**Context**

(Developmental Theme)

**Healthy Habits**

**Webbing Lesson Plan Ideas**

**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

**Process**

(Activitys)

- 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

**Context**

(Environment/Materials)

- Maintain clean/healthy environment
- Make available books, teacher guides, & realia
- Dramatic play area
- Cleaning materials/supplies
- Cleaning guidelines/ procedures/charts.
- Procedural charts for
  - Tooth brushing
  - Hand washing
  - Children’s literature related to healthy habits
  - Visit
- Books-nutrition, how body works
- Doctor kit – dramatic play
- Dentist props
- Posters-proper hand washing
- Exercise
  - Obstacle course
  - Exercise videos
  - Heart Association kit-healthy heart
  - Stethoscopes
**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

**Webbing Lesson Plan Ideas**

**Context (Developmental Theme)**

**Reading Skills**
- 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

**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 (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**

**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)

**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 (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

Teacher's Role
- 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
- 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

Gross Motor Skills

Context (Developmental Theme)
- Gross Motor Skills
  - 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

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 calk-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
(Environment/Materials)
- Webbing
- Process
- Teacher's Role
- Gross Motor Skills
- Context
### 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
- 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
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 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

Webbing Lesson Plan Ideas

Context (Developmental Theme)
Acceptance of Diversity

Process (Activities)
- Invite parents to share stories
  - Reader native language (Teacherx)
- 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

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
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

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

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)
**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 (Developmental Theme)**

**Awareness of Others**

**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 stones reflective of children & families

**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

---

**Webbing Lesson Plan Ideas**
Webbing Lesson Plan Ideas

Teacher’s Role
- Early in the morning
- Read story
- Starting with her own personal ideas

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

Context (Developmental Theme)
Interaction with Adults

Context (Environment/Materials)
- Posters
- Books
- Pictures of own family members
**Webbing Lesson Plan Ideas**

**Teacher’s Role**
- Provide variety of books, magazines, etc.
- Know child’s interest
- Teach/model respect of rooks
- 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

**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

**Context (Environment/Materials)**
- Literacy bags
- Books on tape
- Raising a reader
- Writing center well stocked
- Book-it
- Little hands program
- Book related to interest areas in interest areas
- Have props related to books available so kids can “play” with characters
- 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
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

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

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

Webbing Lesson Plan Ideas

Ideas
- 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
**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

**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**

**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
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)

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

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

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
(Developmental Theme)

Cognitive Competence

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
(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**

**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?

**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)**
- 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

**Context**
**Environment/Materials**
- 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 fractional 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-patterning 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