

Let's Play!

A Relationship-Based Curriculum for Family Child Care

Month One: Our FCC Home

Theme One: Our Community



The enclosed curriculum materials may be used for educational, non-profit purposes only. If you are not affiliated with a DOE-contracted Family Child Care Network send an email to fccsupportteam@schools.nyc.gov to request permission to use this curriculum or any portion thereof. Please indicate the name and location of your school or program and describe which units you would like to use and how you intend to use them.

In family child care programs, the start of the new school year may include a group of children who are continuing in the program as well as some new children. Returning children will likely experience a mix of familiar and new faces, while newly enrolled children may be experiencing their first experience with group care or adjusting to a new setting. As children adjust to these changes, they may experience some separation anxiety and need additional support to build and strengthen relationships with caregivers and other children. Let's Play! starts off the year by exploring what it means to be part of a community. This first month explores the FCC Home by focusing on building relationships, leaving and returning and caregiving. As children engage in these activities, they can begin to explore their feelings about separation and interacting with new people while strengthening their relationships with the adults who care for them. In Month Two, children learn about themselves, beginning with their bodies and then exploring their feelings. In Month Three, children learn about others, including their families and their peers. Month One includes three completed Sample Weekly Planners as well as one blank planning template for week 4. The blank planner can be used to repeat high interest activities, to try different suggested activities from a previous week or to develop additional activities based on children's interests. For the remaining nine months, sample planners are available for the first and third weeks. Blank planners are included for the alternate weeks. Depending upon children's interests, providers could use the blank planners to expand the curriculum for a full 12 months. For extended day and year programs, additional choice time and gross motor activities should be included each afternoon

Table of Contents

| | | |
|---|-----------|-----------|
| LET'S PLAY! SCOPE AND SEQUENCE | 3 | |
| WEEK ONE: BUILDING RELATIONSHIPS – SAMPLE WEEKLY PLANNER | 4 | |
| Reflection On Weekly Planner - Week One | | 10 |
| WEEK TWO: HELLOS AND GOODBYES – SAMPLE WEEKLY PLANNER | 11 | |
| Reflection On Weekly Planner - Week Two | | 17 |
| WEEK THREE: CAREGIVING – SAMPLE WEEKLY PLANNER | 18 | |
| Reflection On Weekly Planner - Week Three | | 25 |
| WEEK FOUR: CAREGIVING EXTENSION – SAMPLE WEEKLY PLANNER | 26 | |
| Reflection On Weekly Planner - Week Four | | 32 |
| SUGGESTED BOOKS FOR MONTH ONE | 33 | |
| MONTH ONE SONG CARDS | 34 | |
| LESSON PLANS | 36 | |
| Homemade Sensory Bottles | | 36 |
| Transitional Photos | | 38 |
| Exploring Playdough | | 40 |

| | |
|----------------------------------|-----------|
| Plunker Toy | 42 |
| Block Play | 44 |
| Exploring Sand and Water | 47 |
| Baby Faces Book | 49 |
| Family Bingo! | 51 |
| Family Bingo! - September | 52 |
| Family Bingo! - October | 53 |

Let's Play! Scope and Sequence

| Theme One: Our Community | Theme Two: Our Environment | Theme Three: Our Impact |
|--|---|---|
| Month One: Our FCC Home <ul style="list-style-type: none"> ● Building Relationships ● Hellos and Goodbyes ● Caregiving | Month Four: Listening <ul style="list-style-type: none"> ● Sounds All Around Us ● Music and Rhythm | Month Eight: Care <ul style="list-style-type: none"> ● Caring for Ourselves ● Caring for Others |
| Month Two: Self <ul style="list-style-type: none"> ● Our Bodies ● Our Feelings | Month Five: Investigating <ul style="list-style-type: none"> ● Making Music ● Observe and Test Ideas | Month Nine: Grow <ul style="list-style-type: none"> ● Things That Grow ● How Things Grow |
| Month Three: Us <ul style="list-style-type: none"> ● Our Families ● Our Group | Month Six: Building <ul style="list-style-type: none"> ● Homes, Buildings and Neighborhoods ● Buildings and Construction | Month Ten: Change <ul style="list-style-type: none"> ● Things That Change ● How I Can Make Things Change |
| | Month Seven: Moving <ul style="list-style-type: none"> ● Transportation ● Noticing Things That Move | |

Week One: Building Relationships – Sample Weekly Planner

Theme One: Our Community / Month One: Our FCC Home

| | |
|---|--|
| <p>Preparation/ Changes to Environment</p> | <ul style="list-style-type: none"> ● Create sensory bottles. See Homemade Sensory Bottles attachment. ● Ask families for photos of themselves with their child or offer to take a photo yourself to create Transitional Photos (see Introduction to Let's Play!). Ask families for baby photos of their children for an upcoming project. ● Create name cards with children's photos and laminate them for durability in preparation for use next week. ● Set up Cozy corner with books, stuffed animals, and sensory bottles. ● Select books according to weekly focus. Offer additional books that reflect the children in your program as well as those based on children's interests. Place books where children can explore on their own and with others throughout the day. See Book List. ● Opening Activities: Set up several interest areas with materials that are easy to clean up so children can independently choose where to play. Consider materials that reflect the children in your program as well as their interests and abilities. <p>Planning for Mixed Ages</p> <ul style="list-style-type: none"> ● Infants: Create a space for infants to have floor time, while older children play - use a blanket or small quilt to section it off and have a small container nearby of infant teething, rattles, books, scarves, balls, safety mirrors, small metal bowls, etc. for infants to explore. Hang mobiles from the ceiling so that infants have something to look at while on their backs. Rotate selection based on interest over the course of the week. ● Toddlers and Threes: Create invitations to play by attractively arranging selected materials in interest areas. Having multiple copies of high interest items helps to minimize wait time and reduce the need to share. Having two or three activities to choose from on the floor as well as one or two table top activities promotes independence and encourages small group exploration. Offering a sensory or art exploration each day supports learning across many domains. |
| <p>Opening Activities 20-60 minutes</p> | <p>Arrival Activities</p> <p>Pick two or three materials each day that reflect the children in your program as well as their interests and ages. <i>Note:</i> check size of items to avoid a choking hazard. Allow children to explore other materials as desired. Support them in putting materials away before choosing additional materials to reduce clutter.</p> <ul style="list-style-type: none"> ● Pop up toys ● Pounding toys ● Baby dolls ● Cloth/wipeable board books ● Magnetic tiles ● 2-6 piece Puzzles |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Diaper wipe boxes (or other containers) with scarves inside • Containers with scarves, napkin rings, plastic links or laminated photos inside • Books |
| <p>Morning Meeting No more than 5-10 minutes, including transitions</p> | <p>Song</p> <ul style="list-style-type: none"> • Around and Around is the Name of the Game or other greeting song relevant for your children (see Song Cards). <p>Invitations to Explore</p> <ul style="list-style-type: none"> • Allow children to move around and provide an alternative activity for those who are not yet ready to participate. • Over the course of the week, highlight different interest areas and show children sample materials from each. • Describe small group activities for the day and show materials as needed • Tell children where each member of the teaching team will begin Choice Time. On the visual schedule, attach photos of the Interest Areas that are available or “open” each day. Let children choose where they want to play and accompany them to interest areas. • Infants/toddlers: Invite them to join the meeting and offer a lap to sit on or a space next to a member of the teaching team to support their participation. |
| <p>AM Choice Time 60 minutes</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs.</p> <p>Art/Writing</p> <p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> | <p>Choice Time Tips</p> <ul style="list-style-type: none"> • Choose materials that reflect the children in your program as well as their interests and abilities. • Include some materials or activities that support the weekly focus.. • See Interest Areas (Appendix) for a list of suggested materials. Rotate materials regularly. <u>Note</u>: check size of items to avoid a choking hazard. • Invite children to explore each interest area and introduce the materials available as well as the corresponding shelf space or bin where the materials are stored. Give children the opportunity to follow their own interests and explore materials freely. • Allow children to explore other materials as desired. • Support them in putting materials away before choosing additional materials to reduce clutter. • Add photos of the children to different interest areas for children to incorporate into their play. For example, photos can be taped to blocks, magnetic tiles, pegs, baby jar lids, placed in containers or added to the sensory table. <p>Art/Writing</p> <ul style="list-style-type: none"> • Tape a large piece of butcher paper or any other large paper to the table. Place thick crayons, crayon-pastels or markers on the table, invite the children to explore the writing tools as a group or individually. Consider offering individual sheets of paper for children who may be interested in making a picture to take home to their families. <u>Note</u>: Writing may be in the form of scribble, lines, marks on the paper, and/or letters. • Add 2 or 3 different types of materials for children to draw on (ex. construction paper, printer paper, wax paper, coffee filters, paper bags, cardboard, cut up cereal boxes, paper towel rolls, etc.). Infants and toddlers: Consider taping a large sheet of paper to the table to keep it stable while they scribble with thick crayons or washable markers. |

