

# Exploration Three: Our Impact

## Interdisciplinary Instructional Guidance

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## I. Foundation

WHAT DOES IT  
MEAN TO BE



PLEASE REMEMBER:	YOU CAN SUPPORT ME IN THE CLASSROOM BY:
I am developing a sense of being separate from my caregiver, so saying goodbye can be scary.	Being caring and patient. Stay close to me so I know there is a secure adult who will help me. Help me to learn the classroom schedule so I'll know what to expect in school.
I am learning to control my impulses. When I want something I might grab it even if someone else is already using it.	Putting out multiples of materials and giving me strategies so I can begin to learn to take turns.
I am learning to use my words.	Labeling my feelings for me and modeling language so I can practice.
I get immersed in what I am doing.	Using visual and verbal reminders before and during transitions to help me transition throughout the day.
I am excited about many things and curious about the world.	Letting me know when you see me trying hard and sharing in the joy of my accomplishments.
My attention span is short. I need to move my body a lot.	Making sure sitting group times are 6 minutes or less.
I am still learning to listen to my body's signals that I have to go to the bathroom.	Helping me understand the bathroom procedure. Bring me to the bathroom frequently to help me learn when my body is telling me to go.

References: Gopnik, A. (2009). *The Philosophical Baby: What Children's Minds Tell Us About Truth, Love and the Meaning of Life*. New York: Picador  
Lieberman, A. (1993). *The Emotional Life of the Toddler*. New York: The Free Press  
Neville, H. (2007). *Is This a Phase: Child Development & Parenting Strategies, Birth to 6 Years*. Washington: Parenting Press

## Explorations: Comprehensive, In-depth Learning Across Domains

New York City 3-K for All Interdisciplinary Explorations are designed to connect children, families and teaching staff and invite them to engage in comprehensive, in-depth, play-based learning across domains. The three Explorations are designed to be implemented over the course of the ten-month program year. Topics and activities in the Explorations begin with routines and learning about the classroom and progress to more abstract ideas throughout the year. Explorations are grounded in research on developmental expectations as described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* (ELOF), which outlines the skills, behaviors and concepts programs foster as they engage with our youngest learners. By using the three Explorations as written, programs will support all of the preschool goals included in the framework. Teaching staff should refer to the ELOF and their authentic assessment system when implementing Explorations in order to connect their observations of each child with ELOF goals, developmental progressions and indicators and to guide their planning as they work to meet the needs of each child in the class.

### Guiding Principles of the *Early Learning Outcomes Framework*:

**Each child is unique and can succeed.** Children are individuals with different rates and paths of development. Each child is uniquely influenced by their prenatal environment, temperament, physiology, and life experiences. With the appropriate support, all children can be successful learners and achieve the skills, behaviors, and knowledge described in the Framework.

**Learning occurs within the context of relationships.** Caring families, teachers, and other adults matter in a young child's life. Responsive and supportive interactions with adults are essential to children's learning.

**Families are children's first and most important caregivers, teachers, and advocates.** Families must be respected and supported as the primary influence in their child's early learning and education. Their knowledge, skills, and cultural backgrounds contribute to children's school readiness.

**Children learn best when they are emotionally and physically safe and secure.** Nurturing, responsive, and consistent care helps create safe environments where children feel secure and valued. In these settings, children are able to engage fully in learning experiences.

**Areas of development are integrated, and children learn many concepts and skills at the same time.** Any single skill, behavior, or ability may involve multiple areas of development. For example, as infants gain fine motor skills, they can manipulate objects in new ways and deepen their understanding of cause and effect. As preschoolers gain new verbal skills, they can better manage their emotions and form more complex friendships.

**Teaching must be intentional and focused on how children learn and grow.** Children are active, engaged, and eager learners. Good teaching practices build on these intrinsic strengths by providing developmentally appropriate instruction and opportunities for exploration and meaningful play.

**Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.** Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on the unique backgrounds and prior experiences of each child.

Click [here](#) to access the Guiding Principles of the Head Start *Early Learning Outcomes Framework* online

## Early Learning Outcomes Framework Domain Organization

		CENTRAL DOMAINS				
		APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development	
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development	
			Literacy	Scientific Reasoning		

Click [here](#) to access the interactive ELOF

## II. Introduction

Welcome to Exploration Three: Our Impact. This Exploration is the final in a series of three *3-K for All Interdisciplinary Instructional Guidance* materials. This Exploration is the capstone on children’s learning this year. In this Exploration, children explore how their actions and the way they care for themselves, others, and the world around them can impact growth and change. *Impact* is a big idea, and for threes this means exploring what happens when they add a block to a tower, or comfort a sad friend. In Exploration One: Our Community, children explored their classroom, their emerging sense of self and their membership in a classroom community. In Exploration Two: Our Environment, children noticed and investigated the world around their classroom, and in this Exploration, they consider their roles in the classroom and beyond.

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*In this Exploration, children explore how their actions and the way they care for themselves, others, and the world around them can impact growth and change.*

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This Exploration, like all Explorations, will unfold differently in every classroom. It is built on big ideas that invite interpretation and offer opportunities to align learning opportunities to children’s interests. It is through your careful observation, analysis, and planning that the Exploration will become meaningful to all the children in your classroom. After this Exploration, children will leave the 3-K year with greater understanding of the active role they can have in caring for themselves and others and how their actions impact growth and change.

To introduce *Care*, the first big idea in this Exploration, consider adding care related items to your classroom centers. You might choose:

- equipment medical professionals use to care for their patients (i.e. stethoscope, blood pressure cuff),
- tools mechanics use to care for vehicles (i.e. wrench, ratchet, and socket), and/or
- supplies gardeners use to nurture a garden (shovel, spade, and seeds).

Observe the children and listen carefully to what interests them most. Use their interests to build out the later weeks in the study.

After you determine what type of care, or what aspect of care most interests your children, go deeper! If children seem especially interested in caring for animals, expand on that interest. Across all centers, introduce materials that align to this interest and support learning across all domains of the ELOF. For example, you can add toy animals and natural materials to the science center, veterinary equipment and stuffed animals to the dramatic play center, and books about animals and animal care to the library.

After exploring *Care*, begin to introduce the second concept of this Exploration, *Grow*. If children were interested in caring for babies in the beginning of this study, you may want to invite them to begin to consider how babies grow. If they were interested in caring for plants, you may want to help them explore how plants grow. Additionally, you may support them in understanding that other things grow as well. For example, not only do babies grow, but baby animals grow as well. In this portion of the

Exploration, you have the opportunity to highlight social and emotional learning as children explore the relationship between caring and growing.

The third piece of this Exploration is a study of *Change*. In this final part of the Exploration, children have an opportunity to dig into exploring things that change. If you have been exploring baby care and growth, you might now look at how babies change as they grow. Not only are they physically getting bigger, but they are also learning how to do new things such as crawl and walk. Continue to thread *Care* through this part of the Exploration as well, highlighting how children’s caring actions impact growth and overall change.

In Explorations there are opportunities for children to develop in all domains of learning as described in the ELOF. In the second and third piece of this Exploration, there are specific opportunities to explore how change and growth are related to math by exploring how numbers and quantities can grow and change. As in all Explorations, the goal is to help children begin to explore ideas, think critically, and generate and test hypotheses rather than to produce specific answers.

By wrapping up the year looking at *Change*, you also have the opportunity to help prepare children for the changes that may occur when the program year ends. Change can be exciting and/or challenging for young children. It is important to take the time, and give them the opportunity to become comfortable with the changes that are likely approaching for them as they move on from their 3-K for All community to a new experience in Pre-K for All.

The end of the year also presents an opportunity to celebrate the learning that has occurred throughout the year. Invite families to support their children in reflecting, celebrating, and beginning to prepare for their upcoming experiences. If you opt to do this through an end of the year celebration, be mindful of the developmental needs of the children in your three class. Celebrations held in classrooms or familiar spaces, that give teachers and families the opportunity to share something special about each child, or opportunities to engage in hands-on activities are generally more meaningful for young children than performance-based events.

Enjoy the end of the year as well as Exploration Three: Our Impact! Please email [preinstruction@schools.nyc.gov](mailto:preinstruction@schools.nyc.gov) with any questions or feedback.

### III. Snapshot

#### Exploration Topic

Our Impact

#### Essential Question

How do my actions impact growth and change?

#### Focus Areas

1. **Care:** Children will have the opportunity to explore ideas related to caring for self, others and the world around us.
2. **Grow:** Children will have the opportunity to explore things that grow and their role in influencing growth.
3. **Change:** Children will have the opportunity to explore change and their role in influencing change.

#### Student Outcomes

Children will show growth in their ability to care for themselves and express care and concern toward other people and objects.

Children will show growth in their understanding of what it means to grow and how they can influence growth.

Children will show growth in their understanding of what it means to change and how they can influence change.

#### Key Vocabulary

This list should be adapted to fit the needs of individual programs and classrooms.

action	emergency	mechanic	tall
add	emotions	medicine	teenager
adjust	equipment	modify	thoughtful
adult	expand	nurse	tiny
aid	experiment	office	toddler
alter	expression	plant	tools
appear	feed	predict	trade
attitude	feel	repair	vegetable
baby	feelings	respect	veterinarian
bake	flowers	roots	wash
bathe	fix	shape	whisk
break	form	short	
broom	fruit	shrink	
bud	gardener	sick	
build	grass	size	
change	height	small	
child	help	soap	
clean	hospital	soil	
comfortable	improve	spatula	
compare	increase	sponge	
cook	infant	spread	
demolition	kind	sprout	
dentist	large	stems	
destroy	learn	stethoscope	
develop	leash	surgeon	
different	leaves	swap	
doctor	love	tree	
dust pan	medium	vacuum	
	mix		

## IV. Framework

### Essential Question

This question connects the experiences teaching staff plan throughout the entire Exploration. Consider this question while planning and implementing the Exploration.

### Focus Areas

These represent the major inquiries of the Exploration. They build over time and invite children to make connections across all content areas. Each focus area may take about one month to explore and should guide teaching staff through the planning and reflecting process.

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*These are key components of each Exploration.*

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### Invitation to Explore

These experiences provide opportunities to deepen children’s experiences within the Exploration. Each Invitation aligns to one of the three focus areas and should be implemented accordingly. Teaching staff use the question posed in each Invitation to ask children to explore a material or concept with them.

### Suggested Texts

These are a combination of literary and informational texts to read throughout the Exploration. Multiple readings of engaging, informative and literary texts provide opportunities for exploring content, expressing ideas, using imagination and developing critical thinking skills. Reading books multiple times also helps all children build a deeper understanding of content, make meaningful connections between concepts or experiences and build their confidence as learners and as future readers.

See Section VII for text-based critical thinking questions to support the read aloud experience.

In addition to texts specifically related to Exploration content, there is also an Explorations Master Book List. When creating your classroom library, use a selection of these books to supplement the Suggested Texts for Read Aloud.

### Key Vocabulary

These words help children understand the major inquiries of the Exploration and build background knowledge. Use these words, as well as additional vocabulary words that come up throughout the Exploration.

### Family and Community Engagement

These ideas connect classrooms with families by inviting families to share their experience and knowledge with the class, as well as extending learning outside of the classroom. Use these suggestions to build relationships with families and enhance children’s learning. Note the alignment to the Program Quality Standards.

See ideas for family and community engagement throughout Section V Ideas for Learning Centers.

### Culminating Celebration

This is an opportunity to reflect on the unit with the children, as well as to note and celebrate the growth and learning that has occurred and is implemented at the end of each Exploration.

## Sample Weekly Plans

### EXPLORATION THREE: OUR IMPACT

**Essential Question:**

How do my actions impact growth and change?

**Month One:**

Care

**Key Vocabulary:**

action, appear, attitude, bathe, broom, clean, comfortable, cook, dentist, dustpan, emergency, emotions, equipment, expression, feed, feel, feelings, fix, gardener, help, hospital, kind, mechanic, medicine, nurse, office, plant, respect, sick, soap, spatula, sponge, stethoscope, thoughtful, tools, veterinarian, wash, whisk

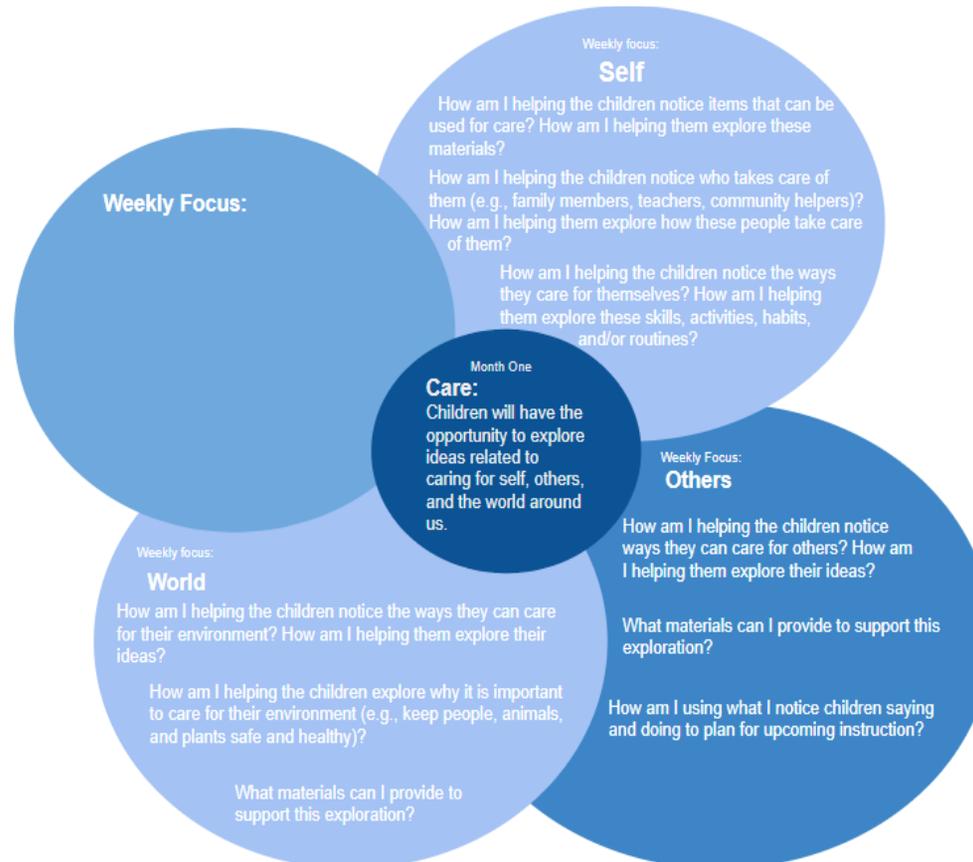
**Invitations to Explore:**

Dramatic Play  
Outdoors/Playground/Gross Motor  
Sand and Water/Sensory Writing

**Family and Community**

**Engagement Suggestions:**

Toys and Games/Math Manipulatives  
Blocks/Construction



### DECIDING WHICH TOPICS TO EXPLORE



Review the sample weekly focus areas. Consider the children in your class and which focus area would be the right starting point for them to begin exploring care. After you introduce the topic, pay close attention to what children find most interesting. What are they talking about? What are they playing with the most? What themes do you notice in their play? What are families sharing about how children are exploring this topic? Use this data to determine which focus to explore next. At the end of each week, spend time reflecting on what the children did this week and make your decision about a focus for the next week accordingly. Note that sometimes a focus may last longer than a week.

## EXPLORATION WEEKLY PLAN

**Exploration:** Our Impact

**Essential Question:** How do my actions impact growth and change?

**Month:** One

**Focus Area:** Care

**Week:** Two

**Weekly Focus:** Others

**Room:**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Greeting Routine (20 minutes)</b>	<ul style="list-style-type: none"> <li>• <i>Help children and families feel welcome by greeting everyone by name.</i></li> <li>• Support children as they engage in arrival routines by using step-by-step directions (e.g., put belongings away, mark themselves as present on the attendance chart, wash hands).</li> <li>• Consider designating one teaching team member to greet children and another to support children as they engage in arrival activities/breakfast.</li> </ul>				
	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Doll house furniture and people Markers and paper Tangrams Puzzles</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Buttons and dice Clay and toothpicks Light table and color paddles Manipulatives</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Connecting cubes Fresh flowers Charcoal pencils and newsprint Doll house furniture, people, and carpet squares</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Counting toys Charcoal pencils and newsprint Playdough Rock letters</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Nature blocks Stationary, envelopes, and writing instruments Manipulatives Puppets</p> <p><b>Breakfast/Activity Support:</b></p>
<b>Large Group Exploration (10 minutes including transitions): 6 minutes for</b>	<ul style="list-style-type: none"> <li>• Greeting song/chant: Select a greeting song/chant to welcome each child and build community.</li> <li>• Daily schedule: Use a picture schedule to briefly review the day. Highlight changes or special events.</li> <li>• Introduce Centers: Show sample materials children may choose to play with in each center.</li> <li>• Tell the children where each member of the teaching team will start playing when Center Time begins and what</li> </ul>				

<p><b>Large Group content, 4 minutes to transition in and out of Large Group)</b></p>	<p>materials they will be exploring. Invite children to join if they would like.</p> <ul style="list-style-type: none"> <li>Transition to Centers: Use an activity, song, rhyme or finger play to keep children engaged, minimize wait time and stagger the transition as they make choices about where to play.</li> </ul>				
	<p><b>Greeting song/chant:</b> This is the Way We Say Hello (refer to Section X Supporting Resources)</p> <p><b>Materials to introduce:</b> <b>MATH INVITATION</b> Wood People- Show children a few wood people. Invite them to explore the people with you.</p> <p><b>Transition Activity:</b> "You can show that you care when you play. You can show it every day. If a friend needs help, _____, _____, and _____ will be there right away." Children may make a choice when called. Repeat until all children have transitioned to centers.</p>	<p><b>Greeting song/chant:</b> This is the Way We Say Hello</p> <p><b>Materials to introduce:</b> (Sensory) Show the children a baby doll and a washcloth. Share that as the children explore at the sensory table, they might want to care for the baby dolls and give them a bath.</p> <p><b>Transition Activity:</b> "You can show that you care when you play. You can show it every day. If a friend needs help, _____, _____, and _____ will be there right away." Children may make a choice when called. Repeat until all children have transitioned to centers.</p>	<p><b>Greeting song/chant:</b> This is the Way We Say Hello</p> <p><b>Materials to introduce:</b> (Writing) Show the children a piece of paper or a card, and a writing/drawing instrument. Invite children to think about ways they can use drawing and writing to show how they care for others.</p> <p><b>Transition Activity:</b> "You can show that you care when you play. You can show it every day. If a friend needs help, _____, _____, and _____ will be there right away." Children may make a choice when called. Repeat until all children have transitioned to centers.</p>	<p><b>Greeting song/chant:</b> This is the Way We Say Hello</p> <p><b>Materials to introduce:</b> (Art) Show the children some of the three-dimensional materials available in the art center. Invite them to explore the materials. Invite children who decide to make a piece of art to share it with someone they care about.</p> <p><b>Transition Activity:</b> "You can show that you care when you play. You can show it every day. If a friend needs help, _____, _____, and _____ will be there right away." Children may make a choice when called. Repeat until all children have transitioned to centers.</p>	<p><b>Greeting song/chant:</b> This is the Way We Say Hello</p> <p><b>Materials to introduce:</b> (Science) Show the children the class pet. Invite them to think about how they care for the pet and explore some of the materials used for care.</p> <p><b>Transition Activity:</b> "You can show that you care when you play. You can show it every day. If a friend needs help, _____, _____, and _____ will be there right away." Children may make a choice when called. Repeat until all children have transitioned to centers.</p>

<p><b>Centers</b> (70 minutes)</p>	<ul style="list-style-type: none"> <li>• See Section V Ideas for Learning Centers for materials to consider including in each center.</li> <li>• Select materials that best meet the interests and needs of the children in your class.</li> <li>• Rotate materials regularly.</li> </ul> <p>Implement the <b>MATH INVITATION</b> and at least one <b>INVITATION TO EXPLORE</b> each week.</p> <p>Center: Dramatic Play            Materials: Baby dolls            Invitation: Invite children to explore dolls with you. Pretend your doll is upset. <b>Pose the following questions:</b> My baby is crying and upset; what do you think is wrong? What can we do to care for him/her?            Teacher:</p>				
	<p><b>Monday</b></p>	<p><b>Tuesday</b></p>	<p><b>Wednesday</b></p>	<p><b>Thursday</b></p>	<p><b>Friday</b></p>
<p>The following centers should be available during center time:</p>	<p><b>*Materials to highlight each day:</b></p> <p style="text-align: right;">*Note, children should also be able to explore other materials in each center per their own interests and needs.</p>				
<p><b>Blocks/Construction (page 33)</b></p>	<p>Explore unit blocks, toy people, and doll house furniture</p>		<p>Explore unit blocks and nature blocks</p>		<p>Explore unit blocks and large corrugated cardboard pieces</p>
<p><b>Dramatic Play (page 35)</b></p>	<p>Set up dramatic play as a home and explore care with materials such as baby dolls, cribs, high chairs, changing tables, etc.            Invitation to Explore (see below)</p>				
<p><b>Art (page 37)</b></p>	<p>Explore cray-pas and paper</p>	<p>Explore cleaning sponges (unused) and paint</p>		<p>Explore three-dimensional materials such as sticks, wire, Styrofoam balls</p>	
<p><b>Science/Discovery (page 40)</b></p>	<p>Explore fresh flowers</p>	<p>Explore natural items children bring to the classroom</p>	<p>Explore small toy animals and natural materials (i.e. leaves, twigs) for creating habitats</p>	<p>Explore classroom pet care</p>	
<p><b>Toys and Games/Math Manipulatives (page 42)</b></p>	<p>Explore counting toys such as plastic animals or vehicles and small blocks</p>		<p>Explore tinker trays</p>		<p>Explore shape sorters</p>
<p><b>Sand and Water/Sensory (page 45)</b></p>	<p>Explore child-safe bubbles</p>	<p>Explore soap, washcloths and baby dolls</p>		<p>Explore seeds and gardening tools such as small rakes, shovels, and trowels</p>	
<p><b>Library (page 47)</b></p>	<p>Explore books. Be sure to include some books related to care to the classroom library.</p>				
<p><b>Cooking and Mixing (as needed, page 49)</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><b>Writing (page 53)</b></p>	<p>Explore chalkboards and chalk</p>	<p>Explore rock letters</p>	<p>Explore stationary, unused greeting cards, and writing instruments</p>		
<p><b>Music and Movement</b></p>	<p>Explore yoga</p>				

(page 55)					
<b>Computers/Technology</b> (page 57)	Allow the computer to be available as a resource to answer children’s questions about care, when necessary. Partner with the children in exploring their questions by sitting at the computer together and doing research as a teacher/child team.				
<b>Clean-Up/Handwashing</b> (10 minutes)	<ul style="list-style-type: none"> <li>To help create a smooth transition, give children advance notice before the transition occurs.</li> <li>Five minutes before the end of Center Time prepare children to clean up with an indicator (song, bell, etc.).</li> <li>Use a consistent indicator before each clean up.</li> <li>Some children may need extra support preparing for this transition.</li> <li>Consider designating one teaching team member to support with clean up and another to begin the handwashing process.</li> </ul>				
<b>Family Style Lunch/Toileting/Handwashing</b> (40 minutes)	<p>While sitting for family style meals, consider:</p> <ul style="list-style-type: none"> <li>Reflecting on the procedures for preparing to eat lunch.</li> <li>Discussing how children clean up their meals and eating area when they are finished.</li> <li>Reminding children of what is coming next, especially toward the end of the meal.</li> <li>Designating one teaching team member to support children who are still eating and another to begin the toileting and handwashing procedures as children begin to finish their lunches.</li> </ul>				
<b>Nap/Rest Time</b> (60 minutes)	<ul style="list-style-type: none"> <li>To support the transition to nap/rest time place children’s cots or mats in a consistent location.</li> <li>Remain flexible to children’s individual needs and adjust the locations of cots or mats accordingly.</li> </ul>				
<b>Story Time</b> (10 minutes <u>including transitions</u> : 6 minutes for Story, 4 minutes to transition in and out of group)	<ul style="list-style-type: none"> <li>See Section VI Texts for suggested Read Aloud Texts.</li> <li>Select texts that meet the interests and needs of your children.</li> <li>Review Section VII Inquiry and Critical Thinking Questions for Texts for questions to enhance the read aloud experience and support the development of critical thinking skills.</li> <li>Introduce Centers: Briefly remind the children of the materials available in centers.</li> <li>Tell the children where each member of the teaching team will start playing when Center Time begins and what materials they will be exploring. Invite children to join if they would like.</li> <li>Transition to Centers: Use an activity, song, rhyme or finger play to keep children engaged, minimize wait time, and stagger the transition as they make choices about where to play.</li> </ul>				
	<b>Book:</b> <i>Hands Say Love</i> by George Shannon  <b>Transition Activity:</b> Take and print or draw pictures of ways children can care for each other (e.g., hug, band aid, share)	<b>Book:</b> <i>Hands Say Love</i> by George Shannon  <b>Transition Activity:</b> Take and print or draw pictures of ways children can care for each other (e.g., hug, band aid, share)	<b>Book:</b> <i>Oonga Boonga</i> by Frieda Wishinsky  <b>Transition Activity:</b> Take and print or draw pictures of ways children can care for each other (e.g., hug, band aid, share)	<b>Book:</b> <i>The One Day House</i> by Julia Durango  <b>Transition Activity:</b> Take and print or draw pictures of ways children can care for each other (e.g., hug, band aid, share)	<b>Book:</b> <i>The One Day House</i> by Julia Durango  <b>Transition Activity:</b> Take and print or draw pictures of ways children can care for each other (e.g., hug, band aid, share)

