

Transitional Preschool

December



Winter Wonderland

Program Overview



Transitional Preschool Curriculum and Program Overview

Creating a quality classroom environment for two year old's includes a combination of providing daily care routines, opportunities for play and learning, preparing children for preschool as well as child/teacher face time to foster social/emotional development. Following a classroom routine, helps educators ensure that toddlers are exposed to all of these elements that are indicators of a high quality program.

Although providing daily care such as feeding and diapering is a significant part of any toddler's day, it is important to make time for learning and play. The curriculum manual provides teachers with meaningful learning activities to foster cognitive, motor, and social/emotional development.

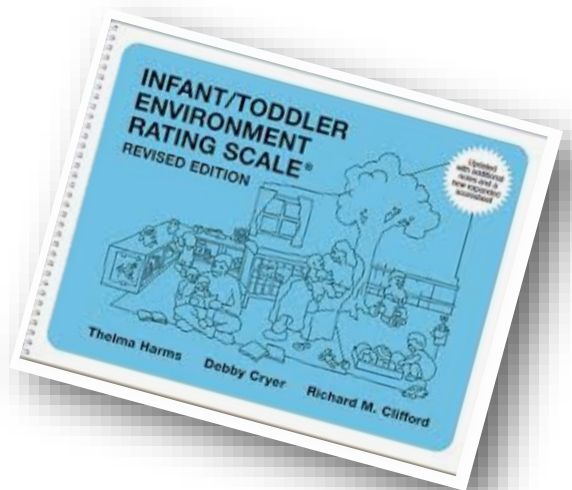
Although the curriculum is developed based, support the daily schedule, teachers have flexibility to plan and implement learning activities based on the needs and developmental levels of the children.

QUALITY ENVIRONMENTS

Infant/Toddler Environment Rating Scale (ITERS)

The Infant/Toddler Environment Rating Scale helps define and assess the education and care based on seven areas: space and furnishings, health and safety, activities, interactions, program structure, staff development, and special needs supplementary items.

The curriculum manual provides ITERS Standards to help improve the quality of care and education for children attending Imagination Station centers.




Curriculum Overview

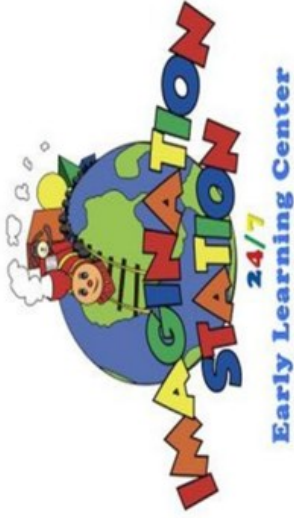


The curriculum supports the daily schedule. To build consistency the routines of each time of day must remain consistent. Use the guidelines below to build consistent routines during each learning block.

Daily Schedule & Learning Blocks

Wake Up & Manipulative Centers	<p>Young learners participate in self-directed centers to reinforce the learning concepts of the week.</p> <ul style="list-style-type: none"> Provide 3 different manipulative table top activities using classroom materials or curriculum activities.
Morning Circle Time	<p>Teacher led instruction focusing on language development.</p> <ul style="list-style-type: none"> Welcome Song introducing each child Daily Visual Schedule Review and introduce new vocabulary Academic Skill Introduction Teacher selected story
Interest Area Exploration and Instruction	<p>Children participate in learning centers focused on art, math, science, dramatic play, blocks and construction, as well as sensory activities, while the teachers leads small group activities.</p> <ul style="list-style-type: none"> Encourage children to play in small groups in learning centers, while the teacher conducts the teacher led activity outlined in the curriculum.
Shared Reading	<p>Circle time focusing on literacy activities including read a-louds, nursery rhymes, songs, and finger plays.</p> <ul style="list-style-type: none"> Teacher selected songs from the classroom song book with accompanying CD. Teacher led curriculum activity.
Language and Literacy Centers	<p>Teacher led literacy activities and centers develop children literacy skills.</p> <ul style="list-style-type: none"> Encourage children to play in small groups in learning centers, while the teacher conducts the teacher led activity outlined in the curriculum.
Evening Centers	Children participate in student choice interest area activities to foster social skills and relationships.
Evening Storytime	Child choice based story time.

 TRANSITIONAL PRESCHOOL	
6:00AM-8:30AM	Wake Up & Manipulative Centers Young learners participate in self directed centers to reinforce the learning concepts of the week.
8:30AM-9:00AM	Breakfast ☺ Handwashing
9:00AM-9:25AM	Morning Circle Time Young learners participate in teacher led large group activities to develop emotional intelligence, attention and focus, reinforce pre-academic skill and review the schedule for the day.
9:25AM-9:55AM	AM Snack ☺ Handwashing
10:00AM-10:30AM	Outdoor Play Students participate in gross motor activities to strengthen muscles and build coordination. Group games are implemented to foster social interaction skills. ☺ Handwashing/ Hydration
10:30-11:30AM	Interest Area Exploration and Instruction Young learners participate in child centered centers, art, math, science & sensory activities.
11:30AM-12:00PM	Lunch ☺ Handwashing
12:00PM-3:00PM	Nap
3:00PM-3:30PM	Snack ☺ Handwashing
3:30PM-4:00PM	Shared Reading Teacher led literacy activities including read a-louds, nursery rhymes, songs, and finger plays.
4:00PM-4:30PM	PM Outdoor Play Students participate in gross motor activities to strengthen muscles and build coordination. Group games are implemented to foster social interaction skills. ☺ Handwashing/ Hydration
4:30PM-5:30PM	Language & Literacy Centers Teacher led literacy activities and centers develop children literacy skills in the following areas: vocabulary, comprehension, phonics, phonemic awareness, and pre-reading skills.
5:30PM-6:00PM	Dinner ☺ Handwashing
6:00PM-7:00PM	Evening Centers Children participate in interest area activities to foster social skills and relationships.
7:00PM-7:30PM	Evening Story Time
7:30PM-8:00PM	Evening Snack ☺ Handwashing
8:00PM-6:00AM	Rest & Relaxation



Transitional Preschool

Date: **Week #: 48** **Theme: Winter Wonderland**

Interest Area Learning Activities							
Blocks and Construction	Tall and Short– Children build tall and short towers of blocks. (3.20)						
Dramatic Play	Dressing for Winter– Children practice dressing themselves. (1.7/3.20)						
Language & Literacy	December Themed Books–Children are exposed to books relating to the December themes. (2.31 /2.41 / 2.42)						
Sensory	Moving Snow– Children pretend to blow snow. (3.22)						
	Weekly Learning Activities						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning Circle Time	Skill Development	Skill Development	Skill Development	Skill Development	Skill Development	Skill Development	Weekly Review & Child Centered Instruction
Interest Area Exploration and Instruction	Math	Art	Science	Math	Art	Science	Art
Shared Reading	Phonics	Language & Vocab	Comprehension	Concepts of Print	Comprehension	Language & Vocab	Weekly Review & Child Centered Instruction
Language and Literacy Centers	Phonics	Language & Vocab	Phonics	Pre-Writing	Phonics	Language & Vocab	Weekly Review & Child Centered Instruction
Evening Story Time	Child Choice	Child Choice	Child Choice	Child Choice	Child Choice	Child Choice	Weekly Review & Child Centered Instruction



Transitional Preschool

Date: **Week #: 49** **Theme: Winter Wonderland**

Interest Area Learning Activities							
Blocks and Construction	Tall and Short– Children build tall and short towers of blocks. (3.20)						
Dramatic Play	Dressing for Winter– Children practice dressing themselves. (1.7/3.20)						
Language & Literacy	December Themed Books-Children are exposed to books relating to the December themes. (2.31 /2.41 / 2.42)						
Sensory	Moving Snow– Children pretend to blow snow. (3.22)						
	Weekly Learning Activities						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning Circle Time	Skill Development	Skill Development	Skill Development	Skill Development	Skill Development	Skill Development	Weekly Review & Child Centered Instruction
Interest Area Exploration and Instruction	Math	Art	Science	Math	Art	Science	Art
Shared Reading	Phonics	Language & Vocab	Comprehension	Concepts of Print	Comprehension	Language & Vocab	Weekly Review & Child Centered Instruction
Language and Literacy Centers	Phonics	Language & Vocab	Phonics	Pre-Writing	Phonics	Language & Vocab	Weekly Review & Child Centered Instruction
Evening Story Time	Child Choice	Child Choice	Child Choice	Child Choice	Child Choice	Child Choice	Weekly Review & Child Centered Instruction



Transitional Preschool

Date: **Week #: 50** **Theme: Winter Wonderland**

Interest Area Learning Activities							
Blocks and Construction	Tall and Short– Children build tall and short towers of blocks. (3.20)						
Dramatic Play	Dressing for Winter– Children practice dressing themselves. (1.7/3.20)						
Language & Literacy	December Themed Books-Children are exposed to books relating to the December themes. (2.31 /2.41 / 2.42)						
Sensory	Moving Snow– Children pretend to blow snow. (3.22)						
	Weekly Learning Activities						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning Circle Time	Skill Development	Skill Development	Skill Development	Skill Development	Skill Development	Skill Development	Weekly Review & Child Centered Instruction
Interest Area Exploration and Instruction	Math	Art	Science	Math	Art	Science	Art
Shared Reading	Phonics	Language & Vocab	Comprehension	Concepts of Print	Comprehension	Language & Vocab	Weekly Review & Child Centered Instruction
Language and Literacy Centers	Phonics	Language & Vocab	Phonics	Pre-Writing	Phonics	Language & Vocab	Weekly Review & Child Centered Instruction
Evening Story Time	Child Choice	Child Choice	Child Choice	Child Choice	Child Choice	Child Choice	Weekly Review & Child Centered Instruction



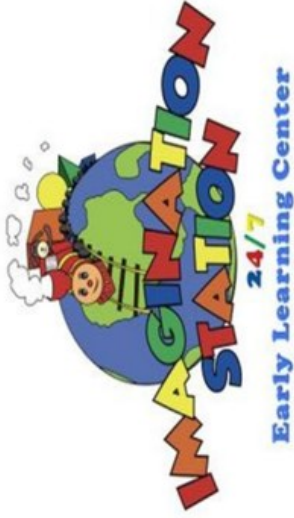
Transitional Preschool

Date:

Week #: 51

Theme: Winter Wonderland

Interest Area Learning Activities							
Blocks and Construction	Tall and Short– Children build tall and short towers of blocks. (3.20)						
Dramatic Play	Dressing for Winter– Children practice dressing themselves. (1.7/3.20)						
Language & Literacy	December Themed Books-Children are exposed to books relating to the December themes. (2.31 /2.41 / 2.42)						
Sensory	Moving Snow– Children pretend to blow snow. (3.22)						
	Weekly Learning Activities						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning Circle Time	Skill Development	Skill Development	Skill Development	Skill Development	Skill Development	Skill Development	Weekly Review & Child Centered Instruction
Interest Area Exploration and Instruction	Math	Art	Science	Math	Art	Science	Art
Shared Reading	Phonics	Language & Vocab	Comprehension	Concepts of Print	Comprehension	Language & Vocab	Weekly Review & Child Centered Instruction
Language and Literacy Centers	Phonics	Language & Vocab	Phonics	Pre-Writing	Phonics	Language & Vocab	Weekly Review & Child Centered Instruction
Evening Story Time	Child Choice	Child Choice	Child Choice	Child Choice	Child Choice	Child Choice	Weekly Review & Child Centered Instruction



Transitional Preschool

Date: **Week #: 52** **Theme: Winter Wonderland**

Interest Area Learning Activities							
Blocks and Construction	Tall and Short– Children build tall and short towers of blocks. (3.20)						
Dramatic Play	Dressing for Winter– Children practice dressing themselves. (1.7/3.20)						
Language & Literacy	December Themed Books–Children are exposed to books relating to the December themes. (2.31 /2.41 / 2.42)						
Sensory	Moving Snow– Children pretend to blow snow. (3.22)						
	Weekly Learning Activities						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning Circle Time	Skill Development	Skill Development	Skill Development	Skill Development	Skill Development	Skill Development	Weekly Review & Child Centered Instruction
Interest Area Exploration and Instruction	Math	Art	Science	Math	Art	Science	Art
Shared Reading	Phonics	Language & Vocab	Comprehension	Concepts of Print	Comprehension	Language & Vocab	Weekly Review & Child Centered Instruction
Language and Literacy Centers	Phonics	Language & Vocab	Phonics	Pre-Writing	Phonics	Language & Vocab	Weekly Review & Child Centered Instruction
Evening Story Time	Child Choice	Child Choice	Child Choice	Child Choice	Child Choice	Child Choice	Weekly Review & Child Centered Instruction

Transitional Preschool Supply List

December

The curriculum was designed to incorporate the learning supplies below. If learning materials are not available, substitute materials that are similar.

