

# My Home. Your Home.

## September 2019



Growing. Playing. Learning.

**Gee Whiz**  
Education

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

# Get Ready!

Please see the Materials List for items you need from home as well as items you will want to begin collecting early.

Houses. Homes. Family. These are just a few of the topics we will explore during our next unit, “My Home. Your Home..” This unit provides the perfect opportunity to build diversity into your program. After all, all families are not the same. As you present this unit in your program, incorporate the family makeup of the children in your group as well as they many types of homes they live in. Adopting a, “there are many different types of families and many different types of homes” approach to this unit is imperative!

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 unit. 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

Get Moving!

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> Fantastic Families! (p.4)</p> <p><b>Center/Small Group:</b> Families Are Different (p.5)</p> <p><b>Center/Small Group:</b> A Home for a Family (p. 5)</p> <p><b>Infants:</b> Rocking the Baby (p. 5)</p>	<p><b>Exploring Together:</b> Tell Me About Your Family (p. 6)</p> <p><b>Center/Small Group:</b> How Many Members? (p. 7)</p> <p><b>Center/Small Group:</b> Family Crowns (p. 7)</p> <p><b>Infants:</b> Who Is That? (p. 7)</p>	<p><b>Exploring Together:</b> They Are Family, Too (p. 8)</p> <p><b>Center/Small Group:</b> Off We Go (p. 9)</p> <p><b>Center/Small Group:</b> Reaching Out (p. 9)</p> <p><b>Infants:</b> Art to Share (p. 9)</p>	<p><b>Exploring Together:</b> Home Hunt (p. 10)</p> <p><b>Center/Small Group:</b> Build It Strong (p. 11)</p> <p><b>Center/Small Group:</b> Magic Colorful Homes (p. 11)</p> <p><b>Infants:</b> So Many Homes to See (p.11)</p>	<p><b>Exploring Together:</b> What Goes On in the Kitchen? (p. 12)</p> <p><b>Center/Small Group:</b> Cookin' in the Kitchen (p. 13)</p> <p><b>Center/Small Group:</b> Kitchen Tool Art (p. 13)</p> <p><b>Infants:</b> Kitchen Music (p. 13)</p>
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p><b>Exploring Together:</b> Together Time (p. 14)</p> <p><b>Center/Small Group:</b> I Am on TV! (p. 15)</p> <p><b>Center/Small Group:</b> Let's Build a Book Nook (p. 15)</p> <p><b>Infants:</b> Pillow Fun (p.15)</p>	<p><b>Exploring Together:</b> Off to Bed (p. 16)</p> <p><b>Center/Small Group:</b> Tie-Dye Puffy Pillows (p. 17)</p> <p><b>Center/Small Group:</b> Soft or Hard? (p. 17)</p> <p><b>Infants:</b> Time for Bed (p. 17)</p>	<p><b>Exploring Together:</b> Squeaky Clean (p. 18)</p> <p><b>Center/Small Group:</b> Who's in the Tub? (p. 19)</p> <p><b>Center/Small Group:</b> Poofy Painting (p. 19)</p> <p><b>Infants:</b> Wash Your Hands (p.19)</p>	<p><b>Exploring Together:</b> Store It! (p. 20)</p> <p><b>Center/Small Group:</b> Building Garages (p. 21)</p> <p><b>Center/Small Group:</b> What's in the Box? (p. 21)</p> <p><b>Infants:</b> In the Garage (p.21)</p>	<p><b>Exploring Together:</b> Family Day! (p. 22)</p> <p><b>Center/Small Group:</b> Fruit Salad for Families (p. 23)</p> <p><b>Center/Small Group:</b> Reading Riddles (p. 23)</p> <p><b>Infants:</b> Sweet, Sweet Notes (p. 23)</p>

### School-Age Activities:

The Thing I Like Best... (p. 24)

Brown Eyes? Blue Eyes? (p. 24)

Families Far Away (p. 25)

My Dream Home (p. 25)

A Coffee Table Book (p. 26)

Wash, Pack, Store (p. 26)

# DAY 1

Unit: My Home. Your Home.

Today's Focus: What is a Family?

Developmental Areas Addressed Today:



## Be Healthy & Safe!

Young children, especially infants and toddlers, are constantly putting things in their mouths. Make sure to clean toys frequently!

## Teaching Tip of the Day

Make sure books and visual displays you choose to use for this unit represent many different types of families and homes.

## Transition Time

Have the children recite the rhyme, "Families Are Different" (p. 31) when moving from activity to activity today.



Get Moving!

## Exploring Together: Fantastic Families!

(all ages,

Materials:

A photo of your family

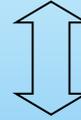
- The purpose of this experience is to help children begin to understand what a family is and how all families are different and unique. A rhyme adds an element of literacy to the experience while movement keeps children engaged and builds gross motor skills. Celebrating the uniqueness of families is a wonderful way to bring diversity to your program.
- Sit on the floor and hold the photo of your family in your hands. Chances are very good that, as children notice, they will choose to join you. See if the children can name the people in your family. As they do so, talk about their relation to you (e.g., daughter, son, husband, mother, etc.). Then, invite the children to name the people that are a part of their family. During this process, take time to point out how all of their families are the same (e.g., the members all love one another) and how they are all different (e.g., makeup, where they live, etc.). This is an excellent way to bring diversity into your program!
- Next, recite the rhyme, "Families Are Different" (p. 31) and have the children hold hands as they move in a circle with you. Repeat several times and listen to see if your more verbal children begin to join in as they learn the words.
- **EXTENSION:** Here is a cute, short video from Sesame Street about brothers and sisters the children may enjoy: <https://www.youtube.com/watch?v=ctTfxbHnom4>

## Today's Vocabulary

Use some of these words in conversations with children today!

**family members live**

**together love**



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

- Using words such as **family, members, live, together and love** and as children complete activities.
- Reading books about families and talking about how all families are different and this is what makes them special (p. 5).
- Talking with children as they use blankets and a table to build a home (p. 5).

## Questions to Spur Thinking

- Who do you see in my family photo that you know?
- Who are the members of your family?
- Are all families the same? Why not?
- What do you like to do with your family?



## Families Are Different

(Toddlers–4 years, 🖐️ 😊 📖 🌍 🗝️ ❤️ 💬)

Materials:

- Fiction and nonfiction books about families** (See Book List, p. 31, for suggestions)
- One of the best ways for children to build background knowledge about a new topic is through the use of books. It is important to provide both fiction and nonfiction examples for children to explore. For this topic, families, having books that contain photographs would be especially helpful. As children explore the books, and you interact with them, they will begin to build an understanding that all families are unique and different. At the same time, they will gain skills in handling books while exploring print.
- Set out an assortment of books for the children to explore. As children choose to look at the books, be sure to engage them in conversations. Invite them to take the lead during these discussions by asking questions and sharing ideas. With nonverbal children, you can point to pictures as they look at them and talk about what you see. This is an excellent way for them to build receptive language skills.
- **Advanced Preschoolers:** These children can verbally share how the families they see pictured in the books are the same & how they are different. They might also be able to compare the families they see to their own.

## Rocking the Baby

(Infants, 💬 🗝️ 🎵 ❤️)

Materials:

- None needed
- Babies are family members, too! Infants, while too young to understand what a family is, are not too young to enjoy listening to a song about being a baby. Singing to infants is a wonderful way of exposing them to language.
- Hold the infant in your arms and rock him/her back and forth while singing the following song.

YOU MAY BE LITTLE  
(tune: "Rock-a-Bye, Baby")

You may be little,  
You may be small.  
You may be tiny  
And not so tall.  
But you are a part of  
A family.  
And everyone one loves you,  
Because you're so sweet!

## Day 1 - Center/Small Group Activities

### Questions to Spur Thinking

- *How is that family in the book like your family? How is it different?*
- *If you were going to write a book about your family, what story would you put in it?*

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- *Tell me about the house you built.*

## A Home for a Family

(Toddlers–4 years, 💬 😊 ? 🗝️ 🖐️ ? 🎨 ❤️)

Materials:

- Folding table**, blankets/bed sheets, clip-type clothespins, plush animals/dolls
- Working together is a skill children learn through practice. Not only will this experience promote this learning, it will also require the children to problem-solve. Once the "house" is complete, the children can then participate in dramatic play as they play in the house. This would also be a meaningful time to talk about positional concepts such as *in* and *out*.
- **Toddlers/Twos:** These little ones will enjoy playing in the house once it is constructed. They can be exposed to plenty of language while they play.
- **Threes/Fours:** These children can be provided with the materials listed above and then work together to make a "house." As they build, talk with them about what works and what does not. Once the house is finished, they may decide to pretend to be family members while playing in it.
- **Advanced Preschoolers:** These children will more than likely assume a leadership role and have strong ideas on how to use the materials to construct a house. They may also choose to engage in dramatic play once the house is complete.

**IF POSSIBLE, KEEP THE "HOUSE" UP FOR SEVERAL DAYS SO THE CHILDREN CAN USE IT FOR DRAMATIC PLAY!**

### Your Own Activities

## DAY 2

Unit: My Home. Your Home.

Today's Focus: Families Are Different

Developmental Areas Addressed Today:



### Be Healthy & Safe!

Window blind cords are extremely dangerous. Make sure yours are wrapped up and secured out of reach at all times.

### Teaching Tip of the Day

Keeping parents/caregivers informed does not need to be complicated or time-consuming. A quick text or email during the day is easy to do!

### Transition Time

Have the children who are developmentally ready hold up fingers to show the number of members in their families while moving from activity to activity today.

### Exploring Together: Tell Me About Your Family

(all ages,       

Materials:

**Each child's family photo from home (texted, emailed or sent in)**

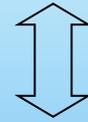
- Today the focus will be on the children's families and exploring how different and unique they are. Family photos are a fun way for children to learn more about each other's families while exploring diversity. As children explore the photos, they will practice comparing and contrasting, build both expressive and receptive language skills and also increase background knowledge about the concept of family.
- Start saying the rhyme, "Families are Different" (p. 31) and, as children choose to join you, hold hands and walk in a circle. After saying the rhyme a few times, have the children sit down. Hold up each family photo, one at a time, and have the children "claim" them. More verbal children can share that the photos belong to them while nonverbal children can point.
- Next, invite each child (who is developmentally ready) to name the family members featured in his/her photo. For nonverbal Toddlers/Twos, you will need to complete this step. Then, put all of the photos on the floor and invite the children to talk about how the families pictured are the same and how they are different. Through the discussion, help the children build the understanding that all families are unique and this is what makes them special.
- **EXTENSION:** Take the children's family photos and create a display titled, "Our Families." More advanced children can glue or tape their photos to a sheet of construction paper and then dictate the names of the people featured for you to print around the photo. While they do so, be sure to talk about letter names and sounds.