	<p>materials). For a class of 15, use five different images and supply 4 copies of each image. Pass out the images to the children and keep one set for yourself. Show the children one of the images. Use a phrase such as, "I can care for others by ____" and show the corresponding image. Children who have the same image can give you the picture and make a choice. Repeat until all children have transitioned to centers.</p>	<p>materials). For a class of 15, use five different images and supply 4 copies of each image. Pass out the images to the children and keep one set for yourself. Show the children one of the images. Use a phrase such as, "I can care for others by ____" and show the corresponding image. Children who have the same image can give you the picture and make a choice. Repeat until all children have transitioned to centers.</p>	<p>materials). For a class of 15, use five different images and supply 4 copies of each image. Pass out the images to the children and keep one set for yourself. Show the children one of the images. Use a phrase such as, "I can care for others by ____" and show the corresponding image. Children who have the same image can give you the picture and make a choice. Repeat until all children have transitioned to centers.</p>	<p>materials). For a class of 15, use five different images and supply 4 copies of each image. Pass out the images to the children and keep one set for yourself. Show the children one of the images. Use a phrase such as, "I can care for others by ____" and show the corresponding image. Children who have the same image can give you the picture and make a choice. Repeat until all children have transitioned to centers.</p>	<p>materials). For a class of 15, use five different images and supply 4 copies of each image. Pass out the images to the children and keep one set for yourself. Show the children one of the images. Use a phrase such as, "I can care for others by ____" and show the corresponding image. Children who have the same image can give you the picture and make a choice. Repeat until all children have transitioned to centers.</p>
<p><b>Centers</b> (70 minutes)</p> <p>The following centers should be available during center time:</p> <ul style="list-style-type: none"> <li>• <b>Blocks/Construction</b></li> <li>• <b>Dramatic Play</b></li> <li>• <b>Art</b></li> <li>• <b>Science/Discovery</b></li> <li>• <b>Toys and Games/Math Manipulatives</b></li> <li>• <b>Sand and Water/Sensory</b></li> <li>• <b>Library</b></li> <li>• <b>Cooking and Mixing (as needed)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on the materials used in the morning and determine whether changes should be made</li> <li>• Remind the children about what materials were available this morning.</li> <li>• See Section V Ideas for Learning Centers for materials to consider, if necessary.</li> </ul>				
<p><b>Materials to highlight:</b></p> <p style="text-align: right;">*Note, children should also be able to explore other materials in each center per their own interests and needs.</p>					
<p><b>INVITATION TO EXPLORE</b> (Dramatic Play) Show the children a baby doll. Hold the baby in your arms and share that children may want to explore how to care for babies this week in Dramatic Play. Share that a teacher will be in this center to explore</p>		<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>			

<ul style="list-style-type: none"> <li>• Writing</li> <li>• Music and Movement</li> </ul>	and play.	Teaching Team Roles:			
Clean-up/Handwashing/Snack (20 minutes)	See guidance above for tips and suggestions				
Outdoors (60 minutes) (page 52)	See Section V Ideas for Learning Centers				
	<b>Materials:</b> <i>Dolls</i>  <i>Strollers</i>  <i>Animal costumes or fabric pieces for children to make their own costumes.</i>  <b>Teaching team roles:</b>	<b>Materials:</b> <i>Dolls</i>  <i>Strollers</i>  <i>Animal costumes or fabric pieces for children to make their own costumes.</i>  <b>Teaching team roles:</b>	<b>Materials:</b> <i>Outdoor hollow blocks or milk crates for building</i>  <i>Animal costumes or fabric pieces for children to make their own costumes</i>  <i>Wheel toys</i>  <b>Teaching team roles:</b>	<b>Materials:</b> <i>Mud kitchen</i>  <i>Dolls</i>  <i>Natural materials</i>  <b>Teaching team roles:</b>	<b>Materials:</b> <i>Mud kitchen</i>  <i>Natural materials</i>  <i>Wheel toys</i>  <b>Teaching team roles:</b>
Closing Meeting/Dismissal (10 minutes <u>including transitions</u> : 6 minutes for Closing Meeting content, 4 minutes to transition in and out of Closing Meeting)	<ul style="list-style-type: none"> <li>• End the day with a closing ritual or song.</li> <li>• Assist children in packing their belongings and preparing to leave.</li> </ul>				

**Essential Question:** How do my actions impact growth and change?

**Month:** One

**Weekly Focus:** Self

**Materials:** Wood people (both sizes)

**MATH INVITATION**

Invite the children to play with the wood people with you. As you explore together ask them to think about people who take care of them and:

- Create an ABABAB pattern with the wood people. Remove one "A" or "B" from the middle of the pattern. Provide a few "A" pieces and a few "B" pieces and ask children to identify and replace the missing piece of your pattern.
- Create an ABABAB pattern with the wood people. Ask children to extend your pattern.
- Create an ABABAB pattern with the wood people. Point to a space several inches below your pattern and ask the children to create the same pattern there.

**TRAJECTORY: PATTERNING**

Level Name	Description		
<b>Patterner AB</b>	Fixes a pattern by filling in missing elements, duplicating, and extending ABABAB patterns.	<p><b>IF CHILDREN can identify and fill in a missing element in an AB pattern, add "ABAB" to the end of a pattern and duplicate the pattern...</b></p> <ul style="list-style-type: none"> <li>• Create an AABBAABB pattern with the wood people. Remove one "A" or "B" from the middle of the pattern. Provide a few "A" pieces and a few "B" pieces and ask children to identify and replace the missing piece of your pattern.</li> <li>• Create an AABBAABB pattern with the wood people. Ask children to extend your pattern.</li> </ul>	<p><b>IF CHILDREN need more practice identifying and filling in a missing element in a pattern and adding "ABAB" to the end of a pattern...</b></p> <p>Create an ABABAB pattern, help the children "read" the pattern and say it out loud. Point to the objects as they name them and keep saying the pattern while you add more objects to the row and extend the pattern together.</p>
<b>Patterner</b>	Duplicates and extends simple repeating patterns, not only AB as the unit but also patterns such as AAB, ABC, and AABC	<p><b>IF CHILDREN can duplicate and extend simple repeating patterns such as an AABAABAAB pattern...</b></p> <ul style="list-style-type: none"> <li>• Highlight the core unit of a pattern (either your own pattern, or a child's pattern) using the words "core unit" as you highlight it. Do this with a couple of different patterns. Ask children to share the core unit of their own patterns.</li> <li>• After reading a wood people pattern together, invite children to dance to the pattern. For example, if you created an AABAABAAB pattern, children might jump, jump, clap; and jump, jump, clap. Invite children to come up with their own movement sequences that repeat.</li> </ul>	<p><b>IF CHILDREN need more practice duplicating and extending simple repeating patterns...</b></p> <p>Create additional AABAABAAB patterns and invite them to identify the patterns. Point to the objects as they name them. Ask what comes next. Ask the children to add these pieces to the pattern.</p>
<b>Pattern Unit Recognizer</b>	Identifies the smallest core unit of a sequential pattern. Around the same time, translates patterns into new media or using new materials; that is, generalizes the pattern. Depending on their experiences, this may develop before or after identifying core units.	<p><b>IF CHILDREN can identify the core unit of a pattern and/or translate a pattern into a new media...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice identifying the core unit of a pattern and/or translating a pattern into a new media...</b></p> <p>Continue to provide children with the opportunity to duplicate and extend patterns. Support them in reading the patterns, and use a hand/finger strategy to highlight the core unit as you read the pattern together, and /or place your fingers as bookends around the entire core unit to emphasize the wood people that continue to repeat. Consider creating a core unit and asking children to create the same core unit, and then place their core units in a line with their classmates' core units to create a pattern together.</p>



<p><b>Essential Question: How do my actions impact growth and change?</b></p> <p><b>Month: One</b>                      <b>Weekly Focus: Others</b></p> <p><b>Materials: Paper, glue, pre-cut shapes</b></p>		<p><b>MATH INVITATION</b></p> <p>Prior to implementing this activity, copy and cut shapes from Section XI: Appendices. When ready to implement, invite children to think about the people they care about and some of the ways they can show these people that they care. Welcome all suggestions that children offer. If children suggest making something for someone, highlight that sometimes people send cards, letters, or make artwork for people they care about and that they can do that now, if they would like. Invite children to use the shapes to create a card or picture to give to someone they care about. As children create their artwork, note the way they interact with the shapes and how they use them to create an image.</p>	
<p><b>TRAJECTORY: COMPOSING 2D SHAPES</b></p>			
<p><b>Level Name</b></p>	<p><b>Level Description</b></p>	<p><b>IF CHILDREN create simple pictures from shapes...</b></p>	<p><b>IF CHILDREN use shapes in a manner that seems random or unintentional...</b></p>
<p><b>Piece Assembler</b></p>	<p>Children fill in simple Pattern Block Puzzles, in which all shapes are outlined, often using trial and error. Children can create simple pictures from shapes in which each shape represents a unique role (e.g. one shape for each body part).</p>	<p>Invite them to try to combine shapes to make parts of their picture. For example, you might say, "I have two squares in my hand. See what happens when I put them next to each other? They make a rectangle! I wonder if you would like to use them in your picture?" Offer them to the child. Accept any answer the child gives and do not force them to use the shapes you offer.</p>	<p>Allow them to continue exploring the shapes. Talk with them about their work throughout the process, noting how shapes can represent objects (e.g. circle for the sun). Listen for clues about their intentions with the shapes. Consider casually creating a picture or object from shapes and using self-talk to highlight your work.</p>
<p><b>Picture Maker</b></p>	<p>Puts several shapes together to make one part of a picture (e.g., two shapes for one arm). Uses trial and error and does not anticipate the creation of the new geometric shape. Chooses shapes using "general shape" or side length. Fills easy Pattern Block Puzzles that suggest the placement of each shape and some internal lines are still given.</p>	<p><b>IF CHILDREN can put shapes together to make a part of a picture...</b></p> <p>Invite children to create a simple image with three to six shapes where at least some of the sides touch. After they finish, draw just the outline of their creation. Note places where they combined shapes and made a new shape. Once complete, show the children the picture/outline and see if they can determine how to put the shapes back into the image.</p>	<p><b>IF CHILDREN need more practice combining shapes to create a picture...</b></p> <p>Allow them to continue exploring the shapes. Talk with them about their work throughout the process. If children experiment with combining shapes, highlight this noticing and how it impacts the overall image. For example, you might say, "I noticed you just placed those squares next to each other. When you did that, the truck you are making got bigger."</p>
<p><b>Shape Composer</b></p>	<p>Composes shapes with anticipation ("I know what will fit!"). Chooses shapes using angles as well as side lengths. Rotations and reflections (flips) are used intentionally to select and place shapes. Pattern Block Puzzles at this level have no internal guidelines and larger areas; therefore, children must compose shapes accurately.</p>	<p><b>IF CHILDREN can anticipate how to use shapes to complete a puzzle ...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more help anticipating how to use shapes to complete a puzzle...</b></p> <p>Continue to provide opportunities for children to put shapes together to make larger designs/shapes. Invite children to talk about what they are making and why they decided to use those shapes.</p>



<p><b>Essential Question:</b> How do my actions impact growth and change?  <b>Month:</b> One                      <b>Weekly Focus:</b> World  <b>Materials:</b> Wool playscape mats, loose parts, fabric square</p>		<p><b>MATH INVITATION</b>          Invite children to play with the wool mats and loose parts with you. Pretend the loose parts are toys or items children play with outside. Pretend that the children are going inside and that they left some toys outside. Make a group of up to 4 loose parts of the same type under the fabric square. Lift the fabric for about two seconds then cover the loose parts again. Ask children how many objects there are under the fabric. After children have shared their answers, lift the fabric so children can check their answers. Ask the children to help you pick up the playground and pretend to put the toys away. See E2M4: Noticing Things That Move, for previous experience with this trajectory.</p>	
<p><b>TRAJECTORY: RECOGNITION OF NUMBER AND SUBITIZING</b></p>			
Level Name	Level Description		
<p><b>Perceptual Subitizer to 4</b></p>	<p>A child is able to instantly and effortlessly recognize collections up to 4 (without counting). What separates this level from the previous levels (characterized by number recognition competences) is that a child will verbally name the number of a set that they have seen for <math>\leq 2</math> seconds. Thus, there is a time limit that is not present at previous levels, making this the first level where children are truly subitizing.</p>	<p><b>IF CHILDREN can instantly and effortlessly recognize collections of up to 4 without counting...</b></p> <p>Make a group of up to 5 loose parts of the same type. Place the fabric over the group. Lift the fabric for about 2 seconds then cover the loose parts again. Ask children how many objects there are under the fabric.</p>	<p><b>IF CHILDREN need more practice, instantly and effortlessly recognizing collections of up to 4 without counting...</b></p> <p>Continue to provide opportunities for children to practice subitizing groups up to 4. Start with smaller numbers and work up as children are ready. Place the fabric over the loose parts. Lift the fabric for about 2 seconds then cover the group again. Ask children to use their fingers to show you how many objects there were under the fabric.</p>
<p>Perceptual Subitizer to 5</p>	<p>A child is able to instantly and effortlessly recognize collections up to 5 (without counting). What separates this level from the previous level (perceptual subitizer to 4) is that a child recognizes and uses spatial and numeric structures from past experiences to subitize.</p>	<p><b>IF CHILDREN can instantly and effortlessly recognize collections of up to 5 without counting ...</b></p> <p>Arrange the loose parts intentionally so that children can easily note groups within the collection.</p>	<p><b>IF CHILDREN need more practice instantly recognizing collections of up to 5 without counting...</b></p> <p>Continue to provide opportunities for children to practice subitizing groups up to 5. Start with smaller numbers and work up as children are ready. Place the fabric over the group. Lift the fabric for about 2 seconds then cover the group again. Ask children to use their fingers to show you how many objects there were under the cloth.</p>
<p>Conceptual Subitizer to 5</p>	<p>A child is able to recognize quantities up to 5 by seeing the parts and instantly knowing the whole. Conceptual subitizing refers to the ability of children to identify a whole quantity as a result of composing smaller quantities (recognized through perceptual subitizing) that make up the whole.</p>	<p><b>IF CHILDREN can recognize quantities up to 5 by seeing the parts and instantly knowing the whole...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more help recognizing quantities up to 5 by seeing the parts and instantly knowing the whole...</b></p> <p>Continue to provide opportunities for children to practice subitizing groups up to 5 by seeing the parts. Continue to arrange the materials intentionally so children can easily notice groupings. Start with smaller numbers and work up as children are ready. Place the fabric over the group. Lift the fabric for about 2 seconds then cover the group again. Ask children to use their fingers to show you how many objects there were under the cloth.</p>



<p><b>Essential Question:</b> How do my actions impact growth and change?  <b>Month:</b> One  <b>Weekly Focus:</b> To be determined by teaching team  <b>Materials:</b> To be determined by teaching team</p>	<p><b>MATH INVITATION</b>          After determining your weekly focus, select materials that will lend themselves well to the topic, as well as counting. As you play with the children, create a scenario that provides the opportunity for counting objects and weave in opportunities to count them up to 10. Note how children use number words, how high they are able to count accurately, and their ability to keep 1-to-1 correspondence. See E2M4: Investigating How Bodies Move for previous experience with this trajectory.</p>
<p><b>TRAJECTORY:</b> Counting</p>	

Level Name	Description		
<b>Reciter (10)</b>	Verbally counts to ten with some correspondence with objects, but may continue to make errors (e.g. skipping, double counting).	<p><b>IF CHILDREN are able to recite counting words to about 10 with some correspondence with objects...</b>            Invite them to continue to explore 1-to-1 correspondence. For example, you might say, "How many plants will we need to water? Support the children in counting the "plants" and state the total together.</p>	<p><b>IF CHILDREN need more practice reciting counting words to 10...</b>            Invite them to continue counting small numbers to about 5 and begin to introduce a few additional numbers. Consider introducing a simple counting song to support their practice. If, after additional support, children need more practice to recite counting words to 5, see the Learning Trajectories for earlier trajectory levels.</p>
Corresponder	Keeps one-to-one correspondence between counting words and objects (one word for each object), at least for small groups of objects laid in a line. May answer a "how many?" question by recounting the objects, or violate 1-1 or word order to make the last number word be the desired or predicted word.	<p><b>IF CHILDREN are able to count to 10 with some correspondence to objects...</b>            Hide a small group of objects (2-3) in your hand or under the table. Invite children to count with you as you place the items down one at a time (so when children see one, they say "one"). Once all the objects are on the table, invite the children to determine the total. Circle your hand around the whole group as you both state the total.</p>	<p><b>IF CHILDREN need more practice counting to 10 with some correspondence...</b>            Invite them to continue counting up to 10. Note where they typically begin to make errors and focus on that number before continuing to count higher, up to 10. Consider inviting children to move items to a different pile or space as they count them.</p>
Counter (Small Numbers)	Accurately counts objects in a line to 5 and answers the "how many" question with the last number counted.	<p><b>IF CHILDREN can accurately count objects up to 5 answer the "how many" question...</b>            See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice accurately counting objects up to 5 and answering the "how many" question...</b>            Add dot cards to the activity. Use cards up to 5. Invite children to select a card, count the number of dots and then help you make a line with the same number of people. Children could also check their work by placing the items on the dots on the cards.</p>



## Sample Weekly Plans

### EXPLORATION THREE: OUR IMPACT

How do my actions impact growth and change?

#### Month Two:

Grow

#### Key Vocabulary:

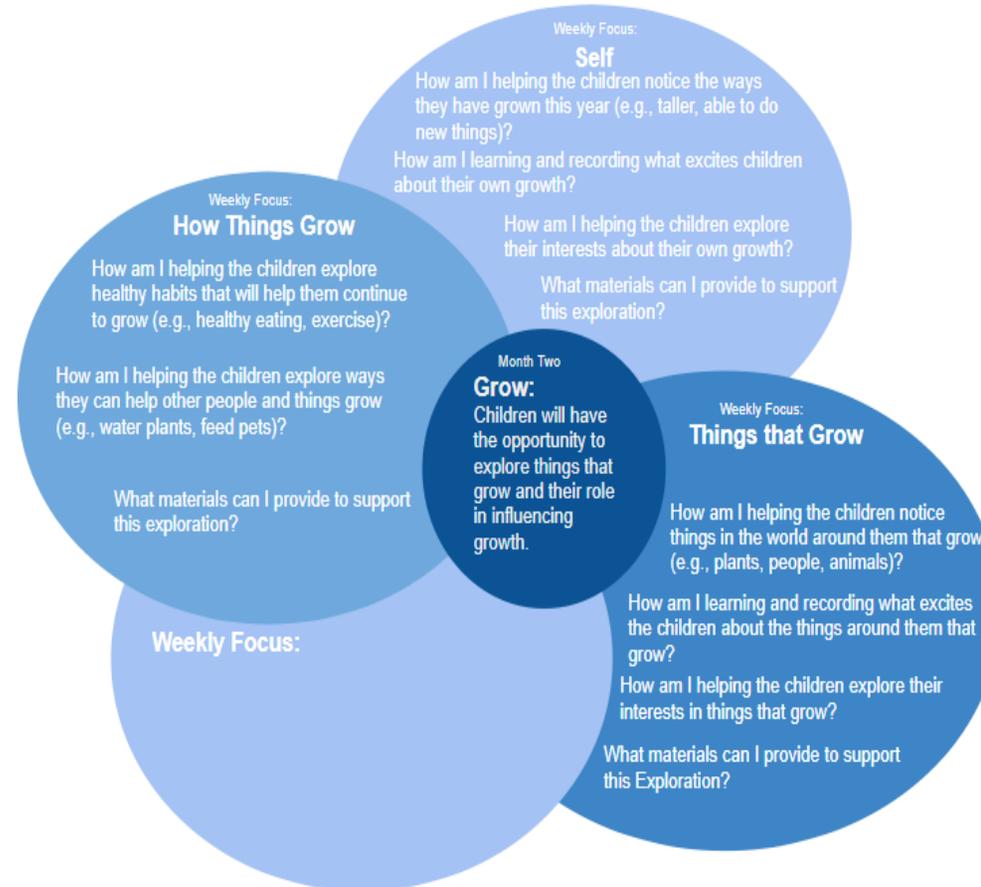
add, adult, baby, bud, build, child, expand, flowers, fruit, grass, height, increase, infant, roots, short, size, small, soil, sprout, stems, tall, teenager, tiny, toddler, vegetable

#### Invitations to Explore:

Blocks/Construction  
Computers/Technology  
Cooking and Mixing  
Science/Discovery

#### Family and Community Engagement Suggestions:

Art  
Library  
Music and Movement  
Toys and Games/Math  
Manipulatives



### DECIDING WHICH TOPICS TO EXPLORE



Reflect on the children's interests and experiences with Care in the first part of this exploration. What were the big ideas? How can you enhance the exploration and learning by expanding the focus to include Growth? Review the sample weekly focus areas for ideas, but be open to other foci should they be better for your children. After you introduce the topic, pay close attention to what children find most interesting. What are they talking about? What are they playing with the most? What themes do you notice in their play? What are families sharing about how children are exploring this topic? Use this data to determine which focus to explore next. At the end of each week, spend time reflecting on what the children did and learned this week as you think instruction for the following week.

## EXPLORATION WEEKLY PLAN

**Exploration:** Our Impact

**Essential Question:** How do my actions impact growth and change?

**Month:** Two

**Focus Area:** Grow

**Week:** One

**Weekly Focus:** Self

**Room:**

	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Greeting Routine (20 minutes)</b></p>	<ul style="list-style-type: none"> <li>• <i>Help children and families feel welcome by greeting everyone by name.</i></li> <li>• Support children as they engage in arrival routines by using step-by-step directions (i.e. put belongings away, mark themselves as present on the attendance chart, wash hands).</li> <li>• Consider designating one teaching team member to greet children and another to support children as they engage in arrival activities/breakfast.</li> </ul>				
	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Small toy animals and natural materials Conte crayons and sketch paper Manipulatives Puzzles</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Felt or magnetic board and pieces for story telling Conte crayons and sketch paper Shape sorter Manipulatives</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Puzzles Playdough Scissors and materials to cut (e.g., paper, ribbon, yarn) Doll house furniture, people, and carpet squares</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Small toy animals and natural materials Chalkboards and chalk Shape sorter Felt or magnetic board and pieces for story telling</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Counting toys Scissors and materials to cut (e.g., paper, ribbon, yarn) Manipulatives Geoboards and rubber bands</p> <p><b>Breakfast/Activity Support:</b></p>
<p><b>Large Group Exploration (10 minutes <u>including</u>)</b></p>	<ul style="list-style-type: none"> <li>• Greeting song/chant: Select a greeting song/chant to welcome each child and build community.</li> <li>• Daily schedule: Use a picture schedule to briefly review the day. Highlight changes or special events.</li> <li>• Introduce Centers: Show sample materials children may choose to play with in each center.</li> </ul>				

