

Let's Play!

A Relationship-Based Curriculum for Family Child Care

Month Eight: Care Theme Three: Our Impact



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In Month Eight: Care, children are invited to explore how they can play an active role in helping to care for themselves and others. Children have the opportunity to explore how caring for their own bodies, such as by eating and preparing healthy foods, dressing appropriately for the weather and engaging in active physical play can help them grow and develop. In addition, children will have the opportunity to further explore how to recognize, name and express emotions in healthy ways so that they can help to create a supportive, caring community. As children explore ways in which they can help care for others and for the environment, they may also wish to explore the roles that various members of the community play in creating safe and healthy places to live.

While the sample weekly planners offer a guide to supporting children's exploration of the big ideas of Care, Growth and Change, it is important to carefully observe children's play in order to align these big ideas with children's interests. Each planner offers a number of possible ways to explore the weekly focus, and these can be further expanded upon or adjusted to tailor the curriculum to the particular interests and needs of each group of children. For example, when exploring the idea of Care, notice the type of care that children are most drawn to and expand on that interest. If children are particularly interested in animals, add more toy animals and natural materials to the science and discovery area, veterinary equipment and stuffed animals to the dramatic play area, and books about animals and animal care to the library area. If children are more interested in ways that community members help one another, invite someone who serves in a role that children are interested in visit the group, either in person or virtually, and try to arrange a visit to a nearby site where they can see the workers in action, such as a local clinic, firehouse, bodega, community garden or postal center. Add books as well as relevant real-life artifacts (ex. stethoscopes, old smoke detectors, grocery store items, recycled mail and stationery, etc.) to different interest areas so that children can explore them and create additional materials as they play. By integrating materials relevant to children's interests into each interest area and small group exploration, you can support children's learning and development in a natural way across all domains of the ELOF.

As children explore what it means for their actions to have an impact on themselves, others and the world around them, you can help them make connections between caring, growth and change. By continuing to support children in developing their social emotional skills, you can help build their resiliency as they learn how-to live-in community with others.

Theme Three: Our Impact 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, you can 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
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"> ● Home, 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: Caring for Ourselves – Sample Weekly Planner

Theme Three: Our Impact / Month Eight: Care

<p>Preparation/ Changes to Environment</p>	<ul style="list-style-type: none"> • Invite families to donate clean, empty food containers that could be added to the dramatic play area. • Ask families to donate gently used clothing items for children to use in the dress up area, including clothing and shoes for different types of weather (hot, cold, rainy, snowy, etc.). • Create sample pretend recipe cards for dramatic play using images from grocery store circulars, menus, etc. Try to use images of foods that match pretend food items you already have so that children can pretend to cook the recipes. See Recipes Month 8 for ideas. • Encourage families to share simple recipes from home that could be added to the dramatic play area for Week 3. Begin to laminate recipes and create a book or recipe file to add to the dramatic play area. • Take and laminate photos of the children playing at local playgrounds or parks to add to the Block Area. • Create a Big Feelings Calm Body Sensory Kit (or add to an existing Sensory Calm Down Kit see Month 2 Week 3). Consider laminating the Calm Down Strategies, cutting them up into individual cards and adding a few to the kit (see Supplemental Resources) • Create a Listening Center- set up a quiet space where children can independently listen to music or a story through headphones without video.
<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 <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> <ul style="list-style-type: none"> • Blocks soft/vinyl • Books • Toy people, pets, and dollhouse • Potato Head toys • Dress up boards • Cooking props and food props • Paint, flour, and salt in ziplock sealed bag • Baby doll, wipe box filled with tissue, and diapers • Listening center (ex. Headphones, device, and music or story without video) <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>Morning Meeting</p>	<p>Song (see Song Cards) The More We Get Together or another greeting song relevant for your children.</p>

<p>No more than 5-10 minutes, including transitions</p>	<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>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 Appendix) for a list of suggested materials. Rotate materials regularly. <i>Note: check size of items to avoid a choking hazard.</i> • Add photos of the children to different interest areas for children to incorporate into their play. • 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. • 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"> ○ Look for opportunities to connect children’s play to the weekly focus and to their own lives. ○ Encourage children to problem-solve as needed. ○ Consider inviting children to think of additional roles to expand play as they act out scenarios.
<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>Art/Writing</p> <ul style="list-style-type: none"> • Add 1-2 colors of finger paint and finger paint paper to this area. Invite the children to experiment with the paint using their hands, craft sticks, paint brushes or other tools. Consider adding small amounts of finger paint in a ziplock bag for children who are more sensitive to certain textures. • Add unused or clean, gently used dry sponges to this area; consider cutting the sponges into different shapes. Add 2- 3 different color paints and invite the children to experiment with the material. Engage the children in conversation about the changes they notice when mixing the paint. Invite children to share their creation with someone they care about. • Add assorted drawing and collage materials. Invite the children to explore freely. Consider playing different genres of music as the children explore and invite them to create something in response to the music. <p><i>Note: As the children engage in art activities, notice how they might be feeling and use feeling words, such as calm, happy, frustrated, excited, etc. to help them label their emotions.</i></p> <p><i>Note: Writing and drawing may be in the form of scribbles, lines, marks on the paper, and/or letters.</i></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>Blocks/Construction</p> <ul style="list-style-type: none"> • Unit blocks, homemade blocks, and/or foam blocks; include a variety of shapes. • Add toy people, toy animals, etc. and photos of local playgrounds or parks. • Over the course of the week offer a variety of loose parts, such as pieces of wood, stones, cardboard tubes, tin cans with the ends removed (no sharp edges), planks, wooden spools, large buttons, pieces of carpet or fabric, etc. Invite children to explore the materials and to create their own version of a favorite park or playground. Encourage children to think of different ways of using the materials as they create their structures. Invite children to add toy people to their structures and to imagine how they would use their bodies in different ways to get exercise while playing, such as crawling through tunnels, climbing stairs, sliding down ramps, running and jumping. <p>Infant and Toddlers:</p> <ul style="list-style-type: none"> • 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"> • Add an assortment of pretend food and kitchen materials, including items donated by families. Add shopping lists created by children. Invite children to prepare one of their favorite meals and to see if others want to join them. • Add mirrors and an assortment of gently used clothing for dress up. Include clothing for all types of weather and encourage children to check the weather by looking out the window. Invite them to pretend they are going on a trip and need to dress for the weather. Observe children as they play and ask open ended questions about the types of clothing, they will need to stay cool, dry, warm, etc. so that they can take care of their bodies. Engage children in discussions about how dressing appropriately for the weather will help them stay healthy, while allowing children to make their own choices. Encourage children to think of other props they might add to act out their scenarios.
	<p>Library</p> <p>Choose books related to the topic of Caring for Ourselves. 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>We're going to the Farmers Market</i> by Stefan Page • <i>You are Healthy</i> by Todd Snow • See Book List for more ideas

