

# H♥ppy, Healthy & Safe

**Enjoy this Free Sample Unit!**

Compliments of Gee Whiz Education and Your Food Group Program!



**Growing. Playing. Learning.**



Keep in mind that any materials you might need a little bit more time to gather are featured in red.

# Get Ready!

If possible, arrange to take the children on a field trip to visit the local fire station for a once in a lifetime experience!

Eating healthy foods. Getting plenty of exercise. Visiting the doctor for check-ups. These are all important things children and adults must do in order to stay healthy. Our next unit, "Happy, Healthy & Safe," covers all of these topics in addition to staying safe at home, at school and in the community. This is a wonderful unit for helping children learn more about the people in their communities that help to keep them safe such as police officers and firefighters. Now would be a great time to plan a field trip to the fire station if at all possible!

The activities included in this guide are merely a starting point and not an "end all." Please incorporate your own activities and experiences you believe the children would enjoy and adapt those in this guide to better meet the unique needs of the children in your care. This is especially true of this unit which just begs to be individualized by you!

Don't forget to email or send home a copy of the Family Letter with each child as you begin this theme. In addition, email or text the Digital Family Notes when you believe they would be the most beneficial. Most importantly, have fun!

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## Program Symbols for Developmental Areas

 = Language Development

 = Social Studies Knowledge

 = Literacy Knowledge

 = Social & Emotional Development

 = Math Knowledge

 = Music & Creative Arts

 = Science Knowledge

 = Physical Development & Health

 = Logic & Reasoning

 = Approaches to Learning



Activities with this icon help you address the goals of the Let's Move! Child Care campaign ([www.letsmove.gov](http://www.letsmove.gov)).



Activities with the sunshine icon may be done outdoors if you desire.



This icon helps you quickly locate some of the activities that address Character Education included in this unit

## 2 Week/10 Day Planning Grid

All the daily experiences are included on this grid so you know EXACTLY what is planned for each day.



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><b>Exploring Together:</b> Are You Healthy?(p.4)</p> <p><b>Center/Small Group:</b> Doctors and Nurses (p.5)</p> <p><b>Center/Small Group:</b> How Big? (p. 5)</p> <p><b>Infants:</b> You Are Growing (p. 5)</p>	<p><b>Exploring Together:</b> The Doctor Says... (p. 6)</p> <p><b>Center/Small Group:</b> More Role-Play Fun (p. 7)</p> <p><b>Center/Small Group:</b> Cover that Sneeze! (p. 7)</p> <p><b>Infants:</b> I'll Be the Doctor (p. 7)</p>	<p><b>Exploring Together:</b> Sometimes or Always? (p. 8)</p> <p><b>Center/Small Group:</b> Can You Find "Always" Foods? (p. 9)</p> <p><b>Center/Small Group:</b> Fantastic Fruit Salad (p. 9)</p> <p><b>Infants:</b> Fruit in the Basket (p. 9)</p>	<p><b>Exploring Together:</b> Run and Relax (p. 10)</p> <p><b>Center/Small Group:</b> Use Those Muscles (p. 11)</p> <p><b>Center/Small Group:</b> Lie Down Your Head (p. 11)</p> <p><b>Infants:</b> Lift and Look (p.11)</p>	<p><b>Exploring Together:</b> Everyone Has Emotions (p. 12)</p> <p><b>Center/Small Group:</b> Feeling Faces Puzzles (p. 13)</p> <p><b>Center/Small Group:</b> I Feel...Art (p. 13)</p> <p><b>Infants:</b> Happy Face Fingerprint (p. 13)</p>
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p><b>Exploring Together:</b> Brush &amp; Floss (p. 14)</p> <p><b>Center/Small Group:</b> Brush! Brush! Brush! (p. 15)</p> <p><b>Center/Small Group:</b> What Will Happen? (p. 15)</p> <p><b>Infants:</b> Clean Your Teeth (p.15)</p>	<p><b>Exploring Together:</b> Learning about Police Officers (p. 16)</p> <p><b>Center/Small Group:</b> Badge Match Game (p. 17)</p> <p><b>Center/Small Group:</b> Sandy Roads (p. 17)</p> <p><b>Infants:</b> The Siren on the Police Car (p. 17)</p>	<p><b>Exploring Together:</b> Fantastic Firefighters (p. 18)</p> <p><b>Center/Small Group:</b> Let's Practice Patterning (p. 19)</p> <p><b>Center/Small Group:</b> I Am a Firefighter (p. 19)</p> <p><b>Infants:</b> Push that Firetruck (p.19)</p>	<p><b>Exploring Together:</b> I Will Be Safe (p. 20)</p> <p><b>Center/Small Group:</b> Scissor Safety (p. 21)</p> <p><b>Center/Small Group:</b> Crossing the Street (p. 21)</p> <p><b>Infants:</b> Do Not Eat It (p.21)</p>	<p><b>Exploring Together:</b> Wellness Day (p. 22)</p> <p><b>Center/Small Group:</b> Pattern, Pattern, Pattern (p. 23)</p> <p><b>Center/Small Group:</b> Write to Share (p. 23)</p> <p><b>Infants:</b> So Many Songs (p. 23)</p>

### School-Age Activities:

Doctor, Doctor (p. 24)

Flossing Fun (p. 25)

Stop! Drop! And Roll! (p. 26)

Stretch and Relax (p. 24)

Fingerprint Cards (p. 25)

Our Staying Healthy & Safe Contract (p. 26)

# DAY 1

**Unit:** Healthy, Happy & Safe

**Today's Focus:** What Does It Mean to Be Healthy?

**Developmental Areas Addressed Today:**



## Be Healthy & Safe!

Washing hands is very important! Make sure children rub and scrub when washing their hands in order to remove both dirt and germs.

## Teaching Tip of the Day

Take photos of the children participating in experiences as well as during free play and add them to their portfolios.

## Transition Time

Sing the song, "Let's Be Healthy Kids" (p. 30) as the children move from activity to activity today. The children can perform the actions as they move.

## **Exploring Together: Are You Healthy?** (all ages, )

**Get Moving!**

Materials:

**Neil the Nurse puppet** - For preparation directions, please see p. 31.

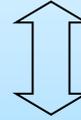
- Staying healthy involves many things such as eating healthy foods and taking care of your body. Today, our new puppet friend, Neil the Nurse, will introduce the children to the concepts of staying healthy and safe. An action song will get the children moving while exposing them to these concepts. Because most children have had some experience with nurses, this activity opens the door for the children to share these experiences with others which helps to build expressive language skills. Nonverbal children will build background knowledge as well as future vocabulary by listening to the conversation.
- Hold the Neil the Nurse puppet and walk around the room. Introduce Neil to interested children. See if any of the children can figure out the job that Neil has by looking at his clothing. Can any of the children figure out that Neil is a nurse? Invite interested children to join you, and Neil, on the floor and then invite those children to ask Neil questions about being a nurse.
- Next, have Neil share with the children that he is going to help them learn more about how they can help their bodies and minds to be strong and healthy. Challenge more verbal children to share what they do each day to stay healthy. Then, introduce the action song, "Let's Be Healthy Kids" (p. 30). Sing the song and invite the children to participate in the motions. This is an excellent way for nonverbal children to associate spoken words with actions.
- **EXTENSION:** Invite a nurse to visit your program OR watch a short video about nurses. Here is one option that may work well for your group. Be sure to preview it ahead of time so you can answer questions and talk with children about what they see. <https://www.youtube.com/watch?v=hEnXTc7K7zk>

## Today's Vocabulary

Use some of these words in conversations with children today!

**healthy body mind**

**nurse doctor weight height**



**As younger children participate in activities today, model language by...**

- Using words such as **healthy, body, mind, nurse, doctor, weight and height** as children complete activities.
- Describing the children's actions as they role-play doctors and nurses (p. 5).
- Reading measurements as you weigh and measure each child (p. 5).

## **Questions to Spur Thinking**

- *What do you know about nurses?*
- *Where have you seen a nurse?*
- *What do you think nurses do?*
- *What would you like about being a nurse?*
- *What wouldn't you like?*
- *Why are nurses important?*
- *What would happen if we did not have nurses to help us?*



## Doctors and Nurses

(Toddlers–4 years, 🤝 😊 🩺 🌐 ✍️ ? ❤️ 🗣️)

Materials:

- Toy doctor kit**
  - Dolls and/or plush animals
  - Gauze bandages, sling, doll beds, etc. (whatever you have on hand)
- Role-play is an excellent way for children to not only show what they know about a new topic, it is also a great way for them to build both receptive and expressive language skills while engaging with each other. The addition of props enhances their play and opens the door for them to take the experience in many different directions.
  - Set out the materials listed above as well as any others you believe would enhance this experience. As children show interest, watch to see what they do with the materials. Because different developmental levels will approach this experience differently, we are providing options.
  - Toddlers/Twos/Young Threes: These children will probably engage in solitary play without interacting much with others. In addition, because they may be nonverbal, you will want to describe their actions as well as the materials they choose to use. Talk about nurses as the children play.
  - Older Threes/Fours/Advanced Preschoolers: These children will probably interact with each other more and may even assume roles. In addition, this group should be able to answer open-ended questions about nurses as well as their experiences with nurses. Take time to also sit back and watch as the children play. This would be an excellent time to record anecdotal notes!

## Day 1 - Center/Small Group Activities

### Questions to Spur Thinking

- *Tell me what you are doing, Nurse (child's name).*
  - *What do you think would be the most challenging part about being a nurse?*
- 
- *How tall do you think you are? How much do you think you weigh?*

### How Big?

(Toddlers–4 years, 🗣️ 😊 🤝 🩺 📏 ? ① ❤️)

Materials:

- Long sheet of white paper (to use for a growth chart)**
  - Crayons/markers, stickers
  - Bathroom scale + yardstick or tape measure
- When you go to the doctor's office, they always weigh and measure you. This experience links weighing and measuring with nurses and visits to the doctor's office. Because you will be recording the children's heights and weights in a written format, it exposes them to larger numerals. In addition, when you write their names on the growth chart, they will be exposed to their name in print.
  - Hang the long sheet of white paper vertically on a wall so the bottom edge is flush with the floor. Chances are good, some of the children will become curious and ask what you are doing. Then, show them the bathroom scale and yardstick/measuring tape. Can they figure out the answer on their own? They are going to make a growth chart!
  - First, have each child stand with his/her back to the paper and mark the top of his/her head. Then, have the children help use a yardstick or tape measure to find the height. Record the child's name and height next to the mark. Repeat for each child. Then, have each child stand on the bathroom scale. Record each child's weight by his/her height on the chart. If desired, each child can also pick a sticker to put on the chart by his/her name.
  - Advanced Preschoolers: These children can help read the measurements. This is an excellent way of exposing them to larger numerals. These children can also predict how tall they will be as well as how much they will weigh before you weigh or measure them.

Get Moving!

### You Are Growing

(Infants, 🗣️ 🩺 🎵 ❤️)

Materials:

- None needed
- Action songs are not only fun for infants they are a great way for them to build motor skills at the same time.
  - Sit on the floor and hold the infant in your lap or put him/her on a blanket on the floor. As you sing the following song, lift the infant's arms above his/her head.

YOU ARE GROWING  
(tune: "Mary Had a Little Lamb")

You are growing, oh, so big!  
Oh, so big! Oh, so big!  
You are growing, oh, so big!  
Look how big you are.  
(lift infant's arms above his/her head)  
WOW!

