Gross and Fine Motor Activities For Early Childhood

Preschool Children

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Foreword

The Mississippi Department of Human Services (MDHS), Office for Children and Youth presents this manual in the Gross and Fine Motor Activities for Early Childhood Series.

The Office for Children and Youth contracted with the Mississippi State University Early Childhood Institute to develop this manual and the companion volumes in the series as part of a year-long project to rebuild playgrounds and provide new learning materials to eligible early childhood centers in the Hurricane Katrina region of Mississippi.

In the aftermath of Hurricane Katrina, it is crucial that children have the greatest opportunities possible to learn and grow in safe, supportive, age-appropriate settings. The activities in this three-volume series are based on clear and powerful evidence of the importance of physical activities and play to young children's overall development. They support best practices in using the toys and learning materials that MDHS has provided to eligible child care providers.

Strong, healthy, happy children can learn more and grow into strong, healthy, self-sufficient adults, guaranteeing a bright future for Mississippi. In the Katrina region and across Mississippi, we encourage teachers and child care providers to strive for excellence in their programming for young children.

Best wishes to all of our colleagues in early childhood education and care –

Julia Todd
Director
Mississippi Department of Human Services,
Office for Children and Youth

June 15, 2007
Introduction

Running, jumping, climbing and dancing—and all kinds of active play—are very important for young children’s development. Even children who have limited mobility need many opportunities to wave their arms, turn their heads, and flex their fingers.

Of course, young children are not just strengthening their muscles and improving their coordination when they engage in physical play. Every game and physical activity is a chance to learn concepts and to practice getting along with others. For all of these reasons, gross and fine motor activities are crucial to early childhood development.

This manual contains a rich variety of gross and fine motor activities for preschool children. Like the companion volumes in the Gross and Fine Motor Activities for Early Childhood Series from the Mississippi State University (MSU) Early Childhood Institute, it offers busy early childhood teachers and family child care providers dozens of delightful ideas for incorporating physical play and learning throughout the day.

The MSU Early Childhood Institute (ECI) received important support for development and production of the Gross and Fine Motor Activities for Early Childhood Series from the W.K. Kellogg Foundation and the Mississippi Department of Human Services (MDHS), as part of a generous effort by many foundations, public agencies, businesses and individuals to restore playgrounds and classrooms at early childhood centers in the Hurricane Katrina region. The activities in this manual involve toys and learning materials that ECI provided to early childhood centers thanks to MDHS funding, although many of the activities can be adapted with other materials that teachers and family child care providers may have available.

Cathy Grace, Ed.D.
Professor, Curriculum and Instruction
Director, Early Childhood Institute
Mississippi State University

June 15, 2007
Gross Motor Activities
See-Saw Pull

**Competencies and Objectives**

**For Three-year-olds:**
- Physical: 1.1, 2.1-2.2
- Social/Emotional: 1.1, 2.1-2.2, 3.2, 3.4, 4.3

**For Four-year-olds:**
- Physical: 1.1, 2.1-2.2
- Social/Emotional: 2.2, 3.1, 3.3, 4.9, 4.11

**Materials**
Rainbow Parachute *

**Procedure**
Lay the parachute on the ground and have the children sit cross-legged in a circle around the edge of the parachute. (Note: The children should be sitting near the parachute, but not on it.) Then have each child grab one of the handles around the edge with both hands gently pulling it toward their laps until it is taut. Explain that if everyone pulls all at once, no one can move, but if they all take turns, then the whole group can move back and forth. Call on two children sitting on opposite sides of the chute and have them pull back and forth in a see-sawing motion while the other children gently move back and forth with the parachute. Call on several more children to take turns leading the see-sawing motion of the parachute.

**References**

Roller Ball

**Competencies and Objectives**

**For Three-year-olds:**
- Physical: 1.1, 2.1-2.2
- Social/Emotional: 1.1, 2.1, 2.2, 2.3, 3.2, 3.4, 4.1, 4.3
- Math: 2.1, 3.1, 3.3, 4.2
- Science: 3.4
- Language: 1.5, 2.1, 2.3-2.4

**For Four-year-olds:**
- Physical: 1.1, 2.1-2.2
- Social/Emotional: 1.4, 2.2-2.4, 3.1, 3.3, 4.9-4.11
- Math: 2.1, 3.3, 4.1
- Science: 1.5, 4.1-4.2, 6.1-6.8
- Language: 1.6, 2.1, 2.3-2.4, 2.6

**Materials**
Rainbow Parachute *
Soft rubber balls in a variety of sizes and weights

**Procedure**
Lay the parachute on the ground and have the children sit cross-legged in a circle around the edge of the chute. Then have each child grab one of the handles around the edge with both hands gently pulling it toward their laps until it is taut. Place a large ball on the parachute and have the children try to roll the ball around the edge of the chute. To do this each child will in turn lower his or her edge of the chute to direct the ball toward them and allow it to pass by raising the edge to direct the ball to the child beside her/him. When all the children do this with synchronization it creates a wave going...

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* Denotes learning materials provided in the 2006-07 Rebuilding After Katrina Initiative in Mississippi.
round the edge, pushing the ball round in front of it in a smooth, steady circle. It is very rewarding for a group to achieve smooth, continuous motion, but it can not be done without concentration and co-operation! Allow the children to experiment using different sizes and weights of balls. Discuss the differences that size and weight make to the speed of the roll and the ease of controlling the ball.

References

Parachute Lift

Materials
Rainbow Parachute *
CD player with variety of musical selections (optional)

Procedure
Lay the parachute on the ground and have the children form a circle around it. Then ask each child to grab one of the handles around the edge with both hands, lifting the chute to their waist. While standing, ask the children to lift the parachute high over their heads then lower it down to their feet. First move the chute slowly. Encourage the children to describe the sounds and breezes that are created. After several repetitions, move the parachute faster and notice the different effects. Experiment with how to make different sounds and breezes. Discuss the sounds and how the wind feels.

Variation
• Allow the children to listen to a selection of music such as jazz, classical, and pop. Have the children move the parachute to match the rhythm of the music heard.

References
Parachute Tag

Competencies and Objectives:

For Three-year-olds:
  Physical  1.1, 2.1-2.2
  Social/Emotional  1.1, 2.1, 3.1-3.2, 3.4, 4.1, 4.3, 4.5
  Language  1.1, 1.5, 2.4

For Four-year-olds:
  Physical  1.1, 2.1-2.2
  Social/Emotional  1.1, 2.2-2.4, 3.1, 3.3, 4.6, 4.9
  Language  1.1, 1.6, 2.1, 2.4, 2.6

Materials
  Rainbow Parachute *

Procedure
  Lay the parachute on the ground and have the children form a circle around it. Then ask each child to grab one of the handles around the edge with both hands, lifting the chute to their waist. While standing, ask the children to lift the parachute high overhead keeping their arms raised until the parachute naturally falls. After a few times of practicing, have the children raise the parachute again and call out a child’s name to have her or him run under the chute to the other side before the parachute comes down. Allow each child to have a turn running under the chute. Have the other children offer encouragement to each child during his or her turn.

Variation
  • You may also encourage the children to experiment using a variety of motions to get to the other side, such as skipping, hopping, twirling, or crawling.

References

Preschool Freethrows

Competencies and Objectives:

For Three-year-olds:
  Physical  1.1, 2.1
  Social/Emotional  1.1, 2.1, 3.2, 3.4, 4.1, 4.3-4.5
  Language  1.1, 1.5

For Four-year-olds:
  Physical  1.1, 2.1
  Social/Emotional  1.1, 1.4, 2.2-2.4, 3.1, 3.3, 3.5, 3.6, 4.7, 4.8
  Math  1.2, 4.2
  Language  1.1, 1.6

Materials
  Portable Basketball Hoop*
  Soft rubber or foam balls

Procedure
  Place the portable basketball hoop outside on a hard surface. Using sidewalk chalk, draw a long line moving straight out from the hoop. Mark the line with one foot increments. Provide a variety of soft balls for the children to use. Have the children practice throwing the ball in the hoop stand right next to the basket. When they can make the
basket regularly from that distance, have them move back to the next mark and try making a basket from the new position. Allow them to practice as a free choice activity, providing encouragement and praise for their effort and skill and suggesting strategies for coping with frustration and disappointment.

**Basketball Relay**

**Materials**
- Portable Basketball Hoop
- Soft rubber or foam balls
- Cardboard box

**Procedure**
Place several soft rubber or foam balls in a cardboard box several feet from the portable basketball hoop. Have the children stand behind the cardboard box. Have one child at a time grab a ball from the cardboard box, run to the hoop, and throw it in. Encourage the other children to cheer for their teammate. If a child misses, encourage the child to continue throwing until the ball goes in the hoop or to ask a friend for help. When the child makes the basket, have her/him gently tag another child to take a turn. Count the number of baskets that are made by the entire group to develop one-to-one correspondence. Continue until every child has made a basket then have three cheers for the whole team! [Note: As the children make the baskets, gather the loose balls and put them back into the cardboard box to prevent injuries and ensure that there will be enough for the whole class.]

**From Here to There**

**Materials**
- Supersize Play Tunnel

**Procedure**
Place the play tunnel outside on a soft surface stretching it out straight so that you can see through the whole tunnel. Allow the children to crawl through the tunnel one-at-a-time to the other side as a free choice activity. Have the children experiment with different
crawling techniques mimicking animals such as crab crawling (facing skyward, with their hands and feet turned under them) or frog hops (kneeling with arms extended, hopping in short bursts).

**Variations**

- Bend the tunnel into a curve, so that you cannot see through the whole tunnel.
- If the play area includes a hill, place one end at the top of the hill and the other near the bottom of the hill. Ask the children to describe how crawling uphill is different from crawling downhill. Allow the children to experiment with different crawling techniques to see if they are easier going uphill or downhill.

### Round and Round

#### Competencies and Objectives

**For Three-year-olds:**
- Physical: 1.1, 2.1
- Social/Emotional: 1.1, 2.1, 3.2, 3.4, 4.3

**For Four-year-olds:**
- Physical: 1.1, 2.1
- Social/Emotional: 2.2, 3.1, 3.2, 3.3, 3.5-3.6, 4.7-4.8

#### Materials

Supersize Play Tunnel*

#### Procedure

Place the play tunnel outside on a soft surface around a tall object such as a tree. Place the end of the tunnel near the beginning. [Note: Leave enough distance between the beginning and ending of the tunnel so that a child can freely get in or out of the tunnel.] Allow the children to crawl through the tunnel circling it several times as a free choice activity. Be sure they stop before they get dizzy!

### Secret Hideaway

#### Competencies and Objectives

**For Three-year-olds:**
- Physical: 1.1, 2.1
- Social/Emotional: 1.1-1.2, 2.1, 3.2, 3.4, 4.3-4.4

**For Four-year-olds:**
- Physical: 1.1, 2.1
- Social/Emotional: 1.2, 2.2, 3.1, 3.2, 3.3, 3.5-3.6, 4.7-4.8

#### Materials

Supersize Play Tunnel*

Child-size play tent or three adult-size chairs and a large blanket

#### Procedure

Set up a child-size play tent. Place one end of the tunnel in or near the opening of the tent. Allow the children to crawl one-at-a-time through the tunnel into the tent (or covered area). Be sure to limit the number of children who can engage in this activity at one time.
and to provide close supervision when the children are in the tent. It is preferable for the tent to have a “viewing flap” or window so that you can see the children inside.

Variation

• If you do not have a child-size play tent, you can create one with three adult-size chairs and a large blanket. Place the three chairs along three sides of a carpet square or small rug, facing outward. Lay the blanket over the tops of the chair backs to create a covered space. Continue as directed above.

Scoot Around

Materials

Skitter Scooter*
Sidewalk chalk OR Duct Tape

Procedure

Using the sidewalk chalk or duct tape, place two lines several feet apart on a firm level surface. Have the children take turns using the Skitter Scooter to travel from one to the other. First have each child place her or his left leg on the scooter and push around with his or her right foot. Count how many pushes it takes for the child to get to the other line. Then have the child turn the scooter around and switch leg positions—having her or his right foot on the scooter and pushing with his or her left foot. Count how many pushes it takes for the child to get to the other line. Compare the number of pushes that it took for each child to get across the line for each leg. Did their right leg push the same number of times as the left leg or did they favor one leg over the other?

Bike Path

Materials

Traffic Signs*
Skitter Scooter*
Other riding toys
Spray Paint OR Duct Tape

Competencies and Objectives

For Three-year-olds:
Physical
1.1, 2.1
Math
1.2-1.3
Science
1.2, 3.4

For Four-year-olds:
Physical
1.1, 2.1
Math
1.1, 1.4-1.5, 4.2
Science
1.4, 4.2, 6.1-6.7
**Procedure**
Depending upon how permanent you want the activity to be, use the spray paint or duct tape to create a bike path on a firm surface. Allow for one-way traffic in a circular or oval path to ensure that the children can use it continuously and are not likely to have head-on collisions. Place the ONE WAY sign beside the path to show the direction that traffic should go. Place several riding toys and the Skitter Scooter near the path, so the children can select one to practice riding.

**Variation**
- You may also create a shortcut from one side of the circular path to the other. Place the STOP sign at the fork to the shortcut, and the YIELD sign at end of the shortcut where it rejoins the main path. Add a crosswalk across the path for pedestrian traffic and place the CROSSING sign beside it. Be creative!

**Hopping Around**

**Materials**
- Hop Ball*
- Duct tape or sidewalk chalk (Variation)

**Procedure**
Place the hop ball outside for free choice exploration. Allow the children to experiment moving around with the hop ball. Explain to them how to move forward, sideways, and backward.

**Variation**
- Create a short path on a firm surface for the children to follow using duct tape or sidewalk chalk. The path may be straight, curvy, or spiral. The path may be made into a number, letter, or shape you are learning. Be creative!
Hop Ball Relay

Materials
Hop Ball*
Jump ropes or plastic cones

Procedure
Outside, in a grassy area, create two lines at least five feet apart with jump ropes or plastic cones. Ask half of the children to line up behind one line and the rest behind the other. Using the hop ball, encourage one child to hop across to the other side and hand off the hop ball to another child there. Encourage that child to hop across and hand off the hop ball again. Continue until all of the children have had a turn hopping across the grass. Practice counting the number of children who have finished, the number of children who are left, or the number of hops taken. Have the children give a loud group cheer when everyone finishes!

A Sunbeam Walk

Materials
Balance Beam*
Foam mats, cushions, or pillows

Procedure
Place the balance beam on a firm surface so it will not tip over. Place soft materials such as foam mats, cushions, or pillows beside the beam in case any children fall. Encourage the children to take turns walking on the beam.

Variations
- Encourage the children to use a variety of movements to walk on the beam:
  - Butterfly walk (slowing moving their arms up and down like butterfly wings)
  - Chicken walk (tuck their hands under their arms to flap as wings and bob their heads)
Tip-Toe or Heel-to-Toe walking
Forwards and Backwards walking
• Encourage the children to walk carrying an object:
  Two objects of different size/weight to make balancing more challenging
  One weighty object that they shift from hand to hand while walking across

Reference

Positional Words

Materials
Rainbow Rhythm Ribbons*
Carpet squares, poly spots, or other floor markers

Procedure
Place floor markers at least three feet apart in a wide, open space. (Note: You may lead this activity inside or outside depending upon available space.) Have the children stand on a floor marker and explore moving the ribbons in a variety of positions around their body to gain spatial awareness. Show the children how to move the ribbon sticks to wave the ribbon up high and down low, to sweep the ribbon to the left and to the right on the floor, to shake the ribbon behind, beside, and in front of their bodies, to shake the ribbon above and below their bodies (or an object like a table), and to twirl the ribbon around their bodies while turning.

Reference
### Give it a Twirl

**Materials**
- Rainbow Rhythm Ribbons*
- Carpet squares, poly spots, or other floor markers

**Procedure**
Place floor markers at least three feet apart in a wide, open space. (Note: You may lead this activity inside or outside depending upon available space.) Have the children stand on a floor marker and explore moving the ribbons in a variety of twirling motions. Show the children how to move the ribbon sticks to make the *tornado* (make circles on the floor), the *ferris wheel* (make a circle beside their body) and the *helicopter* (make circles over their head).

**Reference**

### Rhythmic Movement

**Materials**
- Rainbow Rhythm Ribbons*
- Carpet squares, poly spots, or other floor markers
- CD or tape player
- Selections of music with a slow, repetitive beat slow enough for young children to get the feeling of the music

**Procedure**
Place the floor markers at least three feet apart in a wide, open space. Have the children stand on one floor marker with a ribbon stick. Set up a CD or tape player near the area, being sure to protect it from being knocked over. Play music with a repetitive beat slow enough for the children to get the feeling of the music. Allow the

### Competencies and Objectives

#### For Three-year-olds:
- **Physical**
  - 1.1, 2.1-2.2
- **Social/Emotional**
  - 1.1-1.2, 2.1, 3.1-3.2, 4.3
- **Math**
  - 2.1, 4.2
- **Science**
  - 2.1, 3.4, 4.3
- **Language**
  - 1.1, 1.5, 2.3

#### For Four-year-olds:
- **Physical**
  - 1.1, 2.1-2.2
- **Social/Emotional**
  - 2.1, 3.1-3.3, 4.8
- **Math**
  - 2.1, 3.3
- **Science**
  - 3.3, 4.2, 5.4
- **Language**
  - 1.1, 1.6, 2.3
children to explore moving the ribbons to the music’s rhythm. Show the children how to move the ribbon sticks in a variety of ways including shaking, waving, sweeping, and twirling the ribbon both at a fast or slow pace.

