

Rhyme Time

Little Miss Muffet



Little Jack Horner



Wee Willie Winkie



Jack Be Nimble



Growing. Playing. Learning.


Gee WhizTM
Education

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

Get Ready!

Please see the Materials List for items you need to locate and/or prepare ahead of time.

Children love nursery rhymes! This unit, “Rhyme Time” is packed with familiar nursery rhymes and related experiences. These rhymes provide a meaningful way for you to expose the children to new vocabulary as well as rhythm and rhyme in a fun way. They are also an excellent tool for helping ELL/DLL children learn English in a fun way. We’ve covered quite a few rhymes in this unit but by no means all of them. Feel free to add other rhymes you feel your children would enjoy. You will find this unit filled with experiences that not only build literacy skills, but all areas of development as well.

The activities included in this guide are merely a starting point and not an “end all.” Please incorporate your own activities and experiences you believe the children would enjoy and adapt those in this guide to better meet the unique needs of the children in your care. This is especially true of this unit which just begs to be individualized by you! 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

 = Literacy Knowledge

 = Math Knowledge

 = Science Knowledge

 = Logic & Reasoning

 = Social Studies Knowledge

 = Social & Emotional Development

 = Music & Creative Arts

 = Physical Development & Health

 = Approaches to Learning

Get Moving!

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



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



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

2 Week/10 Day Planning Grid

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



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Exploring Together: Who Had a Great Fall? (p.4) Center/Small Group: All the King's Horses (p.5) Center/Small Group: Putting Humpty Together Again (p. 5) Infants: Clap, Clap, Humpty (p. 5)	Exploring Together: The Cow Jumped Over the Moon (p. 6) Center/Small Group: Dishes and Spoons (p. 7) Center/Small Group: Don't Laugh! (p. 7) Infants: Who Jumped Over the Moon? (p. 7)	Exploring Together: Catching Fish (p. 8) Center/Small Group: Catch...Count...Eat (p. 9) Center/Small Group: Fancy Fish Art (p. 9) Infants: My Own Fish (p. 9)	Exploring Together: Are You Nimble? (p. 10) Center/Small Group: Jump Over It! (p. 11) Center/Small Group: Sorting Candles (p. 11) Infants: Just Like Jack (p.11)	Exploring Together: A Thumb in a Pie (p. 12) Center/Small Group: Pie Making 101 (p. 13) Center/Small Group: Perfect Pudding Pie (p. 13) Infants: Pie Plate Fun (p. 13)
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Exploring Together: A Spider! (p. 14) Center/Small Group: I Am Frightened by... (p. 15) Center/Small Group: My Silly Spider (p. 15) Infants: See the Spider (p.15)	Exploring Together: It's Bedtime (p. 16) Center/Small Group: Time for Bed...Sleepy Head (p. 17) Center/Small Group: Rap...Rap...Rap, Rap (p. 17) Infants: Wee Willie (p. 17)	Exploring Together: Stars Sparkle (p. 18) Center/Small Group: Twinkle Stars (p. 19) Center/Small Group: Star Bowling (p. 19) Infants: Twinkle, Twinkle (p.19)	Exploring Together: What Rhymes with...? (p. 20) Center/Small Group: Rhyme Readers (p. 21) Center/Small Group: More Star Bowling (p. 21) Infants: Reading Rhymes (p.21)	Exploring Together: Happy Rhyme Fun Day! (p. 22) Center/Small Group: Finish It! (p. 23) Center/Small Group: Rhyme Time for All (p. 23) Infants: Rhyme Review (p. 23)

School-Age Activities:

Wonderful Word Families (p. 24)

How Does It Work? (p. 24)

How Nimble Are You? (p. 25)

Plum Pie Bakers (p. 25)

Bedtime Graph (p. 26)

My Own Nursery Rhyme (p. 26)

DAY 1

Unit: Rhyme Time

Today's Focus: "Humpty Dumpty"

Developmental Areas Addressed Today:



Be Healthy & Safe!

Fresh fruit is a much better choice than fruit juice. Be sure to offer fresh fruit to your children every day.

Teaching Tip of the Day

Establishing a daily routine is comforting to young children because they know, "what comes next."

Transition Time

Recite the nursery rhyme, "Humpty Dumpty" and have children march to the rhythm of the words as they move from activity to activity today.

Get Moving!

Exploring Together: Who Had a Great Fall?

(all ages,)

Materials:

- ☐ **Nursery Rhyme Book Story Prop** - See p. 27 for preparation directions. English & Spanish are both available.
- Listening to nursery rhymes like, "Humpty Dumpty" helps children build vocabulary while exposing them to rhythm and rhyme. As you expose the children to the nursery rhyme, "Humpty Dumpty," keep in mind that some of them may already know this rhyme while others may not. If this is the case, invite those children who know the rhyme to say it with you. This is an excellent way for them to build expressive language skills and assume leadership roles.
- Start by chanting, "It's Rhyme Time!" (p. 31). As children notice and choose to join you, invite them to clap to the beat as you say the words. Then, once the children gather, show them the cover of the, "Nursery Rhyme Book." Before you read the title, see if the children can guess what the book is going to be about by looking at the cover illustration.
- Next, open the book and turn to the page for the nursery rhyme, "Humpty Dumpty." Once again, challenge the children to identify the rhyme based on the illustration. Then, read the rhyme to the children, pointing to each word as you do so. If any of the children know this rhyme, challenge them to say it with you. After you finish reading the rhyme, ask questions, such as those to the right to really get the children thinking. Then, invite the children to curl up their bodies as they pretend to be Humpty as you recite the rhyme again. The children can tip over as they pretend to be Humpty falling from the wall. Repeat for as long as the children show interest.
- EXTENSION:** As you say the rhyme over the next few days (in English), leave out the second rhyming word and see if the children can fill it in (e.g., do not say "fall").

Today's Vocabulary

Use some of these words in conversations with children today!

rhyme rhythm wall

fell broken

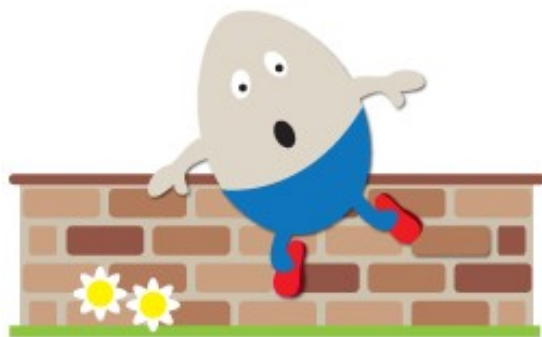


As younger children participate in activities today, model language by...

- Using words such as **rhyme, rhythm, wall, fell and broken** and as children complete activities.
- Talking with children as they build an obstacle course for, "all the King's horses" (p. 5).
- Describing children's actions as they put plastic eggs back together (p. 5).

Questions to Spur Thinking

- What do you think this book might be about?
- Tell me about nursery rhyme books you read at home.
- Why do you think Humpty Dumpty was sitting on that wall?
- What would happen if a real egg fell off of a wall?
- If you were going to try to put Humpty Dumpty together again, what would you do?
- What other things might break if they fell off of a wall?





Get Moving!

All the King's Horses

(Toddlers–4 years, 🗣️ 😊 ⓘ 🤔 ? ❤️ 💬)

Materials:

- ☐ **Pillows, chairs, cardboard boxes, etc. the children can use to make an obstacle course**

- This experience provides more advanced children with the opportunity to assume a leadership role while giving younger children the opportunity to get moving! In the process, you will have the opportunity to reinforce positional concepts with all of the children as they also problem-solve and share ideas with others. As the children build the course, they will also practice respect for other's ideas and suggestions.
- Set out the materials listed above as well as any others you believe the children may find useful. Invite interested children to use the materials to build an obstacle course they can gallop through as they pretend to be "all the King's men" heading to rescue poor Humpty Dumpty. The children can use the materials to build obstacles they can gallop around, over, etc. Because different developmental levels will approach this experience differently, we are providing options.
- Toddler/Twos/Threes: These children may not have interest in building the course but will probably want to move through it! Just keep in mind that they are probably not yet developmentally ready to gallop. Instead, they can move through the course in any way they want. Just be sure to describe the children's movements as they move to expose them to positional concepts.
- Fours/Advanced Preschoolers: These children should be able to construct the course and gallop. Additionally, these children may also think of other materials they would like to use to enhance the course. If this is the case, try to help them locate the items they need. Can these children describe their actions (using positional concepts) as they gallop through the course?

Clap, Clap, Humpty

(Infants, 🗣️ ⓘ 😊 🎵 🤝 ❤️)

Materials:

- ☐ None needed

- This experience combines two things most infants love...rhythm and clapping! In the process, you will help the infant build receptive language skills, fine motor control and his/her relationship with you...the caregiver.
- Sit on the floor or in a chair and hold the infant in your lap. Recite the nursery rhyme, "Humpty Dumpty" as you clap the infant's hands together. Clap all of the syllables as you say each word. Vary the speed as you repeat the rhyme several times and watch to see which speed the infant seems to enjoy the most. Continue for as long as the infant shows interest.

DAY 1 - Center/Small Group Activities

Questions to Spur Thinking

- Tell me about the obstacle course you created.
- Which obstacles were the hardest to avoid? Why?
- What else do you think the King's men should have done to put Humpty back together again?

Putting Humpty Together Again

(Toddlers–4 years, 🗣️ 😊 ? 🗣️ ⓘ ⓘ ❤️)

Materials:

- ☐ **Plastic eggs** - If desired, use a permanent marker to draw a happy face on one half of each egg...to make it look like Humpty Dumpty when put together.
- This experience challenges children to utilize their fine motor control as they problem-solve. At the same time, the children will utilize their imaginations as they pretend that the plastic eggs are Humpty Dumpty and they are putting him back together again. Because children with varying developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos - These children may, or may not, be able to put the eggs together on their own. Be sure to let them try on their own first but watch for signs of frustration and then help if needed. Talk about the colors of eggs as the children play.
- Threes/Fours/Advanced Preschoolers - These children should be able to put the eggs back together and then take them apart. As this group works with the eggs, be sure to talk about the colors of the eggs. This will help you evaluate each child's level of color recognition skills. In addition, this group may choose to put the eggs back together by matching the colors OR by making mixed-up Humpty Dumptys by mixing the colors of the eggs. Either way, be sure to engage these children in a back-and-forth conversation as they play.

Your Own Activities

DAY 2

Unit: Rhyme Time

Today's Focus: "Hey, Diddle, Diddle"

Developmental Areas Addressed Today:



Be Healthy & Safe!

Remember...often you must offer new foods to children multiple times before they will even taste them.

Teaching Tip of the Day

When things are going in the wrong direction, stop. Take a big, deep breath and then make changes.

Transition Time

Have the children pretend to be dogs, cats or cows when moving from activity to activity today.

Get Moving!

