










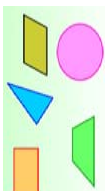
## UPK Small Group Activities by Content Area, Session 1 – Overview







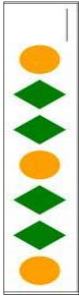





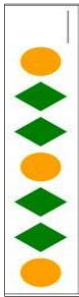
- The first 27 math small group activities were extracted from *Lesson Plans for the First 30 Days*. The order of these math activities follows the sequence of the book.
- The 14 subsequent activities are from the *Numbers Plus* kit, and were selected to support the beginning skills on the math developmental continuum.
  - As teachers begin to use these *Numbers Plus* cards, it is suggested that they consider their children's interests.
  - First, select a *Numbers Plus* content area, and then select a *Numbers Plus* lesson card.
  - **Remember to use the scaffolding information on the back of each card to support the individualized needs of the children in your room. (Tab 3)**
  - While a few of the activities build on prior ones, most can be done in any order.
  - Each card offers follow up ideas that can be used.
    - Although you may pull a *Numbers Plus* card from one particular content area, the Math Small Group Activities by Content chart shows you the other areas that may be addressed when you do that activity.
- Since young children need to move in order to learn, please see the Motor Skills Support document provided to accompany Lesson Plans for the First 30 Days. These activities were developed by an occupational and a physical therapist.
- Note that the lessons in Session 1 cover all five math content areas, so you will be able to obtain COR anecdotal notes for Items S - W.



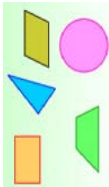



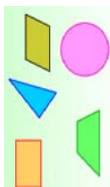



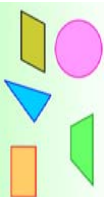

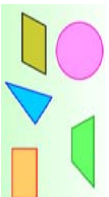







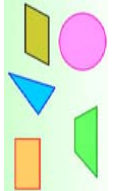
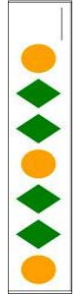
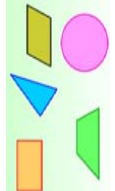







# UPK Math Small Group Activities by Content Area-Session 1 (Rev 2018)



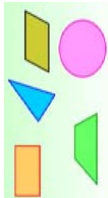
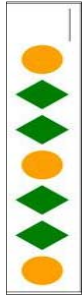
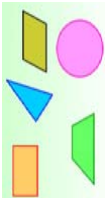
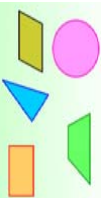
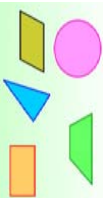

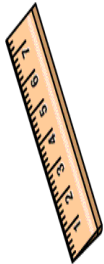

Aligned with KDI, COR Advantage and NYS Next Generation Mathematics Learning Standards (NYSNGMLS) (2017)

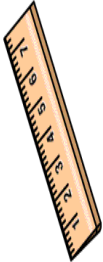
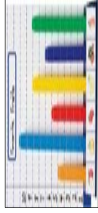

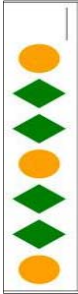
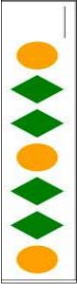
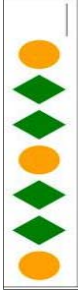

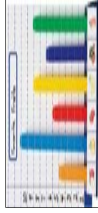


UPK Small-Group Activities Session 1	Number Sense and Operations (KDI 31, 32, 33) <i>COR Item S</i>	Geometry (KDI 34, 35) <i>COR Item T</i>	Measurement (KDI 36, 37) <i>COR Item U</i>	Algebra (KDI 38) <i>COR Item V</i>	Data Analysis
	NYS NGMLS Counting & Cardinality	NYS NGMLS – Geometry	NYS NGMLS – Measurement and Data	NYS NGMLS – Operations and Algebraic Thinking	NYS NGMLS – Measurement and Data
	<ul style="list-style-type: none"> <li>Know number names and the count sequence</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe shapes</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare measurable attributes</li> </ul>	<ul style="list-style-type: none"> <li>Understand addition is adding to, and understand subtraction is taking from</li> </ul>	<ul style="list-style-type: none"> <li>NY-PK.MD Sort objects and count the number of objects in each category</li> </ul>
	<ul style="list-style-type: none"> <li>Count to tell number of objects</li> </ul>	<ul style="list-style-type: none"> <li>Explore and create two- and three-dimensional objects</li> </ul>		<ul style="list-style-type: none"> <li>Understand simple patterns</li> </ul>	
	<ul style="list-style-type: none"> <li>Compare numbers</li> </ul>				
First 30 Days, SGT, Exploring the Toy Area, p. 26					
First 30 Days, SGT, Exploring the Art Area, p. 26					
First 30 Days, SGT, Exploring the Block Area, p. 32					
First 30 Days, SGT, Exploring the House Area, p. 35					
First 30 Days, SGT, Where's My Lid?, p. 44					

UPK Small-Group Activities Session 1	Number Sense and Operations (KDI 31, 32, 33) <i>COR Item S</i>	Geometry (KDI 34, 35) <i>COR Item T</i>	Measurement (KDI 36, 37) <i>COR Item U</i>	Algebra (KDI 38) <i>COR Item V</i>	Data Analysis (KDI 39) <i>COR Item W</i>
First 30 Days, SGT, Play-Doh & Cookie Cutters, p. 44					
First 30 Days, SGT, Puzzles, P. 52					
First 30 Days, SGT, Using Funnels, P. 52					
First 30 Days, SGT, Looking at Pebbles, p. 56					
First 30 Days, SGT, Bears on a Boat, p. 66					
First 30 Days, SGT, Counting Shapes on Pizza, p. 66					
First 30 Days, Shades of Paint, p. 70					
First 30 Days, SGT, Frogs on Lily Pads, p. 70					

UPK Small-Group Activities	Number Sense and Operations	Geometry	Measurement	Algebra	Data Analysis
Session 1	(KDI 31, 32, 33) <i>COR Item S</i>	(KDI 34, 35) <i>COR Item T</i>	(KDI 36, 37) <i>COR Item U</i>	(KDI 38) <i>COR Item V</i>	(KDI 39) <i>COR Item W</i>
First 30 Days, SGT, Pattern Block Critters, p. 80 (also NP Card 14, Geometry)					
First 30 Days, SGT, Making Shapes, p. 80 (also NP Card 10 Geometry)					
First 30 Days, SGT, Tube Tunnels, p. 88					
First 30 Days, SGT, Dressing Babies or Animals, p. 88					
First 30 Days, SGT, Bubbles, p. 96					
First 30 Days, SGT, Foil Sculptures, p. 96					
First 30 Days, SGT, Cutting with Scissors, p. 100					
First 30 Days, SGT, Exploring Clay, p. 115					

