

January 2021

Mon 11	Tue 12	Wed 13	Thu 14	Fri 15
Untitled	Untitled	Untitled	Untitled	Untitled
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<p>Mighty Minutes®</p> <p>Mighty Minutes 68, "Let's See What We Can Find"</p>	<p>Mighty Minutes®</p> <p>Mighty Minutes 42, "Two Little Ducks"</p>	<p>Mighty Minutes®</p> <p>Mighty Minutes 68, "Let's See What We Can Find"</p>	<p>Mighty Minutes®</p> <p>Mighty Minutes 02, "Silly Animal Walk"</p>	<p>Mighty Minutes®</p> <p>Mighty Minutes 68, "Let's See What We Can Find"</p>
<p>Going Outdoors</p> <p>LL50 - What Do I See?</p>	<p>Going Outdoors</p> <p>LL50 - What Do I See?</p>	<p>Going Outdoors</p> <p>LL50 - What Do I See?</p>	<p>Going Outdoors</p> <p>LL50 - What Do I See?</p>	<p>Going Outdoors</p> <p>LL50 - What Do I See?</p>
<p>Playing With Toys</p> <p>LL34 - Our Names, Our Things</p>	<p>Indoor Group Experiences</p> <p>M22 - Jump Counting</p>	<p>Playing With Toys</p> <p>LL34 - Our Names, Our Things</p>	<p>Indoor Group Experiences</p> <p>M22 - Jump Counting</p>	<p>Playing With Toys</p> <p>LL34 - Our Names, Our Things</p>
<p>Creating With Art</p> <p>LL16 - Tissue-Paper Play</p>	<p>Connecting With Music and Movement</p> <p>LL24 - Fingers, Nose, and Toes</p>	<p>Exploring Sand and Water</p> <p>LL57 - Waterworks</p>	<p>Playing With Toys</p> <p>LL06 - Sticky Tables</p>	<p>Imitating and Pretending</p> <p>M03 - Everyday Patterns</p>
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Read-Aloud

Circle Time

Story:

Songs:

Music:

Read-Aloud

Circle Time

Story:

Songs:

Music:

Read-Aloud

Circle Time

Story:

Songs:

Music:

Read-Aloud

Circle Time

Story:

Songs:

Music:

Read-Aloud

Circle Time

Story:

Songs:

Music:

Lunch

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Toileting

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Nap

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Rock children that need to be rocked either in rocking chair or on adult lap

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Arrival

Arrival

Staff will welcoming children into the classroom. Childrens temperatures will be taken and recorded. Children will put away their belongings and be directed to wash hands and join us for breakfast.

Arrival

- 2a Forms relationships with adults
- 8a Comprehends language
- 8b Follows directions
- 11a Attends and engages
- 12a Recognizes and recalls
- 1a Manages feelings
- 1c Takes care of own needs appropriately

Breakfast

Breakfast

Talk about textures of food, colors of food. What we want to do today after breakfast. Talk about keeping our cups near our plates, (your space/ my space). How much food is left on your plate?

Breakfast

- 11b Persists
- 11c Solves problems
- 21a Understands spatial relationships
- 1a Manages feelings
- 3a Balances needs and rights of self and others
- 8b Follows directions
- 20b Quantifies
- 7a Uses fingers and hands
- 9a Uses an expanding expressive vocabulary
- 11a Attends and engages

Toileting

Toileting

Children will be changed and use facilities appropriately

Toileting

- 1c Takes care of own needs appropriately
- 2a Forms relationships with adults
- 6 Demonstrates gross motor manipulative skills
- 8a Comprehends language
- 8b Follows directions

Mighty Minutes®

Mighty Minutes 68, "Let's See What We Can Find"

Mighty Minutes®

Primary Objectives

- 12a Recognizes and recalls

Related Objectives

- 8a Comprehends language
- 9a Uses an expanding expressive vocabulary
- 11a Attends and engages
- 12b Makes connections

Going Outdoors

LL50 - What Do I See?

LL50 - What Do I See?

Going Outdoors

Primary Objectives

- 8a Comprehends language

Related Objectives

- 11c Solves problems
- 2a Forms relationships with adults
- 2c Interacts with peers
- 9b Speaks clearly
- 10a Engages in conversations

Playing With Toys

LL34 - Our Names, Our Things

LL34 - Our Names, Our Things

Playing With Toys

Primary Objectives

- 16a Identifies and names letters

Related Objectives

- 3a Balances needs and rights of self and others
- 8a Comprehends language
- 8b Follows directions
- 11a Attends and engages
- 10a Engages in conversations
- 12b Makes connections
- 17a Uses and appreciates books and other texts

Creating With Art

LL16 - Tissue-Paper Play

LL16 - Tissue-Paper Play

Creating With Art

Primary Objectives

- 8a Comprehends language

Related Objectives

- 11a Attends and engages

- 11b Persists
- 21a Understands spatial relationships
- 22a Measures objects
- 1a Manages feelings
- 2a Forms relationships with adults
- 7a Uses fingers and hands

Toileting

Toileting

Children will be changed and use facilities appropriately

Toileting

- 1c Takes care of own needs appropriately
- 2a Forms relationships with adults
- 6 Demonstrates gross motor manipulative skills
- 8a Comprehends language
- 8b Follows directions

Mighty Minutes®

Mighty Minutes 42, "Two Little Ducks"

Mighty Minutes®

Primary Objectives

- 7a Uses fingers and hands

Related Objectives

- 23 Demonstrates knowledge of patterns
- 8a Comprehends language
- 21a Understands spatial relationships
- 9b Speaks clearly
- 8b Follows directions
- 11a Attends and engages

Read-Aloud

Circle Time

Story:

Songs:

Music:

Lunch

Lunch

Talk about what we are eating. Discuss morning activities, give children time to respond. Ask open ended questions: "what was your favorite part of the walk?"; "what will you do after lunch?"

Toileting

Toileting

Children will be changed and use facilities appropriately

Toileting

- 6 Demonstrates gross motor manipulative skills
- 8a Comprehends language

- 8b Follows directions
- 1c Takes care of own needs appropriately
- 2a Forms relationships with adults

Nap

Nap
Rock children that need to be rocked either in rocking chair or on adult lap

Arrival

Arrival

Staff will welcoming children into the classroom. Childrens temperatures will be taken and recorded. Children will put away their belongings and be directed to wash hands and join us for breakfast.

Arrival

- 8b Follows directions
- 11a Attends and engages
- 12a Recognizes and recalls
- 1a Manages feelings
- 1c Takes care of own needs appropriately
- 2a Forms relationships with adults
- 8a Comprehends language

Breakfast

Breakfast

Talk about textures of food, colors of food. What we want to do today after breakfast. Talk about keeping our cups near our plates, (your space/ my space). How much food is left on your plate?

Toileting

Toileting

Children will be changed and use facilities appropriately

Toileting

- 8b Follows directions
- 1c Takes care of own needs appropriately
- 2a Forms relationships with adults
- 6 Demonstrates gross motor manipulative skills
- 8a Comprehends language

Mighty Minutes®

Mighty Minutes 42, "Two Little Ducks"
Mighty Minutes®

Primary Objectives

- 7a Uses fingers and hands

Related Objectives

- 9b Speaks clearly
- 21a Understands spatial relationships
- 8b Follows directions

- 11a Attends and engages
- 23 Demonstrates knowledge of patterns
- 8a Comprehends language

Going Outdoors

LL50 - What Do I See?
LL50 - What Do I See?
 Going Outdoors

Primary Objectives

- 8a Comprehends language

Related Objectives

- 10a Engages in conversations
- 11c Solves problems
- 2a Forms relationships with adults
- 2c Interacts with peers
- 9b Speaks clearly

Indoor Group Experiences

M22 - Jump Counting
M22 - Jump Counting
 Indoor Group Experiences

Primary Objectives

- 20a Counts

Related Objectives

- 20b Quantifies
- 6 Demonstrates gross motor manipulative skills
- 5 Demonstrates balancing skills
- 2a Forms relationships with adults
- 8b Follows directions
- 1b Follows limits and expectations

Connecting With Music and Movement

LL24 - Fingers, Nose, and Toes
LL24 - Fingers, Nose, and Toes
 Connecting With Music and Movement

Primary Objectives

- 9a Uses an expanding expressive vocabulary

Related Objectives

- 11a Attends and engages
- 12a Recognizes and recalls
- 12b Makes connections
- 1a Manages feelings
- 9b Speaks clearly
- 10a Engages in conversations

Toileting

Toileting
 Children will be changed and use facilities appropriately

Toileting

- 1c Takes care of own needs appropriately
- 2a Forms relationships with adults
- 6 Demonstrates gross motor manipulative skills
- 8a Comprehends language
- 8b Follows directions

Read-Aloud

Circle Time

Story:

Songs:

Music:

Lunch

Lunch

Talk about what we are eating. Discuss morning activities, give children time to respond. Ask open ended questions: "what was your favorite part of the walk?"; "what will you do after lunch?"

Toileting

Toileting

Children will be changed and use facilities appropriately

Toileting

- 1c Takes care of own needs appropriately
- 2a Forms relationships with adults
- 6 Demonstrates gross motor manipulative skills
- 8a Comprehends language
- 8b Follows directions

Nap

Nap

Rock children that need to be rocked either in rocking chair or on adult lap

Arrival

Arrival

Staff will welcoming children into the classroom. Childrens temperatures will be taken and recorded. Children will put away their belongings and be directed to wash hands and join us for breakfast.

