

Early Literacy Foundations

Introduce *Who Ate All the Cookie Dough* by Karen Beaumont to small groups of children. Model appropriate book handling skills. Point to and discuss front cover. Say "let's see what's inside?" Ask children to identify characters and objects in the book.

Objectives:

Children will show interest in the book by listening attentively and answering questions about the book through gestures or verbal answers.

Individual Focus/Differentiation:

M.M. will join story time and will point to objects in the story when asked

R.M will respond to questions with one word or two word answers

Assessment:

observations of children during the story. Note which children join story time and which actively participate. Note how children answer questions (gestures or verbal?)

Standards:

1.1.4 Comprehension, **1.2.1** Analysis, **1.2.2** Text Organization

Observe children during play to see what toys they are interested in. Describe a specific toy verbally and with a sign and ask child to retrieve it. For example, "Where is the big brown bear? As the child retrieves the described object ask, "What is it? What did you get?" If the child labels the toy verbally or with a sign, add more descriptor words.

Objectives:

Children will follow one step verbal direction by retrieving the described toy. Children will name the retrieved toy verbally or through use of signing.

Individual Focus/Differentiation:

M.O. place a few toys in front of M.O., label each toy and then ask child to retrieve a specific toy

R.M., J.D. will use two or more words to describe retrieved toy

Assessment:

observations of children retrieving described toy. Did the child retrieve the toy that was described? Record any new words that are verbalized by the children during this activity and copy into each child's "new word" diary.

Standards:

1.1.3 Vocabulary Development, **1.6.1** Listening Skills

Recite "The Zoo" and encourage children to imitate the various animals mentioned.

Objectives:

Children participate in the nursery rhyme and imitate at least two of the animals mentioned.

Individual Focus/Differentiation:

P.Z. will attempt to imitate all of the animals mentioned.

Assessment:

Observations during the activity. How do individual children participate in this activity?

Standards:

1.1.4 Comprehension

Cognitive Thinking

Build a tower using the stacking cups in front of the child. Observe to see if the child will knock it down. If the child knocks it down say, "Oh, what happened? It fell down. How did that happen?" Observe to see if child can rebuild the tower.

Objectives:

Children will experiment with stacking cups to make a tower of at least 3 cups.

Individual Focus/Differentiation:

J.D. will build a tower with at least 5 cups.

Assessment:

observe and record which children were able to build a tower with the cups and note the number of cups used.

Standards:

2.4.1 Reasoning

Add a few new animals to animal bin. Talk about the animals (new and old) and their sounds. Encourage the children to repeat and practice the animal sounds.

Objectives:

Children will relate correct animal sound to the animals they are already familiar with and will imitate at least two new animal sounds.

Individual Focus/Differentiation:

P.Z. will imitate sounds of at least two animals (out of all the animals)

Assessment:

Observations of children during the activity and during free play with the animals. Record which animal sounds the children are able to relate to specific animals.

Standards:

3.2b.5 Nature of Waves and Sound

Use rocking boat to promote turn taking. Have four children at a time rock in the boat. Explain that you will rock the boat for one song, and then everyone will get out and give a friend a turn in the boat. Play a song on the CD player, when the song ends, remind children that it is time to get out and give a friend a turn. Encourage children to help their friend into the boat. Repeat so that children continue to get turns in the boat.

Objectives:

Children will engage in turn taking. (Expect some resistance to this activity as children are just learning this behavior).

Individual Focus/Differentiation:

M.M., M.O., and F.R are just beginning to show signs of readiness to take turns...do not force this activity.

Assessment:

Observe how children react, Note any positive attempts at turn taking.

Standards:

5.2.2 Sources and Resolutions of Conflict

Health, Wellness and Physical Development

Play Hokey Pokey using basic body parts (hand, head, arm, and feet).

Objectives:

Children will use at least two correct body parts during the song.

Individual Focus/Differentiation:

J.D. will use at least four correct body parts during the song.

Assessment:

Observations during the song. Record which body parts are correctly used by individual children during the song.

Standards:

10.1-3.2 Body Awareness

Snowball toss. Use rolled up paper or soft white yarn balls. Challenge children to throw balls into a bin or box.

Objectives:

Children will throw the "snowball" in a forward motion hitting the target three out of five times.

Individual Focus/Differentiation:

M.O. will hit the target at least once.

Also try to have L.E. catch the "snowball"

Assessment:

Observations during the activity. Record which children were able to throw the ball in a forward motion. Was L.E. able to catch the ball as well?

Standards:

10.4.1 Control and Coordination

Animal Obstacle Course. Set up a basic obstacle course with tunnels and low foam mats. Challenge children to move like various animals as part of the obstacle course (hop like a kangaroo, slither like a snake, etc.)

