

My Friends...Your Friends August 2022



Growing. Playing. Learning.

**Gee Whiz**TM
Education

Keep in mind that any materials you might need a little bit more time to gather are featured in red.

Get Ready!

Please see the Materials List for items you may need a little more time to gather/prepare.

It is that time of the year again! We will be getting ready for the start of a new school year with the unit, “My Friends...Your Friends.” While many of your children are not “new” to your program, some may be. A great topic for all children is friendship. During this unit, the children will learn the characteristics necessary to build and maintain strong friendships with their peers at school and in their neighborhoods. Through songs, chants, art, games, food and stories, children will see how kindness and respect are woven into friendship and how that is what keeps friends together. It is so important to provide children with the tools necessary to make new friends.

The activities included in this guide are merely a starting point and not an “end all.” Please incorporate your own activities and experiences you believe the children would enjoy and adapt those in this guide to better meet the unique needs of the children in your care. Please use the Individualization Web, Customized/Individualized Lesson Planning Sheet and Connecting the Dots components to help you reach this goal.

Don't forget to email or send home a copy of the Family Letter with each child as you begin this unit. In addition, email or text the Digital Family Notes when you believe they would be the most beneficial. Most importantly, have fun!

Table of Contents

10 Day Planning Grid.....	3
Daily Lesson Plans (2 pages per day, 10 days).....	4-23
School-Age Activities.....	24-26
Make It! Sheets Directions.....	27
School Readiness Experiences (for older preschoolers).....	28
Learning Indicators Addressed by Activity.....	29-30
Book List/Songs/Poems.....	30-32
Directions for Preparing the Teaching Tool.....	32
Extras.....	34-35



Program Symbols for Developmental Areas

= Language Development

= Social Studies Knowledge

= Literacy Knowledge

= Social & Emotional Development

= Math Knowledge

= Music & Creative Arts

= Science Knowledge

= Physical Development & Health

= Logic & Reasoning

= Approaches to Learning

Get Moving!

Activities with this icon help you address the goals of the Let's Move! Child Care campaign (www.letsmove.gov).



Activities with the sunshine icon may be done outdoors if you desire.



This icon helps you quickly locate some of the activities that address Character Education included in this unit

2 Week/10 Day Planning Grid

All the daily experiences are included on this grid so you know EXACTLY what is planned for each day.



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>Exploring Together: So Many Friends! (p.4)</p> <p>Center/Small Group: Friends Mural (p.5)</p> <p>Center/Small Group: Friendship Towers (p. 5)</p> <p>Infants: We Are Friends (p. 5)</p>	<p>Exploring Together: Name Game (p. 6)</p> <p>Center/Small Group: Making Art Together (p. 7)</p> <p>Center/Small Group: Sprinkle Dance with Friends (p. 7)</p> <p>Infants: Photo Crawl (p. 7)</p>	<p>Exploring Together: Bubbles with Friends (p. 8)</p> <p>Center/Small Group: Follow Your Friends (p. 9)</p> <p>Center/Small Group: Friendship Trail Mix (p. 9)</p> <p>Infants: Photo Crawl (Part 2) (p. 9)</p>	<p>Exploring Together: A Hen and Her Friends (p. 10)</p> <p>Center/Small Group: Fun with Flour (p. 11)</p> <p>Center/Small Group: Bakers Are We (p. 11)</p> <p>Infants: Bread Bites (p.11)</p>	<p>Exploring Together: Caring Friends (p. 12)</p> <p>Center/Small Group: We Can Work Together (p. 13)</p> <p>Center/Small Group: Marker Experiment (p. 13)</p> <p>Infants: Paint with Me (p. 13)</p>
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>Exploring Together: We Are All Different (p. 14)</p> <p>Center/Small Group: My Favorite Art Material is... (p. 15)</p> <p>Center/Small Group: What's Different? (p. 15)</p> <p>Infants: Tummies and Friends (p.15)</p>	<p>Exploring Together: So Many Feelings (p. 16)</p> <p>Center/Small Group: Funny Faces (p. 17)</p> <p>Center/Small Group: Follow the Feelings (p. 17)</p> <p>Infants: Peek-A-Boo (p. 17)</p>	<p>Exploring Together: That's Not Fair! (p. 18)</p> <p>Center/Small Group: A Very Fair Snack (p. 19)</p> <p>Center/Small Group: More Fun Following the Feelings (p. 19)</p> <p>Infants: Roll the Ball (p.19)</p>	<p>Exploring Together: The Search is On! (p. 20)</p> <p>Center/Small Group: Shake and Make (p. 21)</p> <p>Center/Small Group: Playdough & Pals (p. 21)</p> <p>Infants: Books with Friends (p.21)</p>	<p>Exploring Together: Friendship Day! (p. 22)</p> <p>Center/Small Group: Use Your Eyes (p. 23)</p> <p>Center/Small Group: Loose Parts Play with Friends (p. 23)</p> <p>Infants: Repeat, Repeat, Repeat (p. 23)</p>

School-Age Activities:

Friendship Chain (p. 24)

A Trip Down Memory Lane (p. 25)

Who is My Friend? (p. 26)

Friendship Bracelets (p. 24)

A New Version of the Story (p. 25)

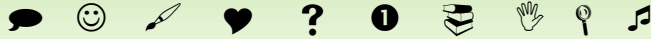
Craft Stick Compliments (p. 26)

DAY 1

Unit: My Friends...Your Friends

Today's Focus: What is a Friend?

Developmental Areas Addressed Today:



Be Healthy & Safe!

Remind children to stop, look with their eyes and listen with their ears whenever they cross a street, sidewalk, parking lot, etc.

Teaching Tip of the Day

Children should use their listening ears when someone else is talking. Be sure you do the same and give your full attention whenever a child talks to you. This teaches respect for others.



Transition Time

Have children walk hand-in-hand with their friends as they move from one activity to the next today.



Get Moving!

Exploring Together: So Many Friends!

(all ages,)

Materials:

Fadi, Our New Friend puppet (prepared, see p. 30)

- This activity is designed to help the children explore the concept of friendship. During the experience, the children will recall their own experiences of being a friend and begin digging deeper into what those friendships mean to them. They will begin to think about how they can apply what they know about friendships into making some new friends. This is also an excellent experience for reinforcing character traits such as respect and kindness.
- Start singing the song, "Old Friends, New Friends" and invite those children who show interest to join you and hold hands. Make a circle and then move in a circle while singing the song. At the end of the song, have all of the children give each other high fives or fist bumps.

OLD FRIENDS, NEW FRIENDS (tune: "Twinkle, Twinkle Little Star")

Old friends, new friends...both are great!
We can run and we can play.
Having good friends is such fun.
We loving playing in the sun.
Old friends, new friends...both are great!
We can run and we can play!

- After singing the song a few times, have the children sit down and introduce Fadi, a new friend. Show the children the puppet and share a little bit about Fadi. Then, invite more verbal children to ask Fadi questions. The children can share information about themselves as well. Then, wrap up by holding hands with the children, walking in a circle and singing the song, "Old Friends, New Friends" one more time and be sure to include Fadi!

Today's Vocabulary

Use some of these words in conversations with children today!

friend **handprint**
together **buddy** **honest**



As younger children participate in activities today, model language by...

- Using words such as **friend**, **handprint**, **together**, **buddy**, and **honest** as children complete activities.
- Talking about friendship as the children make a handprint mural together (p. 5).
- Engaging children in conversations as the play with blocks together (p. 5).

Questions to Spur Thinking

- Who are your friends?
- What could you ask someone if you wanted to get to know them better?
- What do you like about making new friends?
- Tell me about one of your favorite memories with one of your friends.
- What is your favorite activity to do with your friends?
- How many friends do you think you have?



Friends Mural

(Toddlers–4 years, 🗨️ 😊 🖍️ ❤️ ① 🙋 🤔 🎨)

Materials:

- Long piece of mural paper OR several sheets of white paper taped together + crayons + tape
- Paint soaked sponges or folded paper towels in shallow dishes (assorted colors) + paper towels
- This activity is meant to encourage children to create something beautiful with their friends. Through art, the ideas and thoughts of the children will be displayed for everyone to enjoy. During the experience, the children will also express creativity, develop fine motor control, practice self-regulation, compare/contrast and even count (number of fingers)!
- Place the long piece of mural paper on a table and tape to secure. As interested children watch, print the word "Friends" on the center of the paper with a dark-colored crayon, naming letters while doing so. For ELL/DLL children, write this word in both English & their home languages. Next, have the children press their hands in paint and then place on the paper. The children can make handprints all around the word "Friends." Be sure to talk about colors as the children create. You might also want to compare and contrast the children's handprints. How are they the same? How are they different? Now would be a great time to practice counting as well (fingers).
- Advanced Preschoolers:** These children may be able to attempt to write their names on the mural (once dry). If so, be sure to talk about letters and letter sounds in the process.

DAY 1 - Center/Small Group Activities

Questions to Spur Thinking

- Why do you think handprints go along with friendship?
- What words do you think of when you think about your friends?

- How did you work together to build the tower?



Friendship Towers

(Toddlers–4 years, 🗨️ 😊 ❤️ ? 🙋 🤔 ①)

Materials:

- Blocks (large and/or small ... depending on the developmental levels of the children in your group)
- During this experience, all children will build fine motor control as well as both expressive and receptive language skills. While playing with blocks, children who are more advanced can work together to build tall towers. Adaptations are provided to help you adjust this experience for different developmental levels.
- Dump blocks on the floor and invite those children who show interest to build friendship towers. Choose the options below you think will work best for the developmental levels of the children in your group.
- Toddlers/Twos/Young Threes:** These children will just have fun exploring the blocks and may not use them to "build." That is just fine! They will build key fine motor control and eye-hand coordination in the process. Talk about the blocks as the children handle them as well as how blocks are a fun material to play with your friends.
- Older Threes/Fours/Advanced Preschoolers:** Not only can these children build their own individual structures, they might be able to also see how tall of a tower they can build together IF they work as a team. Challenge your most advanced children to estimate how many blocks they think their tower will hold before it falls. Then, count the blocks with the children as they build. How accurate were their estimations?

We Are Friends

(Infants, 🗨️ 😊 🙋 ❤️ 🎵)



Materials:

- None needed
- This experience is designed to expose infants to new vocabulary about friendship and to help them build a stronger bond with you. Infants have years ahead them to make friends and these early interactions will be the building blocks for future friendships.
- Feel free to go outside for this activity and enjoy some sunshine while you sing. Hold the infant in your lap and sing the song, "We Are Friends" as you clap together.

WE ARE FRIENDS
(tune: London Bridge)

We are friends,
We laugh and play...
Laugh and play...
Laugh and play.
We are friends,
We laugh and play,
We...are...friends!

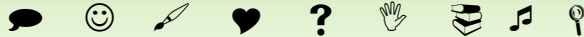
Your Own Activities

DAY 2

Unit: My Friends...Your Friends

Today's Focus: Who Are Our Friends at "School?"

Developmental Areas Addressed Today:



Be Healthy & Safe!

Using a pretend phone, have children practice dialing 911. This will help prepare them for what to do in case of an emergency.

Teaching Tip of the Day

Be sure that the rules and expectations are clear for all parts of the day (e.g., inside, outside, when riding in the car, etc.)