Exploring Together: The Cow Jumped Over the Moon

(all ages,)

Materials:

- ☐ Nursery Rhyme Book (English or Spanish version)
- ☐ **Construction paper moon** (cut out ahead of time)

- Our next nursery rhyme, "Hey, Diddle, Diddle" is one that will get the children up and moving! At the same time, this rhyme invites children to engage in dramatic play as they build both receptive and expressive language skills. Additionally, this nursery rhyme also exposes the children to the positional concept of *over*.
- Put the construction paper moon on the floor and hop over it. Repeat this procedure until some of the children notice and choose to join you. Encourage more verbal children to describe your actions. What are you doing? Jumping over the moon...of course! Can the children think of any nursery rhymes they might know that involve jumping over the moon? See if they can figure out that the rhyme for today is, "Hey, Diddle, Diddle." Invite the children to pretend to be cows jumping over the moon as you recite the rhyme. Make sure that each child gets at least one turn.
- After reciting the rhyme several times, get out the Nursery Rhyme Book and see if the children can find the page for the nursery rhyme, "Hey, Diddle, Diddle." Invite them to describe the illustration. Then, read the rhyme and point to the words as you do so. This will help the children learn that reading (in most languages) takes place from left to right. Depending on the developmental level of the children in your group, you may also want to point out letters and words.
- **EXTENSION:** Explore rhyming words as words that "sound the same" with children who are ready. For instance, see how many words the children can think of words that rhyme with *cow*, *dog* or *dish*.

Today's Vocabulary

Use some of these words in conversations with children today!

cat dog cow fiddle
moon dish spoon



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 the children in conversations as they wash dishes and spoons (p. 7).
- Saying jokes and silly things while leading the game, "Don't Laugh!" (p. 7).

Questions to Spur Thinking

- What do you think you would do if you saw a cow jumping over the moon?
- What rhyme has a cow jumping over a moon as part of it?
- What did you like about jumping over the moon?
- What animals can jump very high?
- Do you think those animals could jump over the moon? Why or why not?



Dishes and Spoons

(Toddlers–4 years, 🗣️ 😊 ❤️ 🍴 🌐 ? 🖐️)

Materials:

- ☐ Plastic dishes and spoons
- ☐ Water table or container of water
- ☐ **New sponges or clean dishrags**

- Water play is a wonderful sensory experience for all children...regardless of developmental level. For this activity, we add plastic bowls and spoons for the children to manipulate. Some children may choose to "wash" these items while others may just choose to play with them. Either way, the children will build fine motor control as they problem-solve and interact with others.
- Set up the water table or a container of water and add the plastic bowls and spoons. As children become curious and choose this experience, engage them in conversations about their play. Ask plenty of questions and tie the bowls and spoons back to the nursery rhyme, "Hey, Diddle, Diddle." Advise them to be careful that those dishes don't run away with their spoons as they play! 😊
- Advanced Preschoolers: These children can be promoted to talk about why they think the dish ran away with the spoon in the nursery rhyme, "Hey, Diddle, Diddle." In addition, these children should be able to say the rhyme for younger children as they play in the water together. You can also talk with these children about who, in their family, washes dishes at home.

Who Jumped Over the Moon?

(Infants, 🗣️ 🖐️ 🍼 😊 ❤️)

Materials:

- ☐ **Moon and cow hanging above diapering area** - Cut out from p. 33 and hang from lengths of string/yarn.

- When you hang items above the diapering area, you not only help reduce "wiggles," you also invite infants to practice focusing on an object. Reciting a nursery rhyme at the same time, then turns a routine time into a time for building receptive language and future vocabulary skills.
- Show the infant the cow jumping over the moon before you put him/her on the changing table. Then, make the cow and moon move by touching them with your hand. Next, as you begin the diapering process, recite the nursery rhyme, "Hey, Diddle, Diddle." Watch to see if the infant focuses on the moon and cow as you diaper him/her. Take time to also describe the moon and cow as well.

DAY 2 - Center/Small Group Activities

Questions to Spur Thinking

- *Why do you think the dish ran away with the spoon in the rhyme, "Hey, Diddle, Diddle?"*
- *What makes you laugh?*
- *Who makes you laugh at home?*

Don't Laugh!

(Toddlers–4 years, 🗣️ ❤️ ? 🖐️ 🌐 😊)

Materials:

- ☐ None needed

- Playing games is a fun way for children to interact with one another. This game is sure to be a lot of fun and opens the door for you to expose the children to plenty of language. At the same time, it also challenges children to practice listening skills and self-regulation.
- Who wants to play a game? Invite interested children to join you and then introduce the game, "Don't Laugh!" Before you begin playing, see if the children can recall which animal laughed in the nursery rhyme, "Hey, Diddle, Diddle" (little dog). Then, have the children show what they think a dog would look and sound like if it laughed. Once they finish, introduce the game.
- Explain to the children that you are going to either tell them a funny joke, make a funny face or share a funny story and their job is to try not to laugh. Tell your first joke, make your first funny face or share your first funny story and see if any of the children laugh. If not, tell another one. Keep doing this until someone laughs. Then, if this child is verbal, invite him/her to take a turn sharing something funny.
- Advanced Preschoolers: These children should be able to take a turn sharing a joke, story or funny face as you play this game.

Your Own Activities

DAY 3

Unit: Rhyme Time

Today's Focus: "Once I Caught a Fish Alive"

Developmental Areas Addressed Today:



Be Healthy & Safe!

If you ever have a concern about a child's health, be sure to talk with parents/caregivers immediately. While it may turn out to be nothing, it is always better to be safe than sorry.

Teaching Tip of the Day

Provide books for children who are not napping to look at during Quiet Time. While they may not sleep, looking at books is very calming.

Transition Time

Have the children pretend to be fish as they "swim" from activity to activity today. If desired, recite the nursery rhyme, "Once I Caught a Fish Alive" as they move.



Exploring Together: Catching Fish

(all ages,)

Get Moving!

Materials:

☐ Nursery Rhyme Book (English or Spanish)

- Not only will the children hear a new nursery rhyme today, they will also get to play a fun, active game! If the weather happens to be nice, you may want to take this activity outdoors where the children will have plenty of room to run. As the children participate in this experience, they will build literacy, language and motor skills.
- Sit on the floor and pretend to be fishing. You can pretend to be holding a fishing pole in your hands and then act as if you have a fish on the line. As the children show interest, invite them to pretend to fish with you. If any of the children have been fishing in the past, encourage them to talk about the experience. Do any of their family members enjoy fishing? Invite more verbal children to describe the "fish" they catch. Then, give the children clues about the next nursery rhyme you are going to share. Can they figure out that it is, "Once I Caught a Fish Alive?"
- Use the Nursery Rhyme Book to share the rhyme. Make sure to point to the words as you read them. After sharing the rhyme, ask the children to describe what they think it would feel like if a fish bit their little finger. Then, recite the rhyme again and this time, challenge those children who are ready to say it with you.
- Next, introduce the game, "Catching Fish." Explain to the children that they should pretend to be fish swimming in a stream, lake or even the ocean. You are going to pretend to be the fisher and catch them...by tagging them. Once you tag a child, he/she can become the fisher and the game continues. Just keep in mind that your youngest children may not be able to take a turn being the fisher and may need to, "just keep swimming" as the fish.

Today's Vocabulary

Use some of these words in conversations with children today!

caught **fish**
finger **bite** **right**

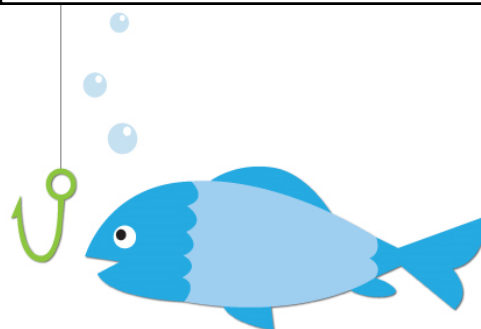


As younger children participate in activities today, model language by...

- Using words, such as those above, as children participate in the daily experiences.
- Counting with children as they catch and eat fish-shaped crackers (p. 9).
- Engaging children in conversations as they create fish art (p. 9).

Questions to Spur Thinking

- What do you know about fishing?
- Who do you know that likes to fish?
- What type of fish did you catch?
- How big is your fish?
- What tools does a fisher use to catch fish?
- Why do you think the fish in the rhyme bit the person's finger?
- If you were going to go fishing, where would you go in our community?



Catch...Count...Eat

(Toddlers–4 years, 🍴 ❤️ 🐟 🕒 ? 📌 🗣️)

Materials:

- ☐ **Fish-shaped crackers (e.g., Goldfish®)***
- ☐ Napkins and paper or plastic cups
- The children will be excited about this experience because they get to eat! At the same time, they will all develop their pincher grasp, practice counting skills and engage in dramatic play. Different options are provided to help you adjust this experience to the children in your group.
- Set out the fish-shaped crackers and other materials. Chances are very good that once the children see food, they will choose to join you. To begin, pour some fish-shaped crackers in a paper or plastic cup for each child. Then, have the children pretend to go “fishing” by reaching into the cup and “catching” one fish at a time. Utilize the following options to adapt this experience for the developmental level of each child.
- Toddlers/Twos/Young Threes: These children may not yet be developmentally ready to count. Instead, just have them “catch” one fish at a time to put on their napkin. Then, before they eat their fish, count them out loud. This is a meaningful way to expose them to counting.
- Older Threes/Fours/Advanced Preschoolers: Give these children directions to follow that involve “catching” a specific number of fish. For instance, you might say, “Catch 3 fish to put on your napkin.” As you observe, take note of which children are able to count out the correct number of fish and which are not.

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

My Own Fish

(Infants - ❤️ 🍴 🐟 🕒 🗣️)

Materials:

- ☐ **Fingerpaint paper cut into a large fish shape**
- ☐ 2 colors of fingerpaint (your choice), damp sponge
- If supervised directly, infants can fingerpaint. Just make sure to use tape loops to attach the paper to the infant’s high chair tray so that it will not move. In addition, make sure the infant does not try to eat the paint. Fingerpainting is an excellent sensory experience that also builds fine motor control.
- Put a small spoonful of each color of fingerpaint on the dampened fish-shaped paper. Watch to see what the infant does and describe his/her movements as well as the colors of the paint and the shape of the paper. Recite the nursery rhyme, “Once I Caught a Fish Alive” as well. Allow the infant’s art to dry completely and then display for all to enjoy!

DAY 3 - Center/Small Group Activities

Questions to Spur Thinking

- How many fish do you think you will catch all together?
- Do you ever eat these types of crackers at home?
- Tell me about your fish art.
- If you caught a real fish, what color(s) do you think it would be?

Fancy Fish Art

(Toddlers–4 years, 🍴 ? 🗣️ 📌 ❤️ 🐟 🕒)

Materials:

- ☐ Assorted art/collage materials, yarn/string, construction paper, stickers, gluesticks, scissors, markers/crayons, wrapping paper scraps, aluminum foil, etc.
- ☐ **Construction paper cut into a large fish shape** (assorted colors, at least one cutout per child)
- ☐ Nonfiction books about fish
- Utilizing art and collage materials is a wonderful way for children to build fine motor skills, express their ideas and so much more. During this experience, the children achieve all of these goals while creating a beautiful work of art in the process.
- Set out all of the materials listed above and invite interested children to utilize them as desired to create fancy fish art. Some children may choose to draw/ scribble on fish-shaped paper while others may choose to glue on assorted art/collage materials. Keep this experience truly open-ended by inviting children to follow their own ideas...not yours.
- As the children create, recite the nursery rhyme, “Once I Caught a Fish Alive.” Challenge more verbal children to tell you about what they think it would be like to catch a real fish and how that fish would be the same, or different from, their fancy fish they are creating. When the fish are complete, hang them from the ceiling or tape them to the walls for all to enjoy.
- Advanced Preschoolers: These children may want to look at books that contain photographs of real fish to get inspirations for their fancy fish art. If you have books like this on hand, be sure to put them out for the children to review.

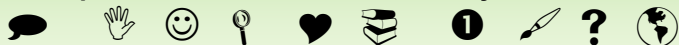
Your Own Activities

DAY 4

Unit: Rhyme Time

Today's Focus: "Jack Be Nimble"

Developmental Areas Addressed Today:



Be Healthy & Safe!

