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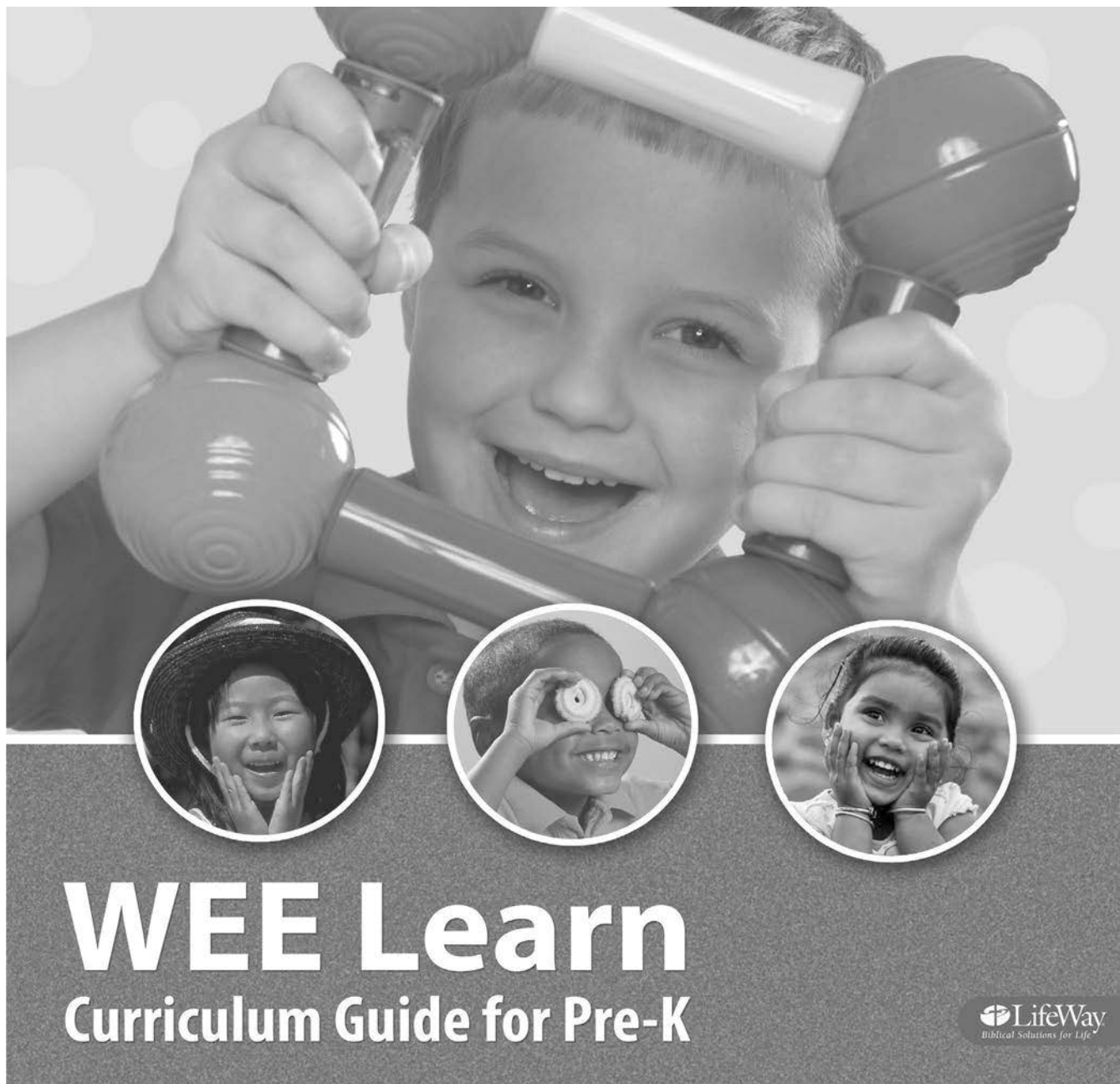
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LifeWay
Biblical Solutions for Life

WEE Learn

Curriculum Guide for Pre-K



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Stephanie Chase

Gayle Lintz

Amy Morrow

Pat Murphy

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We believe the Bible has God for its author; salvation for its end; and
truth, without any mixture of error, for its matter and that
all Scripture is totally true and trustworthy.

We are grateful to Floyd and Sandra Messer for their generous donation for the rewrite of this guide.
May God count it unto them as righteousness and bless them eternally for the lives they have touched.

With gratitude and appreciation,
Ellen McKinley – President/Founder 1993-2018

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Amy Morrow

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Pat Murphy

Patricia (Pat) D. Murphy serves as Director of Childhood Education, working with families of preschoolers and children at First Baptist Church in Edmond, Oklahoma. She is a curriculum writer and also writes articles to assist parents and teachers. Pat leads seminars and workshops focusing on weekday education, missions, and Bible study for preschoolers and children throughout the United States. She has taught in lab schools while participating in mission trips around the world. Pat has over 34 years of experience which includes directing five-day-a-week, year-round weekday, mother's day out, and mom's programs in addition to Bible study and discipleship programs. Pat and her husband, Jerry, have three married daughters and seven grandchildren.

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Ready, Set, Go!

Purpose

To help pre-kindergartners feel safe and secure in their new school environment; to help pre-kindergartners feel loved and accepted as they make new friends; to provide a stimulating environment where children feel free to make choices and know that school is a good place to learn about people who love God and to begin to sense His love for them.

Preparing to Teach

- Create a climate of freedom to choose and accomplish new skills.
- Remain flexible and ready to change directions during the first day of school.
- Encourage boys and girls who may be uneasy with the new environment. They may need affirmation as they experience a new school.
- Provide easy-to-identify activities with simple, yet clear directions.
- Include activities that boys and girls would normally do at home.
- Provide first-hand experiences that enhance children's sense of curiosity and help them explore their environment.

Bible Story



Jesus Went to Church
(Luke 2:40-52)

Child Engagement Story



Rebecca's New Friend

Unit Bible Verse or Phrase

Jesus grew (Luke 2:52).

Other Bible Verses or Phrases

Mary and Joseph took Jesus to church (Luke 2:27).

We work together (1 Corinthians 3:9).

Samuel grew (1 Samuel 2:26).

Do what God says (Exodus 19:5).

Learning Centers



Art Center

Paint with Water **P W**
 Draw with Chalk
 Paint with Watercolor
 Design a Montage
 Create a Collage
 Paint with Hands
 Paint with Cars
 Decorate Letters **r w**



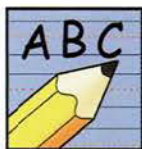
Construction Center

Learn About Safety
 Build a Road
 Sort Blocks from Small to Large **n**
 Play with Cars, Trucks, and School Bus
 Build a City **r**
 Build with a Friend
 Chart the Blocks **n**



Book and Listening Center

Feature an Author
 Create a Hands and Feet Book **r w**
 Discover a Peek-a-boo Board **r w**
 Make a Picture Book **r**
 Make Book Posters
 Create File Folders **w**
 Make Bookmarks
 Create a Magnetic Rebus Story
 Listen to a Book **r**
 Narrate a Book



Writer's Corner

Find Friend and Teacher Names **r**
 Make a Class Directory **n r w**
 Interview a Friend **w**
 Use the Mail Center **r**
 Design Buttons **w**
 Graph Hair Color **n w**



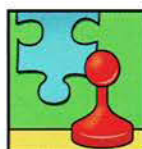
Dramatic Play Center

Drive to School
 Set the Table/Eat Lunch
 Make Fruit Salad **r**
 Dress Up



Nature and Science Center

Plant a Window Garden **n**
 Count and Sort Seed **n**
 Investigate Vibrations
 Play with Sand and Funnels



Games and Manipulatives Center

Open Locks with Keys **n w**
 Work Puzzles **r**
 Match Letters **p**
 Play a Feed the Caterpillar Game
n p



Movement and Music Center

Be an Acrobat
 Sing Songs **p**
 Play a Letter Game **p r**
 Make Loud and Soft Sounds

Unit 1 - Ready, Set, Go!

Concepts to Be Emphasized

- School is a happy place to be.
- I will meet new friends at school.
- I can make good choices and do what God tells me.
- I can work with friends.

Levels of Biblical Learning Self

- I am growing.
- I can take turns and learn to share.
- God made me so I can think, work, and play.

Community and World

- I can help others around me.
- God made people alike and different.
- God wants people to work together. People have different kinds of work to do.

Bible Story

Jesus Went to Church
(Luke 2:40-52)

Unit Bible Phrase or Verse

Jesus grew (Luke 2:52).

Other Bible Verses/Phrases

Mary and Joseph took
Jesus to church
(Luke 2:27).

We work together
(1 Corinthians 3:9).