Transition Time

More verbal children can say their names as they move from activity to activity today.

Get Moving!

Exploring Together: Name Game

(all ages,

Materials:

- Each child's name printed on an index card (plus Fadi's name) in a box or paper bag
- This activity is designed to help children begin to understand that they everybody has a name. For those who are developmentally ready, the children can also begin to associate their printed name with the spoken one. This experience will help children develop skills in so many areas including language, literacy, social interaction and so many more.
- Put all the name cards in a bag or paper box and have Fadi shake it with you. As children become curious, invite them to join you and Fadi. Can the children guess what might be in the box just by listening to the sound? After they guess, choose one child to hold Fadi and be his "special friend" for this activity. Tell the children that a different person will get a chance to be Fadi's special friend and hold him each day. Next, say the chant below as you shake the bag. Then, choose a child to reach into the bag and pull out a name card. Read the name on the card out loud and have that child say, "Hello!" in any way he/she wants. ELL/DLL can say, "Hello" in their home languages.

We are friends.
This is true!
You are my friend;
I'm yours, too.
We're all different.
We're not the same.
But the one thing we all have
Is a name!

(pull a name from the bag and read it out loud)

- Repeat the chant until the bag is empty. If the children enjoyed this chant, do it again!
- EXTENSION:** For those children who are developmentally ready, talk about the letters that make up each child's name. These children can also compare and contrast the name cards. Do any of the children have names that begin with the same letter?

Today's Vocabulary

Use some of these words in conversations with children today!

names school kindness
respect loyal



As younger children participate in activities today, model language by...

- Using words, such as those listed above, while engaging children in conversations during the day's activities.
- Talking with children as they create a group name mobile (p. 7).
- Engaging children in conversation as they dance in the sprinkler with their friends (p. 7).

Questions to Spur Thinking

- How are our names the same?
- How are our names different?
- What would happen if we all had the same name?
- What are some of the names of the people in your family?
- What are some names of your friends from the neighborhood where you live?

Adam

Selena

Making Art Together

(Toddlers–4 years, 🗨️ 😊 🖍️ ❤️ ? 🙋 🎨)

Materials:

- White paper plates (small and/or large)**
- Yarn/string, crayons/markers (thick & thin) + assorted art/collage materials and tape/gluesticks
- During this experience, the children will work independently but then use what they create to make an amazing piece of group art to display. This process shows children how when everyone adds something special, the end result is fantastic. At the same time, the children will develop fine motor control, express ideas through art and so much more! Adapt and modify for different developmental levels.
- **Toddlers/Twos:** Print each child's name on a paper plate while as he/she watches. Be sure to describe what you are doing. Then, provide these children with thick crayons/markers they can use to draw on the plates. Keep in mind that scribbles ARE art!
- **Threes/Fours:** Print each child's name on a white paper plate as these children watch. Name each letter as you write it. Do any of these children recognize any of the letters? Then, provide these children with all of the materials listed above & invite them to decorate their name plates as desired. Engage the children in conversations as they make choices about materials.
- **Advanced Preschoolers:** These children may be able to write their own names and identify a least the first letter in their names. They can also decorate their plates as desired and then, once dry, help you attach a length of string/yarn to the completed plates so that you can hang them from the ceiling.

Get Moving!

Photo Crawl

(Infants, 🗨️ ❤️ 😊 🙋 🎨)

Materials:

- Photo Crawl Board** - To make a photo board, take individual photos of all of the children in your group using your phone or a digital camera. Print the photos out on white paper, cut out and then mount to a sheet of posterboard. Cover with clear Contact® paper to make more durable if you would like.
- Taking the time to make a material like a Photo Crawl Board is time well spent when you can use it multiple times. This experience combines a movement activity with one that also helps infants build receptive language skills as well as new vocabulary. At the same time, infants will build fine and gross motor skills as they explore the photos on the board.
- Place the photo board on the floor and sit with the infant near it. Watch to see what the infant does. As the infant touches a picture of a child on the board, talk about that child. You might want to share his/her name, what he/she looks like, etc. As the infant moves around, he/she will learn more about the children in your group. **Save to use again on DAY 3.**

DAY 2 - Center/Small Group Activities

Questions to Spur Thinking

- *What are some of the creative ideas you see on your friend's name plates that you like a lot?*
- *How many hugs/high fives do you think you gave?*
- *What songs did you like dancing to the most?*

Get Moving!

Sprinkle Dance with Friends

(Toddlers–4 years, 🗨️ 🖍️ ? 😊 ❤️ 🙋 🎨 🎵)

Materials:

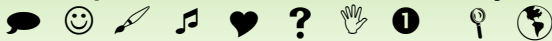
- Sprinkler** + music
- Children's bathing suits and towels**
- During this activity, the children will get to wiggle their bodies as they dance to music in the sprinkler with their friends. Nothing makes children happier than a having fun with their friends and that is exactly what they will do during this activity. At the same time, they will need to practice self-regulation as they respect personal space while building gross motor skills.
- As soon as children learn they are going to put on their bathing suits, they are going to be excited! Don't forget the sunscreen! Then, head outside and turn on the sprinkler. After a few minutes, introduce a "sprinkle dance" with friends. To play, explain to the children that when the music plays, they should dance around in the sprinkler & show off their moves. Then, as soon as the music stops, they will find a friend to give a high five. Remind children about being gentle with their high fives as they will be very excited with all the movement going on. When the music comes back on, they dance again. Encourage children to try to high five several different friends as they play.
- **Advanced Preschoolers:** These children can serve as role models as they participate in this experience. This would also be an excellent time to talk with these children about the importance of inclusion.

Your Own Activities

DAY 3

Unit: My Friends...Your Friends

Today's Focus: Sometimes Friends Play Together
Developmental Areas Addressed Today:



Be Healthy & Safe!

Whether children bring their own snacks or they are prepared for everyone, remind children not to share snacks. This prevents allergic reactions and the spread of germs.

Teaching Tip of the Day

Record anecdotal notes throughout the day during structured and unstructured activity times.

Transition Time

Recite the chant, "We Are Friends" (p. 6) and save the children's names as they move from activity to activity today.



Get Moving!

Exploring Together: Bubbles with Friends

(all ages,

Materials:

- Bubble solution and wand**
- Music (different varieties/tempos)
- Fadi puppet

- There are many different stages of social interaction children go through as they get older. Initially, most children play independently. Then, they play side-by-side without interacting. Next, they interact some as they play near one another. Finally, they engage in cooperative play. This experience works for children in all stages because it gets them moving as they enjoy an activity together. Your role during all of this is to point out that friends sometimes play together. As children participate, they will build gross motor skills, practice self-regulation and express creativity through movement and dance.
- Take the children outdoors (weather permitting) for this experience. Choose one child to be Fadi's special friend and hold him. Then, start blowing bubbles and watch to see which children join you. As the children run to catch and pop the bubbles, note how they are all playing the same game. Now would be a meaningful time to talk about the sphere shape as well as positional concepts. Talk about how friends sometimes play games together...like this one. More verbal children can talk about friends they play with in their neighborhoods at home.
- Next, turn on music and watch to see how the children react. Continue blowing bubbles and observe how the children's actions change as the music changes. Be sure to note any children who choose to dance together. After all, dancing is an experience that many of us do with our friends or loved ones!
- **EXTENSION:** Have a Friends Dance later today or tomorrow. Have each child who is verbal share the name of a favorite song. Make sure the lyrics are appropriate! Announce each song as if you are a DJ and dedicate it to the child who chose it.

Today's Vocabulary

Use some of these words in conversations with children today!

together **share**
turns **cooperate** **fun**



As younger children participate in activities today, model language by...

- Using words, such as those above, as children participate in the daily experiences.
- Engaging children in conversations as they play in a tape obstacle course with friends (p. 9).
- Talking with children as they create Friendship Trail Mix (p. 9).

Questions to Spur Thinking

- *What do you like most about chasing bubbles with your friends?*
- *Why is it important to watch where you are going when you chase bubbles with your friends?*
- *What other games do you like to play with your friends?*
- *What things do you like to play by yourself?*



Get Moving!

Follow Your Friends

(Toddlers–4 years, 🗨️ 👤 ❤️ 🖐️ ❶ ? 😊)

Materials:

- ❑ **Blue painter's tape obstacle course in a hallway** - Use strips of blue painter's tape to make an obstacle course in a hallway. Tear the tape into strips and tape them from one side of the hallway to the other so that children will need to either step over them or crawl under them. See the adaptations below for different developmental levels.
- During this experience, the children are not only going to be moving, they will be problem-solving as well! This is again (like the Exploring Together experience), an activity where the children can play independently or with their friends. As the children participate, they will also build gross motor skills, an awareness of positional concepts and practice self-regulation.
- Who wants to follow their friends through a painter's tape obstacle course? This is the question you will pose to interested children who notice the course in the hallway. Then, invite them to try to crawl under and over the strips of tape. As you observe, be sure to reinforce the positional concepts over and under.
- Toddlers/Twos: These children can crawl under the tape. Describe their actions as they move (positional concepts).
- Threes/Fours/Advanced Preschoolers - Make the obstacle course a mix of over/under pieces of tape for this group. Now would be a great time to record an anecdotal note about each child's gross motor coordination skills.

Day 3 - Center/Small Group Activities

Questions to Spur Thinking

- Which is easier for you ... stepping over the tape or crawling under it? Why do you think that is?
- What is your favorite part of the trail mix?

Friendship Trail Mix

(Toddlers–4 years, 🗨️ 😊 ? ❤️ 👤 🌐 🖐️ ❶)

Materials:

- ❑ **Cheerios®, Corn Chex®, raisins, fish-shaped crackers, pretzel sticks/twists, etc.***
- ❑ Large bowl, small bowls, large spoon
- Cooking is a wonderful experience for children to do together. It not only exposes them to nonstandard measurement, it also requires cooperation and working together. The result of this experience will also be a delicious treat the children will enjoy eating with their friends. During this activity, the children will also use their senses, practice following simple directions and build fine motor control.
- Set all the ingredients and materials listed above on a table and watch what happens. Chances are pretty good the children will become curious and join you. As they do, invite the children to look at the ingredients. Do they eat any of these foods at home? Which ones? Next, challenge those who are more verbal to predict what they believe they are going to help make. After they share, introduce making Friendship Trail Mix.
- To prepare, have the children help put each ingredient in a small bowl and then decide together how many spoonfuls of each ingredient they think should go in their Friendship Trail Mix. Count out loud as you add each spoonful of each ingredient to a large bowl & challenge those children who are ready to count with you. Once all of the ingredients are in the large bowl, have the children help mix with a large spoon. Then, have each child put a spoonful into his/her own bowl. As the children eat the trail mix, encourage those who are more verbal to talk about their favorite part of the mix. Chances are good that this will be different and this provides yet another chance for you to bring diversity into your program (personal preferences).
- Advanced Preschoolers: These children should be able to accurately count the scoops as you add them.

* As always, check with parents/caregivers before serving any foods.

Get Moving!

