



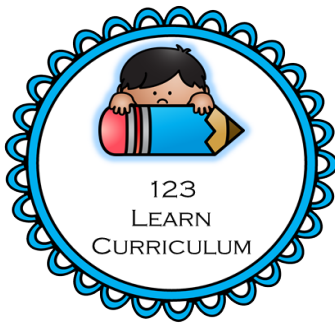
How the West Was Fun

INFANT — TODDLER — PRESCHOOL
LESSON PLAN

ECIPs
(Early Childhood
Indicators of Progress)



BY
123 LEARN
CURRICULUM



~Where Playing is Learning~

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Phone 651.468.6240

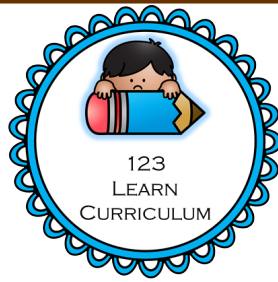
123 Learn Curriculum is designed to promote the physical, social-emotional, cognitive, and language development of children. Every child is a unique person with an individual pattern and timing of growth. We believe in respecting and responding to each child's learning preference.

Play is a young child's "work" as they touch, manipulate, and experiment with materials, explore and observe the environment, and interact with adults and one another. Children are also highly encouraged to initiate their own activities and learning. Piaget states that "children should be able to do their own experimenting and their own research. Teachers of course, can guide them by providing the appropriate materials, but the essential thing is that in order for a child to understand something, he must construct it himself, he must re-invent it.

Children learn best with repetition. Repetition is an essential key to the physical development of a child's brain. The more something is repeated the more likely children are to remember it. Repetition in a variety of forms also increases the likelihood of reaching children with different learning styles and provides a more comprehensive understanding of concepts.

123 Learn Curriculum provides this opportunity though fun themes such as dinosaurs and monsters. Each theme incorporates a letter, color, number and shape, and themes that provide hands on opportunities to make learning fun.

123 Learn Curriculum also understands the areas of child development and incorporates the Minnesota's Early Childhood Indicators of Progress into lesson plans. Letting providers know what domains are being touched on with each activity listed under infant, toddler and preschool daily plans.



~Where Playing is Learning~

What is 123 Learn Curriculum? 123 Learn Curriculum is a professionally planned preschool curriculum designed to be used in both family childcare homes and centers. This program offers the ease of printing up each day what you need and saving on waste. Money saving, this curriculum can be used over year after year.

What are the goals of 123 Learn Curriculum? 123 Learn Curriculum was developed by a childcare provider since 1985. The activities included are age appropriate and designed to help the whole child grow, and develop socially, physically and intellectually. Our program will help prepare each child for kindergarten, while opening the door for the children to be creative and express their artistic abilities.

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Special thanks to all the graphic artists for their permission and license to display their graphics on the pages of 123 Learn Curriculum. Please check the graphic credit page to see what graphic sites have been used.

123 Learn Curriculum is suitable for children ages 2 to 5. but includes activities for infants and toddlers.

Jean
123 Learn Curriculum
JeanieB506@aol.com

THANK YOU for downloading this product. I hope you enjoy it as much as I did creating it! I value your feedback, so please don't hesitate to contact me if you have any questions. If you like this download, please let me know by leaving feedback for my online store. It helps not only me but other teachers that are looking for a good quality product.
Thank you again!

Jean JeanieB506@aol.com

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Please be fair and don't share!

CLICK TO CONNECT...

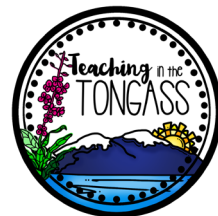


DOCUMENT CREATED BY:

JEAN LANG

1 23 LEARN CURRICULUM

GRAPHICS USED:



Hint on printing:

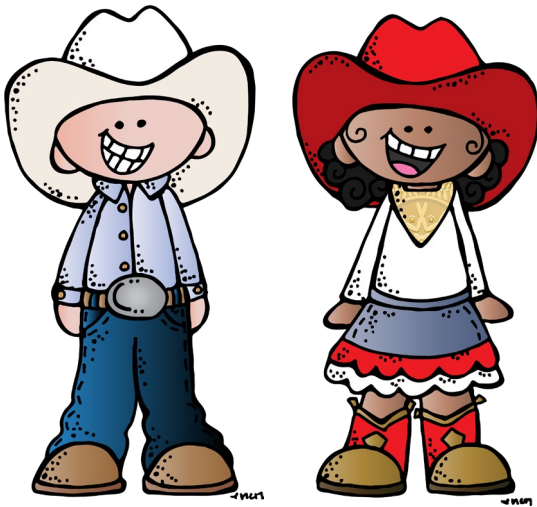
To save on ink - change your print quality on your printer to fast.

To do: Click print - properties - change print quality from standard to fast.

This will give you a lower quality page but will save on ink.



HOW THE WEST WAS FUN



Lesson Plan

Infant - Toddler - Preschool

This section has the lesson plan for your How the West was Fun theme.

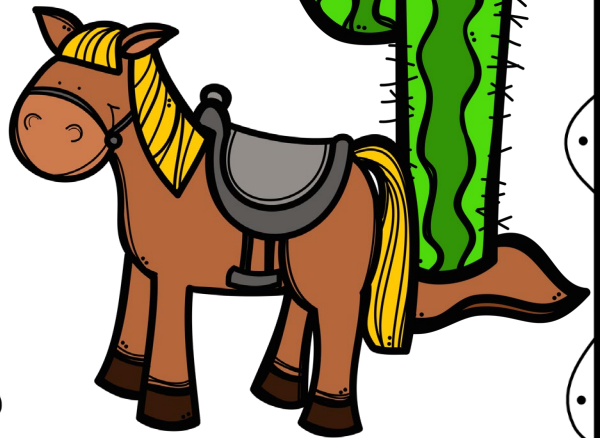
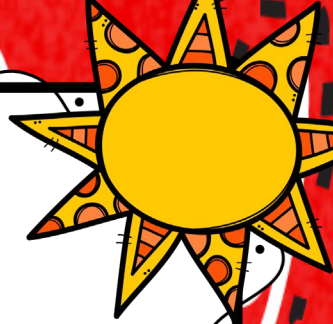
Pre-planned lesson plans are done using a specific book. Books are taken off the “How the West Was Fun” book list and can easily be found in your local library or store. You can also use a different book to go with this theme.

All sheets are in order and labeled for each day the sheets are to be used. Print up the number of sheets you need each day. Worksheets are theme related and also include the letter W, number 5, shape star, and color red.

Print up sheets on regular copy paper. For better durability, use card stock. Don't be limited by your imagination....

Use markers, colored pencils, paint, paint daubers, etc. Don't stick to just crayons. 😊

How the West Was Fun



Letter: W
Number: 5
Shape: Star
Color: Red





<http://123learncurriculum.com/>

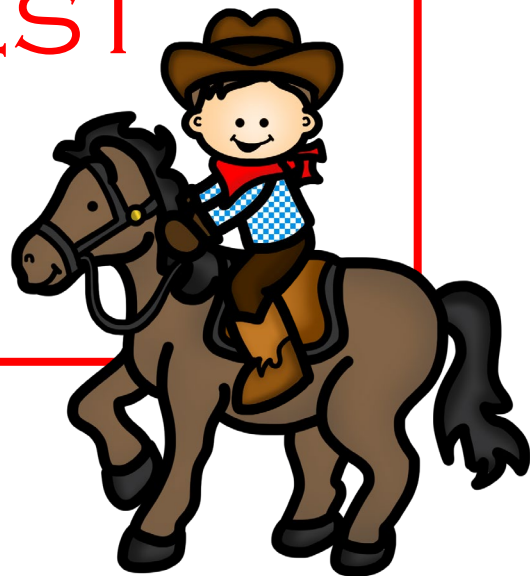
Refer all inquires to:

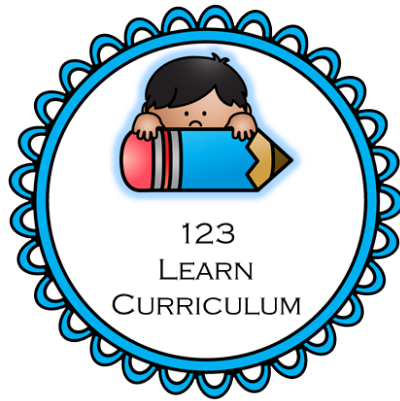
Jean – JeanieB506@aol.com

651.468.6240



HOW THE WEST
WAS FUN





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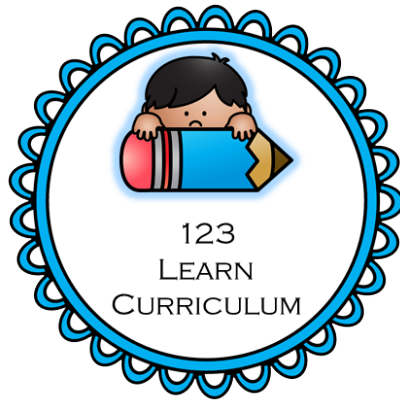
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~Where Playing is Learning~

If How the West was Fun is your first themed curriculum you are using from 123 Learn Curriculum, please print up the following letter to hand out to parents.

This will let them know of the new curriculum you're using in your child care / preschool.

Please note: On the following page you have the option of typing your name directly onto the letter. Type in the blue box and print.

Blue box will not print.



~Where Playing is Learning~

Dear Parents,

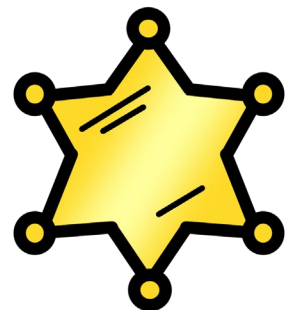
We are using a new preschool program this year called 123 Learn Curriculum. Each week will be weekly, bi-weekly or monthly theme.

Themes that your children will enjoy like: Monsters, Dinosaurs, Community Helpers and the current theme we're working on now How the West Was Fun.

Some of these projects will be taken home to share with you and others will be group activities that you can ask about. I think that both you and your child will enjoy this new program as much as I will.

Please make sure you spend time looking at what your children do each week. They are so proud of what they do!

Thank you



How to Read the ECIPs

The organization of the domains is designed to be easy-to-understand and aid in planning by teachers for individuals and small groups of children. The ECIPs are now displayed as an age continuum within each domain and include the following elements:

- DOMAINS are major areas of development.
- COMPONENTS are specific areas of learning within each domain.
- SUBCOMPONENTS are consistent strands within a component across the full age-range continuum.
- INDICATORS are expectations for observable outcomes for the child at specific ages. For quick reference, indicators are now numbered within the domain and subcomponent.
- INDICATOR NUMBERS identify the location of an indicator within the domain, component and subcomponent.

The learning domains included in the ECIPs are:

1. Social and Emotional Development
2. Approaches to Learning
3. Language, Literacy and Communications
4. The Arts
5. Social Systems: Cognitive
6. Physical and Movement Development
7. Mathematics
8. Scientific Thinking

There are five age ranges identified, one for each year of a child's life from birth to kindergarten entry. The age ranges in the new ECIPs are:

- 0-1 year
- 1-2 years
- 2-3 years
- 3-4 years
- 4-5, K-readiness

Note: In the Language, Literacy and Communications domain, the first two age ranges are slightly different than in the other domains. This is because of the large amount of research that highlighted these age ranges as important in language development.

Remember, children's development is highly variable. Children will not always demonstrate indicators identified for their chronological age. They may show some behaviors identified for younger children or may demonstrate some skills and knowledge beyond their present age. The ECIPs are formatted in a continuum across different age ranges so that teachers and providers can identify where each child is performing and easily see what the next expectation is in the continuum. They can also see the indicator(s) in a previous age range, which can guide teachers to plan for missed or needed experiences and adapt curricula accordingly.

To view pdf files of each ECIP, please click on the link below.

http://ceed.umn.edu/wp-content/uploads/2017/05/Early-childhood-indicators-of-progress_Preschool.pdf

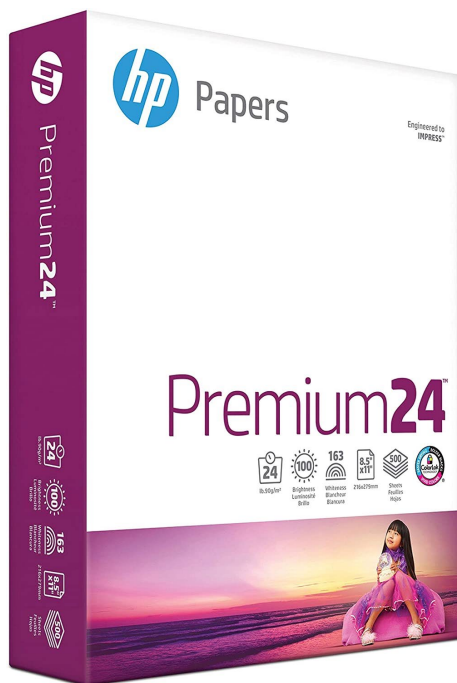
When putting together your when the West Was Fun theme, the following pages show you an example binding the infant lesson plan.

You can put into the lesson plan the pages you want. Sample shows cover sheet printed on white card stock, and a transparent binding cover. Additional sheets are printed on copy paper 24 lb. You can find items at your local office supply store or purchase directly from Amazon. Click on picture to purchase from Amazon.



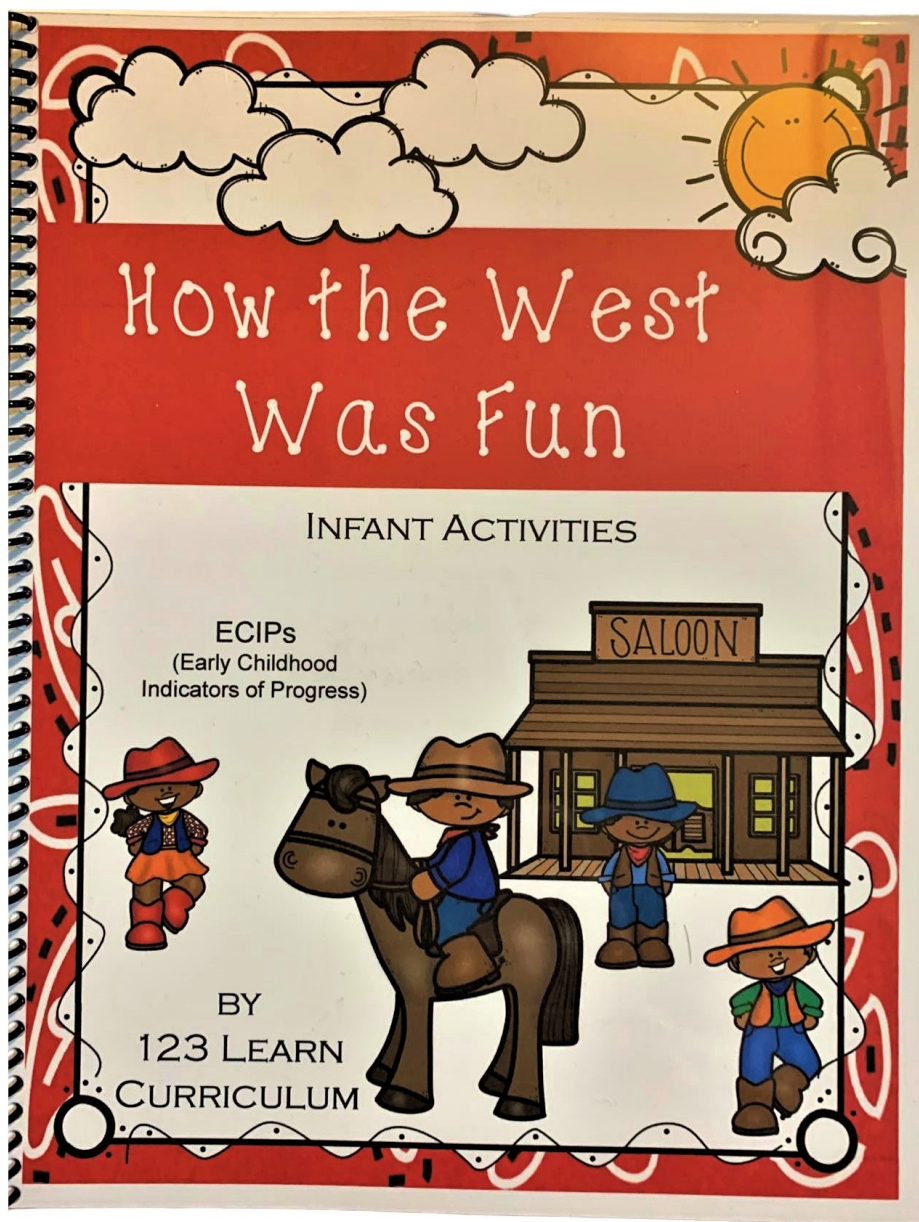
Transparent Binding Covers

Copy Paper 24 lb



You can bound lesson plan using a binding machine that use coils or combs. Sample shows binded using coils. You can have this done at a local office supply store or purchase your own to use.

On the following page there are 2 samples of comb or coiled machine you can purchase directly from Amazon or go onto their search bar and type in binding machine.



Comb machine
using combs
pictured below.



Coil machine
using coils
pictured below.

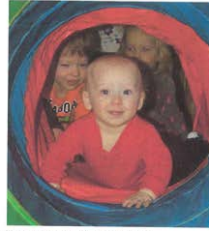


Social and Emotional Development Infant / Toddlers

Domain 1:

Social and Emotional Development

- Trust & Emotional Security
- Self-Awareness
- Relationships with Other Children



Social and Emotional Development ideas. These ideas can be done daily.

- Self-Regulation Greet all children each morning by name and smile.
 - During the day take time to hold on lap, and read a book or 2 from the current theme book list.
 - When talking with children, make eye contact. Look right into their eyes. When talking encourage them to coo or talk back.
 - Talk with children as you go about your day. Tell them what you are doing, what you see. Point things out to them.
 - Talk with children, pay attention to their feelings and listen to their coos and words.
 - Gently hold and give hugs often.
 - Enrich children's daily routines such as meal time, naps, etc., by sharing looks, smiles, conversations, and stories.
 - Attentively respond to children's attempts to communicate with you through facial expressions, gestures, cooing, babbling, and words. Gently mirror their sounds and expressions.
 - Take time to follow a child's lead. Join them in floor-time play, and talk with them about their activities whenever possible.
 - Gently guide children through social situations: Babies love to look at other babies. Toddlers and preschoolers learn to socialize through practice and experiences that are supported by caring adults.
 - Be a positive role model: Offer children opportunities to observe you being a kind and caring person.
 - Help children learn a variety of words to fully express their feelings.
- Comment on the positive things that children do.

123 Learn Curriculum

Teacher(s)
Group: Infants
Week of:
Theme: How the West was Fun

Group Planning Form

Changes to Environment: Print up How the West was Fun posters. Laminate pictures so they last and can be used year after year. Keep pictures hung down low where infants can view. Sit on the floor with infants, look at pictures and tell them what they are looking at.

Changes to Routines and Schedule: Add items around the playroom so that infants can reach and play with. Have board book's theme related for sitting and reading each day. Infants LOVE to look at pictures, so make them available. Locate any toys infants can play with that are theme related.

Family / Home Connection: Send home themed letter Friday before how the west was fun theme begins. Post on bulletin board cover sheet so parent have a visual what the theme is for the next week.



Story Time: Cowboy Small by Lois Lenski

Moving to Music: I'm a Little Cowboy

Sign Language: Hat To sign *hat*, tap on your head using your dominant hand, as if putting on a hat.

TO DO LIST:

Buy: Items needed for infant area. (Additional books, any toys, you want to have available for the infants, items needed for infant activities. (Store in bin for next year's western theme).

Gather: Ask parents if they have any books or items to share for the infant area. Any additional supplies for theme.

Other: Go to your local library and get additional books on cowboys, westerns, horses, etc. Check the how the west was fun book list included with this lesson plan. Board books are good for infants. Take time each day to read a book from the western books you have to the infants. Check to see ahead of time if your library carries the book for this infant book choice.



123 Learn Curriculum

Teacher (s) _____

Week of: _____


Theme: Zoo Fun

	Monday	Tuesday	Wednesday	Thursday	Friday
123 Learn Curriculum					
Social Emotional	Activity: Greet all children each morning by name and smile. Component: S 6-8: Social Understanding and Relationships	Activity: Be a positive role model for children by being a kind and caring person. Component: S 6-8: Social Understanding and Relationships	Activity: Talk with children, pay attention to their body language and listen to their cues and words. Component: S 6-8: Social Understanding and Relationships	Activity: When talking with children, look into their eyes. When talking encourage them to coo or talk back. Component: S 6-8: Social Understanding and Relationships	Activity: Take time to follow a child's lead and talk with them about their activities whenever possible. Component: S 6-8: Social Understanding and Relationships
Approaches to Learning	Activity: Play Phone Component: AL1 Inquisitiveness	Activity: Moving and Counting Component: AL1 Inquisitiveness	Activity: Zoo Sensory Bottle Component: AL1-2 Initiative and Curiosity	Activity: Toy Play Component: AL10-13 Processing and Utilizing Info.	Activity: Peg Board Fun Component: AL1 – Initiative and Curiosity
Language Literacy Communications	Activity: Reading Daily – 1, 2 at the Zoo – Plus other books. Component: LLC 5-13: Emergent Reading	Activity: Reading Daily – 1, 2 at the Zoo – Plus other books. Component: LLC 5-13: Emergent Reading	Activity: Reading Daily – 1, 2 at the Zoo – Plus other books. Component: LLC 5-13: Emergent Reading	Activity: Reading Daily – 1, 2 at the Zoo – Plus other books. Component: LLC 5-13: Emergent Reading	Activity: Reading Daily – 1, 2 at the Zoo – Plus other books. Component: LLC 5-13: Emergent Reading
The Arts	Activity: Singing or music daily Component: A1-2: Exploring the Arts	Activity: Singing or music daily Component: A1-2: Exploring the Arts	Activity: Singing or music daily Component: A1-2: Exploring the Arts	Activity: Singing or music daily Component: A1-2: Exploring the Arts	Activity: Singing or music daily Component: A1-2: Exploring the Arts
Social Systems Cognitive	Activity: Activity Bin Component: PS 6: Fine Motor	Activity: Activity Bin Component: PS 6: Fine Motor	Activity: Activity Bin Component: PS 6: Fine Motor	Activity: Activity Bin Component: PS 6: Fine Motor	Activity: Activity Bin Component: PS 6: Fine Motor
Physical & Movement	Activity: Activity Bin Component: PS 6: Fine Motor	Activity: Activity Bin Component: PS 6: Fine Motor	Activity: Activity Bin Component: PS 6: Fine Motor	Activity: Activity Bin Component: PS 6: Fine Motor	Activity: Activity Bin Component: PS 6: Fine Motor
Mathematics Cognitive	Activity: Activity Bin Component: PS 6: Fine Motor	Activity: Activity Bin Component: PS 6: Fine Motor	Activity: Activity Bin Component: PS 6: Fine Motor	Activity: Activity Bin Component: PS 6: Fine Motor	Activity: Activity Bin Component: PS 6: Fine Motor
Scientific Thinking Cognitive	Activity: Activity Bin Component: PS 6: Fine Motor	Activity: Activity Bin Component: PS 6: Fine Motor	Activity: Activity Bin Component: PS 6: Fine Motor	Activity: Activity Bin Component: PS 6: Fine Motor	Activity: Activity Bin Component: PS 6: Fine Motor

Theme: Zoo Fun – Reading

Monday – Friday

Every morning – greet children by name and with a smile. Have eye contact and show children that you are happy to see them each morning.



Domain: Social and Emotional Development
Component: S6-8: Social Understanding and Relationships
Subcomponent: S6 Social Responsiveness:
 Child notices and responds to others and their emotions

S6.1 Shows interest or reacts to others' emotions
S6.2 Responds to others' emotional tone and actions

Spend time reading to children every day. Reading to children set the foundation for later independent reading. Benefits include boosting school readiness - reading is one of the easiest ways to increase school readiness. When you read to children, you're helping to build their vocabulary, language and literacy skills, while improving concentration, curiosity and memory. Research shows that the more words a child is exposed to, the better prepared they are to eventually start reading on their own.

Domain: Language Literacy Communications
Component: LLC 5-13: Emergent Reading
Subcomponent: L4 Motivation, Engagement:
 Child has an interest in and sustained attention for literacy acts


Birth to 5 months:
L4.1 Likes to be read to and shown pictures
L4.2 Makes sounds while looking at text or images

6 – 15 months:
L4.2 Makes sounds while looking at text or images
L4.3 Points to a few pictures in books and in response to adult question
L4.4 Demonstrates interest and involvement with books and other print materials

Theme: Zoo Fun – Infant Activities

Monday – Friday

Everyday sing or play music for children. You might not have the greatest voice, but children can connect, bond and this is a fun way to interact with all children.



Domain: The Arts
Component: A1-2: Exploring the Arts
Subcomponent: A1
 Children shows an interest in learning about different artistic experiences


A1.1 Actively explores their environment (through song, music, movement, etc.) to enrich their senses.

As you spend each day singing to the children, they are benefiting in so many ways. Having a special song for waking up, and other routine transitions and activities helps them know what comes next.

Language – through your singing, you are introducing a whole new vocabulary. Rhyming songs – children in time will recognize rhymes. Listening skills – like reading, singing is an activity that requires listening. There are so many benefits that you just might want to grab that Mic and go for it. 🎤

Domain: Language, Literacy and Communications
Component: LLC 1-2: Listening and Understanding; Receptive Language
Subcomponent: L1 Language Comprehension:
 Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)

L1.1 Turns toward and focuses on nearby adult caregiver who is speaking
L1.2 Watches caregiver actions and gestures



Print the following cover
on white card stock.



How the West Was Fun

INFANT LESSON PLAN

ECIPs
(Early Childhood
Indicators of Progress)



BY
123 LEARN
CURRICULUM

Social and Emotional Development

Infant / Toddlers

Domain 1:

Social and Emotional Development

- Trust & Emotional Security
- Self-Awareness
- Relationships with Other Children



Social and Emotional Development ideas. These ideas can be done daily.

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- Talk with children as you go about your day. Tell them what you are doing, what you see. Point things out to them.
- Talk with children, pay attention to their feelings and listen to their coos and words.
- Gently hold and give hugs often.
- Enrich children's daily routines such as meal time, naps, etc., by sharing looks, smiles, conversations, and stories.
- Attentively respond to children's attempts to communicate with you through facial expressions, gestures, cooing, babbling, and words. Gently mirror their sounds and expressions.
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- Gently guide children through social situations: Babies love to look at other babies. Toddlers and preschoolers learn to socialize through practice and experiences that are supported by caring adults.
- Be a positive role model: Offer children opportunities to observe you being a kind and caring person.
- Help children learn a variety of words to fully express their feelings.

- Comment on the positive things that children do.

Group Planning Form

Changes to Environment: Print up How the West was Fun posters. Laminate pictures so they last and can be used year after year. Keep pictures hung down low where infants can view. Sit on the floor with infants, look at pictures and tell them what they are looking at.

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Family / Home Connection: Send home themed letter Friday before how the west was fun theme begins. Post on bulletin board cover sheet so parent have a visual what the theme is for the next week.



Story Time: Cowboy Small by Lois Lenski

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Sign Language: Hat To sign *hat*, tap on your head using your dominant hand, as if putting on a hat.

TO DO LIST:

Buy: Items needed for infant area. (Additional books, any toys, you want to have available for the infants, items needed for infant activities. (Store in bin for next year's western theme).

Gather: Ask parents if they have any books or items to share for the infant area. Any additional supplies for theme.

Other: Go to your local library and get additional books on cowboys, westerns, horses, etc. Check the how the west was fun book list included with this lesson plan. Board books are good for infants. Take time each day to read a book from the western books you have to the infants. Check to see ahead of time if your library carries the book for this infant book choice.



Blank Weekly Infant Lesson Plan

Print up and fill out if you want to do your own lesson plan.

Teacher (s) _____

Week of: _____

Group: _____

Theme: How the West Was Fun

123 Learn Curriculum	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
Approaches to Learning	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
Language Literacy Communications	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
The Arts	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
Social Systems Cognitive	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
Physical & Movement	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
Mathematics Cognitive	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
Scientific Thinking Cognitive	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:

Teacher (s) _____

Week of: _____

Group:

Theme: How the West Was Fun

123 Learn Curriculum	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional	Activity: Greet all children each morning by name and smile.	Activity: Be a positive role model: Offer children opportunities to observe you being kind and caring.	Activity: Take time to follow a child's lead. Join them in floor-time play and talk with them.	Activity: Gently guide children through social situations: Babies love to look at other babies.	Activity: Be a positive role model: Offer children opportunities to observe you being a kind and caring person.
	Component: S 6-8: Social Understanding and Relationships	Component: S 6-8: Social Understanding and Relationships	Component: S 6-8: Social Understanding and Relationships	Component: S 6-8: Social Understanding and Relationships	Component: S 6-8: Social Understanding and Relationships
Approaches to Learning	Activity: Block Play	Activity: Shaker Bottles	Activity: Blocks/Stacking Cups	Activity: Yoga Ball	Activity: Magnet Play
	Component: AL1 Inquisitiveness	Component: AL10-13 Processing and Utilizing Info.	Component: AL1 Initiative and Curiosity	Component: AL-1 Initiative and Curiosity	Component: AL1 – Initiative and Curiosity
Language Literacy Communications	Activity: Reading Daily – Cowboy Baby – Plus other books.	—————→			
	Component: LLC 5-13: Emergent Reading	Component: LLC 5-13: Emergent Reading	Component: LLC 5-13: Emergent Reading	Component: LLC 5-13: Emergent Reading	Component: LLC 5-13: Emergent Reading
The Arts	Activity: Singing or music daily	—————→			
	Component: A1-2: Exploring the Arts	Component: A1-2: Exploring the Arts	Component: A1-2: Exploring the Arts	Component: A1-2: Exploring the Arts	Component: A1-2: Exploring the Arts
Social Systems Cognitive	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
Physical & Movement	Activity: Sensory Teething Toy	Activity: Western Painting	Activity: Water Play	Activity: Finger Painting	Activity: Muffin Tin Sensory Play
	Component: P5.6: Fine Motor	Component: P5-6: Fine Motor	Component: P5-6 Fine Motor	Component: P5-6: Fine Motor	Component: P5-6 Fine Motor
Mathematics Cognitive	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
Scientific Thinking Cognitive	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:

Monday – Friday

Every morning – greet children by name and with a smile. Have eye contact and show children that you are happy to see them each morning.

Domain: Social and Emotional Development
Component: S6-8: Social Understanding and Relationships

Subcomponent: S6 Social Responsiveness:
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S6.2 Responds to others' emotional tone and actions



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Domain: Language Literacy Communications

Component: LLC 5-13: Emergent Reading

Subcomponent: L4 Motivation, Engagement:

Child has an interest in and sustained attention for literacy acts

Birth to 5 months:

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6 – 15 months:

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L4.3 Points to a few pictures in books and in response to adult question

L4.4 Demonstrates interest and involvement with books and other print materials

Monday – Friday

Everyday sing or play music for children. You might not have the greatest voice, but children can connect, bond and this is a fun way to interact with all children.

Domain: The Arts

Component: A1-2: Exploring the Arts

Subcomponent: A1

Children shows an interest in learning about different artistic experiences

A1.1 Actively explores their environment (through song, music, movement, etc.) to enrich their senses.



As you spend each day singing to the children, they are benefiting in so many ways. Having a special song for waking up, and other routine transitions and activities helps them know what comes next.

Language – through your singing, you are introducing a whole new vocabulary. Rhyming songs – children in time will recognize rhymes. Listening skills – like reading, singing is an activity that requires listening. There are so many benefits that you just might want to grab that Mic and go for it. 😊

Domain: Language, Literacy and Communications

Component: LLC 1-2: Listening and Understanding; Receptive Language

Subcomponent: L1 Language Comprehension:

Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)

L1.1 Turns toward and focuses on nearby adult caregiver who is speaking

L1.2 Watches caregiver actions and gestures



Teacher (s) _____ Week of: _____

Group: Infant

Theme: How the West Was Fun

123 Learn Curriculum	Monday
Social Emotional	Activity: Self-Regulation. Greet all children each morning by name and smile.
	Component: Social Understanding and Relationships – S7 Building relationships
Approaches to Learning	Activity: Block Play
	Component: Initiative and Curiosity – AL1 Inquisitiveness
Language Literacy Communications	Activity: Reading Daily Cowboy Baby by Sue Heap – Plus, other assorted theme related infant books.
	Component: Emergent Reading – L4 Motivation, engagement
The Arts	Activity: Singing or music playing daily
	Component: Exploring the Arts – A1
Social Systems Cognitive	Activity:
	Component:
Physical & Movement	Activity: Sensory Teething Toy
	Component: P5-6: Fine Motor
Mathematics Cognitive	Activity:
	Component:
Scientific Thinking Cognitive	Activity:
	Component:

Monday

Block Play

Activity for 1 infant

Duration of activity: 5 – 15 minutes

Domain: Approaches to Learning

Component: AL1-2 Initiative and Curiosity

Subcomponent: AL1 Inquisitiveness

Child explores the environment and seeks interaction with people and objects; willingly tries new things

AL1.1 Shows interest in the environment primarily through looking and listening

Domain: Physical and Movement Development

Component: Fine Motor

Subcomponent: P5 Dexterity Child can coordinate and control movement of hands and fingers to grasp and manipulate objects.

P5.1 Reaches for toy, grasp it and releases

Domain: Social and Emotional

Component: S6-8 Social Understanding and Relationships

Subcomponent: S7 Building Relationships:

Child establishes and sustains relationships with others

S7.1 Shows a preference for a trusted adult

S7.2 Notices or responds to others

Materials:

- Plastic Blocks
- Small basket



Place several small plastic blocks in a basket. Place infant on the floor, on their tummy or if they are sitting up, place them in a sitting position. Put the basket of blocks in front of the infant and let them grab, dump and play with the blocks. Show them how to stack a tower and let them knock it down.

Talk to the infant on the colors of the blocks.

Monday

Block Play

Activity for 1 infant

Duration of activity: 5 – 15 minutes

Benefits of playing with blocks:

- Hand / eye coordination
- Teaches cause and effect
- Help in counting and colors
- Promotes fine motor skills and hand muscle development

For younger infants, sit on the floor with infant in your lap. Put the basket of blocks in front of you. Talk to them about the color of the block your picking out of the basket. See if they want to hold the block. Stack up several blocks and let them knock it down with their feet. Talk to them about the sound it makes when they fall. Is it loud?

Monday

Sensory Teething Toy

Activity for 1 infant

Duration of activity: 5 – 10 minutes

Domain: Physical and Movement Development

Component: Fine Motor

Subcomponent: P5 Dexterity Child can coordinate and control movement of hands and fingers to grasp and manipulate objects.

P5.1 Reaches for toy, grasp it and releases

Domain: Social and Emotional Development

Component: S6-8: Social Understanding and Relationships

Subcomponent: S7 Building Relationships

Child establishes and sustains relationships with others

S7.1 Shows a preference for a trusted adult

S7.2 Notices or responds to others

Domain: Approaches to Learning

Component: AL1-2 Initiative and Curiosity

Subcomponent: AL1 Inquisitiveness

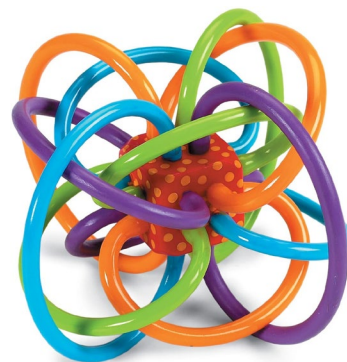
Child explores the environment and seeks interaction with people and objects; willingly tries new things

AL1.1 Shows interest in the environment primarily through looking and listening

Supplies needed:

- Sensory teething toy

Lay infant on the floor on a rug or blanket. Hand the teething toy to the infant, letting them hold the toy. They will be able to move the toy from one hand to the other, or using both hands bringing the toy to the center of their body.



