

# Let's Play!

## A Relationship-Based Curriculum for Family Child Care

### Month Seven: Moving Theme Two: Our Environment



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In Month Seven, children are invited to notice objects in their environment that move, as they explore various types of transportation and how things move. Children begin by exploring the various ways that they commute to the family childcare program as well as other forms of transportation they find interesting. Book, song and activity suggestions include a wide variety of forms of transportation so that providers can tailor the content to meet the interests of the children in their program. Children then explore how things move, including objects as well as animals. Month Seven includes many opportunities for children to continue building STEM (Science, Technology, Engineering and Math) skills by exploring ramps, bridges and tunnels, by exploring sinking and floating while creating boats and rafts and by making predictions about what will happen as they experiment with dropping balls and other objects from different heights. Many of the music and movement activities as well as the outdoor play prompts are designed to encourage children to explore different ways of moving their bodies in order to support the development of spatial awareness and self-regulation skills. As children explore the big idea of Moving, they might notice that people move in different ways and providers might find the [Theme Two: Our Environment Intro & Appendix](#), Appendix E: Talking to Children About Disabilities, a useful resource. As always it is important to respect children's interests and to follow their lead. If children are not interested in the suggested play prompts, observe and join in their play instead and look for opportunities to help them expand their play as desired.

Theme Two: Our Environment continues to offer sample weekly planners for the first and third weeks. Blank planners are included for the alternate weeks. The blank planner can be used to repeat high interest activities, to try different suggested activities from a previous week or to develop additional activities based on children's interests. Depending upon children's interests, providers could use the blank planners to further expand the curriculum for a full 12 months. For extended day and year programs, additional choice time and gross motor activities should be included each afternoon.

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# Let's Play! Scope and Sequence

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

# Week One: Transportation – Sample Weekly Planner

Theme Two: Our Environment / Month Seven: Moving

<p><b>Preparation/ Changes to Environment</b></p>	<ul style="list-style-type: none"> <li>• Ask families what kind of transportation they use to come to your program and invite them to share a photo from their commute (ex. at the bus stop, on the bus, at the train station, on the train, walking, using a stroller, sitting in a car, taking a ferry, etc.). Offer to take a photo for them at drop off or pick up, if possible. Consider using photos from the internet to add additional images of children/people using some type of transportation. <b>Use these photos to create a book with children (see AM Small Group).</b></li> <li>• Print images of various types of transportation and prepare materials for <b>Transportation Bingo Game (see Lesson Plan)</b> and <b>Transportation Graph (see Lesson Plan).</b></li> <li>• <b>Print and laminate templates of vehicles (see Lesson Plan section</b> for sample truck and bus templates) for use in Math/Manipulatives.</li> <li>• Invite families who have access to a type of transportation that the children are interested in, such as a car, bicycle, scooter, etc. to bring it to the program and offer the children a chance to explore the vehicle.</li> </ul>									
<p><b>Opening Activities</b> 20-60 minutes</p>	<p><b>Arrival Activities</b> Pick two or three materials each day that reflect the children in your program as well as their interests and ages. <i>Note:</i> check size of items to avoid a <i>choking hazard</i>. Allow children to explore other materials as desired. Support them in putting materials away before choosing additional materials to reduce clutter.</p> <table border="0"> <tr> <td>• Diaper wipe box with scarves inside</td> <td>• Puppets</td> <td>• Lacing boards</td> </tr> <tr> <td>• Toy keys</td> <td>• Toy garage and vehicles</td> <td>• Stick/connectors</td> </tr> <tr> <td>• Puzzles with knobs (if possible, puzzles with vehicles or signs)</td> <td>• Crayons, markers, and paper</td> <td>• Train set</td> </tr> </table> <p><i>*Note: Glue stick caps can be a choking hazard to younger children therefore they should be removed prior to use.</i></p>	• Diaper wipe box with scarves inside	• Puppets	• Lacing boards	• Toy keys	• Toy garage and vehicles	• Stick/connectors	• Puzzles with knobs (if possible, puzzles with vehicles or signs)	• Crayons, markers, and paper	• Train set
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<p><b>Morning Meeting</b> No more than 5-10 minutes, including transitions</p>	<p><b>Song (see Song Cards)</b> Jump in the Water or another greeting song relevant for your children.</p> <p><b>Invitations to Explore</b></p> <ul style="list-style-type: none"> <li>• Allow children to move around and provide an alternative activity for those who are not yet ready to participate.</li> <li>• Over the course of the week, highlight different interest areas and show children sample materials from each.</li> <li>• Describe small group activities for the day and show materials as needed.</li> <li>• 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.</li> </ul>									

	<ul style="list-style-type: none"> <li>• <b>Infants/toddlers:</b> 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.</li> </ul>
<p><b>AM Choice Time</b> 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><b>Choice Time Tips</b></p> <ul style="list-style-type: none"> <li>• Choose materials that reflect the children in your program as well as their interests and abilities.</li> <li>• Include some materials or activities that support the weekly focus.</li> <li>• See <b>Interest Areas</b> (see Appendix) for a list of suggested materials. Rotate materials regularly. <i>Note: check size of items to avoid a choking hazard.</i></li> <li>• Add photos of the children to different interest areas for children to incorporate into their play.</li> <li>• Give children the opportunity to follow their own interests and explore materials freely. Allow children to explore other materials as desired.</li> <li>• Support them in putting materials away before choosing additional materials to reduce clutter.</li> <li>• Support children’s exploration by sitting alongside them and joining in conversations about what they are doing. Follow children’s lead and share ideas for expanding their play if needed. <ul style="list-style-type: none"> <li>○ Look for opportunities to connect children’s play to the weekly focus and to their own lives.</li> <li>○ Encourage children to problem-solve as needed.</li> <li>○ Consider inviting children to think of additional roles to expand play as they act out scenarios.</li> </ul> </li> </ul>
<p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> <p>Math/ Manipulatives</p> <p>Sand/Water/Sensory</p>	<p><b>Art/Writing</b></p> <ul style="list-style-type: none"> <li>• Add paint either on a tray or cookie sheet, tape large sheets of paper to the art table and add vehicles. Invite children to use the vehicles to paint with. Engage the children in conversation about the marks they are creating using words such as straight, curvey, zig zag etc. Allow children to explore freely.</li> <li>• Add pictures of different vehicles to the art area along with different foam or paper shapes. Invite the children to create their own vehicles using the shapes. Over the course of the week, consider adding additional loose parts or other art or recycled materials to this area. Allow children to explore freely and to return to their creations throughout the week.</li> <li>• Add vehicles with a marker taped to the back or side of the vehicle, add large sheets of paper. Invite the children to draw using the vehicle. Engage the children in conversation about the marks they are creating using words such as longer, shorter, wavy, circular, etc.</li> </ul> <p><i>Note: Writing and drawing may be in the form of scribbles, lines, marks on the paper, and/or letters.</i></p>

<p>Science/Discovery</p> <p>Small Group Exploration</p> <p><i>Note:</i> Small Group takes place during Choice Time.</p> <p>Individual participation time will vary based on children's interests</p>	<p><b>Blocks/Construction</b></p> <ul style="list-style-type: none"> <li>• Unit blocks, homemade blocks, and/or foam blocks; include a variety of shapes.</li> <li>• Add toy people, vehicles, animals, traffic signs and/or signs made in the art area. As children add signs or labels to the block area, explore their understanding of the meaning of the signs and labels.</li> <li>• Continue exploring ramps, bridges and tunnels with blocks and vehicles. Add additional props as needed.</li> <li>• Ask children if they would like to use their vehicle to carry things from one place to another. Invite children to add loose parts or other items to transport.</li> </ul> <p><b>Infant and Toddlers:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<p><b>Dramatic Play</b></p> <ul style="list-style-type: none"> <li>• Add photos of children and families commuting to your program or using other forms of transportation.</li> <li>• Invite children to line up chairs to create a train or other type of transportation and to explore associated roles (ex. conductor, driver, pilot, passenger, etc.). Offer dress up props, metro cards, tickets, etc.</li> <li>• Add baby dolls, doll strollers or pretend shopping carts. Invite children to take a pretend trip to the store or a favorite location. Encourage children to think of other props they might need or roles they can play as they act out their scenarios.</li> </ul>
	<p><b>Library</b></p> <p>Choose books related to the topic of <b>Transportation</b>. Offer additional books that reflect the children in your program as well as those based on children's interests.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>Fire Truck</i> by Peter Sis</li> <li>• <i>Love is a Truck</i> by Amy Novesky</li> <li>• <i>Subway</i> by Anastasia Suen</li> <li>• <b>See Book List for more ideas</b></li> </ul>
	<p><b>Math/Manipulatives</b></p> <p>Select materials so children can explore concepts of size, shape, and quantity as well as develop fine motor skills.</p> <ul style="list-style-type: none"> <li>• Balls and ramps</li> <li>• Toy cars or other small vehicles for counting</li> <li>• Shape set, 3-dimensional objects, such as cans, boxes, plastic bottles jars, etc. and playdough</li> <li>• Tongs or tweezers, large pom poms, and muffin tins</li> <li>• Large dominoes</li> <li>• Templates of assorted vehicles along with counting bears or loose parts, such as large beads, buttons, stones, etc.</li> </ul>

