

Let's Play!

A Relationship-Based Curriculum for Family Child Care

Month Nine: Grow

Theme Three: Our Impact



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In Month Nine: Grow, children have the opportunity to reflect on how they have grown as well as how other things grow, such as animals and plants. For example, children are invited to reflect on how they have grown over the year while creating an All About Me Book. In addition, there are many opportunities to explore how children can help make things grow, with a specific focus on plants. By exploring how to sprout and care for plants, children can discover what plants need to grow as well as how their actions can impact a plant's growth. In addition, Month Nine: Grow naturally leads to many opportunities to integrate science and math concepts across a range of activities and interest areas. For example, children can use their observational skills to measure, count and compare sizes in creative ways as they build towers, measure one another, bake muffins and document the growth of a plant.

Following children's interests is key to successful planning. The Interest Area play prompts and suggested book list for Month Nine offer a variety of ways for children to explore the idea of growth. For example, if children are more interested in how animals grow rather than in how they themselves have grown, the Sample Weekly Planners include some play prompts and suggested books that providers can use as a starting point to expand the weekly focus. By keeping the connection between caring, growth and change in mind, providers can tailor the specific weekly focus and still address the relevant developmental goals found in the ELOF.

Theme Three: Our Impact 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, you can 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: Things That Grow – Sample Weekly Planner

Theme Three: Our Impact / Month Nine: Grow

Preparation/ Changes to Environment	<ul style="list-style-type: none">• Laminate photos of medical workers, doctor’s offices, hospitals, veterinarians, and animal clinics and post them in the Dramatic Play area.• Collect baby pictures of the children currently attending the program. Create one set of name cards with children’s baby photos and name and another set of name cards with current photos of children and their name. Laminate cards for durability.• Create a set of matching game/memory cards with images of baby and adult animals. Glue an image of a baby animal onto an index card and make a corresponding card with a grown up animal. Laminate for durability. Add to Opening Activities and use for Music and Movement.• Invite family or community members who work in the healthcare field or work with animals to visit the program in person or virtually to talk about their work and to share any materials related to their job that children could safely explore. Based on children’s interests, consider arranging a visit to a nearby site where they can see the workers in action, such as a local medical or animal clinic.• Consider ordering a butterfly garden kit for Month 10 if possible.									
Opening Activities 20-60 minutes	<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><u>Note</u></i>: check size of items to avoid a <i>choking hazard</i>. Allow children to explore other materials as desired. Support them in putting materials away before choosing additional materials to reduce clutter.</p> <table><tr><td>• Pop-up toy</td><td>• Chalkboard and chalk</td><td>• Zipper, buttons, snaps</td></tr><tr><td>• Puzzles with knobs</td><td>• Stroller and baby doll</td><td>• Linking cubes</td></tr><tr><td>• Toy animals of different sizes, including adult and baby animals</td><td>• Clean soil and plastic plants or flowers</td><td>• Matching game/memory cards with adult animals and their babies</td></tr></table> <p><i><u>*Note:</u> Glue stick caps can be a choking hazard to younger children therefore they should be removed prior to use.</i></p>	• Pop-up toy	• Chalkboard and chalk	• Zipper, buttons, snaps	• Puzzles with knobs	• Stroller and baby doll	• Linking cubes	• Toy animals of different sizes, including adult and baby animals	• Clean soil and plastic plants or flowers	• Matching game/memory cards with adult animals and their babies
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• Puzzles with knobs	• Stroller and baby doll	• Linking cubes								
• Toy animals of different sizes, including adult and baby animals	• Clean soil and plastic plants or flowers	• Matching game/memory cards with adult animals and their babies								
Morning Meeting No more than 5-10 minutes, including transitions	<p>Song (see Song Cards) We Are Growing and We Know It or another greeting song relevant for your children.</p> <p>Invitations to Explore</p> <ul style="list-style-type: none">• Allow children to move around and provide an alternative activity for those who are not yet ready to participate.									

	<ul style="list-style-type: none"> Over the course of the week, highlight different interest areas and show children sample materials from each. Describe small group activities for the day and show materials as needed. Tell children where each member of the teaching team will begin Choice Time. On the visual schedule, attach photos of the Interest Areas that are available or “open” each day. Let children choose where they want to play and accompany them to interest areas. Infants/toddlers: Invite them to join the meeting and offer a lap to sit on or a space next to a member of the teaching team to support their participation.
<p>AM Choice Time 60 minutes</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs.</p> <p>Art/Writing</p> <p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> <p>Math/ Manipulatives</p> <p>Sand/Water/Sensory</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 mirrors and skin toned colored pencils or markers and encourage children to freely create self-portraits. If desired, provide infants and toddlers with dry erase markers that they can use to “trace” or make marks on the mirror while looking at their reflections. Add laminated name cards with first name and baby photo along with writing materials. Invite the children to find their photo as they explore the cards. If desired the children can trace their photos and/or their names with a dry erase marker or use drawing materials to freely explore drawing and writing. Over the course of the week add laminated name cards with current photos of the children and invite children to compare the photos and notice how they have grown. Add glue to paint and assorted materials collage <p><i>Note: Writing and drawing may be in the form of scribbles, lines, marks on the paper, and/or letters.</i></p>