Photo Crawl (Part 2)

(Infants, 🗨️ ❤️ 😊 🖐️ 👤)

Materials:

- ❑ Photo Crawl Board (p. 7)
- Infants love, and need, repetition! They will be excited to see something today they experienced yesterday...the Photo Crawl Board. This is because infants thrive on repeating simple activities over and over again. Each time the activity is done again, a new layer of learning is accumulated. During repetition, vocabulary becomes a touch more familiar and infants may be able to pick up on one tidbit of information that they missed the first time.
- Place the Photo Crawl Board on the floor. This time put the infant down a short distance away from the board and watch to see if he/she crawls over to it. As the infant moves on the board, continue talking about each of the children as the infant touches the pictures. Name each child and talk about the colors of his/her hair, eyes, clothing, etc. As you do this, the infant will hear and absorb everything you say!

Your Own Activities

DAY 4

Unit: My Friends...Your Friends

Today's Focus: What Makes a Good Friend?

Developmental Areas Addressed Today:



Be Healthy & Safe!

Be sure to frequently check your outdoor play equipment. Things do break and will need to be repaired and/or replaced.

Teaching Tip of the Day

Families love to get a sneak peek of what their child is up to all day. Every now and then, text a photo to parents/guardians so they can see their child in action.

Transition Time

Have the children act like their favorite characters from the story, "The Little Red Hen" as they move from activity to activity today.



Get Moving!

Exploring Together: A Hen and Her Friends

(all ages,

Materials:

- Little Red Hen prop, prepared (p. 33)** - To prepare, cut out the Little Red Hen and attach to a rolled (and taped) piece of construction paper for handle.
- Fadi puppet
- During this group experience, the children will hear a story with a message. The message in this story will teach the children about how important it is for friends to help one another. To bring the story to life, the children will interact with a prop and then engage with a song. During this experience, the children will develop important social skills and utilize language to share ideas.
- Hold the Little Red Hen prop as you walk around the room. As children become curious, introduce the Little Red Hen to them. Do any of the children know the story of the Little Red Hen? If so, encourage them to share what they know. Then, use the Little Red Hen prop to invite interested children to join you for a story. Be sure to choose a child to hold Fadi! Then, share the story (see p. 34) as you hold the prop. When the story is over, talk about the message of the story. See if your more advanced children can put themselves in the Little Red Hen's shoes. How did she feel when her friends would not help her? How would you feel if your friends did not help you?
- Next, teach the children the song, "I Can Help My Friend" (p. 30). Have the children suggest different tasks they can help their friends do to add to the song and act out. How many can they think of?
- **EXTENSION:** Locate books about friendship and share them with the children. Talk about how the friends in the stories you read did, or did not, help each other.

Today's Vocabulary

Use some of these words in conversations with children today!

touch *eat*

prepare *smell* *bread*

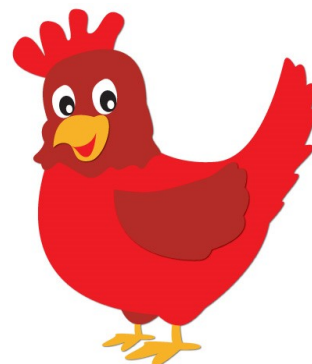


As younger children participate in activities today, model language by...

- *Using words such as those listed above as children participate in today's activities.*
- *Asking questions as the children compare and explore different types of flour (p. 11).*
- *Talking with children as they pretend to make bread with playdough (p. 11).*

Questions to Spur Thinking

- *What happens at the very beginning of the story? The middle? The end?*
- *Who are the main characters? Tell me about them.*
- *Where do you think the story took place?*
- *Why do you think the Little Red Hen's friends would not help her?*
- *What should the Little Red Hen's friends have done in the story?*
- *How do you help your friends?*



DAY 4 - Center/Small Group Activities

Fun with Flour

(Toddlers–4 years, 🗣️ 😊 ❤️ 📌 🌐 🖋️ ? 🧑)

Materials:

- Different types of flour (e.g., whole wheat, white, bread, etc.) pasteurized in microwave - heat to 165 degrees, cool and then put in bowls**
- Baking trays with edges, spoons, sifters, measuring cups, etc.**
- Hands-on explorations encourage children to utilize their senses as they explore. Different types of flour have different textures, look different and may even smell differently. Just be sure to pasteurize in the microwave before allowing children to handle. Comparing and contrasting materials, like these, also is an excellent way for children to practice problem-solving. More advanced children can also explore measurement.
- Set out the materials listed above and invite those children who show interest to explore. Be sure to supervise directly and reinforce with all of the children that they should not taste the flour. Have the children choose which types of flour to put on their baking trays. They can use spoons or measuring cups to scoop the flour. This process will help them build fine motor skills and eye-hand coordination. As the children play with the different types of flour, encourage those who are more verbal to talk about how the flours are the same and how they are different. Those who are more verbal can also talk about foods made in their homes that use flour as they play.
- **Advanced Preschoolers:** These children can be challenged to name foods they believe contain flour.

Questions to Spur Thinking

- *How are the flours the same? How are they different?*

- *Tell me about what you are making.*
- *How long is it going to take your (name of food) to bake?*

Bakers Are We

(Toddlers–4 years, 🗣️ 😊 ❤️ 🧑 🗣️ 📌 🖋️ ? 🧑)

Materials:

- Playdough, small baking pans, toy rolling pins, etc.
- Small bread pans or pie plates** (if available)
- Blank index or recipe cards (if you have some)
- Markers/crayons/thick pencils (for older children)
- It's time to bake! (Well...not really but definitely for pretend!) As children choose to participate in this experience, they will build fine motor skills as they engage in dramatic play. Those children who are more advanced, can then explore language as they dictate recipes to you to write down. At the same time, all of the children will more than likely need to share materials as they engage with their friends during this activity.
- Invite interested children to pretend to be the Little Red Hen as they use playdough to make bread and other goodies with their friends. As you engage with the children, talk about the basic steps they are following to make their "goodies." What do they do first? Second? Next? Last? Using these words in the context of the experience helps children truly begin to understand what they mean. They can even pretend to bake their creations in a play oven if desired.
- **Advanced Preschoolers:** Challenge these children to dictate a recipe for the goodies they create for you to print on index cards. In the process, be sure to discuss letter names, sounds, words, sentences and even punctuation.

Bread Bites

(Infants, 🗣️ 😊 ❤️ 🧑 🗣️ ? 🧑)

Materials:

- Slice of bread cut into very small pieces***
- Infants learn about their world through touch, taste, smell, hearing and sight. While this experience may seem very simplistic, it is not. Giving an infant who is eating solid foods bread to taste, smell, etc. not only helps the infant better understand what bread is, it opens the door for you to expose the infant to lots of new vocabulary in a meaningful way. Also, as the infant picks up the bread bites, he/she will build fine motor control as well as eye-hand coordination. This experience is obviously for infants eating solid food.
- Put the infant in his/her high chair and scatter a few bread bites on the tray. Watch to see what the infant does. Describe his/her actions. At the same time, talk about how the bread bites look, smell, feel and taste. Be sure to use plenty of descriptive vocabulary! Now would be an excellent time to record an anecdotal note about the infant's level of fine motor control and ability to feed him/herself.

**As always, be sure to check with parents/guardians before serving any foods.*

Your Own Activities

DAY 5

Unit: My Friends...Your Friends

Today's Focus: Friends Are Caring

Developmental Areas Addressed Today:



Be Healthy & Safe!

Remain focused on the task at hand when outside watching the children play. Accidents can happen in a flash!

Teaching Tip of the Day

The academic growth of children can often be the main focus, but equally as important is the social and emotional development.

Transition Time

Have the children make a "Friends Train" when moving from activity to activity today.



Get Moving!

Exploring Together: Caring Friends

(all ages,

Materials:

Little Red Hen story prop (p. 10) + Fadi puppet

- Yesterday, you shared the story, "The Little Red Hen" with the children. Today, you will use the story to introduce the concept that friends respect and care about one another. During the course of this experience, the children will also participate in a game that requires working together. This is a very hands-on way for the children to better understand concepts like caring, cooperation, respect and kindness.
- Hold the Little Red Hen prop and use her to invite interested children to join you for the story, "The Little Red Hen." Choose one child to hold Fadi and be his special friend. Then, as you tell the story, invite more verbal children to chime in when you say the phrase, "Not!!" said the _____. For ELL/DLL children, be sure to invite them to say the name of the animal in their home languages. After the story is over, ask the children if they think that it was fair that the other animals did not want to help make the bread but they did want to eat it. More than likely, they will share that this is NOT fair. Use this to introduce the concepts of caring for friends, cooperation and showing respect.
- To help the children better understand this abstract concept, have the Little Red Hen introduce the group game, "Fun on the Friends Train." (If the weather is nice, you might want to take this game outdoors). To play, have the children stand in a line and have each child put his/her hands on the sides of the person in front of him/her. Then, turn on recorded music and have the "Friends Train" move around the room or outdoor play space. As the children play, they will need to cooperate (to keep the train together), demonstrate respect (by not holding on too tightly) and caring (as they make sure the "Friends Train" does not crash!). Choo! Choo!

Today's Vocabulary

Use some of these words in conversations with children today!

help *feelings*
cooperation *caring* *respect*



As younger children participate in activities today, model language by...

- *Saying the words listed above as children complete activities.*
- *Engaging children in conversations as work together to wash dishes (p. 13).*
- *Making predictions as children participate in a simple experiment about markers (p. 13).*

Questions to Spur Thinking

- *What should the other animals in the story have done in the story?*
- *How do you think the Little Red Hen felt when no one helped her?*
- *What happens if we don't work together when moving our "Friends Train" around the room?*
- *Why do you think it is important to make sure you do not hold onto your friend too tightly?*



DAY 5 - Center/Small Group Activities

We Can Work Together

(Toddlers–4 years, 🗨️ 😊 👤 ❤️ 🌍 ? 🖋️ 🙌)

Materials:

- Water table or container of water
- Plastic dishes from dramatic play (or the kitchen)
- Dishcloths and dishrags (clean) and/or new sponges

- This experience invites the children to enjoy water play while also achieving some other important goals. First, while playing in the water, the children will need to demonstrate kindness, cooperation and respect for personal space. They will be exposed to the concept of respecting materials by making sure to keep them clean. This activity also opens the door for you to help the children practice social interactions with others. Just keep in mind that most children under the age of 3 do not necessarily interact with other children but may play side by side with them.
- Set up the water table or a container of water and add the items listed above. Invite those children who show interest to work together to clean all the items by washing them. As you observe, be sure to note when children share materials or ask for a turn. Just keep in mind that this will happen more with children who are developmentally more mature socially. It is totally developmentally appropriate for Toddlers, Twos and even Young Threes to not readily share materials yet. Just be sure to have plenty of materials on hand so these children can each have their own.
- Advanced Preschoolers: These children should be able to share materials and also help their friends if they need it as they play. They can also talk about who washes dishes in their family as they play.

Paint with Me

(Infants, 🗨️ 🖋️ ❤️ 😊 🙌 👤)

Materials:

- Fingerprint paper, fingerprint, damp sponge, tape

- Infants are a long way, developmentally, from engaging on their own with other children. This experience, however, invites infants and older children to create together. This type of interaction is wonderful for infants because it helps them build receptive language skills while utilizing their senses.
- Tape a piece of fingerprint paper to the infant's high chair tray. Then, see if any of the other children in your group would like to paint with the infant. If not, that's OK! You can always paint with the infant yourself. Put some fingerprint on the fingerprint paper and invite the infant (and the older child or you) to paint together at the same time. Assuming the older child is more verbal, encourage him/her to talk about the experience. This would be a fun time to take a photo to send to parents/guardians.

