

Summer School Daily Routines

Circle Time

As a whole group, we say the days of the week, count the calendar and put up the number for the day, discuss the weather graph, and participate in a rhyming activity.

Wisconsin State Standards:

Health and Physical Development

A. Physical health and wellbeing

A.EL.2 Safety rules and directions

Social and Emotional Development

B. Self Concept

B.EL.1 Self-Esteem

B.EL.6 Views self as a teacher/learner

C. Social Competence

C.EL.3 Participating successfully as a member of a group

Language Development and Communication

A. Listening and Understanding

A.EL.2 Listening with understanding to stories, books, directions, and conversations

C. Early Literacy

C.EL.2 Using a variety of strategies to derive meaning from text

C.EL.4 Phonological Awareness

Cognition and General Knowledge

C. Social Systems Understanding

C.EL.2 Understand community and family interdependence

C.EL.3 Comprehend the concepts of fairness and equality and the reason for rules and laws

Creative Curriculum Standards:

Social/Emotional Development – Responsibility for Self and Others

8. Follows classroom routines

I. Participates in classroom activities (e.g. circle time, clean-up, napping, toileting, eating, etc) with prompting

II. Understands and follows classroom procedures without prompting

III. Follows and understands reasons for classroom rules

Social/Emotional Development – Sense of Self

1. Shows ability to adjust to new situations

I. Treats arrival and departure as routine parts of the day

II. Accepts changes in daily routines and schedules

III. Functions with increasing independence in school

Language Development – Listening and Speaking

41. Answers questions

I. Answers simple question with one or two words

II. Answers questions with complete thought

III. Answers questions with detail

- 43. Actively participates in conversations
 - I. Responds to comments and questions from others
 - II. Responds to others' comments in a series of exchanges
 - III. Initiates and/or extends conversations for at least four exchanges
- 47. Uses emerging reading skills to make meaning from print
 - I. Uses illustrations to guess what text says
 - II. Makes judgments about words and text by noticing features (other than letters and words)
- 38. Hears and discriminates the sounds of language
 - I. Plays with words, sounds, and rhymes
 - II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way
 - III. Hears and repeats separate sounds in words; plays with sounds to create new words

Social/Emotional Development – Responsibility for Self and Others

- 9. Follows classroom rules
 - I. Follows classroom rules with reminders
 - II. Understands and follows classroom rules without reminders
 - III. Follows and understands the reasons for classroom rules

Social/Emotional Development – Prosocial Behavior

- 12. Shares and respects the rights of others
 - I. With prompts, shares and or takes turns with others

Music Time

Three or four children are chosen to each pick out a song for us to sing, chant, and/or dance to everyday.

Wisconsin State Standards:

- Language Development and Communication
 - A. Listening and Understanding
 - A.EL.4 Listening and responding to music and rhythm

Creative Curriculum Standards:

No standard directly relates

Free Choice Time

Each day children are allowed approximately 20 minutes of free choice in the room.

Wisconsin State Standards:

- Health and Physical Development
 - B. Motor Development
 - B.EL.2 Hand-eye coordination, strength, control, and object manipulation
- Social and Emotional Development

A. Emotional Development

A.EL.1 Expressing a wide range of emotions in a variety of settings (pretend, play, drawing, dancing, etc)

A.EL.3 Self-control

A.EL.4 Use of words to communicate emotions

B. Self-Concept

B.EL.1 Self-esteem

B.EL.2 Self-direction in choices and actions

B.EL.3 Self-awareness, including abilities, characteristics, and preferences

B.EL.4 Creative self-expression

C. Social Competence

C.EL.1 Interacting with one or more other children

C.EL.2 Seeking out peers as play partners

C.EL.3 Participating successfully as a member of a group

C.EL.4 Using words and other positive strategies to resolve conflicts

C.EL.5 Understanding when and how to ask for adult help

Language Development and Communication

C. Early Literacy

C.EL.7 Understanding and use of writing to represent thoughts or ideas

Approaches to Learning

A. Curiosity, Engagement, and Persistence

A.EL.1 Discovering and trying new things

A.EL.2 Extending learning through attempting, repeating, experimenting, refining, and elaborating on an activity

B. Invention and Imagination

B.EL.1 Trying new things and taking risks

B.EL.2 Problem-solving using a variety of strategies

B.EL.3 Using complex scenarios in pretend play

Cognition and General Knowledge

A. Mathematical and Logical Thinking

A.EL.4 Understand words that locate an object in relation to its environment, put together progressively more difficult puzzles, and recognize and create two-dimensional and three-dimensional objects

B. Scientific Thinking and Problem Solving

B.EL.2 Use tools to gather information, compare observed objects, and seek answers to questions through active investigation

B.EL.4 Form explanations based on trial and error, observations, and explorations

C. Social Systems Understanding

C.EL.1 Recognize and respect shared and different characteristics of self and others, including values and beliefs

C.EL.2 Understand family and community interdependence

C.EL.3 Comprehend the concepts of fairness and equality and the reason for rules and laws

Creative Curriculum Standards:

Physical Development – Fine Motor

19. Controls small muscles in hands
 - I. Manipulates objects with hands
 - II. Manipulates smaller objects with increasing control
 - III. Manipulates a variety of objects requiring increased coordination
20. Coordinates eye-hand movement
 - I. Performs simple manipulations
 - II. Performs simple manipulations with increasing control
 - III. Manipulates materials in a purposeful way, planning and attending to detail
21. Uses tools for writing and drawing
 - I. Holds a marker or crayon with thumb and two fingers; makes simple strokes
 - II. Makes several basic strokes or figures; draws some recognizable objects
 - III. Copies and draws simple shapes, letters, and word including name

Social/Emotional Development – Sense of Self

2. Demonstrates appropriate trust in adults
 - I. Shows confidence in teachers' and parents' abilities to keep him/her safe and healthy
 - II. Regards parents and teachers as resources and positive role models
3. Recognizes own feelings and manages them appropriately
 - I. Identifies and labels own feelings
 - II. Is able to describe feelings and their causes
 - III. Is increasingly able to manage own feelings
4. Stands up for rights
 - I. Physically or verbally asserts needs and desires
 - II. Asserts own needs and desires verbally without being aggressive
 - III. Takes action to avoid possible disputes over rights

Social/Emotional Development – Prosocial Behavior

10. Plays well with other children
 - I. Works/plays cooperatively with one other child
 - II. Successfully enters a group and plays cooperatively
 - III. Maintains an ongoing friendship with at least one other child
12. Shares and respects rights of others
 - I. With prompts, shares or takes turns with others
 - II. Shares toys or allows turn in response to another child's request
 - III. Shares and defends the rights of others to a turn

