

Fairy Tales & Fables



Growing. Playing. Learning.


Gee WhizTM
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 may need a little extra time to locate and/or prepare.

Goldilocks. Jack. The Wolf. These are just a few of the characters the children will meet during our next unit, "Fairy Tales & Fables." Most children love fairy tales and fables and enjoy hearing them again and again. This repetition is an excellent way for them to build vocabulary, comprehension skills and so much more. You will definitely want to make a trip to the library to gather books for this unit! **To help you out, you will find a Fairy Tale Booklet as an additional component for this unit that contains the text for all of the fairy tales introduced in the Teaching Guide. This is a separate file found in the "Fairy Tales & Fables" folder on our website.**

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. Please use the Individualization Web, Customized/Individualized Lesson Planning Sheet & Connecting the Dots component to help you with this goal.

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

 = Literacy Knowledge

 = Math Knowledge

 = Science Knowledge

 = Logic & Reasoning

 = Social Studies Knowledge

 = Social & Emotional Development

 = Music & Creative Arts

 = Physical Development & Health

 = 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).



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
Exploring Together: Real or Make-Believe? (p.4) Center/Small Group: Different Types of Books (p.5) Center/Small Group: Let's Pretend! (p. 5) Infants: Let's Turn the Pages (p. 5)	Exploring Together: "The Ugly Duckling" (p. 6) Center/Small Group: Feather Fun (p. 7) Center/Small Group: You Are Special! (p. 7) Infants: Little Duck (p. 7)	Exploring Together: Beans & a Giant (p. 8) Center/Small Group: Golden Egg Hunt (p. 9) Center/Small Group: Golden Egg Makers (p. 9) Infants: Fee, Fi, Foe, Fum! (p. 9)	Exploring Together: Up the Beanstalk (p. 10) Center/Small Group: Climbing Beanstalks (p. 11) Center/Small Group: Planting Magic Beans (p. 11) Infants: Let's Climb the Beanstalk (p.11)	Exploring Together: Bears, Porridge & Beds (p. 12) Center/Small Group: Making Masks (p. 13) Center/Small Group: Playdough & Bears (p. 13) Infants: 3 Bears (p. 13)
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Exploring Together: Real & Make-Believe Bears (p. 14) Center/Small Group: Preparing Porridge (p. 15) Center/Small Group: Small, Medium, Large (p. 15) Infants: Beautiful Bear Art (p.15)	Exploring Together: A Windy Wolf (p. 16) Center/Small Group: Home Builders Are We (p. 17) Center/Small Group: I'll Huff...& I'll Puff (p. 17) Infants: Little Pig Fingerplay (p. 17)	Exploring Together: The Wolf Says... (p. 18) Center/Small Group: Oink! Oink! Grrrr! (p. 19) Center/Small Group: The House We Built (p. 19) Infants: Oink! Oink! Oink! (p.19)	Exploring Together: What Can You Be? (p. 20) Center/Small Group: Perfect Puppets (p. 21) Center/Small Group: Who Should We Be Next? (p. 21) Infants: Puppet Fun (p.21)	Exploring Together: Story Day! (p. 22) Center/Small Group: How Many Books? (p. 23) Center/Small Group: My Own Story (p. 23) Infants: Again! Again! (p. 23)

School-Age Activities:

You Are Beautiful Because... (p. 24)

Making "Magic" Beans (p. 25)

Wolf Tag (p. 26)

Castle Builders (p. 24)

Bear Toast (p. 25)

Making Costumes. Telling Tales. (p. 26)

DAY 1

Unit: Fairy Tales & Fables

Today's Focus: Real or Make-Believe?

Developmental Areas Addressed Today:



Be Healthy & Safe!

Recalls happen all the time! Stay up to date by visiting the FDA's website: <https://www.recalls.gov/>

Teaching Tip of the Day

Remember...all children are different and develop at different rates. Keep this in mind when planning experiences.

Transition Time

Give the children a scenario and invite them to share whether they think it is real or make-believe before moving from activity to activity today.

Exploring Together: Real or Make-Believe?

(all ages,)

Materials:

☐ None needed

- Are cows green? Do trucks fly? These are the types of scenarios the children will evaluate during this introductory experience. The purpose of this activity is to help children begin to explore the difference between things that are real and those that are make-believe. This understanding will provide the foundation for our next unit, "Fairy Tales & Fables." During the course of this experience, the children will build language skills, practice listening while others speak and utilize both words and actions to demonstrate understanding.
- Position yourself near a window. As you look outside, act excited and point. As children notice say, "I just think I saw a lion running in the yard!" If you have ELL/DLL children in your group, be sure to say this in both English and their home languages. Chances are good, your more advanced preschoolers will quickly say, "That is not true. Lions don't live in backyards." Then, point out something that you see outside that is real...like a squirrel in a tree or a butterfly on a flower. Use this to introduce the concepts of real and make-believe. Invite more verbal children to take turns talking about something they see outside that is real or make-believe. This is an excellent way for your more verbal children to build both language and vocabulary skills.
- Next, introduce the group game, "Real OR Make-Believe?" To play, explain to the children that you are going to tell them a story and if the story is real, they should jump up and down and give a "thumbs up." If the story is make-believe, they should sit down and give you a thumbs down. Be creative when describing scenarios that are real and make-believe and see how fast the children can figure it out. More verbal children may want to take turns leading the game. If so, this would be an excellent way for them to build leadership skills.

Today's Vocabulary

Use some of these words in conversations with children today!

real **make-believe**

tale **story** **pretend**



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

- Using words such as **real**, **make-believe**, **tale**, **story** and **pretend** and as children complete activities.
- Engaging children in conversations about real and make-believe as they look at both fiction and nonfiction books (p. 5).
- Talking with children as they dress up and pretend (p. 5).

Questions to Spur Thinking

- How do you know when something is real?
- What do you like about things that are make-believe?
- If you were going to write a book, would you write one about something that is real or something that is make-believe? Why would you make that choice?



Different Types of Books

(Toddlers–4 years, 🖐️ 😊 ❤️ 🔑 ❶ 🌐 ? 📖 🗨️)

Materials:

- ☐ Fiction and nonfiction books (include different languages for ELL/DLL children)
- An easy way for children to explore the concept of real and make-believe is by looking at both fiction and nonfiction books. Looking at the pictures, reading the words and talking about what happens in the books is an excellent way for the children to compare and contrast things that are real with things that are not. In addition, during the course of this activity the children will also practice handling books with care, turning the pages from left to right and so much more.
- Set out the books and invite the children to “read” them. As the children look at the illustrations and/or photographs, engage them in conversations about which depict things that are real and which depict things that are make-believe. If the children ask you to read the books to them, great! If not, that is OK as well. Talk about the things the children find in the books that are real as well as those that are make-believe as they explore. Keep in mind that different developmental levels will approach this experience differently.
- Toddlers/Twos: These children are just beginning to learn about books. Be sure to help these children learn how to handle books properly and take time to describe each book as the children look at it. Be sure to use the terms “real” and “make-believe” as you do so.
- Threes/Fours/Advanced Preschoolers: These children can describe the books younger ones choose. Encourage them to note page numbers, as well. They can also talk about books they have at home. Are they similar or different from the ones they are reading?

Let's Turn the Pages

(Infants, 🗨️ 🖐️ 😊 🔑 📖 ❤️)

Materials:

- ☐ Board books (your choice)
- With infants, there are so many skills they learn when you read to them! From learning that you turn the pages from left to right to building future vocabulary by hearing you talk about the pictures...exploring books addresses many different developmental areas.
- Sit on the floor or in a chair and hold the infant in your lap. Watch to see which book the infant seems attracted to and then pick up that book to read. If the infant is old enough, invite him/her to help you turn the pages. This is also the perfect time to reinforce that books should be handled with, “gentle touches.” Read the book to the infant, taking plenty of time to talk about the pictures. You may even want to introduce the terms “real” and “make-believe” during this process.

DAY 1 - Center/Small Group Activities

Questions to Spur Thinking

- Which books do you think are about something that is real? How can you tell?
- What do you like most about pretending?
- What other props do you need?

Let's Pretend!

(Toddlers–4 years, 🗨️ 😊 ? 🖐️ 🔑 📖 ❤️)

Materials:

- ☐ Dramatic play clothing and props (whatever you have on hand)
- Most children LOVE dramatic play! After all...it is so much fun to pretend to be someone or something else. As children pretend, they practice language, cooperate, interact with their peers and even develop fine motor control. Now would be an excellent time to record an anecdotal note about each child as he/she participate in this experience.
- Set out the props and clothing and invite the children to put them on and pretend. This experience is very open-ended and the children will be the driving factor. They will determine the direction in which this experience goes. As you observe, be sure to engage the children in conversations, challenging them to tell you about the characters, animals, people...they are pretending to be.
- Advanced Preschoolers: These children, because of their developmental level, will more than likely engage in play with other children instead of playing alone or side-by-side. As children grow and develop, they move from playing alone, to playing side-by-side (e.g., parallel play) to playing together. These children may also decide there are additional props they would like to enhance their pretend play. If so, help them find the props they need.

Your Own Activities

DAY 2

Unit: Fairy Tales & Fables

Today's Focus: "The Ugly Duckling"

Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure to dump standing water after it rains to keep mosquitoes from having a place to lay their eggs.

Teaching Tip of the Day

Encouraging children to share positive comments with each other is a great way of helping them practice kindness.



Transition Time

Have the children pretend to be swans as they "move across the water" when going from activity to activity today.



Get Moving!