### Today's Vocabulary

Use some of these words in conversations with children today!

**families mother father**

**sister brother**



**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.*
- *Counting with children as they play the game, "How Many Members?" (p. 7).*
- *Talking with children as they create family crowns to wear (p. 7).*

### Questions to Spur Thinking

- *Who do you see in your family photo?*
- *How many people are in your picture?*
- *How are all of the families the same?*
- *How are all of the families different?*
- *What do you like best about your family?*



## Day 2 - Center/Small Group Activities

### How Many Members?

(Toddlers–4 years, 🗨️ 😊 ❤️ ? 🧐 ① 🖐️)

#### Materials:

- 10 people taped to blocks** - To prepare, cut out the people figures on p. 33 and tape each to a block
- Numeral cards 0-10** - To make, print the numerals 0-10 on index cards.

- The purpose of this experience is to help children practice counting skills and making sets in meaningful, fun way. At the same time, the children will need to not only be able to name a numeral but then associate that numeral with a given amount. This experience has adaptations so you can adjust as needed for different developmental levels. **Save the people blocks for DAYS 4 & 10. Feel free to use the additional family members on p. 34 to make even more people blocks.**
- Toddlers/Twos/Young Threes:** These children are probably not yet ready to identify numerals. Instead, let them create “families” using the people figures and then count the number of members in each “family” they create.
- Older Threes/Fours:** For these children, introduce the game, “How Many Members?” Show the children the numeral cards and help them name each numeral. Then, while the children close their eyes, make a “family” using the people figures. When the children open their eyes, they must count the number of people in the “family” and then find the numeral card that matches.
- Advanced Preschoolers:** These children can assume a leadership role and lead the game by creating the “families.” They can also help these children count out loud and then find the matching numeral.

### Who Is That?

(Infants, 🗨️ 🧐 🖐️ 🌐 ❤️)

#### Materials:

- Each infant's family photo** (from Exploring Together)
- Did you know that talking to infants is a wonderful way for them to build receptive vocabulary? It's true! When an infant looks at or touches an object and you name it, he/she begins to associate the spoken word with the object. In this experience, you will address this goal while incorporating the infant's family.
- Sit down and hold the infant in your lap. Show the infant his/her family photo. Name each family member as you point to him/her. Talk about the family member as well. You might even want to talk about what the family member is wearing. This would be meaningful way to incorporate colors into the experience.

#### Questions to Spur Thinking

- How did you figure out how many members were in the family?
- Tell me about your family crown.

### Family Crowns

(Toddlers–4 years, 🖐️ 🌐 ① ? 🗨️ ❤️ 🧐 🖋️ 😊)

#### Materials:

- Gingerbread man cookie cutters (several)**
- Brown/tan/beige paint in shallow dishes**
- Precut wide construction paper headband for each child (a light color will work best)**
- Crayons/markers, child-safe scissors, stapler
- This experience is designed to help children share their ideas through art while helping them build fine motor control at the same time. Once again, because children are at different developmental levels, we are giving you options on how to approach this experience. As children create, be sure to engage them in conversations and challenge more advanced children to explore letters through writing as they create.
- Toddlers/Twos/Young Threes:** For this group, have the children use the cookie cutters and paint to make “family members” on their headbands. Remember...with this group, the goal is fine motor coordination. So, if they make more “family members” on their headbands than they actually have in their family, that is OK! Once the paint dries, write, “I love my family!” on the band, fit to the child's head and staple or tape to secure.
- Older Threes/Fours/Advanced Preschoolers:** These children can either 1) stamp paint family members on their headbands or 2) trace the cookie cutters on their headbands. Leave the choice up to them! Once the paint dries, the children can also add details to the families members with crayons/markers if they so choose. Because these children are more advanced, they should be able to make the correct number of family members on their headbands. Then, they can dictate the names of their family members for you to write next to the people figures. Help them write the title, “My Family” on the headband and then tape/staple to secure.

#### Your Own Activities

## DAY 3

Unit: My Home. Your Home.

Today's Focus: Family Members Can Live in Other Places  
Developmental Areas Addressed Today:



### Be Healthy & Safe!

Did you know that household sponges and dishrags can harbor millions of nasty bacteria? Make sure to sanitize or discard sponges and dishrags frequently.

### Teaching Tip of the Day

Promote respect during mealtimes by challenging children to use "Please" and "Thank you" when interacting with others.



### Transition Time

Sing the song, "Let's Go to My..." (p. 31) and have the children take turns substituting different relatives and types of transportation in the blanks.

Get Moving!

## Exploring Together: They Are Family, Too!

(all ages, )

Materials:

- Access to a computer or tablet
- Information from each parent/caregiver about each child's extended family**

- In today's world, families are spread out more than ever. Grandparents may live across the country or even in different countries. Today's experience helps children recognize that family extends beyond the walls of their homes.
- Sit on the floor with a tablet or near the computer. As children show interest, invite them to join you. Tell them you wanted to see how far it was to go to one of your relative's houses. This would be a great time to introduce vocabulary such as grandmother, grandfather, uncle, aunt, cousin, etc. Use Google Maps to type in the address of your relative's home, talking about what you are doing during the process. Then, pull the directions to see how long it would take to get there if you drove in the car. If your relative lives in another country (and you cannot drive), you can just pull up an image of a world map and for where your relative lives. Then, you can talk about how you would get there. Then, plug in the cities of some of the children's relatives to see where they live and how long it would take to get there. More verbal children can also talk about how they travel to visit their extended family if they have had experiences doing so. The goal is for the children to recognize that family can live near or family can live far away.
- Next, introduce the song, "Let's Go to My..." (p. 31) and invite more verbal children to take turns putting the name of a relative in the blank as well as the type of transportation that would be taken. They can either be realistic as they do this or silly. The choice is theirs! The children can act out the song as they sing by pretending to ride (or drive) the types of transportation they suggest. You will need to supply information for your nonverbal children. Just use the information supplied by families.

### Today's Vocabulary

Use some of these words in conversations with children today!

**relatives near far**

**transportation map**



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

- Using words, such as those above, as children participate in the daily experiences.
- Engaging children in conversations as they pretend to travel to visit relatives (p. 9).
- Naming letters and talking about words and sentences as children draw/write "letters" to mail to relatives (p. 9).

### Questions to Spur Thinking

- What members of your family do not live in your house with you?
- How do you travel to see these relatives?
- If you did not take a (type of transportation) to visit (name of relative), how else could you get there?
- What do you like best about visiting (name of relative)?





Get Moving!

## Off We Go!

(Toddlers–4 years, ☺ ♥ ✋ ? 🌐 ✍️ 🗣️)

### Materials:

- Riding toys, wagon, doll stroller, etc.
- Backpacks, small suitcases**, dress-up clothing, etc.

- As children participate in this dramatic play experience, they will utilize their imaginations, engage with others and develop gross motor skills. As you observe, you will gain insight into each child's understanding of extended family that does not live in the same home as they do. Adaptations are included to help you better understand how different developmental levels might approach this experience.
- Toddlers/Twos/Young Threes:** These children are more than likely not yet developmentally ready to engage in dramatic play in a "formal" way. Instead, these children can just pack suitcases, ride riding toys and you can provide commentary about what they are doing to link their actions to traveling to visit family.
- Older Threes/Fours:** These children will probably be more likely to choose to engage in pretend play once given the materials listed above. Just keep in mind that your Threes may or may not be verbal enough to explain their thoughts and actions to you. That is OK! You can ask questions and describe their actions as you observe.
- Advanced Preschoolers:** These children should be able to verbalize where they are pretending to go, how they are getting there, who they are going to visit, etc. In addition, these children may choose additional materials to incorporate into their play as well.

## Art to Share

(Infants - ♥ ✋ ✍️ 🌐 🗣️)

### Materials:

- White paper, tape
- Crayon bundle** - To make, use a rubberband to secure 3 thick crayons together to make a bundle.

- The other children will be making art to mail to relatives during the experiences planned for today. There is no reason why infants can't make beautiful works of art to mail as well. Using crayons bundles makes holding the crayons easier for little hands. It also opens the door for you to talk about colors in a meaningful way.
- Use tape loops to secure a sheet of white paper to the infant's high chair tray. Then, give the infant a crayon bundle and watch what he/she does. Describe the infant's actions and results. This is an excellent way of exposing the infant to cause & effect. Once the infant is done creating, be sure to print, "This beautiful artwork was made for you by (child's name)" before mailing to the infant's relative when you mail the other children's letters.

## Day 3 - Center/Small Group Activities

### Questions to Spur Thinking

- Who do you like to visit that does not live with you?

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- Tell me about what you wrote to send to (relative).

## Reaching Out

(Toddlers–4 years, ✋ ? 🗣️ ♥ ✍️ 🌐 ✋ ☺)

### Materials:

- Envelopes, stamps**
- Mailing address for each child's relative**
- White paper, crayons/markers

- Writing is not just writing letters and words. For very young children, "writing" = scribbling. This experience invites all of the children to "write" as they create pictures and/or letters to mail to a relative that does not live with them. In the process, the children will build their knowledge of family while they share ideas in a written format.
- Set out the materials listed above and as children choose this experience, invite them to draw pictures or write letters to mail to extended family. Just remember that your Toddlers/Twos will more than likely just scribble to create beautiful works of art. For these children, you can add some simple text before mailing such as, "This was made for you by (child's name.)" More verbal children can draw a picture and then dictate something for you to write on it. When writing, be sure to talk about letter names and sounds.
- Once the letters are ready, address them and add stamps. Then, if at all possible, plan a trip to the post office or mailbox to mail the letters.
- Advanced Preschoolers:** These children may be able to write a few words, including their names, on their own. In addition, these children can be exposed to what an address is and how the post office uses this information to deliver mail.