13. Uses thinking skills to resolve conflicts
 - I. Accepts compromise when suggested by peer or teacher
 - II. Suggests a solution to solve a problem; seeks adult assistance when needed
 - III. Engages in a process of negotiations to reach a compromise

Social/Emotional Development – Responsibility for Self and Others

5. Demonstrates self-direction and independence
 - I. Chooses and becomes involved in one activity out of several options
 - II. Completes multiple tasks in a project or own choosing with some adult assistance
 - III. Carves out and completes own task without adult assistance
7. Respects and cares for classroom environment and materials
 - I. Uses materials in appropriate ways
 - II. Puts away used materials before starting another activity
 - III. Begins to take responsibility for care of the classroom environment
9. Follows classroom rules
 - I. Follows classroom rules with reminders
 - II. Understands and follows classroom rules without reminders
 - III. Follows and understands reasons for classroom rules

Cognitive Development – Representation of Symbolic Thinking

35. Takes on pretend roles and situations
 - I. Performs and labels actions associated with role
 - II. Offers a play theme and scenario
 - III. Engages in elaborate and sustained role play
36. Makes believe with objects
 - I. Interacts appropriately with real objects or replicas in pretend play
 - II. Uses substitute object or gesture to represent real object
 - III. Uses make-believe props in planned and sustained play
37. Make and interprets representations
 - I. Draws or constructs and then names what it is
 - II. Draws or build a construction that represents something specific
 - III. Plans then creates increasingly elaborate representations

Cognitive Development – Learning and Problem Solving

23. Approaches problems flexibly
 - I. Finds multiple uses for classroom objects
 - II. Experiments with materials in new ways when first way doesn't work
 - III. Finds alternative solutions to problems
24. Shows persistence in approaching tasks
 - I. Sees simple tasks through to completion
 - II. Continues to work on task even when encountering difficulty
 - III. Works on task over time, leaving and returning to complete it
25. Explores cause and effect

- I. Notices and comments on effect
- II. Wonders “what will happen if” and tests out possibilities
- III. Explains plans for testing cause and effect, and tries out ideas
- 26. Applies knowledge or experience to a new context
 - I. Draws on everyday experiences and applies this knowledge to similar situations
 - II. Applies new information or vocabulary to an activity or interaction
 - III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

Language Development – Reading and Writing

- 49. Understands the purpose of writing
 - I. Imitates act of writing in play
- 50. Writes letters and words
 - I. Writes letters and words
 - II. Writes recognizable letters, especially those in own name
 - III. Uses letters that represent sound in writing words

Bathroom/Wash Hands/Snack Time

Wisconsin State Standards:

- Health and Physical Development
 - A. Physical Health and Well Being
 - A.EL.1. Self-care routines

Creative Curriculum Standards:

- Social/Emotional Development – Responsibility for Self and Others
 - 6. Take responsibility for own well-being
 - I. Uses self-help skills with occasional reminders
 - II. Uses self-help skills and participates in chores without reminders
 - III. Understands the importance of self-help skills and their role in healthy living

Outdoor Play

Wisconsin State Standards:

- Health and Physical Development
 - A. Physical Health and Well Being
 - A.EL.4 Use of multi-sensory abilities to process of information
 - B. Motor Development
 - B.EL.1 Strength, control, balance, coordination, locomotion, and endurance
- Social and Emotional Development
 - B. Emotional Development
 - A.EL.1 Expressing a wide range of emotions in a variety of settings (pretend, play, drawing, dancing, etc)

- A.EL.3 Self-control
 - A.EL.4 Use of words to communicate emotions
 - B. Self-Concept
 - B.EL.1 Self-esteem
 - B.EL.2 Self-direction in choices and actions
 - B.EL.3 Self-awareness, including abilities, characteristics, and preferences
 - B.EL.4 Creative self-expression
 - C. Social Competence
 - C.EL.1 Interacting with one or more other children
 - C.EL.2 Seeking out peers as play partners
 - C.EL.3 Participating successfully as a member of a group
 - C.EL.4 Using words and other positive strategies to resolve conflicts
 - C.EL.5 Understanding when and how to ask for adult help
- Cognition and General Knowledge
- C. Social Systems Understanding
 - C.EL.1 Recognize and respect shared and different characteristics of self and others, including values and beliefs
 - C.EL.2 Understand family and community interdependence
 - C.EL.3 Comprehend the concepts of fairness and equality and the reason for rules and laws

Creative Curriculum Standards:

Physical Development – Gross Motor

- 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)
 - I. Moves with direction and beginning coordination
 - II. Moves with direction and increasing coordination
 - III. Moves with direction and refined coordination
- 15. Shows balance while moving
 - I. Attempts to walk along a line, stepping off occasionally
 - II. Walks along wide beams such as edge of a sandbox
 - III. Walks forward easily, and backward with effort, along a wide beam
- 16. Climbs up and down
 - I. Climbs a short, wide ladder
 - II. Climbs up and down stairs and ladders, and around obstacles
 - III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards

Social/Emotional Development – Sense of Self

- 2. Demonstrates appropriate trust in adults
 - I. Shows confidence in teachers' and parents' abilities to keep him/her safe and healthy
 - II. Regards parents and teachers as resources and positive role models

3. Recognizes own feelings and manages them appropriately

- I. Identifies and labels own feelings
- II. Is able to describe feelings and their causes
- III. Is increasingly able to manage own feelings

4. Stands up for rights

- I. Physically or verbally asserts needs and desires
- II. Asserts own needs and desires verbally without being aggressive
- III. Takes action to avoid possible disputes over rights

Social/Emotional Development – Prosocial Behavior

10. Plays well with other children

- I. Works/plays cooperatively with one other child
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- III. Maintains an ongoing friendship with at least one other child

12. Shares and respects rights of others

- I. With prompts, shares or takes turns with others
- II. Shares toys or allows turn in response to another child's request
- III. Shares and defends the rights of others to a turn

13. Uses thinking skills to resolve conflicts

- I. Accepts compromise when suggested by peer or teacher
- II. Suggests a solution to solve a problem; seeks adult assistance when needed
- III. Engages in a process of negotiations to reach a compromise

Social/Emotional Development – Responsibility for Self and Others

5. Demonstrates self-direction and independence

- I. Chooses and becomes involved in one activity out of several options

Cognitive Development – Representation of Symbolic Thinking

35. Takes on pretend roles and situations

- I. Performs and labels actions associated with role
- II. Offers a play theme and scenario
- III. Engages in elaborate and sustained role play

36. Makes believe with objects

- I. Interacts appropriately with real objects or replicas in pretend play
- II. Uses substitute object or gesture to represent real object
- III. Uses make-believe props in planned and sustained play

Session One: Week One

Theme: Camping

Activity One: Camp Fire

Read book on camping. Prior to the activity we will discuss and ask questions about things you do when you go camping. First the children will write their name on the paper. The activity consists of counting out 3 to 6 pieces of wood (brown construction paper). The children will glue the wood (making a star *) on green construction paper (grass). To finish the fire the children gather small tissue paper squares in red, yellow, and orange. They will squish the tissue paper with their fingers; then glue to the wood.