Exploring Together: "The Ugly Duckling"

(all ages,)

Materials:

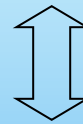
- ☐ **"The Ugly Duckling" Teaching Tool, prepared** (see p. 31 for directions)
- ☐ Fairy Tales Booklet
- ☐ **Sammy the Storyteller puppet, prepared** (see p. 32)

- Today you will introduce the first fairy tale for this unit to the children. "The Ugly Duckling" is a wonderful tale because it has a very important message. As you share the story, the children will build comprehension skills, practice observation and then engage in dramatic play. This is also an excellent story to talk with the children about feelings and the importance of always treating others with kindness and respect.
- Start singing, "I Have a Tale to Share with You" (p. 31) and see how many children come to join you. After singing the song, introduce Sammy the Storyteller. Explain that Sammy just loves stories and fairy tales! Use Sammy to give the children clues about the tale he is going to share. See if your more advanced children can figure it out. Then, use the text in the Fairy Tales Booklet and the props to tell the story, "The Ugly Duckling."
- After sharing the story, invite the children to describe how they think the Ugly Duckling felt when all of the other animals were making fun of him. This is the perfect time to reinforce the importance of sharing kind words with friends! Then, invite the children to pretend to be ducklings or swans as they move around the room. Encourage them to share which they are pretending to be as they move.
- **EXTENSION:** Here is a cute, short video of the story, "The Ugly Duckling" you may want to show the children. Showing the video is an excellent way for them to recognize that stories and tales can be told using many different mediums. Here is the link: <https://www.youtube.com/watch?v=fQMb3HMNCNs>

Today's Vocabulary

Use some of these words in conversations with children today!

duckling **swan** **feelings**
change **feathers** **kind**



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.*
- *Reciting the rhyme, "You Are Special" (p. 30) with the children (p. 7).*
- *Engaging children in conversations as they paint with feathers (p. 7).*

Questions to Spur Thinking

- *What tale do you think I have to share with you today?*
- *How do you think the Ugly Duckling felt when the other animals laughed at him?*
- *What would have been a better way for the animals to treat the Ugly Duckling?*
- *What other animals change as they grow?*
- *If you were a swan, how would you move? Show me.*



Feather Fun

(Toddlers–4 years, 🗨️ 😊 ❤️ ✂️ ? 🔍 🖐️)

Materials:

- ☐ **Large craft feathers**
- ☐ Sheets of white paper
- ☐ Assorted colors of paint in shallow dishes, tape
- This open-ended art experience invites children to explore using a common item (feather) for a different purpose (paintbrush). In the process, the children will practice problem-solving skills as they build fine motor control. This would also be an excellent time to engage the children in conversations about colors. Read the adaptations below for different developmental levels and choose the option that would work best for each child.
- Set out the materials listed above and invite the children to use them to create beautiful works of art. Some children may choose to dip the tip of the feathers in paint and then use them as paintbrushes. Others may decide to press the entire feather in paint and then press on the paper. Still others may decide to use the hard end for painting. The choice is theirs! As you observe, engage the children in conversations. Be sure to help them figure out that both ducks and swans are birds that have feathers all over their bodies.
- Toddlers/Twos/Some Threes: If these children have trouble holding a single feather, use tape to bundle a few feathers together to make a “handle.”
- Fours/Advanced Preschoolers: These children should be able to identify the colors of paint they choose to use as well as any new colors that appear as the paints mix.

Little Duck

(Infants, 🗨️ 🖐️ 🔍 ⓘ 😊 ❤️)

Materials:

- ☐ **Rubber duck in a container of water**
- ☐ Small towel
- This hands-on experience is an excellent way of exposing infants to sink and float in a fun way. Playing in the water is also a fun sensory experience for infants as well and a great way for them to build fine motor control and eye-hand coordination.
- Put a small towel on the infant’s high chair tray. Place the tub of water on the tray and add the duck. Invite the infant to play with the duck in the water. Reinforce positional concepts like in and out as the infant plays. Recite the following rhyme and be sure to make “quack, quack” sounds as the infant plays.

LITTLE DUCK

Little duck, little duck floating all around.
If you listen closely...
You’ll hear a, “Quack! Quack!” sound.

DAY 2 - Center/Small Group Activities

Questions to Spur Thinking

- *How did you choose to use the feather for painting?*
- *What do you like about (child’s name)?*
- *Why do you think it is important to use kind words when you talk with your friends?*



You Are Special!

(Toddlers–4 years, 🖐️ 🗨️ ❤️ 🔍 ? 📖 😊)

Materials:

- ☐ None needed
- Children are all unique and special in so many ways. The purpose of this experience is to help children practice kindness as they describe their friends. This experience helps children focus on the many amazing aspects of their friends through the use of a catchy chant. This is also a wonderful way for children to build both expressive and receptive language skills.
- Start clapping your hands and watch to see who chooses to join you. Once a few children gather, introduce the chant, “You Are Special!” (p. 30). Focus on one child at a time and have the other children fill in the blank at the end of the rhyme with something special about that child. For instance, Jose might always wear a smile or Katie might be a great painter. For ELL/DLL children, be sure to do this in both English and their home languages. Continue chanting and clapping until the children have something kind to say about each child in your group. Talk about how using kind words is very important and that the animals in the story, “The Ugly Duckling” forgot this very important concept.
- Advanced Preschoolers: These can dictate kind notes to give to the children in your group about things they like about each one of them. This is an excellent way for you to talk to them about letter names, letter sounds, words and sentences. Be sure to also reinforce the importance of “kind words” as you engage with the children.

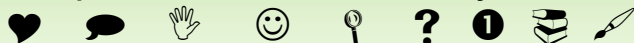
Your Own Activities

DAY 3

Unit: Fairy Tales & Fables

Today's Focus: "Jack and the Beanstalk"

Developmental Areas Addressed Today:



Be Healthy & Safe!

Hats are a good way to protect faces and eyes from the sun. Just make sure children do not share hats!

Teaching Tip of the Day

Teach children to take deep belly breaths when they are upset. This is a wonderful way for them to learn to handle negative emotions.

Transition Time

Have the children pretend to be the Giant from the story as they, "Fee, fi, foe, fum" their way to the next activity.



Exploring Together: Beans & a Giant

(all ages,)

Get Moving!

Materials:

- ☐ **"Jack and the Beanstalk" Props, prepared** (see p. 31 for preparation directions)
- ☐ Fairy Tale Booklet, Sammy the Storyteller puppet

- Our next tale, "Jack and the Beanstalk," is sure to be a hit! Most children love to participate in the telling of this story by helping to say, "Fee! Fi! Foe! Fum!" This is also an excellent way for them to build language skills. An active game will really get the children moving! If the weather is nice, you may want to take the game outdoors so the children have plenty of room to run.
- Get out the prepared props and sit on the floor with them and Sammy the Storyteller. Chances are very good the children will quickly become curious and join you. As they do so, invite them to explore the props. Can they predict what story Sammy is going to tell with them?
- Next, use the props and the text in the Fairy Tale Booklet along with Sammy to share the story, "Jack and the Beanstalk." Encourage the children to participate when you say, "Fee! Fi! Foe! Fum!" Then, after sharing the story, be sure to have Sammy ask some of the questions to the right to really get the children thinking.
- Next, introduce the action game, "Fee! Fi! Foe! Fum!" This is sort of a variation on the traditional game of, "Tag." You will pretend to be the Giant. Pretend to sleep as the children creep around. Then, pretend to hear them and wake up shouting, "Fee! Fi! Foe! Fum! I smell the blood of an English man!" At that point, jump up and chase the children...trying to tag one of them before they make it back to a predetermined base. If you tag a child, he/she can become the Giant and play continues.

Today's Vocabulary

Use some of these words in conversations with children today!

beanstalk

beans

giant

goose

egg

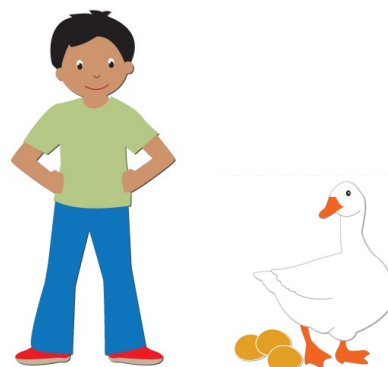


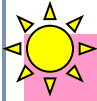
As younger children participate in activities today, model language by...

- Using words, such as those above, as children participate in the daily experiences.
- Using positional words when describing where children find golden eggs (p. 9).
- Engaging children in conversations as they make golden eggs with playdough (p. 9).

Questions to Spur Thinking

- What story do you think I am going to share today?
- Who is your favorite character from the story, "Jack and the Beanstalk?" Why do you like that character best?
- If you saw a giant beanstalk in your backyard, what would you do?
- Do you think this story is real or make-believe? Why do you think that?
- What would you do if you had a goose that could lay golden eggs?





Golden Egg Hunt

(Toddlers–4 years, 😊 ♥ 🖐️ ? ① 🔊 🗣️)

Get Moving!

Materials:

- ☐ **10-12 plastic yellow Easter eggs OR egg shapes cut from yellow paper, hidden**
- Hunting for objects is a fun way for children to practice visual discrimination skills while working together. In addition, as children participate in this experience, you will have the opportunity to expose them to positional concepts and also challenge them to practice counting skills. If the weather is nice, this would be a fun activity to do outdoors!
- Who wants to go on a Golden Egg Hunt? Explain to the children that Jack hid golden eggs around the room (or outside). Invite children to look for the eggs. As they find each one, describe its location using positional words. For instance, you might say something like, "Oh! You found a golden egg under the chair" or "You found a golden egg behind the tree." Have the children bring the eggs they find to you. Then, once all of the eggs have been found, count them together.
- If the children enjoyed playing this game, hide the eggs and play again.
- Advanced Preschoolers: These children should be able to count the eggs with little help from you. In addition, if you choose to play this game more than one time, have the more advanced preschoolers hide the eggs for little ones to find. Then they can describe the location of the eggs using positional words.

DAY 3 - Center/Small Group Activities

Questions to Spur Thinking

- *What would you do if you found a real golden egg?*
- *How do you think the ingredients will change when we mix them all together?*

Golden Egg Makers

(Toddlers–4 years, 🖐️ 🗣️ ♥ 🔊 ① ? 😊)

Materials:

- ☐ **Ingredients for making yellow playdough** (see recipe on p. 31)
- ☐ Large bowl, measuring cups (liquid & dry), measuring spoons
- ☐ **Yellow food coloring** (adult use only...put out of reach when done using)
- Making uncooked playdough is a wonderful way to expose children to measuring in a meaningful way. In addition, as children help prepare the dough, they can make predictions about how the ingredients will change when mixed. Finally, once the dough is ready, the children will build fine motor skills as they mold and shape it with their hands.
- Start by sitting all of the ingredients and equipment needed to make playdough on the table. As children become curious, invite them to predict what they believe they are going to help make. Once they figure out that what they are going to make is playdough, have them help you measure and mix the ingredients as you follow the recipe on p. 31. Talk about how the ingredients change as you follow the recipe.
- Once the playdough is ready, have the children use it to make golden eggs. As they play, engage them in conversations...encouraging them to talk about the things they would buy if they had a goose that laid golden eggs. Keep in mind that Toddlers, Twos and probably Young Threes will probably not be able to shape the dough into egg shapes and this is OK.
- Advanced Preschoolers: These children can be challenged to predict how each ingredient will change the mixture when added.

Fee, Fi, Foe, Fum!