Math/Manipulatives

Select materials so children can explore concepts of size, shape, and quantity as well as develop fine motor skills.

- Stacking rings
- Soft blocks
- People puzzles with knobs
- Tangrams/pattern block puzzles
- Vehicle templates with counting bears or other small items
- Large beads and pipe cleaners, plastic lanyard or shoelaces for stringing

Math Invitation:

- As children explore the materials, invite them to count out how many items they have. For example, if they are adding passengers to a vehicle template, ask them how many passengers they have and how they know. If they are adding beads or buttons to a shoestring, ask them to count how many they have. Notice how children use number words, how high they are able to accurately count and if they can keep 1:1 correspondence. Consider modeling counting as you join in the play, by touching each item as you count and then stating the total number. Consider using fingerplays or songs to further support counting skills.
- Allow children to continue playing freely with materials if they are not interested in 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

- As the children explore the sensory materials, notice how they might be feeling and use feeling words, such as peaceful, excited, cautious, curious, disappointed, etc. to help them label their emotions.
- Offer a sensory bin filled with sand or non-toxic water beads. Hide toy people or animals inside. For infants and toddlers, consider placing water beads and items to discover in a resealable bag and seal securely with strong tape.
- Offer a **Big Feelings Calm Body Sensory Kit** filled with items children can touch, squeeze, blow on, smell or look through and invite children to explore how they can use these materials to help care for their bodies when they have big feelings. Consider modeling some of the strategies on the cards and invite children to try out some strategies along with you. Vary what is in the kit based upon children's interests and needs.

Science/Discovery

- Add a simple weather chart and invite children to look out the window and mark the type of weather on the chart. Add dress up puzzles with different types of clothing and invite children to choose the type of clothing that matches the weather. *Note:* allow children to change the markings on the chart over the course of the day to reflect what they see outside the window. Invite children to think about how choosing weather appropriate clothing helps them to care for their bodies and engage them in conversation about the choices they make.
- Add a basket of assorted fruits that have different textures to explore, such as unsliced kiwi fruit, dragon fruit, whole pineapple, grapefruit, lime, etc. along with magnifying glasses and drawing materials. Invite children to explore the fruits using their eyes and hands. Ask children open ended questions about what they notice about each fruit and invite them to make a drawing to show particular details they notice. *Note:* *Writing and drawing may be in the form of scribbles, lines, marks on the paper, and/or letters.*

	<p>Small Group Exploration: Social Emotional Literacy</p> <ul style="list-style-type: none"> • Read <i>Lots of Feelings</i> by Shelley Rotner or another book about feelings and engage children in conversation about how it is helpful to name our own feelings and to recognize that others have feelings too, so that we can express them in healthy ways, such as by using strategies to calm down, naming how we feel and why, trying to work through conflicts by problem-solving rather than through physical actions, etc. • Play a game of Make a Face with the children: Start by telling them you are going to make a face and want them to guess what you are feeling by looking at your face. For example, smile and laugh or look sad and pretend to cry. Invite children to show you their happy, sad, etc. face. Offer them a mirror to look at when they make the face. Take turns making faces to show different emotions and engage children in conversation about what makes them feel happy, sad, angry, etc. Use a variety of feelings words to help children expand their vocabulary (see http://csefel.vanderbilt.edu/documents/teaching_emotions.pdf for some suggestions.). Engage children in discussions about strategies they can use to care for themselves when they have big feelings • Invite children to create a new set of Feelings Cards and a new Feelings Book (see Month 2 Week 3 Lesson Plan) using photos of them making faces to show different feelings. Consider adding additional feelings words and pictures to the Feelings Chart (see Feelings Tool in the Theme One Introduction and Appendix). • Consider creating a puppet show to act out different scenarios in which children have big feelings and then express them in healthy ways.
<p>AM Music and Movement 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 infants/toddlers so they can participate.</p> <p>Suggested Songs: (See Song Cards)</p> <ul style="list-style-type: none"> • If You're Happy and You Know It • I Have Ten Little Fingers <p>Activities (choose based on children's interests):</p> <ul style="list-style-type: none"> • Lead children in a series of yoga poses (see Months 2 and 6 or choose your own poses) and explore how they feel after doing yoga • Model some deep breathing exercises and invite children to practice along with you. Let children know that deep breathing can help us care for ourselves when we have big feelings. • Invite children to move their bodies to reflect different feelings. Ask them how would they move their bodies to show that they are happy? Sad? Lonely? Disappointed? Confused? Play different types of music in the background that reflect these feelings.
<p>AM Story Time and Books for the Week 5-10 minutes</p>	<p>Choose books related to the topic of Caring for Ourselves. 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>You are a Lion! And other Fun Yoga Poses</i> By Tae-eun Yoo • <i>Wash Your Hands</i> by Tony Ross • See Book List for more ideas

