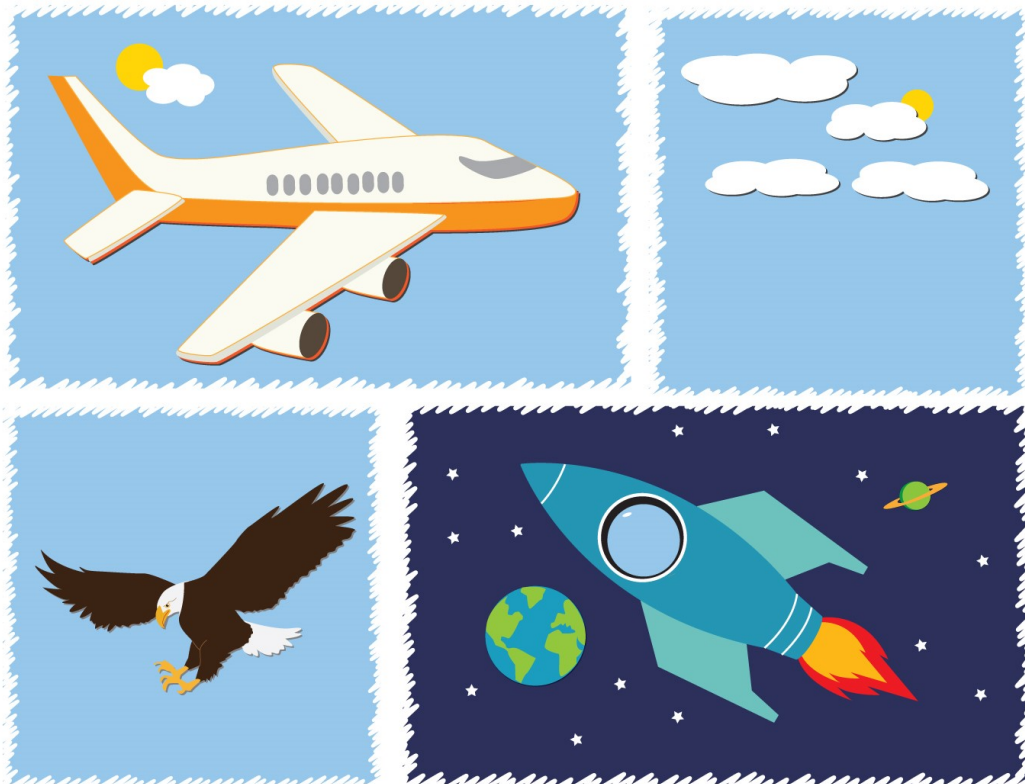


Look Up!



Growing. Playing. Learning.



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

Get Ready!

Ask families to collect, and send in, cardboard milk or juice cartons for the children to use to make birdhouses on DAY 5. Collect some yourself as well. See Materials List for other things to collect/prep.

“Look up there!” is something you will say frequently during our next unit, “Look Up!” During this unit, the children will learn more about just a few of the many amazing things in our world that can fly. From airplanes to bats to woodpeckers, the children are going to learn a great deal about winged things. As you explore this unit, be sure to incorporate other living things in your part of the world that can fly. For instance, if you live near the beach, you may want to talk about gulls. If you live in a forested area, maybe owls would be a great animal to add. Make this unit your own!

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, including those children who are DLL/ELL or have disabilities/challenges. Be sure to use the Individualization Web, Customized/Individualized Lesson Planning Sheet and Connecting the Dots component to help you achieve this goal.

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

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Program Symbols for Developmental Areas

 = Language Development

 = Social Studies Knowledge

 = Literacy Knowledge

 = Social & Emotional Development

 = Math Knowledge

 = Music & Creative Arts

 = Science Knowledge

 = Physical Development & Health

 = Logic & Reasoning

 = Approaches to Learning

Get Moving!

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



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



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

2 Week/10 Day Planning Grid

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



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>Exploring Together: Look Who Flew In (p.4)</p> <p>Center/Small Group: What Do You See? (p.5)</p> <p>Center/Small Group: Fluffy Cloud Art (p. 5)</p> <p>Infants: Flying Look Up! (p. 5)</p>	<p>Exploring Together: Time for Take Off! (p. 6)</p> <p>Center/Small Group: Off We Go! (p. 7)</p> <p>Center/Small Group: How Far Will It Fly? (p. 7)</p> <p>Infants: Airplanes Flying (p. 7)</p>	<p>Exploring Together: Spinning 'Round (p. 8)</p> <p>Center/Small Group: Paper Helicopter Fun (p. 9)</p> <p>Center/Small Group: Landing Pads & Strips (p. 9)</p> <p>Infants: Turn the Page (p. 9)</p>	<p>Exploring Together: Up in Outer Space (p. 10)</p> <p>Center/Small Group: Our Rocket (p. 11)</p> <p>Center/Small Group: Rocket Engineers (p. 11)</p> <p>Infants: Star Art (p.11)</p>	<p>Exploring Together: Flap Those Wings! (p. 12)</p> <p>Center/Small Group: Binoculars & Nest Builders (p. 13)</p> <p>Center/Small Group: Feathery Fun Art (p. 13)</p> <p>Infants: See the Little Birdies (p. 13)</p>
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>Exploring Together: A Noisy Bird (p. 14)</p> <p>Center/Small Group: Tap, Tap...Tap, Tap, Tap (p. 15)</p> <p>Center/Small Group: "Pecking" Holes (p. 15)</p> <p>Infants: Tapping Tummy Time (p.15)</p>	<p>Exploring Together: Soaring Like an Eagle (p. 16)</p> <p>Center/Small Group: Tongs for Talons (p. 17)</p> <p>Center/Small Group: Flying High. Flying Low. (p. 17)</p> <p>Infants: Eaglet in the Nest (p. 17)</p>	<p>Exploring Together: Night Flight (p. 18)</p> <p>Center/Small Group: A Bat Snack (p. 19)</p> <p>Center/Small Group: Bats in Flight...What a Sight! (p. 19)</p> <p>Infants: Catch the Bat (p.19)</p>	<p>Exploring Together: Can You Make It Fly? (p. 20)</p> <p>Center/Small Group: Cups, Bowls and Balls (p. 21)</p> <p>Center/Small Group: Watch It Fly! (p. 21)</p> <p>Infants: The Ball Bounces Up (p.21)</p>	<p>Exploring Together: Up, Up and Away Day! (p. 22)</p> <p>Center/Small Group: Edible Airplanes (p. 23)</p> <p>Center/Small Group: Reading to Learn (p. 23)</p> <p>Infants: One More Time (p. 23)</p>

School-Age Activities:

If I Were a Pilot... (p. 24)

Watch It Go! (p. 24)

Watch and Record (p. 25)

Pecking Holes (p. 25)

As Wide As an Eagle's Wings (p. 26)

Hold It Down (p. 26)

DAY 1

Unit: Look Up!

Today's Focus: What is Up in the Sky?

Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure to have your sick child policies in writing. You may even want to consider posting them near the sign in/sign out sheet.

Teaching Tip of the Day

Rotate toys! It is a great way for old toys to seem new again without spending any money.

Transition Time

Have the children pretend to be pilots flying airplanes as they move from activity to activity today.

Get Moving!

Exploring Together: Look Who Flew In

(all ages,         

Materials:

- Patty the Pilot puppet and prop, prepared** - You can find preparation directions for the puppet on p. 32.
- Our new puppet friend, Patty the Pilot, is sure to be a big hit with the children! Many young children are fascinated with airplanes and how they fly. If any of the children in your group have had the opportunity to fly on a plane, be sure to invite them to share their experiences with others. This is an excellent way for them to build expressive language skills. An action song brings more literacy as well as gross motor skills into the experience as well.
- Put Patty inside the airplane prop and “fly” her around the room. As children notice, invite them to follow Patty as she flies. Then, have Patty land where you hold your Exploring Together experiences. Invite the children to share what type of career they believe Patty has. Help them figure out that Patty is a pilot. Challenge more verbal children to share what they know about pilots as well as their experiences with airplanes. Use these discussions to introduce the unit, “Look Up!”
- Next, teach the children the song, “Patty the Pilot” (p. 30) and invite them to pretend to be pilots flying up in the sky as you sing. After singing the song several times, invite the children to continue flying around the room. Engage the children in conversations about what they see when “flying” up in the sky. Do they see clouds? The sun? Birds? Other airplanes? As the children share, they will build key receptive and expressive language skills as well as vocabulary.
- EXTENSION:** Today during outdoor play time, encourage the children to look up into the sky to see if they spot any airplanes flying up high. Just remind the children to never look directly at the sun.

Today's Vocabulary

Use some of these words in conversations with children today!

pilot fly take off
clouds sky sun

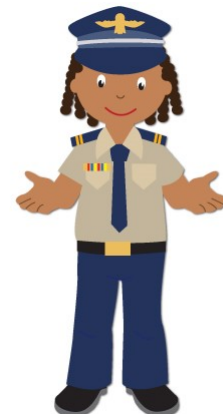


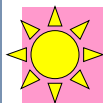
As younger children participate in activities today, model language by...

- Using words such as **pilot, fly, take off, clouds, sky** and **sun** as children complete activities.
- Talking with children about what they see as they watch clouds float across the sky (p. 5).
- Encouraging children to describe their cloud art to you as they create (p. 5).

Questions to Spur Thinking

- What do you know about airline pilots?
- What would you like to learn?
- How long do you think it takes to learn how to fly an airplane?
- If you were a pilot, where would you fly?
- Why would you go there?
- What do you think you would like best about being an airline pilot?
- What wouldn't you like?





What Do You See?

(Toddlers–4 years, 🗣️ 😊 🕯️ ? ❤️ 💬)

Materials:

None needed

- This experience is designed to help young children build both expressive and receptive language skills. As the children look at clouds in the sky, they will also use their imaginations in two ways...1) to share what they think the clouds look like and 2) to express what they think it would be like to ride on a cloud. Because children with different developmental levels will approach this experience differently, we are providing levels.
- If the weather is nice, take the children outdoors for this experience. If not, position the children near a window where they can see the sky. Talk with the children about what they see up in the sky. Focus on the clouds. Encourage more verbal children to share what they think the clouds look like as well as what they believe it would be like to ride on a cloud.
- Toddlers/Twos/Threes: These children can point to the clouds they see up in the sky. Describe the clouds the children point to, noting any interesting shapes you see. In addition, talk about what you think it would be like to ride on a cloud as a way of helping this group build receptive language skills and future vocabulary. For ELL/DLL learners, be sure to say the word *cloud* in both English and their home languages.
- Fours/Advanced Preschoolers: These children should be able to describe what they think the clouds look like as well as what they think it would be like to ride on a cloud. You may even want to follow-up this experience with an opportunity for these children to draw pictures of the clouds the saw in the sky.

Flying Look Up!

(Infants, 🗣️ 🕯️ 😊 🎵 ❤️)

Materials:

None needed

- Action songs are fun for infants and wonderful for building language and future vocabulary in a fun way. In addition, they help infants connect spoken words with actions.
- Hold the infant across your arms and sing the following song as you pretend to make the infant “fly.”

YOU ARE FLYING
(tune, “Clementine”)

You are flying, you are flying,
You are flying in the sky.
Way up high where clouds are floating;
You are flying in the sky.

