

Circle Time
Theme: Friends & Family

1. Let's Find a Friend:

Materials: chart paper, markers, name necklaces (index card with child's name 2 holes and yarn)

Prior to this activity prepare the name necklaces and print the following song on chart paper:

Let's Find a Friend
(sung to: The Farmer in the Dell)
Let's find a friend,
Oh let's find a friend
Find a friend that starts with /D/
Let's find a friend.

Directions:

1. Explain to the students that they are going to play a game that requires **super listening skills**. Hold up each name necklace and show it to the class asking if anyone knows whose name is on the necklace.
2. Once everyone has their necklaces, introduce the song on the chart using your own name to fill in the blank.
3. This game is similar to The Farmer in the Dell so have students stand in a circle, join hands and move clockwise as they sing (stopping right before the teacher sings the letter sound)
4. Stand in the middle of the circle and begin the game by picking a friend and singing the song. Once you sing the sound, wait for the children to name the friend/s and escort one of them to the middle of the circle.
5. Everyone sings the song again stopping for the teacher to fill in the letter sound and the child in the middle escorts the new friend to the middle of the circle. Continue until all the friends have had a turn.

4 Year Old Standards Addressed:

I.A.3 Demonstrates auditory ability to facilitate learning and healthy growth and development

I.C.1 Demonstrates increasing motor control and balance

II.A.1 Shows curiosity and is eager to learn new things and have new experiences

II.D.1 Shows initial signs of planning and learning from their experiences
III.B.b.1 Interacts with and develops positive relationship with peers
III.B.b.2 Develops special friendships
III.B.c.1 Develops positive relationships and interacts comfortably with familiar adults
IV.A.2 Follows multi-step directions
IV.F.1 Shows motivation for reading
IV.F.3 Shows alphabetic knowledge
V.A.e.1 Shows understanding of spatial relationships and uses position words

2. Friend of Mine:

Materials: chart paper, markers,

Friend of Mine

(sung to: *Mary Had a Little Lamb*)

Will you be a friend of mine?

Friend of mine?

Friend of mine?

Will you be a friend of mine ?

This is my friend _____.

Directions:

1. Copy the song on chart paper and refer to it as you introduce the song to the students. Sing the song through twice before asking students to join in.
2. Sing the song, pointing to a student as you put their name in the blank.
3. Allow that student to fill in the blank with the name of a friend.
4. Once everyone has had a chance to be "the friend," explain that you are going to play a **describing** game.
5. Explain that **describing words tell about someone or something**. Give some examples: "I'm thinking of a friend who has blond hair and is wearing a blue shirt with green stripes. Do you who it is? Or "This friend likes to build towers and just became a big brother."
6. Allow students to guess and give more obvious clues if needed.

7. Extend this game (as long as the students are interested) by encouraging them to describe a friend and have others do the guessing.

4 Year Old Standards Addressed:

I.A.2 Shows visual abilities to facilitate learning and healthy growth and development

I.A.3 Demonstrates auditory ability to facilitate learning and healthy growth and development

II.A.1 Shows curiosity and is eager to learn new things and have new experiences

III.B.a.1 Shows increasing confidence in their own abilities

III. B.b.1 Interacts with and develops positive relationships with peers

IV.A.1 Increases knowledge through listening

IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult

IV.C.1 Shows an understanding of words and their meanings

IV.C.2 Shows increased vocabulary to describe many objects, actions, and events

IV.F.1 Shows motivation for reading.

3. The Same Game:

Materials: chart paper, markers, (digital camera optional)

Note: If you have access to a digital camera and printer you can enhance this activity by posting pictures next to the similarities list.

Before beginning this activity divide several pieces of chart paper into four areas leaving enough room on top to write the heading: **Similarities**

Directions:

1. Write the heading "Similarities". Explain that **similarities are things that we have in common or ways in which we are alike.**
2. Give some examples and check for comprehension. Be sure to explain that similarities do not have to be things that you can see for example **Megan and David both like to paint pictures.**
3. Explain that you are going to choose pairs of students to stand in front of the group ("**What does a pair mean?**" **Can you think of things that come in pairs?**" You may need to give an example such as feet, shoes, mittens, etc.) Discuss student's responses.

4. Choose your first pair of students and write their names on the paper.
5. Direct students to observe similarities between them (**Ryan and Daniel are both boys, they have brown hair, they are wearing sneakers, etc.**) Allow students to list as many **similarities** as they can.
6. Repeat this activity with several **pairs** of students, listing the student's responses on chart paper.
7. Count the items on each list to see which pair has the most similarities.
8. Post the lists so that students may refer to them (add pictures if available).
9. Encourage students to look for similarities in their friend throughout the day.

This activity can be extended by reading the book: *We Are All Alike We Are All Different* by the Cheltenham Elementary School Kindergarteners.

4 Year Old Standards Addressed:

- I.A.2 Shows visual ability to facilitate learning and healthy growth and development
- II.A.1 Shows curiosity and is eager to learn new things and have new experiences
- II. C.1 Approaches daily activities with creativity
- III.B.a.1 Shows increasing confidence in their own abilities
- III.B.b.1 Interacts with and develops positive relationships with peers
- IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult
- IV.C.1 Shows an understanding of words and their meanings
- IV.D.1 Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- IV.E.1 Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems
- VI.A.a.1 Demonstrates understanding of one to one correspondence
- VI.A.a.3 Shows understanding by participating in the comparison of quantities.
- VI.A.f.3 Represents and analyzes data
- V.B.a.2 Examines objects and makes comparisons

V.C.a.1 Begins to recognize and appreciate similarities and differences in people

4. What Friends Do:

Materials: Books on friendship (see Friends & Family Book List), chart paper, markers, pictures of students in the class playing and working together (if available).

Directions:

1. Ask students about their experiences with friends ("**Who are your friends?**" **What do you like to do with your friends?**" **What makes someone a good friend?**" etc.)
2. Read one of the listed books on friendship (or one of your choice).
3. Discuss the book with the children.
4. Using the chart paper and markers make a list titled "What Friend's Do". Leave wide margin around the list so that students may illustrate it later. Begin the list with an example such as "**Friends cheer you up when you are feeling sad.**" "**Friends let you hold their teddy bear when you miss your mommy.**" "**Friends share their toys.**" Etc.
5. Encourage students to add to the list and write their name next to each suggestion. Be sure that everyone gets a turn.
6. Once the list is complete read it to the class.
7. Explain to the students that you are going to leave the list at the art center so that they may illustrate it. Show students where to draw (in the wide margin and not over the words). Note: not all students will want to draw and that's o.k.
8. Display the list and refer to it throughout the duration of the unit.