Arrival

- 1a Manages feelings
- 1c Takes care of own needs appropriately
- 2a Forms relationships with adults
- 8a Comprehends language
- 8b Follows directions
- 11a Attends and engages
- 12a Recognizes and recalls

Breakfast

Breakfast

Talk about textures of food, colors of food. What we want to do today after breakfast. Talk about keeping our cups near our plates, (your space/ my space). How much food is left on your plate?

Toileting

Toileting

Children will be changed and use facilities appropriately

Toileting

- 1c Takes care of own needs appropriately
- 2a Forms relationships with adults
- 6 Demonstrates gross motor manipulative skills
- 8a Comprehends language
- 8b Follows directions

Mighty Minutes®

Mighty Minutes 68, "Let's See What We Can Find"
Mighty Minutes®

Primary Objectives

- 12a Recognizes and recalls

Related Objectives

- 8a Comprehends language
- 9a Uses an expanding expressive vocabulary
- 11a Attends and engages

- 12b Makes connections

Going Outdoors

LL50 - What Do I See?

LL50 - What Do I See?

Going Outdoors

Primary Objectives

- 8a Comprehends language

Related Objectives

- 11c Solves problems
- 2a Forms relationships with adults
- 2c Interacts with peers
- 9b Speaks clearly
- 10a Engages in conversations

Playing With Toys

LL34 - Our Names, Our Things

LL34 - Our Names, Our Things

Playing With Toys

Primary Objectives

- 16a Identifies and names letters

Related Objectives

- 10a Engages in conversations
- 3a Balances needs and rights of self and others
- 8b Follows directions
- 12b Makes connections
- 8a Comprehends language
- 11a Attends and engages
- 17a Uses and appreciates books and other texts

Exploring Sand and Water

LL57 - Waterworks

LL57 - Waterworks

Exploring Sand and Water

Primary Objectives

- 9a Uses an expanding expressive vocabulary

Related Objectives

- 3a Balances needs and rights of self and others
- 9b Speaks clearly
- 10a Engages in conversations
- 11a Attends and engages
- 11d Shows curiosity and motivation
- 7a Uses fingers and hands
- 8a Comprehends language
- 1a Manages feelings
- 8b Follows directions

Toileting

Toileting

Children will be changed and use facilities appropriately

Toileting

- 8a Comprehends language
- 8b Follows directions
- 1c Takes care of own needs appropriately
- 2a Forms relationships with adults
- 6 Demonstrates gross motor manipulative skills

Mighty Minutes®

Mighty Minutes 02, "Silly Animal Walk"

Mighty Minutes®

Primary Objectives

- 4 Demonstrates traveling skills

Related Objectives

- 5 Demonstrates balancing skills
- 11a Attends and engages
- 2a Forms relationships with adults
- 14b Engages in sociodramatic play
- 1b Follows limits and expectations
- 11b Persists
- 8a Comprehends language

Read-Aloud

Circle Time

Story:

Songs:

Music:

Lunch

Lunch

Talk about what we are eating. Discuss morning activities, give children time to respond. Ask open ended questions: "what was your favorite part of the walk?"; "what will you do after lunch?"

Toileting

Toileting

Children will be changed and use facilities appropriately

Toileting

- 8b Follows directions
- 1c Takes care of own needs appropriately
- 2a Forms relationships with adults
- 6 Demonstrates gross motor manipulative skills
- 8a Comprehends language

Nap

Nap

Rock children that need to be rocked either in rocking chair or on adult lap

<p>Arrival</p>	<p>Arrival Staff will welcoming children into the classroom. Childrens temperatures will be taken and recorded. Children will put away their belongings and be directed to wash hands and join us for breakfast.</p> <p>Arrival</p> <ul style="list-style-type: none"> • 1c Takes care of own needs appropriately • 2a Forms relationships with adults • 8a Comprehends language • 8b Follows directions • 11a Attends and engages • 12a Recognizes and recalls • 1a Manages feelings 	
<p>Breakfast</p>	<p>Breakfast Talk about textures of food, colors of food. What we want to do today after breakfast. Talk about keeping our cups near our plates, (your space/ my space). How much food is left on your plate?</p>	
<p>Toileting</p>	<p>Toileting Children will be changed and use facilities appropriately</p> <p>Toileting</p> <ul style="list-style-type: none"> • 2a Forms relationships with adults • 6 Demonstrates gross motor manipulative skills • 8a Comprehends language • 8b Follows directions • 1c Takes care of own needs appropriately 	
<p>Mighty Minutes®</p>	<p>Mighty Minutes 02, "Silly Animal Walk" Mighty Minutes®</p> <p>Primary Objectives</p> <ul style="list-style-type: none"> • 4 Demonstrates traveling skills <p>Related Objectives</p> <ul style="list-style-type: none"> • 1b Follows limits and expectations • 11b Persists • 14b Engages in sociodramatic play 	

- 2a Forms relationships with adults
- 5 Demonstrates balancing skills
- 8a Comprehends language
- 11a Attends and engages

Going Outdoors

LL50 - What Do I See?
LL50 - What Do I See?
 Going Outdoors

Primary Objectives

- 8a Comprehends language

Related Objectives

- 2a Forms relationships with adults
- 2c Interacts with peers
- 9b Speaks clearly
- 10a Engages in conversations
- 11c Solves problems

Indoor Group Experiences

M22 - Jump Counting
M22 - Jump Counting
 Indoor Group Experiences

Primary Objectives

- 20a Counts

Related Objectives

- 20b Quantifies
- 8b Follows directions
- 6 Demonstrates gross motor manipulative skills
- 1b Follows limits and expectations
- 2a Forms relationships with adults
- 5 Demonstrates balancing skills

Playing With Toys

LL06 - Sticky Tables
LL06 - Sticky Tables
 Playing With Toys

Primary Objectives

- 9a Uses an expanding expressive vocabulary

Related Objectives

- 22a Measures objects
- 9c Uses conventional grammar
- 11e Shows flexibility and inventiveness in thinking
- 13 Uses classification skills
- 9d Tells about another time or place
- 7a Uses fingers and hands
- 11b Persists
- 12b Makes connections

Toileting

Toileting

Children will be changed and use facilities appropriately

Toileting

- 2a Forms relationships with adults
- 6 Demonstrates gross motor manipulative skills
- 8a Comprehends language
- 8b Follows directions
- 1c Takes care of own needs appropriately

Read-Aloud

Circle Time

Story:

Songs:

Music:

Lunch

Lunch

Talk about what we are eating. Discuss morning activities, give children time to respond. Ask open ended questions: "what was your favorite part of the walk?"; "what will you do after lunch?"

Toileting

Toileting

Children will be changed and use facilities appropriately

Toileting

- 1c Takes care of own needs appropriately
- 2a Forms relationships with adults
- 6 Demonstrates gross motor manipulative skills
- 8a Comprehends language
- 8b Follows directions

Nap

Nap

Rock children that need to be rocked either in rocking chair or on adult lap

<p>Arrival</p>	<p>Arrival Staff will welcoming children into the classroom. Childrens temperatures will be taken and recorded. Children will put away their belongings and be directed to wash hands and join us for breakfast.</p> <p>Arrival</p> <ul style="list-style-type: none"> • 1a Manages feelings • 1c Takes care of own needs appropriately • 2a Forms relationships with adults • 8a Comprehends language • 8b Follows directions • 11a Attends and engages • 12a Recognizes and recalls 	
<p>Breakfast</p>	<p>Breakfast Talk about textures of food, colors of food. What we want to do today after breakfast. Talk about keeping our cups near our plates, (your space/ my space). How much food is left on your plate?</p>	
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<p>Mighty Minutes®</p>	<p>Mighty Minutes 68, "Let's See What We Can Find" Mighty Minutes®</p> <p>Primary Objectives</p> <ul style="list-style-type: none"> • 12a Recognizes and recalls <p>Related Objectives</p> <ul style="list-style-type: none"> • 9a Uses an expanding expressive vocabulary • 11a Attends and engages • 12b Makes connections 	

- 8a Comprehends language

Going Outdoors

LL50 - What Do I See?

LL50 - What Do I See?

Going Outdoors

Primary Objectives

- 8a Comprehends language

Related Objectives

- 2c Interacts with peers
- 9b Speaks clearly
- 10a Engages in conversations
- 11c Solves problems
- 2a Forms relationships with adults

Playing With Toys

LL34 - Our Names, Our Things

LL34 - Our Names, Our Things

Playing With Toys

Primary Objectives

- 16a Identifies and names letters

Related Objectives

- 12b Makes connections
- 11a Attends and engages
- 10a Engages in conversations
- 3a Balances needs and rights of self and others
- 8a Comprehends language
- 8b Follows directions
- 17a Uses and appreciates books and other texts

Imitating and Pretending

M03 - Everyday Patterns

M03 - Everyday Patterns

Imitating and Pretending

Primary Objectives

- 23 Demonstrates knowledge of patterns

Related Objectives

- 12a Recognizes and recalls
- 12b Makes connections
- 1b Follows limits and expectations
- 2a Forms relationships with adults
- 8a Comprehends language
- 9d Tells about another time or place

Toileting

Toileting

Children will be changed and use facilities appropriately

Toileting

- 6 Demonstrates gross motor manipulative skills
- 8a Comprehends language
- 8b Follows directions
- 1c Takes care of own needs appropriately
- 2a Forms relationships with adults

Mighty Minutes®

Mighty Minutes 73, "Copy Me!"
Mighty Minutes®

Primary Objectives

- 8b Follows directions

Related Objectives

- 5 Demonstrates balancing skills
- 1b Follows limits and expectations
- 11b Persists
- 11d Shows curiosity and motivation
- 2a Forms relationships with adults
- 11e Shows flexibility and inventiveness in thinking
- 11a Attends and engages
- 11c Solves problems

Read-Aloud

Circle Time

Story:
Songs:
Music:

Lunch

Lunch

Talk about what we are eating. Discuss morning activities, give children time to respond. Ask open ended questions: "what was your favorite part of the walk?"; "what will you do after lunch?"