### Your Own Activities

## DAY 2

Unit: Happy, Healthy & Safe

Today's Focus: Doctors Keep Us Healthy

Developmental Areas Addressed Today:



### Be Healthy & Safe!

Keep a variety of different sizes and types of bandages in your first aid kit. You never know which type you might need.

### Teaching Tip of the Day

Have children dictate text messages to their parents/caregivers during the day about their favorite activities. This is an excellent way to expose them to letters and words.

### Transition Time

Pretend to be a doctor and give the children directions to follow as they move from activity to activity today.

Get Moving!

### Exploring Together: The Doctor Says...

(all ages,        

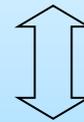
Materials:

- Neil the Nurse puppet
- Book about doctors (see the Book List on p. 30 for suggestions OR **a picture of a doctor printed from the internet**)
- Doctors work alongside nurses to help keep us healthy. Children will have had experiences with doctors for both well visits and times when they were sick. Some children may be frightened by doctors. Keep this in mind when conducting this experience and make it your goal to help the children recognize that doctors are super important because they help to keep us healthy. During this experience, the children will build background knowledge while also enhancing language skills. In addition, an active game will also challenge the children to build listening and gross motor skills.
- Sit on the floor with Neil the Nurse as well as the book about doctors or the picture of a doctor. As children become curious, invite them to join you. Talk with them about what they see in the book or in the picture. Ask questions to help you gauge what they already know about doctors and then invite the children to share what they would like to learn. During your discussions, help the children learn that doctors work hard to keep their patients healthy. Invite more verbal children to share information about their own doctors as well.
- Next, introduce the game, "The Dr. Says...Ah!" This is a game similar to Simon Says. Give the children directions as the doctor and have the children act them out. For instance, you might say, "The doctor says...exercise!" or "The doctor says...get plenty of rest." The children would then follow the directions by acting them out. Once the children understand the game, more verbal children can take turns giving the directions.
- **EXTENSION:** Read a book about doctors and invite the children to compare the story to their own experiences.

### Today's Vocabulary

Use some of these words in conversations with children today!

**doctor**   **healthy**   **patient**  
**sick**   **care**   **tissue**   **germs**



**As younger children participate in activities today, model language by...**

- *Using words, such as those listed above, while engaging children in conversations during the day's activities.*
- *Talking with children as they role-play doctors and nurses (p. 7).*
- *Reciting a rhyme and engaging children in conversations about the importance of using a tissue (p. 7).*

### Questions to Spur Thinking

- *What community helper do you see in this book (or picture)?*
- *What do you know about doctors?*
- *Who is your doctor?*
- *Why do people go to the doctor?*
- *What do you think would be the best part about being a doctor? What part, if any, wouldn't you like?*



## Day 2 - Center/Small Group Activities

### More Role-Play Fun

(Toddlers–4 years,        )

#### Materials:

- Props to role-play doctors and nurses (p. 5)
- File folders, clipboards, paper, crayons/markers
- Repetition is important for young children. It provides them with the opportunity to expand and build knowledge. Today, the children will continue to role-play nurses while adding doctors to the experience. In addition, we are suggesting adding props for more advanced children that encourage writing.
- Set out the props children can use to role-play doctors and nurses from earlier but add the others suggested above. Interested children can use these materials as they pretend to be doctors and nurses. Please review the adaptations for different developmental levels presented earlier (p. 5). This will help you as you interact with the children during this experience.
- Advanced Preschoolers: These children can incorporate writing into the experience. While many doctors use computers to record notes in today's world, using good old-fashioned paper and pencil for this experience is important. It provides children with the opportunity to utilize writing to convey ideas and information in a meaningful way. As you watch and interact with children as they write "notes" about their patients, be sure to talk about letters, letter sounds, words and sentences.

### I'll Be the Doctor

(Infants,     )

#### Materials:

- Toy doctor kit** - Make sure the materials included are all safe for an infant to handle.
- Infants love to explore! During this experience, the infants will explore a toy doctor kit while you pretend to be the doctor. Not only does this experience help the infant build receptive language skills, it also helps you to build a bond with the infant.
- Hold the infant in your lap or, if appropriate, have him/her sit on the floor beside you. Put a toy doctor kit on the floor. Pick up one of the items and name what it is (e.g., stethoscope). Pretend to be a doctor as you use the tool on the infant. For instance, if you picked up the stethoscope, you could pretend to use it to listen to the infant's heart. Talk about the doctor tool you are using and describe your actions as well. Invite the infant to pick up items, too. Describe each one as the infant picks it up to explore and explain how a doctor might use it.

#### Questions to Spur Thinking

- *What is wrong with your patient? What are you doing to help him/her get well?*
- *Why is using a tissue so important?*



### Cover that Sneeze!

(Toddlers–4 years,       )

#### Materials:

- Box of tissues + access to a sink for washing hands
- Teaching children the importance of using a tissue, covering coughs and sneezes properly and washing their hands afterwards is very, very important! During this experience, the children will have the opportunity to practice all of these skills. A rhyme will not only help the children build language and vocabulary, it will hopefully make it easier for them to remember what to do when they cough or sneeze.
- Sit on the floor with the box of tissues. Pretend you are going to sneeze, grab a tissue and cover your mouth and nose. See if any children show interest and if so, invite them to join you. Have them pretend to cough or sneeze and use a tissue to "catch" it. Then, ask them what they should do with their used tissue. See if they know where to throw it away and then, help them learn that they must wash their hands. While washing hands, be sure to talk about why this is so important.
- Next, teach children what to do if they do not have a tissue handy when the cough or sneeze. Explain that they should bend their arm and cough or sneeze into the upper portion. To help them remember this, chant the rhyme, "If You are Going to Cough or Sneeze" (p. 31) and have the children practice.
- Advanced Preschoolers: This group can act as role models for younger children. They should also be able to recite the rhyme after hearing it a few times.

#### Your Own Activities

## DAY 3

Unit: Happy, Healthy & Safe

Today's Focus: The Importance of Eating Healthy Foods  
Developmental Areas Addressed Today:



### Be Healthy & Safe!

The use of hand sanitizer can help prevent the spread of germs. Just make sure you are using it correctly. Check out this resource: <http://cfoc.nrckids.org/StandardView/3.2.2.5>

### Teaching Tip of the Day

"1...2...3...eyes on me!" is a fun way to get the children's attention.

### Transition Time

Have verbal children name healthy foods before moving from activity to activity today. Non-verbal children can carry plastic fruits and vegetables instead...if you would like.

### Exploring Together: Sometimes or Always?

(all ages,        )

Materials:

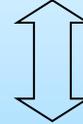
- Neil the Nurse puppet
- Sometimes and Always Food Cards** - Cut apart the pictures on p. 33 and mount to index cards.

- Part of being healthy involves making healthy choices when it comes to food. This experience helps children practice making those choices by referring to foods as "always" and "sometimes" foods. Feel free to adapt this terminology if needed for your group. As children participate in this activity, they will build sorting/grouping skills, practice counting and learn more about foods that are good for our bodies and foods that can be eaten but in limited quantities.
- Sit on the floor with Neil and Nurse and the food cards. Spread out the cards and look at them with the puppet. As children choose to join you, invite them to describe the foods they see on the cards. Which foods do they like to eat? Which foods don't they like to eat? Which foods do they think are healthy foods? Which foods are not as healthy and should only be eaten sometimes? The answers to these questions will help you gauge the children's level of knowledge about nutrition and food choices. Talk a little bit about how foods like fruits and vegetables are "always" foods because they contain important vitamins and minerals their bodies need.
- Next, invite the children to sort the cards into two groups...foods they should always eat and foods that they should only eat sometimes. Count the number of cards in each group. Then, have the children talk about why some foods are "sometimes" foods. Encourage the children to name "always" and "sometimes" foods their families like to eat at home.
- EXTENSION:** Teach more advanced children how to read food labels to help them watch out for large amounts of sugar, salt and/or fat. This also exposes the children to what a gram is as well as higher numerals.

### Today's Vocabulary

Use some of these words in conversations with children today!

**nutrition**   **healthy**   **vitamins**  
**sometimes**   **always**



**As younger children participate in activities today, model language by...**

- Using words, such as those above, as children participate in the daily experiences.
- Naming fruits and why they are good for our bodies while preparing Fantastic Fruit Salad with the children (p. 9).
- Reading books with children about eating healthy foods (p. 9).

### Questions to Spur Thinking

- What foods do you see pictured on these cards?
- Which foods do you like to eat? Why do you like those foods?
- Which foods do you think are "always" foods...foods that are good for our bodies?
- Why do you think candy is a "sometimes" food?
- If you were going to prepare dinner, what "always" foods would you serve?



## Can You Find “Always” Foods?

(Toddlers–4 years, 🍌 ❤️ 📖 🍽️ ? 🗣️ 🗂️)

Materials:

**Recipe books, grocery store sale flyers, old magazines, story books**

- The purpose of this experience is to help children learn to recognize “always” foods. When they are little, children do not make nearly as many food choices as they will when they are teens and adults. Helping them learn what “always” foods are and why they are important from a young age will help to ensure they make healthy choices as they grow older. During this experience, the children will also build both receptive and expressive skills as well as new vocabulary.
- Set out the recipe books, grocery store sale flyers, old magazines and story books. As children show interest, invite them to look for pictures of “always” foods in the literature they explore. This is also a great way of helping children recognize that reading is not limited to story books but instead encompasses a wide variety of materials.
- As you observe and interact with the children, invite those who are verbal to point out and name the “always” foods they find. Nonverbal children can just point and you can name. See how many different “always” foods the children can locate in the reading material.
- Advanced Preschoolers: These children can add an element of writing to the experience by creating lists of the names of the “always” foods they find in the reading material. They can either write the words themselves (using real or invented spelling) OR they can dictate the words to you to write down. Either way, be sure to talk with these children about letter names, sounds and words.

## Fruit in the Basket

(Infants - ❤️ 🍌 🗣️ 🗂️)

Materials:

Plastic fruits and vegetables OR **a real orange and apple**, basket

- Infants love to put things in and take things out. Putting fruit into a basket (either real or plastic) helps infants build fine motor control while using their senses. As you talk with the infant about the fruits, you will help him/her build receptive language skills and future vocabulary.
- Sit on the floor with the infant and the fruits plus basket. Pick up a piece of fruit from the basket and describe how it feels, looks and smells (if real). Invite the infant to hold the fruit, if appropriate. Repeat with each fruit until the basket is empty. Then, watch to see what the infant does. Does he/she put the fruit back into the basket? Describe his/her actions.

## Day 3 - Center/Small Group Activities

### Questions to Spur Thinking

- *Tell me about the “always” foods you found. Why are they “always” foods?*

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- *Which fruit that we used in our fruit salad is your favorite? Why do you like that one best?*

### Fantastic Fruit Salad

(Toddlers–4 years, 🍌 🗣️ ? ❤️ 🗣️ 🗂️ 😊)

Materials:

**Assorted fruits for making fruit salad** (your choice)\*  
 Large mixing bowl, serving spoon, small bowls  
 Paper plates, plastic knives, colander, paper towels

- Preparing food together is a wonderful way for you to engage in conversations with children as they also engage with one another. At the same time, preparing a food is an amazing sensory experience. During this experience, the children will also build fine motor control as well as practice following oral directions.
- Set out the fruit you chose to use for making fruit salad and put it on the table. As children choose to join you, invite them to describe what they see. Then, be sure to have the children wash their hands before making the fruit salad. As they do so, talk about why washing hands before preparing food is very, very important! Next, have the children help prepare the fruit for the fruit salad. Give children tasks based on their developmental levels (see below).
- Toddlers/Twos/Young Threes: These children can help wash fruits, like berries, and blot them dry with paper towels. They can also help peel bananas and slice them.
- Older Threes/Fours/Advanced Preschoolers: These children can use plastic knives to cut fruits like bananas and peeled apple slices. As they do so, incorporate math. Talk about the number of pieces of fruit they cut or even fractions (e.g., “You just cut that apple slice in half” or “Can you cut that peach into quarters?”)

