

# Friendship Fun!



**Growing. Playing. Learning.**

  
**Gee Whiz**™  
Education

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

# Get Ready!

On DAY 9, you will need a pen pal letter. Ask another FCC provider located in another town (or state), to be your pen pal ahead of time. Have him/her mail a letter to you as soon as possible.

Friends. They are such an important part of a child's life. Learning what it means to be a good friend and ways you can make new friends are important social skills for children to learn. Our next unit, "Friendship Fun" will provide you with numerous activities that help children build skills in these areas. Because new children can join the program at any time, these experiences can be repeated throughout the year. Be sure to incorporate the children's ethnic and family backgrounds into this unit as much as possible. This is meaningful way for them to learn more about diversity.

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 our Individualization Web and Customized/Individualized Lesson Planning Sheet to help you achieve this goal. Also, the Connecting the Dots component can also help you track each child's progress on 40 different Learning Indicators (skills).

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](http://www.letsmove.gov)).



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



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

## 2 Week/10 Day Planning Grid

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



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>Exploring Together:</b> Who Are My Friends? (p.4)  <b>Center/Small Group:</b> Find Your Name Game (p.5)  <b>Center/Small Group:</b> Fun with Friends (p. 5)  <b>Infants:</b> I See a Friend (p. 5)	<b>Exploring Together:</b> I Care! (p. 6)  <b>Center/Small Group:</b> I Will Take Care of You (p. 7)  <b>Center/Small Group:</b> Building a Word (p. 7)  <b>Infants:</b> My Friends Like to... (p. 7)	<b>Exploring Together:</b> Do You Need Help? (p. 8)  <b>Center/Small Group:</b> Friends Fingerprint Mural (p. 9)  <b>Center/Small Group:</b> Mixed-Up Puzzles (p. 9)  <b>Infants:</b> More Photo Fun! (p. 9)	<b>Exploring Together:</b> We Can Share (p. 10)  <b>Center/Small Group:</b> Water and Sharing (p. 11)  <b>Center/Small Group:</b> To Share or Not To Share (p. 11)  <b>Infants:</b> Let's Share (p.11)	<b>Exploring Together:</b> Everyone is Included (p. 12)  <b>Center/Small Group:</b> Water Fun for Everyone (p. 13)  <b>Center/Small Group:</b> Mixing & Making Together (p. 13)  <b>Infants:</b> Read Me a Story (p. 13)
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<b>Exploring Together:</b> R.E.S.P.E.C.T. (p. 14)  <b>Center/Small Group:</b> I Am Respectful Crowns (p. 15)  <b>Center/Small Group:</b> Respectful Bubble Fun (p. 15)  <b>Infants:</b> Peek-a-Boo (p.15)	<b>Exploring Together:</b> My Friend Feels... (p. 16)  <b>Center/Small Group:</b> Find a Feeling (p. 17)  <b>Center/Small Group:</b> Feelings and Fingerpaint (p. 17)  <b>Infants:</b> If You're Happy (p. 17)	<b>Exploring Together:</b> Alike and Different (p. 18)  <b>Center/Small Group:</b> Paper Plate Self- Portraits (p. 19)  <b>Center/Small Group:</b> Choosing Activities (p. 19)  <b>Infants:</b> Who Is That? (p.19)	<b>Exploring Together:</b> Perfect Pen Pals (p. 20)  <b>Center/Small Group:</b> Writing Station (p. 21)  <b>Center/Small Group:</b> Off to My Friend's House (p. 21)  <b>Infants:</b> Letters In, Letters Out (p.21)	<b>Exploring Together:</b> Friendship Day! (p. 22)  <b>Center/Small Group:</b> Elbow Bump Dance (p. 23)  <b>Center/Small Group:</b> A Friendship Chain (p. 23)  <b>Infants:</b> So Many Songs (p. 23)

### School-Age Activities:

An Alphabet of Friends (p. 24)

Pass the Hula Hoop (p. 25)

I Feel... (p. 26)

A Snack to Share (p. 24)

How Do You Show Respect? (p. 25)

Likes & Dislikes Posters (p. 26)

## DAY 1

**Unit:** Friendship Fun

**Today's Focus:** Who are My Friends?

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Make sure that ALL items that say, "Keep Out of the Reach of Children" are truly out of their reach at all times!

### Teaching Tip of the Day

Mixing sand into fingerpaint is a great way to "mix it up" and make fingerpainting a more interesting sensory experience.

### Transition Time

Have the children say their names when singing the song, "My Friend Is..." (p. 30) when moving from activity to activity today.

## Exploring Together: Who Are My Friends?

(all ages, )

Materials:

☐ **Anika puppet, prepared** (see p. 31 for prep directions)

☐ **Access to a computer/tablet**

☐ Playground ball

- Singing a song is a great way to help children learn more about each other in a way that is fun and engaging. Not only does this experience include a song that achieves this goal, it also introduces the children to the concept of friendship while helping them to build both expressive and receptive language skills.
- Put Anika (the new puppet friend) on your hand and watch to see who notices. As children notice, introduce Anika to the children. Explain that Anika will be joining them for this unit. Invite the children to ask Anika questions to learn more about her. You can explain that Anika's family moved to your town from another city. Have any of their families ever moved? If so, invite more verbal children to talk about the experience. Then, if desired, show the children where the city Anika moved from is located (your choose the location) using Google Maps on a computer or tablet. Be sure to invite the children to ask Anika questions.
- Next, gather interested children together in a circle and introduce the game, "My Friend Is..." Start by rolling the ball back and forth, saying each child's name as you do so. For instance, "Get ready, Sonia. The ball is coming to you!" After the child catches the ball, have him/her roll it back to you. Repeat until each child gets a turn to catch the ball and roll it back to you.
- Now, add a song to the game. Sing the song, "My Friend is..." (p. 30). As you sing each verse, point to a child and have him/her say his/her name. In the second verse, have each child say his/her name as well as something he/she likes (e.g., an activity, toy, food, etc.). Be sure to include Anika in the game as well!
- **EXTENSION:** Sing the song over the next few days and have the children share a different thing they like each time. This will help the children learn more about their friends.

### Today's Vocabulary

Use some of these words in conversations with children today!

**friend name different**

**neighborhood activities**



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

- Using words such as **friend, name, different, neighborhood and activities** as children complete activities.
- Playing the game, "Find Your Name" with the children and giving clues (p. 5).
- Engaging children in conversations as they enjoy block play with "friend blocks" (p. 5).

### Questions to Spur Thinking

- Have you ever moved? What was it like?
- What do you like best about making new friends?
- What are the names of your friends in our learning community?
- What are the names of some of your friends in your neighborhood where you live?
- What do you like to do with your friends?
- What do you like best about your friends?
- What makes a friend special?





Get Moving!

## Find Your Name Game

(Toddlers–4 years, 🗣️ 😊 1 👂 📖 ? ❤️ 💬)

Materials:

- ☐ **Name card for each child** - Print each child's name on 2 index cards. For Toddlers, Twos and Threes, add a sticker to their cards (different sticker for each child). This way, they can match the pictures. Hide one card and keep the other.
- ☐ Music

- Many young children can learn to recognize their name in print. This experience gives children who are ready this opportunity in a way that is fun and engaging. In the process, all of the children will build visual discrimination and problem-solving skills. Because different developmental levels will approach this experience differently, we are providing options.
- Who wants to play a game? Pose this question to the children and then invite interested ones to join you. Give each child a card with his/her name printed on it. Can any of your more advanced children recognize that the word on the card is their name? Tell the children that another card, just like the one they are holding, is hidden and they must find it. Turn on music and see if the children can find their matching cards before the song ends. As the children look for their cards (and find them), be sure to use positional concept words to describe the location (e.g., "You found you other name card under a pillow.")
- Toddlers/Twos/Threes: These children are not yet ready to "match" printed words on their own. Instead, you will help them find a card with a matching sticker. Additionally, hide these children's cards so they are easier to find.
- Fours/Advanced Preschoolers: These children can act as "helpers" by working with younger children to help them find their cards. In addition, those who are ready can be challenged to name the letters that make up their names.

## I See a Friend

(Infants, 🗣️ 👂 🎵 😊 ❤️)

Materials:

- ☐ None needed

- Even though infants do not have verbal skills yet, they will soon enough! This song helps infants become more familiar with the names of the other children in your group through music.
- Sit on the floor and hold the infant in your lap, facing away from you. As you watch the other children playing, sing the following song and insert each child's name as you point to him/her.

I SEE A FRIEND  
(tune: "The Farmer in the Dell")

I see a friend.  
I see a friend.  
I see (child's name) playing there (point),  
I see a friend.

## DAY 1 - Center/Small Group Activities

### Questions to Spur Thinking

- How did you know when you found your matching card?
- Why do you think it is important for friends to help each other?
- What do you like best about playing with your friends?

### Fun with Friends

(Toddlers–4 years, 🗣️ 😊 🗣️ 👂 📖 1 ? 🎨 ❤️)

Materials:

- ☐ **Friend blocks** - To make, take photos of the children, print out on white paper and use tape to attach to blocks or small boxes. Be sure to also print each child's name on his/her block.
- Children enjoy block play and it is an excellent way for them to build fine motor skills, practice problem-solving and think creatively. Adding blocks that have pictures of friends (along with their printed names), provides you with an opportunity for back-and-forth conversations with those children who are more verbal.
- Add the "friend blocks" to your block area and watch to see how the children react. Listen to their conversations with one another and be sure to ask open-ended questions as well. Now would be an excellent time to also record anecdotal notes.
- As the children incorporate the "friend blocks" into their play, be sure to describe their actions as well as the shapes of the blocks they choose to use. Just remember that blocks are 3-dimensional shapes (e.g., cylinder, rectangular prism, etc.).
- Advanced Preschoolers: These children will be exposed to the names of all the children in your group as they use the "friend blocks." Because the names of the other children are printed with their pictures, you have the opportunity to reinforce letters, letter sounds, syllables and words in a meaningful way.

### Your Own Activities



## DAY 2

Unit: Friendship Fun

Today's Focus: What is a Friend?

Developmental Areas Addressed Today:



### Be Healthy & Safe!

Even a cup of coffee can be dangerous in little hands. Keep your "morning joe" out of the reach of children so that no one gets burnt.

### Teaching Tip of the Day

It is never too early to expose children to the concept of money. When purchasing items at a store, identify the coins/bills you use and talk about their value.

### Transition Time

Encourage each verbal child to name something he/she can do to be caring toward friends before moving to the next activity.



