

24:1 Early Childhood Learning Center

Curriculum Plan

2016-2017

Dear Parents,

Please find the attached curriculum plan and the Missouri Early Learning Standards. At the 24:1 Early Childhood Learning Center, our focus is to develop your child's literacy and math skills through play. Children learn best when allowed to explore their environment and are encouraged to ask questions about what they see around them. We will explore a variety of themes while making sure to address all of the Missouri Early Learning Standards throughout each month.

The curriculum plan offers teachers suggestions of games and activities to set-up in the classroom. These activities allow your child to develop new language skills, cooperative play skills, and the ability to work in small groups. These are critical for a successful start to their school career. We will continually expose your child to mathematical and scientific ideas. We will ask your child to describe and compare what they observe in the environment.

Please understand that not all classrooms will complete all of the listed activities. These are suggestions and a guide for the teacher to follow. The teachers may change or enhance the activities, but the standards in each area will be covered each month.

Let us know if you have any questions or concerns.

Thanks!

Gail Wulff
Director

	Literacy	Math	Science	Social-Emotional
September Getting to Know You Self-Awareness Thoughts and Feelings Five Senses Apples and Harvest (Farms)	<p>Pretend play store, farm, songs of friendship, songs of body parts, dancing/marching, self-portraits (<i>Symbolic Development</i>)</p> <p>Introduce self, name friends (learn circle "Hello" routines) - Dramatic Play center ideas to promote communication: House, farmer's market, grocery store (<i>Speaking/Expressive Language</i>)</p> <p>Explore books and library - teach book handling skills, teach names of parts of book (cover, title, author, illustrator) - Include books of feelings, thoughts, self, body parts. (<i>Listening/Receptive Language – application of early reading skills</i>)</p> <p>Chart likes/dislikes - Ask "favorite center?" and chart results (Discovery Center) - Chart results of favorite foods, colors, etc. (<i>Writing development</i>)</p>	<p>Count children at circle time, count friends in center groups, teacher models number sentences (boys + girls = circle time friends) (<i>Numbers and Operations</i>)</p> <p>Counting seeds in apples, counting # of apples on tree (<i>Numbers and Operations</i>)</p> <p>Puzzles (body parts, faces, friends - various cultures and disabilities) (<i>Geometry and Spatial Sense</i>)</p> <p>Make bodies out of shapes, build bodies with recyclables = Art Center Build people out of blocks = Block Center (<i>Geometry and Spatial Sense</i>)</p> <p>Build block towers, make patterns (add colored legos to block center) (<i>Patterns and Relationships</i>)</p> <p>Measure children's heights - Have height chart on wall. Weigh apples; Weigh apples vs. leaves (<i>Measurement</i>)</p> <p>Balance and stack apples (Use book "Ten Apples Up On Top" - Dr. Seuss book) (<i>Spatial Sense</i>)</p>	<p>Make playdough with salt, flour, water - discuss properties (<i>Physical Science</i>)</p> <p>Humans as living creatures - what do we need to live. X-rays in Discovery Area, Puzzles of people in manipulative area - point out similarities and differences. (<i>Life Science</i>)</p> <p>Investigate senses – use blindfolds, listen to different tones of music (<i>Life Science</i>)</p> <p>How keeping clean eliminates germs - Soapy water, wash babies (Sensory Area)</p> <p>Different smelling jars - Discovery Area - record guesses (<i>Life Science</i>)</p> <p>Explore how sound travels – do experiment to show sound moving beans on top of saran wrap covered bowl (<i>Physical Science</i>)</p> <p>Explore sounds in different tones, noise makers, etc. (<i>Physical Science</i>)</p> <p>Make sound instruments (<i>Physical Science</i>)</p>	<p>"Incredible Flexible You" curriculum - Thoughts and Feelings, Likes and Differences (<i>Knowledge of Self</i>)</p> <p>Whole Body Listening - Make craft to match part of body (<i>Knowledge of Others</i>)</p> <p>Demonstrate whole body listening vs. not-listening (<i>Knowledge of Self and Others</i>)</p> <p>Listening with Your Eyes (<i>Knowledge of Self and Others</i>)</p> <p>Introduce mindful breathing (<i>Approaches to Learning</i>)</p>

	Literacy	Math	Science	Social-Emotional
October Others' Thoughts and Feelings Friendship Fall – Camping	<p>New songs/Stories - Old McDonald, Farmer in the Dell, Way Up High in the Apple Tree, Johnny Appleseed – add books from public library (<i>Early Reading Skills</i>)</p> <p>Dramatic play - Farm, tents/camping, clothing or costume store, pumpkin patch (<i>Symbolic</i>)</p>	<p>Counting pumpkin seeds (<i>Numbers and Operations</i>)</p> <p>Sort and count different colored leaves (<i>Patterns and Relationships</i>)</p> <p>Make leaf prints in different positions (Art Center) (<i>Geometry and Spatial Awareness</i>)</p> <p>Play scavenger hunt with</p>	<p>Read stories about the life cycle of a pumpkin plant. (Library Center) (<i>Life Science</i>)</p> <p>What do plants need? – Attempt to grow a pumpkin plant (<i>Life Science</i>)</p> <p>Talk about observations, draw, and classroom chart</p>	<p>Expected vs. Unexpected behavior in all settings. Use classroom examples ask during conflict if behavior is expected vs. unexpected. (<i>Knowledge of Self and Others</i>)</p> <p>Introduce anti-bullying read "Spookley the Square Pumpkin". (<i>Knowledge of</i>)</p>