Click on picture to purchase from Amazon

Teacher (s) _____ Week of: _____

Group: Infant

Theme: How the West Was Fun

123 Learn Curriculum	Tuesday
Social Emotional	Activity: Be a positive role model: Talk with children, pay attention to their feelings and listen to their coos and words.
	Component: Social Understanding and Relationships – S7 Building relationships
Approaches to Learning	Activity: Shaker Bottles
	Component: AL10-13 Processing and Utilizing Information
Language Literacy Communications	Activity: Reading Daily Cowboy Baby by Sue Heap – Plus, other assorted theme related infant books.
	Component: Emergent Reading – L4 Motivation, engagement
The Arts	Activity: Singing or music playing daily
	Component: Exploring the Arts – A1
Social Systems Cognitive	Activity:
	Component:
Physical & Movement	Activity: Western Painting
	Component: P5-6: Fine Motor
Mathematics Cognitive	Activity:
	Component:
Scientific Thinking Cognitive	Activity:
	Component:

Tuesday

Shaker Bottles

Activity for 1 infant

Duration of activity: 5 - 10 minutes

Skill activity supports social and emotional development, cognitive development and large motor

Domain: Approaches to Learning

Component: AL10-13 Processing and Utilizing Information

Subcomponent: AL10 Working Memory

Child stores and retrieves information in order to use it purposefully

AL10.1 Demonstrates understanding of object permanence

Domain: Social and Emotional Development

Component: S6-8: Social Understanding and Relationships

Subcomponent: S7 Building Relationships

Child establishes and sustains relationships with others

S7.1 Shows a preference for a trusted adult

S7.2 Notices or responds to others

Materials:

- Plastic bottles with covers (small enough infants can hold)
- Assorted colors pom poms
- Color Buttons
- Small bells

Directions:

Take a plastic bottle and fill with pom poms, take another one and fill with assorted buttons, and another with bells. Seal bottles with hot glue so they don't open. Sit infant in a highchair or on the floor if they are able to sit up on their own. Place bottles in front of them. Take the pom pom bottle and shake. Comment that shaking them doesn't make a noise. Try the buttons and comment on the sound they make and then shake the bells. Talk about the different sounds, and the assorted colors of the different bottles.

Tuesday

Western Painting

Activity for 1 or more infant

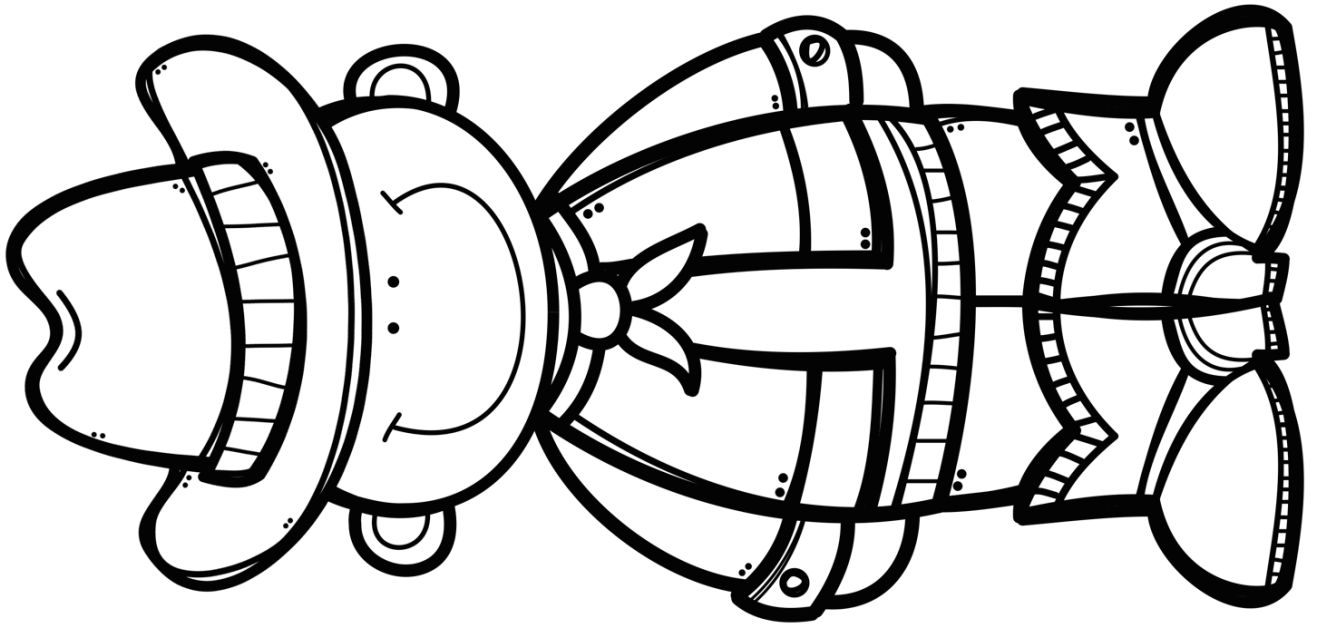
Duration of activity: 5 - 10 minutes

Print western pictures on white card stock. Trim and place in a large baggie. Squirt several colors of paint into the baggie. Zip lock the baggie closed getting out as much air as you can. Tape the baggie to the floor using the masking or painter's tape. (Around all 4 sides of the baggie). Lay the infant on the floor near the baggie. A fun / colorful way to spend some tummy time. Take the infant's hand and show them that they can push their hand on the baggie and the paint will spread. Talk to the infant about the colors they are "painting" with.

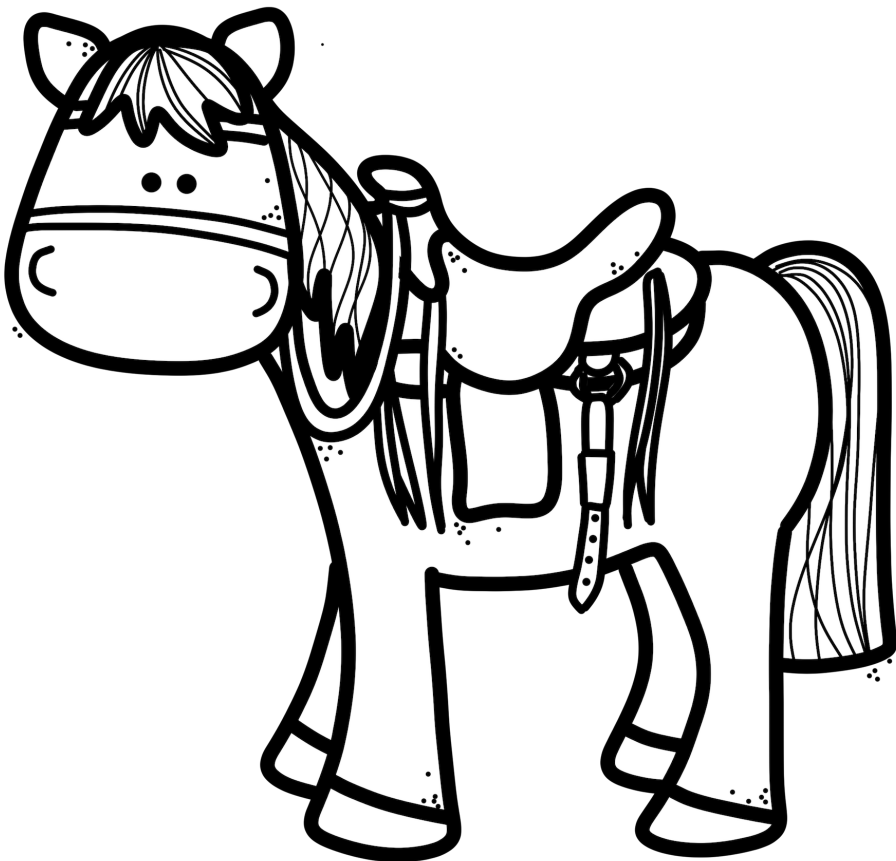
A fun, clean way for the infants to create a beautiful piece of artwork. NEVER leave the infant alone on the floor with the baggie.

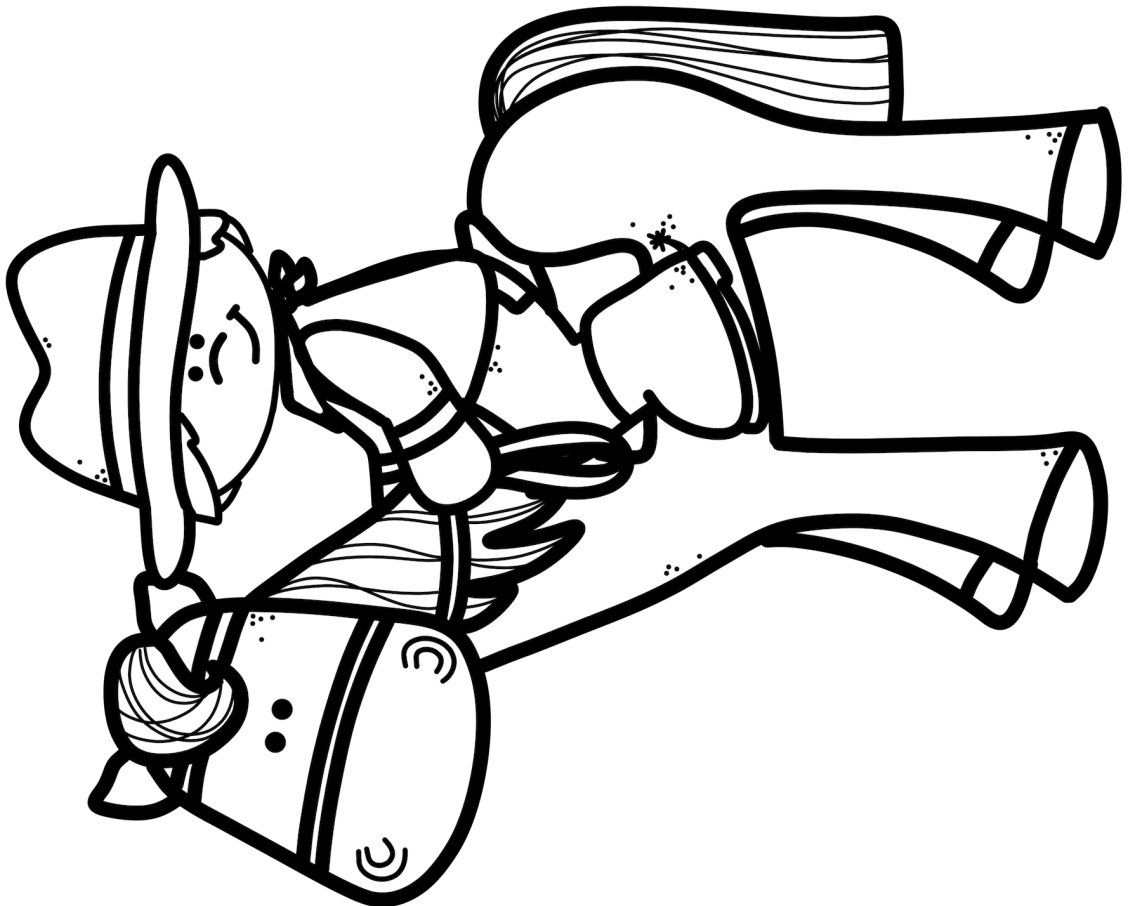
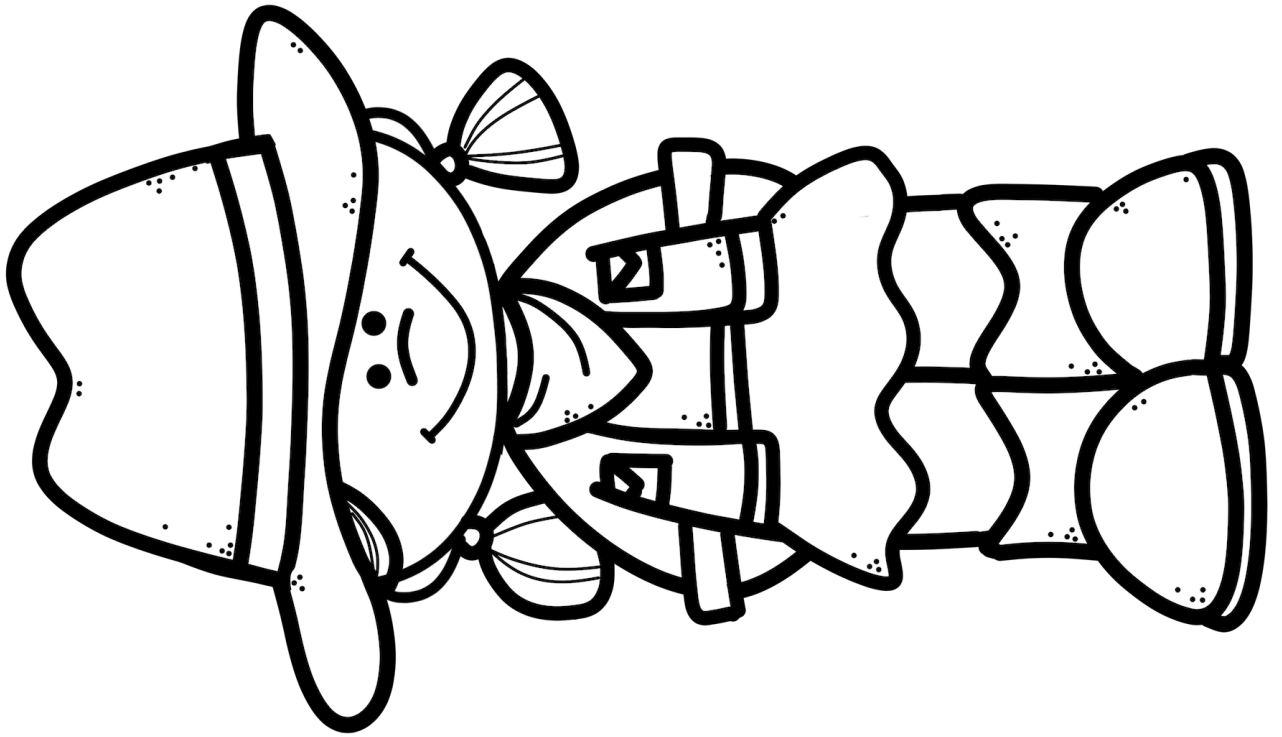
Once the infant is done with tummy time and painting, open the baggie and pull out the piece of paper. Let the page dry. Label on the back with the child's name and date.





123 Learn Curriculum





Teacher (s) _____ Week of: _____

Group: Infant

Theme: How the West Was Fun

123 Learn Curriculum	Wednesday
Social Emotional	Activity: Take time to follow a child's lead. Join them in floor-time play and talk with them about their activities whenever possible.
	Component: Social Understanding and Relationships – S7 Building relationships
Approaches to Learning	Activity: Blocks and Stacking Cups
	Component: Initiative and Curiosity – AL1
Language Literacy Communications	Activity: Reading Daily Cowboy Baby by Sue Heap – Plus, other assorted theme related infant books.
	Component: Emergent Reading – L4 Motivation, engagement
The Arts	Activity: Singing or music playing daily
	Component: Exploring the Arts – A1
Social Systems Cognitive	Activity:
	Component:
Physical & Movement	Activity: Water Play
	Component: P5-6: Fine Motor
Mathematics Cognitive	Activity:
	Component:
Scientific Thinking Cognitive	Activity:
	Component:

Wednesday

Blocks and Stacking Cups

Activity for 1 or more infant

Duration of activity: 3 - 5 minutes

Skill activity supports social and emotional development, cognitive development and small motor skills

Domain: Approaches to Learning

Component: AL1-2: Initiative and Curiosity

Subcomponent: AL1

Child explores the environment and seeks interaction with people and objects; willingly tries new things

AL1.1 Shows interest in the environment primarily through looking and listening

Domain: Social and Emotional Development

Component: S6-8: Social Understanding and Relationships

Subcomponent: S7 Building Relationships

Child establishes and sustains relationships with others

S7.1 Shows a preference for a trusted adult

S7.2 Notices or responds to others

Domain: Physical and Movement Development

Component: Fine Motor

Subcomponent: P5 Dexterity Child can coordinate and control movement of hands and fingers to grasp and manipulate objects.

P5.1 Reaches for toy, grasp it and releases

Materials:

- Blocks
- Stacking Cups

Wednesday

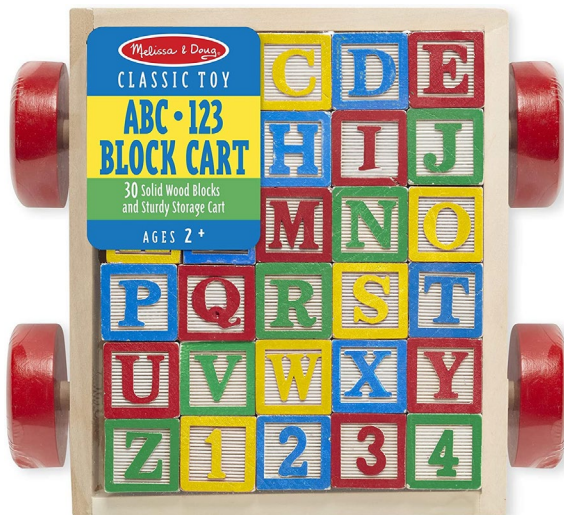
Blocks and Stacking Cups

Activity for 1 or more infant

Duration of activity: 3 - 5 minutes

Directions:

Sit on the floor with infant. Have several of the wooden blocks and place them under the stacking cups. See if they pick up the cup and can find the block under the cup. Talk to them where is the block and lift it up. Talk about the color of the stacking cup, and block.



The following blocks and stacking cups are available from Amazon.

Click on picture to purchase from Amazon.com

Sample of blocks and stacking cups.

Wednesday

Reading Books

Activity for 1 or more infants

Duration of activity: 5 – 10 minutes

Skill activity support: social, emotional development and language

Domain: Social and Emotional

Component: Social Understanding and Relationships

Subcomponent: S7 Building Relationships

Child establishes and sustains relationships with others

S7.1 Shows a preference for a trusted adult

S7.2 Notices or responds to others

Domain: Language Literacy Communications

Component: LLC 5-13: Emergent Reading

Subcomponent: L4 Child has an interest in and sustained attention for literacy acts

L4.1 Likes to be read to and shown pictures

L4.2 Makes sounds while looking at text or images

Materials needed:

- Themed books

Spend time reading to the infant/s books that are theme related. You can check the western book list included with this lesson plan.



Wednesday

Water Play

Activity for 1 or infant

Duration of activity: 5 – 10 minutes

A simple activity you can make with items you probably have. A fantastic sensory experience that uses fine motor skills and eye / hand co-ordination

Domain: Physical and Movement Development

Component: Fine Motor

Subcomponent: P5 Dexterity Child can coordinate and control movement of hands and fingers to grasp and manipulate objects.

P5.1 Reaches for toy, grasp it and releases

Domain: Approaches to Learning

Component: AL1-2 Initiative and Curiosity

Subcomponent: AL1 Inquisitiveness

Child explores the environment and seeks interaction with people and objects; willingly tries new things

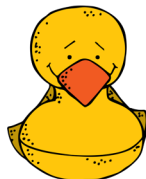
AL1.1 Shows interest in the environment primarily through looking and listening

Materials:

- Shower curtain
- Low bin that fits on the tray of a highchair
- Small plastic toys, rattle, plastic duck, plastic keys, etc.

Place the shower curtain under the highchair to catch any spilled water. This will be a messy but fun activity. 😊

Sit infant in the highchair. Place the bin with about a 1" of water with toys on the tray with the infant. Sitting in a chair by the infant let them take their hands and grab at the toys and splash in the water. Talk to them about what they are doing. Are they splashing, what toys are they grabbing and playing with. Talk to them about what they have.



Wednesday

Water Play

Ages 3 months – 12 months

Activity for 1 infant

Duration of activity: 5 – 10 minutes

NEVER leave infant alone while playing this activity.

You can purchase trays directly from Amazon, or if you shop Lakeshore Learning, you might have trays already. To purchase from Amazon, click on picture.



From Lakeshore Learning



Teacher (s) _____ Week of: _____

Group: Infant

Theme: How the West Was Fun

123 Learn Curriculum	Thursday
Social Emotional	Activity: Gently guide children through social situations: Babies love to look at other babies. Toddlers learn to socialize through practice and experiences that are supported by caring adults.
	Component: Social Understanding and Relationships – S7 Building relationships
Approaches to Learning	Activity: Yoga Ball
	Component: Initiative and Curiosity – AL1
Language Literacy Communications	Activity: Reading Daily Cowboy Baby by Sue Heap – Plus, other assorted theme related infant books.
	Component: Emergent Reading – L4 Motivation, engagement
The Arts	Activity: Singing or music playing daily
	Component: Exploring the Arts – A1
Social Systems Cognitive	Activity:
	Component:
Physical & Movement	Activity: Finger Painting
	Component: P5-6: Fine Motor
Mathematics Cognitive	Activity:
	Component:
Scientific Thinking Cognitive	Activity:
	Component:

Thursday

Yoga Ball

Activity for 1 infant

Duration of activity: 5 – 10 minutes

Skill activity support: cognitive development / small motor

Domain: Approaches to Learning

Component: AL1-2: Initiative and Curiosity

Subcomponent: AL1 Inquisitiveness

AL1.2 Responds to people by looking, kicking legs, vocalizing, reaching

Domain: Physical and Movement Development

Component: P1-4: Gross Motor

P3 Locomotion:

Child moves their body through space from one place to another

P3.1 Crawls by one of these methods:

- On tummy using arms/legs (tummy /commando)
- Two straight arms and one bent leg (3-point)
- Scoots instead of crawls, from a seated position by pushing forward with legs (bend & straighten)/arm assist

Materials:

- Yoga ball
- Small blanket

Directions:

Lay the blanket on a yoga ball to make it comfortable and then carefully hold baby belly down on top of the ball.

Gently roll baby back and forth or bounce a little up and down.

Thursday

Finger Paint

Activity for 1 infant

Duration of activity: 5 – 10 minutes

Skill activity supports cognitive – small motor skills

Domain: Physical and Movement Development

Component: P5-6: Fine Motor

Subcomponent P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects

P5.3 Transfers object from one hand to another hand

Domain: Approaches to Learning

Component: AL1-2 Initiative and Curiosity

Subcomponent: AL1 Inquisitiveness

Child explores the environment and seeks interaction with people and objects; willingly tries new things

AL1.1 Shows interest in the environment primarily through looking and listening

Domain: Social and Emotional Development

Component: S6-8: Social Understanding and Relationships

Subcomponent: S7 Building Relationships

Child establishes and sustains relationships with others

S7.1 Shows a preference for a trusted adult

S7.2 Notices or responds to others

Materials:

- Yogurt
- Food colorings. Assorted colors.
- Cupcake holder



Thursday

Finger Painting

Activity for 1 infant

Duration of activity: 5 – 10 minutes

Directions:

Put yogurt into a cupcake holder. A small 6 cupcake holder. Place a drop of 2 of food coloring on top of each yogurt and mix.

Sit infant in highchair, place the cupcake holder on the tray. Show the infant how you can dip your finger into a color and paint the tray. Let the infant stick her hand in the colors, see if she “paints” and it’s even fine for her to eat. Win/Win. 😊



Teacher (s) _____ Week of: _____

Group: Infants

Theme: How the West Was Fun

123 Learn Curriculum	Friday
Social Emotional	Activity: Be a positive role model: Offer children opportunities to observe you being a kind and caring person.
	Component: Social Understanding and Relationships – S7 Building relationships
Approaches to Learning	Activity: Magnet Play
	Component: Initiative and Curiosity – AL1
Language Literacy Communications	Activity: Reading Daily Cowboy Baby by Sue Heap – Plus, other assorted theme related infant books.
	Component: Emergent Reading – L4 Motivation, engagement
The Arts	Activity: Singing or music playing daily
	Component: Exploring the Arts – A1
Social Systems Cognitive	Activity:
	Component:
Physical & Movement	Activity: Muffin Tin Sensory Play
	Component: P5-6: Fine Motor
Mathematics Cognitive	Activity:
	Component:
Scientific Thinking Cognitive	Activity:
	Component:

Friday

Magnet Play

Activity for 1 infant

Duration of activity: 5 – 10 minutes

Skill activity supports: Fine Motor – Large Muscle, Cognitive

Goal: Getting infant to spend time working on fine motor. If sitting, also working on large motor.

Domain: Approaches to Learning

Component: AL1-2 Initiative and Curiosity

Subcomponent: AL1 Inquisitiveness

Child explores the environment and seeks interaction with people and objects; willingly tries new things

AL1.1 Shows interest in the environment primarily through looking and listening

Domain: Physical and Movement Development

Component: P5-6: Fine Motor

Subcomponent P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects

P5.3 Transfers object from one hand to another hand

Materials needed:

- Cookie sheet
- Magnet letters

Directions:

Place magnet letters onto the cookie sheet. Make sure they are big enough that they will not fit in the infant's mouth. Sample shows from a Leapfrog magnet toy.

Sit infant on the floor, with the cookie sheet in front of them, and let her grasp at the letters. Picking them off the cookie sheet. Talk to her about what the color is of the letter and what is the letter.

Available from Amazon. To purchase click on picture.



Check out cookie sheets at the dollar Store.

Finished picture of tray and letters



Friday

Muffin Tin Sensory Play

Activity for 1 infant

Duration of activity: 5 – 10 minutes

Skill activity supports social and emotional development, cognitive development and small motor

Domain: Social and Emotional Development

Component: S6-8: Social Understanding and Relationships

Subcomponent: S7 Building Relationships

Child establishes and sustains relationships with others

S7.1 Shows a preference for a trusted adult

S7.2 Notices or responds to others

Domain: Physical and Movement Development

Component: Fine Motor

Subcomponent: P5 Dexterity Child can coordinate and control movement of hands and fingers to grasp and manipulate objects.

P5.1 Reaches for toy, grasp it and releases

Materials needed:

- Muffin tin – 6 or 12 cup
- Different to fit into the muffin bins. 6 to 12 items

Find items to fit into the cups of the muffin tin. Balls, blocks, anything small enough to fit into the cups but not small enough for a choking hazard.

Sitting with the infant on the floor, place the muffin tin on the floor. Lay the infant on their tummy, or if they can sit, let them sit with the muffin tin in front of them.

Let the infant explore the different items in the container. Picking them up, touching, feeling, shaking. Talk to them about what they have, the touch and any noise the items makes.



Sample of Muffin Tin Sensory Play

All items were found around the playroom, so make sure to take a look and see what you have available. Favorite toy to play with was a ball with beads in it. A whole lot of shaking going on.



I'm a Little Cowboy

(Sung to: "I'm a Little Teapot")



I'm a little cowboy,
Up at dawn.
Working on the ranch,
to get things done.
When I get finished at the
end of the day,
You'll hear me shout,
Hip hip hooray !

Hat sign language poster used with permission
from Baby Sign Language.

To purchase any sign language
materials, please visit
Baby Sign Language @
<https://www.babysignlanguage.com/>

Hat



Signing: To sign *hat*, tap on your head using your dominant hand, as if putting on a hat.

How the West was Fun Posters

- You have the option of color or b & w posters.
- Print up on white card stock.
- B & W template color
- Laminate and hand up during your when the west was fun theme.

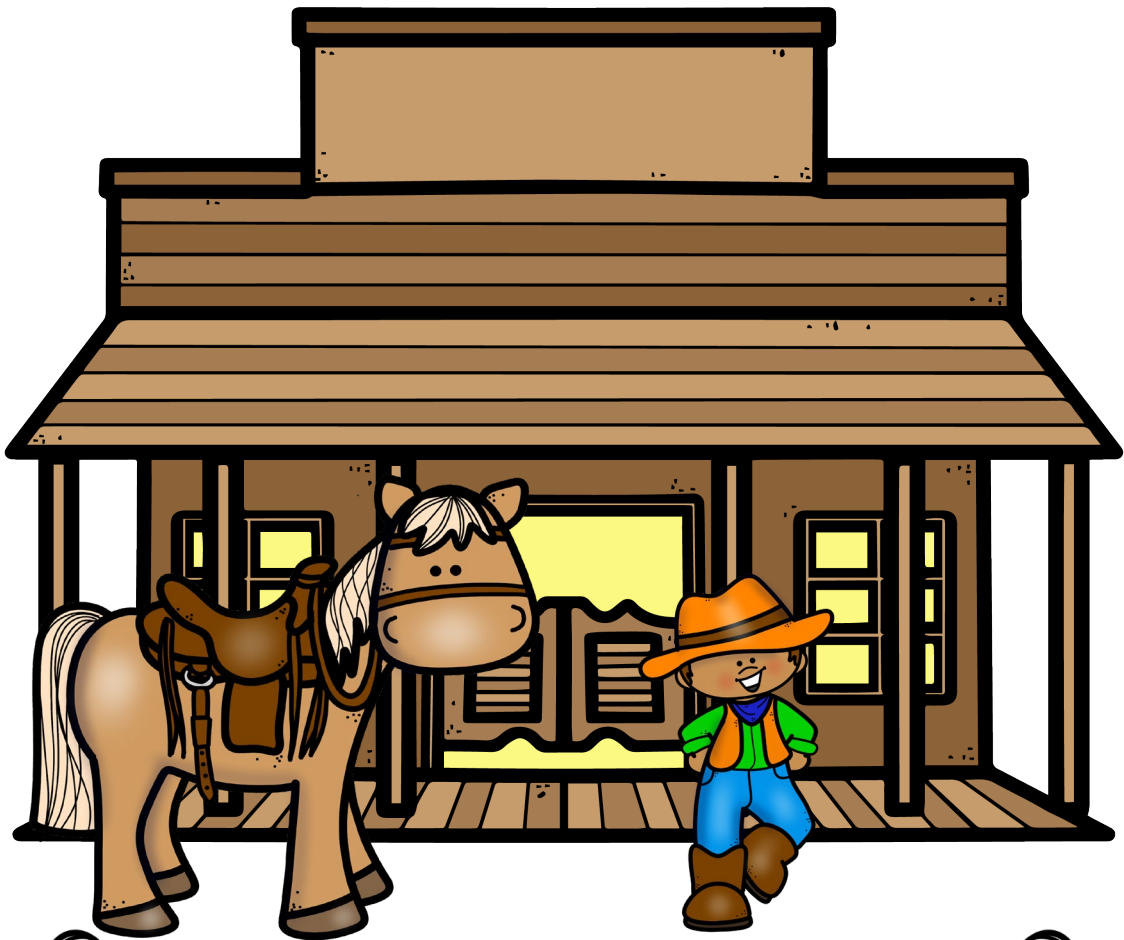
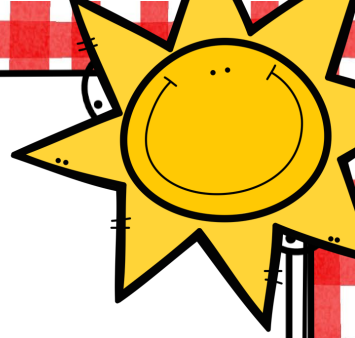


Additional idea: Print pages up and staple together to make a western color book. There is a cover for the book in color and b & w. Place a blank piece of card stock in the back for a back cover. You have 2 options. Large or small posters.

Color Posters

Also includes a cover if you want to
make this into a book.