UPK Small-Group Activities Session 1	Number Sense and Operations (KDI 31, 32, 33) <i>COR Item S</i>	Geometry (KDI 34, 35) <i>COR Item T</i>	Measurement (KDI 36, 37) <i>COR Item U</i>	Algebra (KDI 38) <i>COR Item V</i>	Data Analysis (KDI 39) <i>COR Item W</i>
First 30 Days, SGT, Bear Families, p. 115					
First 30 Days, SGT, Fill it Up p. 118 (also NP Card 8, Measurement)					
First 30 Days, SGT, Shape Caterpillars p. 118 (also NP Card 15, Algebra)					
First 30 Days, SGT, Collage: Art Material & Glue, p. 134					
First 30 Days, SGT, Letter and Number Parts, p. 134					
First 30 Days, SGT, Combining Materials, p. 147					
Numbers Plus Kit, Number Sense & Operations, Card 7, "Button Pizza" Number Sense &					

UPK Small-Group Activities Session 1	Number Sense and Operations (KDI 31, 32, 33) <i>COR Item S</i>	Geometry (KDI 34, 35) <i>COR Item T</i>	Measurement (KDI 36, 37) <i>COR Item U</i>	Algebra (KDI 38) <i>COR Item V</i>	Data Analysis
Numbers Plus Kit, Number Sense & Operations, Card 11, "Counting Song"					
Numbers Plus Kit, Number Sense & Operations, Card 34, "Ten in the Bed" [1]					
Numbers Plus Kit, Geometry, Card 20, "Shape Pictures"					
Numbers Plus Kit, Geometry, Card 3, "Cookie Cutter Shapes"					
Numbers Plus Kit, Geometry, Card 4, "Feeling Shapes: What Are They?"					
Numbers Plus Kit, Measurement, Card 1, "Building Roads"					
Numbers Plus Kit, Measurement, Card 11, "How Many Spoons"					

UPK Small-Group Activities Session 1	Number Sense and Operations (KDI 31, 32, 33) <i>COR Item S</i>	Geometry (KDI 34, 35) <i>COR Item T</i>	Measurement (KDI 36, 37) <i>COR Item U</i>	Algebra (KDI 38) <i>COR Item V</i>	Data Analysis
Numbers Plus Kit, Measurement, Card 22, "Toy Soup"					
Numbers Plus Kit, Algebra, Card 1, "Animal Parade"					
Numbers Plus Kit, Algebra, Card 10, "Movement Patterns"					
Numbers Plus Kit, Algebra, Card 11, "Musical Patterns"					
Numbers Plus Kit, Data Analysis, Card 16, "What Are You Wearing?"					
Numbers Plus Kit, Data Analysis, Card 6, "Favorite Colors"					



### Materials for Session 1

Text used	Small Group Activity	Materials to Order	Materials from Home
<b>HighScope Lesson Plans for the First 30 Days</b>	One for each child	Small Group baskets (18)	
The First 30 Days pg. 44	Group 1: "Where's My Lid?"		Empty plastic containers and bottles of various shapes and sizes and their lids
The First 30 Days pg. 44	Group 2: Playdough and Cookie cutters	Variety of cookie cutter shapes (30), Play dough	
The First 30 Days pg. 52	Group 1: Puzzles	10 Puzzles	10 Lunch bags
The First 30 Days pg. 52	Group 2: Using Funnels	Funnels( various sizes,) plastic trays, sand (or salt, corn meal or bird seed)	Plastic bottles (several sizes) spoons or scoops
The First 30 Days pg. 56	Group 2: Looking at Pebbles	Magnifying glasses (12) Chart paper, markers, funnels (various sizes)	Pebbles and small rocks
The First 30 Days pg. 66	Group 1: Number Sense and Operations, Activity 2: Bears on a Boat	10 Small plastic bears (or other small animals), large rectangle unit blocks	Wash clothes, napkins, blue table cloth
The First 30 Days pg. 66	Group 2: Number Sense and Operations, Activity 10: Counting Shapes on Pizza	Playdough, rolling pins-one for each child, 10-15 Shape cookie cutters	Felt or plastic circles, triangle and rectangles (small enough to fit on a pizza)
The First 30 Days pg. 70	Group 1: Shades of Paint	Tempra paint (primary colors), paintbrushes, pipettes, wooden craft sticks	

### Materials for Session 1

Text used	Small Group Activity	Materials to Order	Materials from Home
The First 30 Days pg. 70	Group 2: Frogs on Lily Pads	2" squares of colored paper, plastic frogs, felt squares	
The First 30 Days pg. 80	Group 1: Geometry, Activity 14: Pattern Block Critters	Pattern Blocks, sorting baskets, index cards, camera, paper and writing tools	
The First 39 Days pg. 80	Group 2: Geometry, Activity 10: Making Shapes	Playdough, tagboard, cookie cutters one for each child	For each child: Plastic knife, small rolling pin
The First 30 Days pg. 88	Group 1: Tube Tunnels	Matchbox cars ( 20)	Tubes, paper towel, toilet paper, wrapping paper
The First 30 Days pg. 88	Group 2: Dressing Babies or Animals Materials	Dolls (10) or stuffed animals, masking tape	Fabric scraps, string or yarn
The First 30 Days pg. 96	Group 1: Bubbles! Bubbles! Bubbles!	Smocks (12)	Dish soap (non-toxic) Small bowls (10), straws
The First 30 Days pg. 96	Group 1: Foil Sculptures	Chart paper	Aluminum foil pieces
The First 30 Days pg. 100	Group 2: Cutting with Scissors	Scissors, construction paper or Index cards	
The First 30 Days pg. 115	Group 1: Exploring Clay	Clay, tongue depressors, smocks	Placemats for each child, small bucket for water
The First 30 Days pg. 115	Group 2: Bear Families	Plastic bears (3 sizes and colors,) unit blocks	

