

Let's Play!

A Relationship-Based Curriculum for Family Child Care

Month Ten: Change

Theme Three: Our Impact



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In Month Ten: Change, children are invited to explore changes in the natural environment, such as how living things grow and change as well as seasonal changes, such as the weather and light and dark. Children can continue to observe the growth and transformation of plants as well as further explore how the weather can impact the plants, animals, and people around them. In addition, children may also explore the process of metamorphoses by learning about the life cycle of a butterfly or other animal that undergoes a transformation as it develops. Through hands-on activities, children are invited to further explore their own role in influencing change and transformation as they experiment with melting and freezing, create new sensory materials, engage in cooking activities, play with light and shadows, and manipulate various materials to engage in creative problem-solving. Look for opportunities to cultivate curiosity and celebrate creativity so that children develop the confidence to see themselves as active learners.

The Month Ten planners and list of suggested books offer a variety of ways in which children can explore change and transformation. Since children's interests vary, take time to observe which topics and types of activities capture their attention. Some children might be especially interested in butterflies or other insects, while others might prefer learning about frogs. Other children might be more interested in the weather, in light and shadow play or in cooking. Use the activities in the planner as a starting point and then expand the activities, songs, games and books to best match children's preferences as you keep in mind the relevant developmental goals found in the ELOF. Narrowing the weekly focus and extending children's exploration of favorite topics can deepen their learning. Giving children the time and space to learn at their own pace helps them to develop focus and problem-solving skills.

Although Month Ten is the last month of the Let's Play! weekly planners, feel free to revisit the planners from this month or previous months to support and expand on children's interests over the summer. The **Ideas for Interest Areas** section found in the **Introduction to Theme Three** offers additional suggestions for how you can use observations and interactions to support children's growth and development as they learn through play. As Jerree Pawl says, "How you are is as important as what you do."

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 Change – Sample Weekly Planner

Theme Three: Our Impact / Month Ten: Change

Preparation/ Changes to Environment	<ul style="list-style-type: none">• If possible, prepare a butterfly garden kit for the AM Small Group Exploration and Science/Discovery area. <i>Note: if desired, consider exploring other animals who change or transform and adjust activities accordingly.</i>• Print and laminate a set of sequence cards for the life cycle of a butterfly from a magazine or the internet.• Prepare a variety of textured paint by adding materials such as used coffee grounds, tea leaves, coarse salt, sand, glitter, etc. for the Art/Writing area.									
Opening Activities 20-60 minutes	<p>Arrival Activities</p> <p>Pick two or three materials each day that reflect the children in your program as well as their interests and ages. <i>Note:</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><tbody><tr><td>• Toy keyring and keys</td><td>• Oobleck</td><td>• Dollhouse, people, and furniture</td></tr><tr><td>• Stacking rings</td><td>• Coffee filters, markers, and spray bottle with water</td><td>• Felt story boards</td></tr><tr><td>• Puzzle with knobs</td><td>• Safety scissors or loop scissors, narrow strips of paper or ribbon</td><td>• Non-toxic plants and a spray bottle with water</td></tr></tbody></table> <p><i>*Note: Glue stick caps can be a choking hazard to younger children therefore they should be removed prior to use.</i></p>	• Toy keyring and keys	• Oobleck	• Dollhouse, people, and furniture	• Stacking rings	• Coffee filters, markers, and spray bottle with water	• Felt story boards	• Puzzle with knobs	• Safety scissors or loop scissors, narrow strips of paper or ribbon	• Non-toxic plants and a spray bottle with water
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• Puzzle with knobs	• Safety scissors or loop scissors, narrow strips of paper or ribbon	• Non-toxic plants and a spray bottle with water								
Morning Meeting No more than 5-10 minutes, including transitions	<p>Song (see Song Cards)</p> <p>Jump in the Water 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.• Infants/toddlers: Invite them to join the meeting and offer a lap to sit on or a space next to a member of the teaching team to support their participation.									

<p>AM Choice Time 60 minutes</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs.</p> <p>Art/Writing</p>	<p>Choice Time Tips</p> <ul style="list-style-type: none"> • Choose materials that reflect the children in your program as well as their interests and abilities. • Include some materials or activities that support the weekly focus. • See Interest Areas (see Appendix) for a list of suggested materials. Rotate materials regularly. <i>Note: check size of items to avoid a choking hazard.</i> • Add photos of the children to different interest areas for children to incorporate into their play. • Give children the opportunity to follow their own interests and explore materials freely. Allow children to explore other materials as desired. • Support them in putting materials away before choosing additional materials to reduce clutter. • Support children's exploration by sitting alongside them and joining in conversations about what they are doing. Follow children's lead and share ideas for expanding their play if needed. <ul style="list-style-type: none"> ○ Look for opportunities to connect children's play to the weekly focus and to their own lives. ○ Encourage children to problem-solve as needed. ○ Consider inviting children to think of additional roles to expand play as they act out scenarios.
<p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> <p>Math/ Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration</p>	<p>Art/Writing</p> <ul style="list-style-type: none"> • Add cardstock/cardboard, painters tape, tempera paint, and paint rollers or paint brushes. Invite children to place the painters tape on the cardstock, paint over the tape and on the cardstock. Once dry, children can remove the tape and observe the patterns they created. <ul style="list-style-type: none"> ○ For infants and toddlers, consider offering dark construction paper, painters tape, drip proof paint cups, paintbrushes, and water as an alternative to paint. • Tape a piece of heavy paper or cardboard to an easel or to the wall. Place a towel underneath if desired or do this activity outside. Offer children colored markers and chalk and invite them to draw freely. Offer them a spray bottle with water and invite them to add some "rain drops" to their drawing by squirting water onto the paper. Engage children in conversations about what happens to their drawing as the water drips down the paper. <ul style="list-style-type: none"> ○ For infants and toddlers, offer them a clean, damp sponge or a small container of water and a sponge and invite them to squeeze the sponge to create drops of water on the paper. • Offer children heavy paper or a tray, painting tools and paint with and without textures added (see Preparation/Changes to Environment section). Invite children to freely explore the paint using their fingers or assorted tools, such as paint brushes, craft sticks, etc. Engage children in conversations about how the paints are similar or different. <p><i>Note: Writing and drawing may be in the form of scribbles, lines, marks on the paper, and/or letters.</i></p>