| | |
|--|---|
| <p>Math/ Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration</p> <p><u>Note:</u> Small Group takes place during Choice Time. Individual participation time will vary based on children's interests</p> | <p>Blocks/Construction</p> <ul style="list-style-type: none"> • Unit blocks, homemade blocks, and/or foam blocks • Start with enough materials so that each child has some to play with but avoid putting out a large number or variety. Fewer materials help children focus on the properties of the blocks and discover different ways of using them. <p>Infant and Toddlers:</p> <ul style="list-style-type: none"> • Provide infants and toddlers with age appropriate blocks, such as soft blocks, small wooden blocks, and hollow plastic blocks. If the infants and toddlers are more interested in knocking down structures than in building them up, offer them a separate space or time to explore blocks in their own way. Invite older children to create structures for younger children to knock down. |
| | <p>Dramatic Play</p> <ul style="list-style-type: none"> • Add baby dolls and accessories (bottles, pretend food, plates, blankets, diapers, etc.). • Offer scarves, bags/purses, old MetroCards, plastic keys, and toy telephones. • Infants and toddlers: model talking on the toy telephone and pretend to speak with a child's loved one. Allow infants to mouth the phone. |
| | <p>Library</p> <p>Choose books related to the topic of Building Relationships. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> <p>Examples</p> <ul style="list-style-type: none"> • <i>A Mother for Choco</i> by Keiko Kasza • <i>Play With Me</i> by Michelle Lee • <i>You Are My Sunshine</i> by Caroline Jayne Church • <i>More, More, More Said the Baby</i> by Vera Williams • See Book List for more ideas |
| | <p>Math/Manipulatives</p> <p>Select materials so children can explore concepts of same and different as well as develop fine motor skills.</p> <ul style="list-style-type: none"> • Nesting cups • Shape sorters • Simple 2-4 piece puzzles • Interlocking blocks (Consider taping children's photos to the blocks) |
| | <p>Sand/Water/Sensory (See Homemade Sensory Bottles for ideas)</p> <ul style="list-style-type: none"> • Sealed sensory bottles filled with various colorful liquids. • Sealed sensory bottles filled with dry items that do and don't make noise. |

| | |
|---|--|
| | <p>Science/Discovery</p> <ul style="list-style-type: none"> ● Magnet wands and magnetic items, such as baby jar lids. (Consider taping children’s photos to the lids.) ● Natural items. <hr/> <p>Small Group Exploration: Sensory</p> <ul style="list-style-type: none"> ● Homemade Playdough and suggested activities (See Exploring Playdough Lesson Plan for details) |
| <p>AM Music and Movement 10 minutes</p> | <p>Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay, or movement activity. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs</p> <ul style="list-style-type: none"> ● One Little Duck/Un Patito (See Song Cards) ● Al Tambor (The Drum Song) <p>Activities (choose based on children’s interests)</p> <ul style="list-style-type: none"> ● Freeze Dance-Invite children to dance to music of different cultures represented in your program. Tell children that when the music stops, they should try to stop and be as still as possible as if they were frozen! ● Dance the Hokey Pokey |
| <p>AM Story Time and Books for the Week 5-10 minutes</p> | <p>Choose books related to the topic of Building Relationships. Offer additional books that reflect the children in your program as well as those based on children’s interests.</p> <p>Suggested Books</p> <ul style="list-style-type: none"> ● <i>Global Babies</i> by The Global Fund for Children ● <i>Good Night Gorilla</i> by Peggy Rathmann |
| <p>Outdoor Play 60 minutes</p> | <p>Go outside daily as weather permits. Give children the opportunity to engage in self-led play as well as group activities. Allow children to explore materials freely.</p> <p>Suggested Activities</p> <ul style="list-style-type: none"> ● Blowing bubbles: Provide bubbles for children to blow. Some children may want to chase the bubbles others blow. Encourage older children to blow bubbles for infants and toddlers to chase. ● Sidewalk Chalk: Provider children with chalk and encourage them to draw/write in whatever manner they choose. <p>Additional Materials: balls, push/pull toys, ride-on toys, blankets for infants to lie on</p> |

| | |
|---|--|
| <p>PM Story Time 5 minutes, transitioning to nap/rest time</p> | <p>Choose books related to the topic of Building Relationships. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> <ul style="list-style-type: none"> ● <i>I Will Take a Nap</i> by Mo Willems ● <i>Goodnight Moon</i> by Margaret Wise Brown ● See Book List for more ideas |
| <p>PM Choice Time 30-60 minutes depending upon length of opening activities. <i>Note:</i> may begin while some children are still sleeping</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs</p> <p>Art/Writing</p> <p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> <p>Math/ Manipulatives</p> <p>Sand/Water/ Sensory</p> | <p>Art/Writing See AM choice time for ideas.</p> <ul style="list-style-type: none"> ● ● |
| | <p>Blocks/Construction See AM choice time for ideas.</p> <ul style="list-style-type: none"> ● ● |
| | <p>Dramatic Play See AM choice time for ideas.</p> <ul style="list-style-type: none"> ● ● |
| | <p>Library See AM choice time for ideas.</p> <ul style="list-style-type: none"> ● ● |
| | <p>Math/Manipulatives See AM choice time for ideas.</p> <ul style="list-style-type: none"> ● ● |
| | <p>Sand/Water/Sensory See AM choice time for ideas.</p> <ul style="list-style-type: none"> ● ● |
| | <p>Science/Discovery See AM choice time for ideas.</p> <ul style="list-style-type: none"> ● ● |

| | |
|--|---|
| <p>Science/Discovery</p> | <p>Small Group Exploration: Art</p> <ul style="list-style-type: none"> • Tissue Paper Play and Collage: offer tissue paper in different colors and sizes - encourage children to use it in different ways (tearing, folding, crumpling, tossing in the air). Infants/toddlers: can create a group collage on sticky contact paper. Older children can use glue sticks to create collages on construction paper. • Paper Collage Construction Paper and Tissue Paper Play - offer both construction paper and tissue paper and encourage children to explore similarities and differences between the two types of paper. Offer contact paper or construction paper as a background for collage work. • Texture Collage - offer additional materials such as corrugated cardboard, cotton balls, foil, feathers, Pom poms, felt, netting, sand paper. Offer small glue bottles for squeezing or put glue into jar lids and offer paint brushes or cotton swabs. Infants/toddlers may be more interested in playing with the glue than in creating a collage but this type of exploration is a valuable experience in itself. |
| <p>PM Music and Movement 10 minutes</p> | <p>Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay, or movement activity. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs (See Song Cards)</p> <ul style="list-style-type: none"> • One Little Duck/Un Patito • Open Shut Them <p>Activities (choose based on children's interests)</p> <ul style="list-style-type: none"> • Ring Around the Rosie • Scarf dancing to music (choose music from different cultures in your program) |

Reflection On Weekly Planner - Week One

Success

Challenge

Next Steps

Week Two: Hellos and Goodbyes – Sample Weekly Planner

Theme One: Our Community / Month One: Our FCC Home

| | |
|---|--|
| <p>Preparation/ Changes to Environment</p> | <ul style="list-style-type: none">• Create two or three Plunker Toys for opening activities. See attached Lesson Plan.• Continue to collect and laminate photos of children, families, and staff to add to your Transitional Photos. See tip sheets/beginning of the year doc.• Collect baby photos for book making activity next week.• Create Looking Tubes for science/discovery area. See Science/Discovery in AM Choice Time.• Set up Cozy Corner with books, stuffed animals, and sensory bottles.• Select books according to weekly focus. Offer additional books that reflect the children in your program as well as those based on children’s interests. Place books where children can explore on their own and with others throughout the day. See Book List.• Opening Activities: Set up several interest areas with materials that are easy to clean up so children can independently choose where to play. Consider materials that reflect the children in your program as well as their interests and abilities. <p>Planning for Mixed Ages</p> <ul style="list-style-type: none">• Infants: Create a space for infants to have floor time, while older children play - use a blanket or small quilt to section it off and have a small container nearby of infant teething, rattles, books, scarves, balls, safety mirrors, small metal bowls, etc. for infants to explore. Hang mobiles from the ceiling so that infants have something to look at while on their backs. Rotate selection based on interest over the course of the week.• Toddlers and Threes: Create invitations to play by attractively arranging selected materials in interest areas. Having multiple copies of high interest items helps to minimize wait time and reduce the need to share. Having two or three activities to choose from on the floor as well as one or two table top activities promotes independence and encourages small group exploration. Offering a sensory or art exploration each day supports learning across many domains. |
|---|--|

| | |
|--|--|
| <p>Opening Activities 20-60 minutes</p> | <p>Arrival Activities Pick two or three materials each day that reflect the children in your program as well as their interests and ages. <i>Note:</i> check size of items to avoid a choking hazard. Allow children to explore other materials as desired. Support them in putting materials away before choosing additional materials to reduce clutter.</p> <ul style="list-style-type: none"> • Pop up toys • Stacking rings • Cloth/wipeable board books • Books • Interlocking blocks • Cars or other toy vehicles • Magnetic tiles • Plunker Toy (see lesson plan) • Puzzles with doors, windows, locks |
| <p>Morning Meeting No more than 5-10 minutes, including transitions</p> | <p>Song</p> <ul style="list-style-type: none"> • Around and Around is the Name of the Game or other greeting song relevant for your children (see Song Cards). <p>Invitations to Explore</p> <ul style="list-style-type: none"> • Allow children to move around and provide an alternative activity for those who are not yet ready to participate. • Over the course of the week, highlight different interest areas and show children sample materials from each. • Describe small group activities for the day and show materials as needed. • Tell children where each member of the teaching team will begin Choice Time. On the visual schedule, attach photos of the Interest Areas that are available or “open” each day. Let children choose where they want to play and accompany them to interest areas. • Infants/toddlers: Invite them to join the meeting and offer a lap to sit on or a space next to a member of the teaching team to support their participation. |
| <p>AM Choice Time 60 minutes</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs.</p> <p>Art/Writing</p> <p>Blocks/Construction</p> | <p>Choice Time Tips</p> <ul style="list-style-type: none"> • Choose materials that reflect the children in your program as well as their interests and abilities. • Include some materials or activities that support the weekly focus.. • See Interest Areas (in Introduction to Let’s Play!) for a list of suggested materials. Rotate materials regularly. <i>Note: check size of items to avoid a choking hazard.</i> • Invite children to explore each interest area and introduce the materials available as well as the corresponding shelf space or bin where the materials are stored. Give children the opportunity to follow their own interests and explore materials freely. • Allow children to explore other materials as desired. • Support them in putting materials away before choosing additional materials to reduce clutter. • Add photos of the children to different interest areas for children to incorporate into their play. For example, photos can be taped to blocks, magnetic tiles, pegs, baby jar lids, placed in containers or added to the sensory table. |