<p>Seasons</p> <p>Pumpkins</p> <p>Halloween Stories</p> <p>Changing Leaves</p>	<p><i>Development</i></p> <p>Expand descriptions - expand vocabulary of fruits and vegetables during fall season, pumpkins, harvest, seasons (<i>Speaking /Expressive Language</i>)</p> <p>Listen to non-fiction stories about pumpkin life cycle (informational listening), Listen to songs, poems, stories. Listen to ghost stories. (<i>Listening/Receptive Language</i>)</p> <p>Go on "Bear Hunt" around room - use scavenger hunt picture clues (<i>Symbolic Development</i>)</p> <p>"Write" pumpkin recipes, Put fall pictures in order (sequencing), draw spiders," write" and tell spooky stories (<i>Early Writing Skills</i>)</p>	<p>picture clues of "on", "under", "next to" (Discovery Center) (<i>Geometry and Spatial Awareness</i>)</p> <p>Match/sort pumpkins and leaves (Manipulative Center) (<i>Patterns and Relationships</i>)</p> <p>Observe - Highlight patterns in leaf veins (Discovery Center) (<i>Patterns and Relationships</i>)</p> <p>Compare pumpkins - size, shape, cut Jack-O-Lanterns and compare faces or designs (<i>Patterns and Relationships</i>)</p> <p>Measure length of leaves; Weigh pumpkins, measure around pumpkins with tape measure (<i>Measurement</i>)</p> <p>Display charts, graphs, and data of activities (<i>Exploring Data</i>)</p>	<p>of observations (<i>Exploring Data</i>)</p> <p>Discuss and investigate how the trees look in different seasons. (<i>Earth Science</i>)</p> <p>Introduce seasons - Identify seasons, discuss what happens in each season. (<i>Earth Science</i>)</p> <p>Use 5 senses to identify what we see, hear, smell, taste, and feel in each of the seasons. (<i>Life Science</i>)</p> <p>Why do we have seasons – review earth revolution of the sun – Earth’s tilt – act out Earth revolving around the sun. (<i>Earth Science</i>)</p> <p>Matching games - match weather to the season, match clothing to the season. (<i>Earth Science</i>)</p>	<p><i>Self and Others</i></p> <p>Encourage and support use of "Calming Choices" when upset – Introduce Zones of Regulation (<i>Knowledge of Self and Others</i>)</p> <p>Introduce thinking about others' feelings. Act out "in group"/"out of group" identify and sort activity (<i>Knowledge of Self and Others</i>)</p> <p>Introduce solution kit – simplify with one or 2 strategies for resolving conflict – Reinforce use of kit (<i>Approaches to Learning</i>)</p> <p>Circle Routines and Cent Activity routines - encourage group play - provides different "roles" if needed (<i>Approaches to Learning</i>)</p>
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	Literacy	Math	Science	Social-Emotional
<p>November</p> <p>Group Plan</p> <p>Zones of Regulation</p> <p>Government and Elections</p> <p>Thanksgiving</p> <p>Native Americans</p> <p>Food Groups</p>	<p>Make up songs, dances, and stories about harvest/Thanksgiving (<i>Symbolic Development</i>)</p> <p>Introduce the feeling of gratitude - draw pictures, sing songs, do gratitude dances. Do "Turkey Dance" brain break dance, make Thanksgiving Poems (<i>Symbolic Development</i>)</p> <p>Identify things are we grateful for in our lives (<i>Symbolic Development</i>)</p> <p>Introduce vocabulary (add books) of Thanksgiving - pilgrims, Native Americans, harvest, gratitude, and thankfulness. Introduce idea of voting and elections. (<i>Early Reading Skills</i>)</p> <p>Listens to directions to follow recipes, listens to</p>	<p>Plan and prepare classroom feast with children - invite guests (families) - count number attending, children help set tables - counting plates, materials, etc. (<i>Numbers and Operations</i>)</p> <p>Complete puzzles, Make food group plates (myplate.gov). Draw pretend maps that pilgrims might have used to make journey to North America. (<i>Geometry and Spatial Sense</i>)</p> <p>Make placemats for feast. Use construction paper fall theme cut-outs. (<i>Patterns and Relationships</i>)</p> <p>Make pumpkin pie (in a cup) - measure ingredients. Make welcome banner for family feast - measure</p>	<p>Make homemade butter for feast. (Make observations about the butter.) (<i>Physical Science</i>)</p> <p>Build a boat to sail across the "ocean" out of aluminum foil. See how many pennies it can hold before sinking. Experiment with different designs. Chart results. (<i>Physical Science – Exploring Data</i>)</p> <p>Observe a pumpkin decompose. Keep a picture log of what the pumpkin looks like. Put one pumpkin outside in bag/container, another pumpkin outside exposed. Compare. (<i>Life Science</i>)</p> <p>Sprout Indian corn. Keep a class log of what the corn looks like each day. (<i>Life</i></p>	<p>Develop group games and activities to play</p> <p>- Reinforce following the group plan (<i>Knowledge of Self and Others</i>)</p> <p>Zones of Regulation (<i>Knowledge of Self and Others</i>)</p> <p>Identify emotions in each zone. Have children describe how they feel in each zone. Identify times when in each zone. (<i>Knowledge of Self and Others</i>)</p> <p>Teach calming or alerting strategy to help maintain "green zone" (<i>Approaches to Learning</i>)</p>