## Your Own Activities

## DAY 4

Unit: My Home. Your Home.

Today's Focus: Where Do Families Live?

Developmental Areas Addressed Today:



### Be Healthy & Safe!

To prevent foodborne illnesses, use separate cutting boards for meats and vegetables.

### Teaching Tip of the Day

Instead of, "Show and Tell," have "Read and Tell!" Your more verbal children can bring in favorite books to retell to the group in their own words. For children with limited verbal skills, you can read the books while they turn the pages.

### Transition Time

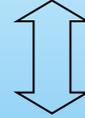
Recite the rhyme, "Homes" (p. 32) as children move from activity to activity today.

### Today's Vocabulary

Use some of these words in conversations with children today!

**home house condo**

**apartment mobile home**



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

- *Using words such as those listed above as children participate in today's activities.*
- *Engaging children in conversations as they build homes (p. 11)*
- *Naming colors as children create with watercolors (p. 11).*



### **Exploring Together: Home Hunt**

(all ages,       

**Get Moving!**

Materials:

Your cellphone or a digital camera

- For this experience, you will want to head, "out and about." Depending on your group, you may choose to take a walk around the neighborhood or go for a ride in the car. Either way, the purpose of this experience is to help children better understand that there are many, many different types of homes. This is yet another way to bring diversity into your program.
- It's time for a Home Hunt! Encourage more verbal children to share what they think they will be looking for on a Home Hunt. Hopefully, they will quickly figure out that they will be looking for homes. If you will be walking, show the children your cellphone or digital camera. Explain to the children that they can tell you when they would like you to take a picture of a home they find while on their hunt. Then, get ready and head out! If you are driving, you will want to simply talk about the different types of homes the children see instead of taking pictures of them. As the children point out homes, talk about how they are alike and how they are different. Invite them to share which homes look the most like their own.
- Upon returning (if you went on a walk), look at the photos with the children and talk more about how all homes are different. Then, recite the rhyme, "Homes" (p. 32) and encourage the children to clap to the beat.
- **EXTENSION:** Here is a short video that introduces children to different homes from around the world. After previewing it, you may want to show it to the children to get a great conversation going about different homes around the world: <https://www.youtube.com/watch?v=uKgzyqOL5QI>

### **Questions to Spur Thinking**

- *Tell me about your home.*
- *How many different types of homes do you think we will find on our hunt?*
- *How are the homes we found the same?*
- *How are they different?*
- *What types of materials do you think people used to build their homes?*
- *If you were going to build a home, what would it look like?*





## Build It Strong

(Toddlers–4 years, 🗨️ ❤️ ? ① 🕒 😊 🙌)

Materials:

- Assorted types of blocks, **empty food boxes (optional)**
- Pictures of people taped to blocks (from p. 7)

- This experience is totally open-ended and will invite children to express their creativity in a different way. In the process, the children will build fine motor control, practice sharing materials and show respect for others' creations.
- Add the block people figures to your block area. As children notice, invite them to use the blocks and boxes to build homes. Sit back and observe as the children create. Toddlers/Twos may not build anything that represents a home but may simply arrange the blocks in a random fashion...which is fine. Threes/Fours, on the other hand, may stack and arrange blocks to build a "home." Be sure to engage the children in conversations about the homes as they build. This is an excellent way for you to evaluate their level of knowledge about how homes can be very different from family to family. You may also want to note the shape of the blocks as the children build as well.
- Advanced Preschoolers: These children will more than likely build very elaborate homes. They might choose to build rooms and then use the block people to create a "family" to live inside their homes. Be sure to ask questions as these children create!

## So Many Homes to See

(Infants, 🗨️ 🕒 🙌 ❤️)

Materials:

- Books that contain pictures of homes (see the Book List, p. 31 for suggestions)
- Exposure to print and print concepts begins with reading books together. Even infants can help turn the pages of books if this is developmentally appropriate for them. They can also look at the pictures as you describe what is happening in the scenes. This is a powerful way for you to help the infant build receptive language and vocabulary skills.
- Put a few books in front of you as you hold the infant in your lap. Watch to see which one seems to catch the infant's interest and then pick up that one to read. As you read the words, be sure to talk about the pictures. Point out any homes you see and talk about how people live in homes. Make sure to include books that have pictures of many different types of homes if at all possible. Even infants are not too young to be exposed to the concept of diversity in a meaningful way such as this.

## Day 4 - Center/Small Group Activities

### Questions to Spur Thinking

- *Tell me about the home you built.*
  - *Who is going to live in the home?*
- 
- *What happened when you painted over your house with watercolors?*

### Magic Colorful Homes

(Toddlers–4 years, 🗨️ 🙌 ? 😊 🕒 🕒 🕒 🕒 🕒)

Materials:

- White paper cut in a simple house shape for each child (see pattern on p. 35...if you prefer, you can simply print out a copy of p. 35 for each child)**
- Watercolors, paintbrushes (thicker ones for Toddler/Twos and smaller ones for Threes/Fours)
- Shallow dishes of water, paper towels
- White crayons

- This art experience includes a strong element of science, including prediction. At the same time, it opens the door to talk about colors and how, when colors mix, new colors appear.
- Who wants to make a colorful home? Set out the materials above but do not provide the children with the watercolors, paintbrushes and water initially. Instead, have the children "decorate" their home-shaped papers with white crayons. Talk about what happens. Can they see what they draw? Why not?
- Next, have more verbal children predict what they believe will happen when they paint their houses with watercolor paints. It will be interesting for you to note which children have an idea that they might see the white crayon drawing when they paint over it with watercolors. Then, have them do just that! As they paint, they will more than likely become very excited when they see the white crayons showing through the paint. Why do they think this happened?
- Advanced Preschoolers: These children can try to write their names on their homes with white crayons before they paint over them (if this developmentally appropriate for them). Is this task easy or difficult? Why?

### Your Own Activities

## DAY 5

**Unit:** My Home. Your Home.

**Today's Focus:** Homes Have Many Rooms - Kitchen

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

The kitchen can be a very dangerous place for children. Make sure that low cabinets and drawers have safety latches.

### Teaching Tip of the Day

Involving parents/caregivers in their child's education is very important. Be sure to share information frequently via email, text and, of course, in person!

### Transition Time

Have more verbal children name foods they like to eat that are prepared in a kitchen before moving from activity to activity today. All the children can then pretend to eat that food as they move.

### Exploring Together: What Goes On in the Kitchen?

(all ages, 😊 🙌 ❤️ 🔑 🌐 🗣️ 🗂️ ? 🗨️)

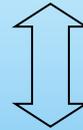
Materials:

- "Where in the House?" Riddle Book, prepared** - See p. 27 for preparation directions.
  - Kitchen items in a paper grocery bag** (safe for children...e.g., small pot/pan, plastic cooking spoons/flippers/ladles, plastic plates, plastic cups, measuring spoons, plastic measuring cups, whisk, spatula, etc.)
- Today you will begin a series of experiences that are designed to help children learn more about the many different living spaces in people's homes. As you introduce these experiences, remember to be cognizant that all children may not have all of the living spaces in their homes and adapt the experiences accordingly. During this experience, you will help the children build background knowledge about kitchens and the activities that go on in this room of the house.
  - Sit on the floor with the paper bag filled with kitchen items and peek inside. As children become curious, shake the bag. Ask the children what they think might be inside. Then, have the children take turns closing their eyes and reaching into the bag. Have children who are more verbal guess what they are touching as they reach into the bag. If they do not know what it is called, they can tell what they think it is used for. Then, have them remove the kitchen item & you can name it. Repeat, until the bag is empty. Then, invite the children to explore the items. What do the children know about the items? Where might they find these items in a house? Use this to exploration to introduce the kitchen.
  - Next, show them the "Where in the House?" Riddle Book and have the children put on their thinking caps. Then, read the book, pausing after each riddle for the children to share their ideas. At the end of the book, turn back to the page featuring the kitchen and challenge the children to compare it to your kitchen.
  - **EXTENSION:** Take time to review safety in the kitchen such as never touching the stove/oven or sharp knives.

### Today's Vocabulary

Use some of these words in conversations with children today!

**home rooms kitchen**  
**cook food cabinets counters**



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

- *Saying the words listed above as children complete activities.*
- *Engaging children in conversations as they pretend to work in the kitchen (p. 13).*
- *Talking with children as they create art with kitchen tools (p. 13)*

### Questions to Spur Thinking

- *What do you know about these kitchen tools?*
- *Who uses these kitchen tools?*
- *What do you think the riddles in this book are going to be about?*
- *Which room in your home is your favorite? Why do you like that one best?*
- *What types of things does your family do in the kitchen?*



## Day 5 - Center/Small Group Activities

### Cookin' in the Kitchen

(Toddlers–4 years,       )

Materials:

- Water table or container of water**
  - Plastic kitchen items** (e.g., cooking tools, bowls, cups, measuring spoon, etc.)
  - Play food (plastic), pots and pans
- Children show what they know through dramatic play. They also express their creativity in the process. This experience invites children to participate in dramatic play as they pretend to cook in the kitchen. At the same time, the children will build fine motor control, practice self-regulation and problem-solve.
  - Set up the water table or a container of water along with the other materials listed above. The children can freely utilize the materials as they pretend to cook in the kitchen. More verbal children can engage in conversations with you as they do so. Be sure to ask plenty of questions in the process. If you are lucky, some of the children may offer you something “eat” that they “cook.”
  - Advanced Preschoolers: These children should be able to tell you about the activities their family members do in the kitchen as they play.

### Kitchen Music

(Infants,     )

Materials:

- Metal cooking pot, wooden or plastic cooking spoon
- Infants love to make noise? Why? Because when an infant bangs on a pot with a spoon and it makes a sound, he/she is learning that he/she made this happen. This is called cause and effect...which is actually a science concept. During this activity, the infants (and probably your other children) will have a great deal of fun making a lot of noise!
  - Sit on the floor and put the infant in your lap. Turn the cooking pot upside down and give the infant a wooden or plastic cooking spoon. Watch to see what the infant does and then describe not only his/her actions, but the results as well. Use plenty of vocabulary to describe the sounds the infant creates while making “kitchen music.”