Handwashing is the single best way to prevent the spread of colds and flu. Make sure everyone washes hands frequently throughout the day.

Teaching Tip of the Day

Modeling kindness is a wonderful way for children to see the importance of this trait in action. Always use kind words when speaking with children and families.



Transition Time

Have the children jump as they move from activity to activity today.

Get Moving!

Exploring Together: Are You Nimble?

(all ages,)

Materials:

- ☐ Nursery Rhyme Book (English or Spanish)
- ☐ Plastic, wooden or cardboard block for each child
- ☐ **Candle in a candlestick** (if you do not have a candlestick, that's OK)
- Some nursery rhymes just beg to be acted out! The rhyme, "Jack Be Nimble," is one of those rhymes. In the process of acting out the rhyme, the children will build gross motor skills, practice self-regulation and participate in dramatic play.
- Sit on the floor with the candle and watch to see if any of the children become curious and choose to join you. If so, invite them over. Provide these children with time to explore the candle. What do they know about candles? When have they seen candles being used at home? This is also the perfect time to talk about safety as it relates to candles. Then, after the children have had plenty of time to explore, see if they can think of a nursery rhyme that involves a candle. Chances are good that one of your more advanced children will think of the nursery rhyme, "Jack Be Nimble."
- Next, get out the Nursery Rhyme Book and see if the children can find the page for the rhyme, "Jack Be Nimble." Invite the children to look at the picture. Do they think Jack is doing something that is safe? Why or why not? Then, read the rhyme, pointing to each word as you do so. Have the children clap to the beat as you say the words as well if this is appropriate for your group. Then, take a minute to talk about what the word *nimble* means and invite each child to show how "nimble" he/she can be by jumping over a block that represents a candle.
- EXTENSION:** Take time today to review fire safety...specifically never playing or touching matches or lighters.

Today's Vocabulary

Use some of these words in conversations with children today!

jump nimble candlestick

over quick



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

- Using words such as those listed above as children participate in today's activities.
- Describing children's actions as they jump over obstacles (p. 11)
- Engaging children in conversations as they sort candles by colors, size, pattern, etc. (p. 11).

Questions to Spur Thinking

- Why do people use candles?
- How do you think people use candles long ago?
- Why should you stay far away from candles?
- What do you think it means to be "nimble?"
- Why do you think Jack jumped over the candlestick?
- Why wasn't this a safe idea?
- What other things could he jump over that would be safe?



Get Moving!

Jump Over It!

(Toddlers–4 years,        )

Materials:

☐ **Pillows, blankets, towels, chair cushions, etc.**

- This experience challenges children to use their creativity as they build gross motor control. At the same time, the children will need to work together and problem-solve. Be sure to reinforce positional concepts, too! Because children of different developmental levels will approach this experience differently, we are providing options.
- Set out the materials listed above and invite the children to pretend to be Jack as they jump over them. Make sure that they 1) place the materials far enough apart and 2) place them on carpeted surfaces (if inside) so they will not move around.
- Toddlers/Twos: These children may not be able to jump with two feet yet. This is OK! These children can step, or even crawl, over the obstacles. As they play, recite the rhyme to further expose them to it.
- Threes/Fours/Advanced Preschoolers: Many of these children can attempt to jump with two feet. Just keep in mind that some may still be working on this skill. This would be an excellent time to record this information in each child's developmental checklist or file. As more verbal children jump, invite them to recite the rhyme, "Jack Be Nimble." They may even want to change the rhyme to reflect their name as they jump. For instance, "Sierra be nimble. Sierra be quick. Sierra jump over the candlestick!" Playing with words is an excellent way for children to build literacy skills.

Get Moving!

Just Like Jack

(Infants,      )

Materials:

☐ None needed

- Action rhymes are wonderful for infants because they link movement with words. "Jack Be Nimble" is a fun rhyme to "act out" with infants because it involves jumping. While infants cannot jump unassisted, you can help them "jump" by lifting them up. This is sure to bring on the squeals and giggles!
- Hold the infant in front of you (facing you) so that he/she is standing (if developmentally appropriate). Then, recite the nursery rhyme, "Jack Be Nimble" as you lightly bounce the infant up and down. When you say, "Jack jump over the candlestick," lift the infant up. Wee!

DAY 4 - Center/Small Group Activities

Questions to Spur Thinking

- What obstacle did you choose to jump over?
 - Which obstacles were the easiest to jump over? Hardest? Why do you think that is?
-
- How did you choose to sort the candles?

Sorting Candles

(Toddlers–4 years,       )

Materials:

☐ **Birthday candles (as many types as you have) - Supervise directly with children under the age of 3.**

- Sorting and grouping are classification skills that require visual discrimination and logic/reasoning. During this experience, children will decide on their own how they want to sort birthday candles. Some may choose to sort by color, other by pattern and still others by a more complex aspect like used/unused. As the children sort with the candles, be sure to engage them in conversations and encourage them to share their thought processes with you.
- Set out the birthday candles and watch to see who chooses to explore them. As children choose this experience, talk with them about candles. This would be a very good time to review fire safety concepts. Then, invite the children to sort the candles. Keep in mind that different developmental levels will approach this experience differently.
- Toddlers/Twos/Young Threes: These children will probably just choose to play with the candles which is just fine! If you feel they are ready, you could hold up one of the candles and challenge these children to find one that is the "same" or "matches." This will encourage these children to use their visual discrimination skills.
- Older Threes/Fours/Advanced Preschoolers: These children may choose to sort the candles by color, size, texture, type, burnt/unburnt, etc. Let the decision on how to sort be theirs and then encourage them to share their thinking with you. Count with these children as well.

Your Own Activities

DAY 5

Unit: Rhyme Time

Today's Focus: "Little Jack Horner"

Developmental Areas Addressed Today:



Be Healthy & Safe!

Some children develop eczema when the weather turns cold and dry. If you notice a child itching dry patches of skin, let parents/caregivers know.

Teaching Tip of the Day

Transitions from activity to activity during the day can be tough for young children. Singing a song or pretending to be an animal are ways to make transitions smoother and a lot more fun!

Transition Time

Recite the nursery rhyme, "Little Jack Horner" as the children move from activity to activity today.

Exploring Together: A Thumb in a Pie (all ages, 😊 🖐️ ❤️ 🔑 ? 📖 🌐 ① 💬)

Materials:

- ☐ Nursery Rhyme Book (English or Spanish)
- ☐ **Metal pie plate, rolling pin, measuring cups, measuring spoons, etc. in a paper grocery bag or cloth tote bag**

- Today's rhyme is one that will probably make everybody hungry! It is also a fun rhyme to act out. As you introduce the nursery rhyme, "Little Jack Horner," you will help the children build both expressive and receptive language skills as well as vocabulary. In addition, a group game will require the children to use nonverbal communication to share their ideas with others.
- Sit on the floor with the bag containing the baking items. As children choose to join you, explain that you have some special items in the bag. Instead of looking in the bag, have the children take turns reaching into the bag, touching an item and then sharing what they think it is. After the child guesses, have him/her remove it from the bag. For ELL/DLL children, be sure to name the item in both English and the children's home languages. Nonverbal children can simply pull the item they touch from the bag. Once the bag is empty, have the children share what they know about the items. When might they be used? See if the children can figure out that the items would be used if you were going to bake a pie.
- Next, use the Nursery Rhyme Book to introduce the rhyme, "Little Jack Horner." Once again, point to the words as you read the rhyme. After sharing the rhyme, see if the children can answer some of the questions to the right. Then, introduce the group game, "Thumbs Up, Thumbs Down." To play the game, say the names of foods and have each child give a thumbs up if they like that food and the thumbs down if they do not. Once the children understand how to play the game, have the more advanced/verbal children name foods as they assume a leadership role. Count each time a new food is suggested to see how many children like the food and how many do not. This is an excellent way to bring math into the experience.
- **EXTENSION:** Recite, "Little Jack Horner" and leave out the rhyming words at the end of the lines. Can the children fill them in?

Today's Vocabulary

Use some of these words in conversations with children today!

corner

plum

thumb

rhyming



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

- *Saying the words listed above as children complete activities.*
- *Describing the playdough pies the children create (p. 13).*
- *Reading directions as children help to prepare a pudding pie to enjoy (p. 13)*

Questions to Spur Thinking

- *When would a person use these types of items?*
- *What kind of pie is your favorite? Why do you like that kind best?*
- *Who do you know that likes to bake pies?*
- *If you wanted to make a pie, what ingredients would you need?*
- *Do you think Jack was really a "good boy?" Why do you think that?*



Pie Making 101

(Toddlers–4 years,         )

Materials:

- ☐ **Pie plates (small...if available), toy rolling pins, measuring cups, etc.**
- ☐ **Cinnamon-scented playdough** - See recipe on p. 31
- ☐ **Cookbooks that contain pie recipes**
- Working with playdough is a wonderful sensory experience for young children. Cinnamon playdough is easy to make and smells great! As the children work with the dough, encourage them to not only talk about the “pies” they create, but also how the dough looks, feels and smells.
- Set out the materials listed above and watch to see which children choose this activity. As they do, encourage more verbal children to describe how the dough feels, looks and smells. In addition, be sure to ask these children plenty of questions as they create. Toddlers/Twos and even Young Threes will probably just enjoy squishing, pounding and rolling the dough...which is just fine. They will be building fine motor skills and using their senses in the process.
- If any of the children choose to use the dough and materials to make pies, challenge them to talk about the types of pies they are making, how long they need to cook, who is going to eat them, etc. This would also be a good time to review the nursery rhyme, “Little Jack Horner.”
- Advanced Preschoolers: Have cookbooks that contain pictures and recipes on hand for these children to explore as they create their own pies. This is a great way of exposing them to print. They can also talk about pies they may have eaten at home or purchased at a store.

Pie Plate Fun

(Infants,      )

Materials:

- ☐ **Metal pie plate** (not glass)
- ☐ **Cornmeal***
- Playing in cornmeal may be messy but it is a fun sensory experience for infants. Just make sure to supervise carefully to ensure the infant does not eat the cornmeal. In addition, use plenty of language to not only describe the cornmeal but also the infant’s actions as well.
- Put the infant in his/her high chair and place the pie plate with a small amount of cornmeal in it. Watch to see what the infant does and then describe his/her actions. Talk about how the cornmeal looks, feels and even smells. As the infant plays, recite the nursery rhyme, “Little Jack Horner” to add an additional layer of literacy to the experience.

**Do not use cornmeal with any infant allergic to corn. Instead, use sand, salt or sugar.*

DAY 5 - Center/Small Group Activities

Questions to Spur Thinking

- *Tell me about the pie you are making.*
- *How is this dough like regular playdough? How is it different?*
- *What is your favorite thing about pudding pie?*
- *What other types of pies could we make?*

Perfect Pudding Pie

(Toddlers–4 years,       )

Materials:

- ☐ **Ingredients for making a pudding pie - instant vanilla pudding mix, milk, graham cracker crust**
- ☐ Large mixing bowl, measuring cup, wire whisk or egg beater
- Cooking activities expose children to math and science in meaningful, real-life ways. Making a pudding pie is not only easy, it’s fun and the result is very tasty. As the children help prepare the pudding, encourage them to make predictions about how the mix will change when milk is added as well as how the pudding will change in the refrigerator. When serving and eating the pie, you can also reinforce manners and practice self-help skills.
- Set out the ingredients and materials for making pudding pies and as children choose to join you, encourage them to predict what they believe they are going to help prepare. Once they suggest a pie, explain that the pie they are going to make is a pudding pie. Invite children who may have eaten a pudding pie before to share what it tasted like. Then, have the children help prepare the pudding as directed on the box. Be sure to read the directions out loud. Make sure to involve them in measuring the milk and stirring. In addition, before adding the milk, invite more verbal children to share how they believe the mix will change. When the pudding is ready, pour into the shell and chill. Once set, have the children pretend to be Little Jack Horner as they eat their pie.
- Advanced Preschoolers: Point to the instructions on the box as you read them. Can these children correctly identify the amount of milk to add?