<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"> • Neighborhood Walk: Take a walk around the neighborhood. Consider walking to a fruit stand, supermarket or farmers market. Invite the children to explore the different types of fruits and vegetables. Engage the children in conversation about the different colors, sizes and textures and which ones they have tasted before. Ask each child to choose their favorite fruit to bring back to make a fruit salad. Consider purchasing additional fruits that have interesting textures to add to the Science/Discovery area as well as taking pictures that can be added to the dramatic play area. • Stepping Stone path: Using painters tape, chalk, or poly spots to create a stepping stone path. Invite children to roll a die or to use a spinner to see how many spaces to move and encourage them to count each space as they move. Encourage children to take turns completing the path one at a time so they don't feel rushed. <i>Note: dots can be used in place of numbers on the spinner.</i> • Exploring Exercise: Invite children to explore how their heartbeat changes depending on how they move. Invite children to put their hand on their chest to feel their heart beating. Then invite children to explore various ways they can move, or exercise, their bodies. For example, invite them to walk slowly, run quickly, and jump high. Invite children to feel their heartbeat again after exercising. Ask children if they notice a change in their heartbeat after exercising? Engage them in discussion about why it is important to exercise and how it can help them take good care of their bodies. <p>Additional Materials: balls, sidewalk chalk, push/pull toys, toy construction or other vehicles, hula hoops, scarves for peek a boo etc.</p>
<p>PM Story Time 5 minutes, transitioning to nap/rest time</p>	<p>Choose books related to the topic of Caring for Ourselves. 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>The Things I Love About Me</i> by Tracey Moroney • <i>Lots of Feelings</i> by Shelley Rotner • 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</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>areas for PM. Allow children to explore other areas or materials based on their interests or needs</p>	<p>Library See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Art/Writing</p> <p>Blocks/Construction</p>	<p>Math/Manipulatives See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Dramatic Play</p> <p>Library</p>	<p>Sand/Water/Sensory See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Math/ Manipulatives</p> <p>Sand/Water/ Sensory</p>	<p>Science/Discovery See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Science/Discovery</p>	<p>Small Group Exploration: Cooking</p> <ul style="list-style-type: none"> • Provide children with pictures from magazines, flyers, circulars, and/or menus of foods that fall into one of the five basic food groups. Engage children in a discussion about how eating fruits and vegetables can help us stay healthy and grow strong. (For more information on nutritional guidelines see https://www.myplate.gov/life-stages/kids.) Invite children to create a shopping list, which they can then use in the dramatic play area. Older children may want to experiment with writing next to each picture. <i>Note: Writing and drawing may be in the form of scribbles, lines, marks on the paper, and/or letters.</i> • Invite children to create some healthy snacks, such as Banana crunch Pop (See Recipes Month 8) and Fruity Yogurt Smoothies (See Recipes Month 8). • Invite children to further explore the fruits in the Science/Discovery area by tasting them. Invite children to touch and smell one or more pieces of fruit. Use open ended questions as you ask children what they notice about the fruit and what they may know about it. Cut open a piece of fruit and if possible, invite children to help cut the fruit into bite size pieces using plastic knives. Create a fruit salad with these and other fruits chosen by the children.
<p>PM Music and Movement 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 infants/toddlers so they can participate.</p> <p>Suggested Songs:</p> <ul style="list-style-type: none"> • I love to Eat Apples and Bananas • Invite children to choose their favorite songs or fingerplays from the Song Cards <p>Activities (choose based on children’s interests):</p> <ul style="list-style-type: none"> • Sing and act out This is the Way (see Song Cards) and invite children to come up with other self care ideas to act out.

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| | <ul style="list-style-type: none">• Invite children to take turns tossing the Movement Die (see Month 3) to choose an action as well as a die with dots to choose how many times to repeat the action.• Invite children to play freeze dance while listening to music of different cultures. Tell them that when the music stops, they should stop dancing and be as still as possible as if they were frozen! Join children in the activity and make silly poses to encourage their participation. |
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Reflection On Weekly Planner - Week One

Success

Challenge

Next Steps

Week Two: Sample Weekly Planner

Theme Three: Our Impact / Month Eight: Care

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>Preparation/ Changes to Environment</p>	<ul style="list-style-type: none"> • • •
<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"> • • •
<p>Morning Meeting No more than 5-10 minutes, including transitions</p>	<p>Song</p> <ul style="list-style-type: none"> • <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.