Wisconsin Standards:

Health and Physical Development

Motor Development

B.EL.2 Hand-eye coordination, strength, control, and object manipulation.

Language Development and Communication

Listening and Understanding

A.EL.2 Listening with understanding to stories, books, directions and conversations

Cognition and General Knowledge

Mathematical and Logical Thinking

A.EL.2 Count, join, separate, and tell how many

Creative Curriculum:

Physical Development: Fine motor

19. Controls small muscles in hands

I. Manipulates objects with hands

II. Manipulates smaller objects with increasing control

III. Manipulates variety of objects requiring increased coordination

20. Coordinates eye hand movement

I. Performs simple manipulations

II. Performs simple manipulations with increasing control

III. Manipulates materials in a purposeful way, planning, and attending to detail.

Language Development: Listening and Speaking

40. Understands and follows oral directions

III. Follows directions with more than two steps.

Cognitive Development: Logical Thinking

34. Uses numbers and counting

I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right).

II. Counts correctly up to 5 or so using for each object (may not always keep track of what has or has not been counted).

Activity Two: Fireflies

Read firefly book. Recite poem about fireflies; counting fireflies 1 to 5. Then children color and cut-out fireflies; attach to popsicle sticks.

Wisconsin Standards:

Health and Physical Development

B. Motor Development

B.EL.2. Hand-eye coordination, strength, control, and object manipulation.

Lang Development and Communication

A. Listening with Understanding

A.EL.2 Listening with understanding to stories, books, directions, and conversations.

Cognition and General Knowledge

A. Mathematical and Logical Thinking

A.EL.2 Count, join, separate, and tell how many.

Approaches to Learning

A. Curiosity Engagement and Persistence

A.EL.2 Extending learning through attempting, repeating experimenting, refining, and elaborating on an activity.

Creative Curriculum:

Physical Development - Fine Motor

19. Controls small muscles in hands

20. Coordinates eye hand movement

Cognitive Development – Logical Thinking

34. Uses numbers and counting

Activity Three: Making Binoculars and Hiking Through the Woods

We will begin with a story. The children will be making binoculars out of toilet paper rolls. They will begin by writing their name on the binoculars and drawing a box around their name, so as not to color their name in. Their task will be to use markers and decorate the binoculars by coloring and/or drawing shapes. We will finish by using our imagination and taking a hike around the block. We will use our binoculars to search for animals and bugs.

Wisconsin Standards:

Language Development and Communication

Listening and Understanding

A.EL.2 Listening with understanding to stories, books, directions and conversations

Health and Physical Development

Motor Development

B.EL.2 Hand-eye coordination, strength, control, and object manipulation.

B.EL.3 Use of their senses to take in, experience, integrate, and regulate responses to their environment

Physical Health and Well Being

A.EL.3 Components of a healthy lifestyle, including nutrition, exercise, rest and the role of health-care providers.

Social and Emotional Development

Emotional Development

A.EL.1 Expressing a wide range of emotions in a variety of settings (pretend, play, drawing, dancing)

Self Concept

B.EL.4 Creative self-expression

Approaches to Learning

Curiosity, Engagement, and Persistence

A.EL.1 Discovering and trying new things

Invention and Imagination

B.EL.3 Using complex scenarios in pretend play

Creative Curriculum:

Physical Development: Fine motor

19. Controls small muscles in hands

I. Manipulates objects with hands

II. Manipulates smaller objects with increasing control

III. Manipulates variety of objects requiring increased coordination

20. Coordinates eye hand movement

I. Performs simple manipulations

II. Performs simple manipulations with increasing control

III. Manipulates materials in a purposeful way, planning, and attending to detail.

Language Development: Listening and Speaking

40. Understands and follows oral directions

III. Follows directions with more than two steps.

Cognitive Development: Representation and Symbolic Thinking

35. Takes on pretend roles and situations

III. Engages in elaborate and sustained role play

36. Makes believe with objects

I. Interacts appropriately with real objects or replicas in pretend play

II. Uses substitute object or gesture to represent real object

III. Uses make-believe props in planned and sustained play

Activity Four: Good Packing and Bad Packing

The children will evaluate items packed for a pretend camping trip. We will place in a backpack objects you might take on a camping trip, including a few odd items that would not be practical choices. We will explain to the children that we have packed some items for a camping trip. We will pull out the items and ask the children whether it was a wise item to pack and how we could use it on the trip. That fancy hat will just have to stay home.

Wisconsin Standards:

Social and Emotional Development

Self-Concept

B.EL.2 Self direction in choices and directions

Language Development and Communication

Listening and Understanding

A.EL.2 Listening with understanding to stories, books, directions, and conversations

Speaking and Communicating

B.EL.1 Communicating needs and thoughts through gestures, sounds, and/or words

Approaches To Learning

Invention and Imagination

B.EL.1 Trying new things and taking risks

B.EL.2 Problem solving using a variety of strategies

B.EL.3 Using complex scenarios in pretend play

Cognitive Skills

C.EL.3 Linking new learning with past learning

C.EL.4 Generalizing and adjusting to new learning and experiences

Creative Curriculum:

Social-Emotional Development: Responsibility for Self and Others

8. Follows classroom routines

I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting

35. Takes on pretend roles and situations

I. Performs and labels actions associated with a role

Language Development: Listening and Speaking

39. Expresses self using words and expanded sentences

I. Uses simple sentences (3-4 words) to express wants and needs

II. Uses longer sentences (5-6) to communicate

III. Uses more complex sentences to express ideas and feelings.

40. Understands and follows oral directions

I. Follows one-step directions

II. Follows two-step directions

III. Follows directions with more than two steps.

41. Answers questions

- I. Answer simple questions with one or two words.
 - II. Answers questions with complete thought
 - III. Answers questions with details
- Cognitive Development: Learning and Problem Solving
- 22. Observes objects and events with curiosity
 - I. Examines with attention to detail, noticing attributes of objects
 - II. Notices and/or asks questions about similarities and differences
 - III. Observes attentively and seeks relevant information
 - 26. Applies knowledge or experience to a new context
 - I. Draws on everyday experiences and applies this knowledge to similar situations
 - II. Applies new information or vocabulary to an activity or interaction
 - III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

Flashlight

The children will use construction paper shapes (triangle, square, rectangle, circle, and oval) to make a flashlight. The children will be given another opportunity to write their name on their work.