Your Own Activities

DAY 6

Unit: Rhyme Time

Today's Focus: "Little Miss Muffet"

Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure children have plenty of opportunities for active play, both inside and out.

Teaching Tip of the Day

Most libraries have story times for young children. Check out your library and, if possible, attend with your group.

Transition Time

Have the children pretend to be spiders as they move from activity to activity today. Be careful that one does not frighten you away!

Get Moving!

Exploring Together: A Spider!

(all ages, ☺ ♥ ✋ 🔑 ? 📖 ✍ 🎵 🗣)

Materials:

- ☐ Pillow or folded towel for each child
- ☐ Music
- ☐ Nursery Rhyme Book (English or Spanish)

- Our next nursery rhyme includes feelings as well as actions. "Little Miss Muffet" also includes some unique vocabulary like *tuffet*, *curds* and *whew*. Make sure as you introduce the rhyme, you explain what these words mean by using examples. For instance, an upholstered stool is similar to a tuffet, cottage cheese is similar to curds and milk (skim) is a lot like whey.
- Sit down on the floor with the Nursery Rhyme Book and invite interested children to join you. Give the children clues about the next nursery rhyme you are going to share and see if they can figure out that it is, "Little Miss Muffet." Then, read the rhyme, using your finger to follow along with the words. After sharing the rhyme, invite more verbal children to share what they would do if a spider came near them. They may even want to act this out!
- Next, introduce the game, "Find a Tuffet." To play, have the children help arrange the pillows or folded towels in a circle. You will need one pillow or towel for each child. Then, turn on recorded music and have the children move around the circle. Stop the music randomly and have each child find a "tuffet" to sit on. This will be similar to Musical Chairs but you will not remove a pillow/towel each time. That way, everyone gets to play the entire time. Continue playing the game for as long as the children show interest.
- **EXTENSION:** Today would be a great day to review the importance of never picking up, or touching, spiders or other insects. Respect for nature is an important concept that also includes personal safety.

Today's Vocabulary

Use some of these words in conversations with children today!

tuffet *curds*

whew *spider* *frighten*



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

- Using the words above as the children complete the day's activities.
- Talking with children as they dictate stories about things that frighten them (p. 15).
- Engaging children in conversations as they use art/collage materials to make spiders (p. 15).

Questions to Spur Thinking

- Can you think of a nursery rhyme that has a spider in it? What is it called?
- What would you do if a spider came down from the ceiling and sat next to you?
- What do you think curds are? What about whey?
- Why do you think Little Miss Muffet was sitting on a tuffet and not at a table when she was eating her curds and whey?
- Why do you think it is important to only watch spiders and never touch them?



I Am Frightened by...

(Toddlers–4 years, 😊 ♥ ? ✋ ✍ 🗣)

Materials:

☐ White paper, crayons/markers

- This experience is not only designed to help the children build language skills, it also exposes them to the concept that all spoken words can be written down. At the same time, it invites children to freely share their ideas with others. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Threes: This group is more than likely nonverbal or speaks very little. For this group, just invite them to “draw” (e.g., scribble) on the white paper. As they do so, you can talk about things that frighten you and recite the rhyme again.
- Fours/Advanced Preschoolers: Children in this group should be able to dictate a sentence about something that frightens them and then draw to represent it. As you write down what each child says on his/her paper, be sure to name letters and talk about words, syllables and sentences. Your most advanced preschoolers may be able to take a stab at writing on their own, spelling words how they sound. When these children finish their writing and drawing, be sure to give them time to share it with the group. Talk about how not all the answers are the same and this is yet another way in which we are all unique and special.

See the Spider

(Infants - ♥ ? ✋ 😊 🗣)

Get Moving!

Materials:

☐ **Plush or plastic spider** - If you do not have one, you can make a spider by taping eight construction paper legs (folded) to a black construction paper circle. Add eyes with white chalk. Attach a piece of string to the top so you can make the spider “dance.”

☐ Small blanket

- Tummy time is very important for infants. It helps to build their upper body and neck strength. Adding something to look at, along with a rhyme, is a great way to get the infant's attention so he/she will try to lift his/her head.
- Put the infant on his/her tummy on the blanket. Sit above the infant's head and make the spider move up and down as you recite the nursery rhyme, “Little Miss Muffet.” In addition, describe the spider as well as the infant's actions during this experience. Make sure to monitor the infant carefully for signs of frustration. A little bit of tummy time for most infants goes a long way!

DAY 6 - Center/Small Group Activities

Questions to Spur Thinking

- *Why do you think that different people have different things that frighten them?*
- *Tell me about your spider.*
- *What do you like about spiders? What don't you like?*

My Silly Spider

(Toddlers–4 years, ✋ ♥ ? ? 🗣)

Materials:

☐ **Assorted recyclables (e.g., paper towel rolls, small boxes, paper cups, yogurt cups, etc.) + art/collage materials (e.g., chenille stems, yarn/string, etc.)**

☐ Construction paper, art tissue, crayons/markers, tape, gluesticks, glue in bottles or shallow dishes, etc.

- Open-ended art is wonderful for children because it invites them to express their thoughts and ideas. At the same time, while working with art materials, children build fine motor control. Keep in mind that children will approach this experience differently based on their developmental levels.
- Set out all of the materials listed above as well as any others you believe the children may enjoy using. Invite interested children to use the materials to create spiders. Some children may choose to do this while other children may choose to make something else...which is fine! As the children create, be sure to engage them in conversations. Ask plenty of open-ended questions and challenge more verbal children to talk with you. Adapt your expectations based on the developmental levels of each child.
- Toddlers/Twos/Threes: Keep in mind that toddlers/twos will probably not say much and will just enjoy gluing, taping, creating. It does not matter what the end result is. Remember...the process is much more important than the end product.
- Fours/Advanced Preschoolers: These children may, or may not, choose to make spiders. If they do, these children can count the number of legs they put on their spiders, if they chose to make them. Help them remember that spiders have 8 legs.

Your Own Activities

DAY 7

Unit: Rhyme Time

Today's Focus: "Wee Willie Winkie"

Developmental Areas Addressed Today:



Be Healthy & Safe!

Replace sponges and wash dishrags frequently to prevent the growth of bacteria.

Teaching Tip of the Day

Want to get the children's attention? Try singing! Instead of saying directions, sing them. You will be surprised at what happens!

Transition Time

Have the children pretend to be Wee Willie Winkie as they move from activity to activity today.

Get Moving!

Exploring Together: It's Bedtime

(all ages,         )

Materials:

- ☐ Nursery Rhyme Book (English or Spanish)
- ☐ Pillow and blanket
- ☐ Music

- The next nursery rhyme focuses on bedtime. As you introduce the children to the rhyme, "Wee Willie Winkie," you can also talk about why sleep is so important for their growing bodies. A group game then invites children to build listening skills, practice self-regulation and enhance gross motor development. Be sure to also talk about the importance of rest during this experience.
- Take the pillow and blanket and lie down on the floor or the couch like you are planning to take a nap. Chances are very good the children will become curious very quickly and ask you what in the world you are doing! As they gather, explain that you have another rhyme to share with them about a little boy who runs through the town in his nightgown. Can they guess the name of the rhyme?
- Once the children figure out that the new rhyme is, "Wee Willie Winkie," open the Nursery Rhyme Book to this page and read the rhyme. As you do so, be sure to point to the words as you read them. Then, after sharing the rhyme, talk with the children about it. Why do they think Willie was running through the streets? What time do they go to bed?
- After discussing the rhyme, introduce the group game, "It's 8:00!" To play, have the children dance to recorded music. Then, when you say, "It's 8:00!" all of the children must lie down and pretend to sleep. Continue to play the game in this fashion. As the children catch on, change the time you say to different times such as 6:00, 3:00 and 11:00. The only time the children should lie down to sleep is when you say 8:00. This will make the game much more challenging for advanced preschoolers! Your younger ones will probably lie down to "sleep" when you say any time and this is OK. The point is to have fun!

Today's Vocabulary

Use some of these words in conversations with children today!

run **nightgown**
upstairs **downstairs** **o'clock**



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

- *Using the words such as those listed above during Exploring Together and throughout the day.*
- *Engaging children in conversations as they role-play bedtime (p. 17).*
- *Creating and describing rapping patterns for the children to copy and extend (p. 17).*

Questions to Spur Thinking

- *Why do you think Wee Willie Winkie was running through the town in his nightgown?*
- *What time do you go to bed at your house?*
- *Why is it important to get plenty of sleep?*
- *Do you have anything special you like to sleep with at night? What is it? Does it have a name?*



Time for Bed...Sleepy Head

(Toddlers–4 years, 🗨️ 😊 ❤️ ? 🧭 🎨 🖐️)

Materials:

- ☐ Pillows, blankets, plush animals, couch/chair cushions, pajamas (all types/sizes...for dress-up)
- ☐ Assorted books

- Dramatic play is an open-ended way for children to share what they know while engaging with other children and/or materials. As children choose this experience, they can pretend to be creating soft places to sleep. This process will require them to problem-solve, use fine and gross motor skills and much more.
- Set out the materials listed above as well as any others you think the children will enjoy using for this experience. Because children of different developmental levels will approach this experience differently, we are providing levels.
- Toddlers/Twos - These children probably just want to use the blanket and pillows to make a soft place to lie down. They may or may not choose to look at books or put on pajamas. The key with this age group is to describe the materials they choose to use as well as their actions. This process will help them build receptive language and vocabulary skills.
- Threes/Fours/Advanced Preschoolers - This group will not only build soft places to sleep but will probably put on pajamas and engage in dramatic play as well. Who knows...some of the children may even pretend to be Wee Willie Winkie! This would be a great experience to videotape/film to give you a good idea of the level of interaction between children.

Wee Willie

(Infants, 🗨️ 🧭 😊 🎨 ❤️)

Materials:

- ☐ None needed

- Most of the time, it does not take a lot of fancy materials or extensive activities to engage infants. Just reciting a nursery rhyme and adding motions is enough to get infants excited and engaged. This experience does just that by adding finger movements to the nursery rhyme, "Wee Willie Winkie."
- Hold the infant in your lap. As you recite the nursery rhyme, "Wee Willie Winkie," make your fingers go up and down the infant's legs and arms as you say, "runs through the town...upstairs and downstairs, in his nightgown." If desired, you may also want to do this as the infant lies on his/her back on a blanket. Recite the rhyme several times, watching to see the infant's reaction. Be sure to describe the infant's reactions as well.

DAY 7 - Center/Small Group Activities

Questions to Spur Thinking

- Tell me about the soft sleeping space you made.
 - How is this soft space like your bed at home? How is it different?
 - What do you do at home to get ready for bed?
-
- What pattern should we make next?