### Questions to Spur Thinking

- *What do you like best about cooking?*
  - *What other kitchen tools could you use?*
- 
- *Tell me about how you are using the (name of kitchen tool).*
  - *Which kitchen tool did you like using the best? Why?*

### Kitchen Tool Art

(Toddlers–4 years,      )

Materials:

- Plastic kitchen tools** (e.g., spatula, flipper, measuring cups, measuring spoons, potato masher, etc.)
  - Paint in shallow dishes (assorted colors)
  - Large sheets of white paper
- It is fun to present children with ordinary items and then challenge them to use them in completely new ways. That is exactly what the children will do during this activity as they use kitchen tools & paint to create beautiful works of art. As the children choose tools to press (or dip) in paint & then press (or move) on paper, they will also build both eye-hand coordination & fine motor control. Plus, as you observe and engage with children, you have the perfect opportunity to talk about colors in a meaningful way.
  - Set out the materials listed above and as children show interest, invite them to paint. The children will probably be a little confused because you are not offering them paintbrushes. Explain that they can use the kitchen tools in any way they want to create art. Keep in mind that different developmental levels will approach this experience differently. Here are options.
  - Toddlers/Twos: Make sure to have some items that will be easy for little hands to handle. Also be sure to describe how the children use the tools and paint. This is an excellent way of exposing them to cause & effect.
  - Threes/Fours/Advanced Preschoolers: As these children create, challenge them to predict what they think they will see when they lift up the kitchen tools. These children can also talk about which tools they like best for printing.

### Your Own Activities

## DAY 6

**Unit:** My Home. Your Home.

**Today's Focus:** Homes Have Many Rooms - Living/Family Room  
**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Carbon monoxide detectors save lives. Make sure that yours is working properly by testing frequently.

### Teaching Tip of the Day

Children learn from each other! One of the beauties of family child care is that younger children learn from older ones. Make sure to promote this benefit when planning and conducting activities.

### Transition Time

Name items (e.g., couch, coffee table, bookcase) that might be found in the living/family room and things like a toilet, bathtub and sink (that would not). The children can give a thumbs up for living/family room items and a thumbs down for the others as they move.

**Get Moving!**

### **Exploring Together: Together Time**

(all ages,          

**Materials:**

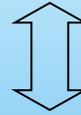
- "Where in the House?" Riddle Book
- Music

- Spending time together is an important part of family life. Today, you will explore a room in homes where families often spend time together ... the living or family room. During your discussions, you may find that some families call it a living room while others call it a family room. This is yet another opportunity for you to bring diversity into your program. If any children do not have this area in their homes, be sure to keep this in mind during the activity as well. This experience invites children to build literacy skills as they listen to, and solve, riddles and then gets them moving as they participate in a Family Dance.
- Turn on some recorded music and start dancing in the family or living room. As children become curious, invite them to join you for a Family Dance. Older preschoolers can pretend to be different family members as they dance together. After a few minutes, turn off the music and have the children sit down. Invite them to look around the room. What do they see? What is this room called? Does their family have this type of room in their home? Use these questions to introduce the living/family room. Then, play, "I Spy" with the items in your living/family room for a few minutes. This is an excellent way for you to help the children build vocabulary!
- Next, share the riddle book, "Where in the House?" and challenge the children to keep an eye out for the living room. After sharing the story, turn back to this page and invite the children to talk about what they like to do with their families in this room in their homes. Do they like to read books? Play games? Play with toys? Do puzzles? As the children share, point out that different families like to do different things and this is yet again, another way in which they are all special and unique.

### Today's Vocabulary

Use some of these words in conversations with children today!

**living room**      **family room**  
**together**      **couch**      **comfy**



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

- *Using the words above as the children complete the day's activities.*
- *Engaging children in conversations as they build a book nook with pillows and blankets (p. 15).*
- *Talking with children as they pretend to be on television (p. 15).*

### **Questions to Spur Thinking**

- *Which family member do you want to be in our Family Dance?*
- *What do you like to do with your family in your living/family room at home?*
- *What types of furniture do you have in your living/family room?*
- *Why do you think different families like to do different things in their living/family rooms?*
- *If your home did not have a family room, where could your family do things together?*



5.

## Day 6 - Center/Small Group Activities

### I Am on TV!

(Toddlers–4 years, 😊 ❤️ 🖐️ 🗣️ 🎨 🗣️)

Materials:

- Large cardboard box cut to look like a television set OR blankets draped over 3 sides of a table
- Markers/crayons, art/collage materials, glue

- Dramatic play opens the door to learning in so many areas. During this experience, children will build language skills, practice taking turns, assume roles and so much more. This is also the perfect experience for a multi-age group because even nonverbal children can be “on TV!” Just read through the adaptations below and incorporate them as needed for your group.
- Set out the prepared cardboard box or prepare the table. As children become curious, invite them to pretend that the box or table is a television set. If you were able to locate a large box, the children can use art supplies to decorate it. Then, they can take turns being “on TV.”
- Toddlers/Twos/Young Threes:** These children are not yet ready to engage fully in dramatic play (e.g., assuming roles). But, they will definitely enjoy playing in the “TV.” Also, these children may need their own time in the TV because they are less likely to be able to wait a long time for a turn.
- Older Threes/Fours/Advanced Preschoolers:** These children will be more likely to engage in roles as they play in the TV. You may need to provide a supportive role during this experience, talking about showing respect by listening carefully to the person in the box. This would be a fun experience to record to share with parents/caregivers via text or email. These children may also decide to put on a show using the box or table. They may want to work together to either reenact a favorite TV show or put on an original one they create. This would be a lot of fun to record!

Get Moving!

### Pillow Fun

(Infants - ❤️ 🗣️ 🖐️ 🗣️)

Materials:

- Pillows

- Infants are always exploring! Not only do they use their eyes and hands to do so, they use their entire bodies. When infants learn to crawl, their legs and arms help them learn about their environment. This experience invite infants to explore in a safe, soft way. Adding language to the experience is a wonderful way to help the infant build receptive language skills.
- Put a few pillows on the floor and sit with the infant in your lap. If the infant is not yet crawling, he/she can sit on the pillows (with help, if needed). If the infant is crawling, he/she can crawl on the pillows. Either way, talk about how the pillows look and feel as the infant explores. Be sure to use plenty of descriptive language while doing so.

### Questions to Spur Thinking

- What did you like best about being “on TV?”
- What did you choose to read in your book nook? Tell me about what you are reading.

### Let’s Build a Book Nook

(Toddlers–4 years, 🖐️ ❤️ ? 📖 😊 🗣️)

Materials:

- Pillows, blankets
- Assorted books, magazines, newspapers, etc.

- One of the many activities families do in the living room or family room is read. Reading does not need to be limited to books but can include magazines and newspapers, too! During this experience, children will problem-solve as they work together to build a “book nook” (e.g., comfortable reading area) where they can explore all types of printing material. This is a meaningful way to expose children to print concepts.
- Show interested children the materials you gathered and challenge them to work together to use them to build a book nook. If they do not know what a book nook is, explain that it is a soft, comfortable area for reading. Watch and observe as the children construct their book nook, asking questions when it seems appropriate.
- Once the book nook is finished, the children can read books, magazines, newspaper, brochures, etc. while relaxing in this area. **Toddlers/Twos** will just have fun looking at the pictures while more advanced children may ask you to join them to read some books.
- Advanced Preschoolers:** These children may want to “read” to younger children as they enjoy the book nook together. If they choose to do this, it is not only a wonderful way for them to practice retelling a story from memory, it is also a great way for them to assume a leadership role.

### Your Own Activities

## DAY 7

**Unit:** My Home. Your Home.

**Today's Focus:** Home Have Many Rooms - Bedroom  
**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Plastic grocery bags are very dangerous. Keep these out of the hands of children at all times.

### Teaching Tip of the Day

Teaching children to put toys away after using them is a simple way to help them practice respect for belongings.



### Transition Time

Have the children pretend to sleep and then make a sound like an alarm clock. When the children hear the alarm, they should wake up and move to the next activity.

### **Exploring Together: Off to Bed**

(all ages,         )

Materials:

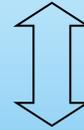
- "Where in the House?" Riddle Book
- Blanket

- Group games are fun for children and also a good way for them to practice cooperation and self-regulation. This experience not only builds upon their existing knowledge about bedrooms as part of a home, but also invites them to use their problem-solving and listening skills.
- Lie down on the floor (or couch), cover up with a blanket and pretend to go to sleep. As children become curious (and they will!), invite them to "sleep" with you. After a minute or so, wake up and talk with the children about where they sleep at their homes. Invite more verbal children to describe their beds, cribs and bedrooms.
- Next, share the riddle book, "Where in the House?" See if the children can answer most of the riddles now that they have heard the story several times. After reading the entire book, turn back to the picture of the bedroom and invite the children to compare it to their own bedroom. How is it the same? How is it different?
- Now it is time to play the game, "Who is Snoring?" To play, have the children close their eyes. Then, tap one child on the head and have him/her get under the blanket. This child should then begin snoring loudly. The other children must open their eyes and try to figure out who is snoring. Repeat, using a different child each time.
- **EXTENSION:** Read your favorite version of the fairy tale, "The Princess and the Pea."

### Today's Vocabulary

Use some of these words in conversations with children today!

**bedroom sleep nap**  
**crib pillow blanket bed**



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

- *Using the words such as those listed above during Exploring Together and throughout the day.*
- *Engaging children in conversations as they make tie-dye puffy pillows (p. 17).*
- *Challenging children to sort hard and soft items (p. 17).*

### **Questions to Spur Thinking**

- *Where do you sleep at night at your house?*
- *Tell us about your bedroom.*
- *How is the bedroom in this picture like your bedroom? How is it different?*
- *Where do you keep your clothes in your bedroom?*
- *Do you share a bedroom with another person? What do you like about sharing your bedroom? What don't you like?*



The bedroom!

9.

