



Shape Scavenger Hunt

Search for shapes in the classroom, on the playground, or around the school:

Possible ways to play:

- ◆ Identify a shape and have them search for it (e.g., “Everyone find a square!”).
- ◆ Make a list of shapes and have them find and check off each one.
- ◆ Write down all of the shapes they see. Add tally marks for each spotting of the same one.
- ◆ Give a shape for them to run and stand by.

Prompt Children to Identify Shapes and/or Their Properties

“We are looking for squares. What do we know about squares that can help us search for them in our classroom? How many sides do they have and how long are their sides?”



Tall Towers

Use different objects (e.g., blocks, empty containers, rocks, etc.) to create towers or buildings. See how tall children can make their tower. As they build, use measurement words such as taller, shorter, longer, etc.

Use Measurement Words

“When you turned the containers over and put them one on top of the other, you made a tall tower. Can we make it even taller?”

“Ah, (Child) wants to try to use that block because it is longer than the others. Let’s see if it works!”

“I made a short tower. It is only 2 blocks high. Yours is much taller.”



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Word Problems

Invite the children to solve simple word problems that involve counting small numbers or very simple addition or subtraction, providing manipulatives to help them when possible.

For example:

- ◆ “There are two parts to (Child)’s coin collection – 4 pennies and 2 dimes. How many coins do you think they have in their whole collection?”
- ◆ “(Child) picked 7 apples but ate 2 of them. How many apples do they have left?”
- ◆ “There are two fish in a group. 2 more fish joined them. How many are altogether now?”
- ◆ “2 horses are gray. 1 horse is brown. How many horses are there in all?”



Pattern Movements

Make patterns out of movements and encourage children to follow along. Start with easy patterns then make the patterns harder as they begin to catch on. You can say the pattern as you are doing it and ask the children to join you. To make it a little harder, add more movements to your pattern.

For Example:

- ◆ Step, jump, step, jump
- ◆ Jump, jump, spin, spin, jump, jump, spin, spin
- ◆ Hop, step, jumping jack, hop, step, jumping jack

Prompt Children to Identify, Repeat, or Extend Patterns

“I’m doing a pattern – step, wiggle, step, wiggle – what comes next? Right! Step comes next!”

“Watch, I am going to do a pattern, then you do it too. Clap, jump, clap, jump. Now you do it! Great job!”



Addition/ Subtraction Songs

Play songs and sing fingerplays that include addition and/or subtraction of small numbers from 1–5 or 10.

For example:

Way up high in the apple tree,
Five red apples smiled at me (*hold up 5 fingers*),
I shook that tree as hard as I could (*shake hand*),
Dooooowwwnnnn came an apple... (*Pretend 1
finger is falling*)
Mmmm, it was good!

Repeat the rhyme until all the apples are off of the tree and emphasize that there are zero apples left.

Prompt Children to Add and Subtract Using Objects

“Oh no! We started with five apples, but two have fallen down. How many do we have left?
What is five take away two?”



Steady Beat Patterns

Listen to a piece of music with a tempo between 120-136 beats per minute (hint: think of the tempo of a song you would like to jog to). Guide the children in patting their laps (not clapping!) to the beat.

As they grow more comfortable doing this, create a beat pattern.

Earlier in the year:

Keep it simple! For example, pat your lap for 8 beats, pat your shoulders for 8 beats, and repeat.

Later in the year:

Extend the pattern up to 4 different movements and shorten the time on each movement. For example, pat your lap for 4 beats, pat your hips for 4 beats, pat your shoulders for 4 beats, pat your head for 4 beats, and then repeat the whole pattern.

*Examples of music with a steady beat:
Concerto Grosso in C Major by Correlli; Rondo All Turca by Mozart; Eine Kleine Nachtmusik by Mozart*



Story Share

Give a child the chance to share a story with the class. Model telling a story that includes key elements (e.g., characters, setting, big events, and how it ends). Draw attention to those elements (consider using visual cue cards) in *your* story.

Prompt the child to include these in *their* story and for the others to listen for those key elements. Ask questions or prompt children to include how people were feeling, thinking, or their opinions. Add challenge by including additional elements (e.g., conflict and resolution).

Ask Children to Summarize or (Re)tell Information

“Who can remember what happened in (Child)’s story? Where did it take place/what was the setting?”



Best, Worst, Weirdest

Model describing the best, worst, and weirdest things that have happened to you this week. Assign peer partners using a visual cue (e.g., sign, or matching sticker). Guide children through taking conversational turns with a peer to share *their* best, worst, and weirdest things that happened to them that week.

- ◆ Have partners sit facing each other with their knees touching, making eye contact.
- ◆ Tap the shoulder of the child who will talk first.
- ◆ Ring the bell to indicate the first child can begin describing their best, worst, and weirdest.
- ◆ After about a minute or until most children are done talking, ring the bell again to indicate it's the other child's turn to talk.
- ◆ To add challenge, encourage children to ask each other questions about the topic.