4 Year Old Standards Addressed:

I.D.3 Shows beginning control of writing by using various drawing and art tools with increasing coordination

II.A.1 Shows curiosity and is eager to learn new things and have new experiences

II.C.1 Approaches daily activities with creativity

III.B.a.1 Shows increasing confidence in their own abilities

III.B.b.1 Interacts with and develops positive relationships with peers

III.B.b.2 Develops special friendships

III.B.b.3 Shows care and concern for others

IV.A.1 Increases knowledge through listening

IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult

IV.E.1 Uses language to express needs and feelings, share experiences, predict outcomes, and solve problems

IV.E.3 Uses appropriate language and style for context

IV.F.1 Shows motivation for reading

5. Who Might Use it? Where Does it Go?:

Materials: a variety of clothing accessories and wearable sports equipment such as: bracelets, necklaces, work gloves, garden gloves, baseball caps, sunglasses, shoulder pads, neck tie, bibs, sun bonnets, knee pads, etc.

Chart paper and markers

Directions:

1. Discuss family members (brothers, sisters, moms, dads, grandmas & grandpas, aunts, uncles, and cousins).
2. Display the items and ask students what family member might wear each item and on what part of the body it would be worn. They may need an example such as **"This is a baseball cap and my granddad wears one on his head."** If no one knows what an item is, name the item, tell students where it is worn and what it does.
3. Place the items in the dramatic play area and allow students to try them on for size.

4 Year Old Standards Addressed:

I.D.2 Uses eye-hand coordination to perform fine motor tasks

I.A.1 Shows characteristics of good health to facilitate learning

I.B.1 Actively participates in self-care

II.A.1 Shows curiosity and is eager to learn new things and have new experiences

III.A.b.2 Begins to use materials with increasing care and safety

III.B.b.1 Interacts with and develops positive relationships with peers

IV.C.1 Shows an understanding of words and their meanings

IV.C.2 Shows increased vocabulary to describe many objects, actions, and events

IV.D.1 Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

V.B.a.1 Demonstrates the use of simple tools and equipment for observing and investigating
V.C.a.2 Begins to understand family characteristics, roles, and functions

Art

Theme: Friends & Family

1. Friendship Quilt:

Materials: large square pieces of construction paper, collage materials (glue, sequins, markers, fabric scraps, foil, feathers, confetti, small beads, pom-poms, etc.), hole punch, yarn, a real quilt, and/or pictures of quilts (optional).

Directions:

1. Before beginning the activity, display the quilt and encourage students to explore it. Ask questions such as: **"Has anyone ever seen a quilt?" "What do you notice about the quilt?" "How is a quilt different from a blanket?" "How is a quilt like a blanket?"** If necessary help them to see that quilts are made up of many small pieces stitched together.
2. Explain that the class can make a paper quilt by **working together** or **collaborating**.
3. Encourage students to create unique quilt squares using art materials of their choice.
4. Ask students to write their name on their finished square, you may need to help (If you do the writing, be sure to say each letter as you write it on the upper left hand corner of the square).
5. Punch holes in the squares and fasten them into a "Friendship Quilt" using yarn.
6. Once the quilt is completed display it on the wall and label it "Friendship Quilt".
7. Ask students to count the squares in the quilt & remind them that the quilt was made by everyone working together to create something special. How is the Friendship quilt like the real quilt? How is it different?

4 Year Old Standards Addressed:

- I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks
- I.A.2 Shows visual ability to facilitate learning and healthy growth and development
- II.C.1 Approaches daily activities with creativity
- III.A.a.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
- III.B.b.1 Show increased confidence in their own abilities
- IV.C.1 Shows an understanding of words and their meanings
- IV.G.1 Shows motivation to engage in written expression
- V.A.a.5 Counts and knows the sequence of number names (spoken)
- V.B.a.2 Examines objects and makes comparisons
- V.D.a.1 Explores visual arts

2. Buddy Painting

Materials: easel paper, tape, paint, paintbrushes, index cards with student's names, small box or bag to hold cards

Prior to this activity write each student's name on an index card and place it in the bag or box.

Directions:

1. Ask students what the word "**buddy**" means. If needed, explain that buddy is another word for friend.
2. Explain to students that they are going to have the opportunity to **collaborate or work together** with a **buddy** to create a special painting. Tape two pieces of paper of easel paper together and demonstrate how each buddy will paint part of the picture.
3. Begin by shaking up the bag/box and picking a name card. Hold up the card and ask whose name is written on the card. Allow students time to respond. Ask the student whose name you picked if they would like to collaborate with a buddy to create a buddy painting. If they choose to participate, allow them to pick a buddy from the bag/box.
4. As they pick the card, point to the first letter and ask "**What letter is this?**" Assist them in naming the letter if needed ("**This is the letter S, it makes the /S/ sound. What friend's name begins with the /S/ sound?**"). Assist them if needed. Once they know the

name on the card, direct them to ask that buddy or friend if they want to participate by painting with them. If the other student chooses not to paint have them pick another card and repeat the process.

5. Tape two pieces of easel paper together and place on table, wall, or floor. Encourage buddies to take a moment to plan what they want to paint.
6. Once they have completed their painting ask them to tell you about it. **Ask how they liked painting with a buddy or friend. What did they like about it? Was there anything that was difficult? If so, how did they handle the difficulty? Would they like to paint with a buddy again sometime?**
7. Using quotation marks write what they say on an index card or strip of paper. Display the paintings on a wall under the heading "Buddy Paintings". Attach the dictation card or strip to the painting when displaying. When the artwork goes home you can simply remove the tape and give each child their side of the painting).
8. Put a big sign on your door that reads: "Ask me about our buddy paintings."

4 Year Old Standards Addressed:

I.A.2 Shows visual abilities to facilitate learning and healthy growth and development

I.D.3 Shows beginning control of writing by using various drawing and art tools with increasing coordination

II.C.1 Approaches daily activities with creativity

II.D.1 Shows initial signs of planning and learning from their experiences

III.B.b.1 Interacts with and develops positive relationships with peers

III.B.b.2 Develops special friendships

III.B.c.1 Develops positive relationships and interacts comfortably with familiar adults

IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult

IV.F.3 Shows alphabetic knowledge

V.D.a.1 Explores visual arts

3. Family Placemats & Graph:

Materials: construction paper, crayons, markers, glue, chart paper, index cards, yarn or ribbon (optional)

Directions:

1. Begin a conversation about family members ("What is a family?" "Who are the members of your family?" "How are all families alike?" "How are they different?").
2. Explain that you are going to make a graph about families. Using the chart paper, create a graph titled "**How many people are in my family?**" Ask each child to count/name how many people are in his/her family and record their responses on the graph (be sure to be sensitive to children who are not living in a traditional family.)
3. Once the graph is complete, analyze the data and find out who has the largest/smallest families.
4. Encourage the students to create placemats for each family member. Give each student a card with the number of placemats they will need written on it.
5. Help ensure that they have created the correct number of placemats by counting each mat and comparing that number to the number written on the card. Encourage them to "write" the names of each family member on the mats (they may need assistance with this).
6. Help students to bundle the placemats together using yarn or ribbon.
7. Send a note home asking family members to use the placemats during meal time.

