

Let's Make a Mess



Growing. Playing. Learning.


Gee WhizTM
Education

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

Get Ready!

Please review the Materials List ahead of time so you have all the items you need on hand.

Getting messy is so much fun for children and a wonderful sensory experience! During our next unit, “Let’s Make a Mess” the children will be getting messy in many ways as they paint, play with mud, chalk and more. Just be sure to have smocks for the children to wear and/or let parents/guardians know the children WILL be getting dirty so they can send in plenty of “play clothes.” Be sure to have old newspaper and paper towels on hand as well.

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. Be sure to use the Individualization Web, Customized/Individualized Lesson Planning Sheet and Connecting the Dots component to help you adapt the experiences to meet the unique needs of the children in your group.

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

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Program Symbols for Developmental Areas

 = Language Development

 = Social Studies Knowledge

 = Literacy Knowledge

 = Social & Emotional Development

 = Math Knowledge

 = Creative Arts

 = Science Knowledge

 = Physical Development & Health

 = Logic & Reasoning

 = Approaches to Learning

Get Moving!

Activities with icon help you address the goals of the Let’s Move! Child Care campaign (www.letsmove.gov).



Activities with the sunshine symbol may be done outdoors.



This icon helps you quickly locate activities that address Character Education

2 Week/10 Day Planning Grid

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



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>Exploring Together: Clean It Up! (p.4)</p> <p>Center/Small Group: Sweep It Up (p.5)</p> <p>Center/Small Group: Recycle It! (p. 5)</p> <p>Infants: Cleaning Up (p. 5)</p>	<p>Exploring Together: Messy, Messy Art (p. 6)</p> <p>Center/Small Group: Water and Paint (p. 7)</p> <p>Center/Small Group: Inventing Painting Tools (p. 7)</p> <p>Infants: I Am a Painter (p. 7)</p>	<p>Exploring Together: Chalk It Up! (p. 8)</p> <p>Center/Small Group: Creating with Chalk (p. 9)</p> <p>Center/Small Group: Keeping My Hands Clean (p. 9)</p> <p>Infants: Chalk Bundles (p. 9)</p>	<p>Exploring Together: That's Sticky (p. 10)</p> <p>Center/Small Group: Colorful Glue Designs (p. 11)</p> <p>Center/Small Group: Put the Cap on the Gluestick (p. 11)</p> <p>Infants: Sticky but Fun (p.11)</p>	<p>Exploring Together: Kitchen Messes (p. 12)</p> <p>Center/Small Group: Making Muffins (p. 13)</p> <p>Center/Small Group: Writing in Cornstarch & Bread Crumbs (p. 13)</p> <p>Infants: Cornstarch & Water Fun (p. 13)</p>
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>Exploring Together: Dirty, Sandy & Fun! (p. 14)</p> <p>Center/Small Group: Sand Shakers (p. 15)</p> <p>Center/Small Group: Dirty or Clean? (p. 15)</p> <p>Infants: Damp Sandy Fun (p.15)</p>	<p>Exploring Together: Stay Out of the Mud (p. 16)</p> <p>Center/Small Group: Making Mud Mixtures (p. 17)</p> <p>Center/Small Group: My Muddy Art (p. 17)</p> <p>Infants: Squishy Mud (p. 17)</p>	<p>Exploring Together: Messy Scientists (p. 18)</p> <p>Center/Small Group: Experimentation Station (p. 19)</p> <p>Center/Small Group: A Messy Explosion (p. 19)</p> <p>Infants: Tummy Time (p.19)</p>	<p>Exploring Together: Cleaning Up (p. 20)</p> <p>Center/Small Group: Where Does It Go? (p. 21)</p> <p>Center/Small Group: A Place for My Books (p. 21)</p> <p>Infants: Blocks in the Box (p.21)</p>	<p>Exploring Together: More Messy Fun! (p. 22)</p> <p>Center/Small Group: Making Goop (p. 23)</p> <p>Center/Small Group: Dirty/Clean Card Fun (p. 23)</p> <p>Infants: Sing! Say! (p. 23)</p>

School-Age Activities:

Take a Deep Breath... (p. 24)

Chalky Outlines (p. 24)

Making Paste (p. 25)

Messy Foods (p. 25)

Mixin' Up Messes (p. 26)

Making Clean Up Easy (p. 26)

DAY 1

Theme: Let's Make a Mess

Today's Focus: Make a Mess...Clean It Up

Developmental Areas Addressed Today:



Be Safe!

Babies and even young Toddlers tend to put everything in their mouths. During the day, scan the floor for small pieces of food or even paper scraps your little ones might try to eat.

Teaching Tip of the Day

Start and end each day with a smile!

Transition Time

Have children pretend to sweep or vacuum the floor when moving from activity to activity today.

Exploring Together: Clean It Up!

(all ages,       

Materials:

- Camille the Custodian puppet, prepared** (see p. 32 for preparation directions)
- Broom, dustpan, hand broom, dust rag (clean), sponge (new)

- Before the children have the opportunity to engage in experiences where they get messy, it is important for them to understand the importance of cleaning up messes when you make them. This is a very simple way for children to demonstrate responsibility. This experience also opens the door for you to introduce a community helper, the custodian. Custodians are very important because they help to keep our schools, churches, offices, etc. clean. During this activity, the children will build both expressive and receptive language skills while they practice important life skills.
- Start using the broom to sweep the floor and watch to see which children show interest. Chances are good they will either ask what you are doing or want to join in. Invite more verbal children to talk about who they know that uses a broom and why. Does anyone in their household use a broom? Who? When? This will help you evaluate their background knowledge. Then, put the broom away and introduce your new puppet friend, Camille the Custodian. Sing the song, "Camille is a Custodian" (p. 30) and invite the children to participate in the motions. Then, after singing, have Camille ask the children why they think being a custodian is an important job.
- Next, get out the broom, dust pan, hand broom, etc. and invite the children to use them as they "clean" the room. As you interact with the children, challenge those who are more verbal to describe how they are using the tools to clean. Talk with them about why cleaning up after making a mess is so important and what would happen if they did not clean up.
- **EXTENSION:** Throughout the day, note how you use different cleaning tools. Challenge more advanced children to share why each tool is a good choice for the job you are using it to do.

Today's Vocabulary

Use some of these words in conversations with children today!

**clean mess custodian
responsibility broom dustpan**



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

- Using words such as **clean, mess, custodian, responsibility, broom and dustpan** as children complete activities.
- Engaging children in conversations as they use brooms and dustpans (p. 5).
- Talking with children as they work together to make a recycling bin for paper scraps (p. 5).

Questions to Spur Thinking

- *When have you seen someone you know using a broom?*
- *Why were they using it?*
- *What other tools do the adults in your family use to clean?*
- *Why is being a custodian such an important job?*
- *What do you think you would like about being a custodian? What wouldn't you like?*



DAY 1 - Center/Small Group Activities

Sweep It Up

(Toddlers–4 years, 🗣️ 😊 🌍 ? 🗑️ ❤️ 🗨️)

Materials:

- Brooms (small), dust pans, hand brooms**
- Paper scraps, recycling bin

- Participating in this experience will not only help the children build motor skills, it will also teach them an important life skill...how to use a broom and dustpan. Because this will be a new skill for many children, they will need to practice patience and persistence. This experience also opens the door to discuss the importance of recycling. Of course, different developmental levels will need adaptations for this experience.
- Toddlers/Twos/Threes:** These children will probably do best with dustpans and hand brooms. Additionally, it will probably be easier for Toddlers and Twos to simply pick up the scraps and put them in the dust pan. Then, you can help them dump the dustpan into the recycling bin.
- Fours/Advanced Preschoolers:** These children can attempt to use different types of brooms and techniques for cleaning up the paper scraps. As they do so, these children should be able to verbalize which tools work best, which are more challenging to use and why. Invite these children to also talk about how they could use brooms to help clean up at home. What other things, besides paper, could they sweep up? You can also discuss the importance of recycling with these children as well.

Cleaning Up

(Infants, 🗣️ 🗑️ 🗑️ 😊 ? 🗑️ ❤️)

Materials:

- Paper Sensory Bin** - To make, simply put shredded paper, torn paper, paper scraps, etc. into a plastic tub.

- Infants learn about their world through hands-on exploration. A paper sensory bin is a wonderful, safe way for infants to build fine motor control as well as receptive language. This experience also opens the door for you to introduce the infant to what it means to clean up.
- Sit on the floor and hold the infant in your lap or have him/her sit beside you (if he/she is sitting independently). Then, place the paper sensory bin in front of the infant. Watch to see what the infant does. Chances are good he/she will not only play with the paper but throw it out of the bin. Describe his/her actions as well as the paper. Then, once the bin is empty, tell the infant you are going to help him/her clean up and start putting the paper back in the bin. The infant may throw the paper out as fast as you put it back in but that is OK! It is still a great way of exposing the infant to the concept of cleaning up as well as the positional concepts of in and out.

Questions to Spur Thinking

- How do people in your family use brooms/dustpans?
- Why is it important to keep floors clean?

- What types of materials can we recycle?
- Why is recycling important?

Recycle It!

(Toddlers–4 years, 🗣️ 😊 🗑️ 🗑️ 🗑️ 🗑️ ? 🌍 🗑️ ❤️)

Materials:

- 2 cardboard boxes, crayons/markers, tape
- Piece of old newspaper, **empty plastic container that can be recycled**

- This experience invites children to make choices, exposes them to the concept of recycling and helps to build both expressive and receptive language skills along with fine motor control. We are focusing on paper and plastic recycling for this experience because these items are safe for children to handle.
- Set out the materials you gathered and invite those children who show interest to make two recycling boxes...one for plastic items and the other for paper.
- To begin, show the children the old newspaper and plastic container. Invite the children to explore both and encourage more verbal children to talk about how they look and feel. Then, ball up a piece of newspaper and have the children help you use tape to attach it to the side of one of the cardboard boxes. As the children watch, print the word *paper* above the newspaper. Talk about each letter as you write it. Next, have the children help you use tape to attach the plastic container to the other box and add the word *plastic*. Be sure to talk about letter names and sounds while doing so. For ELL/DLL children, be sure to write both of these words in both English and their home language. Next, invite the children to decorate the boxes with crayons/markers. While they do so, talk with the children about recycling and how it is important for the environment. Explain to the children that they will be adding paper scraps to the paper box and plastic containers to the other box each day.
- Advanced Preschoolers:** These children may be able to help write the words on the boxes. They should also be able to identify some of the letters in the words.

Your Own Activities

DAY 2

Theme: Let's Make a Mess

Today's Focus: Painting Can Be Messy

Developmental Areas Addressed Today:



Be Safe!