Rap...Rap...Rap, Rap, Rap

(Toddlers–4 years, 😊 ? 🧭 🎨 🖐️ 🗨️ ❤️ 🗨️)

Materials:

- ☐ None needed

- Did you know that copying, extending and creating patterns are math skills? They are! During this experience, the children will copy and extend auditory patterns they create by rapping...just like Wee Willie Winkie. More advanced children can create patterns as well. In the process, the children will build auditory discrimination skills and practice fine motor control as well.
- Sit at the table and start "rapping" on it. Rap out a pattern like, "Rap...rap...rap, rap, rap." Keep doing this until children become curious and choose to join you. Once they do, introduce the game, "Rap with Me." Explain to the children that you are going to rap on the table to create a pattern. Encourage the children who join you to listen to the pattern and then make it with you. Start with a simple pattern and see if the children can copy it with you. Then, once they can copy the pattern, stop and see if they can continue it. Keep in mind that Toddlers/Twos may not be able to do this accurately because they have limited fine motor control and this is OK. They will learn by listening, and watching others.
- Next, create a new pattern and follow the same steps. See how many patterns the children can copy and extend as you play together.
- Advanced Preschoolers: These children can also be challenged to create patterns for younger children to copy and extend. This provides them with a leadership opportunity.

Your Own Activities

DAY 8

Unit: Rhyme Time

Today's Focus: "Twinkle, Twinkle, Little Star"

Developmental Areas Addressed Today:



Be Healthy & Safe!

After illness, make sure to request parents/caregivers send in new toothbrushes. Old ones can harbor bacteria.

Teaching Tip of the Day

If you have a pet, involve the children in its care. This is a wonderful way to teach them kindness as it relates to animals.



Transition Time

Sing the song, "Twinkle, Twinkle, Little Star" as the children move from activity to activity today.

Exploring Together: Stars Sparkle

(all ages, ☺ 🗣️ 🔑 ? 📖 🎵 ❤️)

Materials:

☐ Nursery Rhyme Book (English or Spanish)

- Today's rhyme is one the children are probably more familiar with as a song. "Twinkle, Twinkle, Little Star" is unique because it can be recited as a rhyme or sung as a song. As you explore this rhyme/song with the children, they will not only build language and literacy skills, they will also practice comparing and contrasting. If you choose to incorporate the EXTENSION experience, the children will be exposed to the concept of real stars as well.
- To begin, start singing the song, "Twinkle, Twinkle, Little Star" and see how many children choose to join you. Challenge more verbal children to sing along with you. Then, after singing the song, invite the children to talk about a time when they may have seen stars in the night sky. Ask plenty of open-ended questions to get them thinking and talking.
- Next, see if the children can find the page in the Nursery Rhyme Book for the rhyme, "Twinkle, Twinkle, Little Star." What clues did they use to help them? Then, read the rhyme, pointing to words as you do so. After reciting the rhyme this way, have the children compare it to the song. Which do they like better? Why? This is a good way to help the children make comparisons while inviting them to share their ideas with others.
- **EXTENSION:** Show the children the following short video (or a different one you find on the internet) to help them learn more about real stars: <https://www.youtube.com/watch?v=ZrS3Ye8p61Y>

Today's Vocabulary

Use some of these words in conversations with children today!

twinkle little
star wonder sky



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 make Twinkle Stars (p. 19).
- Counting with children as they play Star Bowling (p. 19).

Questions to Spur Thinking

- Which do you like better...singing, "Twinkle, Twinkle Little Star" or saying it? Why do you like that one better?
- What do you think it would be like to go into outer space to see the stars up close?
- What would you wish for if you wished on a star?
- How far away do you think the stars are?



DAY 8 - Center/Small Group Activities

Twinkle Stars

(Toddlers–4 years, 🗨️ 😊 🖐️ ? 🖍️ 🎵 ❤️)

Materials:

- ☐ **Heavyweight paper (e.g., white posterboard) cut into a large star shape for each child (see p. 35 for a pattern)**
- ☐ Salt, watercolor paints OR thinned paint in shallow dishes, **eyedroppers/medicine droppers (clean)** OR paintbrushes
- ☐ White school glue in bottles, tray with edges

- This art experience has a strong element of science as well. As the children create, they will also make and test predictions, share observations with others and build fine motor skills.

- Set out the materials listed above and invite the children to use them to create Twinkle Stars. To begin, have the children squeeze white school glue from the bottle to make designs on their posterboard stars. Toddlers/Twos/Threes will probably need some help with this part. Then, while the glue is still wet, put the star in a tray with edges and sprinkle on salt. Cover completely, shake off the excess and allow to dry.

- Once the glue and salt has dried, have the children use eyedroppers/medicine droppers or paintbrushes to put drops of paint on the salt. Again, you will need to help Toddlers/Twos/Threes. As the salt absorbs the paint, it will “spread.” When finished, the children will have beautiful sparkly stars!

- Advanced Preschoolers: These children can help younger children squeeze the glue bottles. In addition, they can make predictions about what they think is going to happen when they drop paint on to the glue.

Twinkle, Twinkle

(Infants, 🗨️ 🎵 🖐️ 😊 🖍️ 🎵 ❤️)

Materials:

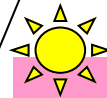
- ☐ **Large white paper star for each infant**
- ☐ Crayon/washable marker “bundle” - To make, bundle 3 crayons or markers together with a rubberband. Choose whatever colors you would like.

- Crayon or marker “bundles” are great because they make holding these art tools easier to handle for little ones. As infant use “bundles” to make marks on paper, they experience cause & effect as well.

- Use tape loops to attach a star to the infant’s high chair tray and then provide him/her with a crayon or marker “bundle.” Watch to see what the infant does. Describe his/her actions as well as what happens when the crayon or marker moves on the paper. Talk about the star shape of the paper and sing, or say, “Twinkle, Twinkle, Little Star” to expose the infant to language in a fun way.

Questions to Spur Thinking

- Tell me about your Sparkly Star.
- How many stars fell down? How many are still standing?



Star Bowling

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

Get Moving!

Materials:

- ☐ **Star Bowling game** - To make, gather 10 empty, clean plastic water, soda or juice bottles. Cut the stars from p. 34 and tape them to the bottles.
- ☐ Playground ball

- Bowling is fun and exciting! As a bonus, it also challenges children to build gross and fine motor skills, eye-body coordination and much more. In this case, Star Bowling also challenges children to practice counting skills as well. Because different ages will approach this experience differently, we are providing levels.

- Toddler/Twos/Threes: This age group will simply have fun trying to make the ball knock down the pins. As they play, you can count the number of pins that fall over as well as talk about stars.

- Fours/Advanced Preschoolers: These children can count the number of pins that fall and the number that are left standing each time the ball is rolled. For your most advanced children, talk about subtraction. For instance, 10 pins were standing and then 4 fell down. How many are left? Have the children count to discover there are 4. Then, if you feel it is developmentally appropriate, write this down as a subtraction fact (e.g., $10 - 4 = 6$) to expose them to this concept.

SAVE BOWLING GAME TO USE TOMORROW.

Your Own Activities

DAY 9

Unit: Rhyme Time

Today's Focus: Playing with Rhyming Words

Developmental Areas Addressed Today:



Be Healthy & Safe!

Drinking plenty of water is just as important in colder weather as it is when the weather is warm.

Teaching Tip of the Day

Hold children accountable by having a very simple rule such as, "If you get a toy out, you must put it away."

Transition Time

Chant a simple rhyme as the children move from activity to activity today such as, "Cat...cat...cat rhymes with hat!"

Get Moving!

Exploring Together: What Rhymes with...?

(all ages, ☺ ♥ ? 🔑 ✍ 📖 🙌 🗣)

Materials:

- ☐ **Rhyming picture cards in a paper bag** (cut the pictures on p. 36 apart and mount each to an index card)

- Today the children will explore rhyming as they play with words. A game will challenge the children to match rhyming pictures and then act them out. This will turn the experience into something that is interactive and fun! As the children participate in this activity, they will build language and literacy skills while engaging in dramatic play.
- Sit on the floor and shake the bag containing the picture cards. As children become curious, invite them to join you. Challenge those children who are more verbal to share what they think might be inside the bag. Then, introduce the game, "Rhyme Time!"
- To play, begin by having the children take turns pulling pictures from the bag. Challenge more verbal children to name the pictures they choose. These children can also name the pictures for nonverbal children. Then, once the bag is empty, spread out all the pictures on the floor. Choose one child to pick up one of the picture cards. Can the children then work together to find a picture of something that rhymes? For instance, if the child picks up the picture of a frog, the children would work together to find the one of a dog. Keep in mind that Toddlers, Twos and Young Threes as well as ELL/DLL children who are just learning English are probably not quite ready to hear rhyming words BUT they will learn by listening to older children as they match rhyming pictures. Once the children find the first pair (e.g., dog and frog), have the children act out something silly that relates to these two words. For instance, you might suggest, "Let's pretend to be dogs chasing frogs!" The children who are more verbal can make suggestions as well. This might get VERY silly but it will be VERY fun! Repeat this procedure, having the children match a pair of rhyming pictures and then act them out. Continue for as long as the children show interest.
- **EXTENSION:** Have more advanced children note the ways that rhyming words are the same (e.g., both cat and hat have both an A and a T).

Today's Vocabulary

Use some of these words in conversations with children today!

rhyme words books

favorite character



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

- *Using words such as those above during daily activities.*
- *Engaging children in conversations as they "read" nursery rhyme books (p. 21).*
- *Counting with children as they play Star Bowling (p. 21).*

Questions to Spur Thinking

- *What picture did you choose?*
- *Which picture do you think rhymes with (name of picture on card)?*
- *What do you like about rhyming words?*
- *How can you tell when two words rhyme?*
- *What did you like best about this game?*



Rhyme Readers

(Toddlers–4 years, 🖐️ ❤️ ? 📖 😊 🗣️)

Materials:

- ☐ **Nursery rhyme books** (see Book List, p. 31 for suggestions)
- ☐ Blanket
- Making connections between written and spoken words is an important pre-reading skill. Looking at books helps children achieve this goal...especially when you read the rhymes while pointing to the words. In addition, as children handle books they learn how the pages turn from left to right, where the cover is, etc. These are all very important literacy skills.
- Spread out a blanket and put an assortment of nursery rhyme books on it. As children choose this experience, engage them in conversations as they look at the books. Because the goals for this experience will vary based on developmental level, we are providing options.
- Toddlers/Twos/Threes: For these children, focus on book handling...such as turning pages carefully, that in English, we read from left to right, talking about the cover, title, etc. In addition, offer to read the rhymes if the children seem interested or just talk with them about the pictures they see in the books.
- Fours/Advanced Preschoolers: The most advanced children in this group may attempt to “read” the rhymes...especially if they are familiar to them. In addition, feel free to talk about words, letters and sentences with your most advanced children as they explore.

Reading Rhymes

(Infants, 🗣️ ❤️ 📖 😊 🖐️)

Materials:

- ☐ Nursery rhyme books (preferably board books)
- Reading to infants is very important. Nursery rhyme books are often very colorful and engaging for infants. When reading nursery rhymes, you also expose infants to new vocabulary and help them build receptive language skills. In addition, you introduce them to the proper way to hold a book and turn the pages. That is why board books are best for this age because they are more durable.
- Sit on the floor and put a few nursery rhyme books in front of the infant. Watch to see which one seems to attract the infant’s attention and then pick up that one to read. If the infant is older, invite him/her to help you turn the pages. Make sure to take plenty of time to not only read each rhyme but also talk about the illustrations. More advanced infants can be invited to point to different items in the pictures as you name them.

DAY 9 - Center/Small Group Activities

Questions to Spur Thinking

- Tell me about the nursery rhyme book you are reading.
 - Which rhyme do you like best? Why do you like that one?
-
- What worked best for knocking down the most pins? Why do you think that is?



Get Moving!

