

# Cups, Plates & Spoons

## January 2018



**Growing. Playing. Learning.**



Keep in mind that any materials you might need a little bit more time to gather are featured in red.

# Get Ready!

Collect an assortment of unbreakable cups, plates and spoons. Be sure to have plenty of 16 oz. plastic drink cups on hand. Also, collect paper towel and wrapping paper rolls.

Cups, plates and spoons are things we all use every day. Our next unit, “Cups, Plates & Spoons” will challenge children to explore these common, everyday items in new ways. This approach will promote creative thinking as well as problem-solving. The Teaching Tool included in this unit will also expose the children to differences in size as well as seriation. We will also explore the concept of volume in a very simplistic way. Be sure to gather a variety of unbreakable bowls, plates and spoons for the activities included with this unit.






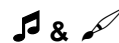




The activities included in this guide are merely a starting point and not an “end all.” Please incorporate your own activities and experiences you believe the children would enjoy and adapt those in this guide to better meet the unique needs of the children in your care. This is especially true of this unit which just begs to be individualized by you!

Don't forget to email or send home a copy of the Family Letter with each child as you begin this theme. In addition, email or text the Digital Family Notes when you believe they would be the most beneficial. Most importantly, have fun!

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## Program Symbols for Developmental Areas

-  = Language Development
-  = Social Studies Knowledge
-  = Literacy Knowledge
-  = Social & Emotional Development
-  = Math Knowledge
-  = Music & Creative Arts
-  = Science Knowledge
-  = Physical Development & Health
-  = Logic & Reasoning
-  = Approaches to Learning



Activities with this icon help you address the goals of the Let's Move! Child Care campaign ([www.letsmove.gov](http://www.letsmove.gov)).



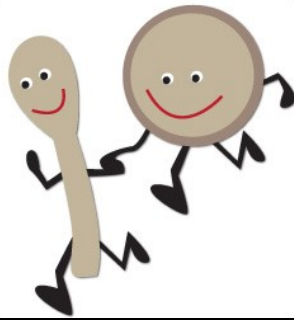
Activities with the sunshine icon may be done outdoors if you desire.



This icon helps you quickly locate some of the activities that address Character Education included in this unit

## 2 Week/10 Day Planning Grid

All the daily experiences are included on this grid so you know EXACTLY what is planned for each day.



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><b>Exploring Together:</b> What Do You Feel? (p.4)</p> <p><b>Center/Small Group:</b> Fill 'N Dump (p.5)</p> <p><b>Center/Small Group:</b> Let's Sort! (p. 5)</p> <p><b>Infants:</b> A Bin of Fun (p. 5)</p>	<p><b>Exploring Together:</b> Cups, Cups, Cups (p. 6)</p> <p><b>Center/Small Group:</b> Stacking Cups (p. 7)</p> <p><b>Center/Small Group:</b> Cup Bowling (p. 7)</p> <p><b>Infants:</b> What is Under the Cup? (p. 7)</p>	<p><b>Exploring Together:</b> It Goes in a Cup (p. 8)</p> <p><b>Center/Small Group:</b> Fill It. Dump It. (p. 9)</p> <p><b>Center/Small Group:</b> Fantastic Fancy Cups (p. 9)</p> <p><b>Infants:</b> Drinking from a Sippy Cup (p. 9)</p>	<p><b>Exploring Together:</b> Plates. Plates. Plates. (p. 10)</p> <p><b>Center/Small Group:</b> A Different Purpose for a Plate (p. 11)</p> <p><b>Center/Small Group:</b> Flying Frisbees® (p. 11)</p> <p><b>Infants:</b> My Pretty Plate (p.11)</p>	<p><b>Exploring Together:</b> What Did I Eat? (p. 12)</p> <p><b>Center/Small Group:</b> A Plate of Food (p. 13)</p> <p><b>Center/Small Group:</b> Cup or Plate? (p. 13)</p> <p><b>Infants:</b> Put It On &amp; Take It Off (p. 13)</p>
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p><b>Exploring Together:</b> So Many Spoons (p. 14)</p> <p><b>Center/Small Group:</b> Spoon Painting Fun (p. 15)</p> <p><b>Center/Small Group:</b> Let's Sort! (p. 15)</p> <p><b>Infants:</b> See the Spoons (p.15)</p>	<p><b>Exploring Together:</b> Scoop It Up! (p. 16)</p> <p><b>Center/Small Group:</b> A Spoonful of Playdough (p. 17)</p> <p><b>Center/Small Group:</b> Musical Spoons (p. 17)</p> <p><b>Infants:</b> Scooping Spoon (p. 17)</p>	<p><b>Exploring Together:</b> New Uses (p. 18)</p> <p><b>Center/Small Group:</b> I Am Going to Make... (p. 19)</p> <p><b>Center/Small Group:</b> Catch It! Cups (p. 19)</p> <p><b>Infants:</b> A Cup &amp; A Spoon (p.19)</p>	<p><b>Exploring Together:</b> How Much Will It Hold? (p. 20)</p> <p><b>Center/Small Group:</b> Displacing Water (p. 21)</p> <p><b>Center/Small Group:</b> Fun with the Teaching Tool (p. 21)</p> <p><b>Infants:</b> Water Fun (p.21)</p>	<p><b>Exploring Together:</b> Let's Have Fun! (p. 22)</p> <p><b>Center/Small Group:</b> Big to Little, Little to Big (p. 23)</p> <p><b>Center/Small Group:</b> Weaving, Weaving (p. 23)</p> <p><b>Infants:</b> Tra-la-la-la-la! (p. 23)</p>

### School-Age Activities:

An Origami Cup (p. 24)

Paper Plate Puzzles (p. 25)

Concave/Convex (p. 26)

My Fancy Paper Plate (p. 24)

A Puppet from a Spoon (p. 25)

Graphing Volume (p. 26)

## DAY 1

**Unit:** Cups, Plates & Spoons

**Today's Focus:** Exploring Cups, Plates & Spoons

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Washing hands is the best way to prevent the spread of germs. Make sure to have the children wash their hands frequently each day.

### Teaching Tip of the Day

The question, "What do you think?" is a great one to ask children because it encourages them to share their ideas verbally with others.

### Transition Time

Have the children pretend to drink from a cup or eat from a spoon as they move from activity to activity today. If desired, sing the song, "What Do You Eat on a Plate?" (p. 30) as they move.

### **Exploring Together: What Do You Feel?** (all ages,

Materials:

**Unbreakable cups, plates and spoons in a pillowcase**

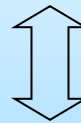
- Today you will introduce our next unit, "Cups, Plates & Spoons" with a fun, interactive experience. This experience will challenge children to utilize their sense of touch to make predictions as well as comparisons. At the same time, the children will have the opportunity to share their experiences as well as information about how their families use cups, bowls and spoons at home. This opens the door for you to bring diversity into your program.
- Sit on the floor with the pillowcase containing the unbreakable cups, plates and spoons. Reach into the pillowcase (without looking) and describe what you feel. As children show interest, invite them to join you. They can take turns reaching into the bag, touching an item, guessing what it is and then removing it from the pillowcase. As the children do this, be sure to encourage those who are more verbal to utilize expressive language to share their ideas.
- Once the pillowcase is empty, invite all of the children to explore the cups, plates and spoons. Ask plenty of questions (such as those to the right) to get the conversation going. Talk about how the cups, plates and spoons are the same and how they are different. Invite those children who are more verbal to describe the cups, plates and spoons they use at home. Do any of the children happen to have the same cups, plates or spoons?
- Next, sing the song, "What Do You Eat on a Plate?" (p. 30) and invite the children to pretend to use cups, plates and spoons as you sing. This song is interactive and encourages the children to suggest different foods to pretend to eat in each verse as well.
- **EXTENSION:** During mealtimes and snacks be sure to encourage the children to talk about how they use cups, plates and spoons.

### Today's Vocabulary

Use some of these words in conversations with children today!

**cup plate spoon**

**liquid hold food drink**



**As younger children participate in activities today, model language by...**

- *Using words such as **cup, plate, spoon, liquid, hold, food and drink** as children complete activities.*
- *Engaging children in conversations as they play with cups, plates and bowls and sand (p. 5).*
- *Talking with children as they sort cups, plates and bowls into groups (p. 5).*

### **Questions to Spur Thinking**

- *What do you think you might be touching?*
- *How does it feel?*
- *How is a cup like a spoon? How is it different?*
- *What types of foods do you put on a plate?*
- *What type of foods do you eat with a spoon?*
- *How many cups do we have? Plates? Spoons?*



## Fill 'N Dump

(Toddlers–4 years, 🖐️ 😊 🗝️ ? ❤️ 🗣️)

Materials:

- Assorted unbreakable cups, plates and spoons that can be used in sand**
- Sand table or container of sand
- Sand play is a wonderful sensory experience for children. Adding cups, plates and spoons helps children explore while they build fine motor control, engage with other children and explore their ideas. At the same time, because sand play has simple rules, it also requires children to demonstrate self-regulation as they practice following oral directions.
- Set up the sand table or prepare a container of sand. Add the unbreakable cups, plates and spoons you located ahead of time. Watch to see which children choose this experience and then position yourself nearby. Observe and interact with the children by asking questions. Challenge children just learning language to name the items while inviting more verbal children to describe how they are using them. This would also be a great time to record an anecdotal note about each child's level of fine motor development.
- Advanced Preschoolers:** These children can compare and contrast the cups, plates and spoons. Which hold more sand? Why do they think this is? What type of spoon works best for scooping the sand? Why doesn't the sand stay on the plate as well as it stays in the cup? Asking these types of questions gets children to think!

## A Bin of Fun

(Infants, 🗣️ 🗝️ 🖐️ 📖 ❤️)

Materials:

- Sensory bin filled with unbreakable cups, plates and spoons
- Infants learn through exploration. Filling a sensory bin with unbreakable cups, plates and spoons is a wonderful way for infants to safely explore while you add language to build future vocabulary.
- Place the sensory bin on the floor and sit near it with the infant. Watch to see what the infant does and describe his/her actions as well as the how the items in the bin look, feel and even sound! Then, as the infant explores, recite the following rhyme.

### CUPS AND PLATES AND SPOONS

Cups and plates and spoons...oh my!  
Touch them, feel them...give it a try.  
We all use them to eat our food.  
We fill them up and empty them, too.

## Day 1 - Center/Small Group Activities

### Questions to Spur Thinking

- Which holds the most sand? Why do you think that is?
- Which spoon works best? Why do you think that is?

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- Which group do you think has the most?
- Tell me about the cups, plates and spoons you have at home.