<p><u>Note:</u> Small Group takes place during Choice Time. Individual participation time will vary based on children's interests</p>	<div data-bbox="415 159 646 183"> <p>Blocks/Construction</p> </div> <div data-bbox="464 191 1921 418"> <ul style="list-style-type: none"> • Unit blocks, homemade blocks, and/or foam blocks; include a variety of shapes. • Toy vehicles, people and animals. • Shelter Challenge: Invite children to use large blocks, boxes, or other props to create a shelter from the sun or rain. How can they use these same materials in different ways to create new structures? • Bridge Challenge: Create a "river" using a strip of blue paper or a blue piece of fabric. Invite children to create a bridge to cross the river. Engage them in problem solving to decide on which materials to use and how they could combine them to build a bridge. Invite children to explore other ways to create longer and shorter bridges. </div> <div data-bbox="415 456 646 480"> <p>Infant and Toddlers:</p> </div> <div data-bbox="464 488 1948 581"> <ul style="list-style-type: none"> • Provide infants and toddlers with age-appropriate blocks and a blue piece of fabric. 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. Allow infants to explore the blue fabric and follow their lead. </div> <div data-bbox="415 626 579 651"> <p>Dramatic Play</p> </div> <div data-bbox="464 659 1948 919"> <ul style="list-style-type: none"> • Add magnifying glasses, toy butterflies and/or assorted toy insects, small butterfly/fish nets (or small tea strainers with a handle), clear lidded containers, tweezers, and books or photos of different insects and their life cycles. If desired add lab coats (white button front shirts) and goggles for dress up as scientists who study insects (entomologists). Offer children science journals and writing/drawing materials and invite them to collect and observe the different types of butterflies and/or insects and how they change throughout their lives. • Add pieces of fabric, gently used clothing and other props that children can use to create their own costumes so that they can transform how they look. • Add a sheet, large piece of cloth or box and invite children to create a shelter to protect themselves from the hot sun or the wet rain. </div> <div data-bbox="415 964 499 989"> <p>Library</p> </div> <div data-bbox="415 997 1921 1053"> <p>Choose books related to the topic of Things That Change. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> </div> <div data-bbox="415 1094 537 1118"> <p>Examples:</p> </div> <div data-bbox="464 1127 926 1216"> <ul style="list-style-type: none"> • <i>Puddle</i> by Hyewon Yum • <i>Hello World! Weather</i> by Jill McDonald • See Book List for more ideas </div> <div data-bbox="415 1261 646 1286"> <p>Math/Manipulatives</p> </div> <div data-bbox="415 1294 1640 1318"> <p>Select materials so children can explore concepts of size, shape, and quantity as well as develop fine motor skills.</p> </div> <div data-bbox="464 1343 1871 1416"> <ul style="list-style-type: none"> • Pop beads • Light table and colored translucent cups, shapes, or magnetic tiles • Plunker toys with various items • Sequencing cards for life cycle of a butterfly (or other animals) </div>
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	<ul style="list-style-type: none"> • Wood puzzles and floor puzzles • Pattern blocks and templates <p><u>Math Invitation:</u></p> <ul style="list-style-type: none"> • Invite children to freely explore pattern blocks with you, starting with 3 to 4 blocks at a time. As children play, observe how they use the blocks and ask them questions such as, "What can you make with these blocks?" "What can we build with these blocks?" Try copying a design a child has created and then model how to create a new design using the same set of blocks. Invite the child to try and match that design. • Encourage children to explore how to make different designs with the same number of blocks. Invite children to explore making designs with different numbers of blocks. Engage children in conversations about their creations and show enthusiasm for whatever children create to support further exploration and skill building. • Infants and Toddlers: Provide infants and toddlers with shapes they can explore and manipulate at their discretion. Expose them to math vocabulary as they explore freely. (Ex: "You are holding two triangles: You're tapping the squares together; Uh oh, you dropped the rectangles") <p>Sand/Water/Sensory</p> <ul style="list-style-type: none"> • Making Mud: Add clean soil to a sensory bin and offer children spray bottles with water. Invite children to pretend to make rain by spraying the soil with water and to explore what happens as the soil becomes wet. • Shaving Cream Clouds: Invite children to explore non-toxic shaving cream on the table or on trays, using their hands or paint brushes. As they explore, invite them to think of the different shapes that clouds make in the sky and to make their own cloud shapes. <p>Science/Discovery</p> <ul style="list-style-type: none"> • Weather: Add or re-post a simple weather chart and invite children to look out the window and mark the type of weather on the chart. 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 observe how the changing weather impacts the plants, animals and people in their environment. If desired, add an outdoor thermometer to the window and invite children to observe and record the changes they notice with the temperature and the weather. • Plants: Offer children spray bottles with water to care for the plants they began growing the previous month (or other non toxic plants). If there are plants that have sprouted and need to be transplanted into pots, invite children to place soil in small containers and to cover the base and roots of each plant with soil while leaving the stems and leaves exposed. • Butterfly Garden kit (if available) and life cycle sequencing cards. <ul style="list-style-type: none"> ○ For infants and toddlers, add toy butterflies, insects, etc. along with plastic magnifying glasses. Notice what children are saying and doing and expand on their observations by narrating or asking open-ended questions. Allow infants and toddlers to explore the materials as they wish. <u>Note:</u> Mouthing is typical at this age, be sure to avoid materials that are choking hazards. <p>Small Group Exploration: Science/Discovery</p> <ul style="list-style-type: none"> • Life Cycle of a Butterfly
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	<ul style="list-style-type: none"> ○ Follow the instructions that come with the butterfly garden kit and set it up where children can safely observe it. ○ Read a non-fiction book, such as <i>A Butterfly's Life Cycle</i> by Mary R. Dunn and invite children to look into the container with the live caterpillars in it. Invite the children to compare what they see with the pictures in the book. Ask them to share what they remember about the butterfly's life cycle, using the book as a reference if necessary. Ask questions to encourage them to make predictions about what will happen next. ○ Encourage the children to draw/write about their observations and predictions in their journals (See Science/Discovery section above). Encourage children to continue to discuss, draw and write their observations to document the changes that they notice.
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. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs/Poems: (See Song Cards)</p> <ul style="list-style-type: none"> • Are You Small Like a Mouse https://kcls.org/content/are-you-small-like-a-mouse/ • Five Green and Speckled Frogs <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • Read the story <i>The Very Hungry Caterpillar</i> by Eric Carle or another about the life cycle of a butterfly. Encourage children to pretend to be the caterpillar by acting out its life cycle: Curl up like an egg, crawl like a caterpillar, eat leaves, spin themselves into cocoons, pretend to sleep curled up like a ball (inside the cocoon), and wiggle themselves free and stretch their wings to fly around the space. (Indoors or outdoors). As children explore how to transform from an egg to a caterpillar to a butterfly, talk about metamorphosis and how butterflies might feel as their bodies change and grow wings. • Play music and invite children to use the butterflies they created during the small group exploration to do a butterfly dance. • Using poly spots or pieces of green construction paper taped to the floor, invite children to hop from one "lily pad" to another without falling into the "water."
AM Story Time and Books for the Week 5-10 minutes	<p>Choose books related to the topic of Things That Change. 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>A Frog's Life Cycle</i> by Mary R. Dunn • <i>It Looked like Spilt Milk</i> by Charles G. Shaw • 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"> • Painting with water: Consider bringing out water, cups and paintbrushes. Invite the children to paint with the water. Engage them in conversation about how the water is evaporating. Ask them to make predictions as to what they think happened to the water and why they cannot see their drawing anymore. • Butterfly, Butterfly Through My Window: Invite children to hold hands and walk in a circle. Lead children in singing the song Butterfly, Butterfly Through My Window (see Song Cards) and encourage them to lie down when they sing "Oh (name) I'm so tired." Sing until you have used all of the children's names. If desired, have children take turns pretending to be a butterfly in the middle of the circle. • Neighborhood Walk: If possible, take children outside in different types of weather so that they can experience rainy, windy, cloudy and sunny weather conditions. What changes do they notice? How does the weather impact the plants, animals and people around them? If possible, visit a community garden or park to explore how plants and trees are growing and changing over time. <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 Change. 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>Ladybugs</i> by Kate Riggs • <i>The Very Hungry Caterpillar</i> by Eric Carle • 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	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"> • •

