

*Dip into DAP with a
Splash
by putting the fun in*

Fine Motor Fun

Use hands on Learning

Number Concepts for the Beginner

Developmental Stages of Phonemic Awareness

Action Alphabet Activities

Make Lessons Memorable

Environmentally Print Rich Classroom

Name Writing

Transitions that encourage learning

Always include Phonemic Awareness

Literacy Based Lessons

Songs for Learning

Fine Motor Fun

Preschool is an optimal time for children to develop their fine motor skills. If we keep the activities full of fun, the students will be more motivated and willing to participate in the activities. It is also important to note that the students learn through play- this is their “work”.

Perceptual Motor Activities

- Passing a ball – over head, under legs, to the right , etc.
- Finger painting shapes in shaving cream
- Drawing letters or shapes in sand or colored salt
- Hunt for shapes, letters or numbers in a sand or water table
- Have students match unused pairs of socks
- Play visual memory games
- Manipulation & Dexterity Activities
- Play dress up games with clothing that have fasteners

Manipulation & Dexterity Activities

- Play dress up games with clothing that have fasteners
- Encourage the child to dress dolls, Barbies or GI Joes
- Making necklaces out of beads
- Opening jars
- Making shapes, letters and numbers with dough (found on the next page)

Eye-Hand Coordination Activities

- Ball handling games – catching, throwing, etc.
- Bean bag toss
- Lawn Darts (use “Koosh” brand that aren’t sharp)
- Lakeshore Magnetic mazes
- Hot Potato game

Once your student can recognize and identify lowercase letters out of order you can begin to practice handwriting activities. On the next page you will find recipes for activity doughs for students to continue to practice making shapes, letters and numbers if they cannot recognize their letters.

Recipes

Kids Dough

- | | |
|----------------------|-------------------------|
| 1 c. flour | 1 c. water |
| 1 c. oil | ½ c. salt |
| 1 t. cream of tartar | Optional: food coloring |

Combine all ingredients and cook over medium heat until mixture pulls away from sides of pan and becomes like play-dough consistency. Knead until cool. Keeps 3 months un-refrigerated in an air-tight container.

Watermelon Dough

- 2 ½ C. Flour
- 1 T. Salt
- ½ C. Salt
- 3 T. Vegetable oil
- 2 C. Boiling Water
- 1 Pkg. Watermelon Kool-aid
- OR
- 1 Pkg. Watermelon Jello

Combine flour, alum, salt, add oil, boiling water. Stir or knead to mix. Add a package of unsweetened Kool-aid or Jello for color and scent. Recipe can be doubled for LOTS of dough. Store in an airtight container.

Candy Clay

- 1/3 c. margarine
- 1/3 c. light corn syrup
- 1/2 t. salt
- 1 t. vanilla
- 1 lb. box powdered sugar (more if needed)
- optional: paste or food coloring.

Mix all ingredients together. It will be thick. Add paste or food coloring. Store in an airtight container. Keep refrigerated. This is edible and can be used for making designs and decorating cookies.

Pudding Letters!

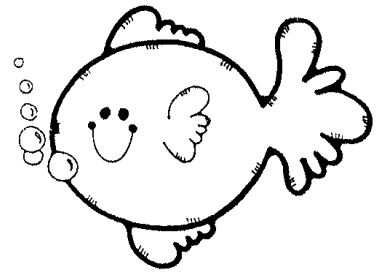
- 1 Package of Instant Pudding OR (individual pre-made pudding)
- 1 Ziplock bag per child

Put pudding in individual Ziplock baggies for each student (this activity is best done in small group). Show the students on a white board what letter they will get to write in their pudding. Have the students write the letter, pushing on the baggie. When you finish practicing that letter- let them eat the pudding from the bag.

Use Hands on Learning

The *Journal of the Association for Supervision and Curriculum Development* (Volume 57, Number 3, November 1999) describes hands on learning as an “approach to teaching based on research about how people learn. Many researchers say that each individual “constructs” knowledge instead of receiving it from others. . . active hands on learning during which students are encouraged to think and explain their reasoning.”

For example, if a class were learning about creatures that live in the water the teacher could bring in a fish and tank for the class to observe and help take care of the fish. The students could ask questions learn from stories read in class and what from what the teacher helps the students discover about that topic.



