

Learning Objectives

		Blocks & Building	Creativity Center	Dramatic Play	Math	Reading & Listening	Science	Technology	Writing
Social-Emotional	Talks about experiences with his or her friends			✓	✓	✓			✓
	Demonstrates empathy and caring for others		✓	✓		✓			
Emergent Reading	Listens to books on CDs, following along and turning the pages at the appropriate time					✓		✓	
	Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting					✓		✓	
Emergent Writing	Signs his/her name on sign-in sheets, artwork, letters, and so on								✓
	Child intentionally uses scribbles/writing to convey meaning				✓				✓
Oral Language	Follows directions without confusion about words heard	✓	✓	✓	✓	✓	✓	✓	✓
	Able to use language for different purposes	✓	✓	✓	✓	✓	✓		✓
Mathematics	Compares quantities of objects (same, different, more, less)	✓							
	Rote counts to 5	✓			✓				
	Uses vocabulary to describe position (beside, between, above, in, on, under, next to)	✓			✓				
	Duplicates an AB pattern with physical objects				✓				
	Recognizes and compares heights or lengths of people or objects	✓			✓				
Science & Health	Tests observations						✓		
	Describes and compares the effects magnets have on objects						✓		
	Understands the importance of washing hands			✓			✓		
Social Studies	Identifies ways in which people are similar and different from themselves								✓
	Recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence			✓					
	Organizes life around events, time, and routines	✓		✓					
Fine Arts	Uses a variety of art materials (e.g. crayons, print, clay, markers)	✓	✓		✓	✓			✓
	Engages in dramatic play with classmates	✓		✓	✓	✓	✓		
Technology & Media	Uses software applications to create and express ideas							✓	
	Uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM					✓		✓	

Learning Centers

At a Glance

Blocks & Building Center

Learning Focus: Use blocks to make friends and build something together.



Creativity Center

Learning Focus: Use art materials cooperatively and creatively.



Dramatic Play Center

Learning Focus: Role-play school routines and making friends.



Math Center

Learning Focus: Use math words, make patterns, and compare sizes of objects.



Reading & Listening Center

Learning Focus: Read and listen to books about school and friends.



Science Center

Learning Focus: Explore science materials and tools and make predictions.



Technology Center

Learning Focus: Experience stories about school and friends.



Writing Center

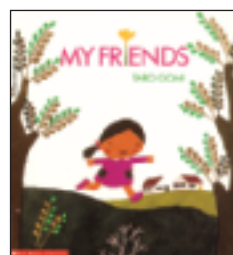
Learning Focus: Copy and write letters and words.



Audiobooks



Owen
by Kevin Henkes

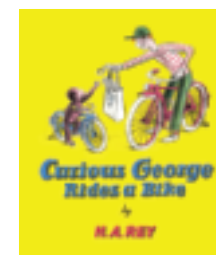


My Friends
by Taro Gomi

Featured Big Day BookFlix Videos



Owen
by Kevin Henkes



Curious George Rides a Bike
by H. A. Rey

Books for All Centers

Support literacy in all your Learning Centers. Add the following titles to your Centers from your own collection or your school library.

Blocks & Building Center

- *Mom, The School Flooded* by Ken Rivard
- *Signs at School (Welcome Books: Signs in My World)* by Mary Hill

Creativity Center

- *Wow! School!* by Robert Neubecker
- *Doodle Dog (Ready-to-Read, Level 1)* by Eric Seltzer

Dramatic Play Center

- *I Love You All Day Long* by Francesca Rusackas
- *Hurry Up and Slow Down* by Layn Marlow

Math Center

- *Billy Bully* by Alvaro and Ana Galan
- *Emily's First 100 Days of School* by Rosemary Wells

Reading & Listening Center

- *Wemberly Worried* by Kevin Henkes
- *Llama Llama Misses Mama* by Anna Dewdney

Science Center

- *Curious George's First Day of School* by H. A. Rey
- *Dot & Jabber and the Big Bug Mystery* by Ellen Stoll Walsh

Technology Center

- www.bigdaybookflix.scholastic.com

Writing Center

- *The Library Mouse* by Daniel Kirk
- *26 Big Things Small Hands Do* by Coleen Paratore



Letters We Are Learning

Aa, Bb

Expand the Writing Center in your classroom into a place where children can explore letters.

- **Letter Stamps:** Provide children with letter ink stamps and encourage them to make pictures with *Aa* and *Bb*.
- **Alphabet Frieze Letters:** Invite children to copy the letters from the Alphabet Frieze in any order or in patterns.
- **Paint Letters:** Provide fingerpaint and paper so children can paint letters in different sizes and colors.
- **Story Letters:** Invite children to look for this week's letters in the books you are reading. Have children copy the letters onto their own paper each time they find one.

Clifford Corner: Cooperation

Use these ideas to model and reinforce the social-emotional focus.

