

Process
(Activities)

- Create nutrition units
- Cooking healthy snacks with children
- Sort foods into healthy vs. unhealthy
- Field trips to dental office/nurses office/food services/fire station
- Guest speakers if field trips are unavailable
- Participate in physical activities
- Group discussion about healthy vs. unhealthy foods, habits, etc.
- Special health awareness days/in-service etc.
- Provide appropriate naptime, resting areas, private areas, etc.
- Visitors (Cook, Doctor, Dentist)
- Proper nose picking circle time
 - _ Sneezing
 - _ Teeth brushing
 - _ Bathing
- Conversations at mealtime about healthy food & how they help our bodies
- Home habits discussion – graphing
- Setting up Dramatic play area
- Petri Dish (“growing” germs)
- Cooking - new, healthy foods
- Find pictures of food
 - _ Sort into healthy/not healthy
 - _ Create healthy food collage

**Webbing
Lesson Plan
Ideas**

Context
(Developmental Theme)

Healthy Habits

Teacher’s Role

- Provide time for:
 - _ Washing hands
 - _ Brushing teeth
 - _ Washing tables
 - _ Washing toys
- Provide healthy snacks
- Provide guest/special presenters (vision/dental/etc)
- Modeling and reinforcing behaviors

Context
(Environment/Materials)

- | | |
|---|---|
| <ul style="list-style-type: none">• Maintain clean/healthy environment• Make available books, teacher guides, & realia• Dramatic play area• Cleaning materials/supplies• Cleaning guidelines/ procedures/charts.• Procedural charts for<ul style="list-style-type: none">_ Tooth brushing_ Hand washing_ Children’s literature related to healthy habits_ Visit | <ul style="list-style-type: none">• Books-nutrition, how body works• Doctor kit – dramatic play• Dentist props• Posters-proper hand washing• Exercise<ul style="list-style-type: none">_ Obstacle course_ Exercise videos_ Heart Association kit-healthy heart_ Stethoscopes |
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Webbing Lesson Plan Ideas

Process (Activities)

- Play, show, end stories with their own endings
- Create costumes of story book characters
- Writing center available
- Letters to pen pals (Post Office)
- Library established
- Field trips to public library- people come in to read
- Sports figures come out to read
- Local paper donations
- Parent connection to the paper
- Story time
- Lending library
- Alphabet puzzles
- "Me Books"
- Dictation
- Tracing
- Following/ creating simple recipes
- Letters in sand/writing in sand
- Field Trip to library
- Story Telling
- Flannel board stories
- Songs/Finger plays
- Play rhyming games/songs
- Cooking- follow printed recipe on chart

Context (Developmental Theme)

Reading Skills

Teacher's Role

- Speaking clearly
- Important to have teachable moments
- Reading to and with children
- Modeling reading and writing
- Provide print rich environment
- Provide books in good condition with a variety of genre
- Provide literacy activities in addition to reading aloud
- Storytelling
- Flannel stories
- Poetry/ nursery rhymes
- Act out stories
- Read stories
- Provide picture books
- Label areas, materials, furniture
- Invite parents/guests to read with children
- Plan field trip
- Create print rich environment

Context (Environment/Materials)

- Provide varieties in different genre
- Post Office center
- Dress up/ dramatic play
- Child sign in/ out sheets
- Journals
- Labels
- Library books
- Group stories
- Guest speakers including parents to read stories in their languages
- Quiet reading area
- Variety of books available to children in their reach
- Puzzles
- Magnetic letters
- Books
- Writing materials
- Letter display
- Alphabet stamps/stickers
- Books that reflect children and families in program
- Printed recipes
- Prop Boxes in dramatic play area that encourage literacy
- (I.E) Restaurant menus, order pads, etc or post office: letters, stamps, mail box, labels, etc
- Class made books

Webbing Lesson Plan Ideas

Process (Activities)