their interests or needs	<p>Math/Manipulatives See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
Art/Writing	
Blocks/Construction	<p>Sand/Water/Sensory See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
Dramatic Play	
Library	<p>Science/Discovery See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
Math/ Manipulatives	
Sand/Water/ Sensory Science/Discovery	<p>Small Group Exploration: Science/Discovery</p> <ul style="list-style-type: none"> • What melts in the sun? <ul style="list-style-type: none"> ○ Place a variety of items in a muffin tin or in several small bowls or containers. Select some items that will melt when left in the sun and some that will not. Items that might melt in the sun include crayons, ice cubes and marshmallows or chocolate. <i><u>Note:</u> avoid using food if any children or families might be experiencing food insecurity.</i> Ask children which items they think might melt and why. Create a chart to document children's predictions by creating a column for each type of item and having children place a sticky note or dot under the items they think will melt. Place the muffin tin in a sunny location where children can observe the changes over the course of the day (or take the muffin tin outside during play time on a sunny day). At the end of the day (or time outside) have children check to see which items have melted and compare the results with their predictions. Engage children in conversations about why some items melted and others did not. • Air Dry Sculptures <ul style="list-style-type: none"> ○ Invite children to create air drying play clay (see Recipes for Month 10) and engage them in conversation about how the ingredients change as they are mixed together and how the texture of the play clay changes as they knead it till smooth. Invite children to create sculptures and offer them assorted collage materials, such as natural items, pipe cleaners, large buttons, etc. that they can incorporate into their sculptures if interested. Place the finished sculptures onto a piece of cardboard or a baking sheet and set aside to dry. If desired, bake the play clay as directed in the recipe. Engage the children in conversation about how the play clay changed after it was left to dry or baked. Once dry, invite children to paint their creations, if desired.
<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. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs: (See Song Cards)</p> <ul style="list-style-type: none"> • Mr. Sun • Rain

	<ul style="list-style-type: none"> • Rain and Thunder <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • Offer children shakers, drums or rhythm sticks and have them make their own rain music. Try varying the music by playing soft and loud, slow and fast. • Play different types of music and invite children to notice changes in the music and to move their bodies based on how the music makes them feel. • Use the parachute to play some favorite games or make up new ones.
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Reflection On Weekly Planner - Week One

Success

Challenge

Next Steps

Week Two: Sample Weekly Planner

Theme Three: Our Impact / Month Ten: Change

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	<p>Arrival Activities</p> <p>Pick two or three materials each day that reflect the children in your program as well as their interests and ages. <i>Note</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> <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	<p>Song</p> <ul style="list-style-type: none">• <p>Invitations to Explore</p> <ul style="list-style-type: none">• Allow children to move around and provide an alternative activity for those who are not yet ready to participate.• Over the course of the week, highlight different interest areas and show children sample materials from each.• Describe small group activities for the day and show materials as needed.• Tell children where each member of the teaching team will begin Choice Time. On the visual schedule, attach photos of the Interest Areas that are available or “open” each day. Let children choose where they want to play and accompany them to interest areas.									

	<ul style="list-style-type: none"> • Infants/toddlers: Invite them to join the meeting and offer a lap to sit on or a space next to a member of the teaching team to support their participation.
<p>AM Choice Time 60 minutes</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs.</p> <p>Art/Writing</p> <p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> <p>Math/Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration</p> <p><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"> • •
	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 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 I can Make Things Change – Sample Weekly Planner