Jesus grew in favor with
God and others.
(Luke 2:52)

ABCs—1, 2, 3s

Math Skills **n**

Chart the Blocks
Count and Sort Seed
Fill In a Grow Chart
Graph Boys and Girls
Make Class Yellow Pages
Open Locks and Keys
Plant a Window Garden
Play a Feed the Caterpillar
Game
Review Bible Phrases
Sort Blocks from Small to
Large

Phonological Awareness **p**

Match Letters
Paint with Water
Play a Feed the Caterpillar
Game
Play a Letter Game

Play a Name Game
Sing Songs

Reading Skills **r**

Build a City
Create File Folders
Decorate Letters
Discover a Peek-a-boo
Board
Find Friend and Teacher
Names
Listen to a Book
Make Class Yellow Pages
Make Fruit Salad
Make a Picture Book
Play a Letter Game
Review Bible Phrases
Read a Book
Talk About the Unit Words
Use the Mail Center
Work Puzzles

Writing Skills **w**

Create a Hands and Feet
Book
Decorate Letters
Design Buttons
Discover a Peek-a-boo
Board
Design Buttons
Graph Boys and Girls
Interview a Friend
Make Class Yellow Pages
Open Locks with Keys
Paint with Water

Unit Words

friend, Jesus, kind, learn,
me

Additional Skills and Activities

Music & Movement

- Be an Acrobat
- Sing Songs
- Play a Letter Game
- Make Loud and Soft Sounds

Phonological Awareness & Alphabetic Knowledge

- Jumping Sentences
- Name Graph
- Letter Stomp
- Make an Alphabet Book

- Shaving Cream Letters

STEM

- Bubble Shapes
- Nature Math
- Sticks & Play Dough
- Rock Texture Graph
- Magnetic Fun

Recipes & Sensory Play

- Apple Pie Play Dough
- Applesauce

- Autumn Writing Tray
- Sensory Bin Exploration
- Fruity Frozen Yogurt Snacks
- Dirt Paint Shapes & Letters
- Buried Treasure Hunt

Unit Vocabulary

- | | |
|----------------|-------------|
| • Acrobat | • Kindness |
| • Centers | • Plan |
| • Collaborate | • Respect |
| • Construction | • Safety |
| • Funnel | • Schedule |
| • Garden | • Share |
| • Graph | • Vibration |
| • Grow | |

Compound Words

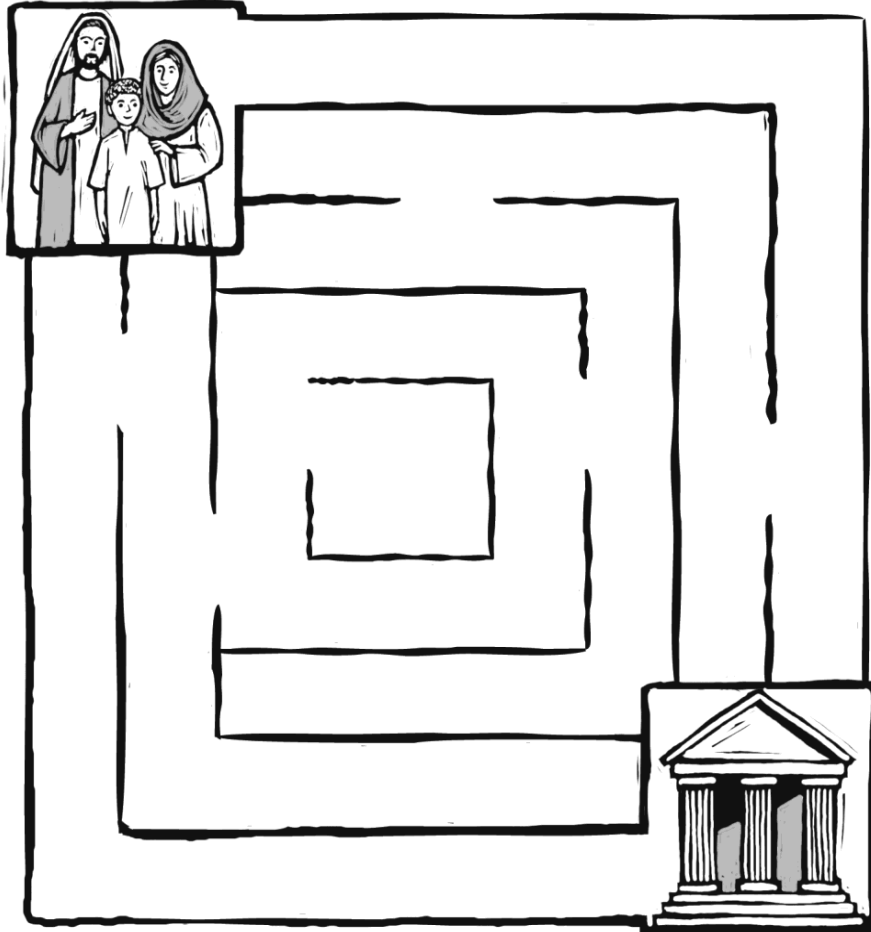
- | | |
|--------------|--------------|
| • Bookshelf | • Playground |
| • Classmate | • Weekday |
| • Paintbrush | • Weekend |

Home Activity

This week your child has been getting acquainted and making new friends. Each child is becoming aware of the importance of safety and following new guidelines for play and being with friends. Your child may have questions about the expectations you or his teachers have. Take time this week to encourage your child to tell about his experiences. Answer his questions about school. Use the following suggestions to encourage conversation:

- Invite your child to demonstrate the motions to a new song learned at school this week.
- Read the Bible story, “Jesus Went to Church,” from Luke 2:40-52. Tell your child that Jesus grew and learned to do new things. Remind your child that he is growing and learning new skills at school. Invite him to try a new skill at home.
- Visit his school and ask him to tell you what takes place when he is there.
- Ask your child to tell you about safety at school. Who is in charge? How many boys and girls can be in an activity at one time? How tall can the blocks be stacked?
- Ask permission from your child’s teacher to take photos of the students and make a photo album at home to aid in talking about new friends.
- Encourage your child to draw a favorite activity from school.
- Print your child’s name and ask him to name the letters.

Take time this week to encourage your child in talking about experiences, likes, and dislikes. We are looking forward to an exciting and delightful year of learning with you and your child.



Parent Corner

Open the Bible to Luke 2:40-52. Tell the story about Jesus’ family going to church to worship and learn more about God. Suggest that your child tell you about new people he met this week and something he learned about God.

Bible Story

Jesus Went to Church

The Bible tells us that Jesus grew and became strong. As He grew, He learned about God. When Jesus was 12 years old, He went to the temple in Jerusalem with Mary and Joseph. They traveled with their friends and family.

When it was time to leave, everyone started home together. After they had traveled for a while, Mary and Joseph began to look for Jesus. They could not find Him. No one knew where Jesus was.

Mary and Joseph hurried back to look for Jesus. After three days, they found Jesus in the temple. He was listening to the teachers and asking them questions. The teachers were surprised by how much Jesus knew about God.

Mary asked Jesus: “Why are You here? We have been worried about You. We have been looking for You everywhere.”

Jesus answered: “Why were you looking for Me? Didn’t you know I would be in the temple talking about God?”

Jesus went home with Mary and Joseph and did what they told Him to do. As Jesus grew older and stronger, He knew more about God.

—based on Luke 2:40-52

*WEE Learn Teaching Picture for Pre-K
“Jesus Went to Church”*

Character Development/Moral Value
Friendliness, Respect

Child Engagement Story

Rebecca’s New Friend

Rebecca opened her eyes. The sun was shining in her window. It was a pretty day, but Rebecca was unhappy. This was the first day to go to her new school. All of Rebecca’s friends were at her old school. This made Rebecca very sad and she was afraid because she didn’t know any of the children at her new school.

Her mother called her to get up and told her she was making her favorite breakfast, but Rebecca got up slowly. She put on her bathrobe and bedroom slippers then walked slowly to the kitchen. She wasn’t even hungry. Rebecca’s mother noticed she looked sad and asked her what was wrong. “Nothing really” Rebecca replied.

Her mother asked if she was feeling badly (sick), but Rebecca did not answer. Then her mother said, “Rebecca, I know there is something wrong please tell me what I can do to help you.” Finally, Rebecca said, “I don’t want to go to school. I don’t know any one there.”

Her mother told her she could make new friends, but Rebecca just kept thinking about her old friends. When she arrived at school, her teacher met her with a smile and took her over to meet a new friend. Before long Rebecca and her new friend Jeannie were talking and working together. Later others joined them and Rebecca made more friends.

On the way home that day, Rebecca told her mom all about her new friend, Jeannie. Mother was right. Making new friends was fun. On the rest of the way home, she was busy thinking about all the things she and Jeannie could do the next day.

Follow up: Talk about how to grow in favor with others just like Jesus did. Luke 2:52

Start Each Day

- **Greet the children.** Invite them to sit in the group-time area by singing “The Wheels on the Bus,” from *Toddler Tunes*. (See Resources, page 31.)
The wheels on the bus go round and round. (move hands in circular motion)
Round and round, round and round.
The wheels on the bus go round and round,
All around the town. (extend arms up and out)
Additional verses:
The wipers on the bus go swish, swish, swish. (sway hands back and forth)
The baby on the bus goes, “Wah, wah, wah.” (rub eyes)
People on the bus go up and down. (stand up, sit down)
The horn on the bus goes beep, beep, beep. (pretend to beep horn)
The money on the bus goes clink, clink, clink. (drop change in)
The driver on the bus says, “Move on back.” (hitchhiking movement)
- **Talk about the day’s weather.** Show the weather calendar and talk about what day of the week it is.
- **Explain the helper chart.** Explain that each child will have a turn helping. Give each child an index card printed with the child’s name to place in the helper box. Draw out names each day and place them on the helper assignment chart.
- **Explain the center activities.** Make a map of the classroom, indicating where each activity is located. On the map, indicate with a number how many children can safely be in each activity. Demonstrate new or unfamiliar activities offered each day.
- **Talk about safety rules.** For example, the sand in the sand table should remain inside the table and should not to be thrown at friends.

Transition Ideas

- **Use a rhyme to prepare for the next activity.** Invite students to repeat each line and do the motions with you. As children make eye contact, conclude with “I like it when you listen and follow directions.”
I’m Ready
Big ears to hear. (cup hands behind ears)
Big eyes to see. (loop fingers like pretend glasses in front of eyes)
Now I’m ready. (point to self)
One, two, three. (clap hands three times; then put hands in lap)
- **Sing instructions.** Directions that are given through music are often easier for children to follow. Indicate a change in activity to the tune of “The Muffin Man”: “It’s time to come to group time, group time, group time. It’s time to group time, join the circle now.” (See Resources, page 31, My Favorite Kids songs Collection.)
- **Try a pretend game for transition to outside time.** Pretend to be mice and tiptoe silently down the hall and out the door.

Tip ~~~~~

Remain flexible. The key to successful transitions with pre-kindergartners is providing enough time to prepare to move.

Learning Centers



Art Center

Exploration, experimentation, and expression of emotions all take place through art activities. Through the use of creative materials, children gain self-confidence and begin to learn more about the world around them. During the first few days of school, art activities need to be simple, yet challenging enough to entice a child to participate.

Place primary colored sheets of construction paper to draw attention to the Art Center. Print the Bible phrase, **Jesus grew** (Luke 2:52) on the paper and display it in the Art Center. Weekly restock a variety of crayons, markers, assorted paper, chalk, glue sticks or glue, and additional materials suggested.

