Resource Binder

By Becky Fang

Art



**Art**

 Art is a way to express personal emotions through visuals, literacy and performing or simply to design and be creative. Art is important to incorporate in an early childhood education setting because art supports children’s stimulation and expression. It allows children to be creative and be themselves in their artwork. The teacher’s role in facilitating play and learning in the focus area should be to promote art by having materials available for the children. Teachers should also display artwork from the children at their eye level so they can see it and have that motivate them to also do more artwork. Families should understand that every child is an individual. Though some children may be able to draw out pictures better than the other, even a scribble, or random lines can mean something much larger than what it looks. Parents and caregiver should support the child no matter what their artwork looks like because it is a self-expression exercise. A strategy I would use to support art is to show children pictures of different artwork that has been done. I would also make available art materials such as paper, crayons, glue, paint, brushes, and children friendly scissors (depending on age). Some outdoor material I would provide are chalk, paper, and paint.

**Art Activities**

Domain: Aesthetic domain

Name of activity: Food finger painting

Recommended ages for this activity: Infants

Learning Objectives: Infants are able to feel the food and paint it over paper

Materials needed: blended foods such as carrots, broccoli, flour, paper

Procedure: Infants are provided blended foods and paper. Then they are free to create their masterpiece with these foods.

Inclusion considerations: Teachers can assist the child into making their artwork.

How can you simplify the activity? Use only one or two different types of food.

How can you extend the activity? Use more than two different colors of food.

Questions for evaluation of activity: How should a caregiver plan this activity if it was in a group setting and some had specific food allergies?

Domain: Aesthetic domain

Name of activity: Visit a children’s museum

Recommended ages for this activity: Toddlers (or all)

Learning Objectives: For toddlers to visually see artwork to get inspiration and see the difference kind of artwork that people have done.

Materials needed: N/A

Procedure: Plan a chaperoned group of toddlers to a children’s museum

Inclusion considerations: N/A, open to all

How can you simplify the activity? Go for a short period of time or a smaller group of children.

How can you extend the activity? Go for a longer period of time, and follow up with questions and ask what they enjoyed or did not enjoy.

Questions for evaluation of activity: How should a teacher handle a situation where a child does not want to participate in this activity with their peers?

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Anti-bias



**Anti-bias**

Anti-bias curriculum is an approach to which all race, gender, age and culture are incorporated. It is strongly connected to multicultural curriculum. It is important to Anti-bias curriculum explores many different types of individuals, groups, and diversity in our universe. Applying anti-bias curriculum into children’s learning on a daily basis, teaches them life long lessons on not passing judgment on other individuals who are different from them. Children may not understand that now, but as they grow, they will pertain these lessons. The teacher’s role in facilitating anti-bias curriculum should be exposing many different types of ethnicities, genders, ages and so forth into the classroom environment everyday. Book on different cultures show be provided. Teachers should also incorporate anti-bias curriculum during group time as well. Families need to be able to comfortably teach their children in their everyday lives that every individual or family is different. Some are less fortunate, some are more fortunate, some have different skin color, some practice different religions. These basic lessons should be taught while the children are young so that they can pertain this at a young age. Some strategies and materials I would provide in a classroom as well as outdoors are to provide a variety of multicultural materials such as posters, globes, variety of colors, incorporate different types of foods, teach about different cultural holidays, and incorporate different age groups into lesson plans.

**Anti-bias Activities**

Domain: Affective domain

Name of activity: Multicultural finger puppets

Recommended ages for this activity: Infants

Learning objectives: for the infant to see the differences in culture

Materials needed: Multicultural finger puppets

Procedure: During play, caregivers can play with the infant by showing and conducting dramatic play with the finger puppets.

Inclusion considerations: A way to include an individual if they have disabilities is to play videos so they can see instead of listen, caregivers can also guide them in hand movements if they want to play with the puppets.

How can you simplify the activity? Start by introducing two different ethnicities by hand puppets instead of fingers

How can you extend the activity? Add in some music and sing along while playing.

Questions for evaluation of activity: Is this activity age appropriate?

Domain: Affective domain

Name of Activity: All About Me book

Recommended ages for this activity: Toddlers

Learning objectives: Children are able to identify characteristics and qualities that make them unique

Materials needed: Paper, staples, art supplies, pictures, glue

Procedure: With the assistance of the teacher or caregiver, together, they staple a book. The cover will be a picture of the child

Inclusion considerations: Teacher or caregiver can help the child who may have difficulties putting the book together.