Theme Three: Our Impact / Month Ten: Change

Preparation/ Changes to Environment	<ul style="list-style-type: none">• Create Homemade Bubble solution and wands: Use 1 part liquid dish soap, 6 parts water, ¼ part light corn syrup and stir slowly to avoid making foam. Store in an airtight container. This works best if made a day ahead of time. Collect an assortment of materials to use as bubble wands, such as pipe cleaners bent into shapes, a plastic water bottle with the bottom cut off, cookie cutters, etc.• Prepare Puffy Paint for Art/Writing area (see Recipes for Month 10)• Prepare Paint Bags: Add several tablespoons of 2 different primary color paints to a heavy-duty resealable bag; close securely and tape to the floor or to a table for opening activities. If desired, cover with clear contact paper for more durability. <i><u>Note:</u> taping paint bags to the floor works especially well for infants and toddlers.</i>• Ask families to donate a large box or see if a local hardware or other store might have a large box for dramatic play.									
Opening Activities 20-60 minutes	<p>Arrival Activities</p> <p>Pick two or three materials each day that reflect the children in your program as well as their interests and ages. <i><u>Note:</u> check size of items to avoid a choking hazard.</i> Allow children to explore other materials as desired. Support them in putting materials away before choosing additional materials to reduce clutter.</p> <table><tbody><tr><td>• Pounding toys</td><td>• Toy people and vehicles</td><td>• Plastic nuts and bolts</td></tr><tr><td>• Large interlocking blocks</td><td>• Stroller, baby dolls, and accessories</td><td>• Natural materials, glue and paper or cardboard</td></tr><tr><td>• Paint bags taped to the floor or a table for color mixing (see Preparation)</td><td>• Tape cardboard tubes to the wall at different angles, add items to drop inside.</td><td>• Dry erase board and dry erase markers</td></tr></tbody></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>	• Pounding toys	• Toy people and vehicles	• Plastic nuts and bolts	• Large interlocking blocks	• Stroller, baby dolls, and accessories	• Natural materials, glue and paper or cardboard	• Paint bags taped to the floor or a table for color mixing (see Preparation)	• Tape cardboard tubes to the wall at different angles, add items to drop inside.	• Dry erase board and dry erase markers
• Pounding toys	• Toy people and vehicles	• Plastic nuts and bolts								
• Large interlocking blocks	• Stroller, baby dolls, and accessories	• Natural materials, glue and paper or cardboard								
• Paint bags taped to the floor or a table for color mixing (see Preparation)	• Tape cardboard tubes to the wall at different angles, add items to drop inside.	• Dry erase board and dry erase markers								
Morning Meeting No more than 5-10 minutes, including transitions	<p>Song (see Song Cards)</p> <p>Jump in the Water 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. • 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</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"> • Offer children cardboard or heavy paper, tools to paint with and Puffy Paint (see Recipes for Month 10). Encourage the children to create freely. • Sun catchers- Cut contact paper into large rectangles (ex. 8 x 10 inches). Tape one piece of contact paper onto a table with the sticky side up. Invite children to create sun catchers by adding pieces of colored tissue paper to the contact paper. When children are finished, seal their design with another sheet of contact paper and place it in a window for the sun to shine through. Variation: Cut out the middle of a paper plate to create a frame and place it on top of the contact paper, sticky side up. Invite children to fill the middle with pieces of colored tissue paper then seal and hang up in a sunny window. • Add paper, a plate or bowl and the three primary colors of paint. Invite the children to independently choose which colors to paint with and encourage them to explore how they can make new colors by mixing the different colors of paint on their paper. Encourage the children to create freely. <p><u>Note:</u> Writing and drawing may be in the form of scribbles, lines, marks on the paper, and/or letters.</p>

<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 loose parts to the block area, such as Kleenex boxes, cardboard tubes, cut up pool noodles, PVC piping, empty containers, plastic cups, colored binder dividers, etc. Invite children to explore how their structures might change using these new items when building. • Add child safe mirrors and invite children to explore how they can use them as they build. What do they notice if they build on top of the mirrors or use them in other ways? What happens if they add additional mirrors to their structures? <p>Infant and Toddlers:</p> <ul style="list-style-type: none"> • Provide infants and toddlers with age-appropriate blocks. If the infants and toddlers are more interested in knocking down structures than in building them up, offer them a separate space or time to explore blocks in their own way. Invite older children to create structures for younger children to knock down. <p>Dramatic Play</p> <ul style="list-style-type: none"> • Re-read <i>What To Do With a Box</i> by Jane Yolen. Offer children a large box and props such as crayons, pieces of fabric, crepe paper streamers, masking tape, child safe lights, etc. Observe how children play and help them problem-solve if they want to add more materials, props or roles as they act out their scenarios. • Offer children real kitchen items such as wire whisks, hand held egg beaters, measuring cups and spoons, plastic or metal bowls, pots and pans, muffin tins or baking trays, pretend recipe cards or shopping lists from previous weeks, etc. Invite children to pretend to create favorite recipes or invent new ones. <p>Library Choose books related to the topic of How I Can Make Things Change. 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>Color Dance</i> by Ann Jonas • <i>Big Box for Ben</i> by Deborah Bruss • See Book List for more ideas
	<p>Math/Manipulatives Select materials so children can explore concepts of size, shape, and quantity as well as develop fine motor skills.</p> <ul style="list-style-type: none"> • Pop up toys • Puzzles with knobs • Ramps and vehicles • Colored, transparent magnetic tiles, battery operated tea lights or light table • Weaving: tape or tie plastic 6 pack can holders between the legs of a chair and supply children with ribbons or strings to

