

# ACTIVITY CARDS

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## 24-36 months

These cards are designed for teachers of two-year-olds





# General #1

Teacher Toolbox

# How to fill your GELDS Toolbox

1 Remove the shrink wrap from the tab set.

2 Remove the shrink wrap from the card set.

3 Insert the general cards first. Next, insert each tab card in front of the first matching domain-colored activity card.

4 Bright IDEAs cards, activity cards and index cards follow the domain cards.

5 Your ready-to-use Toolbox will look like this.



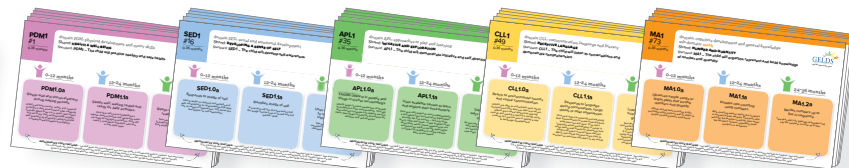
Tab set in domain colors



## The card set includes:

General information cards

Activity cards organized by domain



Bright IDEAs cards

Activity cards

Activity index cards

Book title index cards



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# General #1

Teacher Toolbox

## Use the cards for lesson planning

Refer to the cards for developmentally appropriate activity ideas in all learning domains.



THEME:	AGE GROUP:	LEARN:	WEEK OF:
EXPLORATION & PLAY	MEALS & SNACKS	OUTDOORS	TRANSITIONS / ARRIVAL / DEPARTURE
DATE: _____	DATE: _____	DATE: _____	DATE: _____
DATE: _____	DATE: _____	DATE: _____	DATE: _____
DATE: _____	DATE: _____	DATE: _____	DATE: _____
DATE: _____	DATE: _____	DATE: _____	DATE: _____
DATE: _____	DATE: _____	DATE: _____	DATE: _____
DATE: _____	DATE: _____	DATE: _____	DATE: _____
DATE: _____	DATE: _____	DATE: _____	DATE: _____
DATE: _____	DATE: _____	DATE: _____	DATE: _____

Write the activities you selected on your lesson planner.

**BRIGHT IDEAS #1**

**BRIGHT IDEAS PHYSICAL/MOTOR**

The adaptations listed here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.

Common Activities	Adaptations	Daily Routines
<p><b>SELF-CARE</b></p> <p>• Dressing</p> <p>• Handwashing</p> <p>• Toileting</p> <p><b>PLAY</b></p> <p>• Running</p> <p>• Jumping</p> <p>• Pushing/Pulling</p> <p>• Carrying</p> <p><b>RECREATION</b></p> <p>• Watching TV</p> <p>• Reading</p> <p>• Listening to music</p>	<p>• Allow extra time to complete tasks to avoid time pressure on the child.</p> <p>• Break tasks into smaller steps.</p> <p>• Use visual cues to guide the child through the task.</p> <p>• Provide a consistent routine for transitions.</p> <p>• Use visual schedules to help the child understand what to expect.</p> <p>• Use modeling to demonstrate the correct way to perform the task.</p> <p>• Use prompts to help the child complete the task.</p> <p>• Use social stories to help the child understand the purpose of the task.</p> <p>• Use role-play to practice the task.</p> <p>• Use rewards to encourage the child to complete the task.</p>	<p>• Practice daily routines to build the child's confidence and skills.</p> <p>• Use visual cues to guide the child through the routine.</p> <p>• Use modeling to demonstrate the correct way to perform the task.</p> <p>• Use prompts to help the child complete the task.</p> <p>• Use social stories to help the child understand the purpose of the task.</p> <p>• Use role-play to practice the task.</p> <p>• Use rewards to encourage the child to complete the task.</p>

Bright IDEAs cards provide general adaptations for common physical/motor, cognitive, social/emotional, sensory and language/communication challenges.

The Toolbox contains activity cards for every domain.

Each card includes three sequential indicator steps. These will help you define each child's current developmental level, their next learning step and determine if additional support would be helpful.

**My Activities**

Teacher Name: \_\_\_\_\_

Children's Age: \_\_\_\_\_

Domain: \_\_\_\_\_

Children's Age: \_\_\_\_\_

Domain: \_\_\_\_\_

"My Activity" cards are provided for making note of your own activity ideas.

Index cards list activities alphabetically by name and books alphabetically by title.



# General #2

Teacher Toolbox

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Teacher Toolbox

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# Frequently asked questions

## About Georgia Early Learning and Development Standards (GELDS)

### What are early learning standards?

Early learning standards are guidelines that identify what children from birth to age five should *know* and be able to *do*. By providing a clear framework, they help all stakeholders ensure that children meet learning and development milestones.

### Why do we need early learning standards?

They promote higher-quality learning experiences for children from birth to age five. They support each child's individual rates of development, approaches to learning, and cultural context. Early learning standards help families and teachers understand the developmental progress of each child and they help support the early identification and referral of children with disabilities. They help to set clear and realistic goals for success. Common early learning standards ensure that children are

receiving a consistent, high-quality education across all programs in Georgia. Of course, standards are not the only thing needed to guarantee a child's learning and development, but they provide an accessible framework for teachers, families, and other stakeholders.

### What was Georgia's process for revising the state's early learning standards?

Georgia's process began in 2010 when the Georgia Department of Early Care and Learning (DECAL) commissioned an alignment study of their early learning standards, the CCGPS for K-3, The Head Start Framework and Work Sampling Online. Drs. Sharon Lynn Kagan of Columbia University and Catherine Scott-Little of UNC-G conducted a comprehensive analysis of these documents. Based on their recommendations, DECAL put together a team of stakeholders who drafted the new Georgia Early Learning and

Development Standards (GELDS). A review of the draft standards was completed by Drs. Kagan and Scott-Little. After a series of three more analyses and corresponding revisions, DECAL posted the GELDS for public review and feedback in February 2013. The GELDS were finalized and ready for implementation June 2013.

### Who was involved in writing the GELDS?

DECAL initiated the GELDS revision and alignment project. However, stakeholders from across the state were involved throughout the process. The work groups consisted of Pre-K teachers, Pre-K directors, Pre-K consultants, Infant/Toddler teachers, Infant/Toddler directors, Infant/Toddler specialists, DECAL staff, technical college instructors, ECE college professors, childcare directors, early interventionists, inclusion specialists, ELL specialists, Kindergarten teachers and principals.

# Frequently asked questions

## About Georgia Early Learning and Development Standards (GELDS)

### What do the GELDS mean for students with disabilities and English Language Learners?

The structure of the GELDS provides educators with a clear progression of each skill. The age-appropriate indicators are divided into five age groupings: 0–12 months, 12–24 months, 24–36 months, 36–48 months, 48–60 months. This structure gives teachers the flexibility to assess where children are on the continuum and adapt instruction to meet the individual needs of each child.

### Who should use the GELDS?

One of the goals with this revision project was to create a universal language that all stakeholders would be able to use when discussing children's learning and development needs. The GELDS are not just for teachers. The GELDS are for families, directors, pediatricians, principals, early interventionists, and any other stakeholders

who work with or on behalf of young children birth to age five.

### What will the GELDS mean for children's school readiness?

The GELDS cover all essential domains of school readiness and provide clear expectations for children. They will ensure consistent exposure to high-quality learning experiences through curriculum, instruction, assessment and teacher preparation, among other supports for student learning. With more emphasis on higher-order thinking and problem solving skills, the GELDS will help prepare children for success in Kindergarten and beyond.

### Will the GELDS keep teachers from deciding what or how to teach?

Early learning standards do not tell teachers how to teach, but they do help teachers figure out

the knowledge and skills children need. In that way, the GELDS serve as the first building block and will help teachers build the best lessons and environments for their classroom. The GELDS are a clear set of shared goals and expectations for what will help children succeed. Teachers, directors, principals and others will decide how the standards are to be met. Teachers will continue to write lesson plans, assess learning, and tailor instruction to the individual needs of the children in their classrooms. Each program will continue to make decisions about curriculum and how their programs are operated.

For information, contact [gelds@dec.al.ga.gov](mailto:gelds@dec.al.ga.gov) or 404-656-5957

# PDM1

## #1

12-48 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**



12-24 months

### PDM1.1a

Sleeps well, waking rested and ready for daily activities.

One-year-olds have established a regular sleep schedule and generally wake up ready to engage in activities. They still need a consistent schedule, with one or two daily naps.



24-36 months

### PDM1.2a

Sleeps well, waking rested and ready for daily activities.

Two-year-olds are generally sleeping through the night, usually about 12 hours. They engage actively in the daily schedule.



36-48 months

### PDM1.3a

Stays awake except during naptime.

Three-year-olds are actively engaged in their daily routines with a good night's sleep and, often, an afternoon nap.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## PDM1 – The child will practice healthy and safe habits.



### 12-24 months

#### Bedtime Stories

After all the children have eaten lunch and are ready to nap, turn down the lights slightly if possible. Read a short bedtime story such as *The Going to Bed Book* by Sandra Boynton or *Naptime* by Elizabeth Verdick to the children as they lie on their mats/cots. This activity can be done as part of the daily routine. **PDM1.1a**

#### Wake Up Time!

Play mellow, upbeat music as the children begin to wake up and as you are turning on the lights. Encourage the children to stretch their bodies to the music as they wake up. **PDM1.1a**

#### Beach Ball Fun

Blow up a large beach ball and encourage the children to push it and chase it as it rolls. You can show them how to kick it too. **PDM1.1a**



### 24-36 months

#### Naptime Helpers

Have the children help put out their own mats, cots and/or blankets before naptime. After naptime, have them help put everything away. **PDM1.2a**

#### Toddler Yoga

Have the children practice yoga poses such as Downward Dog, Child's Pose or Cat and Cow. These are great stretches that often help relax the body for nap or wake the body up after nap. You can look up how to do these poses online. **PDM1.2a**

#### Laundry Basketball

Place a large box or laundry basket on its side in an open space. Put something sturdy behind it. Place a few medium-sized balls nearby. Have the children kick the balls into the target. **PDM1.2a**

#### ★ BRIGHT IDEA

For the children who have difficulty kicking, have them sit on the ground and roll, throw or "bowl" the ball.



### 36-48 months

#### Five Little Monkeys

Sing "Five Little Monkeys Swinging in the Tree." Have the children act it out using puppets. **PDM1.3a**

#### Noodle Dough

Provide a variety of noodles, play dough and pipe cleaners. Have the children create 3-D sculptures and describe what they created. Styrofoam pieces can be substituted for noodles if desired. **PDM1.3a**

#### Bubbles, Bubbles

Make your own bubble solution using 1 cup water, 2 tablespoons light Karo® corn syrup or 2 tablespoons glycerin and 4 tablespoons dishwashing liquid. Have the children create wands out of pipe cleaners. **PDM1.3a**

#### ↔ TRANSITION TIP

Moving from active to more quiet experiences requires that we give the children time to change gears. Activities should begin slowing down well in advance of naptime. To make the transition, soothing music can be played. The teacher might read a calming story or poem.



#### TEACHER TIP

Clay and dough sculptures can be placed on small squares of waxed paper and you can write the children's descriptions on the waxed paper.

# PDM1 #2

12-48 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**



12-24 months

## PDM1.1b

Actively participates in physical activity for three to five minutes at a time.

One-year-olds are interested in exploring and interacting with their world to learn new things. Their short attention spans keep them moving from one thing to another.



24-36 months

## PDM1.2b

Actively participates in games, outdoor play and other forms of physical activity for sustained periods of time.

Two-year-olds are active and busy, and can stay with an outdoor activity for longer periods of time.



36-48 months

## PDM1.3b

Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time.

Most three-year-olds are social and active. They want to be involved in focused play indoors and outdoors for long periods of time.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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# #2

## PDM1 – The child will practice healthy and safe habits.



### 12-24 months

#### **Beanbag Toss**

Place a box on the floor next to a wall or the back of a shelf. Give the children beanbags to toss into the box. **PDM1.1b**

#### **Activity Cube**

Create an activity cube with a different movement on each side. During group play, have a child roll the cube and have all the children perform the movement. Include movements such as bunny hops, froggy jumps or jumping jacks. **PDM1.1b**

#### **Go for a Ride**

Set out a large box or basket to make a “car.” Show the children how to take their favorite animals or dolls for a “ride” by pushing the box around the room. **PDM1.1b**



### 24-36 months

#### **Feet-To-Feet**

Gather several medium-sized balls. Invite pairs of children to sit on the ground “feet-to-feet” with their legs spread apart. Give a ball to each pair and show them how to roll it back and forth gently. **PDM1.2b**

#### **Nature Hunt**

Give the children buckets and encourage them to find nature items such as leaves, small sticks or bugs, and place the nature items in a bucket. Encourage the children to look up above and down below for items. **PDM1.2b**

#### **Chasing Bubbles**

Blow bubbles in an open area either indoors or outdoors. Encourage the children to chase the bubbles and pop them with either their hands or feet. **PDM1.2b**



#### **TEACHER TIP**

When you have a few minutes between activities, put on some music and watch the children dance, dance, dance! Look for children’s music by The Laurie Berkner Band, Greg & Steve, Ella Jenkins and Putamayo Kids, for example.



### 36-48 months

#### **Nature Walk**

Go on a nature walk and take your journals. Stop now and then to listen to nature sounds. Have the children draw what they see and hear. **PDM1.3b**

#### **Honk, Honk**

During outside play, make a “road” using chalk or tape on the sidewalk. Have the children use cars and trucks on the road. Encourage them to make predictions about the speed and motion of the cars. You could ask, “Which one do you think will go faster/slower?” You could also provide “road signs” and ask the children to explain what the signs mean. **PDM1.3b**

#### **★ BRIGHT IDEA**

For children who have difficulty pushing trucks on the sidewalk, use a table. Encourage the children to push the trucks by modeling and providing positive feedback.

#### **Crazy Play Dough**

Make homemade play dough. Use different spices or extracts such as vanilla or cinnamon for different scents. Add glitter for visual appeal and texture. The children can use cookie cutters and their hands for shaping the dough. Discuss the different scents and textures and encourage the children to use the new vocabulary to describe their creations. **PDM1.3b**

# PDM1 #3

12-48 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**



12-24 months

## PDM1.1c

Identifies and tries to avoid dangers with assistance.

One-year-olds are beginning to be able to identify dangerous situations such as an electrical outlet or staircase. They might look to a teacher when approaching an area they have been warned about.



24-36 months

## PDM1.2c

Pays attention to simple safety instructions and avoids dangers with assistance.

Two-year-olds can begin to listen and pay attention to simple safety rules. They can understand what it means to get hurt. They still need assistance and supervision because they enjoy independence, exploring and testing.



36-48 months

## PDM1.3c

Independently shows awareness of dangerous situations and responds with some knowledge of safety instructions.

Three-year-olds are beginning to communicate rules of the classroom to others. This is evident when they repeat safety instructions to a classmate or react to dangerous situations in dramatic play.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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## PDM1 – The child will practice healthy and safe habits.



### 12-24 months

#### Hold My Hand

Take a small group of children for a walk down the hall or outside. Encourage the children to hold your hand and remind them it is to keep them safe. You can even make a fun “Hannah (or Henry) Hand” puppet out of an old glove or mitten to make holding hands more fun. **PDM1.1c**

#### Twinkle, Twinkle Traffic Light

Sing this song to the tune of “Twinkle, Twinkle Little Star”:

*Twinkle, twinkle traffic light,  
Round the corner shining bright.  
Red means stop, Green means go,  
Yellow means very, very slow.  
Twinkle, twinkle traffic light,  
Round the corner shining bright.*

Make a traffic light out of a cereal box, with construction paper cutouts to point to the different colors as you sing the song with the children. **PDM1.1c**



### 24-36 months

#### Keep Baby Safe

Play with the baby dolls and the children. Encourage the children to keep their babies safe from harm, such as by buckling them in the high chair or stroller, carrying the baby properly and not letting the baby choke. **PDM1.2c**

#### Red Light, Green Light

Have two signs ready, one red and one green. Have the children hop, skip or walk across the carpet when you hold up the green sign and stop when you hold up the red “stop” sign. **PDM1.2c**

#### Stop

Cut a large stop sign with eight sides out of cardboard and let the children paint it with red paint and sponges. Write STOP on it with a black marker. Explain what the sign means and why we have signs for safety. Let the children use the sign outside with the riding toys. **PDM1.2c**



### 36-48 months

#### How Do Dinosaurs Stay Safe?

Read the book *How Do Dinosaurs Stay Safe?* by Jane Yolen. Discuss the situations presented in the book with the children and have them relate how they can stay safe. **PDM1.3c**

#### Street Crossing

Create a street in your classroom with butcher paper and duct tape. Practice crossing the street with the children as you go through each step. Remind the children to stop at the curb without stepping into the street; look left, right, then left again. Begin to cross while looking all around for oncoming vehicles. You can follow up during outside time by having them practice crossing in front of the tricycles. **PDM1.3c**

#### Police Visitor

Have a police officer bring his/her K9 dog to visit your class. Have the children and the officer discuss safety for humans and animals. **PDM1.3c**



#### TEACHER TIP

Use reminders to help the children understand unsafe behaviors in the classroom. If you see a child climbing on the table say, “It is not safe to climb on the table. Please keep your feet on the floor.”

#### ★ BRIGHT IDEA

For children who have a difficult time with unfamiliar situations, create a class-made book about what the children can expect from the visitor. Include pictures that are as close as possible to what they will see on the day of the visit. Read the story several times in the days leading up to the visit. On the day of the visit, maintain close proximity to provide comfort to any child that experiences fear or anxiety.



# PDM1 #4

12-48 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**



12-24 months

## PDM1.1d

Communicates beginning understanding of dangerous situations.

One-year-olds notice things in the environment that are not safe. After being taught and reminded consistently, they begin to repeat actions and words that signify danger.



24-36 months

## PDM1.2d

Verbalizes simple safety rules.

At two, some children are just beginning to say more than two words together. "No," however, is a powerful word most children understand and are able to say at an early age. They will say "no" when aware of a dangerous area or situation.



36-48 months

## PDM1.3d

Communicates to peers and adults when dangerous situations are observed.

Three-year-olds will tell the teacher when they notice safety rules are not being followed. As part of a community, they have learned from their teacher that safety rules keep themselves and friends safe.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## PDM1 – The child will practice healthy and safe habits.



### 12-24 months

#### Pretend Dangers

Set up items in the dramatic play area that are typically hot or cold. As the children play with the items say, “Oh! That’s hot!” or “Brrr...that’s cold!” Encourage the children to say “hot” and “cold” and “no touch” for the stove. **PDM1.1d**

#### Story Time

Read a book about injuries and/or safety, such as *Elmo’s Boo Boo Book* by Sesame Street Elmo or *Buzzy’s Boo Boo* by Harriet Ziefert. Talk about dangerous situations and how the characters handled these situations in the book. **PDM1.1d**

#### Fire Drill

Prepare the children for a fire drill by practicing in the classroom with them. You can go through the process of lining up and walking to the door. The same activity will work for a tornado drill as well. **PDM1.1d**



#### TEACHER TIP

Model safety rules and state them in as few words as possible. Remember that one-year-olds are just learning to understand what you say. Be positive by showing them what to do instead of what not to do. Show them what you mean when you say “walk” instead of “don’t run.”



### 24-36 months

#### Learn About Strangers

Read a book about strangers, such as *The Berenstain Bears Learn About Strangers* by Stan and Jan Berenstain. Have the children explain the safety rules that the characters obey in the book. **PDM1.2d**

#### Unsafe Pictures

Find pictures of unsafe acts such as running down the hallway or climbing up the slide. Ask the children if it is okay to engage in the act. Encourage the children to say “no” and show or explain the safe way to play. **PDM1.2d**

#### Put Your Helmet On

Clap and use this chant with the children prior to using tricycles on the playground.

*Put your helmet on your head,  
Make sure it fits nice and tight,  
You must wear a helmet  
When you ride a trike.* **PDM1.2d**

#### Emergency!

Discuss with the children the different situations when they may need to call 911. Provide pretend phones for the children to practice calling 911. **PDM1.2d**



### 36-48 months

#### These Shoes Were Made for Walking

Use an old pair of shoes to make puppets. On the soles of the shoes glue eyes, a pom-pom nose, felt or yarn mouth and yarn hair. Encourage the children to name the puppets. During circle time, put your hands in the shoes and have them “talk” to each other about safety. You could say, “We use our walking feet” and demonstrate the puppets “walking” and “running” to show the difference. Invite children to come up and “talk” about being safe using the puppets. **PDM1.3d**

#### Story Time

Read *I Can Be Safe* by Pat Thomas. Review different situations where the children may need to ask for help. Make signs using craft sticks and pictures of police officers, firefighters and nurses. Talk about dangerous situations and have the children hold up a picture of the person who could provide help. **PDM1.3d**

#### Call 911

Provide the children with a template for a phone to copy from, as well as a small cardboard rectangle. Have them design their own phone and practice calling 911. Review with the children the information they should relate to a 911 operator if they ever do have to call 911. **PDM1.3d**

# PDM1 #5

12-48 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**



12-24 months

## PDM1.1e

Makes adult aware of health and self-care needs and seeks assistance.

One-year-olds might begin to notice and care when their hands are dirty or they need personal assistance from a teacher.

They begin to respond to a teacher's cues or routines that encourage personal hygiene and cleanliness.



24-36 months

## PDM1.2e

Attends to personal health routines and self-care needs with some assistance from an adult.

Two-year-olds are becoming more independent. They are able to help dress themselves and begin potty training.



36-48 months

## PDM1.3e

Attends to personal health routines and self-care needs independently.

Three-year-olds are becoming independent with most self-care needs such as toileting, dressing themselves and washing hands. They still need reminders and support to perform personal hygiene tasks correctly.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## PDM1 – The child will practice healthy and safe habits.



### 12-24 months

#### Sleeve Surprise

Hold up the child's shirt or jacket. Tell the child there is a "surprise" hidden up his/her sleeve. Invite the child to reach into the sleeve to find the surprise. Put your two fingers into the cuff opening and gently tickle his/her hand. **PDM1.1e**

#### What's Wrong?

When a child cries because he/she has an unmet need, ask if the child is hungry or tired. Giving clues to a young child helps them answer. **PDM1.1e**

#### What's Next?

Have the children fingerprint and when they are finished prompt with the question, "Now, what comes next?" Cue the children to look at their hands, and ask if something needs to be done. If they don't answer appropriately, remind them that hands have to be washed. **PDM1.1e**



### 24-36 months

#### Bundle Up

Teach children how to independently put on their jackets before going outside. One way is to lay the jacket on the floor, outside down, with the neck at the child's feet. Have the child put hands in the sleeve holes and flip the jacket over his/her head as he/she slides arms into the sleeves. **PDM1.2e**

#### Potty Time

Read *Dora's Potty Book* by Melissa Torres or *Fuzzy Bear's Potty Book* by Dawn Bentley. Explain that everyone uses the bathroom. Take children on a tour of the bathroom and describe all the things you see. Say, "As you become big boys and girls, you can tell someone when you need to go to the potty and they will help you!" Remember: avoid putting pressure on children. They have their own developmental timetable for successful potty training. **PDM1.2e**



### 36-48 months

#### Wash, Wash, Wash Your Hands

Sing to the tune of "Row, Row, Row Your Boat":

*Wash, wash, wash your hands  
While you sing this song.  
Rub and scrub, rub and scrub,  
The germs swirl down the drain.  
Scrub, scrub, scrub your hands  
While you sing this song.  
Rub and scrub, rub and scrub,  
The germs swirl down the drain.* **PDM1.3e**

#### Dressing Dolls

Use dolls and doll clothes to show the children how to put clothes on. Use dressing boards to teach how to button, zip or VELCRO® **PDM1.3e**

#### Dressing Race

Engage the children in relay races to work on dressing themselves. Use dramatic play clothing or clothing that is seasonal. Have family members bring in items from home to use and return the items to them at end of week. **PDM1.3e**

#### Healthy Teeth

Invite a local dentist or dental hygienist to visit your classroom. Ask him/her to show the children the proper brushing technique using a big plastic model. At circle time, sing "This is the way we brush our teeth..." to the tune of "Here We Go 'Round the Mulberry Bush." **PDM1.3e**



#### TEACHER TIP

Display a poster of a child with a bright smile and shiny teeth so the children see it when they use the sink.

#### ★ BRIGHT IDEA

For a child who has difficulty dressing him/herself, provide clothing that is easier to put on and take off, such as hats and scarves. Encourage the child to dress him/herself by modeling the desired action, and providing positive feedback as he/she finishes the task.

# PDM2 #6

12-48 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM2 – The child will participate in activities related to nutrition.**



12-24 months

## PDM2.1a

Distinguishes between food and non-food items.

One-year-olds explore and learn by putting things in their mouths. With trial and error and reminders, they can begin to distinguish what items can be eaten and what items are “not food.”



24-36 months

## PDM2.2a

Prepares nutritious snacks with adult assistance.

Two-year-olds have developed food preferences. Offering only healthy and nutritious snacks encourages them to prefer such foods. Giving older toddlers the opportunity to help prepare snacks gives them a feeling of independence. They are more likely to try foods that they have helped prepare.



36-48 months

## PDM2.3a

Helps prepare nutritious snacks.

Three-year-olds are eager to help with food preparation. Exposing children at this age to many healthy choices for snack time encourages them to prefer nutritious food.

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## PDM2 – The child will participate in activities related to nutrition.



### 12-24 months

#### **Yummy Yucky**

Read the book *Yummy Yucky* by Leslie Patricelli. Talk to the children about what you are reading such as, “We eat blueberries but not blue crayons.” **PDM2.1a**

#### **Food or Not?**

Place a collection of toys in front of the children including pretend food and non-food items, along with two bins. Designate one for food items and one for non-food items. Have the children help sort the items into appropriate bins. **PDM2.1a**

#### **Food Book**

Create a book with photos of the children and teachers in the class. Have a picture of a child/teacher on one side of the page and a picture of a food item on the other. The caption could read, “We don’t bite Ms. Smith; we bite strawberries!” **PDM2.1a**



### 24-36 months

#### **Applesauce Fun**

Mix together 6 peeled diced apples, 1 teaspoon cinnamon, 1½ cups water, 1 teaspoon lemon juice, ¼ teaspoon salt in a crockpot. Place the crockpot out of reach while the applesauce cooks. Have the children eat applesauce for a snack when it is ready. **PDM2.2a**

#### **Yummy, Yummy**

Gather fresh fruit items. Cut hard fruit such as apples into bite-sized pieces. Allow the children to cut soft fruits such as bananas into small pieces using a child-safe plastic knife or spoon. Have the children help put the pieces into a large bowl and stir. Enjoy! **PDM2.2a**

#### **Rainbow Toast**

Have the children paint a piece of bread using milk that’s colored with food coloring. Once they paint their bread, toast it briefly in the toaster or put it in the oven to toast. When done, have the children eat their painted toast. **PDM2.2a**

#### **Anytime or Sometimes?**

Place a variety of toy foods in front of the children. Discuss which foods are healthy choices that can be eaten “anytime” and which are less healthy that should only be eaten “sometimes.” Have the children name a favorite “anytime” food. **PDM2.2a**



#### **TEACHER TIP**

Provide a variety of food choices and encourage the children to explore food using their senses.



### 36-48 months

#### **Watermelon Shapes**

Have pieces of pre-cut watermelon for the children to cut with cookie cutters and enjoy eating. Talk about why watermelon is healthy and have the children describe the taste, smell, color and texture. **PDM2.3a**

#### **Ocean Parfait**

Add blue food coloring to vanilla yogurt or pudding, or use blueberry yogurt. Give the children a zip-top bag containing half a graham cracker that they crush. Have them scoop the blue “ocean” into a cup and add the crushed graham cracker “sand” to the top. You can add whipped cream on top as a wave! **PDM2.3a**

#### **Home Grown**

In a prepared garden bed, have the children plant lettuce, tomatoes and cucumber plants. When crops are ripe, have the children assist in harvesting, washing and preparing the food for a class salad. **PDM2.3a**



#### **TEACHER TIP**

Use divided plates to keep foods separate. Provide age-appropriate utensils for serving, mixing, cutting and eating. Remember, new foods take time and may need to be offered many times before the children are willing to accept a new food.

# PDM2 #7

12-48 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM2 – The child will participate in activities related to nutrition.**



12-24 months

## PDM2.1b

Shows interest in and tries new foods.

More teeth mean that one-year-olds can try more foods. They are also beginning to feed themselves. Offering a variety of familiar and new healthy choices gives a one-year-old the opportunity to taste different foods.



24-36 months

## PDM2.2b

Eats a variety of nutritious foods and recognizes healthy foods.

Two-year-olds will eat what is available to them. Having only nutritious options and telling children that certain foods are good for their bodies helps them to develop healthy eating habits.



36-48 months

## PDM2.3b

Distinguishes healthy food choices from less-healthy food choices.

Books and discussions about food help three-year-olds to make healthy food choices. Giving children the opportunity to prepare and eat nutritious foods together also promotes an understanding of healthy eating habits.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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## PDM2 – The child will participate in activities related to nutrition.



### 12-24 months

#### Taste Test

Provide small amounts of new foods with sweet, sour and savory tastes. Encourage the children to taste the food as you name and describe it. **PDM2.1b**

#### Which Food?

Add new, different food items to the dramatic play area. Ask the children if they recognize the new foods. Name the foods and pretend to eat them, saying how yummy the foods are. Have the children pretend to taste the new foods. **PDM2.1b**

#### Food Talk

Provide three food items that the child enjoys.

Recite this poem together as the child eats:

*Raisins, yummy! Cookies, yummy!*

*Apple juice, too! Apple juice, too!*

*Yummy, yummy, yummy down in my tummy,*

*Good for you, good for you.*

Try this with new foods to expose the children to different types of food. **PDM2.1b**



### 24-36 months

#### Is This Healthy?

Make cards with pictures of foods such as pizza, broccoli, apples or ice cream. Ask the children if the food is healthy or not. This can also be done with toy food items in the dramatic play area. **PDM2.2b**

#### Food Books

Read books with the children about healthy food choices and discuss which are healthy foods and which are “sometimes foods.” For example, read *Growing Vegetable Soup* by Lois Ehlert or *The Very Hungry Caterpillar* by Eric Carle. **PDM2.2b**

#### Yogurt Bites

For this activity, you will need a container of fruit yogurt, waxed paper, a cookie sheet and a pastry bag with tip. Place the waxed paper on the cookie sheet and put the yogurt in the pastry bag. Have the children help you squeeze out dots of yogurt onto the waxed paper. Once done, place in freezer until firm. Then have the children eat it as a snack. Try plain yogurt as well as fruit yogurt to see which the children prefer. **PDM2.2b**



### 36-48 months

#### My Favorite Food

Have the children bring in a picture of their favorite food. As a small or large group activity, sort the pictures into foods that are healthy and foods that are not healthy. **PDM2.3b**

#### Healthy or Not?

Read *The Very Hungry Caterpillar* by Eric Carle. Make a list of the healthy and non-healthy foods. Have the children help make their own book of healthy foods and non-healthy foods using magazine cutouts or actual food labels/cutouts. **PDM2.3b**

#### Green Food Taste Test

Provide a variety of green foods for the children to try. Include foods such as broccoli, honeydew, celery, green apples and artichokes. Chart the children’s preferences as to which food they like best and which one they like least. **PDM2.3b**

#### Good For You, Yummy Too

Read *Gregory the Terrible Eater* by Mitchell Sharmat or a similar book that discusses nutrition in a fun way. Every time you read about a food that is nutritious have the children pat their tummies and say, “yum, yum.” When you mention a food that is not healthy have the children cover their mouths and say, “No, thank you.” **PDM2.3b**



#### TEACHER TIP

Avoid praising the clean plate. Children should stop eating when they are full.



# PDM3 #8

12-48 months

domain PDM: physical development and motor skills

Strand: **USE OF SENSES**

Standard: **PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.**



12-24 months

## PDM3.1a

Acts and moves with intention and purpose with some adult assistance.

One-year-olds are growing stronger and are able to coordinate more body movements as they become more mobile. They are able to see objects they want and control their heads, hands and bodies to move in a general direction with assistance.



24-36 months

## PDM3.2a

Acts and moves with intention and purpose.

Two-year-olds are able to coordinate even more body movements as they become more mobile. They are able to independently coordinate their bodies to move in a specific direction.



36-48 months

## PDM3.3a

Acts and moves with purpose and recognizes differences in direction, distance and location with some adult assistance.

Three-year-olds coordinate body movements with a purpose. They are able to change direction and are beginning to understand the differences in distances and locations of objects.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## PDM3 – The child will demonstrate an awareness of the body in space and child’s relationship to objects in space.



### 12-24 months

#### Dump and Fill

Give each child a container with five to 10 toys, such as blocks, connectors, links or sensory balls. Encourage the children to dump the container over so that the toys fall on the floor, then to pick them up and put them back in the container.

**PDM3.1a**

#### Ring Around the Rosie

Have the children stand in a group. Some may be ready to hold hands in a circle. Sing “Ring Around the Rosie” and encourage the children to walk around in a circle and fall down at the appropriate time. **PDM3.1a**

#### In and Out

Take a large paper bag and put the child’s favorite toy inside. Help the child find the toy and put it back in the bag. Continue to play the game over and over, saying, “Inside, Outside.” **PDM3.1a**



### 24-36 months

#### Obstacle Course

Set up an obstacle course in your room or on the playground. Have the children crawl through tunnels, up stairs, down slides, under tables and chairs or around shelves. **PDM3.2a**



### 36-48 months

#### Action Songs

Sing or play songs that require the children to move to the words, for example, “The Hokey Pokey,” “Animal Action,” “Do Your Ears Hang Low,” and “A Sailor Went to Sea, Sea, Sea.” **PDM3.2a**

#### Clap Your Hands

Read the book *Clap Your Hands* by Lorinda Bryan Cauley, and have the children mimic the movements as you read. You can change things up by reading the book slowly and then faster. **PDM3.2a**

#### Teddy Bear, Teddy Bear

Sing the following song with the children and encourage them to do the movements:

*Teddy bear, teddy bear, turn around!*

*Teddy bear, teddy bear touch the ground!*

*Teddy bear, teddy bear, jump up high!*

*Teddy bear, teddy bear, touch the sky!*

**PDM3.2a**



#### TEACHER TIP

Use opportunities throughout the day to help the children understand and acknowledge accidental acts by saying things such as, “She didn’t mean to hit you. She tripped and lost her balance.”

#### What Am I Doing?

Have one child do something and have the other children describe what that child did. For example, he/she went around the shelf, he/she went under the table or he/she sat next to the block center. **PDM3.3a**

#### Big Box Beanbags

Set up a laundry basket or big box as a target for the children to toss beanbags. Use tape or a sign on the floor to indicate where the children should stand when they toss their beanbags. **PDM3.3a**

#### Musical Islands

You will need several hula-hoops and music for this activity. This game is similar to musical chairs except the children must find a hula-hoop “island” to stand in when the music stops. Remove a hula-hoop each round, but no child is “out” of the game. The object is to see how many children can fit inside a hula-hoop island safely. **PDM3.3a**

#### Musical Friends

Play lively music and encourage the children to dance freely. Pause the music and have each child find a partner. Direct the children to greet their partners with a hug, high five, low five, fist bump or other appropriate greeting. **PDM3.3a**

# PDM3 #9

12-48 months

domain PDM: physical development and motor skills

Strand: **USE OF SENSES**

Standard: **PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.**



12-24 months

## PDM3.1b

Uses trial and error to discover how the body fits and moves through space.

One-year-olds enjoy the discovery of their bodies and how they move. They will attempt to crawl in tight spaces and climb on and through objects as they learn what their bodies can do.



24-36 months

## PDM3.2b

Demonstrates awareness of his/her own body in space.

Spatial concepts are learned through movement and exploration. This helps two-year-olds learn how their bodies move. Setting up exploratory activities that allow them to jump, climb and reach will help them figure out what their bodies can do.



36-48 months

## PDM3.3b

Demonstrates awareness of his/her own body in relation to others.

Three-year-olds understand that their bodies occupy space. They can use simple positional words to describe where they are in relation to people and objects. Spatial concepts are gained by their involvement in concrete experiences and interactions.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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## PDM3 – The child will demonstrate an awareness of the body in space and child’s relationship to objects in space.



### 12-24 months

#### Through the Tunnel

Place a tunnel in the room or on the playground. Encourage the children to crawl through the tunnel one at a time. **PDM3.1b**

#### Climb a Mountain

Set up foam/vinyl shapes or pillows for the children to climb up, over and around. Be sure you use the positional words such as up, down, over, under and around. **PDM3.1b**

#### Bear Cave

Provide a large cardboard box with an archway cutout to resemble a cave. Have the children use markers or washable paint to color the cave. Have them crawl in, out and around the cave. You can also do this activity as an igloo. **PDM3.1b**



### 24-36 months

#### Big Art

Have the children lie on their tummies on a large piece of butcher paper, with a crayon in each hand. Play music and have them move their arms back and forth to color the paper as the music plays. When the music stops have them switch crayon color. Repeat several times and then have the children stand up and look at their art work. **PDM3.2b**

#### Jump Time

Turn on music with a fast beat and encourage the children to jump up and down to the music. Some children will need assistance from the teacher to jump, while others will be able to experiment with jumping on one foot. **PDM3.2b**

#### Soccer Time

On the playground, encourage the children to kick the ball back and forth to each other or to a teacher. You can also encourage them to kick the ball toward a net or fence. **PDM3.2b**

#### ★ BRIGHT IDEA

For the children who have difficulty kicking a ball, encourage them to roll or toss the ball to a friend, teacher or toward a net or fence. Provide hand-over-hand modeling for a child that requires additional assistance.



### 36-48 months

#### Three-Legged Race

Have a three-legged race using bandanas to keep the children’s joined legs together. Offer support on the side of the children as needed. **PDM3.3b**

#### Caterpillar Game

Have one child at the head of the line and others behind in a line with hands on each other’s shoulders. Have the first child close his/her eyes as the others behind lead the “blind caterpillar” around by moving him/her with pressure on the shoulders, leaning and giving directions. **PDM3.3b**

#### Body Tracing

Have the children lie down on a piece of butcher paper and trace their outlines. Then lay the body tracings out in a large area and have the children compare them. **PDM3.3b**

#### Newspaper Dancing

Start with a section of newspaper for each child, unfolding it and laying it flat. This is the “dance floor.” Play music while the children dance on their personal “dance floor.” Next, the children step off the paper, fold it in half, step back on again and dance some more. Continue folding the paper in half and challenging them to find creative ways to stay on their “dance floor.” **PDM3.3b**



#### TEACHER TIP

Throughout the year, sing songs and play games that encourage the children to have concrete interaction with people and objects in different ways such as “Simon Says,” “Head, Shoulders, Knees and Toes” and “Tooty Ta.”

# PDM4 #10

12-48 months

domain PDM: physical development and motor skills

Strand: **USE OF SENSES**

Standard: **PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.**



12-24 months

## PDM4.1a

Engages in some sensory experiences.

One-year-olds are eager to explore with their senses. They love to touch and squeeze toys, sing along to favorite songs and discover new smells and tastes.



24-36 months

## PDM4.2a

Participates in a variety of sensory experiences and differentiates between the senses.

Two-year-olds are able to participate in a variety of activities to explore their senses. They learn best by actively exploring an object. Encourage toddlers to explore a banana by looking at it first, then smelling it, tasting it and experiencing the texture by mashing it up.



36-48 months

## PDM4.3a

Uses senses purposefully to learn about objects.

Sensory experiences are basic to children's learning about objects. Three-year-olds want to become actively involved in learning through touching and handling items. Many science and math concepts are taught through sensory experiences.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## **PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.**



### **12-24 months**

#### **Bubble, Bubble, Pop**

Put bubble solution and a little bit of water in the sensory bin/table. Stir the water around to make bubbles. Encourage the children to pop the bubbles with their hands. **PDM4.1a**

#### **Playing with Play Dough**

Make or use nontoxic play dough. Encourage the children to manipulate play dough with their hands and with tools such as plastic utensils, cookie cutters and rollers. **PDM4.1a**

#### **Crunchy Paper**

Crunch tissue paper, newspaper or any other paper that makes good crunching sounds. Encourage the children to listen to the crunching sounds and then make some sounds of their own with the various paper types. **PDM4.1a**



### **24-36 months**

#### **What's the Smell?**

Make or use nontoxic play dough and add scented oils. Encourage the children to manipulate play dough with their hands and with tools such as plastic utensils, cookie cutters and rollers. **PDM4.2a**

#### **Sand and Water Play**

Place sand and/or water in a sensory table. Provide a variety of tools for the children to use in the sand/water such as scoops, cups, spoons, sand molds and plastic animals. **PDM4.2a**

#### **Feely Boxes**

Use mystery “feely boxes” and have the children guess what is inside. You can use tissue boxes and put different fabric pieces or small toys in the boxes for them to feel. **PDM4.2a**

#### **Giant Sensory Box**

You will need a box large enough for one or two children to sit inside. Turn the box so the opening is facing out and can be easily supervised. Line the inside of the box with different textured fabrics such as burlap, carpet, velvet and silk. Encourage the children to sit inside the box and explore the different textures. You can use this as a dramatic play prop. **PDM4.2a**



### **36-48 months**

#### **Guess What?**

Describe an object you have hidden under a blanket and let the children try to guess what the item is. **PDM4.3a**

#### **Class Taste Test**

Do taste tests with the children using various food items. Check for food allergies prior to this activity. Be sure to include sweet, salty and bitter foods to give them a variety of tastes. **PDM4.3a**

#### **Exploring Marshmallows**

You will need jumbo marshmallows, magnifying glasses, small plates, cups of water and medicine droppers. Give each child a marshmallow to explore by smelling it and looking at it through the magnifying glass. Have each child use the medicine dropper to drop water on the marshmallow and explain what happens. **PDM4.3a**

#### **Sound Shakers**

Using plastic eggs, film canisters or small boxes, fill each container with different objects that make sounds such as bells, buttons, rocks, rice or beans. Display pictures of each object. Have the children shake the container and identify the type of object inside using the pictures as clues. **PDM4.3a**

#### **What's That Smell?**

Place four to five edible items with strong aromas in separate containers such as coffee grounds, onions, lemons, cinnamon, cilantro, vanilla extract or chocolate. Have the children close their eyes or use a blindfold. Have the children try to identify each item by smell. If appropriate, the children may also taste the items. **PDM4.3a**

# PDM4 #11

12-48 months

domain PDM: physical development and motor skills

Strand: **USE OF SENSES**

Standard: **PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.**



12-24 months

## PDM4.1b

Tries a new action with a familiar object.

One-year-olds begin to experiment with objects and try out different ways to manipulate them.



24-36 months

## PDM4.2b

Tests objects to determine their purpose.

Two-year-olds use their senses to go beyond exploring objects to using them as tools. For example, they might use a shoe box as a garage for toy cars. They also explore the world in more complex and creative ways.



36-48 months

## PDM4.3b

Takes things apart and attempts to put them back together.

Three-year-olds are becoming more independent and use their senses to figure out how objects work. They love to be able to take objects apart and try to put them back together. Providing simple activities lets them do this in an appropriate way.

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## PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.



**12-24 months**

### Pom-Pom Ice Cream

Have small bowls or cone-shaped cups, as well as a variety of large pom-poms in a bowl. Have the children use an ice cream scoop to serve the pom-pom ice cream during center time. **PDM4.1b**

#### ★ BRIGHT IDEA

For the children who have a difficult time scooping using an ice cream scoop, provide a ladle or measuring cup with a handle for scooping.

### Kitchen Band

Use kitchen items such as bowls, pots, pans and spoons as musical instruments. Encourage the children to make music on the “new instruments.” **PDM4.1b**

### Sock It to Me

Roll a pair of adult tube socks into a ball. Toss the “sock ball” to a child. Encourage him/her to toss it back to you. Encourage the children to come up with other uses for the tube socks. **PDM4.1b**



**24-36 months**

### Sink or Float?

Place water and a variety of items in the sensory table. Have some heavy items that will sink and some light items that will float. Provide tongs or spoons for the children to use to retrieve the items. **PDM4.2b**

### Painting with Cars

Place paint on paper plates. Give the children cars to roll through the paint and make tracks on the paper. **PDM4.2b**

### Pipe Cleaner Fishing

Take pipe cleaners and twist them into shapes that resemble fish. Take additional pipe cleaners and make a hook on the end of each one. Place the fish in a plastic container and have the children use their hooks to catch the fish. Have the children experiment with making hooks differently to attempt to catch fish. **PDM4.2b**



**36-48 months**

### Building and Rebuilding

Have the children build structures with large LEGO®s. Then have them take the structures apart and build something completely different. **PDM4.3b**

### Nature Creation

Ask the children to collect a variety of sticks. Give each child a ball of play dough and encourage them to create a stick sculpture by placing sticks in the play dough. The children can pull them out and try again. Add leaves or rocks for decoration. **PDM4.3b**

### Cardboard Castles

Have a tub of boxes that have been recycled for building in the block area such as tissue boxes, small gift boxes, paper towel tubes and small boxes. Have the children build all kinds of castles. **PDM4.3b**

### Lace It Up!

Remove a shoe lace from a shoe. Show the children how to put the lace back in and pull it through the holes. If shoes are not available, punch holes in a piece of cardboard and have the children weave the lace in and out of the holes in any pattern they choose. **PDM4.3b**



#### TEACHER TIP

Provide puzzles of varying levels of difficulty and number of pieces to meet the needs of the children.



# PDM5 #12

12-48 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM5 – The child will demonstrate gross motor skills.**



12-24 months

## PDM5.1a

Gains control and coordination of body movements.

One-year-olds are usually very active and develop a variety of gross motor skills. They can run fairly well and negotiate stairs by holding on to a banister with one hand and putting both feet on each step before going on to the next one. Most can climb and begin to kick and throw a ball.



24-36 months

## PDM5.2a

Develops gross motor control for a range of physical activities.

Two-year-olds stop “toddling,” or using the awkward, wide-legged robot-like stance that is the hallmark of new walkers. As they develop a smoother gait, they also develop the ability to run, jump and hop. Children of this age can participate in throwing and catching games with larger balls.



36-48 months

## PDM5.3a

Coordinates movements to perform a task.

Three-year-olds can climb up stairs using a method of bringing both feet together on each step before proceeding to the next step. Young children, however, may still need some “back-up” assistance to prevent falls in case they become unsteady at this new skill. Three-year-olds can jump and hop higher as their leg muscles grow stronger. Many can even hop on one foot for short periods of time.

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**PDM5 – The child will demonstrate gross motor skills.****12-24 months****Popcorn**

Sing a song or play music and encourage the children to stoop/crouch down, then stand up with the music. **PDM5.1a**

**Pumpkin Crawl**

Gather a few large pumpkins. Place them around the room and encourage the children to crawl around the pumpkins. Model how to weave in and out of the pumpkin maze. Play Hide and Seek around the pumpkins. If you do not have pumpkins, you may use a variety of items for this activity. **PDM5.1a**

**Let's Pull**

Sit on the floor, facing the child. Take the end of a long scarf and give the other end to the child. Start by pulling gently on the scarf and show the child how to pull back. When he/she begins to pull hard, pretend to fall over. **PDM5.1a**

**24-36 months****Crab Walk**

Have the children sit on the floor, putting their hands behind them on the floor, then lift their bottom up. Using hands and feet, move body forward or sideways like a crab. **PDM5.2a**

**Looby Loo**

Play the song "Here We Go, Looby Loo" and have the children follow the given movements in the song. **PDM5.2a**

**Bunny Hop**

Have the children pretend to be an animal moving around the room. They can hop like bunnies, jump like frogs or stomp like elephants. **PDM5.2a**

**Bubble Wrap Stomp**

Secure a large section of bubble wrap to the floor or rug. Have the children take off their shoes, and play upbeat music such as "Shake My Sillies Out" by Raffi. Have the children follow the movements of the song while dancing on the bubble wrap. Have the children describe how the bubble wrap feels and talk about the noise it makes when the bubbles pop. **PDM5.2a**

**★ BRIGHT IDEA**

For the children who prefer not to dance, provide a small piece of bubble wrap that they can hold and pop as they listen to the music.

**36-48 months****I Can Do It**

Play the song "I Can Do It" by Patty Shukla. Have the children follow along with the song to jump, balance on a log, boogie and other actions. **PDM5.3a**

**Hula-Hoop Hopscotch**

Set up a hopscotch game using hula-hoops. Encourage the children to hop on one and two feet along the game path. **PDM5.3a**

**Balancing Act**

Put tape lines on the floor in varying directions such as straight, zigzag or curves. Have the children try to "balance" as they walk along the tape lines with their hands out. You can even use stuffed animal alligators on the floor to play a game of "Don't Fall In." **PDM5.3a**

**Sock Toss**

Make sock balls out of adult socks or use beanbags for this activity. Toss the balls into a laundry basket, clean waste basket or box. When the children need more of a challenge, move the target farther away. **PDM5.3a**

**↔ TRANSITION TIP**

Use different movements to transition the children from one area of the room to another or from one place to another such as having the children march outside to the playground.

# PDM5 #13

12-48 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM5 – The child will demonstrate gross motor skills.**



12-24 months

## PDM5.1b

Develops emerging coordination and balance.

As one-year-olds learn to walk, they are gaining more coordination. They can now use their arms and legs to help keep themselves balanced.



24-36 months

## PDM5.2b

Develops coordination and balance.

Balance and coordination skills are developed over time as two-year-olds move and play. These skills are necessary for more complex physical activities such as jumping, kicking and throwing.



36-48 months

## PDM5.3b

Demonstrates coordination and balance.

Three-year-olds are able to move in a variety of ways that require coordination and balance. They can run, jump or walk to get from one place to another. Some are beginning to learn to skip or to ride a tricycle.

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**PDM5 – The child will demonstrate gross motor skills.****12-24 months****Follow the Leader**

Walk around the room with the children following behind you. Have them imitate your actions as you walk. For example, wave your arms over your head or do marching steps. Older children may want to take turns being the leader as well. **PDM5.1b**

**Egg Hunt**

Place plastic eggs around the room. Have the children crawl and/or walk around the room to find the eggs. Place the eggs in easy-to-see locations. You could try this activity with many different types of objects. **PDM5.1b**

**Animal Tracks**

Attach bear prints or other animal footprints to the floor leading outside. Point to the tracks and encourage the children to follow them. **PDM5.1b**

**24-36 months****Pool Noodle Putt-Putt**

You will need pool noodles cut in half and medium-sized foam balls for this activity. Have the children use the pool noodle as a club to hit the ball, similar to hitting a golf ball. Encourage the children to follow the path of the ball and hit it again. **PDM5.2b**

**Don't Ring the Bell**

Attach a bell at the top of a hula-hoop. Hold the hula-hoop and have the children crawl through the hoop without ringing the bell. To make it more challenging, attach two bells spaced a couple of inches apart. **PDM5.2b**

**Stomp the Bubbles**

Blow bubbles and encourage the children to pop them with their feet as the bubbles reach the floor. **PDM5.2b**

**Balance Beam**

Place a balance beam or series of long blocks on the floor, no more than 2 inches off the ground. Encourage the children to walk along the beam, supporting them as needed. **PDM5.2b**

**Simon Says**

Play Simon Says with the children. For younger children, do not try to trick them by not saying "Simon Says" before the action. **PDM5.2b**

**★ BRIGHT IDEA**

When playing Simon Says, some of the children may need you to model the movement and give extra time for them to watch and imitate your movements.

**36-48 months****Walk Like a Penguin Relay**

Use tape or chalk to mark a start and finish line. Have the children hold a ball between their knees and waddle from the start to the finish and back. Give the ball to the next child and continue until everyone has had a turn. **PDM5.3b**

**We Scream for Ice Cream**

You will need balls and paper towel tubes cut in half. Have the children hold a tube with a ball balanced on the top to resemble an ice cream cone. Give them a starting and ending point to walk with their tube without the "ice cream" dropping off. **PDM5.3b**

**Ball Juggling**

During outside time, have the children take turns keeping a beach ball in the air by tapping the ball with their hands. If the ball touches the ground, switch turns to another child. **PDM5.3b**

**Tennis Ball Relay**

Place one empty container such as a box, bucket, half cone or bowl in each of the four corners of a square area. Place another container with four tennis balls in the center of the area. Allow at least five feet from the middle container to the corners. Have a child grab a ball from the center container and run to one of the corners, bend and place the ball in the container, stand up and run back to the middle bucket. Repeat until all four corners are filled, then do it in reverse to clean up. Divide into teams or use a stopwatch for extra fun. **PDM5.3b**

# PDM6 #14

12-48 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM6 – The child will demonstrate fine motor skills.**



12-24 months

## PDM6.1a

Gains control of hands and fingers.

One-year-olds are developing fine motor control. They work hard to position their hands to grab a toy, eventually using one hand and then just fingers to grab smaller objects. The child will often alternate hands for activities. They will begin to move fingers independently of other fingers – for example, to poke bubbles or point – and will use whole-arm movements to color, holding a crayon in a closed fist with thumb pointing up. A child's sitting balance improves to where they no longer need arms for support.



24-36 months

## PDM6.2a

Coordinates the use of hands and fingers.

Two-year-olds are becoming more coordinated. They are not only using their hands to grab objects, but are able to recognize that their fingers are an extension of their palms which can curl around objects to help secure an item. Switching hands to draw continues at this age. As muscles strengthen during this year, two-year-olds will be able to make more intentional marks on paper using a variety of writing tools.



36-48 months

## PDM6.3a

Refines grasp to manipulate tools and objects.

Three-year-olds will have a strong preference for a lead/dominant hand, but switching continues. When drawing, the lead hand will be holding the crayon while the assist hand is stabilizing the paper. The child will progress from being able to copy lines and circles to imitating crosses (+) and tracing over triangles and diamonds. The child will attempt to color within the lines, but with limited success.

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**PDM6 – The child will demonstrate fine motor skills.****12-24 months****Tear It Up**

Give the children newspaper or tissue paper. Encourage them to tear the paper into pieces.

**PDM6.1a****Making Marks**

Provide the children with paper and a variety of fat crayons or three to four small crayons taped together. Encourage the children to pick up the crayons and make marks on the paper. **PDM6.1a**

**Unwrapping Game**

Wrap a toy in colorful paper. Give the wrapped item to the child and have him/her remove the paper. Use different types of paper each time you play this game. **PDM6.1a**

**24-36 months****Egg Puzzles**

Provide a variety of plastic eggs in a basket. Demonstrate for the children how to put the eggs together and pull them apart. Encourage the children to continue to practice putting the eggs together and taking them apart. **PDM6.2a**

**36-48 months****Noodle Game**

Place a colander with large holes and some pipe cleaners on the table. Demonstrate how the children can place the pipe cleaners in the holes and have them complete the task. **PDM6.2a**

**Egg Carton Sort**

Give the children an empty egg carton and several small wooden blocks. Have them pick up the blocks and place one block in each cup of the egg carton. **PDM6.2a**

**Finger Drawing**

Fill a zip-top bag with colored hair gel. Tape the top shut for safety. Place the bag on a flat surface. Show children how to draw designs in the gel with one finger. **PDM6.2a**

**Lacing Beads**

Sit with the children on the floor or at a table. Provide them with large lacing beads and strings. Encourage them to lace the strings through the beads. **PDM6.2a**

**★ BRIGHT IDEA**

For the children who have difficulty lacing beads, provide them with yarn and paper towel tubes, cut into 2- to 3-inch sections to lace.

**Tissue Tear-Up**

You will need sheets of tissue paper or newspaper and empty water bottles. Have the children tear the tissue paper into pieces, then roll it into balls small enough to fit into the water bottle. Continue to tear and fill the bottle. Once done display their creations. **PDM6.3a**

**Holes in the Box**

You will need a cardboard box. Cut several holes in the box, about the size of a paper towel tube. Have the children find different items that fit into the holes such as pom-poms, small balls or cut-up sections of a paper towel tube. The children may also use the paper towel tubes as tunnels for the pom-poms. **PDM6.3a**

**Squishy Swap**

Using “squishy” stress relief toys/balls, have the children hold a hand out in front of their bodies and squeeze the item. Then have them toss it to a friend to swap. **PDM6.3a**

**TEACHER TIP**

Provide the children with large markers and large pencils for projects. This will help improve children's handwriting skills.

# PDM6 #15

12-48 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM6 – The child will demonstrate fine motor skills.**



12-24 months

## PDM6.1b

Demonstrates hand-eye coordination and participates in a variety of activities to enhance coordination.

One-year-olds are developing eye-hand coordination skills. This means that they are developing the ability of the eyes to guide the hands in movements. They need lots of practice with this skill and a variety of items to pick up, push, press and pull.



24-36 months

## PDM6.2b

Performs simple fine motor skills.

During this stage of development, a child's balance and trunk stability lead to greater control of hand muscles. Two-year-olds will be able to draw horizontal and vertical lines, and eventually circles. They typically use both hands to open and close scissors. By the time they are three, they should be able to snip paper with the scissors and cut a piece of paper into two pieces.



36-48 months

## PDM6.3b

Uses hand-eye coordination to manipulate smaller objects with increasing control.

Three-year-olds continue to develop control in fine motor tasks such as cutting and drawing. They are able to move the scissors in a forward direction and cut along a straight line. They can hold a marker or crayon with a steady grip and make controlled marks on paper.

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**PDM6 – The child will demonstrate fine motor skills.****12-24 months****Leaf Hunt**

Take the children outside to gather leaves. Have the children bend down and pick up leaves to place in your bag. Make a big pile with all the leaves and encourage the children to walk and/or crawl through the pile of leaves. **PDM6.1b**

**Fingerpainting**

Place paper on the table along with fingerpaints. Have the children use their fingers to spread the paint around on the paper. **PDM6.1b**

**Milk Caps**

Collect large screw-on milk caps. Have the children place the milk caps in a small container or in a larger one with a slit in the top. **PDM6.1b**

**Beanbag Toss**

Tape a large piece of construction paper to the floor. Have the children toss beanbags toward the paper, trying to land them on the paper. **PDM6.1b**

**24-36 months****Jars, Jars, Jars**

Provide a variety of plastic jars and screw-on lids. Have the children match up and screw on the correct lid for each jar. **PDM6.2b**

**Worms**

Provide homemade or nontoxic play dough. Encourage the children to break small pieces off and roll them between their fingers to make “worms.” **PDM6.2b**

**Pool Noodle Lacing**

Take pool noodles and slice them into round pieces. Provide the children with lengths of rope, and have them lace the pool noodles onto the rope. **PDM6.2b**

**Q-tip® Painting**

Place small cups of paint on the table along with Q-tips. Have the children use the Q-tips instead of paintbrushes. **PDM6.2b**

**36-48 months****Making Scraps**

Give the children paper with various lines such as curved, straight or zigzag. Have the children use scissors to cut the paper. You can then have them glue their paper scraps onto construction paper for abstract art. **PDM6.3b**

**Tong Time**

Use kitchen tongs to pick up objects such as large pom-poms, cotton balls or Unifix® cubes and put them in a container. **PDM6.3b**

**Homemade Blocks**

Provide a variety of homemade blocks such as Solo cups, washed milk cartons, shoe boxes or washed yogurt containers. Have the children build and balance structures with these items. **PDM6.3b**

**Stringing Beads**

Provide opportunities for the children to string beads onto various objects like pipe cleaners, laces or even spaghetti noodles. For variety, try stringing noodles, cereal or buttons. **PDM6.3b**

**TEACHER TIP**

Use puzzles with handles on the pieces to help the children turn the piece and place it correctly.



# SED1 #16

12-48 months

domain SED: social and emotional development  
Strand: **DEVELOPING A SENSE OF SELF**  
Standard: **SED1 – The child will develop self-awareness.**



12-24 months

## SED1.1a

Identifies image of self.

A one-year-old has the awareness that the image she sees is herself and not another child.



24-36 months

## SED1.2a

Uses gestures and actions to reference self when interacting with others.

Two-year-olds learn that they are separate from others. They learn ways to communicate their new independence nonverbally.



36-48 months

## SED1.3a

Recognizes self as a unique individual.

A three-year-old is excited about the realization that she is distinct and has her own unique wants, needs, likes, dislikes, thoughts and feelings.

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**SED1 – The child will develop self-awareness.****12-24 months****Photo Explanation**

Display photos of the children engaged in play throughout the day. Post the photos of the children at eye level and encourage them to explore and find their pictures. **SED1.1a**

**Take a Selfie!**

Use a digital camera and show the children how to hold it and take a selfie photo. Then have the children view the photo on the viewfinder of the camera. **SED1.1a**

**Picture This**

Give each child a half-piece of construction paper and crayons. Have him/her color the paper. Next, place a photo of the child in the middle of the paper, similar to a photo in a frame. You can use these framed photos as labels for the children's cubbies. You could also attach them to a book ring and let the children flip through the photos to find their own pictures. **SED1.1a**

**24-36 months****Time for Coats**

As you prepare to go outside, go to one cubby at a time and take out a jacket. Ask, "Whose jacket is this?" Pause to give the children time to identify their jackets and respond. **SED1.2a**

**36-48 months****Who Ate the Cookie?**

Place photographs of each child on a cookie cutter shaped paper cutout. Put the cutouts in a container such as a cookie tin or animal cracker box.

Choose one of the "cookies" and chant, "Who ate the cookie in the cookie jar?" Show the picture to the children and ask the child pictured to stand up. Using the child's name, say, "Amy ate the cookie in the cookie jar." Hand the child his/her cookie and continue until you have pulled out all of the children's cookies. **SED1.2a**

**Good Morning Song**

Sing the following song during large group and have the child come to the middle of the circle when his/her name is called. Sing "Good Morning Song" to the tune of "Good Night, Ladies":

*Good morning, Sarah,  
Good morning, Justin,  
Good morning, Meghan,  
We're glad you're here today.*

Continue singing, substituting the children's names until all the children have had a turn to come to the middle of the circle. **SED1.2a**

**Only One Me**

Recite this fingerplay with the children:

*In this whole wide world (Make circle with arms.)  
I can clearly see (Fingers around eyes, looking through.)  
There is only one YOU (Point to another person.)  
And there is only one ME (Point to self.)*

**SED1.2a**

**Portrait Gallery**

Have the children draw a self-portrait using a paper plate. Provide crayons, markers and other art materials. Once completed, create a class portrait gallery to display the self-portraits. **SED1.3a**

**Looking Through the Window**

While looking in a mirror, have the child hold an empty picture frame or a cardboard cutout resembling a picture frame around his/her face. Have the child describe what he/she sees and talk about his/her features. **SED1.3a**

**Mirror Paint**

Provide paint and an unbreakable mirror for each child. Have the children look in their mirrors and paint what they see. Once completed, have the children compare their paintings. **SED1.3a**

**No One Has Fingerprints Like Me**

Provide a sheet of white paper with a picture of a magnifying glass for each individual child. Have each child stamp fingerprints inside his/her magnifying glass. Have the children use the magnifying glasses to compare and contrast prints to identify and discuss unique characteristics. **SED1.3a**

# SED1 #17

12-48 months

domain SED: social and emotional development  
Strand: **DEVELOPING A SENSE OF SELF**  
Standard: **SED1 – The child will develop self-awareness.**



12-24 months

## SED1.1b

Says his/her name.

Through interactions with teachers and hearing his name repeated, a one-year-old begins to recognize when his name is called.



24-36 months

## SED1.2b

Uses pronouns such as I, me and mine.

Two-year-olds like to communicate about individual wants, needs and desires to strengthen sense of self.



36-48 months

## SED1.3b

Demonstrates knowledge of personal information.

Three-year-olds are more independent and start to define themselves in more concrete terms as part of their self-identity.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

**SED1 – The child will develop self-awareness.****12-24 months****Ring a Bell**

Provide each child with a bell or tambourine. Have the children listen as you call out their names. When a child hears his/her name, the child shakes the bell or tambourine to make it sound. **SED1.1b**

**When I Point to You**

Sing the following to the tune of “London Bridge”:

*When I point to you, say your name,  
say your name, say your name.*

*When I point to you, say your name,  
because we’re glad you’re here!*

Point to a child and have that child say his/her name out loud. Continue singing until all the children have had their names called. **SED1.1b**

**Shout Out Loud**

During outdoor time, have the children say their names using different voice volumes. Start by whispering. Then use their “inside voices.” Finally, have them shout their names out loud. **SED1.1b**

**24-36 months****Me I Am!**

Read the book *Me I Am!* by Jack Prelutsky. Ask each child to think of one thing that is special about him/her. Prompt thinking: “What color is your hair?” or “Do you have freckles?” **SED1.2b**

**In My Family**

Use the story starter “In my family...” and have the children complete the sentence. Write down what each child dictates. You may have to prompt the child with questions such as, “Does your family have a pet?” or “Do you have a brother or sister?” **SED1.2b**

**36-48 months****I Am, I Have, I Can**

Create a chart with the headings “I Am,” “I Have” and “I Can.” You will need to model the activity before beginning. For example, say, “I am a teacher, I have brown hair and I can jump really high.” Ask the children to think about themselves and dictate their responses into the appropriate “I Am,” “I Have,” “I Can” categories. **SED1.3b**

**TECH TIP**

Use your smart board as a tool for having the children make choices, for example: How are you feeling today? Which color apple do you like best? What are you having for lunch?