(Infants - ♥ 🖐️ 😊 🔊 🗣️)

Get Moving!

Materials:

- ☐ None needed
- Rhymes with a strong rhythm are not only a great way of exposing infants to this literacy device but also fun to move along as you say them. During this experience, your infants who are able to stand (either assisted or unassisted) will bounce to the beat as you say the rhyme.
- Hold the infant in a standing position and say the following rhyme. Help the infant bounce to the beat of the rhyme as you say it.

Fee, fi, foe, fum...
You can bounce and have some fun!
Fum, foe, fi, fee...
Bouncing is such fun, you see!

Your Own Activities

DAY 4

Unit: Fairy Tales & Fables

Today's Focus: "Jack and the Beanstalk"

Developmental Areas Addressed Today:



Be Healthy & Safe!

As the weather warms, watch for bees, wasps and other stinging insects. Take time to review with children what they should do if one of these creatures comes near.

Teaching Tip of the Day

Music stimulates the brain. If you have musical instruments (e.g., rhythm band), put them out for children to play on a regular basis.

Transition Time

Have the children pretend to be their favorite character from the story, "Jack and the Beanstalk" when moving from activity to activity today.

Get Moving!

Exploring Together: Up the Beanstalk

(all ages,)

Materials:

- ☐ "Jack and the Beanstalk" Props
- ☐ Fairy Tale Booklet, Sammy the Storyteller puppet

- Repetition is very important for young children...especially when working on comprehension. Today you will review the story, "Jack and the Beanstalk" and then add an element of dramatic play through the use of a song. As the children participate, they will not only build comprehension skills about what happens first, next, last...they will also practice cooperation, self-regulation and sharing their ideas verbally with others.
- Get the props ready and chances are good, the children will come to join you! This time, as Sammy shares the story, invite the children to help move the props. This is an excellent way for them to be involved in the experience.
- After sharing the story, explain to the children that they are going to help you retell the story in a different way...through a song. Sing the song, "What Happens Next?" (p. 30) and at the end of each verse, have more verbal children describe what happens next and act it out at the same time. Continue until the children reach the end of the story. If they enjoyed this part of the activity, be sure to sing the song more than once.
- **EXTENSION:** If the children enjoyed the game, "Fee! Fi! Fo! Fum" from yesterday (DAY 3), play it again today. It is a great game for building self-regulation and listening skills as well as gross motor coordination.

Today's Vocabulary

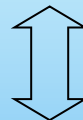
Use some of these words in conversations with children today!

beanstalk

climb

beans

plant

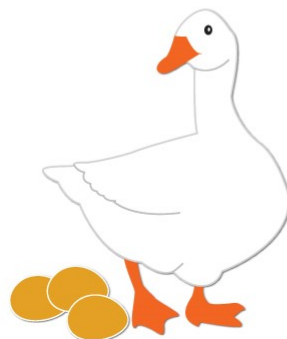


As younger children participate in activities today, model language by...

- Using words such as those listed above as children participate in today's activities.
- Engaging children in conversations as they pretend to climb beanstalks like Jack (p. 11).
- Talking with children as they plant "magic beans" (p. 11).

Questions to Spur Thinking

- Which character is your favorite from the story, "Jack and the Beanstalk?"
- What happens first in the story?
- What happens next?
- What happens last?
- What do you think would have happened if Jack did not plant the magic beans?
- How do you know that this story is make-believe?





Get Moving!

Climbing Beanstalks

(Toddlers–4 years, 🗨️ ❤️ ✍️ 🔑 😊 ? 🖐️)

Materials:

- ☐ Access to a climbing apparatus (at your home or at a local playground/park) and/or blankets/pillows
- Children naturally love to climb and climbing is excellent for building their gross motor skills. For this experience, the children will also incorporate an element of dramatic play as they pretend to be climbing a beanstalk...just like Jack. Adapt and modify based on the developmental levels of the children in your group.
- Who thinks they can climb a “beanstalk” just like Jack? Invite the children to do just that as they climb on a climbing apparatus OR a pile of pillows/blankets. As you observe, make note of each child’s level of gross motor development. Now would even be a good time to record an anecdotal note about each child in this area.
- Be sure to engage more verbal children in conversations as they climb as well. This is an excellent way to evaluate their level of understanding of the story, “Jack and the Beanstalk” as well as their use of new words from the story.
- Toddlers/Twos:** These children may not be ready to climb on a climbing apparatus yet. Instead, mound up pillows and blankets for these children to climb instead.
- Threes/Fours/Advanced Preschoolers:** These children may even choose to add dialogue to their dramatic play as they assume the role of Jack from the story.

Let’s Climb the Beanstalk

(Infants, 🗨️ 🖐️ 😊 🔑 🎵 ❤️)

Materials:

- ☐ None needed
- Infants love music and music with movement is even better! This experience combines a song with action. As you sing, the infant will build key receptive language skills while improving motor skills at the same time.
- Hold the infant in your lap and move his/her arms like he/she is climbing as you sing the following song.

LET’S CLIMB THE BEANSTALK
(tune: “I’m a Little Teapot”)

Let’s climb up the beanstalk...up, up, up!
We’ll climb up to the very top.
Climbing, climbing, climbing,
Up so high.
Way up to the bright blue sky!

DAY 4 - Center/Small Group Activities

Questions to Spur Thinking

- How tall is that beanstalk you are climbing, Jack?
- Tell me about the magic beans you are planting.
- What do you think will grow from those magic beans?



Planting Magic Beans

(Toddlers–4 years, 🗨️ 😊 🌍 🔑 ✍️ ? 🖐️ ❤️)

Materials:

- ☐ **Magic Beans** - To make magic beans, either decorate dried lima beans with permanent markers OR (if these are too small for your children), decorate small, smooth rocks instead.
- ☐ Sand table, sand box or container of sand, toy shovels, rakes, hoes, etc.
- This experience invites children to engage in dramatic play as they build fine motor control. In addition, as the children talk with each other, and you, they will build both expressive and receptive language skills.
- Get the sand table, sand box or container of sand ready. Add the shovels, hoes, rakes, etc. Then, show children the “magic beans.” As the children explore the beans, invite them to share what they think will happen if they plant them in the sand. This is an excellent way to encourage the children to share their ideas verbally with others. If you are working with Toddlers/Twos that still put things in their mouths, be sure to supervise directly...even if using larger stones/rocks.
- Then, invite the children to plant the seeds in the sand. As they do so, be sure to engage them in conversations and also take note of their level of fine motor control as they play. Encourage children who are more verbal to share if any of their family members plants seeds at home. What do they grow?
- Advanced Preschoolers:** These children may want to make their own “magic beans.” If so, help them locate the materials they need to do so.

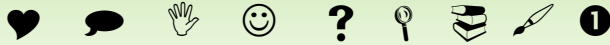
Your Own Activities

DAY 5

Unit: Fairy Tales & Fables

Today's Focus: "Goldilocks & the Three Bears"

Developmental Areas Addressed Today:



Be Healthy & Safe!

If the children seem to be having a rough day, head outside! Running around and playing is a great way to lift everyone's spirits!

Teaching Tip of the Day

On a warm, sunny day, spread a blanket out on the grass and read books outside.

Transition Time

Invite the children to pretend to be bears as they move from activity to activity today. Grrrrr!

Get Moving!

Exploring Together: Bears, Porridge & Beds

(all ages, ☺ 🗣️ 🖐️ ❤️ 🖋️ ❶ ? 🔑 📖 🗨️)

Materials:

- ☐ "Goldilocks & the Three Bears" Props, prepared - For directions on preparing the tool, see p. 31.
- ☐ Fairy Tale Booklet, Sammy the Storyteller puppet
- Today you will introduce the next story, "Goldilocks & the Three Bears." Your advanced preschoolers may already be familiar with this tale but your littlest ones may not. Using a prop to tell the story helps keep the children's attention. Once the children are familiar with the tale, they can take turns holding the props for you. During the course of this experience, the children will build both receptive and expressive language skills along with vocabulary. In addition, this experience also provides the perfect opportunity for talking about the opposites real and make-believe.
- Have Sammy hold up the Goldilocks mask and pretend to be Goldilocks as he invites the children to join him for a story. Before Sammy begins sharing the story, use him to give the children clues about the story he is going to share. Then, once they guess correctly, use the masks and the text in the Fairy Tale Booklet to introduce the tale, "Goldilocks & the Three Bears." After sharing the story, invite the children to talk about their favorite parts. Ask questions, such as those to the right, to get the children thinking. Don't forget to count the number of bears, bowls and beds, too!
- To wrap up, have the children pretend to be bears. Give the your "little bears" directions to follow such as, "Ok little bears...crawl around the couch" or "Now little bears...crawl to the door." This is a fun way to reinforce positional concepts.
- **EXTENSION:** Here is a video version of the story you may want to show the children. If you choose to do so, talk about how video is another technique people use to share stories with others. Here is the link: <https://www.youtube.com/watch?v=KndSVsY5HWM>

Today's Vocabulary

Use some of these words in conversations with children today!

bears **porridge** **hot**
bowls **beds**



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

- *Saying the words listed above as children complete activities.*
- *Talking with children as they create masks (p. 13).*
- *Engaging children in conversations as they work with bear cookie cutters and playdough (p. 13)*

Questions to Spur Thinking

- *What story do you think I am going to share today?*
- *What do you already know about the story, "Goldilocks & the Three Bears?"*
- *If you were Goldilocks, would you have gone into the Bear's house? Why or why not?*
- *What do you think porridge tastes like?*
- *Which bed would you have liked best?*



DAY 5 - Center/Small Group Activities

Making Masks

(Toddlers–4 years, ♥ 🗑️ 🖐️ 😊 🖋️ ? 💬)

Materials:

- ☐ **Large paper plates with eyeholes (prepared)**
- ☐ Crayons/markers, art/collage materials
- ☐ Glue in shallow dishes & old paintbrushes OR gluesticks
- ☐ Construction paper, **wide craft sticks**, etc.

- This open-ended art experience also invites children to use their imaginations as they build fine motor control, engage in conversations with others and then participate in dramatic play. Wow! That is a lot of skills in one activity!
- Set out the materials listed above and invite interested children to use them to create masks. Some children may choose to create masks that depict characters from the story, "Goldilocks and the Three Bears." Others may decide to create masks of different people or animals. The choice is theirs! Keeping the experience open-ended invites children to take the activity in any direction they want. Also, adapt and modify based on the developmental levels of the children in your group.
- Toddlers/Twos/Threes: In most cases, these children are not developmentally ready to create representative art. This is OK! They can scribble, paint or glue on the paper plates as desired. No matter what they do, it will become a "mask" when a handle is added!
- Fours/Advanced Preschoolers: These children may choose to make more than one mask. They can also use their masks for dramatic play once complete and dry.