## Let's Sort!

(Toddlers–4 years, 🗣️ 😊 🖐️ 🗝️ ? 🎵 ❤️)

Materials:

- Assortment of unbreakable cups, plates and spoons**
- Music
- Sorting and grouping are important mathematical skills. Today the children will play a game that includes sorting and grouping. The game will require children to utilize fine motor control as well as self-regulation. At the same time, there will be an opportunity for those children who are ready to practice counting as well.
- Set out the unbreakable cups, plates and spoons and turn on some music. As children show interest, invite them to join you to play a game. Be sure to turn off the music while you explain the game to the children. First, have those children who show interest sit in a circle. Then, give one child a cup, plate or spoon to hold. Turn the music back on and have the children pass the item around the circle. Then, randomly stop the music and have the child holding the item name it (if appropriate) and then place it in the center of the circle. Repeat, using a new item each time. As each item is added to the center, have the children group all the cups, plates and spoons together. Adapt as needed.
- Toddlers/Twos/Young Threes:** These children may have trouble giving up the items as they pass them. That is OK! Just let these children hold their items.
- Older Threes/Fours/Advanced Preschoolers:** These children should be able to name the items they have and then they can also count the number of cups, plates and spoons at the end of the game.

## Your Own Activities

## DAY 2

**Unit:** Cups, Plates & Spoons

**Today's Focus:** There Are Different Types of Cups

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Yoga is not only great exercise, it is an excellent way to help children relax and unwind. If you are not familiar with simple yoga poses for children, use YouTube to help you find some.

### Teaching Tip of the Day

Watch children as they engage in free play. Note which materials/ areas they seem to use the most and try to figure out why they enjoy these.

### Transition Time

Have more verbal children describe the cups they use at home before moving from activity to activity today.

### Exploring Together: Cups, Cups, Cups

(all ages, )

Materials:

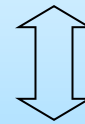
- Assortment of unbreakable cups** (e.g., plastic cups, paper cups, sippy cups, cups with straws, etc.)
- Pat the Potter puppet, prepared** - See directions on p. 31.
- Coffee mug (ceramic)
- Large sheet of white paper, marker

- Most of us never stopped to think about how many different types of cups there are! This experience challenges children to do just that as they use their senses to explore a wide selection of cups. As the children participate, they will build both expressive and receptive language skills, vocabulary and practice comparing/ contrasting. Creating a list will then expose those children who are ready to letters, letter sounds and words.
- Sit on the floor with the Pat the Potter puppet. Pretend to talk to the puppet and, as children become curious, invite them to talk to Pat as well. Ask those children who are verbal to describe what they think Pat is doing. Through your discussion, help the children figure out that Pat is spinning a pot. Explain that Pat is a potter and invite the children to share what they know about making pots this way. Then, show the children the coffee cup and pretend that Pat made it for you. Encourage those children who are verbal to describe the coffee cup.
- Next, set out all of the other cups you gathered ahead of time and invite the children to explore them. Talk about what is the same about all of the cups and what is different about them. Compare the unbreakable cups to the coffee mug. How are they the same? How are they different? Then, have your more verbal children describe the cups they use at home. Write down exactly what these children say on a sheet of white paper, noting letter names, letter sounds and words while doing so. Compare and contrast the cups the children describe and then post the paper for all to see.

### Today's Vocabulary

Use some of these words in conversations with children today!

**cup**      **drink**      **sip**  
**rim**      **base**      **sides**      **spill**



### **As younger children participate in activities today, model language by...**

- *Using words, such as those listed above, while engaging children in conversations during the day's activities.*
- *Engaging children in conversations as they build with plastic cups (p. 7).*
- *Counting with children as they, play "Cup Bowling" (p. 7).*

### Questions to Spur Thinking

- *What materials do you think Pat used to make this coffee cup for me?*
- *How are all of the cups I have today the same? How are they different?*
- *Which cup do you think would hold the most water? Why do you think that?*
- *How is the coffee mug like this plastic cup? How is it different?*
- *What would happen if I dropped the coffee mug? Why do you think that?*



## Day 2 - Center/Small Group Activities

### Stacking Cups

(Toddlers–4 years, 🗨️ 😊 ❤️ ? 🙋 🤝)

#### Materials:

- Disposable plastic or paper cups** (all the same size)
- This experience invites children to use cups in a new, and different way...for building. The children can stack the cups in different ways to create structures. This will require fine motor control as well as problem-solving skills. As children participate in this experience, they will also more than likely utilize a good deal of persistence and patience.
- Set out the cups you located ahead of time and invite those children who show interest to stack them to create structures. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Threes:** These children may, or may not, choose to stack the cups...which is just fine. The main goal of the experience is to help this group associate words with objects while building fine motor control while manipulating them. Just be sure to describe both the cups and the children's actions.
- Fours/Advanced Preschoolers:** These children will probably find many ways to stack the cups. This will require creative thinking as well as problem-solving skills. Additionally, you may want to expose this group to cup stacking. Here is a video to help you do so: <https://www.youtube.com/watch?v=r0CAhcn5N9A>

### What is Under the Cup?

(Infants, 🗨️ 🙋 🤝 ❤️)

#### Materials:

- Plastic cup (one you cannot see through)
- Small snacks (e.g., cracker, blueberries, cereal pieces, etc.)\*
- This experience is a fun one to do as part of breakfast, lunch or snack. It is obviously meant for infants eating solid food. As part of the process, infants will build receptive language skills, enhance fine motor control and practice self-help skills.
- Put the infant in his/her high chair. Place a food under a plastic cup. Lift the cup to show the infant what is underneath and then put the cup back down. Watch to see what the infant does. Does he/she reach to lift the cup? If so, be sure to encourage him/her to do so. If not, you can lift the cup for him/her. Either way, be sure to describe the food under the cup and then invite the infant to eat it. Repeat, using the same, or different foods.

\*As always, be sure to check with parents/caregivers before serving any foods.

#### Questions to Spur Thinking

- How did you choose to stack the cups?
- How did you roll the ball to knock down the most cups?
- What happens when you put the cups upside-down?

### Cup Bowling

(Toddlers–4 years, 🙋 🗨️ ❤️ 📊 ? 🙋 😊)

#### Materials:

- 10 plastic drink cups (16 oz)**, ball
- Children love bowling! Not only is it exciting to see the pins fall, it is also a great game for promoting motor skills. For this version of bowling, the children will use plastic cups instead of bowling pins. They will also count the number of cups that fall over and the number that do not as they play. This not only promotes counting skills, it also exposes children who are more advanced to the concept of subtraction in a meaningful way.
- Set up the cups like bowling pins. Make sure the cups are standing up as they would if holding water (with the rim facing up). As children show interest, invite them to join you for a fun game of Cup Bowling! The children can take turns rolling the ball toward the cups. What happens when the ball hits the cups? Encourage more verbal children to answer this question. Adapt and modify based on the developmental levels of the children in your group.
- Toddlers/Twos/Young Threes:** These children can listen as you count the number of cups that fall over. This exposes them to the concept of quantity in a meaningful way.
- Older Threes/Fours/Advanced Preschoolers:** These children can attempt to count the number of cups that fall on their own. Then, you can write this information as a subtraction fact (e.g.,  $10 - 3 = 7$ ). Additionally, these children can explore to see what happens if they turn the cups upside-down. Does this affect the number of cups that fall? Why?

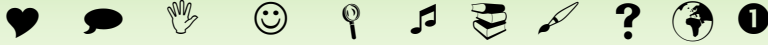
#### Your Own Activities

## DAY 3

Unit: Cups, Plates & Spoons

Today's Focus: What Types of Liquids Do Cups Hold?

Developmental Areas Addressed Today:



### Be Healthy & Safe!

Teach children to cough and sneeze in the crook of their elbow. Doing so helps to prevent the spread of germs.

### Teaching Tip of the Day

Puzzles are wonderful tools for promoting problem-solving, fine motor control and eye-hand coordination. Have a variety of puzzles for differing developmental levels available for children to explore.

### Transition Time

Have children who are verbal name liquids they enjoy drinking from cups before moving from activity to activity today.

### Exploring Together: It Goes in a Cup

(all ages,        

Materials:

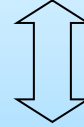
- Pat the Potter puppet, plastic cup
- Grocery store sale flyers and/or old magazines**
- Large sheet of construction paper cut into the shape of a cup**
- Child-safe scissors, gluesticks

- Today the children will explore the many different types of liquids people drink from cups. As part of this activity, the children will search grocery store sale flyers or old magazines and then create a wall display that includes words. This exposes children to letters, letter sounds and even product logos in a meaningful way.
- Sit on the floor with the Pat the Potter puppet and other materials. Pretend to drink something from the cup. As children choose to join you, name the liquid you are pretending to drink and then invite those children who are verbal to name liquids they like to drink from cups. Does everyone like the same liquid? What types of liquids do other members of their families like to drink? Use this part of the experience to help the children recognize that there are many different liquids that people drink from cups.
- Next, show the children the paper cut into the shape of a cup. Invite the children to find pictures of liquids in grocery store sale flyers or old magazines that they could drink from a cup. They can cut out the pictures they find or tear them...if that is easier. Then, the children can use gluesticks to attach them to the construction paper cup. As the children add pictures, write the name of the liquids they add beside the pictures. Be sure to talk about letter names and sounds (if appropriate for your group) as you do so. When finished, display the cup on the wall for all to see.
- **EXTENSION:** Talk about the liquids you serve in cups during breakfast, lunch and/or snack today.

### Today's Vocabulary

Use some of these words in conversations with children today!

**cup**     **drink**     **liquid**  
**volume**     **more**     **less**



**As younger children participate in activities today, model language by...**

- *Using words, such as those above, as children participate in the daily experiences.*
- *Talking with the children as they explore the amount of water different types of cups will hold (p. 9).*
- *Describing the children's fancy cups (p. 9).*

### Questions to Spur Thinking

- *What do you like to drink from a cup?*
- *What types of liquids do you drink from cups at your house?*
- *What would happen if you did not have a cup and wanted to drink some milk? What could you use as a cup?*
- *What do you think would happen if you tried to drink milk from a plate?*
- *What liquid did you find to add?*





## Fill It. Dump It.

(Toddlers–4 years, 😊 ❤️ 🖐️ ⓘ ? 🗣️ 🗣️)

Materials:

- Water table or container of water**
- Plastic measuring cup(s)**
- Assorted unbreakable cups (different sizes)

- Water play is so much fun for children and it is also a wonderful sensory experience. At the same time, as the children participate in this activity, they will have the opportunity to make discoveries, explore volume and interact with others.
- Set up the water table or a container of water and add an assortment of cups (different sizes) along with a plastic measuring cup. As children show interest, invite them to explore volume by filling and emptying the cups. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Threes: These children will simply have fun filling the cups and then dumping them out. As you observe, be sure to describe their actions as well as the cups they fill and empty. Talk about which cups hold more water and which hold less. Note why this is.
- Fours/Advanced Preschoolers: These children will also have fun filling and emptying the cups. Additionally, these children can use a plastic measuring cup to explore volume in a very simplistic way. They can see how much water different cups hold and then compare the amounts. You will more than likely need to read the measurements which will help to expose the children to fractions in a meaningful way. Talk with these children about which cups hold more and which hold less. This is a great way to helping them explore these concepts.