<p>Science/Discovery</p> <p>Small Group Exploration</p> <p><u>Note:</u> Small Group takes place during Choice Time. Individual participation time will vary based on children's interests</p>	<p>Blocks/Construction</p> <ul style="list-style-type: none"> Unit blocks, homemade blocks, and/or foam blocks; include a variety of shapes. Add toy people, including adults and children, as well as adult and baby animals. <p><u>Math Invitation:</u></p> <ul style="list-style-type: none"> Invite children to create towers with you. As they build, count the number of blocks in the tower. State the number and pose the following questions: "How can we make our towers grow? What happens when we put one more block on this tower? How many blocks are in the tower now? Did our tower get larger or smaller? How do you know? Continue according to children's interests and abilities. Invite children to create different sized structures for the pretend people and animals. Encourage them to explore how they can make their structures bigger to include more people or animals. <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 photos of medical workers, doctor's offices, hospitals or animal clinics. Add growth charts, medical kits, medicine dispensers and note pads for prescriptions along with costumes or gently used clothing items to use as props for a medical office or animal clinic. Add baby dolls and items used to care for babies or toy animals and items used to care for them. Invite children to explore how they can take care of the baby dolls or toy animals to help them grow. Engage children in conversations about what other props they might need to act out their scenarios. Add photos of the children as babies. Invite them to look at themselves in the mirror and discuss how they have grown/changed since that photo was taken. Encourage children to pretend to be babies. How do babies move? Communicate? Eat? Sleep? <hr/> <p>Library</p> <p>Choose books related to the topic of Things That Grow. 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>Up to My Knees</i> by Grace Lin <i>Once I Was A Pollywog</i> by Douglas Florian See Book List for more ideas
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Math/Manipulatives

Select materials so children can explore concepts of size, shape, and quantity as well as develop fine motor skills.

- Plastic links
- Shape sorters
- Toy tape measure and linking cubes
- Tangrams
- Twigs or pieces of string of various sizes and rulers
- Cut up pool noodles and shoe string or lanyard

Math Invitation:

- See Blocks/Construction and AM Small Group Exploration

Sand/Water/Sensory

- Add potting soil to individual plastic cups or a plastic bin. Invite children to sprinkle grass seeds over potting soil and then spray the seeds with water. Place the cups or container near a sunny window and insert a craft stick to use for measuring growth. Add spray bottles with water, magnifying glasses, a marker and drawing materials. Invite children to spray the soil daily. Once the grass sprouts, invite them to measure growth by making a line on the craft stick that matches the length of a blade of grass. If desired, children might also want to draw what they see to document the growth of the grass. Once the grass grows a few inches, invite children to trim it with scissors. Add toy animals or insects for further exploration.
- Add a balance scale and assorted loose parts. Invite children to explore what happens as they add and take away items. What happens when they use items that are all alike? What happens when they use different types of items?

Science/Discovery

- Add a simple weather chart and invite children to look out the window and mark the type of weather on the chart. Add dress up puzzles with different types of clothing and invite children to choose the type of clothing that matches the weather. *Note:* allow children to change the markings on the chart over the course of the day to reflect what they see outside the window. Invite children to think about how choosing weather appropriate clothing helps them to care for their bodies and engage them in conversation about the choices they make.
- Add a basket of assorted fruits that have different textures to explore, such as unsliced kiwi fruit, dragon fruit, whole pineapple, grapefruit, lime, etc. along with magnifying glasses and drawing materials. Invite children to explore the fruits using their eyes and hands. Ask children open ended questions about what they notice about each fruit and invite them to make a drawing to show particular details they notice. *Note: Writing and drawing may be in the form of scribbles, lines, marks on the paper, and/or letters.*

Small Group Exploration: Math/Science

- Have children use different materials to measure each other. Children can take turns laying on the floor while other children use blocks, unifix cubes, string, etc. to measure them. Encourage children to make predictions about how many blocks, markers, etc. they think they will need to measure each child. Compare predictions made to the actual amount needed. Did they need more? Less?
- Invite children to go on a scavenger hunt in the program to find something smaller than they are and something bigger than they are. Have them measure the items using blocks, connecting cubes, string, etc.

	<ul style="list-style-type: none"> Involve children in making muffins. Children can participate by measuring, pouring, and mixing ingredients. Have them observe the changes in the mixture as the ingredients are combined. Pose open ended questions such as, “What do you think will happen once the wet ingredients are added?” “What do you think the muffins will look like once they are taken out of the oven?” Invite children to measure how high the batter is in the muffin tin before and after baking so they can check to see if the muffins grew during baking.
AM Music and Movement 10 minutes	<p>Choose songs and activities to build body awareness and spatial awareness skills. End with a quiet song, fingerplay or movement activity. 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"> When I Was One (See Song Cards) Old MacDonald Had a Farm <p>Activities (choose based on children’s interests):</p> <ul style="list-style-type: none"> Provide instruments for children to explore and move with while singing a favorite song. Invite children to explore ways to make the music softer and then grow louder. Offer children scarves to dance with as they listen to favorite music. Invite them to crumple up the scarves into a ball and to then toss them and watch them spread out and grow bigger. Invite children to pretend they are baby animals and grown-up animals. Use the matching/memory card game images as a visual reference. Join children in acting out how the baby and adult animals might move.
AM Story Time and Books for the Week 5-10 minutes	<p>Choose books related to the topic of Things That Grow. 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 Watermelon Seed</i> by Greg Pizzoli <i>How Kids Grow</i> by Jean Marzollo See Book List for more ideas
Outdoor Play 60 minutes	<p>Go outside daily as weather permits. Give children the opportunity to engage in self-led play as well as group activities. Allow children to explore materials freely.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Baby Steps and Giant Steps: Invite children to pretend they are babies by taking very small steps to get from one place to the other. Use chalk to mark two lines about three feet apart. How many steps does it take them to get from one line to the other? Then invite them to pretend they are giants and to take giant, wide steps to get from one line to the other. How many steps did that take? What other kind of steps or movements can they make to get from one line to another? How many of those steps or movements did it take? Bubble play: Consider bringing bubbles and wands outside. Invite the children to experiment with blowing. Consider bringing various size wands. Engage the children in conversation about the different size bubbles. Invite the children to take turns blowing and popping.

