

## UNIT 2: FRIENDS      CORE STORYBOOK: HOORAY, A PIÑATA!

In Unit 2, children will learn about friendship, being a good friend, and ways to resolve conflict.

### Welcome

Approximately 2-5 minutes

PURPOSE: Children develop **alphabet knowledge** through exploration of name cards. Children transition to Jumpstart from their previous activity.

Team leader role:

- Set up each small group of children's name cards in a consistent meeting space. Spread groups out around the classroom.
- Welcome children and support the transition into their small group.
- Model and support problem solving and adult-child interactions.

Corps member role:

- Welcome partner children as they come in and take them to your group's consistent meeting space.
- Place the cards so children can see them easily and invite children to try and do the following three things: find their own name card; identify and talk about different letters in their names and other children's names; identify the sounds linked to the letters in their name.
- Observe and support the different abilities of each child to identify their name card and letters.
- If some children can identify **all** the letters in their names and other children's consistently, talk about the sounds linked to the letters in their names.
  - For example, "**William I see that your name ends with the letter m [point to it], and it makes a /m/ sound. Let's make the /m/ sound for /m/ the last letter in William's name together. Eli's name ends with a different letter i [point to it] and it makes a /i/ sound. Let's make the /i/ sound for /i/ the last letter in Eli's name together.**

### Transition

Team leader role:

- Support the transition and collect all children's name cards.
- After Corps members and children have finished reviewing name cards, announce "**It's time for Reading.**"

Corps member role: Transition leader

- Stay seated in the same space for Reading.
- Quickly review the elements of the Jumpstart session. Tell children that you will next read the book, *Hooray, A Piñata!*, in Reading, and after that sing songs, recite poems, and play word games in Circle Time.
- Begin reading.

### Reading

Approximately 15 minutes

*Hooray, A Piñata!* by Elisa Kleven

- Story Summary: Clara buys a little dog-shaped piñata for her birthday party. She plays with the piñata as if it is a pet, and it becomes so real to her that the thought of breaking it makes her sad. Her friend Samson solves the problem by buying a different piñata for Clara's birthday party.
- Vocabulary List
  - **collar**, a leather or cloth band for a dog's neck
  - **crack**, to break or split apart with a sharp sound
  - **dreams**, pictures, thoughts, and emotions that happen during sleep
  - **flapped**, moved back and forth
  - **hooray**, a cheer; a word to show excitement or approval
  - **leash**, a line for leading an animal
  - **mash**, to crush or grind
  - **merry-go-round**, a ride with seats shaped like horses that go around in a circle
  - **monster**, a frightening make-believe creature
  - **smash**, to break into pieces
  - **thundercloud**, a cloud that goes with a thunderstorm
  - **wrecked**, ruined, spoiled so it cannot be used

Team leader role:

- Model and coach high quality adult-child interactions and support classroom management.

Corps member role:

- Read the core storybook using the appropriate reading strategy, review selected vocabulary.



- If time allows, read other books from the session library.

#### Read for Enjoyment

PURPOSE: Children develop an interest in and enjoyment of stories, develop initial understanding of selected **vocabulary**, and develop **comprehension** of the story and related content knowledge.

#### Corps member role:

- Introduce the story by making a few comments that are related to the illustration on the cover. Be responsive to children's comments but limit the discussion to two to three minutes and conclude by reviewing the title, names of the author and illustrator. Adjust comments to confirm or clarify children's comments.
- Read the story expressively to draw children in and help them understand tone, events and characters. Develop children's comprehension of the story by discussing higher-level information (e.g. link characters' feelings to their actions and/or events in the story, predict what might happen, summarize chunks of text).
- Develop children's understanding of vocabulary by choosing four to six words from the vocabulary list to introduce. Use gestures and tone of voice, pointing to illustrations, and/or providing brief explanations soon after reading the words in the story.
- Listen for children's comments and questions and respond briefly to confirm or clarify. Provide information to extend children's understanding and ask questions that prompt children to express thoughts more clearly.
- If time allows at the end of the story, deepen children's comprehension and content knowledge by prompting further discussion about the theme or the moral of the story.

