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Concepts to go!: Early literacy supporting intentional learning experiences in early childhood settings

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Concepts to go!: Early literacy supporting intentional learning experiences in early childhood settings

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*Concepts to Go!: Early Literacy Supporting
Intentional Learning Experiences in Early Childhood
Settings*

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The Honors College: Senior Creative Project

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About the “Concepts to Go!” Project

The purpose of the “Concepts to Go!” early literacy project is to develop, purchase and create bags containing early childhood books and materials supporting early literacy and intentional teaching in the content areas for our students to use while working out in the field in a practicum or student teaching. Early Literacy is described as the ability to comprehend and communicate through reading and writing, and begins as babies understand spoken words (Rosos et. al. 2003). Listening, talking, reading, and writing are all parts of early literacy learning, and are all connected. According to the American Academy of Pediatrics, children who are introduced to reading early on tend to read earlier and excel in school compared to children who are not exposed to language and books at a young age. Additionally, experiences with others including reading, rhyming, singing and talking (beginning from birth) profoundly influence literacy and language development, the foundations for all other learning. Children who enter school with these skills can have an advantage that carries with them throughout their school years.

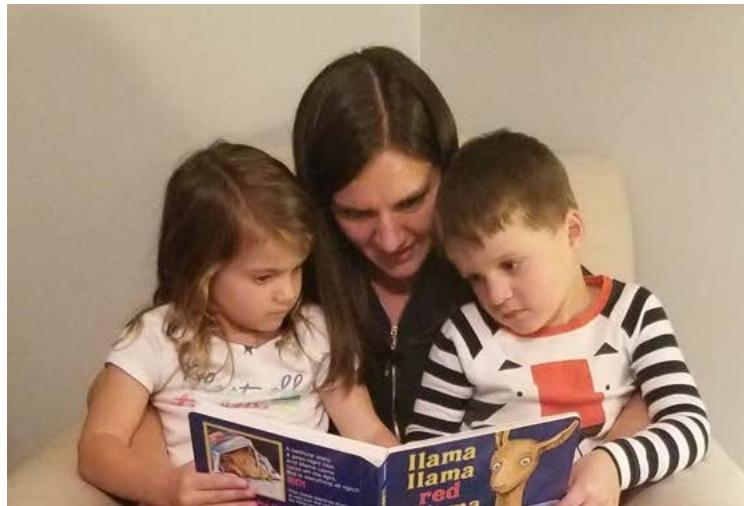
The project was funded by grants to purchase and create over 100 custom bags containing developmentally appropriate (pre-kindergarten through third grade) books and materials to support early literacy and intentional teaching in the content areas (i.e. Math, Science, Socio-Emotional Learning & Social Studies, Art, Music etc). College students in the early childhood teacher preparation program used these bags as a springboard to generate ideas to draft lesson plans/activities with extension ideas and professional resources. This offered pre-service teachers opportunities to differentiate how we might use materials in different ways which support the varying interests and developmental needs of the children we work with. Often college students are working on a tight budget and don't have access to surplus funds to purchase high quality educational books and materials. Therefore, these bags are available to students at Eastern Michigan

University who are majoring in Early Childhood Education to "check out" for implementation during their practicums, internships or Student Teaching.

Extending the Project to Families

From there, the next idea for the "Concepts to Go!" project was to extend these early literacy experiences to families of local preschool children. For this part, a family letter was added to each bag. These letters contain easy and parent-friendly suggestions to extend literacy skills and themes beyond the book. Resources such as this can be effective as they cater to the busy lives of families of young children (always on the go) and alleviate some of the greatest challenges that literacy engagement on the part of families can pose. It is important to remember that each family is unique. While promoting family engagement, considerations include: keeping home language in mind, varying education levels of family members, culture of all families and possible barriers to specific engagement might pose, actual familial make-up and the varying schedules and routines of families. The process of the family engagement portion included: obtaining permission from local preschool administrators and teachers, obtaining parental consent, families completed a pre-survey, sending the bags home with families for a week. This allowed time for families to enjoy the books and implement the activities contained therein. Then, parents/guardians of participating children completed a post-survey on both their and their child's reaction to the experience and had an opportunity to provide additional anonymous feedback. As an example, since we want children to be interested in books, a child asking questions about what is being read to him/her is a way to demonstrate curiosity.

Having parent-friendly resources like these available in early childhood centers, preschools and classrooms are an excellent way to promote engagement in early literacy. Further, when children are exposed to early literacy skills that are being modeled in a fun and engaging way by those closest to them, it can support literacy skill development and foster positive attitudes toward reading and learning together.



Project Remarks

Think of this book as a cookbook that is divided into categories. Each category is a content area (Math, Science, etc.). It should be noted, often curriculum is integrated, whereas multiple content areas are included within an activity (i.e. Literacy, Math and Science). Within the content areas, each bag is listed and you will find a summary of the contents of each thematic bag, where the items were purchased and a picture. As a bonus, many of the bags include a lesson plan / activity plan with professional resources and extension ideas. Although many of these are written for the pre-kindergarten level since the project included a family engagement component at the pre-kindergarten level, the bags can be implemented with PK-3 children of varying developmental levels, grade levels

and settings. Examples include: individual or small group lesson, a choice at a learning center, a resource for when a volunteer comes into the classroom or for check-out to go home with children. It should be noted that this book is not intended to promote any particular company, entity or product. Rather, the purpose is to promote early childhood literacy and high-quality educational experiences for young children and family engagement.

Reflection of the Project

Over the two years working on this project, I committed over one-hundred hours each year towards the project, whether it was working on the project at home or working one-on-one with Dr. Mirtes. For each presentation I gave, I created a PowerPoint that included research on why literacy is so important, an overview and reasoning for the project that year, and an analysis of the data we found. Lastly, Dr. Mirtes decided to publish her ideas and give other teachers/parents the opportunity to purchase the same (or similar) materials so they can implement it into their classroom/home. In the book, I took all of the photos of each bag, listed out the contents of each bag, copy edited various lesson plans and content contributions, and created a bibliography of every children's book in the project.

Looking back at this project, it was extremely beneficial to my personal and professional growth. I was able to work on my time management skills and learn how to balance multiple responsibilities at once. Throughout this project, I have developed as an educator. This project has exposed me to so many educational materials that have helped me apply what I am learning in my educational journey to real-life situations.

Pictured below are the bags themselves and one of my presentations at the Undergraduate Symposium.



Sample Family Letter for a Preschool - Kindergarten Bag

Thank you for taking the time to see what's in this bag! Inside, you will find what I hope will be enjoyable experiences for your child by exploring books and activities that spark curiosity for reading and offer extended learning opportunities with others.

Developing strong early literacy skills play a significant role in creating the foundation for children's successful academic careers. Modeling how fun reading and learning together can support a positive experience that will likely maintain an interest for your child to keep reading! As a part of the Concepts to Go! project, there are a variety of types of topics, books and materials to explore. These materials support development (language, social, emotional, cognitive and physical) in one or many content areas (language arts, social studies, math, science, art, music and movement). Tips on reading experiences at home can be found at <https://www.readingrockets.org/audience/parents>.

Below are just a few suggestions:

- **Comprehension:** If your bag contains a storybook, you might ask questions or prompts like, "What do you think will happen next?" or "I wonder why..." these promotes critical thinking skills within the context of the book. Other ideas include sequencing the narrative (first, middle, end of the story), discussing a possible new ending, drawing your favorite parts of a story, or making puppets of the characters for a puppet show for creatively retelling the story.
- **Vocabulary:** Fun Fact! Your child is at an amazing point in child development where brain development is at its peak from birth-age 5. Typically, vocabulary grows to be about 900–1,000 words by the time a child is 3 years old. The typical 4-year-old child will have about a 1,500–1,600-word vocabulary. You can help support vocabulary development when reading with your child by taking a moment to explain the meaning of a new or tricky word. If there

are pictures to support meaning, discuss this. It is important to keep in mind that children develop their vocabulary through conversation with others.

- **Conceptual Development:** You will also notice that your bag contains books with informational text (i.e. All About Frogs). These types of books offer foundational yet simple information for little curious minds. If your child would like to know more about a topic, following their lead by researching it online or by visiting a library models important research skills for lifelong learning.
- **Play is Learning:** We can expand the learning experience by creating opportunities that extend beyond the reading experience. Therefore, most bags include some form of extension activity with related objects or props. I would recommend narrating within these play experiences as exercises for both content-area learning and vocabulary building. Other examples of engaging in play might include daily activities like cooking (measuring), shopping (making a pretend list) or dining (your child can be the waiter). The activities are not limited to the materials in the bag and are intended to spark interest in a topic that you can explore in your own way.

Lastly, spending time with a child while enjoying a shared reading experience is invaluable. Enjoy!

Chapter 1: English Language Arts and Early Literacy

A to Z

*Big, Medium and Small with Goldilocks and the Three Bears

Brown Bear, Brown Bear

Classic Fairy Tales

Corduroy

Cubs

*Dear Zoo

*Five Little Monkeys Jumping on the Bed

Giraffes Can't Dance

Goodnight Moon

*Henny Penny

I Can Read

I Went Walking

If you Give a Mouse a Cookie

Itsy Bitsy Spider

*Jump, Frog, Jump!

Little Red Hen

Little Red Riding Hood

*Make Way for Ducklings

Monkeys

Nighty Night

Opposites

Owen

Pat the Bunny

*Rhyming Basket

Sheep in a Jeep

Sheep on a Ship

Stone Soup

*Tacky the Penguin

The Gingerbread Man

The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear

The Mitten

The Napping House

The Three Little Pigs

There Was an Old Lady who Swallowed a Fly

*Where the Wild Things Are

*Indicates an Activity Plan or Lesson Plan is included

A to Z



Contents of Bag:

- *A to Z* by Sandra Boynton
- *ABC Alphabet Book* by Dr. Seuss
- Alphabet Stamp Set: lowercase alphabet stamps, uppercase alphabet stamps, question mark stamp, period stamp, exclamation stamp, comma stamp, and stamp pad (Melissa & Doug)

Big, Medium and Small with Goldilocks and the Three Bears



Contents of Bag:

- *Big & Little* by Berger & Chanko / Scholastic
- *Goldilocks and the Three Bears* book
- Story Objects: small/medium/large bags, small/medium/large bears, small/medium/large cotton balls, small/medium/large dice, small/medium/large wooden balls, small/medium/large wooden rings, small/medium/large spoolies, and small/medium/large word cards (Primary Concepts)
- Activity ideas (Primary Concepts)

Activity Title: Big, Medium & Small with Goldilocks and the Three Bears

Developmental Domain: Language and Literacy

State of Michigan Early Learning Standard(s):

- Early Learning Expectation: Spoken Language: Receptive. Children grow in their capacity to use effective listening skills and understand what is said to them.

Behavioral Objective:

The children will listen to a book read to them during a small group time. The children will handle objects as they discuss the names for each object.

Materials:

- Book: *Goldilocks and the Three Bears* story set
- Book: *Big and Little*
- Small, Medium, and Large objects of each of the following: craft poms, bears, dice, rings, egg shaped wood blocks, elephant figures, seal figures, flower pots, spools, beads
- Small, Medium, and Large felt pieces
- Small, medium and large drawstring bags

Introduction:

Begin by asking the children to think of something really big (hold arms out wide “so big?”). Examples might be a big truck, mountain, my dad, etc. Put out the word card “big” and place the big bed beneath it. Can you think of other words that mean really big? Examples might be huge, gigantic, large etc. Discuss responses.

Then ask them to think of things that are small. (Bring hands together so they almost touch to represent small). Examples might be a tiny insect, a speck of dirt, a mouse.

Put out the word card “small” and place the small bed beneath it. Compare the bed sizes.

Can you think of other words that mean small? Examples might be little, teensy, bitsy etc.

Discuss responses.

Lastly, ask them to think of something that might be in the middle of those sizes, or medium

in size. Put out the word card “medium” and place the medium bed beneath it. Can you

think of other words that mean medium? Examples could be in the middle or in between.

Explain that we are going to read a story and let’s look for some things that are: big, medium

and small! Read *Goldilocks and the Three Bears* using the story props.

Procedure:

- **Small Group Activity 1:** In a small group setting, re-read *Goldilocks and the Three Bears* using the story props. (Hide the all remaining objects out of sight). After reading give each child a character and reread the book allowing the children to act out as you are reading. Set up a space in the room for children to retell the story.
- **Small Group Activity 2:** The next day, after having had time exploring *Goldilocks and the Three Bears*, review the words and concepts of small, medium and large as they relate to the story. Discuss synonyms for those words and concepts. In a small group, have all size objects in a basket. In front of the children, lay out the felt pieces on the table and while doing so say the words: big, medium and small, respectively. As an example, “This piece of felt is big. It is the largest of them all. This piece of felt is medium in size. And this piece of felt is little. It is small and tiny when I compare it to the other pieces of felt.” Select the label that reads “big, medium, and little” and place them above each piece of felt, one at a time, respectively. As an example, “This word card reads big, so I’ll place it right above the big piece of felt” and so on.

- Ask children to recall the story of Goldilocks *and the Three Bears* and have them think about the character's objects in relation to size. As an example, "I wonder whose bed would be on the largest piece of felt." or "If Baby Bear's chair was here, where do you think we might place it?"
- Next, go into the basket of objects, and select one type of object set at a time (i.e. spool). Invite a child to help find the other two spools. Compare sizes and sort them onto the felt respectively. Allow each child a turn to sort out a type of object until all objects are sorted.

Differentiation:

One option for differentiation, would be to use all the labels. When implementing this activity with dual language learners be sure to prepare by learning the objects names in the languages of the participants. For those who may not be grasping all three concepts of size, only compare the two extreme sizes of big and little. Offer further explanation by having the book, *Big and Little* available to read as a resource as this book only compares two sizes.

Assessment:

The children will be assessed on story comprehension by their ability to retell the story using the props.

The children will be assessed on understanding of the concepts of size. A checklist with student names and the objects that are being labeled would be an effective way to keep track of which students are listening and sorting the objects correctly according to "big, medium and small".

PROFESSIONAL RESOURCES

Journal Articles:

- Aram, D. 2006. "Early Literacy Interventions: The Relative Roles of Storybook Reading, Alphabetic Activities, and Their Combination." *Reading and Writing: An Interdisciplinary Journal* 19 (5): 489–515.

Description: This article discusses the importance of using rich narrative with young children as a way to support meaning and develop understanding.

- Blewitt, P., K.M. Rump, S.E. Shealy, & S.A. Cook. 2009. "Shared Book Reading: When and How Questions Affect Young Children's Word Learning." *Journal of Educational Psychology* 101 (2): 294–304.

Description: This article emphasises how questions and dialogic reading support meaning.

- Copley, J. V. 2010. *The Young Child and Mathematics*. 2nd ed. Washington, DC: NAEYC. Shillady, A., ed. 2012. *Spotlight on Young Children: Exploring Math*. Washington, DC: NAEYC.

Zubrzycki, J. 2011. "Common Core Poses Challenges for Preschools." *Education Week* 31 (13): 1, 20–21.

Description: This article discusses the importance of developmentally appropriate math experiences with young children in preschool.

- N. Darling-Kuria, 2012, "What Do We Mean by Reading Readiness?" *Young Children* 67 (1): 54–55.

Description: This article discusses the importance of conversation in literacy learning vs. rote memorization (flash cards).

Websites:

- <https://www.prekinders.com/sizes-measurement/> Activities on size and measurement.
- <https://www.youtube.com/watch?v=rzD13WCniRg> A video retelling of Goldilocks and the Three Bears.
- www.scholastic.com
Books for all age readers. Resources for parents and teachers.
- www.pinterest.com
Resource for learning activities that use play as the framework for learning.
- www.abcya.com
Learning games that can be accessed in the classroom and at home.
- www.readingrockets.org
Blogs, books, and activities.

Apps:

- Busy Shapes and Colors
- Abcya is available as an app as well as a web site.
- Endless alphabet: games for learning the alphabet and building vocabulary.

Additional Children’s Books / Music:

- <https://www.prekinders.com/size-books/>
- Books: First 100 Essential Words
- Jack and the Beanstalk (giant)
- Itsy Bitsy Spider (small)

Extension Ideas:

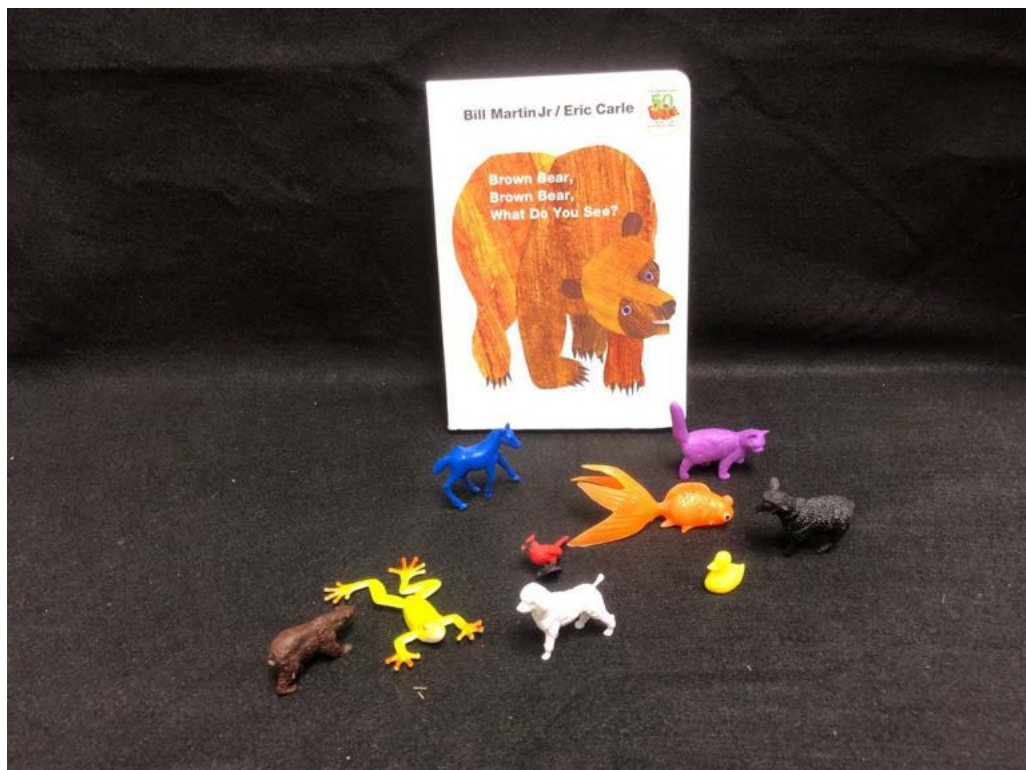
As an extension, bring out “big, medium and small” paper bags labeled respectively. Place all objects in a basket and have the children to sort objects by size.

You could have the laminated labels “big, medium and small” at the play dough table with various size cookie cutters of the same shape (i.e. leaf) for the children to compare their own playdough creations, respectively.

The children and adults could continue the size theme as they hunt for matching large, medium, and small items in the classroom or while out on a nature walk (i.e. leaves, pine cones, blocks, etc.).

Have dress up props in the dramatic play center to act out Goldilocks and the Three Bears.

Brown Bear, Brown Bear



Contents of Bag:

- *Brown Bear, Brown Bear, What Do You See?* by Martin & Carle
- Story Objects: brown bear, red hen, orange fish, yellow duck, green frog, blue horse, purple cat, black sheep, and white dog (Primary Concepts)
- Activity ideas (Primary Concepts)

Classic Fairy Tales



Contents of Bag:

- *Classic Fairy Tales* by Lee Krutop (T.J. Maxx)
- Wooden Castle Blocks -Treehaus (T.J. Maxx)

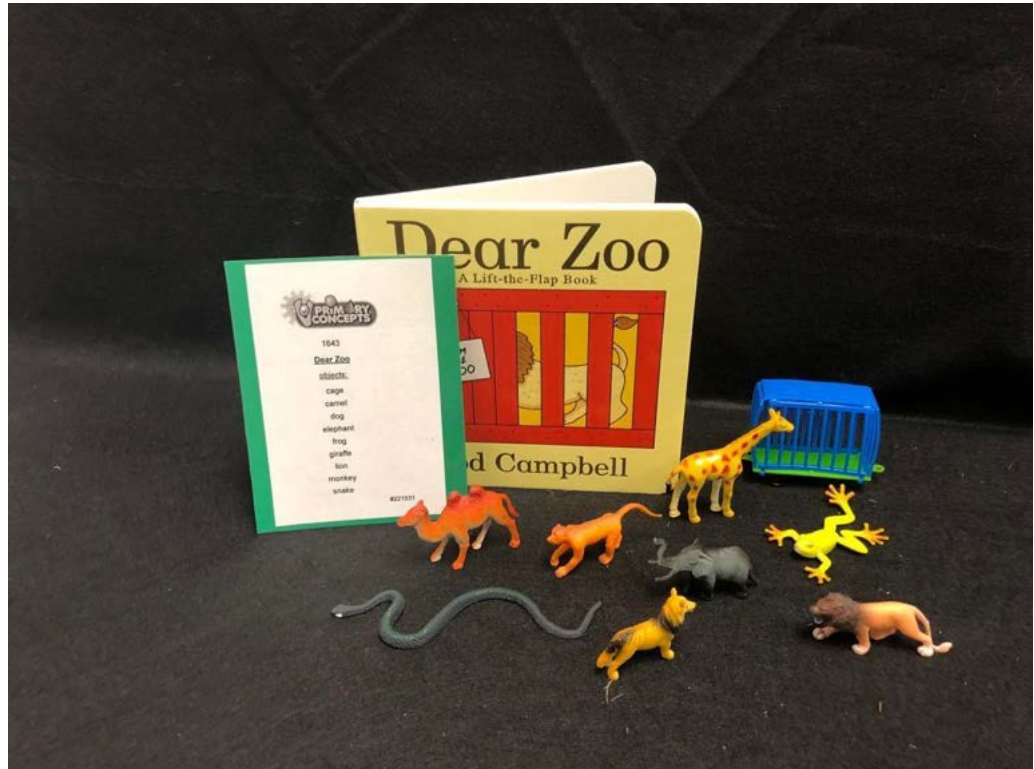
Corduroy



Contents of Bag:

- *Corduroy* +Cd by Don Freeman
- Corduroy Stuffed Animal (Amazon)
- Button Frame (Lakeshore)
- Buttons (Amazon)

Dear Zoo



Contents of Bag:

- *Dear Zoo* by Rod Campbell
- Story Objects: cage, camel, dog, elephant, frog, giraffe, lion, monkey, and snake (Primary Concepts)
- Activity ideas (Primary Concepts)

Activity Title: Dear Zoo, We Have a Story for You!

Developmental Domain: Language and Early Literacy Development

State of Michigan Early Learning Standard(s):

- Early Learning Expectation: Emergent Reading. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.
- Early Learning Expectation: Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others.

Behavioral Objective:

The children will retell events from the story in a group discussion.

Materials:

- *Dear Zoo* by Rod Campbell
- Small animal props
- Animal masks
- Sign reading “Zoo” and something to hang it with (tape, string, ect.)
- Large Notepad
- Marker
- A large open space

Introduction:

As an introduction to this lesson, the teacher should have a brief discussion with the children about the topic of the book, *The Zoo*. The teacher should ask questions like the following: have you ever been to the zoo? What might you find at the zoo? What else can you tell me that you already know about the zoo? Show children the book and share with

them the name of the author. Read the story through once before beginning the lesson procedures that follow.

Procedure:

Prepare: To prep for this lesson, you will need to have your large notepad set up and open in an area that is visible to all children, with your marker handy. You will want to have your small animal props and costumes nearby, but in a bag

children cannot see into, as the props may distract from the story, when you read it the first time through. You will want to hang your “Zoo” sign ahead of time in an area where there is space for at least 8 children to stand.

- Tell the children you are going to re-read the book, but this time you need some help to tell the story. Explain that the children will be acting out the animals in the story.
- To practice, do the first page as a class. Tell the children, when I read the words “I wrote to the zoo” can you pretend that you are writing an imaginary letter to the zoo, just like the child in this book. Demonstrate for them by mimicking writing gestures.
- Open the book and read the first page. Observe. If children are doing well, continue. If not, explain again. Have a child that mimicked writing act as a demonstration. Try reading the first page again.
- Next, explain to the children that you are going to continue reading the story but you will need some more help. Ask for one child volunteer. After selecting your child, have him come to the front and hand him the elephant prop. If you have the materials, he may also put on his elephant mask.
- Read the next line in the book, “They sent me an elephant!” Now turn to your volunteer and ask him “show me how an elephant acts.” Invite all children to move as the animal does. After the child is done portraying his animal, read the next line,

“He was too big! I sent him back.” As you read this, point over to where you have hung your sign for the zoo area. Look at your child who is playing the elephant and tell him “Go back to the zoo elephant, show me how an elephant would walk.”

- Flip the page and repeat steps 4&5 for each animal: giraffe, lion, camel, snake, monkey, frog, puppy. When you have finished have the children in the “zoo” return the costumes and props to you and sit back down.
- Tell the children “let’s clap for all of the children who helped tell the story. A lot happened in that story, who can tell me what happened?” Look for key ideas: wrote to the zoo, they sent animals, sent them back because they were not good pets, got a good pet and kept it. You may also ask the children to recall what animals were sent and particularly what animal did the narrator or storyteller keep. Why were some of the animals sent back, but not the puppy
- After your class discussion retelling the story tell the children, now we are going to make this story our own. Turn to your notepad and point to your top line, “Let’s start our story the same way this story started. Ask children to recall, what happened in the beginning? You may have children show you how they act out writing again. “Let’s start our story the same way. I’ll write: we wrote a letter to the zoo.” Flip the page of your large notepad and write on the top “We wrote a letter to the zoo.”
- Prompt children, what might happen next. You may need to flip back to your first page to recall what happened next in the story. When they recall that the zoo sent animals, write on your new page below the first line, “They sent me a/an...” Now children should suggest an animal the zoo might send. Encourage children to choose animals that were not in the original story. When a child suggests an animal, have them stand and act it out. Write the animal on your notepad and ask the children,

would this animal make a good pet? So what should we do? What happened in *Dear Zoo*, when they sent an animal that was/wasn't a good pet? Based on the children's answers write your next line as either: We sent him back! Or, We kept him! Since this is our own story it is okay if we keep multiple animals the zoo sends. Repeat this step a few more times with different animals. Each animal should have a new page written on the large notepad.

- After you have several examples, you can end the story. You might write: We got a lot of good pets! Or, The zoo sent lots of animals, but the _____ made a perfect pet! We named him/her _____.
- After completing the class story, read the finished story aloud. If children are engaged, and time allows, have children roleplay the animals as you did in the original reading of *Dear Zoo*.

Differentiation:

To differentiate this lesson you might consider cutting it short. You can end the lesson after the reading of the story, simply stopping after step 6. Or you may spread this lesson over two days.

Another alternative would be to implement this lesson in small groups for younger children (preschool), rather than large group.

Assessment:

Assessment for this lesson will be informal. Observe as children listen and interact with the story. Look for: How well children can retell the story, do they remember the basic events in the plot? Can they recreate the story in different ways? Are they recalling the story events in the proper order? Word use, grammar and syntax, are children properly using words from the story? Do the child's sentences make sense?

For an individualized assessment, sit with the child one on one and ask them to recount the story to you. You might ask them to use the small animal props to tell you the story, or simply describe it using their own words. Determine if they can 1) recall each of the four main plot events from our notepad; 2) recall the events in order; and 3) use words properly and in sentences that make sense.

PROFESSIONAL RESOURCES

Journal Articles:

- <https://www.naeyc.org/files/yc/file/200303/Essentials.pdf> This article describes the importance of teaching literacy in the years of early childhood. It addresses important methods of teaching literacy and how learning should progress as children age.
- <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/literacy.pdf> This article also introduces how important early literacy skills are for children. It provides a variety of tips and examples on how to promote the learning of literacy.
- <http://teacher.scholastic.com/products/face/pdf/research-compendium/early-literacy.pdf> This is an ideal article that revolves around explaining why children need to learn literacy skills! It looks at the research and hard facts that clearly demonstrate the impact of this learning.
- <https://pdfs.semanticscholar.org/e669/9f2e8b333940001ef26b6115af863f410220.pdf> This scholarly article is a bit wordy and complicated, but it follows a research study, that displays the direct results that teaching early literacy to children can have.

In this report you can review the detailed numbers and charts that these researchers used to prove the importance of this learning in the classroom.

Websites:

- <http://www.pbs.org/parents/education/reading-language/> PBS is a wonderful resource adults can use to learn about how children learn. Adults can look at benchmarks children typically reach in reading and writing by a certain age or they can review tips and ideas on how they can promote literacy education in children. It even provides a bookfinder that allows you to narrow search results to find the perfect book for a child.
- <http://www.readingrockets.org/article/early-literacy-policy-and-practice-preschool-years> Reading rockets really hits home in explaining why children need to learn literacy. Adults can reference this website to learn about how they can help learning readers and writers. Adults can also find resources including videos, blogs and book-finding tools.
- <https://www.scholastic.com/teachers/home/> Scholastic is a great website with a wide range of resources. This page provides links for teachers, parents or students. A variety of accessible articles explain the importance of literacy. Guides provide lesson plans and ideas for teaching your students and recognizing growth. The “kids” tab even provides videos, games and resources older children can access themselves.
- <http://www.storylineonline.net/> Storyline Online is a wonderful resource adults can guide children to visit to promote early literacy. This site is filled with different books read aloud. Children can view the storybooks as they move and interact with the story.

Apps:

- Hop on Pop: This app is one of many designed by Oceanhouse Media that provides interactive storybooks by Dr. Seuss. These apps allow children to go through these familiar stories, with a fun twist. By tapping the words, children can hear them read aloud. They can interact with highlighted words that provide definitions. Children can also interact with the images on the page, tapping the pictures to hear names and titles spoken aloud. Children can read to themselves, or have the story read aloud, moving at their own pace. Other app stories include Horton Hears a Who!, Yertle the Turtle, The Cat in the Hat, and Green Eggs and Ham.
- Endless Alphabet: This app teaches children vocabulary words using engaging images of little monsters! Students spell out words, hearing the letter names of each letter. They can hear the completed words spoken around and interact with a variety of words. This is a really interesting app that will make children want to learn literacy through spelling.

Additional Children's Books / music:

- *Children Make Terrible Pets* by Peter Brown
- This fiction story connects to the idea of pets, which relates back to our original piece of literature *Dear Zoo* by Rod Campbell. It tells students that some animals just aren't meant to be pets in a quirky, fun story.
- *Please, Puppy, Please* by Spike Lee & Tonya Lewis Lee
- This cute fiction picture book also talks about pets, and one pet many children are familiar with, a dog! This story can show children an example of an animal that is often kept as a pet.
- *Macmillan Animal Encyclopedia for Children* by Roger Few

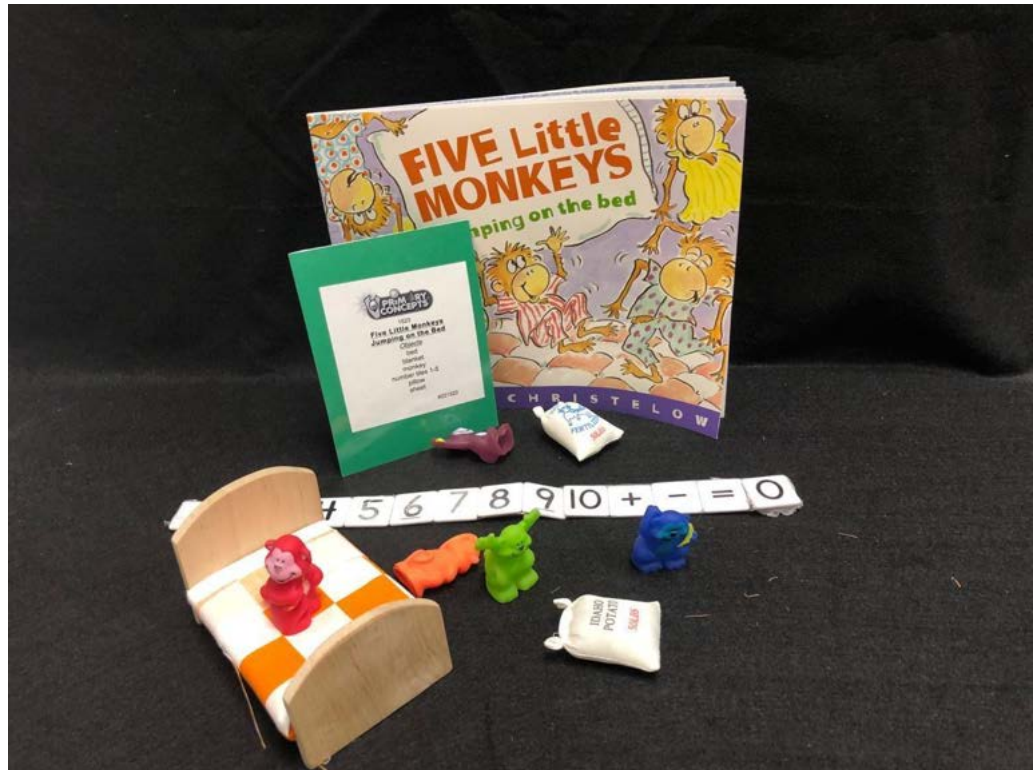
- This nonfiction provides a great deal of information children can learn about a variety of animals. This book is an ideal guide for children to learn with the guidance of an adult. The numerous pictures throughout the book will be interesting for children to see and can spark interest in learning about science through literature.
- *The Wildlife A.B.C.* by Jan Thornhill
- This book supports learning the alphabet and focusing on early literacy through the topic of animals. It offers beautifully illustrated images and a corresponding animal for each letter of the alphabet.

Extension Ideas:

One extension activity would be to have children create art for their class stories, children can draw, paint, or use a variety of materials to create art pieces that represent the different animals in their story. You might bind into a big book to read to the class. Another similar extension would be to have the children write their own stories. Individually they could come up with the animals they would like to have in their own story and practice writing those animal names in a fill-in-the-blank or tracing method. They could also create their own illustrations for their story. The children can make books with online resources or apps such as TikaTok where they use their own images and illustration to put a story together. A slightly different extension could have children come up with a sequel to *Dear Zoo*. How did life continue for the narrator after he got the puppy? What about the puppy did or did not make him a good pet? The teacher could read other stories, such as *Please, Puppy, Please* and consider what events might happen in a new story. They could discuss the plot, the characters and the setting. The children could participate in interactive role play for the story they create. A final extension might be to delve further into learning about animals. If children are interested in the zoo animals, the teacher could design a specific lesson on the

characteristics of various animals. The teacher may reference the *Macmillan Animal Encyclopedia for Children* for example and do a lesson on each type of animal. Here are some questions that could be used to direct the lesson: What makes a bird a bird? Or a reptile a reptile? Or the teacher could focus on learning about the animals in the story. Helpful questions might be: What do we know about a giraffe? What are some characteristics of a camel?

Five Little Monkeys



Contents of Bag:

- *Five Little Monkeys Jumping on the Bed* by Eileen Christelow
- Story Objects: bed, blanket, monkey, number tiles 1-10, pillow, and sheet (Primary Concepts)
- Activity ideas (Primary Concepts)

Activity Title: Five Little Monkeys Jumping on the Bed

Developmental Domain: Language

State of Michigan Early Learning Standard(s):

- Early Learning Expectation: Viewing Images and Other Media Materials. Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.
- Early Learning Expectation: Positive Attitudes about Literacy. Children develop positive attitudes about themselves as literate beings — as readers, writers, speakers, viewers, and listeners.
- Early Learning Expectation: Mathematical Literacy. Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words).
- Early Learning Expectation: Classification and Patterns. Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.

Behavioral Objective:

Children will be able to recognize the word pattern and tell the reader what comes next.

Materials:

- Flannel board
- 5 monkey flannel pieces
- 1 mommy monkey flannel piece
- 1 bed flannel piece
- 1 doctor flannel piece

Introduction:

This activity is an interactive story telling activity, instead of using a traditional story book you use the flannel pieces to tell a familiar story. You could introduce this activity by letting the children know we are going to tell a story today using a flannel board instead of a book. If the children have never had an experience with a flannel board this will be especially exciting.

Procedure:

For this activity you will set up the flannel board first. Place the bed in the middle and the five monkeys on top. Place mommy monkey on one side and the doctor on the other side. You will go through the story of the monkeys and repeat the story counting backwards from five.

For example, five little monkeys jumping on the bed, one fell off and bumped their head. Mama called the doctor and the doctor said, “No more monkeys jumping on the bed”. Then go to four little monkeys jumping on the bed...

Differentiation:

Offer children movement opportunities by acting out the movements along with the story.
Offer number cards to correspond with the number of monkeys

PROFESSIONAL RESOURCES**Journal Articles:**

- The book Matters! Choosing complex narrative texts to support literary discussion. By Jessica L. Hoffman, William H. Teale, and Junko Yokota. (Description in title)
- The Essentials of early literacy instruction. By Kathleen A. Roskos, James F. Christie, and Donald J. Richgels. (Description in title)

- <http://psycnet.apa.org/record/2000-15399-006> (Scholarly article found online)

This study examined the joint and unique predictive significance of emergent literacy skills for both later emergent literacy skills and reading in two samples of preschoolers.

- <http://jslhr.pubs.asha.org/article.aspx?articleid=1783817> (Online journal article)

This study examined how 4 specific measures of home literacy practices (i.e., shared book reading frequency, maternal book reading strategies, child's enjoyment of reading, and maternal sensitivity) and a global measure of the quality and responsiveness of the home environment during the preschool years predicted children's language and emergent literacy skills between the ages of 3 and 5 years.

Websites:

- <http://www.readingrockets.org/article/early-literacy-policy-and-practice-preschool-years>

This website outlines what we know about early literacy and policy changes. It also has resources to help struggling readers.

- <https://www.naeyc.org/files/yc/file/200303/Essentials.pdf>

This is on the Naeyc website and it's all about the essentials of early childhood literacy.

- <https://www.education.com/reference/article/components-language-arts-curriculum/>

This website talks about the four components to language arts; Listening, Speaking, Reading, and Writing.

- <https://nurturerstore.co.uk/100-kids-literacy-language-activities>

This website has a lot of language and literacy activities for children.

Apps:

- **Zoolingo:** Learn and recognize animal names and sounds. Play in 16 different languages.
- **Preschool Alphabet ABC Tracing:** Preschool aged children learn alphabet letter names, letter recognition, and trace.

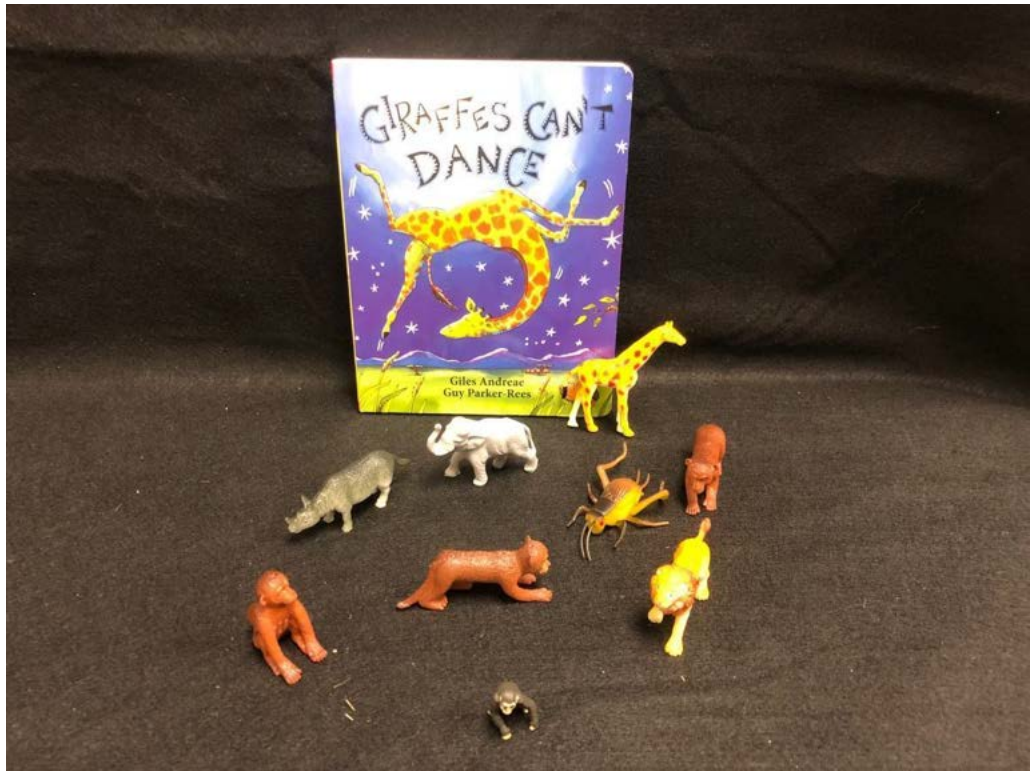
Additional Children's Books / music:

- Alphabears By Kathleen Hague
- The Boat Alphabet Book By Jerry Pallotta
- Alphabet Under Construction By Denise Fleming
- Chicka Chicka Boom Boom By Bill Martin Jr.
- The Letters are Lost By Lisa Campbell Ernst

Extension Ideas: What's Next? Taking this activity, a step further...

Using the felt board as a prop for other easy to recreate stories. Playing the monkey game with higher numbers 11-20. Playing the monkey game with addition 1-10. Having children write their own story using the writing prompt they created.