More Star Bowling

(Toddlers–4 years, 🖐️ ❤️ 😊 📖 ? 🌍 🗣️)

Materials:

- ☐ Star Bowling Game (p. 19)
- Repetition is not only important for Toddlers/Twos, it is important for older children as well. When you take the time to create a material like Star Bowling, it is also great to use it more than one time. If the weather is nice today, take the bowling game outdoors. This may open the activity up to new challenges...especially if the weather is windy and the pins want to fall over...a great opportunity for problem-solving!
- Set out the materials for the Star Bowling Game. Follow the same general procedure you did yesterday and at the same time, invite children to add their own ideas to the experience.
- As the children play, be sure to model counting skills...especially if your group is younger. This may mean you need to count out loud for the children if they are not developmentally ready to do this on their own.
- Advanced Preschoolers: These children can be exposed to addition today. Each time the pins fall, write the number that are standing and the number that fall as an addition fact (e.g., $6 + 4 = 10$).

Your Own Activities

DAY 10

Unit: Rhyme Time

Today's Focus: Rhyme Fun Day!

Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure to wipe up water from accidental spills or water that might come inside from wet feet. This will help to reduce the risk of falls.

Teaching Tip of the Day

Teaching children how to take deep, belly breaths and let them out slowly is a great way to help them relax when upset. This is a great way for them to practice mindfulness in a simple way.

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: Happy Rhyme Fun Day!

(all ages, ☺ 🗨️ 📖 ❤️ 🖐️ ✍️ 🔑 🎵 ?)

Materials:

- ☐ Nursery Rhyme Book (English or Spanish)
- ☐ **Nursery rhyme music** (your choice or use this YouTube channel to help you: <https://www.youtube.com/watch?v=HP-MbfHFUqs>)
- Today is Rhyme Fun 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.
- Act It Out - For this game, you will just need the Nursery Rhyme Book. Have the children close their eyes while you open the book to one of the nursery rhymes. Then, have the children open their eyes, look at the rhyme and act it out. As they do, you can recite the rhyme out loud.
- Nursery Rhyme Dance – Turn on recorded nursery rhyme songs and invite the children to dance. More verbally advanced children can also sing along with the songs. If you do not have recorded nursery rhymes, we've provided a link to one option on YouTube. There are many!
- Our Favorite New Game Is... - This unit contained a wide variety of new group games. Invite the children to share which games were their favorites and then play those again. Some may require materials so you may want to get their feedback ahead of time so you can be prepared.
- Rhyming Card Fun - Set out the Rhyming Picture Cards from yesterday (p. 20) and invite those children who show interest to play with them. As you observe and engage children in conversations, you might want to record an anecdotal note about each child's ability to hear rhyming words.

Today's Vocabulary

Use some of these words in conversations with children today!

nursery rhymes **audience**

same **sound** **read**



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

- *Saying the words listed above as children complete activities during the day.*
- *Listening and asking questions as the children read the, "Nursery Rhyme Book" (p. 23).*
- *Playing the rhyming game, "Finish It" with the children (p. 23).*

Questions to Spur Thinking

- *What nursery rhyme do you see on the page?*
- *Which character from the rhyme are you pretending to be?*
- *Which nursery rhyme song is your favorite? Why do you like that one best?*
- *What other nursery rhymes do you know?*
- *What was your favorite new game from this unit? What materials do we need to play that game?*



DAY 10 - Center/Small Group Activities

Finish It!

(Toddlers–4 years, ♥ ☺ 📖 ? ✋ 🗣️)

Materials:

☐ None needed

- This game is sure to bring on the giggles! It is also a wonderful game for helping you evaluate each child's level of knowledge of rhyming words. Keep in mind that the ability to identify when two words rhyme is VERY developmental. This experience works wonderfully with a mixed-age group because your more developmentally advanced children will serve as role models for younger ones.

- Gather interested children together and introduce the game, "Finish It!" Playing is very simple. The children will supply a word to finish the rhyme that rhymes with the word you use at the end of the third line. Here is an example:

Silly, silly, silly rhymes.
I can make them all the time!
When I say a word like *dog*
You will say a word like (*hog/log/bog, etc.*)

Clap to the beat as you say the rhyme and invite the children to clap along.

- Toddlers/Twos/Threes: These children will be exposed to rhyming words as older children (or you!) suggest words.
- Fours/Advanced Preschoolers: Say the rhyme above and change out the last word in the third line. Each time you do, see how many different words the children can come up with to finish the rhyme.

Questions to Spur Thinking

- *What did you like best about this game?*
- *Which nursery rhyme in the book do you like best? Why do you like that one?*
- *What do you like best about all nursery rhymes?*

Rhyme Time for All!

(Toddlers–4 years, ♥ ☺ 🗣️ ? ✋ 📖 🗣️)

Materials:

☐ Nursery Rhyme Book

- Because more advanced children are now very familiar with nursery rhymes, they can try to "read" them for others. This experience invites your more advanced children to assume a leadership role as they share now familiar nursery rhymes with others. In the process, everyone will build key receptive and expressive language skills.
- Invite interested children to "read" the nursery rhymes in the Nursery Rhyme Book to others. As you participate with the children, be sure to ask questions and engage them in conversations. This is an excellent way for you to help the children build both language and vocabulary skills. Your younger children (Toddlers/Twos/Threes) can serve as the "audience" as the other children read.
- Advanced Preschoolers: These children should be fairly accurate when "reading" the rhymes. Just keep in mind that they are more than likely just reciting the rhyme from memory and not truly reading the words BUT this is actually a very important pre-reading skills!

Rhyme Review

(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 say some of the rhymes included in the Nursery Rhyme Book story prop in addition to any other rhymes the infant seemed to enjoy from this unit. Clap or bounce as you say the rhymes to expose the infant to rhythm in a fun way.

Your Own Activities

School–Age Activities

Rhyming Word Patterns

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.

Wonderful Word Families



Materials:

- ☐ Large sheet of white paper, marker

- Many school-age children are beginning readers with expanding vocabularies and knowledge about words. During this experience, you will help this group build upon their existing knowledge of word families. At the same time, this experience also invites children to practice comparing and contrasting, make estimations and work together.
- Hang up the large sheet of white paper and watch to see which children become curious. Once a few children gather, explain that they are going to help you create “word families.” Some children may already know what a word family is and can explain this to others. Basically, a word family is a group of words that rhyme (cat, hat, sat...) and have similar structure.
- To begin, write the word *cat* on the paper and challenge the children to name as many words as they can think of that rhyme with *cat*. Print these words in a column underneath the word *cat*. Then, have the children count to see how many words they added to the list. Next, have the children suggest another word. Write this word on the paper and repeat the process but have the children estimate the number of words they will think of before they begin. After doing a series of words, have the children compare to see which word family has the most members.

- EXTEND FOR ANOTHER DAY:** Keep adding new words each day .

Questions to Spur Thinking

- What words can you think of that rhyme with the word *cat*?
- What word should we do next?
- How many words do you think you can think of that rhyme with _____?
- Which word family had the most words? Least?

- What do you already know about how your ears work?
- What would you like to learn?
- What did you learn from the video about how your ears work?
- Why do you think it is not a good idea to listen to very loud music?

How Do Our Ears Work?

How Does It Work?



Materials:

- ☐ Access to a computer

- School-age children are often fascinated with how things work. Learning how their ears work is truly fascinating! While there are books that explain this process, here is just one option for a short video that makes the content easy for children to understand <https://www.youtube.com/watch?v=HMXoHKwWmU8>. As the children watch and then discuss, they will not only build background knowledge but also vocabulary as well.
- Start by whispering an invitation to join you in each child's ear. Then, as the children join, speak in a whisper. Can the children hear you? Why or why not? Use this as an introduction to how the ear works. Encourage the children to share what they already know about their ears. This would be a great time to review safety related to ears as well (e.g., never to put anything inside their ears...not even a cotton swab.).
- Next, watch the short video and then invite the children to share what they learned about their ears. What did they learn that they did not know before? What else would they like to learn? Then, have the children use their ears to play a rhyming game. Say two words and have the children give you a thumbs up if the words rhyme and a thumbs down if they do not. Could they play this game if their ears were not working? Why or why not?
- EXTEND FOR ANOTHER DAY:** Explore why listening to loud music is dangerous for our ears. This would also be the perfect time to talk about people with hearing impairments and how they use sign language to communicate.

School-Age Activities

Get Moving!

How Nimble Are You?



"Jack Be Nimble"

Materials:

☐ Nursery Rhyme Book (English or Spanish)

- While we often think of nursery rhymes as literature for younger children, many actually open up the door for vocabulary growth for older ones. "Jack Be Nimble" is one example. The term *nimble* is one that has a common meaning but the word is not used that much in everyday speech. Not only does this experience help the children build new vocabulary, it also gets the children moving at the same time.
- Invite interested children to listen as you read the nursery rhyme, "Jack Be Nimble." After sharing the rhyme, see if any of the children can describe what it means to be nimble. Then, challenge them to think of other words that mean the same thing, such as *flexible*. How many different words can they think of?
- Next, have the children show you, and each other, how nimble they are. Invite them to move in different ways to show the group how they are nimble. How many different ways can they come up with? This would be a very fun activity to videotape and then share with parents/caregivers.

EXTEND FOR ANOTHER DAY: Learning yoga is a great way to become more nimble. Here is a YouTube channel with simple yoga for kids you may want to explore: <https://www.youtube.com/user/CosmicKidsYoga>

Questions to Spur Thinking

- What do you think it means to be nimble?
 - Why did Jack need to be nimble in the rhyme?
 - How can you show me that you are nimble?
 - Why do you think yoga is a wonderful activity for making your body more nimble?
-
- What do you think we are going to bake?
 - What do you think you will like best about plum pie?
 - Who do you know that bakes pies?
 - Why do you think Little Jack Horner was sitting in the corner?
 - Why do you think it would be a bad idea to put your thumb in a pie?

Plum Pie Bakers



"Little Jack Horner"

Materials:

☐ **Ingredients and equipment for making a plum pie*** (See recipe on p. 32)

- Cooking is not only fun for children it is also a wonderful way to incorporate mathematical concepts and science. As children measure ingredients, they gain experience with standard forms of measurement. As they predict how ingredients will change when baked, they explore science. In the end, they have a tasty treat to share with others which is a wonderful way to express kindness.
- To begin, set out the ingredients and equipment needed for making a plum pie and watch to see who joins you. Once children gather, invite them to predict what they think they are going to make. Once they figure out a plum pie, challenge them to think of a nursery rhyme about this type of tasty treat. Then, recite the rhyme, "Little Jack Horner" with them.
- Next, use the recipe on p. 32 to prepare the pie with the children. Make sure to include the children as much as possible in the preparation of the pie. Challenge the children to predict how the pie will change when baked. Then, once the pie is baked and cool, have the older children serve it to younger ones.

EXTEND FOR ANOTHER DAY: Have each child copy the recipe for plum pie on to a sheet of paper and illustrate to take home.

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

School-Age Activities

Bedtime Graph



Materials:

- ☐ Large sheet of white paper, marker
- ☐ Nursery Rhyme Book (English or Spanish)

- Children, at this age, most often know their bedtime very well! Most of the time, they protest that it is too early. ☺ This experience invites children to compare and contrast their bedtimes by creating a graph. The activity also helps the children build language and literacy skills as they review this familiar nursery rhyme.
- Invite interested children to join you for another nursery rhyme. Give children clues and see if they can figure out that the rhyme you are going to read is, "Wee Willie Winkie." If any of the children in your group are reading, invite them to point to the words for this rhyme in the Nursery Rhyme Book and read it to you. Then, after reading the rhyme, ask questions, such as those to the right, to get the children thinking.
- Next, introduce graphing bedtimes. To begin, draw a simple graph on a large sheet of paper by printing ascending times on the left-hand side and the children's names across the bottom. Then, have each child draw a bar to represent his/her bedtime. Once the graph is complete, have the children use it to compare and contrast bedtimes. Who has the earliest bedtime? Latest? Same?