	<ul style="list-style-type: none"> ● 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><i>Note:</i> Small Group takes place during Choice Time. Individual participation time will vary based on children’s interests</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. <i>Note: check size of items to avoid a choking hazard.</i> ● Add photos of the children to different interest areas for children to incorporate into their play. ● 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. ● 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"> ○ Look for opportunities to connect children’s play to the weekly focus and to their own lives. ○ Encourage children to problem-solve as needed. ○ Consider inviting children to think of additional roles to expand play as they act out scenarios. <hr/> <p>Art/Writing</p> <ul style="list-style-type: none"> ● ● ● <hr/> <p>Blocks/Construction</p> <ul style="list-style-type: none"> ● Unit blocks, homemade blocks, and/or foam blocks ● ● <p>Infant and Toddlers:</p> <ul style="list-style-type: none"> ● 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. <hr/> <p>Dramatic Play</p> <ul style="list-style-type: none"> ● ●

	<ul style="list-style-type: none"> •
	<p>Library 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 Book List for more ideas</p> <p>Examples</p> <ul style="list-style-type: none"> • • •
	<p>Math/Manipulatives Select materials so children can explore various math concepts 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>AM Small Group Exploration 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 infants and toddlers.</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 (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"> • •
<p>AM Story Time and Books for the Week 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. See Book List for more ideas</p> <p>Suggested Books</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: 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 weekly focus. Offer additional books that reflect the children in your program as well as those based on children’s interests. See Book List for more ideas</p> <p>Suggested Books</p> <ul style="list-style-type: none"> • •
<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>Math/Manipulatives</p> <p>Sand/Water/Sensory</p> <p>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 See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
	<p>Small Group Exploration:</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 infants and toddlers.</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 Two

Success

Challenge

Next Steps

Week Three: Caring for Others – Sample Weekly Planner

Theme Three: Our Impact / Month Eight: Care

<p>Preparation/ Changes to Environment</p>	<ul style="list-style-type: none"> • Encourage families to donate clean recyclables like boxes, cardboard tubes, plastic bottles, metal cans (without sharp edges), etc. that can be used for building, creating, and to complete a recycling activity. • Invite families to share simple recipes from home that could be added to the dramatic play area. Laminate recipes and create a book or recipe file to add to the dramatic play area. • Invite families to share a song or story that the family enjoys. Encourage them to share something that reflects their culture/heritage. If possible, invite families to visit the program in person or virtually so that they can share the song or story themselves. Consider inviting families to record a family member or friend singing a song or telling a story as another way to share their family traditions. • Invite family or community members who serve as community helpers to visit the program in person or virtually to talk about their work and to share any materials related to their job that children could safely explore. Based on children’s interests, consider arranging a visit to a nearby site where they can see the workers in action, such as a local clinic, firehouse, bodega, community garden or postal center.
<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"> • Mirrored blocks or wooden blocks • Vinyl and hardcover books • Push and pull toys • Pretend first aid kit/medical kit • Spray bottle and non-toxic plants • Play doguh • Felt/magnetic story board • Eye droppers, watercolors, and coffee filters • Cardboard tubes, painters’ tape, crayons, and colored tissue paper <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>Morning Meeting No more than 5-10 minutes, including transitions</p>	<p>Song (see Song Cards) The More We Get Together or another greeting song relevant for your children.</p> <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.

	<ul style="list-style-type: none"> • 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>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>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 Appendix) for a list of suggested materials. Rotate materials regularly. <i>Note: check size of items to avoid a choking hazard.</i> • Add photos of the children to different interest areas for children to incorporate into their play. • 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. • 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"> ○ Look for opportunities to connect children’s play to the weekly focus and to their own lives. ○ Encourage children to problem-solve as needed. ○ Consider inviting children to think of additional roles to expand play as they act out scenarios. <p>Art/Writing</p> <ul style="list-style-type: none"> • Marbelized paper: Squirt a small amount of non-toxic shaving cream onto trays. Invite children to add drops of food coloring or liquid watercolor to the shaving cream and to explore the shaving cream with their hands, craft sticks or other tools. Once children have swirled the colors together invite them to make a print by placing a piece of cardstock on top and patting it gently. Offer children paper towels to wipe off their hands and another paper towel to then wipe off the shaving cream from the paper. Let children know that they can use the paper to make cards for their ones once it dries. Let the paper dry overnight. • Invite children to fold a piece of paper (use the marbelized paper if desired) to create greeting cards for their friends and/or family members. Encourage children to draw pictures or write a message to express how much they care for the recipient. Children can also narrate their message for an adult to write for them. • Add glue, tape, recycled plastic water bottles, milk containers, straws, ribbons, large buttons, berry baskets, cardstock/cardboard pieces, etc. Invite the children to create 3D pieces of art. Engage the children in conversation about how the items are being repurposed <p><i>Note: Writing and drawing may be in the form of scribbles, lines, marks on the paper, and/or letters.</i></p>

	<p>Blocks/Construction</p> <ul style="list-style-type: none"> • Unit blocks, homemade blocks, and/or foam blocks; include a variety of shapes. • Add toy people (including community helpers), toy animals, toy vehicles, etc. and photos of places where children see members of the community helping each other, such as medical professionals, veterinarians, fire fighters, grocery store workers, sanitation workers, postal workers, community gardeners, etc. Choose locations based on children’s interests and the local community. • As children look at the photos, engage them in conversations about how the people and places in the photos help the community. Invite children to create a structure or area where people work to help take care of others and/or the environment. <p>Infant and Toddlers:</p> <ul style="list-style-type: none"> • 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"> • Add laminated recipes collected from families to the pretend kitchen area along with high interest kitchen items from the previous week. Invite children to continue exploring how families and friends care for one another by sharing meals. • Provide materials that can be used to care for baby dolls, such as bottles, blankets, baby bath accessories, disposable diapers or fabric that could be used as a diaper, first aid/doctor’s kits. Engage children in a conversation about the different ways that their families care for babies to help keep them healthy and safe. • Add costumes or gently used clothing and props related to community helpers, such as an apron for a chef/cook, a white button down shirt for a doctor, a satchel for a mail carrier, homemade hats, etc. Consider adding materials related to caring for the environment, such as gardening and recycling. Invite children to explore different roles and to problem solve if they need additional props or other materials to act out their scenarios.
	<p>Library</p> <p>Choose books related to the topic of Caring for Others. 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 Walk With Vanessa</i> by Kerascoët • <i>You Hold Me Up</i> by Monique Gray Smith • <i>The Earth Book</i> by Todd Parr • See Book List for more ideas
	<p>Math/Manipulatives</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"> • Pounding toys with ramps • Colored craft sticks or colored blocks