	<p><u>Math Invitation:</u></p> <ul style="list-style-type: none"> <li>• Continue exploring different size groupings (1-4 items) and encourage children to say how many are in each group before touching. Show children a set of templates of a truck, bus or other type of vehicle along with items that represent passengers, such as counting bears, rocks, large buttons, etc. Using 2 matching templates, add groups of 1 to 4 passengers to each template. Ask the children if they think the two groups of passengers are the same number. Invite children to share how they know. Based on children's interests, add additional passengers.</li> <li>• Allow children to continue playing freely with materials if they are not interested in comparing numbers or counting. Join in or observe their play. As opportunities arise, refer to the number of objects to describe what you see.</li> <li>• For <b>infants and toddlers</b>, join children in their play and look for natural opportunities to count and compare the number of items they show interest in, focusing especially on the numbers 1 to 3.</li> </ul> <p><b>Sand/Water/Sensory</b></p> <ul style="list-style-type: none"> <li>• Add assorted vehicles and items to transport, fill or dump to the sand table.</li> <li>• Add non-toxic shaving cream, large cotton balls or oobleck to a sensory table. Add emergency or construction vehicles and invite children to explore the "snow." Use real snow if available.</li> </ul> <p><b>Science/Discovery</b></p> <ul style="list-style-type: none"> <li>• Add magnifying glasses, paper and writing materials for children to mark their observations.</li> <li>• Collect an assortment of wheels of various types and sizes and invite children to observe and explore them. If desired add playdough to explore tire tracks.</li> <li>• Offer children pinwheels and invite them to explore different ways to make the pinwheels move.</li> </ul> <p><b>Small Group Exploration: Art/Writing/Math</b></p> <ul style="list-style-type: none"> <li>• <b>Transportation Bingo Game</b> (See <b>Lesson Plan</b>)</li> <li>• <b>Transportation Book:</b> Create a book with photos of the children in the program (or other people) commuting or using different types of transportation. Invite children to describe what they see in the photos. Write down their words and include them in the book. For infants and toddlers, describe the photos and write down children's responses. Continue collecting photos and adding to the book until you have photos of most if not all of the children. (Materials and instructions for making a book can be found in the lesson plan called <a href="#">All About Us Book</a> in the weekly planner for Month 3, Week 3)</li> <li>• If desired, graph the types of transportation that children use to come to your program. See <b>Sample Transportation Graph</b> in the <b>Lesson Plan</b> section for suggestions.</li> </ul>
<p><b>AM Music and Movement</b> 10 minutes</p>	<p>Choose songs and activities to build body awareness and spatial awareness skills. End with a quiet song, fingerplay or movement activity. End with a quiet song, fingerplay or movement activity. Adults can dance with <b>infants/toddlers</b> so they can participate.</p> <p><b>Suggested Songs:</b> (See <b>Song Cards</b>)</p> <ul style="list-style-type: none"> <li>• Twinkle Twinkle Traffic Light (See <b>Song Cards</b>)</li> <li>• Riding in My Car by Woodie Guthrie</li> <li>• See Song Cards for other suggestions, based on the types of transportation children are interested in.</li> </ul>

	<p><b>Activities (choose based on children’s interests):</b></p> <ul style="list-style-type: none"> <li>• Play Red Light Green Light. Create a red and a green circle to use as a visual and invite children to stand across the room from you. When you say “Go” or “Green Light,” hold up the green circle and ask children to walk towards you. Say “Stop” or “Red Light,” hold up the red circle and ask them to freeze. Celebrate when they reach you! Learning to stop and start takes time so allow children to play the game as they are able. Assist children in taking turns leading the game if they wish.</li> <li>• Dance to Song About Slow, Song About Fast by Hap Palmer or another song that varies in tempo.</li> <li>• Create an obstacle course for children to go over, under and around, etc.</li> </ul>
<p><b>AM Story Time and Books for the Week</b> 5-10 minutes</p>	<p>Choose books related to the topic of <b>Transportation</b>. Offer additional books that reflect the children in your program as well as those based on children’s interests.</p> <p><b>Suggested Books:</b></p> <ul style="list-style-type: none"> <li>• <i>Go! Go! Go! Stop!</i> By Charise Mericle Harper</li> <li>• <i>Riding in My Car</i> by Woody Guthrie</li> <li>• <b>See Book List for more ideas</b></li> </ul>
<p><b>Outdoor Play</b> 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><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Neighborhood Walk: Consider taking an “I Spy” walk around the neighborhood. What are some forms of transportation children see in the neighborhood? Invite children to count the number of wheels they see on cars, buses, trucks, bikes, scooters, skateboards, motorcycles etc. They can also look for other similarities and differences between vehicles.</li> <li>• Roads and Rails: Consider bringing chalk or painters tape and vehicles outside. Invite the children to create roads, tracks or an airfield using the tape or chalk. Invite the children to explore the vehicles on the “road.”</li> <li>• Imagination Transportation: Invite the children to imagine they are on a bus, car, truck, train etc. Invite them to take turns being the driver/conductor or the passenger. Consider bringing props such as toy money, credit cards, metro cards, tickets, etc to expand on the play. To extend the play bring pencils and paper so the children can write out tickets and receipts.</li> </ul> <p>Additional Materials: balls, sidewalk chalk, push/pull toys, toy construction or other vehicles, hula hoops, scarves for peek a boo etc.</p>
<p><b>PM Story Time</b> 5 minutes, transitioning to nap/rest time</p>	<p>Choose books related to the topic of <b>Transportation</b>. Offer additional books that reflect the children in your program as well as those based on children’s interests.</p> <p><b>Suggested Books:</b></p> <ul style="list-style-type: none"> <li>• <i>I Went Walking</i> by Sue Williams</li> <li>• <i>Transportation in my Neighborhood</i> by Shelley Lyons</li> <li>• <b>See Book List for more ideas</b></li> </ul>



<p><b>PM Choice Time</b> 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 Blocks/Construction Dramatic Play Library Math/ Manipulatives Sand/Water/ Sensory Science/Discovery</p>	<p><b>Art/Writing</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Blocks/Construction</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Dramatic Play</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Library</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Math/Manipulatives</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Sand/Water/Sensory</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Science/Discovery</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p><b>Small Group Exploration: Dramatic Play</b></p> <ul style="list-style-type: none"> <li>• <b>Create a Vehicle:</b> Invite children to create a type of vehicle with one or more boxes large enough to sit in. In order to decide what type of vehicle to create, invite children to use a transportation graph to show their preferences (see <b>Sample Transportation Graph</b> in the Lesson Plan section). Encourage children to count the votes in each column in order to see which one has the most votes.</li> <li>• Offer children images of the type of vehicle they chose and encourage them to notice various details. Invite them to draw or indicate where on the box they might want doors, windows, etc. Safely cut out any desired openings as children observe and continue to engage them in the design process. Have them problem-solve to come up with additional materials or props to add details to their</li> </ul>	

	<p>creation, such as a steering wheel, lights, etc. Invite children to paint or otherwise decorate their creation. Once completed, observe children's play and encourage them to consider additional roles or props as needed to expand the play scenario.</p> <ul style="list-style-type: none"> <li>• Encourage children to tell stories about the pretend trips they take in their vehicle. Where will they go? What will they do when they get there? Who else will join them? Consider writing down what children say and taking photos to document the growth and learning that happens through dramatic play.</li> </ul>
<p><b>PM Music and Movement</b> 10 minutes</p>	<p>Choose songs and activities to build body awareness and spatial awareness skills. End with a quiet song, fingerplay or movement activity. End with a quiet song, fingerplay or movement activity. Adults can dance with <b>infants/toddlers</b> so they can participate.</p> <p><b>Suggested Songs: (See Song Cards)</b></p> <ul style="list-style-type: none"> <li>• Wheels on the Bus</li> <li>• Fire Truck</li> <li>• Taxi, Taxi. Riding in the Back Seat by David Weinstone</li> </ul> <p><b>Activities (choose based on children's interests):</b></p> <ul style="list-style-type: none"> <li>• Act out Down By the Station, having children form a circle and marching while singing the song.</li> <li>• Play London Bridge.</li> <li>• Play Freeze Dance while listening to children's favorite music.</li> </ul>

# Reflection On Weekly Planner - Week One

Success

Challenge

Next Steps

# Week Two: Sample Weekly Planner

## Theme Two: Our Environment / Month Seven: Moving

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

<p><b>Preparation/ Changes to Environment</b></p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>Opening Activities</b> 20-60 minutes</p>	<p><b>Arrival Activities</b> 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"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>Morning Meeting</b> No more than 5-10 minutes, including transitions</p>	<p><b>Song</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Invitations to Explore</b></p> <ul style="list-style-type: none"> <li>• Allow children to move around and provide an alternative activity for those who are not yet ready to participate.</li> <li>• Over the course of the week, highlight different interest areas and show children sample materials from each.</li> <li>• Describe small group activities for the day and show materials as needed.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Infants/toddlers:</b> 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.</li> </ul>
<p><b>AM Choice Time</b> 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><i>Note:</i> Small Group takes place during Choice Time. Individual participation time will vary based on children’s interests</p>	<p><b>Choice Time Tips</b></p> <ul style="list-style-type: none"> <li>● Choose materials that reflect the children in your program as well as their interests and abilities.</li> <li>● Include some materials or activities that support the weekly focus.</li> <li>● See <b>Interest Areas</b> (Appendix) for a list of suggested materials. Rotate materials regularly. <i>Note: check size of items to avoid a choking hazard.</i></li> <li>● Add photos of the children to different interest areas for children to incorporate into their play.</li> <li>● Give children the opportunity to follow their own interests and explore materials freely. Allow children to explore other materials as desired.</li> <li>● Support them in putting materials away before choosing additional materials to reduce clutter.</li> <li>● Support children’s exploration by sitting alongside them and joining in conversations about what they are doing. Follow children’s lead and share ideas for expanding their play if needed. <ul style="list-style-type: none"> <li>○ Look for opportunities to connect children’s play to the weekly focus and to their own lives.</li> <li>○ Encourage children to problem-solve as needed.</li> <li>○ Consider inviting children to think of additional roles to expand play as they act out scenarios.</li> </ul> </li> </ul> <hr/> <p><b>Art/Writing</b></p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> </ul> <hr/> <p><b>Blocks/Construction</b></p> <ul style="list-style-type: none"> <li>● Unit blocks, homemade blocks, and/or foam blocks</li> <li>●</li> <li>●</li> </ul> <p><b>Infant and Toddlers:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <hr/> <p><b>Dramatic Play</b></p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>