**Alike and Different**

Read *We Are All Alike, We Are All Different* by The Cheltenham Elementary School Kindergartners. Talk about ways the children in the class are alike and different. Ask questions about where the children live, family structure or physical attributes. Say, “If you have brown hair, stand up. If you live on Murray Street, stand up.” **SED1.3b**

**Boy-Girl Graph**

Give each child a sticky note with his/her name on it. Have a chart divided into two columns, one labeled “Boy” and the other “Girl.” As you call out the children’s names, have them place their sticky notes in the appropriate column. You can then talk about how many boys and how many girls are in the class. **SED1.3b**

**TRANSITION TIP**

When transitioning from one activity to another, ask the children to identify preferences by playing “Would you rather?” For example, you could ask the group, “Would you rather eat ice cream or pizza?” Then have each group move to the next activity.

# SED1 #18

12-48 months

domain SED: social and emotional development  
Strand: **DEVELOPING A SENSE OF SELF**  
Standard: **SED1 – The child will develop self-awareness.**



12-24 months

## SED1.1c

Shows knowledge of his/her own abilities/preferences.

With the support of adults, one-year-olds need to explore their environment and see options in order to identify their abilities and form preferences.



24-36 months

## SED1.2c

Shows sense of satisfaction in his/her own abilities/preferences.

Two-year-olds need ample opportunity to initiate and direct their own activities to feel competent and to strengthen their sense of self. Teachers can provide a safe and comfortable learning environment filled with praise, support and reinforcement.



36-48 months

## SED1.3c

Shows sense of satisfaction in his/her own abilities, preferences and accomplishments.

Three-year-olds show pride in what they can do. Teachers should provide a balance of independent and supervised experiences to help empower children's decision-making and problem-solving skills.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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**SED1 – The child will develop self-awareness.****12-24 months****Stack It**

Provide a variety of choices of stacking and nesting toys such as cups, foam blocks or rings. Have the children choose from the selection to practice stacking and nesting. **SED1.2c**

**Read All About It**

In a small crate or basket, keep a variety of books for the children to choose from. Include board books, simple text picture books, wordless books and books with rhyming text. Have several times throughout the day when the children can choose books from the basket to look at independently or to have an adult read to them. **SED1.1c**

**Rock Mold**

Collect a variety of rocks and put them in a basket or bowl. Provide the children with play dough in a choice of colors. Have the children pick out rocks to push into the play dough to make 3-D art sculptures. **SED1.1c**

**24-36 months****Mystery Puzzle**

Take the pieces to a floor puzzle out of the box and put them in a basket. Have the children work together, with your support, to assemble the puzzle without referring to its picture. **SED1.2c**

**Little Cloud**

Read the book *Little Cloud* by Eric Carle. After reading the book, ask the children what kind of clouds they would be and give them cotton balls to form the shapes of their clouds. You can have the children glue these onto squares of paper to place in the window. **SED1.2c**

**Art Review**

Have the children draw or paint pictures of their choice, show the pictures to the class and talk about them. Prompt them with statements such as, “Tell us what you used to make your picture,” or “Tell us about the colors you used.” **SED1.2c**

**TEACHER TIP**

Acknowledge children's accomplishments and preferences. “I see you working hard to stack the blocks, Sara!” and “I noticed you don't like the applesauce, Jamal!”

**36-48 months****Wall Mural**

Cover one wall with butcher paper at the children's eye level. Place crayons, markers and pencils near the paper and invite the children to create artwork on the paper. Prior to the children beginning the mural, explain the rules such as no coloring over on someone else's work. **SED1.3c**

**Can You Fix It?**

Label a box or tub as the “Fix-It Box.” As toys and books need repair, place them in the box. Also include tape and simple tools the children can use to repair the items. Offer the children the opportunity to assist you with repairs. **SED1.3c**

**Now Build This**

Create simple sketches of block structures and post them in the Block Area. Have the children recreate the structures by following the plan in the sketch. When finished, take a photograph and place it next to the sketch that is posted. **SED1.3c**

**TEACHER TIP**

Provide the children with intentional, behavior-specific feedback. For example, “Marco, you worked hard to build that tower of blocks! It is so tall!” or “Wow, Emilie, the colors you're painting with are mixing together to make a new color!”

# SED1 #19

12-48 months

domain SED: social and emotional development  
Strand: **DEVELOPING A SENSE OF SELF**  
Standard: **SED1 – The child will develop self-awareness.**



12-24 months

## NO INDICATOR



24-36 months

## SED1.2d

Shows emerging independence by occasionally resisting adult control.

Two-year-olds often test adult limits and rules as a way to enhance their independence and sense of self. Adults should provide positive guidance while helping children feel competent and independent.



36-48 months

## SED1.3d

Shows emerging sense of independence in his/her own choices.

Three-year-olds are able to make many choices on their own. Adults can provide positive guidance and reinforce the importance of making good choices as the child becomes more independent.

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**SED1 – The child will develop self-awareness.****24-36 months****Can-Do Kid**

Provide several dressing boards with items such as zippers, laces, snaps, buttons with buttonholes and buttons with loops. Have the children use these to practice the skills needed for independent dressing. **SED1.2d**

**My Kind of Bread**

Provide refrigerated bread dough and give each child an equal portion. Have the children roll their dough and form it into any shape they want. Once finished, bake. When cool, have the children eat their unique creations. **SED1.2d**

**Pitcher Pour**

Use a sensory tub partially filled with water. Provide a variety of pitchers or teapots. Have the children fill a pitcher or teapot with water and practice pouring into cups. Position yourself to be available to help if needed. Provide paper towels for the children to clean up any spills. **SED1.2d**

**Family Feeding Time**

Serve meals and snacks family style. Have the children help set the table and serve themselves from small serving bowls. Have the children assist with cleanup after the meal is over. **SED1.2d**

**Puzzle Time**

Trace several different items found in the classroom onto construction paper such as a magnifying glass, puzzle piece, plate and truck. Encourage the children to go around the classroom and find the matching pieces. **SED1.2d**

**36-48 months****Put Away the Laundry**

Wash the doll clothes or dress-up clothes from dramatic play. Put them in a laundry basket and encourage the children to fold and put away the clothing in the proper places. **SED1.3d**

**A Rainbow of My Own**

Read the book *A Rainbow of My Own* by Don Freeman. After reading, give the children their choice of colored paper and crayons and have them create their own unique rainbows. **SED1.3d**

**Only One Me**

Teach the children the following poem.

*In this whole, wide world*

*(Make a big circle with your arms.)*

*I can clearly see*

*(Fingers around eyes, looking through.)*

*There is only one YOU (Point to other person.)*

*And there is only one ME (Point to self.)*

**SED1.3d****Morning Check-In**

Each morning, offer the children the opportunity to answer a question or make a choice on paper. Drive your plans for the day by asking something that is related to what you will be doing later. Then, begin the day by reviewing the answers. Draw a line down the middle of the paper and put a beach picture on one side and a snowman picture on the other. Ask the children to make a mark under the one they enjoy most. Older three-year-olds may be able to begin to write their names in the column of their choice. **SED1.3d**

**Choices, Choices**

During outside time, provide a variety of choices for the children and have them choose one thing they want to do before free play. Choices could include playing with a parachute with a group, building a structure with big blocks or painting an outdoor mural with a group. **SED1.3d**

**TEACHER TIP**

Provide the children with small brooms and dustpans to clean up paper pieces and other small messes in the classroom during center time.

**TEACHER TIP**

To encourage the children's emerging sense of independence, encourage them to make choices throughout the day in different ways. For example, they can choose where to sit during group time, which art materials to use or which song to sing and/or dance to.



# SED2

## #20

12-48 months

domain SED: social and emotional development  
Strand: **DEVELOPING A SENSE OF SELF**  
Standard: **SED2 – The child will engage in self-expression.**



12-24 months

### SED2.1a

Uses sounds, facial expressions or gestures to express needs and preferences.

One-year-olds use sounds, facial expressions or gestures to communicate. This need builds on the foundation for healthy self-expression.



24-36 months

### SED2.2a

Uses verbal expressions and gestures to communicate needs, opinions, ideas and preferences.

Two-year-olds build expressive language skills by using gestures to support communication and by putting needs, wants and preferences into words.



36-48 months

### SED2.3a

Uses a combination of words, phrases and actions to communicate needs, ideas, opinions and preferences.

Three-year-olds use a combination of verbal and nonverbal communication skills. They are building vocabulary skills to express individual ideas.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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**SED2 – The child will engage in self-expression.****12-24 months****Mirror, Mirror**

Seat the children at the table. Give them plastic mirrors and have them make different faces in the mirror. Prompt them to make faces with questions such as, “Can you make a happy face? Can you wrinkle your brow like this and look worried? Can you make your mouth into a frown?” **SED2.1a**

**Sound Express**

Encourage the children to use sounds and facial expressions to convey their needs and preferences. Prompt them by asking questions such as, “Can you show me what you are looking for?” or while comforting a child ask, “Does this make it better?” **SED2.1a**

**Snuggle Puppy**

Provide each child with a soft, stuffed animal as you read the book *Snuggle Puppy* by Sandra Boynton. Encourage the children to snuggle with their animals as you read. At the end, have the children blow kisses to their animals. **SED2.1a**

**TEACHER TIP**

Teach the children some simple, nonverbal cues to use in the classroom such as thumbs up/ thumbs down to express a preference.

**24-36 months****Talk It Out**

During greeting time as the children enter the room, ask, “What do you want to do today?” Have a chart with simple activity cards such as puzzles, blocks, dolls or paint. Have each child pick one with his/ her answer and put it on the chart. During large group, total the number from the chart: “Today we have four children who want to play blocks, three who want to play puzzles, one who wants to play with dolls and one who wants to paint.” **SED2.2a**

**Gossie**

Read the book *Gossie* by Olivier Dunrea. When you are finished, talk about how Gossie felt when she lost her red boots. Ask the children, “What would you do if you lost a favorite toy?” or “What could you do to help a friend who has lost something?” **SED2.2a**

**Telephone Talk**

Provide a variety of play telephones to use in the classroom. Have the children use the phones to express how they feel. Encourage the children to call a friend and tell the friend about it. **SED2.2a**

**Lulu’s Lunch**

Read the book *Lulu’s Lunch* by Camilla Reid. As you read, have the children raise their hands to express their preferences for bananas, spaghetti, both or neither. **SED2.2a**

**36-48 months****Pass the Peas, Please**

Using toy food in dramatic play, model for the children how you would ask them to pass you something. Say, “Please pass me the peas.” Have them ask a friend to pass something. Continue until all the children have had a turn. **SED2.3a**

**Tell Us About It**

During large group, give the children the opportunity to use a microphone to share with the other children. You can prompt their thinking with questions such as, “Can you tell us your favorite thing about school?” **SED2.3a**

**Survey of the Week**

Create a survey question posted in the classroom weekly. Keep it simple so that the children can express their opinions with a “yes” or “no” answer. Use questions such as, “Do you like chocolate milk?” or “Do you like snow?” **SED2.3a**

**TEACHER TIP**

Family Style Dining (FSD) is a great way to encourage the children to use words, phrases and actions to communicate their wants and needs. Each table has a serving of each meal component including fruit, veggie and main course. The children are encouraged to request and pass components to and from one another.

# SED2

## #21

12-48 months

domain SED: social and emotional development  
Strand: **DEVELOPING A SENSE OF SELF**  
Standard: **SED2 – The child will engage in self-expression.**



12-24 months

### SED2.1b

Displays a range of basic emotions such as happiness, sadness and fear.

One-year-olds experience a healthy range of emotions and express these emotions to others using nonverbal and verbal communication.



24-36 months

### SED2.2b

Uses verbal and nonverbal expressions to demonstrate basic emotions such as anger, happiness and sadness.

Two-year-olds begin to learn how to express more complex emotions in healthy and appropriate ways, with adult support and modeling.



36-48 months

### SED2.3b

With adult guidance, uses verbal and nonverbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy and enthusiasm.

Three-year-olds are able to process and communicate complex emotions in healthy and appropriate ways. Teachers can help by modeling appropriate responses and labeling the child's feelings. "You look frustrated. That puzzle is hard to put together, isn't it?"

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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**SED2 – The child will engage in self-expression.****12-24 months****Felt Faces**

On a felt board, display cutouts that represent a range of feelings such as happiness, sadness and fear. Refer to the board throughout the day to help the children learn to label their emotions. Ask questions such as, “Which one looks sad?” and mimic the facial expression. **SED2.1b**

**Calm-Down Time**

Read the book *Calm-Down Time* by Elizabeth Verdick. As you read the story, model deep breathing for the children and have the children practice taking deep breaths. **SED2.1b**

**Little Miss Muffett**

Recite the nursery rhyme “Little Miss Muffett” when you are outside with the children. Then have the children act out the rhyme as you say it. You can have them pretend to eat and then be frightened away when the spider sits down. **SED2.1b**

**24-36 months****Lots of Feelings**

Read the book *Lots of Feelings* by Shelley Rotner. As you read, have the children mirror the faces seen in the book and talk about grumpy, thoughtful and shy feelings. **SED2.2b**

**Body Lingo**

Share with the children how we sometimes show emotion with our bodies. Demonstrate that crossing your arms means angry, putting your head in your hands shows frustration and raising your hands in the air means happy. After you model, have the children follow along. Sing the song “If You’re Happy and You Know It” and use the words “frustrated,” “sad” and “happy” with the corresponding body language. **SED2.2b**

**TEACHER TIP**

Modeling and describing are effective teaching techniques for children. When doing activities model and describe what you are doing.

**36-48 months****Feelings Meter**

Make a feelings meter from poster board divided into six sections. Label each section with a different emotion such as happy, mad, grumpy, sleepy, shy, worried. Attach an arrow with a brass fastener and have the children turn it to indicate how they are feeling throughout the day. **SED2.3b**

**Basket Full of Feelings**

Provide plastic eggs and squares of paper with a different emotion depicted on each. Place a square inside each egg. Have the children “crack” the eggs open and share the emotions. You may have to read out the feeling or use a photo. Say, “Tell about a time you felt that way,” or “What would make you feel that way?” **SED2.3b**

**Paper Plate Feelings**

Provide paper plates with a different facial expression drawn on each, such as happy, sad, excited or angry. Read *The Way I Feel* by Janan Cain. Show the children each plate and ask what feeling the plate shows. Follow by asking what makes them feel that way, such as “What makes you happy? What makes you sad?” **SED2.3b**

**★ BRIGHT IDEA**

Use photos of the children expressing different emotions to help them identify how they feel. When possible take pictures of the children in your classroom.

**TEACHER TIP**

Use the Feelings Meter to introduce new words like “melancholy” for sad or “irritated” for angry.

# SED3 #22

12-48 months

domain SED: social and emotional development

Strand: **SELF-REGULATION**

Standard: **SED3 – The child will begin to demonstrate self-control.**



12-24 months

## SED3.1a

Follows simple routines in a group setting with adult support, such as eating, napping or playing.

Routines in a one-year-old classroom help establish expectations and reinforce appropriate behaviors. Teachers establish simple routines, teach the routines and help guide toddlers as they practice mastering them.



24-36 months

## SED3.2a

Displays understanding of engaging in routines, rules and appropriate social behavior.

With teacher support, two-year-olds are gaining awareness of the importance of routines and rules. They are gaining insight into socially appropriate behavior.



36-48 months

## SED3.3a

Remembers and follows simple group rules and displays appropriate social behavior.

Three-year-olds can follow simple classroom rules such as "Walk slowly in the hall." Teachers provide support and guidance as three-year-olds learn social norms and what behavior is appropriate in various social situations.

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## SED3 – The child will begin to demonstrate self-control.



### 12-24 months

#### Oh, Before We Eat

Sing daily with the children when it's time to wash hands. Make up your own words or use these to the tune of "If You're Happy and You Know It":

*Oh, before we eat we wash our hands*

(Scrub, scrub.)

*Oh, before we eat we wash our hands*

(Scrub, scrub.)

*Oh, it's very smart we think,*

*To wash those germs right down the sink.*

*Oh, before we eat we wash our hands*

(Scrub, scrub.) **SED3.1a**

#### Cleanup Caddy

Provide caddies or baskets the children can carry to gather small toys at cleanup time. Once toys are in the caddies, have the children bring them to you to help put away in the correct place. **SED3.1a**

#### Follow the Leader

Play a simple game of "Follow the Leader" as part of a daily routine such as cleanup time. Encourage the children by saying, "Follow the leader and throw away your napkin." **SED3.1a**



### 24-36 months

#### No No Yes Yes

Read the book *No No Yes Yes* by Leslie Patricelli. Point out the things the baby did that had a "no" response and those things the baby did that had a "yes" response. You can give the children other scenarios once you have read the book such as, "Would you hit your friend? No, No!" **SED3.2a**



### 36-48 months

#### Where the Wild Things Are

Read the book *Where the Wild Things Are* by Maurice Sendak. Have the children chart what they think would have happened if Max had not created mischief and what Max would have been able to do instead. **SED3.3a**

#### Speeding Ticket

One of the typical rules for the classroom is walking feet. Print up cute speeding tickets and give them to the children when you observe that they are not using walking feet inside the classroom. This will remind them that they should not run in the classroom. The children have to "pay their tickets" by walking slowly from one spot to another in the classroom. **SED3.3a**

#### Hippos Go Berserk!

Read the book *Hippos Go Berserk!* by Sandra Boynton. Retell the story using a puppet and ask questions such as, "What would happen if all those extra hippos showed up at your party?" Ask the children, "Would you have enough snacks?" or "Would you have enough toys for all your friends to play with?" **SED3.3a**

#### TRANSITION TIP

To minimize frustration during transitions, give the children a five minute prompt beforehand, letting them know what is coming next. "Cleanup time is in five minutes, then we go outside."

#### TEACHER TIP

You can point out when children model appropriate behaviors. For example, you could say, "I notice that Danny is looking straight ahead and has safe hands."



#### TEACHER TIP

Acknowledge the children's behavior when you see them following class rules and expectations. Be intentional and specific! For example, if a rule is Be Kind, you could say, "Mia, you are helping your friends clean up. That is so kind."

# SED3 #23

12-48 months

domain SED: social and emotional development

Strand: **SELF-REGULATION**

Standard: **SED3 – The child will begin to demonstrate self-control.**



12-24 months

## SED3.1b

Self-soothes with minimal adult support.

As one-year-olds grow, they develop healthy ways to self-soothe and cope in an effective way. They practice self-control and start to learn how to follow.



24-36 months

## SED3.2b

Self-soothes independently.

As social and emotional demands increase, important tasks for two-year-olds to learn are greater self-control and ways to soothe themselves. They still need continued adult support and guidance.



36-48 months

## SED3.3b

Regulates own emotions and behaviors with adult support when needed.

Learning to regulate emotions requires self-control and healthy coping skills. Teachers can help guide children by providing healthy outlets for emotions and emotional support as needed.

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**SED3 – The child will begin to demonstrate self-control.****12-24 months****A Hand to Hold**

When a child is upset or angry, use the phrase, “Would you like a hand to hold?” Offer your hand. Once the child begins to calm down, lead him/her to choose a book or a soft item to hold. **SED3.1b**

**Boo-Boo Bunny**

You will need a washcloth, reusable ice cube and some yarn. Fold the washcloth in half diagonally to form a triangle, then roll it from the open corner to the long side. Fold the rolled washcloth in half and tie a piece of yarn around it to form the ears of the bunny. The reusable ice cube should fit in the section beneath the ears. Use this to soothe the children when they get “boo-boos.” **SED3.1b**

**Self-Talk Role Model**

Use self-talk to help the children understand how you cope with strong feelings. They will watch you and learn through your words and actions. Demonstrate how to manage feelings. For example, say, “I spilled the milk all over the floor. Now I have to clean it up,” or say, “I am so upset. I am going to close my eyes and count to five.” **SED3.1b**

**TEACHER TIP**

Provide a cozy area in the classroom. It will serve as a great place for children to calm themselves independently with minimal disruption to others.

**24-36 months****Counting Can**

Make a counting can from a Pringles® chips can. Cover and decorate it. When a child needs to self-soothe, have him/her open the can and blow into it, counting breaths. You can have the child start out by counting to five. **SED3.2b**

**Hug It Out**

Have a large teddy bear or another stuffed animal. When a child becomes upset, have him/her go to the animal and hug it. Give the child time to talk to the teddy and self-soothe. **SED3.2b**

**Paper Crunch**

Provide a basket with a variety of types of paper for the children to crunch up into balls when they feel frustrated or angry. Place the basket in a safe place in the classroom, away from other activities. **SED3.2b**

**36-48 months****Mad Jar**

Create a “mad jar.” When a child gets upset, he/she goes to the “mad jar,” opens the lid and shouts into the jar. After letting out his/her shout, the child puts the lid back on the jar. Consider decorating the jar with words or facial expressions. **SED3.3b**

**Main Squeeze**

You will need a basket and a variety of squeeze stress balls. Have this basket with the stress balls located where the children can easily reach them. Talk to the children about having a healthy outlet when they are frustrated or angry and explain that when they are having those feelings they can pick a stress ball and squeeze it out. **SED3.3b**

**Balance a Butterfly**

Give each child a cutout of a butterfly or a similar shape. Have the child sit quietly and try to balance the butterfly on his/her nose, holding it there for several seconds. After having the opportunity to practice in a group several times, give all the children butterflies to keep in their cubbies. Encourage the children to use this technique when they feel the need to calm down. **SED3.3b**

**TEACHER TIP**

Teach the children calming techniques such as breathing, counting or holding a preferred soft object. The children will be able to use these techniques whenever they feel overwhelmed, frustrated or angry.



# SED3 #24

12-48 months

domain SED: social and emotional development

Strand: **SELF-REGULATION**

Standard: **SED3 – The child will begin to demonstrate self-control.**



12-24 months

## SED3.1c

Demonstrates the beginnings of impulse control with adult guidance.

With teacher's guidance and support, one-year-olds start to gain knowledge of social expectations and rules to improve impulse control.



24-36 months

## SED3.2c

Regulates some impulses with adult guidance.

With teacher's guidance and support, two-year-olds become more aware of their behavior and potential consequences.



36-48 months

## SED3.3c

Regulates impulses with adult guidance.

With teacher support and guidance, three-year-olds start to recognize impulses and utilize strategies to control them.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

**SED3 – The child will begin to demonstrate self-control.****12-24 months****Stop and Go!**

Introduce a simple game of “Stop and Go” on the playground. As you call out various instructions such as walk, hop or run, have the children go from one side of the playground to the other. **SED3.1c**

**Freeze Dance**

Play music for the children to dance freely, then “freeze” when the music stops. Try different kinds of music with different tempos and beats. **SED3.1c**

**Kleenex® Kick**

Provide each child with a Kleenex® or other facial tissue. Have the children sit on the rug with legs straight out. Play music and have them kick tissues with their feet until the music stops. When music starts, they kick the tissues again. **SED3.1c**

**★ BRIGHT IDEA**

Children can also do a Kleenex® toss instead of a Kleenex® kick. Have them toss their tissues until the music stops.

**24-36 months****Remote Control**

Use a remote control or make a large, pretend remote out of a shoe box. While playing music, have the children dance when you “turn the remote on” and stop when you “turn it off.” **SED3.2c**

**Freaky Freeze**

Play music and have the children dance freestyle while the music is playing. When you stop the music, show the children a picture of a pose such as standing on one leg. They should freeze in that pose. When the music begins again, the children will dance freestyle. **SED3.2c**

**Bubble-Oke**

During outdoor time, sing or play a silly song. Have the children blow bubbles while you are singing or while the song is playing. Once the song stops, the children should stop blowing bubbles. Songs you might want to use are “Aiken Drum” or “The Noble Duke of York.” **SED3.2c**

**TEACHER TIP**

Label the children’s emotions for them. “I see you are frustrated that it’s not your turn.” This helps identify their emotions and minimize tantrums.

**36-48 months****Oh No, George!**

Read the book *Oh No, George!* by Chris Haughton. Talk to the children about George and why it was so hard for George to be a good dog. Ask questions such as, “What would you have done if you were George and wanted to eat that delicious cake?” **SED3.3c**

**Classroom Rules**

Have the children help create three to four classroom rules. Be sure the rules tell the children what to do, stated in the positive. For example, “Use gentle touches.” Discuss why the rules are important and post the rules in the classroom. **SED3.3c**

**Sometimes I’m Bombaloo**

Read *Sometimes I’m Bombaloo* by Rachel Vail. As you introduce the book and title, ask the children what they think it means to feel “bombaloo.” Encourage them to listen carefully to the story to see if they can figure out what it means, then pause while reading to see if the children can guess. After finishing the book, ask, “What makes you angry? What do you do when you feel upset? How do you stop being angry or calm yourself down?” **SED3.3c**

**Ready, Set, Go! Game**

This is a race that requires children to wait for the words “Ready, Set, Go.” Substitute the word “Go” with another word such as “Grow”: “Ready, Set, Grow.” Make the connection between the children being able to control their bodies in the game. **SED3.3c**

# SED3 #25

12-48 months

domain SED: social and emotional development

Strand: **SELF-REGULATION**

Standard: **SED3 – The child will begin to demonstrate self-control.**



12-24 months

## SED3.1d

Accepts transitions and changes to schedules/routines with adult support.

Teachers must provide one-year-olds comfort and reassurance to help prevent undue stress during changes and transitions. Learning to adjust to change and transition helps children respond in a more positive and flexible way.



24-36 months

## SED3.2d

Responds to transitions and changes to schedules/routines.

Teachers can provide support and guidance as two-year-olds learn to expect and anticipate changes and transitions. This will help children respond in a more positive and flexible way.



36-48 months

## SED3.3d

Manages transitions and adapts to changes in schedules and routines with adult support.

Three-year-olds are learning how to manage changes in schedules. Teacher comfort and reassurance will help prevent undue stress during changes and transitions.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

**SED3 – The child will begin to demonstrate self-control.****12-24 months****Star Wand**

Use a wand with a star on top to sing this transition song to the tune of “Twinkle, Twinkle, Little Star”:

*Twinkle, twinkle, little star,  
Stop and clean up where you are.  
Time to put the toys away.  
We will play another day.  
Twinkle, twinkle, little star,  
Stop and clean up where you are.*

You can wave the star wand around as you help the children clean up. **SED3.1d**

**Are You Ready?**

Before going outside, sing this song as you help the children put on their jackets, gloves and hats. You can also use nonverbal cues to line up the children such as taking a child by the hand or pointing to a child to line up. Sing to the tune of “The Mulberry Bush”:

*Let's get ready to go outside,  
Go outside, go outside.  
Let's get ready to go outside  
So we can run and play.* **SED3.1d**

**Bye-Bye Time**

Read the book *Bye-Bye Time* by Elizabeth Verdick. Establish a ritual, such as a deep breath and a big wave, that the children can use to tell their family members goodbye when they are dropped off in the morning. **SED3.1d**

**24-36 months****Countdown Timer**

Use a countdown timer to help the children be prepared for transitions. This can be done with a phone or an alarm clock. If you have a computer or tablet in the classroom, there are websites and apps for downloading a timer. **SED3.2d**

**Time to Watch and Listen**

When you want the children to come to the rug for story time or other large group activities, sing this transition song to the tune of “Sing a Song of Sixpence”:

*It's time to watch and listen;  
We're going to read a book.  
We'll sit down on the rug  
and use our eyes to look.  
We'll look at the pictures and hear the words too.  
Oh, what fun it is to share this book with you.*

Change the words to fit whatever activity you are doing in large group. **SED3.2d**

**Cleanup Train**

Call all of the children to get on the cleanup train. Have them line up, holding onto the child in front. Begin chugging around the room and stop at the first area that needs to be cleaned up. Have all the children pitch in to help. Then get back on the train and move to the next area. **SED3.2d**

**36-48 months****Action Cards**

Create a set of transition action cards for the children to use as they move from one activity to another. Include things such as ice skate, row your boat, monster walk, tippy toe and dance. Try different ones throughout the day. Say, “Let's monster walk to the playground,” or “Everyone tiptoe to the table for snack.” **SED3.3d**

**Froggy Goes to School**

Read the book *Froggy Goes to School* by Jonathan London. Have the children recall the different things Froggy does at school and how this compares to their own days at school. You can chart their answers or do a comparison graph. **SED3.3d**

**Word of the Week**

Pick a word of the week. It may be related to your current unit of study or it can be a vocabulary word from a story you are reading. Introduce the word to the children early in the week. Use this word to get their attention during the day. When you say the word, the children should stop what they are doing and wait for instruction from you. This is a great way to manage a five-minute warning that signals that it's cleanup time or that outside time is almost over. **SED3.3d**

# SED4 #26

12-48 months

domain SED: social and emotional development  
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**  
Standard: **SED4 – The child will develop relationships and social skills with adults.**



12-24 months

## SED4.1a

Engages in interactions with familiar adults and responds to unfamiliar adults cautiously.

One-year-olds are becoming more adventurous due to their need to explore, but still need a safe and secure base to return to when they experience something new. They are slow to warm up to unfamiliar adults.



24-36 months

## SED4.2a

Stays connected with familiar adults using gestures, glances and verbal interaction.

Two-year-olds need reassurance from trusting adults that they are safe, secure and free to learn and explore.



36-48 months

## SED4.3a

Shows signs of security and trust when separated from familiar adults.

Loving relationships with familiar adults serve as the foundation for three-year-olds to confidently explore and initiate new experiences independently.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## SED4 – The child will develop relationships and social skills with adults.



### 12-24 months

#### Who's That?

Use picture cards to introduce adults in various job roles such as a firefighter, a chef, a police officer and a mail carrier. **SED4.1a**

#### Hello There

Establish a greeting ritual with the children when unfamiliar adults enter the classroom. Teach the children to smile, wave and say "hello" or "welcome." **SED4.1a**

#### Meet the Teacher

A few months before the children transition to the next classroom, invite their new teacher to meet them. Ask the new teacher to read a book with the children such as *Are You My Mother?* by P.D. Eastman. Talk about how the little bird met lots of animals she didn't know while trying to find her mother. Sit with the children to make them feel comfortable. **SED4.1a**

#### Hello, Family!

When a familiar adult enters the room to pick up a child, greet the adult with the child, speaking from the child's perspective. "Hello, Daddy! I'm glad to see you! I missed you today!" **SED4.1a**



### 24-36 months

#### The Kissing Hand

Read *The Kissing Hand* by Audrey Penn. At the beginning of the year, the children may be hesitant to leave their families. Encourage each family to draw a heart on their child's hand and kiss it before they leave each day. **SED4.2a**

#### Mail Carrier

Create a mailbox in the classroom and encourage the children to write and receive letters from teachers and family members. For example, the family can write a letter to their child and leave it in the mailbox for him/her. It may be about special plans that evening or something they will have to do while they are at work. The teacher will read the letters to the children. **SED4.2a**

#### I'm Okay

Teach the children an "okay" gesture. Throughout the day, check in with the children. When they see you use the okay gesture, they should do it back to let you know "everything is okay." **SED4.2a**



#### TEACHER TIP

Create a calm, loving environment by greeting the children at the door each morning, developing consistent routines and encouraging the children in their efforts.



### 36-48 months

#### Meeting Someone New

During circle time, discuss the idea of meeting someone new such as an adult or a teacher. Practice steps on how to introduce yourself and engage in conversation. Practice this skill by role playing as a group with all the children. **SED4.3a**

#### Table Etiquette

Have the children participate in the next meal family style. Discuss social skills such as table manners and table etiquette. Use this opportunity to discuss turn-taking with foods being served and how to engage in conversation at the table with teachers and other adults. **SED4.3a**

#### Let's Talk About Strangers

Read a book about strangers such as *The Berenstain Bears Learn About Strangers* by Stan and Jan Berenstain. Talk to the children to make sure they feel secure when separated from familiar adults. **SED4.3a**



#### TEACHER TIP

Building responsive, nurturing relationships with the children is key to developing their social and emotional competence. One easy way to build relationships is to show an interest in what they are doing and engage in preferred activities with them, perhaps during center time or outside time.

# SED4

## #27

12-48 months

domain SED: social and emotional development  
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**  
Standard: **SED4 – The child will develop relationships and social skills with adults.**



12-24 months

### SED4.1b

Shows feelings of security with familiar adults.

Forming trusting relationships with responsive teachers helps one-year-olds know that their needs will be met, and they feel loved and cared for.



24-36 months

### SED4.2b

Looks to familiar adults for reassurance when trying new tasks.

Two-year-olds are developing confidence to explore, initiate and persist when trying new activities. They have the reassurance of knowing that there are trusted adults present to offer support and guidance.



36-48 months

### SED4.3b

Uses a familiar adult's facial expression to decide how to respond.

Learning to respond appropriately to social cues and seeking the approval of familiar adults are the foundation for making good choices. Three-year-olds are learning to use the facial expressions of trusted adults to help them decide how to act.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

**SED4 – The child will develop relationships and social skills with adults.****12-24 months****Hugs, Hugs and More Hugs!**

Upon arrival, initiate a hug with the child and encourage him/her to respond. **SED4.1b**

**I Love You!**

Lead the children in singing the “I Love You” song to the tune of “This Old Man”:

*I love you, you love me,*

*We're a happy family.*

*With a great big hug and a kiss from me to you.*

*Won't you say you love me too?* **SED4.1b**

**What I Like**

Plan morning activities based on what the children enjoy playing with. For example, welcome each child as he/she arrives and say, “I’ve been waiting for you! Here is a basket of books about puppies and your favorite stuffed dog. Why don’t you read to the dog with your mom for a bit?” **SED4.1b**

**24-36 months****I Can Help You**

Encourage the children to work on skills while you remain available for reassurance. Give the children a variety of bottle caps. Ask them to look at the bottle caps to see if they can find any that match. Acknowledge their efforts and be available for assistance. **SED4.2b**

**Floor Puzzles**

Sit with the children on the floor and give them a floor puzzle. Talk about the different pieces as they pick them up. Say, “That piece has a lot of yellow on it. What do you think that is?” Encourage the children if they look puzzled or unsure. Say, “I see you are trying to fit that piece into the puzzle. Try turning it a little bit.” **SED4.2b**

**36-48 months****Copy Me**

Sit with a few children and make different facial expressions. Encourage the children to guess which emotion you are expressing. Next, encourage the children to make the same face. You can be silly with this activity. **SED4.3b**

**TECH TIP**

Have a variety of clip art pictures on the smart board depicting several scenarios and facial expressions. Have the children describe how they would react to seeing that scenario or emotion.

**Don't Let the Pigeon**

Read one of the books from the Pigeon series such as *Don't Let the Pigeon Drive the Bus!* by Mo Willems. Encourage the children to imitate the pigeon as he pleads and begs to be allowed to drive the bus. **SED4.3b**

**How Would You Feel?**

Create a graph titled “How Would You Feel?” On the graph, draw two or three facial expressions such as happy, sad and angry. Share several examples with the class and ask, “How would you feel if this happened to you?” Examples may be: if a friend takes your toy, a friend asks to play with you or when a friend is sick. Help the children mark the graph under the appropriate expression. **SED4.3b**

**TEACHER TIP**

Use self-talk throughout the day as you experience different emotions. For example, when you are feeling frustrated, be sure to say, “I am feeling frustrated right now because...” This will help the children as they encounter new emotions and begin to recognize emotions in others.



# SED4 #28

12-48 months

domain SED: social and emotional development  
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**  
Standard: **SED4 – The child will develop relationships and social skills with adults.**



12-24 months

## SED4.1c

Shows beginning signs of affection with familiar adults.

With the support and guidance of teachers, one-year-olds start gaining awareness of caring feelings. The affectionate feelings of others reinforce healthy relationships.



24-36 months

## SED4.2c

Shows nonverbal affection to familiar adults.

Two-year-olds still lack the words to express their complex feelings. They find healthy ways to express caring feelings nonverbally through gestures and signs.



36-48 months

## SED4.3c

Shows affection to familiar adults by using words and actions.

Three-year-olds are gaining insight into their own thoughts and feelings. They are learning the appropriate words and actions to express themselves.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

**SED4 – The child will develop relationships and social skills with adults.****12-24 months****Hugs and Kisses**

Create a set of cards that show pictures of different ways to express affection such as hug, kiss, high five, smile, butterfly kiss, nose rub. Turn the cards over and encourage a child to pick a card. He/she shows it to you, then acts out the card, such as give a hug. **SED4.1c**

**I Love You Books**

Create a basket of books that are about emotions and affection such as *I Love You Through and Through* by Bernadette Rossetti-Shustak. Invite the children to pick out a book and come sit on your lap to read throughout the day. **SED4.1c**

**Naptime**

As the children get ready for naptime, read *I Love You, Good Night* by Jon Buller. The children can learn some very silly and some very sweet ways to say, “I love you.” **SED4.1c**

**24-36 months****Butterfly Kiss**

Show the children how to kiss like a butterfly by placing an eye next to someone’s cheek and blinking. The eyelashes tickle the cheek. **SED4.2c**

**36-48 months****Good Dog, Carl**

Look at the wordless book *Good Dog, Carl* by Alexandra Day with the children. Talk to them about the expressions on the faces of both the dog and the baby. Ask, “How do you think the dog and the baby are feeling? How can you tell?” **SED4.2c**

**High Five!**

Show the children how to “high five.” Explain that is what you do if you want to congratulate someone or let someone know he/she has done a good job. High five the children when they have accomplished a task. Encourage them to high five each other. **SED4.2c**

**★ BRIGHT IDEA**

Some children respond well to nonverbal cues. Show them how to do an air high five that you can use from across the room or the playground.

**Heart Cookies**

Bake heart-shaped cookies with the children. Encourage them to frost and decorate a cookie to give to other children or to their families. Give the children a large conversation heart made from paper to write a word of affection such as “LOVE” or “NICE.” **SED4.3c**

**Stinky Face**

Read *I Love You, Stinky Face* by Lisa McCourt. Let the children come up with silly possibilities to talk about a family’s unconditional love such as “What if I didn’t take a bath for three weeks, would you still love me?” **SED4.3c**

**Emotion Animal Game**

Create two large dice from wooden blocks. One die is for animals and one die is for emotions. The child rolls both dice and acts out what they roll, for example, “Sad” and “Dog.” **SED4.3c**

**TEACHER TIP**

Provide children with many opportunities to express their emotions throughout the day. You can do this by acknowledging their change in facial expressions or by asking them how something makes them feel.

# SED4 #29

12-48 months

domain SED: social and emotional development  
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**  
Standard: **SED4 – The child will develop relationships and social skills with adults.**



12-24 months

**NO  
INDICATOR**



24-36 months

**SED4.2d**

Occasionally seeks out adult for help.

Two-year-olds are becoming more independent and will continue to explore their environment. When needed, they will seek help from an adult when tasks are too difficult even though they really want to do it on their own. Adults can use this opportunity to teach new skills and to guide behavior.



36-48 months

**SED4.3d**

Seeks out adult for help.

Three-year-olds enjoy their independence but are willing to seek help from an adult when needed. Adults can use this opportunity to teach new skills and to guide behavior.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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**SED4 – The child will develop relationships and social skills with adults.****24-36 months****How We Get Help**

Create a short story to teach the children how to ask for help in the classroom. Keep the text simple and add pictures to match. Say, "When we play outside, we like to do lots of fun things. We can ride our tricycles. We can go down the slide on our bottoms. We can throw balls to our friends. Sometimes children get hurt on the playground. If you are hurt, you need to ask a teacher for help. If you can't get up, ask a friend to get help for you. The friend can tell a teacher, 'Chloe is hurt, please help.' The teacher always makes us feel better when we are hurt!" **SED4.2d**

**I Need Help**

Role play with another teacher showing how the children should ask for help when needed. Use a real situation in the classroom. Say, "The other day, I came in from the playground and I had a rock in my shoe and it hurt. I couldn't get my shoe off because it was tied in a knot. I walked up to Ms. Turner and gently patted her arm and asked, 'Can you please untie my shoe? I need help.' Ms. Turner helped me take off my shoe and my foot felt so much better." **SED4.2d**

**You Forgot Something!**

Give a child an activity to do, but leave a portion of the activity out of his/her reach so the child has to ask for it. For example, give the child the lacing cards, but leave the laces on top of the cubbies. Place yourself near the child or the missing item so he/she has to ask you for help. **SED4.2d**

**May I Help You?**

Set up a clothing store in dramatic play. Encourage the children to pretend to be shoppers and clerks in the store. When shoppers enter the store, have the clerk ask, "May I help you?" The shoppers will then tell the clerk what they are looking for. **SED4.2d**

**36-48 months****The Lion and the Mouse**

Read the book *The Lion and the Mouse* by Jerry Pinkney. After the lion lets the mouse go, the mouse ends up coming to the lion's rescue. Talk about the kindness between the animals, how they helped each other and about times when the children need help. Make a classroom pledge: "Be Kind and Help One Another!" **SED4.3d**

**Yellow Pages**

Talk to the children about things they need help with in the classroom and make a list: opening a milk carton, the really hard fire truck puzzle or buttoning pants are good examples. Create a picture book of these things. Have the children and teachers sign their names in the areas where they can be of help. Encourage the children to look at the book when they need help and ask the child or teacher whose name is listed. **SED4.3d**

**Help Needed**

In the different centers, place signs that the children can turn around when they need help from a teacher. Encourage the children as they are playing to turn the sign around if needed. Ask the children to help you think of a solution, rather than just telling them what to do. **SED4.3d**

**I Have a Little Problem**

Read the book *"I Have a Little Problem," Said the Bear* by Heinz Janisch. To give the children more practice in thinking of good solutions to problems, create an activity where the children match a problem with a solution. Provide pictures of problem scenarios or common problems in your classroom and provide pictures of appropriate solutions to match. For example, feeling hot/cold (cool/warm clothing), being hungry/thirsty (food/drink), being sleepy (taking a nap) or being afraid of the dark (night light). **SED4.3d**

**TEACHER TIP**

Show the children that you are interested in them by showing an interest in their activities. Comment on or describe what they are doing. For example, say, "You are using so many beautiful colors to make that drawing." Follow their lead. If they are putting blocks in a container, see if they will let you join in by taking turns.

# SED5

## #30

12-48 months

domain SED: social and emotional development  
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**  
Standard: **SED5 – The child will develop relationships and social skills with peers.**



12-24 months

### SED5.1a

Begins to relate to and show enjoyment in interactions with other children.

One-year-olds are becoming more interested in other children and increasing their awareness of themselves and others.



24-36 months

### SED5.2a

At times, shows a preference to play with a familiar child.

Two-year-olds begin to show preferences for familiar children based on their thoughts, feelings and opinions.



36-48 months

### SED5.3a

Initiates play with one or two other children.

Three-year-olds practice the social skills necessary to initiate play with other children.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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## SED5 – The child will develop relationships and social skills with peers.



### 12-24 months

#### Row, Row, Row Your Boat

Sit on the floor with one child's back against you and another child facing you. Help the children hold hands and rock back and forth as you sing "Row, Row, Row Your Boat." **SED5.1a**

#### Floor Puzzles

Set up a clear space on the floor for the children to engage with each other using floor puzzles. **SED5.1a**

#### Hallway Races

Take push toys, grocery carts or scooter boards out in the hallway on a rainy day and encourage the children to interact with one another. **SED5.1a**



### 24-36 months

#### Body Chalk Drawing

Outdoors, encourage the children to trace the outline of a friend's body with chalk, and then have fun adding hair, eyes and clothes to each other's body outlines. **SED5.2a**

#### Ring Around the Rosie

Have the children choose a partner and play the game "Ring Around the Rosie" together. After a couple of turns, have the children switch partners and play again. **SED5.2a**



### 36-48 months

#### Partner Match

Give the children picture cards that have been cut in half. For example, a picture card of a bus is cut so that a child sees the front of the bus on one half of the card and the back of the bus on the other half. Pass the cards out to the children and encourage them to find their match. **SED5.2a**

#### ★ BRIGHT IDEA

For children who have difficulty matching part to whole, color code the vehicles to make it more concrete.

#### TEACHER TIP

Helping toddlers resolve conflict includes offering ideas and suggestions such as, "How about you both hold the basket and carry it together? Great job! There you go!"

#### TRANSITION TIP

Sing the song "The More We Get Together" as a transition song to and from outside. Have children pair up and use the children's names in the song.

#### Partner Puzzles

Have the children partner up, choose a puzzle and go to a table or find a space on the floor to work together. Encourage the children's interactions by asking open-ended questions and prompting them to talk to one another. For example, "It looks like Gabe has four trucks and you don't have any. Andy, you could ask Gabe if you could use one of his trucks." **SED5.3a**

#### I'm the Mommy; You're the Daddy

Give the children baby dolls, strollers and diaper bags with accessories. Encourage them to play together. Facilitate the children's play by taking an active role in the play scenario. As it develops, encourage the children to interact by helping to assign roles and by asking open-ended questions. Once the children are comfortable in the scenario, you can withdraw the support. **SED5.3a**

#### Bubble Fun

Give the children bubble wands that are easy to use. Encourage them to find a partner and designate a blower and a popper. Switch roles when ready. **SED5.3a**

#### ★ BRIGHT IDEA

You can begin encouraging the children to interact with their peers by prompting simple one or two-word phrases such as, "Hi," or "My turn."

# SED5

## #31

12-48 months

domain SED: social and emotional development  
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**  
Standard: **SED5 – The child will develop relationships and social skills with peers.**



12-24 months

### SED5.1b

Engages in mostly solitary play with some parallel play.

One-year-olds still prefer to play and explore separately from other children. Since they are more mobile and curious, however, they will occasionally engage in play alongside another child. Their play still lacks cooperation and collaboration.



24-36 months

### SED5.2b

Plays alongside other children for short periods. Observes and imitates other children.

Two-year-olds are becoming more eager playmates. They learn by observing and imitating their peers.



36-48 months

### SED5.3b

Engages in mutual/cooperative play.

As three-year-olds become better problem solvers and better communicators, they seek out opportunities to play with other children and begin to cooperate more with peers.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
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## SED5 – The child will develop relationships and social skills with peers.



### 12-24 months

#### **Build a City**

Set up the block area to encourage the children to build and play together. Use masking tape on the rug to make roads for cars or grids for buildings. Give the children LEGO®s, LEGO® DUPLO®s or blocks with vehicles and people, and encourage them to build. **SED5.1b**

#### **Wash the Babies**

Provide small tubs of water, baby dolls and washcloths for the children to bathe their babies. **SED5.1b**

#### **Moldable Moon Sand**

Make homemade moon sand that is safe for young children. Mix 9 cups flour with 1½ cups vegetable oil. Place the moon sand in a container and give the children sand toys for scooping and molding. **SED5.1b**



### 24-36 months

#### **Weaving the Fence**

Give the children long strips of paper or fabric to weave in and out of a chain-link fence. **SED5.2b**



### 36-48 months

#### **Match My Handprint**

After reading *Ten Little Fingers and Ten Little Toes* by Mem Fox, create a matching game for the children to play. Using different color markers, trace a child's hand on paper plates. Give each child a plate, play some music and encourage the children to find a color match. Do this several times. Afterward, turn all of the plates face down. Now you have a big memory game that a few children can play together. **SED5.2b**

#### **Plastic Egg Sort**

Cut three or four egg cartons in half so they have six compartments. Have the children paint egg cartons the colors of the plastic eggs. Once the cartons are fully dry, place them in the sensory table along with a collection of plastic eggs. Give the children spoons and encourage them to lift an egg and place it in its matching carton. If plastic eggs are not available, use Unifix® cubes or any other colored objects. **SED5.2b**

#### **Dress-Up Parade**

Provide the children with a variety of dress-up clothes and hats. Encourage them to work together to create costumes for each other and help each other get dressed. When everyone is dressed, march around the classroom to show off their costumes. **SED5.2b**

#### **Box Paint**

Provide a large cardboard box. Ask the children what the large box could be. "Could it be a place to read? A garage for the tricycles? A coffee stand?" Once they have decided, take the box on the playground and have them paint it. When dry, the children can use it for pretend play. **SED5.3b**

#### **Pumpkin Wash**

In the fall, after the children have explored pumpkins in several ways, place a pumpkin in the sensory table for the children to wash with scrub brushes, sponges and turkey basters. **SED5.3b**

#### **Laundry Day**

After reading *Mrs. McNosh Hangs Up Her Wash* by Sarah Weeks, tell the children they are going to help do laundry. Outside, set up a clothesline and give the children lots of washcloths and a basin of water. Add child-safe soap if wanted. Encourage the children to swish the washcloths in the water, wring them out and hang on the clothesline with clothespins. **SED5.3b**



#### **TEACHER TIP**

Encourage the children to work in pairs to solve problems, make choices or share ideas. One way is to prompt the children to think of the answer to a question, pair with a friend and share their answers. Each partner should have a turn.



# SED5 #32

12-48 months

domain SED: social and emotional development  
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**  
Standard: **SED5 – The child will develop relationships and social skills with peers.**



12-24 months

## SED5.1c

Engages in conflicts with peers regarding possession of items.

One-year-olds still lack self-control and are self-focused. They are rarely patient and lack the ability to share or put other children's needs before their own.



24-36 months

## SED5.2c

Occasionally resolves peer conflicts with adult support.

Two-year-olds are able to solve some problems with adult assistance – to model, explain and reinforce healthy conflict resolution strategies.



36-48 months

## SED5.3c

Seeks adult support to resolve some peer conflicts.

Adult assistance is still needed to support conflict resolution. Three-year-olds seek out the teacher's help to resolve peer conflicts when necessary.

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## SED5 – The child will develop relationships and social skills with peers.



### 12-24 months

#### **Zoom, Zoom, Zoom**

The block area is often a place that can cause conflicts over items such as cars and trucks. Ensure that there are multiple cars and trucks available for play to promote positive peer interaction. Add interesting real and found materials that will catch the children's attention such as oatmeal boxes or empty wipe containers that open and close. **SED5.1c**

#### **Sharing**

Read *Sharing Time* by Elizabeth Verdick with the children. Use concrete examples from the classroom to talk about items that everyone wants to play with and that need to be shared. Say, "There are two grocery carts in our room and everyone likes to use them, but we need to share and take turns." **SED5.1c**

#### **Take Turns**

Read *Take Turns, Max and Millie* by Felicity Brooks to talk to the children about taking turns using toys. **SED5.1c**



#### **TEACHER TIP**

Teach the children the concept of "taking turns." This is more concrete than asking the children to share a toy. Be consistent with your words. Say, "You take a turn with the truck and then Joseph will take a turn with the truck."



### 24-36 months

#### **Puppet Problems**

Identify a conflict that keeps coming up in the classroom, such as hitting. Use a stuffed animal or puppet to talk to the children about that scenario. For example, the stuffed dog could say, "The other dog was playing with this really cool bone and I wanted it. He had it for a long time. The more I thought about it, the madder I got. I finally walked up to him and said, 'I want to use that bone,' and he said, 'No,' so I hit him. Was that okay?" Get responses from the children. Ask them what the dog should have done instead. **SED5.2c**

#### **Take Turns, Penguin**

Read *Take Turns, Penguin!* (*Be Nice at School*) by Jeanne Willis. Teach the children the concept of taking turns. **SED5.2c**



### 36-48 months

#### **Let's Be Friends**

Read the book *Llama Llama and the Bully Goat* by Anna Dewdney. Discuss suggestions the teacher made in the story and how the conflict was resolved. **SED5.3c**

#### **A Bug and a Wish**

Teach the children how to talk to each other about what "bugs" them. For example, one child asks, "May I give you a bug and a wish?" The other child says, "Yes, you may give me a bug and a wish." The first child says, "It bugs me when you... I wish you would..." For example, "It bugs me when you grab my blanket. I wish you would use your own blanket." **SED5.3c**

#### **Let's Work It Out**

Create a small space where the children can go to calm down and work on resolving a problem. This space should be comfy and peaceful. Add materials that the children would like such as pillows, glitter bottles, emotion faces and stress balls. Guide the children to find a resolution to the problem. **SED5.3c**



#### **TEACHER TIP**

Teaching the children problem-solving skills will help them as they encounter problem situations in the classroom. Provide the children with several solutions that will work for a variety of problems. Include solutions such as ask for a turn, waiting for a turn, trading, sharing, getting a timer, getting a teacher, ignoring. Practice using these solutions with the children as they encounter problems.

# SED5 #33

12-48 months

domain SED: social and emotional development  
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**  
Standard: **SED5 – The child will develop relationships and social skills with peers.**



12-24 months

## SED5.1d

Shows awareness of feelings displayed by peers.

Beginning to understand how someone else feels builds compassion and caring behaviors toward others. One-year-olds are aware when others are sad or happy.



24-36 months

## SED5.2d

Recognizes and names the feelings of peers with adult support.

Adults can help make emotions more concrete and easier to understand by labeling the feelings of others and by giving children suggestions on how to respond.



36-48 months

## SED5.3d

Recognizes and names the feelings of peers.

Increased vocabulary helps three-year-olds learn the terms to accurately label feelings. Increased awareness and understanding of others enables them to build greater empathy skills.

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## SED5 – The child will develop relationships and social skills with peers.



### 12-24 months

#### Feelings Sort

Get two baskets. Make a sign for one that says “Happy” with a happy face and a sign for the other that says “Sad” with a sad face. Cut out lots of pictures from magazines and give them to the children. Sit with the children and look at the pictures. Ask which basket each picture should go in. **SED5.1d**

#### Emotion Song

Make up a song to the tune of “If You’re Happy and You Know It” using various emotions. For example, “When your friend is sad, give a hug. When your friend is happy, give a high five.” **SED5.1d**

#### Friendly Words

Use a puppet to play a gentle hugging game. The puppet tells the children that a hug can make you feel better when you are sad or mad. The puppet then hugs a child. Encourage the child to hug a friend. Talk about how everyone is a good friend to each other: “Beau, you like Ted so much, give him a hug; now it’s Kenyatta’s turn.” **SED5.1d**

#### ★ BRIGHT IDEA

Some children may not want to hug. Change to handshake or thumbs up as appropriate.



### 24-36 months

#### Llama Llama Misses Mama

Read a familiar story to the children that shows a variety of feelings such as *Llama Llama Misses Mama* by Anna Dewdney. Point out and name the various feelings. **SED5.2d**

#### Are You My Mother?

Read *Are You My Mother?* by P.D. Eastman. Use a flannel board with flannel pieces if available. Talk to the children about how baby bird is feeling each time she meets a new animal. **SED5.2d**

#### Face Time

During small group, have each child make a face. The other children will say how they think the child is feeling. Talk with the children about how to respond. Say, “Billy’s face said he was sad. What should we do?” **SED5.2d**



### 36-48 months

#### Are You Afraid?

Read *The Kissing Hand* by Audrey Penn. This story is about Chester, who is fearful about being away from his mother while he is at school. Talk to the children about how they think Chester might feel. Use words such as “afraid,” “worried” or “sad.” **SED5.3d**

#### Feel Better

Create a prop box in dramatic play that has materials you might use to comfort or care for someone. Include a soft toy, a blanket, a book to share and toy doctor supplies. The children can build empathy by role playing with one another. You can encourage their role play by inserting yourself in the play story and modeling how they might care for others in a doctor’s office. **SED5.3d**

#### How Do You Feel Today?

Create a chart titled, “How Do You Feel Today?” Make columns with different emotions such as sad, mad, happy, tired, excited, worried. Use picture cues with the words. The children can place their name cards under each column. Encourage the children to move other children’s names if they notice a change. For example, “DJ is really excited about going outside today. Let’s move his name to that column.” **SED5.3d**



#### TEACHER TIP

Empathy is the ability to imagine how someone else feels in a situation. The best way to teach the children empathy is through modeling. “You fell down and scraped your knee. That must have really hurt. Let’s take a look at it.”

# SED5 #34

12-48 months

domain SED: social and emotional development  
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**  
Standard: **SED5 – The child will develop relationships and social skills with peers.**



12-24 months

**NO  
INDICATOR**



24-36 months

**SED5.2e**

Shows awareness of peers' personal space and belongings.

With adult guidance, two-year-olds start to be aware of other people's boundaries. This is essential for forming peer relationships. Having an awareness of what belongings are theirs and what belongings are not theirs also reinforces healthy social skills.



36-48 months

**SED5.3e**

Shows emerging respect for peers' personal space and belongings.

As three-year-olds become more aware of social norms and begin to desire friendships, they start to learn the importance of respecting other people's personal space and belongings. Supportive adults can model and reinforce appropriate behavior.

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## SED5 – The child will develop relationships and social skills with peers.



24-36 months

### Personal Space Social Story

Create a “Social Story” book to read with the children to teach them the concept of personal space. For example, “Personal space is like an invisible bubble. If I am inside someone else’s bubble when I am talking to him/her, it may make him/her uncomfortable. I can give my friends and family space by staying two steps away when I talk to them. Sometimes I go into my family member’s personal space to give a hug. That’s okay because he/she is my family. People need personal space in their homes, at the grocery store and even on the playground. Giving people their own personal spaces makes everybody happy.” **SED5.2e**

### Naptime Essentials

Provide opportunities for the children to get personal belongings from cubbies such as a blanket and stuffed animal. Encourage the children to point out which blankets and animals belong to each friend. **SED5.2e**

### My Space

During center time, have several hula-hoops available. As the children begin to work with different materials, use the hula-hoops to assist them in visualizing their work spaces. Encourage the other children to respect those spaces. Say, “Jordan is inside the hoop. That means he wants to work alone. We need to find another space where you can work.” **SED5.2e**



36-48 months

### Space Bubble

Use the bubble concept as a visual for personal space. Blow bubbles and talk about what happens when the bubbles touch each other or an object. They pop! Discuss when our personal space “bubbles” might pop. “We are dancing and bump into another person.” List reasons and solutions for “not” popping your bubble. Sing to the tune of “Pop Goes the Weasel”:

*Sitting in group time I have a space bubble.*

*When I get out of my space*

*POP! goes the bubble.*

*I keep my personal space*

*in front of and behind me.*

*I help keep my body safe.*

*I stay in my bubble. SED5.3e*



### TEACHER TIP

Give the children flexibility of positioning and movement during group time. It can be difficult for the children to sit “crisscross applesauce.” Allowing them to sit in a variety of positions while maintaining personal space can promote their comfort and ultimately increases engagement.

### Uh-Oh

Read *Huggapotamus* by Steve Metzger. This story is about a hippo who is very large and even when he tries to do nice things, sometimes they don’t come out that way. Talk to the children about times when they feel the same way. For example, you give someone a hug and you squeeze them too tightly. **SED5.3e**

### That’s My Play Dough

Set up small group activities with individualized space. Use colored masking tape to create a grid on the table. If you don’t want to put tape directly on the table, use a plastic tablecloth. Divide play dough and give each child a ball. Give each child a small container of tools to use such as plastic knives, scissors, cookie cutters, rollers. Encourage the children to trade tools. **SED5.3e**

### Friendship Fruit Salad

You will need a large mixing bowl and a spoon. Ask each child to bring his/her favorite fruit to school. Wash and cut fruit into small pieces. In small groups, encourage the children to create their own recipe for a friendship fruit salad by combining the different fruit that each person brought to share: 1 cup of Alex’s pineapple, 1 cup of Maria’s banana. Encourage the children’s language by prompting them to request different fruits to add to the recipe. For example, “Alex can you add your pineapple to our fruit salad?” Write the recipe down and share with families. **SED5.3e**

# APL1 #35

12-48 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL1 – The child will demonstrate initiative and self-direction.**



12-24 months

## APL1.1a

Uses available senses to learn and explore their environment.

One-year-olds begin to move independently and explore their environment. Exploration through the five senses – hearing, taste, touch, sight and smell – helps toddlers learn about their world. These experiences are enhanced by adults creating meaningful activities for toddlers to safely explore their environment.



24-36 months

## APL1.2a

Tries inventive or new ways of using materials or completing tasks.

As two-year-olds grow, they actively explore their learning environment. Two-year-olds are learning that materials can be used in new ways. They use inventive approaches to problem solving.



36-48 months

## APL1.3a

Initiates new tasks by himself/herself.

Three-year-olds choose activities and materials and perform independently. They can be encouraged to make simple choices on their own. They begin to learn new skills through repetition and hands-on learning. They execute new tasks in creative ways.

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**APL1 – The child will demonstrate initiative and self-direction.****12-24 months****Use Our Senses**

During small group, give each child an orange slice. Have him/her to smell it. After all the children smell the slices, they can eat them. Use prompts: "Tell me how it smells or how it tastes." **APL1.1a**

**Marching Band**

Offer each child a musical instrument that you have made or bought at a store. Encourage the children to play the instruments. Play the song "The Ants Go Marching One by One" as the children move around the classroom. **APL1.1a**

**Water Play**

Place various textured toys in water for comparison such as medium-sized hard blocks and soft sponges. Describe each object's texture as you place it in the water. **APL1.1a**

**★ BRIGHT IDEA**

For the children who do not like to get their hands wet, place small toys in a zip-top bag with hair gel. Seal the bag securely. Encourage the children to explore without fear of getting wet.

**24-36 months****Baby Drive-Away**

Provide all the children with empty shoe boxes without lids as well as small dolls and some toy animals that can fit in the boxes. Encourage the children to use the boxes as vehicles to drive their animals and dolls to the store. Model the desired actions for the children. **APL1.2a**

**Q-tip® Painting**

Provide Q-tips, paper and nontoxic paint in a variety of colors. Under direct supervision, encourage the children to use the Q-tips to paint. Describe motions, strokes and colors. Say, "Look, you made a long, blue line." **APL1.2a**

**Tubes and More**

Using a cardboard paper towel tube, show the children different things they can do with it such as talk into it as a pretend microphone or hold it to their eyes as if it were a telescope. Give each child a cardboard tube and encourage the class to invent new ways of using it. **APL1.2a**

**TEACHER TIPS**

Add more real and found items such as wooden spoons, PVC pipe and paper plates, and encourage the children to invent ways of using them.

**36-48 months****My Choice**

Provide a selection of familiar books including *The Very Hungry Caterpillar* by Eric Carle, *The Snowman* by Raymond Briggs and *From Head to Toe* by Eric Carle. Have the children select a book to "read" to a stuffed animal or to a classmate. **APL1.3a**

**Nuts and Bolts**

Provide an assortment of nuts and bolts, keys and locks. Encourage the children to screw the nuts onto the bolts and place the keys in the matching locks. **APL1.3a**

**★ BRIGHT IDEA**

Color code the keys and locks and the nuts and bolts to make the task more concrete.

**Stamping Fun**

Provide a wide variety of rubber stamps, paper and small boxes. Encourage the children to stamp the paper and the boxes independently. **APL1.3a**



# APL1 #36

12-48 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL1 – The child will demonstrate initiative and self-direction.**



12-24 months

## APL1.1b

Demonstrates desire to complete more complex tasks by self.

One-year-olds become more mobile during this stage of development. They begin walking and are able to explore their learning environment on their own. Toddlers can reach and grab objects and toys and can use these items in more novel and complex ways. They use gestures and limited verbal communication to make their needs known.



24-36 months

## APL1.2b

Verbally expresses desire to complete tasks by self.

Two-year-olds use verbal communication to make their needs known to both adults and peers. They may say, "No, me do it," as they attempt to zip their jacket or hang up a book bag. This desire for independence is evident in all learning domains.



36-48 months

## APL1.3b

Makes choices and completes some independent activities.

With adult support, three-year-olds begin to make simple choices. These activities foster their growth toward independence.

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## APL1 – The child will demonstrate initiative and self-direction.



### 12-24 months

#### Dump and Fill

Using containers with small toys or soft blocks, encourage the children to dump and fill the containers. Model dumping and filling. Talk the children through what they are doing: “Now you put all the blocks in the truck.” **APL1.1b**

#### Blow the Bubbles

Blow bubbles for the children. Giving them turns, place the bubble wand near a child’s mouth and encourage him/her to blow a bubble. Say, “Blow bubbles,” or “Blow a big bubble.” **APL1.1b**

#### Ready, Set, Crash!

Toddlers adore piling up blocks and knocking them down. Help the children build a tower of blocks. When the blocks are stacked, say, “Ready, set, crash!” On the word “crash,” knock the blocks down. Now repeat the activity with the children’s help. **APL1.1b**



#### TEACHER TIP

Give the children simple tasks they can begin to do independently such as putting on a hat or vest, drying their hands with a paper towel after washing hands and putting toys away on low shelving.