- Busy box
- Stacking rings
- Feelings card memory game
- Using paper or cupcake liners, mark each section of a muffin tin with dots ranging from 1 to 6. Provide large buttons, pom poms or other objects for sorting

Math Invitation:

- Invite children to explore patterns with you. Create an ABABAB pattern with craft sticks or blocks (ex. red, yellow, red, yellow, red, yellow). Remove one “A” or “B” piece from the middle of the pattern. Provide a few more pieces of each type and invite children to identify and replace the missing piece of your pattern.
- Offer children a few more pieces that fit the pattern. Invite children to extend your pattern with those additional pieces.
- Point to a space several inches below your pattern and ask the children to create the same pattern there.
 - If children need support, help children “read” the pattern and say it out loud. Point to the craft sticks or blocks as they name them and keep saying the pattern while you add more craft sticks or blocks to extend the pattern together.
 - Continue exploring the ABABAB pattern as long as children are interested.
- Optional activity: if children can recreate the ABABAB pattern, invite them to explore other patterns such as AABBAABBAABB, AAB, ABC and AABC. *Note: a pattern requires at least three repeats.*
- Allow children to continue playing freely with materials if they are not interested in creating patterns.
- For **infants and toddlers**, offer children colored blocks (or other items with different colors, sizes, shapes or textures) and join children in their play. Show children two blocks that are the same and one that is different. Ask children to show you which ones are the same and which one is different. Invite children to explain how they know. Allow children to explore the materials freely.

Sand/Water/Sensory

- Add waterproof baby dolls and baby bath accessories, such as washcloths, tear free shampoo, bath toys and towels. Invite children to care for the baby dolls by giving them a bath.
- Add soil to a sensory bin and invite children to explore large seeds (like avocado pits) and/or plastic flowers along with gardening tools, such as small rakes, trowels or shovels. Offer spray bottles with water for children to moisten the soil. *Note: check size of items to avoid a choking hazard.*

Science/Discovery

- Add an assortment of adult and baby animals to explore, such as horse and colt, duck and ducklings, cow and calf along with assorted natural items. Invite children to explore the materials and to create a home for the animals if desired.
- Add non-toxic plants and spray bottles with water.

Small Group Exploration: Cooking

	<ul style="list-style-type: none"> • Provide children with fruits and vegetables that they can peel, snap, tear or scrub. For example, children can peel the husk off an ear of corn, snap green beans and peas, tear lettuce into pieces, scrub potatoes, etc. Use what the children help to prepare in a soup or salad as part of the PM snack or supper. Engage children in discussion about how they might be able to help their families/caregivers at home around mealtime by helping to prepare foods, setting the table or cleaning up afterwards. • Invite children to create their own mini-Healthy Snacks Cookbook (See Lesson Plan) and to help make some of the recipes for snack or mealtimes. • Offer children child size cleaning tools, such as a spray bottle with soapy water, paper towels, a dustpan and brush, etc. and model how to use them. Invite children to help care for their space by cleaning up after sensory play, art and cooking activities and mealtimes.
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<p>AM Music and Movement 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 infants/toddlers so they can participate.</p> <p>Suggested Songs:</p> <ul style="list-style-type: none"> • Shake My Sillies Out by Raffi • Skinnamarink <p>Activities (choose based on children’s interests):</p> <ul style="list-style-type: none"> • Lead the children in an easy-to-follow line or folk dance they might be familiar with (ex. Macarena, Electric Slide, etc.). • Collect music/songs from families that reflect their cultures. Invite children to show each other how to dance to this music. Have a dance party!
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<p>AM Story Time and Books for the Week 5-10 minutes</p>	<p>Choose books related to the topic of Caring for Others. 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>The Ugly Vegetables</i> by Grace Lin • <i>How Kind!</i> By Mary Murphy • See Book List for more ideas
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<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"> • Simon Says challenge: Invite the children to participate in a game of Simon Says, begin by modeling how the game is played. Consider adding 2-3 consecutive movements as the children become more familiar with the game (ex. jumping jacks, hopping, toe touches, stretches, etc.) If interested, children can take turns leading the challenge. • Neighborhood Walk: Take a walk around your neighborhood. Invite children to look for and identify people in the community who help others, such as medical workers, sanitation workers, fire fighters, mail carriers, bodega workers, community gardeners, etc.. Engage the children in conversation around how people in these roles help others. Consider taking pictures with the community workers that can be added to the dramatic play area or block area. Consider expanding on this conversation by asking the children how they can help care for their community by taking actions, such as cleaning up after themselves, putting trash where it belongs, recycling, etc. • Musical Spots (same rules as musical chairs): Create a circle of spots, using poly spots, chalk markings or painters' tape and invite the children to participate in a game of musical spots. Model for the children that when the music is on they may walk or run around the spots, when the music stops they can find and sit on a spot. Invite one child at a time to take the lead playing the music. Be sure not to remove any spots as just finding a place to sit can be enough of a challenge for young children. <p>Additional Materials: balls, sidewalk chalk, push/pull toys, toy construction or other vehicles, hula hoops, scarves for peek a boo etc.</p>
<p>PM Story Time 5 minutes, transitioning to nap/rest time</p>	<p>Choose books related to the topic of Caring for Others. 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>Trashy Town</i> by Andrea Zimmerman and David Clemesha • <i>The Nice Book</i> by David Ezra Stein • See Book List for more ideas
<p>PM Choice Time 30-60 minute, depending on length of opening activities <i>Note:</i> may begin when some children are sleeping</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>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>Dramatic Play See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Art/Writing</p>	<p>Library See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Blocks/Construction</p> <p>Dramatic Play</p>	<p>Math/Manipulatives See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Library</p> <p>Math/Manipulatives</p>	<p>Sand/Water/Sensory See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •
<p>Sand/Water/Sensory</p> <p>Science/Discovery</p> <p>Small Group Exploration</p>	<p>Science/Discovery</p> <ul style="list-style-type: none"> • •
	<p>Small Group Exploration: Science/Discovery</p> <ul style="list-style-type: none"> • Read <i>The Earth Book</i> by Todd Parr or another book about taking care of the earth. Tell the children that they can help take care of our world by recycling at the program. Invite the children to sort different recyclables that are used during the program day. Provide the children with 2 bins, containers, or boxes where they can sort recyclables by placing all plastics in one bin and all paper/cardboard in the other. Keep bins in a specific area where the children can actively participate in recycling each day. • Invite the children to create or build with recycled materials that have been sorted and cleaned. • Invite children to tear off the paper covering of broken crayons and to break longer crayon pieces into smaller ones. Lightly grease a muffin tin with cooking spray or oil and preheat the oven to 250 degrees. Have children drop the crayon bits into the muffin tin, mixing up colors as desired, and explain that you will be making new crayons out of the old ones by baking them in the oven. Engage children in a discussion about what they think will happen when the broken crayons go into the hot oven. Place the muffin tin in the oven and bake till the crayons have partially melted together (approximately 7-10 minutes) then let cool completely. Once the crayons have cooled remove them from the muffin tin and invite children to share their observations about what happened to the crayons. Offer children paper and invite them to explore coloring with the crayons.

