

EPK Math Small Group Activities by Content Area Session 2





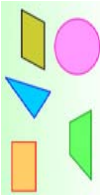

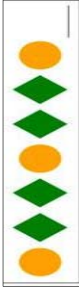


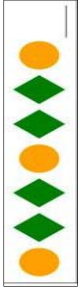
Though math learning can be informal, it should not be unplanned or haphazard. Teachers should intentionally and systematically incorporate math into the daily early childhood program routine. ¹

¹ *"I'm Older Than You. I'm Five!" Math in the Preschool Classroom*, p. xi









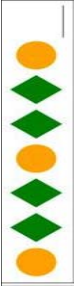

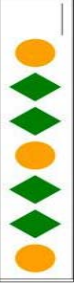
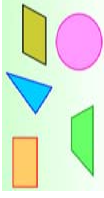
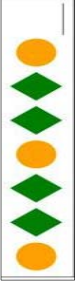

EPK Small Group Activities by Content Area, Session 2 – Overview

- Provided are 28 lessons in Session 2 which were extracted from the *Numbers Plus* kit and other HighScope resource books.
- The lessons have again been organized by Content Area.
 - To build mastery, children need to experience activities in the same Content Area several days in a row.
- Again, it is important that your lessons cover all five content areas in some way.
 - If you choose to use lessons other than these, be sure to cover all five content areas by the pausing point.
- At the pausing point, you will be entering anecdotes for each child in each of these five content areas.

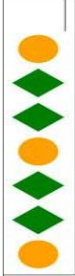


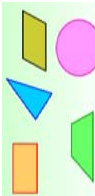









EPK Math Small Group Activities by Content Area-Session 2 - Aligned with KDI, COR Advantage and NYS Early Learning Guidelines

Small-Group Activities Session 2	Numbers and Counting	Geometry and Spatial Awareness	Measurement	Algebra/ Patterns and Sequences	Data Analysis
	(KDI 31, 32, 33)	(KDI 34, 35)	(KDI 36)	(KDI 38)	(KDI 39)
	COR Item S	COR Item T	COR Item U	COR Item V	COR Item W
** denotes that substitute materials should be used due to choking hazards for 3-year-olds	NYS Early Learning Guidelines - Domain IV Cognition and General Knowledge: G. Number Sense and Operations P. 74	NYS Early Learning Guidelines - Domain IV Cognition and General Knowledge: I. Properties of Ordering: Children identify and label shapes P. 76	NYS Early Learning Guidelines - Domain IV Cognition and General Knowledge: H. Measurement: Children demonstrate knowledge of size, volume, height, weight, and length P. 75	NYS Early Learning Guidelines - Domain IV Cognition and General Knowledge: J. Properties of ordering: Children sort, classify, and organize objects P. 77	NYS Early Learning Guidelines - Domain IV Cognition and General Knowledge: K. Scientific Thinking: Children collect information through observation and manipulation P. 78
Numbers Plus Kit, Number Sense, Card 3, "Birthday Cake"					
"I'm Older Than You I'm Five!" p. 18 "The Ants Go Marching"					
Small Group time to Scaffold Early Learning, p. 39, "Scissors and Play Dough"					
Number Plus Kit, Geometry, Card 2, "Comparing Shapes"					
"I'm Older Than You I'm Five!" p. 76 "Putting Away Blocks?"					









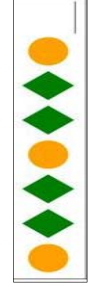



EPK Math Small Group Activities by Content Area-Session 2 - Aligned with KDI, COR Advantage and NYS Early Learning Guidelines

Small-Group Activities Session 2	Numbers and Counting	Geometry and Spatial Awareness	Measurement	Algebra/ Patterns and Sequences	Data Analysis
	(KDI 31, 32, 33) COR Item S	(KDI 34, 35) COR Item T	(KDI 36) COR Item U	(KDI 38) COR Item V	(KDI 39) COR Item W
"Shaving Cream Block Building" - see lesson					
Numbers Plus Kit, Measurement, Card 8, "Fill It Up" **					
Song Card "9 Little Muffins in the Bakery Shop" www.rcsdk12.org/prek/blocks					
Song Card "I Can Count to 10" www.rcsdk12.org/prek/blocks					
Numbers Plus Kit, Algebra, Card 9, "Line Them Up"					
"I'm Older Than You I'm Five!" p. 72 "Patterns in Motion"					
"I'm Older Than you I'm Five!" p. 30. "Collage Collection"					



EPK Math Small Group Activities by Content Area-Session 2 - Aligned with KDI, COR Advantage and NYS Early Learning Guidelines

Small-Group Activities	Numbers and Counting	Geometry and Spatial Awareness	Measurement	Algebra/ Patterns and Sequences	Data Analysis
Session 2	(KDI 31, 32, 33) <i>COR Item S</i>	(KDI 34, 35) <i>COR Item T</i>	(KDI 36) <i>COR Item U</i>	(KDI 38) <i>COR Item V</i>	(KDI 39) <i>COR Item W</i>
Numbers Plus Kit, Algebra Card 8 "Jump and Clap" and Song Cards "I Can Tap My Head" and "Do as I'm Doing"					
"I'm Older Than You. I'm Five!", p. 34, "Dot Cards" (also Numbers Plus Kit Number Sense #14) **					
Numbers Plus Kit, Geometry, Card 11, "Marshmallow Shapes" **					
"Shape Hokey Pokey" www.rcsdk12.org/prek/blocks					
"I'm Older Than You I'm Five!" p. 86 "Secret Shape Sheets"					
Story Starters, p. 72 "Rescue the Kitty"					
Numbers Plus Kit, Measurement, Card 9, "How Far Can I Jump"					

EPK Math Small Group Activities by Content Area-Session 2 - Aligned with KDI, COR Advantage and NYS Early Learning Guidelines