### Your Own Activities

## DAY 4

**Unit:** Happy, Healthy & Safe

**Today's Focus:** The Importance of Exercise & Rest  
**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Are you prepared for an emergency? Do you have an emergency kit on hand? If not, take time to do so!

### Teaching Tip of the Day

Give yourself time each morning to gather materials before the children arrive. This small amount of preparation time will make your day go much smoother!

### Transition Time

Have the children do exercises as they move from activity to activity today.



**Get Moving!**

### **Exploring Together: Run and Relax**

(all ages, )

Materials:

Neil the Nurse puppet, upbeat music

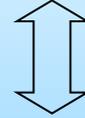
- Today the children will explore two activities that are essential for good health...exercise and rest. As children participate, they will build gross motor skills, engage with others and practice following directions. At the same time, the children will learn why rest is so important for their growing bodies.
- Start stretching. As children show interest, invite them to stretch with you. Talk about how your body feels when you stretch. Then, after a few minutes, start exercising with the children. Do simple exercises like running in place or touching your toes. Talk about how you are building strength and endurance as you exercise together. Then, after a few minutes, stop exercising and stretch again.
- As you stretch with the children, talk about why this is so important. Do any of the children know why it is important to stretch before and after exercise? Invite more verbal children to share. Then, have Neil the Nurse explain that our muscles are like rubberbands. When they are warm, they are much easier to stretch. This means that you are less likely to hurt your muscles if you stretch before and after exercising.
- Next, have the children lie down on their backs and invite them to close their eyes. As they do so, invite more verbal children to talk about how their bodies feel when they rest. Have Neil explain that resting is just as important as exercising for their bodies. Invite the children to talk about times when they rest each day (e.g., nap, bedtime). Are there other times during the day when they rest as well? When?

### Today's Vocabulary

Use some of these words in conversations with children today!

**exercise**   **muscles**   **strong**

**stretch**   **rest**   **grow**



**As younger children participate in activities today, model language by...**

- *Using words such as those listed above as children participate in today's activities.*
- *Describing children's actions as they ride on riding toys and pull wagons (p. 11)*
- *Talking with children as they make pillows (p. 11).*

### **Questions to Spur Thinking**

- *How do your muscles feel when you stretch them before exercise? How do they feel after you exercise?*
- *Why do you think it is so important to stretch before and after exercising?*
- *How do you think exercise helps you to be healthy?*
- *What exercises do you like to do?*
- *Why do you think rest is so important?*





Get Moving!

## Use Those Muscles

(Toddlers–4 years, 🗨️ ❤️ ? 🧠 😊 🖐️)

Materials:

Tricycles, riding toys, push toys and wagons

- Tricycles, riding toys, push toys and wagons all provide children with the opportunity to build large muscle skills and coordination. Playing with these types of toys also often requires sharing materials...which may be challenging for younger children. Make sure you have plenty of toys so everyone has something to ride, push or pull for this experience. Because different developmental levels will be able to do different activities with these materials, adjust and adapt the experience as needed.

- Toddlers/Twos/Young Threes: These children will probably not be able to pedal yet but can push and pull. They can also ride on toys that they push with their feet. As these children play, be sure to describe their actions as well as how they are helping their bodies by exercising.

- Older Threes/Fours/Advanced Preschoolers: These children may be working on learning to pedal OR may be proficient at this task. They should also be much better able to share materials. As these children ride, push and pull, take time to observe their actions. Now would be a great time to record an anecdotal note about each child's level of large muscle skills as well as his/her social skills (e.g., sharing materials, conversing with others, etc.).

## Day 4 - Center/Small Group Activities

### Questions to Spur Thinking

- *What muscle are you using as you (ride/push/pull)?*

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- *Tell me about the pillow you are making.*
- *Why do you think it is important to get enough rest?*

### Lie Down Your Head

(Toddlers–4 years, 🗨️ ? 😊 🖐️ 🧠 ❤️)

Materials:

**Materials for making pillows** (e.g., paper towels, polyester fiberfil OR facial tissues + clear or masking tape) OR...for Advanced Preschoolers...fabric scraps, yarn/thick thread, needles with large eyes

- Making a pillow is a fun way for children to not only build fine motor control, but to create a prop they can then integrate into dramatic play. During this activity, the children will also engage in conversations and learn more about why rest is so important. We are providing a more advanced version that you may want to use with children who have very strong fine motor control.
- Set out the materials listed above and invite those children who show interest to make a pillow they can use during resting time or at night. Give each child 2 squares of paper towel and provide access to polyester fiberfil OR facial tissues. First, have the children help tear (or cut) pieces of masking or clear tape. Attach these to the edge of the table to make access easy for little fingers. Then, help the children stack their paper towels and tape around 3 sides...leaving one side open. Then, they can fill the space between the towels with either fiberfil or facial tissues. Once filled, help each child tape the remaining side closed. The children can then use their pillows as they pretend to sleep. During the entire process of creating the pillows, be sure to talk about why rest is so important.
- Advanced Preschoolers: These children cut fabric into shapes to sew into pillows. They may choose any shape they want but will need 2 identical pieces. Then, help each child thread a needle and do a whip stitch around three sides, stuff the pillow with fiberfil or facial tissues and then sew the remaining side closed. Sewing is an activity that enhances eye-hand coordination in a big way!

Get Moving!

### Lift and Look

(Infants, 🗨️ 🧠 🎵 🖐️ ❤️)

Materials:

Rattle, small blanket

- Tummy time is so important for infants! It helps to build the muscles in the neck, shoulders and torso. This experience helps infant achieve this goal while adding a song to enhance language skills.
- Spread out the blanket and put the infant on his/her tummy. Sit in front of the infant and shake the rattle while singing the following song. Watch to see if the infant lifts his/her head to look at you and the rattle.

LIFT AND LOOK  
(tune: "Ten Little Indians")

Lift and look up here at me.  
Lift and look up here at me.  
Lift and look up here at me.  
I will smile at you!

*(when the infant looks up, smile at him/her)*

### Your Own Activities

## DAY 5

**Unit:** Happy, Healthy & Safe

**Today's Focus:** Emotional Wellness

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Make sure throw rugs have nonslip backing or a nonslip pad to prevent trips and falls.

### Teaching Tip of the Day

Keep learning yourself! The internet contains a wealth of information about early childhood education and child development.

### Transition Time

Sing the song, "Sometimes I Feel Happy" (p. 32) as the children move from activity to activity today.

Get Moving!

### Exploring Together: Everyone Has Emotions

(all ages, 😊 🙌 ❤️ 🗣️ ❓ 🎵 🖋️ 🗣️)



Materials:

☐ Neil the Nurse puppet

- Emotional wellness is just as important as physical wellness. In fact, the two go hand-in-hand. It is also important for you to know, as an educator, that emotion overrides intellect. This means that if a child is upset or sad, he/she will not be able to absorb or learn new information. It is important for you to keep this in mind as you work with the children in your group. This experience also helps children begin to label their emotions with words. Nonverbal children will use their facial expressions as well as body language to convey how they feel. Everyone will practice learning why it is important to respect another person's feelings.
- Sit on the floor with the Neil the Nurse puppet and pretend you are talking to him. As children become curious, invite them to join you. When they do so, explain that Neil is feeling a little sad today because he misses his grandmother who lives far away. Invite the children to share about a time when they felt sad. Use this to introduce the concept of feelings and emotional wellness.
- To help the children learn more about feelings and emotions, sing the song, "Sometimes I Feel Happy" (p. 32) and invite the children to participate in the motions and by suggesting different endings for each verse. Nonverbal children can do the motions and will build background knowledge as well as new vocabulary by listening to more verbal children as they participate.
- **EXTENSION:** Meditation has been proven to be very beneficial for our emotional well-being. To teach children how to meditate (or learn yourself), check out YouTube. There are many videos available. Here is just one option: <https://www.youtube.com/watch?v=tVM9JKbl1qU>

### Today's Vocabulary

Use some of these words in conversations with children today!

**feelings**    **emotions**    **wellness**  
**respect**    **kindness**    **expression**



**As younger children participate in activities today, model language by...**

- *Saying the words listed above as children complete activities.*
- *Talking with children as they work Feeling Faces Puzzles (p. 13).*
- *Engaging children in conversations as they create I Feel... Art (p. 13)*

### Questions to Spur Thinking

- *What do you think we could do to make Neil feel better?*
- *Why is it important to let others know how you are feeling?*
- *How do you show someone you are happy?*
- *How do you think someone might be feeling if they have their arms crossed like this (demonstrate)?*
- *What things make you happy? Sad? Frustrated? Worried?*



## Day 5 - Center/Small Group Activities

### Feeling Faces Puzzles

(Toddlers–4 years, ♥ 🖐️ ? 😊 🗣️ 🗣️)

Materials:

- ❑ **Feeling Faces Puzzles** - To make, draw simple faces showing different emotions (happy, sad, worried, frustrated) on large, white paper plates. Make more than one face for each emotion if you have a larger group. Cut each face in half in a different fashion (like puzzle pieces).
- Working puzzles helps children practice fine motor control and problem-solving skills. At the same time, puzzles are also an excellent tool for helping children practice persistence. These puzzles, because they depict emotions, open the door for more discussions about feelings and emotional wellness.
- Set out the prepared Feeling Faces Puzzles and, as children show interest in this material, invite them to work the puzzles. As the children do so, talk with them about the faces they see on the puzzles they work. Which feelings are more verbal children able to identify? When do they feel the same as the feelings depicted on the puzzles?
- **Advanced Preschoolers:** These children can make their own Feeling Face Puzzles by drawing faces on large white paper plate and then cutting them into pieces. Because this group is more advanced, they should be able to work puzzles that have 4 to 6 pieces instead of just two. In addition, these children, because they are more verbal, can model language for nonverbal children as they engage in conversations with you as well as their friends.