| | |
|---|---|
| <p>Dramatic Play</p> <p>Library</p> <p>Math/Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration</p> <p><u>Note:</u> Small Group takes place during Choice Time. Individual participation time will vary based on children's interests</p> | <p>Art/Writing</p> <ul style="list-style-type: none"> ● Offer laminated name cards with children's photos and nontoxic dry erase markers. ● Add chalk and chalkboards or construction paper. Offer erasers or a spray bottle of water and explore what happens when applied to the chalk drawings. ● Add markers or chunky crayons and different types of paper. <p>Infants and toddlers: Consider taping a large sheet of paper to the table to keep it stable while they scribble with washable markers, chunky crayons or chalk.</p> |
| | <p>Blocks/Construction</p> <ul style="list-style-type: none"> ● Unit blocks, homemade blocks, and/or foam blocks ● Start with enough materials so that each child has some to play with but avoid putting out a large number or variety. Fewer materials help children focus on the properties of the blocks and discover different ways of using them. |
| | <p>Dramatic Play</p> <ul style="list-style-type: none"> ● Add baby dolls and accessories (bottles, pretend food, plates, blankets, diapers, etc.). ● Offer scarves, bags/purses, old metro cards, plastic keys, and toy telephones. |
| | <p>Library</p> <p>Choose books related to the topic of Hellos and Goodbyes. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> <p>Examples</p> <ul style="list-style-type: none"> ● <i>I Love You All Day Long</i> by Francesca Rusackas ● <i>Llama Llama Misses Mama</i> by Anna Dewdney ● <i>Baby Faces (Look Baby! Books)</i> by Margaret Miller ● See Book List for more ideas |
| | <p>Math/Manipulatives</p> <p>Select materials so children can explore concepts of same and different as well as develop fine motor skills.</p> <ul style="list-style-type: none"> ● Nesting cups ● Puzzles for each age group ● Shape sorters ● Colanders with pipe cleaners |
| <p>Sand/Water/Sensory</p> <ul style="list-style-type: none"> ● Playdough. Choose additional materials based on previous week's exploration. | |

| | |
|---|--|
| | <ul style="list-style-type: none"> ● Sealed sensory bottles filled with various colorful liquids. ● Sealed sensory bottles filled with dry items that do and don't make noise. <p>Science/Discovery</p> <ul style="list-style-type: none"> ● Offer color paddles or create homemade Looking Tubes (tape colored cellophane to one end of paper towel tubes; cut the bottom off of a clean, dry milk jug or other container with a narrow opening). Encourage children to look through and find other people in the room. Discuss how the color paddles or looking tubes make people look different. ● Encourage children to say "hello or goodbye" to each other as they look through or speak into the tubes. Discuss how their voices sound different as they speak through the tubes. <p>Small Group Exploration: Blocks/Construction</p> <ul style="list-style-type: none"> ● See Block Play Lesson Plan ● Infants and Toddlers: Provide infants and toddlers with age appropriate blocks, such as soft blocks, small wooden blocks, and hollow plastic blocks. If the infants and toddlers are more interested in knocking down structures than in building them up, offer them a separate space or time to explore blocks in their own way. Invite older children to create structures for younger children to knock down. |
| <p>AM Music and Movement 10 minutes</p> | <p>Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay, or movement activity. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs (See Song Cards)</p> <ul style="list-style-type: none"> ● Where is Thumbkin? ● One Little Duck/Un Patito <p>Activities (choose based on children's interests)</p> <ul style="list-style-type: none"> ● Freeze Dance - Invite children to dance to music of different cultures represented in your program. Tell children that when the music stops, they should try to stop and be as still as possible as if they were frozen! ● Dance the Hokey Pokey |
| <p>AM Story Time and Books for the Week 5-10 minutes</p> | <p>Choose books related to the topic of Hellos and Goodbyes. Offer additional books based on children's interests.</p> <p>Suggested Books</p> <ul style="list-style-type: none"> ● <i>Rosie Goes to Preschool</i> by Karen Katz ● <i>LLama LLama Red Pajama</i> By Anna Dewdney |

| | |
|---|--|
| <p>Outdoor Play 60 minutes</p> | <p>Go outside daily as weather permits. Give children the opportunity to engage in self-led play as well as group activities. Allow children to explore materials freely.</p> <p>Suggested Activities</p> <ul style="list-style-type: none"> • Blowing bubbles: Provide bubbles for children to blow. Some children may want to chase the bubbles others blow. Encourage older children to blow bubbles for infants and toddlers to chase. • Sidewalk Chalk: Provide children with chalk and encourage them to draw/write in whatever manner they choose. • Hide and Seek: Encourage children to play hide and seek and to say "hello" and "goodbye" during the game. <p>Additional Materials: balls, push/pull toys, ride-on toys, blankets for infants to lie on</p> |
| <p>PM Story Time 5 minutes, transitioning to nap/rest time</p> | <p>Choose books related to the topic of Hellos and Goodbyes. Offer additional books based on children's interests.</p> <p>Suggested Books</p> <ul style="list-style-type: none"> • <i>Say Hello!</i> By Rachel Isadora • <i>The Kissing Hand</i> by Audrey Penn • See Book List for more ideas |
| <p>PM Choice Time 30-60 minutes depending on length of opening activities <i>Note:</i> may begin when some children are sleeping</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs</p> <p>Art/Writing</p> <p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> | <p>Art/Writing See AM choice time for ideas.</p> <ul style="list-style-type: none"> • • |
| | <p>Blocks/Construction See AM choice time for ideas.</p> <ul style="list-style-type: none"> • • |
| | <p>Dramatic Play See AM choice time for ideas.</p> <ul style="list-style-type: none"> • • |
| | <p>Library See AM choice time for ideas.</p> <ul style="list-style-type: none"> • • |
| | <p>Math/Manipulatives See AM choice time for ideas.</p> <ul style="list-style-type: none"> • • |

| | |
|--|--|
| Math/Manipulatives | <p>Sand/Water/Sensory See AM choice time for ideas.</p> <ul style="list-style-type: none"> • • |
| Sand/Water/Sensory | |
| Science/Discovery | <p>Science/Discovery See AM choice time for ideas.</p> <ul style="list-style-type: none"> • • |
| Small Group Exploration | |
| | <p>Small Group Exploration: Sand/Water/Sensory</p> <ul style="list-style-type: none"> • See Exploring Sand and Water Lesson Plan |
| <p>PM Music and Movement 10 minutes</p> | <p>Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay or movement activity. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs (See Song Cards)</p> <ul style="list-style-type: none"> • Open Shut Them • Jack in the Box <p>Activities (choose based on children's interests)</p> <ul style="list-style-type: none"> • Ring Around the Rosie • Scarf dancing to music (choose music from different cultures in your program) |

Reflection On Weekly Planner - Week Two

Success

Challenge

Next Steps

Week Three: Caregiving – Sample Weekly Planner

Theme One: Our Community / Month One: Our FCC Home

| | | | | | | | | | | |
|---|--|---|--------|------------------|--------------|-----------------------|-------------------------|------------------|---|---|
| <p>Preparation/ Changes to Environment</p> | <ul style="list-style-type: none"> ● Collect and laminate baby photos for Baby Faces book making activity. See PM Choice Time. ● Collect items for AM Small Group Exploration: Taking Care of Babies. ● Add magnetic strips or large paper clips to name cards for Sand/Water/Sensory Fishing Game. ● Set up Cozy corner with books, stuffed animals and sensory bottles. ● Select books according to weekly focus. Offer additional books that reflect the children in your program as well as those based on children’s interests. Place books where children can explore on their own and with others throughout the day. See Book List. ● Opening Activities: Set up several interest areas with materials that are easy to clean up so children can independently choose where to play. Consider materials that reflect the children in your program as well as their interests and abilities. <p>Planning for Mixed Ages</p> <ul style="list-style-type: none"> ● Infants: Create a space for infants to have floor time, while older children play - use a blanket or small quilt to section it off and have a small container nearby of infant teethingers, rattles, books, scarves, balls, safety mirrors, small metal bowls, etc. for infants to explore. Hang mobiles from ceiling so that infants have something to look at while on their backs. Rotate selection based on interest over the course of the week. ● Toddlers and Threes: Create invitations to play by attractively arranging selected materials in interest areas. Having multiple copies of high interest items helps to minimize wait time and reduce the need to share. Having two or three activities to choose from on the floor as well as one or two table top activities promotes independence and encourages small group exploration. Offering a sensory or art exploration each day supports learning across many domains. | | | | | | | | | |
| <p>Opening Activities 20-60 minutes</p> | <p>Arrival Activities Pick two or three materials each day that reflect the children in your program as well as their interests and ages. <i>Note: check size of items to avoid a choking hazard.</i> Allow children to explore other materials as desired. Support them in putting materials away before choosing additional materials to reduce clutter.</p> <table border="0"> <tr> <td>● Egg shakers or rattles</td> <td>● Cars</td> <td>● Magnetic tiles</td> </tr> <tr> <td>● Baby dolls</td> <td>● Interlocking blocks</td> <td>● Dollhouse with people</td> </tr> <tr> <td>● Stacking rings</td> <td>● Containers and lids (include items that can fit inside)</td> <td>● Puzzles (with doors, windows and locks)</td> </tr> </table> | ● Egg shakers or rattles | ● Cars | ● Magnetic tiles | ● Baby dolls | ● Interlocking blocks | ● Dollhouse with people | ● Stacking rings | ● Containers and lids (include items that can fit inside) | ● Puzzles (with doors, windows and locks) |
| ● Egg shakers or rattles | ● Cars | ● Magnetic tiles | | | | | | | | |
| ● Baby dolls | ● Interlocking blocks | ● Dollhouse with people | | | | | | | | |
| ● Stacking rings | ● Containers and lids (include items that can fit inside) | ● Puzzles (with doors, windows and locks) | | | | | | | | |