4 Year Old Standards Addressed:

I.A.2 Shows visual abilities to facilitate learning and healthy growth and development

I.D.3 Shows beginning control of writing by using various drawing and art tools with increasing coordination

II.A.1 Shows curiosity and is eager to learn new things and have new experiences

III.A.a.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment

III.B.b.1 Interacts with and develops positive relationships with peers

IV.D.1 Uses age appropriate grammar in conversations and increasingly
Complex phrases and sentences

IV.G.1 Shows motivation to engage in written expression

IV.G.2 Uses scribbling, letter-like shapes, and letters that are clearly
different from drawing to represent thoughts and ideas

V.A.a.1 Demonstrates understanding of one to one correspondence

V.A.a.3 Shows understanding by participating in comparison of
quantities

V.A.a.4 Assigns and relates numerical representations among
numerals (written), sets of objects and number names (spoken) from
zero to 10

V.A.f.3.b Represents and analyzes data

V.C.a.2 Begins to understand family characteristics, roles, and
functions

4. **My Family and Me Facts & Puppets:**

Materials: large sheet of bulletin-board paper (or 2 pieces of
poster board taped together) small paper bags, yarn (red, brown,
black, gray, yellow), wiggly eyes, material scraps, glue/paste,
scissors, construction paper, markers, sequins and small beads (hair
beads & jewelry) tape or Velcro

Prior to this activity send home a note requesting family
photographs. Explain that you'll be discussing families and you want
each child to be able to participate in this activity. If possible, have
a camera available to take pictures of parents and children during
drop off or pick up (in the event that families are unable to supply
you with a photo).

Prior to this activity create a paper bag puppet or two.

Directions:

1. Begin by looking at each family photo. Invite students to
comment on the pictures.
2. Tape or Velcro each photo to the paper as students discuss
them. After each student shares information about his
family, write down a few family highlights beside his photo
(Zack's mommy and daddy run a farm. He has two brothers,
and a dog named Tucker.). Title the display "Families are for

loving!" Hang it in a prominent place in the classroom (be sure it's eye level for the students).

3. Show the students the puppets you have created and invite them to create their own using various art materials. Encourage them to create puppets depicting their family members. Allow plenty of time for them to show off & play with their puppets once they have dried.

4 Year Old Standards Addressed:

- I.A.1 Shows characteristics of good health to facilitate learning
- I.D.2 Uses eye-hand coordination to perform fine motor tasks
- I.D.3 Shows beginning control of writing by using various drawing and art tools with increasing coordination
- II.C.1 Approaches daily activities with creativity
- III.A.a.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
- III.B.c.1 Develops positive relationships and interacts comfortably with familiar adults
- III.B.b.1 Interacts with and develops positive relationships with peers
- IV.A.1 Increases knowledge through listening
- IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult
- IV.C.2 Shows increased vocabulary to describe many objects, actions, and events
- IV.D.1 Uses age appropriate grammar in conversations and increasingly complex phrases and sentences
- IV.E.2 Initiates, questions, and responds to adults and peers in a variety of settings
- IV.A.a.1 Demonstrates understanding of one to one correspondence
- V.C.a.2 Begins to understand family characteristics, roles, and functions
- V.D.a.1 Explores visual arts

5. Friends & Family Collage:

Materials: old magazines, glue, large piece of bulletin-board paper or a piece of poster board, markers

Directions:

1. Begin by discussing what kind of activities friends and families do together. Ask students to share what they like to do with their families and friends.
2. Invite students to look through magazines and find pictures of families and friends spending time together. Ask them to cut out the pictures and glue them to the poster-board. Title the board "Families & Friends".
3. Encourage students to discuss the pictures (what do they think is going on? Etc.) Ask students how the friends and families are the same, how are they different, count the number of family members in some of the pictures, etc.

4 Year Old Standards Addressed:

I.A.2 Shows visual abilities to facilitate learning and healthy growth and development

I.D.1 Demonstrates increasing control of small motor muscles to Perform simple tasks

I.D.2 Uses eye-hand coordination to perform fine motor tasks

II.A.1 Shows curiosity and is eager to learn new things and have new experiences

III.A.a.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment

III.B.a.1 Shows increasing confidence in their own abilities

III.B.b.1 Interacts with and develops positive relationships with peers

IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult

IV.C.2 Shows increased vocabulary to describe many objects, actions, and events

IV.D.2 Connects phrases and sentences to build ideas

IV.E.3 Uses appropriate language and style for context

V.A.a.1 Demonstrates understanding of one to one correspondence

V.B.a.2 Examines objects and makes comparisons

V.C.a.2 Begins to understand family characteristics, roles and functions

Dramatic Play
Theme: Friends & Family

1. Baby Bathing:

Materials: water table or dish basins/bins, baby dolls, dish soap, washcloths, towels, baby blankets, diapers, empty baby powder containers, chart paper & markers

Directions:

1. Explain that families take care of each other and that one way to do that is to keep babies clean and warm. Ask students what you need to bathe babies.
2. Using chart paper make a list of the materials needed to bathe babies. Ask students what you would need to do first, second, third, etc. (guide them through the entire process from filling the basin with water to diapering the baby). Write the directions on the bottom of the list (using some illustrations to compliment the words).
3. Invite students to bathe the babies.
4. During the bathing process ask students thinking questions such as: "Why do mommies & daddies bathe babies?" "What are you going to do next?" "How do you know when a baby needs a bath?" "When you were a baby, how did you take a bath?" "How is your bath time different now that you have grown up?" etc. Encourage them to be gentle with the baby, keep his head out of the water, don't let soap get in his eyes, talk to him or sing during bath time, dry him carefully, etc.