Reference


### Obstacle Course

#### Competencies and Objectives

**For Three-year-olds:**
- Physical: 1.1, 2.1-2.2
- Social/Emotional: 1.1, 3.1, 3.4, 4.1, 4.5
- Language: 1.5, 2.3-2.4

**For Four-year-olds:**
- Physical: 1.1, 2.1-2.2
- Social/Emotional: 1.1, 1.3-1.4, 2.1-2.4, 3.1-3.3, 3.5, 4.4-4.6, 4.8
- Math: 1.7
- Language: 1.1, 1.6, 2.3-2.4

### Materials

- Balance Beam*
- Hop Ball*
- Portable Basketball Hoop*
- Soft rubber or foam balls
- Skitter Scooter*
- Supersize Play Tunnel*

### Procedure

Create an obstacle course combining a variety of movements including walking the balance beam, racing the hop ball, making a basket, racing the scooter, and crawling through the tunnel. Allow the children to see how fast they can complete the course. Be sure to encourage the children to cheer on their classmates.
Fine Motor Activities
Building Tall Towers

Materials
Table Top Building Blocks*
Plastic bin or box for storage

Procedure
Store the building blocks in a labeled plastic bin or box. Set the bin out on a low table or workspace. Encourage the children to make a tower using the blocks seeing how high they can make the tower by themselves or taking turns with a friend. Be sure to encourage the children to use positive words with each other while sharing the blocks and help them cope with any disappointment or frustration they feel when the towers fall.

Variation
- This activity provides a good time to review academic content such as:
  Counting (count how many blocks are in the tower)
  Shape knowledge (such as, squares, rectangles, cubes, and pyramids)
  Making a story connection (remind the children of the fairy tale of Rapunzel who was locked in a tall tower and had to let down her hair for visitors)

References

Building Pictures

Materials
Table Top Building Blocks*
Plastic bin or box for storage
Camera and film
Photo book (or make your own with pocket pages and a binder)
Procedure
To prepare for this activity, make several simple building fronts using the blocks. Take a close-up picture of the building fronts when they are completed showing their details. Place these pictures in a small photo book or in pocket pages in a binder. Place the photo book with the building blocks in a plastic bin or box. When the children play with the blocks, encourage them to make a replica of one of the building fronts in the pictures.

Workplaces

Materials
Vinyl Career Figures*
Table Top Building Blocks*

Procedure
Store the building blocks in a labeled plastic bin or box. Set the bin out on a low table or workspace. Encourage the children to select a career figure and to make a building of where that person works. Explain to the children about each figure and the jobs that they represent. Provide suggestions about what should go in their work space and allow the children to role play with the dolls. For example:
Make a restaurant for the chef and discuss what goes in a restaurant.
Make a hospital for the doctor and discuss what happens in a hospital.
Make a post office for the mail carrier and discuss how mail is sorted there before delivery.

Where do I work?

Materials
Vinyl Career Figures*
Paper
Markers

Procedure
To prepare the pathway sheets, take one sheet of paper per figure...
and a variety of markers. In the corner of each page, create a small line drawing of one of the following buildings associated with one of the career figures: a restaurant, post office, hospital, fire house, bakery, construction site, office, school, police office, airplane, dentist office, etc. Then draw a winding path from the picture across the page—it may be curved, wavy, or filled with turns. Laminate the pathway sheets or make copies of the originals. Store the pathway sheets in a plastic bin or box with the career figures. Set the bin out on a low table or workspace. Encourage the children to select a career figure and to find the pathway sheet for that figure. Then encourage the children to move the figures along the pathway trying to stay in the lines.

### Driving Around

**Materials**
- Streets Rug*
- Small cars or trucks

**Procedure**
Place the rug in an accessible space. Be sure to leave room for the children to move around the edge of the rug. Provide the children with a variety of toy cars and trucks that match the size of the roads. Allow the children to play with the vehicles on the rug. Challenge the children to drive their vehicle following the roads on the rug.

**Variation**
- Encourage the children to develop motor control and coordination in both of their arms and hands by “driving” the cars and trucks around the roads on the rug with one hand and then switching to the other. Ask them which was easier to control—their right hand or their left?

### Linking Shapes

**Materials**
- Frontier Building Set*
- Plastic bin or box for storage
Procedure
Store the building set in a plastic bin or box. Set the bin out on a low table or workspace. Allow the children to explore making connections with the logs and building shapes. Encourage them to overlap three logs to make a triangle. Next, have them add one more side to make a square. Continue adding sides to make pentagons, hexagons, heptagons, and octagons. Discuss the differences in the shapes and look for examples of them in other places around the room (a triangle house top, a square box, or an octagon stop sign).

Variation
• This activity provides a good time to review counting (count how many sides are in each shape).

References

Log Cabins

Materials
Frontier Building Set*
Plastic bin or box for storage

Procedure
Store the building set in a labeled plastic bin or box. Set the bin out on a low table or workspace. Allow the children to explore making connections with the logs and building shapes. Encourage them to overlap several layers of logs to make a log cabin. Count with them how many layers of logs there are. Experiment with different ways to make the cabins and how to make doors and windows.

References
Letters, Numbers, and Shapes

Competencies and Objectives

For Three-year-olds:
Physical
3.1
Math
1.1, 2.1, 4.1
Language
1.5, 2.2

For Four-year-olds:
Physical
3.1
Math
1.1, 2.1-2.2, 3.1
Language
1.6, 2.2, 4.5

Materials
- Lakeshore Dough Assortment Pack (6 tubs) *
- Super Clay and Dough Tool Set*
- Pictures of letters, numbers, or shapes
- Metal Loose-leaf Ring

Procedure
Make pictures of letters, numbers, and shapes with paper and markers. Make copies of the pages or laminate one copy for repeated use. Punch a hole in the corner of the copies or laminated pages and connect with a metal loose-leaf ring. Provide the letter, number, and shape pages with the dough and tools. Allow the children to make copies of the letters, numbers, or shapes with the dough, using the tools as needed, laying their dough over the pictures to ensure they match.

Color, Shape, and Size Sorting

Competencies and Objectives

For Three-year-olds:
Physical
3.1
Math
1.1, 1.3, 3.1-3.3, 4.1 (Variation)
Science
3.2, 3.4

For Four-year-olds:
Physical
3.1
Math
1.2, 1.4, 2.2, 3.2, 4.1 (Variation)
Science
2.4, 4.1, 6.2-6.3

Materials
- Attribute Beads and Pattern Cards*
- Empty egg cartons

Procedure
Provide the children with an assortment of beads from the attribute set and an empty egg carton. Show the children that the beads come in several different colors. Using the empty egg cartons, encourage the children to sort the beads by color (red, blue, yellow, green, etc.). Show the children how beads of the same color can have different shapes. Using the empty egg cartons, have the children to sort the beads by shapes (cube, sphere, cylinder, etc.). Show the children that beads of the same shape can be different sizes. Using the empty egg cartons, have the children to sort the beads by size (large, medium, and small). Lastly have the children to sort the beads by size, color, and shape so, for example, only large, red, spherical beads are in one section of the egg carton.

Variation
- Review counting (count how many beads are in each category).
**Pattern Strings**

**Materials**
- Attribute Beads and Pattern Cards*
- Empty egg cartons
- String (or thin shoelaces)

**Procedure**
Provide the children with an assortment of beads from the attribute set and an empty egg carton. Encourage the children to sort the beads by size, color, and shape so, for example, only large, red, spherical beads are in one section of the egg carton. Then provide the children with pattern cards and string. (Note: You may use thin shoelaces if you need more strings.) Encourage the children to make a replica of the pattern by stringing the different beads. Have the children lay their strung beads on the pattern cards to ensure that they match.

**Pattern Memory**

**Materials**
- Make-A-Pattern Puzzle Set*

**Procedure**
Provide two children with several matching pairs of pattern puzzle pieces from the puzzle set. Place all of the pieces upside down on the table in two to three rows. Have each child take turns turning over two puzzle pieces. If the pieces match, have the child stack the pieces to the side right-side up. If the pieces do not match, have the child turn the pieces back over. Have the children continue until all of the puzzle pieces have been matched.

**Variation**
- This activity provides a good time to review one-to-one correspondence by counting how many pairs of puzzle pieces there are.

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**Pattern Strings**

**Competencies and Objectives**

**For Three-year-olds:**
- Physical
  - 3.1
- Math
  - 1.1, 2.1, 3.1-3.3, 4.1-4.2
  - 3.2, 3.4

**For Four-year-olds:**
- Physical
  - 3.1
- Math
  - 1.7, 2.1-2.2, 3.2-3.3, 4.1
- Science
  - 2.4, 4.1, 6.2-6.3

**Pattern Memory**

**Competencies and Objectives**

**For Three-year-olds:**
- Physical
  - 3.1
- Social/Emotional
  - 2.1-2.2, 3.4, 4.1, 4.5
- Math
  - 1.1, 1.3, 3.2
  - (Variation)
- Science
  - 2.2, 3.4

**For Four-year-olds:**
- Physical
  - 3.1-3.2
- Social/Emotional
  - 2.2-2.5, 3.1-3.3, 4.1-4.6, 4.8-4.9, 4.11
- Math
  - 1.2, 1.4, 2.2
  - (Variation)
- Science
  - 2.4, 4.1, 6.2-6.3
Color and Pattern Sorting

Materials
Make-A-Pattern Puzzle Set*

Procedure
Provide the children with an assortment of pattern puzzle pieces from the puzzle set. Show the children that the puzzle pieces come in several different colors (red, blue, yellow, green, etc.). Encourage the children to sort the puzzle pieces by color. Show the children how puzzle pieces of the same color can have different patterns (solid, polka dots, striped, checkerboard, etc.). Encourage the children to re-sort the puzzle pieces by patterns.

Variation
• Review counting (count how many puzzle pieces are in each category).

Pattern Puzzles

Materials
Make-A-Pattern Puzzle Set*

Procedure
Provide the children with an assortment of puzzle pieces from the puzzle set. Encourage the children to sort the puzzle pieces by pattern. Then provide the children with several pattern cards. Encourage the children to make a replica of the pattern by laying out the puzzle pieces in front of the pattern cards. Have the children touch each pattern on the pattern cards and the puzzle pieces in a one-to-one correspondence to ensure that they match.

Variation
• Review counting (count how many puzzle pieces are in each pattern).
Lacing, Tracing, and Coloring

Materials
- Lacing Bears*
- White paper and Construction paper
- Pencils and Crayons

Procedure
Provide the children with a lacing bear, a sheet of paper, and a pencil. Help the children trace the bear shapes on the paper. Then encourage the children to lace on different outfits and to retrace the bears on additional sheets of paper. Have the children compare the different outlines depending upon the clothes worn by the bear. Provide the children with crayons and encourage them to color their bear shapes replicating the clothes that fit the outline used. Post the colored drawings on the construction paper and display on the wall or a bulletin board.

Make a Letter, Number, or Shape

Materials
- Geo-Lastic Art Board*
- Best-Buy 6" Geoboards*
- Rubber bands
- Grid paper and markers
- Metal loose-leaf ring

Procedure
Make pictures of letters, numbers, and shapes with 5 x 5 grid paper and markers. Laminate the pages and punch a hole in the corner of the copies to connect them with a metal loose-leaf ring. Provide the letter, number, and shape pages with the geoboards and rubber bands. Allow the children to make copies of the letters, numbers, or shapes by placing rubber bands over the posts on the geoboards. Encourage the children to trace both the image on the grid paper and the rubber band pattern with their index fingers to ensure they match.

Competencies and Objectives

For Three-year-olds:
- Physical: 3.1-3.2
- Social/Emotional: 1.1-1.2, 2.1-2.3, 3.2, 4.4
- Math: 1.1, 2.1
- Science: 3.2

For Four-year-olds:
- Physical: 3.1, 3.3
- Social/Emotional: 1.2, 1.4, 3.1, 3.3, 3.5-3.6, 4.10
- Math: 2.1-2.2
- Science: 4.1, 6.2

Make a Letter, Number, or Shape

Competencies

For Three-year-olds:
- Physical: 3.1
- Math: 1.1, 2.1, 4.1
- Language: 1.5, 2.2

For Four-year-olds:
- Physical: 3.1
- Math: 1.1, 2.1-2.2, 3.1
- Language: 1.6, 2.2, 4.5
### Small, Medium, and Large

**Materials**
- Best-Buy 6” Geoboards (large)*
- Rubber bands

**Procedure**

Using the shape pages made for the *Make a Letter, Number, or Shape* activity, have a child make a shape using the fewest number of pegs (for example., in a 2 x 2 area make a triangle by putting a rubber band around three pegs). Then have the child make the same shape in a larger area (in a 3 x 3 area make another triangle). Continue making the same shape in a larger area until the shape fills the whole 11 x 11 geoboard (Note: It may take several rubber bands to make the largest shape). Encourage the child to trace the shapes with his or her finger.

### Trace Race

**Materials**
- Magnetic Express*

**Procedure**

Pair up two children to complete this activity. Ensure that half of the beads in the maze are in one small circle at the end of the maze and the other half are in the other small circle at the other end of the maze. Lay the maze flat on the tabletop. Give each child one of the magnetic wands and have them try to move all of their beads into the center circle by dragging them along the pathway using the wand. When all of the beads are in the center circle congratulate the players.

**Variations**
- More than two players may play if they take turns as in a relay game.
- One player can play by moving the beads on one side to the center, then moving the beads on the other side to the center.
Shape Designs

Materials
Magnetic Design Board and Storage Box*

Procedure
Place the magnetic design board on a table for the children to practice their fine motor skills. Have a child select a design card to complete. Help the child select shapes from the kit to match the shapes in the design. Then assist the child with assembling the shapes to replicate the picture. Encourage the child to touch each piece in their assembled design and the corresponding representational shape on the design card. Discuss the shapes while working together.

Variation
- Once a child can replicate an image, have the child add modifications or enhancements to the picture using the remaining shapes (The child may enhance an image of a car with shapes representing the sun, a road, grass, a tree, or other items to complete a picture.).

Shape Art

Materials
Magnetic Design Board and Storage Box*
Construction paper
Pencils
Crayons or markers
Various art supplies
Index cards

Procedure
Using the shapes included in the design board kit, provide the children with many pieces of the same shape (all triangles or all squares). Encourage the children to arrange the shapes to create a picture using imagination. The picture may be representational (such as a fish or a house) or it may be abstract (a pleasing pattern). After the children have arranged their composition, provide them with pencils to trace the outline. Then collect the shape pieces and
provide the children crayons or markers to complete their works of art. (Note: You may provide the children with a variety of art supplies to enhance their pictures, such as feathers, pompoms, glitter, tissue paper, etc.) Afterwards, ask the children to tell you about their artwork and transcribe a few words or sentences on an index card. Display the artwork with their written descriptions.

### Paper Clip Catch

#### Materials
- Group Magnetic Wand Kit*
- Metal paperclips
- Small plastic butter tub or other small plastic container with a lid

#### Procedure
To prepare for this activity, cut a rectangular opening in the lid of a plastic container about one half inch larger than end of the magnetic wand. Place several metal paperclips in the plastic container and replace the lid. Provide a child with the plastic container with paperclips and a magnetic wand. Have the child to insert the wand into the container through the pre-cut opening and to see how many paperclips he or she can pull out. Remove each paperclip from the magnet and count them. Replace the paperclips in the container. Encourage the child to continue trying to remove all of the paperclips in the container at once being careful to pull them through the opening without knocking them off.
marbles, a ceramic mug, furry toys, and plastic toys. Prior to the experiments, create a 3 column table on the chalkboard. In the first column write a list of the objects provided. For each object listed, ask the children if they think the object will be attracted to the magnet. In the second column write the children’s hypotheses (“Yes” it will be attracted or “No” it will not be attracted). Then provide the children with the magnetic wands and allow them to experiment with the materials to determine which items will be attracted to the magnet. Have the children report whether or not the materials were attracted to the magnet and record the results in the third column (“Yes” it was attracted or “No” it wasn’t attracted). Compare the results with the children’s hypotheses and discuss.

Marble Race

Materials
  Transparent Marble Run*
  Stopwatch

Procedure
Create two groups of children and give them the same number of marble run pieces. Have them assemble the pieces in any way they choose (such as one tall tower, a long line, or in a square). Have each group drop a marble at the same time through their maze and see which marble reaches the bottom first. Allow the children to experiment with different ways to assemble the marble run pieces to see which ways cause the marbles to run faster or slower. Have the child discuss why they think the marble moves faster in some mazes than in others. Also allow the children to experiment with adding or subtracting the number of pieces used. Using a stopwatch to time the marble run, see what assembled marble runs the whole group can make to get the slowest and the fastest times possible.