| | |
|--|---|
| <p>Morning Meeting No more than 5-10 minutes, including transitions</p> | <p>Song</p> <ul style="list-style-type: none"> ● Around and Around is the Name of the Game or other greeting song relevant for your children (see Song Cards). <p>Invitations to Explore</p> <ul style="list-style-type: none"> ● Allow children to move around and provide an alternative activity for those who are not yet ready to participate. ● Over the course of the week, highlight different interest areas and show children sample materials from each. ● Describe small group activities for the day and show materials as needed. ● Tell children where each member of the teaching team will begin Choice Time. On the visual schedule, attach photos of the Interest Areas that are available or “open” each day. Ask children where they want to play and accompany them to interest areas. Let children choose where they want to play and accompany them to interest areas. ● Infants/toddlers: Invite them to join the meeting and offer a lap to sit on or a space next to a member of the teaching team to support their participation. |
| <p>AM Choice Time 60 minutes</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs.</p> <p>Art/Writing</p> <p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> <p>Math/Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration</p> | <p>Choice Time Tips</p> <ul style="list-style-type: none"> ● Choose materials that reflect the children in your program as well as their interests and abilities. ● Include some materials or activities that support the weekly focus. ● See Interest Areas (in introduction of Let’s Play!) for a list of suggested materials. Rotate materials regularly. <i>Note: check size of items to avoid a choking hazard.</i> ● Invite children to explore each interest area and introduce the materials available as well as the corresponding shelf space or bin where the materials are stored. Give children the opportunity to follow their own interests and explore materials freely. ● Allow children to explore other materials as desired. ● Support them in putting materials away before choosing additional materials to reduce clutter. ● Add photos of the children to different interest areas for children to incorporate into their play. For example, photos can be taped to blocks, magnetic tiles, pegs, baby jar lids, placed in containers, or added to the sensory table. <p>Art/Writing</p> <ul style="list-style-type: none"> ● Add crayons, paper, and stickers, invite the children to explore the materials and observe how they are using them. Provide infants and toddlers with non-toxic crayons and tape paper down to the table to allow them to make marks on the paper. ● Add collage material, paper, and glue, invite the children to explore the materials and observe how they use them. ● Add large resealable bags with paint inside. Remove excess air and tape bags to a table, window or the floor. If you place bags on the floor, cover with clear contact paper to keep the bags from breaking. |

| | |
|---|--|
| <p><u>Note:</u> Small Group takes place during Choice Time. Individual participation time will vary based on children's interests</p> | <p>Blocks/Construction</p> <ul style="list-style-type: none"> • Unit blocks, homemade blocks, and/or foam blocks • Start with enough materials so that each child has some to play with but avoid putting out a large number or variety. Fewer materials help children focus on the properties of the blocks and discover different ways of using them. • Add toy people, toy cars, and trucks children may be interested in. <p>Infant and Toddlers:</p> <ul style="list-style-type: none"> • Provide infants and toddlers with age appropriate blocks, such as soft blocks, small wooden blocks, and hollow plastic blocks. If the infants and toddlers are more interested in knocking down structures than in building them up, offer them a separate space or time to explore blocks in their own way. Invite older children to create structures for younger children to knock down. |
| | <p>Dramatic Play</p> <ul style="list-style-type: none"> • Add baby dolls and accessories (bottles, pretend food, plates, blankets, diapers, etc.). • Offer scarves, bags/purses, and toy telephones. |
| | <p>Library</p> <p>Choose books related to the topic of Caregiving. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Be Kind</i> by Pat Zietlow Miller • <i>Love Is</i> by Diane Adams • <i>Strictly No Elephants</i> by Lisa Mantchev • See Book List for more ideas |
| | <p>Math/Manipulatives</p> <p>Select materials so children can explore concepts of same and different as well as develop fine motor skills.</p> <ul style="list-style-type: none"> • Plunker Toys with various items • Zip, snap, and button toys • Shape sorters • Lacing cards |
| | <p>Sand/Water/Sensory</p> <ul style="list-style-type: none"> • Playdough. Add plastic knives and other pretend cooking supplies and invite children to create food for a shared meal. Add additional materials based on children's interests. • Name Card Fishing Game: Attach a strip of magnetic tape or a large paper clip to the name cards with photos and place the cards in a sensory bin partially filled with water. Add liquid water color if desired. Offer children magnetic fishing poles or |

| | |
|--|--|
| | <p>magnet wands and invite them to fish out name cards and name or point to the matching child. Infants and toddlers can use magnet wands or their hands to fish out the cards.</p> |
| | <p>Science/Discovery</p> <ul style="list-style-type: none"> • Color paddles or Looking Tubes (see week 2). • Add sheer scarves or colored plastic binder dividers to further explore colors. |
| | <p>Small Group Exploration: Dramatic Play</p> <ul style="list-style-type: none"> • Taking Care of Babies - these activities can take place over the course of the week: • Join a small group of children in the Dramatic Play area. Model for children how to care for the baby dolls. Pretend the baby dolls are sad, tired or hungry and need to be comforted. If you have infants in your program or children have babies in their own families, discuss how to care for them. Infants: include infants by offering them age appropriate baby dolls. Support older children in helping to play with and care for infants (ex. giving them appropriate toys, comfort items, singing to them, etc.). • Add additional materials to the pretend kitchen area (ex. oatmeal containers/other empty food boxes, empty baby food jars, etc.) and invite children to prepare food for the baby dolls. Engage children in pretend play scenarios with the baby dolls. Comment on what you observe and ask them what they think the babies need and what kind of foods they eat. • Invite children to join you in caring for sick baby dolls. Have bandaids and pretend doctor kit materials available. Discuss with children how the babies are feeling and what they can do to help the babies feel better. • Invite children to help bathe the baby dolls using a baby bath tub or other container with water in it. Offer a few bath toys, some baby shampoo, wash cloths, cups for rinsing, and bath towels. |

| | |
|---|---|
| <p>AM Music and Movement 10 minutes</p> | <p>Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay, or movement activity. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs:</p> <ul style="list-style-type: none"> • Hush Little Baby (or other lullaby) • I Love You, You Love Me <p>Activities (choose based on children’s interests):</p> <ul style="list-style-type: none"> • Ring Around the Rosie (See Song Cards) • Scarf dancing to music (choose music from different cultures in your program) |
| <p>AM Story Time and Books for the Week 5-10 minutes</p> | <p>Choose books related to the topic of Caregiving. Offer additional books based on children’s interests.</p> <p>Suggested Books:</p> |

| | |
|---|--|
| | <ul style="list-style-type: none"> • <i>Owl Babies</i> by Martin Waddell • <i>5 Little Ducks</i> illustrated by Penny Ives |
| Outdoor Play 60 minutes | <p>Go outside daily as weather permits. Give children the opportunity to engage in self-led play as well as group activities. Allow children to explore materials freely.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Balance Beam and Hoops: Offer a low balance beam OR use chalk or tape to create a line for children to try and walk across. Add hoops at either end for children to jump in and out of. • Parachute: Invite children to help raise and lower a parachute. Adults can also hold the edges and use it to play peek a boo with the children. • Invite the children to experiment with paint brushes and water. • Additional Materials: bubbles, sidewalk chalk, balls, push/pull toys, ride-on toys, blankets for infants to lie on |
| PM Story Time 5 minutes, transitioning to nap/rest time | <p>Choose books related to the topic of Caregiving. Offer additional books based on children’s interests.</p> <p>Suggested Books:</p> <ul style="list-style-type: none"> • <i>That’s Me Loving You</i> by Amy Krouse Rosenthal • <i>Hush Little Baby</i> by Sylvia Long • See Book List for more ideas |
| PM Choice Time 30-60 minute, depending on length of opening activities <i>Note:</i> may begin when some children are sleeping Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs) Art/Writing Blocks/Construction | Art/Writing See AM choice time for ideas. <ul style="list-style-type: none"> • • |
| | Blocks/Construction See AM choice time for ideas. <ul style="list-style-type: none"> • • |
| | Dramatic Play See AM choice time for ideas. <ul style="list-style-type: none"> • • |
| | Library See AM choice time for ideas. <ul style="list-style-type: none"> • • |

| | |
|--|---|
| Dramatic Play | Math/Manipulatives See AM choice time for ideas. <ul style="list-style-type: none"> • • |
| Library | |
| Math/Manipulatives | Sand/Water/Sensory See AM choice time for ideas. <ul style="list-style-type: none"> • • |
| Sand/Water/Sensory | |
| Science/Discovery | Science/Discovery <ul style="list-style-type: none"> • • |
| Small Group Exploration | |
| | Small Group Exploration: Art/Writing <ul style="list-style-type: none"> • Baby Faces Book (See Baby Faces Lesson Plan for details) |
| PM Music and Movement 10 minutes | <p>Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay, or movement activity. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs: (See Song Cards)</p> <ul style="list-style-type: none"> • Open Shut Them • Jack in the Box <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • Freeze Dance - Invite children to dance to music of different cultures represented in your program. Tell children that when the music stops, they should try to stop and be as still as possible as if they were frozen! • Dance the Hokey Pokey |

Reflection On Weekly Planner - Week Three

Success

Challenge

Next Steps

Week Four: Caregiving Extension – Sample Weekly Planner

Theme One: Our Community / Month One: Our FCC Home

For Week 4 feel free to repeat high interest activities, try different suggested activities from the previous week or develop additional activities based on children’s interests. Choose materials and develop small group explorations based on what you observed during the previous week: what activities were children most interested in? What types of actions were frequently repeated? What variation might encourage further exploration?