	<ul style="list-style-type: none"> Crayon nature rubbings; Consider bringing unwrapped crayons and paper outside. Invite children to find natural items such as leaves, grass, or bark that they can place under the paper and then rub over with a crayon to make a print. Engage the children in conversation about the details of the object. <p>Additional Materials: balls, sidewalk chalk, push/pull toys, toy construction or other vehicles, hula hoops, scarves for peek a boo etc.</p>
PM Story Time 5 minutes, transitioning to nap/rest time	<p>Choose books related to the topic of Things That Grow. 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 Birthday Box</i> by Leslie Patricelli <i>You Are One</i> by Sara O'Leary See Book List for more ideas
PM Choice Time 30-60 minutes depending upon length of opening activities. <u>Note:</u> may begin while some children are still 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 Blocks/Construction Dramatic Play	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">
	Library See AM choice time for ideas. <ul style="list-style-type: none">
	Math/Manipulatives See AM choice time for ideas. <ul style="list-style-type: none">
	Sand/Water/Sensory See AM choice time for ideas. <ul style="list-style-type: none">

Library	<ul style="list-style-type: none"> •
Math/ Manipulatives	Science/Discovery See AM choice time for ideas. <ul style="list-style-type: none"> • •
Sand/Water/ Sensory Science/Discovery	Small Group Exploration: Art/Writing <ul style="list-style-type: none"> • All About Me book (see lesson plan)
PM Music and Movement 10 minutes	<p>Choose songs and activities to build body awareness and spatial awareness skills. End with a quiet song, fingerplay or movement activity. 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"> • The Ants Go Marching (See Song Cards) • John, Jacob, Jingleheimer Schmidt <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • Parachute Play: See Months 3 and 7 for suggestions. Explore ways to make the parachute become smaller and then grow larger. • Simon Says Count and Move: lead children in a game of Simon Says where you choose a number and then ask children to repeat a movement, such as "Simon says, clap your hands 3 times." Vary the numbers (ex. 1 to 10) and actions (ex. tapping knees, shaking head, raising one arm, stomping, hopping, twirling, etc.). Consider using cards with a number and/or holding up your fingers to provide a visual reference for the number. Adjust the pacing and actions to meet the interests and needs of the children and support all attempts to join in. Invite children to take turns leading the activity if desired. • Play music with slow and fast tempos. Switch between both tempos and provide children with scarves to wave around and move their bodies to the tempo that they hear.

Reflection On Weekly Planner - Week One

Success

Challenge

Next Steps

Week Two: Sample Weekly Planner

Theme Three: Our Impact / Month Nine: Grow

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?

Preparation/ Changes to Environment	<ul style="list-style-type: none">•••									
Opening Activities 20-60 minutes	Arrival Activities Pick two or three materials each day that reflect the children in your program as well as their interests and ages. <i>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. <table><tr><td>•</td><td>•</td><td>•</td></tr><tr><td>•</td><td>•</td><td>•</td></tr><tr><td>•</td><td>•</td><td>•</td></tr></table>	•	•	•	•	•	•	•	•	•
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Morning Meeting No more than 5-10 minutes, including transitions	Song <ul style="list-style-type: none">• Invitations to Explore <ul style="list-style-type: none">• Allow children to move around and provide an alternative activity for those who are not yet ready to participate.• 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><u>Note:</u> 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><u>Note:</u> check size of items to avoid a choking hazard.</i> • Add photos of the children to different interest areas for children to incorporate into their play. • Give children the opportunity to follow their own interests and explore materials freely. Allow children to explore other materials as desired. • Support them in putting materials away before choosing additional materials to reduce clutter. • Support children's exploration by sitting alongside them and joining in conversations about what they are doing. Follow children's lead and share ideas for expanding their play if needed. <ul style="list-style-type: none"> ○ Look for opportunities to connect children's play to the weekly focus and to their own lives. ○ Encourage children to problem-solve as needed. ○ Consider inviting children to think of additional roles to expand play as they act out scenarios. <p>Art/Writing</p> <ul style="list-style-type: none"> • • • <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"> • •

	<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.</p>

	<p>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>

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 on length of opening activities <i>Note:</i> may begin when 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 Blocks/Construction Dramatic Play Library Math/Manipulatives Sand/Water/Sensory Science/Discovery Small Group Exploration	Art/Writing See AM choice time for ideas. <ul style="list-style-type: none"> • •
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	Science/Discovery See AM choice time for ideas. <ul style="list-style-type: none"> • •
	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>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: How Things Grow – Sample Weekly Planner

Theme Three: Our Impact / Month Nine: Grow

Preparation/ Changes to Environment	<ul style="list-style-type: none"> • Create a measuring board: Draw 3 or 4 lines of various lengths on a piece of cardboard and write the question: How long is each line? Note: try lining up some counting bears or other items for counting and adjust the sizes of the lines as needed. (See Introduction to Theme 3 Appendix B for an example). Add to the Math/Manipulatives area. • Ask families to donate empty deodorant roll-on bottles for the art area, if needed. To fill with paint, slide a knife between the roller ball and the casing to pop out the roller ball. Clean the ball and container thoroughly, fill with paint and pop the roller ball back into place. Shake the bottle and then slide the roller ball over paper until the paint flows smoothly. • Consider ordering a butterfly garden kit for Month 10 if needed.
Opening Activities 20-60 minutes	<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"> • Cloth/vinyl books • Pull toys • Adult and baby toy animals • Magnetic tiles • Hammer & pounding toys • Playdough with plastic plants or flowers • Slinky toys • Adult and baby animal matching/memory game • Magnifying glass & insect props <p><i>*Note: Glue stick caps can be a choking hazard to younger children therefore they should be removed prior to use.</i></p>
Morning Meeting No more than 5-10 minutes, including transitions	<p>Song (see Song Cards) We Are Growing and We Know It or another greeting song relevant for your children.</p> <p>Invitations to Explore</p> <ul style="list-style-type: none"> • Allow children to move around and provide an alternative activity for those who are not yet ready to participate. • Over the course of the week, highlight different interest areas and show children sample materials from each. • Describe small group activities for the day and show materials as needed. • Tell children where each member of the teaching team will begin Choice Time. On the visual schedule, attach photos of the Interest Areas that are available or “open” each day. Let children choose where they want to play and accompany them to interest areas.