### Exploring Together: I Care!

(all ages, )

Materials:

- ☐ **How to Be a Good Friend Poster, prepared** (see p. 31 for details)
- ☐ Anika puppet
- ☐ **Doll with an arm or leg wrapped with a gauze bandage**

- Caring is an important part of being a good friend. Young children develop empathy as they grow older and are better able to put themselves in another's shoes. However, even young children can show they care. This experience encourages them to do just that! As children participate in this activity, they will also engage in dramatic play as they build both expressive and receptive language skills.
- Sit on the floor with the Anika puppet as well as the doll that is bandaged. As children notice, invite them to share their ideas on what they think happened to the doll. Then, use Anika to give the children a brief scenario about how the doll hurt his/her arm or leg. She can explain that her friend (doll's name) fell while playing on the playground. Anika can tell the children what her grandmother did to take care of the injury. Then, challenge the children to share what they think they could do to make the doll feel better and let him/her know that they care. Encourage the children to share and act out their ideas. Use this part of the experience to introduce the children to the concept that friends care for one another.
- To further reinforce this concept, have Anika show the children the "How to Be a Good Friend Poster." Invite children who are more verbal to describe what they see as they look at the pictures. For ELL/DLL children, be sure to read the words in both their home language and English. Use the poster to talk with the children about the many different ways friends care for each other.
- **EXTENSION:** During daily activities and interactions, note when children are caring toward one another. This type of positive reinforcement is a great way of encouraging this type of behavior.

### Today's Vocabulary

Use some of these words in conversations with children today!

**friend caring considerate**  
**friendship card**



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

- *Using words, such as those listed above, while engaging children in conversations during the day's activities.*
- *Talking with children as they care for sick or injured plush animals/dolls (p. 7).*
- *Engaging the children in conversations as they "build" the word FRIENDS with blocks (p. 7).*

### **Questions to Spur Thinking**

- *What could you do to make our doll friend feel better?*
- *What does your Mom/Dad/Name of caregiver do to show you that he/she cares when you are hurt or sick?*
- *Why do you think it is important to show friends that you care about them?*
- *If your friend was hurt or sad, what could you do to show him/her that you care?*





## I Will Take Care of You

(Toddlers–4 years, 🗨️ 😊 ❤️ ✍️ ? 📖 🔍 🤝)

### Materials:

- ☐ Plush animals and/or dolls, doll beds
- ☐ **Gauze strips**, books, play food, toy dishes/cups
- ☐ Small blankets/pillows

- Children show what they know through dramatic play. This experience invites children to share what they know about caring for friends. In the process, the children will build small motor skills, interact with others and practice sharing materials.
- Provide interested children with the materials listed above and invite them to pretend that the plush animals and/or dolls are hurt or sick. The children can choose to care for the dolls/plush animals in any way. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Young Threes: These children may, or may not, pretend that the dolls or animals are sick or hurt. Instead, they may simply enjoy playing with these materials. Because language acquisition is such a big deal for this group, take time to not only describe the children's actions but also the dolls/animals as well.
- Young Threes/Fours/Advanced Preschoolers: More verbally advanced children in this group can also read books to their sick or injured "friends." This is not only another way to show someone you care but also a great way for more verbally advanced children to practice literacy skills. These children may also decide to use the materials to role-play caring for each other. If so, great!

## My Friends Like to...

(Infants, 🗨️ 🔍 📖 🤝 😊 ❤️)

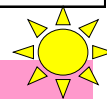
### Materials:

- ☐ **Friends Photo Book** - To make, take photos of the children in your program playing during the day. Print these out on regular paper and put in a photo book OR side inside page protectors and put in a 3-ring binder. **SAVE the book. You will use it more than one time!**
- Infants learn language by listening to you talk. This experience opens the door for you to talk about one of your favorite things...the children in your program! You will use the photo book for more than one day so taking the time to make it is time well-spent.
- Hold the infant in your lap and look at the photo book together. Point to each child in the photos and say his/her name. Talk about what the child (or children) is/are doing. If the photo is a group of children, count the number of "friends" in the picture. If the infant has more developed fine motor skills, he/she can help you turn the pages as well. With more advanced infants, you might want to check their level of receptive listening by saying something like, "I see (child's name) in this photo. Do you see him/her, too? Can you point to (child's name)?"

## DAY 2 - Center/Small Group Activities

### Questions to Spur Thinking

- *What happened to your friend? What are you going to do to show your friend that you care?*
- *Which blocks work well for outlining the word FRIEND?*



### Building a Word

(Toddlers–4 years, 🤝 🗨️ ❤️ 📖 ? ① 🔍 😊)

### Materials:

- ☐ Blocks
- ☐ **Word FRIENDS made with blue painter's tape on the floor (test tape first to make sure it will not harm surface) OR word FRIENDS printed with chalk outdoors. If you have ELL/DLL children, you may want to write the word FRIENDS in their home language as well as English.**
- This experience invites children to work together to complete a task. It also exposes children to the concept of a word as well as encourages those who are ready to identify individual letters.
- Chances are good, the children will become curious when they see the word FRIENDS written with blue painter's tape or chalk. See if any of your more advanced children can guess what the word says if you give them clues.
- Next, have the children use blocks to outline the letters that make up the word FRIENDS. As they attempt to do this, they will need to problem-solve to choose the right shape of blocks for each letter. Keep in mind that younger children (e.g., Toddlers/Twos) may choose to use the blocks in other ways...which is fine! They can still learn by watching and listening to more advanced children.
- Advanced Preschoolers: As these children work, talk with them about the letters that make up the word FRIENDS. Do any of the children have any of the letters in their own names? Additionally, have these children count the number of letters in the word FRIENDS and then count the number of blocks it takes to outline the word. You could even have the children predict the number of blocks they think it will take before they begin and then compare their predictions to the actual amount.

### Your Own Activities

## DAY 3

Unit: Friendship Fun

Today's Focus: Friends Help One Another

Developmental Areas Addressed Today:



### Be Healthy & Safe!

Make sure that each child's emergency information, particularly insurance and parent/caregiver cell numbers, is up-to-date.

### Teaching Tip of the Day

Did you know that both water and sand play can be very calming for children when they are upset? Offering these types of activities is a good way to teach children self-soothing skills.

### Transition Time

Have more verbal children share ways they can help their friends before moving from activity to activity today.

### Today's Vocabulary

Use some of these words in conversations with children today!

**friends help together**

**task work easier**



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

- Using words, such as those above, as children participate in the daily experiences.
- Talking with children as they create a Friends Fingerprint Mural (p. 9).
- Engaging children in conversations as they cooperate to assemble 2-3 puzzles (p. 9).



### Exploring Together: Do You Need Help?

Get Moving!

(all ages, )

Materials:

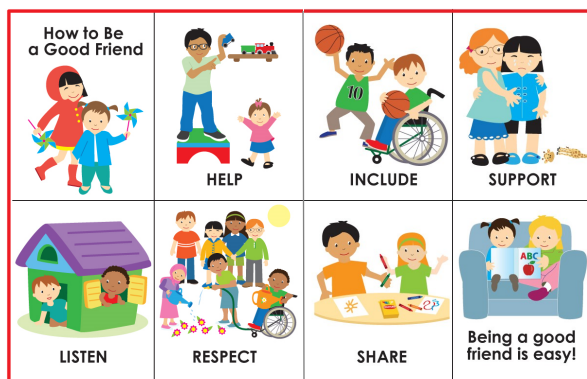
- ☐ Anika puppet + "How to Be a Good Friend" Poster
- ☐ Clothesbasket with mixed up pairs of socks (clean...obviously!)



- Part of being a good friend is helping others when they need assistance. During today's experience, the children will help you complete a task and then learn more about why it is important for friends to help one another. Just keep in mind that your younger children are not yet ready to fully understand the concept of helping others. This does not mean, however, that they cannot help with the task at hand!
- Sit on the floor with Anika and the clothesbasket of mixed up socks. Look discouraged and overwhelmed. As children choose to join you and ask what is wrong, explain that you had all the socks sorted last night but then something happened and they are all mixed up again! Ask the children if they can help you match the socks. While the children help to match the socks, note how they are helping you. Share how this makes you feel. Invite more verbal children to talk about how they help their parents/caregivers at home with tasks like sorting socks. Through this part of the experience, help the children see how, "Many hands make light work." Matching the socks also provides the perfect opportunity to talk about colors & patterns.
- Once the socks are sorted, thank the children for helping you. Be sure to thank Anika (the puppet) as well. Then, show the children the, "How to Be a Good Friend" poster. Invite the children to look for a picture that shows the boy helping the little girl get the train from the shelf? Invite more verbal children to talk about how they help their friends during the day. Then, wrap up the experience by shaking each child's hand or giving him/her a hug and saying, "Thank you for helping to sort the socks."
- **EXTENSION:** "Catch" children helping today and give them a slut out when you do.

### Questions to Spur Thinking

- Why do you think it takes less time to sort the socks when more people help?
- What chores do you help with at home?
- What other chores would you like to learn to do when you are older?
- Why do you think it is important to help your friends when they need help?
- How has a friend helped you?
- How have you helped a friend?





## Friends Fingerprint Mural

(Toddlers–4 years, 😊 ❤️ 🖐️ 🎨 🗣️ ❓ 🔍 💬)

Materials:

- ☐ **Long piece of mural paper**
- ☐ Paint-soaked sponges or folded paper towels soaked in paint in shallow dishes (all colors)
- A mural is a piece of art that children create through cooperation and working together. In the process, the children build small muscle skills, make independent choices, engage in conversations and so much more! While the product will be wonderful for children and parents to look at, it is the process that is so important in this experience. Plus, older children can help younger ones wash hands and clean up.
- While the children watch, print the word, "Friends" on the long piece of mural paper. (If you have ELL/DLL children, to another version in their home language). As you print the word, see if your more advanced children can identify each letter as you write it. Do any of the children have any of the same letters in their names?
- Next, invite the children to make fingerprints around the word "Friends" on the mural. In doing so, the children will need to cooperate as they share paint colors and make the prints on the paper. When you notice children helping each other, be sure to point it out! As the children create, talk about how they are working together to create a beautiful work of art. Now would also be a meaningful time to talk with the children about colors and to compare and contrast the fingerprints. When the mural is dry, display for all to enjoy.
- Advanced Preschoolers: These children should be able to name all of the letters in the word "Friends." In addition, encourage this group to share how they worked together to complete this activity. These children can also help clean up and put things away.

## More Photo Fun!

(Infants - ❤️ 🖐️ 🔍 🎨 😊 💬)

Materials:

- ☐ Friends Photo Book (p. 7)
- Repetition is so important for infants. Today you will use the Friends Photo Book to continue to build receptive language skills as well as small motor control.
- Sit on the floor or in a chair with the infant in your lap. Look through the Friends Photo Book again. Invite the infant, if he/she is ready, to help turn the pages. As you look through the photos, name the children in the photos and talk about what they are doing with their friends. Once again, if appropriate, name specific children and see if the infant can point to them in the photos. This is an excellent way for you to evaluate the infant's receptive language skills.