<p><b>transitions: 6 minutes for Large Group content, 4 minutes to transition in and out of Large Group)</b></p>	<ul style="list-style-type: none"> <li>• Tell the children where each member of the teaching team will start playing when Center Time begins and what materials they will be exploring. Invite children to join if they would like.</li> <li>• Transition to Centers: Use an activity, song, rhyme or finger play to keep children engaged, minimize wait time and stagger the transition as they make choices about where to play.</li> </ul>				
	<p><b>Greeting song/chant:</b> Hi There! (refer to Section X Supporting Resources)</p> <p><b>Materials to introduce:</b> <b>MATH INVITATION</b> Loose Parts- show children a few loose parts. Invite them to explore the pieces with you.</p> <p><b>Transition Activity:</b> “___ is growing and we know it clap our hands. ___ is growing and we know it clap our hands. ___ is growing and you know it and we really want to show it, ___ is growing and we know it clap our hands.” Fill in each blank with a different child’s name. Children can make a choice</p>	<p><b>Greeting song/chant:</b> Hi There!</p> <p><b>Materials to introduce:</b> (Toys and Games/Math Manipulatives) Show the children a couple pieces of strings that are various lengths. Share that children can explore measurement by trying to find something in the classroom that is the same length as a string.</p> <p><b>Transition Activity:</b> “___ is growing and we know it clap our hands. ___ is growing and we know it clap our hands. ___ is growing and you know it and we really want to show it, ___ is growing and we know it clap our hands.” Fill in each blank with a different child’s name. Children can make a choice when called.</p>	<p><b>Greeting song/chant:</b> Hi There!</p> <p><b>Materials to introduce:</b> (Sensory) Show the children a couple of containers that are various sizes. Invite children to explore the containers and water. They may want to explore filling the containers and then what happens when they add more water to the containers.</p> <p><b>Transition Activity:</b> “___ is growing and we know it clap our hands. ___ is growing and we know it clap our hands. ___ is growing and you know it and we really want to show it, ___ is growing and we know it clap our hands.” Fill in each blank with a different child’s name. Children</p>	<p><b>Greeting song/chant:</b> Hi There!</p> <p><b>Materials to introduce:</b> (Art) Show the children a mirror. Invite them to look in the mirror and explore what they see. They may want to think about ways they look different now than when they were a baby and use graphite sticks to draw pictures of themselves now.</p> <p><b>Transition Activity:</b> “___ is growing and we know it clap our hands. ___ is growing and we know it clap our hands. ___ is growing and you know it and we really want to show it, ___ is growing and we know it clap our hands.” Fill in each blank with a different child’s name. Children</p>	<p><b>Greeting song/chant:</b> Hi There!</p> <p><b>Materials to introduce:</b> (Cooking an Mixing) Show the children a few ingredients for making muffins. Invite children to make muffins and note how the batter changes when the muffins bake.</p> <p><b>Transition Activity:</b> “___ is growing and we know it clap our hands. ___ is growing and we know it clap our hands. ___ is growing and you know it and we really want to show it, ___ is growing and we know it clap our hands.” Fill in each blank with a different child’s name. Children</p>

	when called. Repeat until all children have transitioned to centers.	Repeat until all children have transitioned to centers.	can make a choice when called. Repeat until all children have transitioned to centers.	can make a choice when called. Repeat until all children have transitioned to centers.	can make a choice when called. Repeat until all children have transitioned to centers.
<b>Centers (70 minutes)</b>	<ul style="list-style-type: none"> <li>• See Section V Ideas for Learning Centers for materials to consider including in each center.</li> <li>• Select materials that best meet the interests and needs of the children in your class.</li> <li>• Rotate materials regularly.</li> </ul> <p>Implement the <b>MATH INVITATION</b> and at least one <b>INVITATION TO EXPLORE</b> each week.</p> <p>Center: Blocks/Construction            Materials: Blocks            Invitation: Invite children to create towers with you. Count the number of blocks in the tower. <b>State the number and pose the following question:</b> How can we make our towers grow? What happens when we put one more block on this tower? How many blocks are in our tower now? Did our tower get larger or smaller? How do you know? Repeat according to children’s interest and ability.</p>				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>The following centers should be available during center time:</b>	<b>*Materials to highlight each day:</b>  *Note, children should also be able to explore other materials in each center per their own interests and needs.				
<b>Blocks/Construction (page 33)</b>	Invitation to Explore (see below)				
<b>Dramatic Play (page 35)</b>	Set up dramatic play as a home to allow children to continue to explore care and the connection to growth				
<b>Art (page 37)</b>	Explore colored glue	Explore colored glue and spools of various sizes	Explore graphite sticks and newsprint	Explore mirrors, graphite sticks, and newsprint	Explore a slinky and paint
<b>Science/Discovery (page 40)</b>	Explore magnifying glasses		Explore binoculars	Explore a balance scale	
<b>Toys and Games/Math Manipulatives (page 42)</b>	Explore twigs and sticks of various sizes	Explore strings of various lengths	Explore lines of various lengths for measuring and connecting cubes or various counting materials (see Appendix C)		Explore tape measures
<b>Sand and Water/Sensory (page 45)</b>	Explore water beads		Explore water and containers of various sizes		
<b>Library (page 47)</b>	Explore books. Be sure to include some books related to growth to the classroom library.				
<b>Cooking and Mixing (as needed, page 49)</b>	N/A	N/A	N/A	N/A	Make muffins

<b>Writing (page 53)</b>	Explore name cards. Prepare the cards in advance. To make, use a baby picture of each child and include their name on the card.	Explore name cards. Use a set of cards with current pictures of each child.	Explore names cards with baby pictures as well as name cards with current pictures		
<b>Music and Movement (page 55)</b>	Explore microphones		Explore various instruments and ways to make music grow louder		
<b>Computers/Technology (page 57)</b>	Allow the computer to be available as a resource to answer children’s questions about growth, when necessary. Partner with the children in exploring their questions by sitting at the computer together and doing research as a teacher/child team.				
<b>Clean-Up/Handwashing (10 minutes)</b>	<ul style="list-style-type: none"> <li>To help create a smooth transition, give children advance notice before the transition occurs.</li> <li>Five minutes before the end of Center Time prepare children to clean up with an indicator (song, bell, etc.).</li> <li>Use a consistent indicator before each clean up.</li> <li>Some children may need extra support preparing for this transition.</li> <li>Consider designating one teaching team member to support with clean up and another to begin the handwashing process.</li> </ul>				
<b>Family Style Lunch/Toileting/Handwashing (40 minutes)</b>	While sitting for family style meals, consider: <ul style="list-style-type: none"> <li>Reflecting on the procedures for preparing to eat lunch.</li> <li>Discussing how children clean up their meals and eating area when they are finished.</li> <li>Reminding children of what is coming next, especially toward the end of the meal.</li> <li>Designating one teaching team member to support children who are still eating and another to begin the toileting and handwashing procedures as children begin to finish their lunches.</li> </ul>				
<b>Nap/Rest Time (60 minutes)</b>	<ul style="list-style-type: none"> <li>To support the transition to nap/rest time place children’s cots or mats in a consistent location.</li> <li>Remain flexible to children’s individual needs and adjust the locations of cots or mats accordingly.</li> </ul>				
<b>Story Time (10 minutes including transitions: 6 minutes for Story, 4 minutes to transition in and out of group)</b>	<ul style="list-style-type: none"> <li>See Section VI Texts for suggested Read Aloud Texts.</li> <li>Select texts that meet the interests and needs of your children.</li> <li>Review Section VII Inquiry and Critical Thinking Questions for Texts for questions to enhance the read aloud experience and support the development of critical thinking skills.</li> <li>Introduce Centers: Briefly remind the children of the materials available in centers.</li> <li>Tell the children where each member of the teaching team will start playing when Center Time begins and what materials they will be exploring. Invite children to join if they would like.</li> <li>Transition to Centers: Use an activity, song, rhyme or finger play to keep children engaged, minimize wait time, and stagger the transition as they make choices about where to play.</li> </ul>				
<b>Book:</b> <i>Little Humans</i> by Brandon Stanton		<b>Book:</b> <i>Little Humans</i> by Brandon Stanton	<b>Book:</b> <i>The Importance of Being Three</i> by Lindsay Ward	<b>Book:</b> <i>The Importance of Being Three</i> by Lindsay Ward	<b>Book:</b> <i>Pouch</i> by David Ezra Stein

	<p><b>Transition Activity:</b> Use the baby picture name cards from the Writing Center to transition children to centers. Hold up a few pictures at a time, when the children see their picture they can go make a choice.</p>	<p><b>Transition Activity:</b> Use the baby picture name cards from the Writing Center to transition children to centers. Hold up a few pictures at a time, when the children see their picture they can go make a choice.</p>	<p><b>Transition Activity:</b> Use the baby picture name cards from the Writing Center to transition children to centers. Hold up a few pictures at a time, when the children see their picture they can go make a choice.</p>	<p><b>Transition Activity:</b> Use the baby picture name cards from the Writing Center to transition children to centers. Hold up a few pictures at a time, when the children see their picture they can go make a choice.</p>	<p><b>Transition Activity:</b> Use the baby picture name cards from the Writing Center to transition children to centers. Hold up a few pictures at a time, when the children see their picture they can go make a choice.</p>
<p><b>Centers</b> (70 minutes)</p> <p>The following centers should be available during center time:</p> <ul style="list-style-type: none"> <li>• Blocks/Construction</li> <li>• Dramatic Play</li> <li>• Art</li> <li>• Science/Discovery</li> <li>• Toys and Games/Math Manipulatives</li> <li>• Sand and Water/Sensory</li> <li>• Library</li> <li>• Cooking and Mixing (as needed)</li> <li>• Writing</li> <li>• Music and Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on the materials used in the morning and determine whether changes should be made</li> <li>• Remind the children about what materials were available this morning.</li> <li>• See Section V Ideas for Learning Centers for materials to consider, if necessary.</li> </ul>				
	<p><b>Materials to highlight:</b></p> <p style="text-align: right;">*Note, children should also be able to explore other materials in each center per their own interests and needs.</p>				
	<p><b>INVITATION TO EXPLORE</b> (Construction) Show the children a couple unit blocks. Invite children to explore how to make towers grow, or get bigger, with you.</p> <p><b>Teaching Team Roles:</b></p>	<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>	<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>	<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>	<p>Same as morning</p> <p><b>Teaching Team Roles:</b></p>
<p><b>Clean-up/Handwashing/Snack</b> (20 minutes)</p>	<p>See guidance above for tips and suggestions</p>				
<p><b>Outdoors (60 minutes)</b> (page 52)</p>	<p>See Section V Ideas for Learning Centers</p>				
	<p><b>Materials:</b> <i>Magnifying glasses</i></p>	<p><b>Materials:</b> <i>Magnifying glasses</i></p>	<p><b>Materials:</b> <i>Balance scale</i></p>	<p><b>Materials:</b> <i>Balance scale</i></p>	<p><b>Materials:</b> <i>Balance scale</i></p>

	<p><i>Tumbling mats</i></p> <p><i>Balls</i></p> <p><b>Teaching team roles:</b></p>	<p><i>Outdoor hallow blocks for building</i></p> <p><i>Tumbling mats</i></p> <p><b>Teaching team roles:</b></p>	<p><i>Outdoor hallow blocks for building</i></p> <p><i>Parachute</i></p> <p><b>Teaching team roles:</b></p>	<p><i>Sound exploration stand</i></p> <p><i>Parachute</i></p> <p><b>Teaching team roles:</b></p>	<p><i>Sound exploration stand</i></p> <p><i>Balls</i></p> <p><b>Teaching team roles:</b></p>
<p><b>Closing Meeting/Dismissal</b> (10 minutes <u>including transitions</u>: 6 minutes for Closing Meeting content, 4 minutes to transition in and out of Closing Meeting)</p>	<ul style="list-style-type: none"> <li>• End the day with a closing ritual or song.</li> <li>• Assist children in packing their belongings and preparing to leave.</li> </ul>				

<p><b>Essential Question: How do my actions impact growth and change?</b></p> <p><b>Month: Two</b></p> <p><b>Materials: Loose parts</b></p>		<p><b>Weekly Focus: Self</b></p>		<p><b>MATH INVITATION</b></p> <p>Invite children to play with loose parts with you. As you play with the children, note how much they have grown and developed this year. Highlight their growth in learning to count. Support their understanding of their own growth by weaving in opportunities to count the loose parts they are playing with (up to 10) as they play. Note how children use number words, how high they are able to count accurately, and their ability to keep 1-to-1 correspondence. See E3M1: Teacher Choice for previous experience with this trajectory.</p>	
<p><b>TRAJECTORY: Counting</b></p>					
Level Name	Description				
Reciter (10)	Verbally counts to ten with some correspondence with objects, but may continue to make errors (e.g. skipping, double counting).	<p><b>IF CHILDREN are able to recite counting words to about 10 with some correspondence with objects...</b></p> <p>Invite them to continue to explore 1-to-1 correspondence. For example, you might say, "How many <i>blocks</i> (or other loose part, if you are using a different material) do you have? Count the items and state the total together.</p>	<p><b>IF CHILDREN need more practice reciting counting words to 10...</b></p> <p>Invite them to continue counting small numbers to about 5 and begin to introduce a few additional numbers. Consider introducing a simple counting song to support their practice. If, after additional support, children need more practice to recite counting words to 5, see the Learning Trajectories for earlier trajectory levels.</p>		
Corresponder	Keeps one-to-one correspondence between counting words and objects (one word for each object), at least for small groups of objects laid in a line. May answer a "how many?" question by recounting the objects, or violate 1-1 or word order to make the last number word be the desired or predicted word.	<p><b>IF CHILDREN are able to count to 10 with some correspondence to objects...</b></p> <p>Hide a small group of objects (2-3) in your hand or under the table. Invite children to count with you as you place the items down one at a time (so when children see one, they say "one"). Once all the objects are on the table, invite the children to determine the total. Circle your hand around the whole group as you both state the total.</p>	<p><b>IF CHILDREN need more practice counting to 10 with some correspondence...</b></p> <p>Invite them to continue counting up to 10. Note where they typically begin to make errors and focus on that number before continuing to count higher, up to 10. Consider inviting children to move items to a different pile or space as they count them or using their fingers to count. They can make a fist and lift one finger for each number they count.</p>		
Counter (Small Numbers)	Accurately counts objects in a line to 5 and answers the "how many" question with the last number counted.	<p><b>IF CHILDREN can accurately count objects up to 5 answer the "how many" question...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice accurately counting objects up to 5 and answering the "how many" question...</b></p> <p>Add dot cards to the activity. Use cards up to 5. Invite children to select a card, count the number of dots and then help you make a line with the same number of loose parts. Children could also check their work by placing the items on the dots on the cards.</p>		



<p><b>Essential Question: How do my actions impact growth and change?</b></p> <p><b>Month: Two      Weekly Focus: Things that Grow</b></p> <p><b>Materials: Wool playscape mats, loose parts</b></p>		<p><b>MATH INVITATION</b></p> <p>Invite children to use loose parts to create things that grow. If desired, they can use a playscape mat to be the area where things grow. As they play, talk with them about things that grow- specifically the items they are creating with loose parts. In addition, ask them to make their items grow with language such as, "I wonder if you would like to make your tree grow taller? Can you add one more block to your tree trunk?" and/or "Can you make your caterpillar smaller by taking away one ball from the body?" Be sure to use small numbers (likely 1-3). Support children in using number words as they play, with language such as, "You had two, you added one more. Now you have three."</p>	
<p><b>TRAJECTORY: Adding/Subtracting</b></p>			
Level Name	Description		
Preverbal +/-	Adds and subtracts very small collections using methods of communication other than verbal.	<p><b>IF CHILDREN are able to respond appropriately to requests to add or remove objects...</b></p> <p>Continue to align your play to children's interests. Give them 1 or 2 loose parts to use to create their object that grows and then ask them to add 1 or 2 more pieces. Follow up by asking how many pieces they have altogether. Note the strategies children use for joining.</p>	<p><b>IF CHILDREN need more practice responding appropriately to requests to add or remove objects ...</b></p> <p>Allow them to continue to explore this idea. Model by creating your own object that grows. Narrate your actions and highlight the math with language such as, "I had one block, I added one more. Now I have two blocks. I made my flower grow taller." If, after repeated opportunities to practice, children need more practice, see the Learning Trajectories for earlier trajectory levels.</p>
Small Number +/-	Finds sums for joining problems up to 3+2 by "counting all" with objects.	<p><b>IF CHILDREN are able to add small groups by "counting all" the objects ...</b></p> <p>Invite children to see how things grow with increasing quantities. Give children 6 (or more, as they are ready) loose parts, and observe how they are able to determine how many there are after one or two items are added or taken away.</p>	<p><b>IF CHILDREN need more practice adding small groups by "counting all" the objects...</b></p> <p>Invite them put a small number (e.g. one) of loose parts on one side of the playscape mat and another small number (e.g. two) on the other side of the mat. Ask them how many there are altogether. Repeat with other small numbers (5 or less). Model counting all of the items, as needed. Note the strategies the children use to find sums.</p>
Find Result +/-	Children find sums for join, result unknown problems, ("You had 3 apples and get 3 more. How many do you have in all?") and part-part-whole, whole unknown ("There are 6 girls and 5 boys on the playground. How many children were there in all?") problems by direct modeling, counting all, with objects. Children find results for separate, result unknown problems ("You had 6 apples and ate 2. How many do you have left?") by separating with objects.	<p><b>IF CHILDREN can accurately join small groups with sums beyond 5...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice joining small groups with sums beyond 5...</b></p> <p>Invite them to carefully count all the items one at a time, and circle your finger around the group as you say the total amount. Offer a summary of the math such as, "You made 4 from 2 and 2."</p>



<p><b>Essential Question:</b> How do my actions impact growth and change?  <b>Month:</b> Two  <b>Weekly Focus:</b> How Things Grow  <b>Materials:</b> Wool playscape mats, loose parts</p>	<p><b>MATH INVITATION</b>          Invite children to play with the mats and loose parts with you. Pretend the loose parts are things that may live in the playscape. Help children think about what these objects need to grow and how they might help them grow. For example, if they want to grow flowers in a garden, they may need to water the flowers. After the children have determined their play scenario and thought about what the things in their scenario need to grow, identify two loose parts as “target items” and a small group of about 4 “helpful items” to a child. Ask the child to distribute the “helpful items” to the “target items.” For example, you might say, “We need to water these flowers (target items) if we want them to grow. Can you give the rain drops (helpful items) to the flowers? Let’s make sure each flower gets the same amount of rain drops.”</p>
<p><b>TRAJECTORY:</b> Multiplying / Dividing</p>	

Level Name	Level Description		
<p><b>Beginning Grouper and Distributive Sharer</b></p>	<p>Makes small groups (fewer than 5). Shares by “dealing out,” but usually only between 2 people. May not appreciate the numerical result.</p>	<p><b>IF CHILDREN can distribute a small quantity of items between two groups...</b>            Give children another group of items (fewer than 6) and ask them to give them to target items. Note the strategies children use to distribute the items and if they create equal groups.</p>	<p><b>IF CHILDREN need more practice distributing items between two groups...</b>            Model distributing the items between the groups and invite the children to give an item after you give one. Use self and parallel talk to narrate actions as you and the children distribute the items. For example, you might say, “I’ll give one rain drop to this flower, you give one to that flower.”</p>
<p><b>Grouper and Distributive Sharer</b></p>	<p>Makes small equal groups (fewer than 6). Deals out equally between two or more recipients, but may not understand that equal quantities are produced.</p>	<p><b>IF CHILDREN can create two equal groups...</b>            See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice creating two equal groups...</b>            Give a “target item” to the child as well as to yourself. Place a small group of “helpful items” between you. Ask the child to help you share the “helpful items.” Take turns taking a “helpful item” from the group until all the items are distributed. After the items are distributed, both you and the child can count the items you have and then determine if the groups are the same.</p>



<p><b>Essential Question:</b> How do my actions impact growth and change?  <b>Month:</b> Two  <b>Weekly Focus:</b> To be determined by teacher  <b>Materials:</b> To be determined by teacher</p>		<p><b>MATH INVITATION</b>          After determining your weekly focus, select materials that will lend themselves well to the topic, as well as subitizing. As you play with the children, create a scenario that provides the opportunity for you to make a group of up to 4 loose parts of the same type under the fabric square. Lift the fabric for about two seconds then cover the loose parts again. Ask children how many objects there are under the fabric. After children have shared their answers, lift the fabric so children can check their answers. See E3M1: World, for previous experience with this trajectory.</p>	
<p><b>TRAJECTORY: RECOGNITION OF NUMBER AND SUBITIZING</b></p>			
Level Name	Level Description		
Perceptual Subitizer to 4	A child is able to instantly and effortlessly recognize collections up to 4 (without counting). What separates this level from the previous levels (characterized by number recognition competences) is that a child will verbally name the number of a set that they have seen for $\leq 2$ seconds. Thus, there is a time limit that is not present at previous levels, making this the first level where children are truly subitizing.	<p><b>IF CHILDREN can instantly and effortlessly recognize collections of up to 4 without counting...</b></p> <p>Make a group of up to 5 loose parts of the same type. Place the fabric over the group. Lift the fabric for about 2 seconds then cover the loose parts again. Ask children how many objects there are under the fabric.</p>	<p><b>IF CHILDREN need more practice, instantly and effortlessly recognizing collections of up to 4 without counting...</b></p> <p>Continue to provide opportunities for children to practice subitizing groups up to 4. Start with smaller numbers and work up as children are ready. Place the fabric over the loose parts. Lift the fabric for about 2 seconds then cover the group again. Ask children to use their fingers to show you how many objects there were under the fabric.</p>
Perceptual Subitizer to 5	A child is able to instantly and effortlessly recognize collections up to 5 (without counting). What separates this level from the previous level (perceptual subitizer to 4) is that a child recognizes and uses spatial and numeric structures from past experiences to subitize.	<p><b>IF CHILDREN can instantly and effortlessly recognize collections of up to 5 without counting ...</b></p> <p>Arrange the loose parts intentionally so that children can easily note groups within the collection.</p>	<p><b>IF CHILDREN need more practice instantly recognizing collections of up to 5 without counting...</b></p> <p>Continue to provide opportunities for children to practice subitizing groups up to 5. Start with smaller numbers and work up as children are ready. Place the fabric over the group. Lift the fabric for about 2 seconds then cover the group again. Ask children to use their fingers to show you how many objects there were under the cloth.</p>
Conceptual Subitizer to 5	A child is able to recognize quantities up to 5 by seeing the parts and instantly knowing the whole. Conceptual subitizing refers to the ability of children to identify a whole quantity as a result of composing smaller quantities (recognized through perceptual subitizing) that make up the whole.	<p><b>IF CHILDREN can recognize quantities up to 5 by seeing the parts and instantly knowing the whole...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more help recognizing quantities up to 5 by seeing the parts and instantly knowing the whole...</b></p> <p>Continue to provide opportunities for children to practice subitizing groups up to 5 by seeing the parts. Continue to arrange the materials intentionally so children can easily notice groupings. Start with smaller numbers and work up as children are ready. Place the fabric over the group. Lift the fabric for about 2 seconds then cover the group again. Ask children to use their fingers to show you how many objects there were under the cloth.</p>



# Sample Weekly Plans

## EXPLORATION THREE: OUR IMPACT

### Essential Question:

How do my actions impact growth and change?

### Month Three:

Change

### Key Vocabulary:

adjust, alter, bake, break, change, compare, demolition, destroy, experiment, form, improve, large, learn, modify, predict, shape, shrink, spread, trade

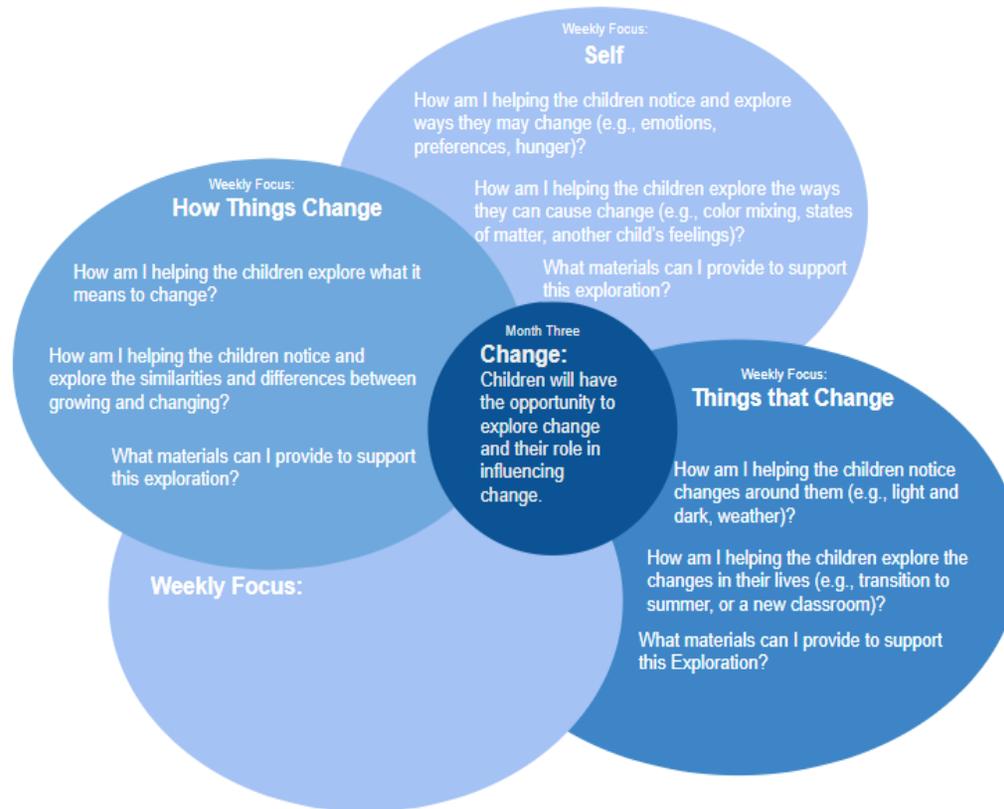
### Invitations to Explore:

Art  
 Library  
 Music and Movement  
 Toys and Games/Math  
 Manipulatives

### Family and Community

### Engagement Suggestions:

Art  
 Writing  
 Cooking and Mixing  
 Outdoors/Playground/Gross  
 Motor



## DECIDING WHICH TOPICS TO EXPLORE



Reflect on the first two parts of this Exploration. What did the children find most interesting? Where did you help them dig deeply into their interests? How can you help them understand change in relation to the earlier parts of this Exploration? After reflecting on the first parts of this Exploration, review the sample weekly focus areas provided here. Do these foci make sense for your children in the context of this Exploration? Think about how you will move forward. Will you use the ideas here, or other ideas? After you introduce Change, pay close attention to what children find most interesting. What are they talking about? What are they playing with the most? What themes do you notice in their play? What are families sharing about how children are exploring this topic? Use this data to determine which focus area to explore next.