#### Read to Reconstruct

PURPOSE: Children develop an interest in and enjoyment of stories, deepen understanding of selected **vocabulary**, develop **comprehension** of the story and related content knowledge.

#### Corps member role:

- Before opening the book make a comment related to the cover that is also representative to a central idea from the story. Be responsive to children's comments but limit the discussion to two to three minutes.
- Reconstruct the story with children and read some of the text to support/reinforce children's comprehension or content knowledge. Corps member's comments should deepen children's comprehension and content knowledge.
- Ask questions, like "what's happening here" to diagnose what children remember. Follow up with comments to clarify, confirm, and extend children's comments.
- Deepen children's comprehension and content knowledge by referring to the illustrations.
- If younger children or English language learners are having trouble reconstructing the story, prompt by referring children to illustrations.
- Ask questions that require thinking rather than asking children to only recall literal details of the story. Wait for children to respond, acknowledge what is said and add ideas.
- Deepen children's understanding of vocabulary that children were exposed to while Read for Enjoyment by using vocabulary naturally rather than asking directly, "What does \_\_\_\_ mean?" and choose a few more words from the list to introduce.
- If children's reconstruction of the story has been brief and/or incomplete, at the end of the story go back and reconstruct
- Conclude by saying the book will be available during Center Time if they want to read the book again.

#### Transition

#### Team leader role:

- Give a one minute warning to each reading group to let Corps members and children know that Circle Time will be next.
- After the minute is up begin singing the same, short transition song.

#### Corps member role: Transition leader

- Join the team leader in the transition song and encourage children to sing along.
- Bring children to the circle and get ready to work and play.

### Circle Time

**Approximately 15 minutes**

#### Team leader role: Activity leader

#### Corps member role:

- Actively participate on children's level and encourage child participation
- Consider pace, variance in tone, and Corps member volume

### 1) "Head and Shoulders, Knees and Toes"

PURPOSE: Children develop **vocabulary, comprehension** and **rhyme awareness** as they learn to match motions to different words and hear words that rhyme in a song.

Team leader role:

- Greet all the children, explaining that they will sing some songs, say some poems, and play some games together.
- Tell children the first thing they will do today is learn a new song. Stand up to sing "Head and Shoulders, Knees and Toes."
- Model the motions for children, touching the different parts of the body when singing about them. Go slowly enough for children to keep up.
- Sing the song slowly again.

### 2) Alphabet Memory Pocket Chart Game

PURPOSE: Children develop **alphabet knowledge** as they learn to match uppercase letters.

Team leader role:

- Tell children that now you are going to play the alphabet memory pocket chart game and that some of them will have a turn today, and others will have turns at the next Circle Time.
- Use the name sticks turn-taking strategy to offer turns to six to eight children.
- Next give the children whose turn it will be a letter and **name it** before handing it to the child. Each letter card should be double sided so that the child can see the letter and the other children in the group can also see it.
- Explain that the letter card that matches the one they are holding is somewhere on the pocket chart.
- Explain that the way children can let you know which pocket the child wants is to name the number on the pocket or to point (some children cannot name numbers). Read the numbers on the pockets as you point to each one.
- Begin with the first child whose name stick has been chosen and ask them to choose a pocket. Turn that card around for all to see.
  - If it is a match, give the card to the child, saying: **"You found the other B. That was lucky!"** Or as the game proceeds, **"You remembered where the B was."**
  - If it is not a match, return the card to the pocket. Say, **"The F doesn't match the B. It matches someone else's card and maybe that someone will remember where it is when it is their turn."**
- Encourage all children to watch carefully so that when it is their turn they will remember how to play.
- If time allows and children are engaged, give each child two turns at matching their letter.
  - End the activity by collecting all the letters, **naming** them as you go to expose all children to letter names. For example: **"I'll take the B's from Emilio, and the D's from Justine,"** and so on.
- Conclude by reminding children that you will play the Alphabet Memory Pocket Chart Game at the next Circle Time.

