

Preschool 2024 Curriculum

DRAFT - Preschool 2024 (native)

ID: 18851

Program ID: 111

Theme 1: Marvelous Me

ID: 18867

Parent ID: 18851

Program ID: 111

Week 1

ID: 18868

Parent ID: 18867

Program ID: 111

Math Small Group

ID: 19423
Parent ID: 18868
Program ID: 111

Resources

Free Exploration: Math Time

ID: 98224
Type: activity
Focus Area: math
Focus: Explore math manipulatives.

Content Blocks

Type: general
Invite children to hold hands and stand in a circle as you gather them for math small group. Sing *Friends by My Side* with Richele. Count the number of children in the group and insert the number in the lyrics. For example: I've got 5 friends by my side. **Friends by My Side** (Tune: *He's Got the Whole World in His Hands*) I've got ____ friends by my side. I've got ____ friends by my side. I've got ____ friends by my side. I've got ____ friends by my side.

Title: Music and Movement

Type: materials

VOCABULARY CARDS observe **PHOTO CARDS** math small group #5 **OTHER MATERIALS**
prepared bags of math manipulatives

Type: small_group

Math activities are intended to be taught in a small group.

Type: day

Title: Day 1: Math Time

Prepare: Display the *observe* Vocabulary Card and the *math small group* Photo Card. Gather the prepared bags of math manipulatives.

Discover: Introduce the *math small group* Photo Card. Invite children to repeat the words with you. Ask them to describe what they think the children in the photo are doing. If needed, provide suggestions, such as exploring, making designs with shapes, or counting. Ask, *How is this picture the same as the group of friends at this table?* Explain to children they will gather in a small group each day to learn math.

Develop: Give each child a bag of math manipulatives. Invite them to observe the items. Refer to the *observe* Vocabulary Card and explain it means to touch, listen, or look at something closely. Encourage children to describe the manipulatives using their senses.

Free Exploration: Attribute Buttons

ID: 98236
Type: activity
Focus Area: math
Focus: Explore math manipulatives.

Content Blocks

Type: day

Title: Day 2: Attribute Buttons

Prepare: Display the *attributes* and *observe* Vocabulary Cards. Place the attribute buttons on a tray.

Discover: Review the definition of *observe*. Say, *Attributes describe how something looks, sounds, smells, tastes, or feels*. Explain how you observe objects to find their *attributes*. Point to the attribute buttons. Invite children to take a handful and explain how the buttons they might find on clothing are alike and different from the buttons in their hand. Continue to use the words *observe* and *attributes* as they describe the buttons.

Develop: Ask, *What colors do you see? How are the shapes alike and different? What does it sound like when a button falls against the table?* Encourage children to share a button with the group and describe its attributes.

Type: materials

VOCABULARY CARDS observe attributes **OTHER MATERIALS** attribute buttons tray

Type: strategies_for_supporting_all_learners

Type: vocabulary_words

observe, attributes

Free Exploration: Frog Counters

ID: 98237

Type: activity

Focus Area: math

Focus: Explore math manipulatives.

Content Blocks

Type: vocabulary_words

observe, attributes, compare

Type: day

Title: Day 3: Frog Counters

Prepare: Display the *observe*, *attributes*, and *compare* Vocabulary Cards. Gather two frog counters for each child.

Discover: Review the words *observe* and *attributes*. Distribute one frog counter to each child. Invite children to observe the attributes. Ask, *What animal does it look like? How do you know?* Define compare as setting two items side by side to figure out how they are alike and different. Distribute another frog counter that is a different color and size to each child. Invite children to observe and compare the attributes.

Develop: Ask, *What is the alike? What is different?* Encourage children to tell about the attributes they see. Invite them to look at their classmate's frog counters and describe what is alike and different.

Type: materials

VOCABULARY CARDS observe attributes compare **OTHER MATERIALS** frog counters (assorted colors and sizes)

Type: strategies_for_supporting_all_learners

Free Exploration: Connecting Cubes

ID: 98238

Type: activity

Focus Area: math

Focus: Explore math manipulatives.

Content Blocks

Type: vocabulary_words

take apart, put together

Type: day

Title: Day 4: Connecting Cubes

Prepare: Display the *take apart* and *put together* Vocabulary Cards and gather 10 connecting cubes for each child.

Discover: Refer to the *take apart* and *put together* Vocabulary Cards. Use connecting cubes to model these words as children observe your movements. Distribute the connecting cubes, and invite children to explore the attributes. Ask, *How are the cubes alike and different? What colors do you see?* Invite a volunteer to put together and take apart the cubes. Guide children who are tempted to use their teeth to use the muscles in their hands and fingers instead.

Develop: Ask, *What does it feel like to connect the cubes?* Invite children to build something.

Encourage them to describe the object's attributes, such as color, shape, and size.

Type: strategies_for_supporting_all_learners

Type: materials

VOCABULARY CARDS take apart put together **OTHER MATERIALS** connecting cubes

Free Exploration: Match the Manipulatives

ID: 98239

Type: activity

Focus Area: math

Focus: Explore math manipulatives.