Interest Areas

December

Interest areas are set up monthly to enable teachers to rotate toys, materials, props, and themes. Students utilize the theme-based centers by engaging in meaningful play to build social interaction skills, develop vocabulary, and improve fine motor skills.

Blocks & Building Interest Area Activity Guide

Tall and Short

Learning Outcomes:

Area: Social/Emotional

3.20 Begins to play interactively with other children for short periods of time

Materials:

- Blocks

Vocabulary:

tall
short

Directions:

At the toddler stage of development, they are beginning to explore outside of their immediate family to the world around them. During block play this month, encourage and model the following simple block play with toddlers:

1. **Tall and Short:** Assist the children to create both tall and short towers using blocks. As you play with the children reinforce the language.

Dramatic Play Interest Area Activity Guide

Dressing for winter

Learning Outcomes:

Area: Cognition & General Knowledge

1.7 Begin to engage in pretend play with realistic objects

Area: Social Emotional

3.20 Begins to play interactively with other children for short periods of time

Materials:

- Winter clothes
- Book: Froggy Gets Dressed

Vocabulary:

mittens gloves scarf
hat boots sweater

Directions:

1. This month, stock the dress up center with winter dress up clothes.
2. Read the book, Froggie Gets Dressed to the children. Invite the children to practice dressing themselves in winter clothes while pretending to be Froggy.

BLOCK AREA GUIDELINES

Infant/Toddler Environment Rating Scale

Indicators

- Staff engage in simple block play with children
- Variety of accessories including transportation toys, people and animals are available
- Spaces used for block toddler play is out of traffic and has a steady surface
- Blocks and accessories are sorted by type
- Block area is accessible much of the day

Materials Checklist

- ◇ At least 3 light weight sets (10 or more blocks per set) of different types of blocks with various sizes, shapes and colors
- ◇ Toy people, animals and vehicles
- ◇ Containers to fill and dump

DRAMATIC PLAY AREA GUIDELINES

Infant/Toddler Environment Rating Scale

Indicators

- Staff engage in pretend play with children
- Props provided for toddlers to use in active dramatic play
- Props represent diversity
- Some child sized furniture for toddlers to engage in dramatic play
- Materials organized by type
- Props represent what children experience in every day life.
- Many and varied age-appropriate dramatic play materials accessible daily
- Dramatic play materials accessible for much of the day

Materials Checklist

- Enough materials to rotate and some of each of the following:
 - ◇ dolls
 - ◇ soft animals
 - ◇ pots, pans, cooking, & eating equipment
 - ◇ toy telephones
 - ◇ dress up clothes
 - ◇ child-sized house furniture

Language and Library Interest Area Activity Guide

December Themed Books

Learning Outcomes:

Area: Language Development and Communication

2.31 Turns the pages of a book from left to right holding the book upright
2.41 Knows when a book is upside down and/or backwards and can correct it.

2.42 Uses pictures to predict a simple story

Materials:

- Variety of books reflecting the monthly themes

Vocabulary:

farm, arctic, and woodland animal vocabulary
winter vocabulary

Directions:

Suggest book titles to stock the library center:

Mama Do You Love Me?,

by Barbara M Joosse

The Mitten, by Jan Brett

Follow the Trail, Winter

Wonderland, by DK

The Snowy Day, by Ezra

Jack Keats

Hello World!, Weather, by

Jill McDonald

Ten on the Sled, by Kim

Norman and Liza Woodruff

Bear Snores On, by Karma

Wilson

It Looked Like Spilt Milk, by

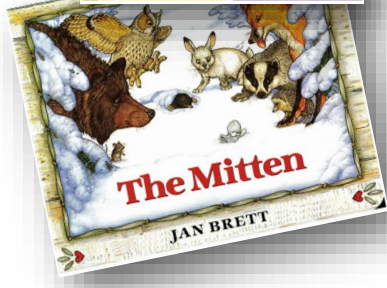
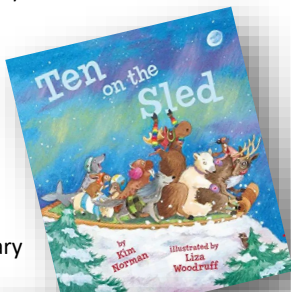
Charles G. Shaw

The Hat, by Jan Brett

Froggy Gets Dressed, by

Jonathan London

Making Tracks Snow



Sensory Play Interest Area Activity Guide

Moving Snow

Learning Outcomes:

Area: Social/ Emotional

3.22 Begins to take turns with peers with assistance

Materials:

- Pretend snowplow
- flour
- cornstarch

Vocabulary:

snow

snowplow

Directions:

- Set up sensory tubs with flour, cornstarch, and pretend snow plows.
- Encourage the children to move the snow with the pretend vehicles.
- As the children play, reinforce the language concept 'back' and 'forward'.

INTEREST AREA GUIDELINES

Infant/Toddler Environment Rating Scale

Indicators

Materials Checklist

- Books are added/changed to maintain interest
- Wide selection of books including animals, familiar objects, and familiar routines are accessible for much of the day
- Books reflect people of varying races, ages, and abilities
- Books are set up for toddlers to use independently

- ◇ At least 12 appropriate toddler books available but no less than 2 books per child
- ◇ Puppets

INTEREST AREA GUIDELINES

Infant/Toddler Environment Rating Scale

Indicators

Materials Checklist

- Different activities done with sand and water
- Sand and water activities are provided daily
- Sand and water activities set up to facilitate play
- Variety of toys used for sand/ water play
- Close supervision of sand/ water play provided

- ◇ Kitchen utensils
- ◇ Shovels and buckets
- ◇ Small cars and trucks
- ◇ Floating toys
- ◇ Plastic containers

Morning Circle Time

December

Circle Time Routine

Using the Circle Time Center Pocket Chart and picture cards from the language photo library create a Morning Circle Time board focusing on the weekly vocabulary and skills.

1. Sing the Welcome Song introducing each child.
2. Review the Daily Visual Schedule
3. Review and introduce the date, day of the week, as well as weekly vocabulary and skills.
4. Present each child's name and invite the children to read names with you.
5. Sing songs & finger plays from the song book & CD
6. Select a story from the Book List below.

Welcome Song

(name) is here today,
(name) is here today!
We all clap together,
because (name) is here
today!
Good morning (name)!
***repeat for each child!!

Note you may change the
action of clap to hop, jump,
etc.

Vocabulary & Skills	Learning Outcomes	Description
Shape Identification	Area: Cognitive Development 1.19 Identifies basic shapes	<u>Focus Shapes:</u> circle, square, rectangle, triangle <ul style="list-style-type: none"> Encourage the children to identify the circles, squares, rectangles and triangles in their environment.
Color Identification	Area: Cognitive Development 1.15 Names at least one color	<u>Focus Colors:</u> red, green, yellow, blue <ul style="list-style-type: none"> Place a variety of red, green, yellow, and blue objects in a basket. Hold up each item one at a time. Prompt the children to name the color of the object.
Number Identification	Area: Cognitive Development 1.22 Understands the quantities of numerals 0-5. 1.23 Recognizes and reads numerals 0-5	<u>Focus Numbers:</u> 1-3 Review <ul style="list-style-type: none"> Invite the children to perform different actions such as stopping feet, clamping, and jumping to reinforce the number concept of 1-3..
Letter Identification	Area: Language Development 2.27 Begins to recognize letters in own name	<u>Focus Letters:</u> Ee, Pp, Hh, Zz <ol style="list-style-type: none"> Review the name and sound of the letter. Encourage children that have the a name that starts with the monthly focus letter to stand up. Sing an ABC song with the children.
Weather Graph	Area: Cognitive Development 11.18 Begins to match and sort items into groups and learn where objects belong	<ol style="list-style-type: none"> Identify and record the type of weather each day.
Rhyming Words	Area: Language Development 2.28 Begins to identify words that rhyme	<ol style="list-style-type: none"> Choose two rhyming word cards that go with the theme. Invite the children to identify other words that rhyme.

Interest Area Exploration & Small Group Instruction

December

Interest Area Exploration & Small Group Instruction Routine

While children utilize the interest areas, the teacher works with children in primary care groups to complete a teacher led activity focusing on fine motor development, math skills, art, science and nature, and fostering social development.

Choose and complete the teacher led activity for the corresponding day in small groups. Continue to monitor interest area play around the room.

Monday-Math/Fine Motor/ Art
 Tuesday-Art
 Wednesday-Science/Nature/ Art
 Thursday-Math/Fine Motor/ Art
 Friday-Art
 Saturday-Science/Nature/ Art
 Sunday-Art



Slight modifications may need to be made based on the age and ability level of each child.

ACTIVITIES GUIDELINES

Infant/Toddler Environment Rating Scale (ITERS)

Area	Indicators	Materials Checklist
Math/ Manipulatives (Fine Motor)	<ul style="list-style-type: none"> Materials of different levels of difficulty accessible Materials rotated to provide variety Materials well organized Many and a variety of materials provided 	<ul style="list-style-type: none"> ◇ Nesting cups/ toys ◇ Textured toys ◇ Containers to dump and fill ◇ Shape sorting games ◇ Large stringing beads ◇ Big pegs with peg boards ◇ Simple puzzles ◇ Pop beads ◇ Stacking rings ◇ Medium or large interlocking blocks
Art	<ul style="list-style-type: none"> Access to materials is based on children's abilities Staff facilitate appropriate use of materials Individual expression is encouraged Younger toddlers offered art at least 3 times per week/older toddlers art is offered daily Children are not required to participate, alternative activities provided All art materials are non toxic, safe, and appropriate 	<p>A variety of materials are introduced and used:</p> <ul style="list-style-type: none"> ◇ Drawing materials such as paper, crayons, and nontoxic markers ◇ Brush and finger paints ◇ Collage materials
Science and Nature	<ul style="list-style-type: none"> Nature and science materials are well-organized and in good repair Staff show interest in and respect for nature Everyday events used as a basis for learning about nature/science Outdoor experiences with nature provided at least 2 times per week. Some pictures, books, or toys that represent nature realistically available 	<ul style="list-style-type: none"> ◇ Living things such as non-toxic house plants, aquariums, and classroom pets ◇ Nature/science books that realistically represent nature ◇ Nature/science toys that realistically represent nature

Math/Fine Motor Activity Guide

Numbers 1-3

Learning Outcomes:

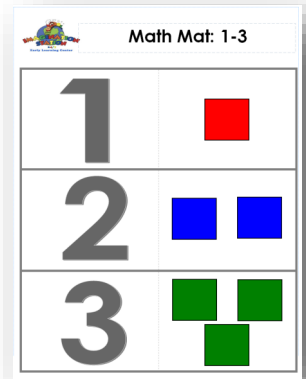
Area: Cognitive Development

1.22 Understands the quantities of numerals 0-5.

1.21 Match and sort objects according to color, size, or shape

Materials:

- Math Mat: 1-3
- Counting bears or math manipulatives
- Play dough



Directions:

1. Prior to the activity, copy the math mat resource page. You may wish to laminate for durability.
2. Provide each child a Number 1-3 Math Mat working in the small group.
3. Encourage the children to identify each color on the math mat, and then place the number of corresponding counters on the squares.
4. Assist the children to count each set with one to one correspondence.
5. Invite the children to create the numerals with play dough using the numeral on the math mat as a guide.