## Materials for Session 1

Text used	Small Group Activity	Materials to Order	Materials from Home
The First 30 Days pg. 118	Group 1: Measurement, Activity 8: Fill it Up	2 different size measuring cups for each child, a scope for each child	
The First 30 Days pg. 118	Group 2: Algebra Activity 15: Shape Caterpillar	10 construction paper circles of two different colors (5 of each color), glue sticks, paper	
The First 30 Days pg. 134	Group 1: Collage Art materials and Glue	Collage items, glue stick for each child	Sturdy cardboard base for each child
The First 30 Days pg. 134	Group 2: Letter and Number Parts	Large letters (upper and lower case) numbers stencils, paper and writing materials	
The First 30 Days, pg. 147	Group 2: Combining Materials: Small Building Toys and Figures	18 Small containers of a variety of building materials, people	
Numbers Plus Kit <b>Number Sense and Operations</b>	<b>Card 7:</b> "Button Pizza"	Playdough	Buttons (10) Small rolling pin
Numbers Plus Kit <b>Number Sense and Operations</b>	<b>Card 11:</b> "Counting Song"	None needed	
Numbers Plus Kit <b>Number Sense and Operations</b>	<b>Card 34:</b> "Ten in the Bed"	Carpet squares	Pillows (5) (may use paper for pillows)
Numbers Plus Kit <b>Geometry</b>	<b>Card 20:</b> "Shape Pictures"	Sticky notes, 8 1/2" x 11" paper, glue sticks, construction paper markers, crayons	Collection of shapes cut out: triangles, rectangles and circles (10 or more)

### Materials for Session 1

Text used	Small Group Activity	Materials to Order	Materials from Home
Numbers Plus Kit <b>Geometry</b>	<b>Card 3:</b> “Cookie cutter Shapes”	Shape cookie cutters triangle, rectangle, circle, playdough	Plastic knives, small rolling pin
Numbers Plus Kit <b>Geometry</b>	<b>Card 4:</b> “Feeling Shapes: What are They?”	Tag board, crayons, markers	Variety of shapes cut out on tag board (5 or more) Feely bag, 3 paper lunch bags
Numbers Plus Kit <b>Measurement</b>	<b>Card 1:</b> “Building Roads”	4-5 blocks different lengths same width, 2 matchbox size cars, rulers, yardstick, tape measure, small figures: people, animals	Measuring tools
Numbers Plus Kit <b>Measurement</b>	<b>Card 11:</b> “How Many Spoons”	4-5 blocks different lengths same width, 2 matchbox size cars, rulers, yardstick, tape measure, small figures: people and animals	Rice, measuring spoons, paper cups
Numbers Plus Kit <b>Measurement</b>	<b>Card 22:</b> “Toy Soup”	Small manipulatives Counting bears beads	Measuring spoons, large spoon (for stirring,) large bowl, small bowls, shells, buttons, pebbles, broken crayons
Numbers Plus Kit <b>Algebra</b>	<b>Card 1:</b> “Animal Parade”	Counting animals, 3 different kinds bears, dinosaurs, monkeys	
Numbers Plus Kit <b>Algebra</b>	<b>Card 11:</b> “Musical Patterns”	CD of instrumental music	
Numbers Plus Kit <b>Data Analysis</b>	<b>Card 16:</b> “What are you Wearing”	Chart paper, markers and colored pencils	Children’s own clothes and shoes

### Materials for Session 1

Text used	Small Group Activity	Materials to Order	Materials from Home
Numbers Plus Kit <b>Data Analysis</b>	<b>Card 6:</b> “Favorite Colors”	Chart paper crayons	





## **Suggested List of Mathematical Language**

### **Prekindergarten**

#### **Problem Solving**

act out  
compare  
explain  
explore  
problem

#### **Reasoning and Proof**

about  
almost  
guess

#### **Communication**

draw  
explain  
idea  
organize  
question  
share

#### **Connections**

above  
after  
all  
before  
below  
numeral

#### **Representation**

design  
show

#### **Number Sense and Operations**

add  
addition  
count  
equal  
first

group  
how many  
last  
more/most  
number  
plus  
some  
subtraction  
together

#### **Higher Level words<sup>1</sup>**

**contrast**  
**compose**  
**count forward**  
**decompose**  
**difference**  
**equal to**  
**estimate**  
**fewer**  
**fewest**  
**greater than**  
**guess**  
**how many**

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<sup>1</sup> Taken from NYS Math Curriculum and other sources

hundred  
least  
less  
less than  
minus  
more  
most  
numeral  
opposite  
quantity  
subitizing  
under  
zero

### **Algebra**

next  
pattern

### **Higher Level words<sup>2</sup>**

alike  
classify  
different  
inside  
object  
outside  
similar  
size

### **Geometry**

alike  
behind  
bottom  
circle  
down  
inside  
flat  
match  
next to

---

<sup>2</sup> Taken from NYS Math Curriculum and other sources

over  
same  
shape  
side  
size  
solid  
square  
top  
triangle

### **Higher Level words<sup>3</sup>**

beside  
between  
cone  
cube  
cylinder  
diamond  
halves  
hexagon  
in front of  
octagon  
oval  
parallelogram  
pentagon  
prism  
rectangular prism  
sphere  
tessellation  
trapezoid

### **Measurement**

big/bigger/biggest  
day  
empty  
heavy  
heavier  
large/larger/largest  
light

---

<sup>3</sup> Taken from NYS Math Curriculum and other sources



lighter  
long/longer/longest  
measure  
night  
small/smaller/smallest  
tall/taller/tallest

#### Higher Level words<sup>4</sup>

afternoon

age

clock

equal parts

estimate

height

hour

length

less of

louder

minute

month

morning

ruler

second

short

shorter

softer

temperature

thick

thin

time

today

tomorrow

unit

week

weight

width

year

yesterday

#### Statistics and Probability

attribute

chart

color (as an attribute)

different

graph

pictograph

sort

#### Higher Level words<sup>5</sup>

cent

coin

count

collar

equal

nickel

number line

order

penny

table

tall

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<sup>4</sup> Taken from NYS Math Curriculum and other sources

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<sup>5</sup> Taken from NYS Math Curriculum and other sources



# Motor Skills Support



“By accepting the unity of mind and body, we come one step closer to genuine developmental appropriateness. After all, if we are to truly educate the whole child, we must first recognize children as thinking, feeling, moving human beings.”

- Pica (1977, p. 4)



**High/Scope Step by Step**  
**Lesson Plans for the First 30 Days**  
(Accompaniment to book by Beth Marshall)

**Week 1**

**Day 1**

**Greeting Time**

- Place the letter link symbols on a “clothesline” (string/yarn & clothespins), and have child choose a symbol by removing it from the “clothesline”.
- Have the children do a movement to get to the books spread out on the floor. For example: have children go through a tunnel / chair tunnel, or jump over a low “wall” constructed from blocks.