Small-Group Activities Session 2	Numbers and Counting	Geometry and Spatial Awareness	Measurement	Algebra/ Patterns and Sequences	Data Analysis
	(KDI 31, 32, 33) <i>COR Item S</i>	(KDI 34, 35) <i>COR Item T</i>	(KDI 36) <i>COR Item U</i>	(KDI 38) <i>COR Item V</i>	(KDI 39) <i>COR Item W</i>
Numbers Plus Kit, Data Analysis, Card 16, "What Are You Wearing?"					
Numbers Plus Kit, Data Analysis, Card 2, "Chocolate Milk"					
Numbers Plus Kit, Data Analysis, Card 5, "Fascinating Fasteners"					
Numbers Plus Kit, Number Sense, Card 13, "Dot Cards and Motions"					
"I'm Older Than You I'm Five." p. 28 "Chunky Crayons"					
"I'm Older Than You I'm Five." p. 106 "Then What?"					
50 Large Group Activities for Active Learners, p. 61 "Goldilocks and the Rhythm Sticks"					

EPK Math Small Group Activities by Content Area-Session 2 - Aligned with KDI, COR Advantage and NYS Early Learning Guidelines

Small-Group Activities Session 2	Numbers and Counting	Geometry and Spatial Awareness	Measurement	Algebra/ Patterns and Sequences	Data Analysis
	(KDI 31, 32, 33)	(KDI 34, 35)	(KDI 36)	(KDI 38)	(KDI 39)
	<i>COR Item S</i>	<i>COR Item T</i>	<i>COR Item U</i>	<i>COR Item V</i>	<i>COR Item W</i>
Cooking with Children - Grilled Cheese, Gingerbread in a Cup, Ice Cream in a Bag, Making Pickles					
First 30 Days, SGT, Unexplored Materials, p. 143					

EPK Math Small Group Activities by Content Area-Session 2 - Aligned with KDI, COR Advantage and NYS Early Learning Guidelines

Small-Group Activities Session 2	Numbers and Counting	Geometry and Spatial Awareness	Measurement	Algebra/ Patterns and Sequences	Data Analysis
	(KDI 31, 32, 33)	(KDI 34, 35)	(KDI 36)	(KDI 38)	(KDI 39)
	<i>COR Item S</i>	<i>COR Item T</i>	<i>COR Item U</i>	<i>COR Item V</i>	<i>COR Item W</i>

Materials for Session 2

Text used	Small Group Activity	Materials to Order	Materials from Home
Numbers Plus Kit, Number Sense and Operations	Birthday Cake, Card 3		For each child, play dough, 1-5 craft sticks for birthday candles (substitute materials: pipecleaners or straws cut into 3 inch section), rolling pins. Back-up materials: Things to decorate the cake like large buttons (Choking Alert)
<u>I'm Older Than You. I'm Five!"</u>	The Ants Go Marching, Page 18	none	Numbers 1-5 written on 9 by 11 paper
<u>Small Group Times to Scaffold Learning</u>	Scissors and Play Dough, page 39	scissors for each child, can add other kinds of cutting tools, craft sticks	None
Numbers Plus Kit, Geometry	Card 2: "Comparing Shapes"	Set of triangles, circles, and rectangles in different sizes and colors. Paper, markers or crayons	None
<u>I'm Older Than You. I'm Five!"</u>	Putting Away the Blocks, page 76	4 to 5 different units blocks in each child's basket	none
Shaving Cream Block Building	See lesson plan in Session 2 *	Shaving Cream, tray, craft sticks, foam blocks	String or yarn to measure with
Numbers Plus Kit, Measurement	Card 8: "Fill it Up"	For each child: Measuring cups , bowls, sand or large pom poms	variety of materials for filling. Choking Alert

Materials for Session 2

Text used	Small Group Activity	Materials to Order	Materials from Home
Mathematical Song Cards	Song Cars: 9 Little Muffins in the Bakery Shop	Song Card : 9 Little Muffins, www.rcsdk12.org/prek/blocks	None
Mathematical Song Cards	I can count to 20	Song Card: Count to 20, www.rcsdk12.org/prek/blocks	
Numbers Plus Kit, Algebra	Card 9: "Line Them Up"	Collection of items: large animals, blocks, shells, pinecones etc. Paper and markers	Short and long sticks or rods
<u>I'm Older Than You. I'm Five!"</u>	"Patterns in Motion", page 72	None	None
<u>"I'm Older than You. I'm Five!"</u>	"Collage Collection", p. 30	Construction paper cardboard or tagboard, glue, collage materials (choking hazard) : pieces of aluminum foil, large pom poms, large buttons, craft sticks	Materials to add to collage materials containers for sorting. Make sure that none of your materials are a choking hazard.
Numbers Plus Kit, Algebra	Card 8: "Jump, Clap"	Additional extension songs that you can use- Building Blocks CDs: Do as I am Doing (CD 3, track 57) and I Can Tap My Head (CD 4, track 71)	None

Materials for Session 2

Text used	Small Group Activity	Materials to Order	Materials from Home
<u>"I'm Older than You. I'm Five!"</u>	"Dot Cards", page 34	Large bears or large community helpers	Dot Cards, Gallon Milk Bottle Lids
Numbers Plus Kit, Geometry	Card 11: "Marshmallow Shapes"	Craft Sticks, 4 inch straws or pipe cleaners as connectors	Bag of Large Marshmallows
Building Blocks Song Card: Shape Hockey Pokey	Song Card: Shape Hockey Pokey	Song Card from www.rcsdk12.org/prek/blocks	18 sets of paper shapes: Triangle, Circles, Square, Rectangle
<u>I'm Older Than You. I'm Five!"</u>	"Secret Shape Sheets", page 86	Poster board Puzzles Pencils	Classroom items to trace
<u>Story Starters for Group Time</u>	Rescue the Kitty, Page 72	Unit or Hollow blocks	
Numbers Plus Kit, Measurement	Card 9: "How Far Can I Jump"	Masking tape, sticky notes, unit block, letter Links, chart paper	None
Number Plus Kit, Data Analysis	Card 16: "What Are You Wearing?"	Paper, markers or pencils, glue sticks, scissors	Extension Material: Photographs of children's shoes
Numbers Plus Kit, Data Analysis	Card 2: "Chocolate Milk"	Small paper cups	Milk Instant chocolate mix (may use fruit juice, cut up fruit or veggies and dip)
Numbers Plus Kit, Data Analysis	Card 5: "Fascinating Fastners"	Variety of fastners Chart paper Markers	
Number Plus Kit, Number Sense and Operations	Card 13: "Dot Cards and Motions"	none	4 dots Cards representing numbers 1-4