Building Snowmen

Learning Outcomes:

Area: Cognitive Development

1.18 Begins to match and sort items into groups and learn where objects belong

1.19 Identifies basic shapes

Materials:

- Felt
- Felt board
- Picture a snowman
- Scissors

Directions:

1. Prior to the activity, cut out three different sizes of circles from felt. Also cut out snowman accessories such as hats, scarves, arms, carrot nose. Cut out small black circles for the eyes and mouth.
2. Show the children the different circles.
3. First assist the children to sort the circles and order them by size from smallest to largest.
4. Encourage the children to create snowmen using the felt board pieces.

Matching Mittens

Learning Outcomes:

Area: Cognitive Development

11.18 Begins to match and sort items into groups and learn where objects belong

1.21 Match and sort objects according to color, size, or shape

Materials:

- Several pairs of mittens or Resource Page: Mittens



Directions:

1. Prior to the activity select several pairs of mittens. If you do not have several pairs of mittens, cut out the resource pages. You may wish to laminate for durability.
2. Show the children to mittens. Invite the children to identify the color of each set of mittens.
3. Assist the children to match the mittens by color.

Ten on a Sled

Learning Outcomes:

Area: Cognitive Development

1.22 Understands the quantities of numerals 0-5.

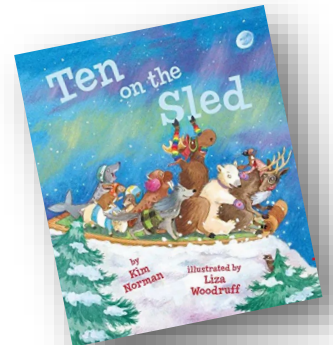
1.26 Counts at least 3 objects with one to one correspondence

Materials:

- Book: Ten on a Sled
- Cardboard boxes
- Scissors
- Yarn

Activity Directions:

1. Read the book to the children.
2. After each page invite the children to point to each animal left on the sled and count them with one to one correspondence.
3. Assist the children to create a sled out of a cardboard box.
4. Re-act the story with the children while they pretend to be the animals on the sled and fall off.



Matching Snowmen

Learning Outcomes:

Area: Cognitive Development

1.21 Match and sort objects according to color, size, shape or use

Materials:

- Resources: Matching Snowman
- Scissors

Directions:

- Prior to the activity copy and cut out the Snowmen resource page. You may wish to laminate for durability.
- Gather the children together.
- Present the Snowmen Sorting Cards to the children.
- Assist the children to matching the cards that are alike.



Tall and Short

Learning Outcomes:

Area: Cognitive Development

1.22 Understands the quantities of numerals 0-5.

1.26 Counts at least 5 objects with one to one correspondence

Material:

- Table top blocks or linking manipulatives

Directions:

- Invite the children to a table staged with table top blocks or linking manipulatives.
- Play with the children to build short and tall towers.
- As the children play, assist the children to count the number of blocks in their tower with one to one correspondence.
- To extend the activity, assist the children to order the block towers from shortest to tallest.

Matching Color Patterns

Learning Outcomes:

Area: Cognitive Development

1.15 Names at least one color

1.16 Matches colors and shapes

1.21 Match and sort objects according to color, size, shape or use

Materials:

- Felt board
- Felt
- Scissors
- Colored math manipulatives

Directions:

- Prior to the activity, cut out red, purple, yellow, green, orange, and blue squares from felt.
- Introduce the square felt pieces to the children.
- Ask the children to identify the shape and the different colors.
- Create a simple two part pattern such as red, yellow, red, yellow...
- Invite the children to copy the pattern using the colored math manipulatives



Number Skills

Learning Outcomes:

Area: Cognitive Development

1.22 Understands the quantities of numerals 0-5.

Materials:

- Resource: Number Matching 1-5
- Scissors

Directions:

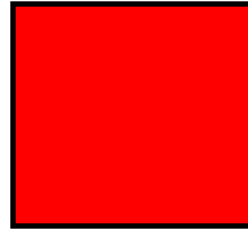
- Prior to the small group activity, cut the number matching 1-5 resource cards. You may wish to laminate for durability. Invite the children for small group work.
- To reinforce and practice this activity from the previous month, show the children the numeral cards one at a time. Encourage the children to identify each numeral by name.
- Next show the children the shape cards. Assist the children to count the objects on each card with one to one correspondence.
- Assist the children to match the number cards with the corresponding sets.



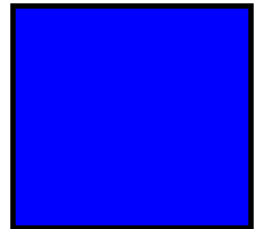
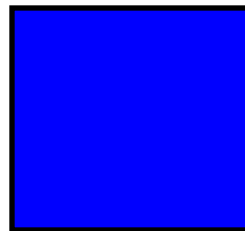


Math Mat: 1-3

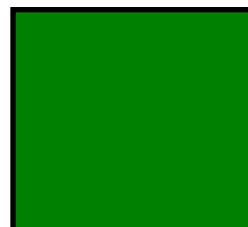
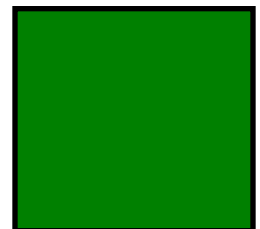
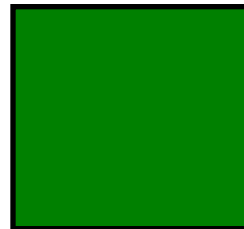
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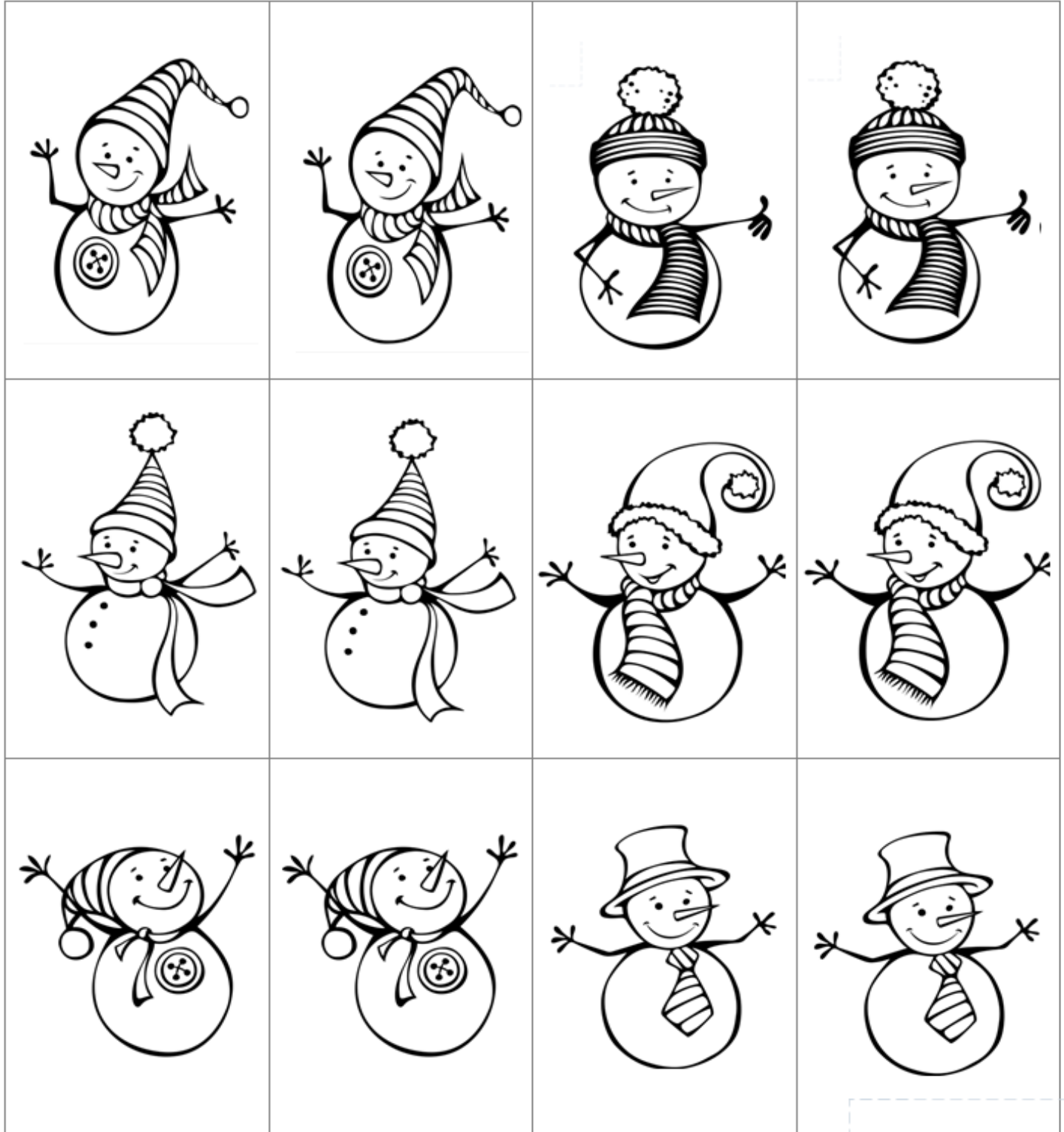
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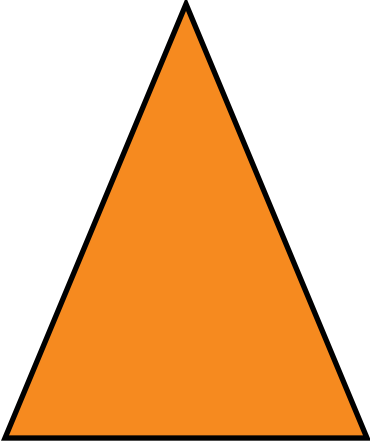
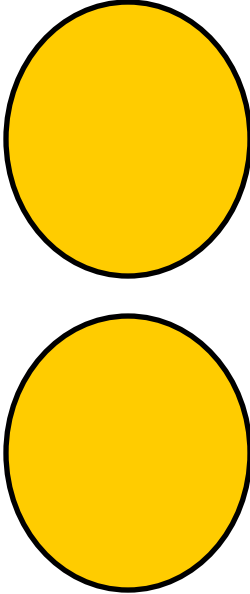
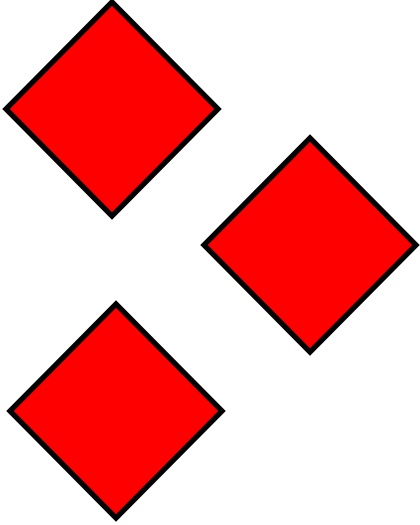
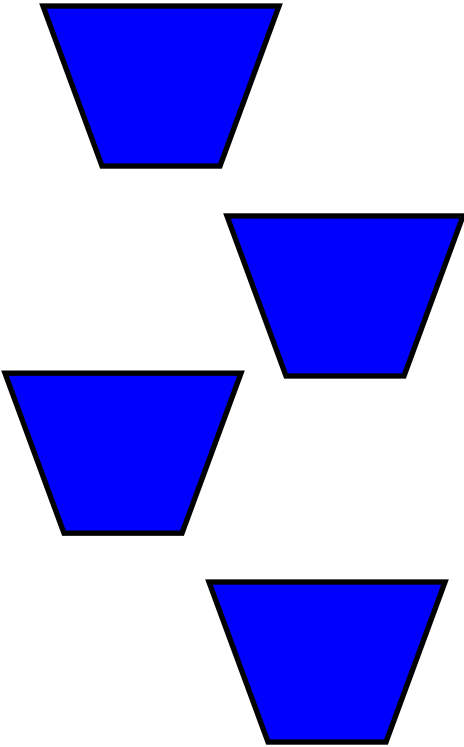
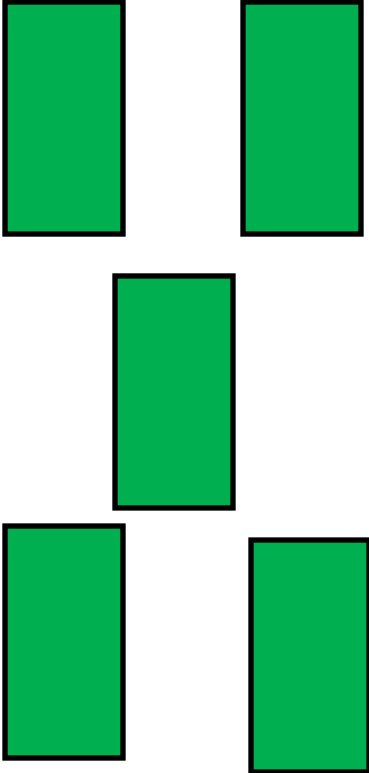
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Matching Snowmen