Another example could be a unit about insects. A teacher could take the students on a “Bug Safari” for the students to observe the many different kinds of insects that are out in their own world. They might be able to take one back to class to observe for a few days and release back into the “wild”.

Some refer to these units as a project approach. After reading the story about the Little Red hen, students might be curious about how bread is made. This can give the teacher an opportunity to bring in wheat and show how flour is made. Possibly the students can make their own bread in class with the teacher or take a field trip to the local bakery.

The possibilities are endless when the students are motivated to learn more about the world around them.

Number Concepts for the Beginner

“One extensive study showed that the better children were at reading as preschoolers, the better they were at reading in elementary school. And the better preschoolers were at mathematics, the better they were at mathematics in later grades. This is important information but not surprising. However, this is only half of the story. Early reading predicts only later reading ability. Mathematics in preschool predicts not only mathematics but also later literacy and reading (*Duncan, Claessens, and Engel 2004*). Mathematics is a general cognitive skill.

*Focal Points- Pre K to Kindergarten
Douglas H. Clements and Julie Sarama.
Teaching Children Mathematics/ February
2008*

Clearly the research proves how important it is to include mathematics in our daily lessons. To the right of this paragraph is a list of the stages for number sense in counting.

Snack Math

An activity that can be useful to help students practice one-to-one correspondence is to give the class a snack to count. Pre-count the snack (same amount for each child so you know if they counted the correct amount). Gold Fish crackers work well. Set the snack on a paper towel or plate and have the students count how many snacks they were given. You can extend this activity in many ways by showing the students a numeral, such as a **2** and tell the students to eat that amount of snacks.

Helpful Math Website: www.mathwire.com

Counting
- Oral reciting of number names
- Names of Numbers
- Counting sequence
- Patterns of counting
- One-to-one correspondence
- Each item gets counted once and only once
- Keeping track
- Count to tell how many
- Last number said tells how many
- Size, color, arrangement doesn't matter
- Numbers signify quantity
- Numbers are represented as words, symbols, objects
- Writes and identifies numerals
- Recognizes groups of 1-5 by sight

Reading Skills Pyramid

by Time4Learning.com



It's Time For Learning. And Fun.
- Time4Learning's Ed Mouse, the Educational Mouse

**On-Track Reader
Prepared for Success**

Third	Reads words with one and two syllables	Attempts larger words using phonics knowledge	Reads at 114 words per minute	Builds vocabulary through daily reading	Knows fact/opinion and explains cause/effect	Identifies confusing passages/ words and asks clarifying questions
Second	Reads one-syllable "CVC" words	Blends sounds into words	Continues to read with increasing speed	Uses context clues to decode new words	Uses roots, prefixes and suffixes	Summarizes stories: recalls details and main ideas, sequences events, identifies characters
First	Knows words have a correct spelling	Identifies syllables in words	Creates meaning while reading	Rereads decoded words to master texts	Knows words have antonyms and synonyms	Follows simple written instructions
Kindergarten	Names all upper and lowercase letters	Knows sounds with same beginning sounds	Sight reads high-frequency words	Fluency	Uses new vocabulary in speech	Makes predictions about stories
Prek	Learns the alphabet song	Names ten letters of the alphabet	Distinguishes separate sounds in words		Knows words that letters in each word correspond to sounds	Answers open-ended questions about stories such as 'Why? How? What?'
3-4s	Understands that text is read from left to right and top to bottom	Pays attention to sounds in words	Hears the rhythm of language	Learn words for objects in the environment	Relates personal experience to stories read aloud	Answers questions about stories read aloud
0-2s	Understands that print has meaning	Notifies letters in own name	Alphabetic system: phonemic awareness / phonics	Vocabulary	Comprehension	Conversation

Storybooks

Language-Rich Environment

Conversation
















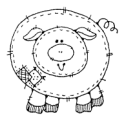


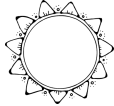
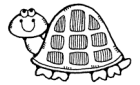






Children start learning to read by sharing books and engaging in conversation with adults.