| | |
|--|---|
| Preparation/ Changes to Environment | <ul style="list-style-type: none">• Set up Cozy Corner with books, stuffed animals and sensory bottles.• Select books according to weekly focus. Offer additional books that reflect the children in your program as well as those based on children’s interests. Place books where children can explore on their own and with others throughout the day. See Book List.• Opening Activities: Set up several interest areas with materials that are easy to clean up so children can independently choose where to play. Consider materials that reflect the children in your program as well as their interests and abilities. <p>Planning for Mixed Ages:</p> <ul style="list-style-type: none">• Infants: Create a space for infants to have floor time, while older children play - use a blanket or small quilt to section it off and have a small container nearby of infant teethingers, rattles, books, scarves, balls, safety mirrors, small metal bowls, etc. for infants to explore. Hang mobiles from ceiling so that infants have something to look at while on their backs. Rotate selection based on interest over the course of the week.• Toddlers and Threes: Create invitations to play by attractively arranging selected materials in interest areas. Having multiple copies of high interest items helps to minimize wait time and reduce the need to share. Having two or three activities to choose from on the floor as well as one or two table top activities promotes independence and encourages small group exploration. Offering a sensory or art exploration each day supports learning across many domains. |
|--|---|

| | |
|---|--|
| <p>Opening Activities 20-60 minutes</p> | <p>Arrival Activities Pick two or three materials each day that reflect the children in your program as well as their interests and ages. <i>Note: check size of items to avoid a choking hazard.</i> Allow children to explore other materials as desired. Support them in putting materials away before choosing additional materials to reduce clutter.</p> <ul style="list-style-type: none"> • • • |
| <p>Morning Meeting No more than 5-10 minutes, including transitions</p> | <p>Song</p> <ul style="list-style-type: none"> • Around and Around is the Name of the Game or other greeting song relevant for your children (see Song Cards). <p>Invitations to Explore</p> <ul style="list-style-type: none"> • Allow children to move around and provide an alternative activity for those who are not yet ready to participate. • Over the course of the week, highlight different interest areas and show children sample materials from each. • Describe small group activities for the day and show materials as needed • Tell children where each member of the teaching team will begin Choice Time. On the visual schedule, attach photos of the Interest Areas that are available or “open” each day. Let children choose where they want to play and accompany them to interest areas. • Infants/toddlers: Invite them to join the meeting and offer a lap to sit on or a space next to a member of the teaching team to support their participation. |
| <p>AM Choice Time 60 minutes</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs.</p> <p>Art/Writing Blocks/Construction Dramatic Play</p> | <p>Choice Time Tips</p> <ul style="list-style-type: none"> • Choose materials that reflect the children in your program as well as their interests and abilities. • Include some materials or activities that support the weekly focus.. • See Interest Areas (see introduction to Let’s Play!) for a list of suggested materials. Rotate materials regularly. <i>Note: check size of items to avoid a choking hazard.</i> • Invite children to explore each interest area and introduce the materials available as well as the corresponding shelf space or bin where the materials are stored. Give children the opportunity to follow their own interests and explore materials freely. • Allow children to explore other materials as desired. • Support them in putting materials away before choosing additional materials to reduce clutter. • Add photos of the children to different interest areas for children to incorporate into their play. For example, photos can be taped to blocks, magnetic tiles, pegs, baby jar lids, placed in containers or added to the sensory table. |

| | |
|---|--|
| <p>Library</p> <p>Math/Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration <i>Note:</i> Small Group takes place during Choice Time. Individual participation time will vary based on children's interests</p> | <p>Art/Writing</p> <ul style="list-style-type: none"> • • |
| | <p>Blocks/Construction</p> <ul style="list-style-type: none"> • Start with enough materials so that each child has some to play with but avoid putting out a large number or variety. Fewer materials help children focus on the properties of the blocks and discover different ways of using them. • Infant and Toddlers: Provide infants and toddlers with age appropriate blocks. If the infants and toddlers are more interested in knocking down structures than in building them up, offer them a separate space or time to explore blocks in their own way. Invite older children to create structures for younger children to knock down. |
| | <p>Dramatic Play</p> <ul style="list-style-type: none"> • • |
| | <p>Library</p> <p>Choose books related to the topic of Caregiving. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> <p>Examples: See Book List for more ideas.</p> <ul style="list-style-type: none"> • • |
| | <p>Math/Manipulatives</p> <p>Select materials so children can explore concepts of same and different as well as develop fine motor skills.</p> <ul style="list-style-type: none"> • • |
| | <p>Sand/Water/Sensory</p> <ul style="list-style-type: none"> • • |

| | |
|---|---|
| | <p>Science/Discovery</p> <ul style="list-style-type: none"> • • |
| | <p>Small Group Exploration: Create your own lesson plan</p> <ul style="list-style-type: none"> • |
| <p>AM Music and Movement 10 minutes</p> | <p>Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay, or movement activity. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs:</p> <ul style="list-style-type: none"> • • <p>Activities (choose based on children’s interests):</p> <ul style="list-style-type: none"> • • |
| <p>AM Story Time and Books for the Week 5-10 minutes</p> | <p>Choose books related to the topic of Caregiving. Offer additional books that reflect the children in your program as well as those based on children’s interests.</p> <p>Suggested Books: See Book List</p> <ul style="list-style-type: none"> • • |
| <p>Outdoor Play 60 minutes</p> | <p>Go outside daily as weather permits. Give children the opportunity to engage in self-led play as well as group activities. Allow children to explore materials freely.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • • <p>Additional Materials:</p> |

| | |
|--|---|
| <p>PM Story Time 5 minutes, transitioning to nap/rest time</p> | <p>Choose books related to the topic of. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> <p>Suggested Books: See Book List</p> <ul style="list-style-type: none"> • • |
| <p>PM Choice Time 30-60 minutes, depending upon length of opening activities. <i>Note:</i> may begin while some children are sleeping.</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs</p> <p>Art/Writing</p> <p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> <p>Math/Manipulatives</p> <p>Sand/Water/Sensory Science/Discovery</p> <p>Small Group Exploration</p> | <p>Art/Writing See AM choice time for ideas.</p> <ul style="list-style-type: none"> • • |
| | <p>Blocks/Construction See AM choice time for ideas.</p> <ul style="list-style-type: none"> • • |
| | <p>Dramatic Play See AM choice time for ideas.</p> <ul style="list-style-type: none"> • • |
| | <p>Library See AM choice time for ideas.</p> <ul style="list-style-type: none"> • • |
| | <p>Math/Manipulatives See AM choice time for ideas.</p> <ul style="list-style-type: none"> • • |
| | <p>Sand/Water/Sensory See AM choice time for ideas.</p> <ul style="list-style-type: none"> • • |
| | <p>Science/Discovery</p> <ul style="list-style-type: none"> • • |

| | |
|--|--|
| | <p>Small Group Exploration: Create your own lesson plan</p> <ul style="list-style-type: none"> • |
| <p>PM Music and Movement 10 minutes</p> | <p>Choose songs and activities to build a sense of community and to develop fine and gross motor skills. End with a quiet song, fingerplay, or movement activity. Adults can dance with infants/toddlers so they can participate.</p> <p>Suggested Songs: (See Song Cards)</p> <ul style="list-style-type: none"> • • <p>Activities (choose based on children’s interests):</p> <ul style="list-style-type: none"> • • |

Reflection On Weekly Planner - Week Four

Success

Challenge

Next Steps

Suggested Books for Month One

ELOF Goal: Social/Emotional Development

A Mother for Choco by Keiko Kasza - Choco searches to find his mother.

I Love You All Day Long by Francesca Rusackas - Little Owen is going to school for the very first time and is going to miss Mommy.

Llama Llama Misses Mama by Anna Dewdney - Llama Llama's Mama makes sure he's ready for his first day at school.

LLama LLama Red Pajama by Anna Dewdney - Llama Llama has difficulty falling asleep without Mama.

Love Is by Diane Adams - A little girl and her duck love each other, even when they have to say good-bye.

Owl Babies by Martin Waddell - Three little owls wait for their mother to get back to them.

Rosie Goes to Preschool by Karen Katz - Rosie gives us a chance to see all the things she does when she's in preschool.

ELOF Goal: Approaches To Learning

Baby Faces (Look Baby! Books) by Margaret Miller - Watch babies make different expressions: smiles, pouts, wrinkly noses, and more.

Be Kind by Pat Zietlow Miller - How can we be kind to others?

Global Babies by The Global Fund for Children - Meet babies from around the world.

Strictly No Elephants by Lisa Mantchev - A boy and his little pet elephant show us about inclusion.

ELOF Goal: Cognition

5 Little Ducks illustrated by Penny Ives (based on song) - Five little ducklings go for a walk.

Good Night Gorilla by Peggy Rathmann - It's bedtime at the zoo. But where will the animals sleep?

Play With Me by Michelle Lee - Pip and Nico find a way to play together doing something they both enjoy.

I Will Take a Nap by Mo Willems - Will Gerald's friend Piggy let him take a nap?

The Kissing Hand by Audrey Penn - Chester doesn't want to go to school. His mother shares a secret with him.

That's Me Loving You by Amy Krouse Rosenthal - A mother reminds her son the many different ways he will know that she's with him.

Time for a Nap by Phillis Gershtator - There's so much to do each day. Little Bunny needs a nap to keep up.

Wet by Carey Sookocheff - What are the different ways we get wet?

ELOF Goal: Language and Literacy

Goodnight Moon by Margaret Wise Brown - Little Bunny says goodnight to everything in his room.

Hush Little Baby by Sylvia Long - Based on a favorite children's song

More, More, More Said the Baby by Vera Williams - These babies can't get enough of their family's love!

Say Hello! by Rachel Isadora-Carmelita learns how to say hello in many languages.

You Are My Sunshine by Caroline Jayne Church - A favorite children's song in a read aloud book.