Questions to Spur Thinking

- *Tell me about your mask.*
- *How did you flatten the playdough?*
- *How are the bears you are making like the ones in the story? How are they different?*

Playdough & Bears

(Toddlers–4 years, 💬 ♥ 🖐️ 🗑️ ? 🖋️ 😊)

Materials:

- ☐ **Bear cookie cutters, toy rolling pins (if available)**
- ☐ Playdough

- Working with playdough is a wonderful sensory experience for young children. Talking about how the dough looks, feels and even smells is an excellent way to help children build vocabulary and spoken language skills. Adding bear cookie cutters challenges the children to problem-solve while opening the door to talking about the story, "Goldilocks and the Three Bears" at the same time.
- Set out the materials listed above and invite interested children to explore them. Some children may choose to flatten the dough and so they can use the bear cookie cutters. Other children may choose to use the playdough in other ways. Whatever they decide to do is fine! Just be sure to engage the children in conversations as they play by asking plenty of open-ended questions.
- Advanced Preschoolers: These children may choose to use the playdough to create elaborate 3-dimensional art. Because playdough does not dry well, take photos of the children's creations, print them out and invite the children to dictate something for you to write about them.

3 Bears

(Infants, 💬 🖐️ 🗑️ 😊 ♥)

Materials:

- ☐ **3 plush bears**

- Infants learn about their world through hands-on exploration and by listening to you talk. During this experience, be sure to use plenty of language to describe how the bears look and feel. Use words like *soft, silky, furry, texture, larger, smaller*, etc. This is an excellent, meaningful way for helping infants build future vocabulary skills.
- Sit on the floor and hold the infant in your lap. Put the 3 bears on the floor in front of you. Watch to see what the infant does. When he/she reaches for one of the bears, describe what it looks like, how it feels, etc. Compare the bear the infant chose to the other bears...talking about how it is the same and how it is different. Continue to invite the infant to explore the bears for as long as he/she shows interest.

Your Own Activities

DAY 6

Unit: Fairy Tales & Fables

Today's Focus: "Goldilocks & the Three Bears"

Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure children wear sunscreen when playing outside. It is a great idea to get them in the habit of putting it on at a young age.

Teaching Tip of the Day

If you are enthusiastic, the children will be, too! When introducing activities or engaging with children, keep this tip in mind.

Transition Time

Have the children pretend to be their favorite character from the story, "Goldilocks & the Three Bears" when moving from activity to activity today.

Today's Vocabulary

Use some of these words in conversations with children today!

bears

porridge

beds

house

walk



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

- Using the words above as the children complete the day's activities.
- Reading the recipe and talking with children as they help prepare, and enjoy, "porridge" (p. 15).
- Engaging children in conversations as they explore size and volume while playing with bowls and spoons in sand/water (p. 15).



Get Moving!

Exploring Together: Real & Make-Believe Bears

(all ages,)

Materials:

- ☐ "Goldilocks & the Three Bears" Props
- ☐ Fairy Tale Booklet, Sammy the Storyteller puppet
- ☐ **Pictures of real bears** (in books or from the Internet)

- The story, "Goldilocks & the Three Bears" provides the perfect opportunity for you to review the differences between things that are real and things that are make-believe. Doing so not only helps children build background knowledge, it also opens the door for comparing and contrasting.
- Hold one of the masks up to your face and pretend to be that character from the story, "Goldilocks & the Three Bears." Invite interested children to join you for a story. Then, use the props, with the children's help and Sammy's, to tell the story of, "Goldilocks & the Three Bears." Be sure to invite more verbal children to help tell the story as they hold the props.
- After sharing the story, show the children the pictures of real bears. Invite them to compare these bears to the bears on the masks from the story. How do the bears look the same? How do they look different? How else are the bears different? During this part of the activity, help the children understand that real bears do not live in houses...they live in dens or caves. Also, real bears do not eat porridge...they eat things like berries and fish. See how many other ways the children can discover that real bears are different from make-believe ones.
- Next, play the game, "Follow that Bear!" Play this game like you would "Follow the Leader" but have everyone ... including you... pretend to be bears.
- **EXTENSION:** Here is a very short video that features real bears. Showing this to the children will give them a better understanding of what real bears do in the wild: <https://www.youtube.com/watch?v=QaRGgipzehU>

Questions to Spur Thinking

- Which part of the story is your favorite? Why do you like that part best?
- How are real bears like the bears in the story?
- How are real bears different from the bears in the story?
- Where do you think you might find real bears living in the wild?
- If you saw a real bear in your backyard, what would you do?



Preparing Porridge

(Toddlers–4 years, 😊 ❤️ ? 🧠 🗣️ 🙌 ? 🗣️)

Materials:

- ☐ **Instant or quick-cooking oatmeal***
 - ☐ Large microwavable bowl, measuring cup, water
 - ☐ **Raisins, dried fruits, brown sugar, milk/soy milk*** etc. (your choice), bowls and spoons
- Something as simple as cooking oatmeal can be a wonderful learning experience for young children. While it is not safe for them to use the microwave, they can add the water to the oatmeal and make predictions about how it is going to change when cooked. In addition, cooking and eating food is a fabulous sensory experience!
 - Set out the oatmeal, large microwavable bowl and other materials. As children notice, they will probably become curious. Invite them to predict what they are going to make. Then, give each child a spoonful of dry oatmeal to touch, smell and even taste. Invite more verbal children to predict how the oatmeal will change when you add water and cook it in the microwave. Explain that oatmeal is similar to porridge and when it comes out of the microwave, it will be very, very hot. Invite the children to suggest activities they could do while they wait for the oatmeal to cool. As the oatmeal cooks, encourage the children to share what they hear and smell. Then, once cooked, allow the oatmeal to cool and then give each child a small amount in a bowl. Invite the children to compare their predictions about how the oatmeal would change to the actual results. Then, invite each child to add “toppings” as desired to his/her own oatmeal before eating.
 - Advanced Preschoolers: These children can help measure the water and read the measurements on the measuring cup. They can also talk about whether they eat oatmeal at home.

**As always, check with parents/caregivers before serving any foods.*

Beautiful Bear Art

(Infants - ❤️ 🙌 🧠 😊 🗣️ 🗣️)

Materials:

- ☐ **White paper cut into a large bear shape**
 - ☐ Brown paint, **cotton ball clipped into a clothespin**
- Using a cotton ball clipped into a clothespin makes painting easier for infants. Grasping the clothespin is easier for many infants than holding on to a paintbrush.
 - Tape the precut paper to the infant’s high chair tray. Then, dip a cotton ball into brown paint and hand it to the infant. Describe what the infant does as well as what happens when the paint hits the paper. This is a simple way to expose infants to cause and effect.

DAY 6 - Center/Small Group Activities

Questions to Spur Thinking

- *How do you think the oatmeal will change in the microwave? What actually happened?*
- *What happens next?*

Small, Medium, Large

(Toddlers–4 years, 🙌 ❤️ 😊 🧠 🗣️ ? 🗣️)

Materials:

- ☐ **Small, medium and large plastic bowls and spoons**
 - ☐ Water table or container of water OR sand table, sand box or container of sand (your choice)
- Sand and water are both wonderful sensory materials that also help children build eye-hand coordination and fine motor control. By adding different sized bowls and spoons to this experience, you open the door to discuss size and volume in a meaningful way.
 - Set up the sand or water. You could also choose to use both! Add the bowls and spoons and then watch to see which children choose this experience. As children choose to participate, be sure to engage more verbal children in conversations. Adapt and modify as noted below for different developmental levels.
 - Toddlers/Twos/Young Threes: Make sure that the materials you choose to add (bowls & spoons) are easy for this group to handle. Also, as these children play with the materials, note their size and talk about the volume or either sand or water each holds in very simplistic ways (e.g., “Wow! The big bowls holds a lot more sand than the small one.”)
 - Older Threes/Fours/Advanced Preschoolers: These children should be challenged to use language to compare and contrast the sizes (and volumes) of the bowls and spoons.

Your Own Activities

DAY 7

Unit: Fairy Tales & Fables

Today's Focus: "The Three Little Pigs"

Developmental Areas Addressed Today:



Be Healthy & Safe!

Do you have each child's emergency contact information programmed into your phone?

Teaching Tip of the Day

Give older children the opportunity to lead experiences from time to time. This is an excellent way for them to practice leadership skills.

Transition Time

Have the children pretend to be either pigs or wolves when moving from activity to activity today.

Today's Vocabulary

Use some of these words in conversations with children today!

wolf **brick** **sticks**
straw **pigs** **blow**



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 build homes for the *Three Little Pigs* (p. 17).
- Encouraging children to make predictions as they conduct a blowing experiment



Exploring Together: A Windy Wolf

(all ages,)

Get Moving!

Materials:

- ☐ **"The Three Little Pigs" Props, prepared** (see p. 31)
- ☐ Fairy Tale Booklet, Sammy the Storyteller puppet

- Today you will introduce a new story, "The Three Little Pigs." Many of your older children will probably be familiar with this story. If this is the case, encourage them to predict what is going to happen next as you use the props to tell the story. This not only helps them build their expressive language skills, it helps you evaluate their comprehension skills as well. Be sure to count the pigs when sharing the story, too.
- Sit on the floor with the wolf prop (put the others behind you) and Sammy. As children notice, have Sammy show them the wolf prop invite them to guess the name the story he will share today. See if they can figure it out by just looking at that one piece. Next, use the props and Sammy to share the story. If the children are familiar with the story, encourage them to join in when you say, "And I'll huff...and I'll puff...and I'll blow your house in!" This is an excellent way for them to practice language skills in a fun way!
- After sharing the story, encourage the children to talk about why they think the house that was made from brick did not blow down when the wolf huff and puffed. See if they can figure out the answer on their own. Then, introduce the game, "Wolf Tag." Take the children outside (if the weather is nice) and introduce the game. To start, you can be the wolf as the children (little pigs) run around. Choose a place as base and try to tag a little pig before he gets "home." The children, once they understand, can take turns being the wolf.
- **EXTENSION:** Here is a short video of a puppet show of, "The Three Little Pigs" your child might enjoy: <https://www.youtube.com/watch?v=P7XuRML5KDs>. After the children watch the show, talk about how puppets are another way to tell stories.