## EXPLORATION WEEKLY PLAN

**Exploration:** Our Impact

**Essential Question:** How do my actions impact growth and change?

**Month:** Three

**Focus Area:** Change

**Week:** One

**Weekly Focus:** How Things Change

**Room:**

	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Greeting Routine (20 minutes)</b></p>	<ul style="list-style-type: none"> <li>• <i>Help children and families feel welcome by greeting everyone by name.</i></li> <li>• Support children as they engage in arrival routines by using step-by-step directions (i.e. put belongings away, mark themselves as present on the attendance chart, wash hands).</li> <li>• Consider designating one teaching team member to greet children and another to support children as they engage in arrival activities/breakfast.</li> </ul>				
	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Road playtape and vehicles</p> <p>Charcoal pencils and paper</p> <p>Manipulatives</p> <p>Texture boxes</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Road playtape and vehicles</p> <p>Charcoal pencils and paper</p> <p>Cardboard shapes with notches cut out for building</p> <p>Manipulatives</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Road playtape and vehicles</p> <p>Table top blocks</p> <p>Water-color paint and watercolor paper</p> <p>Assorted open-ended counting materials</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Road playtape and vehicles</p> <p>Water-color paint and watercolor paper</p> <p>Clothespins and popsicle sticks</p> <p>Links</p> <p><b>Breakfast/Activity Support:</b></p>	<p><b>Greeter:</b></p> <p><b>Arrival Activities:</b> Road playtape and vehicles</p> <p>Markers and paper</p> <p>Playdough</p> <p>Book making materials</p> <p><b>Breakfast/Activity Support:</b></p>
<p><b>Large Group Exploration (10 minutes including transitions: 6 minutes for Large Group content, 4</b></p>	<ul style="list-style-type: none"> <li>• Greeting song/chant: Select a greeting song/chant to welcome each child and build community.</li> <li>• Daily schedule: Use a picture schedule to briefly review the day. Highlight changes or special events.</li> <li>• Introduce Centers: Show sample materials children may choose to play with in each center.</li> <li>• Tell the children where each member of the teaching team will start playing when Center Time begins and what materials they will be exploring. Invite children to join if they would like.</li> </ul>				

<p><b>minutes to transition in and out of Large Group)</b></p>	<ul style="list-style-type: none"> <li>Transition to Centers: Use an activity, song, rhyme or finger play to keep children engaged, minimize wait time and stagger the transition as they make choices about where to play.</li> </ul>				
	<p><b>Greeting song/chant:</b> Say Hello (refer to Section X Supporting Resources)</p> <p><b>Materials to introduce:</b> <b>MATH INVITATION</b> Wool Balls- Show children a few wool balls. Invite them to explore the balls with you.</p> <p><b>Transition Activity:</b> Show the children the beginning pages in the book, "Egg" by Kevin Henkes. Point out how the egg changes. Invite children to pretend they are chicks in an egg. Three at a time, dismiss them by asking them to crack open the shell and go make a choice. Repeat until all children have transitioned to centers.</p>	<p><b>Greeting song/chant:</b> Say Hello</p> <p><b>Materials to introduce:</b> (Sensory) Show the children a water wheel. Invite them to explore how pouring water onto the wheel makes it spin.</p> <p><b>Transition Activity:</b> Show the children the beginning pages in the book, "Egg" by Kevin Henkes. Point out how the egg changes. Invite children to pretend they are chicks in an egg. Three at a time, dismiss them by asking them to crack open the shell and go make a choice. Repeat until all children have transitioned to centers.</p>	<p><b>Greeting song/chant:</b> Say Hello</p> <p><b>Materials to introduce:</b> (Toys and Games/Math Manipulatives) Show the children a few pattern blocks and a pattern block template. Invite them to see how the blocks can combine to create new shapes and pictures.</p> <p><b>Transition Activity:</b> Show the children the beginning pages in the book, "Egg" by Kevin Henkes. Point out how the egg changes. Invite children to pretend they are chicks in an egg. Three at a time, dismiss them by asking them to crack open the shell and go make a choice. Repeat until all children have transitioned to centers.</p>	<p><b>Greeting song/chant:</b> Say Hello</p> <p><b>Materials to introduce:</b> (Cooking and Mixing) Show a child friendly version of the Melting Dough recipe. Invite children to explore how the ingredients in the recipe change as they make the dough as well as what happens when they play with the dough.</p> <p><b>Transition Activity:</b> Show the children the beginning pages in the book, "Egg" by Kevin Henkes. Point out how the egg changes. Invite children to pretend they are chicks in an egg. Three at a time, dismiss them by asking them to crack open the shell and go make a choice. Repeat until all children have transitioned to centers.</p>	<p><b>Greeting song/chant:</b> Say Hello</p> <p><b>Materials to introduce:</b> (Science) Show the children an eye dropper and container of colored water. Invite them to explore what happens when they combine drips of different colored water onto a surface (e.g., coffee filter or paper towel).</p> <p><b>Transition Activity:</b> Show the children the beginning pages in the book, "Egg" by Kevin Henkes. Point out how the egg changes. Invite children to pretend they are chicks in an egg. Three at a time, dismiss them by asking them to crack open the shell and go make a choice. Repeat until all children have transitioned to centers.</p>

<p><b>Centers</b> (70 minutes)</p>	<ul style="list-style-type: none"> <li>• See Section V Ideas for Learning Centers for materials to consider including in each center.</li> <li>• Select materials that best meet the interests and needs of the children in your class.</li> <li>• Rotate materials regularly.</li> </ul> <p>Implement the <b>MATH INVITATION</b> and at least one <b>INVITATION TO EXPLORE</b> each week.</p> <p>Center: Art            Materials: Paper to cover a table, paint (at least two colors), paint brushes            Invitation: Invite children to explore paint mixing with you. <b>Pose the following question:</b> What do you think will happen if we mix these colors together as we paint? <b>When children finish exploring ask:</b> What happened when we mixed the colors together? Have you seen this color before? If yes, Where? If not, where do you think this color might look nice?</p>				
	<p><b>Monday</b></p>	<p><b>Tuesday</b></p>	<p><b>Wednesday</b></p>	<p><b>Thursday</b></p>	<p><b>Friday</b></p>
<p>The following centers should be available during center time:</p>	<p><b>*Materials to highlight each day:</b></p> <p style="text-align: right;">*Note, children should also be able to explore other materials in each center per their own interests and needs.</p>				
<p><b>Blocks/Construction (page 33)</b></p>	<p>Explore Nature Blocks</p>	<p>Explore Chalkboard Blocks</p>		<p>Explore Unit Blocks and large corrugated cardboard pieces</p>	
<p><b>Dramatic Play (page 35)</b></p>					
<p><b>Art (page 37)</b></p>	<p>Invitation to Explore (see below)</p>				
<p><b>Science/Discovery (page 40)</b></p>	<p>Explore kaleidoscopes</p>	<p>Explore flashlights</p>	<p>Explore color paddles</p>	<p>Explore prisms</p>	<p>Explore eye droppers and colored water</p>
<p><b>Toys and Games/Math Manipulatives (page 42)</b></p>	<p>Explore various open-ended counting materials</p>	<p>Explore pattern blocks</p>	<p>Explore pattern blocks and pattern block templates</p>		<p>Explore puzzles</p>
<p><b>Sand and Water/Sensory (page 45)</b></p>	<p>Explore pots, pans, and various cooking utensils such as washcloths, or sponges</p>	<p>Explore water and water wheels</p>		<p>Explore water and ice cubes</p>	<p>Explore water, ice cubes, and ramps</p>
<p><b>Library (page 47)</b></p>	<p>Explore books. Be sure to include some books related to change to the classroom library.</p>				
<p><b>Cooking and Mixing (as needed, page 49)</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>Make and explore Melting Dough</p>	<p>N/A</p>
<p><b>Writing (page 53)</b></p>	<p>Explore window crayons</p>		<p>Explore chalk boards and chalk</p>		<p>Explore pencils and erasers</p>
<p><b>Music and Movement (page 55)</b></p>	<p>Explore various instruments and how to make sounds change</p>				

<b>Computers/Technology</b> (page 57)	Allow the computer to be available as a resource to answer children’s questions about change, when necessary. Partner with the children in exploring their questions by sitting at the computer together and doing research as a teacher/child team.				
<b>Clean-Up/Handwashing</b> (10 minutes)	<ul style="list-style-type: none"> <li>To help create a smooth transition, give children advance notice before the transition occurs.</li> <li>Five minutes before the end of Center Time prepare children to clean up with an indicator (song, bell, etc.).</li> <li>Use a consistent indicator before each clean up.</li> <li>Some children may need extra support preparing for this transition.</li> <li>Consider designating one teaching team member to support with clean up and another to begin the handwashing process.</li> </ul>				
<b>Family Style Lunch/Toileting/Handwashing</b> (40 minutes)	While sitting for family style meals, consider: <ul style="list-style-type: none"> <li>Reflecting on the procedures for preparing to eat lunch.</li> <li>Discussing how children clean up their meals and eating area when they are finished.</li> <li>Reminding children of what is coming next, especially toward the end of the meal.</li> <li>Designating one teaching team member to support children who are still eating and another to begin the toileting and handwashing procedures as children begin to finish their lunches.</li> </ul>				
<b>Nap/Rest Time</b> (60 minutes)	<ul style="list-style-type: none"> <li>To support the transition to nap/rest time place children’s cots or mats in a consistent location.</li> <li>Remain flexible to children’s individual needs and adjust the locations of cots or mats accordingly.</li> </ul>				
<b>Story Time</b> (10 minutes <u>including transitions</u> : 6 minutes for Story, 4 minutes to transition in and out of group)	<ul style="list-style-type: none"> <li>See Section VI Texts for suggested Read Aloud Texts.</li> <li>Select texts that meet the interests and needs of your children.</li> <li>Review Section VII Inquiry and Critical Thinking Questions for Texts for questions to enhance the read aloud experience and support the development of critical thinking skills.</li> <li>Introduce Centers: Briefly remind the children of the materials available in centers.</li> <li>Tell the children where each member of the teaching team will start playing when Center Time begins and what materials they will be exploring. Invite children to join if they would like.</li> <li>Transition to Centers: Use an activity, song, rhyme or finger play to keep children engaged, minimize wait time, and stagger the transition as they make choices about where to play.</li> </ul>				
<b>Book:</b> <i>Hooray for Hat!</i> by Brian Won  <b>Transition Activity:</b> Invite children to move their body any way they would like until you say “freeze.” When you say “freeze” all children must hold their bodies still. Say	<b>Book:</b> <i>Hooray for Hat!</i> by Brian Won  <b>Transition Activity:</b> Invite children to move their body any way they would like until you say “freeze.” When you say “freeze” all children must hold their bodies still. Say	<b>Book:</b> <i>Places to Be</i> by Mac Barnett  <b>Transition Activity:</b> Invite children to move their body any way they would like until you say “freeze.” When you say “freeze” all children must hold their bodies still. Say	<b>Book:</b> <i>Places to Be</i> by Mac Barnett  <b>Transition Activity:</b> Invite children to move their body any way they would like until you say “freeze.” When you say “freeze” all children must hold their bodies still. Say	<b>Book:</b> <i>I Wrote You a Note</i> by Lizi Boyd  <b>Transition Activity:</b> Invite children to move their body any way they would like until you say “freeze.” When you say “freeze” all children must hold their bodies still. Say	



	<i>utensils</i> <i>Toy animals</i> <i>Wheel toys</i>  <b>Teaching team roles:</b>	<i>utensils</i> <i>Animal costumes or fabric pieces for children to make their own costumes</i>  <i>Watering can</i> <b>Teaching team roles:</b>	<i>Natural materials</i>  <i>Balance scale</i>  <b>Teaching team roles:</b>	<i>Wheel toys</i> <i>Spray bottles, water, sponges, etc.</i>  <i>Outdoor hollow blocks or milk crates for building</i> <b>Teaching team roles:</b>	<i>stand</i> <i>Mud kitchen</i>  <i>Wheel toys</i>  <b>Teaching team roles:</b>
<b>Closing Meeting/Dismissal</b> <b>(10 minutes including transitions: 6 minutes for Closing Meeting content, 4 minutes to transition in and out of Closing Meeting)</b>	<ul style="list-style-type: none"> <li>• End the day with a closing ritual or song.</li> <li>• Assist children in packing their belongings and preparing to leave.</li> </ul>				

<p><b>Essential Question:</b> How do my actions impact growth and change?  <b>Month:</b> Three  <b>Weekly Focus:</b> Self  <b>Materials:</b> Wool balls color sorting set, fabric square</p>	<p><b>MATH INVITATION</b>          Invite children to pretend to cook with you. Let the children pretend to cook whatever they would like. As you play, note that you are getting very hungry. Tell the children you think you might be able to change the way you feel by eating some of your food. Make a group of up to 4 wool balls of the same color under the fabric square. Lift the fabric for about two seconds then cover the balls again. Ask children how many balls (pieces of food) there are under the fabric. After children have shared their answers, lift the fabric so children can check their answers. See E3M2 for previous experience with this trajectory.</p>
<p><b>TRAJECTORY: RECOGNITION OF NUMBER AND SUBITIZING</b></p>	

Level Name	Level Description		
<b>Perceptual Subitizer to 4</b>	A child is able to instantly and effortlessly recognize collections up to 4 (without counting). What separates this level from the previous levels (characterized by number recognition competences) is that a child will verbally name the number of a set that they have seen for ≤2 seconds. Thus, there is a time limit that is not present at previous levels, making this the first level where children are truly subitizing.	<p><b>IF CHILDREN can instantly and effortlessly recognize collections of up to 4 without counting...</b></p> <p>Make a group of up to 5 balls of the same color. Place the fabric over the group. Lift the fabric for about 2 seconds then cover the balls again. Ask children how many objects there are under the fabric.</p>	<p><b>IF CHILDREN need more practice, instantly and effortlessly recognizing collections of up to 4 without counting...</b></p> <p>Continue to provide opportunities for children to practice subitizing groups up to 4. Start with smaller numbers and work up as children are ready. Place the fabric over the balls. Lift the fabric for about 2 seconds then cover the group again. Ask children to use their fingers to show you how many objects there were under the fabric.</p>
<b>Perceptual Subitizer to 5</b>	A child is able to instantly and effortlessly recognize collections up to 5 (without counting). What separates this level from the previous level (perceptual subitizer to 4) is that a child recognizes and uses spatial and numeric structures from past experiences to subitize.	<p><b>IF CHILDREN can instantly and effortlessly recognize collections of up to 5 without counting ...</b></p> <p>Arrange the balls intentionally so that children can easily note groups within the collection.</p>	<p><b>IF CHILDREN need more practice instantly recognizing collections of up to 5 without counting...</b></p> <p>Continue to provide opportunities for children to practice subitizing groups up to 5. Start with smaller numbers and work up as children are ready. Place the fabric over the group. Lift the fabric for about 2 seconds then cover the group again. Ask children to use their fingers to show you how many objects there were under the cloth.</p>
<b>Conceptual Subitizer to 5</b>	A child is able to recognize quantities up to 5 by seeing the parts and instantly knowing the whole. Conceptual subitizing refers to the ability of children to identify a whole quantity as a result of composing smaller quantities (recognized through perceptual subitizing) that make up the whole.	<p><b>IF CHILDREN can recognize quantities up to 5 by seeing the parts and instantly knowing the whole...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more help recognizing quantities up to 5 by seeing the parts and instantly knowing the whole...</b></p> <p>Continue to provide opportunities for children to practice subitizing groups up to 5 by seeing the parts. Continue to arrange the materials intentionally so children can easily notice groupings. Start with smaller numbers and work up as children are ready. Place the fabric over the group. Lift the fabric for about 2 seconds then cover the group again. Ask children to use their fingers to show you how many objects there were under the cloth.</p>



<p><b>Essential Question:</b> How do my actions impact growth and change?  <b>Month:</b> Three  <b>Weekly Focus:</b> Things That Change  <b>Materials:</b> Building boards, assorted loose parts, dot cards</p>		<p><b>MATH INVITATION</b> Invite children to pretend to cook with you. Consider talking with the children about how food can change when it is cooked, or when you combine ingredients, how eating food can change the way you feel, or make another connection to change that seems more interesting to the children. Use two building boards to create two different types of food. Create groups of different amounts (1-4) of ingredients in each "dish." Use two different types of loose parts. Show a card with dots that is the same number as one of the groups. Invite children to find the group that has the same number of items as the dots on your card. See E2M4: Investigating How We Move through the City, for previous experience with this trajectory.</p>	
<p><b>TRAJECTORY:</b> Comparing Number</p>			
Level Name	Description		
Nonverbal Comparer of Dissimilar Items	Matches small (1 to about 4), equal collections consisting of different items, showing that they are the same number.	<p><b>IF CHILDREN can compare groups of 1-4 different objects verbally or nonverbally "just by looking..."</b></p> <p>Place 1-6 boards as well as a group of the same number of loose parts out for each child. Ask the children to put an "ingredient" in each dish. When they seem finished, ask them if each dish has the same number of ingredients and how they know.</p>	<p><b>IF CHILDREN need more practice comparing groups of 1-4 different objects verbally or nonverbally...</b></p> <p>Continue to provide opportunities for them to compare groups of 1-4 different objects. Put one or two items (the same number but different items) in each dish and ask children if it is fair: does each group have the same number? Follow up by asking how they know. Repeat with slightly larger numbers and then begin to introduce groups of different sizes.</p>
Matching Comparer	Compares groups of 1-6 by matching.	<p><b>IF CHILDREN can compare groups of 1-6 by matching...</b></p> <p>Pair children and give them each up to 5 loose parts and a building board for cooking. Invite them to make a food they enjoy using their building board and as many "ingredients"/loose parts as they want. When children are finished "cooking" ask them which dish has more ingredients. Ask them to share how they know and use the counting sequence to confirm which group has more.</p>	<p><b>IF CHILDREN need more practice comparing groups of 1-6 by matching...</b></p> <p>Continue to provide opportunities for them to use matching strategies to compare groups by placing ingredients in dishes. Begin with very small numbers and increase as children are ready.</p>
Counting Comparer (Same Size)	Accurately compares via counting, but only when objects are about the same size and the groups are small (1 to about 5). Not always accurate when objects in larger collection are smaller in size than the objects in the collection with fewer objects.	<p><b>IF CHILDREN can compare groups by counting...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice comparing groups by counting...</b></p> <p>Give children a very small number of "ingredients" and ask them to use them to make food. They can use some of their ingredients or all of them. Show them a dot card with a different number of dots (1-3 or possibly up to 5) and ask them to share which group has more. Support them in using the counting sequence to check their answers. Consider providing a number line (with dots and corresponding numerals) to help them connect the groups to the counting sequence.</p>



<p><b>Essential Question: How do my actions impact growth and change?</b></p> <p><b>Month: Three Weekly Focus: How Things Change</b></p> <p><b>Materials: Wood cubes and spools</b></p>		<p><b>MATH INVITATION</b></p> <p>Invite children to build with a small number of cubes or spools. As they build, talk with them about how their structures and the number of pieces they are using are changing. As appropriate, invite them to change their structures with language such as, "I wonder if you can add one more block/spool to your structure and make it change?" and/or "Can you make your structure smaller by taking away one block/spool?" Be sure to use small numbers (likely 1-3). Support children in using number words as they play, with language such as, "You had two, you added one more. Now you have three."</p>	
<p><b>TRAJECTORY: Adding/Subtracting</b></p>			
Level Name	Description		
Preverbal +/-	Adds and subtracts very small collections using methods of communication other than verbal.	<p><b>IF CHILDREN are able to respond appropriately to requests to add or remove objects...</b></p> <p>Continue to align your play to children's interests. Give them 1 or 2 blocks or spools to use to create a very small structure and then ask them to add 1 or 2 more pieces. Follow up by asking how many pieces they have altogether. Note the strategies children use for joining and ask them to share how they know...</p>	<p><b>IF CHILDREN need more practice responding appropriately to requests to add or remove objects ...</b></p> <p>Allow them to continue to explore this idea. Model this skill by creating your own structure and talking about how it changes when you add more pieces or take them away. Narrate your actions and highlight the math with language such as, "I had two blocks, I added one more. Now I have a structure of three blocks. I changed it." If, after repeated opportunities to practice, children need more practice, see the Learning Trajectories for earlier trajectory levels.</p>
Small Number +/-	Finds sums for joining problems up to 3+2 by "counting all" with objects.	<p><b>IF CHILDREN are able to add small groups by "counting all" the objects ...</b></p> <p>In relation to the children's play, create a word problem in which they have to combine two parts and share the total. For example, "There are two spools in a structure and three blocks. How many pieces are there in all? Allow children to use objects or their fingers to find the total.</p>	<p><b>IF CHILDREN need more practice adding small groups by "counting all" the objects...</b></p> <p>Invite them use a small number (e.g. one) of spools small number (e.g. two) of blocks to build a structure. Ask them how many pieces there are in all. Repeat with one more piece and model counting all of the pieces. Repeat with one more, and model counting all as needed. Note the strategies the children use to find sums.</p>
Find Result +/-	Children find sums for join, result unknown problems, ("You had 3 apples and get 3 more. How many do you have in all?") and part-part-whole, whole unknown ("There are 6 girls and 5 boys on the playground. How many children were there in all?") problems by direct modeling, counting all, with objects. Children find results for separate, result unknown problems ("You had 6 apples and ate 2. How many do you have left?") by separating with objects.	<p><b>IF CHILDREN can accurately join small groups with sums beyond 5...</b></p> <p>See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice joining small groups with sums beyond 5...</b></p> <p>As you play, model joining two groups of objects and counting all of them to find and share the total. As children seem ready, invite them to try counting all of the objects to share the total as well.</p>



<p><b>Essential Question:</b> How do my actions impact growth and change?  <b>Month:</b> Three  <b>Weekly Focus:</b> To be determined by teaching team  <b>Materials:</b> To be determined by teaching team</p>		<p><b>MATH INVITATION</b>          After determining your weekly focus, select materials that will lend themselves well to the topic, as well as counting. As you play with the children, create a scenario that provides the opportunity for counting objects and weave in opportunities to count them up to 10. Note how children use number words, how high they are able to count accurately, and their ability to keep 1-to-1 correspondence. See E3M2: Self for previous experience with this trajectory.</p>	
<p><b>TRAJECTORY:</b> Counting</p>			
Level Name	Description		
Reciter (10)	Verbally counts to ten with some correspondence with objects, but may continue to make errors (e.g. skipping, double counting).	<p><b>IF CHILDREN are able to recite counting words to about 10 with some correspondence with objects...</b>            Invite them to continue to explore 1-to-1 correspondence. For example, you might say, "How many petals grew on our flower? Count the "petals" and state the total together.</p>	<p><b>IF CHILDREN need more practice reciting counting words to 10...</b>            Invite them to continue counting small numbers to about 5 and begin to introduce a few additional numbers. Consider introducing a simple counting song to support their practice. If, after additional support, children need more practice to recite counting words to 5, see the Learning Trajectories for earlier trajectory levels.</p>
Corresponder	Keeps one-to-one correspondence between counting words and objects (one word for each object), at least for small groups of objects laid in a line. May answer a "how many?" question by recounting the objects, or violate 1-1 or word order to make the last number word be the desired or predicted word.	<p><b>IF CHILDREN are able to count to 10 with some correspondence to objects...</b>            Hide a small group of objects (2-3) in your hand or under the table. Invite children to count with you as you place the items down one at a time (so when children see one, they say "one"). Once all the objects are on the table, invite the children to determine the total. Circle your hand around the whole group as you both state the total.</p>	<p><b>IF CHILDREN need more practice counting to 10 with some correspondence...</b>            Invite them to continue counting up to 10. Note where they typically begin to make errors and focus on that number before continuing to count higher, up to 10. Consider inviting children to move items to a different pile or space as they count them.</p>
Counter (Small Numbers)	Accurately counts objects in a line to 5 and answers the "how many" question with the last number counted.	<p><b>IF CHILDREN can accurately count objects up to 5 answer the "how many" question...</b>            See the Learning Trajectories for additional trajectory levels.</p>	<p><b>IF CHILDREN need more practice accurately counting objects up to 5 and answering the "how many" question...</b>            Add dot cards to the activity. Use cards up to 5. Invite children to select a card, count the number of dots and then help you make a line with the same number of loose parts. Children could also check their work by placing the items on the dots on the cards.</p>



## Culminating Celebration

Culminating Celebrations are an opportunity to reflect on the Exploration with the children, as well as to note and celebrate the growth and learning that has occurred. A Culminating Celebration should be implemented at the end of each Exploration. Choose one of the options below, or create a personalized Culminating Celebration that better matches how the Exploration unfolded in your classroom.

Exploration Three Culminating Celebration Suggestions	
<p><b>Option One</b></p> <p>Write a Learning Story for each child in the class. Use the story to highlight a specific learning experience that occurred during this Exploration. Write what the child did and said, and then add your understanding of the learning that occurred. Try to capture what the child learned as well as what this tells you about the child. Wrap up the story by sharing what action you will take to support the child's further learning in this area. Read the story to the child and share it with his/her family as well. See Section X for more information on Learning Stories.</p>	<p><b>Option Two</b></p> <p>Throughout the Exploration, use photos to capture learning. Take pictures of children as they engage in various activities throughout the room, gross motor, and outdoor experiences. Print the pictures and add a short description about what the child was doing and the process of learning that occurred. Display the pictures in the classroom at children's eye level, and engage in back and forth conversations with them about the pictures.</p>

## V. Ideas for Learning Centers

Learning Centers advance the Exploration Essential and Focus Questions as well as the Exploration Outcomes. As you plan your daily schedule and learning centers, remember that children should engage in play for one-third of the program day. The suggestions below help develop rich play-based learning centers that provide opportunities for children to interact with teaching staff, each other and the materials. Your classroom should include the centers in this section and each center should be set up so children can be easily supervised and access the materials they need for their play. The suggested materials are relatable and fun! This is not an exhaustive list of materials and should be supplemented by other materials that pique the interest of the class.