Materials for Session 2

Text used	Small Group Activity	Materials to Order	Materials from Home
<u>I'm Older Than You. I'm Five!"</u>	Chunky Crayons, page 28	Electric Fry pan or access to an oven, if you use cup cake papers it makes for easy clean up	old crayons, recipe cards: 1st peel, 2nd sort
<u>I'm Older Than You. I'm Five!"</u>	"Then What", Page 106. Can be used after a field trip or school event.	Camera	Take pictures on a field trip. Select 3 pictures and make enough for each child to have their own set
<u>50 Large-Group Activities for Active Learners</u>	"Goldilocks and the Rhythm Stick"Then What", page 62	2 rhythm sticks for each child, the book <u>The Three Bears</u>	
Cooking with Children: Grilled Cheese, Gingerbread in a Cup, Ice Cream in a Bag, Pick your Pickel	Lessons found in session 2 *	Electric fry pan, food ingridents listed on each recipe	Waxed cups

Assessment Level: COR Advantage

Category: Mathematics

School Year: 2013 / 2014

Period: 3

*COR Advantage Sample***Developmental Range by Item Report for Rochester Test Classroom**

Date Generated: 06/03/2014

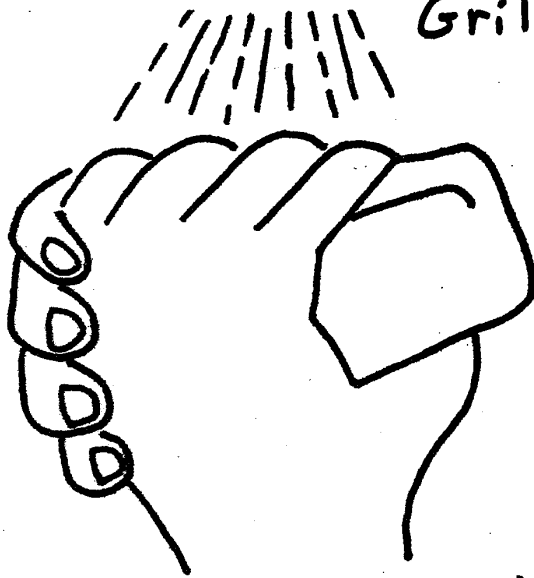
The Developmental Range by Item report groups children who have achieved the same developmental level on the selected item, helping to identify specific objectives to plan curriculum for in the classroom.

S - Number and counting	
Level 0 - The child begins to develop the concept of "one" by viewing, touching, and/or manipulating single objects, such as a face, a hand or foot, or a rattle.	
Level 1 - The child indicates that he or she wants more of something. Requesting more indicates that the child understands that a quantity can be increased by more or one more.	
Level 2 - The child rote counts but does not yet have an understanding of what number means (that is, does not count with one-to-one correspondence).	
Level 3 - The child is developing a sense of number and counts up to 10 objects, associating one and only one number with each object counted (using one-to-one correspondence). The child may occasionally double-count (for example, 1, 2, 3, 4, 4, 5) or skip a number (for example, 1, 2, 3, 4, 5, 6, 8). He or she may not realize that the last number counted represents the total. [Note: If a child consistently double-counts (counts the same objects over again), score at level 2.]	Melissa A Patty B Abby B Melissa B
Level 4 - The child can identify four or more numerals from 0 to 9. [Note: Check off each numeral at any time you observe the child identifying that numeral, for example, by reading (naming) it, or by pointing to it spontaneously or in response to a comment or question.]	Jen A Patty A
Level 5 - The child correctly counts more than 10 objects and knows that the last number he or she says tells how many objects there are in total (for example, the child counts correctly to 12 and says there are 12 objects).	Amanda A
Level 6 - The child counts two sets of objects and says whether they have the same number (quantity) or, if they are different, how many more or fewer there are in one set than the other. [Note: If a child says one set has more than the other but cannot yet say by "how many more," do not score at this level.]	Abby A
Level 7 - The child puts together or takes apart items in sets of up to nine objects. He or she knows, for example, that five can be put together (composed) of two plus three, four plus one, or two plus two plus one. Likewise, the child knows five can be divided (decomposed) in these same combinations.	

Small Group Time: Grilled Cheese

<p>Early Learning Guidelines: Domain IV: Cognition and General Knowledge, G-Number Sense and H-Measurement KDI: 31, 32, 36 COR: S and U</p>	
Target Vocabulary	Chef Recipe Spread First, Second, Third, Fourth Between Slices
Materials	<ul style="list-style-type: none"> • 2 Sticks of margarine or a Can of Shortening (give each child a small cup with the butter in it) • Craft sticks or plastic knives to use as spreaders • Cheese Slices • 2 Pieces of Bread for Each Child • Electric skillet or Fry Pan • Hand Sanitizer • Set of Recipe Cards • Piece of wax paper to work on
Opening Statement	What kind of sandwiches do you like to eat? Today each of you will be chefs. You will be making a sandwich.
Beginning	Today we will be making cheese sandwiches. Show the children the four recipe cards and place them in the middle of the table as you show each step. After each child sanitizes their hands, give them their basket with 2 pieces of bread, one piece of cheese, a cup of margarine, piece of wax paper and a spreading stick.
Middle <i>Your ideas for scaffolding children at different developmental levels</i>	Work with the children as they read what to do first, second, third and fourth. Talk about how the cheese goes between the 2 slices of bread
Questions	What shapes are you noticing? What do you think it will taste like? What color do you think the bread will be after we cook it? What do you think will happen to the cheese when it gets hot in the pan? What would happen if we did not put the margarine on the bread?
End <i>warning and transition to next part of routine</i>	Ask the children if anyone can tell the story of how to make a sandwich. When they are finished cooking ask each child how many pieces they would like their sandwich cut into.
Follow-Up	Do a graph of who like and who did not like the grilled cheese to add data analysis component. Place cook books in your house area. Add Chef hats and mixing bowls to your house area.