Did you ever stop to think that a tablecloth can be dangerous? It can! When infants begin to pull themselves up, if they happen to grab on to a tablecloth, the results can be disastrous! The best solution is to simply use placemats.

Teaching Tip of the Day

Pointing out signs while walking around the neighborhood or riding in the car is a meaningful way of exposing children to print.

Transition Time

Have children pretend to paint while moving from activity to activity today.

Exploring Together: Messy, Messy Art

(all ages,         

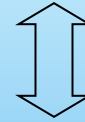
Materials:

- Container of paint (tightly sealed), fingerpaint (tightly sealed), watercolor tray ... in a paper grocery bag, reusable shopping bag or box with a lid**
 - Camille the Custodian puppet
- Painting can certainly be a messy endeavor with little ones! At the same time, painting is a wonderful way for children to express their ideas without words. This experience exposes the children to the idea that there are many different types of paints as well as ways artists use them. At the same time, it opens the door for discussing the importance of cleaning up after painting. An action song invites the children to engage in dramatic play while exposing them to new vocabulary.
 - Sit on the floor with the puppet and the bag containing the different types of paints. Peek in the bag and have the puppet do so as well. As children become curious, invite them to join you. Give them clues about the items in the bag and see if they can figure out that they are paints. Then, remove the paints from the bag and invite the children to explore them (in their containers...of course!). What do they like about painting? What don't they like? Why is painting a messy activity?
 - Next, sing the action song, "Painting is Such Fun" (p. 31) and invite the children to pretend they are painters. They can act out the song as you sing.
 - **EXTENSION:** Watch a video of an artist at work. Here is one option but there are many others on YouTube: <https://www.youtube.com/watch?v=Ky35eC241UY>

Today's Vocabulary

Use some of these words in conversations with children today!

art paint watercolors
fingerpaint easel water clean



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.*
- *Engaging children in conversations as they create with watercolors (p. 7).*
- *Talking with children as they exploring making/using different materials as painting tools (p. 7).*

Questions to Spur Thinking

- *What do you think is inside this bag?*
- *What do you like about painting?*
- *What don't you like?*
- *Why is painting a messy activity?*
- *What do you do to clean up after you finish painting?*
- *What do you think it would be like to be an artist that paints?*



Water and Paint

(Toddlers–4 years, 🗨️ 😊 ❤️ 🖌️ ? ⓘ 👉 🙌)

Materials:

- Large sheets of white paper, **watercolor paints**, brushes (thick and thin), paper towels, cups of water
- Watercolor paints may, or may not, be a new medium for you group. Painting with watercolors is different because you need to utilize water in order to make the paints work. This may be a new concept for some children. As children paint with watercolors, they will also build fine motor control and express their ideas through art. At the same time, this activity provides a meaningful opportunity for you to engage children in conversations about colors.
- Set out the materials listed above and invite those children who show interest to paint with watercolors. Adapt and modify as needed to meet the needs of different developmental levels.
- Toddlers/Twos/Threes: More than likely, these children will need to utilize thicker handled paintbrushes. Additionally, you may need to help these children wet the watercolor paints to get them started. Do not worry if they “mix” colors on the watercolor trays. They can easily be rinsed off before storing.
- Fours/Advanced Preschoolers: These children can learn how to use watercolor paints properly by always washing their brushes before changing colors. Additionally, these children should be able to identify the colors of paint they choose to use as well as any new colors that appear as the paints mix. They can also compare/contrast painting with watercolors to painting with regular paint. These children should also be able to help you clean up when they finish painting.

I Am a Painter

(Infants, 🗨️ 🙌 😊 👉 🖌️ ❤️)

Materials:

- Large sheet of white paper
- Paint(s) in a shallow dish(es), **cotton ball or piece of sponge clipped in clothespins** (one for each infant)
- Painting is just as important for infants as older children. The key is to give the infant something he/she can hold (instead of a paintbrush) AND to supervise directly to make sure he/she does not attempt to eat the paint.
- Put the infant in his/her high chair and tape the white paper to the tray. Dip a cotton ball clipped in a clothespin in paint and hand it to the infant. Describe the paint as well as the actions and what happens when the paint hits the paper. This is a great way of exposing the infant to cause and effect. Talk about the colors of paint as well. When the infant finishes painting, wash his/her hands and talk about cleaning up.

DAY 2 - Center/Small Group Activities

Questions to Spur Thinking

- *What do you like about watercolor paints?*
 - *How is painting with watercolor paints different from painting with other types of paint?*
-
- *Tell me about the painting tool you created.*

Inventing Painting Tools

(Toddlers–4 years, 🗨️ 🖌️ ❤️ 👉 ? ⓘ 🙌 😊)

Materials:

- Assorted colors of paint in shallow dishes, large sheets of white paper
- Cotton balls, cotton pads, pieces of sponge (new), bath poofs, drinking straws, pinch-type clothespins, chenille stems, spoons, forks, etc.**
- Painting is an activity that most children enjoy. Today, however, the children are not going to use brushes to paint but instead “invent” their own painting tools! As the children participate, they will not only build fine motor control but will also practice making, and testing, predictions. More verbal children will build expressive language skills as they share their ideas with others.
- Set out the materials listed above and, as children show interest, invite them to paint. They will quickly discover that you do not have brushes available to them. Challenge them to create their own “painting tools” using the assorted items you gathered ahead of time. Just keep in mind that you may need to help Toddlers, Twos and Young Threes get started and/or put things together. As the children create, engage them in back-and-forth conversations about their painting tools. Now would be an excellent time to record an anecdotal note about each child’s fine motor development and verbal skills.
- Advanced Preschoolers: These children should be able to describe the painting tools they make and predict how well they will work. Then, after utilizing their painting tools, they can compare their predictions to the actual results. These children can also describe which painting tools were the most messy to use and why.

Your Own Activities

DAY 3

Theme: Let's Make a Mess

Today's Focus: Chalk Can Be Messy

Developmental Areas Addressed Today:



Be Safe!

Throw rugs can be dangerous if they do not have a nonskid backing. Make sure any throw rugs in your home are secure and do not slide easily.

Teaching Tip of the Day

Using cues is a good way to help young children build self-regulation skills. For instance, rubbing a child's back when they are struggling with a task helps them learn that self-soothing behaviors can help them when the going gets tough.

Transition Time

Send the children from activity to activity by the colors of their clothing (e.g., "Everyone wearing red may now go to...").

Today's Vocabulary

Use some of these words in conversations with children today!

chalk **stick** **dusty**
dirty **clean** **smear**



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 with chalk (p. 9).*
- *Encouraging children to make predictions while attempting to use chalk without getting their hands dirty (p. 9).*



Exploring Together: Chalk It Up!

(all ages,)

Get Moving!

Materials:

- Chalk (assorted colors), black construction paper** (if doing this experience indoors)
- Camille the Custodian puppet
- Chalk is a fun art material that also ties in well with our unit, "Let's Make a Mess" because it leaves your hands dusty and dirty. During this experience, the children will have the opportunity to explore using chalk to create. As the children create, you will also have the opportunity to reinforce colors. Now is also the perfect time to review the opposites clean and dirty as well as wet and dry (when washing hands at the end of the experience). If the weather is nice in your area today, take this activity outdoors.
- If the weather is nice, head outdoors with Camille the Custodian and sit on, or near, a surface where the children can draw with chalk. Have Camille show the children the chalk and then invite them to explore it. How is chalk the same as paint? How is it different? What do the children like about drawing with chalk? What don't they like?
- Next, invite the children to create with chalk. If you are indoors, they can draw on black construction paper. If you are outdoors, you can invite the children to draw on a driveway, sidewalk or even a wooden fence. As the children create, be sure to engage them in conversations, taking time to also reinforce colors. For ELL/DLL children, be sure to do this in both English and the children's home languages. Then, when the children finish drawing, invite those who are more verbal to describe their hands (dirty, dusty) and have them figure out what they need to do to clean them up!
- **EXTENSION:** Draw a hopscotch grid and teach children who are ready how to play this fun game. Hopscotch also provides a great opportunity to review numerals in a fun way.

Questions to Spur Thinking

- *What do you like about creating with chalk?*
- *What don't you like?*
- *How is drawing with chalk like painting?*
- *How is it different?*
- *Why do you think chalk makes your hands so dirty?*



DAY 3 - Center/Small Group Activities

Creating with Chalk

(Toddlers–4 years, 😊 📄 ❤️ ⓘ 🖐️ ✍️ 🔑 ? 💬)

Materials:

- Dark colored construction paper, sandpaper, pieces of cardboard, paper plates, paper towels, etc.** (your choice)
 - Chalk (assorted colors)**
- Giving children choices promotes independence. This experience achieves this goal by providing children with different materials from which to choose. As children make choices, they can also make predictions and then test their ideas. More verbal children can share their ideas with others and those who are not yet verbal will build receptive language skills by listening to them.
 - Set out the materials listed above and invite children to use them freely. Some may choose to draw with chalk on paper while others choose to draw on paper plates (or on the other materials you offer). As the children create, be sure to engage those who are more verbal in conversations about working with chalk. Now would be a meaningful time to reinforce colors as well as build robust vocabulary.
 - Advanced Preschoolers: These children should be able to identify the colors of chalk they choose to use. Additionally, if they choose to draw on materials other than paper, they can talk about the experience. How is drawing with chalk on paper different from drawing with chalk on sandpaper? How is it the same? Some children in this group may also choose to write words with the chalk. If so, take time to reinforce letter names and sounds.

Questions to Spur Thinking

- *Tell me about your chalk creation.*
 - *How is drawing on (material) like drawing on (material)? How is it different?*
-
- *How did you keep your hands from getting chalky?*

Keeping My Hands Clean

(Toddlers–4 years, 🖐️ 💬 ❤️ 🔑 ? ✍️ 😊)

Materials:

- Colored chalk**
 - Paper towels, facial tissues, aluminum foil, pinch-type clothespins, rubberbands, tape, etc.**
- This experience challenges children to problem-solve, test new ideas and share discoveries with others. It will also be a great experience for promoting both receptive and expressive language. As you interact with the children, be sure to encourage conversations by asking open-ended questions.
 - Set out the materials listed above and as children choose this experience, invite them to talk about what happens to their hands when they use chalk. Quickly someone is almost sure to say, "They get chalky/dirty." Pose the challenge to interested children to use other materials (such as those you set out) to keep the chalk from getting on their hands. Of course, you will need to adapt this experience based on the developmental levels of the children in your group.
 - Toddlers/Twos/Threes: For this group, have them draw with chalk that is not wrapped. Talk about what happens. Then, have each child choose a material and use it to wrap his/her piece of chalk. Describe what happens. This is a great way to reinforce cause & effect.
 - Fours/Advanced Preschoolers: These children should be able to come up with some ideas to test. Those with developing fine motor control may need your help. As these children test their ideas, encourage them to share which worked and which did not as well as why they think they got those results.

