

Project Bank

Age 1

Activity: Age 1 Physical and Cognitive

Title: Spaghetti Worms

Goals: Get the child to grasp, explore, and play with the spaghetti.

Materials: Cooked room temperature spaghetti.

Procedure: Time: 5-10minutes. Group 2 or 3 children.

Assessment: Watch the children to see what they do with the spaghetti.

Special Notes: NJCCCS 2.5, NJPTLE Social and Emotional Development Expectations 4,6, and 7, NJPTLE Health, Safety, and Physical Education Expectation 5

Credit to: Fisher-Price

Activity: Age 1 Physical and Cognitive

Title: Fingers, Noes, Toes, Hair

Goals: Get the child to follow what the song says to do

Materials: This song:

Put your finger in the air, in the air,

Put your finger in the air, in the air,

Put your finger in the air, then put it in your hair,

Put your finger in your hair, in your hair.

Put your finger on your nose, on your nose,

Put your finger on your nose, on your nose,

Put your finger on your nose, then put it on your toes,

Put your finger on your toes, on your toes.

(repeat with arm/leg, cheeks/chin, lip/hips, neck/back, then)

Put your finger on your finger, on your finger,

Put your finger on your finger, on your finger,

Put your finger on your finger, and then in your lap,

Put your finger in your lap, in your lap.

At the end of the song, give a clap

Procedure: Time: 2 minutes Group 2 or 3 children

Assessment: Watch the children to see if they are able to follow the words in the song.

Special Notes: NJCCCS 2.5, NJPTLE Social and Emotional Development Expectations 4, 6, and 7, NJPTLE Creative Arts Expectation 2, NJPTLE Health, Safety, and Physical Education Expectations 4 and 5, NJPTLE Language Arts/ Literacy Expectation 1

Credit to: Fisher-Price

Activity: Age 1 Cognitive

Title: Sand Monster

Goal: To teach children the concept of object permanence

Materials: Sandbox

Procedure: For individual children to small groups, 5 mins

Hide your hands or feet in the sand

Have your fingers or toes pop out

Have children do the same thing after you

Assessment: Informal, observe if children understand that your hands or feet still exist although they are buried in sand

Special Notes: NJCCCS 2.5, NJPTLE Health, Safety and Physical Education 4 and 5

Credit: www.pamsplayplace.com and Lindsay Schaffer

Activity: Age 1 Emotional

Title: If You're Happy and You Know It

Goal: To help children express and understand emotions

Materials: None

Procedure: For small or large groups, 5-10 mins

Sing "If You're Happy and You Know It"

After the first time through, replace the line with "If you're sad and you know it, cry a tear"

Next, replace it with "If you're angry and you know it, stomp your feet."

Continue as many times as you would like, replacing the line with different emotions and actions each time

Assessment: Informal, observe students as they follow the instructions of the song

Special Notes: NJPTLE Social/Emotional Development 3

For children struggling with the actions, teachers can help them to move their arms and legs

Credit: www.pamsplayplace.com and Lindsay Shaffer

Activity: Age 1 Cognitive and Physical

Title: Instrument Fun

Goals: Recognize instruments' ability to make sounds. Listen to an array of sounds.

Develop fine motor skills. Enjoy making and listening to music

Materials: Rhythm instruments, such as drums, tambourines, and shakers

Procedure: Sit with the children and introduce them to the instruments one at a time.

Name the instruments and play them so the children can hear their sounds. Help the children play the instruments by shaking and tapping. When a child shows interest in certain instrument, introduce some recorded background music and encourage children to play along with the music .

Assessment: If child is shown by an adult several instruments and the introduction to the instrument's ability to make sound, does the child try to experiment with at least on of the instruments to make a sound?

Special Notes: NJCCCS Visual and Performing Arts 1.2, Comprehensive Health and Physical Education 2.5, Language Arts and Literacy 3.4; NJPTLE Social/Emotional Development 1, 4, 6, Creative Arts 1, 2, Health, Safety and Physical Education 5,

Language Arts and Literacy 1, Science 1

Credit: Margery Kranyik Fermino, Hyde Park, MA and Gabrielle McNamara

Age 2

Activity: Age 2 Intelligence and Cognitive

Title: Same or Different

Goals: Get the child to tell you if the objects you place in front of them are different or the same.

