

# **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.  
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  
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

## 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

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

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

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.

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.

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.

Action Rhyme

Type: day

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

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)

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

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

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. 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.)  
Music and Movement

Type: day

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

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)

Song Lyrics: Eyes, Eyebrows, Mouth and Nose

Type: vocabulary\_words

marvelous, expression

Type: strategies\_for\_supporting\_all\_learners

Type: day

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

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

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

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!

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.

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.

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.  
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.  
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.  
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.

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.  
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?  
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?

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?

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?

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?

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?

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  
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.  
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.  
Daily  
Type: materials  
PHOTO CARDS face #3 OTHER MATERIALS Fernando with House  
Type: day

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

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.

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

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.

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

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.

Daily

Type: materials

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