	<p>songs for dance movement steps (<i>Listening-Receptive Language</i>)</p> <p>Have children read the story through pictures - talk about why we read (to get information, to entertain, to learn new skill) (<i>Early Reading and Writing Skills</i>)</p> <p>Host class "election" to vote on feast menu (<i>Symbolic Development</i>)</p>	<p>length (<i>Measurement</i>)</p> <p>Complete "Pumpkin Pie in a Cup" activity sheet. Chart and graph data on what thanksgiving feast foods children like and dislike (<i>Exploring Data</i>)</p>	<p><i>Science</i>)</p> <p>Make sails out of paper and straws/sticks and explore how the wind will move the boats. Discuss wind as a source of power. Chart results of how the boats move with soft, hard or no wind. (<i>Earth Science</i>)</p>	
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	Literacy	Math	Science	Social-Emotional
<p>December</p> <p>Self-Regulation</p> <p>Holidays Around the World</p> <p>Families and Traditions</p> <p>Animals in the Winter</p>	<p>Ideas for Centers - Bear Cave (what do they need to survive the winter? What would we need if we hibernated?") Toy Store - roles of customer, store clerk; Bakery (making Christmas cookies) Gift wrapping stand - wrap boxes - gift giving; Santa's workshop - building toys, tools (<i>Symbolic Development and Speaking/Expressive Language</i>)</p> <p>Listen to different stories and songs about different holidays - Chanukkah, Kwanza - possibly set-up area where children can explore materials (menorah, different clothing, games, etc.) (<i>Listening – Receptive Language</i>)</p> <p>Continue reading fiction and non-fiction - identify difference for children - have them match fiction - non-fiction pictures/stores (<i>Early Reading Skills</i>)</p> <p>Write letters to Santa. Write lists of gifts to give to our families. (<i>Early Writing Skills</i>)</p>	<p>Make paper chain decorations. Count, measure, and compare paper chains of different lengths. Determine how long of a paper chain is needed to go across classroom wall. (<i>Patterns and Relationships</i>)</p> <p>Look for shapes in Christmas decorations. Make Christmas decorations out of different shape construction paper. Decorate a Christmas tree. Make a Christmas tree out of shapes. (<i>Geometry and Spatial Sense</i>)</p> <p>Make patterns with Christmas lights on greeting cards for families. Find patterns on Christmas decorations. (<i>Patterns and Relationships</i>)</p> <p>Talk about days (longest day/shortest day - winter solstice - measurement of time sun is in the sky) (<i>Measurement and Exploring Data</i>)</p> <p>Chart number of family members living in home (<i>Exploring Data</i>)</p>	<p>Explore magnets - what is magnetic vs. non-magnetic. (<i>Physical Science</i>)</p> <p>Which Christmas ornaments sink or float? (<i>Physical Science</i>)</p> <p>Explore characteristics of evergreens to other trees. Look at evergreens, pine needles, and pine cones under microscope. Discuss differences between evergreen pine needles and other leaves explored in previous units. (<i>Life Science</i>)</p> <p>Discuss hibernation of animals. Why do they hibernate? How does that help them survive? (<i>Life Science</i>)</p> <p>What causes seasons? Discuss winter solstice. Why do we have seasons? - Earth's tilt – Act out Earth's rotation around sun. (<i>Earth and Space Science</i>)</p>	<p>Continue "Zones of Regulation" - calming choices. Identify more complex emotions in each "Zone" - feelings of bored, frustrated, anxious, calm, content, gratitude, jealousy (<i>Knowledge of Self and Others</i>)</p> <p>Discuss families and roles families (chores family members complete, responsibilities at home) (<i>Knowledge of Self and Others</i>)</p> <p>Discuss how to demonstrate love for families (exhibiting self-control, respect, doing nice things) (<i>Knowledge of Self and Others</i>)</p> <p>Create artwork. Draw or collage of family portrait. Write (dictate) letters to parents expressing what child will do to express love in own way. (<i>Knowledge of Self</i>)</p>