Materials: Different types of toys. Some identical and some different.

Procedure: Time: 2 minutes. Group size 3 children.

Assessment: Write down how the children do deciding if the items are different or the same.

Special Notes: NJCCCS 4.2, NJPTLE Social and Emotional Development Expectation 7, NJPTLE Mathematics Expectation 3

Credit to: Fisher-Price

Activity: Age 2 Physical

Title: Baby Basketball

Goals: Get the child to try to shoot a soft ball at a basketball net.

Materials: Soft basketball and basketball net.

Procedure: Time: 3 minutes Group size 1 or 2 children.

Assessment: Watch to see if the child can toss the ball. If it is too easy move the child further away. If it is too hard move the child backward.

Special Notes: NJCCCS 2.5, NJPTLE Social and Emotional Development Expectation 7, NJPTLE Health, Safety, and Physical Education Expectation 4

Credit to: Fisher-Price

Activity: Age 2 Physical, Emotional

Title: Feelings Tag

Goal: For children to recognize and understand emotions

Materials: Sidewalk, sidewalk chalk

Procedure: For small or large groups, 10-15 mins

Draw large pictures that represent different feelings on the sidewalk with the sidewalk chalk (smiles, frowns, crying, etc.)

Call out different emotions

Have children run towards each emotion after you call it out as quickly as they can

Assessment: Informal, observe whether or not they are able to run to the correct emotion

Special Notes: NJCCCS 2.5, NJPTLE Social/Emotional Development 3, NJPTLE Health, Safety and Physical Education 4

For children who are unable to run or walk, activity can be modified to emotions drawn on a poster or large piece of paper which they must point to as the emotion is called out.

Credit: www.pamsplayplace.com and Lindsay Shaffer

Activity: Age 2 Physical, Cognitive

Title: The Hokey Pokey

Goal: For children to recognize and move body parts

Materials: None

Procedure: For small or large groups, 10-15 mins

Get into a circle, standing up

Sing The Hokey Pokey

Repeat using as many body parts as you'd like for as long as the children remain interested

Assessment: Informal, observe whether or not children use the correct body parts
Special Notes: NJCCCS 2.5, NJPTLE Health, Safety and Physical Education 4
Credit: www.pamsplaceplace.com and Lindsay Shaffer

Activity: Age 2 Cognitive and Intelligence

Title: Color Search

Goals: Identify items. Recognize colors. Follow instructions.

Materials: Objects in the classroom or child's room

Procedure: Show the toddlers an item and name its color. Ask a child to find something in the room that is the same color. Offer help as needed. Congratulate the child when he comes back with an item that is the same color. Continue by asking another child find an item is the same color or different color.

Assessment: If given an assortment of object can child identify which objects are the same colors?

Special Notes: NJCCCS Visual and Performing Arts: 1.3, 1.4, Comprehensive Health and Physical Education: 2.2, 2.5, Language Arts Literacy: 3.3, 3.4, Mathematics: 4.4; NJPTLE Social/Emotional Development: 1, 4, 5, 6, 7, Creative Arts: 4, Health, Safety and Physical Education: 5, Language Arts/Literacy: 1, 2, Science 1, 3, Social Studies, Family and Life Skills 3

Credit: Monica Hay Cook, Tucson, AZ and Gabrielle McNamara

Age 3

Activity: Age 3 Intelligence Physical and Social

Title: Dress-up

Goals: Get children to dress-up in an outfit and act in a role

Materials: different types of dress-up clothes

Procedure: Time: 15 minutes. Group size 4 children

Assessment: Watch the children to see how well they can dress themselves. Also, watch to see what they each do in their roles.