**Planning Time**

**Group 1: Train**

- Train: Instead of walking and holding hands, try knee walking and holding onto scarves.

**Small Group Time**

**Setting Up a Movement Path**

When deciding on a “usual meeting place”, see if you can also have a “usual path” to get there. Along this pathway, have children perform a gross motor movement such as jumping, crab walk, broad jump, etc. Movement ideas can be obtained from the Early Childhood website/Embedded Programs/Moving Minds under transition movements and since it will be a small group of children this movement can allow for adult guidance in its performance.

**Large Group Time**

Use equipment such as a chair tunnel, large barrel, balance beam, etc. placed at the “entrance” to the large group area. This will encourage children to move and plans ways in using the equipment to gain access to the area.

**Day 2**

**Planning Time**

**Group 2: Train**

- Train: Instead of walking and holding hands, try knee walking and holding onto scarves.

**Day 2**

**Recall Time**

**Group 2: Train**

- Train: Instead of walking and holding hands, try knee walking and holding onto scarves.

**Day 3**

**Planning Time**

**Group 2: Area Cards & Objects From Areas**

Hang area cards on a “clothesline” so child has to pinch a clothespin to remove it and then match it to the object. Instead of the child walking to the clothesline, have them knee walk, crab walk, crawl through a tunnel, jump along a “pathway”, etc.

**Small-Group Time**

Review movement cards or list of developmentally appropriate movements and then apply them when the children need to transition to another area. You can have the children do the same movement for the entire week.

**Day 4**

**Recall Time**

**Group 1: Mystery Bag**

Besides filling the bag with an item that was played with, also fill the bag with rice, beads, beans, etc. and have the child reach into the bag and take out the object. You can even have the child guess what the object is before it is pulled out from the bag.

**Large Group Time**

**Moving Our Bodies**

**Step 2:** After moving in standing, ask the children to kneel and repeat the activity. Change the children’s positions to hands & knees (quadruped), laying on their backs (supine), or laying on their stomachs (prone).

**Day 5**

**Planning Time**

**Group 1: Area Cards & Objects From Areas**

Place area cards apart from the objects in order to allow for movement. Children can choose how they want to move, with or without using the movement cards, or the teacher can choose a particular movement for all the children to do.

**Group 2: Look Through a Tube**

Have child climb up onto a raised surface, (such as a “rocker board”), look through tube, lower tube, and jump down to floor. For safety, adult should stay nearby.

**Day 5**

**Recall Time**

**Group 1: Area Cards**

Movements can be performed:

- after a child's area card has been identified and discussed what was done there, or
- card is identified, the child whose card it is, does the movement, and then discusses what he did there.

For a lot of children, the anticipation of movement encourages them to talk and for others moving first facilitates talking.

- Cards are placed on a vertical surface. Child identifies which area he worked in and then stands approximately 2' from "his card" scrunches paper into a ball and throws it at the picture.
- After child identifies his work area, place that area card on a cardboard block. Have the child roll and knock down the block with his area card.
- Area cards are placed on the floor, below the raised surface the child is standing on. The child identifies his area card, points to it, and then jumps on the card.

**Group 2: Bring Back Something You Played With**

This is a good opportunity to do a transition movement because the child is going to get an object to show his group, and then returning to the group, (moving from one area to another).

**Second Week**

**Day 6**

**Planning Time**

**Group 2: Camera**

Child climbs or steps up onto a raised surface with the camera, takes a "picture", then jumps down from the raised surface. Adult supervision is required for safety.

**Recall Time**

**Group 1: Name & Letter Link Symbol Cards**

While the children are chanting the name & letter link symbol, the adult leading the group can demonstrate different ways to move to the chant. Movements demonstrated **in sitting**: (1)

Tailor sit rocking side-to-side, (2)heel-sit tapping with alternating hand taps on the floor in front of the body, (3)alternating foot taps, long sit with alternating leg lifts; **in quadruped (hands & knees position)**: (1)keeping hands and knees "fixed" on the floor, rock your body to the (L) & to the (R), (2)alternating between simultaneous (L) arm & leg raise with simultaneous (R) arm & leg raise (rocking side- to -side with slight lifting of extremities); **in standing**: (1)marching in place, (2)kicking in place using alternating legs, (3)alternating knee taps, alternating toe taps, (4) up & down on tiptoes while staying in 1-place.

**Day 6**

**Recall Time**

**Group 2: Large and Small Bags**

Use large and small bags which have different closures on them, such as a zippered bag, Velcro closure.

**Day 7**

**Planning Time**

**Group 2: Camera**

Child climbs or steps up onto a raised surface with the camera, takes a “picture”, then jumps down from the raised surface. Adult supervision is required for safety.

**Recall Time**

**Group 1: Large and Small Bags**

Use large and small bags which have different closures on them, such as a zippered bag, Velcro closure.

**Group 2: Name & Letter Link Symbol Cards**

While the children are chanting the name & letter link symbol, the adult leading the group can demonstrate different ways to move to the chant. Movements demonstrated **in sitting**: (1) Tailor sit rocking side-to-side, (2)heel-sit tapping with alternating hand taps on the floor in front of the body, (3)alternating foot taps, long sit with alternating leg lifts; **in quadruped (hands & knees position)**: (1)keeping hands and knees “fixed” on the floor, rock your body to the (L) & to the (R), (2)alternating between simultaneous (L) arm & leg raise with simultaneous (R) arm & leg raise (rocking side- to -side with slight lifting of extremities); **in standing**: (1)marching in place, (2)kicking in place using alternating legs, (3)alternating knee taps, alternating toe taps, (4) up & down on tiptoes while staying in 1-place.

**Small-Group Time**

**Group 2: Where’s My Lid?**

**End:** Place all the containers that now have their lids attached in a pile and place the 2-baskets/bins away from the pile. Ask the children to separate the containers and lids. To put them back into the two baskets/bins, the children perform a movement to get to them.

**Day 8**

**Recall Time**

**Group 1: Magic Wand**

Children can climb or step-up onto a raised surface, then point with “magic wand”, and then jump down to share what they did.



## Day 8

### Small-Group Time

#### Group 1: Puzzles

To encourage movement, place the puzzle bags in various places within the group space:

- Down on the floor to encourage stand <>squat
- Under the table to encourage stand <>squat <> crawl
- Raised surface to encourage standing foot flat <>tiptoe

To encourage a change in position, place **puzzle board** in various places within the group space:

- On a chair seat, to encourage kneeling
- On the floor to encourage prone prop, side sit, Tailor sit

#### Group 2: Using Funnels

**Middle:** If you hear the children counting their scoops, restate what they said and have them lift the sand-filled bottle that many times.

