FIVE LITTLE MONKEYS
JUMPING ON THE BED

Watch children’s imaginations come to life and their creativity blossom as they sing the song and act out the story of the Five Little Monkeys Jumping on the Bed. This set consists of soft, stuffed pieces and includes five numbered monkeys, their mother, the doctor, and the bed.

DEVELOPMENTAL USES

COGNITIVE
- Numbers – ask “What number is on this monkey?”
- Colors – ask “What color is this number? Are you wearing something that is orange? Do you see anything in our classroom that is orange?”
- Predictions – ask “What will happen when the monkey jumps? What might the mother say?”

COMMUNICATION
- Sing the song
- Story telling – ask “What happens before . . . ? What happens after . . . ?”
- Children will have opportunities to develop new vocabulary through both of these activities

SOCIAL-EMOTIONAL
- Children can discuss their own families – say “Tell me about your brothers or sisters . . .”
- Students can make connections to their personal experiences – say “Tell me about a time you went to the doctor.”

PHYSICAL DEVELOPMENT
- Children will work on fine motor skills while manipulating the pieces during play or story telling.

CENTER CONNECTIONS

WRITING
- Create a book with each student contributing a drawing of his/her family, bedtime, siblings. Ask – “What did you write? Can you read it to me?”

BLOCK
- Build structures/habitats for the monkeys – ask “Can you tell me what you built? Can you tell me about the blocks you are using?”

ART
- Create monkey masks from paper plates to use in dramatic play. Ask – “What do you like about your monkey mask? What can you tell me about your mask?”

LIBRARY
- Provide multiple copies of the book, Five Little Monkeys Jumping on the Bed
- Add any books created during writing can be added to your library
- Supplement with other books about monkeys
- When the children are reading, ask “What are you reading about? What do you think will happen next?”

“Play is the work of the child.” Maria Montessori
www.esc13.net/ec/ppcd
DRAMATIC PLAY
- Offer open-ended pretend play with classmates and the toy and/or masks created during art

CIRCLE
- Act out the song with the music and teacher guidance
- Act out the book while the story is being read
- Explore natural habitats of monkeys

EXTENSION/ALTERNATIVE
- Create habitats for monkeys connected to a science unit. Talk to the children about the weather, plants, and other creatures in the same habitat.

ESC REGION 13 RESOURCES
The following books are available for checkout from the ESC Region 13 Library
- *Literacy Play: Over 300 Dramatic Play Activities that Teach Pre-Reading Skills* by Sherrie West and Amy Cox; illustrated by Kathy Dobbs.
- *Emergent Literacy and Dramatic Play in Early Education* by Jane Irene Davidson

Fun books to check out at you school or local library
- *The Complete Book of Rhymes, Songs, Poems, Fingerplays and Chants* by Jackie Silberg & Pam Schiller
- *Count the Monkeys* by Mac Barnett
- *Five Little Monkeys Jumping on the Bed* by Eileen Christelow
ASSORTED COUNTERS
Engage your students in creative work and play with assorted counters. A variety of counters can appeal to your students’ interests and encourage them to interact with the tasks and each other.

DEVELOPMENTAL USES

COGNITIVE
- Numbers – ask “How many are there? Show me 3.”
- Colors – ask “What color is this dragonfly? Is there something else in our classroom that is green? Do you see a classmate who is wearing green?”

COMMUNICATION
- Following directions – say “Please put 2 bugs in this box.”
- Describe an object – say “Show me the smallest bug. Show me the biggest bug.”

CENTER CONNECTIONS

MATH
- Count the objects using 1:1 correspondence. Create groups of counters with certain numbers in each group. Create patterns based on type of bug or color.

MANIPULATIVES
- Sort the counters by color, type of bug, size, or number of legs. Take turns using the counters. Talk about the counters being the same or different, and talk about whether the actual bugs are big or small.

EXTENSION/ALTERNATIVE
  This website provides instructions for making your own penguin counters. There are also ideas for using the counters to teach preschool concepts, making additional crafts, and exploring related learning activities.