4 Year Old Standards Addressed:

- I.A.1 Shows characteristics of good health to facilitate learning
- I.A.7 Shows basic physical needs are met
- II.A.1 Shows curiosity and is eager to learn new things and have new experiences
- II.D.1 Shows initial signs of planning and learning from their experiences
- III.B.b.3 Shows care and concern for others
- IV.D.2 Connects phrases and sentences to build ideas
- IV.E.1 Uses language to express needs, feelings, share experiences, predict outcomes, and solve problems

V.A.a.6 Shows understanding of and uses appropriate terms to describe ordinal positions

V.C.a.2 Begins to understand family characteristics, roles, and functions

2. Dressing Up Family Style:

Materials: books about families, large box, magazine, glue, baby blanket & clothes, baby bottle, bib, pacifier, baseball cap, men's shoes or work boots, neck tie, men's jacket, men's wallet, dress, purse, woman's shoes, jewelry, etc. (choose items that have buttons, zippers, snaps, and fasteners)

Prior to this activity cut pictures of family members and family groups from the magazine and glue to the front of the box. Fill the box with the items listed above.

Directions:

1. Introduce the box and the items in the box. Ask children what each item is, who might use it, where is it worn or what it is used for.
2. Place the box in the dramatic play center and invite students to role-play family situations.
3. Be sure to place family books in the dramatic play area.

4 Year Old Standards Addressed:

I.B.1 Actively participates in self-care

I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks

I.D.2 Uses eye-hand coordination to perform fine motor tasks

II.C.1 Approaches daily activities with creativity

III.B.a.1 Shows increasing confidence in their own abilities

III.B.b.1 Interacts with and develops positive relationships with peers

III.B.b.2 Develops special friendships

IV.C.1 Shows an understanding of words and their meanings

IV.E.2 Initiates, asks questions, and responds to adults and peers in a variety of settings

VI.E.3 Uses appropriate language and style for context

V.C.a.2 Begins to understand family characteristics, roles, and functions

3. The Bear Family:

Materials: The Three *Bears* book, small, medium, and large bowls, spoons, blankets, and chairs, empty oatmeal box, pot, etc.

Directions:

1. After reading the book show students the props and ask them how each item relates to the story. Discuss the Bear family...who was the biggest bear, the medium sized bear, the smallest bear, which spoon is the biggest...which bear should that spoon belong to, etc.
2. Place the props and book in the dramatic play area and invite students to play out the story.

4 Year Old Standards Addressed:

II.C.1 Approaches daily activities with curiosity

II.D.1 Shows initial signs of planning and learning from their experiences

III.A.a.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment

III.B.b.1 Interacts with and develops positive relationships with peers

IV.A.1 Increases knowledge through listening

IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult

IV.F.1 Shows motivation for reading

IV.f.4 Demonstrates comprehension of text read aloud

V.A.c.2 Sorts, orders, compares, and describes objects according to characteristics or attribute(s)

V.B.a.2 Examines objects and makes comparisons

V.D.d.1 Explores dramatic play and theater

4. Folding Clothes:

Materials: Laundry baskets, towels, wash cloths, different color/pattern/size socks

Directions:

1. Explain that family members help take care of one another. Ask students to share what they know about **chores**. Explain that Doing chores is one way that a family **shares responsibility**. Ask what kind of chores their family members do, who does them, how does that help the family, etc. (grocery shopping, cooking,

mowing the lawn, laundry, pumping gas, taking out the trash, making beds, etc.)

Ask students what kind of chores they have at home.

2. Explain that sorting and folding laundry is an example of a chore.
3. Show students the laundry baskets and items to be sorted and folded. Explain that the socks need to be sorted in to pairs. Demonstrate how to fold towels in half (so that both sides are the same) and then in half again.
4. Invite students to sort & fold

4 Year Old Standards Addressed:

I.C.2 Demonstrates the ability to combine movement for gross motor skills

I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks

I.D.2 Uses eye-hand coordination to perform fine motor tasks

II.B.1 Attends to tasks for a brief period and seeks help when needed

III.B.a.1 Shows increasing confidence in their own abilities

III.B.b.1 Interacts with and develops positive relationships with peers

IV.C.1 Shows an understanding of words and their meanings

IV.C.2 Shows increased vocabulary to describe many objects, actions, and events

V.A.c.2 Sorts, orders, compares, and describes objects according to characteristics or attribute(s)

VI.A.d.4 Analyzes and constructs examples of simple symmetry and non-symmetry in two-dimensions, using concrete objects

V.C.a.2 Begins to understand family characteristics, roles, and functions

5. Card Makers/Card Shop:

Materials: construction paper, envelopes, glue, stamps (stickers), heart templates (for tracing hearts), scissors, lace scraps, doilies, valentine & alphabet stamps, ink pads, small bags, cash register, markers, index cards with student's names & family names (mom, dad, brother, grandma, etc.) examples of handmade valentine's, store bought classroom packs of valentine cards, used valentine cards, "Card Store" sign, etc.

Directions:

1. Discuss Valentine's Day cards ("Have you ever received one?")

"Why do we send them?" "Where do we get them?" etc.)

2. Explain that you have set up a classroom card making station and card shop.
3. Encourage students to make, "sell" and "buy" cards for family and friends.

4 Year Old Standards Addressed:

I.A.2 Shows visual abilities to facilitate learning and healthy growth and development

I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks

I.D.3 Shows beginning control of writing by using various drawing and art tools with increasing coordination

II.C.1 Approaches daily activities with creativity

III.A.a.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment

III.B.b.2 Develops special friendships

III.B.b.3 Shows care and concern for others

IV.F.3 Shows alphabetic knowledge

IV.G.1 Shows motivation to engage in written expression

IV.G.2 Uses scribbling, letter like shapes, and letters that are clearly different from drawing to represent thoughts and ideas

IV.G.3 Demonstrates age-appropriate ability to write letters

V.C.a.3 Shows awareness and describes some social roles and jobs that people do

V.D.a.1 Explores visual arts

Outdoor
Theme: Family and Friends

1. Trace-a- Friend:

Materials: Chalk (a variety of colors) and a large hard surface (such as concrete carport).

Directions:

1. Have children pick a tracing partner.
2. One child will lie down face up on the concrete and the other child will use the chalk to trace around their friend.
3. Encourage the children who are tracing to describe what they are doing to their partner. For example: "I'm tracing down your arm toward your hand. Now, I am tracing in between your fingers. I'm tracing up toward your shoulder, etc."
4. After the tracing is complete have children change places.
5. Allow children to use chalk to complete their sidewalk tracings by drawing in facial features and clothing. (Adding as much detail as possible).
6. Encourage children to use descriptive words for the facial features and clothing. For example: My eyes are brown. My hair is long and straight. My shirt has short sleeves and stripes, etc.
7. Have children label their sidewalk portraits with their names.