Developmental Stages of Phonemic Awareness

Action Alphabet Activities

When hand actions are taught with each letter of the alphabet students have a greater ability of retaining their knowledge of the letter name and sound. Below is a alphabet chart that has picture for each letter.

After you say the letter and the sound then do the action:

<p>Aa </p> <p>Aaa! An Alligator!</p>	<p>Bb </p> <p>Bear bounces balls</p>	<p>Cc </p> <p>Cat claws</p>	<p>Dd </p> <p>Dog digs in dirt</p>
<p>Ee </p> <p>Ee? Egg- (hold hand to ear - e cant hear?)</p>	<p>Ff </p> <p>Frog fans fly</p>	<p>Gg </p> <p>Girl gulps grape juice!</p>	<p>Hh </p> <p>Hot hand!</p>
<p>Ii </p> <p>ii igloo (cold iii in igloo)</p>	<p>Jj </p> <p>Jumping Jellybeans!</p>	<p>Kk </p> <p>Kite Sign letter K</p>	<p>Ll </p> <p>Lion licks lollipops</p>
<p>Mm </p> <p>Monkey munches & munches!</p>	<p>Nn </p> <p>"Oh, No! newspaper.</p>	<p>Oo </p> <p>Octopus (sings opera style)</p>	<p>Pp </p> <p>Pig pigs out on pancakes</p>
<p>Qq </p>	<p>Rr </p> <p>Race car over rainbow</p>	<p>Ss </p> <p>Sizzling sun</p>	<p>Tt </p> <p>Tap on Turtle.</p>
<p>Uu </p> <p>Upside-Down umbrella</p>	<p>Vv </p> <p>ASL for letter v Play like have violin</p>	<p>Ww </p> <p>Where's my watch!?!?</p>	<p>Xx </p> <p>Make 2 Arms in x shape.</p>
<p>Yy </p> <p>ASL Y Pretend yo -yo in air</p>	<p>Zz </p> <p>Zebra Walks on "z" zigzag.</p>		

Making Lessons Memorable

Instead of a worksheet—try a few of these alphabet activities:

- A ants: Fingerprint with stamp pads 3 body parts, add legs, antennae with marker.
- B band aids: Each child gets 3 band aids to put on paper.
- C cotton prints: Stamp with cotton and several colors of ink pads (use a cottonballs for each color)
- D dot design: Using dot markers.
- E elbow painting: Tempera paint and 2 colors
- F finger painting: With 1 color tempera, give each child about a teaspoon of paint.
- G glitter glue: Child draws favorite shape with pencil, outlines with glitter glue.
- H handprints: 1 handprint with tempera paint.
- I ink: use stamp pads and stamps.
- J jack-o-lantern: use pumpkin die cut, cut features from black paper.
- K keys: Put key under paper and rub with unwrapped crayon.
- L letters: Assortment of punched letters on page
- M mouse: Thumbprint, add ears, tail with marker.
- N newspaper numbers: Child finds numbers in newspapers, cuts and glues.
- O octopus: Cut an oval from paper, add "O" eyes and yarn legs
- P pennies: Penny rubbings
- Q quarters: Quarter rubbings
- R rainbows: Use markers to draw rainbow.
- S sticker: Each child gets 3-4 stickers
- T toothpick triangles: Glue toothpicks.
- U upside down: Turn book upside down and color a picture.
- V valentines: Glue pink and red heart die cuts.
- W watercolor: Paint a picture with watercolors.
- X X-ray: Glue q-tips on black paper for bones
- Y yarn: Make simple design on paper with glue, put yarn on it
- Z zipper: do a zipper rubbing.

Environmentally Print Rich Classroom

Words In Our World

If your class teaches a letter a week, assign to students or write in a newsletter that you are collecting words from empty boxes of that start with that letter of the week. Empty containers such as:

- Cereal boxes
- Pasta boxes
- Snack boxes
- Any other brand that begins with your letter

Words in our Classroom

Label items around your classroom. Students might not notice the words when you first post the words but once you are teaching about letters make words many students might ask what the words are or even be able to identify and read the words.

To make your own labels – simply create a table in your word processing program on your computer. Type the words in the same font that you are teaching for handwriting. On the next page you will find some sample labels that might generate ideas for your classroom. You can also copy these on cardstock, laminate and use in your own classroom.