DAY 1 - Center/Small Group Activities

Questions to Spur Thinking

- *What do the clouds look like to you?*
 - *What do you think it would be like to ride on a cloud?*
-
- *Tell me about the cloud art you made.*
 - *What do you think a real cloud would feel like?*

Fluffy Cloud Art

(Toddlers–4 years, 🗣️ 😊 ? 🖌️ 🗣️ 🕯️ 🕯️ 🕯️ ❤️)

Materials:

- Cotton balls**
- Glue in shallow dishes + old paintbrushes OR pieces of sponge clipped in clothespins
- Large sheets of blue construction paper

- This open-ended art activity will not only invite children to share their ideas creatively, it will also help them build fine motor control as they use their senses. More advanced children can then dictate to describe their art which adds an element of literacy as well. Because different ages will approach this experience differently, we are providing levels.
- Toddlers/Twos/Threes: These children can use old paintbrushes or sponge pieces clipped in clothespins to “paint” glue all over the blue construction paper. Then, they can simply place or drop cotton balls in the wet glue. As the children create, talk with them about clouds and how you see them up in the sky.
- Fours/Advanced Preschoolers: These children will probably choose many different ways to use the cotton balls and glue to create fluffy cloud art. For instance, a child might choose to use glue and cotton balls to create a cat-shaped cloud. Other children may choose to simply glue the cotton balls in a random fashion. Anything they choose to do is OK! Remember... art is all about the process and not the end product. After these children finish their art, have them dictate information about their cloud creations for you to write on their art. Take time to talk about letter names, letter sounds, words and sentences as you do so.

Your Own Activities

DAY 2

Unit: Look Up!

Today's Focus: Airplanes Fly in the Sky

Developmental Areas Addressed Today:



Be Healthy & Safe!

Dry cereal is a great snack for children provided it is not the sugary variety. Picking up cereal pieces also helps build eye-hand coordination and fine motor skills.

Teaching Tip of the Day

All children develop differently. Try not to compare children to one another...even siblings.

Transition Time

Have the children pretend to fly airplanes or jets as they move from activity to activity today.

Get Moving!

Exploring Together: Time for Take Off!

(all ages,         

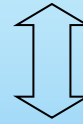
Materials:

- Airplane vocabulary card(s)** - Use the directions on p. 32 to help you prepare the Flying Teaching Tool. It is your choice whether to use the English, Spanish or both with the children.
 - Patty the Pilot puppet and airplane prop
 - Access to a computer/tablet**
- Today the children will continue to explore airplanes. Many children probably have had some experience with airplanes and some may even have traveled by plane. Make sure to build upon the children's existing knowledge as you conduct this experience. An action song will challenge children to participate in dramatic play as they build gross motor, language and listening skills.
 - Bring up a world map image on the computer or tablet (Google Images is a good resource). Have Patty the Pilot nearby in her airplane. As children notice, invite them to look at the world map. What do they know about maps? See if any of the children know that the blue sections indicate water and the others, land. Then, pick a place on the map that is far away from where you live. Ask the children how they think they could get to that location. Help them figure out that the easiest and fastest way to get there would be to fly in an airplane. Show the children the airplane vocabulary card(s) and invite them to share what they know about this type of transportation. Have those children who are more verbal point out, and name, the parts of the airplane as well.
 - Next, teach the children the action song, "Let's Go Flying in a Plane" (p. 30). As you sing the song, the children can pretend to be flying in an airplane. This song is similar in nature to, "The Wheels on the Bus" so feel free to have the children suggest additional actions to add to the song if they would like. Then, after singing, invite each child to share where he/she would like to fly in an airplane.

Today's Vocabulary

Use some of these words in conversations with children today!

airplane **land** **travel**
wings **engine** **take off**



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 pretend to take an airplane ride (p. 7).*
- *Challenging children to predict how far they believe their paper airplanes will fly and then helping them measure the distance (p. 7).*

Questions to Spur Thinking

- *How do you think we could get from where we are to (name of place)?*
- *How would we get over all of that water?*
- *How long do you think it would take to fly to (name of place) from here?*
- *What do you think would be the best part about flying in an airplane?*
- *Is there any part you do not think you would like? Why don't you think you would like that part?*



Off We Go!

(Toddlers–4 years,        )

Materials:

- Child-sized chairs + 2 larger chairs (for pilot/co-pilot)
- Props to role-play flying in an airplane** (e.g., suitcases, backpacks, trays, play food, old cameras, travel magazines/brochures, etc.)
- Dramatic play is an excellent way for children to show what they know while engaging with others. Just keep in mind that Toddlers/Twos and many Threes may not be developmentally ready to assume “roles” yet but they can still participate in their own ways. In the process of pretending, all children will develop language skills (both receptive and expressive) while sharing ideas through creative play.
- Set out the materials listed above as well as any others you believe the children may enjoy using. Have the children help arrange the chairs so they resemble those in an airplane. Put the two larger chairs at the front for the pilot and co-pilot.
- As the children use the props to pretend to go on an airplane ride, be sure to engage those children who are more verbal in conversations by asking plenty of questions and describing their actions.
- **Advanced Preschoolers:** These children will more than likely assume a leadership role during this activity. In addition, they may think of materials they want to use to enhance their play. If these materials are available, help the children locate them.

Airplanes Flying

(Infants,    )

Materials:

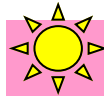
- Paper airplanes hanging above the diapering area** (make several paper airplanes and use short pieces of string or yarn to hang them above your diapering table)
- Hanging paper airplanes above the diapering area helps infants build eye strength as they track moment with their eyes. Adding a rhyme exposes infants to new language and vocabulary as well.
- Before you begin diapering, make the airplanes move. Then, chant the following as you change the infant’s diaper and watch to see if he/she tracks the moment of the planes.

Airplanes, airplanes,
Flying high.
Airplanes, airplanes,
In the sky.
Airplanes, airplanes,
Moving fast.
Airplanes, airplanes,
Zooming past!

DAY 2 - Center/Small Group Activities

Questions to Spur Thinking

- *Where are you traveling to on the airplane? How long is it going to take to get there?*
- *How far do you think your airplane will fly?*



How Far Will It Fly?

(Toddlers–4 years,       )

Materials:

- Paper airplane for each child** (make ahead of time)
- Measuring tape**, crayons/markers, tape, white paper
- This would be a great activity to take outdoors if you happen to have nice weather in your area today. If not, no worries. You can do this experience indoors instead. During the course of this activity, the children will make estimates, explore measuring and much more. Because different developmental levels will approach this experience differently, we are providing options.
- Set out the materials listed above. As children notice, invite each child to pick an airplane to decorate as desired with crayons/markers. As the children do this, engage them in conversations about airplanes. For instance, you might want to ask questions about where they would go on their paper airplane if it was a real airplane. Once decorated, continue with the option you feel will work best.
- **Toddlers/Twos/Threes:** This age group can just try to fly their planes without estimating distance. As each plane “flies,” talk about how far it went in general terms. This will expose the children to the concept of distance in a simple way. Also, be sure to connect the children’s actions to the reactions (e.g., when you toss/drop the plane, it moves in some way). This is a great way of exposing these children to cause & effect.
- **Fours/Advanced Preschoolers:** These children can make predictions about how far their airplanes will fly before they fly them. If desired, write down the children’s ideas on paper. Then, once the planes are thrown, have the children help use a measuring tape to see how far they actually went. Repeat several times. Do the paper airplanes go the same distance each time? As an extension, provide additional paper, tape, etc. that these children can use to construct, and test, their own planes.

Your Own Activities

DAY 3

Unit: Look Up!

Today's Focus: Helicopters Fly in the Sky
Developmental Areas Addressed Today:



Be Healthy & Safe!

Food allergies can be deadly. Make sure you know how to properly handle food allergies. Here is an excellent resource to help you: <http://www.foodallergy.org/allergens>

Teaching Tip of the Day

Read to the children EVERY day!

Transition Time

Have the children pretend to be helicopters as they move from activity to activity today.

Get Moving!

Exploring Together: Spinning 'Round

(all ages,        

Materials:

- Patty the Pilot puppet and airplane prop
- Helicopter vocabulary card(s)
- Toy helicopter** (if at all possible)

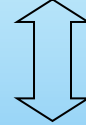
- Helicopters are truly fascinating! In today's world, many children have seen helicopters because television stations use them to capture the news and hospitals use them to transport patients. As you conduct this experience, be sure to build upon the children's existing knowledge. An action chant will help the children build literacy along with gross motor skills as they participate in this experience.
- If you have a toy helicopter, sit on the floor with Patty and make the rotor spin. As children show interest, invite them to join you. They can take turns making the rotor spin as well. If you do not have a toy helicopter, the children can look at the helicopter vocabulary card(s) instead. Invite the children to share what they know about helicopters as well as what they would like to learn. Through your discussions, help the children recognize that helicopters are machines that can fly in the sky. Include in your discussions the fact that police departments, hospitals and television stations all use helicopters. Encourage the children to talk about a time when they may have seen a helicopter in the sky.
- Next, introduce the chant, "Helicopter, Helicopter" (p. 30). As you say the words, encourage the children to participate in the actions as they pretend to be helicopters. Just make sure the children do not spin so fast that they get dizzy!
- EXTENSION: To help the children learn more about helicopters, show them a video such as this one that features many different helicopters: <https://www.youtube.com/watch?v=-XHnupCDM2A>

Today's Vocabulary

Use some of these words in conversations with children today!

helicopter **rotor**

spin **vertical** **emergency**



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

- Using words, such as those above, as children participate in the daily experiences.
- Describing what happens when the children toss the paper helicopters into the air (p. 9).
- Engaging children in conversations as they build helicopter pads or airplane landing strips with blocks p. 9).

Questions to Spur Thinking

- What do you know about helicopters?
- What would you like to learn?
- What part of a helicopter helps it lift off the ground?
- How does the rotor on a helicopter move?
- If you could spin as fast as the rotor on a helicopter, do you think you would be able to lift off the ground? Why or why not?
- What do you like best about helicopters?



Paper Helicopter Fun

(Toddlers–4 years, 😊 ❤️ 🖐️ ? 🗣️ 🗣️)

Materials:

- Prepared paper helicopters** - Use the printable and directions on p. 33 to help you make one for each child. If you have school-age children, they can help with this task!
- Experimenting is a wonderful way for children to explore cause and effect as they make predictions. Playing with paper helicopters invites children to do just that while building motor skills at the same time. In addition, as more verbal children share predictions, they will build expressive language skills while helping less verbal children build receptive language.
- Set out the prepared helicopters for the children to explore. Depending on your group, you might need to toss a helicopter to show the children how it works. As the children experiment with the helicopters, encourage those who are more verbal to predict how their helicopters will move as they fall before they throw them. Will each person's behave the same way? Then, as the children toss and watch their helicopters, encourage them to compare and contrast how they move. The children can also compare the paper helicopters to real ones. How is the motion the same? How is it different? Reinforce positional concepts as well.
- Advanced Preschoolers:** These children may want to use a blanket or even blocks to create a "landing pad" for their helicopters. Then, they can attempt to make their paper helicopters land on the target as they toss them. Is this task easy or difficult? Why do the children think this? Be sure to provide plenty of time for the children to experiment with their paper helicopters.