ESC REGION 13 RESOURCES
The following books are available for checkout from the ESC Region 13 Library
- Much More Than Counting: More Math Activities for Preschool and Kindergarten by Sally Moomaw & Brenda Hieronymus
- 50 Fun & Easy Brain-Based Activities for Young Learners by Ellen Booth Church

Fun books to check out at your school or local library
- Bedtime Math by Laura Overdeck
- My Colors/Mis Colores by Rebecca Emberley
- The Very Hungry Caterpillar by Eric Carle

“Play is the work of the child.” Maria Montessori
www.esc13.net/ec/ppcd
BRISTLE BLOCKS

These bristle blocks are a great open-ended toy allowing students to be imaginative and encouraging pretend play. They’re relatively soft to the touch and very easy to stick together. They come in a variety of different kinds of sets of various sizes and prices.

DEVELOPMENTAL USES

COGNITIVE
- Students can identify different shapes and sizes.
- Students can learn counting, 1:1 correspondence, and patterning
- Students learn the concepts of one and more or less

COMMUNICATION
- In addition to shapes, students can build vocabulary based on what they are building such as, car- ask “what sound does a car make?”, house- ask “who do you live with?”, “What does that do?”
- Work on vocabulary related to texture such as, rough and soft,
- Focus on supporting comments when students tell you what they’re building such as “Wow! That’s really neat!”

SOCIAL AND EMOTIONAL
- Students practice sharing toys with other students
- Asking questions of other students. Encourage them to ask about what other students are building.
- Engage in pretend and cooperative play with other students

PHYSICAL DEVELOPMENT
- Fine motor skills are worked on when students press and stick blocks together and then pull them apart.

CENTER CONNECTIONS

WRITING
- Write a story about what students create using the blocks
  - Take photos of what students have built and students participate in shared story telling about what they built.
  - This can be made into a book.

LIBRARY
- Any books that you make during writing can be added to your library
- In addition there are several children’s books that can be used to inspire students and talk about all the things you can build.
  - *When I Build with Blocks*, by Niki Alling
  - *Changes, Changes*, by Pat Hutch
  - *Block City*, by Robert Louis Stevenson

BLOCKS
- Engage students and ask questions about what they are building.
  - “Tell me about what you built.”

“Play is the work of the child.” Maria Montessori
www.esc13.net/ec/ppcd
“Play is the work of the child.” Maria Montessori

“What would happen if…?”
“Is there another way to…?”

MANIPULATIVES
- In much the same way as the block center, you can engage students about what they are building.
- Use to teach the concept of “one more” - “Give me one more block.”
- Use when counting
- Teach concepts of same and different

EXTENSION/ALTERNATIVE:
- If students have sensory issues and are struggling with the texture of the bristle blocks, regular wooden blocks can be used.
- Legos or Play-Doh are other alternative materials
- Lego has put out a variety of literacy, science and other academic activities with free printable PDFs available on their website http://www.legoeducation.us/eng/Activities/preschoolActivities.cfm?paID=6474

ESC REGION 13 RESOURCES
The following books are available for checkout from the ESC Region 13 Library
- *The Big Book of Pre-K Learning Centers: Activities, Ideas & Strategies That Meet Standards, Build Early Concepts & Prepare Children for Kindergarten* by Diane Ohanesian
- *Building Structures with Young Children* by Ingrid Chalufour and Karen Worth

Fun books to check out at you school or local library
- *Block City* by Robert Louis Stevenson
- *Blocks* by Dr. John Hutton
- *How a House is Built* by Gail Gibbons
COLORED DISCOVERY TUBES

Children shake Color Discovery Tubes to observe how primary colors combine to make secondary colors. And, the colored liquids have different densities, so they'll separate automatically to use again.

DEVELOPMENTAL USES

COGNITIVE
- Identify the colors inside the tubes- ask “What color is that?”
- Make connections to other objects- ask “What clothes do you have on that are red?” “What else can you find in the classroom that is blue?”
- Make predictions about what will happen- ask “What do you think will happen?”, “What’s happening now?”, “What do you think will happen next?”

COMMUNICATION
- In addition to colors, students can use nouns such as “cylinder, tube” and verbs such as “shake, mix”
- Focus on supporting comments such as “Wow! That’s cool!” and asking questions, “How does that happen?” “Why do the colors separate again?”

PHYSICAL DEVELOPMENT
- Gross motor skills are worked on when students shake the tubes

CENTER CONNECTIONS

WRITING CENTER
- Teach a text structure such as first, then, and finally
- Create pattern book with students: blue and yellow make…, red and yellow make….