## DAY 3 - Center/Small Group Activities

### Questions to Spur Thinking

- *How are your fingerprints the same as your friend's? How are they different?*
- *How did you work together and help one another during this activity?*

### Mixed-Up Puzzles

(Toddlers–4 years, 🖐️ 💬 ❓ ❤️ 🔍 ❓ 😊)

Materials:

- ☐ 2-3 puzzles - Dump out all the pieces for the puzzles into a box, paper bag or plastic storage tub. See adaptations below!
- This experience invites children to cooperate to solve a problem...separate mixed up puzzle pieces. At the same time, this experience will help children build visual discrimination skills, practice small motor control and enhance language skills.
- Shake the box, bag or tub containing the puzzle pieces and look concerned. Invite children who show interest to look inside the box. Can they figure out what the problem is? The puzzle pieces are all mixed up! Challenge the children to help you sort all the pieces and then assemble the puzzles. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Threes: For these children, create a puzzle piece sensory bin by putting the pieces for several puzzles in a box, tub or bowl. They can explore the pieces in the sensory bin and then, when they are finished exploring, you can sort the pieces back into the correct puzzles with those who are ready.
- Fours/Advanced Preschoolers: These children can take turns reaching into the box. Each child will pull out a puzzle piece and then place it in the group where he/she believes it will go. Once the box, bag or tub is empty, the children can work together (helping each other) to assemble the puzzles. Once complete, be sure to have the children give each other "elbow bumps" to celebrate how they worked together.

### Your Own Activities

## DAY 4

Unit: Friendship Fun

Today's Focus: Friends Share

Developmental Areas Addressed Today:



### Be Healthy & Safe!

Keep an ear out for "weather alert days." This may mean the chance of bad weather and/or air quality issues.

### Teaching Tip of the Day

Adding plush animals or dolls to your book area is a great way to encourage children to retell stories. They can pretend to "read" the books to their furry friends or "babies."

### Transition Time

Have the children sing the song, "We Can Share So Many Things" (p. 30) when moving from activity to activity today.

### Exploring Together: We Can Share

(all ages, )



#### Materials:

- ☐ "How to Be a Good Friend" poster
- ☐ Box or bag of blocks
- ☐ Anika puppet

- This experience helps children explore the concept of sharing and one-to-one correspondence at the same time. In the process of participating in this activity, the children will also build both expressive and receptive language skills as they practice self-regulation. Just remember that your Toddlers, Twos and Threes will probably not be developmentally ready to share yet.
- Put the box or bag of blocks on the floor in front of you. Look inside. As children show interest, invite them to look into the bag or box as well. What do they see? Explain to the children that you want to share the blocks with them. Dump all the blocks in front of one child. Is this a good example of sharing? Of course not! Pick up all the blocks and put them back in the box or bag. Encourage more verbal children to tell YOU how to share the blocks. Then, have the children help distribute the blocks evenly by giving one block to each child and repeating until all the blocks are gone and each child has the same amount. This is also an excellent way for the children to practice one-to-one correspondence. Have the children count with you to discover that everyone has the same # of blocks.
- Next, have the children build with their blocks while you talk more about sharing. See if the children can identify the picture on the, "How to Be a Good Friend" poster that shows children sharing. Finally, as the children continue to build, sing the song, "We Can Share So Many Things" (p. 30). More verbal children can also describe ways they share with others after singing the song. Nonverbal or less verbal children will learn by listening to these children talk.
- **EXTENSION:** "Catch" children sharing during the day and give them an elbow bump!

### Today's Vocabulary

Use some of these words in conversations with children today!

**share**      **turn**      **waiting**  
**patience**      **fair**      **friendship**



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

- *Using words such as those listed above as children participate in today's activities.*
- *Talking about things that are OK to share and those that are not (p. 11)*
- *Describing when children share materials as they engage in water play (p. 11).*

### **Questions to Spur Thinking**

- *Did I do a good job of sharing the blocks? Why or why not?*
- *What would be a better way for me to share the blocks?*
- *How many blocks does each person have now?*
- *How do you feel when someone shares with you?*
- *What types of things do you share each day?*





## Water and Sharing

(Toddlers–4 years, 🗨️ ❤️ ? 🙋 😊 🤝)



### Materials:

- ☐ Water table or container of water
- ☐ Toy watering cans, ladles, strainers, colander, plastic cups, etc.

- Children love to play in the water! This also provides the perfect opportunity for children to share materials. Just keep in mind that it is not developmentally appropriate to expect Toddlers and Twos to share. What will be beneficial for these children will be to see older children sharing and to listen to you describe their actions. During this activity, the children will also develop fine motor control.

- Toddlers/Twos/Young Threes: These children are not yet ready to share materials but can learn more about what it means to share by listening and watching older children. In addition, if this group does choose to share, be sure to point this out.

- Older Threes/Fours/Advanced Preschoolers: These children should be able to share materials as they play in the water. For instance, you may only have one toy watering can. Can the children figure out how to share this popular material so that everyone who wants a turn to use it gets a chance? As the children interact with each other, observe and be sure to note when they sharing items with one another. Now would be a great time to record an anecdotal note about social development.

## Let's Share

(Infants, 🗨️ 🙋 🎵 🤝 😊 ❤️)

### Materials:

- ☐ Doll (safe for an infant)

- While infants are not developmentally ready to share, they can still be exposed to the concept of sharing through a song and hands-on experience. In the process, the infant will also build expressive language skills as well as fine motor control.
- Sing the following song and give the infant the doll at the appropriate time. Feel free to use other toys as well...just changing the words as you do so.

LET'S SHARE THE DOLL  
(tune: "The Farmer in the Dell")

Let's share the doll.  
Let's share the doll.  
I will share the doll with you.  
Let's share the doll.

*Give the infant the doll and say: "Your turn!"*

## DAY 4 - Center/Small Group Activities

### Questions to Spur Thinking

- *What should you do when a friend ask you for a turn with something you are using?*

---

- *Why isn't it OK to share (name of item)?*

### To Share or Not to Share

(Toddlers–4 years, 🗨️ ? 😊 🙋 🤝 🙋 🙋 🙋 🙋)

### Materials:

- ☐ **Items in a pillowcase that OK and not OK to share** (e.g., comb, toothbrush (new), hat, water bottle (empty), book, toy car, sand bucket, small ball, etc.)

- While we want our children to share, there are certain things that are not OK to share such as toothbrushes and hats. This experience helps children become more aware of things that are OK to share and those that are not OK to share. In the process, the children will build both expressive and receptive language skills.
- Shake the pillowcase and give children clues about each of the items inside. As children guess each one, remove it from the pillowcase and put it on the table. Have the children sort the items into two groups...those that are OK to share and those that are not. More than likely, your more advanced children will take the lead.
- As the children sort the items, talk about why some items are not OK to share while others are. To check the children's level of understanding of this concept, have them search through the room for other items to add to the game. It might be a great idea to pair more advanced children with younger ones. Perfect way to reinforce helping friends! As the children find items, have them bring them to you and see if they can put them in the correct group (OK to share or not OK to share). How many different items can they find? Count the number in each group and compare/contrast the items as well.
- Advanced Preschoolers: These children can make two posters...one for things that are OK to share and one for things that are not. They can dictate words and/or add pictures to create a poster to help younger children remember which things are OK to share and which are not. Talk about letters, letter sounds, syllables, words and sentences in the process.

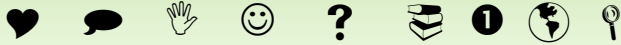
### Your Own Activities

## DAY 5

**Unit:** Friendship Fun

**Today's Focus:** Friends Include Everyone!

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

When cooking, always be sure to turn pot handles toward the back of the stove.

### Teaching Tip of the Day

Inviting families to share information about their cultural backgrounds is a meaningful way of exposing children to other cultures.

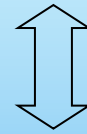
### Transition Time

Have children hold hands to make a human chain when moving from activity to activity today.

### Today's Vocabulary

Use some of these words in conversations with children today!

**include**      **invite**      **ask**  
**together**      **group**      **feelings**



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

- *Saying the words listed above as children complete activities.*
- *Describing children's actions as they play in the sprinkler together (p. 13).*
- *Talking with children as they work together to make playdough (p. 13)*



### **Exploring Together: Everyone is Included**

(all ages, ☺ 🖐️ ❤️ 🔍 ? 📖 1 🗣️)

**Get Moving!**



#### **Materials:**

- ☐ Anika puppet
- ☐ "How to Be a Good Friend" poster
- ☐ Paper grocery bag
- ☐ **Scavenger hunt printable** - (See pgs. 33 & 34. There are English & Spanish versions available)

- A scavenger hunt is a group activity that is the most fun when everyone participates. It provides a great hands-on way for children to practice inclusion. At the same time, because the children will be actively moving around, this experience develops large muscle skills while also enhancing visual discrimination skills.
- Use Anika to invite the children to join her for an activity everyone can do together...a scavenger hunt! Take the children outdoors and show them the scavenger hunt printable. Explain briefly what a scavenger hunt is and point to and read the words of all the items on the list. Do your more advanced children recognize any of the letters in the words for the items?
- Next, place a paper grocery bag on the ground in front of you. Tell the children that on your signal, they are going to look together for the items on the chart and then put them in the bag. You can work with younger children OR pair them up with older ones. As the children find each item, have them put it in the paper grocery bag. Then, when the children think they've found all the items, have them remove them from the bag and compare them to the chart. Did they find all the items? Hooray! Count with the children to see how many items in total they found. Compare/contrast as well. Also, stress how the children worked together and included everyone in the activity. To wrap up, show the children the "How to Be a Good Friend" poster and talk about including everyone when you play. While we have one picture for "Include" on the poster, there are actually several that would apply.

### **Questions to Spur Thinking**

- *What is a scavenger hunt?*
- *Have any of you ever been on a scavenger hunt before? When? Where?*
- *Including everyone in activities is very important and a great way to be a good friend. Why is a scavenger hunt a great activity for including everyone?*
- *How did you need to work together to complete the scavenger hunt?*
- *How does it feel to be included?*
- *What games could we play that include everyone?*





## Water Fun for Everyone

(Toddlers–4 years, ♥ 🖐️ ? 😊 🗣️)

Get Moving!

Materials:

- ☐ **Sprinkler**
- ☐ **Children's bathing suits and towels**



- Playing in the sprinkler is an activity that can be very inclusive plus it is also a lot of fun. As children play, they learn more about the natural world (e.g., water, temperature, evaporation, etc.) while building large muscle skills and practicing self-regulation.
- Set up the sprinkler and help the children put on their bathing suits. Don't forget sunscreen! As soon as the water is turned on, chances are good the children will be happily running and dancing in the water. This would be a great time to record an anecdotal note about each child's level of gross motor skills.
- As the children play, be sure to note how they are interacting with one another as well as how everyone that wants to play is included. No one is left out that wants to participate. This is a meaningful way for helping children better understand what inclusion means.
- Advanced Preschoolers: These children can be challenged to describe why it is important to include everyone in activities...like this one. Perhaps a child may have an experience with being left out and can share how that made him/her feel. Conversely, the children can talk about how they feel when they are included in activities as well as how they feel when they invite others to join in.