Toileting

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Children will be changed and use facilities appropriately

Toileting

- 1c Takes care of own needs appropriately
- 2a Forms relationships with adults
- 6 Demonstrates gross motor manipulative skills
- 8a Comprehends language
- 8b Follows directions

Nap

Nap

Rock children that need to be rocked either in rocking chair or on adult lap

Language and Literacy LL50

What Do I See?

1. Notice when the child is looking at an object. Talk about the object using rich vocabulary. Infants will discover their hands, feet, and nearby toys. Toddlers and twos can make observations about items in the classroom.

"Daniel, I see that you're interested in the stuffed giraffe. It has a long neck and is covered with spots."

2. Name the item that has captured the child's interest and discuss its characteristics. For older children, offer hints about an item that you see and invite the child to guess what it is.

"I see you looking at your hand. You have two hands. One hand, two hands. There they are!"

"I see something brown and fuzzy. It's wearing a red bow tie. Can you guess what it is? You're right! It's the big teddy bear."

Red	Ember Crowell <input type="radio"/>	Talk to the child about her hands, her feet, and any toys that capture her interest.
Red / Orange		"What do you see? Oh, you're looking at the crinkle owl. Here is the owl! Would you like to hold the owl?"
AMBERLY KLEMENS*	<input checked="" type="checkbox"/>	Point to and name a familiar item. Notice if the child looks toward the item.
Orange / Yellow		"Brian, I see something soft. What do I see? Yes, it's your bunny. Your bunny is so soft."
Owen Steward	<input checked="" type="checkbox"/>	Describe a familiar object that you see. Point to the object and prompt the child to name it. Offer assistance as needed.
Jayden Martinez	<input checked="" type="checkbox"/>	"I see something that is long and orange on this table. What do I see? You're right! It's a crayon."
Khaleesi Covington	<input checked="" type="checkbox"/>	
Yellow / Green		Encourage the child to identify objects. Ask yes/no questions about the item.
Vivian Thompson	<input checked="" type="checkbox"/>	"You found the map. Is the map on the wall?"
Maverick Cerrie	<input checked="" type="checkbox"/>	
Pyper Crowell	<input checked="" type="checkbox"/>	
Green		Take turns with the child to find items around the room. Ask open-ended questions about the item.
Olivia Chen	<input checked="" type="checkbox"/>	"Kareem, now it's your turn. Tell me about what you see. You told me that it's red and flat. Is it this book about puppies? What do you like about this book?"
Blue / Purple / Pink / Silver / Brown		See GOLD® for the progression of development beyond the green colored band for this objective and dimension.

3. Continue the activity for as long as children are interested.

**Objectives &
Dimensions**

Primary Objective/Dimension:

- 8a. Comprehends language

Related Objectives:

- 2a. Forms relationships with adults
- 2c. Interacts with peers
- 9b. Speaks clearly
- 10a. Engages in conversations
- 11c. Solves problems

Materials

Including all Children

- Limit distractions and the general noise level in the room when talking with a child.
- When needed, use simple sentence structure and short sentences with easy vocabulary.**
- Give all children time to express themselves.**
- Follow a child's lead to encourage social interaction and communication. Recognize all attempts to communicate, e.g., eye gaze, changes in body position, gestures, and facial and vocal expressions.**

**Questions to Guide
Your Observations**

- Did the child notice and name objects?
- In what ways did the child interact with you during the experience?
- How did the child engage in back-and-forth exchanges?

**Related
LearningGames®**

**Additional Ideas &
Background
Information**

Background: Children gain language skills when you offer them rich experiences and materials and talk with them. Describing and talking about what children see, hear, feel, taste, and smell helps them make connections between language and their environment.

Language and Literacy LL34

Our Names, Our Things

1. Introduce the children to their photo name cards throughout the classroom, such as the cards on their cubbies and the cards at their sleeping areas. Show them how they can determine which name cards are theirs by looking for their photos.

"Each cubby has a name and a picture. Let's look to see who this cubby belongs to."

2. After the children identify their name cards, talk about how they were able to identify the correct cards. Point to and name the first letter on each name card.

"You found your picture, Aaron! And here is the letter A for Aaron. This is the shelf that has your blankets and sleepy bear for nap time."

Red / Orange / Yellow	Ember Crowell <input type="radio"/>	<p>Show the child his name card. Prompt him to look closely at his photo. Take the child to find his photo around the room. Point out the first letter in the child's name on the card.</p> <p>"Here's your name card, Moti. See? It has your face and your name. Your name starts with the letter M. Let's see whether we can find your name on these cubbies. Where's Moti? Yes, that's your cubby!"</p>
AMBERLY KLEMENS <input checked="" type="checkbox"/>		
Owen Steward <input checked="" type="checkbox"/>		
Vivian Thompson <input checked="" type="checkbox"/>		
Jayden Martinez <input checked="" type="checkbox"/>		
Khaleesi Covington <input checked="" type="checkbox"/>		
Yellow	Pyper Crowell <input checked="" type="checkbox"/>	<p>Show the child her name card. Prompt her to look closely at her photo and her name. Encourage the child to point to her photo and the first letter in her name as she recognizes them around the room.</p> <p>"Yes, that is your picture and your name. This is your cubby. It is where you put your coat and bag each day. Avery starts with A. Can you show me your special letter A?"</p>
Yellow / Green	Maverick Cerrie <input checked="" type="checkbox"/>	<p>Encourage the child to find his name card among three cards with names and photos. When he finds his name card, have him point to his name. Invite him to name any letters he recognizes on his name card. Spell his name pointing to each letter as you name it.</p> <p>"Melvin, you found your name card. It says Melvin. What letters do you see in your name? Yes there;s the M. M-E-L-V-I-N. Melvin!"</p> <p>Point to the names on the other name cards and read them to the child.</p> <p>"Here is the name card for Tabitha. Her name starts with a T."</p>
Green		<p>Invite the child to identify her name card using only the letters on the card. You may choose to hide the photo with your hand to help the child focus on the letters. Ask questions that will help her find her name among the other names.</p> <p>"Natalia, your cubby has your name on it. Which letter will you look for to find your name?"</p> <p>"Yes, you found a name that begins with N. Remember that Nora's name also begins with N. What other letters will you look for so that you know it's your cubby?"</p> <p>Prompt the child and observe how many letters she can name from her name card.</p> <p>"You found your name card! Can you tell me the letters in your name?"</p>
Blue / Purple		<p>See GOLD® for the progression of development beyond the green colored band for this objective and dimension.</p>



3. Encourage the children to notice their name cards throughout the day.

Objectives & Dimensions

Primary Objective/Dimension:

- 16a. Identifies and names letters

Related Objectives:

- 3a. Balances needs and rights of self and others
- 8a. Comprehends language
- 8b. Follows directions
- 10a. Engages in conversations
- 11a. Attends and engages
- 12b. Makes connections
- 17a. Uses and appreciates books and other texts

Materials name cards and photos for identifying each child's cubby; name cards and photos for personalizing other places in the classroom (e.g., cribs, cots)

-
- Including all Children**
- To make the photo name cards for cubbies easier to see and handle, enlarge the cards or mount them onto firm paper of a contrasting color.
 - Pair children of different skill levels. One child can indicate a classmate, and the other child can find the classmate's cubby.
 - Address children by name so they know they are being asked to participate.**
 - To increase a child's vocabulary and comprehension, describe your actions in real time and describe what the child is doing.**

-
- Questions to Guide Your Observations**
- Was the child able to recognize any letters? If so, which ones?
 - How did the child make a connection between his name card and the associated objects in the classroom?

Related LearningGames®

Additional Ideas & Background Information **Background:** Before children are able to recognize letters, they begin to understand that one thing can represent something else--for example, that a picture of a banana represents a real banana. Using photo name cards helps a child make the connection between a picture of herself, her spoken name, and eventually, the letters that make up her written name.

Language and Literacy LL16

Tissue-Paper Play

1. Introduce the activity by showing children the tissue paper and talking about the different ways they can play with it.

"Look at all this new tissue paper. It is so colorful! I see red paper, green paper, and yellow paper. Hmm, what do you think we can do with this paper?"

2. Talk about and model using the paper in new ways. Try folding it, tearing it, crumpling it, and tossing it into the air.

"Do you think that we can try tearing the paper into different shapes? Look, this piece is a square."