- Read aloud and discuss the Clifford books before adding them to the Reading & Listening Center for children to explore independently.
- Point out when children demonstrate cooperation.
- Use teachable moments during Learning Centers to prompt children to be cooperative.
- Recognize children who demonstrate cooperation with a Clifford Certificate printed from the online resources.



Clifford's Big Idea:
A pet needs a lot of care.



Clifford's Big Idea:
We learn a lot at school.

Learning Centers



Blocks & Building Center

Learning Focus: Use blocks to make friends and build something together.

Materials



- Variety of blocks
- Toy people and vehicles (school bus, car, bike)

Writing Connection



Write labels for home and school.

Week 1: Go to School and Back

Have children build a school and a home with blocks. Children can use toy people and vehicles to drive from home to school and back home again when school is over.

Week 2: Build With a Friend

Ask children to build structures with a friend. Partners can take turns deciding what to build next. Encourage children to use position words as they work.

Week 3: Compare Together

Have children build on their own. Then children can gather to see which structures are tall, high, low, longer, and shorter.

Week 4: Share and Count Blocks

Prepare piles of five blocks of various shapes for each child. Invite children to share and trade blocks. When they are finished, have children count their blocks to be sure they each have the same amount even though the shapes may be different.

“Learning Talk”

Child: I want Sami to build something with me.

Teacher: What can you say to let Sami know you would like to build something with her?

Child: Will you play blocks with me?

Teacher: Good! Now you know what you can say when you go back to the Blocks & Building Center.

Plan Playtime Conversations

Creativity Center

Learning Focus: Use art materials cooperatively and creatively.

Materials



- Large poster paper
- Scraps and craft materials, such as yarn, buttons, and so on
- Precut construction paper hearts

Writing Connection



Make labels for the shelves with words and pictures to show where materials belong in the Center.

Week 1

You may choose to wait until next week to open this Center so children can become familiar with their first four Centers and Center routines.

Week 2: Explore Art Materials

Provide a large piece of poster paper. Invite children to use crayons, scraps, and other craft materials in the Center to make an art collage together.

Week 3: Cooperate to Make a Picture

Provide blank paper and markers or crayons. Ask one child to draw a picture of anything and then pass the paper to the next child, who will add something to the drawing and pass it on.

Week 4: Make Friendship Hearts

Place precut construction paper hearts in the Center for children to draw on and decorate. Send children's hearts home along with the friendship bracelets they make this week.

“Learning Talk”

Child: I want to make a butterfly but I don't know what color to make it.

Teacher: What is your favorite color?

Child: pink

Teacher: Then why don't you make a pink butterfly?

Child: Are butterflies really pink?

Teacher: You can make it any color you want to. It will be your special pink butterfly.

Promote Creativity



Dramatic Play Center

Learning Focus: Role-play school routines and making friends.

Materials



- Props for school workers
- Pictures of different areas of school
- Small state flag

Writing Connection



Provide notebooks, folders, and pencils for children to use as props for the school workers.

Week 1: Be School Workers

Invite children to use props and pretend to be the people who work in their school, such as the teacher, librarian, crossing guard, or bus driver.

Week 2: Make Friends All Around School

Provide pictures of different areas at a school, such as the library and the playground. Have children act out ways to make friends, such as taking turns on the swings or reading together.

Week 3: Say the Pledge

Place a small state flag in the Center. Invite children to take turns leading the state Pledge of Allegiance. Have children remind each other of the Pledge routine, with hands over their hearts, eyes on the flag, and a moment of silence at the end.

Week 4: Show How to Share

Invite children to play house or school together and to act out how they share with family and friends.

“Learning Talk”

Child: *Teacher, I want to be the flag holder! I never get a turn!*

Teacher: *I know you are excited, but you have to calm down and wait for your turn. What is the first thing you need to do?*

Child: *Take a deep breath?*

Teacher: *Yes. Now, what comes next?*

Child: *Count one, two, three.*

Encourage Self-Regulation



Math Center

Learning Focus: Use math words, make patterns, and compare sizes of objects.

Materials



- Crayons
- Puppets or stuffed animals
- Variety of toys, sorting boxes
- Five bear counters for each child

Writing Connection



Draw or scribble letters and words with the crayons.

Week 1: Make Patterns With Crayons

Set up a row of red and blue crayons in an AB pattern. Provide crayons of all colors so children can copy and make more patterns.

Week 2: Act Out Position Words

Have children use puppets or stuffed animals to act out things they like to do with friends and use position words to narrate their actions.

Week 3: Compare Toys

Place a variety of toys in the Center for children to compare and decide which ones are *high*, *low*, *tall*, *longer*, and *shorter*. Have children group the toys according to size by sorting them into different boxes.

Week 4: Share Five Bears

Give five bear counters to each child. Have children share their bears by counting from 1 to 5 as they give each one to a friend.