## Read Me a Story

(Infants, 🗣️ 🖐️ 📖 🖐️ 😊 ♥)

Materials:

- ☐ Books about friends and friendship (see Book List, p. 30 for suggestions)
- Reading to infants is just as important as reading to older children. Make reading to infants a part of your daily routine.
- Sit on the floor with the infant in your lap. Put the books on the floor in front of the infant. Invite the infant to choose a board book for you to read to him/her. As you read the book, invite the infant to help turn the pages, if developmentally appropriate. Stop frequently to talk about what is happening in the illustrations as well. Note which books the infant seems to enjoy the most and plan to read those again at another time.

## DAY 5 - Center/Small Group Activities

### Questions to Spur Thinking

- *Why is playing in the sprinkler more fun when everyone is included?*
- *How did we work together to make the playdough?*

### Mixing & Making Together

(Toddlers–4 years, 🗣️ ♥ ? 🌍 🖐️ 1 🗣️ 😊)

Materials:

- ☐ **Ingredients for making playdough** (see recipe on p. 32)
- ☐ Mixing bowl, measuring cups, wooden spoon
- ☐ Cookie cutters, toy rolling pins, **food coloring** (keep out of the reach of children until ready to use)
- Making playdough is an activity children can do together...including everyone in the process. Not only is the end result something the children can play with together, this experience also involves science (changes in materials) and math (measuring and counting).
- Put the materials listed above on a table and invite everyone to join you. If some children choose not to join, that is OK! Have those that do predict what they think they are going to make together. Help them figure out that it is playdough. Because different developmental levels will need adaptations, we are providing those below.
- Toddlers/Twos/Threes: For this group, you will need to measure the ingredients and then invite the children to mix. They can stir and you can talk about how the ingredients change. Once prepared, the children can play with the playdough.
- Fours/Advanced Preschoolers: These children can help measure the ingredients. In addition, have these children vote to choose a color for the playdough. You can add the food coloring and then, once initially mixed in, the children can help knead. Do any of the children cook a home? What do they cook? Once the dough is finished, have the children work together to divide out the dough evenly and the provide them with the tools listed above they can integrate into their play.

### Your Own Activities



## DAY 6

**Unit:** Friendship Fun

**Today's Focus:** Friends Respect Each Other  
**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Some vitamins are toxic if taken in large quantities. Keep all vitamins, minerals and supplements out of the reach of children.

### Teaching Tip of the Day

If you are tired, you cannot be an effective educator. Make sure to get plenty of rest!

### Transition Time

Chant the rhyme, "I Respect My Friends" (p. 31) as the children move from activity to activity today.

### Today's Vocabulary

Use some of these words in conversations with children today!

**respect**    **things**    **feelings**  
**rules**    **safety**    **respectful**



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

- *Using the words above as the children complete the day's activities.*
- *Talking with children about how they can show respect as they create their own, "I Am Respectful" crowns (p. 15).*
- *Describing how the children respect personal space while chasing and catching bubbles" (p. 15).*



### **Exploring Together: R.E.S.P.E.C.T.**

(all ages, ☺ ♥ ✋ 🔑 ? 🌐 💬)

**Get Moving!**

#### **Materials:**

- ☐ "How to Be a Good Friend" poster
- ☐ Anika puppet

- Respect is a very important concept for children to learn. Exposing them to the concept of respect at an early age never hurts...as long as you keep in mind that the true meaning of this concept will not take hold until the children mature. During this experience, the children will be introduced to the concept demonstrating respect for their friends. An action rhyme will then invite the children to "move to the beat" as they learn more about the importance of respect.
- Sit on the floor with Anika. As children show interest, invite them to join you. Engage in a back-and-forth conversation with the children. Invite the children to ask Anika questions to learn more about her. This opens the door for exposing the children to the concept of respect as it relates to waiting your turn to speak. Encourage more verbal children to share how they show respect for their friends and their families. Then, introduce the chant, "I Respect My Friends" (p. 31). Have the children march to the beat as you say the words.
- After chanting the rhyme several times, introduce the game, "You Talk. I Listen." To play, have the children sit in a circle on the ground or floor. Explain that you are going to turn on music and while the music plays, the children should roll the ball back and forth. Then, when you stop the music, the child holding the ball gets to say anything he/she wants while all of the other children listen. Just remember that your younger children (Toddlers, Twos and even some Threes) may have trouble listening and this is perfectly normal. They may even want to leave the game which is OK as well.
- **EXTENSION:** Use the "How to Be a Good Friend" poster to reinforce the concept of respect.

### **Questions to Spur Thinking**

- *Why is it respectful to wait to speak until someone else is finished talking?*
- *What are other ways you can show your friends that you respect them?*
- *How do you feel when someone does not respect your things?*
- *How do you show your parents or caregivers that you respect them?*
- *Why do you think respect is so important?*



## I Am Respectful Crowns

(Toddlers-4 years, ☺ ♥ ? 📖 🖐️ 💬)

Materials:

- ☐ **Prepared white construction paper headband for each child** (do not staple the ends together yet)
- ☐ Crayons/markers, stapler (adult use only)
- ☐ Assorted art/collage materials, glue/gluesticks, tape
- The purpose of this experience is not art but instead to expose children to print while reinforcing the concept of respect. In addition, because the crowns will feature writing, when the children wear them home, they will serve as "conversation starters." This will help parents/caregivers to build both expressive and receptive language skills at home.
- Set out the materials you gather ahead of time and watch to see which children choose this experience. You will need to adapt and modify it for different developmental levels. See options below.
- Toddlers/Twos/Threes: Print the sentence, "I am respectful." on each child's headband and then invite him/her to decorate it as desired. Be sure to point to the words and read them to the children as they create. Talk about ways of being respectful to friends as you interact with the children.
- Fours/Advanced Preschoolers: Depending on the developmental level of this group, can dictate (or write) the words on their own crowns. Be sure to talk about letters, letter sounds, syllables and words as these children create. In addition, have these children write/dictate on their crowns ways they show respect for their friends.

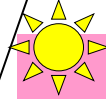


## DAY 6 - Center/Small Group Activi-

### Questions to Spur Thinking

- How do you show respect for your friends?
- Why do you think it is respectful to listen when others are talking?

Get Moving!



### Respectful Bubble Fun

(Toddlers-4 years, 🖐️ ♥ 1 ? 📖 ☺ 💬)

Materials:

- ☐ Bubble solution and wands



- When children blow and chase bubbles, they must remember to be respectful of others. Additionally, when chasing bubbles, children must be aware of their own bodies and those of others to avoid accidents. During this fun experience, you will have the opportunity to reinforce both respect and safety as the children build gross motor skills, eye-hand coordination and so much more.
- Start blowing bubbles and watch to see which children choose to join you. As the children chase the bubbles you blow, take time to talk about personal space and to remind the children of the rules they should follow as they chase the bubbles. When you see a child being respectful of others, be sure to say something.
- As the children chase and pop bubbles, challenge them to find different ways to "catch" bubbles or different ways to pop them (e.g., use your foot instead of your hand). Invite them to predict how their new techniques will work before they try them and then compare to the actual results. This entire process will challenge the children to problem-solve and think creatively as they play.
- Advanced Preschoolers: These children can help you blow bubbles for younger children to chase. Additionally, this group should be able to describe the rules they should follow when chasing bubbles as well as how they will respect others when doing so. You can also talk about the shape of the bubbles with these children. Bubbles are spheres (not circles). Now is the perfect time to expose these children to the name of this 3-dimensional shape.

### Peek-a-Boo

(Infants - ♥ 📖 ☺ 💬)

Materials:

- ☐ None needed

- Rhymes are great for infants because they expose them to language and rhythm. When reciting this rhyme, infants will more than likely be very excited as well. After all...who does not like peek-a-boo!
- Put the infant on his/her back or have him/her sit facing you. Cover your eyes as you say the rhyme and then remove them after you say the last line.

LOOK AT ME

Look at me and I'll look at you.  
Are you ready?  
Let's go!  
Peek-a-boo!

(remove your hands)

### Your Own Activities

## DAY 7

**Unit:** Friendship Fun

**Today's Focus:** Friends Listen and Support

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

When was the last time you checked your smoke and carbon monoxide detectors to make sure they are working properly? If you do not know, put that on your "to do" list for today!

### Teaching Tip of the Day

Read to the children at least once per day. This is a great way to build language and pre-literacy skills.

### Transition Time

Have the children show different emotions when moving from activity to activity today.

### Today's Vocabulary

Use some of these words in conversations with children today!

**feelings   happy   support**  
**sad   frustrated   listen**



**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.
- Encouraging children to describe emotions as they play the game, "Find a Feeling" (p. 17).
- Talking with children as they fingerprint to music about how different types of music



### **Exploring Together: My Friend Feels...**

(all ages, )



Materials:

- ☐ Anika puppet
- ☐ Puzzle

- We all express our feelings through our words, body language and actions. This experience introduces children to this concept through a hands-on experience. In the process, the children will learn more about how friends can listen and support each other every day. This will not only help them build social skills, but listening and communication skills as well.
- Sit on the floor with Anika and work on a simple puzzle. As children notice, invite them to help out, too. As you work the puzzle, use words and body language to express frustration when a piece does not fit right. Then, once the piece fits, express happiness and pride in your accomplishment. Be sure to talk with the children about how you are feeling at each point in assembling the puzzle. (If you have ELL/DLL children, use feeling words in both English & their home languages). Have they ever felt the same way? When?
- Next, use this experience to introduce the idea that everyone has emotions...family members, friends, helpers in the community, etc. by playing the game, "Show Me How You Feel." To play, describe a situation and choose one child to show the group how the situation would make him/her feel. The child can use body language, words and/or actions. After all, there are many different ways to show emotions! Can the other children identify how their friend is feeling by watching and listening? Continue to play the game in this fashion until each child that would like a turn gets one. Some children may want multiple turns...which is fine!
- As the children play, use language to identify each emotion as the children act it out. This will help the children gain the verbal skills they need to tell their friends how they feel using words during daily activities.

### **Questions to Spur Thinking**

- How could you tell I was frustrated when my puzzle piece did not fit?
- How could you tell I was happy when my puzzle piece finally fit in place?
- What do you do when you are frustrated?
- If I have my arms crossed tightly across my tummy, how do you think I am feeling?
- How do you look when you are frustrated? Happy? Sad?





## Find a Feeling

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

Get Moving!

### Materials:

- ☐ **Feeling paper plates** - To make, draw happy, sad and frustrated faces on paper plates
- ☐ Music (different styles and tempos)
- Playing a game is a fun, active way for children to learn. In order to play this game, children will need to listen closely! During the course of participating in this activity, the children will also build large muscle skills, develop coordination and practice self-regulation skills.
- Invite interested children to play the game, "Find a Feeling." First, have the children help scatter the paper plates or tape them to the floor if you did not do this ahead of time. Then, turn on recorded music and invite the children to move freely around the room or outdoor play space. Randomly stop the music and say something like, "I feel happy" or "I feel frustrated." See if the children can find the corresponding emotion on a paper plate and then touch it with their hands or feet.
- Toddlers/Twos/Threes:** These children will probably just touch any plate...which is fine. You can still describe the plates they are touching to help them become more familiar with different emotions. This is also an effective technique for ELL/DLL children.
- Fours/Advanced Preschoolers:** These children can take turns leading the game. They can stop the music and then share how they feel. In addition, if they want to add other emotions to the game, they can draw faces on paper plates and then add them. Compare/contrast feelings as the children play.