Red	Ember Crowell <input type="radio"/>	<p>Show the paper to the child. As you move, crinkle, and shake the paper, let the child track it with his eyes. Describe the child's actions.</p> <p>"Do you see the pretty paper? I see you watching it. It is very crinkly. Can you hear it crinkle?"</p> <p>Allow the child to explore the paper by crumpling and tearing it. Using short, simple phrases, talk with the child about the paper and what she is doing with it.</p> <p>"I see you touching the paper. Blue paper. Can you squeeze the paper?"</p> <p>As the child explores the paper, ask questions to check for understanding.</p> <p>"Can you throw the paper? See, you can throw it into the air and watch it come down like this. Would you like to try?"</p> <p>Observe the child as she explores the paper. Give her ideas about how to use the paper and ask her to come up with her own ideas.</p> <p>"Josie, I see you are tearing the paper into tiny pieces. What else could we do with the paper?"</p> <p>See GOLD® for the progression of development beyond the green colored band for this objective and dimension.</p>
Red / Orange	AMBERLY KLEMENS* <input checked="" type="checkbox"/>	
Orange / Yellow	Owen Steward <input checked="" type="checkbox"/>	
	Jayden Martinez <input checked="" type="checkbox"/>	
	Khaleesi Covington <input checked="" type="checkbox"/>	
Green	Vivian Thompson <input checked="" type="checkbox"/>	
	Maverick Cerrie <input checked="" type="checkbox"/>	
	Pyper Crowell <input checked="" type="checkbox"/>	
Blue / Purple / Pink / Silver / Brown	Olivia Chen <input checked="" type="checkbox"/>	

3. Continue the activity for as long as the children are interested.

Objectives & Dimensions

Primary Objective/Dimension:

- 8a. Comprehends language

Related Objectives:

- 1a. Manages feelings
- 2a. Forms relationships with adults
- 7a. Uses fingers and hands
- 11a. Attends and engages
- 11b. Persists
- 21a. Understands spatial relationships
- 22a. Measures objects

Materials

large sheets of tissue paper in an assortment of colors

Including all Children

- Pair children who need support with children who more easily engage in this activity.
- Use simple, clear words.
- To increase a child's vocabulary and comprehension, describe your actions in real time and explain what the child is doing.**

Questions to Guide Your Observations

- In what ways did the child show understanding as you spoke with her?
- In what ways did the child interact with you during this experience?
- How did the child grasp and manipulate the paper?

Related LearningGames®

Additional Ideas & Background Information

Watch children closely as they tear and crumple the paper into small pieces. Keep the paper out of children's mouths, and offer them a larger piece if the sheet of paper they are holding gets too small.

Background: Even simple materials can delight young children, and in exploring these materials, children often develop new language skills. Colorful tissue paper is a simple material that children can use in many ways, such as by folding it, tearing it, or crumpling it. Describing the experience to children helps them learn new vocabulary for their actions.

Language and Literacy LL50

What Do I See?

1. **Notice when the child is looking at an object. Talk about the object using rich vocabulary. Infants will discover their hands, feet, and nearby toys. Toddlers and twos can make observations about items in the classroom.**

"Daniel, I see that you're interested in the stuffed giraffe. It has a long neck and is covered with spots."

2. **Name the item that has captured the child's interest and discuss its characteristics. For older children, offer hints about an item that you see and invite the child to guess what it is.**

"I see you looking at your hand. You have two hands. One hand, two hands. There they are!"

"I see something brown and fuzzy. It's wearing a red bow tie. Can you guess what it is? You're right! It's the big teddy bear."

Red	Ember Crowell	<input type="radio"/>
Red / Orange	AMBERLY KLEMENS*	<input checked="" type="checkbox"/>
Orange / Yellow	Owen Steward	<input checked="" type="checkbox"/>
	Jayden Martinez	<input checked="" type="checkbox"/>
	Khaleesi Covington	<input checked="" type="checkbox"/>
Yellow / Green	Vivian Thompson	<input checked="" type="checkbox"/>
	Maverick Cerrie	<input checked="" type="checkbox"/>
	Pyper Crowell	<input checked="" type="checkbox"/>
Green	Olivia Chen	<input checked="" type="checkbox"/>
Blue / Purple / Pink / Silver / Brown		

<p>Talk to the child about her hands, her feet, and any toys that capture her interest.</p> <p>"What do you see? Oh, you're looking at the crinkle owl. Here is the owl! Would you like to hold the owl?"</p>
<p>Point to and name a familiar item. Notice if the child looks toward the item.</p> <p>"Brian, I see something soft. What do I see? Yes, it's your bunny. Your bunny is so soft."</p>
<p>Describe a familiar object that you see. Point to the object and prompt the child to name it. Offer assistance as needed.</p> <p>"I see something that is long and orange on this table. What do I see? You're right! It's a crayon."</p>
<p>Encourage the child to identify objects. Ask yes/no questions about the item.</p> <p>"You found the map. Is the map on the wall?"</p>
<p>Take turns with the child to find items around the room. Ask open-ended questions about the item.</p> <p>"Kareem, now it's your turn. Tell me about what you see. You told me that it's red and flat. Is it this book about puppies? What do you like about this book?"</p>
<p>See GOLD® for the progression of development beyond the green colored band for this objective and dimension.</p>

3. **Continue the activity for as long as children are interested.**

**Objectives &
Dimensions**

Primary Objective/Dimension:

- 8a. Comprehends language

Related Objectives:

- 2a. Forms relationships with adults
- 2c. Interacts with peers
- 9b. Speaks clearly
- 10a. Engages in conversations
- 11c. Solves problems

Materials

Including all Children

- Limit distractions and the general noise level in the room when talking with a child.
- When needed, use simple sentence structure and short sentences with easy vocabulary.**
- Give all children time to express themselves.**
- Follow a child's lead to encourage social interaction and communication. Recognize all attempts to communicate, e.g., eye gaze, changes in body position, gestures, and facial and vocal expressions.**

**Questions to Guide
Your Observations**

- Did the child notice and name objects?
- In what ways did the child interact with you during the experience?
- How did the child engage in back-and-forth exchanges?

**Related
*LearningGames®***

**Additional Ideas &
Background
Information**

Background: Children gain language skills when you offer them rich experiences and materials and talk with them. Describing and talking about what children see, hear, feel, taste, and smell helps them make connections between language and their environment.

Mathematics M22

Jump Counting

1. **Assess the children's ability to move and jump, e.g., younger children can be held and bounced in your lap, and older toddlers and twos can jump independently or while holding your hands.**

2. **Model jumping while saying, "Jump." Encourage children to imitate your actions.**

"Jump, jump, jump. Can you jump with me?"

3. **Count aloud the number of times each child jumps. If appropriate, invite the child to count the jumps with you.**

"Let's see how many times you can jump! One, two! You jumped two times. Okay, can you count with me this time?"

	Red / Orange		<p>Hold a young infant in your lap and gently jump or bounce her while you support her head and torso.</p> <p>"Jump, jump, jump. One, two, three!"</p> <p>Support a mobile infant or young toddler in a standing position. Encourage him to bounce and/or jump. Count as he goes.</p> <p>"I see you jumping. One, two, three. Three jumps."</p>
	Ember Crowell	<input type="radio"/>	
	AMBERLY KLEMENS	<input checked="" type="checkbox"/>	<p>While the child holds your hands or holds onto a stable structure, model jumping and encourage her to imitate you. Invite the child to count the jumps. Do not correct inaccurate counting, but model the correct way to count the jumps.</p> <p>"Can you jump and count? One, two, three. Keep jumping!"</p>
	Owen Steward	<input checked="" type="checkbox"/>	
	Vivian Thompson	<input checked="" type="checkbox"/>	
	Jayden Martinez	<input checked="" type="checkbox"/>	
	Khaleesi Covington	<input checked="" type="checkbox"/>	
	Pyper Crowell	<input checked="" type="checkbox"/>	<p>Jump with the child and encourage him to count the jumps. Support him when he becomes stuck or makes errors.</p> <p>"Can you count how many jumps you make? One, two--that's right. What comes next?"</p>
	Maverick Cerrie	<input checked="" type="checkbox"/>	<p>Challenge the child to jump and to count as high as she can.</p> <p>"How many times can you jump? Can you count them? Wow! You jumped five times without stopping. Keep going!"</p>
	Olivia Chen	<input checked="" type="checkbox"/>	<p>See GOLD® for the progression of development beyond the green colored band for this objective and dimension.</p>

Objectives & Dimensions**Primary Objective/Dimension:**

- 20a. Counts

Related Objectives:

- 1b. Follows limits and expectations
- 2a. Forms relationships with adults
- 5. Demonstrates balancing skills
- 6. Demonstrates gross motor manipulative skills
- 8b. Follows directions
- 20b. Quantifies

Materials**Including all Children**

- Work with the children on at least two different surfaces, such as the grass and sidewalk.
- If children are unable to jump, choose another movement that they can do during this activity.
- Use a wide strip of high-contrast tape on the floor for children with mobility devices to step over.
- Hold the child's hand as she bends at the knees to jump.
- Use visual and verbal cues for encouragement.**
- When teaching a new word, put the word at or near the end of a sentence as often as possible to emphasize it.**

Questions to Guide Your Observations

- Was the child able to count? If so, how high?
- In what ways did the child interact with you as you jumped together?
- How did the child jump and move his body during the experience?

Related LearningGames®**Additional Ideas & Background Information**

Background: Young children love to move their bodies. There are many important skills that children can practice as they participate in physical activities. In this activity, children use jumping as a way to learn numeracy and counting skills.

Language and Literacy LL24

Fingers, Nose, and Toes

1. While sitting quietly with children, engage them in a conversation about body parts. Ask open-ended questions.

"Look at our hands. How many fingers do we have on our hands? One, two, three, four, five. We have five fingers on each hand. Olivia, you're using your hands to hold your special lamb."