Environmental Print Learning Center Game Idea - Letter Hunt

If your classroom is labeled with words around the room, once your students can recognize a few of the letters in the alphabet you can write or tape an alphabet sticker on the top of a paint mixing stick. Then the student can hunt around the class for letters that letter stick they are holding. Encourage the students to find letters they know, however, some students might need help as they hunt for letters around the room.

Classroom Labels

window

door

books

chair

table

wall

pencils

crayons

paint

glue

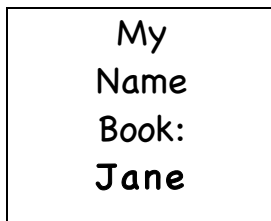
Name Writing

Kindergarten teachers LOVE it when their students enter kindergarten writing their names with correct formation. Writing the first letter with a capital and the rest lowercase. This can be daunting for a child since many of the young preschoolers have not developed the fine-motor skills necessary to complete this task. However, if students are recognizing the letters that are in their own name that is the first step to writing their name correctly.

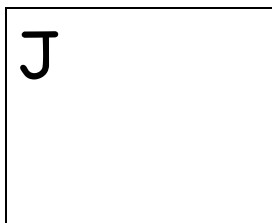
All About My Name Book

An activity that would increase letter recognition in your student's names is a Name Book. The title of the book is My Name Book: _____ (student's name). The pages that are attached to the book include the letters in order of his/her name. Each day the student works on one of the pages of their book, with a helper, by tracing over the letter of the page their book. On that same page they think of a word that starts with that letter. They might find a picture in an old magazine to cut out and glue on that page or they might draw a picture on the page. See below for an example book

Title Page - (can include a picture of the child on this page)



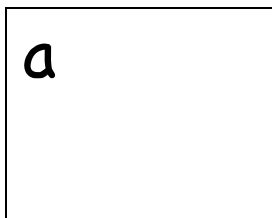
1st Page is the First letter in their name



2nd page - letter *a*,

3rd page - *n*

4th page - *e*



Transitions that encourage learning

Every teacher knows that moving from one activity to the next requires the skill of a circus trainer and the stamina of the energizer bunny! If we are not always on our toes, moving as fast as the children, we can lose the student's desire to listen to the next activity we have rolled up our sleeve. That is why transitions play such an important role in our daily routines.

Transitions to help students come to the circle time:

Everybody have a seat

Tune: Mama's Little Baby Loves Shortnin'

Everybody have a seat,
Have a seat, have a seat,
Everybody have a seat
On the floor.
Not on the ceiling, not on the door!
Everybody have a seat on the floor.

Transitions that teach are great to use too. Almost any song can be used. Just let the students know they need to finish an activity and come to the rug as soon as the song is finished. The following song is a great song to sing to learn words that start with the letter sound. I let them do the actions when they finish their activity and come to the rug (it motivates them to clean up in a jiffy).

If You're Happy and You Know It - ABC Sounds

When you see Letters of the Alphabet in quotes, say the letter sound.

If you're happy and you know it,
Bounce around "b" "b"
If you're happy and you know it,
Bounce around "b" "b"
If you're happy and you know it,
Then your face will surely show it
If you're happy and you know it,
Bounce around "b" "b".

Catch a ball "c" "c" ...
Dance with me "d" "d" ...
Fall down "f" "f" ...
Gallop like a horse "g" "g" ...
Hop on one foot "h" "h" ...
Jump so high "j" "j" ...
Kick in the air "k" "k" ...
Laugh out loud "l" "l" ...
March in place "m" "m" ...
Nod your head "n" "n" ...

Paint a picture "p" "p" ...
Run in place "r" "r" ...
Sit on the floor "s" "s" ...
Talk to me "t" "t" ...
Vacuum the rug "v" "v" ...
Walk around "w" "w" ...
Yawn right now "y" "y" ...
Zip your zipper "z" "z" ...

Dr. Jean has transition cards available online in full color that can be printed and used when an extra something is needed brighten your classroom.