### 3) I'm Thinking of a \_\_\_\_\_ Clue Game

PURPOSE: Children develop **vocabulary** using oral clues about objects from familiar stories. Children develop **phonemic awareness** as they learn to segment words by listening to the parts of words.

Team leader role:

- Tell children that the next thing they will do in Circle Time today is play a guessing game.
- Show the book, *A Letter to Amy*, and tell them the game uses words from the story. Remind them that they should listen to all the clues and think before they raise their hand when they have an idea.
- Give the following clues, then show the picture card to confirm children's responses and have all children say the word when it is guessed.
  - Candles: **"Peter had some of these on his birthday cake. Peter made a wish and blew them out. If children need another clue, say: "This word begins with /k/."**
  - Envelope: **"Peter put the letter to Amy inside one of these. We lick its flap to seal it. When we say this word, we hear three parts [clap three times]."**
  - Parrot: **"This is Amy's pet. When we say the name of this animal, we hear two parts [clap two times]. If children need another clue, say: "The name of this animal begins with /p/."**

#### 4) "Six Little Ducks"

PURPOSE: Children develop **rhyme awareness** as they learn a new song and begin to produce words that rhyme with words in the song.

Team leader role:

- Tell children that the last thing you will do is teach them a new song about ducks.
  - **"We already know a song about five ducks, called 'Five Little Ducks.' This song has one more duck."**
- See if children can guess the name of the song. Provide a hint by reciting numbers up through five, and pausing, one, two, three, four, five.
- Sing "Six Little Ducks." Put the palms of your hands together, wiggling them back and forth, every time you sing "wibble-wabble, wibble-wabble." Encourage children to join in singing the song.
- Tell children that some of the words in this song rhyme. Ask them if they can think of any other words that rhyme with *back* and *quack*. Be ready to offer rhyming words, given that thinking up rhymes is new for children (e.g. *smack, sack, whack, pack, jack, tack*).

#### **Introduction of Center Time Activities**

**Approximately 5 minutes**

Team leader role: Activity leader

- Introduce children to each center activity by showing selected objects from each and briefly demonstrate one to two activities. Use rich vocabulary and full explanations but do not engage children in a discussion.
- Review the small group chart for Let's Find Out About It to remind children and Corps members of their group and to let them know who will be participating in the activity first. Remind children that everyone will have the chance to participate in Let's Find Out About It.
- Dismiss the selected small group of children and Corps members for Let's Find Out About It. Tell them to go to where the activity is set up.
- Tell the remaining Corps members and children not attending Let's Find Out About It to talk about their first Center Time choice.

Corps member role:

- If supporting Let's Find Out About It, support the transition of the small group to the activity space.
- If not, turn to the two to three children sitting closest to you and listen to their choice.
- Use the names of the centers to support children as they make a choice.
- Go to centers and support children's engagement. Don't hurry children from one center to another. If children want to stay at one center this is fine; the most important thing is to engage children in rich dialogue and be a partner in play.

#### **Center Time**

**Approximately 45-50 minutes**

#### **Let's Find Out About It: Piñatas – approx. 15 minutes**

PURPOSE: Children develop **vocabulary** and **comprehension** as they learn about the customs of different cultures through examination of a piñata and how it is made. Children use informational books to understand how something is made. Children make comparisons about weight.

Team Leader Role: Activity leader

- Introduce Let's Find Out About It.
  - For example, **"Today at Let's Find Out About It we're going to learn about piñatas like the one that Clara and Samson found in Hooray, A Piñata!"**
- Remind children that piñatas are sometimes found at birthday celebrations and they are often filled with candy or toys. Remind children that, in the *Hooray, A Piñata!* (show the pages), there were a lot of Spanish words that were at the market where Samson and Clara bought their piñatas. Explain that piñatas were first made in Italy about 500 years ago but that they soon became popular in Spain, Mexico and other Latin American countries.
- Show children the real piñata. Hold the piñata and move around the group to let the children feel and touch it one at a time.
- Show children that the piñata is hollow inside – is empty and not solid. Shake the piñata so that children can tell that there is nothing inside.
- Talk about how the piñata is decorative on the outside and it can be filled with treats and even toys at birthday parties and festivals.
- Comment on the decorative outer surface of the piñata – how it has colored paper and they are often curled pieces.