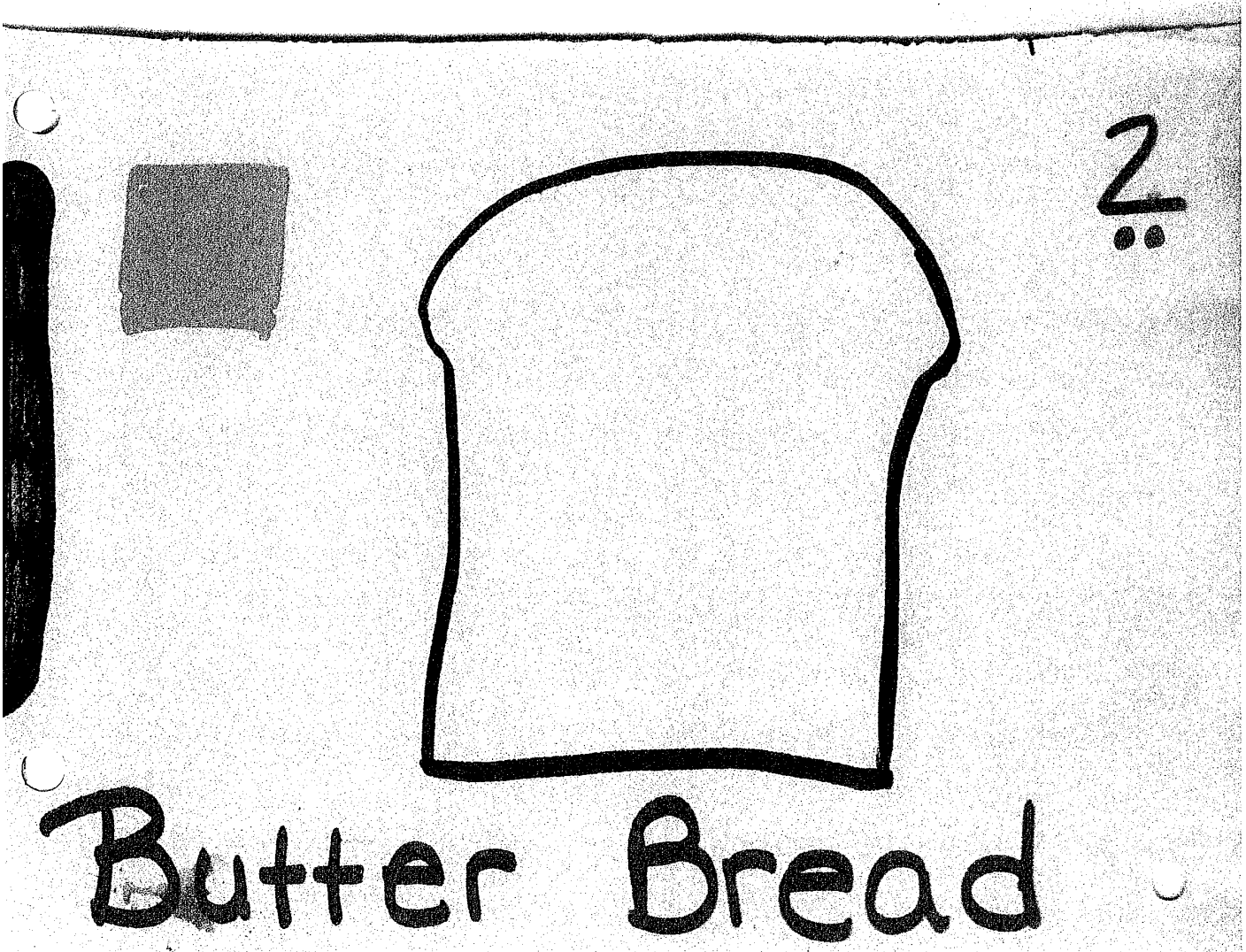
Grilled cheese



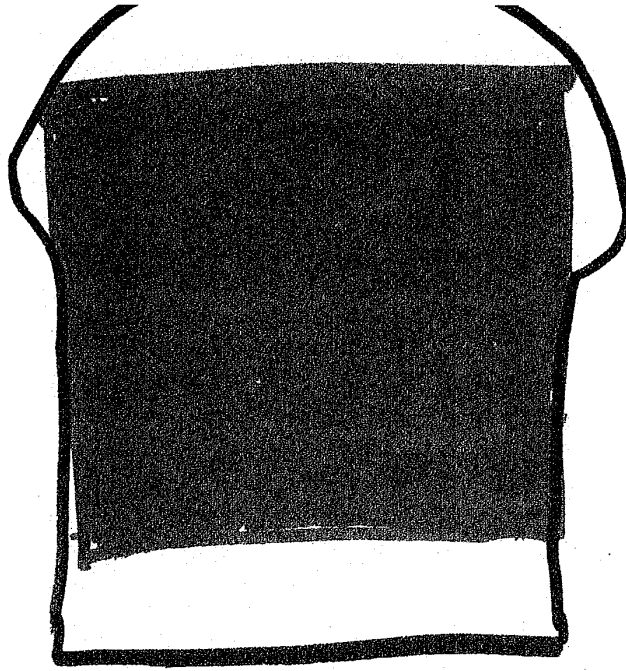
!

Wash your hands

©B.T.