Wisconsin Standards:

Health and Physical Development

Motor Development

B.EL.1 Strength, control, balance, coordination, locomotion, and endurance.

B.EL.2 Hand-eye coordination, strength, control, and object Manipulation

Language Development and Communication

Listening and Understanding

A.EL.3 Following directions of increasing complexity

Cognition and General Knowledge

Mathematical and Logical Thinking

A.EL.4 Understand words that locate an object in relation its environment, put together progressively more difficult puzzles, and recognize and create two-dimensional shapes and three-dimensional objects.

Creative Curriculum:

Physical Development:

Fine Motor

21. Uses tools for writing and drawing

I. Holds a marker or crayon with thumb and two fingers; make simple strokes

II. Makes several basic strokes or figures; draws some recognizable objects.

III. Copes and draws simple shapes, letters, and words including name

19. Controls small muscles in hands

I. Manipulates objects with hands

II. Manipulates smaller objects with increasing control

III. Manipulates a variety of objects requiring increased coordination

20. Coordinates eye-hand movement

I. Performs simple manipulations

II. Performs simple manipulations with increasing control

III. Manipulates materials in a purposeful way, planning and attending to detail

Cognitive Development:

Representation and Symbolic Thinking

37. Makes and interprets representations

I. Draws or constructs and then names what it is

II. Draws or builds a construction that represents something specific

Logical Thinking

32. Shows awareness of position in space

I. Shows comprehension of basic positional words and Concepts

II. Understands and uses positional words correctly

III. Shows understanding that positional relationships vary with one's perspective

Language Development:

Reading and Writing

50. Writes letters and words

II. Writes recognizable letters, especially those in own Name

S'mores

The children will be making s'mores by using a popsicle stick to spread chocolate frosting and marshmallow fluff on two graham crackers.

Wisconsin Standard:

Health and Physical Development

Motor Development

B.EL.2 Hand-eye coordination, strength, control, and object manipulation

Language Development and Communication

Listening and Understanding

A.EL.3 Following directions of increasing complexity

Approaches To Learning

Curiosity, Engagement, and Persistence

A.EL.1 Discovering and trying new things

Invention and Imagination

B.EL.1 Trying new things and taking risks

Creative Curriculum:

Physical Development:

Fine Motor

19. Controls small muscles in hands

I. Manipulates objects with hands

II. Manipulates smaller objects with increasing control

III. Manipulates a variety of objects requiring increased coordination

20. Coordinates eye-hand movement

I. Performs simple manipulations

II. Performs simple manipulations with increasing control

Language Development:

Listening and Speaking

40. Understands and follows oral directions

I. Follows one-step directions

II. Follows two-step directions

III. Follows directions with more than two steps

Activity Five: Who's Camping

The children will be cutting out a tent and gluing it to a background. They will need to cut out a slit in the tent. They will fold the slit to open up the tent. Inside they will draw a picture of themselves and/or family. In addition, they will draw pictures around the tent (for example, a campfire). To finish this page they will need to write their name at the top, on the line, completing the sentence _____ is camping.

Wisconsin Standards:

Health and Physical Development

Motor Development

B.EL.1 Strength, control, balance, coordination, locomotion, and endurance.

B.EL.2 Hand-eye coordination, strength, control, and object Manipulation

Language Development and Communication

Listening and Understanding

A.EL.3 Following directions of increasing complexity

Social and Emotional Development

Self-Concept

B.EL.4 Creative self-expression

Creative Curriculum:

Physical Development:

Fine Motor

21. Uses tools for writing and drawing

I. Holds a marker or crayon with thumb and two fingers; make simple strokes

II. Makes several basic strokes or figures; draws some recognizable objects.

III. Copes and draws simple shapes, letters, and words including name

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III. Manipulates a variety of objects requiring increased coordination

20. Coordinates eye-hand movement

I. Performs simple manipulations

II. Performs simple manipulations with increasing control

III. Manipulates materials in a purposeful way, planning and attending to detail

Cognitive Development

Representation and Symbolic Thinking

37. Makes and interprets representations

I. Draws or constructs and then names what it is

II. Draws or builds a construction that represents something specific

III. Plans then creates increasingly elaborate representations

Language Development:

Reading and Writing

50. Writes letters and words

II. Writes recognizable letters, especially those in own name.

Language Development:

Listening and Speaking

40. Understands and follows oral directions

I. Follows one-step directions

II. Follows two-step directions

III. Follows directions with more than two steps

Session One: Week Two

Theme: Fishing

Activity One: Decorate Fish

Read the story Fish Eyes. Talk about the different colors and shapes on the fish. Count the fish. The students will cut out the fish and then decorate the fish with different art materials; such as pom-poms, feathers, sequins, and beads of many shapes.

Wisconsin Standards:

Health and Physical Development

Motor Development

B.EL.1 Strength, control, balance, coordination, locomotion, and endurance.

B.EL.2 Hand-eye coordination, strength, control, and object Manipulation

Social and Emotional Development

Self-Concept

B.EL.2 Self-direction in choices and actions

B.EL.4 Creative self-expression

Language Development and Communication

Listening and Understanding

A.EL.2 Listening with understanding to stories, books, directions, and conversations

Cognition and General Knowledge

Mathematical and Logical Thinking

A.EL.2 Count, join, separate, and tell how many

Creative Curriculum:

Physical Development:

Fine Motor

19. Controls small muscles in hands

I. Manipulates objects with hands

II. Manipulates smaller objects with increasing control

III. Manipulates a variety of objects requiring increased Coordination

20. Coordinates eye-hand movement

I. Performs simple manipulations

II. Performs simple manipulations with increasing control

III. Manipulates materials in a purposeful way, planning and attending to detail

Language Development:

Reading and Writing

50. Writes letters and words

II. Writes recognizable letters, especially those in own name.

Listening and Speaking

40. Understands and follows oral directions

I. Follows one-step directions

II. Follows two-step directions

III. Follows directions with more than two steps

Cognitive Development

Logical Thinking

34. Uses numbers and counting

I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)

II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)

Activity Two: Watercolor Fish

The children will be painting a fish using watercolors. This will be done right when they enter the classroom for fine motor. When they are dry, the children will cut them out, lace them, stuff them, and then glue to a brown oval with caught by _____ written on it.

Wisconsin Standards

Language Development and Communication

Listening and Understanding

A.EL.2 Listening with understanding to stories, books, directions, and conversations

A.EL. 3 Following directions of increasing complexity

Social and Emotional Development

Self-Concept

B.EL.4 Creative self-expression

Approaches To Learning

Curiosity, Engagement, and Persistence

A.EL.1 Discovering and trying new things

Invention and Imagination

B.EL.1 Trying new things and taking risks

Health and Physical Development

Motor Development

B.EL.1 Strength, control, balance, coordination, locomotion, and endurance.