	<ul style="list-style-type: none"> <li>•</li> </ul>
	<p><b>Library</b> Choose books related to the weekly focus. Offer additional books that reflect the children in your program as well as those based on children’s interests. <b>See Book List for more ideas</b></p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<p><b>Math/Manipulatives</b> Select materials so children can explore various math concepts as well as develop fine motor skills.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<p><b>Sand/Water/Sensory</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<p><b>Science/Discovery</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<p><b>AM Small Group Exploration</b> Plan hands-on activities related to the weekly focus that allow children to be creative and explore their own ideas. Let children know that they can all have a chance to participate. Allow children to opt out of an activity and offer another opportunity to try it later on.</p>

	<p>Give children enough time to thoroughly enjoy the experience so that they don't feel rushed. Adapt activities as needed to include <b>infants and toddlers</b>.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>AM Music and Movement</b> 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 <b>infants/toddlers</b> so they can participate.</p> <p><b>Suggested Songs</b> (See <b>Song Cards</b>)</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p><b>Activities</b> (choose based on children's interests)</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p><b>AM Story Time and Books for the Week</b> 5-10 minutes</p>	<p>Choose books related to the weekly focus. Offer additional books that reflect the children in your program as well as those based on children's interests. <b>See Book List for more ideas</b></p> <p><b>Suggested Books</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p><b>Outdoor Play</b> 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><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> <p>Additional Materials: balls, push/pull toys, ride-on toys, blankets for infants to lie on</p>

<p><b>PM Story Time</b> 5 minutes, transitioning to nap/rest time</p>	<p>Choose books related to the weekly focus. Offer additional books that reflect the children in your program as well as those based on children’s interests. See <b>Book List</b> for more ideas</p> <p><b>Suggested Books</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p><b>PM Choice Time</b> 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>Math/Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration</p>	<p><b>Art/Writing</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Blocks/Construction</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Dramatic Play</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Library</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Math/Manipulatives</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Sand/Water/Sensory</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Science/Discovery</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Small Group Exploration:</b></p>



	<p>Plan hands-on activities related to the weekly focus that allow children to be creative and explore their own ideas. Let children know that they can all have a chance to participate. Allow children to opt out of an activity and offer another opportunity to try it later on. Give children enough time to thoroughly enjoy the experience so that they don't feel rushed. Adapt activities as needed to include <b>infants and toddlers</b>.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>PM Music and Movement</b> 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 <b>infants/toddlers</b> so they can participate.</p> <p><b>Suggested Songs:</b> (See Song Cards)</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p><b>Activities (choose based on children's interests):</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

# Reflection On Weekly Planner - Week Two

Success

Challenge

Next Steps

# Week Three: Noticing Things That Move – Sample Weekly Planner

Theme Two: Our Environment / Month Seven: Moving

<p><b>Preparation/ Changes to Environment</b></p>	<ul style="list-style-type: none"> <li>• If needed, <b>continue to collect photos</b> of children using various types of transportation to add to the Transportation Book.</li> <li>• <b>Print and laminate templates of vehicles</b> (see Lesson Plan section for sample truck and bus templates) for use in Math/Manipulatives.</li> <li>• <b>Print and laminate dot cards</b> (see Lesson Plan section) for use in Math/Manipulatives.</li> <li>• <b>Print and laminate a picture of one or more vehicles.</b> Cut it into 2, 4, or 6 pieces to create a puzzle. Consider making multiple puzzles with different numbers of pieces.</li> </ul>
<p><b>Opening Activities</b> 20-60 minutes</p>	<p><b>Arrival Activities</b> 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"> <li>• Plunker toys</li> <li>• Feathers and playdough</li> <li>• Gears and connectors</li> <li>• Baby dolls and strollers</li> <li>• Doll house and props</li> <li>• Magnetic/felt storyboards</li> <li>• 2x2 blocks, ramps, and cars</li> <li>• Toy insects, magnifying glass</li> <li>• Craft sticks, boxes, large buttons, and glue</li> </ul> <p><i>*Note: Glue stick caps can be a choking hazard to younger children therefore they should be removed prior to use.</i></p>
<p><b>Morning Meeting</b> No more than 5-10 minutes, including transitions</p>	<p><b>Song (see Song Cards)</b> Jump in the Water or another greeting song relevant for your children.</p> <p><b>Invitations to Explore</b></p> <ul style="list-style-type: none"> <li>• Allow children to move around and provide an alternative activity for those who are not yet ready to participate.</li> <li>• Over the course of the week, highlight different interest areas and show children sample materials from each.</li> <li>• Describe small group activities for the day and show materials as needed.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Infants/toddlers:</b> 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.</li> </ul>
<p><b>AM Choice Time</b> 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><b>Choice Time Tips</b></p> <ul style="list-style-type: none"> <li>• Choose materials that reflect the children in your program as well as their interests and abilities.</li> <li>• Include some materials or activities that support the weekly focus.</li> <li>• See <b>Interest Areas</b> (see Appendix) for a list of suggested materials. Rotate materials regularly. <i>Note: check size of items to avoid a choking hazard.</i></li> <li>• Add photos of the children to different interest areas for children to incorporate into their play.</li> <li>• Give children the opportunity to follow their own interests and explore materials freely. Allow children to explore other materials as desired.</li> <li>• Support them in putting materials away before choosing additional materials to reduce clutter.</li> <li>• Support children’s exploration by sitting alongside them and joining in conversations about what they are doing. Follow children’s lead and share ideas for expanding their play if needed. <ul style="list-style-type: none"> <li>○ Look for opportunities to connect children’s play to the weekly focus and to their own lives.</li> <li>○ Encourage children to problem-solve as needed.</li> <li>○ Consider inviting children to think of additional roles to expand play as they act out scenarios.</li> </ul> </li> </ul>
<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><b>Art/Writing</b></p> <ul style="list-style-type: none"> <li>• Add sponge rollers and paint to this area, use large sheets of paper to allow 1-2 children to paint together. Engage the children in conversation about how the roller is moving.</li> <li>• Tape a large sheet of butcher paper or another large sheet of paper to a child size table and add markers, chalk, oil pastels or crayons to this area. Invite 2-3 children to experiment with creating a group collage. Encourage children to move around the table as they work collaboratively. Talk with children about how they can make different marks as they move and/or can reach different areas as they move around the table.</li> <li>• Place a piece of paper inside of a tray, add a small amount of paint, offer the children various types of balls such as sensory balls, ping pong balls, marbles, etc. Invite the children to experiment with holding the tray so that the ball moves the paint around. Add additional paint colors or different sized balls as desired. <i>Note: supervise closely if using marbles or other small balls.</i></li> </ul> <p><i>Note: Writing and drawing may be in the form of scribbles, lines, marks on the paper, and/or letters.</i></p>
	<p><b>Blocks/Construction</b></p> <ul style="list-style-type: none"> <li>• Unit blocks, homemade blocks, and/or foam blocks; include a variety of shapes.</li> <li>• Add vehicles, traffic signs, toy people, toy animals, etc.</li> <li>• Create a taped road on the floor for vehicles to navigate. Invite children to add blocks and other props to support their play scenarios.</li> <li>• Add wooden planks or pieces of stiff cardboard along with cylinder blocks or other types of cylinders, such as recycled containers or tubes. Invite children to experiment with balancing a plank on a cylinder</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Infant and Toddlers:</b> 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.</li> </ul> <p><b>Dramatic Play</b></p> <ul style="list-style-type: none"> <li>• Add the vehicle that children created out of boxes. Encourage children to tell stories about the pretend trips they take in their vehicle. Where will they go? What will they do when they get there? Who else will join them? Invite them to think of other props or roles they could use to expand their play scenarios.</li> <li>• Add stuffed animals and animal costumes, pieces of fabric with animal prints or other dress up materials and invite children to imagine they are different types of animals. What types of sounds and actions do the animals make? How do they move? Where do they live and what do they do together? Encourage children to move like different animals as they act out their scenarios.</li> </ul> <p><b>Library</b> Choose books related to the topic of <b>Noticing Things That Move</b>. Offer additional books that reflect the children in your program as well as those based on children’s interests.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>Dancing Feet</i> by Lindsey Craig</li> <li>• <i>With Any Luck, I’ll Drive a Truck</i> by David Friend</li> <li>• <b>See Book List for more ideas</b></li> </ul>
	<p><b>Math/Manipulatives</b> Select materials so children can explore concepts of size, shape, and quantity as well as develop fine motor skills.</p> <ul style="list-style-type: none"> <li>• Toys with ramps such as pounding toys, toy garage</li> <li>• Toy animals and rocks, twigs, or other natural materials</li> <li>• Homemade vehicle puzzle with 2, 4, or 6 pieces</li> <li>• Simple board game</li> <li>• Counting bears (or other items) and dot cards</li> <li>• Vehicle templates and counting bears (or other small items)</li> </ul> <p><u>Math Invitation:</u></p> <ul style="list-style-type: none"> <li>• Offer children a set of templates of a truck, bus or other type of vehicle along with items that represent passengers and invite them to take a pretend trip with their vehicle, letting them choose the destination. Offer each child a set of 3 items to use as passengers and invite them to add or take away passengers from the vehicle with language such as, “Can you add one more passenger to the bus?” and “Can you take away one passenger from the truck?” Support children in using number words as</li> </ul>

they play by describing their actions, such as “You had two passengers then you added one more. Now you have three passengers.” Continue playing by adding or taking away passengers one at a time. For children who can respond appropriately to requests to add or take away passengers, start a new game by offering them one or two passengers and then inviting them to add one or two more passengers to their vehicle. Follow up by asking how many passengers they have altogether and observe how they figure out the answer.

- Allow children to continue playing freely with materials if they are not interested in comparing numbers or counting. Join in or observe their play. As natural opportunities arise, refer to the number of objects to describe what you see.
- For **infants and toddlers**, join children in their play and look for natural opportunities to count and compare the number of items they show interest in, focusing especially on the numbers 1 to 3.