How the West Was Fun



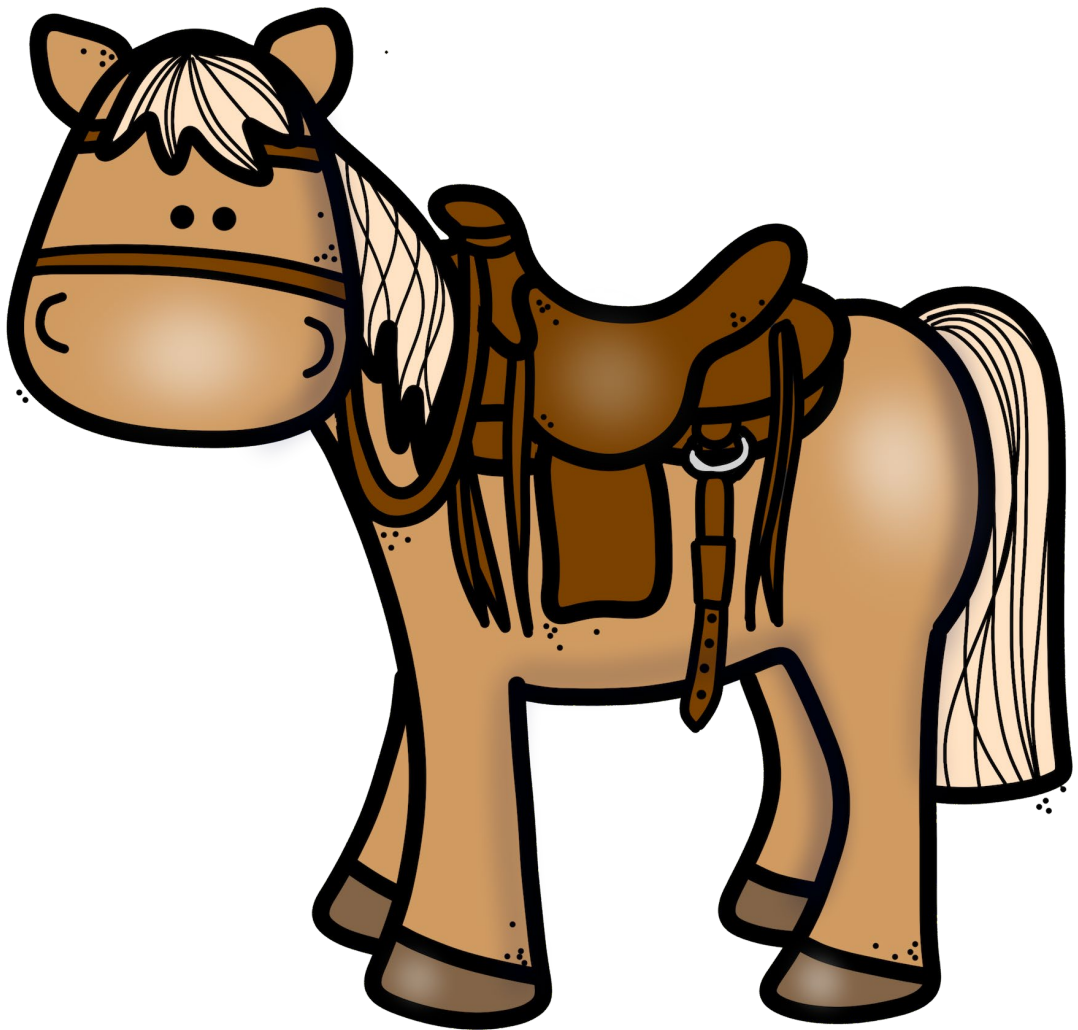
Cowboy



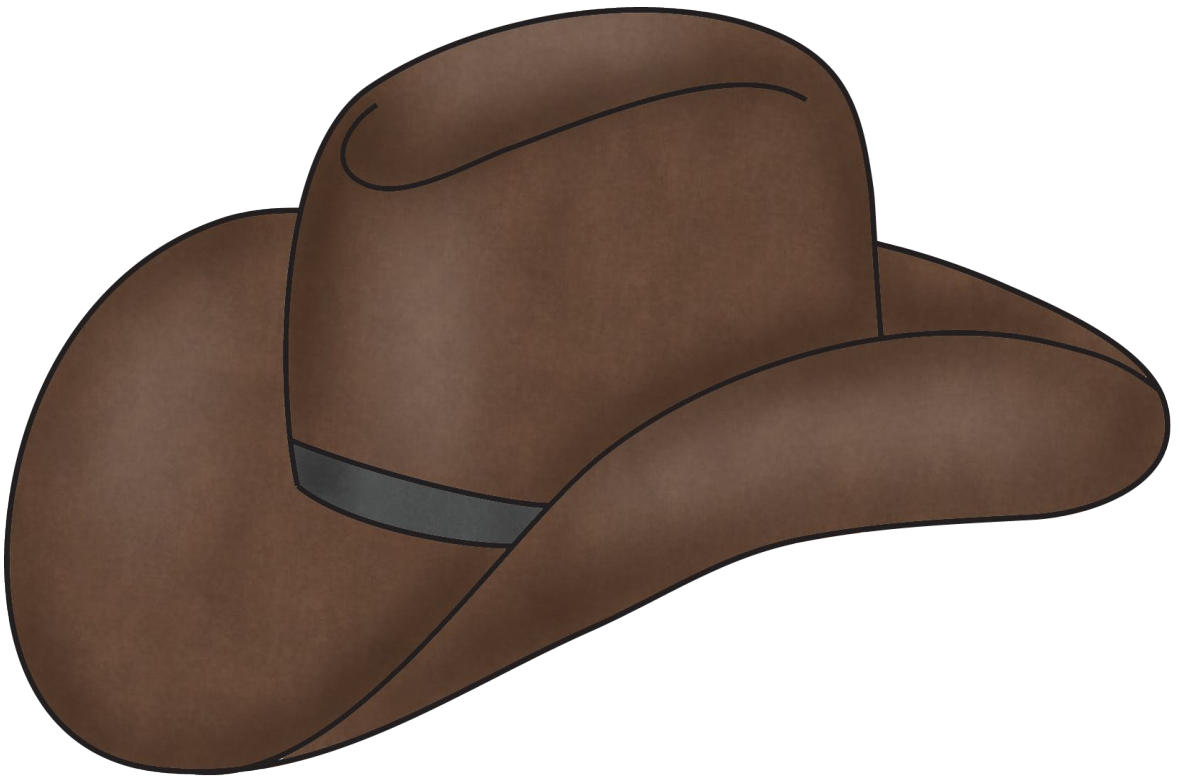
Cowgirl



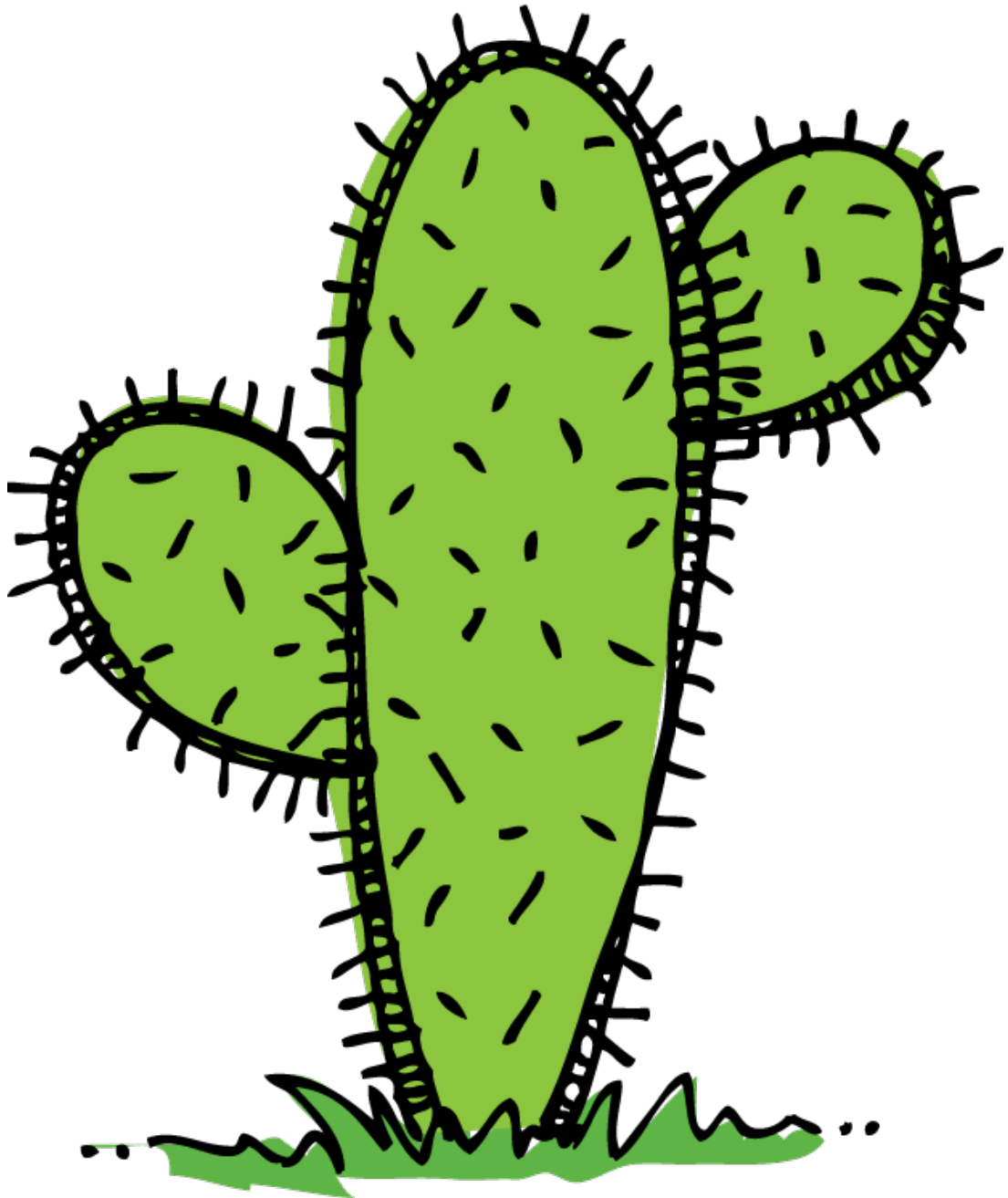
Horse



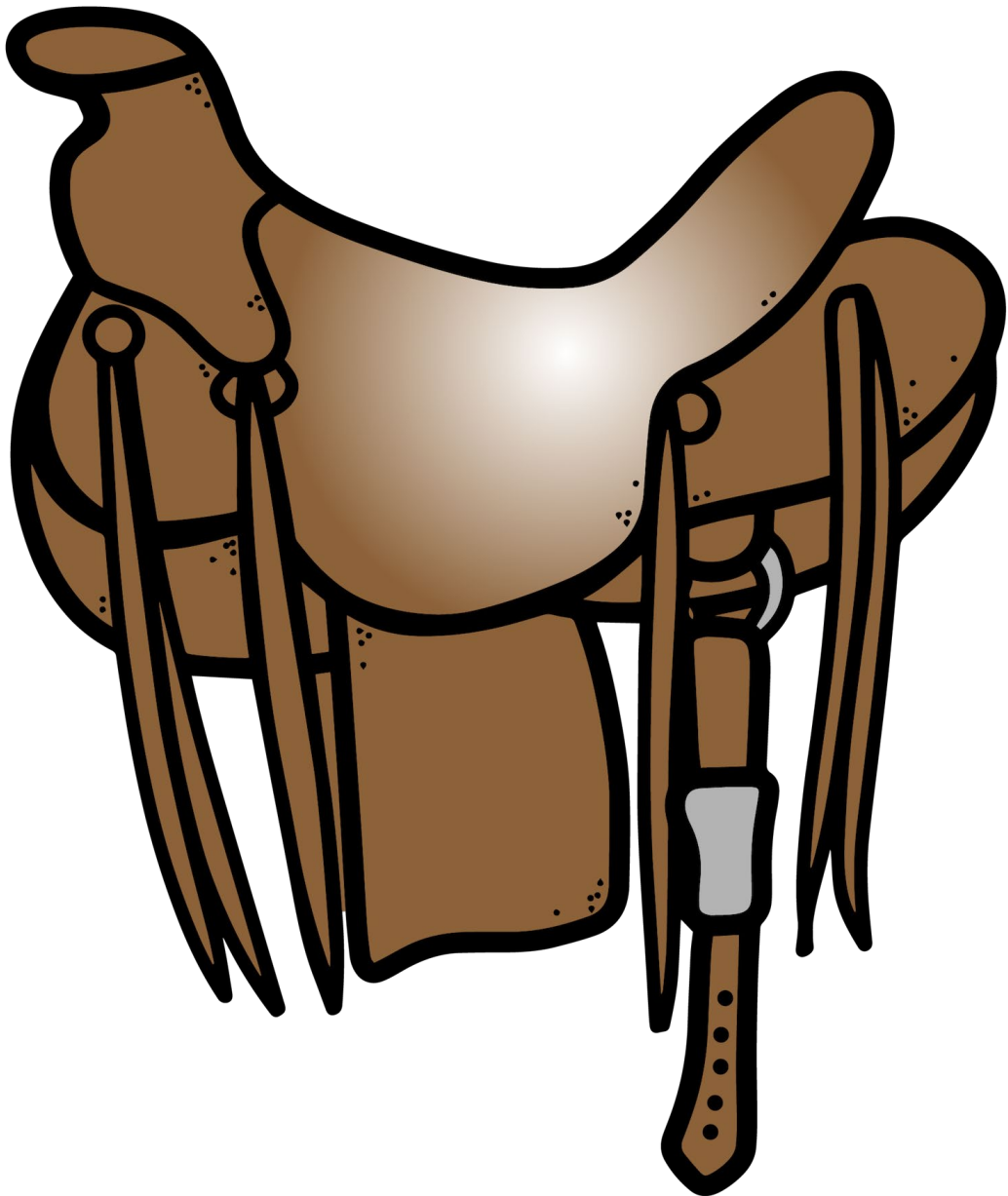
Hat



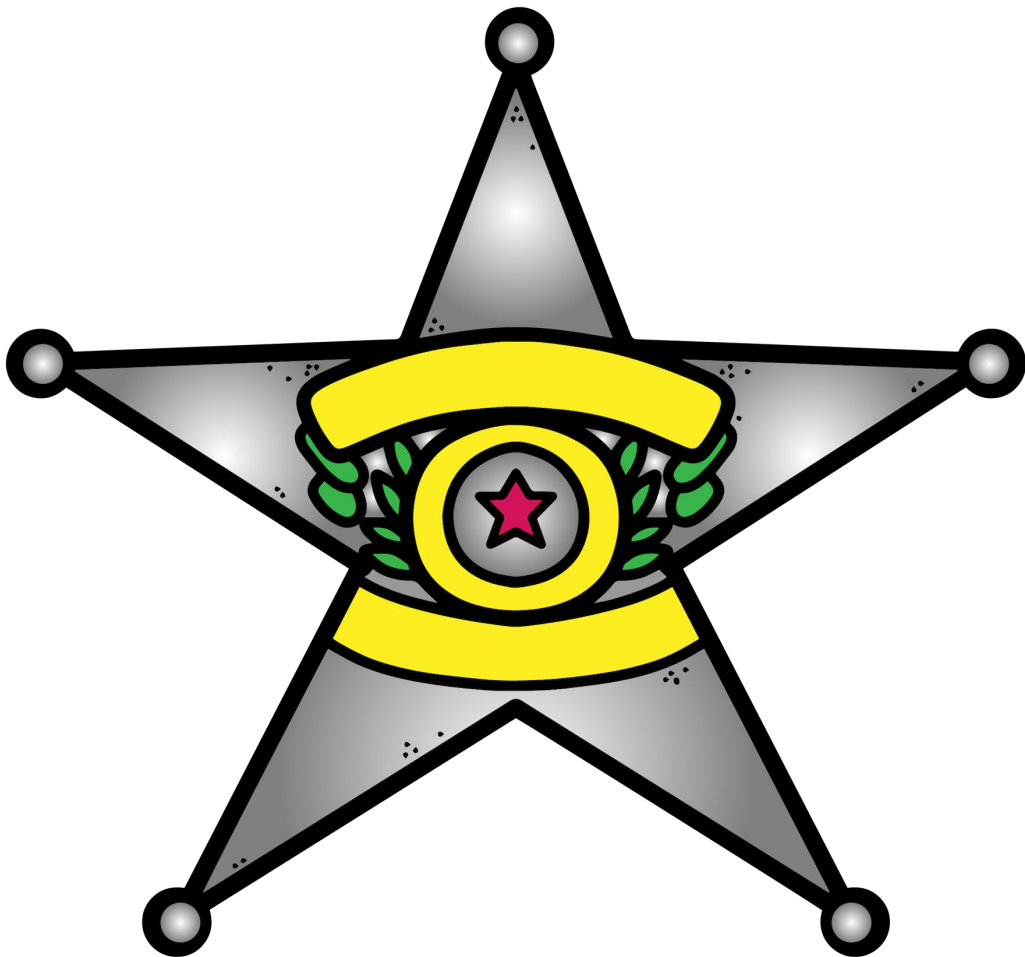
Cactus



Saddle



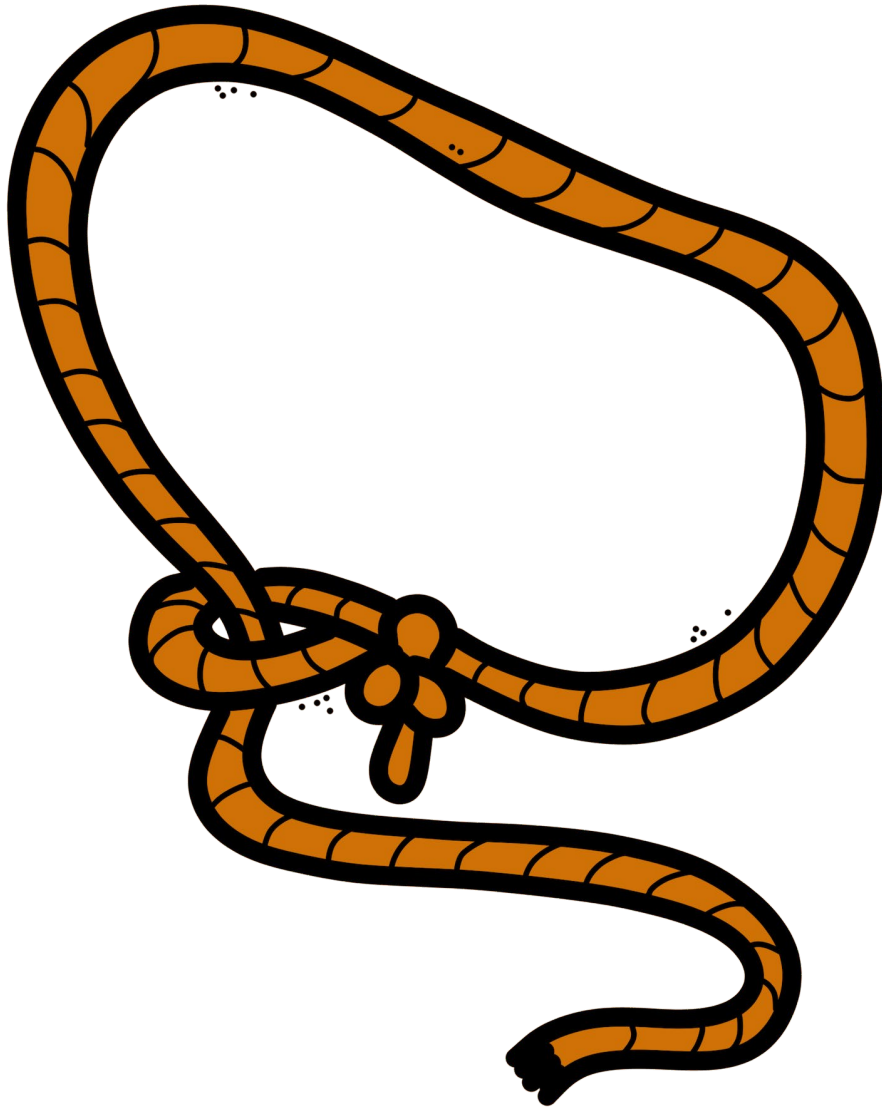
Sheriff



Wanted Poster



Lasso



Saloon



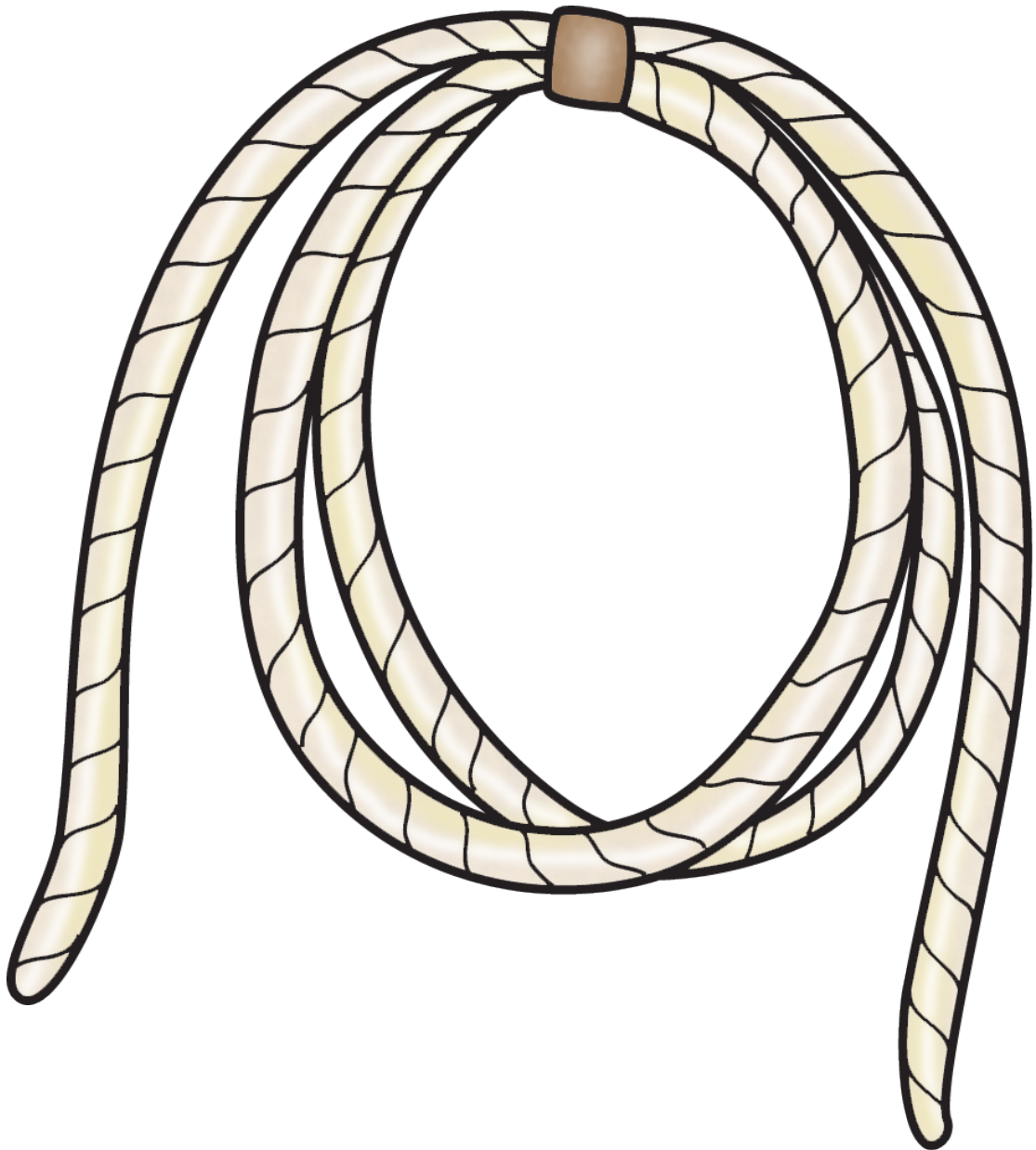
Boots



Horseshoe



Rope



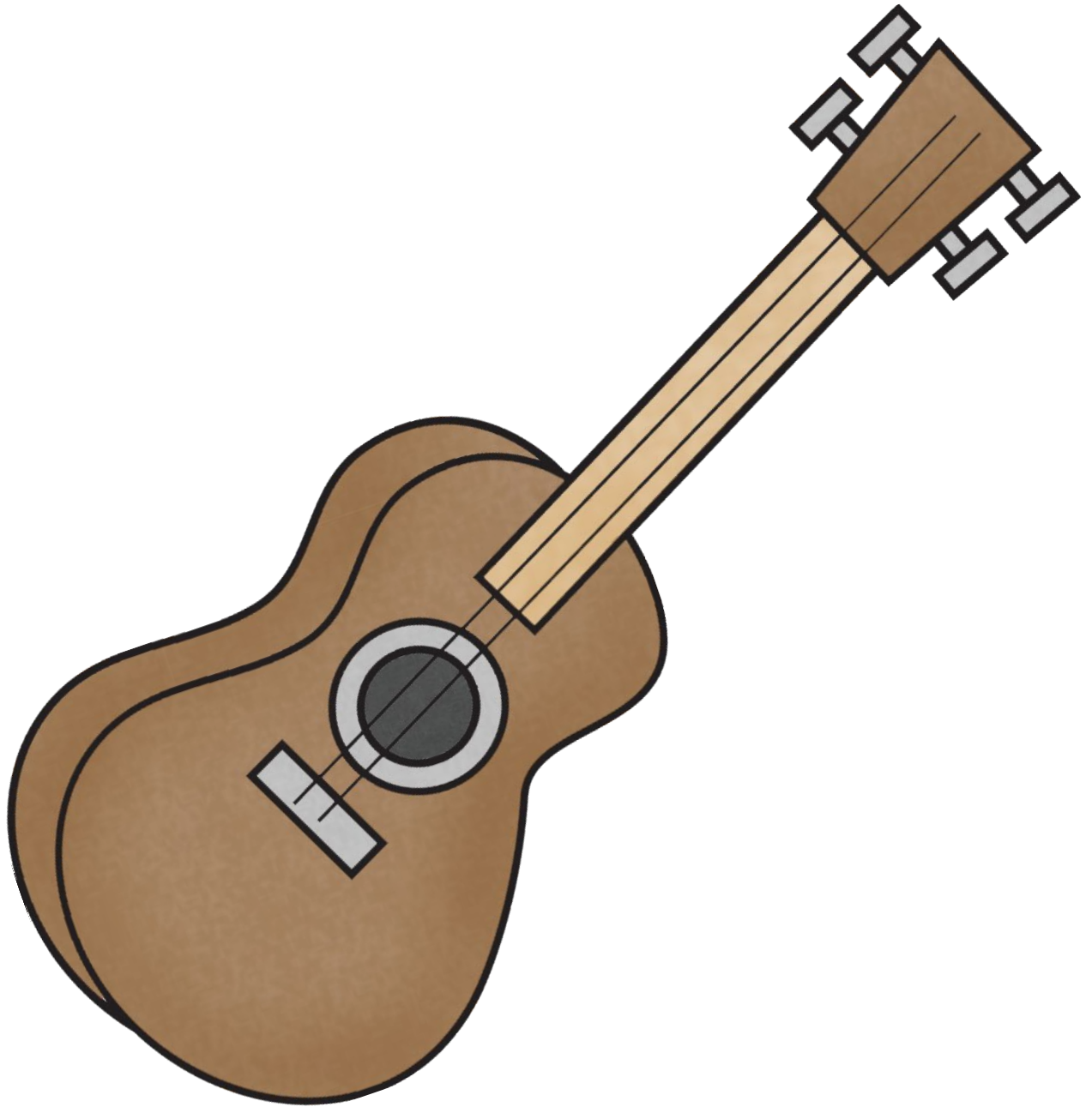
Spurs



Handcuffs



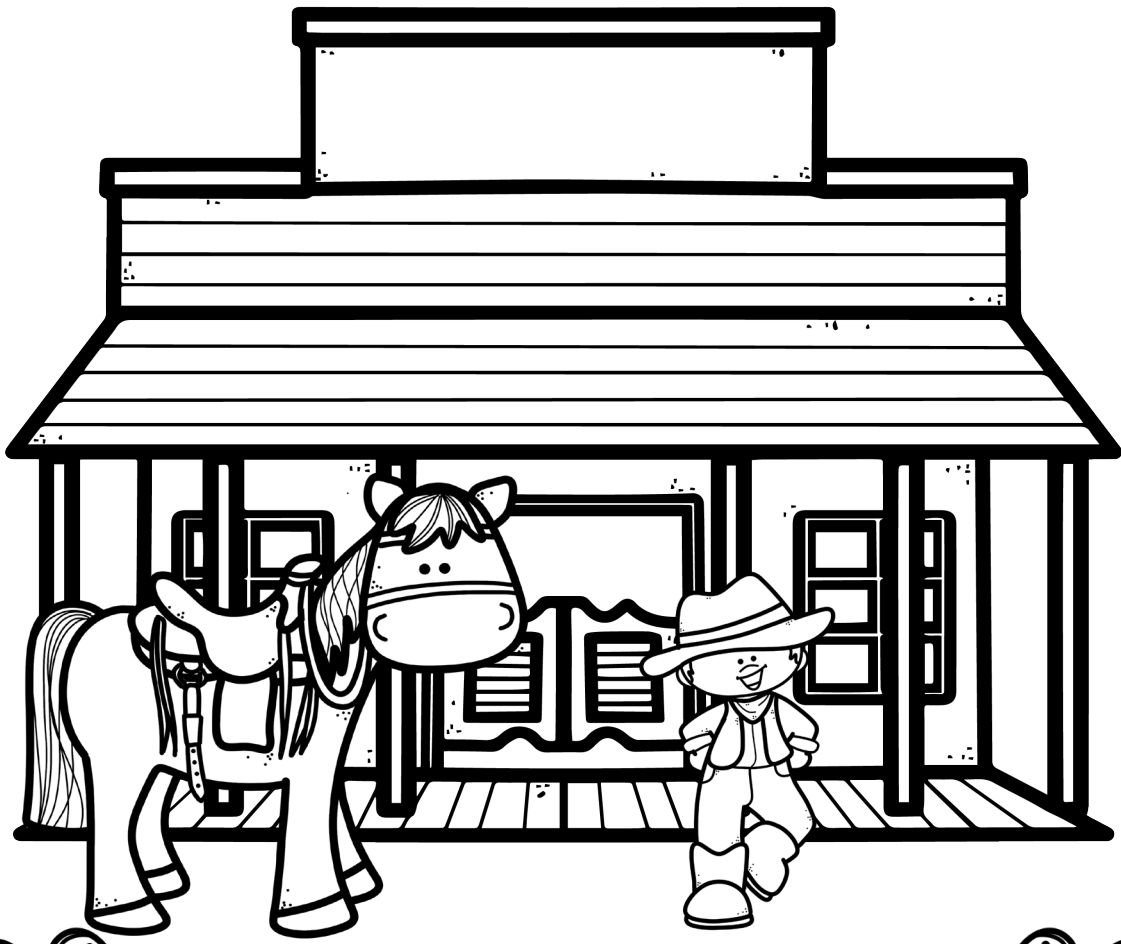
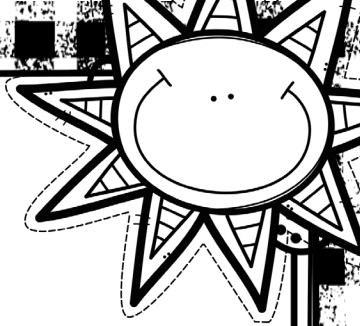
Guitar



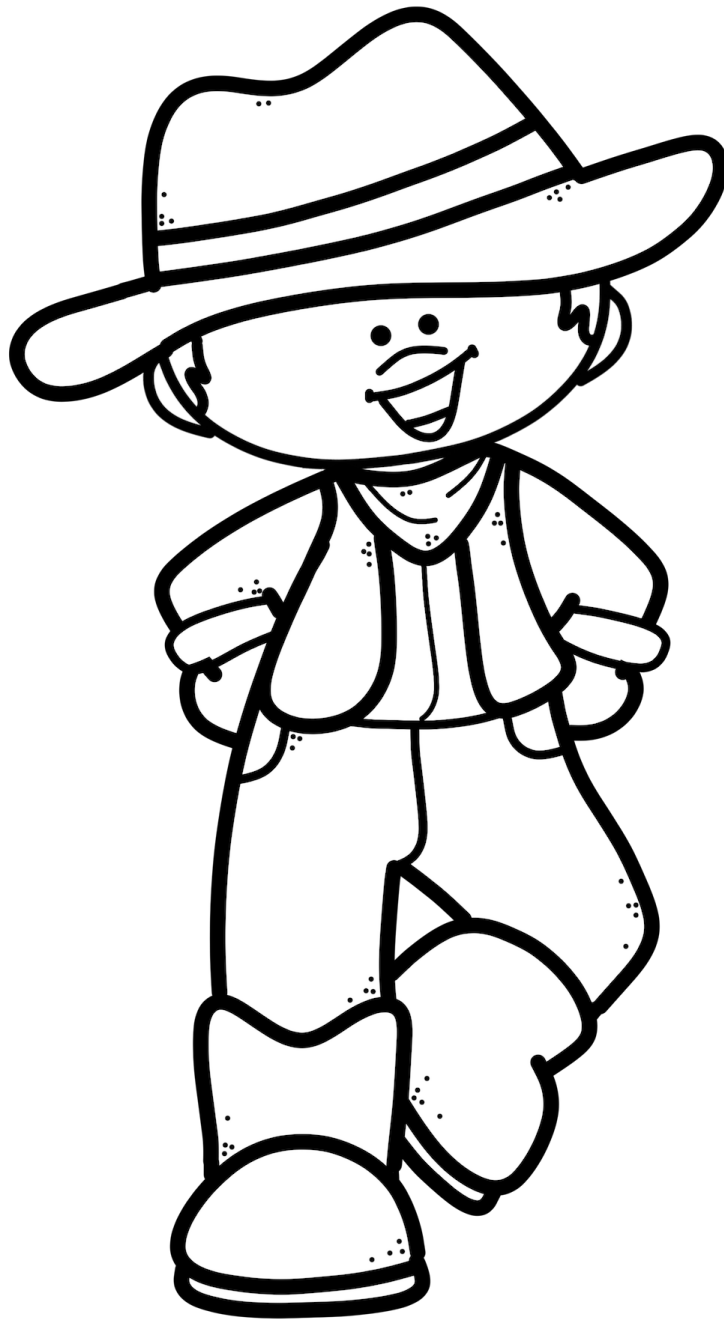
B & W Posters

Also includes a cover if you want to make this into a coloring book.