## Day 7 - Center/Small Group Activities

### Tie-Dye Puffy Pillows

(Toddlers–4 years, 🗨️ 😊 ❤️ ? 🖌️ 🧵 🖐️)

Materials:

- Round coffee filters**
  - Washable markers, water in shallow dishes, paintbrushes (thick and thin handled), tape
  - OPTIONAL: Baking trays with edges
  - Polyester fiber-fil, facial tissues, paper towels**
- This experience not only invites children to create, it challenges them to make and test predictions while building fine motor control. This is also a great activity for talking about colors! Two different levels are provided for this activity after completing the initial step. Choose the approach that you think will work best for each child based on his/her developmental level.
  - To begin, have each child flatten 2 coffee filters and then decorate them with washable markers. Then, set out the water and paintbrushes. Before the children begin painting water over the filters, invite them to predict what they believe is going to happen. Then, have them paint with water to find out. You might want to tape the filters to the table to keep them from moving OR tape them inside a baking tray with edges. Allow the filters to dry completely.
  - Toddlers/Twos - Put the dry filters together and tape around most of the edge. Then, have the children put small amounts of polyester fiber-fil or facial tissues inside while you hold the filters open. Once full, tape the hole closed. The pillow is now ready to use!
  - Threes/Fours/Advanced Preschoolers - These children can follow the steps above for toddlers/twos but they may be able to tape the filters together on their own. Provide assistance if asked.

### Time for Bed

(Infants, 🗨️ 🧵 🎵 ❤️)

Materials:

- None needed
- Sleeping time is a wonderful time with infants. The following song is a nice one to sing when putting infants down for a nap. In the process, you will expose the infant to rhythm, rhyme and, of course, language.
- Rock the infant back and forth as you sing this song, "Now It's Time" (p. 32) before putting him/her down for a nap. As you sing, be sure to look directly at the infant. Eye contact is an excellent way to enhance the infant/caregiver bond. You may find that this is a song that all of the children enjoy. If so, make singing it a part of your naptime routine.

### Questions to Spur Thinking

- *What does your pillow in your bed at home look like?*
  - *What do you like best about the pillow you made?*
- 
- *What items did you find? Which are hard? Which are soft? How can you tell the difference?*

Get Moving!

### Soft or Hard?

(Toddlers–4 years, 😊 🎵 ? 🧵 🗨️ 🖐️ ❤️ 🗨️)

Materials:

- Assortment of soft & hard items in a box or clothesbasket, music**
- Who says math needs to be boring? This active experience not only helps children practice sorting/grouping, it also involves counting skills, exploration using the senses and much more! Adapt and modify for different developmental levels.
- Set out the box or clothesbasket filled with soft and hard items. As children show interest, invite them to explore the items. Talk about how the items feel. Then, start sorting.
- Toddlers/Twos: These children are not yet ready to sort independently but they can still be exposed to the opposites hard and soft. Pick up an object that is soft and describe it. Then, challenge the children to find soft things as well. Repeat with the hard items.
- Threes/Fours/Advanced Preschoolers: See if these children can sort the items into two piles...hard and soft. As the children sort, talk about things in the bedroom that are soft and things that are hard. Then, invite the children to show what they know! Turn on music and challenge the children to find items that are soft and items that are hard. Then, stop the music and talk about the items the children found. Count the items as well.

### Your Own Activities

## DAY 8

Unit: My Home. Your Home.

**Today's Focus:** Homes Have Many Rooms - Bathroom  
**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Even a kitchen chair can be dangerous when a toddler decides to climb on it. If you have a climber in your group, watch out for potential climbing hazards and be prepared to redirect quickly.

### Teaching Tip of the Day

Take time to rotate your toys frequently. Putting away toys and then bringing them out again can make them seem new to children.

### Transition Time

Sing the song, "Wash and Scrub" (p. 32) as the children move from activity to activity today. The children can pretend to "wash and scrub" as they move.

Get Moving!

### Exploring Together: Squeaky Clean

(all ages,          

Materials:

- "Where in the House?" Riddle Book
- Towel, washcloth

- One of the rooms in a home that children are very familiar with is the bathroom. This experience builds upon the children's existing knowledge while reinforcing important safety concepts. At the same time, the use of an action song that involves dramatic play is sure to keep the children engaged.
- Sit on the floor with and pretend to wash yourself with the washcloth and then dry yourself with the towel. As children notice, invite them to come over to be "washed" as well. During this process, challenge the children to talk about the room in their homes where they wash. Hopefully, they will suggest the bathroom!
- Next, share the riddle book, "Where in the House?" Challenge children to solve the riddles included in the book. Then, when finished, turn back to the page that features the bathroom. Invite the children to describe what they see in the picture. Do they have the same things in their bathroom? Invite them to compare and contrast the picture to their own bathrooms. As they do so, be sure to talk about safety when using the bathroom.
- After talking about bathrooms, introduce the action song, "Wash and Scrub" (p. 32). As you sing the song, have the children pretend to sit in the bathtub as they wash their bodies. The children can suggest different body parts to incorporate into the song as you sing.

### Today's Vocabulary

Use some of these words in conversations with children today!

**bathroom**   **sink**   **bathtub**  
**water**   **safety**   **towel**



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

- *Using the words, such as those listed above as children complete today's activities.*
- *Talking with children as they pretend to be taking a bath (p. 19).*
- *Naming colors as the children paint with bath poofs (p. 19).*

### Questions to Spur Thinking

- *Where do you take a bath or shower?*
- *What do you like about taking a bath? What don't you like?*
- *Why do you think it is not safe to touch the hot water?*
- *What should you do if you spill water on the floor while taking a bath?*
- *Which body part should we wash next?*



The bathroom!

7.



## Who's In the Tub?

(Toddlers–4 years, 🗨️ 😊 🖐️ 🖍️ 🧴 ❤️)

Materials:

- Large cardboard boxes or clothesbaskets OR tub of water outside (if weather is still warm) & the children's bathing suits**
- Towels, washcloths, **empty shampoo bottles, bath toys**, etc.

- Depending on the weather in your area, you may want to do this experience outside (with water) or inside (no water). Either way, the children will have fun engaging in dramatic play as they pretend to take a bath. As you observe, be sure to ask plenty of questions to help build language skills.
- It's bath time! The children can either use real water outside to wash their bodies OR they can sit in boxes/clothesbaskets indoors and pretend. Either way, the children can use the materials above, as well as others they choose to add, to role-play taking a bath.
- As the children pretend, talk with them about what they like (or do not like) about taking a bath. If the children are using water, talk about how the water looks, sounds and feels. The key here is to engage the children in back and forth conversations as a way of helping them build both receptive and expressive language skills. Don't be surprised if the children want to give YOU a bath, too!
- Advanced Preschoolers: These children can talk with you about safety tips to remember when bathing. Can they remember them all?

## Wash Your Hands

(Infants, 🗨️ 🧴 🖐️ 🧻 ❤️)

Materials:

- Baby bath wash and washcloth OR baby wipes
- Routine times, such as washing hands and faces, can be learning times by simply adding a song or rhyme.
- Each time you wash the infant's hands or face today, recite the rhyme, "Wash Your Hands." Be sure to clap together at the end.

### WASH YOUR HANDS

Wash your hands and wash your face.  
 Scrub and rub the dirt away.  
 Wash until you are all clean  
 Then we can clap and shout, "Yippee!"

## Day 8 - Center/Small Group Activities

### Questions to Spur Thinking

- What part of your body are you washing now?
  - How does the water feel? Look? Sound?
- 
- Tell me about what happened when you pressed the poof in the paint and then on your paper.

## Poofy Painting

(Toddlers–4 years, 🖐️ 🗨️ ❤️ 🖍️ ? 🧴)

Materials:

- Bath poofs (if you do not have bath poofs, you can use pieces of old washcloths or sponges instead)**
- Large sheets of white paper
- Assorted colors of paint in shallow dishes with baby bath wash or hand soap mixed into the paint**
- This art experience challenges children to use a common material in an entirely different way. At the same time, the incorporation of soap adds a sensory element as well. As children choose to participate in this experience, they will build fine motor control, exposure to colors and express creativity...all at the same time.
- Set out the bath poofs (or pieces of washcloth/sponges), paint and paper. Interested children can use the poofs (or other materials) to create art by pressing them into paint & then on paper. As you observe, engage the children in conversations. Talk about the colors of paint the children choose to use & see if Threes/Fours can name not only these colors but also any new colors that appear as the colors mix. Also be sure to talk about the smell of the paint.
- Advanced Preschoolers: These children should be able to name all of the colors they use as well as new colors that appear. In addition, these children should be able to print their names on their papers after the paint dries.

### Your Own Activities

## DAY 9

Unit: My Home. Your Home.

Today's Focus: Homes Have Many Rooms - Storage  
Developmental Areas Addressed Today:



### Be Healthy & Safe!

Make sure emergency contact information is always up-to-date. You never know when you might need it.

### Teaching Tip of the Day

During this entire unit, be sure to reinforce the concept of respect when talking about families and homes. There is no "one size fits all" and ALL families are unique and special.



### Transition Time

Have the children pretend to carry boxes as they move from activity to activity today. Your more verbal children can share what is in their boxes they are carrying to the attic, basement or garage.

### Exploring Together: Store It!

(all ages, 😊 ❤️ 🤝 🌍 📍 ? 🗝️ 📖 🗨️)

Materials:

- Assorted boxes and/or plastic storage containers (different sizes...empty food boxes are fine!)
- Items to go in the boxes (different sizes as well)
- "Where in the House?" Riddle Book

- There are many different places in our homes where we store things. Cabinets, drawers and closets are smaller places while garages, basements and attics are larger ones. This experience helps children recognize the many places in homes where people store things and the types of things they store. During the course of this experience, the children will also practice problem-solving, spatial awareness and fine motor skills as they attempt to match items to boxes by size.
- Sit on the floor with the boxes/containers and the items you gathered ahead of time. As children become curious, invite them to join you. Explain that you are planning to store the items but you are having trouble figuring out which box/container should be used for which item. Invite the children to help! They can explore to figure out that if they put the small item in the big box, then they will not have anywhere to put the big item. This entire process is going to really challenge the children to problem-solve.
- After the items are matched to the boxes/containers by size, have the children share where they think you should store them. In the closet? In the basement? In the garage? Use this part of the activity to introduce the concept that there are places in homes where people store things. Then, to solidify this information, share the riddle book, "Where in the House?" and have the children talk about what they see in the pictures of the attic, basement and garage. In addition, they can share if they have any of these storage spaces in their own homes.