Content Blocks

Type: vocabulary_words

match

Type: day

Title: Day 5: Match the Manipulatives

Prepare: Gather the prepared bins of manipulatives, labels, and storage bags. Display the *match* Vocabulary Card.

Discover: Model labeling each bin of manipulatives. Explain to children the labels will help them find where each manipulative belongs. Say, *Another way to do math is by matching objects.* Point to the *match* Vocabulary Card and define as something that has similar attributes.

Develop: Give each child a bag of manipulatives. Encourage them to place each manipulative in the matching bin. Ask, *How do you know you placed each manipulative in the correct bin?* Invite children to select one of the bins to explore with a partner.

Type: materials

VOCABULARY CARDS match **OTHER MATERIALS** storage bags *Manipulative Storage Labels* and bins

Mindful Movement

ID: 19426
Parent ID: 18868
Program ID: 111

Resources

Mountain Pose

ID: 98252
Type: activity
Focus Area: mindful_movement
Mindful Movement practice with Mountain Pose

Content Blocks

Type: general

Learn the Pose This week we are beginning our mindful movement practice with Mountain Pose. Standing strong, steady, and centered in Mountain Pose helps to improve posture, alignment, and balance. **Mountain Pose** Mountain Pose seems very simple but helps us stay rooted and connected. It is an important foundation of many other poses, too. We will build on Mountain Pose in Week 2.

Provide an open and safe space for children to learn and practice the pose. Stand tall and press your legs firmly into the ground. Let your spine be long. Your head reaches up towards the sky. Press your palms together firmly. Stay rooted into the ground like a strong mountain. Practice holding a strong Mountain Pose for up to 1 minute.

Title: Mountain Pose

Type: teachers_corner

Type: strategies_for_supporting_all_learners

Type: labeled_columns

Set Up for Success!: What You'll Need: 5 Minutes Indoor or Outdoor Space No Mat Required

Type: general

Start with calm in Mountain Pose, by pressing your palms firmly together. Stay rooted into the ground. Take a nice breath in, and let it all out. Repeat for 3 to 4 breaths. Move to silly by inviting children to be playful. Say, *1, 2, 3. Get silly!* Allow children to be silly for 30 to 60 seconds. Return to calm in Mountain Pose. Have children press their hands together and take several breaths in and out. Repeat the Silly to Calm mindfulness activity up to three times. End with calm.

Title: Silly to Calm Mindfulness

Type: large_group

This activity is meant to be done in a large group or whole class. You can also use it for transitions.

Read-Alouds

ID: 19421
Parent ID: 18868
Program ID: 111

Resources

Read Aloud #1: Day 1 - Marvelous Me

ID: 98221
Type: activity
Focus Area: literacy_read_aloud_1
Day 1 instruction for literacy, using the Marvelous Me book.

Content Blocks

Type: general
HERE ARE MY EARS Here are my ears. Here is my nose. Here are my fingers. Here are my toes. Here are my eyes Both open wide. Here is my mouth With white teeth inside. Here is my tongue That helps me speak. Here is my chin And here are my cheeks. Here are my hands That help me play. Here are my feet For walking today.
Title: Action Rhyme
Type: day
Title: Day1: Marvelous Me
Prepare: Display *Marvelous Me* and the *marvelous* and *illustrator* Vocabulary Cards.
Discover: Say *marvelous* and invite children to say the word with you again. Define *marvelous* as wonderful and the very best quality. Explain they will hear and use this word many times this week. Introduce the book, highlighting the author and *illustrator*. Explain the author writes the words and the *illustrator* creates the pictures. Facilitate a picture walk of the book. Invite children to make comments, describe the pictures, and make connections.
Develop: Ask, *What are the children doing? Have you done things like this before?* After, perform the action rhyme *Here Are My Ears*.
Type: teachers_corner
Type: materials
BOOK Marvelous Me **VOCABULARY CARDS** marvelous illustrator
Type: strategies_for_supporting_all_learners

Read Aloud #2: Super Bodies

ID: 98223
Type: activity
Focus Area: literacy_read_aloud_2
Day 1 instruction for literacy, using the My Super Body book

Content Blocks

Type: day
Title: Day 1: Super Bodies
Prepare: Display *My Super Body* and the *super* Vocabulary Card.
Discover: Say *super* and invite children to say the word with you. Define *super* as very great. Introduce the book, highlighting the word super in the title. Explain our book is about our super bodies and how

great they are! Read the story.

Develop: Ask, *What are some things the boy's body can do? What can your body do that is super?*

Accept all answers from children as they are providing their own opinion and perception of their body.