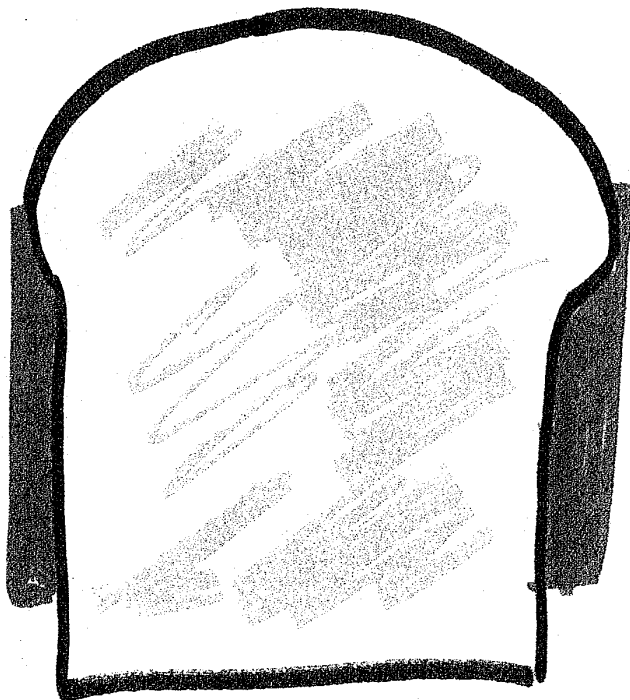


Butter Bread



3

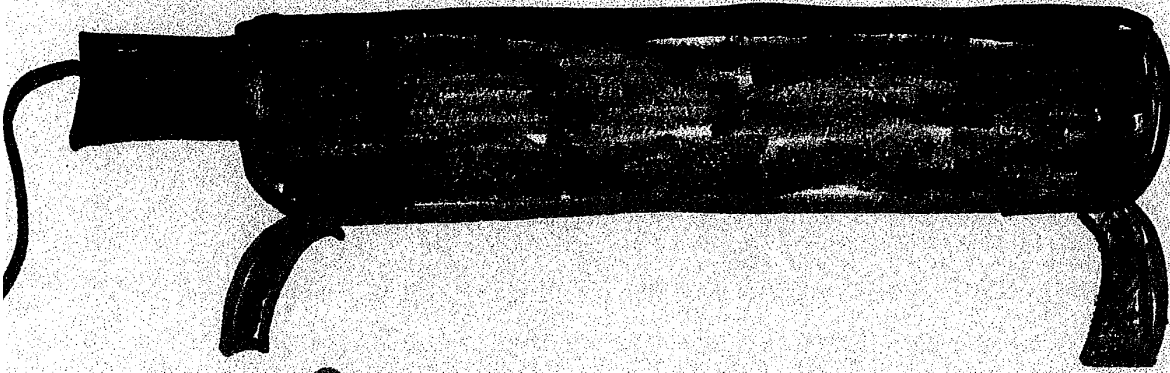
Put on 1 piece of cheese



4

Put Bread on Top.

5
...



Cook in pan.

Small Group Time: Gingerbread in a Cup

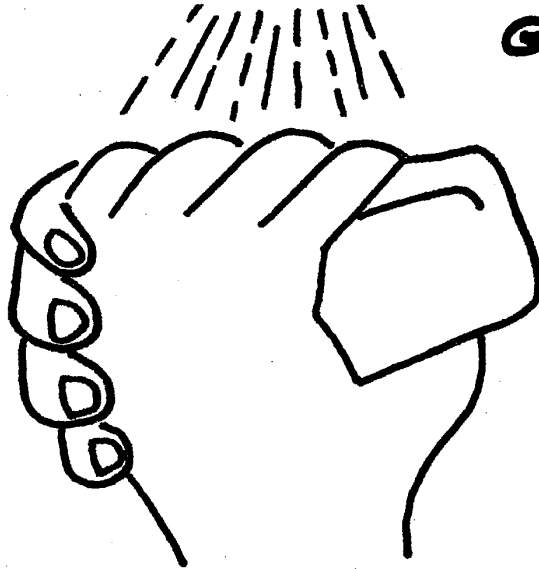
<p>Early Learning Guidelines: Domain IV: Cognition and General Knowledge, G-Number Sense and H-Measurement KDI: 31, 32, 36 COR: S and U</p>	
Target Vocabulary	Chef Tablespoon Measuring Spoons Gingerbread Measuring Recipe
Materials	Recipe Cards set up at stations Hand Sanitizer 2 Measuring Tablespoons Craft Stick 5 oz. Waxed Paper Cup Electric Fry Pan Gingerbread Quick Mix (1 box) Bowl of water
Opening Statement	Today each of you will be chefs. You will be measuring and stirring to make a gingerbread cake.
Beginning	Show the 4 recipe cards and demonstrate how to read them and follow the directions. Set the cards out in a line on the table with the materials by each card. After each child cleans their hands, give them a cup with their name written in permanent marker.
Middle <i>Your ideas for scaffolding children at different developmental levels</i>	Have each child follow the directions as you support them measuring the gingerbread mix and water. The mixture should be the consistency of mud so children may need to add more than one scoop of water. Once they have the ingredients in the cup they can sit at the table to stir while you see who may need to add more water.
Questions	What does it smell like? How many times did you stir it? What do you think it will taste like? What do you think would happen if we did not add any water?
End <i>warning and transition to next part of routine</i>	When the mixture has the right consistency, have the children place the cup in the fry pan and explain it will get very hot. Have the children help you clean up the table (chefs have to keep their workspace clean). Once they cool, adding a little whip cream on top can enhance the experience.
Follow-Up	Do a graph of who liked and who did not like the gingerbread to add data analysis component. Place cook books in your house area. Add Chef hats and mixing bowls to your house area.

