



Activities for Targeted Indicators



Self Regulation	Literacy	Math	Safety and Health
<ul style="list-style-type: none"> • Time frame for taking turns • Classroom job chart • Family trees • Use rotating stations to help kids get use to waiting for giving up their tern • Rebus rules (pictures of classroom children) • Children help develop/write classroom rules • Puppet play to stimulate child discussion • Feelings emotions books • Playing board games • Partnered activities • Conflict resolution strategies • Serve meals family style so children can take turns passing food and serving themselves • Play dance freeze (children move while music is on and freeze when turned off) • Play statues (children move about and when lights go out they freeze) 	<ul style="list-style-type: none"> • Daily shared reading • Menus in dramatic play area • Teacher writes child's dictation of story • Share book with a friend • Opportunities to write daily • Children read with partner to others • Favorite stories chart • Writing materials in all interest areas • Sign in easel or sheet • Illustrate cooking recipes • Discuss book titles, authors, beginning, middle, end and pages • Set up a cozy library with soft pillows, lamps with soft light etc. • Provide books in all interest areas • Provide a variety of books - wordless books, fiction and non-fiction, variety of languages etc. • Provide name cards so children can start copying 	<ul style="list-style-type: none"> • Use photos for daily schedule with label • Adding/subtracting games • Counting everyday • Finding shapes in the environment in and out of the classroom • Using string to measure things • Providing things in sets • Post math vocabulary in classroom and send home with families • Purchase and use timers for turn taking and regularly discuss schedule • Compare and contrast times of day • Trifold books with beginning, middle, end • Flannel board pieces for making patterns • Measuring materials, unifix cubes, measuring tapes, rulers • Patterning with shapes on calendar appropriate for 	<ul style="list-style-type: none"> • Invite community helpers to review safety rules for students and parents • <i>I am Moving/I am Learning</i> (Head Start) • Glo Germ™ • Use paint to represent the spread of germs • Agencies collaborate to do health fair • Role play officers to enforce rules and safety • Role play situations

	<p>their name on their work</p> <ul style="list-style-type: none"> • Provide opportunity for children to talk about a book after it has been read • Use dialogic reading strategies (CPIN provides workshops on dialogic reading) • Shared writing • Make class books • Provide materials for making individual books • Invite special guest or parents into the class to read or tell a story • Place literacy materials in all the interest areas • Have a variety of alphabet letters around the class (foam letters at water table, magnet letter in science area, rubber stamps in art, etc.) 	<p>older children 4 ½+ years of age)</p> <ul style="list-style-type: none"> • Cooking activity each week (be sure each child can make the entire product and are not just taking a turn stirring or cracking the egg. <i>One Cup Cooking</i> is a great resource for individual recipes) 	
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