Type: vocabulary_words

super

Type: labeled_columns

Music & Movement: Invite children to sing *I Am Special* with Thomas Moore. **Song: I AM SPECIAL**

©Thomas Moore I am special, I am special (echo) Just because I'm me, Just because I'm me (echo) I am special, I am special (echo) I hope that you like me, I hope that you like me (echo) I may be tall, I may be tall (echo) I may be short, I may be short (echo) I am special, I am special (echo) I hope that you like me, I hope that you like me (echo) I may have long hair, I may have long hair (echo) I may have short hair, I might have short hair (echo) I am special, I am special (echo) I hope that you like me, I hope that you like me (echo) I may be a boy, I may be a boy (echo) I may be a girl, I may be a girl (echo) I am special, I am special (echo) I hope that you like me, I hope that you like me (echo) I am a child, I am a child (echo) And I love myself, And I love myself (echo) I am special, I am special (echo) I hope you like me; I hope you like me (echo) I am special, I am special (echo) Just because I'm me, Just because I'm me (echo) I am special, I am special (echo) I hope that you like me, I hope that you like me (echo) I'm special, I'm special (echo) I'm special, I'm special (echo) I'm special, I'm special (echo)

Type: general

Invite children to sing *I Am Special* with Thomas Moore. **Song: I AM SPECIAL** ©Thomas Moore I am special, I am special (echo) Just because I'm me, Just because I'm me (echo) I am special, I am special (echo) I hope that you like me, I hope that you like me (echo) I may be tall, I may be tall (echo) I may be short, I may be short (echo) I am special, I am special (echo) I hope that you like me, I hope that you like me (echo) I may have long hair, I may have long hair (echo) I may have short hair, I might have short hair (echo) I am special, I am special (echo) I hope that you like me, I hope that you like me (echo) I may be a boy, I may be a boy (echo) I may be a girl, I may be a girl (echo) I am special, I am special (echo) I hope that you like me, I hope that you like me (echo) I am a child, I am a child (echo) And I love myself, And I love myself (echo) I am special, I am special (echo) I hope you like me; I hope you like me (echo) I am special, I am special (echo) Just because I'm me, Just because I'm me (echo) I am special, I am special (echo) I hope that you like me, I hope that you like me (echo) I'm special, I'm special (echo) I'm special, I'm special (echo) I'm special, I'm special (echo)

Title: Music and Movement

Type: strategies_for_supporting_all_learners

Type: materials

BOOKS My Super Body **VOCABULARY CARDS** super

Read Aloud #1: Day 2 - Helpful Hands

ID: 98225

Type: activity

Focus Area: literacy_read_aloud_1

Day 2 instruction for literacy, using the *Marvelous Me* book.

Content Blocks

Type: materials

BOOK *Marvelous Me* **VOCABULARY CARDS** marvelous helpful **PHOTO CARDS** hands #1

Type: strategies_for_supporting_all_learners

Type: day

Title: Day 2: Helpful Hands

Prepare: Display *Marvelous Me*, the *marvelous* and *helpful* Vocabulary Cards, and the *hands* Photo Card.

Discover: Review the word *marvelous*. Invite children to say the word. Introduce the word *helpful*, defining it as useful. Point to the *hands* Photo Card and discuss how hands are marvelous and helpful. Read the book, highlighting where hands were helpful (drawing a picture, pouring milk, playing a game).

Develop: Invite children to describe what they do with their hands. Ask children to put their hands behind their back and imagine how they would brush their teeth. Ask, *How will you brush your teeth without your hands?* Remind children their hands are helpful.

Type: teachers_corner

Read Aloud #1: Day 3 - Awesome Arms

ID: 98229

Type: activity

Focus Area: literacy_read_aloud_1

Day 3 instruction for literacy, using the Marvelous Me book

Content Blocks

Type: materials

BOOK Marvelous Me **VOCABULARY CARDS** marvelous reach **PHOTO CARDS** hands #1

Type: day

Title: Day 3: Marvelous Arms

Prepare: Display *Marvelous Me* and the *marvelous* and *reach* Vocabulary Cards.

Discover: Review the word marvelous. Invite a child to give a definition. Remind children their hands are marvelous and awesome. Introduce the word reach. Explain they reach when they stretch their arms. Demonstrate reaching for an object. Read the book, highlighting where children used their arms for climbing, somersaulting, and dancing. Encourage children to mimic the motions by reaching their arms.

Develop: Invite children to discuss what they do with their arms. Prompt children to give their neighbor a high-five. Ask, How were your arms helpful when giving a high-five? Invite children to stand and participate in the action rhyme Stretch.

Type: general

(action rhyme) Stretch to the ceiling. Stretch to the floor. Stretch to the wall. Stretch to the door.

Title: Stretch

Type: teachers_corner

Type: strategies_for_supporting_all_learners

Read Aloud #1: Day 4 - Fabulous Feet

ID: 98230

Type: activity

Focus Area: literacy_read_aloud_1

Day 4 instruction for literacy, using the Marvelous Me book.