Red		<p>Interact with the child as you name a few body parts. If the child is comfortable with touch, gently touch a body part as you name it.</p> <p>"You're moving your feet. These are your toes, Bobby. And this is your foot."</p>
Ember Crowell	<input type="radio"/>	
Red		<p>Point to or touch a body part and respond to any vocalization or gestures he child makes.</p> <p>"What's this? It's your ear. Where's your ear? Yes, you know where your ear is!"</p>
Red / Orange		<p>Encourage the child to identify one or two body parts. Offer support as needed.</p> <p>"You're right. I pointed to my nose and you said, 'No.' That sounds like nose. Where's your nose?"</p>
AMBERLY KLEMENS	<input checked="" type="checkbox"/>	
Orange / Yellow		<p>Encourage the child to look at herself in the mirror and to point out her facial features, such as her eyes, nose, ears, chin, and mouth.</p> <p>"Alicia, I see your face in the mirror. Where are your ears?"</p>
Owen Steward	<input checked="" type="checkbox"/>	
Vivian Thompson	<input checked="" type="checkbox"/>	
Jayden Martinez	<input checked="" type="checkbox"/>	
Khaleesi Covington	<input checked="" type="checkbox"/>	
Pyper Crowell	<input checked="" type="checkbox"/>	
Yellow / Green		<p>Guide the child in telling you the functions of specific body parts. Encourage him to use the mirror to point to and name his facial features, such as his eyes, nose, ears, chin, and mouth.</p> <p>"Our eyes are very important. What do our eyes do? Yes, we see with our eyes. There is your face in the mirror. Where are your eyes?"</p> <p>"Yes, we use our legs for running. What else do our legs do?"</p>
Green		<p>Acknowledge when the child is able to articulate what she knows and can tell you about what a specific body part is used for. Invite her to look in the mirror to examine her facial features.</p> <p>"You're right; we use our mouths to eat and to talk. What is inside of our mouths? Let's take a look in this mirror and see."</p>
Maverick Cerrie	<input checked="" type="checkbox"/>	
Olivia Chen	<input checked="" type="checkbox"/>	
Blue / Purple / Pink / Silver / Brown		<p>See GOLD® for the progression of development beyond the green colored band for this objective and dimension.</p>

2. **Invite the children to sing along and to touch the correct body parts as you sing "Head, Shoulders, Knees, and Toes."**

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees and toes.

Objectives & Dimensions

Primary Objective/Dimension:

- 9a. Uses an expanding expressive vocabulary

Related Objectives:

- 1a. Manages feelings
- 9b. Speaks clearly
- 10a. Engages in conversations
- 11a. Attends and engages
- 12a. Recognizes and recalls
- 12b. Makes connections

Materials

shatterproof mirror

Including all Children

- Alter the song to include body parts that the children can easily reach.
- Record the names of body parts on a child's communication device.
- Allow a child to name body parts in his home language.**
- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.**

Questions to Guide Your Observations

- Did the child vocalize, use words, or use gestures to identify body parts?
- Did the child speak clearly?
- Was the child able to make connections between body parts and their functions?

Related LearningGames®

Additional Ideas & Background Information

While most young children enjoy being held and touched respectfully, others may be uncomfortable with close contact. Pay attention to children's individual sensitivities and follow their cues.

Background: Infants, toddlers, and twos are eager to learn about their bodies. Fingers, toes, hands--there are so many fun new body parts to discover! Learning to name body parts and discuss their functions helps young children use language to express their thoughts and needs while learning about themselves.

Language and Literacy LL50

What Do I See?

1. Notice when the child is looking at an object. Talk about the object using rich vocabulary. Infants will discover their hands, feet, and nearby toys. Toddlers and twos can make observations about items in the classroom.

"Daniel, I see that you're interested in the stuffed giraffe. It has a long neck and is covered with spots."

2. Name the item that has captured the child's interest and discuss its characteristics. For older children, offer hints about an item that you see and invite the child to guess what it is.

"I see you looking at your hand. You have two hands. One hand, two hands. There they are!"

"I see something brown and fuzzy. It's wearing a red bow tie. Can you guess what it is? You're right! It's the big teddy bear."

Red	Ember Crowell <input type="radio"/>	Talk to the child about her hands, her feet, and any toys that capture her interest.
Red / Orange	AMBERLY KLEMENS* <input checked="" type="checkbox"/>	"What do you see? Oh, you're looking at the crinkle owl. Here is the owl! Would you like to hold the owl?"
Orange / Yellow	Owen Steward <input checked="" type="checkbox"/>	Point to and name a familiar item. Notice if the child looks toward the item.
Yellow	Jayden Martinez <input checked="" type="checkbox"/>	"Brian, I see something soft. What do I see? Yes, it's your bunny. Your bunny is so soft."
Yellow / Green	Khaleesi Covington <input checked="" type="checkbox"/>	Describe a familiar object that you see. Point to the object and prompt the child to name it. Offer assistance as needed.
Green	Vivian Thompson <input checked="" type="checkbox"/>	"I see something that is long and orange on this table. What do I see? You're right! It's a crayon."
Green	Maverick Cerrie <input checked="" type="checkbox"/>	Encourage the child to identify objects. Ask yes/no questions about the item.
Green	Pyper Crowell <input checked="" type="checkbox"/>	"You found the map. Is the map on the wall?"
Green	Olivia Chen <input checked="" type="checkbox"/>	Take turns with the child to find items around the room. Ask open-ended questions about the item.
Blue / Purple / Pink / Silver / Brown		"Kareem, now it's your turn. Tell me about what you see. You told me that it's red and flat. Is it this book about puppies? What do you like about this book?"
		See GOLD® for the progression of development beyond the green colored band for this objective and dimension.

3. Continue the activity for as long as children are interested.

**Objectives &
Dimensions**

Primary Objective/Dimension:

- 8a. Comprehends language

Related Objectives:

- 2a. Forms relationships with adults
- 2c. Interacts with peers
- 9b. Speaks clearly
- 10a. Engages in conversations
- 11c. Solves problems

Materials

Including all Children

- Limit distractions and the general noise level in the room when talking with a child.
- When needed, use simple sentence structure and short sentences with easy vocabulary.**
- Give all children time to express themselves.**
- Follow a child's lead to encourage social interaction and communication. Recognize all attempts to communicate, e.g., eye gaze, changes in body position, gestures, and facial and vocal expressions.**

**Questions to Guide
Your Observations**

- Did the child notice and name objects?
- In what ways did the child interact with you during the experience?
- How did the child engage in back-and-forth exchanges?

**Related
LearningGames®**

**Additional Ideas &
Background
Information**

Background: Children gain language skills when you offer them rich experiences and materials and talk with them. Describing and talking about what children see, hear, feel, taste, and smell helps them make connections between language and their environment.

Language and Literacy LL34

Our Names, Our Things

1. Introduce the children to their photo name cards throughout the classroom, such as the cards on their cubbies and the cards at their sleeping areas. Show them how they can determine which name cards are theirs by looking for their photos.

"Each cubby has a name and a picture. Let's look to see who this cubby belongs to."

2. After the children identify their name cards, talk about how they were able to identify the correct cards. Point to and name the first letter on each name card.

"You found your picture, Aaron! And here is the letter A for Aaron. This is the shelf that has your blankets and sleepy bear for nap time."

Red / Orange / Yellow	Ember Crowell <input type="radio"/>	<p>Show the child his name card. Prompt him to look closely at his photo. Take the child to find his photo around the room. Point out the first letter in the child's name on the card.</p> <p>"Here's your name card, Moti. See? It has your face and your name. Your name starts with the letter M. Let's see whether we can find your name on these cubbies. Where's Moti? Yes, that's your cubby!"</p>
AMBERLY KLEMENS <input checked="" type="checkbox"/>		
Owen Steward <input checked="" type="checkbox"/>		
Vivian Thompson <input checked="" type="checkbox"/>		
Jayden Martinez <input checked="" type="checkbox"/>		
Khaleesi Covington <input checked="" type="checkbox"/>		
Yellow	Pyper Crowell <input checked="" type="checkbox"/>	<p>Show the child her name card. Prompt her to look closely at her photo and her name. Encourage the child to point to her photo and the first letter in her name as she recognizes them around the room.</p> <p>"Yes, that is your picture and your name. This is your cubby. It is where you put your coat and bag each day. Avery starts with A. Can you show me your special letter A?"</p>
Yellow / Green	Maverick Cerie <input checked="" type="checkbox"/>	<p>Encourage the child to find his name card among three cards with names and photos. When he finds his name card, have him point to his name. Invite him to name any letters he recognizes on his name card. Spell his name pointing to each letter as you name it.</p> <p>"Melvin, you found your name card. It says Melvin. What letters do you see in your name? Yes there;s the M. M-E-L-V-I-N. Melvin!"</p> <p>Point to the names on the other name cards and read them to the child.</p> <p>"Here is the name card for Tabitha. Her name starts with a T."</p>
Green		<p>Invite the child to identify her name card using only the letters on the card. You may choose to hide the photo with your hand to help the child focus on the letters. Ask questions that will help her find her name among the other names.</p> <p>"Natalia, your cubby has your name on it. Which letter will you look for to find your name?"</p> <p>"Yes, you found a name that begins with N. Remember that Nora's name also begins with N. What other letters will you look for so that you know it's your cubby?"</p> <p>Prompt the child and observe how many letters she can name from her name card.</p> <p>"You found your name card! Can you tell me the letters in your name?"</p>
Blue / Purple		<p>See GOLD® for the progression of development beyond the green colored band for this objective and dimension.</p>



3. Encourage the children to notice their name cards throughout the day.

Objectives & Dimensions

Primary Objective/Dimension:

- 16a. Identifies and names letters

Related Objectives:

- 3a. Balances needs and rights of self and others
- 8a. Comprehends language
- 8b. Follows directions
- 10a. Engages in conversations
- 11a. Attends and engages
- 12b. Makes connections
- 17a. Uses and appreciates books and other texts

Materials name cards and photos for identifying each child's cubby; name cards and photos for personalizing other places in the classroom (e.g., cribs, cots)

-
- Including all Children**
- To make the photo name cards for cubbies easier to see and handle, enlarge the cards or mount them onto firm paper of a contrasting color.
 - Pair children of different skill levels. One child can indicate a classmate, and the other child can find the classmate's cubby.
 - Address children by name so they know they are being asked to participate.**
 - To increase a child's vocabulary and comprehension, describe your actions in real time and describe what the child is doing.**

-
- Questions to Guide Your Observations**
- Was the child able to recognize any letters? If so, which ones?
 - How did the child make a connection between his name card and the associated objects in the classroom?