- Small Group Games
 - _Wagon Ride
- Playing Instruments ex: drums, shakers
- Sensory Tables
- Role-Playing
- Parallel Play
- Block building activity
- Songs with names of child
- Art, share supplies
- Pick a partner for project (puzzle, etc) or buddy system
- Group activities-sports
- Circle game (hold hands)
- Dramatic play
- Teach/model/facilitate communication in conflict resolution
- Picture book of classes

Context (Developmental Theme) **Interaction with Peers**

Teacher's Role

- Teachable Moments
- Modeling behaviors
- Using children's names
- Giving information
- "Noticing"
- Teach/model/facilitate communication in conflict resolution
- Organize/plan groups/ focus activities
- Insure environment is setting for group activities (sand, games, art)
- Focus on communication development-activities that require using names, asking, answering, acknowledge arguments (behavior or project)

Context (Environment/Materials)

- Small Groups (sizes)
- Creating space within spaces
- "Soft" materials
- Plastic Books/Fabric
- Role-Playing
- Materials at Child's level
- Sensory Tables
- Painting
- "Messy" space
- Sand/water Play area
- Sports area and equipment (bike with backseat, balls for "catch")
- Art materials (paint, paper, brush)
- Music and instruments
- Quiet area for conferring on conflict resolution
- Picture icons for non-readers and non-verbal
- Dramatic play area (costumes, props)

Webbing Lesson Plan Ideas

Process (Activities)

- Provide activities based on children's interest
- Basket ball/baseball hoops
- Charting: catching ball, skipping, etc
- Dramatic play outside
- Blocks outside
- Painting easel
- Throwing & catching
- Creating obstacle course's
- Music: variety enhance movement
- Variety bicycles, trikes
- Books outside
- Sidewalk chalk-hopscotch
- Chase bubbles
- Group games
- Obstacle Courses (outdoors)
- Relay Races
- Outdoor skill developing activities-throwing, running, bouncing balls, tumbling, hopping, skipping, and galloping
- Movement and Music (indoors/outdoors)

Context (Developmental Theme)

Gross Motor Skills

Teacher's Role

- Provide safe appropriate environment
- Teachable moments
- Variety of DAP equipment
- Facilitate group play/individual play
- Extension of indoor (dress up cloths-outside)
- Complex-simple activities
- Identify children's interest
- Play with children
- Role play
- Provide safe appropriate environment
- Teachable moments
- Variety of DAP equipment
- Facilitate group play/individual play
- Extension of indoor (dress up clothes- outside)
- Complex-simple activities
- Identify children's interest
- Play with children
- Role play

Context (Environment/Materials)

- Variety of balls
- Variety of wheeled toys (trikes, wagons, ie, 3-wheels)
- Parachute
- Bubble activity
- Blocks-different sizes
- Walking boards, rocking boats
- Cones, hula hoops, tunnels
- Easel with paint
- Basketball hoop and ball
- CD-Music
- Turning books-giant cross-body
- Grass area, cement area
- Balancing blocks and beams
- Tricycles
- Basketball hoops
- Jump ropes
- Textured surfaces
- Mats for tumbling
- Climbing structures
- Parachute
- Bean bags
- Self help materials i.e. Big Buttons, boots, shoes
- Large Blocks

Webbing Lesson Plan Ideas

Process (Activities)

- Food/Cooking
- Science/Nature
- Walking trips/field trips
- Activities based on children's interest, teacher's interest (emergent)
- Sensory activities
- Reading stories as springboard to new ideas, new places.
- Provide activities based on children's interests
- Resource Center (highlight learning areas/centers)
 - _Silk worm farm
 - _Encyclopedia
- Guest speakers
- Read books supporting interests
- Takes books home to read (Praise a Reader)
- Create books (bilingual)
- Writing practices
- Parents' night

Context (Developmental Theme)

Interest in Learning

Context (Environment/Materials)