Questions to Spur Thinking

- *How are you working with your friends?*

- *What do you think will happen to the marker without the lid?*

Marker Experiment

(Toddlers–4 years, 🗨️ 😊 ❤️ ? 🙌 🖋️ 🕒 👤)

Materials:

- Markers
- White paper

- During this experience, the children will learn through a simple, hands-on experiment how they can demonstrate respect for the materials they use each day. At the same time, they will practice making predictions, share observations and utilize their senses to gain information.
- Tap the two markers you located ahead of time together. As children notice and become curious, invite them to join you. Adapt and modify based on the developmental levels of the children in your group.
- Toddlers/Twos/Young Threes: First, keep marker caps out of the reach of these children. They can be choking hazards. Then, show the children the markers with the caps removed and invite them to use them as desired on white paper. Each time a child finishes using a marker, snap the cap back on and say, "Snap, snap...snap on the cap!"
- Older Threes/Fours/Advanced Preschoolers: Invite these children to use the markers as desired to create art. As the children create, note how when they take a cap off a marker and then finish using it, they should, "Snap, snap...snap on the cap!" Next, pick up a marker, as the children continue to create, and ask those who are more verbal what they think will happen if you leave the cap off. After the children make their predictions, write the date on a piece of paper and make a mark with the marker beside it. Then, repeat this procedure with the children every day for a week. How does the marker change each day? Why do the children think this happens? These are excellent questions to ask that really get the children thinking. Compare/contrast.

Your Own Activities

DAY 6

Unit: My Friends...Your Friends

Today's Focus: Friends Are Alike. Friends Are Different.

Developmental Areas Addressed Today:



Be Healthy & Safe!

As children play in your outdoor play space, remind them of the proper way to use things like slides and riding toys.

Teaching Tip of the Day

Children can be taught to make sure each activity is completely cleaned up before beginning another. You will be thankful for this at the end of the day!

Transition Time

Name different things when the children prepare to move from activity to activity. The children can move when you name something they like.

Get Moving!

Exploring Together: We Are All Different

(all ages,)

Materials:

- A chair, carpet square or small towel for each child**
- Music, Fadi puppet

- An important concept for young children to understand is that friends are alike and different in many ways. During the course of this experience, the children will participate in a group game that will not only help them build gross motor skills, it will also help them see in a very visual way that they, and their friends, may like some of the same things but may also like different things. At the same time, this game helps children practice following simple directions in a fun, interactive way.
- Start by putting chairs, carpet squares or small towels in a circle. As children notice, they can help you! Now would be a great time to talk about the circle shape. Once the circle of chairs, carpet squares or towels are arranged, invite those children who are interested to choose a seat and introduce the game, "Do You Like...?" Be sure to give Fadi to a child to hold. Next, explain that you are going to turn on music and then the children should move around the chairs, squares or towels. Randomly stop the music and say something like, "If you like pizza, find a chair (or square or towel) and sit down." For ELL/ DLL children, say the name of the food in both English & their home languages. Talk about who is sitting and who is standing. Does everyone like pizza? Who does not? This is the perfect time to stress that sometimes friends like the same things while other times they do not. This would also be a great time to practice counting (e.g., number of children that like/dislike each food). Repeat, using a different food each time. Then, change it up and say the names of animals, television shows, toys, outdoor activities, etc. Each time, reinforce how some friends like and dislike different things and that is great!
- **EXTENSION:** During meal and snack times today, reinforce the concept that people like and dislike different foods and this is great!

Today's Vocabulary

Use some of these words in conversations with children today!

same/different **likes/dislikes**
considerate **nice** **funny**

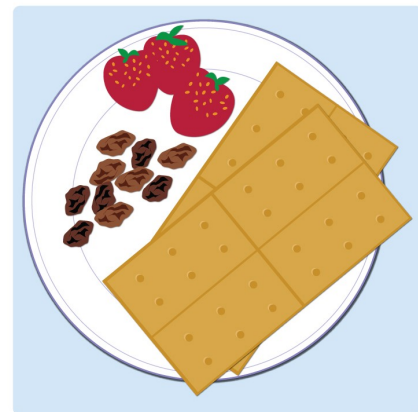


As younger children participate in activities today, model language by...

- Using the words above as the children complete the day's activities.
- Talking with children as they create with their favorite art materials (p. 15).
- Describing the differences and similarities in the images of the What's Different? Teaching Tool (p. 15).

Questions to Spur Thinking

- What is your favorite food? What food don't you like?
- Do all friends like the same things? Why not?
- How many people like _____? How many people do not like _____?
- If your friend does not like the same things as you, is that OK? Why?
- What do you think it would be like if everybody liked and did not like the same things?



My Favorite Art Material is...

(Toddlers–4 years, 🗨️ 😊 🖌️ 🖐️ ❤️ ♀️ ?)

Materials:

- White paper, construction paper, gluesticks
 - Glue in shallow dishes with old paintbrushes
 - Assorted art/collage materials (e.g., colored chalk (thick/thin), markers/crayons (thick/thin), stampers, watercolor paints with paintbrushes, stickers, old fabric scraps, etc.)
- Children are alike and different in so many ways. Art is a wonderful way for children to make choices and share their likes with others. Some may really like working with chalk, for instance, while others make not like the way it feels in their hands. As the children create freely during this activity, engage them in back-and-forth conversations. Those who are more verbal can share why they like the types of art materials they like. Adapt and modify as noted below based on the developmental levels of the children in your group.
 - Set out the materials listed above as well as any others you believe the children may enjoy using.
 - **Toddlers/Twos:** Make sure to have art materials for these children that are easy to manipulate (e.g., thick markers/crayons). Watch to see which materials these children choose and then describe not only their actions but the materials themselves. Remember, even nonverbal children can share their “likes” by nodding their heads or clapping.
 - **Threes/Fours/Advanced Preschoolers:** - These children should be able to name the art materials they choose to use and your most verbal children should be able to share why they like them. These children can also share why it is so great that different people like creating with different types of art materials.

Get Moving!

Tummies and Friends

(Infants - 🗨️ 😊 ❤️ ♀️ 🖐️)

Materials:

- Small blanket
- During this experience, infants will use “tummy time” to strengthen their core and neck muscles. To entertain them while they are getting stronger, they will be looking at one of the “friends” from the group! This would be a great opportunity for an older preschooler to assume a leadership role.
 - Spread out the blanket and put the infant on his/her tummy. Have the older child who volunteered lie on his/her tummy facing the infant. This child may choose to talk to the infant or even sing to him/her. Watch to see if the infant attempts to lift his/her head toward the older child. Talk about what the older child and the infant are doing during this process. This is a wonderful way to help the infant build receptive language skills and associate a person with his/her name.

DAY 6 - Center/Small Group Activities

Questions to Spur Thinking

- *Why do you like working with (name of art material)?*
- *Tell me about the strategies you used to spot the differences from the first image to the second. Was this challenging for you?*

What's Different?

(Toddlers–4 years, 🗨️ 😊 ❤️ 🗨️ ♀️ ?)

Materials:

- What's Different? Teaching Tool, prepared** (see p. 32 for details)
- Comparing and contrasting are very important skills. During this experience the children hone these skills as they use their sense of sight to spot the differences between two pictures of friends engaged in activities. As the children participate, they will build visual discrimination skills, engage with others, as well as cooperation.
 - Place the Teaching Tool on a table or the floor. As children show interest, have them look carefully at both pictures. Adapt and modify for different developmental levels.
 - **Toddlers/Twos/Young Threes:** Point to and describe what you see happening in both pictures. Name different things and see if these children can point to what you name. Talk about how the friends in both pictures are doing different things and point these things out. This is an excellent way to help these children build receptive language skills.
 - **Older Threes/Fours/Advanced Preschoolers:** Encourage these children to describe both pictures and then challenge them to point find the 10 differences. Can the children find them all? Use the pictures to further reinforce how friends are alike & different in many ways.

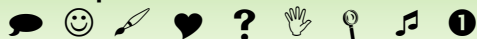
Your Own Activities

DAY 7

Unit: My Friends...Your Friends

Today's Focus: Friends Have Many Feelings

Developmental Areas Addressed Today:



Be Healthy & Safe!

Having a song to sing while washing hands is a fun way for children to remember how long to wash.

Teaching Tip of the Day

Acknowledge children's emotions. This creates a safe environment where they can tell you about how they are feeling.

Transition Time

Children can take turns naming a feeling and then everyone can make that kind of face before moving from activity to activity today.



Get Moving!

Exploring Together: So Many Feelings!

(all ages,)

Materials:

- Music with an upbeat tempo
- Fadi puppet

- This activity is designed to be fun and active while encouraging children to think about different emotions at the same time. As children play an active game, they will use their creativity as they decide how to display each emotion. At the same time, they will need to practice self-regulation and taking turns as they play the game as a group.
- Turn on music with an upbeat tempo and start dancing. For now, you can hold Fadi. Chances are good the children will notice and quickly join in. Give Fadi to one of them to hold while he/she dances. When the music stops, have the children sit down and invite those who are more verbal to share how it makes them feel to dance to upbeat music. Does it make them feel happy? Excited? Energetic? This is the perfect time to introduce robust vocabulary!
- Next, introduce the game, "Show Me Your Feelings." Sing the song, "How Would You Feel?" on p. 31. After you finish each verse, have the children show you how they would feel. They can use facial expressions and body language. As the children play, help them recognize that there are many, many different feelings and not everyone always feels the same way about different situations. This would be a great time to reinforce the importance of always respecting the feelings of others.
- **EXTENSION:** Have your more advanced children make up additional verses to add to the song. Then you can sing it again on multiple days and further reinforce the concept that the same situation can make different people feel different ways.

Today's Vocabulary

Use some of these words in conversations with children today!

feelings

emotions

tempo

face

mood



As younger children participate in activities today, model language by...

- *Using the words such as those listed above during Exploring Together and throughout the day.*
- *Engaging children in conversations as they create funny faces in fingerprint (p. 17).*
- *Talking with children as they describe the way different types of music makes them feel (p. 17).*

Questions to Spur Thinking

- *How do you look when you are mad? Happy? Serious?*
- *Why do you think we all do not always feel the same about things?*
- *What makes you feel very happy?*
- *What makes you feel very sad?*
- *Why do you think it is important to respect other people's feelings?*



DAY 7 - Center/Small Group Activities

Funny Faces

(Toddlers–4 years, 🗨️ 😊 ❤️ 🖌️ 🧴 🖐️ ?)

Materials:

Fingerprint and fingerprint paper, damp sponge

- Finger paint is a fun sensory experience for young children. It also is a wonderful medium for them to express ideas through art. During this activity, the children will develop fine motor skills plus language as they engage in conversations with you and their friends. Because different children have different developmental levels with regard to representational art, we are providing different levels for this experience.
- Set out the finger paint, fingerprint paper, damp sponge and spoons. As children show interest, invite them to finger paint. Challenge the children who are interested to make funny faces in the wet paint.
- Toddler/Twos/Threes: These children can simply fingerprint as you describe their actions and the paint. Be sure to point out how, when they move their fingers in the wet paint, they make designs. Because these children are probably nonverbal, as they create, encourage them to show you their funny faces.
- Fours/Advanced Preschoolers: These children can not only fingerprint, they may be able to draw funny faces in the wet paint if they so choose. As the children create, be sure to engage them in conversations by asking them to describe their funny faces to you. In addition, these children should be able to identify the colors of fingerprint they choose to use.