Paint with Water **P W**

Target Skills:

Shows beginning control of writing by using various drawing and art tools with increasing coordination

Uses eye-hand coordination to perform fine motor tasks

Shows alphabetic knowledge

Materials: large cardboard box, paintbrushes, small buckets or containers, spray bottles of water, drop cloth, colored chalk, laminated name cards

- Spread the drop cloth on the floor (or take the activity outside) and place the box in the center.
- Fill each bucket or container with 2 inches of water. Arrange the buckets, paintbrushes, and spray bottles near the box.
- Invite the children to spray or “paint” the box with water.
- Some children may want to “paint” their names on the box. Provide name cards as necessary or use the colored chalk to write their name and encourage them to trace over it with water.
- Discuss the sounds that the beginning letter in each name makes. Are there friends whose names begin with the same letter or sound?

Draw with Chalk

Target Skills:

Explores visual arts

Creates visual arts to communicate an idea

Demonstrates an understanding of how print is used

Materials: easel, various sizes and colors of chalk, large pieces of dark construction paper, teacher marker

- Invite the children to use the chalk to draw a favorite person.
- Use the opportunity to talk about how each child has grown and will make new friends at school. Everyone came to school to learn and grow, just as God planned.
- Point out that each person draws differently, yet alike in many ways.
- Ask each child to tell you about their drawing and offer to write what they say across the bottom of the paper. Read the dictation back to the child and allow them to display their drawing.

Paint with Watercolor

Target Skills:

Approaches daily activities with creativity

Explores visual arts

Demonstrates increasing control of small motor muscles to perform simple tasks

Materials: Manila paper, watercolor paints, containers with water, two sizes of small brushes, smocks

- Put a small amount of water into each container. Place the materials on the art table.
- Encourage the children to choose different colors of paint. As children paint, talk about the changes when colors are mixed. Remind the children to paint only on their papers.

- Talk about how God made each person to make choices at school.
- Discuss the choices each child made with their painting. “Tell me about your painting.” “Why did you choose to use this color?”

Design a Montage

Target Skills:

Shows understanding of words and their meanings

Demonstrates increasing control of small motor muscles to perform simple tasks

Materials: glue sticks, construction paper, children’s scissors, colored pictures of stop signs, traffic lights, and children in school settings, riding a school bus, and on a playground

- Place the materials on the art table.
- Discuss ways of being safe at school.
- Invite children to choose pictures of things they like to do at school, cut them out, and glue them on their papers.
- Encourage children to tell what they like about the pictures they chose.
- Ask the children questions about their pictures, such as “What is one way to stay safe in the playground?” or “What does the green light mean?” Talk about ways to be safe.

Create a Collage

Target Skills:

Explores visual arts

Uses hand-eye coordination to perform fine motor tasks

Shows understanding of words and their meanings

Materials: white construction paper, tissue paper, liquid starch, children’s scissors, small cups, paintbrushes, shallow box

- Explain that a collage is a piece of art made by sticking different materials onto a backing.
- Display samples or pictures of collages.
- Show children how to cut different colors of tissue paper into small shapes. Place the pieces in the box. Pour a small amount of starch into each of several cups. Place the materials on the table.

- Invite children to create a collage. A child dips his brush in the starch and brushes over the tissue paper on the white paper.
- Encourage the children to compare their collages to the sample collages. How are they alike? How are they different?

Paint with Hands

Target Skills:

Approaches daily activities with creativity

Explores visual arts

Connects phrases and sentences to build ideas

Materials: liquid starch, powdered tempera paint, Manila paper, plastic trays, smocks

- Pour 1 tablespoon of liquid starch directly onto a plastic tray. Sprinkle on a little powdered tempera paint. A child can mix together to make finger paint.
- Encourage children to use fingers to make designs in the paint. If a child creates a design he wants to keep, guide him to make a print by gently pressing a sheet of Manila paper over the paint.
- Discuss each child’s painting. What do they like about it? Why did they choose the colors? How did the paint feel on their hands? How was this experience different than painting with a paintbrush?

Paint with Cars

Target Skills:

Shows curiosity and is eager to learn new things and have new experiences. Uses eye-hand coordination to perform fine motor tasks

Materials: plastic cars with textured wheels, liquid paint, newspaper, foam plates or trays, smocks

- Put each color of paint onto a separate foam plate. Place the cars next to the paint. Cut the newspaper into 9-by-12-inch pieces.
- Give each child a sheet of newspaper. Invite them to drive the car through the paint and then over their paper.
- Talk about the ways children came to school today. Sing “The Wheels on the Bus,” substituting the word *car* for *bus*.

Decorate Letters **r w**

Target Skills:

Approaches daily activities with creativity

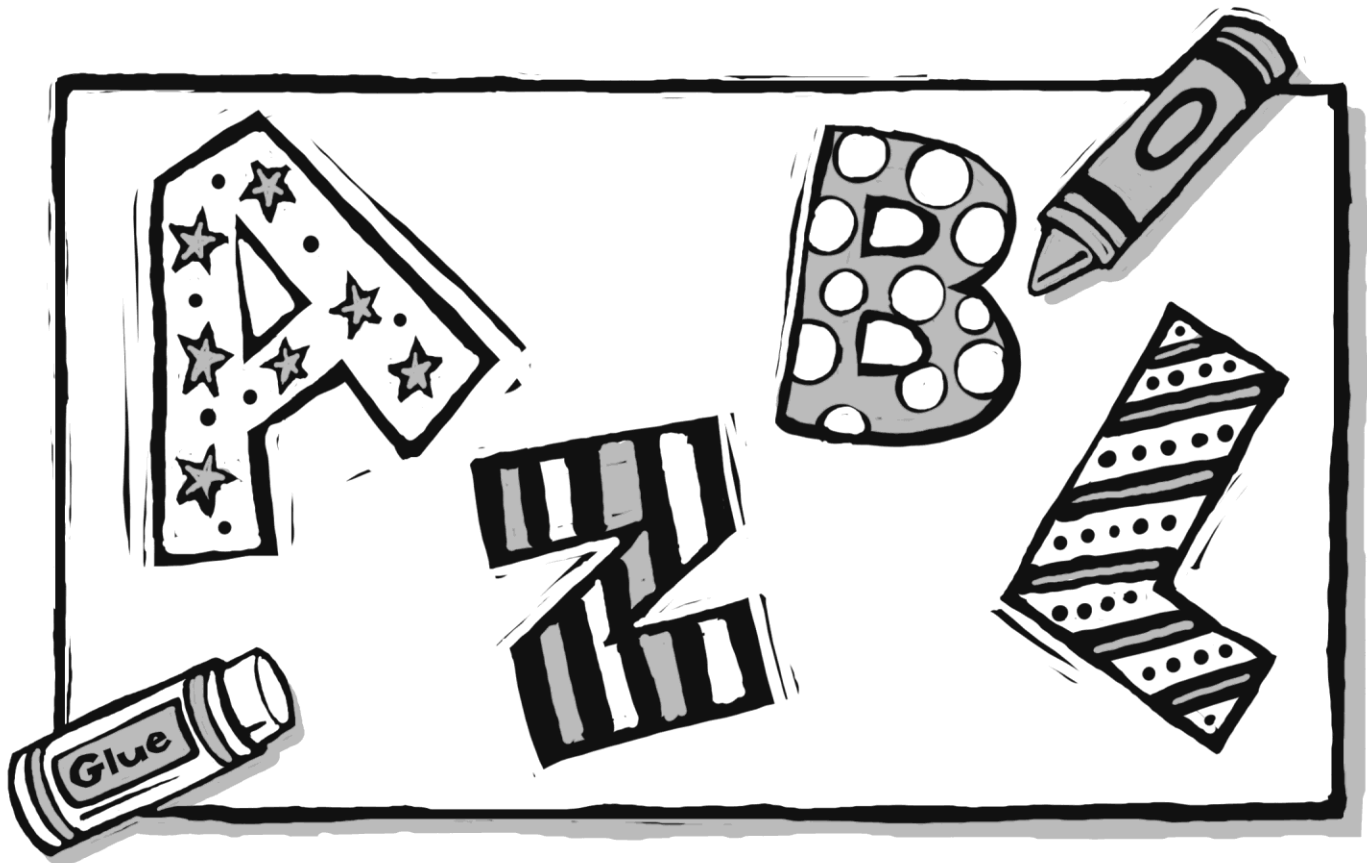
Exploring visual arts

Shows Alphabetic knowledge

Materials: 2-inch letters cut from assorted colors of construction paper, markers, dot stickers, glitter glue, crayons, glue sticks, 12-by-18 inch sheets of Manila paper, laminated name cards

- Arrange the materials on the art table. Allow children the freedom to choose, decorate, and arrange the letters on the Manila paper as desired.

- Ask children to identify letters and name (allow use of a name card if needed).
- Assist children as they spell out their names.
- Use the Bible phrases Jesus grew and Samuel grew as children create.
- Encourage children to find friends whose names begin with the same letter as their own. Can they think of other words that begin with that sound?



Learning Centers



Construction Center

Find pictures of children playing together and display these pictures in the Construction Center. Print the Bible phrase, “**We work together**” on a sentence strip and display it with the pictures. Add traffic signs, traffic light, safety vehicles, and stand-up community helper figures to the center.

Learn About Safety

Target Skills:

Child understands and uses a wide variety of words for a variety of purposes
Demonstrates increasing motor control and balance

Materials: beanbag, white poster board, marker, glue, pictures of blocks, traffic signals, safety vehicles, and safety helpers

- Divide the poster board into four sections. Write the words *blocks*, *safety helpers*, *safety vehicles*, and *traffic signal* in separate squares. Place a picture in each column related to each word. Place the safety chart on the floor with the beanbag.
- Invite children to toss the bean bag on the chart and tell about the picture where it landed.
- Talk about the safety rules when a child chooses a picture. Explain that rules keep everyone safe.

Build a Road

Target Skills:

Shows beginning control of writing by using drawing and art tools with increasing coordination
Shows motivation for reading
Connects phrases and sentences to build ideas

Materials: art paper, markers, cars, trucks, traffic signs, blocks of varying sizes, materials for creating signs (markers, pencils, children’s scissors, and paper).