Marble Race

Competencies and Objectives

For Three-year-olds:
  Physical 3.1
  Social/Emotional 1.1-1.2, 2.1-2.2, 3.4, 4.1, 4.5
  Math 4.2
  Science 3.4
  Language 1.1, 1.5, 2.3-2.5

For Four-year-olds:
  Physical 3.1-3.2
  Social/Emotional 1.3-1.4, 2.3-2.4, 3.1-3.3, 3.5, 4.1-4.3, 4.5-4.6, 4.8-4.11
  Math 1.7, 3.3
  Science 4.2, 6.1-6.8
  Language 1.1, 1.6, 2.3-2.5
Building a Machine

Competencies and Objectives

For Three-year-olds:
Physical 3.1
Social/Emotional
1.1-1.2, 2.1-2.2, 3.4, 4.1, 4.5
Math
1.1, 1.3, 3.2, 4.2
(Variation)
Science
3.2, 3.4 (Variation)
Language
1.1, 1.5, 2.3-2.5

For Four-year-olds:
Physical
3.1-3.2
Social/Emotional
1.3-1.4, 2.3-2.4, 3.1-3.3, 3.5, 4.1-4.3, 4.5-4.6, 4.8-4.11
Math
1.2, 1.4, 1.7, 2.2, 3.3
(Variation)
Science
2.4, 4.1-4.2, 6.1-6.8
(Variation)
Language
1.1, 1.6, 2.3-2.5

Procedure

Allow a small group to play with the Gears! Gears! Gears! Starter Set* on a carpeted area or on a low table. Initially you will need to help them learn to assemble the gears demonstrating how to snap the pieces together, how to build on the pillars, etc. Allow the children to experiment with many different gear trains they can make (how high can they make a gears tower or how many different gears can they add to one another). Using the play guide, create picture instructions to demonstrate how to build the different projects described. Have the children describe how they think the gears work together. (Note: This activity will take a fair amount of time. It is great for rainy days!)

Variation

The gears can be helpful in reviewing basic academic skills such as counting, left/right recognition, color recognition, matching, and sorting.

- After arranging the gears, have the children count the number of gears that turn to the left and the number that turn to the right.
- Have the children sort the gears by color.
- Give a child a gear and ask her or him to find a matching gear.
- Place several gears in a brown paper sack. Have a child draw out two gears and say whether or not the gears match in color. Have the child name the color(s).

Rainbow Drawings

Competencies and Objectives

For Three-year-olds:
Physical 3.1-3.2
Social/Emotional
1.1-1.2, 2.1-2.3, 3.2, 3.4, 4.4
Math
2.1, 4.2
Science
2.1, 3.2, 3.4

For Four-year-olds:
Physical
3.1, 3.3
Social/Emotional
1.2, 1.4, 3.1-3.3, 3.5-3.6
Math
2.1, 3.3
Science
2.4, 4.1, 5.4

Materials
Spin and Draw with Paper*
Washable markers
Procedure
Place the Spin and Draw on a firm surface. Provide a variety of markers for the children to use. Encourage the children to create a rainbow pattern using the markers. First take one colored marker and hold it steady near the center and allow the toy to spin several times. Then select a different colored marker and hold it steady next to the line previously created. Continue doing so until a colored line is added at the outer edge of the toy. Remove the paper and display the different rainbow patterns.

**Spiral Patterns**

**Materials**
- Spin and Draw with Paper*
- Washable markers

**Procedure**
Place the Spin and Draw on a firm surface. Provide a variety of markers for the children to use. Allow the children to create a variety of images by experimenting with the different effects of moving their hands in different rhythms and by using a variety of colors of markers. After experimenting for a while, have the children try to make a spiral by slowly moving a marker from the center to the outer edge while the toy spins.

**Painting 101**

**Materials**
- Indoor/Outdoor 3-Station Easel*
- Lakeshore No-Spill Paint Cups*

**Procedure**
Move the easel outside (or place a drop cloth under the easel indoor) and provide a variety of paints in the no-spill paint cups. Provide one paintbrush for every color to prevent the mixing of the paint colors in the paint cups. Encourage the children to start by painting several dots. Allow them to explore how to make small, medium, and large dots. Then encourage the children to create lines. Allow the children to explore how lines look different depending upon how

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**Spiral Patterns**

**Competencies and Objectives**

**For Three-year-olds:**
- Physical 3.1-3.2
- Social/Emotional 1.1-1.2, 2.1-2.3, 3.2, 4.4
- Math 2.1, 4.2
- Science 3.2, 3.4

**For Four-year-olds:**
- Physical 3.1, 3.3
- Social/Emotional 1.2, 1.4, 3.1-3.3, 3.5-3.6
- Math 2.1, 3.3
- Science 2.4, 4.1, 6.4-6.6

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**Painting 101**

**Competencies and Objectives**

**For Three-year-olds:**
- Physical 3.1-3.2
- Social/Emotional 1.1-1.2, 2.1-2.3, 3.2, 4.4
- Math 2.1, 3.1-3.3, 4.1-4.2
- Science 3.2, 3.4
- Language 1.1, 1.5, 2.1-2.4

**For Four-year-olds:**
- Physical 3.1, 3.3
- Social/Emotional 1.2, 1.4, 3.1-3.3, 3.5-3.6
- Math 2.1-2.2, 3.1, 3.3, 4.1
- Science 2.4, 4.1, 6.4-6.6
- Language 1.1, 1.6, 2.1-2.4, 2.6
you move your hand to make them (the difference of moving your arm from the top to the bottom of the page or from the bottom to the top of the page). Encourage the children to create closed shapes (circle, squares, triangles, etc.) and open shapes (zigzags, wavy lines, spirals, etc.). Allow the children to explore putting together the dots, lines, and shapes to create a unique composition. Write down any comments the children have about their paintings at the bottom of the page. Display the paintings at the children’s eye level in the classroom before letting the children take them home.

**Letter, Number, and Shape Painting**

**Materials**
- Indoor/Outdoor 3-Station Easel*
- Lakeshore No-Spill Paint Cups*
- Large dark marker

**Procedure**
Move the easel outside (or place a drop cloth under the easel indoor) and provide a variety of paints in the no-spill paint cups. Provide one paintbrush for every color to prevent the mixing of the paint colors in the paint cups. On the child’s paper, draw a large uppercase letter, lower case letter, numeral, or shape currently being taught. Encourage the children to use the letter, numeral, or shape as a starting point to imagine what it could become. Allow the child to create a drawing using the given letter, numeral, or shape as part of the painting (for example, the uppercase letter B could become the wings of a butterfly resting on a leaf, the lower case letter i could become a candle, the numeral 3 could become the body of a snowman, etc.). Allow the child to describe how she or he used the letter, numeral, or shape in the painting. Write down comments the child makes about his or her painting at the bottom of the page. Display the paintings in the classroom before letting the children take them home.

**Bear Sorting**

**Competencies and Objectives:**

**For Three-year-olds:**
- Physical 3
- Social/Emotional 1.1-1.2, 2.1-2.3, 3.2, 4.4
- Math 1.1, 2.1, 4.1
- Language 1.1, 1.5, 2.1-2.4

**For Four-year-olds:**
- Physical 3.1, 3.3
- Social/Emotional 1.2, 1.4, 3.1-3.3, 3.5-3.6
- Math 1.1, 2.1-2.2, 3.1
- Language 1.1, 1.6, 2.1-2.4, 2.6
Bear Sorting

Materials
Bowls ‘n Bears*
Sentence strips with basic math facts

Procedure
Provide the children with the Bowls ‘n Bears set. Encourage the children to sort the bears by color (red, blue, yellow, green, etc.) into the matching colored bowl. Have the children count the number of bears in each bowl. Have them compare the quantities of the bears (determine if the number of red bears is more than, less than, or the same as the number of green bears). (Note: Vary the amount of bears that you give the children so that each time the counts and comparisons are different).

Variation
• The Bowls ‘n Bears set is particularly helpful for children learning basic math facts of addition and subtraction. Provide the children with sentence strips of math facts and help them use the concrete manipulatives to solve the problem.

Sound Exploration

Materials
10-player Rhythm Set*

Procedure
With close supervision, allow the children to play with the musical instruments in a carpeted area. Allow the children to explore the variety of sounds that can be created using the different instruments (compare the sounds from the metal cymbals to the metal bells and/or those on the tambourine, compare the sounds of the solid wood rhythm sticks to the hollow sticks hit by mallets, etc.).

Variation
• During circle time, have each child select one instrument to use while singing children’s songs. Be sure to select songs with a regular beat and that fit the season such as Jingle Bells

Competencies and Objectives
For Three-year-olds:
Physical
1.2, 2.1-2.2, 3.1
(Variation)
Social/Emotional
1.2, 2.1, 3.2, 3.4, 4.4
(Variation)
Science
3.4
Language
1.4, 3.1-3.2 (Variation)

For Four-year-olds:
Physical
1.2, 2.1-2.2, 3.1-3.2
(Variation)
Social/Emotional
1.2, 3.1-3.3, 4.8
(Variation)
Science 2.5, 6.2-6.6, 6.8
(Variation)
Language
1.4-1.5 (Variation)
for December, *This Little Light of Mine* in February, or *The Itsy Bitsy Spider* in spring.

### Word Sounds

#### Competencies and Objectives

**For Three-year-olds:**
- Physical: 2.1-2.2, 3.1
- Social/Emotional: 1.2, 2.1-2.2, 3.2, 3.4, 4.4
- Language: 1.1, 1.4-1.5, 2.1-2.2, 3.1 (Variation)

**For Four-year-olds:**
- Physical: 2.1-2.2, 3.1-3.2
- Social/Emotional: 1.2, 3.1-3.3, 4.3
- Language: 1.1, 1.5-1.6, 2.1-2.2, 3.3 (Variation)

### Materials

10-player Rhythm Set*
- Word lists with 1, 2, and 3 syllable words

### Procedure

Allow each child to select one instrument to use for this activity. Explain to the children that spoken words are made up of syllables, parts of sounds to which you can find the beat. Demonstrate how to find the beats of the syllables using a 1-syllable word (such as hot), then a 2-syllable word (ha-ppy), and finally, a 3-syllable word (to-ma-to). Ask the children to help you find the beats in the words from your list. Say a word and have the children make one beat for every syllable in the word.

### Variation

- Use words that relate to your weekly/monthly theme, color names, the children’s names, the names of common home or classroom objects, etc.
Thematic Activities
ALL ABOUT ME

Magic Echo

Materials
Rainbow Rhythm Ribbons*

Procedure
Have the children sit cross-legged in a circle in a carpeted area. Show one ribbon to the children and tell them that you are going to pretend that it is a “magic wand.” When you wave the “magic wand” everyone will echo you (repeat what you say exactly as you said it). Demonstrate by (1) saying your name any way you would like, (2) waving the “magic wand,” and (3) cupping your ear to hear the children echo your name using the same tone and inflection as you did. When the children get the gist of the game, pass the “magic wand” around the circle and have each child repeat the steps above. If the child is feeling happy, encourage the child to say his or her name in an upbeat and happy way if the child is feeling shy, encourage the child to say her or his name quietly and so forth for children feeling angry, sad, sleepy, silly, etc. Allow each child to say his or her name, wave the “magic wand,” and have the rest of the children echo back the name. If children are reluctant to participate ask them if they would like for the group to help them say their name. If any child says that she or he does not want a turn, thank the child for telling everyone how they feel and tell the child how happy you are that he or she is still a part of the group.

A Boy or Girl Like Me

Materials
Lacing Bears*
Laces or string

Procedure
Provide a child with a lacing bear and an assortment of outfits for the bear. Have the child find the outfits for a boy, the outfits for a girl, or the outfits for both boys and girls. Encourage the boys to “dress” the bear using the boy clothes (or the unisex clothes) and the girls
to “dress” the bear using the girl clothes (or the unisex clothes) by lacing on the outfits.

**My Favorite Color(s)**

**Materials**
- Spin and Draw with Paper*  
- Washable markers

**Procedure**
Place the Spin and Draw on a firm surface. Provide a variety of markers for the children to use. Allow the children to drawing using their favorite color(s). Ask the children to show their drawings to each other during circle time and name their favorite color(s) that they included.

**My Name**

**Materials**
- Lakeshore Dough Assortment Pack (6 tubs) *
- Super Clay and Dough Tool Set*
- Sentence strips with the children’s first names  
- Metal Loose-leaf Ring

**Procedure**
Write each child's first name on a different sentence strip. Laminate the sentence strips for repeated use. Punch a hole in the corner of the sentence strip so that they may be stored on a metal loose-leaf ring. Provide the children with their names on the sentence strips with the dough and tools. Allow the children to make copies of the letters in their names with the dough, using the tools as needed, laying their dough over their name to ensure they match.

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**My Favorite Color(s)**

**Competencies and Objectives**

**For Three-year-olds:**
- Physical 3.1-3.2  
- Social/Emotional 1.1-1.2, 2.1, 3.2, 3.4, 4.4  
- Science 3.2

**For Four-year-olds:**
- Physical 3.1, 3.3  
- Social/Emotional 1.1-1.2, 1.4, 3.2-3.3, 4.2-4.6  
- Science 4.1

**My Name**

**Competencies and Objectives**

**For Three-year-olds:**
- Physical 3.1  
- Social/Emotional 1.1, 2.1, 2.3, 3.2  
- Math 1.1, 2.1  
- Language 1.5, 2.2

**For Four-year-olds:**
- Physical 3.1  
- Social/Emotional 1.4, 3.1, 3.3, 3.6  
- Math 2.1-2.2  
- Language 1.6, 2.2, 4.4-4.5
ANIMALS

Big Turtle

Competencies and Objectives

For Three-year-olds:
  Physical: 1.1, 2.1-2.2
  Social/Emotional: 1.1-1.2, 2.1-2.2, 3.1, 3.2, 3.4
  Math: 4.2
  Science: 1.1-1.2, 4.3
  Language: 1.1-1.2, 1.5, 2.1-2.4, 4.1

For Four-year-olds:
  Physical: 1.1, 2.1-2.2
  Social/Emotional: 2.1-2.2, 3.1-3.3, 3.5, 4.1, 4.3-4.4, 4.7-4.9
  Math: 3.3
  Science: 1.1, 3.3
  Language: 1.1-1.2, 1.6, 2.1-2.4, 5.1, 5.3

Materials

Rainbow Parachute *
Book or video about turtles

Procedure

Show the children images of real turtles from books or videos. Discuss with the children how turtles move and how they withdraw into their shells. Have a small group of three or four children get on their hands and knees on a dry grassy area outside or a carpeted area inside. Explain to the children that they are going to pretend to be a turtle. Using the parachute as a “turtle shell,” have the children work together to move as a turtle in one direction. Remind them that turtles move slowly, except when they are scared and they quickly pop back in their shell. Allow the other children to occasionally “scare” the turtle back into its “shell.” As the children learn to coordinate their motions together, you may set up an obstacle course for the turtle (going over a hill, going around a chair, going under a table, etc.).

Reference


Theme Painting

Competencies and Objectives

For Three-year-olds:
  Physical: 3.1-3.2
  Social/Emotional: 1.2, 2.1, 2.3, 3.2, 3.4, 4.4, 4.5
  Science: 1.1-1.2, 3.2
  Language: 1.5, 2.1-2.4, 4.1-4.2

For Four-year-olds:
  Physical: 3.1, 3.3
  Social/Emotional: 1.1-1.4, 3.1-3.3, 3.5-3.6, 4.2
  Science: 1.1, 4.1
  Language: 1.6, 2.1-2.4, 5.1, 5.3

Materials

Indoor/Outdoor 3-Station Easel*
Lakeshore No-Spill Paint Cups*
Picture book(s) featuring animals

Procedure

After looking at pictures and reading books about animals, move the easel outside (or place a drop cloth under the easel indoor) and provide a variety of paints in the no-spill paint cups. Provide one
paintbrush for every color to prevent the mixing of the paint colors in the paint cups. Encourage the children to create a painting of animals. Write down any comments the children have about their paintings or what they have learned about animals at the bottom of the page. Display the paintings at the children's eye level in the classroom before letting the children take them home.

**Clay Animals**

**Materials**
- Lakeshore Dough Assortment Pack (6 tubs) *
- Super Clay and Dough Tool Set*
- Pictures of animals
- Metal Loose-leaf Ring

**Procedure**
Make copies of pictures of animals and write their name under the picture. Laminate the copies and punch a hole in the corner to connect with a metal loose-leaf ring. Provide the ring of animal pictures with the dough and tools. Allow the children to make models of the animals with the dough, using the tools as needed. Have the children describe the animals and their needs such as what foods and homes the animals would need to survive.

**Animal Homes**

**Materials**
- Table Top Building Blocks*
- Frontier Building Set*
- Plastic bin or box for storage

**Procedure**
Store the building sets in separate plastic bins or boxes. Set the bins out on a low table or workspace. Discuss with the children about the need for animals to have a home and the various types of homes that animals have. Allow the children to explore making different types of homes for animals to live in such as dog houses, zoos, beaver dams, etc. Encourage them to describe their animal

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**Clay Animals**

**Competencies and Objectives**

**For Three-year-olds:**
- Physical 3.1  
- Social/Emotional 1.2, 2.1, 2.3, 3.2, 3.4, 4.4, 4.5  
- Science 1.1-1.2  
- Language 1.5, 2.1-2.4

**For Four-year-olds:**
- Physical 3.1  
- Social/Emotional 1.1-1.4, 3.1-3.3, 3.5-3.6, 4.2  
- Science 1.1, 1.3  
- Language 1.6, 2.1-2.4

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**Animal Homes**

**Competencies and Objectives**

**For Three-year-olds:**
- Physical 3.1  
- Social/Emotional 1.1-1.2, 2.1-2.3, 3.2, 3.4  
- Math 1.1 (Variation)  
- Science 1.1-1.2, 3.4  
- Language 1.1, 1.5, 2.1-2.4

**For Four-year-olds:**
- Physical 3.1  
- Social/Emotional 3.1-3.3, 3.5-3.6, 4.3, 4.8, 4.10  
- Math 2.2 (Variation)  
- Science 1.1, 1.3  
- Language 1.1, 1.6, 2.1-2.4
homes. Be sure to have the children sort the materials back into their respective bins appropriately.