## If You're Happy

(Infants, 🗨️ 🔍 🖐️ 🎵 😊 ❤️)

### Materials:

- ☐ None needed
- Songs are a fun way for infants to build language skills. Incorporating hand motions makes the experience more engaging and helps the infant to build coordination.
- Sit on the floor and hold the infant in your lap, facing you. Sing the following song and do the motions with the infant. Add a verse for sad (dry your eyes).

IF YOU'RE HAPPY & YOU KNOW IT  
(tune: Traditional)

If you're happy and you know it...clap your hands.  
If you're happy and you know it...clap your hands.  
If you're happy and you know it,  
Then your face will surely show it.  
If you're happy and you know it...clap your hands.

## DAY 7 - Center/Small Group Activities

### Questions to Spur Thinking

- What makes you frustrated? Happy? Sad?
  - What other emotions could we add to our game?
- 
- How does the music that is playing make you feel when you paint?

## Feelings and Fingerprint

(Toddlers–4 years, 😊 ? 🔍 🖐️ 🎨 ❤️ 🗨️)

### Materials:

- ☐ Fingerprint paper, sponge or paper towels, water
- ☐ Assorted colors of fingerprint, spoons
- ☐ **Music respective of different emotions** (e.g. happy, sad, frustrated, etc.)
- Most children love to fingerprint! Adding music to the experience is a wonderful way to tie in emotions. As children paint, they will also build fine motor skills, make discoveries and explore colors in a hands-on, meaningful way.
- Set out the materials listed above and turn on music. As children choose this experience, help them dampen their papers and then invite them to choose two or three different colors of fingerprint to use. Encourage the children to identify the colors they choose if they are more advanced.
- As the music plays, invite the children to fingerprint. Change the music frequently to reflect different styles and tempos. How does each song make them feel? Encourage more verbal children to share their ideas.
- Advanced Preschoolers:** These children should be able to verbalize how the music makes them feel. In addition, they may have ideas on which songs they would like you to play. As an extra science element for these children, you may also want talk about primary and secondary colors. Encourage these children to make predictions about what is going to happen when different colors of paints mix together.

### Your Own Activities

## DAY 8

Unit: Friendship Fun

**Today's Focus:** Friends are Alike, Friends are Different  
**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

If the weather has been very dry in your area, dust and dirt can blow in little eyes when it gets windy. Make sure to have children wear sunglasses to both protect their eyes from the sun and to keep out harmful dust and dirt.

### Teaching Tip of the Day

Putting on an Art Show for parents/caregivers is a great way to build each child's self-esteem and pride in his/her work.

### Transition Time

Have children name ways they are alike and ways they are different when moving from activity to activity today.

### **Exploring Together: Alike and Different**

(all ages, ☺ 🗣️ 🙋 ? 🌐 1 🎵 ❤️)

Materials:

- ☐ Large sheet of white paper, markers
- ☐ Unbreakable mirrors, Anika puppet

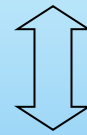
- There are many ways friends are alike and even more ways in which they are different. This experience exposes children to the idea that friends are alike and different in many ways...some they can see and some they cannot. In the process of participating in this experience, the children will share their ideas with others, use observations skills and be exposed to print.
- Sit on the floor with Anika and as children show interest, invite them to join you and the puppet. Once a few children join, provide the children with unbreakable mirrors. Encourage them to look at their physical features (e.g., eye color, hair color, etc.). How are they alike? Do any of them have the same hair color? Eye color? Do any of them have the same eye or hair color as Anika or you? As the children look at themselves and others, talk about how these are all physical characteristics. They are aspects of each other that we can see. But, there are many other ways in which friends might be alike or different that they cannot see. Use this to introduce the game, "I Like .....".
- To play the game, sing the song, "I Like...." (p. ??). Explain that you are going to sing about many different things ... some things they may like and some things they may not. As you sing each verse, if it is something they like, they should stand up and dance. If it is something they do not like, they should lie down. Once the children understand the game, more verbal children can suggest different things to sing about. Don't limit the song to food but instead include a variety of things such as sports, TV shows, books, activities, etc. Compare and contrast as you sing each verse to help the children see how friends are alike and different. If you want to add another element of math, you could also count the number of friends that like, and do not like, each thing as you sing.

### Today's Vocabulary

Use some of these words in conversations with children today!

**alike different unique**

**special portrait**



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

- *Using the words, such as those listed above as children complete today's activities.*
- *Describing choices children make as they play (p. 19).*
- *Engaging children in conversations about their physical features as they create paper plate self-portraits (p. 19).*

### **Questions to Spur Thinking**

- *As you look at your friends, what ways do you see that you are all alike?*
- *Now, as you look at your friends, what things do you see that make you different?*
- *What are some of your favorite things to do? What are your favorite foods?*
- *How are our families alike and how are they different?*





## DAY 8 - Center/Small Group Activities

### Paper Plate Self-Portraits

(Toddlers–4 years, 🗨️ 😊 🖐️ ✍️ ? 🧠 ❤️)

#### Materials:

- ☐ **Large white paper plates** (at least one per child)
  - ☐ Assorted art/collage materials, glue/gluesticks/tape
  - ☐ Child-safe scissors, crayons/markers
  - ☐ Unbreakable mirrors
- Self-portraits are a fun way for children to show, through art, how they see themselves. Displaying the finished art on a wall as a group is a great way for children to see how they are alike and how they are different. In the process of participating in this experience, the children will build language, fine motor and comparing/contrasting skills.
  - Set out the materials listed above and invite interested children to use them as desired to create self-portraits. You may need to explain what a self-portrait is. In addition, because different developmental levels will approach this experience differently, we are providing levels.
  - Toddlers/Twos/Threes: These children are not yet ready to create representational art. They can still look in the mirror and you can describe what you see. They, on the other hand, will just have fun decorating the paper plates in any way they want...which is fine.
  - Fours/Advanced Preschoolers: These children can use the materials to create a representation of their faces on the paper plates. They can look into unbreakable mirrors, if desired. As you engage with these children, encourage them to describe their physical features for you. This is an excellent process for ELL/DLL children as well to help them learn, and use, new vocabulary.

### Who Is That?

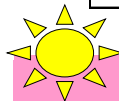
(Infants, 🗨️ 🧠 😊 ❤️)

#### Materials:

- ☐ Access to a mirror
- Infants love to look at themselves in mirrors. Looking into a mirror with an infant and talking about what you see is a great way of building self-awareness and receptive language skills.
  - Hold the infant so that he/she can see him/herself in a mirror. Look in the mirror together and talk about the infant. What color of eyes does the infant have? What color of hair? Be sure to point to each physical trait as you describe it. If the infant is older, you can help to guide his/her hand toward each feature as you describe it as well. For instance, as you describe the infant's hair, you could guide his/her hand to touch his/her hair. This will help the infant make connections between spoken words and his/her actual physical features.

#### Questions to Spur Thinking

- *Tell me about your self-portrait. How is your self-portrait different from (child's name)?*
- *Which activity did you choose? Did any of your friends choose the same activity? Which friends chose a different activity than yours?*



### Choosing Activities

(Toddlers–4 years, 🖐️ 🗨️ 😊 ✍️ ① ❤️ ? 🧠)

Get Moving!

#### Materials:

- ☐ Watercolor paints, brushes, paper
  - ☐ Beach balls (or other lightweight balls)
  - ☐ Riding toys and wagons
  - ☐ Buckets or containers of water and cups, bowls, etc.
- Making choices is a way in which children may be the same or may be different. During this experience, the children will make choices, build both small and large muscle skills and engage in conversations with you as well as other children.
  - Set out all the materials listed above (as well as any others you think the children may enjoy using) and watch and listen. As children make choices, describe them. In the process, compare the children's choices to each other. How are the choices they make the same? How are the different? While you will not be leading the activity, you will be helping children make those connections!
  - This would also be an excellent time to record anecdotal notes about each child's physical, social and/or language development.
  - Advanced Preschoolers: These children should be able to explain why they choose the activities they do as they play. The "why" behind their choices can be very different...even when children choose the same activity.

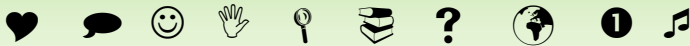
### Your Own Activities

## DAY 9

**Unit:** Friendship Fun

**Today's Focus:** Friends Can Live Far Away

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Take time each day for the children to unwind and relax. This is not just nap time! Make “down time” a time when children look at books, draw or even work puzzles while soft music plays. Down time is important for each child’s emotional well-being.

### Teaching Tip of the Day

Helping children handle strong emotions takes time and patience. Just try your best to keep your own emotions in check during the process.

### Transition Time

Have children sing the song, “I Have a Special Pen Pal” (p. 32) when moving from activity to activity today.

### **Exploring Together: Perfect Pen Pals**

(all ages, )

**Materials:**

- ☐ **Letter from pen pal** (see p. 2) + Anika puppet
- ☐ **Access to a computer/tablet/cellphone**

- This experience introduces children to the concept of what a pen pal is and how they can be a part of the “pen pal” process. It also helps children recognize that friends do not need to live nearby or see each other every day in order to be friends. As children participate, they will build both expressive and receptive language skills, gain exposure to print and build social skills.
- Act excited as you show interested children the envelope with the pen pal letter from another provider. Invite the children to describe what they see. Read the name on the outside (yours) as well as your address. Be sure to read the name and return address as well. Note any numerals that are a part of the address. Explain that the person who sent you the letter is your friend who is also your pen pal. Do any of them know what a pen pal is? Invite more verbal children to share and then fill in the blanks. Use Google Maps to pull up the address where your pen pal lives. Is this near or far away from your house?
- Read the letter, pointing to words as you do so, and invite the children to ask questions. They can also share whether or not they have any friends that live far away. Then, have the children sit in a circle and introduce the game, “Pass the Pen Pal Letter.” Sing the song, “I Have a Special Pen Pal” (p. 32) and have the children pass the letter around the circle. When you stop singing, the child holding the letter must name someone they know that might be a good pen pal (e.g., grandparent, friends, aunt/uncle, cousin, etc.). Non-verbal children will not be able to share this information verbally but if you know the answer, you can share it for them. Continue for as long as the children show interest.
- **EXTENSION:** Facetime, Skype or a do a Zoom call with the children and your pen pal.

### Today's Vocabulary

Use some of these words in conversations with children today!