Turn the Page

(Infants - ❤️ 🖐️ 📖 🗣️ 😊 🗣️)

Materials:

- Books about airplanes and helicopters (use the Book List, p. 30 for suggestions)
- We've said it before and we'll say it again...reading to infants is VERY important. Even though it will be quite a while before these children share their ideas verbally, listening to you is how they build receptive language and vocabulary.
- Sit on the floor with the infant and put a few books near by. Watch to see which book seems to catch the infant's attention and then pick up that book to read. Talk about the illustration on the cover. Then, as you turn the pages and read the words, take time to talk about what you see in the pictures. Be sure to point to the pictures as you describe them. This helps infants make connections between spoken words and objects. If developmentally appropriate, you can have the infant turn the pages of the books as well.

DAY 3 - Center/Small Group Activities

Questions to Spur Thinking

- What happens when you toss your paper helicopter into the air? How is this like a real helicopter?
- What do you think would be more fun...flying in an airplane or flying in a helicopter? Why do you think that?

Landing Pads & Strips

(Toddlers–4 years, 🖐️ ? 🗣️ ❤️ 📖 🗣️ 😊)

Materials:

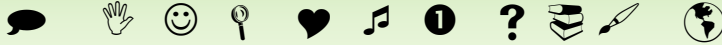
- Blocks + **blue painter's tape**
- Toy airplanes and helicopters**
- Paper or index cards, crayons/markers
- Building with blocks and pretend play are both very important experiences for young children for many reasons. During this type of play, children build expressive and receptive language skills as they share ideas with others. In addition, they practice problem-solving, build fine motor control and even eye-hand coordination.
- Set out the materials and watch to see which children choose this experience. As they do so, invite them to use the materials, along with any others they desire, to build helicopter landing pads or airport landing strips. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Threes:** This age group will probably just want to play with the toy helicopters and airplanes. You may want to build a landing pad or landing strip for them OR ask them to help you do so. As you interact with the children, be sure to describe the helicopters, airplanes and the children's actions.
- Fours/Advanced Preschoolers:** These children can use blocks and tape to build landing pads and landing strips. They may even want to make signs for their airports. The children can dictate what they would like their signs to say for you to write down. As you write, be sure to talk with them about letter names as well as words.

Your Own Activities

DAY 4

Unit: Look Up!

Today's Focus: Rockets, the Moon & Stars Are Up in the Sky
Developmental Areas Addressed Today:



Be Healthy & Safe!

Check fire extinguishers to make sure they are fully charged and ready to go.

Teaching Tip of the Day

Looking children directly in the eye when they are speaking models respect for others.



Transition Time

Have the children pretend to be rockets blasting off into space when moving from activity to activity today.

Get Moving!

Exploring Together: Up in Outer Space

(all ages,)

Materials:

- Rocket vocabulary card(s)
- Patty the Pilot puppet and airplane prop

- Rockets travel up, up, up on their way to outer space. This experience exposes children to this idea while also incorporating the concept that both the moon and stars are in outer space as well. This experience also invites children to build gross motor skills as they participate in a song that involves counting backward from 10 to 0. The EXTENSION below provides a link to a short video showing a rocket blasting off into space you may want to use to help children build background knowledge about this concept.
- Use Patty the Pilot in her airplane prop to invite interested children to join her. Once gathered, have Patty give the children clues about another type of transportation that goes even higher than her airplane. Can the children figure out that Patty is describing a rocket? Once the children figure it out, show them the rocket vocabulary card(s) and invite them to share what they know about rockets. For ELL/DLL children, be sure to say the word *rocket* in both English & their home languages. Also, ask plenty of questions to help the children share ideas and build knowledge.
- Next, sing the song, "Let's Blast Off" (p. 31) and invite the children to pretend they are rockets blasting off into outer space. Repeat several times. Once your more verbal children know the words, they can sing along with you. Continue for as long as the children show interest.
- EXTENSION:** Here is a short video of a rocket blasting off into outer space. You may choose to share this with the children to help them build background knowledge about how rockets look, and sound, when blasting off. This option is from NASA. The first 1-2 minutes will probably captivate the children! https://www.youtube.com/watch?v=UEuOpxOrA_0

Today's Vocabulary

Use some of these words in conversations with children today!

rocket **blast off** **moon**
stars **orbit** **planets**



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 build, and then ride in, a pretend rocket (p. 11)
- Engaging children in conversations as they create rocket props (p. 11).

Questions to Spur Thinking

- What do you know about rockets?
- What would you like to learn?
- How high do you think rockets can fly?
- What do you think you would see if you flew into outer space in a rocket?
- Why do you think they always count backwards from 10 when they launch a rocket?
- Where would you like to go on a rocket?





DAY 4 - Center/Small Group Activities

Our Rocket

(Toddlers–4 years, 🗨️ ❤️ 📌 📄 ? 🗣️ 🌍 😊 🖍️ 🖐️)

Materials:

- Folding table, blankets, sheets**
 - Cardboard boxes + recyclables** (e.g., milk jug lids, spools, etc.), glue, crayons/markers
- This experience challenges children to work together and show respect for each other's ideas as they work toward a common goal. At the same time, the children will need to use problem-solving skills and fine motor control. Once the children complete their "rocket," they will engage in dramatic play. Because different levels will approach this experience differently, we are providing levels.

- As soon as you set up the folding table, the children are sure to become curious! Invite them to use the materials you gathered, as well as others they choose, to transform the folding table into a rocket.

- **Toddlers/Twos:** These children will probably need help putting the blankets/sheets on the folding table. Once set up, they will more than likely just enjoy going in and out of the "rocket." Talk with them about traveling into space in a rocket as they play.

- **Threes/Fours/Advanced Preschoolers:** These children can use the materials to transform the table into a rocket. They can use glue to attach lids, spools, etc to the bottom or side of a cardboard box to create a control panel for their rocket. They may also want to use crayons/markers to add details and words to their control panel as well. As the children create, and then engage in dramatic play, be sure to ask plenty of open-ended questions! If the children pretend to blast off, they can also practice counting backwards.

Keep the rocket available for dramatic play throughout this unit if at all possible.

Questions to Spur Thinking

- *How did you build your rocket? Where are you going to travel to in your rocket?*

- *Tell me about your rocket.*

Rocket Engineers

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

Materials:

- Paper towel rolls or wrapping paper tubes**
 - Construction paper, aluminum foil, cardboard scraps
 - Markers/crayons, tape, gluesticks
 - OPTIONAL: star stickers
- Creating 3-dimensional art is a challenge for young children. Not only does it require fine motor control, it also requires children to create a picture in their mind of what they are going to create and then use 3-dimensional materials to do so. Keep this in mind as you engage with children during this experience. Your younger children (e.g., Toddlers/Twos and even Young Threes), will more than likely approach this activity in a totally different way than your older, more advanced children.
 - Set out the materials listed above and invite the children to use them freely to create their own rockets. For your younger children (**Toddlers/Twos/Young Threes**), this may simply mean scribbling with crayons/markers or nothing at all. Your more advanced children, however, can use tape, gluesticks and other materials to transform a simple paper towel roll or piece of wrapping paper tube into a rocket. As the children create, be sure to engage them in conversations, asking plenty of open-ended questions.
 - **Advanced Preschoolers:** These children may even want to give their rockets names. If so, you can help them write these names on the rolls/tubes and talk about letters while doing so. They can also practice counting backwards as they make their rockets blast off.

Star Art

(Infants, 🗨️ 🗣️ 🖍️ 😊 🖐️ ❤️)

Materials:

- Yellow fingerpaint, damp sponge, spoon, salt
 - Large sheet of fingerpaint paper cut into a star shape**
- This art experience not only invites infants to create a beautiful work of art, it also is an amazing sensory experience. Adding salt to the fingerpaint adds a different sensory element as well!
 - Use tape loops to attach a precut piece of fingerpaint paper to the infant's high chair tray. Then, dampen the paper and put on a spoonful of yellow fingerpaint. Describe the paint as well as the infant's actions as a way of building receptive language and future vocabulary. Then, as the infant move the paint around, sprinkle on some salt and talk about how the texture of the paint changes. Be sure to also describe how the infant reacts to the change. When dry, send home or display.

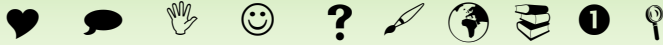
Your Own Activities

DAY 5

Unit: Look Up!

Today's Focus: Birds Fly Look Up!

Developmental Areas Addressed Today:



Be Healthy & Safe!

If you notice a child squinting, make sure to mention something to parents/caregivers. Vision problems can occur at any time.

Teaching Tip of the Day

Use mealtimes as learning times! Sit with the children and talk as they enjoy their food.

Transition Time

Have the children pretend to be birds as they fly from activity to activity today.

Get Moving!

Exploring Together: Flap Those Wings!

(all ages, 😊 🙌 ❤️ 🔍 ? 🖋️ 1 🗣️)

Materials:

- Patty the Pilot puppet and prop
- Cardinal and blue jay vocabulary cards + **images of common birds found in your area** (if desired...use Google Images to help you)
- OPTIONAL: **Child-safe binoculars**

- Today the children will explore birds as animals that can fly up into the sky. Most children are familiar with birds but may not know the names of specific species. The vocabulary cards for today, cardinal and blue jay, will introduce them to just two different types of birds. Make sure to adapt this experience to incorporate other birds that live in your area as well. As part of this experience, the children will build observation skills, knowledge about nature and, of course, expressive and receptive language.
- Position yourself near a window and have Patty the Pilot nearby. As you look out the window, invite interested children to join you. Encourage them to describe what they see. Do any of them see anything flying in the sky? Hopefully someone will spot a bird. Encourage more verbal children to describe the birds they see. Talk about how a bird's wings help it to fly and invite verbal children to share what they think it would be like to be a bird.
- Next, show the children the cardinal and blue jay vocabulary cards. Encourage the children to compare and contrast the pictures of these two types of birds. How are they the same? How are they different? If any of the children have seen these types of birds, encourage them to share these experiences. Have Patty compare birds to her airplane. How are they the same? How are they different? Now the fun begins! Play the game, "Follow that Bird!" You will play this game like, "Follow the Leader" with the difference being that everyone will pretend to be birds. This is a great game for reinforcing positional concepts in a fun way.
- **EXTENSION:** Set up a birdwatching station near a window. Include child-safe binoculars, white paper, crayons/markers, etc. The children can observe birds and more advanced ones can write/draw about what they see.

Today's Vocabulary

Use some of these words in conversations with children today!

birds cardinal blue jay

wings feathers



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

- *Saying the words listed above as children complete activities.*
- *Engaging children in conversations as they paint with feathers (p. 13).*
- *Encouraging children to talk with you as they use recyclables to make bird houses (p. 13)*

Questions to Spur Thinking

- *What part of a bird's body helps it to fly?*
- *If you were a bird, where would you fly?*
- *How are a bird's wings like your arms? How are they different?*
- *What do you think would happen if people had wings instead of arms?*
- *How is the cardinal like the blue jay? How is it different?*
- *How are birds like airplanes? How are they different?*



Birdhouse & Nest Builders

(Toddlers–4 years,        )

Materials:

- Clean, empty cardboard milk or juice cartons (for you Fours/Advanced Preschoolers)**
- Scissors
- Old newspapers, yarn/string
- Small blankets or towels
- Bird blocks** - Cut out the birds on p. 34 and attach to blocks. These will be for Toddlers/Twos/Threes.