- Lay the paper on the floor near the block shelf. Place the cars, trucks, and other accessories on the shelf with the blocks.
- Invite the children to draw a road on the art paper or use blocks to build a road nearby. Blocks can represent houses or buildings.

Children may choose to draw their own buildings on the paper.

- Encourage children to place on their designs signs and traffic signals that keep everyone safe.
- Discuss the different signs and what they mean. Why is it important to obey traffic signals and signs? Can you think of other traffic signs you have seen?
- Invite children to create more traffic signs to use on their road.
- Ask the children about their trip to school. What kind of vehicle did they take? Who drove? Did they notice any traffic lights or signs along the way? Talk about the journey Jesus and His family took when they went to church where Jesus learned about God.
- Encourage children to look for traffic lights and signs on their way home from school and discuss them with family members.

Sort Blocks from Small to Large **n**

Target Skills:

Interacts with and develops positive relationships with peers
Counts and knows the sequence of number names
Child predicts the results of a data collection, with teacher support and multiple experiences over time

Materials: assorted sizes of square and rectangle blocks, poster board, marker

- Draw a line down the center of the poster board. On one side print the word *large* and on the other, print the word *small*.
- Position the poster board near the block shelf. Place a large rectangular block near the word *large* and a small rectangular block near the word *small*.
- Ask children to predict whether there are more large blocks or small blocks.

- Compare the sizes as children sort the blocks. Ask: “Which do you think is larger?” “On which side do we place it?” “How do you know?”
- Once the children are finished sorting, assist them in counting the number of blocks in each column. Write the total number of blocks at the bottom of each column. Invite the children to compare the totals. Ask, “Are there more large blocks or small blocks?” Discuss the results (assist them as needed).
- Revisit the children’s predictions.
- Encourage the children to work together with new friends as they discover small and large sizes.

Play with Cars, Trucks, and School Bus

Target Skills:

Represents and analyzes data

Shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said

Materials: sturdy toy cars, trucks, and a school bus, traffic signals, wooden blocks, masking tape, magazine pictures of children with cars, trucks, and school buses, glue, construction paper, poster board, markers,

- Prop magazine pictures of children with cars, trucks, and school buses near the Construction Center. For stability glue the pictures to construction paper and laminate them. Use masking tape to make a simple road on the floor.
- Tell children how you came to school. Ask: “Did you ride to school in a car, a truck, or a bus?”
- Invite children to use the accessories to show how they traveled to school and to use blocks to build something they saw on the way to school.
- Create a graph depicting how each child traveled to school (car, truck, bus, other). Discuss the results of the data. “How did the most friends get to school today?” “How do you know?” “How did the fewest friends travel to school?”
- Sing “The Wheels on the Bus” softly as children work build. Substitute the word *car* or *truck* for *bus*. Discuss the children’s block structures.

Build a City

Target Skills:

Shows beginning control of writing by using various drawing and art tools with increasing coordination.

Shows motivation for reading

Shows motivation to engage in written expression

Materials: wooden blocks, newspaper, small cardboard boxes, clear packing tape, markers, toy vehicles, block play people, index cards

- Use newspaper to lightly stuff the boxes. Tape the ends closed with the packing tape. Arrange the boxes, markers, cars, and people in the area.
- Encourage children to use markers to draw on the boxes to create different kinds of buildings. They can use the buildings and blocks to create a city.
- Find small labels or logos from businesses or places in your community. Cut the labels from environmental print, such as newspaper or magazine ads. Glue some labels to index cards to use as signs. Laminate them to make them more durable. Invite children to attach some labels to buildings and vehicles.

Note: Let children create their own signs.

Encourage children to draw pictures and write or dictate words onto cards to represent places in your community.

Build with a Friend

Target Skills:

Demonstrates understanding of one-to-one correspondence. Shows understanding by participating in the comparison of quantities. Interacts with and develops positive relationships with peers.

Materials: wooden blocks, gift bags, large index cards, marker

- Place a certain number of blocks into separate gift bags. For example, put seven blocks in one bag, four blocks in another bag, five blocks in another bag, and so on.
- Use an index card to label each bag with the number of blocks. Arrange the bags on the block shelf.

- Invite a child and a friend each to choose a bag and work together to build with the two bags of blocks. Ask each child to count the blocks in his/her bag to make sure that it matches the written numeral on the label. Discuss which bag has the most blocks.
- Once they have completed building, ask the children to tell you about their structure. How did they decide what to build? Encourage them to count the total number of blocks they used.
- Use the Bible phrase, **We work together** as children build.
- Remind children to return the correct number of blocks to each bag.

Materials: poster board, wooden blocks, marker, self-stick dots

- Draw a column on the poster board for each shape of block on the block shelf. At the top of each column, trace around a different shape of block. Lay the poster and the dots in front of the block shelf.
- Invite children to count each type of block on the shelf. Encourage several children to work together, each counting a different type of block.
- Guide them to put one dot in the appropriate column for each block of that kind. When all blocks have been charted, discuss the results.



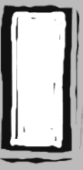









Chart the Blocks **n**

Target Skills:

Demonstrates understanding of one-to-one correspondence

Shows understanding by participating in the comparison of quantities

Interacts with and develops positive relationships with peers

Learning Centers



Book and Listening Center

Books help introduce the world to people of all ages, including preschoolers. The Book and Listening Center should entice and invite children to explore. Provide books relating to unit activities when possible. Select space in the room away from noisy activities. Place a small rug with several throw pillows along with books chosen to help in the transition from home to school.

Feature an Author

Target Skills:

Shows increasing confidence in their own abilities

Child demonstrates an understanding of narrative structure through storytelling/re-telling

Shows motivation for reading

Materials: soft rug, pillows, books by Alexandra Day (See Resources, page 31.)

- Create a cozy place to read with the rug and pillows. Arrange the books on a shelf or on the floor of the center.
- Invite children to “read” the books. Books by Alexandra Day have few words, so most children will enjoy “reading” them alone. As children “read,” ask questions about the pictures shown. Encourage them to make up their own narration for the book.

Create a Hands and Feet Book

Target Skills:

Shows increasing confidence in their own abilities

Uses eye-hand coordination to perform fine motor tasks

Materials: poster board, crayons, markers, hole punch, binder rings, laminated name cards

- Cut poster board into four equal pieces. Cut enough pieces for all children and the teacher plus the cover.
- Trace around your feet and hands on one piece of poster board. Print your name above the drawing. Then print *My hands can ____ My feet can ____* under the drawing, filling in the blanks with something you like to do. For the cover, print *Feet and Hands Can* on another piece of poster board.

- Place all the materials on a table in the Book and Listening Center. Invite the children to trace around their own hands and feet. Assist them in printing their names on the top left corner of their pages (use name cards if necessary). Ask each child to share something that their hands and feet can do and write their response across the bottom of their paper.
- Read the book aloud to the children. Tell them they are growing and learning to do new things.

Discover a Peek-a-boo Board

Target Skills:

Shows beginning control of writing by using various drawing and art tools with increasing coordination

Shows motivation for reading

Materials: white poster board, green, red, yellow, and blue construction paper, glue, black permanent marker, washable black markers

- Print the words *red, blue, green, and yellow* on separate sections of the poster board with the black marker. Create flaps to cover the printed words by gluing the one sheet of the corresponding color of construction paper to the poster board.
- Invite children to lift a colored flap and “read” the color word.
- Provide 4 large sheets of construction paper in each of the four colors and invite children to create class color posters by adding marker drawing of something that is the corresponding color. For instance, a child may choose to draw a flower or a banana on the yellow paper or maybe a tree or frog on the green. Remind children to be respectful of other children’s contributions and try not to draw on top of another’s artwork.

Make a Picture Book

Target Skills:

Shows motivation for reading
Connects phrases and sentences to build ideas
Shows increased vocabulary to describe many objects, actions, and events

Materials: four sheets of construction paper per child, pictures of families from the internet or color copies of your students and their families, glue sticks, yarn, hole punch, children's scissors

- Place the supplies on a table. Allow children to choose pictures that will help tell their stories.
- Ask them to attach pictures with the glue sticks provided. Guide them to use the hole punch to make holes for the yarn that will hold their book pages together.
- Encourage each child to show his book to a friend and tell a story.

Make Book Posters

Target Skills:

Shows motivation for reading
Connects phrases and sentences to build ideas
Approaches daily activities with creativity

Materials: 12-by-18-inch Manila paper, glue sticks, book stickers, book titles, pictures of books

- Arrange the supplies on a table in the Book and Listening Center. Explain that posters are made for new books to help people know about the books.
- Ask children to name favorite books they have read this week. Invite them to create a poster for one of the books with the supplies provided.
- Explain that the name of the book is called the title, the person who writes the words is called an author, and the illustrator draws the pictures. Point out the title, author, and illustrator for each book the children choose. Ask thinking questions such as, "What did you like best about this book?" "What was it about?" "Why do you think other people should read it?"
- Display the posters in the book center and invite children to tell about their creations.

Create File Folders

Target Skills:

Uses eye-hand coordination to perform fine motor tasks
Demonstrates increasing control of small motor muscles to perform simple tasks

Materials: two legal-sized file folders per child, assorted colored dots, alphabet stickers, laminated name cards, markers, crayons, glitter glue, construction paper circles, squares, triangles, and rectangles

- Print each child's name on a separate index card. Place the supplies on a table in the Writing Center.
- Invite children to decorate their folders. Explain that the folders will hold notes and other creations to show to parents.
- Provide laminated name cards for children to copy if they wish.
- Cover the folders with clear contact plastic or laminate them.

Make Bookmarks

Target Skills:

Interacts with and develops positive relationships with peers
Approaches daily activities with creativity

Materials: strips of construction paper, glitter glue, markers, stickers

- Explain that books are an important part of the room. Careful use of books will help them last longer. Show children how to use bookmarks to mark a place in the book instead of laying it on the floor open.
- Invite each child to color a bookmark. Encourage the use of stickers and glitter glue to make it special.
- Suggest that children make a bookmark to give to a friend.