Chalk Bundles

(Infants - ❤️ 🖐️ ✍️ 😊 🔑 💬)

Materials:

- Chalk bundle, prepared** - To make, simply bundle 2 or 3 pieces of chalk together with rubberbands.
 - Dark-colored construction paper
- Bundling several pieces of chalk together makes them easier for little fingers to hold. It also opens the door for you to expose infants to color names in a meaningful way as they build fine motor control.
 - Use tape loops to attach a sheet of dark-colored construction paper to the infant's high chair tray. Then, show the infant the chalk bundle. Give the bundle to the infant and describe not only what he/she does but the marks he/she makes as well. While this may seem like a very simplistic concept for us (as adults), the idea that when you move the chalk across the paper, it makes a mark, may be new for infants. As the infant creates, be sure to talk as much as you can. This is how infants build receptive language skill and future vocabulary.

Your Own Activities

DAY 4

Theme: Let's Make a Mess
Today's Focus: Glue & Paste Can Be Messy
Developmental Areas Addressed Today:



Be Safe!

Window blind cords are extremely dangerous in little hands. The Consumer Products Safety Commission recommends homes that contain small children should only have cordless blinds.

Teaching Tip of the Day

The simple act of putting caps on gluesticks after using them is a way children can demonstrate responsibility.



Transition Time

Have children pretend their feet are covered in glue when moving from activity to activity today

Exploring Together: That's Sticky

(all ages,)

Materials:

- Glue, gluesticks, paste, **large sheet of paper (or even a piece of posterboard)**, child-safe scissors
 - Old magazines, sale flyers, assorted art/collage materials (whatever you would like to use)
 - Camille the Custodian puppet
- One of the most common “messy” art supplies is glue. Learning to use liquid glue can be challenging for young children. Gluesticks are easier to handle but are also quite sticky. As part of this experience, the children will explore using different types of glue as they work together to create a collage. Working together helps the children practice cooperation and engaging with one another. You may want to do this experience at a table.
 - Put all of the supplies on the table and sit with the puppet. Begin cutting out things to glue on the large sheet of paper or posterboard. As children show interest, invite them to join you. Encourage them to add things to the paper as well. Talk about glue, gluesticks and/or paste (whatever they are using). How does these art supplies work? Why do people use them? When might the children have seen their parents/guardians using glue or gluesticks at home?
 - As the children create, engage them in a back and forth conversation. Then, once the collage is complete, put it aside to dry. Have the children look at their hands. What do they need to do? Wash them...of course! This is the perfect time to review clean and dirty. Then, once their hands are clean, make sure they help to clean up the materials as well.
 - **EXTENSION:** Have children who are ready learn to make “just a dot” with liquid glue. This takes plenty of practice!

Today's Vocabulary

Use some of these words in conversations with children today!

glue **gluestick** **paste**
sticky **stick to** **cap** **replace**



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 with children as they create colored glue designs on waxed paper (p. 11).*
- *Singing the song, “Put the Cap on the Gluestick” (p. 31) as the children practice putting the caps on gluesticks (p. 11).*

Questions to Spur Thinking

- *How are you using the (glue, gluestick, paste)?*
- *When have you seen an adult using glue?*
- *Why do you think there are different types of glue?*
- *Which type of glue do you like using the best? Why do you like that type?*
- *Why is it important to put the cap on the gluestick when you are done using it (or close the bottle of glue)?*



Colorful Glue Designs

(Toddlers–4 years, 🗨️ ❤️ 🖋️ 😊 👁️ ? 🖐️)

Materials:

- White school glue in bottles**
- Construction paper, baking trays with edges, tape
- Colored sand or salt** (to make, simply tint with food coloring in zipper-top bags)
- This experience invites children to express their creativity through art. At the same time, it will challenge the children to build fine motor control. Because the children will be utilizing colored sand or salt, you will have an opportunity to reinforce colors in a meaningful way. Adapt and modify as needed for children with different levels of fine motor control.
- To begin, tape pieces of construction paper in baking trays with edges. This will keep the sand/salt from going everywhere!
- Toddlers/Twos/Threes:** For this group, you will more than likely need to provide assistance as they squeeze the glue onto their papers. Otherwise, they may end up making big puddles! While the glue is still wet, the children can put any colors of sand or salt they would like on the wet glue. Then, gently undo the tape and help the children shake the excess into the pan. During this entire process, be sure to describe the materials the children use as well as their actions.
- Fours/Advanced Preschoolers:** These children should be able to create their own glue designs. Then, they can sprinkle on the salt (or sand) as desired. Challenge this group to identify the colors of salt/sand they choose to use. Help the children remove the tape and shake off the excess sand/salt.

Sticky but Fun

(Infants, 🗨️ 🖐️ 👁️ 🖋️ 😊 ❤️)

Materials:

- Glue in a shallow dish, construction paper
- Piece of sponge clipped in a clothespin**
- Torn pieces of art tissue**
- Working with glue is something infants can do if they have a little help and direct supervision. Putting glue in a shallow dish and then using a piece of sponge clipped in a clothespin makes working with glue easier for little hands.
- Tape a piece of construction paper to the infant's high chair tray. Show the infant the glue and the sponge clipped in clothespin. Use words to describe how you dip the sponge in the glue and then on paper. Depending on the infant's fine motor control, they might be able to help you with this process. Once there is glue on the paper, the infant can choose torn pieces of art tissue to press into it. This is a great way of exposing the infant to cause and effect (e.g., the glue makes the art tissue stick). The infant might try to pick up the art tissue once it is stuck in the glue. If so, that's OK! Use it as a teachable moment and talk about what happens.

DAY 4 - Center/Small Group Activities

Questions to Spur Thinking

- Tell me about your colorful glue design.*
- What happens if you forget to put the cap on the gluestick?*



Put the Cap on the Gluestick

(Toddlers–4 years, 🗨️ 😊 🎵 ? 👁️ 🖐️ ❤️)

Materials:

- Gluesticks
- Taking care of materials is a simple way young children can demonstrate responsibility. This experience helps children practice the skill of putting the caps on gluesticks after using them. It is also an experience that helps children build both eye-hand coordination and fine motor control. Just be sure to supervise this experience carefully with Toddlers and Twos because the caps can be choking hazards!
- Locate your gluesticks and take the cap off each one. Sit at the table and act as if you are having trouble putting the caps on the gluesticks. As children show interest, invite them to help you. As the children do so, talk about why putting the caps on the gluesticks is so important and what would happen if the caps were left off. Then, sing the song, "Put the Cap on the Gluestick" (p. 31) to help the children remember what to do.
- Toddlers/Twos/Threes:** Have these children work with you to put the caps back on the gluesticks. You will probably need to put your hands over theirs as they attempt this task.
- Fours/Advanced Preschoolers:** These children should be able to put the caps on the gluesticks without too much assistance.

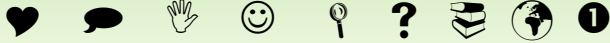
Your Own Activities

DAY 5

Theme: Let's Make a Mess

Today's Focus: Cooking Can Be Messy

Developmental Areas Addressed Today:



Be Safe!

Even pencils and pens in the wrong hands can be dangerous. Be sure to keep these writing implements out of the reach of young children.

Teaching Tip of the Day

Being engaged with the children helps you know when to step back and when to step in.

Transition Time

Have each child name a food he/she would like to learn to cook before moving from activity to activity today.

Today's Vocabulary

Use some of these words in conversations with children today!

cook messy mix stir

recipe flour clean up



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

- *Saying the words listed above as children complete activities.*
- *Reading the recipe while making muffins with the children (p. 13).*
- *Describing how flour looks, feels, and even smells as they children "write" in it (p. 13)*

Exploring Together: Kitchen Messes

(all ages,       )

Materials:

Flour, dustpan and broom, paper towels, small amount of water in a plastic cup

- Today the children will be exposed to the concept that cooking can be very messy! As part of this experience, the children will also build important life skills as they help to clean up a cooking mess. In the process, they will learn more about responsibility and also build fine motor skills. At the same time, the children will have the opportunity to talk about their own families and some of the foods they cook at home.
- Spill a small amount of flour on the floor and then exclaim loudly that you made a mess. Get the dustpan and broom and invite any interested children to help you sweep it up. Explain that you were going to use the flour to make muffins but it accidentally spilled on the floor...making a mess. Engage the children in conversations about why cleaning up the spilled flour is important (e.g., someone could slip and fall on it). Talk with the children about why a dustpan and broom are the right tools for the job. You can also invite more verbal children to talk about times when they may have seen their parents/guardians using a broom and dustpan at home.
- Then, "accidentally" knock over a plastic cup containing a small amount of water. Now you have another mess to clean up! Ask the children if a dustpan and broom are the right tools for the job. Of course not! Instead, they will need to use paper towels. Encourage more verbal children to share why paper towels are the right tool for cleaning up spilled water and why, once again, it is important to clean it up. Encourage the children to talk about other foods that might spill when you are cooking in the kitchen. They can also share foods their families cook as part of this discussion.
- **EXTENSION:** Challenge more advanced children to help their parents/caregivers cook meals and then clean up afterwards.

Questions to Spur Thinking

- *What other tools (besides the dustpan and broom) do you think might work well for cleaning up the flour? Why do you think that?*
- *Why wouldn't you want to use a dustpan and broom to clean up spilled water?*
- *What other foods might spill when you are cooking?*
- *What tools would you use to clean them up?*



Making Muffins

(Toddlers–4 years, ♥ 🖐️ 🍳 🕒 🗺️ ? 😊 🗣️)

Materials:

- Ingredients for making Apple & Oat Muffins** (see p. 32)*
- Muffin pans, cupcake liners (if desired), mixing bowl, measuring cups, measuring spoons, large spoon
- During this fun cooking experience, the children will have the opportunity to make a mess and then help to clean it up. At the same time, the children will be exposed to measuring, utilize their senses and make predictions. Children who are ready can also help “read” the recipe with you.
- Set out the ingredients and equipment you will need for making Apple & Oat Muffins. As children become curious, invite them to join you. Have them identify the ingredients and predict the type of food they think they are going to help make. Then, follow the recipe on p. 32 to prepare the muffins. Adapt and modify based on the developmental levels of the children in your group. Once the muffins are in the oven, the children can help you clean up the work space.
- Toddlers/Twos/Threes: These children can help stir the ingredients together. Be sure to name each ingredient and talk about how it looks and smells as you add it.
- Fours/Advanced Preschoolers: These children can help “read” the recipe and measure the ingredients. This is a meaningful way of exposing them to fractions. This group can also predict how the batter will change while baking. Additionally, they should be able to choose tools to help them clean up the mess.