Questions to Spur Thinking

- What is your favorite part of the story, "The Three Little Pigs?"
- Why do you like that part best?
- What do you think would have happened if one of the pigs made his house of cheese?
- What other materials could the pigs use to build houses?





Home Builders Are We

(Toddlers–4 years, ☺ 👉 ❤️ ? 🖋️ 🖐️)

Materials:

- ☐ Twigs, rocks, sand, dirt, leaves.... Whatever the children choose to use
- ☐ **Plastic pig figures** (if available) or make a few copies of pig props from the story, "The Three Little Pigs" for the children to use outdoors (tape to plastic blocks)
- This open-ended experience challenges children to problem-solve and test ideas. As the children build homes for the little pigs, they will need to utilize fine motor control and creativity. Be sure to engage children in conversations as they create. Asking open-ended questions is not only a wonderful way for them to practice expressive language skills but also a fantastic way for you to encourage higher-order thinking skills. Adapt and modify as noted below.
- Who wants to build a house for the Little Pigs? Invite the children to gather materials outdoors that they think would make good building materials for a home for the Little Pigs. As the children construct their homes, encourage them to talk about the choices they make and whether or not their ideas work. Some children may find that their initial ideas do not work as well as they had hoped and so they will need to rethink their ideas. This is an EXCELLENT way for them to learn!
- Toddlers/Twos/Threes: These children may not have the fine motor control needed to construct "houses." Instead, they will simply have fun collecting materials and then using them to "build." This is fine! Just be sure to describe the materials and their actions.
- Fours/Advanced Preschoolers: These children will probably build more elaborate structures and also be better able to problem-solving as they build.

Little Pig Fingerplay

(Infants, ☺ 👉 👉 ☺ ❤️)

Materials:

- ☐ None needed

- This fingerplay is even more fun because it has hand motions. It also exposes infants to the concept of 3 in a meaningful way.
- Hold the infant in your lap and use hand motions as you recite the rhyme. You can help the infant make hand motions, too if you would like.

THREE LITTLE PIGS

Three little pigs went out to play
(hold up three fingers on right hand)
 They ran and squealed all through the day!
(move three fingers and squeal)
 Along can a big wolf...that's not OK!
(make right hand into a dog shape)
 And scared those little pigs all away!
(make right hand run away)

DAY 7 - Center/Small Group Activities

Questions to Spur Thinking

- What materials did you choose to build your house?
- Which item do you think will move the farthest when you blow on it? Why do you think that?
- Which items did not move? Why do you think that is?

I'll Huff...& I'll Puff

(Toddlers–4 years, ☺ 🖐️ ❤️ ? ① 👉 ☺)

Materials:

- ☐ **Drinking straws (1 per child)**

- Experimentation is a wonderful way for children to learn. This activity invites children to make, and then test, predictions. As the children participate, they will not only gain language and vocabulary skills, they will also learn more about physics in the real world.
- Let's experiment! Before you begin the activity, ask the children what the wolf did to make the Little Pig's houses fall down. Hopefully they will remember that he blew them down. Encourage the children to talk about why they think the houses made from straw and sticks blew down but the house made from bricks did not. Then, invite the children to participate in their own "huffing" and "puffing" experiment. Keep in mind that Toddlers/Twos and even some Young Threes may not be able to figure out how to blow through a straw. If not, they can simply blow air with their mouths instead.
- Give the children drinking straws and challenge them to choose objects to put on a flat, smooth surface. A table or hardwood floor would work well. Then, have the children predict if the objects they chose will move when they blow them with the straw. After making their predictions, have the children test their ideas. Were they accurate? As the children test different objects, have them compare and contrast to discover why some objects move when blown and others do not.
- Advanced Preschoolers: These children should be able to figure out that the weight of the object has a lot to do with how far it will move, if at all, when blown upon.

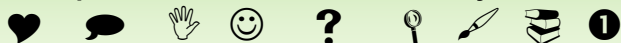
Your Own Activities

DAY 8

Unit: Fairy Tales & Fables

Today's Focus: "The Three Little Pigs"

Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure children stay hydrated by offering water frequently throughout the day.

Teaching Tip of the Day

If you are excited about reading...the children will be, too!

Transition Time

Have the children pretend to be piggies as they follow you from activity to activity today.

Get Moving!

Exploring Together: The Wolf Says...

(all ages, ☺ ☑ ✋ ☺ ☺ ☺ ☺ ☺ ☺)

Materials:

- ☐ "The Three Little Pigs" Props, **hidden around the room**
- ☐ Fairy Tale Booklet, Sammy the Storyteller puppet

- Review and repetition is very important for young children. This experience provides you with the opportunity to review and reinforce the story, "The Three Little Pigs." As you share the story, invite the children to help move the props. This gives them an active role and helps you evaluate their fine motor skills. An active game then challenges children to follow oral directions while reviewing positional concepts at the same time.
- Oh, no! Look concerned as you hold Sammy and pretend to look for something. As children notice, have Sammy explain that the story props for the story, "The Three Little Pigs" are missing! Invite the children to help Sammy find them. As they find each piece, have them bring it to Sammy. Then, have Sammy use the props to tell the story, involving the children if possible.
- After sharing the story, invite the children to talk about the types of homes built by the Three Pigs. Do any of the houses the pigs built look like their own homes? If not, how are their homes different?
- After talking with the children for a few minutes, introduce the group game, "The Wolf Says..." You will play this game in a similar fashion to "Simon Says." As the Wolf, give the children simple one-step directions to follow to begin. For instance, "The Wolf says...turn around" or "The Wolf says...touch your toes 3 times." Then, once the children understand the game, give them more complex two-step directions such as, "The Wolf says...jump up and down and then clap your hands." Be sure to give the directions in both English and the children's home languages for ELL/DLL children.

Today's Vocabulary

Use some of these words in conversations with children today!

oink growl build
materials construct

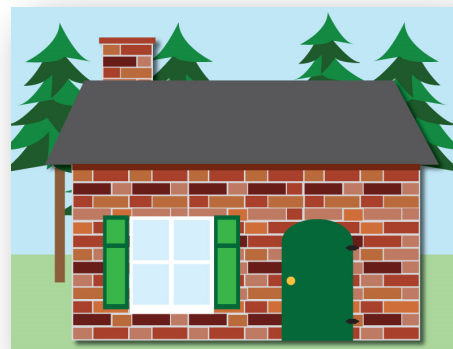


As younger children participate in activities today, model language by...

- Using the words, such as those listed above as children complete today's activities.
- Creating oral patterns for the children to copy as you play, "Oink! Oink! Grrr!" (p. 19).
- Engaging children in conversations as they build a "house" with blankets and a folding table (p. 19).

Questions to Spur Thinking

- Where did you find one of the story pieces?
- What type of house would you build if you were trying to build a strong house?
- How are the Three Pig's houses like your own house? How are they different?
- Why do you think the Wolf was able to blow down the house made from straw and the one made from sticks?
- What did you like best about the game, "The Wolf Says...?"



Oink! Oink! Grrrr!

(Toddlers–4 years, 🗨️ 😊 🖐️ 🗑️ 🖍️ ❶ ? ❤️)

Materials:

☐ None needed

- Copying, extending and creating patterns is a mathematical skill. This experience invites children to practice these skills in a new way...orally! During the course of this experience, the children will build auditory discrimination skills, practice sequencing and demonstrate self-regulation. See adaptations for different developmental levels below
- Oink! Oink! Growl! Invite interested children to play a listening game. After the children join you, explain that they must listen very carefully as you make a pattern for them to copy. Then, say something like, "Oink! Oink! Grrr!...Oink! Oink! Grrr!" Invite the children to then copy the pattern you just made by saying it out loud. Then, give them another pattern to follow such as, "Grrr! Oink! Grrr!" or "Oink! Grr! Grr!"
- Once the children understand how to copy patterns, have them extend them. To do this, you will start a pattern and the children will keep it going. They may even find it fun to pretend to be pigs or wolves as they play.
- Toddlers/Twos: These children may not be verbal but still may be able to make animal sounds. If so, that is great! If not, that is ok as well. Just keep in mind that this group may not copy the patterns you make but may want to instead just make their own sounds.
- Threes/Fours/Advanced Preschoolers: These children should be able to copy and extend patterns fairly accurately. Your most advanced children can also be challenged to create patterns for younger children to copy or extend. This gives these children the opportunity to act in a leadership role during this activity.

Oink! Oink! Oink!

(Infants, 🗨️ 🖐️ 😊 🗑️ ❤️)

Materials:

☐ **Plush or plastic pig**

- Exploring a toy pig is a fun way to build language and future vocabulary with infants. Because infants love to explore with their senses, make sure the plush or plastic pig you use does not pose a choking hazard. Make sure to invite the infant to hold and explore the pig as a way of helping him/her build fine motor control.
- Sit on the floor with the infant in your lap. Make the plush or plastic pig move across the floor as you make an, "Oink! Oink! Oink" sound. Invite the infant to explore the pig. Identify the parts of the pig as the infant does so. You might even want to pretend that the pig is talking to the infant by saying something like, "Oink! Oink! Oink! You just touched my nose!" or "Oink! Oink! Oink! You just touched my ears."

DAY 8 - Center/Small Group Activities

Questions to Spur Thinking

- What pattern should we do next?

- Tell me about the "house" you built.
- Do you think I could blow it over? Why or why not?

The House We Built

(Toddlers–4 years, 🖐️ 🗨️ ❤️ 🗑️ ? 🖍️ 😊)



Materials:

☐ **Folding table, blankets/sheets, clip-type clothespins**

- If the weather is nice in your area, take this activity outdoors! Just make sure the blankets/sheets you take outside are OK to get dirty and can go in the laundry when finished. As the children participate in this experience, they will need to work together as they problem-solve. In addition, they will also have the opportunity to build both fine and gross motor skills as they engage in dramatic play.
- Can you build a house that would be safe from the Wolf? Pose this challenge to the children and then show them the materials you gathered ahead of time. Set up the table where they direct you to do so. Then, invite them to use the blankets and clip-type clothespins to put their "house" together. Once the house is complete, you can pretend to be the Wolf while the children pretend to be the Little Pigs. You can huff and puff and try to blow the house in. Just make sure not to blow so hard you get dizzy! ☺
- Advanced Preschoolers: These children may think of other materials they want to use to build their house to make it safe and secure. If at all possible, help the children locate the materials they need. In addition, be sure to engage these children in conversations as they work. This will give you important insight into their thought processes.