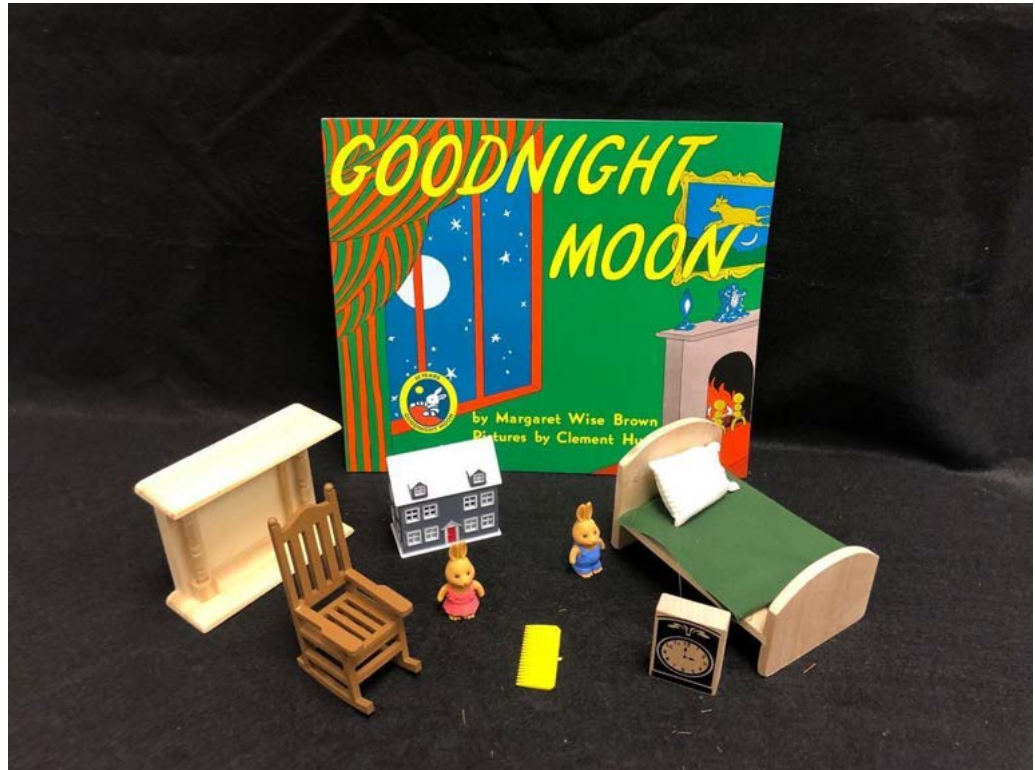
Giraffes Can't Dance



Contents of Bag:

- *Giraffes Can't Dance* by Andreae & Parker-Rees
- Story Objects: bear, beetle, elephant, giraffe, lion, monkey, rhino, and tiger (Primary Concepts)
- Activity ideas (Primary Concepts)

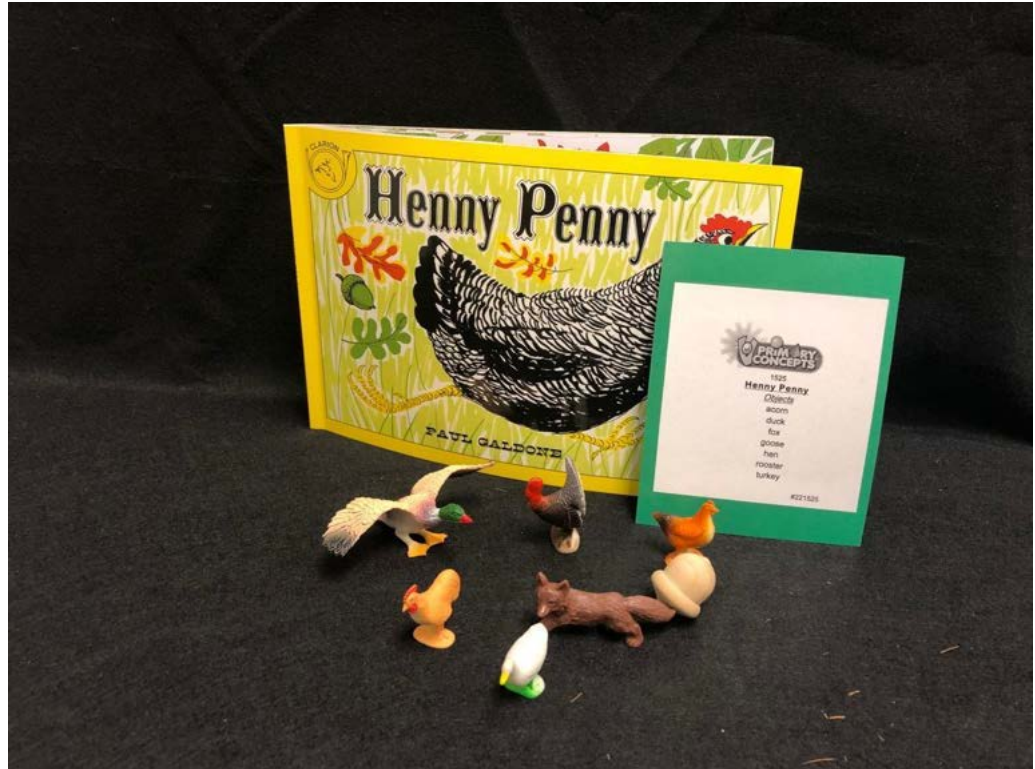
Goodnight Moon



Contents of Bag:

- *Goodnight Moon* by Margaret Wise Brown
- Story Objects: bed, blanket, chair, clock, comb, fireplace, house, pillow, and 2 rabbits (Primary Concepts)
- Activity ideas (Primary Concepts)

Henny Penny



Contents of Bag:

- *Henny Penny* by Paul Galdone
- Story Objects: acorn, duck, fox, goose, hen, rooster, and turkey (Primary Concepts)
- Activity ideas (Primary Concepts)

Activity Title: Henny Penny Play

Developmental Domain: Language and Literacy

State of Michigan Early Learning Standard(s):

- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content,
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

ART.T.I.2.1 Identify and describe different characters through vocal expression.

ART.T.I.2.2 Dramatize real and non-real characters with prompting and side-coaching

ART.T.II.2.1 Describe characters, environments, and situations that support the creation of a classroom dramatization.

ART.T.III.2.1 Describe the characters and setting in stories.

ART.T.III.2.2 Convey elements of character, setting, and events after reading a story or script (The Five Ws).

Behavioral Objective:

Students will read the appropriate lines of their specific assigned character and create a puppet to represent their character.

Materials:

- Copy of the book “Henny Penny” by Vivian French and Sophie Windham for each student.
- Computer to broadcast the out loud reading of Henny Penny.
- Paper
- Pencil
- Popsicle Sticks
- Cut out of characters from the book
- Coloring supplies (crayons, markers, colored pencils, etc.)
- Scissors
- White board or large paper
- Assessment sheet

Introduction:

First, the teacher will ask the children if they are familiar with folk tales. The teacher will write their responses down and display them. Following this, the teacher will have the students do a quick write up on what they would do if they thought the sky was falling. Students will volunteer to share their answers with the class.

Procedure:

- Students will listen to the story Henny Penny.
- Students will illustrate a picture of their favorite scene from the story.
- Students will work with their learning partner to do a “read to someone”.
- Students will create a character puppet that is assigned to them at their table out of the paper and materials supplied.

- Students will read through the script and hold up their puppet when it is their turn to say a line or when their character is mentioned.
- Students will answer the question “If you were Henny Penny, what would you have done differently in the story and why?”
- Students will share their answers with their learning partners.

Differentiation:

For those needing auditory assistance, provide the storybook on a tablet. If the child is an English Language Learner, provide the story in their first language. Children may help each other by working in partners.

Assessment:

Document participation on an observational checklist of every student. Collect the quick writes to determine if they understood the material.

PROFESSIONAL RESOURCES

Journal Articles:

- Website:<http://oomscholasticblog.com/post/benefits-re-reading-books>
Description: This article was found on scholastic’s website. It’s about the importance of re-reading a text to gain a deeper understanding.
- Website:<http://www.mottchildren.org/posts/your-child/reading-and-literacy-children>

Description: This article from Motts Children’s Hospital talks about the importance of reading to children. It also gives helpful ways that families can read more at home.

- Website:<http://www.pbs.org/parents/expert-tips-advice/2015/04/interactive-reading-everyday-life/>

Description: This article by PBS talks about the importance of interactive reading with your children and the different ways you can do this!

- Website:<http://projectliteracykelowna.org/about/the-importance-of-literacy/>

Description: This article talks about the importance of literacy and why it should never be taken for granted. It shows the importance of reading and how it affects people throughout their life.

Websites:

- <http://www.storylineonline.net/> This website has a ton of well-known books for children of all ages. If you click on the book, you have the option of it being read aloud to you by practiced actors and actresses.
- <http://en.childrenslibrary.org/> International Children’s Digital Library is a resource to help children become familiar with international texts. It doesn’t read aloud to the students, but it would be great for a “read to self”.
- <http://www.abcya.com/> This website breaks down texts by grade levels and gives the option of reading the story aloud. This website also has additional resources for each story to further the child’s learning.
- <http://www.storynory.com/> This site would especially be beneficial for ELL students. This site has a collection of popular books that is translated into various languages.

Apps:

- the iBook has a variety of books that can be read from many electronic devices. For example, they have the book *Henny Penny* on their site for purchase as well as the audiobook version. This would be a great resource for children to listen to the story individually.
- Rhyming Bee is a great way to introduce children to rhyming words as they can hear the words (as opposed to a book if the child were alone offering no sound) It is a fun way for children to play games and learn how to rhyme words.
- FarFaria is an app that is designed to help children become more comfortable with literacy. It has stories for all different age levels.

Additional Children's Books / Music:

- <https://www.youtube.com/watch?v=Y2dhcUT4XLw> A reading of *Henny Penny*.
- *The Random House Book of Poetry for Children* by Jack Prelutsky is a great book to introduce a different type of literature. This would be a good transition into poetry.
- The *Who Was?* series is a great way for children to become exposed to non-fiction literature. This talks about various people and their lives.
- The teacher could read *Charlotte's Web* to students in the classroom to help introduce them to fictional chapter books. Getting children familiar with various types of print is a key part of learning.

Extension Ideas: What's Next? Taking this activity a step further...

- The teacher could take this activity a step further by performing this script in front of the school. Instead of using puppets, the students could act out the book in front of their parents and peers. This would be a great way to incorporate creative aspects while reading the book. Each child would be assigned a role. Some could work on

props, some could work on the set, some could help with lighting and everyone would get a part in the play.

- The story *Two Bear Cubs* by Ann Jones is a popular story that is written in the format of a play. This would be another great story for students to act out.
- The teacher can have students use the different parts of this bag with the props to retell the story with a friend in the classroom. This might help ELL students as well.
- Children can retell the story by creating their own comic strip and re-narrating the story frame by frame.

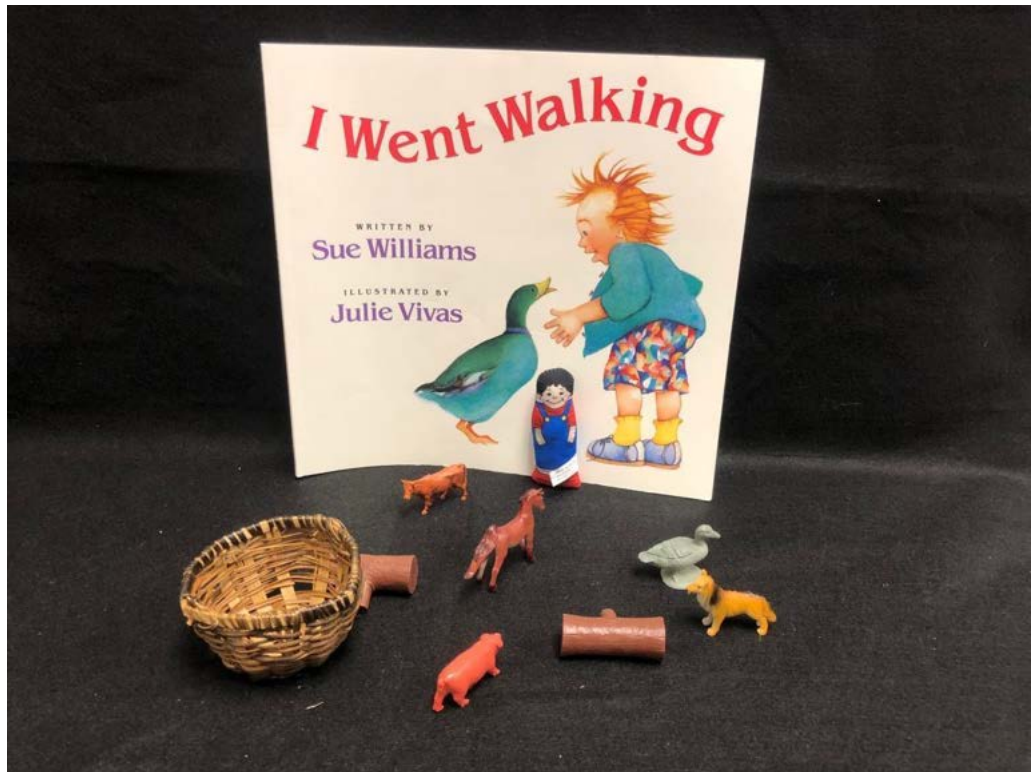
I Can Read



Contents of Bag:

- *Bob Books*: Set 1 of 12 Books by Bobby Lynn Maslen
- Alphabet Letter Wooden Puzzle (T.J. Maxx)

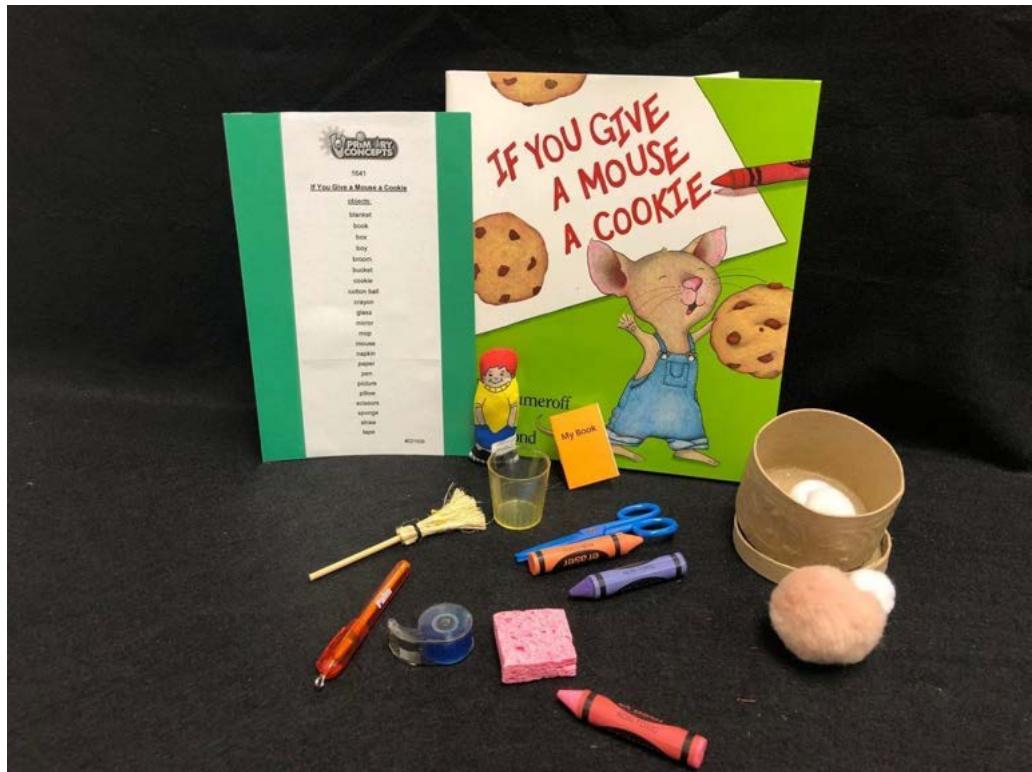
I Went Walking



Contents of Bag:

- *I Went Walking* by Sue Williams
- Story Objects: basket, cow, dog, duck, horse, logs, and pig (Primary Concepts)
- Activity ideas (Primary Concepts)

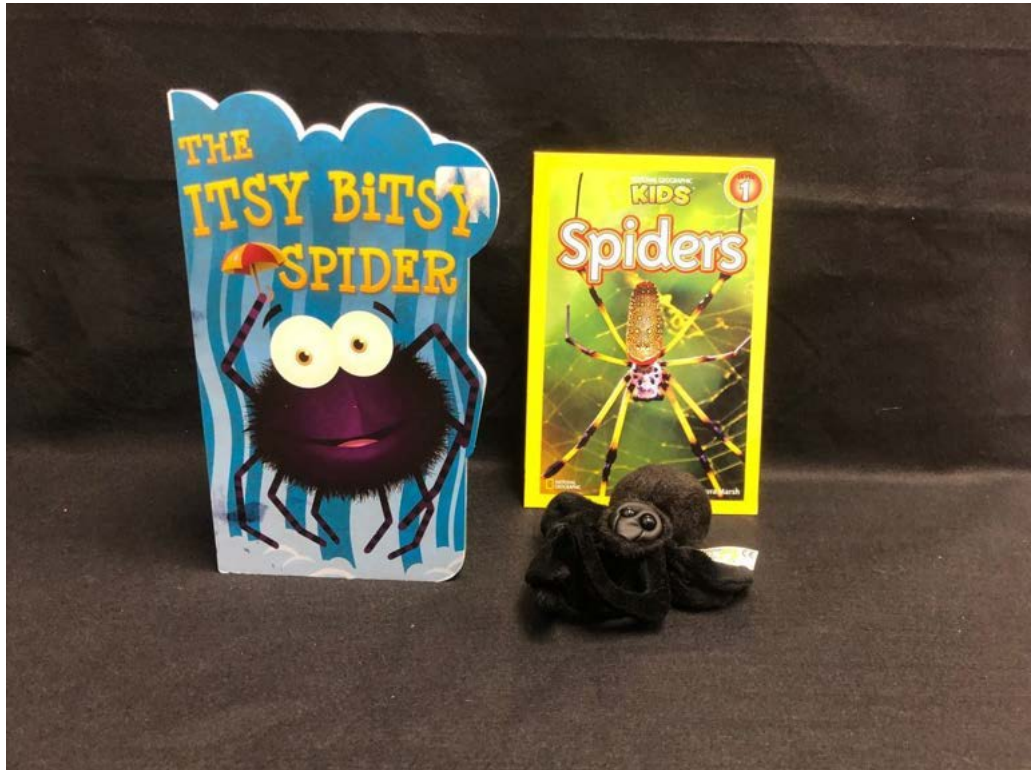
If You Give a Mouse a Cookie



Contents of Bag:

- *If You Give a Mouse a Cookie* by Laura Numeroff
- Story Objects: basket, book, boy, broom, cotton balls, crayons, cup, pen, scissors, sponge, and tape (Primary Concepts)
- Activity ideas (Primary Concepts)

Itsy Bitsy Spider



Contents of Bag:

- *Itsy Bitsy Spider* by Little Birdie Books
- *Spiders* by Laura Marsh
- Spider Puppet (Folkmanis Puppet)

Jump, Frog, Jump!



Contents of Bag:

- *Jump, Frog, Jump!* by Robert Kalan & Bryon Barton
- Story Objects: basket, boat, boy, fish, fly, frog, log, 2 oars, snake, and turtle (Primary Concepts)
- Activity ideas (Primary Concepts)

Activity Title: Let The Characters Tell The Story

Developmental Domains: Language and Early Literacy

State of Michigan Early Learning Standard(s):

- Early Learning Expectation: Emergent Reading. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.
- Early Learning Expectation: Spoken Language: Receptive. Children grow in their capacity to use effective listening skills and understand what is said to them.

Behavioral Objective:

Children will be able to sit and listen to the story. Children will be able to follow along with the story and listen to when their plastic character needs to be used in the story.

Materials:

- Jump Frog Jump! book
- Little plastic characters from the story (i.e., snake, frog, turtle, fish, basket, canoe, fly, etc.)

Introduction:

In order to help the children feel like they are part of the story and being interactive, they will each be given a plastic character. The children should know beforehand that they are going to be apart of the story and really need to use their listening ears.

Procedure:

- Read the book to the children.
- On the second reading, provide each child a plastic character from the story.
- While reading the book aloud, the children need to listen to story for their part

- When they hear their character in the story, they are to use the character to act out what is happening in the story.

PROFESSIONAL RESOURCES

Journal Articles:

- Panneton, K., & BlueShield of Northeastern New York. (2015, January 21). The importance of literacy in a child's development. Retrieved from <https://www.bizjournals.com/albany/news/2015/01/21/the-importance-of-literacy-in-a-child-s.html>
- Yokota, J., & Teale, W. H. (2014). Picture Books and the Digital World. *The Reading Teacher*, 67(8), 577-585. doi:10.1002/trtr.1262
- Heath, S. M., Bishop, D. V., Bloor, K. E., Boyle, G. L., Fletcher, J., Hogben, J. H., . . . Yeong, S. H. (n.d.). A Spotlight on Preschool: The Influence of Family Factors on Children's Early Literacy Skills. Retrieved from <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0095255>

Websites:

- <http://teacher.scholastic.com/products/face/pdf/research-compendium/early-literacy.pdf>
- http://msue.anr.msu.edu/news/abcs_of_early_literacy_the_importance_of_developing_early_literacy_skills
- <http://www.readingrockets.org/atoz/1125/all>
- <https://www.edutopia.org/blog/parent-involvement-in-early-literacy-erika-burton>
- http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=212

Apps:

- Endless Reader: Children will have an introduction to sight words with the help of monsters.
- Wonster World: Children are introduced to unfamiliar words. They will learn these words through word families, phonics, digraphs, and vocabulary.

Additional Children's Books/Music

- *Chicka Chicka Boom Boom* by Bill Martin Jr.
- *Apples and Bananas* song by Raffi
- *Down by the Bay* song by Eric Litwin and Michael Levine
- *A Bat Named Pat* by Betsy Franco

Extension Ideas:

- Children can write their own stories using the props provided.
- Add all the measurements up as we go to have one big number at the end of the jumping activity.
- Use the figurines to act out the story based off of memorization
- Create an alternate ending to the story. What would happen if the frog didn't jump away?

Little Red Hen



Contents of Bag:

- *The Little Red Hen* by Paul Galdone
- Story Objects: bone, broom, cake, cat, cheese, cup, dog, fish, flour, fork, hen, mouse, pen, plate, rake, spoon, watering can, and wheat (Primary Concepts)
- Activity ideas (Primary Concepts)

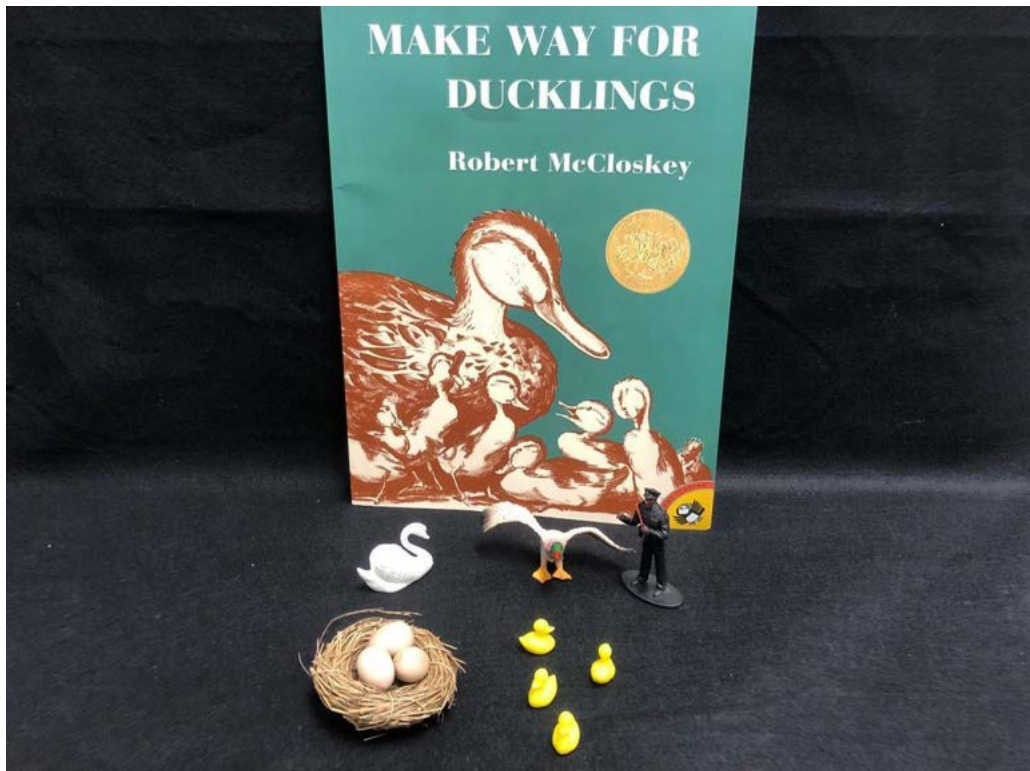
Little Red Riding Hood



Contents of Bag:

- *Little Red Riding Hood* by Candice Ransom
- Little Red Riding Hood Puppets (Amazon)

Make Way for Ducklings



Contents of Bag:

- *Make Way for Ducklings* by Robert McCloskey
- Story Objects: car, 4 crossing guards/policemen, duck, 8 ducklings, 8 eggs, fox, Mrs. Mallard, nest, swan, and turtle (Primary Concepts)
- Activity ideas (Primary Concepts)

Activity Title: Make Way for Ducklings: Read, Retell, Writ

Developmental Domain: Cognitive-Language Arts

State of Michigan Early Learning Standard(s):

- 3rd grade-R.CM.03.02 retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
- CCSS.ELA-LITERACY.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Behavioral Objective:

Students will use the Make Way for Duckling pieces to help them retell the story. The students will accurately explain the role of at least 7 out of the 10 pieces in their retelling of the story.

Materials:

- *Make Way For Ducklings* by Robert McCloskey
- Plastic Story Objects (Car, 8 Ducklings, 8 Eggs and Nest, Fox, Mrs. Mallard, 4 Policemen, Swan, Tray, Turtle, and Whistle)
- Paper/Pencil

Introduction:

Show the students the pieces and see if they can predict what the story is going to be about. Record their predictions to later be reviewed.

Procedure:

- Read the story *Make Way for Ducklings* by Robert McCloskey

- While reading the story, pick up the corresponding pieces that goes with each page of the story. For instance, page 1 introduces Mr. Mallard and Mrs. Mallard pick both ducks up and show them to the students as you read the story.
- Once the story is over, place the pieces onto a tray so the students can see them clearly. Have the students retell the story using the pieces as a guide to help them. Tell them to make sure to include how each piece was featured in the story.
- Note: You may need to read the story more than once if your students have trouble with recall.

Differentiation:

Instead of the students writing on paper to retell the story, they can talk-to-type on Google Docs.

Students can recall 5 out of 10 of the pieces. Students can have the opportunity to reread the story or retell the story orally.

Assessment:

Students will recount the story on paper that shows how at least 7 out of the 10 pieces fit into the story.

PROFESSIONAL RESOURCES

Journal Articles:

- Stadler, M. A., & Ward, G. (2005, October). Supporting the Narrative Development of Young Children. *Early Childhood Education Journal*, 33(2). This article discusses the developing continuum of storytelling skills in young children contributing to a child's development in communication, literacy, and cognition.

- Dunst, C., Simkus, A., & Hamby, D. (2012). Children's Story Retelling as a Literacy and Language Enhancement Strategy. *CELLreview*, 5(2). This article looks at a study to determine the characteristics of and conditions under which story retelling had the most effectiveness on a child's comprehension and expressive vocabulary.
- Bravo, S. (2016). Action Research Report: Using Objects to Increase Reading Comprehension in Students with Significant Cognitive Disabilities. *Journal of the American Academy of Special Education Professionals*, 18-33.

Websites:

- Google Drive: Allows students to talk to type. Students will talk into the microphone and the computer will type out their words onto the document.
- Newsela: Is a website where students can read non-fiction articles and take quizzes testing their reading comprehension.
- Whooo's Reading: Is a website that students can use to read stories that interest them and then take quizzes that has them answer higher level thinking questions. Students will not answer A,B,C, or D they will be prompted to type a written response to each of the questions.
- ReadWorks: Is a website that is based on cognitive science research to help improve your students' reading comprehension. It focuses on reading comprehension and vocabulary lessons to help improve your students' reading abilities.

Apps:

- Epic: An app that is a digital library for children. It offers personalized unlimited reading and learning with the bonus of audiobooks, videos, quizzes, Spanish, and more.

- Reading Comprehension Prep: An app that helps students improve their reading comprehension. After the student reads the article, they take a quiz over what they read. The app is unique because it highlights the correct answer and shows the students where to find it in the passage.

Additional Children’s Books / music:

- *Ducks* by Melanie Mitchell
- *Ducklings Watch Me Grow* by DK
- *Going Home the Mystery of Animal Migration* by Marianne Berkes
- *The Ugly Duckling* by Hans Christian Anderson

Extension Ideas:

- Create your own story that uses the characters in the book, *Make Way for Duckling*.
(writing)
- For younger children, In the book, the ducks are trying to find a new place to call home. Have the children create a picture that shows a home for their footprint duck. They make a footprint duck by using their foot to make the duck body and then they draw a head onto the body. (art)
- Create an estimation jar by having the students guess how many ducklings are in the jar. (math)
- Talk about what other animals do to prepare for the winter (migration, hibernation, and adaptations)

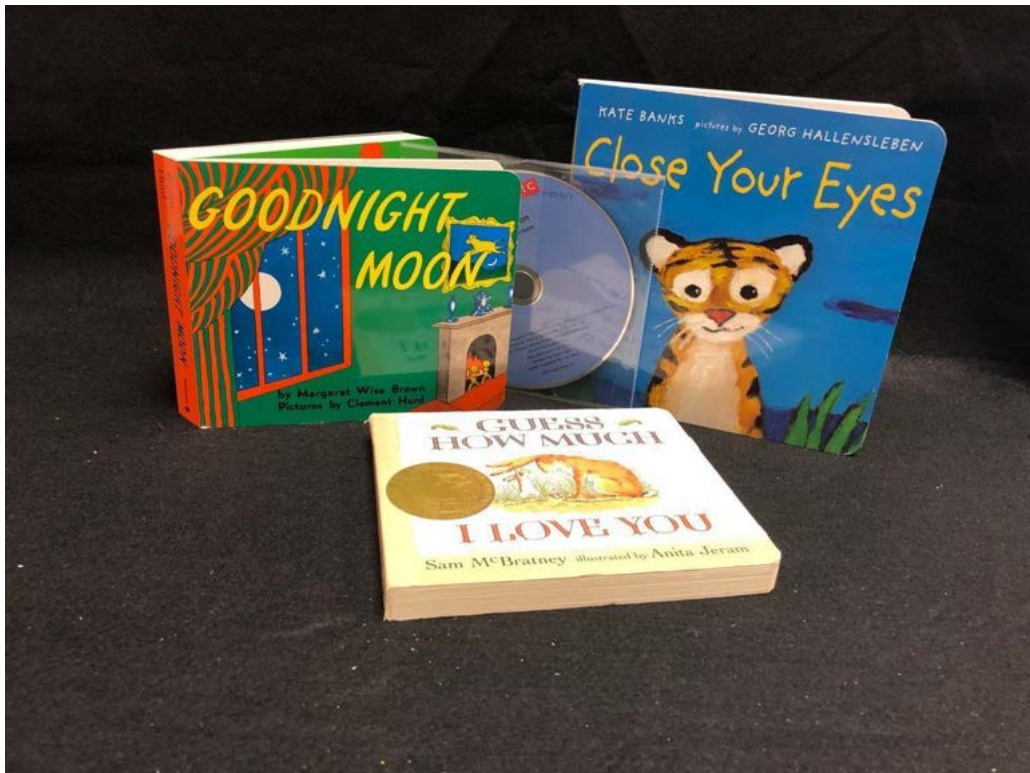
Monkeys



Contents of Bag:

- *Hang on Monkey* by Susan Neuman / National Geographic
- *Monkeys* by DK Publishing
- *Five Little Monkeys Jumping on the Bed* Big Book by Eileen Christelow
- 5 Little Monkeys Flannel Board Set: bed, doctor monkey, mama monkey, 5 little monkeys, rug (Amazon)

Nighty Night



Contents of Bag:

- *Goodnight Moon* + CD by Margaret Wise Brown
- *Guess How Much I Love You* by Sam McBratney
- *Close Your Eyes* by Kate Banks

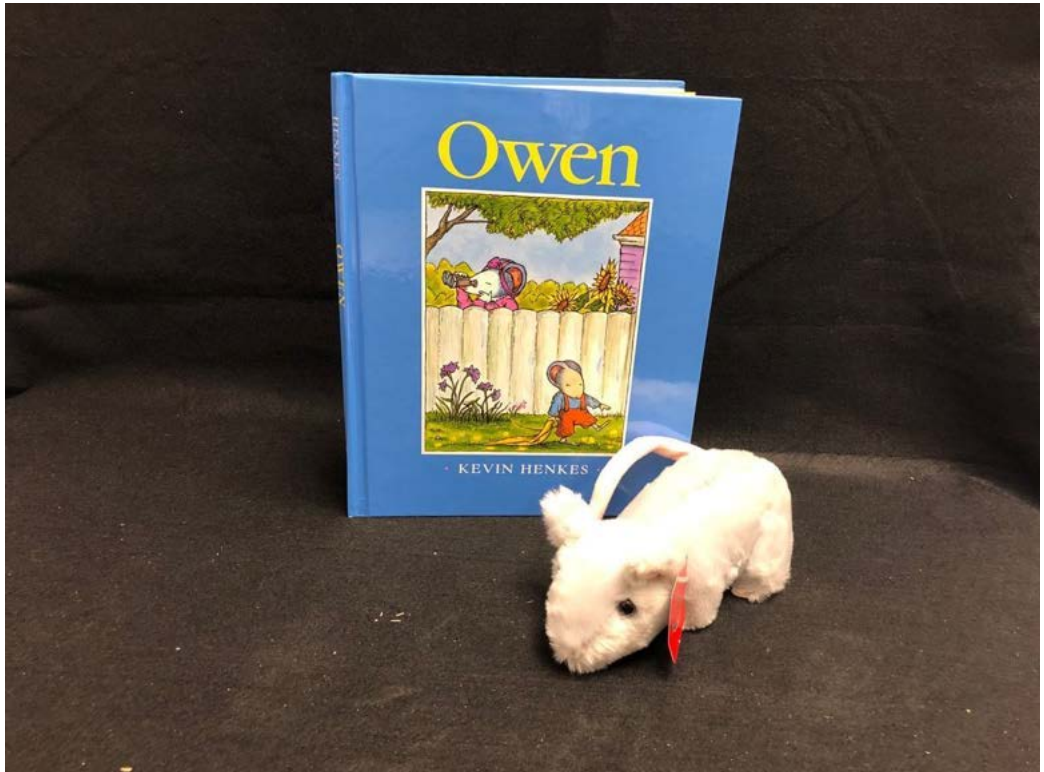
Opposites



Contents of Bag:

- *Summer & Winter* by Emily Dawson
- *Wet & Dry* by Emily Dawson
- *Hard & Soft* by Emily Dawson
- *Young & Old* by Emily Dawson
- Opposites Floor Puzzle (Lakeshore)

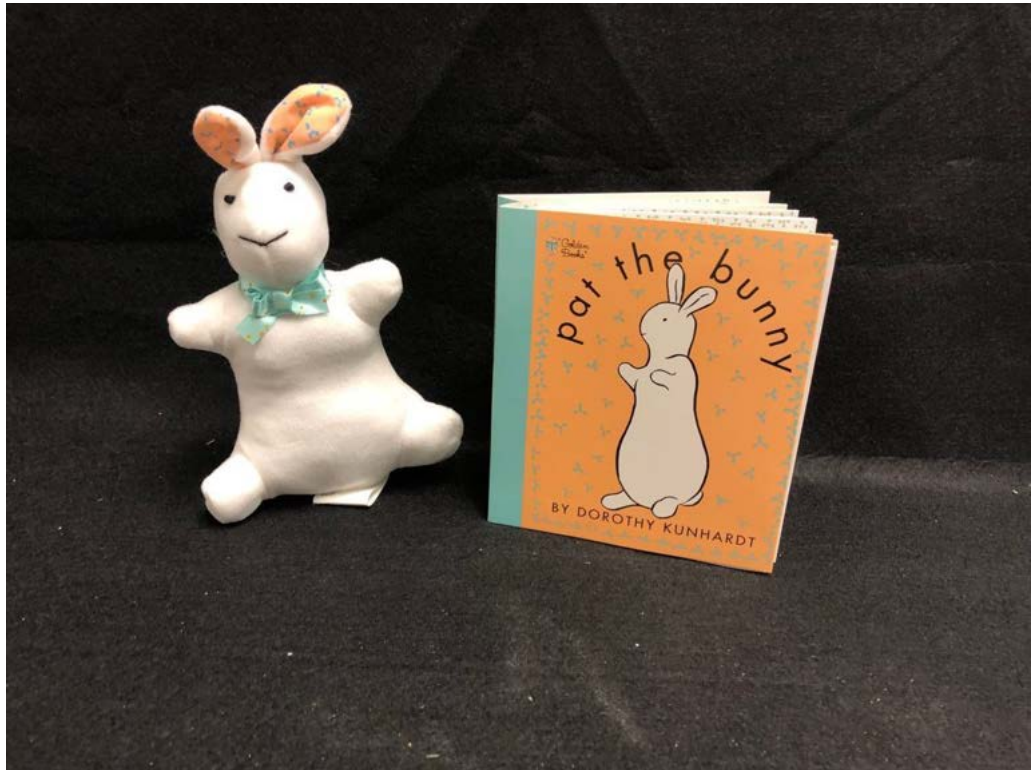
Owen



Contents of Bag:

- *Owen* by Kevin Henkes
- Owen Mouse Plush (Amazon)
- Yellow Felt Blanket (Walmart)

Pat the Bunny



Contents of Bag:

- *Pat the Bunny* by Dorothy Kunhardt
- Pat the Bunny Stuffed Animal (Amazon)

Rhyming Basket



Contents of Bag:

- *Llama Llama Red Pajama* by Anna Dewdney
- Rhyme Basket Objects: sock, clock, flag, bag, pig, wig, sail, snail, stamp, lamp, fan, can, cat, hat, clown, crown, cake, snake, star, car, sheep, jeep, frog, log, goat, boat, duck, truck, mug, and bug (Primary Concepts)
- Activity ideas (Primary Concepts)

Activity Title: “I Can Rhyme!”

Developmental Domain: Language and Early Literacy Development

State of Michigan Early Learning Standard(s):

- Early Learning Expectation: Emergent Reading. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers. In print and alphabetic knowledge: Participate in play activities with sounds (e.g., rhyming games, finger plays).
- Early Learning Expectation: Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others.
- Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).

Behavioral Objective:

The children will correctly match the figurine to the written label. The children will correctly make 15 pairs of rhyming words from the figurines and labels provided. (ex. sock and clock)

Materials:

- *Llama Llama Red Pajama* book by Anna Dewdney
- 10 sets of Figurines: sock, clock, flag, bag, pig, wig, sail, snail, stamp, lamp, fan, can, cat, hat, clown, crown, cake, snake, star, car, sheep, jeep, frog, log, goat, boat, duck, truck, mug, and bug.
- 10 sets of Written labels: sock, clock, flag, bag, pig, wig, sail, snail, stamp, lamp, fan, can, cat, hat, clown, crown, cake, snake, star, car, sheep, jeep, frog, log, goat, boat, duck, truck, mug, and bug.

Introduction:

To begin, the teacher will read the book *Llama Llama Red Pajama* by Anna Dewdney to the children. While reading, he or she will stop periodically to point out the rhyming words in the story. Discuss with the children why these words rhyme. Then, have the children work with a partner (pair share) to come up with some rhyming words on their own.

Procedure:

- In small group: Pull objects out of the basket one at a time and name them so we are identifying them similarly / calling them the same thing. Place objects back in the basket.
- Select one item and name it. (i.e. car). Begin to name that object against another object in the basket to use auditory discrimination and check for rhyming. (i.e. car, bat) If no rhyme, then shake your head no and place that second object at the bottom of the table. Repeat until you find a rhyming match (i.e car, star) and place them together on the table.
- Continue to model for another match or when you see that the children grasp process.
- Advanced children can also use labels.
- When the children finish matching, have them say (or read) all rhyming objects (labels) to assess for rhyming.
- As the children are doing this, you might ask, “How do you know that two objects rhyme?” or “Do you notice any connection between how the word labels look?”

Differentiation:

To make this activity more challenging, take away a matching object and have the children try to come up with a rhyming word on their own. The teacher could also underline the part of the words that rhyme so that the child knows what to look for when matching them.

Assessment:

The children will be assessed based on whether or not they are able to match the rhyming objects or labels to the correctly. The children will be assessed on whether or not they paired the correct rhyming words. The teacher document this by having a checklist and identify how many pairs the children got correct out of 15.

PROFESSIONAL RESOURCES

Journal Articles:

- Galway, E. (2013). *Nursery Rhymes*. *Oxford Bibliographies Online Datasets*.
doi:10.1093/obo/9780199791231-0124
- Schiller, P. (nd). *Songs and rhymes as a springboard to literacy*. *Early Childhood News*.
Retrieved on May 17, 2013 from
www.earlychildhoodnews.com/earlychildhood/article_print.aspx?ArticleID=478
- Read, K. (2014). Clues cue the smooze: Rhyme, pausing, and prediction help children learn new words from storybooks. *Frontiers in Psychology*, 5.
doi:10.3389/fpsyg.2014.00149
- Kirtley, C. (2004). *Rhyme, Rime, and the Onset of Reading*.
[https://doi.org/10.1016/0022-0965\(89\)90004-0](https://doi.org/10.1016/0022-0965(89)90004-0)

Websites:

- <http://pbskids.org/games/rhyming> This website provides many age appropriate rhyming games for children to play.
- <http://www.scholastic.com/parents/resources/article/developing-reading-skills/time-to-rhyme> This website discusses the importance of rhyming with children, and then gives ideas of fun ways to enhance children's rhyming skills. Also, it is scholastic so there are many rhyming books available on here.
- <https://blog.allaboutlearningpress.com/teaching-rhyming-to-preschoolers/> This website would be helpful to parents because it provides a list of ways that parents can help their children learn to rhyme.
- <http://interactivesites.weebly.com/rhyming.html> This website provides links to multiple rhyming games appropriate for children.

Apps:

- Super WHY! The Power to Read!
- Partners in Rhyme
- Phonics Made Easy Flash Action
- Reading Readiness On-Track

Additional Children's Books / music:

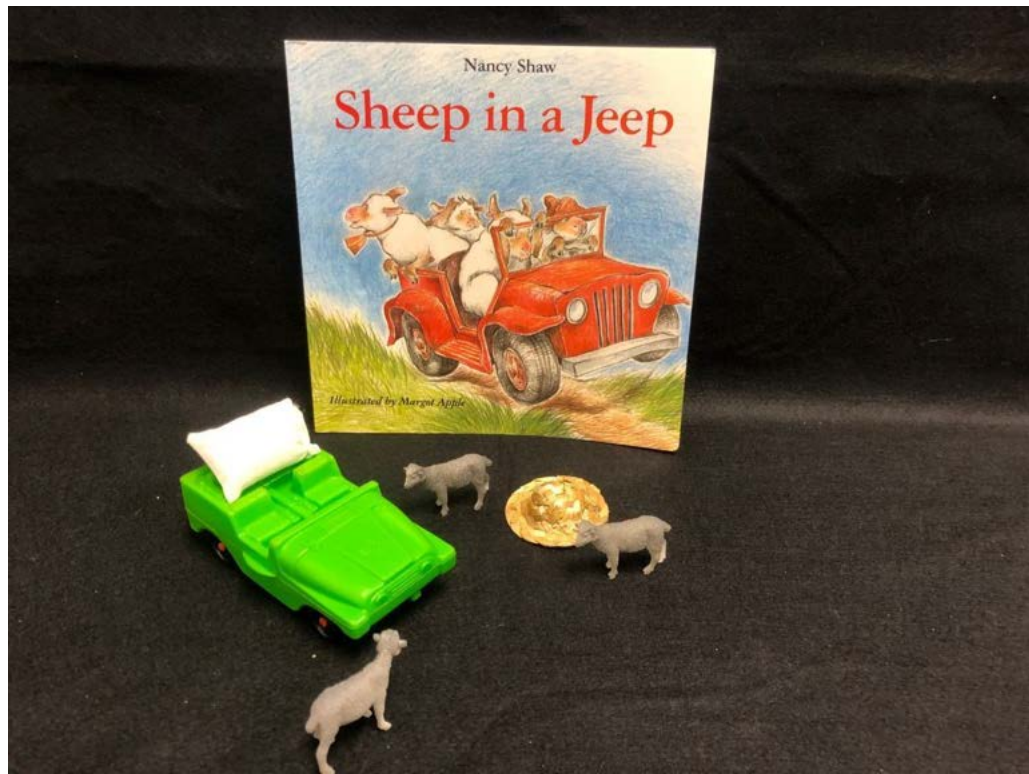
- *Fox in Socks* by Dr. Seuss (Can use almost any Dr. Seuss books)
- *Goodnight, Goodnight, Construction Site* by Sherri Duskey Rinker
- *Goodnight Moon* by Margaret Wise Brown
- *My Truck is Stuck* by Kevin Lewis
- Itsy Bitsy Spider
- Open Shut Them

- Five Green and Speckled Frogs
- Five Monkeys Swinging From a Tree

Extension Ideas:

- This activity will probably spark curiosity about other everyday words that rhyme.
The children could look around the room and playground for objects or words that rhyme.
- The children may want to come up with their own rhymes.
- The children could make rhyming cards. They would write one word on the cover and then draw a picture of the word, then write a word that rhymes with the cover word on the inside with another picture. Then, the children can “quiz” their friends using the cards.
- The teacher could set up a rhyming matching game. The children will flip the cards over and try to match the rhyming words.