- This experience challenges children to care for the environment and living things. At the same time, it will also help the children build fine motor control and practice observation skills. Two different options are provided for this experience. Pick the one you feel will work best for each child, keeping in mind that this may mean that you are doing this experience in two different ways with two different groups.
- Toddlers/Twos/Threes: These children can use blankets or towels to build “nests” for birds. They can then make the birds taped to the block fly in and out of the nest. As these children play, be sure to describe the nests they create as well as the birds. Reinforce in/out.
- Fours/Advanced Preschoolers: This group can use clean, empty cardboard milk or juice containers to make birdhouses to hang outdoors. The children can choose how to use the materials to do this. Here is one option: Have each child tell you where to cut a hole in the side of his/her milk or juice carton. This will be where the birds can go in and out of the “house.” Then, have the children use scissors to shred old newspaper to put inside the house. Finally, help each child poke a hole through the top edge of the carton and then thread a length of string or yarn through it. Tie the ends and then have each child pick a place to hang his/her birdhouse outside. Encourage the children to watch and observe to see if any birds visit their houses.

See the Little Birdies

(Infants,    )

Materials:

- None needed

- Talking to infants is a wonderful way to help them make connections between spoken words and objects. During this experience, simply looking out the window together and talking about the birds you see is enhanced with a rhyme.
- Hold the infant and look out the window together. Point out the birds you see and describe them. Then, recite the following:

LITTLE BIRDIE

Little birdie, flap your wings.
You can fly and you can sing.
I wish I could fly like you
Up into the sky so blue!

DAY 5 - Center/Small Group Activities

Questions to Spur Thinking

- *What do you think the birds will like about the birdhouse you are making?*

- *How is painting with a feather like painting with a paintbrush? How is it different?*
- *Tell me about your painting.*

Feathery Fun Art

(Toddlers–4 years,       )

Materials:

- Craft feathers (large enough for painting)**
- Large sheets of white paper
- Assorted colors of paint in shallow dishes

- Using a common item (feather) for a new purpose (painting) is a wonderful way for children to think outside of the box and to problem-solve. During this experience, the children will do both of those things while they build fine motor control, explore colors and share discoveries with others.
- Set out the materials listed above and invite the children to use them as desired for creating beautiful works of art. Some children may choose to dip the ends of the feathers in paint and then “brush” them across their papers. Others may choose to press the feathers in paint and then press them on paper. The choice is theirs!
- As the children create, encourage them to share their observations with you. What happens when the feather moves across the paper? What happens when the colors mix together? How is painting with a feather like painting with a paintbrush? How is it different? These are examples of the types of open-ended questions you want to ask the children as they create.
- Advanced Preschoolers: These children can explore different ways of using the feathers and paint to create art. As they do so, be sure to encourage this group to share their discoveries with you. What techniques worked well? Which did not? This is an excellent way for children who are more verbal to share their thought processes with you.

Your Own Activities

DAY 6

Unit: Look Up!

Today's Focus: Woodpeckers Can Fly

Developmental Areas Addressed Today:



Be Healthy & Safe!

If the air in your home tends to be dry, invest in a good humidifier. Just make sure to clean it regularly.

Teaching Tip of the Day

If you have issues you need to discuss with a parent/caregiver, be sure to schedule a time to do so in private.

Transition Time

Have the children tap their toes/feet as they move from activity to activity today.

Get Moving!

Exploring Together: A Noisy Bird

(all ages, 😊 ❤️ 🙌 🗣️ 🗝️ 📖 ✍️ ? 🗣️)

Materials:

☐ Patty the Pilot puppet, woodpecker vocabulary card(s)

- Woodpeckers are truly fascinating creatures! They use their long, strong beaks to peck holes in trees or logs in search of insects to eat. This experience will introduce children to woodpeckers and then invite them to pretend to be these interesting creatures. If woodpeckers do not live in your area, you may want to show the children a short video, such as this one, to help them build background knowledge: <https://www.youtube.com/watch?v=rFfDpQj8g-Q>. This is an excellent way for you to show children how technology can be used to gain information.
- Use your hand to tap, tap, tap on something made from wood and watch to see if the children become curious. Once a few choose to join you, pose a riddle to them. "What type of bird makes a tap, tap, tap sound?" See if any of the children are familiar with woodpeckers. Then, have Patty show the children the woodpecker vocabulary card. Be sure to say this word in both English and the children's home languages for ELL/DLL children. Encourage more verbal children to share what they already know about this type of bird as well as what they would like to learn. Explain that woodpeckers tap on trees and logs as they use their long, pointed beaks to dig for grubs and insects in the wood. Encourage the children to share whether they think this task would be easy or difficult. If beneficial, show the short video noted above at this time.
- Next, introduce the game, "Tap It Like a Woodpecker." To play, gather the children around you. Point out something made from wood (e.g., a chair) and choose a child to tap on it like a woodpecker with his/her hand. What sound does the wood make? Encourage the children to describe it. Then, introduce how to play the game. Explain to the children that they are going to pretend to be woodpeckers. When you give the signal, they should "fly" to something in the room that is made from wood and tap on it before you get done counting to 10. Repeat multiple times, challenging the children to find a different object made from wood each time. Keep in mind that Toddlers/Twos and even Young Threes may just tap on anything and this is totally OK!

Today's Vocabulary

Use some of these words in conversations with children today!

woodpecker **sharp**

beak **holes** **bugs**



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

- *Using the words above as the children complete the day's activities.*
- *Creating patterns for the children to copy and extend while playing the game, "Tap, Tap...Tap, Tap, Tap" (p. 15).*
- *Describing the holes children create in playdough as they pretend to be woodpeckers (p. 15).*

Questions to Spur Thinking

- *What do you know about woodpeckers?*
- *What would you like to learn?*
- *Why do you think that woodpeckers peck on trees and logs?*
- *What things do you see in this room that are made from wood?*
- *What was your favorite part of this game?*
- *If you were a woodpecker, what type of bugs would you like to eat?*



Tap, Tap...Tap, Tap, Tap

(Toddlers–4 years, 😊 ♥ ? 🗑️ ✍️ 🗣️)

Materials:

- Wooden block for each child
- Metal spoon for each child

- The children will build their listening skills as they explore copying, extending and even creating patterns during this engaging experience. Patterning is an important mathematical skill that can be visual, auditory or even kinesthetic. The patterning the children will explore during this experience will be both auditory and kinesthetic. Adapt the experience to meet the developmental needs of the children in your group. Choose from the following options.
- Toddlers/Twos/Threes:** These children may, or may not, be able to copy a pattern. But it does not hurt to expose children to the idea of what a pattern is even if they cannot copy one! Give each child a wooden block and metal spoon. To begin, just let the children tap on the blocks and describe the patterns they create. Then, challenge those who are ready to “make a pattern like you.” Tap out a simple pattern like, “Tap...tap...tap (pause) tap...tap...tap. See if the children can copy your pattern. If not, that is OK! They will learn over time.
- Fours/Advanced Preschoolers:** These children can not only copy the patterns you tap out on the block but they can extend them as well (e.g., keep them going after you stop). Your most advanced children can even create patterns for you, and other children, to copy or extend as well.

Get Moving!

Tapping Tummy Time

(Infants - ♥ 🗑️ 😊 🗣️)

Materials:

- Small blanket
- Plastic cooking spoon, wooden block

- As you probably already know, tummy time is very important for infants because it helps to build upper body and neck strength. This experience uses a chant and tapping sound to encourage infants to lift their heads to look while participating in tummy time.
- Spread out the blanket and put the infant on his/her tummy. Position yourself in front of the infant and use the plastic cooking spoon to tap on the floor or a wooden block. Chant the following and watch to see if the infant lifts his/her head to look toward the sound.

Tap, tap...tap, tap, tap.
Hear the woodpecker...tap, tap, tap.
Looking for insects to eat.
Tapping, tapping...for a treat!

DAY 6 - Center/Small Group Activities

Questions to Spur Thinking

- Which was easier...copying or extending the pattern?
- Tell me about the holes you made...little woodpecker.

“Pecking” Holes

(Toddlers–4 years, 🗑️ ♥ ? 🗑️ ✍️ 😊 🗣️)

Materials:

- Drinking straws, Tinker Toys®, Lincoln Logs®, unsharpened pencils, etc.**
- Playdough

- During this experience, the children will pretend to be woodpeckers as they “peck” holes in playdough. In the process, the children will build eye-hand coordination, fine motor control and practice problem-solving.
- Set out the playdough and other items listed above and invite the children to use them to make holes in the playdough as they pretend to be woodpeckers. The children can press items, such as those listed above, or even their fingers into the playdough to make holes. As they do so, talk about woodpeckers and why they make holes in trees and logs. Can the children remember that it is so they can find insects to eat?
- Advanced Preschoolers:** These children can experiment with different types of items to see which make the best holes. Challenge them to compare/contrast. They may even think of other materials they would like to try. As long as those items are safe to use with playdough, be sure to let them try them. Experimentation is a wonderful way for children to learn and make discoveries on their own.

Your Own Activities

DAY 7

Unit: Look Up!

Today's Focus: Eagles Fly in the Sky

Developmental Areas Addressed Today:



Be Healthy & Safe!

Water play is wonderful for stress reduction! If you find children are having a rough day, set up the water table or put out a container of warm water. Sit back & watch how the children's demeanor changes.

Teaching Tip of the Day

Invite parents/caregivers into your program for special events so they feel a part of their children education.

Transition Time

Have the children pretend to be eagles as you sing the song, "Bald Eagles" (p. 31) when moving from activity to activity today.

Get Moving!

Exploring Together: Soaring Like an Eagle

(all ages,)

Materials:

- Patty the Pilot puppet
- Eagle vocabulary card(s)
- Measuring tape, yardstick**

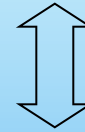
- Today the children will learn about a very majestic bird that can soar high into the sky...the eagle. Some children may be familiar with this bird while others may not. The purpose of this experience is to help the children build, or expand, their background knowledge about just one more of the many birds that grace our skies. In the process, they will compare the width of their arm span to that of an eagle's. This adds an element of math to the experience.
- Sit on the floor with Patty the Pilot and look at the eagle vocabulary card with her. As children choose to join you, invite them to look at the card with you. Be sure to say the word *eagle* in both English & the children's home languages for ELL/DLL children. Challenge more verbal children to share what they know about these amazing creatures as well as where they may have seen an eagle before (e.g., on television, at a zoo or wildlife refuge, in the wild, etc.). Some children may recognize that this bird is on several pieces of U.S. currency!
- To invite the children to participate in dramatic play, sing the song, "Bald Eagles" (p. 31) and have them fly around the room as if they are eagles. After singing the song, explain that an eagle is a very large bird. In fact, the wing span of an eagle can be 5.9 to 7 feet! Use a measuring tape to show the children how wide this is. Then, have them take turns lying on the floor below the extended measuring tape so they can compare their arm span to an eagle's wing span. Which is bigger?

EXTENSION: There are several webcams that show nesting bald eagles. Here is one option you may want to share with the children: <https://www.eagles.org/what-we-do/educate/live-hd-nest-cams/>. This website has a lot of great information about eagles as well!