**\*\*SAVE FOR DAY 10\*\***

### Happy Face Fingerpaint

(Infants, 🗣️ 🗣️ 🖐️ 🖐️ ♥)

Materials:

- ❑ **Fingerpaint paper cut into a circle with a happy face drawn on it with a permanent marker** (adult use only)
- ❑ Fingerpaint, damp sponge, tape
- Fingerpaint is fun for infants! Just make sure they do not put the paint in their mouths. Creating a happy face on the fingerpaint paper creates a “talking point” for you as you engage with the infant. This is an excellent way to help the infant build receptive language skills.
- Use tape to attach the prepared circle-shaped fingerpaint paper to the infant’s high chair tray. Then, dampen the paper and add fingerpaint. Watch to see what the infant does and describe not only his/her actions, but the color of the fingerpaint as well as the happy face on the paper. Be sure to show the infant your “happy face” as you interact together

### Questions to Spur Thinking

- *Which Feeling Face Puzzle shows how you are feeling right now? Why did you pick that face?*

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- *How do you feel when you look at your painting?*

### I Feel... Art

(Toddlers–4 years, 🗣️ ♥ ? 🖐️ 🖋️ 🗣️ 😊)

Materials:

- ❑ Large sheets of white paper, paint in shallow cups
- ❑ Paintbrushes (thick and thin)
- ❑ Cups of water for washing brushes, paper towels
- ❑ **OPTIONAL:** Easel
- Art is a wonderful way for children to express their feelings and ideas. More verbal children can share how their art makes them feel while nonverbal children show you how their art makes them feel through nonverbal communication (e.g., smiling, frowning, etc.). In addition, as the children paint, they also develop fine motor skills as well as exposure to colors.
- Who wants to paint? Chances are good...everybody! Children generally love painting and it is such a wonderful, open-ended experience for them. Set out the paper, paint and other materials listed above and invite interested children to paint. Because different developmental levels will approach this experience differently, we are providing options.
- **Toddlers/Twos/Young Threes:** For this group, provide paintbrushes with large handles. As these children paint, describe the colors they choose to use as well as any new colors that appear as the paints mix. After each child finishes painting, invite the child to show you (nonverbally) how painting makes him/her feel.
- **Older Threes/Fours/Advanced Preschoolers:** These children can choose between small and large paintbrushes. In addition, they should be able to describe the colors of paint they choose to use as well as tell you how painting makes them feel.

### Your Own Activities

## DAY 6

**Unit:** Happy, Healthy & Safe

**Today's Focus:** Taking Care of Our Teeth & Gums  
**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Teaching children to take deep, belly breaths when they are upset is a good way to help them relax.

### Teaching Tip of the Day

Make sure to change out the books in your reading/library area frequently. This will help to build interest in books and reading.

### Transition Time

Chant the action rhyme, "Brush and Floss" (p. 32) as the children move from activity to activity today.



### Exploring Together: Brush & Floss

(all ages, )

Materials:

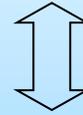
- Neil the Nurse puppet
- Toothbrush, toothpaste (keep out of the reach of children), dental floss

- Taking care of your teeth and gums is an important part of staying healthy. Some children in your group may have visited a dentist but others (particularly those who are younger) probably have not. Regardless, it is important for all children to understand the importance of taking care of their teeth and gums and how, as they grow older, this becomes their responsibility. This experience uses an action rhyme to engage the children while opening the door for them to learn more about dental health. At the same time, the experience will challenge children to build both expressive and receptive language skills as they practice self-care.
- Sit on the floor with Neil the Nurse and the other items listed above. Pretend to brush your teeth with the toothbrush. As children show interest, invite them to join you and Neil. Encourage more verbal children to name the items you have as well as what they are used for. Then, invite the children to talk about how they take care of their teeth. Nonverbal children will learn by listening to more verbal children.
- Next, introduce the action rhyme, "Brush and Floss" (p. 32) and encourage the children to participate in the motions as you say the words. More verbal children can say the words as well once they know the rhyme.
- **EXTENSION:** Here is a short video about a little girl's first trip to the dentist <https://www.youtube.com/watch?v=-pDzpWNGQM> There are other options out there! Pick one you think would work best for your group.

### Today's Vocabulary

Use some of these words in conversations with children today!

**dentist**    **teeth**    **brush**  
**gums**    **bacteria**    **cavities**

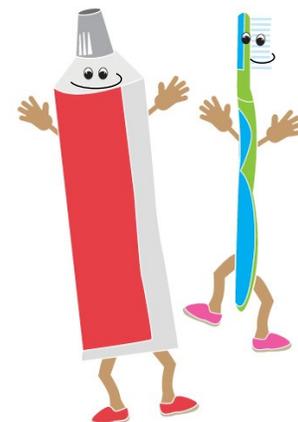


**As younger children participate in activities today, model language by...**

- *Using the words above as the children complete the day's activities.*
- *Talking with children as they pretend to brush teeth (p. 15).*
- *Engaging children in conversations as they participate in an eggshell experiment (p. 15).*

### Questions to Spur Thinking

- *When do you use a toothbrush and toothpaste?*
- *Why do you think it is so important to brush your teeth after eating and before bed?*
- *Who do you know that flosses his/her teeth?*
- *Why do you think flossing is so important?*
- *What do you think would happen if you did not brush your teeth?*



## Brush, Brush, Brush!

(Toddlers–4 years, 😊 ❤️ 🗣️ ? 🙌 🗣️)

Materials:

- Old toothbrushes** (sanitized) **OR several inexpensive new toothbrushes** (e.g., from the dollar store)
  - Styrofoam egg carton** (wash and cut so each child has at least 2 sections)
  - Washable marker, container of water, paper towels
- During this experience, the children will build fine motor control as they practice using toothbrushes. Just be sure to emphasize to the children that these are not toothbrushes they are going to use on their teeth but instead for practice. As the children participate in this experience, they will also develop problem-solving skills and learn more about how a toothbrush is really a tool.
  - Set out the materials you gather ahead of time and watch to see which children choose this experience. You will need to adapt and modify it for different developmental levels. See options below.
  - Toddlers/Twos/Threes: Ahead of time, draw on the tops and sides of the Styrofoam egg cartons with brown or black washable marker. Then, describe what happens as the children brush off the “plaque and bacteria.”
  - Fours/Advanced Preschoolers: These children can use the washable black/brown markers to create their own “bacteria and plaque” on the egg carton sections. Then, they can use the toothbrushes and water to brush the bacteria and plaque away. This group should be able to engage in back-and-forth conversations with you about why brushing and flossing is so important as they play.

## Clean Your Teeth

(Infants - ❤️ 🗣️ 🎵 🗣️)

Materials:

- Washcloth OR gauze OR infant toothbrush & toothpaste
- It is VERY important to take care of baby teeth! This experience provides you with a song to sing as you wipe or brush each infant’s teeth. To learn more about caring for an infant’s teeth, check out this link: <http://www.webmd.com/parenting/baby/caring-babies-teeth#1>
  - Sing the following song as you wipe the infant’s gums/teeth with either a damp washcloth OR brush using a grain of rice amount of toothpaste on a toothbrush designed for an infant/toddler.

CLEAN YOUR TEETH  
(tune: “Mary Had a Little Lamb”)

Now I’m going to clean your teeth,  
Clean your teeth, clean your teeth.  
Now I’m going to clean your teeth,  
Open wide for me.

## Day 6 - Center/Small Group Activities

### Questions to Spur Thinking

- *What do you think would happen if you did not brush the plaque and bacteria off your teeth?*
- *What do you think is going to happen to the eggshell?*

### What Will Happen?

(Toddlers–4 years, 🙌 ❤️ ? 🗣️ 🗣️ 😊 🗣️)

Materials:

- 2 hard-boiled eggs**
  - Sugary cola drink** (e.g., Coke®) and water
  - 2 clear plastic cups, spoon
  - White paper, crayons/markers
- This experiment will help children see first-hand what happens to the enamel on their teeth if they do not brush. It also opens the door for children to make predictions. More advanced children will draw pictures and write text to share their predictions with others.
  - Set out the materials listed above and watch to see who chooses to join you. Show the children the hard-boiled eggs and explain that the eggshell is similar to the enamel (hard outside layer) of their teeth. Then, show the children the two clear plastic cups. Pour some sugary cola drink into one cup (about 2/3 full) and water into the other cup. Challenge the children to predict what they think will happen to the eggshell on each egg if it sits in the cola/water overnight. The children can share their ideas.
  - The next day, use a spoon to remove each egg from the cup. What happened? The eggshell on the egg that was in the sugary cola should be a brown color. The egg in the water should still be white. In simplistic terms, explain that the acid and the sugar in the soda “eats” into the eggshell...just like it would on their teeth if they did not brush it away. Then, they could get a cavity! What are the children going to do to prevent this from happening?
  - Advanced Preschoolers: These children can write, and draw, their predictions before the experiment begins and then compare the results to their predictions at the end.

### Your Own Activities

## DAY 7

**Unit:** Happy, Healthy & Safe

**Today's Focus:** Police Officers Keep Us Safe

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Do your older children know when it is appropriate to call 911? If not, make sure you practice this skill!

### Teaching Tip of the Day

Switch out the toys that are available to the children. Putting toys away for awhile makes them "new" when you get them back out.

### Transition Time

Have the children hold paper plates (as steering wheels) as they "drive" safely from one activity to the next today. You can pretend to be the police officer and look out for reckless drivers. 😊



### Exploring Together: Learning about Police Officers

(all ages, 🗨️ 🖐️ ❤️ 🔑 ? 🌐 🖋️ 😊)

Get Moving!

Materials:

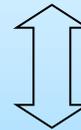
- Neil the Nurse puppet
- Picture of a police officer** (printed from the Internet) OR from a book (see Book List, p. 30 for suggestions)
- Large paper plate for each child

- Police officers work hard to keep our communities and cities safe. Children need to understand that police officers are also people they can trust to help them if they are ever lost. As children participate in this activity, they will also develop gross motor skills as they engage in dramatic play. Part of this experience also reinforces, for more advanced children, how following the rules is a responsibility all citizens must assume.
- Sit on the floor with Neil and the picture of the police officer OR book. Look at the police officer with the puppet and, as children become curious, invite them to join you. What do they know about police officers? What would they like to learn? The answers to these questions will help you guide the experience.
- Next, share a little bit about the many aspects of a police officer's job. Focus on how police officers help us to stay safe by making sure that people follow the rules...including the rules of the road. Then, give each child a large paper plate that he/she can pretend is a steering wheel. Have the children pretend to "drive" by holding the plate and moving around the room. You can pretend to be the police officer, giving the children directions to follow such as, "Sarah...you are driving a little too fast. You better slow down" or "Jose...that is perfect! You are driving just at the right speed. Keep it up!"
- Once the children understand how to play the game, more verbal ones can take turns pretending to be the police officer and giving the other children feedback on their driving skills.

### Today's Vocabulary

Use some of these words in conversations with children today!

**police officer rules safe**  
**community siren badge**

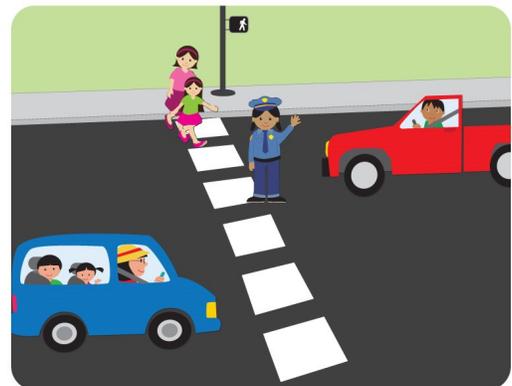


**As younger children participate in activities today, model language by...**

- Using the words such as those listed above during Circle Time and throughout the day.
- Describing children's actions as they drive toy vehicles in sand (p. 17).
- Naming colors, shapes, numerals or letters as children work with the Badge Match Game (p. 17).

### Questions to Spur Thinking

- What do you know about police officers?
- What would you like to learn?
- Where have you seen a police officer in our community?
- Why do you think police officers must make sure driver's follow the rules?
- What do you think you would like about being a police officer?
- How do police officers help to keep us safe?