Number Matching 1-5

Number Matching 1-5

1

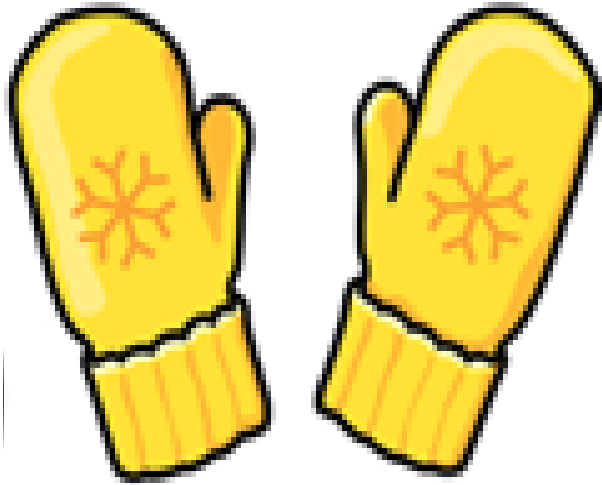
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3

4

5

Mittens



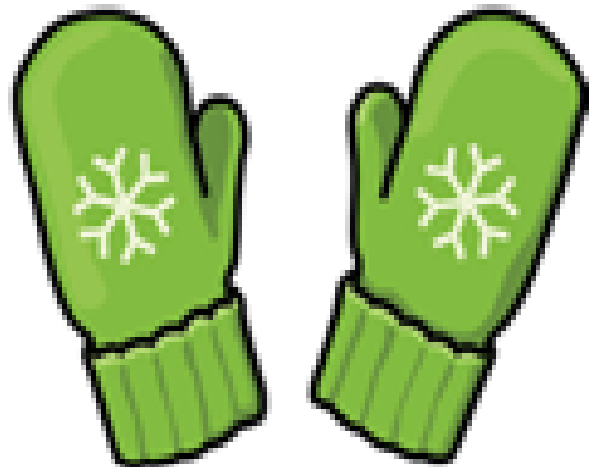
yellow



red



blue



green

Mittens



yellow



red



blue



green

Art Activity Guide

Winter Finger Painting

Learning Outcomes:

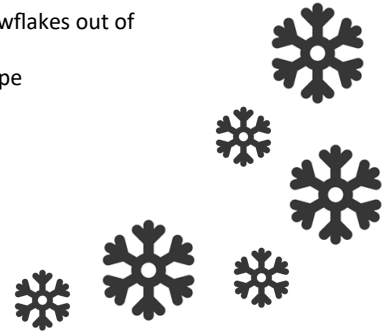
Area: Physical Development/ Fine Motor
5.22 Explore a variety of art materials

Materials:

- Blue and white fingerpaints
- Construction paper
- Scissors
- Precut snowflakes out of cardboard
- Painters tape

Activity Directions:

1. Prior to the activity, cut snowflakes out of card board.
2. Assist the children to gently tape the cardboard snowflakes to their paper.
3. Encourage the children to fingerpaint with white and blue fingerpaints. As the children are exploring the texture and feel of the paints, reinforce the color names.
4. Allow the paintings to dry.
5. Remove the cardboard snowflakes. Invite the children to observe what appears. .



Rainbow Tissue Paper Art

Learning Outcomes:

Area: Physical Development/ Fine Motor
5.22 Explore a variety of art materials

- Tissue paper squares
- Glue
- White construction paper

Directions:

1. Show the children a picture of a rainbow.
2. Invite the children to describe the colors and shape of the rainbow.
3. Invite the children to glue rainbow colored tissue paper squares to create a unique rainbow colored piece of art.

Snowy Trees

Learning Outcomes:

Area: Physical Development/ Fine Motor
5.22 Explore a variety of art materials
Area: Cognitive Development
1.19 Identifies basic shapes

Materials:

- Blue construction paper
- Black marker
- Paper plate
- Q-Tips
- White tempera paint

Directions:

1. Prior to the activity, draw a winter tree trunk and branches with no leaves on a half sheet of blue construction paper.
2. Place a small amount of paint on a paper plate.
3. Invite the children to dip a Q-Tip into the paint and then dab it onto their paper to create snowflakes on the tree.

Torn Paper Snowman

Learning Outcomes:

Area: Physical Development/ Fine Motor
5.22 Explore a variety of art materials
5.14 Intentionally makes a mark on a piece of paper

Materials:

- White recycled paper
- Construction paper
- Markers
- Glue

Directions:

1. On a half sheet of dark colored construction paper draw the outline of a snowman.
2. Provide the children recycled white paper to tear. Assist the toddlers to tear the paper and glue the pieces in the snowman outline. Tearing paper helps toddlers build fine motor skills.
3. When the children are finished tearing and gluing, Assist the children to draw a hat, nose, eyes, and mouth onto the picture.

Raindrop Snowflakes

Learning Outcomes:

Area: Physical Development/ Fine Motor
5.22 Explore a variety of art materials
5.14 Intentionally makes a mark on a piece of paper

Materials:

- Eye droppers
- Liquid watercolor paints
- Coffee filters
- Art trays
- Scissors

Directions:

1. Prior to the activity cut out snowflakes using coffee filters.
2. Show the children the snowflakes. Discuss how snow feels.
3. Place the coffee filter snowflake on an art tray.
4. Invite the children to drop different colored watercolor paint onto the snowflake.
5. Allow the snowflakes to dry and then hang on the classroom windows.

Winter Easel Painting

Learning Outcomes:

Area: Physical Development/ Fine Motor

5.14 Intentionally makes a mark on a piece of paper

Materials:

- Easels
- White and blue tempera paint
- Construction paper
- Scissors
- Paint brushes
- Smocks

Directions:

1. Provide the children a piece of construction paper.
2. Invite the children to paint and create an unique piece of art with white and blue tempera paint.
3. When painting, assist the children to hold the paintbrush with a three point grasp to support pre-writing skills.

Process Based Art

Learning Outcomes:

Area: Physical Development/ Fine Motor

5.22 Explore a variety of art materials

5.14 Intentionally makes a mark on a piece of paper

Materials:

- Construction paper
- Paint Smocks
- Variety of art materials

Directions:

1. Provide each child a variety of art materials.
2. Encourage the children to create their own unique piece of art.

Process Based Art

Children learn through play and open-ended art. This is called process based art. Providing children materials to explore and discover allows them the chance to explore the world around them, ask questions, and see how things work. Process art fits in with how children learn because it allows them room to be themselves, make their own decisions, and just create!

Ice Cube Painting

Learning Outcomes:

Area: Physical Development

5.22 Explore a variety of art materials

Materials:

- Ice cube trays
- Tempera paint
- Construction paper
- Craft sticks

Directions:

1. Prior to the activity freeze tempera paint and water in ice cube trays. Add a craft stick to create a handle for holding when painting.
2. Provide each child a piece of white construction paper.
3. Encourage the children to paint with the frozen paint ice cubes.
4. Discuss how ice feels and why it melts.

The Mitten

Learning Outcomes:

Area: Physical Development

5.22 Explore a variety of art materials

Materials:

- Construction paper
- Glue
- Markers
- Collage materials
- Scissors

Directions:

1. Trace each child's hand to create an outline of a mitten.
2. Assist the children to cut out the mitten.
3. Assist each child to glue their mitten to a piece of construction paper.
4. Invite the children to color and glue collage materials onto their mitten for decoration.

Science & Nature Activity Guide

What is in the Hat?

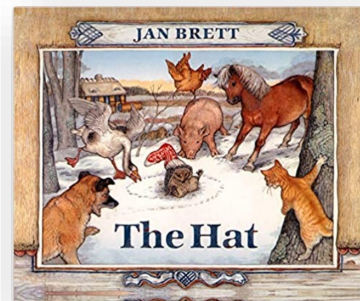
Learning Outcomes:

Area: Cognitive Development

1.21 Match and sort objects according to color, size, shape or use

Materials:

- Book: The Hat
- Pretend Farm Animals



Directions:

1. Introduce and read the book to the children. Ask the children to name the animals on the cover and identify where they live.
2. Read the book reinforcing the names of the animals featured in the book.
3. Place pretend farm animals in a stocking cap.
4. Invite the children to take turns selecting an animal out of the hat. Reinforce the name and sound of each farm animal.

What is Missing?

Learning Outcomes:

Area: Cognitive Development

INF 1.3/1.7 Begin to develop science concepts such as cause and effect, daily routines, imitations of gestures and use of objects, and identifying body parts.

Materials:

- Book: Follow the Trail, Winter Wonderland
- Arctic Animals
- Ribbon or yarn



Directions:

1. Introduce the book to the children. Encourage the children to discuss the polar bear and snow on the cover. Ask the children how does snow feel?
2. Read the book with the children. Point to the pictures and label each animal along the trail.
3. Create a trail with ribbon or yarn through the classroom. Place different arctic animals along the 'trail'. Assist the children to follow the trail to discover and name the arctic animals.

Natural Items Observations

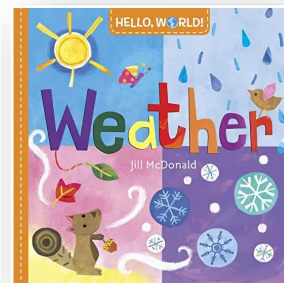
Learning Outcomes:

Area: Approaches to Learning

1.21 Match and sort objects according to color, size, shape or use

Materials:

- Book: Weather
- Flannel board
- Flannel



Directions:

1. Prior to the activity create large weather symbols such as rain drops, snowflakes, sun, etc out of flannel.
2. Read the book to the children.
3. After reading the book place the weather symbols one by one on the flannel board. Name the type of weather. Encourage the children to label each type of weather as hot or cold.
4. Encourage the children to explore with the felt board weather pieces.