<p>PM Music and Movement 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 infants/toddlers so they can participate.</p> <p>Suggested Songs: (See Song Cards)</p> <ul style="list-style-type: none">• Sesame Street: Use It Again, Recycling Song or Sesame Street: The People In Your Neighborhood• Pick It Up by Ivan <p>Activities (choose based on children’s interests):</p> <ul style="list-style-type: none">• Freeze Dance with Partner dancing: Have children choose partners they want to dance with. Adults can partner up with children needing partners or with infants/toddlers.• Invite children to take turns leading a marching band with homemade musical instruments.• Fill a medium sized box with books and encourage children to work together to push it from one area of the program to the other.
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Reflection On Weekly Planner - Week Three

Success

Challenge

Next Steps

Week Four: Sample Weekly Planner

Theme Three: Our Impact / Month Eight: Care

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>Preparation/ Changes to Environment</p>	<ul style="list-style-type: none"> • • •
<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"> • <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>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. <i>Note: check size of items to avoid a choking hazard.</i> • Add photos of the children to different interest areas for children to incorporate into their play. • 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. • 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"> ○ Look for opportunities to connect children’s play to the weekly focus and to their own lives. ○ Encourage children to problem-solve as needed. ○ Consider inviting children to think of additional roles to expand play as they act out scenarios.
<p>Math/Manipulatives</p> <p>Sand/Water/Sensory</p>	<p>Art/Writing</p> <ul style="list-style-type: none"> • •
<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>Blocks/Construction</p> <ul style="list-style-type: none"> • Unit blocks, homemade blocks, and/or foam blocks • • <p>Infant and Toddlers:</p> <ul style="list-style-type: none"> • 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 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 Book List for more ideas</p> <p>Examples:</p> <ul style="list-style-type: none"> • •
	<p>Math/Manipulatives Select materials so children can explore various math concepts 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>AM Small Group Exploration 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 infants and toddlers.</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 weekly focus. Offer additional books that reflect the children in your program as well as those based on children's interests. See Book List for more ideas</p> <p>Suggested Books:</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: bubbles, sidewalk chalk, 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 weekly focus. Offer additional books that reflect the children in your program as well as those based on children's interests. See Book List for more ideas</p> <p>Suggested Books:</p> <ul style="list-style-type: none"> • •
<p>PM Choice Time 30-60 minutes, depending upon length of opening activities.</p>	<p>Art/Writing See AM choice time for ideas.</p> <ul style="list-style-type: none"> • •

<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>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>PM Small Group Exploration</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 infants and toddlers.</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">••
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Reflection On Weekly Planner - Week Four

Success

Challenge

Next Steps

Suggested Books for Month Eight

ELOF Goal: Approaches To Learning

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

Growing Vegetable Soup by Lois Ehlert-Where do vegetables come from? And how can we turn them into a soup?

How Are You Peeling? by Sexton Freymann-Can you tell how these fruits and vegetables are feeling?

Last Stop on Market Street by Matt de la Peña-A boy and his grandmother take their weekly bus ride across town to help others.

Plant the Tiny Seed by Christie Matheson-Interactive book where you can use your hands to help the seed grow.

The Earth Book by Todd Parr-What can each of us do to keep the earth clean and healthy?

ELOF Goal: Cognition

Green is a Chile Pepper: A Book of Colors by Roseanne Greenfield Thong-Discover latinx culture through food and fun.

Just Ask by Sonia Sotomayor-All children are different. That's what makes each of us unique!

Lots of Feelings by Shelley Rotner-Children have lots of different kinds of feelings.

The Boy Who Loved Broccoli by Sarah A. Creighton-Baxter is growing bigger and stronger.

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.

The Ugly Vegetables by Grace Lin-A little girl wants to know why her mom doesn't grow flowers instead of vegetables.

We're going to the Farmers Market by Stefan Page-A board book about one place where you can find many healthy foods.

