like floors, walls, doors or windows. Allow children to explore at their own pace and talk with them about the way they use the materials as well as about the structures they create. <p>Infant and Toddlers:</p> <ul style="list-style-type: none"> • Provide infants and toddlers with age appropriate blocks. If the infants and toddlers are more interested in knocking down structures than in building them up, offer them a separate space or time to explore blocks in their own way. Invite older children to create structures for younger children to knock down.
	<p>Dramatic Play</p> <ul style="list-style-type: none"> • Set up the dramatic play area with materials and clothing that represent the families in your program, such as gently used clothing items, pieces of fabric, clean and empty food boxes or containers, kitchen or other household items for children to explore. Include any other items donated by families. • Add photos of the children and their families. • Invite children to take on family roles as they play. Be flexible and allow them to choose roles, even if there may be multiples of each role or if children want to pretend to be a different gender. Some children may choose to pretend to be their neighbors or even pets. Follow the children's lead as they play.
	<p>Library</p> <p>Choose books related to the topic of Our Family. 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>Are you My Mother?</i> by PD Eastman • <i>Families</i> by Shelley Rotner • 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"> • Busy box • Stacking cups • Laminated photos of each child cut into 2, 4, or 6 pieces • Shape sets • Stacking cubes • Tongs, large pom poms and sorting tray

	<p>Sand/Water/Sensory (See Homemade Sensory Bottles for ideas)</p> <ul style="list-style-type: none"> ● Fall Sensory Bin: Place an assortment of natural items, such as leaves, twigs, seedpods, pinecones and/or stones in a sensory bin. Add tongs or scoops. Encourage children to explore, describe and sort items as desired. ● Sand or water play: Add favorite toy people, animals or other items along with scoops and funnels. <p>Science/Discovery</p> <ul style="list-style-type: none"> ● Add natural items that were collected during the nature walk, magnifying glass, paper and writing tools. ● Add a variety of small pumpkins, winter squash or gourds for children to explore. Add pieces of string or other measuring tools to support size and shape comparisons. <p>Small Group Exploration: Science/Discovery Pumpkin Exploration:</p> <ul style="list-style-type: none"> ● Invite children to feel, explore, and talk about the different types of pumpkins, winter squash and/or gourds you have collected. What do they know about pumpkins? How would they compare them (size, color, shape, weight)? Have children seen any other kinds of pumpkins, squash or gourds at home? Write down their comments. Ask families to share the word for pumpkin or squash in their home language as well as any special recipes they have for pumpkin or winter squash. ● Cut open a sugar pumpkin or winter squash and invite children to explore the inside of the pumpkin with their hands. Offer metal spoons to help scrape out the pulp and seeds. Include measuring cups and bowls to separate the pulp from the seeds. Offer a bowl of water so children can rinse the seeds and explore how the pulp and seeds float and sink. Place pulp in a Ziplock bag for further exploration. Rinse and refrigerate the pumpkin for a cooking activity, if desired. Spread seeds to dry on a foil or wax paper lined tray. <ul style="list-style-type: none"> ○ Infants/Toddlers: Cut open one or two mini pumpkins and remove seeds for safety reasons. Allow children to explore the insides of pumpkin with their hands. Model language when referring to the texture of the inside of the pumpkin in comparison to the outside of the pumpkin. ● Use the leftover pumpkin from yesterday or prepare a pumpkin or other winter squash by cutting it in half and scraping out the seeds. Offer children a small amount of olive oil and salt and invite them to rub the inside and outside of the pumpkin with the oil and salt mixture. Place pumpkin cut side down on a baking sheet and bake at 350 until tender (about 30-40 minutes). Once it cools, have an adult cut off the rind and then cut it into chunks. Children can help mash pumpkin with forks or a potato masher to create a puree. Season to taste. Serve with afternoon snack. ● Invite children to mix pumpkin seeds with melted butter or olive oil. Add salt, soy sauce or cinnamon sugar and toast at 300 degrees until lightly browned. Serve with afternoon snack (not suitable for infants). Have children share the different ways they have eaten pumpkin at home, especially if families have shared a pumpkin or winter squash recipe. ● Consider making a recipe shared by families or one of your own recipes as part of the week's meal plan.
<p>AM Music and Movement 10 minutes</p>	<p>Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay, or movement activity. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs</p> <ul style="list-style-type: none"> ● Hush Little Baby or other lullaby ● Where is Thumbkin? (See Song Cards)