	<p style="text-align: center;">weave through holes</p> <ul style="list-style-type: none"> • Pattern blocks and templates <p><u>Math Invitation:</u></p> <ul style="list-style-type: none"> • Offer children simple pattern block puzzles and invite them to match the shapes to the outlines on the puzzle. As you introduce the pattern block puzzles, make direct connections between the shape of the blocks and the shapes in the puzzle. For example, hold up a square block and point to a square shape on the puzzle and say: "These two shapes match because they are both squares. Can you put the square block on the square drawing?" Encourage all efforts without expecting children to perfectly match a specific shape to the puzzle as children develop fine motor skills and explore how shapes can be placed together to create something new. Based on children's interests and abilities, consider adding more complex pattern block puzzles over the course of the week. • For infants and toddlers, use large, thick pattern blocks so that they can easily manipulate them. As children play, weave in opportunities to name the shapes they are using and invite them to find matching shapes. Consider creating a pathway for children to place their blocks by drawing a line or circle but allow them to explore the materials freely. <p>Sand/Water/Sensory</p> <ul style="list-style-type: none"> • Sparkle Slime: Invite children to make sparkle slime with you (see Recipes for Month 10). Place the sparkle slime on the light table for further exploration. • Melting Ice: Fill a sensory bin with several large ice cubes created by freezing water in various sized containers. Engage children in conversations about how the ice is changing as it melts. What is the ice turning into? Why is this happening? If desired, add some warm water for further exploration. <ul style="list-style-type: none"> ○ For infants and toddlers, add food coloring and/or a toy animal to the containers before freezing so that they can better visualize the changes as the ice melts. <p>Science/Discovery</p> <ul style="list-style-type: none"> • Vinegar and Baking Soda: Ask children to predict what might happen when you combine baking soda and vinegar and chart their responses. Offer children plastic trays, small containers of baking soda and vinegar and measuring spoons. Encourage children to experiment with combining differing amounts of baking soda and vinegar on their trays. • Fizzy Cloud Dough: Invite children to make fizzy cloud dough with you (see Recipes for Month 10) and place it in a sensory bin or on a plastic tray. Engage children in discussions about what they notice about the texture of the dough and how it changes as they manipulate it. Once children have explored the dough, ask them to recall what happened when they explored the baking soda and vinegar. Let them know that the cloud dough also has baking soda in it and ask them what they think might happen if they add vinegar to the dough. Chart their responses. Offer them eye droppers and a small container of vinegar or spray bottles with vinegar and invite them to explore what happens as they add vinegar to the dough. <i><u>Note:</u> the fizzy cloud dough is taste safe for infants and toddlers.</i>
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	<p>Small Group Exploration: Science/Discovery</p> <ul style="list-style-type: none"> • Invite children to explore Light and Shadow play. Set up an area with a white backdrop and dim the lights. Place some colored, transparent items, such as magnetic tiles, geometric shapes, plastic cups, sensory bottles, etc. in front of the backdrop. Offer children safe flashlights or another safe light source and invite children to explore how they can use the light to create shadows. Engage them in discussions about what they notice as the light shines through the colored items. Offer them some solid items as well and invite children to see what happens as they shine the lights on the solid objects. Invite children to explore other ways of using the light to make shadows. • Offer children transparent report covers or sheet protectors and non-toxic dry erase markers. After children create a drawing, invite them to hold it up in front of the white backdrop and shine a light through it or place it on the light table to explore what happens. Encourage children to see what happens as they move the drawings closer to or farther away from the light source.
<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. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs/Poems: (See Song Cards)</p> <ul style="list-style-type: none"> • I'm a Little Teapot • I Had a Little Turtle https://kcls.org/content/i-had-a-little-turtle/ • Mi Cuerpo Hace Musica/My Body Makes Music by Gil Raldiris <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • Play classical or other instrumental music and invite children to make large movements with their arms while holding scarves as they dance, like in the book <i>Color Dance</i> by Ann Jonas. • Create a kitchen music band by offering children pots, pans, bowls, aluminum pie plates, spoons, tongs, whisks, etc. and invite children to make music together. Invite them to change the tempo (faster, slower) of the music they are making. • Bubble Play: play music and blow bubbles. Invite children to dance, catch and pop bubbles.
<p>AM Story Time and Books for the Week 5-10 minutes</p>	<p>Choose books related to the topic of How I Can Make Things Change. 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>Changes, Changes</i> by Pat Hutchins • <i>Moonbear's Shadow</i> by Frank Asch • 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 Play: Invite children to explore shadows on a sunny day by noticing their own shadows as they sing and act out Head, Shoulders, Knees and Toes. Ask children questions, such as “What happens to your shadow when you move?” “How can you make your shadow bigger? smaller?” Invite children to trace each other's shadow and have them compare their sizes and shapes. How are they different? Same? Neighborhood Walk: if possible, take children to a playground with a sprinkler so they can explore playing in the water. Allow children to actively observe if they do not wish to get wet and offer alternative activities. <i>Note: ask for written parental permission and be sure to supervise closely.</i> OR Water Play: Consider bringing water play outside so children can explore playing with water outside on a sunny day. Chalk Mural: Use masking or painters tape to create a large rectangle on a sidewalk or playground. Offer Children strips of tape to create different sized triangles (Or other shapes if desired) inside of it. Provide the children with various chalk colors to fill in their shapes. Once all shapes are filled in, encourage children to peel off the tape to reveal the creation they made. Engage them in conversation about what they think may happen if it rains or water is poured on it? What does this design remind them of? Have they ever seen anything similar to this? https://www.yourmodernfamily.com/wp-content/uploads/2020/03/SIDEWALK-CHALK-STAINGLASS-2-1.jpg <p>Additional Materials: bubbles, 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 I Can Make Things Change. 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>Playing with Light and Shadows</i> by Jennifer Boothroyd <i>Hey Wall</i> by Susan Verde See Book List for more ideas
<p>PM Choice Time 30-60 minute, depending on length of opening activities <i>Note:</i> may begin when some children are sleeping</p>	<p>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"> • •

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	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"> • •
	Small Group Exploration: Cooking and Mixing <ul style="list-style-type: none"> • Invite children to help explore how they can create their own homemade butter, pancakes, pizza, or ice cream (see Recipes for Month 10). Be sure to rule out any food allergies before doing these activities. Encourage children to help measure, pour and mix ingredients. To support turn taking, consider going around the table and inviting each child to add a portion of the ingredients and to do the same when it is time to mix them together. If desired encourage children to count to 5 and then say "switch" as they hand the bowl to the next child. <ul style="list-style-type: none"> ○ Infants and Toddlers can participate by manipulating/exploring the different ingredients or by manipulating a small batch of dough in any way they desire. Note: It is typical for children of this age to use their mouths to explore. Be sure to rule out any food allergies before doing these activities. • Share the recipes with the children's families and encourage them to try cooking at home with their children. Take photos/videos of children during the activity and share with their families.
PM Music and Movement 10 minutes	Choose songs and activities to build body awareness and spatial awareness skills. End with a quiet song, fingerplay or movement activity. Adults can dance with infants/toddlers so they can participate.

