



Weight and Measure

Materials and Preparations:

- Assorted fresh vegetables (2 of each; place one of each type in a basket and cut the other into small pieces for tasting)
- Balance scale

Learning Experiences:

- Invite children to explore fresh vegetables from the basket. Which would they like to taste? Do they know what each is called? Which vegetables do they like? Which would they like to grow in a garden?
- Put the balance scale on the table. If the children are not familiar with a balance scale, demonstrate how it works using two of the vegetables. Guess which of the vegetables will weigh the most. Children can put the vegetables on the scale to find out. Use the scale to make additional predictions and compare other vegetable choices. As they experiment, continue predicting and sharing discoveries.
- Invite children to take the experiment a step further. Put several small vegetables (e.g., green beans) on one side of the balance scale. Have them make the scale balance using other vegetables. For instance, they may discover that one potato is the same weight as ten green beans. What other combinations can they make that weigh the same?

Extension: Weigh the vegetables on a regular scale. Record the weights on a simple graph and use to compare. Which weighs the most? the least? the same?



Perform a Pattern

Materials and Preparations:

- Rhythm or craft sticks
- Paint in shallow dishes
- Construction paper

Learning Experiences:

- Give each child a pair of rhythm or craft sticks. Invite them to tap the sticks together to make a sound. Did they make a loud sound? soft sound?
- Use a pair of sticks to make a pattern such as tap, tap, tap. Can children copy the pattern? Make a different pattern and invite them to copy this as well. Make the patterns more difficult as you progress. When children understand the idea of the pattern, add a number prompt along with the taps. Say a number to stand for each tap, for example, "one, two" (tap, tap) . . . "one, two" (tap, tap) . . . "one, two, three" (tap, tap, tap).
- Children can then take turns making patterns for others to follow. They can also dip their rhythm or craft sticks in paint and tap the patterns on construction paper. The paint-dipped sticks will create an artistic pattern!

Extension: What other musical instruments could children use to make patterns? Try different instruments to see which work well.



classroom tips



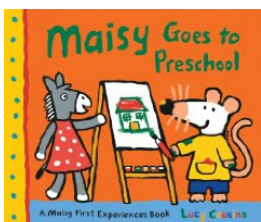
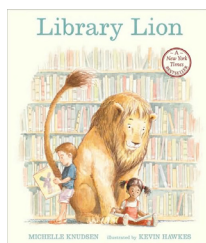
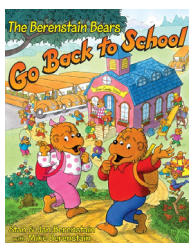
Reporting the News

Materials and Preparations:

- Newspapers
- Computer or typewriter children can use
- Chart paper and markers

Learning Experiences:

- Place newspapers on a table. Can children find pictures with captions? Read the captions and note where the news item took place. Note how the newspaper contains stories about things happening in the world. Is there an event/happening at the school they could report about?
- Create a group news story on chart paper.
- Have children pretend to be reporters typing their own news stories on a computer. Print out each child's story and invite them to "read" it to their families at home.



Books to Share

The Berenstain Bears Go Back to School by Stan and Jan Berenstain

The Quiet Book by Deborah Underwood

The Library Lion by Michelle Knudsen

Maisy Goes to Preschool by Lucy Cousins

Ladybug Girl at the Beach by David Soman

Effective Transitions in the Early Childhood Classroom

Transitioning children from one activity to another, if done effectively, can be a positive and exciting experience for everyone involved. When children are presented with these opportunities, they are encouraged to take ownership in their environment by finishing and cleaning up an activity as they anticipate what adventure or learning experience will come next. Use a variety of songs, activities, games, fingerplays, and conversations throughout the day to occupy the hands and minds of children as they clean up, gather for a group activity, or wait for lunch to be served.

Infant Transitions

- Observe children, their moods, arrival and departure schedules, and practices. Record only what you see and hear. How do infants respond to their environment? By creating opportunities for observations, you are better able to gain understanding of the infant.
- While observing, questions may come to mind: How does the child react to strangers? Does the child have a special blanket or toy? Does the family have specific ways of caring for the child? It is important to include all of the caring adults when asking questions, as each adult sees a vital aspect of the child's world. This helps to assemble the pieces of the puzzle.
- Through your observations and questions, you will have information that can be used to respond respectfully and sensitively to each child during a transition. For example, family members may be encouraged to stay a few extra minutes to allow a child to settle. Toys and special interest experiences should be available as soon as children enter the classroom. Encourage families to bring in a special blanket or toy that can be used to comfort their child. Acknowledge each child's individual feelings during transition periods and proceed at the child's pace.

Toddler Transitions

- Toddlers need continuity in relationships that provide a secure base for exploration and consistency in routines to support continued development and ease transitions.
- Use simple, clear one-step directions.
- Model appropriate behavior and provide songs, games, or developmentally appropriate props to successfully transition toddlers from one activity to the next.

Preschool Transitions

- Preschoolers come to expect transitions at certain times of the day. Ease their anxiety by planning your daily routine to include consistent transition practices.
- Children need to understand what is expected of them prior to any transition period. Provide a signal that a transition is about to occur: state directions surrounding the transition in a clear and simple manner, provide visual reminders and auditory cues throughout the transition, etc.
- Demonstrate appropriate actions and good choices by moving through the transition with them.
- Encourage children to take an active role in the transition process by cleaning up or preparing another activity. This builds a sense of accomplishment and pride.
- Developmentally appropriate props provide busy hands with something to do during transition times.