## Drinking from a Sippy Cup

(Infants - ❤️ 🖐️ 🗣️ 🎵 🗣️)

Materials:

- Each infant's sippy cup filled with water**

- This experience is for older infants who are learning to use (or are using) sippy cups. This is an important self-help skill that also involves fine motor coordination.
- Give the infant his/her sippy cup filled with water. Watch to see if the infant already knows how to drink from the cup or if he/she needs a little help. As the infant drinks the water, sing the following song.

DRINKING FROM A SIPPY CUP  
(tune: "Muffin Man")

Drinking from a sippy cup,  
A sippy cup, a sippy cups.  
Drinking from a sippy cup  
Is something you can do.

## Day 3 - Center/Small Group Activities

### Questions to Spur Thinking

- *Why do you think that cup holds more water?*

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- *Tell me about your fancy cup.*
- *What are you going to drink from your fancy cup?*

## Fantastic Fancy Cups

(Toddlers–4 years, 🖐️ 🗣️ ? 🖋️ ❤️ 🗣️ 😊)

Materials:

- Plastic disposable cup for each child**
- Stickers
- Permanent markers (e.g., Sharpie®) - SUPERVISE DIRECTLY!**

- Decorating a cup that can then be used for drinking is a fun way for children to express their creativity and then practice a self-help skill (using a cup). At the same time, this experience will open the door for plenty of language while promoting fine motor development.
- Set out the materials (except for the permanent markers) and invite interested children to use them to create their own Fantastic Fancy Cups. Because different developmental levels will approach this experience differently, we are providing options. Note that you will NOT want to allow Toddlers, Twos or Threes to utilize permanent markers.
- Toddlers/Twos/Threes: For these children, print their names on plastic disposable cups as they watch and describe what you are doing. Feel free to name letters as you write each child's name. Then, invite each child to decorate his/her cup with stickers.
- Fours/Advanced Preschoolers: Once you are ready to supervise directly, these children can write their names on their cups with permanent markers and then use the markers and stickers to decorate them. Talk with this group about the types of liquids they plan to drink from their cups as they work. This would also be a good time to record an anecdotal note about each child's ability to write his/her name.

## Your Own Activities

## DAY 4

**Unit:** Cups, Plates & Spoons

**Today's Focus:** There Are Many Different Types of Plates  
**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

If you live in an area where you need to use salt on icy driveways or sidewalks, make sure to choose a brand that is safe for plants, pets and children.

### Teaching Tip of the Day

If something breaks, stress the importance of honesty. Let children know it is always important to tell the truth.



### Transition Time

Give each child a paper or plastic plate to carry when moving from activity to activity today. The children can pretend their plates are many things (e.g., steering wheel, hat, etc.).

Get Moving!

### Exploring Together: Plates, Plates, Plates

(all ages,       )

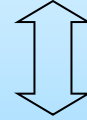
Materials:

- Pat the Potter puppet
  - Large assortment of plates** (child's sectioned, plastic, paper and one that is made from ceramic/pottery)
  - 1 paper/plastic plate for each child**
- Today the children will explore another item we all use every day...plates! Make sure to have a wide assortment of plates for the children to compare/contrast. For instance, if you have old birthday party plates, add those to the mix. As the children participate in this activity, they will build language skills, utilize visual discrimination, compare/contrast and practice following oral directions.
  - Sit with the Pat the Potter puppet on the floor. For now, just have the ceramic/pottery plate near you. Look at the plate with the puppet. As children choose to join you, explain that Pat made the plate you are looking at. Invite the children to ask Pat questions about the plate. Additionally, they can carefully use their senses to explore the plate. How do people use plates? How is this plate like the ones they normally use during meals?
  - Next, bring out the other plates. Invite the children to explore all of the plates. Challenge those with strong verbal skills to describe how the plates are the same and how they are different. See if any of the children can identify the shape of the plates as well. Now would be a great time to use the term *curved* as part of the conversation! After exploring, give each child a paper plate and introduce the game, "Do What I Do." This game is played like, "Simon Says." For instance, you might say something like, "Do what I do...put the plate on your head" or "Do what I do...put the plate on your foot." Incorporate a wide variety of body parts as you play the game with the children.

### Today's Vocabulary

Use some of these words in conversations with children today!

**plate**    **paper**    **plastic**  
**ceramic**    **round**    **circle**    **curved**



**As younger children participate in activities today, model language by...**

- *Using words such as those listed above as children participate in today's activities.*
- *Describing how children use their paper plates as Frisbees® (p. 11)*
- *Talking with children as they create their own paper plate Frisbees® (p. 11).*

### Questions to Spur Thinking

- *What did Pat bring to show us today?*
- *When do you use a plate?*
- *How is this plate like the one you use during meals at your home?*
- *How are all of these plates the same? How are they different?*
- *What shape are these plates?*
- *Do the plates have straight sides or round sides?*
- *Which plate do you like best? Why did you choose that one?*



## Day 4 - Center/Small Group Activities

### A Different Purpose for a Plate

(Toddlers–4 years,         

Materials:

- Paper plate for each child
- Markers/Crayons

- Sometimes, it is fun to use a common everyday item for a new purpose. That is exactly what the children will do today! This experience will invite interested children to transform paper plates into Frisbees®. The next experience today will invite them to throw their paper plate Frisbees® outside. As children create their Frisbees®, they will build fine motor control, express their ideas and build language skills.
- Set out the paper plates and the markers/crayons. As children show interest in this area, invite them to transform the plain paper plates into Frisbees®. The children can draw on the plates as desired. Your youngest children will probably just choose to scribble while your more advanced children may want to add pictures. As the children create, be sure to talk about how they are using a plate for an entirely different purpose. **SAVE THE PLATES FOR THE NEXT EXPERIENCE.**
- Advanced Preschoolers: These children can be challenged to write their names on their paper plate Frisbees®. Be sure to talk with each child individually about letters and letter sounds as he/she writes. Now would be a good time to record an anecdotal note about the letters each child is able to name that are a part of his/her name.

### My Pretty Plate

(Infants,     

Materials:

- Large white paper plate for each infant
- Sponge pieces or cotton balls clipped in clothespins
- Paint in shallow dishes (2 colors), tape
- Clothespins make painting easier for little hands. During this experience, infants will build fine motor control as they gain exposure to color names. At the same time, infants will explore cause and effect (e.g., “I dip the sponge/cotton ball in paint and then on my paper plate and it makes a mark.”)
- Use tape to attach a large white paper plate to the infant’s high chair tray. Sit the paint nearby. Give the infant the clothespin with a piece of sponge or cotton balls and watch what he/she does. Describe his/her actions, the color of paint, the paper plate and the results. As the infant creates, be sure to use plenty of language while interacting with him/her.

### Questions to Spur Thinking

- Tell me about the Frisbee® you created.
- What happened when you threw your plate?
- How far do you think your paper plate Frisbee® flew?



### Flying Frisbees®

(Toddlers–4 years,      

Get Moving!

Materials:

- Each child’s paper plate Frisbee® (from earlier)
- Measuring tape

- The children will now have the opportunity to “fly” their paper plate Frisbees®. Hopefully the weather will be nice so you can take the children outdoors. If not, just find a place in your home that would be safe for the children to attempt to “fly” their plates. As children participate in this experience, they will build gross motor skills, make and test predictions and, for more advanced children, explore measurement. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Threes: These children may, or may not, be able to throw their plates like Frisbees®. That is OK! As the children play with their plates, describe both their actions and the results. They will also learn by listening and watching others!
- Fours/Advanced Preschoolers: These children can try different ways of throwing their plates to see which techniques work best. Then, if you were able to locate a measuring tape, they can predict how far their plates will “fly.” After throwing their plates, they can use a measuring tape (with your help) to compare the actual distance to their predictions. This is a meaningful way for you to expose the children to both measurement and larger numerals.

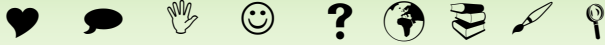
### Your Own Activities

## DAY 5

**Unit:** Cups, Plates & Spoons

**Today's Focus:** Foods People Eat on Plates

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Always keep dishwashing detergent, laundry detergent and dish soap out of the reach of children at all times.

### Teaching Tip of the Day

When you are excited...the children will be excited! Keep this concept in mind when introducing new activities.

### Transition Time

Have more verbal children name foods they like to eat on plates before moving from activity to activity today. They can even pretend to eat those foods.

### Exploring Together: What Did I Eat?

(all ages, 😊 🙌 ❤️ 🔑 ? 🌐 🗨️)

**Materials:**

- Pat the Potter puppet
- Pretend food (e.g., from the dramatic play area)
- Large plate

- There are so many foods we all eat on plates every day! Today the children will think about some of the foods they like to eat that are normally served on plates. At the same time, the experience includes a group game that will challenge the children to utilize their visual memory skills. As children participate in this experience, they will also build language skills and vocabulary. This activity also opens the door for children to talk about foods their families eat on plates, bringing an element of diversity to the experience.
- Sit on the floor with Pat and the large plate. Put a few pieces of pretend food on the plate and pretend to eat it. Pretend to have Pat eat some as well. As children become curious, invite them to join you. They can choose foods to pretend to eat, too! As the children do so, talk with them about the foods on the plate. How many of the foods can they name? Why do they think these foods are eaten on a plate and not in a cup? Invite more verbal children to share their ideas. Then, talk about some of the foods the children eat at home that are normally served on plates.
- Next, introduce the game, "What Did I Eat?" To play, pick out three foods and put them on the plate. Have the children study the foods. Then, have the children close their eyes while you remove ("eat") one of the foods. When the children open their eyes, they must name the food you "ate." Repeat, using a different group of foods each time. To make the game more challenging, use more than three foods and/or remove more than one food at a time.

### Today's Vocabulary

Use some of these words in conversations with children today!

**plate food eat cut**

**+ names of foods**

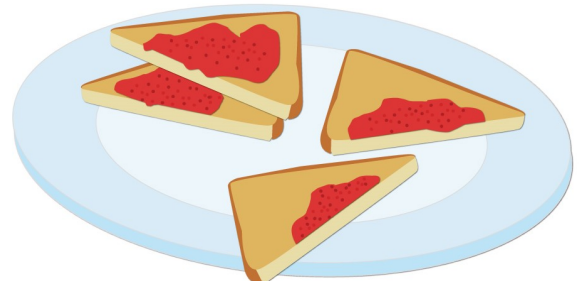


**As younger children participate in activities today, model language by...**

- *Saying the words listed above as children complete activities.*
- *Naming the foods children add to their meal on their paper plates (p. 13).*
- *Encouraging children to talk about why eating yogurt in a cup is easier than eating it on a plate. (p. 13)*

### Questions to Spur Thinking

- *What foods do I have on my plate?*
- *What other foods can you think of that people eat on a plate?*
- *What foods does your family eat at home that are served on a plate?*
- *Why wouldn't it work to eat a piece of meat in a cup?*
- *What did you like most about this game?*
- *How could we use these foods and plate to play a different game?*



## A Plate of Food

(Toddlers–4 years, ♥ 🖐️ ? 🍴 😊 🗣️)

Materials:

- Grocery store sale flyers and/or old magazines**, crayons/markers
  - Large paper plate for each child
  - Child-safe scissors (loop scissors for younger ones)
  - Gluesticks or glue in shallow dishes and old paintbrushes
- Learning to use scissors is an important skill for children. It is also a skill that takes a great deal of practice and persistence. If you happen to have loop scissors for children just learning to cut, they are often much easier for them to manipulate. As the children participate in this experience, they will make choices, build fine motor skills and engage in conversations.
  - Set out the materials listed above and invite those children who show interest to fill a paper plate with foods they like to eat that are normally served on plates. Adapt and modify as needed based on each child's developmental level.
  - Toddlers/Twos/Threes: These children can tear pictures if cutting is too hard for them or use loop scissors, if available. Be sure to name the foods the children choose as they create.
  - Fours/Advanced Preschoolers: These children should be able to accurately choose foods that are served on plates. Additionally, they should be able to name most of these foods. If you want to add an element of literacy, have the children write (or dictate for you to write) the names of the foods beside their pictures on their plates.

