



**Pre-K YOUR Way**  
**Preschool Activity Guide**



**Created by: Jeana Kinne, MA**  
**2018 Curriculum Series**

Welcome to Pre-K YOUR Way,

I am so excited that you have decided to use our Curriculum with the children in your care.

The following are guidelines created by the Author, Jeana Kinne, on how to implement these activities into a classroom setting. These are just suggestions. Feel free to adapt these plans to meet your own classroom schedule and follow the interests of your children.

It is okay, and recommended, that you repeat the activities in each unit more than once. Each activity teaches a variety of skills that are describe in the learning objectives included at the end of each activity. Sometimes children will ask to repeat an activity again because they had fun! Complying with this request encourages children to love learning, meets a child's unique learning style and is another opportunity for children to master specific academic and motor skills!

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## Pre-K YOUR Way Classroom Schedule – Level 1 Curriculum (Spend two weeks on each theme)

<b>Day of the Week</b>	<b>Activity #1:</b> Each day, complete a Unit Activity. Complete the activities in this unit in order, from 1-10.	<b>Large Group Activity:</b> Role-Play the Parenting/Teacher Tips Section.	<b>Art Table:</b> Exploring different art materials supports creativity and encourages sharing space with children.	<b>Dramatic Play Area</b> Place Items that correlate to the theme in this area. Let children explore for the entire time you are investigating this theme.	<b>Sensory Area:</b> Place one of the activities listed in the “Sensory Bin Suggestion” area this week.
<b>Monday</b>	Unit Activity	Discuss the topic with group. Ask for their input.	Playdough and Child-Safe Scissors	Free Play in this area.	Themed Sensory Bin
<b>Tuesday</b>	Unit Activity	Complete one Scenario or Activity and discuss.	Finger paints and Sponges	Free Play in this area.	Themed Sensory Bin
<b>Wednesday</b>	Unit Activity	Complete one Scenario or Activity and discuss.	Foil, Washable Paint and Plastic Cars or Animals	Free Play in this area.	Themed Sensory Bin
<b>Thursday</b>	Unit Activity	Complete one Scenario or Activity and discuss.	Black Paper and White Chalk	Free Play in this area.	Themed Sensory Bin
<b>Friday</b>	Unit Activity	Complete one Scenario or Activity and discuss.	Pieces of Scrap Paper, Glue sticks (Add empty boxes to decorate if available)	Free Play in this area.	Themed Sensory Bin

**\*Note:** Make sure to have other areas of the classroom open throughout the day, such as the art area, fine motor area, library, music and group area.

## Pre-K YOUR Way Classroom Schedule – Level 2 Curriculum

<b>Day of the Week</b>	<b>Activity #1:</b> Using the Activities in this unit, Alternate between an activity in Section A (math and science) and an activity in Section B (language and literacy).	<b>Activity #2:</b> Complete one gross motor activity in this unit every day. You can do this while indoors or outdoors.	<b>Letter Activity:</b> Pick one letter that you will focus on this week. Complete one of the letter activities each day.	<b>Dramatic Play Area</b> Place Items that correlate to the theme in this area. Let children explore for the entire time you are investigating this theme.	<b>Sensory Area:</b> Place one of the activities listed in the “Sensory Bin Suggestion” area this week.
<b>Monday</b>	Section A (Math Activity)	Section C (Motor Activity)	Letter Activity #1	Free Play in this area.	Themed Sensory Bin
<b>Tuesday</b>	Section B (Language Activity)	Section C (Motor Activity)	Letter Activity #2	Free Play in this area.	Themed Sensory Bin
<b>Wednesday</b>	Section A (Math Activity)	Section C (Motor Activity)	Letter Activity #3	Free Play in this area.	Themed Sensory Bin
<b>Thursday</b>	Section B (Language Activity)	Section C (Motor Activity)	Letter Activity #4	Free Play in this area.	Themed Sensory Bin
<b>Friday</b>	*Complete one activity from the Themed Cooking Section Today	Section C (Motor Activity)	Letter Activity #5	Free Play in this area.	Themed Sensory Bin

**\*Note:** Make sure to have other areas of the classroom open throughout the day, such as the art area, fine motor area, library, music and group area.