- Compare the real piñata that you brought in to the puppy piñata and the thundercloud monster piñata in *Hooray, A Piñata!* by referring to the two page spread in the storybook.
- Next, tell the children that you are going to fill the piñata with some toys. Comment about what you are doing and shake the piñata so that they can hear the items that are inside move around.
- Then go around and allow children to hold the piñata to see how it feels and say something like:
  - For example, **"After putting the toys in the piñata, it is heavier. It was lighter before without the toys and didn't weigh as much when it was hollow and empty."**
- Explain to children that Clara was able to bring her puppy piñata with her to different places that she went because it was still empty and wasn't heavy.
- Find the pages in *Hooray, A Piñata!* that shows Clara and Samson looking at all of the piñatas in the store.
- Explain that piñatas come in all shapes and sizes.
- Show children samples of pictures of other piñatas to illustrate further how piñatas are used.
- Pass out the books and pictures of the piñatas and prompt Corps members to look at them together. Ask them each to talk about what they do at their birthday parties.

**Transitions:**

- Prompt Corps members to talk with children to choose a center.  
If immediately implementing with a second group, clean up and reset the activity, and use a consistent strategy to transition the second group to Let's Find Out About It.

**Corps member role:** Activity support

- Corps Members help children look at books about piñatas from the library and/or review other resource materials that you have found. Show pictures of different types of piñatas being made or used, and read any appropriate information about them.
- Ask children to talk about what they do at their birthday parties.
- Remind them of the Center Time activities available.

**Center Time**

**Team leader role:**

- Model and coach high quality adult-child interactions and support classroom management.

**Writing**

**Write My Name**

**PURPOSE:** Children develop **meaning and use of print** as they begin to learn to write their name.

**Corps member role:**

- If children are interested, show the set of name cards. Read a few names and explain that everyone's name is on a card.
- Find children's name cards and name each letter in their names. Invite them to say the letters after you name them.
- Then help children use the name card as a model to write their name. If children do not want to write their name, offer to write it for them and do so while they watch.
- Accept scribble marks and very rudimentary letters if children are satisfied with them. Help with letter formation if children ask for it.
- If children would like to scribble or draw rather than focus on their name support this.

**Books**

**Exploring Books**

**PURPOSE:** Children develop **vocabulary** and **comprehension** as they select books to "read" to an adult, or learn more about a book when an adult reads to the children.

**Corps member role:**

- Read together a book that children select. Most of the time, children will want you to read. Sometimes, they may want to "read" a book to you or on their own. Support children in this choice.
- Join children and read aloud portions of books if children ask you to. Start a conversation about the book,
  - **"I see you are reading about Peter. Tell me what is happening."**

**Puzzles and Manipulatives**

**Children's Name Memory Game**

**PURPOSE:** Children develop **alphabet knowledge** as learn to recognize matched pairs of names in a memory card game by examining individual letters closely.

**Corps member role:**

- Play the Children's Name Memory Game with children. Take a set of cards and turn the deck face down. Ask children to take turns turning over one card, and then turning over another card, and then ask if the two

cards match.

- **"Are the names the same?"**
- If yes, have the child keep the matched set. If not, have children look closely at the two names and compare the letters.
  - For example: **"Let's look at the first letter. I can see that each name starts with R. Now let's look at the second letter. The second letter in Rob is o, and the second letter in Rick is i. These two letters are not the same. The names do not match. Let's turn over the cards. You'll get another turn to try to make a match".**
- Now take your turn. Play until all four matches are made.
- Provide support in examining the letters in names, if children are not sure if they have a match.