### Today's Vocabulary

Use some of these words in conversations with children today!

garage      attic

basement      storage      boxes



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

- Using words such as those above during daily activities.
- Talking with children as they build garages for toy vehicles (p. 21).
- Describing items while playing the game, "What's in the Box?" (p. 21).

### Questions to Spur Thinking

- Which box should we use for the (name of item)?
- Why do you think that box will work best?
- Where do you think I should store these boxes?
- Where do the adults in your home store things?
- Why do you think storage is important?



## Building Garages

(Toddlers–4 years, 🖐️ ❤️ 🔍 ? 🗑️ 😊 ① 🗣️)

### Materials:

- Blocks (assorted types, if available)
- Toy vehicles
- Index cards, crayons/markers, tape

- Constructing with blocks involves creativity, fine motor control and problem-solving. During this experience, interested children can build garages for toy vehicles. They will need to problem-solve as they build to make sure the garages they create are large enough for the vehicles to “park” inside them. We are providing several different levels for this experience to help you adapt it to different developmental levels.
- Toddlers/Twos: These children do not yet have the fine motor control necessary to stack blocks to make a structure. They will still enjoy playing the toy vehicles and perhaps you a more advanced child might build a garage for them to use as they play.
- Threes/Fours: These children should have fairly well-developed fine motor control and may be able to stack blocks to make walls. They may, or may not, be able to make a roof. As these children build, be sure to engage them in conversations about garages.
- Advanced Preschoolers: These children will probably build much more elaborate garages with walls and roofs. In addition, these children can give names to their garages and print them on index cards (e.g., Tony’s Garage). These “signs” can be taped to their creations.

## In the Garage

(Infants, 🗣️ ❤️ 🔍 ① 🖐️)

### Materials:

- Step stool (one step), small blanket**
- Toy car (safe for an infant)

- A wonderful way of exposing infants to the opposites *in* and *out* is to put an object in and out of something. During this experience, the infant will drive a toy car in and out of a step stool & blanket garage. In the process, the infant will build fine motor control as well.
- Put the step stool on the floor in front of you and the infant. Cover three sides with a blanket to make a “garage.” Push a toy car across the floor and make car sounds. Then drive the toy car into the garage and describe what you are doing. Then drive the car out. Chances are good the infant will want to push the car, too. Invite him/her to do so and be sure to describe his/her actions in the process.

## Day 9 - Center/Small Group Activities

### Questions to Spur Thinking

- *What type of vehicle are you going to park in your garage?*
  - *How many vehicles does your garage hold?*
- 
- *Which clue helped you to figure out what was in the box?*
  - *What other things might you find in a box from the attic/garage/basement?*

## What’s in the Box?

(Toddlers–4 years, 🖐️ ❤️ 😊 ? 🔍 🗣️)

### Materials:

- Cardboard box with a lid** (or one that can be closed)
- Assorted items (your choice) in a paper shopping bag (so the children cannot see them)

- Guessing games are fun because there is an element of mystery and excitement. This game requires the children to use their thinking skills as they try to figure out what is inside a box based on verbal clues given by you. This is a wonderful experience for building language skills and vocabulary as well.
- Sit on the floor with the box in front of you. Keep the items out of sight. As children become curious, introduce the game, “What’s in the Box?” To play, have all of the children close their eyes while you take one item from the paper grocery bag and put it into the cardboard box. Once the lid is on (or closed), have the children open their eyes. Gently move the box back and forth and have the children listen. Does the sound give them any clues about what might be in the box?
- Next, give the children clues about the object in the box. See how long it takes for them to correctly guess what it is. Then, remove the item from the box and repeat the process with another item.
- Advanced Preschoolers: These children can assume a leadership role by leading this game with a little guidance and support from you.

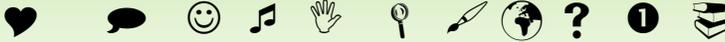
## Your Own Activities

## DAY 10

**Unit:** My Home. Your Home.

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

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Do not have hats in the dramatic play area that cannot be washed. After all, lice love hats!

### Teaching Tip of the Day

When children are upset, have them close their eyes and take deep breaths.

### Transition Time

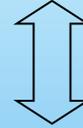
When moving from activity to activity, sing favorite songs today.

### Today's Vocabulary

Use some of these words in conversations with children today!

**family members photo**

**special diverse**



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

- *Saying the words listed above as children complete activities during the day.*
- *Listening and asking questions as the children retell the riddle book, "Where in the House?" (p. 23).*
- *Naming and describing fruits as children help prepare Fruit Salad for Families (p. 23).*



**Get Moving!**

### **Exploring Together: Family Day!**

(all ages,        )

Materials:

- Construction paper picture frame for each child** - To prepare, simply cut construction paper into a picture frame that will fit on a regular sized piece of paper.
- Assorted art/collage materials, glue/gluesticks
- How Many Members? game (from p. 7)
- Dollhouse and people figures (if you have one)** OR blocks and people blocks (from p. 7)
- White paper, crayons/markers
- Today is Family Day! Choose the activities below that you think will work best for your program. If you feel family members would enjoy participating in the experiences with their children, be sure to invite them to do so.
- **Family Photo Frame** - Provide children with the prepared picture frames and invite them to decorate them as desired with crayons/markers and art/collage materials. Allow to dry. While drying, have children draw pictures of their families on white paper. **Toddlers/Twos and Young Threes** can just scribble while more advanced children will create representational art. When finished, mount the completed drawings in the frames and send home for a special surprise.
- **How Many Members? Game** – Review this game from p. 7. Repeating experiences is a wonderful way for children to build upon existing knowledge and practice new skills.
- **Dollhouse Fun** - Set out a dollhouse with people figures for the children to play with. As they play, be sure to talk with them about the family they create as well as the rooms in the house. If you do not have a dollhouse, the children can build homes with blocks and use the people blocks instead.
- **My Family is Special Because...** - Have more advanced children finish this phrase and write down their responses as they do so. Are all of their ideas the same? Why not?

### **Questions to Spur Thinking**

- *What do you like best about your family?*
- *Tell me about how you chose to decorate your family photo frame.*
- *Who are the members of your family that live in your home?*
- *What do you like to do with your family?*
- *What rooms do you see in the dollhouse?*
- *How is the dollhouse like your own home? How is it different?*
- *Why do you think your family is special?*



## Day 10 - Center/Small Group Activities



### Fruit Salad for Family

(Toddlers–4 years, ♥ 😊 🙌 📌 🗣️)

Materials:

- Assorted fruits (your choice)\*
- Paper plates, plastic knives
- Large mixing bowl
- Zipper-top bags or individual storage containers for transporting fruit salad from your program to home

- Creating a special treat to share with family is a fun way for children to practice kindness. At the same time, as the children help prepare the food, they will utilize their senses, develop fine motor control and much more.
- Set out the fruits and prep materials. As children choose this experience, be sure to have them wash their hands and then challenge them to share what they believe they are going to make. Once they figure out that they are going to make fruit salad, explain that they are not just going to make fruit salad for themselves but for their families as well!
- Have the children help wash and prepare the fruits. Your Threes/Fours can help to cut up soft fruits like strawberries or peaches with plastic knives while you do firmer fruits like apples. Toddlers/Twos can help mix and stir. As the children work, be sure to talk with them about how the fruits look, feel and smell. In addition, be sure to talk about the colors of the fruits. As the fruits are prepared, the children can put them in the big bowl. Once the prep is done, the children can mix the fruits together. They can then each scoop out a small portion to eat now and then another portion to put into a zipper-top bag or container to take home.
- Advanced Preschoolers: These should be able to use the plastic knives with control.

\* As always, be sure to check with parents/caregivers before serving any foods.

### Questions to Spur Thinking

- How do you think your family will feel when you bring home fruit salad to share?

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- What part of the story is your favorite? Why do you like that part the best?

### Reading Riddles

(Toddlers–4 years, ♥ 😊 🙌 📖 🗣️)

Materials:

- “Where in the House?” Riddle Book
- Retelling a story in your own words is a wonderful exercise in comprehension and verbal skills. This experience challenges more advanced children to do just that as they use the prop from this unit to “read” the riddle book, “Where in the House?” Less verbal children can serve as the audience and gain key receptive language skills during the activity.
- Invite interested children to “read” the riddle book, “Where in the House?” in their own words. As you participate with the children, be sure to ask questions and engage them in conversations. This is an excellent way for you to help the children build both language and vocabulary skills.
- Advanced Preschoolers: These children should be able to share the gist of each riddle without reading the words. They also want to make their own riddle books as an extension experience.

### Sweet, Sweet Notes

(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 their favorite songs or rhymes from this unit. You will find those songs and rhymes on pages 5, 19 and 32 along with any others from Exploring Together activities. Have fun!

### Your Own Activities

# School–Age Activities

## What is a Family?

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.

## The Thing I Like Best...



### Materials:

Construction paper, white paper, crayons/markers/colored pencils, pencils, stapler

- Creative writing is a wonderful way for children to express their ideas while learning more about language. During this experience, the children will have the opportunity to write about something that is near and dear to their hearts...their families. In the process, the children will learn more about letters, letter sounds, words, etc. as they explore using print to share ideas with others.
- Set out the materials and start by inviting each child to finish the statement, "The thing I like best about my family is..." As the children share, talk about how their responses are all different. Why is this? This is the perfect time to bring diversity into the discussion.
- Next, have the children write their endings to that phrase. Once they finish writing, they can draw pictures to illustrate their words. When everyone is finished, have the children share their writing and art with your entire group.
- **EXTEND FOR ANOTHER DAY:** Because of the amount of writing, revising and drawing, this experience will definitely take more than one day to complete.

## Questions to Spur Thinking

- What do you like best about your family?
- What is your favorite thing to do with your family?
- Are all families the same? Why not?
- How is your family like (another child's name)? How is your family different?
- Why do you think it is important for all members of a family to respect each other?

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- What color of eyes do you have?
- What color of eyes do the members of your family have?
- Why do you think more people in your family have (color) eyes than any other color?