### 24-36 months

#### What a Puzzle

Cut placemats into four or six pieces to make a picture puzzle. Sit with the children and encourage them to put the puzzle together. **APL1.2b**

#### ★ BRIGHT IDEA

For a child who has difficulty matching, provide a second placemat for him/her to use to match the puzzle pieces.

#### Eat It Up!

Give each child a peeled banana, a small plastic knife, yogurt and a small amount of brown sugar. Help the children cut the bananas in slices. Now have them dip the slices first in the yogurt, then in the brown sugar. Eat and enjoy! **APL1.2b**

#### Bracelet Making

Under direct supervision, give the children pipe cleaners and large, colored beads. Encourage them to create bracelets from these materials. **APL1.2b**



#### TEACHER TIP

Play soft music and give the children time to explore the toys and books.



### 36-48 months

#### Leaf Prints

Place different leaves on clipboards and secure them with contact paper. Attach paper to the clipboards and place them in the science area. Encourage the children to use crayons to make leaf rubbings. **APL1.3b**

#### The Real Thing

Place a variety of interesting items in math area to teach one-to-one correspondence such as an empty egg carton and plastic eggs or rocks and plastic insects. Real socks and real silverware with a silverware tray will encourage matching. **APL1.3b**

#### Treasure Hunt

Place lots of small, plastic animals in a sand tub. This can be done inside or outside. Give the children slotted spoons and encourage them to find all the animals. To boost counting, tell them a specific number to find. **APL1.3b**



#### TEACHER TIP

Provide two choices of activities for the children. For example, ask, “Would you like to do a puzzle or paint at the easel?” During center time, “Do you want to read this book or listen to it on CD?” Outside, “Would you like to ride the tricycle or use the hula-hoops?” Give the children ample time to plan and think about the choices they have and what they are going to do.

# APL1 #37

12-48 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL1 – The child will demonstrate initiative and self-direction.**



12-24 months

## APL1.1c

Selects book or toy from several options.

One-year-olds begin to show initiative and self-direction by selecting preferred books and toys in the classroom.



24-36 months

## APL1.2c

Independently selects materials and utilizes those materials.

Two-year-olds are now able to move more freely in their learning environment. This facilitates independence, self-direction and initiative.



36-48 months

## APL1.3c

Makes plans and follows through on intentions.

Three-year-olds begin to take more risks trying new activities or tasks. Supportive teachers encourage them by noticing and commenting on their efforts. This support helps young children begin to shape their own learning.

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**APL1 – The child will demonstrate initiative and self-direction.****12-24 months****My Choice**

Place a variety of toys on the rug such as trucks, soft dolls, telephones and balls. Encourage each child to select toys of his/her interest. Use words to encourage his/her attempts. Say, "You're reaching for the truck," or "Trucks go fast," or "I hear the phone ring." **APL1.1c**

**Tabletop Toy Play**

Provide a variety of toys such as animals, people, a farmhouse or puppets. Encourage the children to select toys that interest them. As the children play with their toys, talk to them about what they are doing. Say, "You're feeding the baby," and "I see Mommy walking to the door." **APL1.1c**

**Fun with Babies**

Provide a variety of dolls, small doll beds, doll clothing, blankets, combs, small bowls and plastic spoons. Encourage the children to select dolls and play with them. Use the dolls to model dressing, feeding and sleeping routines. **APL1.1c**

**24-36 months****Toddler Picasso**

Provide a variety of paint colors and tools such as brushes of different sizes, paper towel rolls, sponges, rollers and paper. Encourage the children to explore and use the paints and tools to create their own unique masterpieces. Model use of the tools. Label their actions by saying, "You're using the big paintbrush in the blue paint," or "The tube makes circles on the paper when you stamp it." **APL1.2c**

**Here We Go**

Provide paper towel tubes, wrapping paper tubes or long PVC pieces that toy cars and small balls can fit through. Give the children time to play and let them explore how to use the items. **APL1.2c**

**Nesting Paper Cups**

Provide a variety of different size paper cups in several colors. Encourage the children to play with the cups by stacking the cups and pulling them apart. Notice what the children are doing and say, "You're stacking the cups high," or "Uh-oh, the cups fell." You can substitute soft plastic cups for stacking. **APL1.2c**

**TEACHER TIP**

Be aware that children may bite pieces of cups when using them for activities.

**36-48 months****Build a Zoo**

In the block area, talk to the children about what they want to create, such as a zoo. Help them think about what is needed to build a zoo such as plastic animals, signs and a variety of blocks to make cages. Gather materials for the children and encourage their play. **APL1.3c**

**Tea Party**

Read a book such as *Olivia Plans a Tea Party* by Natalie Shaw. Ask the children what they will need to have a tea party of their own. Encourage the children to make a plan and gather materials such as cups, plates, snacks, party dresses and stuffed animals. Assist them in setting up the tea party and following through. **APL1.3c**

**Make a Critter**

Make play dough and give each child a ball of dough, some pipe cleaners, wiggly eyes, plastic knives, scissors and rollers. Ask each child what he/she plans to create. Encourage all the children to create special critters and give them names. **APL1.3c**

**Restaurant Prop Box**

Create a "restaurant" prop box with menus, plates, ads, logos, food, a cash register and utensils. Encourage the children to create their own restaurant scene. **APL1.3c**

# APL2 #38

12-48 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL2 – The child will demonstrate interest and curiosity.**



12-24 months

## APL2.1a

Shows interest in what others are doing.

One-year-olds are developing a strong physical foundation for learning. They are becoming more mobile and seek out others in their learning environment. Toddlers observe and express a desire to interact with others.



24-36 months

## APL2.2a

Seeks information from others.

Two-year-olds will seek out familiar adults. Adults can expand their interests by adding new elements that catch and sustain their attention. They will bring items they can easily carry to the adult or direct the adult's attention toward what interests them, using words or short sentences.



36-48 months

## APL2.3a

Demonstrates an increased willingness to participate in both familiar and new experiences.

Three-year-olds enjoy learning new things. They stick with the activity longer if the activity is familiar. They are naturally curious and want to explore and talk about things that interest them in their learning environment.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## APL2 – The child will demonstrate interest and curiosity.



### 12-24 months

#### Teacher Says

Play “Simon Says” with the children. Give them simple commands such as touch your nose, touch your toes, jump up and down, spin around.

**APL2.1a**



#### TEACHER TIP

Model the gestures and actions for the children.

#### Where Is?

Sing this song with the children using each of their names. Sing to the tune of “Where Is Thumbkin”:

*Where is James? Where is James?*

*There he is, there he is.*

*James is jumping, James is jumping.*

*Yes he is, yes he is.* **APL2.1a**

#### Animal Action Song

Play Greg & Steve’s “Animal Action” and encourage the children to participate in following the directions for animal sounds and movements. **APL2.1a**



### 24-36 months

#### Leaf Match

Obtain paint sample cards from a paint store that match the colors of many leaves. Have the children pick up leaves, show them to you and try to match their leaves to the colors of the paint sample cards. Talk to the children about how the leaves found are the same colors as or different colors from the paint sample cards. **APL2.2a**

#### Peeling Corn

Provide ears of corn with the husks on. During small group, have the children peel off the husks and strip off the silk. Model this activity for the children. Encourage them to ask questions about the parts of the ear of corn. If the children are still developing the fine motor skills needed to peel the husk, assist them and encourage them to touch and feel the husk and corn. **APL2.2a**

#### Nature Bracelets

Make a bracelet out of masking tape for each child. Place the sticky side up. Go on a nature walk and have the children stick small leaves and flowers on their bracelets. The children may ask for help when attempting to secure the items to the bracelets. **APL2.2a**



### 36-48 months

#### Growing Vegetable Soup

Read the book *Growing Vegetable Soup* by Lois Elhert. Ask the children questions such as, “How do vegetables grow?” Place pictures on the table to represent digging the hole, planting the seeds and watering. Have the children put the pictures in order. The children will now grow their own vegetable using a small cup, a bean, soil and water. Show photos of different types of vegetable seeds and how they become plants. Show photos of gardening tools such as a watering can, rake, shovel, wheelbarrow, hoe and gloves. Reinforce new vocabulary words such as vegetable, soil, protect and prepare. **APL2.3a**

#### Growing a Garden

Turn the sensory table into a “garden” by adding clean mulch, small garden tools, gloves, shovel, rake, trowel, aprons, small cups and plastic beads to represent seeds. **APL2.3a**

#### Pom-Pom Pick-Up

Wrap tall Pringles® chip cans or toilet paper tubes in construction paper the same colors as an assortment of small pom-poms. Stand each tube upright. Provide tweezers or chopsticks to pick up each pom-pom and place it in the tube. **APL2.3a**

# APL2 #39

12-48 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL2 – The child will demonstrate interest and curiosity.**



12-24 months

## APL2.1b

Begins to show curiosity/  
interest in new objects,  
experiences and people.

One-year-olds begin to show interest and curiosity, seeking out new experiences. They are now better able to manage their reactions to their environment. They have an increased ability to self-regulate, be more alert and attend to personal interests for longer periods of time.



24-36 months

## APL2.2b

Asks questions about  
familiar objects, people  
and experiences.

Two-year-olds in this age group are expanding their knowledge. Children ask a variety of questions as they try to gain a better understanding of people, objects and experiences that shape their world.



36-48 months

## APL2.3b

Asks questions about  
unfamiliar objects, people  
and experiences.

Three-year-olds continue to expand their knowledge. They show interest in new events and activities. They ask a variety of questions in an attempt to understand how things work. They inquire about people, places and new experiences.

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## APL2 – The child will demonstrate interest and curiosity.



### 12-24 months

#### **Scribble**

Cover the table with butcher paper. Put out fat crayons and encourage the children to scribble all over. Show them how to make dots and circles or big, long lines. Comment on their work. Say, “You are making the crayon go dot, dot, dot.” **APL2.1b**

#### **Construction Zone**

Add new blocks and accessories to the block area. Ask families to bring in empty cereal boxes. Stuff the boxes with newspaper and tape them securely shut. Encourage the children to build structures using the new blocks. Add cars or animals to enhance the play. **APL2.1b**

#### **Carton of Curlers**

Cut off the lid of an egg carton. Give the children hair curlers. Show them how each curler fits in the carton’s compartments. Encourage them to feel the curlers. To add more fun, cut the bottom out of the egg carton and encourage the children to push the curlers through the holes. **APL2.1b**



#### **TEACHER TIP**

Encourage the children to play with new materials by introducing the materials prior to adding them to a center.



### 24-36 months

#### **Picture Hang-Up**

Ask families to bring in pictures of their child at different ages along with a few additional pictures of family members and pets. Use VELCRO® strips to place the pictures on flannel board. Encourage the children to ask questions about the pictures of their classmates. **APL2.2b**

#### **What’s Wrong?**

Read *What’s Wrong, Little Pookie?* by Sandra Boynton. In this story, Pookie is very upset and his mom cannot figure out why. Ask the children questions about the book such as, “Why do you think Pookie was upset?” **APL2.2b**

#### **I Wonder**

Bring in a small animal or insect for the children to observe such as a turtle, fish or caterpillar. Encourage the children to gather around to ask and answer questions. Look up the answers if you are unsure of some of the information. **APL2.2b**



#### **TEACHER TIP**

Use the language modeling strategy of “wait time” to give all the children time to respond to the questions asked.



### 36-48 months

#### **What’s in the Bag?**

Put an object in a bag and ask the children, “I wonder what is in the bag? Ask me questions to find out.” For example, the children may say things like, “Is it soft or hard? Is it a ball? Is it from the block area?” Guide the children’s questions by saying, “Would it help to know what shape it is? What questions can you ask to find out?” **APL2.3b**

#### **What’s Floating?**

Read *Flotsam* by David Wiesner. This book is about a boy who goes to the beach to collect and examine flotsam, which is anything floating that has washed ashore. Use the rich illustrations to encourage the children to ask questions. **APL2.3b**

#### **What Is It?**

Print photos of interesting animals and place them in the science area. Encourage the children to ask lots of questions to determine what kind of animal is in the picture: “What does it eat? Does it fly? Where does it live?” **APL2.3b**

#### **Mystery Box**

Place an item inside a box. Encourage the children to shake the box and guess what might be inside. Write their guesses on a class chart. Open the box and allow an opportunity for the children to confirm their guesses. **APL2.3b**



# APL2 #40

12-48 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL2 – The child will demonstrate interest and curiosity.**



12-24 months

**NO  
INDICATOR**



24-36 months

**APL2.2c**

Explores and manipulates familiar objects in the environment.

Two-year-olds are more mobile and verbal. They begin exploring their learning environment using familiar objects and materials on their own.



36-48 months

**APL2.3c**

Explores and manipulates both familiar and unfamiliar objects in the environment.

Three-year-olds are curious about their surroundings. They show initiative and self-direction by using both familiar and unfamiliar objects in their learning environment.

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- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

**APL2 – The child will demonstrate interest and curiosity.****24-36 months****Bath Time**

Using the water table, add dolls, child-safe baby shampoo and washcloths or sponges. Show the children how to bathe the baby. Encourage conversation. Ask, “Can you bathe the baby? What do you do with the soap? How do you take a bath?” **APL2.2c**

**Nature Match**

On a large poster board, display five or six common items found in your outdoor area such as a leaf, rock, stick, grass or acorn. Give each child a basket. Take them outside to look for items that match the items on the poster board. Once the children have found several items, gather around to talk about them. Compare the items found to the ones on the board. Ask, “How are they the same?” or “How are they different?” **APL2.2c**

**Take Me for a Walk**

Give the children baby dolls, strollers and diaper bags with bottles and have them take the babies for a walk outside. Encourage the children to use their imagination. Say, “If your baby is crying, maybe he/she is telling you he/she is hungry and needs a bottle.” **APL2.2c**

**TEACHER TIP**

When the children direct their play and learning, you are helping them learn to self-regulate.

**It's a Jungle Out There**

Provide an assortment of jungle animals, PVC pipes, cardboard boxes, tubes, tissue paper and picture books about animals. Encourage the children to create a habitat for the animals. **APL2.2c**

**Classroom Cleanup**

Collect a variety of items from the classroom including some of the children's personal items such as coats, bags and hats. Have the children identify the objects and place the objects in their correct locations in the classroom. **APL2.2c**

**Grocery Fun**

Provide empty food boxes and grocery carts in the dramatic play area. Encourage the children to grocery shop for dinner. Talk to them about what they would like to eat and what they need to buy to fix their meal. Provide a cash register and money for checkout. Encourage the children to continue the fun by going to the kitchen area to cook and eat their meal. **APL2.2c**

**36-48 months****Big Impression**

Turn Styrofoam deli trays upside down and trace pictures on the bottoms using toothpicks. You can also try this with aluminum foil. **APL2.3c**

**Castles In the Sand**

Place 2 cups of cornmeal and  $\frac{3}{4}$  cups of oil in a plastic tub and mix together until it has a sand-like consistency. Provide spoons and plastic cups so the children can help mix the ingredients, as well as cookie cutters, small plastic toys and shells. Encourage the children to talk about how the sand feels. Ask if they have been to a beach. **APL2.3c**

**Feels Like?**

Place small plastic toys in a non-transparent, plastic container. Add rice or sand. The children take turns reaching inside the container and grabbing a toy. Without looking, each child tries to determine what it is based on what it feels like. To help them, ask questions such as, “Does it have wheels? Is it smooth? Is it round?” **APL2.3c**

**Dr. Seuss Science Experience**

Read *Oobleck* by Dr. Seuss. Invite the children to create some. Mix together:

- 2 cups cornstarch
- 3 drops food coloring
- 1 cup water

Encourage discussion of the texture. **APL2.3c**

**Marble Run**

Cut paper towel tubes in half lengthwise to create tracks. Give the children masking tape to create paths. Give the children small balls to roll down the tracks. Encourage them to think about what is working or what needs fixing to get the ball to roll to the end. **APL2.3c**

# APL3 #41

12-48 months

domain APL: approaches to play and learning

Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3 – The child will sustain attention to a specific activity and demonstrate persistence.**



12-24 months

## APL3.1a

Engages and persists with an activity, toy or object.

One-year-olds are gaining more control of their motor skills. They are able to separate hand movements, rotate their trunks and move their legs. These new skills allow them to persist with activities for longer periods of time.



24-36 months

## APL3.2a

Engages in teacher-directed activity for short periods of time.

Two-year-olds begin to take part in teacher-directed activities for brief periods. As they grow, their attention span improves, making it easier for them to participate in these activities.



36-48 months

## APL3.3a

Engages in an activity for sustained periods of time to achieve a goal.

Three-year-olds continue to engage in meaningful activities for short periods of time. They are able to work with classroom materials in order to achieve a goal.

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## APL3 – The child will sustain attention to a specific activity and demonstrate persistence.



### 12-24 months

#### Ball Play

Create a stack with soft blocks. Demonstrate and encourage the children to roll a ball to knock the blocks over. Let the children take turns and try for themselves. **APL3.1a**

#### All Aboard

Create a bus using child-sized chairs that the children can lift and move. Encourage the children line the chairs up and take a seat on the “bus.” While sitting in the chairs, have the children sing “The Wheels on the Bus” and do the motions. **APL3.1a**

#### Painter Fun

Tape a large sheet of freezer paper to the table, shiny side up. Provide fingerpaint. Encourage the children to make a group mural. **APL3.1a**



### 24-36 months

#### Five Little Monkeys

Read *Five Little Monkeys Jumping on the Bed* by Eileen Christelow. While reading, encourage the children to act out the story. Add monkey puppets and a toy bed for props. **APL3.2a**

#### Happy

Sing “If You’re Happy and You Know It”:

*If you’re happy and you know it,  
clap your hands (clap, clap).*

*If you’re happy and you know it,  
clap your hands (clap, clap).*

*If you’re happy and you know it,  
and you really want to show it,  
if you’re happy and you know it,  
clap your hands (clap, clap).*

Repeat the song and have the children follow new motions such as stomp your feet, say hooray, turn around and jump up high. **APL3.2a**

#### Barnyard Dance

Read *Barnyard Dance* by Sandra Boynton. Encourage the children to act out the animal roles as the story is read. Repeat the story. **APL3.2a**

#### Scarf Dancing

During music and movement, give each child a bandana or scarf. Model with the children the different movements they can make with the scarf such as fast, slow, throwing it up and letting it fall and swaying it overhead. **APL3.2a**



#### TEACHER TIP

Model the actions in the Barnyard Dance activity prior to having the children attempt them.



### 36-48 months

#### Three Billy Goats

Give the children props to retell the story of “The Three Billy Goats Gruff” including three goats of different sizes, blocks to make a bridge and a small doll to be the troll. Help the children tell the story and encourage them to use different voices for the goats and the troll. **APL3.3a**

#### Make-a-Book

Fold paper and staple it to create a book. Give the children pens, markers, stamps and stencils. Encourage them to be authors and write their own books. **APL3.3a**

#### Arctic Animal Hunt

In a dish pan, freeze an assortment of small plastic arctic animals so they are suspended throughout the ice. Dump the ice on a solid surface. This can be done at the sensory table or taken outside. Provide eyedroppers with salt water and small plastic hammers as tools for the children to chip the ice away and rescue the animals. **APL3.3a**

#### Fingerplay Fun

Invite the children to participate in a fingerplay of “One, Two, Tie My Shoe”:

*One, two, tie my shoe.*

*Three, four, shut the door.*

*Five, six, pick up sticks.*

*Seven, eight, lay them straight.*

*Nine, 10, a big fat hen.*

*Let’s get up and count again.*

**APL3.3a**

# APL3 #42

12-48 months

domain APL: approaches to play and learning

Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3 – The child will sustain attention to a specific activity and demonstrate persistence.**



12-24 months

## APL3.1b

Demonstrates focus on a specific task or activity.

One-year-olds demonstrate attentiveness and persistence by focusing on a specific task or activity that interests them.



24-36 months

## APL3.2b

Demonstrates focus on a teacher-directed activity for a short period of time.

Two-year-olds are able to participate in teacher-directed activities for short periods of time. When the teacher uses a variety of physical actions and songs, they are more likely to stick with the activity.



36-48 months

## APL3.3b

Wants to complete activities and do them well.

Three-year-olds enjoy doing tasks independently. They demonstrate attentiveness and persistence by completing activities and doing them well.

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## APL3 – The child will sustain attention to a specific activity and demonstrate persistence.



**12-24 months**

### Sticky Paper Fun

Assemble contact paper, 8½" x 11" cardboard, tape and an assortment of real and found items such as fabric squares, yarn and small animal pictures. Tape contact paper to the cardboard, sticky side out. Remove the backing. Encourage each child to make a collage using the real and found materials provided. Before the children place items on the contact paper, have them guess why the items will stick to the paper. Encourage the children to feel the sticky side of the contact paper. **APL3.1b**

### Ease on Down the Road

Gather fingerpaints, fingerpaint paper, small squares of cardboard, small plastic vehicles and tape. Attach the fingerpaint paper to the table with tape. Encourage the children to cover the paper with paint. Next, give each child a cardboard square and ask the children to create roads by scraping the cardboard across the paper. As they scrape, the paint goes away. Talk about what the children are doing: "You're making a road. That's a long road. That's a short road." Encourage them to drive their vehicles on the roads. **APL3.1b**

### Bath Time

Use the water table and add dolls, child-safe baby shampoo and washcloths or sponges. Show the children how to bathe the baby. Encourage conversation by asking, "Can you bathe the baby? What do you do with the soap? Tell me how you take a bath." **APL3.1b**



**24-36 months**

### Felt Board Story

Create "Brown Bear, Brown Bear" felt board pieces. Read the story several times. Afterward, encourage the children to participate by adding felt board pieces as the story unfolds. **APL3.2b**

### Trucks, Tractors and Diggers, Oh My!

Read *Where Do Diggers Sleep at Night?* by Brianna Caplan Sayres. Provide a variety of trucks, fire engines, tractors and monster trucks. Encourage the children to talk about the story and imagine where the trucks in their classroom "sleep at night." Create a place for each truck to "sleep." **APL3.2b**

### Fold and Paint

Provide paper and paints in squeeze containers. Fold each child's paper in half. Ask him/her to squeeze or drip a small amount of paint on one side of the paper. Add several colors, if desired. Show the child how to press on the outside of the folded paper. Together, open the paper to reveal the design. **APL3.2b**

### Leaves Are Falling

Give each child a leaf of colorful, construction paper and encourage him/her to throw the leaf in the air and watch it flutter to the ground. Repeat several times. Teach the children the following song. Pick a starting note and sing down the scale, two syllables for each note.

*Leaves are falling, falling down.*

*Red and yellow, orange and brown.* **APL3.2b**



**36-48 months**

### Peg It

Give the children pegboards and encourage them to fill the entire board full of pegs. **APL3.3b**

### Aim and Throw

Place a hula-hoop on the floor and give the children beanbags. Encourage them to throw the beanbags inside the hoop. See how many they can get. **APL3.3b**

### ★ BRIGHT IDEA

For a child who has difficulty throwing a beanbag, encourage him/her to stand closer to the hula-hoop. Provide additional support by modeling how to throw the beanbag and giving positive feedback when he/she tries to throw it.

### Touchy-Feely Letters

Give the children a cookie sheet with a small amount of sand in the bottom. Encourage them to write the first letters of their names. You can also do this activity with a sealed plastic bag of hair gel. Write the letters the children are practicing on a piece of paper with black marker place it where they can easily see it. **APL3.3b**

# APL3 #43

12-48 months

domain APL: approaches to play and learning

Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3 – The child will sustain attention to a specific activity and demonstrate persistence.**



12-24 months

## APL3.1c

Tries a variety of approaches to getting what he/she wants.

One-year-olds continue to learn about their world through their five senses. They can be observed reaching for, grabbing or pulling items they desire to have. They also use nonverbal communication and vocalizations to express their needs.



24-36 months

## APL3.2c

Shows persistence in activities of interest despite interruptions.

Two-year-olds are developing the ability to maintain attention in tasks that interest them. When peers or adults interrupt them, they are able to regain their attention.



36-48 months

## APL3.3c

Begins to work cooperatively with others to achieve a goal or accomplish a task.

Three-year-olds are beginning to work with peers in both structured and unstructured activities. They require adult guidance to help them work to achieve goals.

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## APL3 – The child will sustain attention to a specific activity and demonstrate persistence.



### 12-24 months

#### More, Please

Give the children a few pieces of cereal for snack. When it is all gone, model for the children how they should ask for more. Say, “More, please.” Teach them to sign “more” in sign language. **APL3.1c**

#### Where Did It Go?

While sitting on the floor with the children, roll a ball to different areas of the room and challenge the children to see if they can get it. It might go under a table or inside a box. If the children cannot reach the ball, encourage them to use a small broom or something else to help them. **APL3.1c**

#### Your Choice

Show the children two books and ask them which one they want to read today. Encourage the children to point or use simple words. **APL3.1c**



### 24-36 months

#### The Little Engine

Read *The Little Engine that Could* by Watty Piper. Encourage the children to all join in when the engine says, “I think I can. I think I can.” After the story, have the children use small chairs to construct a train and retell the story. **APL3.2c**

#### Magnet Bottle

Create a magnet bottle using a clear plastic bottle with lid. You need magnetic metal objects, sand, glue, tape and a string with a bar magnet. Place the metal objects inside the bottle and fill it with sand, leaving about 2 inches of space at the top. Glue and tape the lid securely. Attach a short string to the bar magnet and tie it around the lid. Show the children how to rub the magnet against the bottle to see the objects come out of the sand. The children will have to persist as objects come into view and then fall away. **APL3.2c**



### 36-48 months

#### Along the Road

In the block area, provide various size blocks, boxes and vehicles. Have the children work together to create a town with buildings and roads to drive the cars. Encourage them to come up with new, different ideas together. **APL3.3c**

#### Find My Space Musical Chairs

Set up the game in the traditional manner, with one less chair than children. When the music stops, the children work together to find space for a child who does not have a chair. Continue to play, removing a chair each time. Have them think of ways to include their friends in the remaining “space.” **APL3.3c**

#### Cleanup Teams

Read *What If Everybody Did That?* by Ellen Javernick. Talk to the children about the importance of everyone working together. Give an example from the book. “What if everybody spoke all at once during story time? What would happen?” Or ask, “What if everyone dropped a piece of paper on the floor? What would happen?” Answer: The world would be a mess. “But what if everybody obeyed the rules?” End center time by telling the children that everyone is going to help clean up. Assign the job of center checker to a few children who can make sure everything gets done and encourage the other children along the way. **APL3.3c**



#### TEACHER TIP

Notice the children’s efforts when cleaning up. Dim the lights, walk around with a flashlight and put the children in the “spotlight.” Say to the children, “I see Kara. She is picking up all of the blocks and putting them on the shelf. That is so helpful, Kara.” Add, “I see Justin. He is putting all of the Unifix® cubes back in the bin so we know where to find them. Thank you, Justin.” Pretty soon, other children will be saying, “Look at me, look at me, I’m cleaning up!”



# APL3 #44

12-48 months

domain APL: approaches to play and learning

Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3 – The child will sustain attention to a specific activity and demonstrate persistence.**



12-24 months

## APL3.1d

Repeats interesting actions over and over to gain skills and confidence.

One-year-olds are building on skills gained as infants. They are gaining an understanding of cause and effect and using this knowledge to engage with and repeat simple actions. They show a sense of satisfaction when they are able to repeat the actions again and again.



24-36 months

## APL3.2d

Repeats successful actions and experiences.

Two-year-olds enjoy doing familiar activities. Learning environments, which provide meaningful opportunities to practice skills, help them feel successful.



36-48 months

## APL3.3d

Keeps working on activity even after setbacks.

Three-year-olds are learning to sustain their attention in an activity by continuing to work on it even when difficulties are present.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## APL3 – The child will sustain attention to a specific activity and demonstrate persistence.



### 12-24 months

#### Shake! Rattle! Roll!

Play a lively song while you give each child a musical instrument. Encourage the child to shake, rattle and roll with his/her instrument. Repeat the movements with the children. For a new twist, darken the room and provide small flashlights for each child to shine while dancing in the light.

**APL3.1d**

#### All by Myself

Read *All by Myself* by Mercer Mayer to children who are interested in listening. Throughout the day, encourage the children to try to do things independently. For example, at lunch give the children small amounts of milk to drink from small plastic cups without lids. Encourage the children to try to put on their own shoes or sweaters. **APL3.1d**

#### Tube Talking

Give each child a paper towel roll to talk through. Model quiet, loud, squeaky and laughing sounds. Select a leader to make a sound for the other children to imitate. Give turns at leading. **APL3.1d**



#### TEACHER TIP

Replace the paper towel rolls with PVC pipe that is easy to sanitize.



### 24-36 months

#### Hoops In

Set up a basket and soft balls. Have the children take turns throwing the balls into the basket. Talk about what they are doing. Say, “Your ball went in the basket. Now take the ball out.” **APL3.2d**

#### Lacing Up

Punch holes in Styrofoam deli trays to resemble a house or flower. Provide large laces for the children to use to lace through the holes. **APL3.2d**

#### How Tall Can We Build?

Collect juice boxes, stuff them with newspaper and tape the ends. Place in the block area. Since these are so light, they stack higher than wood blocks. When the tower falls, encourage the children to keep trying. **APL3.2d**



### 36-48 months

#### I Do Not Like Them

Read *Green Eggs and Ham* by Dr. Seuss. Talk about Sam’s persistence. After reading, cook some eggs and add green food coloring. Encourage tasting the eggs. Create a graph and have the children place their picture next to “Yes” (I like green eggs) or “No” (I do not like green eggs). If a child doesn’t want to taste, have fun. Ask if he/she will eat them in a box or with a fox! **APL3.3d**

#### Don’t Give Up!

There are many great books to encourage children to keep trying even when things get hard, such as *The Little Engine that Could* by Watty Piper. Another classic is *Corduroy* by Don Freeman about a small teddy bear on a department store shelf waiting to be taken home by a child. After reading a book, give the children an assortment of real buttons. Ask them how they can group the buttons. Watch and encourage the children to talk through the process. Some children will only look at the color of the button; others may look at the size: “These are small and these are big.” Others may notice more unusual attributes: “These are all shiny, but these are not.” **APL3.3d**

#### Obstacle Course

Create an outdoor obstacle course using playground items such as hula-hoops, small traffic cones and balance beams. Provide opportunities for the children to maneuver through the course. Encourage them to continue to try even if they are not successful. **APL3.3d**



#### TEACHER TIP

Introduce new vocabulary words to the children, such as “persistent.” Use the word in a sentence and ask the children what they think it might mean. Think of some examples to share with the children.

# APL4 #45

12-48 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL4 – The child will engage in a progression of imaginative play.**



12-24 months

## APL4.1a

Uses objects for a real or imagined purpose.

One-year-olds are continuing to develop interest in using objects in their environment. They use these objects to imitate routines in their environment.



24-36 months

## APL4.2a

Substitutes one object for another in pretend play or pretends with objects that may or may not be present.

Two-year-olds understand that objects can be used to represent other items. They use these items to engage in simple play activities. At times, they may pretend play when these objects are not present.



36-48 months

## APL4.3a

Uses imagination to create a variety of ideas, role-plays and fantasy situations.

Three-year-olds enjoy pretending. They use their innate ability to invent imaginary characters or role-play familiar scenes. They use clothing or other items to help these scenarios come to life. Often it is difficult for them to distinguish reality from fantasy.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

**APL4 – The child will engage in a progression of imaginative play.****12-24 months****Feed Teddy**

Provide small plastic bowls, cups and spoons, along with teddy bears. Have the children take turns feeding and serving the bears. Model these actions. Use words such as, “Time to feed teddy. Teddy, eat some cereal.” **APL4.1a**

**Who Is It?**

Using a play telephone or block, pretend to talk on the phone. Prompt the child by saying, “Mommy wants to talk to you.” **APL4.1a**

**Bear Hunt**

Read *We’re Going on a Bear Hunt* by Michael Rosen. Gather child-size backpacks, flashlights, small oars and grass made of colored paper. After reading the story, provide the children with props and pretend to go on a bear hunt. Encourage the children to take turns and use the props to retell the story. **APL4.1a**

**24-36 months****Rock-a-Bye Baby**

Fold your arms and rock back and forth while singing “Rock-a-Bye Baby.” Encourage the child to imitate your actions or use a baby doll to model this. **APL4.2a**

**Feed the Dogs**

Set up a dog kennel play area with a variety of stuffed dogs, bowls, leashes and small blocks as doggie snacks. Model for the children. Hold a block near dog’s mouth, saying things like, “Here you go, doggie. Do you want a snack?” Encourage the children to feed and care for the dogs. **APL4.2a**

**Where Do We Live?**

Use this fingerplay to show where animals live:

*This is a nest for the bird*

(Cup hands, palms up.)

*This is a hive for a bee*

(Put fists together, palm to palm.)

*This is a hole for the bunny*

(Form fingers to make a hole.)

*And this is a house for me*

(Put fingertips together to make a rooftop.)

The children should imitate your hand gestures and repeat some of the words. **APL4.2a**

**36-48 months****Living Diorama**

Provide a very large cardboard box, such as one from a large appliance, and cut it so only three sides remain. In the box, draw roads and other things seen on the highway. Add toy people and other play vehicles in the box diorama. **APL4.3a**

**Mini Car Wash**

Create a mini car wash for small vehicles in the classroom. You need a one-gallon milk jug, duct tape, yellow sponges, water, child-safe baby shampoo and small spray bottles. Cut the milk jug in half and discard the top, using the bottom half for the car wash. Create an “entrance” by cutting a large opening in one side. Put duct tape around the cut edge of the opening to prevent sharp edges. Now cut yellow sponges lengthwise into pieces. Attach and hang them in the “entrance” to the car wash. Put a small amount of child-safe baby shampoo in a small plastic container such as a yogurt cup. Use small pieces of sponge for washcloths. Fill several small spray bottles with water to mist the vehicles. Add small plastic people and cars and trucks. Place this activity in a large, clear plastic container or in the sensory table. The children can name the car wash and take turns washing vehicles. **APL4.3a**

**Build a Log Cabin**

Cut 20 pool noodles in half to use as “logs.” With scissors, cut notches in each to make them easy to stack, similar to Lincoln Logs. The children can stack them to build a log cabin. Add props such as buckets, old hats and vests. Add books that show pictures of log cabins. **APL4.3a**

**TEACHER TIP**

Repetition helps the children retain information.

# APL5 #46

12-48 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.**



12-24 months

## APL5.1a

Plays independently with some interaction with other children.

One-year-olds continue to explore their learning environments. They begin to use toys in purposeful ways. At times they may interact with peers, but most play is solitary or with an adult.



24-36 months

## APL5.2a

Participates in play and learning activities with a small group of children for short periods of time.

Two-year-olds are beginning to participate in small group activities when guided by a responsive adult; however, parallel play (side-by-side) is predominately seen with this age group.



36-48 months

## APL5.3a

Occasionally joins in cooperative play and learning in a group setting.

Three-year-olds are beginning to define their roles during play and join in playing with peers. They create scenarios that allow the activity to continue for longer periods of time, building on a common theme, especially if an adult provides guidance.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.



### 12-24 months

#### Pots and Pans Band

Provide metal pots, pans, lids, pie pans, wooden spoons and coffee cans. Sing “The Ants Go Marching One By One” and encourage the children to play the instruments. The children can take turns using different noisemakers as they march. **APL5.1a**

#### Teddy Bear

Give each child a stuffed bear. Ask him/her to hold one “hand” of the stuffed animal and one hand with another child as they all walk around in a circle singing this song:

*Teddy bear, teddy bear, turn around.*

*Teddy bear, teddy bear, touch the ground.*

*Teddy bear, teddy bear, shake your hips.*

*Teddy bear, teddy bear, blow a kiss.*

*Teddy bear, teddy bear, jump up high.*

*Teddy bear, teddy bear, see me smile.*

*Teddy bear, teddy bear, give a hug.*

*Teddy bear, teddy bear, lots of love.* **APL5.1a**



### 24-36 months

#### Let’s Paint Together

Cover a table with butcher paper and provide paints, brushes, rollers and sponges. Encourage the children to work together to paint. Describe what each child is doing. **APL5.2a**

#### The Wheel Goes Round and Round

Encourage the children to take turns pouring water from plastic cups onto a large water wheel to keep it moving. Talk about what you see: “The wheel is spinning. You put water in the cup.” **APL5.2a**

#### Find a Match

You will need pairs of socks in different sizes and colors and a small laundry basket. Empty the socks onto the carpet. Have the children find matching socks which they will place as matched pairs in the basket. Talk about these concepts: pair, matching, same and different. **APL5.2a**



### 36-48 months

#### My Own Kickball

In the art center, provide each child with a medium-sized paper bag, newspaper, markers and crayons. Each child will write his/her name on a bag and decorate it. Then ask the children to tear lots of newspaper into strips and stuff the strips into their bags until they are about three-quarters full. Fold over the top of the bags and securely tape shut. Have the children squish and shape them so they are round like a ball. Outside, encourage the children to pair up and take turns throwing the ball to each other. **APL5.3a**

#### Work Together

This is fun to do outside. You will need a large box with low sides or a small plastic baby pool. Line the bottom with butcher paper. Have the children squirt different colors of paint onto the paper. Place one or two small balls in the box. Have three or four children pick up the box and work together to roll the ball around, spreading the paint and making a design. This teaches children how to work together to accomplish a task. **APL5.3a**

#### ★ BRIGHT IDEA

If the children are having a difficult time working together with such a large box, find a smaller box and have the children work with a partner.

#### Help Me, Please

Give the children paper napkins to place on their heads. While music plays, the children dance around. If the napkin falls off a child’s head, he/ she freezes. Another child can unfreeze the first child by touching him/her. The unfrozen child picks up his/her napkin and returns to the activity. **APL5.3a**

# APL5 #47

12-48 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.**



12-24 months

**NO  
INDICATOR**



24-36 months

**APL5.2b**

Helps and shares in a social setting with adult guidance.

Two-year-olds can work with a responsive adult to develop their social skills. They want to help peers and are encouraged to take turns and share materials when guided by their teacher.



36-48 months

**APL5.3b**

Plans, initiates and completes cooperative activities with adult guidance.

Guided by their teacher, three-year-olds are learning to work cooperatively with their peers. When the teacher provides instructive and specific feedback, she can help children learn to plan, initiate and carry out activities.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.



### 24-36 months

#### Banana Muffins

Reading a story such as “The Little Red Hen” by Margot Zemach before baking is a great way to introduce the concept of working together. You will need:

- ½ cup butter (1 stick)
- 1 cup sugar
- 3 ripe bananas
- 2 eggs
- 2 cups flour
- ¼ teaspoon salt
- 1 teaspoon baking soda
- 1 teaspoon vanilla

When cooking with young children, it is important to get everyone involved. Encourage the children to take turns adding all the ingredients. In a large bowl, cream the butter and sugar; then add the eggs and vanilla. Help the children crack the eggs into a small bowl first so if they get shell in the eggs, it can be removed easily. Young children love to crack eggs. Next have the children peel the bananas and put them in a baggie. Seal it tightly, then have the children mash the bananas. Add this to the wet ingredients, mixing all together well. Have the children add the dry ingredients and mix again. Have them take turns scooping the batter into well-sprayed muffin tins using an ice cream scoop. Bake in preheated oven at 350°F for 15 to 20 minutes. Enjoy delicious muffins.

**APL5.2b**

#### A Necklace for You

In small group, provide large laces and beads. Challenge the children to make a necklace for a friend in the group. Encourage conversation by saying, “I noticed you gave Ryame the red and blue necklace. Tell me about that.” **APL5.2b**

#### Tricycle Wash

Give the children sponges and a large bucket of water with some child-safe soap added. Encourage them to work together to wash the tricycles on the playground. They can also wash the slide or other playground equipment. Give some of the children squirt bottles to rinse them off when clean. **APL5.2b**



### 36-48 months

#### Juggling Act

Have the children sit on the carpet or outside with their feet apart and touching the foot of the child on either side so they form a circle. Hand a child a ball to roll on the floor to another child. The children need to keep the ball moving while maintaining their closed circle. Add additional balls to make the activity interesting. **APL5.3b**

#### Make Room for Me

Use masking tape to create an island on the floor. Tell the children it is a safe place to get away from imaginary sharks in the water. Play upbeat music and have the children walk or march around the island. When the music stops, the children rush to get on the island and away from the sharks. Encourage them to help friends who may still be in the water. Each time, make the taped island smaller. Encourage the children to cooperate and get their friends on the island. **APL5.3b**

#### Let's Make a Pizza

Read *The Little Red Hen Makes a Pizza* by Philemon Sturges and Amy Walrod. After reading, encourage the children to name the steps used to make a pizza. Provide the ingredients and have them to make their own pizzas. **APL5.3b**

#### Planting Flowers

Discuss flowers and what they need to grow. Dictate what the children think plants need. Plant a “class plant” and ensure that the class has the opportunity to give the plant everything it needs. Encourage the children to observe the plant while it's growing and draw observations. **APL5.3b**

#### Coach and Player

Pair up the children as a coach and a player. The coach gives the commands while the player does what the coach says such as run in place, stand on one foot, turn around or jump high. You will tell the children when to switch roles. **APL5.3b**



# APL5 #48

12-48 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.**



12-24 months

**NO  
INDICATOR**



24-36 months

**APL5.2c**

Shows creativity, inventiveness and flexibility in his/her approach to play with adult guidance.

Guided by their teacher, two-year-olds are beginning to create and carry out simple roles during play. The teacher makes suggestions to facilitate the interaction among the children.



36-48 months

**APL5.3c**

Finds a creative, inventive way of doing a familiar task or solving a problem with adult guidance.

Three-year-olds are learning to work with their teacher to solve problems. They are learning that there is more than one way to approach a task. With the support of a teacher, they are able to work through their frustrations.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.



### 24-36 months

#### My Turn to Play

Provide a variety of farm items such as a toy barn, animals, tractors, fence and people. Play with the children. Encourage them to take turns with the toys by saying, “My turn, I’ll be the farmer,” and “Your turn, what will you be?” **APL5.2c**

#### Red Light, Green Light

Play this traditional game. Encourage the children to think of other ways to move toward the traffic light such as crawling or twirling. **APL5.2c**

#### Fruit Salad

After washing hands, give the children plastic knives and fruit such as bananas, oranges, pears. As you supervise, encourage them to cut the fruit and place it in a large bowl. Talk with them about which fruits they like and what other fruits might be good to add. Have the children stir and serve in individual bowls. **APL5.2c**

#### Simon Says

Play this game with the children and encourage them to move in a variety of ways when you say, “Simon says.” **APL5.2c**



#### TEACHER TIP

When going outside, provide open-ended materials to enhance the environment, such as a flat sheet to create a cover or fort.

#### Threading Tubes

Give the children paper towel tubes to paint in a variety of colors. When dry, cut into several pieces. Twist four to five pipe cleaners together to create one long strand. Tuck in sharp ends. Hook the long strand on one tube at bottom to keep others from falling off. Encourage the children to thread the tubes onto the strand to create a long snake. When finished, play music and have them drag their snakes around the room. **APL5.2c**



#### TEACHER TIP

Offer the children the opportunity to participate in all or just one aspect of the Threading Tubes activity. Recognize children’s interests. Some will mostly enjoy painting while others might only want to dance.



### 36-48 months

#### Silly Ways of Walking

Tell the children they will walk to the centers or playground today in a new, funny way. Teach them how to walk like a crab or hop like a bunny and ask them for other fun ways to walk. **APL5.3c**

#### Paper Plate Skate

Give each child two thin paper plates as “skates.” Play children’s disco music such as “Bounce, Rock, Skate” by Vaughan Mason and Crew. The children create movements to skate on the carpet. **APL5.3c**

#### Chopsticks with Lunch

Provide chopsticks and encourage the children to eat with them instead of traditional utensils. You may want to secure the chopsticks together with rubberbands to make this task easier. **APL5.3c**

#### Fork Painting

Tell the children they can paint with many kinds of objects. Provide a variety of items such as forks, straws and toy tires. Talk with them about which were easiest and hardest to paint with. **APL5.3c**



#### TRANSITION TIP

Call out different animal movements for the children to imitate to get to the next activity. For example, say, “Swim like a fish to the door.”



#### TEACHER TIP

Have the children try inventive ways of putting on outer clothing when going onto the playground, such as wearing a coat or hat backward.

# APL5 #49

12-48 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.**



12-24 months

**NO  
INDICATOR**



24-36 months

**NO  
INDICATOR**



36-48 months

**APL5.3d**

Demonstrates emerging flexibility in his/her approach to play and learning.

Three-year-olds are discovering how to play with others. They have preferences for play with certain toys and activities.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.



**36-48 months**

### Dino Fun

You will need a dinosaur puzzle and a sensory tub full of sand. Bury the dinosaur puzzle pieces. Have the children work as a team to put the puzzle together as they uncover each piece. **APL5.3d**

### What Do Animals Eat?

Bring in a variety of healthy foods for the children to taste that they may not usually eat such as carrots, radishes or edamame beans. Invite the children to wear animal headbands and pretend to eat like that animal. "I'm wearing rabbit ears. Watch me eat this carrot without using my hands," or "I'm wearing horse ears, watch me eat this apple." **APL5.3d**

### There Was an Old Lady

Read *There Was an Old Lady Who Swallowed a Fly* by Simms Taback. Use a plastic trash can with a swing lid as the old lady. Have the actual objects or use pictures of the items she swallowed. Encourage the children to take turns "feeding" the old lady as the story is reread. **APL5.3d**



### TEACHER TIP

Add real and found items to the block area such as paper towel rolls, PVC pipes and plastic cups. Encourage the children to include these items when building. Model ways these items can be used in their structures.

### Nail Salon

Place items in the dramatic play area for a "nail salon." Include items such as Q-tips® and water, and invite the children to polish nails, working together. **APL5.3d**

### Be My Buddy

After the children have practiced playing outdoor games such as Tag, introduce a twist to the normal rules. For example, the children might skip or hop on one foot instead of running to tag someone. **APL5.3d**

### Boom Chicka Boom

Lead the children in the song, "Boom, Chicka, Boom." Children repeat the leader:

*I said a boom, chicka, boom (I said boom, chicka, boom)*

*I said a boom, chicka, boom (I said boom, chicka, boom)*

*I said a boom, chicka, rocka, chicka, rocka, chicka, boom (I said a boom, chicka, rocka, chicka, rocka, chicka, boom)*

*Ah ha (Ah ha),*

*Oh, yeah (Oh, yeah),*

*One more time. (One more time.)*

Encourage the children to make up new verses, do a baby voice, a monster voice or an opera voice. **APL5.3d**

### What Can You Do With...?

Show the children common objects such as a spoon, piece of paper or pebble. Ask them to think of ways to use the object other than its normal use. Offer suggestions to get them started. For example, a paper clip can hold a bag of chips closed. **APL5.3d**



### TEACHER TIP

Encourage flexible thinking in the children by modeling your thinking out loud or asking them questions such as, "What else could you say?" and "What else could you do?" or "What could we do differently next time?"

### Freeze Game

Play music, and encourage the children to dance while the music plays and freeze when it stops. Dance quickly for fast tempo songs, slowly for slow tempo songs. Then reverse the cues. Fast music means slow dancing. Slow music means fast dancing. **APL5.3d**

### Puzzle Time

Encourage the children to work cooperatively to complete a floor puzzle. The children will collaboratively complete the puzzle. **APL5.3d**

# CLL1 #50

12-48 months

domain CLL: communication, language and literacy  
Strand: **RECEPTIVE LANGUAGE**  
Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**



12-24 months

## CLL1.1a

Responds to language during conversations, songs, stories or other experiences.

One-year-olds are listening and watching their environments to make meaning from what they see and hear. They learn language when participating in songs or when being read books by observing how adults and peers around them interact. Wants and needs become more clear to teachers as one-year-olds learn to say words.



24-36 months

## CLL1.2a

Listens and responds to brief conversations and group discussions.

Two-year-olds are beginning to listen and participate in conversations and group activities. For short periods of time (1-2 minutes), they can listen to books being read or play simple games. Actively observing and imitating words from the environment adds to their rapidly increasing vocabulary and communication skills.



36-48 months

## CLL1.3a

Listens and responds to conversations and group discussions.

Three-year-olds participate in one-on-one conversations. The ability to listen and respond in a group setting is emerging. With practice, they can listen and respond in large group for a short period of time (3-5 minutes) when engaged with books, props or interesting games.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## CLL1 – The child will listen to conversations and demonstrate comprehension.



### 12-24 months

#### Happy and You Know It

Sing “If You’re Happy and You Know It.” Encourage child participation by modeling actions and using statements such as “Clap your hands. Clap with me.” Repeat the activity and pause to allow the children to clap and sing. **CLL1.1a**

#### Act It Out!

Read an interactive story, such as *Head to Toe* by Eric Carle, and encourage the children to participate. Ask the children to touch a body part or imitate a movement according to the story. Ask, “What is he touching? Can you touch your head?” **CLL1.1a**



### 24-36 months

#### Mealtime Moments

Encourage group discussion during routine times such as snack and lunch. Conversations can include what food is being served or activities that occur throughout the day. Ask questions such as, “What do you think we are having for lunch today?” Build on the children’s responses. Say, “Chicken nuggets are one of my favorites too. Do you like to use any dipping sauces?” **CLL1.2a**

#### Rainbow Fish

After reading *The Rainbow Fish* by Marcus Pfister, place butcher paper over a long table. Give the children lots of paint colors and have them paint on the paper. Ask questions such as “Tell me about those two colors you painted,” or “What kind of line do you think that big brush will make?” After the paint dries, have the children glue on stickers or bits of shiny paper. Encourage them to describe the collage using words such as pretty, blue, shiny. Cut out one or two large fish to display in the room. **CLL1.2a**



### 36-48 months

#### The Three Little Pigs

While reading “The Three Little Pigs,” ask the children questions such as, “What would you do?” or “What type of house would you want to live in?” Use props such as puppets or flannel board pieces to keep the children engaged. **CLL1.3a**

#### Guess the Object

Fill a large container with small objects from the classroom and fasten the lid. Ask a child to come up front. Show the container to the child and say, for example, “I spy something black and you use it to fix hair.” When the child guesses the correct object, remove the lid and let that child hold the item. Encourage the other children to help as needed and let them take turns as long as they are interested. **CLL1.3a**

#### Rules for the Road

Show the children examples of road signs. Use the signs to facilitate a discussion about the need for traffic signs and road rules. Ask questions such as, “What do you do when you see this sign?” and “What happens if you don’t follow that rule?” To extend the activity, engage the children in brainstorming possible playground rules. **CLL1.3a**



#### TEACHER TIP

Oral language is a big predictor of future reading success. A common saying is, “If a child doesn’t hear a word, the child won’t say that word. If he doesn’t say it, he won’t read it.”

# CLL1 #51

12-48 months

domain CLL: communication, language and literacy  
Strand: **RECEPTIVE LANGUAGE**  
Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**



12-24 months

## CLL1.1b

Listens to and follows simple directions.

The relationship between teacher and toddler evolves as one-year-olds begin to understand the exchange of language, including directions and requests. Children at this age are able to comprehend and perform simple tasks when asked.



24-36 months

## CLL1.2b

Listens to and follows one-step directions.

Two-year-olds gain vocabulary and physical mobility at a rapid pace. With support, they are able to comprehend a simple, specific request and respond accordingly.



36-48 months

## CLL1.3b

Listens to and follows multi-step directions with support.

Three-year-olds are able to follow multi-step directions with support, modeling and reminders.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## CLL1 – The child will listen to conversations and demonstrate comprehension.



### 12-24 months

#### Teacher Says

At circle time, play Simon Says but substitute the teacher's name for Simon. For example, say, "Miss Betty says clap your hands... Miss Betty says stop." This activity can be used at various times throughout the day such as outdoor play or transitions. **CLL1.1b**

#### Cleaning Up

Give the children a simple, specific task to complete such as, "Place this green block into the box." Make up songs to help the children clean up. Sing to the tune of "the Farmer in the Dell":

*We're picking up the blocks,  
We're picking up the blocks;  
Hi-ho, here we go,  
We're picking up the blocks.* **CLL1.1b**

#### ★ BRIGHT IDEA

Pair pictures or objects with verbal directions.



#### TEACHER TIP

Label child-sized shelves with photographs to help with cleanup.



### 24-36 months

#### Head, Shoulders, Knees and Toes

Sing "Head, Shoulders, Knees and Toes" through one time and encourage the children to make the hand motions. Sing slowly a second time and pause to allow the children a chance to imitate. **CLL1.1b**

#### Animal Actions

Read a short, simple story about animal movements such as *Quick as a Cricket* by Audrey Wood. Ask the children to imitate the movements and sounds of the animals in the story. **CLL1.2b**

#### Move Like a...

Play the song "Animal Actions" by Greg & Steve from the *Kids in Motion* CD. Act out the movements as directed in the song. **CLL1.2b**

#### Bop and Stop

Ahead of time, create picture cards with movements and things to do, for example: three jumping jacks, five donkey kicks, count to three, crawl or tell a joke. This activity can be done inside or outside. Gather the children in a group. Play music and when the music stops hold up a card with an action. Have fun. Encourage the children to be silly and help their friends as needed. **CLL1.2b**



### 36-48 months

#### Tooty Ta

Play or sing "Tooty Ta" by Jack Hartmann and dance along. Encourage the children to follow the directions in the song. **CLL1.3b**

#### Freeze Dance

Begin playing any upbeat song and encourage the children to move in different ways. For example, have them jump up and down or wave their hands in the air. Periodically pause the music. When the music stops, the children have to freeze. After a few seconds, resume playing the music. **CLL1.3b**

#### Simon Says

Teach the children to play Simon Says. Give instructions that are two steps at a time such as, "Simon Says squat down and quack like a duck." **CLL1.3b**



#### TEACHER TIP

When introducing the children to a new routine or procedure, limit your instructions to two steps. For example, say, "Hang up your coat and sit on the circle rug."



# CLL1 #52

12-48 months

domain CLL: communication, language and literacy  
Strand: **RECEPTIVE LANGUAGE**  
Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**



12-24 months

## CLL1.1c

Responds to adult questions with answers.

One-year-olds can listen to questions adults ask and provide simple answers to show they have understanding of what has been asked.



24-36 months

## CLL1.2c

Responds to questions with appropriate answers.

Two-year-olds gain vocabulary at a rapid pace. With support and practice, they are able to comprehend questions and respond accordingly using words and/or actions. "Appropriate" answers are those that answer the question being asked.



36-48 months

## CLL1.3c

Responds to more complex questions with appropriate answers.

With support, three-year-olds are able to understand questions and requests. Their ability to communicate this comprehension increases over the course of the year with practice. They have increased listening skills and are able to answer questions appropriately.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## CLL1 – The child will listen to conversations and demonstrate comprehension.



### 12-24 months

#### Which One?

Give the children two choices during a specific activity throughout the day. Ask, “Would you like a blue one or a green one?” or “Do you want a book or a truck?” Have them select one. **CLL1.1c**

#### Find the Cow

Read a farm animal book to interested children. Favorites include *Old MacDonald Had a Farm* by Child’s Play, *My Big Farm Book* by Roger Priddy and *Animals on the Farm* by Christopher Hernandez. Ask the children to identify the animals by pointing and saying, “Show me the duck,” or by naming them, “What animal is that?” **CLL1.1c**

#### Art Adventures

Set up art experiences such as painting on newsprint or wallpaper samples. Talk about what the child is creating: “Tell me about your picture.” Record the comments and read them to the child. “Here’s what you said about your picture.” **CLL1.1c**



### 24-36 months

#### What Do You See?

Read *Dear Zoo: A Lift-the-Flap Book* by Rod Campbell which invites children to guess which animal might be hiding behind the flap. Encourage the children to respond to each page. **CLL1.2c**

#### What is the Weather?

Sing this song to the tune of “Mary Had a Little Lamb” to encourage the children to answer questions about the weather.

*What’s the weather like today,  
like today, like today?  
What’s the weather like today,  
What do you see outside?  
Do you see the sun or rain,  
wind or snow, hot or cold?  
Will you put a sweater on or  
will you wear a coat?* **CLL1.2c**



### 36-48 months

#### If You Give a Mouse a Cookie

Read one of Laura Numeroff’s books such as *If You Give a Mouse a Cookie*. Help the children create their own versions using a similar formula. “If you give Stacey a bowl of ice cream, she’ll want sprinkles to go with it.” Encourage the children to draw pictures and dictate a story as they answer your questions. **CLL1.3c**

#### Floating Egg

Do this simple experiment to encourage the children to talk about what they are thinking.

You need:

1 clear cup  
1 raw egg  
Water  
Salt

Ask the children if they think an egg will float or sink if you put it in water. Get answers. Carefully set the egg in a cup of water. Ask, “What happened?” (It should sink.) Ask the children, “Does anybody have any idea how we can make it float?” Have a child add a tablespoon of salt and stir until dissolved. Try the experiment again. Continue adding tablespoons of salt until the egg actually floats (two or three tablespoons). The egg floats because adding salt changes the water’s density. When the water is more dense than the egg, the egg will float. Encourage the children to ask more questions such as, “What if we used a boiled egg? What if we used pepper instead of salt? What about brown eggs compared to white eggs?” Ask the children what else they want to test. **CLL1.3c**

#### Story Questions

Read one of Richard Scarry’s books such as *Best Word Book Ever* with a few children. The book encourages them to browse and to ask and answer questions about many different things. Look at the pages and encourage the children to point and talk about the different objects. **CLL1.3c**

# CLL2 #53

12-48 months

domain CLL: communication, language and literacy

Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.**



12-24 months

## CLL2.1a

Demonstrates understanding of simple words through his/her actions.

One-year-olds can understand many more words than they can produce. They are learning language from interactions with teachers, peers and familiar adults.



24-36 months

## CLL2.2a

Demonstrates understanding of words through actions and/or conversations.

Two-year-olds gain vocabulary and physical mobility at a rapid pace. With support, they are able to comprehend and respond accordingly.



36-48 months

## CLL2.3a

Demonstrates understanding of vocabulary through everyday conversations.

Three-year-olds can understand most of what teachers say. In a language-rich environment, their vocabulary increases rapidly. Through conversations, they can understand and use new words.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.



### 12-24 months

#### Point It Out

Look at a book with the children and have them point to familiar objects. Ask questions such as, “Where is Spot? Where is the ball?” **CLL2.1a**

#### Fun Fingerplays

Sing “Twinkle, Twinkle, Little Star” or “The Itsy, Bitsy Spider” while using hand motions for the children to imitate. **CLL2.1a**

#### Belly Buttons

With toddlers who show interest, read *Where Is Baby’s Belly Button? A Lift-the-Flap Book* by Karen Katz. As you read, ask them to show you their belly buttons, eyes and hands. **CLL2.1a**

#### ★ BRIGHT IDEA

Assist the children by pointing to different parts of the body if they are having difficulty.



### 24-36 months

#### The Freeze

Play “The Freeze Song,” encouraging the children to dance, then stop when they hear “freeze.” **CLL2.2a**

#### Picture Bingo

Create picture Bingo cards. Use bottle caps as markers. Call out an object and have the children place a cap on that object if they find it on their cards. This is not a win/lose game; the children should just fill the cards. **CLL2.2a**

#### Elephant Dance

Sing “The Elephant Dance” to the tune of “Here We Go Round the Mulberry Bush”:

*This is the way the elephants dance,  
Elephants dance, elephants dance.*

*This is the way the elephants dance  
On a bright and sunny morning.*

As the children sing, encourage them to hang an arm down like a trunk and use heavy feet to move. Change it up using different animals. **CLL2.2a**



### 36-48 months

#### My Picture, My Words

Provide an opportunity for the children to draw pictures about a common experience, such as a field trip to the farm. Encourage them to describe their work. The teacher can write their descriptions on the drawings. **CLL2.3a**

#### Annoying and Awful Vocabulary

Read *The Absolutely Awful Alphabet* by Mordcai Gerstein. There are many new vocabulary words in this book. Read a page and ask the children questions such as, “A is an awfully arrogant amphibian who is annoyed. Have you ever been annoyed at someone? What did they do to make you annoyed?” Look at the picture of the amphibian and see if the children can guess what that word means. **CLL2.3a**

#### Oobleck

Make Oobleck with the children by having them mix one small box of cornstarch and about 1½ cups of water. Have the children pour the water into a small bowl. Show them the cornstarch and have them touch it to see how it feels: smooth and cold. Encourage them to use new vocabulary. Have the children add the cornstarch to the water. Add food coloring if you want. Have the children mix the ingredients together with their hands. Talk with them about how it feels and what it looks like. Encourage lots of rich conversation. **CLL2.3a**



#### TEACHER TIP

Post a weekly word wall as a reminder of words you are introducing that week and will continue to use.

# CLL2 #54

12-48 months

domain CLL: communication, language and literacy

Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.**



12-24 months

## CLL2.1b

Listens to simple stories.

Exposing a young child to books and stories at any age is critical to language development. One-year-olds enjoy hearing new and familiar stories while cuddling and reinforcing bonds with their teachers.



24-36 months

## CLL2.2b

Listens and understands familiar vocabulary from activities, stories and books.

Two-year-olds gain vocabulary at a rapid pace. One rich source of new vocabulary is listening to books being read by familiar adults. As young children hear stories, they hear new words and are able to use them in daily activities.



36-48 months

## CLL2.3b

Listens and understands new vocabulary from activities, stories and books.

Three-year-olds can understand most of what teachers say. In a language-rich environment, their vocabulary increases rapidly. They learn new words through stories, books and activities and use them in context or dramatic play.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.



### 12-24 months

#### Doggies

Read *Doggies* by Sandra Boynton. The children will love hearing about all the different barks that dogs can make. Encourage the children to imitate the different barking sounds. **CLL2.1b**

#### Old MacDonald

Make simple animal puppets using paper plates or pictures glued to paint sticks. Give each child an animal puppet. Encourage the children to show their puppets as you sing the familiar song "Old MacDonald Had a Farm." **CLL2.1b**



#### TEACHER TIP

As you read, use a variety of voices and sounds to keep the children engaged.

#### Sing-a-Story

Read or sing the favorite book *Five Little Monkeys Jumping on the Bed* by Eileen Christelow. Use finger puppets to follow along with the story. You might also have the children be the monkeys and jump on a sheet on the floor, pretending it is a bed. **CLL2.1b**



### 24-36 months

#### Wheels On The Bus

As you sing the familiar song "Wheels on the Bus" with the children, pause and ask them questions such as, "The babies on the bus go \_\_\_\_\_." What sound do babies make?" **CLL2.2b**

#### Green Sheep

Read *Where is The Green Sheep?* by Mem Fox. Pause throughout the book and ask the children to find a variety of sheep. "There are red sheep and blue sheep, wind sheep and wave sheep, scared sheep and brave sheep, but where is the green sheep?" Afterward, create a fun matching game for the children using cutout sheep in a variety of colors and with different facial expressions. Have the children turn over two sheep at a time to determine if they match. Have them describe the sheep as they play. **CLL2.2b**



### 36-48 months

#### Let's Read About It

Introduce books with interesting, new vocabulary such as Leo Lionni's *A Color of His Own*. Engage the children in a discussion about new words in the story such as "camouflage" and "chameleon." Explain why some animals use camouflage in their environment. **CLL2.3b**

#### Community Helpers

Read a book to the children about community helpers such as Al Yankovic's *When I Grow Up*. Introduce new props and clothing in the dramatic play area. Encourage the children to use vocabulary during center time: "I will be the police officer because I have the badge and you can be the veterinarian because you have the stethoscope." **CLL2.3b**

#### Handa's Hen

Read the beautifully illustrated book *Handa's Hen* by Eileen Browne. In this story the children will learn about Handa, a young girl from the Luo tribe, who feeds breakfast to Mondri, her grandma's black hen, every morning. This morning, however, Mondri is nowhere to be seen. So Handa and her friend Akeyo set off to find her. Where could Mondri be? Pause throughout the book and ask the children questions about the animals and things they notice on the pages. **CLL2.3b**



#### TEACHER TIP

Remember to use new vocabulary throughout the day. Continue to repeat the new words and use them consistently.

# CLL3 #55

12-48 months

domain CLL: communication, language and literacy

Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL3 – The child will use nonverbal communication for a variety of purposes.**



12-24 months

## CLL3.1a

Communicates needs and wants through nonverbal gestures and actions.

One-year-olds can understand many more words than they can produce. At this age, nonverbal gestures, actions and body language aid in communication.