**Variation**

Provide animal figures or cards with pictures of their homes for the children to select. Have them build a home for the animal they selected.

**BIRDS, BEES, AND BUTTERFLIES**

**Dance of the Butterflies**

**Materials**

- Rainbow Parachute *
- Rainbow Rhythm Ribbons *

**Procedure**

Teach the children the following chant and demonstrate each motion. Encourage the children to act out each line of the chant using the motions described. Allow the children to use the ribbons as part of their butterfly dance or one child at a time to use the parachute, folded into quarters, as butterfly wings:

**Butterfly Metamorphosis**

- *I’m an egg! I’m an egg! I’m a small, round egg! [curl into the fetal position]*
- *I’m a worm! I’m a worm! I’m a wiggly, wiggly worm! [wiggle on the floor, arms to the side]*
- *I’m a cocoon! I’m a cocoon! I’m a silky, smooth cocoon! [sit cross-legged, hands over the face]*
- *I’m a butterfly! I’m a butterfly! I’m happy, beautiful butterfly! [skip around, arms fluttering]*

**Reference**

The Early Birds

Materials
- Group Magnetic Wand Kit*
- Metal paperclips
- Brown yarn

Procedure
To prepare “worms,” cut sections of brown yarn at least 3-4 inches long. Tie off the end of each yarn to a metal paperclip. Scatter your “worms” on a table top or a carpeted area. Have the children hold the wand bobbing it up and down to “catch the worms.” Afterwards, encourage the children to count the “worms” they catch.

Clay Birds, Bees, and Butterflies

Materials
- Lakeshore Dough Assortment Pack (6 tubs) *
- Super Clay and Dough Tool Set*
- Pictures of birds, bees, and butterflies
- Metal Loose-leaf Ring

Procedure
Make copies of pictures of birds, bees, and butterflies. Write their name under the picture. Laminate the copies and punch a hole in the corner to connect with a metal loose-leaf ring. Provide the ring of pictures with the dough and tools. Allow the children to make a model of a bird, a bee, and a butterfly with the dough, using the tools as needed. Have the children describe each flying animal and compare their needs such as what foods each one eats (worms, nectar, and plants) and what homes each one needs to survive (nest, hive, and cocoon).

Theme Painting

Materials
- Indoor/Outdoor 3-Station Easel*
- Lakeshore No-Spill Paint Cups*
Theme Painting

Competencies and Objectives

For Three-year-olds:
Physical
3.1-3.2
Social/Emotional
1.2, 2.1, 2.3, 3.2, 3.4, 4.4, 4.5
Science
1.1-1.2, 3.2
Language
1.5, 2.1-2.4, 4.1-4.2

For Four-year-olds:
Physical
3.1, 3.3
Social/Emotional
1.1-1.4, 3.1-3.3, 3.5-3.6, 4.2
Science
1.1, 4.1
Language
1.6, 2.1-2.4, 5.1, 5.3

Sponges or other painting implements
Picture book(s) featuring birds, bees, and/or butterflies

Procedure

After looking at pictures and reading books about birds, bees, and butterflies, move the easel outside (or place a drop cloth under the easel indoor) and provide a variety of paints in the no-spill paint cups. Provide one paintbrush for every color to prevent the mixing of the paint colors in the paint cups. Encourage the children to create a painting of a bird, a bee, or a butterfly. Write down any comments the children have about their paintings or what they have learned about birds, bees, or butterflies at the bottom of the page. Display the paintings at the children’s eye level in the classroom before the children take them home.

CAMPING IN THE WOODS

Down at the Pond

Materials
Rainbow Parachute *
Rainbow Rhythm Ribbons*
Small round magnets
(optional)
Hot glue (optional)
Construction paper
Metal paperclips

Procedure

Place the parachute in the middle of the floor to be the “pond.” (Note: This activity can be done inside or outside depending upon your space available.) Have the children step back a few feet from edge of the parachute. Provide a ribbon to each child to use as a fishing pole. Allow them to practice “casting off” into the pond to catch fish. Be sure to direct the children to watch out for the other children when they “cast off” to ensure that no one is injured.

Variation

- To review math concepts, you may attach small magnets to the ends of the ribbons using hot glue. Make several construc-
tion paper fish shapes and slide a paperclip over each fish's mouth. Scatter the fish into the pond. Allow the children to catch the fish by attracting the paperclip to the magnet. Have the children count the fish they catch.

Going on a Bear Hunt

Materials
10-player Rhythm Set

Procedure
Teach the children the following chant. Encourage the children to use the instruments to create a regular beat using the jingle bells throughout and special sounds for the chant:

Going on a Bear Hunt
We’re going on a bear hunt! All right—come on—let’s go! [tap rhythm sticks]
Come to a gate—can’t go over—can’t go under—Let’s go through it! [strike the tone blocks]
Come to a bridge—can’t go under—can’t go around —Let’s go over it! [beat the drums]
Come to a river—can’t go around—can’t go over—Let’s swim it! [shake the castanet]
Come to a field—can’t go over—can’t go under— Let’s go through it! [rub the sand blocks]
Oh! I see a cave—it’s dark in here—I see two eyes—I feel fur—It’s a bear! Let’s RUN! Through the field! Swim the river! Over the bridge! [repeat the associated sounds with each]
Slam the gate! [crash the cymbals] We made it! [make a big sigh]

Reference

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Campsite

Materials
Frontier Building Set*
Plastic bin or box for storage

Procedure
Store the building set in a labeled plastic bin or box. Set the bin out on a low table or workspace. Discuss with the children about the areas needed for a campsite (such as several sleeping areas, a fire and cooking area, and places to sit). Allow the children to make a model of a campsite using the building set. Encourage them to describe their campsite. Be sure to have the children place the materials back into the bin appropriately.

Theme Painting

Materials
Indoor/Outdoor 3-Station Easel*
Lakeshore No-Spill Paint Cups*
Picture book(s) featuring outdoor camping

Procedure
After reading books and looking at pictures of outdoor camping, move the easel outside (or place a drop cloth under the easel indoor) and provide a variety of paints in the no-spill paint cups. Provide one paintbrush for every color to prevent the mixing of the paint colors in the paint cups. Encourage the children to create a painting of a woodland scene. Write down any comments the children have about their paintings or what they have learned about the woods at the bottom of the page. Display the paintings at the children’s eye level in the classroom before letting the children take them home.

Merry Go Round

Competencies and Objectives

For Three-year-olds:
Physical
3.1, 3.2
Social/Emotional
1.2, 2.1, 3.2, 4.4, 4.5
Science
1.1-1.2, 3.2
Language
1.5, 2.1-2.4, 4.1-4.2

For Four-year-olds:
Physical
3.1, 3.3
Social/Emotional
1.1-1.4, 3.1-3.3, 3.5-3.6, 4.2
Science
1.1, 1.3, 4.1, 5.1
Language
1.6, 2.1-2.4, 5.1, 5.3

Merry Go Round

Competencies and Objectives

For Three-year-olds:
Physical
1.1, 2.1-2.2
Social/Emotional
1.1-1.2, 3.1-3.2, 3.4, 4.3-4.4
Science
1.2
Language
1.5, 2.3

For Four-year-olds:
Physical
1.1, 2.1-2.2
Social/Emotional
1.2, 2.1, 3.1, 3.3, 4.3, 4.9
Science
1.4, 4.2
Language
1.6, 2.3
CIRCUS AND CLOWNS

Merry Go Round

Materials
Rainbow Parachute *

Procedure
Lay the parachute on the ground and have the children form a circle around it. Encourage each child to grab one of the handles around the edge with their right hand, lifting it to their waist. Have the children turn to their left and then walk around in a circle while holding the parachute (moving clockwise). Point out to the children that they look like they are riding a merry-go-round. Let the children take turns suggesting different ways to move around the circle such as jumping, hopping, skipping, tip-toeing, and stomping. After a few trips around the circle, ask the children to switch the parachute handle to their left hand and turn around to move in the opposite direction (moving counter-clockwise). Encourage the children to alternate between standing on their tip-toes and squatting down, as if they were riding moving horses.

Reference

Tightrope Walk

Materials
Balance Beam*
Foam mats, cushions, or pillows

Procedure
Place the balance beam on a firm surface so it will not tip over. Place soft materials such as foam mats, cushions, or pillows beside the beam in case any children fall. Encourage the children to take turns acting as a tightrope walker on the beam using a variety of motions such as walking heel-to-toe, forwards, or backwards.
Variation
Encourage the children to use a variety of movements that tightrope
walkers do:
   Carrying a long wooden pole for balance
   Balancing on one foot while raising the other off of the beam

Reference

Pants Patch Sorting

Competencies and Objectives

For Three-year-olds:
Physical
  3.1
Math
  3.2
Science
  3.2, 3.4

For Four-year-olds:
Physical
  3.1
Math
  2.2
Science
  4.1, 6.2-6.3

Materials
Make-A-Pattern Puzzle Set*

Procedure
Explain to the children that the clowns need to sew colorful patches
onto their pants for the show. Ask the children to help them sort
out the patches that the clowns will use. Provide the children with
an assortment of the pattern puzzle pieces from the puzzle set.
Encourage the children to sort the puzzle pieces by their patterns
(solid, polka dots, striped, etc.).

Clown Faces

Competencies and Objectives

For Three-year-olds:
Physical
  3.1
Social/Emotional
  1.2, 2.1-2.3, 3.1-3.2, 3.4,
  4.4
Math
  1.1, 2.1, 4.1-4.2
Science
  3.2, 3.4

For Four-year-olds:
Physical
  3.1
Social/Emotional
  1.2, 1.4, 2.1, 3.1-3.3, 3.5-
  3.6, 4.10
Math
  2.2, 3.1, 3.3
Science
  2.4, 4.1, 6.2

Materials
Magnetic Design Board and Storage Box*
  Books or pictures of clowns

Procedure
Show the children images of clowns. (Note: Be aware some children
might be afraid of clowns.) Discuss with the children that clowns
are supposed to be silly and to make people laugh. Ask the children
to help you find different colors and shapes in the clowns’ faces.
Provide the children with the shapes from the design set and allow
the children to use them to create clown faces.
**Theme Painting**

**Materials**
- Indoor/Outdoor 3-Station Easel*
- Lakeshore No-Spill Paint Cups*
- Picture book(s) featuring the circus

**Procedure**
After reading books and looking at pictures of a circus, move the easel outside (or place a drop cloth under the easel indoor) and provide a variety of paints in the no-spill paint cups. Encourage the children to create a painting about a circus. Write down any comments the children have about what they have learned about the circus on their paper. Display the paintings at the children’s eye level in the classroom.

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**COMMUNITY HELPERS**

**Helping our Community**

**Materials**
- Traffic Signs Set*
- Skitter Scooter*
- Hop Ball*
- Other riding toys
- Occupation vests or paper grocery sacks

**Procedure**
To prepare occupation vests, invert a paper grocery sack and cut a neck hole (in the bottom of the sack), two arm holes (in the narrow sides of the sack) and a front opening (a slit from the neck hole down the middle of one wide side of the sack). Decorate the sacks for vehicle-related occupations (mechanic, gas station attendant, police officer, crossing guard, etc.). Arrange a bike path for the children to use. Allow the children to select community helper roles for pretend play outside.

**Reference**
Theme Painting

Competencies and Objectives

For Three-year-olds:
Physical
3.1-3.2
Social/Emotional
1.2, 2.1, 2.3, 3.2, 3.4, 4.4, 4.5
Science
2.2, 3.2
Language
1.5, 2.1-2.4, 4.1-4.2

For Four-year-olds:
Physical
3.1, 3.3
Social/Emotional
1.1-1.4, 3.1-3.3, 3.5-3.6, 4.2
Math
4.4
Science
4.1, 5.3
Language
1.6, 2.1-2.4, 5.1, 5.3

Materials
- Indoor/Outdoor 3-Station Easel*
- Lakeshore No-Spill Paint Cups*
- Picture book(s) featuring community helpers

Procedure
After reading books and looking at pictures of community helpers, move the easel outside (or place a drop cloth under the easel indoor) and provide a variety of paints in the no-spill paint cups. Provide one paintbrush for every color to prevent the mixing of the paint colors in the paint cups. Encourage the children to create a painting of a community helper that they may want to be when they go up (vet, police, fire fighter, etc.). Write down any comments the children have about their paintings at the bottom of the page. Display the paintings at the children’s eye level in the classroom before letting the children take them home.

Building a Community

Competencies and Objectives

For Three-year-olds:
Physical
3.1
Social/Emotional
1.1-1.2, 2.1-2.3, 4.4
Language
1.1, 1.5, 2.1, 2.3-2.4

For Four-year-olds:
Physical
3.1
Social/Emotional
1.2-1.3, 3.5-3.6, 4.3-4.4, 4.10-4.11
Language
1.1, 1.6, 2.1, 2.3-2.4, 2.6

Materials
- Table Top Building Blocks*
- Frontier Building Set*
- Plastic bins or boxes for storage
- Vinyl Career Figures*

Procedure
Store the building sets in labeled plastic bins or boxes. Set the bins out on a low table or workspace. Discuss with the children about the different parts of a community such as homes, schools, stores, restaurants, a bakery, business offices, a police office, a fire house, a post office, a hospital, a construction site, doctors’ and dentists’ offices, etc. Allow the children to make a model of a community using the building sets. Encourage them to describe their community. Be sure to have the children sort the materials back into their respective bins appropriately.

Variation
- Provide career figures for the children to select. Have them build a building associated with the figure they selected.
**Machines that Help**

**Materials**
Gears! Gears! Gears! Starter Set*

**Procedure**
Explain to the children that machines and tools help many people in the community. Allow a small group to play with the Gears! Gears! Gears! Set on a carpeted area or on a low table. Initially you will need to help them learn to assemble the gears into configurations demonstrating how to snap the pieces together, how to build on the pillars, etc. Allow the children to experiment with many different machines. Have the children describe how they think their machines will help others in the community. (Note: This activity will take a fair amount of time. It is great for rainy days!)

**Reference**

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**CREepy CRAWLIES IN THE DESERT**

**Snakes!**

**Materials**
Rainbow Rhythm Ribbons*

**Procedure**
Designate an indoor or outdoor play area noting any area that is off limits for the game. You may or may not include a “base” or “safe zone.” Have the children run around in the play area trying to avoid being touched by the “snake” made by wiggling the rhythm ribbon on the floor. Be sure that the children are careful not to run into one another. Be sure to regulate the play by cycling between high excitement and slower play to ensure that the children do not become overly excited. Afterwards discuss about snakes with the children, emphasizing that most are harmless and beneficial to people, but also explain that some are dangerous so they should not touch a snake unless an adult tells them it is safe to do so. Discuss what they should do for safety practices in case they see a snake when they are outside.

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**Machines that Help**

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Clay Creepy Crawlies

Competencies and Objectives

For Three-year-olds:
Physical
3.1
Social/Emotional
1.2, 2.1, 2.3, 3.2, 3.4, 4.4, 4.5
Science
1.1-1.2
Language
1.5, 2.1-2.4

For Four-year-olds:
Physical
3.1
Social/Emotional
1.1-1.4, 3.1-3.3, 3.5-3.6, 4.2
Science
1.1, 1.3
Language
1.6, 2.1-2.4

Reference

Clay Creepy Crawlies

Materials
Lakeshore Dough Assortment Pack (6 tubs) *
Super Clay and Dough Tool Set*
Pictures of various bugs, snakes, and lizards
Metal Loose-leaf Ring

Procedure
Make copies of pictures of bugs, snakes, and lizards. Write their name under the picture. Laminate the copies and punch a hole in the corner to connect with a metal loose-leaf ring. Provide the ring of pictures with the dough and tools. Allow the children to make a model of several bugs, a snake, and a lizard with the dough, using the tools as needed. Have the children describe each insect or reptile and discuss the different needs of each animal such as what foods each one eats (plants, small animals such as mice and frogs, or insects) and what homes each one need to survive (such as various types of nests and burrows).
Ants on the March

Materials
Magnetic Express*
Pictures of anthills from books, photographs, or videos
Green leaf awards (Green construction paper, Scissors, and Markers)

Procedure
To prepare, make green leaf awards by cutting leaf shapes out of green construction paper and writing "I'm a Helper" on the leaf with a marker. Discuss with the children about how ants live in a colony and build tunnels deep in the ground in which they live and work. Show the children pictures of anthills from books, photographs, or videos. Use the Magnetic Express to demonstrate how ants move around in their tunnels. Shake the Magnetic Express to scatter the beads and lay it flat on a tabletop. Pair up two children and explain that you want them to help the "ants" get to the center of the "anthill" so they can deliver food to the rest of the colony. Give each child one of the magnetic wands and have them work together to move all of the "ants" (beads) into the center of the "anthill" (center circle) by dragging them along the tunnels using the wand. When all of the beads are in the center circle congratulate the players by giving them a green leaf award.