### Dramatic Play

#### Grocery Shopping for a Birthday Party

PURPOSE: Children develop **vocabulary** and **comprehension** as they engage in play and pretend to go to the grocery store and shop for a birthday party.

Corps member role:

- Talk with children about the kind of preparations they need to make (who to invite, what to serve, decorations, etc. and help them make connections to the kinds of things that they saw in the parties celebrated in *Hooray, a Piñata!* And *A Letter for Amy*. Show children pages in these books.
- Encourage children to talk about items they think they would need to buy from the grocery store for the birthday party.
- Suggest they make a list before they pretend to go shopping to try to find all the items.
- Prompt children to make a shopping list.
  - You might say, **"I think that if you go to a supermarket you might be able to buy decorations and the food for a birthday party. Let's take a look at your list and see if we can afford all these goodies."**
- Observe and comment as children play.
  - For example: **"You did a lot of shopping and I think this is going to be the greatest birthday party ever. Is there something I can do to help you get ready for the party?"**

### Art

#### Painting with a Basic Set of Colors

PURPOSE: Children develop **vocabulary** and **comprehension** as they talk about what they are creating using a basic set of color paints to create artwork.

Corps member role:

- Observe children painting and, if appropriate, comment as they paint.
  - For example: **"Kevin, you covered your whole paper with paint! I see you made a new color here when you mixed the blue paint with the yellow paint—green."**
  - Or, **"Tell me about your painting."**
- Provide help as needed. For example, if a child's paint brush has too much paint on it and the child is unhappy with the drips, show how to dab the brush against the side of the paint cup.
- Ask children to use markers to write their name on the painting. Provide help, if asked.

### Transition

Team leader role:

- Give a warning signal before the end of Center Time. Walk around and tell children and Corps members that in five minutes it will be time to clean up.
- Let Corps members and children know when there is one minute before clean up begins. After the minute is up begin singing the same short transition song.
- Collect an object such as a book, literacy game, a piece of artwork, or a writing sample from the four children selected to share for Sharing & Goodbye.

Corps member role:

- When the team leader gives the one minute warning, tell children that Center Time will be over in a short time and to start finishing their activity.
- Model cleaning up by joining in singing and chanting. Be playful and clean up alongside children.
- Provide specific verbal directions that indicate where things belong.

## Sharing & Goodbye

Approximately 5 minutes

PURPOSE: Children deepen **vocabulary** and **comprehension** as they talk and listen to others. Children talk about favorite activities, and begin to look ahead and think about activities in the next session.

### Team leader role:

- Circle up and start right away as soon as the majority of the group is gathered. Avoid waiting.
- Begin with a **quick** song or poem from Circle Time that day or the previous session plan. Sing or read one verse only.
- Next explain what happens during Sharing & Goodbye.
- Plan ahead for only four children to share one thing about their favorite activity from session.
- Show the object or work sample for each of the four children who will share. Ask children to talk about what they did or how they used the object during Center Time.
- Encourage children to use new vocabulary from the core storybooks and make comments about what they say.
- Respond with a brief acknowledgement and try to use words from the vocabulary list in Reading.
  - ***"I have the painting that Mairead made in Art and you can see that she used three different colors and covered all the paper with paint. I see some marks that look like they were made from a wide paint brush and also a little drip on the right side of the paper that may have happened when she had lots of blue paint on the paint brush."***
- If children are not engaged in Sharing, do not continue and move on to talk about what will happen in the next Jumpstart session.
- Next say something that will help children look forward to the next Jumpstart session.
  - ***"The next time you come to Jumpstart, we will read Hooray, A Piñata! again and sing some of the songs, and do some fun Center Time activities."***
- After the second session say something like,
  - ***"Next session, we will read a new book, Gilberto and the Wind, and learn a new poem called, Three Little Monkeys."***
- To end session, tell children it is time to say goodbye to Jumpstart and sing the same song each session.

### Corps member role:

- Help children to move to the large group meeting area for Sharing & Goodbye.
- Sing along to model and encourage children to join in.
- Understand which children will be sharing and encourage others to listen.
- Support children as they transition out of Jumpstart.