	<p>Activities (choose based on children’s interests):</p> <ul style="list-style-type: none"> • Offer children musical instruments and include any instruments made from gourds that families have shared, such as a shaker, guiro, rainstick, rattle, etc. and invite children to play along while singing or listening to music. • Invite children to take turns using the Movement Die (see Lesson Plan) and add a second die with numerals if desired. • Play freeze dance to favorite music.
<p>AM Story Time and Books for the Week 5-10 minutes</p>	<p>Choose books related to the topic of Our Family. 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>On Your Way</i> by John Coy • <i>Two Homes</i> by Claire Masurel • 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"> • Simon Says: In small groups, 3 to 4 children at a time, ask if children would like to see how many movements they can do, allow children to take turns being “Simon” as the rest of the group mimics their movements. • Ball passing: With a small group of 2-3 children provide the opportunity for them to practice throwing or rolling the ball to one another. Allow the children to select what method of passing they would like to use and invite them to join you as you model passing the ball around the group. • Nature walk: Provide the children with “nature walk” bags that can be reused as well as magnifying glasses. Invite the children to investigate natural items they find on the walk, such as twigs, pine cones, leaves, bark, seed pods, weeds, rocks, etc. by using a magnifying glass, Invite children to collect items that can be added to the program’s Science Area for a deeper exploration. <p>Additional Materials: bubbles, sidewalk chalk, balls, push/pull toys, ride-on toys, blankets for infants to lie on.</p>
<p>PM Story Time 5 minutes, transitioning to nap/rest time</p>	<p>Choose books related to the topic of Our Family. 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>The Invisible String</i> by Patrice Karst • <i>Is Your Mama a LLama?</i> by Deborah Guarino • See Book List for more ideas
<p>PM Choice Time 30-60 minutes depending upon</p>	<p>Art/Writing See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •

<p>length of opening activities. <i>Note:</i> may begin while some children are still sleeping</p>	<p>Blocks/Construction See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<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>Dramatic Play See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Art/Writing</p>	<p>Library See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<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>Sand/Water/Sensory See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Library</p>	<p>Science/Discovery See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Math/ Manipulatives</p>	<p>Small Group Exploration: Math/Manipulatives</p> <ul style="list-style-type: none"> • Read one of these books: <i>A Mother for Choco</i>, <i>Are You My Mother? Or Is Your Mama a Llama?</i> (See Book List for authors) and lead a small group discussion about how Choco, Baby Bird or Llama are similar or different from the other characters they encounter in the story. Give children time to look at each page and to point, name or describe the ways that the characters are similar or different. For example, do characters have the same type of nose, fur, feathers, etc. Ask open ended questions to support children in noticing details. • Provide the children with a set of family photos and invite them to find their own family amongst the photos. Invite children to share their observations about how they are similar to and different from each of their own family members. Use words like tall, short, bigger, and smaller to help them make size comparisons. If children are interested, they can count the number of family members in photos. Have children point to each family member as they count. <ul style="list-style-type: none"> ○ Infants/toddlers: Show them pictures of their family. Have them identify the people in the pictures. Model words for family members and items children point to. Repeat and expand the phrasing they use to describe what they see.
<p>Sand/Water/ Sensory Science/Discovery</p>	

	<ul style="list-style-type: none"> • Offer children a set of toy people or animals that have different sizes and invite children to use them to create families. As children play, weave in opportunities to make size comparisons while allowing them to follow their own ideas. Encourage children to notice how some items are bigger, smaller, taller or shorter than others. If children are interested, invite them to compare two or three items side by side. Offer an additional item such as a piece of string or a block and invite children to use it to compare the size of items as they play. Notice how children respond and relate to concepts of size and length.
<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"> • The Wheels on the Bus (See Song Cards) • Roly Poly Pumpkin (See https://kcls.org/content/roly-poly-pumpkin/ for lyrics) <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • Dance to Here We Go Looby Loo or other group dance • Freeze Dance with Partner dancing (Have children choose partners they want to dance with. Adults can partner up with children needing partners or with infants/toddlers) • Collect music/songs from families that reflect their cultures. Invite children to show each other how to dance to this music. Have a dance party!

Reflection On Weekly Planner - Week One

Success

Challenge

Next Steps

Week Two: Sample Weekly Planner

Theme One: Our Community / Month Two: Self

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.