How can you simplify the activity? Instead of a book, do a poster instead

How can you extend the activity? Have toddler write their names as well and decorate the book as they wish

Questions for evaluation of activity: Are there too many steps in this activity for the child?

Domain: Affective domain

Name of Activity: My family and Me

Recommended ages for this activity: Preschool

Learning Objectives: For children to share their families culture and background which teaches them about uniqueness

Materials needed: Picture of child with family

Procedure: During group time, each child can bring a picture of their family. They will share and inform the class how special their family is

Inclusion consideration: The teacher can help share the picture with the class if the child is not able to. That way, the child is still able to share the qualities that their families hold

How can you simplify the activity? Can be one child a week

How can you extend the activity? After a child presents their family, the teachers can ask them open ended questions or see if the children also have questions

Questions for evaluation of activity: What if a parent does not want to include their personal pictures in this activity? Is there another way a child can introduce their family?

Dramatic Play



**Dramatic Play**

 Dramatic play is a form of impromptu acting. It allows children to imagine themselves as others such as adults, teachers, animals, or authority figures. Incorporating dramatic play in an early childhood education setting allows children to explore the concepts of reality and fantasy as well as develop their social skills in a positive manner. It also allows children to express their emotions. Dramatic play will help children build their competence in later adulthood roles. Teacher roles in facilitating play and learning should be to encouraging the child to participate, not force. Some children may be more shy than the other, and that is normal. If a child seems shy, teachers can be a character in their dramatic play to show that it can be fun. Having props in the classroom available for the children is a great way to promote dramatic play. Families should understand that dramatic play is vital to children’s development socially, cognitively, emotionally, and physically. Some roles take on divergent thinking, physical movements, and mainly conversations. By having cultural costumes and variety of dramatic play items, children will want to explore the differences in these types of props. As a teacher, also participating in some of the dramatic play will allow children feel comfortable about acting and playing. Some examples I would provide in a classroom as well as outdoors are house and play materials such as pots, cups, hats, dresses, shoes, wireless telephones, mini cash registers, blankets, chairs, tables, and balls.

**Dramatic Play Activities**

Domain: Aesthetic domain

Name of activity: Family Fingers

Recommended ages for this activity: Infants

Learning Objectives: For the infant to see, hear, and touch

Materials needed: finger puppets

Procedure: Caregivers can play with the infant by having finger puppets on each finger. The caregiver can talk to the infant and show them which finger is which family member and can move the finger around

Inclusion considerations: Caregiver can give the puppets to the child to hold and feel.

How can you simplify the activity? Can use only one finger

How can you extend the activity? Caregivers can sing and talk to the infant as they play with the finger puppet

Questions for evaluation of activity: Is this activity too difficult for the infant? Would using hand puppet be more appropriate for this age?

Domain: Social domain

Name of activity: Free play in the dramatic play area

Recommended ages for this activity: Toddlers

Learning Objectives: For toddlers to explore the roles of different people

Materials needed: Household items, costume attire

Procedure: As children are given time to play freely, they can explore and socialize with their peers.

Inclusion considerations: N/A, open to all

How can you simplify the activity? Have teachers and caregivers encourage free play

How can you extend the activity? Toddlers can be given easy roles or be asked questions about how those roles behave

Questions for evaluation of activity: How often should themes be switched?

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Domain: Social domain

Name of activity: Who are you at the zoo?

Recommended ages for this activity: Preschool

Learning Objectives: For preschoolers to recognize sounds, and acts of animals.

Materials needed: N/A

Procedure: Teachers or caregivers can conduct this activity during group time. Teachers can ask the children who wants to imitate an animal at the zoo and other children should guess what animal they are.

Inclusion considerations: Teachers can allow the children to choose the animal they would like to present and the teacher can assist them in presenting this.

How can you simplify the activity? Use animals that are easily identified such as pets.

How can you extend the activity? Have children act out more than one animal.

Questions for evaluation of activity: There will be a chance that the children will act like the same animals. How should a teacher promote them to do different ones without being forceful?