Your Own Activities

DAY 9

Unit: Fairy Tales & Fables

Today's Focus: Using Props to Tell Our Own Stories

Developmental Areas Addressed Today:



Be Healthy & Safe!

If you hear thunder, head indoors immediately!

Teaching Tip of the Day

When asking children their opinion about something, remind them to be honest and then let them know you appreciate their ideas.

Transition Time

Have children pretend to be whatever, or whomever, they want to be when moving from activity to activity today.



Today's Vocabulary

Use some of these words in conversations with children today!

puppets

characters

books

stories



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

- Using words such as those above during daily activities.
- Talking with children as they make puppets and then put on a puppet show (p. 21).
- Engaging children in conversations as they act out their favorite characters from books (p. 21).

Exploring Together: What Can You Be?

(all ages, ☺ ♥ 🖐️ 🔍 📖 ? ✍️ 🗣️)

Materials:

☐ **Prop Box** - To prepare, gather an assortment of dress-up clothing and other props in a laundry basket, plastic tub or cardboard box. Include a variety of materials...the more, the better!

- Dramatic play has so many benefits! From building language skills to practicing cooperation, when children engage in dramatic play, they grow in many developmental areas. One of the most important benefits of dramatic play is the opportunity for children to express their own ideas and creativity. Prop boxes are a wonderful tool for encouraging dramatic play with all ages of children.
- Sit on the floor with the prop box. Chances are good, the children will become curious and choose to join you. Once they do, invite them to explore the materials inside the box. Challenge the children to use these materials, as well as others they seek out, to dress up and pretend. This would also be a very appropriate time to review the difference between real and make-believe.
- As the children use the props to pretend, talk with them about who, or what, they are pretending to be. More advanced children may choose to use the props to put on a "show" for younger children to enjoy. The main goal of this experience is to help children recognize that props are often used in storytelling.
- **EXTENSION:** Locate a few extra boxes and invite the children to use them to create their own specialized prop boxes. For instance, they might want to put materials in one box to act out, "The Three Little Pigs" while creating another box to act out another tale they know like, "The Gingerbread Man."

Questions to Spur Thinking

- What props do you see in my prop box?
- How do people use props when storytelling?
- What props are you going to use in your story?
- What will your story be about?
- What other props do you need? Where could you find them?
- What is your favorite part of dressing up and pretending?





Perfect Puppets

(Toddlers–4 years,)

Materials:

- ☐ **Paper lunch bags & paper plates**
- ☐ Construction paper, crayons/markers
- ☐ Assorted art/collage materials, glue/gluesticks
- ☐ **Puppet theater (if available) OR a curtain hung in a doorway about 3 feet from the floor using a tension rod OR a cardboard box cut to make a puppet theater**

- Puppets are common storytelling tool. This experience challenges children to use art/collage materials to create their own puppets. There is no “right” or “wrong” way for the children to do so. The goal of this experience is for children to express their ideas through art and then use language skills as they utilize their puppets to put on puppet shows for others.
- Set out the materials listed above and invite the children to use them as desired to make puppets. Some children may choose to make bag puppets while others may choose to make paper plate or even stick puppets. Be sure to engage the children in conversations as they work on their puppets. Keep in mind that Toddlers, Twos & Young Threes will probably not create what you would consider a “puppet” and that is OK! They will still build key fine motor control while working with the art materials and receptive language skills while listening to you engaging with more verbal children as they create.
- Once the puppets are complete, set up the puppet theater, curtain or box and invite the children to use their puppets to put on a show. Have the children take turns using the puppet theater while the remaining children act as the audience. This is a great time to reinforce the importance of kindness and respect! Listening quietly and then clapping at the end are simple ways children can demonstrate both of these social skills.
- Advanced Preschoolers: These children should be able to use quite a bit of language while putting on their puppet shows.

Puppet Fun

(Infants,)

Materials:

- ☐ **A puppet** (your choice)

- Infants are usually fascinated by puppets. Puppets provide a wonderful tool for helping infants practice visual tracking. In addition, exploring a puppet is a fun sensory experience.
- Hold the infant in your lap and put on a puppet. Make the puppet talk to the infant. Move the puppet in different directions and see if the infant tracks the puppet with his/her eyes. Then, invite the infant to explore the puppet. Use the puppet to talk to the infant about how it looks and feels. If the infant wants to hold the puppet, be sure to let him/her do so.

DAY 9 - Center/Small Group Activities

Questions to Spur Thinking

- *Tell me about the puppet you made.*
- *Which book character should we act out next?*

Who Should We Be Next?

(Toddlers–4 years,)

Materials:

- ☐ Assortment of the children's favorite books
- ☐ Cardboard box

- Acting provides children with the opportunity to show what they know and understand. During this experience, the children will act out some of their favorite characters from books they enjoy. Not only will the children engage in dramatic play, they will also build motor skills, explore books and practice self-regulation as they work together. See adaptations below for different developmental levels.
- Spread out an assortment of books on the floor for the children to explore. As the children look at the books, talk with them about what they remember about the stories, characters, settings, etc. In addition, be sure to read the titles of the books as well as the names of the authors and illustrators. Next, put all of the books into a cardboard box. Choose one child to reach into the box (without looking) and pick a book. Together, have the children choose one character from the book to act out. Then, have the children act out that character with you. Repeat, having a child take a different book from the box each time.
- Toddlers/Twos/Young Threes: Each time one of these children removes a book from the box, have him/her open it and point to a person/animal. Then, name that character and start acting it out. Invite them to join in if they would like.
- Older Threes/Fours/Advanced Preschoolers: These children will more than likely recall more information about the characters from the books and therefore be able to act them out with more accuracy.

Your Own Activities

DAY 10

Unit: Fairy Tales & Fables

Today's Focus: Story Day!

Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure cabinet doors are secure and cannot be opened by little fingers. The same thing goes for kitchen drawers that contain anything that could be dangerous to little ones (e.g., knives).

Teaching Tip of the Day

Make sure you get enough sleep at night. Rest is important to you, too!

Transition Time

Sing the children's favorite songs from this unit as they move from activity to activity today.

Get Moving!

Exploring Together: Story Day!

(all ages,         )

Materials:

- ☐ Story props for all of the stories from this unit
- ☐ Smartphone or camera with a video recording feature
- ☐ Books (hidden around the room)
- Today is Story Day! Pick and choose from the following activities based on your group's developmental level and interest.
- Tell It Again - Set out the story props from all of the stories introduced during this unit and invite the children to use them freely to retell the stories in their own words. Some of your children may get very creative and mix story props together to create a new story. For instance, what would happen if the 3 pigs lived in the house in the woods instead of the 3 bears?
- Missing Books – Oh, no! There are books missing from the book center. Have the children help you find the missing books. As they find each one, describe its location as a way of reinforcing positional concepts. For instance, you might say something like, "You found a book under the couch" or "You found a book behind the chair."
- Actors & Actresses Are We! - Invite interested children to act out their favorite stories from this unit. They may choose to use props or they may not. That is up to them! As the children act out the stories, use your cellphone or a camera with video capabilities to record their performances. Then, upload the videos to your computer and invite the children to watch them together. Children LOVE to see themselves on film!

Today's Vocabulary

Use some of these words in conversations with children today!

story	tale	read
act	props	books



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

- *Saying the words listed above as children complete activities during the day.*
- *Talking with children as they make books (p. 23).*
- *Encouraging children to estimate the number of books that will fit in different containers (p. 23).*

Questions to Spur Thinking

- *Which story from this unit did you like best?*
- *Why did you like that one the most?*
- *How do the props help you tell the story?*
- *If you did not have props, what other ways could you tell the story?*
- *Where did you find a book?*
- *Which book is your favorite?*
- *Why are books important?*
- *Which story did you choose to act out?*
- *Who do you think would like to see your video?*



DAY 10 - Center/Small Group Activities

How Many Will Fit?

(Toddlers–4 years, ♥ 😊 🖐 📖 ? ① 🔊 🗣)

Materials:

- ☐ **Paper grocery bag, fabric tote bag, cardboard box, etc.**
- ☐ Books

- Estimation is an important mathematical skill. During this activity, the children will practice estimating and then use their counting skills to discover the actual amount. This activity actually introduces children in a hands-on way to the concept of volume.
- Set out the books and the assorted containers (e.g., paper grocery bag, fabric tote bag, box, etc.). Invite children to estimate the number of books they think it will take to fill each container. For instance, you may want to start with the fabric tote bag. Challenge more verbal children to share how many books they think will fit in the bag. Write down their predictions on a piece of paper, naming the numerals as you write them. Then, have the children fill the tote bag with books. Once full, have the children remove the books one at a time and count them together. They can then compare their predictions to the actual amount. Repeat, using a different type of container each time.
- Toddlers/Twos/Young Threes: If you are working with this age group, you may want to simply have them fill the bag with books and then count them at the end. This group is probably not ready to estimate yet.
- Older Threes/Fours/Advanced Preschoolers: In addition to making estimates, your most advanced children can write down their ideas on a piece of paper.

Questions to Spur Thinking

- *How many books do you think will fit in this tote bag? Was your guess too much, too little or just right?*
- *Tell me about your story.*
- *Where does your story take place?*

My Own Story

(Toddlers–4 years, ♥ 😊 🖐 🔊 🗣 📖 🖋)

Materials:

- ☐ Folded paper booklets - To make, simply stack white paper, fold in half and staple on the left-hand side.
- ☐ Crayons/markers

- Making books is an experience that should be repeated throughout the year. As children grow and develop, their ability to create “stories” grows and develops as well. For this reason, you will find two different ways to do this experience with toddlers/twos and preschoolers.
- Toddlers/Twos: Provide these children with the folded paper booklets and just invite them to scribble on the pages. Then, pretend to “read” the “story” they create. Make sure to have them help turn the pages. Learning to do so is actually an important pre-literacy skill.
- Threes/Fours: Have these children draw pictures and dictate words to accompany them to create a story in their books. As you write, be sure to talk about letters, letter sounds, words and sentences.
- Advanced Preschoolers: These children can follow the same steps as the preschoolers but may be able to write some of the words using invented spelling (e.g., spelling words how they sound). These children can also “read” their books out loud when finished.

Again! Again!

(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 (p. 7, 9, 11 & 17) as well as others they may enjoy. Have fun!

Your Own Activities

School-Age Activities

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.



You Are Beautiful Because...