#### **Sand/Water/Sensory**

- Add water, boats, rafts or water wheels to a sensory table. Add blue food coloring if desired.
- Add cornstarch and water to a sensory table and invite children to mix it together to make oobleck. Add nesting cups, toy hammers, whisks, wooden spoons, etc. so that children can explore the oobleck in a variety of ways. If desired add drops of food coloring to the mixture. Encourage children to notice how the oobleck moves and changes.

#### **Science/Discovery**

- Tape cardboard tubes to the wall or to the side of a large cardboard box, placing the tubes at different angles. Offer children pom poms, large bottle caps or ping pong balls to drop through the tubes. Invite children to adjust the angles of the tubes or to add more tubes as they explore. *Note: check size of items to avoid a choking hazard.*
- Collect an assortment of objects with wheels, including toys and household items, such as a rolling pin, a hand held egg beater, a flour sifter, a can opener, a pizza cutter, etc. Invite children to explore the materials and how they move. *Note: check to make sure items are safe for children to manipulate.*

#### **Small Group Exploration: Science/Discovery**

- Invite children to create boats or rafts for use in the water table or sensory bin. Offer a few types of materials such as sticks, scraps of wood, craft sticks, aluminum foil, small styrofoam or foil trays, corks, cardboard or cardstock, etc. along with art materials such as glue, waterproof tape and markers or crayons.
- Invite children to explore how they can make boats or rafts move across the water by blowing, gently pushing them, making waves, etc. Engage children in thinking about why their boats might not move if that happens.
- Add pretend people or other objects to see what happens when they use their boats or rafts to carry things.
- Engage children in an activity where they can place various small items on their boats and see how many items they could add before the boat sinks. How can they make their boats and rafts stronger so they stay afloat? What other supplies might they need? Invite children to create additional boats or rafts to experiment with if desired.
- Note: Allow **infants and toddlers** to explore water play in their own way, while still offering props that sink and float. Consider placing the water table container on the floor so that younger children can more easily access it without having to be held.

<p><b>AM Music and Movement</b> 10 minutes</p>	<p>Choose songs and activities to build body awareness and spatial awareness skills. End with a quiet song, fingerplay or movement activity. End with a quiet song, fingerplay or movement activity. Adults can dance with <b>infants/toddlers</b> so they can participate.</p> <p><b>Suggested Songs:</b> (See <b>Song Cards</b>)</p> <ul style="list-style-type: none"> <li>• Helicopter, Airplane, Rocket song</li> <li>• Engine, Engine Number 9</li> </ul> <p><b>Activities (choose based on children’s interests):</b></p> <ul style="list-style-type: none"> <li>• Act out Row, Row, Row Your Boat with a partner.</li> <li>• Play Parachute Games (see <b>Things That Move Parachute Play Games</b> in Lesson Plans).</li> <li>• Play different types of music and encourage children to move their bodies in different ways. Offer them scarves, ribbons or other props for variety.</li> </ul>
<p><b>AM Story Time and Books for the Week</b> 5-10 minutes</p>	<p>Choose books related to the topic of <b>Noticing Things That Move</b>. Offer additional books that reflect the children in your program as well as those based on children’s interests.</p> <p><b>Suggested Books:</b></p> <ul style="list-style-type: none"> <li>• <i>Head to Toe</i> by Eric Carle</li> <li>• <i>Fast and Slow</i> by Britta Teckentrup</li> <li>• <b>See Book List for more ideas</b></li> </ul>
<p><b>Outdoor Play</b> 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><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Obstacle course: create an obstacle course using various props and equipment. Consider using hula hoops, polly spots, cones, balls, etc. Encourage children to take turns and to go in the same direction. Use words like “in”, “on”, “under”, “over”, “around” “up”, “down”, “in front of” and “behind” to describe children’s actions.</li> <li>• Red Light Green Light: Use red and green circle props from M7 W1 encourage the children to find a space that is a few feet away from you. When you say “Go” or “Green Light,” hold up the green circle and ask children to walk towards you. Say “Stop” or “Red Light,” hold up the red circle and ask them to freeze. Celebrate when they reach you! Learning to stop and start takes time so allow children to play the game as they are able. Assist children in taking turns leading the game if they wish.</li> <li>• Neighborhood Walk: Take the children on a walk around the neighborhood. Engage them in conversation about things that move such children riding their scooters, people who are using wheelchairs, birds flying, insects crawling, wheels on different vehicles, cranes, etc.</li> </ul> <p>Additional Materials: balls, sidewalk chalk, push/pull toys, toy construction or other vehicles, hula hoops, scarves for peek a boo etc.</p>

<p><b>PM Story Time</b> 5 minutes, transitioning to nap/rest time</p>	<p>Choose books related to the topic of <b>Noticing Things That Move</b>. Offer additional books that reflect the children in your program as well as those based on children’s interests.</p> <p><b>Suggested Books:</b></p> <ul style="list-style-type: none"> <li>● <i>Move!</i> By Steve Jenkins and Robin Page</li> <li>● <i>My First Things that Go</i> by DK</li> <li>● <b>See Book List for more ideas</b></li> </ul>
<p><b>PM Choice Time</b> 30-60 minute, 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>Math/Manipulatives</p> <p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration</p>	<p><b>Art/Writing</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>
	<p><b>Blocks/Construction</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>
	<p><b>Dramatic Play</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>
	<p><b>Library</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>
	<p><b>Math/Manipulatives</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>
	<p><b>Sand/Water/Sensory</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>
	<p><b>Science/Discovery</b></p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> </ul>



	<p><b>Small Group Exploration: Science/Discovery/Blocks/Construction</b></p> <ul style="list-style-type: none"> <li>• Invite children to build a small, simple structure and invite children to try to move it without tipping it over. If it does tip over, engage children in conversations about why it fell and invite them to rebuild it and try again.</li> <li>• Offer children different sized balls and invite them to predict whether or not they will land at the same time when dropped. Write down their predictions and take pictures of the activity to document the learning. Invite several children to raise their arms up high and to drop different sized balls. What happens? Do they land at the same time? How high do the balls bounce once they land? What happens if a taller child and a shorter child drop balls at the same time? If desired, invite children to explore what happens if they drop other items, like feathers or pom poms?</li> <li>• Include <b>infants and toddlers</b> by either building structures for them to knock down or by helping them build their own structures. Encourage them to drop balls (or other soft items) but allow them to explore in their own way, which might involve mouthing, throwing, rolling, etc. Comment on their actions using descriptive language.</li> </ul>
<p><b>PM Music and Movement</b> 10 minutes</p>	<p>Choose songs and activities to build body awareness and spatial awareness skills. End with a quiet song, fingerplay or movement activity. End with a quiet song, fingerplay or movement activity. Adults can dance with <b>infants/toddlers</b> so they can participate.</p> <p><b>Suggested Songs:</b> (See <b>Song Cards</b>)</p> <ul style="list-style-type: none"> <li>• Itsy Bitsy Spider</li> <li>• I'm a Little Teapot</li> </ul> <p><b>Activities (choose based on children's interests):</b></p> <ul style="list-style-type: none"> <li>• Sing and act out Un Elefante Se Balanceaba or another song about animals.</li> <li>• Sing and act out the Hokey Pokey.</li> <li>• Play Simon Says and pretend to move like different animals. Invite children to take turns leading the game.</li> </ul>

# Reflection On Weekly Planner - Week Three

Success

Challenge

Next Steps

# Week Four: Sample Weekly Planner

## Theme Two: Our Environment / Month Seven: Moving

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

<p><b>Preparation/ Changes to Environment</b></p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>Opening Activities</b> 20-60 minutes</p>	<p><b>Arrival Activities</b> 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"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>Morning Meeting</b> No more than 5-10 minutes, including transitions</p>	<p><b>Song</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Invitations to Explore</b></p> <ul style="list-style-type: none"> <li>• Allow children to move around and provide an alternative activity for those who are not yet ready to participate.</li> <li>• Over the course of the week, highlight different interest areas and show children sample materials from each.</li> <li>• Describe small group activities for the day and show materials as needed</li> <li>• 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.</li> <li>• <b>Infants/toddlers:</b> 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.</li> </ul>

<p><b>AM Choice Time</b> 60 minutes</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs.</p> <p>Art/Writing Blocks/Construction Dramatic Play</p> <p>Library</p>	<p><b>Choice Time Tips</b></p> <ul style="list-style-type: none"> <li>• Choose materials that reflect the children in your program as well as their interests and abilities.</li> <li>• Include some materials or activities that support the weekly focus.</li> <li>• See <b>Interest Areas</b> (Appendix) for a list of suggested materials. Rotate materials regularly. <i>Note: check size of items to avoid a choking hazard.</i></li> <li>• Add photos of the children to different interest areas for children to incorporate into their play.</li> <li>• Give children the opportunity to follow their own interests and explore materials freely. Allow children to explore other materials as desired.</li> <li>• Support them in putting materials away before choosing additional materials to reduce clutter.</li> <li>• Support children’s exploration by sitting alongside them and joining in conversations about what they are doing. Follow children’s lead and share ideas for expanding their play if needed. <ul style="list-style-type: none"> <li>○ Look for opportunities to connect children’s play to the weekly focus and to their own lives.</li> <li>○ Encourage children to problem-solve as needed.</li> <li>○ Consider inviting children to think of additional roles to expand play as they act out scenarios.</li> </ul> </li> </ul>
<p>Math/Manipulatives</p> <p>Sand/Water/Sensory</p>	<p><b>Art/Writing</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<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><b>Blocks/Construction</b></p> <ul style="list-style-type: none"> <li>• Unit blocks, homemade blocks, and/or foam blocks</li> <li>•</li> <li>•</li> </ul> <p><b>Infant and Toddlers:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<p><b>Dramatic Play</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

	<p><b>Library</b> Choose books related to the weekly focus. Offer additional books that reflect the children in your program as well as those based on children’s interests. <b>See Book List for more ideas</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Math/Manipulatives</b> Select materials so children can explore various math concepts as well as develop fine motor skills.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<p><b>Sand/Water/Sensory</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<p><b>Science/Discovery</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	<p><b>AM Small Group Exploration</b> Plan hands-on activities related to the weekly focus that allow children to be creative and explore their own ideas. Let children know that they can all have a chance to participate. Allow children to opt out of an activity and offer another opportunity to try it later on. Give children enough time to thoroughly enjoy the experience so that they don’t feel rushed. Adapt activities as needed to include <b>infants and toddlers</b>.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>AM Music and Movement</b> 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><b>Suggested Songs:</b></p>