LIBRARY CENTER
- Any books that you make during writing can be added to your library
- Picture books can be read aloud to students as either an introductory or conclusive activity.
  - Books such as:
    1. Pete the Cat: I Love My White Shoes by Eric Litwin
    3. The Crayon Box that Talked by Shane De Rolf

ART CENTER
- Practice mixing colors with alternative materials such as tempura paints or water colors

CIRCLE TIME
- A possible science activity can be done to make connections to density and physics
  - http://www.physicscentral.com/experiment/physicsathome/babyoil.cfm

EXTENSION/ALTERNATIVE:
- Oil and Water Project: http://earlylearning.momtrusted.com/2012/08/oil-and-water-project-for-kids/
  - This website shows you how to make your own color water bottles out of household materials

“Play is the work of the child.” Maria Montessori
www.esc13.net/ec/ppcd
• Use tempura paints or water colors to allow students to mix paints and work on fine motor skills
• Mix water with food coloring
• Homemade color water bottle could be used as reinforcement or part of a sensory regulation toolkit

ESC REGION 13 RESOURCES
The following books are available for checkout from the ESC Region 13 Library:
• *Science Is Simple: Over 250 Activities for Preschoolers* by Peggy Ashbrook
• *365 Simple Science Experiments with Everyday Materials* by E. Richard Churchill, Louis V. Loeschnig, and Muriel Mandell

Fun books to check out at you school or local library
• *Monsters Love Colors* by Mike Austin
• *Green is a Chile Pepper* by Roseanne Thong
CROCODILE DENTIST

Crocodile dentist is a turn taking game in which students press the crocodile’s teeth and when they get to the “tooth ache” the crocodile’s mouth closes automatically.

DEVELOPMENTAL USES

COGNITIVE
- Make predictions about what will happen- ask “What do you think will happen?”, “What’s happening now?”, “What do you think will happen next?”, “Why did the crocodile’s mouth close?”

COMMUNICATION
- Encourage students to talk about teeth, braces, etc. Ask questions, “Have you ever been to the dentist?” “How do you feel about going to the dentist?” “How do you feel when you have a toothache?”

PHYSICAL DEVELOPMENT
- Fine motor development is worked on by students pushing crocodile teeth down with one finger

ADAPTIVE
- Work on daily living skills of brushing teeth and oral hygiene

SOCIAL AND EMOTIONAL
- Talk to and collaborate with peers
- Turn taking

CENTER CONNECTIONS

WRITING
- Make a class book about student’s experiences at the dentist

SCIENCE
- Prediction: “What happens when you push the tooth down?”
- Description: “What are teeth used for?” “How do you take care of teeth?”

EXTENSION/ALTERNATIVE
- Games such as Operation and Perfection teach prediction and cause and effect
- Read The Crocodile and the Dentist By Taro Gomi with your students

ESC REGION 13 RESOURCES

The following books are available for checkout from the ESC Region 13 Library
- Personal Hygiene? What’s That Got to Do with Me? by Pat Crissey
- Caring for Myself: A Social Skills Storybook by Christy Gast & Jane Krug

Fun books to check out at you school or local library
- Just Going to the Dentist by Mercer Mayer
- Dentist’s Tools by Mary Elizabeth Salzman
- Curious George Visits the Dentist by Margaret & H.A. Rey

“Play is the work of the child.” Maria Montessori
www.esc13.net/ec/ppcd
Elefun blows air through its trunk and butterflies come out. The object of the game is to catch the butterflies in the net.

**DEVELOPMENTAL USES**

**PHYSICAL DEVELOPMENT**
- Works on gross motor skills as students catch butterflies in the net.

**SOCIAL/EMOTIONAL DEVELOPMENT**
- Practice turn taking, teach supportive comments- “wow, that’s cool, what fun, etc.”

**CENTER CONNECTIONS**

**SENSORY**
- Engage with students about the activity: “How did you do that?” Turn on and off the elefun trunk and ask “what’s different when the trunk is on, off?”

**DRAMATIC PLAY**
- Ask student questions: “What are you using to catch the butterflies? What else can do with that?” “What sound does an elephant make?”

**EXTENSION/ALTERNATIVE**
- Games like barrel of monkeys and hungry, hungry hippos work on motor skills and turn taking. You can talk about how many, identify colors, etc.
- Use to teach about elephants, nets, etc. in science activities.