	Literacy	Math	Science	Social-Emotional
January Handling Conflict Careers Community Helpers Snow/Ice Arctic Animals MLK Day	<p>Possible drama play center ideas include: fire station, police station, doctor's office, emergency room, bank, office, etc. (<i>Symbolic Development</i>)</p> <p>Listens to songs and stories. Follows instructions for "Simon Says" type games (<i>Listening – Receptive Language</i>)</p> <p>Rotate books to include books about varying community helpers (police, librarians, doctors, fire fighters, mail carriers, etc. Include books regarding snow/ice and Arctic animals (<i>Early Reading Skills</i>)</p> <p>"Write" for different careers - police, librarians, doctors, office manager, teacher (<i>Early Writing Skills</i>)</p> <p>Write own "I have a dream..." statement (After reading MLK book) – dictate to teacher (<i>Early Writing Skills</i>)</p>	<p>Count snowballs - Have a snowball fight. Each person gets x number of paper balls. Count how many each has at end of fight. Hit number targets with paper snowballs. (<i>Number and Operations</i>)</p> <p>Identify shapes in snowflake patterns. Make snowflakes on geoboards - explore shape and symmetry. Create artic animals out of construction paper shapes. (<i>Geometry and Spatial Sense</i>)</p> <p>Cut snowflake patterns - hang in windows. Encourage pattern in cuts. (<i>Patterns and Relationships</i>)</p> <p>Time cars on ramps. Measure distance cars travel. Measure height of snowmen made with homemade snow. (<i>Measurement</i>)</p> <p>Chart and graph experiments on friction, heights of snowmen, and predictions of blubber experiment. (<i>Exploring Data</i>)</p>	<p>Friction - impact on movement of objects. Use cars going down smooth ramps vs. sand sandpaper ramps. Time the cars and chart results. Ice skate with wax paper to show little friction. (Try to ice skate with other materials to determine "best" skate). (<i>Physical Science</i>)</p> <p>Make snow with baking soda and conditioner. Create snowmen, snowballs, etc. (<i>Physical Science</i>)</p> <p>Arctic animals - characteristics, habitat, challenges - Do "Blubber" experiment to show children how blubber/fat keeps animals warm in artic environment (<i>Life Science</i>)</p> <p>Why does it snow? Read books about how snow forms. (<i>Earth and Space Science</i>)</p> <p>Explore ice melting – what makes ice melt faster? (salt, sand, blanket) (<i>Physical Science</i>)</p>	<p>Color Mixing – MLK activity – Shake hands with paint (mix colors with every handshake) (<i>Knowledge of Others</i>)</p> <p>Are We Different? – break open brown and white eggs (<i>Knowledge of Others</i>)</p> <p>Handling Conflict - <i>Hey, Little Ant</i> by Phillip and Hannah Hoose <i>Sheila Rae's Peppermint Stick</i> (<i>Knowledge of Self and Others</i>)</p> <p>Continue model and reinforcement of solution kit – Expand kit to include new strategies – Have children develop new strategies or visual cards to add to kit (<i>Knowledge of Self and Others, Approaches to Learning</i>)</p> <p>Focus on "thinking about feelings of self and others in conflict. (<i>Knowledge of Others</i>)</p> <p>Attempt to see conflict from other's perspective. (Other's Thoughts and Feelings) (<i>Knowledge of Others</i>)</p>
	Literacy	Math	Science	Social-Emotional
February Social Detective Black History President's Day Dental Health	<p>Add books regarding significant African-Americans in history (<i>Early Reading Skills</i>)</p> <p>Possible dramatic play center ideas include - dentist office, desert nature museum (weigh rocks, look at rocks and sand under microscope or on light table) (<i>Symbolic Development</i>)</p> <p>Introduce new vocabulary</p>	<p>Make snakes from paper chain (or beads and pipe cleaners – encourage ABAB pattern (encourage ABC or ABBA pattern for older children) (<i>Patterns and Relationships</i>)</p> <p>Measure length of snakes (<i>Measurement and Numbers and Operations</i>)</p> <p>Make cactus out of model magic and toothpicks –</p>	<p>Discuss adaptations animals make living in the desert – How are reptiles different from mammals? (<i>Life Science</i>)</p> <p>Build a desert biome in a jar (sand, desert plant, sticks, rocks) (<i>Earth and Space</i>)</p> <p>How does a cactus retain water? – Conduct experiment – wet paper towels (one folded and</p>	<p>Be a social detective – look and observe others</p> <ul style="list-style-type: none"> - Identify if "in" or "out" of group - Identify emotions of others based on body language - Look for "unexpected" vs. "expected" behaviors <p>Watch video clips as part of social detective (<i>Knowledge of Others</i>)</p>

<p>Desert Animals</p>	<p>desert animals – What is their habitat? What is climate? What plants are in the desert? How is it different in a desert vs. where we live? – Sorting games “Desert, Not Desert” (<i>Early Reading Skills and Listening – Receptive Language</i>)</p> <p>Write name in sand. (<i>Early Writing Skills</i>)</p> <p>Act out dentist visit in dramatic play or with dolls and puppets (<i>Symbolic Development</i>)</p> <p>Add books about dental hygiene. (<i>Early Reading Skills</i>)</p> <p>Match smile to picture of classmates. (<i>Symbolic Development</i>)</p> <p>Make teeth puppets – healthy tooth and unhealthy tooth (<i>Symbolic Development</i>)</p>	<p>Count the toothpicks (<i>Numbers and Operations and Measurement</i>)</p> <p>Make a mouth out of mini-marshmallows – count number of teeth (<i>Numbers and Operations</i>)</p> <p>Build paper rocket ships with different shapes – draw Mae Jemison (first female black astronaut) (<i>Geometry and Spatial Sense</i>)</p>	<p>wrapped in wax paper, one not – which dries faster? How is that like a cactus? (<i>Physical Science and Life Science</i>)</p> <p>Identify foods that are healthy for teeth vs. unhealthy for teeth. (<i>Physical Science and Life Science</i>)</p> <p>Make “elephant toothpaste” (see internet for recipe) (<i>Physical Science</i>)</p> <p>Conduct experiment with eggshells and different drinks (soda, water, coffee, juice) – Chart and graph results. Then brush the eggs with toothpaste and toothbrush – chart how clean they are (<i>Physical Science and Life Science</i>)</p>	<p><i>of Others</i>)</p> <p>Go on a treasure hunt to find “expected” behaviors. (<i>Knowledge of Self and Others</i>)</p> <p>Match pictures for “expected” and “unexpected” behaviors – wearing coat in summer or shorts in winter</p> <p>(Reinforce “Thinking with our Eyes”) - (<i>Knowledge of Self and Others</i>)</p>
	<p>Literacy</p>	<p>Math</p>	<p>Science</p>	<p>Social-Emotional</p>
<p>March</p> <p>Transition and Change</p> <p>Dr. Seuss (3/2/17)</p> <p>Transportation</p> <p>Weather and Storms</p> <p>Water Cycle</p> <p>Earth Day (Environment and Recycling)</p>	<p>Write songs or poems about the weather or Earth. Dance to different storms sounds. (<i>Symbolic Development and Early Writing Skills</i>)</p> <p>Make rain sticks. Make rain noises with rhythm sticks. (<i>Symbolic Development</i>)</p> <p>Dramatic play center ideas - include airport, bus station, train station. Encourage role-playing different transportation jobs. Other dramatic play ideas – recycling center, weather station (tracking storms) – weather maps, track weather daily (<i>Symbolic Development</i>)</p> <p>Add songs about weather and rain (<i>Expressive Language and Receptive Language</i>)</p> <p>Add transportation toys to block area – airplanes, trains, etc. (<i>Symbolic Development</i>)</p> <p>Bring out transportation</p>	<p>Use eye dropper to drop water onto circle drawn on paper – count how many water drops to fill the circle (<i>Numbers and Operations</i>)</p> <p>Use eyedropper to add drops of water to a cotton ball – How many drops does it hold? (<i>Numbers and Operations</i>)</p> <p>Build a train – measure the length, count the number of cars (<i>Spatial Sense, Measurement, and Number-Operations</i>)</p> <p>Make wind socks to see direction of the wind – decorate with patterns (<i>Patterns and Relationships</i>)</p> <p>Explore tools to measure weather (thermometer, rain gauge, wind vane) (<i>Measurement</i>)</p> <p>Weather permitting – measure how much rain</p>	<p>Explore water cycle – Fill Ziploc bag with water, seal, and hang in the sun (<i>Earth Science</i>)</p> <p>Make “evaporation art” – make a puddle on a piece of paper – draw around it with a crayon, let dry for little bit and draw around again (<i>Earth Science</i>)</p> <p>Make it rain in glass jar (need ice) (<i>Physical Science</i>)</p> <p>Make shaving cream rain clouds (glass of water, shaving cream, drops of food coloring) (<i>Physical Science</i>)</p> <p>Learn about different types of clouds – create with cotton balls (<i>Earth Science</i>)</p> <p>Make a tornado in a bottle (water and dish soap) (<i>Earth Science</i>)</p> <p>Explore sound waves – talk about the sound of thunder</p>	<p>Continue Social Detective activities</p> <p>Reinforce outside of lessons – point out situations in child-directed center play gross motor play (<i>Knowledge of Self and Others</i>)</p> <p>Identify when things change – sometimes things don’t go the way I want (<i>Knowledge of Self, Approaches to Learning</i>)</p> <p>Switching from one activity to another – play gross motor games – start/stop freeze dance (<i>Approaches to Learning</i>)</p>