EXTEND FOR ANOTHER DAY: Have each child create a graph that shows his/her own bedtime over the course of one week. Then, at the end of the week, have the children bring in their graphs to share. How are they similar? How are they different?

"Wee Willie Winkie"

Questions to Spur Thinking

- Why do you think Wee Willie Winkie was running through the town?
 - When is your bedtime?
 - Do you feel that bedtime is too early or too late? Why do you think that?
 - How do you know when it is your bedtime?
-
- Where will your rhyme take place?
 - Who is the main character of your rhyme?
 - What action takes place in your rhyme?
 - Why do you think people who hear your rhyme will like it?

Writing Rhymes

My Own Nursery Rhyme



Materials:

- ☐ White paper, crayons/markers, pencils

- This experience is designed to help children build upon their existing knowledge of nursery rhymes while building writing, language and literacy skills in the process.
- Set out the materials listed above and invite children who choose this experience to create their own nursery rhymes. Just as when writing a story, the children will need to think about where their rhymes will take place, who the main character will be and what action will take place. Then, once they get an idea for their rhyme, they can start with an opening sentence or phrase and then build upon that. Younger school-age children may choose to dictate for you to write down their rhyme while more advanced school-age children should be able to write themselves. Once written, the children can illustrate their rhymes and then read them to the group...including younger children. This is an excellent way for them to share their writing with others and assume a leadership role.

EXTEND FOR ANOTHER DAY: The children will probably need more than one day to work on their rhymes. The first day should be dedicated to drafting their rhyme while second, and maybe even third days, can be dedicated to revising and illustrating.

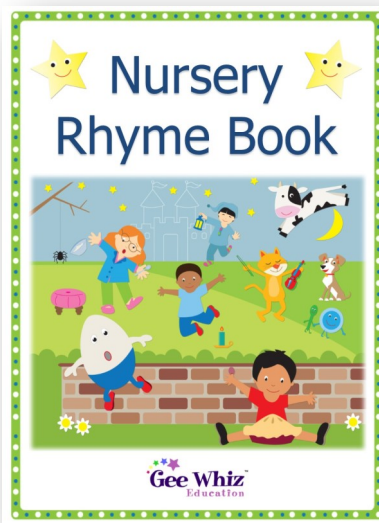
“Nursery Rhyme Book” Story Prop

Directions for Preparation & Use

Preparation:

- First, print the sheets for the book from the story prop file. We’ve provided both a Spanish and an English version.
- Stack the pages and staple on the left-hand side to make a book OR punch holes using a three-hole punch and put the pages in a binder.

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



Extension Ideas

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

Nursery Rhyme Puzzles - Choose 2 or 3 of the pages from the Nursery Rhyme Book and print out additional copies. Mount each page to heavyweight paper and cover with clear Contact® paper. Cut each page into several pieces...like a puzzle. Vary the number of pieces based on the developmental level of the children in your group. The children can then put the puzzles together and take them apart.

Can You Find... - Play this game with your more advanced children. Have the children open the Nursery Rhyme Book to a rhyme they choose. Then, pick a letter to name and see if the children can find it within the rhyme. More advanced preschoolers can be introduced to both capital and lowercase letters.

Reading to an Audience - Create a second copy of the Nursery Rhyme Book and put it on your Dramatic Play/Dress-Up area. Invite interested children to “read” the rhymes in the book to dolls or plush animals.

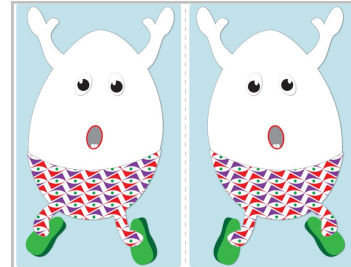
Directions for Make It! Sheets and Let's Read Together! Booklets

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

Make It! Sheet #1 – Stuffed Bag Humpty Dumpty

You Will Need:

- Crayons/markers
- Child-safe scissors
- Paper lunch bag for each child
- Old newspapers, tape



What to Do:

- The purpose of this sheet is to invite children create a prop they can play with in your program and at home. Props, like this one, challenge children to engage in dramatic play, think creatively and problem-solve.
- Print out copy of the sheet for each child. Have each child cut along the dotted lines. Next, have each child stuff a paper lunch bag with old newspapers. Fold down the top and tape shut. Then, tape the two sides of Humpty Dumpty to the sides of the stuffed bag.
- The children can then play with their Humpty Dumpty props. Some children may even choose to build walls with blocks, put Humpty Dumpty on it and then make him fall off. If the weather is nice, the children can take their Humpty Dumpty props outside to play with as well.

Make It! Sheet #2 – My Nursery Rhyme Book

Available in English & Spanish

You Will Need:

- Copy of the sheets for each child
- Child-safe scissors
- Stapler



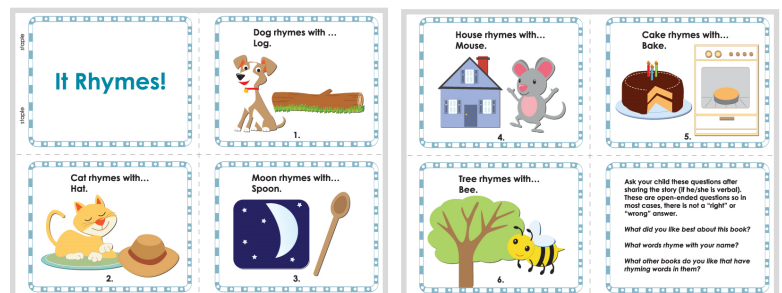
What to Do:

- The purpose of this sheet is to help children create a book they can read with parents/guardians at home. This will not only help children build literacy skills, it will also reinforce the importance of reading to children every day with parents/guardians.
- Print out a copy of the sheet for each child and have him/her cut apart by following the dotted lines.
- Help each child stack the pages and then staple on the left-hand side. Once each child's book is ready, take time to read it with him/her before sending home.

Let's Read Together! Booklets

NOTE: We have a different version for Spanish-speakers.

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



Experiences for Advanced Preschoolers: School Readiness

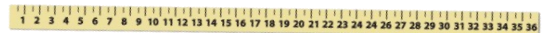
The following experiences are designed for advanced preschoolers that are ready to learn more about letters and sounds as well as numbers, mathematical operations (addition/subtraction), and spatial concepts. The following extension ideas blend well with the activities presented in this Teaching Guide.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

Letter Recognition, Beginning Sounds and Creative Writing:

- ❑ **Change that Rhyme!:** This experience challenges children to use their creative thinking abilities in a new way. Choose a nursery rhyme from the Nursery Rhyme Book and have the children work together to rewrite it. For instance, perhaps the children will choose the nursery rhyme, “Wee Willie Winkie” and change it to “Bee Billy Binkie” who runs through the town in his pajamas or even bathing suit! Encourage the children to be creative as they rewrite the rhyme. As the children brainstorm, write down their ideas, noting letters and words while doing so. It is probably going to take the children a good amount of renditions before they get one that works. Then, once it is ready, they can illustrate the rhyme and share it with younger children in the group.
- ❑ **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?
- ❑ **Word Match:** In preparation for this experience, go through the Nursery Rhyme Book and find common words to print on index cards along with unique ones to the rhymes. Suggestions include: *nimble, quick, cow, moon, cat, dog, fiddle, the, and, twinkle, star, nightgown....* Then, provide the children with the word cards and the Nursery Rhyme Book. Challenge the children to match the words on the cards to those in the book.

Measurement & Graphing:

- ❑ **How Far Can You Jump?:** The nursery rhyme, “Jack Be Nimble” provides the perfect opportunity for children to explore both measurement and graphing. After exploring this rhyme with the children, have them see how far they can jump. For this experience, you will need a measuring tape, a large sheet of white paper and a marker. To begin, designate a starting line/point. Have children take turns standing at the START and then jumping on two feet. Once each child jumps, he/she can “freeze” where he/she lands while the other children use the measuring tape to measure the distance to that point. They can then record this information in a notebook or on a piece of paper. Then, once each child jumps, the children can graph the results. Once finished, the children can use the graph to compare and contrast how far each member of the group jumped.



Learning Indicators Addressed By Activity

	Exploring Together	Small Group	Small Group	Infant
DAY 1	Who Had a Great Fall? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, CA4, PD4	All the King's Horses LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK3, PD4	Putting Humpty Together Again LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, MK6, PD5	Clap, Clap Humpty LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 2	The Cow Jumped Over the Moon LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, MK3, CA4, PD4	Dishes and Spoons LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, PD5, SS1	Don't Laugh LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, SS1	Who Jumped Over the Moon? LD1, LD2, SE1, SE4, AL1, SK1, LK1
DAY 3	Catching Fish LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, CA4, PD4, PD5, SS1, SS2	Catch...Count...Eat LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, PD2, PD5, SS1	Fancy Fish Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LK1, LR1, CA3, PD5	My Own Fish LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 4	Are You Nimble? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, LR2, CA4, PD2, PD4, SS1	Jump Over It! LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK1, LR1, LR2, MK3, PD4	Sorting Candles LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK1, MK2, MK6, PD5	Just Like Jack LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD4, PD5
DAY 5	A Thumb in a Pie LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK1, LR1, MK1, MK2, PD5, SS1	Pie Making 101 LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK1, LR1, LR2, CA4, PD5, SS1, SS2	Perfect Pudding Pie LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, SK2, LR1, MK1, MK2, MK5, PD5	Pie Plate Fun LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 6	A Spider! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, LR2, CA1, CA4, PD3, PD4	I Am Frightened by... LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5	My Silly Spider LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, LR2, MK1, MK2, CA3, PD5, SS3	See the Spider LD1, LD2, SE1, SE4, AL1, AL2, SK1, SK3, LK1, PD4
DAY 7	It's Bedtime LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK1, LR1, MK1, MK2, MK5, CA4, PD1, PD4	Time for Bed...Sleepy Head LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA4, PD1, PD5, SS1	Rap...Rap, Rap, Rap LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK4, PD5	Wee Willie LD1, LD2, SE1, SE4, AL1, SK1, LK1
DAY 8	Stars Sparkle LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, CA1	Twinkle Stars LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, CA3, PD5	Star Bowling LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, PD4, PD5, SS3	Twinkle, Twinkle LD1, LD2, SE1, SE4, AL1, SK1, LK1, CA1, CA3, PD5
DAY 9	What Rhymes with... LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LR1, CA4, PD4	Rhyme Readers LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK1, LR1, PD5	More Star Bowling LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK1, MK2, PD4, PD5, SS3	Reading Rhymes LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 10	Happy Rhyme Fun Day! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LK2, LR1, CA1, CA2, CA4, PD4, PD5	Finish It! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LK2, LR1, PD5	Rhyme Time for All! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, PD5	Rhyme Review LD1, LD2, SE1, SE4, AL1, SK1, LK1, CA1

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

School-Age Experiences

<p>Wonderful Word Families</p> <p>LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, MK6, LR1,</p>	<p>How Nimble Are You?</p> <p>LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, PD4</p>	<p>Bedtime Graph</p> <p>LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LK2, LK3, LK4, LK5, LR1,</p>
<p>How Does It Work?</p> <p>LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, PD5</p>	<p>Plum Pie Bakers</p> <p>LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, MK1, MK2, MK5, LR1, PD5, SS1</p>	<p>My Own Nursery Rhyme</p> <p>LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5</p>

Book List

Here is a list of books that compliment our unit, "Rhyme Time"

After the Fall by Dan Santat

And the Dish Ran Away with the Spoon by Janet Stevens

The Great Nursery Rhyme Disaster by David Conway

Hey, Diddle, Diddle by Tiger Tales

Hey Diddle Diddle and Other Nursery Rhymes by Thomas Nelson

Humpty Dumpty by Salina Yoon

Humpty Dumpty Climbs Again by Dave Horowitz

Little Miss Muffet by Iza Trapani

The Moveable Mother Goose by Robert Sabuda

My First Mother Goose by Tomie dePaola

My Very First Mother Goose by Iona Opie

Nursery Rhymes by Roger Priddy

Over the Hills and Far Away: A Treasury of Nursery Rhymes by Elizabeth Hammill and Various

¡Pio Peep! Traditional Spanish Nursery Rhymes by Alma Flor Ada

Pocket Full of Posies by Salley Mavor

The Real Mother Goose by Blanche Fisher Wright

Songs from the Baobab: African Lullabies & Nursery Rhymes by Chantal Grosleziat

This Little Piggy and Other Favorite Action Rhymes by Hannah Wood

Twinkle, Twinkle Little Star by Caroline Jayne Church

Twinkle, Twinkle, Little Star and Other Favorite Nursery Rhymes by Sanja Rescek

Wee Willie Winkie/Nos mascot del regimiento by Rhea Wallace

IT'S RHYME TIME!