Special Notes: NJCCCS 2.5 and 9.2, NJPTLE Social and Emotional Development Expectations 4 and 7, NJPTLE Creative Arts Expectation 3, NJPTLE Health, Safety, and Physical Education Expectations 4 and 5, NJPTLE Social Studies, Family, and Life Skills Expectations 2, 4, and 5

Credit to: Fisher-Price

Activity: Age 3 Physical, Social, Emotional, Intelligence, Cognitive

Title: Copy-Cat

Goals: See if the child is able to copy you. Try walking, running, clapping, making different faces, and other movements.

Materials: You and the child.

Procedure: Time: 3 minutes. Group; 1 or 2 children

Assessment: Watch to see how well the child follows you.

Special Notes: NJCCCS 2.5, NJPTLE Social and Emotional Development Expectations 4, 6, and 7, NJPTLE Health, Safety, and Physical Education Expectations 4 and 5

Credit to: Fisher-Price

Activity: Age 3 Physical, Intellectual, Cognitive

Title: Feel the Beat

Goal: To get children moving and to get them to imitate simple beat patterns

Materials: Rhythm sticks (or anything that can work as a drum stick), any sort of real or created drum

Procedure: For small or large groups, 10-15 mins

Invite children to sit in a circle and give them each a drum. Pass out rhythm sticks

Ask children to take turns beating the drum either with the sticks or their hands

Explain to children that they will be playing a drumming game where they will listen to the beat you play and repeat it.

Start with simple beats and ask them to repeat the beat until you say, "Stop."

Work your way up to more complex beats.

Try to get them to play softly and loudly also

You may also have one group of children play the drums while another dances to their rhythms

Assessment: Informal

Special Notes: NJCCCS 1.2 and 2.5, NJPTLE Creative Arts 1 and 2, Health, Safety and Physical Education 4

Credit: Early Childhood Today magazine and Lindsay Shaffer

Activity: Age 3 Physical, Cognitive, Intellectual

Title: Let's Try Bubble Blowing!

Goal: Children will learn early science skills of observation, experimentation, prediction and evaluation, as well as creative thinking, fine motor and language skills.

Materials: Bubble solution, materials for making bubbles such as straws, pipe cleaners, yarn, sieves, empty juice cans and toilet paper tubes, measuring cups and spoons

Procedure: For small groups, 15-20 mins

Gather a few children around a plastic dishpan full of bubble solution

Put out a variety of bubble-blowing objects for children to experiment with.

Together, choose a can or tube to blow bubbles with and predict what size bubbles it will make.

Blow some bubbles with that object and see if their prediction was correct.

Now choose a different size of can or tube and make new predictions

Give children time to try the bubble-blowing objects themselves

Help them notice that the ones with smaller holes make smaller bubbles and the ones with larger holes make larger bubbles.

After you are finished, blow a bunch of bubbles and allow them to run around and pop them

Assessment: Informal, observe whether children are able to predict correctly

Special Notes: NJCCCS 2.5 and 5.1, NJPTLE Health, Safety and Physical Education 5 and Science 1

Credit: Early Childhood Today magazine and Lindsay Shaffer

Activity: Age 3 Cognitive Intelligence and Social

Title: My Special Letter

Goals: Identify the first letter in their names. Recognize their written names. Make verbal greeting and respond to verbal greeting.

Materials: Construction paper, yarn, marker, highlight

Procedure: 1. Make nametags for each child. Tell the children that each child is going to have special letter for the day (letters can be repeated, since many children's names may start with the same letter) Show the first nametag and point out the first letter. "The first letter in this name is K, which makes the sound /k/. Whose name could that be?" If children need more clues, focus on hints about child's gender or hair color or what they are wearing.

2. When the child is identified, draw a highlight line under the first initial and say "Your name starts with 'K' and that's going to be your special letter for today. Give the child her nametag and ask the children to say, "Hello, Katy" The child can reply, "Hello, friends."

3. Give the child her nametag and ask the children to say, "Hello, Katy" The child can reply, "Hello friends."

Review

Ask each child to say, "My name is ____ and my special letter is ____." As children leave for the day ask the other children to say goodbye to them by name. For example, "Goodbye Katy." Encourage the child to respond by saying "Goodbye, friends."