24-36 months

## CLL3.2a

Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication.

Two-year-olds are increasing their ability to communicate their needs and wants. In this year, they will add language to gestures, actions and body language.



36-48 months

## CLL3.3a

Uses gestures and actions to enhance verbal communication of needs and wants.

The vocabulary of three-year-olds increases rapidly in a language-rich environment. Their confidence and ability to communicate is enhanced by the use of expressive gestures and actions with words.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## CLL3 – The child will use nonverbal communication for a variety of purposes.



### 12-24 months

#### Hello, Goodbye!

Read *Go, Dog, Go* by P.D. Eastman with the children. While reading, encourage them to wave hello and goodbye when they hear the words. During arrival and departure, encourage the children to wave hello and goodbye to others. **CLL3.1a**

#### Please and Thank You

Talk about when to say “please” and “thank you.” Read *The Berenstain Bears’ Please and Thank You Book* by Stan and Jan Berenstain. Sing this song to the tune of “Frère Jacques.” Teach the signs for please and thank you to accompany the song.

*Please and thank you, please and thank you,  
Special words, special words.*

*Remember please and thank you.*

*Remember please and thank you.*

*Special words, special words.* **CLL3.1a**

#### More and No More

At snack time, teach the children to nod yes or no in response to wanting more food. Ask, “Would you like more cheese?” Wait for a response and model by shaking your own head and responding, “Naomi says no more cheese.” **CLL3.1a**



### 24-36 months

#### Skidamarink

Sing this song and do the motions with the children.

*Skidamarink a dink a dink* (Put your right elbow in your left hand and wiggle your fingers);

*Skidamarink a doo* (Put your left elbow in your right hand and wiggle your fingers);

*I love you* (Hug yourself; point to the others).

*Skidamarink a dink a dink. Skidamarink a doo.*

*I love you. I love you in the morning*

(Circle arms overhead and bend to one side);

*And in the afternoon* (Stand tall; arms high).

*I love you in the evening* (Bend the other way);

*And underneath the moon* (Circle your hands in front of your chest; move them overhead).

*Skidamarink a dink a dink. Skidamarink a doo.*

*I love you.* **CLL3.2a**

#### Bear Hunt

Sing the familiar tale “We’re Going on a Bear Hunt” and use motions to act out each part. **CLL3.2a**



### 36-48 months

#### What’s Next?

When a child completes an activity ask, “What would you like to do now?” Give the child time to think and respond. Follow his/her gesture or gaze and, if necessary, offer appropriate words. **CLL3.3a**

#### We’re Looking All Around

Have the children use gestures, such as using their hands as pretend binoculars while singing these words to the tune “A-Hunting We Will Go”:

*We’re looking all around.*

*We’re looking all around.*

*Hi-ho, the derry-o*

*We found the \_\_\_\_\_ right there.*

Fill in the blank with the selected item. **CLL3.3a**

#### What’s Your Sign?

Have the children stand in a circle. Start by saying your name and doing a movement such as raising one arm. Then have the children repeat your name and the movement. Next, have the child to your left say his/her name and add a new movement. Then go back to the beginning: have the children repeat your name and movement, plus the name and movement of the child to your left. Each child gets to add his/her name and a movement. Each time, the class goes back to the beginning and repeats the names and movements from the top. This can get pretty silly! **CLL3.3a**



#### TEACHER TIP

Use signs to accompany words. Signing resources are available in this toolbox in the BRIGHT IDEAS section.



#### TEACHER TIP

Teach the children signs to use when conflict arises among friends. They can put their hands out to signal, “Stop.” Or they can put their fingers to their lips when asking a friend to be quiet.



# CLL3 #56

12-48 months

domain CLL: communication, language and literacy  
Strand: **EXPRESSIVE LANGUAGE**  
Standard: **CLL3 – The child will use nonverbal communication for a variety of purposes.**



12-24 months

## CLL3.1b

Uses some nonverbal gestures and actions used by others to express feelings.

One-year-olds learn language and how to express themselves by listening and watching others in their environment. As they watch and listen to what others do and say, they absorb this information and begin to imitate it.



24-36 months

## CLL3.2b

Gains awareness of how to communicate feelings using nonverbal gestures and actions.

Two-year-olds are increasing their ability to communicate pleasure and discontent. Teachers assist toddlers' successful communication by modeling gestures for them to imitate.



36-48 months

## CLL3.3b

Communicates feelings using nonverbal gestures and actions.

A three-year-old's ability to communicate is enhanced by the use of expressive gestures and actions with words. As they become more aware of others' emotions and their own feelings, the ability to express those feelings using gestures and actions is very important.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## CLL3 – The child will use nonverbal communication for a variety of purposes.



### 12-24 months

#### The Way I Feel

Read a book such as *The Way I Feel* by Janan Cain and encourage the children to make the different faces they see in the book. **CLL3.1b**

#### Throw Kisses

Sing this fun song with the children to the tune of “I Wish I Had a Little Red Box”:  
*I wish I had a little red box  
 to carry my Jordan’s in.  
 I’d take him/her out and kiss, kiss, kiss  
 and put him/her back again!*

Encourage the children to throw kisses while singing the song. **CLL3.1b**

#### I Have a Happy Face

Sing this song to the tune of “I’m a Little Teapot” and point to your face while showing emotion.

*I have a happy face,  
 Just watch me grin.  
 I have a great big smile  
 From my forehead to my chin.  
 When I’m upset  
 And things are bad,  
 Then my happy face  
 Turns to sad.* **CLL3.1b**

#### Share a Feeling

Use an empty cube-shaped box such as a tissue box and draw or glue pictures of faces expressing feelings on each side: happy, sad, angry and excited. Encourage children to roll the box “die” and act out the emotion that comes up, with teacher support, and name the emotion. **CLL3.1b**



### 24-36 months

#### If You’re Mad and You Know It

Change the words to the familiar song and sing about other feelings and actions.

*If you’re mad and you know it,  
 Stomp your foot.  
 If you’re mad and you know it,  
 Stomp your foot.  
 If you’re mad and you know it,  
 Everyone will know it.  
 If you’re mad and you know it,  
 Stomp your foot.* **CLL3.2b**

#### Feelings Song

Sing this song with the children:

*Sometimes on my face you’ll see (Point to face.)  
 How I feel inside of me (Point to chest.)  
 A smile means happy (Smile.)  
 A frown means sad (Frown.)  
 And gritting teeth, means I’m mad (Grit teeth.)  
 When I’m proud, I beam and glow (Smile.)  
 But when I’m shy, my head hangs low  
 (Hang head.)*

#### CLL3.2b

#### I Get Angry

Read *When I Feel Angry* by Cornelia Maude Spelman with the children. Create a board with picture cues of things the children can choose to do when they get angry, such as call someone on a pretend phone, stomp a foot or sit in a cozy area and look at a book, to help calm down. **CLL3.2b**



### 36-48 months

#### Feelings Charades

Whisper to a child a particular feeling such as happy, sad, frustrated, angry, surprised or disappointed. Provide an opportunity for the child to act out the feeling. Encourage the other children to guess how the child feels. **CLL3.3b**



#### TEACHER TIP

Encourage the children to seek help from adults when needed to control their emotions.

#### Thumbs Up/Thumbs Down

Provide opportunities for the children to express how they feel about activities, books, songs and meals using thumbs up/thumbs down. Ask, “Did you like that book? If yes, give me a thumbs up. If no, give me a thumbs down.” **CLL3.3b**

#### Emotional Cubes

Using tissue boxes, create two “die” cubes to roll. Label one cube with different animal names. Label the other with different feelings words. During circle, have the children roll the “dice” and act out what they see. If a child rolls “cat” and “sad,” ask the child to pretend to be a “sad cat.” **CLL3.3b**

# CLL3 #57

12-48 months

domain CLL: communication, language and literacy  
Strand: **EXPRESSIVE LANGUAGE**  
Standard: **CLL4 – The child will use increasingly complex spoken language.**



12-24 months

## CLL4.1a

Experiments with spontaneous vocal play.

Becoming more aware of vocalizations and the meaning of words is fun for a one-year-old. Sounds begin to take form and fall into patterns as the young child experiments with creating sounds and altering inflections.



24-36 months

## CLL4.2a

Strings sounds and/or words together with voice inflections.

Two-year-olds' communication strategies continue to expand. Expressive language begins to be more easily understood. The child merges sounds into conventional words and phrases with voice inflection.



36-48 months

## CLL4.3a

Speaks clearly enough to be understood.

The language of a three-year-old should be easily understood. Sentences will become more complex as they are able to articulate ideas.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

**CLL4 – The child will use increasingly complex spoken language.****12-24 months****Babble Back**

Repeat child-initiated babbles back to the child and have a babble conversation or start a conversation using simple sounds with the child. **CLL4.1a**

**The Itsy Bitsy Spider**

Sing “The Itsy Bitsy Spider” with the children. Sing several times using different voices such as a whisper voice with quiet motions and a gruff voice with big motions. As the children get older, be silly with the voices; hold your nose and sing again. **CLL4.1a**

**24-36 months****Play House**

Set up play with multiple baby dolls, bottles, blankets and accessories. Encourage the children to interact and talk to the dolls as if the children were adults. “Tell your baby what you’re doing,” or “Ask the baby if he/she is hungry.” **CLL4.2a**

**TEACHER TIP**

Make sure you have dolls that represent the cultures/ethnicities of the children in your class.

**Get the Phone**

Using pretend telephones or a curved piece of PVC pipe, engage the children in a phone conversation. Use a variety of inflections. Ask questions where your pitch or tone goes up at the end. Use complex sentences in your conversation. **CLL4.2a**

**Goldilocks and the Three Bears**

Give the children props to retell the story of “Goldilocks and the Three Bears”: three stuffed bears, three bowls, three chairs, three beds. Encourage the children to change their voice inflections as they tell the story. Papa Bear has a deep, gruff voice. Mama Bear has a light, high voice. Baby Bear has a whiny, baby voice. **CLL4.2a**

**36-48 months****Magic Microphone**

Give a child a toy microphone and explain to the children that the child holding the microphone is the one allowed to speak. Encourage the child holding the microphone to respond to teacher-posed questions such as, “What did you learn at school today?” or “What will you do this weekend?” **CLL4.3a**

**Give Me a Call**

On the playground, give the children several pieces of PVC pipe. Encourage them to put the pipes together to make “telephones” so they can talk to each other from across the way. Have the children “call” one another and talk about what they are doing or where to meet. **CLL4.3a**

**Meaningful Conversations**

Choose a time each day and engage in a rich, meaningful conversation with a child. Make a list so you talk with every child every week. This means a back-and-forth exchange for three to four minutes about whatever the child is interested in talking about. Lunch or center time may be a good time for this. Ask the child open-ended questions about the activities he/she is engaged in such as, “Tell me what you are doing? What do you think would happen if...?” **CLL4.3a**

**TEACHER TIP**

An easy way to know whether a question is open versus closed is this: If you know the answer, it is probably a closed question. Examples: How many? What color? Examples of open-ended questions: What would happen if...? How do you know? What can we try next?

# CLL4 #58

12-48 months

domain CLL: communication, language and literacy  
Strand: **EXPRESSIVE LANGUAGE**  
Standard: **CLL4 – The child will use increasingly complex spoken language.**



12-24 months

## CLL4.1b

Uses one- to two-word phrases to communicate.

During this year, one-year-olds are moving from using non-word sounds to language. Words begin to emerge as they learn to communicate.



24-36 months

## CLL4.2b

Uses three- to four-word phrases and includes describing words.

As conceptual understandings deepen during the third year of life, communication strategies begin to advance. A two-year-old will develop an awareness of attributes and acquire a wider variety of ways to describe what they want to communicate.



36-48 months

## CLL4.3b

Demonstrates use of expanded sentences and sentence structures.

The language of three-year-olds is becoming more sophisticated with increased vocabulary and the ability to create more complex sentences.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## CLL4 – The child will use increasingly complex spoken language.



### 12-24 months

#### **Sand and Seek**

Place familiar objects such as plastic animals, balls or small toys in a container filled with sand. As the children dig, name the objects that they find and encourage them to do the same. **CLL4.1b**

#### **In and Out**

Create fun opportunities for the children to explore the concepts of putting objects “in” and “out” or “on” and “off.” Place a long VELCRO® strip on a wall. Give the children large pom-poms to stick to the strip wherever they like. Encourage them to take the pom-poms “on” and “off” and use those words. Give the children a muffin tin with small balls and encourage them to place a ball in each opening. Model language: “You put the ball in the muffin tin.” Encourage the opposite behavior: “Now can you take it out again?” As they place the ball in and take it out, repeat the words “In and... out, in and... out.” **CLL4.1b**



### 24-36 months

#### **Touchy-Feely**

Place a variety of objects with different textures in a box such as a soft blanket, rough sandpaper or crinkly tissue paper. As a prompt say, “I see that you found a soft blanket.” Then ask the child to tell you about the blanket. **CLL4.2b**

#### **Colored Goop**

Give each child a small container of water and have him/her color the water with food coloring or a fizzy color tablet used for dyeing eggs. Give each child a turkey baster, spoon and medicine dropper to use if desired. Model language and encourage the children to talk about what they are doing: “Pour the water. Now stir the water. The spoon goes in!” After exploring, give each child a bowl of cornstarch. The children can use spoons or their fingers to add cornstarch to the water. Pretty soon the mixture turns into “goop,” a fantastic sensory experience. One moment it’s solid, the next it’s liquid. And it’s just plain fun to let it slip through your fingers! Encourage the children to describe the goop and how it feels. **CLL4.2b**



### 36-48 months

#### **I Wonder...**

Share a nonfiction book on a relatively unfamiliar topic such as Wong Herbert Yee’s *Summer Days and Nights* with the children. Before reading, provide an opportunity for the children to ask questions about the book’s pictures such as, “Where does the sun go at night?” Write the questions on chart paper. Revisit the list and provide answers after reading the text. **CLL4.3b**

#### **Describe Your Work**

Encourage the children to dictate a sentence about the work they created. You may prompt their thinking by asking questions such as, “Tell me about what you created. Why did you do that? How did you make it? What materials did you use?” **CLL4.3b**

#### **Sentence Strings**

Start with a short sentence and encourage the children to make it longer and longer. Give them Unifix® cubes to match each word they use. Start with, “The dog ran.” Ask the child, “What can you say about the dog, maybe its color?” The sentence becomes, “The brown dog ran.” Ask the child, “Where did he run to?” and the sentence becomes “The brown dog ran to meet a friend.” Ask the child, “Why was he meeting his friend?” The sentence ends as, “The brown dog ran to meet a friend so they could eat lunch together.” Write the sentence on a sentence strip, have the child place one Unifix® cube for each word and count the total number of words. Challenge the children to make longer and longer sentences each time. **CLL4.3b**



#### **TEACHER TIP**

Model complete sentences and repeat children’s verbalizations as they begin to practice.

# CLL4 #59

12-48 months

domain CLL: communication, language and literacy  
Strand: **EXPRESSIVE LANGUAGE**  
Standard: **CLL4 – The child will use increasingly complex spoken language.**



12-24 months

## NO INDICATOR



24-36 months

## CLL4.2c

Describes experiences.

As conceptual understandings deepen,  
communication strategies begin to advance.  
Two-year-olds will develop ways to  
communicate their ideas.



36-48 months

## CLL4.3c

Describes activities and  
experiences using details.

As three-year-olds become more in control of  
increasingly complex language, they become  
more confident in expressing their ideas.  
They are now able to describe activities  
they have participated in using descriptive  
details. Teachers should encourage this  
behavior by asking children questions to  
obtain more detailed descriptions.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

**CLL4 – The child will use increasingly complex spoken language.****24-36 months****My Sculpture**

Give the children an assortment of art materials including collage items, paint, tape and 3-D items. Encourage the children to create sculptures with them. Have each child name his/her sculpture and describe to the group what he/she has created.

**CLL4.2c****★ BRIGHT IDEA**

Prepare idea cards with suggestions for children who may have trouble thinking of a sculpture to make.

**Weekend with Beary**

On Fridays, send home a stuffed bear with each child. Encourage the children and family members to have the bear participate in all of the family activities. If possible, ask the family member to take pictures and send them to school on Monday. Have the child talk about what he/she and Beary did over the weekend such as, "We watched cartoons and ate pancakes," or "We visited my Grandma and we played soccer with my brother." **CLL4.2c**

**Playground Patter**

Take photos of the children on the playground. Print some out or show children the photos on a phone or computer. Ask, "What are you doing in this picture? Tell us about it." Encourage them to name friends they are playing with or describe their actions. "It's Carlos and me sitting in the wagon." **CLL4.2c**

**36-48 months****How Many...?**

Ask children an open-ended question about an attribute of an animal or object and encourage them to provide as many responses as possible. Ask, "How many animals can you name that have patterns on their bodies?" or "How many things can you name that are cone-shaped?" **CLL4.3c**

**Taking a Trip**

Read a book to the children about taking a trip such as *Taking a Trip: Going to See Grandma* by Mary Mullins. After reading, provide an opportunity for each child to draw a picture and dictate a trip that he/she took such as to the beach or to the grocery store. Ask prompting questions to get more details. **CLL4.3c**

**Talk About It**

Invite a speaker to come into the classroom such as a firefighter, a dental hygienist or a family member. Provide an opportunity for the children to share what they learned. Create a class book.

**CLL4.3c****Recorded Voices**

Record the children telling a story or singing a song and provide an opportunity for them to listen to themselves. **CLL4.3c**

**Book Commentary**

Using a pretend microphone, provide an opportunity for the children to tell you what happened in their favorite books. **CLL4.3c**

**What Did You Do?**

Choose a few of the children to share what they did during center time. One child may share his/her painting, while another may tell about what he/she built in the block area. **CLL4.3c**

**TEACHER TIP**

Encourage the children to be more descriptive by asking follow-up questions such as, "What color is your flower?" or "Tell me about the bunny's fur."



# CLL4 #60

12-48 months

domain CLL: communication, language and literacy  
Strand: **EXPRESSIVE LANGUAGE**  
Standard: **CLL4 – The child will use increasingly complex spoken language.**



12-24 months

**NO  
INDICATOR**



24-36 months

**CLL4.2d**

Demonstrates an  
expanding vocabulary.

As experiences broaden, two-year-olds develop more ways to communicate ideas and express needs. The children try words they have been exposed to and experiment with ways to use those words.



36-48 months

**CLL4.3d**

Uses expanded vocabulary  
in a variety of situations.

Three-year-olds are learning vocabulary and context of language with every experience and opportunity they are given. They will practice using new language in an encouraging environment.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

**CLL4 – The child will use increasingly complex spoken language.****24-36 months****Big Trucks**

Read a book, such as *My Big Truck Book* by Roger Priddy, that shows a variety of trucks and what they are used for. Talk with the children to see which trucks they are familiar with. Introduce new vocabulary if they are not sure what some trucks are called. For example, a child may call a truck “a digger.” Respond by saying, “Yes, that truck does dig. It is called a bulldozer.” **CLL4.2d**

**Lunch Vocabulary**

For toddlers to learn words, they need to hear many words spoken every day. Snack time and lunchtime are great opportunities to make this happen. Talk about the different foods the children are eating every day. Use words like fruit, vegetable, protein and dairy. Ask the children to describe the foods they are eating by using words such as sweet, sour, salty, delicious or yucky. The children can also describe how the food looks. The meat is cut in slices, the pears are diced and the cheese is cut in chunks. **CLL4.2d**

**36-48 months****What Is This?**

Show the children unfamiliar pictures of objects or animals and encourage them to guess the name or purpose of the object. For example, shown a picture of a calf, a child might say, “It is a cow.” You would respond, “It is a baby cow. It’s called a calf.” **CLL4.3d**

**Class Tour**

When visitors come to the classroom, encourage the children to take them on a tour of the room identifying the different spaces and materials. The tour guide may point out the microscope in the science center, the easel in the art center or hollow blocks in the block area. He/she may also describe for the visitor the different parts of the day, such as center time, small group time or outdoor play, using correct vocabulary. **CLL4.3d**

**Cooking Activity**

Provide a simple cooking activity such as making “Dirt Cups.” Guide children in following the steps to create their own treat: chocolate pudding, crumbled cookies and gummy worms. Have children then recap the steps of the recipe. **CLL4.3d**

**Mean Soup**

Read *Mean Soup* by Betsy Everitt to the children. Afterward, bring in a pot for pretend mean soup. Provide an opportunity for upset children to shout and stir words into it that tell how they feel until they feel better. **CLL4.3d**

**Flashlight Spotlight**

Have the children sit in a circle and sing “Star Light, Star Bright.” While singing, point the flashlight at a child. Encourage the child to stand up and tell the class a few things about himself/herself. **CLL4.3d**

**Tell Me**

Place familiar objects in a container. Provide an opportunity for the children to remove an object and tell you what it is called and how to use it, such as, “This is my ball. I bounce it and I play with it.” **CLL4.3d**

**TEACHER TIP**

Providing a variety of developmentally appropriate informational books with photographs of real items encourages the children to learn new words for the interesting things they see.

**TEACHER TIP**

Remember to clarify improper use of words. If a child says a shell is “soft,” clarify by telling him/her the word “smooth.” Give various examples of both words.

**TEACHER TIP**

Use baby talk only when needed to convey a message. Accompany it with the adult word. For example, “It is time for din-din. We will have dinner now.”

# CLL5 #61

12-48 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL5 – The child will acquire meaning from a variety of materials read to him/her.**



12-24 months

## CLL5.1a

With prompting and support, makes sounds that relate to pictures in books.

During their second year, children's language expands as they are immersed in a speaking world. Teachers can sit and read to one-year-olds, pointing to pictures and encouraging children to make sounds.



24-36 months

## CLL5.2a

Uses words to describe or name pictures when reading.

As two-year-olds begin to talk, reading a book with a teacher is an ideal time to practice words. The teacher can point to pictures and ask simple questions to name or describe an object.



36-48 months

## CLL5.3a

Prior to reading, uses pictures to predict story content.

A well-illustrated children's book captures interest and maintains focus as a story is read. With guidance, three-year-olds can begin to determine what a story is about by looking at the pictures in a book.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## CLL5 – The child will acquire meaning from a variety of materials read to him/her.



### 12-24 months

#### Little Blue Truck

Read *Little Blue Truck* by Alice Schertle. This book is full of fun sounds for the children to make, including truck and animal noises. **CLL5.1a**

#### Choo Choo

Select stories to read that have accompanying sounds. Read *Freight Train* by Donald Crews. Encourage the children to make train sounds as you read the story. This book also comes as a board book. Encourage the children to explore the book independently after they are familiar with the story. **CLL5.1a**

#### Ten, Nine, Eight

Read *Ten, Nine, Eight* by Molly Bang. In this book, a young girl counts items in her room as she gets ready for bed. Encourage the children to help you count the items as you read such as 10 small toes, all soft and warm. **CLL5.1a**



### 24-36 months

#### Point It Out

While reading a book, encourage the children to point to pictures and describe them or ask the children what is happening in the picture. **CLL5.2a**

#### Storyboard

Using a felt board, tell a story such as “The Gingerbread Man.” Encourage the children to talk about each item as they place it on the flannel board to tell the story. **CLL5.2a**

#### Picture Books

Read a book without any words such as *The Red Book* by Barbara Lehman. Sit with a few children and talk about the story. Ask questions such as, “What do you think the little boy is doing?” **CLL5.2a**

#### Stick Puppets

Read *In the Small, Small Pond* by Denise Fleming. Read the story again and provide several children with stick puppets to represent animals in the story. As you read, encourage the children to watch for their animals and hold up their puppets when the animals appear in the story. Have them say, “I have the tadpole.” **CLL5.2a**



### 36-48 months

#### Picture Walk

Prior to reading a book, provide an opportunity for the children to look at the front cover of the book and predict what they think it might be about. Browse through the pages of the book allowing the children to describe what they think is happening. **CLL5.3a**

#### Read and Talk

While reading a book to the children, pause and ask them to guess what will happen next. For example, when reading “The Little Red Hen,” you could ask, “What do you think the little red hen will do next?” **CLL5.3a**

#### Pirate Feelings

While reading *How I Became a Pirate* by Melinda Long to the class, pause and ask the children to look at the characters’ faces on each page and identify the characters’ feelings. **CLL5.3a**



#### TEACHER TIP

Many favorite books are published in other languages. Include some of those books in your reading area, if possible.



# CLL5 #62

12-48 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL5 – The child will acquire meaning from a variety of materials read to him/her.**



12-24 months

## CLL5.1b

Shows preference for familiar stories.

One-year-olds feel safe and confident when they are aware of and can predict routines.

This is true for books and stories, as well. Young children will choose to have teachers read familiar stories again and again.



24-36 months

## CLL5.2b

Shows preference for familiar stories and can repeat phrases.

Two-year-olds will begin to be able to retell favorite stories that they have heard many times. With guidance from a teacher and props such as simple pictures, they can recount the main components of a story.



36-48 months

## CLL5.3b

With prompting and support, retells a simple story using pictures.

Retelling stories builds the skills of understanding story structure and reading comprehension. With guidance, a three-year-old can remember and retell what happens in the beginning, middle and end of a favorite story.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## CLL5 – The child will acquire meaning from a variety of materials read to him/her.



### 12-24 months

#### The Three Little Kittens

Encourage the children to help you retell a classic story with lots of repetitive phrases such as “The Three Little Kittens.” Pause to give the children time to respond.

*Three little kittens, they lost their mittens  
And they began to cry,  
Oh mother dear, we sadly fear  
That we have lost our mittens.  
What! Lost your mittens, you naughty kittens!  
Then you shall have no pie.  
Mee-ow, mee-ow, mee-ow.  
No, you shall have no pie.  
The three little kittens, they found their mittens  
And they began to cry,  
Oh, mother dear, see here, see here,  
We have found our mittens.  
What! Found your mittens, you silly kittens!  
Then you shall have some pie.  
Purr-r, purr-r, purr-r, oh, let us have some pie.  
The three little kittens put on their mittens  
And soon ate up the pie. **CLL5.1b***



### 24-36 months

#### Read It Again!

Children love repetition when it comes to reading stories. Pay attention to the children’s favorites and read them again and again. “Old MacDonald Had a Farm” is a classic that most one-year-olds love to hear over and over. Laminate pages as needed. **CLL5.1b**

#### But Squirrel Couldn’t

Read *The Busy Little Squirrel* by Nancy Tafuri. This book has repetitive phrases so the children can join in the reading. **CLL5.2b**

#### Don’t Let the Pigeon

Select one of the *Pigeon* books by Mo Willems such as *Don’t Let the Pigeon Drive the Bus*. While reading, encourage the children to say familiar phrases. **CLL5.2b**

#### Llama Llama

Read a repetitive story such as *Llama Llama Red Pajama* by Anna Dewdney. Invite the children to draw pictures of their favorite pages from the story. Place the book at the art table so the children can refer to the pages as they draw. **CLL5.2b**



### 36-48 months

#### Feed the Lady

Read “There Was an Old Lady Who Swallowed a Fly” to the children. Using a puppet and small figures of the animals mentioned in the story, encourage the children to retell the story. **CLL5.3b**

#### Bear Retells His Story

After reading *Bear Has a Story to Tell* by Philip C. Stead, provide the children with pictures of the animals from the story and encourage them to use the pictures to retell the story. **CLL5.3b**

#### Puppet Tales

Provide animal puppets and encourage the children to use them to retell a story such as *Little Owl’s Night* by Divya Srinivasan. **CLL5.3b**



#### TEACHER TIP

Encourage family members to record a story and play it for their child to listen to. Encourage the family members to make comments for the child. “Remember when we went to Aunt Betty’s and saw the chickens?”



# CLL5 #63

12-48 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL5 – The child will acquire meaning from a variety of materials read to him/her.**



12-24 months

## CLL5.1c

With prompting and support, responds to simple questions about a story.

Teachers can ask simple questions about books and stories to one-year-olds. With support, they can respond. This encourages language development.



24-36 months

## CLL5.2c

Answers simple questions about a story.

Teachers can ask questions about books and stories in ways that prepare two-year-olds for later school experiences. Back-and-forth questions and answers during a story encourage language development and engagement in the story.



36-48 months

## CLL5.3c

Answers questions about a story.

Group discussions become possible at this age. Three-year-olds can listen to a book, then talk about simple aspects of the story with the teacher and fellow classmates. With practice, they might be able to identify more specific details of the story.

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## CLL5 – The child will acquire meaning from a variety of materials read to him/her.



### 12-24 months

#### What's That?

Encourage the children to point to a specific object in a book when asked. Read *Brown Bear, Brown Bear* by Eric Carle to the children and ask them to point to specific objects as you name them. **CLL5.1c**

#### Point It Out

Read a book about the senses such as *Eyes, Nose, Fingers, and Toes: A First Book All About You* by Judy Hindley. Have the children point to their noses, mouths, eyes and ears as you read the story. Helping the children connect the words in a story to real life is an important tool in building early literacy. **CLL5.1c**

#### The Mouse and the Strawberry

Read *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Audrey Wood. Ask questions about the pictures on each page such as, "Who do you see in this picture?" or "What is the mouse doing in this picture?" These types of questions encourage the children to look at the pictures to gain information about the story. **CLL5.1c**



### 24-36 months

#### It's Okay to Be Different

Read *It's Okay to Be Different* by Todd Parr. This book addresses all kinds of differences in children – from being adopted, with the illustration showing a kangaroo carrying a puppy in her pouch, to the silly ways we like different things such as, "I like to eat macaroni and cheese in the bathtub." Ask the children questions about things they like and dislike. **CLL5.2c**

#### I'm Scared of Monsters

Read *The Monster at the End of This Book* by Jon Stone. This suspenseful book gets the children laughing as each turn of the page brings them closer and closer to the monster. It provides opportunities to ask the children questions about scary feelings, as well as what they think might happen on the next page. **CLL5.2c**

#### How a Seed Grows

Read *How a Seed Grows* by Helene J. Jordan. This book goes into great detail about how a little seed grows into a plant or tree. Invite the children to ask questions about how plants grow. Show them pictures of some of the stages in the life cycle of a plant and encourage them to say the word for each stage – seed, shoot, plant or flower bud. **CLL5.2c**

#### Nursery Rhyme Questions

Read or recite nursery rhymes with the children. Then ask simple questions about the rhymes such as, "Where did Jack and Jill go?" **CLL5.2c**



### 36-48 months

#### Character Feelings

While reading a book such as Judy Schachner's *Skippyjon Jones*, pause to ask the children questions about how the characters may be feeling. Use questions such as, "Skippyjon's ears are droopy and his head is hanging down. How do you think he feels?" **CLL5.3c**

#### What Do You See?

While reading Peter Brown's *The Curious Garden*, pause to talk about the pictures. Encourage the children to describe what they see in the pictures. **CLL5.3c**

#### Where Is This?

While reading Mirra Ginsburg's *The Chick and the Duckling*, provide an opportunity for the children to examine the pictures and discuss the setting of each page. **CLL5.3c**





# CLL6 #64

12-48 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**



12-24 months

## CLL6.1a

Listens to and participates in familiar nursery rhymes, songs and chants.

One-year-olds become very engaged in singing songs and saying fingerplays. Clapping “Pat-a-Cake” while waiting for lunch or saying “Itsy Bitsy Spider” during a diaper change allows young toddlers to hear the rhythm and rhyme of words which begins to build the foundation necessary for phonological awareness.



24-36 months

## CLL6.2a

Listens to and imitates sounds in familiar nursery rhymes, songs and chants.

Opportunities to hear and figure out the sounds of language can happen in a variety of ways. As two-year-olds acquire a better command of the ability to communicate, they will mimic language patterns – tone, pitch, cadence and words – they hear in their environment.



36-48 months

## CLL6.3a

Listens and matches rhythm, volume and pitch of rhymes, songs and chants.

Helping a three-year-old match rhythm, volume and pitch builds the listening skills that are the foundation for developing phonological awareness. Teachers can sing and chant rhymes, fingerplays and songs to develop this skill.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## CLL6 – The child will develop early phonological awareness (awareness of the units of sound).



### 12-24 months

#### **Baby Bumblebee**

Sing “I’m Bringing Home My Baby Bumblebee” and encourage the children to sing along and make the hand motions. Go through the song several times. **CLL6.1a**

#### **One, Two, Buckle My Shoe**

Chant “One, Two, Buckle My Shoe” with the children using simple motions to go along with the rhyme. **CLL6.1a**



### 24-36 months

#### **Five Little Speckled Frogs**

Sing “Five Little Speckled Frogs” with the children:

*Five little speckled frogs* (Hold five fingers on top of your arm.)

*Sitting on a speckled log*

*Eating the most delicious bugs. Yum! Yum!*

*One jumped into the pool* (“Jump” one finger off your arm.)

*Where it was nice and cool*

*Now there are four green speckled frogs*

(Hold up four fingers.)

Continue verses. **CLL6.2a**

#### **Five Little Monkeys**

Provide felt board pieces to correspond to the song “Five Little Monkeys.” Encourage the children to take a monkey off the board with each verse, singing and acting it out. **CLL6.2a**

#### **Hungry Thing**

Read *The Hungry Thing* by Jan Slepian. Create a “hungry thing” by drawing it on posterboard and cutting a space for the mouth. You may want to add some textured fabric for fur. Show the children food items and talk about how the Hungry Thing might ask for them such as, “If he wants cookies, he’ll ask for wookies or tookies.” Encourage the children to feed the items to the puppet. **CLL6.2a**



### 36-48 months

#### **What’s My Line?**

Read a book that has predictable rhyming words at the ends of the lines. Pause occasionally and encourage the children to fill in the blanks. Dr. Seuss books such as *There’s a Wocket in my Pocket* and *Green Eggs and Ham* work well for this activity. **CLL6.3a**

#### **Oonguy, Moonguy**

Have the children repeat this chant after you:

*Oonguy (Oonguy), Moonguy (Moonguy)  
Chicka, Chicka Choonguy (Chicka, Chicka Choonguy).*

*Alligator, Alligator (Alligator, Alligator)  
Alligator, Oonguy (Alligator, Oonguy) O-o-over* (roll your hands over and over as you say this part and have the children repeat).

The children will love this nonsense chant. Repeat using different voices such as a monster voice, robot voice, whisper voice or silent voice. Encourage them to suggest other voices. **CLL6.3a**

#### **Have You Ever Been Fishing?**

Sing this fun song “Have You Ever Been Fishing” with the children and make it silly when you get to the hootchy kootchy dance.

*Have you ever been fishing*

*On a bright and sunny day?*

(Pretend to cast fishing rod.)

*When all the little fishies*

*Swimmin’ up and down the bay?*

(Swim with hands.)

*With your hands in your pockets,*

*And your pockets in your pants*

(Put hands in pockets.)

*And all the little fishies do the*

*Hootchy Kootchy dance!*

(Wiggle hips and do a little dance.)

**CLL6.3a**

# CLL6 #65

12-48 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**



12-24 months

## CLL6.1b

Participates in rhyming activities.

One-year-olds love to hear and play with language. They can participate in simple rhyming activities, which helps build the foundation necessary for phonological awareness.



24-36 months

## CLL6.2b

Experiments with rhyming words.

As two-year-olds become more confident in their ability to communicate, their joy in using language increases. Word play with “words” that are nonsensical is a good way to experiment with language and build the rhyming component of phonological awareness.



36-48 months

## CLL6.3b

Identifies and produces rhyming words with adult guidance.

Three-year-olds enjoy group activities and transitions – the rituals of school life. These are often facilitated by songs and chants. They are opportunities to reinforce routines and to strengthen phonological awareness.

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## CLL6 – The child will develop early phonological awareness (awareness of the units of sound).



### 12-24 months

#### Rhyme Time

Read the rhyming book *Sheep in a Jeep* by Nancy Shaw. Encourage the children to rhyme with you as you read. **CLL6.1b**

#### Pretend You're a Cat

Read *Pretend You're a Cat* by Jean Marzollo. This book offers great opportunities to pause as you read to allow time for the children to guess the rhyme. The children also love this book because they can act out all the motions of the different animals. **CLL6.1b**

#### Willaby, Wallaby, Woo

Sing "Willaby, Wallaby, Woo" with the children. Pause before saying a child's name to give the other children a chance to guess.

*Willaby, wallaby, woo.*

*An elephant sat on you.*

*Willaby, wallaby, wara*

*An elephant sat on... (Sarah).*

Continue using each child's name. **CLL6.1b**



### 24-36 months

#### Down by the Bay

Sing a silly rhyming song such as "Down by the Bay" to encourage the children to rhyme and sing with you. **CLL6.2b**

#### Name Game

Play "The Name Game" using a different child's name for each verse. For example:

*Michael Michael Bo-Bichael,*

*Banana-fanna-fo-Fichael,*

*Fee, Fi, Fo-Fichael, MICHAEL.* **CLL6.2b**

#### My Hands Are for Clapping

Recite this chant and encourage children to copy you and do the motions.

*My hands are for clapping,*

*My arms can hug tight.*

*My fingers can snap or turn out the light.*

*My legs are for jumping,*

*My eyes help me see.*

*This is my body and I love all of me.* **CLL6.2b**

#### Jump, Jim Joe

Teach the children this fun game to practice rhyming as well as large motor skills. Face one child and hold hands. Sing the song together, matching your motions to the words of the song:

*Jump, jump, jump, Jim Joe.*

*Shake your head, nod your head, tap your toe.*

*Around and around and around you go*

*(Hold hands and go around in a circle.)*

*Then you clap your hands*

*And you jump, Jim Joe.* **CLL6.2b**



### 36-48 months

#### Erase a Rhyme

On a dry erase board draw a picture such as grass, sky, tree, flower and sun. Do this before the children arrive so they don't have to wait while you draw. Say a word such as "tower" and have a child erase the drawing that rhymes. Erase what rhymes with bee (tree), what rhymes with fun (sun) and so on. Continue until the entire picture is erased. Invite the children to draw, if they are interested. **CLL6.3b**

#### Rhyming Memory

Use purchased or handmade picture cards turned upside down for this rhyming game. The children can play in small groups with their peers or with an adult, depending on their level. The children take turns turning over two cards. Have them say the words aloud, then help them determine if the words rhyme. This gives the children a chance to say rhyming words in a fun way. **CLL6.3b**

#### Dinner Time

The children will enjoy pretend play in the kitchen with this rhyming activity. Put pictures on plastic plates, then have the children use spatulas or chopsticks to transfer rhyming pictures to the correct plates. **CLL6.3b**



#### TEACHER TIP

"Willaby, Wallaby, Woo" is a great song to transition children from one activity to another.

# CLL6 #66

12-48 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**



12-24 months

**NO  
INDICATOR**



24-36 months

**NO  
INDICATOR**



36-48 months

**CLL6.3d**

Segments sentences into individual words with adult guidance.

Three-year-olds are beginning to understand that spoken sentences are made up of different words. They need to understand this before they learn that these words can be broken down into syllables and sounds. Writing sentences and cutting them up into separate words is a concrete visual for children to understand this very important step in phonological awareness.

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## CLL6 – The child will develop early phonological awareness (awareness of the units of sound).



36-48 months

### How Many Words?

Provide the children with a simple sentence of three to four words written on a sentence strip. Encourage the children to segment the sentence by cutting the words apart. When they are done, help them identify the number of words in the sentence by counting the word cards. **CLL6.3d**

### Hot Potato Words

Say the words to a simple song such as “Twinkle, Twinkle, Little Star.” Give the children a prop to pass, such as a potato or a star, to go along with the song. Have the children sit in a circle on the rug and pass the prop with each word that is said.

*Twinkle (Pass), twinkle (Pass),*

*little (Pass) star (Pass).*

Continue around the circle until the song is completed. **CLL6.3d**

### Words Are Parts

Have the children sit on the rug in a circle. Read a sentence from a familiar book. Read it again and when the first word is read, have the first child jump. Go around the circle and have each child jump when a word is read. If you have a big book, point to each word as the children watch and jump. **CLL6.3d**



# CLL6 #67

12-48 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**



12-24 months

**NO  
INDICATOR**



24-36 months

**NO  
INDICATOR**



36-48 months

**CLL6.3e**

Segments words into syllables with adult guidance.

Three-year-olds begin to hear syllables in words with teacher support. Teachers can introduce this concept in a fun way by playing word games and singing songs that stress individual syllables. Starting with the child's name is always a meaningful way to introduce this concept.

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- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
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**CLL1 – The child will listen to conversations and demonstrate comprehension.****36-48 months****Line Time**

Using four pieces of construction paper, number each paper one through four. Tape them to the floor near the door to the room. Have the children line up according to the number of syllables in their names. As you call each child forward, have him/her listen carefully to the number of syllables in his/her name and stand on the corresponding paper. As the other children come forward, have them form lines behind the first child. **CLL6.3e**

**TEACHER TIP**

Remember, phonological awareness is all about what children hear. If a child is struggling to determine the number of syllables in a word, say the word out loud with the child and clap along.

**TEACHER TIP**

Place four pieces of paper in the center of the rug. Say the name of an object in the classroom. Ask the children to go find the object and place it on the piece of paper where it belongs according to the number of syllables in its name. For example, if a child brings a ball, it will be placed on the paper labeled one. If a child brings a seashell, it will be placed on paper number two.

**Higgledy Piggledy Bumblebee**

Recite the chant using the children's names and clap out each of the syllables.

*Higgledy Piggledy Bumblebee,  
won't you say your name for me?*

Respond with, for example:

*Ju-dy. Let's count it, one-two.*

*Let's clap it, Ju-dy.*

*Let's snap it, Ju-dy.*

*Let's stomp it, Ju-dy.* **CLL6.3e**

**Syllable Beats**

Using picture cards of common items, have the children clap or stomp the syllables with you. For example, "mon-key" gets two claps. **CLL6.3e**





# CLL7

## #68

12-48 months

domain CLL: communication, language and literacy  
Strand: **EARLY READING**  
Standard: **CLL7 – The child will demonstrate increasing knowledge of the alphabet.**



12-24 months

## NO INDICATOR



24-36 months

## CLL7.2a

Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.

A print-rich environment helps young children make the connection that objects or ideas can be represented by symbols and letters. By consistently reading books, signs and any other words in the immediate environment, teachers can help young children understand that letters are read to communicate meaning.



36-48 months

## CLL7.3a

With prompting and support, can identify some alphabet letter names.

Playing and being read to in a print-rich environment provides three-year-olds opportunity to learn individual letters. They will become interested in letters and decoding meaning as they see teachers read books and other words in the immediate environment.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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## CLL7 – The child will demonstrate increasing knowledge of the alphabet.



### 24-36 months

#### ABC

Write the child's name slowly on his/her artwork or paper. Say each letter as you write it and ask the child if he/she can name the letters. **CLL7.2a**

#### Hi, My Name Is...

Write each child's name on a piece of paper and place around the classroom. Have all the children find their names. Have pictures next to their names until they begin to recognize their names without the picture support. **CLL7.2a**

#### Notice This Letter

Before reading a book, show the children the title and point out the first letter. Relate it to children's names that have the same first letter. For example, if you are reading *Brown Bear, Brown Bear* say, "The title of this book starts with the letter B. That is the same as Brenda. It starts with B too." **CLL7.2a**

#### Name Cheers

Clap and say the letters in each child's name. Make pom-poms to shake by rolling sections of newspaper tightly in a tube, wrapping tape around one end and cutting the other end into strips. Have one child stand in the center. Say each letter in his/her name as the other children clap. The child in the center may clap or shake pom-poms.

*B – (clap, clap...clap, clap)*

*O – (clap, clap...clap, clap)*

*B – (clap, clap...clap, clap)*

**YAY BOB! CLL7.2a**

#### This Is Letter A

Point out letters in your classroom environment – labels on shelves, food containers in dramatic play, magazines in the collage box – and sing this rhyme to the tune of "The Farmer in the Dell":

*This is letter A.*

*This is letter A.*

*Hi, ho, the derry-o*

*This is letter A.*

If the child is ready, change the words to:

*Can you find letter A?*

*Can you find letter A?*

*Hi, ho, the derry-o*

*Can you find letter A?*

Encourage the child to point to the letter you named. **CLL7.2a**



### 36-48 months

#### Letter Clips

Print two copies of each child's name in large letters on card stock. Cut apart the letters on the first card and glue them to clothespins. Have the child match the letters on the clothespins with the letters on the second card, then clip the letters to the card to spell out his/her name. **CLL7.3a**

#### Cross the River

In a designated area, place multiple copies of several letters on the floor. Call out a letter and encourage the children to cross the river by stepping only on the letter that you named. These are their stepping stones. **CLL7.3a**

#### Alphabet Soup

Fill a large plastic container with water. To make it more engaging, add blue liquid watercolor. Add lots of magnetic letters and several large plastic ladles. Call out a letter and encourage the children to find the letter. To add difficulty, ask the children to identify letters as they scoop them from the water. For the children who are just starting to work on letters, you can talk about them as you pretend to eat. Say, "This J is so yummy!" Talk about the letters and relate the letters to a name or something the children are familiar with such as, "I found an M. That is the letter for McDonalds." **CLL7.3a**



#### TEACHER TIP

Learning letters is very individualized. Always teach letters in context; never isolate teaching to just one letter a week. Start by using the child's name because that is what is most important to the child.

# CLL8 #69

12-48 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



12-24 months

## CLL8.1a

Asks to have books read to him/her.

One-year-olds show increasing interest in books and being read to. Teachers can support this interest by being readily available for reading and asking children if they would like to hear a book.



24-36 months

## CLL8.2a

Recognizes and self-selects familiar books to mimic independent reading.

Two-year-olds who have been read to and who play in a print-rich environment will choose favorite books and “read” them without a teacher’s presence. Imitating book behaviors – sitting, holding and page-turning – is part of the process of learning to read.



36-48 months

## CLL8.3a

Shares self-selected familiar books and engages in pretend reading with others.

Three-year-olds will choose favorite books and “read” them to each other. They may point to pictures and text as they read. They will tell parts of the story, using the pictures as cues.

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## CLL8 – The child will demonstrate awareness of print concepts.



### 12-24 months

#### Bring It to Me

Place books throughout the room for the children to access. When a child selects a book, encourage him/her to bring the book to you, and read the book together. **CLL8.1a**

#### Read, Please

When a child finds a book, ask the child if he/she would like you to read the book to him/her. Hold the child in your lap. If possible, hold the child in your lap, so you can look at the book together. Have the child help you turn the pages. Encourage the child to look at the pictures. Ask, “Do you see the doggy?” Don’t worry if the child wants to skip ahead. Learning that he/she can see more by turning the pages is an important book handling skill. **CLL8.1a**

#### Old MacDonald Had A Farm Again, Please

Young children LOVE repetition and hearing the same books over and over. It is important to continue to read those same books. This creates familiarity and a love for reading. **CLL8.1a**



### 24-36 months

#### Book Buddies

Have the children select a book from a basket or shelf and sit independently or with a friend and read. **CLL8.2a**

#### Books and Babies

Encourage the children to get a book and a baby doll so they can read to the baby. **CLL8.2a**

#### Rest and Read

Encourage the children to lie on their cots before rest time and “read” a book. This creates good habits as well as give the children some wind-down time before naptime. **CLL8.2a**



#### TEACHER TIP

Even books that are placed out of reach of little fingers should be in a routine location so the children can point to them and ask for help to access them.



### 36-48 months

#### DEAR Time

Provide an opportunity each day for the children to Drop Everything And Read. Encourage them to choose a book or two from the classroom library, then find a partner and a comfortable place anywhere in the classroom to read their books. **CLL8.3a**

#### Reader’s Chair

Encourage the children to read books to their peers by designating a chair in the room as the Reader’s Chair. During center time, the children may choose to gather there and take turns reading familiar books to one another. The child in the Reader’s Chair reads and the other children listen. **CLL8.3a**

#### Felt Board Stories

Many authors, such as Jan Brett, have printable cutouts on their websites. After reading a story such as *The Mitten* to the class, encourage the children to retell the story using felt board pieces. Place the flannel board and related pieces in the reading center. Encourage the children to use this to retell the story. **CLL8.3a**

# CLL8 #70

12-48 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



12-24 months

## CLL8.1b

Touches or identifies pictures when prompted.

The shared experience between teacher and child of reading a book is an opportunity for many different learning experiences. In addition to fostering emotional bonds, teachers can introduce countless words while reading. Given ample opportunities to practice, one-year-olds will begin to identify pictures in books after a prompt from a teacher.



24-36 months

## CLL8.2b

With prompting and support, discriminates words from pictures.

Two-year-olds make meaning from all symbols in the environment. By this age, they can begin to understand the significance of print versus pictures.



36-48 months

## CLL8.3b

Discriminates words from pictures independently.

Three-year-olds that have been read to often will know that teachers read words. When looking at a book, young children will imitate behaviors such as pointing at words while "reading" and can distinguish between pictures and print.

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## CLL8 – The child will demonstrate awareness of print concepts.



### 12-24 months

#### Construction Zone

The book *Construction Zone* by Tana Hoban contains full-color photographs of machines found at a construction site. Encourage the children to put on hard hats and to point out and talk about the various things they see. **CLL8.1b**

#### Polar Bear, Polar Bear

Ask the children questions when reading *Polar Bear, Polar Bear, What Do You Hear?* by Eric Carle. Ask the children to point to and identify the different animals and colors in the book. **CLL8.1b**

#### Big Animal Book

Read a large board book with simple pictures such as *My Big Animal Book* by Roger Priddy. Encourage the children to point to the pictures and label them. **CLL8.1b**



### 24-36 months

#### Go, Dog, Go

Reading books such as *Go, Dog, Go* by P.D. Eastman again and again gives the children the confidence to read. The young children will begin to look and point at the simple text as they say the words, “Go, Dog, Go,” or “Hello, Goodbye.” **CLL8.2b**

#### Word or Picture?

Give the children a big book with large pictures and simple words such as *A Monster Sandwich* by Joy Cowley. Give the children a fun pointer, such as a spatula, to point to the text as you read, “Put some lettuce on it.” **CLL8.2b**

#### Tall, Tall Grass

Read *In the Tall, Tall Grass* by Denise Fleming. The simple text allows the children to point to the words on the page and discriminate text from pictures. **CLL8.2b**

#### Read and Match

Encourage the children to focus on the pictures in books by providing flannel board pieces or picture cards for familiar stories and placing them in the book area. For example, after reading *The Big Red Barn* by Margaret Wise Brown, print out pictures of some of the animals in the story – the horse, the pig, the sheep and the goose. As children look at the book, they can match the pictures to those they see in the story. **CLL8.2b**



#### TEACHER TIP

If you are unable to print out pictures for the Read and Match activity, use some of the plastic animals from your block or math/manipulatives center.



### 36-48 months

#### Picture Pointing

Give the children a big book with large pictures and simple words such as *Jump, Frog, Jump!* by Robert Kalan. Encourage the children to use a pointer for the repetitive text, “Jump, Frog, Jump!” **CLL8.3b**

#### Book Making

Encourage the children to cut out favorite pictures from magazines and glue them on paper. Ask the children to identify their pictures and write those words on their papers. Bind the papers together to form a book. While reading the book, engage the children in conversation about what a word is and what a picture is. **CLL8.3b**

#### Name Match

Make a matching game with the children’s pictures and names. Print each child’s name on a card and paste his/her picture on another card. Have the children match their pictures to their names written as text. **CLL8.3b**



# CLL8 #71

12-48 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



12-24 months

## CLL8.1c

With assistance, holds book upright and helps turn pages one at a time.

Correctly handling a book takes practice. Beginning in the first years of life, observing how teachers hold and handle books, then having the opportunity to handle books themselves allows one-year-olds to figure out how to “read” print materials.



24-36 months

## CLL8.2c

Holds book with two hands and turns the pages.

Two-year-olds are becoming more independent in handling books. They hold books and turn pages easily. Books with small, thick pages support the development of this skill.



36-48 months

## CLL8.3c

Independently holds a book right side up and turns pages from right to left.

Three-year-olds are quite confident in their handling of books. They can hold books upright and turn pages independently.

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## CLL8 – The child will demonstrate awareness of print concepts.



### 12-24 months

#### Right-Side Up

Encourage the children to hold books right-side up and to turn the pages one at a time. Describe the parts of the book as well. **CLL8.1c**

#### My Turn

Have the children take turns holding a book and turning the pages one at a time. **CLL8.1c**

#### I Need Help

Sit with the child in your lap and read a board book. After you read a page, ask the child to help you turn the page. **CLL8.1c**



### 24-36 months

#### Books in a Basket

Encourage the children to enjoy reading outdoors. Place board books in a small laundry basket to take to the playground. Add a small blanket or beach towel. Good choices might be *Peek-a Who?* by Nina Laden; *Barnyard Dance* by Sandra Boynton or *Gossie* by Olivier Dunrea. **CLL8.2c**

#### Open the Barn Door

Read *Open the Barn Door* by Christopher Santoro, a board book with sturdy flaps. Encourage the child to turn the pages and lift the flaps. The hidden pictures keep it interesting. **CLL8.2c**



### 36-48 months

#### Upside Down Reading

At the beginning of story time, talk with the children about holding a book right-side up. Begin by holding the book upside down and acting surprised that the pictures don't look right or that you can't read the words properly. **CLL8.3c**

#### Page Turner

Choose a child to be the page turner during story time. As you read, encourage the child to turn the pages for you. **CLL8.3c**

#### Gossie the Gosling

Read *Gossie* by Olivier Dunrea about a duckling that loves to wear red boots all the time, until one day she can't find them. Encourage the children to turn the pages in the book so they can help Gossie find her beloved boots. Have the children draw a picture of something they love to wear every day. Create a class book for them to read. **CLL8.3c**

#### What's Wrong?

As you begin to read a book such as *Dear Zoo: a Lift-the-Flap Book* by Rod Campbell, hold the book upside down. Say, "Something is wrong here. Can you help me fix it?" Wait for the children to tell or show you how to turn the book right-side up. Or hold the book with the back facing forwards. When the children correct you, say, "That's right. You hold a book this way." **CLL8.2c**

#### Turn the Page

As you are reading and reach the end of a page, sing to the tune of "Mary Had a Little Lamb":

*Now it's time to turn the page,*

*Turn the page, turn the page.*

*Now it's time to turn the page*

*So we can read some more.*

Ask one child to be the helper and turn the page. **CLL8.2c**

#### Don't Turn the Page!

Read *Don't Turn the Page!* by Rachelle Burk. Talk about turning pages to see the rest of the story. Pass out books and encourage the children to turn the pages and show each other "what happens next." **CLL8.2c**

#### ★ BRIGHT IDEA

If the children have difficulty turning pages, add stick-on index tabs.



#### TEACHER TIP

MODEL, MODEL. MODEL! Every time you read, point to the words and track with a pointer.



# CLL8 #72

12-48 months

domain CLL: communication, language and literacy  
Strand: **EARLY READING**  
Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



12-24 months

## CLL8.1d

With adult guidance, recognizes some familiar logos in the environment.

One-year-olds are able to recognize images long before they can decode print. Pictures, colors and context are clues that they use to figure out how to communicate their wants and needs. An environment rich with all types of images and print gives them ample opportunity to practice “reading.”



24-36 months

## CLL8.2d

With adult guidance, recognizes some environmental print.

The first letters that two-year-olds are interested in are the letters to their own name. Teachers should guide this interest in letters by pointing out letters in the environment.



36-48 months

## CLL8.3d

Recognizes environmental print.

A print-rich environment gives three-year-olds the opportunity to recognize letters and text everywhere. Class books, menus and labels in the home languages of children and children’s names all help children build connections. “My name is Christine. It starts with the letter C and so does Chick-fil-A® and Carter.”

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## CLL8 – The child will demonstrate awareness of print concepts.



### 12-24 months

#### Picture Blocks

Use contact paper to secure logos to blocks. As the children build, point out and talk about the various logos and the stores or businesses they represent. Engage the children in conversation. Ask, “What do you buy at Chick-fil-A®?” or “Tell me about a time you went to Target®.” **CLL8.1d**

#### Cereal Book

Ask the family to bring in the front of the child’s favorite cereal box. Bind the box fronts in a book to share with the children. **CLL8.1d**

#### Where I Eat

Collect environmental print from restaurants the children love such as McDonald’s, Wendy’s, Papa John’s and Red Lobster. Place each logo on a page, bind the pages and encourage the children to read the book. **CLL8.1d**

#### Cleanup Time

Read *Cleanup Time* by Elizabeth Verdick. Talk about how we know where to put our toys when we are done. Encourage the children to look at the pictures and labels on shelves or bins to know where to place toys during cleanup time. **CLL8.1d**

#### ★ BRIGHT IDEA

For the children who are easily overwhelmed, give a verbal prompt. For example, say, “Jaden, please put the cars in this bin.”



### 24-36 months

#### Magnifier Fun

Have the children use a magnifying glass to look for print they can read in magazines. **CLL8.2d**

#### Environmental Print Puzzles

Create puzzles by cutting up snack and cereal boxes. Store in gallon-sized plastic bags. You might also ask the family for their child’s favorite food box. **CLL8.2d**

#### Logo Bingo

Create Bingo cards using environmental print. Cut out nine different logos and place them in baseball card sleeve pages. The children can either match the logo if you hold up its picture or recognize the logo if you call out its name. **CLL8.2d**

#### EXIT Means Out

Go on a trip around the school or center and look for EXIT signs. Have the children call out or point when they see one. Sing this song to the tune of “Mary Had a Little Lamb”:

*Exit means a safe way out, safe way out,  
safe way out. Exit means a safe way out.  
I can read the EXIT. CLL8.2d*



#### TEACHER TIP

Environmental print isn’t just business logos. It’s any print a child sees. Make sure your classroom has a lot of meaningful environmental print. Label toy containers. Place a restroom sign outside your bathroom. Put children’s names on cubbies.

#### Stop and Go

Create two signs, one for STOP (red octagon with the word STOP in white letters) and one for GO (green circle with GO in white letters). As the children are walking to the playground or other location in the school, hold up each sign as a signal to stop or go. Be playful and silly. **CLL8.2d**



### 36-48 months

#### Logo Book

Encourage families to cut out and send in logos of different stores, restaurants and foods. Provide an opportunity for the children to paste these onto card stock before binding them. Create a “We Can Read” class book. **CLL8.3d**

#### I Spy Classroom Labels

Use pictures from school supply catalogs as classroom labels and center signs. Encourage the children to walk around the room and read the labels. **CLL8.3d**

#### Rebus Recipe

Using pictures, create simple recipes such as “Ants on a Log” which consists of celery, cream cheese and raisins. Encourage the children to create their own snack by following the recipe pictures. **CLL8.3d**

# CLL8 #73

12-48 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



12-24 months

**NO  
INDICATOR**



24-36 months

**NO  
INDICATOR**



36-48 months

**CLL8.3e**

With adult guidance, points to the title of familiar books or stories and where to begin reading a story.

Three-year-olds will begin to exhibit book-handling skills, as long as they have been read to consistently. Teachers can reinforce certain skills by exaggerating reading behaviors and highlighting parts of the book such as the title, the author and parts (beginning, end) of the book.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

**36-48 months****The Title of the Book**

Teach the children the song “Hi-Ho, Library-O” from Dr. Jean to the tune of “The Farmer in the Dell”:

*The author writes the book.*

*The author writes the book.*

*Hi-ho, library-o,*

*The author writes the book.*

*The author picks the title...*

*The title of the book*

*Tells what it’s about...*

*The illustrator draws the pictures...*

*The publisher makes the book...*

*The copyright tells the date*

*If you want to know a book’s age...*

*The table of contents*

*Tells you what’s inside*

*Look at the table of contents*

*To help you decide*

*The parts of a book... **CLL8.3e***

**Create a Book**

Encourage the children to make individual books. In the writing area, provide paper folded in half and stapled. Use tape to cover the staples. The first page should be the title page. After the children draw pictures throughout the book, be sure to ask them to write their names as the authors and illustrators. **CLL8.3e**

**Book Pointer**

While reading a book, be silly with the children. Point to different places on the page and ask the children, “Is this where we begin reading?” They should reply “No!” until you point to the first line of the text. **CLL8.3e**

**TEACHER TIP**

Use a pointer or wand during story time to track print while you are reading.



# CLL9 #74

12-48 months

domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**



12-24 months

## CLL9.1a

Makes random marks and scribbles.

One-year-olds will begin to display a range of emergent writing behaviors. At first the marks on the page will be quite random, resembling dots, squiggles or lines. Eventually, these random marks begin to be more refined, controlled and purposeful. At this age, they are not ready to form letters.



24-36 months

## CLL9.2a

Makes more controlled scribbling.

Two-year-olds have begun to experiment with crayons, paint and markers as they learn about writing. Random marks begin to look like shapes that will later become letters and numbers. For young emergent writers, drawing is writing. They are beginning to show that they understand that putting things on paper is a way of communicating.



36-48 months

## CLL9.3a

Creates letter-like symbols. May use invented spelling to label drawings.

Three-year-olds are actively engaged in learning that symbols and pictures represent real things and letters are symbols that can be used to represent words, thoughts and ideas. Some preschoolers will begin to make letter-like shapes and symbols, and are able to tell you what it "says."

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

**CLL9 – The child will use writing for a variety of purposes.****12-24 months****Color More**

Cover a table with butcher paper. Provide the children with crayons or markers and encourage them to scribble on the paper. Describe the marks the children made. Use different sizes and textures of paper. **CLL9.1a**

**TEACHER TIP**

As you provide writing and drawing activities for the children, be sure to sit with them and write or draw yourself. Talk about what you are doing: "I'm making lots of blue lines. I think they look like rain." Your enthusiasm and interest will spark the children's interest as well.

**Painting with Water**

Give the children small containers of water and paint brushes. Encourage them to "paint" on paper or on the sidewalk. **CLL9.1a**

**Stick with It**

Take the children outside. Give them small sticks and encourage them to write in the sand or dirt. **CLL9.1a**

**24-36 months****Dramatic Play Writing**

Place paper and writing instruments in the dramatic play area and encourage the children to use them. They can "write" down a restaurant order or make a shopping list. **CLL9.2a**

**Rainbow Writing**

Cover a tray with three or four wide lines of paint using different colors. Give the children Q-tips® to draw and scribble on the tray. As they make lines and squiggles, the paint is removed and the color of the tray shows through. **CLL9.2a**

**Sand Trays**

Cover a shallow tray or rimmed cookie sheet with sand or coarse cornmeal. Show the children how to use their fingers to make marks in the sand and how to smooth it over when done. **CLL9.2a**

**36-48 months****Sign Your Work**

After a child creates a painting or other piece of work in the art center, encourage the child to write his/her name on it, just like all artists do. You may want to encourage the child to "sign" his/her name at the bottom right corner. **CLL9.3a**

**Journal Writing**

Give each child a journal from the dollar store. Keep the journals in a basket and set aside time each day to encourage the children to write and draw in their journals. Provide the children with a prompt for the day to help them get started such as drawing a circle on the page. Encourage the children to do anything they like with the circle. One child may put stickers on it, another might draw a face inside the circle and another might try to write the word circle. Anything goes! **CLL9.3a**

**Write Your Name**

Some children may be ready to start writing letters. Write the child's name using a highlighter and encourage the child to write on top of the highlighter. Sit with the child when he/she practices this so you can talk about directionality. Start at the top and draw a line down to the bottom to make an "I." Encourage effort, not accuracy. This should be fun for the children. **CLL9.3a**



# CLL9 #75

12-48 months

domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**



12-24 months

## CLL9.1b

Uses simple tools to mark on paper.

One-year-olds are able to grasp a simple tool such as a fat marker or crayon to make marks on paper. They observe adults or other children in the environment using writing tools and want to try, too. With guidance they can use simple writing tools.



24-36 months

## CLL9.2b

Experiments with a variety of writing tools, materials and surfaces.

Two-year-olds are ready to experiment with a wider variety of simple tools. In addition to crayons and markers, they can use paint, shaving cream and chalk to explore writing.



36-48 months

## CLL9.3b

Uses writing tools with adult guidance.

Three-year-olds have begun to experiment with crayons, paint, markers and other materials as they learn about writing. They are also learning how various tools can be used differently and serve different purposes.