Theme Painting

Materials
Indoor/Outdoor 3-Station Easel*
Lakeshore No-Spill Paint Cups*
Picture book(s) featuring insects or reptiles

Procedure
After reading books and looking at pictures of insects or reptiles, move the easel outside (or place a drop cloth under the easel indoor) and provide a variety of paints in the no-spill paint cups. Provide one paintbrush for every color to prevent the mixing of the paint colors in the paint cups. Encourage the children to create a painting of insects

Competencies and Objectives

For Three-year-olds:
Physical
3.1
Social/Emotional
1.1-1.2, 2.1-2.2, 3.4, 4.1, 4.5
Math
4.2
Science
1.1-1.2, 3.4
Language
1.1, 1.5, 2.3, 4.1

For Four-year-olds:
Physical
3.1-3.2
Social/Emotional
1.4, 2.3-2.4, 3.1-3.3, 3.5, 4.1-4.6, 4.8
Math
3.3
Science
1.1, 1.3, 4.2, 6.2, 6.8
Language
1.1, 1.6, 2.3, 5.1

For Three-year-olds:
Physical
3.1-3.2
Social/Emotional
1.2, 2.1, 2.3, 3.2, 3.4, 4.4, 4.5
Science
1.1-1.2, 3.2
Language
1.5, 2.1-2.4, 4.1-4.2

For Four-year-olds:
Physical
3.1, 3.3
Social/Emotional
1.1-1.4, 3.1-3.3, 3.5-3.6, 4.2
Science
1.1, 4.1
Language
1.6, 2.1-2.4, 5.1, 5.3
or reptiles. Write down any comments the children have about their paintings or what they have learned about insects or reptiles at the bottom of the page. Display the paintings at the children’s eye level in the classroom before letting the children take them home.

### DINOSAURS

#### Bone Dig

**Materials**
- Frontier Building Set*
- Sand table or rectangular pan filled with sand
- Digging tools
- Pictures or videos of recent dinosaur digs

**Procedure**

To prepare for this activity, take several of the links from the frontier building set and bury them in the sand table. (Note: Be sure to count how many pieces you put in so that you can gather them all back after the activity.) After hiding the dinosaur bones, show the children pictures or videos of recent dinosaur digs. [For example, a complete Tyrannosaurus Rex named Sue was found in South Dakota. You may find information about it on the internet or in National Geographic magazines or videos.] Afterwards, invite the children to take turns digging in the sandy area to find “dinosaur bones” (links) that are buried there.

#### Theme Painting

**Materials**
- Indoor/Outdoor 3-Station Easel*
- Lakeshore No-Spill Paint Cups*
- Picture book(s) featuring dinosaurs

**Procedure**

After reading books and looking at pictures of dinosaurs, move the easel outside (or place a drop cloth under the easel indoor) and provide a variety of paints in the no-spill paint cups. Provide one paintbrush for every color to prevent the mixing of the paint colors.
in the paint cups. Encourage the children to create a painting of dinosaurs. Write down any comments the children have about their paintings or what they have learned about dinosaurs at the bottom of the page. Display the paintings at the children’s eye level in the classroom before letting the children take them home.

**Clay Dinosaurs**

**Materials**
- Lakeshore Dough Assortment Pack (6 tubs) *
- Super Clay and Dough Tool Set*
- Pictures of various dinosaurs
- Metal Loose-leaf Ring

**Procedure**
Make copies of pictures of dinosaurs. Write their name under the picture. Laminate the copies and punch a hole in the corner to connect with a metal loose-leaf ring. Provide the ring of pictures with the dough and tools. Allow the children to make a model of several dinosaurs with the dough, using the tools as needed. Have the children tell a story that they act out with their dinosaurs. Describe what foods dinosaurs ate (such as plants or other dinosaurs) and how they hatched from eggs like birds and other reptiles do today.

**I Wish I Had a Dinosaur**

**Materials**
- 10-player Rhythm Set*

**Procedure**
Teach the children the following song. Encourage the children to use the instruments to create a regular beat throughout the song.

“I Wish I Had a Dinosaur” by Pam Schiller

I wish I had a dinosaur, That I could call my own,
I’d take him with me everywhere, He’d never be alone.
A football field would be his bed, A swimming pool his tub,
I’d need a ladder to reach his head, A blanket for a rub.
I’d need bushels of leafy food, A tree for playing fetch,
Bundles of cloth to make his clothes, A basketball for catch.
I’d call him Dino De Dandee, He’d be my bestest friend.
When you saw him—you’d see me, That’s how close we’d be.
I wish I had a dinosaur, That I could call my own,
I’d take him with me everywhere, He’d never be alone.

Reference

FAIRY TALES

Three Little Pigs Houses

Materials
Hay or straw
Frontier Building Set*
Table Top Building Blocks*
Plastic bins or boxes for storage
Story of The Three Little Pigs
Pig and wolf figures (or pictures cut out and glued to popsicle sticks for puppets)

Procedure
Read the story of the Three Little Pigs from a storybook. Discuss the three different houses that the pigs built. Set out the hay or straw and building sets in plastic bins or boxes on a low table or workspace. Encourage the children to make a model of each of the different homes from the story using hay or straw for the first home, the frontier set for the second house, and the building blocks for the third house. Encourage the children to retell and act out the story with the animal figures or puppets. Be sure to have the children sort the materials back into their respective bins appropriately.
Three Billy Goats Gruff Bridge

Materials
- Table Top Building Blocks*
- Plastic bins or boxes for storage
- Story of *The Three Billy Goats Gruff*
- Goat and troll figures (or pictures cut out and glued to popsicle sticks for puppets)

Procedure
Read the story of *The Three Billy Goats Gruff* from a storybook. Discuss the story including the bridge under which the troll lived. Set the building set in a plastic bin or box on a low table or workspace. Encourage the children to make a model of the bridge from the story. Encourage the children to retell and act out the story with the figures or puppets. Be sure to have the children sort the materials back into their bin appropriately.

The Three Bears

Materials
- Story of *Goldilocks and the Three Bears*
- Lacing Bears*
- Laces or string
- Blond figure from the Vinyl Career Figures Set*
- Frontier Building Set*
- Table Top Building Blocks*

Procedure
Read the story of *Goldilocks and the Three Bears* to the children. Provide the children with a blond figure from the career figures set and the lacing bears. Encourage the children to use the figure and the lacing bears to retell the story. First ask them to dress the lacing bears as Papa Bear, Mama Bear, and Baby Bear. Then have them construct three chairs, a table with three bowls, and three beds using the building sets. Lastly have the children act out the story using their created props.
Theme Painting

Materials
- Indoor/Outdoor 3-Station Easel*
- Lakeshore No-Spill Paint Cups*
- Picture books featuring a variety of fairy tales

Procedure
After reading fairy tales and looking at the pictures, move the easel outside (or place a drop cloth under the easel indoor) and provide a variety of paints in the no-spill paint cups. Provide one paintbrush for every color to prevent the mixing of the paint colors in the paint cups. Encourage the children to create a painting about their favorite fairy tale. Write down the children’s version of the story to go with their painting. Display the paintings at the children’s eye level in the classroom before taking them home.

FAMILIES AND HOMES

Log Cabins

Materials
- Frontier Building Set*
- Plastic bin or box for storage

Procedure
Store the building set in a labeled plastic bin or box. Set the bin out on a low table or workspace. Allow the children to explore making connections with the logs and building shapes. Encourage them to overlap several layers of logs to make log cabin homes. Discuss how the pioneers lived in log cabin homes and how some people still live in them today. Discuss how log cabin homes are similar or different to the children’s homes (many homes are still made of wood on the inside, but many have different facades outside like brick or metal).

References
Homes Around the World

Materials
Table Top Building Blocks*
Plastic bin or box for storage
Picture book of different types of homes including single homes, apartment buildings, mobile homes, high rise towers, tepees, igloos, huts, pueblos, etc.

Procedure
Store the building set in a labeled plastic bin or box. Set the bin out on a low table or workspace. Discuss with the children pictures that show different types of homes that people live in around the world. Allow the children to make different types of homes with the building set. Encourage the children to describe the home they created and who they think would live in the home.

Family Collage

Materials
Indoor/Outdoor 3-Station Easel*
Magazines with pictures of people
White glue diluted with water

Procedure
Allow the children to go through the magazines and cut out pictures of people. Save the pictures for the collages. Move the easel outside (or place a drop cloth under the easel indoor) and provide a variety of the pictures that the children cut out. Provide a container with the glue mixture and use paintbrushes to paint the glue on their paper. Secure the pictures to the glue and paint over the edges again with the glue mixture. Allow the collages to dry. Encourage the children to describe the families in their collages and write down their comments at the bottom of the page. Display the collages at the children’s eye level in the classroom before letting the children take them home.

Reference
**What’s Behind the Door?**

**Materials**
Latch and Lock Skill Boards*

**Procedure**
Place the skill boards on a table for the children to practice their fine motor skills. Discuss with the children that some of the latches are for doors to the homes of animals (a barn stall, family home, and a paddock). Have the child tell you what he or she thinks is behind the door on the board. Then help the child to open the latch or lock to open the door.

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**FARMS**

**Farm Model**

**Materials**
- Table Top Building Blocks*
- Frontier Building Set*
- Plastic bin or box for storage
- Picture book of farms showing the different areas of the farm
- Animal figures
- Toy tractors or other farm toys

**Procedure**
Show the children pictures of a farm describing the different things that can happen on a farm. Store the building sets in labeled plastic bins or boxes. Set the bins out on a low table or workspace. Allow the children to build a model of a farm with fenced fields, a barn with animal pens, a farm house, and a shed for the farm tools. Discuss how the farmers live and take care of their crops and animals. Have the children tell a story about a farm using their model and figures.
Clay Farm Animals

Materials
- Lakeshore Dough Assortment Pack (6 tubs) *
- Super Clay and Dough Tool Set*
- Pictures of farm animals
- Metal Loose-leaf Ring

Procedure
Make copies of pictures of farm animals and write their names under their pictures. Laminate the copies and punch a hole in the corner to connect with a metal loose-leaf ring. Provide the ring of farm animal pictures with the dough and tools. Allow the children to make models of the farm animals with the dough, using the tools as needed. Have the children describe the farm animals and their needs such as what foods and homes the animals have on a farm and what jobs they might do on a farm (such as, horses help plough the fields, cows make milk, etc.).

Horsing Around

Materials
- Hop Ball*

Procedure
Place the hop ball outside for free choice exploration. Allow the children to pretend that the hop ball is a horse. The horse may be a tame work horse or a wild (unbroken) horse that’s still a bucking bronco. Have the children take turns racing the horse around a grassy area or pretending to “break the horse”.

Seed Collage

Materials
- Indoor/Outdoor 3-Station Easel*
- Bowls ‘n Bears*
- Variety of seeds such as corn, wheat, hay, oats, and barley
- White glue diluted with water
Seed Collage

Competencies and Objectives

For Three-year-olds:
Physical
3.1-3.2
Social/Emotional
1.2, 2.1-2.3, 3.1-3.2, 4.4
Math
1.1, 2.1, 3.2
Science
1.2, 3.4
Language
1.5, 2.1-2.2, 2.4

For Four-year-olds:
Physical
3.1, 3.3
Social/Emotional
1.2-1.3, 2.1, 3.1, 3.3, 4.2
Math
2.1-2.2
Science
1.1-1.2, 6.3
Language
1.6, 2.1-2.2, 2.4

Making Dinner

Competencies and Objectives

For Three-year-olds:
Physical
3.1
Social/Emotional
1.2, 2.1, 3.2, 3.4, 4.4
Science
1.2
Language
1.5, 2.1-2.5

For Four-year-olds:
Physical
3.1
Social/Emotional
1.2-1.4, 3.1-3.3, 3.5, 4.2, 4.8
Science
1.1, 1.3, 3.2
Language
1.6, 2.1-2.5

Procedure
Allow the children to sort out the different types of seeds using the bowls. Move the easel outside (or place a drop cloth under the easel indoor) and arrange the bowls seeds nearby. Provide a container with the glue mixture and use paintbrushes to paint the glue on their paper. Secure the seeds to the glue and paint over the seeds again with the glue mixture. Allow the collages to dry. Encourage the children to describe their seed collages and write down any comments at the bottom of the page. Display the collages at the children’s eye level in the classroom before letting the children take them home.

Reference

FOOD

Making Dinner

Materials
Lakeshore Dough Assortment Pack
(6 tubs)*
Super Clay and Dough Tool Set*
Plastic tablecloth

Procedure
Cover one table with a plastic tablecloth. Set the dough and tools out on the table for the children to explore. Allow the children to pretend to make a variety of food items such as cookies, breads, fruits, vegetables, etc., with the dough, using the tools as needed. Have the children tell how they are preparing the food and who they are making the food for. Use this opportunity to discuss various food related topics such as:

- How different foods grow (on trees like pears, out of the ground like corn, or underground like carrots)
- How foods can be prepared in different ways (potatoes can be baked, scalloped, made as chips or fries)
- How people around the world eat similar foods (for example,
bread or rice) and different foods (stir-fry in Asia, burritos in Central America, yams in Africa, corn in America, gyros in Greece, spaghetti in Italy, sauerkraut in Germany, etc.).

**Cake Decoration**

**Materials**
- Spin and Draw with Paper*
- Washable markers

**Procedure**
Place the Spin and Draw on a firm surface. Provide a variety of markers for the children to use. Encourage the children to pretend that the paper is the top of a cake. Encourage them to create different designs on the “cake” using the markers. (Note: The children can create patterns while the toy is spinning or not.) Encourage the children to role play presenting the cake to a friend.

**Drive-Through Window**

**Materials**
- Traffic Signs*
- Skitter Scooter*
- Other riding toys
- Duct Tape
- Children’s playhouse, large cardboard box, OR Puppet theater window
- Associated toys such as a cash register, play money, and play food

**Procedure**
Using the children’s playhouse, a large box, or a puppet window placed outside, create a drive-through restaurant complete with a cash register, play money, and play food items. Using the duct tape create a path for the riding toys to “drive” beside the restaurant window. Allow small groups of children to role play driving through the window while others pretend to work at the restaurant window taking orders and preparing the food.
Popcorn

Competencies and Objectives

For Three-year-olds:
Physical
  1.1, 2.1-2.2
Social/Emotional
  1.2, 2.1-2.2, 3.2, 3.4, 4.3, 4.5
Math
  1.3, 4.2
Science
  1.2
Language
  1.5, 2.1, 2.3-2.4

For Four-year-olds:
Physical
  1.1, 2.1-2.2
Social/Emotional
  1.1, 2.5, 3.1, 3.3, 4.1, 4.5-4.6, 4.9, 4.11
Math
  1.2, 3.3
Science
  1.1, 4.2
Language
  1.6, 2.1, 2.3-2.4

Materials
  Rainbow Parachute *
  Several large cotton balls

Procedure
Lay the parachute on the ground and have the children sit cross-legged in a circle around the edge of the parachute. Then have each child grab one of the handles around the edge with both hands gently pulling it toward their laps until it is taut. Place several large cotton balls on the parachute — you may count each of the cotton balls as you put them on the parachute. Have the children quickly shake the parachute to bounce the cotton balls around. You may continue until all of the cotton balls bounce off the chute. Discuss how real popcorn is heated by the air around it during cooking, until the corn in the kernel explodes out of the shell. Replace the cotton balls and play again as the children desire.

Reference

GARDENS AND GROWING THINGS

In the Garden

Competencies and Objectives

For Three-year-olds:
Physical
  3.1
Social/Emotional
  1.2, 2.1, 2.3, 3.2, 3.4, 4.4, 4.5
Science
  1.2, 2.1
Language
  1.5, 2.1-2.4

For Four-year-olds:
Physical
  3.1
Social/Emotional
  1.1-1.4, 3.1-3.3, 3.5-3.6, 4.2
Science
  1.1, 1.3, 5.1-5.2, 5.4
Language
  1.6, 2.1-2.4

Materials
  Lakeshore Dough Assortment Pack (6 tubs) *
  Super Clay and Dough Tool Set*
  Plastic tablecloth
  Green construction paper
  Small photographs of each child (trimmed to their outline)
  Camera

Procedure
Cover one table with a plastic tablecloth. Set the dough and tools out on the table for the children to explore. Allow the children to pretend...
to make a variety of flowers and plants using a variety of colors of dough, using the tools as needed. Have each child arrange his or her flowers on a sheet of green construction paper. Insert the child's trimmed photograph among the flowers as if the child was in a large garden. Take another photograph of the children’s composition to display in the classroom or to send home. Use this opportunity to discuss various plant related topics such as:

- The different types of plants (trees, bushes, flowers, grasses)
- What plants need to grow (sunlight, water, and soil)
- How many plants help people (plants provide food, clean the air of carbon dioxide and make oxygen, are used to make medicines, and plants make people happy because they are beautiful).

### Geoboard Flowers

**Materials**
- Best-Buy Geoboards* or Geo-Lastic Art Board*
- Rubber bands
- Pictures of flowers in bloom

**Procedure**
Provide the children with the geoboards, rubber bands, and pictures of flowers in bloom. Have the children create several flower shapes. Have the children trace the flower shapes with their index fingers to develop hand-eye control and coordination.