B.EL.2 Hand-eye coordination, strength, control, and object Manipulation

Creative Curriculum:

Language Development:

Reading and Writing

50. Writes letters and words

II. Writes recognizable letters, especially those in own name.

Listening and Speaking

40. Understands and follows oral directions

I. Follows one-step directions

II. Follows two-step directions

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Physical Development:

Fine Motor

21. Uses tools for writing and drawing

I. Holds a marker or crayon with thumb and two fingers; make simple strokes

II. Makes several basic strokes or figures; draws some recognizable objects.

III. Copes and draws simple shapes, letters, and words including name

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I. Manipulates objects with hands

II. Manipulates smaller objects with increasing control

III. Manipulates a variety of objects requiring increased coordination

20. Coordinates eye-hand movement

I. Performs simple manipulations

II. Performs simple manipulations with increasing control

III. Manipulates materials in a purposeful way, planning and attending to detail

Activity Three: Fishing Hats

The children will hear a story. We will then show and talk about fishing hats. The children will cut out and decorate their own hats with pom-poms and sequins.

Wisconsin Standards

Social and Emotional Development

Self-Concept

B.EL.4 Creative self-expression

Approaches To Learning

Curiosity, Engagement, and Persistence

A.EL.1 Discovering and trying new things

Invention and Imagination

B.EL.1 Trying new things and taking risks

Language Development and Communication

Listening and Understanding

A.EL.3 Following directions of increasing complexity

Health and Physical Development

Motor Development

B.EL.1 Strength, control, balance, coordination, locomotion, and endurance.

B.EL.2 Hand-eye coordination, strength, control, and object Manipulation

Creative Curriculum:

Language Development:

Reading and Writing

50. Writes letters and words

II. Writes recognizable letters, especially those in own name.

Listening and Speaking

40. Understands and follows oral directions

I. Follows one-step directions

II. Follows two-step directions

III. Follows directions with more than two steps

Physical Development:

Fine Motor

21. Uses tools for writing and drawing

I. Holds a marker or crayon with thumb and two fingers; make simple strokes

II. Makes several basic strokes or figures; draws some recognizable objects.

III. Copes and draws simple shapes, letters, and words including name

19. Controls small muscles in hands

I. Manipulates objects with hands

- II. Manipulates smaller objects with increasing control
- III. Manipulates a variety of objects requiring increased coordination

20. Coordinates eye-hand movement

- I. Performs simple manipulations

- II. Performs simple manipulations with increasing control

- III. Manipulates materials in a purposeful way, planning and attending to detail

Activity Four: Snack-Fishing for Goldfish

The children will be enjoying cheese with pretzel (fishing pole) and goldfish.

Wisconsin Standards:

Health and Physical Development

Physical Health and Well Being

A.EL.1 Self-care routines

Motor Development

B.EL.3 Use of their senses to take in experience, integrate, and regulate responses to their environment

Approaches to Learning

Curiosity, Engagement, and Persistence

A.EL.1 Discovering and trying new things

Invention and Imagination

B.EL.1 Trying new things and taking risks

Creative Curriculum:

Social-Emotional Development

Responsibility for Self and Others

6. Takes responsibility for own well-being

I. Uses self-help skills with occasional reminders

Cognitive Development

Representation and Symbolic Thinking

35. Takes on pretend roles and situations

I. Performs and labels actions associated with a role

Physical Development:

Fine Motor

19. Controls small muscles in hands

I. Manipulates objects with hands

II. Manipulates smaller objects with increasing control

III. Manipulates a variety of objects requiring increased coordination

20. Coordinates eye-hand movement

I. Performs simple manipulations

II. Performs simple manipulations with increasing control

III. Manipulates materials in a purposeful way, planning and attending to detail

Activity Five: Color and Shape Bingo

Review colors and shapes (square, rectangle, oval, circle, triangle, diamond). Explain game. Discuss rules. Play.

Wisconsin State Standards:

Social and Emotional Development

C. Social Competence

C.EL1 Interacting with one or more other children

C.EL3 Participating successfully as a member of a group

Approaches to Learning

A. Curiosity, engagement, and persistence

A.EL2 Extending learning through attempting, repeating, experimenting, refining, and elaborating on an activity

C. Cognitive Skills

C.EL2 Learning from experience

C.EL3 Linking new learning with past learning

C. EL4 Generalizing and adjusting to new learning and experiences

Cognition and General Knowledge

A. Mathematical and logical thinking

A.EL.1 Group and arrange objects in a series and recognize similarity/relationships

A.EL.2 Count, join, separate, and tell how many

Creative Curriculum Standards:

Social/Emotional Development

10. Plays well with other children

I. Successfully enters a group and plays cooperatively

Cognitive Development – Learning and Problem Solving

26. Applies knowledge or experience to a new context

I. Draws on everyday experiences and applies this knowledge to similar situations

II. Applies new information or vocabulary to an activity or interaction

III. Generates a rule, strategy, or idea from one learning experience and applies it to a new context

28. Compares/measures

I. Notices similarities and differences

II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume

33. Uses one-to-one correspondence

I. Matches pairs of objects in one-to-one correspondence

Session One: Week Three

Theme: 4th of July

Activity One: Q-tip Fireworks

The children will be making fireworks out of Q-tip halves. The instructions will be to dip the tip of the Q-tip in paint (paint and glue mixed) and then place them with the ends touching, going in a circular pattern. When finished, we will sprinkle glitter on the Q-tips.

Wisconsin Standards:

Health and Physical Development

Motor Development

B.EL.2 Hand-eye coordination, strength, control, and object manipulation

Language Development and Communication

Listening and Understanding

A.EL.3 Following directions of increasing complexity

Creative Curriculum:

Physical Development

Fine Motor

19. Controls small muscles in hands

I. Manipulates objects with hands

II. Manipulates smaller objects with increasing control

III. Manipulates a variety of objects requiring increased coordination.

20. Coordinates eye-hand movement

I. Performs simple manipulations

II. Performs simple manipulations with increasing control

III. Manipulates materials in a purposeful way, planning and attending to detail

Language Development

Listening and Speaking

40. Understands and follows oral directions

I. Follows one-step directions

II. Follows two-step directions

III. Follows directions with more than two steps

Activity Two: Capture the Flag

Read a story about the American flag. The children will be searching the classroom for small American flags. We will show them an example. When all have been collected we will count them.