Sheep in a Jeep



Contents of Bag:

- *Sheep in a Jeep* by Nancy Shaw
- Story Objects: bag of flour, jeep, 3 sheep, and straw hat (Primary Concepts)

Sheep on a Ship



Contents of Bag:

- *Sheep on a Ship* by Nancy Shaw
- Story Objects: chest, dolphin, fish, map, octopus, rat, shark, shrimp, ship, and starfish (Primary Concepts)
- Activity ideas (Primary Concepts)

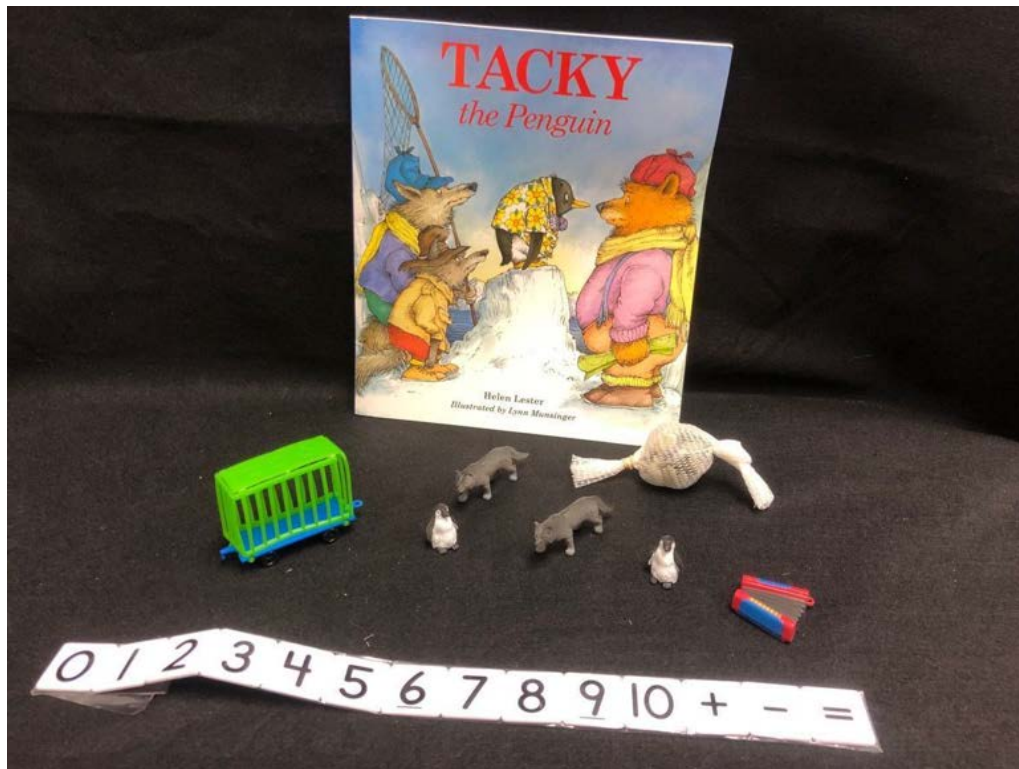
Stone Soup



Contents of Bag:

- *Stone Soup* by Ann McGovern
- Story Objects: barley, bone, boy, butter, carrot, old lady, onion, pepper, pot, salt, and stone (Primary Concepts)
- Activity ideas (Primary Concepts)

Tacky the Penguin



Contents of Bag:

- *Tacky the Penguin* by Helen Lester
- Story Objects: accordion, bear, cage, number tiles 1-10, tacky the penguin, penguins, and 2 wolves (Primary Concepts)
- Activity ideas (Primary Concepts)
- *Penguins!* by Gail Gibbons
- *Baby Penguins* by Planet Earth / Scholastic
- *The Emperor's Egg* by Mark Jenkins
- 3 Penguin Puppets (Smithsonian Oceanic Collection)

Activity Title: What Makes you Special?

Developmental Domain: Creative Arts & Social Studies

State of Michigan Early Learning Standard(s):

- Early Learning Expectation: Visual Arts. Children show how they feel, what they think, and what they are learning through experiences in the visual arts. Use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves). Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form). Create representations that contain increasing detail.
- Early Learning Expectation: Aesthetic Appreciation. Children develop rich and rewarding aesthetic lives. Develop healthy self-concepts through creative arts experiences. Show growing satisfaction with their own creative work and growing respect for the creative work of others. Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired). Are comfortable sharing their ideas and work with others. Can talk about their creations with peers and adults.
- Early Learning Expectation: How People Are Influenced. Children begin to recognize that many different influences shape people's thinking and behavior. Can talk about personal information (e.g., name; family members; and, by four, knowledge of personal traits, address, telephone number). Begin to recognize themselves as unique individuals and become aware of the uniqueness of others. Show an understanding of family and how families are alike and different.

Behavioral Objective:

The children will create their own Tacky penguin. Complete an all about me sheet at home to later explain what makes them “Tacky” (different) from the rest of the children.

Materials:

- White paper with an oval drawn on it
- Pencils
- Small orange triangles
- Black ovals (cut in half)
- Black circles
- Different fabric patches
- Crayons
- All about me sheet

Introduction:

First, we will read the story “Tacky the Penguin” as a class and discuss Tacky. What makes Tacky, Tacky? Where he lives and what he does throughout the story. Then, after we read and discussed the story the children will do this lesson/activity.

Procedure:

- Read “Tacky the Penguin” as a class the children will create their own Tacky, using the provided materials to create their Tacky the penguin.
- Send out an all about me sheet home with all the families. Asking the families to fill out the sheet so the children can attach it to their Tacky the penguin.
- As children return the completed all about me sheets they will be able to show their Tacky the penguin and tell the class about what makes them “Tacky.”

Differentiation:

This will vary based on each individual child's needs. Provide support for children where needed throughout the activity.

Assessment:

The children are assessed by documenting fine motor skills, problem solving, language, and their ability to perform the tasks (i.e. create their own Tacky the penguin, fill out all about me sheet, and explain to the class what makes them special.)

PROFESSIONAL RESOURCES

Journal Articles:

- L. Bongiorno, *How Process-Focused Art Experiences support Preschoolers* National Association for the Education of Young Children.
<https://www.naeyc.org/resources/pubs/tyc/feb2014/process-art-experiences> The author discusses the difference between process-focused art and product-focused art (provides examples of each) and explains the benefits of process-focused art experiences.
- L. Bongiorno, *Supporting the Development of Creativity*, *Teaching Young Children*, 7, 3.
This article offers a clear explanation on how the arts can support development within the different domains.

Websites:

- <http://kids.nationalgeographic.com/animals/> Children can look at photos, learn facts, play games and watch videos about different animals. They can research penguins and other arctic animals.

- <https://jr.brainpop.com/science/animals/> This sight is great for the children to learn more about the different animal's habits. Such as the life cycle, food chain, hibernation and such.

Apps:

- Habitat the Game; this app helps teach children how to care for the environment and keep their animals healthy.
- MarcoPolo Arctic; this app allows children to explore environmental biosphere, where they can learn about arctic animals from the land, birds that fly in the sky, and mammals from the sea.

Additional Children's Books / music:

- Penguins! By National Geographic Kids
- Way up in the Arctic by
- North Pole, South Pole by Nancy Smiler
- Penguin Song - Penguin Dance - Brain Breaks - Kids Songs by The Learning Station

<https://www.youtube.com/watch?v=He5Xu11HBkM>

This gets the children up and moving like a penguin. How a penguin walks, moves their flippers, and shakes their heads.

- Five little penguins. This song will help the children with counting and number recognition.

Extension Ideas:

This activity can be expanded in many different directions. You can take this activity and expand it to fit into every developmental domain. A few different activities could be;

- Having the children act out the life of a penguin
- Learn about habitats

- Different animals from the arctic
- Food chain
- Learn about food sources
- Compare and contrast a penguin to a human
- Sequence a penguin's life cycle

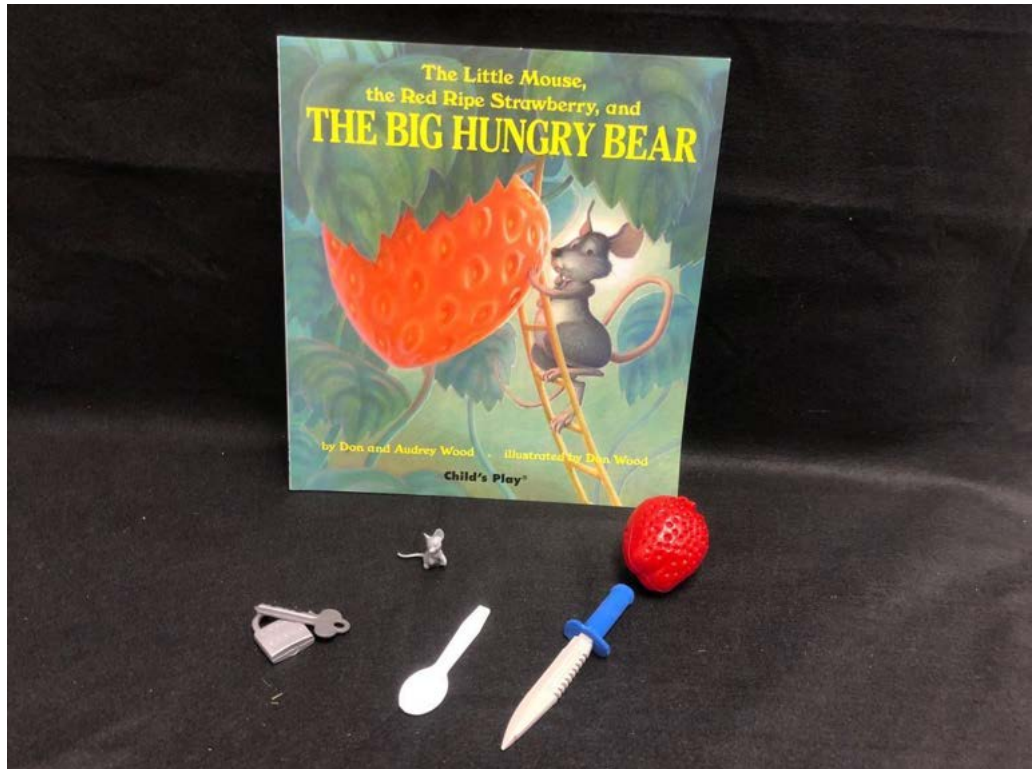
The Gingerbread Man



Contents of Bag:

- *The Gingerbread Man* by Jim Aylesworth
- *The Gingerbread Man* by Paul Galdone & Clarion
- *The Gingerbread Man* by Paul Galdone & Houghton Mifflin
- Story Objects: cow, fox, gingerbread boy, horse, man, old man, old woman, and wheat (Primary Concepts)

The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear



Contents of Bag:

- *The Little Mouse, The Red Stripe Strawberry, & The Big Hungry Bear* by Don & Audry Wood
- Story Objects: key, lock, mouse, spoon, strawberry, and sword (Primary Concepts)
- Activity ideas (Primary Concepts)

Activity Title: The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear

Developmental Domain or Content Area: Literacy (English language) and Mathematics

State of Michigan Early Learning Standard(s):

- Early Learning Expectation: Language. Child points to familiar objects in pictures and photos. Child shows an understanding of content information (the topic) by asking and/or answering clarifying questions about key points presented orally or in text. Child compares and contrasts relationships among characters, events and themes in a book or story.
- Early Learning Expectation: Mathematics. Child counts (with one-to-one correspondence) more than 10 objects and says the last number counted and tells how many. Child says how many more or fewer are in one set than another set. Child shows interest in (looks at, touches, handles) one object from a collection of objects. Child groups things into two or more collections

Behavioral Objective:

The children will be able to understand the concepts of a whole and half by using the necessary materials and the framework around mathematics. (Introducing mathematics and strategies to children of how they can cut a strawberry in different ways).

Materials:

- The book: *The Little Mouse, the Red Ripe Strawberry and the big Hungry bear* by Don and Audrey Wood.
- A Plastic knife
- 2 cartons of whole strawberries
- Paper plates
- Napkins

- A small ladder (this will be on the floor next to the table where the activity will take place).
- Montessori fraction skittles (Nienhuis)

Introduction:

- Invite the children to group. Tell them we are going to play a guessing game using only our noses to smell. Have the children close their eyes and walk around with the plate of strawberries and have them guess what they are smelling.
- Explain that we are going to be reading the book about strawberries called *The Little Mouse, the Red Ripe Strawberry and the big Hungry bear* by Don and Audrey Wood.
- Prior to reading, ask the children to predict what might happen in the story.

Procedure:

- Read the book. While reading, pause and ask questions/prompts such as: What do you think will happen next? I wonder what the mouse might use to get the red, juicy strawberry.
- After reading the story, ask the children what the mouse used to get to the strawberry. (a ladder)
- At small group time have children wash their hands. Next, place the small ladder at the edge of the table and invite the children to form a line behind the end of the ladder and take turns climbing up and down the ladder.
- On the table, have three strawberries on a serving plate. Count the strawberries together and highlight one to one correspondence by pointing to each strawberry as you count.
- Explain to the children that there is one strawberry for each of have each child to use the tongs to select their own strawberry on a paper plate to use for the activity.

- At this time, ask the children to examine their strawberry and ask what do they see or notice about the strawberry. (Possible answers: it's red, it is big, it has seeds, etc.) In the book the strawberry has seeds too. In the book, what did the mouse do to the strawberry? (Possible answers: "he cut it" or "its cut in half"). Yes, the strawberry is cut in half.
- Explain, "Just like the book, the bear is really hungry! So let's pretend each of you are going to share your strawberry with the bear. Ask children for their ideas of how to solve this problem. (Possible answer: cut strawberries in half.)
- Next use the fraction skittles to demonstrate whole and half by selecting the first two skittles on the tray: the whole stittle and the skittle that is cut in half. (If you don't have access to this, use apples to demonstrate concept.)
- Provide each child with a plastic knife. Remind them how we hold a knife for safety. Have children cut their own strawberry. Explain that the strawberry is whole, then it is now cut in two parts. Half of the strawberry is one of two parts.
- After exploring the concept, the children may eat the strawberries.

Differentiation:

- To make this activity less challenging for a child with physical limitations or needs extra support with fine motor skills, have pre-cut strawberries already cut for him or her.
- To make this activity more challenging, use the fraction skittles to demonstrate thirds and fourths. Invite the child to cut the strawberry in thirds, fourths etc.

Assessment:

Assessment for this lesson will be informal and can be recorded by using an observational checklist to document observations and anecdotal records. Observe as children listen and interact with the story. Look for: How well children can retell the story, do they remember the basic events in the plot? Can they recreate the story in different ways? Are they recalling the story events in the proper order? Can they count using one to one correspondence. Do they understand the concept of half?

For an individualized assessment, sit with the child one on one and ask them to recount the story to you.. Determine if they can 1) recall each of the four main plot events from our notepad; 2) recall the events in order; and 3) use words properly and in sentences that make sense; 4) count to 10 using one to one correspondence.

PROFESSIONAL RESOURCES

Journal Articles:

- (NAEYC. (n.d.). Retrieved March 18, 2018, from <https://www.naeyc.org/resources/pubs/tyc/oct2017/play-games-learn-math-explore-numbers>).
- (NAEYC. (n.d.). Retrieved March 18, 2018, from <https://www.naeyc.org/resources/pubs/tyc/oct2017/make-math-meaningful-diverse-learners>).

Websites:

- The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear. (n.d.). Retrieved March 18, 2018, from <http://www.audreywood.com/books-written-by->

[audrey-wood/the-little-mouse,-the-red-ripe-strawberry,-and-the-big-hungry-bear/the-little-mouse,-the-red-ripe-strawberry,-and-the-big-hungry-bear](https://www.naeyc.org/our-work/families/5-ways-build-math-your-childs-day)).

- NAEYC. (n.d.). Retrieved March 18, 2018, from <https://www.naeyc.org/our-work/families/5-ways-build-math-your-childs-day>).
- n.d.). Retrieved March 18, 2018, from <https://www.nctm.org/Standards-and-Positions/Position-Statements/Mathematics-in-Early-Childhood-Learning/>).
- NAEYC. (n.d.). Retrieved March 18, 2018, from <https://www.naeyc.org/our-work/families/things-know-about-math>).

Apps:

- Preschoolers learn fractions (Nguyen Xuan Tuong)
- Tiny Town- Adding (Arvada education)

Additional Children's Books / music:

- Give Me Half! By Stuart J. Murphy (Non-fiction)
- Quack and Count by Keith Baker
- Eating Fractions by Bruce McMillan

Extension Ideas:

- Laminate ten sheets of cardstock with printed strawberries on them (1-10); and a different number of seeds on each one with the correct number on the back for self-correction. (For example, a card that has a strawberry with three seeds has the number 3 on the back.). Include 55 black objects / counters to represent the seeds. Have the child sequence the cards 1-10. Lastly, using one to one correspondence, the child places the correct number of seeds on each card. To make this more challenging, do not have the “seeds” on the printed cards.
- Use metal inset fraction circles to trace fractions (Nienhuis).

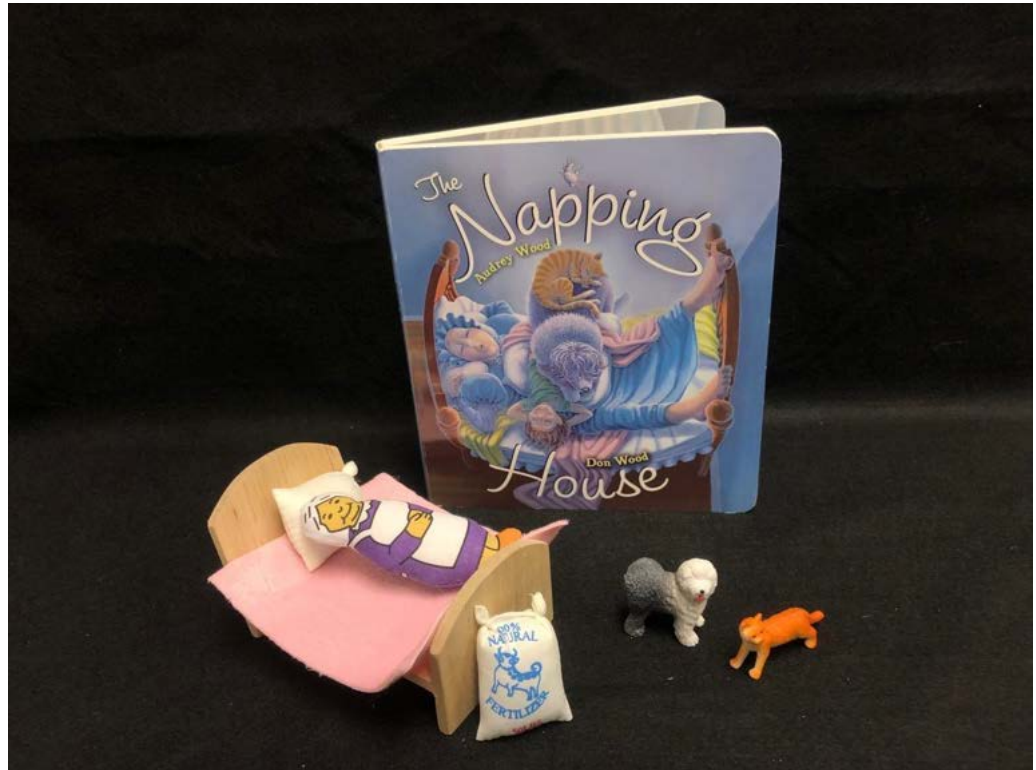
The Mitten



Contents of Bag:

- *The Mitten* by Alvin Tresselt
- Story Objects: bear, boar, boy, cricket, firewood, fox, frog, mitten, mouse, owl, rabbit, sled, and wolf (Primary Concepts)
- Activity ideas (Primary Concepts)

The Napping House



Contents of Bag:

- *The Napping House* by Don & Audrey Wood
- *The Napping House* Big Book by Don & Audrey Wood
- Story Objects: bag of fertilizer, bed, blanket, cat, dog, pillow, and old lady (Primary Concepts)

The Three Little Pigs



Contents of Bag:

- *The Three Little Pigs and the Big Bad Wolf* by Eugene Trivias
- *The True Story of the Three Little Pigs* by Jon Scieszka
- *The Fourth Little Pig* by Teresa Sella
- The Three Little Pigs Playset: buildings for setting, 3 pigs, and wolf (Storytime Toys)

There Was an Old Lady who Swallowed a Fly



Contents of Bag:

- *There Was an Old Lady who Swallowed a Fly* Big Book by Pam Adams
- Flannel Cut Outs: old lady, fly, spider, bird, cat, dog, goat, and cow (Lakeshore)

Where the Wild Things Are



Contents of Bag:

- *Where the Wild Things Are* by Maurice Sendak
- Gold Paper Crown (Amazon)
- Story Felt Pieces: Max, scenery, monsters, bed, crown, and food (Story Time Felts)

Activity Title: Where the Wild Things Are

Developmental Domain: Language Arts, Social/Emotional Development

State of Michigan Early Learning Standard(s)

- Early Learning Expectation: Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others.
- Early Learning Expectation: Fine Motor Development. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.
- Early Learning Expectation: Expressing Emotions. Children show increasing ability to regulate how they express their emotions.

Behavioral Objective:

- The children will use felt pieces to retell the story *Where the Wild Things Are*.
- The children will use the crown template to trace their own crown shape and then decorate it as they choose and cut it out.
- The children use rhythm sticks to express their emotions while listening to the song *Where the Wild Things Are: Wild Rumpus*.

Materials:

- Book *Where the Wild Things Are*, provided felt pieces, felt board. Crown template, paper, pencil, scissors, decorating items.
- Music *Where the Wild Things Are: Wild Rumpus*, Rhythm sticks.
- Additional emotion books such as *The Way I Feel* by Jenan Cain to be read in accompaniment to activity when talking about emotions.

Introduction:

Begin by doing a picture walk of the book *Where the Wild Things Are* before reading the book. Ask the children what they think the story will be about, based only on what they see. Ask questions such as: "What is going on here?" "Who is this?" "Why does the character look so mad?" "When is this story taking place?" "Where did the character just come from?" "How do you think the story is going to end?" Point out at the pictures relating to feelings (Max being sent to his room, the rumpus dance etc. and discuss associated feelings. Connect to prior experience by asking the children to think about a time they may have felt mad, glad, happy or sad.

Procedure:

After the picture walk, read of the book and continue the conversation about emotions. After reading, pass out rhythm sticks and listening to the music *Where the Wild Things Are: Wild Rumpus* encourage the children to express their emotions through rhythm. After, we would talk about other ways we can express our emotions through movement like dance, and other ways like drawing, writing, playing and talking. Children would have materials to make the crown as well as the felt pieces available to reenact the story available during choice time. The book as well as the music and rhythm sticks would also all be available during choice time as well as other materials such as playdough, writing and drawing materials, the sand or water table, and the block area. As a follow up, we would read additional books about emotions and continue the conversations.

Differentiation:

Children that need assistance with tracing and cutting the crown can use safety scissors, or have the curvy parts of the crown pre-cut so they only have to begin cutting with the straight line first. Also, the book *Where the Wild Things Are* is available in an audio version in Spanish

for children whose first language is Spanish. Children that are sensitive to scarier pictures, or music would have access to their family pictures, or other comfort items, and would receive more one on one interaction with an adult to help support them in this way.

Assessment:

Assessment can be done through observations of children's participation throughout all aspects of the activity:

- Assess comprehension and ability to express themselves with language as children re-enact the story with the felt pieces.
- Assess children's fine motor skills in tracing, cutting and detailed decorating of the crown.
- Assess children's ability to express themselves with music and regulate their emotions through a positive activity by observing children's participation in the music and rhythm sticks activity.

PROFESSIONAL RESOURCES:

Journal Articles:

Bowden, Emma at The Guardian. (2016). *10 wild facts about Maurice Sendak's Where The Wild*

Things Are. Retrieved from <https://www.theguardian.com/childrens-books-site/2016/mar/29/10-wild-facts-about-maurice-sendaks-where-the-wild-things-are>

Gottlieb, Richard at The Psychologist. (2009). *Eye on Fiction- Where the Wild Things are*.

Retrieved from <https://thepsychologist.bps.org.uk/volume-22/edition-10/eye-fiction-where-wild-things-are>

Michigan State Board of Education, Lansing, MI. (2005). *Early Childhood Standards of Quality for Prekindergarten*, pages 30-38.

MSU Extension (2014). *Language and Literacy in Early Childhood*. Retrieved from

https://www.canr.msu.edu/resources/language_and_literacy_in_early_childhood

MSU Extension. *Tips for Reading with Children*. Retrieved from

https://www.canr.msu.edu/uploads/236/59075/Tips_for_Reading_with_Children.pdf

PBS Parents. (2019). *Preschooler Listening Milestones*. Retrieved from

<http://www.pbs.org/parents/education/reading-language/reading-milestones/preschooler-language-development-milestones/preschooler-listening/>

Sendak, M. (1963). *Where the Wild Things Are* (50th ed.). New York: HarperCollins Publishers.

Websites:

Reading Rockets. *Early Literacy*. Retrieved from

http://www.readingrockets.org/resources_new/c581

Walker, Rachel at Reading Rockets. (2009). *Reading Adventure Pack: Where the Wild Things Are*. Retrieved from [http://www.readingrockets.org/article/reading-adventure-](http://www.readingrockets.org/article/reading-adventure-pack-where-wild-things-are)

[pack-where-wild-things-are](http://www.readingrockets.org/article/reading-adventure-pack-where-wild-things-are)

Additional Children's Books / music:

Bang, Molly (2004). *When Sophie Gets Angry--Really, Really Angry...* New York, NY: The Blue Sky Press.

Cain, Jenan (2000). *The Way I Feel*. Parenting Press, Inc.

Kilpatrick, Euan (2012, Nov 21). *Donde Viven Los Monstruos - Where the Wild Things Are*

(*Spanish Language Version*).wmv [Video file]. Retrieved from

https://www.youtube.com/watch?v=03Y0imE_ikw

Mooseboy018 (2009, Nov 20). *Where the Wild Things Are: Wild Rumpus* [Video file]. Retrieved

from https://www.youtube.com/watch?v=k_PBoeE-1Gg

Extension Ideas:

When talking about feelings, read some of the aforementioned books, talking about feelings, what they are, what they might look like, and how to manage them so they don't manage us.

Calm down techniques/tools.

- Imagination versus reality. Discussion about fiction vs. non-fiction books/stories.
- Create a travel book. Where would we go? How would we travel? What would we see?
- Rhythm Sticks, homemade musical instruments, including drums. Have a parade and discuss rhythms. Some music sounds angry, sad, happy, etc.

Chapter 2: Math and Literacy

*1, 2, 3 To the Zoo
*Bear Counts Blueberries at Breakfast
*Counting Pigs
*Hippos Go Berserk
Let's Go Counting
Making Cookies
Matching: Same and Different
Mouse Count
Pizza Party
Ten Tiny Ticks
*The Crocodile Count
Tools for Measuring
*What Time is it?
Wonderful Math

*Indicates an Activity Plan or Lesson Plan is included

1, 2, 3 To the Zoo



Contents of Bag:

- *1, 2, 3 To the Zoo* by Eric Carle
- Story Objects: alligator, bear, bird, elephant, giraffe, hippo, lion, monkey, mouse, number tiles 0-10, seal, and snakes (Primary Concepts)

Activity Title: 1, 2, 3 To the Zoo

Content Area: Cognitive—Mathematics

State of Michigan Early Learning Standard(s):

Early Learning Expectation: Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment.

- Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).
- Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing)
- Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as “counting on.”
- Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.

Introduction:

As an introduction to this lesson, the teacher should have a brief discussion with the children about the topic of the book, *1, 2, 3 To The Zoo* by Eric Carle. The teacher should ask questions like the following: have you ever been to the zoo? What might you find at the zoo? What else can you tell me that you already know about the zoo? How many different kinds of animals do you think are at the zoo? How many animals in total do you think are at the zoo? Show children the book and share with them the name of the author. Ask them to predict what the book might be about.

Behavioral Objective:

The students will be able to sequence events in a story and match the following animal(s) in order 1-10. The children will use one-to-one correspondence by matching the numerals to

the correct number of objects provided (i.e. place 1 elephant by the card with a numeral 1 printed on it).

Materials:

- Book *1, 2, 3 To the Zoo* by Eric Carle
- Small number line
- Numerals 1 through 10
- Objects/animals that correspond to the book
- Large construction paper
- Small pre-cut paper rectangles numbered 1-10 (or have children write numbers)
- Glue
- Crayons or washable markers
- Animal Stamps and washable ink pad
- Small round animal stickers

Procedure:

- Show children the book and share with them the name of the author. Ask them to predict what the book might be about.
- In small group, begin to read the book *1, 2, 3 To The Zoo*. As you read, you will notice that each car on the train has one more zoo animal than the one before. This continues from the first car with an elephant to the last car with ten birds.
- Provide a number line to support those children needing help with number sequencing.
- For each car, have a child find the train car number and count out that number of objects. sequence events in a story and match the following animal(s) in order 1-10,

respectively. Provide the children access to the book for support in recalling the order of animals.

Differentiation:

Activities can be modified for difficulty depending on age and ability. As an example, this can be modified for children and made easier by only having them match just the first 5 numbers/animals (1-5). To make this more difficult, offer children could be asked to write number words or to recall the story without using the book as a reference.

Assessment:

Children will be assessed on their ability to independently sequence events in a story and match the following animal(s) in order 1-10, respectively. The children will be assessed on their ability to independently use one-to-one correspondence by matching the numerals to the correct number of objects provided (i.e. place 1 elephant by the card with a numeral 1 printed on it).

PROFESSIONAL RESOURCES

Journal Articles:

1. <http://articles.extension.org/pages/25598/young-childrens-developing-math-skills>

This article explains the development of basic math skills from birth to age six. One-to-one correspondence is addressed in this resource.

2. <https://www.naeyc.org/resources/pubs/yc/jul2017/playful-math-instruction-standards>

This article explains examples of counting along with other math activities and how they are so important in the early childhood classroom to be almost disguised as play.

3. http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=596 In this article examples of intentional teaching are shared (i.e. incorporating math concepts at snack time) It dives into the importance of math in the early childhood classroom and explains what math can look like and how children learn math.
4. <http://www.nctm.org/Publications/Microsites/Math-for-the-Curious/5-Number-and-Quantitative-Reasoning/2-Counting-and-Cardinality/Counting-and-Cardinality/> This article touches on research from other articles and how counting and one-to-one correspondence leads to and is foundational in the development of other mathematical skills.

Websites:

1. http://pbskids.org/curiousgeorge/games/count_your_chickens/count_your_chickens.html <http://pbskids.org/games/123/> This website offers developmentally appropriate math experiences for young children.
2. <https://www.topmarks.co.uk/maths-games/3-5-years/counting> Developmentally appropriate counting games for children can be found here. They also relate to different children's books listed below.
3. <http://www.schoolsparks.com/early-childhood-development/math-number-awareness> This website offers adults information on the importance of developing math skills including (i.e. counting, one-to-one correspondence, counting on etc.).
4. <http://www.getreadytoread.org/early-learning-childhood-basics/early-math/understanding-numbers-and-counting-skills-in-preschoolers> Developmental milestones for preschool math are provided. Additionally, this resource offers

examples of questions one might ask the teacher, activities to do at home, and what to look for in their child's conceptual development in math.

Apps:

- Quick Math Jr.
- Doodle Math Numbers
- Moose Math by Duck Duck Moose

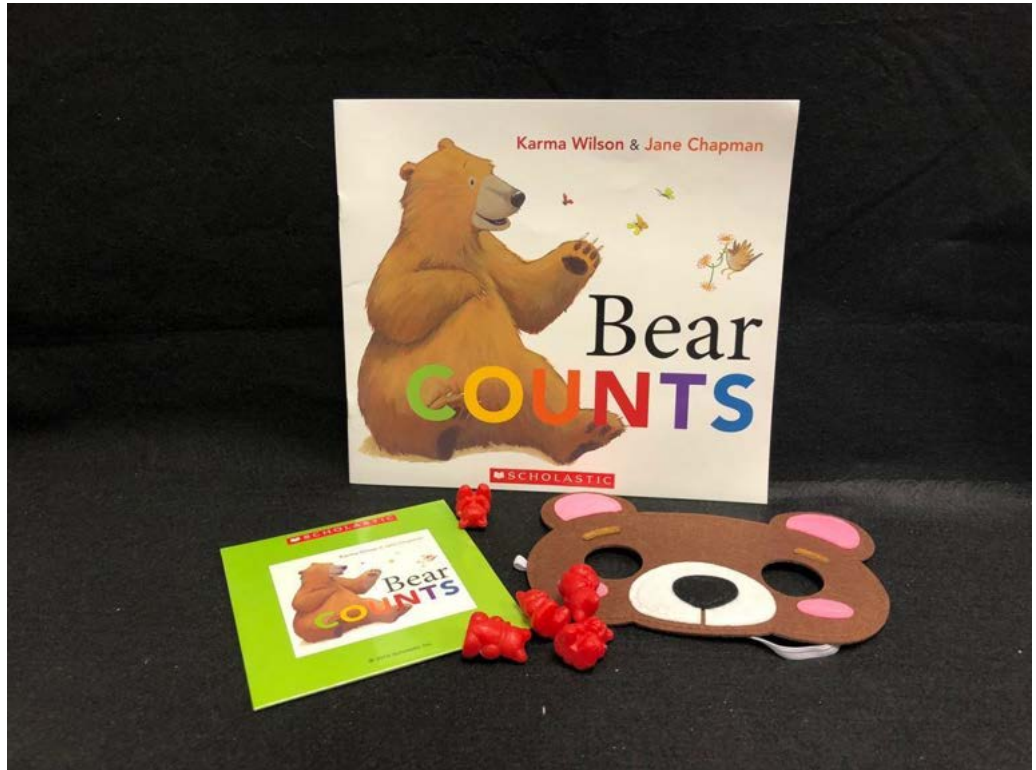
Additional Children's Books / music:

- *1, 2, 3 To The Zoo* by Eric Carle
- *Chicka Chicka 1, 2, 3*
- *The Jazz Man* by Karen Ehrhardt
- *My Little Sister Ate One Hare* by Bill Grossman
- *Ten Little Ladybugs* by Melanie Gerth
- *The Very Hungry Caterpillar* by Eric Carle
- Subitizing up to 5 song https://www.youtube.com/watch?v=PSIA-u_ABmU
- I Can Show Numbers In So Many Ways
<https://www.youtube.com/watch?v=lAQ2HTqTl2w>
- *Under the Sea 1, 2, 3* Tracey E. Dils (These books are nonfiction and include information about the sea, farm, jungle, and space. Depending on the interests of the children in the class, these would be a great addition.)
- *On the Farm 1, 2, 3* Tracey E. Dils
- *Down in the Jungle 1, 2, 3* Tracey E. Dils
- *Around the Moon 1, 2, 3* Tracey E. Dils

Extension Ideas:

For an extension, have children make their own zoo train. Give each child a large piece of construction paper, 2"x4" paper rectangles numbered 1-10, glue, crayons or markers, animal stamps, washable ink pad. Have children sequence the numbered "train cars" and glue rectangles in a line to form a train. For each train/number they can draw (or stamp using provided stamps and ink or use small animal stickers) the respective number of animals that corresponds to the numeral.

Bear Counts



Contents of Bag:

- *Bear Counts* + CD by Wilson & Chapman
- Bear Mask (Amazon)
- 20 Bears (Lakeshore)
- Wooden Quantity Puzzle Box (Amazon)

Activity Title: “Bear Counts” Blueberries at Breakfast

Developmental Domain: Math

State of Michigan Early Learning Standard(s):

Early Learning in Mathematics – Counting and Cardinality

- Understand that number words and numerals represent quantities; e.g., have opportunities to use symbols to represent real objects and quantities, and as they grow older, to experience and represent greater quantities.
- Progress in moving beyond rote counting to an understanding of conceptual counting (one-to-one correspondence); e.g., quantifying by counting or by subitizing (knowing just by looking).
- Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily classroom life and to see that counting can be used at home.
- Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing)
- Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as “counting on.”

Behavioral Objective:

Use 1-to-1 correspondence to successfully identify the number of objects in a group

Materials:

- Paper products: bowls & cups
- Pitcher of water
- Yogurt
- Blueberries
- Serving spoon

- Individual spoons for children to use

Introduction:

During this time of the morning, snack is set up and children are invited to come over to eat before the whole class goes outside.

Procedure:

- Children understand that before they may come to the table for a snack, they must first wash their hands with soap and water.
- Setup one table with 6 child-sized chairs and one teacher chair on the end/corner. More can be added if necessary. The children will sit with their one bowl and cup in front of them.
- The teacher will distribute the snack and ask each child for their preference (yogurt with/without blueberries?, cereal with/without milk? etc.) Aid the children with some tasks that they may not yet feel comfortable doing on their own such as pouring milk from the pitcher into their small cups.
- Next, ask each child individually who has elected to have blueberries in their snack, “I wonder if you can count how many blueberries you have in your bowl?” Intentionally start with small scoops (fewer than 10). After some counting, if the child asks for more, they may have more.

Differentiation:

More Challenging: The math objective can be made into an entire activity on its own with real blueberries or pretend ones (blue pom-poms). The children could use number mats to count (number recognition) and then match the blueberries to the correct number. In order to make this activity more challenging for a child needing to work on their fine motor skills, the teacher can have them to pick blueberries one by one from a separate bowl (not the

serving bowl) and place them into their own bowl as they count. This is dual-purposed: Each child gets their own scoop of blueberries and are only touching the blueberries that they will eat therefore reducing the spread of germs. The hands on aspect is a better strategy for one-to-one correspondence practice rather than having some young learners point to count.

Assessment:

This assessment can be completed over the duration of this activity as well as while children are engaging with the puzzle that is a part of this Prop Bag.

Take anecdotal observation notes of the children and specifically focus on:

- If they are able to successfully use 1-to-1 correspondence
- Which numeral quantities they recognize (e.g. physical objects in the group that they can see/manipulate)
- Which numbers they are able to recognize in print

The Child(ren) may get stuck and ask for some help after trying to count on their own.

Model 1-to-1 correspondence and encourage them to count out loud and along with you.

PROFESSIONAL RESOURCES

Journal Articles:

- *Children's Understanding of One-to-one Correspondence in the Context of Sharing* by Richard Cowan & Shelagh Biddle; Published online: 29 Sep 2006
- *Preschool Math: Mastering Number Recognition and Counting* by Traci Geiser
- What's the Point of Teaching Math in Preschool by Drew H. Bailey 13 Nov 2014
- *Predicting First-Grade Math Achievement from Developmental Number Sense Trajectories* by Nancy C. Jordan, David Kaplan, Maria N. Locuniak, Chaitanya Ramineni

- The findings of this research indicate that screening early number sense development is useful for identifying children who will face later math difficulties or disabilities.

Websites:

- <http://www.schoolsparks.com/early-childhood-development/math-number-awareness>

School Sparks: Ignite Your Child's Success in Preschool, Kindergarten and Beyond (Paperback) by Renée Abramovitz [Available on Amazon]

- <http://www.pbs.org/parents/childdevelopmenttracker/three/mathematics.html>
- <https://store.starfall.com/learn-more-kinder-math-curriculum>
- <https://handsonaswegrow.com/40-number-activities-for-preschoolers/>

Apps:

- Animal Math: This app can be found in the Google Play Store. It is by Eggroll Game (Search: kids free math games). Preschool – 2nd Grade options available. This is a very simple, fun, interactive, easy to navigate application where the player can select from different wild animals. Each animal is associated with a different “level” or set of math problems practicing a specific skill. Designed by parents and teachers, this app adheres to Common Core Standards for 1st grade math.
- EduMath 1: Preschool Fun Math Games for Toddlers to Learn Numbers and Counting by Cubic Frog Apps. The games and activities offer players practice in the following areas: Number identification/sorting/matching/sequence, numerical order, tracing numbers, Comparing number values, Addition-Subtraction, Even-Odd, AND this app is available in 11 different languages.
- <https://www.androidcentral.com/best-math-apps-kids>

Additional Children’s Books / music:

- *Mother Goose Numbers on the Loose* by Leo and Diane Dillon
- *1 2 3 4 U* by David Horvath and Sun-Min Kim
- *One Was Johnny: A Counting Book* by Maurice Sendak
- *Olivia Counts* by Ian Falconer
- *Anno’s Counting Book* by Mitsumasa Anno
- *Mouse Count* by Ellen Stoll Walsh
- *Mouse Count / Cuenta de raton* (bilingual edition) by Ellen Stoll Walsh
- Children Love to Sing and Dance - www.learningstationmusic.com

Extension Ideas:

- *What might a child be thinking during the lesson? What questions might she ask? What ideas might she possibly generate as a result of your introduction/ activity?*
- A child during this lesson might think that because all of them have the same sized bowls, and because they are all eating/counting the same blueberries at snack, one might assume that they all have the same amount in their bowl; therefore one child overhearing the child next to them count/call out a certain number of blueberries (that may or may not by the way be the actual # of blueberries in the bowl) will instinctively say the same number without using one to one correspondence to count. He or she may ask: (if they are still developing skills in rote counting or “counting on”) *“What number comes next after ___?”*
- The ideas that children may possibly generate as a result of introduction to this activity perhaps include: pointing to each blueberry one by one and saying numbers in the correct increasing sequence; However, they may either accidentally skip/repeat numbers or double count some of the blueberries.