Create a Magnetic Rebus Story

Target Skills:

Enjoys reading and reading related activities
Develops special friendships
Shows motivation for reading

Materials: unlined 3-by-5-inch index cards, marker, adhesive magnetic tape, metal cookie sheet or magnet board

- Print the following words onto separate index cards: *My, friend, is, friends, are, We, like, and to*. Print each child's name on a separate index card. Put a strip of magnet tape on the back of each card. Place all the materials in the Book and Listening Center.
- Encourage children to make sentences with their names and friends' names. Possible sentences could include: *My friend is James. Karen and Lisa are friends. We like to _____.*
- Invite children dictate words or draw pictures on the blank cards to make other sentences.
- Preview this activity in group time before placing it in the Book and Listening Center.

Listen to a Book

Target Skills:

Increases knowledge through listening

Shows increased vocabulary to describe many objects, actions, and events

Shows motivation for reading

Materials: book on media recorder, small quilt, pillows

- Arrange the media player with the book and pillows on the quilt.
- Invite children to sit or lie on the quilt to listen to the book. Encourage them to follow along with the printed book as they listen.
- Once they have finished listening to the book, ask them to tell you about it. Ask questions such as, "What was the story about?" "What was the best part of the story?" "Do you like the way it ended?" "What is another way it could have ended?"

Narrate a Book

Target Skills:

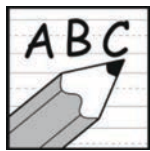
Shows increased vocabulary to describe many objects, actions, and events

Shows motivation for reading

Materials: book *Carl Goes to Daycare*, media recorder/player, soft rug

- Spread the rug on the floor of the Book and Listening Center. Lay the book and recording equipment on the rug.
- Invite a child to look at the book and describe what she sees. Show her how to work the recording equipment. Say: "This book has pictures and not many words. You can make up the words to go with the pictures." Allow her to record her narration for the story,
- Play the children's recordings during group time.





Writer's Corner

Writing is a process not a duplication of forming letters and symbols. Children need the opportunity to express their emotions and connections to others through scribbles, simple line drawings, and eventually formulation of letters into words.

Find Friend and Teacher Names **p r**

Target Skills:

Shows motivation for reading
Shows alphabetic knowledge
Recognizes some letter sounds

Materials: index cards, marker, pencils, pens, and washable markers

- Print the names of the children and teacher on two sets of index cards with the marker. Provide additional index cards for children to “write” their own names, if they choose. Place the writing utensils and the cards on a table in the Writer’s Corner.
- Invite children to match the names on the cards. Encourage children to find the name of the friend working next to them.
- Encourage them to name the letters in their names (assist them as needed). Ask if they can find a friend’s name that begins with the same letter. What sound does the first letter in their name make?

Make a Class Directory **n r w**

Target Skills:

Interacts with and develops positive relationship with peers
Shows motivation to engage in written expression
Uses letter like shapes or letters to write words or parts of words

Materials: construction paper, printed individual head shot photographs of each student and teacher, group picture of the entire class, glue sticks, index cards, crayons, pencils, hole punch, yarn, permanent marker (teacher’s use only, washable markers)

- Print *Pre-Kindergarten Student Directory* on one sheet of construction paper. Glue the photo of the entire class under the words. Laminate that sheet and one other sheet of construction paper.

- Print out a photo of each child.
- Using the permanent marker, print children’s names on index cards with their birthdays.
- Glue each child’s picture and index card to a separate sheet of paper. Allow them to “write” their name on the blank part of their page. Punch holes in the sheets and using the laminated sheets as covers, tie the pages together with the yarn.
- Invite children to look at the photos and discuss their birthdays. How old are they? In what month were they born? Challenge them to find a friend who is born in the same month or on the same date in a different month.
- Add paper and pencils next to the classroom directory so the children can copy their friends’ names if they choose.

Interview a Friend **w**

Target Skills:

Demonstrates increasing control of small motor muscles to perform simple tasks
Interacts with and develops positive relationship with peers. Attends to communication and language from others

Materials: paper, crayons, markers

- Make the supplies available each day for children to use.
- Encourage children to ask a friend questions, then draw pictures that represent the answers provided. For example: Do you have a pet? What kind of pet do you have? Do you have brothers or sisters? What does your mom or dad do at work?
- Invite children to interview someone they do not know. Ask children to tell about their interviews during group time.

Use the Mail Center **r**

Target Skills:

Shows alphabetic knowledge
Shows motivation to engage in written expression

Materials: two sheets of white poster board, one library pocket per child, shallow box, glue, washable markers, paper, crayons, pencils, envelopes, stickers, laminated name cards

- Print each child's first and last name on a separate library pocket.
- Print across the top of the poster board the title *Mail Center*. Attach library pockets to the poster board with glue.
- Secure the poster board to a wall near the Writer's Corner. Place paper, stationary, envelopes, and other writing supplies, and name cards in a shallow box nearby.
- Invite children to write notes to friends and place in their friends' mailboxes. Children can draw pictures and print words.
- Encourage children to check their mailboxes each week. Make sure that each child receives mail at some time.

Design Buttons **w**

Target Skills:

Shows motivation to engage in written expression
Intentionally uses scribbles/writing to convey meaning

Materials: poster board, crayons, pencils, glue sticks, glitter glue, markers, masking tape

- Cut 3-inch circles from the poster board. On a sheet of paper, print statements that relate to the preschoolers such as *I am a star*, *My name is* __, *I am a friend*. Place the materials on a table in the writer's corner.
- Encourage children to create their own buttons. Children delight in making a statement through the use of a button.
- Help children use the tape to wear their buttons.

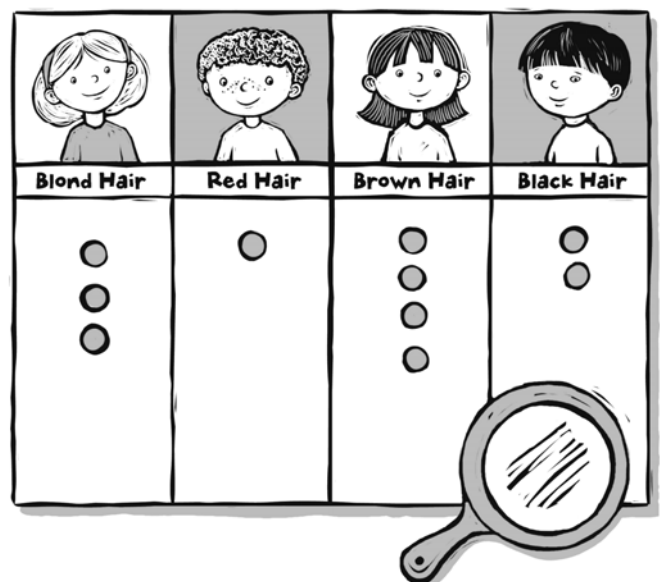
Graph Hair Color **n w**

Target Skills:

Demonstrates understanding of one-to-one correspondence
Shows understanding by participating in the comparison of quantities
Represents and analyzes data

Materials: chart paper, non-breakable mirror, permanent marker (teacher use only), colored self-stick dots, pictures of children from the internet (one with blond hair, black hair, brown hair, and red hair)

- Divide the paper into four columns. At the top of each column glue a picture of a child with different hair color. Below each picture print the appropriate words: *blond hair*, *red hair*, *brown hair*, *black hair*.
- Attach the poster to the wall of the center. Lay the mirror and the dots near the chart.
- Invite a child to look in the mirror and talk about his/her hair color. Guide him/her to choose a dot and place it in the correct column.
- In group time, assist the children in counting the total number of dots in each column and write the numbers at the bottom of each column. Discuss the data and ask children questions such as, "How many friends have blond hair?" "What color hair do most of the children in our class have?" "What color do the fewest friends have?"



Learning Centers



Dramatic Play Center

Imagination and imitation are necessary as children grow and develop. Children in pre-kindergarten are capable of doing many things but need the opportunity to experiment and apply those new skills. Introduction of new materials and supplies provides the stimulation these children need. Keep the Dramatic Play Center free from clutter and wash the dress-up items frequently.

Drive to School

Target Skills:

Explores dramatic play and theatre
Approaches daily activities with creativity

Materials: large cardboard box, markers, stickers, chairs, plastic steering wheel or round disk, toy horn

- Lay the box on its side. Cut small holes in two sides of the box for windows. Cut a door in one side and a “windshield” in the end. Place the box in the center of the Dramatic Play Center.
- Invite the children to use the markers and stickers to decorate the car.
- Use chairs for seats in the vehicle. Encourage children to pretend to drive to school or other places.

Set the Table/Eat Lunch

Target Skills:

Explores dramatic play
Shows eagerness and curiosity to learn new things and have new experiences

Materials: plastic dishes (including serving pieces), plastic tub, colorful tablecloth to fit a child-sized table, plastic silverware, cloth napkins, fresh flowers, plastic vase, plastic food items, empty plastic and cardboard containers from real food (juice bottles, condiment containers, etc.)

- Place supplies in a plastic tub near the table
- Invite the children to explore items in the plastic tub. Say: “You can eat lunch with new friends. Will you help set the table?”
- Encourage children to talk about what kind of food they like to eat for lunch.
- Remind children to include the flowers as they set the table. Say: “God gives you good food to help you grow. You are growing just like Jesus.”

Make Fruit Salad

Target Skills:

Makes healthy food choices
Shows motivation for reading
Follows multi-step directions

Materials: poster board, markers, fresh fruit, large bowl, large spoon, small plastic plates, plastic knives, small plastic cups, plastic spoon

- Print *Fresh Fruit Salad* across the top of the poster board. Print the steps for making the fruit salad under the title: 1. *Wash hands*, 2. *Cut up fruit*, 3. *Stir together*, 4. *Eat!* Beside each statement draw a simple illustration of that step.
- Invite children to make fruit salad. Read over the recipe together. Tell them which step is *first*, *second*, *third*, and *fourth*. Give each child a plastic plate and knife for cutting up fruit. (The teacher should cut fruit before giving it to the children. For example, cut an apple into slices and children can easily cut the slices into chunks for the salad.)
- Talk about favorite fruit as children work. Explain that fruit is a healthy food. Allow them to take turns stirring the salad in the large bowl.
- Give each child a cup of fruit salad to enjoy.