It's rhyme time!
It's rhyme time!
Come on over for
Rhyme time!

Repeat....

RECIPE FOR CINNAMON PLAYDOUGH

- 2 cups whole wheat flour
- 1 cup salt
- 5 teaspoons cinnamon
- 2 tablespoons cooking oil
- 1 cup warm water

Put all of the dry ingredients in a large bowl. Add the water and oil and mix well. Knead well. If the dough is too sticky, add more flour. If it is too dry, add a little more water. Keep kneading until smooth. Store in a zipper-top bag or airtight container.

RECIPE FOR PLUM PIE

- Packaged pie crust
- 1/2 cup flour
- 1/2 cup sugar
- 1/4 tsp. cinnamon
- 1/4 tsp. nutmeg
- 3 Tbsp. cold butter
- 4 cups plums (canned/drained or fresh...peeled/sliced)
- 1/2 cup white sugar...less or none if using canned plums in syrup
- 1 Tbsp. lemon juice
- 1/2 tsp. cinnamon
- 1/4 cup flour

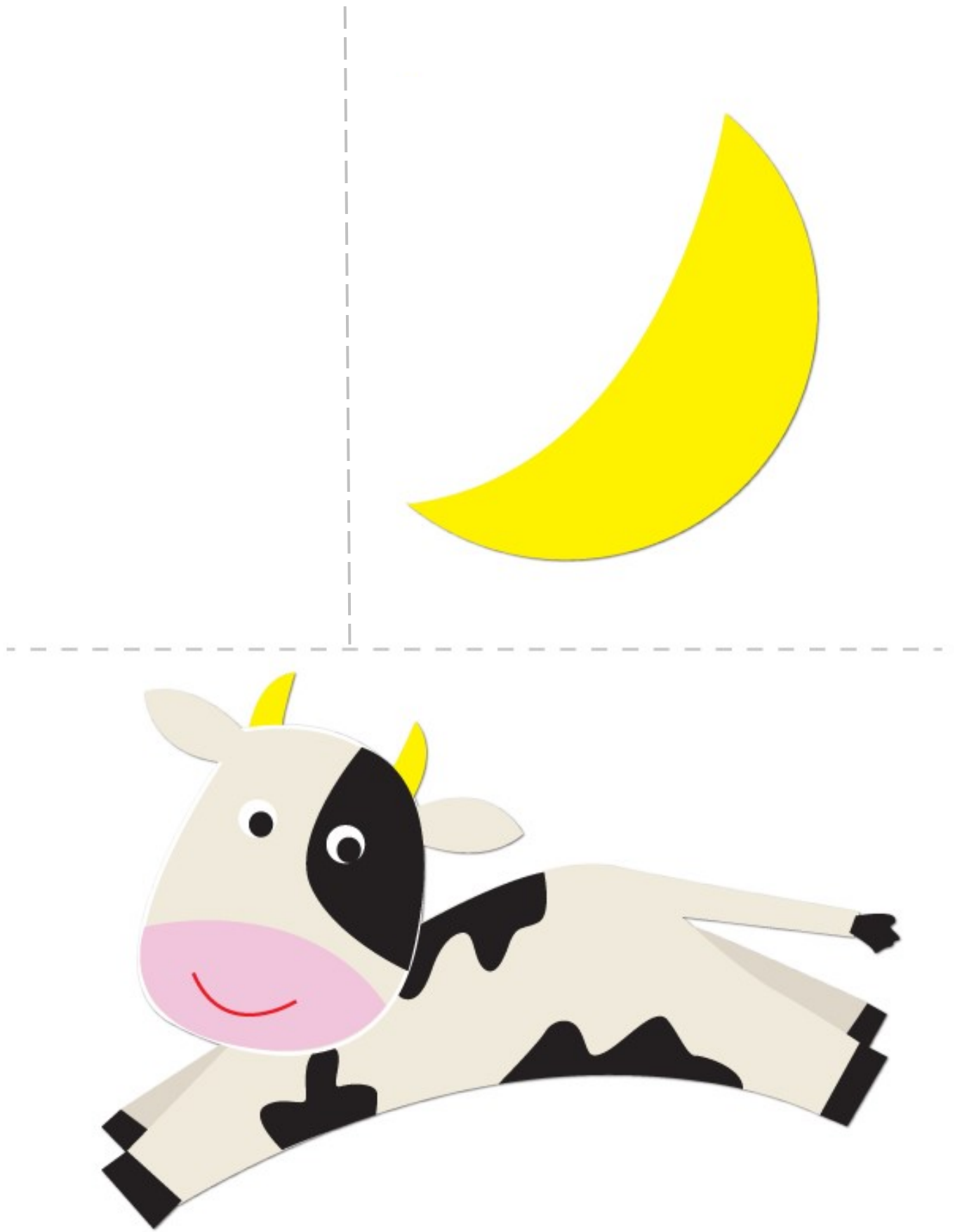
MATERIALS: Pie plate, rolling pin, measuring cups.

To begin, make the topping by mixing the flour, sugar, cinnamon, nutmeg and cold butter together until crumbly. Set aside.

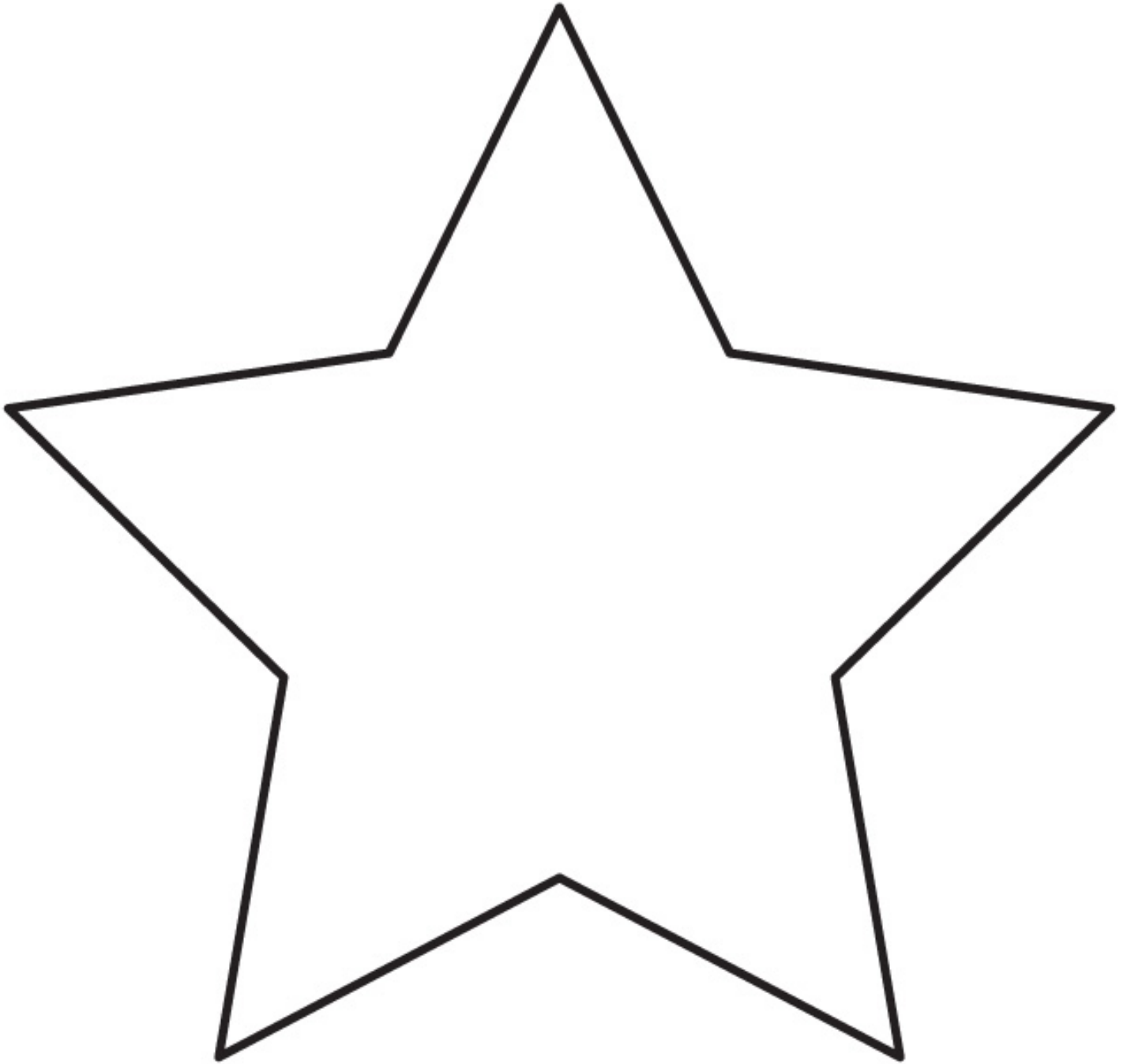
Next, roll out the pie crust (one sheet) and put in the pie pan. Set aside.

Put the plums, sugar (if using fresh plums), lemon juice, cinnamon and flour in a large bowl and mix well. Put the plums in the pie shell and sprinkle on the topping. Bake at 375 degrees for about 50-60 minutes or until the filling is set. You will probably need to cover the edges of the crust with aluminum foil so they do not get too brown.











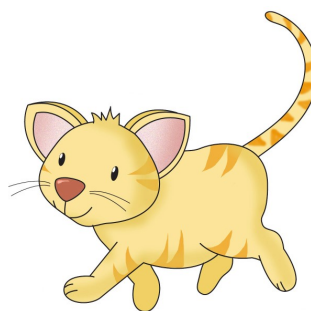
frog



dog



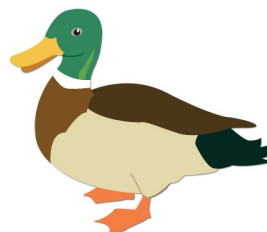
hat



cat



truck



duck



ant



plant