## Pre-K YOUR Way Classroom Schedule – Level 3 Curriculum (Week 1 and Week 2)

<b>Day of the Week</b>	<b>Unit Activity #1:</b> Alternate between an activity in Section A (math and science) and an activity in Section B (language and literacy).	<b>Unit Activity #2:</b> Complete one gross motor activity in this unit every day. You can do this while indoors or outdoors.	<b>Investigation Station/Table</b> Spend these two weeks gathering information from the children in the classroom.	<b>Dramatic Play Area</b> Place items that correlate to the theme in this area.	<b>Sensory Area:</b> Place one of the activities listed in the “Sensory Bin Suggestion” area this week.
<b>Monday</b>	Section A (Math Activity)	Section C (Motor Activity)	Ask children to draw a picture about the topic.	Free Play in this area.	Themed Sensory Bin
<b>Tuesday</b>	Section B (Language Activity)	Section C (Motor Activity)	Ask children to think about questions they have about topic.	Free Play in this area.	Themed Sensory Bin
<b>Wednesday</b>	Section A (Math Activity)	Section C (Motor Activity)	Have children trace words that relate to the topic.	Free Play in this area.	Themed Sensory Bin
<b>Thursday</b>	Section B (Language Activity)	Section C (Motor Activity)	Have children look through a variety of themed books, to learn about the topic.	Free Play in this area.	Themed Sensory Bin
<b>Friday</b>	*Complete one activity from the Themed Cooking Section Today	Section C (Motor Activity)	Ask children to think about new questions they have about topic.	Free Play in this area.	Themed Sensory Bin

**\*Note:** Make sure to have other areas of the classroom open throughout the day, such as the art area, fine motor area, library, music and group area.

## Pre-K YOUR Way Classroom Schedule – Level 3 Curriculum (Week 3 and Week 4)

<b>Day of the Week</b>	<b>Projects:</b> Complete the “project” section of this unit, completing the activities in order.	<b>Unit Activity #2:</b> Complete one gross motor activity in this unit every day. You can do this while indoors or outdoors.	<b>Investigation Station/Table</b> Spend these two weeks gathering information from the children in the classroom.	<b>Dramatic Play Area</b> Place Items that correlate to the theme in this area.	<b>Sensory Area:</b> Place one of the activities listed in the “Sensory Bin Suggestion” area this week.
<b>Monday</b>	Activity/Discussion	Section C (Motor Activity)	Ask children to draw a picture about the topic.	Free Play in this area.	Themed Sensory Bin
<b>Tuesday</b>	Activity/Discussion	Section C (Motor Activity)	Ask children to think about questions they have about topic.	Free Play in this area.	Themed Sensory Bin
<b>Wednesday</b>	Activity/Discussion	Section C (Motor Activity)	Have children trace words that relate to the topic.	Free Play in this area.	Themed Sensory Bin
<b>Thursday</b>	Activity/Discussion	Section C (Motor Activity)	Have children look through a variety of themed books, to learn about the topic.	Free Play in this area.	Themed Sensory Bin
<b>Friday</b>	Activity/Discussion	Section C (Motor Activity)	Ask children to think about new questions they have about topic.	Free Play in this area.	Themed Sensory Bin

**\*Note:** Projects can last as long as the children are interested in them. It is okay to repeat the same activity more than once if a child is interested in it. They will learn something new each time and become more familiar with the concepts they are learning about.

## Monthly Parent – Teacher Communication Sheet

Child \_\_\_\_\_ . Date \_\_\_\_\_ . Age \_\_\_\_\_ .

Social Skills: Who are your child's best friends at school and what is their favorite activity?

Academic Skills: Your child \_\_\_\_\_ enjoys these types of activities:

Your child \_\_\_\_\_ learns best when he/she:

What topic are we working on this month:

You can encourage \_\_\_\_\_ to continue learning new skills at home by:

## Documentation

Creating a way to keep track of each child's progress in the classroom can be daunting. Documentation is a simple way to incorporate observational assessments in the classroom.