4 Year Old Standards Addressed:

I.D.1 Demonstrates increasing control of small motor muscles to Perform simple tasks

I.D.2 Uses eye-hand coordination to perform fine motor tasks

I.D.3 Shows beginning control of writing by using various drawing and art tools with increasing coordination

III.B.b.1 Interacts with and develops positive relationships with peers

IV.C.1 Shows an understanding of words and their meanings

IV.C.2 Shows increased vocabulary to describe many objects, actions and events

IV.G.1 Shows motivation to engage in written expression

IV.G.2 Uses scribbling, letter-like shapes, and letters that are Clearly different from drawing to represent thoughts and ideas

IV.G.3 Demonstrates age-appropriate ability to write letters

IV.G.4 Demonstrates knowledge of purposes, functions, and structure of written composition
V.A.e.1 Shows understanding of spatial relationships and uses position words
V.A.e.2 Describes relative position from different perspectives
V.D.a.1 Explores visual arts

2. Family Member May I?:

Materials: none

Directions:

1. Play this game like the game Mother May I?
2. The teacher should be the mother.
3. Have children line up shoulder to shoulder.
4. Have teacher (mother) stand approximately 20 feet in front of children.
5. If you are playing this game with a small group of children you can play it the traditional way, this is where children are given directions one at a time. If playing with a large group, give directions to the entire group.
6. For a small group, the teacher (mother) should say "Johnny take 3 giant steps." For a large group the teacher (mother) should say "Class take 2 tiny steps."
7. Before the child/children follow the directions they should say, "Mother may I?" If they forget they should return to where they started. (For a large group, just have the children say Mother May I? in unison).
8. Continue directions until children reach the teacher (mother).
9. Use many different actions for the directions. For example: Bunny hops, turtle crawls, fish swims, bird flaps, medium size steps, twirls, backward steps, etc.
10. If children want to play the game again. Use a different family member to be "Mother". For example: Father may I? Brother may I? Sister may I? Auntie may I?

4 Year Old Standards Addressed:

I.A.3 Demonstrates auditory ability to facilitate learning and healthy growth and development
I.C.1 Demonstrates increasing motor control and balance

I.C.2 Demonstrates the ability to combine movements for gross motor tasks
I.A.9 Participates in physical fitness activities
II.C.1 Approaches daily activities with creativity
III.C.1 Develops positive relationships and interacts comfortably with familiar adults
III.B.b.1 Interacts with and develops positive relationships with peers
IV.A.1 Increases knowledge through listening
IV.C.1 Shows an understanding of words and their meanings
V.A.a.1 Demonstrates understanding of one-to-one correspondence
V.A.e.4 Uses directions to move through space and finds places in space
V.C.a.2 Begins to understand family characteristics, roles, and functions

3. I'm Thinking of a Friend

Materials: none

Directions:

1. Gather children together and explain when you count to ten they will need to scatter (staying within yelling distance) to parts of the playground. When you get to ten the children need to stop where they are.
2. The object of this game is not to hide but to end up near something. For example: A tree, the swing, the fence, the porch, etc.
3. When the children are in their positions, the teacher will call out "I'm thinking of a friend who is beside a tree." or "I'm thinking of a friend who is under the swing." or "I'm thinking of a friend who is in front of the fence."
4. The children will then try to guess the friend you are describing.
5. Continue to give children clues as needed.
6. When the children have guessed the friend correctly, gather them together and restart game.

4 Year Old Standards Addressed:

- I.A.1 Shows characteristics of good health to facilitate learning
- I.A.2 Shows visual abilities to facilitate learning and healthy growth and development
- I.A.3 Demonstrates auditory ability to facilitate learning and healthy growth and development
- I.A.9 Participates in physical fitness activities
- I.C.1 Demonstrates increasing motor control and balance
- II.A.1 Shows curiosity and is eager to learn new things and have new experiences
- III.A.b.3 Adapts to transitions with increasing independence
- III.B.a.1 Shows increasing confidence in their own abilities
- III.B.b.1 Interacts with and develops positive relationships with peers
- IV.A.1 Increases knowledge through listening
- IV.C.1 Shows an understanding of words and their meanings
- V.A.e.1 Shows an understanding of spatial relationships and uses position words

4. Mommy, Mommy, Baby:

Materials: none

Directions:

1. This game is played like Duck, Duck, Goose except the children will say "Mommy" instead of "Duck" and "Baby" instead of "Goose".
2. Have children make a circle by holding hands. Then have children let go of each other's hands and sit down in a circle.
3. Choose one child to be "it". This child will walk around the outside of the circle tapping each child on the head.
4. As the child, who is it, taps his/her friend's heads the child will say "Mommy" until he/she decides to tap one friend's head and say "Baby". The child who's head was tapped and identified as "Baby" will then get up and chase the tapper (it) around the circle. The tapper will continue around the circle until he/she arrives at the empty spot.
5. Continue the game as long as children are engaged. You can also change the game by asking children what family members that they want to substitute for Mommy and Baby. For example: Brother, Brother, Sister.

4 Year Old Standards Addressed:

- I.C.1 Demonstrates increasing motor control and balance
- I.A.1 Shows characteristics of good health to facilitate learning
- I.A.3 Demonstrates auditory ability to facilitate learning and healthy growth and development
- I.A.9 Participates in physical fitness activities
- II.C.1 Approaches daily activities with creativity
- III.B.b.1 Interacts with and develops positive relationships with peers
- V.A.e.4 Uses directions to move through space and find places in space
- V.C.d.1 Demonstrates an awareness of group rules (civics)

5. Buddy Bubbles:

Materials: Bubbles, bubble wand, tag board (or thick paper), food coloring and bowl/container.

Before beginning this activity, add food coloring to bubbles and pour bubbles into a container that allows them to be easily accessed.

Directions:

1. Explain to children that during this activity they will be working with a buddy.
2. One "buddy" will be the bubble blower and the other "buddy" will be the bubble catcher.
3. The bubble catchers will try and catch the bubbles on their piece of paper. When the bubbles pop it will leave a unique design on the paper.
4. Encourage the "buddies" to work together. Have the "blower" to help the "catcher" by giving them directions. For example: Lift your paper higher, move your paper lower or look behind you, etc.
5. Encourage the "catcher" to describe how the popped bubbles looked on their paper.
6. After a few minutes have the children change jobs.
7. For a different effect add different colors of food coloring to the bubbles.

