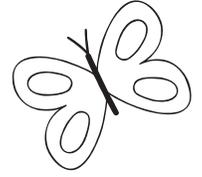


A Day in the 3's Classrooms



Meet & Greet

We greet kids as they enter class and help them find their cubbies to put school bags in. Then they find nametags with their picture on it and place on "Look Who's Here" board. This facilitates separation from parent/caregiver, beginning skills to learn to put belongings away independently, beginning skills to recognize printed name, and beginning skills for following routines.

Table Activities/Productive Play

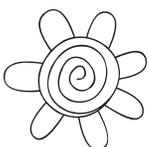
Play dough is placed at one table, and pattern bears with cards and jumbo/medium/small farm animal manipulatives at the other. Farm animals and barn and dollhouse are arranged on carpet. These table activities work on fine motor and language skills, sharing, taking turns, dramatic play, recognizing and following simple patterns, and sorting by attributes. Carpet activities work on language skills, sharing, using imagination to create dramatic scenes, treating others with kindness, and beginning to play cooperatively with others.

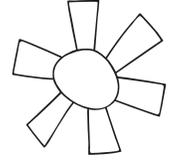
Playground

Our natural playground offers a variety of climbers and balance activities as well as ride-on toys, basket swings, and wonderful imagination areas to choose from/explore. Tending the garden fulfills our class responsibilities to both the garden and the school. Such projects strengthening gross motor skills through play and social and language skills by taking turns, following directions, sharing equipment with peers, and using words to make wants known. Tending the garden introduces the life cycle as well as the need to be responsible to others.

Circle Activities

1. Hello Song: We sing the Hello Song to help us learn each other's names and foster a safe, caring environment where children feel valued.
2. Roll-call: As each child's name is called, they can get up and jump/dance/stand/move into the center of the circle. Each child decides what to sing about (i.e.: new shoes, striped shirt, his family etc.), and we all sing and clap to it. If child chooses to sit or doesn't know what to sing about, we still clap and sing for her (i.e.: "Kathy's here today, Kathy's here today, Let's all Say Hooray, because Kathy's here today"). This helps children develop self-expression, confidence, and language skills, enables the sharing ideas at circle, and encourages the following of simple routines.
3. Attendance: We count the "number of friends" aloud and announce the number. Then we go around the circle and count friends aloud to "make sure I've done it correctly" while also teaching rote counting skills and demonstrating one-on-one correspondence.
4. Sharing Family Quilt: Each child uses their pointer finger to identify their family on a photo quilt and introduce them to the class. We learn about each other's families while encouraging each child to feel like a valued member of our class. It's a great way to get to know our class better as kids express themselves verbally and share feelings/news with their peers.
5. Music & Movement: We enjoy the Sammy and Up & Down songs from Hap Palmer's "Getting to Know You" CD – a fun way to teach the importance of following oral directions and routines while strengthening gross and fine motor skills, following routines, and participating in movement and singing activities.
6. Read Aloud: One favorite is A Rainbow of Friends by P.K. Hallinan, which gives the class an opportunity hear about making friends and how to be a good friend (with really cute illustrations), and we then lead to dialogue on what it means to be a friend. Children also work on sitting and controlling their body for quiet listening during circle time.





Structured Art/Free Art/Choice/Sensory Table

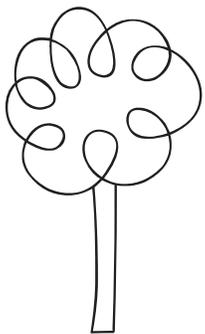
1. Structured Art: Buddy Art – Kids work in pairs and pick the paint colors they will blend (blue & red, yellow & red, or blue & yellow). Each child paints their hand one color and records their handprint on two pieces of paper, then they rub hands together and record prints of the blended color. They discuss new color they created together, have fun painting and feeling the texture of paint, observe and discuss how colors blend and create new colors. “I made a new friend and a new color.”
2. Free Art – Golf ball painting! Kids set paper in boxes and pick from a selection of glittery paint colors. They squirt the selected colors into the box (fine motor) then drop golf balls into box and shake it up as much as they like (gross motor). Children have fun while making independent choices, discovering their creativity, and building fine and gross motor skills.
3. Choice – Playing with cars, trucks, roads and blocks on carpet introduces children to cooperative play with friends, taking turns and sharing. They begin to show independence and self-direction, form relationships with peers, treat others with respect, and express self-exploration and creativity.
4. Sensory Table – Slime fun! Pulling, stretching, squishing and digging into our slime – we discuss how it feels or how it’s changed since last week. We discover how to play and work cooperatively with others, treat others with respect, form relationships with peers, express thoughts and needs, share ideas, and explore creativity with fun gooey stuff!

Math & Science

Math and science are fun when we’re making vanilla pudding – measuring, mixing, stirring and adding food coloring, as well as observing how texture and color changes. This activity creates an environment where we can talk about science and math: let’s measure, stir, mix and blend; how does it feel/look/change? what happens when we add food coloring?

Snack/Chart Pudding likes and dislikes

When we are done making pudding, we scoop our treat into individual cups and serve it with snack. We encourage the kids to at least a tasting bite, if hesitant! And we create chart with each child’s name so they can come up and check the “like” or “dislike” box aside his name. We count and record the results of our experiment and discuss which category has more/less. Although we are enjoying snack together, we’re also encouraging dialogue, recording “likes” and “dislikes,” tallying and discussing the results. And we even take photos throughout our experiment (both cooking and eating our pudding) to add to chart at later date!



Goodbye Circle

At the end of the day, we help students with “flip-flop over the top” to get coats on and finding their school bags, encouraging self-help skill development. And we sing our goodbye song, acknowledging each student so they feel like a valued and important member of our class.