	<ul style="list-style-type: none"> • Infants/toddlers: Invite them to join the meeting and offer a lap to sit on or a space next to a member of the teaching team to support their participation.
<p>AM Choice Time 60 minutes</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs.</p> <p>Art/Writing</p> <p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> <p>Math/Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration <u>Note:</u> 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. <u>Note:</u> check size of items to avoid a choking hazard. • 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 paint 2-3 different colors in separate trays, paper, and slinky. Invite the children to dip the slinky into the paint and onto the paper. Note what the children are doing and saying as they create freely, expand on their conversations by asking open ended questions. • Add coffee filters, eye droppers and food coloring. Invite the children to explore what happens to the color once it is dropped onto the coffee filter. Engage the children in conversation about how the color spreads and grows on the coffee filter with just one drop at a time • Add dot markers (or recycled roll-on bottles filled with paint) and paper. Invite the children to create freely using the dot markers. Engage them in conversation about any noticing such as color, lines or patterns. <p><u>Note:</u> Writing and drawing may be in the form of scribbles, lines, marks on the paper, and/or letters.</p> <p>Blocks/Construction</p> <ul style="list-style-type: none"> • Unit blocks, homemade blocks, and/or foam blocks; include a variety of shapes. • Make different size squares on the floor with tape. Encourage children to use blocks to fill in the entire inside space of the square. • Invite children to create structures of their own choosing. When opportunities arise, invite children to connect their structures so that they can create larger structures. <p>Infant and Toddlers:</p> <ul style="list-style-type: none"> • Provide infants and toddlers with age-appropriate blocks. If the infants and toddlers are more interested in knocking

	<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 materials related to gardening or farming, such as pretend fruits and vegetables, pretend plants, baskets, gardening tools, seed packets, toy farm animals, toy insects, etc. and invite children to create a garden or farm where they can grow things. • Add a large box or table, cash register and writing materials. Invite children to create a farm stand or food truck to sell what they have grown. • Encourage children to consider different types of roles they can play and to problem solve if they need additional materials or props for their scenarios. <p>Library Choose books related to the topic of How Things Grow. 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>Plant the Tiny Seed</i> by Christie Matheson • <i>One Bean</i> by Anne Rockwell • 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"> • Busy box • Large pop beads • Egg cartons with numbers written on the bottom and various counting materials • Large beads, lanyard or shoestrings • Magnetic tiles on the light table • Measuring board with lines of different lengths and assorted items for children to use for measuring/counting, such as counting bears, connecting cubes, buttons, pom poms, etc. (see Preparations) <p><u>Math Invitation:</u></p> <ul style="list-style-type: none"> • As children explore the measuring board and place items on the lines to match the length, invite them to count out how many items fit on each line. What happens if they use larger or smaller items? Will they still need the same number of items? Invite children to explore different ways of making their lines grow longer. Offer opportunities for children to try counting up to 10 items. Observe how children use number words and how high they are able to count accurately and if they are able to keep 1:1

	<p>correspondence as they count. If children need more support, invite them to continue counting small numbers of items and gradually add a few more items as their skill grows. Consider using fingerplays and songs throughout the day to further support counting skills.</p> <ul style="list-style-type: none"> • Allow children to continue playing freely with materials if they are not interested in counting. Join in or observe their play. As natural opportunities arise, consider modeling counting by touching each item as you count and then stating the total number. • For infants and toddlers, join children in their play and look for natural opportunities to count objects they show interest in, focusing especially on the numbers 1 to 3.
	<p>Sand/Water/Sensory</p> <ul style="list-style-type: none"> • Add soil, twigs, leaves, toy insects to the sensory table for children to explore. • Add water to a sensory bin along with nesting cups or assorted containers with different sizes for children to explore.
	<p>Science/Discovery</p> <ul style="list-style-type: none"> • Collect an assortment of seeds from fruits, vegetables and beans that the children have been served (use seeds from seed packets if desired for more variety). Create a sorting tray with a sample of each seed taped to a section of the tray along with a labeled image of the fruit or vegetable it came from. Offer children an assortment of seeds and invite them to explore and sort the seeds. Add tweezers if desired. <i>Note: check size of items to avoid a choking hazard.</i> • Add a nature display of flowers or non-toxic plants. <i>Note: be mindful of any allergies the children may have when choosing flowers or plants.</i> Offer children magnifying glasses and materials for writing and drawing.
	<p>Small Group Exploration:</p> <ul style="list-style-type: none"> • Grow Bean Sprouts (See Lesson Plan) • Invite children to create a Kitchen Scrap Garden. Show children a few vegetables such as a whole head of celery, a head of bok choy, a head of romaine lettuce, a bunch of scallions with the roots, a whole carrot with the leaves on top, etc. Invite children to touch and explore the vegetables and then cut off the base, leaving about a one-inch piece. Wash and dry the edible parts of the vegetables and cut some up for children to taste. Explain to the children that they can use these leftover bases to grow new sprouts and leaves in water. Invite the children to place the vegetable base with the cut side up in shallow containers or mason jars. Add a half inch or more of water and place on a sunny windowsill. Change the water daily. Once the vegetables sprout roots and leaves, transplant them into a pot with potting soil, covering the roots and base but leaving the top of the plant exposed. See Plants from Kitchen Scraps: Fun for All Ages for more ideas.
<p>AM Music and Movement 10 minutes</p>	<p>Choose songs and activities to build body awareness and spatial awareness skills. End with a quiet song, fingerplay or movement activity. 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"> • Two Little Apples • 10 Tiny Peas <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • Invite children to sing and act out the song Oats and Beans and Barley Grow (see Song Cards). • Invite children to pretend they are seeds being planted and encourage them to lie down and curl up into the shape of a seed (or ball). Pretend to cover them with soil by gently rubbing their backs and then pretend to water them by lightly tapping your fingers on their backs. Tell children that the sun is shining, and it is time for them to begin growing. Ask them questions, such as "How would you move if you were a seed starting to sprout?" "How would you move if you were a plant starting to grow taller?" "How would you move if there was a gentle rain?" "How would you move if it was really windy?" etc. • Offer children a piece of tissue or a scarf to place on their head and invite them to dance to favorite music. Challenge them to try and keep it on their head or to catch it before it falls to the floor!
<p>AM Story Time and Books for the Week 5-10 minutes</p>	<p>Choose books related to the topic of How Things Grow. 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>How Things Grow</i> by Usborn • <i>Lola Plants a Garden</i> by Anna McQuinn • 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 Scavenger Hunt: Consider bringing magnifying glasses or binoculars out to the playground or park. Invite the children to look for various small and large living things. • Neighborhood walk: Take a walk around the neighborhood, engage the children in conversation about "how things grow." If possible visit a community garden. As they notice flowers, grass, trees, birds or other animals invite them to predict what they think that those items might need to grow. Engage them in conversation about what is the same or different about what they need to grow vs what the items/animals found in nature need to grow. • Ball play: Offer children various size balls. Invite them to throw, catch, kick and roll the balls to each other. Join them to model turn taking and various ways to use the balls. <p>Additional Materials: balls, sidewalk chalk, push/pull toys, toy construction or other vehicles, hula hoops, scarves for peek a boo etc.</p>
<p>PM Story Time 5 minutes, transitioning to nap/rest time</p>	<p>Choose books related to the topic of How Things Grow. Offer additional books that reflect the children in your program as well as those based on children's interests.</p>