Questions to Spur Thinking

- *When might you make a funny face?*

- *Show me a face that matches the one you are standing on right now.*

Get Moving!

Follow the Feelings

(Toddlers–4 years, 🗨️ 😊 ❤️ 🎵 🖐️ ?)

Materials:

Feelings Faces Path - To make, cut circles from construction paper or locate white paper plates. Draw happy, sad, sleepy, grumpy, etc. faces on the circles with a black marker and then use blue painter's tape to attach to the floor to make a path. **Save for tomorrow!**

Music

- This experience is going to get the children moving while exposing them to the concept of feelings in an active way. In the process, the children will build gross motor skills, practice self-regulation and playing together. More advanced children can also begin to connect a facial expression to an emotion.
- Chances are good the children will notice the path on the floor and want to know why it is there. When they ask, introduce the Feeling Face Path. Explain to the children that you are going to turn on music and they should move from face to face. When the music stops, everyone must find a face to stand on and make a face that matches. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Threes: These children are probably not developmentally ready to connect a facial expression with an emotion. That's OK! They can still build gross motor skills, receptive language and self-regulation skills as they choose how to move along the path.
- Fours/Advanced Preschoolers: These children should be able to make faces that represent many different emotions. For you most advanced children, have them describe something that makes them feel each emotion after they finish making the facial expression.

Peek-A-Boo

(Infants, 🗨️ 😊 🖐️ ❤️)

Materials:

A high chair

- During this activity, infants will have the wonderful opportunity to play with older children. This interaction will also provide an opportunity for older children to model being a good friend to younger children. Both the older and younger children will benefit while being silly and enjoying one another's company.
- Put the infant in the high chair and invite an older child over to play the ever-entertaining game, Peek-A-Boo. The older child can face the infant and put his/her hands over his/her face before removing them and saying, "Peek-a-Boo!" The infant will surely giggle and the older child will not be able to help themselves from smiling. Be sure to invite other interested children to play with the infant as well.

Your Own Activities

DAY 8

Unit: My Friends...Your Friends

Today's Focus: Friends and Fairness

Developmental Areas Addressed Today:



Be Healthy & Safe!

When children are playing with riding toys, remind them to be aware of their immediate surroundings to avoid injury to themselves or their friends.

Teaching Tip of the Day

Games are the perfect time to reiterate the importance of playing fairly and being a good sport. Win or lose, we are all friends!

Transition Time

Children can come up with fun handshakes to do with one another when moving from activity to activity today.

Exploring Together: That's Not Fair!

(all ages,)

Materials:

- Wooden or plastic blocks
- Clothesbasket OR paper/fabric shopping bag**
- Fadi puppet

- Children from a very young age often know when something is fair...or not. This experience helps them put words to those feelings they have when something is not fair and then helps them learn how they should handle them. During the course of this experience, the children will also have the opportunity to develop eye-hand coordination, engage with others as well as build both receptive and expressive language skills.
- Go to the block area and start putting blocks into the clothesbasket or paper/fabric shopping bag. Chances are pretty good the children will become curious and ask what you are doing. Explain that you want to build with blocks so you are taking them all for yourself. This comment might stop your more advanced children in their tracks and you may quickly hear, "Hey! That's not fair!" Use this as a springboard for this activity.
- Encourage more verbal children to share why they do not think is fair if you have all the blocks and they have none. Then, give each child that chooses to join you just one block. Is that fair? Of course not! Invite children with strong verbal skills to share how they feel when something is not fair. Then, divide the blocks up evenly so that each child has the same amount. Is that fair? Yes! Encourage the children to share why this is fair and how they feel now.
- **EXTENSION:** As an extension of this activity, have your more advanced children work together at the end of the experience to build something together with the blocks. Talk about cooperation as part of the process.

Today's Vocabulary

Use some of these words in conversations with children today!

feelings *included* *happy*
fairness *sad* *upset*



As younger children participate in activities today, model language by...

- *Using the words, such as those listed above as children complete today's activities.*
- *Talking with children they continue to, "Follow the Feelings" (p. 19).*
- *Engaging children in conversations as they figure out how to divide a snack fairly (p. 19).*

Questions to Spur Thinking

- *Why isn't it fair if I have all the blocks?*
- *How do you feel when something is not fair?*
- *How did you feel when I gave you just one block?*
- *Why is it fair when everyone has blocks to play with?*
- *How do you feel when something is fair?*
- *If you feel like a friend is not treating you fairly, what could you do?*





A Very Fair Snack

(Toddlers–4 years, 🗨️ 😊 ❤️ 🕒 ? 🙌 🍴)

Materials:

- Snack that can be divided evenly (e.g., small crackers, pretzel sticks, cereal, etc.)**
- Small plates (1 per child), serving bowl with scoop

- During this activity, the children will experience fairness as they enjoy a snack together. At the same time, this experience provides a wonderful opportunity for those children who are ready to practice counting skills and one-to-one correspondence in a meaningful way. All of the children will develop fine motor control as well as eye-hand coordination as they enjoy their snack.

- Set out the snack and the paper plates. Do not hand out the plates until all of the children who are interested gather with you. Then, have the children help pass out the plates. This helps them practice one-to-one correspondence (e.g., one plate for each person). From this point, adapt and modify based on the developmental levels of the children in your group.

- **Toddlers/Twos/Threes:** These children probably do not yet have an awareness of “fairness” but will notice (even though they may not say anything) if someone else gets more than they do. For this group, you will want to put the snack on each child’s plate, one at a time. Give each child one snack piece and say something like, “One piece for Amy and one piece for Sam” and then “Two pieces of Amy and two pieces for Sam.”

- **Fours/Advanced Preschoolers:** Pass out the snack in a different way with this group. Have each child put a scoop of the snack on his/her plate. Then, help each child count the number of pieces he/she has. Write this number down and then compare the numbers. Does everyone have the same amount? Is it fair? If not, work with the children to problem-solve to figure out how to make it fair.

DAY 8 - Center/Small Group Activities

Questions to Spur Thinking

- How can we assure that everyone has the same amount?
- What makes you happy? Sad? Frustrated? Upset? Frightened?

Get Moving!

More Fun Following the Feelings

(Toddlers–4 years, 🗨️ 😊 ❤️ ? 🕒 🎵 🙌)

Materials:

- Feeling Faces Path (from p. 17)
- Music

- It is very important to provide children with opportunities to scaffold, or build upon, knowledge. Repeating experiences is an excellent way to do this. Each time the children participate, they will think of new ways to do things or new ideas to share. Today, the children will do just that as they continue to move along the Feelings Faces Path. In the process, the children will build gross motor skills, a deeper awareness of feelings and practice self-regulation skills.

- Once the path is set up again and the music is turned on, many of the children will know exactly what to do. Others might need a little reminder but should then be able to join in. Just be sure to incorporate any of the adaptations you used earlier (p. 17).

- As the children move along the path and make feeling faces, be sure to describe their actions. But today, let the children lead the experience...taking it in any direction they would like and sharing their thoughts with you along the way. Remember...just because you have an experience planned in one way does not make it wrong for the children to decide to do it differently.

- **Advanced Preschoolers:** These children can use additional paper plates and markers/crayons to add other emotions to the path.

Roll the Ball

(Infants, 🗨️ 😊 ❤️ 🙌 🎵)



Materials:

- A beach ball or soft playground ball

- Once again, older children will interact with infants during this experience. This is a fun way for them build a relationship with infants. At the same time, rolling a ball back and forth is an excellent way for infants to build eye-hand coordination.

- Sit on the floor (or ground) with the infant in your lap. Have an interested older child sit across from you with a beach ball or a soft playground ball. Have this child gently roll the ball to the infant. Watch to see if the infant attempts to “catch” the ball with his/her hands. Provide assistance as needed. Then, help the infant roll the ball back to the older child. Sing the song, “Back and Forth” (p. 32) as the ball rolls to add yet another element of literacy to the experience.

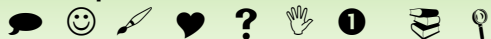
Your Own Activities

DAY 9

Unit: My Friends...Your Friends

Today's Focus: Working & Playing with Friends

Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure to keep unused outlets covered at all times.

Teaching Tip of the Day

Children thrive on making choices independently. Provide them with options that fit your goals and invite them to pick the ones that suit them best.

Transition Time

Have the children "spy" school tools to point out when moving from activity to activity today.

Exploring Together: The Search is On!

(all ages,)



Materials:

- Printed scavenger hunt list** (p. 35)
- Fadi puppet

- A scavenger hunt is a fun experience for young children that challenges them to use their sense of sight to locate items. It is also a lot of fun and a great way for children to work together. This activity also exposes the children to the concept that words and pictures can correspond to objects. It also challenges children to work together as a team to complete a simple task.
- Who wants to go on a School Tools Scavenger Hunt? Use Fadi to ask this question and then invite those children who show interest to join the hunt! First, look over the scavenger hunt list with the children. Encourage those who are more verbal to identify the items they see on the list. Say the names of the items in both English and the children's home languages for ELL/DLL children. Your most advanced children can also identify the numerals they see. Then, it is time for the hunt to begin!
- Start with the first item on the list (markers). Where do the children think they might find markers? Encourage them to share using verbal, or nonverbal, methods. Then, see if your more advanced children can identify the number of markers they should find. Next, have the children lead you to the place where they think they can find 2 markers. Return to your group area with the children and the items and then repeat this process for the other items on the list.
- **EXTENSION:** More advanced children can create new scavenger hunts to do outdoors that involve items from nature. They can draw and dictate to create lists and then provide them to other children to follow. This is a meaningful way for them to explore using writing and pictures to share ideas with others.

Today's Vocabulary

Use some of these words in conversations with children today!

scavenger **hunt**
mix **handshake** **paint**



As younger children participate in activities today, model language by...

- *Using words such as those above during daily activities.*
- *Talking with children as they shake hands with each other and create art (p. 21).*
- *Engaging children in conversations as they work together to make playdough (p. 21).*

Questions to Spur Thinking

- *What was the hardest item on the list to find?*
- *Did you and your friends have different ideas about where the items would be found?*
- *Tell me about some of the items you found.*
- *What did you like best about the scavenger hunt?*
- *Which of these "school tools" do you like best? Why do you like that one?*



Shake and Make

(Toddlers–4 years, 🗣️ 😊 🎨 ❤️ ① ? 🤝 🧴)

Materials:

Red, blue & yellow paint paint-soaked sponges or folded paper towels in shallow dishes + white paper

- This activity combines a game with art and learning about greeting friends. As children shake hands with each other during this experience, something really exciting will happen! The children will discover what happens when two primary colors mix. At the same time, the children will develop fine motor control, practice self-regulation and so much more!
- Who wants to get their hands messy? As children choose this experience, have them show you some of the ways they know how to greet their friends (smiling, shaking hands, high five, fist bump, etc.). Explain that shaking hands is the most common way for people to greet one another. Invite the children to practice shaking each other's hands.
- Next, sit out the paint-soaked sponges or folded paper towels. Have each child press his/her right hand into one of the colors of paint. Talk about how the paint feels and looks. Name the color of paint. For ELL/DLL children, name the colors in both English & each child's home language. Then, have each child shake hands with a child that has a different color of paint. Talk about what they think is happening to the paint as they shake hands. Then, have them stop shaking, open their hands and find out the answer. They can then press their hands on paper to make handprints. The children can then wash their hands and repeat the procedure...shaking hands with a different friend each time.
- **Advanced Preschoolers:** These should be more able to accurately predict what new color will appear as they shake hands. They can compare/contrast, too.