## Day 9

### Planning Time

#### Group 1: Write or Draw Plans

Place paper on a vertical surface, (surface may be smooth or “bumpy”= by placing paper over sand paper of varying grit), and vary the writing tools (different sized crayons, different thickness markers).

### Recall Time

#### Group 2: Hats

Incorporate a movement for children to do to get to the hats. The movement can be a transition movement (look at movement cards), children go through a tunnel to get to the hats, crawl under a table to get to the hats, or climb up onto a raised surface to get to the hats, etc.

### Small-Group Time

#### Group 1: Using Funnels

**Middle:** If you hear the children counting their scoops, restate what they said and have them lift the sand-filled bottle that many times.

**Day 9**

**Large-Group Time**

**Musical Carpet Squares**

**Step 2:** Instead of walking from square to square, choose a different movement, refer to movement cards for ideas.

**Day 10**

**Planning Time**

**Group 2: Write or Draw Plans**

Place paper on a vertical surface, (surface may be smooth or “bumpy”= by placing paper over sand paper of varying grit), and vary the writing tools (different sized crayons, different thickness markers).

**Recall Time**

**Group 1: Hats**

Incorporate a movement for children to do to get to the hats. The movement can be a transition movement (look at movement cards), children go through a tunnel to get to the hats, crawl under a table to get to the hats, or climb up onto a raised surface to get to the hats, etc.

**Group 2: Magic Wand**

Children can climb or step-up onto a raised surface, then point with “magic wand”, and then jump down to share what they did.

**Small-Group Time**

**Group 2: Puzzles**

To encourage movement, place the puzzle bags in various places within the group space:

- Down on the floor to encourage stand <>squat
- Under the table to encourage stand <>squat <> crawl
- Raised surface to encourage standing foot flat <>tiptoe

To encourage a change in position, place puzzle board in various places within the group space:

- On a chair seat, to encourage kneeling
- On the floor to encourage prone prop, side sit, Tailor sit

**Day 10**

**Large-Group Time**

**Rowing Boats**

**Step 2:**

Other positions to “row”:

- Sitting facing each other, with legs spread, one child’s legs on top of the other’s
- Sitting back-to-back, with arms hooked
- Tall kneel facing each other holding hands.

**Other Ideas**

**Outside Time**

To collect objects provide children with tongs and tweezers.

To collect grass or flowers, have children use scissors to “snip”. This activity requires adult supervision &/or assistance.

To take care of living things, provide children with squirt bottles or a bucket of water to use eye droppers or sponges to remove the water so they can water the grass, flowers, trees, etc.

Provide children with various containers to collect objects: container with a lid that snaps on/off, screws on/off, with a stopper so that child needs to push/pull it, etc.

**Week 3**

**Day 11**

**Planning Time**

**Group 2: Puzzle**

To remove the puzzle piece, children can do a movement to get to it.

**Day 11**

**Recall Time**

**Group 1: Rolling a Ball**

Depending on the children's level of abilities, replace rolling a ball with:

- Adult bouncing the ball to the child
- Adult throwing a ball underhand to the child
- Adult throwing a ball overhand to the child

Vary the type & size of balls used:

- playground ball, spikey ball, nerf football, tennis ball, spikey ball, etc.

**Day 12**

**Planning Time**

**Group 1: Puzzle**

To remove the puzzle piece, children can do a movement to get to it.

**Recall Time**

**Group 2: Rolling a Ball**

Depending on the children's level of abilities, replace rolling a ball with:

- Adult bouncing the ball to the child
- Adult throwing a ball underhand to the child
- Adult throwing a ball overhand to the child

Vary the type & size of balls used:

- playground ball, spikey ball, nerf football, tennis ball, spikey ball, etc.

**Small-Group Time**

**Group 1: Shades of Paint**

Materials:

For each child, provide

- three **squeeze bottles** of paint

- paper & Q-tips, cosmetic sponges
- container in which paint can be shaken to mix

### **Group 2: Frogs on Lily Pads**

#### **Materials for the Children to “Act-out” the story:**

- different colored shelf liner cut into shape of a lily pad
- blue paper for the “pond”
- children to pretend to be frogs

**Beginning:** Instead of using a plastic frog, an adult demonstrates jumping to a “lily pad” and naming the color landed on.

**Middle:** Give each child a container of colored shelf liner only. Ask the children to tell their own story about a frog and a lily pad. Watch to see how children arrange the shelf liner on the floor, (each child may need to have their space designated by masking tape), and then the children jump on the “lily pads” just like the frog in their story.

## **Day 13**

### **Planning Time**

#### **Group 1: Hula Hoop**

Have children sit in different positions while holding onto the hoop:

- Tailor sit
- Long sit
- Tall kneel
- Heel sit

Change how high or low the hula hoop is held by everyone in the group:

- By your knees
- By your stomachs
- At your shoulders
- By your noses
- Above your heads

**Day 13**

**Planning Time**

**Group 2: Train & Train Tracks**

Lay out the train tracks in a simple oval design. Place sticky notes with area names around the track and a carpet square or shelf-liner next to each area name. The children are the “trains”, moving around the track, stopping at the “station” where they would like to work. Children can choose to move around the track by choosing a movement from the movement book or:

- An adult can assist them to wheelbarrow walk
- Child can be given a ball to bounce-catch it along the track
- Child can be given a ball to dribble it along the path.

**Recall Time**

**Group 1: Matching Beads**

**Materials:**

- A string of colored beads
- A bag/container containing additional beads hidden in various “sensory materials” (sand, rice, packing peanuts, cotton balls, placed inside a tennis ball: make a slit in the ball and place beads inside of it, child will have to squeeze the ball to remove a bead).

**OR**

**Materials:**

- A string of colored pop beads
- A cloth bag containing additional pop beads in the same colors as those on the string.

**Child removes a pop bead from the bag and pulls off the matching colored pop bead from the string. Child then pushes the matching pop beads together, and then shares what they did at work time.**

**Day 14**

**Planning Time**

**Group 1: Flashlight**

To encourage different positions for the children to shine their flashlights, place the area cards in the planning space and have the children shine the flashlight on the cards to indicate the area to work in. Positions for the children to shine their flashlights:

- Prone prop: encourage the child to raise his arm, which is holding the flashlight, off the floor.
- Supine, (lying on their backs): pictures are taped to the underside of a table. The table should be high enough for the child to have to slightly raise their arm with the flashlight off their body to shine it on the card.