	<ul style="list-style-type: none"> • Tell children where each member of the teaching team will begin Choice Time. On the visual schedule, attach photos of the Interest Areas that are available or “open” each day. Let children choose where they want to play and accompany them to interest areas. • Infants/toddlers: Invite them to join the meeting and offer a lap to sit on or a space next to a member of the teaching team to support their participation.
<p>AM Choice Time 60 minutes</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs.</p> <p>Art/Writing</p> <p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> <p>Math/Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration</p> <p><i>Note:</i> Small Group takes place during Choice Time. Individual participation time</p>	<p>Choice Time Tips</p> <ul style="list-style-type: none"> • Choose materials that reflect the children in your program as well as their interests and abilities. • Include some materials or activities that support the weekly focus. • See Interest Areas (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.

will vary based on children's interests	Dramatic Play <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 <ul style="list-style-type: none"> • • •
	Math/Manipulatives Select materials so children can explore various math concepts as well as develop fine motor skills. <ul style="list-style-type: none"> <li style="width: 33%; text-align: center;">• <li style="width: 33%; text-align: center;">• <li style="width: 33%; text-align: center;">• <li style="width: 33%; text-align: center;">• <li style="width: 33%; text-align: center;">• <li style="width: 33%; text-align: center;">•
	Sand/Water/Sensory <ul style="list-style-type: none"> • • •
Science/Discovery <ul style="list-style-type: none"> • • • 	
AM Small Group Exploration	

	<p>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 (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"> • •
<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: 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 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</p> <p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> <p>Math/Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration</p>	<p>Art/Writing See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Blocks/Construction See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Dramatic Play See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
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	<p>Science/Discovery See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Small Group Exploration:</p>

	<p>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 Two

Success

Challenge

Next Steps

Week Three: Our Group– Sample Weekly Planner

Theme One: Our Community / Month One: Us

<p>Preparation/ Changes to Environment</p>	<ul style="list-style-type: none"> • Make fresh playdough for opening activities. See Cooked Playdough Recipes for new playdough suggestions. • Take candid photos of a child or group of children in different areas at different times of the day. Include pictures of children playing at their favorite areas, outdoors, eating lunch, napping, etc. Print out pictures for an All About Us book (see Lesson Plan). • Invite families to contribute a piece of fruit for a Friendship Fruit Salad (see PM Small Group). • Continue to collect simple recipes from families. Laminate recipes and create a family cookbook for children to use in dramatic play. • Class puzzle: laminate copies of a group photo and cut each into 2, 4 or 6 pieces (depending on your group). • Culminating Celebration: See Family Engagement Section at the end of the planner for suggestions.
<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"> • Plush baby dolls • Toy people • Mega blocks with children’s photos taped on • Busy box • Large string beads and string • Pinecones, twigs, and playdough • Soft blocks • Recycled materials, tape or glue, cardboard or cardstock • Feelings memory game
<p>Morning Meeting No more than 5-10 minutes, including transitions</p>	<p>Song</p> <ul style="list-style-type: none"> • The More We Get Together or another greeting song relevant for your children (see Song Cards). <p>Invitations to Explore</p> <ul style="list-style-type: none"> • Allow children to move around and provide an alternative activity for those who are not yet ready to participate. • Over the course of the week, highlight different interest areas and show children sample materials from each. • Describe small group activities for the day and show materials as needed. • 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</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 scissors, scraps of paper, tape/glue, ribbon, yarn, foam shapes, coffee filters, etc. to the art area. Invite the children to use the materials freely. • Add contact paper sticky side up on an easel or wall space. Invite the children to add pictures, scrap paper, tissue paper, magazine cuttings, etc. Allow all the children to have an opportunity to add to the collage as they desire. Consider using painters’ tape as a frame around the picture. Consider adding notes detailing what the children have shared as they add to the collage. • Add a pumpkin along with colored markers, golf tees, toy hammers and rubber bands. Invite children to explore the materials. Children may choose to write on the pumpkin as well as explore the golf tees, hammer and rubber bands. <ul style="list-style-type: none"> ○ For infants and toddlers, offer mini pumpkins, dot stickers and nontoxic markers. Invite children to freely explore the materials.

<p>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. • As children create structures with the blocks, invite them to notice how many blocks they are using by pointing to or touching each block as they count. Point out that the blocks have different shapes and invite children to explore how they can use each type of block. Encourage children to add details to their structures and observe how intentionally they are using the materials. Allow children to explore at their own pace and talk with them about the way they use the materials as well as about the structures they create. <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"> • Add dolls that represent various skin tones and ethnicities, stuffed animals, blankets, bottles, etc. • Add toy food, cooking utensils, plates, pots, pans, tablecloth, etc. Add a cookbook with recipes families have shared (see Preparations for ideas) • Ask children if they would like to pretend to go shopping to buy fruit or another snack for their friends. Observe what they do and let them know that eating together and preparing food for each other is a way to build community. If children are not interested in pretending to shop or prepare a meal allow them to play as desired. <hr/> <p>Library</p> <p>Choose books related to the topic of Our Group. 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>The Color of Us</i> by Karen Katz • <i>Baby Faces</i> by DK • 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"> • Diaper wipe box with scarves inside • Pounding toys' • Toy telephone • Shape sets • Peg boards with numbers • Laminated photos of the group photo cut