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

Cornstarch & Water Fun

(Infants, 🗣️ 🖐️ 🕒 ♥)

Materials:

- Cornstarch in a pan or shallow plastic tub**
- Water
- This experience WILL be messy...but that is the point! Just make sure to have the infant wear a smock or a bib. Keep plenty of paper towels nearby because you will need them. This is a wonderful sensory experience for infants and it also helps them to build the small muscles in their hands.
- Put the infant in his/her high chair. Place the pan or bin containing the cornstarch in front of the infant. Watch to see what the infant does and describe his/her actions as well as the cornstarch. Then, slowly add water to the cornstarch and talk about how it feels, what happens when it mixes with the cornstarch, etc. Use plenty of robust vocabulary!

DAY 5 - Center/Small Group Activities

Questions to Spur Thinking

- *What do you think we are going to make?*
- *How do you think the batter will change in the oven?*

- *How is the cornstarch like the bread crumbs? How is it different?*
- *What should you do if some on the floor?*

Writing in Bread Crumbs & Cornstarch

(Toddlers–4 years, 🗣️ ♥ 🖐️ 🍳 🕒 🗺️ ? 😊)

Materials:

- Baking trays with edges
- Cornstarch & bread crumbs***
- This experience is sure to get a little messy...which is just fine! After the experience is over, involve the children in clean up. This is the perfect time to reinforce this skill! As children participate in this experience, they will build fine motor control, utilize their senses, make comparisons and perhaps even review letter names.
- Set out the baking trays with edges. Put cornmeal in some and bread crumbs in others. As children show interest, they can “write/draw” in the cornstarch or bread crumbs. For Toddlers, Twos and even Threes, this will probably mean just moving the cornstarch/bread crumbs around with their hands and fingers. This is just fine! It is a wonderful sensory experience.
- Advanced Preschoolers: These children may choose to write (e.g., their names) or draw in the cornstarch/bread crumbs. As they do so, be sure to encourage the children to compare how the cornstarch is like the bread crumbs and how it is different. Additionally, these children should be able to help clean up at the end of the experience. Encourage the children to talk about the tools they use to help clean up and why they made the choices they did.

**Be sure to check with parents/guardians about allergies to corn and/or wheat. You might need to choose other options.*

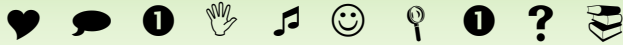
Your Own Activities

DAY 6

Theme: Let's Make a Mess

Today's Focus: Dirt & Sand Can Be Messy

Developmental Areas Addressed Today:



Be Safe!

Make sure that all electrical outlets are covered and cords are secure.

Teaching Tip of the Day

Validating a child's emotions is a good way to let them see you understand. Sometimes, just letting a child know you understand is all that it takes for them to calm down.

Transition Time

Have the children pretend to dig in the dirt while you sing the song, "Digging, Digging" (p. 32) as they move from activity to activity today.

Exploring Together: Dirty, Sandy & Fun!

(all ages,)



Materials:

- Access to dirt and sand (outdoors) or sand table (indoors)
- Tools for digging (e.g., child-safe hand shovels, old cooking spoons, scoops, etc.)

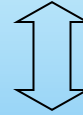
- This experience will work best if outdoors. If the weather is not nice today or too cold where you live, you can use a sand table or container of sand indoors instead. As children participate in this experience, they will have the opportunity to get messy as they build fine motor control and practice self-regulation skills. Washing hands after playing in dirt and sand will help children practice self-help skills while reinforcing the opposites clean and dirty.
- Head outside and show the children the digging tools. Invite more verbal children to name the types of tools you have and discuss where they could use them. If you have ELL/DLL children in your group, be sure to name the tools in both English and the children's home language. Then, invite the children to use the tools to dig in the sand or in the dirt. As the children play, they are sure to get messy! Talk with them about what happens to their hands (and sometimes their clothing) when they play in the dirt and sand.
- As the children play, sing the song, "Digging, Digging" (p. 32). Invite the children to continue digging as you sing. Then, at the end of the song they can hold up their dirty hands for you to see! When the children finish playing and return indoors, take time to wash hands. This is the perfect time to reinforce the opposites clean and dirty.
- **EXTENSION:** Invite the children to think of other items they could use as shovels for digging in the sand and dirt. As long as these items are safe to use, invite the children to try their ideas.

Today's Vocabulary

Use some of these words in conversations with children today!

dirty sand messy

dig plants dustpan



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

- *Using the words above as the children complete the day's activities.*
- *Engaging children in conversations as they create sand shakers (p. 15)*
- *Describing the pictures on the Dirty/Clean Teaching Tool cards (p. 15).*

Questions to Spur Thinking

- *Why do you think playing in sand and dirt is so messy?*
- *Why doesn't it matter if you spill sand or dirt on the grass?*
- *What should you do if you spilled sand or dirt inside?*
- *When do people dig in the dirt?*
- *Why is it important to wash your hands after playing in the dirt and sand?*



Get Moving!

Sand Shakers

(Toddlers–4 years, 🖐️ 😊 ❤️ 🎨 ? 🎵 🗣️)

Materials:

- Empty plastic water bottle with lid for each child (make sure the inside is dry)**
 - Sand, funnels, spoons or ladles, small paper/plastic cups, duct tape or masking tape**
 - Music
 - Baking trays with edges OR plastic containers
- This experience provides the children with the opportunity to get messy, create a musical instrument and demonstrate responsibility when it comes time to clean up. At the same time, this experience helps children develop both eye-hand coordination as well as fine motor control.
 - Set out the materials listed above and invite those children who are interested to create their own sand shakers. You will want to adapt and modify the experience based on the children in your group. Once the children finish their shakers, turn on music and invite them to shake 'n dance!
 - Toddlers/Twos/Threes: For these children, you will want to hold the funnel in the top of the bottle while they add the sand with either their hands, spoons or even ladles. Just put the bottle in a baking tray with edges or plastic container to catch the sand that misses the bottle. The bottle only needs to be about 1/4 full. Then, put the cap on, tighten and wrap with either duct or masking tape.
 - Fours/Advanced Preschoolers: These children should be able to create their own shakers. Additionally, once the shakers are complete, and before the dancing begins, this group can help with the clean up process. While cleaning up, discuss what would happen if sand was left on the floor or table.

DAY 6 - Center/Small Group Activities

Questions to Spur Thinking

- *Why do you think it is important to clean up any sand that spills on the table or floor?*

- *Which pictures show something that is dirty?*
- *Which pictures show something that is clean?*
- *When do you get dirty? How do you get clean?*

Dirty or Clean?

(Toddlers–4 years, 🖐️ ❤️ 1 🗣️ ? 😊 🗣️)

Materials:

- Dirty/Clean Teaching Tool, prepared** (see p. 31 for preparation details)
- Grouping and sorting are important mathematical skills for young children to practice. The Teaching Tool for this unit are cards that depict dirty and clean things and people! During this experience, the children will have the opportunity to not only sort the cards but also talk about them. This will help them build both receptive and expressive language skills.
- Spread out the cards from the Dirty/Clean Teaching Tool. As children show interest, invite them to look at the cards with you. Can they describe what they see? If you have ELL/DLL children in your group, be sure to describe the pictures in both English and the children's home languages.
- Next, hold up one of the dirty cards. Invite those children with strong verbal skills to describe the picture. Doing so will help these children build expressive language skills while also helping nonverbal children build receptive ones. Then, challenge the children to work together to find a card that shows the same thing (or person) but instead of being dirty, it is clean. Repeat this procedure until all of the cards are matched.
- Advanced Preschoolers: These children should be able to relate personal experiences to some of the pictures on the cards. Additionally, once they match the dirty and clean cards, they can mix them up and then sort them into two groups...dirty and clean. Count the number of cards in each group.

Damp Sandy Fun

(Infants - ❤️ 🖐️ 🗣️ 😊 🗣️)

Materials:

- Clean play sand in a plastic container or bowl
- Water
- Infants are capable of engaging in sand play as long as you supervise it directly...to make sure they do not eat the sand. Sand is actually a wonderful sensory material. Adding water changes the consistency and opens the door for you to expose infants to new language and vocabulary.
- Put the infant in his/her high chair and place the container of sand on the tray. Watch to see what the infant does and describe his/her actions as well as the sand. Then, add some water and talk about how the sand changes. Describe how it feels, how it sounds and how it looks. If desired, add more water and repeat the process.

Your Own Activities

DAY 7

Theme: Let's Make a Mess

Today's Focus: Mud Is Messy!

Developmental Areas Addressed Today:



Be Safe!

It is important for you to make sure that each child's health record (including immunizations) is up-to-date. Each time a child has a birthday or reaches a developmental milestone, be sure to ask parents/caregivers for updated information.

Teaching Tip of the Day

Fairness is a character trait that even young children can grasp. When interacting with children, encourage them to talk about what it means to be fair and be sure to model this trait yourself.

Transition Time

Have the children pretend to walk in mud when moving from activity to activity today.

Get Moving!

Exploring Together: Stay Out of the Mud

(all ages,        )

Materials:

- Untreated dirt in a clear plastic container with a lid** (about 1/3 full)
- Water, music, **brown construction paper or cut brown paper grocery bags**
- Today the children will explore yet another messy material...mud! As part of the experience, the children will make and test predictions and share ideas with others. Then, an active group game will challenge the children to use their gross motor skills as they also demonstrate self-regulation.
- Sit on the floor with the clear plastic container that contains the dirt. Shake the container and tip it back and forth. Examine it carefully. As children show interest, invite them to explore the dirt in the container as well. Encourage the children to describe the dirt. What does it look like? How does it sound when the container moves?
- Next, challenge the children to predict what will happen to the dirt if you add some water to the container. After the children finish making predictions, they can help you pour water into the container. Secure the lid and then have the children pass and shake the container until the dirt turns to mud. Invite the children to describe what they see and hear. Next, introduce the group game, "Stay Out of the Mud." To play, have the children scatter the "mud" (brown paper or pieces of paper grocery bag) on the floor. Then, turn on music and challenge the children to dance around the "mud." If you catch a child stepping in the mud, he/she must sit down and pretend to clean off his/her shoes. Continue for as long as the children show interest.