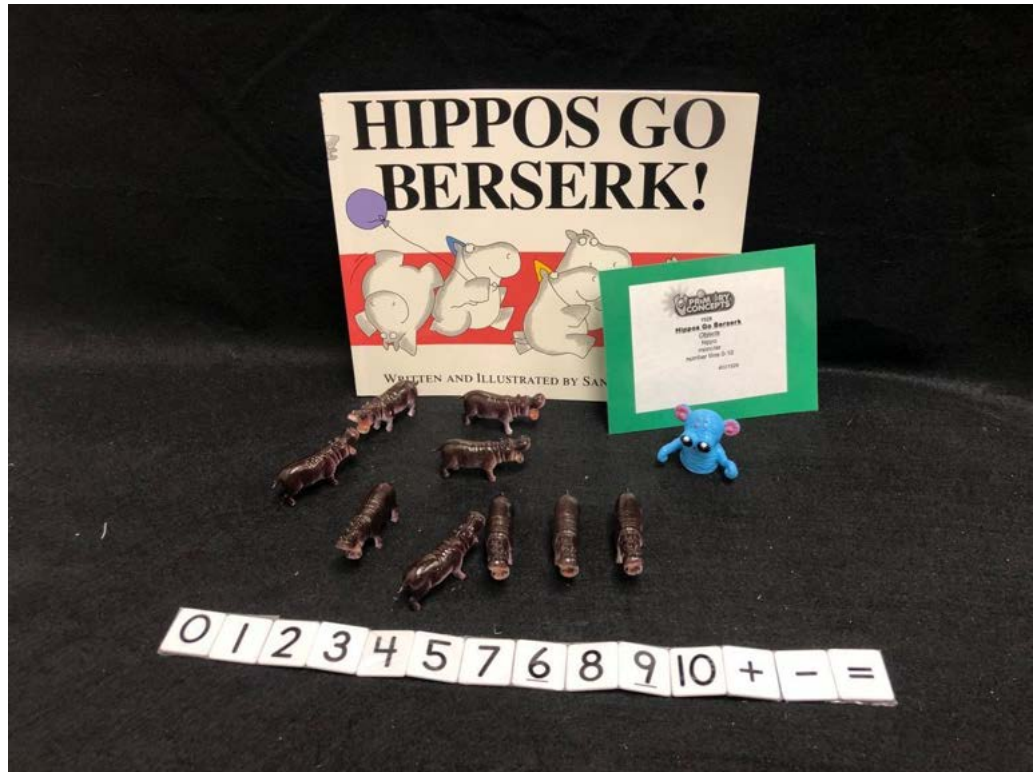
Counting Pigs



Contents of Bag:

- *This Little Piggy* by Annie Kubler
- *All Pigs Are Beautiful* by Dick King-Smith
- Count a Pig Math Set: cups 1-10, number cards w/ dots 1-10, and small pigs (Primary Concepts)
- *I Can Read Numbers*: a reproducible booklet for stamping with ink stamp - (Primary Concepts)
- Three Little Pigs Finger Puppets (Amazon)
- Activity ideas (Primary Concepts)

Hippos Go Berserk!



Contents of Bag:

- *Hippos Go Berserk!* By Sandra Boynton
- Story Objects: 10 hippos, monster, and number tiles 0-10 (Primary Concepts)
- Activity ideas (Primary Concepts)

Activity Title: Counting Hippos

Developmental Domain: Cognitive (math)

State of Michigan Early Learning Standard(s):

- Early Childhood Standards of Quality for Prekindergarten
- Early Learning Expectation: Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment.

Behavioral Objective:

- Students can count in sequence up to 10 using manipulatives.

Materials:

- *Hippos Go Berserk* by Sandra Boynton
- Hippo manipulatives
- Monster manipulative
- Number tiles 0-10

Introduction:

Children will be introduced to the hippo manipulatives and they will spend time exploring them in any way they want. Each child will be able to hold a hippo while the story, *Hippos Go Berserk*, is read aloud.

Procedure:

- This activity will work well with small groups of students. They will come over and be able to explore the manipulatives.
- The hippos will be kept in a pile to the side, each child will hold onto just one hippo while the story is being read aloud.
- Read *Hippos Go Berserk*.

- As the book is being read aloud, point out the number on each page in the corner of the book. (one, two, three, four, five...).
- Ask children what they noticed happened on each page. Allow all responses, and make clear that the number of hippos coming to the house is increasing by ones on each page. It started with one hippo, then two hippos, then three hippos, then 4, and so on. The numbers went in order, or in sequence.
- Tell children we are going to put the number of hippos in order.
- Lay out the number tiles 1-10 and say the numbers aloud as the tiles are being laid down.
- Call on a student to place one hippo above the tile, “1”. As the child is doing this, say aloud, “Look at Brian placing one hippo above the tile, ‘1’”. Call on a different student to place two hippos above the tile, “2”. Say aloud, “Mary is placing two hippos above the tile, ‘2’”. Continue doing this until all tiles have the correct number of hippos.
- All hippos are laid above the tiles now. Point to each tile and tell children, “This is one hippo, this is two hippos, this is three hippos, this is four hippos...”. Tell children we are going to count our groups of hippos, starting at the number 1 tile. Count aloud together as a group, “one, two, three, four, five, six, seven, eight, nine, ten.” Point to each tile as the numbers are increasing.

Differentiation:

- Some children may still be learning prepositional phrases as well as number concept and may not know how many hippos to place above a tile. Show the child how to place the hippo above the tile. This can be modeled for the child. Count aloud as he/she is placing their hippos, and tell them when to stop. For example, Leah needs

to place six hippos above the tile, “6”. She cannot do it alone. As she is placing each hippo, say aloud, “Leah needs to place six hippos above the tile, ‘6’. One, two, three, four, five, six. Stop. Okay, we have six hippos above the tile, “6”, so we can stop.”

- Some children may know how to count in sequence without any support. After counting aloud as a group, ask children if they can point to the tiles and count aloud by themselves.

Assessment:

Informal assessment: Listen and watch to see what children are not able to count in sequence during step number 9. Children who can count in sequence without any support will have met and exceeded the objective.

PROFESSIONAL RESOURCES

Journal Articles:

- Website:<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3756513/>
This journal article describes our earliest math “competencies” including basic counting and number recognition, and why they are so important to future learning in math.
- Website:<http://interactivestem.org/wp-content/uploads/2015/09/Interactive-STEM-Brief-Counting-and-Cardinality-Sept-16-Final-File.pdf>
This article highlights what key concepts and skills are involved in meeting the standards in the domain of Counting & Cardinality.
- Website:<https://link.springer.com/article/10.1007/BF03217189>
This article shows a study of the relation between counting in

sequence and place value within a group of 55 children from first, second, and third grade.

- [:http://www.nctm.org/Publications/Teaching-Children-Mathematics/Blog/Counting -Why-is-it-Important-and-How-Do-We-Support-Children -Part-1/](http://www.nctm.org/Publications/Teaching-Children-Mathematics/Blog/Counting-Why-is-it-Important-and-How-Do-We-Support-Children-Part-1/)

This article discusses the importance of counting and how we can support our children during the learning process.

Websites:

- <https://www.cde.ca.gov/sp/cd/re/itf09cogdev.asp#numsense>
Children can connect their language based on knowledge of numbers with actual numbers and quantity, allowing them to count aloud.
- <https://www.icanteachmychild.com/domains-of-early-childhood-development/>
This website explains the domains of development, including the cognitive domain and gives many activities that support it.
- <https://www.teacherspayteachers.com/>
You can type in, “Counting activities” and change your advanced search to preschool; hundreds of activities will pop up.
- <http://alittlepinchofperfect.com/engaging-ways-to-teach-kids-to-count-to-100/>
This website gives activities for counting that uses art, sensory play, stamps, puff balls, and free printables, and allows for differentiation.

Apps:

- 123 Genius First Numbers & Counting Game for Kids. This app allows children to practice counting to 10, tracing numbers, recognizing how many fingers represent a number, matching numbers to objects, etc.

Additional Children's Books / Music:

- *The Very Hungry Caterpillar* by Eric Carle.
- *1, 2, 3, To The Zoo* by Eric Carle.
- *Chicka Chicka 1, 2, 3* by Bill Martin.
- Heidi Number Songs. Ms. Heidi videos use movement and sing-along songs to teach number recognition and counting.

<https://www.heidisongs.com/collections/numbers/products/number-jumble-0-10-dvd?variant=6838179077>

Extension Ideas:

- Using addition and subtraction to solve word problems (still using the manipulatives). For example, “There were three hippos in the house. Four more hippos came, how many hippos are in the house now?” “There were twelve hippos in the house, but seven hippos decided to leave. How many hippos are in the house now?”
- Skip counting. Arrange the hippos in pairs of two and skip count with the children. (Two, four, six, eight, ten, twelve). Arrange the hippos in pairs of five and skip count with the children. (Five, ten, fifteen, twenty), etc.
- Missing numbers. Use hippo manipulatives to cover up random numbers on a number chart. Can children figure out what numbers are being covered up?
- Larger and smaller numbers. For example, children move into playing the game of war with a deck of cards with numbers one through twenty. Children reveal their number and whoever has the larger number wins.

Let's Go Counting



Contents of Bag:

- *Let's Go Counting* by DK Sophie Le Griafe
- *Counting on Fall* by Lizann Flatt
- Number Line (Office Max)
- Sandpaper Numerals 0-9 (Nienhuis Montessori)

Making Cookies!



Contents of Bag:

- *The Best Mouse Cookie* by Laura Numeroff
- *C is for Cookie* by Cookie Monster
- Wooden Slice & Bake Cookies: oven mit, 12 cookies, 12 toppings, cookie sheet, cookie container, knife, and spatula (Melissa & Doug)
- Shapes Cookie Cutters (Wilton)
- Playdough Recipe Card

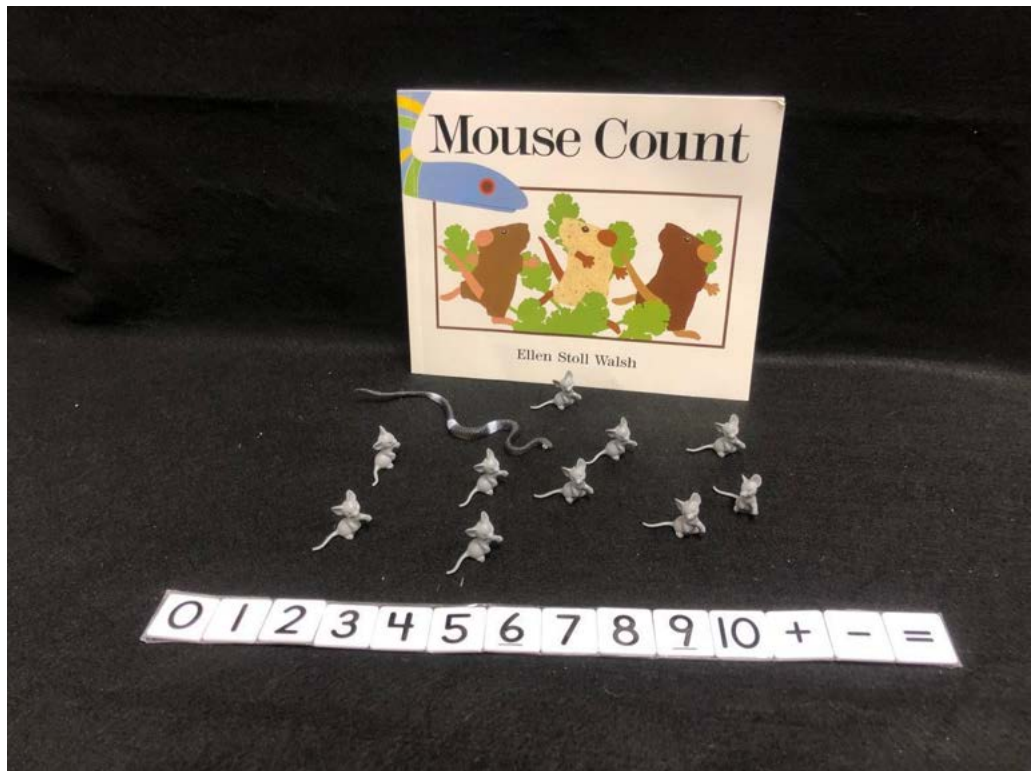
Matching: Same and Different



Contents of Bag:

- *Same, but Different* by Jenny Sue Kostecki-Shaw
- My First Picture Pairs / Matching (DK Games)

Mouse Count



Contents of Bag:

- *Mouse Count* by Ellen Stoll Walsh
- Story Objects: 10 mice, number tiles 0-10, and snake (Primary Concepts)

Count forward to ten as the greedy snake in *Mouse Count* captures ten clever mice, then count backwards as the mice make their hasty escape.

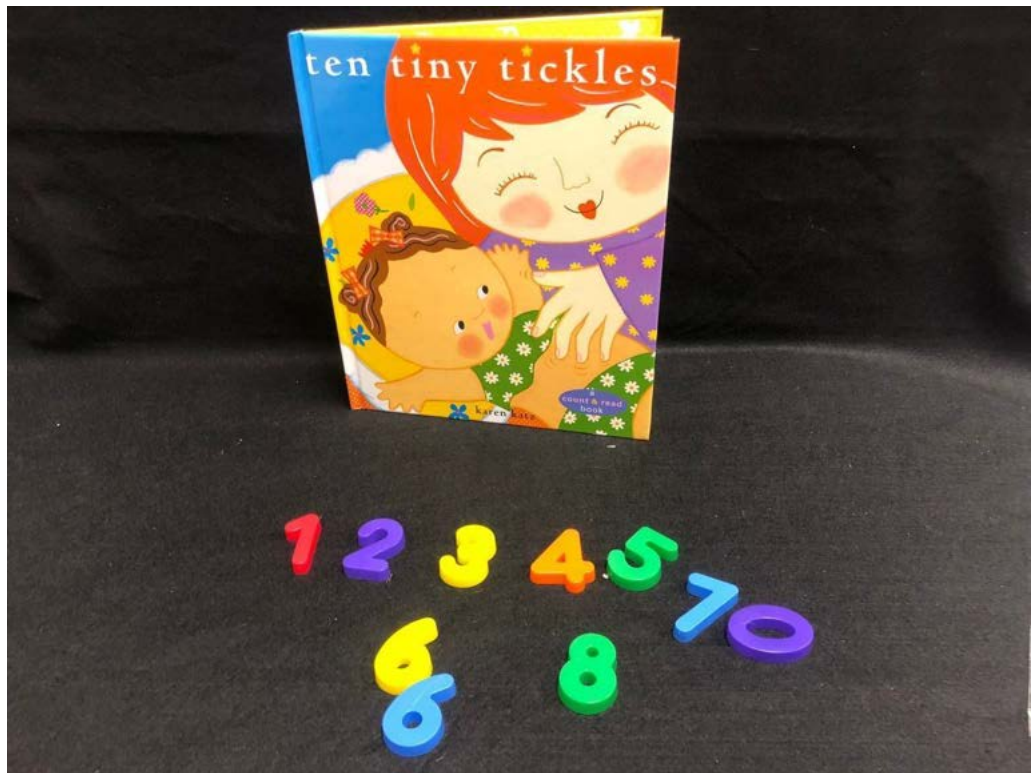
Pizza Party



Contents of Bag:

- *Pizza Counting* by Cristina Dobson
- *Pete's a Pizza* by William Steig
- Pizza Party: plate, pizza slices, mushroom toppings, pepperoni toppings, pepper toppings, pizza cutter, and spatula (Melissa & Doug)
- Pizza Cookbook (Amazon)

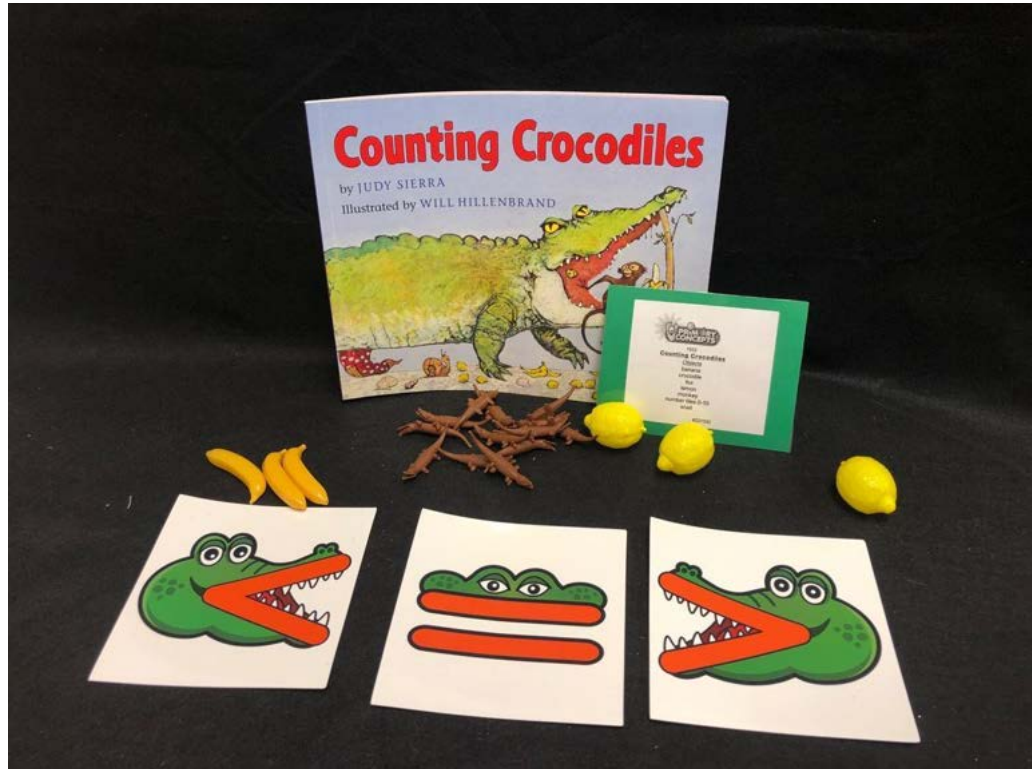
Ten Tiny Tickles



Contents of Bag:

- *Ten Tiny Tickles* by Karen Katz
- Numbers 0-9 Magnets (Amazon)

The Crocodile Count



Contents of Bag:

- *Counting Crocodiles* by Judy Sierra
- Story Objects: 10 bananas, 10 crocodiles, 10 fox, 10 lemons, 10 monkeys, number tiles 0-10, and 10 snails (Primary Concepts)
- Greater Gators $< = >$ Magnetic Cards (Primary Concepts)
- Activity ideas (Primary Concepts)

Activity Title: The Crocodile Count

Developmental Domain: Cognitive; Mathematics

State of Michigan Early Learning Standard(s):

- Early Learning Expectation: (2) Mathematical Literacy. Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words).
- Emerging Indicators: (7.) Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities)
- Early Learning Expectation: (4). Early Learning Expectation: Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment.
- Emerging Indicators: (3.) Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).

Behavioral Objective:

Child will connect materials with their quantities while counting the materials

Materials:

- Book: *Counting Crocodiles* by Judy Sierra
- Plastic Story Objects (55 crocodiles, 10 lemons, 10 bananas, 1 monkey, 1 snail, and wolf)
- Number tiles (1-10)
- Crocodile cards
- Monkey Mask Printed (or created without a computer for a fun art activity)
- Real bananas (If allergies the plastic bananas provided are fine)

Introduction:

Introduce the activity by telling the children that you have an exciting book to share with them. Before you begin to read the story tell the children, tell them that you have something special that you want to share with them. You will then bring out the objects that are part of the story. At this point you can do a character introduction or even make predictions together using the objects. Allow the children to touch or hold the objects before you begin the story so that they can look closely at them while making predictions. The children might become excited when you begin sharing the props with the story. This is probably not something the children normally see in a larger story telling group.

Procedure:

- In small groups (4-5 children), work with the children to put the crocodile cards in order 1 through 10. (Depending on how big the cards are this activity may work better on the floor rather than a table.)
- Count out loud to make sure the numbers are correct.
 - Take time during this part to make sure all of the children in the group are participating. Ask questions such as “What number do you think comes next Abby?”
- Once the cards are laid out in the correct order, explain to the children that we now need to put the correct amount of crocodiles on the corresponding card. (There are enough plastic crocodiles to do this.)
- Offer assistance during this part but do not provide immediate corrections. Instead ask questions and allow children the opportunity to correct their own mistakes.

- Next, allow the children to place the plastic bananas at one end of the crocodiles and the lemons at the other as was demonstrated in the story.
- Talk about what the monkey had to do to get across the crocodiles.
- Now, allow the children to hop over the crocodiles just like in the book.
 - This is where they can wear the monkey mask that was either printed or created.
- Once all of the children in the group gets a turn to hop across the crocodiles, you can sit down and talk about the amount of bananas the monkeys might want to eat.
- This is where you can introduce the idea of more or less.
 - Ask questions like: “Would the monkey rather have two bananas or four? Why do you think?”
- If you are able to have real bananas as a snack, you can invite the children to wash their hands and enjoy a snack.

Differentiation:

Less challenging: Print cards with not only the number of crocodiles on each corresponding card as well. When working with the children in putting them in order you can now say, “how many crocodiles are on this card?” (You can do this by editing the document to resize the crocodiles and add the correct amount to each card.)

More Challenging: Have the children attempt to put out the crocodile cards without offering assistance. Let the children do this on their own as well as solve the problem by themselves.

Varying Abilities: Picture and labels in this activity can be very helpful if a child is needing cognitive support. If a child has physical restrictions, then adapt the hopping part of the activity by allowing the children to use the monkey to hop over the crocodiles instead of hopping themselves.

Assessment:

Date: _____ Name of Observer: _____

Name of Child	Did child correctly place at least 2 crocodile cards in order 1-10 ?	Did child match/count the appropriate quantity of materials to the corresponding card?	Did child show understanding of the concepts more and less by identifying the larger pile of bananas when asked which the monkey would want?

Key : In each box;

- Place a **Y** if the child was **able** to complete the task.
- Place an **N** if the child was **unable** to complete the task.

PROFESSIONAL RESOURCES

Journal Articles:

- Website:<https://www.naeyc.org/resources/pubs/tyc/oct2017/make-math-meaningful-diverse-learners>
- Website:<https://www.naeyc.org/resources/pubs/tyc/oct2017/play-games-learn-math-explore-numbers>
- Website:<https://www.naeyc.org/resources/pubs/tyc/oct2017/mastery-motivation-persistence-and-problem>
- Website:<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/psmath.pdf>

These articles are published by NAEYC and touch on various math related topics including: meaning math instruction, math games and exploration, and math motivation.

Websites:

- <http://youngmathematicians.edc.org/>

This website includes a variety of math games and printable math books. These games are appropriate for early education prek-8 years old.

- <https://www.learningresources.com/category/subject/math.do>

This webpage is an online store for learning resources. While it does offer great materials to buy it actually provides a great way to explore different activities and ideas that can be made at home.

- <http://earlymath.erikson.edu>

This page is a page with a collections of ideas and resources related to mathematics and approaches to learning.

- <https://www.zerotothree.org/resources/299-help-your-child-develop-early-math-skills->

This page is a great resource for early math development. It provides journals and videos that are helpful in providing a great math environment in the early years.

Apps:

- Kids Academy- Preschool Learning Games

This app provides thousands of interactive games, videos, and printable activities. The mathematics section provides opportunity to practice counting and writing numbers, sequencing, simple addition, and subtraction. This app has many activities for children ranging from 2-6 years old.

- Todo Math

This app has math learning games appropriate for children ages 3-8 years old.

The app had daily math challenges that include; counting, number tracing, pattern recognition, introduction to mathematical reasoning, geometry, and activities including real life concepts such as time and money!

Additional Children's Books / music:

The following books are all related to counting. They all use different topics to convey concepts of quantity and counting objects or animals.

- *Chicka Chicka 1, 2, 3* Book by Bill Martin, Jr. and Michael Sampson
- *Five Little Monkeys Jumping on the Bed* by Eileen Christelow. 2012.
- *Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business* by Esphyr Slobodkina
- *Cha-Cha Chimps* by Julia Durango. Illus. by Eleanor Taylor. 2010.

Extension Ideas:

- Recreate the story while counting the crocodiles. This will allow children to reflect on the sequence of the story. They will still be counting and matching appropriate quantities to the materials. To do this you can create all of the different groups of crocodiles from the story. For example, 7 crocs juggling clocks, 8 crocs in polka dot socks etc. For this, you might print or draw pictures of clocks, or polka dot socks. You would then allow the children to match the appropriate number of crocodiles to these pictures. You may even do this while re-reading the story.
- Add the characters from the book to the dramatic play area.
- Sensory table: Fill the sensory table with water, placing the manipulatives in the sensory table and for the children to reenact the story. You may even create a lemon and banana tree and place it at each end of the table to recreate a scene from the story.

Tools



Contents of Bag:

- *Tool Book* by Gail Gibbons
- *Tape Measure* by Learning Resources
- Take Along Tool Kit: hammer, screwdriver, toolbox, screws, nuts, and bolts (Melissa & Doug)

What Time is it?



Contents of Bag:

- *Telling Time* by Jules Older
- *Time for Music* CD by Frank Leto
- 12 Mini Clocks (Judy Clock)
- Clock Puzzle (Melissa & Doug)

Activity Title: What Time is it?

Developmental Domain: Cognitive – Math

State of Michigan Early Learning Standard(s):

- Early Learning Expectation: Understanding Time. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.
- Early Learning Expectation: Mathematical Literacy. Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening.
- Early Learning Expectation: Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment.
- Early Learning Expectation: Measuring. Children explore and discover simple ways to measure.

Behavioral Objective:

Students will estimate the duration of a minute. The students will correctly identify the parts of an analog clock (hours/numbers 1-12, face and hands).

Materials:

- Analog clock: <http://www.visnos.com/.demos/cloc>
- Large Judy Clock with moving parts for manipulation (not pictured)
- Mini manipulative clocks
- Books:
 - *Telling Time* by Jules Older

- *A Second Is a Hiccup* by Hazel Hutchins
- *What Time Is It, Mr. Crocodile?* by Judy Sierra
- *A Second, a Minute, a Week with Days in It* by Brian Cleary
- *Game Time!* by Stuart Murphy
- *Time for Music* CD by Frank Leto

Introduction:

Read the pages about seconds, minutes, and hours in the book *Telling Time*. The teacher may choose to start at the beginning of the book and stop once they get to calendars. Discuss with the students whether they think a minute is a long or short amount of time. Have them justify their opinion with an example if possible.

Procedure:

- Sing along: “Stepping out on the Town” with Frank Leto’s CD *Time for Music*.
- After reading part of *Telling Time* on seconds, review how many seconds are in one minute.
- Display the online analog clock on the screen. Find all clocks and time keepers in the room. (i.e. watches, wall clock, timers, sand timer, teacher’s cell phone etc.) Talk about the parts of the clock (face, hands etc.) Relate these parts to the children’s bodies.
- Point out the second hand on the clock. Watch it complete one revolution and explain this is seconds, or a minute. We use the numbers and hands to measure time.
- Invite children to stand up and see if they can do a movement in their own personal space for a minute (i.e. tapping their head, jumping up and down, sticking out their tongues etc.). Time that for a minute. Discuss if the minute felt long or short.

- Display the online analog clock on the screen. Ask the children to sit back down and close their eyes and think about how long is a really a minute. When you say go, ask them to quietly raise their hand when they think a minute has passed. At one minute, tell students that the minute is up. Some students may have their hand up and others may not. Discuss if the minute felt long or short
- Display the online analog clock on the screen. Next, read a book to them for one minute; they could also look at a book for one minute. Discuss if the minute felt long, short, or the same.
- Have the students estimate the time again. Explain to them that they will be timed for 1 minute and 15 seconds total. They will put their heads down and put their hand up whenever they think the minute is up. Is the class more accurate this time? Discuss the duration.
- In small group, offer materials for children to manipulate (puzzle, individual clocks). Ask them to point out the hands and the numbers on the clock.

Differentiation:

Activities can be modified for difficulty depending on age and ability. For older students, ask them to write as many numbers from 1 to 100 as they can in one minute. The behavioral objective can be modified to become easier or more difficult. For example, students could estimate the length of a two minutes. Students could be introduced to the hour hand and tell time by the hour and half hour. This could be assessed on a Judy Clock by asking a child to show you what 4:00 looks like or have a child draw 4:00 on a piece of paper with a picture of a clock with no hands.

Assessment:

Children will be assessed on their understanding of the parts of a clock using a performance assessment.

PROFESSIONAL RESOURCE**Journal Articles:**

- Analog Means, Digital Means, or Both and The Drive: Which Method Is a More Important Platform to Use Toward Learning? <http://benshowe.com/Psychology%20Papers/HoweB-Final.pdf>
- Hands Together! An Analog Clock Problem by Darrell Earnest, Susan Radtke, And Siri Scott. <http://www.nctm.org/Publications/Teaching-Children-Mathematics/2017/Vol24/Issue2/Hands-Together!-An-Analog-Clock-Problem/>
- Clock Work: How Tools for Time Mediate Problem Solving and Reveal Understanding by Darrell Earnest. <http://www.nctm.org/Publications/Journal-for-Research-in-Mathematics-Education/2017/Vol48/Issue2/Clock-Work -How-Tools-for-Time-Mediate-Problem-Solving-and-Reveal-Understanding/>
- Time in early childhood: Creative possibilities with different conceptions of time by Sandy Farquhar.
- Clocks: For More than Telling Time by Jody Guarino. <http://www.nctm.org/Publications/teaching-children-mathematics/2014/Vol21/Issue1/postscript -Clocks -For-more-than-telling-time/>

Websites:

- Hero Michael! Jump to match the correct time. <http://www.smartygames.com/igre/time/michaelTeachesTime.html>

- Various games to aid telling time skills. <https://www.education.com/games/time/>
- Set digital and analog clocks to the correct time.
http://www.abcya.com/telling_time.htm
- Interactive analog clock. <http://www.visnos.com/.demos/clock>
- List of resources to boost clock skills. <https://www.timecenter.com/articles/learn-to-tell-time/>

Apps:

- Interactive Telling Time HD by GiggleUp Kids Apps.
- Todo Telling Time by Enuma.
- Tic Toc Time by Edoki Academy.
- Telling the time by Sathiyarayanan Thiyagarajan.
- Telling Time for Kids by QuizPedia.

Additional Children's Books / music:

- Preschool and up: I.Q., It's Time; It's About Time!; A Second Is a Hiccup; The Clock Struck One; What Time Is It, Mr. Crocodile?; Completed Hickory Dickory Dock; A Second, a Minute, a Week with Days in It; Telling Time with Big Mama Cat; Midnight Fright; Bats Around the Clock.
- 1st grade and up: Game Time!; Rodeo Time.
- 2nd grade and up: How Do You Know What Time It Is?; Chimp Math: Learning About Time from a Baby Chimpanzee.
- 3rd grade and up: Just a Second: A Different Way to Look at Time; About Time: A First Look at Time & Clocks.

Extension Ideas:

Have students identify how much the minute hand moves from one minute to the next. You could hand out the mini-clocks in the prop bag. Ex: Set the time to 12:15. Have them increase it to 12:16. Read the other books listed in the materials. There are a range of fictional picture books that could be included (i.e. *The Very Grouchy Ladybug* by Eric Carle.)

Wonderful Math



Contents of Bag:

- *Counting by Tens* by Esther Sarfatti (Books 4 Kids)
- *Counting by Threes* by Esther Sarfatti (Books 4 Kids)
- *Even or Odd?* by Ann Matzke (Books 4 Kids)
- *Half or Whole?* by Susan Meredith (Books 4 Kids)
- *Play with Counting* by Barbara Webb (Books 4 Kids)
- *Plus Two, Minus Two* by Ann Matzke (Books 4 Kids)
- *Plus Zero, Minus Zero* by Ann Matzke (Books 4 Kids)
- *The Order of Things* by Barbara Webb (Books 4 Kids)
- Teddy bear counters (not pictured, Amazon)

Chapter 3: Science, Technology and Literacy

*A Day in the Life of a Fish
*Batty for Bats
Building Bridges
Bunnies
*Butterflies and Moths
Clouds
*Crazy for Iguanas
Cubs
Dinosaurs
*Farms
*Frog Lifecycle
Frogs
Giddy up with Horses
*Hermit Crabs
*Insects
Jack and the Beanstalk
*Ladybugs
*Let's Eat
*My Body
Owl Babies
Owls
Polar Bear, Polar Bear
Rough and Smooth
*Sea Life
Snakes
States of Matter
*Sylvester and the Magic Pebble
The Moon
*The Very Hungry Caterpillar
Turtles
What's on my Plate
Wheels

*Indicates an Activity Plan or Lesson Plan is included

A Day in the Life of a Fish



Contents of Bag:

- *Swimmy* by Leo Lionni
- *Fishy Tales* by DK Reader
- *Fish* by Ann Heinrichs / Nature's Friends
- play-dough (Amazon)
- 3 Fish Puppets (Interstate Books4School)
- Reefcombers Guide (Fishcards.com)

Activity Title: A Day in the Life of a Fish!

Developmental Domain: Science

State of Michigan Early Learning Standard(s):

- [CCSS.ELA-Literacy.RI.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- [CCSS.ELA-Literacy.RI.3.4](#) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- [CCSS.ELA-Literacy.RI.3.5](#) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- [CCSS.ELA-Literacy.W.3.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- [CCSS.ELA-Literacy.W.3.2.b](#) Develop the topic with facts, definitions, and details.

Behavioral Objective:

Students will identify at least four parts of a nonfiction text that help them make sense of the content. (Ex: the title, headings, pictures, labels, glossary, index, etc.) Students will create a class list of basic topics presented in the book about fish. (Ex: birth, diet, fun facts, etc.) Students will use a kid-safe search engine (like kidrex.com) to research a specific fish (or other ocean animal) to find information for each category present on the class-created list. Students will present their research in the form of a poster, PowerPoint, book or other creative way to the rest of the class. Students will be able to identify and describe three differences and three similarities among the fish presented in class.

Materials:

- Book: Nature's Friends: Fish by Ann Heinrichs
- Other non-fiction books (specific to fish being researched)

- Science interactive journal
- Chromebooks (or any internet access)
- Poster board
- Coloring tools
- play-dough

Introduction:

To begin, students will be presented with play-dough and asked to create a fish. The teacher will take pictures and ask each student to describe the characteristics of their fish. Students will then begin exploring the book “Nature’s Friends: Fish” and recording how the book is set-up (text elements that help with understanding) in their interactive journals. As a class, students will choose the most important information that the book describes about different species in the sea. Students will then choose a specific fish or ocean animal to research.

Procedure:

- Individually or in pairs, students list non-fiction text elements that aid in comprehension using the book “Nature’s Friends: Fish”
- As a class, students create a list of basic topics found in the book as they relate to fish and life under the sea (ex: birth, diet, abilities, specific habitat, special abilities, etc.).
- Students each choose a fish or ocean animal to conduct further research on (specifically, finding information that aligns with the topics presented on the class list).
- Students use other non-fiction texts and the internet (using student-friendly search engines) to collect, research, and organize information in their interactive journals.

- Students will present the information they find on a poster, in a PowerPoint, by making a book, or in any other way approved by the teacher.
- Students will present their final products to the class.
- During presentations, students will use their interactive journals to record similarities and differences between the different species.

Differentiation:

To account for different needs and learning styles in the classroom, any and all steps in this activity can be turned into partner or group work. Research books can be leveled to meet the reading needs of every student and the final product can be presented in any way. To make this project more difficult, students can spend more time researching their fish using specific non-fiction text and finding more information than just the class-generated list to include in their presentation. To make this project more manageable for struggling students, the research topics can be broken down into their simplest forms and students can use the voice-to-text feature on many computers to help them record their findings in preparation for the final presentation.

Assessment:

Students will be assessed in three areas: participation in class discussion, notes taken in interactive journals, and final presentation (content and style). The teacher will keep a list of students that participate in group discussions and encourage those that do not by offering extended wait times for thinking and asking questions in multiple ways to help clarify and increase understanding. The teacher will collect interactive journals to see the content and quality of notes taken about the elements of nonfiction text, as well as similarities and differences between species presented at the end. Students will also be assessed on their final presentation using a rubric that addresses content and style. Finally, the teacher can ask the

students to once again create a fish out of play-dough, take more pictures, and once again have students describe the characteristics of their fish. This allows an opportunity for students to see similarities and differences between their first and second creation, as well as how their learning about fish was incorporated into their model.

PROFESSIONAL RESOURCES

Journal Articles:

- <https://www.whatihavelearnedteaching.com/life-cycles-plants-animals/> (this article breaks down science standards into eight stations and explains how to use them as well as why they are beneficial)
- <https://www.scholastic.com/teachers/blog-posts/genia-connell/10-ready-go-resources-teaching-life-cycles/> (this article offers ten different activities or strategies for approaching life science topics in a way that is relevant to students)
- https://www.education.com/magazine/article/third_grade_science/ (this article describes a little bit about which science topics are covered in third grade and what students should be able to do)
- <http://www.readingrockets.org/article/science-notebooks> (this article explains the importance of students keeping science journals and how they help with learning and differentiated instruction)

Websites:

- <http://www.kidrex.org/> (safe search engine for students)
- <http://kids.nationalgeographic.com/> (resource for research)
- <http://kids.britannica.com/> (resource for research)
- <http://oceana.org/> (resource for research)

Apps:

- Seesaw -This is a class webpage where students can upload pictures, videos, notes, and blogs – great for documenting, reflecting, and sharing with classmates, families and the community.
- iTooch Third Grade Science - (educational app that allows students to practice reading non-fiction texts in the areas of physical science, life science, and earth systems science. Also has children respond to questions, take quizzes, and earn badges.)

Additional Children’s Books / Music:

- *Fish DK Eyewitness Books* by Steve Parker
- *Do Fishes Get Thirsty? Questions Answered by the New England Aquarium* by Les Kaufman
- *Extremely Weird Fishes* by Sarah Lovett
- *The Rainbow Fish* by Marcus Pfister
- *The Pout Pout Fish* by Deborah Diesen

Extension Ideas:

- Launch: Read the children’s book *Swimmy* to the whole class – this will introduce the topic of sea life, the life cycle (some fish get eaten), and create an opportunity to discuss teamwork and what can be accomplished when students work in groups
- Pair students with students in younger grade and have them read *Fishy Tales* by DK publishers together. This creates an opportunity for shared reading, as well as a space where students can talk about various types of fish as well as their characteristics
- Use the play-dough in the bag to conduct an informal pre- and post-assessment – before beginning the lesson, give students a chance to use the play-dough to create a fish (take pictures and ask students to talk about the characteristics of their fish).

After any lessons on fish, ask students to create a fish again and see how their thinking changes and compare their presented characteristics with the first one they created

- The students could then write a letter as if they are explaining to the design company how the fish can be changed to look more realistic.

Batty for Bats



Contents of Bag:

- *Eye on Nature: Bats* by Chronicle Books
- *Little Bat Puppet Book* by Kids Book Inc.
- *Bat Loves the Night* by Nicola Davies
- *There Was An Old Lady Who Swallowed A Bat* + CD by Lucille Colandro
- *Nighttime Animals* by DK Readers
- Bat Finger Puppets (Amazon)

Activity Title: Batty For Bats

Developmental Domain: Science

State of Michigan Early Learning Standard(s):

- Living and Non-living Things. Children show a beginning awareness of scientific knowledge related to living and non-living things.

Behavioral Objective:

The children will match the correct words to the correct part of the bat to label the parts of a bat by using the bat finger puppet and bats informational book to help support the children's understanding of where the parts of the bat belong.

Materials:

- *Eye on Nature: Bats* by Chronicle Books
- *Little Bat Puppet Book* by Kids Book Inc.
- *Bat Loves the Night* by Nicola Davies
- *There Was An Old Lady Who Swallowed A Bat* + CD by Lucille Colandro
- *Nighttime Animals* by DK Readers
- Bat Finger Puppets (Amazon)
- Bat diagram
- Bat diagram finished (by Great Minds 1,2,3 page 3, Teachers Pay Teachers free downloadable)
- Bat with boxes to place the words
- Glue stick
- Scissors

Introduction:

Read and sing the *There Was An Old Lady Who Swallowed A Bat* + CD by Lucille Colandrow.

After that, ask the children what they know about bats. What time of day do they think they might see bat? Let's find out!

Procedure:

- During large group, tell children we have a guest joining us today. Bring out the bat puppet and explain that this is not a bird; it is a bat. A bat is a living mammal. A bat has different parts of its body with different names, just like us. Also like us, bats are living and need food, water and a habitat. Ask the children to notice what bats have that we don't have. (wings, tail)
- Refer to the informational bat book to the children and show them the diagram with the parts of the body and tell them the name of the part.
- Point of interest: Bat wings are made of two thin layers of skin stretched over the bat's arm and fingers. When bats fly, they don't just flap up and down, they appear to do what looks more like a glide. If you watch them closely, it almost looks like they're pulling themselves through the air and the movement is quite similar to the butterfly stroke in swimming. Model that movement. Invite the children to move like bats in their personal space (personal bubble). Unlike us, bats also have a tail. Have children pretend to have a tail and wag it.
- In small group, bring all materials to the table. Show them the bat diagram that they will create and explain to them that they will cut each word out and glue it into the correct box next to the correct part of the body.
- The children will cut out the words and glue the words in the correct box matching the words to the bat diagram in the book.

- Offer support to children on matching the words by looking at the finished product and matching the sound.

Differentiation:

If the children cannot cut the words out, an adult may help support them by having the words pre-cut or offer beginner scissors. The adults can help support the children with reading the words with them to help them pick out the right word for each box. The children may look at the bat finger puppet and the books to help support identification of the bat parts.

Assessment:

Point to a part of the bat and ask the child what that body part is called. Point to each body part and ask the child what the name of the part is to test their knowledge and see if they actually learned the bat parts.

PROFESSIONAL RESOURCES

Journal Articles:

- Website:<https://www.scholastic.com/teachers/articles/teaching-content/bat-cave-7-science-activities/>

Description: This article helps children gain more knowledge on bats. This article also gives teachers ideas to do with the children that will enhance their development skills and learn more about bats.

- Website:<https://www.livescience.com/28272-bats.html>

Description: This article helps children learn facts about bats like their size, habitat, diet and other important facts about bats.

- Website:http://www.sciencejournalforkids.org/uploads/5/4/2/8/54289603/ebola_article.pdf

Description: This article is helpful for children to learn more about bats. This specific article is about bat migration.

- Website:http://www.sciencejournalforkids.org/uploads/5/4/2/8/54289603/nipah_article.pdf

Description: This article is informative to young children. This article is about what happens if you share a drink with a bat? This article also includes vocabulary words for the children to learn.

Websites:

- <https://scienceforpreschoolers.com/bats-preschool-lesson-plan/>

This website has different lesson plans for bats and different activities, including songs about bats for the children to do. This website also has some bat facts to share with the children to gain their knowledge of bats. This website also has other science topics and lesson plans for children to do.

- <https://raisinglifelonglearners.com/studying-bats/>

This website explains different ways to teach bats to preschool children. It also has facts about bats and a game for children to play. This website also includes books about bats for children to read as well as different bat activities.

- <http://www.childcarelounge.com/season-theme/bats.php>

This website has all kinds of different songs and fingerplays to do with preschool children for a unit on bats. This website also has lessons for art, math and science. This website also has other units for preschool classes to use.

- <http://preschoolpowolpackets.blogspot.com/2015/10/bat-science-experiments-echolocation.html>

This website has several science experiments for a bat unit for preschool children. This website also has science experiments for other units.

Apps:

- DIY Sun Science

This app is for children to explore different science activities and experiments.

There are many different activities involving science and experiments for children to learn about. There are also different games and puzzles for children to explore to help the child learn more about science.

- Curiosity School

This app has step by step instructions on several science experiments. This app has videos on how to do the experiments. All of the science experiments are simple experiments that are easy for the children to do. This app provides many science experiments and activities for the children to do on their own.

Additional Children's Books / music:

- *Bats at the Library* by Brian Lies

This book is about bats that sneak into a window at night into a library and explore the library. This book shares silly explorations in the library and is a fun book for children to read about bats.

- *Bats around the Clock* by Kathi Appelt

This book is a fun story about bats do different dance moves every hour on the clock. This is a good book for kids to learn about time as well as more about bats.