### Mushroom Lift

**Materials**
- Rainbow Parachute *

**Procedure**
Lay the parachute on the ground and have the children form a circle it. Then have each child grab one of the handles around the edge.
with both hands, pulling the chute taut. While standing, have the children lower the parachute to the ground (or knee level). When you call out the magic word “Mushroom!” have everyone quickly lift the chute as high as they can without letting go and move to the center of the circle. Explain how the chute fills with air and rises up like a giant mushroom. Try it again several more times. The group will have to practice working together to get the chute really high—the better the cooperation, the better it works!

**Variation**

As you raise the chute, call out “One. Two. Three.” encouraging everyone to let go of the parachute on “Three.” If everyone lets go at exactly the same time indoors, the chute may retain its mushroom shape and rise straight up to the ceiling. This is especially fun outdoors on a windy day!

**Reference**

Project Joy, Children’s Trauma Recovery Foundation, and Center Studio (2006). *PowerPlay*. Mississippi State, MS: Mississippi State University Early Childhood Institute

**Gear Flowers**

**Materials**

- Gears! Gears! Gears! Starter Set*
- Unlined paper
- Pencils
- Crayons or markers
- Child scissors

**Procedure**

Provide the children with gears from the set, paper, and pencils. Have the children trace the outlines of the gears to create numerous flower shapes. Encourage the children to color the flowers using the crayons or markers. Display their drawings in the classroom.

**Variation**

Have the children cut out the flower shapes to use for a variety of art projects.
MY FIVE SENSES

Feel-a-Shape Match

Materials
Magnetic Design Board and Storage Box*
Small brown paper bag
Shape cards (see below)

Procedure
To prepare the shape cards, take one of each of the shapes provided in the design board kit and either trace them on index cards or make a photocopy of them at the same scale. Place the cards face down in a pile on the table. Place a handful of the shapes into a brown paper bag making sure that at least one of each type is in the bag. Have each child draw a shape card from the pile. Help the child to name the shape and to count the number of sides of the shape. Then, without looking, have the child reach into the brown paper bag to find a matching shape by sense of touch alone. Have the child lay their shape on top of their shape card to compare the shapes. If the shape matches, give the child a high five! If the shape does not match, explain why the shape does not match and give the child another try to find a matching shape until she or he can find the correct one.

Repeat the Sounds

Materials
10-player Rhythm Set*

Procedure
As a circle activity, introduce the different instruments to the children allowing them to hear the sounds they make. Select one child to turn around or to close his or her eyes. Select an instrument to sound. Ask the child to turn around and repeat the sound they heard. Allow each child to have a turn. As the children become more skilled, you may have them listen to 2-3 sounds and have them repeat them in sequence.
Arm Dancing

Competencies and Objectives

For Three-year-olds:
Physical
1.2, 3.1-3.2
Social/Emotional
1.2, 2.1, 2.3, 3.1-3.2, 4.4
Science
1.2, 3.2, 4.1
Language
1.5, 2.1-2.4

For Four-year-olds:
Physical
1.2, 3.1, 3.3
Social/Emotional
1.1-1.4, 3.1-3.3, 3.5-3.6, 4.2
Science
1.4, 2.5, 4.1
Language
1.6, 2.1-2.4

References


Color toss

Competencies and Objectives

For Three-year-olds:
Physical
1.1, 2.1-2.2
Social/Emotional
1.1, 2.1, 3.2, 3.4, 4.1, 4.3, 4.5
Science
3.2

For Four-year-olds:
Physical
1.1, 2.1-2.2
Social/Emotional
1.1, 1.4, 2.2-2.4, 3.1-3.3, 3.5, 4.3-4.4, 4.6, 4.8
Science
2.4, 4.1

References


Arm Dancing

Materials

Indoor/Outdoor 3-Station Easel*
Paintbrushes and Paints in No-Spill Paint Cups*
CD or tape player
Selections of music (such as jazz, classical, and pop)

Procedure

Move the easels outside (or place a drop cloth under the indoor easels) and provide a variety of paints in the no-spill paint cups. Set up a CD or tape player near the painting area, being sure to protect it for possible paint splatters. Play various types of music, such as jazz, classical, and pop, for the children to listen to while painting. Encourage the children to paint with both hands moving their arms to the rhythm of the music. Afterwards talk with the children about how the paintings differ depending upon the music they were listening to while painting (for example, how “jazz music” paintings differ from “classical music” paintings). Write down any comments the children have about their drawing at the bottom of the page. Display the paintings at eye level in the classroom before letting the children take it home.
**Color toss**

**Materials**
- Rainbow Parachute*
- Bean bags

**Procedure**
Have the children stand in a circle around the parachute. Taking turns, have the children toss a bean bag on the parachute and tell what color the bean bag landed on. As the children develop better control, have them aim for a specific color (“toss the bean bag on blue.”)

**Reference**

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**OCEAN LIFE**

**The Ocean**

**Materials**
- Rainbow Parachute*

**Procedure**
Lay the parachute on the ground and have the children sit cross-legged in a circle around the edge of the parachute. (Note: The children should be sitting near the parachute, but not on it.) Then have each child grab one of the handles around the edge with both hands. Have the children pretend the parachute is the ocean. Encourage the children to move the parachute in response to the different “weather reports” on the ocean. For example, say, “I heard on the weather report that there was a light breeze over the Atlantic. What would that look like?” Have the children respond by making small, slow waves in the parachute. Other possible “weather reports” may include:

- High winds (make big, fast waves)
- High swells (make big, slow waves)

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**Competencies and Objectives**

**For Three-year-olds:**
- Physical: 1.1, 2.1-2.2
- Social/Emotional: 1.2, 2.1-2.2, 3.1-3.2, 4.3-4.4
- Math: 3.1
- Science: 2.1, 3.4
- Language: 1.5, 2.1, 2.3-2.4

**For Four-year-olds:**
- Physical: 1.1, 2.1-2.2
- Social/Emotional: 3.1, 3.3, 4.9, 4.11
- Math: 4.1
- Science: 1.5, 4.1-4.2, 5.4, 6.3-6.5, 6.8
- Language: 1.6, 2.1, 2.3-2.4
Choppy seas (small, fast waves)
Frozen seas in the Arctic (have them pull the chute tight to make it look like ice)

References

Geoboard Octopus

Competencies and Objectives

For Three-year-olds:
Physical
3.1
Math
1.1, 1.3, 2.1
Science
1.1-1.2, 3.4

For Four-year-olds:
Physical
3.1
Math
1.2, 2.1-2.2
Science
1.1, 6.2-6.3

Materials
Best-Buy Geoboards* or Geo-Lastic Art Board*
Rubber bands
Picture books or pictures of octopi

Procedure
Provide the children with the geoboards, rubber bands, and pictures of octopi. Have the children create an octopus shape. Have the children count each leg of the octopus with their index fingers to develop hand-eye control and coordination and to ensure that there are eight legs!

Gear Octopi

Competencies and Objectives

For Three-year-olds:
Physical
3.1-3.2
Math
1.1, 1.3
Science
1.1-1.2, 3.2

For Four-year-olds:
Physical
3.1, 3.3
Math
1.2
Science
1.1, 4.1

Materials
Gears! Gears! Gears! Starter Set*
Unlined paper
Pencils
Crayons or markers
Child scissors
Picture books or pictures of octopi

Procedure
Provide the children with gears from the set, paper, pencils, and pictures of octopi. Have the children trace the outlines of the gears to create numerous octopi shapes. Have the children count each of the octopi’s legs. Encourage the children to color the octopi using the crayons or markers. Display their drawings in the classroom.
Variation
• Have the children cut out the octopi shapes.

Deep Sea Fishing

Materials
Rainbow Parachute *
Rainbow Rhythm Ribbons*

Procedure
Place the parachute under a low sturdy table. (Note: This activity can be done inside or outside depending upon your space available.) Have the children pretend that the table is a boat and sit on the edge with their legs dangling off. Provide a ribbon to each child to use as a fishing pole. Allow them to practice dropping and bobbing their line into the ocean to catch a fish. Be sure to direct the children to be careful with their “fishing poles” so that no one is injured. Encourage the children to sing songs while they are fishing.

Variation
• To make the game more fun, you or other children may act ocean creatures that gently pull on the fishing lines.

SEASONS AND WEATHER

What Season Is It?

Materials
Lacing Bears*
Laces or string
Pictures depicting the four seasons (optional)
Small paper sack (optional)

Procedure
Provide a child with a lacing bear and an assortment of outfits for the bear. Have the child find
an outfit that would be good for spring (rain gear or garden wear). Encourage the child to “dress” the bear by lacing on the chosen outfit that matches the season. Continue having the child pick out an outfit for the remaining seasons (very light clothing for summer, sweater set for fall, and heavy clothing for winter) and “re-dressing” the bear appropriately.

**Variation**

- Make four pictures that depict one of the four seasons and label it appropriately. Place the four pictures in a paper sack. Encourage the child to draw out a season card and to dress the bear for the season shown on the picture.

### The Storm

#### Materials

- Rainbow Parachute *

#### Procedure

Have the children lie on their bellies in a circle on the parachute. With narration from the teacher, the children, working as a team, create a great storm:

- Create the wind by gently rubbing the parachute with open palms in a swirling motion.
- Create light rain by slowly wiggling fingers on the parachute.
- Have the children move their fingers harder and faster to create more intense rain.
- Create thunder by firmly patting the parachute with the palms of the hands.

Slowly reverse the steps to allow the storm to subside.

#### Reference

Project Joy, Children’s Trauma Recovery Foundation, and Center Studio (2006). *PowerPlay*. Mississippi State, MS: Mississippi State University Early Childhood Institute
Season Paintings

Materials
Indoor/Outdoor 3-Station Easel*
Lakeshore No-Spill Paint Cups*

Procedure
Move the easel outside (or place a drop cloth under the easel indoor) and provide a variety of paints in the no-spill paint cups. Provide one paintbrush for every color to prevent the mixing of the paint colors in the paint cups. Encourage the children to create a painting of a tree during each of the four seasons. Have the children label each season and write the name of it for them over each tree. Display the paintings at the children’s eye level in the classroom.

What Should I Wear Today?

Materials
Lacing Bears*
Laces or string

Procedure
Provide a child with a lacing bear and several outfits. Have the child look out a window and describe the weather. Encourage the child to pick an appropriate outfit for the bear to wear and have the child “dress” the bear by lacing on the chosen outfit that matches the weather (rain gear for a wet day, warm clothing for a cold day, light clothing for a hot day).

Rainbow Drawings

Materials
Spin and Draw with Paper*
Washable markers

Procedure
Place the Spin and Draw on a firm surface. Provide a variety of markers for the children to use. Encourage the children to create
a rainbow pattern using the markers. Take one marker and hold it steady near the center, allowing the toy to spin. Select a marker of a different color and hold it next to the previous line allowing the toy to spin. Continue until the paper is covered in colored lines across to the outer edge. Display the different rainbow patterns.

**What’s the Weather?**

**Materials**
- Rainbow Rhythm Ribbons*

**Procedure**
Have the children pretend the ribbons can tell the weather. Encourage the children to move the ribbons in response to the different “weather reports.” For example:

- Move the ribbons so it swirls and floats in the air for a hot, breezy day
- Move the ribbons side to side like a palm tree swaying in the wind
- Move the ribbons back and forth like wipers on the bus

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**Rain Paintings**

**Competencies and Objectives**

**For Three-year-olds:**
- Physical: 1.1, 2.1-2.2
- Social/Emotional: 1.2, 2.1-2.2, 3.1-3.2, 4.3-4.4
- Science: 2.1, 3.4
- Language: 1.1, 1.5, 2.3-2.4

**For Four-year-olds:**
- Physical: 1.1, 2.1-2.2
- Social/Emotional: 1.2, 3.1-3.3, 4.8
- Science: 4.2, 5.4, 6.3-6.5
- Language: 1.1, 1.6, 2.3-2.4

**Materials**
- Indoor/Outdoor 3-Station Easel*
- Lakeshore No-Spill Paint Cups*
- Spray bottle filled with water.

**Procedure**
Move the easel outside (or place a drop cloth under the easel indoor) and provide a variety of paints in the no-spill paint cups. Provide one paintbrush for every color to prevent the mixing of the paint colors in the paint cups. Encourage the children to place several dots of color on their paper. Then allow them to spray the drawing with water to watch what happens to the paint. Encourage the children to explain what they think has happened. Allow the paintings to dry then display them at the children’s eye level in the classroom before letting the children take them home.
TRANSPORTATION AND SAFETY

Road Building

Materials
Building blocks*
Small toy cars and trucks
Pictures or books about road construction

Procedure
Show the children pictures of people building roads (such as books from the Bob the Builder or the Richard Scarry series or Road Builders by B. G. Hennessy). Then provide the children with a bin of building blocks. Encourage the children to lay them out end-to-end. Have the children count how many blocks are in their road. When the road stretches out for some length, provide the children with toy cars and trucks to "drive" on the roads.

Variation
Encourage the children to build bridges and small tunnels with the blocks for their cars and trucks.
Encourage the children to build garages with the blocks to store their cars and trucks during play.

Reference

Train, Bus, or Plane

Materials
Magnetic Design Board*
Picture books showing a variety of vehicles for travel

Procedure
Show the children pictures of a variety of vehicles including planes, trains, and automobiles. Have the children choose a type of vehicle they would like to create. Provide each child with a pattern card...
Theme Painting

Competencies and Objectives

**For Three-year-olds:**
- Physical: 3.1-3.2
- Social/Emotional: 1.2, 2.1, 2.3, 3.2, 3.4, 4.4, 4.5
- Science: 3.2
- Language: 1.5, 2.1-2.4, 4.1-4.2

**For Four-year-olds:**
- Physical: 3.1, 3.3
- Social/Emotional: 1.1-1.4, 3.1-3.3, 3.5-3.6, 4.2
- Science: 4.1
- Language: 1.6, 2.1-2.4, 5.1, 5.3

Depicting the vehicle he or she chose. Provide the children with a variety of wooden colored shapes for them to recreate the patterns on the pattern cards.

**Reference**


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**Theme Painting**

**Materials**
- Indoor/Outdoor 3-Station Easel*
- Lakeshore No-Spill Paint Cups*
- Picture book(s) featuring transportation vehicles

**Procedure**

After reading books and looking at pictures about transportation vehicles, move the easel outside (or place a drop cloth under the easel indoor) and provide a variety of paints in the no-spill paint cups. Provide one paintbrush for every color to prevent the mixing of the paint colors in the paint cups. Encourage the children to create a painting of a variety of vehicles such as cars, buses, trucks, trains, or planes. Write down any descriptions the children have about their paintings or what they have learned about transportation at the bottom of the page. Display the paintings at the children’s eye level in the classroom before letting the children take them home.
Road Maze

**Materials**
- Building blocks*
- Small toy cars and trucks

**Procedure**
Provide the children with a bin of building blocks. Encourage the children to lay them on their sides to create walls of a simple maze (an entrance and an exit that is fairly straight). Provide the children with toy cars and trucks and allow them to try to drive them through the maze without knocking any walls over. As the children become more skilled at controlling the cars, the mazes can become more challenging, including adding several turns, dead ends, and short bridges to go under.

**Reference**

### Competencies and Objectives

**For Three-year-olds:**
- **Physical**: 2.1, 3.1
- **Social/Emotional**: 1.1-1.2, 2.1-2.3, 3.2, 3.4, 4.1, 4.3-4.4
- **Math**: 2.1
- **Science**: 3.4

**For Four-year-olds:**
- **Physical**: 2.1, 3.1
- **Social/Emotional**: 1.2, 1.4, 2.3-2.4, 3.1-3.3, 3.5-3.6, 4.8, 4.10
- **Math**: 2.1
- **Science**: 6.2-6.5

Competencies and Objectives

Language Skills

Children develop language skills by listening, by talking, by learning the sounds of letters, and by looking at books. All of these skills will help a child learn to read in school. Each of these skills has specific objectives that you can observe. Here are the Competencies and Objectives:

1.0 The child understands language and sounds.
   1.1 The child understands you and others when you speak to him/her. Talk often to the children.
   1.2 The child pays attention when you read short stories, especially stories about him/her.
   1.3 The child can name sounds heard in the classroom, on the playground, and in the school.
   1.4 The child listens to music and plays with instruments.
   1.5 The child can follow simple directions.

2.0 The child uses words that you can understand.
   2.1 The child uses more and more words that you can understand.
   2.2 The child can name common objects and pictures.
   2.3 The child uses words to describe what he/she is doing.
   2.4 The child uses words to tell you how he/she feels and what he/she thinks.
   2.5 The child uses words to tell you about something that happened.
   2.6 The child is learning the rules of how sentences are structured.

3.0 The child is beginning to understand the sounds that letters make.
   3.1 The child can hear sound patterns and can repeat them.
   3.2 The child can sing short songs and say simple rhymes.

4.0 The child is beginning to notice words in print in books.
   4.1 The child looks at the pictures in books and turns the pages.
   4.2 The child can tell a story following the pictures in a book.