Today's Vocabulary

Use some of these words in conversations with children today!

mud dirt water

mix messy wash



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

- *Using the words such as those listed above during Exploring Together and throughout the day.*
- *Engaging children in conversations as they create mud with different amounts of water and untreated dirt (p. 17).*
- *Talking with children as they create muddy art (p. 17).*

Questions to Spur Thinking

- *What do you think is inside the jar?*
- *What does the dirt look like?*
- *What sound does the dirt make when you tip the jar?*
- *What do you think is going to happen if we add water to the dirt and then shake it up?*
- *Were your predictions correct? Why or why not?*
- *What do you like about mud?*



Making Mud Mixtures

(Toddlers–4 years,      



Materials:

- Untreated dirt, old spoons, old bowls, old measuring cups**
- Water

- For obvious reasons, you may want to do this experience outdoors. If this is not possible because the weather is too cold in your area, just put all the materials in a long, plastic under-the-bed storage box on a table covered with a plastic tablecloth. Also make sure that the children choosing this experience are wearing old clothing and/or smocks...because it IS going to get messy! As the children experiment, they will make and test predictions, share discoveries with other and build fine motor control.
- Set out the items listed above along with the dirt and water. As children show interest in this experience, invite them to create mud mixtures. This means the children can mix the dirt and water in any way they would like to create mud. They can experiment to see how too much water or too little water affects the mud. While nonverbal children will not be able to share their ideas verbally, you can put words to their actions instead. Of course, after the experience is over, the children will need to clean up their muddy hands as well as the muddy bowls, spoons, etc.
- Advanced Preschoolers: These children should be able to share their predictions with you. They can also share the results. Then, they can compare their results with their predictions. How accurate were they? This is an excellent way for these children to build expressive language skills and vocabulary.

Squishy Mud

(Infants,    

Materials:

- “Mud” Sensory Bag** - To make, put brown paint in a gallon zipper-top bag, squeeze out the air and seal shut. Cover the seal with masking or duct tape.
- Sensory bags are a fun way for infants to explore...without the mess! This sensory bag is filled with brown paint but you can pretend that it is mud. As infants explore the sensory bag, they will build fine motor control, utilize their senses to learn and engage with an adult...you!
- Show the infant the “mud” sensory bag. You may choose to put the infant in his/her high chair or have him/her sit with you on the floor. As the infant presses on the bag, the brown paint (mud) will move around. Describe what happens. This will help the infant connect his/her actions with the results. As the infant explores, be sure to use plenty of language and vocabulary. Remember...infants are like little sponges and absorb everything they see and hear.

DAY 7 - Center/Small Group Activities

Questions to Spur Thinking

- What happened when you added too much water?*

- Tell me about your muddy art.*
- Why is it important to always wash your hands and clean your brush after painting?*

My Muddy Art

(Toddlers–4 years,        

Materials:

- Brown paint, paintbrushes (thick and thin)
- Large sheets of white paper
- The children already know that painting can be a messy activity. Today they will paint with brown paint but pretend that it is mud (another messy material). As the children create, they will build fine motor skills, share their ideas through art and engage in conversations with other children and adults.
- Set out the materials listed above. As children show interest, invite them to pretend that the brown paint is mud. They can then use the paintbrushes as desired to create muddy art on white paper.
- As the children create, talk with them about times when they may have seen mud in their own yards or neighborhoods. What type of weather is needed to make mud? Sunny weather? Hot weather? Wet weather? Nonverbal children will not answer these questions but more verbal children will. Their back-and-forth conversations will you will help them build expressive language skills while helping nonverbal children build receptive language skills.
- Advanced Preschoolers: These children can talk about specific places where they think they might find mud in their communities (e.g., park, stream, backyard, etc.). How many different places can they come up with?

Your Own Activities

DAY 8

Theme: Let's Make a Mess

Today's Focus: Experimenting Can Be Messy
Developmental Areas Addressed Today:



Be Safe!

Quiet time is important for young children. Activities like reading books or listening to soothing music are both ways to help children relax during the day.

Teaching Tip of the Day

The simple task of pushing in your chair after eating is a way for young children to demonstrate responsibility.



Transition Time

Have verbal children name two things they would like to mix together before moving to the next activity. What do they think the outcome would be? They can share that, too!



Get Moving!

Exploring Together: Messy Scientists

(all ages, ☺ ☑ ? 📖 ✋ 🗣️ 🔑 ❤️)

Materials:

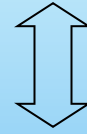
- Camille the Custodian puppet
- Ingredients for preparing bubble solution (see recipe on p. 31), bubble wands**
- Mixing bowl, measuring cup, measuring spoons, large spoon

- Often times, when scientists experiment, they make a mess. Today the children are going to pretend to be scientists as they create a special "mixture" (bubble solution). As the children participate, they will make and test predictions, explore measuring and then, when they chase the bubbles, build gross motor skills.
- For this experience, you will probably want to position yourself at a table. Put all of the materials you need on the table and sit with Camille. As children show interest, invite the children to describe the materials they see. Explain to the children that today, they are going to be scientists as they mix different materials together to create a special mixture. Encourage more verbal children to predict the type of mixture they believe they are going to prepare.
- Next, follow the recipe for bubble solution (p. 31) and have the children help measure each ingredient and then pour it into the large bowl. As the children measure and mix, can they figure out what they are preparing? Invite them to share. Then, once the bubble solution is finished, take the children outside so they can test their mixture. Does it work? After the children chase bubbles and return inside, have them help clean up the mess. Do they pick the right tools for the job without much assistance?
- **EXTENSION:** Have the children use chenille stems to create bubble wands to use with the bubble solution.

Today's Vocabulary

Use some of these words in conversations with children today!

experiment mix dissolve
react listen watch



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

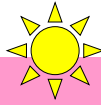
- *Using the words, such as those listed above as children complete today's activities.*
- *Encouraging children to predict the results as they mix vinegar and baking soda (p. 19).*
- *Engaging children in conversations as they play in the Experimentation Station (p. 19).*

Questions to Spur Thinking

- *What do you think we are going to make with these ingredients & materials?*
- *Why do you think that scientists sometimes make messes?*
- *How did our mixture work?*
- *What tools are you going to use to clean up the mess? Why did you pick those?*



DAY 8 - Center/Small Group Activities



Experimentation Station

(Toddlers–4 years, 🗨️ 😊 🖐️ ① 🔍 ? ❤️)

Materials:

- Materials for an Experimentation Station** (e.g., sugar, salt, sand, water, baby bath wash, vinegar, baking soda, cornstarch, bowls, spoons, measuring cups, measuring spoons, mixing spoons, etc.)
- Plastic tablecloth, paper towels
- Children learn so much when they are free to experiment in their own way. While this experience will be messy, the children will learn a great deal. If you are really worried about the mess and the weather is nice, take this activity outdoors. During the course of this activity, the children will make and test predictions, build fine motor control and share discoveries with others.
- Let's experiment! Set out all of the materials listed above as well as others you would like to include. Invite those children who seem interested to experiment by mixing the materials together. Remember, there is not "right" or "wrong" way for the children to do this. For nonverbal children, just be sure to name and describe the materials they mix together as well as the results. This will help them build receptive language skills.
- Advanced Preschoolers: These children should be able to accurately name the ingredients they choose and make predictions about what they think is going to happen when they mix them together. They can also compare and contrast the mixtures they create. You can also expose this group to measurements as they use measuring spoons & cups.

PLAN TO SET UP THIS STATION AGAIN ON DAY 10.

Questions to Spur Thinking

- Tell me about the mixture you are creating.*

- What do you think is going to happen when I add the vinegar to the baking soda?*
- What tools should we use to clean up the mess?*

A Messy Explosion

(Toddlers–4 years, 🖐️ 🗨️ ❤️ 🔍 😊 ?)

Materials:

- Vinegar, baking soda, liquid dish soap, empty plastic water bottle**
- Baking tray with edges
- Baking soda and vinegar "volcanos" are always a lot of fun! They are also messy. 😊 This experience will not only help children make predictions, it will also challenge their observation skills. At the same time, more advanced children can build expressive language skills as they share both their predictions and observations. Nonverbal children will build receptive language and vocabulary by listening to them.
- Put all of the materials on a table and watch to see which children show interest in this experience. Then, invite the children to touch, smell and examine the vinegar, baking soda and dish soap. How are these things the same? How are they different?
- Next, have the children help fill the plastic drink bottle about 1/3 full with vinegar. Then, have them add a few drops of dish soap. Next, have more verbal children predict what they believe is going to happen when you add about 1 teaspoon of baking soda to the bottle. Then, add the baking soda and watch what happens! Compare the children's predictions to the results.
- Advanced Preschoolers: These children should be able to verbalize their predictions and describe the results.

Get Moving!

Tummy Time

(Infants, 🗨️ 🖐️ 😊 🔍 ❤️)

Materials:

- Dried beans, pasta or rice in a clear plastic drink bottle** (about 1/3 full...secure the lid with tape)
- Small blanket
- Tummy time is so important for infants because it helps to build their neck and upper body strength. It is also very challenging for infants and they can become frustrated easily. It is important when doing tummy time to sit with the infant and also to stop at signs of frustration. This experience uses sound to attract the infant's attention so he/she will lift his/her head.
- Spread out a small blanket and put the infant on his/her tummy. Position yourself above the infant's head. Slowly tip the water bottle containing dried beans, pasta or rice up and down. Watch to see if the sound attracts the infant's attention and if he/she lifts his/her head to see what is making the sound. Talk about the sound as well as the infant's actions.

Your Own Activities

DAY 9

Theme: Let's Make a Mess

Today's Focus: A Place for Everything

Developmental Areas Addressed Today:



Be Safe!

It is important to make sure that the hot water in your home is not too hot. Check your water heater to make sure that it is set at a safe temperature (below 120 degrees).

Teaching Tip of the Day

Observation is an important skill for young children to practice frequently. Looking out the window and talking about what children see is a simple way to practice this skill.

Transition Time

Recite the rhyme, "Everything Has a Place" (p. 32) as the children move from activity to activity today. They can clap to the beat.



Exploring Together: Cleaning Up

Get Moving!

(all ages,        

Materials:

- Container of blocks (e.g., Duplos®)
- Stopwatch or cellphone with a stopwatch feature

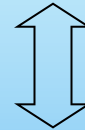
- Of course messy materials like paint, sand and mud need to be cleaned up but messes are not limited to these types of materials. Today the children will think about the importance of cleaning up messes they make with something else...toys! In the process, you will have the opportunity to reinforce responsibility and the concept that "everything has a place." During this experience, the children will also build fine and gross motor skills and practice working together.
- Dump the entire container of blocks on the floor and look upset. As children notice, share that you accidentally spilled all the blocks on the floor. Say something like, "Oh, well. I think I will just leave the blocks all over the floor. I think that would be OK. What do you think?" Hopefully, at least one child will share that he/she does not think that is OK. This opens the door to talk about why leaving toys all of the floor is a bad idea.
- Next, introduce the game, "Speedy Clean Up." Show the children the stopwatch or the stopwatch feature on your phone. Explain how a stopwatch works and then introduce the game. Share that you are going to time the children to see how long it takes them to put the blocks back in the container. When you say, "Go!", start timing them. Show them the stopwatch so they can see how many seconds (or minutes) it took. This is a meaningful way of exposing the children to larger numerals. Then, challenge them to do it faster! Have the children dump out the blocks and repeat the process. Continue for as long as the children show interest.
- **EXTENSION:** Teach the children the rhyme, "Everything Has a Place" (p. 32). Recite this chant every day during clean up time. Once the children know the words, they can recite it as well. You may also want to share this song with parents/guardians so they can use it at home.