ELOF Goal: Language and Literacy

All Are Welcome by Alexandra Penfold-These children work and play together and all are welcome.

Eating the Alphabet by Lois Ehlert-Discover the fruits and vegetables found here by the first letter of their name.

The Jacket I Wear in the Snow by Shirley Neitzel-We wear more than just a jacket in the snow!

The Nice Book by David Ezra Stein-A board book for infants and toddlers about caring for others.

The Vegetables We Eat by Gail Gibbons-Nonfiction book explaining the different kinds of vegetables and so much more!

We've Got the Whole World In Our Hands by Rafael Lopez-Adapted from the popular song.

You Are My Sunshine by Jimmie Davis and Caroline Church-Based on the popular children's song.

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!

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.

Mealtime by Elizabeth Verdick-These children are ready to eat.

Wash Your Hands by Tony Ross-A little princess wants to know why she has to wash her hands so much each day!

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

You are Healthy by Todd Snow-There are different ways to take care of yourself everyday

ELOF Goal: Social/Emotional Development

A Sick Day for Amos McGee by Philip C. Stead-Amos is too sick to go to work at the zoo. What will the animals do without him?

Amazing Feelings by Ana W. Bardaus-Board book for toddlers.

How Kind! By Mary Murphy-These animals will show you that being kind is contagious!

I Walk With Vanessa by Kerascoët-A wordless picture book depicting how an act of kindness can build new friendships.

Please Baby Please, by Spike Lee-Sometimes baby just does not want to cooperate.

The Things I Love About Me by Tracey Moroney-There are so many things to love about being you.

You Hold Me Up by Monique Gray Smith-There are many different ways we show each other how much we care.

Month Eight Song Cards

The More We Get Together

(Use the names of the children in your group and continue until you have included everyone)

The more we get together, together, together,
The more we get together,
The happier we'll be.

With Joey and Maria, and Jackson and Colby,
The more we get together,
The happier we'll be.

If You're Happy and You Know It

If you're happy and you know it, clap your hands! (*clap clap*)
If you're happy and you know it, clap your hands! (*clap clap*)
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, clap your hands! (*clap clap*)

If you're excited and you know it, shout Hooray! (*hooray hooray*)

If you're angry and you know it, stomp your feet!! (*stomp stomp*)

If you're tired and you know it, rub your eyes. (*rub, rub*)

What other feelings and actions would children like to do?

I Have Ten Little Fingers

Wiggle fingers and then act out the motions in the song, ending with hands folded on your lap as you sit quietly.

I have 10 little fingers,
And they all belong to me.
I can make them do things,
Would you like to see?

I can shut them up tight,
Or open them wide.
I can put them together,
Or make them all hide.

I can make them jump high,
Or make them go low.
I can fold them up quietly,
And sit just so.

This is the Way (To the tune of Here We Go Round the Mulberry Bush)













This is the way we brush our teeth, brush our teeth, brush our teeth,
This is the way we brush our teeth, so early in the morning.

This is the way we comb our hair...
This is the way we wash our face...
This is the way we brush our teeth...
This is the way we walk to school...
This is the way we wave hello...

What other verses can the children come up with?

Supplemental Materials

Calm Down Strategies

 <p>Take a Deep Breath</p>	 <p>Find a Calm Spot</p>	 <p>Squeeze Hands</p>	 <p>Count to Ten</p>
 <p>Read a Book</p>	 <p>Talk to Someone</p>	 <p>Squeeze Clay</p>	 <p>Hug Something</p>
 <p>Color a Picture</p>	 <p>Push a Wall</p>	 <p>Yoga or Stretching</p>	 <p>Smell Something Nice</p>

Lesson Plan

Recipes

Banana Crunch Pop

Ingredients	Materials
Bananas, half a banana per child Dry Cereal Yogurt, plain or flavored	Measuring cup or scoop Small sealable bags Craft sticks Small plates

Directions:

1. Provide each child with a small, sealable bag. Invite them to scoop about $\frac{1}{4}$ cup of dry cereal into their plastic bag. Assist children in squeezing air out of the bag and sealing it tightly. Invite them to pound on their plastic bag until the dry cereal is in small pieces.
2. Provide each child with half a banana and ask them to peel the bananas themselves. Offer assistance as needed.
3. Give each child a craft sticks and show children how to insert the craft stick into the cut side of the banana. Provide assistance as needed.
4. Place yogurt on small plates and invite children to hold the stick and roll their banana around until fully covered with yogurt.
5. Assist children with opening plastic bags and encourage them to dip the banana inside and attempt to cover the entire banana with the cereal. Bon Appetit!

NOTE: Older infants and Toddlers may prefer to use their hands instead of their craft stick. Older children can help younger children with cutting the bananas in two with a plastic knife and/or peeling the banana half for them.

Dramatic Play Recipe: print and add to dramatic play area if desired.

Banana Crunch Pop

Bananas



Cereal



Yogurt



Fruity Yogurt Smoothie

Ingredients	Materials
1 banana 1 cup fresh or frozen fruit 2 cups yogurt plain, vanilla, or flavored 1 to 2 cups milk or orange juice 1 cup ice cube	Blender Measuring cups Plastic knives Cups

Directions:

1. Invite children to peel and chop the banana and other fruits using small plastic knives. Offer assistance as needed.
2. Have children take turns placing the fruits into the blender.
3. Have children take turns measuring out portions of the yogurt, milk or juice to add to the blender.
4. Have children take turns measuring out the ice cubes and adding them to the blender.
5. Place the top on the blender and let children know that the blender will make a loud sound. Demonstrate how to push the button to blend ingredients and invite children to take turns pushing the button with your close supervision.
6. Blend till smooth.
7. Have children count out the number of cups needed and then pour out a small amount for an initial taste test. Offer more for children who like the smoothie.
8. Ask children what other fruits or even vegetables they might want to try in their next smoothie. Adding spinach or kale makes super green smoothies!