	Suggested Books: <ul style="list-style-type: none"> • <i>Call Me Tree/Llamame Arbol</i> by maya Christina Gonzalez • <i>Chickens</i> by Kate Riggs • <i>Little Tree</i> by Loren Long • See Book List for more ideas
PM Choice Time 30-60 minute, depending on length of opening activities <u>Note:</u> may begin when 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 Blocks/Construction Dramatic Play Library Math/Manipulatives Sand/Water/Sensory Science/Discovery Small Group Exploration	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"> • •
	Library See AM choice time for ideas. <ul style="list-style-type: none"> • •
	Math/Manipulatives See AM choice time for ideas. <ul style="list-style-type: none"> • •
	Sand/Water/Sensory See AM choice time for ideas. <ul style="list-style-type: none"> • •
	Science/Discovery <ul style="list-style-type: none"> • •

	<p>Small Group Exploration: Science/Discovery/Art</p> <ul style="list-style-type: none"> • Create a nature display by placing a few flowers in a vase or by placing a non-toxic plant on a table at the children's eye level. <i>Note: be mindful of any allergies the children may have when choosing flowers or plants.</i> Invite the children to carefully observe the flowers or plant by using their eyes. Offer them magnifying glasses if they would like to look more closely. Invite children to gently touch the parts of the flower or plant to explore the various textures. Invite children to use their sense of smell to notice if the plant has any particular scent. Engage children in a discussion about the different parts of the flower or plant, such as leaves, stems, petals, etc. as well as other details, such as the colors, shapes, lines, textures and sizes that they see. • Offer children drawing materials, such as crayons, cray-pas, or colored pencils that match the colors of the flower or plant and drawing paper. Encourage children to carefully observe the plant and notice specific details. Invite children to draw what they see. Expand the activity over the course of the week by offering watercolors, play dough or collage materials so that children can show what they see in more varied ways. <p><i>Note:</i> Observational drawings, pictures or models should be from the child's perspective and may take many different forms. Conversations about what children notice enrich the experience and help them to focus on small details as well as larger images. They may also spark creativity and result in a non-observational drawing. Remember to focus on the process and not the product.</p>
<p>PM Music and Movement 10 minutes</p>	<p>Choose songs and activities to build body awareness and spatial awareness skills. End with a quiet song, fingerplay or movement activity. 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 Itsy-Bitsy Spider (and variation: The Great Big Spider. Using larger movements and deeper voices) • The Carrot Seed song by Ivan Ulz <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • Ribbon Dancing: Invite children to dance to their favorite music with scarves or crepe paper streamers. • Obstacle course: Create an obstacle course where children need to go over, under, around, between, beside and through different items. • Place 4-8 lines of tape 12 inches apart from each other. How far can you stretch while keeping your feet on the first line? (Outdoors: draw these lines on cement with chalk) What kind of jumping games can you use these lines for? Observe children as they create their own games with these lines.

Reflection On Weekly Planner - Week Three

Success

Challenge

Next Steps

Week Four: Sample Weekly Planner

Theme Three: Our Impact / Month Nine: Grow

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?

Preparation/ Changes to Environment	<ul style="list-style-type: none">
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<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>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>Library</p> <p>Math/Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration <u>Note:</u> Small Group takes place during Choice Time. Individual participation time will vary based on children's interests</p>	<p>Art/Writing</p> <ul style="list-style-type: none"> • •
	<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</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>Examples:</p> <ul style="list-style-type: none"> • •
	<p>Math/Manipulatives</p> <p>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"> • •

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: bubbles, sidewalk chalk, 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"> • •
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 Blocks/Construction Dramatic Play Library Math/Manipulatives	<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"> •

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

Reflection On Weekly Planner - Week Four

Success

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Challenge

Next Steps

Suggested Books for Month Nine

ELOF Goal: Approaches to Learning

***And Then It's Spring* by Julie Fogliano**-A young boy plants some seeds and patiently waits for all the brown to turn green.