Today's Vocabulary

Use some of these words in conversations with children today!

clean up **responsibility**

care **handle** **find**



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

- *Using words such as those above during daily activities.*
- *Describing items and where they go while playing the game, "Where Does It Go?" (p. 21).*
- *Talking with children as they create their own box bookshelves (p. 21).*

Questions to Spur Thinking

- *Why isn't it a good idea to let these blocks lay all over the floor?*
- *What would happen if you never picked up the toys?*
- *How many seconds do you think it is going to take you to put all of the blocks in the container?*
- *What could you do differently to pick them up even faster the next time?*
- *Why is it important to put things back where they belong after using them?*
- *Who picks up your toys at your house?*



Where Does It Go?

(Toddlers–4 years, 🖐️ ❤️ 😊 🕒 ? 🗨️)

Materials:

Assortment of toys, books, etc. in a pillowcase

- This experience will challenge children to practice putting things away where they belong while participating in a group game. Because you will be using the items and pillowcase as a Feelie Bag, the children will be engaging their senses as well.
- Sit on the floor with the pillowcase containing items. Peek in the bag and look excited. As children become curious, invite them to join you. Explain that you have some things in the bag that need to be put away. But first, the children must figure out what they are! Invite the children to take turns reaching into the pillowcase, touching an item and describing what they believe it is. Then, they can remove the item from the pillowcase and put it where it belongs in the room. Repeat until the pillowcase is empty. Adapt and modify as needed.
- Toddlers/Twos/Threes: This game may work best if you pair more advanced children with younger ones. Also keep in mind that children in this group may not want to put away the items they pull from the pillowcase...which is OK! When they are done playing with them, then you can help them put it away.
- Fours/Advanced Preschoolers: These children should be pretty good at guessing what each item is. Additionally, they can “help” younger children put their items away IF they are willing to do so. This gives these children the opportunity to assume a leadership role.

Blocks in the Box

(Infants, 🗨️ ❤️ 🕒 😊 🖐️)

Materials:

Box and infant-safe blocks (e.g., not a choking hazard or very heavy)

- Let’s face it...infants generally love to dump things out and put things in. This experience invites infants to do just that as they play with blocks. Not only does this experience challenge infants to build fine motor control, it opens the door for you to expose them to the opposites *in* and *out*.
- Sit on the floor and hold the infant in your lap or have him/her sit beside you (if developmentally appropriate). Show the infant the box of blocks. Dump the box out and watch to see what the infant does. Pick up a block and put it in the box. Does the infant mimic you? If not, that’s OK! You can keep putting blocks into the box, describing your actions while doing so. Continue to play with the box and the blocks for as long as the infant shows interest.

DAY 9 - Center/Small Group Activities

Questions to Spur Thinking

- What do you think you are touching?
 - Where does a (name of item) belong?
-
- Tell me about your bookcase.
 - How many books do you think it will hold?
 - Why do you think it is important to put books away when you finish reading them?

A Place for My Books

(Toddlers–4 years, 🖐️ ❤️ ✂️ 🕒 ? 😊 🗨️)

Materials:

- Each child’s cardboard box with flaps removed (sent in from home)
- Crayons/markers, child-safe scissors
- Assorted art/collage materials, gluesticks/glue

- This experience invites children to use a recyclable material (cardboard box) for a new purpose. At the same time, children can express their ideas creatively as transform plain cardboard boxes into bookshelves. In the process, the children will build fine motor control, explore using art materials and share ideas with others.
- Let’s make bookshelves! Invite children to turn their cardboard boxes on their sides. The children can decorate the outside of their boxes as desired. Just make sure they do not glue anything on what will be the bottom or the box may not sit flat. As the children work on their box bookshelves, invite those who are more verbal to name some of the books they have at home they plan to put in their bookshelves.
- Advanced Preschoolers: These children can name some of the books they have at home that they plan to put in their bookshelves. They can also talk about why it is important to put books away after reading them. Additionally, challenge these children to estimate the number of books they think their shelves will hold.

Your Own Activities

DAY 10

Theme: Let's Make a Mess

Today's Focus: Let's Get Messy Day!

Developmental Areas Addressed Today:



Be Safe!

Even child-safe scissors can be trouble in unsupervised hands. Make sure to store all scissors out of the reach of little ones when not in use and/or supervised.

Teaching Tip of the Day

Helping young children identify emotions is a step toward helping them build self-regulation skills. By labeling these emotions for children, you are helping them give words to their feelings.

Transition Time

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

Exploring Together: More Messy Fun!

(all ages,        

Materials:

- Fingerpaint (your choice of colors, sand, fingerpaint paper, damp sponge)
- Materials for the Experimentation Station (p. 19)
- Cleaning tools (e.g., toy vacuum, dust rags, dustpan and broom, etc.)
- Water table or container of water, **scrub brushes, sponges, rocks/stones** (large enough not to be a choking hazard)
- Today is a day to have fun getting messy! Pick and choose as many of the following experiences as you wish to do with the children. Be sure to add your own as well.
- **Sandy Fingerpaint** - Set out the materials listed above and invite those children who show interest to fingerpaint. As they paint, sprinkle sand into the paint. Talk about how the paint changes when the sand is added. Then, of course, have the children help clean up when they finish painting.
- **Experimentation Station** - Follow the directions on p. 19 to set up this area where children can make and test their own ideas and make a mess at the same time! Be sure to engage the children in back-and-forth conversations as they experiment. This is an excellent way for them to build both receptive and expressive language skills.
- **Let's Clean!** - Provide the children with assorted cleaning tools and invite them to clean. Be sure to not only describe their actions but also talk about why cleaning is so important.
- **Dirty Rocks/Clean Rocks** - Have the children wash, rub, and scrub dirty rocks to make them clean. This is an excellent sensory experience that also helps the children build fine motor control and challenges them to practice problem-solving skills.

Today's Vocabulary

Use some of these words in conversations with children today!

messy **clean** **dirty**
experiment **goop** **tools**



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 you make goop together (p. 23).*
- *Describing pictures as children work with the Dirty/Clean Teaching Tool (p. 23).*

Questions to Spur Thinking

- *How did the fingerpaint change when I added sand?*
- *Why is it important to wash your hands well after fingerpainting?*
- *Tell me about the mixture you are creating.*
- *Tell me about the cleaning tools you are using.*
- *Who cleans at your house?*
- *What did you do to clean the rock?*



DAY 10 - Center/Small Group Activities

Making Goop

(Toddlers–4 years, ♥ 😊 🙌 🧐 ? ⓘ 🗨)

Materials:

- 1 box of cornstarch, food coloring,** water, measuring cup, mixing bowl
- Goop is so easy to make and so much fun to play with! The trick is getting just the right amount of water. Generally, a ratio of 10 parts cornstarch to 1 part water works well. Experimenting to find just the right amount of water to add is what makes this experience such a great learning activity for children. They will need to share their ideas, test them to find out and, when the goop is ready, use their fine motor skills to play with it.
- Set out the materials and invite those children who show interest to make goop. Start by putting the box of cornstarch in a large mixing bowls. Invite the children to touch the cornstarch. How does it feel? Then, slowly add tinted water (if you want the goop to have a color) and have the children take turns mixing it in with their hands. It is going to be messy but that is what makes it fun! Keep adding water until goop forms! As the children play with the goop, encourage more verbal children to describe how it looks, feels, smells and maybe even sounds. This is an amazing sensory experience for little ones!
- Advanced Preschoolers: These children should be able to use language to share their predictions about how the cornstarch will change when water is added. They should also be able to describe the goop.

Questions to Spur Thinking

- How did the cornstarch change when water was added?

- How did you choose to sort (or group) the cards?

Dirty/Clean Card Fun

(Toddlers–4 years, 😊 🧐 ⓘ 🗨 ? 🙌 ♥)

Materials:

- Dirty/Clean Teaching Tool

- This experience will provide interested children with the opportunity to practice sorting and grouping while building language skills. As you interact with the children and engage them in conversations, you will have the opportunity to evaluate each child's ability to sort and group. Now would be a good time to record an anecdotal note about this skill.
- Set out the Dirty/Clean Teaching Tool and watch to see which children choose this experience. As children play with the cards, engage them in conversations. Some children may automatically match the cards while others may use them in different ways. Talking about what the children are doing helps you understand their thought processes. Adapt and modify as needed.
- Toddlers/Twos/Threes: These children will probably just enjoy playing with the cards. You can help them build an understanding of the opposites clean and dirty by describing the pictures on the cards.
- Fours/Advanced Preschoolers: As these children sort/group the cards, encourage them to describe what characteristics they are using to sort/group. This will challenge them to strengthen their language skills in a meaningful way.

Sing! Say!

(Infants, 🗨 😊 🧐 🎵 ♥)

Materials:

- None needed
- Rhymes and songs are excellent tools for helping infants build language and vocabulary skills. Reciting rhymes and singing songs repeatedly helps build exposure to language in a fun way.
- Hold the infant in your lap and sing some of their favorite songs or rhymes from this unit. You will find those songs and rhymes on pages 30-32. Have fun!

Your Own Activities

School-Age Activities

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

Take a Deep Breath...



Painting Can Be Messy

Materials:

- Drinking straws**
- Thinned paint in cups (2 or 3 colors)**, plastic spoons
- Large sheets of white paper

- There are so many ways to create art and a lot of them can be very messy! Blow painting is a fun way for school-age children to create art. It is also a type of art these children can do because they are well aware they should not suck up the paint. As children create using air, they will make and test predictions, explore what happens when colors mix and express their ideas through words and art.
- Set out the materials listed above and invite those children who show interest to guess how they are going to use them to create. Chances are good at least one of the children will suggest blow painting. Then, invite the children to use the paint and straws to create unique works of art. They can use plastic spoons to put small “puddles” of paint on their papers and then blow the paint with the straws. Be sure to engage the children in conversations about both their techniques for moving the paint as well as what happens when colors mix.

EXTEND FOR ANOTHER DAY: Blow painting is a fun way to create interesting designs. Provide different colors of paint on different days and invite the children to compare the paintings they create. Which are their favorites? Why do they like those best?