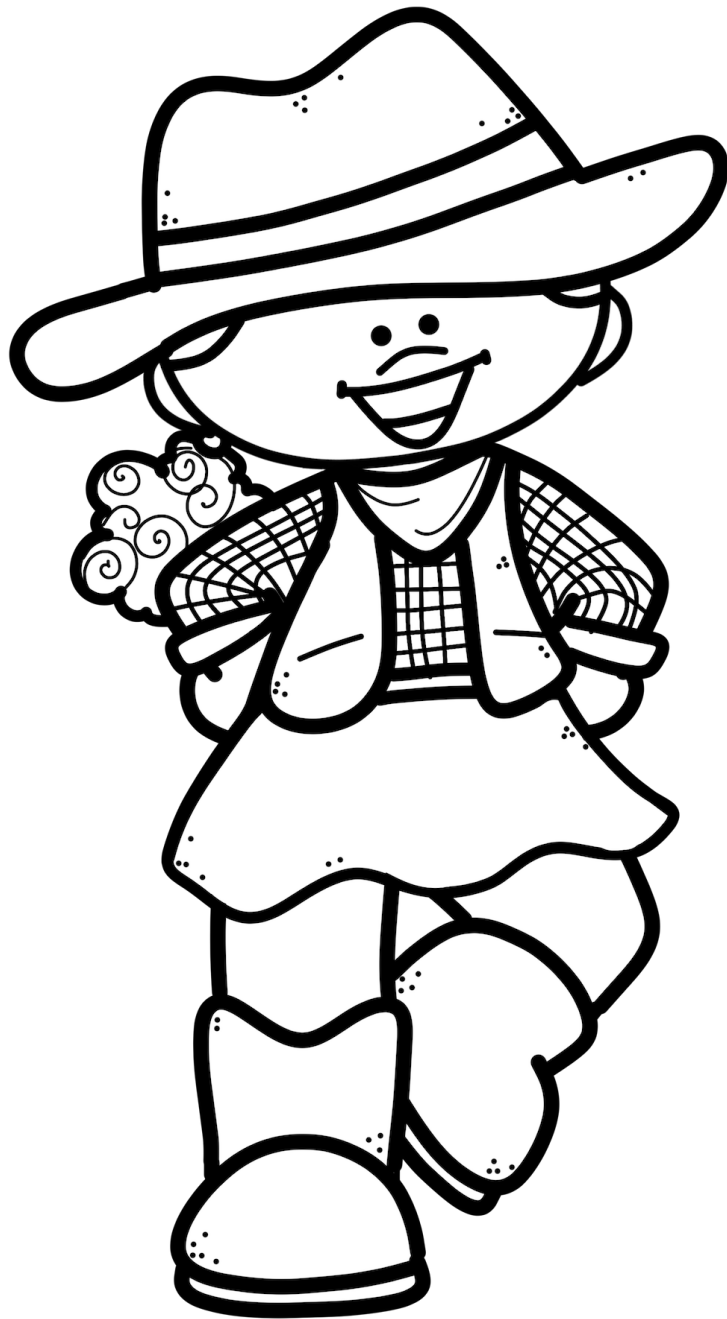
How the West Was Fun



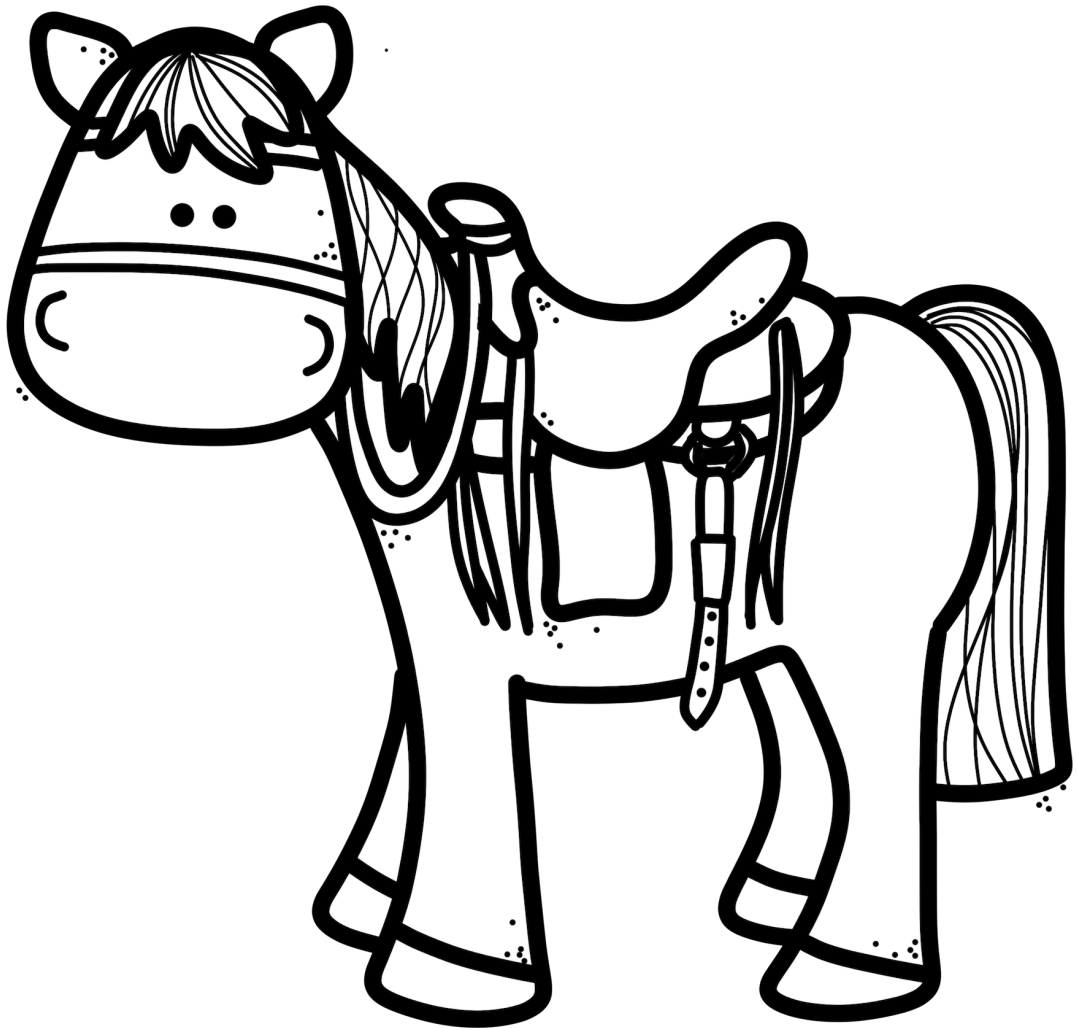
Cowboy



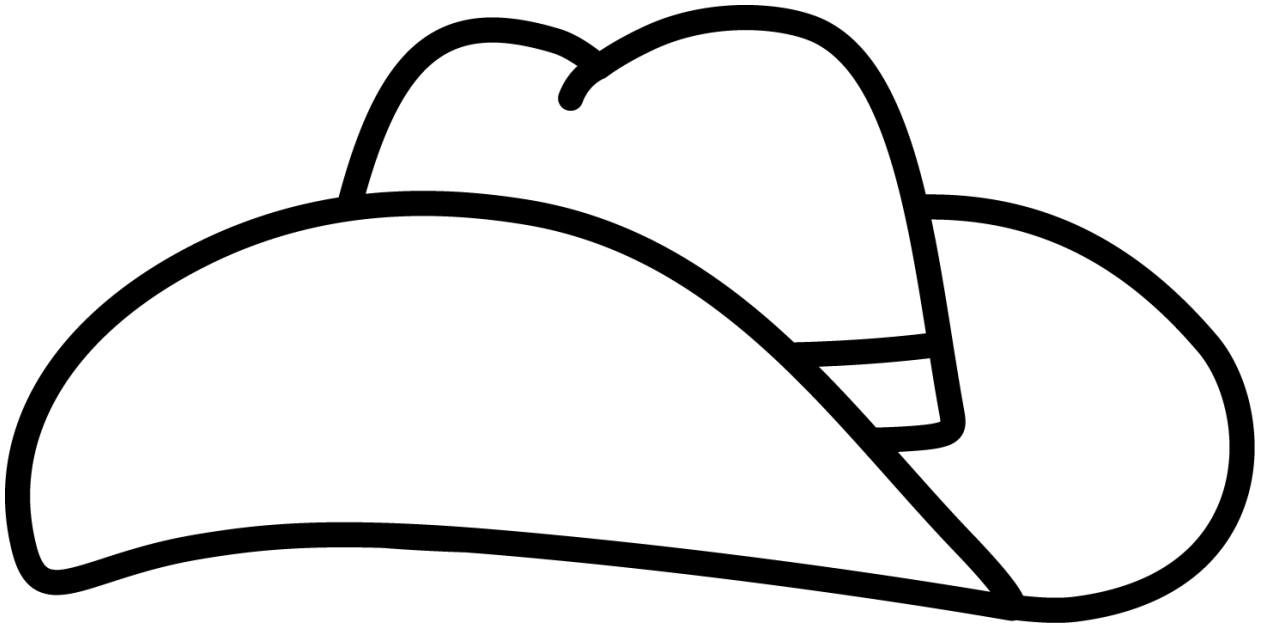
Cowgirl



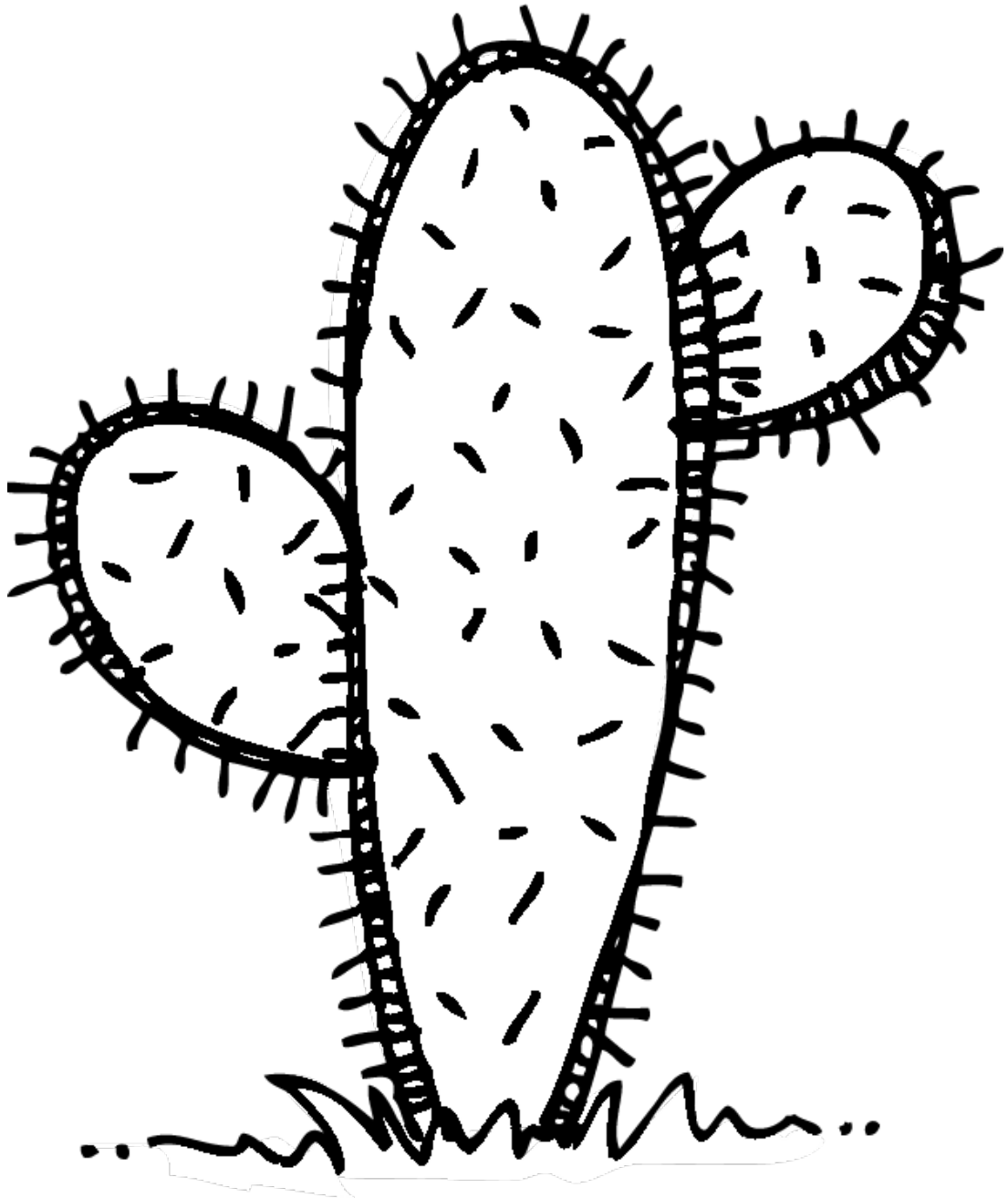
Horse



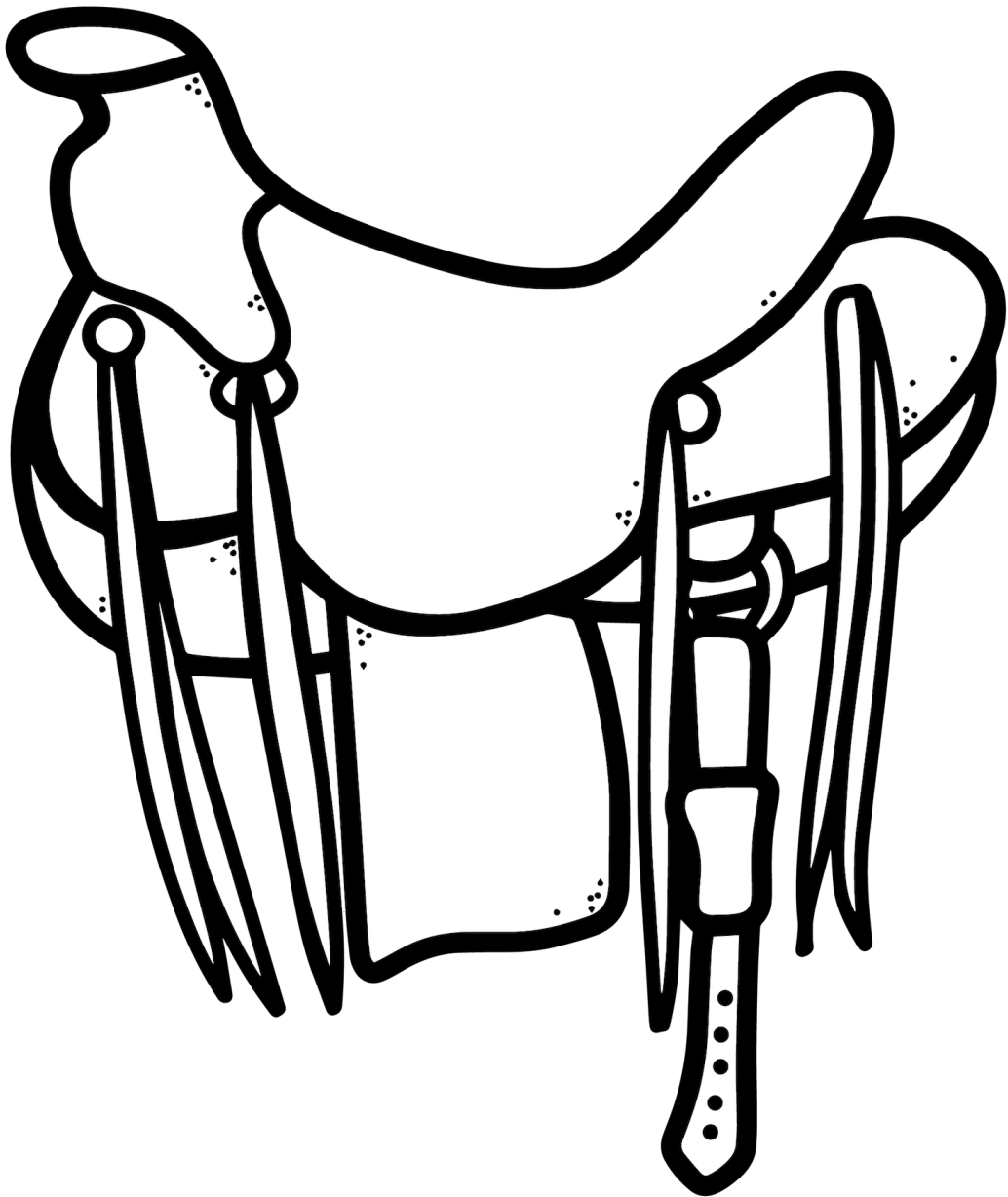
Hat



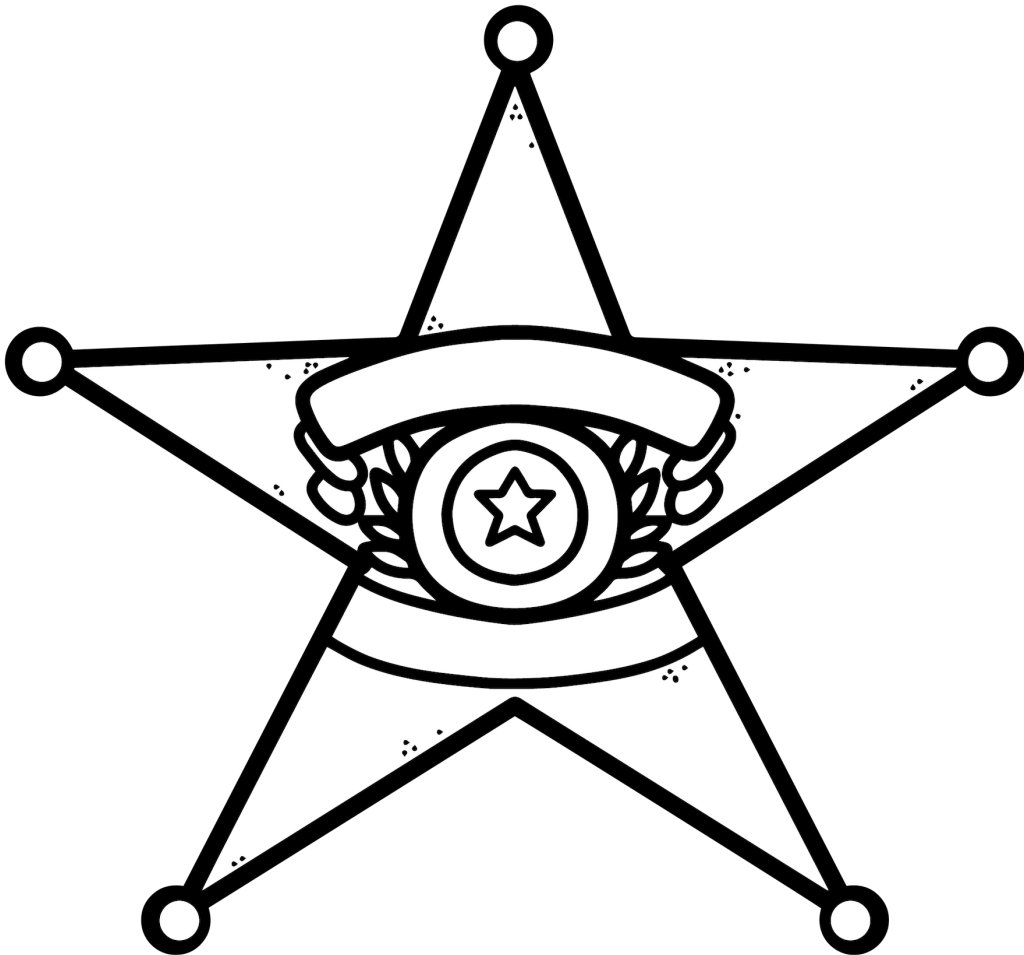
Cactus



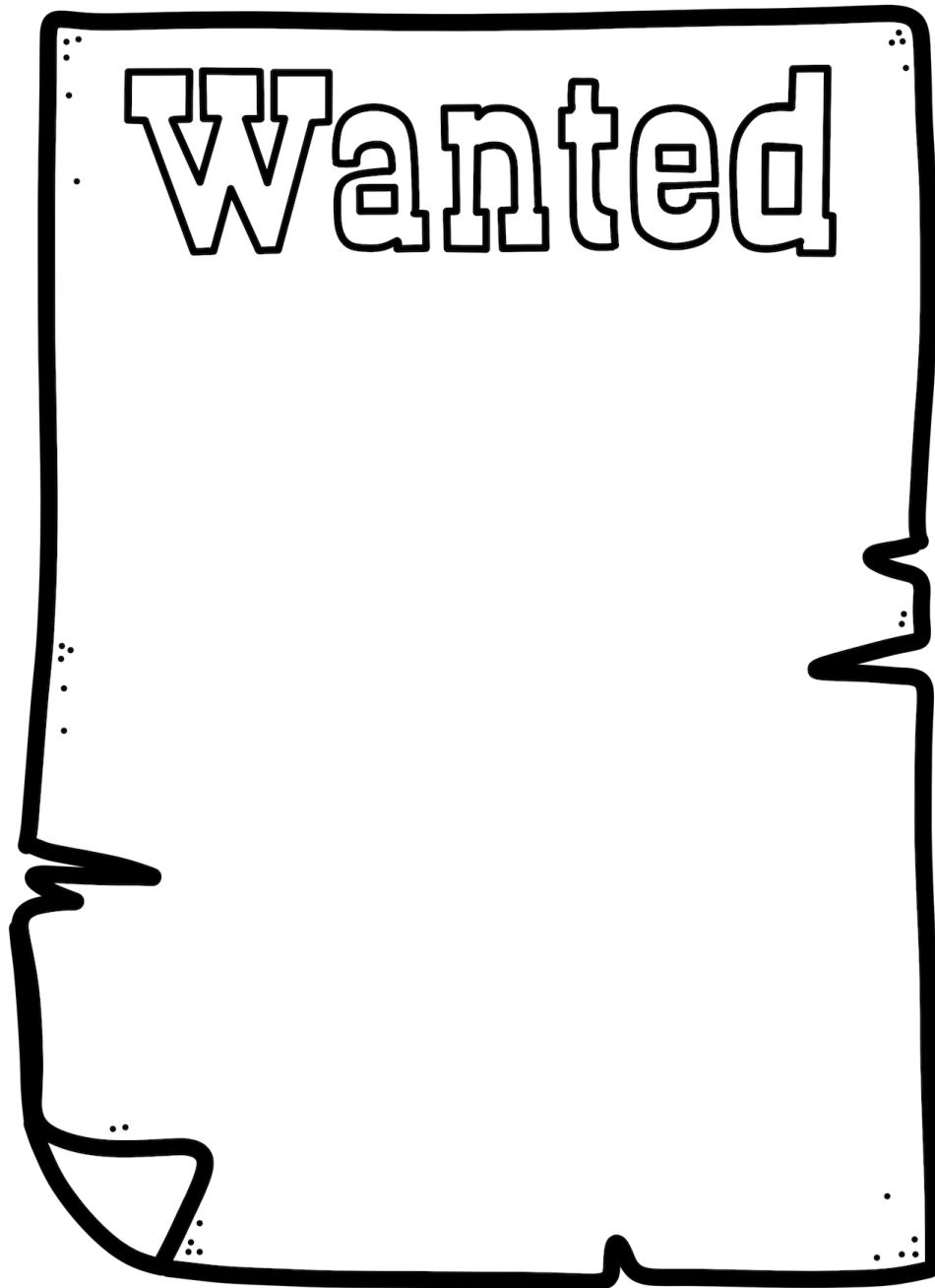
Saddle



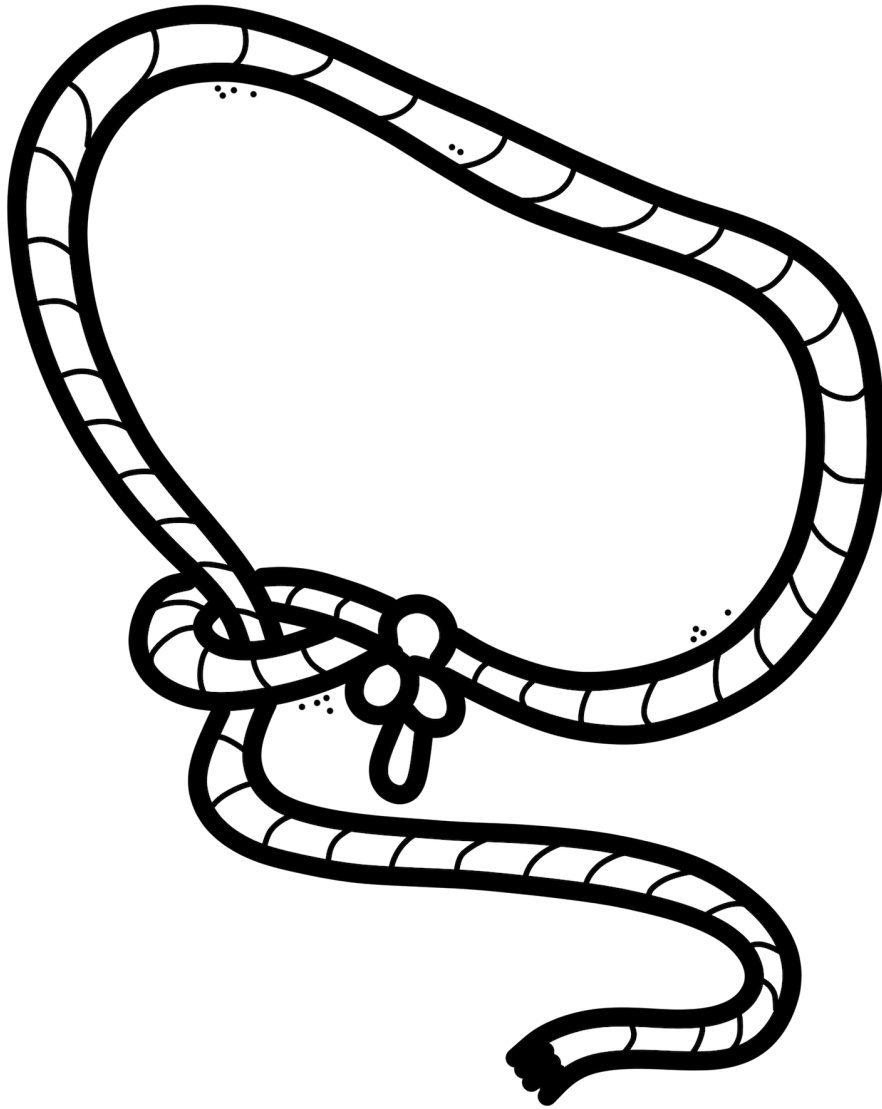
Sheriff



Wanted Poster



Lasso



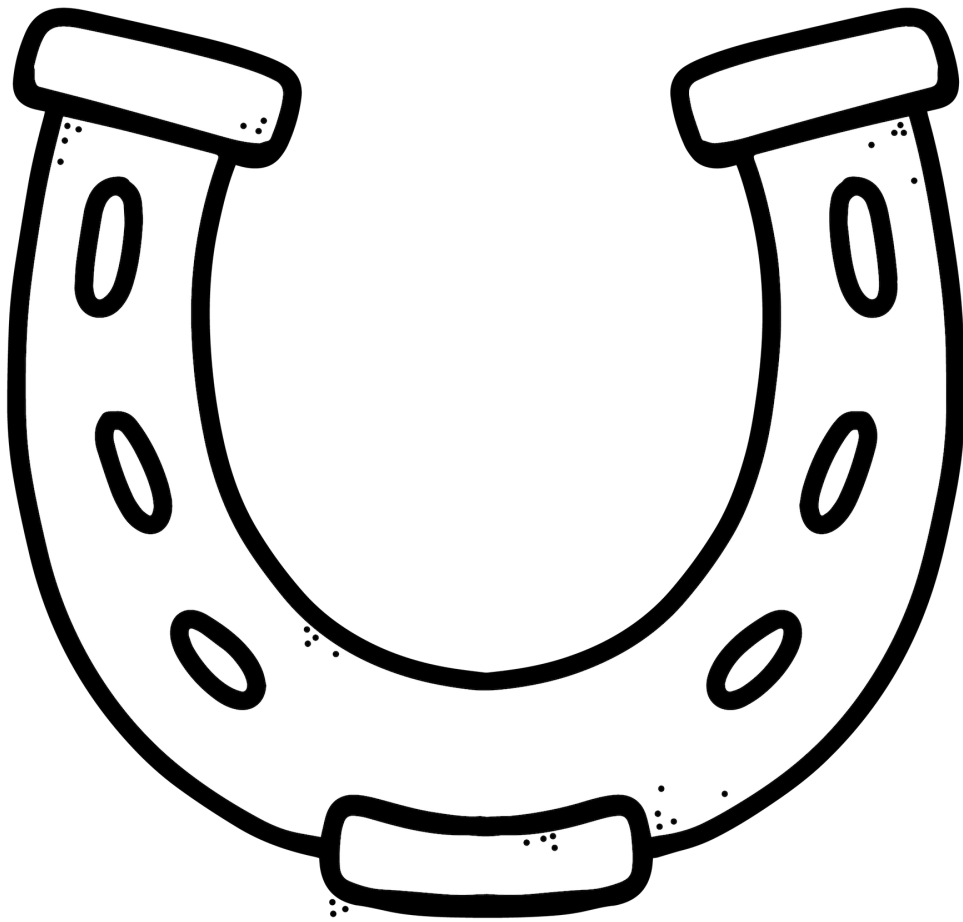
Saloon



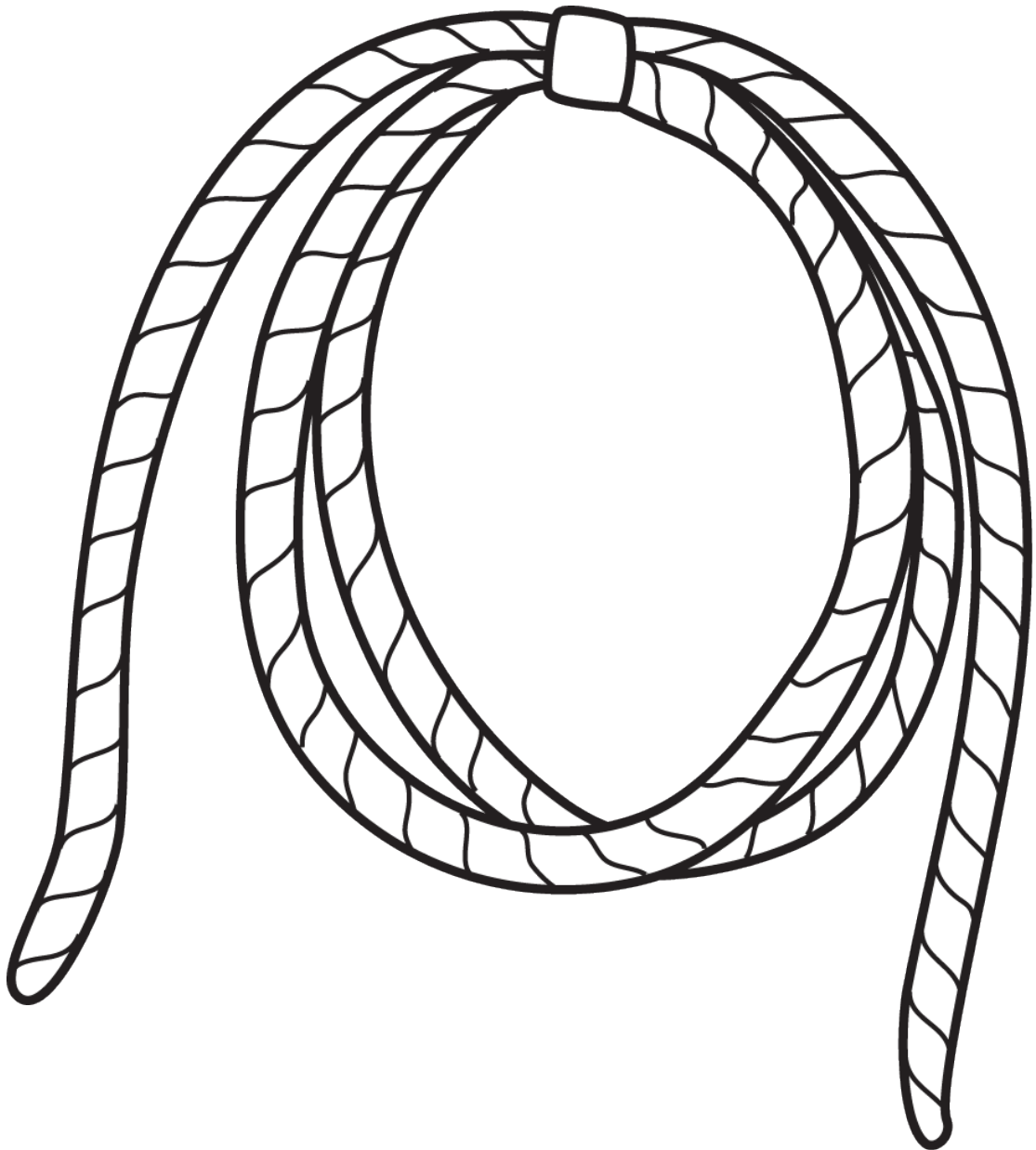
Boots



Horseshoe



Rope



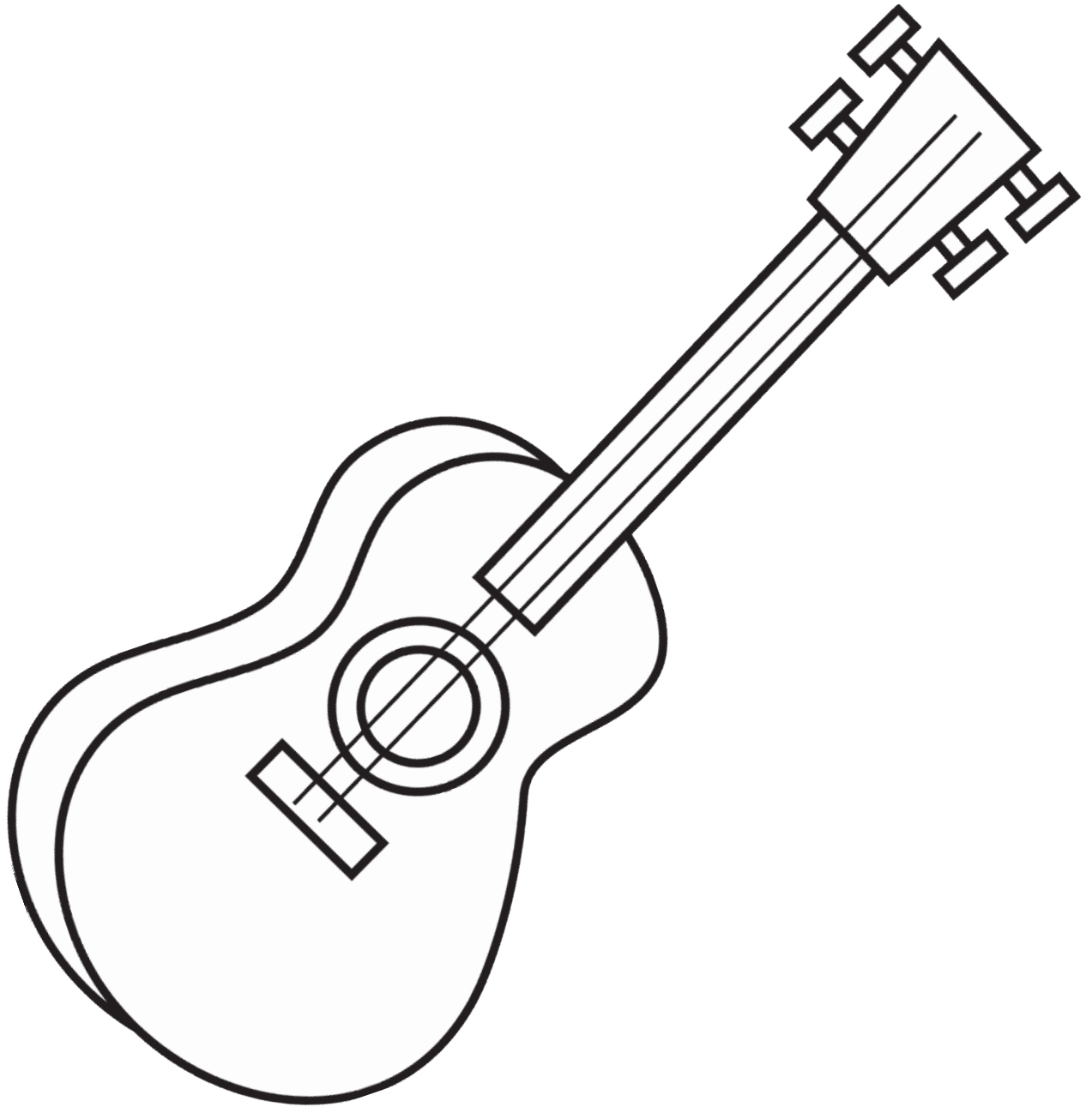
Spurs



Handcuffs



Guitar

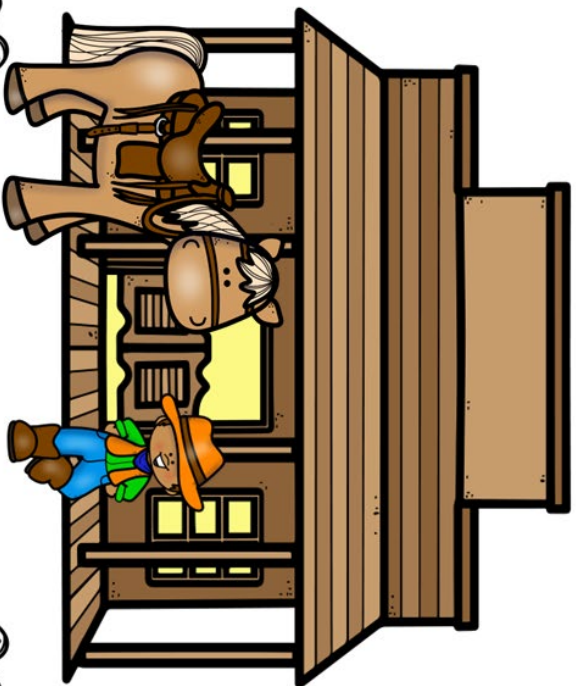


Color Posters

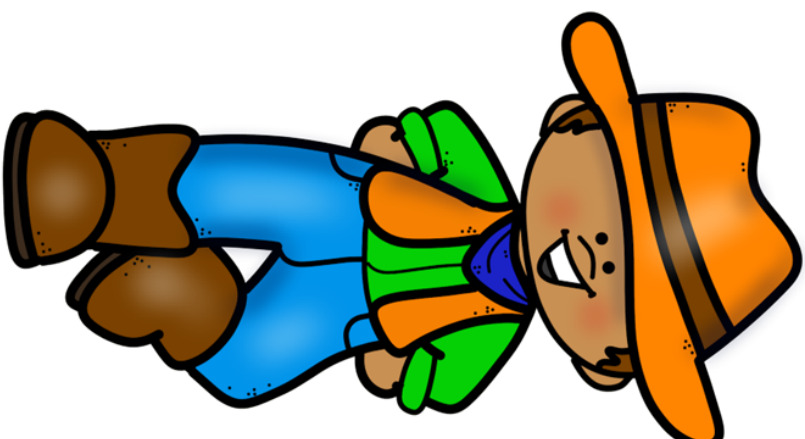
Also includes a cover if you want to
make this into a book.

Small version.