## Put It On & Take It Off

(Infants, 🗣️ 🖐️ 🍴 ♥)

Materials:

- Large paper or plastic plate and 3-4 pretend foods
- While putting pretend foods on and off of a plate may seem simplistic to us (as adults), it is actually an excellent opportunity for infants to be exposed to the opposites on/off while building receptive language and fine motor skills.
  - Sit with the infant on the floor and put 3-4 pretend foods on a large paper/plastic plate. Describe your actions as you do so. Then, watch to see what the infant does. If the infant picks up one of the foods, talk about his/her actions. For instance, you might say, "You just picked up the apple and moved it off the plate." This is an excellent way of exposing the infant to new language and vocabulary. Continue in this fashion for as long as the infant shows interest.

## Day 5 - Center/Small Group Activities

### Questions to Spur Thinking

- *What foods did you choose to put on your plate?*
- *Why do you think it was easier to eat the yogurt in a cup than on a plate?*

## Cup or Plate?

(Toddlers–4 years, 🗣️ ♥ ? 🖐️ 🗣️ 😊)

Materials:

- Yogurt** (your choice of flavors)\*
  - Paper or plastic cup and paper plate for each child
  - Spoon for each child
- Sometimes the best way to help children gain important knowledge about a topic is through trial and error. This experience capitalizes on this idea by challenging the children to experiment. In the process, the children will not only build fine motor skills, they will also make and test predictions as they share their ideas with others.
  - Who is ready for a snack? Invite those children who are hungry and interested to join you. Start by showing them the yogurt. Then, give each child both a paper plate and a cup. Put a small amount of yogurt in the cup and on the paper plate.
  - Before the children begin eating, invite them to predict which will be easier to eat...the yogurt in the cup or the yogurt on the plate. Encourage those children who are more verbal to share why they are making the choices they do. Then, invite them to dig in! As the children eat, describe their actions and the results. Encourage those children who made predictions to compare the actual results to what they thought would happen. Through this activity, the children will learn that some foods are easier to eat when served in a cup or bowl than a plate.
  - Advanced Preschoolers: These children should be able to make predictions and then compare the actual results to them.

*\*As always, be sure to check with parents/caregivers before serving any foods.*

## Your Own Activities

## DAY 6

Unit: Cups, Plates & Spoons

**Today's Focus:** Spoons are Used to Eat Some Foods  
**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Make sure to double check that all children are in their car seats and securely fastened before starting the car.

### Teaching Tip of the Day

Research has shown that time spent outdoors is very important for children with ADHD/ADD.

### Transition Time

Have more verbal children name foods they eat with the spoon before moving from activity to activity today.

### Exploring Together: So Many Spoons

(all ages, ☺ ♥ ✋ 🔑 ① ? 🌐 🎵 🗣️)

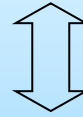
Materials:

- Assorted spoons, hidden** - Gather an assortment of spoons (e.g., teaspoons, soup spoons, serving spoons, plastic cooking spoons, etc.) and hide throughout the room.
- There are so many different types of spoons! There are spoons we use for eating, serving and even cooking. This experience introduces children to this concept through a fun, interactive game. At the same time, the activity opens the door for children to practice both comparing/contrasting and sorting/grouping. Your more advanced children can also practice counting.
- Walk around the room and act as if you are looking for something. As children become curious and ask what you are doing, explain that you lost a lot of spoons! Invite those children who are interested to help you find them. As the children find the spoons, have them bring them to you. Once all of the spoons have been found, invite the children to explore them. As they do so, ask plenty of questions such as those to the right. Through this part of the experience, help the children recognize that there are many different types of spoons and each is used for a different purpose. Invite the children to talk about some of the foods their families prepare that they eat with a spoon.
- Next, have each child choose one spoon. As the children hold their spoons, sing the song, "A Spoon Has a Handle" (p. 32). While you sing each verse, have the children point to the parts of the spoon about which you are singing. Then, sing the last verse several times and invite the children to suggest different foods they can eat with a spoon.

### Today's Vocabulary

Use some of these words in conversations with children today!

**spoon**    **handle**    **bowl**  
**straight**    **curved**    **scoop**



**As younger children participate in activities today, model language by...**

- *Using the words above as the children complete the day's activities.*
- *Talking with children as they paint with a variety of spoons (p. 15).*
- *Describing size differences as children work with the Cups, Spoons & Plates Teaching Tool (p. 15).*

### Questions to Spur Thinking

- *What spoon did you find?*
- *Where did you find it?*
- *How are all of these spoons the same?*
- *How are all of these spoons different?*
- *Which spoons do you think are used for cooking? Eating? Serving?*
- *What would happen if you tried to eat your cereal with this big spoon?*
- *Why do you think some spoons have slots?*
- *What foods does your family prepare that you use a spoon to eat?*



## Spoon Painting Fun

(Toddlers–4 years, ☺ ♥ 🍴 ? 🖌️ 🙌 🗣️)

Materials:

- Assorted colors of paint in shallow dishes**
  - Large sheets of white paper
  - Assortment of spoons (eating, serving, cooking)
  - Bowls of water (for washing paint off spoons)
  - Paper towels
- This experience challenges children to think creatively as they utilize spoons for a new purpose...painting! As children create, they will problem-solve, build fine motor control and explore color in a meaningful way. As you interact with the children, be sure to ask plenty of open-ended questions to open the door for a back-and-forth conversation.
  - Set out the materials listed above. Chances are good, at least a few children will be interested in painting. They will more than likely be surprised when they realize that are not going to be painting with brushes but instead be painting with spoons! Sit back and watch how the children choose to use the spoons as they create. Be sure to describe their actions as well as the results.
  - Advanced Preschoolers: These children should be able to identify the colors of paint they choose to use as well as describe how painting with a spoon is the same, and different from, painting with a paintbrush.

## See the Spoons

(Infants - ♥ 🍴 🎵 🗣️)

Materials:

- Plastic disposable spoons hanging above the diapering area** - Simply tie a length of string or yarn to each spoon handle and then use blue painter's tape to attach to the ceiling above the diapering area.
- When infant's have something hanging above the diapering area, it keeps their attention by giving them something to look at. This reduces wiggles! Adding a song brings language and vocabulary to a routine time in a fun way.
- Touch the spoons to make them move as you prepare to diaper the infant. Then sing the song below as you complete the diaper change.

SPOONS, SPOONS  
(tune: "Skip to My Lou")

Spoons, spoons...I use spoons.  
Spoons, spoons...I use spoons.  
Spoons, spoons...I use spoons;  
I use spoons to eat my soup!

*Sing about a different food each time.*

## Day 6 - Center/Small Group Activities

### Questions to Spur Thinking

- *What did you like about painting with spoons?*
  - *What didn't you like?*
- 
- *Which cup looks the most like the cup you use at home?*

### Let's Sort!

(Toddlers–4 years, 🙌 ♥ ? 🗣️ 🍴 ☺ 🗣️)

Materials:

- Cups, Spoons & Plates Teaching Tools, prepared** (see p. 31 for details)
- The Teaching Tool for this unit, "Cups, Spoons & Plates," challenges the children to sort by type and by size. You will be able to adapt and modify how you use this tool based on the developmental levels of the children in your group (see below). As children use this material, they will practice sorting/grouping, comparing/contrasting and working together to complete a task.
- Spread the cards from the Cups, Spoons & Plates Teaching Tool on a table. As children notice, and seem interested, invite them to join you. Challenge more verbal children to describe the items they see on the cards. Then, choose the approach you feel would work best for the children in your group.
- Toddlers/Twos/Young Threes: First, have the children sort the cards by type (e.g., put all the cups in one pile, all the plates in another, etc.). Once sorted, focus on one item at a time. For instance, focus on spoons. Hold up a big spoon and challenge the children to find all of the spoons that are the same size. Then repeat for the medium-sized spoon and the small spoon. Continue in the same fashion with plates and cups.
- Older Threes/Fours/Advanced Preschoolers: These children should be able to sort the cards by type on their own. Then, challenge them to sort each item (cup, spoon, plate) into groups by size. The children can then count the number of items in each group (e.g., number of small spoons, etc.). To make things more challenging, have them sort all the items by size without sorting by type.

### Your Own Activities

## DAY 7

**Unit:** Cups, Plates & Spoons

**Today's Focus:** Foods People Eat with a Spoon

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Do not use toothpaste with fluoride until children are over the age of 3. When you do start using this type of toothpaste, make sure children only use a pea-sized amount and rinse well.

### Teaching Tip of the Day

While teaching children to zip their coats takes a lot of time and patience, it is well worth it! Learning to do so is an important self-help skill.

### Transition Time

Have the children pretend to eat foods with a spoon as they move from activity to activity today.

### Exploring Together: Scoop It Up!

(all ages,       

Materials:

- Plastic spoons and a fork
- Yogurt in small cups (1 cup per child + you)\***

- We, as adults, know that some foods, like yogurt, are best eaten with a spoon. This may be a new idea for young children! Today the children will explore some of the many foods that are eaten with a spoon. As part of this experience, they will get to practice using a spoon to eat yogurt as well. The children will then take what they learn and visit your pantry, refrigerator and/or freezer to seek out other foods that are normally eaten with a spoon. In the process, they will practice both expressive and receptive language skills and absorb new vocabulary.
- For this experience, you may want to begin at a table instead of the floor. Sit at the table and attempt to eat yogurt with a fork. Act frustrated with the results and see which children choose to join you. What is wrong? Why can't you seem to get the yogurt from the cup to your mouth? Hopefully you more verbal children will share that you need to use a spoon instead of a fork. Try their suggestion and then invite them to each enjoy some yogurt as well. As the children eat, invite them to talk about other foods they enjoy eating with a spoon. What foods does their family enjoy that they must use a spoon to eat?
- Next, it is time to go on a "spoon-friendly food hunt!" Take the children to the pantry, refrigerator and/or freezer. What foods do the children see that are eaten with a spoon? See how many the children can find and name.

### Today's Vocabulary

Use some of these words in conversations with children today!