Listening

1.0 The child understands language and sounds.

1.1 The child understands you and others when you speak to him/her. Talk often to the children.
   Tell them how to finish an activity, and see if they understand what you told them to do.
1.2 The child pays attention when you read short stories, especially stories about him/her.
Read at least 3 books every day to the children. Notice who is paying attention. Stop and ask them questions about the story as you read.

1.3 The child can name sounds heard in the classroom, on the playground, and in the school.
Go on listening walks on the playground by walking around and asking, “What do you hear?” In the classroom, talk about sounds that you hear (clock ticking, bell ringing) and ask the children to identify the sounds.

1.4 The child listens to music and plays with instruments.
Sing songs and play different kinds of music every day. Let the children play the instruments in the music center. Use instruments like rhythm sticks and bells in circle time.

1.5 The child can follow simple directions.
Give children simple directions, like “Hang up your coat on the coat hook,” show them how to do it, and then let them try. Gradually add more steps, like, “Hang up your coat, then sit on the carpet.”

Talking

2.0 The child uses words that you can understand.

2.1 The child uses more and more words that you can understand.
Talk to the children often to help them develop their vocabulary. Ask them to describe things to you and tell you about what they are doing when they are playing.

2.2 The child can name common objects and pictures.
Look at books with the children and say, “What do you see?” Let them name the objects in the pictures. Ask them to tell you what toys they are playing with when they are in learning centers.

2.3 The child uses words to describe what he/she is doing.
When children are in learning centers, say, “Tell me what you’re doing today.” Let them describe it to you.

2.4 The child uses words to tell you how he/she feels and what he/she thinks.

2.5 The child uses words to tell you about something that happened.
Ask children to describe an event to you, like going to the store. See if they can tell you about it in the right order (we got a buggy, we put food in it, we paid for the food, and we took it home.)
2.6  The child is learning the rules of how sentences are structured.
Gently correct children when they use incorrect words, like saying, “I brushed my
tooths.” Say to them, “I can see you brushed your teeth.”

Learning the Sounds of Letters

3.0  The child is beginning to understand the sounds that letters make.

3.1  The child can hear sound patterns and can repeat them.
Play a game with clapping and snapping. Clap your hands in a pattern (clap, clap)
and ask the children to repeat what you did. Change the pattern each time (clap,
snap, clap or clap, clap, snap, snap) and have them repeat it. Use a pattern with
sounds such as De-Do De-Do Be-Bo Be-Bo and then ask the children to repeat the
matching sound when the teacher says Be- (child would say Bo)

3.2  The child can sing short songs and say simple rhymes.
Sing songs and do fingerplays every day in circle time and during classroom
routines. The children will learn them if you repeat them often. Sing “Row, Row,
Row You Boat” when children wash their hands.

Looking at Books

4.0  The child is beginning to notice words in print in books.

4.1  The child looks at the pictures in books and turns the pages.
Have books available in every learning center for the children to look at. Show them
the cover of a book before you read it to them, and hold the book so that they can
see you turn the pages. Name the parts of the book with the children-cover, pages,
back. Talk about the person who wrote the book as the author.

4.2  The child can tell a story by following the pictures in a book.
Ask children to “read” a book to you by looking at the pictures and telling you the
story. Help them to start on the left side of the page and move to the right in showing
you the pictures.
Math and Reasoning Skills

Children learn math skills by developing different abilities in their everyday lives. This includes understanding numbers, understanding patterns, comparing items, learning basic shapes, and learning the parts of the whole. These skills will help them do math in school. Here are the Competencies and Objectives:

1.0 The child is beginning to understand numbers.
   1.1 The child can match items that are the same and items that are almost the same.
   1.2 The child can recite from 1 to 5 from memory.
   1.3 The child can count a small number of items.

2.0 The child is beginning to understand patterns.
   2.1 The child can copy, make, and continue patterns that he/she hears, sees, and makes with his/her body.

3.0 The child is learning to compare and sort items.
   3.1 The child can tell the difference between the sizes of objects.
   3.2 The child can group things together that are alike.
   3.3 The child can put things in order from smallest to largest, or shortest to tallest.

4.0 The child is learning basic shapes.
   4.1 The child can recognize and name a square, triangle, circle, and rectangle.
   4.2 The child can use words to tell you where things are.

5.0 The child is beginning to understand that whole objects can be divided into parts.
   5.1 The child can tell you what part of an object is missing.
   5.2 The child understands that the whole remains the same when it is divided into parts.

Understanding Numbers

1.0 The child is beginning to understand numbers.
   1.1 The child can match items that are the same and items that are almost the same.
   • Put two pencils, two crayons, and two erasers in a box. Remove one pencil and say to the child, “I found a long yellow pencil in this box. Do you see anything else in this box that looks like a pencil?” See if they can find the other pencil. Talk with the child about the differences in the things in the box and what is the same about the items in the box. Help the child to use words that describe each item—like the color, the shape and what the object does.
   • Put a fork, spoon, pencil, and crayon on the table. Pick up the fork and say, “I am holding a fork. We use a fork to eat. Is there anything else on the table that we use to eat?” See if they select the spoon. Talk with the children about the shape of the spoon and fork. Talk about how they are different and the same.
1.2 The child can recite numbers 1 to 5 from memory.
Sing, “The Ants Go Marching 1 by 1 in circle time. Recite the fingerplay, “Five Little Monkeys.”

1.3 The child can count a small number of items.
When children are in learning centers, ask them to count the items they are working with. In the blocks, say, “How many blocks did you use to build that tower?” Help them count the blocks.

Understanding Patterns

2.0 The child is beginning to understand patterns.

2.1 The child can copy, make, and continue patterns that he/she hears, sees, and makes with his/her body.
• Clap your hands in a pattern (clap, clap, snap, clap) and have the children repeat what you did. Make a new pattern and ask them to repeat it. Ask them questions while they are working such as what made you decide to put that one next?
• Make a pattern with colored shapes (red circle, blue circle, red circle, blue circle) and ask the child what color should come next. Help the child if he is having trouble by asking them to start at the beginning of the pattern row and name the color and shape with you until you arrive at the one that is to be put on the table next and then ask them what the next one should be.
• Sing the song, “Head, Shoulders, Knees and Toes”. See if the child can follow the pattern in the song.

Comparing Items

3.0 The child is learning to compare and sort items.

3.1 The child can tell the difference between the sizes of objects.
Show the child a short block and a long block. Ask them to tell you which block is short, and which is tall.

3.2 The child can group things together that are the same.
• Collect three toy trucks, three crayons, and three blocks. Ask the child to put the items together that are the same. See if they can group them by trucks, crayons, and blocks. Talk about why they are grouped the way the child put them together so the child will describe the reasons that they put them together as they did.
• Look at the shoes everyone is wearing in circle time. Talk about the different types of shoes (shoes with laces, shoes with Velcro, sandals). Ask the children to stand in groups with children who have the same types of shoes. Ask the children to explain they chose the group they did.
3.3 The child can put things in order from the smallest to largest, or shortest to tallest.
   • Give the child four blocks that range in size from short to tall. Ask him/her to put them in order from the shortest block to the tallest block. Talk with the child about the differences and the things that are the same in being short and tall—what can a tall person reach—what can a short person reach? What do tall people eat—what do short people eat?
   • Ask the children to line up from the shortest to the tallest. Show the children how sometimes you can be the tallest when one group is lined up and sometimes you may not be the tallest—same way with shortest.

Learning Basic Shapes

4.0 The child is learning basic shapes.

4.1 The child can recognize and name a square, circle, triangle, and rectangle.
   • Go on a “Shape Hunt” around the classroom. Ask one child at a time to find the different shapes by saying, “Kayla, can you find a circle in the room?” Then send the next child to find a square, then a triangle, then a rectangle. Give each child a turn to find a shape. Talk with the children about what is different about each shape—the number of sides, the curves vs. straight lines and let them point out the differences as you describe them. After several conversations ask them to describe differences and the teacher points them out.
   • Give each child in the circle a shape. Ask all of the children holding circles to stand up. Then ask all of the children holding squares to stand up. Continue calling all of the shapes. Ask the circles to exchange with the triangles when it is clear that the children can recognize shapes by name.

4.2 The child can use words to tell you where things are.
   Put a block inside a shoebox. Ask the child, “Where is the block?” See if they say, “Inside.” Put the block under the shoebox. Ask again. See if the say, “Under.” Turn the box over and put the block on the box. Ask again. See if the child says, “On.” Put the block beside the box. Ask again. See if the child says, “Beside.” Ask the child to make up a short story about the block and the box—where the block goes and why it goes there—The teacher may have to guide the child in telling a story for the first few times, but after practice the child will be able to do it. EX: The block is behind the box because it is hiding from the little boy. When the little boy comes close the block will get inside the box.

Learning Parts of the Whole

5.0 The child is beginning to understand that whole objects can be divided into parts.
5.1 The child can tell you what part of an object is missing.
   • Show the children toys or pictures of toys with parts missing, like a truck missing a wheel or a doll missing an arm. Talk about the missing parts. Ask the child to tell you where he thinks the part went. Ask the child what could be done to fix the item that has something missing.
   • Put a book and a toy on the table. Point to each item and name it. Ask the child to close his/her eyes, and remove one of the items from the table. Ask the child to open his/her eyes, and tell you what is missing. Ask the child to name the items still left on the table.

5.2 The child is beginning to understand that whole objects can be divided into parts.
   • Cut a paper plate in half. Give the child a whole plate, and the two halves. Have the child put the two halves in top of the whole plate. Talk about how it takes two halves to cover one whole plate.
Science Skills

Children learn about the world around them by observing nature, learning about seasons and time, investigating things, and learning about health and safety. They need many opportunities to look, touch, and ask questions about what they see. This will help them develop creative thinking and problem-solving skills in school. Here are the Competencies and Objectives:

1.0 The child begins to notice people and animals.
1.1 The child begins to watch and talk about animals and where they live.
1.2 The child begins to notice things about him/her and others.

2.0 The child begins to notice the world around him/her.
2.1 The child begins to notice the different seasons and can describe the weather.
2.2 The child begins to notice the passage of time.

3.0 The child begins to explore and experiment.
3.1 The child begins to notice textures-how different things feel.
3.2 The child recognizes basic colors-red, blue, yellow, green, orange, black, white.
3.3 The child begins to notice the five senses-sight, smell, touch, hearing, taste.
3.4 The child begins to compare items and ask questions, and explores items with tools and objects.

4.0 The child begins to learn the routines of health care and safety.
4.1 The child becomes more independent when washing hands, using the bathroom, and eating.
4.2 The child can follow the rules during fire drills.
4.3 The child begins to recognize dangerous situations.

Observing Nature

1.0 The child begins to notice people and animals.

1.1 The child begins to watch and talk about animals and where they live.
- Take walks around the playground, around the school, or in a park. Look for animals like squirrels, birds, and ducks. Ask the children to tell you what they notice about the animals and look for their homes. Guide the discussion by asking them about the colors of the animals, if they live in trees, on the ground, in the water. Ask the child what they like most about their favorite animal and why.
- Look at books with the children which have pictures of different animals and their homes. Encourage the children to talk about what they see in the pictures. Ask the children to make up a story about the animal in one of the pictures. A story starter would be that the animal in the picture is one that is the child’s pet-what could happen if the animal (pet) got lost?
1.2 **The child begins to notice things about him/her and others.**
Pass a hand mirror around in circle time, and ask each child to tell you what they see when they look at themselves. Encourage them to talk about the color of their skin, hair, and eyes by describing yourself (“I have short brown hair, white skin with freckles, and green eyes. What do you look like, Jonathan?”).

**Learning about Seasons and Time**

2.0 **The child begins to notice the world around him/her.**

2.1 **The child begins to notice the different seasons and can describe the weather.**
- Talk about the weather every morning in circle time by asking, “Who can tell me about the weather today?” Encourage children to talk about the sun, clouds, temperature, wind, and rain.
- Have a weather chart that shows the weather for the day. Talk about the clothes we wear for different types of weather. Explain words like temperature, cloudy, sleet in discussions. Talk with the children about how temperatures can change at night and in the day and explain why.

2.2 **The child begins to notice the passage of time.**
- Review the name of the month and the day of the week every morning in circle time. Remind the children what day it was yesterday, and what day it will be tomorrow. Going over the daily schedule with the children helps them to keep up with time as they know what happens during the day from the beginning of the day until the day is over. Some days the children will need to be reminded as to what “comes next”.
- Read Goodnight Moon by Margaret Wise Brown. Talk about the differences between daytime and nighttime. What does the sky look like? What do you do during the day and during the night? Make a chart of night time and day time activities so that the children can draw one thing they do at night and one thing they do during the day on the chart.

**Investigating Things**

3.0 **The child begins to explore and experiment.**

3.1 **The child begins to notice textures-what things feel like.**
In the science center, put different items with different textures in a Touchy Feely Box, like a smooth rock, piece of cloth, piece of sandpaper, and rabbit’s foot. Show the child each item as you put it in the box, and describe its texture (“This rock is hard and smooth. This piece of cloth is soft.”) Ask the child to touch one item and describe it to you, using words like smooth, soft, hard, and rough.
3.2 The child recognizes basic colors.

- When the children are sitting in circle time, dismiss them to centers by saying, “Everyone wearing blue shoes may pick a center. Everyone wearing red pants may pick a center.” Continue until every child has been dismissed.
- Play Color Hunt in circle time. Ask one child to find something that is red in the classroom. Allow the child to walk around the room until they find a red object, and then return to the circle. Continue asking for different colors (red, blue, yellow, and green, black, white) until every child has had a turn. Ask the child to name the object he finds by saying, “I found a red ball.”

3.3 The child begins to notice the five senses.

- Play a listening game in circle time. Ask a child to sit in a chair facing away from the circle. Clap your hands, and then ring a bell. Ask the child if the sounds were alike or different. Make different types of sounds for each child.
- Put different objects that you have talked about with the children and allowed them to touch, feel and smell (sliced orange, coffee beans, flowers, pine needles, vinegar) in different boxes and close the lids, Punch holes in the top, and ask children to smell each box and talk about what they smell. Have two of some items so the child can decide if the smells are the same.
- Taste different types of food, like oranges, lemons, pretzels, chocolate, and ask the child to describe the different tastes. Say, “The lemon tastes sour. Is the pretzel sour, salty, or sweet? How does the chocolate taste?”
- In the science center, put different items with different textures on the table. Have children group things together that have the same textures (smooth things together, rough things together).
- Take binoculars to the playground and take turns looking through them. Talk about how things look with and without the binoculars.

Learning about Health and Safety

4.0 The child begins to learn the routines of health care and safety.

4.1 The child becomes more independent when washing hands, using the bathroom, and eating.

- Encourage children to wash their hands by themselves. Show them how to turn the water on, get a squirt of soap, and rub their hands together. Sing, “Row, Row, Row Your Boat” when they wash so that they wash their hands long enough. Show them how to rinse their hands off, turn off the water, and dry their hands with a paper towel.
- Encourage children to tell you when they need to use the bathroom. Help them learn to unfasten their pants by themselves and to wipe themselves when they are through. Encourage them to pull their pants up and fasten them by themselves and to flush the toilet when they are done.
- Show children how to put their napkins in their laps and eat with their forks when appropriate. Encourage them to feed themselves, and help them to open containers, like milk, if they need help.
4.2 **The child can follow the rules during fire drills.**
Practice fire and emergency drills often so that children learn what to do without becoming scared. Have a plan about where to go if the alarm is sounded, and practice lining up and walking quietly to that spot with the children. Talk to the children about the reason the drill is done and how it is one way they can help each other be safe.

4.3 **The child begins to recognize dangerous situations.**
- Put things that are safe to eat (fruit, milk, bread) and things that are not safe (empty bottles for nail polish remover, cleaners, mouthwash) in a box. Take one item out and ask the children if it is safe or not safe. Continue with all of the items in the box.
- Show children the symbol for poison and tell them it means that it is unsafe to eat or drink.
- Teach children that they can call 911 if there is an emergency.
Social and Emotional Skills

Children learn to interact with others and express their own emotions by practicing these skills every day. They practice by playing with others, taking care of themselves, participating in the classroom, and expressing their feelings. Here are the Competencies and Objectives:

1.0 The child plays in different areas with different children.
   1.1 The child can play alone, next to another child, or watching another child in different learning centers.
   1.2 The child can be creative and use his/her imagination in different centers.

2.0 The child is learning to take care of himself/herself.
   2.1 The child is interested in different learning centers and can decide where to play.
   2.2 The child can solve his/her own problems.
   2.3 The child can do many things alone and get help when needed.

3.0 The child is an active member of the classroom community.
   3.1 The child can follow the classroom rules and routines.
   3.2 The child can follow simple requests, help with cleaning up, and is careful with classroom toys and materials.
   3.3 The child can care for plants and animals in the classroom.
   3.4 The child can take turns, talk to other children, participate in circle time, and respect the belongings of others.

4.0 The child is learning to control his/her own feelings.
   4.1 The child can express anger without hurting anyone or anything.
   4.2 The child is learning about other families.
   4.3 The child can protect himself/herself.
   4.4 The child can make choices.
   4.5 The child can help and encourage other children and accept support from others.

Playing with Others

1.0 The child plays in different areas with different children.
   1.1 The child can play with alone, next to another child, or watching another child in different learning areas.
   Set up the classroom so that some areas are for only one child, some are for two children, and some are for 3-4 children. Make sure during the day children have a time to play with a small group of children or to be alone if they ask to be at a learning area alone.