4 Year Old Standards Addressed:

- I.A.2 Shows visual ability to facilitate learning and healthy growth and development

I.A.9 Participates in physical fitness activities
I.C.1 Demonstrates increasing motor control and balance
I.C.2 Demonstrates the ability to combine movements for gross motor skills
I.D.2 Uses eye-hand coordination to perform fine motor tasks
II.A.1 Shows curiosity and is eager to learn new things and have new experiences
II.C.1 Approaches daily activities with creativity
III.B.b.1 Interacts with and develops positive relationships with peers
III.A.b.3 Adapts to transitions with increasing independence
IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult
V.A.e.2 Describes relative position from different perspectives
V.B.d.2 Discovers and explores objects (e.g., rocks, twigs, leaves, seashells) that are naturally found in the environment.

Music and Movement/Gross Motor
Theme: Family and Friends

1. The Name Game:

Materials: Paper plates, markers, CD player and music CDs.

Before you begin this activity; print children's names on paper plates.

If children are able to print their names have them do it by themselves.

Directions:

1. Place paper plates with children's names around the classroom.
2. Explain to children that when the music starts they will walk around the room and continue walking until the music stops. When the music stops they will need to find the paper plate with their name on it and stand on/beside that plate.
3. Explain that the next time the music stops they will need to stop on or beside a friend's name.
4. Ask the children if they can tell you (read) the name of their friend from the paper plate that they are on/beside.

5. Continue starting and stopping the music and asking names as long as children are actively engaged.

4 Year Old Standards Addressed:

- I.A.3 Demonstrates auditory ability to facilitate learning and healthy growth and development
- I.A.9 Participates in physical fitness activities
- I.C.1 Demonstrates increasing motor control and balance
- I.C.2 Demonstrates the ability to combine movements for gross motor skills
- II.A.1 Sows curiosity and is eager to learn new things and have new experiences
- III.A.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing to participate in daily routines, when given a consistent and predictable environment
- III.B.b.1 Interacts with and develops positive relationships with peers
- III.B.b.2 Develops special friendships
- IV.F.1 Shows motivation for reading
- IV.G.1 Shows motivation to engage in written expression
- IV.G.2 Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas
- IV.G.3 Demonstrates age-appropriate ability to write letters

2. Friendship Body Parts:

Materials: Index cards, markers.

Before beginning this activity, draw pictures of various body parts on index cards and label each body part. (Picture of elbow, the word elbow)
Create two identical sets of cards.

List of body parts and words to be drawn on cards:

Arm, elbow, hand, leg, knee, foot, shoulder, chin, head, thumb and ear

Directions:

1. Review the various body parts that are on the cards with the children, asking them to identify the parts on their body.
2. Inform children that for this activity they will be working in pairs.
3. Divide children into pairs.
4. Divide body part cards into two piles. Each pile should contain the same body part cards. Shuffle each pile of cards.

5. Have *one* set of children *each* choose a card from the two piles.
(The first child picks from one pile the second child from the other pile)
6. Have the children identify the two body parts from the cards that they chose. Ask children if their body parts are the same or different.
7. Then have all the pairs of children touch the identified body parts to their friends identified body parts, using one body part from each card. For example: elbow to thumb, foot to shoulder, ear to ear, hand to knee etc.
8. To encourage teamwork and communication, for the children who did not pick the cards, let them decide who will use which body part. For example: "I'll use my thumb and you use your ear." "Which body part do you want to use?"
9. Continue this activity by allowing different pairs of children to choose the body part cards.

4 Year Old Standards Addressed:

I.A.2 Shows visual ability to facilitate learning and healthy growth and development

I.A.3 Demonstrates auditory ability to facilitate learning and healthy growth and development

I.C.1 Demonstrates increasing motor control and balance

I.C.2 Demonstrates the ability to combine movements for gross motor skills

II.C.1 Approaches daily activities with creativity

III.A.a.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment

III.B.b.1 Interacts with and develops positive relationships with peers

IV.A.1 Increases knowledge through listening

IV.C.1 Shows an understanding of words and their meanings

IV.F.1 Shows motivation for reading

V.A.e.4 Uses directions to move through space and find places in space

3. Follow the Friend:

Materials: none

Directions:

1. This game is played like Follow the Leader. It can be played in large or small groups.
2. Give children examples for actions for "the leader" to do.
For example: Hop, skip, gallop, waddle, crawl, animal movements etc.
3. Choose a "friend" for the other children to follow.
4. Allow the "friend" to choose an action for their friends to follow.
Allow the "friend" to describe the action before he/she begins to perform the action. For example: "I am going to crawl, slowly, like a turtle." "I am going to skip quickly." "I'm galloping like a horse."
5. Invite children take turns being the "friend" to follow.

4 Year Old Standards Addressed:

- I.A.1 Shows characteristics of good health to facilitate learning
- I.A.2 Shows visual ability to facilitate learning and healthy growth and development
- I.A.9 Participates in physical fitness activities
- I.C.1 Demonstrates increasing motor control and balance
- II.A.1 Shows curiosity and is eager to learn new things and have new experiences
- II.D.1 Shows initial signs of planning and learning from their experiences
- III.A.a.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
- III.B.a.1 Shows increasing confidence in their own abilities
- III.A.b.3 Adapts to transitions with increasing independence
- III.B.b.1 Interacts with and develops positive relationships with peers
- IV.A.1 Increases knowledge through listening
- IV.C.1 Shows an understanding of words and their meanings
- IV.C.2 Shows increased vocabulary to describe many objects, actions and events
- V.C.d.2 Begins to understand and take on leadership roles

4. Friendship Freeze:

Materials: CD player, CD, chart paper and markers

Directions:

1. Begin this activity by explaining to the children that while the music is playing, they are free to dance or walk around. However, when the music stops the children should FREEZE (stand still, no movement) and wait for further instructions.
2. While children are in the freeze position, the teacher should give them instructions on what to do next.
3. The instructions should be something that could be performed with a friend.
Touch toes, elbows, thumbs etc.
Shake hands
High five
Give a pat on the back
Smile
Tickle
4. After the children have completed the tasks tell them what they should do the next time the music stops then restart the music.
5. Continue game as long as children are actively engaged.
6. After activity has been completed invite children to recall some of the actions that they performed with their friends.
7. List the activities on a piece of chart paper label "Friendship Freeze." Point out to children that both friendship and freeze begin with the letter "F".