**pen pal**      **letter**

**write**      **draw**      **mail**



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

- *Using words such as those above during daily activities.*
- *Engaging children in conversations as they explore the Pen Pal Writing Station (p. 21).*
- *Describing children's actions as they role-play traveling to visit friends (p. 21).*

### **Questions to Spur Thinking**

- *How could we figure out who sent this letter to me?*
- *What is a pen pal?*
- *Who do you know that might be a good pen pal for you?*
- *What did we learn about our pen pal from reading his/her letter?*
- *What could we tell our pen pals about ourselves to help them learn more about us if we were going to write a letter?*



## Pen Pal Writing Station

(Toddlers–4 years,         )

### Materials:

- ☐ White paper/notepads, crayons/markers, pencils
- ☐ **Envelopes (all sizes)**
- ☐ Stickers
- ☐ **Toy mail box (if available)**

- This experience invites children to practice “writing.” For young children, scribbling is “writing” while more advanced children may be able to attempt to write letters. Either way, as children explore this writing station they will build small motor control, think creatively and learn more about how everything that is spoken can be written down.
- Set up the Pen Pal Writing Station and watch to see which children choose this area to explore. As children show interest, they can use the materials in any way they would like. Chances are good that different developmental levels will approach this area differently.
- Toddlers/Twos/Threes: These children will simply enjoy using the writing tools to “scribble.” Remember ... this is writing for this group. As you engage with children, you can talk describe the children actions and the results.
- Fours/Advanced Preschoolers: These children may choose to dictate actual letters to send to family or friends. If a child dictates something for you to write down, be sure to talk about letters, letter sounds, syllable, words in the process.

## Letters In, Letters Out

(Infants,      )

### Materials:

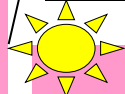
- ☐ **Several envelopes**
- ☐ **Toy mailbox OR cardboard box designed to look like one with a slit for the letters**

- Infants love to put things in and take things out. This is also an excellent way for them to build eye-hand coordination and fine motor control.
- Sit on the floor and put the toy/cardboard mailbox and letters on the floor in front of you. Hold the infant in your lap. Pick up one of the letters and put it in the mailbox. If the infant seems interested, and it is developmentally appropriate for him/her, invite the infant to pick up a letter and put it in the slot. Repeat, until all of the letters are inside the mailbox and then remove them and start over. While playing, be sure to describe the letters, the mailbox and both your actions as well as those of the infant.

## DAY 9 - Center/Small Group Activities

### Questions to Spur Thinking

- *Tell me about what you are creating in the Pen Pal Writing Station.*
- *How are you going to get to your friend's house?*



**Get Moving!**

### Off to My Friend's House

(Toddlers–4 years,       )

### Materials:

- ☐ **Backpacks, small suitcases, purses, wallets**
- ☐ Riding toys, tricycles, push toys, wagons

- Friends live in many different places. Some live right next door while others may live far away. This experience invites children to pretend to visit friends both near and far. As the children engage in dramatic play, they will also build gross motor skills, make choices, problem-solve and so much more.
- During your outdoor play time, set out the materials listed above and watch to see which children choose to role-play going to visit friends ... both near and far.
- While you observe, take time to record anecdotal notes on each child's level of gross motor skills. You might also want to note fine motor control if the children choose to pack and unpack backpacks, purses, etc. Many of these have zippers or snaps.
- Engage the children in conversations as they play. Ask plenty of open-ended questions about the friends the children are going to visit, how they will get there, how long it will take, etc. This is an excellent way to challenge children to use new vocabulary in a meaningful way. This is especially important for ELL/DLL children.
- Advanced Preschoolers: These children should be able to describe their plan to you. Additionally, they may even want to assist younger children by pushing or pulling them on push toys or in wagons.

### Your Own Activities

## DAY 10

**Unit:** Friendship Fun

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

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

If a child seems, "out of sorts," keep an eye on him/her. He/She may be coming down with an illness.

### Teaching Tip of the Day

Observation is a critical tool when working with young children. Make sure to give yourself time to observe and take notes about each child.

### Transition Time

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



Get Moving!

### Exploring Together: Friendship Day!

(all ages, ☺ ☞ 📖 ❤️ 🖐️ ✍️ ❶ 🌐 🔑 ?)

#### Materials:

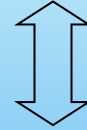
- ☐ Books about friends/friendship (see Book List, p. 30 for suggestions)
  - ☐ Large blanket
  - ☐ Long piece of white paper, paint-soaked sponges or paper towels in tubs or shallow trays, soap and water (for cleanup)
  - ☐ **Folded paper autograph books** - To make, stack white paper inside a construction paper cover, fold and staple. Make one for each child.
- Today is Friendship Day! This is a day to celebrate friendship. Choose the activities below that you think will work best for your program and feel free to add others you think your children will enjoy.
  - Reading with Friends - Spread out a large blanket in the shade under a tree and add books about friends and friendship. Invite interested children to read with their friends.
  - Friendship Footprints - Have the children begin this experience by removing their shoes and socks. Then, have them help you spread a long piece of white paper on the ground. The children can press their feet in paint and then walk slowly down the white paper. Encourage those who are more verbal to predict what they think will happen before they start walking! Once the mural is finished, display it and invite children to compare how their footprints are the same and how they are different.
  - Autograph Books - Set out the folded paper books along with crayons/markers. Before the children who choose this experience begin, see if they know what an autograph is. More verbal children may be able to tell you. Then, invite the children to collect, and give autographs. They can write their names and/or draw pictures (or scribbles) in each other's books. As they do so, be sure to talk about letter names and sounds. Be sure to remind the children to get their family members to sign their books as well.

### Today's Vocabulary

Use some of these words in conversations with children today!

**friends      friendship**

**celebrate      autograph      together**



**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 create a Friendship Chain (p. 23).*
- *Describing children's actions as they participate in a Elbow Bump Dance (p. 23).*

### Questions to Spur Thinking

- *What do you like best about doing things with your friends?*
- *What are some of your favorite activities to do with your friends here?*
- *What do you like to do with friends that live in your neighborhood at home?*
- *Which activity from Friendship Day was your favorite? Why did you like that one best?*
- *What other activities could we do with our friends today?*



## DAY 10 - Center/Small Group Activities



### Elbow Bump Dance

(Toddlers–4 years, ♥ ☺ ✋ 🎵 ✍️ 🗣️)

Get Moving!

#### Materials:

- ☐ Music



- An Elbow Bump dance is a fun culminating experience for this unit. As children participate, they will build gross motor skills, engage with their peers and express their ideas through music and movement.
- Turn on recorded music and invite children to dance. After the first song ends, introduce the Elbow Bump dance. Explain that you are going to turn the music back on and while the music plays, they should all dance. Then, when you turn the music off, everyone should give a friend an elbow bump. Once the children understand the game, get started!
- Be respectful during this experience of children who do not like to be touched or prefer to be more solitary. These children do not need to give an elbow bump but can instead give a smile.
- Advanced Preschoolers - As these children give their high fives or hugs, they can also share something they like about the friends they are hugging or giving high fives to. For instance, a child may say something like, "I like it when we play games together" or "I like to ride tricycles with you." This is not only a great way for children to practice expressive language skills, it is also a super way for them to let their friends know how much they enjoy being with them.

### Questions to Spur Thinking

- What do you like best about your friends?
- What is the name of the friend you chose to decorate to put on the chain?
- What would you like to write about your friend?



### A Friendship Chain

(Toddlers–4 years, ♥ ☺ ① ✋ ✍️ 🗣️)

#### Materials:

- ☐ **White construction paper strips** (to use for a paper chain)
- ☐ **Colored construction paper strips** (same width/length as the white ones)
- ☐ Crayons/markers

- A Friendship Chain is not only an attractive display, it is one with a purpose...to help the children celebrate their friends! While making the chain, the children will build literacy skills, share their ideas both verbally and in print and work together toward a common goal.
- Set out the materials listed above and as children become curious, invite them to help you make a friendship chain. Pick up one of the white strips and write another adult's name on it that is your friend. Then, write what you like about that person. As the children watch, talk with them about their friends. Then, invite them to make additional loops for the chain that feature their friends. Adjust and modify the activity based on the developmental needs of the children in your group.
- Toddlers/Twos/Threes: For this group, have each child point to one of his/her friends. Then, as the children watch, print that friend's name on a strip. Next, invite the children to decorate their strips as desired. Add these to the chain when you assemble it.
- Fours/Advanced Preschoolers: These children can dictate the names of their friends as well as dictate positive comments about them for you to add. They can also help assemble the chain using the decorated white strips as well as the colored ones. These children can also count the number of links in the chain as it grows. Be sure to talk about letters, letter names, syllables, words and sentences in the process.

### So Many Songs

(Infants, 🗣️ 🎵 ☺ ✋ ♥)

#### Materials:

- ☐ None needed

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

### 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.

## An Alphabet of Friends



### So Many Friends

#### Materials:

- ☐ Large sheets of white paper,
- ☐ Crayons/markers

- This experience is going to really challenge the children to put on their thinking caps! It will also invite children to write, learn more about letters and sounds as well as promote cooperation.
- Set out the materials and wait to see which children seem interested in joining you. Once some children join, talk with them about their friends. What do they enjoy doing with their friends? What are their friends names? Where do they live?
- Next, challenge the children to work together to create an Alphabet of Friends. To do this, the children must think of a friend that has a name that starts with each letter of the alphabet. They can print the letters of the alphabet on a piece of paper and then the friend's name beside it. Can they complete the whole alphabet? Might be tricky!
- **EXTEND FOR ANOTHER DAY:** More than likely, this activity is going to take more than one day to complete. The children will need to wrack their brains to think of friend's that have names that start with each letter of the alphabet!

### Questions to Spur Thinking

- Who are your friends at school?
- Who are your friends at home...in your neighborhood?
- What do you like best about playing with your friends?
- Why do you think fewer people have names that start with letters like Q or Z?
- What do you think we are going to make?
- Which part of the snack mix do you like best?
- How does it make you feel when you share something, like this snack mix, with your friends?
- What other things do you share with friends?

## A Snack to Share



### Sharing with Friends

#### Materials:

- ☐ **Ingredients for preparing snack mix\*** (recipe on p. 32)
- ☐ Large pan for roasting cereal, measuring cups and spoons
- ☐ Zipper-top bags

- Making a snack to share with others is not only fun...and yummy...it is a hands-on way for children to practice sharing. At the same time, as the children help to prepare the snack, they will build fine motor skills, practice counting and explore measurement.
- Set out the ingredients for making snack mix and see if any children choose to join you. Chances are good...they will! Invite the children to predict what they are going to make. Have any of their families ever made something similar? Then, introduce making a snack to share...snack mix. Using the recipe on p. 32, have the children help measure and mix the ingredients and then bake as directed. Allow the snack mix to cool and then have the children divide it up into zipper-top bags to take home to share with their friends and family. As the prepare to do this, encourage the children to talk about how they feel when they share things with their friends...like snacks.
- **EXTEND FOR ANOTHER DAY:** This experience will definitely take more than one day to complete.

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

# School-Age Activities

Get Moving!