	<p>puzzles</p> <p>Write stories about Earth Day (<i>Early Writing Skills</i>)</p> <p>How does the weather make you feel (<i>Symbolic Development</i>)</p>	<p>falls – Keep track for the month – Chart in the classroom (<i>Measurement and Exploring Data</i>)</p> <p>Make rainbow art – follow rainbow patterns (<i>Patterns and Relationships</i>)</p>	<p>– pop bag of air and listen for air escaping bag (<i>Physical Science</i>)</p> <p>Explore hot vs. cold (hot air vs. cold air) – make heat sensitive slime – need thermo-chromatic pigment – see online recipe (<i>Physical Science</i>)</p>	
	Literacy	Math	Science	Social-Emotional
<p>April</p> <p>Flexibility</p> <p>Space (Stars and Moon)</p> <p>Birds and Eggs</p> <p>Construction</p>	<p>Look for books online or public library around theme. Add songs and poems around theme (<i>Early Reading Skills</i>)</p> <p>Bring out construction toys – Add books and vocabulary around construction materials (<i>Expressive Language</i>)</p> <p>Dramatic Play ideas – construction site, construction office (blueprints, hard hats, tools)</p> <p>Other dramatic play – space shuttle or observatory (telescopes, sky maps, clipboards)</p> <p>(<i>Symbolic Development and Expressive Language</i>)</p> <p>Add books about birds – how different than mammals. Add bird puppets. (<i>Early Reading Skills</i>)</p> <p>Make binoculars out of toilet paper rolls to go bird watching – draw or write down observations (<i>Early Writing Skills</i>)</p> <p>Make telescope to look at stars (<i>Expressive Language and Symbolic Development</i>)</p> <p>Keep drawing journal of what the moon looks like – full moon 4/11/17 (<i>Early Writing Skills</i>)</p>	<p>Create birds with different shaped construction paper. (<i>Geometry and Spatial Sense</i>)</p> <p>String Cheerios on a pipe cleaner to make a quick bird feeder – Count number of Cheerios needed. (<i>Numbers and Operations, Patterns and Relationships</i>)</p> <p>Construct building (or space shuttle) out of cardboard boxes – discuss shapes and balance – Count number of boxes (<i>Numbers and Operations, Geometry and Spatial Sense</i>)</p> <p>Measure boxes – measure where to cut out windows and doors – use different shaped windows (<i>Measurement</i>)</p> <p>Measure height of construction – Keep chart of the heights of towers children create (<i>Measurement and Exploring Data</i>)</p> <p>Look at different birds for patterns (peacocks) – create peacock art craft – use fingerprints as pattern (<i>Patterns and Relationships</i>)</p>	<p>Build bird nests – give children materials a bird would use (mud or playdough, sticks, string, leaves, etc. Discuss habitat. (<i>Life Science</i>)</p> <p>Make a 3-D nest with paper strips. (<i>Life Science</i>)</p> <p>Make a bird feeder. (<i>Life Science</i>)</p> <p>Crack open an egg – identify parts of an egg – discuss life cycle of birds (<i>Life Science</i>)</p> <p>Construction – Simple machines and tools – encourage use of ramps and screws. Make a pulley to lift blocks. (<i>Physical Science</i>)</p> <p>Explore gravity – have plastic egg races down ramps. Empty eggs vs. eggs with different weighted items – chart results of race (<i>Physical Science</i>)</p> <p>Make a model of Earth rotating sun, and moon rotating Earth (brads, paper plates) (<i>Earth and Space</i>)</p> <p>Make straw rockets – paper rocket on end of straw, blow to launch (<i>Physical Science - Earth and Space</i>)</p>	<p>Continue yoga poses and mindful breathing exercises (<i>Approaches to Learning</i>)</p> <p>Introduce the idea of flexibility in body and in attitude (<i>Knowledge of Self, Approaches to Learning</i>)</p> <p>Thoughts, ideas and feelings change – Need for flexibility when playing with others (<i>Knowledge of Self, Approaches to Learning</i>)</p> <p>“What to do when things don’t go the way I want?” (<i>Knowledge of Self, Approaches to Learning</i>)</p>
	Literacy	Math	Science	Social-Emotional
May	Introduce new vocabulary of	Build a bug – provide	Life cycle of a butterfly –	Why do people