**Recall Time**

**Group 1: Area Cards and Clothespins**

Have a child do a movement, (refer to movement cards), to take his card and clothespin to the corresponding area card.

**Small-Group Time**

**Group 1: Frogs on Lily Pads**

Materials for the Children to “Act-out” the story:

- different colored shelf liner cut into shape of a lily pad
- blue paper for the “pond”
- children to pretend to be frogs

Beginning: Instead of using a plastic frog, an adult demonstrates jumping to a “lily pad” and naming the color landed on.

Middle: Give each child a container of colored shelf liner only. Ask the children to tell their own story about a frog and a lily pad. Watch to see how children arrange the shelf liner on the floor, (each child may need to have their space designated by masking tape), and then the children jump on the “lily pads” just like the frog in their story.

**Day 14**

**Small-Group Time**

**Group 2: Shades of Paint**

Materials:

For each child, provide

- three squeeze bottles of paint
- paper & Q-tips, cosmetic sponges
- container in which paint can be shaken to mix

**Day 15**

**Planning Time**

**Group 1: Train and Train Tracks**

Lay out the train tracks in a simple oval design. Place sticky notes with area names around the track and a carpet square or shelf-liner next to each area name. The children are the “trains”, moving around the track, stopping at the “station” where they would like to work. Children can choose to move around the track by choosing a movement from the movement book or:

- An adult can assist them to wheelbarrow walk
- Child can be given a ball to bounce-catch it along the track
- Child can be given a ball to dribble it along the path.

**Group 2: Hula Hoop**

Have children sit in different positions while holding onto the hoop:

- Tailor sit
- Long sit
- Tall kneel
- Heel sit

Change how high or low the hula hoop is held by everyone in the group:

- By your knees



- By your stomachs
- At your shoulders
- By your noses
- Above your heads

**Day 15**

**Large-Group Time**

**Silent Moves – Visual Processing**

**Step 2:** More examples of moves to make:

- Place your hands behind your back
- Place 1-arm above your head, and the other arm out to the side
- Place hands on opposite shoulders

**Step 3:** Examples of ways to walk to next activity:

- Hands on head
- Hands on head while walking on tiptoe
- Hands on shoulders
- Hands on hips
- Hands behind back while “skating” (sliding feet on floor)

**Week 4**

**Day 16**

**Recall Time**

**Group 1: Recall Soup**

At the end of the activity to remove “ingredients” have the children use tongs.

**Large-Group Time**

**Popcorn!!**

**Materials:**

- Scrunchy balls, bean bags

**Step 2:** Instead of standing to shake the parachute have the children:

- Tailor sit
- Long sit
- Tall kneel

### **Day 17**

#### **Recall Time**

#### **Group 2: Recall Soup**

At the end of the activity to remove “ingredients” have the children use tongs.

#### **Other Ideas**

#### **Outside Time**

Other small balls:

- Ping pong balls
- Children scrunch tissue paper into small balls
- Marbles
- Pebbles

### **Day 18**

#### **Planning Time**

#### **Group 1: Magnetic Letters**

##### **Materials:**

- Area cards
- Cookie sheet
- Magnetic letters
- Toy fishing pole with magnet attached or make a fishing pole using a dowel, string, & magnet.  
Child finds the letter from his name and picks it up using the “fishing pole” then does a transition movement, (refer to movement cards), to take his letter and place it on the area card.

#### **Group 2: Pegs & Pegboards**

##### **Materials:**

- Area cards
- Styrofoam & golf tees or pumpkin, golf tees & hammer

**Day 18**

**Recall Time**

**Group 1: "Hot Potato"**

To pass the "potato" have children:

Sit in a line:

- pass the "potato" over their heads
- twist to pass the "potato"

Stand in a line:

- pass the "potato" over their heads
- twist to pass the "potato"
- pass the "potato" between their legs.

**Small-Group Time**

**Group 1: Bubbles! Bubbles! Bubbles!**

**Materials:**

- Vary the type of straws (straws with small openings, "crazy" straws, etc.).

**Large-Group Time**

**Sliding/Skating to Music**

**Step 2:** The adults present should also do the activity. While the children explore ways to move, the adults are moving forwards, backwards, sideways, in circles, etc. This will encourage the children to try new ways of moving.

**Day 19**

**Planning Time**

**Group 2: Magnetic Letters**

Place area cards and magnetic letters apart from each other in the "group space". Have the children do a transition movement, refer to movement cards, to take their letter to the area cards.

**Day 19**

**Recall Time**

**Group 1: Camera**

Child climbs or steps up onto a raised surface with the camera, takes a “picture” of where they played. Child jumps down from the raised surface to discuss details. Adult supervision is required for safety.

**Small-Group Time**

**Group 2: Cutting With Scissors**

**Materials:** Add various types of scissors. (By providing various types of scissors, it will encourage an appropriate grasp pattern for that child who using a standard scissor is too difficult.)

**Large-Group Time**

**Silent Moves – Verbal Processing**

**Step 2:** Include in your verbal directions: “Put your hands behind your back”.

“Give yourself a hug”.

Vary the children’s positions when following the verbal directions: (standing, tailor sit, long sit, kneeling, supine (lying on back)).

**Day 20**

**Planning Time**

**Group 1: Pegs & Pegboards**

Place the pegs and pegboards apart from each other, so that a transition movement can be incorporated into this activity. Child takes a peg and does a transition movement to bring it to the pegboard.

**Recall Time**

**Group 2: “Hot Potato”**

To pass the “potato” have children:

Sit in a line:

- pass the “potato” over their heads

- twist to pass the “potato”

Stand in a line:

- pass the “potato” over their heads
- twist to pass the “potato”
- pass the “potato” between their legs.

### Day 20

#### Small-Group Time

#### Group 2: Cutting With Scissors

**Materials:** Add various types of scissors. (By providing various types of scissors, it will encourage an appropriate grasp pattern for those children, who using a standard scissor, is too difficult.)

### Week 5

### Day 21

#### Planning Time

#### Group 1: Planning Bus

**Materials:** Small pieces of paper or light cardboard or card stock to use as “bus tickets”, small step stool to use as “bus steps”.

Ahead of time, set up the children’s chairs in a line like bus seats. Place the step stool towards the front of the “bus”. As the children start to get on the “bus”, have them step-up onto the stool and jump down, then choose their seat. To take their chair back, encourage the children to push their chair rather than lift.