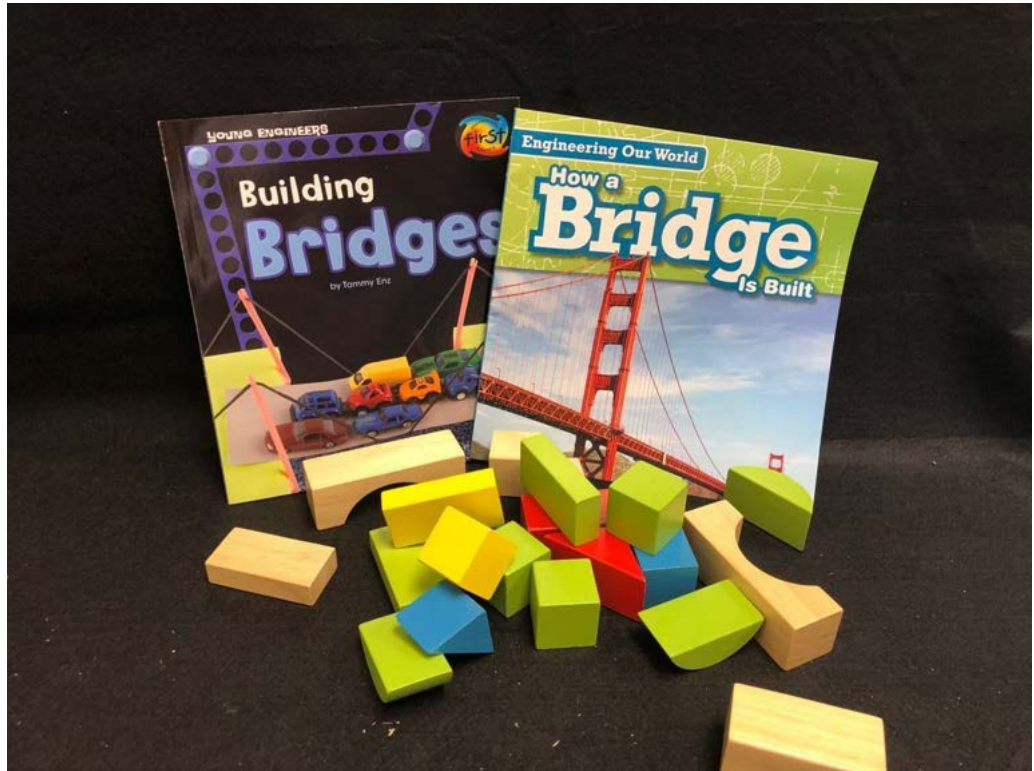
- *Bats* by Gail Gibbons

This book is about bats, their habitats and the way they live. The book talks about where bats sleep and what they eat. This is a good book for children to learn more about bats and help them understand more about mammals.

Extension Ideas:

- Compare the difference between human body parts and bat body parts. The children could label the human body parts and then the class could make a venn diagram to compare the differences.
- Compare the difference between bats and other mammals. The children could choose another animal or mammal to compare to bats and make a venn diagram to compare differences and similarities.
- Comparing the difference between what humans eat and what bats eat. The class can make a venn diagram to compare the differences of what bats eat and what humans eat.
- Comparing the difference between human habitat and bats habitats. The class could make a venn diagram about the differences and similarities of how bats live and their habitat and how a human lives and their habitat.

Building Bridges



Contents of Bag:

- *Building Bridges* by Tammy Enz
- *How a Bridge is Built* by Sam Aloian
- Bridge Building Blocks: rectangular blocks, circular blocks, triangular blocks, and arched blocks (Amazon)

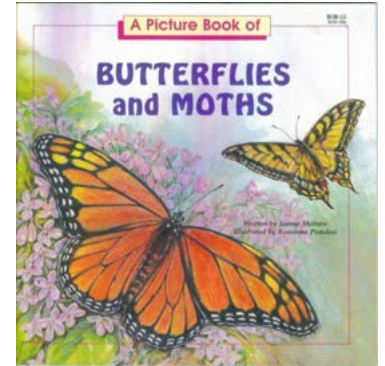
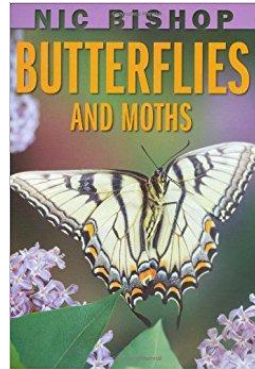
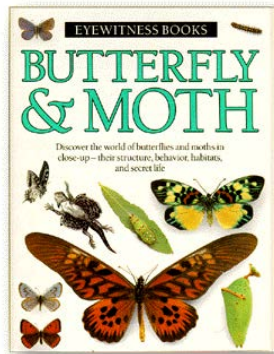
Bunnies



Contents of Bag:

- *Runaway Bunny* by Margaret Wise Brown
- *Guess How Much I Love You* by Sam McBratney
- *Hop, Bunny!* by Susan Neuman / National Geographic
- Rabbit Puppet (Folkmanis)

Butterflies and Moths



Contents of Bag:

- *Butterfly and Moth* by DK (Amazon)
- *Butterflies and Moths* by Nic Bishop (Amazon)
- *National Geographic Readers: Caterpillar to Butterfly* by Laura Marsh (not pictured - Amazon)
- Wooden butterfly landscape puzzle by Melissa and Doug

Activity Title: Let's Compare and Contrast Butterflies and Moths

Developmental Domain / Content Area: Developmental domains: social and cognitive; Science, Writing, and Technology.

Common Core State Standards: 3rd grade

Writing: CCSS.ELA-Literacy.W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Writing: CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.

Writing/Technology: CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Science: 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Behavioral Objective:

- Students will be able to type on a computer.
- Students will write down facts about butterflies and moths in an organized way.
- Students will distinguish between a fact or opinion.
- Students will include illustrations for their organizational chart.

Materials:

- Contents of the Concepts to Go! Bag
- Chart Paper
- Markers
- Butterfly and Moth comparison sheet [Butterfly comparison sheet](#)
- Butterfly facts sheet

- Moth facts sheet
- Students will need access to computer, chromebook, iPad, and internet.
- Pencils

Introduction: Students will have already have background knowledge regarding strong facts and supporting details and informational text. Engage students to this activity by reading *The Very Hungry Caterpillar* with the puppet. At the end of the story, turn the puppet inside out to demonstrate the transformation (metamorphosis) of the caterpillar turning into a butterfly.

Procedure:

1. Activate prior knowledge by asking students what they remember about strong facts?
Ask two students to share their thoughts.
2. Start a KWL Chart. Ask students what do we *Know* about butterflies and moths?
What do we *Want* to know about butterflies and moths (jot down their ideas on the board)
3. Explain that we will fill out the L section of what we *Learned* after our research time.
4. Next, explain to the children that today we will research to find strong facts about butterflies and moths. We will be researching are the similarities and differences between moths and butterflies. In order to that we must research and learn more about them.
5. Ask students to pair up with a partner. With their partner they will pick one person to find facts about moths and one about butterflies.
6. Each group will fill out a fact sheet, writing 5 facts about moths or butterflies.

7. Walk around and observe student's working. Place a plus mark on the papers of children who have completed the task and have listed 5 strong facts about butterflies or moths, respectively.
8. At this time, give the children a venn diagram to each pair of children. To record differences, the diagram will have butterflies at the top of one circle, moths at the top of another circle. To record similarities, there is an intersection of the two circles to document these strong facts.
9. Invite pairs to come share their findings. Have a large, blank venn diagram on the board to make a composite of strong facts.
10. Lastly, fill out the Learned portion of KWL chart to see how much we have learned together.

Differentiation:

There will be different leveled reader books for students to use as research if they are lower level readers. There are higher leveled books as students will have access to their class headphones to hear better or to block out noise for students with varying needs. Students will also have the option of creating their diagram on their google slides.

Assessment:

- Students will be assessed on their ability to use the compare and contrast organizer.
- Students will be assessed on their ability to put their facts together and create an organized cohesive compare and contrast sheet. (Students will receive a plus mark on their paper as an informal assessment.)
- Students will be assessed on their ability to find information on the internet and type using a keyboard.

- Students will be assessed on their ability to work together with a partner, and express their findings to the class through their presentation of their diagram to the class.
- Students can also be assessed through the cut / paste activity below in the additional resources to test their understanding of comparing and contrasting. It also tests their knowledge of butterflies and moths.

PROFESSIONAL RESOURCES

Journal Articles:

- Hickey, R. (2007). Understanding how children learn science. In V. Dawson & G. Venville (Eds.), *The art of teaching primary science* (pp. 43–61). Crows Nest, NSW: Allen & Unwin.
- Murcia, K. (2007). Science for the 21st century: Teaching for scientific literacy in the primary classroom. *Teaching Science*, 53(2), 16–19.
- Venville, G. (2004). Young children learning about living things: A case study of conceptual change from ontological and social perspectives. *Journal of Research in Science Teaching*, 41(5), 449–480

Websites:

- <https://www.butterfliesandmoths.org/>
- <https://www.insectidentification.org/butterflies-and-moths.asp>
- <http://easyscienceforkids.com/all-about-butterflies-and-moths/>

Apps:

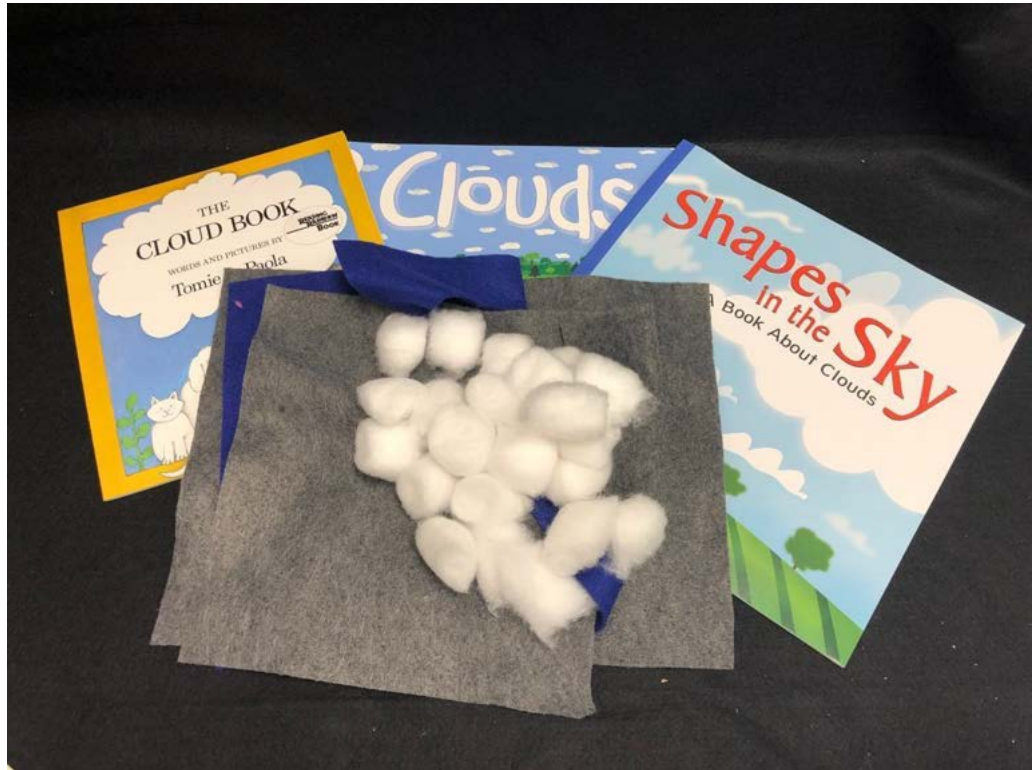
- Habitat the Game; this app helps teach children how to care for the environment and keep their animals healthy.

- MarcoPolo Arctic; this app allows children to explore environmental biosphere, where they can learn about arctic animals from the land, birds that fly in the sky, and mammals from the sea.

Additional Children's Books / music:

- *Moth* by Isabel Thomas
- *Butterflies and Moths* by David Carter
- *Butterfly and Moth* by Paul Whalley

Clouds



Contents of Bag:

- *Clouds* by Anne Rockwell
- *The Cloud Book* by Tomie de Poala
- *Shapes in the Sky* by Josepha Sherman
- Felt Pieces (Amazon)
- Cotton Balls (Amazon)

Crazy for Iguanas



Contents of Bag:

- *The Iguana Handbook* by Patricia Bartlett
- *Iguanas* by Ina Felix
- *I Wanna Iguana* by Karen Kaufman
- Iguana Puppet (Amazon)

Activity Title: Crazy For Iguanas

Developmental Domain or content area: Cognitive - Science

State of Michigan Early Learning Standard(s):

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. *

CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ART.VA.V.1.4 Discover connections between the visual arts and other curriculum through student artwork.

Behavioral Objective:

Students will create a new body part with a specific function and explain its use.

Materials:

- Plush iguana puppet
- *I Wanna Iguana* by Karen Kaufman Orloff
- *Iguanas* by Ina Felix “The Iguana Handbook” By Patricia Bartlett
- New Adaptation Worksheet
- Coloring materials
- Ukulele and lyrics (for the introduction song)

Introduction:

Introduce the topic and get the students engaged by singing a song about iguanas with a ukulele. During the song allow the stuffed iguana to be passed around the circle on the carpet.

“Do you wanna learn about iguanas? Heads, eyes, tongues, and tails.

Do you wanna learn about iguanas. Well sit and stay right there.

Come in many colors. Green and brown and red.

If you're a green iguana, you have a third eye on your head.

Keeps them safe from predators that stalk them from above

They breathe the same as you and me but love the water so.

Their lungs hold in the air for half an hour before back to the land they go.

Their long long tails follow them around and keep them safe from harm.

And if it's hurt they toss it off and grow it back no need to cause alarm.

Now we've learned a bit about iguanas. Heads, eyes, tongues, and tails.

Books, computers, and experts- can help us gather more details."

After singing the song, ask the students what they think we are going to learn about. When they guess iguanas, encourage them to go even further - what *about* iguanas will we be discussing? If no one comes to the answer, share that we are learning about how animals bodies have features that they sue that allow them to survive in their surroundings and that we'll explore this topic while focusing on iguanas. Those features are called "adaptations".

Procedure:

1. Read aloud the story *I Wanna Iguana* to the class.
2. At the conclusion of the story, ask the students to list the features of the iguana that they noticed (i.e. rough looking skin, green/brown color, spikes on their heads, etc.) and locate those features on the iguana puppet for the students to see.
3. Group the students up and have each group pick a different feature on the iguana and to hypothesize what that feature may help them do.
4. Once the students have come up with a few hypotheses, come back together as a class. Groups will then share their lists.

5. As each group finishes their list, we will compare their hypotheses against that of the facts in the book *Iguanas* by Ina Felix - a book full of facts about Iguanas that is in many ways specific to their visual appearance and the necessity of those parts.
6. Complete this for each group.
7. Read through the remaining pages of *Iguanas*. Pause on pages that discuss the physical adaptations that iguanas possess and how it helps them survive. (i.e. the ability to fall from trees without injury or the having of a 3rd eye on the top of their heads).
8. Explain to students that we will be giving ourselves a new body part and using it to help us do something - from an everyday task to something that is imperative to our survival.
9. Show the students my example where I gave my person eyes in the back of my head so that I could prevent people from sneaking up behind me.
10. Pass out the attached blank human sheet and send students to their desks to give themselves a new body part that will help them in their life. Underneath they should write a description of what their body part is and how it helps them survive or grow.
11. Once the majority of students are complete they can come back to the carpet and share their artwork and describe their new body-part. They can put their illustration under the document camera so that the class can see it well.
12. Leave *The Iguana Handbook* by Patricia Bartlett in the browsing bin for students to come and look at or reference for ideas as they work. Students may also benefit from having the iguana puppet sitting at the front table for inspiration, ideas, and exploration.

Differentiation:

For students that need to be challenged a bit more, give them a specific problem that they could create a body part to help fix (i.e. a body part to help prevent people from hurting us or a body part to help us get food, etc.)

For students that need to be less challenged, have students communicate to the teacher a way that they would change their body (springs for feet, eyes like a fly, three arms, etc.) and directly help them associate that new adaptation with a helpful function. Allow for extra prompting and explanation. Students who struggle with writing can verbally explain their new body feature instead of having to write it at

Assessment: Students will be assessed from their verbal responses during class but the bulk of the assessment will come from the New Adaptation worksheet that the students will complete and turn in. Students who have descriptions that do not make sense or do not match their illustration can describe their new body features orally to the teacher.

PROFESSIONAL RESOURCES

Journal Articles:

- Guidetti, R., Baraldi, L., Calzolari, C., Pini, L., Veronesi, P., & Pederzoli, A. (2007). Fantastic animals as an experimental model to teach animal adaptation. *BMC Evolutionary Biology*, 7(Suppl 2). doi:10.1186/1471-2148-7-s2-s13
- Reader, S. M. (2016). Animal social learning: Associations and adaptations. *F1000Research*, 5, 2120. doi:10.12688/f1000research.7922.1
- Reif, F., & Larkin, J. H. (1991). Cognition in scientific and everyday domains: Comparison and learning implications. *Journal of Research in Science Teaching*, 28(9), 733-760. doi:10.1002/tea.3660280904

Websites:

- <https://kids.nationalgeographic.com/animals/> Animals. (n.d.). Retrieved from <https://kids.nationalgeographic.com/animals/>
- Paratore, J. R., Salinas, A., O'Brian, L., Blodgett, S., & Poulin, A. (n.d.). Animal Adaptations. Retrieved from Vasuki, A. (2012, November 26). easyLearn Adaptations in Animals | Life Science HD. Retrieved from http://www-tc.pbskids.org/lab/media/pdfs/TeacherTips/animal_adaptations/AnimalAdaptationsFINAL.pdf
- http://www-tc.pbskids.org/lab/media/pdfs/TeacherTips/animal_adaptations/AnimalAdaptationsFINAL.pdf
- <https://switchzoo.com/> Tubehead. (n.d.). Switch Zoo Animal Games. Retrieved from <https://switchzoo.com/>
- <http://www.mbgnet.net/> MBGnet. (n.d.). Retrieved from <http://www.mbgnet.net/>

Cubs



Contents of Bag:

- *Go, Cub!* By Susan Neuman
- *Lion Cubs* by Scholastic
- Lion Puppet (Folkmanis)
- Finger Puppet Rhyme Set: 2 leopards, lions, and tiger (Amazon)

Dinosaurs



Contents of Bag:

- *The Amazing World of Dinosaurs* by Jim Henson Company
- *Meet the Dinosaurs* by DK Publishing
- *Dinosaur's Day* by Ruth Thomson
- *Dinosaurs* by Kathleen Weidner Zoehfeld
- *Tyrannosaurus!* by Thea Feldman
- 3 Dino Puppets (Folkmanis & Smithsonian)

Farms



Contents of Bag:

- *Three Hens & A Peacock* by Lester L. Laminack
- *My Farm Friends* by Wendell Minor
- *Big Red Barn* by Margaret Wise Brown
- *Down on the Farm* by Tiger Tales
- Farm Picture Cards & Objects: cow, ram, ewe, dog, rooster, horse, and more (Curious Minds Busy Bags)

Activity Title: Big Red Barn Animals Have Escaped!

Developmental Domain or content area: Language and Early Literacy Development

State of Michigan Early Learning Standard(s):

Early Learning Expectation: Emergent Reading. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.

B. In print and alphabetic knowledge:

1. Show progress in identifying and associating letters with their names and sounds.

Behavioral Objective: Using farm animal manipulatives, the child will match the animal to the correctly labeled pen by placing the animals in a pen with the letter that corresponds with the first letter of its name.

Materials:

- Old Mac Donald Song <https://www.youtube.com/watch?v=6HzoUcx3eo>
- Book *Big Red Barn* by Margaret Wise Brown
- 8 plastic farm animals (horse, pig, cow, sheep, duck, chicken, goat, rooster-comes in a Busy Bag within prop bag along with cards that have the animals picture and name on it)
- 8 fences (can be made by using a hot glue gun to attach popsicle sticks together. Stand the fences up by sticking them in play-dough to make a square. Or any materials that create a “fence-like”, square area)
- Beginning letters for each animal (can use magnetic letters, or draw letter on little pieces of paper)
- Blank paper
- Crayons or washable color markers

Prior to the activity: Set up the “pens” and put a letter inside the pen and cue the music.

Introduction:

Activate prior knowledge by asking children if they have been on a farm? What plants and animals might be there? How do you think it smells? What sounds might you hear? What do these animals need to live? Explain that today we are going to go on a pretend field trip to a barn!

Procedure:

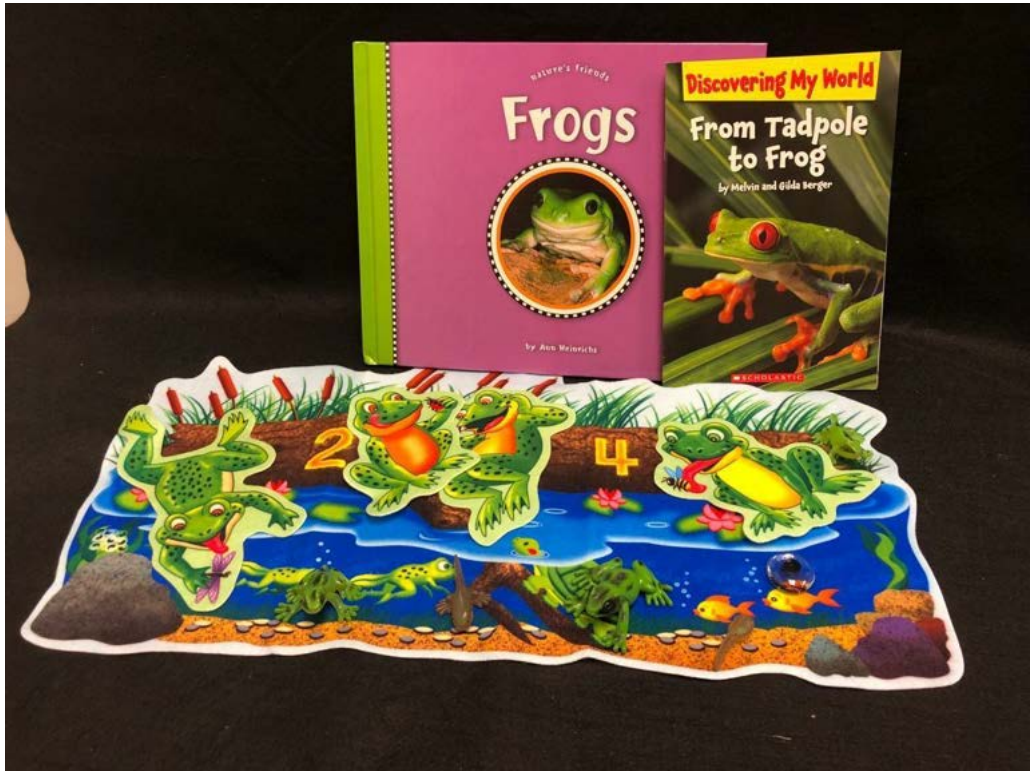
- Sing the song *Old Mac Donald Had a Farm*
- Next, read *Big Red Barn* by Margaret Wise Brown. While reading, point out color words and number words. Invite children to make the animal sounds along with you as you read. As you anticipate rhyming words in the text, pause while reading allowing time for children to say the rhyming words with you.
- Then, during small group time, explain to the children that the animals have escaped their “pens” on the farm and you need help to put them back in the correct pens. Each animal has their own pen, labeled by the first letter of its name.
- Allow the child to choose what animal he or she wants to do first.
- Encourage the child to say the letter and word as he or she puts the animal in its pen (“c” for the cow).
- Have the children sort all of the animals to the correct pen
- Lastly, have the children draw a picture of the animals they saw on the farm today. Help children as needed. After the child completes their animals, they can write (label) the animals by writing the name of the animal next to it by writing the sounds they hear when saying the word or using the animal word /picture cards as a

reference (or write for them if they are unable / not ready). Then “read” the words together.

Differentiation: For children who are just beginning to recognize letters, start with only a couple animals. You can also have cards with the words and pictures of the animals that allows the child to first see the word *cow* and the letter c, then match the c with the correct pen. To adapt this activity for children who can easily recognize the letters, have them say the sound of the letter along with naming it. Another idea is to use uppercase and lowercase letters.

Assessment: Use a checklist to indicating the letters the child was able to identify and if it matched the animal’s first letter. Make sure to make note if the child is identifying sounds.

Frog Lifecycle



Contents of Bag:

- *From Frog to Tadpole* by Melvin & Gilda Berger
- 5 Speckled Frog Flannel: 5 Frogs, Log Numbered 1-5, Water (Lakeshore)
- Frog Life Cycle Sequencing Objects: egg mass, tadpole, tadpole w/ legs, young frog, and adult frog (Frosch)

Activity Title: Frog Lifecycle

Developmental Domain: Cognitive- Science

State of Michigan Early Learning Standard(s):

- Early Learning Expectation: Living and Non-living Things. Children show a beginning awareness of scientific knowledge related to living and non-living things.
- Emerging Indicator: Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest).
- State of Michigan Early Learning Standards for PreK (pg.72)
- Behavioral Objective: The child will be able to recite the life cycle of the frog by placing the life cycle pieces in the correct order (birth to adulthood).

Materials:

- *From Tadpole to Frog*
- Life cycle of the frog pieces
- Felt board with the life cycle of the frog outlined along the bottom

Introduction:

I will engage my small group of children by first asking what they know about frogs and their habitat. I want to be aware of what the children have previous knowledge on so I can understand aspects of the topic I want to cover in depth. I might bring out the plastic life cycle pieces of the frog and see if the children can guess what order the cycle goes in before we hop into the discussion.

Procedure:

- To insure that the activity is implemented as planned I will have the children gather in a circle for small group where I will first ask the children what knowledge that

have about frogs. What their habitat is like, the foods they eat, and the climate they need to survive?

- I will ask about the different colors and sizes of frogs and bring awareness to the fact that there is a difference between a frog and a toad.
- Once I gain a better understanding about what the children already know I will read aloud, *From Tadpole to Frog*.
- As the story unfolds, I will be sure to hold up the specific life cycle piece described in the book. I
- will pause briefly to see whether the children can make an educated guess on which cycle piece will come next.
- At the end, I will go around the table and have the children place the life cycle pieces in order. I will also ask them questions about frogs (habitat, food, climate, movement abilities).

Differentiation:

- To make this activity more challenging children might just draw a picture or write a story about frogs based off what they read in the book.
- To adapt this activity for children's varying needs, have the life cycle pieces laid out in order and have the child(ren) describe what comes next or why the stage is occurring. Additionally, refer to the felt board with the life cycle detailed on the bottom and see whether or not the child(ren) could compare the plastic pieces to what is on the board.

Assessment:

To ensure the objectives are met, use an observational checklist detailing the children's names and whether or not they can correctly depict the life cycle of the frog. Document responses to open-ended questions.

PROFESSIONAL RESOURCES

Journal Articles:

- This article goes into the importance of scaffolding as a tool for environmental education in early childhood offering young children opportunities for unstructured exploration of nature. The article discusses ways of connecting with nature through journal writing and technology.
http://naturalstart.org/sites/default/files/journal/ijecee_21_winter_2014_issue.pdf
- This article issue goes into the play and safety aspects while exploring nature. It offers a case study from Canada taken from a child's perspective on outdoor play. This article also offers opportunities to take action on how and why we should preserve our environment.
<http://naturalstart.org/sites/default/files/journal/ijecee31.pdf>
- This article goes into the concepts and theories for a nature-based social- emotional approach to supporting holistic development within and outside of the classroom. Taking a deeper look into making play safe while allowing children to explore their world, this article defines a nature-based preschool founded by a Michigan State University journalist.
http://naturalstart.org/sites/default/files/journal/final_ijecee_41_complete_issue.pdf

- The latest issue of the International Journal of Early Childhood: Environmental Education goes into four methods of engaging young children as environmental education researchers. As we all know, winter is a huge part of Michigan weather during the school year and this article discusses the impact outdoor play has during the cold weather months.

http://naturalstart.org/sites/default/files/journal/ijecee_5_1.pdf

Websites:

- This website is designed for children to explore the environment, learn about recycling, the air, water, plants, animals, and how we can help with the future of our world. There are interactive games where children can create their own creature/animal with a new habitat, food resources, etc. At the bottom, there is also a section for teachers and parents. <http://pbskids.org/eekoworld/>
- This website is for parents and focuses on different aspects of what their child may be learning in the early school years. There are projects, games, research, and resources available. Specifically for the environment, there are activities for families to do together such as decreasing litter, saving energy, and turning trash into toys. <http://www.pbs.org/parents/preschool/environment.html>
- This website will take children around the globe to explore the animals, land, water, and resources. This webpage is chock full of articles about Earth Day and how classes can promote the day. <https://kids.nationalgeographic.com/explore/celebrations/earth-day/#earth-day-cleanup.jpg>
- This website focuses on several categories of science from astronomy, weather, geology, and ecosystems. It directly overviews a topic followed by breaking it down

into smaller categories asking questions to help gain a deeper understanding. The website offers homework ideas, class activities, and games based on ages and abilities. <http://www.ducksters.com/science/environment/>

Apps:

- Pocket Frogs: This is a fun free app for kids and even college students (haha). You start off receiving two frogs and as you grow your swamp and mate your frogs the species grows. Each day you can socialize with other ponds and gain points by feeding your frogs. Pocket Frogs
- Geo Walk: World Factbook & Natural Science for Kids: This app is not free, but for \$3 it is well worth the adventures, children can go on by exploring the world around them. The fact book describes animals, plants, historical events, famous people, and inventions with detailed pictures. You can handpick articles and select various topics. This is a nice way to get the internet experience without going to Google search.

Additional Children's Books / Music:

- Down by the Creek Bank by The Gaither Homecoming Kids
<https://www.youtube.com/watch?v=dXQ90RFdtBA> This song is hands-down one of my favorite songs from my childhood. I can still picture the Homecoming Kids marching through the woods to their campsite. It never fails to make me chuckle when I hear Vestal Goodman going on and on about the frogs in the pond. Though the song does have a Christian message, the theme is about the types of wildlife found down by the creek bank.
- Froggy, Froggy: This song is one that will be stuck in your head all day. It is a cute rhyming song allowing children to understand the life cycle of the frog on their own

level. I would recommend having a discussion with children before listening to the song to see what their previous knowledge about frogs is.

- *Frogs and Toads of the World* by Christopher Mattison This book is so interesting; the colors are so vibrant and the information is a page-turner. I think this would be a great tool for children to explore in both science and social studies aspect. This book goes into the different species of frogs found around the world. This book goes into the habitat, food source, and abilities to thrive in their area.
- *I Took a Walk* by Henry Cole A book with vibrant detailed pictures that allow children to feel like they are jumping into the pages while gathered at circle time. It allows for open-ended questions to arise without walking outside the classroom door. Henry Cole the author takes children on an exploration by observing wildlife and plants found on land and in the water.

Extension Ideas:

- Taking this activity a step further, I would have the children go for a walk outside the school to explore their own backyard. Depending on the time of year, I might have them collect leaves, snow, plants, seeds, etc. We would look at the different birds, squirrels, plants, and rocks found too.
- For inside the classroom I might get a small aquarium where the children could watch the life cycle of the frog right before their eyes, changing and growing each week. Looking at frogs from an environmental standpoint we could pick up trash around the schoolyard or explore ways to protect the wildlife in our community woods/gardens. Using the book *Frogs and Toads of the World* or a book similar, I would have the children explore a region on the globe by looking at the frogs found in the specific area.

Frogs



Contents of Bag:

- *Frogs* by Ann Heinrichs
- Story Felts: numbers 1-5 and 5 frogs (Lakeshore)
- Frog Picture Cards & Objects: egg mass, tadpole, tadpole w/ legs, young frog, and adult frog (Curious Minds Busy Bag)

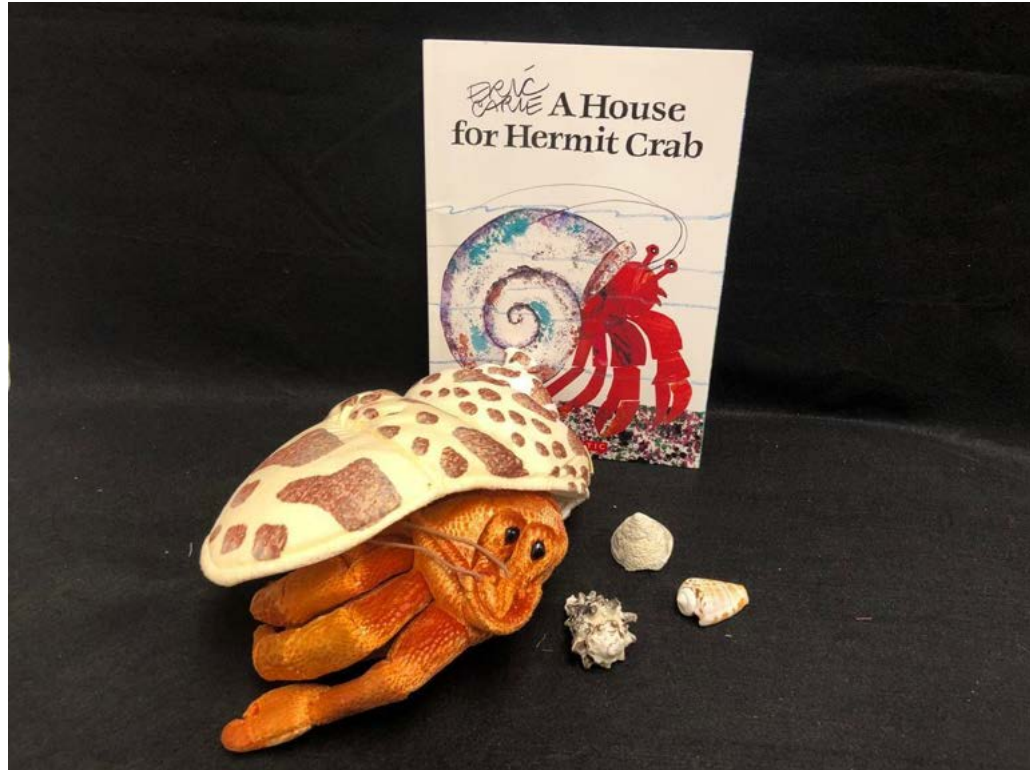
Giddy Up with Horses



Contents of Bag:

- *Horses: Trotting! Prancing! Racing!* by Patricia Hubbell
- *The Smallest Horse* by Lorie List
- *Horses* by Margot Lundell
- Take-Along Show-Horse Stable: horse stable and 8 horses (Melissa & Doug)
- 11 Piece Wooden Corral Set (Melissa & Doug)

Hermit Crabs



Contents of Bag:

- *A House for Hermit Crab* by Eric Carle
- Hermit Crab Puppet (Folkmanis)
- Seashells

Activity Title: Crab Activity Plan

Developmental Domain: Social / Emotional, Language and Early Literacy, and Creative Arts

State of Michigan Early Learning Standard(s):

- Early Learning Expectation: Understanding of Self. Children develop and exhibit a healthy sense of self.
- Early Learning Expectation: Expressing Emotions. Children show increasing ability to regulate how they express their emotions.
- Early Learning Expectation: Relationships with Others. Children develop healthy relationships with other children and adults
- Early Learning Expectation: Movement and Dance. Children show how they feel, what they think, and what they are learning through movement and dance experiences.
- Early Learning Expectation: Dramatic Play. Children show how they feel, what they think, and what they are learning through dramatic play
- Early Learning Expectation: Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others.
- Early Learning Expectation: Spoken Language: Receptive. Children grow in their capacity to use effective listening skills and understand what is said to them
- Early Learning Expectation: Positive Attitudes about Literacy. Children develop positive attitudes about themselves as literate beings — as readers, writers, speakers, viewers, and listeners.

Behavioral Objective:

The child will express their emotions through exploration and play. The child will develop healthy relationships through play. The child will observe ocean materials and animals. The child will be able to observe and identify the different characteristics of shells.

Materials:

- A House for Hermit Crab By: Eric Carle
- Greg & Steve playlist
- Crab puppet
- Sand and water
- Mini ocean animals
- A variety of seaweed, seashells, rocks, and coral
- Different sized buckets and scooping tools

Introduction:

Play Listen and Move by Greg & Steve. I will turn off the music at the end and say, "One more animal, who can walk like a crab?" I will get down and demonstrate the "crab walk". I will then tell everyone we are going to read a book about a crab today. I will begin to try to formulate questions from the children. Has anyone seen a crab before? Where do they live? We'll we have a visitor today, Mr. Crab! I will bring out the finger puppet and read to the class A House for Hermit Crab By Eric Carle. I will explain the choices for the day and bring out the materials for the Water/ Sand table.

Procedure:

- Prepare all materials before I start this activity.
- I will have my activity plan and make sure I am able to be in the moment with the children.

Differentiation:

To make this more challenging I could ask the child to retell the story. I really don't think you could make this less challenging. For children with a sensory disorder make the experience less multi-sensory for the child. Not all children with the same disability need the same adaptation, so depending on the individual child I will make these adaptations.

Allowing choice in this activity helps them develop a sense of control. I will have many different materials and the same materials to promote play with classmates.

Assessment:

I will keep an eye on all students and document with anecdotal notes. I will help guide the children's learning to see what each child knows already and wants to know about crabs, or anything related to the topic.

PROFESSIONAL RESOURCES

Journal Articles:

- http://static.nsta.org/pdfs/PositionStatement_EarlyChildhood.pdf
- https://families.naeyc.org/sites/default/files/Nurturing_for%20Family%20site.pdf
- <http://onlinelibrary.wiley.com/doi/10.1111/ssm.12019/epdf>
- http://www.naeyc.org/yc/files/yc/file/201205/Hamlin_YC0512.pdf.
- <http://www.geneseeisd.org/DocumentCenter/View/4144>

Websites:

- http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=409
- <http://childdevelopmentlab.unt.edu/water-table>

- <https://kids.nationalgeographic.com/animals/>
- <https://kids.nationalgeographic.com/explore/ocean-portal/>
- <http://pbskids.org/games/nature/>
- <https://www.worldwildlife.org/initiatives/oceans>

Apps:

- Wild Kratts World Adventure. Children ages 4 to 8 can tilt and tap their way through multi-level games that encourage exploration of habitats around the world.
- Explorium: Ocean for Kids is an interactive kids' app designed to engage little curious minds in an exciting marine journey. Let your kids explore marine life. Dive with Alex and Alice into the ocean to find mysterious Atlantis. Designed for children from 4 to 8 years old.
- MarcoPolo Ocean: is a beautiful free-play and puzzle app that includes five fun activities.

Insects



Contents of Bag:

- *From Nymph to Grasshopper* by Melvin & Gilda Berger
- *Bugs! Bugs! Bugs!* by Bob Barner
- *Insects* by Robin Bernard / National Geographic
- Insect Matching Objects / Picture Cards: dragonfly, scorpion, Sprider, centipede, grasshopper, bee, ant, ladybug, butterfly, fly, and cockroach (Curious Minds Busy Bags)
- Magnifying Glass (Lakeshore)

Activity Title: Bug Sorting and Matching

Developmental Domain: Cognitive, Science

State of Michigan Early Learning Standard(s):

- Science: Living and Nonliving Things. Children show a beginning awareness of scientific knowledge related to living and non-living things. Begin to categorize living and nonliving things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight).

Behavioral Objective:

Children will use the tweezers in a pincer grasp to place at least 5 insects on their matching card, and/or sorting into color groups.

Materials:

- *Insects* by Robin Bernard
- “Insect’s Body”, Sing and Learn about Bugs with Dr. Jean (sung to the tune of “Head, Shoulders, Knees and Toes”
https://www.youtube.com/watch?v=6pe_p5FXE2g)
- Bug manipulatives with picture cards
- Color sorting cards
- Children’s magnifying glasses (4)
- Large tweezers/small serving tongs
- play dough or clay

Introduction:

Gather children at large group and begin by singing the familiar song “Head, Shoulders, Knees and Toes”. After singing, explain to the children there is another song that is similar about insect body parts you’d like to sing together. Then sing “Insect’s Body” (Sing and

Learn about Bugs with Dr. Jean). But first, activate prior knowledge by having a discussion.

Questions and prompts might include: What is an insect? What do you know about insects?

I wonder if all insects eat the same thing. How are they like humans? How are they different?

Can all insects fly? I wonder why insects are sometimes called bugs.

Procedure:

- Read through *Insects* by Robin Bernard. Show pictures to children and ask them to tell you what they notice (colors, if they recognize a bug, body parts, number of legs etc.).
- During small group, weather permitting, take children on a nature walk with magnifying glasses, encouraging children to find insects.
- After the nature walk, introduce bug manipulatives to the children.
- Bring out the play insects and name them. Discuss their different attributes. Then introduce different ways for children to sort the bug manipulatives: by size, ways they move (i.e. fly, crawl), color etc.
- Show children the different real image insect cards and read the names. Have children match the correct insect object to the corresponding picture card.
- Offer the option of using their hands, or tweezers to move the bugs to their new places or the picture cards.
- Once finished, offer play-dough or clay available for each child to make his or her own insect using the body parts in the song: head, thorax, abdomen, six legs and sometimes wings.

Differentiation:

To make it easier, have matching insect objects only. It may also be necessary to reduce the number of bugs by half to avoid overwhelming the child. To make this more challenging, have children match words only or write out the insect names.

Assessment:

- | | | |
|--|-----|----|
| 1. Can child sort the insects by color? | YES | NO |
| 2. Can the child match the insect with its picture card? | YES | NO |
| 3. Can the child correctly sort at least 5 insects? | YES | NO |

Comments:

PROFESSIONAL RESOURCES**Journal Articles:**

- Lohmander, M. K., & Samuelsson, I. P. (2015). Play and learning in early childhood education in sweden. *Psychology in Russia*, 8(2), 18-26.
doi:<http://dx.doi.org/10.11621/pir.2015.0202>
- Dejonckheere, P. J. N., De Wit, N., Van, d. K., & Vervae, S. (2016). Exploring the classroom: Teaching science in early childhood. *International Electronic Journal of Elementary Education*, 8(4), 537-557. Retrieved from
<http://ezproxy.emich.edu/login?url=https://search.proquest.com/docview/1807740291?accountid=10650>
- Ellis, S., & Dunckel, B. (2010). Creating opportunities through classroom-based early childhood science. *Museums & Social Issues*, 5(1), 103-116.
doi:10.1179/msi.2010.5.1.103

<http://www.tandfonline.com.ezproxy.emich.edu/doi/pdf/10.1179/msi.2010.5.1.103?needAccess=true>

- Piasta, S. B., Logan, J. A. R., Pelatti, C. Y., Capps, J. L., & Petrill, S. A. (2015). Professional development for early childhood educators: Efforts to improve math and science learning opportunities in early childhood classrooms. *Journal of Educational Psychology*, 107(2), 407-422. doi:<http://dx.doi.org/10.1037/a0037621>

Websites:

- <http://easyscienceforkids.com/animals/insects/> Child-friendly exploration website for kids.
- <https://www.stevespanglerscience.com/blog/2014/10/08/early-childhood-science-education-is-important/> For parents to understand the importance of science in early childhood.
- <http://www.sciencekids.co.nz/sciencefacts/animals/insect.html> Another child-friendly exploration site for children and parents.
- <https://kids.nationalgeographic.com/animals/hubs/insects/> National Geographic: Child-friendly videos, articles, and games.