Today's Vocabulary

Use some of these words in conversations with children today!

eagle *soar* *wing span*
talons *bald*



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.*
- *Describing children's actions as they use tongs as talons while pretending to be eagles (p. 17).*
- *Giving oral directions for children to follow while playing the, "High. Low" game (p. 17).*

Questions to Spur Thinking

- *How big do you think a bald eagle is?*
- *Where have you seen a picture of a bald eagle?*
- *Where do you think bald eagles live?*
- *Which do you think is going to be bigger...the wing span of a bald eagle or your arm span?*
- *What else would you like to learn about bald eagles?*



DAY 7 - Center/Small Group Activities

Tongs for Talons

(Toddlers–4 years,        )

Materials:

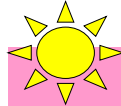
- Kitchen tongs
- Cotton balls and/or large pom-poms

- This experience will help your children build fine motor control, eye-hand coordination and language skills as they also engage in dramatic play while pretending to be eagles picking up things with their talons.
- Set out the materials listed above and invite interested children to pretend to be eagles as they pick up cotton balls or pom-poms with tongs (talons). Because different developmental levels will approach this experience differently, we are providing levels.
- Toddlers/Twos/Threes: These children may, or may not, be able to manipulate tongs. Instead, they can pretend that their fingers are talons as they pick up cotton balls or large pom-poms.
- Fours/Advanced Preschoolers: These children should be able to manipulate tongs as they pretend they are talons. As the children participate in the experience, encourage them to share whether picking up items with tongs is easy or difficult for them. In addition, encourage them to share what how they think eagles use their talons (e.g., to catch food, make nests, etc.). If you would like to incorporate an element of math, challenge these children to count the number of items they “catch” as they play.

Questions to Spur Thinking

- How do you think eagles use their talons?
- What technique did you find worked best for using the tongs?

- How high do you think eagles can fly?



Get Moving!

Flying High. Flying Low.

(Toddlers–4 years,        )

Materials:

- None needed

- This active game will require the children to practice listening and following directions while engaging in dramatic play. If the weather happens to be nice in your area today, you may want to take this game outdoors so the children have plenty of room to “fly!”
- Who wants to play a game? Pose this question to the children and then introduce the game, “Flying High. Flying Low.” This game is like a combination of Simon Says and Follow the Leader. Explain to the children that they are going to pretend to be eagles flying high and flying low as they follow you around the room or outdoor play space.
- As you “fly,” be sure to give the children directions to follow. For instance, you might say, “All my little eaglets...fly high up into the sky” and then, “Ok...all my little eaglets...fly low to the ground. Look for a fish to catch. Do you see one? Grab it in your talons and then fly up high again.” This is a fun way to expand the children’s receptive vocabulary while engaging them in dramatic play. Reinforce positional concepts as well.
- Advanced Preschoolers: These children should be able to take turns leading the game once they understand how it is played. This will provide them with the opportunity to utilize their expressive language skills and creativity!

Eaglet in the Nest

(Infants,      )

Materials:

- Blanket and pillows

- During this experience, you will use a song and motions to engage infants in dramatic play.
- Before you begin, arrange the blankets and pillows to make a large “nest.” Then, sit in the nest and hold the infant in your lap. Sing the following song as you lift and lower the infant’s arms.

LITTLE EAGLET

(tune: “Twinkle, Twinkle, Little Star”)

Little eaglet in the nest;
Flap your wings like all the rest.
Up and down your wings will go
You will fly when you are grown.
Little eaglet in the nest;
Flap your wings like all the rest.

Your Own Activities

DAY 8

Unit: Look Up!

Today's Focus: Bats Fly in the Sky at Night
Developmental Areas Addressed Today:



Be Healthy & Safe!

Teach children to cough and sneeze into the crook of their arms to prevent the spread of germs.

Teaching Tip of the Day

Even something as simple as pushing in chairs is an easy way for children to assume responsibility.



Transition Time

Have the children pretend to be bats flying in the night sky as they move from activity to activity today.

Get Moving!

Exploring Together: Night Flight

(all ages,      

Materials:

- Construction paper bats hung from the ceiling** - Trace the bat pattern on p. 35 on to black, brown or gray construction paper, cut out and hang from the ceiling.
 - Patty the Pilot puppet
- Did you know that there are around 1000 different species of bats and these creatures are very, very important to our ecosystems? Today you will help the children build background knowledge about bats as the only mammals that fly. At the same time, you will invite the children to participate in dramatic play, build gross motor skills and practice following directions.
 - Chances are very good the children will notice the bats hanging above their heads and will ask why they are there. See if any of the children can name these flying mammals. Be sure to say the word *bat* in both English & each child's home language for those that are ELL/DLL. Use Patty to explain that bats are very important flying creatures because they eat insects, particularly mosquitos. Next, show the vocabulary cards and invite more verbal children to share what they know about bats as well as what they would like to learn. In addition, if any of the children have seen bats flying at night, they can demonstrate for others how they move. Explain that bats are nocturnal which means that they are active at night and sleep during the day. Can the children name any other nocturnal animals?
 - Next, dim the lights and invite the children to pretend to be bats while the room is darkened. They can flap their arms and fly around the room. Then, when you brighten the lights, all of your "little bats" should pretend to lie down and go to sleep. Repeat for as long as the children show interest.
 - **EXTENSION:** Here is an excellent webpage from the San Diego Zoo that contains a wealth of pictures and information about bats. You may want to share this with the children: <http://animals.sandiegozoo.org/animals/bat>

Today's Vocabulary

Use some of these words in conversations with children today!

bat wings night
mammal nocturnal

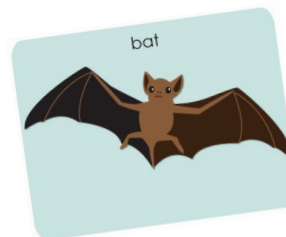


As younger children participate in activities today, model language by...

- *Using the words, such as those listed above as children complete today's activities.*
- *Talking with children as they enjoy a Bat Snack (p. 19).*
- *Encouraging children to make predictions as they utilize bat stencils (p. 19).*

Questions to Spur Thinking

- *What do you see hanging from the ceiling?*
- *What do you know about bats?*
- *What would you like to learn?*
- *Bats are nocturnal. What other animals can you think of that are nocturnal?*
- *How do you think bats find their way when flying at night?*
- *What do you think you would enjoy about being a bat?*



DAY 8 - Center/Small Group Activities

A Bat Snack

(Toddlers–4 years, 🗨️ 😊 🙌 📌 🌐 ? 🕒 ❤️)

Materials:

- Berries and assorted fresh fruits (your choice)***
- Colander, large serving bowl
- Small plates or bowls, spoons/forks

- Bats love fruit! This experience invites children to help prepare a fruity snack and then pretend to be bats while enjoying it. In the process, the children will build fine motor skills, practice following directions and use their senses.
- Set out the fruits and other materials and invite interested children to join you. See how many of the fruits the children can name. Which berries do they enjoy eating at home? Talk about how they look and smell. Compare/contrast. Then, have the children help wash and prepare the fruits to make a bat snack. As the children help wash the fruits, talk about bats and how fruit is one of their favorite foods.
- Once the fruits are washed, have the children put them in a large bowl and mix them together. Then, help each child spoon some into a bowl for him/her to enjoy. As the children eat their bat snack, they can pretend to be bats. This should be quite entertaining for you! Encourage your “little bats” to talk about how the fruits taste and which are their favorites as they eat.
- Advanced Preschoolers: These children can be challenged to count the number of berries they eat as they enjoy their bat snack.

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

Catch the Bat

(Infants, 🗨️ 🕒 🙌 😊 ❤️)

Materials:

- Bat cut from posterboard attached to a short piece of stretchy string or cut rubberband (so it bounces)** - Use the pattern on p. 35 to help you cut out the bat.
- Small blanket

- This experience helps infants build eye-hand coordination and fine motor skills.
- Have the infant lie on the blanket, looking up. Dangle the posterboard bat above the infant and make it bounce up and down. As the bat moves, encourage the infant to try to “catch” it. Talk about how the bat moves and how real bats fly in the night sky. The goal of this experience is for the infant to build eye-hand coordination and muscle skills while reaching. If the infant catches the bat, just be sure he/she does not put it in his/her mouth.

Questions to Spur Thinking

- *What fruit do you think bats like the most?*
 - *What fruit do you like the most?*
-
- *What do you think you will see when you lift the stencil? Were your predictions correct?*

Bats in Flight...What a Sight!

(Toddlers–4 years, 🙌 🗨️ 😊 ❤️ ? 📌 🕒)

Materials:

- Bat shadow props** - To make, trace the bat pattern (p. 35) on heavyweight paper and cut out. You will want several. Then, attach each to a drinking straw.
- Bright light source**

- This experience will challenge children to experiment and make/test predictions. As the children use the bat shadow props, they will also engage in dramatic play, practice self-regulation (e.g., sharing the light source) and share discoveries with others. Because different developmental levels will approach this experience differently, we are providing options on how you may want to adapt the experience and your expectations.
- Set up the bright light source so that it is shining on a blank wall. You could use a bright flashlight or even a lamp without a shade. You will want to supervise the light source yourself to make sure the children do not attempt to move or play with it.
- Toddler/Twos/Threes: These children will probably just enjoy playing with the bat props and may, or may not, be interested in using them in conjunction with the light source. This is perfectly fine! Just be sure to describe the props as well as the children’s actions as you observe their play.
- Fours/Advanced Preschoolers: These children can explore making shadows with the bat puppets. More verbal children can describe how their actions affect the shadows they create. They can also predict what they think will happen when they move their bats closer to, or farther from, the light source. This is a great way for them to make and test predictions. Be sure to have them compare/contrast as well.

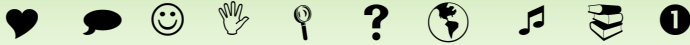
Your Own Activities

DAY 9

Unit: Look Up!

Today's Focus: Making Things Fly

Developmental Areas Addressed Today:



Be Healthy & Safe!

If you use laundry detergent pods, keep them out of the reach of children at ALL times!

Teaching Tip of the Day

If children seem cranky and "off," plan more quiet, relaxing activities and perhaps a little extra nap time.

Transition Time

Have the children pretend to be their favorite flying animal (or even insect) when moving from activity to activity today.



Get Moving!

Exploring Together: Can You Make It Fly?

(all ages,)

Materials:

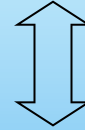
- Beach ball or other soft playground ball (e.g., foam)
- Patty the Pilot puppet

- Today the children will explore flight in a different way...by using their brains to figure out how to make something fly. In this case, that "thing" will be a beach ball or other soft ball. During the course of this experience, the children will need to share their ideas with others, practice self-regulation and make/test predictions. If the weather is nice in your area today, you may want to take the children outdoors to do this experience.
- Sit on the floor with the beach ball or other soft ball. Have Patty nearby. As children notice, invite them to join you and sit on the floor. Roll the ball back and forth with the children. While doing so, encourage more verbal children to describe how the ball moves. Note that in this process, the ball is ON the floor.
- Next, challenge more verbal children to think of other ways they could make the ball move from one person to another. They may suggest kicking the ball, handing the ball back and forth or hopefully, throwing the ball in the air. Let the children test all of their ideas. When they throw the ball, talk about how the ball moves in the air. Does it go in a straight line? Does it go up and then come down? Why do the children think the ball moves that way? Use this part of the activity to challenge the children to think about how they can make objects fly in the air that do not have wings. Also, take time as the children play to review/reinforce positional concepts. Now would be a very meaningful time to do so. For more advanced children, point out that the ball is a sphere.
- **EXTENSION:** Have the children explore making different types of balls fly (e.g., football, soccer ball, whiffle ball, etc.). You will want to conduct this experience outdoors. Compare/contrast.