Wisconsin Standard:

Health and Physical Development

Motor Development

B.EL.3 Use of their senses to take in, experience, integrate, and regulate responses to their environment

Social and Emotional Development

Social Competence

C.EL.1 Interacting with one or more other children

Language Development and Communication

Listening and Understanding

A.EL.1 Listening with understanding to stories, books, directions, and conversations

Approaches To Learning

Curiosity, Engagement, and Persistence

A.EL.3 Persistence in working on an activity

Cognition and General Knowledge

Mathematical and Logical Thinking

A.EL.2 Count, join, separate, and tell how many

A.EL.4 Understand words that locate an object in relation to its environment, put together progressively more difficult puzzles, and recognize and create two-dimensional shapes and three-dimensional shapes and three-dimensional objects.

Creative Curriculum:

Physical Development

Fine Motor

19. Controls small muscles in hands

I. Manipulates objects with hands

II. Manipulates smaller objects with increasing control

III. Manipulates a variety of objects requiring increased coordination

20. Coordinates eye-hand movement

I. Performs simple manipulations

II. Performs simple manipulations with increasing control

III. Manipulates materials in a purposeful way, planning and attending to detail

Cognitive Development

Logical Thinking

32. Shows awareness of position in space

I. Shows comprehension of basic positional words and concepts

- II. Understands and uses positional words correctly
- III. Shows understanding that positional relationships vary with one's perspective

Activity Three: Sparkler Snack

The children will be using pretzel rods to dip in white chocolate and decorate with red, white, and blue sprinkles.

Wisconsin Standards:

Health and Physical Development

Physical Health and Well Being

A.EL.1 Self-care routines

Motor Development

B.EL.2 Hand-eye coordination, strength, control, and object manipulation

Approaches to Learning

Curiosity, Engagement, and Persistence

A.EL.1 Discovering and trying new things

Invention and Imagination

B.EL.1 Trying new things and taking risks

Creative Curriculum:

Physical Development

Fine Motor

19. Controls small muscles in hands

I. Manipulates objects with hands

II. Manipulates smaller objects with increasing control

III. Manipulates a variety of objects requiring increased coordination

20. Coordinates eye-hand movement

I. Performs simple manipulations

II. Performs simple manipulations with increasing control

III. Manipulates materials in a purposeful way, planning and attending to detail

Social-Emotional Development

Responsibility for Self and Others

6. Takes responsibility for own well-being

I. Uses self-help skills with occasional reminders

cognitive Development

Representation and Symbolic Thinking

35. Takes on pretend roles and situations

I. Performs and labels actions associated with a role

Activity Four: Headbands

The children will be making headbands with red, white, and blue stars. They were shown a pattern as an example, but were given the freedom to make their headbands as they desired.

Wisconsin Standards:

Health and Physical Development

Motor Development

B.EL.2 Hand-eye coordination, strength, control, and object manipulation

Language Development and Communication

Listening and Understanding

A.EL.3 Following directions of increasing complexity

Cognition and General Knowledge

Mathematical and Logical Thinking

A.EL.2 Count, join, separate, and tell how many

Creative Curriculum:

Cognitive Development

Logical Thinking

33. Uses one-to-one correspondence

I. Matches pairs of objects in one-to-one correspondence

II. Places objects in one-to-one correspondence with another set

III. Uses one-to-one correspondence as a way to compare two sets

34. Uses numbers and counting

I. imitates counting behavior using number names (may not always say one number per item or get the sequence right)

II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)

III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total.

Language Development

Listening and Speaking

40. Understands and follows oral directions

I. Follows one-step directions

II. Follows two-step directions

III. Follows directions with more than two steps

Physical Development

Fine Motor

19. Controls small muscles in hands

I. Manipulates objects with hands

II. Manipulates smaller objects with increasing control

III. Manipulates a variety of objects requiring increased coordination

20. Coordinates eye-hand movement

I. Performs simple manipulations

II. Performs simple manipulations with increasing control

III. Manipulates materials in a purposeful way, planning and attending to detail

Session Two: Week One

Theme: Bugs

Activity One: Bug Design

Read bug story. Children design and make bugs out of scrap materials (construction paper, pipe cleaners, buttons, feather, sequins, etc.).

Wisconsin State Standards:

Health and Physical Development

B. Motor Development

B.EL.2 Hand-eye coordination, strength, control, and object manipulation

Social and Emotional Development

B. Self Concept

B.EL.4 Creative self-expression

Creative Curriculum Standards:

Physical Development – Fine Motor

19. Controls small muscles in hands

I. Manipulates objects with hands

II. Manipulates smaller objects with increasing control

III. Manipulates a variety of objects requiring increased control

20. Coordinates eye-hand movement

I. Performs simple manipulations

II. Performs simple manipulations with increasing control

III. Manipulates materials in a purposeful way, planning and attending to detail

21. Uses tools for writing and drawing

II. Makes several basic strokes or figures: draws some recognizable shapes

Cognitive Development – Representation and Symbolic Thinking

37. Makes and interprets representations

I. Draws or constructs and then names what it is

II. Draws or builds a construction that represents something specific

III. Plans then creates increasingly elaborate representation

Activity Two: Bug Walk

Read bug story. Discuss attributes of bugs and rules for walk. Go on a bug walk to search for various kinds of bugs.

Wisconsin State Standards:

Health and Physical Development

A. Physical health and well being

A.EL.3 Components of a healthy lifestyle, including nutrition, exercise, rest, and the role of health-care providers

A.EL.4 Use of multi-sensory abilities to process information

Cognition and General Knowledge

B. Scientific Thinking and Problem Solving

B.EL.1 Use their senses to observe characteristics and behaviors in the physical world

C. Social Systems Understanding

C.EL.4 Recognize the interdependence of humans with the natural world

Creative Curriculum Standards:

Social/Emotional Development – Responsibility for Self and Others

2. Demonstrates appropriate trust in adults

I. Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy

Cognitive Development – Learning and Problem Solving

22. Observes objects and events with curiosity

I. Examines with attention to detail, noticing attributes of objects

II. Notices and/or asks questions about similarities and differences

III. Observes attentively and seeks relevant information

Activity Three: Glow in the Dark Fireflies

Read firefly book. Children will use their fingers dipped in glow-in-the-dark paint to print on jar sheets. Children will then add detail (body parts) to the fireflies. Finally, the bugs will be counted and each child will write his/her number of bugs on the sheet.

Wisconsin State Standards:

Health and Physical Development

B. Motor Development

B.EL.2 Hand-eye coordination, strength, control, and object manipulation

Cognition and General Knowledge

A. Mathematical and Logical Thinking

A.EL.2 Count, join, separate, and tell how many

Creative Curriculum Standards:

Physical Development – Fine Motor

21. Uses tools for writing and drawing

I. Holds a marker or crayons with thumb and two fingers; makes simple strokes

II. Makes several basic strokes or figures; draws some recognizable objects

III. Copies and draws simple shapes, letters, and word including name

Cognitive Development-Logical Thinking

34. Uses numbers and counting

I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)

II. Counts correctly up to five or counting one number for each object (may not always keep track of what has or has not been counted)

III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total

Activity Four: Spider Counting Mini-Book

Read spider book. Discuss spider body parts. Children will stamp their fingerprints onto each page matching one-to-one correspondence (page one, one spider). Body parts will then be added (eight legs, head, etc).