	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p><b>Activities</b> (choose based on children’s interests):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p><b>AM Story Time and Books for the Week</b> 5-10 minutes</p>	<p>Choose books related to the weekly focus. Offer additional books that reflect the children in your program as well as those based on children’s interests. <b>See Book List for more ideas</b></p> <p><b>Suggested Books:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p><b>Outdoor Play</b> 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><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p>Additional Materials: bubbles, sidewalk chalk, balls, push/pull toys, ride-on toys, blankets for infants to lie on.</p>
<p><b>PM Story Time</b> 5 minutes, transitioning to nap/rest time</p>	<p>Choose books related to the weekly focus. Offer additional books that reflect the children in your program as well as those based on children’s interests. <b>See Book List</b> for more ideas</p> <p><b>Suggested Books:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p><b>PM Choice Time</b> 30-60 minutes, depending upon length of opening activities.</p>	<p><b>Art/Writing</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

<p><u>Note</u>: may begin while some children are sleeping.</p> <p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs</p> <p>Art/Writing</p> <p>Blocks/Construction</p> <p>Dramatic Play</p> <p>Library</p> <p>Math/Manipulatives</p> <p>Sand/Water/Sensory Science/Discovery</p> <p>Small Group Exploration</p>	<p><b>Blocks/Construction</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Dramatic Play</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Library</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Math/Manipulatives</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Sand/Water/Sensory</b> See AM choice time for ideas.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>Science/Discovery</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>PM Small Group Exploration</b></p> <p>Plan hands-on activities related to the weekly focus that allow children to be creative and explore their own ideas. Let children know that they can all have a chance to participate. Allow children to opt out of an activity and offer another opportunity to try it later on. Give children enough time to thoroughly enjoy the experience so that they don't feel rushed. Adapt activities as needed to include <b>infants and toddlers.</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

<p><b>PM Music and Movement</b> 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 <b>infants/toddlers</b> so they can participate.</p> <p><b>Suggested Songs:</b> (See <b>Song Cards</b>)</p> <ul style="list-style-type: none"><li>•</li><li>•</li></ul> <p><b>Activities (choose based on children's interests):</b></p> <ul style="list-style-type: none"><li>•</li><li>•</li></ul>
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## Reflection On Weekly Planner - Week Four

Success

Challenge

Next Steps

# Suggested Books for Month Seven

## ELOF Goal: Approaches To Learning

**Fire Truck** by Peter Sis-Matt loves fire trucks so much, he woke up one day and found that he is a fire truck!

**Love is a Truck** by Amy Novesky-There are many different kinds of trucks you can find in this book. What are the different ways we can play with them?

**Pete the Cat: Firefighter Pete** by James Dean-Pete's class is going on a trip to the firehouse to learn more about firefighters.

**Red Light, Green Light** by Anastasia Suen-A little boy uses his imagination while playing at the block area with many types of vehicles.

**With Any Luck, I'll Drive a Truck** by David Friend- There's a little boy who started driving trucks at 2 years old! How did he do it?

## ELOF Goal: Cognition

**Subway** by Anastasia Suen-A little girl and her mother take a ride on the subway.

**Transportation in my Neighborhood** by Shelley Lyons- A nonfiction book showing examples of the many different ways we move around.

**Trashy Town** by Andrea Zimmerman and David Clemesha-Mr. Gilly goes around town emptying the trash cans with his trash truck helping to keep the town clean.

**Bee & Me: A Mini-Motion Book** by Elle J. McGuinness-A little girl learns the importance of bees and how they move from one flower to the other to help them grow.

**Fast and Slow** by Britta Teckentrup-Compare the things that move. Which do you think moves faster and slower?

**Planes and Rockets and Things that Fly** by Richard Scarry-A book full of stories about things that fly. It can also be used as a "I Spy" book.

## ELOF Goal: Language and Literacy

**Dig** by Andrea Zimmerman and David Clemesha-Mr. Rally and his dog Lightning have 5 jobs to do with his backhoe, and then there is some more digging to do at home!

**Fire Truck** by Ivan Ulz-Based on a song by Ivan Uitz. Would you want to ride on a fire truck? Let's pretend to be firefighters!

**My First Things that Go** by DK-Filled with realia photos of many things that move.

**Riding in My Car** by Woody Guthrie-Based on a song by Woody Guthrie. A family of dogs take a car ride through different parts of America.

**Things that Go** by Usborne Very First Words-Board book full of things that go and their names.

## ELOF Goal: Perceptual, Motor, and Physical Development

**Can You Make a Scary Face?** by Jan Thomas-Follow the bugs instructions while he tells you how to move your body!

**Dancing Feet** by Lindsey Craig-Can you guess the animals whose feet are dancing?

**From Head to Toe** by Eric Carle-Can you move your body just like these animals do?

**I Went Walking** by Sue Williams- A little boy goes for a walk and names all the animals that he sees.

**Move!** By Steve Jenkins and Robin Page-Animals move in different ways.

**Read About Science: Push and Pull** by Patricia J. Murphy-A nonfiction book about forces of motion. How many ways can you make things move?

**You are a Lion! And other Fun Yoga Poses** By Taeun Yoo-Watch as these children pretend to be different animals using yoga poses.

## ELOF Goal: Social/Emotional Development

**Go! Go! Go! Stop!** By Charise Mericle Harper-Little green and little red work together to help the trucks do their jobs and keep the traffic flowing.

**Little Blue Truck** by Alice Schertle -Little blue trucks' friends work together to help him in his time of need.

**Little Blue Truck Leads the Way** by Alice Schertle-Little blue truck goes to the city, where the vehicles are all in a hurry.

**Little Excavator** by Anna Dewdney-Little E tries to work as hard as the big rigs, but he's too small. Then finally there is a special job just for him and his size.

**The Little Snowplow** by Lora Koehler-The big trucks tell Little Snowplow to leave the heavy lifting to them. Then a blizzard arrived and the big trucks needed his help.

# Month Seven Song Cards

## Jump in the Water

Jump in the water *child's name*  
Jump in the water, \_\_\_\_\_  
Jump in the water, \_\_\_\_\_  
You're all wet!  
Shake your body, \_\_\_\_\_  
Shake your body, \_\_\_\_\_  
Shake your body, \_\_\_\_\_  
Now you're dry!

## Twinkle Twinkle Traffic Light *(Sing to the tune of Twinkle Twinkle Little Star)*

Twinkle twinkle traffic light, *(Open and shut hands to mimic blinking lights)*  
On the street shining bright.  
Red means stop! *(Hold hand up to mimic stop)*  
Green means go! *(Hold hand up and move to indicate go)*  
Yellow means wait a minute, take it slow. *(Hold hand up and look both ways)*  
Twinkle twinkle traffic light, *(Open and shut hands to mimic blinking lights)*  
On the street shining bright.

## Wheels On The Bus

Use a different motion for each verse.

The wheels on the bus go round and round,  
Round and round,  
Round and round.  
The wheels on the bus go round and round.  
All over town.

Repeat with other verses such as: wipers go swish, swish, swish; horn goes beep, beep, beep; doors go open and shut; windows go up and down; people go in and out; driver says move on back; babies go wha, wha wha; mommies (daddies, gramma, etc) go shh, shh, shh...

## Hurry, Hurry Drive the Fire Truck

Hurry, hurry drive the fire truck!  
Hurry, hurry drive the fire truck!  
Hurry, hurry drive the fire truck!  
Ding, ding, ding, ding, ding!

*Repeat with:* climb the ladder and spray the hose

<p><b>London Bridge Is Falling Down</b>  <i>Stand facing a partner, hold hands and raise arms up high to form a bridge. When you sing "My fair lady, lower arms to gently capture/hug whoever is under the bridge. Switch partners if children want to form part of the bridge.</i></p> <p>London Bridge is falling down,  Falling down, falling down.  London Bridge is falling down,  My fair lady.</p> <p>Build it up with iron bars...</p> <p>Iron bars will bend and break...</p> <p>Build it up with silver and gold...</p> <p>London Bridge is falling down...</p>	<p><b>Airplane, Helicopter and Rocket Song</b> <i>(Sing to the tune of A Ram Sam Sam)</i></p> <p>An airplane, an airplane, <i>(Hold arms out to the side like an airplane)</i>  Helicopter, helicopter, <i>(Hold arm up and whirl it around)</i>  Airplane. <i>(Hold arms out to the side like an airplane)</i></p> <p>An airplane, an airplane, <i>(Hold arms out to the side like an airplane)</i>  Helicopter, helicopter, <i>(Hold arm up and whirl it around)</i>  Airplane. <i>(Hold arms out to the side like an airplane)</i></p> <p>A rocket, a rocket. <i>(Squat with arms up and palms together, then jump up)</i>  Helicopter, helicopter, <i>(Hold arms out to the side and spin around or whirl an arm overhead)</i>  Airplane. <i>(Hold arms out to the side like an airplane)</i></p>
<p><b>Row, Row, Row Your Boat</b>  <i>Have children partner up with each other or an adult, spreading legs and holding hands so they can rock back and forth together as they sing.</i></p> <p>Row, row, row your boat,  Gently down the stream.  Merrily, merrily, merrily, merrily,  Life is but a dream.</p> <p>Row, row, row your boat,  Quickly down the stream.  If you see a crocodile,  Don't forget to scream!</p> <p>Add verses: slowly to the park, if you see a doggie there, don't forget to bark; etc.</p>	<p><b>Motorboat, Motorboat</b>  <i>Have children partner up with each other or an adult, spreading legs and holding hands so they can rock back and forth together as they sing.</i></p> <p>Motorboat, Motorboat go so slow (Rock slowly back and forth)  Motorboat, Motorboat go so fast (Rock faster)  Motorboat, Motorboat step on the gas! (Rock really fast!)</p> <p>Ambulance, ambulance go so slow.  Ambulance, ambulance go so fast!  Ambulance, ambulance step on the gas!</p> <p><i>Ask children which other vehicles they could go slow and fast with.</i></p>

**Engine Engine Number 9**

(Children might enjoy lining up and marching in a circle as they sing this song)

Engine, engine number nine  
Going down the Chicago line.  
See it sparkle, see it shine.  
Engine, engine number nine.