Movement & Creativity



**Movement & Creativity**

 Movement and creativity is a way where children are able to joyfully move about through music, energy, stimulation, and imagination. Creative movement should be implemented in an early childhood curriculum setting because it allows children to explore their problem solving skills, self-expression, and imagination skills. Children are able to socialize with their peers which in turn will support their development in a positive manner. The teacher’s role in facilitating creative movement should be encouraging the children to move around as they will develop motor skills. When children seem to be unmotivated, the teacher can incorporate some of their favorites things into the play in hopes they would be more comfortable. Parents need to understand that if a child wants to run around, or move often, it does not mean they are “wild” or “bad.” Some children need to move around in order to focus, and feel balanced. The more they are able to move around, the more they are able to gain strength, flexibility and awareness of their immediate surroundings. A strategy I would use to incorporate creative movement is to make movement activities more fun. Not all children will want to move around, but if they see it can be fun, they might be more interested. Some materials I would provide in a classroom or outdoor setting are the large group parachute, DVDs with music and dance alongs, and outdoor ball play.

**Movement & Creativity Activities**

Domain: Physical domain

Name of activity: Caregiver directed movements

Recommended ages for this activity: Infants

Learning Objectives: Guide infants arm and leg movements

Materials needed: N/A

Procedure: While having infants on the caregivers lap, both facing the same direction. While caregiver sings, caregiver also moves infants arms and legs.

Inclusion considerations: Have caregiver do more simplified and soothing movements

How can you simplify the activity? Play slow music so movement can be easy

How can you extend the activity? Can be done in a group setting to allow children to see other children move

Questions for evaluation of activity: Are there ways to tell if an infant does not enjoy the activity or the song?

Domain: Physical domain

Name of activity: Head, Shoulders, Knees and Toes

Recommended ages for this activity: Toddlers

Learning Objectives: For children to learn about different body parts

Materials needed: N/A

Procedure: As a group or even one on one, the classic children’s song, “Heads, Shoulders, Knees and Toes,” can be sang aloud, and children will touch that part of the body that is being sung.

Inclusion considerations: If child is disabled, caregiver or teacher can sing the song to them and direct their hand, or teacher can gentle touch the child on their head, shoulder, knees or toes. How can you simplify the activity? Can play a DVD to show other children doing these movements

How can you extend the activity? Can learn this simple song in different languages

Questions for evaluation of activity: What if the child has difficulty in bending or coordinating their balance?

Domain: Physical domain

Name of activity: Streamers

Recommended ages for this activity: Preschoolers

Learning Objectives: For children to move and dance and be aware of their immediate space

Materials needed: a long piece of light cloth (can be attached by tape if they are short), construction paper for the handle, tape

Procedure: With the help of a teacher, roll up the construction paper into a roll to use as a handle.

Inclusion considerations: Teacher can be support and help child throughout the making process

How can you simplify the activity? Make streamers short and simple

How can you extend the activity? Can cut pieces of paper and color them to make the streamer instead of using cloth of strings

Questions for evaluation of activity: Is this activity not possible to do in a smaller area?

Nutrition & Cooking



**Nutrition and Cooking**

Nutrition and cooking is knowing the importance of health and wellbeing of a human being. It is important to implement cooking and nutrition into an early childhood education setting because children are able to learn about the benefits of eating healthy and how good food can taste. Not only will cooking education children on food, but it also incorporates math, science, language, art and other domains. The teacher’s role in facilitating this curriculum should be fun so that the children can be drawn into cooking. Many children are already interested in cooking and nutrition as they see adults do it everyday. By providing lessons or themes of learning with food, fruits, dairy, and other edibles, children can be interested in the variety of nutrition and food. Families need to understand that being a role model to being healthy is important. Most children eat what their parents or caregivers eat. Families should provide the right amount of nutrients to their children so that they can live a healthy active lifestyle. Some strategies I would use to support the children in this focus area is to make meal preparation fun. In doing so, children will enjoy their food as well. Also, by providing a variety of foods, children will be able to taste different things each day as it helps with their development and in their learning. Some examples I would provide in the classroom are dramatic play materials so that even when the children are not actually cooking, they can differentiate foods and know what cooking utensils look and feel like.

**Cooking & Nutrition Activities**

Domain: Aesthetic domain

Name of activity: Food finger painting

Recommended ages for this activity: Infants

Learning Objectives: Infants are able to feel the food and paint it over paper

Materials needed: blended foods such as carrots, broccoli, flour, paper

Procedure: Infants are provided blended foods and paper. Then they are free to create their masterpiece with these foods.

Inclusion considerations: Caregivers should guide children in doing this art. They can even do an example for the child

How can you simplify the activity? Use one or two different types of food

How can you extend the activity? Use more than two different types of colored foods

Questions for evaluation of activity: Would this activity work in a group setting considering there are many children with allergies?