Assessment: If given an assortment of capital letters, can the children identify the first letters of their names?

Special Notes: Differentiate- Repeat activity. Spend extra individual time as needed.

Allow for clues on name tag at first such as special sticker or shape to help recognize their name

Learning Centers

Art

Provide alphabet stencils, sponges, paint, and paper. Encourage children to paint their "special letters"

Literacy

Provide a photograph of each child, paper, glue, a set of alphabet stamps and inkpads. Have each child glue her photo to a page and then stamp her "special letter" around the picture. The pictures can be laminated and bound together to create an alphabet book of classmates for the class library

Sand and Water

Encourage children to draw their special letters in the sand.

Science

Provide water and same chalkboards. Encourage children to paint their "special letters" on chalkboards with water. Place boards in the sun, Ask the children what they observe.

Snack and Cooking

Encourage each child to roll a small ball of pre-made bread dough into a snake, and then make the dough into the first letter of her name. Bake per bread dough directions but check oven after 10 minutes because the small portions of dough will cook quickly.

Write the phrase, “_____ likes” on the top of a paper plate. Provide a small buffet of sliced fruit or vegetables and let children put things on their plate that they like. Serve with the alphabet bread letters.

Book Suggestions

A, My Name is Andrew by Mary McManus Burke

Chrysanthemum by Kevin Henkes

Mommy Doesn't Know My Name by Suzanne Williams

Related Songs

Hello, how are You? By Cassandra Reigel Whetstone

(“Twinkle, Twinkle, Little Star”)

Hello (child’s name) how are you?

It’s nice to see you at our school

ABC Song (Traditional)

Challenge the children to sing the “ABC Song” (slowly at first) and jump up when they sing the first letters of their names.

NJCCS Language Arts and Literacy 3.1,3.3, 3.4; NJPTLE Social/Emotional 1,4,5,6,7, Language Arts/Literacy 1,2,3

Credit: Cassandra Reigel Whetstone, Folsom, CA and Gabrielle McNamara

Age 4

Activity: Age 4 Intelligence and Cognitive

Title: Trail Mix

Goals: Children are able to sort out the different types of foods in the mix into separate piles. Also, students can sort trail mix into some type of AB, Abc, or ABCD pattern.

Materials: m &m's, mini marshmallows, chex, peanuts, yogurt raisins

Procedure: time of activity is 10 minutes, group size is 3 or 4 students

Assessment: Write down how the children sort out the trail mix and what type of pattern they create.

Special Notes: NJCCCS 4.2 and 4.3, NJPTLE Social and Emotional Development Expectations 6 and 7, NJPTLE Mathematics Expectations 2, 3, and 4

Credit to: Louisa Oliver preschool teacher at Milleville

Activity: Age 4 Emotional and Social

Title: Flashlight Greeting

Goals: Get children to hold the flashlight under their chin and say goodmorning to the child next to them.

Materials: A flashlight

Procedure: Time of activity: 3 minutes group size is the amount of children in the class

Assessment: Watch the children to see if they are able to say "Good morning ..." with the flashlight and pass it on.

Special Notes: NJPTLE Social and Emotional Development Expectations 4, 6, and 7

Credit to: Louisa Oliver preschool teacher at Milleville

Activity: Age 4 Physical, Cognitive, Intellectual

Title: Hands-Only Hide and Seek

Goal: Children will develop sensory awareness and language skills

Materials: Small box with a lid, small piece of fabric, small paper bag, pairs of small objects of varying textures: keys, small blocks, balls, plastic vehicles, links, plastic spoons, cotton balls, sponge shapes, feathers, etc.

Procedure: For small groups, about 20 mins

Show children the “feely box” and explain that they will use it to play a hands-only hide-and-seek game

Explain that you will place a variety of objects in the box and set of matching objects in a paper bag. Place enough items in the box so that each child can find an object.

Invite each child to close her eyes and choose an object from the paper bag.