Check the following link to find her full size, color motivational cards
http://www.drjean.org/html/monthly_act/act_2004/06_june/06_2004a.html
Printed below are a few of her fun motivational/reward ideas:



Firecracker

Hold your palms together in front of you as if praying. Make a sizzling sound (Ssssss) as you wiggle your palms up in the air like a firecracker going off. Clap them above your head, then wiggle your fingers around and down like the sparkles coming from a firecracker. Make an "Ahhhhh" sound like a crowd watching a firecracker go off. Do a **GIANT** firecracker, a medium-sized firecracker, and a tiny firecracker.

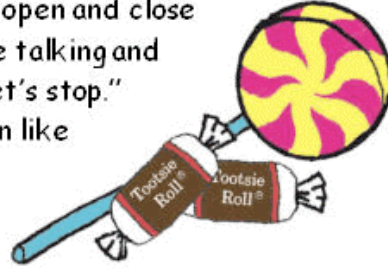
Harry Potter Cheer

Tell the children: "Get out your magic wand." Pretend to point your wand at various children as you say, "You're psh, psh, psh (point to a child with each 'psh'), Terrrrr - ific!"



Tootsie Roll, Lollipop

To quiet children, bend your elbows and rotate forearms around each other as you say, "Tootsie Roll." Stick out your tongue and pretend to lick a sucker as you say, "Lollipop." Hold up both hands, open and close your fingers like your hands are talking and say, "We've been talking now let's stop." As you say 'stop,' make a motion like you're cutting off music.



Saturday Night Fever

Extend your right index finger in the air to the left of your body. Put your left hand on your hip. Move your right finger from the air to your side as you sing, "Ah, ah, ah, ah, we did a good job, we did a good job," (to the tune of "Stayin' Alive").



Sign Language Applause



Teach your children how to applaud in sign language. They do so by raising both hands in the air and rotating them back and forth quickly.

Always include phonemic awareness

“Studies have shown that children who cannot hear the individual sounds in words have a harder time learning to read. The ability to do this is called “phonemic awareness”. Take time every day to enhance a child’s listening and sound-discerning capability.”

Vicky Haws and Kim Coons, *Share the Secret!*

Sound Soup

Tell the children, “Today we’ll be making Sound Soup - all the ingredients must begin with the /s/ (when you see the two slanted lines say the letter sound only).” Fill the bowl with items such as salt, spaghetti, and strawberries. Add in some non-food items for fun (e.g., straws, socks, and sleeping bags). For additional fun and practice, have the children stir the soup.

Hungry for K’s

Tell the children, “we can only eat things that start with the /k/ sound.” Fill up a lunch box with objects that begin with /k/ (e.g., carrots, corn, cucumbers, ketchup, etc.). To make it interesting, add other objects that start with /k/ but you wouldn’t necessarily eat (e.g., cards, cat, cow, key). “Throw out” any spoiled items (i.e., objects that don’t start with the special /k/ sound).

<http://phonologicalawareness.org/4.html>

The songs that are listed below help teach phonemic awareness.

Sing Tune: "Old MacDonald Had a Farm" to the following words:

What's the sound that starts these word-

Turtle, time, and teeth?

(wait for a response from the children)

/t/ is the sound that starts these words:

turtle, time, and teeth.

With a /t/, /t/ here, and a /t/, /t/ there,

Here a /t/, there a /t/, everywhere a /t/, /t/.

/t/ is the sound that starts these words:

Turtle, time, and teeth!

You all did great now clap your hands!

(clap, clap, clap, clap, clap)

Tune: "The Wheels on the Bus"

The sounds in the word go /c/ /a/ /t/; /c/ /a/ /t/; /c/ /a/ /t/.

The sounds in the word go /c/ /a/ /t/,

Can you guess the word?

Literacy Based Lessons

Our world is filled with wonderful literature that can enrich and strengthen the lives of our little learners. Almost any book read to a class can be followed by a literacy based lesson.

Example of a Literacy Based Lesson:

Rainbow Fish by Marcus Pfister

After reading the story **Rainbow Fish**

- Give each student two colors –scale shapes- to complete create their own rainbow fish (all students have different colors and enough to share).
- Ask the students if the colors they have will make a colorful like rainbow fish.
- Ask them what they need to do to get more colors.
- If they do not know, demonstrate someone going up to another student and asking if they can trade colors for their rainbow fish.