## Family Involvement

Communicate with Families: Share with family members the books children have read, the songs sang, and the activities children participated in during Center Time.

Material List	
Welcome	<input type="checkbox"/> Name cards with metal binder rings
Reading	<input type="checkbox"/> <i>Hooray, A Piñata!</i> by Elisa Kleven (one per Corps member)
Circle Time	<p>1) <u>"Head and Shoulders, Knees and Toes"</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Song Chart – "Head and Shoulders, Knees and Toes"</li> </ul> <p>2) <u>Alphabet Memory Pocket Chart Game</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Alphabet Memory Pocket Chart</li> <li><input type="checkbox"/> 2 sets of double-sided uppercase letter cards</li> <li><input type="checkbox"/> Name sticks and bag or basket</li> </ul> <p>3) <u>I'm Thinking of a _____ Clue Game</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>A Letter to Amy</i> (one per team leader)</li> <li><input type="checkbox"/> Big picture cards: candles, envelope, parrot</li> </ul> <p>4) <u>"Six Little Ducks"</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Song Chart- "Six Little Ducks"</li> </ul> <p><u>Introduction of Center Time Activities</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Small group chart for Let's Find Out About It</li> <li><input type="checkbox"/> Trays or shoe boxes for presenting available Center Time activities</li> <li><input type="checkbox"/> At least one material from each Center Time activity</li> </ul>
Center Time	<p><u>Let's Find Out About It: Piñatas</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Hooray, A Piñata!</i> (one per team leader)</li> <li><input type="checkbox"/> Empty piñata</li> <li><input type="checkbox"/> Small toys to fill piñata</li> <li><input type="checkbox"/> Collection of pictures and other information about piñatas that you have found from outside resources (at least one per Corps member)</li> </ul> <p><u>Writing: Write My Name</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Name cards with metal binder rings</li> <li><input type="checkbox"/> Crayons, markers and pencils</li> <li><input type="checkbox"/> Blank paper</li> </ul> <p><u>Books: Exploring Books</u></p> <p>Session library: 3-5 of these books or other books that support the unit theme</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Core storybooks from previous sessions</li> <li><input type="checkbox"/> <i>Manuela's Gift</i> by Kristyn Estes</li> <li><input type="checkbox"/> <i>A Busy Day at Mr. Kang's Grocery Store</i> by Alice Flanagan</li> <li><input type="checkbox"/> <i>Beady Bear</i> by Don Freeman</li> <li><input type="checkbox"/> <i>Hush!</i> by Minfong Ho</li> <li><input type="checkbox"/> <i>Matthew and Tilly</i> by Rebecca C. Jones</li> <li><input type="checkbox"/> <i>Potluck</i> by Anne Shelby</li> <li><input type="checkbox"/> <i>Piñata</i> by Rebecca Emberley</li> <li><input type="checkbox"/> <i>A Visit to the Supermarket</i> by B. A. Hoena</li> <li><input type="checkbox"/> <i>Farmyard Tales Children's Cookbook</i> by Fiona Watt</li> <li><input type="checkbox"/> "Good Morning" from <i>Sing a Song of Popcorn</i> by Beatrice Shenk de Regniers.</li> <li><input type="checkbox"/> <i>Manuelo the Playing Mantis</i> by Don Freeman</li> </ul> <p><u>Puzzles and Manipulatives: Children's Name Memory Game</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Name cards (two sets)</li> </ul> <p><u>Dramatic Play: Grocery Shopping for a Birthday Party</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Hooray, A Piñata!</i> and <i>A Letter to Amy</i> (one copy of each)</li> <li><input type="checkbox"/> Basic house-play materials</li> <li><input type="checkbox"/> Construction paper, tape, markers, scissors to make party hats, invitations and decorations (optional)</li> <li><input type="checkbox"/> Empty and clean food, toiletry and household containers (including those collected for session plan 4).</li> <li><input type="checkbox"/> Blank paper</li> <li><input type="checkbox"/> Crayons, markers and pencils</li> </ul> <p><u>Art: Painting with a Basic Set of Colors</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Paper</li> <li><input type="checkbox"/> Paint brushes</li> <li><input type="checkbox"/> Tempera paint (yellow, orange, red, violet, blue, green)</li> <li><input type="checkbox"/> Smocks</li> </ul>