Engine, engine number nine  
Going down the Chicago line.  
If the train goes off the track,  
Do you want your money back?  
Yes, no, maybe so!

**Itsy Bitsy Spider**

The itsy bitsy spider went up the water spout.  
*(Use your fingers to mimic a spider climbing)*  
Down came the rain and washed the spider out.  
*(Lower your hands and move them apart)*  
Out came the sun and dried up all the rain.  
*(Hold your hands up high to make a circle shape)*  
And the itsy bitsy spider went up the spout again.  
*(Repeat the spider climbing motions)*

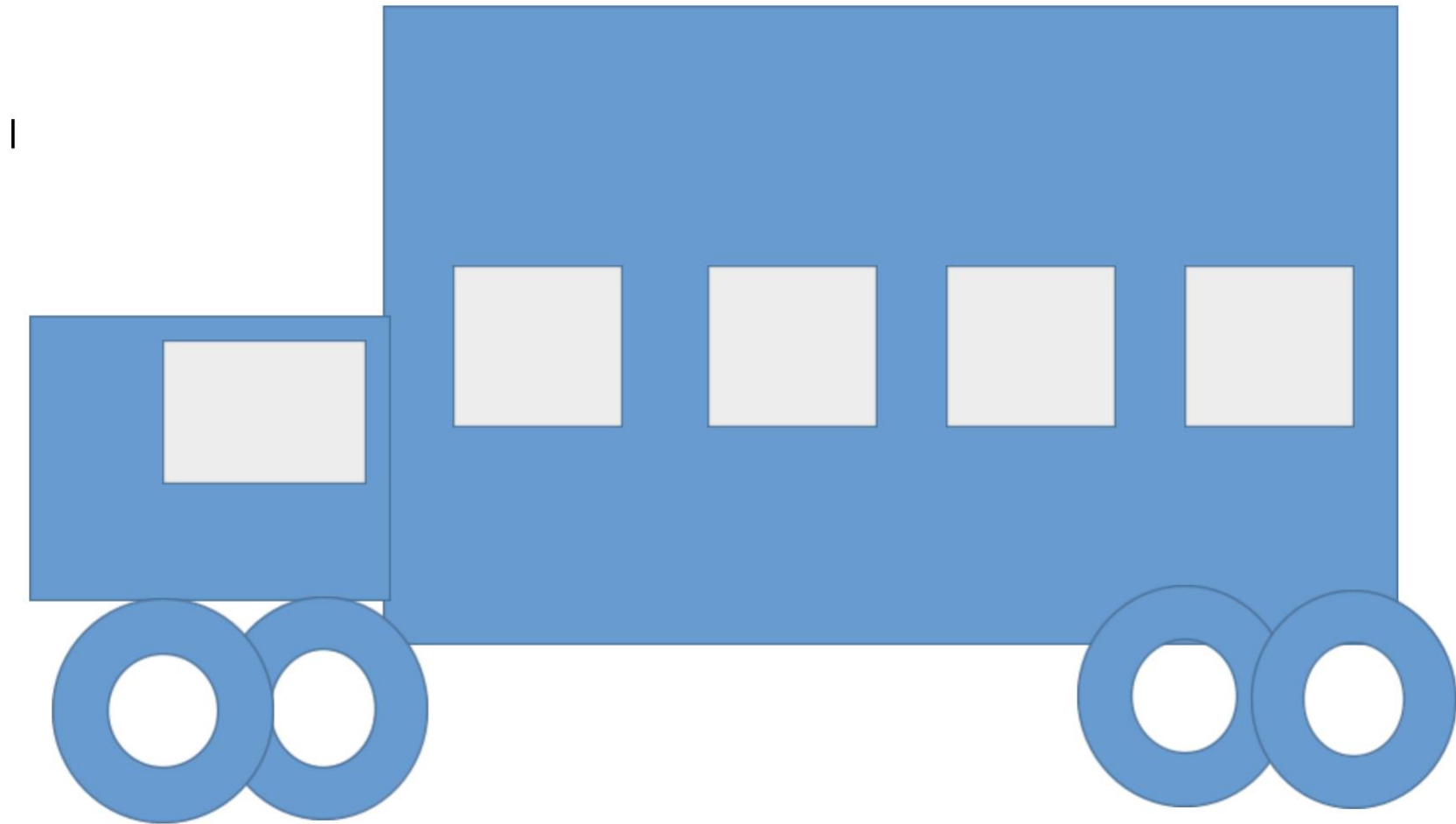
*For variety, try using a normal voice for the itsy bitsy spider, a deep voice for a great big spider, and a high voice for a teensy weensy spider. What other types of spiders could the children sing about?*

**I'm a Little Teapot**

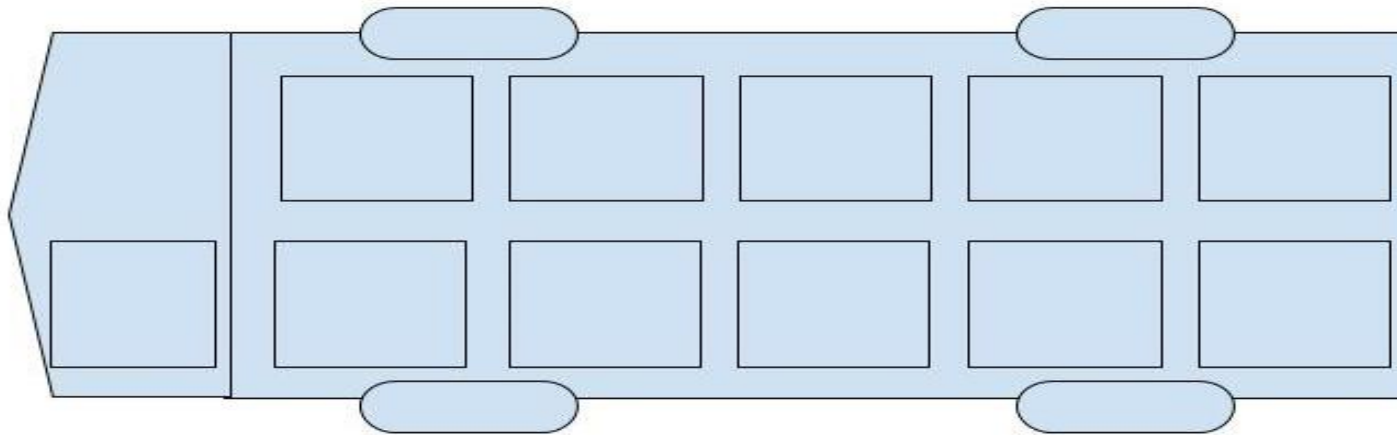
I'm a little teapot, *(Stand up straight)*  
Short and stout.  
Here is my handle. *(Place one hand on hip with elbow out)*  
Here is my spout. *(Hold other arm out at right angle with hand bent)*  
When I get all steamed up,  
Hear me shout,  
"Tip me over and pour me out!" *(Lean over and pretend to pour tea from spout)*

# Supplemental Materials

## Truck Template



## Bus Template



# Lesson Plan

## Transportation Bingo Game

### Objective

Children will increase vocabulary, begin to match items based on specific characteristics and participate in group games that require turn taking.

### ELOF Goals

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

IT-LC 11. Child recognizes pictures and some symbols, signs, or words.

P-SE 4. Child engages in cooperative play with other children.

P-LC 7. Child shows understanding of word categories and relationships among words.

### Materials and Instructions Musical Instruments:

Images of various types of transportation, paper, cardstock/cardboard and laminator/clear contact paper

### Ahead of Time:

- Create 4 to 6 picture bingo boards with photos of six to nine different types of transportation on each board. Use images from the internet, magazines, newspapers, etc. Be sure to include types of transportation the families in your program take. Different forms of transportation might include subway, bus, train, ferry, taxi, water taxi, bike, scooter, stroller, walking, etc. Create cards with a variety of images, ensuring that the photos are arranged in a different order on each card. For more advanced play, vary the images on the cards so that some are the same and some are different. Laminate or cover the cards with contact paper for durability.
  - Note: For **toddlers** you can create bingo cards with a maximum of four pictures so that they can also participate in the small group activity.
- Create matching cards for each type of transportation on the bingo boards. Consider labeling each photo with the name of the type of transportation and laminate or cover with contact paper for durability.
- You can use plastic discs or create your own bingo chips by cutting out circles (or other shapes) from cardstock or thin cardboard and laminating them for durability.

### During the Small Group:

- 1) Invite the children to join you at a designated location. Introduce the bingo boards and cards by encouraging children to explore the pictures and to begin noticing specific details. Offer children a set of bingo chips so that they can practice putting them on top of the images on the bingo boards. Observe children's conversations and comments.



- 2) Begin to engage children in conversation about the various forms of transportation as well as the game itself. Elicit feedback by using open-ended questioning, such as:
- "What do you notice about the types of transportation on your board?"*
  - "How are the vehicles the same? How are they different?"*
  - "Which types of transportation have you taken before?"*
  - Who has ever played bingo before? What do you know about it?*
  - "How do you think this game is played?"*
- 3) Model how the game will be played and explain the rules. Each child receives a bingo board and a set of bingo chips. The adult puts all of the individual cards with images on them into a container and mixes them up. The adult then pulls out one card at a time and names the type of transportation or vehicle and asks children to check their cards to see if they have the same image on their board. If they do, they place a bingo chip on top of the image. Play continues until children have covered up a row, column or diagonal line of images on their board or until they have covered up all of the images on their board.
- a) Note: It may take two to three games for the children to grasp the concept of waiting for a particular vehicle/form of transportation to be called before placing a chip on the board.