71

}

5

Gingerbread in a cup

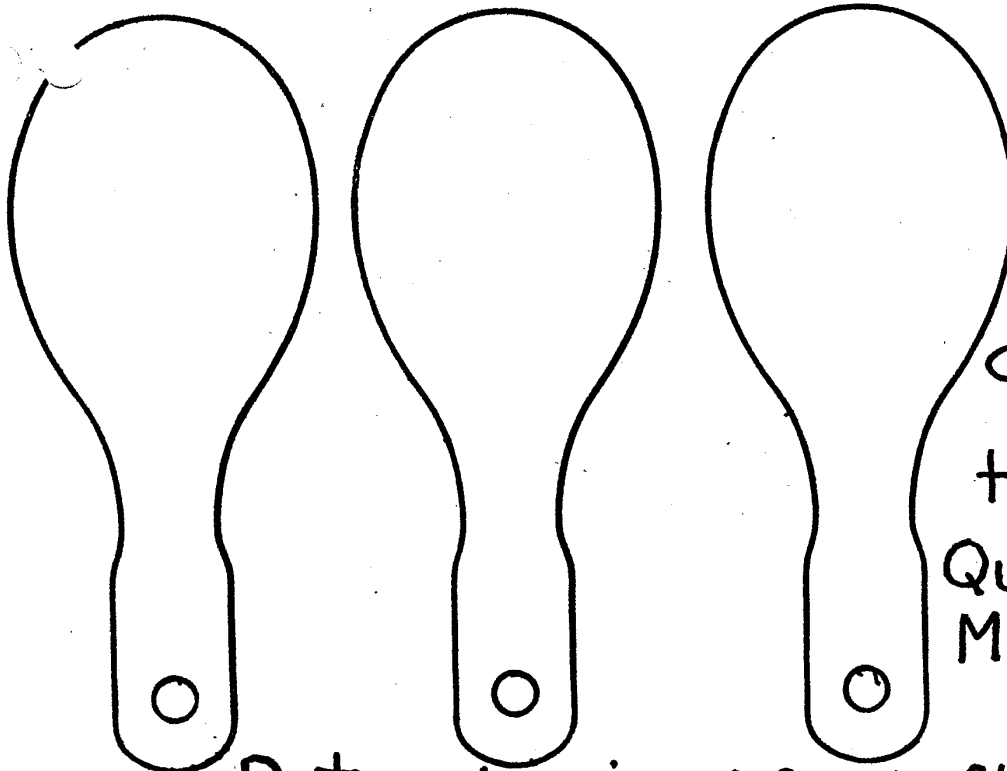


Wash your hands

©B.T.

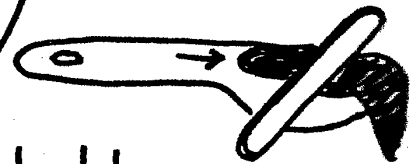
Second:

Quick Bread



3

Level

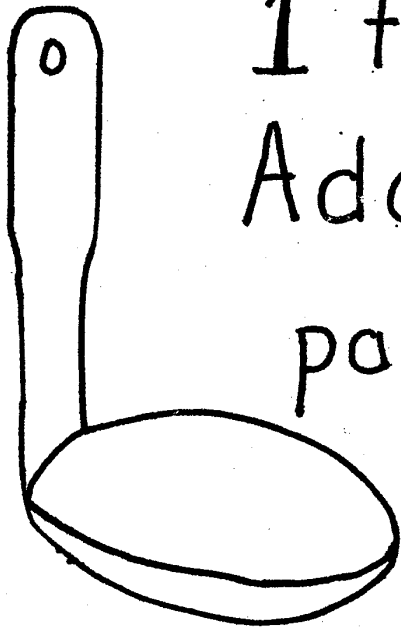


tablespoons
Quick Bread
Mix



Put mix in paper cup.

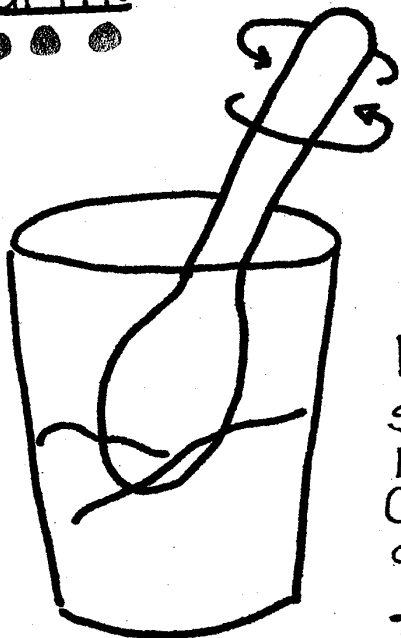
©B.T.

Third.

1 tablespoon water.
Add water to
paper cup.



©B.J.

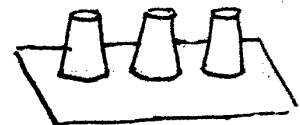
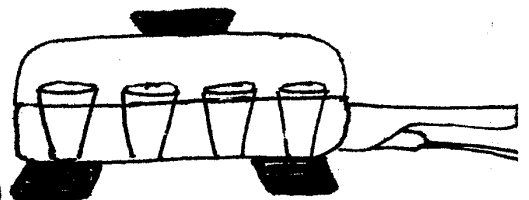
Fourth:

Stir well, 75
times.

Bake in covered
skillet, 400°(or less)
15 min. or untill done.

Cake springs back from touch and pulls
away from side of cup when baked.

Invert cup on tray
for cooling.



©B.J.

yumm...

Small Group Time: Pick Your Pickle

NYS Foundations for the Common CORE or Early Learning Guidelines: Domain IV: Cognition and General Knowledge, G-Number Sense and H-Measurement KDI: 31, 32, 36, 39 COR: S, U, W	
Target Vocabulary	Recipe Chef Cucumber Slice Ingredients Colander First, Second and Third Number Words: 1-10
Materials	For each child: $\frac{1}{2}$ Cucumber Each child will need a small ceramic or glass bowl (plastic bowls will react to the vinegar) Have each of the following in small Dixie cups, already premeasured. Put the cups in the child's small group basket: <ul style="list-style-type: none"> • $\frac{1}{2}$ Cup of Rice Wine Vinegar • 1 Tablespoon of Sugar • $\frac{1}{4}$ Teaspoon of Salt Plastic Wrap Jar of pickles Plastic knives or pumpkins carving knives (ones that don't cut fingers) Colander
Opening Statement	Today I have something for you to taste. Give each child a pickle and ask, "What do you think they taste like?" Today we are going to learn how a Chef makes a pickle. Show the children each of the ingredients.
Beginning	First we need to cut up our cucumbers and put them in a bowl. Then I will give you your basket with the other ingredient to add. Have the children work to cut up their cucumber into pieces or slices.
Middle <i>Your ideas for scaffolding children at different developmental levels</i>	Once the children have finished cutting their cucumber, give them their baskets and have them pour the rest of the ingredients into their bowl. It does not matter what order. Once they have poured everything in, cover the bowl with plastic wrap and refrigerate for 4 hours
Questions	How many slices did you make? What ingredient are you going to put in the bowl first? How do you think our pickles will taste? How can you tell the salt and the sugar apart?
End <i>warning and transition to next part of routine</i>	Drain the pickles in a colander for the children to sample. Make a graph of who liked the pickles and who did not.
Follow-Up	Have a tasting party of different kinds of pickles. Discuss the varying shapes and sizes of pickles.