***Lola Plants a Garden* by Anna McQuinn**-Lola decides to plant a garden with her Mommy's help.

***Sometimes You Fly* by Katherine Applegate**-trying new things and making mistakes are all part of growing up.

***The Carrot Seed* by Ruth Krauss**-A little boy keeps hope alive that his carrot will grow even though his family isn't so sure.

***The Wonderful Things You Will Be* by Emily Winfield Martin**-What will these children choose to be when they grow up?

***Plant the Tiny Seed* by Christie Matheson**-Interactive book where you can use your hands to help the seed grow.

ELOF Goal: Cognition

***Babymoon* by Hayley Barrett**-There's a newborn baby in this home.

***Big Little* by Leslie Patricelli**-There are many things around us that are big, and little.

***How Do Apples Grow* by Jill McDonald** -Learn all about how apples grow from seeds, to saplings, to the flowers that turn into Apples!

***Ladybugs* by Kate Riggs**-Learn all about ladybugs and how they live.

***One Bean* by Anne Rockwell**-How can a bean grow into a plant?

***The Birthday Box* by Leslie Patricelli**-Baby received a present for their birthday. Is it what's inside? Or is it the box?

***The Very Hungry Caterpillar* by Eric Carle**-Watch as a caterpillar grows from hatching from an egg, to becoming a butterfly.

***Up to My Knees* by Grace Lin**-Mei explores measurement as she plants a sunflower seed and watches it grow.

***Wake Up* by Helen Frost**-Come out and explore all the new life just outside the door.

ELOF Goal: Language and Literacy

***Chickens* by Kate Riggs**-Learn all about how chickens grow and where they come from.

***Hair* by Leslie Patricelli**-Baby's hair is growing. And now its time for their first haircut.

***How Things Grow* by Usborne**-This reference book is filled with lots of information about how things grow.

***National Geographic Little Kids' First Big Book of Animals* by Catherine D. Hughes**-This reference book is filled with photos of animals from around the world.

***Once I Was A Pollywog* by Douglas Florian**-Learn all about the baby names for the grown-up animals you already know.

***Tigers* by Kate Riggs**-Factual book about tigers and how they live from when they're baby cubs to adult tigers.

***When I'm a Grown Up* by Anne Faundez**- A little girl imagines what it will be like to be a grown up.

ELOF Goal: Perceptual, Motor, and Physical Development

***Call Me Tree/Llamame Arbol* by Maya Christina Gonzalez**-This bilingual book reminds us that trees and children have many things in common.

***How Kids Grow* by Jean Marzollo**-children between the ages of 3 days and 5 years old can do many different things!

***When I Grow Up* by Tim Minchin**-What are some of the things you will be able to do when you grow up?

***Where is Baby's Belly Button?* By Karen Katz**-A lift the flap book about a baby's body parts.

***You Are One* by Sara O'Leary**-These babies have just turned one and can do so many new things.

ELOF Goal: Social/Emotional Development

***Egg* by Kevin Henkes**-What's inside that egg? You may be surprised!

***Hair Love* by Matthew Cherry**-Zuri's dad helps her with styling her hair for when her mommy returns home.

***I Love My Hair* by Natasha Anastasia Tarpley**-Keyana tells us why she loves her hair and the many ways she proudly wears it

***I Used to be The Baby* by Robin Ballard**-This boy helps his mother take care of his baby brother in many ways.

***If You Plant a Seed* by Kadir Nelson**-there are many kinds of seed to grow. What if you planted a seed of kindness?

***Little Tree* by Loren Long**-Little tree does not want to drop his leaves. Watch what happens when the little tree finally lets them go.

***So Big!* By Mike Wohnoutka**- Little bear is so big, he's ready to start school and makes a friend with Little Squirrel.

***The Watermelon Seed* by Greg Pizzoli**-A funny story about what a crocodile imagines will happen when he swallows a watermelon seed.

Month Nine Song Cards

<p>We Are Growing and We Know It <i>(to the tune of If You're Happy and You Know it)</i> <i>Use a different child's name for each _____ until you have named every child in the group. Finish with "we are growing" if needed.</i></p> <p>_____ is growing and we know it, clap our hands <i>(clap twice)</i>, _____ is growing and we know it, clap our hands <i>(clap twice)</i>, We are growing and we know it, and we really want to show it. We are growing and we know it, clap our hands <i>(clap twice)</i>.</p> <p><i>Invite children to dance when they are named or to to choose other movements if desired to add variety.</i></p>	<p>When I Was One</p> <p>When I was one, I was so small <i>(Show one finger)</i> I could not speak a word at all. <i>(Shake head "no")</i> When I was two, I learned to talk <i>(Show two fingers)</i> I learned to sing, I learned to walk. <i>(Point to mouth and feet)</i> When I was three, I grew and grew. <i>(Show three fingers)</i> Then I turned four and so will you! <i>(Show four fingers)</i></p>
<p>The Ants Go Marching</p> <p>The ants go marching <u>one</u> by <u>one</u>, <i>(March)</i> Hoorah, hoorah! The ants go marching <u>one</u> by <u>one</u>, <i>(March)</i> Hoorah, hoorah! The little one stopped to <u>suck its thumb</u>. <i>(Pretend to suck thumb)</i> And they all went marching down <i>(March and begin to squat)</i> To the ground, to get out of the rain. <i>(Squat down low)</i> Boom, boom, boom. <i>(Tap knees or clap hands)</i></p> <p><i>Stand up and repeat with other numbers (in numerical order up to the number 6 by changing lyrics to rhyme with each number: 2...tie its shoe; 3...scratch its knee; 4...shut the door; 5...touch the hive; 6...pick up sticks; 7...goes to heaven; 8...shut the gate; 9...check the time; 10...say "The End!")</i></p>	<p>Two Little Apples</p> <p>Way up high in the apple tree, Two little apples smiled at me. I shook that tree as hard as I could, And down came the apples. Mmm, mmm good!</p>