## Day 7 - Center/Small Group Activities

### Badge Match Game

(Toddlers–4 years, 🗨️ 😊 ❤️ 1 📄 🔍 ? 🖐️)

Materials:

- Badge Match Game** - See options on p. 32. Prepare the option, or options, you feel would work best for your group ahead of time.
- While it does take time to create a game like this one, it is time well spent! The children can use this type of material independently once they know how it is meant to be used. While playing the game, the children will either practice matching colors, shapes, numerals or letters. This is an excellent way for them to build visual discrimination skills, practice persistence and enhance fine motor control.
- Set out the Badge Match Game and, as children show interest, invite them to play it with you. Initially, you will need to show them how to play by either matching the colors, shapes, numerals or letters on the badges. Once the children know how to play the game, they can play on their own.
- Toddlers/Twos/Young Threes:** These children will probably be most ready to match colors or shapes. Hold up one of the badges and challenge the children to find one that looks like it. Repeat, until all of the badges are matched. Be sure to name the color, or shape, while doing so.
- Older Threes/Fours/Advanced Preschoolers:** These children could match colors or shapes but will probably be ready to match numerals and/or letters as well. As they do so, see how many letters or numerals they can name independently. Now would be a great time to record an anecdotal note. **SAVE FOR DAY 10.**

### The Siren on the Police Car

(Infants, 🗨️ 🔍 🖐️ 🎵 ❤️)

Materials:

- None needed
- Songs are a fun way for infants to build language skills. Incorporating hand motions makes the experience more engaging and helps the infant to build coordination.
- Sit on the floor and hold the infant in your lap, facing you. Sing the following song and clap your hands together with the infant's as you sing.

THE SIREN ON THE POLICE CAR  
(tune: "The Wheels on the Bus")

The siren on the police car goes, "Woo! Woo! Woo!  
Woo! Woo! Woo!  
Woo! Woo! Woo!  
The siren on the police car goes, "Woo! Woo! Woo!"  
All around the town.

### Questions to Spur Thinking

- How could you tell when your badges matched?
- Why do you think police officers have badges?

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- Why do you think it is so important for grown-ups to obey the traffic rules when driving?

### Sandy Roads

(Toddlers–4 years, 😊 ? 🔍 🖐️ ❤️ 🗨️)

Materials:

- Sand table, sand box or container of sand
- Toy vehicles, sand shovels, water
- Playing with toy vehicles in the sand is a different sensory experience than playing with them inside on a carpeted or wooden floor. During this activity, the children will not only play with toy vehicles, they will also construct roads. Then, as they drive their toy vehicles on their roads, you can engage the children in conversations about police officers and traffic laws.
- Add toy vehicles to the sand box, sand table or a container of sand. Make sure to add water and sand shovels as well. The children can then use these materials, if desired, to build roads for the vehicles. They will need to problem-solve as they do so as well as potentially share materials.
- As you observe and engage the children in conversations, talk about the roads the children are building as well as the "rules" of their roads. What rules might a police officer enforce on the drivers that use their new roads? Why would those rules be important?
- Advanced Preschoolers:** These children should be able to engage in back-and-forth conversations with you as they play. They should also be able to use sand shovels and toy vehicles with a good degree of control.

### Your Own Activities

## DAY 8

Unit: Happy, Healthy & Safe

Today's Focus: Firefighters Help to Keep Us Safe

Developmental Areas Addressed Today:



### Be Healthy & Safe!

If a child arrives in the morning and is "out of sorts," be sure to ask the parents/caregivers when he/she went to bed. Lack of sleep may be to blame and an early nap may be in order.

### Teaching Tip of the Day

Keep art supplies available to children at all times. Creating art is a wonderful experience that addresses many developmental areas.

### Transition Time

Have the children pretend to drive firetrucks as they move from activity to activity today. Wee woo!

### Exploring Together: Fantastic Firefighters

(all ages, 😊 🗣️ 🙋 ? 🌍 ❤️)

Materials:

- Neil the Nurse puppet
- Toy firetruck

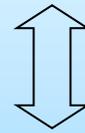
- Firefighters are extremely brave individuals who work hard to keep us safe from fire each and every day. Many children are fascinated with firefighters and firetrucks. If you have the option, plan a field trip to visit your local fire station to give the children an unforgettable experience as a follow-up to this activity. As children participate in this experience, they will build background knowledge about firefighters and fire safety while also honing visual discrimination skills.
- Sit on the floor with Neil and the toy firetruck. Play with the truck and, as children show interest, invite them to join you. Talk with these children about firefighters and firetrucks. What do they know about this community helper? How do firefighters help to keep us all safe? Perhaps some of the children may have seen firefighters in action, either in real life or on TV. If so, encourage these children to share their experiences.
- Next, introduce the tools you have in your home to keep everyone safe from fire including smoke detectors and fire extinguishers. Do any of the children know what these fire safety devices look like? Invite them to share and then go on a Fire Safety Hunt! See if the children can find your smoke detectors and/or fire extinguisher. Why are these tools so important to have in your home? Why is it important to test them to make sure they are working properly?
- After finding the smoke detector, test it! Warn the children ahead of time that a smoke detector is very, very loud because it needs to wake people up at night to alert them there is smoke and heat in the house. Some children may want to cover their ears while you test the detector. Share why testing is so important! Then, practice a fire drill with the group so the children know what to do if the smoke detector ever goes off.

### Today's Vocabulary

Use some of these words in conversations with children today!

**firefighter firetruck ladder**

**fire extinguisher smoke detector**

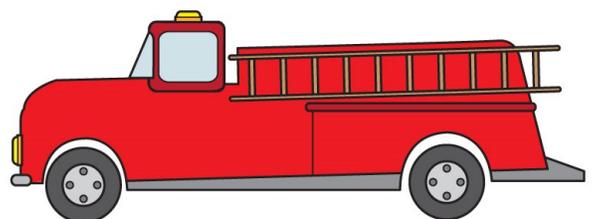


**As younger children participate in activities today, model language by...**

- *Using the words, such as those listed above as children complete today's activities.*
- *Describing patterns as children work with the Staying Healthy Patterning Teaching Tool (p. 19).*
- *Engaging children in conversations as they pretend to be firefighters fighting fires (p. 19).*

### Questions to Spur Thinking

- *What do you know about firefighters?*
- *Where might we see a firefighter in our community?*
- *What types of things do you think a firefighter does in his/her job?*
- *Would you like to be a firefighter? Why or why not?*
- *Why do you think smoke detectors are so important?*
- *What would you do if you heard a smoke detector going off in your home?*



## Day 8 - Center/Small Group Activities

### Let's Practice Patterning

(Toddlers–4 years, 🗨️ 😊 🖐️ ① ? 🔑 ❤️)

Materials:

- ❑ **Staying Healthy Patterning Teaching Tool** (see preparation directions on p. 31)
- During the course of this unit, the children have been exposed to a wide variety of things they can do to stay safe and healthy as well as people who help them achieve this goal. Today, they will utilize this knowledge and a hands-on material to practice copying, extending and maybe even creating patterns. As the children participate, they will build visual discrimination skills, practice problem-solving and develop fine motor control.
- Set out the Staying Healthy Patterning Teaching Tool. Because different developmental levels will approach this experience differently, we are providing levels.
- Toddlers/Twos/Young Threes: These children can build vocabulary as they learn to copy a pattern. Put out one of the pattern strips and talk about the pictures you see. Then, point to first picture and have the children find a card that matches to put on top or below the picture on the strip. Repeat until the pattern is complete and then do another strip.
- Older Threes/Fours/Advanced Preschoolers: These children can not only copy the patterns on the strip but also extend them (by placing the cards at the end) and using them to create their own patterns. In addition, these children should be able to engage in back-and-forth conversations as they work with the pattern strips and cards about staying healthy and safe. Your most advanced children may even want to create their own pattern strips and cards to add.

### Push that Firetruck

(Infants, 🗨️ 🔑 🖐️ 🎵 ❤️)

Materials:

- ❑ Toy firetruck
- Infants learn about their world through exploration and by listening to you talk. This experience invites infants to explore a toy firetruck while you describe it and sing a song. In the process, the infant will also build receptive language skills and learn more about firefighters.
- Sit on the floor with the firetruck and hold the infant in your lap or have him/her sit beside you on the floor. Push the firetruck back and forth as you describe it. Then, sing the following song.

PUSH THE FIRETRUCK  
(tune: "The Farmer in the Dell")

Push the firetruck.  
Push the firetruck.  
The wheels go 'round and 'round and 'round;  
Push the firetruck.

### Questions to Spur Thinking

- Tell me about the pattern you created.
- What do you think you would like about being a firefighter? What wouldn't you like?
- Why do you think firefighters are brave?



### I Am a Firefighter

(Toddlers–4 years, 🖐️ 🗨️ 😊 ❤️ 🎨 ? 🔑)

Get Moving!

Materials:

- ❑ **Props to role-play firefighters** (firefighter hats, old vacuum cleaner hose or piece of flexible tubing, riding toys, etc.)
- Dramatic play is so important for young children! It provides them with the opportunity to not only show what they know through play, it also helps them to build motor skills, engage with others and use actions to share ideas.
- Set out the materials listed above and invite interested children to use them to pretend to be firefighters. The children may choose to put the props on and then fight fires, rescue people or pets or even teach others about fire safety.
- As you observe and engage with children, be sure to ask plenty of open-ended questions to challenge more verbal children to build expressive language skills. Just keep in mind that for nonverbal children, you will want to describe their actions instead. This will help them absorb language as they listen to you talk and expand their future vocabulary.
- Advanced Preschoolers: These children will more than likely engage with others as they play. For instance, some of the children may pretend to be firefighters while other children may pretend to be people in trouble that need help.

### Your Own Activities

## DAY 9

Unit: Happy, Healthy & Safe

Today's Focus: Being Responsible & Staying Safe  
Developmental Areas Addressed Today:



### Be Healthy & Safe!

Be a safety role-model! Children are always watching and learning. For instance, turn pot handles toward the back of the stove and always use your turn signal when driving.

### Teaching Tip of the Day

Did you know that many companies have helpful training videos and information about child development available on YouTube? Check it out! You will probably be surprised at what you find.

### Transition Time

Have the children name something they will do to stay healthy and safe before moving from activity to activity today.

### Today's Vocabulary

Use some of these words in conversations with children today!

**responsibility**      **safety**  
**rules**                **hold**                **hands**



**As younger children participate in activities today, model language by...**

- *Using words such as those above during daily activities.*
- *Reciting the actions rhyme, "When You Cross the Street" as you practice crossing the street with the children (p. 21).*
- *Discussing safety rules as children practice using scissors (p. 21).*



### **Exploring Together: I Will Be Safe**

(all ages, ☺ ♥ 🔑 ? 🖐️ 📖 🗨️)

Materials:

☐ Playground ball

- Even young children have a responsibility to stay safe by following simple rules in your program, at home and when out and about in the community. For instance, children must remember not to run when inside (so they do not fall or cause someone else to), to use scissors carefully and correctly and to hold hands with an adult when crossing the street. Today, the emphasis will be on helping children realize what it means to be responsible through the use of a group game. Nonverbal children will learn by listening to more verbal children share their ideas with you.
- Who wants to play a game? Pose this question to the children and invite those who show interest to join you. Have the children sit in a large circle and then roll the ball back and forth. Once the children get this down, introduce the game, "I Will Be Safe."
- To play the game, have the children roll the ball back and forth. Then, when you say, "Stop!" the children should stop rolling the ball. The child holding the ball must say something he/she is going to do to stay healthy and/or safe. For instance, he/she might say, "I am going to eat more vegetables" or "I am always going to hold an adult's hand when I cross the street." If a nonverbal child ends up holding the ball, you (or a more advanced child) and suggest something that child can do to stay healthy or safe and he/she can nod his/her head instead. Continue to play the game for as long as the children show interest.
- **EXTENSION:** Have more advanced children create books of things they can do to stay safe and healthy. They can draw pictures and write words. This is a meaningful way for you to talk about letters, letter sounds and words.