	<p style="text-align: center;">into 2, 4, or 6 pieces</p> <hr/> <p>Sand/Water/Sensory</p> <ul style="list-style-type: none"> • Sand or water sensory play: add sifters or colanders, measuring cups and pretend fruits or vegetables. • Add clean soil to a sensory bin along with scoops, natural items and toy people or animals. <hr/> <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. <hr/> <p>Small Group Exploration: Art/Writing</p> <ul style="list-style-type: none"> • Group Mural: Tape large paper to a child size table. Place different colored markers or crayons inside a container and invite children to choose which color to use. <ul style="list-style-type: none"> ○ Infants and Toddlers: Provide washable markers for older infants and toddlers who may need tools that require less pressure to mark the paper. • Encourage children to draw or scribble in a designated space on the page. Children may wish to start drawing or blending their pictures together as they become more comfortable. Invite the children to swap colors and move around the table to draw and create on different sections of the paper that are blank. Ask the children open ended questions about their drawing. When done, hang up the mural to display it for children and their families. Consider adding photos and quotes to the display to document the creative process and include this in your culminating celebration. <ul style="list-style-type: none"> ○ <i>How does it feel to make a mural with your friends?</i> ○ <i>What did you like/dislike about working with your friends?</i> • All About Us Photo Book (See Lesson Plan).
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<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"> • If You're Happy and You Know It • If You're Wearing Something Blue, Clap Your Hands (Sung to the tune of "If you're Happy and You Know it") Change the colors and movement for each verse.
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	<p>Activities (choose based on children’s interests):</p> <ul style="list-style-type: none"> • Parachute Play (See Parachute Play Ideas) • Dance the Hokey Pokey • Scarf dancing to music (choose music from different cultures in your program)
<p>AM Story Time and Books for the Week 5-10 minutes</p>	<p>Choose books related to the topic of Our Group. 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"> • What I like About Me by Allia Zobel Nolan • I’m Gonna Like Me: Letting Off a Little Self-Esteem by Jamie Lee Curtis • 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"> • Shadow Tag: Invite children to find each other's shadow and play tag by tagging the shadow. • Chalk tracing: Invite the children to trace each other's shadows using sidewalk chalk. • Neighborhood walk: Take a neighborhood walk to a local fruit stand or supermarket to purchase a variety of fruits for the friendship fruit salad. Explain that they will be working as a group to create something that everyone can eat. <p>Additional Materials: bubbles, sidewalk chalk, balls, push/pull toys, ride-on toys, blankets for infants to lie on.</p>
<p>PM Story Time 5 minutes, transitioning to nap/rest time</p>	<p>Choose books related to the topic of Our Group. 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>Clap Your Hands</i> by Lorinda Bryan Cauley • <i>My Friends, Mis Amigos</i> by Taro Gomi • See Book List for more ideas
<p>PM Choice Time</p>	<p>Art/Writing See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •

<p>30-60 minute, depending on length of opening activities <i>Note:</i> may begin when some children are sleeping</p>	<p>Blocks/Construction See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<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>Dramatic Play See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Art/Writing</p>	<p>Library See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<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>Sand/Water/Sensory See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Library</p>	<p>Science/Discovery</p> <ul style="list-style-type: none"> • •
<p>Math/Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration</p>	<p>Small Group Exploration: Science/Discovery</p> <ul style="list-style-type: none"> • Oobleck (see Lesson Plan). Invite children to work together to experiment with different consistencies as they create the Oobleck. • Friendship Fruit Salad: Have children participate in peeling and slicing fruits bought during walk to the fruit stand or shared by families. Children will need paper plates and plastic knives to cut fruit and a bowl to place the fruit in. Discuss the different fruits they have shopped for and eaten with their families. Demonstrate how to safely cut or peel the fruit, offering support as needed. Allow children to taste the fruits as they are slicing them and ask them which fruit, they like the best. <i>Note: be sure to have children wash hands before cutting and adding fruit to the bowl for the fruit salad.</i> Invite children to record their preferences by stacking a block next to a picture of the fruit or by creating a chart. Note: you can create a simple chart by drawing a picture of each type of fruit on top of a piece of paper and inviting children to place a dot sticker or make a mark underneath the