**ESC REGION 13 RESOURCES**
The following books are available for checkout from the ESC Region 13 Library:
- *Great games for young children. Over 100 games to develop self-confidence, problem-solving skills, and cooperation* by Rae Pica
- *Play's place in public education for young children* by Victoria Jean Dimidjian, editor

Fun books to check out at you school or local library
- *Baby Zoo Animals: Elephants* by Josh Gregory
- *Babar's Book of Color* by Laurent De Brunhoff
- *Monkey and Elephant Go Gadding* by Carol Lexa Schaefer

“Play is the work of the child.” Maria Montessori
www.esc13.net/ec/ppcd
**ETCH-A-SKETCH**
The new Etch A Sketch comes with a stylus, shape magnets to draw with, and a slide bar children use to erase and draw again.

**DEVELOPMENTAL USES**

**COGNITIVE**
- Identify shapes from the magnets
- Draw numbers and letters
- Work on cause and effect: “What happened when you slid the bar?”

**PHYSICAL DEVELOPMENT**
- Works on fine motor skills by using the stylus and gripping shape magnets and drawing with them.

**CENTER CONNECTIONS**

**WRITING**
- Work on writing letters
- Ask open ended questions: “What did you write?” “What will happen next in your story?” “Read it to me”

**ART**
- Draw pictures: “What did you draw?” “What were you feeling when you drew that?” “How did you think of that?”

**EXTENSION/ALTERNATIVE:**
- Use a white board and dry erase marker as an alternative
- Use a magic slate as an alternative

**ESC REGION 13 RESOURCES**
The following books are available for checkout from the ESC Region 13 Library
- *Learning about Print in Preschool. Working with Letter, Words, and Beginning Links with Phonemic Awareness* by Dorothy S. Strickland & Judith A. Schickedanz
- *The Big Book of Pre-K Learning Centers: Activities, Ideas & Strategies That Meet Standards, Build Early Concepts & Prepare Children for Kindergarten* by Diane Ohanesian

Fun books to check out at your school or local library
- *The Magnet Book* by Shar Levine
- *Fancy Nancy: Aspiring Artist* by Jane O’Connor
- *Motion, Magnets and More: The Big Book of Primary Physical Science* by Adrienne Mason
Fabric Picture Book
Bright, plush fabric album is perfect for classrooms to show daily activities or field trips or as personal keepsake for family photos.

Developmental Uses

Cognitive
- Identify the different colors
- Make connections: Learn family members’ names or about the people at school

Communication
- Use vocabulary and learn names of people, buildings, favorite food, toy- “Who’s that?” “Where are you right now?” “Which snack do you want?”

Center Connections

Writing Center
- Create pattern book with students: “This is my dad, he likes…, this is my mom, she like…”
- Write about the child’s day: “When I got to school I…, at lunch I sat with…”

Library Center
- Any books that you make during writing can be added to your library
- Picture books can be read aloud to students to talk about families or learn about themselves
  - Books such as:
    1. The Family Book by Todd Parr
    2. My Book About Me by Dr. Seuss, Roy McKie

Extension/Alternative
- The book can have photos representing the child’s daily schedule
- Put in pictures of options for snack, reinforcement as a way for making choices

Esc Region 13 Resources
The following books are available for checkout from the ESC Region 13 Library
- Preschool Readers and Writers: Early Literacy Strategies for Teachers by Linda Ranwweiler
- Learning Language and Loving It: A Guide to Promoting Children’s Social and Language Development in Early Childhood Settings by Elaine Weitzman

Fun books to check out at your school or local library
- The Great Big Book of Families by Mary Hoffman
- Family by Helen Oxenbury
- This Is My Family by Mercer Mayer

“Play is the work of the child.” Maria Montessori
www.esc13.net/ec/ppcd
PRESCHOOL PROGRAM FOR CHILDREN WITH DISABILITIES PLAY GUIDES

FANTACOLOR JUNIOR

Enjoy creative play while working on fine motor and matching skills. Children can choose from sixteen picture cards or you can design your own to use.

DEVELOPMENTAL USES

COMMUNICATION
- Talk to the children as they create their designs. Ask – “What can you tell me about your . . .? Is there another way to . . .?”

COGNITIVE
- Children will practice matching colors while creating pictures. Ask – “Where do the green pieces belong? How many red pieces did you use?”
- The design can be part of a study unit when using a coordinating pattern or you can create your own pattern that is relevant to your topic.

CENTER CONNECTIONS

ART
- Children can use this individually or with a partner in the Art Center. A child can create her own outline to use in the frame and then design the color patterns for the shape. Say – “Tell me about your drawing. Tell me about the colors you are using.”