Related LearningGames®

Additional Ideas & Background Information **Background:** Before children are able to recognize letters, they begin to understand that one thing can represent something else--for example, that a picture of a banana represents a real banana. Using photo name cards helps a child make the connection between a picture of herself, her spoken name, and eventually, the letters that make up her written name.

Language and Literacy LL57

Waterworks

1. Introduce the watering cans and show children how to use them.

"This is a watering can. We use it to give water to plants. Plants get thirsty just like people! First we fill the watering can like this. Then we pour the water onto the thirsty plant."

2. Invite children to experiment with the watering cans at the water table, on the playground, or in the sandbox. Demonstrate how to refill the watering can by dipping it in the water bucket.

"Riley, would you like to use the watering can? I see a plant over there that looks dry. When you run out of water in your can, you can fill it in this bucket."

3. Talk with children about how water looks and feels and how it affects the things it touches.

"What does the water feel like? Yes, it feels cool and smooth! What does it look like when it is coming out of the can? I think it looks sparkly, too. How did the sand change when you poured water on it?"

Red	Ember Crowell <input type="radio"/>	<p>As you hold the child in your lap at the sink or water table, fill the watering can and allow the child to watch as you lightly sprinkle the child's hands or feet with water.</p> <p>"Now I'm pouring out the water. Can you feel it? It's cool and wet. Let's fill it up again."</p>
Red / Orange	<p>AMBERLY KLEMENS <input checked="" type="checkbox"/></p>	<p>Name the plants and other items that the child chooses to water with the watering can. Invite her to repeat your words.</p> <p>Teacher: "I see that you are watering the bush, Jenna. Can you say bush?"</p> <p>Child: "Bus."</p> <p>Teacher: "That's right! You're watering a bush. It must have been thirsty."</p>
Orange / Yellow	Owen Steward <input checked="" type="checkbox"/>	<p>Ask the child to name the items that he is watering with the watering can.</p> <p>"Ian, can you tell me about what you are watering? That's right, it's a rock. Now it's wet! What will you water next?"</p>
	Vivian Thompson <input checked="" type="checkbox"/>	
	Jayden Martinez <input checked="" type="checkbox"/>	
	Khaleesi Covington <input checked="" type="checkbox"/>	
	Pyper Crowell <input checked="" type="checkbox"/>	<p>Note when the child waters different items on the playground. Talk about what he is watering and how the item changes. Ask open-ended questions about what he is doing.</p> <p>"Søren, what are you watering now? Oh, I see that you're watering the logs by our worm bin. How do the logs change when you put water on them? Do they look different?"</p>
Yellow / Green		
Green	Maverick Cerrie <input checked="" type="checkbox"/>	<p>Talk with the child about why plants need water and how they get it.</p> <p>Teacher: "I see that you are watering the beans, Isabel. Why do you think the beans need water?"</p> <p>Child: "They're thirsty."</p> <p>Teacher: "That's right! Plants get thirsty just like people do. Where do you think they get water when we don't water them?"</p>
	Olivia Chen <input checked="" type="checkbox"/>	

Blue / Purple / Pink / Silver / Brown

See GOLD® for the progression of development beyond the green colored band for this objective and dimension.

Objectives & Dimensions

Primary Objective/Dimension:

- 9a. Uses an expanding expressive vocabulary

Related Objectives:

- 1a. Manages feelings
- 3a. Balances needs and rights of self and others
- 7a. Uses fingers and hands
- 8a. Comprehends language
- 8b. Follows directions
- 9b. Speaks clearly
- 10a. Engages in conversations
- 11a. Attends and engages
- 11d. Shows curiosity and motivation

Materials

water; child-sized watering cans; large bin or bucket of water for refilling watering cans

Including all Children

- Make sure all children have access to the materials.
- Offer children empty watering cans if they do not want to get wet.
- Describe a child's movements by modeling the correct use of English.**
- Use gestures or point to objects to illustrate or explain unfamiliar words.**

Questions to Guide Your Observations

- In what ways did the child share his ideas during the experience?
- In what ways did the child grasp and use the watering can?
- How was the child able to follow the directions of the experience?
- How did the child experiment with the watering can?

Related

LearningGames®

Additional Ideas & Background Information

Background: Water play, which is beloved by many young children, is a fantastic sensory experience that presents myriad learning opportunities. In this activity, you will harness children's natural desire to play with water into a platform for building important language and cognitive skills.

Language and Literacy LL50

What Do I See?

1. **Notice when the child is looking at an object. Talk about the object using rich vocabulary. Infants will discover their hands, feet, and nearby toys. Toddlers and twos can make observations about items in the classroom.**

"Daniel, I see that you're interested in the stuffed giraffe. It has a long neck and is covered with spots."

2. **Name the item that has captured the child's interest and discuss its characteristics. For older children, offer hints about an item that you see and invite the child to guess what it is.**

"I see you looking at your hand. You have two hands. One hand, two hands. There they are!"

"I see something brown and fuzzy. It's wearing a red bow tie. Can you guess what it is? You're right! It's the big teddy bear."

Red	Ember Crowell <input type="radio"/>	Talk to the child about her hands, her feet, and any toys that capture her interest.
Red / Orange	AMBERLY KLEMENS* <input checked="" type="checkbox"/>	"What do you see? Oh, you're looking at the crinkle owl. Here is the owl! Would you like to hold the owl?"
Orange / Yellow	Owen Steward <input checked="" type="checkbox"/>	Point to and name a familiar item. Notice if the child looks toward the item.
Yellow	Jayden Martinez <input checked="" type="checkbox"/>	"Brian, I see something soft. What do I see? Yes, it's your bunny. Your bunny is so soft."
Yellow / Green	Khaleesi Covington <input checked="" type="checkbox"/>	Describe a familiar object that you see. Point to the object and prompt the child to name it. Offer assistance as needed.
Green	Vivian Thompson <input checked="" type="checkbox"/>	"I see something that is long and orange on this table. What do I see? You're right! It's a crayon."
Green	Maverick Cerrie <input checked="" type="checkbox"/>	Encourage the child to identify objects. Ask yes/no questions about the item.
Green	Pyper Crowell <input checked="" type="checkbox"/>	"You found the map. Is the map on the wall?"
Green	Olivia Chen <input checked="" type="checkbox"/>	Take turns with the child to find items around the room. Ask open-ended questions about the item.
Blue / Purple / Pink / Silver / Brown		"Kareem, now it's your turn. Tell me about what you see. You told me that it's red and flat. Is it this book about puppies? What do you like about this book?"
		See GOLD® for the progression of development beyond the green colored band for this objective and dimension.

3. **Continue the activity for as long as children are interested.**

**Objectives &
Dimensions**

Primary Objective/Dimension:

- 8a. Comprehends language

Related Objectives:

- 2a. Forms relationships with adults
- 2c. Interacts with peers
- 9b. Speaks clearly
- 10a. Engages in conversations
- 11c. Solves problems

Materials

Including all Children

- Limit distractions and the general noise level in the room when talking with a child.
- When needed, use simple sentence structure and short sentences with easy vocabulary.**
- Give all children time to express themselves.**
- Follow a child's lead to encourage social interaction and communication. Recognize all attempts to communicate, e.g., eye gaze, changes in body position, gestures, and facial and vocal expressions.**

**Questions to Guide
Your Observations**

- Did the child notice and name objects?
- In what ways did the child interact with you during the experience?
- How did the child engage in back-and-forth exchanges?

**Related
*LearningGames®***

**Additional Ideas &
Background
Information**

Background: Children gain language skills when you offer them rich experiences and materials and talk with them. Describing and talking about what children see, hear, feel, taste, and smell helps them make connections between language and their environment.

Mathematics M22

Jump Counting

1. **Assess the children's ability to move and jump, e.g., younger children can be held and bounced in your lap, and older toddlers and twos can jump independently or while holding your hands.**

2. **Model jumping while saying, "Jump." Encourage children to imitate your actions.**

"Jump, jump, jump. Can you jump with me?"

3. **Count aloud the number of times each child jumps. If appropriate, invite the child to count the jumps with you.**

"Let's see how many times you can jump! One, two! You jumped two times. Okay, can you count with me this time?"