<p>Communication</p> <p>Flowers and Plants</p> <p>Worms and Bugs</p> <p>Mother's Day</p> <p>Ponds, Rivers and Forests</p>	<p>animals living in the ponds and forests. (<i>Expressive Language</i>)</p> <p>Possible Dramatic Play centers: fishing pond, gardening shop, flower shop, vegetable or flower garden, and forest rangers' station (<i>Symbolic Development</i>)</p> <p>Read books about flowers and plants, worms and bugs, mother's day, ponds, rivers, and forests (<i>Early Reading Skills</i>)</p> <p>Talk about different forms of communication – body language, written language, communication through actions (<i>Speaking – Expressive Language</i>)</p> <p>Write a classroom newsletter – have the kids draw pictures or dictate stories to tell parents events in the classroom (<i>Early Writing Skills</i>)</p> <p>Explore different communication tools</p> <ul style="list-style-type: none"> - Telephones, typewriters, computers, etc. <p>(<i>Speaking – Expressive Language and Listening – Receptive Language</i>)</p>	<p>construction paper shapes and other recyclables – have children create their own bug (point out different shapes and positions) (<i>Geometry - Spatial Sense, Patterns and Relationships</i>)</p> <p>Make pattern worms from beads and pipe cleaners. Measure the length of worms (<i>Patterns and Relationships, Measurement</i>)</p> <p>Make flower garden craft (construction paper, tissue paper, etc.) (<i>Patterns and Relationships</i>)</p> <p>Make flower bouquets – count number of flowers, match colors of flowers to paper to wrap them in (<i>Numbers and Operations</i>)</p> <p>Chart flowers found (<i>Exploring Data</i>)</p> <p>Count lily pads, match frogs/bugs to number on lily pads – make folder games matching number of items to digit (<i>Numbers and Operations, Patterns and Relationships</i>)</p> <p>Go on a bear hunt – based on location clues, find bears hidden around the room (<i>Numbers and Operations, Spatial Sense</i>)</p>	<p>Order butterfly larva, hatch and release (<i>Life Science</i>)</p> <p>Make butterflies from tissue paper – Explore static electricity with a balloon making the butterfly flap its wings (<i>Physical Science</i>)</p> <p>Build habitat for pill bug (<i>Physical Science, Life Science, and Exploring Data</i>)</p> <ul style="list-style-type: none"> - Determine if they prefer light or dark side of habitat. - Feed apples and carrots – which do they prefer? - Predict what bugs will do if obstacle is in their way <p>Build worm observation jar – observe tunnels (<i>Life Science</i>)</p> <p>Look at pond or river water under microscope or with magnifying glass – draw or chart observations (<i>Earth and Space</i>)</p> <p>Life cycle of a plant – sprout plants from lima bean seeds (in Ziploc bag with wet paper towel - place in sun (<i>Life Science</i>))</p>	<p>communicate?</p> <ul style="list-style-type: none"> • Choose • Request • Reject • Respond • Comment • Gain Attention • Greet/Farewell • Express Feelings • Converse • Inform <p>(<i>Knowledge of Self and Others, Approaches to Learning</i>)</p> <p>What are forms of communication?</p> <ul style="list-style-type: none"> • Body language • Tone of voice • Words vs. actions <p>(<i>Knowledge of Self and Others, Approaches to Learning</i>)</p>
	Literacy	Math	Science	Social-Emotional
<p>June</p> <p>Cooperation</p> <p>Summer Fun</p> <p>Shadows</p> <p>Father's Day</p> <p>Ocean Life</p> <p>Water</p>	<p>Add books regarding summer season, shadows, water and ocean life. (<i>Early Reading Skills</i>)</p> <p>Make-up songs, stories, and poems about summer, shadows, water, and ocean life. (<i>Symbolic Development and Expressive Language</i>)</p> <p>Dramatic play center ideas – Bottom of the sea – pretend to be fish, sharks, octopus – have shells, fishing games and other ocean themes in the</p>	<p>Ocean puzzles (<i>Geometry and Spatial Sense</i>)</p> <p>Match shadows or silhouettes to objects (<i>Geometry and Spatial Sense</i>)</p> <p>Follow treasure map around room to find hidden objects</p> <p>Explore patterns in seashells and chart the patterns found (<i>Patterns-Relationships and Exploring</i>)</p>	<p>Explore shadows - differences between my shadow and friends - difference in near or far from light. Discuss direction of shadows outside due to location of sun in sky. Make shadow wall art - trace shadows (<i>Physical Science</i>)</p> <p>Explore states of water – solid, liquid, gas (<i>Physical Science</i>)</p> <p>Explore states of water with</p>	<p>Working together – Not just playing next to someone (<i>Knowledge of Others</i>)</p> <p>Build towers with each person adding piece (<i>Knowledge of Others</i>)</p> <p>Play gross motor and art activities that require cooperative skills (<i>Knowledge of Others, Approaches of Learning</i>)</p> <p>Reinforce strategies to fo Zones of Regulation,</p>