While the headings in each center remain the same as Exploration One: Our Community, and Exploration Two: Our Environment, there are new materials suggested throughout. Consistent with the other two Explorations, these materials are open-ended and invite children to engage in discovery.

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*Are all centers visually appealing? Do they feel inviting? Does the set-up encourage children to engage in thoughtful exploration of materials?*

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Take a few minutes to reflect on the way children are using the centers in your classroom and how you have set up each center. Does each center have an appropriate amount of materials for children explore? Both too many and too few items can make it challenging for children to use a center productively. Are the materials interesting and engaging for the children? Do they align to Exploration content?

Consider how you organize and display the materials in each center. Are all centers visually appealing? Do they feel inviting? Does the set-up encourage children to engage in thoughtful explorations? Is every center well organized? Are containers and shelves labelled with pictures to assist all children in being independent in finding and putting away materials?

Additionally, reflect on how you are introducing centers to the children. Briefly introducing materials to spark interest before center time begins piques interest and entices children to try a variety of centers. Also, be intentional about where you spend your time during centers. Tell children where you plan to start center time and invite them to join you to explore specific materials. It is important to keep the attention span of young children in mind: even when you include a variety of carefully organized, thoughtfully introduced and interesting materials children will likely move between centers quickly and explore many materials in a short period.

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*Briefly introducing materials to spark interest before center time begins piques interest and entices children to try a variety of centers.*

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You are an essential component of this, and every, Exploration. Through your guidance, support, reflection, and planning, children’s exploration of centers and classroom materials will be richer and more meaningful. For each center, you will find examples of open-ended questions and statements that can provide entry points to conversations and support children’s learning as they play. These interactions deepen engagement and inquiry while developing problem solving and critical thinking skills. Centers also provide opportunities for rich and meaningful learning across all *Head Start Early Learning Outcomes Framework* (ELOF) Domains. In addition to suggested materials for each center, there is also an area to note how children are exploring materials (observe) and ELOF standards that relate to what the children may be learning as they use the suggested materials (connect). This tool also includes space to plan for supporting children in further developing their knowledge and understandings (inform practice), and supports your work with your Authentic Assessment System. An additional copy of this form can be found in Appendix A.

### INVITATIONS TO EXPLORE

Invitations to Explore are included in each center. These are opportunities to connect with your children and help them use the materials in each center to dig deeper into the big ideas of the Exploration. Implement these activities in the center during Center Time. Prior to the beginning of Center Time every day, inform children of the materials to explore as well as the teaching team member

who will be supporting learning in the center. When previewing the Invitation to the class:

- Use exciting language and affect to describe the activity.
- Briefly show one or two of the hands-on-materials that children will explore.
- Link the activity to children’s previous experiences.
- Invite children to participate if they would like.
- Assure children that they will have multiple opportunities to engage in the center throughout the week.

### **FAMILY AND COMMUNITY ENGAGEMENT SUGGESTIONS**

There is a Family and Community Engagement suggestion in each center. Use these suggestions as a starting point for developing activities that are accessible for the families of the children in your program, and help them connect with the program by sharing their experience and knowledge with the class, as well as extending learning outside of the classroom. Share activities with families as indicated in this section. Note the alignment to the Program Quality Standards.

# Blocks/Construction

"Play is the highest form of research."

Albert Einstein

**IN THIS CENTER, children will likely** move from exploring the properties of blocks to laying them side by side. Three-year-olds may play alone or near other children. They may begin to create enclosures and start to explore concepts of sorting, ordering, counting, one to one correspondence, size and shape. Later, children begin to combine structures and build vertically. Additionally, their block play may become more social in nature.

## QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- I notice that you \_\_\_\_\_. What do you think will happen if you \_\_\_\_\_?
- Tell me about this. Does it remind you of anything you have seen before? If yes, where did you see that? What did you think?
- You put this \_\_\_\_\_ here and this \_\_\_\_\_ here.
- What do you want to create? What do you need to make that?

**SUGGESTED TEXT:** *This House, Once* by Deborah Freedman

## MATERIALS: UNIT BLOCKS

- Wood or plastic in a variety of shapes such as rectangles, squares, triangles and cylinders
- Nature blocks
- Chalkboard blocks

## MATERIALS: ACCESSORIES

- Road play or washi tape
- Large spools
- Blank paper
- Plastic cups
- Large corrugated cardboard pieces
- Tape measures or yard sticks
- Carpet samples
- Drawing and writing instruments
- Dollhouse furniture and people

## INVITATION TO EXPLORE

In Month Two: Invite children to create towers with you. Count the number of blocks in the tower. State the number and pose the following question: How can we make our towers grow? What happens when we put one more block on this

## PLANNING

**OBSERVE:** *What are children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with ELOF goals?*

Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.

Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

tower? How many blocks are in the tower now? Did our tower get larger or smaller? How do you know? Repeat according to children's interest and ability.

**FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION**

In Month One: Invite families to use blocks or recycled materials to create a pretend home for a baby animal of their choosing. Encourage them to consider what things are needed to care for this animal and how they might make these items with the materials they are using.

*PQS 3.1 Capacity Building: Primary Teacher*

## Dramatic Play

"Whenever children say, 'let's pretend,' a new landscape of possibilities for learning is revealed. When children pretend, they try on new feelings, roles and ideas. They stretch their minds along with their imaginations."

Curtis and Carter

**IN THIS CENTER,** children will likely experiment with simple imitation, which will increase in complexity as they further develop the capacity to observe and recreate details. They will then explore role-playing and enjoy the opportunity to express their understanding of the world and recreate their experiences. Young children typically engage in independent pretend play, and move to playing alongside others before engaging in increasingly social cooperative play (Epstein, 2014).

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING:

You are \_\_\_\_\_. Where else have you seen someone doing that?

You are \_\_\_\_\_. I remember when we saw \_\_\_\_\_.

What can we use to \_\_\_\_\_?

It looks like you are pretending you are a \_\_\_\_\_. Tell me about \_\_\_\_\_.

**SUGGESTED TEXT:** *Everywhere Babies* by Susan Meyers

### PROPS AND MATERIALS

- Baby dolls
- Plants/flowers
- Washcloths
- Hand towels
- Pretend washing machine and dryer and laundry
- Brooms and dust pan and/or mop and bucket
- Materials for creating a garden such as shovels, hoes, rakes, place to "grow" plants, seed packets and seeds, etc.
- Tools for medical care such as a stethoscope, blood pressure cuff, thermometer, etc.
- Furniture related to baby care such as cribs, highchairs, strollers, changing table, etc.
- Materials for baby care such as clothing, blankets and bottles
- Materials for vehicle care such as vehicles, tools, goggles, spare parts, gas pump, etc.
- Materials for animal care such as food, dishes, brushes, beds, and toys, etc.
- Drawing and writing instruments and various types of paper
- Stuffed animals
- Empty dish soap bottle
- Drying rack for dishes
- Laundry detergent bottle

### PLANNING

**OBSERVE:** *What are children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-SE 7. Child expresses care and concern toward others.

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

### **DRESS UP**

- Costumes and costume related items that connect to Exploration topic areas such as mechanic coveralls, gardening aprons, medical jackets and scrubs.
- Various fabric scraps to inspire costume creation
- Various clothing related items such as dresses, dress shirts, suit coats, aprons, scarves, ties, necklaces, brief case, purses, glasses frames, sun glasses

### **FANTASY**

- Various items related to fantasy play that connect to children's lives such as animal costumes, stuffed animals, crowns, capes and fancy gowns

### **INVITATION TO EXPLORE**

In Month One: Invite children to play with dolls with you. Pose the following questions: My baby is crying and upset; what do you think is wrong? What can we do to help and show we care?

### **FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION**

In Month One: Invite families to think about ways they care for each other. Encourage them to make a picture or use words to create a description and bring back to school to display or make into a classroom book.

*PQS 3.2 Two-Way Communication*

# Art

*"It took me four years to paint like Raphael, but a lifetime to paint like a child."*  
*Pablo Picasso*

**IN THIS CENTER, children will likely** be interested in exploring materials. They may work quickly, focusing solely on exploration. As they gain physical dexterity, children will work for longer periods and become more intentional about their work. As intentionality unfolds, children often decide what they are making after completion. Children’s art builds in complexity as they are able to hold an increasing number of characteristics in mind. When children explore a new medium, the marks they make may appear random as they prioritize possibility over effect but will become increasingly deliberate as they gain mastery over materials. As this mastery develops, children will also shift from producing seemingly unrelated components to more connected elements (Epstein, 2014).

## QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- Tell me about your art.
- You are using \_\_\_\_\_.
- When you \_\_\_\_\_, \_\_\_\_\_ happened. What do you think would happen if you \_\_\_\_\_?
- I noticed you used \_\_\_\_\_. Why did you use those (materials, colors)?
- What does this remind you of?

**SUGGESTED TEXT:** *Egg* by Kevin Henkes

## DRAWING MATERIALS

- Crayons (variety of sizes and colors)
- Washable markers (variety of sizes and colors)
- Charcoal pencils
- Conte crayons
- Newsprint
- Watercolor paper
- Cray-Pas
- Graphite sticks
- Sketch paper
- Blank canvas

## PAINTS

- Sidewalk paint
- Tempera paints
- Window paint (See appendices for recipe)
- Watercolor paint
- Colored glue

Note:

Children have varying levels of sensitivity to sensory experiences. Do not force children to touch materials. Invite children to participate and observe their behavior carefully. Respond to the cues they give you about their readiness to participate.

<b>PLANNING</b>
<p><b>OBSERVE:</b> <i>What are children doing/saying in this center?</i></p>
<p><b>CONNECT:</b> <i>How do my observations link to skills children are developing and align with the ELOF goals?</i></p> <p>Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</p> <p>Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.</p> <p><i>What other ELOF goals do these observations support?</i></p>
<p><b>INFORM PRACTICE:</b> <i>What are my next steps in response to children’s skills and interests?</i></p>

### THREE-DIMENSIONAL MATERIALS

- Clay
- Sticks
- Spools of various sizes
- Styrofoam balls
- Cardboard shapes with notches cut out for building (see appendices for picture)
- Tooth picks
- Wire
- Pool noodles cut into slices
- Egg cartons

### COLLAGE MATERIALS

- CDs
- Dominoes
- Twist ties
- Pretend feathers
- Rope scraps
- Loose puzzle pieces
- Origami paper
- Dot stickers
- Marker tops
- Muffin liners

### TOOLS

- Paint brushes of various sizes
- Makeup brushes and sponges
- Cleaning brushes
- Loofah sponges
- Drying rack or other place for artwork to dry
- Slinky to dip in paint, stretch and let fall onto paper
- Dice to dip in paint and print
- Smocks
- Child-safe scissors
- Q-tips
- Scouring sponges
- Toothbrushes
- Glue sticks or all-purpose glue
- Easel
- Shatterproof mirrors

### INVITATION TO EXPLORE

In Month Three: Cover a table with paper. Provide two colors of paint and various brushes (or use finger paint). Pose the following question: What do you think will happen if we mix these colors together as we paint? When finished exploring ask, “What happened when we mixed the colors together? Have you seen this color before? If yes, where? If not, where do you think this color might look nice?”

### FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION

In Month Three: Encourage families to compare and contrast a baby picture of their child with how the child looks now, highlighting how the child has changed since they were a baby. Invite families to refer to the baby picture to create a

drawing or use materials they have available to create a representation of the child when they were a baby. Families who are unable to access a baby picture of the child can discuss how the child has changed in the past few years and create an image together without referencing an actual photograph.

*PQS 3.1 Capacity Building: Primary Teacher*

## Science/Discovery

*"Science is a way of thinking much more than it is a body of knowledge."*

*Carl Sagan*

**IN THIS CENTER,** children will likely play with, observe, describe and categorize materials. As they become comfortable with materials, they will begin to experiment with new ways to use them and make hypotheses. Initially these hypotheses may be inaccurate. As children develop they are increasingly able recognize their misconceptions and begin to adjust their thinking but may still be satisfied with other misconceptions so long as they support their own experiences (Epstein, 2014).

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- What do you notice about \_\_\_\_?
- How do you know?
- How can you \_\_\_\_?
- Why do you think \_\_\_\_\_?
- What else does \_\_\_\_\_?
- What will happen if \_\_\_\_?

**SUGGESTED TEXT:** *Wake Up!* By Helen Frost

### COLLECTIONS OF NATURAL OBJECTS

- Fresh flowers
- Leaves
- Assorted natural items children bring to the classroom
- Flower petals
- Various fresh herbs

### LIVING THINGS

- Plants
- Assorted fruit and vegetable pieces that will grow again
- Assorted seeds to sprout and observe
- Classroom pet

\*Note: Place all living things where children can access and investigate them or include a plan that allows children to engage with them

### NATURE/SCIENCE BOOKS, GAMES OR TOYS

- Sound bottles
- Bubbles
- Small toy animals and natural materials (i.e. leaves, twigs) for creating habitats
- Texture boxes
- Puzzles

### PLANNING

**OBSERVE:** *What are children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.

Goal P-SCI 3. Child compares and categorizes observable phenomena.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

### **NATURE/SCIENCE TOOLS**

- Magnifying glasses
- Prisms
- Eyedroppers and colored water
- Blank paper
- Color paddles
- Kaleidoscopes
- Flashlights
- Drawing and writing instruments
- Shatterproof mirrors
- Light table
- Small bowls/containers
- Clipboards
- Color mixing glasses
- Binoculars
- Balance/Scale

### **INVITATION TO EXPLORE**

In Month Two: Plant seeds (that begin to grow quickly such as beans) in multiple containers with children. Discuss what seeds need to grow. Later, when the seeds begin to grow invite children to discuss and compare the heights of the plants. Pose the following questions: Which plant is bigger? How do you know?

### **FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION**

In Month Two: Invite families to take a walk and look for things that grow. Encourage them to draw or take pictures of the things they find. If desired, they can use these pictures, or use words to create a list of the items they find.

*PQS 3.1 Capacity Building: Primary Teacher*

# Toys and Games/Math Manipulatives

*"Too often we give children answers to remember rather than problems to solve."*  
*Roger Lewin*

**IN THIS CENTER,** children will likely be exploring mathematical concepts and using their imagination as they play with various connectors and manipulatives. Children may count with separate words, but not necessarily in the right order and will likely be able to count with some correspondence to 10 before being able to accurately count up to five objects and answer, "how many?" Children may also be able to identify typical shapes such as circle, triangle and square and be exploring the orientation and size of these shapes. They will likely be engaging in pretend play as they build structures with tabletop blocks and toy animals or vehicles. Through their work with these materials, they will also be developing fine motor skills.

## QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- You are \_\_\_\_\_.
- Let's count these together.
- Are these the same or different? How do you know?
- I noticed this is \_\_\_\_\_ and this is \_\_\_\_\_. Why did you do that?
- You put \_\_\_\_\_ here and \_\_\_\_\_ here. Why did you choose to put \_\_\_\_\_ there?
- How do you know?
- Look at this pattern?

**SUGGESTED TEXT:** *Ten Tiny Babies* by Karen Katz

## COUNTING

- Small lids
- Assorted pom poms
- Ping pong balls
- Acorns
- Counting toys such as plastic animals, insects, people, etc.
- Bottle caps
- Checkers
- Packing peanuts

## MEASURING AND COMPARING QUANTITY

- Strings of various lengths
- Rulers
- Buttons
- Lines of various lengths for measuring (See appendices for picture)
- Twigs and sticks of various sizes
- Connecting cubes
- Tape measure
- Small blocks

### PLANNING

**OBSERVE:** *What do I notice children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-MATH 2. Child recognizes the number of objects in a small set.

Goal P-Math 4. Child compares numbers.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

### RECOGNIZING SHAPES

- Pattern blocks
- Shape sorter
- Outlines of various pattern blocks
- Pattern block templates (see appendices for examples)
- Tangrams
- Toothpicks

### WRITTEN NUMBER

- Dice
- Dry erase markers
- Rocks with numbers 1-10 written on them (one number per rock)
- Number cards for exploration (see appendices)
- Dot cards for exploration (see appendices)
- White boards
- Ten frame

### SMALL BUILDING TOYS AND MANIPULATIVES

- Clothespins and popsicle sticks
- Geoboards and rubber bands
- Connecting toys
- Pinecones and rubber bands (see appendices for picture)
- Tinker trays (see appendices for picture)
- Tabletop blocks
- Links

**PUZZLES** \*Note the difficulty and recommended age listed on each puzzle. Use your observations of your children to select an assortment of puzzles that appropriately challenge the children in your class.

- Individual piece puzzles with and without knobs
- Framed puzzles with interlocking pieces
- Floor puzzles

### INVITATION TO EXPLORE

In Month Three: Invite children to explore small counting objects with you. As children explore, place two or three objects in a line on the table and cover the objects with a piece of paper. Remove the paper for 2 seconds then put it back on top of the objects. Pose the following question: How many \_\_\_ did you see under the paper? Then say, "Now, I'm going to change the number of objects under the paper" and repeat the process. Continue as children are interested.

### FAMILY AND COMMUNIT ENGAGEMENT SUGGESTION

In Month One: Encourage families to look for objects they use to take care of themselves, such as a hairbrush to care for their hair, soap to care for their bodies, etc. After creating a small collection of objects, encourage families to count the objects together. If desired they can use pictures or words to create a numbered list and return it to the classroom. PQS 3. Capacity-Building: Primary Teacher

## Sand and Water / Sensory

"The senses, being explorers of the world, open the way to knowledge."

Maria Montessori

**IN THIS CENTER, children will likely** engage in exploring the properties of the pourable materials in the table as well as the materials for scooping and pouring such as cups, scoops and shovels. Some children may fill containers and dump them out repeatedly as they explore. Other children may be starting to engage in pretend play with the materials in the table by using them for cooking or using smaller toys to develop a play scenario. Some children may find the Sand and Water/Sensory table materials calming.

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- How does the \_\_\_\_ feel?
- How can you fill \_\_\_\_ with \_\_\_\_?
- Why do you think \_\_\_\_\_ happens when you pour sand/water in it?
- What would happen if \_\_\_\_?

**SUGGESTED TEXT: *Beep Beep, Vroom Vroom!*** by Stuart J. Murphy

### Notes

- *Children have varying levels of sensitivity to sensory experiences. Do not force children to touch materials. Invite children to participate and observe their behavior carefully. Respond to the cues they give you about their readiness to participate.*
- *Children should have an experience with sand and water over each two-week period.*
- *Make sure there is enough sand/water for children to use purposefully.*
- *Be mindful of materials. Provide multiples of high-interest tools and toys so children are not required to share but do not supply so many toys that the table is too full and children are unable to explore by scooping, pouring and digging.*

### POURABLE MATERIALS

- Sand
- Water

### PLANNING

**OBSERVE:** *What do I notice children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.

Goal P-Math 7. Child understands simple patterns.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

## TOOLS AND TOYS

- Seeds
- Sand spinner/water wheel
- Brushes
- Child-safe bubbles
- Blank paper
- Toy animals or fish
- Toy cars of various color and/or type
- Drawing and writing instruments
- Gardening tools such as small rakes, shovels and trowels,
- Materials for creating animal habitats such as live, dry or artificial flowers and/or plants, rocks, twigs, etc.
- Various containers (i.e. buckets, recycled food containers or water bottles)
- Assorted toy animals of various sizes
- Spray bottle filled with water
- Soap, washcloths and baby dolls
- Pots, pans, cooking utensils, washcloths and/or sponges
- Sponges
- Soap pumps
- Ramps
- Ice cubes
- Water beads

## INVITATION TO EXPLORE

In Month One: Add toy animals or fish and materials for creating natural habitats to the water or sand in the sensory table. Pose the following question: How can we use these materials to care for these animals/fish? How is this similar (or different) than caring for \_\_\_\_\_?

## FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION

In Month One: Encourage families to discuss the ways they use water to care for themselves and each other. They could look where they live for water related items such as sinks or bathtubs and then think about how they use these things to care for themselves and others. If desired, families can use pictures or words to create a list to return to the classroom.

*PQS 3.1 Capacity Building: Primary Teacher*

## Library

*"You can find magic wherever you look. Sit back and relax, all you need is a book."*  
*Dr. Seuss*

**IN THIS CENTER, children will likely** explore the connection between images, symbols, words, and spoken language. They may be interested in exploring books and storytelling materials independently, with an adult or a peer. Children are most likely to enjoy books and stories that match their interests, are active, engaging and include interesting illustrations. At this age, children may prefer books with simple texts and clear rhythms. Children may also enjoy reading and rereading the same book multiple times.

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- Tell me about this book.
- This reminds me of \_\_\_\_\_.
- What do you think happens in this book?
- This book makes me feel \_\_\_\_\_. How does it make you feel? Why?
- What do you notice about this picture?
- What book would you like to read? Why?

### BOOKS

- See Section VI Texts for Exploration-related text suggestions
- Supplement Exploration-related titles with other books from the Master Book List that support the needs and interests of your children

### EXPRESSIVE LANGUAGE MATERIALS

- Puppets
- Stuffed animals
- Blank paper
- Drawing and writing implements
- Magnetic surface and magnetic pieces related to books children especially enjoy and can easily retell
- Props for children to use in acting out books they especially enjoy

### INVITATION TO EXPLORE

In Month Three: After reading, *There's a Bear on my Chair* by Ross Collins, place a small chair and a small bear on the chair in the library. Pose the following question: In this story, the mouse tried very hard to convince the bear to get out

### PLANNING

**OBSERVE:** *What do I notice children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.

Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

of his chair. He offered him a pear, tried to surprise him, and finally walked away. What things could we do to change the bear's mind and convince him to get off the mouse's chair? Encourage the children to generate and share strategies to encourage the bear to change his mind about sitting in the mouse's chair.

#### **FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION**

In Month Two: Invite families to discuss how their child has grown this year. Provide prompts to start conversations such as, "When you started school this year, I helped you zip your coat, now you zip it yourself. That makes me feel \_\_\_\_\_. How does that make you feel?"

*PQS 2. Two-Way Communication*

# Cooking and Mixing

(as needed)

*"Children have a real understanding only of that which they invent themselves."*  
*Jean Piaget*

**IN THIS CENTER, children will likely** explore different foods and mixing materials. Children will develop fine motor skills as they pour, scoop, and mix, math skills as they measure ingredients and literacy skills as they follow a recipe and explore the language of cooking. Cooking and mixing provides an opportunity for children to use multiple senses and experience ownership as they make food or materials for the classroom. Additionally, children may be interested in trying new foods when they engage in the preparation process.

## QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- Let's look at the recipe.
- How does it smell?
- What does this look like?
- How does it feel?
- Why do you think \_\_\_\_\_ happened when we added the \_\_\_\_?
- What do you think will happen when \_\_\_\_\_?

## Notes

- *Be mindful of children's food intolerances and allergies by connecting with families before you do cooking activities and explicitly teaching children how being aware of allergies keeps us safe.*
- *Children must always wash hands before and after cooking experiences.*
- *Snacks and meals must be of adequate nutritional value. When providing snacks and meals, supplement with other components of a healthy meal/snack according to appropriate meal guidelines in order to meet children's nutritional needs.*

## MIX, MASH AND MAKE

- Fluffy Slime (See appendices for sample recipe)
- Melting Dough (See appendices for sample recipe)
- Make playdough and then allow children to explore what happens when they add various materials such as water, flour or scented materials such as peppermint extract. Discuss the changes that occur.
- Make playdough in several different colors and then allow children to explore what happens when they mix the colors together. Discuss the

## PLANNING

**OBSERVE:** *What do I notice children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.

Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

changes that occur.

#### **INVITATION TO EXPLORE**

In Month Two: Select a healthy snack to make with children such as a fruit or vegetable salad. As you cook and eat together, pose the following question: Why is it important to eat healthy foods?

#### **FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION**

In Month Three: Invite families to the classroom to engage in a cooking or mixing activity such as baking or making playdough. As children and families work together, encourage them to discuss how the ingredients change throughout the cooking/mixing process.

*PQS 1. Strong Relationships*

## Outdoors / Playground / Gross Motor

*"Children were not born to walk. They were born to run- barefoot, over rocks, through the water, through the mud. We need to give greater appreciation to the energy and joy of children."*

*Bev Boss*

**CHILDREN MIGHT** practice developing control over their movements as they play outdoors or on the playground, or engage in gross motor play. At the beginning of this process, children are unable to control or intentionally repeat movements and require many opportunities for safe exploration and discovery. As they develop, they are increasingly able to control their movements in response to their intentions but still need opportunities to practice. Only when the movements themselves become increasingly routine and eventually automatic are children ready to engage in formal game play (Epstein, 2014).

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING:

- You're \_\_\_\_\_. • What do you see?
- How does it feel outside today?
- I noticed you \_\_\_\_\_. Tell me about that.
- You are \_\_\_\_\_. What would happen if \_\_\_\_\_?