“Learning Talk”

Teacher: *Let's look at the pattern I made. Point to the first crayon and tell me what color it is.*

Child: *green*

Teacher: *Good. What color comes next?*

Child: *blue*

Teacher: *That's right. My pattern is green, blue. What color should I put next to continue my pattern?*

Child: *green and then blue*

Use Math Vocabulary

Learning Centers

Library

Reading & Listening Center

Learning Focus: Read and listen to books about school and friends.

Materials



- Copies of *Owen* and *My Friends*
- Audio CD: Theme 1
- CD players with headphones
- Theme books

Writing Connection



Make a bookmark for a book.

Week 1: Listen to Books About Friends

Have children use individual copies of *Owen* and *My Friends* to read along with as they listen to the audiobooks. Invite them to chime in with parts they know. Be sure children can name and operate the audio player.

Week 2: Select Books for Friends

Encourage children to ask a friend what kinds of books he or she likes best. Each child can then choose a book that the friend might enjoy reading.

Week 3: Act Out Books About School Friends

Place the theme books about school friends in the Center. Invite children to act out different scenes from the books.

Week 4: Read to Friends

Invite children to share a favorite book with a friend. Read aloud a favorite book if children ask to be read to.

“Learning Talk”

Teacher: Remember to clean up the Center before you leave it. I see a book on the floor.

Child: I'll get it.

Teacher: Thank you for helping! How does the book go on the shelf?

Child: It goes like this so it stands up with all the other books.

Reinforce Classroom Routines

Science Center

Learning Focus: Explore science materials and tools and make predictions.

Materials



- Eyedroppers, food coloring, plastic cups filled with water
- Various magnets
- Small tub of water, small objects that sink and float

Writing Connection



Let children copy color words to match to the food coloring.

Week 1

You may choose to wait until next week to open this Center so children can become familiar with their first four Centers and Center routines.

Week 2: Be a Scientist

After an introduction to the materials and tools in the Center and to the importance of cleanliness in science, have children role play being scientists by washing their hands and using eyedroppers to add food coloring to water in plastic cups.

Week 3: Explore Magnets Together

Place magnets in the Center. Have children explore together to discover which classroom objects are pulled by magnets. Invite children to also play with two magnets to see what happens.

Week 4: Make Predictions

Provide a tub of water and small objects. Children can predict whether objects will sink or float and then test their predictions.

“Learning Talk”

Child: Look, the cotton ball is floating away on the water.

Teacher: Now try putting the eraser into the water.

Child: It went to the bottom!

Teacher: Let's see why. Hold the eraser in this hand and a cotton ball in that one. Which is lighter?

Child: the cotton ball

Teacher: Do you think light things or heavy things float better?

Child: I think light things do.

Scaffold Critical Thinking



Technology Center

Learning Focus: Experience stories about school and friends.

Materials



- Owen and *Curious George Rides a Bike*
- Computers with headphones and Internet

Writing Connection



Copy alphabet letters from the ABC book and the letters on the keyboard.

Week 1

You may choose to wait until next week to open this Center so children can become familiar with their first four Centers and Center routines.

Week 2: Draw or Write

Demonstrate how to open and navigate available art or writing software. Have children use *Owen* for inspiration and use the software to draw or write about a favorite treasure or friend.

Week 3: We Help Out at School and Let's Have Fun with the Alphabet

Have children watch and read along with both stories. Review how to point and click the mouse to play or pause a story.

Week 4: Curious George Rides a Bike

Review the equipment in the Center so children are able to identify and name key components, including the screen, keyboard, and mouse before reading along with *Curious George Rides a Bike*.

“Learning Talk”

Teacher: *May I sit with you?*

Child: *Yes, I'm reading Curious George.*

Teacher: *That's a good choice. And you used the Play button to start the story.*

Child: *I love this page!*

Teacher: *Oh, is that why you used the Pause button to stop the story?*

Child: *Yes, look at how funny Curious George is!*

Narrate Children's Actions



Writing Center

Learning Focus: Copy and write letters and words.

Materials



- Four-page blank books from folded paper
- Drawing materials
- Theme books

Writing Connection



Copy and write book titles on story pictures.

Week 1

You may choose to wait until next week to open this Center so children can become familiar with their first four Centers and Center routines.

Week 2: Make Books

Place four-page blank books made from folded paper in the Center. Invite children to use scribbles or any letters they know to make a book about two friends.

Week 3: Copy Letters and Words

Place the theme books you are reading in the Center so children can draw pictures of the stories and copy letters and words from the book.

Week 4: Draw and Write About Me

Have children draw a picture of themselves and write or scribble their name on the picture. Display the pictures around the Center so children can see how they are alike and different.

“Learning Talk”

Child: *Look at all of the letters I wrote!*

Teacher: *I see. You did a great job making some of them bigger like capital letters. You are a very good writer.*

Celebrate Effort

Learning Centers

My Ideas

Use this space to customize learning centers or to create additional learning centers of your own.

MATERIALS

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MATERIALS

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