Snow Globe Sensory Bottles

Learning Outcomes:

Area: Cognitive Development

INF 1.3/1.7 Begin to develop science concepts such as cause and effect, daily routines, imitations of gestures and use of objects, and identifying body parts.

Materials:

- Plastic bottles or jars with tight fitting lids
- Glue
- Magnifying Glasses
- Duct tape
- Winter confetti
- Blue food coloring
- Vegetable oil

Directions:

1. Assist the children to create winter themed sensory bottles by adding winter confetti, blue food coloring, water, and vegetable oil to a plastic jar or water.
2. Secure the lid with glue and duct tape.
3. Present the snow globe sensory bottle to the children.
4. Provide the children magnifying glasses to observe, explore, and identify snowflakes and snowmen in the bottle.
5. Encourage the children to describe what they see.

Sledding Slopes

Learning Outcomes:

Area: Cognitive Development

INF 1.3/1.7 Begin to develop science concepts such as cause and effect, daily routines, imitations of gestures and use of objects, and identifying body parts.

Materials:

- Book: *Ten on a Sled*
- Ramps made of card board
- Sleds made of craft sticks
- Markers

Directions:

1. Prior to the activity assist the children to make and decorate simple sleds with craft sticks, glue, and markers..
2. Read the book to the children introducing the concept of sledding.
3. Create a 'sledding hill' with cardboard. You may wish to invite the children to paint it white to resemble snow.
4. Invite the children to place their sleds at the top of the hill and slide them to the bottom. As the children play, reinforce the concepts of top and bottom.

Snow

Learning Outcomes:

Area: Cognitive Development

INF 1.3/1.7 Begin to develop science concepts such as cause and effect, daily routines, imitations of gestures and use of objects, and identifying body parts.

Materials:

- Book about snow
- Flour
- Vegetable oil
- Art tray or small sensory bin

Directions:

1. Invite the children to read a book about snow with you.
2. After reading the book ask the critical thinking questions.
2. Invite the children for small group work.
3. Provide children a small sensory bin.
4. Assist each child to measure two cups of flour and 1/4 cup of vegetable oil placing it in their sensory bin.
5. Encourage the children to mix the ingredients until it sticks together.
6. Invite the children to create snowballs with the snow dough.

Critical Thinking Questions

- ⇒ How does snow feel?
- ⇒ Where does snow come from?
- ⇒ What does snow look like?

Wind

Learning Outcomes:

Area: Cognitive Development

INF 1.3/1.7 Begin to develop science concepts such as cause and effect, daily routines, imitations of gestures and use of objects, and identifying body parts.

Materials:

- Book about wind
- Pinwheels

Directions:

1. Invite the children to read a book about wind with you.
2. Take the children outside.
3. Provide the children with pinwheels to hold in the wind and spin.
4. As the pinwheels move in the wind as the children the critical thinking questions.

Critical Thinking Questions

- ⇒ Can you see the wind?
- ⇒ How do you know when it is windy?
- ⇒ What happens when the wind blows really hard?

Rain

Learning Outcomes:

Area: Cognitive Development

INF 1.3/1.7 Begin to develop science concepts such as cause and effect, daily routines, imitations of gestures and use of objects, and identifying body parts.

Materials:

- Book about rain
- Sponges

Directions:

1. Prior to the activity, cut sponges in the shape of clouds.
2. Read a book about rain with the children and ask the critical thinking questions.
3. Invite the children to the sensory table in small groups.
4. Place a water in the sensory table.
5. Present the cloud sponges and bowls to the children.
6. Invite the children to make the clouds rain and then collect the rain water in small bowls.
7. Reinforce the concept that rain comes from clouds.

Critical Thinking Questions

- ⇒ Where does rain come from?
- ⇒ How does rain feel?
- ⇒ What do you like to do in the rain?

What do We Wear in Winter

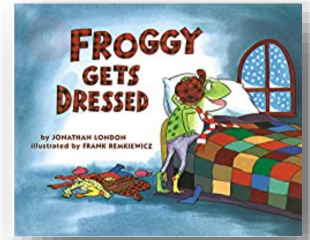
Learning Outcomes:

Area: Cognitive Development

INF 1.3/1.7 Begin to develop science concepts such as cause and effect, daily routines, imitations of gestures and use of objects, and identifying body parts.

Materials:

- Book: Froggy Gets Dressed
- Photo/word cards



Directions:

1. Prior to the activity, select photo/word cards that reflect winter clothing such as a scarf, hat, boots, etc.
2. Introduce and read the book to the children.
3. Discuss what Froggy is wearing because it is winter.
4. Show the children the winter clothes photo/word cards. Encourage the children to identify the item and discuss why people wear them in winter.

Melting Ice

Learning Outcomes:

Area: Cognitive Development

INF 1.3/1.7 Begin to develop science concepts such as cause and effect, daily routines, imitations of gestures and use of objects, and identifying body parts.

Materials:

- Eye droppers
- Art trays or small sensory bins
- Ice

Directions:

1. Prior to the activity, freeze water with food coloring in ice cube trays.
2. Place a few of the colored iced cubes in a sensory bin.
3. Invite the children to drip water on the ice and melt the ice cubes using eye droppers.
4. As the children observe and explore discuss how the frozen ice cubes are melting and turning into water.

Shared Reading

December

Shared Reading Routine

Shared reading instruction is designed to be taught in a whole group setting and focuses on the following areas of literacy development:

Phonics
Language and Vocabulary
Comprehension
Concepts of Print

Shared Reading Lesson Plan Format:

1. Music and movement- Select and sing several songs from the song book and CD.
2. Letter Instruction- Review the focus letter of the week by singing the animal song associated with the letter using the Animal Alphabet Friends CD.
3. Shared Reading Instruction- Select and complete Shared Reading Activity from the instruction guides.
4. Transition-Preview Literacy Center Activity. Assign children to Interest Areas prior to transitioning to Literacy Centers.

LISTENING & TALKING

Infant/Toddler Environment Rating Scale (ITERS)

Helping Children Understand Language

- Staff talk about many different topics with children
- Staff take part in verbal play with children
- Staff use a wide range of simple, exact words in communication with children
- Staff use simple descriptive words for objects and actions when communicating with children
- Staff make eye contact, use children's names, and talk in primarily language/sign language to personalize verbal communication
- Staff talk is meaningful, frequently, and during both routines and play to children
- Content of talk is encouraging and positive
- The room is reasonably quiet so that children can hear language
- Staff talk to children in pleasant tone of voice

Helping Children Use Language

- Staff maintain a balance between listening and talking
- Staff ask simple questions
- Staff add more words and ideas to what children say
- Staff have turns taking conversations with children
- Staff respond in a timely and positive manner to children's attempts to communicate
- Staff add words to actions they take and daily routines

Using Books

- Staff are involved in using books with children periodically throughout the day
- Book times are warm and interactive
- Staff read books daily with individual or very small groups of interested children
- Participation encouraged only while children are interested; children not forced to participate

Phonics Instruction Guide

Introducing Letters Ii & Tt

Learning Outcomes:

Area: Language Development and Communication

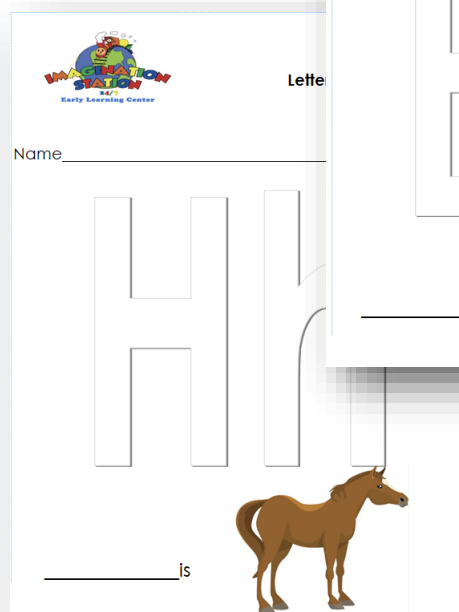
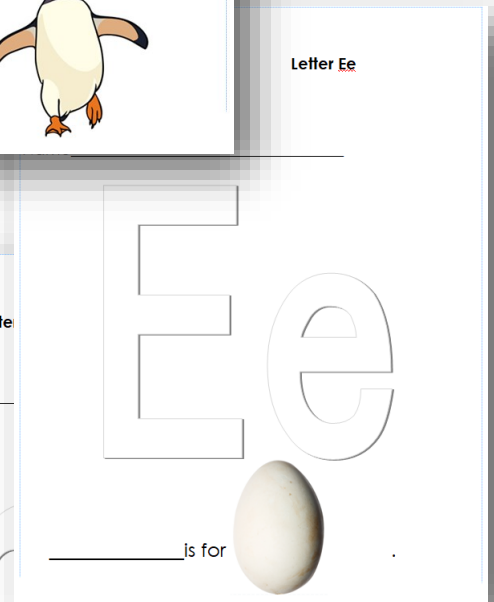
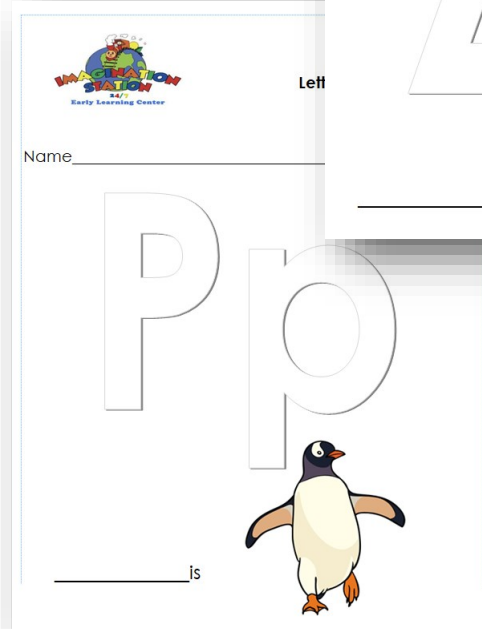
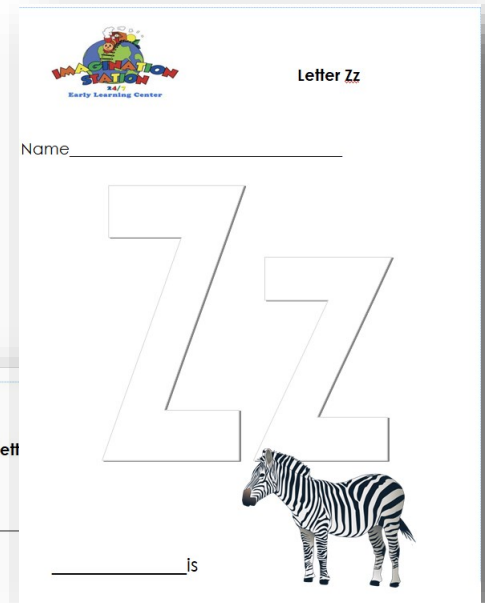
2.27 Begins to identify letters in own name

Materials:

- Chart paper/ white board
- White boards
- White board markers
- Resources: Letter Zz, Pp, Ee, and Hh Worksheets
- Watercolors
- Paintbrushes
- Pencils