Content Blocks

Type: general

Invite children to sing and march to *I Like Me* with Ronno. Encourage children to pay attention to their feet as they march. **Song: I LIKE ME** Ronno Lyrics by Judy Millar, Liz Jones-Twomey, Ron Hiller/RONNO, Pam Schiller © Song Support SOCAN **Verse 1:** I like my skin It's the house I'm living in Well, it zips up tight And it fits just right So I like my skin. And I like my nose I kinda like the way it blows. It honks good and loud And that draws a crowd So, I like my nose. **Chorus:** And I like me I'm an OK me to be! Though I'm not like you That's OK, too . . . 'Cause I like me. **(Repeat chorus after each verse.)**

Verse 2: I like my lips Hey, they're great for catching drips. And when I want a kiss Well, I never miss
Yes, I like my lips. And I like my knees 'though they rattle when I sneeze. They just bend one way But
that's OK 'Cause I like my knees. **(Repeat chorus after each verse.) Verse 3:** Now, I like my feet They
get a good grip on the street. You might say they smell But I think they're swell 'Cause I like my feet.
And I like my hair I'd like to grow it down to there. But then all I'd do Would just be shampoo! Still, I like
my hair. **(Repeat chorus after each verse.) Verse 4:** Well, I like my brain Like spaghetti in a drain.
Sometimes my thoughts Get tied in knots But I like my brain. And I like my heart It's my very finest part.
It's the part that shares And the part that cares Yes, I like my heart. **(Repeat chorus after each verse.)**

Title: Music and Movement

Type: day

Title: Day 4: Fabulous Feet

Prepare: Display Marvelous Me, the marvelous Vocabulary Card, and the feet Photo Card.

Discover: Talk about the word marvelous. Invite a few children to use the word when speaking about
their classmates. Introduce the words fabulous and wonderful. Explain these words mean the same as
marvelous, the very best quality. We use these words to describe things we love and enjoy. Point to the
feet Photo Card. Discuss the marvelous things you can do with your feet (kick a ball, dance, skip, hop,
jump, climb, pedal a tricycle). Read the book, highlighting where children used their feet.

Develop: Ask, How do your feet help you get from here to there? How can walking be faster than
crawling? Point out feet help us do many things. Our feet are marvelous!

Type: teachers_corner

Type: strategies_for_supporting_all_learners

Type: materials

BOOK Marvelous Me **VOCABULARY CARDS** marvelous **PHOTO CARDS** feet #2

Read Aloud #1: Day 5 - Wonderful Legs

ID: 98231

Type: activity

Focus Area: literacy_read_aloud_1

Day 5 instruction for literacy, using the Marvelous Me book

Content Blocks

Type: strategies_for_supporting_all_learners

Type: teachers_corner

Type: materials

BOOK Marvelous Me **VOCABULARY CARDS** marvelous

Type: day

Title: Day 5: Wonderful Legs

Prepare: Display Marvelous Me and the marvelous Vocabulary Card.

Discover: Say, Our legs are marvelous! Invite children to use the word marvelous to describe their
body. Say, *Our legs help us to stand, kneel, and extend the reach of our feet.* Read the book,
highlighting where children used their wonderful legs.

Develop: Invite children to discuss how they use their legs. Ask, What parts do you see on your leg?

Where is your knee? How does it help your legs? Invite volunteers to kneel, hop, jump, and march.

Point out they are using both their legs and feet to do these movements. Encourage all children to do
the same while being mindful of safety in the classroom.

Read Aloud #2: Marvelous Face

ID: 98232

Type: activity

Focus Area: literacy_read_aloud_2

Day 2 instruction for literacy, using the My Super Body book

Content Blocks

Type: general

(Tune: "Head, Shoulders, Knees and Toes") Eyes, eyebrows, mouth and nose, Mouth and nose. Eyes, eyebrows, mouth and nose, Mouth and nose. Eyes and eyebrows mouth and nose. Eyes, eyebrows mouth and nose, Mouth and nose. **(Repeat)**

Title: Song Lyrics: Eyes, Eyebrows, Mouth and Nose

Type: vocabulary_words

marvelous, expression

Type: strategies_for_supporting_all_learners

Type: day

Title: Day 2: Marvelous Face

Prepare: Display *My Super Body*, the *marvelous* and *expression* Vocabulary Cards, and the *face* Photo Card. Gather a mirror for each child.

Discover: Remind children *marvelous* means the very best quality. Point to the *face* Photo Card and explain our faces are marvelous because they can show how we feel. Read the story. Review pages 2-3. Ask, *How do you think the boy is feeling? What makes you think so?* Say, *The smile on his face shows he is happy. This is called an expression. An expression is the look on our face that lets others know how we are feeling.*

Develop: Distribute a small mirror to each child. Invite children to examine their own expressions of happiness. After, invite children to sing *Eyes, Eyebrows, Mouth and Nose*.

Type: materials

BOOK *My Super Body* **VOCABULARY CARDS** marvelous expression **PHOTO CARDS** face #3

OTHER MATERIALS small mirror for each child

Read Aloud #2: Super Ears

ID: 98233

Type: activity

Focus Area: literacy_read_aloud_2

Day 3 instruction for literacy, using the My Super Body book

Content Blocks

Type: day

Title: Day 3: Super Ears

Prepare: Display *My Super Body*, the *marvelous* Vocabulary Card, and the *ear* Photo Card.