Apps:

- Bugs and Buttons: This is a child guided app that incorporates simple math concepts for toddlers and preschoolers while being fun and engaging.
- Audubon Insects and Spiders: This is an adult guided identification app that allows you to turn a nature walk into a science lesson. You can search for insects by features to find the type of insect. Each insect comes with information.
- Ipad: You can also use the Ipad to take pictures of insects found during a nature walk.

Additional Children's Books / Music:

- *In the Tall, Tall Grass* by Denise Fleming
- *Are You a Grasshopper?* by Judy Allen
- *10 Busy Whizzy Bugs* by Ruth Galloway
- *Bugs A to Z* by Caroline Lawton

Extension Ideas:

- Create an insect sensory table. Fill the sand and water table with a variety of plastic insects.
- Pinch and sort: Using tweezers or small serving tongs children can work on their pincer grasp while sorting the bugs on to the picture cards that come with the bug manipulatives.
- Create a parts-of-a-bug book using reproducible nomenclature (pictures and labeled words) of the body parts of an insect (i.e. ladybug) Older or more advanced children can write the words.

Jack & The Beanstalk



Contents of Bag:

- *Jack and the Beanstalk* by Carol Ottolenghi
- *From Seed to Plant* by Gail Gibbons
- Tree Puzzle (Amazon)
- Container with lima beans
- Container of soil
- Egg Carton

Ladybugs



Contents of Bag:

- *From Grub to Ladybug* by Melvin & Gilda Berger
- *Ladybugs* by Ann Heinrichs / Nature's Friends
- *Ladybug, Ladybug Song* by Frank Leto / Time for Music
- Ladybug Puppet (Folkmanis)

Activity Title: Learning Language with Ladybugs

Developmental Domain: Science

State of Michigan Early Learning Standards

- Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment
- K-LS1-1 : Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K-ESS3-1 :Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- CM.00.01 :begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.
- R.WS.00.10 in context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people
- R.CM.00.02 :retell up to three events from familiar text using their own words or phrasing
- R.CM.00.03 : begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts

Behavioral Objective:

The students will be able to explain the main food ladybugs need to eat to survive. (K-LS1-1). Students can explain in their own way the problem humans have with garden pests and how ladybugs help (K-ESS3-1).

Materials needed:

- *Ladybugs*, by Ann Heinrichs
- *From Grub to Ladybug* by Melvin and Gilda Berger
- Music CD by Frank Leto with “Ladybug, Ladybug” soundtrack
- Ladybug plush toy puppet
- Documentary Clip about Ladybugs:
<https://www.youtube.com/watch?v=6C0HSoX4b8c>
- 1.5 min clip with close-up of Ladybugs folding their wings:
<https://www.youtube.com/watch?v=WyM-2BkQom8>

Introduction:

Students will be asked what they want to know about ladybugs and the teacher records or remembers the answers and explains that they will answer these questions in today’s lesson plan about Ladybugs.

Procedure:

- The first activity will begin with listening to the song by Frank Leto and having each child mimicking the flying and crawling of the lady bug with their hand and take turns using the prop plush puppet.
- A second round of questions in case some students did not get to voice their opinion or changed their minds from the previous time you asked about any questions they have.
- *Ladybugs*, by Ann Heinrichs, will be read while the students get to ask additional questions and read along. Then the storybook, *From Grub to Ladybug* by Melvin and Gilda Berger, will be read explaining the ladybug reproduction and development.

- Afterwards, students will watch a youtube video with additional information and live action footage of ladybugs doing their daily activities and in slow motion unfolding their wings.

Differentiation:

- To make this activity more challenging, you might include objectives related to higher standards in 1st and 2nd grade. As an example, you might include more prompting to imagine the larger relationships between humans and the environment, and solutions to environmental problems.
- Some children may have difficulty seeing the storybook and wish to position themselves accordingly. Everyone should be provided the opportunity to hear the music as well, and students with hearing impairment could be given better positioning in relation to the sound system.
- Other accommodations to support developing needs of children might include playing the song at the end of the lesson instead of the beginning to increase memory retention. Also, teachers could offer additional access to books, video and documentary footage for students that are interested in the topic.

Assessment: Informal assessment should encompass the observational reports of student comprehension, which could come in the form of making statements, predictions, using new vocabulary, or asking questions. For example, many of the pictures, such as the cover photo of *From Grub to Ladybug* contain information that is explained in the book by Ann Heinrichs and could lead to observations by students. Pay special attention to the *way* that students respond to and express new information and sequencing of events as portrayed in the small factbook and large story book, which could fulfill one or more of the standards such as

R.WS.00.10

PROFESSIONAL RESOURCES:

Journal Articles

- Preston, C., & Mowbray, L. (2008). Use of “SMART” Boards for Teaching, Learning and Assessment in Kindergarten Science. *Teaching Science*, 54(2), 50–53.
- Patrick, H., Mantzicopoulos, P., & Samarapungavan, A. (2009). Motivation for Learning Science in Kindergarten: Is There a Gender Gap and Does Integrated Inquiry and Literacy Instruction Make a Difference. *Journal of Research in Science Teaching*, 46(2), 166–191.
- Spycher, P. (2009). Learning Academic Language through Science in Two Linguistically Diverse Kindergarten Classes. *Elementary School Journal*, 109(4), 359–379.
- Ward, C. D., & Dias, M. J. (2004). Ladybugs Across the Curriculum. *Science and Children*, 41(7), 40–44.

Websites

- <https://kids.nationalgeographic.com/animals/ladybug/>
- <https://entomology.ca.uky.edu/ef105>
- <https://www.ladybuglady.com/LadybugsFAQ.htm>
- <https://www.themeasuredmom.com/ladybug-math-for-preschool-kindergarten-1st-grade/>

Apps

- https://play.google.com/store/apps/details?id=com.donxu.lady_bug&hl=en
- <http://my.kindertown.com/apps/ladybug-math>

Additional Children's Books / music:

- <https://www.amazon.com/Five-Little-Ladybugs-Melanie-Gerth/dp/1581172184>
- https://www.amazon.com/Ladybugs-Gail-Gibbons/dp/0823427609/ref=sr_1_1?s=books&ie=UTF8&qid=1510447803&sr=1-1&keywords=ladybugs
- <https://www.barnesandnoble.com/w/what-the-ladybug-heard-julia-donaldson/1101904528?ean=9780805090284>
- [Ladybug Song : https://www.youtube.com/watch?v=JwaqRYTirkI](https://www.youtube.com/watch?v=JwaqRYTirkI)

Extension Ideas:

- Building a ladybug habitat. Described here:
<http://ucanr.edu/sites/marinmg/files/58063.pdf>
- Ask children about the relationship between plants and ladybugs. Extend the lesson to the relationship between other insects and plants. What other insects eat plants? What other creatures eat pests? (Robin/caterpillar, etc).
- Ladybug Art project: <https://theeducatorsspinonit.com/2013/06/the-grouchy-ladybug-activities-vbc.html>
- Ladybug craft math game: <https://theeducatorsspinonit.com/2013/06/the-grouchy-ladybug-activities-vbc.html>

Let's Eat



Contents of Bag:

- *Let's Eat* by Ana Zamorano
- *Are you what you eat?* by DK Readers
- Food Groups: dairy: milk and cheese; protein: eggs, beans, meat, and fish; fruit/vegetables: banana, tomato, range, watermelon, lemon, and onion; grains: bread and buns (Melissa & Doug)

Not pictured:

- [Sam's Diner Menu](#) to print and laminate
- Notepad, pencil, child-sized apron, chef hat

Activity Title: Let's Eat!

Developmental Domain: Science and Health

State of Michigan Early Learning Standard(s):

- Early Learning Expectation: Healthy Eating. Children become aware of and begin to develop nutritional habits that contribute to good health.
- Early Learning Expectation: Healthy Choices. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.

Behavioral Objective:

The children will create their own Tacky penguin. Complete an all about me sheet at home to later explain what makes them “Tacky” (different) from the rest of the children.

Materials:

- Equipment to play the [Peanut Butter and Jelly Song](#)
- *Are you what you eat?* by DK Readers
- [Sam's Diner Menu](#) to print and laminate
- Notepad, pencil, child-sized apron, chef hat
- Plastic Food: dairy: milk and cheese; protein: eggs, beans, meat, and fish; fruit/vegetables: banana, tomato, orange, watermelon, lemon, and onion; grains: bread and buns (Melissa & Doug)
- Materials for a restaurant: pots, pans, silverware, napkins, place settings, etc.
- Plate with a label “healthy” with a :) and a plate labeled “unhealthy” with a :(

Introduction:

Gather children to group for a [Peanut Butter and Jelly Song](#) sing-a-long. After the song, begin a discussion about the types of food we eat. Questions you might ask include:

- What kinds of food help to keep us healthy? (fruits, vegetables, meat, eggs, milk)

- What kinds of foods are not-so-healthy? (sweets, chocolate cake, pop, ice cream)
- What is your favorite food to eat? What is a fruit? What is a vegetable?
- What might happen if we eat too much unhealthy food?
- Some people have allergies to foods and can't eat them - even if they are healthy for others. Do you know someone with a food allergy?

Procedure:

- Let's find out more about the food we eat to keep us healthy.
- Show the children the plastic food items and plates labeled "healthy" and "unhealthy".
- Read the book *Are you what you eat?* by DK Readers. While reading, discuss and decide if the food mentioned in the book is healthy or unhealthy.
- For each food item discussed, invite a child to place the item on the appropriate plate.
- Show children that during small group or free choice, they can restaurant. Model this with play food and aforementioned materials available for children to play restaurant and choose healthy foods when eating out. Remind them of how they can use the "healthy" and "unhealthy plates" during play. Children set the table with a plate cup and napkin. Children can take turns being the waiter, cook, and customer.

Differentiation:

This will vary based on each individual child's needs. Provide support for children where needed throughout the activity. Offer food names and labels in other than English language. For those children with allergies, go into greater depth to help children understand allergic reaction and how we care for those with allergies.

Assessment:

The children are assessed by their ability to sort foods into healthy and unhealthy category.

PROFESSIONAL RESOURCES

Journal Articles:

- Carrie, F., Keller, L., Olson, J., & Plymale, A. (2005). Helping preschoolers become healthy eaters. *Journal of Pediatric Health Care*, 19(3), 178–182. doi: 10.1016/j.pedhc.2005.03.007
- Nekitsing, C., Hetherington, M. M., & Blundell-Birtill, P. (2018). Developing Healthy Food Preferences in Preschool Children Through Taste Exposure, Sensory Learning, and Nutrition Education. *Current Obesity Reports*, 7 (1), 60–67. doi: 10.1007/s13679-018-0297-8

Websites:

- [https://fns-prod.azureedge.net/sites/default/files/tn/Supplement D.PDF](https://fns-prod.azureedge.net/sites/default/files/tn/Supplement_D.PDF)
This offers tips to create a positive meal environment nutrition and wellness tips for young children.
- MyPlate: <https://www.choosemyplate.gov/kids> Choose my plate has resources for adults and children on healthy eating according to standards set by the USDA.

Apps:

- [Veggie Circus Farm](#) This app helps children recognize all different types of vegetables and their nutrition benefits, and increases literacy skills at the same time.
- [Smash Your Food](#) This app focuses on the sugar, salt, and fat content of certain foods and invites kids to “smash” various foods and beverages such as pizza and soda. Children also learn about the recommended daily limits for these items.

Additional Children's Books, Materials / music:

- Choose MyPlate 10 inch Plate for Adults & Teens, Healthy Food and Portion Control by Super Healthy Kids
- *What's on my plate?* by Jennifer Boothroyd
- MyPlate Felt Pieces: my plate, cola, spices, citrus, rice, steak, nuts, milk, turkey, tomato, green beans, orange, cheese, bread, and strawberries (Little Folk Visuals)

My Body



Contents of Bag:

- *Me & My Amazing Body* by Joan Sweeny
- *Me & My Body* by DK
- Anatomy Puzzle (Melissa & Doug)
- Anatomy Apron (Lakeshore)

Activity Title: My Body

Developmental Domain: Early Learning in Science

State of Michigan Early Learning Standard(s):

- Living and Non-living Things. Children show a beginning awareness of scientific knowledge related to living and non-living things.

Behavioral Objective:

- The child will be able to name at least three organs that keep them alive and correctly match representations of these vital organs to the anatomy apron, respectively.

Materials:

- *Me & My Amazing Body* by Joan Sweeny
- *Me & My Body* by DK
- Anatomy Puzzle (Melissa & Doug)
- Anatomy Apron (Lakeshore) and instructional booklet with various activities

Introduction:

Gather children to whole group. Explain we have a fun song about some of our visible body parts. Along with the children, play and act out the song “Head, Shoulders, Knees and Toes”. Next, tell the children every single one of us has very special parts of our human body, called organs. Each organ has a very important job to help keep us living. We can’t see them, but they are inside doing really important work. Continue the discussion to activate the children’s prior knowledge by asking questions such as: “Do you know of any important organs inside of your body? What do you think these organs do?”

Procedure:

- Bring out the anatomy apron and invite a child to put it on. Have all organ pieces laid out.
- Begin to read the book *Me & My Amazing Body* by Joan Sweeny. While reading, when you get to an organ, invite a child to come up and match the organ (i.e. heart) to the space for that organ on the anatomy apron and velcro it to the apron. Assist as needed.
- Continue reading until all organs have been added to the apron.
- Explain that at small group time and free choice time everyone will have a chance to use the apron.
- During small group, (4 children) have all the materials listed above. Also have the label cards for each of the organs on the apron, respectively. (This can be found in the Anatomy Apron instructional booklet.)
- Have 1 child be the model wearing the apron and the other children put the organs in the correct spot. During this time, review the names and functions of each organ.
- Lastly, the children can glue the pre-cut organs onto the paper anatomy apron to take home. They can use the actual apron, the books or the puzzle to help figure out where the organs belong.

Differentiation:

Offer support to children based on their individual needs. To make this activity easier for a child, you might offer the language by providing the name of the organ and him or her them find it. To make the activity more challenging, offer the child only the written name of the organs. Have the child explain the function of the organs. Have the child create his or her own anatomy apron.

Assessment:

The teacher will assess the child's ability to match the index card with the picture and word of a visible body part to their body by observing them perform the task.

PROFESSIONAL RESOURCES**Journal Articles:**

Bosse, S., Jacobs, G., & Anderson, T. L. (2009). Science in the Air. *Young Children*, 10-15.

Retrieved November 1, 2017.

Crawford, E., Heaton, E., & Kixmiller, K. (2009). Science Learning at Home: Involving

Families. *Young Children*, 39-41. Retrieved November 1, 2017.

Hamlin, M., & Wisneski, D. B. (2012). Supporting the Scientific Thinking and Inquiry of

Toddlers and Preschoolers through Play. *Young Children*, 82-88. Retrieved November 1, 2017.

Sackes, M., Trundle, K., & Flevares, L. (2009). Using Children's Books to Teach Inquiry

Skills. *Young Children*, 24-26. Retrieved November 1, 2017.

Websites:

- <http://peepandthebigwideworld.org>

Preschool friendly games, vides, activities, and more teaching water, sound, shadows, ramps, plants, and color.

- <http://www.kidsbiology.com/>

Games, music, and general information for elementary students related to both human and animal biology.

- <https://undsci.berkeley.edu/>

Variety of teaching resources includes case studies of scientific discoveries and lesson plans for every grade level.

- <http://www.nsta.org/sciencematters/tips.aspx>

The NSTA promotes excellence and innovation in science teaching and learning for all. They have many resources for both teachers and parents.

Apps:

- “This Is My Body - Anatomy for Kids” by URBN pockets: STEM inspired games, combining inquiry, standards, and real word problems to bridge learning in and out of school.
- “My Body Parts-Learning game” by Nimi T Basic identification, matching, puzzles, flash cards, and spelling games for toddlers.

Additional Children’s Books / music:

- *Parts*. A worrisome boy thinks his body is falling apart whenever his body goes through the normal changes of a growing boy.
- *Inside Your Outside*. The Cat in the Hat takes us through the human body.
- *See Inside Your Body*. Over fifty flaps to lift reveal the inner workings of the human body.
- *Germs make me sick!* Germs are all around us and many are harmless, but some germs can make us sick.

Extension Ideas: What’s Next? Taking this activity a step further...

- The instructional pamphlet that comes with the Anatomy Apron has a variety of extension ideas for the topic as a whole as well as hands on demonstrations illustrating the function of each organ.
- Blow cotton balls: Have students blow through large straws in order to move a cotton ball across a table. Then, give the students smaller straws to use. They should notice how

much harder it is to blow through a smaller straw. This is what it is like for children who have restricted breathing conditions (i.e. asthma). Their airway closes up making it harder to breathe.

- Let's connect: Have students find a partner. As you call out body parts, have partners try to connect to each other. For example "Toe to toe," "Thumb to thumb," or "Elbow to elbow." This game can be used to review and assess. To make it more challenging, you can try calling out, "Hand to stomach," or "Knee to foot."
- Doctor's Office dramatic play: Having your dramatic play area set up like a doctor's office will encourage students to use "body part" vocabulary in their play.
- "If You're Happy and You Know it": Sing the song to include body parts and movements. For example: if you're happy and you know it blink your eyes, if you're happy and you know it shrug your shoulders, or if you're happy and you know it touch your tummy. This way you are reviewing what we use our body parts for and assessing if children know where they are.

Owl Babies



Contents of Bag:

- *Hoot, Owl!* by Shelby Alinsky
- *Owl Babies* by Martin Waddell
- 1 large screech owl puppet with moving head (Folkmanis)
- 3 Owl finger puppets (Folkmanis)

Owls



Contents of Bag:

- *Owl Babies* by Martin Waddell
- *Day and Night* by Shira Evans
- *Owl Baby, Bat Owl* by Marie-Louise Fitzpatrick
- Owl Mask (Amazon)

Polar Bear, Polar Bear



Contents of Bag:

- *Polar Bear, Polar Bear, what do you hear?* by Eric Carle
- *Polar Bears are Wild!* by Scholastic
- Story Felt Set: polar bear, lion, snake, flamingo, zebra, hippo, elephant, walrus, cheetah, peacock, and human (Amazon)
- Polar Bear Stuffed Animal (Amazon)

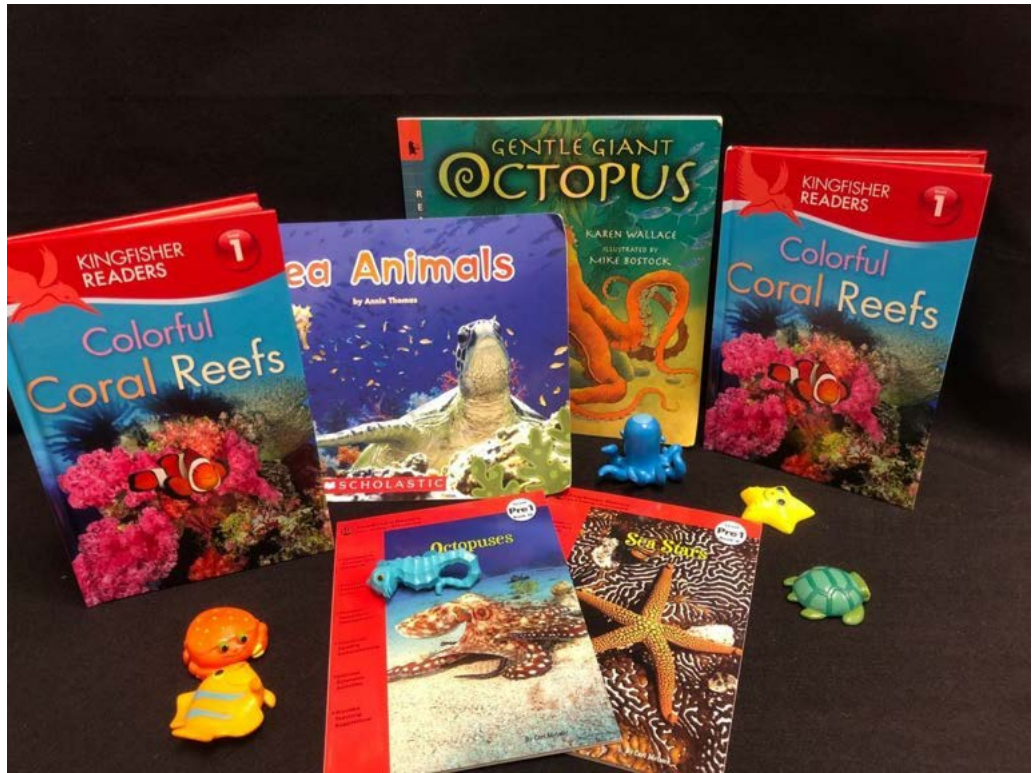
Rough & Smooth



Contents of Bag:

- *Rough & Smooth* by Emily Dawson
- Rough and Smooth Boards (Nienhuis Montessori)

Sea Life



Contents of Bag:

- *Sea Animals* by Annie Thomas
- *Gentle Giant Octopus* by Karen Wallace
- *Colorful Coral Reefs* by Kingfisher Reader
- *Sea Stars* by Cari Meister / Riverstream
- *Octopuses* by Cari Meister / Riverstream
- Blue Velvet Bag Full of Sea Animals: crab, fish, seahorse, starfish, octopus, sea turtle. By Toysmith from Amazon

Activity Title: Making Sea Creatures out of Modeling Clay

Developmental Domain: Science and Creative Arts

State of Michigan Early Learning Standard(s):

- Early Learning Expectation: Living and Nonliving Things. Children show a beginning awareness of scientific knowledge related to living and nonliving things.
- Early Learning Expectation: Visual Arts. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.

Behavioral Objective:

- The child will learn new vocabulary words about Sea Creatures and see pictures of the Creatures.
- The child will make Sea Creatures out of Modeling Clay.

Materials:

- Reading book (from the prop bag)
- Velour bag with 6 Sea Creatures (from prop bag)
- Modeling Clay or Playdough (can make homemade)
- Variety of other animals (10)
- Dough Scissors (3)
- Dough Rolling pin (3)
- Checklist with children's name and what they made/ said vocab words
- Camera to document with pictures

Introduction:

During small group time, I will begin by introducing a book to the children and telling them that we will be making Sea Creatures out of Playdough/Clay.

Procedure:

- Introduce the children to the book that will be read and tell them we will be making Sea Creatures out of Playdough.
- Read the book to them and talk about the different things they see in the book. Ask them open-ended questions about the book and extend the conversation in regards to creatures that live nearby.
- Bring out the velour bag and show them the Sea Creatures.
- Bring out the clay and tools.
- Explain to them they can make Sea Creatures out of the clay. Allow them to make anything they would like with the clay, if they would like to.
- When small group time is over, they can take their clay animals home or keep them in the classroom.

Differentiation:

More challenging: the children can make two clay animals.

Less challenging: the children can make whatever they want.

Different plastic animals can be brought out for them to use.

If a child needs help making their clay creature, an adult can help them.

Assessment:

Checklist with each child's name on it. I will check it off if they attempted to make something out of the clay. I will also write down the vocabulary words they said.

I will have pictures for documentation and collect work samples.

PROFESSIONAL RESOURCES

Journal Articles:

- Website:<http://nieer.org/wp-content/uploads/2016/11/NAEYC-2016-Good-Start-Science-SLIDES-3-Nov-2016b-1-1.pdf>
Description: Expanding “Good Start” SciAlissa A. Lange, Ph.D. Kimberly Brennenman, Ph.D. NAEYC Annual Meeting November 3, 2016 Science Activities: How to Get More Out of Typical Preschool Science Experiences. NIEER 2016. (Adult)
- Website:<https://www.naeyc.org/resources/pubs/tyc/feb2014/process-art-experiences>
Description: NAEYC February/March 2014 / How Process Art Experiences Support Preschoolers by Laurel Bongiorno (Adult)
- Website:http://www.childcarequarterly.com/pdf/summer14_arts.pdf
Description: This article is by Hannah Mills, The importance of creative arts in early childhood classrooms (Adult)
Website:https://southernearlychildhood.org/upload/pdf/Dimensions_40_1_KMorrison.pdf
- Description: Integrate Science and Arts Process Skills in the Early Childhood Curriculum by Kathy Morrison. Dimensions of Early Childhood, Vol 40, No 1, 2012 (Adult)

Websites:

- <http://pbskids.org/games>
(child) Deep Sea Games
- <https://www.curiosityville.com>

(child) Games & Activities

- <https://www.education.com/activity/article/cook-playdough>

(child & adult) Homemade Clay

- <https://www.education.com/download-pdf/activity/81130>

(child & adult) Paper Plate Porthole

Apps:

- Ocean Adventure: <http://pbskids.org/apps/splash-and-bubbles-ocean-adventure.html>
- Rover, The Browser for Education. “For teachers who need a wide variety of apps, Rover is the tool that can open up worlds of possibilities. Rover is meant to direct educators towards other apps based upon the needs of the class.”
- Why Ipads in classroom? “Even the youngest of students are utilizing technology in the classroom. iPads, ipods and computers have become a vital part of the learning experience. As preschool teachers and parents look for educational apps for their students and children we are here to help you narrow down your search and highlight some of our favorites. Here is our list of 15 must-have iPad apps for your 3-5 year old.” from <https://www.earlychildhoodeducationzone.com/best-apps-for-teachers>
- Sea Life. “Take your little one on a virtual underwater ride by introducing him to 12 marine animals, including seals, seahorses, crabs, whales, dolphins, and turtles. Both images and sounds are important for learning with this app, which has photos that kids can touch to hear a recording of the animal. The app allows you to upload photos from your own phone to continue the learning. (Ages 2 to 5; \$0.99; iPhone)”

Additional Children's Books / music:

- Mister Seahorse Hardcover – April 26, 2004, by [Eric Carle](#) (Author, Illustrator)

Fiction

- Ten Little Fish Hardcover – August 1, 2004, by [Audrey Wood](#) (Author), [Bruce](#)

[Wood](#) (Illustrator) Fiction

- Song: Once I Saw An Octopus Finger Play

Once I saw an octopus

In the deep blue sea. (*Point downward*)

I called, "Mr. Octopus,

Won't you swim with me?" (*Cup hands around mouth*)

Then out came his tentacles,

So very long and straight, (*Extend eight fingers.*)

One and two and three and four,

Five and six and seven and eight. (*Count on fingers.*)

<https://www.kidssoup.com/craft-and-resource/ocean-animals-books-songs-and-rhymes-for-preschool-and-kindergarten>

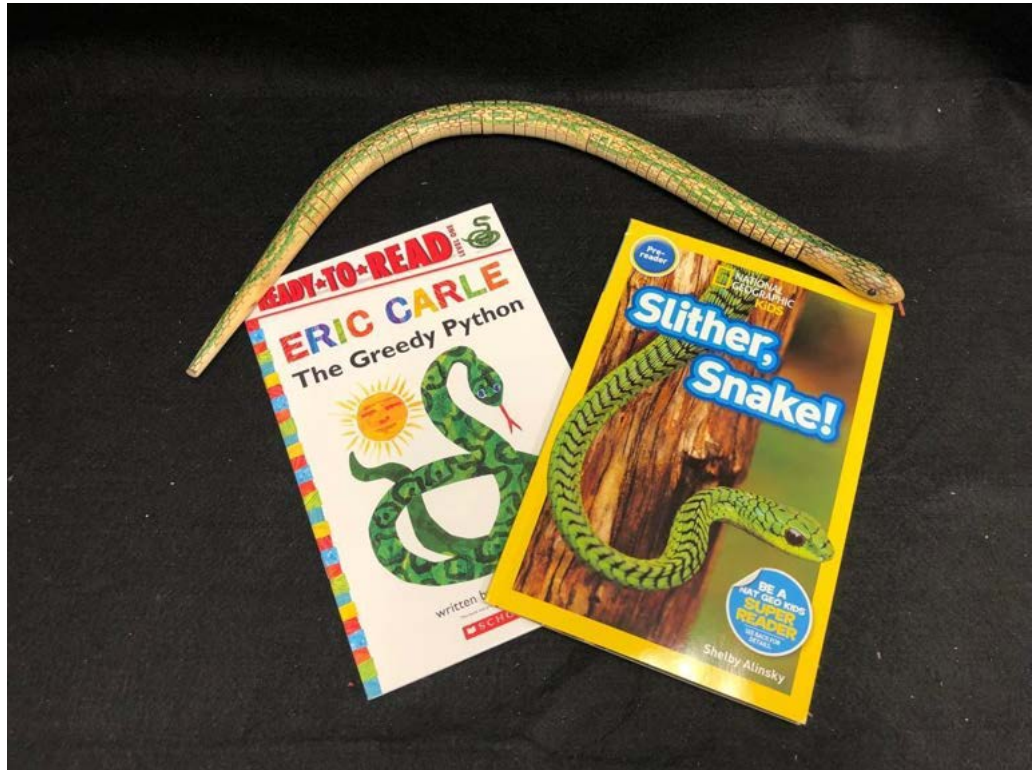
- Song: The Underwater Song (children's "sea animal" song)

“This song is designed to give toddlers, young kids, and non-native English speakers (ESL) an introduction to aquatic animals.”

Extension Ideas:

- Explore other types of animals not discussed thus far.
- Write in their journal regarding the sea creatures explored today.
- Add sea creature items to the sand and water table or dramatic play area.
- Write a class book about a field trip to the sea and meeting sea creature friends.

Snakes



Contents of Bag:

- *The Greedy Python* by Eric Carle
- *Slither, Snake!* by Shelby Alinsky
- Wooden Snake (Amazon)

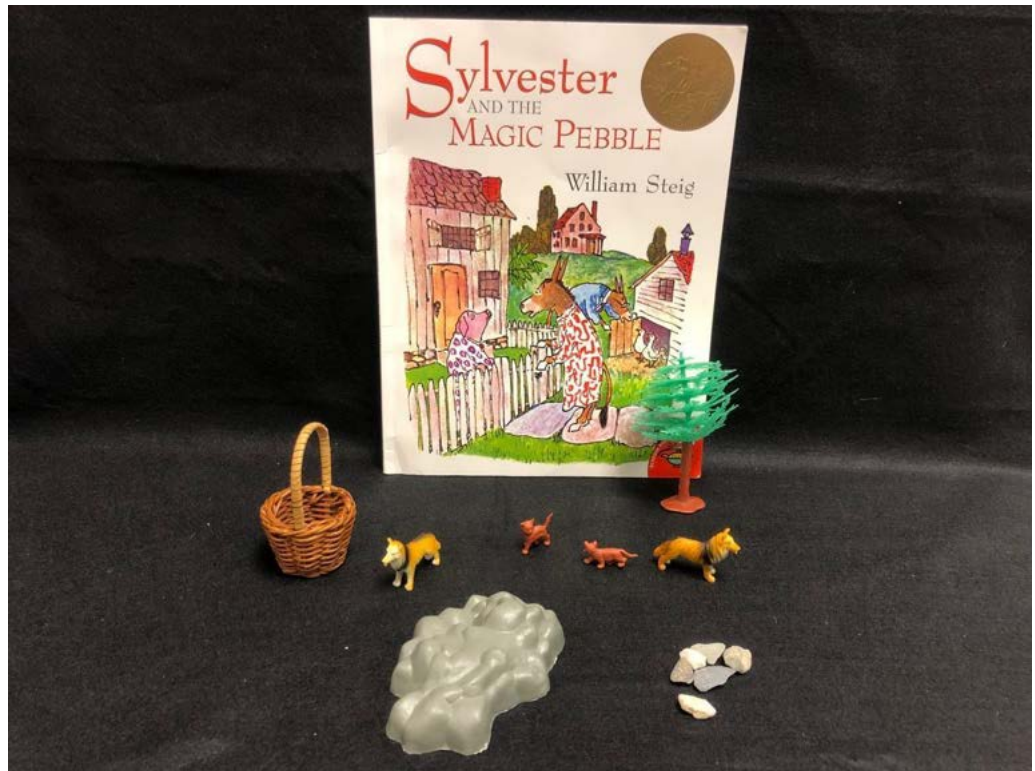
States of Matter



Contents of Bag:

- *Solids, Liquids, & Gases* by Ginger Garrett / Rookie
- *What is Matter?* by Don Curry / Rookie
- *What is a Solid?* by Jennifer Boothroyd / Rookie
- *What is a Liquid?* by Jennifer Boothroyd / Rookie
- *What is a Gas?* by Jennifer Boothroyd / Rookie
- *Change It!* Activity Book by Adrienne Mason

Sylvester and the Magic Pebble



Contents of Bag:

- *Sylvester and the Magic Pebble* by William Steig
- Story Objects: Basket, 2 cats, 3 dogs, rock pile, stones, and tree (Primary Concepts)

Activity Title: Where Do They Live?

Developmental Domain: Science

State of Michigan Early Learning Standard(s):

- Living and Non-Living Things: Demonstrate a growing ability to collect, talk about, and record information about living and nonliving things.
- Living and Non-Living Things: Begin to categorize living and nonliving things in their environment based on characteristics they can observe.
- Living and Non-Living Things: Begin to describe the places in which familiar plants and animals in their neighborhood live.

Behavioral Objective(s):

- Child will be able to identify at least one animal by name.
- Child will be able to identify at least one habitat by name.

Materials:

- Book: *Sylvester and the Magic Pebble*
- Plastic toy figurines
- Laminated picture cards of habitats (e.g. desert, farm, forest)

Introduction:

Read the book *Sylvester and the Magic Pebble* and identify all the different animals within the book by name (e.g. pig, donkey). Talk about how animals have a place to live just like we have a place to live and introduce the term “habitat”

Procedure:

- To get the children thinking in engaged, ask them where they live. Then say, “Where do you think animals might live?”

- Refer to the word “habitat” that was introduced after reading *Sylvester and the Magic Pebble*.
- Discuss with the children that all animals are different which makes them live in different types of homes.
- Lay the cards out on the table.
- Lay the animals out on the table.
- The children will each be given an animal and then asked to place it on the card of the habitat of where they think that animal may live.
- Once all the animals are placed the teacher can talk about with the children how the habitats are different and identify whether or not the placement of the animals is correct.

Differentiation:

More challenging: Teachers could present the children with more animals than what the story contains. Teachers could also introduce the concept of domestic and non-domesticated animals. Teachers could have the children draw the habitat cards. Talk about with the children where else they may have seen the animals (e.g. zoos)

Less challenging: Teachers could have half of the animals in their correct habitats to provide an example for the children. Another option would be to provide larger animal pieces, pictures of animals.

Assessment:

To measure the children’s success you could create a checklist with two columns. One column would contain the words, “identifies at least one animal” the other column would contain, “identifies at least one habitat”.

PROFESSIONAL RESOURCES

Journal Articles:

- Website: <http://www.tandfonline.com/doi/full/10.1080/10409280802595441?scroll=top&needAccess=true>

Description: This article focuses on preschool science and the end of the article talks about the critical role science plays in preschool settings.

- Website: <http://nieer.org/wp-content/uploads/2016/08/22-1.pdf>

Description: This article addresses the development, educational practices, and outlines recommendations.

- Website: <https://link.springer.com/article/10.1007/s11422-012-9439-6>

Description: In this article they talk about moving teacher away from their feeling of inadequacy and poor self-confidence in teaching science by reinforcing pedagogical content knowledge.

- Website: <http://files.eric.ed.gov/fulltext/EJ931225.pdf>

Description: Within this article there are tools and approaches for evaluating children's learning progress in science. Also discusses classroom quality measures related to science learning.

Websites:

- <http://pbskids.org/wildkratts/habitats/>

This website allows teachers, parents, and children to interactively learn where animals live.

- <https://kids.nationalgeographic.com/animals/>

Teachers and parents can click on a desired animal and learn more information about that specific animal.

- <https://switchzoo.com>

Teachers, parents, and children can play animal games, create their own animal, and learn more about the animal.

- <http://www.arkive.org>

On this website you can browse by topics, species, habitats and more. There is also an education section where there are lesson ideas for teachers.

Apps:

- **Habitat the Game:** Children are able care for an animal from different habitats.
- **Ecosystems HD:** A visually engaging and fun exploration of the major biomes of the Earth.

Additional Children's Books / music:

- *Who Lives Here?* by Nicola Davie. Lift the flap book that allows the children to learn where different animals may live.
- *National Geographic Animal Encyclopedia* by Lucy Spelman. This book provides over 2,500 animals with pictures, maps, and more.
- *Peep Inside Animal Homes* by Anna Milbourne. Lift-the-flap book that allows children to become engaged and be introduced to the variety of animals homes.
- *Welcome Home, Bear: A Book of Animal Habitats* by Il Sung Na. In this book Bear is tired of living where he lives, so he decides to try new places. Readers meet animals in their habitats around the world and return with Bear to the one place he is truly happy.

Extension Ideas:

- Children might start to question the difference between an animal in a zoo and an animal in the wild.

- Children can be exposed to the concept of endangered species.
- This could also lead to talking about the different types of animals (e.g. mammals, reptiles)
- Children could create their own actual habitat through real materials.

The Moon



Contents of Bag:

- *The Moon* by Melanie Chrismer
- *Kitten's First Full Moon* by Kevin Henkes
- Kitten Stuffed Animal (Amazon)

The Very Hungry Caterpillar



Contents of Bag:

- *The Very Hungry Caterpillar* by Eric Carle
- *The Very Hungry Caterpillar* Big Book by Eric Carle
- Story Objects: apple, butterfly, cake, cheese, cocoon, cone, cupcake, egg, leaf, lollipop, orange, pear, pickle, pie, plum, salami, sausage, and strawberry (Primary Concepts)
- Activity ideas (Primary Concepts)

Activity Title: The Very Hungry Butterfly

Developmental Domain or content area: Science, Engineering, and writing.

Developmental domains are cognitive and social.

State of Michigan Early Learning Standard(s): or Common Core Standard

- Science: 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- Engineering 3-5-ETS1-1 : Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.

Behavioral Objectives:

- Student will be able to create butterfly feeder with an adult.
- Student will be able to research what butterflies like to eat with an adult.
- Students will be able to take pictures or draw butterfly feeder.
- Students will be able to answer questions about butterfly feeder.

Materials:

- *The Very Hungry Caterpillar*, by Eric Carle
- *How to Raise a Monarch Butterfly: A Step by Step Guide*, by Carol Pasternak
- *I Wonder why Caterpillars Eat so Much*, by Belinda Weber
- *Watch Me Grow: Butterfly* by, DK Publishing
- A Very Hungry Butterfly paper (found in Assessment, below)
- Plastic lid or plate
- Yarn

- Pony beads
- Ruler / object of measurement preferably in inches.
- Hole punch
- Ripe fruit

Introduction:

To introduce this activity read a favorite, *The Very Hungry Caterpillar* by Eric Carle. Explain to the children, the hungry caterpillar is a butterfly, and we will need to research what a very hungry butterfly might need to eat to survive.

Procedure:

- Invite students to research what butterflies eat to survive by reading through the books provided and investigating online. Have students record the data on their science sheet (below). They must include at least two resources of where the information was found. (The next part can be done individually, in pairs or in small groups.)
- Once enough information on what butterflies like to eat is found, use this data as your basis for what fruit will be used to create a butterfly feeder.
- Have all butterfly feeder materials set on a table. Use the hole punch to make 3 holes in a plastic lid (or paper plate) Try to space the holes equally apart so the feeder hangs straight.
- Cut the yarn into pieces that are approximately 18 inches (45 cm) long and tie each piece of yarn to the holes in the lid.
- String 8-10 pony beads onto each piece of yarn and then tie the tops of the yarn together.

- Hang feeder from tree or hook (at school or home) and add several pieces of ripe fruit.
- Observe the feeder over the next few days and have children document their observations of what is happening with the butterfly feeder. Is it what you expected? Why do you think? Why not?

Differentiation

- To make this activity less challenging, allow the child to partner with another child. For a child needing physical or fine motor support, have the plate pre-punched or offer a basket that has holes in it already. For a child needing support with reading text, offer resources of varying in levels of reading skill. For a child needing writing support, have him or her dictate thoughts.
- To make this activity more challenging, offer a variety of materials with little or no design directions. Offer children to cite multiple resources or invite a child to do a research project on this topic.

Assessment: Have the children complete the following form.

The Very Hungry Butterfly

Name and Date:

1. Draw and write what you observed on the first day. (Include date of Observation)
2. Draw or write what you observed on the second day. (Date of Observation)
3. Draw or write what you observed on the third day. (Date of Observation)
4. What information did you find about what butterflies eat?
5. Where did you find information on what butterflies eat? *Write the name of the website or book.*
 - a. Book:

 - b. Book:

 - c. Website:

 - d. Website:

6. Did the information you found bring butterflies to your feeder? Why or Why not?
7. Rate this activity. (Circle one)
 - a. Easy
 - b. Hard
 - c. Somewhat hard
 - d. Somewhat easy
8. What did you like most about this activity? Why?
9. What did you dislike most about this activity? Why?

PROFESSIONAL RESOURCES

Journal Articles:

- Donegan-Ritter, M. (2016). STEM for ALL Children. *Young Exceptional Children*, 20(1), 3–15. doi: 10.1177/1096250614566541
- Roberts, T., Jackson, C., Mohr-Schroeder, M. J., Bush, S. B., Maiorca, C., Cavalcanti, M., Cremeans, C. (2018). Students' perceptions of STEM learning after participating in a summer informal learning experience. *International Journal of STEM Education*, 5(1). doi: 10.1186/s40594-018-0133-4

Websites:

- https://www.nsf.gov/discoveries/disc_summ.jsp?cntn_id=131735
- <http://www.stemedcoalition.org/>
- <https://www.engineeringforkids.com/>
- <https://www.eie.org/overview/engineering-children>
- <http://www.sciencekids.co.nz/engineering.html>
- <https://thestemlaboratory.com/stem-activities-for-kids/>

Apps:

- Crazy Gears - This app is a problem-solving game that gets kids thinking critically, problem solving, and exploring physics and other STEM topics. This engaging puzzle-like app asks students to construct gears to complete each level. Users will be introduced to important STEM skills that connect to tasks across disciplines.
- Play and Learn Science - In this app, Dot, Dee, Del, and Dash take your budding STEM enthusiast through different concepts like physics, weather, and math. Play and Learn Science has 15 categories of activities that are simple daily tasks.

Additional Children's Books / music:

- *Caterpillar to Butterfly* by Laura F. Marsh
- *Waiting for Wings* by Lois Ehlert
- *Where Butterflies Grow* by Joanne Ryder
- *Hurry and the Monarch* by Antoine O. Flatharta

Extensions:

As an extension, prior to the activity, collect a caterpillar from nature bring it into the classroom. Provide an adequate habitat to meet food and shelter needs. These can also be purchased online. As an example, <https://monarchbutterflygarden.net/monarch-butterfly-kit/>. Observe the metamorphosis process and have children document daily observations in science journals. In an outdoor garden nearby, plant native plants (that will flourish in your geographical location) that attract butterflies for observation. Examples might include: coneflower, black eyed susan or bright flowering plants. Another idea is to plant a butterfly bush. Butterfly bushes (Buddleia or Buddleja) are large, fast-growing and easy-care shrubs whose flowers are frequently irresistible to butterflies. Changes in both plants and animals can be documented in the children's science journals.

Turtles



Contents of Bag:

- *Turtles* by Laura Marsh
- 2 Plush Turtles (Amazon)
- Turtle Life Cycle Sequence Objects: eggs, hatchling, baby turtle, and adult turtle (Amazon)

What's on my Plate?