How the West Was Fun



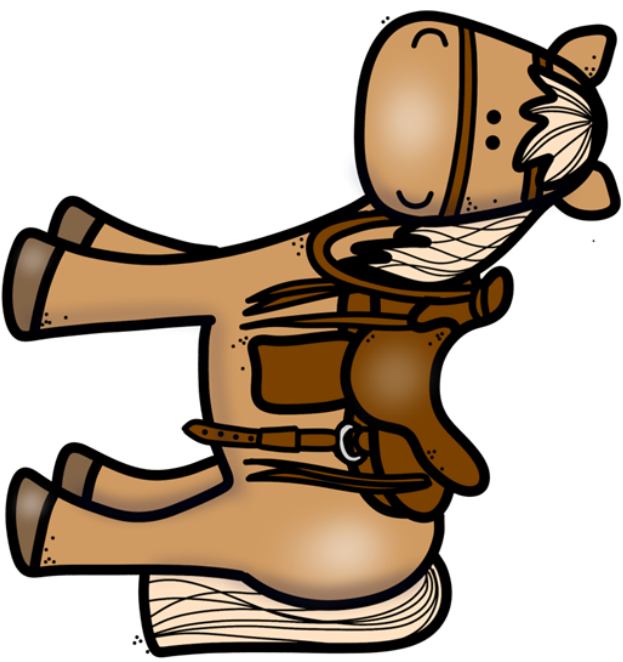
Cowboy



Cowgirl



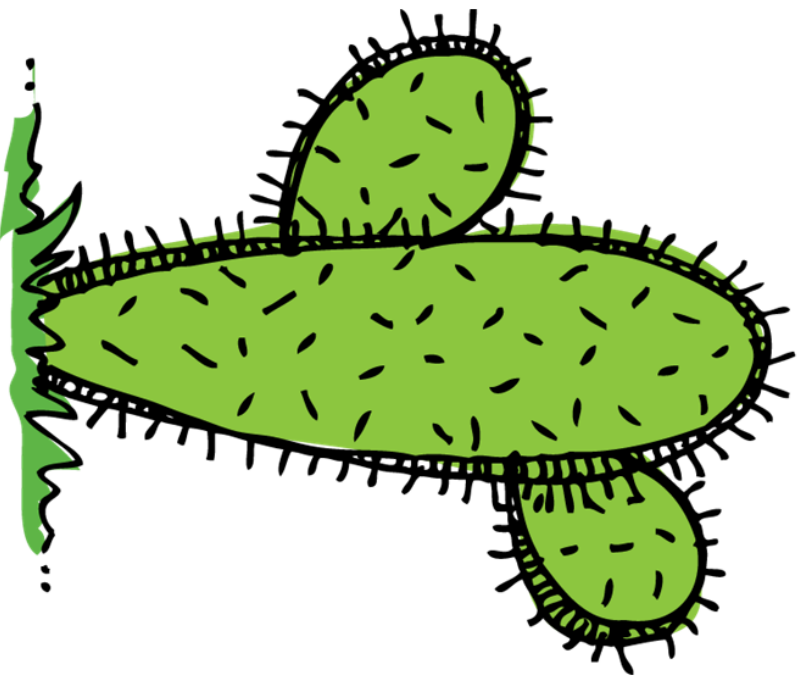
Horse



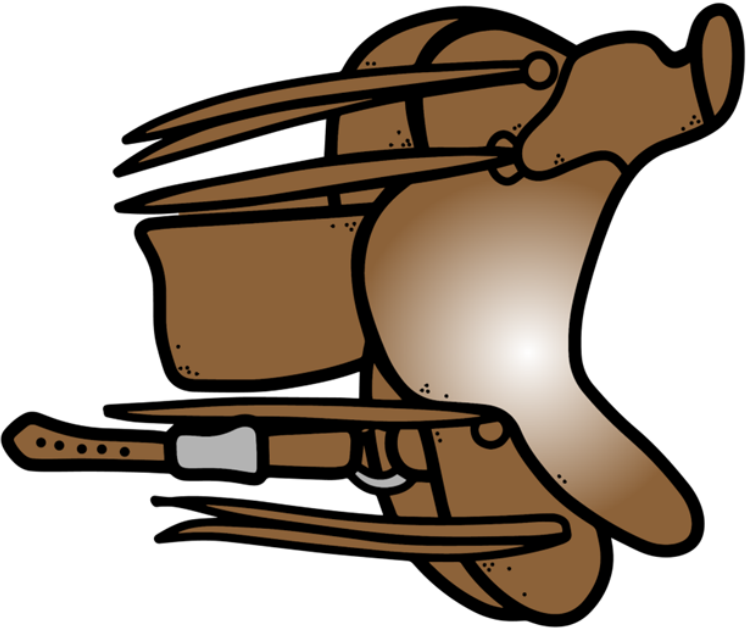
Hat



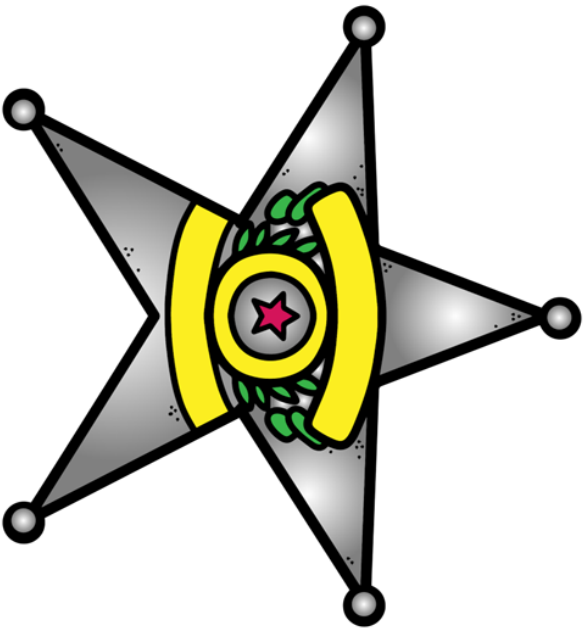
Cactus



Saddle



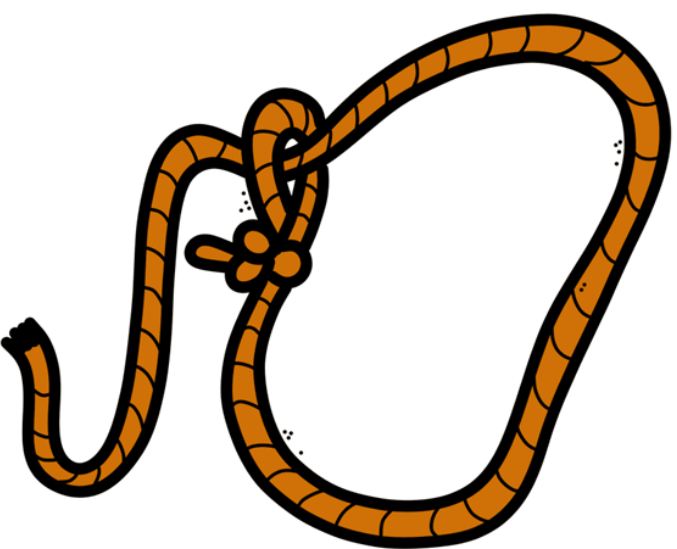
Sheriff



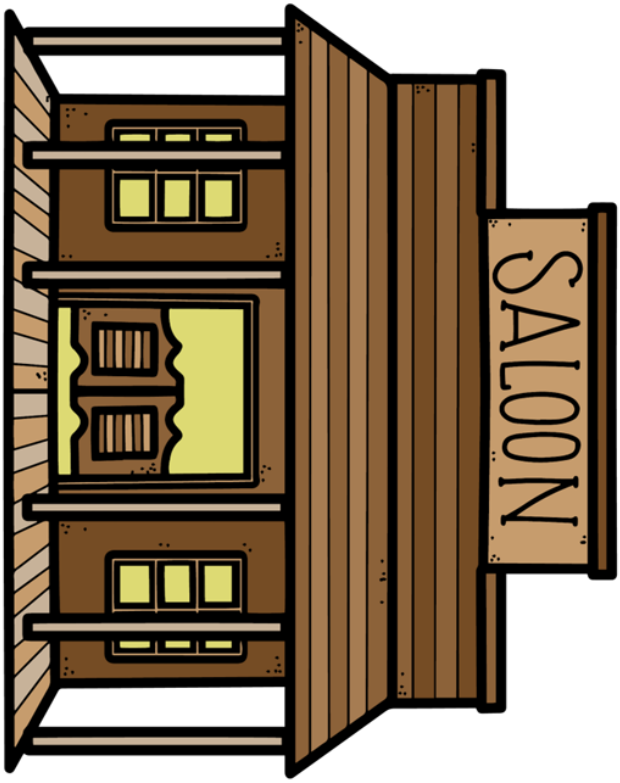
Wanted Poster



Lasso



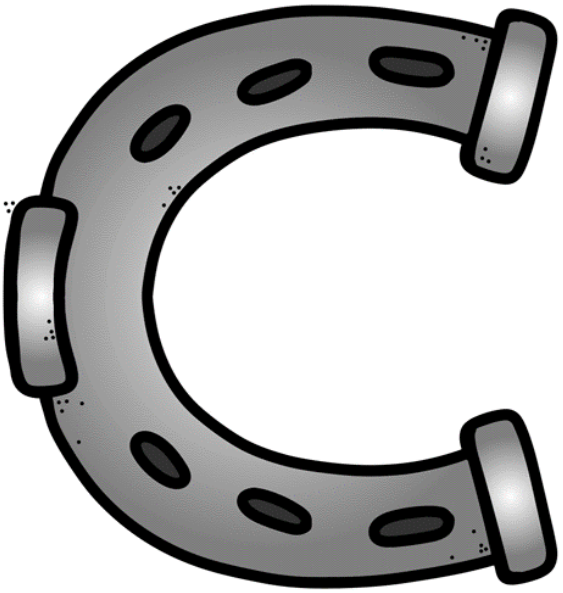
Saloon



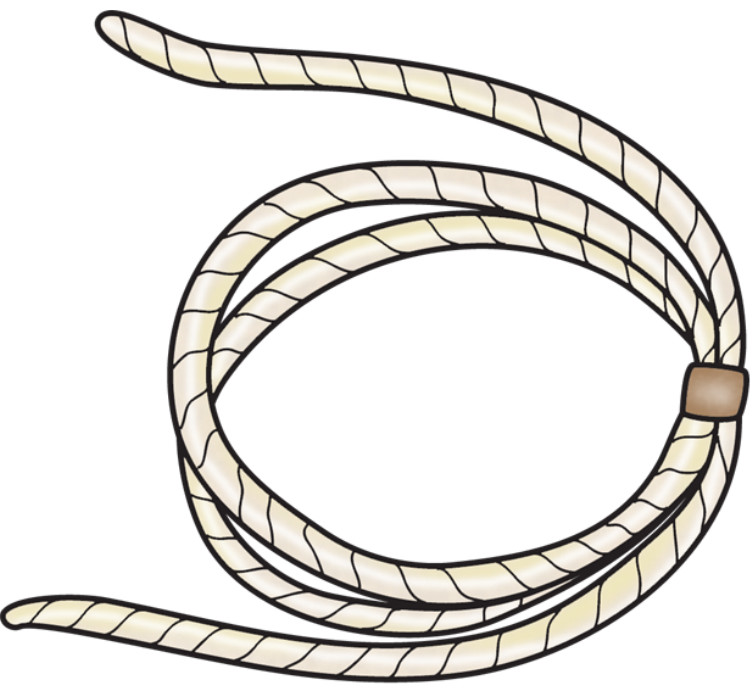
Boots



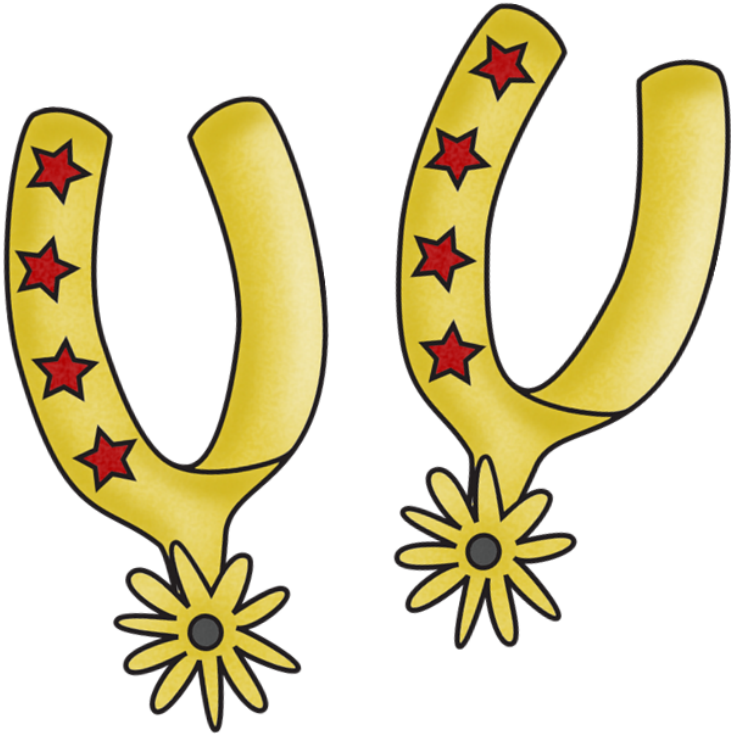
Horseshoe



Rope



Spurs



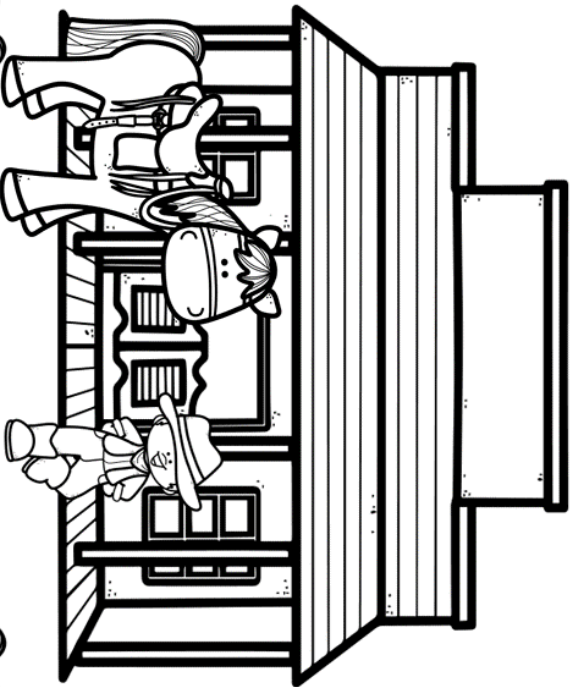
Handcuffs



Guitar

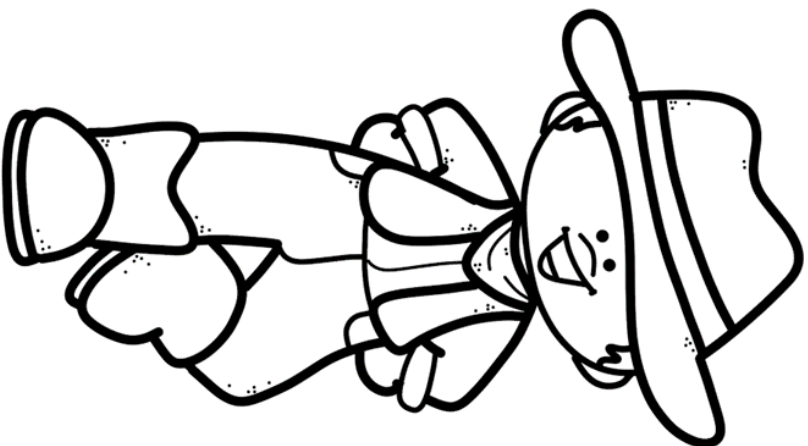


How the West Was Fun



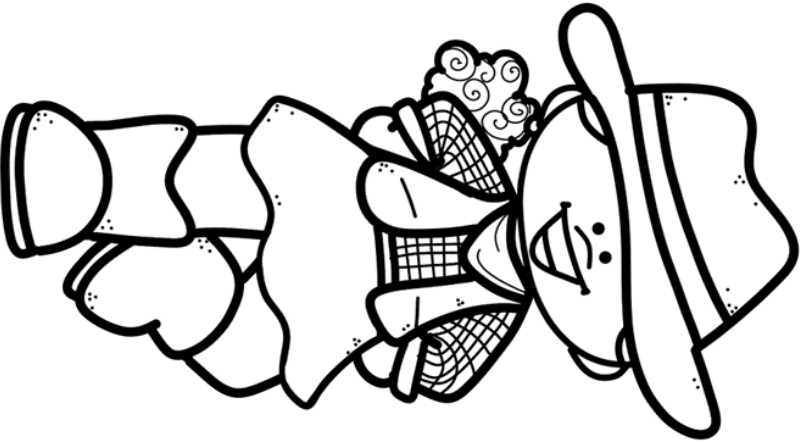
123 Learn Curriculum

Cowboy

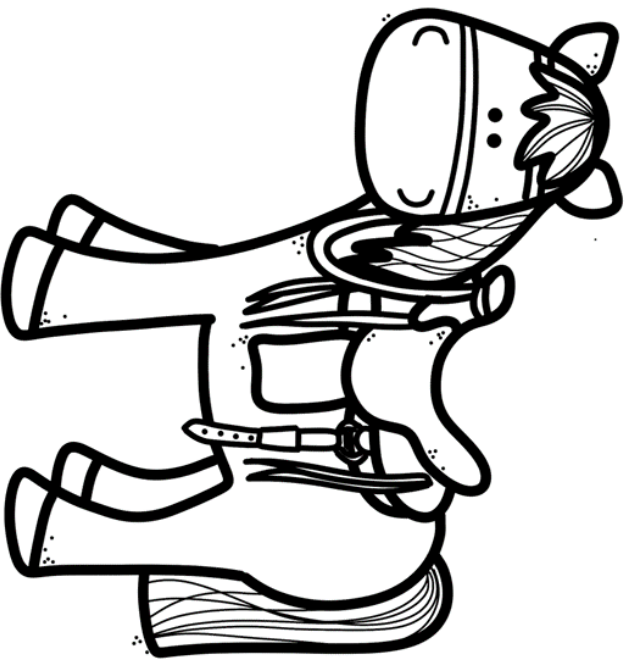


123 Learn Curriculum

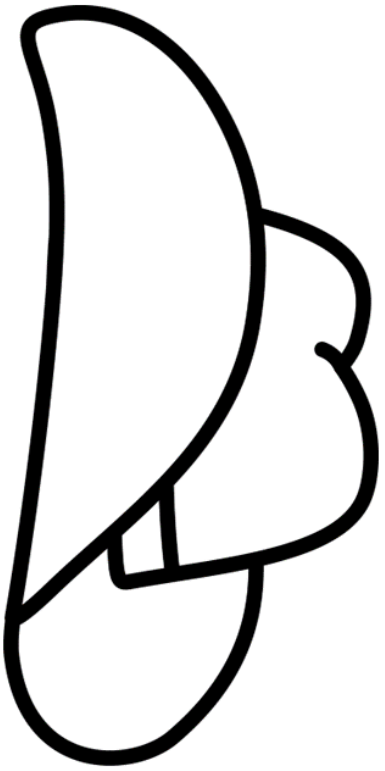
Cowgirl



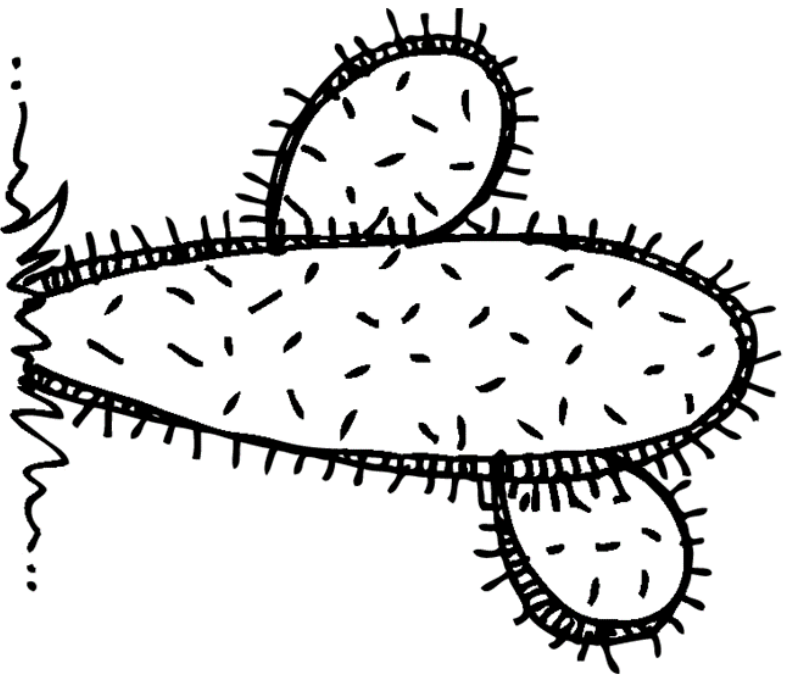
Horse



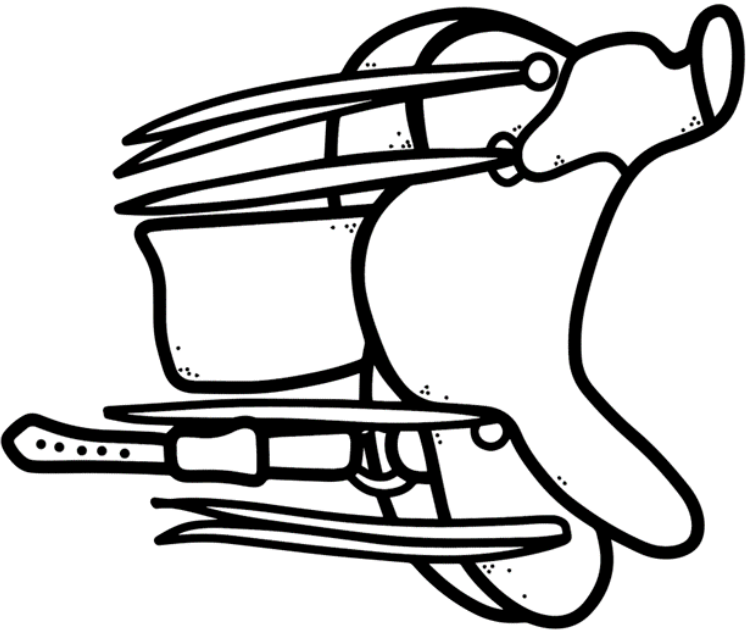
Hat



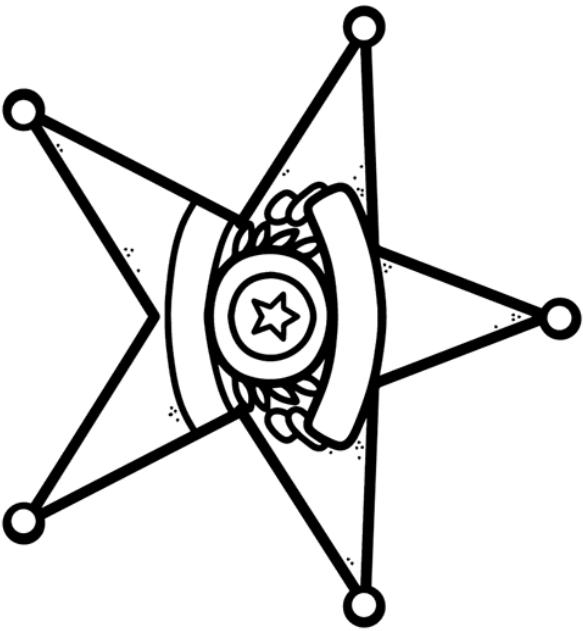
Cactus



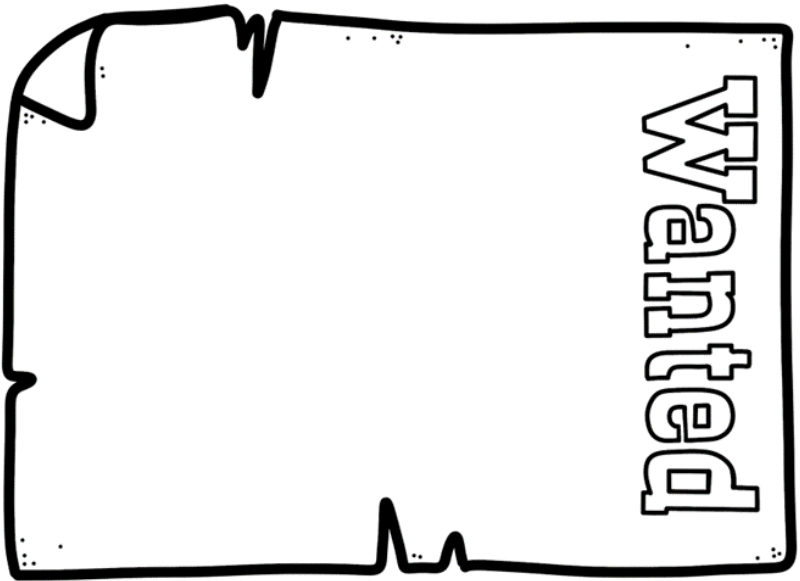
Saddle



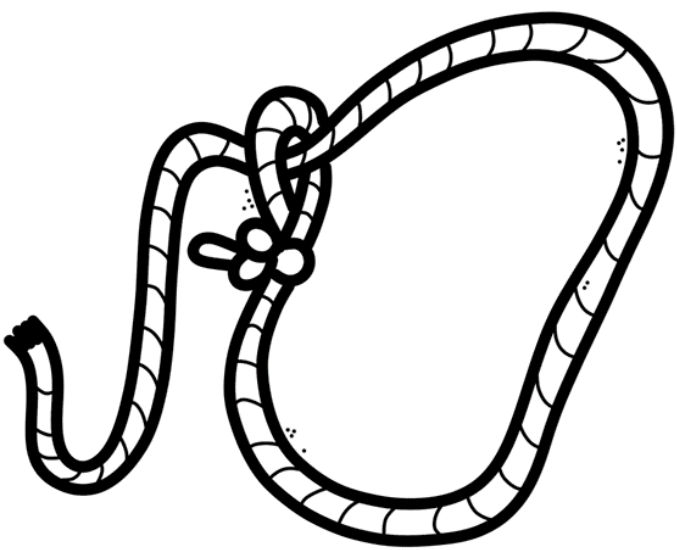
Sheriff



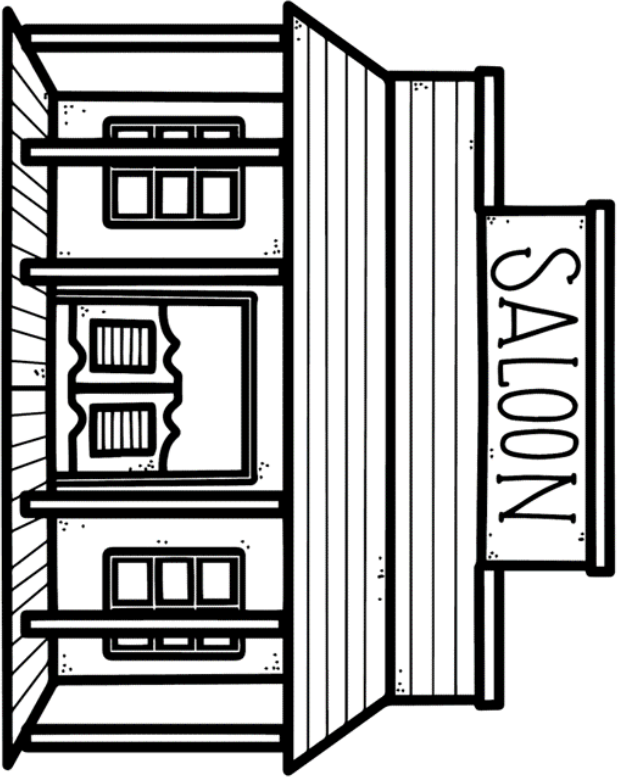
Wanted Poster



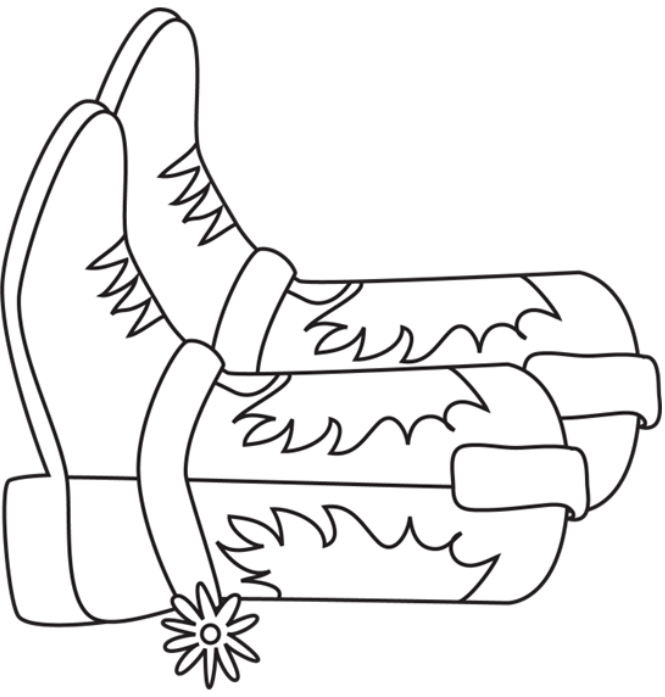
Lasso



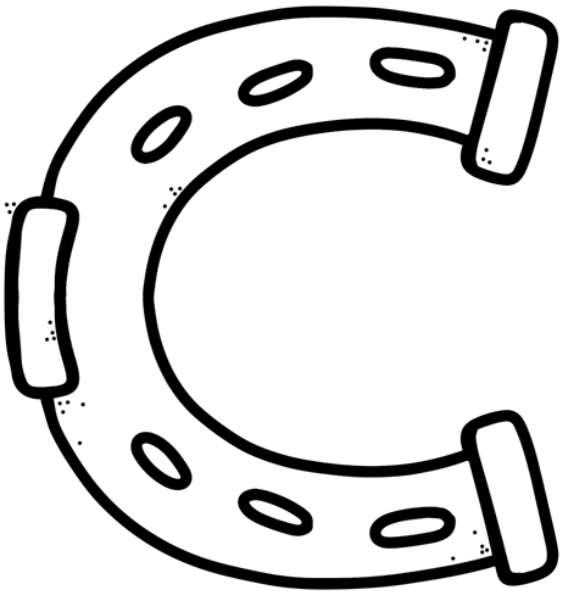
Saloon



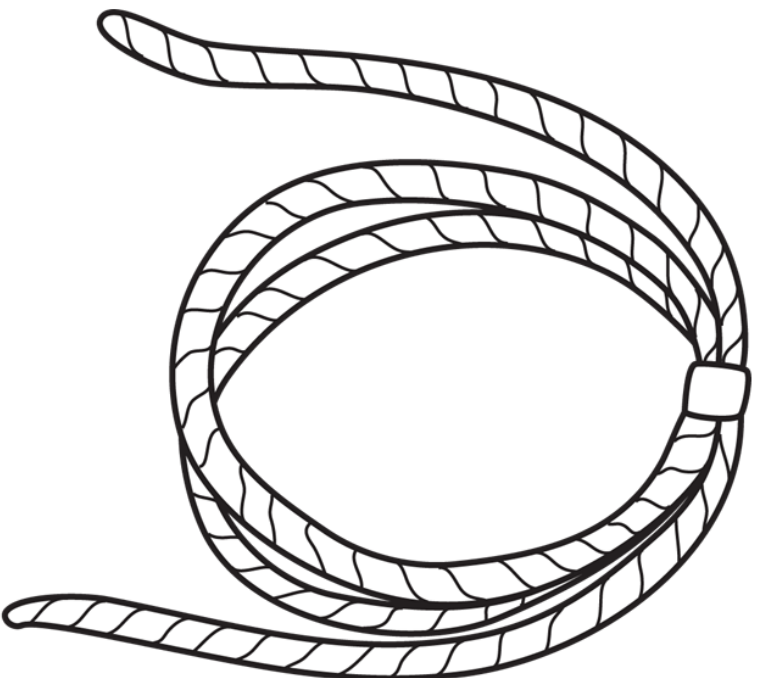
Boots



Horseshoe



Rope



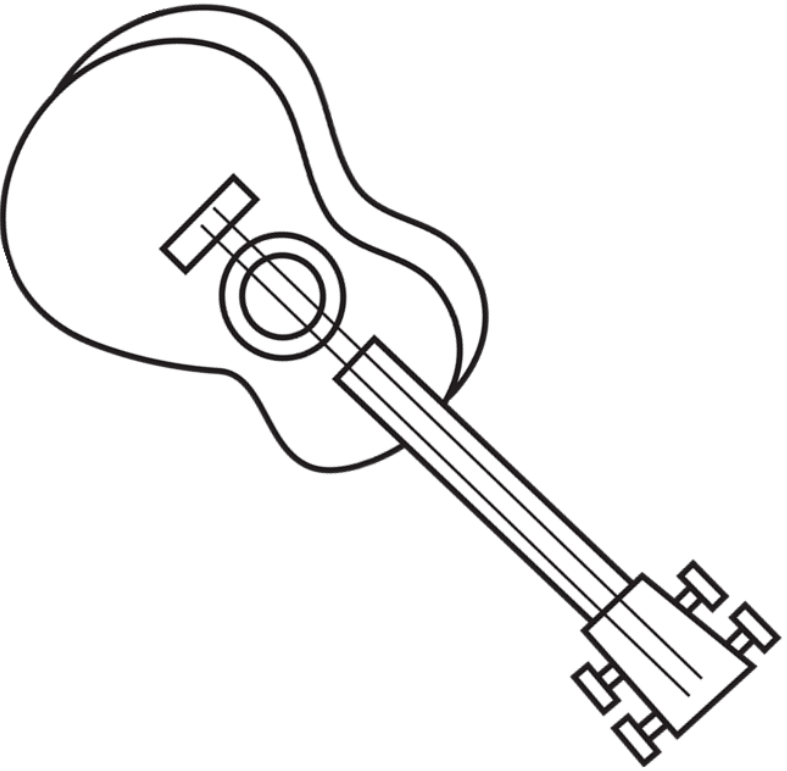
Spurs



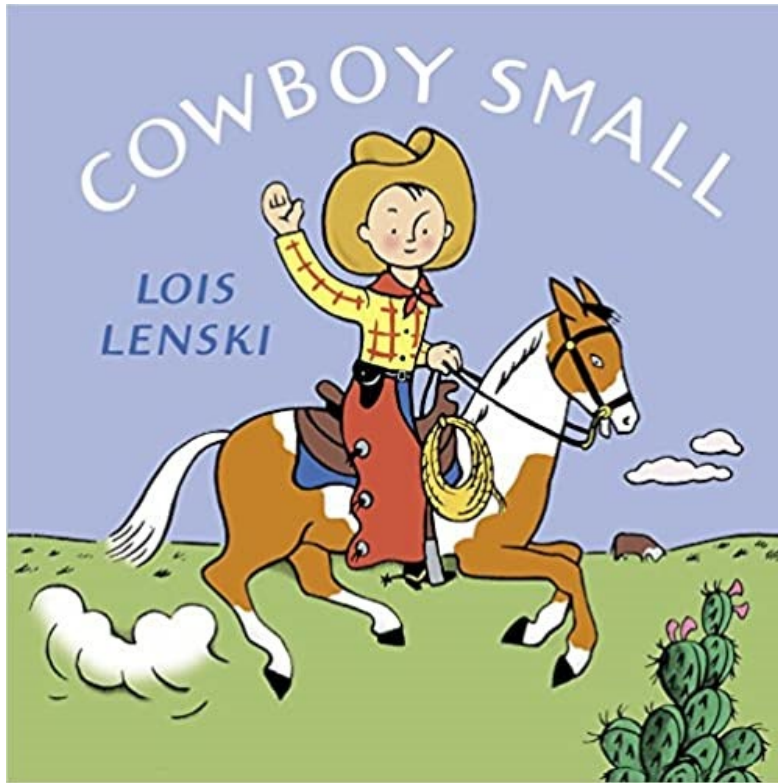
Handcuffs



Guitar



Infant Book Choice



Cowboy Small By Lois Lenski

Click on picture above to go to Amazon.com to purchase book.

Once you click on book, click on allow and you will be taken directly to the book to purchase.

You can also check your local library to see if they have a copy.

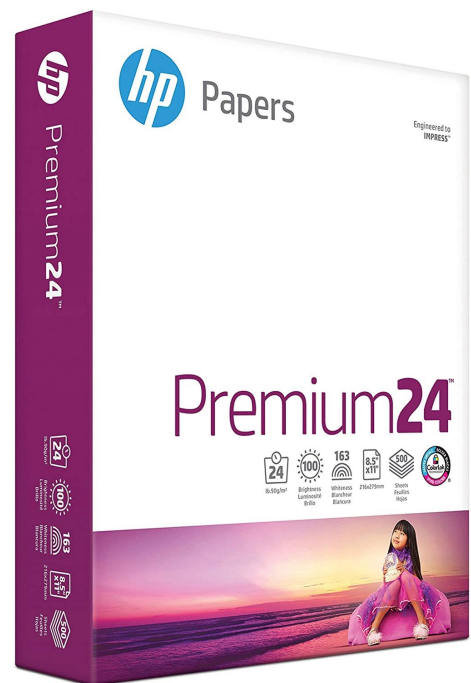
When putting together your when the west was fun theme, the following pages show you an example binding the toddler lesson plan.

You can put into the lesson plan the pages you want. Sample shows cover sheet printed on white card stock, and a transparent binding cover. Additional sheets are printed on copy paper 24 lb. You can find items at your local office supply store or purchase directly from Amazon. Click on picture to purchase from Amazon.



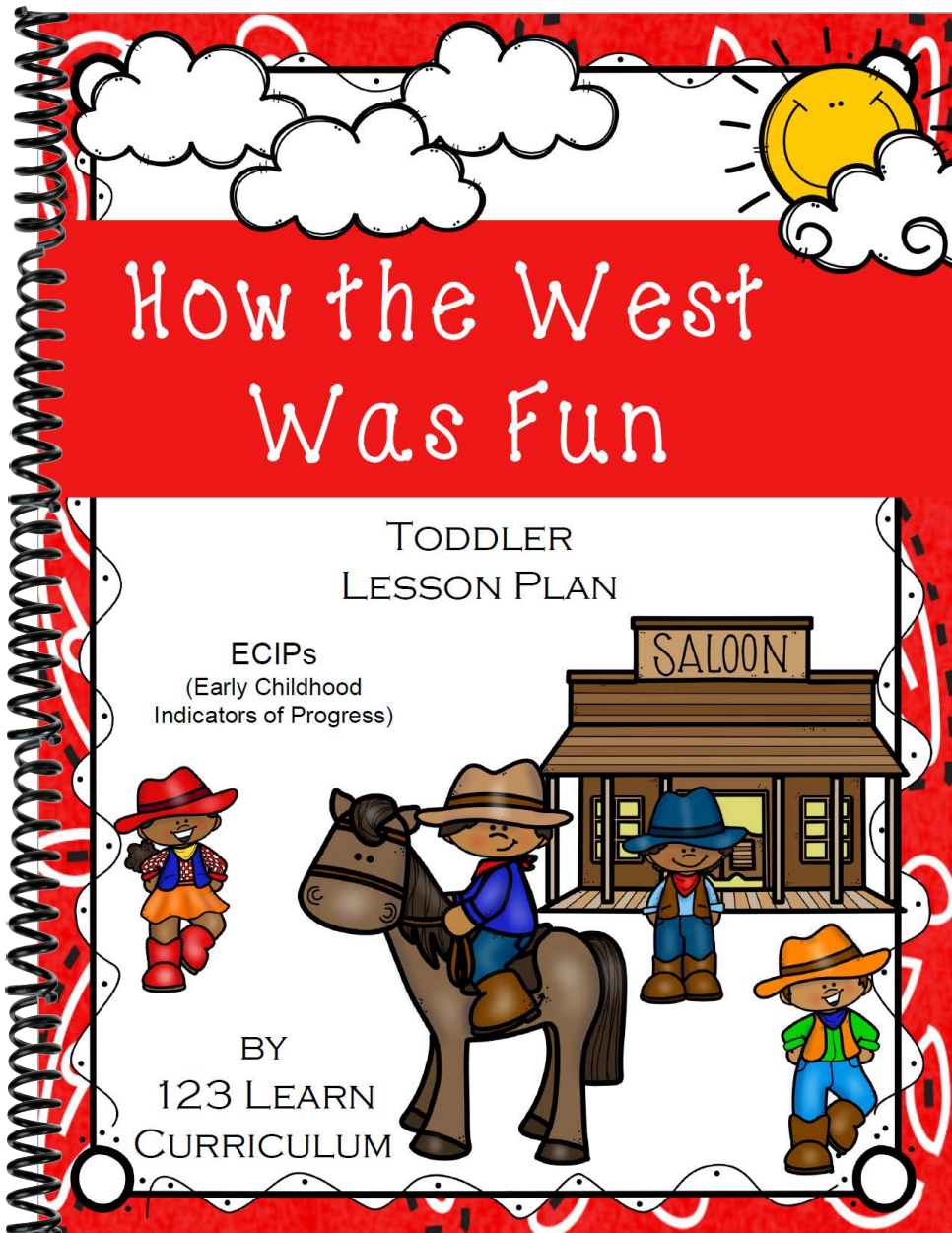
Transparent Binding Covers

Copy Paper 24 lb



You can bound lesson plan using a binding machine that use coils or combs. Sample shows binded using coils. You can have this done at a local office supply store or purchase your own to use.