Books with Friends

(Infants, 🗣️ 🤝 😊 ❤️ 🧴 📖)

Materials:

Books about friends from the Book List (p. 30)

- Infants will enjoy some quiet time with you as they delve into books about friends. Reading books with infants is so important! Not only does it help them develop receptive language skills, it also exposes them to concepts about print such as how to handle a book and reading from left to right.
- Sit on the floor and put a few books in front of you. Hold the infant in your lap and watch to see which books seems to interest the infant the most. Then, pick up that book to read. While you read, be sure to point to the pictures and talk about them. If the infant is able, invite him/her to grasp the pages and help turn them with you. As you look at books with the infant, be sure to talk about friends and what they are doing in the story.

DAY 9 - Center/Small Group Activities

Questions to Spur Thinking

- *What color do you think you will see when you stop shaking hands? Was your prediction correct?*
- *How many new colors did you make today?*

- *How did everyone help make the playdough?*

Playdough & Pals

(Toddlers–4 years, 🗣️ 😊 ❤️ 🧴 ? 🤝 ①)

Materials:

- Ingredients and equipment for making no-cook playdough** (see recipe on p. 31)
- Cookie cutters, toy rolling pins, etc.

- Making playdough is a wonderful experience for young children. Not only does it require children to use their senses, it also is science. As children make playdough, they see how different ingredients, when mixed together in the right way, create something new. Children who are more advanced can practice making predictions and then compare those predictions to the actual results. Additionally, making playdough exposes children to the concept of measurement in a hands-on way.
- Set out the materials listed above and invite interested children to join you. Challenge more verbal children to predict what they believe they are going to help prepare. Then, introduce making playdough. Show the children the recipe on p. 31 and explain what a recipe is and why it is important. Then, using the recipe, have the children help to prepare the playdough. They can help measure the ingredients and add them to the bowl. Encourage your more verbal children to make predictions about how the mixture will change as they help to prepare the playdough. Everyone can help add ingredients and stir!
- Once the playdough is ready, the children can play with it with their friends. Chances are good that they just might need to take turns with toy rolling pins (because you probably do not have one for each child).
- **Advanced Preschoolers:** These children can be exposed to measurement and fractions/numerals as they help make the playdough. This is the perfect time to do so.

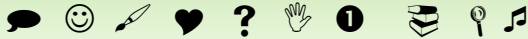
Your Own Activities

DAY 10

Unit: My Friends...Your Friends

Today's Focus: Friendship Day!

Developmental Areas Addressed Today:



Be Healthy & Safe!

When heading outdoors, take minute to make sure that things like sliding boards are not too hot for the children to use.

Teaching Tip of the Day

Children often work well in small groups because they get the opportunity to be with friends.

Transition Time

Children can sing any of the songs or chants from throughout the unit as they move from one activity to the next.



Exploring Together: Friendship Day!

(all ages,)

Get Moving!

Materials:

- Variety of cut up fruit for fruit kabobs (e.g., cantaloupe, watermelon, strawberries, etc.), drinking straws**
 - Parachute or bedsheet + a beach ball**
 - New sponges**, + buckets of water
 - Construction paper, white paper, crayons/markers
 - Children's bathing suits and towels
- Today is Friendship Day! The children will spend time reviewing the topics from throughout the unit. Pick and choose from the following experiences or plan some of your own for this fun, exciting day!
 - **SNACK IDEA!** Friendship Kabobs – Have all the fruit cut up and in bowls set up like a buffet. The children choose pieces of fruit to put on their drinking straws to create a kabob. Some children may choose to make patterns with the fruit. Invite each child to show his/her completed kabobs to the group, eat and enjoy!
 - Playing with Friends – Children will find out quickly that they need everyone to participate for this experience. Have the children hold on to the edges of a parachute/bed sheet. They will need to lift the parachute/bed sheet at the same time and then, once off the ground, add a beach ball. The children will need to raise and lower the sheet/parachute at the same time for the ball to bounce. This will require a great deal of cooperation and problem-solving!
 - Sponge Toss – Provide children with buckets of water and new sponges. The children can dip the sponges in the water and then toss them back and forth. Bathing suits required!
 - Autograph Books – Have children make booklets by putting several sheets of folded white paper inside a construction paper cover. Help the children print the title, "My Autograph Book" on the cover and then add their names. The children can then ask friends to sign their names, or scribble, inside their books.

Today's Vocabulary

Use some of these words in conversations with children today!

**friendship respect honesty
cooperation fairness teamwork**



As younger children participate in activities today, model language by...

- *Saying the words listed above as children complete activities during the day.*
- *Engaging children in conversation as they look for the differences in the two images of the What's Different? Teaching Tool (p. 23).*
- *Talking with children as they engage in loose parts play with friends (p. 23).*

Questions to Spur Thinking

- *What pattern did you create with your kabob?*
- *What are other items could you toss with your friends?*
- *What happens when we do not all lift the parachute/blanket/sheet at the same time?*
- *What do you like most about playing with your friends?*
- *Who is someone famous whose autograph you would like to have?*
- *How are our names the same? How are they different?*



DAY 10 - Center/Small Group Activities

Use Your Eyes

(Toddlers–4 years, 🗨️ 😊 👁️ ❤️ ? 🖐️)

Materials:

- What's Different? Teaching Tool
- White paper, crayons/markers

- Today the children will revisit the What's Different? Teaching Tool. This material really challenges children to use their visual discrimination and language skills. As before, because different developmental levels will approach this material differently, we are providing options. Use the material in a way that you think will work best for each child.
- Toddlers/Twos: For these children, just utilize the Teaching Tool as you did earlier. Point to the different aspects of the picture and talk about them. Also, name different things you see and challenge these children to point to what you describe. For ELL/DLL children, be sure to do this in both English & their home languages.
- Threes/Fours: These children should be able to find and perhaps even describe the differences they find between the two pictures.
- Advanced Preschoolers: See if these children can find all 10 differences on their own. They can also share why there are differences using language. You might also want to have these children "lead" this activity with your Threes/Fours. This would be a powerful way for them to practice leadership skills.

Repeat, Repeat, Repeat

(Infants, 🗨️ ❤️ 😊 👁️ 🎵)

Materials:

- None needed

- Rhymes and songs are excellent tools for helping infants build language and vocabulary skills. Reciting rhymes and singing songs repeatedly helps build exposure to language in a fun way.
- Hold the infant in your lap and sing some of their favorite songs or rhymes from this unit (p. 5 & 32) as well as others they may enjoy. Have fun!

Questions to Spur Thinking

- *What differences do you see in these two pictures?*

- *Tell me about the parts you are using.*
- *What other parts would you like to add?*

Loose Parts Play with Friends

(Toddlers–4 years, 🗨️ 😊 ❤️ ? 🗨️ 🖐️ 👁️)

Materials:

- Long, shallow plastic tub filled with all types of items that could be used for loose parts play** (e.g., paper towel rolls, small toy cars, ping pong balls, craft sticks, chenille stems, empty yogurt cups (clean), etc. **Just make sure that none of the items are sharp or a choking hazard for under 3's.**
- Loose parts play invites children to use their imaginations as they build fine motor skills. This experience also invites children to engage with one another as they explore loose parts. Feel free to add additional materials to this experience you think the children would enjoy using. Just make sure if any children under the age of 3 will be using them that they are not a choking hazard.
- Set up the loose parts play container on a table and invite those children who show interest to explore! Keep in mind that with loose parts play, there is no "right" or "wrong" way to use the materials. That is the point! Just be sure to keep a close eye on Toddlers and Twos to make sure they do not try to put any materials in their mouths.
- As you observe, note when children interact with each other. This would be a great time to reinforce the concept of friendship!
- Advanced Preschoolers: Encourage these children to describe how they are using loose parts as they play. They can compare/contrast the parts they use as well.

Your Own Activities

School–Age Activities

If you have school-age children in your care, use these experiences with them as desired. Most require little preparation and can be implemented with just a few children. In addition, all of them can be extended to last more than one day.

Friendship Chain



Friends are Kind
to Each Other

Materials:

Construction paper, crayons/markers, tape/stapler, scissors

- This activity provides children with the opportunity to spread kindness to one another. During this experience, the children will explore how language and behavior are tools for spreading kindness. At the same time, this experience pushes children to utilize writing to share ideas with others.
- Who wants to make a friendship chain? To begin, have children cut construction paper into strips that will be used to make a paper chain. Then, introduce the concept of “kindness links.” Explain to the children that they will add links to the chain when someone does something kind for them OR they see someone else being kind. It may be giving a compliment to someone or helping clean up a mess that was not theirs. Have children brainstorm ways to show kindness to their friends. They can each make one link to get the chain started and then whenever kindness is shown, they can write it down on a strip of paper and add it to the kindness chain. You will love to see what the children add to the chain over the next few days!

EXTEND FOR SEVERAL DAYS: Children will want to continue adding “kindness links” for days to come as they gladly spread kindness to their friends.

Questions to Spur Thinking

- *How many links are in the chain?*
- *Tell me about some of the kind things you did for your friends.*
- *How often should we show kindness?*

- *How did you decide what colors to use for your bracelet?*
- *Who did you make friendship bracelets for?*
- *Tell me about a wonderful memory you have with one of your friends.*

Showing Friends
We Care

Friendship Bracelets



Materials:

- Colorful drinking straws, yarn (assorted colors)**
- Scissors, paper, crayons/markers

- The focus of this activity is for children to create a little something special for their friends. The idea is that as wear their friendship bracelets, they will be reminded of how to be a good friend. The bracelets will also serve as a reminder of who their friends are and how much they love and appreciate them.
- Have the yarn and colorful straws sitting out. The children can cut the straws into little pieces of varying lengths. The children can slide different colors of straw pieces onto the yarn to make patterns. They can make a bracelet for themselves, make some for their friends at school and make some for their friends at home. They can even write little notes to accompany their friendship bracelets when they give them to their friends.

EXTEND FOR SEVERAL DAYS: Children will likely want to make many bracelets for all the people they consider their friends. Feel free to leave the supplies out for them to use in their free time!

School-Age Activities

A Trip Down Memory Lane



Fun with Friends
in the Past

Materials:

Crayons/markers, pencils, lined paper, white paper, construction paper

- The children will spend time reminiscing about a fond memory of something they did with their friends during this activity. Through writing and drawing, the children will bring their memories to life as they reflect on that cherished time with their friends. Both drawing and writing provide a means for them to then share their memories with others.
- Start by sharing a memory you have about one of your friends. Then, invite the children to share a memory of something exciting or fun they did with their friends. Are the memories all the same? Why not?
- Next, challenge the children to write and draw about their memory. What happened first, next and last? Who was there? Where were you? These questions will prompt their memories and make their writing stronger. Encourage them to add detail to their pictures so their readers can feel like they are there with them.