Ask her to keep her eyes closed and describe the object she chose—is it hard or soft, smooth or rough? Does it have corners or ridges?

Next, invite her to place her hands inside the box to find the matching object. Set the pair of objects aside and invite the next child to take her turn.

Assessment: Informal, observe whether children can use their sense of touch rather than sight to match objects

Special Notes: NJCCCS 2.5, 5.1 and 5.6, NJPTLE Health, Safety and Physical Education 5, Science 1 and 2

Credit: Early Childhood Today magazine and Lindsay Shaffer

Activity: Age 4 Social, Physical, Cognitive

Title: Sorting and Classifying Outdoors

Goal: Children will use the math skills of sorting and classifying with materials they collect outdoors.

Materials: Small brown paper lunch bags, paper plates

Procedure: For small or large groups, 30-40 mins

Write each child’s name on a paper bag and hand out the bags

Talk about the kinds of things children might collect, such as unusual stones, odd-shaped pieces of bark, dried weeds, fallen leaves, seedpods and so on.

Invite children to take their time and explore the playground or park area. Remind them that everyone is looking, and if they see more than one of a particular item, to please leave some for the other children.

As children discover items, talk to them about their finds. Encourage them to “use words” to name and describe the things they find.

After your collection walk, sit together in a sunny area to do a sorting activity.

Together sort the objects onto paper plates or into separate piles. First, set up a category. For example, as children to sort all the big things on one plate and small things on another.

Place one of each type on the plates as a guide. As children sort, help them talk about their sorting choices. Ask them to share why they are putting something on a certain plate.

Then put all the objects in one big pile and sort them using other categories, such as color or texture. Keep changing your sorting categories as long as the children are interested.

Assessment: Informal

Special Notes: NJCCCS 3.3, 3.4, 5.1, NJPTLE Social/Emotional Development 3, 4, 5, 6, and 7, Language Arts/Literacy 1, Mathematics 3, Science 2

Credit: Early Childhood Today magazine and Lindsay Shaffer

Activity: Age 4 Social Intelligence Cognitive

Title: Color on My Clothing

Goals: Identify the colors of different articles of clothing. Gather and discuss results of a chart.

Materials: Large poster, marker

Procedure: Create a chart similar to the one below and hang it on the wall. Have a volunteer come and stand near the chart. Ask the rest of the children to describe the colors of the various pieces of the child's outfit, and invite that child to put dots on the correct portions of the chart using markers in colors that match his clothes. Choose another child, repeat the process, until all the children have marker the colors of their clothing on the chart. After everyone has had a chance to mark the chart, discuss the results.

Review- Show the children pictures of people from old magazines, and discuss the colors of the clothes the people are wearing

Assessment: Distribute several crayons along with paper that has outlines of a pair of pants, a shirt, socks, shoes, and a jacket on them. Ask the children to color each article in a particular color. For example, "Color the shirt yellow and the shoes blue."

Special Notes: Differentiate- Repeat activity . Spend extra individual time/assistance as needed

Learning Center

Art

Cut out different articles of clothing (pants, shirt, dress, socks) from several colors of felt. Provide glitter, glue, markers, and other decorative materials. Encourage the children to glue the felt cutouts to construction paper and decorate as they wish.

Dramatic Play

Gather different articles of clothing that people in various profession (such as firefighter, police officer, nurse, doctor, and astronaut) would wear and place them in the center. Encourage the children to put them on. Talk about the color of each outfit and ask them why they think some of the clothing are that color.

Math

Provide construction paper circles in the same color used on the chart from the Circle or Group activity. Invite the children to tally the results from the chart by making piles of like-colored construction-paper circles.

Science

Explain that only human wear clothes, and that animals have various hides and furs that cover their bodies. Provide picture and examples of furs and hides for the children to look at and explore

Writing /Drawing

Set out several markers, pencils, and sheet of paper with the following sentence copied on them: "I love to wear my ____ ____ ." Encourage the children to write or draw the color and article of clothing they love to wear in the blank at the end of the sentence. For example, "I love to wear my green shirt."