### **Questions to Spur Thinking**

- *What things do you do each day to stay healthy?*
- *What things do you do each day to stay safe?*
- *What does it mean to be responsible?*
- *Why is it important for you to be responsible about staying healthy and safe?*
- *Who can help you remember how to stay safe and healthy?*





## Scissor Safety

(Toddlers–4 years, )

### Materials:

- Scrap paper and/or old newspapers
- Child-safe scissors (loop scissors for toddlers/twos...if available)
- Cutting practice paper** - For children who are ready to cut on a line, draw zigzags, curves, etc. on white paper with a marker. Make an assortment.

- Learning to use scissors not only requires fine motor control, it also requires understanding how to use this tool safely. When children are using scissors, you will want to stay nearby to not only supervise, but also to evaluate each child's degree of fine motor coordination. Keep in mind that cutting is just like any other skill...it requires time and practice.
- Set out the materials listed above as well as the scissors. As children choose this experience, invite them to practice cutting. As they do so, be sure to review the safety rules regarding scissors (e.g., scissors stay at the table, only cut paper or other art supplies, never point scissors at another person, etc.). Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Young Threes: These children would benefit from using loop scissors...which makes cutting easier. In addition, you may find you need to place your hand over the children's hands to help them learn the "open and shut" movement involved with cutting.
- Older Threes/Fours/Advanced Preschoolers: These children may, or may not, be able to cut with control. For those that are more advanced, they can attempt to cut on the different lines drawn on the cutting practice paper. Be sure to talk with the children about responsibility for using scissors properly as they participate in this activity.

## Do Not Eat It

(Infants, )

### Materials:

- Playdough

- You might think that responsibility is a big concept for infants but really it is not. For an infant, just learning what "No" means is learning responsibility. Playing with playdough is a great sensory experience for infants but also one that requires them to not put the playdough in their mouths.
- Put the infant in his/her high chair and place a ball of playdough on the tray. Watch to see what the infant does. Describe both his/her actions as well as how the playdough looks, feels and even smells. If the infant attempts to eat the playdough, simply say something like, "No...playdough is not for eating. It is for playing with with your hands." Be sure you tell the infant what he/she should do with the playdough, not just what he/she should not do as he/she plays.

## Day 9 - Center/Small Group Activities

### Questions to Spur Thinking

- *Why do you think scissors should stay at the table?*

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- *What will you remember to do the next time you need to cross the street with a grown-up?*



## Crossing the Street

(Toddlers–4 years, )

### Materials:

- Blue painter's tape (if inside) OR sidewalk chalk (if outside)
- Crossing the street can be very dangerous if not done properly. Teaching children to hold an adult's hand is a simple way to help them stay safe when crossing any street. This experience utilizes a rhyme to help children remember to always hold a hand when crossing the street and to look both ways as well.
- Use blue tape to make a "street" on the floor (test the surface first) OR draw a "street" outside with sidewalk chalk. Chances are good the children will become curious and want to know what you are doing. Explain that the tape (or chalk) is a street and they are going to practice crossing it.
- Have the children line up on one side of the "street" with you and then chant the rhyme, "When You Cross the Street" (p. ??) as you carefully look both ways and then move across. Once the children learn the rhyme, they can recite it with you as you practice crossing the "street" several times.
- Advanced Preschoolers: These children can take an active role by holding hands with younger children. In addition, if desired, you might want to have these children pretend to be driving vehicles on the "street." Then, they can practice stopping for pedestrians!

### Your Own Activities

## DAY 10

**Unit:** Happy, Healthy & Safe

**Today's Focus:** Wellness Day!

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Never, ever leave the children unattended...not even for a second!

### Teaching Tip of the Day

Use your smartphone or a digital camera with a video feature to record the children as they engage in experiences. Add these video clips to each child's portfolio.

### Transition Time

Have the children sing some of their favorite songs from this unit while moving from activity to activity today.

### Exploring Together: Wellness Day

(all ages,         

Materials:

- Books about nurses, doctors, dentists, police officers and firefighters (see Book List, p. 30 for suggestions)
- Feeling Face Puzzles (from p. 13)
- Badge Match Game (from p. 17)
- Today is Wellness Day! This is a day to celebrate health, safety and wellness. Choose the activities below that you think will work best for your program and feel free to add others you think your children will enjoy.
- Who Keeps Me Healthy & Safe? - Put out an assortment of books about the many community helpers who help to keep us safe and healthy. As the children look at the books, talk with them about these helpers. Ask plenty of open-ended questions as well. The children may ask you to read one, or more, of the books. If so, be sure to do so but stop frequently to ask, and answer, questions.
- Feeling Face Puzzle Fun – Once again, when you take the time to create a material, like this one, it is important to use it multiple times with the children. Repetition allows children to scaffold and build upon their existing knowledge and take learning in new directions. As the children work the puzzles, be sure to talk about feelings and emotions. Remind the children that sharing their feelings is an important part of wellness.
- Badge Match Game - Set out the Badge Match Game and invite children to play it with you or independently (based on their developmental levels). As the children match the badges, be sure to talk with them about police officers. What do the children remember about how police officers keep them safe?

### Today's Vocabulary

Use some of these words in conversations with children today!

**healthy**   **safe**   **rules**  
**choices**   **responsibility**



**As younger children participate in activities today, model language by...**

- *Saying the words listed above as children complete activities during the day.*
- *Talking with children as they work with the Staying Healthy Patterning Teaching Tool (p. 23).*
- *Writing down what children say as they share what they are going to do to stay healthy and safe (p. 23).*

### Questions to Spur Thinking

- *How do you parents/caregivers help to keep you safe?*
- *What community helpers help to keep us all safe in our town/city?*
- *What does your face look like when you are happy? Sad? Frustrated? Worried?*
- *Why do you think it is important to share your feelings with others?*
- *If you were a police officer, what would you do to keep people safe?*



## Day 10 - Center/Small Group Activities

### Pattern, Pattern, Pattern

(Toddlers–4 years, ♥ 😊 🖐️ ❶ ? 🗣️)

Materials:

Staying Healthy Patterning Teaching Tool

- Copying, extending and creating patterns are skills that that lots of practice! Today the children will use the Teaching Tool to help them practice these skills. Feel free to adapt and modify the experience based on the developmental levels in your group. In addition, this is an excellent opportunity for you to reinforce and expand the children's vocabulary as it relates to health, safety and wellness.
- Set out the pattern strips and cards for the Staying Healthy Patterning Teaching Tool. Watch to see which children choose this activity and then engage them in conversations. Talk about the pictures featured on the strips/cards and how they relate to health, safety and wellness. Then, challenge the children to use the strips and cards to practice copying and extending patterns. Remember...you will need to adapt and modify this part of the experience for different developmental levels. See p. 32 for suggestions on how to do this.
- Advanced Preschoolers - These children should be able to copy and/or extend patterns independently. They may even be able to use the cards to create new patterns. Also, this group should be able to explain how the items featured on the strips/cards relate to health, safety and wellness. If appropriate, you might even want have these children act as "teachers" for the younger ones.

### So Many Songs

(Infants, 🗣️ 🎵 📖 ♥)

Materials:

None needed

- Rhymes and songs are excellent tools for helping infants build language and vocabulary skills. Reciting rhymes and singing songs repeatedly helps build exposure to language in a fun way.
- Hold the infant in your lap and sing some of the infant's favorite songs from this unit. See pages 5, 11, 15, 17 and 19. In addition, feel free to incorporate any songs from the Exploring Together experiences as well.

### Questions to Spur Thinking

- *Tell me about the patterns you are copying/ extending/creating.*

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- *What are you going to do to stay healthy & safe?*



### Write to Share

(Toddlers–4 years, ♥ 😊 🖐️ 🖋️ 📖 🗣️)

Materials:

White paper  
 Crayons/markers

- This experience challenges more advanced children to use writing and/or drawing to share their ideas with others. This is a very important concept for young children...that your ideas can be written down in words or drawn in pictures. Just keep in mind that your younger children will not understand this concept...which is OK. Instead, they will benefit by developing fine motor control while using writing/drawing tools and listening to others engage in conversations.
- Set out the white paper and crayons/markers. Invite the children to use these materials to write/draw about what they plan to do to keep their bodies strong, healthy and safe. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Threes: These children will probably simply scribble on the paper. As they do so, just take time to talk about how important it is to eat healthy food, get plenty of exercise and follow safety rules.
- Fours/Advanced Preschoolers: These children can write (or dictate to you) the things they plan to do to keep their bodies strong, healthy and safe. As they do so, be sure to talk about letter names, letter sounds and words. They can then draw pictures to accompany their writing. Once finished, have each child "read" his/her writing to the entire group.

### Your Own Activities

# School-Age Activities

## Doctors & Nurses Help to Keep Us Well

If you have school-age children in your care, use these experiences with them as desired. Most require little preparation and can be implemented with just a few children. In addition, all of them can be extended to last more than one day.

### Doctor! Doctor!



### Get Moving!



#### Materials:

- Books about doctors and nurses (see Book List, p. 30)
- Jump ropes (1 per child) OR one long jump rope

- This experience builds upon the children's existing knowledge about doctors and nurses. Through discussion and an action rhyme, the children will build coordination while learning more about doctors.
- Set out the books about doctors and nurses. Invite interested children to read them. As they do, talk about their own experiences with doctors and nurses. How do doctors and nurses help to keep them healthy?
- Next, introduce the action rhyme, "Doctor! Doctor!" (p. ??). Give each child a jump rope and encourage him/her to jump as you say the rhyme. If you have a one long jump rope instead, choose a child to help you turn it while the other children take turns jumping. Keep changing which child helps turn the rope so everyone gets a turn.
- **EXTEND FOR ANOTHER DAY:** Have the children work together to create a new action rhyme title, "Nurse! Nurse!" They can make up the words and then jump to their new rhyme.

### Questions to Spur Thinking

- *What do you know about doctors and nurses?*
- *How do doctors and nurses help to keep us healthy and well?*
- *What types of subjects do you think a doctor or nurse needs to study in school?*
- *Would you like being a doctor or nurse? Why or why not?*

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- *What do you know about yoga?*
- *Do any members of your family do yoga? Who? What do you think they like about doing yoga?*
- *How does your body feel after doing yoga?*
- *How does your mind feel?*

### Stretch and Relax



### Get Moving!

## Yoga is Good for Your Mind & Body

#### Materials:

- Access to a computer or tablet with internet access

- Yoga is a wonderful way for children to not only strengthen their core but also to learn how to breathe deeply and relax. If you are not familiar with yoga or just need help teaching children how to do some simple poses, the internet is a wonderful resource. Here is one option from YouTube you can use for this experience but there are many, many others: [https://www.youtube.com/watch?v=EmeTZGr\\_R5Q](https://www.youtube.com/watch?v=EmeTZGr_R5Q)
- Who wants to do some yoga? Pose this question to the children and invite those who respond to join you. Before you begin, ask questions to judge what the children already know about yoga and why it is so good for both the mind and body. Then, turn on your choice of a children's yoga video OR you can conduct your own yoga session. After the session is over, invite the children to talk about how they feel. How does their body feel? How does their mind feel? Hopefully both feel great!
- **EXTEND FOR ANOTHER DAY:** Choose a different yoga video to do each day (or every other day). As the children become more familiar with yoga, encourage them to incorporate it into their daily routine. They may want to start doing some yoga poses before bed to help them relax or even do a few in the morning to help them wake up. The key is to help them see how yoga can be a great part of a healthy lifestyle!