Domain: Aesthetic domain

Name of activity: Ants on a Log

Recommended ages for this activity: Toddlers

Learning Objectives: child can learn about food in a fun and hands on way

Materials needed: Celery, peanut butter, and raisins or cranberries

Procedure: With the help of an adult, chop up the celery into short sticks. Apply the peanut butter, and top it off with raisins or cranberries

Inclusion considerations: Use alternative fruits or use vegetables with different consistency

How can you simplify the activity? Do not add the raisins

How can you extend the activity? Add more toppings

Questions for evaluation of activity: Would this activity work in a classroom considering there are many children with allergies?

Domain: Aesthetic and Physical domain

Name of Activity: Me, the chef!

Recommended ages for this activity: Toddlers

Learning Objectives: For children to get a sense of cooking

Materials needed: any east baking or cooking recipe

Procedure: As a team, the child and the adult can carefully bake a cake or cookies for an activity

Inclusion consideration: Adult can be of assistance

How can you simplify the activity? Can use easy prebaked or ready to bake packages

How can you extend the activity? Add more ingredients to recipe

Questions for evaluation of activity: Is this activity safe enough for children to conduct even with adult supervision?

Math



**Math**

 Math is the study of measurements and relationships between quantitative sets of number and symbols. Math should be incorporated into early childhood education settings because in promoting and mathematic concepts, children benefit as life long learns. Math is incorporated in our lives everyday. Learning about math can be part of divergent learning when they play with their toys such as blocks, or participating in dramatic play in being a cashier. Teachers should promote and incorporate math into their curriculum by mixing mathematics with vocabulary, or number toys in the classroom. Teachers should always support children’s learning abilities to help motivate them in math. Families need to understand that by incorporating math in their child’s life, it does not mean it should always be about numbers and counting. By implementing fun mathematical activities in their child’s life, it will motivate them to want to learn more. A strategy I would use to supports children’s learning in math is to provide posters, pictures, sets of counting objects to promote counting and numbers. By making projects or math fun, adding children’s favorite topics into the learning process can allow the children to have fun and learn at the same time. Some materials I would provide in a classroom are balls, marbles for older children, rocks, art supplies, dominos, Legos, sticks, and posters of cartoon numbers.

**Math Activities**

Domain: Cognitive domain and Aesthetic

Name of Activity: Number songs

Recommended ages for this activity: Infants

Learning Objectives: For infant to hear numbers in songs through repetition

Materials needed: CD or DVD, song player

Procedure: Can be done anytime of the day. Sing songs to child that has number words in it.

Inclusions to consider: Teachers can show a video instead of a musical CD.

How can you simplify the activity? Can use first few numbers up to three

How can you extend the activity? Count infants fingers while singing to them

Questions for evaluation of activity: How often should a teacher show the same or different song or show?

Domain: Cognitive domain

Name of Activity: Counting and sorting blocks

Recommended ages for this activity: Toddlers

Learning Objectives: for toddlers to visually learn the difference in numbers

Materials needed: blocks with number prints

Procedure: During free time, allow children to play with blocks that have numbers on them

Inclusions to consider: Teachers can play with the child while talking about the blocks

How can you simplify the activity? Only provide first few numbers such as one to five

How can you extend the activity? Use colored blocks as well

Questions for evaluation of activity: Is there a max number that a child should be introduced to before it gets too difficult for the age?

Domain: Cognitive domain

Name of Activity: Pattern matching cards

Recommended ages for this activity: Preschool

Learning Objectives: for preschoolers to explore and understand similarities and differences in objects

Materials needed: matching cards

Procedure: During free play allow children to play with cards or objects that are matching. Children can take turns playing with other children

Inclusions to consider: Instead of using cards, this activity can be done with real objects like fruits.

How can you simplify the activity? Use simplified pictures such as shapes or numbers

How can you extend the activity? Instead of matching two, add in a third match

Questions for evaluation of activity: How will teachers or caregivers know when the activity is too difficult for a specific child?

Music



**Music**

 Music is a vocal or instrumental sound formed by harmony, and expression of emotion. Incorporating music in an early childhood curriculum setting is important because it stimulates the environment and in turn will help with their development. Children can use music to help them with their daily activities or routines such as singing or listening to music as they clean up or in transition. Children are able to hear music and either sing or dance to it as well. The teacher’s role in incorporating music into the curriculum is important because children can learn a lot through music. There are many different music genres and many children friendly songs teach about alphabets, cultures, shapes, sizes, and the list can go on. Repetition in playing music helps children remember words as well. Families need to understand that music is a curriculum that is as important as other mainstream topics such as math and English. Music can help sooth children when they are frustrated and there is a positive correlation in music and development in the social, physical and emotional domain. A strategy I would use to support children’s language and culture in activities is play types of music from different cultures. Exposure to diversity is one of the best ways to introduce cultures and languages in activities. Some materials I would provide in a classroom and outdoor environment is a CD player along with a variety of cultural CDs, and objects that make sounds such as tambourines, shakers, and drums.