Month One Song Cards

| | |
|--|---|
| <p>Around and Around</p> <p>Around and around is the name of the game, Around and around and what's your name?</p> <p>_____ is here today, _____ is here today, Everybody shout hooray! Because _____ is here today.</p> <p>Repeat until all children and adults are named. When you sing, "Around and around," roll your hands in a circular motion. Children might want to dance as the group sings to them.</p> | <p>Open Shut Them (using fingers and hands)</p> <p>Open, shut them, open, shut them. (Open and close hands) Give a little clap, clap, clap. (Clap) Open, shut them, open, shut them. (Open and close hands) Put them in your lap, lap, lap. (Tap your lap with hands) Creep them, crawl them, creep them, crawl them, (Wiggle fingers from lap to chin) Right up to your chin, chin, chin. Open up your little mouth.....(Sing this slowly and hold hands in front of mouth)) But do not let them in! (Sing this quickly. Shake your head and hide your hands)</p> |
| <p>Where is Thumbkin?</p> <p>(Hide both hands behind your back) Where is Thumbkin? Where is Thumbkin? Here I am. (Bring out one hand with thumb up) Here I am. (Repeat with the other hand) How are you today, sir? (Move one thumb as if talking) Very well, I thank you. (Move other thumbs as if talking) Runaway. (Move one hand behind back) Runaway. (Move other hands behind back) Repeat with each finger: Where is pointer? (use pointer finger) Where is tall man? (use middle finger) Where is ring man? (use ring finger) Where is pinkie? (use pinkie finger) Where is the family? (wiggle fingers on each hand)</p> | <p>Jack in the Box (to the tune of Frère Jacques)</p> <p>Jack-in-the box, Jack-in-the-box, Squat down low, squat down low, When I push your handle, when I push your handle, Up you go, up you go!</p> |

| | |
|--|--|
| <p>One Little Duck</p> <p>One little duck went out one day, Over the hills and far away. When mama duck called "quack, quack, quack, quack" One little duck came waddling back.</p> <p>Repeat with other numbers, in numerical order (2, 3, 4, 5, etc.). Substitute "mama" with other family members to reflect children's lives.</p> | <p>Un Patito</p> <p>Un patito salio a nadar Sobre la colina y mas alla Mama Pata dijo, Qua qua qua qua Y el patito volvio a regresar</p> <p>Repita con otros números, en orden numérico (2, 3, 4, 5, etc.). Sustituya "mamá" con otros miembros de la familia para reflejar la vida de los niños.</p> |
| <p>Ring Around the Rosie</p> <p><i>Make a circle with children holding hands. Walk in a circle then fall down together.</i></p> <p>Ring around the rosie, Pocket full of posies. Ashes! Ashes! We all fall down.</p> <p><u>Note</u>: visit Wikipedia for cultural variations on this song</p> | <p>You Are My Sunshine</p> <p>You are my sunshine, My golden sunshine. You make me happy, When skies are grey. You'll never know dear, How much I love you. Please, don't take my sunshine away.</p> |

Lesson Plans

Homemade Sensory Bottles

| Oil and Water Sensory Bottle | | |
|---|--|---|
| Ingredients | Materials | Directions |
| Water Baby Oil or Mineral Oil Food Coloring or liquid watercolor Glitter or metal confetti, optional | Clean, recycled plastic clear bottles Funnel Strong Glue or a glue gun | <ol style="list-style-type: none">1. Fill each bottle $\frac{1}{3}$ of the way with water.2. Add clear oil and fill to the top.3. Add a few drops of food coloring or liquid watercolor.4. Add glitter or metal confetti if using.5. Seal tightly with glue. |

| Glittery Soap Sensory Bottle | | |
|---|--|--|
| Ingredients | Materials | Directions |
| Baby Shampoo or liquid soap Water Glitter Glitter glue, optional Food coloring or liquid watercolor | Clean, recycled plastic clear bottles Funnel Strong Glue or a glue gun | <ol style="list-style-type: none">1. Fill each bottle half way with baby shampoo or liquid soap.2. Fill $\frac{3}{4}$ of the way with water.3. Add glitter and a few drops of food coloring or liquid watercolor.4. Add glitter glue if using. Seal and shake to test consistency. Adjust ingredients as desired.5. Seal tightly with glue. |

| Water Bead Sensory Bottle | | |
|---------------------------|--|---|
| Ingredients | Materials | Directions |
| Water Water beads | Clean, recycled plastic clear bottles Funnel Strong Glue or a glue gun | <ol style="list-style-type: none"> 1. Fill each bottle with water. 2. Add a small amount of water beads. <i>Note:</i> water beads will swell in size over time. 3. Seal tightly with glue. |

| Sight and Sound Sensory Bottles (no liquid) | | |
|--|--|---|
| Ingredients | Materials | Directions |
| Various small objects, such as pom poms, buttons, nuts and bolts, feathers, popcorn kernels, old costume jewelry, crumpled up pieces of aluminum foil, twigs, leaves, stones, etc. | Clean, recycled plastic clear bottles Funnel Strong Glue or a glue gun | <ol style="list-style-type: none"> 1. Choose one or more items and add to a bottle. Consider making bottles with colorful or shiny items, bottles that make different noises when shaken, bottles with items from nature, and bottles with items that don't make any noise at all. 2. Seal tightly with glue. |

Miller, K. 2000. *Things to Do with Toddlers and Twos*. Telshare Publishing Company.

Transitional Photos

Objective

Children, families, and caregivers will use transitional photos to foster a home-school connection and help make the child feel secure and loved by all parties.

ELOF Goals

IT-ATL 2. Children will feel secure and comfortable in a new environment.

IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.

P-SE 1. Child engages in and maintains positive relationships and interactions with adults.

P-LC 1. Child attends to communication and language from others.

Materials

Photo of special family members or other loved ones, including pets (make an extra copy so you can replace it if needed); smiling photo of each provider and assistant (make a copy for each child as well as extras to post); printed labels or permanent marker; laminating paper or clear contact paper; velcro dots; wide ribbon, poster board, display board or felt board to use as a background for picture display.

Ahead of time

Label and laminate photos on both sides. Attach the soft side of velcro dots to the back of the photo. Create a display area for the photos at children's eye level so that they can retrieve their special photo whenever desired and put it back when done. Attach rough side of velcro dots to the display board.

Invite the children to join you in looking at the photos

1. Spend one on one time with each child, showing them the photos of their loved ones and letting them know how much they are loved. Sit alongside the child or hold them on your lap while looking at the photos.
 - *I see your mommy and big sister. They love you so much!*
 - *Is that your dog Buster? I bet he wags his tail to show you he loves you.*
2. Describe what you see in each photo and notice how the child responds with facial expressions, gestures, sounds, or words. Acknowledge their responses.
 - *It looks like you and your grandma are at the park. Show me where you like to play with grandma.*
 - *Oh I see you pointing at the swing. Is that something you like to do together?*
3. Have older children choose one of their family photos and tell you what they see. Engage the child in a conversation to expand their responses. Encourage them to add details by asking questions.
 - *Here are some photos we have of your family. Which one do you want to tell me about?*

4. Show each child how to attach and remove the photo from the display board and allow them to practice taking the photos off the display and putting them back on.
5. Let children carry around the photo of the parent or special person in their life. Assist them with putting the photos back on the display when they are ready.
6. Send staff photos home with the child so that they can share them with other family members when talking about their day.

Creating an Inclusive Environment

1. Use large, high contrast, laminated photos which are easy for children to grasp and see.
2. Use facial expressions, gestures, and actions as you describe photos to help children make connections between the images and the words you are using.
3. Expand on children's language by acknowledging responses, rephrasing, and adding more words.
4. Ask families what words they use for mom, dad and other family members, either in English or their home language so that you can use those familiar terms with children.

Extension Activities

1. Make duplicate photos and have children match them.
2. Create a set of laminated cards, one for each child, with velcro dots so that children can create a display of their own family.
3. As children show greater awareness of each other's families expand the activity by putting all of the photos in a shoebox. Hold up one at a time and ask, *Whose daddy is this? Whose mommy is this? Whose dog is this?*
4. Develop a "favorite folks ring" with several pictures of people in the child's life, such as grandparents, neighbors, or pets. Punch holes and place them on a large key ring.

Observations and Planning

- Did the children show interest in this activity?
- Were the children actively engaged in this activity and for how long?
- How might you expand on the activity next time?
- As a provider how did you find this experience and what might you do differently next time?

Exploring Playdough

Objective

Children will explore playdough to develop their fine motor skills.

ELOF Goals

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

IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.

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

P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.

Ahead of Time

Prepare playdough in advance.

Uncooked Playdough Recipe

| Ingredients | Materials | Directions |
|--|--|---|
| 2 cups flour 1 cup salt 1 tablespoon oil 1 cup cold water 2 drops of liquid food coloring (red, yellow, or blue) | Large bowl Measuring cups Measuring spoons Wooden spoon Resealable plastic bag | 1. In large bowl, combine flour and salt. 2. Add water, food coloring and oil. 3. Knead well. 4. Add more flour if necessary. 5. Store in sealed bag. |

During the Small Group Activity:

1. Invite a small group of children to join you at the table to explore the playdough. Give the children a large handful of playdough each. For this initial exploration focus on how the children can use the playdough with their hands so that they learn all about the physical properties of the playdough. You can add tools and props later in the week.
2. Allow children to be creative and explore their own ideas. Focus on the process not the product. To foster creativity, avoid asking children what they are making or showing them what to make. Allow children to explore at their own pace and show joy and curiosity in what they are doing.
3. Comment on what the children are doing by using descriptive language and/or mimic their actions. Following their lead shows you are interested in their ideas and supports the development of a strong relationship.
 - o Maria is making a big ball of playdough.

- Journey is pinching off little pieces of playdough.
4. Playdough can be kept for several days in an airtight container.

Creating an Inclusive Environment

- Allow children who are more sensitive to sensory experiences to observe or participate at their own pace. Do not force children to participate or touch materials.
- Infants and Toddlers: Include infants by holding them on your lap to explore the playdough alongside the other children or offer them a handful of playdough to explore while seated in a high chair. Sit next to toddlers to provide more hands on support as needed. (*Note:* Some infants and toddlers may want to explore the playdough by tasting it or putting it on their heads or bodies. Since homemade playdough is non toxic you can allow them to safely explore this way, pending any allergies. You can keep this portion of playdough separate once it has been used and then discard it after the children finish playing.)

Extension Activities

1. Day 2: Offer the same activity- playdough without props so that all children have a chance to explore its basic properties.
2. Day 3: Add another primary color playdough and allow children to choose one or both colors. Allow them to mix the colors and invite them to make predictions about what will happen as the colors blend together.
3. Days 4 and 5: Introduce 1 or 2 types of props based on children's interests and abilities. Make sure there are enough props for the majority of the group to use. Engage children in conversations to explore their thinking as they use new materials and share their enthusiasm as they experiment with cause and effect and engage in pretend play.