Contents of Bag:

- *What's on my plate?* by Jennifer Boothroyd
- MyPlate Felt Pieces: my plate, cola, spices, citrus, rice, steak, nuts, milk, turkey, tomato, green beans, orange, cheese, bread, and strawberries (Little Folk Visuals)

Wheels



Contents of Bag:

- *What do Wheels do all Day?* April Jones Prince
- Blocks: round blocks, rectangular blocks, and arched blocks (Amazon)
- Corks (Amazon)

Chapter 4: Social Skills, Social Studies, Community and Literacy

Bread Bread Bread
*Community Signs
Construction in a Box
Construction Vehicles
*Continents and Animals
Days of the Week
Diversity and Abilities
Dual Language Books
Feelings
Feelings Lead to Behaviors
Going to the Dentist
Going to the Doctor
Helpers
Home Sweet Home
How are you Feeling?
I Like Myself
Let's be Friends
Let's Get Dressed
Making Good Choices
*Many Cultures
My Pet Shop
Peace
Quilt Patterns
The Coffee Shop
*Trains

*Indicates an Activity Plan or Lesson Plan is included

Bread, Bread, Bread!



Contents of Bag:

- *Bread, Bread, Bread!* By Ann Morris
- Types of Bread: bread loaves, croissants, donuts, buns, rolls, and baguettes (Liberty Imports)
- Baking Bread Recipe (Taste of Home)

Community Signs



Contents of Bag:

- *Signs in my Neighborhood* by Shelly Lyons
- *I Read Signs* by Tana Hoban
- *City Signs* by Zoran Milich
- Street Signs for Play: yield, people crossing, bike trail, and railroad (Amazon)

Activity Title: What's my Rule?

Developmental Domain: Early Learning in the Social Studies

State of Michigan Early Learning Standard(s):

Early Learning Expectation: Why We Have Rules and Laws. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.

Behavioral Objective:

Child will be able to correctly sort at least 5 signs with their proper rule card.

Materials:

- Wooden street signs
- Signs in my Neighborhood by Shelly Lyons
- Rule cards
- *Signs in My Neighborhood* by Shelly Lyons
- *I Read Signs* (Reading Rainbow Books) by Tana Hoban
- *City Signs* by Zoran Milich
- *Signs on the Road: Learning to Identify the Four Basic Geometric Shapes* by Autumn Leigh
- *We Love Reading Street Signs* by Dustin Lee Carlton

Introduction:

Invite the children to the carpet. Bring the contents of the bag out and see if anyone recognizes the signs. Have them look around the room to see if there are any other signs they know (exit). What does this mean? Discuss why we have signs in our community.

Procedure:

- Read *Signs in my Neighborhood* by Shelly Lyons to the class.

- We will have a class discussion about street signs they've seen and go over the rules involved in each one. Examples of questions include: Where do we see signs? Why are they important? How do these signs keep us safe?
- During small group, bring out the books and signs that are in the bag. Select one book to read in small group together. While reading, have the children search for signs in the book. When they find a sign in the book, see if they can match the with the correct sign (small wooden sign).
- At the block center, have more signs, blocks, carpet (with street design) and toy cars to simulate actions of the signs during play.
- Go outdoors or to a large motor room and play Red Light, Green Light. The adult plays the traffic light. Have the children line up and explain they will all walk in the same direction when you say "Green light". When you say "Red light", they stop or freeze. Play until all children reach the other side of the gym/room/space. There is no winner or loser in this version. Everybody plays and everybody moves.
- We will come back together as a whole group at the end and talk about what we have learned.

Differentiation:

To make this activity easier, only require them to tell you the meaning of a red light/stop sign or green light signal.

To make this activity more challenging, increase the number and variety of signs. Have children draw or write about what sign they think is most important and why.

Assessment:

Assess by watching the children perform the activity and by seeing if they understand the rules/or the different sign meanings.

PROFESSIONAL RESOURCES

Journal Articles:

- *Meaningful social studies for elementary students:*
<http://www.tandfonline.com/doi/abs/10.1080/13540600903056700> This article has an overview of elementary social studies, considering its purposes and goals, historical and contemporary controversies about learner readiness and curriculum content, and commonly reported problems with textbooks and time pressures.
- *Social studies in preschool?*
https://www.mbaea.org/documents/resources/Young_Children_March_2014_Social_S_F240BFB7A4BAC.pdf This article highlights the benefits of incorporating social studies in the ECE classroom.
- *Powerful, purposeful pedagogy in Elementary School Social Studies-* <https://www.socialstudies.org/positions/powerfulandpurposeful> The marginalization of social studies education at the elementary level has been documented repeatedly. This article talks about the importance of social studies in the classroom.
- *The Role of Schools and Communities in Children's School Transition-* <http://www.child-encyclopedia.com/school-readiness/according-experts/role-schools-and-communities-childrens-school-transition> The transition to school is recognized as a focal point of children's future school engagement and educational outcomes. Children who have positive start to school are well positioned to build a sense of belonging that promotes engagement in the educational environment.

Websites:

- <http://www.leapfrog.com/en-us/learning-path/social-studies> This website has printables and activities for preschool and younger to support student learning.
- <http://pbskids.org/games/social-studies/> This website has social studies games that teach about community, the United States, and road safety.

- <http://www.scholastic.com/parents/resources/article/what-to-expect-grade/preparing-preschool-social-studies> This website gives resources to parents about how to prepare their preschool children for social studies concepts in the classroom.
- <https://www.babble.com/toddler/social-studies-games-and-activities-for-toddlers-and-preschoolers/> This website gives helpful tips on how to teach social studies in preschool (or an early learning center) and what children need to know by the end of kindergarten.

Apps:

- *Homes by Tinybop*
- This app lets kids explore homes -- and cultures -- around the world in detail.
- *PBS LearningMediaVisit*
- Impressive collection of classroom-ready, free digital resources
- *BrainPOP Jr.*
- Top-notch educational videos a boon for elementary school teachers
- *One Globe Kids - children's stories from around the world*
- Beautiful photos and stories build cultural knowledge, self-awareness

Additional Children's Books / music:

- *Communities by Gail Saunders-Smith*
- Describes different types of communities, including cities, suburbs, and rural areas. Also discusses various occupations in a community.
- *Community Helpers from A to Z by Bobbie Kalman*
- Let's meet people who make our communities cleaner, safer more pleasant places to live! This alphabet book includes such helpers as agricultural workers, firefighters, recycling workers and veterinarians.
- *Jobs Around My Neighborhood by Gladys Rosa-Mendoza*
- What do children want to be when they grow up? Here's a great way to introduce them to different kinds of jobs they might see around their own neighborhoods. This fun learning

book in English and Spanish depicts people engaged in a wide variety of useful occupations and tells the reader what each person does. The colorful and lively illustrations are especially appealing to children.

Extension Ideas:

- Children go around their own neighborhood and snap pictures of signs/street signs they see.
- Children sort wooden street signs into different colored bags based on the color that was mostly on that sign (red, blue, white, yellow)
- Children use work gloves and/or measuring tape in dramatic play area to play construction workers/road workers.
- Children create large signs in their classes and take them outside at recess or post them around the school.

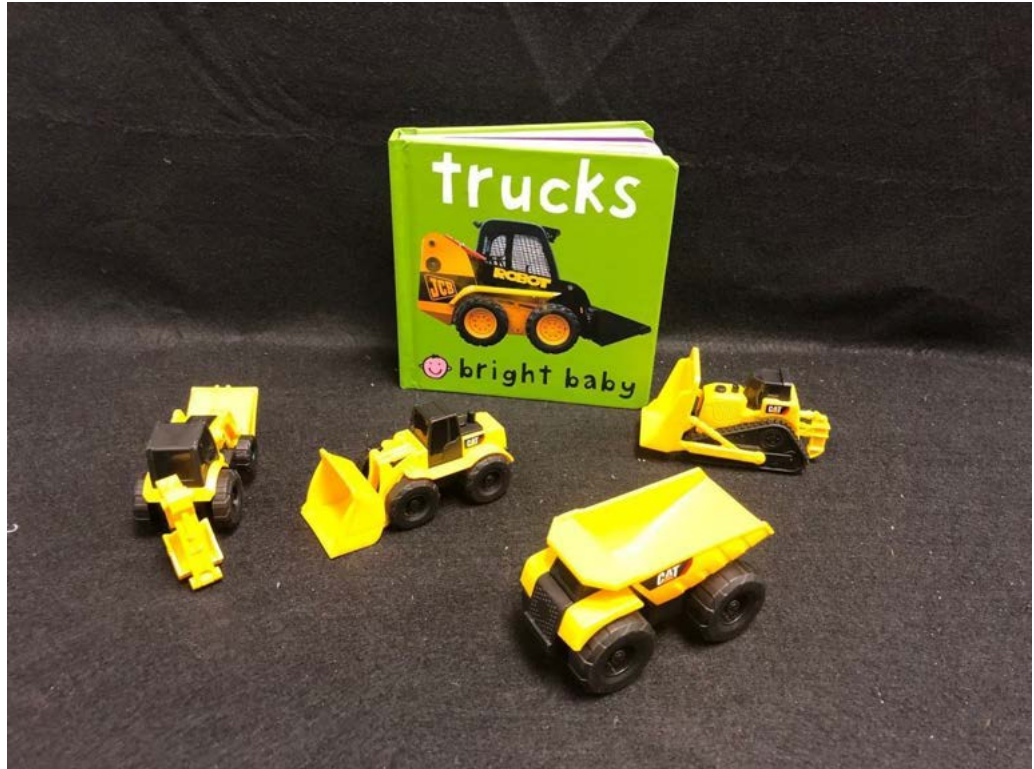
Construction in a Box



Contents of Bag:

- *Trucks* by Bright Baby
- *My Big Truck Book* by Priddy Bricknell
- *Bang* by Leo Timmers
- Construction in a Box: screws, nuts, and bolts (Melissa & Doug)

Construction Vehicles



Contents of Bag:

- *Trucks* by Bright Baby
- Dump Truck (Amazon)
- Bulldozer (Amazon)
- Excavator (Amazon)

Continents & Animals



Contents of Bag:

- *Continents & Animals* book by Teach my Toddler
- 30 piece Floor Puzzle by Teach my Toddler
- Animal and Continent matching cards by Teach my Toddler (Target)

Activity Title: Shapes of our World

Developmental Domain: Social Studies

State of Michigan Early Learning Standard(s):

- Early Learning Expectation in Social Studies: Relationships in place. Children begin to understand and interpret their relationship and place within their own environment.
- Early learning expectation Math: Geometry. Children build their visual thinking skills through explorations with shape and space in their classroom and neighbors.
- Early Learning Expectation Math: Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment.
- Early Learning Expectation Visual arts: Children show how they feel, what they think, and what they are learning through experiences in the visual arts

Behavioral Objective:

The Child will use the provided cards to match at least 4 animals to corresponding continent.

Materials:

- Globe of the world (This can be purchased through Nienhuis Montessori; or, prior to the activity, use acrylic paints to paint an inexpensive globe colors of the continents in the book.)
- For demonstration purposes, (prior to the lesson!) you can make a play-dough globe prior to the large group activity. For this, you will need:
 - 2 batches of [homemade play-dough](#) colored blue (for water)

- 1 batch of play-dough, separated out and colored with food coloring the colors of the continents in the book, respectively. Form the continents into the shapes to match the globe and place them on the play-dough globe.
- Laminated blue 9x18 piece of blue construction paper
- Extra play-dough for children to make their own globe (sphere) at the art center
- The continent cards and animal color coded cards
- A short table for demonstration of the materials

Introduction:

Large group: Bring all the materials in the bag and the globe of the world to the group area. Begin with a sing along to “*The Seven Continents*” song - to the tune of Frere Jacques. (Below are the lyrics with the tune in parenthesis) While singing, point to each continent on the globe.

North America. South America.

(Frere Jacques, Frere Jacques)

Europe, Asia, Africa. Europe, Asia, Africa.

(Dormez-vous? Dormez-vous?)

Then there is Antarctica.

(Sonnez les matines!)

Don't forget Australia.

(Sonnez les matines!)

Seven Continents. Seven Continents.

(Ding, dang, dong. Ding, dang, dong.)

After singing, together, count the continents to “make sure” there are seven. Begin a discussion about what might make these continents similar or different. What separates continents? (i.e. water, land) Where do we live? Where have we traveled to? How do we travel there? Why? What is it like there? What animals might live there? What would it feel like to live in the cold climate? What would people or animals need in habitats like this?

Read the Continent Book together. Ask the children if they notice anything similar about the colors and shapes on the globe and the colors and shapes in the book? (They match).

Explain that the globe is a representation of our world and it is round like a sphere (or a ball). The map is a picture of our world and a map is flat. But, they are both representations of our world. Then demonstrate to the children that they are the same, by cutting the play-dough globe in half along the prime meridian. Separate the two hemispheres and flatten them into circles on the laminated blue construction paper to represent the west and east hemisphere. Point out where we live on the actual globe and map.

Explain that there is more in the bag! Bring out the animals and puzzle cards. Ask prompting questions such as: Where do you think the certain animals live? Why? Have you seen any of these animals around your neighborhood? How about the zoo? Let’s match the animals to the continents and see where they are from. Begin to match some and explain that during small group, the children will have a chance to sing, solve the puzzle and sort the animals by continents.

Procedure:

- At small group, have all aforementioned materials available.
- Begin by singing the song again.

- Place the cards on a table.
- Model the child that there are color coded cards to match the animals to the continents.
- Point out the continent names (cards are labeled)
- The child will take one card at a time trying to find an animal match.
- Remind children that the extra play-dough is at the art center to make their own globe.

Differentiation:

To make this activity less challenging:

- The child could use less cards. Being able to match 1-2 animals to the continents.
- The child could match only the animals with the animals or the continents with the continents.
- The child could use the book as a resource to figure out where the animals live.

To make this more challenging:

- The child could match the animals in categories of species such as reptile/mammal.
- The child could match the continents based off their location of the map such as: northern hemisphere/Southern Hemisphere.
- The child could select a continent or animal to research.

Assessment:

Measurements of the understanding of the concepts introduced are primarily drawn through observation. Use a chart to document how many animals and continents the child can match. Take anecdotal notes in the attached chart to help document the learning objectives.

PROFESSIONAL RESOURCES

Journal Articles:

- Website :<http://naeyc.org/files/yc/file/200509/MindesBTJ905.pdf> Description:
This article relates to this activity by discussing the importance of social studies in today's preschool classroom.
- Website:<https://www.naeyc.org/resources/pubs/yc/jul2017/playful-math-instruction-standard>
This article relates to this topic because it discusses the power of play while teaching content. This article specifically discusses keeping children engaged while teaching math and shapes.
- Website:http://www.imagineeducation.com.au/files/CHC30113/Intentional_20Teaching_EYLFPLP_E_Newsletter_No2.pdf
Description: This article relates to this activity by discussing the importance of intentional teaching and being an international educator.
- Website:https://www.mbaea.org/documents/resources/Young_Children_March_2014_Social_S_F240BFB7A4BAC.pdf
Description: This article relates to this activity by discussing the importance of social studies in the preschool classroom.
- Danby S. (1998) Interaction and Social Order in a Preschool Classroom.
Unpublished PhD thesis, University of Queensland. Google Scholar

Websites:

- <https://wehavekids.com/education/continents-and-countries-for-preschoolers>
This website relates to this activity because it discusses how to introduce continents and countries to preschool children.

- <https://www.education.com/magazine/article/preschool-social-studies>

This website discusses ways to incorporate social studies in the preschool classroom.

- <https://www.giftofcuriosity.com/4-simple-montessori-activities-for-teaching-the-continents/>

This website gives activity ideas for ways to teach continents in a preschool classroom and why it is important to teach preschool children.

- <http://mrnussbaum.com/continents/>

This activity is interactive for students and parents to teach and learn continents.

- <https://kids.nationalgeographic.com/animals/>

This website could be used for children to explore the different animals in the continents.

Apps:

- 1iLearn: Continents and Oceans. Juniper mobile: Learn and names and locations of the continents and oceans
- Stack the countries: Freecloud Design: Learn the continents through puzzling.

Additional Children's Books / music:

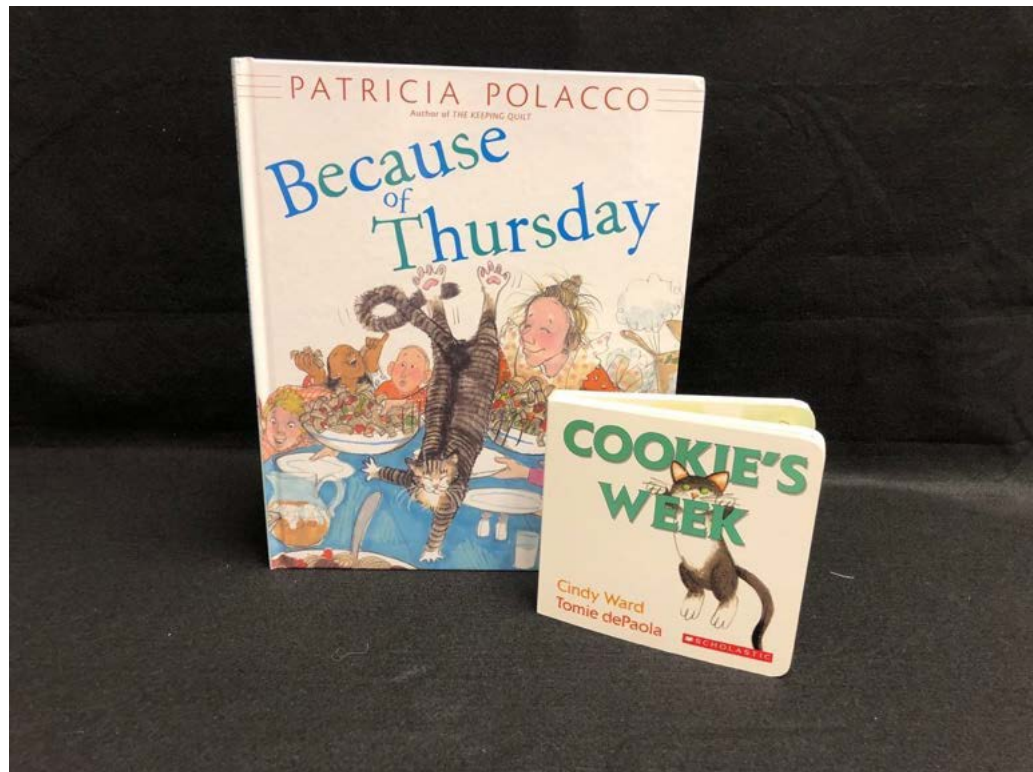
- Amy's Travels by Kathryn Starke
- Me On The Map by Joan Sweeney
- Explore Earth's Seven Continents by Bobbie Kalma
- Where Do I Live by Neil Chesnow & Ann Iosa
- The continent song: <https://m.youtube.com/watch?v=vz1zHIPOEf8>

Extension Ideas:

- Use the continent shapes/puzzle pieces and playdough to make the continents.
- Use the puzzle pieces to trace the continents shapes on paper.

- Use the continents and animals in the bag to put the students in groups. Have the students be an animal and categorize them into which animals belong to which continent.
- Use animal figures that represent the animals of the continents and sort them into categories.
- Have the children create a “my world” map starting with where they live; their city, state, continent, etc.
- Have children create their [own continent map of the same colors in the book](#). Once complete and the child can name the continents, laminate it for a special keepsake.
- Invite a volunteer for the children to make their own individual paper mache globe.

Days of the Week



Contents of Bag:

- *Cookie's Week* by Tommie dePaola
- *Because of Thursday* by Patricia Polacco
- Wooden Calendar (Melissa & Doug)

Diversity and Abilities



Contents of Bag:

- *We're All Different, We're All the Same* by Bobbi Jane Kates
- Various Age / Ability Action Figures: boy in wheelchair, woman waving, woman w/ sunglasses, girl w/ eyepatch, old lady w/ walker, and man w/ arm crutches (Lakeshore)

Dual Language Books



Contents of Bag:

- *¿Eres mi Mama?* by P.D. Eastman (Amazon)
- *Are you my Mother?* by P.D. Eastman (Amazon)
- *The Snowy Day* by Ezra Jack Keats (Amazon)
- *Un Dia de Nieve* by Ezra Jack Keats (Amazon)
- English / Spanish Word Cards - not pictured (Amazon)

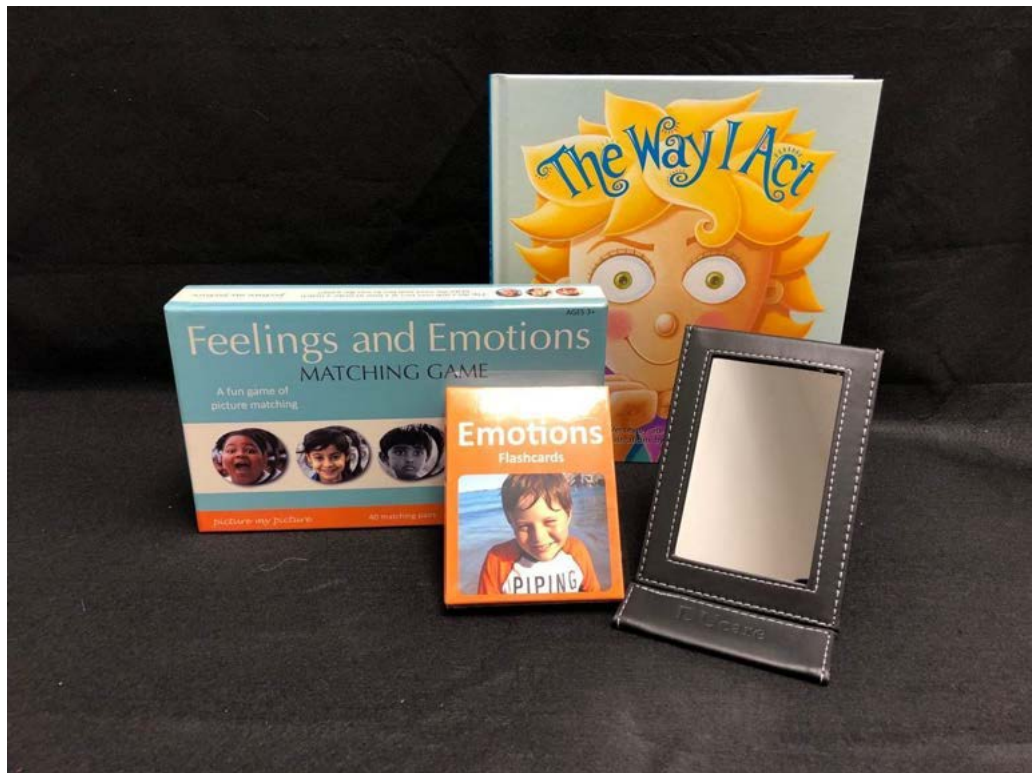
Feelings



Contents of Bag:

- *The Feelings Book* by Todd Parr
- *The Way I Feel* by Janin Cain
- *Feelings* by Aliko
- Faces & Feelings (Listening Loto)
- Mirror (DU Care)

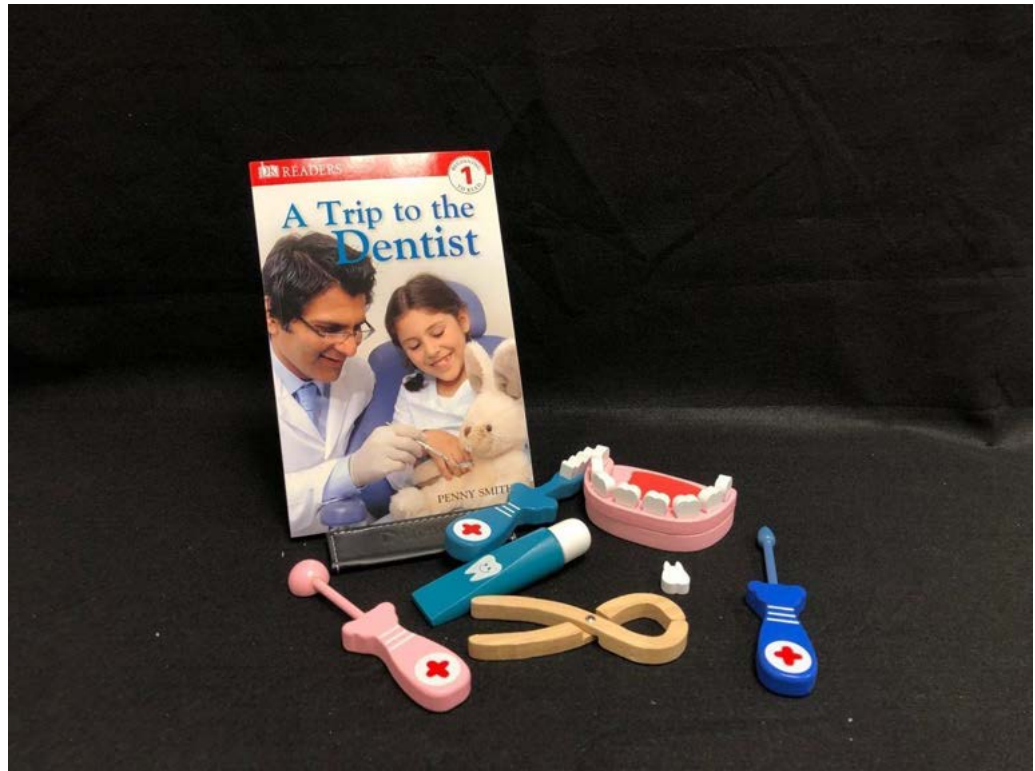
Feelings Lead to Behaviors



Contents of Bag:

- *The Way I Act* by Steve Metzger
- Emotions Flash Cards (Picture My Picture)
- Feelings & Emotions Matching & Memory (Picture My Picture)
- Mirror (Amazon)

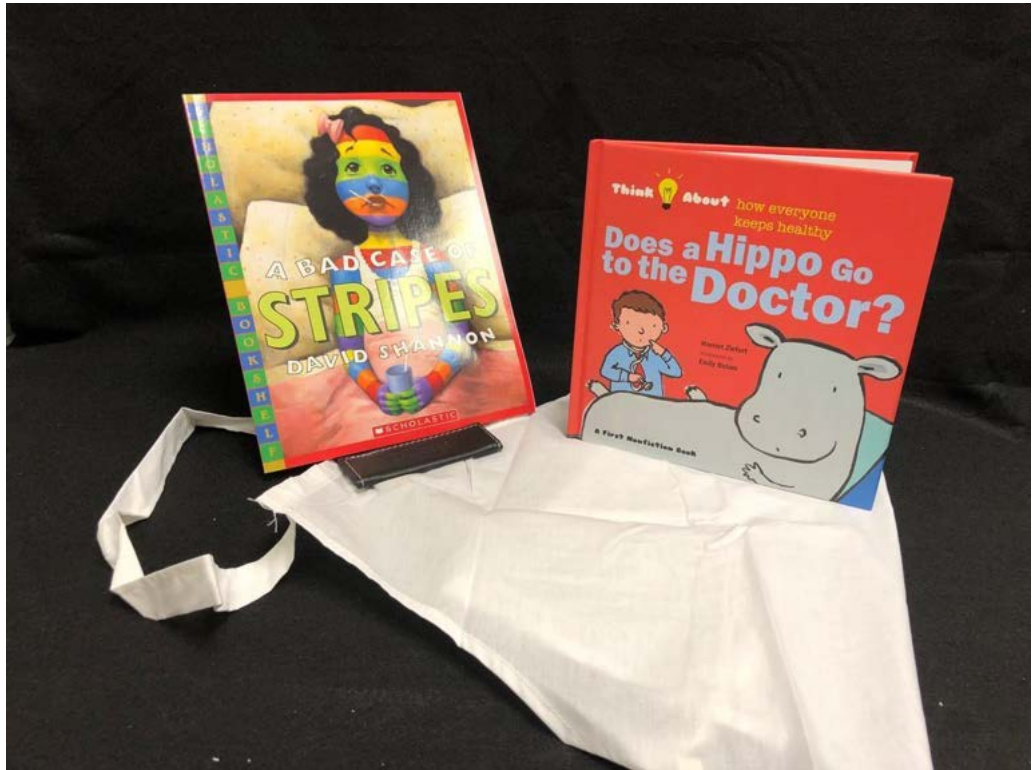
Going to the Dentist



Contents of Bag:

- *Doctor DeSoto* by William Steig
- *Does a Hippo go to the Dentist?* Harriet Ziefert
- Lelebe Kids Toys Dentist Set Play: teeth, toothbrush, toothpaste, plyers, dental tools (Amazon)

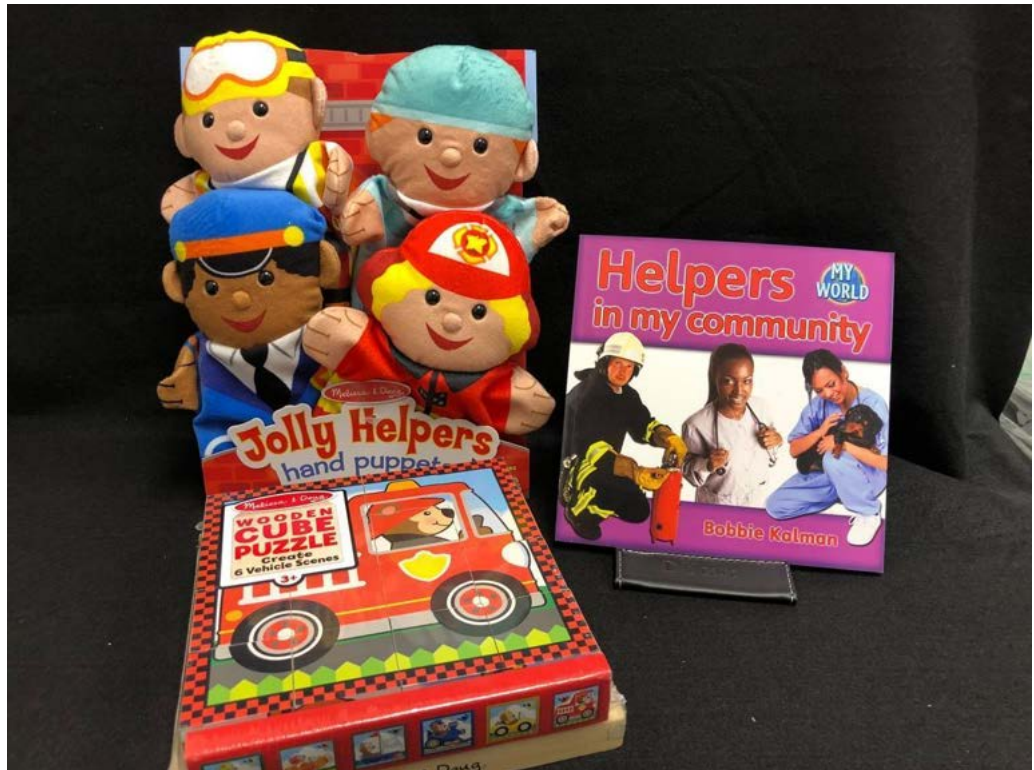
Going to the Doctor



Contents of Bag:

- *Does a Hippo go to the Doctor?* by Harriet Ziefert
- *A Bad Case of Stripes* by David Shannon
- Doctor's Kit (Amazon)

Helpers



Contents of Bag:

- *Helpers in my Community* by Bobbie Kalman
- Jolly Helpers Puppets: construction worker, doctor, police officer, and firefighter (Melissa & Doug)
- Helpers Wooden Cube Puzzle (Melissa & Doug)
- Friends and Neighbors: The Helping Game (Amazon)

Home Sweet Home



Contents of Bag:

- *Home* by Carson Ellis
- *Building a House* by Byron Barton
- *The Little House* by Virginia Lee Burton
- Original Lincoln Logs (Jouet National D'amerique Kinex)

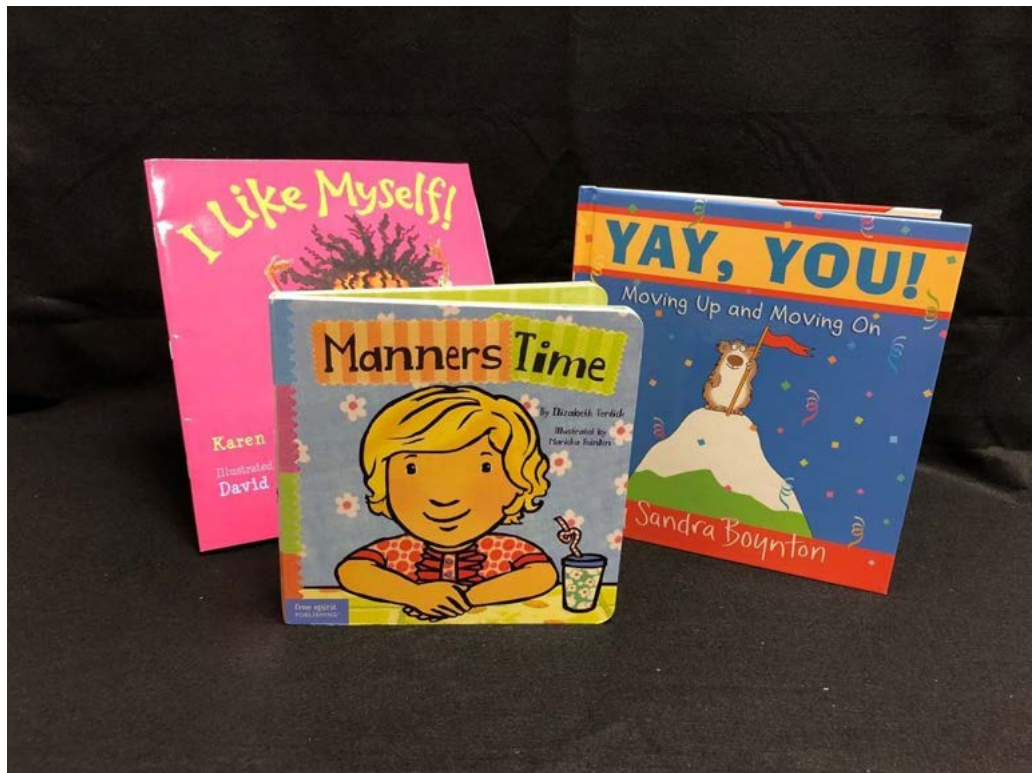
How are you Feeling?



Contents of Bag:

- *The Way I Feel* by Janan Cain
- *Feelings: Reading Rainbow Book* by Aliko
- *The Feelings Book* by Todd Parr
- Faces and Feelings Listening Lotto (Amazon)
- Mirror (Amazon)

I Like Myself



Contents of Bag:

- *I like Myself* by Karen Beaumont
- *Yay, You! Moving up & Moving on!* by Sandra Boynton
- *Manners Time* by Elizabeth Verdick

Let's Get Dressed!



Contents of Bag:

- *Time to get Dressed!* by Elivia Savadier
- *Froggy Gets Dressed* by Jonathan London
- Zip, Tie, Lace, Buckle, and Snap Frames (Lakeshore)

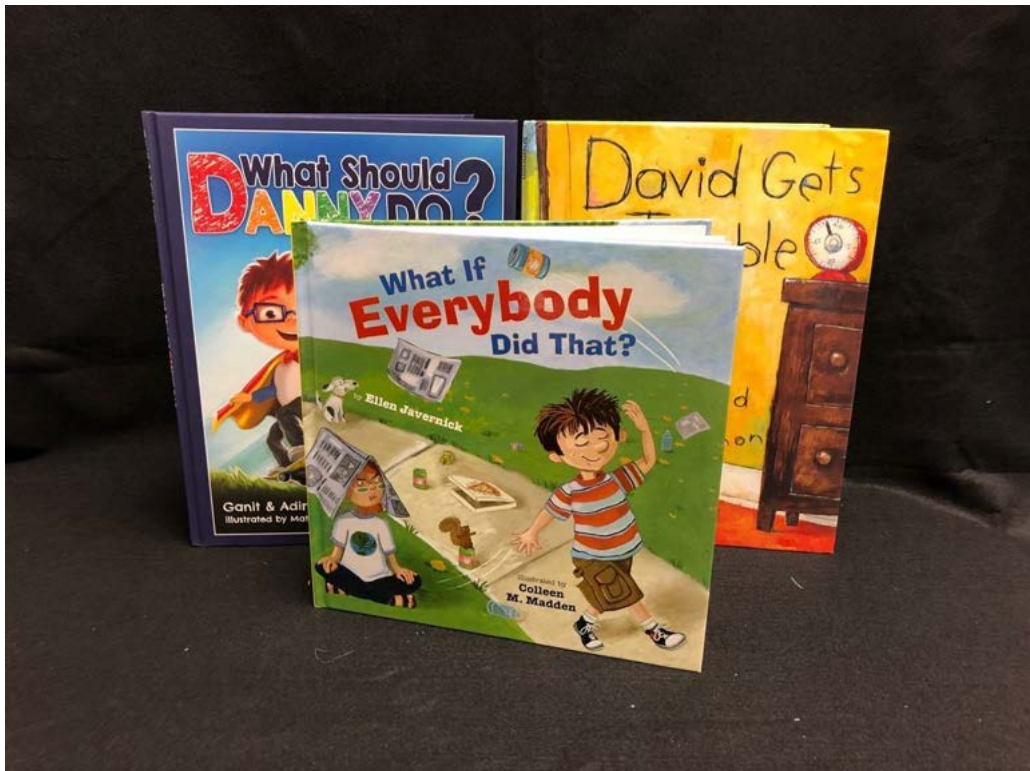
Let's Be Friends



Contents of Bag:

- *Will you be my friend?* by Bernadette Watts
- *The Big Umbrella* by Amy June Bates
- *Be Kind* by Pat Zietlow
- Masks: rabbit, mole, and squirrel (Amazon)

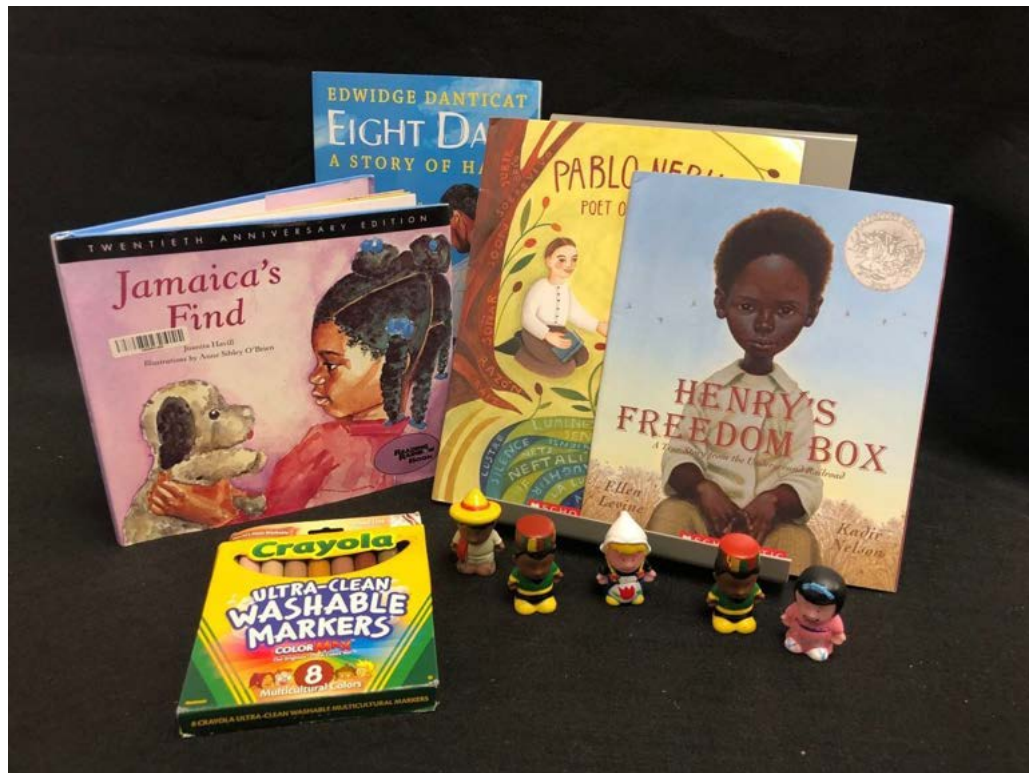
Making Good Choices



Contents of Bag:

- *What if Everybody Did That?* by Colleen Madden
- *David Gets in Trouble* by David Shannon
- *What Should Danny Do?* By Ganit & Adir Levy

Many Cultures



Contents of Bag:

- *We're Different, We're the Same* by Bobbi Jane Kates
- *Henry's Freedom Box* by Levine & Nelson
- *Pablo Neruda: Poet of the People* by Monica Brown
- *Eight Days a Story of Haiti* by Edwidge Danticat
- *Jamaica's Find* by Juanita Havill
- Around the World Finger Puppets (Lakeshore)
- Multicultural Markers (Crayola)

Title: We Are Different; We Are the Same

Developmental Domain: Social and Language/Literacy

State of Michigan Learning Standards:

- Early Learning Expectation: Participation-Cooperation-Play- Networking-Contribution. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate.
- Early Learning Expectation: Responsibility-Ethical Actions. Children are becoming accountable or reliable for their actions to self and others.
- Early Learning Expectation: Writing Skills. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.
- Early Learning Expectation: Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others.

Behavioral Objective:

Children will contribute at least one observation to each side of the different/same chart.

Materials Needed:

- Bouquet of fresh flowers
- *We're Different, We're the Same* book
- Large chart paper
- Marker
- Variety of color of stockings (panty hose) white, nude, beige, dark brown etc...
- Paint color samples on the color spectrum of skin tones (beiges to dark browns)
- Cut out images of hair from magazines

- Large sheet of butcher paper
- Glue
- Multicultural dolls, tempera paints (extension activity)

Introduction:

Bring a bouquet of fresh flowers to the group. Ask the children to observe the flowers to see what they think is the same about each flower (i.e. petals, stem, smells good, all flowers) or different (i.e. petal color, stem has pokey parts, etc.) But, they are all beautiful flowers!

Explain to the children we will be reading a book about how people are all different, but also the same... just like the beautiful flowers. (You might want to point another concrete example. For example shape. Bring a variety of circles of different color and size. While they come in different sizes and colors, they are all circles.)

Procedure:

- Set up a T-chart with two sides: “Same” and “Different”
- Read *We’re Different, We’re the Same*
- While reading, ask children to share ideas for how we are the same. (Ex. “We all have skin. We all have hair.”) Write their ideas on the “same” side of the chart.
- Ask children to share ideas for how we are different (Ex. “We have different colored skin. We have different colored hair.”) Write their ideas on the “different” side of the chart.
- Discuss how to treat people who are different or the same. We respect everyone. We should be kind to everyone, including people who look very different from us, because we are all people on the inside.
- During small group, have the following activities available to explore different skin colors and hair.