Dramatic Play Recipe: print and add to dramatic play area if desired.

Fruity Yogurt Smoothie			
Bananas 	Berries 	Orange Juice 	Yogurt 

Healthy Snacks Cookbook

***Note:** This lesson plan refers to the suggested activity found in the PM Small Group Activity section of Month 8 Week 1 Planner

Objective:

Children will develop their own recipes for smoothies and snacks from photos of various fruits, vegetables, and other foods that will be collected into a cookbook.

ELOF Goals:

IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.

IT-LC 13. Child makes marks and uses them to represent objects or actions.

P-SCI 4. Child asks a question, gathers information, and makes predictions.

P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

Materials

Recipes Month 8 document and/or other recipes you have used with children, images of various foods that can be combined to create different smoothies and snacks (you can find these in circulars, menus, magazines or online), child-safe scissors, glue sticks/paste, paper or cardstock, markers, crayons, hole puncher, binder rings, sheet protectors or laminator.

During the Small Group:

1. Invite children to review the recipes in the **Recipes Month 8** document or other recipes you used. Encourage children to recall and discuss the experience they had cooking together (see **PM Small Group Exploration** in Month 8 Week 1 planner):
"What did you think of the last smoothie we made together?"
"Do you remember what ingredients we used to make it?"
2. Explain to the children that they will now have an opportunity to create their own recipes for smoothies and snacks using the photos you have provided.
3. Provide each child with a sheet of paper, markers, and crayons. Encourage children to draw fruits, vegetables, and other foods they want to incorporate into their smoothies or snacks. Children may prefer to cut and paste photos instead. Let the children choose their preference, including the option of using both photos and drawings.
4. Encourage children to write down the name of their recipe or the name of the food item they've drawn and/or glued onto their sheet of paper. **Note:** *Writing may be in the form of scribble, lines, marks on the paper, and/or letters.*
5. Collect each sheet of paper as they finish and ask them to tell you about their recipe:
"What are the ingredients you included in your recipe?"

"What made you choose these foods?"

"How do you think these ingredients will change once they've been blended?"

6. Invite children to add additional artwork if desired to the cookbook.
7. Place each sheet of paper into a sheet protector or laminate. Create a cover page with the name of the cookbook and add children's photos or artwork if desired. Bind the cookbook together with binder rings.

Creating an Inclusive Environment:

- Allow children to use ingredients freely. You may not enjoy the combinations, but it's a great experience in problem solving and trial and error. **Note:** *keep allergies in mind so that all children will be able to participate in the activity.*
- Provide loop scissors for children who are unable to manipulate child size scissors.
- **Older infants and Toddlers** can rip magazine papers and explore with markers and oil pastels. They can look through photos of food while an adult point to and names each food item.
- Invite children with advanced literacy skills to write descriptions on recipes collected. Be sure to get the permission of the child that created the recipe before allowing someone to write on their sheet. (ex. write the name of the foods that were glued on paper, write step by step instructions).

Extension Activity:

1. Invite children to choose one of the created recipes for a snack that everyone can enjoy during snack time and take photos of the children as they are preparing and eating the snacks.
2. Before making a smoothie based on the ingredients in one of the recipes, have the children predict what color they think the smoothie will turn into once it's blended. Have them share their reasons for choosing that color.
3. Invite children to brainstorm the title of the cookbook.
4. Add the cookbook to the dramatic play area for children to use while they roleplay.
5. Make copies for families to take home or share cookbook recipes in whichever manner you usually share information with families.

Observations and Planning:

- Did the children show interest in this activity? How?
- 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?

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! – April

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 caring for ourselves and others.

Let's take out all the fruits we have in the house and put them on the table. Let's name them and use all the words we can to describe them!	Let's play follow the leader. We can each take turns leading, moving our bodies in different ways, and try to copy each other's motions	Let me tell you five things that I appreciate about you!	Let's take out all the vegetables (including canned or frozen) that we have in the house right now. Let's group them by color and see what color we have the most of.
Let's take a pot or bucket and a wooden spoon out to the park. We can collect nature objects, like rocks, sticks, and leaves, and mix up pretend soup. If we're feeling daring, we can bring some water to make it really soupy! (This is extra fun at a time we don't mind getting messy!)	Let's go to a supermarket or farmer's market and see how many different colors we can find in the fruits and vegetables section	Offer a "garden massage." Invite them to lay on their belly and "massage" their back, telling a story about planting a garden with them and watching it grow. Remember to include the prepping the soil, planting, the sun, and the rain	Yesterday's garden massage also works as a "pizza making" or "bread making" massage and can be a great way to relax before bed. Children always have the right to decline a massage!
Let's practice handwashing! What songs can we use? Which are your favorites? Let's practice getting each finger one at a time.	Let's take a doll or small stuffed animal (we can draw one if we don't have one available!) and gather all the objects from around the house that we will need to care for it. Hmm, what can help it feel cozy? What will we need for a bath? Does it need to eat? Does it need hugs? What else does it need?	Let's make a card for someone you love. You can draw a picture and tell me what words you want me to write.	Let's find different textures around the house and see what we like the feel of. We can try the table, the couch, chairs, the window, your blanket, and anything else.
Let's stretch our bodies. We can stretch up to the sky, and down to the floor. We can stretch side to side, and we can circle our arms in a circle.	Add your own!	Add your own!	Add your own!