**spoon eat scoop**

**+ names of foods eaten with a spoon**



**As younger children participate in activities today, model language by...**

- *Using the words such as those listed above during Circle Time and throughout the day.*
- *Engaging children in conversations as they incorporate spoons with playdough (p. 17).*
- *Describing children's actions as they use spoons to make music (p. 17).*

### Questions to Spur Thinking

- *Why am I having such a hard time eating my yogurt?*
- *Why do you think a spoon works better for eating yogurt than a fork?*
- *What foods do you enjoy eating with a spoon?*
- *What foods does your family enjoy that you use a spoon to eat?*
- *Why do you think some foods, like soup, need to be eaten with a spoon and not a fork?*





## Day 7 - Center/Small Group Activities

### A Spoonful of Playdough

(Toddlers–4 years, 🗨️ 😊 ❤️ 🥄 ? 🖐️)

Materials:

- Assorted spoons
- Playdough
- Bowls, cups, plates (from dramatic play)

- Adding spoons to playdough opens the door for new ways to use this sensory material. As children work with playdough, they also build fine motor skills and utilize their senses. Be sure to engage the children in conversations as they play. This is an excellent way for you to help them build both expressive and receptive language skills.
- Set out the playdough, assorted spoons, bowls, cups and plates. Watch to see how the children choose to use these materials and engage them in conversations. Do any of the children use the spoons to scoop the playdough? Do any of the children create foods they then pretend to eat with spoons?
- **Advanced Preschoolers:** These children should be able to describe how they choose to use the spoons as well as the items they create with playdough. As these children talk with you, they will serve as role models for less verbal children, helping this group build receptive language skills.

### Scooping Spoon

(Infants, 🗨️ 🥄 🎵 🖐️ ❤️)

Materials:

- Toddler self-feeding spoon
- Bowl (with a suction cup) containing yogurt or other food infant can eat with a spoon\*
- Learning to use a spoon is a skill that older infants (those close to one year) can begin to explore. Obviously, this experience is designed for those infants who are ready to learn to self-feed as well as eat solid foods. For infants not ready to learn to self-feed, you can invite them to “help” hold the spoon as you feed them.
- Put the infant in his/her high chair & attach the bowl with food to the tray. Show the infant the spoon & describe this utensil. Then, if the infant is ready, invite him/her to try to use the spoon. If the infant is not ready, you can “help.” Sing the song, “We Use a Spoon to Scoop” (p. 32) as the infant uses the spoon.

*\*As always, be sure to check with parents/caregivers before serving any foods.*

### Questions to Spur Thinking

- How are you using the spoon?
  - Tell me about your playdough creation.
- 
- What did you like about using spoons to make music?
  - Which song was your favorite? Why did you like that one best?

### Musical Spoons

(Toddlers–4 years, 😊 ? 🎵 🥄 🖐️ ❤️ 🗨️)

Materials:

- Metal spoons (2 per child)
- Music
- This experience invites children to express their creativity through music! Instead of using musical instruments, the children will use metal spoons to make music. In the process, the children will build fine motor control, practice following simple directions and interact with music in a new and different way.
- Turn on some music and set out an assortment of metal spoons. Invite those children who show interest to “play” the spoons along with the music. Make sure to give the children some guidance about what is OK to do with the spoons and what is not. As the children play, describe their actions and the results. Some children may simply bang the spoons together while others may try to use them in different ways.
- **Advanced Preschoolers:** These children may find very unique ways to “play” the spoons. They can then demonstrate these ideas for younger children.
- **EXTENSION:** Here is a super cool video of a lady playing spoons you may want to share with the children. Wow! <https://www.youtube.com/watch?v=OOXB7348RPk&list=RDOOXB7348RPk&t=4>

### Your Own Activities

## DAY 8

Unit: Cups, Plates & Spoons

Today's Focus: Using Cups, Plates & Spoons in New Ways  
Developmental Areas Addressed Today:



### Be Healthy & Safe!

Is each child's emergency information up-to-date? If you do not know the answer to this question, check to be sure!

### Teaching Tip of the Day

Children sleep better when they get plenty of exercise. Make sure large motor activities are a part of your daily schedule.

### Transition Time

Give each child a paper or plastic cup to use in new and different ways when moving from activity to activity today.

Get Moving!

### Exploring Together: New Uses

(all ages, 😊 🗣️ 🙌 ? ❤️)

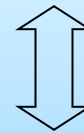
Materials:

- ☐ **Grocery bag, cardboard box or clothesbasket with an assortment of paper/plastic cups, paper plates and plastic spoons along with small balls, beanbags, etc.**
- Today the children will put on their thinking caps as they come up with games to play that use cups, plates and spoons. In addition to these items, you will want to add some small balls (e.g., ping pong balls) and maybe beanbags. Feel free to add other items you think the children may find helpful. As the children participate in this experience, they will problem-solve, think creatively, test their ideas, engage with others and demonstrate self-regulation skills.
- Sit on the floor with the bag, box or basket containing the items you gathered ahead of time. Look in the box and explore the items. As children show interest, invite them to join you. Talk about the items in the box and how they are normally used. Then, challenge the children to use the items (as well as any others they might need) to create games they can play. More than likely your more advanced children will take the lead while your younger children will probably just want to play with the items in a very simplistic manner. For instance, a toddler might simply enjoy putting a ball in and out of a cup.
- As the children think of ways to use the materials, invite them to describe how to play the game they create and then...of course...play it with them! Encourage the children to take the lead by explaining the rules of the game as well as the materials needed to play. This is an excellent way for them to assume a leadership role! See how many different games the children can think up and then keep the box available for them to continue the experience on their own.

### Today's Vocabulary

Use some of these words in conversations with children today!

**cups**    **plates**    **spoons**  
**new**    **create**    **invent**



**As younger children participate in activities today, model language by...**

- *Using the words, such as those listed above as children complete today's activities.*
- *Asking children questions about their cup, plate and/or spoon creations (p. 19).*
- *Describing children's actions as they play with the Catch It! Cups (p. 19).*

### Questions to Spur Thinking

- *What items do you see in the box/bag/basket?*
- *How is a spoon usually used? A plate? A cup?*
- *How could you use these materials to play a game?*
- *What other materials do you need? Where could you find them?*
- *What worked well in your game? What would you change if you played it again?*



## Day 8 - Center/Small Group Activities

### I Am Going to Make...

(Toddlers–4 years, 🗨️ 😊 🖐️ ✍️ ? 🗣️ ❤️)

#### Materials:

- Paper/plastic cups, paper plates, plastic spoons**
  - Assorted art/collage materials, construction paper, string/yarn, colored art tissues, stickers, etc.
  - Gluesticks, glue, tape
- Open-ended art experiences challenge children to think creatively as they build fine motor skills, problem-solve and so much more! By providing a variety of materials, you encourage children to take their ideas in many different directions. The results will probably both surprise and delight you!
  - Set out the materials you gathered ahead of time and as children choose this experience, invite them to use the cups, plates and spoons to create anything they want! As the children create, be sure to engage them in back-and-forth conversations. This is an excellent way for them to build both expressive and receptive language skills. Different developmental levels will approach this experience differently. Adapt and modify as needed.
  - Toddlers/Twos/Threes: These children may use the materials in very simplistic ways...which is fine. Just be sure to describe the materials they choose to use as well as their actions.
  - Fours/Advanced Preschoolers: These children are much more likely to use the materials in new and unique ways. As you interact with these children, encourage them to share their thoughts with you. Remember...it is the process and not the end product that is important!

Get Moving!

### A Cup & A Spoon

(Infants, 🗨️ 🗣️ 🖐️ ❤️)

#### Materials:

- Plastic cup and spoon, small blanket
- Tummy time is super important for very young infants because it helps to build their neck and upper body strength. Making a sound and talking to the infant is an excellent way to catch his/her attention. Just keep in mind that tummy time is hard work. When you start to see signs of frustration, you will know that tummy time needs to end.
  - Spread out the small blanket and place the infant on his/her tummy. Position yourself so that you are above the infant's head. Turn the cup upside-down and tap on the bottom with a spoon. Watch to see if the infant lifts his/her head toward the sound. Describe what you are doing as you make the sound. Then, stop tapping the cup and watch to see what the infant does. Does he/she put his/her head down? If so, begin tapping on the cup again and watch to see what happens.

### Questions to Spur Thinking

- *Tell me about how you chose to use the (cups/ plates/spoons).*
- *How are you using your Catch It! Cups?*
- *What other things could you "catch" in your cup?*

Get Moving!

### Catch It! Cups

(Toddlers–4 years, 🖐️ 🗨️ 😊 ❤️ ? 🗣️)

#### Materials:

- 16 oz. plastic drink cup for each child**
  - Paper towel rolls and/or wrapping paper rolls**
  - Tape, child-safe scissors
  - Ping pong or other small, lightweight balls
- It is so much fun to use common, everyday materials to make something you can play with! This experience accomplishes that goal. You may want to prepare the Catch It! Cups for your Toddlers, Twos and Young Threes ahead of time and keep the experience focused on playing with them for this group. More advanced children can, on the other hand, make their own Catch It! Cups. Either way, as the children play with the Catch It! Cups they will practice gross motor skills, eye-hand coordination and patience.
  - Who wants to make a Catch It! Cup? Pose this question to interested children as you set out materials. See the steps for making the cups below. Prepare ahead of time for Toddlers, Twos and Young Threes.
  - Toddlers/Twos/Young Threes: These children can play with their Catch It! Cups and small balls. Be sure to describe their actions as well as the results.
  - Older Threes/Fours/Advanced Preschoolers: These children can make their own Catch It! Cups by first cutting paper towel rolls in half. Each child will need a half. Then, cut slits in one end of the roll and bend the tabs outward. Tape this to the bottom of a 16 oz. plastic drink cup to create a handle. Then, provide balls and invite the children to use them with the Catch It! Cups to play games either independently or together.

### Your Own Activities

## DAY 9

**Unit:** Cups, Plates & Spoons

**Today's Focus:** What is Volume?

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Make sure to do a health check each morning as children arrive. If you have any concerns, address them with parents/caregivers before they depart.

### Teaching Tip of the Day

When children can...they will. Make sure that your expectations are in line with each child's developmental level.

### Transition Time

Have more verbal children name liquids that could be measured with a measuring cup before moving from activity to activity today.

### Exploring Together: How Much Will It Hold?

(all ages, 😊 ❤️ 🔑 ? ① 🙌 💬)

Materials:

- Baking sheet with edges, kitchen towel OR paper towels
- Pitcher of water
- Liquid measuring cup, empty milk jugs (gallon/half-gallon), empty water bottle, etc.**

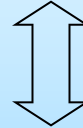
- Today you will introduce the children to the concept of volume. While this may seem advanced, the approach we are going to take is not. As children explore with you, they will begin to understand that some containers hold more than others. During this activity, the children will make and test predictions, practice counting and be exposed to measurement. At the same time, those children who choose to participate will need to demonstrate self-regulation skills.
- Place the baking tray with edges on a table and line it with either a kitchen towel or paper towels. Put the pitcher of water nearby as well as the liquid measuring cup and empty containers. As children become curious, invite them to join you.
- Start by showing the children the liquid measuring cup. Can any of the children name this item and describe how it is used? Chances are good your more advanced children should be able to do this. Talk about times when you use a measuring cup and then invite the children to share when they see their parents/caregivers or other family members using one. Explain that a measuring cup has markings on the side that tell you how much liquid is in the cup. Share that this amount is called volume.
- Next, show the children the empty containers and pitcher of water. Encourage them to predict how many cups of water they think it will take to fill each empty container. Then, have the children help fill the measuring cup and empty it into the containers (put on the baking tray to catch spills). Compare the children's predictions to the actual results. Repeat, using different containers each time. You can also expose children to the terms quart and gallon as part of this experience.