Today's Vocabulary

Use some of these words in conversations with children today!

fly ball Frisbee®
motion experiment



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

- Using words such as those above during daily activities.
- Talking with children as they use balls and bowls to create games (p. 21).
- Engaging children in conversations as they create flying discs (p. 21).

Questions to Spur Thinking

- How should we move the ball back and forth this time?
- What can you do to make the ball "fly" in the air?
- What types of balls do people make "fly" in the air when playing sports?
- Tell me about a time when you and your (family member) played with a ball.
- What do you think would happen if you were able to throw a ball as high as an airplane?



Cups, Bowls and Balls

(Toddlers–4 years,       )

Get Moving!

Materials:

- Plastic bowls (storage, mixing, etc.)
 - Plastic cups
 - Ping pong balls OR other lightweight balls OR cotton balls OR pom-poms (large) OR ALL of these!**
- This experience is really going to challenge the children to put on their thinking caps and problem-solve! In the process, the children will also build motor skills, practice counting and, of course, develop language skills. Because different developmental levels will approach this experience differently, we are providing levels.
 - Toddlers/Twos/Threes:** Set out the materials and make sure that the balls/pom-poms you choose to use are large enough to NOT be a choking hazard. Invite these children to try to toss the balls/cotton balls/pom-poms into the cups or bowls. For this age group, that may simply mean dropping them in OR putting them in one at a time. Just be sure to describe both the children's actions as well as the movement of the balls. Be sure to reinforce in and out in the process.
 - Fours/Advanced Preschoolers:** These children can be challenged to use the materials to create games where they can toss and catch the balls/cotton balls/pom-poms. These may be games they play alone or with a partner(s). As the children toss the balls (or cotton balls/pom-poms), encourage them to describe which techniques work best and which items (cups or bowls) work best for catching them. These children can also count the number of balls/cotton balls/pom-poms they catch in their cups or bowls while playing their games.

The Ball Bounces Up

(Infants,      )

Materials:

- Ball (safe for an infant)
- This experience helps infants connect spoken language with action through the use of a song and, of course, a bouncing ball!
 - Sit on the floor and hold the infant in your lap. Show the infant the ball. Talk about how the ball looks, feels and even smells. Then, bounce the ball and sing the following song.

THE BALL BOUNCES UP
(tune: "The Farmer in the Dell")

The ball bounces up.
The ball bounces up.
It bounces up then comes back down.
The ball bounces up.

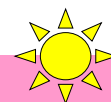
DAY 9 - Center/Small Group Activities

Questions to Spur Thinking

- Tell me about the game you created.
- When you threw your flying disc, what happened?
- How far do you think your flying disc went?

Watch It Fly!

(Toddlers–4 years,        )



Materials:

- White paper plate for each child
 - Crayons/markers
 - Measuring tape or yardstick**
- Many children are familiar with Frisbees® and may even have played with this toy in the past. Today, the children will use a common, everyday item (paper plate) to make their own flying discs. In the process, they will build fine motor control as well as coordination (when flying their discs). If the weather is nice in your area, take the children outdoors after they complete their discs to let them attempt to "fly" them. If the weather is not conducive to this, they can "fly" their discs indoors but will just need to be careful.
 - Set out the materials listed above and invite the children to decorate large paper plates with crayons/markers to transform them into flying discs. As the children create, be sure to talk about other toys that fly through the sky. How many can they name? Once finished, have the children toss their flying discs. Keep in mind that **Toddlers/Twos/Threes** may probably not be able to "toss" their discs but instead may just drop them. This is fine! You can still connect their actions to the reactions of the discs.
 - Fours/Advanced Preschoolers:** These children can use a measuring tape or yardstick to measure how far their plates "fly." In addition, these children can write their names on their flying discs. Be sure to talk about letter names and sounds as they do so.

Your Own Activities

DAY 10

Unit: Look Up!

Today's Focus: Up, Up and Away Day!

Developmental Areas Addressed Today:



Be Healthy & Safe!

Limiting the amount of sugary foods children eat is not only good nutrition it is also good for their dental health.

Teaching Tip of the Day

Make sure to always keep learning! The Internet has so many free resources about being a provider. Here is just one of them: <https://www.childcareaware.org/providers/>

Transition Time

Have the children suggest some of their favorite songs for you to sing when moving from activity to activity today.

Get Moving!

Exploring Together: Up, Up and Away Day!

(all ages,        )

Materials:

- Flying Things Vocabulary Cards
- Patty the Pilot puppet
- Pillows

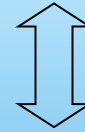
- Today is Up, Up and Away Day! Choose the activities below that you think will work best for your program and feel free to add others you think your children will enjoy.
- Patty the Pilot Says... - This game is similar to "Simon Says" and provides you with a wonderful opportunity to help children practice following oral directions. Base the number of directions you give (as well as the complexity) on the developmental level of the children in your group. For instance, you might use Patty to say, "Patty the Pilot says...turn around 3 times" or "Patty the Pilot says...jump up and down 2 times and then pat your tummy." This is a great way to integrate numerals into an experience.
- Fly Over the Clouds – Set out a bunch of pillows and invite the children to use them to create an obstacle course. Then, have the children pretend to be pilots flying planes over, and around, the pillows (clouds).
- Lost Cards! - **Ahead of time, hide the vocabulary cards (English & Spanish if desired) around the room.** Then, have Patty the Pilot ask the children to help her find the cards. As they find each one, encourage them to name the object/animal featured on the cards. For more advanced children, you may even want to see if they can identify the beginning letter of the word on each card as well.
- How Many Birds? - Have the children count the number of birds they see in the sky over the course of 2 minutes. How many do they see? Help them write down the descriptions.

Today's Vocabulary

Use some of these words in conversations with children today!

flying sky clouds

pilot over



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

- *Saying the words listed above as children complete activities during the day.*
- *Talking with children as they create, and then eat, edible airplanes (p. 23).*
- *Reading and discussing books about animals and vehicles that fly (p. 23).*

Questions to Spur Thinking

- *What did you like best about playing the game, "Patty the Pilot Says"?*
- *How did you choose to arrange the "clouds"? Are you going to fly over them or around them or both?*
- *How many clouds are in the obstacle course?*
- *What do pilots do when they see a cloud? Fly over it? Under it? Around it?*
- *What card did you find?*
- *How many birds do you think we will see in two minutes?*



DAY 10 - Center/Small Group Activities

Edible Airplanes

(Toddlers–4 years, ♥ 😊 🙌 ? 🌍 🗣️ 🗣️)

Materials:

- Bananas, graham crackers, strawberries***
- Plastic knives, paper plates

- This experience invites children to create a special treat to eat that looks like an airplane! As the children create their treats, they will utilize their senses, build fine motor control and engage others in conversations. Because different developmental levels will approach this experience differently, we are providing options.
- Set out the materials listed above and invite interested children to use them to create an airplane snack they can eat! Which ingredients they will be using do they eat at home?
- Toddlers/Twos/Threes: For this age group, peel and cut the bananas in half and then in half again...lengthwise. Slice the strawberries ahead of time as well and break the graham cracker sheets into sticks. Invite the children to arrange the foods as desired on their plates OR you can arrange to make the snack look like an airplane. The key of this experience is to talk about how each food looks, feels, smells and tastes as well as how airplanes fly to help this group build receptive language skills.
- Fours/Advanced Preschoolers: This age group can peel and slice the bananas (lengthwise) and also wash and slice the strawberries. You may still want to break the graham cracker sheets into sticks since this requires quite a bit of patience! The children can then use these materials to create airplanes on their plates. Keep the experience open-ended and invite each child to do his/her own thing. This will mean that the end result will not look the same and this is OK! Before the children eat their snacks, encourage each child to describe his/her creation for others. Then, eat and enjoy!

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

One More Time

(Infants, 🗣️ 🎵 🗣️ 😊 ♥)

Materials:

- None needed

- Rhymes and songs are excellent tools for helping infants build language and vocabulary skills. Reciting rhymes and singing songs repeatedly helps build exposure to language in a fun way.
- Hold the infant in your lap and sing some of the infant's favorite songs from this unit. See pages 5, 7, 13, 15, 17 and 21. In addition, feel free to incorporate any songs from the Exploring Together experiences as well.

Questions to Spur Thinking

- *Tell me about the airplane snack you made.*

- *What did you learn about (name of flying animal or object) by reading the book?*

Reading to Learn

(Toddlers–4 years, ♥ 😊 ? 🙌 📖 🗣️ 🗣️)

Materials:

- Books about animals and things that fly (use the Book List, p. 30 to help you)
- Looking at, and reading books, is a wonderful way for children to not only gain new background knowledge but also compare what they know to what they read. During this experience, the children will achieve this goal while also practice handling books, turning the pages from left to right and talking about what they see in the illustrations.
- Set out an assortment of books and invite interested children to “read” them. For younger children, this will simply mean looking at the pictures and listening to you talk about the illustrations (if they are nonverbal). More verbal children can talk about what they see in the books as well. This is an excellent way for them to model language for nonverbal children.
- As the children look at the books, invite them to compare what they already know about flying animals and machines to what they see/read in the books. What new information did they learn?
- Advanced Preschoolers: These children can “read” to younger children. Just retelling a story in their own words is a powerful way for them to practice using language to convey information to others.

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.

If I Were a Pilot...



Learning about Pilots

Materials:

- Writing paper or white paper
- Crayons/markers
- Books about pilots (see Book List, p. 30 for suggestions)

- Creative writing is very important for school-age children because it invites them to share their ideas with others. At the same time, it helps them build knowledge about letters, words, sentences, plot, characters and so much more. During this experience, the children will achieve all of these goals while also building fine motor control and sharing their imaginations through both pictures and words.
- Set out the books and other materials. Invite the children to read the books and talk with them about what they learn about airplanes and pilots. Then, give them the story starter, "If I were a pilot..." Have the children take time to think about what they would do, where they would go, etc. before they begin writing. Then, each child can do a rough draft, share it with a friend for editing and then finalize. Once the writing is complete, then they can illustrate their stories before reading out loud to the group.
- **EXTEND FOR ANOTHER DAY:** The writing process needs to take more than one day. Children need to write rough drafts, edit and revise. This is a very important process!

Questions to Spur Thinking

- *What do you think you would like about being a pilot?*
- *What type of plane would you fly?*
- *Where would you fly?*
- *What types of things do you think you would need to know to be a pilot?*

- *What is propulsion?*
- *How do jet airplanes use propulsion to fly?*
- *What do you think is going to happen when you remove your finger from the straw?*
- *How far did your vehicle go?*

Exploring Propulsion

Watch It Go!