Observations and Planning

- Did the children show interest in this activity?
- Were the children actively engaged in this activity and for how long?
- How might you expand on the activity next time?
- As a provider how did you find this experience and what might you do differently next time?

Around-the-House Playdough Props

Note: check size to avoid a choking hazard

- | | | |
|------------------|-------------------------------------|---|
| ● Cookie cutters | ● Plastic knives, forks, and spoons | ● Leaves, twigs, pebbles |
| ● Bottle caps | ● Birthday candles (do not light) | ● Small toy people, animals, vehicles |
| ● Jar lids | ● Child safety scissors | ● Craft sticks |
| ● Potato masher | ● Combs | ● Pegs |
| | | ● Large buttons and other objects that can be pressed into the playdough to make a design |

Plunker Toy

Objective

Children will practice fine motor skills and explore cause and effect.

ELOF Goals

IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.

IT-PMP 6. Child coordinates hand and eye movements to perform actions.

P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.

P-SCI 3. Child compares and categorizes observable phenomena.

Materials

Coffee cans with plastic lids or other containers with plastic lids (*Note*: the metal bottom of a coffee can make an appealing sound when items are dropped on it); colored contact paper or construction paper, glue and clear contact paper; sharp blade. Collect small items for children to push through the X into the container (check size to avoid a choking hazard). Suggested items:



Napkin rings
Empty thread spools
Large wooden beads
Small wooden blocks
Large buttons
Large pom poms

Plastic discs in different colors
Wooden clothespins
Baby jar lids
Plastic bottle caps
Curtain rings
Cotton balls

Ahead of Time

1. Cut an X shape in the center of the plastic lid.
2. Decorate outside of the container with colored contact paper or glue construction paper and cover with clear contact paper.
3. Make at least 2 containers as these are popular with children.

During Choice Time

1. Offer children a small collection of items (5-10 to start with) to push into the container. Demonstrate how to push items through the X shape and then let them explore.

2. Allow children to shake the container and to remove the lid to dump the objects back out. Assist in putting the lid back on if needed but encourage children to practice doing it themselves as they are able.

Including All Children

- Include different sized materials, including some that are easier to grasp.
- Allow children to stand nearby and observe in case they don't want to be up close to the noise. Offer them opportunities to explore the plunker toy and explore various materials in a smaller group or one to one with an adult.
- Ask family members if they could bring in any items from their work or cultural background that would also work in the activity (make sure these are not precious items but something you could borrow and later return when done). For example if a family worked in a hardware store, they might have extra keys they could donate.
- **Infants and Young Toddlers** : Remove the lid and let them drop items into the container and dump them out. As their skill level increases, invite them to try and push objects through the X but allow them to return to playing without the lid if they want to. Share in their excitement as they engage in this activity. Comment on their actions and how the objects disappear, but they are still there.
 - *"Oh that napkin ring made a loud sound when you dropped it! Kerplunk!"*
 - *"Did you hear that? The metal lid made a different sound than the wooden clothespin did when it hit the bottom of the can!"*
 - *"The cotton ball is soft. Let's see what happens when you put the cotton ball in..."*
 - *"Oh no! The clothespins are all gone! Where did they go? Are they hiding in the can? How can we tell?"*
 - *"I wonder how we can get them out?"*

Extension Activities

- Cut a slit in the lid rather than an X shape to create an additional challenge when using plastic discs.
- Use items with different colors, textures or shapes and encourage children to name and sort them as they play. Offer descriptive language to bring children's attention to the different attributes of the items (ex. metal, wooden, long, round, square, soft, hard).
- Cut different size openings into lids so children can experiment with sizes and shapes as they play.

Observations and Planning

- Did the children show interest in this activity?
- Were the children actively engaged in this activity and for how long?
- How might you expand on the activity next time?
- As a provider how did you find this experience and what might you do differently next time?

Reference: Miller, K. 2000. Things to Do with Toddlers and Twos. Telshare Publishing Company

Block Play

See link for more information about block play: [Ten Things Children Learn From Block Play | NAEYC](#)

Objective

Children will explore the physical properties of materials being used, they will explore different sizes, shapes and sorting based on physical characteristics.

ELOF Goals

IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.

IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.

P-MATH 9. Child identifies, describes, compares, and composes shapes.

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

Materials

- Soft vinyl or cloth blocks, sensory blocks, foam blocks, cardboard brick blocks, wooden unit blocks and/or large hollow blocks.
- Note: Homemade blocks can be made from different size boxes (tissue, pasta, toothpaste, oatmeal, cereal, cracker, shoe, and diaper wipe boxes, as well as corrugated cardboard boxes, stuffed with newspaper and taped shut. Cover homemade boxes with plain paper or contact paper if desired.

Ahead of time

Clearly label shelves and bins in the block storage area with pictures and words so that children can easily identify materials and put them away in the appropriate place at clean up time. See Ideas for Interest Areas for suggestions on how to set up the Block/Construction area.

During the small group

- **Day 1:** allow the children to explore and freely interact with the materials. While this is happening, sit on the floor with the children and observe how each child is using the materials. Join the children in their exploration of blocks. Run your finger along the perimeter of different shaped blocks making comments about the shapes (ex: "This block has two long sides and two short sides, that makes it a rectangle"). By doing this you begin to model how to use mathematical vocabulary at the block area.
 - Offer positive guidance if needed to promote safe use of the materials. For example if a child throws the blocks, gently redirect them by saying, "*Blocks are for building. Let's pick the blocks up and see how we can use them to build something together.*"
- Begin to use descriptive language to describe the actions of the children's exploration. Notice the size and shape of the blocks as well as how children place the blocks:

- *Young Min, you picked out the small blocks today.*
- *Miguel is lining up all of the long blocks.*
- *Vladimir built a tower with two tall, narrow boxes on the bottom and a short, wide box on top.*
- Ask open-ended questions or use “I wonder” statements to support problem-solving, such as:
 - *Sunil your structure fell down! I wonder what would happen if you tried using larger blocks on the bottom next time?*
 - *I see you are building a house and have all four walls in place. I wonder how people will get in and out?*
- Give children advance notice before it is time to clean up as block play can be quite engaging for children. For those who may have difficulty transitioning to clean up time, you help them identify a stopping point for their play and give them a little bit longer to finish up. You can also reassure them that they will have another opportunity to play with the blocks and let them know when that will be.
- Model how to clean up materials by showing children where each type of material is stored. Join children in cleaning up and remember that it may take time before they can do this independently. Make cleaning up a game by asking children to find 2 long blocks, 3 animals, 4 cars, etc.
- Following days: join children during block play and continue to use descriptive language. Ask questions to help them think through ways to problem-solve while building. If children need more guidance in how to use the blocks, model other ways materials can be used and describe your own actions so that children understand the thinking behind the actions.

Creating an Inclusive Environment

Allow children to form their own groups while engaging in block play. Encourage children to ask permission before knocking someone else’s structure down. Support children in building up their own structures to knock down if that is their primary interest. It is important to remember that younger children need to master demolition before engaging in construction.

- Sit with children as they build and facilitate play that includes younger and older children.
- For Emergent Multilingual Learners ask the families to write words related to size, such as long, short, tall, small, narrow, wide, etc., as well as the name of the types of structures (tower, house, building, door, window, roof, ramp, bridge, tunnel, etc.) and/or key action words like stack, build, fall down, balance in the child’s primary language as well as the phonetic pronunciation. Add these labels to block area.
- Notice children who are observing from the side and invite them to join in the block play either with the group or individually. Not all children will want to join initially so allow them to actively observe from afar.
- **Infants and young toddlers:** Be sure to have age appropriate blocks such as soft blocks, small wooden blocks, and hollow plastic blocks (made from empty wipe containers that have been thoroughly cleaned). Allow infants to explore the blocks by mouthing, stacking, banging, and knocking them down. Join the children in play and express delight in what they do. Copy their actions to follow their lead. When they show an interest in stacking blocks, model how to build a tower and let them knock it down. Encourage them to build their own towers when ready. Be sure to use descriptive language such as:
 - *You put the pink block on top of the blue block.*
 - *You’re banging two blocks together.*
 - *I built a tall, tall tower, I bet no one can knock it down... Oh no! It fell down! Shall we build it up again?*

Observations and Planning

- How did the children interact with the materials?
- What are some key concepts that were observed during the explorations? Block sizes? Stacking? Knocking down? Building?
- How might you expand on the activity next time?

As a provider how did you find this experience and what might you do differently next time?

Exploring Sand and Water

Objective

Children will engage in exploring the properties of pourable materials.

ELOF Goals

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

Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.

Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.

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

Materials

Pourable materials, such as sand or water and materials for scooping, pouring, measuring, and/or sifting: Nesting cups or measuring cups, assorted recycled containers of different sizes and shapes, small shovels, measuring scoops and spoons, sifters, funnels, or tubes..