	<p>Suggested Songs/Poems: (See Song Cards)</p> <ul style="list-style-type: none"> • Mr. Sun • My Shadow <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • Shadow Dancing: dim the lights and place a lamp so that it projects children's shadows against the wall, curtains or blinds. Play music and invite children to make shadows while they dance. • Explore different rhythms using rhythm sticks, drums, or shakers. Invite children to follow a simple rhythm of 2-4 beats. Ask them how they can change the tempo of the beat. How can they make it faster? Slower? Encourage children to tap or shake their instruments in unison. Invite children to come up with their own simple rhythms. • Pretend Pizzas: Read <i>Pete's a Pizza</i> by William Steig. Have children lie down on the floor and pretend to stretch them like dough as you massage them with your hands. Then pretend to spread tomato sauce on them by rubbing your hands over them. Pretend to sprinkle some cheese on top by gently running your fingers over them. Drop on some other toppings like pepperoni or vegetables by lightly tapping them with your hands. Pretend you are setting a timer to bake the "pizzas" and say "ding" when the "pizzas" are done. Pretend to take a slice and take a little nibble. What other familiar foods could you pretend to make... a sushi roll, burrito, dumpling?
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Reflection On Weekly Planner - Week Three

Success

Challenge

Next Steps

Week Four: Sample Weekly Planner

Theme Three: Our Impact / Month Ten: Change

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	<p>Arrival Activities</p> <p>Pick two or three materials each day that reflect the children in your program as well as their interests and ages. <i>Note: check size of items to avoid a choking hazard.</i> Allow children to explore other materials as desired. Support them in putting materials away before choosing additional materials to reduce clutter.</p> <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>	•	•	•	•	•	•	•	•	•
•	•	•								
•	•	•								
•	•	•								
Morning Meeting No more than 5-10 minutes, including transitions	<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>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs</p> <p>Art/Writing</p> <p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> <p>Math/Manipulatives</p> <p>Sand/Water/Sensory Science/Discovery</p> <p>Small Group Exploration</p>	<p>Blocks/Construction See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Dramatic Play See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
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	<p>Sand/Water/Sensory 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</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"> • •
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Reflection On Weekly Planner - Week Four

Success

Challenge

Next Steps

Suggested Books for Month Ten

ELOF Goal: Approaches To Learning

***A Frog's Life Cycle* by Mary R. Dunn**-This book is filled with real life photos of frogs from egg to tadpole, to frog.

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

***Big Box for Ben* by Deborah Bruss** -Ben uses his imagination to change a box into many different things.

***Changes, Changes* by Pat Hutchins**-A wordless book where a block family builds their home, only to find that sometimes things change, and we have to adapt.

***Harold and The Purple Crayon* by Crockett Johnson**-Harold uses his purple crayon and his imagination to create and make changes to his drawings.

***It Looked Like Spilt Milk* by Charles G. Shaw**-Sometimes clouds change shapes and take on the form of different things we see all around us.

***Puddle* by Hyewon Yum**-You can have fun on rainy days! It just takes a little imagination.

ELOF Goal: Cognition

***A Bean's Life Cycle* by Mary R. Dunn**-See how a bean changes into a plant with these real-life photos.

***A Butterfly's Life Cycle* by Mary R. Dunn**-This book is filled with real life photos of butterflies at every stage of their metamorphosis.

***A Color of His Own* by Leo Lionni**-Did you know that chameleons change color wherever they go?

***Alfie* by Thyra Heder**-Alfie's turtle disappeared right before her seventh birthday. Where did she go and who is that with her when she returns?

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

***Moonbear's Shadow* by Frank Asch**-Bear tries many ways to get his shadow to leave him alone!

***On A Snow Melting Day: Seeking Signs of Spring* by Buffy Silverman**-See all that transforms when we move out of winter and into spring.

***Playing with Light and Shadows* by Jennifer Boothroyd**-Learn all about what shadows are and how they change throughout the day.

***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.

***What To Do With a Box* by Jane Yolen**-With a little imagination and simple supplies, you can change a box into any number of things.

ELOF Goal: Language and Literacy

***Anywhere Farm* by Phyllis Root**-these children show their neighbors how you can plant seeds anywhere and watch them change and grow.

***A Seed Needs Sun* by Kate Riggs**-In order for a seed to change into a flower, there are specific things needed.

***Besos for Baby* by Jen Arena**-Bilingual board book about a baby who loves getting kisses from her family members. There are other kinds of kisses too!

***Dream Big, Little One* by Vashti Harrison**-There's so much you can do, just look at the leaders that came before you!

***Quinto's Day and Night* by Ina Cumplano**-Bilingual book about being a part of a family full of opposites.

***Senorita Mariposa* by Ben Gundersheimer**-Bilingual book about a monarch butterfly and her journey from Canada to Mexico.

***Spring is Here* by Taro Gomi**-Spring is here, but it won't stay forever!

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.

***Color Dance* by Ann Jonas**-Three girls use their scarves to create new colors while they dance.

***Pancakes for Breakfast* by Tomie dePaola**-In this wordless book, you find a woman on a farm turning dry ingredients into delicious pancakes. But where will she find the missing ingredients?

***Pancakes, Pancakes* by Eric Carle**-Jack and his mom are making pancakes, but he's going to need lots of ingredients.

***Pete's a Pizza* by William Steig**-Pete's dad pretends to turn Pete into a pizza!

ELOF Goal: Social/Emotional Development

***Goodbye Friend, Hello Friend* by Corrie Doerrfeld**-Transitions and change can be difficult, but with every goodbye, there is a hello!

***Hey Wall* by Susan Verde**-A young boy and his neighbors change a wall from a blank canvas into something beautiful.

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

***Julian is a Mermaid* by Jessica Love**-Julian sees three mermaids on the subway. They are on their way to the Mermaid parade. He then tells his nana that he's a mermaid too. Where will Nana take him?

***The Day You Begin* by Jacqueline Woodson**-Sometimes we feel like we are not quite the same as those around us. And that's ok.

***Thunder Boy Jr.* by Sherman Alexie**-Thunder Boy Jr. doesn't like his name, he wants to change it to a new one!

***When Grandma Gives You A Lemon Tree* by Jamie.L.B. Dennihan**-When your grandma gives you a lemon tree, what do you do?

Month Ten Song Cards

<p>We Are Growing and We Know It <i>(to the tune of If You're Happy and You Know it)</i> Jump in the Water https://www.youtube.com/watch?v=3PCKBzbWMQQ</p> <p>Jump in the water <u>child's name</u> Jump in the water, _____ Jump in the water, _____ You're all wet! Shake your body, _____ Shake your body, _____ Shake your body, _____ Now you're dry!</p>	<p>Mr. Sun</p> <p>Oh Mr. Sun, Sun, Mr. Golden Sun, Please shine down on me. Oh Mr. Sun, Sun, Mr. Golden Sun, Hiding behind a tree.</p> <p>These little children are asking you, To please come out so we can play with you. Oh Mr. Sun, Sun, Mr. Golden Sun, Please shine down on me!</p>
<p>Rain</p> <p>Pitter-pat, pitter-pat, <i>(Sit down and tap the floor with your fingers)</i> The rain goes on for hours. <i>(Continue tapping the floor to make rain sounds)</i> And though it keeps me in the house, <i>(Make a sad face)</i> It's very good for flowers! <i>(Close hands into fist shapes, raise arms, gradually open hands, and wave them back and forth)</i></p>	<p>Rain and Thunder <i>(To the tune of Frere Jacques/Are You Sleeping)</i></p> <p>Rain and thunder, <i>(Wiggle fingers for rain and clap hands for thunder)</i> Rain and thunder. Boom, boom, boom. <i>(Pat thighs for boom, boom, boom)</i> Boom, boom, boom.</p> <p>See the flash of lightning, <i>(Hold hand above eyes and look around)</i> Oh, my how exciting. <i>(Hold hands to face and look surprised)</i> Boom, boom, boom. Boom, boom, boom.</p>