#### Group 2: Area Cards and Animal Figures

To set-up the activity, arrange the area cards so they are separated by a distance within the group space from the animal figures. Have the children move like the animal they were given to get to the area card.

#### Recall Time

#### Group 1: Write or Draw

Place the paper on:

- the wall at a height where the child has to stand, kneels, lie on his stomach, or sit on the floor.

- A binder with the opening towards the child while he lies on his stomach, sits up, or kneels with the binder on their chair.
- The underside of the table and have the children lay on their backs to write.

**Day 21**

**Recall Time**

**Group 2: Bell**

**Materials:**

- Cards with children's names & letter link symbols
- A bag
- A bell or shaker; Add: rhythm sticks or triangle instrument

**Day 22**

**Planning Time**

**Group 1: Area Cards and Animal Figures**

To set-up the activity, arrange the area cards so they are separated by a distance within the group space from the animal figures. Have the children move like the animal they were given to get to the area card.

**Group 2: Planning Bus**

**Materials:** Small pieces of paper or light cardboard or card stock to use as "bus tickets", small step stool to use as "bus steps".

Ahead of time, set up the children's chairs in a line like bus seats. Place the step stool towards the front of the "bus". As the children start to get on the "bus", have them step-up onto the stool and jump down, then choose their seat. To take their chair back, encourage the children to push their chair rather than lift.

**Recall Time**

**Group 1: Bell**

**Materials:**

- Cards with children's names & letter link symbols
- A bag
- A bell or shaker; Add: rhythm sticks or triangle instrument

**Day 22**

**Recall Time**

**Group 2: Write or Draw**

Place the paper on:

- the wall at a height where the child has to stand, kneels, lie on his stomach, or sit on the floor.
- A binder with the opening towards the child while he lies on his stomach, sits up, or kneels with the binder on their chair.
- The underside of the table and have the children lay on their backs to write.

**Small-Group Time**

**Group 2: Bear Families**

**Materials:**

- **Add:** tongs to pick up bears

**Middle:**

Change the children's positions to sort to:

- lying on their stomachs, sitting on floor,
- kneeling on a chair with materials on the table,
- kneeling on the floor with the bears placed under the chair seat; the chair seat is used as a "tabletop",
- standing at the table with the bears placed on the floor so the children bend to reach a bear and place it on the table for sorting.

Give children different types of tools to pick-up the bears, such as various types of tongs, clothespins, etc.

**Other Ideas**

**Outside Time**

Other materials: squirt bottle for water, food coloring added to water, sponges, small squirt toys & bucket of water for refilling water "toys". The squirt bottles or toys can be used to "erase" the pictures they drew on the ground with chalk.

**Day 23**

**Planning Time**

**Group 1: Classroom Map**

Vary the placement of the map to encourage children to assume various positions to move their car:

- on the wall at eye-level, so children need to stand
- on the wall at knee –level, so children need to kneel
- on the wall at floor-level, so children need to lay on their stomachs
- underside of table, so children need to lay on their backs

To develop children’s arm strength: tape coins to the bottom of the “car”. This will add some weight to the car.

**Group 2: Buckets & Beanbags**

**Materials:**

Add to list: masking tape or spot marker and paper, (tissue, construction, newspaper, etc.).

Tape or a spot marker is placed approximately 2-feet from the bucket by each work area. When the child chooses an area to work, he stands on the tape or spot marker to throw his beanbag (sponge, soft ball), into the bucket. Or instead of providing the child with an object to throw, the child can make his own by providing various types of paper (tissue, construction, newspaper, etc.), and have the child “scrunch” it into a ball. Child then stands at a designated spot to throw it into the bucket.

**Large-Group Time**

**Musical Shapes**

**Step 1:** Refer to the movement book to decide what the children will do standing on a particular shape.

**Step 2:** To work on directions, vary the cue “Everyone standing on a square, clap your hands” to

- clap your hands above / over your head
- clap your hands to the left
- clap your hands to the right’
- clap your hands behind your back
- clap your hands in front of your stomach
- clap your hands under your chin
- clap your hands between your legs.



**Day 24**

**Planning Time**

**Group 2: Flashlight**

Children stand on a raised surface to shine their flashlight on a work area. After an area is chosen, children hand the flashlight to an adult and jump down from the raised surface. The raised surface height can be varied by using chairs of various heights or other sturdy, safe objects.

**Recall Time**

**Group 2: Area Cards & Clothespins**

When setting up, separate the cards with children's name & letter link symbol from the area cards. Children can be asked to choose a movement of their own, choose from the movement cards, or a specific movement can be chosen by the teacher using the movement cards.

**Small-Group Time**

**Group 1: Bear Families**

**Materials:**

- Add: tongs to pick up bears

**Middle:**

Change the children's positions to sort to:

- lying on their stomachs, sitting on floor,
- kneeling on a chair with materials on the table,
- kneeling on the floor with the bears placed under the chair seat; the chair seat is used as a "tabletop",
- standing at the table with the bears placed on the floor so the children bend to reach a bear and place it on the table for sorting.

Give children different types of tools to pick-up the bears, such as various types of tongs, clothespins, etc.

**Group 2: Exploring Clay**

**Materials:**

Add or replace small dish of water with: squirt bottle of water, sponge, wash cloths.

**Middle:** When the clay needs to be softened with water, let the children use the squirt bottle to make it wet, or give them a damp sponge to squeeze or a damp wash cloth to wring. This will allow them to further use their hands to develop hand strength.

**Day 24**

**Large-Group Time**

**Rhyming With "Down By the Bay"**

No change in activity, except for ways to encourage the children to set a beat. To set a beat have children:

- sit & stomp with their feet
- sit & "clap" with their feet

- assume crab position and stomp with their feet
- lay on their stomachs and tap hands on floor.

## Day 25

### Planning Time

#### Group 1: Buckets & Beanbags

##### Materials:

**Add to list:** masking tape or spot marker and paper, (tissue, construction, newspaper, etc.).

Tape or a spot marker is placed approximately 2-feet from the bucket by each work area. When the child chooses an area to work, he stands on the tape or spot marker to throw his beanbag (sponge, soft ball), into the bucket. Or instead of providing the child with an object to throw, the child can make his own by providing various types of paper (tissue, construction, newspaper, etc.), and have the child “scrunch” it into a ball. Child then stands at a designated spot to throw it into the bucket. Refer to

#### Group 2: Classroom Map

Vary the placement of the map to encourage children to assume various positions to move their car:

- on the wall at eye-level, so children need to stand
- on the wall at knee –level, so children need to kneel
- on the wall at floor-level, so children need to lie on their stomachs
- underside of table, so children need to lay on their backs

To develop children’s arm strength: tape coins to the bottom of the “car”. This will add some weight to the car.