	<p>picture of their favorite fruit. If desired, you can also add children’s names underneath their choices. Display the chart and refer back to it as you serve the fruit salad or have fruit with other meals.</p> <ul style="list-style-type: none"> ○ Infants/Toddlers: Place 2 different fruits at a time on a plate for Infants and toddlers to explore. Encourage them to touch, smell and taste the fruits. Include infants and toddlers as you record the children’s preferences. • Consider making a recipe shared by families or one of your own recipes as part of the week’s meal plan and invite children to help prepare in any way they can.
<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:</p> <ul style="list-style-type: none"> • Mi Cuerpo/My Body Makes Music by Gil Raldiris • I Like to Eat Apples and Bananas <p>Activities (choose based on children’s interests):</p> <ul style="list-style-type: none"> • Simon Says: Invite children to take turns leading the activity. • Yoga Poses (see Month 2 Week 3) • Bubble Dancing: Play music from different cultures in your program and blow bubbles for children to dance in and pop.
<p>Family Engagement</p>	<p>Culminating Celebration- Optional but recommended</p> <p>Culminating Celebrations offer an opportunity for children and families to reflect on how children have learned about themselves and each other as they explored the theme of Our Community. Revisiting activities, creating dramatic play scenarios or reviewing artwork or photos of the children engaged in play allows children to experience a sense of mastery and see evidence of their own growth. Sharing experiences, observations and documentation with families helps them to see how play-based exploration supports children’s development and learning. While Culminating Celebrations can be a wonderful way to connect with families, they are optional. You may find other ways to share your observations about children’s growth and learning with families on an on-going basis.</p> <p>Here are a few suggestions if you decide to offer a Culminating Celebration:</p> <p>Option One: Family Sing-Along - Invite families into the classroom for an opportunity to sing some of the children’s favorite songs, rhymes and fingerplays and share songs that are special to each family. Prepare song charts with lyrics for the songs you will sing at the event so families can engage in singing with the children. Invite families to share the lyrics to their favorite songs (in their home language) in advance and prepare a chart or page with these as well. Be sure to send song lyrics home with families after the event so they can continue to sing these songs together.</p> <p>Option Two: Family Potluck - Invite families to a potluck to share a favorite dish and to get to know each other better. Offer them the opportunity to join their child in a favorite activity or share photos and samples of what the children have been exploring as they learned about themselves and each other.</p> <p>Option Three:</p>

Create a newsletter with photos, song lyrics, recipes and a description of how children learned about themselves and each other through various activities in the curriculum.

Reflection On Weekly Planner - Week Three

Success

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Challenge

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Next Steps

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Week Four: Sample Weekly Planner

Theme One: Our Community / Month One: Us

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.</p>	<p>Art/Writing See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •

<p><u>Note:</u> may begin while some children are sleeping.</p>	<p>Blocks/Construction See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<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 Art/Writing</p>	<p>Dramatic Play See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Blocks/Construction Dramatic Play</p>	<p>Library See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Library 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 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 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"> • • •

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

Success

Challenge

Next Steps

Suggested Books for Month Three

ELOF Goal: Approaches to Learning

***A Mother for Choco* by Keiko Kasza**-Choco searches for a mother.

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

***Peter's Chair* by Ezra Jack Keats**-Peter's new baby sister has arrived.

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

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

***When I am/Cuando Estoy* by Gladys Rosa-Mendoza**-Children give examples of what they do when they are feeling different ways.

ELOF Goal: Cognition

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

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

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

***The Family Book* by Todd Parr**- No family is exactly alike, here is a group of many different families.

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

ELOF Goal: Social/Emotional Development

***Feelings* by Alike**- We have all kinds of feelings, we can't see them, but we can feel them!

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

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

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

***Two Homes* by Claire Masurel** (Soc Emo)- Alex shares his experiences when he's with Daddy, and when he's with Mommy. Sometimes parents live in two different homes.

***We Belong Together* by Todd Parr** (Adoption)-Some families adopt children to share their home and to share their heart!

ELOF Goal: Language and Literacy

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

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

***My Friends, Mis Amigos* by Taro Gomi**-A little girl has learned how to move her body from a group of very special friends.

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

***The Napping House* by Audrey Woods**-It's a rainy day, and everyone is napping. Where is everyone going to sleep?

ELOF Goal: Perceptual, Motor, and Physical Development

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

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

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

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

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

***On Your Way* by John Coy**- Baby is taking his first steps, how long will it take him before he can walk without mommy's help?