## Pass the Hula Hoop



Working Together & Including Everyone



Materials:

☐ Hula hoop

- This game is going to challenge the children to problem-solve as they work together. At the same time, it will help the children build large muscle skills. Because this game includes everyone, it is also the perfect activity for discussing inclusion with the children.
- Set out a hula hoop and watch to see if the children become curious. Then, when they do, introduce the game, "Pass the Hula Hoop." Explain to the children that this game is going to require them to work together and problem-solve. First, have the children stand in a circle and hold hands. Then, have two children drop hands, put the hula hoop on one of their arms and then have them hold hands again. The goal of the game is now to pass the hula hoop all the way around the circle without the children dropping hands. Can they figure out how to make this work?
- As the children play, be sure to talk with them about how games, like this one, include everyone. Invite the children to talk about how they feel when they are included and how they can make sure to include other friends in their play each day.

**EXTEND FOR ANOTHER DAY:** Chances are good the children will enjoy this game and will want to play it again tomorrow.

## Questions to Spur Thinking

- *How do you think we can pass this hula hoop around the circle without dropping our hands?*
  - *Why is it important to include friends when you are playing?*
  - *How might your friend feel if he/she was not included?*
- 
- *What is respect?*
  - *What should you treat others with respect?*
  - *How do you feel when someone is respectful to you?*
  - *Was this respectful behavior or not? Why do you think that?*
  - *Why is respect so important?*

## How Do You Show Respect?



What is Respect?



Materials:

☐ None needed

- Learning the meaning of respect is very important for young children. Role-play is an excellent way for children to practice showing respect while utilizing language skills and engaging with others. In the process, children also practice problem-solving skills and demonstrate self-regulation.
- Gather interested children together by asking them politely to join you. Use this to introduce the concept of respect. You used a respectful tone of voice to ask them to join you. How do they show their friends respect each day? Invite the children to share how they show respect to their friends. They might say they use kind words when talking to their friends or they do not touch their friend's things without asking. The bottom line is there are many different ways to demonstrate respect!
- Next, introduce the game, "Respectful or Not Respectful?" To play, have a few children act out a scenario and the other children can either give it a thumbs up or a thumbs down based on whether or not they think it was respectful behavior. For instance, 2 children may fight over a toy and call each other names. Is that respectful or not respectful? If respectful, the children give it a thumbs up. If not, they give it a thumbs down. See how many different scenarios they can come up with.

**EXTEND FOR ANOTHER DAY:** Play the game several times and use different scenarios each time.

# School–Age Activities

## I Feel...



### Feelings and Emotions

#### Materials:

☐ None needed

- Learning to describe and share your feelings is a very important skill for children to develop. It is also equally important for them to learn to share these feelings in a way that is respectful and yet clear. This experience uses a game to help children practice using, "I feel..." statements to share their emotions with others.
- Sit on the floor with a puzzle you are putting together and look frustrated. As children choose to join you, explain that you can't find the piece that goes there (and point to the spot). Use words to describe how you feel and why. For instance, you might say, "I feel very frustrated right now because I can't find the piece that goes there and I need to get this puzzle done." This is an excellent way for you to model this skill. Have the children help you finish the puzzle and then share how you feel once again. Talk about how your emotions changed. Encourage the children to share times when their emotions changed as well.
- Next, introduce the game, "I Feel..." Have the children stand in a circle and show them the beach ball. Begin hitting the beach ball around the circle. When you say, "Stop!", give the child holding the ball a scenario and encourage him/her to use an "I feel..." statement to share his/her emotions. For instance, you might say something like, "How would you feel if your friend called you a name?" Continue playing the game in this fashion, using different scenarios.

**EXTEND FOR ANOTHER DAY:** This is a great game to play many times because you can use a lot of different scenarios.

#### Questions to Spur Thinking

- *Why do you think it is important to use words to let others know how you are feeling?*
- *How do you feel when...?*
- *Besides your words, how can others know how you are feeling?*
- *What things did you put on your poster that you like? What things did you add that you do not like?*
- *Do you like the same things as (another child's name)?*
- *Which people liked the same things?*
- *Why do you think it is great that we all like and dislike different things?*

### Like and Dislikes

## Likes & Dislikes Posters



#### Materials:

- ☐ Old magazines, store sale flyers
- ☐ Large sheets of white paper, crayons/markers, gluesticks or glue, child-safe scissors

- This activity challenges children to share their ideas through both pictures and words. In the process, the children will build fine motor control as they explore written language. In addition, once the posters are complete, the children can compare and contrast the things they like and dislike.
- Set out the materials listed above and invite each child to use a crayon or marker to draw a vertical line down the middle of his/her sheet of paper. At the top of one column, the children should write, "likes" and at the top of the other they should write, "dislikes." Then, the children can find pictures to cut out that show things they like and things they dislike to glue in the corresponding columns. As the children create, be sure to engage them in conversations and talk about their choices. The children can also print the names of the items they choose beside the pictures. This opens the door for you to reinforce letters, letter sounds and words. Once the posters are complete, display them and invite the children to compare and contrast their likes and dislikes.

**EXTEND FOR ANOTHER DAY:** You may want to have the children cut and glue on one day and then write on the next. That way, the glue will be completely dry.

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

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 Thing I Like to Do Best with My Friends is..

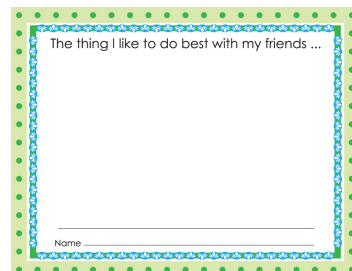
Available in English & Spanish

### You Will Need:

- Crayons/markers

### What to Do:

- The purpose of this sheet is to help children practice sharing their ideas through both pictures and words. When the completed sheet is sent home, it also serves as a “talking point” for parents/caregivers and children.
- Print out a copy of the sheet for each child. Invite each child to finish the phrase at the top of the sheet. Write their responses on the lines below and then invite them to draw pictures to illustrate their ideas. When all of the children are finished, invite them to share their writings/drawings with others.



## Make It! Sheet #4 – How to Be a Good Friend

Available in English & Spanish

### You Will Need:

- Copy of the sheet for each child

### What to Do:



- The purpose of this sheet is to give each child a copy of the poster to take home. This will serve as a wonderful talking point for parents/caregivers and provide them with a tool they can use to reinforce these concepts at home.
- Print out a copy of the sheet for each child. Talk with the children about what they see in each section of the poster as well as what they plan to do to be a good friend.
- Send the poster home and be sure to explain to parents/caregivers how they can continue to use this material with their child.

## Let's Read Together! Booklets

Available in English & Spanish

Print out a copy of the booklet (front-to-back or 2 pages) for each child. Cut apart, stack the pages in order and staple on the left-hand side. Use the booklets in your program as desired and then send home to help promote literacy 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:

- ❑ **Name Acrostic:** Poetry is a fun way to engage children...especially when it involves their name or the names of their friends! Show an example of an acrostic poem with your own name to give the children an idea of what an acrostic poem is (see below). Have a variety of art materials and writing utensils out and invite each child to choose a friend to write about for his/her acrostic poem. Help the child print his/her friend's name down the left-hand side of the paper using all capital letters. Talk about the letters as the child writes. Then, challenge the child to think of words that describe his/her friend. Help the child print these words, using the large capital letters as the beginning of each line. The children can decorate their poems and then read them to their friends when they are finished.

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- ❑ **Word Sort:** Prepare sets of notecards in Ziploc bags with vocabulary words from the unit on each one. Each set of notecards can be written in a different color to make them easy to keep with their set. The children can work individually or in pairs to sort the words into groups based on the first letter of each word. Can the children read each word as they add it to its appropriate group? For further challenges, the cards can be sorted by the last letter or by the number of letters in each word!
- ❑ **Friends in a Frame:** Children love photos and they also love friends! This experience combines both of these “loves” while challenging children to practice their writing skills. To begin, gather the children together and take a group photo. Print out a copy of this photo on white paper for each child. Just use regular paper to save money and print in “draft” mode. While you are working on this part, have each child create a frame for his/her photo. To do this, help the child cut a piece of construction paper (or heavyweight paper) into a frame shape. Cut the center from the paper leaving about 2-3” on each side. Then, have the children tape their frame over the photo. To complete, the children write the names of all of the friends in the picture on the frame. They can use cubby labels (if you use them) to help them. As they write, be sure to talk about letter names and sounds. The children can then decorate their frames as desired and then take home.

### Measurement:

- ❑ **Longer? Shorter? Same?:** Measuring is a skill that can be incorporated in so many different ways. In this activity the children will measure their names and compare them to the lengths of their friends names. Provide connecting cubes (e.g., Unifix®, Duplo® or Lego® blocks), small dot stickers and pencils/crayons/markers. To begin, each child will build a name tower using one block for each letter in his/her name. Then, once the tower is complete, the child will put a sticker on each block and then print his/her name on them (one letter on each sticker). Once all the children finish building, have them compare their name towers to see whose is the tallest, shortest, the same length, etc. If desired, the children can then compare their name towers to the height of other things in the room or even outside. For instance, perhaps Tony's tower is the same height as a can of soup. This is an excellent way for the children to make comparisons!



# Learning Indicators Addressed By Activity

## Unit = "Friendship Fun"

	Exploring Together	Small Group	Small Group	Infant
<b>DAY 1</b>	Who Are My Friends? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, CA1, SS1, PD5, LR1	Find Your Name Game LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, PD4, PD5, LK2, LK3, LK4, LK5, LR1, MK3	Fun with Friends LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, SK1, PD5, LK2, LK3, LK4, LR1, MK3	I See a Friend LD1, LD2, SE1, SE4, AL1, SK1, CA1
<b>DAY 2</b>	I Care! LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL3, SK1, CA4, LR1, PD2, PD5, SS1	I Will Take Care of You LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, CA4, LR1, LR2, LK1, PD2, PD5	Building a Word LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LR1, LR2, MK1, MK2, MK3, PD5	My Friends Like to... LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
<b>DAY 3</b>	Do You Need Help? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, MK6, LR1, PD5, SS1	Friends Fingerprint Mural LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, PD2, PD5, CA3, LR1, MK6	Mixed-Up Puzzles LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, MK6, PD5	More Photo Fun! LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
<b>DAY 4</b>	We Can Share LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, MK1, MK2, LR1, CA1, PD5	Water and Sharing LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK2, SK3, LR1, LR2, PD5	To Share or Not to Share LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, PD3, PD5, LR1, LK2, LK3, LK4, LK5, MK1, MK2, MK6	Let's Share LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
<b>DAY 5</b>	Everyone is Included LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, PD3, PD4, PD5, LR1, LK2, LK3, LK4, MK1, MK2, MK6	Water Fun for Everyone LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, SK1, SK3, LR1, PD1, PD3, PD4	Mixing and Making Together LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, PD5, MK1, MK2, MK5, SS1	Read Me a Story LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
<b>DAY 6</b>	R.E.S.P.E.C.T. LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, PD3, PD4, LR1, SS1	I Am Respectful Crowns LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LK2, LK3, LK4, LK5, PD3, PD5	Respectful Bubble Fun LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, SK2, SK3, LR1, MK3, PD4	Peek-a-Boo LD1, LD2, SE1, SE4, AL1, AL2, SK1
<b>DAY 7</b>	My Friend Feels... LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, PD4, LR1, CA4, SS1	Find a Feeling LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, CA1, LR1, LR2, PD4, MK6	Feelings and Fingerprint LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, PD2, PD5, CA3, LR1	If You're Happy LD1, LD2, SE1, SE4, AL1, SK1, PD5, CA1
<b>DAY 8</b>	Alike and Different LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, SK3, PD5, LR1, SS1, CA1, MK6	Paper Plate Self-Portraits LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, PD5, CA3, LR1, LR2	Choosing Activities LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, CA3, MK6, PD4, PD5	Who Is That? LD1, LD2, SE1, SE4, AL1, SK1
<b>DAY 9</b>	Perfect Pen Pals LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LK2, LK3, LK4, PD5, CA1, SS1, MK1	Pen Pal Writing Station LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LK2, LK3, LK4, LK5, PD5, CA3, MK6	Off to My Friend's House LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, SK1, CA4, PD3, PD4, LR1, LR2	Letters In. Letters Out. LD1, LD2, SE1, SE4, AL1, SK1, MK3, PD5
<b>DAY 10</b>	Friendship Day LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LK2, LK3, LK4, LK5, PD2, PD3, PD5, CA3, LR1, MK6, SS1	Elbow Bump Dance LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, PD3, PD4, CA1, CA2	A Friendship Chain LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, PD5, CA3, LK2, LK3, LK4, LK5, MK1, MK2	So Many Songs LD1, LD2, SE1, SE4, AL1, SK1, CA1