Discover: Point to the *ear* Photo Card. Explain the part of the ear you can see is the outer ear. Inside the ear is where our hearing takes place, which is called the inner ear. Discuss the earlobe and encourage children to feel their own earlobe. Say, *Our ears are marvelous*. Read the book, pausing on page 11 to invite children to answer the question.

Develop: Ask, *What did the boy hear with his ears? What are some things you have heard today?*

Encourage children to close their eyes and listen to the sounds. Ask, *What do you hear now?* Point out some sounds are nice to hear (soft music, kind words) and some sounds can be annoying (sirens, yelling).

Type: strategies_for_supporting_all_learners

Type: vocabulary_words

marvelous

Type: materials

BOOK *My Super Body* **VOCABULARY CARDS** marvelous **PHOTO CARDS** ear #4

Read-Aloud #2 - Day 4: Marvelous Nose

ID: 98234

Type: activity

Focus Area: literacy_read_aloud_2

Day 4 instruction for literacy, using the My Super Body book.

Content Blocks

Type: materials

BOOK My Super Body **VOCABULARY CARDS** marvelous **PHOTO CARDS** face #3

Type: day

Title: Day 4: Marvelous Nose

Prepare: Display *My Super Body*, the marvelous Vocabulary Card, and the *face* Photo Card.

Discover: Say, *Our face is marvelous!* Refer to the *face* Photo Card. Ask a volunteer to point to the nose. Explain the holes are called nostrils. Describe how smells and air travel inside the nose through the nostrils. Some things smell nice like apple pie, while other things smell bad, like a dirty diaper. Read the book, pausing on page 13 to invite children to answer the question.

Develop: Ask, *What did the boy smell?* Play a smell game by naming different scents (perfume, onion, garbage, cookies baking, dirty socks). Have children sniff the air for a good smell and hold their nose for a bad smell. Accept all perspectives and responses.

Type: strategies_for_supporting_all_learners

Type: vocabulary_words

marvelous

Read-Aloud #2 - Day 5: Super Mouth

ID: 98235

Type: activity

Focus Area: literacy_read_aloud_2

Day 5 instruction for literacy, using the My Super Body book.

Content Blocks

Type: vocabulary_words

marvelous

Type: day

Title: Day 5: Super Mouth

Prepare: Display *My Super Body*, the *marvelous* Vocabulary Card, and the *face* Photo Card.

Discover: Refer to the *face* Photo Card. Ask a volunteer to point out the mouth, cheeks, and chin. Ask, *What do you do with your mouth?* Provide ideas such as eat breakfast, talk, smile, and give a kiss. Remind children that marvelous means the very best quality. Say, *Our mouths are marvelous!* Read the book, pausing on page 15 to invite children to answer the question.

Develop: Ask, *What was the boy waiting to taste with his mouth?* After, invite children to echo the *Warm-Up Chant*. Children should repeat each line after you say it.

Type: general

(children echo each line) I love myself. I feel so good. This is my nose. I smell with my nose. I blow my nose. I have holes in my nose. I love my nose. There are my ears. I wash my ears. I hear with my ears. I have holes in my ears. These are my teeth. I brush my teeth. I floss my teeth. I chew with my teeth. I love my teeth. This is my chin, my chinny-chin-chin. I don't know why I have it. I love my chin!

Title: Song Lyrics: Warm-Up Chant by Thomas Moore

Type: materials

BOOK My Super Body **VOCABULARY CARDS** marvelous **PHOTO CARDS** face #3

Type: strategies_for_supporting_all_learners

STEAM

ID: 19424
Parent ID: 18868
Program ID: 111

Resources

Block Play

ID: 98246
Type: activity
Focus Area: steam
STEAM activity involving building with blocks

Content Blocks

Type: general
Provide a large storage tub with blocks. Tell children they can build and design things when they use their imagination. Introduce the blocks children can use to build. Invite each child to select a block to observe closely. Prompt children to describe the block. Ask, *Which blocks are good for making walls, rooftops, or roads? Which blocks roll when you place them on the ground? What could you use those blocks for?* Invite children to build structures throughout the week using various blocks.
Title: Activity
Type: teachers_corner
Type: materials
blocks large storage tub

Construction Center

ID: 98248
Type: activity
Focus Area: steam
STEAM activity involving building with blocks

Content Blocks

Type: general
Invite children to explore and build with blocks. Remind them blocks are used for building or designing make-believe structures. Orient blocks in different ways (flat, horizontally, vertically) to provide ideas of how to use blocks for different purposes. Take a picture of children's structures and display the photos during Closing Circle.
Title: Building Structures
Type: teachers_corner
Type: materials
blocks pretend-play materials (toy animals, cars, etc.)