- Prepared environment (learning centers, individual discovery center)
- Magnifying glass
- Materials children can use on own and be successful
- Sensory Materials
- Open ended materials
- Encyclopedias
- Computers (internet access)
- Resource materials for children
- Garden: seeds, garden tools
- Children put boundaries for using material
- Books
- Provide new materials or props children may not be familiar with
- Get bilingual books (right amount/attractive, free time and area where children can read)
- Writing center
- Broad range of materials age appropriate, including individually appropriate picture/dictionaries
- Newsletters

Teacher's Role

- Provide sensory activities
- Look for teachable moments
- Model, support, facilitate curiosity
- Provide real life experiences
- Follow children's interests
- Ask open-ended questions/
provide open-ended activities
- Start with familiar experiences then add more progressive exploration (example) tasting fruits- start with apple then go to papaya.
- Bringing things into environment that children might not be familiar with
- Having meaningful conversations
- Provide a variety of materials
- Follow children's cues
- Plan indoor and outdoor opportunities
- Rotate material (keep it new)
- Ask open ended questions
- Identify children's interests
- Include parents (use them- hobbies, interests)
- Ask children what they are interested in learning about
- Get parents interested
- Story time
- Invite parent to read
- Modeling behavior
- Teachers recommend book to parent/siblings

Webbing Lesson Plan Ideas

Process (Activities)

- Invite parents to share stories
 Reader native language (Teachertx)
- Field trip- neighborhood ethnic food store, art museums
- Grandparents come
- Ethnic celebrations- acknowledgments of parents with different traditions/ customs
- Mask "dray my friend"
- Activities based on children's interest (book, journal,
- Nutrition- bread, food...from various cultures
- Art & Music
- Games (Pinates, Parades)
- Vocabulary
- Read stories reflective of different cultures, places, ability, etc.
- Songs/finger plays/ poems from other cultures in more than one language.
- Families share cultures
- Reading books that reflect diversity
- Use persona dolls for fair-unfair activity identification
- Puppets – multicultural/anti-bias
- Special events
- Creating classroom books
- Develop anti bias vocabulary
- What would aspects of non-acceptance and acceptance of diversity look like?
- Children's and staff's journals
- Parent activities
- Puppets – multicultural/anti-bias
- Children's and staff's journals-share something about their family/culture/ability

Context (Developmental Theme)

Acceptance of Diversity

Context (Environment/Materials)

- Books reflecting diversity- folk stories
- Musical instruments-song
- Prepare food (cultural) dishes (vegetables, fruits)
- Art materials: skin tones
- Cultural posters
- Library
- Family roles/ history
- Family maps/ holidays/ traditions
- Artifacts
- Differing ability materials
- Photos of family and staff
- Labels in more than one language
- Dolls with all skin colors and with disabilities
- Dramatic play reflecting cultures, genders, skin colors
- Songs, books in other language
- Props in interest areas reflect diversity
- Anti- bias curriculum
- Language development
- Classroom environments (equipment)
- Props in interest areas reflect diversity
- Dress up close- reflect various ethnicities
- Skin tone – crayons, paint and paper
- Dolls & Mirrors

Teacher's Role

- Understand and knowledge of students culture and native languages
- Awareness of special needs in own classroom and community
- Knowledge of how each culture treats special needs
- Accepting and discussing differences with children
- Be aware of and discuss our own biases
- Self reflection; knowledge of own culture or background
- Provide visuals (appropriate and authentic)
- Materials
- Awareness, fairness, respect
- Visitors to class- visiting experts
- Examine own values in relationship to diversity and acceptance.
- Modeling appropriate responses (bias free)
- Encourage families to share cultures
- Self reflection on personal bias
- Provide vocabulary
- Celebrate group-"ness" projects
- Emphasizing cooperative games
- Songs in other language
- Removing barriers for handicapped
- Demonstrate gender equity
- Acknowledge and celebrate cultural representation, on-site, center
- Create open ended opportunities for activities
- Become familiar with Anti bias curriculum by Louise Derman-Sparks
- Paring/grouping children
- Give equal attention to all
- Facilitate noticing differences
- Recognize each child's individual qualities
- Recognize child by name
- Respectful of all children's language
- Celebrate diversity
- Exposing children to different foods
- Modeling appropriate and excepting behavior