## Inherited Characteristics

## Brown Eyes? Blue Eyes?



### Materials:

Unbreakable hand mirror or access to a wall mirror  
 **Each child's family photo**, white paper, blue, brown and green crayons/markers

- DNA is fascinating! There are many characteristics we inherit from our parents. This experience invites children to explore just one of them ... eye color. The children will graph the eye color of their family members to see which one appears the most. Please be cognizant of children who may be adopted or are not living with their natural relatives as you conduct this activity and adjust accordingly.
- What color are your eyes? Some children may not even know the answer to this question because they just haven't stopped to think about it. Provide the children with unbreakable hand mirrors or access to a wall mirror. Have each child identify the color of his/her eyes. Then, provide each child with his/her family photo and access to an unbreakable magnifying glass along with paper and markers/crayons. Have the children look at each member of his/her family in the photo. What color eyes does each person have? Then, have the children use this data to create graphs. They can print ascending numerals on the left-hand side and the color words *brown*, *green*, *hazel* and *blue* across the bottom. Then, they can draw a simple eye above the color name for each member of his/her family. Once the graph is complete, challenge each child to tell you what the data says about the eye color in his/her family.
- **EXTEND FOR ANOTHER DAY:** Have children add the eye color of members of his/her extended family to the graph.

# School-Age Activities

## Families Far Away



### Materials:

- United states map OR world map**, ruler

- In today's world, families live all over the country and maybe even all over the world! This experience challenges children to use a map key to approximate how far away different family members live from their hometown. In the process, the children will not only build map reading skills, they will also practice sharing ideas verbally and making comparisons.
- Spread out the map(s) on a table. Invite the children to look at the map. What do they know about maps? Next, help the children locate their hometown on the map. Then, have one of the children name a relative that lives far away from them. Find that location on the map. Point out the name of the town/city, talking about letters and letter sounds while doing so. Mark this spot and then repeat for each child in the group. Can the children figure out which relative lives the farthest away? Next, show the children the map key and point out the scale (e.g., 2" = 100 miles). Have children use a ruler to measure the distance between their hometown and their relative's. Help them use multiplication to determine the approximate distance between the two points. This is a meaningful way for children to explore what the concept of multiplication means and how to use it to solve a problem.

**EXTEND FOR ANOTHER DAY:** The children can continue to mark where other relatives live and then calculate the approximate distance from their hometown.

## Families Can Live Near or Far

### Questions to Spur Thinking

- *Who is a part of your family that lives far away? Where does he/she live?*
- *Who do you think lives the farthest away from our town?*
- *How many miles away do you think (name of relative) lives from here?*
- *Where should we look to find the scale of this map?*

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- *Tell me about the dream home you are constructing.*
- *What is special about the home you are creating?*
- *If you could build your dream home anywhere in the world, where would you build it?*

## My Dream Home



### Materials:

- Small cardboard boxes (e.g., empty food boxes)**
- Assorted art/collage materials, glue/gluesticks, assorted types of tape (e.g., masking, duct, blue painter's, etc.)
- Construction paper, white paper, paper towel rolls, paint, paintbrushes, crayons/markers

- As most school-age children are aware, homes come in many different shapes and sizes. This experience invites them to take their own background knowledge about homes and apply it in a creative, open-ended way. In the process, the children will also need to practice problem-solving skills as they build fine motor control.
- Set out all of the materials listed above and invite the children to use them as desired to create their own dream homes. They may choose to use one box and create rooms inside it or stack and attach boxes together to create an apartment building. The choice is theirs! As they work, talk with them about their own homes. What do they like about their home? What would they change if they could? Many children in today's world have lived in numerous homes in their short lives because families move around more than ever. If this is the case for children in your group, be sure to incorporate this information into your discussions with them as they create.

**EXTEND FOR ANOTHER DAY:** Once the children complete their dream homes, invite them to present them to the entire group...including younger children. They can describe their homes for the younger children and answer any questions they may have. This is a simple yet effective way for older children to build oral presentation skills.

## There Are Many Types of Homes

# School-Age Activities

## A Coffee Table Book



### Materials:

- Large sheets of white paper, crayons/markers/colored pencils
- Construction paper, stapler
- Digital camera (that children can use)
- Samples of coffee table books**

- Reading is something that many families do together. Coffee table books are a unique form of literature that are often larger and filled with photos or artwork focused on a specific interest. The purpose of this experience is to have each child practice sharing written information while creating a book that can be enjoyed by his/her entire family.
- Set out a few samples of coffee table books. Invite the children to look at the books. How are these books like the regular books they read? How are they different? As the children look at the books, challenge them to point out the features they like about coffee table books.
- Next, invite the children to create their own coffee table books. They will need to first pick a topic to feature in their books. Maybe it is something they really like (e.g., horses) or a place they have visited (e.g., the beach). The children may choose to draw pictures or even take photos (which you can print out on regular paper). Then they will assemble their books and add text. Once finished, they can share their coffee table books with the group before taking them home.

**EXTEND FOR ANOTHER DAY:** This is definitely a multi-day experience!

Homes Have  
Many Rooms -  
Living Room

### Questions to Spur Thinking

- *How are the coffee table books like the other books you read? How are they different?*
- *What topic did you choose to focus on for your coffee table book?*
- *How do you think your family will feel when you give them the coffee table book?*

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- *Which toys do you think we should put in storage for awhile?*
- *Why did you choose those toys?*
- *How should we prepare the toys for storage?*

Storing Things in  
Homes

## Wash, Pack, Store



### Materials:

- Empty boxes or plastic tubs for storage**, tape, marker, masking tape
- Water table or container of water, paper towels, **sponges or rags**, dish soap

- This experience helps children practice a life skill ... preparing and packing items for storage. Toys are a good material to pack and store because when you put them away for awhile and then bring them back out, they seem new to the children. During this experience, the children will practice cooperation as they build fine motor control and make choices.
- Show the children the boxes and other materials. Explain that you want to put some of the toys away for a sort while and you need their help to prepare and pack them. Challenge the children to find a few toys they think would be good to put away for a short while. Then, have them wash and dry these toys. Talk about why washing and drying the toys before storing them is important. Next, have the children help put the toys into boxes or storage containers. They can then write the names of the toys in each box or tub on the outside using either just a marker or a marker and tape. Finally, they can help you determine where to store the toys. In the basement? Attic? Garage?

**EXTEND FOR ANOTHER DAY:** The children can help store outside toys as well...particularly near the change of seasons (e.g., put away the water play toys as winter approaches).

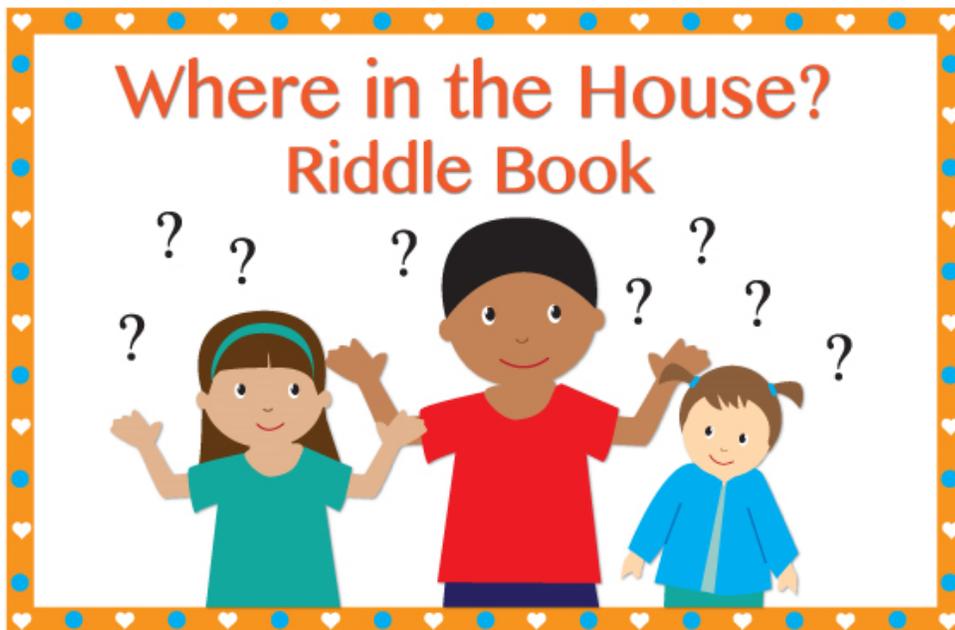
## “Where in the House?” Riddle Book

### Directions for Preparation & Use

### Preparation:

- First, print the sheets for the riddle book.
- Cut the pages apart by following the dotted lines. Stack the pages in order and staple on the left-hand side.
- As you share the book, be sure to pause and give children time to try to solve each riddle as well as share personal thoughts and experiences.

**\*\*\*The Teaching Guide will provide details on when, and how, to use this material.\*\*\***



### Extension Ideas

Use these extension ideas in addition to the activities included in the Teaching Guide to further expand upon this unit with the children.

**More Riddles!** - Have the children work together to add more riddles to the book. Perhaps they might want to add a riddle about the laundry room or the dining room. As the children dictate words, you can write them down...noting letters and talking about letter sounds while doing so.

**What Else Can You Find In the...?** - As you share the book, talk about the picture of each room. What other items might you find there? For instance, if you are looking at the picture of the kitchen, have the children identify the items they see and then share other items they believe you might find in this room in their homes. As a further extension, go to your own kitchen and see if you can find the items the children suggest.

## 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 #1 – Home Lotto

#### You Will Need:

- Child-safe scissors
- **Envelope or zipper-top bag for each child**
- Markers

#### What to Do:

- The purpose of this sheet is to help children create a lotto game they can play.
- Print out copy of the sheet for each child.
- Have the children cut the playing card from the individual cards by cutting on the dotted lines.
- To play, the children should match the individual cards to the pictures on the playing card by placing them on top.
- **HELPFUL HINT:** Have each child use a different color of marker to make a dot on the back of his/her pieces. This will make sorting the cards out easier if they get mixed up.



### Make It! Sheet #2 – My Bedroom Sign

#### You Will Need:

- Copy of the sheet for each child
- Crayons/markers

#### What to Do:

- The purpose of this sheet is to help children express their creativity while exposing them to letters and writing their names at the same time.
- Print out a copy of the sheet for each child. Have more advanced children print their names in the blank at the top while you can do this task for those children who are not developmentally ready. Be sure the read the word “bedroom” as well. While writing and reading, be sure to identify letter names and talk about letter sounds (with your more advanced children).
- Next, provide the children with crayons/markers and invite them to decorate the bedroom sign as desired. The type of art the children create will be related to their developmental level. Toddler/Twos/Young Threes will more than likely just scribble while more advanced children may draw representational art.
- The children can hang the signs on their bedroom doors at home when they are finished.