**SUGGESTED TEXT:** *Day and Night* by Robin Nelson

### PORTABLE MATERIALS

- Planters
- Seeds
- Magnifying glasses
- Dolls
- Balance scale
- Toy animals
- Drawing and writing utensils for investigating and note taking
- Outdoor hollow blocks or milk crates for building
- Animal costumes or fabric pieces for children to make their own costumes
- Spray bottles, water, sponges, etc. for car wash
- Mud kitchen (See appendices for sample picture)
- Sound exploration stand (See appendices for picture)
- Potting soil
- Measuring tape
- Watering can
- Toy strollers
- Natural materials

### PLANNING

**OBSERVE:** *What do I notice children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.

Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

#### **PORTABLE LARGE MOTOR EQUIPMENT**

- Sports equipment
- Wheel toys
- Tumbling mats
- Balls
- Bean bags
- Parachute

#### **INVITATION TO EXPLORE**

In Month One: Invite children to explore various ways they can move, or exercise, their bodies. For example, invite them to walk slowly, run quickly, and jump high. Pose the following question: Why is it important to exercise and take good care of our bodies?

#### **FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION**

In Month Three: Invite families to explore how they can change speed as they move. For example, they may try moving quickly, then change their speed and move slowly. Families can do this as they travel to and/or from their 3K for All program, at a park or playground, or anywhere there is space to move.

*PQS 3.1: Primary Teacher*

## Writing

*“The fire of literacy is created by the emotional sparks between a child, a book and the person reading.”*

*Mem Fox*

**IN THIS CENTER, children will likely** use a variety of materials to explore writing and communication. Let children experiment with making marks on paper to express ideas as they are ready. Accept all marks children make. Children typically begin to prewrite using pictures and scribbles. As they develop, they may begin to make horizontal lines, then letter-like forms and later make some letters, especially those in their own name.

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- I see you are \_\_\_\_\_.
- You are making (curvy, zigzag, straight, etc.) lines.
- I see other (curvy, zigzag, straight, etc.) in our classroom (indicate).
- Tell me about your work.

**SUGGESTED TEXT:** *A Line Can Be* by Laura Ljungkvist

### WRITING AND DRAWING MATERIALS

- Crayons
- Thick pencils
- Chalk
- Stationary and envelopes
- Window crayons and window
- Book making materials such as paper, stapler, etc.
- Markers
- Blank paper
- Chalk boards
- Erasers
- Unused greeting cards

### MATERIALS TO EXPLORE LETTERS

- Postage stamps
- Addresses of people who the children in the class care about
- Rock letters (See appendices for picture)
- Labeled pictures of various types of plants or flowers of interest to the children
- Name card for each child with first name and baby picture
- Name card for each child with first name and current picture

### PLANNING

**OBSERVE:** *What do I notice children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children’s skills and interests?*

### **INVITATION TO EXPLORE**

In Month One: Invite children to explore drawing/writing tools and paper or stationery and envelopes with you. Pose the following question: How could we use these materials to create something for someone you care about? If children suggest writing letters or messages to people, use dictation to record their messages.

### **FAMILY AND COMMUNITY ENGAGEMENT SUGGESTION**

In Month Three: Invite families to experiment with drawing lines and see how they can make them change. For example, they could start with a straight line, and then change it to a zigzag or curvy line. They could also experiment with changing writing instrument, or the amount of pressure used on the writing instrument to change the lines.

*PQS 3. Capacity-Building: Primary Teacher*

# Music and Movement

*"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything."*

Plato

**CHILDREN MIGHT** enjoy exploring sounds and the qualities and capabilities of their own voices as well as simple instruments. They enjoy experimenting with pitch, volume and the possibility of using their voices to convey emotion. Children may also be developing the dexterity to use simple instruments and enjoy using them for the simple purpose of making musical sounds. Children may also enjoy engaging in creative movements with one or two components. This type of movement provides an opportunity to use their bodies to represent their observations and experiences (Epstein, 2014).

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING

- I see you moving like this.
- I heard/saw you \_\_\_\_\_.
- How does this music make you feel?
- Do you want to try \_\_\_\_\_?

**SUGGESTED TEXT:** *Music Is...* by Brandon Stosuy

### Notes

- *At minimum, there should always be enough instruments available for at least half the children in the class.*
- *Three-year-olds do not need independent access to the classroom listening device.*

### INSTRUMENTS

- Wrist bells
- Buckets
- Blank paper
- Drawing and writing instruments
- Finger cymbals
- Castanets
- Pots and pans

## PLANNING

**OBSERVE:** *What do I notice children doing/saying in this center?*

**CONNECT:** *How do my observations link to skills children are developing and align with the ELOF goals?*

Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.

Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

### **LISTENING**

- Device for playing music such as stereo/boom box

### **DANCE PROPS**

- Microphones
- Disco ball
- Yoga mats (if space permits in center)
- Movement cube (if space permits in center) (See appendices for picture)

### **INVITATION TO EXPLORE**

In Month Three: Supply a collection of pots, pans and buckets. Pose the following question: How can we change these materials into musical instruments?

### **FAMILY AND COMMUNITY ENGAGEMENT**

In Month Two: Invite families to share some of the songs they sang or played for their child when they were a baby. Encourage them to think about songs the child likes now that they are older and music the adults in their families enjoy. If desired, families can share some of the songs they sang or played for their child when s/he was a baby with the class. To share songs or music, families could share a recording with the teacher, send a link to a song, write down the lyrics and send to the classroom, or come in and sing, if schedules permit.

*PQS 3.1 Capacity Building: Primary Teacher*

# Computer/Technology

(if desired)

*"We want children to feel confident, excited and eager to play, explore and learn as they interact with technology."*

*Chip Donahue*

**IN THIS CENTER, children will likely** enjoy exploring how to use computers and other electronic devices. Most electronic content requires the ability to make meaning from images and symbols so the capability to symbolize is an important precursor to successful electronic play. Children may also be curious about using technology as a research tool to learn about concepts and answer questions.

### QUESTIONS AND STATEMENTS TO SUPPORT LEARNING:

- What do we already know? What do we need to research?
- What do you think?
- I see \_\_\_\_\_. What do you notice?

### Notes:

- *Content should be free of product placement/advertising.*
- *Children are not to use computers or other devices with screens more than 15 minutes per day, with a maximum of 30 minutes per week. Exceptions to this limit may be made for children with disabilities who require assistive computer technology as outlined in their Individualized Education Program (IEP).*
- *Prescreen materials to make sure they are appropriate for children and not frightening or explicit.*
- *Do not use personal **devices** and ensure that you have signed permission before taking photographs of children.*

### MATERIALS

- Computer, tablet and/or other devices
- Headphones

### PLANNING

**OBSERVE:** *What do I notice children doing/saying in this center?*

**ANALYZE:** *How do my observations link to skills that children are developing and align with the ELOF goals?*

Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.

Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).

*What other ELOF goals do these observations support?*

**INFORM PRACTICE:** *What are my next steps in response to children's skills and interests?*

### **INVITATION TO EXPLORE**

In Month Two: Plant seeds with the children and invite them to use a camera to take pictures of them periodically as the seeds begin to grow. Print the pictures and display them in the classroom. Later, after the seeds have begun to grow, pose the following question: What do you notice about these pictures?

### **FAMILY AND COMMUNITY ENGAGEMENT**

In Month Two: Encourage families to think about things that grow and use an internet search engine to learn more about how a specific object grows. They might choose to research something that interests them or something the class is studying. For example, a family might research how a plant or specific type of animal grows. Families who do not have access to the internet can visit a library, or use a classroom computer to do this activity together.

*PQS 3.1 Capacity Building: Primary Teacher*

## VI. Suggested Texts

Books are essential to a well-planned unit and ground the learning experiences for children. Books can be incorporated throughout the room and enhance children’s learning through play. Use a variety of methods to engage children with books throughout the day. Engage children in small and large group read alouds and make connections to children’s classroom and home experiences. Support children in referencing books to gather information and explore new ideas. Keep children’s attention spans in mind when selecting books to use with three-year-olds and remember they may only be able to engage with books for short periods. If children lose interest in a book or read aloud, move on to another activity.

The books suggested in this section compliment the Essential and Focus Questions and help children develop a deeper understanding of the Exploration. Not only can these books be read aloud both formally and informally, but children should also be able to access and read these books on their own. Allowing children access to classroom books encourages children to display emergent reading behaviors.

The following list is not exhaustive and can be supplemented by similar books or other books that are relevant to the classroom needs and interests. In addition to the books on this list, children should have access to other books such as books from the Exploration Master Book List. Be sure to include a

variety of book types (fantasy, factual information, stories about people, animals, and nature/science as well as books that reflect different cultures and abilities). Rotate classroom books according to children’s interests and needs as you move through each part of the Exploration.

### Multiple Reads

When you have a text that draws the interest of the children in your class, consider one or more of the following techniques for reading the book multiple times to extend children's thinking:

- Take a "picture walk" through the book the first time you read it by just showing the pictures and asking the children what they see and what they think the book is about.
- Consider reading the book once without pausing so that children hear the cadence of the words and hear the story in its entirety.
- Preview or review texts or parts of texts (particularly vocabulary) for children who need additional language or learning support.
- Model skills readers use to gain greater understanding of content by thinking aloud about the meaning of a word in context or drawing a conclusion based on prior knowledge.
- Ask children to make predictions based on what they know so far and ask them to explain their thinking.

- Write down and post children’s responses to questions with more than one possible answer.
- Pause throughout the book and ask children to share a new word or idea they heard and explain it using familiar words or contexts.
- Invite children to make connections between the book and their own life experiences as well as classroom experiences.
- Brainstorm potential solutions to a problem a character might be facing.
- Ask children what the character could do differently or ask them what they might do if they were in the place of the main character.
- As children become more familiar with the story or information, use this as the beginning of extension activities such as acting out a story, painting or drawing something inspired by the text, or creating puppet shows.

### Extensions

As children are ready, consider the following:

- Compare and contrast books with similar content, themes or structures.
- As the book becomes familiar to the children, ask for volunteers to "read" it to you or small groups of children, letting them describe the pictures and the story in their own words.

## Suggested Texts for Read Alouds

Care	Grow	Change
<p><b><i>Hands Say Love</i></b> by George Shannon: Hands touch, hold and hug. Hands feed, give and share. Hands create, mend and heal. Hands say love!</p> <p><b><i>Oonga Boonga</i></b> by Frieda Wishinsky: A brother has just the right touch when it comes to making his baby sister stop crying.</p> <p><b><i>Please, Baby Please</i></b> by Spike Lee and Tonya Lewis Lee: A behind the scenes look at the chills, spills and thrills of bringing up baby.</p> <p><b><i>*Safe in a Storm</i></b> by Stephen Swinburne: No matter how loud the storm rumbles, next to their mothers the baby animals are able to let go of their fears and fall asleep.</p> <p><b><i>Strictly No Elephants</i></b> by Lisa Mantchev: The Pet Club does not understand that pets come in all shapes and sizes, just like friends. A boy and his tiny pet elephant show what it means to be a true friend.</p> <p><b><i>The One Day House</i></b> by Julia Durango: Wilson dreams of all the ways he can help improve his friend Gigi's house so that she'll be warm, comfortable and happy.</p> <p><b><i>The Pigeon Needs a Bath!</i></b> by Mo Willems: The pigeon really needs a bath but he's not so sure about that.</p>	<p><b><i>Anywhere Farm</i></b> by Phyllis Root: Almost anywhere can be turned into a home for green, growing things.</p> <p><b><i>A Book of Babies</i></b> by Il Sung Na: Travel with the curious duck and visit babies around the world on their very first day of life.</p> <p><b><i>I Can Do It Myself</i></b> by Stephen Krensky: This book celebrates the feats of growing out of babyhood and starting to embrace the world on your own terms.</p> <p><b><i>Little Gorilla</i></b> by Ruth Bornstein: Everyone in the jungle loves little gorilla.</p> <p><b><i>Little Humans</i></b> by Brandon Stanton: Little humans are helpful and playful, friendly and loving, flexible and resourceful, and growing bigger each day!</p> <p><b><i>Pouch</i></b> by David Ezra Stein: Joey wants to go exploring but he's not quite sure he's ready to leave mama's safe, warm pouch.</p> <p><b><i>The Importance of Being Three</i></b> by Lindsay Ward: All the best things come is threes!</p> <p><b><i>Wake up!</i></b> by Helen Frost: Come out and explore all the new life just outside the door.</p>	<p><b><i>Hooray for Hat!</i></b> by Brian Won: Elephant wakes up grumpy- until ding, dong! What's in the surprise box at the front door?</p> <p><b><i>I Wrote You a Note</i></b> by Lizi Boyd: Follow a note on an unexpected journey full of changes.</p> <p><b><i>Llama Llama Mad at Mama</i></b> by Anna Dewdney: Mama is too busy to notice that Llama Llama is getting mad. Before he knows it, he is having a tantrum!</p> <p><b><i>Places to Be</i></b> by Mac Barnett: We have so many places to be! Places to be loud, lovely, scared, and jubilant.</p> <p><b><i>Shapes at Play</i></b> by Silvia Borando: Meet the red triangles, the yellow squares, and the blue circles, who have a great idea for a game.</p> <p><b><i>The Goodbye Book</i></b> by Todd Parr: A story about saying goodbye that touches upon the host of emotions children experience.</p> <p><b><i>What To Do With a Box</i></b> by Jane Yolen: If you give a child a box, who can tell what will happen next?</p>

## Suggested Texts for Learning Centers

These books align with Exploration content and match themes or ideas children may explore in Learning Centers. They are a combination of literary and informational texts that children may enjoy using independently, with a teacher or a small group of children. Display these books in the Learning Center listed here and allow children to use these books in their play.

*\*Books with an asterisk are also available in languages other than English*

<b>Blocks/Construction</b>	<i>This House, Once</i> by Deborah Freedman
<b>Dramatic Play</b>	* <i>Everywhere Babies</i> by Susan Meyers
<b>Art</b>	<i>Egg</i> by Kevin Henkes
<b>Science/Discovery</b>	<i>Wake Up!</i> by Helen Frost
<b>Toys and Games/Math Manipulatives</b>	<i>Ten Tiny Babies</i> by Karen Katz
<b>Sand and Water/Sensory</b>	<i>Beep Beep, Vroom Vroom!</i> by Stuart J. Murphy
<b>Outdoors/Playground/Gross Motor</b>	* <i>Day and Night</i> by Robin Nelson
<b>Writing</b>	<i>A Line Can Be</i> by Laura Ljungkvist
<b>Music and Movement</b>	<i>Music Is...</i> by Brandon Stosuy

## VII. Inquiry and Critical Thinking Questions for Texts

Critical thinking skills are foundational to learning and educational success.

These questions are based on Webb’s Depth of Knowledge Wheel<sup>1</sup>, which provides a vocabulary and critical thinking frame of reference when thinking about our children and how they engage with Exploration content.

Re-read suggested texts throughout the Exploration, starting with questions at the beginning of the list, and adding more complex questions as children are ready.

**Anywhere Farm** by Phyllis Root

*Goal P-SCI 4. Child asks a question, gathers information, and makes predictions*

There is a lot of information in this book about what a plant needs in order to grow. What are some of these things?

Plants grow from seeds. What do you know about seeds?

I am curious about the plants you see on your way to 3-K. Tell me about the trees you see near 3-K or where you live.

**A Book of Babies** by Il Sung Na

*Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.*

This book tells us about many different ways animals carry their babies. What are some of the ways animals carry their babies?

What are some ways that people carry babies?

Does anyone carry you? How do they carry you? How do you feel about being carried?

**Hands Say Love** by George Shannon

*Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.*

This book talks about the things people can do with their hands to show they care. What are some of the things the people in this book do to care for each other?

Remember when the big child was helping the little child? Have you ever helped someone smaller than you? What did you do to help?

An adult in this book gives a hug to a child who was feeling sad. What else can we do to help people when they feel sad?

**Hooray for Hat!** By Brian Won

*Goal P-SE 7. Child expresses care and concern towards others.*

How did elephant feel at the beginning of the book? How did he feel at the end?

When elephant and the other animals were grumpy, what made them feel better?

When you are grumpy, what are some things that make you feel better?

**I Can Do It Myself** by Stephen Krensky

*Goal P-ATL 10. Child demonstrates initiative and independence.*

The girl in this book does a lot of things to care for herself. What are some of the things the girl does?

Do you do any of these same things to take care of yourself? What are some of the things you do?

How does the girl in this book feel about being able to dress herself? How do you feel when you do things by yourself?

<sup>1</sup> <http://schools.nyc.gov/NR/rdonlyres/522E69CC-02E3-4871-BC48-BB575AA49E27/o/WebbsDOK.pdf>

***I Wrote You a Note*** by Lizi Boyd

*Goal P-ATL 13. Child uses imagination in play and interactions with others.*

What happened to the note the girl wrote for her friend?

What did the turtle do with the note? What about the squirrel? What about the mouse?

The animals did many different things with the note. Which one do you like best? Why?

***Little Humans*** by Brandon Stanton

*Goal P-SE 10. Child expresses confidence in own skills and positive feelings of self.*

What are some of the things the little humans in this book can do?

What are some of the things the little humans in this book need?

What are some things you can do?

***Little Gorilla*** by Ruth Bornstein

*Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.*

Who loved little gorilla?

How did the animals show little gorilla they love and care for him?

Who do you love? What do you do to show \_\_\_\_\_ you love him/her?

***Llama Llama Mad at Mama*** by Anna Dewdney

*Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.*

Why did Llama Llama get mad at mama?

What did Llama Llama do when he got mad at mama?

How did mama help Llama Llama feel better when he got mad? What are some things that make you feel better when you get mad?

***Oonga Boonga*** by Frieda Wishinsky

*Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.*

Who tried to make baby Louise feel better?

Who helped baby Louise stop crying?

Daniel was very good at taking care of Louise, making her feel better, and stop crying. What are some things you do very well?

***Places to Be*** by Mac Barnett

*Goal P-SE 8. Child manages emotions with increasing independence.*

What are some of the places the bear had to be?

The bears were happy when they were playing outside. What are some things that make you happy?

The bears sat on a bench when they were mad. Why do you think the bears were mad?

What things make you mad? What are some things you can do when you are mad?

***Please, Baby Please*** by Spike Lee and Tonya Lewis Lee

*Goal P-LIT 5. Child asks and answers questions about a book that is read aloud.*

This book is about how adults care for a baby or young child. What are some of the things the adults do to care for the baby?

Do your grown-ups ever ask you to do some of the things we saw in the book? Which ones? What are some of the other things your grown-ups ask you to do?

The baby looks really mad when the adult says it is time to go home. Sometimes we have different ideas than the people who take care of us. Can you think of a time when someone who was taking care of you wanted you to do something you didn't want to do? How did that make you feel?

***Pouch*** by David Ezra Stein

*Goal P-SE 8. Child manages emotions with increasing independence.*

How did Joey feel when he met the bee, rabbit and bird?

How do you think Joey felt when he was in his mom's pouch? Why?

How did Joey feel when he met the other kangaroo? Have you ever felt \_\_\_\_\_? What did you do when you felt \_\_\_\_\_?

**Safe in a Storm** by Stephen Swinburne

*Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.*

What are some of the things the animals in this book do to care for themselves during a storm?

Animals have fur and skin that helps their bodies stay warm and dry when the weather is cold and wet. What are some things that people can use to care for their bodies when it is cold or rainy?

This book is about staying safe in a storm. Let's think about some other types of weather. What do you do to take care of your body when it is really hot outside? What about when it is really sunny?

**Shapes at Play** by Silvia Borando

*Goal P-MATH 9. Child identifies, describes, compares and composes, shapes.*

What shapes did you see in this book?

What shape did the little triangles build? What shape did the little squares build?

The shapes in this book worked together to make a picture, then rearranged to make another picture. What were some of the pictures the shapes made?

What could you build with little circles? What could you build with other shapes?

**Strictly No Elephants** by Lisa Mantchev

*Goal P-SE 7. Child expresses care and concern toward others.*

How do you think the boy and his elephant felt when they were not able to go to pet club?

Why did the boy with the pet elephant and the girl with the pet skunk start their own pet club in the park?

Who was invited to the pet club in the park?

Why was it a good idea to start a pet club in the park?

**The Goodbye Book** by Todd Parr

*Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.*

In this book there are many feelings people might feel when they say goodbye. What are some of those feelings?

Sometimes saying goodbye is really hard. Sometimes saying goodbye is easy. Will you tell me about a time when you said a hard goodbye or an easy goodbye?

We are getting ready to say goodbye to our 3-K class. What are some of the things you will remember about our class?

**The Importance of Being Three** by Lindsay Ward

*Goal P-Math 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.*

How many friends are in this book?

Besides the three friends, there are many other threes in this book too. There are many groups of three objects. Can you find some groups of threes?

The number three is written many times in this book. Can you find some number threes?

Some of you are three now, and some of you were three not too long ago because you just turned four. You are all growing and getting bigger. What do you think is best about being three?

**The One Day House** by Julia Durango

*Goal P-SE 7. Child expresses care and concern toward others.*

Wilson cares about Gigi and wants to help fix her house because it needs some repairs. What are some of the things Wilson wants to do?

Think about the people in your life. What are some of the things they do to take care of you?

Do you ever help take care of other people? What are some things you do to take care of other people?

***The Pigeon Needs a Bath!*** by Mo Willems

*Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.*

Why did the pigeon need to take a bath?

At the beginning of the book the pigeon did not want to take a bath. What happened at the end of the book?

Why is it important to wash your hands and keep your body clean?

***Wake Up!*** By Helen Frost

*Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).*

Think about what we read in this book, which animal did we see that grows in an egg?

This book talks about many different things that change when the season changes from winter to spring. What types of things change between winter and spring? Does anything grow? What things?

Animals get bigger and bigger and so do you! In this book, the bird grows too big to fit into the egg. What are some of the ways you are growing?

***What To Do With a Box*** by Jane Yolen

*Goal P-ATL 13. Child uses imagination in play and Interactions with others.*

What are some things they did with the box in this story?

How can you turn a box into something different?

What are some things you might like to do with a box?

## VIII. Weekly Planning Template

On the following pages, you will find a Weekly Planning Template. Young children thrive on consistent routine and a daily schedule should be implemented. Use the information included in this Exploration to create detailed weekly plans for each focus topic. Plans should reflect individual schedules, the children’s interests as well as children and families’ needs, program context, etc. Additional Weekly Planning Templates can be found on the NYC DOE InfoHub.

EXPLORATION WEEKLY PLAN					
Exploration:					
Essential Question:			Month:		
Focus Area:			Week:		
Weekly Focus Area:			Room:		
	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Routine (20 minutes)	<ul style="list-style-type: none"> <li>• Help children and families feel welcome by greeting everyone by name.</li> <li>• Support children as they engage in arrival routines by using step-by-step directions (i.e. put belongings away, mark themselves as present on the attendance chart, wash hands).</li> <li>• Consider designating one teaching team member to greet children and another to support children as they engage in arrival activities/breakfast.</li> </ul>				
	Greeter:	Greeter:	Greeter:	Greeter:	Greeter:
	Arrival Activities:	Arrival Activities:	Arrival Activities:	Arrival Activities:	Arrival Activities:
	Breakfast/Activity Support:	Breakfast/Activity Support:	Breakfast/Activity Support:	Breakfast/Activity Support:	Breakfast/Activity Support:
Large Group Exploration					



	Monday	Tuesday	Wednesday	Thursday	Friday
The following centers should be available during center time:	<p><b>*Materials to highlight each day:</b></p> <p style="text-align: right;">*Note, children should also be able to explore other materials in each center per their own interests and needs.</p>				
Blocks/Construction (page 33)					
Dramatic Play (page 35)					
Art (page 37)					
Science/Discovery (page 40)					
Toys and Games/Math Manipulatives (page 42)					
Sand and Water/Sensory (page 45)					
Library (page 47)					
Cooking and Mixing (as needed, page 49)					
Writing (page 53)					
Music and Movement (page 55)					
Computers/Technology (page 57)					
Clean-Up/Handwashing (10 minutes)	<ul style="list-style-type: none"> <li>To help create a smooth transition, give children advance notice before the transition occurs.</li> <li>Five minutes before the end of Center Time prepare children with an indicator (song, bell, etc.).</li> <li>Use a consistent indicator before each clean up.</li> <li>Some children may need extra support preparing for this transition.</li> <li>Consider designating one teaching team member to support with clean up and another to begin the handwashing process.</li> </ul>				
Family Style	<p>While sitting for family style meals, consider:</p> <ul style="list-style-type: none"> <li>Reflecting on the procedures for preparing to eat lunch.</li> </ul>				





## IX. Documenting Learning

Capturing the learning that occurs every day in an early childhood classroom is an important piece of authentic assessment and high quality instruction. Documenting this learning and making it visible can be a helpful way to share and connect with children, families, and other program stakeholders. Documenting provides an opportunity to highlight what children are saying and doing, what they do well, as well as their specific feelings, interests, and insights. Looking at a collection of documentation over time demonstrates how children have practiced skills, and highlights how learning has developed. Additionally, when documentation is displayed at children’s eye level, children can review and reflect on their learning themselves which can be motivating and spark further learning.

When learning is displayed in the classroom all displays should:

- Be posted at children’s eye level
- Depict authentic learning experiences
- Include evidence of children’s learning
- Align to children’s interests and current classroom studies
- Vary according to children’s abilities

Determining how to capture and display evidence of active, play-based learning can be challenging. In Explorations, teaching teams are encouraged to use **photos, observation notes, learning stories** (see Exploration Three: Our Impact), and the **Explorations Documentation Template** below (see Section X Appendices for a blank copy) to document learning. This template can be completed by teaching staff and displayed to document authentic learning experiences. Examples of how this template has been used to document learning can be found on the following pages.