Ahead of Time

1. Add sand or water to a sand/water table or use a large plastic container, such as a sweater box or underbed storage box. Fill the container about a third to half full. Make sure there is enough sand or water so that several children can play at the same time. If desired, put a sheet, indoor/outdoor mat, or shower curtain underneath the container to catch spills. Have child size towels or dustpans and brushes nearby so that children can learn to clean up themselves.
2. Add a few containers of different sizes for scooping, pouring, measuring, and/or sifting. *Note: choose 1 or 2 types of items to start and have multiples so children do not have to share.*

During the Small Group

1. Invite a small group of children to explore sand and water play. Limit the number of children based on the space and the size of the container. Have the children wash their hands before and after sand/water play.
2. Introduce the children to the activity. Invite children to explore sand or water with you. Pose the following questions:
 - *Have you ever played with sand or water before? Where? What did you do?*
3. Allow children to engage in exploring the sand or water, using their hands or the materials provided. Observe children and join them in the activity. Repeat their actions and comment on what happens. Use questions to support children's learning and to spark curiosity.
 - *Benji, how does the water feel on your hands?*
 - *What would happen if ___?*
 - *How many scoops does it take to fill the cup?*

4. Supervise closely and model how to keep the sand or the water in the container. Gently remind children to try and keep the sand or water in the sandbox but expect that there will be spilling and dumping outside of the container as children, particularly with younger children or those who have less experience with sand and water play. Young children may want to taste the sand as many Infants/toddlers use their sense of taste to explore.
 - *Andrea, you have a lot of sand in your cup. Let's keep your hand inside the sandbox so you can fill the other cup.*
 - *Uh oh! Let's get the dustpan and sweep up the sand together.*
 - *The water in the container is for playing. I will give you a glass of water to drink if you are thirsty.*

Creating an Inclusive Environment

- Allow children who are more sensitive to sensory experiences to observe or participate at their own pace. Do not force children to participate or touch materials.
- Make sure that sensory bins are placed at a height that is easily accessible to children.
- Infants and Toddlers: Closely supervise infants and toddlers. Having even smaller groups, such as 2 or 3 at a time can make the experience more enjoyable for them. Use smaller amounts of water with younger children. Expect some splashing, spilling, dumping and tasting as they will likely want to have a whole body experience. Consider placing the container on the floor so that children can come and go as they wish. You can also incorporate some water play into hand washing routines to increase children's cooperation and enjoyment.

Extension Activities

1. Additional materials (choose one or more based on children's interests):
 - Kitchen supplies such as sifters, colanders, funnels, turkey basters, sponges.
 - Water wheels and small plastic toys, such as cars, animals, people, counting bears, etc. from dramatic play
 - Various found objects such as stones, twigs, etc.
 - Items that sink and float.
2. Add some water to the sand table by allowing children to pour water from a small pitcher or cup. Have children explore the differences between dry and damp sand.
3. For water play add soap bubbles, or liquid watercolors. Vary the temperature by using warm water and adding ice cubes.
4. Have children wash baby dolls and baby clothes and hang the clothes up to dry.
5. Explore squeezing tools and encourage children to transfer items from one container to another inside of the sensory bin.

Observations and Planning

- Were the children actively engaged in this activity and for how long?
- How might you expand on the activity next time?
- As a provider, how did you find this experience and what might you do differently next time?

Baby Faces Book

Objective

Children will develop their language and literacy skills while creating a book with pictures of themselves and their peers.

ELOF Goals

Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.

Goal IT-SE 6. Child learns to express a range of emotions.

Goal P-LC 1. Child attends to communication and language from others.

Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Materials

Baby photos of the children in your program or cutouts of baby faces from catalogues, magazines or websites; cardstock, poster board or sturdy index cards; book binding; materials (ex.laminating sheets, clear contact paper or plastic sheet protectors; address labels; key rings - sturdy materials are best for young children).

Ahead of time

Glue each photo to a sheet of cardstock poster board or sturdy index card. If desired leave space on the page to fill in text. Laminate or place each sheet into a plastic sheet protector, using a cardboard insert if needed to stiffen pages. Use a hole punch to prepare the pages for binding.

During the small group

1. Invite children to help make a book about faces. Let them know this is a book that everyone will have a chance to look at once it is done.
2. Lay out several pages of photos on a table and invite children to help select which photos should be included in the book. As children look over the photos, engage them in conversations about the photos and observe their reactions.
3. Ask each child to pick one photo to add to the book.
4. Ask each child to help add their page to the book using a 3 ring folder or book rings.

Let children know you need their help in writing the book. Encourage children to identify who is in the photo, name the facial expression or describe what is happening based in the photo selected (ex. Hungry, happy, silly, baby messy, baby is sleeping, etc.). Decide on words or small phrases to represent their ideas. Label photos accordingly. Optional: you can use address labels to handwrite or print text boxes.

5. Look through the photo book with the children and describe what you notice on each page. Encourage children to do the same.
6. Continue adding to the book over the course of the week so that everyone has the chance to participate.
7. Keep the book in a place where all children can access it to look at on their own. Invite families to look at the book with their children when families are in your home.

8. Consider making an additional copy for children to borrow so they can share it with family members at home.

Creating an Inclusive Environment

- Select photos that include different cultures and abilities. Use a high contrast background so that images and text stand out.
- Include text in children's home languages.
- Use large laminated photos for the book so children can bend and manipulate the photos easily.
- **Infants and Toddlers:** During small group, hold the infant on your lap. Point to the photos and explain what you notice using descriptive language. Describe anything the child points to or looks at. Encourage the child to mimic the facial expression and engage in a back and forth exchange, copying the child's actions or expressions. Encourage the child to make comments or sounds in response to the book.
 - *That baby looks like they are feeling silly. Their tongue is sticking out and their eyes look happy.*
 - *Can you stick out your tongue?*
 - *This baby is sad. I can see a tear right there on their cheek. Do you ever feel sad?*

Extension Activities

- Read other books about babies.
- Create additional books based on children's interests.

Observations and Planning

- Did the children show interest in this activity?
- Were the children actively engaged in this activity and for how long?
- How might you expand on the activity next time?
- As a provider how did you find this experience and what might you do differently next time?

Family Bingo!

Bringing the Program Home

The DECE invites you to encourage families to extend learning activities done in the program at home. These should be opportunities for families to engage in meaningful play-based interactions and enrichment opportunities that connect to or build on program activities.

The opportunities should include a variety of options and choices. One suggestion is to employ a bingo card-like format with 9 to 16 squares, each with a suggested activity that ties to your current explorations or other activities or themes in the program. Rather than requiring families to complete any of these activities, playfully encourage them. For example, you may invite families to do a bingo challenge, and circle each completed activity in colorful marker. They can see how many they can complete together with their child each week or month! Providers and families are invited to add their own ideas to the blank squares based on children's interests, activities in the program, and cultural resources. Families can also be invited to add their own activities.

Bingo cards should be translated into families' preferred languages using the resources of your network, the DOE or, where necessary and helpful, Google Translate.

All families should also be encouraged to talk, read or tell stories, and sing with their children daily in their home language and/or English, and be provided with supportive and positive information about the benefits of these activities for all young children. Please talk with your network Education Specialist if you are interested in appropriate materials to share with families. Where possible, we encourage providers and/or networks to create lending libraries from which families can borrow age-appropriate books to read to or look at with their children at home.

Note that, as per the 3K for All Policy Handbook (p. 189), worksheets are considered inappropriate assignments in 3K and PreK. If you would like additional support or suggestions regarding how to extend learning to home in your particular program or community, please speak with your Network Education Specialist.

Here are some additional and alternative resources you may wish to share with families, that also include suggested activities:

- [All the Way To K And Beyond](#)
- [Talking is Teaching](#)

Family Bingo! - September

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

| | | | |
|--|---|--|--|
| <p>Tell your child a story about how you picked out their name.</p> | <p>Sing 3 of your favorite songs together.</p> | <p>Invite your child to teach you a song they learned at our program.</p> | <p>Tell your child a story about yourself when you were their age.</p> |
| <p>Play Peek-A-Boo together. Use different things to hide your face - your hands, a pillow, or hide behind a piece of furniture.</p> | <p>Make a list of all of your and your child's favorite people.</p> | <p>Snap a few family photos and send them to us, so your child can look at them throughout the day. Try to make one of them a silly photo!</p> | <p>Borrow one of our picture books about separation and read it together. If you have books like this already, you can use your own.</p> |
| <p>Take out some paints and paint together.</p> | <p>Take a walk around your neighborhood together. Collect 3 natural objects your child would like to bring in to the program, such as sticks, leaves, or rocks.</p> | <p>Hide an object at home and play "warmer/colder" until your child finds it. When your child moves closer to the object, say "warmer!," and when they move further say "colder!" These clues can help your child find the object.</p> | <p>Wash your child's hands with soap and warm water. Then offer them a turn to wash yours.</p> |
| <p>Use hand puppets (socks work great!) to act out two characters saying good-bye, or "see you later," and then reuniting. How many different ways can you tell this story? Which ways does your child enjoy most?</p> | | | |

Family Bingo! - October

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

| | | | |
|---|--|--|---|
| <p>Place several pairs of shoes in a pile. Invite your child to set them up as pairs. Ask them gentle questions about why they make the choices they make. You can also do this activity together - you set up a pair, then your child sets up a pair. There are no wrong pairs, just keep modeling and describing!</p> | <p>Sing 3 of your favorite songs together, or take turns each singing a favorite song and having a dance party.</p> | <p>Invite your child to teach you a song they learned at our program.</p> | <p>Take out some paints and paint together. You can use brushes, sponges, your fingers, or other tools around the house. What does your child like using the most? Do you like the same tool, or a different one?</p> |
| <p>If available, find a photograph of your child as a younger baby or toddler. Look at it alongside a photo of your child today, and look together for things that are the same and things that are different.</p> | <p>Bake cookies together. Notice the similarities and differences among ingredients (wet/dry, colors, tastes)</p> | <p>Place several pairs of your socks and your child's socks in a pile. Together, sort your socks and their socks. Which ones are bigger? How else might they be different?</p> | <p>Sink or float? Fill a sink, bathtub, or basin with water. Gather an assortment of small objects like a rock, a bar of soap, a leaf, and a spoon. Predict which ones will float, and test your hypotheses!</p> |
| <p>Tell your child a story about yourself when you were their age.</p> | <p>Take a walk around your neighborhood together. Collect 3 natural objects your child would like to bring into the program, like sticks, rocks, flowers, or leaves.</p> | <p>Hide an object at home and play "warmer/colder" until your child finds it.</p> | <p>Place a pile of plastic or child-safe eating utensils (forks, spoons, butter knives) on a table. Work together to sort them by type.</p> |
| <p>Take out those socks again. How many different ways can you sort them? Size? Color? What else?</p> | | | |