Objectives:

Children will crawl through tunnels, climb over low mats, hop with two feet, crawl on belly, shuffle their feet, and walk using large steps.

Individual Focus/Differentiation:

R.M. will also hop on one foot

Assessment:

Observations during the activity. Which movements were easy? Which were more difficult? Record the more difficult movements so they can be revisited.

Standards:

10.4.1 Control and Coordination

Creative Thinking and Expression

Snow painting. Mix 1 c salt, ½ c. flour, ¾ c. water in large bowl. Tape blue construction paper to table in front of child. Encourage child to paint with the snow on blue construction paper.

Objectives:

Children will create a project using the textured materials.

Individual Focus/Differentiation:

Offer a brush to children who may not want to touch the paint with their hands.

R.M., J.D. encourage these children to talk about their project.

Assessment:

Observations during the activity. How did the child react to the new material? Take pictures during the activity and keep along with finished project for portfolio.

Standards:

9.1c.2 Construction

Encourage children to move to "Animal Action" by Greg and Steve.

Objectives:

Children will move their bodies to the music.

Individual Focus/Differentiation:

Encourage M.M. to participate with the group in this activity.

Assessment:

Observations during this activity. How do children move their bodies? Which children are able to follow the directions of the song and move their bodies like the animals the song mentions?

Standards:

9.1a.2 Exploration

Add animal masks and patterned fabrics to dramatic play area. Model use. Include animal sounds and movements.

Objectives:

Children use masks and fabric as they pretend to be animals. Children use appropriate animal sounds and movements to represent animals in their play.

Individual Focus/Differentiation:

D.W. recently went to the museum. D.W.'s parents report that D.W. enjoyed looking at the various animals. Remind D.W. of this experience as the child plays with these materials.

Assessment:

Observe how children interact with these new materials. Take photos when appropriate and save for portfolio.

Standards:

9.1b.1 Dramatic Expression

Social and Emotional Development

Color Choice: Tape a large piece of paper to the floor or table. Hold out two different color crayons (chunky), one in each hand in child's midline. Ask, "Which color do you want to use?" Give child the crayon that they reach for and describe their choice, "You chose the red crayon. Let see what you can make with the red crayon." Watch for signs that children are ready for another choice of crayon.

Objectives:

Children will express a preference by choosing between two different colored crayons.

Individual Focus/Differentiation:

R.M., J.D. encourage to also say the color they chose.

Have Miss G. complete this activity with M.M. (closer to this caregiver and may respond more positively)

Assessment:

Observe the choices the children are making.

Standards:

25.1.1 Self-Awareness

Snowball Toss. Use rolled up paper or soft white yarn balls. Challenge children to toss back and forth with the teacher.

Objectives:

Children engage in back and forth interaction with a familiar adult.

Individual Focus/Differentiation:

M.M. participates in this activity with at least one adult

R.M., K.L. encourage these two children to engage with one another in this activity.

Assessment:

Observe the interactions that occur during this activity. Which caregivers do the children attempt to interact with? Do any children attempt to interact with peers?

Standards:

25.3.1 Trust

Class Winter Collage. Tape a large piece of butcher paper to the floor over newspaper. In pairs, have children fingerprint with blue and white paint one day. Allow to dry. On another day, have children color with white crayons, then apply glue and allow children to spread white collage materials.

Objectives:

Children will work side by side to complete work on this class project.

Individual Focus/Differentiation:

M.M., M.O., and F.R are just beginning to show signs of readiness to work with peers...do not force this activity.

Assessment:

Observe children's attempts to share and imitate each other's actions. Take pictures of the creation of this collage.

Standards:

25.4.1 Social Identity

Outside Experiences

If it snows this week, bring snow in from the outside for use within the sensory table.

Weather permitting, animal obstacle course can be done outdoors.

Practice throwing and kicking balls on play yard.

Changes to the Environment

Place winter books in the reading area and "real picture" books in the science center.

Add new animals to block area, add animal masks and patterned fabrics to dramatic play, hang some animal pictures at children's eye level throughout the room.

Hang completed winter collage on hallway bulletin board with pictures documenting the process of its creation.

Family and Community Partnerships

Ask families for pictures of their child playing in the snow.

Family take-home activity: Turn Taking: when your child is alert, sit in front of them and begin to play with a toy. Say, "your turn" and hand the toy to the child. Observe their reaction and what they do with the toy. After a few minutes, say, "my turn." And observe what the child does. Gently attempt to take the toy, if child does not offer it, but do not force child to return the toy. *Young toddlers are just beginning to understand they share the world with others who also have thoughts and feelings. Turn taking can help them to increase this*

Teacher Reflection

Some of the children were afraid of the animal masks. Reintroduce at a later time.

Children responded well to "Animal Action." Try other songs with basic directions.

J.D. warmed up to Miss J. during ball tossing.