#### Infants and Toddlers:

- Infants can participate in the bingo game by sitting on an adult's lap. Allow children to actively participate in exploring laminated/covered pictures. Adults can guide them in exploring the photos by naming each type of vehicle or transportation while the child looks at it. Younger toddlers will enjoy pointing out vehicles that are familiar to them or of interest to them. Engage them in conversations about how they may have used a particular type of vehicle on outings with their families.

#### Creating an Inclusive Environment

- Include text in children's home languages. Consider inviting families to write down the words for the various types of transportation or vehicles in their home language so that you can add those labels to the bingo cards. If needed ask them for the phonetic spelling to help you remember how to say each word.
- Use large, laminated photos and bingo boards that can be easily manipulated.
- Allow children to be active observers: some children may want to stand and observe the activities before joining in.

#### Extension Activities

- Read books related to different types of vehicles, such as *Riding in My Car* by Woody Guthrie or *Subway* by Anastasia Suen.
- Create a book about different forms of transportation, allowing the children to dictate what will be written in the book.
- Create a graph displaying the ways the children in your program commute to your FCC home (see **Sample Transportation Graph**).

#### Observations and Planning

- € Were the children actively engaged in this activity and for how long?

- € What did the children find most interesting? What was least interesting for them?
- € What adaptations, if any, were needed?
- € Were there recurring words or topics of interest that arose during children's exploration?
- € How might you expand on this activity next time?

# Sample Transportation Graph

## Creating Graphs

Visuals such as graphs are a helpful way to involve children in a meaningful math activity. They can be used to document a discussion with children about their favorite things, activities, food, etc. One week you may be discussing favorite books that have been read at the program and another week you might use the graph to record the types of pets the children have at home. Graphs can also be used as a way for children to vote on something they want to do, such as what type of structure to create.

You can create a reusable graph by drawing columns on a large sheet of paper or cardboard and then laminating it or covering it with contact paper. You can easily change images by adding a piece of hook and loop tape underneath each column and placing the corresponding piece of hook and loop tape on the back of a photo or drawing. Below you will find a sample graph with 5 columns depicting the different modes of transportation the children may be using to travel to your program.

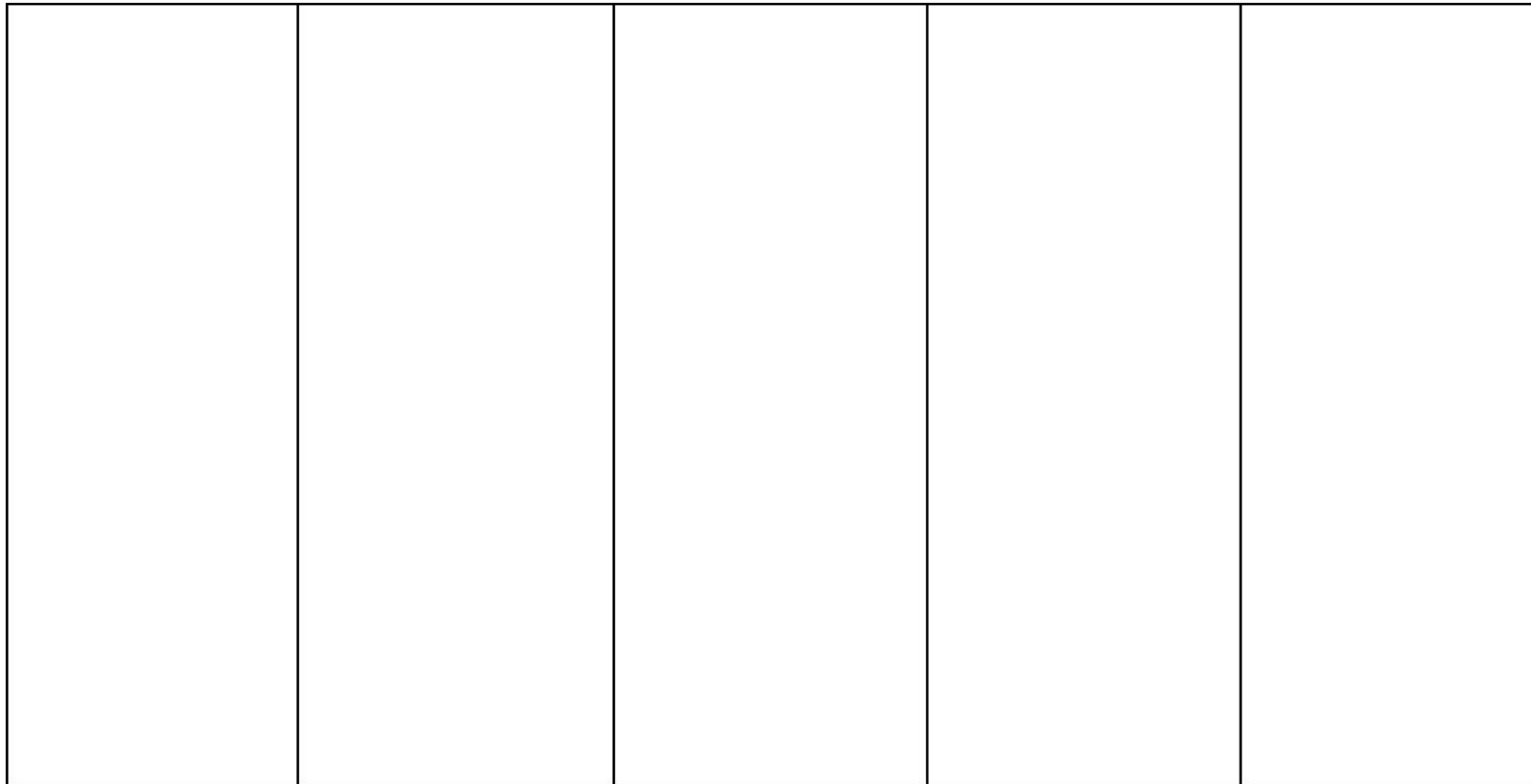
## What to Do

- Collect photos from the families or from the internet of different types of transportation, including *walking* and any additional type of transportation that the children in your program take each day before they arrive.
- Create a graph by drawing a column for each type of transportation and place a photo of one type of transportation at the bottom of each column. Label each photo with the name of the type of transportation.
- Ask each child what type of transportation they used to come to your program that day. Then give the child a dry erase marker, sticky note or dot sticker to mark their choice in the matching column. Consider using each child's photo so that they can remember what type of transportation they chose. Include the infants and younger toddlers by inviting them to point to a photo and ask an older child to mark the matching column.
- Discuss the graph with the children and encourage them to share their thoughts about the photos:
  - "What do you notice about this graph?"
  - "Tell us more about why you placed your sticker on the walking column."
  - "How is your family car different from the car in this photo."
- After completing the graph, invite the children to help count how many children use each type of transportation. Which column has the most and which has the least?

## Extension Activity

- Invite children to compare the different categories for the most and the least used types of transportation. What do the types of transportation have in common? How are they different?
- Create a graph to help children vote on the type of vehicle they want to create during the small group exploration.