## Experiences for Older 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:

- ❑ **My Family Tree:** This experience challenges children to practice writing while containing an element of open-ended art as well. To begin, have the children use crayons or markers to draw a tree trunk with branches on a piece of white paper. Then, invite them to cut leaves from assorted colors of construction paper. The children can choose what color(s) of paper to use. They will need to make one leaf for each member of their family. Then, have the children print the names of their family members on the leaves, using one leaf for each member. As the children write, talk with them about their family members while also naming letters and talking about beginning sounds. After all of the trees are complete, invite the children to compare and contrast them. How are their family trees the same? How are the different?
- ❑ **It Starts With...:** As you introduce each new vocabulary word, print it on paper and have children identify the beginning letter and sound. Can children list other words that begin with the same letter and sound?
- ❑ **A Family Poem:** Acrostic poems are great for children to create because they expose them to robust vocabulary in a meaningful way. They also challenge children to be creative with words and phrases. An acrostic poem is one in which the lines do not rhyme. Instead, the letters of a word (in this case *family*) are used to begin each line. As the children work on their acrostic family poems, challenge them to think of words and phrases to describe their families. Once written, the children can illustrate their poems as well.

**F**un to be with  
**A**lways laughing  
**M**emories  
**I**ce cream for dessert  
**L**ove  
**Y**ippee!



### Division:

- ❑ **Some for Everyone!:** Making sure something is divided equally is actually division. For this experience, decorate a large circle of posterboard to make it look like a pizza and then cut into 8 slices. Then, introduce the game, "Some for Everyone!" Show the children the pizza and have the children pretend that they are a family. Count the number of members in the "family" and then count the number of slices. Challenge the children to figure out how they can give an equal number of slices to each family member. Then, have them test their ideas. Does their idea work? Are there any slices leftover? Repeat the process using numerals suggested by the children. In the process, the children will explore the concept of division in a hands-on, realistic way.

# Learning Indicators Addressed By Activity

Unit: My Home. Your Home.

	Exploring Together	Small Group	Small Group	Infant
<b>DAY 1</b>	Fantastic Families! LD1, LD2, LD3, LD4, AL3, SE2, SS1, SK1, LK1, PD4	Families Are Different LD1, LD2, LD3, LD4, AL2, LK1, SK1, SE2, SS1, PD5	A Home for a Family LD3, LD4, AL2, LR1, LR2, MK3, PD5, CA4, SE2, SE3	Rocking the Baby LD1, LD2, SK1, CA1, SE1, SS1
<b>DAY 2</b>	Tell Me About Your Family LD1, LD2, LD3, LD4, SE2, PD5, SK1, MK6, LK1, AL3, SS1	How Many Members? LD1, LD2, LD3, LD4, AL3, SE2, LR1, SK1, MK1, MK6, PD5	Family Crowns PD5, LD3, LD4, SE2, SK1, CA3, AL2, LK5, SS1, LR1, MK1	Who Is That? LD1, LD2, PD5, SK1, SE1, SS1
<b>DAY 3</b>	They Are Family, Too LD1, LD2, LD3, LD4, SE2, SE3, SK1, SS1, CA1, CA4, PD4, LR1	Off We Go! LD3, LD4, SE2, SE3, LR1, LR2, CA4, AL3, SS1	Reaching Out PD5, LD3, LD4, LR1, SE2, CA3, SK1, AL3, LK3, LK4, LK5, SS1	Art to Share SE1, PD5, CA3, LD1, LD2, SS1
<b>DAY 4</b>	Home Hunt LD1, LD2, LD3, LD4, SE2, SE3, PD4, MK6, SK1, LK1, AL3, SS1	Build It Strong LD3, LD4, SE2, LR1, LR2, MK3, SK1, AL1, AL2, PD5	Magic Colorful Homes LD3, LD4, AL1, AL2, LR1, PD5, SK1, SK2, CA3, SE2, LK5	So Many Homes to See LD1, LD2, SK1, PD5, LK1, SE1
<b>DAY 5</b>	What Goes On in the Kitchen? AL3, PD5, SE2, SK1, SS1, MK6, LK1, LD1, LD2, LD3, LD4, LR1	Cookin' in the Kitchen SE2, SE3, LR1, LR2, AL3, CA4, SK1, LD3, LD4	Kitchen Tool Art LD3, LD4, SE2, PD5, SK1, AL3, CA3	Kitchen Music LD1, LD2, PD5, CA1, SE1, SK1
<b>DAY 6</b>	Together Time LD1, LD2, LD3, LD4, PD4, SE2, SK1, LK1, LR1, SS1, CA1, CA2	I Am on TV! LD3, LD4, AL3, PD5, SK1, CA3, CA4, LD3, LD4	Let's Build a Book Nook AL3, SE2, SE3, LR1, LK1, PD5, LD3, LD4	Pillow Fun LD1, LD2, SK1, PD4, SE1
<b>DAY 7</b>	Off to Bed LD1, LD2, LD3, LD4, PD5, SE2, SK1, SS1, LK1, LR1, CA4, AL3	Tie-Dye Puffy Pillows LD3, LD4, AL1, AL2, SE2, LR1, CA3, SK1, PD5	Soft or Hard? AL3, CA1, LR1, SK1, SK3, MK6, PD4, SE2, SE3, LD1, LD2, LD3, LD4	Time for Bed LD1, LD2, CA1, SE1, SK1
<b>DAY 8</b>	Squeaky Clean AL3, LD1, LD3, LD4, LD4, SK1, SS1, LK1, CA1, CA4, PD4, SE3, MK6	Who's in the Tub? LD3, LD4, AL3, PD5, CA4, SE2, SE3, SK1	Poofy Painting PD5, LD3, LD4, SE2, CA3, LR1, LR2, SK1	Wash Your Hands LD1, LD2, SK1, LK1, SE1, PD5
<b>DAY 9</b>	Store It! AL3, SE2, SE3, PD5, SS1, MK5, MK6, LR1, SK1, SK3, LD1, LD2, LD3, LD4, LK1	Building Garages LD3, LD4, PD5, SK1, LR1, LR2, LK3, LK4, LK5, AL2	What's in the Box? PD5, SE2, SE3, AL2, AL3, LR1, SK1, LD1, LD2, LD3, LD4	In the Garage LD1, LD2, SE1, SK1, MK3, PD5
<b>DAY 10</b>	Family Day! AL3, LD1, LD2, LD3, LD4, SE2, SE3, LK3, LK4, LK5, PD5, SK1, CA3, MK1, SS1, LR1	Fruit Salad for Families SE2, SE3, AL3, PD5, SK1, SK3, LD1, LD2, LD3, LD4	Reading Riddles AL1, SE2, PD5, CA3, LK2, LK3, LK4, LK5, LD3, LD4	Sweet, Sweet Notes 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)

The Thing I Like Best... – LD1, LD2, LD3, LD4, AL2, CA3, LK3, LK4, LK5, SS1, PD5, SE2

Brown Eyes? Blue Eyes? - AL3, SE2, PD5, MK1, MK6, LR1, CA3, LD1, LD2, LD3, LD4, LK5, LR1

Families Far Away – LD1, LD2, LD3, LD4, SE2, PD5, SK1, MK1, AL3, LR1

My Dream Home – LD1, LD2, LD3, LD4, SE2, SE3, SK1, LR1, LR2, MK1, CA3, AL2

A Coffee Table Book - LD1, LD2, LD3, LD4, SE2, AL2, LK3, LK4, LK5, CA3, PD5

Wash, Pack, Store – LD1, LD2, LD3, LD4, SE2, SE3, PD5, SK1, LK5, LR1, AL3

### Book List

Here is a list of books that compliment our unit, “My Home. Your Home.” Be sure to preview the books you choose from this list.

*All Kinds of Families* by Mary Ann Hoberman

*Around the Neighborhood: A Counting Lullaby* by Sarah L. Thomson

*The Big Orange Splot* by D. Manus Pinkwater

*Busy Bear’s Family* by Stella Blackstone

*Communities* by National Geographic Learning

*Families* by Star Bright Books

*Families, Families, Families!* by Suzanne Lang

*A Family is a Family is a Family* by Sara O’Leary

*The Family Book* by Todd Parr

*Family Pictures* by Carmen Lomas Garza

*The Family Under the Bridge* by Natalie Savage Carlson

*Guess How Much I Love You* by Sam McBratney

*Homes Around the World* by Max Moore

*Homes Around the World ABC: An Alphabet Book* by Amanda Doering Tourville

*Houses and Homes* by Ann Morris

*If You Lived Here: Houses of the World* by Giles Laroche

*Me and My Family Tree* by Joan Sweeney

*My Community* by J. Jean Roberston

*My Family & ¡Mi Familia y Yo* by Gladys Rosa-Mendoza

*Who’s in a Family?* by Robert Skutch

### FAMILIES ARE DIFFERENT

Families are different, yes they are.  
Some are small and some are large.  
Mommies and sisters, brothers and dads,  
Grandmas and grandpas, uncles and aunts.  
Many different families, yes it is true.  
But the one you love most, belongs to you!

### LET’S GO TO MY...

(tune: “Here We Go ‘Round the Mulberry Bush”)

Let’s go to my (relative’s) house,  
My (relative’s) house,  
My (relative’s) house.  
Let’s go to my (relative’s) house,  
We’ll go in a (type of transportation).



### NOW IT'S TIME

(tune: "Twinkle, Twinkle, Little Star")

Now it's time to go to sleep;  
Close your eyes and start to dream.  
Feel the mattress...oh, so soft.  
Soon, my child, you will nod off.  
Now it's time to go to sleep;  
Close your eyes and start to dream.

Night. Night!

### WASH AND SCRUB

(tune: "Mary Had a Little Lamb")

This is how we wash and scrub,  
Wash and scrub, wash and scrub.  
This is how we wash and scrub.  
Wash and scrub our (body part).

### HOMES

Homes are big and homes are small.  
Homes are short and homes are tall.  
Homes have windows.  
Homes have doors.  
Homes have ceilings.  
Homes have floors.  
Big or small, this much is true...  
Homes are filled with love for you!