<p>Play</p>	<p>area</p> <p>Other ideas to promote pretend play - ice cream parlor, an aquarium museum, the beach, or a pool party</p> <p><i>(Symbolic Development and Expressive Language)</i></p> <p>Go fishing for letters to spell names or sight words <i>(Early Reading and Writing Skills)</i></p>	<p><i>Data)</i></p> <p>Trace seashells and have children match to shapes <i>(Patterns and Relationships)</i></p> <p>Make an octopus art craft – count the tentacles <i>(Numbers and Operations)</i></p> <p>Make ocean scenes out of recyclables <i>(Patterns and Relationships)</i></p> <p>Go fishing – count fish <i>(Numbers and Operations)</i></p> <p>Create fish art designs – use patterns <i>(Patterns and Relationships)</i></p> <p>Length of fish – Create and measure the fish with rulers <i>(Measurement)</i></p>	<p>fresh water and salt water. Why doesn't the ocean freeze? <i>(Physical Science and Earth and Space)</i></p> <p>Explore what objects sink or float? <i>(Physical Science)</i></p> <p>Explore salt water density – compare if objects float or sink in plain water vs. salt water <i>(Physical Science)</i></p> <p>How do sound waves travel in water? – conduct an experiment listening to different sounds from underwater (cut bottom of soda bottle to place beneath water) <i>(Physical Science)</i></p>	<p>Flexibility in thought, and use of “expected” vs. “unexpected” behaviors <i>(Knowledge of Others, Approaches of Learning)</i></p>
	<p>Literacy</p>	<p>Math</p>	<p>Science</p>	<p>Social-Emotional</p>
<p>July</p> <p>Being Independent (Self-Help Skills)</p> <p>Independence Day</p> <p>Dinosaurs and Fossils</p> <p>Rainforest</p> <p>Graduation for Kdg. students</p>	<p>Dramatic play – Archeologist’s dig site - Look at fossils – use microscope. Draw pictures of fossils – archeologist’s log</p> <p>Other dramatic play – rainforest – add books and puppets from rainforest – pretend to be animals in the rainforest</p> <p><i>(Symbolic Development, Expressive Language and Receptive Language)</i></p> <p>Discuss idea of independence – Identify things children can do independently</p> <p>United States of America – Fourth of July</p> <p>History of US independence – Celebrations</p> <p><i>(Symbolic Development, Expressive Language – expand vocabulary)</i></p>	<p>Measure length of dinosaurs (look up length of T-Rex and Brachiosaurus – mark length on butcher paper <i>(Measurement)</i></p> <p>Build paper dinosaurs (discuss bone locations and positions) <i>(Geometry and Spatial Sense – Patterns and Relationships)</i></p> <p>Create dinosaurs with pattern blocks or unit blocks – What shapes were used <i>(Geometry and Spatial Sense – Patterns and Relationships)</i></p> <p>Look at fossils under microscope – discuss size, shape, patterns <i>(Measurement, Numbers and Operations, Spatial Sense)</i></p> <p>Create firework art – explore patterns, colors, and shapes <i>(Patterns and Relationships)</i></p>	<p>Make imprint fossils with model magic and small animal toys <i>(Earth and Space)</i></p> <p>Make bones out of salt dough (flour, salt, water) <i>(Physical Science)</i></p> <p>Build terrarium out of 2-liter plastic bottle – remind students of water cycle <i>(Earth and Space)</i></p> <p>Make “dinosaur dig” – how to get bones out without damaging – brushes – see internet for recipe with cornstarch and water <i>(Earth and Space)</i></p> <p>Identify herbivores vs. carnivores – How to tell the difference by teeth and body structure <i>(Life Science)</i></p> <p>Explore simple machines needed to excavate dinosaurs – pulleys, levers</p>	<p>Self-Help skills – Identify and praise independent skills <i>(Approaches to Learning)</i></p> <p>Discuss transitions to new schools, new classes – transition during break for those returning <i>(Approaches to Learning)</i></p> <p>Reinforce strategies to for Zones of Regulation, Flexibility in thought, and use of “expected” vs. “unexpected” behaviors <i>(Knowledge of Self and Others, Approaches to Learning)</i></p> <p>Continue cooperative games, yoga poses and mindful breathing exercises <i>(Knowledge of Self and Others, Approaches to Learning)</i></p>

		Count number of children graduating – as a class chart birthdates and ages to determine who is going to kindergarten (<i>Numbers and Operations</i>)	(<i>Physical Science</i>)	
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Missouri Early Learning Standards

Literacy		
Symbolic Development	Represents feelings and ideas in a variety of ways	Represents feelings and ideas through pretend play
		Represents feelings and ideas through movement
		Represents feelings and ideas through music
		Represents feelings and ideas through art and construction
Speaking/Expressive Language	Uses language to communicate	Communicates in home language and is understood by others
		Initiates and responds appropriately in conversation and discussions with adults and children
	Uses expanded vocabulary	Uses language to pretend and create
		Uses complete sentences of varying length
Listening/Receptive Language	Listens for different purposes	Follows simple directions - 2 or more in familiar surroundings
		Listens responsively to books and stories
		Listens to and engages in conversations with others
		Responds to questions
Reading	Applies early reading skills	Shows interest in reading and books
		Exhibits book-handling skills
		Pretends to read easy or predictable books or tries to read along during his/her favorite part of the story
		Comprehends and responds to text
		Develops a sense of story
	Uses concepts of print	Reads environmental print and symbols
		Identifies some alphabet letters
		Recognizes that print represents spoken words
	Attends to sounds in language	Repeats rhymes, simple songs, poems, and finger plays
		Participates in word games
Discriminates some sounds in words		
Writing	Uses writing as a means of expression/communication	Experiments with writing tools and materials
		Uses scribbles, shapes, pictures, and letters to write
		Tells others about intended meaning of drawings and writings
		Uses a variety of resources to facilitate writing