On the following page there are 2 samples of comb or coiled machine you can purchase directly from Amazon or go onto their search bar and type in binding machine.



Comb machine
using combs
pictured below.



Coil machine
using coils
pictured below.

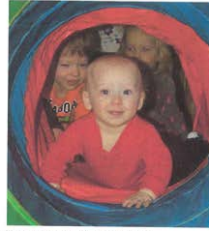


Social and Emotional Development Infant / Toddlers

Domain 1:

Social and Emotional Development

- Trust & Emotional Security
- Self-Awareness
- Relationships with Other Children



Social and Emotional Development ideas. These ideas can be done daily.

- **Self-Regulation** Greet all children each morning by name and smile.
 - During the day take time to hold on lap, and read a book or 2 from the current theme book list.
 - When talking with children, make eye contact. Look right into their eyes. When talking encourage them to coo or talk back.
 - Talk with children as you go about your day. Tell them what you are doing, what you see. Point things out to them.
 - Talk with children, pay attention to their feelings and listen to their coos and words.
 - Gently hold and give hugs often.
 - Enrich children's daily routines such as meal time, naps, etc., by sharing looks, smiles, conversations, and stories.
 - Attentively respond to children's attempts to communicate with you through facial expressions, gestures, cooing, babbling, and words. Gently mirror their sounds and expressions.
 - Take time to follow a child's lead. Join them in floor-time play, and talk with them about their activities whenever possible.
 - Gently guide children through social situations: Babies love to look at other babies. Toddlers and preschoolers learn to socialize through practice and experiences that are supported by caring adults.
 - Be a positive role model: Offer children opportunities to observe you being a kind and caring person.
 - Help children learn a variety of words to fully express their feelings.
- Comment on the positive things that children do.

123 Learn Curriculum

Teacher(s)
Group: Infants
Week of:
Theme: How the West was Fun

Group Planning Form

Changes to Environment: Print up How the West was Fun posters. Laminate pictures so they last and can be used year after year. Keep pictures hung down low where infants can view. Sit on the floor with infants, look at pictures and tell them what they are looking at.

Changes to Routines and Schedule: Add items around the playroom so that infants can reach and play with. Have board book's theme related for sitting and reading each day. Infants LOVE to look at pictures, so make them available. Locate any toys infants can play with that are theme related.

Family / Home Connection: Send home themed letter Friday before how the west was fun theme begins. Post on bulletin board cover sheet so parent have a visual what the theme is for the next week.



Story Time: Cowboy Small by Lois Lenski

Moving to Music: I'm a Little Cowboy

Sign Language: Hat To sign *hat*, tap on your head using your dominant hand, as if putting on a hat.

TO DO LIST:

Buy: Items needed for infant area. (Additional books, any toys, you want to have available for the infants, items needed for infant activities. (Store in bin for next year's western theme).

Gather: Ask parents if they have any books or items to share for the infant area. Any additional supplies for theme.

Other: Go to your local library and get additional books on cowboys, westerns, horses, etc. Check the how the west was fun book list included with this lesson plan. Board books are good for infants. Take time each day to read a book from the western books you have to the infants. Check to see ahead of time if your library carries the book for this infant book choice.



123 Learn Curriculum

Teacher (s) _____ Week of: _____

Group: _____ Theme: How the West Was Fun

123 Learn Curriculum	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional	Activity: Greet all children each morning by name and smile.	Activity: Be a positive role model. Offer children opportunities to observe you being kind and caring.	Activity: Take time to follow a child's lead. Join them in floor-time play and talk with them.	Activity: Gently guide children through social situations: Babies love to look at other babies.	Activity: Be a positive role model. Offer children opportunities to observe you being a kind and caring person.
	Component: S 6-8: Social Understanding and Relationships	Component: S 6-8: Social Understanding and Relationships	Component: S 6-8: Social Understanding and Relationships	Component: S 6-8: Social Understanding and Relationships	Component: S 6-8: Social Understanding and Relationships
Approaches to Learning	Activity: Block Play	Activity: Shaker Bottles	Activity: Blocks/Stacking Cups	Activity: Yoga Ball	Activity: Magnet Play
	Component: AL1 Inquisitiveness	Component: AL10-13 Processing and Utilizing Info.	Component: AL1 Initiative and Curiosity	Component: AL-1 Initiative and Curiosity	Component: AL1 – Initiative and Curiosity
Language Literacy Communications	Activity: Reading Daily – Cowboy Baby – Plus other books.				
	Component: LLC 5-13: Emergent Reading	Component: LLC 5-13: Emergent Reading	Component: LLC 5-13: Emergent Reading	Component: LLC 5-13: Emergent Reading	Component: LLC 5-13: Emergent Reading
The Arts	Activity: Singing or music daily				
	Component: A1-2: Exploring the Arts	Component: A1-2: Exploring the Arts	Component: A1-2: Exploring the Arts	Component: A1-2: Exploring the Arts	Component: A1-2: Exploring the Arts
Social Systems Cognitive	Activity:				
	Component:	Component:	Component:	Component:	Component:
Physical & Movement	Activity: Sensory Teething Toy	Activity: Western Painting	Activity: Water Play	Activity: Finger Painting	Activity: Muffin Tin Sensory Play
	Component: P5-6: Fine Motor	Component: P5-6: Fine Motor	Component: P5-6: Fine Motor	Component: P5-6: Fine Motor	Component: P5-6: Fine Motor
Mathematics Cognitive	Activity:				
	Component:	Component:	Component:	Component:	Component:
Scientific Thinking Cognitive	Activity:				
	Component:	Component:	Component:	Component:	Component:

Theme: How the West Was Fun – Infant Activities

Monday – Friday

Everyday sing or play music for children. You might not have the greatest voice, but children can connect, bond and this is a fun way to interact with all children.

Domain: The Arts
Component: A1-2: Exploring the Arts
Subcomponent: A1

Children shows an interest in learning about different artistic experiences

A1.1 Actively explores their environment (through song, music, movement, etc.) to enrich their senses.



As you spend each day singing to the children, they are benefiting in so many ways. Having a special song for waking up, and other routine transitions and activities helps them know what comes next.

Language – through your singing, you are introducing a whole new vocabulary. Rhyming songs – children in time will recognize rhymes. Listening skills – like reading, singing is an activity that requires listening. There are so many benefits that you just might want to grab that Mic and go for it. ☺

Domain: Language, Literacy and Communications
Component: LLC 1-2: Listening and Understanding; Receptive Language
Subcomponent: L1 Language Comprehension:
 Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)

L1.1 Turns toward and focuses on nearby adult caregiver who is speaking
L1.2 Watches caregiver actions and gestures



Teacher (s) _____ Week of: _____

Group: Infant Theme: How the West Was Fun

123 Learn Curriculum	Monday
Social Emotional	Activity: Self-Regulation. Greet all children each morning by name and smile.
	Component: Social Understanding and Relationships – 57 Building relationships
Approaches to Learning	Activity: Block Play
	Component: Initiative and Curiosity – AL1 Inquisitiveness
Language Literacy Communications	Activity: Reading Daily Cowboy Baby by Sue Heap – Plus, other assorted theme related infant books.
	Component: Emergent Reading – L4 Motivation, engagement
The Arts	Activity: Singing or music playing daily
	Component: Exploring the Arts – A1
Social Systems Cognitive	Activity:
	Component:
Physical & Movement	Activity: Sensory Teething Toy
	Component: P5-6: Fine Motor
Mathematics Cognitive	Activity:
	Component:
Scientific Thinking Cognitive	Activity:
	Component:

Print the following cover
on white card stock.



How the West Was Fun

TODDLER LESSON PLAN

ECIPs
(Early Childhood
Indicators of Progress)



BY
123 LEARN
CURRICULUM

Social and Emotional Development

Infant / Toddlers

Domain 1:

Social and Emotional Development

- Trust & Emotional Security
- Self-Awareness
- Relationships with Other Children



Social and Emotional Development ideas. These ideas can be done daily.

- Self-Regulation Greet all children each morning by name and smile.
- During the day take time to hold on lap, and read a book or 2 from the current theme book list.
- When talking with children, make eye contact. Look right into their eyes. When talking encourage them to coo or talk back.
- Talk with children as you go about your day. Tell them what you are doing, what you see. Point things out to them.
- Talk with children, pay attention to their feelings and listen to their coos and words.
- Gently hold and give hugs often.
- Enrich children's daily routines such as meal time, naps, etc., by sharing looks, smiles, conversations, and stories.
- Attentively respond to children's attempts to communicate with you through facial expressions, gestures, cooing, babbling, and words. Gently mirror their sounds and expressions.
- Take time to follow a child's lead. Join them in floor-time play, and talk with them about their activities whenever possible.
- Gently guide children through social situations: Babies love to look at other babies. Toddlers and preschoolers learn to socialize through practice and experiences that are supported by caring adults.
- Be a positive role model: Offer children opportunities to observe you being a kind and caring person.
- Help children learn a variety of words to fully express their feelings.

- Comment on the positive things that children do.

Blank Weekly Toddler Lesson Plan

Print up and fill out if you want to do your own lesson plan.

Teacher (s) _____

Week of: _____

Group: _____

Theme: How the West Was Fun

123 Learn Curriculum	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
Approaches to Learning	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
Language Literacy Communications	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
The Arts	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
Social Systems Cognitive	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
Physical & Movement	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
Mathematics Cognitive	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
Scientific Thinking Cognitive	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:

Teacher (s) _____

Week of: _____

Group: _____

Theme: How the West Was Fun

123 Learn Curriculum	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional	Activity: Greet all children each morning by name and smile.	Activity: Be a positive role model: Offer children opportunities to observe you being kind and caring.	Activity: Take time to follow a child's lead. Join them in floor-time play and talk with them.	Activity: Gently guide children through social situations: Babies love to look at other babies.	Activity: Be a positive role model: Offer children opportunities to observe you being a kind and caring person.
	Component: S 6-8: Social Understanding and Relationships	Component: S 6-8: Social Understanding and Relationships	Component: S 6-8: Social Understanding and Relationships	Component: S 6-8: Social Understanding and Relationships	Component: S 6-8: Social Understanding and Relationships
Approaches to Learning	Activity: Color Matching	Activity: Clothes Pin Counting	Activity: Shadow Matching	Activity: Match the Shapes	Activity: Busy Pages
	Component: AL1 Inquisitiveness	Component: AL10-13 Processing and Utilizing Info.	Component: AL1 Initiative and Curiosity	Component: AL-1 Initiative and Curiosity	Component: AL1 – Initiative and Curiosity
Language Literacy Communications	Activity: Reading Daily – Cowboy Baby – Plus other books.	—————→			
	Component: LLC 5-13: Emergent Reading	Component: LLC 5-13: Emergent Reading	Component: LLC 5-13: Emergent Reading	Component: LLC 5-13: Emergent Reading	Component: LLC 5-13: Emergent Reading
The Arts	Activity: Singing or music daily	—————→			
	Component: A1-2: Exploring the Arts	Component: A1-2: Exploring the Arts	Component: A1-2: Exploring the Arts	Component: A1-2: Exploring the Arts	Component: A1-2: Exploring the Arts
Social Systems Cognitive	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
Physical & Movement	Activity: Cowboy Movement Cards	Activity: Western Dauber Painting	Activity: Horseshoe Counting Mats	Activity: Build a Western Town	Activity: Shape Playdough Mats
	Component: P1.4: Gross Motor	Component: P5-6: Fine Motor	Component: P5-6 Fine Motor	Component: P5-6: Fine Motor	Component: P5-6 Fine Motor
Mathematics Cognitive	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:
Scientific Thinking Cognitive	Activity:	Activity:	Activity:	Activity:	Activity:
	Component:	Component:	Component:	Component:	Component:

Group Planning Form

Changes to Environment: Print up western posters. Laminate pictures so they last and can be used year after year. Keep pictures hung down low where toddlers can view. Sit on the floor with toddlers, look at pictures and tell them what they are looking at.

Teacher (s)

Group: Toddlers

Week of:

Theme: How the West Was Fun

Changes to Routines and Schedule: Add items around the playroom so that toddlers can reach and play with. Have board book's theme related for sitting and reading each day. Toddlers LOVE to look at pictures, so make them available. Locate any toys toddlers can play with that are theme related.

Family / Home Connection: Send home themed letter Friday before how the west was fun theme begins. Post on bulletin board cover sheet so parent have a visual what the theme is for the next week.



Story Time: Good Night Cowboys by Adam Gamble, Mark Jasper

Moving to Music: The Elephant's Trunk

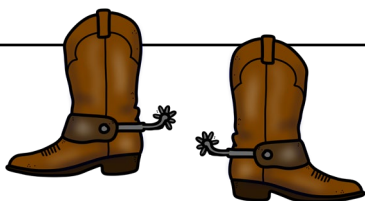
Sign Language: Hat To sign *hat*, tap on your head using your dominant hand, as if putting on a hat.

TO DO LIST:

Buy: Items needed for toddler area. (Additional books, toys, things you want to have available for toddlers, items needed for toddler activities. (Store in bin for next year's western theme).

Gather: Ask parents if they have any books or items to share for the toddler's area. Cowboy figures, horses, play fences, blocks if you don't have. Get any additional supplies for theme.

Other: Go to your local library and get additional books about the wild west, cowboys. Check the how the west was fun book list included with this lesson plan. Board books are good for toddlers. Take time each day to read a book from the western books you have to the toddlers. Check to see ahead of time if your library carries the book for this toddler's book choice.



Hat sign language poster used with permission
from Baby Sign Language.

To purchase any sign language
materials, please visit
Baby Sign Language @
<https://www.babysignlanguage.com/>

Hat



Signing: To sign *hat*, tap on your head using your dominant hand, as if putting on a hat.

Monday – Friday

Every morning – greet children by name and with a smile. Have eye contact and show children that you are happy to see them each morning.

Domain: Social and Emotional Development
Component: S6-8: Social Understanding and Relationships

Subcomponent: S6 Social Responsiveness:
Child notices and responds to others and their emotions

S6.3 Imitates others' emotions and expressions

S6.4 Shows some individual response to others' emotional tone



Spend time reading to children every day. Reading to children set the foundation for later independent reading. Benefits include boosting school readiness - reading is one of the easiest ways to increase school readiness. When you read to children, you're helping to build their vocabulary, language and literacy skills, while improving concentration, curiosity and memory. Research shows that the more words a child is exposed to, the better prepared they are to eventually start reading on their own.

Domain: Language Literacy Communications

Component: L4-8: Emergent Reading

Subcomponent: L4 Motivation, Engagement:

Child has an interest in and sustained attention for literacy acts

6 – 15 months:

L4.2 Makes sounds while looking at text or images

L4.3 Points to a few pictures in books and in response to adult question

L4.4 Demonstrates interest and involvement with books and other print materials

15 – 24 months:

L4.5 Relates an object in a book or print to the real object

L4.6 Imitates reading

Monday – Friday

Everyday sing or play music for children. You might not have the greatest voice, but children can connect, bond and this is a fun way to interact with all children.

Domain: The Arts

Component: A1-2: Exploring the Arts

Subcomponent: A1 Interest in Art:

Children shows an interest in learning about different artistic experiences

A1.2 Begins to choose senses to explore



As you spend each day singing to the children, they are benefiting in so many ways. Having a special song for waking up, and other routine transitions and activities helps them know what comes next.

Language – through your singing, you are introducing a whole new vocabulary. Rhyming songs – children in time will recognize rhymes. Listening skills – like reading, singing is an activity that requires listening. There are so many benefits that you just might want to grab that Mic and go for it. 😊

Domain: Language, Literacy and Communications

Component: LLC 1-2: Listening and Understanding; Receptive Language

Subcomponent: L1 Language Comprehension:

Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)

L1.3 Responds to nonverbal and verbal cues

L1.4 Responds to conversation, questions, and requests



Teacher (s) _____ Week of: _____

Group: Toddler

Theme: How the West Was Fun

123 Learn Curriculum	Monday
Social Emotional	Activity: Self-Regulation. Greet all children each morning by name and smile.
	Component: Social Understanding and Relationships – S7 Building relationships
Approaches to Learning	Activity: Color Matching
	Component: Initiative and Curiosity – AL1 Inquisitiveness
Language Literacy Communications	Activity: Reading Daily: Good Night Cowboys – Plus other assorted theme related books.
	Component: Emergent Reading – L4 Motivation, engagement
The Arts	Activity: Singing or music playing daily
	Component: Exploring the Arts – A1
Social Systems Cognitive	Activity:
	Component:
Physical & Movement	Activity: Cowboy Movement Cards
	Component: P1.4: Gross Motor
Mathematics Cognitive	Activity:
	Component:
Scientific Thinking Cognitive	Activity:
	Component:

Monday

Color Matching

Activity for 1 toddler

Duration of activity: 5 – 10 minutes

Domain: Approaches to Learning

Component: AL1-2 Initiative and Curiosity

Subcomponent: AL1 Inquisitiveness

Child explores the environment and seeks interaction with people and objects; willingly tries new things

AL1.5 Seeks and taking pleasure in new skills

Domain: Physical and Movement Development

Component: Fine Motor

Subcomponent: P5 Dexterity Child can coordinate and control movement of hands and fingers to grasp and manipulate objects.

P5.5 Dumps out toys and objects from a container

Domain: Social and Emotional

Component: S6-8 Social Understanding and Relationships

Subcomponent: S7 Building relationships:

Child establishes and sustains relationships with others

S7.3 Shows preferences for one or more adults or children

Materials:

- White card stock
- Scissors
- Velcro
- Laminating sheets

You have 2 options when printing up the sheets. For toddlers you can use the 1st template with the color squares to match the colors. There is also a template with the words of the colors. The words with the colors can also be used for younger preschoolers.

Monday

Color Matching

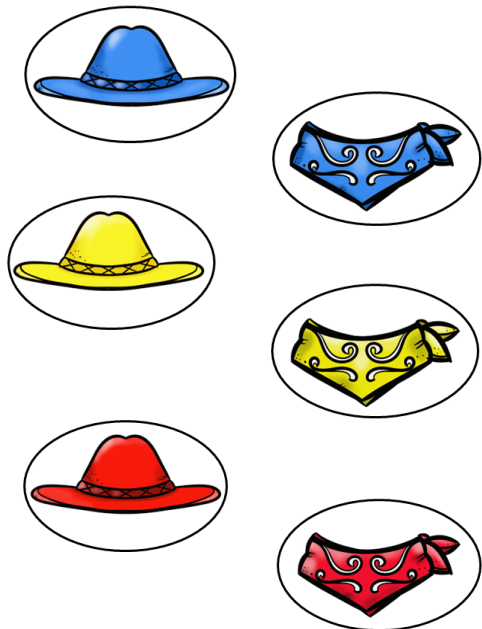
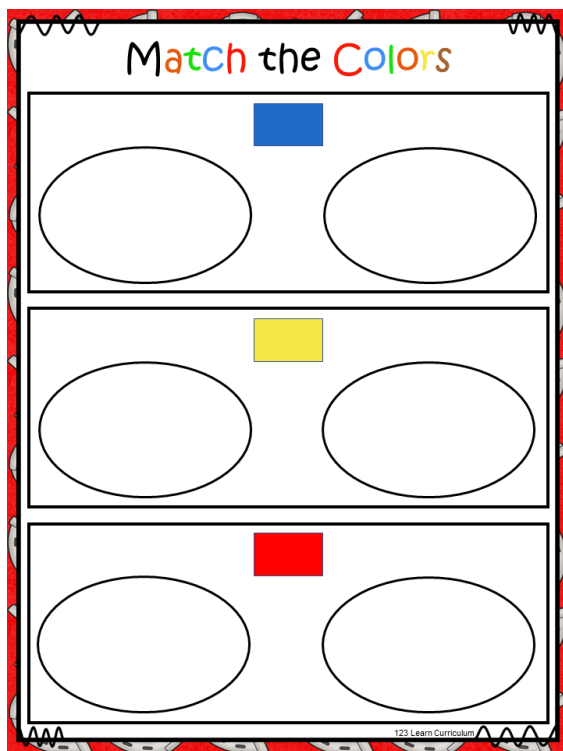
Activity for 1 toddler

Duration of activity: 5 – 10 minutes

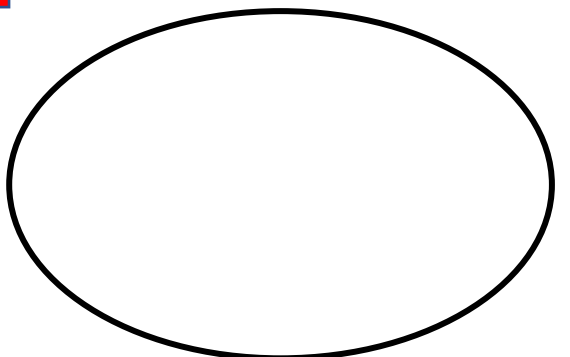
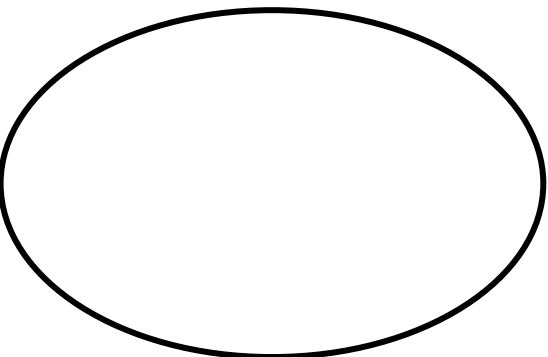
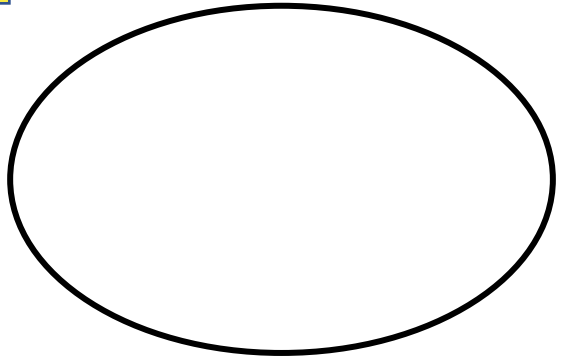
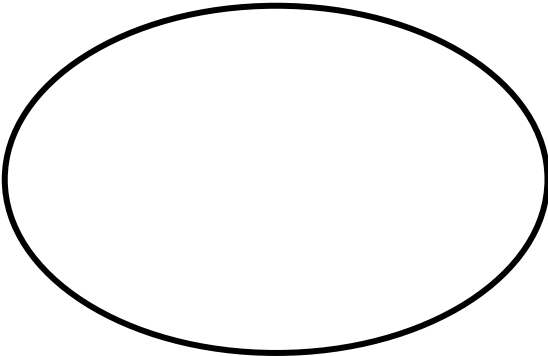
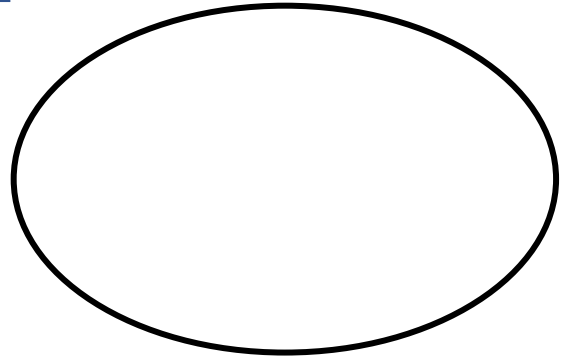
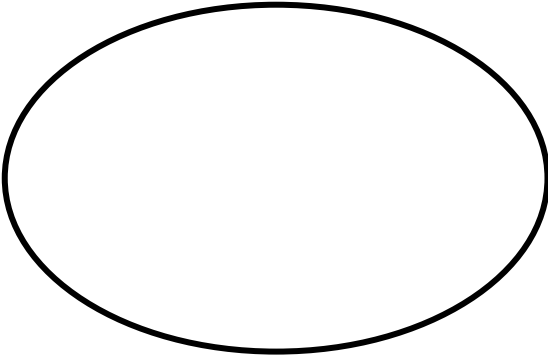
Print up the following sheets onto white card stock. Laminate and trim. Put Velcro on the color cards and on the full sheets. This will keep the cards from moving.

Start out with one sheet and 3 colors. Have the cards laying out on the table.

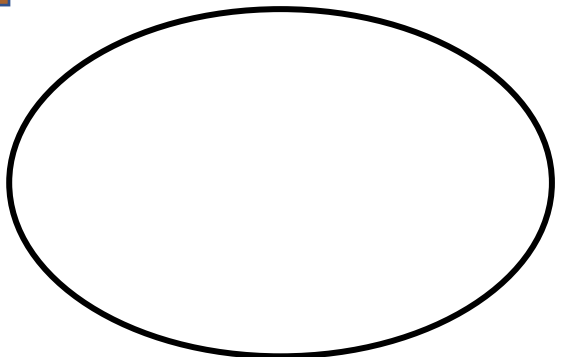
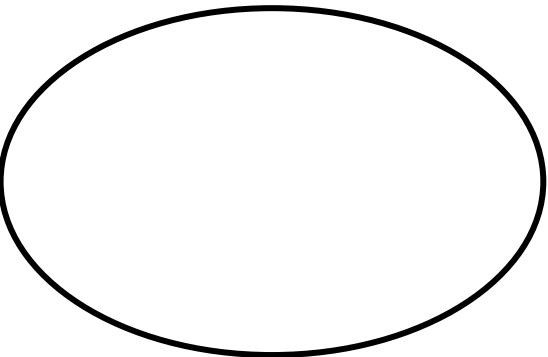
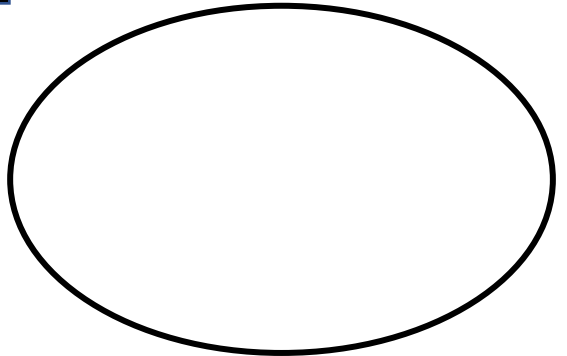
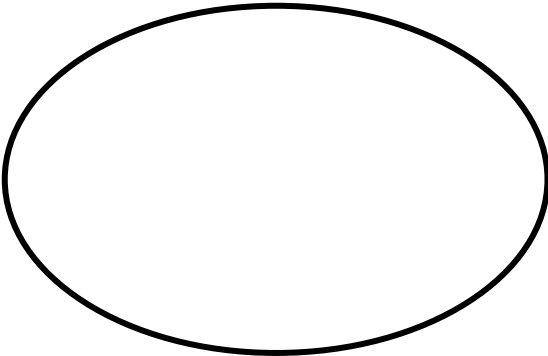
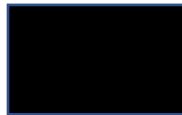
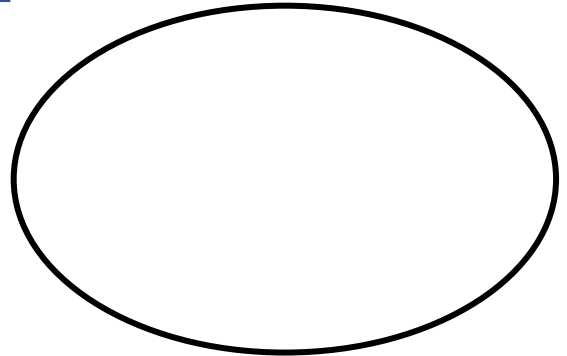
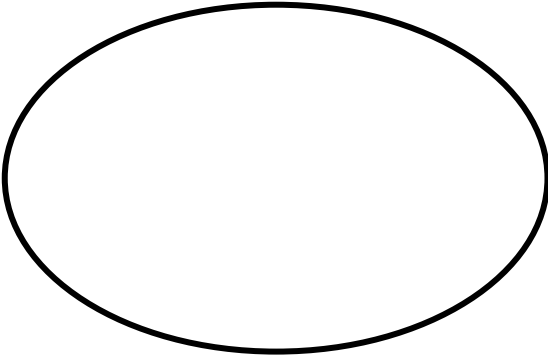
Talk to the toddler on what colors you have out on the table. Say the colors and ask them if they want to match to the color on the sheet. Show them how to put the card on the sheet.



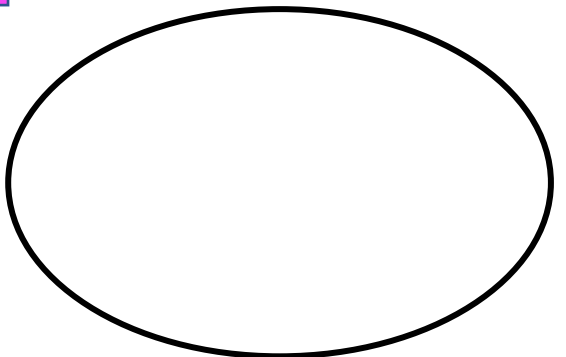
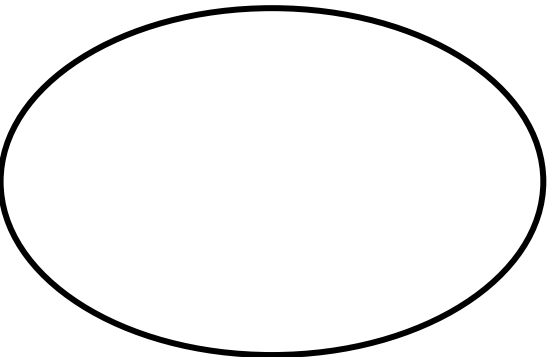
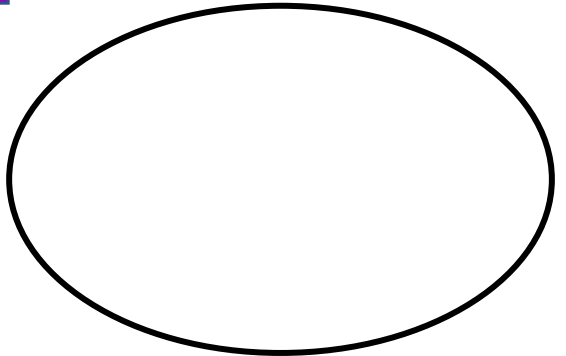
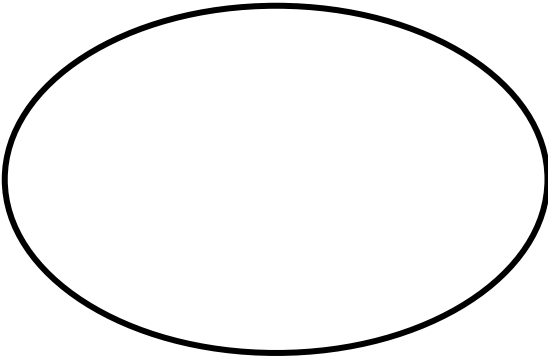
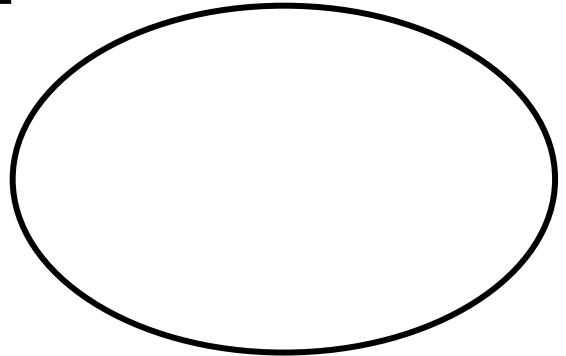
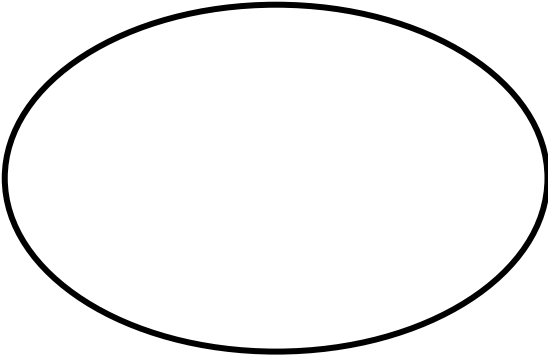
Match the Colors

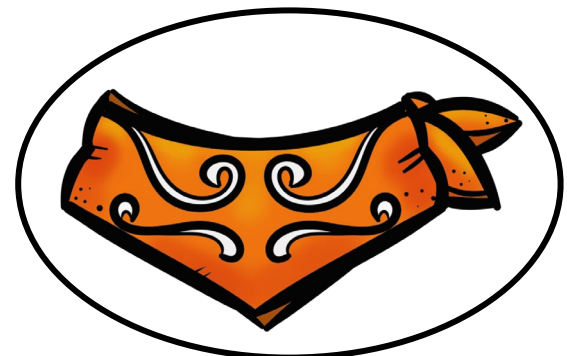
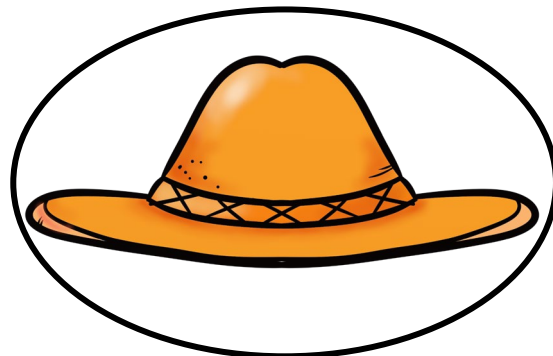
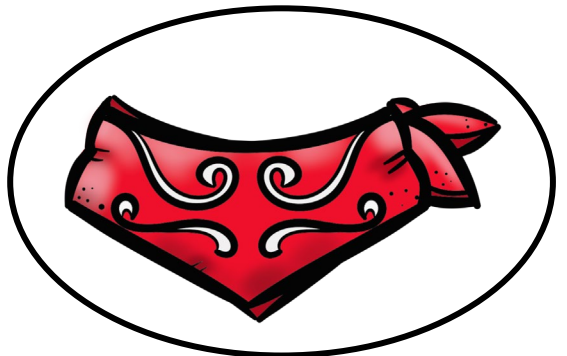
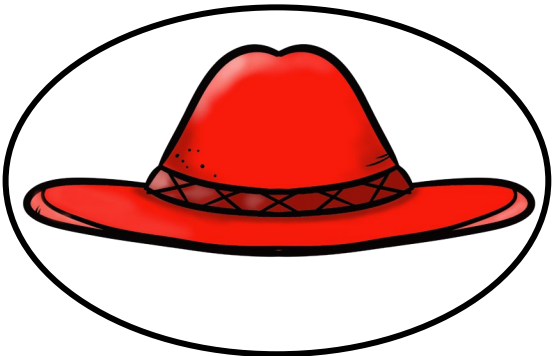
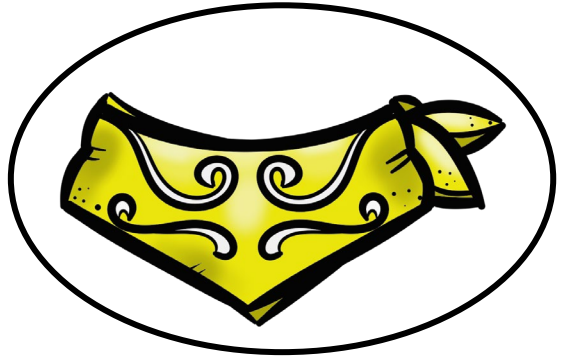
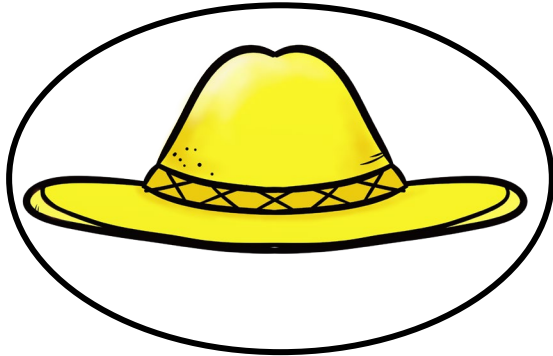
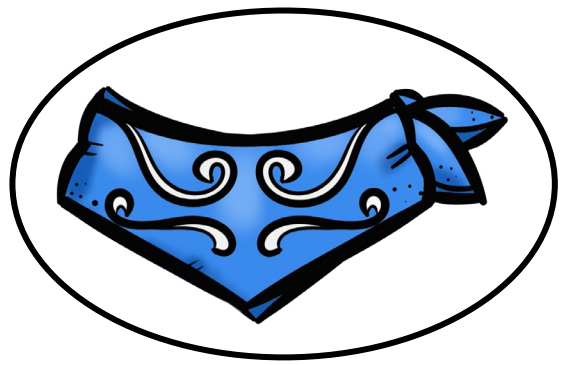
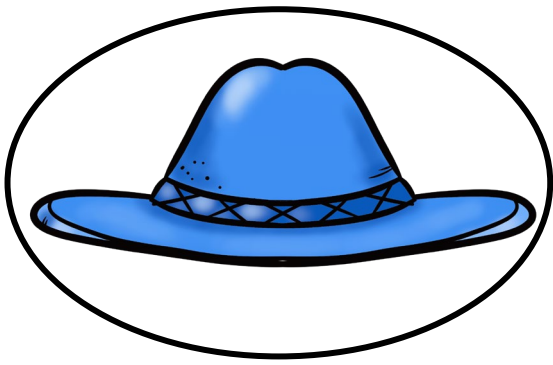