# TRANSPORTATION GRAPH



**Walking**



**Bus**



**Subway Train**



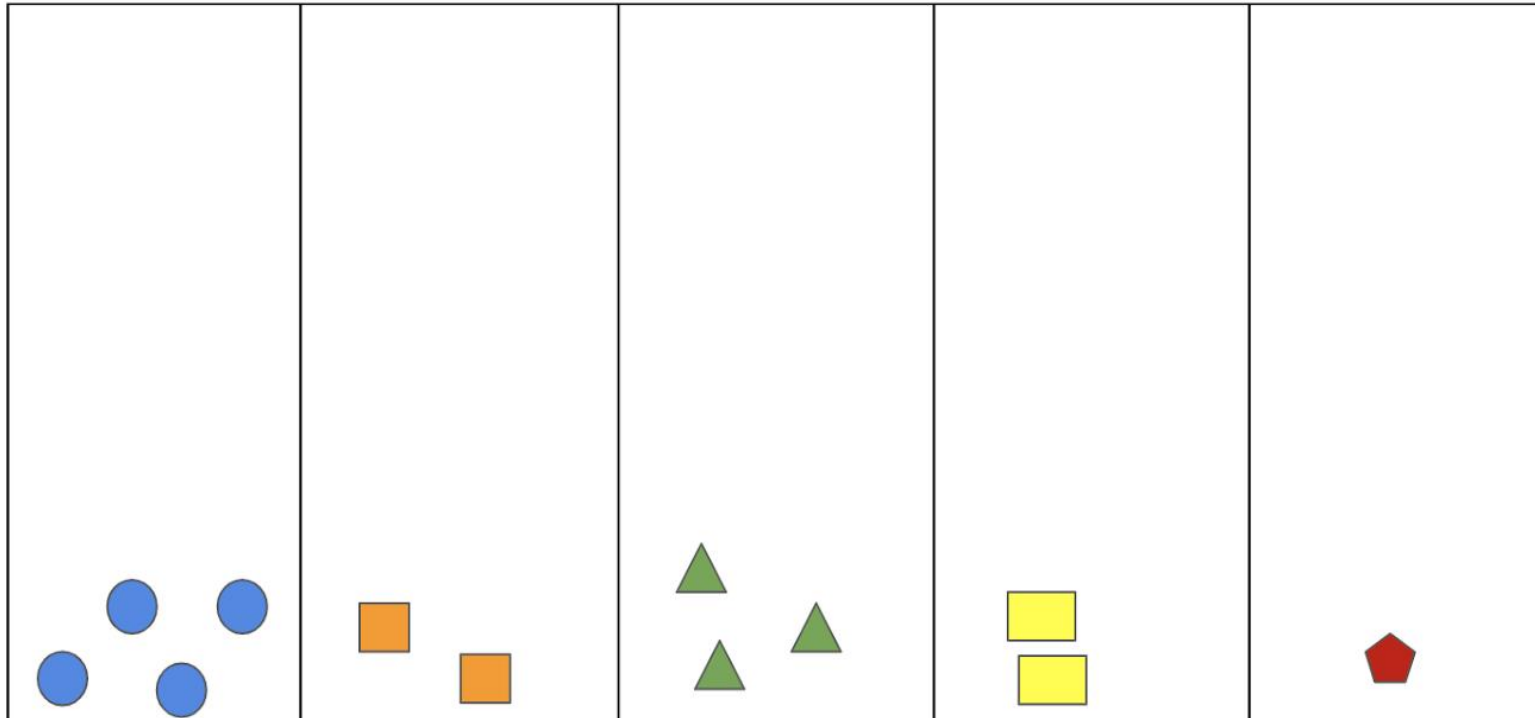
**Car**



**Stroller**



# TRANSPORTATION GRAPH



**Walking**



**Bus**



**Subway Train**



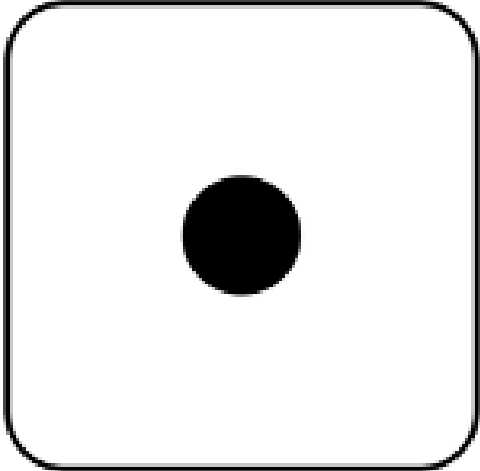
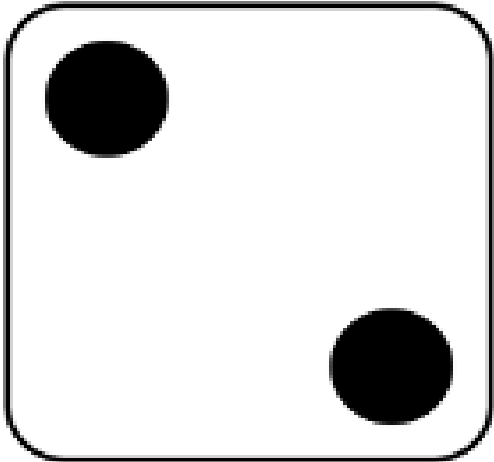
**Car**

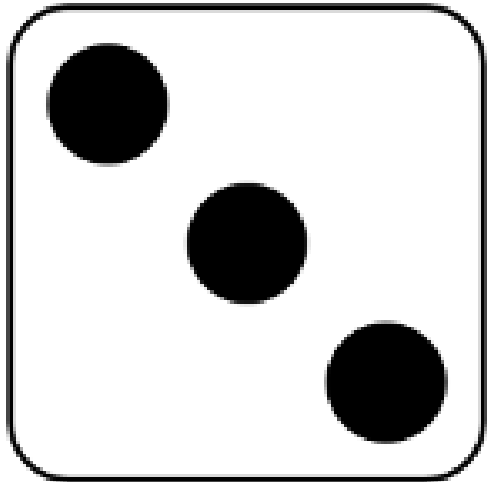
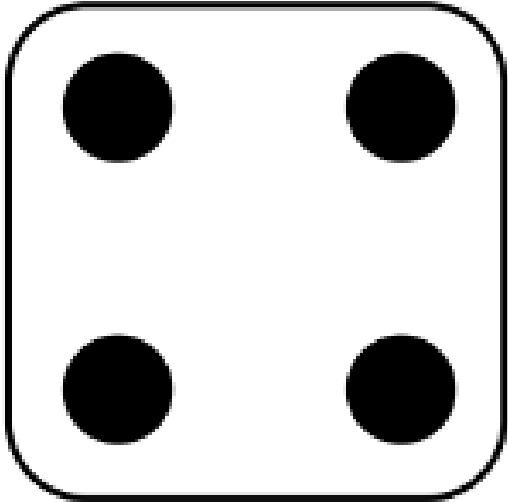



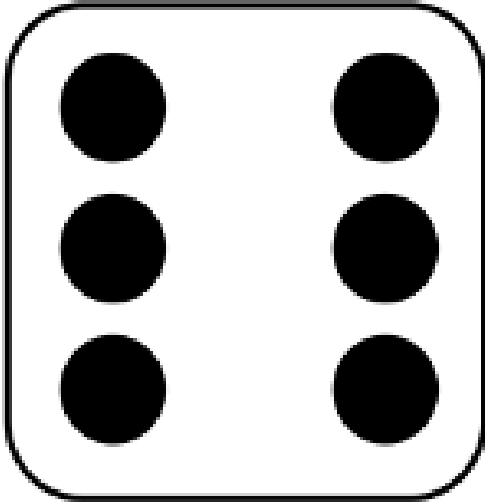
**Stroller**



## Dot Cards (1 to 6)

1	
2	

3	
4	

5	
6	



## Things That Move Parachute Games

### Materials

Small parachute or sheet; cotton balls, clean socks rolled into balls, or soft balls; large beach ball.

**Motor Boat, Motor Boat:** Invite children to hold the edges of the parachute and have adults space themselves around it. Ask children to take turns sitting in the middle of the parachute. Lead the children in the chant for Motorboat, Motorboat, changing speed along with the rhyme:

Motorboat, Motorboat go so slow (Walk slowly in a circle)  
Motorboat, Motorboat go so fast (Walk faster)  
Motorboat, Motorboat step on the gas! (Walk really fast!)

Ambulance, ambulance go so slow.  
Ambulance, ambulance go so fast!  
Ambulance, ambulance step on the gas!

**Wheels on the Bus:** Invite a group of children to sit in the middle of the parachute while others hold the edges. After a few verses have children switch places if they like. As you sing Wheels on the Bus, act out different verses:

The wheels on the bus go round and round, *(Walk around holding onto the parachute)*  
Round and round,  
Round and round.  
The wheels on the bus go round and round.  
All over town.

The wipers on the bus go swish, swish, swish... *(Stand still and move parachute side to side)*  
The doors on the bus go open and shut... *(Lift sides of parachute and bring them together in the middle, then walk back)*  
The windows on the bus go up and down... *(Lift edges up and down)*  
The children on the bus play peek a boo... *(Lift edges up to cover face and then quickly lower it)*

*Invite children to come up with other verses and movements.*

**Popcorn Song:** Place a bunch of cotton balls, clean socks rolled into a ball shape or soft balls on the parachute and have children raise and lower the parachute to bounce them while you lead the children in the following chant;

Put the oil in the pot and let it get hot. *(Squat down and hold the sides of the parachute)*

You put the popcorn in and you start to grin. *(Have children toss in the balls)*

Pitter, patter, pitter, patter, pitter, patter, pitter, patter, pitter, patter, pitter, patter, *(Start to shake the parachute slow and then shake it faster)*

POP! *(Raise the parachute to toss the balls in the air)*

**Beach Ball Toss:** Invite children to hold the edges of the parachute and toss a beach ball on top. See if they can make waves by raising and lowering the edges of the parachute. How many waves can they make before the ball falls off?

**Under the Waves:** Place a variety of balls on the parachute and lift it up. Invite children to take turns going underneath the parachute to try and knock the balls off of the parachute.

**Big Breath:** Finish by having children take a big breath in as they help lift the parachute up high and then blow a big breath out as they lower their arms and let go of the parachute.

**Infants and Toddlers:** Invite them to join in by assisting them in holding onto the parachute if desired. Allow them to hide under and sit on the parachute. Some children prefer observing this activity at first.

## 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! – March

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

Let's look out the window or stroll down the block and see what vehicles we see. What are all these vehicles called? Which one do you like best?	What things do we have in our home that move? Any toys with wheels? Any animals? People? Vacuum cleaner? Do we have other things that will move if we place them on a simple ramp?	Let's name all the vehicles we can. I'll write down the names of everyone we can think of, and post them on the wall.	Let's look at the list of vehicles we came up with yesterday. Let's pick one and draw a picture of it, or build one with blocks, legos, or household materials (like empty cereal boxes)
Let's use a thick book or cardboard box to make a ramp and see what we can roll down in (toy cars, balls, canned goods, water bottles, markers, pencils, etc.). Let's see what goes the fastest. How about the farthest?	Let's pretend we are truck drivers, delivering goods from a warehouse to someone's home. How can we transport our toys, books, crayons, clothes, or other objects from one room to another?	Let's make boats out of empty bottles! A grown up can cut plastic bottles of various sizes. Then float them in a sink or tub of water., place small objects in the boats, and see which boat can hold the most weight without sinking or tipping!	Let's invent our own vehicle! Would your dream vehicle have wheels? Wings? Propellers? Would it fly or drive? Go fast or slow?
Let's try rolling coins! See if you can roll a quarter on its edge. Can you spin the quarter on its edge? If a quarter feels hard, see if you have a checker you can try.	Let's play sink or float! We'll gather a variety of small household objects (toys, utensils, paper clips, rubber bands, whatever is handy), fill up a sink or tub with water, and see what sinks and what floats. We can try predicting before we drop something in and see if we're right	Let's tape some paper down onto a table. We'll take a marker or pen and draw some roads and then we can put some vehicles on our roads and drive them around. We can use toy vehicles, or bouncy balls, or any other convenient item. I'll draw the outline of the roads, and you can draw a dotted line down the middle, or road signs and buildings.	Let's make some ramps! What can we use? Consider trying a variety of materials, including books, blocks, and cardboard. What can we roll down our ramp? Vehicles, balls, empty plastic bottles?
Let's use some big cardboard boxes to make something! (If we don't have any, we can ask for discards from neighborhood stores) Should we cut windows and doors to make a house for a stuffed animal? We can use the box to play peekaboo too!	Add your own!	Add your own!	Add your own!