<p>Are You Small Like a Mouse? <i>(To the tune of The Old Gray Mare)</i> https://kcls.org/content/are-you-small-like-a-mouse/ <i>(Match your actions to the words as you sing)</i></p> <p>Are you small like a mouse? Or tall like an elephant, tall like an elephant, tall like an elephant? Are you small like a mouse? Or tall like an elephant? What do you think you are?</p> <p>Additional verses: Are you slow like a snail? Or fast like an antelope?... Do you sing like a bird? Or dance like a monkey does?... What do you think you do? Do you stand very still? Or jump like a kangaroo?... What do you think you do?</p>	<p>Five Green and Speckled Frogs <i>(Use your fingers to count along with the song)</i></p> <p>Five green and speckled frogs sat on a speckled log Eating some most delicious bugs -- YUM YUM! One jumped into the pool where it was nice and cool. Then there were four green and speckled frogs.</p> <p>Four green and speckled frogs sat on a speckled log Eating some most delicious bugs -- YUM YUM! One jumped into the pool where it was nice and cool. Then there were three green and speckled frogs.</p> <p><i>Keep singing until there are no more green and speckled frogs.</i></p>
<p>Butterfly, Butterfly, Through My Window <i>(To the tune of Bluebird, Bluebird Through my window)</i></p> <p>Butterfly, butterfly through my window (3x) Oh (name) I'm tired!</p> <p><i>Invite children to hold hands and walk in a circle. Sing until you have used the name of each child in your group. Lie down when you sing, I'm tired. See https://www.youtube.com/watch?v=aniTLq7Bual for examples of this activity.</i></p>	<p>I'm a Little Teapot</p> <p>I'm a little teapot, <i>(Stand with arms at your side)</i> Short and stout. Here is my handle, <i>(Place one hand on your hip, with elbow pointing out)</i> Here is my spout. <i>(Hold other arm out, lift wrist and let hand hang down)</i> When I get all steamed up, Hear me shout, "Tip me over and pour me out!" <i>(Bend to the side with the spout angled down)</i></p>

<p>I Had a Little Turtle https://kcls.org/content/i-had-a-little-turtle/</p> <p>I had a little turtle, his name was Tiny Tim. I put him in the bathtub, to see if he could swim. He drank up all the water, he ate up all the soap. And now he's sick in bed, with bubbles in his throat! <i>(Pretend to hiccup or blow a raspberry- Bbbbbbbbbb!)</i></p>	<p>My Shadow (adapted from) Robert Louis Stevenson</p> <p>I have a little shadow that goes in and out with me, And what can be the use of him is more than I can see. He is very, very like me from the heels up to the head. And I see him jump before me when I jump into my bed. The funniest things about him is the way he likes to grow- Not at all like proper children, which is always very slow. For he sometimes shoots up taller [just like a] rubber ball, And he sometimes gets so little that there's none of him at all</p>

Lesson Plan

Recipes

These recipes can all be made with the children.

Air Drying Play Clay		
Ingredients	Materials	Directions
<p>4 cups flour 1 cup salt 1 3/4 cups warm water</p> <p><u>Note:</u> the recipe can be doubled or halved as needed.</p>	<p>Large mixing bowl Measuring cups Wooden spoon Resealable plastic bag</p>	<ol style="list-style-type: none">1. Mix flour, salt and warm water in a large bowl until combined.2. Knead the mixture for 5-10 minutes until smooth and store in a resealable bag.3. For easy clean up offer children a portion of the dough on a plastic placemat or tray.4. Once children have finished their creations, the play clay can be air dried for several days or baked on a cookie sheet at 325 degrees for about a half an hour for each 1/4" (or until dry). Once the play clay is dried, it can be painted.

Puffy Paint		
Ingredients	Materials	Directions
Non-toxic shaving cream White glue Food coloring or liquid watercolor	Mixing bowls Spoons Measuring cups	<ol style="list-style-type: none"> 1. Mix 1 cup shaving cream with 1 cup of white glue in a bowl. Add food coloring or liquid watercolor as desired. 2. Make additional paint colors as desired. Use on cardboard or heavy paper and let dry overnight.

Kohl, M. F. 2012. *First Art for Toddlers and Twos: Open-Ended Art Experiences*. Lewisville, NC. Gryphon House, Inc.

Sparkle Slime		
Ingredients	Materials	Directions
6 ounces ($\frac{3}{4}$ cup) of glitter school glue 2-4 tablespoons warm water (optional) 1 $\frac{1}{2}$ teaspoons baking soda 2 tablespoons or more saline solution (must contain boric acid and sodium borate)	Mixing bowl Measuring cups and spoons Wooden spoon Resealable plastic bags	<ol style="list-style-type: none"> 1. Combine glitter glue and baking soda in a mixing bowl and stir till smooth. Optional: for a stretchier slime add 2-4 tablespoons of warm water to the mixture. 2. Slowly add saline solution, 1 tablespoon at a time. 3. Mix the contents with the spoon until mixture thickens and becomes rubbery. 4. As mixture pulls away from the sides of the bowl, knead it with your hands. It will become less sticky with kneading. If needed, add additional saline solution until you get the desired consistency. 5. Store in a resealable bag.

Fizzy Cloud Dough		
Ingredients	Materials	Directions
1 cup flour 1 cup baking soda ¼ cup vegetable oil Food coloring vinegar	Mixing bowl Wooden spoon Measuring cups Eye dropper Spray bottle	<ol style="list-style-type: none"> 1. Add flour, baking soda, vegetable oil and food coloring to the mixing bowl and stir together. Knead mixture with your hands until the ingredients are thoroughly combined, and the dough holds together when pressed. 2. Place dough in a sensory bin or on a plastic tray and invite children to explore. 3. Offer a small container of vinegar along with eye droppers or use a spray bottle with vinegar and invite children to observe what happens when they add the vinegar to the cloud dough. 4. Consider placing several different colors of fizzy cloud dough in a sensory bin for further exploration.