Red / Orange		<p>Hold a young infant in your lap and gently jump or bounce her while you support her head and torso.</p> <p>"Jump, jump, jump. One, two, three!"</p> <p>Support a mobile infant or young toddler in a standing position. Encourage him to bounce and/or jump. Count as he goes.</p> <p>"I see you jumping. One, two, three. Three jumps."</p>
	Ember Crowell <input type="radio"/>	
Orange / Yellow		<p>While the child holds your hands or holds onto a stable structure, model jumping and encourage her to imitate you. Invite the child to count the jumps. Do not correct inaccurate counting, but model the correct way to count the jumps.</p> <p>"Can you jump and count? One, two, three. Keep jumping!"</p>
	AMBERLY KLEMENS <input checked="" type="checkbox"/>	
	Owen Steward <input checked="" type="checkbox"/>	
	Vivian Thompson <input checked="" type="checkbox"/>	
	Jayden Martinez <input checked="" type="checkbox"/>	
	Khaleesi Covington <input checked="" type="checkbox"/>	
Yellow		<p>Jump with the child and encourage him to count the jumps. Support him when he becomes stuck or makes errors.</p> <p>"Can you count how many jumps you make? One, two--that's right. What comes next?"</p>
	Pyper Crowell <input checked="" type="checkbox"/>	
		<p>Challenge the child to jump and to count as high as she can.</p> <p>"How many times can you jump? Can you count them? Wow! You jumped five times without stopping. Keep going!"</p>
Green		
	Maverick Cerrie <input checked="" type="checkbox"/>	
Blue / Purple / Pink / Silver / Brown		<p>See GOLD® for the progression of development beyond the green colored band for this objective and dimension.</p>
	Olivia Chen <input checked="" type="checkbox"/>	

Objectives & Dimensions**Primary Objective/Dimension:**

- 20a. Counts

Related Objectives:

- 1b. Follows limits and expectations
 - 2a. Forms relationships with adults
 - 5. Demonstrates balancing skills
 - 6. Demonstrates gross motor manipulative skills
 - 8b. Follows directions
 - 20b. Quantifies
-

Materials

Including all Children

- Work with the children on at least two different surfaces, such as the grass and sidewalk.
 - If children are unable to jump, choose another movement that they can do during this activity.
 - Use a wide strip of high-contrast tape on the floor for children with mobility devices to step over.
 - Hold the child's hand as she bends at the knees to jump.
 - Use visual and verbal cues for encouragement.**
 - When teaching a new word, put the word at or near the end of a sentence as often as possible to emphasize it.**
-

Questions to Guide Your Observations

- Was the child able to count? If so, how high?
 - In what ways did the child interact with you as you jumped together?
 - How did the child jump and move his body during the experience?
-

Related LearningGames®

Additional Ideas & Background Information

Background: Young children love to move their bodies. There are many important skills that children can practice as they participate in physical activities. In this activity, children use jumping as a way to learn numeracy and counting skills.

Language and Literacy LL06

Sticky Tables

1. **Introduce the rolls of tape. Encourage the children to explore the tape. Remind children that tape belongs only in their hands and on the table. Supervise closely to prevent tape from getting into children's hair and mouths.**









"I have three rolls of tape. One roll is green, one roll is blue, and one roll is orange. Which one would you like to hold?"

2. **Place on the table long pieces of tape (at least 12 inches long but of varying lengths) that overlap and connect. Invite the children to direct you as you place the pieces of tape.**

"I'm putting this long piece of tape on the table. Where should I put this blue piece? Can you take this end of the tape and place it where you think it should go, Javier?"

3. **Invite the children to pick at the tape ends to pull them up. Encourage the children to experiment using different techniques with their fingers.**

"Can you take the tape off the table? Wow, it is really stuck!"

Red		<p>Sit with the child near the table that is covered with pieces of tape. Show her how you pull at loose tape ends. Support her in exploring the tape as you describe her actions.</p> <p>"You're touching the sticky tape end with your hand. Look, that little piece of green tape is stuck to your hand. Even when you shake your hand, it won't fall off! Shake, shake shake."</p>
Ember Crowell		
Red		<p>Sit with the child near the table that is covered with pieces of tape. Describe his actions and the tape's properties. Acknowledge the child's verbal and nonverbal communication.</p> <p>"You are pulling up this sticky purple tape. It's stuck to your shirt. Can you pull it off? Oh! Now it's stuck to your hand! You're smiling and shaking your hand!"</p>
Red / Orange		<p>Sit near the child. As the child explores the tape, identify the tape based on its color or size.</p> <p>"Can you try pulling up the little yellow tape? You found the little yellow piece of tape. It has a loose end, so I think it might be easier to pull up."</p>
AMBERLY KLEMENS		
Orange / Yellow		<p>As the child works on pulling up the tape, support him in describing the tape's properties.</p> <p>"What color is the tape you're picking at? Oh, it's green. Is it sticky all over? That's right! This side is sticky. One side is sticky, and the other is not sticky."</p>
Owen Steward		
Vivian Thompson		
Jayden Martinez		
Khaleesi Covington		
Pyper Crowell		
Yellow / Green		<p>Prompt the child to describe the tape and how it is used.</p> <p>"What can you tell me about the tape you pulled off? It's 'blue and sticky'? I see that it's sticking to your fingers! Do you use tape at home? How do you use it? You use it 'for presents'? Oh, you use tape to wrap presents."</p>
Green		<p>As the tape is removed from the table, invite the child to describe how to use it in different ways (e.g., rolling the tape pieces into a sticky ball, lining up the pieces from short to long, sorting the pieces by color, tearing the pieces into shorter pieces).</p> <p>Teacher: "Oralia, you pulled up an entire piece of blue tape. I wonder what else you can do with it."</p>
Maverick Cerrie		

	Olivia Chen 
	Blue / Purple / Pink / Silver / Brown

Child: "I'm rolling it into a ball, but it's sticky. This red piece can cover up the sticky part."
See GOLD® for the progression of development beyond the green colored band for this objective and dimension.

4. **Repeat the activity by placing the tape on the table in a new pattern. Talk about what you're doing as you lay down the tape.**
 "This piece of brown tape is very long. Look how it hangs over the edge of the table. I'm putting this green piece of tape next to it. The green piece is much shorter."

Objectives & Dimensions

Primary Objective/Dimension:

- 9a. Uses an expanding expressive vocabulary

Related Objectives:

- 7a. Uses fingers and hands
- 9c. Uses conventional grammar
- 9d. Tells about another time or place
- 11b. Persists
- 11e. Shows flexibility and inventiveness in thinking
- 12b. Makes connections
- 13. Uses classification skills
- 22a. Measures objects

Materials

rolls of plain or colored masking tape or first-aid adhesive cloth tape (colored classroom tape, blue painter's tape, or first-aid tape is preferred because these kinds of tape are gentler on children's sensitive skin); a child-size table

Test in advance to make sure the tape will not damage the table or leave a sticky residue. (Residue can often be removed with a bit of vegetable or baby oil.)

Including all Children

- Fold over loose tape ends to make a tab or attach pieces of felt to the tape ends to allow children to grasp the tape more easily.
- Use dark or brightly colored classroom tape to provide visual contrast with the table.
- Limit the number of intersecting pieces of tape to reduce frustration.
- Describe the color of the tape in the child's home language.**
- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.**

Questions to Guide Your Observations

- How did the child communicate and describe the experience of pulling up and using the tape?
- In what ways did the child demonstrate fine-motor strength and coordination by using her fingers and hands to pick up and pull up the tape?
- Did the child use one-, two-, three-, or four-word sentences while describing his experience with the tape?

Related LearningGames®

Additional Ideas & Background Information

Background: Young children love the experience of exploring and playing with tape. Exploring lengths of tape stuck to a table allows children to develop their vocabulary as they discuss the properties of this fun material and to use and strengthen their fine-motor skills.

Language and Literacy LL50

What Do I See?

1. Notice when the child is looking at an object. Talk about the object using rich vocabulary. Infants will discover their hands, feet, and nearby toys. Toddlers and twos can make observations about items in the classroom.

"Daniel, I see that you're interested in the stuffed giraffe. It has a long neck and is covered with spots."

2. Name the item that has captured the child's interest and discuss its characteristics. For older children, offer hints about an item that you see and invite the child to guess what it is.

"I see you looking at your hand. You have two hands. One hand, two hands. There they are!"

"I see something brown and fuzzy. It's wearing a red bow tie. Can you guess what it is? You're right! It's the big teddy bear."

Red	Ember Crowell <input type="radio"/>	Talk to the child about her hands, her feet, and any toys that capture her interest.
Red / Orange	AMBERLY KLEMENS* <input checked="" type="checkbox"/>	"What do you see? Oh, you're looking at the crinkle owl. Here is the owl! Would you like to hold the owl?"
Orange / Yellow	Owen Steward <input checked="" type="checkbox"/>	Point to and name a familiar item. Notice if the child looks toward the item.
Yellow	Jayden Martinez <input checked="" type="checkbox"/>	"Brian, I see something soft. What do I see? Yes, it's your bunny. Your bunny is so soft."
Yellow / Green	Khaleesi Covington <input checked="" type="checkbox"/>	Describe a familiar object that you see. Point to the object and prompt the child to name it. Offer assistance as needed.
Green	Vivian Thompson <input checked="" type="checkbox"/>	"I see something that is long and orange on this table. What do I see? You're right! It's a crayon."
Green	Maverick Cerrie <input checked="" type="checkbox"/>	Encourage the child to identify objects. Ask yes/no questions about the item.
Green	Pyper Crowell <input checked="" type="checkbox"/>	"You found the map. Is the map on the wall?"
Green	Olivia Chen <input checked="" type="checkbox"/>	Take turns with the child to find items around the room. Ask open-ended questions about the item.
Blue / Purple / Pink / Silver / Brown		"Kareem, now it's your turn. Tell me about what you see. You told me that it's red and flat. Is it this book about puppies? What do you like about this book?"
		See GOLD® for the progression of development beyond the green colored band for this objective and dimension.