- SKIN: Have out a variety of nylon knee-high stockings in various shades, tan, black, white, pink, yellow, and red. Encourage children to try them on their hands and arms or their legs and feet. Ask questions to help the children increase their awareness of skin color. For example, "Can you find a stocking that is the same color as your skin?" Or "What color is that stocking you have on your arm?" Ask the children to "Try the _____ stocking. Is it lighter or darker than your own skin?" Tell the children no one's skin color is really white, pink, yellow, or red. Emphasize that skin-color differences are interesting and desirable. Have a variety of paint color samples on the color spectrum of skin tones (beiges to dark browns) (i.e. free at Home Depot/Lowes) available for skin color comparisons and matching.
- HAIR: Next, bring out magazine clippings of photographs of different hairstyles and hair-care products for the children to use, explore, and discuss. Talk about how everybody's hair has some texture and variances in curl. For instance, some people have fine hair while others have coarse hair. Some people have straight hair, and others have curly hair. Talk about how people have different hair colors and lengths.
- Use a photo of each child's face and have each child select his or her skin (paint sample) and hair (magazine clipping) to glue onto butcher paper to create a diverse class collage.

Differentiation: Children can share additional contributions to the chart. Children with writing skills can write their ideas on the chart themselves. If it's developmentally appropriate, children can look beyond themselves and share ideas for how other people are the same, but also different. (When working with preschoolers, remember that they are

egocentric and will likely talk about their own bodies). ELL children may benefit from more closed-ended questions (i.e. “Do we both have hair? Is our hair the same?”) or invite them to point to their response (i.e. color of skin), however you model the language by offering the words.

Assessment: A checklist can indicate whether or not each child shared an idea for the “same” and “different” sides of the chart.

PROFESSIONAL RESOURCES

Journal Articles:

- Hirschfeld, L.A. 2008. “Children’s Developing Conceptions of Race.” In Handbook of Race, Racism, and the Developing Child, eds. S.M. Quintana & C. McKown, 37–54. Hoboken, NJ: Wiley.
- Husband Jr., T. 2012. “‘I Don’t See Color’: Challenging Assumptions About Discussing Race With Young Children.” *Early Childhood Education Journal* 39 (6): 365–71.
- Laminack, L.L., & R.M. Wadsworth. 2012. *Bullying Hurts: Teaching Kindness Through Read Alouds and Guided Conversations*. Portsmouth, NH: Heinemann.
- Larrick, N.G. 1965. “The All-White World of Children’s Books.” *Saturday Review* 48:63–65
- Paley, V.G. 1998. *The Girl With the Brown Crayon: How Children Use Stories to Shape Their Lives*. Cambridge, MA: Harvard University Press

Websites:

- <https://www.youtube.com/watch?v=hUrjb4SZnxg>

Description: Sesame Street Read Along Series - We're Different, We're the Same.

Elmo and Abby want to learn about things that are different and are the same.

Gordon is reading a great book that might help Abby and Elmo called We're Different, We're the Same.

- <https://www.sesamestreet.org/home>

Description: Sesame Workshop is the nonprofit educational organization behind Sesame Street and so much more. The mission is to help kids everywhere grow smarter, stronger, and kinder - in more than 150 countries, using the power of media and our beloved Muppets to meet children's development needs with critical early education, social impact programs, and a large dose of fun! The website includes: games, music, art, storybook readings and more.

- <http://www.funbrainjr.com/>

Description: Funbrain Junior is a website with games and more supporting early learning and development for children ages 2-6.

Apps:

- Memory Match and Learn for iPad

Description: Memory Match (shapes/same and different) is a comprehensive preschool activity of memory matching games. With over 130 colorful, vivid items in 7 major preschool categories, your children will improve their concentration, memory and motor skills while playing this rich and fun game.

- Paint Sparkles Draw for iPad

Description: Color online with various shades of colors to create images.

Additional Children's Books / Music:

- Keats, E.J. 1962. The Snowy Day. New York: Viking.

- Kissinger, K. 2014. *All the Colors We Are*. St. Paul, MN: Readleaf Press.
- Manushkin, F. 2015. *Happy in Our Skin*. Somerville, MA: Candlewick.
- Pinkney, S. 2006. *Shades of Black*. Scholastic.
- Swain-Bates, C. 2013. *Big Hair, Don't Care*. Atlanta: Goldest Karat.
- The Color Song of Me. 2014 Sesame Street

https://www.youtube.com/watch?v=4sqN2J9_axY

Extension Ideas:

- Read the book *All the Colors We Are* (Kissenger) Ask students to describe the color of their skin. Bring out tempera paint bottles and plates, paint brushes, scrap paper. Point out that none of the paint colors are likely to be an exact match. Demonstrate how to put small amounts of selected colors on the plate and then how to mix various skin tones. Allow students time to explore mixing the paint and testing the colors on scraps of paper. When they are satisfied with their personal color they are to paint their palms and fingers and make a handprint on the mural paper. Have each student write his or her name by their handprint. As a way to promote diverse colors, invite any guest who visits the classroom to see if they can find their color match on the mural.
- Another version of this would be to make a class book of the aforementioned process whereas each child gets a page in the book. Leave several empty pages in the back of the book. Take turns sending the book home with each child in the classroom to share with his or her family members. Write a letter to families that goes home with the book which explains the purpose and process and invite families to comment on the back of the book and share if they matched any of the children's

hands. Ironically it may likely be a closer match with someone other than his or her own child, and that's perfectly okay.

- Purchase a variety of diversity dolls to have available in the classroom for play.

Examples include: Miniland Multi-ethnic newborn baby dolls (8 piece) from Target, Pretend Play Multicultural Dolls and Families (32 piece) from Play Therapy Supply or Snuggle Stuffs Basket of Buddies 7" Plush Diversity Dolls (5 piece set/washable) from Amazon.com.

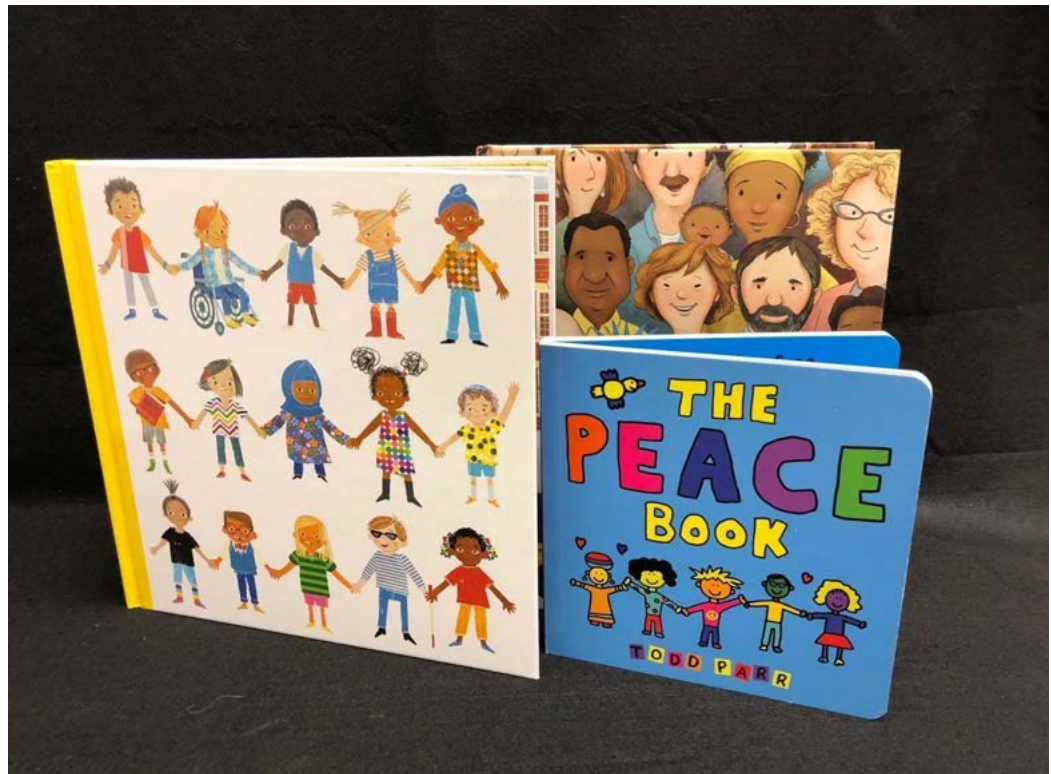
My Pet Shop



Contents of Bag:

- *The Digging-est God* by Al Perkins
- *Good Dog Carl* by Alexandra Day
- *Caring for your Pets* by Ann Owen
- Pet Shop: Happy Places Collection: building for setting, pet shop worker, customer, dogs, and cats (Amazon)

Peace



Contents of Bag:

- *The Peace Book* by Todd Parr
- *Most People* by Michael Leannah
- *All Are Welcome* by Alexandra Penfold

Quilt Patterns



Contents of Bag:

- *The Keeping Quilt* by Patricia Polacco
- Pattern Blocks (Melissa & Doug)
- Quilt Sample (Amazon)

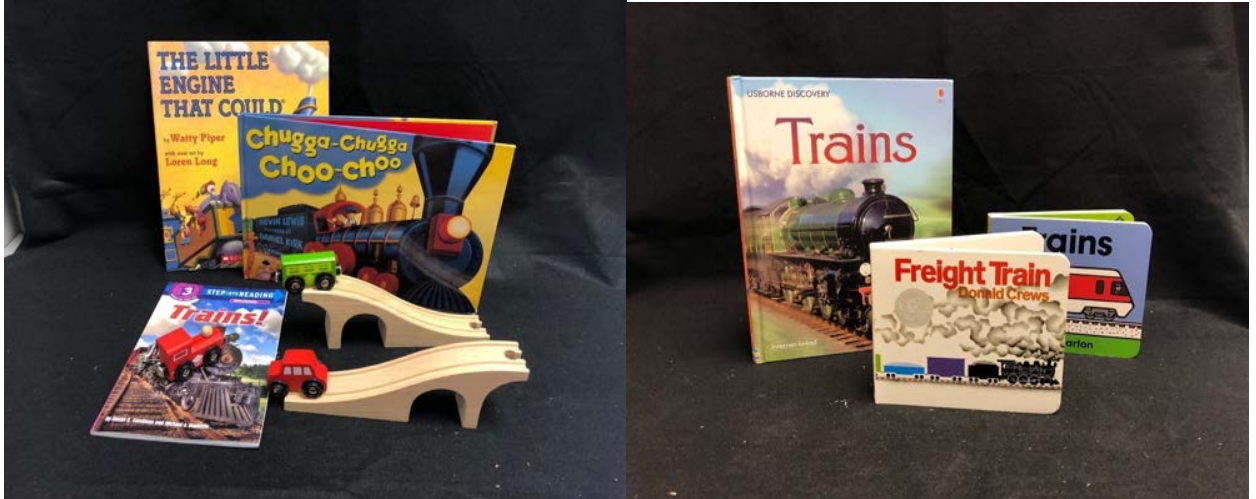
The Coffee Shop



Contents of Bag:

- *Dog's Coffee Shop* by Uncle Amos & Edith Ordan
- *This Wonderful Plant: Ethiopian Coffee* by Jane Kurtz
- Brew & Serve Coffee Set: coffee maker, dark/medium/light roast, sugar, spoon, mugs, milk, and menu (Melissa & Doug)

Trains



Contents of Bag:

- *Chugga-Chugga Choo-Choo* by Kevin Lewis
- *Freight Train* by Donald Crews
- *The Little Engine that Could* +CD by Watty Piper
- *Trains* by Byron Barton
- *Trains* by Susan E. Goodman
- *Trains* by Usborne Discovery
- Wooden Railway Train Set with Zoo Cars (Amazon)

Activity Title: Chugga Chugga, Choo Choo!

Developmental Domain or content area: Science / Social Studies / Literacy

State of Michigan Early Learning Standard(s): or Common Core

Standard

1. Early Learning Expectation: Observation and Inquiry. Children develop positive attitudes and gain knowledge about science through observation and active play. (2.5-3 year olds)

Behavioral Objective: 1. Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science. 2. Ask questions related to their own interest and observations. 3. Talk about their own predictions, explanations and generalizations based on past and current experiences. 4. Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources). 5. Begin to participate in simple investigations (e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen).

Materials:

- Chugga-Chugga Choo Choo Book by Kevin Lewis
- The Little Engine That Could Book & Trains Book (both in the book area)
- Train tracks, trains, blocks, manitiles, animals. *Not limited to other materials children may think we could use*

Introduction:

Begin by gathering children and activate background knowledge and experiences by asking questions about trains such as: Do you know of something that goes “choo-

choo”)? Have you ever been on a train? Does a train drive on the road? What happens at a train crossing? What do people and cars do to keep safe when a train crosses a road? Where do you think trains go? What types of things could be inside of trains? Let’s sing a song about trains!

Lead a singalong of the classic children’s song “Down by the Station”.

“Down by the station

Early in the morning,

See the little pufferbellies

All in a row!

See the station master

Turn the little handle,

Chug chug ! Puff puff!

Off they go!”

Procedure:

1. Read *Chugga-Chugga Choo-Choo*. While reading the book point out images in the book and discuss with the children concepts including: different shapes, colors, what we see etc. Highlight vocabulary in the text surrounding trains such as: journey, obstacle, cargo, freight, conductor, pufferbellies, tanker cars, engine etc.
2. Once finished with the story, direct the children over to the block area where the wooden trains are located. Remind the children of the obstacles and the journey the train had gone through and if we could take these trains in the block area on a journey.
3. Invite the children to work together to get the track put together. Slowly add obstacles in their way for them to solve. Examples include: add a “river” to go over,

a bridge that won't stay up as a train goes over, animals in the way, a "mountain" to go over. Focus on the vocabulary when speaking with the children. Some examples we might be using include : fast, slow, up, down, out, in, above, glide, smooth, bumpy, etc.

4. Provide opportunities for the children to make predictions based on their notices and observations. Examples include: Where do we think the train is going? How does the train move? What makes the train move?

Differentiation:

To make this activity more challenging, add more materials such as a village with houses, roads, cars, people. The children would have to work to maneuver around more obstacles. For those extremely interested in trains, offer a variety of train books to include those with more informational text.

To make this activity less challenging, assist in constructing the train track by modeling how to do this for the children. Alternately, a small track could be prepared for the children and either nailed down or glued down to a surface permanently to assist children needing fine motor or coordination support. It might be more manageable for some children to not add obstacles and have the children just take the trains on a journey.

Assessment:

Document children's interactions during play, and time at group to see if they met the objectives and record on an Observation Checklist. On the checklist, include a list examples of predictions, generalizations, and explanations to have out during play to reflect and keep in mind when working with the children. On this document. there is also space to record general observations or any anecdotes.

PROFESSIONAL RESOURCES

Journal Articles:

- <https://www.naeyc.org/resources/pubs/tyc/feb2016/planes-trains-cars-and-bikes-preschoolers-study>
- <https://pdfs.semanticscholar.org/3452/6a018559fe671325ed1ad9d502372f3e0c0b.pdf>
- <http://ecrp.illinois.edu/beyond/seed/worth.html>
- <https://www.naeyc.org/resources/pubs/tyc/oct2016/preschoolers-play-bamboo>
- <https://www.naeyc.org/resources/pubs/tyc/dec2018/creativity-with-cardboard?r=1&Site=NAEYC>

Websites:

- <https://www.psychologytoday.com/us/blog/the-athletes-way/201903/8-eye-opening-ways-kids-benefit-experiences-nature>
- <http://www.everythingpreschool.com/themes/trains/encyclopedia.php>
- <https://www.theottoolbox.com/2018/01/train-themed-sensory-ideas.html>
- <https://www.sciencedaily.com/releases/2019/01/190111095125.htm>
- <https://theeducatorsspinonit.com/exploring-science-with-trains-simple/>

Apps:

- Wee Trains (\$2.99)
- Curious George Train Adventures (\$1.99)
- Scribbaloo Train (\$2.99)
- Safari School (free)

- Tune Train (free)

Additional Children’s Books:

- The Little Red Caboose-Marian Potter/Tibor Gergely
- Terrific Trains-Tony Mitton
- Trains-Anne Rockwell
- Tootle-Gertrude Crampton
- Trucks, Trains, and Big Machines-Baby Professor
- Steam Train, Dream Train-Sherri Rinker

Additional Children’s Music:

“Little Red Caboose”

Little red caboose, chug chug chug

Little red caboose, chug chug chug

Little red caboose, behind the train, train, train

Smokestack on the, back, back, back

Running down the, track, track, track

Little red caboose, behind the train

“Choo, Choo Peanut Butter”

A peanut sat on a railroad track

His heart was all a flutter.

Around the bend came number ten

Choo, choo, peanut butter.

“The Driver Song”

The engineer has a train: chug, chug, chug, chug, chug.

And on that train he has a smokestack: chug, chug, chug, chug, chug.

With a chug, chug here and a chug, chug there, here a chug everywhere a chug, chug

Dan the driver has car, beep: beep, beep, beep, beep

And on that car he has a horn: beep, beep, beep, beep, beep

With a beep, beep here and a beep, beep there, here a beep everywhere a beep, beep

Pete the Pilot has a plane: zoom, zoom, zoom, zoom, zoom.

And on that plane there are some wings: zoom, zoom, zoom, zoom, zoom.

With a zoom, zoom, here, and a zoom there, here a zoom everywhere a zoom, zoom!

“Piece of Tin”

I'm a little piece of tin

Nobody knows what shape I'm in

Got four wheels and a running board

Not a Chevy or a Ford

Honk, honk, rattle, rattle, crash, beep, beep!

Honk, honk, rattle, rattle, crash, beep, beep!

Extension Ideas:

- **How Big Is a Train?** Talk to the children about how long and heavy trains are.
Example: Tell them that a train engine weighs more than three cars. Go outside and walk the distance of an average cargo car (53 feet).
- **Train Whistle:** Invite the children to make train whistle sounds by blowing across the top of a plastic bottle. Discuss how trains have certain whistle patterns that they use when they are crossing a road, meeting another train, etc.
- **Take A Train Ride:** Line up all of your chairs to create a train. Put numbers on all

of the chairs. Then distribute tickets with the corresponding numbers to the children. Then the teacher (the engineer) can put on an apron and take their tickets and punch a hole in them and return them. Have the children match their ticket number with their chair. For added emphasis add extra props such as suitcases and maps, or any travel guests (baby, dog, etc.) You could give the children “binoculars” to look out the windows of their train car (paper towel roll or toilet paper).

- **Train Vacation:** Bring boxes into the classroom to be used as a train. Have the children decorate the train and use them to take them on a trip. Have the children plan the trip (where are we going, what supplies we would need).

Chapter 5: Music, Movement, The Arts and Literacy

Claude Monet

Colors

*Crayons

Duck Duck Goose

Languages Around the World

*Moving with Prepositions

Ready For Kindergarten

The Dot

*The Three Billy Goats Gruff Cross

Claude Monet



Contents of Bag:

- *The Magical Garden of Claude Monet* by Lawrence Anholt
- *Linnea in Monet's Garden* by Bjork & Anderson
- Linnea Cloth Doll (Amazon)
- 2 Watercolor Sets (Crayola)

Colors



Contents of Bag:

- *Mouse Paint* by Ellen Stoll Walsh
- *White Rabbit's Color Book* by Alan Baker
- Watercolors (Crayola)
- Color word cards and color objects for sorting
- “Colors” song by Hap Palmer (CD not pictured)

Crayons



Contents of Bag:

- *A Crayon's Story* by Michael Hall
- *The Day the Crayons Quit* by Drew Daywalt
- Crayon Box (Crayola)

Activity Title: Letter to the Crayons

Developmental Domain: Literacy/Art

State of Michigan Early Learning Standard(s):

- Early Learning Expectation: Writing Skills. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes. (Begin to understand that their ideas can be written and then read by themselves or others.)
- Early Learning Expectation: Aesthetic Appreciation. Children develop rich and rewarding aesthetic lives. (Use the creative arts to express their view of the world.)
(Can talk about their creations with peers and adults.)

Behavioral Objective:

Children will draw a picture and write five words (to their ability) about their favorite crayon color and why they need them.

Materials:

- “The Color Song,” Hap Palmer
- Laminated color construction paper (red, yellow, blue, green) 1 sheet for each child
- Book, *The Day the Crayons Quit*
- Lined paper with box for art
- Crayons
- Pencils

Introduction:

Gather children together into a large group and give each child a laminated piece of colored construction paper. Explain to the children that we are going to play a song and that they have to wake up their listening ears in order to know when they should stand up or sit down

based on their color. Now play “The Color Song” and perform the game as indicated in the song. Collect all construction papers when finished.

Procedure:

First, we are going to read a book all about crayons and colors! Ask children to think of their favorite color and touch your nose when you see it in our book. Before reading from the book, discuss the title and ask the children to predict what the story will be about.

Consider asking these questions: What would happen if we had no colors? Why would crayons quit? Do you think crayons could really quit? Read *The Day the Crayons Quit*.

During small group time, the children will write a letter to the color of the crayon that quit.

Invite the children to think of the crayon they would like to talk to. Now write a letter to that crayon explaining why they are needed. (For example, “yellow, I love when you make the sun so bright,” and now draw the sun.)

Differentiation:

Some children may need help with writing the words or may choose to only draw. Others may want to write letters to two or more crayons.

Assessment:

The assessment for this lesson will be recording data on an observational checklist. For example, observe each child’s understanding of objects and their corresponding colors, and how they are spelling and sounding out words.

PROFESSIONAL RESOURCES

Journal Articles:

- <https://www.naeyc.org/our-work/families/curriculum-high-quality-classroom>
- <https://eric.ed.gov/?id=ED447478>

- <https://eric.ed.gov/?id=ED469159>
- <https://eric.ed.gov/?id=ED424569>

Websites:

- https://artinaction.org/?gclid=EAIaIQobChMIh-bUgrW61wIVEJt-Ch1PXwB6EAAAYAiAAEgLFg_D_BwE
- <https://www.kidsmart.org/impact/milestones/>
- <https://www.artsonia.com/>
- <http://www.kidsites.com/sites-edu/art.htm>

Apps:

- Draw and Tell
- Intro to Literacy, by Montessori

Additional Children's Books / Music:

- The Day the Crayons Came Home – Drew Daywalt
- My World of Color – Margaret Wise Brown
- Dinosaur Colors – Paul Stickland
- Blue Hat, Green Hat – Sandra Boynton
- Purple, Green, Yellow – Robert Munsch

Extension Ideas:

- After the show and tell, children could write stories for a new color they saw
- Children could find all the colors of what they picked in their original story around the room and tell how those things might be friends
- Children could begin to sort colors. (Color, primary, secondary, warm, cool)
- While outside students could search for colors in nature. Each day the class could look for a different color.

Duck, Duck, Goose



Contents of Bag:

- *Duck, Duck, Goose* by Tad Hills
- *Duck on a Bike* by David Shannon
- *Gossie* by Olivia Dunrea
- *Chicken Little* by Laura Rader
- *All My Little Ducklings* by Monica Wellington
- *Make Way for Ducklings* by Robert McCloskey
- Duck Cutouts (Amazon)

Languages Around the World



Contents of Bag:

- Around the World CD (Wee Sing)
- Around the World Pamphlet (Wee Sing)
- Multicultural Action Figures (Lakeshore)
- Instruments: xylophone, tambourine, triangle, clackers, and bells (Amazon)

Move with Prepositions



Contents of Bag:

- *We're Going on A Bear Hunt* by Rosen & Oxenbury
- *We're Going on A Lion Hunt* by David Axtell
- Preposition Picture and Word Cards (Picture My Picture)
- Stuffed Animal Bear (not pictured, Amazon)

Activity Title: Moving with Prepositions

Developmental Domain: Physical Movement

State of Michigan Early Learning Standard:

- Early Learning Expectation: Body Control and Activity. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health

Behavioral Objective:

When given the corresponding instructions, children will be able to jump over a limbo stick, crawl under a limbo stick, and go through a hula hoop.

Materials needed:

- *We're Going on a Bear Hunt* by Michael Rosen and Helen Oxenbur
- Stuffed animal - Bear
- Preposition picture cards
- Limbo stick (could be a yardstick)
- Hula Hoop

Introduction:

To engage the children, begin by explaining to the children we are going on an exciting imaginary adventure together with our friend, this stuffed Bear. At this time, pass the stuffed bear around for the children to hold and pass along to their next friend during discussion.

Ask the children, "What is an adventure? Where might we go? How could we get there?"

Discuss how this is pretend, we are all safe and this is going to be fun! Show the book cover

We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury.

Procedure:

Begin reading them the book *We're Going on a Bear Hunt*. While reading this book, have the children perform the corresponding actions by pretending like they are going over, under and through the obstacles that the family faces in the book. Invite the children to sing along with the book.

Going on a Bear Hunt

We're goin' on a bear hunt,
We're going to catch a big one,
I'm not scared
What a beautiful day!
Oh look! It's some long, wavy grass!
Can't go over it,
Can't go under it,
Can't go around it,
Got to go through it!

*(Make arm motions like you're going through
long grass and make swishing sounds.)*

We're goin' on a bear hunt,
We're going to catch a big one,
I'm not scared
What a beautiful day!
Oh look! It's a mushroom patch.
Can't go over it,
Can't go under it,
Can't go around it,
Got to go through it!

*(Pretend to go through the patch
making popping sounds by clasping
fingers together and clapping hands.)*

We're goin' on a bear hunt,
We're going to catch a big one,
I'm not scared
What a beautiful day!
Oh look! It's a wide river.
Can't go over it,

Can't go under it,
Can't go through it,
Got to swim across it.
*(Pretend to swim and
make splashing sounds.)*

We're goin' on a bear hunt,
We're going to catch a big one,
I'm not scared
What a beautiful day!
Oh look! A deep, dark cave.
Can't go over it,
Can't go under it,
Can't go through it,
Got to go in it.
(Pretend you're in a cave)

Uh, oh! It's dark in here.
I feel something,
It has lots of hair!
It has sharp teeth!
It's a bear!

Hurry back through the river,
*(Pretend to swim
and make splashing sounds)*
Back through the mushroom patch,
(Make popping sounds)
Back through the long grass
*(Make motions like you're
going through grass
and make swishing sounds)*
Run in the house and lock the door.
(Make a loud clap sound.)
Phew! That was close!

I'm not afraid!

- Next, create an obstacle course where children have to go over, under and through various objects. As they are going through the obstacle course, provide them with

directions as to how they are to navigate: for example, “jump over the limbo stick” or “go through the hula hoop”.

- In small group, have the book available to re-read.
- Place the book and Bear on the table. Invite a child to place the bear in relation to the book (over, under, on top of, beside etc.) and then you model the answers and concepts by saying the correct prepositional phrase.
- Next, place the bear in relation to the book (over, under, on top of, beside etc.) and invite a child to say the correct prepositional phrase.
- Show the children the preposition word cards and ask them questions about where the objects are in relation to the picture. (over, under, beside etc.)

Differentiation:

If a child has a physical disability and is unable to do the obstacle course, you can allow them to be part of the activity by helping you give the directions to the other students. You could even tell the class that you have chosen that child to be your special helper because they are so great at giving directions. If the obstacle course could be performed with modifications, then you could modify the course/directions for that child (ex: instead of climb under the limbo stick, raise the limbo stick and have them walk under it)

To make the course more or less challenging for any child, you could raise/lower the bar on the limbo stick, modify the directions, and add in more obstacles for students whose motor development is more advanced.

Assessment:

To assess children, have them navigate through the obstacle course one by one and check off if they are able to show you what prepositions they know (i.e. over, under, through) by a

performance assessment. Small group assessment would be to discuss the prepositional cards with a child and measure understanding of prepositional phrases.

PROFESSIONAL RESOURCES

Journal Articles:

- https://www.jstor.org/stable/10.1086/529102?Search=yes&resultItemClick=true&searchText=importance&searchText=of&searchText=physical&searchText=movement&searchText=in&searchText=education&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dimportance%2Bof%2Bphysical%2Bmovement%2Bin%2Beducation%26amp%3Bfilter%3D&seq=1#page_scan_tab_contents This article examines the benefits of developmentally appropriate physical education instruction during early childhood, rather than random physical activity.
- <http://journals.sagepub.com/doi/abs/10.1177/004005990804000502?journalCode=tcxa> This article explores the benefits of exercise for all children, especially children with ADHD.
- <https://www.iidc.indiana.edu/pages/The-Value-of-Movement-Activities-for-Young-Children> This article discusses the value of movement activities for young children and how to implement them in the early childhood classroom.
- <https://search-proquest-com.ezproxy.emich.edu/docview/1221167333?pq-origsite=summon> Beyond Weight Control- The Benefits of Physical Activity for Children: This article discusses the health benefits of physical activity for children in terms of physical health, mental health, and emotional health.

Websites:

- <http://www.parents.com/fun/sports/exercise/10-benefits-of-physical-activity/> This article provides 10 benefits of physical activity for your child.
- <http://www.pbs.org/parents/food-and-fitness/sport-and-fitness/elements-of-exercise/> This article provides parents with all they need to know about exercise for their child.
- <http://kidshealth.org/en/parents/active-preschooler.html> This article is about motivating your preschooler to be active.
- <https://www.healthykids.nsw.gov.au/teachers-childcare/physical-activity.aspx> This website provides a list of specific benefits of physical activity in early childhood education.

Apps:

- Sworkit Kid: <https://itunes.apple.com/us/app/sworkit-kids/id104302303> This app turns fitness into a game for children with customizable workouts for strength, agility, and flexibility!
- Charity Miles: <https://itunes.apple.com/us/app/charity-miles/id505253234?mt=8> Teach your child the importance of giving to others and make them work to help someone else! Log in, choose your activity and earn away! As you exercise, this app tracks your distance and the money earned. When you're finished, accept your sponsorship, spread the word, and they'll send you a note confirming your good work. Win, Win! (Free)
- Fit Quest Lite: <https://itunes.apple.com/us/app/fitquest-lite/id390974713?mt=8> Another app powered by movement, your child will jog in place, hop, and duck down to get a baby squirrel safely to its treehouse. (Free)

Books

- *Under, Over, By the Clover: What is a Preposition?* by Brian P. Cleary
(Higher Level Book- 2nd grade)
- *Joey and Jet* by James Yang
- *Along a Long Road* by Frank Viva
- *The Berenstain Bears: Bears in the Night* by Stan and Jan Berenstain

Music/Videos

- The Prepositions Song/Video- <https://www.youtube.com/watch?v=xyMrLQ4ZI-4>
- In Front Of, Behind, Between Song/Video with corresponding actions:
<https://www.youtube.com/watch?v=xERTESWbqhU>
- Above It Preposition Song/Video with corresponding actions:
<https://www.youtube.com/watch?v=rs5yGhQXXuQ>

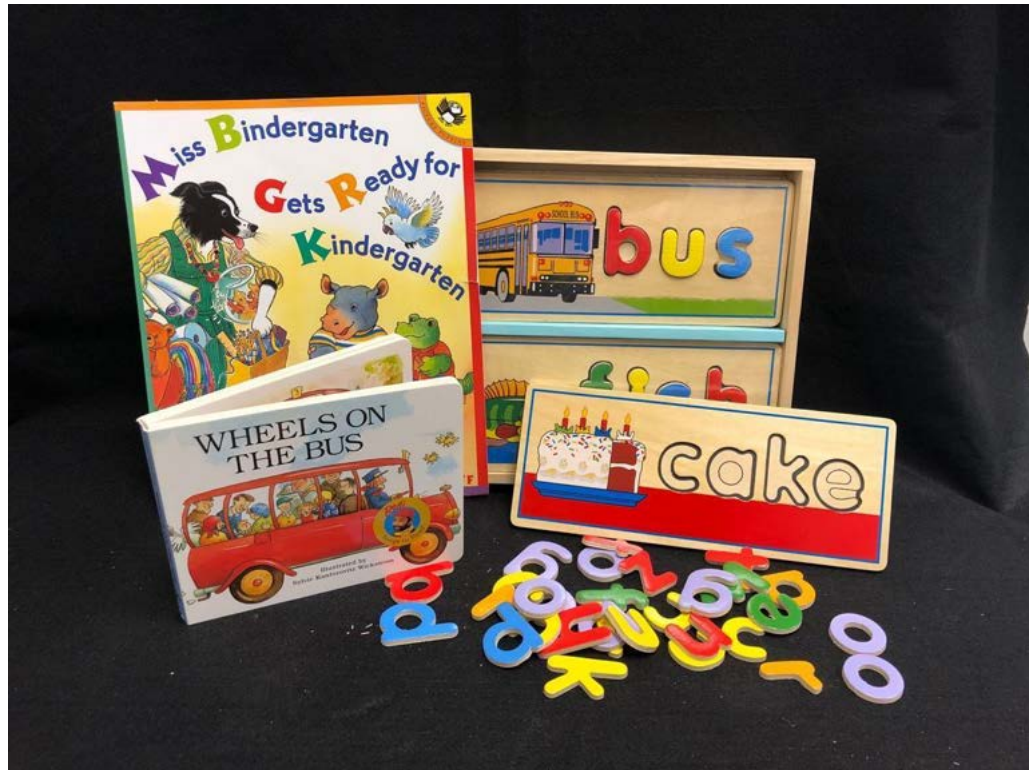
Extension Ideas: What's Next? Taking this activity a step further...

- Children could design their own obstacle course where you have to go over, under, and through different objects. Provide them with materials, such as hula hoops, boxes, traffic cones, pool noodles, etc.
- Follow the Preposition Game (play in small groups): Give each child a large cardboard box. Then give directions such as: "Put the box *in front* of you", "Jump *over* the box", "Put the box *between* you and the wall", or "Walk *around* the box". If you want to work on pre-reading skills as well, you can hold up the preposition flashcard as you say it. Play this game for 5-10 minutes.
- Where Does It Go? For this game, you need a toy animal and a small container. Follow the same instructions for the above game, except for this time have the

animal perform the prepositions with the container (inside, outside, in front, behind, above, below).

- **Preposition Musical Chairs:** Tell the children that this game has the same rules as musical chairs with one difference. Each round will have a target preposition to focus on such as: on, under or beside. When the music stops they need to demonstrate that prepositional phrase by using a chair. For example, the target preposition is “*on*”. When the music stops they should be *on* a chair. Leave plenty of space between the chairs so that the children can perform the action the prepositional phrase suggests without crashing into each other.
- **Felt Board Prepositions-** Tell the child a story and have the child model the prepositions on the felt board. For example, if the story involves a dog jumping over a bush, have a felt dog and bush cut out for children to model the prepositional phrase.

Ready for Kindergarten



Contents of Bag:

- *Miss Bindergarten Gets Ready for Kindergarten* by Joseph Slate
- *Wheels on the Bus* by Sylvie Kantorovitz Wickerstrom
- See & Spell Letter Puzzle: picture word cards and wooden letter cutouts (Melissa & Doug)

The Dot



Contents of Bag:

- *The Dot* by Peter Reynolds
- *Colors* by Priddy Books
- Crayola Washable Watercolors (Walmart)
- Coffee Filters (Walmart)

The Three Billy Goats Gruff



Contents of Bag:

- *The Three Billy Goats Gruff* by Paul Galdone
- Story Objects: bridge, goats, and troll (Primary Concepts)
- Activity ideas (Primary Concepts)
- Story Finger Puppets: little billy goat, big billy goat, great big billy goat, troll, and bridge (Lakeshore)
- Apron (Lakeshore)

Activity Title: The Billy Goats Gruff Cross

Developmental Domain: Physical/movement

State of Michigan Early Learning Standard(s):

- Ages Pre-K up to 2nd grade
- M.1.RA.1 Perform specialized movement activities utilizing mature form of movement skills and concepts.
- K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.
- Early Learning Expectation: Gross Motor Development. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.
 - Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.

Behavioral Objective:

Students will retell the story of *The Three Billy Goats Gruff* with props and use their imagination to become the Billy Goats Gruff and the Troll by using various forms of movement.

Materials:

- *The Three Billy Goats Gruff* by Paul Galdone
- Story Objects: Bridge, Goats, and Troll (Primary Concepts)
- Goat horn headbands
- Troll wig
- Miniature pretend bridge (gym mats)

Introduction:

Introduce the book *The Three Billy Goats Gruff* by Paul Galdone by examining the cover together. Activate background knowledge by asking the children to think about what they know about trolls. What might they look like? Have them make a troll face. Are trolls real? How would you feel if you encountered a troll? Would you want to quickly run or quietly tip-toe away from a troll?

Procedure:

- Read the story. While reading, model using the props to “act out” the story. Invite children to participate by using the props according to the story.
- After reading, Take the children outside (weather permitted) or in the gym.
- Gather them around you and remind them of the story.
- Explain, today we will pretend to be the characters. How do you think they felt crossing the bridge? Discuss how the goats may be feeling (scared, nervous, etc.) and how the children think the Billy Goats crossed the bridge.
- Have one child volunteer to be the Troll and let everyone be the Billy Goats.
- Set the “bridge” down (preferable in the middle of the gym or playground) and let each child cross the bridge in various movements (crawling on all fours, standing up, tiptoeing, skipping, etc.).
- This activity can be done in various ways, you can have three children be the Billy Goats and one child be the troll or everyone be the Billy Goat and 3-4 children be the troll (depending on the goat horns and troll wigs available).
- The objective of the troll is to try to “eat” the goats by tapping them.
- The troll can’t run after the children and the troll must stay “under the bridge” (or by the bridge no further than one step away from it at all times).

Differentiation:

This activity can be adapted based on the physical abilities of the children.

Assessment:

Children will write in their daily journal about how they felt acting out a scene from the book, answering the questions: What was their favorite part about the activity? What was different from the first part of the activity versus the second?

PROFESSIONAL RESOURCES

Journal Articles:

- Website:<https://www.naeyc.org/our-work/families/books-encourage-exercise>
Description: This article talks about incorporating movement in children's books, also listing books that involve movement.
- Website:<https://www.naeyc.org/resources/pubs/yc/nov2016/learning-to-move>
Description: This article emphasizes the importance of movement in infants and toddlers, as well as the motor skills they learn.
- Website:[http://www.southernearlychildhood.org/upload/pdf/Music and Movement for Young Childrens Healthy Development Satomi Izumi Taylor Vivian Gunn Morris Cathy D Meredith Claire Hicks.pdf](http://www.southernearlychildhood.org/upload/pdf/Music_and_Movement_for_Young_Childrens_Healthy_Development_Satomi_Izumi_Taylor_Vivian_Gunn_Morris_Cathy_D_Meredith_Claire_Hicks.pdf) Description: I found a pdf that talks about the importance of movement and music for children's development.
- Website:http://raisingchildren.net.au/articles/activities_for_younger_kids.html
Description: This article provides different physical activities for ages 0-5.

Websites:

- <https://www.naeyc.org/resources/blog/forget-playroomtake-them-outside>

This isn't much of a website, but I thought it would be helpful for parents. This blog talks about the benefits of taking children outside to play as a form of physical movement, instead of staying in a classroom.

- <https://letsmove.obamawhitehouse.archives.gov/get-active>

This can be a website for both adults and children to reference from; information on getting active and eating healthy.

- <https://www.gonoodle.com/>

Website for children; teachers can use these videos to get children's brains and bodies active.

- <https://healthykidshealthyfuture.org/5-healthy-goals/get-kids-moving/>

This website provides information for the parents that has best practices for babies, toddlers, preschoolers; promotes children to move.

Apps:

- <http://www.saturnanimation.com/three-billy-goats-gruff/>

This app is basically an interactive book where the children can play different games within the story while reading along.)

- <https://storytoys.com/apps/storytime-billy-goats-gruff/>

This app is a book converted into an app that has three options: Read to me which is read aloud with an audible narrator, read it myself which shows the text with no audio narrator and the children get to read it by themselves, and picture mode which the pictures of the book is presented with no text, this can help children get familiar with the story.

Additional Children's Books / music:

- Davidson, J. (2015, December 19). My First Book about Goats - Amazing Animal Books - Children's Picture Books. Retrieved from <https://www.amazon.com/First-Book-about-Goats-Childrens/dp/1522819398>
- The Three Billy Goats Gruff song
https://herrickdl.org/sites/default/files/blog/the_three_billy_goats_gruff_song.pdf
- The Three Billy Goats Gruff song by Greg and Steve

Extension Ideas:

Divide children into groups of 4 (three will be the Billy Goats and one will be the Troll) and have the children reenact the scene of the Billy Goats crossing the bridge one by one to where something different happens every time, that way it is unique and different from the book. Each group will receive a piece of paper describing what they should do (so that no group would be doing the same thing). Or, each group can come up with their own ideas. Another differentiation could be: 2-3 children can be a troll and everyone else is a Billy Goat. The trolls will say, “Who’s that tramping over my bridge?” and all the Billy Goats will yell back, “It is us, the Billy Goats Gruff!” and the trolls will say, “Now we’re going to gobble everyone up!” Once the trolls say that, the Billy Goats must try to make it to the other end of the gym without getting tagged. Whoever gets tagged, must sit in the spot they’ve been tagged at until everyone has been tagged. The Billy Goats who have been tagged can tag other Billy Goats, but they can’t move from their spot. The goal is to get as many Billy Goats out as possible, but if there are three Billy Goats remaining, they get to replace the previous trolls and the game starts all over.

Chapter 6: Research in the Field

Supporting Intentional Teaching in the Content Areas for PK-3 Pre-service Teachers

Pre-Service teachers were given access to “Concepts to Go!” bags to use during their student teaching placements. College students are often limited in financial resources and these provide high-quality, research-based, early learning experiences for them to use with young children in the community. they were asked to complete a survey after using the bags. Below are the results from the survey.

The majority of students agree with the following statements:

1. The Concepts to Go! Emergent Literacy Bags inspired an increase in the level of my creativity while writing an activity plan as compared to while writing activity plans in the past, without the bags. 84%
2. The Concepts to Go! Emergent Literacy Bags influenced an increase in generating ideas for intentional teaching in the content areas as compared to writing activity plans in the past, without the bags. 88%
3. As a college student, I have limited resources in terms of having access to the materials I need to execute lessons with children. 88%
4. The Concepts to Go! Emergent Literacy Bags provide a difference in having access to materials to execute developmentally appropriate lesson plans as required by N.A.E.Y.C. 84%

5. While I was enrolled in ECE 303 Implementing the Curriculum, I would have benefited from having access to a Concepts to Go! Emergent Literacy Bag with a COMPLETE ACTIVITY PLAN CARD and CONTENT CONTRIBUTION CARD to utilize for my first teaching activity at the Children’s Institute. 91%

6. The Concepts to Go! are useful resources to the ECE program area for students to use with children in the community. 100%

Supporting Families in the Content Areas for Parents of PK-3 Children

Families had the opportunity to take home a “Concepts to Go!” bag during winter break and they were asked to spend some time with their children and explore their bag. Some families are limited on financial resources and unable to purchase literacy tools or they may not be aware of the best practices in reading with preschool age children. Sending these bags home with families provides high-quality, research-based early emergent reading experiences for families to support development. Below are the results from the pre-survey and post-survey results.

Pre-Survey: In a typical week, someone read with the child for 15 minutes or more:

- 1-2 days a week 6%
- 3-4 days a week 35%
- 5-6 days a week 20%
- 7 days a week 45%

The following activities are done with children while reading:

- Ask questions about what is being read 89%
- Point out letters or words 94%

- Pointing to things in the pictures 100%
- Ask the child to predict what will come next in the story 69%
- Talk about what happened in the story 89%
- Do an activity based on the book 37%

Post-Survey: The majority of families agree with the following statements:

1. My child was curious about and interested in the “Concepts to Go!” materials. 97%
2. While reading the book(s) / using the materials, my child seemed inquisitive (i.e. asked questions) and interested in seeking more information about the topic. 89%
3. The Concepts to Go! learning materials and family letter gave me new ideas how I can extend early literacy skills and learning experiences at home. 83%
4. The “Concepts to Go!” project was an enjoyable experience for my child. 91%
5. We would benefit from having access to materials like this in the future. 86%

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