Materials:

- Balloons (keep out of the reach of younger children!)**
- Drinking straws, masking tape, larger toy vehicle,** measuring tape or yardstick

- This experiment will enable children to explore the concept of propulsion which is what the jet engines on an airplane do in order for it to fly. During this activity the children will make and test predictions as they also use their observation skills.
- Set out the materials listed above and challenge the children to predict what they believe they are going to do with them. Then, introduce the propulsion experiment. To begin, have each child insert one end of a drinking straw into a balloon and wrap with masking tape to secure the straw to the balloon. Then, have the children tape the straw/balloon to the top of a larger toy vehicle. Next, have each child blow through the straw into the balloon until the balloon expands. After blowing, the child will quickly need to take the straw from his/her mouth and cover the end with a finger. Have the children place their vehicles on a smooth floor surface, remove their finger and watch what happens. Which way does the vehicle go? How far does it go? (The children can use a measuring tape or yardstick to find out). Have the children repeat this experience several times. They may even want to make modifications to their vehicles to see if these change how far, or how fast, their vehicles move.
- **EXTEND FOR ANOTHER DAY:** Have the children repeat this experiment with different vehicles, different sized balloons and/or other modifications. Does it change the results?

School-Age Activities

Watch and Record



Birds Are Flying Creatures

Materials:

- Binoculars (if available)**
- White paper, crayons/markers/pencils

- Birds are beautiful creatures that can fly. This experience challenges children to use their skills of observation to record the different types of birds that visit your yard. In the process, the children will also practice writing to share information.
- Gather interested children near a window and invite them to watch for birds. Have a pair of binoculars on hand (if available) for the children to use. As the children observe the birds, encourage them to describe how they fly. Do they swoop? Dive? Glide? This is an excellent way of exposing them to new vocabulary.
- Next, show the children the paper and crayons/markers/pencils. Explain to the children that their job over the next several days is to observe the birds and then record information about them. This means they will not only watch the birds, but also draw pictures and write down information to share their observations in a written format. Then, once all of the observations are complete, you can compile them into a booklet format by adding construction paper covers and stapling. The children can then “read” their observation log to younger children and answer questions about the birds they observed.

EXTEND FOR MANY DAYS: This experience is designed to take at least a week but could be extended even longer if the children enjoy it.

Questions to Spur Thinking

- *Why do birdwatchers use binoculars?*
 - *How many different types of birds do you think you will observe during the week?*
 - *Which bird did you like the most? What did you observe about that bird?*
-
- *What do you know about woodpeckers?*
 - *Why do you think woodpeckers peck holes in trees and logs?*
 - *What types of insects do you think woodpeckers like to eat?*
 - *How many holes do you think you made in the styrofoam?*
 - *What sound do woodpeckers make when they are pecking holes in trees/logs?*

Woodpeckers Use Their Beaks to Make Holes

Pecking Holes



Materials:

- Styrofoam blocks, toy hammer, golf tees**

CAUTION: Keep ALL of these items out of the reach of younger children AND supervise directly!

- School-age children enjoy dramatic play just as much as younger children. This experience invites school-age children to pretend as they build eye-hand coordination and practice problem-solving skills.
- Begin by talking with the children about woodpeckers. Encourage them to share what they know about these interesting birds. Do they know, for instance, that woodpeckers use their sharp beaks to peck holes in trees and logs so they can find the insects hiding inside to eat?
- Next, invite the children to pretend to be woodpeckers as they hammer golf tees into styrofoam blocks. Once they hammer in the golf tees, they can pull them out to see how deep the holes are. In addition, after they finish hammering, they can count the number of holes they made. This adds an element of math to the experience as well.

EXTEND FOR ANOTHER DAY: The children will probably enjoy this experience so you may want to offer it for more than one day. Just be sure to 1) supervise carefully and 2) keep the styrofoam, hammer and golf tees out of the reach of younger children.

School–Age Activities

As Wide As an Eagle’s Wings



Learning about Eagles

Materials:

- Measuring tape**
- White paper, child-safe scissors, crayons/markers/pencils

- During the course of this experience, the children will have the opportunity to make comparisons, explore measurement and then share discoveries with others. This is also the perfect experience for children to make, and test, predictions.
- First, engage interested children in conversations about eagles. What do they already know about these majestic birds? What would they like to learn? During your discussions, share that an eagle’s wing span is normally between 5.9 to 7 feet in width! Using a measuring tape, help the children figure out exactly how big this really is. Then, have them take this knowledge and use it to find other items in the room that are as wide as an eagle’s wing span. Before they begin looking, encourage them to make predictions about what they think they will find. Then, have each child cut a piece of paper into strips and tape them end-to-end until it is about 6 feet in length. The children can then take their strips with them as they compare the width of an eagle’s wing span to the objects they thought would be about the same size. How accurate were their predictions? The children can then keep a list on a piece of paper of items they found that were smaller, the same or larger than an eagle’s wings span. This adds an element of literacy to the experience.

EXTEND FOR ANOTHER DAY: Have the children take their paper strips and writing tools/paper outdoors. What things can then found outside that are smaller, the same or larger than an eagle’s wings?

Questions to Spur Thinking

- *What do you know about eagles? What would you like to learn?*
 - *How wide do you think an eagle’s wing span is?*
 - *What things do you see in this room that you think might be the same width as an eagle’s wing span? How accurate were your predictions?*
-
- *What do you think will happen if I let go of the balloon?*
 - *What could you do to keep the balloon from floating up into the air?*
 - *What do you think would happen if our balloon was a lot bigger?*

Hold It Down



Helium Make Things Fly Up in the Air

Materials:

- Helium-filled balloon** (keep out of the reach of younger children)
- Tape, string/yarn

- Even very young children know what happens if you let go of a balloon that is filled with helium. This experience explains why this happens (helium is lighter than air) while challenging the children to experiment. As the children attempt to keep the balloon “anchored” to the ground, they will practice problem-solving skills as they make, and test, predictions.
- Show the children the balloon and invite them to share what they think will happen if you let go of it. Once the children share their ideas, let go of the balloon and allow it to float up to the ceiling. See if any of the children know that the balloon floats up to the ceiling because the gas inside it (helium) is lighter than air. This makes the balloon float.
- Next, challenge the children to see if they can figure out how they can make the balloon stay on the ground without holding on to the string. They may try to tie something heavy to the balloon or to tape it so something heavy. As they come up with new ideas, invite them to test them out. How many different ways can they find to keep the balloon on the ground?

EXTEND FOR ANOTHER DAY: If you can get several balloons, conduct this experiment outdoors. You just want to be able to have several balloons on hand in case one floats away!

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. **The use of these sheets is completely OPTIONAL.**

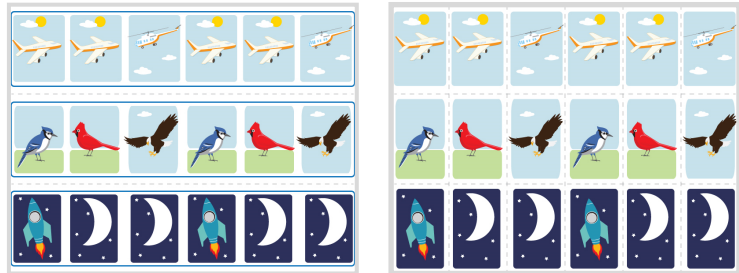
Make It! Sheet #3 – Up in the Air Patterning

You Will Need:

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

What to Do:

- The purpose of this sheet is to help the children practice copying, extending or creating patterns both in the program and at home.
- Print out copy of the sheet for each child and have him/her cut apart by following the dotted lines.
- Talk about the patterns on the strips and then invite the children to copy them by placing the matching picture cards either on top, or above, the pictures on the strips. To extend the patterns, the children can arrange the cards at the end of the strips. For those children who are more advanced, invite them to use the individual cards to create their own patterns. Be sure to explain to parents/guardians how they can use this tool at home as well.
- **HELPFUL HINT:** To prevent the children from mixing up their strips and cards, have each child use a different colored marker to make a dot on the back of all his/her pieces.



Make It! Sheet #4 – If I Could Fly... Available in English & Spanish

You Will Need:

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

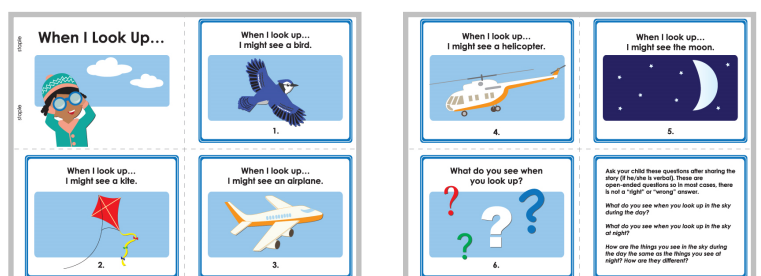
What to Do:

- The purpose of this sheet is to help children make connections between spoken and written words while also expressing their ideas.
- Print out a copy of the sheet for each child. Point to and read the phrase at the top of the sheet. Invite those children who are more verbal to share what they would do if they could fly. Then, write what they say directly below the phrase. Be sure to talk about letter names, letter sounds, words and sentences during this process. Invite the children to then use crayons/markers to illustrate their ideas. Take time to share the children's works with the group when they are finished. You might even want to have more advanced children share their own.



Let's Read Together! Booklets Available in English & Spanish

Print out a copy of the booklet (2 pages or front-to-back), cut apart, stack in order and staple. Use the booklets in your program as desired. Then, send home so families can continue to build literacy skills.



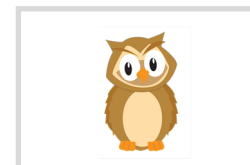
Experiences for Advanced Preschoolers: School Readiness

The following experiences are designed for advanced 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 advanced children in your care.

Letter Recognition, Beginning Sounds and Creative Writing:

- ❑ **Feather Names:** This experience will help the children practice writing their names and then be creative as they “decorate” them. For this experience, you will need large sheets of white paper, small craft feathers, glue in shallow dishes, old paintbrushes and crayons/markers. First, have each child print his/her name on a large sheet of white paper in very, large letters. Talk with the children about the letters in their names as they write them. Then, have the children glue small craft feathers on the letters. As they do so, be sure to talk with them about the colors of feathers the children choose to use. The children may also choose to use crayons/markers to decorate the area around their “feathery names.”
- ❑ **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?

- ❑ **Flying Words:** There are so many different things that fly! Have the children write each name on one side of an index card and then draw a matching picture on the other. Hang the cards from the ceiling and have the children continue making more cards for the entire unit. At the end of the unit, have the children count to see how many cards are hanging from the ceiling. Be sure to include the names of flying things in the children’s home language(s) as well as English. This is an excellent way to help DLL/ELL children.



Addition:

- ❑ **Paper Airplane Target Math:** This experience is sure to be a lot of fun! First, have the children fold white paper to create airplanes. Then, draw a LARGE target on a piece of mural paper. Give each ring of the target a different point value (e.g., the center might be 10 points, the next ring 5 points, the outer ring 1 point...or whatever you decide). To play, the children throw their paper airplanes and try to get them to land on the target. The area of the target on which the plane lands determines the point value. For instance, if a child’s airplane lands in the outer ring, he/she may get 1 point. The children should write down the number of points they get each time the “land” their planes and then, at the end of the game, they should add them up to see who had the most.