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- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

**CLL9 – The child will use writing for a variety of purposes.****12-24 months****Making Marks**

Assist the children in grasping and holding a writing tool, such as a marker, while making marks on paper. **CLL9.1b**

**Gel Writing**

Fill a plastic bag with child-safe dish detergent or hair gel; add glitter if you want. Seal the bag securely with tape. Give the children small craft sticks to use for drawing. **CLL9.1b**

**Crayons, Crayons and More Crayons**

Get a variety of crayons to pique the children's interest in writing: triangular grip crayons, glitter crayons, fat crayons or small pieces of crayon. Each type might be appealing to a different child. Make comments on the marks the children make such as, "You made a fat blue line. And look, I see some red dots next to the line." **CLL9.1b**

**24-36 months****Name Dough**

Print the children's names on pieces of paper and laminate them. Give the children play dough. Encourage them to roll the dough to form the letters of their names. **CLL9.2b**

**Rainbow Tray**

You will need five things to create a rainbow tray: a cookie sheet or tray, paintbrush, cooking salt or sand, sticky tape and red, orange, yellow, green, blue and purple paper if you want to make the complete rainbow. Cut the paper into strips to fit and cover the base of the tray in the order listed above. Seal with sticky tape or contact paper where the strips overlap to prevent salt or sand from getting underneath the paper. Give each child a paintbrush to draw or write with and the rainbow appears! **CLL9.2b**

**Texture Drawing**

Provide the children with writing tools such as chalk or crayons. Give them paper on clipboards with texture under the paper such as sandpaper or feathers. As the children scribble, comment on how it looks: "Your drawing is bumpy." **CLL9.2b**

**36-48 months****Take Writing Outside**

Provide sidewalk chalk and encourage the children to draw and write on the sidewalk. Provide the children with dowel rods or sticks and encourage them to draw and write in the dirt or sand. **CLL9.3b**

**Say It, Build It, Write It**

You will need a cookie sheet, magnetic letters and a dry erase marker. Laminate a large piece of paper with three boxes. The first says, "Say it." The second says, "Build it." And the third says, "Write it." Write a word in the first box, such as "cat," using picture cues as needed. The child reads the word in the first box, builds the word with magnetic letters in the second box, then writes it with a dry erase marker in the last box. **CLL9.3b**

**Q-tip® Painting**

Provide non-traditional tools for the children to use while at the art center. Instead of paintbrushes, encourage the children to use Q-tips, their fingers, stamps, pieces of sponge or other materials as they work. **CLL9.3b**

**TEACHER TIP**

Provide a wide variety of materials to encourage writing. Ask families to recycle greeting cards or invitations. Contact a stationery store for donations of cards or envelopes. A copy store may be able to provide you with paper or items that were rejected due to misprints. Collect outdated appointment books and calendars.





# CLL9 #76

12-48 months

domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**



12-24 months

**NO  
INDICATOR**



24-36 months

**CLL9.2c**

Occasionally, draws and scribbles with a purpose.

The marks two-year-olds put on a page are an indication of the beginning connections that are forming between oral language and print. While drawings may range from very simple to more complex, children at this age often use one-word “labels” to describe what their drawing says or means.



36-48 months

**CLL9.3c**

Shows emerging awareness that writing can be used for a variety of purposes.

Three-year-olds are beginning to understand that writing can communicate different things. A print-rich classroom, in addition to teachers that model writing for a purpose, shows them many different ways text is used.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
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## CLL9 – The child will use writing for a variety of purposes.



### 24-36 months

#### What's Your Number?

Give the children pretend phones and paper and encourage them to write down phone numbers.

**CLL9.2c**

#### Cards and Letters

Provide the children with recycled greeting cards and envelopes. Use just the fronts of the cards if desired. Encourage the children write cards to family members or friends. Model how to put the cards in the envelopes and how to address the envelopes. Create a class mailbox where the children can place the cards for delivery. Make sure families or caregivers receive the cards at the end of the day. **CLL9.2c**

#### Grocery List

Put small notepads in the writing area. Talk to the children about stopping on the way home to pick up some groceries. Tell the children that you forget what you need to buy. Ask the children to write a grocery list or to help you write what you need to buy. **CLL9.2c**



#### TEACHER TIP

Talk to the children about writing things down, and teach them that writing has a purpose. Don't hesitate to ask the children to write you a note. They may hand you a note with two lines of scribble; that's okay. Thank them for their help!



#### TEACHER TIP

Building fine motor control of the hands and fingers is necessary before children are ready to write. They should spend time each day building those muscles – squeezing and shaping play dough, stringing beads, using tongs and cutting with scissors to develop strength and control.

#### Waiting List

Take a small whiteboard and a dry erase marker outside. Create a waiting list for playground items that the children take turns using such as swings. Invite children to sign their names on the waiting list, or they can ask you to do it for them. **CLL9.2c**

#### Watercolor Art

Watercolor brushes are smaller and take more fine motor control than regular-size paintbrushes used at the easel. Give the children white copy paper to paint on. It has a slicker surface and works better with watercolors than construction paper. Add interest to the painting activity by cutting the paper into interesting shapes such as hearts, triangles and ovals. **CLL9.2c**



### 36-48 months

#### Questionnaire Writing

Have the children dictate answers to a questionnaire, such as a special book made for Mother's Day. Model as you write what the child says. Statements might include, "My mom is \_\_\_ years old," "My mom is funny when she says \_\_\_," or "My mom is prettiest when \_\_\_." Afterwards, the children can draw pictures to accompany each sentence. **CLL9.3c**

#### Note Writers

Provide notepaper and envelopes in the writing center. Encourage the children to write notes that can be folded and placed in the envelopes. They may deliver these notes to classroom friends or take them home to their families. **CLL9.3c**

#### Order, Please

Give the children order pads in the dramatic play area. Have the children sit at the table and order food. Encourage the children to write down the orders. **CLL9.3c**

#### ★ BRIGHT IDEA

For the children who have difficulty grasping the brush handle, add a piece of foam around the brush handle or provide larger paintbrushes.

# MA1 #77

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA1 – The child will organize, represent and build knowledge of number and quantity.**



12-24 months

## MA1.1a

Imitates rote counting using numbers.

Rote counting means saying the numbers in sequence from memory. One-year-olds will hear the teacher counting, then mimic the teacher's actions, repeating some numbers in sequence.



24-36 months

## MA1.2a

Recites numbers up to five in sequence.

Two-year-olds can typically remember and say the numbers in order up to five.



36-48 months

## MA1.3a

Recites numbers up to 10 in sequence.

Three-year-olds are able to extend their counting skills and say numbers in order up to 10.

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## MA1 – The child will organize, represent and build knowledge of number and quantity.



### 12-24 months

#### Count Down

Gather the children for a movement activity such as “The Hokey Pokey.” Before beginning, say, “Let’s count to three and then we’ll start. Ready, one, two, three.” Encourage the children to count along with you. Repeat this throughout the day for various other activities. **MA1.1a**

#### Echo Count

Play Greg & Steve’s “Number Rock.” Encourage the children to sing and clap along. Have the children count during other times of the day, walking to the playground, for example. Encourage the children to echo your words.

*One, two (one, two)*

*Three, four (three, four)*

*Five, six, seven (five, six, seven)*

*Eight, nine, ten (eight, nine, ten).* **MA1.1a**



### 24-36 months

#### Circle Count

Sit facing a small group of children. Have one child start by saying, “One.” Point to each child in turn and have him/her say the next number in the sequence. Start slowly, and be prepared to give lots of prompts. Your goal will be for the children to do this quickly and smoothly. **MA1.2a**

#### I Caught a Fish

Sing the song, “1-2-3-4-5, Once I Caught a Fish.” Encourage the children to sing along and hold up five fingers, one by one, as they say the numbers.

*One, two, three, four, five,*

*Once I caught a fish alive,*

*Six, seven, eight, nine, ten,*

*Then I let it go again!* **MA1.2a**



### 36-48 months

#### One, Two, Buckle My Shoe

Use the poem “One, Two, Buckle My Shoe” to reinforce counting to 10. The children can recite the poem with you.

*One, two, buckle my shoe.*

*(Pretend to buckle shoe.)*

*Three, four, shut the door.*

*(Use one hand to show shutting a door.)*

*Five, six, pick up sticks.*

*(Bend over and pretend to pick up sticks.)*

*Seven, eight, lay them straight.*

*(Act out laying sticks side by side.)*

*Nine, ten, a big fat hen!*

*(Hold arms in front in a big circle.)*

Encourage the children to do the movements as they recite the poem with you. **MA1.3a**

#### Jingle Bell Counting

Sing the following song with the children to the tune of “Jingle Bells.” Give some children the wrist bells from your rhythm instruments to shake as they sing.

*One, two, three,*

*Four, five, six,*

*Seven, eight, nine, ten.*

*I can count,*

*I can count,*

*Hear me count again, Oh!*

*One, two, three,*

*Four, five, six,*

*Seven, eight, nine, ten.*

*I can count,*

*I can count,*

*I can count to ten!* **MA1.3a**

#### The Bunny Hop

Use sidewalk chalk to draw a grid of your own design on the playground. If inside the classroom, you could use colored masking tape to create the grid. Model counting to 10 while hopping through the grid. The children can take turns hopping through the grid as they count to 10. **MA1.3a**

#### Pete the Cat

Read the story *Pete the Cat* by Eric Litwin and James Dean. Encourage the children to count along with the story. Follow up by having the children count the number of buttons, snaps and shoestrings on their own clothing. **MA1.3a**

# MA1 #78

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA1 – The child will organize, represent and build knowledge of number and quantity.**



12-24 months

## MA1.1b

Participates in simple songs that involve number and quantity.

Songs help to build familiarity with numbers and quantity for one-year-olds.



24-36 months

## MA1.2b

Recognizes some numerals in the everyday environment.

Two-year-olds notice numerals in their everyday environment. They begin to recognize that a symbol is a numeral. Often the number "2" is meaningful as they can tell you how old they are.



36-48 months

## MA1.3b

Recognizes numerals and quantities in the everyday environment.

Three-year-olds begin to recognize some numerals, particularly those that are meaningful to them. They are also beginning to grasp the concept of quantity of familiar items.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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## MA1 – The child will organize, represent and build knowledge of number and quantity.



### 12-24 months

#### Little Children

Sing “Little Children” to the tune of “Ten Little Indians”:

*One little, two little, three little children,  
Four little, five little, six little children,  
Seven little, eight little, nine little children,  
Sitting on the rug.*

Change the action “sitting on the rug” based on what the children are doing. **MA1.1b**

#### One-Two-Three

Sing the song “One-Two-Three” to the tune of “This Old Man.” Have the children hold up their fingers as they count while singing.

*One, two, three. Count with me.  
It's as easy as can be.  
Four, five, six, seven, eight, nine, ten.  
Now let's start it once again.* **MA1.1b**



### 24-36 months

#### Mystery Number

Write a numeral in each space in a clean, empty egg carton. Place a large bead or button in one of the spaces and close the carton. The children turn the carton upside down and shake it to move the bead around. Turn it over, open it up, and name the numeral the bead landed on. **MA1.2b**

#### Number Search

Cut large numerals out of paper and hide them around the room or on the playground. Give each child a number card and have him/her locate the match. Ask, “Can you find the numeral 3?” The child will locate the numeral that matches his/her card. As a variation ask, “Can you find a numeral in the room for me?” and the children can locate and identify their assigned numeral. **MA1.2b**



### 36-48 months

#### Find the Number

Sit with a small group of children. Provide a variety of number cards, zero through 10. Have several examples of each number, enough for each child in the group. Sing the following song, and encourage the children to find the correct number and add it to their pile. Sing to the tune of “London Bridge”:

*Can you find the number five,  
number five, number five?  
Can you find the number five?  
And put it in your pile?* **MA1.3b**

#### Grocery Ad Search

Gather newspaper grocery ads and provide each child with a page. Give them Bingo markers and ask them to put a dot on all the numerals they see. Encourage them to name some of the numerals. Ask them to find specific numerals: “Can you find a numeral four? How about a two?” **MA1.3b**

#### Number Bingo

Make a number Bingo game with plastic sleeves that sports card collectors use. These are about 8½” x 11” and typically have spaces for nine cards. Cut paper to fit in the spaces and write a numeral on each one. Make a second set of cards for the caller. Provide each child with a homemade Bingo mat and some large bottle caps. Call out a number, showing the card so the children will see as well as hear the number. Encourage the children to find the numeral on their mat and cover it with a bottle cap. Play the game until everyone has all their spaces covered. **MA1.3b**



#### TEACHER TIP

Label items in the room with the number of items the children should use or take, such as a number one on the soap dispenser or paper towel dispenser. Talk about the numbers when the children use the items: “See, here’s number one. That means use one squirt of soap.”

# MA1 #79

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA1 – The child will organize, represent and build knowledge of number and quantity.**



12-24 months

## MA1.1c

Attaches meaning to names for numbers with adult support.

One-year-olds begin to understand the names of numbers when used in everyday routines.



24-36 months

## MA1.2c

Begins to understand that numbers of objects can be symbolized by printed numerals.

Two-year-olds are grasping the concept that number symbols have meaning and can be associated with a number of objects.



36-48 months

## MA1.3c

Matches numerals to sets of objects with the same number, 0–5.

Three-year-olds can begin to make connections to print material in their environment. Engage children in activities that match numerals with a set of objects being counted.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## MA1 – The child will organize, represent and build knowledge of number and quantity.



### 12-24 months

#### Counting Cleanup

Encourage the children to count with you as you put toys away together. For example, count the dolls as you place each one on the shelf. "Let's put away the dolls. One doll, two dolls. Two dolls on the shelf." **MA1.1c**

#### One for You, One for Me

Give one ball to each child. Say, "We have three children and three balls. Everyone gets one ball." Give each child a ball and say, "One ball for Dana. One ball for Jordan. One ball for Juan. One, two, three balls." Encourage the children to play with the balls. Sing to the tune of "London Bridge":

*Three balls rolling all around,  
all around, all around.  
Three balls rolling all around,  
One, two, three.* **MA1.1c**

#### How Old Are You?

Read *It's My Birthday* by Liesbet Slegers. Talk about how old the children are. Hold up one finger and say, "You are one year old; can you say 'one'?" Assist the child in holding up one finger. For older children, you can begin to ask, "How old are you?" Encourage the children to hold up one finger and say, "One." **MA1.1c**

#### Basket Toss

Assist a small group of the children with tossing balls of various sizes into a basket, counting off tosses. When finished say, "We have five balls in the basket." **MA1.1c**



### 24-36 months

#### Snack Counters

During snack, place a number card down to represent how many of the snack choices each child will get. For example, place the number three on the table and tell the children, "Everyone will get three crackers." Have the children assist with counting the items to match the numeral. **MA1.2c**

#### Numerals Find

During outdoor play, write the numerals one to five with chalk on the sidewalk or on a wall. Go on a hunt with the children to find one object to place by the numeral one, two objects to place next to numeral two, and so on. Add language to this activity by saying, "This is the numeral three. Let's find three things to put here." **MA1.2c**



### 36-48 months

#### Math Card Match

Create math cards using farm animals and the numerals zero to five. For example, create one cow in a barn, two ducks in a pond and so on. Then provide farm animal counters. The children will place the matching number of counters on the corresponding card. Create additional number match cards to use with other manipulatives. **MA1.3c**

#### Partner Match

Give one group of five children cards with the numerals zero to five written on them. Give another group of five children cards with sets of objects zero to five, such as one apple, five balloons and so on. Have the children work together to find their partners, matching the numerals to the sets of objects. Once they are all matched, mix up the cards, switch groups and play again. **MA1.3c**

#### Peas in a Pod

You will need some clean, empty egg cartons, cut in half lengthwise, and some green play dough. Write a numeral zero to five in each section of the egg carton. Show the children how to roll the play dough to make "peas." Then encourage them to put a corresponding number of peas in each section of the egg carton. Talk about the numeral "zero" and that it means that no peas go in that section of the pod. For the children who are ready for larger amounts, make another set of pea pods with the numerals five through ten. For the children who need additional practice with zero through five, place dots in the bottom of the egg cups so they can match 1:1. **MA1.3c**





# MA1 #80

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA1 – The child will organize, represent and build knowledge of number and quantity.**



12-24 months

## MA1.1d

Shows awareness of early concepts related to amount.

One-year-olds are able to communicate ideas of amount in the context of everyday activities. They will request more food or tell you when they have finished by saying "All gone."



24-36 months

## MA1.2d

Uses simple vocabulary to describe concepts related to amount.

Two-year-olds are able to demonstrate understanding of words related to amount. They ask for "more" of their favorite foods. They want "all" of the dolls.



36-48 months

## MA1.3d

Identifies quantity and comparisons of quantity.

Three-year-olds are beginning to understand comparative language. Most three-year-olds cannot yet count rationally, so teachers may need to assist the child in counting, then ask if there are more of one object than the other.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## MA1 – The child will organize, represent and build knowledge of number and quantity.



### 12-24 months

#### How Many Feet?

Read *Foot Book* by Dr. Seuss. Emphasize the words relating to amount: “Feet, feet, feet. How many, many feet you meet.” Use different words to comment on the feet. Point to a page in the book and say, “Look at all those feet!” or “There sure are a lot of feet!” Encourage the children to sit with their feet all pointing toward the middle of the circle. Say, “Look at all our feet. Children’s feet, teacher’s feet. Feet, feet, feet. How many, many feet you meet!” **MA1.1d**

#### Number Books

After reading a counting book, such as *My Little Counting Book* by Roger Priddy, compare some of the pages. Say, “There are five stars on this page and one ball on this page. There are more stars than balls.” **MA1.1d**

#### Which Has More?

Place cups of assorted sizes in the water table. Encourage the children to fill cups with varying amounts of water and pour water from one cup to the other. Talk with the children about which cups have “more” and which have “less.” **MA1.1d**

#### ★ BRIGHT IDEA

For the children who have difficulty holding the cup, use cups with handles.



### 24-36 months

#### Five Little Elephants

Sing and act to the tune of “Five Little Ducks”:

*Five little elephants went out to play,  
out on a spider’s web one day.*

*They had such enormous fun,  
they called for more little elephants to come.*

Start with five children in the center of the group. Encourage them to move like elephants as you sing the song. At the end of the song the children in the center call out, “More elephants!” and the other children join in. **MA1.2d**

#### Show Me a Lot

Provide the children with manipulatives, such as Unifix® cubes, table blocks and large bottle caps. Ask the children to show you a “lot” of cubes. Then ask, “Can you make there be fewer?” Then ask them to show you a “few” bottle caps. Then ask, “Can you show me one more?” Encourage them to compare with each other. “Does Keisha have more bottle caps than Alex?” **MA1.2d**



#### TEACHER TIP

During snack, use verbal and/or sign language references for “more” or “all gone.” You might say: “Aidan, you’re all done, you’re finished.” “Ronald really enjoyed his cupcake, it’s all gone.” “Sarah, you still have carrot sticks left on your plate.” Encourage the children to communicate whether they want more or are all done.



### 36-48 months

#### More or Less

During large group, create two groups of children, and compare them. Say, “Look at your shoes. If you have laces, stand on this side. If you don’t have laces, stand on that side.” After the children move into the appropriate groups ask, “Can we tell by looking at our groups which has more?” Encourage the children to compare the two groups. Then say, “Let’s count how many children have laces and how many don’t have laces.” After counting, ask, “Are there more children with laces or more without?” **MA1.3d**

#### Bugs and Flowers

Cut some simple flower shapes from construction paper or fun foam. Provide bug counters. Give each child one to five flowers and a different number of bugs. Ask them, “Do you have more flowers or more bugs?” Show them how to line the objects up to compare them or how to match one bug to one flower and discover if there are any left over. Repeat this activity often, using different manipulatives and shapes to go with them. **MA1.3d**

#### Comparing Cubes

Give each child in your small group a number of Unifix® cubes or other linking cubes in two colors. Have the children link the cubes together into two “towers” and stand them side by side to discover which has more cubes. You could also use plastic links or pop beads. **MA1.3d**

# MA1

## #81

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA1** – The child will organize, represent and build knowledge of number and quantity.



12-24 months

**NO  
INDICATOR**



24-36 months

**NO  
INDICATOR**



36-48 months

**MA1.3e**

Quickly recognizes and names how many items are in a set of up to three items.

Three-year-olds can look at a set of objects up to three and determine how many there are by looking at them and not using one-to-one correspondence (subitizing). They are able to recognize larger quantities when arranged in a spatial pattern such as a die or domino.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## MA1 – The child will organize, represent and build knowledge of number and quantity.



36-48 months

### Hidden Bears

Provide up to three counting bears. Hide the bears under a small bowl. Quickly remove the bowl then immediately re-cover the bears. Ask the children, "How many are there?" Change the number of bears and play again. **MA1.3e**

### Dot Flash

Flash a dot card with zero to three dots on it. Flash the card for a few seconds then cover it up. Ask the children how many dots they saw and encourage them to give you a number. Turn the card over and count the dots to show them how many dots they saw. **MA1.3e**

### Dot Cube Roll

Make a dot cube by covering a square tissue box with paper. Cut circles from black construction paper and glue them onto the cube. Make two sides with one dot, two sides with two dots and two sides with three dots. Look at a set of dice to see how to arrange the dots. Roll the dot cube and encourage the children to quickly call out how many dots they see. **MA1.3e**

### Math Hands

Have the children get their math hands ready. Ask them to show you three, using their fingers. Keep changing the numbers (zero to three). Ask them to show you three fingers by using both hands, to make it a little harder. **MA1.3e**

### Circle the Dots

Draw approximately 20 dots on a sheet of poster board. Provide a child with a marker. Call out a number and encourage the child to circle the related number of dots. **MA1.3e**

### ★ BRIGHT IDEA

For the children who have difficulty counting, have one child call out the number while another child circles the dots. You could also provide cards with numbers on them. One child calls out the number on the card while the other child circles the dots.



### TEACHER TIP

Subitizing activities should be done for a short time each day. Place dice or dominoes in your math center to promote the skill of being able to quickly recognize how many are in a set of items.

### Number Match

Prepare cards of the same number using pictures of different objects; one card with three bears, another with three trees and another with three hearts. Repeat for other numbers. Spread the cards in front of the children and encourage them to match cards that have the same number of objects. **MA1.3e**

### Subitizing Search

Encourage the children to name things in the classroom or from their home environment that often come in numbered sets, such as mittens and socks that come in groups of two or the legs on a chair (four). **MA1.3e**



# MA2 #82

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.**



12-24 months

**NO  
INDICATOR**



24-36 months

**MA2.2a**

Matches two equal sets using one-to-one correspondence with adult guidance.

With adult modeling and support, two-year-olds can place objects into two equal sets using one-to-one correspondence.



36-48 months

**MA2.3a**

Matches two equal sets using one-to-one correspondence independently.

Three-year-olds can place objects into two equal sets using one-to-one correspondence.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.



### 24-36 months

#### Dressing Dolls

Provide doll clothes and baby dolls. Encourage the children to put the clothes on the dolls. Assist as needed. Comment on what children are doing. "You put two socks on the baby's two feet." **MA2.2a**

#### Number Book Match Game

Read *My First Number Board Book* by DK Publishing individually or to a small group of children. Encourage the children to match real objects to the pictures or photographs. For example, say, "I see two socks on this page. Let's find two shoes in home living to go with them." **MA2.2a**

#### Shoe Match

During small group, remove the children's shoes. Place one shoe from each child in a pile and make a line with the other shoes. Have the children match the pairs. **MA2.2a**

#### Two by Two

Line the children up with a partner. They can hold hands or hold onto a walking rope. Sing this variation of "The Ants Go Marching":

*The children are marching two by two,  
hurray, hurray.*

*The children are marching two by two,  
hurray, hurray.*

*The children are marching two by two  
There's me and you, and you, and you.  
And we all are marching down the hall,  
to the playground... (Around the shelf,  
back to the rug.)* **MA2.2a**

#### Snack Helper

While setting up for snack, choose three children to help pass out needed items such as plates, napkins and cups. Have each child place one item at each chair. Say, "Look, Abby, you put one plate at each chair." **MA2.2a**



### 36-48 months

#### Counting Dots

Provide the children with sheets of paper with dots in various configurations and amounts up to five. Write the corresponding numeral on each sheet. Count the dots with the children as you point to each one. Have the children place one large manipulative on each of the dots. Count the manipulatives as the children place them on the dots. Once all the dots have been covered, count the number of manipulatives on the paper. **MA2.3a**



#### Bug Lineup

Have the children create two equal lines of toy bugs. Help the children in noticing that each bug has a partner or creates a set. Encourage the children to recreate lines using different numbers of bugs. **MA2.3a**

#### Car and Driver One-to-One

Create a set of math cards in the shape of cars, using craft foam or heavy paper. Use bottle caps with faces drawn on them as drivers for the cars. Have the children place one driver in each car. You could also create larger cars and place dots in the cars with one dot, two dots and so on. Write the corresponding numeral on each car. The children match the bottle-cap people to each dot. **MA2.3a**



#### **TEACHER TIP**

Talking throughout the day about the number of items the children encounter will help reinforce counting. Say things like, "We have two cookies for snack today," or "I see three stars on that poster."

# MA2 #83

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.**



12-24 months

## MA2.1a

Counts groups of one and two objects with adult guidance.

One-year-olds are just beginning to understand the concept of counting. Teachers can model counting as they pass out food, count toes during diapering or help children put on “two” shoes. One-year-olds may learn to count one or two objects with assistance.



24-36 months

## MA2.2b

Counts one, two and sometimes three objects using one-to-one correspondence with adult guidance.

One-to-one correspondence means understanding that each object in a set gets one count. Understanding this begins with matching an object to an object: matching one hat to one doll. Assigning one number to each object is more difficult: help child say “1-2-3” while touching each of three dolls.



36-48 months

## MA2.3b

Counts up to five objects using one-to-one correspondence with adult guidance.

One-to-one correspondence means understanding that each object in a set gets only one count. Children learn this concept by touching each item and saying the corresponding number aloud. Three-year-olds need much repetition and practice using one-to-one and some will learn to count up to five objects in a set.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.



12-24 months

### One Sock, Two Socks

Gather several pairs of colorful socks. Show them to the children and talk about the colors and other features, such as stripes or storybook characters. Have the children help you match the socks, then count each pair, saying, "Look at the red socks. Let's count them. One sock, two socks." **MA2.1a**

### Feed the Baby

Give each child in a small group a baby doll. Gather an assortment of play food. Say, "Let's feed the babies. Give them two strawberries. Count with me. One, two. Now let's give our babies one cookie. Ready? One cookie." Encourage the children to count out one or two foods to feed the babies. **MA2.1a**

### Footprint Painting

Tape a large piece of butcher paper on the floor, with a tray of paint near by. Remove the children's shoes. Have the children, one at a time, step into the paint and make footprints on the paper. As the children step on the paper say, "One, two. Two feet. Cynthia has two feet." **MA2.1a**

### ★ BRIGHT IDEA

For the children who do not want to get their feet dirty, place paint in a gallon zip-top bag. Have the children step on the baggie and leave a footprint. As they do, count the footprints as above.



24-36 months

### Carton Counting

Gather clean egg cartons. Cut them in half lengthwise and then in half again crosswise to create sections of three cups each. Place manipulatives in the cups. Some sections will have one item in a cup, some two and some three. Give a section of egg carton to a child and ask him/her to count the items inside, touching each one as he/she counts. You could also give manipulatives to the child to count out into the cups. **MA2.2b**

### ★ BRIGHT IDEA

For children who have difficulty manipulating small objects use larger cups, bowls or boxes taped together and larger items.

### Animal Cracker Counting

Give the children a cup along with six animal crackers. Have them count one animal cracker and put it in the cup. Then have them count two crackers, one at a time, and put those in the cup. Finally, have the children count the remaining three crackers, one at a time, and place them in the cup. Once finished, the children can eat their animal crackers. **MA2.2b**



36-48 months

### Bears in a Bowl

Give a small group of children a small plastic bowl and a collection of counting bears. Use a large spinner to select numbers one through five. Spin the spinner and call out the number. Each child counts out that many bears and puts them in his/her bowl. Continue spinning and counting until the bowls are full. Another time, use insects or fruit instead of bears. **MA2.3b**

### Hop on Top

Use chalk to draw five circles in a line on a flat surface outside. Model hopping or jumping into each circle and counting aloud on each jump, "One-two-three-four-five." If desired, turn this into a group game by drawing several sets of circles and encouraging the children to hop or jump together. Both the children hopping and the children watching should be counting aloud as each child moves from circle to circle. **MA2.3b**

### High Five

Play this game with a partner. One child holds a hand behind his/her back and then brings it back in front, with one to five fingers extended. The second child counts the fingers, gently touching each one. Then the partners switch and the second child has a turn. Begin by modeling this activity and then give the children a chance to play independently. **MA2.3b**



# MA2 #84

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.**



12-24 months

## MA2.1b

Applies number and counting to daily routine with adult guidance.

Learning to count requires lots of practice and repetition and should focus on being fun and playful. One-year-olds begin to mimic the counting sequence in daily activities led by the teacher.



24-36 months

## MA2.2c

Applies number and counting to daily routine.

Learning to count requires lots of practice and repetition. Two-year-olds actively take on the role of counting in daily classroom routines.



36-48 months

## MA2.3c

Recognizes that objects or sets can be combined or separated.

Three-year-olds are beginning to realize that sets of objects can be combined. They can understand simple math stories involving combinations. "There were two friends on the playground and then two more came. Now there are four friends."

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.



### 12-24 months

#### Sing It Two Times

During music and movement time, sing a favorite song, such as “Bingo,” with the children. When you are done say, “Let’s sing that song again! We’ll sing it two times!” Add numbers to favorite songs, for example, “If you’re happy and you know it clap three times! One-two-three!” **MA2.1b**

#### How Many Friends?

Choose two or three children to come and stand up front. Sing the following song to the tune of “London Bridge”:

*How many friends are standing here,  
standing here, standing here?*

*How many friends are standing here?*

*Count them with me.*

Point to each child and count aloud, “One, two, three.” Encourage the other children to sing along and count their friends. **MA2.1b**



### 24-36 months

#### Music Time

During large group have the children count in preparation for the music to start. Say, “We will start the music on five,” and count together, “one, two, three, four, five!” **MA2.2c**



### 36-48 months

#### Lunchtime Helpers

At lunchtime, choose a small group of children to count out each lunch item as they distribute them. The children should place one item at each child’s place at the table. For example, one child will count out all of the spoons, another counts all of the plates, and so on. Assist the children in counting to make sure there are enough of each item. **MA2.2c**

#### How Many?

At mealtime, encourage the children to count out servings of food as they place the food on their own plate. Say, “Rosie, you’re getting more carrot sticks. Let’s count them together. One, two, three carrot sticks.” **MA2.2c**

#### ★ BRIGHT IDEA

Use sign language for the numbers as you count.

#### Honey Bears

Make a set of math mats to use with the counting bears. Draw a honeypot or a beehive or use clip art. Give one to each child. As you tell a math story, have the children demonstrate counting. Say, “There were four bears eating honey. Everyone count out four bears and put them on the honeypot. One bear went home. Take away one bear. Now how many bears are eating honey? Let’s count.” The children will continue to combine and separate sets of bears on the honeypots, according to the story. Another time you might use a piece of sandpaper and seashells or a die-cut tree and red pom-poms for apples. **MA2.3c**

#### Instrument Counting

Gather some of your rhythm instruments and use them for this counting activity. Lay out two different groups of instruments, such as four rhythm sticks and two shakers. Count each set, and then encourage the children to combine them to see “how many instruments in all” there are. Repeat with several other groupings: one drum and two tambourines, two maracas and three triangles, and so on. **MA2.3c**

#### The Doorbell Rang

Read the story *The Doorbell Rang* by Pat Hutchins. After reading the story have the children act it out. Provide props such as a bell for the doorbell, cookies and a plate. As each new child arrives with his or her cookie(s), point out what happens to the total. **MA2.3c**

# MA2 #85

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.**



12-24 months

**NO  
INDICATOR**



24-36 months

**MA2.2d**

Participates in creating simple, real and pictorial graphs.

Graphing provides an opportunity for children to represent and communicate mathematical relationships. With two-year-olds, teachers can facilitate the creation and display of simple graphs using pictures.



36-48 months

**MA2.3d**

Participates in creating and using real and pictorial graphs or other simple representations of data.

Graphing provides an opportunity for children to represent and communicate mathematical relationships, such as more/less. Three-year-olds can help create simple graphs with concrete objects or pictures. They are able to answer questions comparing data, such as "What kind of pizza do most people like?"

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.



### 24-36 months

#### Our Favorite Things

Create a line with chalk or tape on the floor. Place a picture of two choices, such as green or red apples, or milk or juice at opposite ends of the line. Have the children stand next to their choice. Say, "I see more friends chose red apples than green apples." As an extension in language you might say, "I see that more children prefer milk over juice," or "Fewer children like red apples." **MA2.2d**

#### Whose Shoes?

Line up a variety of shoes on the floor, such as lace-up, buckle, slip-on, sandal, VELCRO® You can also use pictures of these types of shoes. Give all the children a small photo of themselves. Have the children place their photos in a line next to the shoe that is the same style as theirs. Point out which line is longer and which is shorter. Use comparative language. Say, "More children are wearing laces than VELCRO® today." **MA2.2d**



#### TEACHER TIP

Small photos of the children are handy in many ways. Take a close-up (head and shoulders) picture of each child. Crop it to approximately 2" x 2" and copy/paste it into a Word document. You can get 20 pictures on a page. Make copies and cut the pictures apart. Use these for graphing and patterning activities, or place them in the writing center for impromptu letters and cards.

#### I Like...

Create a chart using pictures of different pets, such as dogs, cats, goldfish and rabbits. Have the children choose a paint color. Paint their hands to make handprints. Have each child place his/her handprint beside the pet that he/she likes the most. Write the child's name on the handprint to remember whose handprint it is. During large group, discuss the results. **MA2.2d**

#### Sunshine or Snow

Have a basket with precut shapes of suns and snowflakes. Divide a piece of chart paper into two columns with a sun on one column and a snowflake on the other. Have the children choose whether they like snow or sunshine better. Place a sun or snowflake under the appropriate column. **MA2.2d**



### 36-48 months

#### Eleanor, Ellatony, Ellencake, and Me

During small group time read the book *Eleanor, Ellatony, Ellencake, and Me* by Cathy Rubin. Graph the number of letters in Eleanor, Ellatony, Ellencake, and Me's names and then have the children graph the number of letters in their own names. Compare whose name has more or fewer letters. **MA2.3d**

#### Top Pick

Divide a piece of butcher paper in half. On top, tape a picture of two books that have been read in class. Have the children place a star under the book that they would like you to read again. After the graph is completed, help the children compare the two columns. Count the number of stars in each column and write it on the paper. Ask which book has more votes. Say "Graphs help us compare things so we can make decisions." Read the winning book to the class. **MA2.3d**

#### Lunch Bunch

On butcher paper, create a graph with three columns. Place a familiar restaurant logo at the top of each column. Have the children write their names in the columns under the restaurant(s) at which they like to eat, or give each child a photo of himself/herself to glue in the column he/she chooses. Look at the completed graph together, and make some observations. "More people like to eat at Joe's Pizza than like to eat at Mary's Diner," or "About the same number of people like to eat chicken as seafood." **MA2.3d**



#### TEACHER TIP

Use paint dotters for the children to mark their preferences when creating simple graphs.

# MA3 #86

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA3 – The child will explore and communicate about distance, weight, length, height and time.**



12-24 months

## MA3.1a

Uses size words appropriately.

One-year-olds begin to repeat words they hear spoken by their adult models. They apply the terms “big,” “small,” “little” to objects in their surroundings.



24-36 months

## MA3.2a

Develops vocabulary for length, weight and height.

Two-year-olds are beginning to develop vocabulary that relates to length, weight and height although they confuse the terminology. They use words such as big, small, long or short.



36-48 months

## MA3.3a

Labels objects using size words.

Three-year-olds are able to apply size words such as big, small, short and tall to label objects in their environment. They often confuse terms as they are expanding their vocabulary. They might say, “I weigh 42 inches.”

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## MA3 – The child will explore and communicate about distance, weight, length, height and time.



### 12-24 months

#### Large and Small

Provide balls of different sizes and textures, and/or blocks of different materials, shapes and sizes for the children to explore. Comment on the toys they are exploring: “Andrew, you have the square block, It’s red. You have a square, red block,” or “Lila, you have a big, blue, rubber ball.” **MA3.1a**

#### Real and Found

Provide safe, found objects of various sizes such as wooden and plastic spoons and spatulas for the children to explore, with close supervision. As the child explores with the objects you might say, “Ruthie, you are banging the large spoon on the small bowl!” **MA3.1a**

#### Big Box

In addition to your assortment of blocks and stacking toys, place a large cardboard box in your classroom for a few days. Encourage the children to explore by crawling or sitting inside the box. Comment on what they are doing. Say, “Brandon is inside the BIG box.” **MA3.1a**



#### TEACHER TIP

As the children play with toys, it’s important to talk to them about what they are doing. Describe the color, shape or size. Let them hear the words as they are handling the objects.



### 24-36 months

#### Big Dog

Read *Clifford the Big Red Dog* by Norman Bridwell. Stop several times during reading to emphasize the words “big” and “biggest.” Encourage the children to use “big” in other contexts. Ask, “What is something big in our room?” “Did you see something big today while coming to school?” Make a list of big things. **MA3.2a**

#### Height Chart

Use chalk to record each child’s height on an outside wall or mark it on butcher paper hung in the classroom. Label each line with the child’s name and picture. Compare heights. “Jill is 37 inches tall. She is shorter than Jack,” or “Meredith is taller than Avery. She is 39 inches tall.” **MA3.2a**

#### Balancing Pictures

Make several pages with pairs of items that are heavy and light. Use poster board cut to size, or other heavy paper. Glue a picture of a rock on one side of the page and a feather on the other side, for example. Other pairs might include an elephant and a kitten or a car and a tricycle. Punch a hole in the center top of the page with a large hole punch. Attach a weight (such as a washer) to the bottom of the page on the side with the heavier item. Show the children the pages and have one child hang the page from an unsharpened pencil you are holding. The heavier side should tip down, just like on a balance scale. Say, “An elephant is heavy. A kitten is light.” **MA3.2a**



### 36-48 months

#### Sizing it Up!

You will need pairs of real or found items, such as rocks, sticks, leaves, shells, plastic lids, buttons or pipe cleaners with one item noticeably bigger or longer than its mate. As the children explore the items, ask them to tell you which is bigger, smaller, longer or shorter. Encourage the children to sort the items by size into two groups. Ask the children to explain why they placed the items together. **MA3.3a**

#### Big or Little

Show the children photos of a variety of objects, such as a dump truck, a tennis ball, a tree or a goldfish. As you show each picture, have the children stand up with arms stretched up high and shout, “Big!” or squat down and whisper, “Little,” to show the size of each object. **MA3.3a**

#### Masking Tape Art

Give the children paper and different colors of masking tape. Tear off strips ahead of time and tape them to the table edge to make it easier to access them. Show the children how to tear the tape to make smaller pieces. Encourage the children to stick the tape on their papers in any way they choose. After they have finished, ask them to tell you about the strips of tape. “Which are long? Which are short?” You could turn this into a group collage by taping butcher paper to the table and having a group of the children add tape strips. **MA3.3a**

# MA3 #87

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA3 – The child will explore and communicate about distance, weight, length, height and time.**



12-24 months

## MA3.1b

Explores and identifies objects that are big or small, heavy or light, and tall or short, with assistance.

One-year-olds learn about objects through exploration and modeling. Teachers should describe objects using comparative language: "This bear is sooooo big and this bear is veerry small."



24-36 months

## MA3.2b

Makes simple comparisons between two objects.

Two-year-olds, through exploration, can begin to make comparisons between two objects.



36-48 months

## MA3.3b

Compares two or more objects using a single attribute, such as length, weight and size. Matches items of similar sizes.

Three-year-olds typically compare objects using one attribute, such as length, weight or size. They are learning the concepts of big/small, heavy/light, tall/short. They can also match items that are the same size. For example, they can place all the little bears in one basket and all the big bears in another.

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## MA3 – The child will explore and communicate about distance, weight, length, height and time.



### 12-24 months

#### Leaf Collage

Have the children explore the outdoor play area to collect leaves or bring some in from home. Press the leaves between pages of a heavy book overnight so they are flat. Encourage the children to glue them to a large piece of poster board. Talk about the leaves. Which are big? Which are small?

**MA3.1b**

#### Box Pull

Attach a piece of rope to two small boxes. Place something heavy in one box such as a reusable grocery bag filled with cans, and something light in the other such as a stuffed animal. Encourage the children to push and pull the boxes around the room. **MA3.1b**

#### Great Big Spider

After reciting “The Itsy Bitsy Spider,” add this variation using big motions. Use your whole hand for the spider, for example, not just your fingertips. Encourage the children to use a “big” voice (loud and deep).

*The great big spider went up the water spout,  
Down came the rain and washed the spider out;  
Out came the sun and dried up all the rain,  
And the great big spider went up the spout again.*

**MA3.1b**



### 24-36 months

#### Weight Lifting

Collect clear plastic bottles and lids. Fill the bottles with a variety of materials of different weights, such as water, cotton balls, sand, beads or feathers. Seal the tops so the children can't open them. Describe the weight of the bottles as the children explore them. Say, “You have the bottle with feathers. It's lighter than this one with beads,” or “The sand bottle is heavy. How about the one with water?” **MA3.2b**



### 36-48 months

#### Block Sort

Gather items from your classroom that can be sorted into two groups, large and small, such as LEGO®s and LEGO® DUPLO®s, table blocks, unit blocks, or large and small animal figures. Give the children several of each size block and ask them to sort by size. Say, “Can you put all the ones that are the same size together? Good! You made a set of large blocks and a set of small blocks.” Then give the children additional blocks and ask them to put them with others that are the same. If they are successful with this activity, give them a different item, such as an animal, and ask them to decide which group it belongs in. **MA3.3b**

#### Nuts and Bolts

Gather nuts and bolts in three or four sizes and place them on a tray. Ask the children to find the ones that go together. The children will need to match the largest bolt with the largest nut. Encourage the children to twist the nuts onto the bolts to make sure they fit. **MA3.3b**

#### Water Bottle Colors

Make a set of water bottles with graduated amounts of water. Use food coloring to make the water levels easier to see. Seal the bottles with duct tape. Ask the children to choose two of the bottles to compare and tell you which has more water. Some of the children may be able to put them in order from least to greatest. **MA3.3b**



#### TEACHER TIP

Retell stories that involve size such as “Goldilocks and the Three Bears” or “The Three Billy Goats Gruff.” Gather props: stuffed or plastic bears, bowls and spoons, chairs or stools, shoebox beds and blankets. Make the items in different sizes: small, medium and large. Encourage the children to match the items to create sets. “These are for Baby Bear, these are for Mama Bear, and these are for Papa Bear.” Talk with them as they put the items into groups. “You put the small bowl with the small bear and the small bed.”



# MA3 #88

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA3 – The child will explore and communicate about distance, weight, length, height and time.**



12-24 months

## MA3.1c

Explores measuring tools.

One-year-olds are curious about their environment. Having tools related to measuring for easy access allows children to explore these objects.



24-36 months

## MA3.2c

Uses measurement tools in play activities.

Two-year-olds begin to explore using measurement tools and vocabulary during play time. They may pretend to weigh themselves or to measure how long the table is.



36-48 months

## MA3.3c

Uses a variety of standard and non-standard tools to measure object attributes with assistance.

Three-year-olds learn about measurement through experimenting with non-standard tools such as blocks, Unifix® cubes or paper clips. They begin to make informal observations about measurement, commenting on length, weight and height: "I am making a looong chain."

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## MA3 – The child will explore and communicate about distance, weight, length, height and time.



### 12-24 months

#### Timer Time

Show the children a variety of timers (a sand timer, a stopwatch, a kitchen timer) and explain that these things let us know when time has gone by. Encourage the children to explore by turning the sand timers over and watching the sand or turning the kitchen timer to hear it ding. After the children have played with the timers, set the kitchen timer for a short time and explain, "When this timer buzzes, it will be time for a story." When the timer goes off, gather the children on the rug for a story. **MA3.1c**

#### Weigh In

Provide a balance scale and a variety of items from the classroom. Show the children how to place items on the balance scale and watch it go up and down. Say, "The scale tells us when something is heavy or light. The block is heavy. Watch the scale go down over here when we put the block on this side." **MA3.1c**



### 24-36 months

#### Tool Time

Take some measuring tools outside and encourage the children to find ways to use them. Ask, "What can we measure with the measuring tape? How about the balance scale?" **MA3.2c**

#### Shoe Shop

Create a shoe shop in your dramatic play area with a variety of shoes. Make a shoe size chart by gluing shoe cutouts in a variety of sizes to a piece of butcher paper. The children stand on the cutouts to measure their feet. **MA3.2c**

#### The Bakery Shop

Add ice cream scoops in a variety of sizes to the play dough area, along with cookie sheets and serving trays. Encourage the children to use the scoops to measure out the play dough onto the baking sheets. They can use a spatula to flatten out their cookies or biscuits, then pick them up and put them on the trays. **MA3.2c**



### 36-48 months

#### Measure and Munch

Give the children several objects of varying lengths such as a marker, a wooden block and a plastic lizard. Also, provide Cheerios and show them how to line up the Cheerios and count how many Cheerios long the items are. Encourage the children to talk about their findings. **MA3.3c**

#### Cube Measuring

Give the children Unifix® cubes and have them measure the length of different objects in the classroom. Encourage the children to make observations about length using appropriate measurement terms such as long/short, longer/shorter or tall/small. Ask the children what else they can measure with instead of using cubes and encourage them to use the item they name. **MA3.3c**

#### How Many Steps?

Encourage the use of non-standard measuring by investigating how many steps it takes to go from one structure to another on the playground. Gather a small group of the children and count steps aloud as you walk from the sandbox to the slide, or ask the children to hold hands and see how many of the children long the sandbox area is. **MA3.3c**



# MA3 #89

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA3 – The child will explore and communicate about distance, weight, length, height and time.**



12-24 months

## MA3.1d

Begins to predict daily routines.

One-year-olds desire a predictable routine each day. They are beginning to be able to anticipate the daily routine of the school day. "First we eat breakfast, then we play with toys, then we go outside."



24-36 months

## MA3.2d

Identifies daily routines and changes in routine.

Two-year-olds still need a constant daily routine. They can now make simple predictions about the daily schedule and anticipate transitions in the school day. Changes in routine, such as a fire drill, can be very upsetting. Using simple picture schedules of the main events in the day is a helpful tool for two-year-olds to know what is coming up next.



36-48 months

## MA3.3d

Predicts upcoming events from prior knowledge.

Time is a very abstract concept for young children. Three-year-olds are beginning to predict when events occur based on a daily routine. They may still become upset if things happen outside of the normal routine. They may also use time vocabulary incorrectly: "My birthday is tomorrow," which actually means in three months. Give children advance notice when changes will occur, such as "Tomorrow the fire truck is visiting our school."

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## MA3 – The child will explore and communicate about distance, weight, length, height and time.



### 12-24 months

#### What Happens Next?

Use language as a cue to help the children predict what happens next. Say, “All of my friends have finished eating. What should we do next?” In addition, teachers can sing transition songs such as:

*We all are cleaning up.*

*We all are cleaning up.*

*Hi-ho, the derry-o,*

*We all are cleaning up.*

Add the children’s names to personalize it.

*Alex is cleaning up.*

*Brady is cleaning up.*

*Hi-ho, the derry-o,*

*Mary is cleaning up!* **MA3.1d**

#### What’s Next?

Throughout the day pose the question, “What’s next?” Allow the children to try to show you what’s next in the schedule. The children may go get a book after being asked what is next when it is story time. The teacher can also question the children by giving clues such as, “It’s time to wash our hands. Where do we go to wash our hands?” and “It’s time to read a story. Janey can you go get a book for me?” **MA3.1d**



### 24-36 months

#### Pictorial Schedule

Take photos of the children in your class throughout the day and create a simple pictorial schedule. Place it at the children’s eye level. Provide language to help the children understand daily routines. Say,

“Here’s the picture of everyone on the carpet during circle time. Who can tell us what picture is next? Yes! This picture is of the playground. We go outside after circle time.” **MA3.2d**

#### Today Is Different

When a special event happens, such as a visitor comes to the class or a field trip is planned, prepare the children by talking about the change in the daily schedule. On the day of the event, sing this song to the tune of “Clementine”:

*Today is different, today is different,*

*Today is different from the rest.*

*Help me change our picture schedule,*

*Today is different from the rest.*

As the children watch, insert the picture of the visitor where it goes in the schedule, or replace some routines with a picture of the field trip. Say, “Today after snack, we will see a fire truck.” **MA3.2d**



### 36-48 months

#### Predict a Story

Read a book with a predictable sequence of events such as *Brown Bear, Brown Bear* by Bill Martin, Jr. Read the book several times. After they hear the story a few times, have the children predict what character will appear next in the story. Pause as you read, “Red bird, red bird, who do you see?” Then ask the children, “Who can tell us who the red bird will see?” **MA3.3d**

#### Cover Clues

Before reading a book, such as *Owl Babies* by Martin Waddell, encourage the children to look at the cover of the book. Ask, “What do you think this book is about? What makes you think that?” Talk about the children’s knowledge of owls. “Has anyone ever seen an owl? What sound do owls make? Where do owls live?” **MA3.3d**

#### Sequence Cards

As the children’s knowledge of predicting events develops, teachers should choose more complex stories to enhance their understanding. Having the children put parts of a story in sequence helps them understand the order of events and gives them practice in predicting what comes next. Make cards for *The Very Hungry Caterpillar* by Eric Carle or *The Napping House* by Audrey Wood. As the children put the cards in order, encourage them to retell the story. **MA3.3d**



#### TEACHER TIP

During daily routines such as hand washing, provide language describing what the child is doing. For example, say, “You pressed the soap dispenser and the soap came out. Now, you are rubbing your hands together under the running water.”



#### TEACHER TIP

Establish consistent arrival and departure routines. Routines might include hanging up coats upon arrival and gathering belongings for departure.

# MA4 #90

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA4 – The child will sort, seriate, classify and create patterns.**



12-24 months

## MA4.1a

Orders several objects on the basis of one characteristic through trial and error.

One-year-olds learn best through trial and error. They touch, taste, see, hear and smell different objects to learn about them. With teacher guidance, they can experiment with putting objects in order. Toys such as stacking rings or nesting cups help to build this concept of order.



24-36 months

## MA4.2a

Orders a few objects by characteristic with adult guidance.

After they have had a lot of experience making comparisons, two-year-olds can begin to put a few objects in order with help. Teachers can model language and how to put objects in order to introduce the concept.



36-48 months

## MA4.3a

Independently orders objects using one characteristic.

After three-year-olds have had a lot of experience making comparisons, they are able to put objects in order using one characteristic or attribute such as tallest to shortest or lightest to darkest.

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**MA4 – The child will sort, seriate, classify and create patterns.****12-24 months****Ring Stacking:**

Provide the children with ring stackers and encourage them to stack the rings based on size. Verbalize what the children are doing as they practice. “That one doesn’t go there, does it? Try the bigger one to see if it will go.” **MA4.1a**

**Yogurt Cup Stack and Nest**

Provide several different plastic containers of the same general shape that will fit inside each other, such as small, medium and large-sized yogurt containers. Show the children how to nest them inside each other or stack them like a tower.

**MA4.1a****★ BRIGHT IDEA**

For the children who have difficulty stacking, use a piece of nonskid shelf liner on the table to stabilize containers for stacking and nesting.

**Small and Large**

Provide the children with different size blocks. Model for the children how to place them in order, then encourage the children to do the same. Verbalize what the children are doing as they participate. **MA4.1a**

**24-36 months****Tubes in a Row**

Cut cardboard tubes into a variety of lengths. Show the children how to lay them side by side in a box lid, from shortest to tallest. Say, “You put the tubes in order by size.” **MA4.2a**

**Play Dough Worms**

Show the children how to make play dough worms by modeling rolling out the dough on the table with the palms of your hands. Encourage the children to make their worms different lengths. Ask, “Can you make a long worm? A short worm?” Choose three of the worms and place them in order. Say, “Look, I put them in order: small, medium and large.” Encourage the children to do the same. **MA4.2a**

**Bears in a Row**

Read the story “Goldilocks and The Three Bears.” Give the children three stuffed bears, and help them place them in order from smallest to largest. Give the children another animal, also in three different sizes. The children should match the new animals, by size, to the bears. For example, they can match the three bears to three different-sized turtles. **MA4.2a**

**Dinosaur Roar!**

Read the book *Dinosaur Roar* by Paul and Henrietta Stickland. Afterward, give the children three dinosaurs of different sizes to put in order from biggest to smallest. The children can then pretend to take them on a dinosaur picnic and even name their dinosaurs. **MA4.2a**

**36-48 months****Light to Dark**

You will need paint strips in a variety of colors and shades from a home improvement store. Cut the strips apart. Have the children put three to four squares of the same color in order by shade, from lightest to darkest. They can glue the strips on paper or clip them to a sentence strip with clothespins. **MA4.3a**

**Writing Tools Line-Up**

Have a template with writing tools outlined and ordered from shortest to longest. Have the children match the real tools to the ones on the template. After they match up the tools, challenge them by flipping the template to the blank side and having them order the writing tools on their own. **MA4.3a**

**Stacking Cups**

Provide the children with three to four different size cups of various widths and heights. Help the children place the cups in order from shortest to tallest and/or skinniest to fattest. **MA4.3a**

**TEACHER TIP**

Use a variety of toy foods to help the children order by size, such as French fries made from sponges cut into strips, meatballs made from play dough, tomato slices cut from fun foam. Make a series of one food in a variety of sizes – small to large – and ask the children to put them in order.

# MA4 #91

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA4 – The child will sort, seriate, classify and create patterns.**



12-24 months

## MA4.1b

Differentiates between two objects with different characteristics with adult guidance.

One-year-olds are beginning to be able to discriminate between objects and notice similarities and differences, although they cannot necessarily communicate this. They can recognize objects and give them to their teacher to identify which ones are the same.



24-36 months

## MA4.2b

Matches objects with similar attributes or characteristics.

Teaching young children how to match is an important part of developing early math skills. Matching helps two-year-olds identify and describe relationships between objects and is a necessary step in learning to sort.



36-48 months

## MA4.3b

Sorts objects by one attribute, such as color, shape or size.

Sorting is a beginning math skill that introduces the concept of placing like items into sets according to attributes – shape, color or size, for example. Sorting is a pre-algebra skill that helps children understand how to group numbers and sets later on. Three-year-olds can sort objects into groups when the objects differ by only one attribute.

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## MA4 – The child will sort, seriate, classify and create patterns.



### 12-24 months

#### Same and Different

Collect pairs of similar objects, such as blocks, bowls, spoons or vehicles, that differ in one characteristic. For example, you might have two blocks, one red and one green; or two spoons, one wooden, one metal. Place the items in a basket or on a tray, and sit on the floor. As the children gather, talk about the items. Point out the differences. "Here's a red block and here's a green block." Ask the children to differentiate between two objects. Say, "Here are two spoons. Can you show me the shiny spoon?" **MA4.1b**



### 24-36 months

#### We Go Together

Create 3-D matching games based on characteristics such as color, size and shape. Begin by matching identical objects, such as two triangle blocks or two square blocks. Then encourage the children to match objects based on attributes. You might provide a variety of blocks to match. The red blocks go together and the two square blocks go together. As the children match items see if they can tell you, "How are these the same?" **MA4.2b**

#### Shape Match

Create a variety of shapes, including circles, squares and triangles, using laminated construction paper or sheets of fun foam. Make sure to include different sizes and colors of the same shape. Glue a set of the shapes onto a piece of poster board. Give the children matching sets and encourage them to put matching shapes together. Watch for opportunities to make comments such as, "You put the red triangle on the red triangle." **MA4.2b**



### 36-48 months

#### Sorting Silverware

Provide a utensil tray and an assortment of silverware. Make sure the silverware is all the same size and pattern. The children will put the silverware into the tray, sorting by type: fork, spoon, table knives. After they have sorted say, "Tell me about your groups." **MA4.3b**

#### Muffin Pan Sorting

You will need a six-cup muffin pan and a container filled with foam letters and numbers. Assist the children in sorting in a variety of ways such as by color, shape, letter or number. To challenge the children, have them sort on their own. **MA4.3b**

#### Pom-Pom Sort

Provide craft pom-poms in various sizes, small, medium, large, in the same color, plus three containers. Encourage the children to put all the ones that are the same together. You can make it more challenging by providing tongs or tweezers for the children to use for picking up the pom-poms. Once they have sorted, say, "Tell me why these are a group." **MA4.3b**

#### Button Sort

Provide buttons for sorting. Divide the buttons into collections and place each collection in a bag or bowl. Create some groups that can be sorted by color, others by shape and others by size. Remember to make each group different by only one attribute. During small group, trade collections so that each child has an opportunity to sort in different ways. **MA4.3b**



#### TEACHER TIP

When asking the children to sort by one attribute or characteristic, make sure the items are different in only one way. If you are sorting attribute blocks by color, make sure they are all the same size and shape. If you are sorting blocks by shape, make sure they are all the same size and color. This allows the children to focus on a single attribute.



# MA4 #92

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA4 – The child will sort, seriate, classify and create patterns.**



12-24 months

## MA4.1c

Copies patterns using sounds or physical movements, with adult prompting and guidance.

With one-year-olds, we can begin building knowledge of patterns with everyday experiences. With adult modeling and guidance, one-year-olds can copy simple patterns involving movement and rhythm.



24-36 months

## MA4.2c

Recognizes simple patterns in the environment.

Patterns teach children how things work together and allow them to predict what comes next. These skills, in turn, can help children become problem-solvers. Exposing two-year-olds to patterns helps them begin to recognize patterns in their environment.



36-48 months

## MA4.3c

Identifies and duplicates simple, repeating patterns.

A pattern is a set of objects in which all the members are related by a specific rule. Patterns teach children how things work together and allow them to predict what comes next. Three-year-olds are able to identify patterns that they see in the environment. They can also begin to copy a simple ABAB pattern when modeled by an adult. These skills, in turn, can help children become problem solvers.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

**MA4 – The child will sort, seriate, classify and create patterns.****12-24 months****Head, Shoulders, Knees and Toes!**

Sing the song “Head, Shoulders, Knees and Toes” with the children, and encourage them to copy your movements. Playing a CD is a great way to get the children familiar with the words and the tune, but also sing it with them without the CD. This lets you slow down enough so that everyone can copy your motions. **MA4.1c**

**Bear Hunt**

Sing this song or read the book *We’re Going On A Bear Hunt* by Michael Rosen. Model motions for each verse in the song and encourage the children to copy you. Emphasize the repeating refrain, “Going on a bear hunt, going on a bear hunt.” **MA4.1c**

**Clap, Clap, Clap, STOP**

Sing this song by Ella Jenkins with the children. Encourage them to follow your motions. Start out by clapping:

*Clap and clap and clap and STOP!* (On STOP, hold your hands up, palms facing forward.)

*Clap and clap and clap and STOP!*

*Clap and clap and clap and STOP!*

*Clap and clap and clap and STOP!*

Repeat with different motions:

*Stomp and stomp and stomp and STOP!* **MA4.1c**

**24-36 months****Walkabout**

Read *National Geographic Little Kids Look and Learn: Patterns!* by National Geographic Kids. Talk about some of the patterns in the book. Find patterns in the classroom. For example, notice how the rug has red and blue blocks or that a shirt in dramatic play area has stripes. **MA4.2c**

**The Stripes Galore**

Show the children pictures of animals with stripes, stripes on shirts, even stripes on straws. Go on a “stripe hunt” around the school, pointing out stripes wherever you see them. Give the children strips of masking tape in two different colors, and encourage them to make some stripes on paper or on a tray. **MA4.2c**

**Walk, Walk, Jump**

On the way to the playground have the children follow a walking pattern. Tell the children, “Today we are going to walk, walk, jump our way to the playground.” Once you get to the playground gather the children in a circle and change the pattern to hop, hop, twirl. **MA4.2c**

**36-48 months****Bead Patterns**

Provide colored beads and pipe cleaners. Use bead pattern cards for the children to copy. Purchase them or make your own by cutting shapes from construction paper and gluing them on strips made from file folders. Laminate them for durability. **MA4.3c**

**Clap, Clap, Stomp, Stomp, Jump, Jump**

In large group, begin a clap/stomp movement pattern and encourage the children to join in. Add a third movement if the children are ready. Ask the children to think of movements such as jumping or patting their knees. You could also do this with rhythm instruments. **MA4.3c**

**Dot Patterns**

Provide painter dotters and strips of paper for the children. Create a simple repeating pattern on the paper strip using a dotter to make small dots. The child can use paint dotters in corresponding colors to make larger dots on top of yours that duplicate the pattern. **MA4.3c**

**TEACHER TIP**

Once the children are aware of patterns they will begin to see them in everything, such as fabric or floor tiles. Point out patterns as you notice them.

**TEACHER TIP**

Ask children who seem ready to copy a pattern without using the dots. Or they can extend a pattern you have started.

# MA5 #93

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **MA5 – The child will explore, recognize and describe spatial relationships between objects.**



12-24 months

## MA5.1a

When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under.

One-year-olds learn about objects through manipulation and exploration. When presented with a new toy, one-year-olds will often try to figure out how to make it move but may need assistance from adults. They enjoy push toys and figuring out how to make them move in specific directions.



24-36 months

## MA5.2a

Practices using directionality and appropriate vocabulary.

Directionality is what helps children understand the space around them. It helps them understand where things are in the environment and where their bodies are in relationship to other things. Two-year-olds are learning this concept and some of the vocabulary associated with directionality: “My blankie is inside the cubby,” or “The books go on top of that shelf.”



36-48 months

## MA5.3a

Follows simple directions which demonstrates an understanding of directionality, order and position of objects.

Three-year-olds are experienced with directional awareness. Practicing with their physical bodies is a way for them to learn the concepts of top, bottom, in front of, or behind. If you demonstrate and name a right/left movement, mirror child's movements to make sure they move in the correct direction.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## MA5 – The child will explore, recognize and describe spatial relationships between objects.



### 12-24 months

#### Inside/Outside

Give each child a shoe box and a small block. Demonstrate the concepts of inside and outside with your shoe box and block. Call out positions, “Put your block inside the box,” and encourage the children to copy you. Ask them to tell you if their block is inside or outside the box. **MA5.1a**

#### Vroom! Vroom!

Provide the children with a variety of small, wheeled toys. Place some empty cardboard boxes on the floor with the vehicles, along with wooden blocks for ramps. Show the children how to “drive” their cars, going up, down, around, under, inside. As they move the vehicles around, provide directionality terms. “Your car is going up the ramp,” or “Your car went inside the box.” **MA5.1a**

#### Near and Far

Play a game with a puppet to demonstrate near and far. When you say, “near,” encourage the children to lean in toward the puppet; at the same time, move the puppet toward the children so they are very close. When you say, “far” move the puppet back, and encourage the children to lean back as well. If you have space, have the children walk toward the puppet and then back away as you alternate “near” and “far.” **MA5.1a**



### 24-36 months

#### Where’s Bunny?

Demonstrate directionality using a stuffed animal such as a bunny. Place it in various places in relation to a child such as next to, behind, or in front of. Say the words as you move the bunny. “The bunny is next to Avery. Now, the bunny is behind Michael.” Then give the children stuffed toys and encourage them to put the animals in the position you call out. **MA5.2a**

#### Dancing with Bears

Play Greg & Steve’s “Dance with Your Teddy Bear” in large group. Give the children stuffed bears or provide bear cutouts or counting bears. The children dance with their teddy bears “way up high, way down low” and in lots of other positions. **MA5.2a**

#### Spider on the Floor

Sing Raffi’s “There’s a Spider on the Floor” with the children. Give each child a plastic spider ring so he/she can follow along with the song. “There’s a spider on the floor, on the floor.” **MA5.2a**



#### TEACHER TIP

Be sure to notice and call attention to directionality with the children. Say things such as, “I see Hunter standing in front of the block shelf,” or “Look, there is Ms. Angela next to the slide.”



### 36-48 months

#### Position Simon Says

Play “Simon Says” using positional words in your directions, such as “Simon Says put your hands behind your back,” or “Simon Says point your toe in front of you.” Most children are quite happy to play this game without the penalty of sitting down if they get it wrong, so just say “Simon Says” in front of every direction and have fun! **MA5.3a**

#### Obstacle Course

Create a simple obstacle course on the playground. Demonstrate how to go down the slide, around the monkey bars and beside the sandbox. Support the children by leading them in chanting directions that guide them through the course. **MA5.3a**

#### Hula-Hoopla

Place several hula-hoops on the floor. Give each child a beanbag. Have the children listen for directions and toss or place their beanbag inside the hula-hoop, beside the hoop, in front of it, next to it, and so on. Direct the children to use their bodies. Say, “Stand inside the hula-hoop. Hop around the hula-hoop.” **MA5.3a**

#### Table Top Block Talk

Using blocks, have the children copy as you model actions with verbal directions such as, “Place the red block on top of the green block. Put the yellow block behind the blue block.” Challenge the children by having them follow your directions without modeling the actions for them. **MA5.3a**

# MA5 #94

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **MA5 – The child will explore, recognize and describe spatial relationships between objects.**



12-24 months

## MA5.1b

With prompting and guidance, begins to slide, rotate and flip objects to make them fit.