MATH
- Children will create patterns with the colored pegs. Say – “Tell me about the peg you will use next. Why will you use that one?”

EXTENSION/ALTERNATIVE
- Children can draw their own versions of their creations or use different materials to create a similar idea. Supplies such as clay, Play Dough, or pipe cleaners provide kinesthetic art opportunities.

ESC REGION 13 RESOURCES

The following books are available for checkout from the ESC Region 13 Library
- More than Painting: Exploring the Wonders of Art in Preschool and Kindergarten by Sally Moomaw & Brenda Hieronymous
- Art as an Early Intervention Tool for Children with Autism by Nicole Martin

Fun books to check out at your school or local library
- The Art Lesson by Tomie dePaola
- The Jellybeans and the Big Art Adventure by Laura Joffe Numeroff
- Harold and the Purple Crayon by Crockett Johnson

“Play is the work of the child.” Maria Montessori
www.esc13.net/ec/ppcd
JUMBO TWEEZERS

The key to fine motor skills is developing the thumb-forefinger pincer grasp. Use tweezers with manipulatives or other small objects.

DEVELOPMENTAL USES

PHYSICAL DEVELOPMENT

- Work on fine motor skills by having students pick up small objects with tweezers.

CENTER CONNECTIONS

MANIPULATIVES

- Ask- “What’s another way to pick it up?” “Pick up 2”

SENSORY CENTER:

- Ask- “What can you do with those?” “Where can you move that?”

EXTENSION/ALTERNATIVE

- Here is a link to other kinds of scoopers:
  - http://www.amazon.com/Learning-Resources-LER4963-Handy-Scoopers/dp/B00AQUJRGO/ref=pd_sbs_op_3?ie=UTF8&refRID=1W2SCXB2V3WGY5G1YFQY
- The following is a link to ideas on how students can use the jumbo tweezers:
  - http://www.pinterest.com/search/pins/?q=jumbo%20tweezers

ESC REGION 13 RESOURCES

The following books are available for checkout from the ESC Region 13 Library

- Tasks Galore by Laurie Eckenrode, Pat Fennell & Kathy Hearsey

Fun books to check out at your school or local library

- Curious George Rides a Bike by H.A. Rey
- Bing Gets Dressed by Ted Dewan
- Little Red Writing by Joan Holub
PAPER DOLL

Paper dolls come in a set with boys and girls and a variety of clothes that are magnetic and stick to the body of the doll.

DEVELOPMENTAL USES

ADAPTIVE

- Work on daily living skills: “What clothes would she wear in winter?” “Which piece of clothing is a shirt?” “Once we wear clothes, what do we do with them?”

COMMUNICATION

- Build clothing vocabulary: shirt, pants, shoes, shorts, coat, etc.
- Build boy, girl vocabulary
- Ask open ended questions: “What are you going to do in this outfit?” “What season would you wear this outfit?”

SOCIAL/EMOTIONAL

- Play cooperatively with other children, sharing, take turns

CENTER CONNECTIONS

ART CENTER

- Ask about what other clothes students could make for their paper dolls.
  - They can cut out, paint, color additional clothing

DRAMATIC PLAY

- Talk about what students are doing with dolls: “What is her/his name?” “What are they doing?” “What will they do next?”
  - Get other students involved to play together.

EXTENSION/ALTERNATIVE

- Paper dolls can be made out of household materials.
  - Here’s a site to learn how: http://www.wikihow.com/Make-Paper-Dolls
- Use the dolls as an extension activity in circle time to talk about today’s weather or in science to talk about weather or seasons.

ESC REGION 13 RESOURCES

The following books are available for checkout from the ESC Region 13 Library

- *Playtime: A Book of Interactive Games for Developing Communication* by Author
- *Giggle Time: Establishing the Social Connection* by Susan Aud Sonders

Fun books to check out at your school or local library

- *You Know What I Love?* by Lorena Siminovich
- *The Runaway Dolls* by Ann M. Martin
- *Corduroy* by Don Freeman

“Play is the work of the child.” Maria Montessori
www.esc13.net/ec/ppcd
POPPIN’ PLAY PIANO
Create music while learning colors and numbers on the Poppin’ Play Piano. Sing and dance with fellow classmates and teachers while making music.

DEVELOPMENTAL USES

COGNITIVE
- Numbers – ask “Which piano key has a number 5 on it? Play the number 2 piano key.”
- Cause and effect – ask “What happens when you play a key?”