Process
(Activities)

- Provide materials that engage the fine motor skills such as...
 - _ Play dough, puzzles, Manipulation, sorting, painting, stringing beads (various sizes), using scissors, crayons, etc
 - _ Squeezing wet sponges and using clothes pins to build hand strength
 - _ Collage project using scissors/gluing etc.
 - _ Water table pouring into funnels and bottles with different size lids

**Webbing
Lesson Plan
Ideas**

Teacher's Role

- Make sure there are new and interesting materials
- Encourage children to be self sufficient in self help skills
- Ask open ended questions
- Ask show me questions
- Demonstrate using the stapler and other materials or tools children are unfamiliar with

Context
(Developmental Theme)

Fine Motor Skills

Context
(Environment/Materials)

- Art Area – Includes: play dough, easel painting, tape, stickers, tearing paper accessible throughout the day, bubble wrap
- Dramatic Play – Include materials that have zippers, button and laces on clothing; add an office area with type writers and adding machines and a restaurant with cooking utensils and measuring cups
- Literacy – Teach a new finger play, make their own story by drawing, using the flannel board, writing center-letters, mail boxes
- Various size writing tools (crayons, markers, staplers)

Process
(Activities)

- Pictures of families & people in general
- Family surveys in photo album-include extended family members, pets, etc.
- Songs, music-reflecting classroom cultures
- Share home made family videos
- Invite families into center-to share stories, family events, food, etc.
- Field trips-elderly/take advantage of community riches/public transportation
- Read stories reflective of children & families

**Webbing
Lesson Plan
Ideas**

Context
(Developmental Theme)

Awareness of Others

Teacher's Role

- Encourage discussion among children even when topic is uncomfortable
 - _ Prison
 - _ Cops at my house last night
 - _ Physical differences
- Respectful of different cultures
- Look at Anti-bias curriculum by Louise Derm-Sparks for additional ideas
- Be sure children & families are reflected in materials & the environment.

Context
(Environment/Materials)

- Diversity reflected in the following:
 - Books
 - Posters
 - Puzzles
 - Family picture puzzles
 - Dolls
 - Puppets
 - Clothing
 - Cooking classroom utensils
 - Curriculum books-resources-anti bias curriculum
 - Have your food program reflect different cultures

Process
(Activities)

- Good morning song in different language
- Read story
- Conversation asking children to talk about what they did over the weekend/asking open ended questions

**Webbing
Lesson Plan
Ideas**

Teacher's Role

- Early in the morning
- Read story
- Starting with her own personal ideas

Context
(Developmental Theme)

Interaction with Adults

Context
(Environment/Materials)

- Posters
- Books
- Pictures of own family members

Webbing Lesson Plan Ideas

Process (Activities)

- Provide picture books in all areas
- Provide reading opportunities at outside time, blanket & a basket of books
- Create curriculum, events, self books
- Invite children to bring a favorite book
- Send book club order forms home
- Read daily in large group/small group/1-1
- Act out favorite books after reading it
- Visit library
- Retell stories using flannel or magnet pieces
- Visit a library/or contact bookmobile
- Flannel board
- Dramatic Play-book
- Puppets
- Listening center
- Create our own individual and class books
- Create our own story/comic strip
- Video tape kids or tape record them reading their story

Context (Developmental Theme)

Interest in Books

Teacher's Role

- Provide variety of books, magazines, etc.
- Know child's interest
- Teach/model respect of books
- READ!
- Label environment
- Give books
- Send books home
- Join scholastic book club-send form to families
- Provide variety of reading materials
- Read to children
- Talk – ask open ended questions
- Start story, let kids create ending
- Label areas
- Write lists/notes in front of children
- Chart children's responses to question
- Provide print rich environment