Wisconsin State Standards:

Cognition and General Knowledge

B. Mathematical and Logical Thinking

A.EL.1 Group and arrange objects in a series and recognize similarity/relationships

A.EL.2 Count, join, separate, and tell how many

A.EL.3 Recognize and use numerals to represent quantity

Creative Curriculum Standards:

Cognitive Development-Logical Thinking

34. Uses numbers and counting

I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)

II. Counts correctly up to five or counting one number for each object (may not always keep track of what has or has not been counted)

III. Counts to 10 or so connecting number words and symbols to the objects counted and known that the last number describes the total

Activity Five: Butterfly in a Baggie

Read a butterfly book and discuss butterfly body parts. Children will tear little pieces of paper and put into a little Ziploc bag. Then zip up bag and tie a pipe cleaner around the middle to make two wings and represent antennae and body.

Wisconsin State Standards:

Health and Physical Development

B. Motor Development

B.EL.2 Hand-eye coordination, strength, control, and object manipulation

Language Development and Communication

A. Listening and Understanding

A.EL.1 Deriving meaning from verbal and nonverbal cues

B. Listening with understanding to stories, books, directions, and conversations

Creative Curriculum Standards:

Physical Development – Fine Motor

19. Controls small muscles in hands

I. Manipulates objects with hands

II. Manipulates smaller objects with increasing control

III. Manipulates a variety of objects requiring increased control

20. Coordinates eye-hand movement

I. Performs simple manipulations

II. Performs simple manipulations with increasing control

III. Manipulates materials in a purposeful way, planning and attending to detail

Language Development – Listening and Speaking

40. Understands and follows oral directions

III. Follows directions with more than two steps

41. Answers questions

I. Answers simple questions with one or two words

II. Answers questions with a complete thought

III. Answers questions with detail

44. Enjoys and values reading

I. Listens to stories being read

II. Participates in story time interactively

Session Two: Week Two

Theme: Let's go on a Picnic!

Activity One: Watermelon Names

Read a book on summer and/or picnics. The children will find the paper watermelon slice with their name on it. They will cut out the watermelon shape. The children will use green tissue paper squares to scrunch into balls and glue along the rim. To finish, they will use black ink or paint to dip their finger in and stamp their name (seeds).

Wisconsin State Standards:

Health and Physical Development

B. Motor Development

B.EL.2 Hand-eye coordination, strength, control, and object manipulation

Creative Curriculum Standards:

Physical Development – Fine Motor

19. Controls small muscles in hands

I. Manipulates objects with hands

II. Manipulates smaller objects with increasing control

III. Manipulates a variety of objects requiring increased coordination

20. Coordinates eye-hand movement

I. Performs simple manipulations

II. Performs simple manipulations with increasing control

III. Manipulates materials in a purposeful way, planning and attending to detail

Activity Two: Picnic Mix

Set up bowls of Teddy Grahams crackers, fish-shaped crackers, and cereal. Give each child a plastic bag; then have them follow visual directions, to count out the correct number of each type of snack food. When finished counting the crackers, they will place them in their bag and have a picnic mix snack.

Wisconsin State Standards:

Cognition and General Knowledge

C. Mathematical and Logical Thinking

A.EL.1 Group and arrange objects in a series and recognize similarity/relationships

A.EL.2 Count, join, separate, and tell how many

A.EL.3 Recognize and use numerals to represent quantity

Creative Curriculum Standards:

Cognitive Development-Logical Thinking

34. Uses numbers and counting

I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)

II. Counts correctly up to five or counting one number for each object (may not always keep track of what has or has not been counted)

III. Counts to 10 or so connecting number words and symbols to the objects counted and known that the last number describes the total

Activity Three: Watermelon Snack

Observe a real watermelon. Discuss attributes (weight, size, shape). Measure width and length and weigh it. Compare the weight with the kids' weight. Predict what it will look and taste like inside (colors, tastes, smells, etc.). Discuss knife safety and cut watermelon in half. Describe the inside, cut it into slices and eat it! Have kids save their seeds and count them.

Wisconsin State Standards:

Health and Physical Development

C. Physical health and well being

A.EL.3 Components of a healthy lifestyle, including nutrition, exercise, rest, and the role of health-care providers

A.EL.4 Use of multi-sensory abilities to process information

Language Development and Communication

B. Speaking and Communicating

B.EL.2 Using increasingly complex and varied vocabulary and language structure

Cognition and General Knowledge

D. Mathematical and Logical Thinking

A.EL.1 Group and arrange objects in a series and recognize similarity/relationships

A.EL.2 Count, join, separate, and tell how many

A.EL.3 Recognize and use numerals to represent quantity

A.EL.5 Understand the concept of measurement

Creative Curriculum Standards:

Cognitive Development – Learning and Problem Solving

22. Observes objects and events with curiosity

I. Examines with attention to detail, noticing attributes of objects

II. Notices and/or asks questions about similarities and differences

III. Observes attentively and seeks relevant information

Language Development – Listening and Speaking

39. Expresses self using words and expanded sentences

II. Uses longer sentences (5-6 words) to communicate

III. Uses more complex sentences to express ideas and feelings

Cognitive Development-Logical Thinking

28. Compares/measures

II. Uses comparative words related to number, size, shape, texture, weight, color speed, volume

III. Understands/uses measurement words and some standard measurement tools

34. Uses numbers and counting

I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)

II. Counts correctly up to five or using one number for each object (may not always keep track of what has or has not been counted)

III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total

Activity Four: Watermelon Seed Graphing

The children will be using the watermelon seeds from the previous day to graph how many seeds were in their watermelon slice. We will discuss most and least. While students are taking turns to glue their seeds on the graph, they will be lacing a watermelon slice.