3. Continue the activity for as long as children are interested.

**Objectives &
Dimensions**

Primary Objective/Dimension:

- 8a. Comprehends language

Related Objectives:

- 2a. Forms relationships with adults
- 2c. Interacts with peers
- 9b. Speaks clearly
- 10a. Engages in conversations
- 11c. Solves problems

Materials

Including all Children

- Limit distractions and the general noise level in the room when talking with a child.
- When needed, use simple sentence structure and short sentences with easy vocabulary.**
- Give all children time to express themselves.**
- Follow a child's lead to encourage social interaction and communication. Recognize all attempts to communicate, e.g., eye gaze, changes in body position, gestures, and facial and vocal expressions.**

**Questions to Guide
Your Observations**

- Did the child notice and name objects?
- In what ways did the child interact with you during the experience?
- How did the child engage in back-and-forth exchanges?

**Related
*LearningGames®***

**Additional Ideas &
Background
Information**

Background: Children gain language skills when you offer them rich experiences and materials and talk with them. Describing and talking about what children see, hear, feel, taste, and smell helps them make connections between language and their environment.

Language and Literacy LL34

Our Names, Our Things

1. Introduce the children to their photo name cards throughout the classroom, such as the cards on their cubbies and the cards at their sleeping areas. Show them how they can determine which name cards are theirs by looking for their photos.

"Each cubby has a name and a picture. Let's look to see who this cubby belongs to."

2. After the children identify their name cards, talk about how they were able to identify the correct cards. Point to and name the first letter on each name card.

"You found your picture, Aaron! And here is the letter A for Aaron. This is the shelf that has your blankets and sleepy bear for nap time."

Red / Orange / Yellow	Ember Crowell <input type="radio"/>	<p>Show the child his name card. Prompt him to look closely at his photo. Take the child to find his photo around the room. Point out the first letter in the child's name on the card.</p> <p>"Here's your name card, Moti. See? It has your face and your name. Your name starts with the letter M. Let's see whether we can find your name on these cubbies. Where's Moti? Yes, that's your cubby!"</p>
AMBERLY KLEMENS <input checked="" type="checkbox"/>		
Owen Steward <input checked="" type="checkbox"/>		
Vivian Thompson <input checked="" type="checkbox"/>		
Jayden Martinez <input checked="" type="checkbox"/>		
Khaleesi Covington <input checked="" type="checkbox"/>		
Yellow	Pyper Crowell <input checked="" type="checkbox"/>	<p>Show the child her name card. Prompt her to look closely at her photo and her name. Encourage the child to point to her photo and the first letter in her name as she recognizes them around the room.</p> <p>"Yes, that is your picture and your name. This is your cubby. It is where you put your coat and bag each day. Avery starts with A. Can you show me your special letter A?"</p>
Yellow / Green	Maverick Cerrie <input checked="" type="checkbox"/>	<p>Encourage the child to find his name card among three cards with names and photos. When he finds his name card, have him point to his name. Invite him to name any letters he recognizes on his name card. Spell his name pointing to each letter as you name it.</p> <p>"Melvin, you found your name card. It says Melvin. What letters do you see in your name? Yes there;s the M. M-E-L-V-I-N. Melvin!"</p> <p>Point to the names on the other name cards and read them to the child.</p> <p>"Here is the name card for Tabitha. Her name starts with a T."</p>
Green		<p>Invite the child to identify her name card using only the letters on the card. You may choose to hide the photo with your hand to help the child focus on the letters. Ask questions that will help her find her name among the other names.</p> <p>"Natalia, your cubby has your name on it. Which letter will you look for to find your name?"</p> <p>"Yes, you found a name that begins with N. Remember that Nora's name also begins with N. What other letters will you look for so that you know it's your cubby?"</p> <p>Prompt the child and observe how many letters she can name from her name card.</p> <p>"You found your name card! Can you tell me the letters in your name?"</p>
Blue / Purple		<p>See GOLD® for the progression of development beyond the green colored band for this objective and dimension.</p>



3. Encourage the children to notice their name cards throughout the day.

Objectives & Dimensions

Primary Objective/Dimension:

- 16a. Identifies and names letters

Related Objectives:

- 3a. Balances needs and rights of self and others
- 8a. Comprehends language
- 8b. Follows directions
- 10a. Engages in conversations
- 11a. Attends and engages
- 12b. Makes connections
- 17a. Uses and appreciates books and other texts

Materials name cards and photos for identifying each child's cubby; name cards and photos for personalizing other places in the classroom (e.g., cribs, cots)

-
- Including all Children**
- To make the photo name cards for cubbies easier to see and handle, enlarge the cards or mount them onto firm paper of a contrasting color.
 - Pair children of different skill levels. One child can indicate a classmate, and the other child can find the classmate's cubby.
 - Address children by name so they know they are being asked to participate.**
 - To increase a child's vocabulary and comprehension, describe your actions in real time and describe what the child is doing.**

-
- Questions to Guide Your Observations**
- Was the child able to recognize any letters? If so, which ones?
 - How did the child make a connection between his name card and the associated objects in the classroom?

Related LearningGames®

Additional Ideas & Background Information **Background:** Before children are able to recognize letters, they begin to understand that one thing can represent something else--for example, that a picture of a banana represents a real banana. Using photo name cards helps a child make the connection between a picture of herself, her spoken name, and eventually, the letters that make up her written name.

Mathematics M03

Everyday Patterns

1. Display photos of children engaged in various routines in appropriate places around the room--for example, near the eating area, display photos of children eating; next to the door, hang photos of families' hellos and good-byes.
2. When following the daily schedule, draw children's attention to and talk about the patterns that occur. Offer short, gentle prompts to remind children what to expect next.

"Roger, after I change your diaper it will be time for our morning walk." "Before we eat lunch, we need to wash our hands. I am going to carry you to the sink to help you wash your hands."

Red	Ember Crowell <input type="radio"/>	<p>Describe what you do as you carry out daily routines with the child.</p> <p>"You're all finished with your bottle. I'm going to burp you now."</p> <p>"You're rubbing your eyes and yawning. I can tell you're getting tired. It's time for nap. Let's rock for a little bit, sweetheart, and then you can take a nap in your crib."</p>
Red / Orange	Jayden Martinez <input checked="" type="checkbox"/>	<p>Help the child notice a specific routine by calling attention to it.</p> <p>"I hear the clean-up song. That's how we know it's time to put our toys away for now."</p>
	Khaleesi Covington <input checked="" type="checkbox"/>	
Orange / Yellow	AMBERLY KLEMENS <input checked="" type="checkbox"/>	<p>Acknowledge when the child shows interest in and knowledge of the patterns in the daily routine.</p> <p>"Frank, do you see Ms. Sawyer's class on the playground? You know we go outside when they do. Let's get your jacket so we can go outside and join them."</p>
	Owen Steward <input checked="" type="checkbox"/>	
	Vivian Thompson <input checked="" type="checkbox"/>	
Yellow / Green	Pyper Crowell <input checked="" type="checkbox"/>	<p>Introduce repeating patterns during daily activities and support the child in copying them.</p> <p>"It's time for lunch, so we need to set the table. I am going to put out the plates. Can you please put a cup next to each plate?"</p>
	Maverick Cerrie <input checked="" type="checkbox"/>	
Green	Olivia Chen <input checked="" type="checkbox"/>	<p>Invite the child to copy a simple pattern during a daily routine.</p> <p>"We just stepped on a green tile and then a white tile and then a green tile and then a white tile. It's a pattern! Which tile should we step on next on our way to get your coat from your cubby?"</p>
Blue / Purple / Pink / Silver / Brown		<p>See GOLD® for the progression of development beyond the green colored band for this objective and dimension.</p>

3. When changes occur that cause the daily schedule to deviate from the typical pattern, give children advance notice and reminders.
"Alex, usually after we have snack, we go outside to play, but today Mommy is coming to pick you up after snack so you can go to Grandpa's house."

Objectives & Dimensions

Primary Objective/Dimension:

- 23. Demonstrates knowledge of patterns

Related Objectives:

- 1b. Follows limits and expectations
- 2a. Forms relationships with adults
- 8a. Comprehends language
- 9d. Tells about another time or place
- 12a. Recognizes and recalls
- 12b. Makes connections

Materials photos of children engaged in a variety of routines, such as eating, sleeping, and starting the day

Including all Children

- Use gestures and expressions to help demonstrate patterns in the daily schedule.**
- To reinforce concepts and unfamiliar words, refer to posted photos of the children involved in daily routines.**

Questions to Guide Your Observations

- How did the child show an awareness of patterns in the daily routines?
- Did the child understand and respond to you during the daily routines?
- In what ways did the child demonstrate an awareness of the sequence of personal routines?

Related LearningGames®

Additional Ideas & Background Information In an infant room there are as many schedules as there are infants. Help infants begin to develop their own patterns for sleeping, eating, and other basic needs. Although toddlers' and twos' schedules are more consistent and group oriented, it is still important to be flexible about responding to individual children's needs and to maintain an unhurried pace each day. For example, if a toddler who arrives to the program later in the day repeatedly struggles to fall asleep at nap time, offer her books or other materials to use while she rests.

Background: Understanding patterns is a foundational skill in mathematics. Children begin to identify patterns in their environment at an early age. Following a predictable schedule of routines each day helps young children learn about patterns and feel secure as they learn what to expect next. While it is important to maintain a schedule that is regular enough to be predictable, schedules must also be flexible enough to meet individual needs and take advantage of the learning opportunities that emerge continually every day. In general, the younger the children, the more flexible and individualized the schedule must be.