PHYSICAL DEVELOPMENT
- The children will work on fine motor skills while playing the keys. Clapping and dancing emphasize the use of gross motor skills. Ask students to copy the rhythm you clap by playing the same rhythm on the piano.

CENTER CONNECTIONS

SENSORY
- Experiment with playing the piano loudly and softly, slowly and quickly. Follow the same patterns with singing and dancing.

ART
- Children can take turns playing a song for others to dance or sing. Recorded music can also be available for singing, dancing, or playing small musical instruments. These activities also promote social interaction as children make choices and take turns.

EXTENSION/ALTERNATIVE
- Read Zin! Zin! Zin! A Violin, Caldecott Honor Book, by Lloyd Moss. This book introduces children to the instruments of an orchestra. Children can make their own instruments using ideas from http://spoonful.com/crafts/musical-instruments-crafts#carousel-id=photo-carousel&carousel-item=3 They can then form their own orchestra or band for a concert.

ESC REGION 13 RESOURCES
The following books are available for checkout from the ESC Region 13 Library
- Movement Plus Rhymes, Songs & Singing Games: Activities for Young Children by Phyllis S. Weikart
- 101 Rhythm Instrument Activities for Young Children by Abigail Flesch Connors

Fun books to check out at your school or local library
- Hey Diddle Diddle by Eve Bunting
- Monster Mash by David Calrow
- Mis Primeros Números by Ruth Redford
PUZZLE MAGNETS

“Go fishing” for sea life with these magnetic puzzle pieces. Children simultaneously practice their hand-eye coordination and engage in pretend play with this colorful puzzle.

DEVELOPMENTAL USES

COMMUNICATION
- Talk about sea life – say “Tell me about this creature. What does the octopus eat? How many legs does he have?”
- Talk about cause and effect – ask “What happens when the magnet touches the octopus?”
- Use these conversations as opportunities to introduce and use academic vocabulary.

PHYSICAL DEVELOPMENT
- The children will use their fine motor skills and hand-eye coordination to “catch” the puzzle pieces. They will also practice gripping the knobs on the pieces as they are replaced. This activity requires the abilities to concentrate and focus on a task, and practicing this puzzle can help develop these skills.

CENTER CONNECTIONS

SCIENCE
- Explore sea life and their habitat by reading related books. One factual example is National Geographic Little Kids First Big Book of the Ocean by Catherine D. Hughes. The Rainbow Fish by Marcus Pfister and J. Alison James presents opportunities to include social skills in your lessons. Children can draw their own sea creatures, write about their drawings, and make a class book to read to each other or another class.

SENSORY
- Explore three-dimensional replicas of the sea life. The children can use these objects to engage in pretend play as they act out a sea life story. Create the sounds and movement of the sea life during these interactions.

EXTENSION/ALTERNATIVE
- Use water, a container, and other appropriate supplies to actually create a habitat for fish. Children can watch and feed the fish. This activity also offers social interaction opportunities.

ESC REGION 13 RESOURCES

The following books are available for checkout from the ESC Region 13 Library
- Tasks Galore. Let’s Play by Laurie Eckenrode, Pat Fennell, Kathy Hearsey & Beth Reynolds

Fun books to check out at your school or local library
- In the Sea by David Elliott
- Swimmy by Leo Lionni
- Max Goes Fishing by Rosemary Wells
RIBBON BELLS

Children can shake, wave and twirl our fun ribbon bells. Each one has an easy-grip, 7” wooden handle with 3 permanently attached bells...plus long, 19” ribbons in a rainbow of colors.

DEVELOPMENTAL USES:

COMMUNICATION
- Ask students questions about the ribbon bells- “What do you hear?” “What colors do you see?”

PHYSICAL DEVELOPMENT
- Gross motor skills are worked on when students shake the ribbon bells and they can dance and move with the ribbon bells.

SOCIAL AND EMOTIONAL
- Students can interact and cooperate with peers- tap out a beat together.
- Students take turns and share the toy.

CENTER CONNECTIONS

ART CENTER
- Students can play with ribbon bells in the art center- "What other things are that color?" What do the bells sound like?"

DRAMATIC PLAY
- Ask students- "What are you playing?" "Who are you?" "What will you do next?"

SENSORY CENTER
- Ask students- “What do you hear?” “What colors do you see?” “What part of the toy is hard or soft?”