<p><b>Explorations Documentation Template</b></p>	<p>Picture (optional)</p>
<p>Child: Talise</p>	
<p>Date: 4/7</p>	
<p>When and Where: <i>Centers (Cooking and Mixing)</i></p>	
<p>ELOF Standard(s): <i>Goal P-MATH 3. Child understands the relationship between numbers and quantities.</i></p>	
<p>Link to Authentic Assessment Systems: WSS: P3 III.B.1. Shows interest in counting TSG: 20: Uses number concepts and operations COR: S: Number and counting</p>	
<p>Observation Notes: (What the child did and said) <i>Talise made a playdough cake for her sister's birthday. She said she wanted to make a cake to take care of her sister. She said, "I put six candles on the cake because T'nya is 6!"</i></p>	

<p><b>Explorations Documentation Template</b></p>	<p>Picture (optional)</p>
<p>Child: Rony</p>	
<p>Date: 5/21</p>	
<p>When and Where: <i>Centers (Science)</i></p>	
<p>ELOF Standard(s): <i>Goal P-SCI.2. Child engages in scientific talk.</i></p>	
<p>Link to Authentic Assessment Systems: WSS: P3 IV.A.4. Communicates experiences, observations, and ideas with others through conversations, representations and/or behaviors TSG: 24: Uses scientific inquiry skills COR: DD: Natural and physical world</p>	
<p>Observation Notes: (What the child did and said) <i>As Rony watered the plants in science he sang, "Plants need water, plants need light."</i></p>	

<p><b>Explorations Documentation Template</b></p>	<p>Picture (optional)</p>
<p>Child: Arza</p>	
<p>Date: 6/14</p>	
<p>When and Where: Arrival activities</p>	
<p>ELOF Standard(s): Goal P-SCI.1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p>	
<p>Link to Authentic Assessment Systems: WSS: P3 IV.B.1. Explore the properties of objects and materials and how they change TSG: 24: Uses scientific inquiry skills COR: CC: Experimenting, predicting, and drawing conclusions</p>	
<p>Observation Notes: (What the child did and said) Arza chose to play with clay at arrival this morning. She noted that the clay she played with yesterday was hard. She said, "Hey! It changed! First it was mushy, now it's hard. Will this clay be hard tomorrow, too?"</p>	

# X. Supporting Resources

## Teacher Texts

*Big Questions for Young Minds: Extending Children's Thinking* by Janis Strasser & Lisa Murson Bresson

*Spotlight on Young Children: Social and Emotional Development* by Rossella Procopio & Holly Bohart

*Anti-Bias Education for Young Children and Ourselves* by Julie Olsen Edwards & Louise Derman-Sparks

*Expressing Creativity in Preschool* by Editors of TYC

*The Developing Brain: Birth to Age Eight* by Marilee B. Sprenger

## Teacher Websites

Safe Horizon:

[www.safehorizon.org](http://www.safehorizon.org)

Think Babies:

[www.thinkbabies.org](http://www.thinkbabies.org)

National Center for Children in Poverty:

[www.nccp.org](http://www.nccp.org)

NAEYC Learning Stories:

<https://www.naeyc.org/resources/pubs/tyc/dec2016/learning-stories>

## Music: Songs, Rhymes and Finger Plays with Lyrics

These are common preschool songs sung by teachers throughout New York City and the world. Where possible, tunes and lyrics are included. If you don't know the tune, you can make one up that works for you or chant the words to a beat.

Disclaimer: the lyrics provided are only for use by classroom teachers and are provided for the specific non-profit educational purpose of supporting interdisciplinary learning in your classroom.

Whenever possible, add movements or motions to the songs to encourage engagement and support learning.

### This is the Way We Say Hello

This is the way we say hello,

Say hello,

Say hello.

This is the way we say hello,

So early in the morning.

*To the tune of Here We go Round the Mulberry Bush*

### Hi There!

Hi there! We're so glad you're here!

Hi there! We're so glad you're here!

Hi there! We're so glad you're here!

Stand up,  
Turn around,  
And give a little cheer!

### Say Hello

Say hello,

Say hello,

Say hello and how are you?

I'm fantastic,  
I'm terrific,  
I'm so glad you're here today!

### How Do You Do, Kangaroo?

How do you do, kangaroo?

I'm fine, porcupine

Look at that, Mr. Cat

\_\_\_\_\_ is here today!

### Mary, Mary Quite Contrary

Mary, Mary, quite contrary,  
 How does your garden grow?  
 With silver bells, and cockle shells,  
 And pretty maids all in a row.

---

### This is the Way

This is the way we wash our face,  
 Wash our face,  
 Wash our face,  
 This is the way we wash our face,  
 To take care of our body.

This is the way we wash our hair,  
 Wash our hair,  
 Wash our hair,  
 This is the way we wash our hair,  
 To take care of our body.

This is the way we brush our teeth,  
 Brush our teeth,  
 Brush our teeth,  
 This is the way we brush our teeth,  
 To take care of our body.

*Repeat with other self-care motions and routines.*

---

### Farmer Plants a Seed

The farmer plants a seed,  
 The farmer plants a seed,  
 Hi, ho, the derry-o,  
 The farmer plants a seed.

The rain begins to fall,  
 The rain begins to fall,  
 Hi, ho the derry-o,  
 The rain begins to fall.

The sun begins to shine,  
 The sun begins to shine,  
 Hi, ho the derry-o,  
 The sun begins to shine.

The plant begins to grow,  
 The plant begins to grow,  
 Hi, ho the derry-o,  
 The plant begins to grow.

---

### I am Growing

I am growing, I am growing  
 Big and tall, big and tall  
 Getting even bigger,  
 Getting even smarter,  
 Watch me go! Watch me go!

---

### Getting Smarter

I am quickly getting smarter  
 1,2,3,4,5,6, Switch!  
 Smarter getting quickly am I  
 6, 5, 4, 3, 2,1, Switch!

*Repeat*

---

### Wiggle!

We're gonna stomp, stomp, stomp our feet,  
 We're gonna clap, clap, clap our hands,  
 We're gonna flap, flap, flap our knees,  
 We're gonna wiggle around all over!

*Repeat with other movements and body parts*

---

### We Are

We are walking, walking, walking,  
 We are walking, walking, walking,  
 Now we stop.

We are jumping, jumping, jumping,  
 We are jumping, jumping, jumping,  
 We are jumping, jumping, jumping,  
 Now we stop.

*Repeat with other movements*

## Music: Song, Rhyme and Finger Play Titles

Apples and Bananas

BINGO

Five Little Monkeys Jumping on the Bed

Garden Song

If You're Happy and You Know It

I Wonder if I'm Growing

Mr. Golden Sun

Oats, Peas, Beans and Barley Grow

The Ants Go Marching

Where is Thumbkin?

The Ants Go Marching

Clean-O

## XI. Appendices

### Appendix A: Learning Stories

Learning Stories are a powerful way to document, personalize and share the learning that occurs in early childhood classrooms. Written by teachers, to children, Learning Stories narrate specific learning experiences that children have had. In Learning Stories, teachers capture a moment and the subsequent learning, and write it down in story format. Learning Stories provide an opportunity for teachers to highlight children’s strengths, discoveries, and enthusiasm for learning.

How to Create a Learning Story:

1. After observing a specific child engaged in an authentic learning activity, write a narrative description about what the child said and did. Add thoughts about what the child learned.
2. Share the story with the child. Listen to their feedback and reflect on their thoughts.
3. Consider how to support further learning in this area. Add a description of next steps and how this will support further growth and learning in this domain for the child.
4. Share the story with the child’s family, and encourage them to share their feedback on the story as well. They may want to add a note about how the story made them feel or celebrate the learning that occurred and return it to school, or they may prefer to keep it at home. Consider making two copies of the story; one for the classroom and one for the family to keep.

There are many benefits to using Learning Stories in early childhood classrooms. They help teachers connect authentic activities to learning outcomes and support children in understanding their active role in learning through exploration and play. They also provide an opportunity for teachers to share how much they value children and families. In sharing learning stories with families, teachers offer a window into children’s school experiences that can spark conversations not just between teachers and families, but between children and families as well. Additionally, they may spark ideas for families about how they can connect children’s experiences at school with their lives outside of the classroom.

See Section X for links to more information on Learning Stories.

## Appendix B: Recipes

### Window paint

Ingredients:

1 cup dish soap

½ cup cornstarch

A few drops food coloring

Directions:

Mix dish soap and cornstarch together in a bowl until combined

Add food coloring and mix well

### Fluffy Slime

Ingredients:

1 tbsp borax

1 cup and ½ cup hot water

2 tbsp contact solution

5 cups shaving cream

1 cup school glue

A few drops of food coloring

Directions:

Mix borax into hot water and set aside (be mindful of safety when using hot water and consider doing this step away from children)

In a separate bowl, mix 1 cup glue and ½ cup water

Add shaving cream to glue/water solution and mix gently

Add contact solution

Add borax/water solution, 1 tbsp at a time, mixing after each addition

Add food coloring and mix

Mix until slime no longer sticks to sides of bowl

## Melting Dough

### Ingredients:

½ cup baking soda

½ cup cornstarch

Washable paint

Vinegar

### Directions:

Mix baking soda and cornstarch together in a bowl

Gradually add paint and mix until dough is moldable but sticky

When dough is pretty well mixed, wash hands and finish mixing with clean, dry hands

Note: Dough will melt in children's hands as they play with it

Consider adding a spray or a few drops of vinegar to the dough to make it pop and bubble

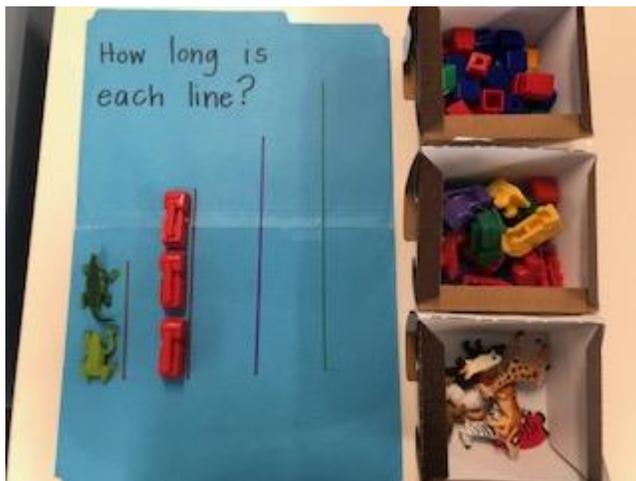
## Appendix C: Learning Center Picture Samples



Art Center: Cardboard Shapes for Building



Toys and Games/Math Manipulatives: Pinecones and Rubber bands



Toys and Games/Math Manipulatives: Lines for Measuring



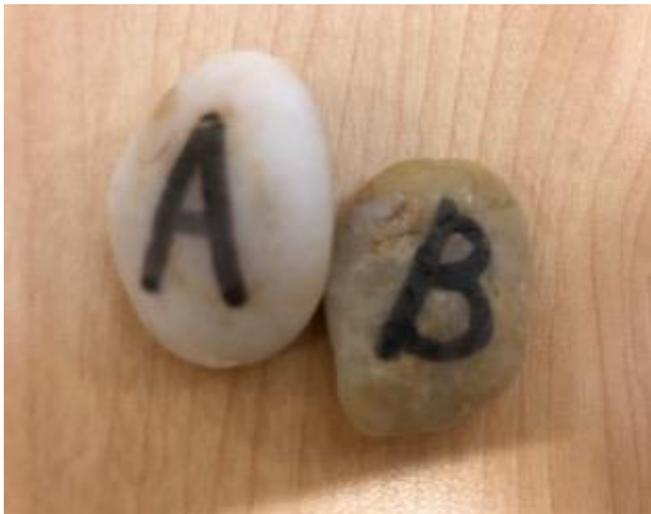
Toy and Games/Math Manipulatives: Tinker Tray



Outdoors/Playground/Gross Motor: Sound Exploration Stand



Outdoors/Playground/Gross Motor: Mud Kitchen



Writing Center: Rock Letters



Music and Movement: Movement Cube

## Appendix D: Spanish Songs

English	Spanish
<p><b><i>Good Morning Song (To the tune of Frere Jacques)</i></b></p> <p>Good Moring, good morning,            How are you? How are you?            Very well I thank you, very well I thank you,            How about you? How about you?</p>	<p><b><i>Canción de la mañāna</i></b></p> <p>Buenos días, Buenos días,            ¿Cómo estás? ¿Cómo estás?            Muy bien gracias, muy bien gracias,            ¿Y usted? ¿Y usted?</p>
<p><b><i>The Itsy Bitsy Spider</i></b></p> <p>The itsy bitsy spider, went up the water spout,            Down came the rain, and washed the spider out.            Out came the sun, which dried up all the rain,            And the isty bitsy spider went up the spout again.</p>	<p><b><i>La araña pequeñita</i></b></p> <p>La araña pequeñita, subió, subió, subió,            Vino la lluvia y se la llevó.            Salió el sol y todo lo secó,            Y la araña pequeñita subió, subió, subió.</p>
<p><b><i>The Baby Chicks</i></b></p> <p>Baby chicks are singing, “pio, pio, pio,”            Mama we are hungry, mama we are cold.            Mama looks for wheat, mama looks for corn,            Mamma feeds them dinner, mamma keeps them warm.            Under mamma’s wings sleeping in the hay.            Baby chicks all huddle, until the next day.</p>	<p><b><i>Los Pollitos</i></b></p> <p>Los pollitos dicen: “pío, pío, pío,”            Cuando tienen hambre, cuando tienen frío.            La gallina busca el maíz y el trigo, les presta abrigo.            Bajo sus dos alas, acurrucaditos, duermen los pollitos,            Hasta el otro día.</p>

## Appendix E: Spanish Vocabulary Translations

Month One Focus Area: Care - Cuidar		Month Two Focus Area: Grow - Crecer		Month Three Focus Area: Change - Cambiar	
Aid	Ayuda, Asistencia	Add	Añadir	Adjust	Ajustar
Action	Acción	Adult	Adulto	Alter	Alterar
Appear	Aparecer	Baby	Bebé	Bake	Hornear
Attitude	Actitud	Bud	El brote	Break	Romper
Bathe	Bañarse	Child	Niño/a	Build	Construir
Broom	Escoba	Develop	Desarrollar	Change	Cambiar
Clean	Limpiar	Expand	Expandir	Compare	Comparar
Comfortable	Cómodo	Flowers	Flores	Demolition	Demolición
Cook	Cocinar	Fruit	Fruta	Destroy	Destruir
Dentist	Dentista	Grass	Césped, pasto	Different	Diferente
Doctor	Doctor/a or médico	Height	Altura	Experiment	Experimentar
Dustpan	Recogedor	Increase	Incrementar, aumentar	Form	Formar
Emergency	Emergencia	Infant	Infante	Improve	Mejorar
Emotions	Emociones	Leaves	Hojas	Large	Grande
Equipment	Equipo	Medium	Mediano	Learn	Aprender
Expression	Expresión	Roots	Raíces	Mix	Mezclar, pronosticar
Feed	Alimentar	Short	Corto/a	Modify	Modificar
Feel	Sentimiento	Size	Tamaño	Predict	Predecir
Feelings	Sentimientos	Small	Pequeño	Trade	Vender, negociar
Fix	Arreglar	Soil	Tierra	Shape	Forma
Gardener	Jardinero	Sprout	Germinar	Shrink	Encoger
Help	Ayuda	Stems	Tallos	Spread	Esparcir
Hospital	Hospital	Tall	Alto	Swap	Intercambiar
Kind	Amable, bondadoso	Teenager	Adolescente		
Leash	Correa	Tiny	Pequeño, diminuto		
Love	Amor	Toddler	Niñito/a		
Mechanic	Mecánico	Tree	Árbol		
Medicine	Medicina	Vegetable	Vegetal		
Nurse	Enfermero/a				
Office	Oficina				
Plant	Planta				
Repair	Reparar				
Respect	Respeto, respetar				
Sick	Enfermo/a				
Soap	Jabón				
Spatula	Espátula				
Sponge	Esponja				
Stethoscope	Estetoscopio				
Surgeon	Cirujano/a				
Thoughtful	Atento/a, pensativo/a				

Tools	Herramientas				
Vacuum	Aspiradora				
Veterinarian	Veterinario/a				
Wash	Lavar				
Whisk	Batir				

## Appendix F: Beyond I’m Sorry: Helping Children Develop Empathy

During their three year, children are learning to understand their own emotions, as well as to read the emotions of others. They are beginning to understand the cause and effect relationship between actions and emotions, and that their actions can have an impact on others. When conflicts arise, children are often directed to say, “I’m sorry.” Apologies can be powerful, and conflicts offer an opportunity to help children learn valuable skills. Taking an apology beyond “I’m sorry” provides a space for children to develop rich social emotional learning, empathy, and think critically. Strategies such as talking about feelings, actions, and emotional responses can be used to help build children’s emotional literacy and develop empathy. Additionally, these strategies give children a chance to see how their actions can impact others.

Try using the following phrases and strategies to help children develop their ability to see and understand emotions in themselves and others, and how their own actions might affect someone else. Choose a phrase to help the child understand the situation then suggest a strategy that teaches them how to resolve their conflict (with support).

To support children in developing empathy:	
<i>Encourage them to notice and use expressions to understand how people may be feeling...</i>	<i>And support them in finding and using an appropriate response...</i>
“(Child) looks (emotion).”	“Let’s check in with (child) and see if we can help.”
“Look at (child’s) face... I think (child) looks (emotion) because you (action).”	“What else can you do when you are feeling (emotion) and want to (action)?”
“It looks like (child) is feeling (emotion) because of (action).”	“What could we do to help (child) feel better?”
“I can see that you are feeling (emotion) because of (action).”	“Let’s figure out how to help you feel better.”
“Your face is telling me that you feel (emotion). I think you’re feeling (emotion) because of (action).”	“What do you think might make you feel better?”

For additional information on helping children develop empathy, visit <https://www.zerotothree.org/resources/5-how-to-help-your-child-develop-empathy>.

## Appendix G: Planning Form

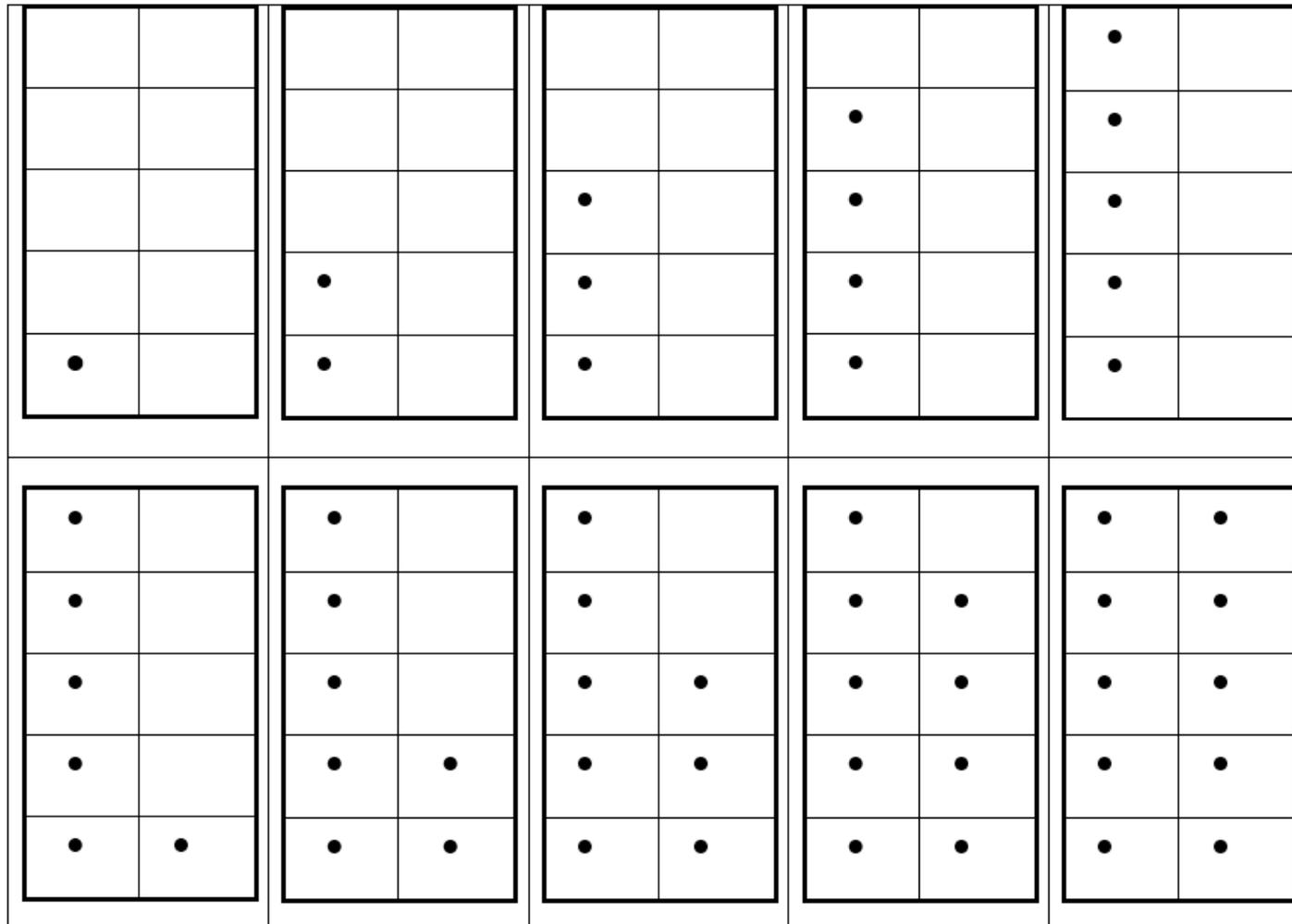
<b>PLANNING</b>	
<b>EXPLORATION:</b>	<b>LEARNING CENTER:</b>
OBSERVE: <i>What are children doing/saying in this center?</i>	
CONNECT: <i>How do my observations link to skills children are developing and align with the ELOF goals?</i>	
INFORM PRACTICE: <i>What are my next steps in response to children's skills and interests?</i>	

## Appendix H: Documentation Template

Explorations Documentation Template	Picture (optional)
Child:	
Date:	
When and Where:	
ELOF Standard(s):	
Link to Authentic Assessment Systems: WSS: TSG: COR:	
Observation Notes: (What the child did and said)	

## Appendix I: Additional Resources

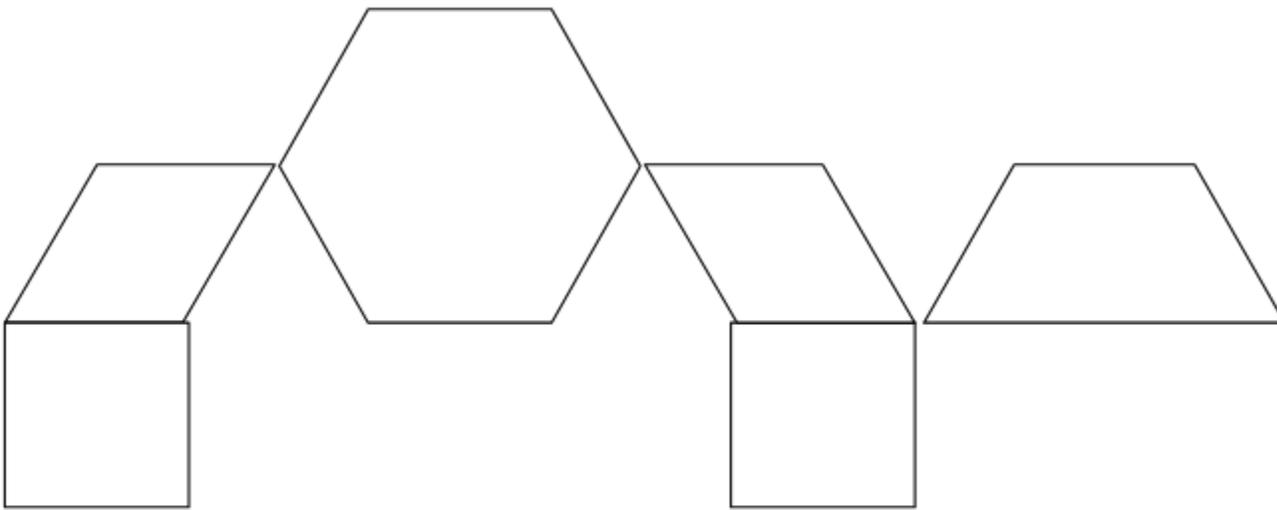
Dot Cards for exploration in the Toys and Games/Math Manipulatives Center