### Today's Vocabulary

Use some of these words in conversations with children today!

**volume cup quart**

**gallon measuring cup displace**



**As younger children participate in activities today, model language by...**

- *Using words such as those above during daily activities.*
- *Engaging children in conversations as they play with the Cups, Spoons & Plates Teaching Tool (p. 21).*
- *Encouraging children to make predictions as they explore displacement of water (p. 21).*

### Questions to Spur Thinking

- *What is this measuring device called?*
- *When have you seen your parents/caregivers (or other family members) using a measuring cup?*
- *How many cups of water do you think the (name of container) will hold?*
- *What types of liquids come in a gallon jug?*



## Day 9 - Center/Small Group Activities

### Displacing Water

(Toddlers–4 years, 🖐️ ❤️ 🔑 ? 😊 🗨️)

Materials:

- Clear plastic container/jar with a wide mouth**
  - Water, **clean rocks or stones** (large enough not to be a choking hazard)
  - Baking tray with edges and kitchen towel or paper towels
- Today the children will explore the scientific concept of displacement of water through a hands-on activity. Again, while this may seem like a high level experience, it is really not when approached in a simplistic way. As children participate in this activity, they will make and test predictions, observe closely and then share discoveries with others.
  - Set out the materials and watch to see which children show interest. Then, introduce the experiment! To begin, have the children fill the clear plastic container/jar about 3/4 full with water. Do this on the baking tray to catch spills. Then, show the children the rocks/stones. Invite the children to predict what they think is going to happen to the water when they add one rock/stone. After the children make their predictions, have them add a rock/stone and then compare their predictions to the results. Next, have them add another rock/stone and repeat the process. As the children add the rocks/stones, the water level will rise until it is finally “displaced” and spills over the top. Why does this happen? Because the rocks/stones take volume away from the water so the water spills out. If the children enjoyed this experiment, they can do it again.
  - Advanced Preschoolers: These children should be able to verbalize their predictions.

### Water Fun

(Infants, 🗨️ ❤️ 🔑 🖐️)

Materials:

- Plastic tub or bowl of water, small towel
  - Small plastic cups, plastic spoon
- Water play is so much fun for infants and a wonderful sensory experience. During this experience, infants will have the opportunity to do one of the things they love to do...fill and dump! As they explore water, you will have the opportunity to expose the infant to new language and vocabulary in a meaningful way.
  - Put the small towel on the infant's high chair tray and place the plastic tub or bowl of water on it. Put the cups and the spoon in the bowl of water and watch to see what the infant does. Talk about how the water looks, feels and even sounds as the infant plays. Describe the cup and how it holds water. If the infant uses the spoon to scoop water, describe this as well. Remember your role is to put words with actions to help the infant build language and future vocabulary in a meaningful way.

### Questions to Spur Thinking

- *What do you think is going to happen when we add the rocks/stones to the water?*

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- *How are you sorting/grouping the cards?*

### Fun with the Teaching Tool

(Toddlers–4 years, 🖐️ ❤️ 🔑 😊 ⓘ 🗨️)

Materials:

- Cups, Spoons & Plates Teaching Tool
- Today the children will explore the Cups, Spoons & Plates Teaching Tool in any way they would like. Some children may choose to match the items by type. Others may sort by size. The choice is theirs. As you interact with the children, just be sure to engage them in conversations. For less verbal children, you can describe their actions as well as the items on the cards. Be sure to incorporate the term *volume* in your discussions with the children.
  - Set out the Teaching Tool and watch to see which children choose to use this material. Keep in mind that different developmental levels will probably play with this material in different ways.
  - Toddlers/Twos/Young Threes: These children may, or may not, choose to sort or group the cards...which is OK. They may just choose to play with them...which is fine. Your role is simply to describe the items on the cards including how they are different in size.
  - Older Threes/Fours/Advanced Preschoolers: These children can sort by size or by type or by both. Additionally, as these children play with the Teaching Tool, talk with them about volume by asking questions like, “Which cup do you think would hold the largest volume of liquid?” See if they can figure out the answer!

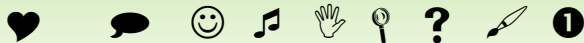
### Your Own Activities

## DAY 10

**Unit:** Cups, Plates & Spoons

**Today's Focus:** Fun with Cups, Plates & Spoons

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Make sure you are aware of common childhood illnesses and their symptoms. The CDC can be an excellent resource. [https://www.cdc.gov/parents/infants/diseases\\_conditions.html](https://www.cdc.gov/parents/infants/diseases_conditions.html)

### Teaching Tip of the Day

Reading the book, "The Little Engine that Could" is a great way to open up a discussion about having an, "I think I can..." attitude.

### Transition Time

Sing some of the children's favorite songs from this unit as they move from activity to activity today.

Get Moving!

### Exploring Together: Let's Have Fun!

(all ages, 😊 🗨️ ❤️ 🖐️ ① 🥄 ?)

Materials:

- Count the Spoons Game** - To make this game, print numerals 1-5 on the cups and locate 15 plastic spoons.
- Paper plates taped to the floor in a circle** (write numerals, draw shapes or draw different colors on the plates)
- Music
- Plastic cups, **pom-pom balls, ping pong balls** (or other small balls)
- Today is a day to review and wrap up this exciting unit on cups, plates and spoons. Choose the activities below that you think will work best for your program and feel free to add others you think your children will enjoy.
- Count the Spoons - Challenge the children to identify the numerals on the cups and then count out the matching number of spoons to put in each. As you interact with the children, note which children can name the numerals without assistance.
- Paper Plate Party – Turn on music and have interested children march from paper plate to paper plate. When the music stops, each child must stand on a paper plate. More advanced children can name the numeral/shape or color on the paper plate on which they are standing.
- Fill and Dump and Toss and Roll - Set out the plastic cups and pom-pom balls and/or ping pong balls. The children can use these materials in different ways. They can fill the cups with either pom-pom balls and dump them out. They can try to toss the pom-pom balls or ping-pong balls into the cups. They could even lay the cups on their sides and try to roll the ping-pong balls into the cups.

### Today's Vocabulary

Use some of these words in conversations with children today!

**cups plates spoons**

**utensil slotted weave**



**As younger children participate in activities today, model language by...**

- *Saying the words listed above as children complete activities during the day.*
- *Talking with children as they explore seriation while using the Cups, Plates & Spoons Teaching Tool (p. 23).*
- *Engaging children in conversations as they weave ribbon in and out of slotted spoons (p. 23).*

### **Questions to Spur Thinking**

- *How many spoons should be in this cup?*
- *What do you like to eat with a spoon?*
- *Which song would you like me to play next?*
- *What color/shape/numeral is on your plate?*
- *How could we use these plates to play a different game?*
- *How did you choose to use the cups and balls?*



## Day 10 - Center/Small Group Activities

### Big to Little. Little to Big.

(Toddlers–4 years, ♥ 😊 🖐️ ❶ ? 🗣️)

Materials:

Cups, Plates & Spoons Teaching Tool

- Today the children will continue to explore the Teaching Tool. Children who are ready will use this tool to practice seriation by putting items in order by size. This concept is too advanced for many younger children so we are providing options. All of the children, regardless of how they use the material, will build fine motor control and language skills.
- Spread out the cards for the Cups, Plates & Spoons Teaching Tool. Watch to see which children choose this experience and then engage them in conversations.
- Toddlers/Twos/Young Threes: This group can simply sort the cards by type. It would probably be helpful for you to hold up one of the cards and then ask the children to find cards that have the same item as your card. You can then describe how the items are different sizes once they are sorted.
- Older Threes/Fours/Advanced Preschoolers: These children can sort the cards by type and then be introduced to the concept of seriation. Pick one set of three items (e.g., big cup, medium-sized cup, small cup) and challenge the children to arrange them from the biggest to the smallest or the smallest to the biggest. Once they understand this concept, they can arrange all of the cards in this fashion.

### Tra-la-la-la-la!

(Infants, 🗣️ 🎵 🖐️ ♥)

Materials:

None needed

- Rhymes and songs are excellent tools for helping infants build language and vocabulary skills. Reciting rhymes and singing songs repeatedly helps build exposure to language in a fun way.
- Hold the infant in your lap and sing some of the infant's favorite songs from this unit. See pages 5, 9, 15 and 32. In addition, feel free to incorporate any songs from the Exploring Together experiences as well.

### Questions to Spur Thinking

- *When might you need to arrange things in order from the largest to the smallest?*

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- *What did you like about weaving? What didn't you like?*

### Weaving, Weaving

(Toddlers–4 years, ♥ 😊 🖐️ ? 🗣️)

Materials:

**Slotted cooking/serving spoons, pieces of yarn or curling ribbon (ends wrapped with tape)**

- Weaving is a skill that requires a great deal of fine motor control, eye-hand coordination and persistence! For this activity, the children will use slotted spoons to practice weaving. Because children with limited fine motor control may have trouble with weaving, we are providing options.
- Set out the slotted spoons and pieces of yarn or curling ribbon. As children show interest in this experience, invite them to weave the yarn or ribbon in and out of the slots in the spoons. Adapt and modify as needed for the children in your group.
- Toddlers/Twos/Threes: For these children, they can simply put the yarn or string through the slots without weaving. If this is still too challenging, you can put the yarn/ribbon through one of the slots and then the children can pull it out. This group will still learn about weaving by watching more advanced children.
- Fours/Advanced Preschoolers: These children should be able to attempt to weave the yarn or ribbon in and out of the slots in the spoons. While they may not "get it" immediately, they will with practice. As these children attempt weaving, provide help if asked but also encourage this group to try it on their own first. You may want to keep the spoons and yarn/ribbon out for several days so the children have time to practice this skill.

### Your Own Activities

# School–Age Activities

## There Are Many Types of Cups

If you have school-age children in your care, use these experiences with them as desired. Most require little preparation and can be implemented with just a few children. In addition, all of them can be extended to last more than one day.

### An Origami Cup



#### Materials:

- White paper, child-safe scissors
- Assorted cups (include a paper cup)

- There are so many different types of cups made from different materials...including paper. After exploring different types of cups, this experience will challenge children to watch a short video and then make their own origami cups. In the process, the children will practice following a series of steps, develop fine motor control and then engage in conversations with others.
- Set out the cups and as children become curious, invite them to explore them. How are the cups the same? How are the cups different? As the children explore, help them recognize that all cups can hold liquids. Then, explain to the children that today, they are going to make their own cups...using paper! Show this short video and then provide the children with materials they can use to create their own cups. They will probably need to watch the video more than once: <https://www.youtube.com/watch?v=gCaDLLuqt2c>
- **EXTEND FOR ANOTHER DAY:** Keep the materials available because the children may want to make more cups for family members and friends.