4 Year Old Standards Addressed:

- I.A.3 Demonstrates auditory ability to facilitate learning and healthy growth and development
- I.A.9 Participates in physical fitness activities
- I.C.2 Demonstrates the ability to combine movements for gross motor skills
- II.D.1 Shows initial signs of planning and learning from their experiences
- III.B.c.1 Develops positive relationships and interacts comfortably with familiar adults
- III.B.b.1 Interacts with and develops positive relationships with peers
- IV.A.1 Increases knowledge through listening
- IV.A.2 Follows multi-step directions

IV.C.1 Shows an understanding of words and their meanings
IV.F.3 Shows alphabetic knowledge
V.D.b.1 Explores music

5. If You're Friendly and You Know It

(Sung to the tune: If You're Happy and You Know It)

Materials: Words to song, chart paper and markers.

If You're Friendly and You Know It

If you're friendly and you know it

Shake a hand

If you're friendly and you know it

Shake a hand

If you're friendly and you know

Then you really want to show it

If you're friendly and you know it

Shake a hand

Continue substituting other friendly actions, for example:

Share a smile

Give a hug

Pat a back

High five

Say "Friend"

Directions:

1. Before beginning this activity, write words to song on chart paper.
2. Read through song, using the "crisp pointing" technique.
Crisp Pointing is when you point to the first letter of each word as you read/say the word.
3. Ask children if the tune or words is familiar to them. Encourage them to share their thoughts with the class.
4. Sing the song and have children perform the actions with a friend.
5. After song has been sung using actions provided then invite children to create other friendly actions.

4 Year Old Standards Addressed:

I.A.7 Shows basic physical needs are met

I.C.2 Demonstrates the ability to combine movements for gross motor skills

II.C.1 Approaches daily activities with creativity

II.D.1 Shows initial signs of planning and learning from their experiences

III.B.b.1 Interacts with and develops positive relationships with peers

IV.A.1 Increases knowledge through listening

IV.C.1 Shows an understanding of words and their meanings

IV.F.1 Shows motivation for reading

V.D.b.1 Explores music

V.D.c.1 Explores creative movement and dance

Sensory
Theme: Family and Friends

1. Friendship Fruit Salad

Materials: Disposable bowls, plastic spoons, **plastic knives**, assorted cans of fruit or assorted fresh fruit, can opener, *marker and chart paper*.

Before beginning this activity: Inform children that the class will be making "Friendship Fruit Salad". It is called "Friendship Fruit Salad" because all the friends will be contributing to the recipe. On chart paper, title this activity " Friendship Fruit Salad Assignments". Gather children together and ask them what fruit they would like to contribute to the salad. You may need to give children examples of fruits. Write children's names on the chart paper (or have them write their own names/letter like symbols, if possible) and then write the fruit that they have chosen to bring (children could draw their own pictures too). Be sure to spell out the words as you write them. Some children may want to bring items that are not fruits, if this happens just let them know that their idea was good however, "pizza" is not a fruit and this recipe requires only fruit. Continue with the list until all the children's contributions have been listed. *Provide parents with a note asking them to contribute the fruit that their child chose for "Fiendship Fruit Salad". You may have children who do not bring in their fruit so be prepared by having extra fresh or canned fruit on hand.*

Directions:

1. Have children and staff wash their hands.
2. Gather children together at a table.
3. Have children, one at a time; add their fruits to large bowl, cutting the fruit and opening cans as needed.
4. Be sure to discuss the different types of fruits, naming each fruit as they are added. Encourage children to describe how the fruits are shaped, how the fruits smell and how they think the fruits might taste. Ask children if they have tasted the different types of fruit in the past. Remind children that fruit is a healthy food choice.
5. Continue adding fruit until all children have contributed.
6. Stir fruit a few times and serve.

7. Remind children that this activity was possible because they all contributed to the recipe. **Life is sweeter when we all work together!**

4 Year Old Standards Addressed:

- I.A.10 Make healthy food choices
- I.D.2 Uses eye-hand coordination to perform fine motor tasks
- II.D.1 Shows initial signs of planning and learning from their experiences
- III.A.1 Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
- III.B.b.1 Interacts with and develops positive relationships with peers
- III.B.b.2 Develops special friendship
- IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult
- IV.C.1 Shows an understanding of words and their meanings
- IV.C.2 Shows increased vocabulary to describe many objects, actions and events
- IV.D.2 Connects phrases and sentences to build ideas
- IV.E.1 Uses language to express needs and feelings, share experiences predict outcomes and solve problems
- IV.E.3 Uses appropriate language and style for context
- IV.G.1 Shows motivation to engage in written expression
- IV.G.2 Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thought and ideas
- V.B.a.1 Demonstrates the use of simple tools and equipment for observing and investigating
- V.B.a.2 Examines objects and makes comparisons
- V.B.b.1 Explores the physical properties and creative use of objects or matter
- V.B.c.3 Identifies the five senses and explores functions of each

2. Friends and Family Feely Box:

Materials: Box (with lid if possible) household items such as: Comb, baby bottle, rattle, crayon, screwdriver, sponge, small stuffed animal, large spoon, toothbrush, bracelet, clock, watch, cup, hammer,

key, straw, pacifier, potholder etc. You can also decorate box with pictures of friends and families...

This activity should be completed in small groups.

Directions:

1. Gather children together and explain that in this activity the will be predicting what is in the box just by using their sense of touch.
2. Explain to the children there will be items inside the box that a family member or a friend might use. One at a time, show children all of the items from the box. Be sure to tell them the correct name for all of the items. For example: some children may call a pacifier a binky.
3. After you have named all of the items place them back inside the box.
4. One at a time, have children reach into the box and feel for **one** item. Ask them if they make a prediction of the item they are touching. Ask the child to explain their prediction. For example: For the toothbrush the child might say "I can feel the bristles and it is small." Then have child pull **one** item out of the box to find out if their prediction was correct.
5. Next, ask the child who might use the item. Encourage children's language by asking questions such as: "Why was your Daddy using the screwdriver?"
6. Continue the activity by having children to **feel, predict, pull and explain.**

4 Year Old Standards Addressed:

I.A.2 Shows visual ability to facilitate learning and healthy growth and development

II.A.1 Shows curiosity and is eager to learn new things and have new experiences

II.D.1 Shows initial signs of planning and learning from their experiences

III.B.c.1 Develops positive relationships and interacts comfortably with familiar adults

IV.B.1 Speech is understood by a familiar and an unfamiliar peer or adult

IV.C.2 Shows increased vocabulary to describe objects, actions and events
IV.D.2 Connects phrases and sentences to build ideas
IV.E.1 Uses language to express needs and feelings, share experiences, predict outcomes and solve problems
V.A.a.1 Demonstrates understanding of one-to-one correspondence
V.B.a.1 Demonstrates the use of simple tools and equipment for observing and investigating
V.B.b.1 Explores the physical properties and creative use of objects or matter
V.C.a.2 Begins to understand family characteristics, roles, and functions