Number and Operations	Uses number to show quantity	Shows interest in counting and quantity	
		Develops increasing ability to rote count in sequence	
		Counts objects with understanding	
	Uses language to represent number of objects	Uses language to compare number (e.g. more/less, greater/fewer, equal to)	
		Combines and names how many	
		Separates and names how many	
	Solves problems using number	Names how many there are in a group (up to five objects)	
		Uses one-to-one correspondence when counting objects	
		Uses one-to-one correspondence to compare the size of a group of objects	
		Estimates, then counts to verify the number of objects	
	Uses numerical representation	Uses drawings to represent a number	
		Identifies numerals in everyday situations	
		Uses ordinal numbers (i.e. first, second, last)	
		Writes some numerals	
	Geometry and Spatial Sense	Investigates positions and locations	Takes objects apart and puts them together
Uses actions and words to indicate position and locations			
Uses actions and words to indicate movement and orientation			
Explores shapes in the environment		Investigates and talks about the characteristics of shapes	
		Creates and duplicates three-dimensional and two-dimensional shapes using a variety of materials	
		Identifies and names some shapes	
		Indicates if shapes are alike or different using one or more characteristics	
Patterns and Relationships		Recognizes relationships in the environment	Matches, sorts, and regroups objects according to one or more characteristics
			Orders things according to relative differences
		Uses patterns in the environment	Recognizes patterns
			Duplicates and extends patterns
			Creates patterns
		Measurement	Makes comparisons
Describes measurement			
Orders three or more objects according to length or size differences			
Uses language associated with time in everyday situations			
Uses measurement	Anticipates, remembers, and predicts a sequence of events		
		Explores ways to measure	

		Measure using objects
Exploring Data	Collects, organizes, and displays information	Asks questions to gather information
		Sorts and classifies objects into groups
		Explains how the grouping was done
		Uses charts and graphs to evaluate information

Science		
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Physical Science	Explores physical properties of objects and materials	Shows interest in the physical world
		Uses one or more senses to observe the physical world
		Experiments with simple tools
	Investigates properties of objects and materials	Asks questions about objects and materials
		Experiments with objects and materials to gather information and observe reactions
		Shows knowledge of physical properties of objects
	Solves problems involving physical properties of objects and materials	Identifies problems involving physical properties of objects and materials
		Experiments with objects to produce desired effects
		Makes predictions based on experiences with objects and materials
	Represents observations of the physical world in a variety of ways	Represents observations through pretend play
		Represents observations through music and movement
		Represents observations through art and construction
Talks about the physical world		

Life Science	Explores characteristics of living things	Shows interest in plant and animal changes
		Uses one or more senses to observe the natural world
	Investigates characteristics of living things	Asks questions about the natural world
		Collects information to learn about living things
		Shows knowledge of the characteristics of living things

	Solves problems related to living things	Identifies problems involving living things
		Recognizes that living things have needs
Makes predictions based on experiences with living things		
	Represents observations about living things in a variety of ways	Represents observations through music and movement
		Talks about plants and animals
Earth and Space	Explores properties of earth and space	Shows interest in earth and space
		Uses one or more senses to observe earth and space
		Uses simple tools to explore earth and space
	Investigates properties of earth and space	Asks questions about earth and space
		Conducts experiments to gain knowledge about earth and space
		Shows knowledge of changes in earth and space
	Solves problems involving earth and space	Identifies problems involving earth and space
		Makes predictions based on experiences with earth and space
	Represents observations about earth and space in a variety of ways	Represents observations through music and movement
		Talks about earth and space

Social-Emotional Development		
Knowledge of Self	Exhibits self-awareness	Shows respect for self
		Develops personal preferences
		Knows personal information
	Develops self-control	Follows simple rules
		Accepts transitions and follows daily routines
		Expresses feelings through appropriate gestures, actions, and language
		Adapts to different environments
	Develops personal responsibility	Cares for personal and group possessions
		Begins to accept the consequences of his or her actions
	Knowledge of Others	Builds relationships of mutual trust and respect with others
Respects adult leadership		

		Seeks comfort and security from significant adults
		Develops friendships
		Uses courteous words and actions
		Respects similarities and differences among people
	Works cooperatively with children and adults	Participates successfully as a member of a group
		Shares experiences and ideas with others
		Begins to examine a situation from another person's perspective
		Resolves conflicts with others
Approaches to Learning	Shows curiosity	Expresses interest in people
		Shows interest in learning new things and trying new experiences
		Asks questions
	Takes initiative	Initiates interactions with others
		Makes decisions independently
		Develops independence during activities, routines, and play
	Exhibits creativity	Tries new ways of doing things
		Uses imagination to generate a variety of ideas
		Exhibits a sense of humor
	Shows confidence	Expresses his or her own ideas and opinions
		Views self as competent and has a positive self-image
	Displays persistence	Sustains attention to a task or activity appropriate for his age
		Pursues challenges
		Copes with frustration
	Uses problem-solving skills	Recognizes problems
Tries to solve problems		
Works with others to solve problems		

Physical Development, Health and Safety

Physical Development	Uses gross motor skills with purpose and coordination	Moves from one point to another
		Controls body movements
		Uses large muscle movements to manipulate objects
	Uses fine motor skills with purpose and control	Performs fine motor skills
		Uses fingers and hands to accomplish fine motor tasks
		Uses tools in a functional manner

	Responds to sensory input to function in the environment	Exhibits sensory awareness
		Exhibits body awareness
		Exhibits spatial awareness
		Exhibits temporal awareness
Health	Practices healthy behaviors	Shows independence in personal hygiene
		Chooses to participate in daily physical activity
		Exhibits body strength and endurance
Safety	Practices safe behaviors	Listens to and follows adult directions in emergencies
		Follows vehicle, street, and public safety
		Recognizes personal danger
		Knows how and when to seek help