### Large-Group Time

#### Singing Songs

**Step 4:** Children still choose how they want to move to their next activity; however, give them a specific “path” to move on. For example:

- Tell them they have to move by keeping each foot touching the tape line
- They have to move between the tape lines
- They have to move from 1-cone to another

**Week 6**

**Day 26**

**Planning Time**

**Group 1: Little Mouse with a String**

**Materials:** Instead of a string, give each child:

- a clothespin/ clip
- zippered bag such as a lunch bag
- Velcro fastened bag such as a lunch bag

After the child has tied a string, (or used another of the suggested materials), to something, the child brings it back to the table by doing a movement.

**Group 2: Planning Path**

Refer to movement cards for other ways to move along path.

**Recall Time**

**Group 1: Cups & Figures**

**Materials:**

- Toy figures
- Area cards
- A large cup to go with each area card
- Large ball

**Set-up:**

Place large cup and area card on the floor in front of the ball. After the child is given a toy figure, have him lay on the ball with his hands on the floor by the cups. (A movement card, "Prone over the Ball", demonstrates this position. It can be used to provide visual instruction). The child then takes his toy figure and places it in the appropriate cup while in this position. Then the child stands to share details of what he did.

**Small-Group Time**

**Group 2: Letter and Number Parts**

**Materials:** Add wikki sticks to the materials given to the children.

**Middle:** When encouraging children to write or trace the numbers & letters, let them also use the wikki sticks to make the number & letters. The child can look at the number/letter and make it from wikki stick. Or, the child can place the wikki stick on top of the written number/letter and shape it to it.

**Day 26**

**Large-Group Time**

**Singing Songs**

**Step 3:** Can use the movement cards in the same way as the song book was used. Three sticky notes are placed on the movement cards, each having the child's name and letter link symbol written on it. Today these three children will choose the movement.

**Day 27**

**Planning Time**

**Group 1: Planning Path**

Refer to movement cards for other ways to move along path.

**Group 2: Little Mouse With a String**

Refer to Day 26 under the Planning Time section. Since the children are pretending to be "little mice" they can travel through a "mouse hole". The "mouse hole" can be a tunnel, 2-3 chairs lined up for the child to crawl under, or place a large hula hoop upright so the child has to crawl or step through it.

**Recall Time**

**Group 2: Cups & Figures**

Place the figures in one spot and the cup & area card in another, now the children can do a movement to place the figure in the cup. The movement can be something from the movement cards.

**Small-Group Time**

**Group 1: Letter and Number Parts**

**Materials:** Add wikki sticks to the materials given to the children.

Middle: When encouraging children to write or trace the numbers & letters, let them also use the wikki sticks to make the number & letters. The child can look at the number/letter and make it from wikki stick. Or, the child can place the wikki stick on top of the written number/letter and shape it to it.

\*In addition to using wikki sticks, the children can use bingo markers to "trace" the letters and numbers.

**Large-Group Time**

**Nursery Rhyme: "Hickory, Dickory, Dock"**

**Materials:** Spot markers – at least 2 for each child.

**Step 3:** When you say the phrase "The mouse ran up the clock", replace the children wiggling their fingers to them jumping forward to the spot marker that is placed in front of them. When you say the phrase "The clock struck one" have one child strike the triangle while the other children jump back to their original spot which could also be a

spot marker. The child may turn and jump back or jump backwards. Depending on the distance between the starting spot marker and the other, children may make jumps of various sizes (broad jumping).

### Day 28

#### Recall Time

##### Group 1: Recall Two Things

Place child's paper on a vertical or inclined surface. This will encourage the appropriate position of the wrist as needed for writing.

##### Group 2: Recall Stories

With any writing task, it is best to place the paper on a vertical or inclined surface. Sitting at a table, each child can be provided with an inclined surface by using large binders to put the paper on. The binder is positioned in front of each child with its binding facing away from the child. The binder is kept closed with the paper attached to the outside of it. This now creates an inclined surface to write on.

#### Large-Group Time

##### Dancing With Letters

**Step 2:** Change the positions of the children while they move their letter:

- Lying on backs move letter over your head, up high (towards ceiling), & under your legs
- Sitting on the floor (tailor sit, long sit, side sit) to move letter in front, up high, & behind
- Tall kneel to move letter in front, up high, and behind.

### Day 29

#### Planning Time

##### Group 1: Building Toy

Have the children do a movement to get to the building toy base with their toy piece.

#### Recall Time

##### Group 1: Map

Vary the placement of the map to encourage children to assume various positions to move their car:

- on the wall at eye-level, so children need to stand
- on the wall at knee –level, so children need to kneel

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- on the wall at floor-level, so children need to lie on their stomachs
- underside of table, so children need to lay on their backs

To develop children's arm strength: tape coins to the bottom of the "car". This will add some weight to the car.

### Day 29

#### Recall Time

##### Group 2: Recall Two Things

Place child's paper on a vertical or inclined surface. This will encourage the appropriate position of the wrist as needed for writing.

### Day 30

#### Planning Time

##### Group 1: Planning Stories

With any writing task, it is best to place the paper on a vertical or inclined surface. Sitting at a table, each child can be provided with an inclined surface by using large binders to put the paper on. The binder is positioned in front of each child with its binding facing away from the child. The binder is kept closed with the paper attached to the outside of it. This now creates an inclined surface to write on.

##### Group 2: Building Toy

Have the children do a movement to get to the building toy base with their toy piece.

#### Recall Time

##### Group 2: Map

Vary the placement of the map to encourage children to assume various positions to move their car:

- on the wall at eye-level, so children need to stand
- on the wall at knee –level, so children need to kneel
- on the wall at floor-level, so children need to lie on their stomachs
- underside of table, so children need to lay on their backs

To develop children's arm strength: tape coins to the bottom of the "car". This will add some weight to the car.

**Day 30**

**Large-Group Time**

**Beanbag Toss**

**Step 2:** Encourage children to toss their bean bag using an underhand or an overhand toss. Place the bucket against the wall and mark off distances at which the children need to stand to throw their bean bag. Start with the children standing 1-foot from the wall, 2-feet, etc.