1. Take photos or videos of children when they are playing together and/or completing an activity. Print out photos every week and place them around the classroom so children can see themselves and remember what they were learning. A fun way to do this is to create a classroom photo album and keep it in the reading corner.
2. Keep a notebook with you and write down things that you hear children saying. Write down their questions, their insights and their thoughts on subjects. Keep track of when children help each other out, when they support their friends and when they ask others for help.
3. Ask children questions about their projects or artwork and write what they say on the art or on a different poster to hang on the wall.
4. Create a file for each child in your classroom. At the end of each month, look through the photos, artwork and sayings from the month. Look through any assessments you need to complete and mark down when you heard and saw them do that month that shows they have mastered a specific skill. Now, send photos and artwork home with the child. Encourage parents to revisit everything with their child so the children can remember what they learned about.



## **8 Ways to Create a Successful Classroom Experience Using Pre-K YOUR Way Activities**

Welcome to the world of three, four and five-year-olds! I know that you have heard the word "play" before. Play is the foundation for learning in every age! Simple, hands-on experiences teach language, social and academic skills, and it is simpler than you may think to incorporate this into a four and five year old room.

**Here are 8 simple ways to support your classroom and your children's development:**

### **1) Create a space that is safe, free-flowing and organized.**

Sounds easy right? Your positioning of classroom materials, furniture and choice of decor will directly impact the behavior of your group.

Create a variety of spaces within the classroom that have their own purpose. Use furniture, carpets, small tables and rugs to define each space.

Examples of areas:

- Art Area
- Block Area
- Library
- Quiet Corners/Calming Area
- Animals/Living things/Science Area
- Dramatic Play Area
- Sensory Area
- Group Time/Large Motor Game Area

Be mindful of colors and materials that you use. Bright and flashy colors tend to bring out energy (and sometimes chaos). Instead, use earthy tones (greens, blues, browns, etc.). This will create a calmer classroom energy.

When decorating walls, it is okay to have some empty space! Think about your home. Do you have the entire wall covered with pictures, photos, posters, etc.? Probably not! Think in this same way for your classroom. Too much to look at and too many items on the walls can create too much stimulation for young children, resulting in misbehavior.

## **2) Don't have too many materials out.**

Too many materials mean chaos! Consider only placing four or five toys in each area of your classroom. Rotate them out every week so there are new items (this will spark excitement and focus).

When you place a material out, put it on a shelf or in a bucket that is not shared. This creates clear and concise boundaries for these materials - easily definable when it is time to put them away. Take a photo of that item/material and tape it to the shelf or bucket it belongs in. For children, both visual and auditory cues are a must.

### **Example #1:**

In the art area (always have an easel area readily available) -

Week 1: Crayons, washable paint, yarn and buttons and glue.

Week 2: Markers, watercolor paint, sponges (for painting) and glitter.

Week 3: Markers, empty boxes, child-safe scissors, glitter and glue.

Week 4: Scrap paper from the month, tape, colored pencils.

Then rotate again!

**Example #2:**

In the block area -

Week 1: Tape measure, wooden blocks, maps of local areas, photos of community buildings.

Week 2: Legos (large and small), plastic animals, cars, plastic people.

Week 3: Tape measure, wooden blocks, photos of building blueprints (spaceship, buildings, cars, wonders of the world), pencil/pens with clipboards.

Week 4: Recycled materials (empty boxes, paper towel rolls, tissue boxes), cars, plastic people/dinosaurs, paper and crayons.

Then rotate again!

**Here is a link to current classroom guidelines:**

**[ITERS \(Infant/Toddler Environmental Rating Scale\)](https://ers.fpg.unc.edu/infanttoddler-environment-rating-scale-iters-r)** – <https://ers.fpg.unc.edu/infanttoddler-environment-rating-scale-iters-r>

and **[ECERS \(Early Childhood Environmental Rating Scale\)](https://ers.fpg.unc.edu/early-childhood-environment-rating-scale-ecers-r)** - <https://ers.fpg.unc.edu/early-childhood-environment-rating-scale-ecers-r>

Keep these guidelines in mind when setting up your classroom.

### 3) Look for those “Teachable Moments”.

“A bug, a bug! Look, it’s moving!” a young child yells from across the backyard towards his mother who is sitting on the chair plugging away at folding laundry, prepping dinner or paying bills. “That’s great hunny!”, she replies and continues on with her daily chores. This is an all-to familiar situation in families with young children. Teachable moments happen in every environment and throughout a ‘regular’ day. The enthusiasm embodied in early childhood is something that adults long for, although most of the time, due to schedules and deadlines, these learning opportunities are accidentally ignored. To a young child, everything is new and exciting, full of wonder and imagination and using this interest is a way for parents and caregivers to foster some basic academic skills.