Dress Up

Target Skills:

Shows awareness and describes some jobs that people do
Explores dramatic play

Materials: adult shoes or boots, scarves, youth-sized dress shirt, youth-sized dress, baseball cap, glasses with lenses removed, paper, writing utensils, small desk or table, child-sized chair, children’s book, and other “teacher props”

- Lay out or hang the clothing pieces to encourage children to explore. Place the tablet, pencil, glasses, and bell on the desk.
- Suggest that one child dress up like the teacher and play school. Encourage the children to take turns being the teacher.

Learning Centers



Nature and Science Center

Experiences with nature and science provide children with clues to how the world is a wonderful and awesome gift from God. Foundations are laid to learn that God made the world.

Plant a Window Garden **N**

Target Skills:

Explores growth and change of living things
Shows curiosity and is eager to learn new things and have new experiences.

Materials: shallow planter box, trowel, marigold seed, a clear plastic cup, bucket of potting soil, small pebbles or gravel, watering can, a plastic place mat

- Show children the packet of seeds. Ask if anyone knows how seeds grow into flowers. Explain that seeds need soil, water, and sunlight.
- Invite children to place pebbles or gravel on the bottom of the planter box. Explain that this will help keep the seeds from getting too much water. Allow children to add a layer of potting soil to the planter.
- Put the marigold seed in a clear plastic cup. Encourage children to make holes in the soil using the end of their fingers and then to add a few marigold seeds.
- Tell the children to cover the seed with more soil. Invite the children to water the soil and seed.
- Set the planter in the window and observe the changes daily. What do they notice? What do they think will happen next? Review the planting process. Do they remember what they did first?

Count and Sort Seed **N**

Target Skills:

Demonstrates the use of simple tools and equipment for observing and investigating
Examines objects and makes comparisons
Demonstrate one-to-one correspondence

Materials: four plastic bowls, a plastic tray, a magnifying glass, paper and pencil, a variety of seed such as sunflower seed, marigold seed, pumpkin seed, and apple seed

- Arrange the seeds on the tray with the plastic bowls. Glue one seed of each type in the bottom of a separate bowl. Print on separate sheets of paper the numbers 1, 2, 3, 4, 5.
- Invite children to sort the seeds into the bowls that have the same kind of seed.
- Lay the sheets of paper with the numbers nearby and ask the children to put that number of seeds on the paper.
- Encourage use of the magnifying glass to observe differences of each type of seed. What do they notice? Ask, "How are they alike?" "How are they different?"

Investigate Vibrations

Target Skills:

Demonstrates the use of simple tools and equipment for observing and investigating
Shows understanding of words and their meanings

Materials: tuning fork, drum, plastic rulers, rubber bands, shoe box, masking tape

- Explain that the word *vibrate* means to move back and forth.
- Tape the ends of two rulers to a table. Let most of the ruler extend past the table. Put four rubber bands around a shoe box with no lid. Lay the items on a table in the center.
- Demonstrate how to strike the tuning fork. Invite children to play the drum, strum the rubber bands, and gently hit the ends of the rulers. Encourage children to watch as the objects vibrate.
- Guide them to stop the vibrations. Ask, "What happens when you stop the vibrations?" "Why do you think the sound stopped when the vibrations stopped?"

Play with Sand and Funnels

Target Skills:

Interacts with and develops positive relationships with peers

Shows curiosity and is eager to learn new things and have new experiences

Materials: sand table (or plastic dishpans), clean play sand, variety of funnels, small scoops

- Place the clean sand in plastic dishpans if no sand table is available. Lay the funnels and the scoop on top of the sand.

- Direct the children to scoop sand into a funnel and move the funnel over the sand in the tray to make designs and letters.
- Remind children to keep the sand inside the table or dishpan. Encourage children to take turns and help one another.
- Use the Bible phrase, **We work together** as children cooperate and play together.



Learning Centers



Games and Manipulatives Center

Puzzles are important in helping children learn the pre-reading skill of working from left to right. They also develop a sense of accomplishment. Games encourage cognitive, emotional, and physical skill development in addition to learning cooperative skills.

Open Locks with Keys **n w**

Target Skills:

Uses eye-hand coordination to perform fine motor tasks

Demonstrates increasing control of small motor muscles to perform simple tasks

Materials: commercial or homemade lock board with four different types of locks and keys (See Resources, page 31).

- Challenge the children to locate the keys to open each set of locks.
- Add latches and hinges for further interest and challenge. This activity is a great tool to strengthen finger muscles, which are used in the development of writing skills

Work Puzzles **r**

Target Skills:

Uses eye-hand coordination to perform fine motor tasks

Shows increasing confidence in their own abilities

Materials: wooden puzzles of children playing, the temple, colorful place mats or carpet squares

- Lay each puzzle on a separate place mat or carpet square on a table or the floor.
- Encourage children to take the puzzle pieces out one at a time and lay them on the left side of the puzzle.
- Help children remember on which side to lay the pieces. Put a colored dot in the upper left-hand corner of the puzzle.

Match Letters **p**

Target Skills:

Shows alphabetic knowledge

Shows visual abilities to facilitate learning

Materials: 3-by-5-inch index cards, 2-inch die-cut letters, 4-by-6-inch pieces of construction paper, glue stick

- Cut two each of the letters which represent the first letters of the children's names. Mount the letters on index cards and glue the cards to a piece of construction paper. Laminate the cards for durability.
- Lay the cards face down on a table for a concentration game. Ask a child to name a friend whose name starts with a letter.

Play a Feed the Caterpillar Game **n p**

Target Skills:

Demonstrates understanding of one-to-one correspondence

Shows understanding of how to count and construct sets

Materials: book *The Very Hungry Caterpillar*; potato chip can with lid, green paint, wiggle eyes, index cards, marker, multiple pictures or cutouts of food

After reading, *The Very Hungry Caterpillar*, invite the children to play this game.

- Paint the chip can green to resemble a caterpillar. Glue two wiggle eyes on the lid. Cut a slit in the lid large enough to accommodate the pictures.
- Print on the index cards different food combinations to feed the caterpillar. Some examples are: *2 apples + 3 pickles*, *1 plum + 4 cupcakes*.
- Stack the cards next to the food pictures and the caterpillar. Display the book for a child who is interested in reviewing the story.
- Guide a child to choose a card and feed the caterpillar the food that is listed. Encourage children to count the total number of items as they feed the caterpillar.

Learning Centers



Movement and Music Center

Music and movement encourage children to use large muscle groups while exercising. Eye-hand coordination increases as children learn to follow directions while participating in movement activities.

Be an Acrobat

Target Skills:

Demonstrates increasing motor control and balance

Demonstrates the ability to combine movements for gross motor skills

Materials: scarves, masking tape, index cards, glue stick, clip art of children downloaded from the Internet doing simple actions such as bending, skipping, hopping, stretching, sitting, standing on one foot, jumping

- Glue on the index cards the pictures of the children doing the simple actions. Make lines and shapes on the floor with the masking tape.
- Explain that acrobats are very good at performing stunts like jumping, balancing, and tumbling. Invite the children to pretend to be acrobats.
- Lay the cards and scarves on the floor. Ask a child to choose a card and imitate the picture shown.
- Offer scarves to the children to wave as they move from place to place.
- Encourage the children to try a new motion.

Sing Songs **P**

Target Skills:

Shows alphabetic knowledge

Explores music

Materials: *Kiss Your Brain*, media player, construction paper, marker

- Write the track numbers of the songs “Letter Aerobics” and “The World Family” on a piece of construction paper. Display the page near the media player.
- Invite children to choose a song listed on the page.
- Encourage children to sing and move with the music. Letter sounds are reinforced with words that are familiar to children.

Play a Letter Game **p r**

Target Skills:

Follows multi-step directions

Names some letter sounds

Materials: music, media player, small box, marker, index cards, glue sticks, small pictures cut from magazines

- Label the box with a letter of the alphabet. Glue the pictures to the index cards. Many of the pictures should represent items which begin with the letter chosen for the box.
- Place the box on the floor and spread the pictures facedown around the box.
- Play a song and invite children to walk around the box while the music plays. When the music stops, each child chooses a card. If the picture begins with the chosen letter, the child puts it in the box. If not, the picture is put aside. Assist children as needed.
- Continue the game until all the pictures are chosen.

Make Loud and Soft Sounds

Target Skills:

Shows curiosity and is eager to learn new things and have new experiences

Shows understanding of words and their meanings

Materials: poster board, scissors, spinner (See Appendix page 123 in the Teacher Resource Guide), marker, paper

- Cut a circle from poster board to fit the lazy Susan. On one half of the circle, make a simple drawing of a child with his mouth open wide. On the other half, draw a child with his mouth closed. Attach the circle to the lazy Susan. Cut an arrow from a piece of paper.
- Invite a child to spin the spinner. If the arrow points to the “soft” side, ask the children to clap softly or quietly. If it points to the “loud” side, ask children to clap loudly.
- Vary the game by asking children to tap their toes, sing, talk, or snap their fingers.

Additional Activities Phonological Awareness, Alphabetic Knowledge & Emergent Literacy

Jumping Sentences

Target Skills:

Distinguishes individual words within spoken phrases or sentences

Demonstrates increasing motor control and balance

Materials: numbered carpet squares (1-5) or large pieces of construction with the numerals (1-5) written on them, small group of three to five children

- Place carpet squares in a line on the floor (1-5)
- Explain that you are going to read each child a sentence and ask them to jump on one carpet square or piece of paper for each word they hear. Demonstrate the process by reading, “I like school” and jumping on the first square while saying “I” the second square while saying “like” and the third while saying “school”. Bring to their attention that you are standing on the square labeled with the numeral 3 and repeat the sentence, displaying one finger for each word. Ask how many words in the sentence, “I like school”.
- Invite the children to play using short sentences with obvious pauses between the words
- As the children master the skill add more words to the sentences.