Music, Movement, and Transitions

ID: 19425
Parent ID: 18868
Program ID: 111

Resources

Music, Movement, and Transitions (Theme 1, week 1)

ID: 98250
Type: activity
Focus Area: music_movement_and_transitions
Ideas to create smooth transitions from one activity to another and to offer children movement opportunities throughout the day

Content Blocks

Type: general
Open, shut them, open, shut them. Give a little clap, clap, clap. Open, shut them, open, shut them. Place them in your lap. Creep them, Creep them, Creep them, Creep them, Right up to your chin. Open wide your little mouth, But do not let them in. Open, shut them, open, shut them. Give a little clap, clap, clap. Open, shut them, open, shut them. Place them in your lap.
Title: Enjoy Anytime!
Type: general
Create space in your room! Before beginning a music activity, have children spread their arms and turn around. Explain they should make this turn without touching anyone or anything.
Title: Music and Movement
Type: general
During cleaning transitions, allow children to sing *Can You Put the Toys Away?* with Richele. **Song Lyrics: Can You Put the Toys Away** (Tune: "Do You Know the Muffin Man?") Can you put the toys away, Toys away, toys away? Can you put the toys away? It's time to end our play.
Title: Transitions

Digital Books

ID: 18869
Parent ID: 18868
Program ID: 111

Resources

Marvelous Me

ID: 97462
Type: book
Focus Area: None

Content Blocks

My Super Body

ID: 97463
Type: book
Focus Area: None

Content Blocks

Lesson Planners

ID: 18870

Parent ID: 18868

Program ID: 111

Resources

Email to Family

ID: 18872

Parent ID: 18868

Program ID: 111

Resources

Correo electrónico para la familia (español)

ID: 97465

Type: document

Focus Area: None

Content Blocks

Email to Family (English)

ID: 97466

Type: document

Focus Area: None

Content Blocks

Family Connections

ID: 18873

Parent ID: 18868

Program ID: 111

Resources

Physical Me Family Letter

ID: 97467

Type: document

Focus Area: None

Content Blocks

Greeting Circle

ID: 19418
Parent ID: 18868
Program ID: 111

Resources

Fernando Unite: Head, Shoulders, Knees and Toes

ID: 97464
Type: video
Focus Area:

Content Blocks

Greeting Circle

ID: 98219
Type: activity
Focus Area: greeting_circle
Conscious Discipline Practices and Morning Message

Content Blocks

Type: large_group

UNITE Display Fernando's Playhouse, with Fernando inside. Invite a volunteer to "wake" Fernando. Display the Fernando Unite Video and sing *Head, Shoulders, Knees, and Toes*. Encourage children to dance along. After, invite volunteers to point to their ears, eyes, mouth, and nose. Tell children they will be learning about their marvelous body and how it moves. Display the *marvelous* Vocabulary Card. Define marvelous as wonderful and the very best quality. For example, you might see a marvelous butterfly or attend a marvelous party. And, our bodies are marvelous, too! **Head, Shoulders, Knees and Toes Lyrics** Head, shoulders, knees and toes, Knees and toes. Head, shoulders, knees and toes, Knees and toes. Eyes and ears and mouth and nose. Head, shoulders, knees and toes, Knees and toes. **(Repeat)** **CALM** S.T.A.R. (Smile, Take a deep breath And Relax) is a calming strategy. Explain deep breathing can help us feel relaxed. Have children pretend to smell a flower (inhale through nose) and blow out a candle (exhale through mouth). Display the *Calming Strategies* Poster and refer to the S.T.A.R. icon. **CONNECT** Refer to the *Greetings* Poster and explain greeting others in a friendly way helps us get to know each other. Introduce Fernando as a member of the class and shake his hand. Invite children to greet Fernando by waving. Once children greet Fernando, invite them to greet the child sitting next to them. Encourage them to make eye contact and be gentle. Offer choices such as high-five, hug, fist bump, and wave. **COMMIT** The first classroom commitment starts with you! Introduce your job as the Safekeeper. Say, *My job is to keep you safe. And it's your job to help keep the classroom safe.* Explain one way to keep the classroom safe is to use "walking feet". Discuss and demonstrate "walking feet". Demonstrate "running feet" and how it is not safe and can cause accidents. Refer to the "walking feet" icon on the *Commitments* Poster. Encourage children to commit to using "walking feet".

Type: teachers_corner

Type: general

The Morning Message is a short, 5-minute activity conducted each morning, specifically crafted to introduce and reinforce fundamental literacy skills, including: Phonological Awareness Print Concepts

Alphabet Knowledge You will find detailed instructions for the Morning Message in your weekly guide starting in Theme 1, Week 3. In Theme 1 Weeks 1 and 2, you may take the 5 minutes you would normally allocate for the Morning Message to introduce and familiarize yourself with the Greeting Circle, and build classroom routines that support the Unite, Calm, Connect, and Commit goals.