As one-year-olds manipulate objects, they are developing hand-eye coordination, which helps them learn how to slide, rotate or flip an object so it will fit properly. In the beginning, this is done mostly through trial and error. You may notice some children trying to force the object to fit. With adult guidance and modeling, toddlers begin to develop spatial awareness.



24-36 months

## MA5.2b

With some adult guidance, demonstrates increasing ability to slide, rotate and flip objects to make them fit.

Two-year-olds begin to gain independence when fitting objects such as simple puzzles together. With practice, they learn to place an object or a piece of a puzzle correctly where it fits. Once this concept has been developed, they can complete a simple puzzle with minimal assistance.



36-48 months

## MA5.3b

Begins using more deliberate manipulation to fit objects together.

Three-year-olds can fit together objects with increasing difficulty. Those who have been exposed to puzzles and have developed the concept of manipulating an object to make it fit correctly in its place are ready for puzzles that are more complex. Modeling how to determine if a piece of a puzzle or blocks will fit teaches children how to problem solve and reduces frustration.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## MA5 – The child will explore, recognize and describe spatial relationships between objects.



12-24 months

### Knob Puzzles

Have a variety of simple, large knob puzzles for play and exploration available throughout the day. Begin with single, geometric-shaped the puzzles. Talk as the child manipulates the pieces. "It almost fits. Can you turn it a little bit and then try again?"

**MA5.1b**

### Clothespin Drop

Provide the child with a clean, narrow-mouth container such as a water bottle or a milk jug, and a large quantity of non-spring, one-piece wooden clothespins. Model how to turn the clothespin so you can drop it into the opening. Encourage the children to "drop all the pins into the container." Offer verbal assistance if a child is having difficulty. **MA5.1b**

### Fit It In

Create a shape box out of a shoe box by cutting two geometrical holes in the lid. Provide an object to fit into each hole such as a ball for the round hole and a block for the square hole. Get the child's attention and place the objects into the corresponding holes. Hand one of the objects to the child and show him/her which hole to put it in. Assist if needed. Repeat with the other object. After a time, see if he/she can do it independently.

**MA5.1b**



24-36 months

### Shape Fill

Provide the children with pattern blocks and homemade pattern block cards. To make the cards, trace the shape of a pattern block in three different orientations, for example, a triangle pointing up, down and to the side. You can put several shapes on one card. The children match the various shapes, turning them in different directions to make them fit. Talk about the shapes by name with the children, saying, "Those are all triangles." **MA5.2b**

### Build It Again

Using LEGO®s or LEGO® DUPLO®s, fit a number of different shapes and colors together to make a tower or other structure. Give the children additional LEGO®s, and encourage them to make a structure like yours. Another idea would be to take pictures of the children's structures, print them out and place them with the manipulatives to see if the children can "build it again." **MA5.2b**

### Object Match

Trace the outlines of several classroom items such as a book, scissors, a spoon, a block, a marker, a hammer or a large button onto poster board and cover the poster board with clear contact paper. Give all the children one of the actual items, and encourage them to match it to its outline on the board. The children may have to turn the objects around to make them fit. **MA5.2b**



36-48 months

### Missing Halves

Select simple pictures from magazines such as animals, fruits, cars, houses or shapes. Cut them in half and laminate them. Place one set of half pictures throughout the classroom. Keep the other set of half pictures for the children. Demonstrate the activity by having the children help you find the missing half to one of the pictures. Once they make the match and understand the activity, provide each child with half of another picture and have them search for the missing half. Assist them as needed. **MA5.3b**

### Waffle Block Play

Using big, 14"L x 2"W x 14"H waffle blocks, have the children work in pairs. Give each child one block and help him/her solve how the blocks fit together. To challenge the children, have them work in groups of three or four. Once that is accomplished, challenge the children to create various 3-D shapes or structures such as triangles, cubes or forts.

**MA5.3b**

### Lost Lids

Provide the children with a variety of containers with lids. Remove the lids and have the children match the lids to the correct container. **MA5.3b**

# MA6 #95

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **MA6 – The child will explore, recognize and describe shapes and shape concepts.**



12-24 months

## MA6.1a

Recognizes basic shapes and matches two identical shapes.

Children learn about shapes to build the foundation for skills that will help them with reading, writing and math. Through active play and exploration, one-year-olds can begin to recognize basic shapes, such as circle, square, rectangle and triangle. Recognizing shapes means that they should not be expected to name or identify the shape, but when the teacher provides the name, such as "Which is a circle?" the child can point to it.



24-36 months

## MA6.2a

Recognizes and names two-dimensional shapes with adult guidance.

As children develop, they begin to identify simple shapes they see in the environment with teacher guidance. Reinforcing shape names through games and play builds the foundation for shape knowledge.



36-48 months

## MA6.3a

Independently recognizes basic two-dimensional shapes in the environment.

Recognizing shapes such as circles and triangles builds on the skills that will help three-year-olds recognize numbers and letters. When young children begin to read, they often learn to recognize words by their "shape." As children develop, they compare shapes and understand how they are used. Shape knowledge helps them understand other signs and symbols.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

**MA6 – The child will explore, recognize and describe shapes and shape concepts.****12-24 months****Shape Drop**

Provide the children with several bowls that are labeled with shapes. Also, provide a variety of shapes glued to plastic bottle caps or lids. Have the children pick a shape and drop it into the bowl that matches. For instance, a child may choose a circle and then drop the circle into the bowl that is labeled with a circle. **MA6.1a**

**Find the Circle**

Draw several large shapes on poster board or cut them from construction paper and glue them onto poster board. Give the children matching shapes cut from fun foam. Encourage them to match the shapes. Sing to the tune of “Clementine”:

*Find the circle, find the circle,  
find the circle shape now.  
Put your circle on the circle.*

*Find the circle shape now. MA6.1a*

**24-36 months****Shape Talk**

Ask families to bring in real and found objects from home to use in a shape game. Talk with the children about the shapes they see. Match paper cutout shapes to the real and found objects. For example, the children would match a bottle cap to a circle or a triangle to the logo on a cereal box. **MA6.2a**

**The Shape in My Hand**

Provide a variety of shape manipulatives and review the name of each one. Give each child a shape and then hide a shape in your hand. Say, “I have a shape in my hand that is the same as Billy’s shape. What shape is it?” The children call out the shape name, and you open your hand so they can check their answers. **MA6.2a**

**36-48 months****Shape Hunt**

Show the children a cutout shape and chant with them, “We’re going on a shape hunt. We’re going on a shape hunt. Do you see a square? Do you see a square?” As they walk around the classroom, help them notice things that are square. Hold up the square shape and say, “Look at the block. It’s square,” or “I see a box in dramatic play. It’s a square.” Hold the cutout shape next to the object so the children can see that it matches. **MA6.3a**

**Sticky Sticks**

Tape a piece of clear contact paper to the table, sticky side up. Place craft sticks across the top of the paper in a variety of abstract shapes and configurations. Leave a space at the bottom for the children to work. Give them craft sticks and encourage them to copy your shapes. **MA6.3a**

**Shape Bingo**

Create a Bingo board by using tangram shapes. Be sure the shapes are the same size and color so it is easy for the children to match them. Give each child a Bingo board and a handful of tangram shapes. Encourage the children to match the shapes. **MA6.3a**

**Shape Collage**

Read the book *Mouse Shapes* by Ellen Stoll Walsh. In small group, provide the children with shapes cut from different colors of paper. Encourage them to create things with their shapes. Write their descriptions on their work: “This is a truck that brings ice cream.” **MA6.3a**

**Outdoor Shape Fun**

Cut giant shapes from cardboard and take them outside. Trace the shapes with sidewalk chalk. Give a child a cardboard shape to match to the shape on the sidewalk. Make comments such as, “You matched the triangles,” and “You matched the circles.” **MA6.3a**



# MA7 #96

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MATHEMATICAL REASONING**

Standard: **MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.**



12-24 months

**NO  
INDICATOR**



24-36 months

**MA7.2a**

When given two objects, makes a guess about a characteristic.

Introducing the concept of estimation to two-year-olds involves helping them look at objects and make comparisons. This helps develop vocabulary as they look at different attributes of objects and gets them to think about objects or toys in different ways.



36-48 months

**MA7.3a**

Practices estimating using mathematical terms and numbers with adult guidance.

Adults can support three-year-olds' knowledge of estimation by introducing the concept at this age. Three-year-olds have not developed rational counting so estimation requires "guessing" how many objects might be in a container or how many steps until we get to the door. Use small, manageable numbers – under ten – to make this concept more understandable.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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## MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.



24-36 months

### Which Rock?

Ask the children to find rocks and place them in a bucket. Pick up two rocks at a time and hold them up for the children to see. Ask the children, “Which rock do you think is heavier? How can we find out?” Encourage the children to pick up the rocks and feel the weight. Put them on a balance scale and compare them. A similar activity would be to use picture cards and ask about different attributes. The teacher may hold up a picture of ice cream and a picture of the sun and ask, “Which item is colder?” **MA7.2a**

### Scoop and Guess

Put Unifix® cubes or counting bears in a bowl. Use a large spoon to dip into the bowl and scoop out some bears or cubes and place them on a plate. Scoop out the cubes or bears again, trying to scoop less this time, and put them on another plate. Have the children look at the piles and guess which pile has more. Then count the sets of cubes to discover which has more. **MA7.2a**

### Which Is Longer?

Show the children two items, a scarf and a table, for example, and ask them to guess which is longer. Lay the scarf on the table to compare. Do this with other items in the classroom. Compare the length of a pencil to a marker, or a ruler to a book. Show the children how to lay them side by side and compare them to check their guess. **MA7.2a**

### Quiet Loud

Read the book *Quiet Loud* by Leslie Patricelli. As you read, call attention to the sounds that are quiet and the sounds that are loud. Say, “sniffles can be quiet but sneezes can be loud,” and have the children practice quiet and loud sounds as you read. **MA7.2a**



36-48 months

### Estimation Jars

Place several small items such as bottle caps in a jar. This will be your mystery jar. Using the same item, provide an opportunity for the children to watch you place 10 bottle caps in a matching jar. Count aloud and make sure the number is more or less than the amount in the mystery jar. Encourage the children to compare the number of caps in both jars and estimate how many caps are in the mystery jar. Remind them there are 10 in the second jar. Change the number of items in the counting jar and continue to encourage the children to compare and estimate the amount in the mystery jar. **MA7.3a**

### Leap Frog

Tape a starting line and a finish line on the floor with masking tape. Be sure the distance between the lines is no longer than five hops. Ask the children to estimate how many frog leaps it will take for them to jump past the finish line. Count the jumps and compare to the estimates. **MA7.3a**

### Balancing Scales

Set empty balancing scales in front of the children. Ask the children how many bears or blocks it will take to make the right side drop. Encourage the children to make estimates, then add bears to the right side until it drops. Be sure to count the bears as you place them on the scale. Now ask how many bears it will take to make the right side come back up. Again, have the children make estimates. Add bears to the left side of the scale, and be sure you are counting out loud for each bear added. Ask, “How many bears will I need to take off the right side to make the left side drop?” Continue to provide estimating practice. **MA7.3a**



### TEACHER TIP

To help the children make more accurate estimates, have them compare the items they are estimating to a benchmark. Show them five or 10 items so they can compare the unknown amount to that quantity.

# MA7 #97

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MATHEMATICAL REASONING**

Standard: **MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.**



12-24 months

**NO  
INDICATOR**



24-36 months

**NO  
INDICATOR**



36-48 months

**MA7.3b**

Shows interest in solving mathematical problems.

Three-year-olds are very curious and like to ask questions about mathematical problems that occur in their everyday environment.

"Is it almost time to go home?" "Is my birthday party next week?" With guidance in a classroom environment that supports asking questions, preschoolers can begin to solve simple mathematical problems in concrete ways and offer basic explanations for their solutions.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
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## MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.



36-48 months

### Set the Table

Give the children plates, cups, spoons and napkins to set the table for a pretend lunch. Give them fewer of some of the items than others. As they work to set each place, ask questions about what they are doing: “Do you have enough spoons for everyone? How will you know how many cups to put out?” **MA7.3b**

### Pattern Problems

Begin a pattern with two colors of counting bears. Give the children additional counting bears of the same two colors and ask them to extend the pattern. Ask them to explain how they extended the pattern. **MA7.3b**

### Family Graphs

Have the children create a picture that shows the number of people in their families. Create a graph with numbers zero to 10 listed across the bottom (you may not need to go up to 10). Have the children place a dot, sticker or check mark above the number of family members they drew in their picture. Ask the children who has the most people in their family. Encourage the children to discuss which family has more, fewer and an equal number of members. **MA7.3b**



### Where Do I Belong?

Ensure the classroom environment has materials in organized and labeled spots. Use photos of the items in the room, and label the shelves with those pictures, using contact paper. This will help identify where items belong in the classroom. Throughout the day, provide opportunities for the children to return materials to the labeled spots. Encourage the children to discover for themselves where the materials belong. Encourage them to use the pictures throughout the room to find where the materials belong. **MA7.3b**

### Six Sticks

Read *Six Sticks* by Molly Coxe. Give each child a construction paper mat and six narrow craft sticks and encourage him/her to create something using all six sticks. Encourage the children to talk with each other about what they are doing. Compare creations when everyone is finished. **MA7.3b**



### TEACHER TIP

Give the children classroom jobs to encourage them to be responsible for passing out materials or snacks. Ask the children questions such as, “Do we have enough plates?” Activities like this provides opportunities to build problem-solving skills.

### Attendance Check

Have pictures of each child’s face copied and glued to a tag board with a magnet on the back. Have one pie tin labeled “I’m here” and one pie tin labeled “I’m at home.” Attach both pie tins to the bulletin board. At the beginning of each day, have the children gather as a large group. Ask the children to assist you in moving their pictures to the correct pie tin. Ask concept questions such as, “Are more here? Are more at home? Who is here? Who is not here?” **MA7.3b**

### Hopscotch

Provide an opportunity for the children to work with you to create a variation of hopscotch. Decide what shapes to draw the spaces and how to lay them out. Create rules about taking turns and points, and play together. **MA7.3b**



### TEACHER TIP

Avoid doing too much and limiting the children’s opportunity to solve mathematical problems by using prompts and hints. When a child struggles, give a general prompt or hint such as, “What do you think you could do?” or “What did you do the last time you figured out how many spoons we needed at snack time?” These simple prompts can motivate children to identify their own solutions.

# MA7 #98

12-48 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MATHEMATICAL REASONING**

Standard: **MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.**



12-24 months

**NO  
INDICATOR**



24-36 months

**NO  
INDICATOR**



36-48 months

**MA7.3c**

Uses emerging reasoning skills to determine a solution to a mathematical problem.

Helping children learn to solve problems and demonstrate how they came up with an answer are fundamental to learning mathematics. Three-year-olds are just beginning to explain answers during math activities. Ask "How do you know?" This takes practice as this is a new concept for most children.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.



### 36-48 months

#### Block Center Sorting

Place a collection of wooden blocks on a tray, and ask the children to put them in groups that go together. After they have grouped the blocks, ask the children to tell you why the blocks make a group. Be open to their explanations. **MA7.3c**

#### Nesting Boxes

Have three to five boxes from smaller to larger that will easily nest within one another. Encourage the children to discover how to nest the boxes until all boxes fit inside the largest box. **MA7.3c**

#### Stacking Lids

Provide a collection of plastic lids in a variety of sizes and colors. Challenge the children to stack them as tall as they can using as many lids as they can. Encourage them to try many possible solutions. Of course, stacking them in order from largest to smallest makes the most stable tower, but be prepared for some creative thinking as the children try to solve this problem. **MA7.3c**

#### Sorting the Laundry

Have the children sort the laundry using donated clothing items. Have the children tell you how they sorted the laundry. **MA7.3c**

#### Monkey Business

Share the story or rhyme “Five Little Monkeys Jumping on the Bed” using the flannel board. Retell the story again but pause throughout the story to ask questions. For example, say, “Five little monkeys were jumping on the bed, one fell off and bumped his head. How many monkeys were left jumping on the bed?” Do this several times, then have the children answer and act out some simple number stories based on the book story. Make some monkey headbands by attaching ears to a cardboard strip taped in a circle. **MA7.3c**



#### **TEACHER TIP**

Search garage sales for traditional construction toys such as Lincoln Logs® and Tinker Toys® for the children to use to construct houses, barns, skyscrapers, castles or garages. Encourage the children to share their strategies with each other.

#### Sensory Solutions

Set up a sensory table in the classroom with various materials to dig, scoop and pour, as well as various containers, some with large openings and some with small openings. While the children are engaged, be sure to prompt thought processes by asking questions such as: “How many scoops do you think it will take to fill the small bucket? Which bucket is bigger? What can we use to fill a bucket the fastest? Which container do you think will pour faster? Which container holds more? Which container holds less?” **MA7.3c**

#### How Many Ways...?

Provide a collection of pattern blocks for the children and pose questions such as, “How many ways can you make a bird using only five pattern blocks?” or “Show me how you can make three star patterns with your pattern blocks.” Encourage the children to share ideas and work with each other. **MA7.3c**

#### **TEACHER TIP**

Model open-mindedness and creative thinking. Demonstrate that there may be more than one way to do things or to solve problems.

# SS1 #99

12-48 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **FAMILY**

Standard: **SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.**



12-24 months

## SS1.1a

Uses simple words to show recognition of immediate family members.

As language skills develop, children show their recognition of family by learning and using simple word labels for family members.



24-36 months

## SS1.2a

Uses words to identify his/her family members. Knows own first and last name.

In addition to the personal labels a two-year-old uses for family members (Mommy, Nana), children learn general terms for family members (mother, grandmother). They also recognize and can repeat their own names.



36-48 months

## SS1.3a

Identifies self in relationship to his/her family unit.

Children at three years old begin to see the ways they are connected to others in their home and family. They are beginning to understand the concept of siblings and extended family, such as aunts, uncles, cousins and grandparents.

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- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.



### 12-24 months

#### My Family

Have families bring in an assortment of family photos. Point to specific family members in the photos and have the children identify the family member. Talk to the children about their relationships to each family member. **SS1.1a**

#### The Family Book

Read *The Family Book* by Todd Parr. Ask the children simple questions about the book. Talk about the differences between families portrayed in the book. Let the children touch and explore the pictures in the book. **SS1.1a**

#### Hello Time

At departure time, assist the child in greeting the family member using simple words and phrases, such as “Hi, Mommy!” or “Hi, Grandma!” **SS1.1a**



### 24-36 months

#### That’s Me

Have all the children stand in a circle. State a child’s first and last name to the group. When the child hears his/her name, the child should sit down. You can repeat the activity, but this time when they hear their name, they will stand or jump up. **SS1.2a**

#### Family Photo Book

Create a book of family photos. Have the children show their families and name the people in the photos. Hold up the family photos for a small group. Have the children verbally acknowledge their family in the correct photo. **SS1.2a**

#### This Is My Family

Read *This Is My Family* by Mercer Mayer. Talk about how family members can be different from one another yet special in their own way. Emphasize that whatever the structure, families love each other. **SS1.2a**

#### Family Match

Ask family members to provide photos or take one with their child during greeting/departure. Create picture matching cards, including one family member and one child. Have the children match the cards. **SS1.2a**



### 36-48 months

#### Family Careers

Read *Career Day* by Anne Rockwell. Have the children identify family members that may have the same jobs as in the story or different jobs. Discuss the roles of their family members, such as how they do jobs to help the family. **SS1.3a**

#### Family Art

Give each child a sheet of construction paper and a variety of markers and crayons. Have them draw self-portraits. Then have them draw their family around them. Next, let each child describe his/her picture, pointing out each family member and the relationship to him/herself. **SS1.3a**



#### TEACHER TIP

Offer a variety of sizes of colored pencils and crayons. Some of the children will use fat crayons, while others are ready to use slimmer pencils and crayons.

#### Playing Family

In the dramatic play area, encourage the children to take on the roles of family members. They can set the table or take care of a pretend baby sister or brother. They can also pretend to get ready for work as they have seen a family member do. Comment on what they are doing and how that task is helpful. Say, “You’re stirring the soup so the family can have dinner.” **SS1.3a**



# SS1 #100

12-48 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **FAMILY**

Standard: **SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.**



12-24 months

## SS1.1b

Begins to gesture and ask simple questions regarding differences and/or similarities between self and others.

As children develop, they begin to compare the people in their surroundings. One-year-olds notice and attempt to point out differences, especially physical ones, in their own ways.



24-36 months

## SS1.2b

Uses simple phrases to demonstrate an emerging awareness of differences and/or similarities between self and others.

Two-year-olds use more specific language to note how others are the same as or different than themselves.



36-48 months

## SS1.3b

Identifies similarities and differences between self and others.

Three-year-olds can not only recognize individual characteristics, but also name what is the same and what is different between themselves and others when asked.

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## SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.



### 12-24 months

#### I Like Me

Read the book *I Like Me* by Nancy L. Carlson. Provide each child a small hand-held mirror so that they can watch their own image in the mirror as you read the book. If appropriate, have the children point to their image in the mirror each time you read the word “me” in the story. **SS1.1b**

#### ★ BRIGHT IDEA

For the child that has difficulty holding a mirror, position him/her so he/she is sitting in front of a mirror. Encourage him/her to look at the mirror as you read the book.

#### Whose Toes are Those?

Read the book *Whose Toes are Those?* by Jabari Asim. Have the children take off their shoes and socks and observe each other’s toes as you read the book. Sing the following song to the tune of “Are You Sleeping?”:

*Here are my toes. There are your toes.  
Wiggle them around. Tap them on the ground.  
My toes and your toes. My toes and your toes.  
Wiggle all around. Wiggle all around.* **SS1.1b**



### 24-36 months

#### Mirror Mirror

Use a full-length mirror and have a height chart next to it. Have the children stand in front of the mirror one at a time. Recite the chant:

*Mirror, mirror on the wall,  
Look at Andrea. She’s this tall!*

Point so the child can see how tall he/she is in the mirror. Transfer this to the height chart so the children can compare how tall they are. **SS1.2b**

#### I Am Special

Sing “I Am Special” with the children to the tune of “Are You Sleeping?”:

*I am special. I am special.  
If you look, you will see.  
Someone very special.  
Someone very special.  
That is me. That is me.* **SS1.2b**

#### Placemat Labels

Create a placemat with each child’s picture. Before meals, have the children find their placemats to put at their spot at the table. **SS1.2b**

#### ↔ TRANSITION TIP

Call children for routine tasks such as washing hands and putting on coats based on their hair length, eye color, hair color or gender.



### 36-48 months

#### Just Like Me

Ask if certain traits are alike or not such as the same hair color, same shoes, same color shirt, or having a big brother. Pick a child to stand up and then say, “Kimmie has brown hair. Stand up if you have brown hair like Kimmie,” or “Jon has on VELCRO® shoes today. Stand up if you have on VELCRO® shoes like Jon does today.” **SS1.3b**

#### Hands and Fingers

Have the children trace one hand on a piece of paper. Provide stamp pads and have them stamp their fingerprints on the corresponding finger on their drawn hand. Discuss with the children how everyone’s fingerprints are different. **SS1.3b**

#### Fishing for Friends

Cut out pictures of the children and attach a paper clip to each picture. Give the children a wooden fishing rod with a magnet attached to the end. Have them fish for a friend and tell how they are alike and how they are different. **SS1.3b**

#### Graphing Siblings

Have the children identify which category they belong in: having sister(s) only, brother(s) only or sister(s) and brother(s). Graph the results. **SS1.3a**

# SS2 #101

12-48 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicities.**



12-24 months

## SS2.1a

Demonstrates understanding of simple rules.

One-year-olds are beginning to understand very simple rules although they may not follow them. They learn best if teachers use simple words and state what they want them to do.



24-36 months

## SS2.2a

Recognizes and follows simple rules of the classroom community.

Two-year-olds are becoming more aware of the rules expected of them in a classroom but still may not follow them consistently. Teachers should have no more than two to three rules and use concrete terms, such as "Walking feet" versus abstract terms such as "Be nice."



36-48 months

## SS2.3a

Remembers rules of the classroom community and displays appropriate social behavior.

Three-year-olds are more verbal and can communicate better with others. They can remember classroom rules and will tell if someone is not following them. This tattling shows that the child understands the rules and notices when someone is not following them.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicities.



**12-24 months**

### Sharing Time

Read *Sharing Time* by Elizabeth Verdick. As you read the simple text, point out the rules you have in the classroom, such as taking turns. **SS2.1a**

### Look What I Can Do

Have the children gather in a circle. One at a time, each child goes to the middle and does an action for the others to follow such as clap, jump or hop. Add a chant, "Everybody do it, do it, do it. Everybody do it, just like me." **SS2.1a**

### From Head to Toe

Read the book *From Head to Toe* by Eric Carle. Have the children follow along with the movements in the book, encouraging them to listen and watch as you demonstrate. **SS2.1a**



**24-36 months**

### This is the Way

Create a song to the tune of "The Mulberry Bush" about your classroom rules such as:

*This is the way we walk inside,  
walk inside, walk inside,  
This is the way we walk inside  
when we're in our classroom.*

Continue with other classroom rules. **SS2.2a**

### When/Then

Review the classroom rules using very simple when/then statements such as, "When we pick up all of our toys, then we can go outside." Use gestures and give prompts. **SS2.2a**

### These Are My Hands

Recite the following while making the suggested gestures. Have the children hold their hands up in front of themselves with palms out and say:

*These are my hands and they belong to me.*

(Tap chest with hands).

*And I'm going to keep them just on me.*

(Tap chest with hands, then place hands in lap or to the side.) **SS2.2a**



**36-48 months**

### If You Can Hear Me

Use a simple song to get the children's attention throughout the day. Sing to the tune of "London Bridge":

*If you can hear me, raise your hand,  
raise your hand, raise your hand.  
If you can hear me, raise your hand,  
you are ready to listen.*

You can change up the movement you have the children do, such as touch your head, rub your belly or pat your knees. **SS2.3a**

### Three Simple Rules

Use a visual cutout of a boy or girl and post three simple rules with visual cues for large group time, such as eyes watching, hands still and listening ears. Use sticky notes with arrows to position the rule in the right area of your cutout person. **SS2.3a**

### Yes/No Chart

Create a chart of situations related to familiar rules and expectations of the classroom. Have the children tell you if they go under "Yes, it is OK to do," or "No, it is not OK to do." The chart can include leaving your coat on the floor, painting on the table or putting books back on the shelf. As you discuss these situations, have the children explain why they selected Yes or No. **SS2.3a**



### TEACHER TIP

Create a picture chart of two to three simple class rules. State rules in the positive, for example, "Walking Feet" instead of "No Running" and "Gentle Hands," instead of "No Hitting."

### ★ BRIGHT IDEA

Encourage children who have difficulty attending to the classroom rules as you review them to hold large pictures representing the rules. Provide additional support by encouraging the children to act out the rule they are holding as you review it.

# SS2 #102

12-48 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicities.**



12-24 months

## SS2.1b

Observes cultural celebrations.

One-year-olds are aware of cultural events and celebrations, such as birthdays, and can participate on a simple level.



24-36 months

## SS2.2b

Identifies traditions and cultural celebrations of his/her own family.

Two-year-olds have a more personal view of traditions and celebrations. They are becoming aware of what their families do during family gatherings and events. They will say things like, "We go to Grandma's to have a birthday."



36-48 months

## SS2.3b

Explains traditions and cultural celebrations of his/her own family.

Three-year-olds understand and can explain their own family traditions and celebrations. They can convey details such as clothes that are worn or special foods that are eaten.

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## SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicities.



12-24 months

### Fly Kites

Have the children color a brown paper bag and use yarn to make a kite. You can add streamers or ribbon, if desired. Take the kites outside to fly. Explain that many children fly kites to celebrate special days. **SS2.1b**

### Birthday Party

Set up a pretend birthday party with streamers, decorations and a pretend cake. Play upbeat music and encourage the children to role play having a party. **SS2.1b**

### It's a Wrap

Cut squares from holiday paper for the children to draw or paint on or decorate with collage materials. Include a variety of paper for the children to choose from. After the wrapping paper dries, encourage the children to wrap blocks or boxes using the wrapping paper and tape. **SS2.1b**



### TEACHER TIP

Use the holiday paper the children decorated to wrap a special gift that the child made for a family member.



24-36 months

### Family Sharing

Invite the families of the children to come in to speak with the class or have them send in photos or items that represent their family. Let each child tell why their family is special. **SS2.2b**

### Greetings

Play the song "Greetings in Many Languages" by Ella Jenkins, and have the children repeat some of the greetings in the song. **SS2.2b**

### Chinese New Year

Add paper lanterns, fortune cookies and pretend rice to the dramatic play area for the children to explore. Have them paint on paper and fold it into fans for the children to use. **SS2.2b**

### Family Reunion

Read *The Berenstain Bears' Family Reunion* by Stan and Jan Berenstain. Have the children draw a picture and decide who would come to their house for a family gathering. **SS2.2b**

### ★ BRIGHT IDEA

For the children who need more concrete visual support, provide pictures of their family to reference as you ask who would come to their house.



36-48 months

### Birthday Calendar

Use a simple calendar to record the children's birthdays. Then create a chart showing which day of the week each child was born. Have the children tell who helps them celebrate their birthday. **SS2.3b**

### Holiday Pictures

Have the children draw pictures of how they celebrate various special days, such as birthdays and holidays, such as Halloween, Thanksgiving or Christmas. Once completed, have the children label and explain their drawings. **SS2.3b**

### Holiday Drama

Read the book *Llama Llama Holiday Drama* by Anna Dewdney. Have a discussion with the children about what they do with their families during the holidays, such as bake cookies, shop, wrap gifts or visit family. Provide a visual for the children by creating a chart to show how families celebrate in different ways. **SS2.3b**

### Cultural Cookbook

Encourage the children to tell about a favorite food they help their family prepare at home. Write down the steps as they describe the process. Provide an opportunity for the children to draw pictures of the foods. Bind the recipes and pictures into a classroom cookbook. **SS2.3b**

# SS2 #103

12-48 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicities.**



12-24 months

**NO  
INDICATOR**



24-36 months

**NO  
INDICATOR**



36-48 months

**SS2.3c**

Asks simple questions about others' cultures.

Three-year-olds are aware of ethnic and cultural differences. They notice similarities and differences in physical appearance as well as in things such as dress or hairstyle. They ask questions to help them understand and process these differences.

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## SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicities.



**36-48 months**

### Around the World with Music

Provide a variety of multicultural instruments for the children to play. Use the song "Play Your Instruments" by Ella Jenkins. Have the children match the sound of their instrument to the instruments in the song. Talk about music in other cultures and instruments that different cultures use. **SS2.3c**

#### ★ BRIGHT IDEA

For the children who have difficulty grasping, offer alternate instruments, such as a wristband of bells or a simple drum.

### Snack Time

Offer a snack to the children that is typical of a different culture. You may include hummus and pita chips or tortillas with cheese. You could also include unusual fruit, such as papaya, guava or pomegranate. Discuss with the children where these foods come from, the culture of these locations and how the foods are used there. **SS2.3c**

### Shades of People

Read the book *Shades of People* by Shelley Rotner. Have the children compare their skin color to their friends' skin color and talk about different characteristics. You can include this in your discussion of where the children's families originated. **SS2.3c**

### Cultural Clothing

Encourage children to bring clothing from their culture to school. Provide an opportunity for other children to ask questions about the clothing. Encourage the child to demonstrate how the clothing is worn and explain its significance. **SS2.3c**

### Family Tree Craft

Send a preprinted family tree home with the children. Encourage family members to help the children fill out the names of grandparents, great-grandparents and so on as well as their places of birth. The children can then share these with the class. **SS2.3c**



#### TEACHER TIP

Obtain skin-tone paint chart samples from a local paint store and have the children hold these up to their own skin. Have them express the paint name for their skin color.

### The History of My Name

Encourage parents to share with you the history of their child's name. Share the stories with the children and provide an opportunity for them to ask questions of each other. **SS2.3c**



#### TEACHER TIP

Celebrate the diversity of the children in your classroom. Here are some ideas:

Add multicultural books about celebrations around the world to your classroom. Contact your local library to check out books.

Extend the family sharing activity into a multicultural party where children can eat foods from different cultures.

Add multicultural pictures of people and celebrations to classroom displays. Use the Internet and old magazines to get pictures.

Add multicultural props, costumes and other items to the dramatic play area.

During the month of December, invite family members to visit the class to discuss their holiday traditions. Ask them to bring in photos and items that represent the celebrations.



# SS3 #104

12-48 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS3 – The child will demonstrate awareness of the geography in his/her community.**



12-24 months

## SS3.1a

Recognizes people and objects have an appropriate location.

One-year-olds begin to understand certain objects belong in specific locations. They recognize familiar people and show preferences for teachers.



24-36 months

## SS3.2a

Places people and objects in the appropriate place with assistance.

As two-year-olds develop, they not only recognize that objects or people have a specific location, they are also beginning to be able to place them in the appropriate place with teacher assistance.



36-48 months

## SS3.3a

Identifies locations of people and objects.

Three-year-olds are beginning to understand the concept of location, which begins the foundation for geographic thinking. They can identify and describe location using simple positional words such as "The books go on the bookshelf."

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## SS3 – The child will demonstrate awareness of the geography in his/her community.



12-24 months

### Putting Things Away

Provide containers labeled with large photographs or with a real item, such as a LEGO® DUPLO® block. As the children are cleaning up, point out the labels and assist them in finding the right place for toys to be put away. **SS3.1a**

### Good Morning to You

Have a simple ritual for the children to put up their belongings as they enter the classroom. Assist the children with putting their bags and jackets in their cubbies. **SS3.1a**

### Who Is This?

Have pictures of different people familiar to the children such as the director, other teachers or the cook on a poster in the classroom. Review with the children who each person is. Say, "This is Ms. Kim. She helps prepare our lunch." **SS3.1a**



24-36 months

### Cleanup Binoculars

Have a pair of binoculars for a helper to use. Pick a couple of areas and have the helper zoom in to make sure everything has been put back in the right place. **SS3.2a**

### Community Helpers

Use picture match cards of community helpers and corresponding vehicles. Let the children match the community helper to the correct vehicle. **SS3.2a**

### What Belongs in Our Room

Have pictures on a ring. Include pictures of items found in the classroom as well as pictures of items that don't belong. As you flip through the pictures ask the question, "Does this belong in our class?" **SS3.2a**

### Cleanup Caddy

Have small caddies in the classroom. When the children pick up small items or blocks, they can place them in the appropriate caddy. **SS3.2a**



36-48 months

### Where Does This Go?

Have a basket of items from around the room. Let one child choose an item and hold it up and sing, "Where does the block go, block go, block go? Where does the block go in our room?" The children answer, "On the block shelf." Now everyone sings, "Put it on the block shelf, block shelf, block shelf. Put it on the block shelf in our room." And the child puts it back. **SS3.3a**

### Around Our School

Have the children identify where the office, the kitchen and the playground are located. Help them by asking directional questions such as, "Is the kitchen on the hall with the office or next to Miss Betty's room?" **SS3.3a**

### Catch Me If You Can

Read "The Gingerbread Man." In advance, prepare a letter from the gingerbread man giving clues to people, locations and objects around the school. Read the story and pull out the note from the gingerbread man when finished. Follow the clues to locate these people and objects. **SS3.3a**

### Return Policy

In advance, gather items from the different centers, such as a block, doll or counting bear, and put them in a box. Tell the children that someone has mixed up the items and they need to be returned to their proper places. Let the children take an item from the box and say where it goes, and then return it. **SS3.3a**



### TEACHER TIP

Have photos of the adults in the classroom available for the children. When a teacher is absent show the children his/her picture and say, "Mr./Ms. Lewis is not here today, but will be back tomorrow."

# SS3 #105

12-48 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS3 – The child will demonstrate awareness of the geography in his/her community.**



12-24 months

## SS3.1b

Recognizes aspects of his/her classroom and home environment.

As children grow, they experience more of their communities. They visit the grocery store or the park and many come to school. As they see different places, they develop a sense of the world around them. One-year-olds are beginning to recognize familiar things in their communities. They can point out specific features such as Grandma's house or a popular fast food restaurant.



24-36 months

## SS3.2b

Recognizes aspects of his/her community.

Two-year-olds are able to recognize places in the community where they have experiences. They may point to a picture of the school and say, "This our school." Or they may see a logo on a box of donuts and say, "We go there after school."



36-48 months

## SS3.3b

Identifies and describes some aspects of his/her community.

By three, children begin to notice details in their community such as roads, buildings, trees, gardens or bodies of water. They ask questions about new things they see: "Why is that bulldozer there?" They rely on seeing certain things in their routines, such as "We just passed the big dog house."

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## SS3 – The child will demonstrate awareness of the geography in his/her community.



12-24 months

### Classroom Parade

Take a small group on a walk around the center or school, and have them name different classrooms and people. Prompt them with questions. "Here's an office. Who is that sitting at her desk? Yes, it's Miss Jennifer!" **SS3.1b**

### Adopt an Animal

Have a selection of soft toy animals in a basket. Let the children pick an animal to adopt for the day. Try to include animals similar to the pets the children might have at home. **SS3.1b**

### Toast to Family

Read the book, *Toast to Family* by Sandra Gross. Give prompts and ask the children to tell you about who lives in their house. **SS3.1b**

### Teacher Says

Play "Teacher Says" with the children by giving them directions to go to places in the room. For example, Ms. Nancy says, "Walk or point to the reading area." Ms. Nancy says, "Walk or point to where we eat our lunch." **SS3.1b**

### Class Community

Create a class book of familiar places in the community. Find logos and pictures in magazines or on the computer. Include restaurants the children likely eat at such as McDonald's or Pizza Hut. Add places where the children shop such as Kroger or Walmart. Read the book to the children and encourage them to call out places they recognize. Continue to add to the book. **SS3.1b**



24-36 months

### I Know My Community

Show the children pictures of different community landmarks, restaurants and other places commonly visited. Have the children raise their hand or stand up when they recognize a place they have visited. **SS3.2b**

### My House

Have the children select the picture of their home out of a group of home photographs. Encourage them to describe their home with at least one descriptor: "It's big," or "It has a black roof." **SS3.2b**

### Home or School

Provide the children with pictures of items that are found at home and those found at school. Have the children identify which items belong at school, which belong at home and which belong in both places. **SS3.2b**



36-48 months

### Sand Tray Map

Tape pictures of school locations to blocks and place them in a sand tray. Ask the children to use their fingers to draw a path from the classroom to the playground, for example. As they progress, have them draw a path from school to home. **SS3.3b**

### World Map

Have flannel pieces that include the globe and cutouts of the seven continents. As the children place the pieces on the globe introduce simple terms like, "land," "ocean" and "world." Bring in a real globe if one is available. **SS3.3b**

### Block City

Take pictures of different places in the community and place these on a large shower curtain. Use the shower curtain in the block area to inspire the children to build a city. **SS3.3b**

### Community Buildings

Print logos from familiar stores in the area. Tape them onto some of the unit blocks. Have the children build the buildings such as Walmart, Dollar Tree or Kroger. **SS3.3b**



#### TEACHER TIP

Add community helper books, block people and props to the classroom.



#### TEACHER TIP

You can add pictures of the children to unit blocks and have them use those in their block city.

# SS4 #106

12-48 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS4 – The child will demonstrate an awareness of economics in his/her community.**



12-24 months

## SS4.1a

Completes a task with assistance.

One-year-olds are learning the routines of the classroom. They are eager to complete tasks independently although they often need help.



24-36 months

## SS4.2a

Completes jobs to contribute to his/her community with adult guidance.

Two-year-olds have a better understanding of the classroom and are able to participate in daily jobs that contribute to the community of the classroom.



36-48 months

## SS4.3a

Completes jobs to contribute to his/her community.

Three-year-olds look forward to daily jobs in the classroom. They have a beginning understanding of community and how they can contribute. They are interested in being helpful to both the teacher and their friends.

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## SS4 – The child will demonstrate an awareness of economics in his/her community.



### 12-24 months

#### Caring for Our Pets

Have the children wash plastic animals in child-safe soapy water at the sensory table. Assist the children in drying the pets and putting them back in their homes. **SS4.1a**

#### Hand Washing Fun

While the children wash their hands, sing a song with them to the tune of “Frère Jacques”:

*Top and bottom,  
top and bottom,  
in between,  
in between.*

*Rub them all together,  
rub them all together.*

*Squeaky clean,  
squeaky clean.* **SS4.1a**

#### ★ BRIGHT IDEA

Provide a visual chart for the children to see the steps involved in washing hands. Hang this close to the sink used most often.

#### Cleanup Time

After mealtime or a messy activity, give the children a wet sponge or washcloth to help wipe the tables and chairs. **SS4.1a**



### 24-36 months

#### Watering Plants

Designate a plant helper. Have the plant helper assist you in watering the classroom plant on the same day each week. Make two or three holes in the lid of a plastic bottle. Fill the bottles about half full and encourage the children to squirt water onto the plants. If you have more than one plant, two children can help water weekly. **SS4.2a**

#### Sweep It Up

Use masking tape to make a square on the tile floor. Have the children use small brooms and sweep all the dirt into the square. Then assist them by holding the dustpan and sweeping the dirt up. Children can often sweep small bits into the dustpan themselves if you give them a whisk broom and dustpan. **SS4.2a**



### 36-48 months

#### Daily Jobs

Assign jobs to the children to complete throughout the day. Think of humorous names for typical classroom jobs, such as mess preventer (napkin helper), power controller (turn out the lights) or drum major (line leader). Come up with an impartial rotation system to ensure each child gets an opportunity to be a helper. **SS4.3a**

#### Who Got the Toys Out?

At the end of center time, use a call-and-response chant to get the children's attention and remind them that it is cleanup time:

Teacher: “Who got the toys out?”

Children: “We got the toys out.”

Teacher: “Who is going to clean them up?”

Children: “We are going to clean them up.”

Teacher: “Hoo-ray!” Children: “Hoo-ray!” **SS4.3a**

#### Grocery Store Jobs

Create a grocery store in the dramatic play area. Talk to the children about the different jobs that are required to run a grocery store. Make labels on necklaces that the children can choose when they arrive to “work.” The cashier is a very popular job and so are the clerk and the cart chief. You can also make “customer” a job. **SS4.3a**

#### Home Jobs

Have the children discuss what types of jobs they do around their home. They might help set the table, pick up their toys or make their beds. Create a predictable book using the child's name and their job. Aiden's job is to pick up toys. **SS4.3a**



#### TEACHER TIP

As you introduce the children to the concept of recycling, add a recycling bin to the classroom for scrap paper.

# SS4 #107

12-48 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS4 – The child will demonstrate an awareness of economics in his/her community.**



12-24 months

## SS4.1b

Recognizes that familiar people perform different occupations.

One-year-olds can begin to connect familiar people to the jobs they perform. They may show interest in “work” items such as a computer or a tool belt, or in clothing worn by different workers.



24-36 months

## SS4.2b

Recognizes occupations.

Two-year-olds are beginning to recognize that people have different occupations. They commonly identify different community workers by the uniform that is worn or the equipment that is used.



36-48 months

## SS4.3b

Recognizes a variety of occupations and work associated with him/her.

Three-year-olds recognize many different occupations. They often use dramatic play to act out a variety of roles. They are able to talk about the different tools or equipment associated with a variety of occupations.

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## SS4 – The child will demonstrate an awareness of economics in his/her community.



### 12-24 months

#### Helper Pictures

Show photos of different community helpers. Describe the job each person does. Include pictures of family members at their jobs. **SS4.1b**

#### I Can Cook

Provide small pots, utensils and aprons for the children to use to pretend to cook. At mealtime, talk to the children about how the meal was cooked, such as on the stove or in the oven. Invite the school cook to visit the classroom and bring a few of his/her pots and utensils. Talk about how they are the same or different from the ones the children might see at home. **SS4.1b**

#### Trucks, Trucks

Add a variety of trucks to the sand table, such as dump trucks, bulldozers, delivery trucks or steam rollers. Have the children talk about all the different jobs trucks can do and who uses the trucks. Give children accessories for the trucks to help illustrate their role. For example, put rocks in the dump truck and pretend to drive them across an area and then dump them somewhere else. Pretend the steam roller is creating roads. **SS4.1b**



#### TEACHER TIP

Show pictures of people in non-traditional roles, like a female police officer or male ballet dancer.



### 24-36 months

#### Tracing Tools

Have the children trace tools from familiar occupations. Use things such as a screwdriver, paintbrush, key, credit card or toothbrush. As they trace, discuss who uses each tool. **SS4.2b**

#### Model Mouth

Read *The Tooth Book* by Dr. Seuss. Discuss the job a dentist does. Cut an egg carton into individual cups and glue them on poster board to resemble a set of teeth. Have the children use pipe cleaners for dental floss and a large toothbrush to practice good dental habits. **SS4.2b**



#### TEACHER TIP

Invite a dental hygienist to come and talk with the children about caring for their teeth.



### 36-48 months

#### Community Helper Matching

Have a matching game of community helpers and a prop associated with respective jobs. For example, hard hat for a construction worker or a play cash register for a store clerk. Have the children match up the correct pictures. **SS4.3b**

#### Work Collage

Let the children create collages using magazines. Cut out pictures of people doing various jobs and glue them onto construction paper. Challenge the children to identify some of the jobs they cut out and label these on their collage. **SS4.3b**

#### ★ BRIGHT IDEA

For the children who have difficulty squeezing glue bottles, place glue in a cup and encourage them to “paint” the glue with a paintbrush.

#### Doctor’s Visit

Use a white tube sock as a pretend arm cast. Cut the toe off the end so it leaves the fingers free. Show a real X-ray of a broken arm, and explain that when we break a bone, the doctor has to use a cast to hold it in place. After the discussion, provide markers and let the children decorate the cast. Then add it to a doctor prop box in the dramatic play area. **SS4.3b**

#### Family Jobs

Ask family members to come in and share what their job is. They might wear their work uniform and tell what things they do throughout the work day. **SS4.3b**



# SS4 #108

12-48 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS4 – The child will demonstrate an awareness of economics in his/her community.**



12-24 months

## SS4.1c

Understands concept of trading with peers to exchange goods/toys.

One-year-olds can begin to understand the concept of trading with peers, although it is very difficult. They do not understand ownership; they believe that everything belongs to them. The closest they can get to it is through turn-taking – my turn, your turn. This should occur in a managed situation, closely monitored by the teacher.



24-36 months

## SS4.2c

Recognizes relationship between supply and demand.

Supply and demand is one of the most basic concepts when teaching social studies. *Supply* is how much you have of something, for example, graham crackers. *Demand* is how many people want the graham crackers. Two-year-olds struggle with this concept as they have difficulty understanding that everything does not belong to them personally.



36-48 months

## SS4.3c

Recognizes that people work to earn a living.

Three-year-olds are beginning to understand that money is used to purchase goods. They hear mommy or daddy talking about leaving for work each day and begin to correlate that working gives us money to buy food, toys, etc.

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## SS4 – The child will demonstrate an awareness of economics in his/her community.



**12-24 months**

### Trading Paint

Put fingerprint into small containers. Have the children trade and take turns using each color. Ask, "Do you want a different color? Let's trade with Beatrice. She can have red and you can have blue." You may need to model this. Have some paint cups that you can trade. Say, "I will trade with you, Anthony." **SS4.1c**

### Rubber Ducky Swap

Place several rubber ducks in a tub of water. Let the children use large and small strainers to scoop up the ducks. After a few minutes, have them trade strainers with a friend. You can count the number of ducks they pick up with the different-sized strainers. **SS4.1c**

### Trade or Share

Read the book *Sharing Time* by Elizabeth Verdick. Provide small toys for the children and have them practice trading with a friend. Comment often on what they are doing. "Thank you, Carlson, for trading with Meredith. You are taking turns." Set up an area to be a store. Give the children tickets they can use to trade for a toy. When the children are done playing with a toy, encourage them to come and trade it for another one. **SS4.1c**



**24-36 months**

### Snack Count

Have the children help pass out items for snack. You can lead a discussion about making sure everyone has the same amount and what will happen if there are extras. **SS4.2c**

### Tricycle Fun

Count the tricycles with the children. Compare the number of tricycles to the number of children. Ask, "What can we do when we have more children than tricycles?" Explain to the children that sometimes we have to wait and take turns. Use a signal for the children to know when it is time to change riders. **SS4.2c**

### ★ BRIGHT IDEA

For the child who has difficulty riding a tricycle, provide an alternate mode, such as a wagon.

### The House that Jack Built

Read *This is the House that Jack Built* by Simms Taback. Have the children think about what is needed to build a house. Chart their answers. Ask them to think about where they could get the materials. **SS4.2c**



**36-48 months**

### Who Uses This?

Show different items used for different jobs such as a rolling pin, a firefighter's hat and a hammer. Ask the children what person would use that particular item while working at their job. Then ask the children to tell you what job they would like to have when they grow up. **SS4.3c**

### Farmer's Market

Put prices on the fruit and vegetables in your dramatic play area. Remember that young children are generally able to recognize numerals to 10 or 20, so keep your prices low. A good way to write the price is simply with a dollar sign or a cents sign and a numeral such as \$4. Provide baskets for the children to shop with and have a cash register for the farmer to use. **SS4.3c**

### What Can I Buy?

Ask the children what they think they can buy for one dollar. Chart their answers, then look up actual prices and compare to their answers. **SS4.3c**



### TEACHER TIP

As the children are learning to use money, be sure to keep the pricing system very simple so it does not require a great deal of addition or counting.

# SS4 #109

12-48 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS4 – The child will demonstrate an awareness of economics in his/her community.**



12-24 months

**NO  
INDICATOR**



24-36 months

**NO  
INDICATOR**



36-48 months

**SS4.3d**

Explores the uses of technology.

Three-year-olds are exposed daily to a variety of technologies, both at home and at school. They model the ways they have seen their teachers and parents use technology to complete tasks or provide entertainment.

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## SS4 – The child will demonstrate an awareness of economics in his/her community.



**36-48 months**

### App Fun

If available, use an app, such as Preschool Animal Match, with a tablet. Have the children use their fingers or a stylus to explore the matching game of animals. **SS4.3d**

### Future Techies

Make various props available in the different center areas for the children to explore their uses. Include telephones, old cell phones, a keyboard and mouse, and a CD or MP3 player with music. **SS4.3d**

### Watch Me

Video the children engaged in play throughout the day. This could include outside time or dancing during large group. Download the video and have it playing for the children so they can watch themselves and dance along. **SS4.3d**

### Google Earth

Use Google Earth to “pin” where each of the children live. Have them talk about things in the neighborhood that are close to their house and “pin” these places as well. **SS4.3d**



### TECH TIP

If you have a smart board, use it to read a story or for a simple lesson such as matching shapes.

### Walkie-Talkies

Have the children use walkie-talkies around the room during center time or on the playground during outside time. **SS4.3d**

### Digital Food Scale

Add a digital food scale to the dramatic play area for the children to measure weight. **SS4.3d**



### TEACHER TIP

Label the buttons on the computer mouse to help the children learn the difference between left and right buttons. Colored dots, such as a red circle for right, will help children remember the difference.

### Class Slide Show

Using your digital camera, encourage children to take pictures of each other both indoors and outdoors. Use the pictures to create a slide show for your classroom computer or to show on a screen. Add to the fun by adding captions or children’s quotes describing what they were doing in the picture. **SS4.3d**



### TEACHER TIP

When labeling the classroom, be sure to include technology related words such as digital camera, iPad, keyboard, monitor, mouse and printer.



### TEACHER TIP

When you think about technology, computers and smart phones probably come to mind. For young children, technology refers to using tools to develop fine and gross motor skills. Showing the children how to hold scissors, pour from pitchers to cups, and move dry materials using scoops will help build these skills.



# SS5 #110

12-48 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **HISTORY AND EVENTS**

Standard: **SS5 – The child will understand the passage of time and how events are related.**



12-24 months

## SS5.1a

Adapts to changes in routine and/or schedule and anticipates events.

One-year-olds are able to adapt to changes in routine more readily than infants. They can delay nap for a few minutes to enjoy a new song or eat lunch outside instead of in the classroom. They have confidence in their teachers and rely on them to help them manage these changes.



24-36 months

## SS5.2a

Recognizes sequence of events.

Two-year-olds become used to a regular schedule and can anticipate what comes next. They understand more about the "order" of their day ("after music time") than specific times ("in the morning"). They know that they go outside before story time and that nap time happens after lunch.



36-48 months

## SS5.3a

Recognizes and describes sequence of events.

Three-year-olds are able to recall the past and make simple predictions about future events, based on their experiences. They are beginning to acquire the vocabulary of time and begin to use words to describe when things happen. These words will reflect past, present and future but may not be accurate representations of units of time. For example, a child may say, "Yesterday we went to Disney World" (meaning last summer).

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## SS5 – The child will understand the passage of time and how events are related.



### 12-24 months

#### What's Coming Up?

As you plan special events, talk with the children about what to expect. For example, if the fire truck is coming to visit, let the children know that instead of outside time we will get to see the fire truck. Show pictures of the fire truck and use a picture to replace that segment of the daily schedule. **SS5.1a**

#### Picnic Time

Plan for a day when the weather is nice and lunch can be served outside. Have the children help with setting up and cleaning up, just as they would if they were eating inside. **SS5.1a**

#### Picture This

Use a picture schedule on the wall for the children to follow events. To make it fun, use pictures of the children and a clip or magnet that moves to each segment of the day. **SS5.1a**



### 24-36 months

#### Flip-Up Schedule

Use a picture schedule and cover up all but the current segment. Talk with the children about what segment of the day you are in and what comes next. Show them by flipping up the next section. **SS5.2a**

#### Goodnight Moon

Read the familiar story *Goodnight Moon* by Margaret Wise Brown and have the children recall the sequence of the story. Have pictures or props from the story on hand, letting them manipulate those as you put the story in sequence. **SS5.2a**

#### A Butterfly Garden

Read *The Very Hungry Caterpillar* by Eric Carle and talk about how caterpillars become butterflies. Purchase chrysalises from a store for the children to observe how caterpillars become butterflies. Once butterflies have hatched, encourage the children to watch them for a few days before they are set free outside. **SS5.2a**

#### Last Night

Ask the children simple questions about what they did the night before. You can start with a question like, "What did you do when you left school yesterday?" As the children are able to recall, chart their answers. **SS5.2a**



#### TEACHER TIP

Having a dry erase board close to the entrance of the classroom is a great way to let the children know about upcoming events. A simple picture or drawing can be used to convey information.



### 36-48 months

#### This and Then

Review the schedule with the children. Ask the children to tell you what activities will take place throughout the day based on the daily schedule, such as breakfast is eaten first, large group comes next and then outside time. **SS5.3a**

#### Recall Time

After the children finish cleaning up in centers, ask them to recall some things they did. Be specific. For example, ask them to bring an item to group that they played with during centers. Or ask them to name one child they played with during centers. You can also ask questions about other times in the day like what they did outside. **SS5.3a**

#### How Did We...?

Ask the children to recall the sequence of events for an activity just completed, such as a dance, an art activity or order of washing hands. Prompt them by asking, "What did we do first? Then what happened? How did we end?" **SS5.3a**

#### Love You Forever

Read the book *Love You Forever* by Robert Munsch and discuss the different stages of growing up. **SS5.3a**

# SC1 #111

12-48 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **SC1 – The child will demonstrate scientific inquiry skills.**



12-24 months

## SC1.1a

Observes and explores the nature of sensory materials.

One-year-olds begin to realize that toys and objects can have multiple uses. They begin to try different ways to manipulate objects.



24-36 months

## SC1.2a

Uses senses to observe and experience objects and environment with adult guidance.

Two-year-olds become more independent and begin to experiment with new toys or objects to find out what they do.



36-48 months

## SC1.3a

Uses senses to observe and experience objects and environment.

Three-year-olds enjoy exploring many different sensory materials. They have both the vocabulary and the experience to communicate their preferences to teachers.

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## SC1 – The child will demonstrate scientific inquiry skills.



### 12-24 months

#### **Basket Play**

Provide baskets of various items shapes, colors and sizes. Place items such as textured balls, scarves, water bottle shakers and soft toddler blocks in separate baskets. Model how to pour out and explore the items. Pique the children's interest by chanting, "A tisket, a tasket, what is in the basket?" As the children pour the items on the floor, describe the items you see. Have the children place items back in the basket and pour them out again. **SC1.1a**

#### **Texture Blocks**

Wrap some tissue boxes with colorful contact paper. Create texture blocks by securely gluing various textured fabrics onto the sides of the wrapped boxes. Try corduroy, vinyl or velvet fabric. Encourage the children to stack the blocks and use their hands to explore the textures. **SC1.1a**

#### **Pom-Pom Play**

Provide colorful pom-poms for the children to shake while dancing to an upbeat song. CDs may include *150 Toddler Sing-a-Long Songs* by the Countdown Kids and *Move to the Music: Toddler Dance Class* by Bright Stars. **SC1.1a**



### 24-36 months

#### **Paint with Water**

Provide brushes, dish sponges, bath poufs or feather dusters and buckets of water. Take the items outside and encourage the children to "paint" a wall, sidewalk or tricycle trail. Talk about how their water paint looks and help them notice when it dries up. **SC1.2a**

#### **Shells Galore**

Read *My Shell Book* by Ellen Kirk. Provide a variety of sea shells and have the children use magnifying glasses to examine the shells. Count how many different colors they see on a sea shell. Provide play dough and encourage the children to make shell prints. Talk about where sea shells come from and the different textures. Ask questions such as, "Why do you think sea shells come in different shapes and sizes?" **SC1.2a**

#### **Grass Grows**

Provide garden soil, grass seed and tube socks. Have the children assist as you fill four or five tube socks with garden soil and grass seed. Knot off the tops of the socks, and have the children dunk the socks in water. Place the wet socks near a window and discuss what will take place. As the grass begins to grow through the fabric of each sock, have the children water the grass using spray bottles. Encourage the children to touch the grass, and assist them in comparing what they feel to the feel of grass on the playground. Ask, "Is it different or the same?" **SC1.2a**



### 36-48 months

#### **Pillow Case Objects**

Place an object in an empty pillow case and have the children feel inside the case to guess the object. Encourage them to use descriptive words such as "hard," "soft," "furry" or "bumpy." After the children have guessed, show them the object. Then comment, "You said it was soft, and look! It's a soft stuffed bunny." **SC1.3a**

#### **Fruity Taste Test**

Use a poster board to graph a taste test. Title the graph "Do You Like the Taste?" and draw three columns. In the first column, list a variety of fruits that the children will taste along with a picture of each one. Label the second column "Yes" and the third "No." Have the children feel, smell and taste the fruit, then write their name in the Yes or No column to indicate if they like the taste. **SC1.3a**

#### **Play Snow**

Create pretend snow by mixing ½ cup of child-safe white hair conditioner and 3 cups of baking soda. Encourage the children to feel and smell the ingredients, and ask them open-ended questions such as, "What will happen if we add more baking soda?" and "How is this like real snow?" **SC1.3a**

#### **Smell Test**

Place cotton balls with various scents in small containers. Consider using vanilla extract, peppermint, coffee and lemon. Have the children smell each container and describe the individual scents. **SC1.3a**



# SC1 #112

12-48 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **SC1 – The child will demonstrate scientific inquiry skills.**



12-24 months

## SC1.1b

Uses simple tools to explore.

Imitating adults doing common tasks is a way that one-year-olds begin to use tools.



24-36 months

## SC1.2b

Uses simple tools as props through play.

Two-year-olds often add objects to their play to support their imaginations.



36-48 months

## SC1.3b

Uses simple tools to experiment and observe.

Three-year-olds begin to recognize appropriate purposes for simple tools and how to use them.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## SC1 – The child will demonstrate scientific inquiry skills.



### 12-24 months

#### May I Take Your Order, Please?

Create a play restaurant in the classroom. Encourage the children to take your order for what you would like to eat and drink. Provide toddler-friendly kitchen utensils and food props for the children to use to pretend to cook and serve. Demonstrate how the kitchen utensils and props are used. **SC1.1b**

#### Stacking Cups

Provide rainbow-colored stackable cups. Demonstrate how the cups can be stacked. As you stack the cups, count them. "I'm placing my cups on top of each other, one, two, three." (Knock them down.) "Look! They just fell over. Can you help me stack them again?" Offer words of encouragement such as, "You did it! You stacked them on top of one another;" or "Look at the cups on the floor. Let's gather them and try again." **SC1.1b**

#### Baby Wash

Partially fill shallow tubs with soapy water created with child-safe soap. Provide the children with sponges and washcloths to wash the classroom baby dolls, and a small towel to dry them with afterward. Have the children dress the baby dolls once they are clean. **SC1.1b**



### 24-36 months

#### Phone Fun

Collect a variety of old telephones and cell phones. Place the phones in the dramatic play area for pretend play and exploration of the different types of phones. Use one of the phones to place a call to one of the children. "Ring, ring. It's Miss Sarah calling." **SC1.2b**

#### Egg Carton Color Sort

Spray paint cardboard egg cartons. Provide pom-poms in the same colors and child-size tongs. Have the children draw a colored card with a number (one through five) and use the tongs to pick up the color and number of pom-poms to place in the matching-colored egg carton. **SC1.2b**

#### Magnetic Sponge Art

Hot glue a large metal washer inside a bath sponge. Place white paper in the bottom of a shallow cardboard box. Secure and prop up the box on blocks so that the children can guide the sponge with a hand magnet from underneath the box. The children can squeeze a variety of colors of paint onto their paper and use the magnet and sponge to create abstract art. **SC1.2b**



#### TEACHER TIP

Use primary colors with the sponge art activity and have the children mix colors or use black and white paint on brightly colored paper to show contrast.



### 36-48 months

#### Color Drops

Freeze water in various containers. Place the ice on individual trays and provide liquid watercolors and medicine droppers. Demonstrate how to draw paint into the dropper to squeeze onto the ice. Have the children practice as you ask questions such as, "What will happen to the colors if they run into each other?" **SC1.3b**

#### Light Reflection

Show the pictures from the book *Shadows and Reflections* by Tana Hoban. Attach aluminum or platinum craft paper to the inside of a wide box. Provide small mirrors and shiny and dull objects along with flashlights. Show the children how the light can reflect off the paper and objects and how standing in the light can create a shadow. **SC1.3b**

#### Separating Rice

Place colored rice and water in plastic tubs. Provide sifters, strainers, slotted spoons and bowls. Using a tool, have the children separate the rice from the water and place it in the bowl. Ask questions such as, "Which tool collected more rice?" or "Which tool was easiest to use?" **SC1.3b**

#### Magnet Fun

Create discovery bottles using magnetic and non-magnetic items. Fill one empty water bottle with rice and magnetic items, another with rice and non-magnetic items. Have the children use magnetic wands on the bottles and discuss the differences between the items. **SC1.3b**

# SC1 #113

12-48 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **SC1 – The child will demonstrate scientific inquiry skills.**



12-24 months

## SC1.1c

Uses sounds and simple words to describe things in the environment.

One-year-olds are beginning to vocalize and use words, so they can begin to describe their observations to teachers using simple words and sounds.



24-36 months

## SC1.2c

Observes and discusses objects and events in the environment.

Adult conversation is a large part of how two-year-olds learn about the environment. They learn language and new vocabulary as they explore and discuss objects related to science.



36-48 months

## SC1.3c

Records observations through drawings or dictations with adult guidance.

As fine motor skills develop, three-year-olds start to document their discoveries. They draw simple pictures or dictate ideas to an adult. Most children are excited to explain if you ask them to tell you about their drawing.

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## SC1 – The child will demonstrate scientific inquiry skills.



### 12-24 months

#### Lunchtime Talk

Talk about the foods the children are eating. Use words that describe the color, texture and temperature. Remember to use open-ended questions such as, “What do you eat at home?” or “Which foods are soft? Which are crunchy?” **SC1.1c**



#### TEACHER TIP

Include discussions of foods based on the culture or special diet of the children in your class when talking about food they eat at home.