"The Ugly Duckling"

Materials:

- ☐ **"The Ugly Duckling" Story Props, prepared**, Fairy Tale Booklet
- ☐ White paper, crayons/markers/colored pencils, pencils

- The story, "The Ugly Duckling" provides the perfect medium for helping children better understand the concept of treating others with kindness. It also opens the door for discussions about diversity and accepting others. A writing experience then challenges children to share kind words with others.
- Use the props to share the story, "The Ugly Duckling." Chances are good that school-age children are probably familiar with this tale. After sharing the story, talk about how the other characters in the book treated the Ugly Duckling. Then, challenge the children to talk about how they think they would feel if their friends treated them the same way.
- Next, have each child print his/her name on a slip of paper. Put the slips in a paper bag and have each child choose one. Tell them to keep the name on the paper a secret. Then, challenge the children to write and draw about the person they chose using the story starter, "(Child's name) is beautiful because..." Remind them that beauty is more than appearance and includes actions as well. When finished, have each child read his/her writing to the group. Challenge the children to try to figure out who the writing is about as it is read.
- **EXTEND FOR ANOTHER DAY:** This experience will definitely take more than one day to complete.

Questions to Spur Thinking

- How would you have felt if you were the Ugly Duckling?
 - What should the Duckling's friends have done to make him/her feel better?
 - Why is it awesome that people are all different?
-
- What do already know about the story, "Jack and the Beanstalk?"
 - What would you do if you had a goose that laid golden eggs?
 - If you planted some beans and a beanstalk grew up to the sky, would you climb it? Why or why not?
 - Tell me about your castle.

"Jack and the Beanstalk"

Castle Builders



Materials:

- ☐ **Assorted empty food cartons and containers**, tape (masking, clear, duct...), assorted art/collage materials
- ☐ **"Jack and the Beanstalk" Story Props**, Fairy Tale Booklet

- Activities that invite children to work together toward a common goal are excellent from promoting cooperation and collaboration. During this experience, the children will also need to problem-solve, utilize fine motor control and think creatively as they create a castle with recyclable materials.
- Use the props to share the story, "Jack and the Beanstalk." Chances are quite good the children will be familiar with this tale. After sharing the story, provide the children with the materials listed above and invite them to use them freely to create a castle like the one the Giant lived in in the story. As the children create, they will need to work together and problem-solve. Be sure to engage the children in conversations by asking open-ended questions such as those above as they work. When the castle is finished, invite the children to tell you about it.

EXTEND FOR ANOTHER DAY: This experience is definitely going to take more than one day to complete.

School-Age Activities

Making “Magic” Beans



“Jack and the Beanstalk”

Materials:

- ☐ **Dried lima beans** (CAUTION: Keep beans out of the reach of children 3 and under)
- ☐ Paint in shallow dishes, small paintbrushes, cups of water
- ☐ **Glitter**, glue in shallow dishes, old paintbrushes or cotton swabs

- Today the children will have the opportunity to make their own “magic” beans. Because these beans are a choking hazard for younger children, you may want to conduct this activity when you have additional supervision OR while younger ones are napping. As the children create their “magic” beans, they will build fine motor control as they express their creativity.
- Let’s make “magic” beans! Provide the children with the material listed above and invite them to paint dried lima beans to create “magic” beans. They may even choose to add glitter to the paint either during the painting process or while the paint on the beans is still wet. As the children create, encourage them to tell you about what would happen if you planted their “magic” beans. Once dry, the children can take their “magic” beans home. Some of them may even choose to plant them to see what happens!

EXTEND FOR ANOTHER DAY: Have the children write/dictate stories about what would happen if they planted their “magic” beans. They can then share these stories with younger children.

Questions to Spur Thinking

- *What happened in the story, “Jack and the Beanstalk” when Jack planted the “magic” beans?*
 - *Tell me about the “magic” beans you are creating.*
 - *What would happen if you planted your “magic” beans?*
-
- *How do you think the bread will change when we put it in the toaster?*
 - *Were your predictions correct? Why or why not?*
 - *What toppings did you choose to use to “decorate” your bear?*

“Goldilocks & the Three Bears”

Bear Toast



Materials:

- ☐ **Whole grain bread, peanut or almond butter or cream cheese (if any children have peanut allergies), raisins, dried cranberries or other dried fruit, bananas (to slice)**
- ☐ **Toaster, bear-shaped cookie cutter**

- Making toast is something that school-age children can learn to do with adult supervision. This experience invites the children to not only make toast but to then transform it into bear toast! During the course of this experience, the children will utilize their senses to observe how the bread changes when toasted as well as how the bread smells when it is in the toaster.
- Let’s make bear toast! Do any of the children eat toast at home/ Help the children use the toaster to toast whole grain bread. Once toasted, put the bread on a plate and then use a bear-shaped cookie cutter to cut it into a bear shape. Next, invite the children to use their choice of toppings to give their bears features like eyes, nose, ears, etc. When finished, eat and enjoy!

EXTEND FOR ANOTHER DAY: The children may enjoy the toast so much they will want to make it again!

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

School-Age Activities

Wolf Tag



Get Moving!

"The Three Little Pigs"

Materials:

- ☐ "The Three Little Pigs" Story Props
- ☐ Fairy Tale Booklet

- School-age children normally love playing tag! This tag game involves characters from the story, "The Three Little Pigs." While participating in this activity, the children will need to practice self-regulation, follow simple rules and, of course, they will build gross motor skills!
- Start by sharing the story, "The Three Little Pigs." Chances are good the children will be very familiar with this tale. Encourage them to participate by saying, "And I'll huff...and I'll puff...and I'll blow your house in!" as you share the story. Then, introduce the group game, Wolf Tag.
- First, have the children work together to determine a base. They can pretend that the base is the brick house from the story. Then, have one child be the wolf while the other children are the pigs. The pigs run around as the wolf tries to catch them. Count backwards from 20 as the children run. Once you reach 0, the little pigs may scurry to the base. If the wolf tags a pig in the meantime, then he/she becomes the wolf and play continues.

EXTEND FOR ANOTHER DAY: The children will probably really enjoy this game and want to play it more than one time. In addition, younger children can join in as well.

Questions to Spur Thinking

- *Why do you think the brick house did not blow down?*
 - *Do you think a wolf could really blow down a house? Why or why not?*
 - *Where do you think the base for the game should be? Why did you choose that spot?*
-
- *Which book is your favorite? Why do you like that one best?*
 - *Which character from the story is your favorite?*
 - *What materials did you choose to use to create your costume?*
 - *How do you feel when you wear your costume?*

Making Costumes. Telling Tales.



Different Ways to Tell Stories

Materials:

- ☐ **Paper grocery bags**, paper plates, paper towel rolls/wrapping paper tubes, art/collage materials, glue/gluesticks, markers/crayons, paint, etc.
- ☐ Assortment of the children's favorite books

- This experience is designed to help the children explore the concept that acting is one way to retell a story. During the course of this activity, the children will use assorted art/collage materials to make costumes they can wear to act out their favorite characters from some of their favorite books. In the process, the children will practice problem-solving skills, build fine motor control and engage in dramatic play.
- To begin, invite the children to explore the books. Talk about fairy tales/folk tales the children love to hear at home. What are the names of these stories/tales? Next, talk about the stories included in the books the children are exploring and invite each child to pick his/her favorite book from the group. Then, have the children name their favorite characters from the books they chose. Explain to them that they are going to use art/collage materials to create costumes they can wear as they pretend to be their favorite characters. As the children work on their costumes, engage them in conversations. Encourage them to share why they like the characters they chose.

EXTEND FOR ANOTHER DAY: Once the costumes are complete, have the children model them for younger children. Can these children guess which characters they are pretending to be?

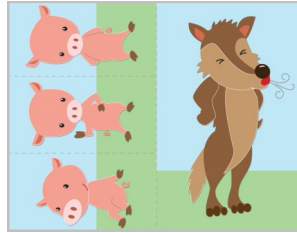
Directions for Make It! Sheets & Let's Read Together! Booklets

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

Make It! Sheet #3 – “The Three Little Pigs” Props

You Will Need:

- Copies of both sheets for each child
- Child-safe scissors
- **Cereal box for each child**
- **Paper towel** rolls OR construction paper & tape



What to Do:

- The purpose of these sheets is to help each child create a playset they can then use to retell the story, “The Three Little Pigs” in their own words. As the children assemble the props, they will build fine motor control, practice following directions and engage in conversations with others.
- Give each child a copy of the sheets and help him/her cut along all dotted lines. Then, have the children glue the scene with the three houses to the front or back of a cereal box. Stand up the box by placing it on its side. Next, have the children tape each pig and the wolf to a section of paper towel roll. If you do not have enough paper towel rolls, simply roll pieces of construction paper into tight tubes and tape to secure. Cut the rolled tube in lengths and then tape each pig and the wolf to a section. Try to tape the characters to the rolled paper or paper towel roll so that they will stand up. When the pieces are complete, the children can move the pigs and wolf as they retell the story in their own words.

Make It! Sheet #4 – Bear Mask

You Will Need:

- Copy of the sheet for each child
- Child-safe scissors, gluesticks
- **Paper plate for each child**
- Construction paper, tape



What to Do:

- Creating a prop is a fun way for children to engage in pretend play. As the children create this prop, they will not only build fine motor skills, they will also have the opportunity to practice problem-solving as they incorporate the prop into their play.
- Provide each child with a copy of the sheet. Have the children cut out the bear (but not the eyes) and glue to a paper plate. You will need to cut out the eyes for each child. To complete, help each child roll a sheet of construction paper into a tube and tape to secure. Then, tape the tube to the bottom of the paper plate for a handle. The children can use their masks as they pretend to be bears.

Let's Read Together! Booklets - “Real or Make-Believe?” Available in English & Spanish (print front-to-back OR 2 sheets)

Print out a copy of the booklet for each child and assemble. Use as desired in your program and then send home so parents/guardians can continue to build literacy and language skills at home.