Month One Song Cards

<p>The More We Get Together</p> <p><i>(Use the names of the children in your group and continue until you have included everyone)</i></p> <p>The more we get together, together, together, The more we get together, The happier we'll be.</p> <p>With <u>Joey and Maria, and Yamir and Sasha,</u> The more we get together, The happier we'll be.</p>	<p>Where is Thumbkin?</p> <p><i>(Hide both hands behind your back)</i> Where is Thumbkin? Where is Thumbkin? Here I am. <i>(Bring out one hand with thumb up)</i> Here I am. <i>(Repeat with the other hand)</i> How are you today, sir? <i>(Move one thumb as if talking)</i> Very well, I thank you. <i>(Move other thumbs as if talking)</i> Runaway. <i>(Move one hand behind back)</i> Runaway. <i>(Move other hands behind back)</i> <i>Repeat with each finger:</i> Where is pointer? <i>(use pointer finger)</i> Where is tall man? <i>(use middle finger)</i> Where is ring man? <i>(use ring finger)</i> Where is pinkie? <i>(use pinkie finger)</i> Where is the family? <i>(wiggle fingers on each hand)</i></p>
<p>The Wheels on the Bus</p> <p><i>Use a different motion for each verse.</i></p> <p>The wheels on the bus go round and round, Round and round, Round and round. The wheels on the bus go round and round. All over town.</p> <p><i>Repeat with other verses such as: wipers go swish, swish, swish; horn goes beep, beep, beep; doors go open and shut; windows go up and down; people go in and out; driver says move on back; babies go wha, wha wha; mommies (daddies, grandmas, etc) go shh, shh, shh...</i></p>	<p>If You're Happy and You Know It</p> <p>If you're happy and you know it, clap your hands! <i>(Clap clap)</i> If you're happy and you know it, clap your hands! <i>(Clap clap)</i> If you're happy and you know it, then your face will surely show it. If you're happy and you know it, clap your hands! <i>(Clap clap)</i></p> <p>If you're excited and you know it, shout Hooray! <i>(Hooray hooray)</i></p> <p>If you're angry and you know it, stomp your feet!! <i>(Stomp stomp)</i></p> <p>If you're tired and you know it, rub your eyes. <i>(Rub, rub)</i></p> <p><i>What other feelings and actions would children like to do?</i></p>

Lesson Plans

Movement Dice Game

Objective

Children will develop their gross motor skills and their ability to follow instructions.

ELOF Goals

IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.

IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.

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

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

Materials

Cube shaped tissue box, old newspaper, images of children showing different movements (magazine, website, drawings, etc.), construction paper, clear contact paper, scissors, tape, and a marker.

Ahead of time

1. Fill the tissue box with crumpled up newspapers to make it sturdier.
2. Completely wrap the tissue box with colorful construction paper. Cut out 6 images of children in motion, such as jumping, touching toes, skipping, running, hopping on one foot, spinning, etc.
3. Glue each image to a side of the cube and label the movement underneath the photo.
4. Cover with clear contact paper for durability.

During Outdoor/Indoor Activity

1. Invite children to look at the images on the movement die. Ask them if they recognize what the child is doing in each picture.
2. Read the label for each image and invite the children to complete the corresponding movement.
3. Explain that while playing the game, each child will have the opportunity to toss the die and that the group will complete the movement shown that is facing up.
4. Model tossing the die on the ground, state the name of the movement shown that is facing up. Join the children in completing the movements on the die.

Creating an Inclusive Environment

- **Infant and Toddlers:** Give infants and toddlers the opportunity to toss dice. Create a safe place for them to join in exploring movements. They may mirror the older children or make up their own moves. Encourage them to clap with you while counting the amount shown on the number dice.
- For children with mobility challenges, create a movement die that reflects moves they can successfully make. Assist any children that may have limited balance due to age or ability.

Extension Activities

- Add a second die with numerals and corresponding dots from 1-6. Explain to the children that they will complete the movement as many times as the numeral shown facing up indicates. The dice can be tossed at the same time by two different children. For example, if one die shows an image of a child jumping and the other die shows the numeral 4, everyone jumps 4 times. Join the children so that you can model and support them in identifying the numeral and in counting out their movements.

Observations and Planning

- € Did the children show interest in this activity?
- € Were the children actively engaged in this activity and for how long?
- € What adaptations, if any, were needed?
- € How might you expand on the activity next time?

Making Playdough

Basic Cooked Playdough

Prepare play dough in advance. Add food coloring or liquid watercolor to water while preparing dough OR divide cooked dough into portions and place each portion in a resealable bag. Add drops of coloring to each portion, seal the bag and have children squeeze colors into dough.

Ingredients	Materials	Directions
4 cups flour 2 cups salt 4 tablespoons vegetable oil 4 cups water Liquid food coloring	Large saucepan Measuring cups Measuring spoons Wire whisk (optional) Wooden spoon Resealable plastic bag	<ol style="list-style-type: none"> 1. In large bowl, combine all ingredients and whisk or stir until smooth. 2. Cook over medium heat, stirring constantly until mixture forms a stiff dough and starts to pull away from the side of the pot. 3. Remove from heat and let dough cool on a plate or tray. 4. Knead until smooth when cool enough to touch. Note: <i>Children enjoy kneading warm dough</i> 5. Store playdough in a sealed bag or airtight container. (Keeps for several weeks.)