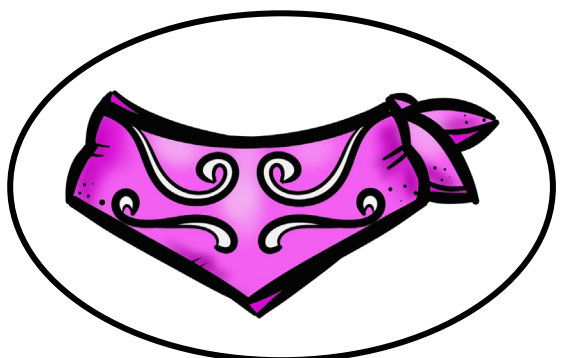
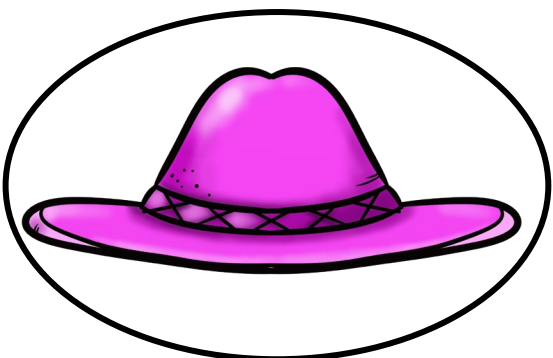
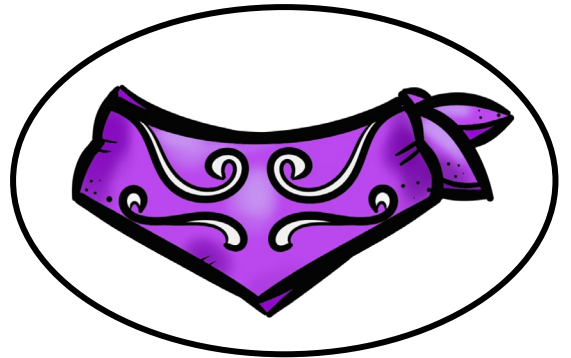
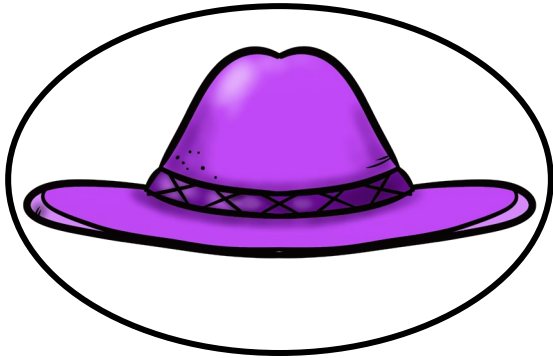
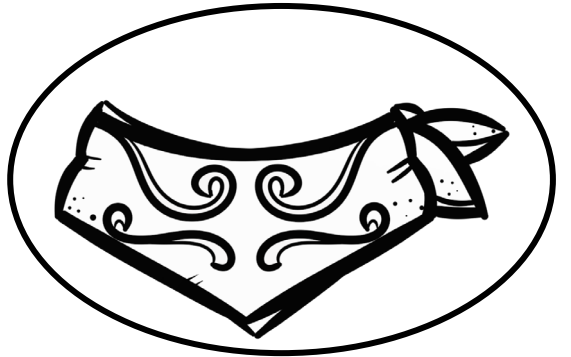
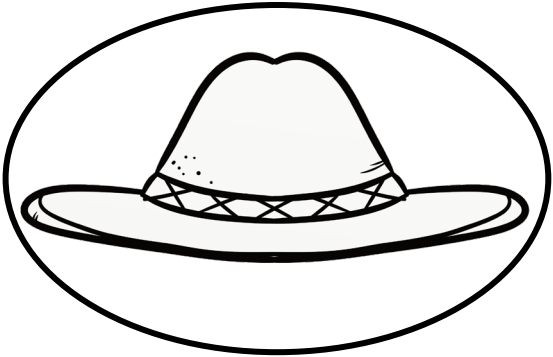
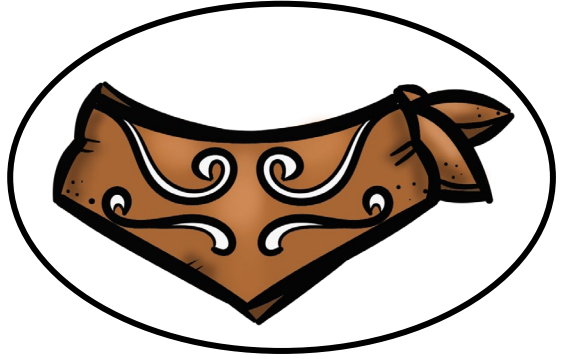
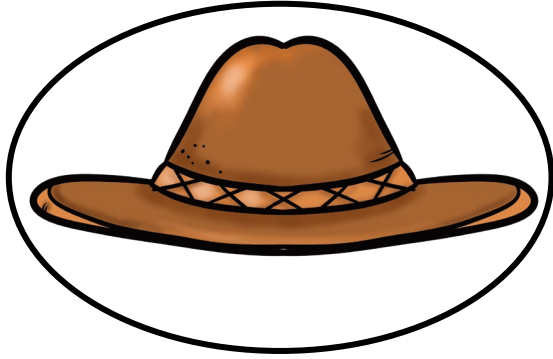
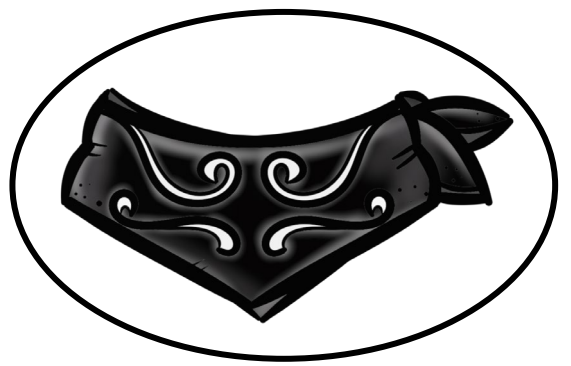
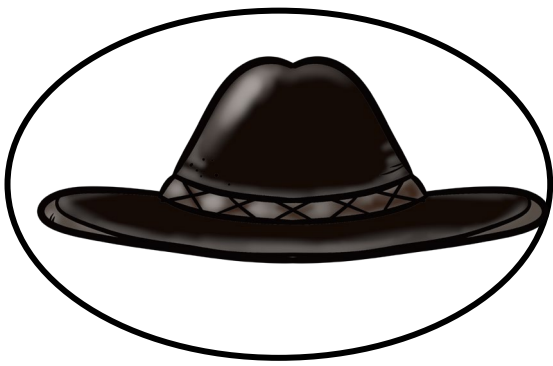
Match the Colors



Match the Colors

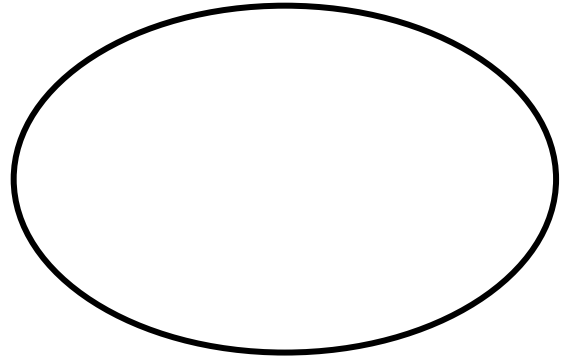
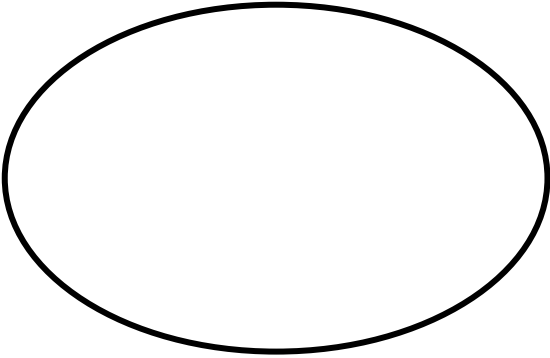




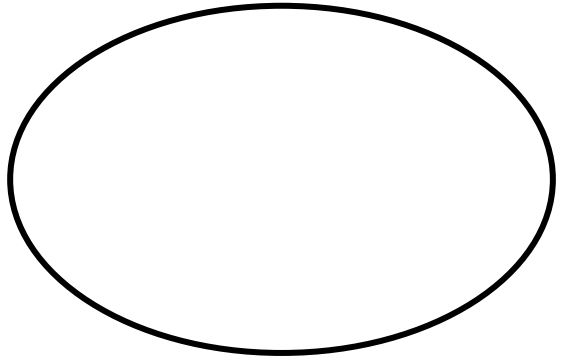
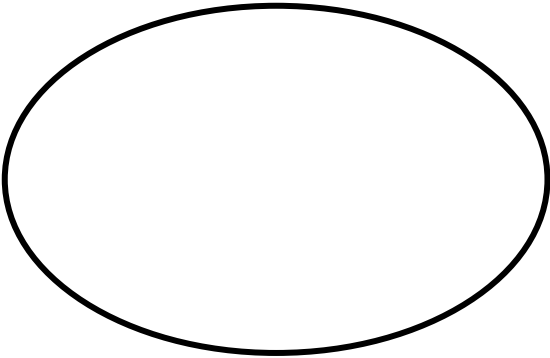


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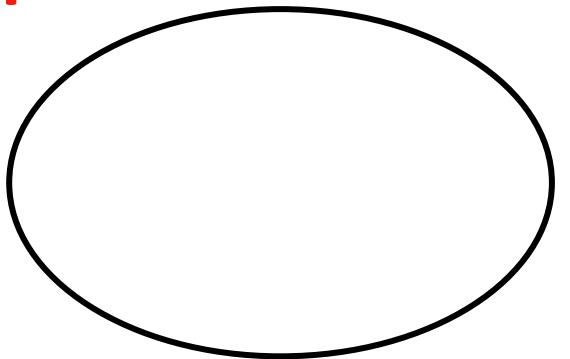
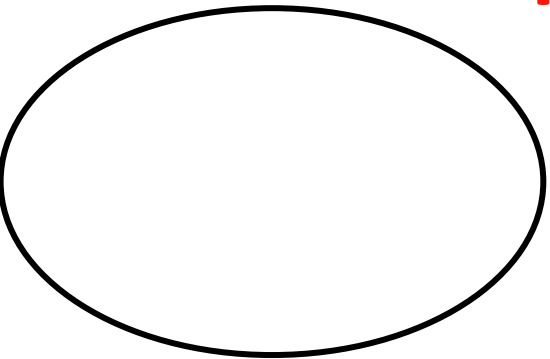
Blue



Yellow

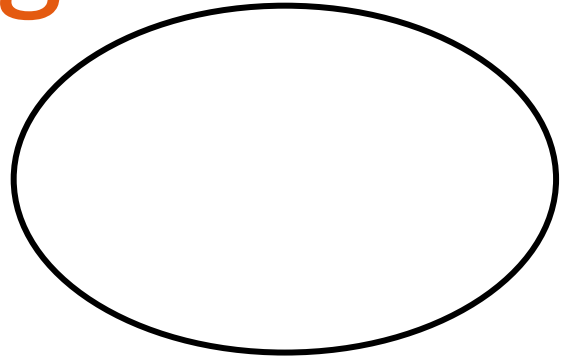
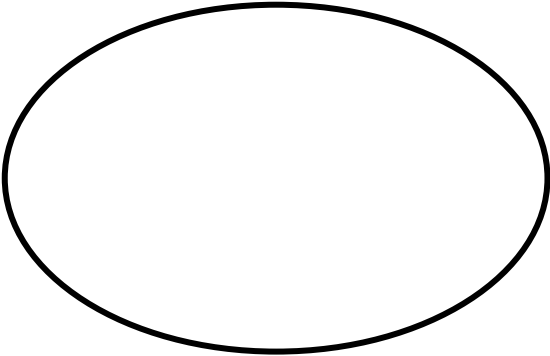


Red

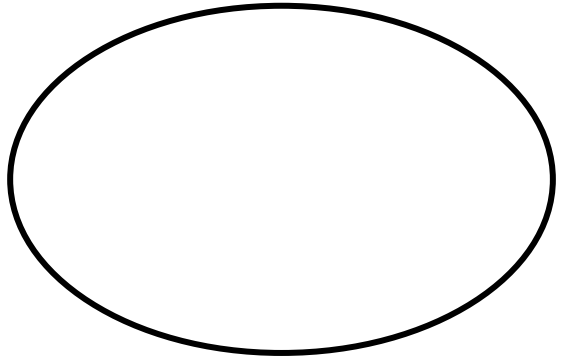
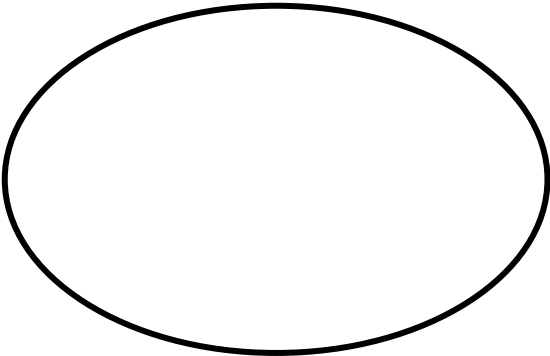


Match the Colors

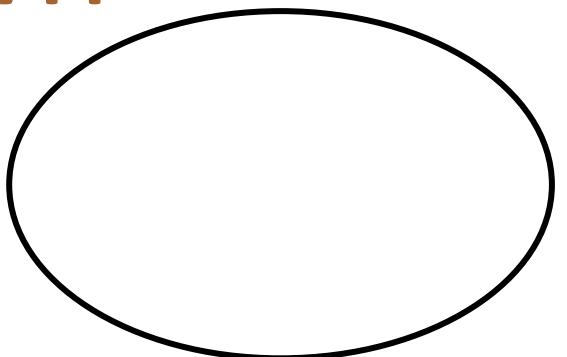
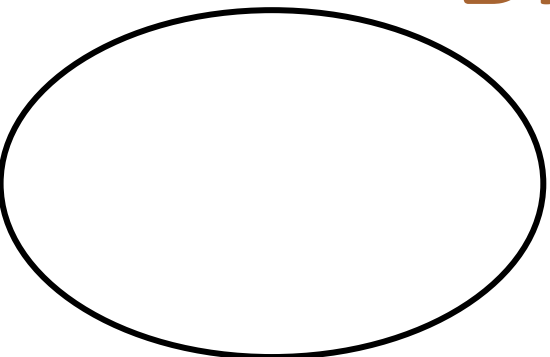
Orange



Black

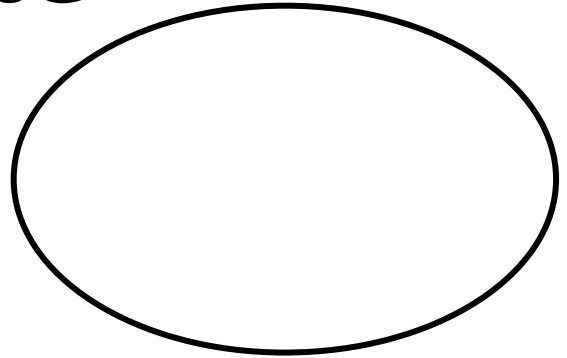
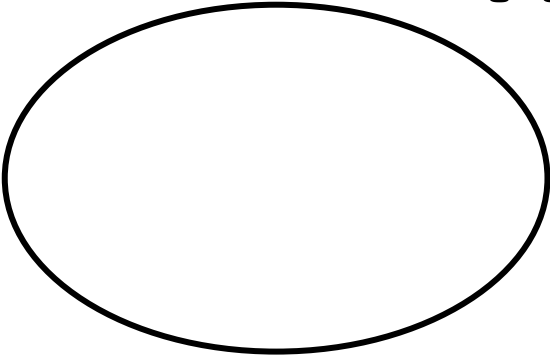


Brown

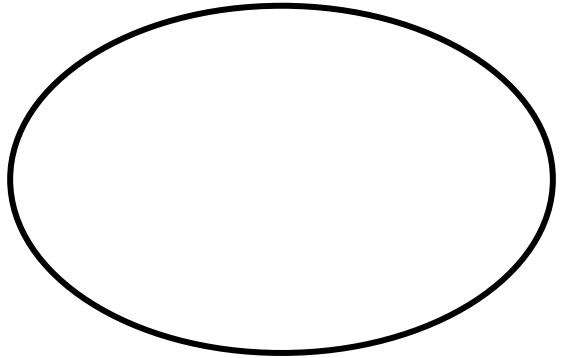
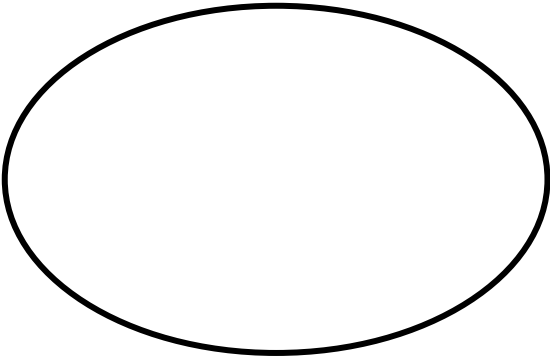


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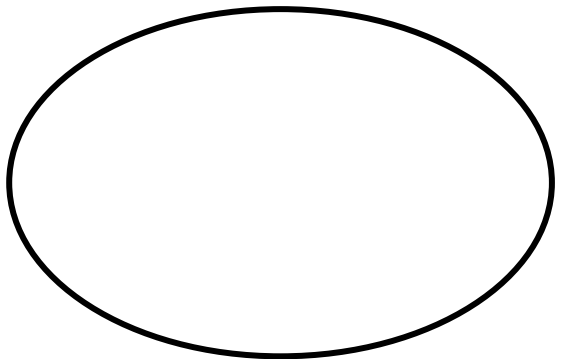
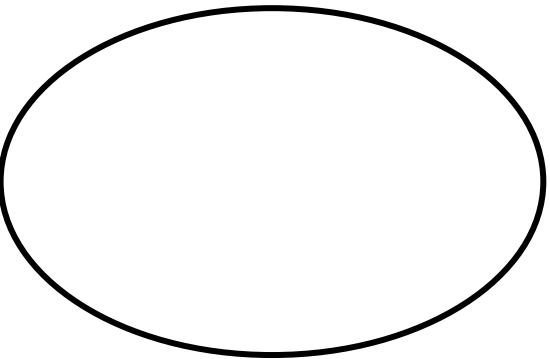
White



Purple



Pink



Monday

Western Moving Cards

Activity for 1 or more toddlers

Duration of activity: 15 – 20 minutes

Skill activity supports cognitive – large motor skills

Domain: Physical and Movement Development

Component: P1-4: Gross Motor

Subcomponent P3 Locomotion: Childs moves their body through space from one place to another

P3.1 Crawls by on one of these methods

- On tummy using arms/legs (tummy./commando)
- Two straight arms and on bent leg
- Scoots instead of crawls: from a seated position by pushing forward with legs (bend & straighten)/arm assist

Domain: Approaches to Learning

Component: AL1-2 Initiative and Curiosity

Subcomponent: AL1 Inquisitiveness

Child explores the environment and seeks interaction with people and objects; willingly tries new things

AL1.1 Shows interest in the environment primarily through looking and listening

Domain: Social and Emotional Development

Component: S6-8: Social Understanding and Relationships

Subcomponent: S7 Building Relationships

Child establishes and sustains relationships with others

S7.1 Shows a preference for a trusted adult

S7.2 Notices or responds to others



Monday

Cowboy Movement Cards

Activity for 1 or more Toddler

Duration of activity: 15 – 20 minutes

Materials:

- White card stock
- Laminating sheets
- Scissors

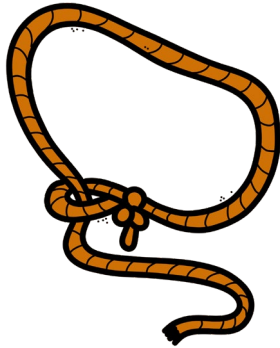
Directions: Print up cowboy movement cards. Laminate and trim.

Have children gather around. Have one of the children pick a card. Read it, and everyone does what's on the card. Let every toddler take turns picking a card and everyone doing the activities. Do until children want to move on to another activity.



Western Movement Cards

I can TWIRL



like a
lasso

I can GALLOP



like a
horse

I can TROT



like an
pony

I can ROLL



like
tumbleweed

I can GIDDY Up



like a
cowboy

I can
SLITHER



like a rattlesnake

Western Movement Cards

I can HOWL



like
a coyote

I can JUMP

like a
bucking
bronco

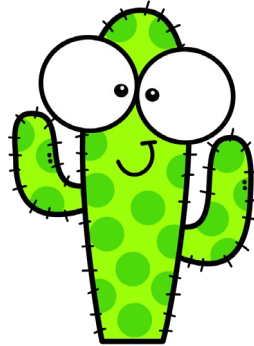


I can STOMP



like a
bull

I can do STAND tall



like a
cactus

I can WALK along

in cowboy
boots



I can
MOSEY along



like a
sheriff

Teacher (s) _____ Week of: _____

Group: Toddlers

Theme: How the West Was Fun

123 Learn Curriculum	Tuesday
Social Emotional	Activity: Be a positive role model: Offer children opportunities to observe you being a kind and caring person.
	Component: Social Understanding and Relationships – S7 Building relationships
Approaches to Learning	Activity: Cowboy Clothes Pin Counting
	Component: AL10-13 Processing and Utilizing Information
Language Literacy Communications	Activity: Reading Daily: Good Night Cowboys – Plus other assorted theme related books.
	Component: Emergent Reading – L4 Motivation, engagement
The Arts	Activity: Singing or music playing daily
	Component: Exploring the Arts – A1
Social Systems Cognitive	Activity:
	Component:
Physical & Movement	Activity: Western Dauber Painting
	Component: P5-6: Fine Motor
Mathematics Cognitive	Activity:
	Component:
Scientific Thinking Cognitive	Activity:
	Component:

Tuesday

Cowboy Clothes Pin Counting

Activity for 1 or more Toddlers

Duration of activity: 5 – 10 minutes

Domain: Approaches to Learning

Component: AL10-13 Processing and Utilizing Information

Subcomponent: AL10 Working Memory

Child stores and retrieves information in order to use it purposely

AL10-2 Uses some prior experiences to build new knowledge and solve problems

Domain: Physical and Movement Development

Component: P5-6: Fine Motor

Subcomponent P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects

P5.3 Transfers object from one hand to another hand

Domain: Mathematics - Cognitive

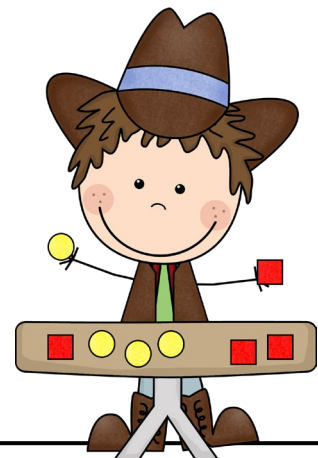
Component: M1-6 Number Knowledge

Subcomponent: M1 Rote Counting: The child attends to sequences and use of number words, with or without items, sets, or numbers and without recognizing the link to quantity.

M1.3 Imitates use of at least one number word

Materials:

- Small Basket
- Clothes pins
- White cardstock
- Number card template
- Laminating sheets
- Scissors



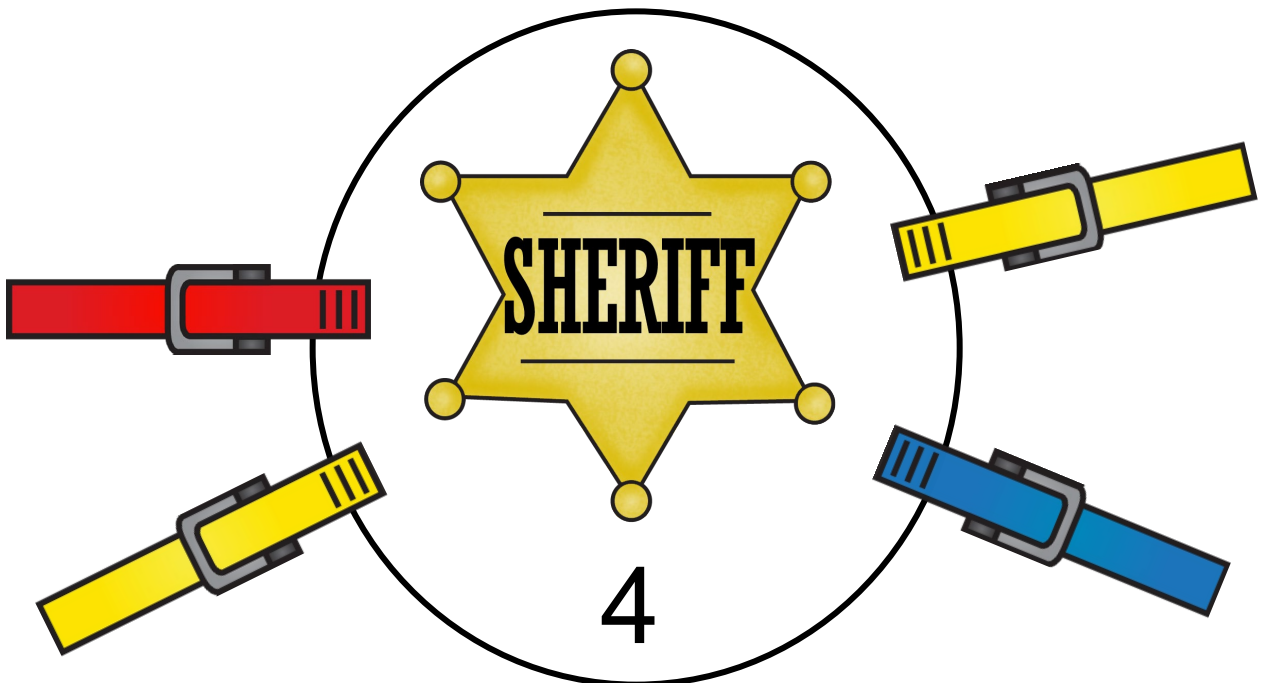
Tuesday

Cowboy Clothes Pin Counting
Activity for 1 or more Toddlers
Duration of activity: 5 – 10 minutes

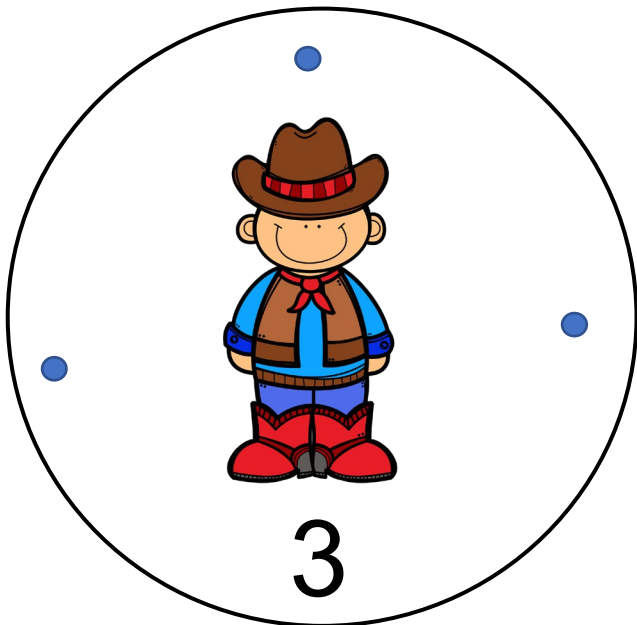
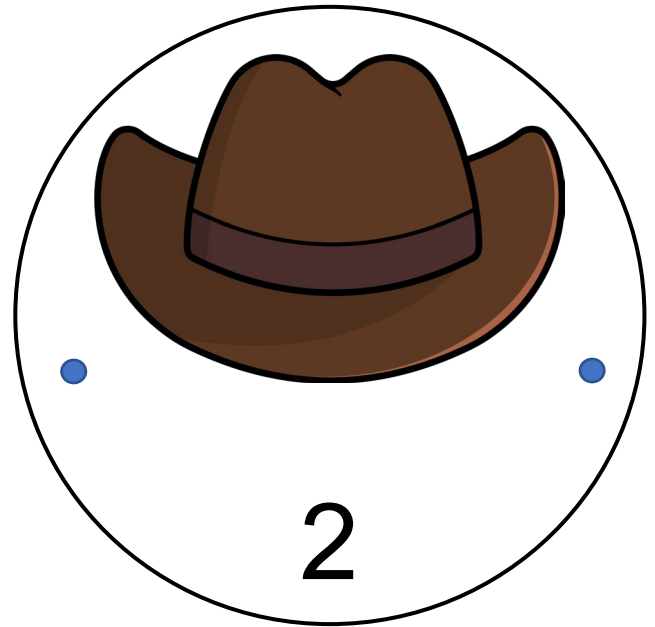
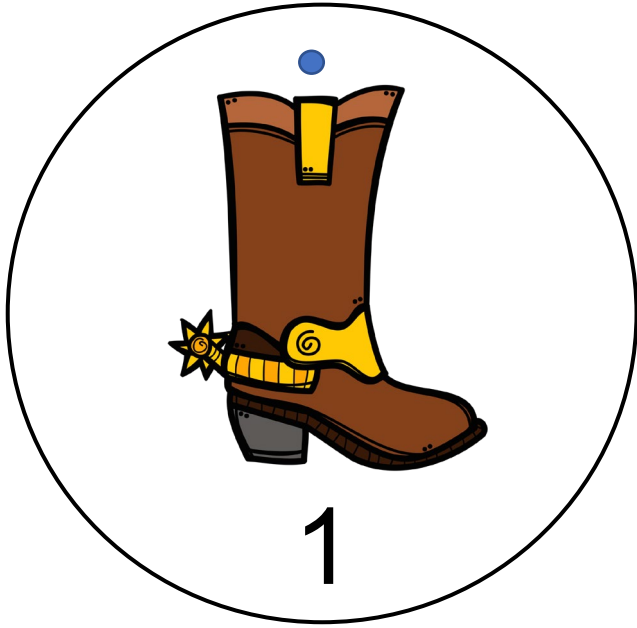
Directions:

Print up the following cowboy sheets onto white cardstock. Laminate and cut out.

Sit at the table with toddlers, give them a cowboy card, talk to them what number is on the card and how many clothes pins they will need to put onto the cowboy card. Talk to them about the color of the clothespins they're using. If you want to take this activity a step further, you can talk to them about the picture on each card.



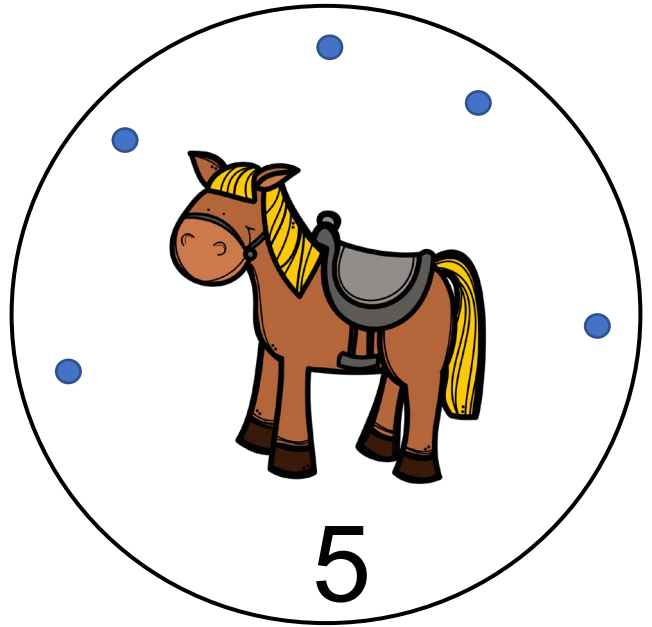
With counting dots on each card.



Print up on white cardstock,
Laminate and cut out.
Have children add the correct
number of clothes pins to
each cowboy card.

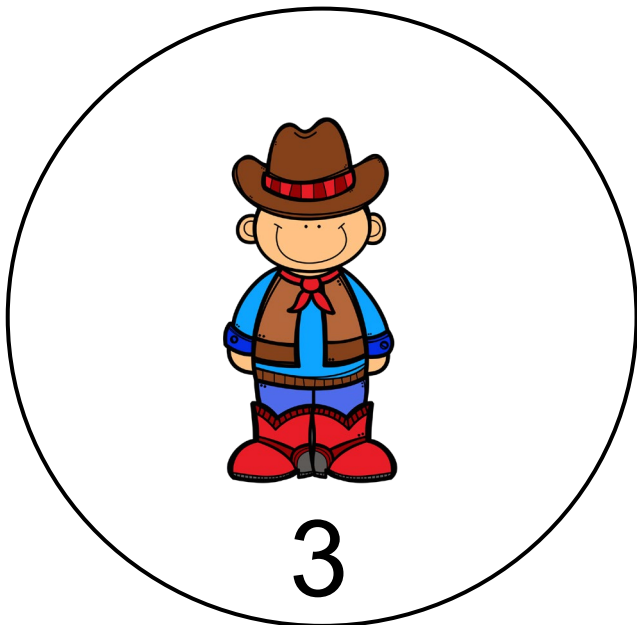
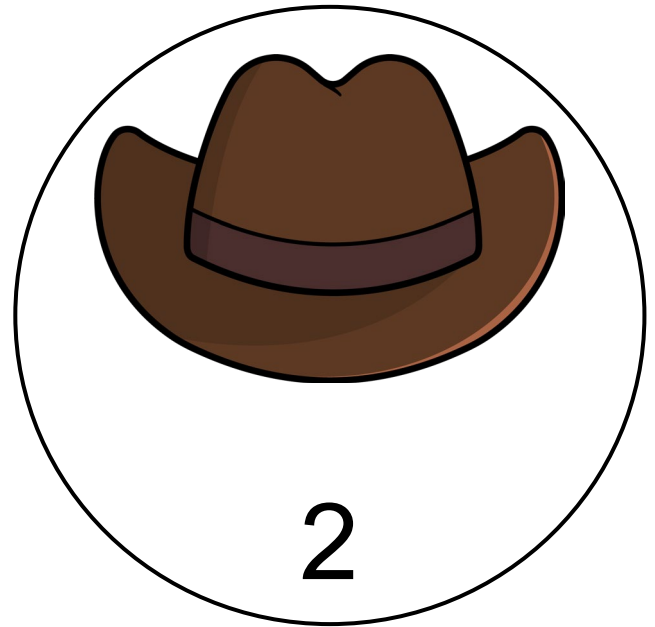
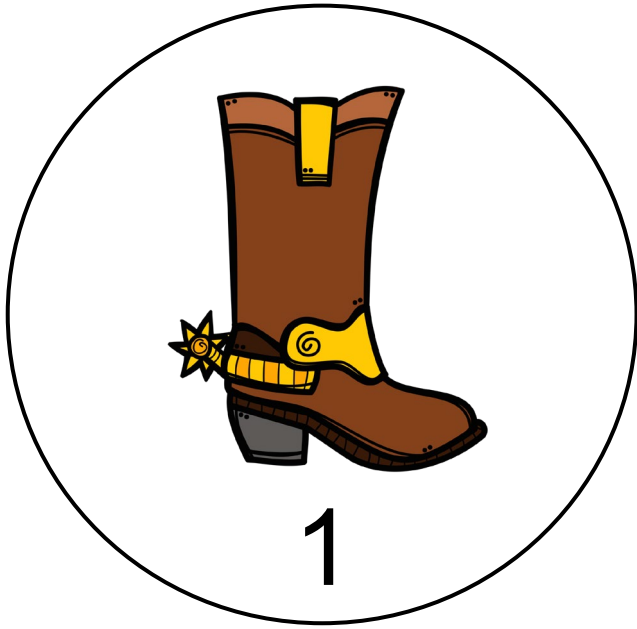


4



5

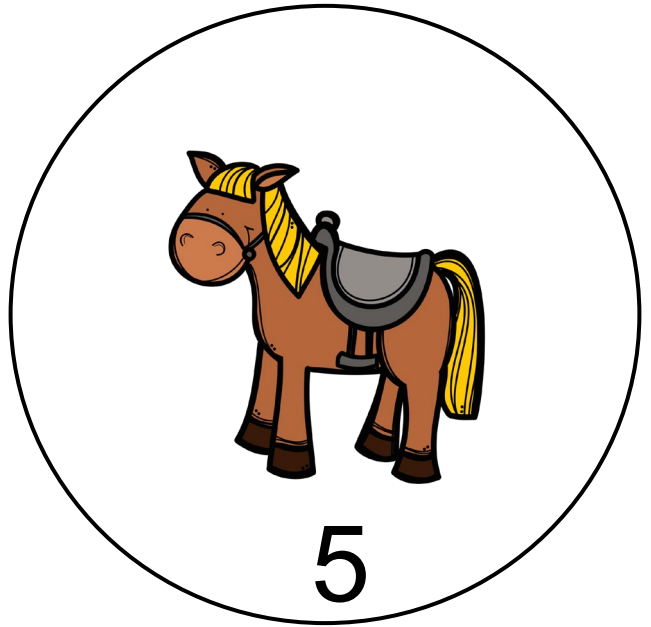
Without counting dots on each card.