Questions to Spur Thinking

- *How do you think you are going to use these materials to create art?*
- *What happened when the (color) of paint mixed with the (color) of paint?*
- *What tools do we need to use to clean up after we finish with this experience?*

- *What do you like about working with chalk? What don't you like?*
- *What do you think you will see when you lift the (name of item)?*
- *Were your predictions correct?*
- *What do we need to do to clean up after this activity?*

Chalk Can Be Messy

Chalky Outlines



Materials:

- Chalk (assorted colors)**, **black or other dark-colored construction paper**, plastic lids, plastic blocks, plastic or paper cups, **cookie cutters**, etc.
- Paintbrushes

- Creating with chalk is almost always a messy experience! This opens the door for children to not only explore chalk as an art medium but also to practice washing hands and cleaning up. This experience will also challenge children to make and test predictions, share discoveries with others and build eye-hand coordination.
- Set out the materials listed above as well as any others you believe would enhance the activity. As children show interest, invite them to create chalky outlines. To do this, the children will place items (such as plastic lids, cookie cutters, blocks, etc.) on black or dark-colored construction paper and trace around them with colored chalk. Before they lift the items, the children should predict what they think they will see. Then, once they make their predictions, they can lift the items and compare their ideas to the actual results. The children can then take paintbrushes (dry) and brush the chalk lines with them. This will “blur” the lines and create unique results. After the children finish with the experience, they will need to clean up their hands, the work space and the items they traced.

EXTEND FOR ANOTHER DAY: This is a fun experience to offer for several days, using different items each time.

School-Age Activities

Making Paste



Making Things
Stick Can Be
Messy

Materials:

- Flour, puffed rice cereal, cornstarch, cornmeal, water
- Plastic bowls, spoons, measuring spoons
- Construction paper, paintbrushes

- This experience challenges school-age children to experiment! It also requires children to think creatively and then challenges them to test their ideas. At the same time, this is a unique sensory experience and one that also invites children to problem-solve.
- Set out the materials listed above. As children show interest, pose a challenge to the children...use the materials given to create a mixture that works like glue or paste.
- The children will need to experiment to find something that works! This will require patience and persistence. At the same time, the children will probably end up making several different mixtures which do not work well before they find one that does. This is definitely an experience where the process is much more important than the end product. Once the children find a mixture that works, they can write up the directions for how to make it so others can try.

EXTEND FOR SEVERAL DAYS: This experience can easily take more than one day. The children can experiment to find many different mixtures that work as glue or paste. Additionally, they may want to use their mixtures to glue paper to paper and then allow it to dry to make sure it works!

Questions to Spur Thinking

- *Why do people use glue or paste?*
- *What materials did you mix together to try to make glue/paste?*
- *How will you test to see if your mixture works?*
- *What happened when you used too much water?*

- *What happens to your fingers when you eat oranges?*
- *What other foods are sticky like oranges?*
- *What foods make your hands greasy when you eat them?*
- *How are the foods on your list like the foods on (child's name)? How are they different?*
- *What should you do after eating sticky or greasy foods?*

Foods Can Be
Messy

Messy Foods



Materials:

- White paper, crayons/markers/pencils, oranges* (sliced)

- School-age children already have a strong background knowledge of different types of foods. Today, they will use this background knowledge to talk, and write about, foods that are messy...particularly those that are sticky or greasy. This will provide the children with an opportunity to explore letters, letter sounds and words.
- Sit at a table with the orange slices and other materials. As children choose to join you, offer them orange slices to eat. As the children enjoy their orange slices, talk about this food. Is it a messy food to eat? Why? Is it sticky? Greasy? Invite the children to share their ideas. Then, after they finish eating the oranges, chances are good they will need to wash their hands. Why? Because they are sticky!
- Next, give each child two sheets of white paper. Help the children write the words *sticky* and *greasy* at the tops of their sheets of paper. Be sure to talk about the letters and sounds that make up these words. Then, have the children write the names of other sticky foods on the paper that says *sticky* and greasy foods on the paper that says *greasy*. They can add pictures as well. When their lists are complete, have the children compare them.

EXTEND FOR ANOTHER DAY: The children can continue adding to their lists as they think of more foods.

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

School-Age Activities

Mixin' Up Messes



Materials:

- Plastic bowls, plastic spoons
- Vinegar, lemon juice, water, baking soda, cornstarch, flour, sugar, salt, etc.**

- Experimenting can be messy but it is such an amazing way for children to learn. During this activity, you will invite the children to pretend to be scientists as they experiment to see if they can create reactions by mixing common household materials. The children will then have the opportunity to share their discoveries with others as they build background knowledge.
- Who wants to experiment? Because this activity is going to be messy, cover the work area with a plastic tablecloth or something similar. Then, set out all of the items you gathered ahead of time and invite the children to pretend to be scientists. They can mix different materials together to see if they can create a reaction. As the children do this, they can share their discoveries with their peers. This is an excellent way for them to build language skills.
- The children will need to practice persistence during this activity because sometimes their mixtures may react but other times they may not. This is all an important part of the process! Once the children finish experimenting, they will need to help clean up their mess. What tools will they use to help them?

EXTEND FOR ANOTHER DAY: The children will probably enjoy this experience and want to continue it for at least another day. Feel free to add different materials for mixing as well.

Experimenting
Can Be Messy

Questions to Spur Thinking

- *What materials did I gather?*
 - *What do scientists do when they experiment?*
 - *Why do you think experimenting can be messy?*
 - *What do you think is going to happen when you mix (material) with (material)?*
-
- *Why is it helpful to have things labeled when it is time to put things away?*
 - *Tell me about the label you are making.*
 - *How are you going to explain the labels to the younger children in our group?*

Cleaning Up is
Important

Making Clean Up Easy



Materials:

- Large blank index cards**, crayons/markers/colored pencils/pencils, **blue painter's tape**

- When labels are used to show children where materials and toys should be placed when put away, clean up time is much easier. This experience challenges school-age children to help you create labels for the toys and materials in your education space. As children do this, they will practice writing for a purpose and also assume a leadership role as they then explain the labels to younger children.
- Invite your school-age children to help you with an important tasks...making labels. Set out the index cards and other materials. Invite the children to make labels that contain both words and pictures for the toys and materials in your education space. For instance, if you have a shelf where puzzles are stored, a child could write the word *puzzles* on an index card and then draw a picture of a puzzle. The labels can then be attached to shelves, or bins, using blue tape. Just check to be sure that this type of tape will not hurt the surface. As the children create the labels, you may need to help with spelling. If the children are old enough, they could learn to use a dictionary (either printed or online) to help them find the spellings of the words they need.

EXTEND FOR ANOTHER DAY: This experience will more than likely take several days to complete. Once everything is labeled, challenge the school-age children to read the labels to younger ones and explain how they work.

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

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

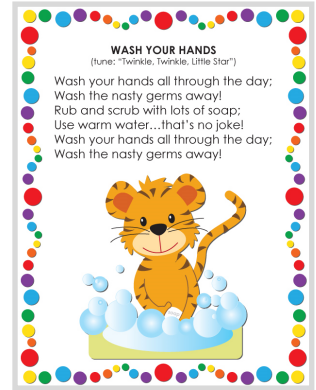
Make It! Sheet #3 – Wash Your Hands Poster Available in English & Spanish

You Will Need:

- Copy of the sheet for each child

What to Do:

- The purpose of this sheet is to help children remember the importance of washing hands. Additionally, as parents/caregivers sing this song with their children, they will help them build both language and vocabulary.
- Print out a copy of the sheet for each child. Point to the words as you sing the song for the children. Then, post a copy of this song near the area where the children wash hands and sing it each time they wash. Send home each child's copy and be sure to explain to parents/caregivers how they use this at home to reinforce the importance of washing hands. They may even want to post the copy of the sheet near their sink!



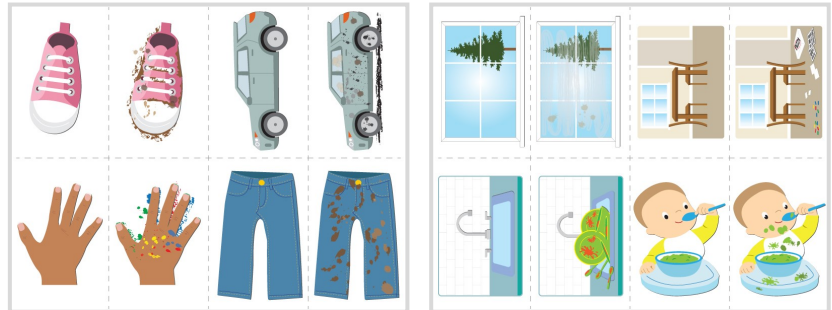
Make It! Sheets #4 – Dirty & Clean Cards

You Will Need:

- Copies of both sheets for each child
- Child-safe scissors
- Envelope or zipper-top bag per child
- Crayons/markers

What to Do:

- The purpose of these sheets is to help children practice sorting and grouping skills with their parents/caregivers at home. This material is exactly the same as the one used as the Teaching Tool.
- To begin, give each child a copy of both sheets and have him/her cut the sheets apart by following the dotted lines. The children can then sort the cards into two groups...dirty and clean. They can also match the cards by putting the dirty/clean cards that go together in a pair. There are many ways they can use this material! Be sure to share with parents/caregivers how they may want to continue to use this material when it comes home. Store each child's cards in either an envelope or zipper-top bag.
- **HELPFUL TIP:** Have each child use a different color marker to make a dot on the back of his/her cards. This will make returning "lost" cards to the owner a lot easier!



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 books in your program before sending home to help families enhance literacy skills.



Experiences for Older Preschoolers: School Readiness

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

Letter Recognition, Beginning Sounds and Creative Writing:

❑ **Dirty/Clean Dishwasher Sign:** Making a sign for the dishwasher that shows whether the dishes inside are clean or dirty can be very helpful! It is also a great way for young children to practice writing that has a purpose. For this activity, each child will need either a piece of paper or a large blank index card. To begin, print the words *dirty* and *clean* on a sheet of paper as the children watch. Encourage them to identify each letter as you write it. Then, talk about dishwashers. What chore do dishwashers help people do? Encourage the children to share. Then, explain that sometimes, it can be difficult for people to remember whether or not they ran the dishwasher and whether the dishes inside are clean or dirty. A simple sign can help with this! Invite the children to make dirty/clean dishwasher signs by printing the words *dirty* and *clean* on opposite sides of either a sheet of paper or blank index card. The children can decorate their signs as well. Then, they can take them home and use tape (safe for the surface of the dishwasher) to attach it to the dishwasher.

❑ **It Starts With...:** As you introduce each new vocabulary word, print it on paper and have children identify the beginning letter and sound. Can children list other words that begin with the same letter and sound?