Snacks

Serve a variety of colors of fruits that the children can peel easily, such as bananas and oranges. Talk about the color of the peel compared to the color inside

Book Suggestions

Animals Should Definitely Not Wear Clothing by Judi Barrett

Color Zoo by Lois Ehlert

Joseph Had a Little Overcoat by Simms Taback

Related Songs

Tailor, Tailor, Make Me a Dress by Shyamala Shanmugasundaram

(Tune: "Cobbler, Cobbler, Mend My Shoes")

Tailor, tailor, make me a shoe

I have to meet my empress

Cotton, linen, silk or wool

I want something in which I'll look cool

NJCCS Visual and Performing Arts 1.2, 1.3, 1.4, Comprehensive Health and Physical

Education 2.2, 2.5, Language Arts Literacy 3.3,3.4, Mathematics 4.1,4.4, Science 5.3;

NJPTLE Social/Emotional 1,4,5,6,7, Health, Safety and Physical Education 5, Language

Arts/Literacy 1, Mathematics 3

Credit: Shyamala Shanmugasundaram Nerul, Navi Mumbai, India

and Gabrielle McNamara

Age 5

Activity: Age 5 Physical

Title: Tent

Goals: Have the children build a tent

Materials: a small tent that can easily be put together by children

Procedure: Time of activity: 10 minutes. group of 2 or 3 children

Assessment: See how well the children can build the tent with out the teacher's assistance.

Special Notes: NJCCCS 2.5, NJPTLE Social and Emotional Development Expectation 7,

NJPTLE Health, Safety, and Physical Education Expectations 4 and 5

Credit to: Louisa Oliver preschool teacher at Milleville

Activity: Age 5 Intelligence and Cognitive

Title: Forest Animals

Goals: To get the students to sort the different types of forest animals. Also, to get students to compare and contrast the animals.

Materials: Small toy forest animal figures.

Procedure: Time of activity: 10 minutes. Group size: 3 or 4 students.

Assessment: Write down how the children do sorting, comparing, and contrasting the animals.

Special Notes: NJCCCS 4.2 and 4.3, NJPTLE Social and Emotional Development Expectations 6 and 7, NJPTLE Mathematics Expectations 2, 3, and 4, NJPTLE Science Expectation 2

Credit to: Louisa Oliver preschool teacher at Milleville

Activity: Age 5 Social, Physical, Intellectual, Cognitive

Title: Pal Portraits

Goal: To develop creative thinking, fine motor, language and literacy and social development skills.

Materials: White drawing paper, large, colored construction paper, pencils, crayons, and markers, hat or small container, art books with portraits from various artists

Procedure: For small or large groups, 30-40 mins

During meeting time, ask the children if they know what a portrait is.

Inform them that they are going to make a portrait of a classmate. Share some pictures of portraits done by famous artists and discuss the various styles used in each.

Explain that you will choose two names from the hat. The pair will take turns drawing each other.

Provide the children with the suggested art materials. Invite one child to sit on the chair within view of their classmate who is doing the drawing. Remind the children drawing that they should look at their friend as they draw their portrait.

The following day, invite the other group to sit for their portraits.

Mount the portraits onto larger sheets of colored construction paper to create "frames" for the children's drawings. Invite them to decorate their frames. Hang them up somewhere in the classroom or hallway.

Inform children that they will share something that they think is special about each person in the class. Focus on one or two children each day. Record the comments on one sheet of paper per child. Place the individual comments underneath each portrait.

Assessment: Informal, possibly asses based on skill and detail used in the portraits

Special Notes: NJCCCS 1.1, 1.2, 1.3, 1.4, 3.3, 3.4, NJPTLE Social/Emotional Development 3, 4, 5, 6, 7, Creative Arts 4, Social Studies, Family and Life Skills 1 and 3

Credit: Early Childhood Today magazine and Lindsay Shaffer

Activity: Age 5, Intellectual, Cognitive, Emotional

Title: Classical Creativity

Goal: To develop students listening and creative thinking skills.