Fruity Playdough

Ingredients	Materials	Directions
4 cups flour 4 tablespoons cream of tartar 2 cups water 2 tablespoons vegetable oil 1 cup salt 1 package unsweetened drink mix (such as Kool-Aid, Crystal Lite, etc.)	Medium saucepan Measuring cups Wooden spoon Resealable plastic bag	<ol style="list-style-type: none"> 1. In medium saucepan, combine all ingredients and cook over low heat, stirring constantly. 2. Stir until dough becomes stiff and forms a ball that pulls away from the sides of the pot. 3. Remove from heat and let dough cool on a plate or tray. 4. Knead until smooth when cool enough to touch. Note: <i>Children enjoy kneading warm dough</i> 5. Store playdough in a sealed bag or airtight container. (Keeps for several weeks.)

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

All About Us Book

Objective

Children will make connections between oral language and written language while creating a book about themselves and their friends.

ELOF Goals

Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.

Goal IT-LC 2. Child learns from communication and language experiences with others.

Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.

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

Materials

Photos of the children participating in various activities during different times of the day, tape, marker, book rings, hole puncher, and any of the following: contact paper/page protectors/laminator to protect sheets of paper.

Ahead of Time

1. Take photos of the children engaging in a variety of activities throughout the program day. These photos can include routine specific photos, such as washing hands or cleaning up. They can also include photos of children playing at their favorite areas both indoors and outdoors.
2. Tape each photo onto a 4x6 sheet, leaving space below the photo for a short sentence that will be written based on children's feedback.

During Small Group

1. Tell the children that you will be sharing photos of them and their friends playing at the program.
2. As they look at the photos, ask the children to say a few words about what they see (in English or in their home language). Ask them if they recognize the person in the photo.
3. Under each photo, *write down exactly* what the children say.
4. Once all photos have descriptive sentences written below them, place each page inside of a protective material that will allow children to manipulate the book independently (Ex: sheet protector, laminate pages, or clear contact paper).
5. Create a book cover with the title: *All About Us, by the children in* (Name of program)

Creating an Inclusive Environment

- **Infants and Toddlers:** Give infants and toddlers the opportunity to explore the photos with adult supervision. Name the children that infants and toddlers may point to while exploring. Model the language used to describe what the child is doing in the photos. (Ex.

“That is Jane. Jane is washing her hands.” “And that is John. He’s building with blocks.”) Laminating or covering photos in clear contact paper may help make them more durable.

- Encourage multilingual learners (children who speak more than one language) to use their home language to describe what they see in the photos. Take this opportunity to learn some words in those languages for future use.

Extension Activities

1. Collect photos of a particular child who may be interested in creating a book titled *All About Me*. Include drawings and creations made by the child.
2. Allow children to use staplers and smaller pages (2X3) to create their own books.
3. Place any extra photos, tape, paper in the writing/art area for children to create books during choice time.
4. Create a book that shows children engaging in each part of your daily routine to capture what happens over the course of the day.

Observations and Planning

- Did the children show interest in this activity?
- Were the children actively engaged in this activity and for how long?
- What adaptations, if any, were needed?
- How might you expand on the activity next time?

Parachute Play

Materials: small parachute or sheet; balls or stuffed animals.

Waves: Invite children to hold the edges of the parachute and have adults' space themselves around it. Have children lift the edges up and down to make waves. Allow children to run underneath the parachute and play hide and seek by gently lowering the parachute until it touches their heads.

Pop Goes the Weasel: Invite children to take turns sitting in the middle of the parachute. As you lead children in the song "Pop Goes the Weasel" have the rest of the group walk in a circle to gently spin the parachute. When you get to the words "Pop goes the weasel!", have the children shake the parachute and then switch who sits in the middle.

Ball Bounce: Place one or more soft balls on the parachute and have children raise and lower the parachute to bounce the balls.

Color Bounce: Place a ball on the parachute and have children take turns calling out a color name and then try and bounce the ball till it lands on that color.

Teddy Bear Bounce: Place a teddy bear or other small stuffed animal on the parachute and have children raise and lower the teddy bear to bounce it around.

Ring Around the Rosie: Sing Ring Around the Rosie while having children walk in a circle holding onto the parachute. Lift and lower the parachute so that they can hide under it when they sing "We all fall down."

Big Breath: Finish by having children take a big breath in as they help lift the parachute up high and then blow a big breath out as they lower their arms and let go of the parachute.

Infants and Toddlers: Invite them to join in by assisting them in holding onto the parachute if desired. Allow them to hide under and sit on the parachute. Some children prefer observing this activity at first.