#### Sock Color Hunt

Collect a variety of colored socks. Make sure you have more than two or three sets of the same color. Place the socks all around the room. Call out a color and have the children look for a matching colored sock. When they find the correct color, have them wave the sock in the air and say the color. **SC1.1c**

#### Animal Actions

Read the *Bright Baby Animals* board book by Roger Priddy. Point out the sounds or movements of each featured animal. Have the children mimic your animal actions. **SC1.1c**



### 24-36 months

#### Felt Board Animal Play

Provide felt pieces for the children to use with the song “I Went to Visit a Farm One Day.” As the children listen to the song, have them find the animal to place in the barn. After the song is over, ask simple questions such as, “What sound does the cow make?” or “What do you think cows eat and drink?” **SC1.2c**

#### Class Pet Pictures

Take a series of pictures of the children caring for the class pet, such as putting food in the bowl, adding water to the feeder, changing the bedding or giving a treat. Print the pictures and encourage the children to describe the tasks and share about times when they were the pet helper. **SC1.2c**

#### Traveling Bag

Collect a variety of child-size suitcases, children’s clothes, shoes, jewelry, props, baby dolls and travel brochures. Encourage the children to pack their bags to go on a trip. Ask questions such as, “What types of clothes will you wear at the beach?” or “What foods will you eat when you go to the restaurant?” As the children respond, record their responses and take pictures to create a class display. **SC1.2c**



### 36-48 months

#### Oily Ice

Freeze colored water in an ice cube tray. Fill a pie pan with vegetable oil. Have the children observe how bubbles are formed when the ice cubes melt and mix with the oil. Encourage the children to draw a picture of their observations. **SC1.3c**

#### Bark Rubbings

Read *A Tree Is Nice* by Janice Udry. Provide white construction paper and crayons or chalk. Take a nature walk and point out the differences in trees. Have the children form pairs and make bark rubbings. Demonstrate how one child can hold the paper against the tree bark while another child rubs the crayon lengthwise against the paper. **SC1.3c**

#### Bird Watching

Place several bird feeders in a safe area outside a classroom window. Provide binoculars and encourage the children to watch the birds come and go. Provide paper and colored pencils so the children can maintain bird journals. Ask questions to spark curiosity such as, “How many birds do you think will come to eat?” or “Where do you think the birds go after they eat?” **SC1.3c**

#### Seed Planting

Place a bean in a baggie with a damp paper towel. Hang the bag in the window and ask the children to observe it on a daily/weekly basis. Have them journal how the seed develops and grows. **SC1.3c**

# SC1 #114

12-48 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **SC1 – The child will demonstrate scientific inquiry skills.**



12-24 months

**NO  
INDICATOR**



24-36 months

**NO  
INDICATOR**



36-48 months

**SC1.3d**

Participates in simple experiments and discusses scientific properties.

Three-year-olds begin to participate in simple scientific investigations, using all their senses to observe. Their expanding vocabulary helps them describe what they observe.

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## SC1 – The child will demonstrate scientific inquiry skills.



36-48 months

### Seeds Grow

Read the book *Seeds, Seeds, Seeds* by Nancy Wallace. Provide three shallow containers or separate a tray into three sections. In one section place newspaper, in another section place one or two pieces of dry, light-colored sponges and in the last section place a layer of soil. Have the children use spray bottles to wet each section. Ask the children to predict where grass seed will grow. Have the children sprinkle grass seeds in each section and spray each section once again. Place the container in an area where they can observe the seeds. **SC1.3d**

### Clean Mud

Have the children tear toilet tissue into small pieces. Provide two or three bars of Ivory® soap and assist the children with a hand grater to grate the soap. Have the children mix the tissue paper and soap in individual plastic tubs. As they mix it, use descriptive words such as “dry,” “sticky” and “waxy.” Encourage them to smell the scent, and use words such as “fresh” and “clean.” Provide small spray bottles of water. Have the children spray small amounts of water into their tubs, and encourage them to mix it with their hands. Continue to add water. Ask for their observations of what is happening to the tissue and soap. **SC1.3d**

### Mushy Jelly Beans

Provide a clear cup of multi-flavored jelly beans. Have the children taste one or two and describe them using words such as “sweet,” “hard” or “sour.” Have the children sort the remaining flavors into a second set of clear cups. Pour a cup of water over the jelly beans. Ask the children to describe what is happening. As the water changes color, ask the children what they think the water will taste like. Pour each child a sample amount of “jelly bean juice.” Have them taste and describe it. Finally, take the jelly beans out of the water and have the children observe, taste again and describe. **SC1.3d**



### ★ BRIGHT IDEA

For the children who have difficulty following multi-step directions, provide picture cards representing the steps of the experiment. Encourage the children to refer to the pictures as they begin a new step.

### Expanding Soap

Provide children with an opportunity to examine and touch a bar of Ivory® soap. Place the soap on a microwave-safe plate and microwave it for approximately 1½ minutes. The soap will expand. Once the soap has cooled, have the children examine the soap again. Discuss how it is similar and different. **SC1.3d**

### Rock Garden

Mix together equal parts salt, ammonia, liquid bluing and water, and pour mixture into a glass dish such as a round pie pan. Add various objects to the liquid such as paper towel bits, rocks, wooden blocks, food and metal objects. Wait for the liquid to evaporate. As evaporation occurs, crystals will grow on the objects. This activity should be completed by the adult ahead of time and only observed by the children. **SC1.3d**



# SC2 #115

12-48 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **EARTH AND SPACE**

Standard: **SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.**



12-24 months

## SC2.1a

Engages in structured play using water.

One-year-olds continue to be curious and love to explore water with teacher-designed activities.



24-36 months

## SC2.2a

Explores and investigates the properties of water.

Two-year-olds begin to investigate and try new strategies with familiar materials. Keep a variety of toys near the water table for exploration.



36-48 months

## SC2.3a

Investigates and asks questions about the properties of water using adult- and child-directed activities.

Three-year-olds begin to recognize properties of water and its importance to all living things. They enjoy exploring how water moves and interacts with other materials, and how water can change its shape and form.

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## SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.



### 12-24 months

#### **Splash Painting**

Provide a bucket of water, large paintbrushes and bright or dark butcher paper. Give the children the paintbrushes and have them shake water onto the butcher paper. Point out that when the water hits the paper it makes a splash print. Challenge the children to make small or big splash prints. **SC2.1a**

#### **Bath-Time Baby**

Add water-safe baby dolls and washcloths to a water table. Help the children as they bathe the babies. Add drops of child-safe no-tears soap to make bubbles. Keep a close watch. Change the water between groups of children. **SC2.1a**



### 24-36 months

#### **Sea Bottles**

Have each child bring an empty water bottle to the classroom. Read *One Small Place by the Sea* by Barbara Brenner. Talk about things you find in the sea and how the water in the sea moves from one place to another. Assist the children in creating their own seascape by providing materials such as sand, small sea shells, water, blue food coloring and small plastic sea creatures. When combined, the materials should take up  $\frac{3}{4}$  the bottle. Turn the bottle on its side to resemble a tide pool, just like in the book. **SC2.2a**

#### **Baster Game**

Provide two bowls or a two-sided pet bowl filled with a little water. Give the children large basters to transfer water from one bowl to the other. Show them how to squeeze the bulb and watch where the water goes. Add interest by adding food color. Talk about “more” or “less,” “empty” and “full,” and have the children count drops. **SC2.2a**

#### **Ice Blocks**

Have the children help you pour colored water into a variety of containers such as orange juice cans, yogurt containers and milk cartons. Talk about what will happen when put in the freezer. After they are frozen, place them in the sensory table for exploration. Talk about why the ice blocks are different. Ask, “Can you guess what we put the water in to make this block?” **SC2.2a**



### 36-48 months

#### **Pool Noodle Splash**

Provide a water table, goggles and small pool noodle blocks (create blocks by slicing a pool noodle into 3- or 4-inch pieces). Have the children create a splash by dropping the blocks in the water. Ask, “Why do you think the water makes a splash? How could you make the splash bigger?” Explore how the water moves the blocks. **SC2.3a**

#### **Indoor Car Wash**

Ahead of time, place plastic cars in soil and move them around so they become dirty. Put them in a tub of water and add child-safe no-tears soap to make bubbles. Point out to the children that the water is clean and clear before you place the cars inside. Provide small washcloths, sponges, paint brushes, plastic cups and spoons. Encourage the children to wash the cars and place them in the window to dry. After the children have finished washing the cars, ask them if there is a difference in the color of the water and why. **SC2.3a**

#### **How Do We Use Water?**

Share photographs and pictures that reflect all the important ways we use water: for drinking, washing clothes, bathing, flushing a toilet or cleaning a house. People and animals use it for swimming too. Ask the children, “How do we fill a tub to take a bath? When we wash our hands, how can we control whether the water comes out fast or slow? How can water fit into the bottles of water we drink? If we leave water in a pool in the sun, what happens to it?” Choose one question for further exploration. **SC2.3a**

#### **Melt Away**

Give each child a small plate or tray with one or two pieces of ice. Ask the children what they think will happen to the ice. Have the children observe what happens to the ice and discuss why the ice melted. **SC2.3a**



# SC2 #116

12-48 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **EARTH AND SPACE**

Standard: **SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.**



12-24 months

## SC2.1b

Engages in structured play using sand, soil and mud.

Teachers can guide one-year-olds through activities to direct their learning about these natural substances. Use hazard-free materials and supervise carefully to avoid choking hazards.



24-36 months

## SC2.2b

Asks questions about the properties of sand, soil and mud.

When teachers model questioning, two-year-olds begin to use new vocabulary and verbal skills to inquire about these substances.



36-48 months

## SC2.3b

Investigates properties of rocks, soil, sand and mud using adult- and child-directed activities.

Teachers may structure small group activities to help three-year-olds learn about specific properties and add similar materials to the sensory table for child-directed exploration during center time.

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## SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.



12-24 months

### Making Mud

Fill a shallow container with a small layer of soil and add water. Provide cups, bowls and sand toys for the children to explore the mud. Demonstrate and explain to the children that water and soil create mud. Use descriptive words such as “lumpy,” “squishy,” “gooey,” “messy” as they use their hands and toys to explore. **SC2.1b**

### Mud Mural

Tape butcher paper to an outdoor wall or fence. Add water to potting soil to create mud. Have the children use their hands and large brushes to paint mud on the butcher paper. Encourage the children to describe how the mud feels in their hands. **SC2.1b**

### Sand Holes

Provide toys and small shovels or sturdy spoons for the children to dig holes in the sandbox. Bury small toys in the sand, and encourage the children to dig to find them. Use spray bottles filled with water and have the children spray water onto the sand. Describe the changes in the sand as the children spray more and more water. Introduce the concepts of “wet” and “dry.” **SC2.1b**

#### ★ BRIGHT IDEA

Use a salt shaker to sprinkle water on the sand for the children who have a difficult time using a spray bottle.



24-36 months

### Plant Play

Show the children pictures in a book, such as *Flowers* by Vijaya Bodach. Add sterile potting soil, shovels and small plastic pots to a sand table or tub. Have the children practice filling and emptying pots. Add plastic flowers to plant. **SC2.2b**

### Sand Socks

Secure a sock at the cuff or ribbed opening with an empty duct tape roll to hold the sock open so pouring in sand is easier. Have the children use spoons and cups to fill the socks with sand. Talk about the texture of the sand and how it sticks to things. Pick up the sock and feel how heavy sand can be. **SC2.2b**

### Mud Kitchen

Collect raincoats, rain boots and ponchos for the children to wear outdoors to play in a mud kitchen. Provide large containers with lids that can be used as storage and as a play stove. Use a permanent marker to draw circles to represent the burners. Add real pots and pans and provide a small amount of water and soil. Assist the children by demonstrating how it takes more water to create soup and less water to create burgers. **SC2.2b**

#### ★ BRIGHT IDEA

For the children who have difficulty touching a variety of textures, provide gloves for them to wear or place the mud mixture in a large zip-top bag.



36-48 months

### Rock Sort

Collect a variety of earth-tone paint chips from a local home improvement store. Encourage the children to choose a paint chip and hunt for rocks on the playground that match the color. Have the children place all of their rocks in a container to sort by color, weight and size. **SC2.3b**

### Treasure Hunt

Provide the children with a tub filled with mud, water and rocks. Paint some of the small rocks with silver and gold paint. Provide small shovels, rakes and sieves for exploration and explain to the children that they are going on a treasure hunt to find silver and gold. Have the children use the tools to sift through the muddy water to find their treasure. **SC2.3b**

### Wet and Dry Sand Writing

Provide individual trays of sand, plastic putty scrapers or spatulas and spray bottles filled with water. Have the children write their names or create a design in the dry sand using an unsharpened pencil. Take a picture of their creation. Have them smooth the sand with the scraper or spatula and spray the sand with water. Point out how the sand turns a different color. Have them write their name or create a design in the wet sand. Take pictures of their wet sand creations and compile them into a picture book. Have the children talk about the difference in how the sand looks and feels when it is dry and when it is wet. **SC2.3b**

# SC2 #117

12-48 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **EARTH AND SPACE**

Standard: **SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.**



12-24 months

## SC2.1c

Identifies the objects in the sky and uses basic vocabulary to describe day and night.

With repeated exposure by teachers, one-year-olds connect vocabulary words to the objects they represent. Children may not be able to say the words themselves, but can point out the objects when prompted.



24-36 months

## SC2.2c

Describes the objects in the sky during daytime and nighttime by drawing and/or naming.

Two-year-olds see and think about objects in the sky at home as well as in a structured care setting. They draw from these experiences and can start to discuss them with teachers.



36-48 months

## SC2.3c

Asks questions/shows curiosity about objects in the sky and describes appropriate daytime and nighttime activities.

Three-year-olds are curious and begin to add to their learning by questioning adults around them. They can tell you what kinds of things happen “in the daytime” and what things “we do at night.”

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## SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.



**12-24 months**

### Picture Book

Use a picture book with photos showing the daytime and nighttime sky, such as *Day and Night* by Robin Nelson. Ask the children to point to the sun or show you the stars. **SC2.1c**

### Playground Chat

While on the playground, discuss the sun, the clouds, the shadows and the wind. Provide streamers made from light-weight, colorful fabric cut into strips and tied to an empty masking tape roll. Have the children hold the streamers up and watch them move in the wind. **SC2.1c**

### Twinkle, Twinkle, Little Star

Cut out a star template to fit over a flashlight. Shine the “star” on the ceiling while you sing “Twinkle, Twinkle, Little Star.” Ask the children, “When do you see stars?” Read *Stars* by Mary Lyn Ray. **SC2.1c**



**24-36 months**

### Nighttime Drawings

Read *Goodnight Moon* by Margaret Wise Brown. Ask the children to share their nighttime rituals. As a family activity, send art materials home and ask families to help the children draw a picture of something they do at night. **SC2.2c**



**36-48 months**

### When It’s Sunny

Read *The Sun Is My Favorite Star* by Frank Asch. Place a cutout sun on the wall, and encourage the children to describe or draw something they like to do when the sun is shining. **SC2.2c**

### Sky Drawings

Take clipboards outside along with crayons and paper. Set up a spot with a blanket where the children can sit or lay down and look at the sky. Encourage them to draw what they see. **SC2.2c**

### Five Little Stars

Cut out five stars and a moon to use with the flannel board as you recite this rhyme during large group:

*Five little stars shine and shine some more,  
One fell to the earth and then there were four.  
Four little stars, happy as can be,  
One fell to the earth and then there were three.  
Three little stars in a sky so blue,  
One fell to the earth and then there were two.  
Two little stars, having lots of fun,  
One fell to the earth and then there was one.  
One little star left all alone,  
That one fell to earth and then there were none.  
The moon came out – what a pretty sight!  
He waved to the stars and he said, “Good night.”*

**SC2.2c**

### Classroom Stars

Turn your class into a nighttime sky for naptime. Hang glow-in-the-dark stars, planets and other celestial images on the ceiling and walls of the classroom. As the children fall asleep, encourage them to look up at the recreated night sky. Discuss the different things they see in the real sky at night. **SC2.3c**

### Cloud Walk

Read *Clouds* by Anne Rockwell, and then take advantage of a cloudy day to go for a cloud walk. Look for clouds in the sky. Talk about their color and shape. “Are some big and fluffy? Are others long and thin? Are they white or dark with rain?” Ask questions such as, “What makes the clouds move?” or “Where is the sun? Is it hiding behind the clouds? How did it get there?” **SC2.3c**

### Day or Night

Provide each child with an image of the sun and moon. Name a variety of daytime and nighttime activities such as eating breakfast, going to school, taking a bath and going to sleep. When you call out each of the activities, the children will hold up a sun or a moon to indicate when each activity normally occurs. **SC2.3c**

### Little Cloud

Read *Little Cloud* by Eric Carle, then have the children create their own clouds. Give each child a piece of blue paper and have him/her glue cotton balls to the paper to create clouds. **SC2.3c**

# SC2 #118

12-48 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **EARTH AND SPACE**

Standard: **SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.**



12-24 months

## SC2.1d

Uses emerging vocabulary to describe basic weather.

One-year-olds notice changes in temperature and precipitation, as these are multisensory experiences. They use very simple weather words when supported by teachers.



24-36 months

## SC2.2d

Observes and discusses weather.

A child's location in the state of Georgia is a factor in the types of weather she observes. Two-year-olds learn about weather through what they see and feel. Concepts of "sunny" and "rainy" can be learned with teacher support.



36-48 months

## SC2.3d

Observes and discusses changes in weather from day to day.

Three-year-olds can participate in large group discussions about weather – what they observed on the way to school and how it compares to weather on previous days.

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## SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.



12-24 months

### Weather Words

Use pages from *Weather Words and What They Mean* by Gail Gibbons to encourage the children to talk about different kinds of weather. Learn and use new words such as drizzle, sleet or hail. Sing songs such as this one to the tune of “Are You Sleeping?”:

*It is raining, It is raining,  
On my head, on my head.  
Pitter patter raindrops,  
Pitter patter raindrops.  
I'm all wet, I'm all wet. SC2.1d*

### Bubble Fun

On an overcast, cloudy day, give all the children a small bottle of bubble solution and encourage them to blow and catch bubbles. The high humidity in the air will make the bubbles last longer. Ask questions such as, “Does it look like it might rain?” or “Is the wind blowing?” and “Are the bubbles moving slowly or fast?” **SC2.1d**

### Catch a Raindrop

Read *Rain* by Robert Kalan. On a warm day when it's drizzling rain, provide raincoats, hats, rain boots and small umbrellas, and go outside to catch raindrops. Encourage the children to catch a raindrop on different body parts such as their hands, feet, face and tongue. **SC2.1d**



24-36 months

### Down Comes the Rain

Read *Down Comes the Rain* by Franklyn M. Branley. Talk about kinds of rain you have seen – light, sprinkling rain or hard, pouring rain. Make it “rain” in the classroom. Start by rubbing your hands together (wind) and then snapping your fingers (sprinkles). Then pat your knees for raindrops. Make it rain harder by kicking your heels on the floor and clapping your hands for lightning. Then gradually do the motions in reverse until the “storm” is over. **SC2.2d**

### When the Wind Blows

Read *Mrs. McNosh Hangs Up Her Wash* by Sarah Weeks. Talk about what happens when the wind blows. Create “wind” with a small fan, and have the children hold up socks to watch them move. Make a simple kite by cutting the end from a small paper bag and taping on a few streamers. Attach a string, and take it outside to fly. **SC2.2d**

### Tornado Bottle

Create a tornado bottle using oil and water. Secure the cap with hot glue. Have the children rapidly shake the bottle. Discuss what they see going on inside it. Say, “This looks like what happens when there is a tornado. There is a strong wind that makes things move up and around in a funnel shape.” **SC2.2d**



36-48 months

### How Should We Dress?

During large group time, provide weather-related props such as rain boots, umbrellas, mittens, sun visors and scarves. Encourage the children to choose props that match the day's weather. **SC2.3d**

### Weather Watcher

Assign one child to be the class weather watcher or meteorologist each week. Each day have the child go to the window and report to the class what he or she sees. Create a chart with simple symbols for different types of weather. The weather watcher can choose a symbol and put it on the chart. At the end of the week, discuss how the weather was different from day to day. **SC2.3d**

### What's the Forecast?

Read *Oh, Say Can You Say What's the Weather Today?: All About Weather* by Tish Rabe. Invite a local meteorologist to visit the class and talk about his/her job. Look at weather maps in the newspaper or pull up a weather app on a tablet or smartphone. **SC2.3d**



### TEACHER TIP

Use books that are for older children in a preschool classroom. Remember to concentrate on the pictures and on introducing new vocabulary. Skim over or eliminate more difficult concepts.

# SC3 #119

12-48 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **LIVING THINGS**

Standard: **SC3 – The child will demonstrate knowledge related to living things and their environments.**



12-24 months

## SC3.1a

Interacts with plants and animals.

Living things in the classroom or in the director's office provide one-year-olds the opportunity to interact with non-poisonous plants and class pets such as fish, hermit crabs or hamsters.



24-36 months

## SC3.2a

Investigates plants and animals, and how they grow and change.

Two-year-olds will indulge their natural curiosity about plants and animals when teachers supply appropriate support materials such as real examples, books, posters and related manipulatives.



36-48 months

## SC3.3a

Observes and explores a variety of plants and animals as well as their environments and life cycles.

As three-year-olds continue to develop, their observations take on more detail. They enjoy exploring a variety of materials and are beginning to be able to help take care of a class pet or plant.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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## SC3 – The child will demonstrate knowledge related to living things and their environments.



12-24 months

### Nature Walk

Take the children on a nature walk and encourage them to find nature items such as leaves, rocks, pine cones and branches. Provide a large, clear plastic bag for the children to drop their items into. Name and describe the characteristics of each item they place in the bag. **SC3.1a**

### Caring for a Plant

Provide a nontoxic plant for the children to care for and observe. Show them how to water the plant using a water bottle sprinkler. Make several holes in the bottle cap. The children can squeeze the bottle to squirt the water onto the plant. Read *The Reason for a Flower* by Ruth Heller or *How a Seed Grows (Let's-Read-and-Find-Out Science 1)* by Helene J. Jordan. **SC3.1a**

### Fish Fun

Read *10 Little Fish* by Audrey Wood. Place a small fish, such as a goldfish, in a clear bowl and invite the children to observe it. Talk about what they see. "Look at the fish. It's swimming back and forth. Those are the fins and there is the tail." If desired, keep the fish in the classroom as a pet and have the children participate in naming the fish. **SC3.1a**



24-36 months

### Bird Feeder Fun

Add a small bird feeder near the classroom window. Have the children help add bird seeds. Draw the children's attention to birds at the feeder and talk about how birds need food just as people do. Then read *Birds* by Kevin Henkes. Encourage the children to spot birds at the bird feeder that are similar to the birds in the book. **SC3.2a**

### Pet Veterinarian Clinic

Create a class animal clinic. Provide bandages, a play veterinarian kit and soft toy animals. Ask a local vet hospital for props that the children can use such as signs, magazines and old X-rays. Interact with the children, asking questions. For example, say, "I see that the dog has a fever. What do you think that means?" Books to read include *Sally Goes to the Vet* by Stephen Huneck and *The Pet Vet* by Marcia Leonard. **SC3.2a**

### Bottle Plants

Cut the tops off empty water bottles and tape over the cut edge with masking tape. Help the children fill the bottle about a third way with soil. Have the children drop a variety of plant seeds in the bottle. Give the children empty seasoning bottles filled with water to sprinkle onto the seeds. The children can observe the growth of plants and take part in caring for the plants. **SC3.2a**



36-48 months

### How Animals Grow

Read the book series *See How They Grow* by DK Publishing that features a variety of different animals. Create sequencing pictures from the books of how animals grow, and have the children put the pictures in order. **SC3.3a**

### Animal Habitats

Have the children help create an animal habitat. For example, help them mix soil and water and discuss animals that live in mud. Provide plastic animals, such as worms, frogs or crabs, to place in the mud to encourage habitat play. **SC3.3a**

### Flower Power

Read *Zinnia's Flower Garden* by Monica Wellington. Provide several types of flower seeds for planting in flower pots. Provide magnifying glasses so the children can see different flower parts up close. Place the flowers in a place where the children can also draw their observations to keep in a Flower Power Journal. Create a Flower Power job for one child whose duty is to care for the flowers by misting them daily with a spray bottle. **SC3.3a**



### TECH TIP

After planting a seed, take a series of photos of the seed sprouting and growing into a fully developed plant. The children can sequence the pictures or you can create a time-lapse video.



# SC3 #120

12-48 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **LIVING THINGS**

Standard: **SC3 – The child will demonstrate knowledge related to living things and their environments.**



12-24 months

## SC3.1b

Explores characteristics of living things.

One-year-olds enjoy hands-on play and learning. With teacher supervision, one-year-olds can feel the textures of leaves and tree bark, smell flowers, watch the class pet move about in its environment, and observe the way their own bodies move and function.



24-36 months

## SC3.2b

Explores a variety of living and non-living objects.

Two-year-olds begin to observe similarities and differences of living and non-living items with teacher support. They love to discover and manipulate a variety of classroom materials such as toys, natural objects, plants and animals.



36-48 months

## SC3.3b

Identifies the physical properties of some living and non-living things.

As teachers assist in their discoveries, three-year-olds make comparisons between living and non-living objects. They often answer questions about how things are made or the origin of items such as "The egg comes from the bird!" or "I have a truck like that. I got it at the store."

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## SC3 – The child will demonstrate knowledge related to living things and their environments.



### 12-24 months

#### Are You Living?

Read and sing “Are You Living?: A Song About Living and Nonliving Things” by Laura Purdie Salas. This song is sung to the tune of “Are You Sleeping?” and lists the characteristics of living things. There are illustrations for each phrase. For example:

*Is it moving? Is it moving?*

*Can it fly? Gallop by? SC3.1b*

#### Animal Picks

Read *My Big Animal Book* by Roger Priddy. Encourage the children to repeat the animal names as you say them. Discuss what makes each a living thing. For example, say, “This is a chicken. It has eyes to see just like we do. Can you point to your eyes?” Have the children point to the body parts of the animals. Say, “Let’s find all the legs in the pictures.” **SC3.1b**



### 24-36 months

#### School Pets and Objects

Take a walk around the school to identify pets in the various classrooms. Discuss with the children why the pets are living objects. List the characteristics that the children point out. Next, make a list of characteristics of nonliving objects. Compare the two lists, and look at the book *Living and Nonliving* by Carol Lindeen. Ask the children if they saw any of the objects on the walk. **SC3.2b**

#### How We Grow

Read *Are You A Butterfly?* by Judy Allen and Tudor Humphries. Talk about the different stages of a butterfly and how it grows, and compare this to how children grow. Encourage the children to bring in their baby pictures and show how they have grown. **SC3.2b**

#### Fish Observation

Spend time with the children as they watch the classroom fish. Have the children help name and take care of the fish. Ask questions such as, “How does it swim? What does it eat? How do fish breathe? What makes it alive?” **SC3.2b**



### 36-48 months

#### What’s Alive?

Read *What’s Alive? Let’s-Read-and-Find-Out Science 1* by Kathleen Weidner Zoehfeld. One day, walk outdoors to point out and take pictures of living things. Another day, point out and take pictures of nonliving things. Print out the pictures to review and display in the science area. **SC3.3b**

#### Nature Bracelet

Take a nature walk with the children and point out things they hear, smell, touch and see. Place masking tape, sticky side out, on each child’s wrist to make a bracelet. Have the children collect items to add to their sticky bracelets. During large group have the children compare the living and nonliving items on their bracelets. **SC3.3b**

#### Is It Alive?

Read *Is It Living or Nonliving?* by Rebecca Rissman. Talk about how you can tell if something is alive. Put two hula-hoops on the floor. Label one “Yes” and one “No.” Show the children pictures of various living and nonliving things such as an elephant, a rose, a toaster, a baby or a car. Ask, “Is it alive?” and have the children answer “Yes” or “No.” Then ask, “How do you know?” Finally, place the picture in the correct hoop. **SC3.3b**

#### ★ BRIGHT IDEA

Provide picture cards representing the various animals in the book for the children who have difficulty attending to the story. As you read the book, encourage the children to reference the animal picture cards.



#### TEACHER TIP

Take a school field trip to the infant, toddler and Pre-K rooms. Encourage the children to compare themselves to the infants, for example, and talk about how their bodies have changed and grown.

# SC3 #121

12-48 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **LIVING THINGS**

Standard: **SC3 – The child will demonstrate knowledge related to living things and their environments.**



12-24 months

## SC3.1c

Names basic body parts.

One-year-olds use body vocabulary learned from teachers and parents. They love mimicking touching body parts and repeating their names (face, arms, legs, knees or mouth).



24-36 months

## SC3.2c

Identifies more complex body parts.

As two-year-olds develop, they are able to identify more parts of their bodies such as elbows, neck and back.



36-48 months

## SC3.3c

Identifies and describes the functions of a few body parts.

Three-year-olds are beginning to connect body parts with the functions they perform, such as how we use our feet to walk and our hands to wave. They are able to participate in simple music and movement activities that direct them to move various body parts in different ways.

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## SC3 – The child will demonstrate knowledge related to living things and their environments.



### 12-24 months

#### From Head to Toe

Read *From Head to Toe* by Eric Carle. Encourage the children to move their bodies like the animals in the story, bending their necks like a giraffe or raising their shoulders like a buffalo. **SC3.1c**

#### Do What I Do!

Have the children look at you, point to and move different body parts. Create a chant to make it easy for the children to follow your instructions. For example say:

*Point to your feet, now stomp, stomp, stomp.*

*Point to your hands, now clap, clap, clap.*

*Point to your head, now nod, nod, nod.*

*Point to your legs, now jump, jump, jump.* **SC3.1c**

#### Find The Body Part

Gather a variety of soft toy animals. Call out different body parts and have the children point to their bodies then point to the same part on the toy animal. Point out how body parts look different from one another. For example, show them that a pig's nose is a different color and flat. **SC3.1c**



### 24-36 months

#### Gingerbread People Parts

Have the children help you make soft gingerbread cookies. Point out the head, arms, legs, chest and stomach. Use icing to separate the body parts and features such as eyes. Call out body parts and have the children eat one part at a time. **SC3.2c**

#### It's Me...

Recite this fingerplay and have the children point to the body part as it is named:

*Here are my ears. Here is my nose.*

*Here are my fingers, and there are my toes,*

*Here are my eyes, they are both open wide.*

*Here is my mouth, and my teeth are inside.*

*Here is my tongue, that helps me to speak.*

*Here is my chin, and here are my cheeks.*

*Here are my hands, and here are my feet*

*All of these things make up me!* **SC3.2c**

#### Body Parts Class Book

Read *Where Is Baby's Belly Button?* by Karen Katz. Have the children point to different parts of their bodies. Ask, "Where are Melanie's eyes?" or "Where is Zachary's nose?" Take pictures and create a class book of them. Try to provide a different body part picture for each child. Label each page with a simple sentence such as, "This is Jack's nose," or "These are Georgie's toes." **SC3.2c**



### 36-48 months

#### Hippy Hop and Jump!

Read *Hop Jump* by Ellen Stoll Walsh. Talk about the different body parts that allow the children to hop and jump. Have the children demonstrate. Secure hula-hoops and blocks to create an obstacle course in the classroom or outdoors. Encourage the children to hop inside the hoops and jump over the blocks. Play children's hip-hop music in the background as they hop and jump. Try music by the artist Secret Agent 23 Skidoo. Take pictures to create a class *Hop Jump* book and place it in the book area. **SC3.3c**

#### Stomp and Clap

Provide or create jingle bell wristbands and anklets using VELCRO® closures. Play the song "Stomp and Clap" from The Learning Station's *Physical Ed* CD. Encourage the children to use the body parts that will make their jingle bells ring. **SC3.3c**

#### Body Parts Family Picture

Read *Heads, Hearts and Other Parts* by Barbara Shagrin and Deborah Bradley. Have families bring in full-length photos of themselves. Place the pictures around the room. Have the children find and stand next to the picture of their family. Give clues and encourage the children to point to the correct body part. For example say, "Point to the body parts that you wash with soap before you eat a snack!" **SC3.3c**

# SC4 #122

12-48 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **SC4** – The child will demonstrate knowledge related to physical science.



12-24 months

## SC4.1a

Demonstrates ability to push and pull objects.

One-year-olds respond to their natural curiosity as motivation to move objects around them. They can pull a small wagon or push buttons on a music box.



24-36 months

## SC4.2a

Explores motions to play with toys with adult support.

When teachers demonstrate how a new toy works, two-year-olds are quick to try it for themselves. They are increasing in motor strength and dexterity, which gives them the ability to play with a wide range of toys.



36-48 months

## SC4.3a

Independently investigates objects and toys that require positioning and movement.

Three-year-olds are more coordinated and are comfortable exploring new toys independently. They can change the position of toys to make them work or try new ways of moving them.

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## SC4 – The child will demonstrate knowledge related to physical science.



### 12-24 months

#### Push and Pull Day

Choose a day during the week for the children to push and pull a variety of toys. Toys can include baby doll strollers, wagons, popcorn poppers, cardboard boxes, laundry baskets and small shopping carts. Provide these toys indoors as well as outdoors. Model how to use the items with words such as “fast,” “slow,” “over” and “under.”

**SC4.1a**

#### Open and Close

Collect a variety of containers and bags that have different ways to open and close them. For example, you might have zipper pouches, mini swing trashcans or flip-top bottles. Provide pom-poms and assist the children with opening and closing the containers as they fill and empty them.

**SC4.1a**

#### Box Play Push and Pull

Decorate various sizes of boxes with colorful butcher paper. Make sure the boxes are large enough for the children to push or pull. Attach a very short, thick rope, knotted from the inside, to the outside of each box so that the children can use it to pull the box. Indoors or outdoors, place a start and finish line. Place weighted items such as hollow blocks inside the boxes and encourage the children to push the boxes to the finish line. Have them pull the boxes back to the starting line. **SC4.1a**



### 24-36 months

#### Roll It

Cut cardboard tubes into various lengths and cover with colorful paper. Make a ramp with heavy cardboard. Show the children how to roll the tubes down the ramps. Experiment with different angles for the ramp. Stuff some of the tubes to make them heavier. Ask the children what happens. **SC4.2a**

#### Timber!

Draw a colorful picture of a tree on butcher paper. Cut the picture in three or four pieces, and tape the pieces to individual soft blocks. The children should be able to put the tree together by stacking the blocks in order. Once they build the tree, they can put on construction hats and pretend to be lumberjacks. Using half of a pool noodle, demonstrate how to chop down the tree by swinging at the blocks. Yell, “Timber!” as the tree falls down. Encourage the children to continue to build the tree and chop it down again. **SC4.2a**

#### Hole in One

Create a game by cutting a hole in one end of a sturdy shoebox lid. Make the hole slightly smaller than the golf ball so the ball will catch in the hole but not fall through. Place a golf ball in the lid, and show the children how to tilt the lid back and forth to direct the ball into the hole. Make it more challenging by cutting holes in both ends of the lid and using two golf balls. **SC4.2a**



### 36-48 months

#### PVC Pipe Play

Collect a variety of PVC pipes and connectors. Encourage the children to figure out how to put the connectors on the ends of the pipes to connect them together. **SC4.3a**

#### Make It Fit

Hook together several different combinations of LEGO®s, so that parts stick up or out to the side. Cut matching holes from the lid of a shoebox. The children must turn the LEGO® creation in the correct orientation to slip it through the hole. **SC4.3a**

#### Locks and Keys

Provide several different locks and matching keys. Have the children find the key that will open the lock. Show them how to fit the key into the lock and turn it until it clicks. You can color-code the pairs to make the task easier. Stick colored masking tape on the lock and tie a matching-colored piece of yarn to the key. **SC4.3a**



#### TEACHER TIP

Engage in conversations with the children as they interact with the classroom materials. Consider asking questions such as:

“What happened when...?”

“What makes it work?”

“How did you make that move?”

# SC4 #123

12-48 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **SC4** – The child will demonstrate knowledge related to physical science.



12-24 months

## SC4.1b

Observes objects that move at different speeds.

One-year-olds begin to use basic vocabulary to describe moving objects in the environment, such as toys, games, objects and natural items.



24-36 months

## SC4.2b

Uses basic words for speed of motion.

Two-year-olds are gaining control of large muscles and can move at different rates of speed. They realize that they can act on objects to make them move fast or slow.



36-48 months

## SC4.3b

Investigates different types or speeds of motion.

When teachers supply appropriate materials, three-year-olds enjoy exploring the types and speeds of motion of various objects. They are learning new vocabulary to describe different ways of moving.

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## SC4 – The child will demonstrate knowledge related to physical science.



### 12-24 months

#### Wind-Up Fun

Place some wind-up water toys in a tub of water for the children to explore. Show them how to turn the knob or key on the toy to wind it up, and then place it in the water and watch it move. Encourage comments about speed. “The duck is going fast.” **SC4.1b**



#### TEACHER TIP

Ensure that water is shallow and not deeper than ½ inch as children can drown in an inch of water.

#### Fast and Slow

Play the “Fast And Slow” song by Maple Leaf Learning found on the *Songs for Learning 2* CD. Provide dancing scarves and encourage the children to follow you as you follow the directions in the song. **SC4.1b**

#### Water Bead Observation

Lean a long aluminum pan or tray against a wall, and secure it so it won't slip. Spray water at the top of the pan, and have the children watch the water form beads at the top and then run down to the bottom of the tray. Point out the beads of water that move fast and the ones that move slowly. **SC4.1b**



### 24-36 months

#### Dance to the Beat

Play a steady beat with sticks, a tambourine or a drum, and encourage the children to walk, jump or dance to the beat. Call out, “Now move fast!” and tap the drum quickly. Then call out, “slowly,” changing the beat to a very slow one. Alternate moving fast and slowly. After a time, just change the beat without calling it out and see if the children respond. **SC4.2b**

#### Things That Go

Read *Cars and Trucks and Things that Go* by Richard Scarry. Provide a selection of small vehicles for the children to push along a playmat or teacher-made roadway. Create two posters, one that has a picture of an animal that moves fast and one that moves slowly. Have the children move their small vehicles fast or slowly when they see the corresponding picture. **SC4.2b**

#### Beanbag Toss

Provide a large, open container or a target on the wall for the children to throw beanbags at. Provide a starting line so the children can experiment with different speeds as they try to hit the target. **SC4.2b**

#### Get in Gear

Add a gear set to your manipulative toys and have the children experiment with arranging the gears and observe how they move. **SC4.2b**



### 36-48 months

#### Wind and Water

On a windy day, have the children spray water into the air to see the direction and speed that the wind is blowing. Assist the children by having them stand in different places on the playground. For example, say, “I see that the wind is blowing to the right, so what will happen to the water if we stand on the right side of this tree?” **SC4.3b**

#### Parachute Play

Place balls on a small parachute and have the children move the parachute up and down so the balls move. Encourage them to move the parachute quickly and notice how the balls behave. Then move it more slowly and watch what happens. **SC4.3b**

#### Pringles® Can Painting

Place golf balls in several colors of paint. Provide Pringles® cans with paper cut to fit inside. Show the children how to use a spoon to scoop a golf ball out of the paint and put it in the chip can. Roll the can back and forth or rotate it with one hand to make the ball move around the inside. **SC4.3b**

#### Ball Race

Provide various balls, including golf balls, ping-pong balls or large rubber balls, to roll down various sizes of ramps. Teachers may consider using pool noodles cut in half, paper towel rolls and slats of wood as ramps. Encourage the children to talk about which ball will roll fastest or farthest. **SC4.3b**



# SC4 #124

12-48 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **SC4 – The child will demonstrate knowledge related to physical science.**



12-24 months

## SC4.1c

Shows interest and curiosity about objects in his/her immediate environment.  
Explores solids and liquids.

One-year-olds develop more curiosity and seek out toys and objects they find interesting. They enjoy teacher-structured activities that include solids and liquids, such as sensory table and simple cooking activities.



24-36 months

## SC4.2c

Begins to use words to describe physical properties and states of matter of objects.

Two-year-olds use their expanding vocabulary to tell others about objects in their environment. Teachers can introduce vocabulary words like "liquid" and "solid." Through discovery and observation, children can connect their exploration to the words.



36-48 months

## SC4.3c

Explores and identifies physical properties and states of matter of common classroom objects.

With teacher support and a variety of simple science objects, three-year-olds enjoy adding to their basic knowledge about physical properties.

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## SC4 – The child will demonstrate knowledge related to physical science.



**12-24 months**

### Making Play Dough

This play dough recipe requires no cooking. Mix ½ cup salt and 1 cup flour. Gradually add ½ cup water. Knead the mixture until smooth. If it's too sticky, add more flour. Have the children pour the water, mix and stir ingredients. Talk about how the dry ingredients change when water is added. Use words like dry, powdery, liquid, sticky, solid. **SC4.1c**

### Popsicle Party

Let the children help you make popsicles for snack by pouring fruit juice into an ice cube tray and adding a craft stick for a handle. Freeze the popsicles overnight. As the children are eating them the next day, talk about how the solid popsicle is changing into a liquid. Encourage the children to use words to describe the popsicle, such as “cold,” “wet,” “drippy” or “melting.” **SC4.1c**



**24-36 months**

### Molding Sand

You will need a small bowl of sand for each child and spray bottles of water. Have the children explore the dry sand. Use the water bottle to spray the sand. Have the children continue to explore. Ask them to describe what is happening to the sand as it gets wetter. Show how the water makes the sand more moldable. **SC4.2c**

### Exploring Eggs

Explore a raw egg. Crack it into a bowl and talk about how it looks. Use words such as “runny” and “slimy.” Encourage the children to describe other features, such as the egg yolk. Place several eggs in a pan and cover with water. Explain that you will heat the eggs until they boil; that means they will get very hot. After cooking, cool the eggs and have the children explore the cooked eggs. Peel the shells, and talk about what the white part looks like now. Cut the eggs open. Ask, “Do you see the yellow part?” Enjoy the boiled eggs for snack. **SC4.2c**

### Oobleck

Add cornstarch to water to make this unique sensory material that has properties of both a liquid and a solid. Start with a cup or so of water in a bowl and add the cornstarch a bit at a time. You will probably use one-and-a-half to two times as much cornstarch as water. Keep mixing until it has a gooey consistency. If you grab a handful and squeeze it, it will feel solid but if you release the pressure it will ooze through your fingers. **SC4.2c**

### ★ BRIGHT IDEA

For the children who have difficulty touching a variety of textures, encourage them to observe and describe what he/she sees as a peer squeezes and manipulates the oobleck.



**36-48 months**

### Drippy Paint

Add water to tempera paint to make it a very thin consistency. Place fingerpaint paper on a cookie sheet. Add a spoonful of paint to the tray and show the children how to tip the tray to roll the paint around. Encourage them to describe the paint and how it is moving. Add another color and talk about how the colors mix together. **SC4.3c**

### Music Fun

Make rhythm instruments with the children to use during music time. Add beans or rice to water bottle shakers or roll up newspapers and tape them with colorful masking tape to make rhythm sticks. Make a tambourine by attaching large buttons to the edge of paper plates. Thread yarn through the button and through a hole punched in the plate. As you work, talk about the color, size, shape and texture of the items you are using. **SC4.3c**

### Does It Belong?

Provide the children with a sample of blocks from the classroom such as a few unit blocks, some table blocks, LEGO®s or LEGO® DUPLO®s, cardboard blocks or alphabet blocks. Talk about how they are the same. Say, “You can build with all of these. Some are the same shape, some are made of wood.” Describe how they are different in size, color, shape. Provide several small hula-hoops and encourage the children to sort the blocks. **SC4.3c**

# SC4 #125

12-48 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **SC4** – The child will demonstrate knowledge related to physical science.



12-24 months

## SC4.1d

Plays with and explores different toys and objects.

One-year-olds are more aware of objects in the environment and seek out toys and objects to satisfy their curiosity about how they function.



24-36 months

## SC4.2d

Uses complex motions to play with toys that are simple machines.

The term “simple machines” refers to a group of basic implements that are the foundation of every other tool. They include wheel/axle, wedge, pulley, screw, lever and inclined plane. With teacher modeling and support, two-year-olds begin to explore these tools and how they work.



36-48 months

## SC4.3d

Uses classroom objects that function as simple machines.

Three-year-olds are beginning to understand simple machines such as levers, pulleys and wheels and axles, and how they work.

**INDIVIDUALIZE YOUR TEACHING** – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 36-month-old child is struggling with the 24-36 months skill, guide him/her in mastering the 12-24 months skill on the left.
- 2) For a 24-month old child who has mastered the 24-36 months skill, introduce the 36-48 months skill on the right.

## SC4 – The child will demonstrate knowledge related to physical science.



### 12-24 months

#### **Cooking Tools**

Bring in a variety of safe cooking utensils for exploration. Big spoons, whisks, rubber spatulas and basters are good examples of different tools the children might find interesting. **SC4.1d**

#### **Paper Bag Balls**

You will need some medium-sized paper bags, newspapers and duct tape. Ask the children to help you tear the paper into strips. Stuff the bags about  $\frac{3}{4}$  full with the newspaper strips. Mold the bags so they are a round shape. Close and cover the bags with duct tape. Encourage the children to toss and catch the balls. **SC4.1d**

#### **Scoop It Up**

Give the children a large bowl with an assortment of plastic eggs or ping-pong balls inside. Provide a ladle for scooping. Encourage the children to pour the eggs into a second bowl. **SC4.1d**



### 24-36 months

#### **Tongs and Tweezers**

Provide a variety of tongs and large tweezers. Have the children use the tongs and tweezers to pick up objects in a tub such as pom-poms, bath scrubbers or ping-pong balls. **SC4.2d**



### 36-48 months

#### **Laundry Line**

Set up an indoor or outdoor laundry line. Provide dish tubs and water to wash doll clothes. The children can use pins to attach the clothes to the line to dry. Use both non-spring and spring type clothespins; these are examples of a lever, a type of simple machine. **SC4.2d**

#### **The Wheels on the Bus**

Sing this popular song with the children during large group. Then go to small groups to investigate wheels further. Remind the children of the words to the song. Ask, “How do the wheels go? Round and round.” Provide some interesting examples of wheels for the children to explore and discuss such as a rotary egg beater, a steering wheel, a tricycle wheel or a spinner from a rod and reel. **SC4.2d**

#### **Rolling Road Block**

You will need several pencils and a rectangle unit block for this activity. Lay several pencils on the table or rug, about an inch apart and parallel to each other. Demonstrate how to roll the block over the pencils, similar to a wheel and axle. Experiment by moving the pencils closer together and further apart. **SC4.2d**

#### **Let’s Look Around**

Take a group of children for a walk around the center or school. As you walk, point out simple machines you see. Look for things such as door stops (wedges), wheels on the lunch cart, nuts and bolts on the playground and door hinges. **SC4.2d**

#### **Paint Rollers**

Cover the table with butcher paper. Provide the children with tempera paint in a tray and several sizes and types of paint rollers. The rollers are examples of a wheel and axle, a simple machine. Encourage the children to roll the paint on the paper in different directions and designs. Talk about the rollers and how they work. Compare them to other wheels the children may know about. **SC4.3d**

#### **Nuts and Bolts**

Provide a variety of different sizes of nuts and bolts. Encourage the children to screw the nuts on and off the bolts. Use a magnifying glass to examine the inside of the nut and the outside of the bolt. Show the children how the metal is formed in a spiral. Ask where they have seen this shape before: in a slide, on a sea shell, on a jar lid that twists on and off? **SC4.3d**

#### **Pulley Power**

Make a simple pulley to add to your block center. Use an empty ribbon spool and an unsharpened pencil or dowel. Show the children how to place the dowel through the spool and drape a length of string or ribbon over the spool. Tie a block or vehicle to one end of the string. As one child holds both ends of the dowel, another child pulls down on the other end of the string to lift the block or vehicle. **SC4.3d**

# SC5 #126

12-48 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **INTERACTION WITH THE ENVIRONMENT**

Standard: **SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.**



12-24 months

## SC5.1a

Identifies familiar people and living things in his/her environment.

One-year-olds can identify familiar people and living things around them. Quality classrooms add pictures, songs and real-life items to help children learn about animals and plants. It enhances learning when young toddlers interact with this rich classroom environment.



24-36 months

## SC5.2a

With assistance, he/she participates in activities to protect the environment.

Two-year-olds can begin to develop a sense of respect and caring for the natural environment. With prompting and support, they can learn concrete ways to protect the environment.



36-48 months

## SC5.3a

Participates in efforts to protect the environment.

Three-year-olds can independently take steps to protect and care for the environment. They can learn to pick up trash in their classrooms and to recycle used paper for other purposes.

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## SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.



### 12-24 months

#### Magnetic Personalities

Use laminated pictures of family members and the children. Glue magnets to the back. Provide a cookie sheet and have the children place the pictures on the cookie sheet. Encourage them to point to the pictures and chant along with you:

*Where is Jane? Where is Jane?*

*There she is. There she is. SC5.1a*

#### Furry Friends

Create a book of familiar animals. Include the pets of children in the class and common animals like squirrels or classroom pets, such as goldfish. Look at the book with the children. Point out the animals and say where you might see them. "This is Tom's puppy. She lives at his house," or "This is a squirrel. He lives in a tree." **SC5.1a**

#### We See Plants

Take photos of plants in and around the school. Print them out, punch holes in the pages and put them in a notebook. Look at the book with the children and point out the plants. Talk about where they are located. "Here are the pansies that grow in front of the school," or "Here is the plant in Mr. Danny's office." **SC5.1a**



### 24-36 months

#### A Grand Old Tree

Read *A Grand Old Tree* by Mary Newell Depalma or *A Tree Is a Plant* by Clyde Robert Bulla. Talk about why trees are important. They are homes for birds and other animals. They give us food and shade and help clean the air. Ask the children where they see trees: in their yard, at a park, on the playground. Help them make trees for the block center to "plant" next to their buildings. Paint short cardboard tubes brown or cover them with brown paper. Stuff squares of green tissue paper in the tops for instant trees. **SC5.2a**

#### For the Birds

You will need two plastic berry baskets and yarn. Help the children cut the yarn into pieces 4 to 6 inches long. Place the yarn in a berry basket. Cut the bottom from another basket for a lid. Tie the lid on the basket and attach the whole thing to a tree. Birds will use the yarn for nesting. **SC5.2a**

#### Plant a Flower Garden

Create a small flower garden with perennials and annuals for the children to care for during outside play. Use child-size watering cans or pitchers for watering plants. Write the children's names on craft sticks to place beside their plant. **SC5.2a**



### 36-48 months

#### Use It Again

Introduce basic recycling by encouraging the children to "use it again." For example, if they are using paper to draw on, remind them to use both sides of the paper. Be intentional about using the word "recycle" so it becomes part of their vocabulary. Read *Michael Recycle* by Ellie Bethel. Assign a "Recycler" as a class job to assist with recycling materials. **SC5.3a**

#### For the Birds II

Help the children make bird feeders out of pine cones by rolling the pine cones in a mixture of vegetable shortening and oats and bird seed. Attach strings to the tops of the pine cones and hang them from a tree outdoors for a fun way to encourage bird watching. **SC5.3a**

#### Litter Bags

Provide small paper lunch bags for the children to decorate with crayons or markers. Cut a hole about 2 inches in diameter and about 1 inch from the top of both sides of the bag. Hang one as a litter bag on doorknobs in the classroom to collect scraps of paper. Encourage the children to hang the bags in their cars or homes to collect paper litter. **SC5.3a**



# CR1 #127

12-48 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **CREATIVE MOVEMENT AND DANCE**

Standard: **CR1 – The child will participate in dance to express creativity.**



12-24 months

## CR1.1a

Moves body to music.

One-year-olds are in constant motion and are in the process of discovering all the things their bodies can do. They are learning to walk, bend, stretch, sway, stamp, clap, shake and wiggle parts of their bodies.

Provide lots of music experiences so children can practice these newly discovered accomplishments.



24-36 months

## CR1.2a

Dances to and becomes engaged in music and movement.

Two-year-olds are gaining more control and strength as they move and explore. They can verbally express what they like and how they feel. Use music and movement experiences in your daily schedule and during transitions, to comfort a child or to celebrate a success.



36-48 months

## CR1.3a

Repeats choreographed movements and begins to express creativity in movements.

As children mature, they participate in creative movement with freedom and expression. Three-year-olds can copy the movements of the teacher by clapping or marching to a song.

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## CR1 – The child will participate in dance to express creativity.



### 12-24 months

#### Shake It Out

Play fast-paced multicultural music and encourage the children to dance to the beat. Notice their moves and make comments on what they are doing. “Jada is clapping her hands and Lucas is kicking his feet up.” **CR1.1a**

#### B-I-N-G-O

Play or sing “B-I-N-G-O” and encourage the children to clap along to the song. **CR1.1a**

#### Down by the Banks

Bounce one child on your knees as you say this chant. Holding him/her securely, let the child “slip” part way between your legs when you say “kerplow!”

*Down by the banks of the hanky panky  
Where the bullfrogs jump from bank to banky,  
They went oops, opps, belly flops  
One missed the lily pad and went...kerplow!*

**CR1.1a**



### 24-36 months

#### Partner Dancing

Play classical music and encourage the children to dance with a partner and sway to the beat. Talk about how the music makes them feel and what it makes them think about. **CR1.2a**

#### Musical Parade

Play music and encourage the children to march around the room shaking instruments to the beat. Encourage one child to lead the parade and play the instruments up high, then down low, then on a particular side. **CR1.2a**

#### Pop Goes the Weasel

Gather five or six children in a circle and sing “Pop Goes the Weasel”:

*All around the cobbler’s bench  
(Holding hands, run in a circle.)  
The monkey chased the weasel,  
The monkey thought it was all in fun,  
POP goes the weasel!*

(Jump up, then fall to the ground.) **CR1.2a**



### 36-48 months

#### Let’s Dance

Plan to use music throughout the day. Model dancing and encourage the children to follow your moves. The Learning Station has many songs that teach children how to repeat movements. “Tony Chestnut” is a favorite among children. Greg & Steve also have many great songs, such as “Ready, Set, Move” and “Jump Down, Turn Around.” **CR1.3a**

#### Ten Fingers

Teach the children this simple fingerplay with the motions. “Ten Fingers”:

(Point to self.)

*I can make them do things –*

*Would you like to see?*

*I can shut them up tight. (Make fists.)*

*I can open them wide. (Open hands.)*

*I can put them together. (Place palms together.)*

*I can make them all hide. (Put hands behind back.)*

*I can make them jump high. (Hands over head.)*

*I can make them jump low. (Touch floor.)*

*I can fold them up quietly. (Fold hands in lap.)*

*And hold them just so. **CR1.3a***

#### Ribbon Rings

Make ribbon rings by tying colorful ribbons or thin fabric strips to a small embroidery ring or canning rim. Play various styles of music and have the children copy your motions and then create their own dance moves. **CR1.3a**





# CR2 #128

12-48 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **VISUAL ARTS**

Standard: **CR2 – The child will create and explore visual art forms to develop artistic expression.**



12-24 months

## CR2.1a

Expresses self creatively with simple art materials.

As one-year-olds grow and gain new skills they can experiment in many ways with art materials under careful supervision. Provide materials that allow them to explore and discover.



24-36 months

## CR2.2a

Experiments with a variety of materials to express individual creativity.

Two-year-olds are gaining more motor control and are able to explore art materials with interest and confidence. Model how to use a variety of materials and show them how much fun creating art can be.



36-48 months

## CR2.3a

Uses a variety of tools and art media to express individual creativity.

Three-year-olds are developing more fine motor control and can begin to cut and draw, and manipulate art materials with purpose. They can verbally express their ideas and enjoy the creative process.

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## CR2 – The child will create and explore visual art forms to develop artistic expression.



### 12-24 months

#### **Sticky Adventure**

Place a large square of contact paper on the wall, sticky side out, and encourage the children to place different textured paper and magazine pictures on it. Try crepe paper, construction paper and tissue paper. Talk about what they have created. **CR2.1a**

#### **Bubble Wrap Painting**

Tape a sheet of bubble wrap to a table and invite the children to fingerpaint on it. Talk about the bumpy texture as the children work. Have each child press a piece of paper over his/her bubble art painting to make a print. Display the prints. **CR2.1a**

#### **Sidewalk Chalk**

Place chalk on the ground outdoors or near a large paper indoors and encourage the children to create with it. Talk about moving the chalk round and round to make circles, or make straight lines or zig-zags. Add some water to the chalk and see what happens! **CR2.1a**

#### ★ **BRIGHT IDEA**

For a child that has difficulty sitting on the ground to use sidewalk chalk, find an alternate location that he/she can more easily reach, such as an outdoor wall.



### 24-36 months

#### **Stamping Fun**

Provide stamps, stamp pads and paper for the children. Model how to use the stamps and have the children tell stories about their work. **CR2.2a**

#### **Play Dough Play**

Provide play dough for the children and encourage them to create with it. Ask questions such as, "What kind of animal can you make?" and "What kind of tail does it have?" Give the children pipe cleaners and wiggly eyes to add to their creation. Encourage conversations related to their art. **CR2.2a**

#### **Paper Towel Paint**

Give all the children a textured paper towel as a canvas. Provide paint and brushes to use for painting on the textured paper. Cover a paper towel roll with bubble wrap and have the children roll paint on a piece of paper. **CR2.2a**

#### ★ **BRIGHT IDEA**

For the children who have difficulty holding stamps or brushes, attach a small block or knob to the stamps or add a piece of soft foam to the handle of the brush.



### 36-48 months

#### **Look at Me**

Provide large paper, crayons and markers for the children to create a self-portrait. Provide a mirror for the children to see themselves in as they draw. Model a simple self-portrait for the children. Encourage them to closely observe their image and include as much detail as possible. **CR2.3a**

#### **Play Dough Magic**

In small group, introduce play dough and play dough tools such as cutters, rollers, scissors, plastic knives and plates. Demonstrate how the tools can be used with the play dough. Then have the children experiment. Demonstrate how they can make simple shapes and objects. Ask, "What happens when you roll it with your hands? Can you make a long snake?" **CR2.3a**

#### **Sidewalk Ice Painting**

Squeeze paint into an ice cube tray. A thick fingerpaint works best and allows you to make multicolored cubes. Cut craft sticks in half and place one in each cube; freeze overnight. Take outside and give the children thick paper or let them paint directly on the sidewalk. The paints will swirl together as the ice begins to melt. **CR2.3a**



#### **TEACHER TIP**

To inspire the children, read *The Dot* by Peter Reynolds.

# CR2 #129

12-48 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **VISUAL ARTS**

Standard: **CR2 – The child will create and explore visual art forms to develop artistic expression.**



12-24 months

## CR2.1b

Looks at pictures, photographs and mirror images.

One-year-olds are self-centered. They are interested in looking at themselves and making new discoveries. They respond to pictures and photos of family and familiar things with interest and curiosity.



24-36 months

## CR2.2b

Describes what he/she sees when looking at pictures, photos and art work.

Language development is key during a child's second year of life. Two-year-olds describe what they see in a picture: "That's Daddy." Model vocabulary with vivid descriptions of pictures and artwork. "Look at the curvy, yellow lines you drew."



36-48 months

## CR2.3b

Observes and discusses visual art forms.

As language is continuing to develop for three-year-olds, they can see similarities and differences in their artwork and in pictures. Give them descriptive words to use as they build their vocabularies: "Look, the paint is dripping."

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## CR2 – The child will create and explore visual art forms to develop artistic expression.



### 12-24 months

#### **Baby Faces**

Read *Baby Faces* by DK Publishing to the children. Talk with them about the different expressions. Have them point to faces in the book. **CR2.1b**

#### **Mirror Play**

Provide individual, unbreakable mirrors. Encourage the children to explore looking into them. Use descriptive words to talk with the children about what they see. **CR2.1b**

#### **Color Collage**

Have the children find pictures with bright colors in magazines, for example, things that are yellow. Assist with tearing the pictures out and gluing them on paper. Bind the pictures into a book. Make the books available for the children to view and talk about the pictures with friends. Encourage conversations with descriptive words and observations. Say, "You found a picture of pretty flowers for the pink page." **CR2.1b**



### 24-36 months

#### **Family Photos**

Attach photos of each child's family on a wall or back of a shelf at children's eye level. Talk with the children about their families and what they are doing in the pictures. **CR2.2b**

#### **What Do You See?**

Provide the children with a picture from a book or magazine, and ask them what they see. Encourage them to describe the scene to you in detail. **CR2.2b**

#### ★ **BRIGHT IDEA**

For the children who have difficulty with this activity, point to different objects in the picture. Encourage the children to comment about specific objects in simple terms such as "big" or "small."



### 36-48 months

#### **Mr. Brown Can Moo**

Encourage the children to talk about illustrations as you take a picture walk through Dr. Seuss' *Mr. Brown Can Moo! Can You?* Ask, "What colors do you see in the drawings? How are the characters the same or different? Why do you think this animal is purple? What do you notice about Mr. Brown?" **CR2.3b**

#### **Poster Gallery**

Show the children the work of various artists in books or on the computer. Engage the children in conversation about the exhibit. Ask, "What do you see in this picture? How do you think the person is feeling? What colors or shapes did they use? What materials were used to create the art? How are the pieces of artwork similar or different?" Some artists may include Vincent Van Gogh, Pablo Picasso, Claude Monet and Eric Carle. **CR2.3b**

#### **Little Artists**

Display the children's artistic creations, and encourage discussion about their work. Provide a brief time each day when a few children may present and describe their artwork to the class. Encourage other children to make comments. Instead of, "I like it," teach the children to notice something about the child's artwork such as, "You made lots of blue stripes." "You have a lot of yellow. That's my favorite color." **CR2.3b**

#### **Group Project**

Cover a medium size box with butcher paper, and work with the children on a group project. Have them glue a variety of 3-D items such as cotton balls, buttons, sequins and wiggly eyes onto the box. Encourage the children to share thoughts on their creative process. Use descriptive words as you help the children talk about what they are creating. **CR2.3b**

# CR2 #130

12-48 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **VISUAL ARTS**

Standard: **CR2 – The child will create and explore visual art forms to develop artistic expression.**



12-24 months

## CR2.1c

Communicates what he/she likes about a picture.

One-year-olds respond to pictures with sounds and actions, patting, pointing or making sounds or saying words.



24-36 months

## CR2.2c

Communicates preferences for one piece of art over another and tells why.

Two-year-olds begin to show preferences for favorite pictures. They might point to a picture and describe it with a few words.



36-48 months

## CR2.3c

Shares ideas about personal creative work.

Three-year-olds can look at their work and the work of others and describe similarities and differences.

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**CR2 – The child will create and explore visual art forms to develop artistic expression.****12-24 months****Pom-Pom Paint**

Clasp pom-poms with clothespins to use as paintbrushes. Put a variety of colors of paint in small bowls. Have the children dip a pom-pom clothespin into the paint and dot it on their paper. Use one pom-pom per paint color. Ask which colors they like the most. Have them talk about the designs they are making. **CR2.1c**

**Moo-Moo**

Read "Old MacDonald" with the children. Encourage them to point to the animals and make the corresponding sounds. Talk about which animals are their favorites. **CR2.1c**

**Picture Play**

Use old calendar pictures with animals, bright scenery or other engaging pictures, and look at them with the children. Talk about what they like and what makes them laugh or smile. **CR2.1c**

**24-36 months****Favorite Things**

In a large or small group, ask each child to name a favorite color, animal or song. Chart the results. Have the children illustrate their choices, and then talk about whose are the same and whose are different. **CR2.2c**

**Which One Do You Like?**

Provide two or more examples of art, such as Andy Warhol's *Campbell's Soup* and Vincent Van Gogh's *Sunflowers*, and ask the children which one they prefer and why. Model for them by saying, for example, "I like this picture of the flowers because I have those growing in my yard and yellow is my favorite color." **CR2.2c**

**Art Show**

Have the children create individual art using a variety of materials. Mount art around the classroom. Have the children walk around the room talking and describing the artwork that is displayed. **CR2.2c**

**TEACHER TIP**

Encourage the children to notice details in their peers' artwork such as colors or shapes.

**Musical Painting**

At the art easel, provide MP3 players or CD players with headphones. Have the children listen to music as they paint at the easel. Provide a variety of music such as classical, reggae, blues or nature sounds. **CR2.2c**

**36-48 months****Art Time**

Sit with the children as they create pieces of art, and encourage them to share information about their work. Give them interesting objects to paint with such as brushes, combs, feathers, cardboard tubes and artificial flowers. Ask, "What are you working on?" or "How did you make that? Tell me about it." **CR2.3c**

**Shape Surprise**

Provide a collection of many sizes and colors of pre-cut shapes from construction paper. As the children glue the shapes onto paper, ask them to share information about their shape collage. You might ask, "Why did you choose those shapes?" or "What did you create with the shapes?" **CR2.3c**

**Clay Creations**

Give the children clay, and encourage them to create animals, flowers or people and then share their creations. Ask questions such as, "How did you make that? What could you do differently? Show me what to do. How did you use the tools? What else could you use?" **CR2.3c**

**TEACHER TIP**

Add items to the art area for the children to create 3-D sculptures. Include straws, sticks, paper towel rolls and feathers.