Directions

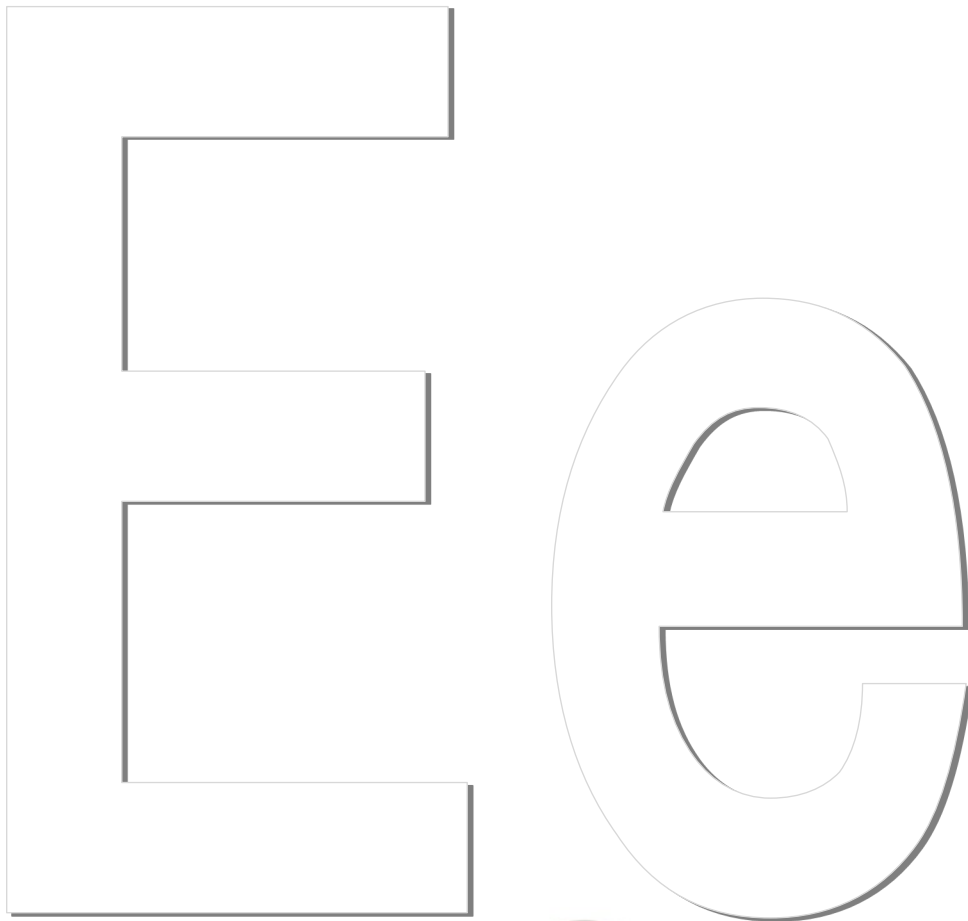
1. This month you will introduce the letters Zz, Pp, Ee, and Hh. Focus on teaching children to correctly form letters by ensuring strokes are from top to bottom and left to right.
2. Invite a few children at a time for small group work while the rest of the children are exploring interest centers.
3. Model how to write the letter with correct letter formation.
4. Invite the children to each trace the letter you have written on the whiteboard.
5. Provide a worksheet to each child.
6. Invite children to use watercolor paints to trace the shape of the letter. Assist each child to trace the letters using correct letter form, and then write the letter on the line at the bottom of the page with your assistance.





Letter Ee

Name _____



_____ is for



.



Letter Pp

Name _____

P

p

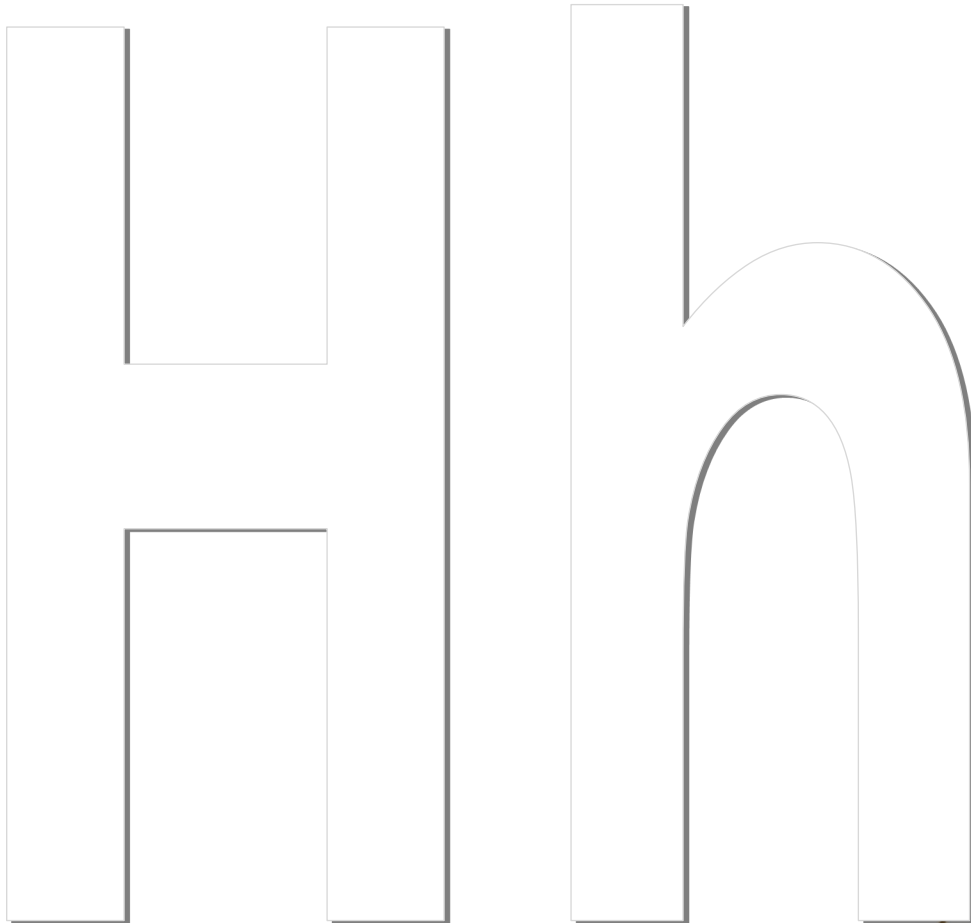
_____ is



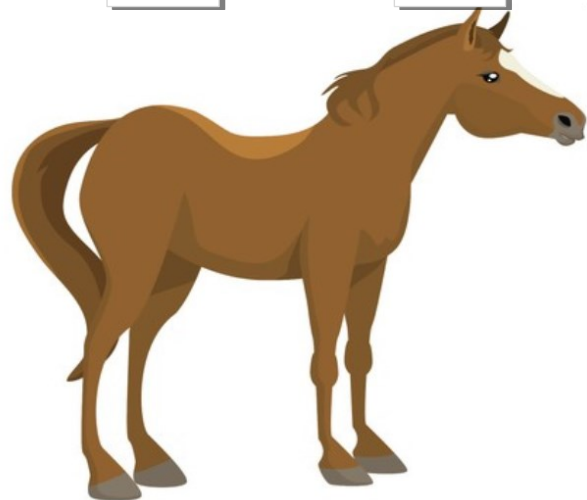


Letter Hh

Name _____



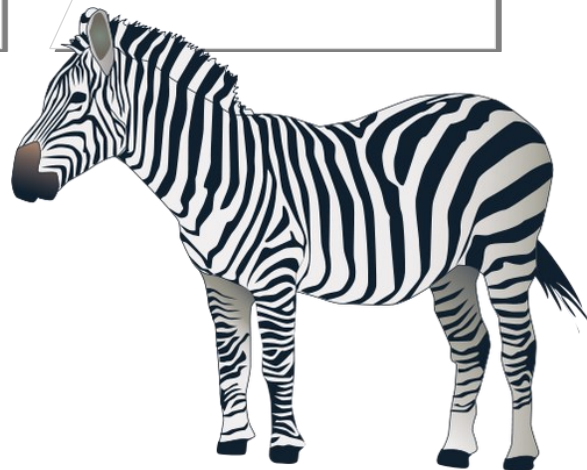
_____ is





Letter Zz

Name _____



_____ is

Shared Reading Activity Guide

Dressing For Winter

Learning Outcomes:

Area: Language Development and Communication

2.42 Uses pictures to predict a simple story

2.31 Turns the pages of a book from left to right holding the book upright

Area: Approaches to Learning

4.3 Attend to a task for several minutes

Vocabulary:

mittens	gloves	scarf	ear muffs
boots	coat	snow pants	stocking hat

Activities:

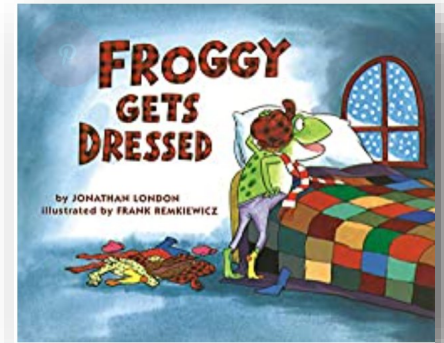
Language and Vocabulary:

1. Introduce the book and the vocabulary to the children by taking a picture walk through the book. Read the book to the children reinforcing the vocabulary.

Comprehension:

1. Prior to the activity copy the pictures of Froggy getting dressed from the book.
2. Gather the children in circle time.
3. Read the book with the children.
4. After reading the book assist the children to sequence how Froggy got dressed to go outside using the copied pictures.

Concepts of Print: Point to each word as it is read, tracking from left to right.



Bear Snores On

Learning Outcomes:

Area: Language Development and Communication

2.42 Uses pictures to predict a simple story

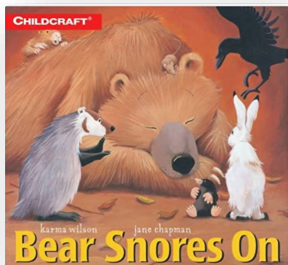
2.31 Turns the pages of a book from left to right holding the book upright

Area: Approaches to Learning

4.3 Attend to a task for several minutes

Vocabulary:

bear winter snore



Activities:

Language and Vocabulary:

1. Take a picture walk through the book introducing the vocabulary to the children.

Comprehension:

1. Gather the children in circle time.
2. Read the book with the children.
3. After reading the book, ask the children the following critical thinking questions:
 - ⇒ Why was the bear snoring?
 - ⇒ Why did the other animals want the bear to wake up?

Concepts of Print: Invite the children to point to the title as well as identify the front and back of the book.

Music and Movement: Sing the Song— *Bears are Sleeping* and perform the actions to the song.

Materials:

- Book: The Wheels on the Bus
- Song: *Bears are Sleeping*

Bears are Sleeping

Little bear, little bear
It is winter
Time for bed

Little bear, little bear
It is snowing
Time for bed

Little bear, little bear
It is spring
Time to play

Little bear, little bear
It is sunny
Time to play

Roar!

It Looked Like Spilt Milk

Learning Outcomes:

Area: Language Development and Communication
 2.42 Uses pictures to predict a simple story
 2.31 Turns the pages of a book from left to right holding the book upright

Area: Approaches to Learning
 4.3 Attend to a task for several minutes

Vocabulary:

rabbit	bird	tree	ice cream cone	flower	pig	cloud
sheep	mitten	squirrel	birthday cake	Great Horned Owl	angel	

Activities:

Language and Vocabulary: Introduce the book to the children by taking a picture walk through the book. Invite the children to name the cloud shapes on each page to reinforce the vocabulary.

Comprehension: After reading the book to the children, invite the children to retell the story using the story telling kit.

Concepts of Print: Invite the children to identify the front and back of the book before reading the story with the children.

Materials:

- Book: It Looked Like Spilt Milk
- It Looked Like Spilt Milk Story Telling Kit



The Snowy Day

Learning Outcomes:

Area: Language Development and Communication
 2.42 Uses pictures to predict a simple story
 2.31 Turns the pages of a book from left to right holding the book upright

Area: Approaches to Learning
 4.3 Attend to a task for several minutes

Vocabulary

snow
 snowball

Activities:

Language and Vocabulary: Introduce the book to the children by taking a picture walk through the book. Discuss is happening in each page to introduce the vocabulary.