Experiences for Advanced Preschoolers: School Readiness

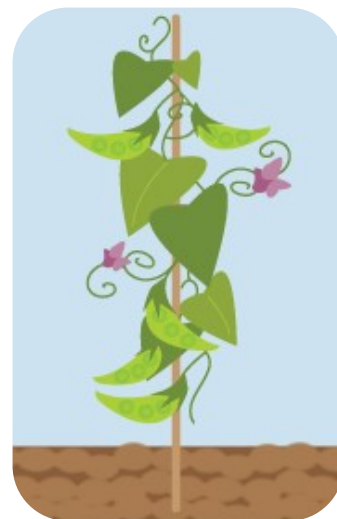
The following experiences are designed for older preschoolers that are ready to learn more about letters and sounds as well as numbers, mathematical operations (addition/subtraction), and spatial concepts. The following extension ideas blend well with the activities presented in this Teaching Guide.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

Letter Recognition, Beginning Sounds and Creative Writing:

- ❑ **What If the Three Little Pigs Had Magic Beans?:** Sometimes it is fun to mix stories to create new ones. For this experience, talk with the children about what they think would happen if the Three Little Pigs had magic beans like the ones Jack had in the story, “Jack and the Beanstalk.” After talking with the children, have them draw pictures and then write stories to share their ideas. Would the Three Pigs plant the beans? If so, what would grow? Would it be a beanstalk? If so, what would they find at the top of the beanstalk? A giant or something else? With this experience, anything goes! Encourage the children to put on their “creativity hats” for this activity. When the children are finished drawing and writing, encourage them to present their ideas to others in the group. This is an excellent way for them to build expressive language skills.
- ❑ **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?
- ❑ **It Rhymes with Bear:** The ability to hear rhyming words is very important for pre-readers. For this experience, the children are going to see how many words they can think of that rhyme with the word *bear*. To begin, print the word *bear* at the top of a large sheet of paper. Then, have the children suggest words they believe rhyme with the word *bear*. Print these words directly below the word *bear* on the paper. Do the children see any patterns in the words they suggest? If so, what are they? If desired, repeat this activity with other simple words from this unit like *pig*, *house*, *sticks*, *bean*, etc.

Measuring and Graphing:

- ❑ **How Tall is the Beanstalk?:** Bean seeds usually grow fairly quickly...especially if planted indoors. For this experience, the children are going to assume the roles of scientists as they measure the growth of bean seeds and then graph the results. In the process, the children will build observation skills, practice measuring and become more aware of how numerals correspond to size. First, have the children plant several bean seeds in a large pot. Encourage them to predict how tall the beans will be at one week, two weeks, three weeks, etc. Write these predictions on a piece of paper. Then, at the given intervals, have the children use rulers to measure the height of the beans. Record this information with the date and repeat at the intervals chosen ahead of time. Once the data is complete, have the children create a simple graph with the dates across the bottom and the height (in inches or centimeters) on the left-hand side. Compare the children's predictions to the actual results. How accurate were their predictions?



Learning Indicators Addressed By Activity

	Exploring Together	Small Group	Small Group	Infant
DAY 1	Real or Make-Believe? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, MK6, PD5	Different Types of Books LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK1, LR1, MK1, MK2, MK6, PD5, SS1	Let's Pretend! LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA4, PD2, PD5	Let's Turn the Pages LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 2	"The Ugly Duckling" LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, CA1, CA4, PD4, PD5	Feather Fun LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD5	You Are Special! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, LR1, PD5	Little Duck LD1, LD2, SE1, SE4, AL1, SK1, SK3, MK3, PD5
DAY 3	Beans & a Giant LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, CA4, PD4, PD5	Golden Egg Hunt LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, LR2, MK1, MK2, MK3, PD4	Golden Egg Makers LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK1, MK2, MK5, MK6, PD5	Fee, Fi, Foe, Fum! LD1, LD2, SE1, SE4, AL1, SK1, PD4
DAY 4	Up the Beanstalk LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK1, LR1, CA1, CA4, PD4	Climbing Beanstalks LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, LR1, LR2, CA4, PD3, PD4	Planting Magic Beans LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, CA4, PD5, SS1	Let's Climb the Beanstalk LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
DAY 5	Bears, Porridge & Beds LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, MK1, MK2, MK3,	Making Masks LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA4, PD5	Playdough & Bears LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, CA3, PD5	3 Bears LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 6	Real & Make-Believe Bears LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, MK1, MK2, MK3, PD4, PD5	Preparing Porridge LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK1, MK2, MK5, PD3, PD5, SS1	Small, Medium, Large LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK1, MK2, MK5, PD5	Beautiful Bear Art LD1, LD2, SE1, SE4, AL1, SK1, CA3, PD5
DAY 7	A Windy Wolf LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, MK1, MK2, CA4, PD4, PD5	Home Builders Are We LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD5	I'll Huff... and I'll Puff LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK6, PD5	Little Pig Fingerplay LD1, LD2, SE1, SE4, AL1, SK1, PD5
DAY 8	The Wolf Says... LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, MK1, MK2, MK3, PD4, PD5, SS1	Oink! Oink! Grrrr! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK4, CA4, PD5	The House We Built LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, LR2, CA4, PD5	Oink! Oink! Oink! LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 9	What Can You Be? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, LR2, CA4, PD5	Perfect Puppets LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK1, LR1, LR2, CA3, PD5	Who Should We Be Next? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, CA4, PD5	Puppet Fun LD1, LD2, SE1, SE4, AL1, SK1, PD5
DAY 10	Story Day! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, LR2, MK3, CA4, PD4, PD5	How Many Will Fit? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK5, LR1, LR2, MK1, MK2, MK6, PD5	My Own Story LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, CA3, PD5	Again! Again! LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1

Please see the Gee Whiz User's Guide for a full list of Learning Indicators.

School-Age Experiences

<p>You Are Beautiful Because...</p> <p>LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, LR1, PD5</p>	<p>Making "Magic" Beans</p> <p>LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK3, LK2, LK3, LK4, LK5, LR1, CA3,</p>	<p>Wolf Tag</p> <p>LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, MK1, MK2, PD4</p>
<p>Castle Builders</p> <p>LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, LR2, CA3, PD5, SS3</p>	<p>Bear Toast</p> <p>LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, PD2, PD5, SS1</p>	<p>Making Costumes. Telling Tales.</p> <p>LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK1, LR1, LR2, CA3, CA4, PD5, SS3</p>

Book List

Here is a list of books that compliment our unit, "Fairy Tales & Fables."

Believe Me, Goldilocks Rocks! by Nancy Loewen

A First Book of Fairy Tales by Mary Hoffman

Goatlocks and the Three Bears by Erica S. Perl

Goldilocks and the Three Bears by Candice Ransom

Goldilocks and the Three Dinosaurs by Mo Willems

Jack and the Beanstalk by Carol Ottolenghi

Jack and the Beanstalk by Parragon Books

Kate and the Beanstalk by Mary Pope Osborne

Once There Was a Story by Jane Yolen

The Three Bears by Byron Barton

The Three Little Pigs by Parragon Books

The Three Little Pigs by Patricia Seibert

The Three Little Pigs and the Somewhat Bad Wolf by Mark Teague

The Three Little Wolves and the Big Bad Pig by Eugene Trivizas

Treasury of Magical Tales from around the World by Donna Jo Napoli

The True Story of the Three Little Pigs by Jon Scieszka

Trust Me, Jack's Beanstalk Stinks! by Eric Braun

The Ugly Duckling by Hans Christian Andersen

The Ugly Duckling by Rachel Isadora

Waynette and the Cornstalk: A Texas Fairy Tale by Helen Kettelman

A Year Full of Stories by Angela McAllister

You Read to Me, I'll Read to You: Very Short Fairy Tales to Read Together by Mary Ann Hoberman

YOU ARE SPECIAL

You are special...it is true!
This is what we like about you!

(Child's name) is special...it is true.
This is what we like about you!

Invite the children to suggest things they like about each child as you put his/her name into the chant. Clap with the children while chanting the rhyme.

WHAT HAPPENS NEXT? (tune: "The Farmer in the Dell")

There was a boy named Jack.
There was a boy named Jack.
He got some special magic beans.
And what did he do next?

Have the children suggest what happened next and act it out. Take what they say and make it into the next verse of the song. For example...

He planted all the seeds.
He planted all the seeds.
He put them into the brown dirt.
And what did he do next?

I HAVE A TALE TO SHARE WITH YOU

(tune: "Twinkle, Twinkle Little Star")

I have a tale to share with you.
You will like it...this is true.
In this story is a swan;
He is teased which is so wrong.
Can you name this tale for me?
What do you think it will be?

YELLOW PLAYDOUGH RECIPE

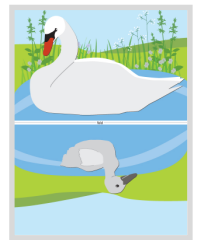
3 cups flour
1 1/2 cups salt
1 1/2 cups water with yellow food coloring added

Mix the flour and salt together in a large bowl. Slowly add the water and mix, mix, mix. Once mixed, remove the dough from the bowl and knead on a floured surface. If the dough is sticky, just add a little more flour. Store in an airtight container.

Story Prop Preparation Directions

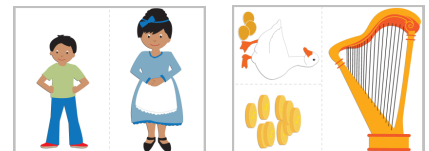
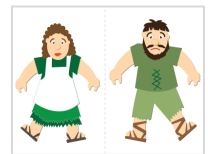
"The Ugly Duckling"

- 1) Print the hand puppets from the Teaching Tool file.
- 2) Cut on the dotted line and then put the pictures back to back. Staple on the sides and top to make a pocket.
- 3) When using the prop, just put your hand inside and turn it when the ugly duckling turns into a beautiful swan.



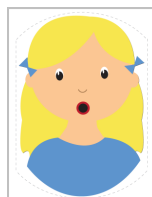
"Jack and the Beanstalk"

- 1) Print the props for the story from the Teaching Tool file and cut along all dotted lines.
- 2) Stuff 5 paper lunch bags with old newspaper, fold down the tops and tape. Attach the people and the harp props to stuffed bags so they stand up.
- 3) Attach the goose and the coins to small blocks or boxes.
- 4) Make a beanstalk from green construction paper and attach to a wall near where you have story time.



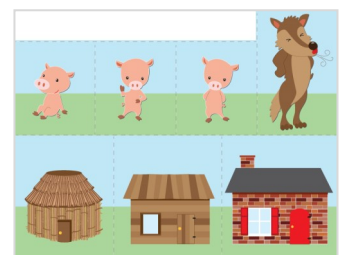
"Goldilocks & the Three Bears"

- 1) Print the props for the story from the Teaching Tool file and cut along all dotted lines.
- 2) Attach each mask to a large paper plate and use a rolled piece of construction paper for a handle on each.



"The Three Little Pigs"

- 1) Print the props for the story from the Teaching Tool file and cut along all dotted lines.
- 2) Attach each prop to a block with tape.



SAMMY THE STORYTELLER PUPPET PREPARATION DIRECTIONS

1. Print the puppet page.
2. Fold the puppet where indicated and tape on the top and side to create a pocket.