Title: Morning Message

Type: strategies_for_supporting_all_learners

Type: materials

POSTERS Calming Strategies Greetings Commitments **VOCABULARY CARDS** marvelous **OTHER MATERIALS** Fernando with house

Inquiry and Exploration Centers

ID: 19419
Parent ID: 18868
Program ID: 111

Resources

Math Center

ID: 98240
Type: activity
Focus Area: inquiry_and_exploration
Inquiry and Exploration center set up for Math

Content Blocks

Type: general
Gather collections of recyclables or other common objects children can sort (coins, rocks, bottle caps, buttons, pom-poms). Each collection should have items within it that vary in size, color, or shape. Prepare a label for each collection by printing the name of the material next to a picture of it. Attach the label to the plastic tub in which the material is stored.

Title: Prepare

Type: midweek_option

Sorting Collections Encourage children to use bowls to sort items from each collection. Explain sorting is putting things together that have the same attributes. Demonstrate how to use tweezers or spoons to move items from the tubs to the sorting bowls. **Reflect:** *What attribute did you sort by?*

Type: general

Exploring Collections Introduce different types of collections children can explore. Store each collection inside a tub labeled with a matching picture and printed word. Model how to observe and inspect the materials closely. **Reflect:** *What did you observe? How are they alike/ different?*

Title: Math Center

Type: strategies_for_supporting_all_learners

Type: materials

sorting collections collection labels tubs bowls for sorting spoons or tweezers

Type: teachers_corner

Literacy Center

ID: 98241
Type: activity
Focus Area: inquiry_and_exploration
Inquiry and Exploration center set up for Literacy

Content Blocks

Type: teachers_corner

Type: materials

tactile name cards paper crayons name puzzles plastic letters

Type: labeled_columns

Tactile Name Cards: Use white glue to write each child's name on a 5" x 7" index card. Allow the glue letters to dry. You may need to trace over the name with glue a second time so the letters are raised

from the card.

Name Puzzles: Print each child's name on a 9" x 10" sheet of cardstock. Leave a space between each letter. Make puzzle cuts between the letters. Place each child's puzzle pieces in a storage bag.

Type: general

Tactile Name Cards Invite children to place paper over their name card and rub with crayon. Children will see the letters appear on the paper. Have children close their eyes and trace over the first letter of their name. **Reflect:** *What did the letters feel like?* **Name Puzzles** Invite children to put together their name puzzle. When children complete their puzzle, have them use plastic letters to copy their name.

Reflect: *Where else do you see your name in the room?*

Title: Activity

Gross Motor Center

ID: 98242

Type: activity

Focus Area: inquiry_and_exploration

Inquiry and Exploration center set up for Gross Motor skills

Content Blocks

Type: materials

masking tape beanbag rope or yarn

Type: midweek_option

Use rope or yarn to create a wavy line. Have children walk holding their arms out to their side. **Reflect:** *Was it more difficult to walk the wavy line or the zigzag line? Why?*

Type: teachers_corner

Type: general

Use masking tape to make a zigzag on the floor. Invite children to walk forward and backward a few times. Then, have them repeat with a beanbag on their head. Remind children their feet and legs allow them to enjoy this activity. **Reflect:** *How were you able to walk backwards?*

Title: Activity

Creativity Center

ID: 98243

Type: activity

Focus Area: inquiry_and_exploration

Inquiry and Exploration center set up for Creativity

Content Blocks

Type: labeled_columns

Scratch-and-Sniff Paint: Mix flavored gelatin using half the amount of water as the directions state on the box. Have children use the mixture for paint. When it dries, children can scratch- and-sniff their artwork.

Type: teachers_corner

Type: strategies_for_supporting_all_learners

Type: materials

finger paint paper scratch-and-sniff paint

Type: midweek_option

Add scratch-and-sniff paint. While children paint, ask them to sniff and name the scent. When the picture is dry, have them scratch- and-sniff again. **Reflect:** *How were you able to smell the scent?*

Type: general

Invite children to finger paint directly on the tabletop. Then, press their painted hands onto a sheet of paper to create handprints. Discuss the names of the fingers (thumb, index, middle, ring, pinkie).

Reflect: *Which finger did you use most?*

Title: Activity

Sensory Center

ID: 98244

Type: activity

Focus Area: inquiry_and_exploration

Inquiry and Exploration center set up for Sensory

Content Blocks

Type: general

Invite children to match the scent canisters that smell the same. Change the scents throughout the week. Remind children their nose helps them enjoy this activity. **Reflect:** *Which scents did you smell? Which one was your favorite?*

Title: Activity

Type: midweek_option

Switch out the scented canisters with scented dough. **Reflect:** *Did the scents smell the same in the canisters as they did in the dough?*

Type: teachers_corner

Type: materials

scent canisters scented dough

Type: strategies_for_supporting_all_learners

Type: labeled_columns

Scent Canisters: Soak cotton balls in essential oil or food flavoring extracts. Place the cotton balls in small tubs with holes poked in the lid. Make 2 tubs for each scent. Chamomile, lavender, and orange are calming scents. Peppermint, lemon, and cinnamon increase mental alertness.