**Music Activities**

Domain: Aesthetic domain

Name of activity: Play music

Recommended ages for this activity: Infant

Learning objectives: for the infant to be introduced to music so that they can further develop in other domains

Materials needed: children’s CD, and CD player

Procedure: While infant is awake, being fed, diapering, music can be played in the background

Inclusions considerations: Some children may have disabilities and cannot hear, but they are included by holding instruments and still make music

How can you simplify the activity? Point out pictures or colors of what the CD is saying

How can you extend the activity? Caregivers can extend this activity by signing to the infant

Questions for evaluation of activity: Should technology be incorporated into a child’s life on a daily basis?

Domain: Aesthetic domain

Name of activity: Shaker tube

Recommended ages for this activity: Toddlers

Materials needed; Empty toilet paper roll, uncooked rice, paper, and tape

Procedure: With the help of a teacher or caregiver, tape paper to close out one end of the toilet paper roll. Then, add in the rice and close out the other end of the toilet paper roll. After that is done, children have the option to color it or leave it as is. Children can shake the roll to make sounds.

Inclusions to consider: Teachers can make this shaker tube for the child or assist them so they can still have a finished product.

How can you simplify the activity? Use only one type of rice.

How can you extend the activity? Make different shakers and putting other hard items in it such as uncooked beans, coins, or beads.

Questions for evaluation of activity? Will it be too dangerous for children to play with small items like these?

Domain: Aesthetic domain

Name of Activity: Name that instrument

Recommended ages for this activity: Preschool

Learning objectives: Children are able to recognize the sound of an instrument without seeing it

Materials needed: a variety of actual instruments, or musical CDs

Procedures: Teacher or caregiver can play an instrument behind a wall and the children names the instrument. If there are no instruments, musical CDS can be played and stopped as they wish.

Inclusion considerations: If the child is unable to use the instrument, the child can choose the instrument while the teacher can help them use it.

How can you simplify the activity? Use more simple and short worded instruments such as bells or drums

How can you extend the activity? Incorporate movement activities with music.

Questions for evaluation of activity: Should teachers use more classic instruments such as drums or bells, or more advanced instruments that typically children would not be familiar with?

Nature & Science



**Science & Nature**

Science and nature is the study of all living and non-living things such as technology, climates, humans, animals, and plants. Science and nature is an important topic to be explored in an early childhood education setting because children are natural born scientist as they love to explore and discover. Nature teaches the children their environment and the world that they live in. In exploring this topic, children are able to use all of their senses. The teacher’s role in incorporating science is to allow the children to go outside and enjoy nature on field trips, walks around the block, and allowing them to freely explore however they want to. Teachers should ask the children open-ended questions so that their thinking process can be stimulated. Also, teachers should be encouraging and positive in any discoveries that the children make to support their further desire to explore. Families need to understand that introducing science and nature to children will promote divergent learning as they explore their own world and learn about their environment. Parents should also participate in their discoveries and be positive as it supports their development. A strategy I would use to present science and nature activities is to allow the children enough time to explore. Realizing that when children play outdoors, even when it is raining, exposes them to weather differences, and how it changes their environment such as the sand or the floor. Some materials I would include in this curriculum are leaves, magnifying glass’, art supplies, rulers, fruits, and other materials from nature.

**Science & Nature Activities**

Domain: Aesthetic domain

Name of Activity: Sand & Water

Recommended ages for this activity: Infants

Learning Objectives: For infants to see and feel the difference between dry sand and what happens when water is added

Materials needed: Sand and water

Procedure: With caregivers assistance, have infant play and touch the sand. Gradually add water to the sand to change consistency

Inclusions to consider: Teachers can assist the child or play with the child during this activity

How can you simplify the activity? Provide one small box of dry sand and one small box of wet sand

How can you extend the activity? In sandbox, include buckets, shovels, and other toys so infant can use toys to play with sand

Questions for evaluation of activity: What can a teacher use instead of sand if a child does not like the texture of it?