Learning Indicators Addressed By Activity

	Exploring Together	Small Group	Small Group	Infant
DAY 1	Look Who Flew In LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, CA1, CA4, PD4, SS1, SS2	What Do You See? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, PD3, PD5	Fluffy Cloud Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, CA3, PD4	Flying Up in the Sky LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1
DAY 2	Time for Take Off! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK6, CA1, PD4, PD5, SS1,	Off We Go! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, CA4, PD5, SS2	How Far Will It Fly? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK1, MK2, MK5, MK6, PD5	Airplanes Flying LD1, LD2, SE1, SE4, AL1, SK1
DAY 3	Spinning 'Round LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA4, PD4	Paper Helicopter Fun LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, MK6, PD5	Landing Pads & Strips LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, PD5	Turn the Pages LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 4	Up in Outer Space LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, MK1, MK2, LR1, CA1, CA4, PD4, PD5	Our Rocket LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, LR1, LR2, MK1, MK2,	Rocket Engineers LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, MK1, MK2, CA3, PD5	Star Art LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA3, PD5
DAY 5	Flap Those Wings! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, MK3, MK6, LR1, CA4, PD4, PD5	Birdhouse & Next Builders LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, MK1, MK2, LR1, LR2, PD5, SS3	Feathery Fun Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD5	See the Little Birdies LD1, LD2, SE1, SE4, AL1, SK1, SK3
DAY 6	A Noisy Bird LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK1, MK2, CA4, PD4, PD5	Tap, Tap...Tap, Tap, Tap LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, MK4, CA4, PD5	"Pecking" Holes LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, MK1, MK2, MK6, LR1, LR2, CA4, PD5	Tapping Tummy Time LD1, LD2, SE1, SE4, AL1, SK1, PD4
DAY 7	Soaring Like an Eagle LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, MK1, MK2, MK5, MK6, CA1,	Tongs for Talons LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK1, MK2, MK6, CA4, PD5	Flying High, Flying Low LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK3, CA4, PD4	Eaglet in the Nest LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1, PD5
DAY 8	Night Flight LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, CA4, PD4	A Bat Snack LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, MK1, MK2, MK6, PD2, PD5, SS1	Bats in Flight...What a Sight! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK6, PD3, PD5	Catch the Bat LD1, LD2, SE1, SE4, AL1, AL2, SK1, SK3, PD5
DAY 9	Can You Make It Fly? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK3, MK6, PD4, PD5, SS1	Cups, Bowls and Balls LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LR1, LR2, MK1, MK2, MK6, PD4, PD5	Watch It Fly! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, LR2,	The Ball Bounces Up LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1, PD5
DAY 10	Up, Up and Away Day! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK2, LK3, LK4, LK5, LR1, LR2, MK1,	Edible Airplanes LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, PD2, PD5, SS1	Reading to Learn LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LK1, LR1, PD5	One More Time 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

If I Were a Pilot... LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5, SS2	Watch and Record LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, LK2, LK3, LK4, LK5, LR1, CA3, PD5	As Wide As an Eagle's Wings LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, MK1, MK2, MK5, MK6, PD6
Watch It Go! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5, SS2	Pecking Holes LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, MK1, MK2, MK6, LR1, LR2, CA4, PD3, PD5	Hold It Down LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, PD3, PD5

Book List

Here is a list of books that complement our unit, "Look Up!"

Airplanes: Soaring! Diving! Turning! by Patricia Hubbell

Amazing Airplanes by Tony Mitton

Aviones by Julie Murray

Bats by Gail Gibbons

Bats at the Beach by Brian Lies

The Big Book of Airplanes by DK Publishing

Birds by Kevin Henkes

The Eagles are Back by Jean Craighead George

Eagle in the Sky: An Interactive Adventure About the Bald Eagle by Ryan Jacobson

The Fantastic Flying Books of Mr. Morris Lessmore by William Joyce

Goggles: The Bear Who Dreamed of Flying by Jonathan Gunson

Helicopters by Jeffery Zuehlke

High-Flying Helicopters by Tony Mitton

I Wish I Were a Pilot by Stella Blackstone

National Geographic Kids Bird Guide to North America by Jonathan Alderfer

Observemos las aves by Marcia Freeman

On the Launch Pad: A Counting Book about Rockets by Michael Dahl

Pilot Pup by Michelle Meadows

Roaring Rockets by Tony Mitton

Violet the Pilot by Steve Breen

"What Cheer, What Cheer" Says the Cardinal by Martha Scott

Woodpecker Wants a Waffle by Steve Breen

Woodpecker Wham! by April Pulley Sayre

PATTY THE PILOT

(tune: "The Wheels on the Bus")

Patty the Pilot loves to fly,
 Loves to fly, loves to fly.
 Patty the Pilot loves to fly
 Way up in the sky!

Patty takes off from the ground,
 From the ground, from the ground.
 Patty takes off from the ground,
 Ready? Set? Go!

Patty flies up in the clouds,
 In the clouds, in the clouds.
 Patty flies up in the clouds,
 Fluffy and so white.

Patty lands the plane right down,
 Plane right down, plane right down.
 Patty lands the plane right down,
 With a gentle bump.

HELICOPTER, HELICOPTER

Helicopter, helicopter,
 Spin around.
 Helicopter, helicopter,
 Lift off the ground.
 Helicopter, helicopter,
 Move so fast.
 Helicopter, helicopter,
 Whirling past.

LET'S GO FLYING IN A PLANE

(tune: "The Wheels on the Bus")

Let's go flying in a plane,
In a plane, in a plane.
Let's go flying in a plane,
Way up in the sky!

We'll get on board and sit right down,
Sit right down, sit right down.
We'll get on board and sit right down,
On the big airplane.

Our seatbelts will go click, click, click,
Click, click, click,
Click, click, click.
Our seatbelts will go click, click, click,
On the big airplane.

The engines will all start to whirl,
Start to whirl,
Start to whirl.
The engines will all start to whirl,
On the big airplane.

Then we'll take off...vroom, vroom, vroom,
Vroom, vroom, vroom,
Vroom, vroom, vroom.
Then we'll take off...vroom, vroom, vroom,
On the big airplane.

We'll fly up in the fluffy clouds,
Fluffy clouds, fluffy clouds.
We'll fly up in the fluffy clouds,
On the big airplane.

And then we'll land with a little bump,
Little bump, little bump.
And then we'll land with a little bump,
On the big airplane.

BALD EAGLES

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

Big bald eagles flying high,
Soaring, soaring, in the sky.
Flap your wings both up and down,
Search for food upon the ground.
Big bald eagles flying high.
Soaring, soaring, in the sky.



LET'S BLAST OFF

(tune: "Mary Had a Little Lamb")

Let's blast off in our rocket now.
Rocket now, rocket now!
Let's blast off in our rocket now.
Counting down from 10.

Then say:
10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0...
BLAST OFF!

BIRDY, BIRDY

Birdy, birdy, in the sky.
I can see you flying by.
Wings are flapping, oh, so fast
As you quickly whiz on past!

Flying Things Vocabulary Cards Teaching Tool Preparation Directions

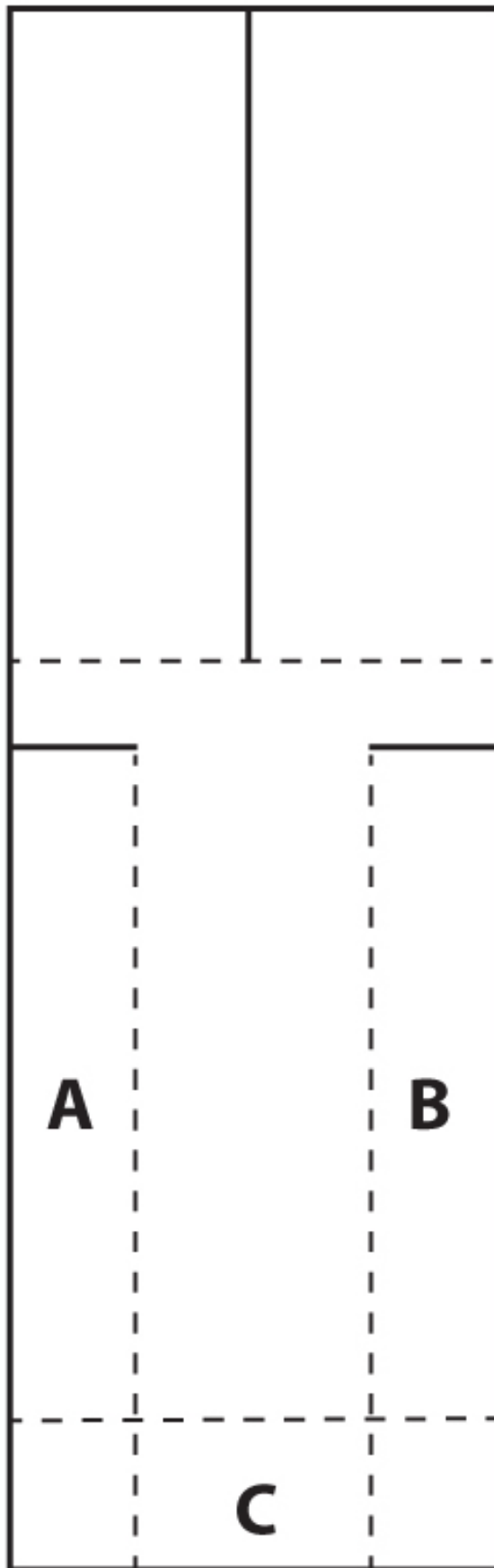
1. Print the cards from the Teaching Tool file. **The cards are available in English & Spanish.**
2. Mount to heavyweight paper or large index cards. Cut apart/trim.
3. Cover with clear Contact® paper, if desired.
4. When you use the cards, you can choose to use just the English, just the Spanish or both. If you are working with DLL/ELL children, be sure to use both if the children are Spanish speakers learning both languages.



Patty the Pilot Puppet Preparation Directions

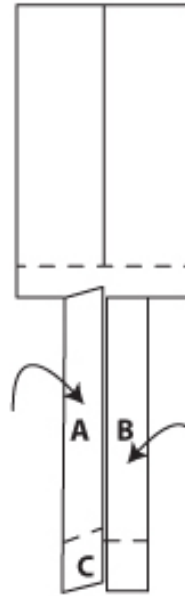
1. Print puppet page from the separate file.
2. Cut out the pieces.
3. Glue Patty to both sides of a paper towel roll section.
4. Locate a shallow box. Remove the front or back panel and place it so the cut side is facing up. Attach the plane sections to the sides of the box and then attach the wings so they stick out. Patty can then "ride" inside her plane.



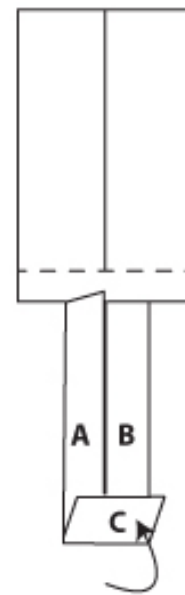


Cut on solid black lines.

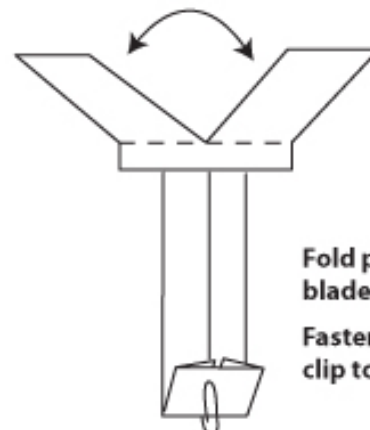
Fold on dashed lines.



Fold A and B to middle.



Fold C up.



Fold propeller blades outward.

Fasten paper clip to bottom.

CAUTION: Do not use paper clips with children under the age of 3. Instead, just put several layers of tape on that section to give the helicopter weight.