<p>10 Tiny Peas (adapted)</p> <p>Ten tiny peas in a peapod pressed (<i>Make fists</i>) One grew...two grew. (<i>Lift one finger at a time</i>) So did all the rest. (<i>Raise all 10 fingers</i>) They grew and grew. (<i>Hold hands in front and then spread apart</i>) And did not stop. (<i>Stretch arms out wide</i>) Until one day the pod went POP! (<i>Bring hands together to clap loudly</i>)</p>	<p>Itsy Bitsy Spider</p> <p>The itsy-bitsy spider went up the waterspout. (<i>Use your fingers to mimic a spider climbing</i>) Down came the rain and washed the spider out. (<i>Lower your hands and move them apart</i>) Out came the sun and dried up all the rain. (<i>Hold your hands up high to make a circle shape</i>) And the itsy-bitsy spider went up the spout again. (<i>Repeat the spider climbing motions</i>)</p> <p><i>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?</i></p>
<p>Oats, Peas, Beans and Barley Grow</p> <p>Oats, peas, beans and barley grow, Oats, peas, beans and barley grow, You and I and everyone know How oats, peas, beans and barley grow.</p> <p>First the farmer plants his seeds. (<i>Do actions for each verse</i>) Then he stands and takes his ease, Stamps his foot and claps his hands, And turns around to view his land.</p> <p>Oats, peas, beans and barley grow, Oats, peas, beans and barley grow, You and I and everyone know How oats, peas, beans and barley grow.</p>	

Lesson Plan

All About Me Book

Objective:

To increase the children's language skills and vocabulary with the use of storytelling and book creation.

ELOF Goals:

IT-SE 11. Child understands some characteristics of self and others.

IT-LC 5. Child uses increasingly complex language in conversation with others.

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

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

Materials:

Laminating machine, laminating sheets (or use plastic sheet protectors); cardstock, cardboard, poster board or sturdy index cards; book binding materials or key rings, contact paper; photos of the children at work and play from when they first entered your program through the present time.

Ahead of Time:

Collect as many photos as you can of the children in the program, including some from the beginning of the year (or when the children entered the program) up until the most recent photos. Include photos from the Baby Faces book (see Month 1 Week 3) or ask families to share a baby photo from before they began the program.

During the small group:

Invite the children to join you at the table or designated location. Introduce the photos and encourage them to find photos of themselves from when they were younger to more recent photos. Explain to the children that together, you will be creating individual books that are about each of them and how they have grown over the course of the year.

1. Engage them in conversation to see what they notice and what questions they may have. You can elicit feedback by using open-ended questioning, such as:

Do you look the same now as you do in this photo? What changed?

What do you think was happening in this picture?

I see you enjoyed playing with ____ when you were younger. What do you like to play with now?

2. Introduce the materials that will be used, such as glue, paper, and pictures. Model using the glue stick and pasting the picture on the cardstock/cardboard.
3. Ask the children to select as many photos of themselves as they would like to use and explain that at least one of the photos should be from when they were younger and at least one should be a more recent photo. Note what the children are saying as they select the pictures. Ask children open-ended questions that will provide opportunities for them to express their thoughts as they explore the pictures.
 - "Why did you select this photo?"*
 - "What were you doing in that picture?"*
 - "How do you think you were feeling when I/they took that picture? How can you tell?"*
4. Let the children know that you would like their help in writing the book. Move around the group and ask the children individually:
 - "What would you like to say about this photo?"*
 - "Is it ok if I write what you say under your picture?"*
 - "Is it ok if we share what you say/wrote with the group?"*
5. Consider adding additional pages to the book with some specific prompts, such as:
 - My name is _____.*
 - I am _____ years/months old.*
 - I live with _____.*
 - I love to eat _____.*
 - I do not like _____.*
 - My favorite things to do are _____.*
 - Here is a picture I drew of myself.*
6. Invite children to add their own drawings and text to the book, which might include scribbles, lines, marks on the paper, and/or letters. You can also offer to write down their responses for them if that is what they prefer.

Infants and Toddlers:

Allow children to actively participate in exploring laminated/covered pictures. Label each picture/action for the children (ex. *"These children are crawling"* or *"You are sitting in the swing"*). Infants can participate in the *All About Me* book activity by sitting on an adult's lap. Adults can guide them in exploring the photos and in making faces to match the emotions or labeling the action taking place. Toddlers will also enjoy pointing out what they see in the photo, naming the different actions within the pictures or attempting to mimic the poses depicted in the photos. Adults can create books for them based on the photos that children show interest in and add simple text to describe what is happening in each of the photos.

Creating an Inclusive Environment:

- For children needing more individualized support, consider limiting the amount of photos you offer them to explore at one time. Show them 2-3 photos at a time to explore and find themselves. Use a shatter proof mirror so they can look at themselves and then see if they can find their photo.
- Assist with the tasks using hand over hand as needed
- Provide alternatives to glue bottles. Instead of a squeeze bottle, offer small flat plates with a dollop of glue on it for children to tap the back of their photo before attaching it to the pages.

Extension Activities:

- Provide the children with a shatterproof mirror and invite them to create self-portraits.
- Read books related to getting older such as *I Used to be The Baby* by Robin Ballard, *All By Myself* by Alik, or *I like Me* by Nancy Carlson (see book list for more ideas).
- Invite children to revisit their books and add pages so they can continue documenting their growth and development during your remaining time together.

Observations and Planning:

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

Bean Sprouts

Objective:

Children will develop their scientific inquiry skills while observing the changes that occur when a bean is kept moist and exposed to light.