### Questions to Spur Thinking

- *What things do you drink from a cup?*
- *What things couldn't you drink from a cup?*
- *Why do you think some cups are made from different materials? (e.g., paper, plastic, glass)*
- *Tell me about your origami cup.*

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- *What is the same about these plates?*
- *What is different about them?*
- *What type of plates does your family use at home?*
- *How are serving plates the same as eating plates? How are they different?*
- *Tell me about your fancy plate.*

### My Fancy Paper Plate



#### Materials:

- Large white paper plates, crayons/markers/colored pencils
- Assortment of plates** (made from paper, plastic, Styrofoam, glass, pottery, etc.)

- As with cups, there are many different types of plates. Some are used for eating food while others are used for serving them. This experience exposes the children to these ideas while inviting them to create their own plates they can then use when eating snack. During this experience, the children will build fine motor skills, express their ideas through art and engage in conversations with others.
- Set out the assortment of plates and invite those children who show interest to explore them. How are the plates the same? How are the plates different? Which plates are used for eating? Which are used for serving? Invite the children to also talk about the plates they use in their homes. This is a great way of building diversity into the experience.
- Next, set out large white paper plates and the other materials. Invite the children to decorate the rims of the paper plates as desired. Explain that they will then use these plates to eat their snack!
- **EXTEND FOR ANOTHER DAY:** Keep extra plates on hand so the children can make more fancy plates for friends or family members.

## Plates Are Used for Eating and Serving Foods



# School-Age Activities



## Paper Plate Puzzles



Materials:

- Large white paper plates
- Crayons/markers/colored pencils
- Child-safe scissors

- Challenging children to use common everyday items in new and different ways is a great way to promote creative thinking and problem-solving. Today the children will take a common item (paper plate) and use it to create something new...a puzzle! In the process, the children will build fine motor skills and express their creativity. Because they will also be making puzzles for younger children, they will have the opportunity to demonstrate kindness for others.
- Set out the materials listed above and invite the children to use them to create puzzles. Keep the experience open-ended! There is no "right" or "wrong" way for the children to do this. Some children may choose to draw a picture on the paper plate and then cut it into pieces to make their puzzles. Others may choose to use the plates in other ways. Once the children finish their puzzles, the children can challenge their friends to put them together.

**EXTEND FOR ANOTHER DAY:** Tomorrow have the children make paper plate puzzles for younger children in your group. Just remind them to base the number of pieces on the developmental level of the children who will use them. You will probably need to provide some guidance.

## Using Plates in New Ways

### Questions to Spur Thinking

- How did you choose to use the paper plate and other materials to create a puzzle?
  - How many pieces does your puzzle have?
  - What other things could you make with a paper plate?
  - Who are you making the puzzle for?
- 
- What foods do you like to eat with a spoon?
  - Tell me about your spoon puppet.
  - What materials are you using to make your puppet?
  - What other things could you make with a spoon?

## A Puppet from a Spoon



Materials:

- Disposable plastic spoons, assorted art/collage materials, permanent markers (supervise closely), craft glue, tape, yarn/string, stickers, ribbon, etc.

- Today the children will take another common household item...a spoon...and transform it into a puppet! As part of this process, the children will think creatively, express their ideas through 3-dimensional art and build language skills. Then, as they use their puppets to put on a puppet show, they will interact with younger children in a leadership role.
- Set out the materials listed above and invite those children who show interest to use them to create spoon puppets. As the children create, be sure to engage them in conversations. Talk about how they are using spoons in a new and different way. Encourage the children to talk about how they usually use spoons. What foods do they normally eat with a spoon? Then, as the children work on their puppets, encourage them to describe the materials they choose to use and how they choose to use them.

**EXTEND FOR ANOTHER DAY:** The children can use their completed puppets to put on a puppet show for younger children. If you do not have a puppet theater, you can use a tension curtain rod to hang a curtain in a doorway. The children with the puppets can sit on one side and the audience on the other.

## Using Spoons in New Ways

# School–Age Activities

## Concave/Convex



### Materials:

Metal soup spoons or teaspoons

- Did you know that a spoon is actually a combination of a concave and a convex mirror? It is! When you look at the rounded side of a spoon (convex mirror), the image you see is smaller but upright. When you look into the bowl of the spoon (concave mirror), the image you see is upside-down. This experience invites children to experiment with spoons to help them build background knowledge about this science concept. In the process, the children will build language skills, gain new vocabulary and test predictions.
- Set out an assortment of metal soup spoons and/or teaspoons. As children become curious, invite them to explore the spoons. Talk about the types of foods they normally eat with spoons. What types of foods does their family eat for breakfast that they eat with a spoon? Lunch? Dinner?
- Next, have the children turn the spoons so the rounded portion is facing them. Encourage them to look at their image on the spoon. What does it look like? Then, have the children predict what they believe their image will look like if they turn the spoon around and look at the bowl. After the children make their predictions, have them test to find out. They will quickly discover that when they look at their image in the bowl of the spoon, they will see they are upside-down! Explain that this is because the bowl of the spoon is acting like a concave mirror. Invite the children to continue exploring to see how their image changes as they look at both portion of the spoons.

**EXTEND FOR ANOTHER DAY:** Have the children share what they learned with younger members of your group.

## Exploring a Spoon

### Questions to Spur Thinking

- *What types of foods do you eat with a spoon?*
  - *What is your favorite food to eat with a spoon?*
  - *What happened when you looked into the back of the spoon?*
  - *What do you think you will see when you look into the bowl of the spoon?*
- 
- *What is volume?*
  - *How do people use a measuring cup?*
  - *Which container do you think will have the largest volume?*
  - *What did you learn by looking at the graph?*

## What Is Volume?

## Graphing Volume



### Materials:

**Assorted containers**, measuring cup, large sheet of white paper, marker, water, notebook paper, pencil

- School-age children are ready to explore measuring volume as well as graphing. This experience invites children to estimate the volume of assorted containers, then use a measuring cup to determine the actual volume. The children will then use this data to create a graph.
- Set out the materials and invite those children who show interest to explore volume. Begin by asking if any of the children know what volume is and how volume is measured. Show the children the measuring cup and ask questions to gain insight into what the children already know about this measuring tool. Then, pick up one of the containers and have the children estimate the number of cups they believe it will hold. Next, have them use a measuring cup to fill the container with water as they count the number of cups it takes. They can then compare their estimations to the actual results and then record the results in a notebook. After estimating and testing the volume of several containers, the children can use this information to create a simple graph. They can write ascending numerals on the left-hand side of the graph and the names of the containers across the bottom. They can then compare and contrast the containers based on the graph.

**EXTEND FOR ANOTHER DAY:** Invite children to test other containers and then add this information to the graph.

## Directions for Make It! Sheets

The Make It! sheets enhance the experiences presented in the lesson plans. Feel free to incorporate these activities where you feel they would fit best. Each one can be completed in different ways for children of different ages. The details below explain how each sheet COULD be used. Feel free to use them in other ways as well.

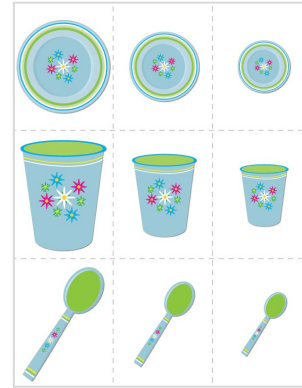
### Make It! Sheet #3 – Cups, Spoons & Plates Sort and Group

#### You Will Need:

- Copy of the sheet for each child
- Child-safe scissors
- Zipper-top bag or envelope for each child

#### What to Do:

- The purpose this sheet is to help children practice both grouping and sorting. More advanced children can also practice seriating the items by size (from largest to smallest or smallest to largest).
- Print out a copy of the sheet for each child. Have the children cut the pictures apart by following the dotted lines.
- Next, have the children sort the items based on their developmental levels. Less advanced children can sort the items by type while more advanced children can sort by size. Additionally, those children who are the most advanced can sort the items by type and then seriate them by size (from the smallest to the largest or the largest to the smallest). Be sure to give parents/caregivers an idea of how they can continue to use the material at home with their children.
- HELPFUL HINT: Have each child use a marker to make a dot on the back of his/her cards. Make sure each child uses a different color. That way, if the cards and strips get mixed up, you can sort them quickly and easily.



### Make It! Sheet #4 – Things I Can Eat with a Spoon

#### You Will Need:

- Copy of the sheet for each child
- Old magazines/grocery store sale flyers
- Gluesticks, child-safe scissors
- Crayons/markers

#### What to Do:

- The purpose of this sheet is to help children build language, vocabulary and fine motor skills as children share their ideas with others through pictures and writing.
- Print out a copy of the sheet for each child. Invite the children to either draw pictures of foods they like to eat with a spoon OR cut/tear them from magazines/sale flyers to glue on the paper. More advanced children can also write/ dictate the names of the foods for you (or them) to print beside the pictures.

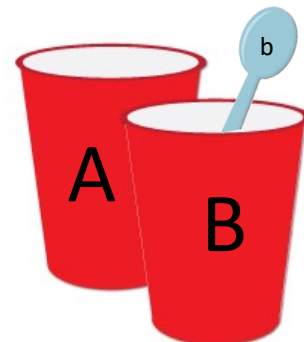


## Experiences for Advanced Preschoolers: School Readiness

The following experiences are designed for older preschoolers that are ready to learn more about letters and sounds as well as numbers, mathematical operations (addition/subtraction), and spatial concepts. The following extension ideas blend well with the activities presented in this Teaching Guide. Incorporate them as you complete activities if they are appropriate for the older children in your care.

### Letter Recognition, Beginning Sounds and Creative Writing:

- ❑ **Alphabet Cups and Spoons:** Here is a fun manipulative that helps children practice letter recognition and visual discrimination skills. To make this game, you will need 26 plastic cups, 26 plastic spoons and a permanent marker. Print a capital letter of the alphabet on each cup and the matching lowercase letter on a spoon. Then, to play the game, the children must match the letters. If the children are more advanced, you could also tape pictures on the cups and have the children put the spoons in them based on the beginning sound. For instance, you could put a picture of a bear on the cup in which the children would put the letter B spoon.



- ❑ **It Starts with...:** As you introduce each new vocabulary word, print it on paper and have children identify the beginning letter and sound. Can the children list other words that begin with the same letter and sound?

- ❑ **My Special Tasty Drink Recipe:** This creative writing experience is an excellent way for children to share their creativity with others while building literacy skills. To get started, talk with the children about some of their favorite drinks. Encourage them to share how they believe these drinks are made. What ingredients do they think are used to make their favorite drinks? Invite the children to share. Then, provide the children with white paper and crayons/markers and invite them to write recipes for a new drink they would like to make. They will need to write down a list of the ingredients as well as the steps needed to make their new drinks. They may even choose to add pictures! When the recipes are complete, invite each child to share his/her recipe with the group. Then, assemble the recipes together to make a book and add it to the language center or book corner.