Comprehension:

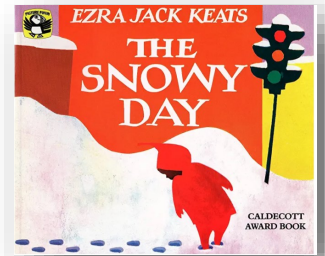
1. Gather the children in circle time.
2. Read the book with the children.
3. After reading the book ask the following critical thinking questions:
 - ⇒ What did the boy do in the snow?
 - ⇒ Do you think that the boy had fun in the snow? How do you know?
 - ⇒ What would you do if you woke up and there was snow outside?

Concepts of Print: Track the words with one to one correspondence from left to right while reading the story.

Music and Movement: Prior to the activity, cut out 10 snowmen felt board pieces. Sing the Song– *Ten Little Snowmen* with the children removing a flannel snowman piece after each verse.

Materials:

- Book: The Snowy Day
- Song: *Ten Little Snowmen*
- Flannel
- Flannel board



Ten Little Snowmen

Ten little snowmen riding on a sled
 One fell off and bumped his head
 Mama called the doctor and the doctor said,
 “No more snowmen riding on sleds!”
Continue singing until no snowmen are left on the sled.



The Mitten

Learning Outcomes:

Area: Language Development and Communication

2.42 Uses pictures to predict a simple story

2.31 Turns the pages of a book from left to right holding the book upright

Area: Approaches to Learning

4.3 Attend to a task for several minutes

Vocabulary

mole	fox	mouse	rabbit	bear	owl
hedgehog	drowsy	badger	mitten		

Activities:

Language and Vocabulary: As you read the book to the children, point to the animal that is climbing into the mitten. Encourage the children to name each animal. Encourage the children to make the sound of each of the animals.

Comprehension: After reading the book to the children, invite the children to retell the story using a mitten and pretend woodland animals.

Concepts of Print: Introduce the book to the children upside down. Encourage the children to turn the book right side up before reading the story.

Materials:

- Book: The Mitten
- Pretend woodland animals
- Mitten



Tracks in the Snow

Learning Outcomes:

Area: Language Development and Communication

2.42 Uses pictures to predict a simple story

2.31 Turns the pages of a book from left to right holding the book upright

Area: Approaches to Learning

4.3 Attend to a task for several minutes

Vocabulary

tracks	snow	woodland animal vocabulary
--------	------	----------------------------

Activities:

Language and Vocabulary:

1. Introduce the book to the children by taking a picture walk through the book. Point to the pictures of the vocabulary words in the book. Invite the children to say the word for each picture.

Comprehension:

1. Gather the children in circle time.
2. Read the book with the children.
3. As you read invite the children to describe each animal and feel the animal tracks in the book.

Concepts of Print: Encourage the children to turn the book right side up before reading the book with the children.

Materials:

- Book: Making Tracks, Snow



Following the Trail

Learning Outcomes:

Area: Language Development and Communication

2.42 Uses pictures to predict a simple story

2.31 Turns the pages of a book from left to right holding the book upright

Area: Approaches to Learning

4.3 Attend to a task for several minutes

Vocabulary

trail	snow	arctic animal vocabulary
-------	------	--------------------------

Activities:

Language and Vocabulary: Introduce the book to the children by taking a picture walk through the book. Point to the pictures of the vocabulary words in the book. Invite the children to say the word for each picture.

Comprehension: Gather the children and read the book. Invite the children to identify each animal along the trail by choosing a corresponding pretend animal out of a basket.

Concepts of Print: Read the book pointing to each word as it is read to model left to right directionality.

Transitional Preschool—December

Materials:

- Book: Follow the Trail, Winter Wonderland
- Pretend arctic animals



The Hat

Learning Outcomes:

Area: Language Development and Communication

2.42 Uses pictures to predict a simple story

2.31 Turns the pages of a book from left to right holding the book upright

Area: Approaches to Learning

4.3 Attend to a task for several minutes

Vocabulary

farm animal vocabulary

Activities:

Language and Vocabulary: As you read the book to the children, point to the animal that is climbing in the hat. Encourage the children to name each animal. Encourage the children to make the sound of each of the animals.

Comprehension: After reading the book to the children, invite the children to retell the story using a stocking hat and pretend farm animals.

Concepts of Print: Read the story pointing to each word as it read to reinforce left to right directionality.

Materials:

- Book: The Hat
- Stocking hat
- Pretend farm animals



Mama Do You Love Me

Learning Outcomes:

Area: Language Development and Communication

2.42 Uses pictures to predict a simple story

2.31 Turns the pages of a book from left to right holding the book upright

Area: Approaches to Learning

4.3 Attend to a task for several minutes

Vocabulary

raven	whale	dog	spout	umiak	puffin
ptarmigan	salmon	parka	ermine	mittens	lemmings
mukluks	lamp	wolves	musk-ox	walrus	polar bear

Activities:

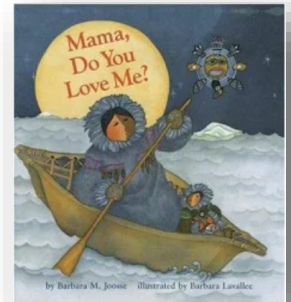
Language and Vocabulary: This book may contain a lot of vocabulary that the children are not familiar with, therefore take a picture walk through the book discussing the pictures to reinforce the meaning of the vocabulary words. Read the book with the children. After reading show the children each of the pretend arctic animals. Encourage the children to identify each animal.

Comprehension: Gather the children and read the book. Invite the children to discuss what is happening after each page is read.

Concepts of Print: Invite the children to point to different objects on the page to reinforce the concept of print versus pictures.

Materials:

- Book: Mama Do You Love Me
- Pretend Arctic Animals



Weather

Learning Outcomes:

Area: Language Development and Communication

2.42 Uses pictures to predict a simple story

2.31 Turns the pages of a book from left to right holding the book upright

Area: Approaches to Learning

4.3 Attend to a task for several minutes

Vocabulary

weather vocabulary

Activities:

Language and Vocabulary: Introduce the book to the children by taking a picture walk through the book. Reinforce each of the different types of weather.

Comprehension: Gather the children and read the book. Identify activities that you do in each type of weather. For example, in the summer you swim, etc.

Concepts of Print: Invite the children to turn the pages one at a time as you read the book.

Materials:

- Book: Hello World, Weather



Literacy Centers

December

Literacy Centers Overview

Literacy Centers instruction is designed to be taught in primary care groups and focuses on the skill development of the following areas of literacy:

Phonics
Language and Vocabulary
Comprehension
Pre-Writing
Phonemic Awareness

Shared Reading Lesson Plan Format:

1. Assign children to interest areas for meaningful play.
2. Meet with children in small groups to complete the literacy center activity.

Monthly Overview

Focus Skills and Content

Phonics	<ul style="list-style-type: none"> • Focus letters: Ee, Hh, Pp, Zz • Children recognize letters are used for reading and writing
Language & Vocabulary	<ul style="list-style-type: none"> • Language Concept: tall and short • Vocabulary: farm, woodland, and arctic animals
Comprehension	<ul style="list-style-type: none"> • Using props to retell stories • Connecting self to stories
Pre-Writing	<ul style="list-style-type: none"> • Handwriting and correct letter formation • Drawing a picture to tell a story • Fine motor development and control
Phonemic Awareness	<ul style="list-style-type: none"> • Rhyming • Isolating beginning sounds

LISTENING & TALKING

Infant/Toddler Environment Rating Scale (ITERS)

Helping Children Understand Language

- Staff talk about many different topics with children
- Staff take part in verbal play with children
- Staff use a wide range of simple, exact words in communication with children
- Staff use simple descriptive words for objects and actions when communicating with children
- Staff make eye contact, use children's names, and talk in primarily language/sign language to personalize verbal communication
- Staff talk is meaningful, frequently, and during both routines and play to children
- Content of talk is encouraging and positive
- The room is reasonably quiet so that children can hear language
- Staff talk to children in pleasant tone of voice

Helping Children Use Language

- Staff maintain a balance between listening and talking
- Staff ask simple questions
- Staff add more words and ideas to what children say
- Staff have turns taking conversations with children
- Staff respond in a timely and positive manner to children's attempts to communicate
- Staff add words to actions they take and daily routines

Using Books

- Staff are involved in using books with children periodically throughout the day
- Book times are warm and interactive
- Staff read books daily with individual or very small groups of interested children
- Participation encouraged only while children are interested; children not forced to participate

Phonics Instruction Guide

December Phonics

Learning Outcomes:

Area: Physical Development

5.34 Begins to hold writing utensil with finger rather than a fist

5.36 Imitates simple shapes and lines

Materials:

- Playdough
- ABC cards
- Magnetic letters
- White board or easel with chart paper
- Sand

- Letter tiles or magnetic letters
- Letter puzzles
- Magazines
- Scissors
- Items that start with sounds: Ee, Hh, Pp and Zz.

Activities:

Playdough Letters

1. Invite the children to roll playdough into a long snake.
2. Assist each child to construct the letters Ee, Hh, Pp and Zz.
3. Encourage the children to use the ABC cards as a guide to construct the letters.

Matching Upper and Lower Case Letters— Provide the children a basket of magnetic letters or alphabet tiles. Assist the children to match the following upper and lower case letters: Ee, Hh, Pp and Zz., li, Tt, Aa, Bb, Ss, Mm, and Ff.

Letter Puzzles— Assist the children to complete alphabet puzzles. As each child is completing the puzzles, reinforce the letter names. Reinforce this month's letter sounds: Ee, Hh, Pp and Zz..

Letter Scavenger Hunt- Invite the children to find the letters, Ee, Hh, Pp and Zz.in magazines. Assist the children to cut out the letters and make a collage with them.

Phonemic Awareness Instruction Guide

Phonemic Awareness

Learning Outcomes:

Area: Language & Communication Development

2.24 Participate in rhyme games and songs

Materials:

- Photo/word cards

Activities:

Rhyming—

1. Invite children to produce rhyming words for a word or picture given. Encourage children to make up non-sense words.

Isolating Beginning Sounds—

1. Prior to the activity, select photo word cards that start with the letter sounds: Ee, Hh, Pp and Zz.
2. Show the children the photo cards one at a time. Assist the children to isolate the beginning sound.

Comprehension

Comprehension

Learning Outcomes:

Area: Language & Communication Development

2.37 Relate personal experiences verbally

2.38 Engage in and maintain a conversation topic with adult support

2.25 Tell what will happen next in a familiar story

Materials:

- Mitten
- Stocking hat
- It Looked Like Spilt Milk Story Telling Kit
- Arctic animals
- Forest animals
- Farm animals
- Puppets

Activities:

Retelling Stories using Props

1. This month encourage the children to retell stories using prop used during the Shared Reading Lessons. Acting out stories helps build vocabulary and expressive language skills.

Pre-Writing Instruction Guide

Fall Harvest Pre-Writing Activities

Learning Outcomes:

Area: Cognitive Development

2.27 Begins to identify the first letters of their names

Materials:

- Construction paper
- Glue
- Scissors
- Pencils
- Letter tiles or magnetic letters
- Construction paper
- Sand or cornmeal
- Resource: Tracing Shapes
- Resource: Snowman Cut and Glue
- Markers

Activities:

Drawing a Picture— Invite the children to draw a picture of a snowman. This is a perfect opportunity for the children to practice drawing circles!

Writing Letters— Invite the children to practice writing their names in cornmeal. Ensure children are forming the letters correctly (top to bottom and left to right).

Snowman Cutting Skills— Encourage the children to cut out the cut and glue resource page to work on cutting and develop their fine motor skills. Assist the children to glue the pieces together to create a snowman.

Shape Tracing— Provide each child the resource page and a cubby marker. Assist the children to write their name on the top of the page, and then trace the shapes.