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|--|--|
|  | <ul style="list-style-type: none"><li><input type="checkbox"/> Cups for paint</li><li><input type="checkbox"/> Markers</li><li><input type="checkbox"/> Cups for water</li></ul> |
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# Session Plan 6

## Materials Preparation

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### Welcome

#### Preparation

- Gather name cards.

### Reading

#### Preparation

- Prepare core storybook *Hooray, A Piñata!* according to the appropriate read strategy.

### Circle Time

#### Preparation

- 1) "Head and Shoulders, Knees and Toes": Gather song chart and practice with Corps members.  
Verse 1: Heads and Shoulders,  
Knees and Toes  
Verse 2: Head and shoulders,  
knees and toes,  
knees and toes  
Verse 3: Repeat verse 2  
Verse 4: Eyes and ears and  
mouth and nose.  
Head and shoulders,  
knees and toes,  
knees and toes.
- 2) Alphabet Memory Pocket Chart Game:
  - Gather name sticks and bag/bucket for turn-taking strategy (see Session Plan 1 Materials packet for more information). Make sure to remove name sticks for any absent children.
  - Gather Alphabet Memory Pocket Chart (see Session Plan 5 Materials Packet) and two sets of double-sided uppercase alphabet letter cards. Choose pairs for 6-8 children. Place one set of letters in the pockets on the chart and keep the other set for participating children.
- 3) I'm Thinking of a \_\_\_\_\_ Clue Game: Gather materials; bookmark pages in *A Letter to Amy* where the vocabulary words, "candles," "envelope," and "parrot" are used.
- 4) "Six Little Ducks": Gather song chart and practice with Corps members.  
Verse 1: Six little ducks that I once knew  
Fat ones, skinny ones, fair ones, too.  
But the one little duck  
With the feather on his back,  
He led the others with a quack, quack, quack.  
Quack, quack, quack. Quack, quack, quack.  
He led the others with a quack, quack, quack.  
Verse 2: Down to the river they would go,  
Wibble-wobble, wibble-wobble, to and fro.  
But the one little duck  
With the feather on his back,  
He led the others with a quack, quack, quack.  
Quack, quack, quack. Quack, quack, quack.  
He led the others with a quack, quack, quack.  
Verse 3: Back from the river they would come,  
Wibble-wobble, wibble-wobble, ho-hum-hum.  
But the one little duck  
With the feather on his back,  
He led the others with a quack, quack, quack.  
Quack, quack, quack. Quack, quack, quack.  
He led the others with a quack, quack, quack.

#### For Introduction Of Center Time Activities

- Gather objects to use when introducing available Center Time activities in trays or shoe boxes.
- Prepare and practice introducing all activities, and demonstrating 1-2 activities.
- Create a chart displaying the names of the designated small groups of children. These small groups will meet together for Let's Find Out About It.

## Center Time

### Preparation

#### Let's Find Out About It: Piñatas

- Gather *Hooray, A Piñata!*
- Gather an empty piñata and small toys to put inside the piñata during the activity.
- Gather a collection of pictures and other information about piñatas from outside resources (e.g. books or the internet).

#### Writing: Write My Name

- Gather name cards with metal binder rings.
- Gather writing materials.

#### Books: Exploring Books

- Gather session library books.

#### Puzzles and Manipulatives: Children's Name Memory Game

- Gather name cards – 2 sets of 8 cards each, each set consists of 4 matching pairs of names.

#### Dramatic Play: Grocery Shopping for a Birthday Party

- Gather materials.

#### Art: Painting with a Basic Set of Colors

- Gather materials.