Context (Environment/Materials)

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|--|--|
| <ul style="list-style-type: none">• Literacy bags• Books on tape• Raising a reader• Writing center well stocked• Book-it• Little hands program• Book related to interest areas <u>in</u> interest areas• Have props related to books available so kids can "play" with characters | <ul style="list-style-type: none">• Quiet area• Pencil/paper• Label areas• Reading materials (menus, newspapers, magazines, mail, cartoons)• Letters/magnet board• Computer• Bean bag chairs, pillows, etc.• Have "stuffed" character or puppets related to stories |
|--|--|

Webbing Lesson Plan Ideas

Process (Activities)

- Nature walk then discuss item, experience, weather, etc.
- Dictation/Reflections
- Painting with discussion
- Make up story...add on
- Interact when reading
- Animation action when reading
- Acting out stories
- Science activities with opportunities to observe changes and talk about them
- Sensory activities
- Sing a variety of songs
- Tape record children- books to tape to listen to
- Playing with sounds of language
- Create books
- Flannel stories
- Read books
- Plan-Do-review
- Pen pals-mailbox
- Role Playing
- Story telling

Context (Developmental Theme)

Language

Context (Environment/Materials)

- Label with words and pictures
- Variety of books
- Art then explaining (write or talk or act)
- Language center
- Stencils and toys with language rich
- Dramatic play area with changing theme
- Interesting science materials
- Writing materials
- Variety of books (including those in children's home language)
- Labeling the environment (words and pictures)
- Set up a message center
- Buy tape-recorder, microphone, echo microphone
- Providing materials based on children's interests

Teacher's Role

- Clear articulation
- Communication methods
- Language rich environment
- Elaborate activity
- Invite conversation with open ended questions
- Labeling
- Openness
- Authentic conversations with children
- Provide opportunities for turn taking i.e., water table, sand box table games, out door game
- Restate what children say adding descriptive words to expand on their thought
- Introduce new vocabulary through new concepts, activities or literature
- Have authentic conversations and interactions with children
- Ask open ended questions
- Acknowledge children's words in whatever language they speak.
- Supply extra words (labeling)
- Provide print rich environment
- Take dictation
- Active listening
- Subscribe to book clubs
- Encouraging to libraries and bookstores
- Field trips
- Bring in guest presenters

Webbing Lesson Plan Ideas

Process (Activities)

- Read Stories
- Group time – song, flannel board stories
- Play out stories
- Puppets – (sounds)
- Writing skills
- Field trips or guest presentations
- Vocabulary games
- Story dictation-pictures
- Dramatic Play Props to encourage variety of vocabulary in contexts
- Songs, puppets, finger plays, flannel stories, and materials
- Children create own stories
- Journal writings
- Use tape recordings

Context (Developmental Theme)

Language Development

Teacher's Role

- Appropriate environment
- Parent and Teacher communication
- Modeling
- Language-every area
- Allowing child to role play
- Encourage a child to speak words
- Ask question open ended questions
- Intentionally introduce new vocabulary through activities like science, cooking, (foods and tools), stories
- Observe child to see what their interests are
- Ask open ended questions
- Involve children -interactive
- Teachable moments
- Facilitation of interactions
- Meaningful conversation
- Creating turn taking situations
- Reading stories
- Class routines
 - _ Songs
 - _ Menus
 - _ Calendar

Context (Environment/Materials)

- Books – displayed at children level
- Flannel board stories
- Puppets (act out)
- Labeling children's areas in classroom
- Songs – music
- Role playing
- Library for parents
- Tape recording
- Dramatic play area
- Posters
- Photos
- Dramatic play/prop box-Doctor, store, etc
- Change dramatic play area periodically
 - _ Restaurant
 - _ Store
 - _ Post Office
 - _ Flower or plant shop
 - _ Bakery
- Books
- Games
- Pictures/posters
- Family pictures to encourage language
- Telephones
- Print rich environment