Name Graph

Target Skills:

Represents and analyzes data

Shows alphabetic knowledge

Materials: Chart paper, markers, laminated name cards, laminated letter cards depicting an upper and lower case letter, tape or sticky tack

- Write across the top of the chart paper “Does your name have a _____?” Draw a horizontal line under that phrase and then a vertical line down the middle of the paper so that it is

divided in half. Write “Yes” on the top of one side and “No” on the top of the other side.

- Laminate the chart paper. Tape a letter card in the blank space.
- Invite children to find their name card, decide if their name has the letter that is displayed and tape their card to the correct side of the graph.
- Once all children have completed this activity, assist them in counting the data represented on both sides of the graph. “Our graph shows us that seven friends have the letter *S* in their names.” “How many friends do not have the letter *S* in their names?” “Can we find some other words that have the letter *S*?” Invite children to look around at the print in the room or in books and find more words that have an *S*.
- Change the displayed letter the next day.

Letter Stomp

Target Skills:

Names most letters

Recognizes almost all letters when named

Materials: 26 solid color paper plates (various colors), permanent marker, laminated name cards, laminated letter cards (for variation)

- Print uppercase and lowercase alphabet letters on the plates, mix them up, and spread them on the ground in an open area.
- Working in small groups, encourage children to find the letters that spell their names and stomp on each one as they name the letter. If needed, hold up the child’s name card and ask the other children to assist their friend by naming or finding the correct letters.

Option: place letter cards in a box or bag and mix them up. Allow a peer to pick a card, shout out the letter and ask the child taking the turn to find the letter.

Make an Alphabet Book

Target Skills:

Names most letters

Recognizes some letter sounds

Shows beginning control of writing by using various drawing and art tools with increasing coordination

Materials: Various alphabet books, white construction paper, crayons, markers, laminated letter cards, hole punch, yarn

- Discuss and display the alphabet books. Tell children that they can work together to make a class alphabet book.
- Allow each child to choose a letter card. Ask them to name the letter. Do they know what sound the letter makes? Assist them as needed and ask them to think of something that begins with that letter sound. Give each child a piece of paper and write the uppercase and lowercase letter on the top of the page. Invite children to illustrate their page with a picture that begins with the letter sound they chose. Ask each child to tell you about their picture and write what they tell you at the bottom of the page ("This is a zebra, it begins with a Z").

- If there are left over letters invite children to pick another letter and draw a second picture or illustrate those pages yourself.
- Create a cover and back page and laminate them for durability.
- Stack all the pages in order, punch holes in the left-hand side, and fasten with yarn. Read the book to the class. Display it with the alphabet books and encourage children to read it to each other.

Shaving Cream Letters

Target Skills:

Names most letters

Demonstrates increasing control of small motor muscles to perform simple tasks

Materials: Shaving cream, smocks

- Spray shaving cream directly on a table. Invite children to roll up their sleeves, put on a smock, spread out the shaving cream and "write" with their fingers.
- Once children have had some time to freely explore, ask them to "write" the first letter of their first name. If necessary, assist them by writing the letter and asking them to copy it.
- "Write" a letter in the shaving cream and ask children to name it. Encourage them to take turns writing and naming letters.

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

Science, Technology, Engineering & Mathematics

Bubble Shapes

Target Skills:

Identifies, describes, compares, and composes shapes

Observes and describes observable phenomena

Engages in scientific talk

Materials: wooden chopsticks, chenille stems, tape, bubble solution, trays or containers

- Invite children to make shapes out of the chenille stems. Discuss their products. “What shape is this?” “How can you tell?” “How many sides does it have?” “What do you notice about this shape?” How is it different than (compare to another shape)?” “How is it alike or similar to (compare to another shape)?”
- Create bubble wands by bending the chenille stems to create a circle, square, rectangle, and triangle, leaving at least two inches on each end free. Twist the chenille stems at the base of the shape and wrap with tape for added support.
- Ask children to describe and name the different shapes. Invite them to choose a wand. Ask thinking questions. “What shape bubble do you predict this wand will make?” “Why do you predict that?” “How can we find out if your prediction is correct?”
- Allow children to dip their wands in bubble solution and blow bubbles. What do they observe? Discuss their findings.

Nature Math

Target Skills:

Discovers and explores objects that are naturally found in the environment

Demonstrates understanding of one-to-one correspondence

Assigns and relates numerical representations among numerals, sets of objects, and number names from zero-10

Materials: sidewalk chalk, laminated index cards with the numerals 1-10 written on them, natural objects (to be found outside)

- Invite children to choose a numeral card and collect that many of the same natural objects (if the child chooses a card with a 6 on it, he/she may choose to collect 6 pine cones).
- Allow children to use the sidewalk chalk to draw a circle, square, or rectangle on the ground to hold their objects. Encourage them to recount their objects and either write the numeral in the box or use the numeral card to represent the number of objects.
- Children may want to save the natural objects and place them on the nature table or use them to create a collage.

Option: take pictures of each set of objects, print them out, and create a class counting book.

Sticks & Play Dough

Target Skills:

Discovers and explores objects that are naturally found in the environment
Uses eye-hand coordination to perform fine motor tasks

Materials: various sized sticks, play dough

- Invite children to pick up sticks from an outdoor area. Place sticks in a basket in the middle of a table with a large amount of play dough.
- Discuss the differences between the sticks (size, texture, color, etc.).
- Encourage children to build with the materials. They may choose to build letters, shapes, or structures using the play dough to hold the sticks together.
- Ask them to tell you about their creations.

Rock Texture Graph

Target Skills:

Assists with collecting and sorting materials to be graphed
Discovers and explores objects that are naturally found in the environment

Materials: sidewalk chalk, rocks

- Discuss the difference between rough and smooth. Allow children to explore a rough rock and a smooth rock.
- Use the sidewalk chalk to draw a large square. Divide the square in $\frac{1}{2}$ and label one side “Smooth” and the other side “Rough”.
- Invite children to find a rock from the playground and decide whether it is smooth or rough. Ask them to place it on the correct side of the graph. Once all the children have had an opportunity to add a rock ask them to look at both sides and decide whether there are more smooth rocks or more rough rocks.
- Assist the children in counting the rocks on each side of the graph. Use the sidewalk chalk to write the total in each column. Compare the totals. “Are there more rough rocks or more smooth rocks?”

Magnetic Fun

Target Skills:

Demonstrates the use of simple tools and equipment for observing and investigating
Examines objects and makes comparisons

Materials: an assortment of magnets, two baskets or containers, two index cards, marker, various objects (coins, wooden blocks, crayon, children’s scissors, nuts and bolts, keys, buttons, paper clips, bottle caps, etc.)

- Write the “magnetic” on one card and “not magnetic” on the other. Add simple illustrations. Attach the cards to the baskets.
- Explain to the children that things that stick to magnets are referred to as magnetic.
- Show them the objects you have collected and ask for predictions about what will stick to a magnet and what will not.
- Encourage the children to experiment with the magnets and the objects. Ask children to place each object in the correct basket once they have determined whether or not it is magnetic.
- Revisit the children’s predictions. Were they right? What do they notice about the objects in the “magnetic” basket? How are they alike?

Additional Activities Recipes & Sensory Play

Apple “Doughnuts”

Ingredients:

Apples

Cream Cheese

Food Coloring

Rainbow Sprinkles

Materials: Chart paper, markers, apple corer (or something to make a hole in the center of each apple slice), paper plates, plastic knives, 4 small bowls, 4 spoons for mixing

- Slice apples horizontally, into 3/4" thick slices and use a knife, corer, or pastry tip to make a hole in the center. Create an illustrated recipe on chart paper.
- Review the recipe with children.
- Separate cream cheese into 4 small bowls, add a drop or two of food coloring to each bowl and ask children to take turns stirring it till the color is fully dispersed.
- Invite children to frost their apple slices with the cream cheese color of their choice and top with rainbow sprinkles.

Ask if it reminds them of a doughnut. “How is it like a doughnut?” “How is it different?” Discuss their observations. Review the steps of the recipe with the children. Provide printed recipes for them to bring home and teach their families how to make this healthy snack.

Fruity Frozen Yogurt Snacks

Ingredients:

Assorted flavors of Greek yogurt (strawberry, blueberry, coconut, vanilla, etc.)

Assorted fresh fruit (diced peaches, mangos, kiwi, pineapple and raspberries and blueberries).

Materials: a small bowl for each fruit, spoons for each type of fruit and flavor of yogurt, silicone baking cups, a cookie sheet, index cards, markers, a sheet of paper, small paper plates, and spoons.

- Dice fruit and leave berries whole. Place fruit in individual bowls and provide a spoon for each bowl. Place a spoon in each yogurt container. Create a set of illustrated recipe cards numbering each one (1. Add 4 spoons of yogurt to your cup. 2. Top it with fruit. 3. Place in the freezer for 3 hours. 4. Remove frozen yogurt from the cup. 5. Eat!). Make these early in the day so children can enjoy an afternoon snack.
- Review the recipe cards with the children using ordinal terms (first, second, third, fourth, fifth).
- Show them the ingredients and label each fruit.
- Using the recipe cards to sequence each step, assist children in assembling their creation.
- Place paper on the cookie sheet and write each child’s initials next to their finished cup. Place baking sheet in the freezer for 3 hours. Invite children to remove the yogurt snack from the baking cup, place on a paper plate and taste their fruity frozen snack.
- Mix up the recipe cards and ask the children what step was first, second, and so on.

Dirt Paint Shapes & Letters

Target Skills:

Demonstrates increasing control of small motor muscles to perform simple tasks

Uses eye-hand coordination to perform fine motor tasks

Ingredients:

1 cup flour

1 cup salt

1 cup water

3 Tablespoons of black tempera paint

Coffee grounds

Materials: Large mixing bowl, mixing spoon, measuring cup, large trays or deep cookie sheets, laminated name cards

- Invite children to measure and mix together the first four ingredients. Pour paint on several large trays or cookie sheets and ask them to sprinkle coffee grounds over the paint.
- Encourage children to finger paint on the trays. Invite them to write their name or make shapes in the “dirt”.