# School-Age Activities



## Flossing Fun



Materials:

- Egg cartons (cleaned and sanitized)
- 12" pieces of yarn or string, playdough

- School-age children are perfectly capable of learning how to floss their teeth. This experience helps them practice this important self-help skill while emphasizing that it is each child's responsibility to brush and floss regularly.
- Turn an egg carton so that the sections are facing up. Have the children press playdough between the sections. Then, challenge them to pretend that the sections are teeth and the playdough is plaque. Show the children how to use a length of string or yarn to "floss" each section to remove the plaque. Talk about why it is so important to both brush AND floss your teeth each day as you demonstrate. Then, provide the children with pieces of yarn or string and invite them to "floss" the egg cartons. As they do so, see if the children can use the string/yarn to remove the plaque (playdough).

**EXTEND FOR ANOTHER DAY:** Working with each child individually, help him/her practice flossing. Be sure to wear rubber gloves (such as those worn when changing diapers) so you can really help each child get the floss between the teeth and then work it back out. Make sure to wear a new pair of gloves for each child and dispose of the floss in a secured can where small children can not get at it.

## Taking Care of My Teeth & Gums

### Questions to Spur Thinking

- *Why do you think flossing is so important?*
- *What do you think happens when you do not remove the plaque from between your teeth?*
- *When do you think it would be important to floss your teeth?*

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- *Why do you think everyone's fingerprints are different?*
- *How do police officers use fingerprints to help them in their jobs?*
- *How is your fingerprint like (another child's name)?*
- *How is your fingerprint different?*

## Police Officers Keep Us Safe

## Fingerprint Cards



Materials:

- Washable ink pad OR paint-soaked sponge in a shallow dish (black paint)
- Index cards or white paper, unbreakable magnifying glasses

- While police officers fingerprint criminals, more and more stations offer fingerprinting for children. This process helps them locate and identify missing children. Today you will expose the children to this concept and give them the opportunity to examine and compare their own fingerprints to discover that no two are exactly alike. In the process, the children will build background knowledge while enhancing visual discrimination skills.
- To begin, talk with the children briefly about fingerprints. Provide an unbreakable magnifying glass and invite the children to take turns looking at the tips of their fingers. What do they see? Can they see their fingerprints? As they look, explain that every person has fingerprints that are different and unique. Note that police officers often take fingerprints of children to help them locate them if they are ever lost. After talking about how police use fingerprints for this purpose, have the children use either a washable ink pad or paint-soaked sponge to make fingerprints on index cards or white paper. As the children make fingerprints, engage them in conversations by asking plenty of open-ended questions. Encourage them to describe their fingerprints to you and to compare them with their friends. How are their fingerprints the same? How are they different?

**EXTEND FOR ANOTHER DAY:** School-age children can help younger ones make fingerprints in the same way.

# School–Age Activities

Get Moving!

## Stop! Drop! and Roll!



Materials:

None needed

- Stop, drop and roll is a safety skill older children can learn and then teach to younger ones. Using a song helps to keep the activity engaging AND it helps children remember what to do in case their clothing ever catches on fire.
- To begin, talk briefly with the children about what they know about Stop! Drop! and Roll! Some children may have already discussed this in school while other may not have. Then, sing the following song and have the children participate in the movements.

STOP, DROP AND ROLL  
(tune: "Three Blind Mice")

Stop, drop and roll,  
Stop, drop and roll.  
If your clothes are on fire,  
Stop, drop and roll.  
First, stop what you're doing and drop right down  
Then roll and keep rolling right on the ground.  
Make sure you don't stop 'til the fire is out.  
Stop, drop and roll!

**EXTEND FOR ANOTHER DAY:** Have the children keep singing and acting out this song until they know it well. Then, have them teach it to the younger children in your group.

## Staying Safe from Fire

### Questions to Spur Thinking

- *What would you do if your clothing caught on fire?*
  - *Why do you think rolling on the ground puts the fire out?*
  - *What is an example of an open flame that you should not go near?*
- 
- *What things do you think you can do to stay healthy?*
  - *What things can you do to stay safe?*
  - *It is important for you to be responsible for making healthy choices. What does it mean to be responsible?*
  - *How can you remember the things you put on the contract?*

## Keeping Myself Safe



## Our Staying Healthy & Safe Contract



Materials:

Large sheet of white paper, crayons/markers

- This activity challenges children to make a "contract" about things they are going to do to make sure they are healthy, safe and well. At the same time, because this experience involves writing, it provides the perfect opportunity to review letter name, letter sounds, words and new vocabulary.
- Tape the large sheet of white paper to the wall or put it on an easel. Invite interested children to join you. Then, print the title, "Our Staying Healthy and Safe Contract" at the top of the paper while the children watch. Can any of the children read the words you write? If not, read them to them. Do the children know what a contract is? If not, explain it in simplistic terms...a contract is like a promise.
- Have the children then dictate a list of things they are going to promise to do so they will stay healthy, safe and well. As each child makes a suggestion, add it to the list. See how many things the children can think of to add. Then, when the contract is complete, have the children "sign" it. Display for parents/caregivers to see!

**EXTEND FOR ANOTHER DAY:** Have the children make individual contracts to take home to post on their refrigerators or bedroom walls.

# Directions for Make It! Sheets

The Make It! sheets enhance the experiences presented in the lesson plans. Feel free to incorporate these activities where you feel they would fit best. Each one can be completed in different ways for children of different ages. The details below explain how each sheet COULD be used. Feel free to use them in other ways as well.

## Make It! Sheet #3 – Firefighter Hat Fun

**You Will Need:**

- **Red construction paper headband for each child**
- Stapler, tape, child-safe scissors
- Copy of the sheet for each child



**What to Do:**

- The purpose of this sheet is to invite children to create a prop they can then incorporate into dramatic play.
- Print out a copy of the sheet for each child.
- Invite each child to cut out the fire hat and then tape it to the front of a precut red construction paper headband. Fit each child’s headband to his/her head and staple to secure. The children can then wear their fire hats as they pretend to be firefighters.

## Make It! Sheet #4 – Toothbrushing Chart

**You Will Need:**

- Copy of the sheet for each child

I Brush My Teeth!					
	After Breakfast	After Lunch	After Snack	After Dinner	Before Bed
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

**What to Do:**

- The purpose of this sheet is to give each child a toothbrushing chart he/she can use at home with his/her parents or caregivers.
- Print out a copy of the sheet for each child. Talk with the children what a toothbrushing chart is and how it is used. Explain that each time they brush their teeth at home, they (or their parents/caregivers) can make a smiling face on the chart.
- Send the chart home and be sure to explain to parents/caregivers how they can continue to use this material with their child.

## Experiences for Advanced Preschoolers: School Readiness

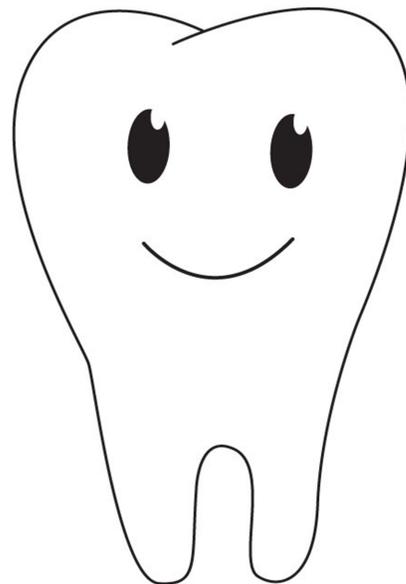
The following experiences are designed for older preschoolers that are ready to learn more about letters and sounds as well as numbers, mathematical operations (addition/subtraction), and spatial concepts. The following extension ideas blend well with the activities presented in this Teaching Guide. Incorporate them as you complete activities if they are appropriate for the older children in your care.

### Letter Recognition, Beginning Sounds and Creative Writing:

- ❑ **Syllable Puzzles:** Understanding that words are made up of syllables is basic knowledge children need as they prepare to become readers. Working with word puzzles is a fun way for them to visually see what a syllable looks like. To prepare the puzzles, print the names of the people who help to keep them safe in their communities on strips of posterboard or large index cards. Use words like doctor, dentist, firefighter, police officer, etc. When printing the words, be sure to leave a little additional space between the syllables. For instance, when printing the word doctor, leave extra space between the c and the t. Next, cut the words where the syllables break. This means that different puzzles will have different numbers of pieces. The children can then experiment with putting the syllables together to make real, or pretend, words. For instance if they put doc with tist, they would make a make-believe word...doctist! This is a fun way for children to play with words.
- ❑ **It Starts with...:** As you introduce each new vocabulary word, print it on paper and have children identify the beginning letter and sound. Can the children list other words that begin with the same letter and sound?
- ❑ **Staying Healthy & Safe Mobiles:** Creating a mobile is a fun way to incorporate writing with a craft project. For this activity, you will need a coat hanger for each child along with string/yarn, scissors, blank index cards and crayons/markers. The children can draw and write on the index cards the things they are going to do to stay healthy, safe and well. Then, they can cut lengths of string/yarn to tape to the cards and then tie them to the coat hanger. As the children create, be sure to engage them in conversations. In addition, take time to talk about letter names, letter sounds, words and sentences as the children write.

### Mathematical Operations:

- ❑ **Tooth Bowling:** Young children love bowling and it is a great way to practice number combinations! To make a tooth bowling set, simply print 2 copies of p. ?? and then tape or glue one tooth to each of 10 empty, plastic water bottles (you will have 2 teeth left over). Locate a soft playground ball. Have the children arrange the bowling pins in a traditional pattern (at least to start). The children can count the number of tooth bowling pins that are standing before they roll the ball. Print this numeral (10) on a piece of paper. Then, have one child roll the ball and then count the number of pins that fall down. Write this numeral next to the 10 to create a subtraction fact (e.g.,  $10 - 4 = ?$ ). Leave the answer blank and have the children count the number of pins that are standing to find the answer. Then write this numeral at the end of the subtraction fact. Repeat this procedure many times. How many different subtraction facts will the children create as they play?