When the students are finished creating their fishes, have them share them with each other at circle time. They can then sing the song (below) with their fish:

Rainbow Fish
(tune: Frere Jacques)
Rainbow fish, rainbow fish,
In the sea, in the sea.
A-splishing and a-splashing,
A-splishing and a-splashing,
Look at me,
Look at me!

Songs for Learning

Singing songs can develop and teach skills in a fun way. The following three songs introduce rhyming words:

“A-Hunting We Will Go”

A-Hunting We Will Go
A-Hunting We Will Go
We'll catch a fox
And put him in a box
A-hunting we will go

After the rhyme has been learned, ask the children to pick out the rhyming words. Encourage them to think of other animal names that they could use in their rhymes. Some examples might be frog-log, pig-dig, cat-mat, goat-boat, fish-dish, snake-lake, whale-sale, bear-chair.

For each new animal, create a new verse:

We'll catch a whale
And put him up for sale
or
We'll catch a bear
And put him in a chair

I know Rhyming Words (*Tune: London Bridges*)

I know two words that rhyme,
I can say them all the time,
_____ and _____
I know two words that rhyme.

“Did You Ever See?” (*Tune: Did You Ever See a Lassie*)

Did you ever see a (cat), (cat), (cat),
Did you ever see a (cat), (cat), in a (hat)?
No, I never, no, I never, no, I never, no I never,
No, I never - saw a (cat) in a (hat).

Repeat with duck/truck, dog/log, ring/swing, rake/cake, or any other rhyming pairs. After singing these verses, challenge the children to come up with their own rhyming pairs to create new verses.

Dr. Jean has some great songs online that teach sequencing stories. The Five Little Monkeys is available for free online:

http://www.drjean.org/html/monthly_act/act_2005/04_Apr/pg03.html

The next song teaches students to remember story comprehension. What happened first, next, then, and last.

Slippery Fish (Make swimming motions as you sing....)

Slippery Fish, the Slippery Fish,
Sliding through the water.
Slippery Fish, Slippery Fish,
Gulp, Gulp, Gulp!
Oh no... (put your hands to your mouth)
It was eaten by... an... .

Octopus, Octopus squiggling in the water (fingers and arms up & down)
Octopus, Octopus
Gulp, Gulp, Gulp!
Oh no... (put your hands to your mouth)
It's been eaten by... a....

Tuna Fish, Tuna Fish
Splashing through the water
Tuna Fish, Tuna Fish
Gulp, Gulp, Gulp!
Oh no... (put your hands to your mouth)
It's been eaten by... a....

Great White Shark, Great White Shark (both hands on shape of triangle on head)
Lurking in the water
Great White Shark, Great White Shark
Oh no... (put your hands to your mouth)
It's been eaten by... a....

Humungous Whale, Humungous Whale
Spouting in the water
Humungous Whale, Humungous Whale
GULP, GULP, GULP

Oh no....I have a terrible tummy ache. (BURP) Ooops, Pardon Me!

You can have your students do the hand actions or print copies that can be used for each part of the song for the fish, octopus, tuna fish, white shark and whale (copies found on the following pages).