For a full list of Learning Indicators and the specific skills associated with them, please see the Gee Whiz User's Guide or our Connecting the Dots component. The school-age experiences chart is on the next page.

## School-Age Experiences—Learning Indicators by Activity

An Alphabet of Friends LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, LR1, LK2, LK3, LK4, LK5, PD5	Pass the Hula Hoop LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, PD4	I Feel... LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, LR1, PD5
A Snack to Share LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL3, SK1, LR1, MK1, MK2, MK5, SS1, PD2, PD3, PD5	How Do You Show Respect? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL3, SK1, LR1, CA4, PD3, PD5	Likes and Dislikes Posters LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, PD5, LK2, LK3, LK4, LK5, LR1, MK6

## Book List

Here is a list of books that compliment our unit, "Friendship Fun."

*Baby's Animal Friends* by Phoebe Dunn

*Bear's New Friend* by Karma Wilson

*Daniel's New Friend* by Becky Friedman

*Do You Want to Be My? Friend* by Eric Carle

*Don't Need Friends* by Carolyn Crimi

*The Friend* by Sarah Stewart

*Friends* by Eric Carle

*Furry Friends* by Disney Book Group

*Gossie and Friends* by Olivier Dunrea

*How Do Dinosaurs Stay Friends?/¿Cómo son buenos amigos los dinosaurios?* by Jane Yolen

*How to Be a Friend* by Laurie Krasny Brown and Marc Brown

*Just My Friend and Me* by Mercer Mayer

*Little Blue Truck Makes a Friend* Alice Schertle

*Making Friends is an Art* by Julia Cook

*My Friends* by Taro Gomi

*My New Friend is So Fun* by Mo Willems

*Night-Night, Forest Friends* by Annie Bach

*A Rainbow of Friends* by P.K. Hallinan

*Sapo y Sepo son amigos (Frog & Toad Are Friends)* by Arnold Lobel

*The Things I Love About Friends* by Trace Moroney

*Tractor Mac: Friends on the Farm* by Billy Steers

*The Very Lonely Firefly* by Eric Carle

*Will I Have a Friend?* by Miriam Cohen

### MY FRIEND IS... (tune: "The Farmer in the Dell")

My friend is (child's name).  
My friend is (child's name).  
Catch the ball and roll it back;  
My friend is (child's name).

(Child's name) likes \_\_\_\_\_.  
(Child's name) likes \_\_\_\_\_.  
That is something he/she likes;  
(Child's name) likes \_\_\_\_\_.



### WE CAN SHARE SO MANY THINGS (tune: "Twinkle, Twinkle Little Star")

We can share so many things;  
Toys and blocks and even swings.  
When our friend asks for a turn,  
We will give one to him or her.  
We can share so many things;  
Toys and blocks and even swings.

## "How to Be a Good Friend" Poster (Teaching Tool)

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



## I RESPECT MY FRIENDS

I respect my friends.  
Yes, oh, yes I do.  
I respect my friends.  
How about you?

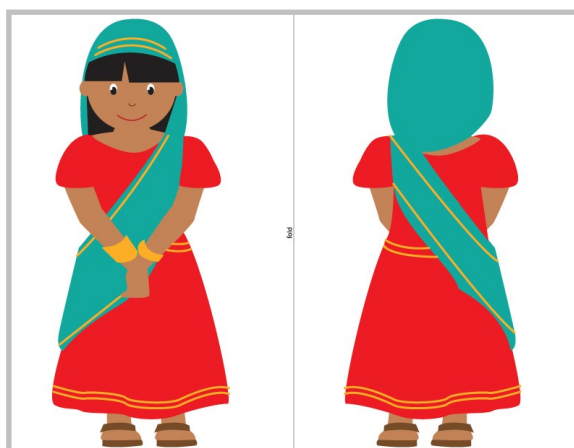
I listen when they talk.  
Yes, oh, yes I do.  
I listen when they talk.  
How about you?

I respect all their things.  
Yes, oh, yes I do.  
I respect all their things.  
How about you?

Respect, respect, respect.  
I show it every day.  
I respect all my friends.  
That is the only way!

## Anika Puppet Preparation Directions

1. Print the page with the puppet from the separate file.
2. Fold where indicated and tape on the top and side. Leave the bottom open for your hand.



### **I HAVE A SPECIAL PEN PAL**

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

I have a special pen pal...yes, I do.  
I write them letters...they write me, too.  
It is fun to send them letters to read  
And when I get one...I shout, "Yippee!"

### **UNCOOKED PLAYDOUGH RECIPE**

- 2 cups flour
- 1 cup salt
- 1 cup water
- 1 Tbsp. cooking oil
- Food coloring

Mix all of the dry ingredients together in a large bowl. Then, add the cooking oil. Put a few drops of food coloring into the water and add it as well. Mix and then knead until the color is distributed.

### **SNACK MIX**

- 3 cups corn Chex® cereal
- 3 cups wheat Chex® cereal
- 3 cups rice Chex® cereal
- 3 cups oat ring cereal (e.g. Cheerios®)
- 1 cup bite sized pretzels
- 1 cup Cheezits® or other small crackers
- Any other item you want!
- 1 cup olive oil
- 1 Tbsp. onion salt
- 1 Tbsp. garlic salt
- 1 Tbsp. celery salt

Mix the oil with the seasonings and set aside. Mix all the dry ingredients in a large roasting pan. Drizzle on the oil mixture and stir. Bake at 250 degrees for 2 hours...stirring every 15 minutes.

### **I LIKE...**

(tune: "The Wheels on the Bus")

I like pizza, yes, I do,  
Yes, I do. Yes, I do.  
I like pizza, yes I do.  
How about you?

I like pickles, yes, I do,  
Yes, I do. Yes, I do.  
I like pickles, yes, I do.  
How about you?

I like soccer, yes I do,  
Yes I do. Yes, I do.  
I like soccer, yes I do.  
How about you?

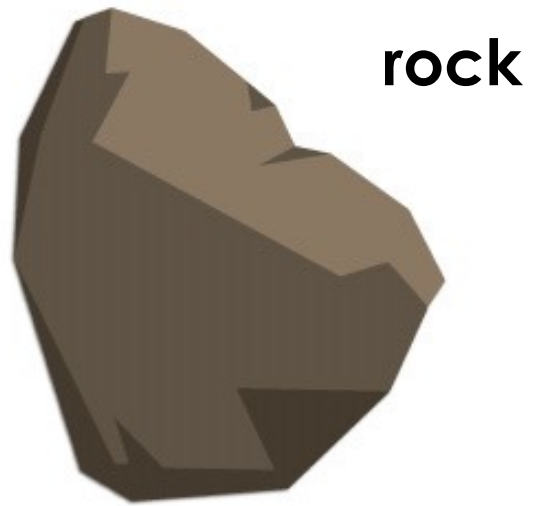
I like wiggly worms, yes, I do,  
Yes, I do. Yes, I do.  
I like wiggly worms, yes, I do.  
How about you?

I like rainy days, yes, I do,  
Yes, I do. Yes, I do.  
I like rainy days, yes, I do.  
How about you?

I like sewing, yes, I do.  
Yes, I do. Yes, I do.  
I like sewing, yes, I do.  
How about you?



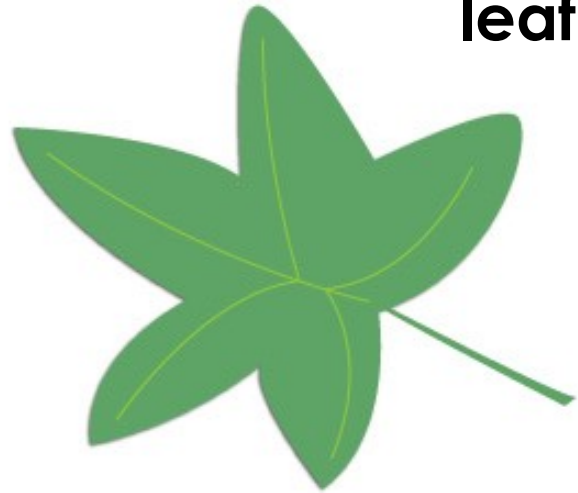
**Can you  
find these  
things?**



**rock**



**flower**



**leaf**



**grass**



**stick**



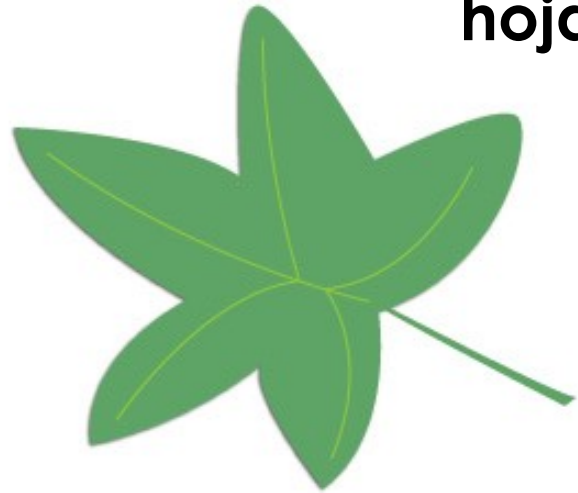
**¿Puedes  
encontrar  
estas  
cosas?**



**una roca**



**flor**



**hoja**

**césped**



**palo**