EXTEND FOR A COUPLE DAYS: The children will likely need some time to get their thoughts down eloquently. In addition, it is important for these children to practice making a first draft and then revising it. Once finalized, the children can take turns reading aloud their writing and showing their pictures to their friends.

Questions to Spur Thinking

- *How did you meet your friend?*
 - *How old were you in this memory you are writing about?*
 - *Tell me about what you are drawing.*
 - *What is the strongest part of the memory with your friend?*
-
- *Tell me some of the differences you noticed between the two versions of the story.*
 - *What food would you like to make your version about? Why?*
 - *How did you choose your characters?*
 - *Where is your story going to take place?*
 - *Does your story have a moral? What is it?*

Creating with
Friends

A New Version of the Story



Materials:

- Two versions of the story, "The Little Red Hen," including *The Little Red Hen Makes a Pizza* (see the Book List, p. 30)**
- Lined paper, crayons/markers, pencils

- School-age children are probably familiar with the story of *The Little Red Hen* (p. 34) but this experience challenges them to compare the original version with a newer one. In the process, the children will build skills in comparing and contrasting while also practicing creative thinking as they write their own versions.
- Read the original version of the story (p. 32) and then follow-up by reading a newer version, *The Little Red Hen Makes a Pizza* (see Book List p. 32). After reading both versions, have the children talk about all the differences and similarities they notice between the two versions.
- Next, have the children create their own version of the tale. Have each child choose a new food, new characters and a new setting for his/her story. They can keep the plot line the same. Have the children follow the basic steps of the writing process by brainstorming ideas first, then writing a rough draft, editing with you or a friend, and then completing a final copy with an illustration. When finished, each child can read his/her story to everyone to enjoy!

EXTEND FOR SEVERAL DAYS: The children can continue to work on their writing and drawing over the next few days as they work carefully to craft their new version of the story.

School-Age Activities



Get Moving!

Playing Games with Friends

Who Is My Friend?



Materials:

- Index cards, blue painter's tape (or masking tape), markers/ crayons/pencils

- This active game is sure to be a hit with your school-age children! If the weather is nice, do this activity outdoors so the children have plenty of room to move around freely. As the children play, they will need to utilize their problem-solving skills, practice reading and, of course, demonstrate self-regulation.
- Let's play the game, "Who Is My Friend?" To play, start by having each child print his/her name on an index card. Then, hold up each card, one at a time, and have the children read them. Next, have all of the children cover their eyes. Use a loop of blue painter's tape (or masking tape) to attach an index card to each child's back. Make sure that no child has his/her own name. Then, have the children open their eyes and explain how the game is played. On your mark, they are going to go from person to person asking questions about the name on their backs. The object of the game is to try to figure out who it is by getting information. For instance, a child might ask, "What color of hair does this person have?" Once they think they know the name on their backs, they can come to you to see if they are correct. If it is correct, give them a high five. If not, they will need to ask more questions and gather more information.

EXTEND FOR A COUPLE DAYS/WEEKS: This is a fun game the children will more than likely want to play again and again!

Questions to Spur Thinking

- *What did you like best about playing this game?*
- *Who did you think was on your back when you started the game? Who was actually on your back?*
- *What questions gave you the best clues?*

- *Tell me a compliment you think is very kind.*
- *How do you feel when you receive a compliment from someone?*
- *Why is it good to give compliments to people we love?*

Complimenting Our Friends

Craft Stick Compliments



Materials:

- **Craft sticks**, markers, cup

- During this activity, the children spread kindness through the use of compliments. Children will hear great examples of compliments that they can give to their friends. Hopefully, they will store these nice things to say away for future use with everyone they encounter. After all, the more children hear compliments, the more they will want to pass them on to others!
- To get the children started, write a few compliments on craft sticks and read them to the children. Then, have children write/dictate some as well. Chances are good that after the children hear a few compliments, they will be able to come up with more very quickly. Next, place all the craft sticks in a cup and have the children form a circle around it. The children will take turns reaching into the cup, pulling out a stick and then choosing a person to give the compliment to. Whoever receives the compliment will go next. Once they share a compliment with someone, they will sit down. Proceed like this until everyone has had a turn. Then, have everyone stand up and play again!

EXTEND FOR A COUPLE WEEKS: The children can keep adding compliments to the cup and then give them out whenever they want.

Directions for Make It! Sheets & Let's Read Together! Booklets

The Make It! sheets enhance the experiences presented in the lesson plans. Feel free to incorporate these activities where you feel they would fit best. Each one can be completed in different ways for children of different ages. The details below explain how each sheet COULD be used. Feel free to use them in other ways as well.

Make It! Sheet #3 – School Tools Lotto

You Will Need:

- Printed copy of the sheet for each child
- Envelope or zipper-top bag for each child



What to Do:

- The purpose of this material is to help children build visual discrimination, fine motor and language skills.
- To begin, have each child cut the sheet apart by following the dotted lines. Then, to play, the children can match the pictures by placing the individual card on the playing card.
- Put in a zipper-top bag or envelope before sending home. Be sure to explain to parents/guardians how they should use this material at home.

Make It! Sheets #4 – I Spy ... Friends!

You Will Need:

- Printed copy of the sheet for each child

What to Do:

- The purpose of this material is to help the children build visual discrimination skills while also enhancing receptive language and vocabulary skills.
- Give each child a copy of the sheet and use it to play, "I Spy." Describe different friends and actions in the picture and see if the children can find them. More verbal children can take turns describing, too.
- Once again, be sure to explain to parents/guardians how to use this materials at home when sending home with each child.



Let's Read Together! Booklets Available in English & Spanish

Print a copy of the booklet (2 pages or front-to-back) for child. Cut apart and staple the pages in order. Use the booklets in your program as desired and then send home to help families build literacy skills.

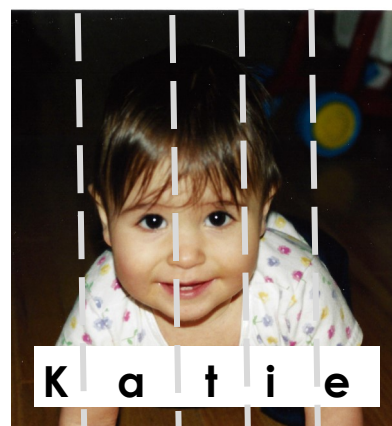


Experiences for Advanced Preschoolers: School Readiness

The following experiences are designed for older preschoolers that are ready to learn more about letters and sounds as well as numbers, mathematical operations (addition/subtraction), and spatial concepts. The following extension ideas blend well with the activities presented in this Teaching Guide. Incorporate them as you complete activities if they are appropriate for the older children in your care.

Letter Recognition, Beginning Sounds and Creative Writing:

- ❑ **Name Puzzle:** Take a picture of each child and print it out. Next, help the child use a permanent marker to print his/her name across the bottom of the picture...leaving plenty of space between each letter in the child's name. Once the name is on the picture, cut vertically from bottom to top, in between each letter of the name. This will create strips of picture with a letter at the bottom of each. The child will mix the pieces up and then put it back together like a puzzle! The name puzzles can be stored in small baggies and the children can swap their name puzzles for each other to solve.



- ❑ **Friend Wheel:** This activity will have children thinking about beginning letter sounds and their friends at the same time. Take each child's picture with your smartphone or a digital camera. Print out the pictures and cut from the paper. Next, cut a piece of posterboard into a large circle. Glue the children's pictures around the perimeter and add the children's names. Next, print the beginning letter of each child's name on the end of a clip-type clothespin. Put all the clothespins into a basket/bag. The children will reach in, grab a clothespin and clip it to the friend's face whose name starts with that letter. They will reach back in for another clothespin and clip it to another friend's picture until all of the clothespins have been used.
- ❑ **Friendship Rainbows:** The children will use their knowledge of sequential steps and recipes to create their own friendship recipe. There are many common characteristics that people look for in friends, but there are a lot of characteristics that would be different from person to person. The children will cut out small rectangles, one of each color of the rainbow. Just like all the different colors work together to make the rainbow beautiful, we appreciate all the differences amongst our friends. On each color they will write a word or sentence about a needed ingredient in a friendship. They will then glue these in "rainbow order" on to a piece of white paper. Display the Friendship Rainbows for all to read when they are complete.

Graphing:

- ❑ **Name Bar Graph:** Provide squares cut out of construction paper to each child. Each child should use squares in the same color. Have each child write his/her name on the squares...putting one letter on each square. Then, on a giant piece of paper, draw a simple graph with ascending numerals on the left-hand side and each child's first name across the bottom. Make sure the space between the numerals matches the size of the squares the children will be using. Have the children arrange the letters for their names in order on the graph. Once everyone's name is on the graph, invite children to describe what they see. Whose name is the longest? Whose is the shortest? Who has the same number of letters in their first name? Have the children clear their first names off the graph and repeat the process with their last names. If the numbers on the graph go high enough they can do their first and last names together!

Learning Indicators Addressed By Activity

	Exploring Together	Small Group	Small Group	Infant
DAY 1	So Many Friends! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, CA1, PD4, PD5	Friendship Mural LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, LR1, MK1, MK2, MK6, CA3, PD5	Friendship Towers LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, MK1, MK2, PD5	We Are Friends LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5
DAY 2	Name Game LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LR1, PD4, PD5	Making Art Together LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, CA3, PD5	Sprinkle Dance with Friends LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, CA1, CA2, PD3, PD4	Photo Crawl LD1, LD2, SE1, SE4, AL1, SK1, PD4
DAY 3	Bubbles with Friends LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, MK3, CA1, CA2, PD3, PD4, PD5, SS1	Follow Your Friends LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, MK3, PD4	Friendship Trail Mix LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK1, MK2, MK5, PD2, PD5, SS1	Photo Crawl (Part 2) LD1, LD2, SE1, SE4, AL1, SK1, PD4
DAY 4	A Hen and Her Friends LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LR1, CA1, CA4, PD4	Fun with Flour LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK3, LR1, LR2, MK6, CA3, PD5, SS1	Bakers Are We LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LK2, LK3, LK4, LK5, LR1, LR2, MK2, CA4, PD5	Bread Bites LD1, LD2, SE1, SE4, AL1, SK1, PD2, PD5
DAY 5	Caring Friends LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, CA4, PD4	We Can Work Together LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, LR2, CA4, PD2, PD5, SS1	Marker Experiment LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK6, CA3, PD5	Paint with Me LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA3, PD5
DAY 6	We Are All Different LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LR1, MK1, MK2, MK6, CA1, PD4	My Favorite Art Material is... LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA3, PD5	What's Different? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, CA3, PD5	Tummies and Friends LD1, LD2, SE1, SE4, AL1, SK1, PD4
DAY 7	So Many Feelings! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK6, CA1, CA4, PD4	Funny Faces LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA3, PD5	Follow the Feelings LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, CA1, PD4	Peek-A-Boo LD1, LD2, SE1, SE4, AL1, SK1
DAY 8	That's Not Fair! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, MK1, MK2, LR1, LR2, PD5	A Very Fair Snack LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK5, LR1, MK1, MK2, PD2, PD5	More Fun Following the Feelings LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, LR2, CA1, PD4	Roll the Ball LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1, PD5
DAY 9	The Search is On! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK2, LK3, LK4, LK5, Mk1, MK2, LR1, LR2, PD5	Shake and Make LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, MK6, CA3, PD5	Playdough & Pals LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK1, MK2, MK5, MK6, PD5	Books with Friends LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5
DAY 10	Friendship Day LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, MK4, LR1, LR2, CA3, PD2, PD3, PD4, PD5	Use Your Eyes LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, PD5	Loose Parts Play with Friends LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK6, PD5	Repeat, Repeat, Repeat LD1, LD2, SE1, SE4, AL1, SK1, CA1

Please see the Gee Whiz User's Guide for a full list of Learning Indicators.