3. Dish Washing:

Materials: Dishwashing liquid, water, sponges, scrubbers, dish towels (for drying), plastic bowls, plastic plates, silverware, dish drainer, rubber gloves, small basin or sand water table, chart paper and markers. Before beginning this activity; arrange materials to give children an idea of how this activity should flow. Dishwashing liquid should be placed in container along with sponges/scrubbers etc. Dishes should be easily accessible, dish drainer and drying towels should set off to the side ready for use. Children could easily work as a team for this activity. (One child would wash and another could dry)

Directions:

1. Talk with children about responsibility. Explain to the children that there are jobs that are performed at school to help the classroom run smoothly. Ask children if they can name some of the classroom jobs/responsibilities. (Line leader, snack helper, good news reporter)
2. Then discuss with children some of the jobs/chores/responsibilities that take place in their homes. For example: Laundry, cooking, making the beds, sweeping, mopping, dishwashing etc. Invite children to share who performs these types of jobs in their homes.
3. List the family jobs/chores/responsibilities on chart paper, saying the names of each letter as you write them.

4. Explain to children at in this activity they will be performing one household/family responsibility.
5. Allow children to wash dishes using sponges and scrubbers. After dishes are placed in the drainer have children use dishtowel to dry the dishes.

4 Year Old Standards Addressed:

- I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks
- II.D.1 Shows initial signs of planning and learning from their experiences
- III.A.b.2 Begins to use materials with increasing care and safety
- III.B.b.1 Interacts with and develops positive relationships with peers
- IV.B.1 Speech is understood by both a familiar and an unfamiliar peer or adult
- IV.C.2 Shows increased vocabulary to describe many objects actions and events
- IV.D.1 Uses age-appropriate grammar in conversation and increasingly complex phrases and sentences
- V.C.a.2 Begins to understand family characteristic, roles, and functions
- V.C.a.3 Shows awareness and describes some social roles and jobs that people do

4. Partner Pudding:

Materials: Instant pudding, milk, small bowls and *high quality* zip lock bags. Before beginning this activity; write and draw the recipe on chart paper.

Partner Pudding
2 tablespoons Instant pudding
 $\frac{1}{4} \times 2 (\frac{1}{2} \text{ cup})$ milk
Ziplock bag
Shake ziplock bag

Directions:

1. Explain to children that in this activity they will be working with a partner. You can decide how the children will find their partner.
2. After children have their partner begin the activity.

3. Have each partner add 1 tablespoon of milk (For a total of 2 tablespoons).
4. Have each partner add $\frac{1}{4}$ cup milk.
5. Close Ziplock bag. **Ensure that bag is closed properly.**
6. Have the partners take turns shaking the bag.
7. After pudding is at the proper consistency, divide the pudding in half and ENJOY!!!
8. While children are enjoying their Partner Pudding, ask them if they can recall the pudding process.
(What they did first, second, third etc.)

4 Year Old Standards Addressed:

I.A.1 Shows characteristics of good health to facilitate learning

I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks

II.A.1 Shows curiosity and is eager to learn new things and have new experiences

II.D.1 Shows initial signs of planning and learning from their experiences

III.A.b.3 Adapts to transitions with increasing independence

III.B.b.1 Interacts with and develops positive relationships with peers

IV.F.1 Shows motivation for reading

V.A.a.1 Demonstrates understanding of one-to-one correspondence

V.A.a.6 Shows understanding of and uses appropriate terms to describe ordinal positions

V.B.a.2 Examines objects and makes comparisons

V.B.b.1 Explores the physical properties and creative use of objects or matter

5. Friends Names in Shaving Cream:

Materials: Shaving cream, cookie sheets, cards with children's Names printed on them and basket/container for name cards.

(You may want to laminate or cover name cards with contact paper)

Directions:

1. Explain to children that in this activity they will be writing their names and the names of their friends in the shaving cream

2. Place name cards near the cookie sheets.
3. Place some shaving cream on the cookie sheets.
4. Have children attempt to write their names and their friends names in the shaving cream.
5. Encourage children to name letters as they write them in the shaving cream. If children are unable to identify the letters you should help them.
6. Continue to add shaving cream as necessary.

4 Year Old Standards Addressed:

I.A.2 Shows visual ability to facilitate learning and healthy growth and development

I.D.1 Demonstrates increasing control of small motor muscles to perform simple tasks

III.A.b.2 Begins to use materials with increasing care and safety

III.B.a.1 Show increasing confidence in their own abilities

IV.F.3 Shows alphabetic knowledge

IV.G.1 Shows motivation to engage in written expression

IV.G.2 Uses Scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas

IV.G.3 Demonstrates age-appropriate ability to write letters

V.D.a.1 Explores visual arts

Friends & Family Book List

- Friends at Work and Play - Rochelle Bunnett
- Making Friends -Fred Rogers
- Margaret and Margarita - Lynn Reiser
- Friends- Helme Heine
- That's What a Friend Is -P.K. Hallinan
- Will I Have a Friend? - Miriam Cohen
- Aunt Flossie's Hats- James Ransome
- Mama, Do You Love Me? - Barbara M. Joose
- Papa, Do You Love Me? - Barbara M. Joose
- Kevin and His Dad- Irene Smalls
- I Love You the Purplest- Barbara M. Joose
- Grandma Calls Me Beautiful- Barbara M. Joose

- Guess How Much I Love You- Sam Mcbranty
- On Mother's Lap- Ann Herbert Scott
- God Gave Us You- Lisa Tawn Bergren
- ABC A Family Alphabet Book- Bobbie Combs
- We Are Best Friends- Aliki
- I'm Sorry- Sam Mcbranty
- That's What a Friend Is- P.K. Hallinan
- My Mom- Anthony Browne
- The Relatives Came- Cynthia Rylant
- My Father's Hands- Joanne Ryder
- When I Am Old With You- Angela Johnson
- Night Shift Daddy- Eileen Spinelli
- A Rainbow of Friends- P.K. Hallinan
- We Are All Alike, We Are All Different- The Cheltenham Elementary School Kindergarteners
- Bein' With You This Way- W. Nikola-Lisa

Friends & Family Vocabulary

Kindness

Share

Sibling

Pals

Similarities

Celebrations

Friendship

Relatives

Affection

Compassion

Portrait

Visit

Cooperation

Chores

Collaboration

Responsibility

*****TEACHER NOTE**

While discussing families please remember that not all children are living in "traditional" family situations. It is very important to be sensitive to the many types of families that are represented within your classroom. With this in mind, we suggest that you define families as people who love each other, live together, and help care for one another.