### Exploring Division:

- ❑ **An Even Amount:** While division may seem like a very high level math concept for young children, it is not when approached in this hands-on manner. Using food also helps to make the concept not only easier to understand but yummy at the same time! For this experience, you will need a bowl filled with a snack such as small crackers, pretzels or even cereal pieces. You will also need paper plates. To begin, have the children pass out the paper plates so that each child has one. Then, show the children the bowl filled with snacks. Explain that you want to divide the snack evenly between them. Ask the children, "How am I going to do that? How can I make sure that everyone gets the same amount?" Invite the children to share their ideas and then try them out. Did it work? Once the snack is divided, the children can enjoy it together!

# Learning Indicators Addressed By Activity

## Theme: Cups, Plates & Spoons

	Exploring Together	Small Group	Small Group	Infant
<b>DAY 1</b>	What Do You Feel? LD1, LD2, LD3, LD4, SE2, SE3, SK1, SK2, PD5, SS1, LR1, CA1, CA4, AL3	Fill 'N Dump LD3, LD4, AL3, SE2, SE3, SK1, SK2, SK3, LR1, PD5	Let's Sort! LD3, LD4, AL1, AL2, AL3, PD5, SK1, LR1, MK6, CA1, SE2, SE3	A Bin of Fun LD1, LD2, SK1, PD5, LK1, SE1
<b>DAY 2</b>	Cups, Cups, Cups LD1, LD2, LD3, LD4, SS1, SS2, SE2, SE3, SK1, MK6, LR1, LK3, LK4, LK5, PD5, AL3	Stacking Cups LD3, LD4, AL1, AL2, SE2, SE3, LR1, LR2, SK1, SK2, PD5	Cup Bowling PD5, LD1, LD2, LD3, LD4, SE2, SE3, MK1, LR1, LR2, SK1, SK2, AL2, AL3	What is Under the Cup? LD1, LD2, SK1, PD5, SE1
<b>DAY 3</b>	It Goes in a Cup LD1, LD2, LD3, LD4, SE2, SE3, AL3, LK3, LK4, LK5, SK1, LR1, SS1, PD5	Fill It. Dump It. LD3, LD4, SE2, SE3, PD5, MK5, LR1, SK1, SK2, AL2	Fantastic Fancy Cups PD2, PD5, LD3, LD4, LR1, CA3, SE2, SK1, AL1, AL2	Drinking from a Sippy Cup SE1, PD2, PD5, SK1, LD1, LD2, CA1
<b>DAY 4</b>	Plates, Plates, Plates LD1, LD2, LD3, LD4, SE2, SE3, PD4, PD5, SK1, SS2, LR1, AL3	A Different Purpose for a Plate LD3, LD4, SE2, LR1, LR2, LK3, LK4, LK5, SK1, SK2, CA3, AL1, AL2, PD5	Flying Frisbees® LD1, LD2, LD3, LD4, LR1, LR2, MK5, PD4, SK1, SK2, SK3, SE2, SE3	My Pretty Plate LD1, LD2, SK1, CA1, SE1, PD5
<b>DAY 5</b>	What Did I Eat? AL3, LD1, LD2, LD3, LD4, PD5, SK1, LR1, SS1, SE2, SE3	A Plate of Food LD3, LD4, PD5, LR1, LK3, LK4, LK5, AL1, AL2, SK1, SE2	Cup or Plate? LD1, LD2, LD3, LD4, SE2, SE3, LR1, PD2, PD5, SK1, SK2, AL1, AL3	Put It On & Take It Off LD1, LD2, SE1, SK1, PD5
<b>DAY 6</b>	So Many Spoons LD1, LD2, LD3, LD4, AL2, AL3, SE2, SE3, SK1, MK1, MK6, LR1, SS2, CA1	Spoon Painting Fun LD3, LD4, AL1, AL2, SK1, LR1, LR2, CA3, PD5	Let's Sort! LD1, LD2, LD3, LD4, PD5, SE2, LR1, MK1, MK6, SK1, AL1, AL2, AL3, SK1	See the Spoons LD1, LD2, SK1, CA1, SE1
<b>DAY 7</b>	Scoop It Up! LD1, LD2, LD3, LD4, PD5, LR1, SK1, SS2, AL1, AL2, AL3, SE2, SE3	A Spoonful of Playdough LD3, LD4, AL1, SE2, SK1, LR1, LR2, PD5	Musical Spoons AL1, AL2, AL3, LR1, LR2, CA1, SK1, PD5, SE2, SE3, LD3, LD4	Scooping Spoon LD1, LD2, SK1, PD2, PD5, SE1, CA1
<b>DAY 8</b>	New Uses AL3, LD1, LD2, LD3, LD4, SK1, SK2, PD4, PD5, LR1, LR2, SE2, SE3	I Am Going to Make... LD3, LD4, AL1, AL2, PD5, CA3, LR1, LR2, SK1, SE2	Catch It! Cups AL1, AL2, PD4, PD5, AL1, AL2, SE2, SE3, LR1, LR2, SK1	A Cup & A Spoon LD1, LD2, SE1, SK1, PD5
<b>DAY 9</b>	How Much Will It Hold? AL3, SE2, SE3, SK1, SK2, LR1, MK1, MK5, PD5, LD1, LD2, LD3, LD4	Displacing Water LD1, LD2, LD3, LD4, SE2, SE3, SK1, SK2, SK3, LR1, AL3, SE2, SE3	Fun with the Teaching Tool PD5, SE2, SK1, AL1, AL2, MK1, MK6, LD3, LD4	Water Fun LD1, LD2, SE1, SK1, PD5
<b>DAY 10</b>	Let's Have Fun! AL2, AL3, LD1, LD2, LD3, LD4, SE2, SE3, MK1, MK3, SK1, PD4, PD5	Big to Little. Little to Big. PD5, LD1, LD2, LD3, LD4, AL1, AL2, LR1, MK2, MK6, SK1, SE2	Weaving, Weaving SE2, SE3, AL1, AL2, PD5, LR1, LR2, SK1, LD3, LD4	Tra-la-la-la-la! LD1, LD2, SE1, CA1, LK1

For a full list of learning indicators, please see the Gee Whiz Education User's Guide.

## School-Age Activities (p. 24-26 of Teaching Guide)

An Origami Cup – LD1, LD2, LD3, LD4, AL1, AL2, SK1, LR1, LR2, PD5, SE2

My Fancy Paper Plate - AL2, SE2, PD5, SK1, SS2, CA3, LD1, LD2, LD3, LD4

Paper Plate Puzzles – LD1, LD2, LD3, LD4, SE2, PD5, CA3, SK1, LR1, LR2, AL1, AL2

A Puppet from a Spoon – LD1, LD2, LD3, LD4, SE2, SK1, LR1, LR2, CA3, PD5, AL1, AL2

Concave/Convex - LD1, LD2, LD3, LD4, SE2, AL1, AL3, SE2, LR1, LR2, PD5, SS1

Graphing Volume – LD1, LD2, LD3, LD4, SE2, PD5, SK1, SK2, MK1, MK5, AL3

### Book List

Here is a list of books that compliment our theme, “Cups, Plates & Spoons.”

*And the Dish Ran Away with the Spoon* by Janet Stevens

*Baby Touch and Feel: Mealtime* by DK Publishing

*Dinner with Olivia* by Emily Sollinger

*Eat* by Elizabeth Verdick

*Frog Goes to Dinner* by Mercer Mayer

*Let's Cook!* by Sesame Workshop

*Look What You Can Make with Paper Plates* by Highlights

*Mealtime* by Elizabeth Verdick

*Mealtime* by Roger Priddy

*Mrs. Posey and the Fine China Plate* by Robin Jones Gunn

*The Runaway Dinner* by Allan Ahlberg

*Spoon* by Amy Krouse Rosenthal

*A Spoon for Every Bite/Cada Bocado con Nueva Cuchara* by Joe Hayes



### WHAT DO YOU EAT ON A PLATE? (tune: “The Wheels on the Bus”)

What do you eat on a plate,  
On a plate, on a plate?  
What do you eat on a plate?  
Tell me please.  
(children suggest food)

We can eat (food children suggest)  
on a plate,  
On a plate, on a plate.  
We can eat (food children suggest)  
on a plate.  
Yum! Yum! Yum!

What do you drink in a cup,  
In a cup, in a cup?  
What do you drink in a cup?  
Tell me please.  
(children suggest food)

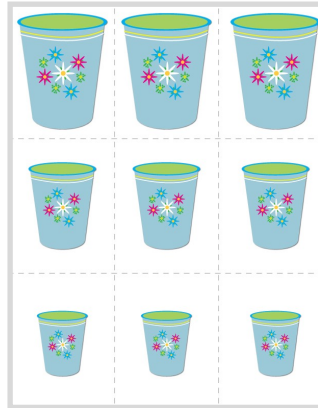
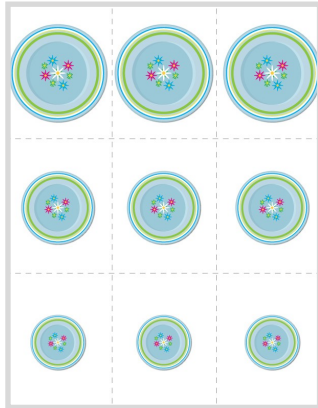
We can drink (food children suggest)  
in a cup,  
In a cup, in a cup.  
We can drink (food children suggest)  
in a cup.  
Yum! Yum! Yum!

What do you eat with a spoon,  
With a spoon, with a spoon?  
What do you eat with a spoon?  
Tell me please.  
(children suggest food)

We can eat (food children suggest)  
with a spoon,  
With a spoon, with a spoon.  
We can eat (food children suggest)  
with a spoon.  
Yum! Yum! Yum!

## Teaching Tool

1. Print the sheets from the Teaching Tool file.
2. Mount the sheets to heavyweight paper and cut apart.
3. This Teaching Guide will provide you with details on when, and how, to use this material.



## Pat the Potter Puppet Preparation Directions

1. Print the page with the puppet from the separate file.
2. Cut by following the dotted lines. Stuff a paper lunch bag with old newspapers, fold down the top and tape shut. Attach the pictures of Pat to both sides of the stuffed bag.



**A SPOON HAS A HANDLE**  
(tune: "The Wheels on the Bus")

A spoon has a handle...yes, it does,  
Yes, it does, yes it does.  
A spoon has a handle...yes it does.  
It is straight.

A spoon has a bowl...yes, it does,  
Yes, it does, yes, it does.  
A spoon has a bowl...yes it does.  
It is curved.

We use a spoon to eat some foods,  
Eat some foods, eat some foods.  
We use a spoon to eat some foods,  
Some foods like (name of food).

*Children suggest foods and then  
pretend to eat them.*

**WE USE A SPOON TO SCOOP**  
(tune: "The Wheels on the Bus")

We use a spoon to scoop up food,  
Scoop up food, scoop up food.  
We use a spoon to scoop up food,  
Scoop...it...up!

*Scoop up food to feed the infant.*