Small Group: Shaving Cream and Blocks

<p>NYS Foundations for the Common CORE or Early Learning Guidelines: Domain(s) IV-Number Sense and Operations, Children Identify and Label Shapes KDI: 32, 34, 36 COR: S, T</p>	
Target Vocabulary	Cylinder Square Rectangle Stack Taller Wide Numbers one –five sculpture
Materials	Foam blocks-each child should get some cylinders, squares and rectangles Tray Shaving Cream Craft Sticks Smocks
Opening Statement	Have children put on smocks. Today in your basket you will find some blocks and a stick. We are going to use a different kind of “glue” today to help us stick our blocks together so they won’t fall down. Since this is soap, remind the children not to rub their eyes with the cream on their hands.
Beginning	Show the can of shaving cream. Have you seen a can like this at your home? What does your family use it for? Today it is our glue I will put some shaving cream on your tray and see what you can build with your blocks and shaving cream.
Middle <i>Your ideas for scaffolding children at different developmental levels</i>	Go to each child and talk about the shapes they are using and the number of blocks they are able to stack.
Questions	I wonder what would happen if..... How did you get that block there? Can you make your stack taller? Tell me about your sculpture
End <i>warning and transition to next part of routine</i>	Have the children put their blocks in the water table where they can be washed, dried and then put back on the shelf. Tell the children where the materials will be if they want to repeat the activity another time
Follow-Up	Put the materials out so they can be used again during work time.

Small Group: Ice Cream in a Bag

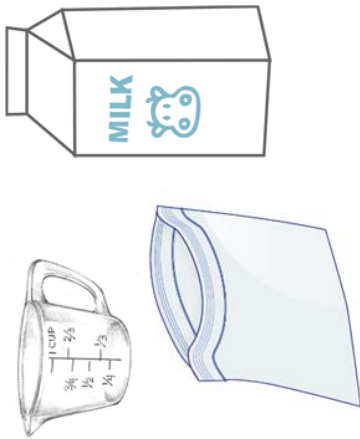
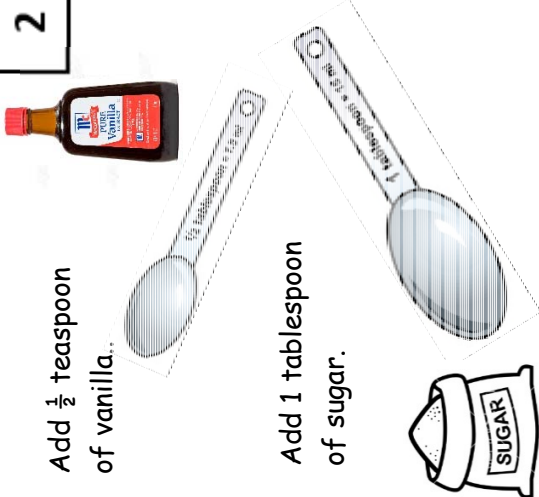
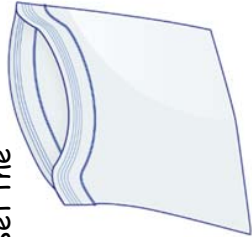
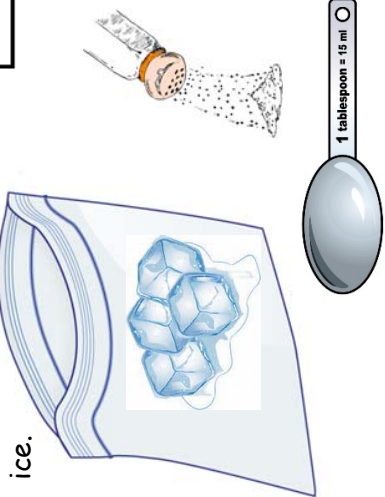
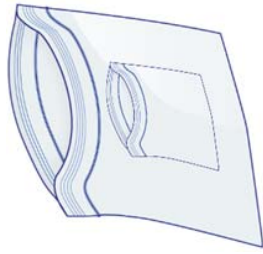

<p>Early Learning Guidelines: Domain IV: Cognition and General Knowledge, G. Number Sense, H. Measurement and K. Scientific Thinking</p> <p>KDI: 31, 36, 39, 50</p> <p>COR: S, U, W, CC</p>	
Target Vocabulary	<p>Recipe</p> <p>Ingredients</p> <p>1st, 2nd, 3rd, 4th, 5th, 6th</p> <p>measure</p> <p>teaspoon</p> <p>tablespoon</p> <p>tightly</p> <p>liquid</p> <p>solid</p>
Materials	<p>Each student will make their own bag of ice cream. I suggest you have an extra set of measuring tools.</p> <ul style="list-style-type: none"> • Visual recipe card. • Pint-sized Ziploc bag/per child • Gallon- sized Ziploc bag/per child • Measuring cup for $\frac{1}{2}$ cup milk • Teaspoon to measure $\frac{1}{2}$ tsp Vanilla • Tablespoon to measure 1 Tbsp. Sugar • Ice (fill $\frac{3}{4}$ in each gallon Ziploc) • Teaspoon to measure 6 tsp salt
Opening Statement	How many of you like ice cream? Well today we're going to be "ice cream makers!!"
Beginning	Let's first wash our hands. Review and display the visual recipe card, measuring tools and ingredients. Read the directions together. Put the child's name with permanent marker on the Gallon size bag and pint size bag (this may be done ahead of time.)
Middle <i>Your ideas for scaffolding children at different developmental levels</i>	<p>Pass out the small pint size bag. Have each child follow the visual directions, as you support them pouring, milk and adding the vanilla. Remember to say "hold your bag tightly, with two hands." Model this. Set the small bag aside. Fill each large bag $\frac{3}{4}$ full with ice. Add the salt. Place the pint bag inside the large bag and seal.</p> <p>Have each child begin to Shake, Shake, Shake the bag for 5 minutes.</p>
Questions	<ul style="list-style-type: none"> • What ingredients do you think we will need to make ice cream? • Do you know what it means to measure something? • When do you use measuring spoons? • What do you think will happen when we place the small bag in the big ice bag?