Domain: Cognitive domain

Name of Activity: Magnet Painting

Recommended ages for this activity: Toddlers

Learning Objectives: for toddlers to learn about motion, speed, shapes, and lines

Materials needed: Paper clips, paper plate, magnet, paint

Procedure: apply small amount of paint on plate. Put a paper clip on top of the paint and have toddler move the magnet underneath the plate to make designs.

Inclusions to consider: Teacher or peer can assist the child or even do the activity while they are watching. This allows the child to still understand the concept of the activity.

How can you simplify the activity? Use a limited amount of paint for a start

How can you extend the activity? Use more than one paperclip to make more designs. Paperclips can also be bent in different shapes.

Questions for evaluation of activity: Are there different types of magnets that can be used? Is this activity age appropriate?

Domain: Aesthetic and cognitive domain

Name of Activity: Nature field trip

Recommended ages for this activity: Preschool

Learning Objectives: Children are able to explore their natural surroundings

Materials needed: N/A

Procedure: Bring children out to the park and talk to them as they walk. Introduce them to things that they may not see in the classroom

Inclusions to consider: Example: If a child is in a wheel chair, the teacher can push the child around while explaining to them what the items are

How can you simplify the activity? Bring a smaller group of children

How can you extend the activity? Have children collect leaves, grass, or other nature items

Questions for evaluation of activity: How should a teacher handle a situation when a child does not want to participate in the activity?

Language & Literacy



**Language & Literacy**

Language and literacy is a system of expression of feelings used by spoken words or sounds, gestures, or symbols. It is crucial that language and literacy is promoted in Early Childhood Education because it supports the child’s learning process as they develop by seeing, hearing, and playing with words. The teacher’s role in a child’s learning experience in language and literacy is very important. Teacher’s need to have meaningful interactions with the children in order for them to learn. Teachers should tell stories, have open-ended conversations, and support the child’s learning style, whichever it may be. In communicating with families about this curriculum area, parents need to understand the importance of language and literacy. Not only will it help their language skills, but it will also help the children develop their social skills. Parents need to read to their children on a daily basis as it promotes positive interaction, and repetition with words. A strategy I would use to support children’s learning and culture is to provide a wide variety of books, posters, and pictures of different cultures to show diversity. Some examples of materials I would use to provide in the classroom and outdoor environment would be books, alphabet posters, pictures with diversity, wide range of colors, children friendly street signs, and chalk.

**Language & Literacy Activity**

Domain: Language domain, receptive language, listening skills, expressive language, reading and writing

Name of Activity: Book Reading

Recommended for: Infants

Learning Objectives: for the child to be able to hear and see the words that are read to them

Materials needed: Books

Procedure: For this activity, a caregiver can read to a child anytime of the day, except when s/he is sleeping

Inclusion considerations: Electronic books that read to children

How can you simplify the activity? : Allow the infant to hold the book

How can you extend the activity? : Play music that is connected to the book

Questions for evaluation of activity: How long should you read to an infant?

Domain: Language domain

Name of activity: Alphabet Bingo

Recommended ages for this activity: Older toddlers

Learning objectives: For toddlers to hear a letter and be able to recognize it

Materials needed: Calling card, bingo sheets, and crayons,

Procedure: An adult or older child can call out the letter. The toddler can use a crayon to either color in the alphabet that is called out or cross it out

Inclusions considerations: Have teacher be the teammate of the child who may have difficulties in this game

How can you simplify the activity? To use colored bingo sheets so the child does not need to color in. They can use small stickers or pieces of paper to cover the letter being called.

How can you extend the activity? Include pictures as well as letters. For example, a calling card can include a ball.

Questions for evaluation of activity: Is this activity appropriate to only this age?

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Domain: Language domain

Name of activity: My Book

Recommended ages for this activity: Preschool

Learning objectives: For children to understand make, write, and draw in their own book

Materials needed: Paper, staples, crayons

Procedure: With the teacher’s assistance, children can put a few pages of paper together and fold it in half. At the crease, the teacher will help staple the creases and fold open the pages. The children can write letters, scribbles, or color inside the book.

Inclusions considerations: Teachers or caregivers can assist a child if they have difficulty in making this book. This activity can also be simplified by making a poster.

How can you simplify the activity? Make a poster instead of book

How can you extend the activity? Have children write their names or draw pictures of their favorite thing inside the book.

Questions for evaluation of activity: What if children have a hard time coordinating their fine motors skills? When should a teacher intervene?