Wisconsin State Standards:

Cognition and General Knowledge

E. Mathematical and Logical Thinking

A.EL.1 Group and arrange objects in a series and recognize similarity/relationships

A.EL.2 Count, join, separate, and tell how many

A.EL.3 Recognize and use numerals to represent quantity

A.EL.5 Understand the concept of measurement

Health and Physical Development

B. Motor Development

B.EL.2 Hand-eye coordination, strength, control, and object manipulation

Creative Curriculum Standards:

Cognitive Development-Logical Thinking

28. Compares/measures

II. Uses comparative words related to number, size, shape, texture, weight, color speed, volume

III. Understands/uses measurement words and some standard measurement tools

34. Uses numbers and counting

I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)

II. Counts correctly up to five or using one number for each object (may not always keep track of what has or has not been counted)

III. Counts to 10 or so connecting number words and symbols to the objects counted and known that the last number describes the total

Physical Development – Fine Motor

19. Controls small muscles in hands

I. Manipulates objects with hands

II. Manipulates smaller objects with increasing control

III. Manipulates a variety of objects requiring increased control

20. Coordinates eye-hand movement

I. Performs simple manipulations

II. Performs simple manipulations with increasing control

III. Manipulates materials in a purposeful way, planning and attending to detail

Activity Five: Color and Shape Bingo

Review colors and shapes (square, rectangle, oval, circle, triangle, diamond). Explain game. Discuss rules. Play.

Wisconsin State Standards:

Social and Emotional Development

C. Social Competence

C.EL1 Interacting with one or more other children

C.EL3 Participating successfully as a member of a group

Approaches to Learning

B. Curiosity, engagement, and persistence

A.EL2 Extending learning through attempting, repeating, experimenting, refining, and elaborating on an activity

C. Cognitive Skills

C.EL2 Learning from experience

C.EL3 Linking new learning with past learning

C. EL4 Generalizing and adjusting to new learning and experiences

Cognition and General Knowledge

B. Mathematical and logical thinking

A.EL.1 Group and arrange objects in a series and recognize similarity/relationships

A.EL.2 Count, join, separate, and tell how many

Creative Curriculum Standards:

Social/Emotional Development

10. Plays well with other children

I. Successfully enters a group and plays cooperatively

Cognitive Development – Learning and Problem Solving

26. Applies knowledge or experience to a new context

I. Draws on everyday experiences and applies this knowledge to similar situations

II. Applies new information or vocabulary to an activity or interaction

III. Generates a rule, strategy, or idea from one learning experience and applies it to a new context

28. Compares/measures

I. Notices similarities and differences

II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume

33. Uses one-to-one correspondence

I. Matches pairs of objects in one-to-one correspondence

Session Two: Week Three

Theme: Ice Cream, Ice Cream!

Activity One: Ice Cream Wishes

The children will be completing a page in a class booklet. They will need to write their name and the number of scoops they want in a dish. The children will then draw their ice cream in a dish.

Wisconsin State Standards:

Approaches to Learning

C. Curiosity, engagement, and persistence

C. Cognitive Skills

C.EL2 Learning from experience

C.EL3 Linking new learning with past learning

C. EL4 Generalizing and adjusting to new learning and experiences

Health and Physical Development

B. Motor Development

B.EL.2 Hand-eye coordination, strength, control, and object manipulation

Cognition and General Knowledge

F. Mathematical and Logical Thinking

A.EL.2 Count, join, separate, and tell how many

Creative Curriculum Standards:

Cognitive Development – Learning and Problem Solving

26. Applies knowledge or experience to a new context

I. Draws on everyday experiences and applies this knowledge to similar situations

II. Applies new information or vocabulary to an activity or interaction

III. Generates a rule, strategy, or idea from one learning experience and applies it to a new context

Physical Development – Fine Motor

21. Uses tools for writing and drawing

I. Holds a marker or crayons with thumb and two fingers; makes simple strokes

II. Makes several basic strokes or figures; draws some recognizable objects

III. Copies and draws simple shapes, letters, and word including name

Cognitive Development-Logical Thinking

34. Uses numbers and counting

I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)

II. Counts correctly up to five or counting one number for each object (may not always keep track of what has or has not been counted)

III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total

Activity Two: Ice Cream Scoop Directions

Students listen to descriptions of ice-cream scoops to build a giant ice-cream cone! The children will have a worksheet with an ice-cream cone with many scoops. They will be given directions to color and decorate their ice cream. For instance, color the ice cream scoop at the top red with brown sprinkles.

Wisconsin State Standards:

Health and Physical Development

B. Motor Development

B.EL.2 Hand-eye coordination, strength, control, and object manipulation

Language Development and Communication

A. Listening and Understanding

A.EL.2 Listening with understanding to stories, books, directions, and conversations

A.EL.3 Following directions with increasing complexity

Creative Curriculum Standards:

Physical Development – Fine Motor

21. Uses tools for writing and drawing

I. Holds a marker or crayons with thumb and two fingers; makes simple strokes

II. Makes several basic strokes or figures; draws some recognizable objects

III. Copies and draws simple shapes, letters, and word including name

Language Development – Listening and Speaking

40. Understands and follows oral directions

I. Follows on-step directions

II. Follows two-step direction

III. Follows directions with more than two steps

Activity Three: We all eat ice cream!

Discuss ice cream. Make a list of favorite flavors. Eat cones of neopolitan. Have kids decide their favorite (vanilla, chocolate, strawberry). Color in little scoop of ice cream sheet, cut-out, and glue on appropriate spot on class graph.

Wisconsin State Standards:

Language Development and Communication

C. Early Literacy

C.EL.1. Understanding concepts of print (book and print awareness)

C.EL.3 Alphabetic awareness

C.EL.6 Associating sounds with written letters

Cognition and General Knowledge

D. Mathematical and logical thinking

A.EL.1 Group and arrange objects in a series and recognize similarity/relationships

A.EL.2 Count, join, separate, and tell how many

Creative Curriculum Standards:

Language Development – Reading and Writing

45. Demonstrates understanding of print concepts

I. Knows that print carries message

II. Shows general knowledge of how print works

III. Knows each spoken word can be written down and read

46. Demonstrates knowledge of the alphabet

I. Recognizes and identifies a few letters by name

II. Recognizes and names many letters

III. Beginning to make letter-sound connections

Cognitive Development – Learning and Problem Solving

34. Uses numbers and counting

I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right)

II. Counts correctly up to five or using one number for each object (may not always keep track of what has or has not been counted)

III. Counts to 10 or so connecting number words and symbols to the objects counted and known that the last number describes the total

Activity Four: My favorite ice cream.

Children will be introduced to color words. They will color an ice cream cone sheet, identifying correct color names on the scoops. To finish, they will write their favorite color on the line.

Wisconsin State Standards:

Language Development and Communication

E. Early Literacy

C.EL.1. Understanding concepts of print (book and print awareness)

Health and Physical Development

B. Motor Development

B.EL.2 Hand-eye coordination, strength, control, and object manipulation

Creative Curriculum Standards:

Language Development – Reading and Writing

45. Demonstrates understanding of print concepts

I. Knows that print carries message

II. Shows general knowledge of how print works

III. Knows each spoken word can be written down and read

Physical Development – Fine Motor

21. Uses tools for writing and drawing

I. Holds a marker or crayons with thumb and two fingers; makes simple strokes