Oobleck

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

Ingredients	Materials	Directions
2 cups of cornstarch 1 cup of water Note: amounts may vary depending upon desired consistency.	Baking dish or tray Measuring cups Spoon or craft stick Resealable plastic bags (to carry mixture home.)	1. Pour 2 cups of cornstarch into the baking dish or tray. 2. Slowly add water 3. Mix the contents with the spoon or with your hands until you get the desired consistency. 4. Now it's time to explore and play!

During Small Group

1. Introduce each ingredient. Encourage children to touch and feel the water and cornstarch. *Note: It may be helpful to go clockwise around the table so that each child can have a turn in a predictable sequence.* Engage children in discussion by asking open ended questions:
 "How does the cornstarch feel?" (offer descriptive words if needed, such as soft, dry, smooth, sticky, chalky, etc.)
 "How does the water feel?" (offer descriptive words if needed, such as wet, warm, cool, soft, etc.)
2. Invite children to participate in the pouring of cornstarch into the baking dish or tray and encourage them to take turns pouring in the water. Let the children know when they will have a turn and make sure each child who wants to can add a portion of the ingredients. To make the process more child centered, encourage children to decide how much water they think they will need to get the consistency they want.
3. Invite children to use their hands, a spoon or craft sticks to combine the ingredients. Engage children in conversation throughout the mixing process.
 "What do you think will happen when you mix water with cornstarch?"

"Do you think the mixture will be wet like water or dry like cornstarch?"

4. Allow children to explore the oobleck with their hands, spoons or craft sticks. Observe their actions and engage them in conversations to see what they notice and how they feel.

"How does the oobleck feel?" "How is your oobleck different from your friend's?"

"What happens when you move the craft stick around in the oobleck? Does it move like water or does it leave a path behind?"

"What happens when you pat the oobleck? Does your hand stay on top or sink into the oobleck?"

"What happens when you try to hold a hand full of oobleck in your hands?"

Creating an Inclusive Environment

- **Infants:** Infants can participate in creating the oobleck by sitting with the group on an adult's lap. With adult guidance, infants can help add ingredients and explore with their hands. Some may prefer watching what the other children are doing with the oobleck.
- Provide resealable plastic bags for children who may not feel comfortable with handling the oobleck with their bare hands.
- Have resealable plastic bags available for each child to bring some of the oobleck home. Print out the Oobleck recipe for families to make at home.

Extension Activities

1. Encourage children to continue experimenting by adding different amounts of cornstarch and water. They can then observe and discuss how it changes the mixture's consistency.
2. Add materials such as cups, toy hammers, potato mashers, and whisks so that children can explore how the oobleck changes from liquid to solid depending upon the item used.
3. Add drops of food coloring to the mixture and have children observe what happens.
4. Add toys such as cars or toy animals to add opportunities for dramatic play.

Observations and Planning

- Were the children actively engaged in this activity and for how long?
- How did the children respond to the texture and consistency of the oobleck ingredients?
- 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?

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! - November

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 one other. How many can you do together this month? Which will you start with today?

Let's take a walk to a supermarket and see the different types of squash (pumpkin, acorn, butternut, zucchini). Let's use as many words as we can words to describe them.	Let's make a drawing together! Create anything you want, and then let's make up a story together about what you drew!	Let's tape a few pieces of paper together to make a bigger mural together. We can invite family members or friends to join in!	Let's play Freeze Dance! We'll put on some of our favorite music and dance together, and when the music stops, we freeze!
Let's make a plan to do something as a family, or together, this week. (Let your child choose and plan at least part of the activity, and talk about what materials, if any, you need.)	Let's look at a few pictures of people we care about (either prints or on a mobile device). What do we notice in these photos? Tell me about these people.	Let's make Oobleck together! We'll pour 2 cups of cornstarch and 1 cup of water in a mixing bowl or pan. Let's mix together and explore! (This can look messy, but it cleans up very easily with water!)	Will you help me set the table for a family meal? Can you put a napkin at every seat? Then one fork or spoon at every seat?
Let's turn out the lights and use a lamp or flashlight (or the light on your mobile device) to make shadows on a wall or floor. Let's see what happens when we move our bodies or hands closer to and further from the light. How else can we play with shadows?	Let's take a walk around the neighborhood together. Can we find 3 natural objects, like sticks, leaves, or rocks? We'll bring them in to show your classmates.	Let's talk about your school friends. Who did you sit next to on the rug? Who did you play with at choice time? Does anyone in your class have a name that starts with A? With J?	What is your favorite place to play at our program? What do you like to do there, or what do you like about that area?
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?			