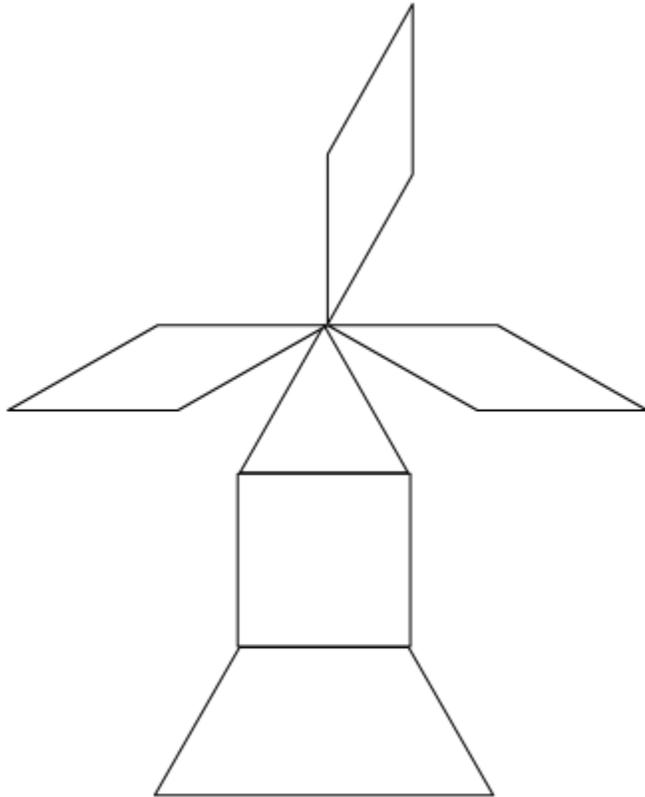


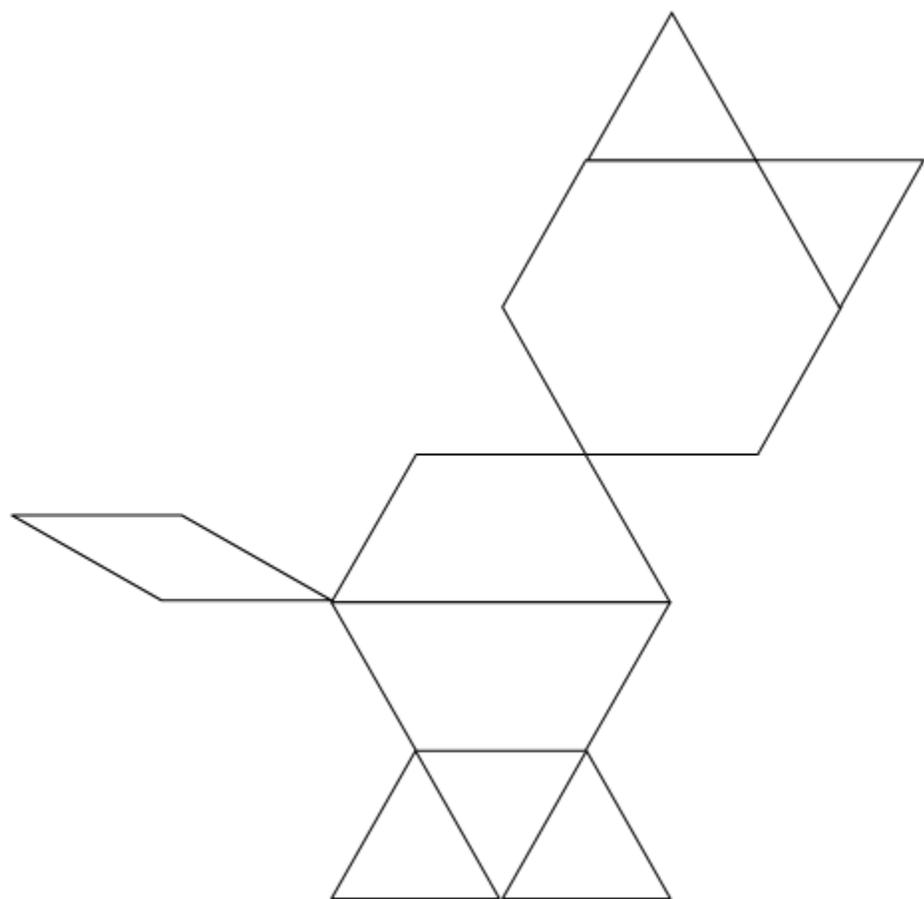
Number Cards for exploration in the Toys and Games/Math Manipulatives Center

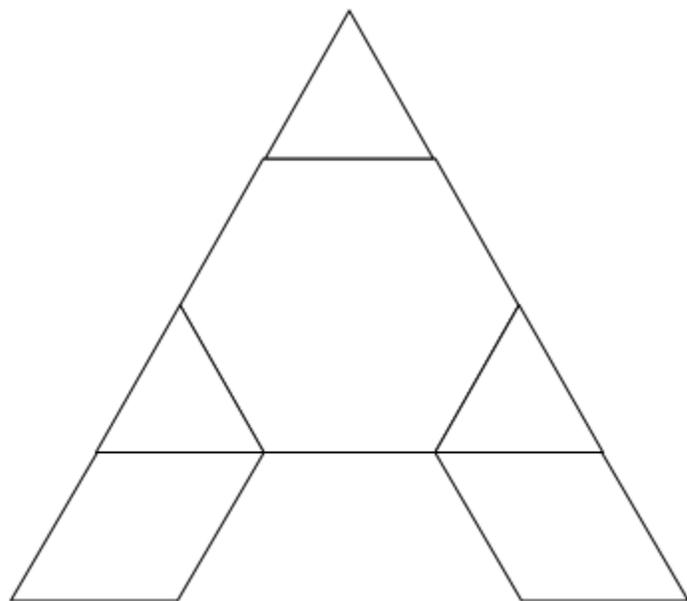
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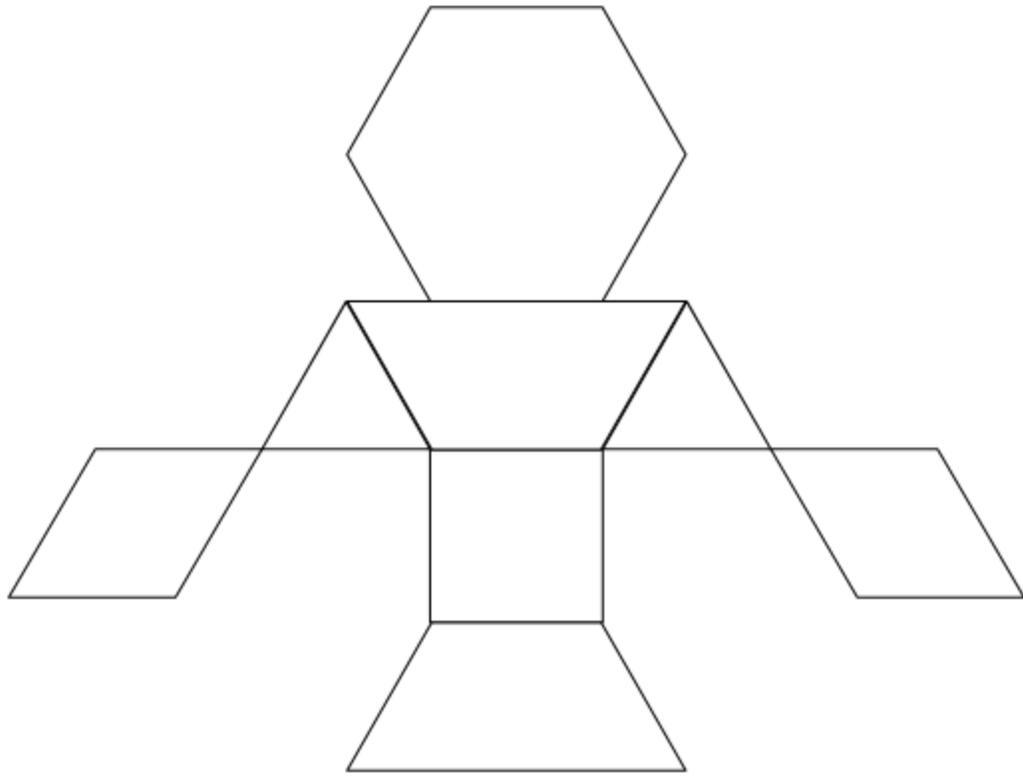
Pattern Block Templates



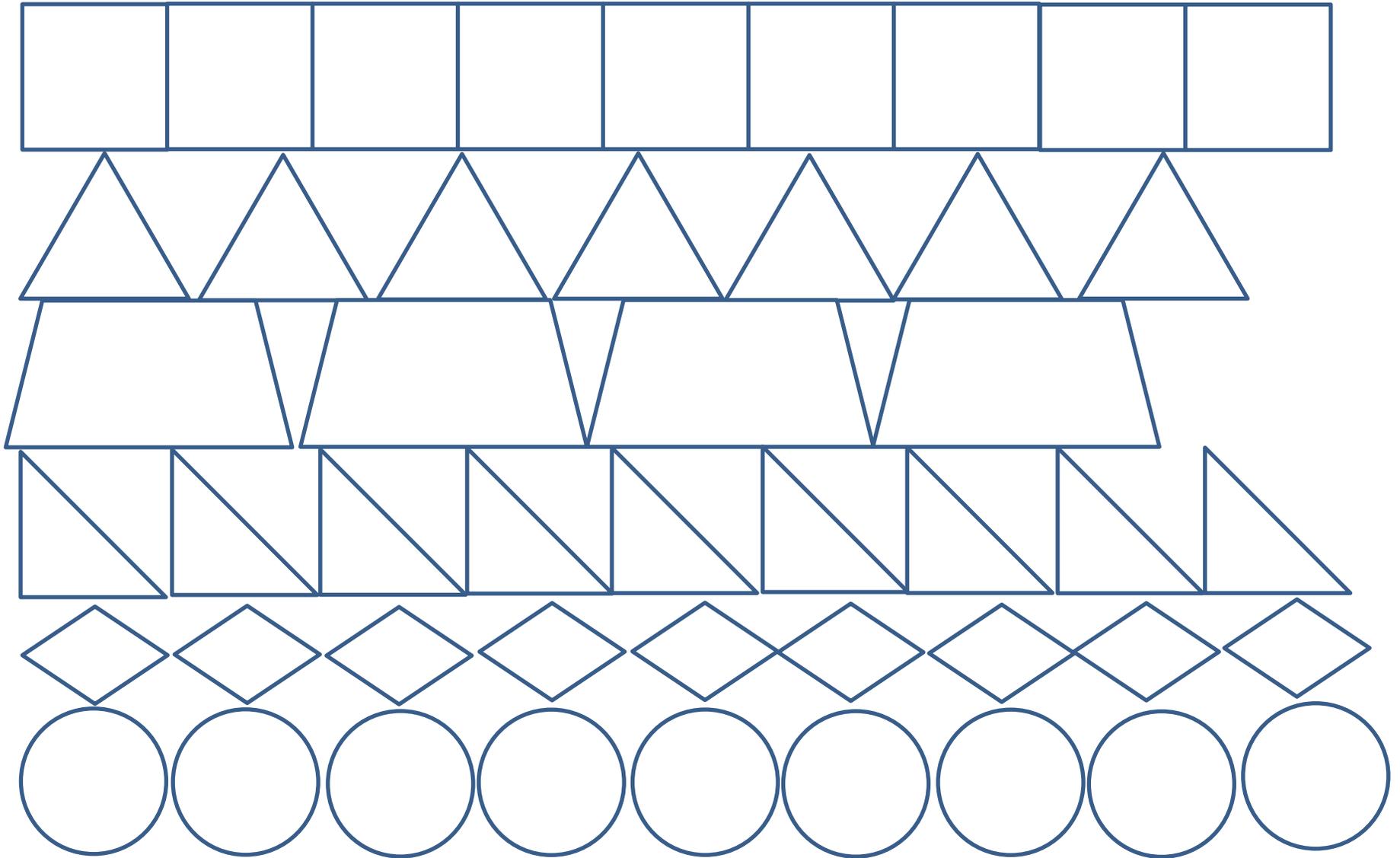








Math Invitation Shapes for Month 1: Others



## Appendix K: Master Book List

This list includes books that will likely be interesting and appropriate for children throughout the entire 3-K for All program year. It is comprised of both fiction and non-fiction texts and includes a variety of topics including fantasy, factual information, stories about people, animals and nature/science as well as books that reflect different cultures and abilities. The list is not exhaustive and may be supplemented by other texts that meet the interests and needs of your children.

To assist in planning and meeting the needs of all children, this list is organized by the Head Start *Early Learning Outcomes Framework (ELOF)* domains but most books align with multiple domains and topics. Select books to match the interests of your children and those that will likely help them grow across learning areas.

**DO NOT** place all of these books in your classroom library at once. Use a selection of these books to supplement the Suggested Texts for Read Aloud (Section VI Texts) in the classroom library. Display the books on shelves so children can easily identify and explore them independently. The classroom library should include approximately two books per child. Books should relate to current Exploration topic and be rotated periodically. This keeps the library organized and children engaged in the center over the year, with new as well as favorite books to access.

*\*Books with an asterisk are also available in languages other than English*

### Approaches to Learning

***A Line Can Be*** by Laura Ljungkvist: A single line forms different shapes that demonstrate opposites.

***Barnyard Boogie!*** by Tim McCanna: The Barnyard Band is performing today. All the musicians are coming to play!

***Don't Let the Pigeon Drive the Bus*** by Mo Willems: When a bus driver takes a break, a very unlikely volunteer springs up to take his place.

***Don't Wake Up the Tiger*** by Britta Teckentrup: Tiger is fast asleep, but – oh dear! she’s completely blocking the way. Just how will the animals get past without waking her up?

***Hands Say Love*** by George Shannon: Hands touch, hold and hug. Hands feed, give and share. Hands create, mend and heal. Hands say love!

***\*In This Book*** by Fani Marceau: An art-immersive experience featuring early concepts for young children and anyone delighted by the wonders of everyday life.

***It's a Tiger!*** by David LaRochelle: Run into (and away from) a tiger over and over again.

***Music Is...*** Brandon Stosuy: Music through our eyes and ears, transforming the sense of hearing into a visual experience.

***Places to Be*** by Mac Barnett: We have so many places to be! Places to be loud, lovely, scared, and jubilant.

***Play With Me!*** by Michelle Lee: Playtime means very different things to these two friends.

***Puddle*** by Hyewon Yum: One wet day, a little boy’s mom draws a picture of them going outside to play in the rain. They have so much fun they decide to venture out and make the most of the wet weather.

***Red Truck Book*** by Kersten Hamilton: Can Red Truck make it up the hill? He can!

***\*The Dog Book*** by Lorenzo Clerici: Inside the pages of this book, your new dog awaits...

***\*The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*** by Dan and Audrey Wood: A little mouse will do all he can to save his strawberry from the Big, Hungry Bear.

***This House, Once*** by Deborah Freedman: A thought-provoking invitation to consider where things come from and what nature provides.

***Wait*** by Antoinette Portis: As a boy and his mother move quickly through the city, they are drawn to different things.

***Watersong*** by Tim McCanna: Fox seeks shelter from a rainstorm.

*Wet* by Carey Sookocheff: Sometimes it's fun to get wet and sometimes it's not.

*What To Do With a Box* by Jane Yolen: If you give a child a box, who can tell what will happen next?

*Where is Jumper?* by Ellen Stoll Walsh: The mice can't find their friend Jumper. Where, oh where, could their sneaky pal be?

\**You Be You* by Linda Kranz: There are all kinds of fish in the deep blue sea.

## Social and Emotional Development

*And Away We Go!* by Migy: Mr. Fox is going to the moon! Away he goes in his hot air balloon. But wait! Can Elephant come too?

\**Bye-Bye Time* by Elizabeth Verdick: Being dropped off at childcare or cared for by a babysitter means saying goodbye to mom or dad- and for many toddlers bye-bye is a big deal.

\**Blocks* by Irene Dickson: Benji takes one of Ruby's blocks and in the tussle that follows they learn to share.

*Clive is a Teacher* by Jessica Spanyol: Follow Clive and his friends as they explore the many things a teacher does in a day.

\**Counting on Community* by Innosanto Nagara: Children are encouraged to recognize the value of their community.

*Egg* by Kevin Henkes: A graphic novel for preschoolers about four eggs, one big surprise and an unlikely friendship.

\**Everywhere Babies* by Susan Meyers: Every day, everywhere, babies are born. They're kissed and dressed, rocked and fed and completely adored.

*Feelings* by Sarah Jennings: Are you feeling happy, sad, excited, worried, shy, scared or grumpy? Do you know why?

\**Go Away, Big Green Monster!* by Ed Emberley: Turn the pages of this die-cut book and watch the Big Green Monster grow - then show him who is in charge!

*Grumpy Pants* by Claire Messer: Have you ever had a grumpy day and not known why?

*Hooray for Hat!* by Brian Won: Elephant wakes up grumpy- until ding, dong! What's in the surprise box at the front door?

*I am So Brave!* by Stephen Krensky: A celebration of everyday courage.

*If You're Happy and you Know It!* by Jane Cabrera: If you're happy and you know it, shout... We are!

*I'll Wait, Mr. Panda* by Steve Antony: Mr. Panda's friends are curious what he is making but only one has the patience to stick around.

*I Love You All Day Long* by Francesca Rusackas: When Owen worries about being apart from his mother, she reassures him that no matter where he is or what he does, she will love him all day long.

*In My Heart: A Book of Feelings* by Jo Witek: Happiness, sadness, bravery, anger, shyness... our hearts can feel so many feelings!

\**Little Blue Truck* by Alice Schertle

*Love is a Truck* by Amy Novesky: An ode to beloved trucks of all kinds.

*Llama Llama Mad at Mama* by Anna Dewdney: Mama is too busy to notice that Llama Llama is getting mad. Before he knows it, he is having a tantrum!

*Llama Llama Misses Mama* by Anna Dewdney: On the first day of school, Llama Llama misses mama but also learns how fun school can be.

*Making Faces: A First Book of Emotions* by Abrams Appleseed: Look at the happy baby! Can you make a happy face? Find the happy baby!

*Music Class Today!* by David Weinstone: Music class is underway but for one hesitant little music maker, it is all a bit overwhelming at first.

*My Friends* by Taro Gomi: Knowledge can come from all kinds of friends.

*Owl Babies* by Martin Waddell: When will mother owl return?

*Please, Baby Please* by Spike Lee and Tonya Lewis Lee: A behind the scenes look at the chills, spills and thrills of bringing up baby.

*Safe and Sound* by Jean Rousen: Baby animals are safe and sound with their grown-ups close by.

\**Safe in a Storm* by Stephen Swinburne: No matter how loud the storm rumbles, next to their mothers the baby animals are able to let go of their fears and fall asleep.

- Should I Share My Ice Cream?*** by Mo Willems: Gerald has a big decision to make. Will he make it in time?
- Strictly No Elephants*** by Lisa Mantchev: The Pet Club does not understand that pets come in all shapes and sizes, just like friends. A boy and his tiny pet elephant show what it means to be a true friend.
- That's Me Loving You*** by Amy Krouse Rosenthal: Wherever you are, wherever you go... That feeling you always have in your heart? That is me loving you.
- The Goodbye Book*** by Todd Parr: A story about saying goodbye that touches upon the host of emotions children experience.
- The Neighborhood Sing-Along*** by Nina Crews: Everyday children, parents, friends, brothers and sisters sing songs to one another.
- There's a Bear on my Chair*** by Ross Collins: A Bear has settled in Mouse's favorite chair and the chair just isn't big enough for two.
- The One Day House*** by Julia Durango: Wilson dreams of all the ways he can help improve his friend Gigi's house so that she'll be warm, comfortable and happy.
- The Pigeon Needs a Bath!*** by Mo Willems: The pigeon really needs a bath but he's not so sure about that.
- Thunder Boy Jr.*** by Sherman Alexie: Thunder Boy Jr. is named after his dad, but he wants a name that is all his own.
- Time to Say "Please"*** by Mo Willems: Young children try in vain to get what they want, learning along the way that it is helpful to say, "please," "thank you," "excuse me," and "I'm sorry."
- \*Waiting Is Not Easy*** by Mo Willems: Piggy has a surprise for Gerald, but he is going to have to wait for it. And wait. And wait some more...

## Language and Literacy

- Along A Long Road*** by Frank Viva: Speed off on an eventful bicycle ride along the bold yellow road that cuts through town, by the sea and through the country.
- \*Brown Bear, Brown Bear, What Do You See?*** by Bill Martin Jr: A green frog, purple cat, blue horse and yellow duck parade across the pages of this book.
- Different? Same!*** by Heather Tekavec: Take a look at several animal characteristics that highlight how there can be both differences and similarities within a group.
- Float*** by Daniel Miyares: A boy's small paper boat- and his large imagination- fill the pages of this wordless picture book.
- Green is a Chile Pepper: A Book of Colors*** by Roseanne Greenfield Thong: A cheerful color-concept book that presents a slice of Latino culture through food and fun.
- Red is a Dragon: A Book of Colors*** by Roseanne Greenfield Thong: A young girl finds a rainbow of colors in her everyday life.
- Sing with Me: Action Songs Every Child Should Know*** by Naoko Stoop: Thirteen favorite nursery songs brought to life.

## Cognition

- All the Water in the World*** by George Ella Lyon: Where does water come from and where does it go?
- A Book of Babies*** by Il Sung Na: Travel with the curious duck and visit babies around the world on their very first day of life.
- Anywhere Farm*** by Phyllis Root: Almost anywhere can be turned into a home for green, growing things.
- Best in Snow*** by April Pulley Sayre: Discover the wonderful world of snow.
- Birds*** by Kevin Henkes: A little girl observes and describes birds- their size, color, shape, the way they move, appear and disappear as well as how they are most like her.
- Dig In!*** by Cindy Jenson-Elliott: A celebration of all the things found in the dirt.
- Bugs! Bugs! Bugs!*** by Bob Barner: Ladybugs, butterflies, daddy longlegs and round roly-polies are just some of the familiar creatures included in this text for budding entomologists.
- Have You Seen My Monster?*** by Steve Light: A little girl gallivants through a fair, searching for her furry friend.

**Little Penguins** by Cynthia Rylant: As the snow begins to fall, the excited penguins pull out scarves, mittens, heavy socks and boots.

**Mama, Look!** Patricia J. Murphy: Curious baby creatures and their mamas discover the world around them.

**Max at Night** by Ed Vere: It is time to go to sleep. All Max has to do is say good night.

**Race Car Count** by Rebecca Dotlich: Race car one honks at me! He zooms in front with the turn of a key!

**Raindrops Roll** by April Pulley Sayre: Discover the wonder of rain.

**Shapes at Play** by Silvia Borando: Meet the red triangles, the yellow squares and the blue circles, who have a great idea for a game.

**Sing a Season Song** by Jane Yolen: Each season is celebrated for many different reasons, but one never fails to roll right into the next.

**Sleep Like A Tiger** by Mary Logue: Does everything in the world go to sleep?

**So Many Feet** by Nichole Mara: High feet, slow feet, fast feet, snow feet!

**Some Bugs** by Angela DiTerlizzi: A rhyming exploration of backyard bug behavior.

**Step Gently Out** by Helen Frost: Close-up photography and lyrical text implore children to look more closely at the world around them.

**Supertruck** by Stephen Savage: When the city is hit by a colossal snowstorm, only one hero can save the day.

**Ten Tiny Babies** by Karen Katz: One tiny baby starts to run. Along comes another until ten tiny babies are exhausted from the day and fast asleep in their beds.

**The First Snowfall** by Anne and Harlow Rockwell: Snow falls and falls all through the night. When morning comes, it is time for fun!

**The Littlest Family's Big Day** by Emily Winfield Martin: The littlest family moves into a new home in the woods.

**Wake up!** by Helen Frost: Come out and explore all the new life just outside the door.

**Whose Tools?** by Toni Buzzeo: Six craftsmen build a house from the ground up.

**Whose Truck?** by Toni Buzzeo: Featuring six different trucks and their drivers.

**Zoo-Ology** by Joelle Jolivet: An oversized display of over 30 different animals in thought-provoking thematic groupings.

## Perceptual, Motor and Physical Development

**\*From Head to Toe** by Eric Carle: Gorillas, elephants, camels and other animals invite readers to clap, stomp, wriggle and bend as they do.

**Polar Bear's Underwear** by Tupper Tupper: Polar Bear has lost his underwear! Where could it be?

**Potty** by Leslie Patricelli: Should I try my potty?

**Potty Animals: What to Know When You've Gotta Go!** by Hope Vestergaard: Toilet basics for toddlers.

**Row Row Row Your Boat** by Jane Cabrera: Lively animals encourage action in this twist on a traditional children's song.

**Swing! A Scanimation Picture Book** by Rufus Butler Seder: What is all the commotion? Kids in motion!

**Time to Pee!** by Mo Willems: Journey through each step of the toileting process.

## Other

**Airport** by Byron Barton: From the excitement of arrival to the wonder of taking off, experience the magic of the airport.

**City Block** by Christopher Franceschelli: 24 different aspects of city living divided into three categories: things that go, things to see and things to eat.

**Fire Engine No. 9** by Mike Austin: A day-in-the-life look at firefighters and their fire truck.

**Jane Foster's Cities: New York** by Lee Board Books: An introduction to the images of New York City.

*I'm a Firefighter* by Brian Biggs: See what it is like to be a firefighter in Tinyville Town.

*I'm a Librarian* by Brian Biggs: Meet the Tinyville Town librarian as he helps a little boy find a favorite book.

*My Little Cities: New York* by Jennifer Adams: A whirlwind tour of the Big Apple.

*Subway* by Anastasia Suen: Hop on the subway with a little girl and her mother.

*Subway* by Christoph Niemann: A father, two children and more than 840 miles of track.

*The Airport Book* by Lisa Brown: Follow a family on its way through the complexities of a modern-day airport.

*Trashy Town* by Andrea Zimmerman: Meet Mr. Gilly. He cleans up Trashytown.