# Learning Indicators Addressed By Activity

## Theme: Happy, Healthy & Safe

	Exploring Together	Small Group	Small Group	Infant
<b>DAY 1</b>	Are You Healthy? LD1, LD2, LD3, LD4, SE2, SE3, SK1, PD5, SS1, SS2, CA1, CA4, AL3	Doctors and Nurses LD3, LD4, AL3, SK1, CA4, LR1, LR2, SE2, SE3, SS2, PD5	How Big? LD1, LD2, LD3, LD4, AL1, AL3, PD5, SK1, LK3, LR1, MK1, MK5, SE2	You Are Growing LD1, LD2, SK1, SE1, CA1
<b>DAY 2</b>	The Doctors Says... LD1, LD2, LD3, LD4, SE2, SE3, SS2, SK1, LR1, PD4, AL3, LK1	More Role-Play Fun LD3, LD4, AL3, SK1, CA4, LR1, LR2, SE2, SE3, SS2, PD5	Cover that Sneeze! PD5, LD1, LD2, LD3, LD4, LK1, SE2, SE3, LR1, SK1, SK3, AL3	I'll Be the Doctor LD1, LD2, SK1, PD5, SE1, SS2
<b>DAY 3</b>	Sometimes or Always? LD1, LD2, LD3, LD4, SE2, AL3 SS1, SK1, MK6, LR1, PD2, PD5	Can You Find "Always" Foods? LD3, LD4, SE2, LK1, SK1, PD5, LR1, AL1, AL2	Fantastic Fruit Salad PD5, LD1, LD2, LD3, LD4, LR1, SE2, SE3, SK1, SK3, MK1, MK5, AL1, AL3	Fruit in the Basket SE1, PD5, SK1, LD1, LD2
<b>DAY 4</b>	Run and Relax LD1, LD2, LD3, LD4, SE2, SE3, PD1, PD2, SK1, LR1, AL3	Use Those Muscles LD3, LD4, SE2, SE3, LR1, SK1, SK3, AL1, AL2, AL3, PD4	Lie Down Your Head LD3, LD4, LR1, LR2, AL2, PD5, SK1, SE2	Lift and Look LD1, LD2, SK1, PD4, SE1, CA1
<b>DAY 5</b>	Everyone Has Emotions AL3, LD1, LD2, LD3, LD4, PD4, SK1, LR1, CA1, SE2, SE3, SE4, CA4	Feeling Faces Puzzles LD3, LD4, SE2, SE3, SE4, PD5, AL1, AL2, SK1, LR1	I Feel...Art LD3, LD4, SE2, SE4, LR1, PD5, CA3, SK1, AL1, AL2	Happy Face Fingerpaint LD1, LD2, SE1, SK1, CA3, PD5
<b>DAY 6</b>	Brush and Floss LD1, LD2, LD3, LD4, SE2, PD2, PD5, SK1, LR1, LK1, AL3, SS2	Brush, Brush, Brush LD3, LD4, AL1, AL2, SE2, SK1, LR1, LR2, PD2, PD5	What Will Happen? LD1, LD2, LD3, LD4, PD5, SK1, SK2, SK3, LR1, LR2, AL3, LK3, LK4, LK5	Clean Your Teeth LD1, LD2, SK1, CA1, SE1
<b>DAY 7</b>	Learning about Police Officers LD1, LD2, LD3, LD4, PD3, PD4, SE2, SK1, LR1, SS2, CA4, AL3	Badge Match Game LD3, LD4, AL1, AL2, SE2, MK1, MK3, LK3, SK1, LR1, PD5	Sandy Roads AL1, AL2, AL3, LR1, LR2, SK1, SK3, PD5, SE2, LD3, LD4	The Siren on the Police Car LD1, LD2, SK1, SE1, CA1, PD5
<b>DAY 8</b>	Fantastic Firefighters AL3, LD1, LD2, LD3, LD4, SK1, PD3, LR1, SS2, SE2	Let's Practice Patterning LD3, LD4, AL1, AL2, PD5, MK4, LR1, SK1, SE2	I Am a Firefighter PD4, LD3, LD4, AL2, AL3, SE2, CA4, LR1, LR2, SK1	Push that Firetruck LD1, LD2, SE1, SK1, CA1
<b>DAY 9</b>	I Will Be Safe AL3, SE2, SK1, LR1, PD2, PD3, LK3, LK4, LK5, LD1, LD2, LD3, LD4	Scissor Safety LD3, LD4, PD3, PD5, SE2, SE3, SK1, LR1, AL1, AL2	Crossing the Street PD3, PD4, SE2, SE3, SK1, AL3, LK1, LD1, LD2, LD3, LD4, CA4	Do Not Eat It LD1, LD2, SE1, SE3, SK1, PD5
<b>DAY 10</b>	Wellness Day AL3, LD1, LD2, LD3, LD4, SE2, LK1, SS1, PD1, PD2, PD3, PD5, SK1, LR1, MK1, MK3, MK6	Pattern, Pattern, Pattern PD5, LD1, LD2, LD3, LD4, AL3, SE2, MK4, LR1, SK1	Write to Share SE2, AL1, AL2, PD1, PD2, PD3, PD5, SK1, LD1, LD2, LD3, LD4, LK3, LK4, LK5, CA3	So Many Songs LD1, LD2, SE1, CA1, LK1

For a full list of learning indicators, please see the Gee Whiz Education User's Guide.

## School-Age Activities (p. 24-26 of Teaching Guide)

Doctor! Doctor! – LD1, LD2, LD3, LD4, AL1, AL2, AL3, SK1, LR1, PD2, PD4, SE2, SE3, SS2

Stretch and Relax - AL3, SE2, PD1, PD4, SK1, SK3, SS1, SS2, LD1, LD2, LD3, LD4

Flossing Fun – LD1, LD2, LD3, LD4, SE2, PD2, PD5, SK1, SK3, LR1, LR2, AL1, AL2

Fingerprint Cards – LD1, LD2, LD3, LD4, SE2, SK1, SK3, LR1, PD5, AL1, AL2

Stop! Drop! and Roll! - LD1, LD2, LD3, LD4, SE2, SE3, CA1, LR1, SK1, SK3, PD3, PD4

Our Staying Healthy & Safe Contract – LD1, LD2, LD3, LD4, SE2, PD5, LK3, LK4, LK5, SK1, LR1, AL2

### Book List

Here is a list of books that compliment the unit, “Happy, Healthy & Safe”:

*Be Careful and Stay Safe* by Cheri Meiners

*The Berenstain Bears Learn about Strangers* by Jan & Stan Berenstain

*The Berenstain Bears: Safe and Sound* by Jan & Mike Berenstain

*Eating the Alphabet from A to Z* by Lois Ehlert

*Even Firefighters Hug Their Moms* by Christine Kole MacLean

*Firefighters A to Z* by Chris Demarest

*Firefighters: Speeding! Spraying! Saving!* by Patricia Hubbell

*From Head to Toe* by Eric Carle

*Good Night Yoga: A Pose-by-Pose Bedtime Story* by Miriam Gates

*I Love to Eat Fruits and Vegetables* by Shelley Admont

*It's Time to Sleep, My Love* by Nancy Tillman

*Keeping You Safe: A Book about Police Officers* by Ann Owen

*Mealtime* by Elizabeth Verdick

*Monsters Don't Eat Broccoli* by Barbara Jean Hicks

*No Dragons for Tea: Fire Safety for Kids* by Jean Pendziwol

*Officer Buckle & Gloria* by Peggy Rathman

*Once Upon a Dragon: Stranger Safety for Kids* by Jean Pendziwol

*Police Officers on Patrol* by Kersten Hamilton

*Rest* by Elizabeth Verdick

*Wallie Exercises* by Steve Ettinger

### LET'S BE HEALTHY KIDS

(tune: “The Farmer in the Dell”)

Let's be healthy kids!  
Let's be healthy kids!  
Let's make sure we grow up strong.  
Let's be healthy kids!

Let's get our check ups.  
Let's get our check ups.  
We'll visit our doctor every year.  
Let's get our check ups!  
(children open mouths and say, “Ah!”)

Let's eat healthy foods.  
Let's eat healthy foods.  
Fruits and veggies...milk and grains;  
Let's eat healthy foods.  
(children pretend to eat)

Let's get exercise.  
Let's get exercise.  
Run and jump and play all day;  
Let's get exercise.  
(children run in place)

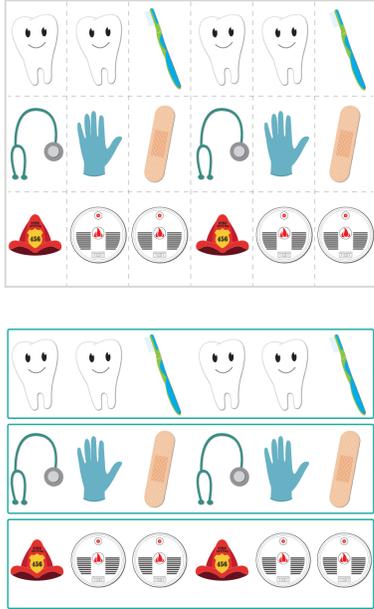
Let's make sure that we rest.  
Let's make sure that we rest.  
Let's take a nap and go to sleep;  
Let's make sure we rest.  
(children lie down and pretend to sleep)

Let's share our feelings.  
Let's share our feelings.  
When we're upset, we will talk.  
Let's share our feelings.  
(children pretend to talk)

Let's care for our teeth.  
Let's care for our teeth.  
We'll brush them every day and night;  
Let's care for our teeth.

### Staying Healthy Patterning (Teaching Tool)

1. Print the sheets from the Teaching Tool file.
2. Mount the printed sheets to posterboard or a large sheets of and cut apart.
3. This Teaching Guide will provide you with details on when, and how, to use this material.



### IF YOU ARE GOING TO COUGH OR SNEEZE

If you are going to cough or sneeze,  
Use a tissue...please, please, please!  
But if a tissue is not nearby,  
Cough or sneeze into your arm...let's try!

### WHEN YOU CROSS THE STREET

When you cross the street you must,  
Hold an adult's hand that you trust.  
Look to the left and then the right.  
Look back left. Are there cars in sight?  
Walk, don't run, or you could fall.  
Crossing the street isn't hard at all!

### Neil Puppet Preparation Directions

1. Print the page with the puppet from the separate file.
2. Cut apart where indicated and mount to a paper towel roll or rolled sheet of construction paper to create a stick puppet.



### DOCTOR, DOCTOR

Doctor, doctor,  
Taps your knee.  
Doctor, doctor,  
Hears your heart beat.  
Doctor, doctor,  
Checks your eyes.  
Doctor, doctor,  
Says, "Open wide!"  
Doctor, doctor,  
Keep me well.  
Doctor, doctor,  
You are swell!

## SOMETIMES I FEEL HAPPY

(tune: "I'm a Little Teapot")

Sometimes I feel happy...yes, I do.  
I smile so big. How 'bout you?  
What things make you happy?  
Tell me please.  
Raise your hand and wave at me.

Sometimes I feel sad...oh, yes, I do.  
I might cry tears. How 'bout you?  
What things make you sad?  
Tell me please.  
Raise your hand and wave at me.

Sometimes I feel frustrated...yes, I do.  
I stomp my feet. How 'bout you?  
What things make you frustrated?  
Tell me please.  
Raise your hand and wave at me.

Sometimes I feel worried...yes, I do.  
I get real quiet. How 'bout you?  
What things make you worried?  
Tell me please.  
Raise your hand and wave at me.

## BRUSH AND FLOSS

Brush and floss,  
Brush and floss.  
It is important to  
Brush and floss.

Brush each tooth,  
Don't miss one!  
Brush up and down,  
Until you're done.

Sip some water  
And swish, swish, swish.  
Then when you're done  
Just spit, spit, spit.

Floss between  
All of your teeth.  
This will help them  
Be squeaky clean!

Brush and floss,  
Brush and floss,  
It is important to  
Brush and floss!

## BADGE MATCH GAME

You can make this game in many different ways.  
Choose the option, or options, you feel would work  
best for your group.

**COLORS** - Trace the badge pattern on different  
colors of construction paper and cut out. The  
children will match the colors.

**SHAPES** - Trace the badge pattern on to yellow  
construction paper and cut out at least 8 times  
(more if you want to do more shapes). Draw the  
same shape on 2 badges (e.g., circles on 2,  
squares on 2, rectangles on 2, etc.). The children  
will match the shapes.

**NUMERALS or LETTERS** - Trace the badge  
pattern on to yellow paper 20 times (for numerals 1-  
10) OR 52 times (for the letters of the alphabet).  
Print numerals or letters on the badges so you have  
2 badges with the same numeral or letter. The  
children will match the numerals or letters. For  
letters, you might want to print the lowercase letter  
on one badge and the uppercase letter on another.