Reading Strategies Instruction Guide

Reading Strategies

Learning Outcomes:

Area: Language and Communication Development

2.42 Uses pictures to predict a simple story

Materials:

- Predictable familiar stories
- Resources: Weather Symbols

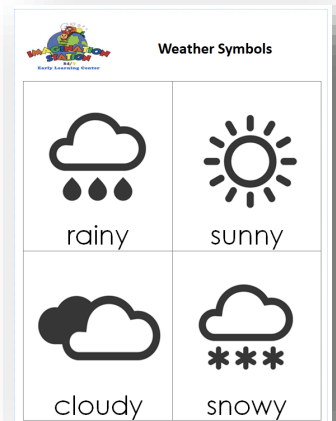
Activities:

Predictable Books

1. Prior to the activity, collect several predictable story books.
2. Invite the children to the reading area.
3. Take a picture walk through each book. Invite the children to tell the story by looking at the pictures.

Environmental Print

1. Prior to the activity cut out the Weather Symbol resource cards.
2. Invite the children to identify the types of weather on the cards, and then match similar cards.



Language and Vocabulary Instruction Guide

Vocabulary & Language

Learning Outcomes:

Area: Language and Communication Development

2.27 Uses 3 to 4 word sentences

Materials:

- Coffee filters
- Scissors
- Construction paper
- Markers

Activities:

Winter Classroom Display-

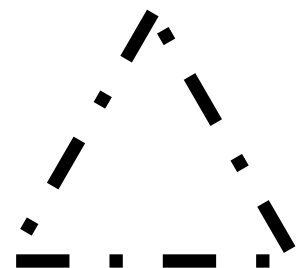
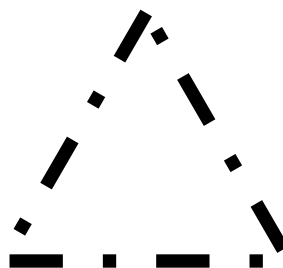
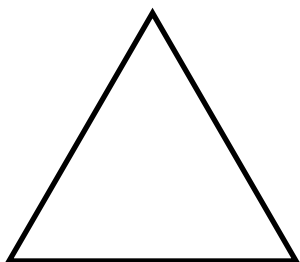
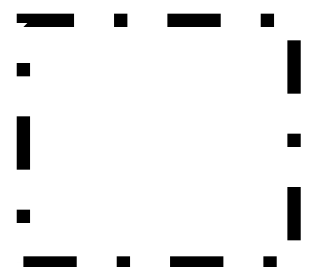
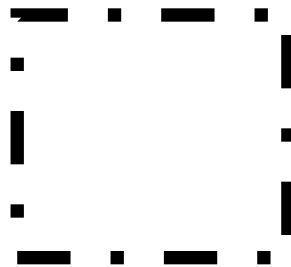
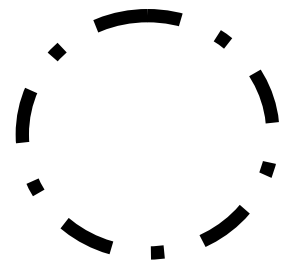
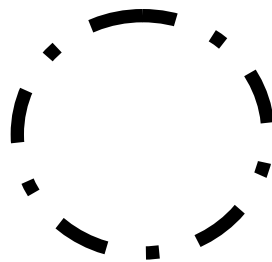
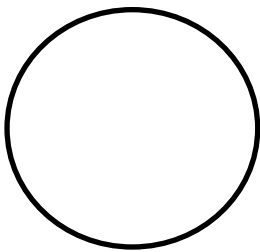
1. Provide the children coffee filters and scissors. Invite the children to fold and cut snowflakes with the coffee filters. Place the snowflakes on a bulletin board to create a winter classroom display.
2. Invite the children to draw and cut out snowmen to add to the classroom display as well.

Let's Practice

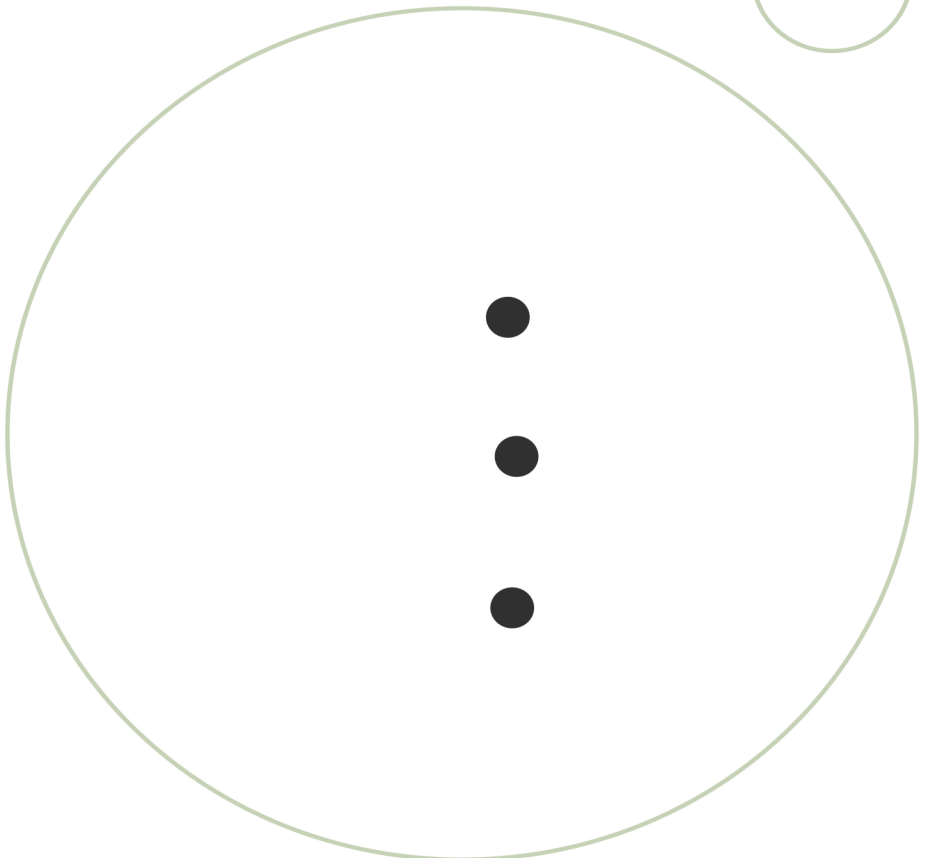
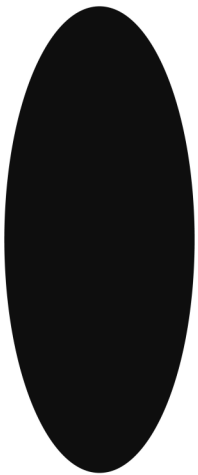
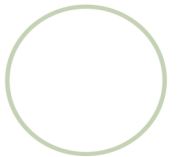
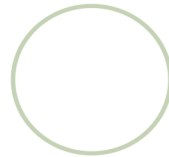
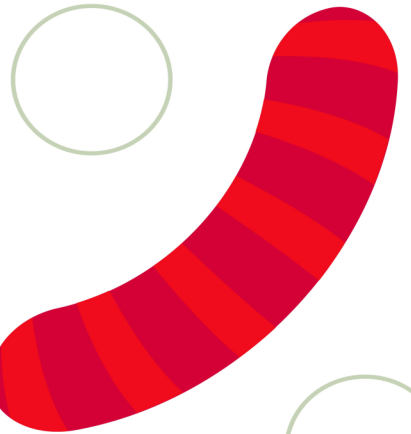


Shape Tracing

Name _____



Cut and Glue



Weather Symbols



rainy



sunny



cloudy



snowy

Weather Symbols



rainy



sunny



cloudy



snowy

Learning Outcomes

	Cognition & General Knowledge (1)	Language Development and Communication (2)	Social Emotional (3)	Approaches to Learning (4)	Physical Development & Health (5)
24–30 Months	<p>1.15 Names at least one color</p> <p>1.16 Matches colors and shapes</p> <p>1.17 Identifies 8 body parts</p> <p>1.18 Begins to match and sort items into groups and learn where objects belong</p>	<p>2.20 Responds to questions</p> <p>2.21 Asks another child to sit next to them</p> <p>2.22 Understands and uses some positional words</p> <p>2.23 Initiates conversations with others</p> <p>2.24 Recites familiar nursery rhymes, songs, and short stories</p> <p>2.25 Sings simple songs</p> <p>2.26 Ask questions about a story</p> <p>2.27 Uses 3 to 4 word sentences</p> <p>2.28 Knows the letter of their first name</p> <p>2.29 Identifies farm animals and the sounds they make</p> <p>2.30 Identifies environment print such as McDonalds</p> <p>2.31 turns the pages of a book from left to right holding the book upright</p> <p>2.32 Begins to pretend to write</p> <p>2.33 Creates pictures with lines and circles</p>	<p>3.15 Shows signs of pride at an accomplishment</p> <p>3.16 Begin to understand the expectation of other and comply with expectations on their own (for example-picking up toys)</p> <p>3.17 Asks for help when another child takes something that belongs to them</p> <p>3.18 Comforts another child who may be upset</p> <p>3.19 Puts on own coat</p> <p>3.20 Begins to play interactively with other children for short periods of time</p>		<p>Gross Motor</p> <p>5.23 Attempts to throw a ball</p> <p>5.24 Jumps with two feet</p> <p>5.24 Climbs stairs with alternating feet</p> <p>Fine Motor</p> <p>5.25 Puts together a puzzle with several pieces</p> <p>5.26 Places large pets in a pegboard</p> <p>5.27 Imitate circular, vertical and horizontal marks</p> <p>5.28 Feeds themselves with as spoon</p> <p>5.29 Pours liquid from a large container into a smaller container</p>
31–36 Months	<p>1.19 Identifies basic shapes</p> <p>1.20 Identifies own age</p> <p>1.21 Match and sort objects according to color, size, shape or use</p> <p>1.22 Understands the quantities of numerals 0-5.</p> <p>1.23 Recognizes and reads numerals 0-5.</p> <p>1.24 Matches the correct numeral 0-3 to the number of objects</p> <p>1.25 Identify the number of objects in a set up to 3</p> <p>1.26 Counts at least 3 objects with one to one correspondence</p> <p>1.27 Demonstrate an understanding of 3 to 5 prepositions: up, down, in, out, under, on top</p>	<p>2.35 Follows 2 Step Directions</p> <p>2.36 Uses words to express feelings</p> <p>2.37 Relate personal experiences verbally</p> <p>2.38 Engage in and maintain a conversation topic with adult support.</p> <p>2.40 Begins to understand that written words stand for a certain meaning</p> <p>2.41 Knows when a book is upside down and/or backwards and can correct it.</p> <p>2.42 Uses pictures to predict a simple story</p> <p>2.24 Participate in rhyme games and songs</p> <p>2.25 Tell what will happen next in a familiar story</p> <p>2.26 Identifies own name</p> <p>2.27 Begins to identify letters in own name</p> <p>2.28 Begins to identify words that rhyme</p>	<p>3.21 Identifies basic emotions of others</p> <p>3.22 Begins to take turns with peers with assistance</p> <p>3.23 Begins to use words to solve conflicts</p> <p>3.24 Says please and thank you with prompting</p> <p>3.25 Empathizes with the feelings of other children</p> <p>3.26 Engage in play with other children</p> <p>3.27 Follows simple classroom rules and routines</p>		<p>Gross Motor</p> <p>5.30 Rides a trick</p> <p>5.31 Walk down stairs without assistance</p> <p>5.32 Kick a stationary ball</p> <p>5.33 Follow simple movements to music</p> <p>Fine Motor</p> <p>5.34 Begins to hold writing utensil with finger rather than a fist</p> <p>5.35 Copies a horizontal, vertical and circle with a model</p> <p>5.36 Imitates simple shapes and lines</p> <p>5.37 String beads</p> <p>5.38 Use tweezers to pick up small objects</p>