	<ul style="list-style-type: none"> • How many times did you shake your bag? • Now we are finished with SGT. I wonder what we do next?
Ending <i>Warning and transition to next part of routine</i>	After 5 minutes tell the children to stop. Check the consistency. The milk mixture will turn to a solid. Point this out to the children. Open each bag with the child's help and place the ice cream in a container for eating. Have the children support clean-up and transition to the next activity
Follow-Up	<ul style="list-style-type: none"> • Chart: What is your favorite ice cream? And then tally the results. This gives a Data Analysis component • Parent Activity, Invite parents to a "Homemade" ice cream social! • Add bowls, spoons, measuring cups and measuring spoons to your to the House Area. • Think about saving your vanilla extract bottles, salt containers etc. and display them in the House Area for our cooks!



Ice Cream in a Bag



<p>1</p> <p>Put $\frac{1}{2}$ cup of milk into a pint size zip-lock bag.</p> 	<p>2</p> <p>Add $\frac{1}{2}$ teaspoon of vanilla.</p> <p>Add 1 tablespoon of sugar.</p> 	<p>3</p> <p>Zip-lock the bag tightly. Try to get most of the air out! Then set the bag aside.</p>  <p>*You may want to tape the bag.</p>
<p>4</p> <p>Fill $\frac{3}{4}$ of the gallon bag with ice.</p>  <p>Add 6 tablespoons of salt to the ice.</p>	<p>5</p> <p>Place the sealed pint sized bag inside the gallon bag of ice.</p>  <p>Seal and shake for 5 minutes. (You can add "shake" music at this time.)</p>	<p>6</p> <p>Take the ice cream bag out of the ice.</p>  <p>Carefully take the ice cream out of the bag and put into a bowl. ENJOY !!</p>

9 Little Muffins in the Bakery Shop

Chant rhythmically as you would do in 5 Little Monkeys Jumpin' on the Bed



9 Little Muffins in the Bakery Shop

Use muffin cut-outs below and Velcro onto bakery picture. Use children's names, and have them pretend to pay a quarter and take a muffin off the page. Count how many are left each time.

There were 9 little muffins in the bakery shop,
They had chocolate chips on top.
Along came Tony with a quarter to pay,
He bought one muffin and he took it away.

Continue chant with 8, 7, 6, 5, 4, 3, 2, and 1 muffin.

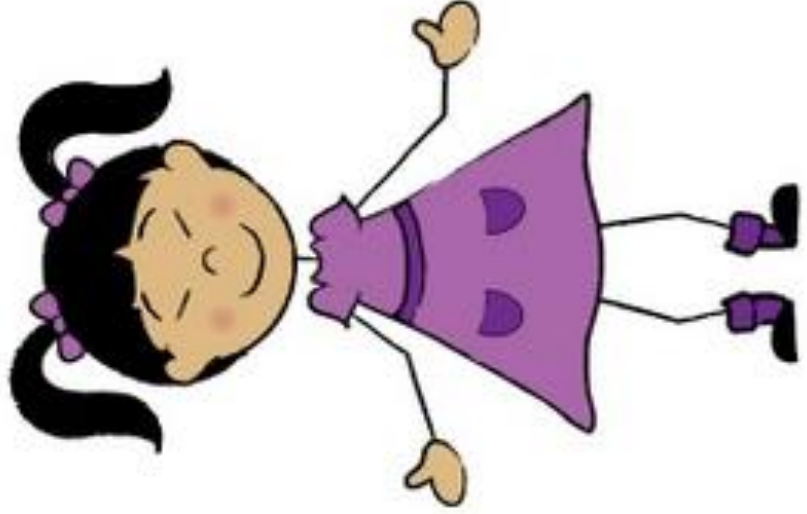
Children can also think of other foods that are sold at a bakery, e.g. donuts, cookies, bagels, and say the chant using their ideas. As an art activity, have the children make their own pictures of food to put into the bakery shop!



I Can Count to 10

Puedo contar hasta el diez

1 2 3 4 5 6 7 8 9 10



I Can Count to 10

Puedo contar hasta diez

Tune: For He's a Jolly Good Fellow

Created by: M'Lou Speranza

Child chooses a movement to do at the end of the verse, counting as he/she does the movement. Of course, the number will vary depending on the child's developmental level. For most 3-year-olds, you might start with the number 3 (since they are very interested in the number that corresponds with their age!) and then work your way up.

Oh, I can count to 10, Yo puedo contar hasta diez (10)
 I can count to 10, Yo puedo contar hasta diez (10)
 I can count to 10, Yo puedo contar hasta diez (10)
 Now I will jump! ¡Y ahora brincaré!

Child counts each jump or other movement. At the end, an adult asks, "So, how many times did you jump?" to see if the child understands that the last number name he/she said tells the number of times jumped. Other possible movements – clap, stomp, hop (on one foot), pat (various parts of body).

Connections to NYS Prekindergarten Foundation for Common Core

Domain 2: Physical Development and Health - Physical Development and Health -Foundational Skills: 3 c.

Domain 5: Cognition and Knowledge of the World – Mathematics - Counting and Cardinality: 1, 2, 3; **The Arts – Music:** 3 a,b,c

Shape Hokey Pokey

Developed by M. Speranza

Give one of each shape (made of construction paper or other material) – circles, squares, triangles, etc. to each child. Begin with the non-specific first verse where children hold all the shapes to help everyone feel successful. As you continue the song, children listen for that shape and follow the actions of the song. Be sure to pause between verses to ask the children to find the next shape, giving them ample time before starting the verse. Also note that it may be challenging for some preschoolers to separate one shape from the others if you use construction paper to make the shapes. If so, try to make the shapes from a thicker material such as foam board.

COR Advantage: J – Fine Motor Skills, T – Geometry, Y - Music

You put your shapes in, you put your shapes out,
You put your shapes in and you shake them all about.
You do the hokey pokey and you turn yourself around,
That's what it's all about!

You put your circle in, you put your circle out,
You put your circle in, and you shake it all about.
You do the hokey pokey and you turn yourself around,
That's what it's all about!

(Continue with other shapes and end the song by repeating the first verse.)

Small Group Time Planning Form

NYS Foundations for the Common CORE or Early Learning Guidelines: Domain(s) KDI: COR: Lesson Objective:	
Target Vocabulary	
Materials	
Opening Statement	
Beginning	
Middle <i>Your ideas for scaffolding children at different developmental levels</i>	
Questions	
End <i>warning and transition to next part of routine</i>	
Follow-Up	