EXTENSION/ALTERNATIVE:
- You can incorporate the ribbon bells into a sensory toolkit for students.
- Use wrist or ankle bells, or make egg shakers by putting small objects in plastic colored eggs.
- Click the link below to learn how to make your own sensory boards. http://www.pinterest.com/pin/91338698662800541/

ESC REGION 13 RESOURCES

The following books are available for checkout from the ESC Region 13 Library
- 101 Rhythm Instrument Activities for Young Children by Abigail Flesch Connors
- Movement Plus Rhymes, Songs & Singing Games: Activities for Young Children by Phyllis S. Weikart

Fun books to check out at your school or local library
- Barn Dance by Bill Martin, Jr. & John Archambault
- Shake My Sillies Out by Raffi
- Moondance by Frank Asch

“Play is the work of the child.” Maria Montessori
www.esc13.net/ec/ppcd
SEE ‘N’ SAY

Enjoy the music and animal sounds produced by the See N Say. Children will learn animals and the sounds they make while engaging in both academic and physical tasks.

DEVELOPMENTAL USES

COMMUNICATION

• Write about the drawings from the Art Center. Ask “What did you write? Can you read it to me?”
• Create a book with these illustrations. Allow children to read the book to you and/or the class. Ask “What will happen next?”

COGNITIVE

• Animal identification – ask “What type of animal is this? How many legs does the sheep have?”
• Compare the animals – ask “Which animals have fur? Which animals can fly?”

CENTER CONNECTIONS

ART

• Sing the songs played by the See N Say. Act out the animals in a farm story. Ask “How did you think of doing that?”
• Draw an animal as an extension of a lesson/activity. Ask “Can you tell me about your . . . ?”

SENSORY

• Use classroom instruments to accompany the singing of the See N Say songs. Dance to the music. Provide stuffed or plastic examples of the featured animals. Talk about and identify their feathers, fur, and beaks.

EXTENSION/ALTERNATIVE

• This book offers opportunities to observe and feel animals that could live on a farm: Touch and Feel: Farm by DK Publishing
• Sheep in a Jeep by Nancy E. Shaw (Author), Margot Apple (Illustrator) is a fictional story and can lend itself to a discussion of real and pretend possibilities.

ESC REGION 13 RESOURCES

The following books are available for checkout from the ESC Region 13 Library

• Dance, Turn, Hop, Learn! Enriching Movement Activities for Preschoolers by Connie Bergstein Dow
• Do-Watch-Listen-Say: Social and Communication Intervention for Children with Autism by Kathleen Ann Quill

Fun books to check out at your school or local library

• Old Mikamba Had a Farm by Rachel Isadora
• The Very Busy Spider by Eric Carle
• You Are My Baby: Farm by Lorena Siminovich

“Play is the work of the child.” Maria Montessori

www.esc13.net/ec/ppcd
WOODEN BLOCK SHAPES

Explore colors, matching, and sorting with young children when using these wooden block shapes. Encourage the children to work together to place all the shapes in the bucket.

DEVELOPMENTAL USES

COMMUNICATION
- Develop vocabulary for discussing whether a shape fits into a hole – say “Let’s see if this star matches this shape in the top . . . .”
- Ask the children to explain whether the shape fits – say “Tell me if this shape will fit here . . . .”

COGNITIVE
- Explore colors – ask ”What color is this triangle? What else in our room is green?”
- Teach shapes – ask “What is the name of this green piece?”
- Sort and count by shapes and colors – ask “How many green triangles do we have?”

CENTER CONNECTIONS

BLOCK
- Use the blocks with others in the center to build, count, and create patterns. Ask “Can you tell me about the blocks you are using? What did you build?”

MANIPULATIVES
- Sort, compare, and contrast the shapes. Ask “Is there another way to . . . ?”
- Children cooperate with classmates as they take turns. Ask “What should happen next?”

EXTENSION/ALTERNATIVE
- The following website lists eighteen ideas for using simple wooden blocks. These include fine motor activities such as creating a maze and tracing around the blocks in order to match the shapes. http://handsonaswegrow.com/lots-of-blocks-activities/

ESC REGION 13 RESOURCES

The following books are available for checkout from the ESC Region 13 Library

Fun books to check out at you school or local library
- *All Fall Down* by Mary Brigid Barnett
- *Shapes in Food* by Oona Gaarder-Juntti
- *Round Is a Tortilla: A Book of Shapes* by Roseanne Thong

“Play is the work of the child.” Maria Montessori
www.esc13.net/ec/esc