Webbing Lesson Plan Ideas

Process (Activities)

- Reading books relevant to real experiences
- Self-portraits and pictures used to express visual/verbal understanding
- Group stories
- Book-making
- Marble paint for two
- Field trip include pre & post
- Puppets
- Dramatize books/stories
- Review children's experiences
- Create problem-solving opportunities
- Word games/playing w/words
- Cooking Activities
- Singing throughout the curriculum/day
- Open-ended materials
- Family-style dining (lots of talking)
- Let children retell stories using props
- Story bags-children pull items out and tell what they know
- Real life experiences, trips, walking
- Have children care for a class pet
- Project work-study something over time
- Have a treasure hunt, then child describes found object
- Daily story time/Child as storyteller
- Dictated stories – topics of child's choice or child's work (ex.-art)
- Children make recordings-leave in listening center
- Sharing time (from home or picking something in classroom)
- Repetitive rhymes/games

Context (Developmental Theme)

Comprehension and Expression

Context (Environment/Materials)

- Reflecting the diversity in the classroom
- Bilingual books
- Picture books
- Puppets, finger plays, various dress-up materials
- Multicultural and theme based dramatic set up
- Seed collage
- Plants/dirt
- Measure plants
- Journals
- Enrich with materials that reflect diversity/family interests
- Recreate field trips in the classroom
- Listening centers/tape recorders/musical instruments available to children (not just directed by teacher)
- Construction/creative materials/"loose parts"
- Cooperative materials (puzzles/large blocks, etc.)
- Cooking
- Display areas for work-works in progress
- Cameras available
- Tape recorders
- "Talking" props—telephones, radios, walkie-talkies
- Puppet theaters
- Interesting materials in science area (nature items)

Teacher's Role

- Elicit language
 - _ Ask questions
 - _ Provide interesting objects
- Recognize individual language levels (ESL)
- Rituals
- Model routines (some impacted by culture)
- Valuing each child's culture, diversity, traditions, and language
- Songs, rhymes, stories
- Props
- Listen and respond to children's words, conversations, etc.
- Engage through eye contact @ child's level
- Be active listeners
- Model good expressive language, encourage usage of language
- Acknowledge children's attempts at expressive language
- Use language in many ways— songs, finger plays, stories- use own voice
- Have genuine conversations – talk with children not at them
- Enjoy conversations w/children – their own topic
- Give children opportunity to talk often
- Ask open ended questions
- Provide regular opportunities for children to participate in songs, rhymes, games, and stories that play with sounds of language
- Read to children often and lead discussions
- Get on Child's eye level
- Listen attentively when children talk
- Rotate new materials into interest areas
- Create turn taking situations
- Create "buddy" projects
- Model language and vocabulary
- Provide interactive strong time
- Observe children and listen for conversation starters

Webbing Lesson Plan Ideas

Process (Activities)

- Read books and create plays
- Sing songs
- Music and Movement experience
- Bring performers or field trip to a performance
- Parent share musical talents
- Children go to library
- Document experiences in a journal or exhibit
- Have talk time-children problem solving

Context (Developmental Theme)

Cognitive Competence

Teacher's Role

- Provide manipulative materials, games and environment that enhance cognitive competence
 - _ Dramatic play
 - _ Puppets
 - _ Music
- Provide a schedule that allows children time to stay with a task, activity or project
- Project long-term projects
 - _ Planting
 - _ Community work
 - _ Art projects
- Display of children's work
 - _ Photos
 - _ Drawings
- Supervision
- Use digital, video, pictures to document

Context (Environment/Materials)

- Books – for school and to take home, “take home packs”
- Enrich dramatic play area with themes
- Rotate materials, ex: puzzles of different levels
- Enrich and replenish art area with writing materials to document experiences
- Provide musical instruments
 - _ Familiar
 - _ New
 - _ Home made

Webbing Lesson Plan Ideas

Process (Activities)