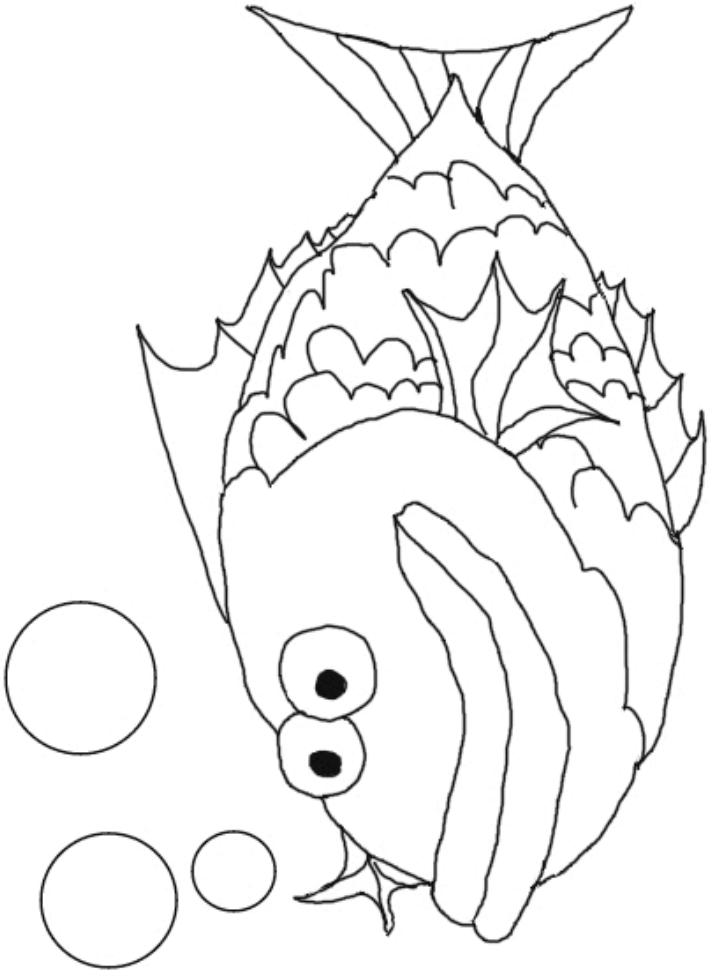
Slippery Fish



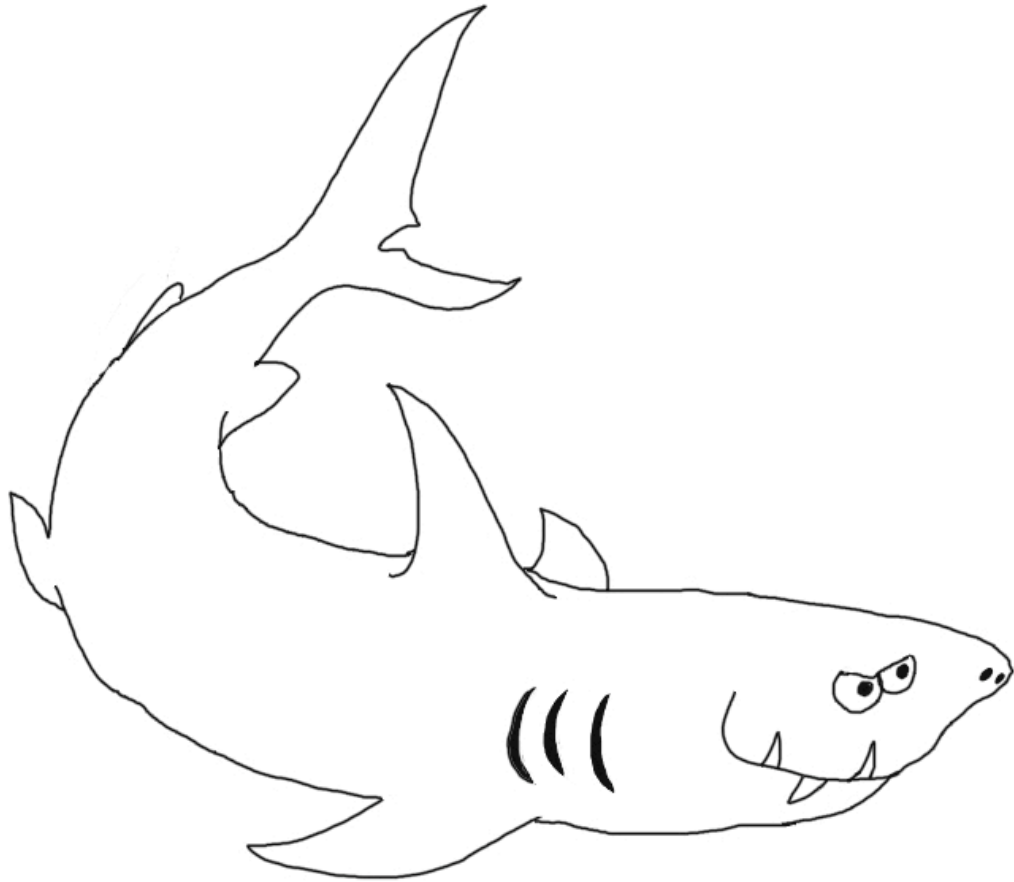
Octopus



Tuna Fish



Great White Shark



Humongous Whale