ELOF Goals:

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

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

P-SCI 2. Child engages in scientific talk.

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

Materials	<p>Tape; shallow bowls with water; dry beans</p> <p>For each child: one clear resealable plastic sandwich bag or clear plastic bottle; one paper towel or napkin.</p>
Directors	<ol style="list-style-type: none">1. Provide each child with a clear resealable plastic sandwich bag or clear plastic bottle and a paper towel or napkins.2. Have the children first place their paper towels/napkins in the bowl of water, and then squeeze out the excess water.3. Have them place the wet paper towels/napkins inside the resealable sandwich bags or clear plastic bottle.4. Allow children to choose between 2-4 beans to place on the paper towel/napkin inside the bag or bottle.5. Keep the bags or bottles sealed and tape bags on a window or wall where there is light exposure. Place bottles where there is light exposure, on a surface that allows for the children to make observations. <u>Note</u>: Both natural light and artificial lights work well. You can unseal the bag/bottles once the plant starts to sprout when it needs more room to grow.

Ahead of Time:

1. Read the story *One Bean* by Anne Rockwell, or another book about how seeds grow, to the children during storytime. (See book list for Month 9)

2. Have the book available to refer to while talking with the children about the activity.

During the Small Group:

1. While holding the book, ask the children questions to elicit events they remember from the story. Invite the children to turn to the page that refers to the event they remember in the book. Assist the children as appropriate in locating the illustrations that coincide with their comments. Here are some sample questions for *One Bean*, by Anne Rockwell:
"What do you remember about this story?"
"What did the children do to the bean? Why did it become wrinkled?"
"What did the children use to make the bean grow into a sprout?"
2. Tell the children that you would like to invite them to turn their own beans into bean sprouts.
3. Follow the directions on the chart on page 1 of this lesson plan. Allow the children to complete the steps as independently as possible, with verbal guidance from adults.
4. Assist children as necessary while discussing their actions:
"How many beans would you like to use? Let's count them together."

NOTE: Be sure to provide all children with more than one bean for the activity. This will ensure that at least one bean sprout will grow. Adding too much water to the paper towels/napkins can prevent the sprouts from growing.

Creating an Inclusive Environment:

- For children needing more individualized support, consider using alternatives such as offering smaller amounts of water in a bowl or cup, providing eye droppers, using individual trays with supplies, offering materials one at a time, etc. Support children in holding items as needed.
- Consider using photos of different stages of the bean sprouting activity for children who may need visuals in your conversations about how beans sprout.
- **Infants and Toddlers:** can participate with adult assistance. Encourage infants and younger children to explore with water and paper towels. Use parallel talk while they explore, such as:
"Look, the paper towel is wet now. I see you're squeezing the paper towel to make the water drip off of it."
 - Provide them with shallow trays that they can use to explore with water and paper towels.
 - Provide them with transparent plastic bottles that are sealed with beans and a wet paper towel inside that they can observe and explore with in whatever manner they choose.

Extension Activities:

- Display the book you introduced about how seeds grow near the bags/bottles of beans. This way, the children can revisit the story independently, reading it to themselves, or discussing the book with their peers whenever they choose.
- Invite children to create one or more additional bags or bottles with seeds. Place the additional bags or bottles in a dark cupboard so that they can explore whether or not seeds need light to germinate.
- Encourage children to make observations of their beans each day. Ask them open ended questions about their observations:

"What do you notice about the bean? Did it change? What's different?"

- Encourage children to draw the changes they see while observing their beans/bean sprouts. Fold a paper in four and invite the children to draw on one section each day to document the changes they see. Write down exactly what they say about each drawing and date the section.

"What do you want to say about your drawing?"

- Transfer bean sprouts that have grown 3 inches or more into a large planter. Each day a different child can be assigned the job of watering the plants each morning with a spray bottle. Have the children continue to observe the changes they notice.
- Once bean pods start to grow, ask children what they think is growing inside of the pods?

"How has it changed since yesterday? How does it look today compared to yesterday?"

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?

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! – May

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

Let me tell you a story about when you were a baby...	Let's think of all the things you couldn't do last year, that you can do now. We can both name them, and I'll write them down.	Find a toy (like a block) or a household object (like a wooden spoon) and use it to measure things around the house. How many blocks long is your arm? This table?	Let's build the tallest tower we can build. What should we make it out of? Let's try a tower out of paper or plastic cups (if we have them).
Let's collect leaves outside. We'll arrange them in order from smallest to largest and use as many words as we can to describe each leaf.	Let's get a few small sticks or household objects of various lengths. We'll compare them two at a time and see which is longer, and which is shorter.	Let's use sticky notes or index cards to measure things. We can lay the sticky notes out side by side along the edge of a book, and then count the sticky notes to see how long each of our books are. Should we see how many sticky notes long the table is?	Let's take a sketch pad or piece of paper outside and draw a picture of something we see that is growing. I'll sit next to you and we can each draw a picture.
Let's name all the things we can think of that grow. Let's group them into things that have legs, and things that don't.	Let's use a device or camera to take pictures of plants in our neighborhood. What do you like or find interesting about the plants you see?	Let's collect parts of plants from the ground outside - leaves, sticks, stems, etc. Let's feel them and see how they feel. Are they hard? Soft? Sharp? Rough? Smooth? Flexible	Let's use the parts of plants we collected yesterday (or collect some more today!) to build our own plants from the parts of others.
Let's curl into tiny balls and see how small we can make our bodies. Now let's stretch our arms and legs out as far as we can and see how long or wide, we can make our bodies.	Let's look for a dried bean. We'll dampen a paper towel, fold the bean into the wet paper towel, and seal it up in a plastic bag. Each morning we will check on our bean to see if it is sprouting and describe what we notice.	Add your own!	Add your own!