Homemade Butter		
Ingredients	Materials	Directions
Heavy cream, chilled	Mason jar or other sturdy jar with a tight seal Marbles, optional Colander Bowl	<ol style="list-style-type: none"> 1. Fill a mason jar halfway with the chilled cream. Drop in a few clean marbles if desired. 2. Have children take turns shaking the jar until the cream thickens. Take off the lid to see how it has turned into whipped cream. 3. Put the lid back on and continue shaking until you have a mix of solid butter and a thin liquid. This might take around 10 minutes of shaking but adding marbles can make the process go faster. 4. Strain the buttermilk into another container and save for drinking or cooking. 5. Remove the butter from the jar and place it in a bowl. Shape it into a rough ball and rinse with cool water. Continue shaping and rinsing until the water is clear. This will help it stay fresh longer.

Easy Pancakes		
Ingredients	Materials	Directions
2 cups flour 2 tablespoons sugar 2 teaspoons baking powder 1 teaspoon salt 1 ½ cups milk 2 large eggs 2 tablespoons melted butter or vegetable oil Additional vegetable oil for frying	Mixing bowl Measuring cups and spoons Wire whisk Spatula Nonstick skillet or pancake griddle	<ol style="list-style-type: none"> 1 Combine dry ingredients in a large bowl and whisk to combine. 2 Add liquid ingredients and whisk until almost smooth. A few small remaining lumps are fine. 3 Let batter rest for about 10 minutes. 4 Heat skillet or griddle and lightly coat with vegetable oil. 5 Add a couple spoonful of batter to make each pancake, frying several at a time. 6 Cook until the top is filled with air bubbles and the bottom is golden brown. Flip and cook until the bottom is golden brown. 7 Place cooked pancakes on platter and cover with foil or transfer them to a warm oven as you finish cooking the rest of the batter. 8 Serve with butter, syrup, confectioner sugar or jam.

Quick Pizza		
Ingredients	Materials	Directions
<p>2 cups flour 2/3 cup milk 4 tablespoons olive oil 2 teaspoon baking powder 1 teaspoon salt</p> <p>Pizza or pasta sauce Shredded mozzarella cheese Toppings of your choice: Cut vegetables, pepperoni, cooked sausage, etc.</p>	<p>Mixing bowl Measuring cups and spoons Wooden spoon Cookie sheet Spatula Wire rack Kitchen scissors or pizza wheel</p>	<ol style="list-style-type: none"> 1. Stir dry ingredients together then add liquid ingredients. Stir until the mixture comes together and the dough starts to leave the sides of the bowl. You can use your hands if it feels too stiff to stir. 2. Turn dough onto a lightly floured surface and form into a ball. Knead 10 times by folding the dough in half and pressing down on it. Add additional flour if needed to keep it from sticking. Cover with a bowl and let it rest for 15 minutes. 3. Heat oven to 425 degrees. Lightly grease a cookie sheet. 4. Divide dough into portions, if desired, and roll or pat each portion into a thin circle. Transfer to the cookie sheet. <u>Note</u>: children might want to make individual pizzas with their own choice of topping. 5. Spread a little olive oil on top of the dough then spread pizza or pasta sauce in the middle, leaving a border without sauce. 6. Add toppings of your choice and sprinkle cheese on top.

		<p>7. Bake for 15-20 minutes, until crust is golden. Let cool on a wire rack for about 10 minutes or until cool enough to eat. Cut with scissors or a pizza wheel and serve.</p>
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Easy Ice Cream		
Ingredients	Materials	Directions
<p>1 pint half and half or light cream ½ cup sugar Flavoring: 1 teaspoon vanilla, 2 tablespoons chocolate syrup or ¼ cup berries Crushed ice 1 cup coarse salt Toppings of your choice</p>	<p>Quart size resealable bag 1 Gallon size resealable bag Measuring cups and spoons</p>	<ol style="list-style-type: none"> 1. In the small resealable bag, add half and half or cream, sugar and flavoring. Squeeze out excess air and seal tightly. 2. Place the small bag inside of the large resealable bag and fill the large bag with crushed ice. Sprinkly, coarse salt over the ice. 3. Seal the large bag tightly and shake vigorously for about 10 minutes or until the ice cream hardens. Consider wrapping the bag in a towel to protect the children's hands from the cold as they shake the bag.

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! – June

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 change.

Let me tell you <i>another</i> story about when you were a baby...	Let's fill a medium plastic storage bin, or a few small containers, with water and some small items (small toys, chunks of fruit, or whatever you like), and freeze them. Once solid, we'll place them in the bathtub or a large pot and explore. I wonder what happens when we turn the faucet on? Use spoons? Take it outside?	What will happen if we spread some baking flour in a pan, and sprinkle on a few drops of water? What about a few more drops? Let's take our time exploring with different amounts of water added. (We can always do this outside or in the bathtub, if we are worried about the mess!)	Let's see if we have any fruits around our kitchen. Let's draw a picture of a fruit we have, and I'll write down the words you give me to describe it. Then we can look at it again tomorrow and the next day, and see if it looks different.
Let me tell you some ways the world was different when I was a child/where I grew up! Can you believe that we...?	Let's put some liquid soap in a sink or basin and fill it with water. What happens as the water pours on it? Let's add some spoons and small toys or objects and play away! What happens to the bubbles as we play?	Let's use a plastic knife, a butter knife, or a lettuce knife to cut some fruits and mix them together in a fruit salad. How do the fruits change when we cut them? How is it different when we mix fruits together, from when we mix flour and water together?	Let's get up early and go somewhere where we can watch the sunrise. We'll bring a special snack and watch the sky change.
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.	In month 10, Invite families to play this bean bag game together - children balance a small beanbag (or balled up clean socks, or a winter glove, or something else similar) on their head, and caregiver sits in front of them. Invite the child to tip their head forward, trying to drop the beanbag into their grown up's hands. Encourage the child to tip their head when their grown-up blinks! This encourages both eye contact, and patience. Connecting activities are important to reinforce security as we explore themes of change and transition.	Add your own!