Buried Treasure Hunt

Target Skills:

Demonstrates understanding of one-to-one correspondence

Uses imagination in play and interactions with others

Materials: sand table or large bin full of clean sand, small shovels, assorted sieves, jewels, rings, coins, and necklaces (available at a party supply store), index cards, markers

- Use markers to write and illustrate the number and type of treasure for which the children should hunt (for example, write the numeral 4 and a picture of a ring indicating that the child should find 4 rings).
- Invite teams of two friends to hunt for buried treasure. Allow both friends to choose a card and work together to find the items on both cards. Once they have found their specified treasures, ask them to determine how many pieces of treasure they have all together (4 rings and 6 coins equals 10 pieces of treasure). Allow them to continue the activity by choosing different cards.

Accommodations

For children with special needs

Art –Center - Decorate Letters

At an early age, some children have not yet been identified with learning disabilities. However, many teachers will notice children who truly do not have a grasp on learning their letters. If a teacher believes there is an issue, further evaluation should be conducted. Using this activity is one way to assess a child’s understanding of letters.



For Children with English as a Second Language

Block Center- Sort Blocks from Large to Small

Building upon a child’s previous knowledge is the best way to help them learn. With ELL students, have them sort blocks from large to small. A demonstration can help. Explaining with simple language as this activity is being modeled can help ELL students learn the vocabulary to sort from large to small.

Group Times

1

- **Sing a song.** As the children come to large group, sing the following words to the tune “The Farmer in the Dell.”
Lindsey met a friend,
 Lindsey met a friend,
 When she came to school today,
 Lindsey met a friend.*
**Substitute the names of the children.*
 Ask the child named in the song to name a friend she met today. Continue until all children are named.
- **Talk about activities.** Review the day’s activities and reinforce skills introduced. Ask the children to name a favorite activity today.
- **Read a book.** Locate the book *Berenstain Bears Go to School*. Talk about the children coming to school for the first time. 
- **Tell a Bible story.** Open the Bible to Luke 2 and tell the story “Jesus Went to Church” in your own words. Use the Teaching Pictures for, “Jesus Went to Church” to recall the facts of the story.
- **Hear a Bible phrase.** Say the Bible phrase, **Mary and Joseph took Jesus to church.** Remind the children that Jesus went to church with His family to learn about God. Tell the children they came to school where they can learn about God and Jesus.
- **Move together.** Use the finger play “Getting Ready for School.” (See Appendix page 108 in the Teacher Resource Guide.)
- **Talk about the unit words.** Print each unit word on an index card. Invite the children to say the word with you as you show the printed word. 

2

- **Sing a Song.** Begin group time by singing the song “Are You Listening?” to the tune of “Are You Sleeping?”
*Are you listening, are you listening?
 Hear our song, hear our song.
 Billy, are you ready? Kaylee, are you ready?
 Listening time, listening time.*
 Add these motions: cup your hand behind your ears, hold hands outstretched, point to the child whose name is used in the song, cup your hands behind your ears again.
- **Review activities.** Show one of the activities completed earlier in the day. Ask: “Who had fun making the? What did you like best?”
- **Read a book and sing a song.** Read the book *The Wheels on the Bus*. Invite the children to sing the song with the motions.
- **Create a rebus story.** Prepare the magnetic rebus activity from the Book and Listening Center. Guide the children to create sentences with the words.
- **Move together.** Ask the children to stand and do the following activity:
Stretch up tall. (reach hands high in the air)
Bend down low. (crouch down)
Taller, taller. (lowly stand, raise hands)
Smaller, smaller. (slowly crouch down)
Into a tiny ball. (tuck in arms and head)
- **Review the Bible story.** Show the Teaching Pictures for, “Jesus Went to Church.” Ask the children questions to recall the story.

3

- **Sing a song.** Sing the following words to the tune “Jingle Bells.”
*Come to group, Come to group,
Come to group right now
Tell me what you did today.
Come to group time now*
Ask children to tell you one activity they enjoyed during activity time.
- **Read a book.** Read the book *Carl Goes to Daycare*. If any children recorded narration to the book, play the recording for the group to hear. Ask questions, such as What things in school do you do that are the same as in the book? What things are different? **r**
- **Sing songs.** Play “Letter Aerobics” from *Kiss Your Brain*. Encourage the children to sing along. **p**
- **Review Child Engagement Story.** Read *Rebecca’s New Friend*. Talk about how God knows when we feel lonely or afraid. He gives us friends and family to show his love and assure us that He will always be with us.
- **Talk about being kind.** Say: “One thing you learn at school is to work and play with friends. Listen to this poem about playing with friends.”
*I like my friends,
So when we are at play,
I try to be very kind,
And nice in every way.*
Ask the children to say the poem with you. Show the word kind printed on a card. Ask the children to name ways to be kind to their friends.
- **Review unit words.** Use the magnetic rebus activity to review the unit word friend.

4

- **Play a musical game.** Ask children to march around their chairs as music plays. When the music stops, children sit down. Continue until all children have joined group time.
- **Talk about activities.** Ask children to tell about activities they enjoyed today. Allow all children who want to talk to have a turn.
- **Look at the class yellow pages.** Use the class directory the children made in the Writer’s Corner. Toss a beanbag to a child. Encourage him to tell about a page in the directory. Continue until all the photos have been shown.
- **Review Bible phrases.** Write the words of two Bible phrases on separate sheets of card stock. Make each phrase a different color. Lay the cards on the floor and invite the children to arrange them in the right order. Ask children to tell how many words are in each phrase. **r n**
- **Sing and move together.** Ask the children to stand. As you sing the song, “Head, Shoulders, Knees, and Toes,” encourage the children to do the movements. Vary the game by going faster or slower.
- **Play a game.** Ask the children to listen carefully as you describe one of the friends at school today. Then ask one child to name the friend described. Use descriptions such as “I have a friend who is wearing a green shirt. I have a friend with pink shoes.” Continue until all children have been named.

- **Count friends.** Sing the following words to the tune “London Bridge.”
Can you count our friends with me,
 friends with me, friends with me.
 Can you count our friends with me,
 Let’s start here.*
 Substitute the *boys or the girls for our friends.*
 As you sing the last line, point to a child and begin counting. **(n)**
- **Talk about activities.** Involve children in conversation about activities they participated in today. Ask open-ended questions that encourage discussion.
- **Invite a school friend.** Ask the school director or another school helper to visit. Invite the person to tell about her job. Encourage the children to ask questions.
- **Review Bible story.** Use the Teaching Pictures for, “Jesus Went to Church” to recall the facts of the story. Ask children to tell you what they remember from the story as they look at the picture.
- **Review Bible phrases.** Print each Bible phrase on a separate piece of heavyweight paper. Print each verse on a different color. Cut each paper into three or four pieces and put them in a gift bag. Guide each child to choose a piece, to find other boys and girls with the same color, and to put the puzzle together. Read the verses together when all puzzles are complete. **(r)**
- **Play a name game.** Ask the children to stand in a circle. Say: “My friend’s name starts with E. My friend is Emily.” Toss a beanbag to Emily. Continue and say: “Emily has a friend. Her friend’s name starts with M. Her friend is _.” Ask the child to name a friend whose name begins with that letter and toss the beanbag to him. Continue until all children have a turn. **(p)**

Discussion Starters

- Ask a child to tell you the names of a new friend he has made this week.
- Ask the children to tell you their favorite center activities and why.
- Ask the children to tell you what part of school they enjoyed the most.

Evaluation

- Were the activities geared to helping children adjust to the start of school?
- Did phonological awareness and reading readiness apply throughout activities?
- Were there opportunities for children to play alone as well as participate in group activity?
- Was the schedule smooth? Did it allow enough time for children to complete activities?
- Did group time hold the children’s attention?
- Did activities appeal to children with different learning styles?
- What plans do you need to make to improve the classroom atmosphere?

Resources

Bible

Read to Me Bible for Kids (Holman Publishing) or Item #001011446 (KJV)

Books

Carl Goes Shopping, Alexandra Day
Carl's Afternoon in the Park, Alexandra Day
Carl's Birthday, Alexandra Day
Carl's Christmas, Alexandra Day
Carl's Sleepy Afternoon, Alexandra Day
Curious George's First Day of School by H.A. Rey
David Goes to School, David Shannon
Follow Carl!, Alexandra Day
Friends at School, Rochelle Bunnett
Good Dog, Carl, Alexandra Day
It's Hard to Be Five, Jamie Lee Curtis and Laura Cornell
It's Time for Preschool, Esme Raji Codell
Join in and Play, Cheri J. Meiners
Know and Follow the Rules, Cheri J. Meiners
Maisy Goes to Preschool, Lucy Cousins
Making Friends, Fred Rogers
Mouse's First Day of School, Lauren Thompson
Maisy Goes to Preschool, Lucy Cousins
Share and Take Turns, Cheri J. Meiners
The Berenstain Bears Go to School, Stan & Jan Berenstain
The Kissing Hand, Audrey Penn
The Night Before Preschool, Natasha Wing and Amy Wummer
The Very Hungry Caterpillar, Eric Carle

Construction Accessories

Block Play Traffic Signs (Lakeshore)
Community Block Play People (Lakeshore)
Locks and keys
Unit Block Set (Kaplan) Vehicle
Fun Set (Kaplan)
Wooden Vehicles & Signs (Kaplan)

Music Accessories

Piano tuning fork
Small drum

Music

Kiss Your Brain, Dr. Jean & Friends (Lakeshore) B000CMPWM2
My Favorite Kidsongs Collection (Kidsongs) 014381459722 (UPC)
Toddler Tunes, Cedarmont Kids (CedarMont Kids) B000008UPD

Pictures

WEE Learn Teaching Pictures for Pre-K
"Jesus Went to Church,"
"Rebecca's New Friend"

Games and Manipulatives

Latches Board (Melissa and Doug®)

Puzzles

Kids at Play Puzzle Set (Lakeshore)
My School Puzzle Set (Kaplan)
"School Bus Chunky Puzzle" (Melissa & Doug®)

If a book is out of print, it may be available in libraries.
Or choose another book on the same topic. For contact information on these vendors, see Appendix, page 136 in the Teacher Resource Guide.

Please note: Many LifeWay products are no longer available.