- Cooking
- Patterning
- Estimation games
- Reading story books with themes
- Singing number songs
- Sorting activities
- Circle time “people who...”
- Charting and graphing info from other activities
- Create number books
- Count during familiar routines, children
- Activities that focus on more and less
- Measure height with string
- Activities with blocks and comparing
- Measuring tape activities
- Counting how many children are here
- Setting table for meal time
- Clean up time – sorting/classifying

Context (Developmental Theme)

Math Concepts (Number Concepts, Measure & Math)

Teacher’s Role

- Use appropriate vocabulary
- Ask open ended questions to extend children’s vocabulary
- Provide environment to support the theme and provide opportunity for it to be used
- Know individual needs of each child
- Look for teachable moments both inside and outside
- Provide information to parents to support the learning
- Provide regular opportunities to count, measure, estimate, and compare
- Hang a height chart on a wall
- Leave a scale where children can weigh themselves
- Use math vocabulary
- Count something everyday
- Ask math questions
 - _How many?
 - _How long?
 - _More/less?

Context (Environment/Materials)

- Lots of things to count and manipulate
- Things to measure and to measure with
- Things to order and classify
- Flash cards & Books
- Counting animals
- Trace Numbers
- Sorting item
- Number games, picture number correspondence
- Number matching games, what is a number?
- Art-patterning activities, paint, how many of something, stamping, sponge painting, number of sponges
- Books with math themes
- Sand/water table measuring cups, measuring spoon
- Estimate jars and keep it under 10 (guess # of items)
- Scales available
- Height chart to see how tall they are
- Have rulers, measuring tape available
- Meal times discussions (counting people at the table, discussing fractions of oranges)
- Manipulative for counting and comparing bodies
- Setting up room environment in an organized way so there are natural opportunities for sorting and classifying during clean up

Webbing Lesson Plan Ideas

Process (Activities)

- Walking to field trips to identify/find numbers
- Matching games
- Measure shoes, height, weight
- Address envelope and mail
- Number group games
- Counting- rate
- Read stories with math theme
- Counting and Sorting (skittles book)
- Graphing
- “Counting” songs, 5 little Monkeys
- Cooking, measuring activities (pizza, Playdough)
- Clapping patterns
- Emptying and Filling Activities
- Counting beads
- Patterns

Context (Developmental Theme)

Number Concepts

Context (Environment/Materials)

- Housekeeping area provide scales
- Money, cash register, clock, calculator, telephone and phone book, computer, books, newspapers, paper and pencils.
- Books with Math theme
- Puzzles with shapes, numbers, size
- Measuring wps/spoons
- Number stamps, stickers, posters, cookie cutter
- Unit blocks various sizes
- Timers (sand, kitchen water)
- Collections for counting/sorting (Example) Plastic bugs, beans, buttons, etc.
- Tape measure, ruler
- Lots of things to count and manipulate, ex: bears, animals
- Blocks (small).
- Water table
- Scales
- Flash card
- Books
- Trace Numbers
- Sorting items
- Laminate books that were created for all to shine in reading area
- Art-pattering activities, paint, how many of something, stamping, sponge painting

Teacher's Role

- Provide Materials
 - _ Objects
 - _ Rulers, measuring cups, spoons, etc.
 - _ Number displayed
 - _ Compare sizes
 - _ Sorting objects
- Look for teachable moments
- Provide self paper and scissors
- Use mathematical language
- Look for opportunities throughout the day to count/compare/sort
- Have enthusiasm for math especially if math phonic
- Modeling
- Interacting
- Updating environment
- Expose students to various materials and activities
- Math vocabulary/dialogue
- Counting in circle time
- Familiar rituals
- Family tree
- Look for teachable moments
- Math related questions
- Provide homework opportunities for parents to do with their children at home
 - _ Number of children/people in family
 - _ Count pets
 - _ Count rooms
 - _ Count shoes, etc
- Share with class and create graphs
- Intentional teaching of basic concepts thru play activities
- Facilitate math learning thru examples and materials that are provided