Throughout daily life, children are engulfed in new sounds, new sights, new textures and new problems to solve. As a parent or caregiver, following a child’s lead is crucial to finding out what they are interested in and how to incorporate their thirst for knowledge into their daily lives. When your child asks questions, answer with more open-ended questions, encouraging more thought and in-depth investigation of the topic. For instance, this child who is so interested in the bug in their backyard and calling for another person (mom’s) opinion about it, would enjoy learning more about it.

#### **Here are some questions that could be used in this situation to promote learning:**

1. Wow, what color is it?
2. I wonder what they eat?
3. Where do you think that bug lives?
4. Where is it going?
5. How many legs does it have?
6. Does it have eyes or ears?
7. How long is it?

Continue investigating this “new-to-your-child” insect by looking up bugs on your phone or computer. Can you find the what that bug is called? Take a picture of the bug and then have the child draw, paint or “artistically create” their own interpretation of what the bug looks like. Once the child is done watching the bug and drawing a picture, have the child dictate a story about that bug and what it was doing that day. Make sure to write down exactly what your child says so you can revisit this backyard visitor in the future.

As your child continues to investigate the world, take advantage of those “teachable” moments. It will make a difference to your child, both by expanding their knowledge and having a positive parent interaction.

**4) Create your own projects using Unit Themes:** Projects are fabulous ways to encourage children to *dig deeper* into a topic. Projects can last over multiple days, even multiple weeks. In the large motor/block area, a project can be worked on as a group.

For example, once - my class became interested in restaurants.

- We had a themed restaurant room in dramatic play area.
- We created play money (and learned numbers).
- We created menus (breakfast, lunch, dinner and snack) and priced the food out.
- We created roles for each child (cook, waitress, cashier, hostess, guests).
- We created tables out of empty boxes. Children added play cups, spoons and forks.
- We used chalkboards to create "drive through" menus.

### 5) Use a Group or Circle Time to Explore Unit Topics.

Circle time isn't just about telling time, the weather, learning the calendar and such. Actually, these topics are very advanced for most preschoolers, as they are abstract concepts. Time, to a child, is what is happening next in their daily schedule - not what number corresponds to how light it is outside.

Circle time is about sharing, connecting and learning new and interesting things! When you are working on a classroom theme, use circle time to ask children what they want to learn about a certain topic. Use their answers to guide your learning activity choices, each day discussing, researching and finding answers to those questions.

#### A successful circle routine:

1. **Welcome Song** (that involves movement)
  
2. **Project** - Find out what your children are interested in. If you have white board, write the theme topic in the middle. Ask the children what they want to learn about it and draw a line to each of those questions (their responses). Spend each day discovering the answer to one of the questions in an engaging, hands on way. **For example: The topic (in Level 3, Unit 2) is about how we deliver packages. Some circle time discussions could include:**
  - **What is a stamp?**
  - **Who are the people that work at the Post Office?**
  - **How many different sized packages are there?**
  - **What does the inside of a Mail Truck look like?**
  - **Where is the closest Post Office?**
  - **Can packages be delivered by land/air/sea? How?**
  - **How do you address an envelope?**
  - **What do you put in the mail?**
  - **If you were to write a letter, who would you write it to? How would you spell their name?**
  
3. **Short story!** One that engages the children is best. Yoga ones have been so popular!

4. **Job chart** - Write each child's name on a Popsicle stick or piece of large paper that can be reused. While the children are sitting down, tell them that when you call their name, they are to get up, place their name on the photo of the job they would like to do that day - then line up or move on to the next activity have planned. It is okay if multiple children want to do the same job. This age is about teaching partnership, social skills and taking turns - so what better way to do that then to share a job with a friend.

Examples of preschool-approved jobs:

- Fish feeder
- Clean up helper
- Water plants/Gardner
- Light helper (turn lights off)
- Greeter (greet all the children as they transition)
- Class counter (counts how many children are in the class as you move to transition)
- Lunch helper (helps get lunches on the table)

## 6) Schedule larger blocks of time for indoor and outdoor activities.

Create a day filled with large chunks of time. As you know, children aren't too fond of transitions! Leaving ample time to explore provides opportunities for building friendships, encourages imagination and supports creativity.