# CR3 #131

12-48 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **MUSIC**

Standard: **CR3 – The child will use his/her voice, instruments and objects to express creativity.**



12-24 months

## CR3.1a

Imitates sounds using his/her voice or objects.

One-year-olds can imitate familiar sounds and actions. They babble strings of word-like sounds as they interact with others. They can imitate animal sounds and will confidently tell you that a cow goes "Mooo" or that a doggy goes "Wuff wuff."



24-36 months

## CR3.2a

Experiments with vocalization, sounds and musical instruments.

Two-year-olds are beginning to express themselves freely through singing. They enjoy experimenting with their voices and the sounds they can make with simple instruments.



36-48 months

## CR3.3a

Participates in classroom activities with musical instruments and singing to express creativity.

Three-year-olds develop their musical memory through musical activity. They enjoy singing and using rhythm instruments in group settings.

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## CR3 – The child will use his/her voice, instruments and objects to express creativity.



### 12-24 months

#### Shake with Me

Keep a simple beat with a shaker, such as shake twice, and ask the children to repeat the sound.

**CR3.1a**

#### Bear Hunt

Lead a group of children in the song “We’re Going on a Bear Hunt,” including the sounds of the journey and the motions. **CR3.1a**



#### TECH TIP

After leading the group on a “Bear Hunt,” find images online of several different types of bears, such as polar bears, koala bears, panda bears or black bears, and show where they live.



### 24-36 months

#### Toddler Idol

Create a song “die” cube out of a square tissue box. Place song titles and picture cues on each side of the box. Ask a child to roll the “cube,” and lead the group in singing the song that results. Encourage the other children to join in. Add a toy microphone for more fun. **CR3.2a**

#### Clap Your Hands

Play the song “Happy” by Pharrell Williams or another song with a strong beat. Have the children clap along to the song. Clap high and low, fast and slow, or soft and loud. **CR3.2a**

#### Music Makers

Make shakers from small plastic bottles or plastic eggs (closed tightly and sealed with packaging tape or hot glue). Fill them with small pebbles, aquarium gravel or pennies. Compare the sounds as the children shake and move them. **CR3.2a**



### 36-48 months

#### Conductor

One child is the conductor. The others choose an instrument. Include instruments from other cultures, especially cultures represented in the classroom. Play a variety of multicultural musical selections from Putumayo’s *World Sing-Along* CD and play the instruments. When the conductor waves a baton quickly (use a rhythm stick for a baton), children play the instruments quickly; when the conductor waves the baton slowly, they play the instruments slowly. **CR3.3a**

#### Streamer Dance

Use the plastic lids from ice cream buckets. Cut a hole in the middle, then punch smaller holes around the first hole. Loop ribbon or streamers through the holes and use these as props for music and movement. Play familiar class favorites or classical music. **CR3.3a**

#### Kazoo Band

Have the children make kazooos. You will need cardboard tubes in different lengths to make different sounds, wax paper, rubber bands, a sharp pencil or other sharp object to poke holes with, and paint or other art supplies to decorate the kazooos (optional). Cover the end of the cardboard tube with wax paper and secure it with a rubber band. Poke a hole in the side of the tube using a sharp pencil or other sharp object. Now the children can paint or decorate their kazooos. To play them, put the open end of the tube up to a child’s mouth and hum, or repeat “doo, doo, doo,” to make the kazoo sound. This will take some practice. Play music and encourage the children to play along with their kazooos. **CR3.3a**

#### ★ BRIGHT IDEA

For a child has difficulty blowing in the kazoo, provide a variety of instruments such as wrist bells or a simple drum to choose from.



# CR4 #132

12-48 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **DRAMA**

Standard: **CR4** – The child will use dramatic play to express creativity.



12-24 months

## CR4.1a

Listens to rhymes, fingerplays and stories with props.

One-year-olds listen to short stories with bright pictures about familiar topics. They may turn the pages of a book or point to favorite pictures.



24-36 months

## CR4.2a

Listens and shows interest when an adult tells a story with props.

Two-year-olds will show interest in a story when familiar props are used, because they are "hands on." Stuffed animals and dolls or small toys such as balls engage them in a story.



36-48 months

## CR4.3a

Participates in dramatic play presentations with adult guidance.

Three-year-olds are all about movement! They enjoy watching a teacher act out a story with props or puppets and can join in with help from the teacher.

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## CR4 – The child will use dramatic play to express creativity.



### 12-24 months

#### Five Green and Speckled Frogs

Create simple props to go along with different songs and stories. You can use five plastic frogs and a small bowl of water for this song. Sing the song “Five Green and Speckled Frogs” with the children:

*Five green and speckled frogs*

*Sitting on a speckled log*

*Eating the most delicious bugs – YUM YUM!*

*One jumped into the pool*

*Where it was nice and cool.*

*Then there were four green and speckled frogs.*

*Ribbit! Ribbit!*

Continue the verses. **CR4.1a**

#### Color Zoo

Read the book *Color Zoo* by Lois Ehlert. Have the corresponding color shapes available for the children to match on the flannel board as you read the story or to hold up when they see the color or shape they are holding. For example, they can hold up the red triangle for the fox. **CR4.1a**



### 24-36 months

#### Story Props

Gather props for *If You Give a Dog a Donut* by Laura Numeroff, and read the story as the children interact with the props. When you are done with the story, provide the children with apples for a snack, as described in the book. **CR4.2a**

#### The Napping House

Make paper doll characters from the story *The Napping House* by Audrey Wood, out of magazine pictures or drawings. Attach these to heavy paper or cardboard, and tell the story using these characters. **CR4.2a**

#### Very Hungry Caterpillar

Create a hungry caterpillar out of a parmesan cheese container with a flip-top lid. Decorate the lid with wiggly eyes to resemble the caterpillar in the book *The Very Hungry Caterpillar* by Eric Carle. Have all the foods the caterpillar eats on hand and have the children feed them to the caterpillar as you read the story. **CR4.2a**



### 36-48 months

#### Singing Books

Repeatedly use books such as *The Cat Came Back* by Dahlov Ipcar or *The Bear Went Over the Mountain* by Iza Trapani, which support singing the storyline, encouraging the children to sing along. **CR4.3a**

#### Classic Stories

Retell “The Gingerbread Man.” The children can be the different characters in the story. The gingerbread man can run, run, run away. Retell the story *The Enormous Turnip*. Have the children portray the different characters (farmer, wife, dog, cat, mouse) and have them all pull together to get the turnip out of the ground as they recite the verses. **CR4.3a**

#### Nursery Rhymes

Create prop boxes for the children to act out different nursery rhymes. For example, Little Miss Muffet’s props include a dress, a small stool (tuffet), a plastic spider, cottage cheese (curds and whey) or just a bowl and spoon. To act out “Jack Be Nimble” give one of the children a baseball hat and a candlestick. **CR4.3a**

#### ★ BRIGHT IDEA

For the child who is having difficulty matching, introduce only one attribute at a time. Start with color only and then do shapes only.



#### TEACHER TIP

Use old or inexpensive gloves to create finger puppets for the children. Decorate fingertips of the glove to represent a song.

# CR4 #133

12-48 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **DRAMA**

Standard: **CR4** – The child will use dramatic play to express creativity.



12-24 months

## CR4.1b

When prompted, pretends to take on the characteristics of a character or animal as part of a group.

One-year-olds can respond to fingerplays, songs and chants with appropriate sounds and movement. They can copy animal sounds in “Old MacDonald Had a Farm” and pretend to “Row Your Boat.”



24-36 months

## CR4.2b

Spontaneously pretends to take on the characteristics of a person, character or animal.

Two-year-olds enjoy moving and interacting with others. They may jump like a kangaroo or stomp around like a dinosaur as they sing a group song.



36-48 months

## CR4.3b

Recreates a familiar story using action and objects (props) individually or cooperatively.

As three-year-olds’ language skills grow, they become involved in active story-telling experiences. Given simple props, they can act out stories such as “The Three Little Pigs.”

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## CR4 – The child will use dramatic play to express creativity.



**12-24 months**

### Frog Jump

Encourage the children to pretend to be frogs and jump around the room. Sing to the tune of “Are You Sleeping?”:

*Be a frog now, be a frog now,  
Hop, hop, hop, hop, hop, hop.  
Can you be a frog now?  
Can you be a frog now?  
Hop, hop, hop; Let's not stop!* **CR4.1b**

### Trot, Little Pony

Sing this song as the children trot and move to the tune of “Hush, Little Baby”:

*Trot little pony, trot to town,  
Trot little pony, don't slow down.  
Don't spill the buttermilk, don't spill the eggs.  
Trot little pony, trot to town.* **CR4.1b**

### Teddy Bear

Sing “Teddy Bear, Teddy Bear, Turn Around” and encourage the children to turn and move:

*Teddy bear, teddy bear, turn around  
Teddy bear, teddy bear, touch the ground  
Teddy bear, teddy bear, turn out the lights  
Teddy bear, teddy bear, say, “Good night!”* **CR4.1b**



**24-36 months**

### ★ BRIGHT IDEA

For a child who has difficulty hopping, demonstrate how the child can move his/her hands and arms up and down as an alternative to hopping.

### Animal Action

Play the song “Animal Action” by Greg & Steve. Encourage the children to participate by following along with the movements in the song as you model possible movements. **CR4.2b**

### Hats

Place a variety of hats and jackets in the dramatic play area. Encourage the children to pretend to be someone else such as a firefighter, police officer or construction worker. **CR4.2b**

### Baby Wash

Fill tubs with warm water and bubbles, washcloths and baby dolls for the children to wash and care for. You can also add other props like rubber duckies. Provide towels for each child to dry off his/her baby. Have baby clothes and diapers available for the children to dress the babies after their bath. Talk about how grown-ups wash their babies and love and take care of them. **CR4.2b**



**36-48 months**

### Maisy Goes on Vacation

After reading the book *Maisy Goes on Vacation* by Lucy Cousins, add a suitcase, sun hat, camera and other props to the dramatic play area. Have the children recreate the story using the props. You can extend this activity by adding chairs and creating a train. **CR4.3b**

### Body Movement

Have the children sing songs related to animals as they perform whole body movement to act out how the animal moves. You might use, “Baby Beluga,” “Animal Boogie” or “Six Little Ducks.” **CR4.3b**

### Froggie Gets Dressed

Provide pictures and flannel pieces from the book *Froggie Gets Dressed* by Jonathan London. Have the children retell the story using clothing pieces and pictures from the book. Encourage the children to use different voices as they tell the story. **CR4.3b**

### Prop Box Stories

Provide prop boxes in the dramatic play area that relate to specific stories to encourage the children to retell the stories. For example, a *Where the Wild Things Are* box might include wolf ears, a wooden spoon, a small boat, a blanket and wild thing masks. **CR4.3b**



### TEACHER TIP

Sing the song “Teddy Bear” and use children’s names. You can use a different child’s name on each verse.

# CR4 #134

12-48 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **DRAMA**

Standard: **CR4** – The child will use dramatic play to express creativity.



12-24 months

## CR4.1c

Experiments with voice inflection.

One-year-olds are experimenting with their voices as they are learning to speak and communicate. They may make high-pitched sounds or low growls and raise their voices at the end of a sentence to ask a question. They are listening to teachers as they model good communication techniques.



24-36 months

## CR4.2c

Imitates and repeats voice inflections to entertain others.

As two-year-olds are developing listening and speaking skills, they can imitate what they hear others do. They can copy adults as they change the pitch and volume of their voice.



36-48 months

## CR4.3c

Creates various voice inflections and facial expressions in play.

Three-year-olds experiment with their voices and physical expressions during play. They might use a low voice for Papa Bear and a high voice for Baby Bear. They will watch your expressions and mimic them as you read to them or speak in interesting ways.

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## CR4 – The child will use dramatic play to express creativity.



### 12-24 months

#### Noise Maker

Use a toy that makes a sound, such as a truck or a squeaky animal. After the toy makes a sound, mimic the sound and encourage the child to do the same. **CR4.1c**

#### Voice Changer

Collect paper towel rolls and toilet paper rolls, and encourage the children to speak into them to observe how sounds change. **CR4.1c**

#### Zoo Time

Place a variety of stuffed animals in a row. Encourage the children to point to the different animals and identify each one by the sounds it makes. **CR4.1c**



### 24-36 months

#### The Three Bears

Make paper plate puppets to represent the three bears and Goldilocks. Help the children act out the story using different voices for the characters. Practice with them how to make Papa, Mama and Baby Bear voices. Have small groups present the story so others can watch their friends perform. **CR4.2c**

#### Talent Show

Encourage the children to dance, sing or tell a story or joke in front of their classmates. Props can include costumes, microphones or stuffed animals. **CR4.2c**

#### Tiny Teacher

Set up your dramatic play area to be a school. Give the children props such as notebooks, pencils and chalkboards with chalk. Encourage one child to be the teacher and the other children to be the students. **CR4.2c**

#### ★ BRIGHT IDEA

For a child who has difficulty pretending, provide visual cues with pictures of things a teacher does. Refer to the visual, provide a model for him/her and then prompt him/her to imitate your actions.



### 36-48 months

#### Glad Monster, Sad Monster

While reading *Glad Monster, Sad Monster* by Ed Emberley, have the children differentiate their tone, pitch and facial expressions to represent the monster's feelings. **CR4.3c**

#### Mirror Play

Give the children mirrors to practice creating facial expressions for the various characters they portray. In a small group, provide the children with a mirror and encourage them to observe themselves. The floor-length mirror from the dramatic play area can be turned horizontally to allow several children to observe their expressions. Ask questions such as, "How do you feel when you hear thunder? When you are having fun at a birthday party? How do you feel when you can't find your favorite toy?" Have the children respond with a variety of facial expressions. **CR4.3c**

#### Animal Farm

Provide a box of animal costumes, and help the children create different voices and sounds for the animals. Read books related to animals. The children may provide sounds for the animals while the book is read. Encourage the children to make animal sounds when reading *Brown Bear, Brown Bear* by Bill Martin Jr. and Eric Carle. Assign animal roles to each child. **CR4.3c**



#### TEACHER TIP

Play alongside the children, encouraging them to use various voice tones to represent their imaginary roles (baby, soft voice; daddy, deep voice; monster, loud voice).

# CR4 #135

12-48 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **DRAMA**

Standard: **CR4** – The child will use dramatic play to express creativity.



12-24 months

## CR4.1d

Role plays real behaviors during play.

One-year-olds are observant. They watch and mimic familiar behaviors in their play such as holding a baby doll or talking on the phone.



24-36 months

## CR4.2d

Explores new situations through dramatic play.

As two-year-olds grow and develop, they can move and interact with toys and props in a dramatic play area. They put on dress-up clothes or use props such as a toy stethoscope.



36-48 months

## CR4.3d

Identifies real and make-believe situations through dramatic play.

Three-year-olds' developing speech and growing awareness enables them to act out more complex themes. They may pretend to visit the grocery store or act out "The Three Little Pigs."

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**CR4 – The child will use dramatic play to express creativity.****12-24 months****Tea Party**

Set up a tea party in the dramatic play area. Provide the children with a teapot, cups, saucers, cloth napkins and pretend cookies. Model pouring the tea and eating the cookies. **CR4.1d**

**Doctor's Office**

Supply items related to a doctor's office such as a toy stethoscope, doctor's smock, pressure cuff and baby dolls to keep in a prop box. **CR4.1d**

**Pet Day**

Provide several stuffed animals, blankets, plastic bowls, dog toys and old pillows for animal beds. Set up an area where the children can feed, care for and play with their animals. Talk about their animals with descriptive words such as "furry," "soft" and "cuddly." Read assorted animal books such as *Corduroy* by Don Freeman or *Doggies* by Sandra Boynton. **CR4.1d**

**24-36 months****Little Librarian**

Encourage the children to read stories to their classmates, dolls or stuffed animals as though they were a librarian. Provide simple props such as dolls or animals that relate to the story. **CR4.2d**

**Let's Go Shopping**

Set up a pretend grocery store and encourage the children to shop and find certain items to put in their bags. Include a cash register, play money and clean, empty food boxes. **CR4.2d**

**Leaves Are Dancing**

Using fall leaves (either silk or die-cut) and small rakes, have the children rake leaves on the rug. As the children rake, sing "Leaves Are Dancing" to the tune of "Are You Sleeping?":

*Leaves are dancing,  
Leaves are dancing,  
All around, all around.  
All the leaves are dancing,  
All the leaves are dancing,  
On the ground, on the ground.*

Have the children then pretend they are leaves falling to the ground. **CR4.2d**

**36-48 months****Living Books**

Use bulletin-board paper to draw a background scene from a favorite story, such as "The Three Billy Goats Gruff." Provide props to support the story and encourage the children to "play inside the book." **CR4.3d**

**Bird's Nest**

Start with a baby pool covered in brown paper. Add shredded paper and paper maché eggs or large plastic eggs. Have the children sit in the pool and pretend to be birds. Read *Are You My Mother?* by P.D. Eastman and discuss how birds build their nest and sit in the nest with the eggs until the baby birds hatch. **CR4.3d**

**Dino Stomp**

Create dinosaur feet from cereal boxes covered in duct tape. Use one color for the toes and another color for the foot. Cover a narrow piece of cardboard in tape to make a strap and secure this to the box. Make the strap adjustable by adding VELCRO® dots. Have the children wear the feet and pretend to be dinosaurs. Play "We Are The Dinosaurs" by Laurie Berkner. **CR4.3d**

**★ BRIGHT IDEA**

For a child who has difficulty with gross motor tasks, create a set of dinosaur feet using tissue boxes that will fit over his/her shoes. Encourage him/her to walk with the dinosaur feet by modeling the action and providing positive feedback as he/she tries it.



# CP1 #136

12-48 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP1 – The child will demonstrate awareness of cause and effect.**



12-24 months

## CP1.1a

Repeats actions many times to cause desired effect.

As one-year-olds continue to explore cause and effect, they will repeat actions over and over. They may drop items for teachers to retrieve or turn the handle on a toy to watch an object pop up. This repetition helps them learn that they can act on objects and consistently get the same results.



24-36 months

## CP1.2a

Explores the effects that simple actions may have on objects.

Two-year-olds enjoy exploring the effects that their actions have on objects. They will experiment with a ball, bouncing and rolling it in a variety of ways, or spread paint on paper with a large brush, moving it back and forth. They are learning that different actions can have different effects.



36-48 months

## CP1.3a

Intentionally carries out an action with an understanding of the effect it will cause.

Three-year-olds are quite confident in their ability to act on objects. They will squeeze a sponge onto the table and watch the drips, or stack a block tower just so they can knock it down. They are gaining an understanding that certain actions and the resulting effects are within their control.

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## CP1 – The child will demonstrate awareness of cause and effect.



### 12-24 months

#### **Bang, Bang, Bang**

Place a variety of lids in front of the children. Encourage the children to bang the lids together. Say, "You're hitting the lids together. Listen to the sounds you are making." **CP1.1a**

#### **What Will Happen**

Place a cause and effect toy, such as a pop-up toy, before one of the children. Encourage the child to interact with the toy to see what happens. Ask, "What happens if you push the button? Look! You made it pop up!" Have the children take turns. **CP1.1a**

#### **Open and Close**

Provide several clean plastic containers with lids that are hinged so they open and close easily. Containers that wipes come in work well for this purpose. Show the children how to open and close the lid. Encourage them to repeat the action. Clap and say, "You did it! Can you do it again?" **CP1.1a**



### 24-36 months

#### **Ball Play**

Provide a variety of balls to the children. Encourage them to roll, bounce or kick the balls. Talk about what they are doing. "You kicked the ball hard! Look how far it went!" **CP1.2a**

#### **Painting Time**

Provide a variety of painting tools such as brushes, rollers, stamps and sponges. Show the children how to dip them into the paint and then press them on the paper. Talk about the different marks the tools make on the paper. Ask, "How did you make this mark? What did you use?" **CP1.2a**

#### **Soupy Sand**

Add water to sand and encourage the children to explore the new texture. Talk about what happened when you added water. Say, "The sand feels different, doesn't it? The water made the sand feel soupy." **CP1.2a**



### 36-48 months

#### **Let's Bowl!**

Introduce a bowling game in a small group and ask if the children have ever played before. If there are some children who have never played, ask them to guess what they can do with the ball and pins and how they can play the game. Discuss what will happen if they hit the pins with the ball and then have the children experiment. Also, discuss with the children how they want to arrange the 10 pins to strike them more easily. Continue to bowl using a variety of pin arrangements. **CP1.3a**

#### **Straw Painting**

You need straws, small eyedroppers and papers in different sizes and colors. Cover the table with a tablecloth for easy cleanup. Prepare a few colors of liquid paint (not too watery) and place them in shallow bowls. Introduce the materials and talk about what they are and how they are used. For example, ask, "What is this straw? What is this for? When do you use it? Have you ever painted with a straw?" Show the children how to drop paint on the paper and move it around by blowing through the straw. Talk about how blowing through the straw causes the paint to spread across the paper. Ask the children to blow harder and see what happens. **CP1.3a**

#### **Water Wheels**

Place a few water wheels in the water/sensory table along with measuring cups in different sizes. Pour water in the table. Before the activity, talk about the children's prior experience with the water wheels. Discuss what it looks like and different ways to spin it such as by blowing on it, spinning it by hand or pouring water over it. Suggest that the children experiment with pouring water onto the wheels in different ways – slowly, quickly or all at once. Comment on what the children are doing. Say, "When you poured the water, you made the wheel spin. Can you make it spin faster? Or for a longer time?" **CP1.3a**

# CP1 #137

12-48 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP1 – The child will demonstrate awareness of cause and effect.**



12-24 months

## CP1.1b

Asks simple questions.

One-year-olds ask simple questions: "What dat?" – while pointing to objects and people. They may ask, "Kitty gone?" when they don't see their cat or "Out?" to ask to go outside. They are developing the thought processes necessary to ask "why" questions as well as the vocal control to use a rising inflection at the end of a phrase to indicate a question.



24-36 months

## CP1.2b

Asks simple questions to try to understand.

Two-year-olds will begin to ask simple "why" questions, usually based on requests from parents or teachers. If they hear "Time to go inside," they may respond with "Why?" They are trying to understand the reasons behind actions.



36-48 months

## CP1.3b

Expresses beginning understanding of reasoning skills.

Three-year-olds show an increased understanding as to "why" events occur. They can respond to simple questions concerning cause and effect, although their reasoning may be faulty. "Why is the kitty meowing?" "Cause she wants her mommy."

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## CP1 – The child will demonstrate awareness of cause and effect.



### 12-24 months

#### Would You Like This?

Sit at a table with play dough in front of you. As the children come over, encourage them to ask for some play dough. Ask, "Would you like some play dough?" Then have the children say to you, "May I have some?" Give the children play dough and supervise play. **CP1.1b**

#### Brown Bear

Read *Brown Bear, Brown Bear* by Bill Martin, Jr. Place a strong emphasis on the questions, being sure to use a rising tone of voice. This is a sign that a question is being asked. Encourage the children to recite the questions with you. Ask, "Amy, Amy, who do you see?" Encourage Amy to answer with the name of a classmate, "I see Joshua looking at me." **CP1.1b**



### 24-36 months

#### Making Play Dough

Make play dough and encourage the children to ask simple questions about the activity. Model by asking, "Do you want to know why we are putting in water? It's so the flour will stick together to make the dough." **CP1.2b**



### 36-48 months

#### What's Inside?

You will need several plastic eggs in different colors. Give each child an egg and sing this song to the tune of "Who's Afraid of the Big, Bad Wolf?" and encourage the children to sing along with you:

*What's inside the yellow egg?*

*The yellow egg?*

*The yellow egg?*

*What's inside the yellow egg?*

*Open it and see!* **CP1.2b**

#### I Wonder Why

Read *Why?: The Best-Ever Question and Answer Book About Nature, Science and the World Around You* by Catherine Ripley. This book is full of questions children ask such as "Why do cows moo? Why is soap slippery? Why do some people use a wheelchair?" Use examples in the book to encourage the children to come up with their own questions. Model for them by saying, "Sometimes I wonder why..." **CP1.2b**

#### Toy Inspector

Provide toys that have moving parts such as wheels or doors or that move in some way. Give children magnifying glasses and pretend tools. Place the items on a table and encourage the children to explore how the toys move, open or make sounds. Ask questions to expand reasoning such as, "What do you think makes the door open?" **CP1.2b**

#### How's the Weather?

Discuss daily changes in the weather and how the children's routines might change, depending on the weather. For example, if it is raining ask, "What special things do we use when it's raining? Raincoat, boots, umbrella? Yes, if it's raining, we use our umbrella." If it's cold, ask, "Will we need to turn on a heater today? Why?" **CP1.3b**

#### Growing a Plant

Choose seeds that sprout quickly, such as beans or peas, and plant the seeds with the children. Place the plant in a sunny window and have the children help water it regularly. Observe the plant as it grows. Take pictures of the changes in the plant every week and/or have the children draw pictures of the plant to display. Encourage the children to think about how the plant grows. Talk about why the plant needs water and sunlight. Say, "We are watering the plant so it will grow," or ask "Why did we put the plant in the sunshine?" **CP1.3b**

#### Pigeon Needs a Bath

Read *The Pigeon Needs a Bath* by Mo Willems. Ask questions about the story. "Look at this picture of Pigeon. Do you think he needs a bath? Why do you think that?" or "Pigeon doesn't want to take a bath. What would you tell him about why he should take a bath?" After reading the story several times, have the children draw pictures of Pigeon taking a bath. Record their responses to "Pigeon should take a bath because..." **CP1.3b**

# CP2 #138

12-48 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP2 – The child will use prior knowledge to build new knowledge.**



12-24 months

## CP2.1a

Uses objects as intended.

One-year-olds continue to build knowledge about their world. They begin to use objects for specific purposes – drinking from a cup or brushing their hair with a brush. They love to have their own “special items” for these purposes.



24-36 months

## CP2.2a

Makes connections between objects and ideas.

Two-year-olds can connect familiar objects to ideas. They can use an object for multiple purposes. For example, they can use a cup to drink from or fill it with sand. They understand that goggles are used to protect your eyes or that a broom is used for sweeping.



36-48 months

## CP2.3a

Uses objects as intended in new activities.

Three-year-olds understand that objects can be used in a variety of settings. They know that a broom can be used both outside and inside. They understand that chalk can be used on a chalkboard or on the sidewalk.

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## CP2 – The child will use prior knowledge to build new knowledge.



### 12-24 months

#### **Sleepy Time**

Provide each child with a baby doll and appropriate props such as a small blanket or a baby bottle. Show the child how to wrap the baby doll in the blanket. Encourage him/her to interact with the doll in a variety of ways such as putting the baby down for a nap, feeding the baby, rocking the baby to sleep. **CP2.1a**

#### **Stirring Practice**

Provide a large plastic bowl and spoon, along with some large buttons or plastic lids. Make sure the buttons and lids are too large to be a choking hazard. Encourage the children to stir the objects in the bowl. Show them how to go around and around or over and over. The buttons and lids make an interesting sound when stirred. **CP2.1a**



### 24-36 months

#### **Laundry Basket Toss**

Provide several pairs of rolled up socks and a laundry basket. Encourage the children to toss the socks into the basket. Talk about how the socks are like a ball: they are round and we can toss them. Ask the children to think of other things they could use as a “ball” to toss in the basket such as crumpled up paper or a sponge. **CP2.2a**

#### **Dance, Dance**

Play music with a fast-paced beat and encourage the children to dance along! Say, “You heard the music playing and it made you want to dance!” Play a song with a slower beat. Ask, “How does this music tell your body to move?” **CP2.2a**

#### **Soak It Up**

In a tub of water, place several items that absorb water – different sizes or colors of sponges, a washcloth, some large pom-poms. Encourage the children to soak them in the water and then squeeze the water out. Say, “All these things hold water. How can you get the water out? Right, you can squeeze the water back into the tub.” Monitor play carefully to make sure the children do not put objects in their mouths. **CP2.2a**



### 36-48 months

#### **Tubes, Towers and Tunnels**

Add cardboard tubes of different lengths and some masking tape to the block center. Encourage the children to use the tubes in a variety of ways. Show them how to use tape to attach the tubes to blocks or to each other. They can stack the tubes high or tape them to blocks to make towers. They can tape them end to end to make tunnels. **CP2.3a**

#### **What Can We Use?**

Throughout their play, encourage the children to use open-ended items in new ways, a blanket as a cape for example. As the children are playing in the block area, where they often build roads and play with cars and trucks, help them role play a car with a flat tire. Ask, “What should we do?” The children might say, “We should call a tow truck.” Respond, “That’s a great idea! But how should we call? We don’t have a phone here. Is there anything we could use as a phone?” Have the children look for an alternative to the phone, like a small unit block or a calculator from the math area. **CP2.3a**

#### **Let’s Have Dinner**

Set up a table with a tablecloth in the dramatic play area. Place a set of cups, plates and silverware on the table. Talk with the children about how they use forks and spoons at home. Model how to use them appropriately at the table. Discuss other ways to use forks and spoons in other play areas. For example, they could be used with play dough or paints in the art area or to dig in the sand table. **CP2.3a**

#### **Outdoor Painting**

Take a variety of paintbrushes outside. Provide water for the children to “paint” with. The children can paint on any available surface because the water will evaporate. **CP2.3a**

# CP2 #139

12-48 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP2 – The child will use prior knowledge to build new knowledge.**



12-24 months

## CP2.1b

Imitates simple actions, gestures, sounds and words.

One-year-olds are growing in their abilities to imitate. They can repeat simple fingerplays, such as "Itsy Bitsy Spider," along with hand motions and they can respond to requests to repeat words and phrases: "Can you say 'thank you'?"



24-36 months

## CP2.2b

Demonstrates imitation skills, including imitation of peers.

Two-year-olds' abilities to imitate sounds and actions are increasing. They can follow along with simple activity records and eagerly copy the actions of their teachers or friends in games such as Follow the Leader.



36-48 months

## CP2.3b

Uses observation and imitation to acquire knowledge.

Three-year-olds are growing in their observation and imitation skills. They learn by watching carefully and copying the actions of others. For example, they listen to the teacher say, "Time to go inside," and they copy other children as they run to line up.

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## CP2 – The child will use prior knowledge to build new knowledge.



### 12-24 months

#### Marching All Around

Sing this song with the children to the tune of “The Farmer in The Dell” and encourage them to follow your motions:

*We’re marching all around,  
We’re marching all around,  
Hi! Ho! The Derry-O!*

*We’re marching all around.*

Change the words to other actions such as jumping, twirling, walking or stomping and invite the children to follow along. **CP2.1b**



### 24-36 months

#### Follow the Leader

Model how to play Follow the Leader. Walk around the room and encourage the children to follow you in a line. Say, “Watch me and go where I go.” Make it harder by adding actions. Clap your hands, wave or extend your arms to the sides.

Next, choose a child to be the leader and model following him/her with the other children. **CP2.2b**



### 36-48 months

#### Can You Do It?

Read *Head to Toe* by Eric Carle and point to the different animal actions illustrated on each page. Then read the book a second time and model the action for each animal. Say, “I am a monkey. I can swing my arms. Can you do it?” Encourage the children to respond, “I can do it,” and swing their arms, copying your motions. The third time you read the book, choose several children to demonstrate the actions and have the rest of the class follow along. Add a variation by imitating sounds. Say, “I am a monkey and I go ‘oohh-ooooh-ooooh!’ Can you do it?” **CP2.3b**

#### Body ABC’s

Show the children how to make various letters of the alphabet with their bodies, either individually or with a few other children. For example, hold both arms straight out to the side to make the letter “T” or curve both arms around to make a “C.” Encourage four children to work together to make a letter “E” by lying on the floor. *Alphabet Fun: Making Letters with Your Body* by Isabel Thomas gives you many examples of both upper and lowercase letters. Leaving the book out for the children to look at during center time encourages individual exploration. **CP2.3b**

#### Going to the Grocery Store

Place props throughout the classroom so the children can act out familiar roles such as being in a grocery store, at the dentist or at a birthday party. Place baskets, shopping bags, a cash register and pretend food on a shelf. Cut paper to represent money. Encourage the children to share their experiences with grocery shopping. They can pretend that they are a mother or a father who is shopping. Assign one child to be a clerk and talk about what they see the clerk do at the grocery store. Help them role play the sequence of events. For example, the clerk greets customers, scans grocery items, puts them in a bag, asks you to pay, gives you a receipt. Model language they might hear, such as, “Cash or credit, Ma’am?” **CP2.3b**

#### Old MacDonald

While singing “Old MacDonald Had a Farm,” have the children imitate the action and sound of the named animal. **CP2.3b**



#### TEACHER TIP

Sing songs requiring the children to imitate your movements and the sounds you make. Some examples are “Tooty Ta,” “We’re Going on a Bear Hunt,” “Old MacDonald Had a Farm,” “The Wheels on The Bus” and “Oh, Mr. Sun.”



# CP2 #140

12-48 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP2 – The child will use prior knowledge to build new knowledge.**



12-24 months

## CP2.1c

Realizes that people or objects still exist even when out of view.

One-year-olds have developed the concept of object permanence – that objects exist even though you cannot see them. They will lift a blanket to find the toy bear underneath or ask about Daddy when he leaves the room.



24-36 months

## CP2.2c

Understands that familiar objects and people do not change when child is separated from them.

Two-year-olds can understand that being away from an object or person does not cause it to change. Examples: "Mommy is still Mommy when she returns from work to pick me up," and, "My favorite toy is still in the classroom each time I come back."



36-48 months

## CP2.3c

Identifies familiar objects and people in new situations.

Three-year-olds can remember objects and familiar people even in unfamiliar surroundings. They may eagerly call out "hello" to their teachers when they spot them in the grocery store or recognize their favorite toy on the shelf in the toy store.

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## CP2 – The child will use prior knowledge to build new knowledge.



### 12-24 months

#### Where Did It Go?

Place an item such as a small doll or ball in front of one child and ask, "See the ball? Now watch." Place the ball underneath a blanket or cup and ask, "Where did it go?" Encourage the child to look for the object. If he/she doesn't show an interest in looking, uncover the object yourself and say, "Here's the ball. It was under the blanket." Let children take turns. **CP2.1c**

#### Peek-a-Boo

Sit facing the child. Talk to the child so he/she is looking at your face. Use your hands or a small blanket to place between you and the child. Say, "Peek-a-boo!" or "Where's baby?" and move the blanket away quickly so the child can see you again. Repeat as long as the child is engaged. **CP2.1c**



### 24-36 months

#### Our Class

Create a book with photos of the children in the classroom. When discussing who is present that day, ask, "Who is not here today? That's right. Jason is not at school today." Show the children Jason's picture. Say, "He's at home. He will come back to school tomorrow." **CP2.2c**

#### We Miss You Cards

When a classmate or a teacher is absent, encourage the children to draw pictures or create cards for their friend. Say, "Juanita isn't here today, but I know she would like to see a picture you drew for her." Write the children's dictation on the picture. You could also sing this song to the tune of "The Farmer in the Dell":

*We wish her well,  
We wish her well,  
Juanita is not here today,  
We wish her well.* **CP2.2c**



### 36-48 months

#### Who Uses This?

Gather several familiar items that can be easily related to specific tasks, people or occupations: a toy stethoscope, a whisk, a computer keyboard, a flashlight, a hammer or a toothbrush. Show the children the items one at a time and ask, "Who uses this?" The children will have various responses depending on their background and experience. For example, when shown the whisk, some children might say, "Mommy uses that in the kitchen." Others might respond, "That's what they use on TV when they cook." **CP2.3c**

#### Where Did You See It?

Ask the children to bring real and found objects to school to share with the class; for example, something they collected or used during the summer break like sea shells, rocks, beach sand or swim goggles. Before each child introduces what he or she brought, have the child hide the object in a basket with a cover. Have the other children ask questions about the object and guess what it might be. After opening the cover, the child can talk about where he/she found it or where he/she used it. Ask the class if anyone else has seen one of these before, and where. **CP2.3c**

#### My Grammy Came to School!

Invite visitors to the classroom on a regular basis. For example, on Grandparent's Day, invite grandparents or other older adults in the children's lives to visit. Encourage the children to introduce their grandparents to the class and tell some things about them such as what their job is or what they like to do together. On other occasions, invite people from the community to visit the class: a firefighter, a nurse or the school secretary. Talk about what they do when they are not visiting your room. Create a class book with photos of the children and of their caregivers at work if possible. Write on each page, "When (child's name) is at school, his/her (mommy, Grammy, daddy) is at work." **CP2.3c**

# CP2 #141

12-48 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP2 – The child will use prior knowledge to build new knowledge.**



12-24 months

**NO  
INDICATOR**



24-36 months

**CP2.2d**

With adult prompting, uses clues to make predictions.

Two-year-olds can make simple predictions following clues given by an adult.



36-48 months

**CP2.3d**

Uses clues and sequence of events to infer and predict what will happen next.

Three-year-olds can use clues to predict what will happen next. They can respond to questions from a teacher: "Look at the picture. The little boy has an umbrella. What do you think will happen? Why?"

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## CP2 – The child will use prior knowledge to build new knowledge.



### 24-36 months

#### Mix It Up

Provide two colors of paint. Show the children how to use the brush to mix the paints on the paper. Comment on what is happening. Say, “Look, the paints are mixing together on your paper. They are making different colors.” Give each child a third color of paint. Ask, “What do you think will happen if you add another color to your painting?” **CP2.2d**

#### Wheels

You will need several small-wheeled vehicles as well as wooden table blocks and rocks from the science center. Using masking tape, make a road on the floor or carpet. Tell the children they are going to use the blocks or rocks for cars and have the children push them along the road. Have them experiment. Then show them the toy cars. Ask, “Will it be easier to push these cars? Why?” **CP2.2d**

#### Tasting Fruit

Cut an orange and grapefruit into sections. Have the children taste each one and describe it. Was it sweet? Sour? Pour a small amount of orange juice and grapefruit juice into clear cups. Have the children predict if each juice will be sweet or sour. Ask, “How do you know?” Have them sip the juice to test their prediction. **CP2.2d**

#### Box Play

Provide boxes of all sizes. Encourage the children to build things with the boxes or stack them inside each other. Guide the children by saying, “We can stack blocks. What happens if we stack boxes?” **CP2.2d**



### 36-48 months

#### Who Will Help Me Make the Bread?

Before reading the story “The Little Red Hen,” use a variety of props to spark the children’s curiosity. For example, bring in a loaf of unsliced bread and ask, “Do you know how this bread is made? Let’s read a story about a little red hen and find out.” As you read the story, emphasize the sequence of events. Recap often. For example, say, “First she planted the seeds, then she watered them. What did she do next?” The children should answer, “She harvested the wheat.” Create pictures of the sequence. During small group time, ask the children to put the pictures in order. **CP2.3d**



#### TEACHER TIP

Make a series of picture cards that show events in your daily schedule and put them in order on the wall or bulletin board. Periodically throughout the day ask the children what the next activity is in the daily routine. For example, what comes after music and movement? This is particularly important in the beginning of the year and for children who just started the school. Make sure to give notice in advance, to help children transition to the next routine or activity.

#### What Comes Next?

Read *I Went Walking* by Sue Williams, pausing before turning each page to give clues about the next animal. After reading the phrase, “What did you see?” say things like, “This animal is big and brown and you can ride on it.” Have the children look carefully at the pictures to get a clue about the next animal. For example, on the page before the horse, you can see a tip of the tail. **CP2.3d**

#### Peek-a Who?

Read *Peek-a Who?* by Nina Laden. This lift-the-flap book uses word cues and rhyming to help children make predictions about the animal that is hiding. For example, “peek-a-moo” gives children the hint that a cow is under the flap. Ask, “What animal is hiding? What makes you think so?” **CP2.3d**



#### TEACHER TIP

Be sure that prediction activities use children’s prior knowledge of objects and events. They must have some basis for prediction. Asking them to “predict” the next event in an unfamiliar story is just guessing. They have no knowledge to base their prediction on. Before asking the children to predict, ask yourself, “Have I provided them with experiences that give them information to make this prediction?”

# CP2 #142

12-48 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP2 – The child will use prior knowledge to build new knowledge.**



12-24 months

**NO  
INDICATOR**



24-36 months

**CP2.2e**

Discusses why things occur.

Two-year-olds may be able to talk about why things happen. They can decide that a girl in a picture is wearing a coat "because it is cold." They need simple, concrete examples and lots of modeling from their teacher to make the connection between the event and the cause.



36-48 months

**CP2.3e**

Discusses how new learning related to concrete objects is based on prior knowledge.

Three-year-olds are beginning to verbalize how new learning is related to something they already know. They may recognize characters from stories – "That's Pigeon! He was in the other book we read!" Or they can explain how they used the new art materials: "That's like chalk. We have that on the playground."

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## CP2 – The child will use prior knowledge to build new knowledge.



### 24-36 months

#### Why Did That Happen?

Gather pictures of events such as a child putting on a coat or a dog barking. Look at the pictures with the children and ask, “Why do you think she is putting on a coat?” or “Why is the dog barking?”

**CP2.2e**

#### Baby Talk

Provide baby dolls and interact with the children and their dolls by asking questions and making comments. You might ask, “Oh, is your baby crying? Why is your baby crying? Do you think she’s hungry? If she’s hungry, what could you do?”

#### Paper Towel Art

You will need liquid watercolor paints or water colored with food coloring in two or three different colors. Place the colors in small containers using spoons or droppers. Cover a tray with several layers of newspaper and then a layer of paper towels. Show the children how to drop the paints onto the paper towels. Talk about the colors spreading and mixing together. Say, “We didn’t have any orange paint. I wonder where the orange color came from?”

#### Feelings

Provide books, pictures or homemade picture cards of various facial expressions. Identify and discuss each feeling shown. Discuss why the individual in the picture may be feeling sad, happy, surprised, excited, scared or angry.

**CP2.2e**



### 36-48 months

#### Pasta Bracelets

Provide the children with uncooked, short pasta such as rigatoni. You can color the pasta with food coloring first if desired. Also provide lengths of yarn. Tie one end of the yarn to one piece of pasta and show the children how to thread other pieces of pasta onto the yarn bracelet. Encourage them to talk about stringing other items. Ask, “How is this like when we string beads?” or “Remember when we made bird feeders with cereal? How is this the same?”

**CP2.3e**

#### Button and Snap

Read *Now I’m Big* by Karen Katz. Provide items to button and snap. Talk about learning to button. Ask, “Who showed you how to button? What do you have to remember to do when you button? When you were little, did someone else button for you? What are you learning to do now?” Talk about tying shoes or using zippers.

**CP2.3e**

#### What’s in the Bag?

Secretly place an everyday item like a key, pen, or spoon in a paper bag and give different clues to the children, who will then try to guess the item. You might say, “It is made out of wood. We keep it in the dramatic play area. We use it to stir lemonade. Do you have a guess?” Be sure to allow time between each clue for reflection. Start off with a set of very common objects. Later, begin adding more unique items. You can do this activity indoors or outdoors.

**CP2.3e**

#### Trikes to Bikes

Read *The Bike Lesson* by Stan and Jan Berenstain. In this book, Small Bear learns how to ride his new bike from Papa Bear. After reading the book, talk about the children’s experiences with tricycles and/or bicycles. Ask, “Do you think riding a bike is the same as riding a tricycle?” Talk about sitting on a seat, holding the handlebars, pedaling and steering. Then discuss, “How is it different? Riding on only two wheels, you have to balance and use a different way to stop.”

**CP2.3e**



#### TEACHER TIP

Help the children make connections between stories and their own experiences. For example, before reading *The Rainbow Fish* by Marcus Pfister, encourage the children to connect the story to their experiences by asking, “Have you ever been to an aquarium? What kinds of fish do you see there?” If you have previously taught the class about farms and now you are reading a book on farm animals, ask the children what they remember about farms and farm animals.

# CP3 #143

12-48 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **PROBLEM SOLVING**

Standard: **CP3 – The child will demonstrate problem-solving skills.**



12-24 months

## CP3.1a

Interacts with a toy or object to solve a problem.

As one-year-olds gain more control of movements and demonstrate beginning balance and control, they can interact with objects to solve problems. For example, they can get a stool to reach a toy or use a stick in the sandbox when there are no shovels.



24-36 months

## CP3.2a

Experiments with familiar objects to solve problems.

Having lots of open-ended and hands-on materials encourages two-year-olds to experiment with different solutions to problems. They will turn a puzzle piece in different directions to see if it will fit or try alternate ways to position it. This exploration gives them many different strategies for solving problems.



36-48 months

## CP3.3a

Demonstrates multiple uses for objects to solve problems.

Three-year-olds begin to show inventiveness and flexibility as they try to solve problems. They substitute one object for another, such as using a wooden spoon as a drumstick or wrapping a towel around their shoulders to make a superhero cape. This early representational thinking is an important developmental step.

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## CP3 – The child will demonstrate problem-solving skills.



### 12-24 months

#### How Can I Get It?

Place an object slightly out of reach, such as in a tunnel or in a box. Encourage the children to figure out how to get the item. **CP3.1a**

#### Will This Fit?

In front of the children, place a container with an opening in it, such as a cup with a lid that has a hole. Provide a variety of objects to put into the container. Include objects that are slightly too large, some that fit the opening and others that must be turned a certain way to fit, such as a clothespin, for example. Encourage the children to try each item in multiple ways. **CP3.1a**



### 24-36 months

#### Sandbox Scoopers

Remove typical sandbox toys like shovels and rakes and replace them with spoons and paper towel rolls. Encourage the children to use the new tools to scoop and dig in the sand. **CP3.2a**

#### Chopsticks and Noodles

Under close supervision, provide wooden chopsticks and a bowl holding cut pieces of yarn. Demonstrate how to pick up the “noodles” using the chopsticks. Encourage the children to use the chopsticks to pick up the “noodles.” **CP3.2a**

#### Using Tongs

On a tray in front of one of the children, place a bowl and a few other items such as a plastic LEGO®, a large bottle cap, a rock, a shell or a clothespin. Give him/her a pair of kitchen tongs and demonstrate how they work. Encourage the child to pick up the items and place them in the bowl using the tongs. Have the children take turns. **CP3.2a**

#### Bottle Fill

Provide a container, such as a plastic peanut butter jar or water bottle, and a variety of objects for the children to fit into the container. Encourage the children to add and remove the items. Some items will be easy to put into the container but difficult to get out. **CP3.2a**



### 36-48 months

#### Toy Shop

Provide recyclable materials such as plastic bottles, paper plates, boxes, cardboard tubes or straws. Encourage the children to make their own toys with these materials. Help them think through the steps. For example, ask, “What can we make using this big box?” If a child wants to make a car, ask, “Will you have a seat in your car?” or “What could you use to make the wheels?” **CP3.3a**

#### We Need More Cars!

Encourage the children to find multiple uses for objects. For example, in the block area, if the children need more cars, help them brainstorm by asking, “What else can we use as a car?” Small blocks, LEGO®s or a cereal box from the dramatic play area are some ideas. The children may create structures in various ways as well. Provide lots of open-ended materials such as cardboard boxes and tubes. **CP3.3a**

#### Mix It Up

Fill a bowl or tub with water and add a few drops of child-safe liquid soap. Give the children a variety of objects such as a wooden spoon, a whisk or a rotary beater (the old-fashioned kind with a handle you turn to make the beaters spin). Show the children how to stir or mix the water to make bubbles. Talk about which item is easiest to use and which one makes the most bubbles. **CP3.3a**



#### TEACHER TIP

It's tempting to jump in and solve problems for the children. It's better to offer encouragement and verbal support. Give suggestions or ask questions to focus the child on a specific part of the problem. For example, as a child is trying to fit pieces in a puzzle, you might say, “I see the dog's tail. Where should it go?” or “If the piece doesn't fit, can you turn it around?”



# CP3 #144

12-48 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **PROBLEM SOLVING**

Standard: **CP3 – The child will demonstrate problem-solving skills.**



12-24 months

## CP3.1b

Solves a simple problem successfully with adult assistance.

One-year-olds are increasing in their problem-solving abilities. They ask for adult help with gestures or sounds. For example, they may look toward their teacher and say "Uh, uh" when they can't get the music box to work. They will watch carefully and try to imitate the actions needed to solve the problem.



24-36 months

## CP3.2b

Tries several methods to solve a problem before asking for assistance.

Two-year-olds are becoming more independent at solving problems. They will try several things on their own before asking for assistance. They may reply, "Me do it" when asked if they need help.



36-48 months

## CP3.3b

Tests different possibilities to determine the best solution to a problem.

Three-year-olds are able to ask questions to help them solve problems. They may explore several different possibilities before deciding on a solution. For example, a group of children using water on the playground fill up a bucket, but realize it is too heavy to carry. They eventually decide to fill cups with water to get to the other area of the playground.

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## CP3 – The child will demonstrate problem-solving skills.



### 12-24 months

#### You Can Do It!

During meals and snack times, provide each child with a child-size spoon and encourage him/her to feed himself/herself with it. If a child has trouble, hold the spoon for the child to help guide it.

**CP3.1b**

#### Bottles and Pins

Provide a sturdy, plastic bottle with a medium-size top and some wooden clothespins without springs. Show the children how to turn the clothespins lengthwise and drop them into the bottle. Then demonstrate how to shake the bottle so the clothespins will fall out. Stand nearby to offer assistance and affirmation. **CP3.1b**

#### Ball Roll

Sit facing a child, feet apart with the soles of your feet touching his/hers. Now roll a small ball toward the child and encourage him/her to roll it back. If the child has difficulty, coach the child by name, saying, “Push the ball hard, Katey, to get it to roll to me.” **CP3.1b**

#### People Puzzles

Take a photo of each child playing. Print it and cut it into three or four pieces. With guidance, encourage the children to put their picture back together. **CLL3.1b**



### 24-36 months

#### Sand Hunt

Bury several small toys in the sand table. Provide a variety of tools such as spatulas, scoops and spoons so the children can dig and scoop the sand and retrieve the toys. Encourage the children to try different methods of digging and scooping. Narrate what they are doing. Say, “You’re using the spatula to dig. It’s scooping up lots of sand.” **CP3.2b**

#### Pom-Pom Eggs

Gather six to 12 extra-large pom-poms in different colors. Paint the inside of each section of a cardboard egg carton the same color as each of the pom-poms. Encourage the children to find the section of the carton that matches and put the pom-pom “eggs” in the carton. **CP3.2b**

#### Cup Stack

Provide several heavy-duty plastic drinking cups or clean, empty yogurt containers. Show the children how to stack the cups in a variety of ways. How high will the stack be? Can they make a pyramid stack? **CP3.2b**

#### ★ BRIGHT IDEA

To make the cups easier to stack and balance, tape the first row to the table.



### 36-48 months

#### Constructing Houses

Read “The Three Little Pigs” a few times until the children are familiar with the story. Introduce a new concept of houses by opening a suitcase full of straw, sticks and bricks. Have the children explore the materials by looking, touching, feeling and smelling. Compare and contrast the materials used by the pigs. Discuss characteristics of the materials and how well each will withstand huffing and puffing. Explore other ways of building the strongest house with the most protection. Extend the play and discussion to the block area while building houses with the materials. **CP3.3b**

#### Noodle Hockey

Cut a pool noodle into manageable lengths and provide a small, lightweight ball. Show the children how to strike the ball with the noodle and direct it toward a goal. You can turn a box on its side with the open end acting as the goal. Encourage the children to experiment with the best ways to strike and aim the ball. **CP3.3b**

#### Testing the Writing Tools

Give the children a sheet of waxed paper and several writing or drawing tools like chalk, water-based markers, crayons and tempera paints. Tell them you are trying to figure out which of these will be the best choice for writing on the paper. Have the children test each one and compare the results. What happens when they draw with crayons? What about markers? Does the color stay? Is it bright? Does it smear or run? **CP3.3b**



## BRIGHT IDEAS PHYSICAL/MOTOR

The adaptations noted here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.



Common Challenges	Environmental Adaptations	Daily Schedule or Materials Adaptations
Difficulty grasping or manipulating materials	★ Maintain proximity to provide support to the child as he/she explores the environment.	★ Provide materials that are easy for the child to grasp using the palm (palmar grasp). Examples are small blocks, large crayons, soft rattles, soft books and small soft baby dolls.
Difficulty accessing or playing with toys/materials	★ Place toys on a variety of shelving levels and on the floor so that the children can easily reach them.	★ Facilitate play by modeling the toy's function, for example, rolling a ball, or pushing the button on a cause and effect toy. Assist as the child performs the function of the toy by gently placing your hands over his/her hands and guiding him/her in making the movement.
Difficulty sitting, standing or moving around the classroom	★ Be sure that all furniture is stable for use as the child pulls to stand and walk.	★ Be flexible in positioning to encourage the child to sit in a manner that is most comfortable for him/her. This may mean adapting equipment so that it properly supports the child. With parental consent, consult with a professional before making any adaptations to equipment.
Difficulty using feeding utensils	★ Sit near the child during feeding times to support him/her when using utensils. Provide hand-over-hand modeling then prompt the child to try. Give positive feedback when he/she uses the utensil independently.	★ Throughout the day, provide practice opportunities to the child for grasping utensils and bringing them to his/her mouth. Snack time is a natural practice time. In dramatic play, you can also encourage him/her practice with pretend food.
Difficulty accessing materials/equipment outside	★ Move outdoor materials to be within reach and stay close by. To assist the children who have difficulty accessing outdoor equipment, provide physical support. For example, you can slide down the slide with the child in your lap, or place the child on the slide and help him/her go down while keeping your hands around his/her trunk.	★ Maintain proximity to the child while outdoors to give support when accessing equipment. When possible, assist the child in completing the activity safely. For example, if the child wants to slide, place him/her near the end for a shorter ride and securely hold his/her trunk.



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**THINGS TO CONSIDER:**

- ★ A child may have difficulty moving, coordinating and balancing but teachers can still structure nearly all play activities to compensate for physical difficulties.
- ★ The children with motor difficulties may need to participate from another perspective, such as crawling difficulties, walking, or using a wheelchair instead of walking.
- ★ Be sure that floor pathways are clear of debris and clutter.
- ★ Be sure that furniture is stable and heavy equipment is secured.
- ★ Expect to offer multiple experiences in order for children with motor difficulties to master a physical concept or skill.
- ★ Seek out support (with parental consent) from professionals with training in physical development.
- ★ Before making individualized adaptations, consult the child's family, and with permission, their therapist or physician.
- ★ With parental consent, therapists supporting the child can help identify both high-tech and low-tech adaptations to assist with positioning or other difficulties that affect participation in physical activities.
- ★ Be aware of health and safety concerns.



# BRIGHT IDEAS #2

12-48 months



## BRIGHT IDEAS COGNITIVE

The adaptations noted here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.



Common Challenges	Environmental Adaptations	Daily Schedule or Materials Adaptations
Difficulty selecting and playing with materials	★ Be sure to provide a variety of materials at varying developmental levels. Rotate materials on a regular basis to maintain interest.	★ Be sure that materials are balanced between those that the children can use independently and those that may require support from a teacher to use as intended.
Difficulty engaging in group time	★ Consider grouping the children in small groups instead of one large group.	★ Be sure that group time is short and includes high-interest activities. Pair most activities with movement and/or props.
Difficulty transitioning from one activity to another	★ Avoid transitioning as a whole group. Build transition warnings, such as setting a timer, ringing a bell/chime or humming a song.	★ Add a visual schedule, one with pictures representing each of the day's routines. Allow the children to flip routines over when they are "all done" and help them to identify what is next.
Difficulty passing things from one hand to another	★ Break tasks down into small steps. For example, show the child how to start by holding an object with one hand and moving it across midline. Once the child completes this step, add in how to grasp with the other hand.	★ Provide more time to complete the task. Provide materials with knobs or handles that are easier to grasp. This will allow the child to concentrate on the motor task of passing from one hand to another.



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**THINGS TO CONSIDER:**

- ★ The children differ in both the rate they gain knowledge and also in the way they remember and understand.
- ★ Always have materials that support varying levels of development accessible.
- ★ Have materials on hand that support a variety of learning styles – visual, auditory and tactile. These help enhance understanding and promote participation in activities that might have been difficult otherwise.
- ★ Some of the children may need expanded opportunities to use concrete representations in order to grasp concepts.
- ★ Break complex concepts into smaller achievable steps. Provide clear directions and verbal or physical prompts.
- ★ Provide many opportunities for repetition, practice and for applying new knowledge.
- ★ Seek out support (with parental consent) from professionals with training in cognitive/neurological development, such as special educators and physicians.



 **BRIGHT IDEAS SOCIAL/EMOTIONAL**

The adaptations noted here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.



Common Challenges	Environmental Adaptations	Daily Schedule or Materials Adaptations
Difficulty engaging in group time	★ Provide a variety of seating options.	★ Be sure that group time is developmentally appropriate in activity and length.
Difficulty calming down once becoming upset (>8-10 minutes)	★ Acknowledge the child's feelings (example: "I see you're sad. You're crying and upset because your friend has something you want.") Provide support based on the child's wants/needs (example: back rubs, hugs, sitting/standing near the child). Model and encourage calming strategies (such as deep breathing).	★ Maintain a consistent classroom routine. Post a visual schedule at the children's eye level. Plan for schedule changes and talk about them with the children in advance.
Difficulty expressing wants and needs	★ Label the different areas and materials throughout the classroom with pictures and words. Encourage the child to refer to the labels as appropriate if he/she is having difficulty communicating. Incorporate simple gestures as appropriate.	★ Use one to two word phrases, simple gestures or visuals to support the child's attempts to communicate (example: signing "more" when he/she wants more snack).
Difficulty following routines	★ Maintain proximity to support the child as he/she transitions from one routine to the next. Provide individualized transition warnings and encourage and support the child to refer to the visual schedule as appropriate.	★ Post a visual schedule at the children's eye level. Refer to the schedule throughout the day. This child may require advanced notice of a change in activity/routine. You may take him/her to look at the schedule and explain what is happening next before you share it with the whole group. Consider allowing this child to turn the visual for one routine over when it is complete.



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**THINGS TO CONSIDER:**

- ★ Many of the children acquire the majority of social-emotional skills through observation and practice.
- ★ There are concepts related to social-emotional competence that children must be taught and given the opportunity to practice in order to become fluent. These include problem solving, emotional regulation (calming down, impulse control, etc.) and emotional literacy (labeling emotions appropriately).
- ★ Some children require repeated, intentional and explicit teaching to understand many social-emotional concepts.
- ★ Provide various opportunities for children to practice social-emotional skills with adult guidance and support.
- ★ Resources for teaching practices that promote social-emotional competence can be found at [www.csefel.vanderbilt.edu](http://www.csefel.vanderbilt.edu).
- ★ Seek out support (with parental consent) from professionals with training in social-emotional development, such as special educators, therapists and developmental pediatricians.





# BRIGHT IDEAS #4

12-48 months

## BRIGHT IDEAS SENSORY

The adaptations noted here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.



Common Challenges	Environmental Adaptations	Daily Schedule or Materials Adaptations
Difficulty navigating the classroom environment (vision)	★ Be sure that pathways are unobstructed and consistent. When changes occur, help the children navigate through the changes.	★ Keep materials in the same place. When changes are necessary, prepare the child by walking with him/her to the new location and having him/her feel where the materials are located as you describe referents.
Difficulty transitioning from one activity to another (vision or hearing)	★ Provide additional time for the child to complete the transition and provide individualized transition warnings as appropriate.	★ Provide auditory and/or visual warnings before transitions (avoid blinking lights). For some children, you may need to provide an individual advanced warning before the group warning.
Difficulty accessing materials (vision)	★ Materials should be labeled to ensure they are found and returned to the same place.	★ Maintain proximity so that you can help the children navigate the area and describe the materials they are selecting. Help them use materials successfully with hand-over-hand assistance and modeling.
Difficulty engaging in group time (vision or hearing)	★ Provide visual/auditory cues that tell the children what to expect during group time.	★ Ensure that group time is short and includes developmentally appropriate activities.
Difficulty expressing wants and needs (hearing)	★ Provide additional time for communicating.	★ Provide visuals and teach simple gestures to help the child communicate.

### THINGS TO CONSIDER:

- ★ Before making individualized adaptations to the environment or activities, seek out support (with parental consent) from professionals with training in vision and/or hearing development, such as ophthalmologists, physicians and teachers of children with sensory impairments.



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**BRIGHT IDEAS LANGUAGE/COMMUNICATION**
**Common Challenges****Environmental Adaptations****Daily Schedule or Materials Adaptations**

Difficulty expressing wants and needs

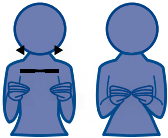
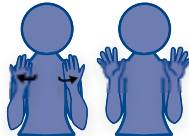
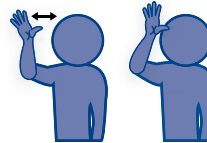
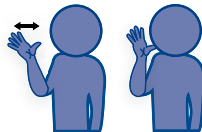
★ Label the different areas and materials throughout the classroom with pictures and words. Encourage the child to refer to the labels as appropriate if they are having difficulty communicating. Incorporate gestures as appropriate.

★ Use visuals and/or simple gestures to help the child communicate.

Difficulty labeling familiar objects/people

★ Label familiar people and objects in the environment with simple language (example: "ball," "Ms. Susan" or "dog.")

★ Place pictures of familiar people/objects in the environment at the childrens' eye level and encourage exploration and labeling with simple language.

**More****All Done****Daddy****Play****Mommy****THINGS TO CONSIDER:**

- ★ Language and communication fluency develop at different rates for all children.
- ★ There are many variables that may impact a child's ability to communicate efficiently and effectively.
- ★ The children that have difficulty communicating are often frustrated and may display aggressive behaviors.
- ★ By providing the children with as many modes to communicate as possible, you will increase their ability to get their needs/wants met.
- ★ This card contains a few high frequency signs/gestures that you may use in your classroom.
- ★ Before making individualized adaptations to the environment or activities, seek out support (with parental consent) from professionals with training in speech and language development such as speech language pathologists and physicians.



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 **BRIGHT IDEAS LANGUAGE/COMMUNICATION**

The adaptations noted here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.

## ALPHABET



## NUMBERS

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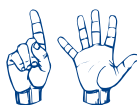
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# My Activities

Teacher Name: \_\_\_\_\_



choose your children's age range

choose the domain for your activity

Children's Age:



Domain:



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use the spaces above and on the back to make note of activities you created that worked well with the children you teach

Children's Age:



Domain:



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Permanent markers work best for writing on these cards



# My Activities

Teacher Name: \_\_\_\_\_



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choose the domain for your activity

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Children's Age:



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# My Activities

Teacher Name: \_\_\_\_\_



choose your children's age range

Children's Age: 0-12 12-24 24-36 36-48 48-60

choose the domain for your activity

Domain: PDM SED APL CLL CD MA CD SS CD SC CD CR CD CP

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Domain: PDM SED APL CLL CD MA CD SS CD SC CD CR CD CP

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Teacher Name: \_\_\_\_\_



choose your children's age range

choose the domain for your activity

Children's Age:



Domain:



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Children's Age:



Domain:



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# My Activities

Teacher Name: \_\_\_\_\_



choose your children's age range

choose the domain for your activity

Children's Age:

- 0-12
- 12-24
- 24-36
- 36-48
- 48-60

Domain:

- PDM
- SED
- APL
- CLL
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- 0-12
- 12-24
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- PDM
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choose your children's age range

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Teacher Name: \_\_\_\_\_



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choose the domain for your activity

Children's Age:



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Permanent markers work best for writing on these cards



# My Activities

Teacher Name: \_\_\_\_\_



choose your children's age range

Children's Age:  0-12  12-24  24-36  36-48  48-60

choose the domain for your activity

Domain:  PDM  SED  APL  CLL  CD MA  CD SS  CD SC  CD CR  CD CP

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Children's Age:  0-12  12-24  24-36  36-48  48-60

Domain:  PDM  SED  APL  CLL  CD MA  CD SS  CD SC  CD CR  CD CP

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# My Activities

Teacher Name: \_\_\_\_\_



choose your children's age range

Children's Age:  0-12  12-24  24-36  36-48  48-60

choose the domain for your activity

Domain:  PDM  SED  APL  CLL  CD MA  CD SS  CD SC  CD CR  CD CP

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Children's Age:  0-12  12-24  24-36  36-48  48-60

Domain:  PDM  SED  APL  CLL  CD MA  CD SS  CD SC  CD CR  CD CP

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# My Activities

Teacher Name: \_\_\_\_\_



choose your children's age range

choose the domain for your activity

Children's Age:



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Children's Age:



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