   1.2 The child can be creative and use his/her imagination in different centers.
   Encourage children to make up stories and pretend to be different people in the dramatic play center. Write down the stories that they tell you in the language center. Give children time everyday to draw or paint and to tell the teacher a story about the drawing or painting that can be written down for the child to see.
Taking Care of Themselves

2.0 The child is learning to take care of himself/herself.

2.1 The child is interested in different learning centers and can decide where to play.
   Let children decide what centers they want to go to in the morning. Keep track of where they go, and be sure they visit every center each week. Set up the learning areas where children know how many of them can go to each center by using picture cards or items that clearly show how many children can be at any learning area at a time.

2.2 The child can solve his/her own problems.
   If a child comes to you with a problem, ask, “What can you do to solve this problem?” Encourage them to think of their own solutions before offering an answer. The teacher can guide them by saying, “If this was happening to me what should I do?” or to ask the child to say what the problem is and how they think it could be fixed so the teacher and child care work together to solve/resolve the problem. Items children need to do classroom work should be in their reach so that they can solve the problem of getting what they need for work without asking the teacher.

2.3 The child can do many things alone and get help when needed.
   Encourage children to put on their own coats and shoes. Help them if they ask you for help. Make sure that everyone has to clean up in centers where they play. Items children need to do classroom work should be in their reach so that they can solve the problem of getting what they need for work without asking the teacher.

Participating in the Classroom

3.0 The child is an active member of the classroom community.

3.1 The child can follow the classroom rules and routines.
   At the beginning of the year, have the children help you write simple classroom rules that everyone can understand. Make the list short and write them as a list of “Do’s” instead of “Don’ts”. For example, say, “Keep your hands to yourself” instead of “No hitting.” Hang the rules in the circle time area and review them often. Remind them of the rules when you need to, by saying, “Remember to walk in the halls, that’s one of our rules,” instead of “No running.”

3.2 The child can follow simple requests, help with cleaning up, and is careful with classroom toys and materials.
   Cleaning up in centers should be a part of your routine every day. Every child should clean up when they are through in a center. Remind the children that the materials and toys are for everyone to use, so be careful with them.
3.3 **The child can care for plants and animals in the classroom.**
Create a job chart and give children jobs in the classroom. If you have plants and animals in the room, make watering the plants and feeding the animals two of the jobs for children.

3.4 **The child can take turns, talk to other children, participate in circle time, and respect the belongings of others.**
- Teach children to wait for their turn when they have to wait in line.
- Encourage children to talk to each other when they are playing, solving a problem, and eating lunch.
- Plan activities for circle time that will give children a chance to talk, sing, and dance.
- Remind the children that they may not touch things that belong to others.

**Expressing Their Feelings**

4.0 **The child is learning to control his/her own feelings.**

4.1 **The child can express anger without hurting anyone or anything.**
When a child is angry, say, “I can tell you’re pretty angry right now. Tell me what happened.” Help them to talk about it instead of hitting. Help them figure out an answer to the problem.

4.2 **The child is learning about other families.**
Let children bring in pictures of their families to show everyone. Read books about families. Have children tell stories and draw pictures about their families, and show them to the class during circle time.

4.3 **The child can protect himself/herself.**
Talk about different faces people make that show how they feel. Make faces showing that you are happy, sad, angry, and sleepy. Ask the children what they should do if they see their friends looking that way. Talk about leaving people alone if they want to be by themselves.

4.4 **The child can make choices.**
Give the children the chance to make a lot of choices throughout the day. Let them choose their centers and what to do there.

4.5 **The child can help and encourage other children and accept help from others.**
When you play a game in circle time and children take turns, have the other children cheer for the child who is having a turn. Play games with partners so children work together.
Physical Skills

Children need physical movement every day to develop their bodies. Movement also helps them to learn. Children develop their physical skills by practicing coordination, practicing movement, and working with their hands. Here are the Competencies and Objectives:

1.0 **The child is developing coordination.**
   1.1 The child is developing balance and coordination.
   1.2 The child is beginning to move in rhythm with songs and music.

2.0 **The child is developing physical skills.**
   2.1 The child is developing coordination and movement.
   2.2 The child participates in group movement activities.

3.0 **The child is developing fine-motor skills.**
   3.1 The child is learning to do tasks with his/her hands.
   3.2 The child is experimenting with writing.
   3.3 The child is interested in the computer and other electronics.

**Practicing Coordination**

1.0 **The child is developing coordination.**

1.1 **The child is developing balance and coordination.**
   Do movement activities every day that allow children to get up and move their bodies. Have them practice standing on one foot and then the other foot. On the playground, have them hop, skip, tiptoe, jump, and run from one place to the other. Place a 3” wide strip of tape in a straight line and with a small group of children help them to walk heel to toe on the tape as part of a game—as they become adjusted to the 3” strip cut it back to 2” wide.

1.2 **The child is beginning to move in rhythm with songs and music.**
   Play different kinds of music in the classroom. Encourage children to listen and move any way they like. Play music in the art center and encourage children to paint to the music.

**Practicing Movement**

2.0 **The child is developing physical skills.**

2.1 **The child is developing coordination and movement.**
   - Have balls, bean bags, hoops, and riding toys on the playground for children to use. Let children throw and kick balls, toss bean bags, swing hoops, and ride on riding toys every day.
   - Encourage children to jump, hop, run, and crawl.
• Place a 3” wide strip of tape in a straight line and with a small group of children help them to walk heel to toe on the tape as part of a game—as they become adjusted to the 3” strip cut it back to 2” wide.

2.2 The child participates in group movement activities.
Sing, “Head, Shoulders, Knees, and Toes” and do the movements with the children. Play music and dance together in circle time.

Working with Their Hands

3.0 The child is developing fine-motor skills.

3.1 The child is learning to do tasks with his/her hands.
• Have child safety scissors and paper available in the art center so children can practice cutting.
• Have play-doh and play-doh tools available every day.

3.2 The child is experimenting with writing.
Have paper, pencils, crayons, and markers available in every center. Encourage children to draw and write about what they do in every center.

3.3 The child is interested in the computer and other electronics.
• Give children the chance to play on the computer, but limit their turn to 15 minutes.
• Let children turn the radio, CD player or tape player on and off.
# Checklist of Early Learning Objectives for Three-Year-Olds

**Child’s Name ____________________________**

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Competencies and Objectives for Four-Year-Olds

Language, Vocabulary, and Early Literacy Development

1.0 The child understands language and sounds.
   1.1 The child understands when people speak to him/her.
   1.2 The child pays attention when you tell stories or read books.
   1.3 The child can name sounds heard in the classroom, on the playground, and in school.
   1.4 The child listens to music.
   1.5 The child listens to the sounds made by musical instruments.
   1.6 The child can understand and follow simple two or three-step directions.

2.0 The child uses complete sentences in the correct context.
   2.1 The child learns and uses more words in order to communicate with others in a variety of settings.
   2.2 The child can use more than one word that means the same thing when describing an object.
   2.3 The child recognizes and can name common objects and explain what is happening in pictures.
   2.4 The child uses language to describe what he/she is doing.
   2.5 The child uses language to share information, experiences, ideas, stories, emotions, opinions, wants, needs, thoughts, questions, and for conversation.
   2.6 The child uses language to talk about something that happened in order, or to retell a familiar story.
   2.7 The child is aware of the structure of simple sentences, uses simple sentences, new words, and can use words that describe where things are.

3.0 The child understands that words are made up of letter sounds.
   3.1 The child recognizes separate words in a sentence.
   3.2 The child is attempting to identify rhyming words.
   3.3 The child recognizes separate sounds and syllables.
   3.4 The child can say the separate segments, blends, and syllables in a word, and leave out syllables.
   3.5 The child notices the first sounds in words.
   3.6 The child notices the last sounds in words.
   3.7 The child can blend beginning and ending sounds to form simple words.

4.0 The child recognizes words in print.
   4.1 The child recognizes common words in print in their classroom and community.
4.2 The child understands that words in print have meaning.
4.3 The child holds a book correctly, and understands that words are read from left to right.
4.4 The child recognizes his/her first and last name in print.
4.5 The child recognizes upper and lower case letters of the alphabet, including his/her first and last name.
4.6 The child attempts to write by scribbling and drawing for a purpose.
4.7 The child understands that written words in different places are used for different purposes.
4.8 The child identifies the front cover, back cover, and title page of a book.
4.9 The child can point to words in a text when the teacher reads them aloud.
4.10 The child understands that words are made up of letters, and words in a sentence have spaces between them.
4.11 The child can match some consonant sounds to the appropriate letters.
4.12 The child understands that as letters in words change, so do the sounds in the words.
4.13 The child can blend some letter sounds.
4.14 The child recognizes some common word families.
4.15 The child can point to high frequency words in print.
4.16 The child can read some sight words.

5.0 The child understands the meaning of a story or picture.
5.1 The child is interested in books and reading.
5.2 The child joins in reading of familiar, predictable, or pattern books.
5.3 The child can guess what might happen in a story.
5.4 The child is attempting to develop an understanding of cause and effect.
5.5 The child is attempting to understand the difference between real and pretend.
5.6 The child is attempting to connect information from a story to life experiences.
5.7 The child can name the main characters and main events in a book or story.
5.8 The child can retell the story in a book by looking at the pictures.
5.9 The child can answer open-ended questions about stories and books individually or in groups.
5.10 The child can point out pictures or objects that are opposites.
5.11 The child can act out stories and draw pictures or sing songs about stories.
5.12 The child is attempting to use pictures in a book to understand the meaning of a word.
5.13 The child can imagine being the main character in a book or story.
5.14 The child recognizes the punctuation at the end of sentences.
5.15 The child can describe his/her artwork.
5.16 The child can dictate a story.

6.0 The child shows an interest in writing for a purpose.
6.1 The child attempts to write to communicate.
6.2 The child writes with a variety of writing tools, materials, and surfaces in order to communicate.
6.3 The child copies letters in his/her own way from a teacher’s model using upper and lower case letters.
6.4 The child uses inventive spelling to write words.
Mathematical Concepts Development

1.0  The child is aware of numbers and ways to use them.
1.1  The child can point out the numbers 1 through 20 in the classroom and in the community.
1.2  The child can count from 1 to at least 20 with understanding and can group objects in sets and say “how many” in each set.
1.3  The child can match written numbers to numbers of objects from 1 to at least 10.
1.4  The child can count to 20 from memory.
1.5  The child is attempting to combine, separate, and name how many objects.
1.6  The child can use mathematical language to say which set has “more than” or “less than” another set of objects.

2.0  The child is developing an awareness of relations and patterns.
2.1  The child recognizes, describes, copies, and continues simple visual, sound, and physical patterns.

3.0  The child is developing an understanding of comparing, sorting, and organizing objects.
3.1  The child can compare objects by size and shape.
3.2  The child matches, sorts, and groups objects based on their similarities and differences, including size, length, weight, area, and temperature.

4.0  The child knows basic shapes and understands their positions in space.
4.1  The child can recognize, name, and describe basic shapes and compare them to each other.
4.2  The child is attempting to identify the positions of objects in a series.
4.3  The child uses words like “first”, “second”, and “last” to describe where objects are located when comparing them.
4.4  The child is attempting to recognize, name, and compare three-dimensional shapes.

5.0  The child understands that whole objects can be divided into parts.
5.1  The child understands the ideas of whole and half using objects.

6.  The child is developing an awareness of and uses measurement.
6.1  The child uses nonstandard measurement units.
6.2  The child uses common measuring instruments.
6.3  The child uses correct measurement language.
6.4  The child is attempting to use time-related words.

7.  The child can use graphs to explain or understand information.
7.1  The child can make a graph using objects, pictures, numbers, or tally marks.
7.2  The child uses graphs to answer questions.
### Scientific Investigation

1. **The child is developing an awareness of living and non-living things.**
   - 1.1 The child can name and describe plants, animals, and humans.
   - 1.2 The child recognizes the needs of living things.
   - 1.3 The child explores the life cycles of plants, animals, and humans.
   - 1.4 The child can name the parts of the human body.
   - 1.5 The child observes and describes non-living things.

2. **The child is developing an awareness and appreciation for the environment.**
   - 2.1 The child can describe the weather using weather-related vocabulary.
   - 2.2 The child can describe the four seasons.
   - 2.3 The child can describe day and night.
   - 2.4 The child understands that the Earth includes land, water, and air.
   - 2.5 The child is developing an awareness of caring for the environment.
   - 2.6 The child is familiar with maps and globes as representations of the Earth, and can identify the difference between land and water.

3. **The child engages in simple investigations using science processes.**
   - 3.1 The child experiments with objects by comparing, sorting, asking questions, and using simple tools.
   - 3.2 The child makes careful observations using all of the senses.
   - 3.3 The child can sort materials by texture.
   - 3.4 The child uses a variety of simple tools to extend observations.
   - 3.5 The child explores materials, objects, and events and notices cause and effect.
   - 3.6 The child can describe and communicate observations, results, and ideas.

4. **The child is aware of the five senses.**
   - 4.1 The child recognizes the five senses and the body parts that utilize the five senses.
   - 4.2 The child can identify tastes.
   - 4.3 The child can identify smells.
   - 4.4 The child can identify sights.
   - 4.5 The child can identify sounds.
   - 4.6 The child can identify textures.
   - 4.7 The child uses their five senses to explore their world and solve problems.
   - 4.8 The child describes, compares, sorts, classifies, and orders.

5. **The child engages in practices to promote routine good health, nutrition, and safety.**
   - 5.1 The child observes and demonstrates a daily routine of healthy habits.
   - 5.2 The child recognizes and selects healthy foods.
   - 5.3 The child demonstrates appropriate safety skills.
   - 5.4 The child practices good dental hygiene.

6. **The child develops an awareness of observable properties of objects and materials.**
   - 6.1 The child recognizes properties and compares weight, texture, and temperature.
Physical Skills

1.0 The child is developing a sense of body coordination and explores moving in space.
   1.1 The child demonstrates a sense of balance and body coordination.
   1.2 The child moves in rhythm to songs and music.

2.0 The child is developing gross motor skills.
   2.1 The child demonstrates coordination of large muscles to perform simple motor tasks.
   2.2 The child participates in group activities involving gross motor movement.

3.0 The child is developing fine-motor skills.
   3.1 The child demonstrates coordination of small muscles using manipulatives that vary in size and shape to perform simple motor tasks.
   3.2 The child uses a wide variety of writing tools and drawing materials.
   3.3 The child demonstrates coordination of small muscles using technology.
   3.4 The child participates in group activities involving fine motor movement.

4.0 The child participates in physical activity on the playground.
Social and Emotional Development

1.0  The child plays in different areas in different ways with different children.
1.1  The child enjoys playing with other children and can join in their play.
1.2  The child is interested in talking to other children and sharing information with them.
1.3  The child can play in a small group of 3 to 5 children.
1.4  The child can take turns and compromise when playing with others.
1.5  The child can be creative, musical, and use his/her imagination when playing in many different learning centers.

2.0  The child can act and think independently.
2.1  The child is interested in playing and participating in many different types of classroom activities.
2.2  The child can solve his/her own problems with other children by negotiating solutions.
2.3  The child can choose his/her own activities and complete them without help.

3.0  The child is a positive, active member of the classroom community.
3.1  The child understands the classroom rules and routines and follows them easily.
3.2  The child is careful with classroom materials and objects that belong to other children.
3.3  The child can care for plants and animals in the classroom.
3.4  The child can take turns.
3.5  The child is interested in talking to other children and sharing information with them.
3.6  The child actively participates in group time and interacts with other children during group time activities.
3.7  The child understands the difference between belongings of other children and materials that belong to the classroom.

4.0  The child demonstrates a positive attitude about himself/herself.
4.1  The child stands up for himself/herself.
4.2  The child accepts attention, affection, and appreciation of others.
4.3  The child expresses needs and preferences clearly and appropriately.
4.4  The child begins to develop an awareness of others’ feelings and begins to show empathy.
4.5  The child says positive things about himself/herself and is proud of his/her accomplishments.
5.0 The child can control his/her own feelings and actions in a variety of situations.
5.1 The child can handle disappointment.
5.2 The child expresses frustration and anger without hurting himself/herself or others.
5.3 The child understands and respects the differences between other children and families.
5.4 The child respects the “personal space boundaries” of children and adults.
5.5 The child describes feelings and thoughts using correct words, pictures, and stories.
5.6 The child understands taking turns and sharing classroom privileges and responsibilities.
5.7 The child takes responsibility for the things he/she does.

6.0 The child is developing positive relationships with adults and children.
6.1 The child listens attentively to others when interacting with them.
6.2 The child offers attention, affection, and appreciation to others.
6.3 The child begins to use positive language and demonstrate affection toward others.
6.4 The child uses acceptable ways of joining in an ongoing activity or group.
6.5 The child tries to complete difficult tasks before seeking help from others.
6.6 The child tries to solve problems with other children before asking for help from an adult.
6.7 The child respects the opinions, feelings, and perspectives of others.
# Checklist of Early Learning Objectives for Four-Year-Olds

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Child’s Name ____________________________
## Checklist of Early Learning Objectives for Four-Year-Olds

### Child’s Name ________________________________

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**Notes:**

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