School-Age Experiences

Friendship Chain LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, PD5	A Trip Down Memory Lane LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5	Who is My Friend? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LK2, LK3, LK4, Lk5, LR1, LR2, PD4, PD5
Friendship Bracelets LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, MK4, PD5	A New Version of the Story LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5	Craft Stick Compliments LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, PD5

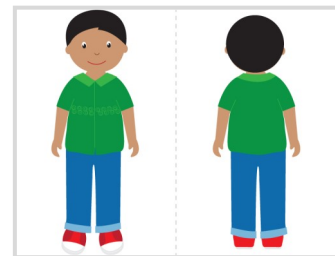
Book List

Here is a list of books that compliment our unit, "My Friends...Your Friends."

- A Friend Is Someone Who Likes You* by Joan Walsh Anglund
- A Rainbow of Friends* by P K Hallinan
- Be a Friend* by Salina Yoon
- Bear's New Friend* by Karma Wilson
- The Berenstain Bears Faithful Friends* by Jan & Mike Berenstain
- Biscuit Finds a Friend* by Alyssa Satin Capucilli
- A Friend Like You* by Frank Murphy
- Friends* by Aiko Ikegami
- Friends* by Eric Carle
- Friends* by Helme Heine
- Friends* by Kim Lewis
- Friends* by Miles Van Hout
- Goodbye, Friend! Hello, Friend* by Cori Doerrfeld
- Gossie and Gertie* by Olivier Dunrea
- How Do Dinosaurs Play with Their Friends?* by Jane Yolen
- How to Be a Friend* by Laurie Krasny Brown
- In My Heart: A Book of Feelings* by Jo Witek
- The Little Red Hen* by Paul Galdone
- The Little Red Hen (Makes a Pizza)* by Philomen Sturges
- Making Friends* by Fred Rogers
- Making Friends Is an Art!* by Julia Cook
- My Friends* by Taro Gomi
- Un amigo como tú / A Friend Like You* by Andrea Schomburg
- Where Do You Live, Animal Friend?* by Laura Bullock

Fadi, Our New Friend Puppet Preparation Directions

1. Print the puppet from the separate file.
2. Fold where indicated and tape on the top and side.
3. Put your hand inside the puppet when using.



I CAN HELP MY FRIEND (tune: "The Farmer in the Dell")

I can help my friend.
 I can help my friend.
 When my friend is (*name of activity*),
 I can help my friend.

Children suggest different activities where they could help one another such as picking up toys, pulling a wagon, riding the swing, etc.

NO COOK PLAYDOUGH RECIPE

- 1 cup water
- 4 cups flour
- 2-4 Tablespoons cooking oil
- 1 1/2 cups salt
- Food coloring (if desired)

Pour the water in a large bowl and add a few drops of food coloring (if desired). Next, add the flour and the salt. Stir well. Then, add the cooking oil. Start with 2 Tbsp. and add more if the dough feels dry. Knead well!

BACK AND FORTH

(tune: "Three Blind Mice")

Back and forth,
Back and forth.
See the ball,
Roll back and forth.
It rolls to (child's name) and he/she rolls it back.
Then we give a push and it rolls...like that.
The ball goes back and forth...that's a fact.
Back and forth.
Back and forth.



FRIENDS

(tune: "If You're Happy & You Know It")

Oh, I see many friends playing outside.
Oh, I see many friends playing outside.
I see (name of child) having fun
As he/she plays out in the sun.
Oh, I see many friends playing outside.

HOW WOULD YOU FEEL?

(tune: "The Farmer in the Dell")

How would you feel?
How would you feel?
If you got a brand new toy...
How would you feel?

How would you feel?
How would you feel?
If you fell and bumped your knee...
How would you feel?

How would you feel?
How would you feel?
If you could not go outside...
How would you feel?

How would you feel?
How would you feel?
If you lost your special book...
How would you feel?

How would you feel?
How would you feel?
If the blocks kept falling down...
How would you feel?

How would you feel?
How would you feel?
If you did not take a nap...
How would you feel?

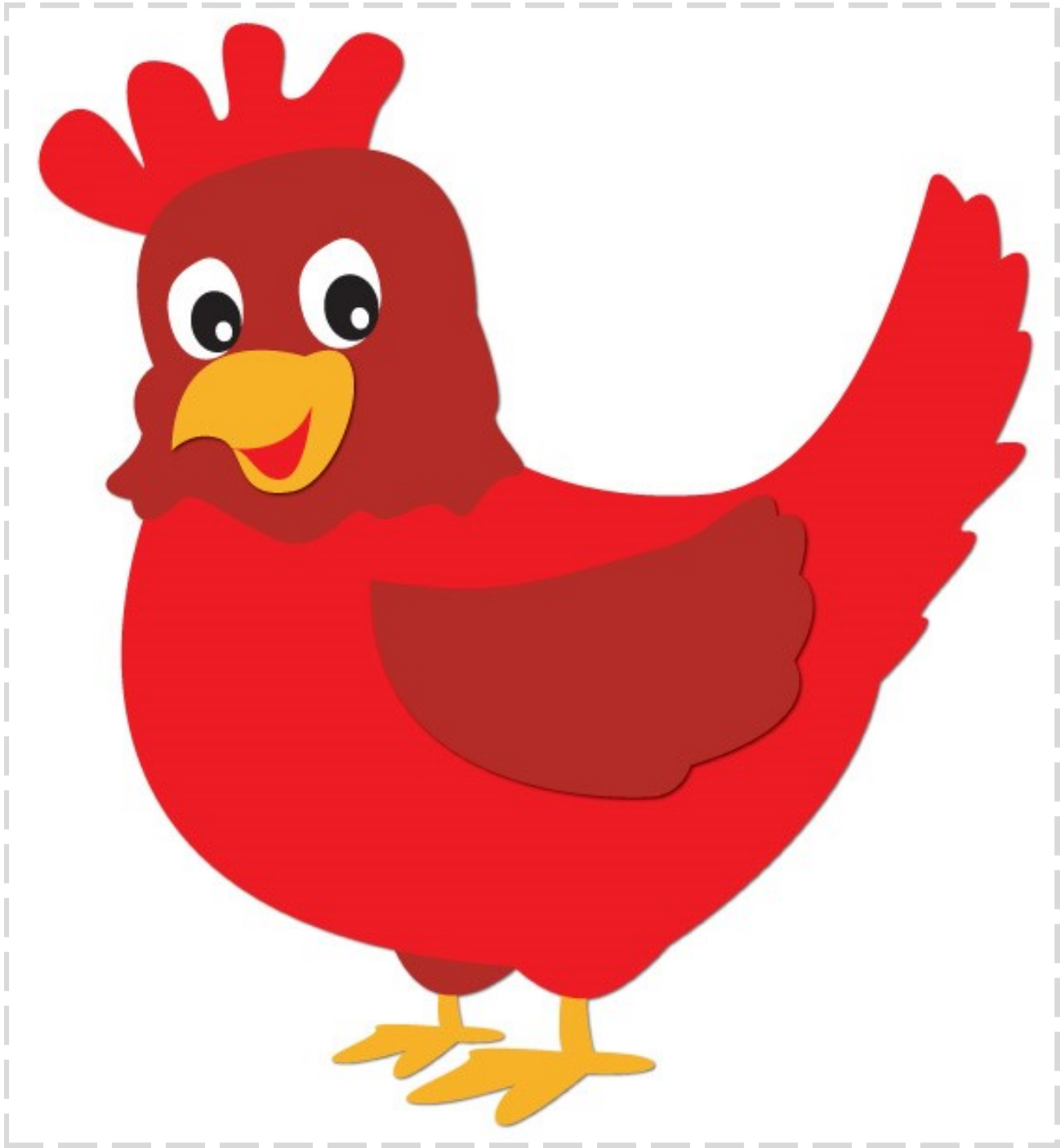
What's Different? Teaching Tool Preparation Directions

- 1) Print the pages from Teaching Tool file. To make the printouts last longer, mount to heavyweight paper or posterboard and cover with clear Contact® paper (if desired).
- 2) Have the children see if they can locate the following differences between the two scenes:

There are 10 differences:

- The alphabet border is many colors in one scene and all brown in the other.
- The window is missing in one of the scenes.
- There is a blue rug in front of the couch in one of the scenes.
- There is a glue bottle on the floor in one of the scenes.
- The rainbow artwork on the wall changes to a red heart.
- The girl painting is wearing a hat in one of the scenes.
- The couch is blue in one scene and red in the other.
- There is a new girl with light brown hair in one of the scenes.
- The teddy bear is missing in one of the scenes.
- There is a cat sleeping on the bookshelf in one scene but not the other.





The Little Red Hen

Once upon a time, there was a Little Red Hen. She was always working very hard in the barnyard. One day while she was scratching in the barnyard, she found a kernel of wheat. She looked at the wheat and had a great idea...she was going to plant it!

So, the Little Red Hen asked, "Who will help me plant this wheat?" "Not I," said the duck. "Not I," said the cat. "Not I," said the dog. So...the Little Red Hen grabbed a shovel, dug a hole and planted the wheat herself. Soon the wheat sprouted and grew and grew.

When it was time to cut the wheat, the Little Red Hen asked, "Who will help me cut the wheat?" "Not I," said the duck. "Not I," said the cat. "Not I," said the dog. So...the Little Red Hen cut the wheat herself.

Then she asked, "Who is going to help me thrash the wheat?" "Not I," said the duck. "Not I," said the cat. "Not I," said the dog. So...the Little Red Hen thrashed the wheat herself.

Next, the Little Red Hen asked, "Who is going to help me take the wheat to the mill to have it ground into flour?" "Not I," said the duck. "Not I," said the cat. "Not I," said the dog. So...the Little Red Hen gathered up all the wheat and took it by herself to the mill to have it ground into flour.

Once the flour was ready, the Little Red Hen asked, "Who is going to help me make this flour into bread?" "Not I," said the duck. "Not I," said the cat. "Not I," said the dog. So...the Little Red Hen got a big bowl, gathered the other ingredients she needed and then mixed the flour into bread dough. Then she kneaded the dough to make it smooth and put it in the pan to put it in the oven. Soon the smell of baking bread filled the barnyard. The Little Red Hen then asked, "Who is going to help me eat the bread?"

"I will!" said the duck. "I will!" said the cat. "I will!" said the dog. The Little Red Hen shook her head and said, "You did not help me plant the wheat. You did not help me cut the wheat. You did not help me thrash the wheat. You did not help me take the wheat to be milled into flour. You did not help me make the dough to make bread. So...you are not going to help me eat the bread. Instead, I am going to share it with my little chicks." And that is exactly what she did!

School Tools Scavenger Hunt

2 markers



1 gluestick



4 crayons



3 pieces of paper