Recent studies state that children should spend *at least* 45 minutes in each free-play setting. But how are you supposed to get everything done and let them play for that long?

Here is an example of a morning schedule:

8:00 am - arrival/open play

8:45 am - greeting/morning circle

9:00 am - indoor free-play and centers/projects

9:45am - clean up time

9:55 am - wash hands/bathroom

10:15 am - snack time

10:40 am - outside time/outdoor projects

11:45 am - clean up time and transition song

12:00 pm - bathroom/wash hands

12:15 pm - lunch

12:40 pm - nap time



## 7) Create a calming space that provides hands-on and simple ways to support their emotional development.

If we teach children simple and effective coping strategies while they are young, they will be able to utilize those skills and strategies through their teenage and adult years.

Have you ever wondered why young children get so upset, acting out in a meltdown or tantrum?

**You are not alone!** According to Robert Plutchick, professor emeritus at the Albert Einstein College of Medicine, more than 90 different emotions have been identified!

Unfortunately, humans aren't born knowing how to process their emotions or problem solve. Throughout your life, you learned what techniques help you calm down.

The same goes for children in a classroom. They are unsure how to manage and/or handle these emotions. There is a lot of expectations throughout the day (listen, share space, take turns, wait, stop, let's do this instead... etc).

Using a hands-on and simple sensory-supports will help children learn self-soothing methods and how to manage their own emotions.

We created a [Soothing Sammy Kit](#) for parents and preschool teachers. The children's book, along with Sammy the plush dog and parent/teacher guide, creates a complementary set of tools that every home (or classroom) with young children will appreciate.

### [Soothing Sammy Kit includes:](#)

1. The "**Soothing Sammy**" children's story teaches different calm down strategies. In the book, children visit Sammy, at his dog house looking for help when they feel upset. Sammy teaches them how to calm down, identify why they were mad and encourage them to create a solution. Your child will learn:

- How to process emotions.
- How to communicate feelings.
- How to problem-solve.
- How to use their sensory system to calm down.



2. **Sammy the Plush dog** - Learn how to **construct a "Sammy house" for Sammy, the plush toy dog (included) to live in.** Sammy's house incorporates common household items talked about in the "Soothing Sammy" book. These items help children calm down when they are upset. This house **helps children and families implement the calming strategies learned in the Sammy book.** .

3. **The parent guide discusses a variety of ways which your family can incorporate Sammy's lessons into your everyday life, including:**

- Sharing space and items with other children.
- Encouraging your child to listen.
- Helping your child express their feelings.
- Preventing your child from becoming frustrated.
- Transitioning to and from different activities.
- Following Directions.

Visit our website for more information on Soothing Sammy!

**7) Have the classroom rules displayed in a way that is easy to understand and simple for children to refer to.**

A daily schedule is a must! For children of this age, a visual schedule will go a long way! Take a picture of the children in your class completing each portion of your day and place the photos in order (within your daily schedule).

As children ask when mommy is coming - you can point to the picture that resembles that time. Point to the photos before and say "mommy will come after circle, snack and outside time!"

This will also help children understand what transition is coming next. They don't necessarily want to clean up, but if they know that snack or outside time is coming next - maybe they will change their mind!

Remember - children do best with auditory and visual cues when they are transitioning. Before each transition, give a five and two-minute warning and use a clean-up song on the CD or sing a clean-up song when you are cleaning up!

**8) Make sure their tummy's are full and they have plenty of rest time.**

Make sure that you have bathroom time, snack time and rest time available throughout the day. :) Meeting children's basic needs is the foundation to happy and pleasant behavior.

There you have it! The secret to a successful 3's, 4's and 5's classroom! Don't forget to include every parent in this journey. Consistency between home and school is a must. Send home a few photos of each child during the week. Write down some silly things they say and encourage parents to read a story with their child before they leave. Children will feel like their parent is just as excited to be at school and part of their day, even when they aren't there.

**Have fun!**

Please contact me with any questions!

Sincerely,

*Jeana Kinne*