Materials: Recordings of classical pieces, crayons, drawing paper

Procedure: Small or large groups, 15-20 minutes

Sit comfortably on the floor in a circle. Begin by playing some classical music for children to listen to for a few minutes.

Ask them to close their eyes while they listen. Invite children to share how the music makes them feel or what thoughts they imagine as they listen.

Pass out crayons and paper and explain that composers often tell stories using music.

Suggest that the children draw a picture of what comes to mind as you play a classical piece. Remind them that there's no right or wrong way to interpret the music. It's simply how it makes them feel and what they think about when they listen.

Invite children to share their work when they are finished.

Assessment: Informal

Special Notes: NJCCCS 1.1, 1.4, 3.3, 3.4, NJPTLE Social/Emotional Development 3 and 6, Creative Arts 1, Language Arts/Literacy 1

Remember children often need to move in order to integrate and incorporate the skills they are learning. It's best to use various teaching methods (auditory, tactile, visual and kinesthetic) to be sure you are addressing every child's learning style.

Credit: Early Childhood Today magazine and Lindsay Shaffer

Activity: Age 5 Physical Intelligence and Cognitive

Title: Brush Your Teeth

Goals: Develop an interest in basic dental care. Learn about teeth. Develop word-recognition and literacy skills

Materials: Poster, marker, images of toothbrush, teeth, dentist etc.

Procedure:

On poster board, copy the following statements.

Keep Your Teeth Healthy

Brush your teeth after eating,

Floss your teeth every day

Go to a dentist regularly

Eat healthful food.

Find images that illustrate various words in the statement, such as a toothbrush for the word "brush" an image of teeth, a container of floss, a dentist, healthy foods and so on. Show the children the poster board and engage them in a discussion about dental care. Do the children brush their teeth every day? Do they floss? What foods do you think are good for helping strong teeth grow? Read through the statements on the poster board, and then give the children the images that match the various words. Give a child one of the images, and ask the other children to help him pick the word on the board that describes the image, and then cover that word with it. After the child places the image, repeat the statements, making a motion that mimics the image the child put up on the board. Repeat with a different child until all the images are on the board.

Review- Review the "Keep Your Teeth Healthy" poster with the children.

Assessment: Can the child distinguish between food that are good and bad for the health of his teeth.

Special Notes: Differentiate- Repeat Activity. Follow up. Spend extra time/attention as needed. Have children actually brush and floss their teeth. Contact a local dentist or assistant speak to class. Put picture clues by words on poster

Learning Centers

Literacy

Draw or cut out a picture of a tooth, and write the word "tooth" below it. Do the same thing with several teeth, and write the word "teeth" below the picture. Make copies of both images and words, and provide several magnetic letters. Invite the children to copy the spelling of the two words talk about the difference between them.

Math

Make a graph on a chart paper with the question "Have you ever lost a tooth?" at the top. Form two columns. Let each child respond under the "Yes" or "No" column. Record their answers. Compare the number in each column and compare the results.

Art

Cut construction paper into the shape of an open mouth (with lips but no teeth) Have children draw teeth in the mouth, and use a toothbrush to paint on the teeth.

More Math

Provide four construction paper tooth cutouts of various sizes and challenge the children to put them in graduated order from smallest to largest.

Writing

Set out sheets of paper with doors making the outline of the word tooth on them for the children to use markers and crayons trace and fill in.

Snack

Serve apple slices and yogurt.

Book Suggestions

Little Rabbits Loose Tooth by Lucy Bates

The Selfish Crocodile Counting Book by Faustin Charles

Tooth Fairy by Audrey Wood

The Tooth Fairy by Kristen Hall

NJCCS Comprehensive Health and Physical Education 2.1,2.2, Language Arts Literacy 3.1, 3.3, 3.4, World Language 7.2; NJPTLE Social/Emotional 1,2,4,5,6,7, Health, Safety and Physical Education 1,2, Language Arts Literacy 1, 2, 3

Credit: Jackie Wright, Enid OK and Gabrielle McNamara