❑ **Washing Hands Step-by-Step Posters:** This experience will not only help children practice writing skills, it will also challenge them to remember a sequence of events. In this case, that sequence is related to washing hands. First, have the children go to the sink to wash their hands. Talk about what they do first, second, third, etc. Then, invite the children to create posters that show the steps people should remember when washing their hands. They will write these steps as a list. Then, they can illustrate each step. As the children create their posters, be sure to talk about letter names, letter sounds, words and sentences. This would be a great time to talk about punctuation as well! When the posters are complete, the children can take them home and display them near the sink in their home where people wash their hands.



Fractions:

❑ **Sticky, Yummy Fractions:** Fractions may seem like an advanced mathematical concept for children but they do not need to be when introduced through a meaningful hands-on experience. This activity uses food (and eating) to expose children to both $\frac{1}{2}$ and $\frac{1}{4}$. You will need English muffins and your choice of toppings such as peanut butter, almond butter, jam, jelly or even honey. To begin, have the children help toast the English muffins. Be sure to talk about how the muffins change while in the toaster. Then, invite each child to spread his/her choice of topping on the English muffin. Next, use a pizza cutter or knife to help each child cut his/her English muffin in half. How many pieces does he/she have now? Have the children count. Use this to introduce the fraction of $\frac{1}{2}$. Print this fraction on paper so the children can see what it looks like. Then, cut the halves into quarters. Now how many pieces does each child have? Use this to introduce $\frac{1}{4}$. Again, print this fraction on paper so the children can see what it looks like. Then, invite the children to eat their sticky, yummy fractions!

Learning Indicators Addressed By Activity

	Exploring Together	Small Group	Small Group	Infant
DAY 1	Clean It Up! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, PD2, PD5, SS1, SS2	Sweep It Up LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, PD2, PD5, SS1	Recycle It! LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, LR1, LR2, MK6, CA3, PD2, PD5, SS1, SS3	Cleaning Up LD1, LD2, SE1, SE4, AL1, SK1, LR1, MK3, PD5
DAY 2	Messy, Messy Art LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, CA4, SS2, PD5	Water and Paint LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, MK6, CA3, PD2, PD5	Inventing Painting Tools LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, MK6, LR1, LR2, CA3, PD5	I Am a Painter LD1, LD2, SE1, SE4, AL1, SK1, CA3, PD5
DAY 3	Chalk It Up! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, CA3, MK1, MK2, PD2, PD5	Creating with Chalk LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LK2, LK3, LK4, LK5, LR1, MK6, CA3, PD5	Keeping My Hands Clean LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD2, PD5	Chalk Bundles LD1, LD2, SE1, SE4, AL1, SK1, CA3, PD5
DAY 4	That's Sticky LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, CA3, PD2, PD5, SS1	Colorful Glue Designs LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA3, PD2, PD5	Put the Cap on the Gluestick LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, CA1, PD2, PD5	Sticky but Fun LD1, LD2, SE1, SE4, AL1, SK1, CA3, PD5
DAY 5	Kitchen Messes LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, PD2, PD5, SS1	Making Muffins LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LR1, MK1, MK2, MK5, PD2, PD5, SS1	Writing in Bread Crumbs & Cornstarch LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, MK6, PD2, PD5	Cornstarch & Water Fun LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 6	Dirty, Sandy & Fun LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, CA1, LR1, PD5	Sand Shakers LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA1, CA2, PD2, PD4, PD5	Dirty or Clean? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, MK6, PD5	Damp Sandy Fun LD1, LD2, SE1, SE4, AL1, SK1, PD5
DAY 7	Stay Out of the Mud LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, CA1, CA2, PD4, PD5	Making Mud Mixtures LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, PD2, PD5	My Muddy Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD2, PD5, SS1, SS2	Squishy Mud LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 8	Messy Scientists LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LR1, MK1, MK2, MK5, PD2, PD4, PD5	Experimentation Station LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, MK1, MK2, MK5, MK6, PD5	A Messy Explosion LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, PD5	Tummy Time LD1, LD2, SE1, SE4, AL1, AL2, SK1, PD4
DAY 9	Cleaning Up LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, LR2, MK1, MK2, MK5, PD4, PD5, SS1	Where Does It Go? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, PD2, PD5	A Place for My Books LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, MK1, MK2, CA3, PD5	Blocks in the Box LD1, LD2, SE1, SE4, AL1, SK1, PD5
DAY 10	More Messy Fun! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, CA3, CA4, PD2, PD5, SS1	Making Goop LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, MK1, MK2, PD2, PD5	Dirty/Clean Card Fun LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK6, PD5	Sing! Say! LD1, LD2, SE1, SE4, AL1, SK1, CA1

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

School-Age Experiences

Take a Deep Breath... LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD2, PD5	Making Paste LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, PD5	Mixin' Up Messes LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, PD2, PD5
Chalky Outlines LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA3, PD2, PD5	Messy Foods LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, MK6, PD5	Making Clean Up Easy LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, PD2, PD5

Book List

Here is a list of books that compliment our unit, "Let's Make a Mess"

The Adventures of Bobo and Muffy: Messy Mess! by Jerrina Dixon

The Berenstain Bears and the Messy Room by Stan and Jan Berenstain

Bloom by Doreen Cronin

Clean-Up Time by Elizabet Verdick

Crazy Concoctions: A Mad Scientist's Guide to Messy Mixtures by Jordan D. Brown

Dog's Colorful Day by Emma Dodd

Edward Gets Messy by Rita Meade

Five Little Monkeys Bake a Birthday Cake by Eileen Christelow

Franklin is Messy by Paulette Bourgeois

Grimelda: The Very Messy Witch by Diana Murray

I Love to Keep My Room Clean by Shelley Admont

If You Give a Moose a Muffin by Laura Numeroff

Jasper and Joop by Olivier Dunrea

Marley: Messy Dog by John Grogan

Messy Bessy by Patricia C. McKissack

Messy Larry by David J. Perri

Messy Penny by Roopa Weber

Mr. Messy by Roger Hargreaves

Too Many Toys by David Shannon

What the Dinosaurs Did Last Night: A Very Messy Adventure by Refe Tuma

CARRIE IS A CUSTODIAN

(tune: "Mary Had a Little Lamb")

Camille is a custodian,
 Custodian, custodian.
 Camille is a custodian,
 She keeps our buildings clean.

Camille uses a broom to sweep,
 Broom to sweep,
 Broom to sweep.
 Camille uses a broom to sweep,
 In her job each day.
(children pretend to sweep)

Camille uses a vacuum,
 A vacuum, a vacuum.
 Camille uses a vacuum,
 In her job each day.
(children pretend to push vacuums)

Camille uses a mop and bucket,
 Mop and bucket,
 Mop and bucket.
 Camille uses a mop and bucket,
 In her job each day.
(children pretend to mop)

Camille empties out the trash,
 Out the trash, out the trash.
 Camille empties out the trash,
 In her job each day.
(children pretend to take out trash)

Camille works hard every day,
 Every day, every day.
 Camille works hard every day,
 To keep our buildings clean!

PAINTING IS SUCH FUN
(tune: "The Farmer in the Dell")

Painting is such fun!
Painting is such fun!
There are many paints to use.
Painting is such fun!

Just dip your brush in so.
Just dip your brush in so.
Choose the color that you need.
Just dip your brush in so.

Now brush it on the paper.
Now brush it on the paper.
Move it just the way you want.
Now brush it on the paper.

It is so beautiful!
It is so beautiful!
Give it a great big "thumbs up,"
It is so beautiful.

And when you're done...clean up!
And when you're done...clean up!
Wash your brushes very well.
And when you're done...clean up!

PUT THE CAP ON THE GLUESTICK
(tune: "If You're Happy and You Know It")

Put the cap on the gluestick...
Just like this.
Put the cap on the gluestick...
Just like this.
Push it on with all your might
So you make sure it is tight.
Put the cap on the gluestick...
Just like this.

BUBBLE SOLUTION RECIPE

- 1 cup liquid dish detergent
- 2 cups water
- 4 Tbsp. glycerin (purchase at drugstore)
- 1 tsp. sugar

Mix ingredients together and store in an airtight container.

Teaching Tool

1. Print the sheets from the Teaching Tool file.
2. Cut the sheets apart where indicated. Mount each picture to a large index card or other sturdy paper.
3. This Teaching Guide will provide you with details on when, and how, to use this material.



APPLE & OAT MUFFINS

- 2 cups of apples...peeled & shredded (use a food processor or grater)
- 1 1/2 cups whole grain flour
- 1 cup of quick cooking oats
- 2/3 cup brown sugar
- 1 1/2 tsp. baking powder
- 1/2 tsp. baking soda
- 1/2 tsp. salt
- 1/2 tsp. cinnamon
- 1/4 cup milk
- 2 Tbsp. cooking oil
- 1 tsp. vanilla extract
- 1 cup vanilla yogurt
- 1/4 cup pasteurized egg product

Heat the oven to 400 degrees. Then, mix all of the dry ingredients together in a large bowl. In another bowl, mix all of the wet ingredients (except the apples) together. Then, slowly mix the wet ingredients into the dry ones. Last, add the apples and mix well. Use cupcake liners to line muffin tins OR spray with nonstick cooking spray. Fill the muffin cups about 2/3 full and bake for about 20 minutes. Test with a toothpick to see if they are cooked through before removing from the oven. Cool before serving.

DIGGING, DIGGING

(tune: "Are You Sleeping?")

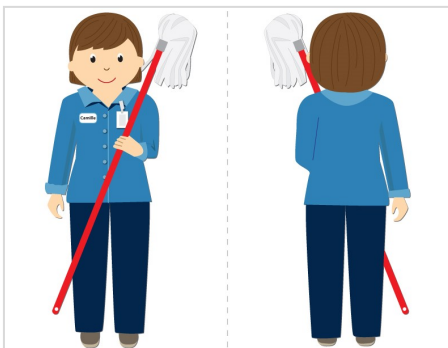
Digging, digging,
Digging, digging,
In the dirt,
In the dirt.
Shovels help you dig,
A hole that is big,
In the dirt,
In the dirt.

Digging, digging,
Digging, digging,
In the sand,
In the sand.
Shovels help you dig,
A hole that is big,
In the sand,
In the sand.

After digging,
After digging,
Wash your hands,
Wash your hands.
Make sure you use soap,
Scrub and rub...not joke.
Wash your hands,
Wash your hands.

Camille the Custodian Puppet Preparation Directions

1. Print the page with the puppet from the separate file.
2. Fold on dotted line and tape on the top and side to make a pocket puppet.



EVERYTHING HAS A PLACE

Everything, everything, has a place.
Everything, everything, has a space.
Pick it up, pick it up, that's the way.
Put it in the right spot then shout, "Hooray!"
Everything, everything, has a place.
Everything, everything, has a space.