Writer's Center

ID: 98245

Type: activity

Focus Area: inquiry_and_exploration

Inquiry and Exploration center set up for Writing skills

Content Blocks

Type: strategies_for_supporting_all_learners

Type: midweek_option

Encourage children to draw pictures of things they like to hear or smell. With children's permission, label their drawings. **Reflect:** *What would you like to share about your drawing?*

Type: teachers_corner

Type: materials

paper crayons

Type: general

Invite children to draw a self-portrait, adding as many body parts as possible. With children's permission, label the body parts on their paper. Remind children it is their hands that allow them to create beautiful drawings. **Reflect:** *Can you name the body parts in your picture?*

Title: Activity

Closing Circle

ID: 19420
Parent ID: 18868
Program ID: 111

Resources

Closing Circle - Day 1

ID: 98256
Type: activity
Focus Area: closing_circle
Reflect on Daily Commitments made during Greeting Circle

Content Blocks

Type: materials
VOCABULARY CARDS marvelous **OTHER MATERIALS** Fernando with House
Type: day
Title: Day 1
Reflect: Display the *marvelous* Vocabulary Card. Review the definition as the very best quality. Ask, *What do you think is marvelous?*
Type: labeled_columns
Family Connections: On Day 1, send home the “Physical Me” family letter.
Type: general
Reflect on Daily Commitments made during Greeting Circle. Ask children if they have used “walking feet”. Give some specific examples you observed of children using “walking feet”. If children were successful, have them say, *I did it!* If children were not successful, encourage them to say, *Oops! I will practice more tomorrow.* Display Fernando’s Playhouse and ask a volunteer to put him to sleep inside for the night.
Title: Daily

Closing Circle - Day 2

ID: 98257
Type: activity
Focus Area: closing_circle
Reflect on Daily Commitments made during Greeting Circle

Content Blocks

Type: general
Reflect on Daily Commitments made during Greeting Circle. Ask children if they have used “walking feet”. Give some specific examples you observed of children using “walking feet”. If children were successful, have them say, *I did it!* If children were not successful, encourage them to say, *Oops! I will practice more tomorrow.* Display Fernando’s Playhouse and ask a volunteer to put him to sleep inside for the night.
Title: Daily
Type: materials
PHOTO CARDS face #3 **OTHER MATERIALS** Fernando with House
Type: day

Title: Day 2

Reflect: Display the *face* Photo Card. Ask volunteers to point to body parts you name (chin, cheeks, mouth, nose, eyes, ears). Ask, *How can someone's face let us know they feel happy?*

Closing Circle - Day 3

ID: 98258

Type: activity

Focus Area: closing_circle

Reflect on Daily Commitments made during Greeting Circle

Content Blocks

Type: day

Title: Day 3

Reflect: Display the *observe* and *compare* Vocabulary Cards. Ask volunteers to show and describe how they used a manipulative to observe and compare.

Type: general

Reflect on Daily Commitments made during Greeting Circle. Ask children if they have used “walking feet”. Give some specific examples you observed of children using “walking feet”. If children were successful, have them say, *I did it!* If children were not successful, encourage them to say, *Oops! I will practice more tomorrow.* Display Fernando's Playhouse and ask a volunteer to put him to sleep inside for the night.

Title: Daily

Type: materials

VOCABULARY CARDS observe compare **OTHER MATERIALS** Fernando with House

Closing Circle - Day 4

ID: 98259

Type: activity

Focus Area: closing_circle

Reflect on Daily Commitments made during Greeting Circle

Content Blocks

Type: materials

Pictures from Building Structures Fernando with House

Type: day

Title: Day 4

Reflect: Refer to a picture you took of a block structure a child built this week. Share the photo with the class and invite the child to describe their structure.

Type: general

Reflect on Daily Commitments made during Greeting Circle. Ask children if they have used “walking feet”. Give some specific examples you observed of children using “walking feet”. If children were successful, have them say, *I did it!* If children were not successful, encourage them to say, *Oops! I will practice more tomorrow.* Display Fernando's Playhouse and ask a volunteer to put him to sleep inside for the night.

Title: Daily

Closing Circle - Day 5

ID: 98260

Type: activity

Focus Area: closing_circle

Reflect on Daily Commitments made during Greeting Circle

Content Blocks

Type: day

Title: Day 5

Reflect: Display the *math small group* Photo Card. Invite a volunteer to tell something about math they enjoy doing or learning.

Type: general

Reflect on Daily Commitments made during Greeting Circle. Ask children if they have used “walking feet”. Give some specific examples you observed of children using “walking feet”. If children were successful, have them say, *I did it!* If children were not successful, encourage them to say, *Oops! I will practice more tomorrow.* Display Fernando's Playhouse and ask a volunteer to put him to sleep inside for the night.

Title: Daily

Type: materials

PHOTO CARDS math small group #5 **OTHER MATERIALS** Fernando with House