Print up on white cardstock,
Laminate and cut out.
Have children add the correct
number of clothes pins to
each cowboy card.



4



5

Tuesday

Western Do A Dot Paint

Activity for 1 or more Toddlers

Duration of activity: 10 – 15 minutes

Domain: AL3-6: Approaches to Learning

Component: AL10-13: Processing and Utilizing Information

Subcomponent: A12 Cognitive Flexibility/Reasoning

Child considers more than one possible outcome

AL12.2 Notice's similarities and differences

Domain: Physical and Movement Development

Component: P5-6: Fine Motor

Subcomponent: P5 Dexterity Child can coordinate and control movement of hands and fingers to grasp and manipulate objects.

P5.7 Begins to grasp crayon to scribble

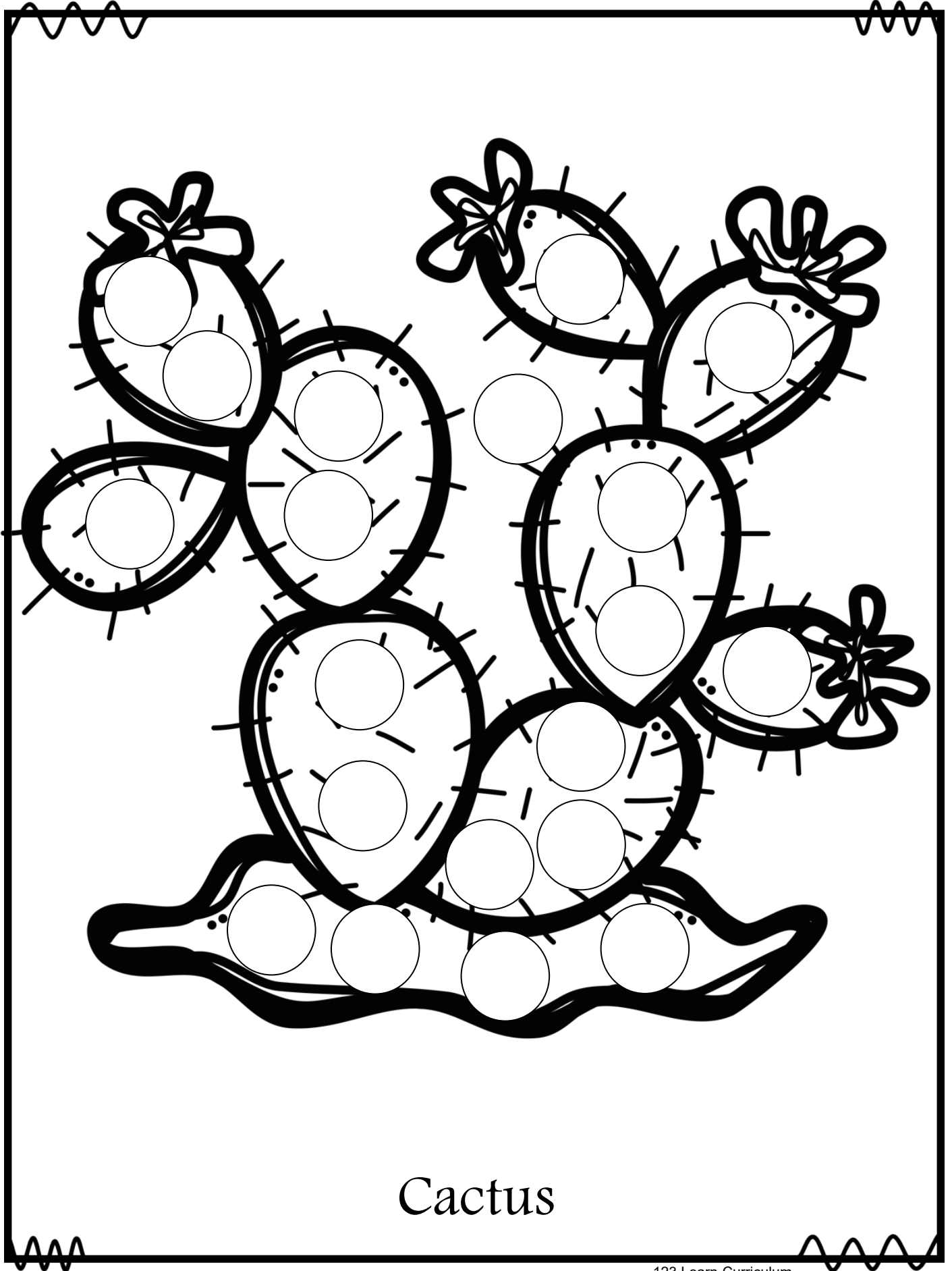
Materials:

- Do A Dot Art Markers
- Western Templates
- White card stock

Directions:

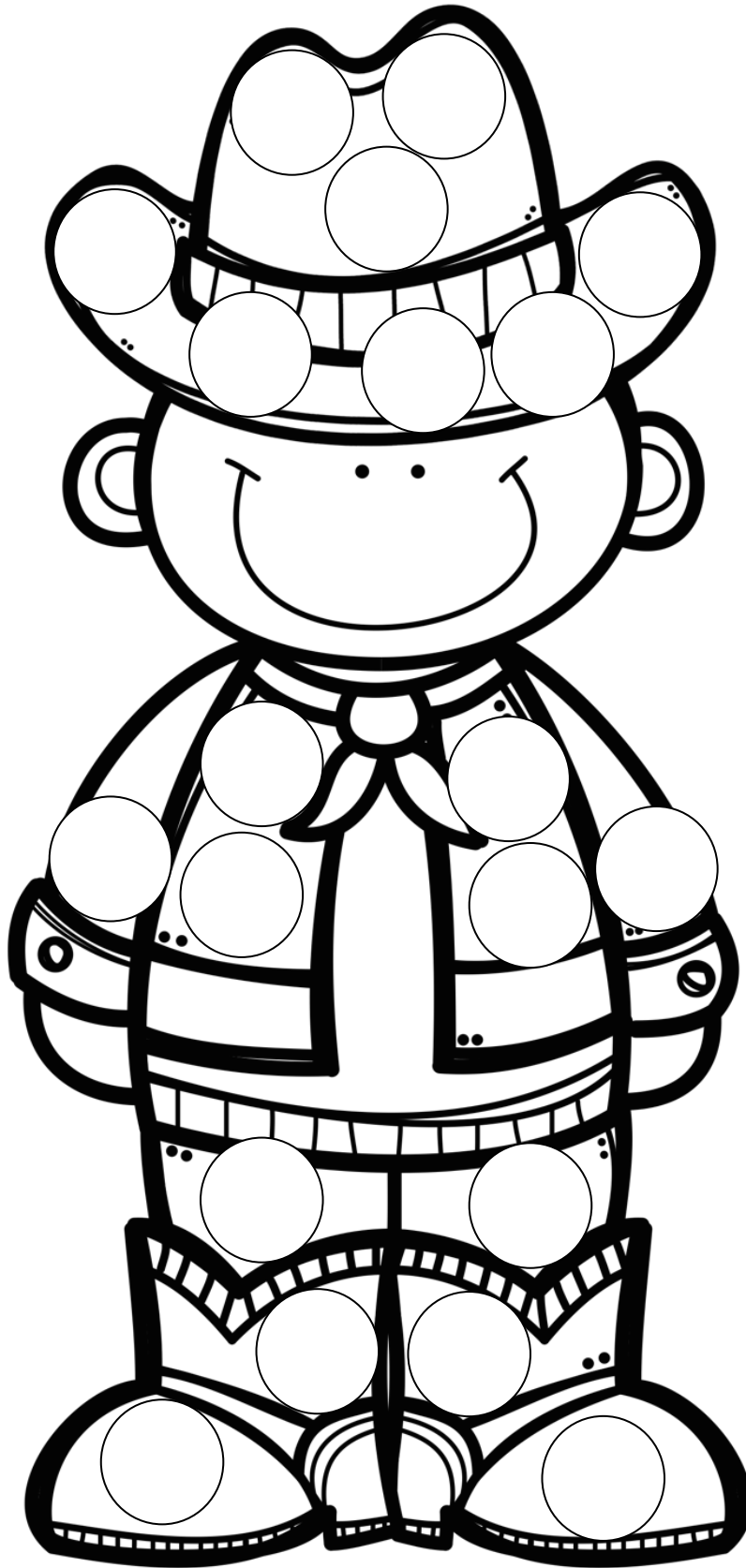
Print up the western templates onto white card stock. Sit with toddlers at the table with their template and paint. Give the children the choice of colors. Have several for them to pick from. Ask them what color they would like to use and tell them what the name of the color they picked.

As toddlers paint their western picture, talk to them about the picture they are painting.



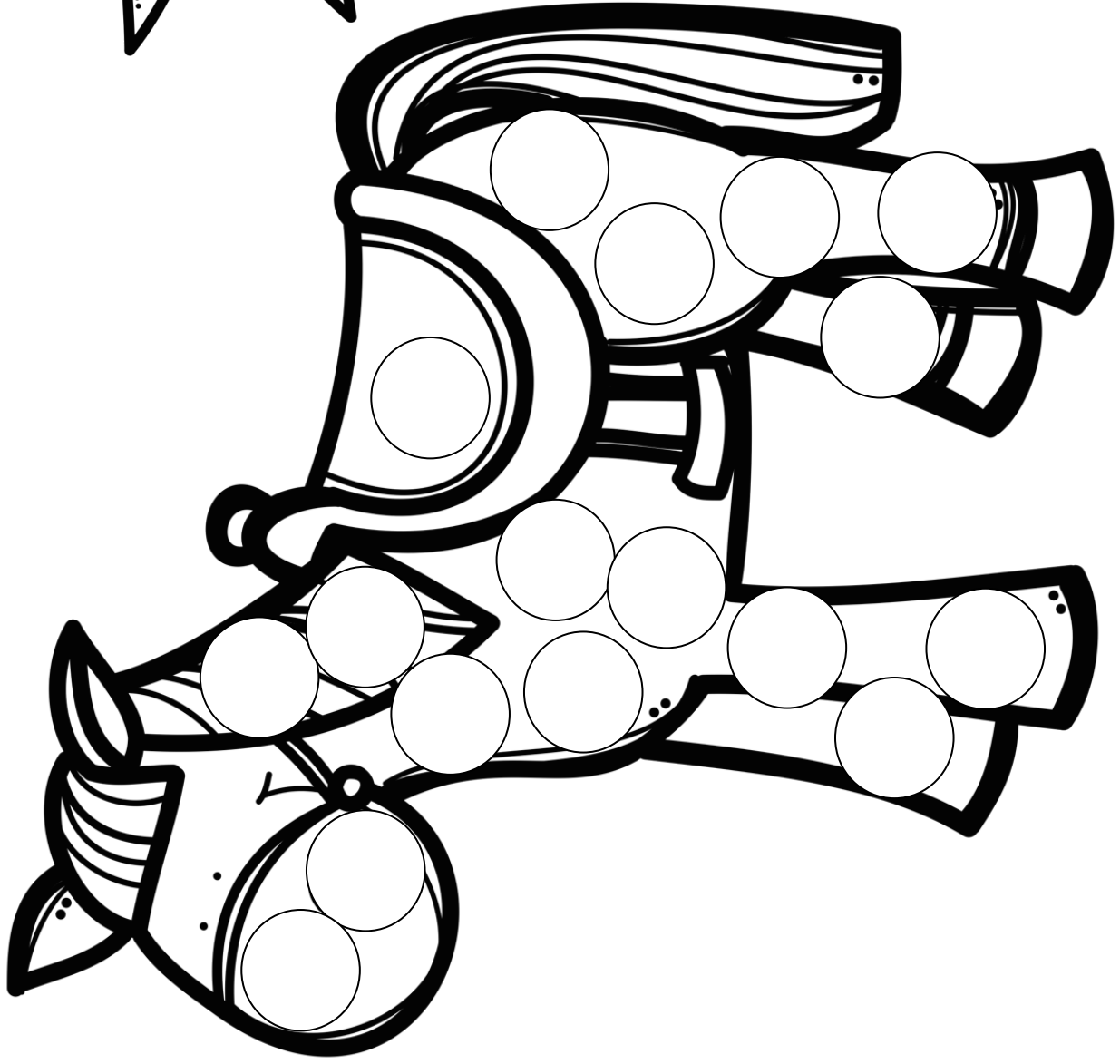
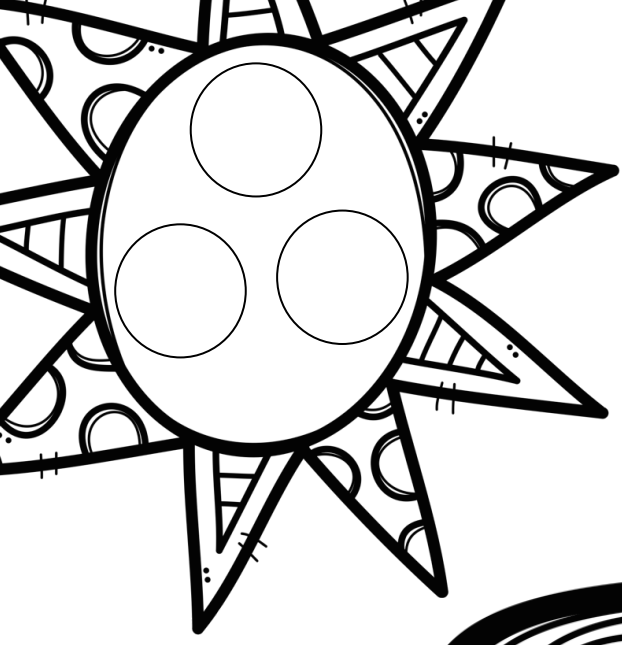
Cactus

Cowboy

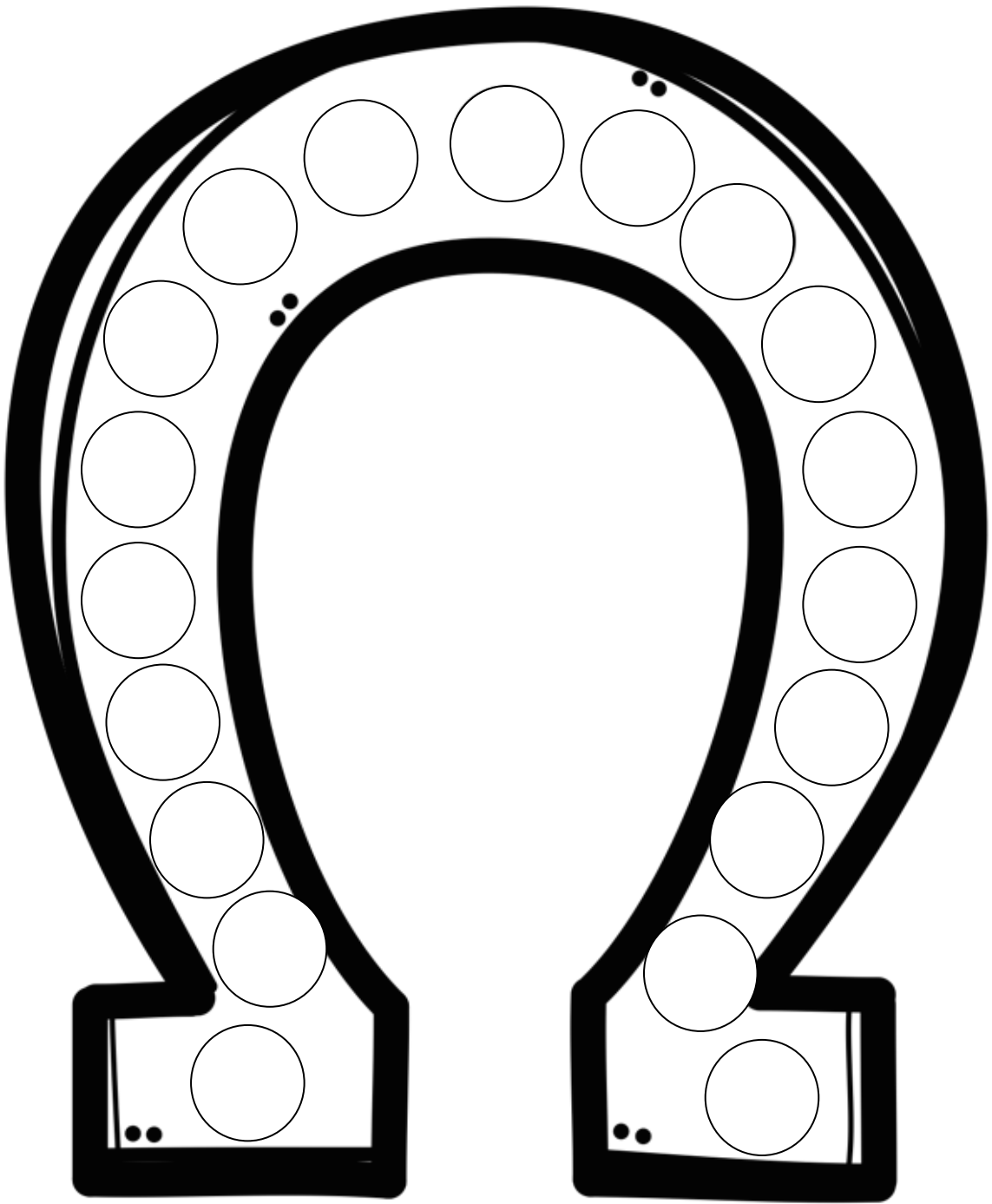




Cowgirl



Horse



Horseshoe

Teacher (s) _____ Week of: _____

Group: Toddlers

Theme: How the West Was Fun

123 Learn Curriculum	Wednesday
Social Emotional	Activity: Talk with children, pay attention to their feelings and listen to their coos and words.
	Component: Social Understanding and Relationships – S7 Building relationships
Approaches to Learning	Activity: Cowboy Shadow Matching
	Component: AL10-13 Processing and Utilizing Information
Language Literacy Communications	Activity: Reading Daily: Good Night Cowboys – Plus other assorted theme related books.
	Component: Emergent Reading – L4 Motivation, engagement
The Arts	Activity: Singing or music playing daily
	Component: Exploring the Arts – A1
Social Systems Cognitive	Activity:
	Component:
Physical & Movement	Activity: Horseshoe Counting Mats
	Component: P5-6: Fine Motor
Mathematics Cognitive	Activity:
	Component:
Scientific Thinking Cognitive	Activity:
	Component:

Wednesday

Cowboy Shadow Matching

Activity for 1 or more Toddlers

Duration of activity: 10 - 15 minutes

Skill activity supports social and emotional development, cognitive development and fine motor

Domain: Approaches to Learning

Component: AL10-13 Processing and Utilizing Information

Subcomponent: AL10 Working Memory

Child stores and retrieves information in order to use it purposefully

AL10.1 Demonstrates understanding of object permanence

Domain: Social and Emotional Development

Component: S6-8: Social Understanding and Relationships

Subcomponent: S7 Building Relationships

Child establishes and sustains relationships with others

S7.1 Shows a preference for a trusted adult

S7.2 Notices or responds to others

Domain: Physical and Movement Development

Component: Fine Motor

Subcomponent: P5 Dexterity Child can coordinate and control movement of hands and fingers to grasp and manipulate objects.

P5.1 Reaches for toy, grasp it and releases

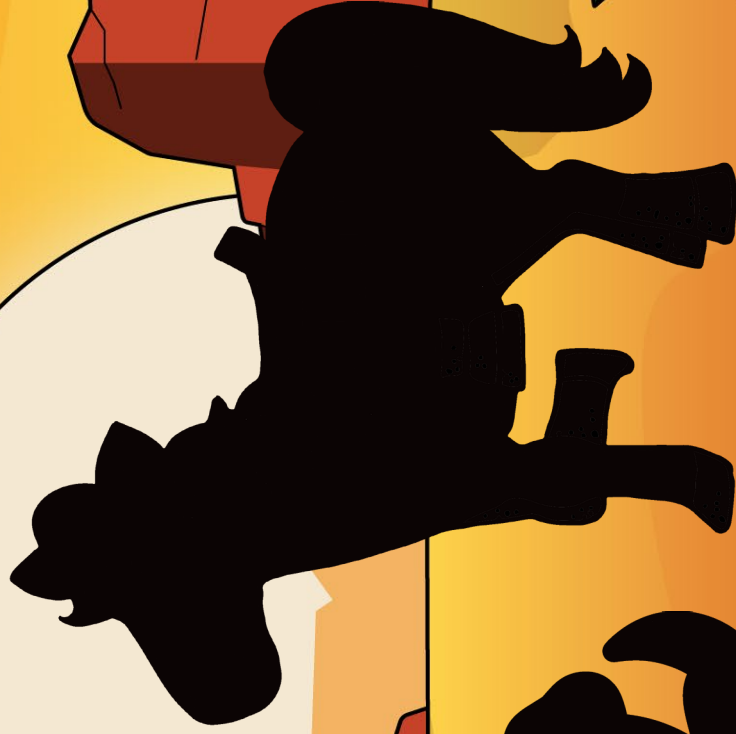
Materials:

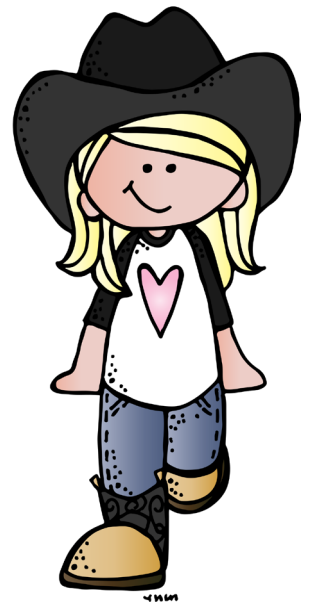
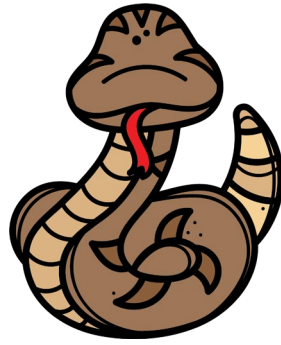
- White card stock
- Laminating sheets
- Scissors
- Small basket (optional)

Directions:

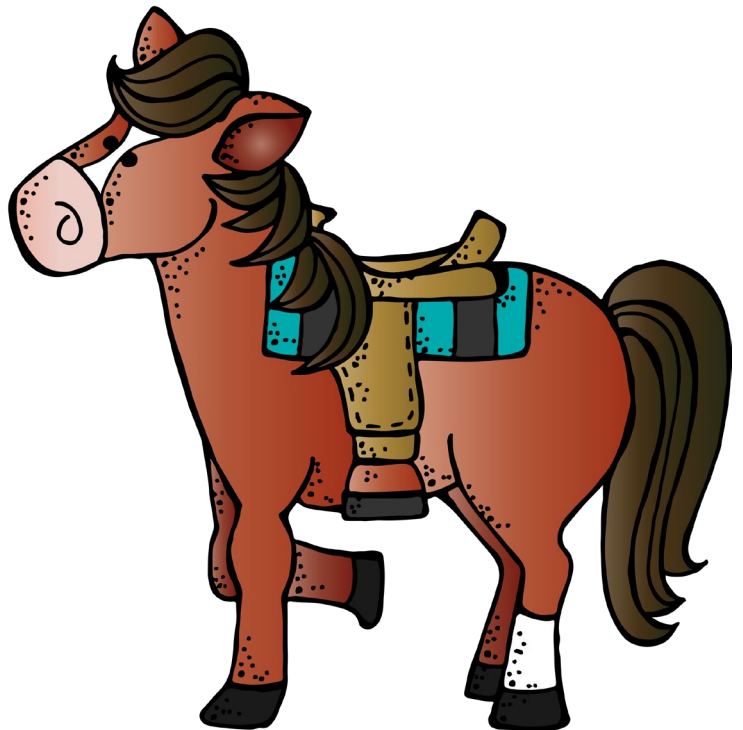
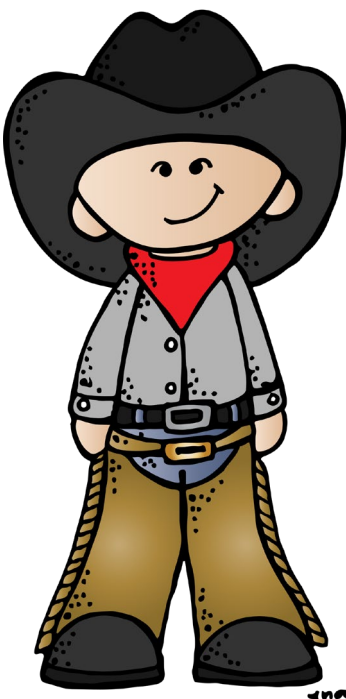
1. Print up sheets onto white card stock.
2. Laminate and trim cowboy shadow cards.
3. Have children look at a shadow and see if they can match the shadow to the shape.

Western Fun





Print up on white cardstock.
Laminate and trim.



Wednesday

Reading Books

Activity for 1 or more toddlers

Duration of activity: 5 – 10 minutes

Skill activity support: social, emotional development and language

Domain: Social and Emotional

Component: Social Understanding and Relationships

Subcomponent: S7 Building Relationships

Child establishes and sustains relationships with others

S7.3 Shows preferences for one or more adults or children

S7.4 Shows some awareness or caution with unfamiliar adults

S7.5 Uses trusted adult(s) as a base from which to explore

Domain: Language Literacy Communications

Component: L4-8: Emergent Reading

Subcomponent: L4 Motivation, engagement Child has an interest in and sustained attention for literacy acts

L4.2 Makes sounds while looking at text or images

L4.3 Points to a few pictures in books and in response to adult questions

L4.4 Demonstrates interest and involvement with books and printed materials

Materials needed:

- Themed books

Spend time reading to the toddler/s books that are theme related. You can check the how the west was fun book list included with this lesson plan.



Wednesday

Horseshoe Counting Mats

Activity for 1 or toddlers

Duration of activity: 10 - 15 minutes

Skill activity supports social and emotional development, language, cognitive and fine motor

Domain: Physical and Movement Development

Component: Fine Motor

Subcomponent: P5 Dexterity Child can coordinate and control movement of hands and fingers to grasp and manipulate objects.

P5.1 Reaches for toy, grasp it and releases

Domain: Approaches to Learning

Component: AL1-2 Initiative and Curiosity

Subcomponent: AL1 Inquisitiveness

Child explores the environment and seeks interaction with people and objects; willingly tries new things

AL1.1 Shows interest in the environment primarily through looking and listening

Domain: Social and Emotional

Component: Social Understanding and Relationships

Subcomponent: S7 Building Relationships:

Child establishes and sustains relationships with others

S7.1 Shows a preference for a trusted adult

S7.2 Notices or responds to others

Materials:

- White card stock
- Laminating sheets
- Pom poms or Play-dough

Wednesday

Horseshoe Counting Mats

Activity for 1 or toddlers

Duration of activity: 10 - 15 minutes

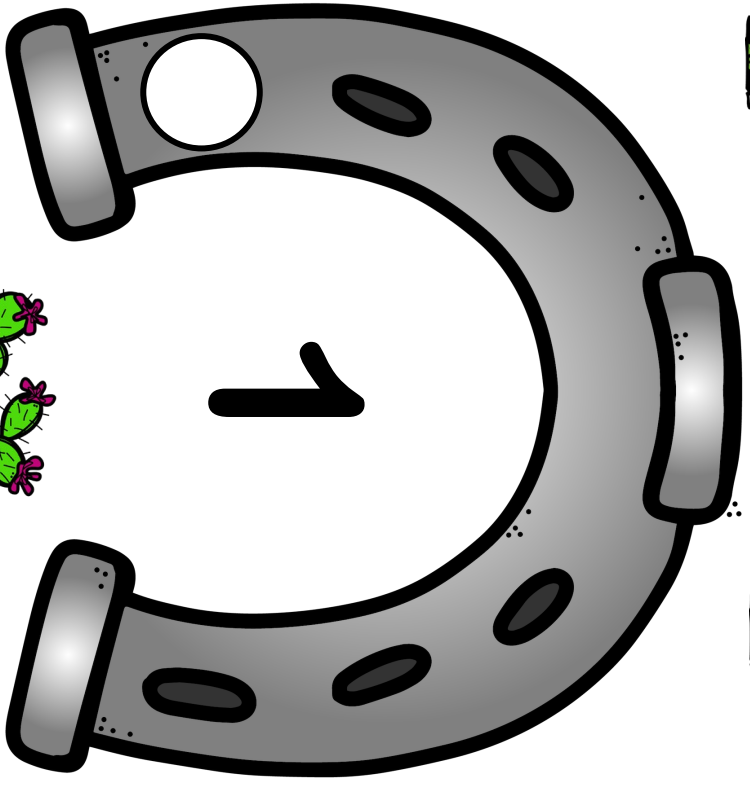
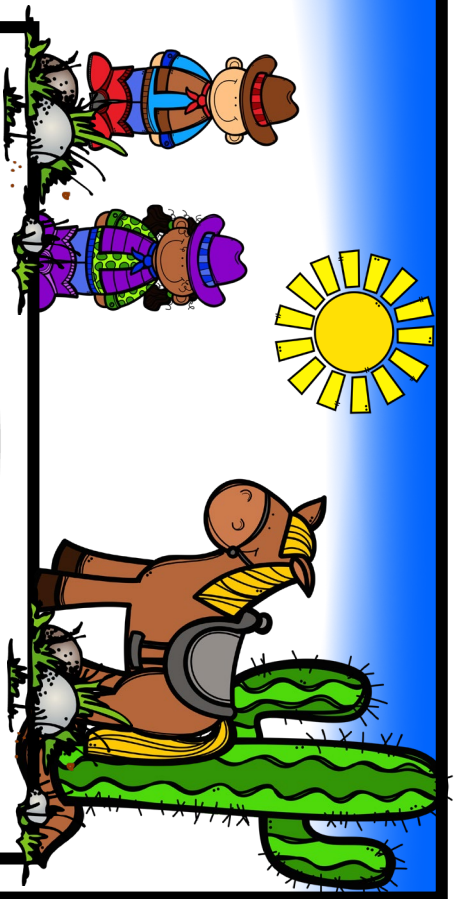
Directions: Print up the horseshoe mats on white card stock. Laminate and trim. Have available assorted color pom poms or playdough. If using pom poms, place in a basket for easy use.

Sit at the table with the child or children. Place a mat in front of the child and tell them the number. (Use only mats 1 – 5. Mats can also be used with preschool and playdough). Show them how to take 1 pom pom and place of the circle for the number 1. Go onto number 2, and ect.

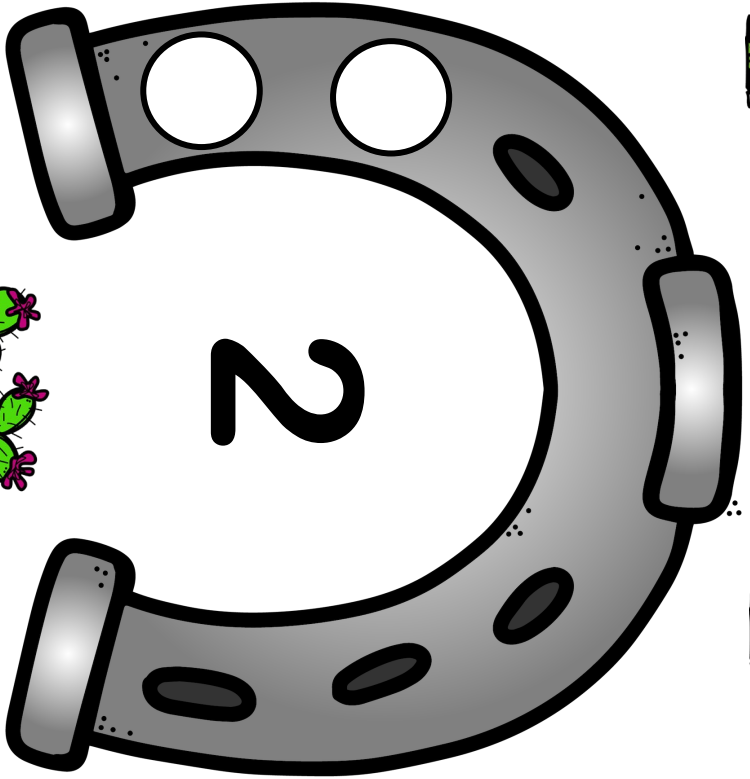
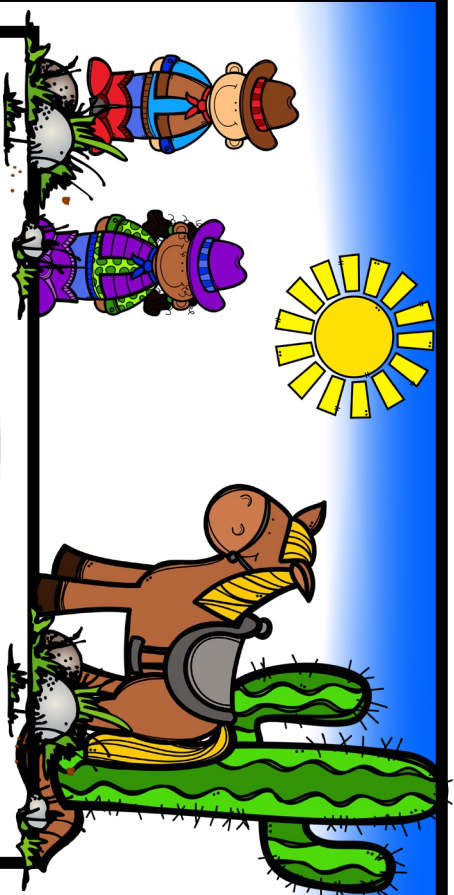
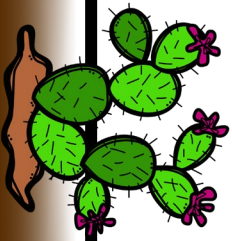
If you want to use playdough with toddlers, show them how they can pull off a piece of playdough and squish onto the circle.



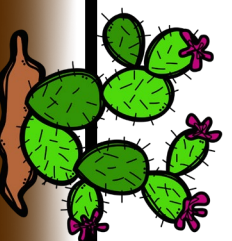
Sample of basket. Can be purchased on Amazon.com. Click on picture to purchase.

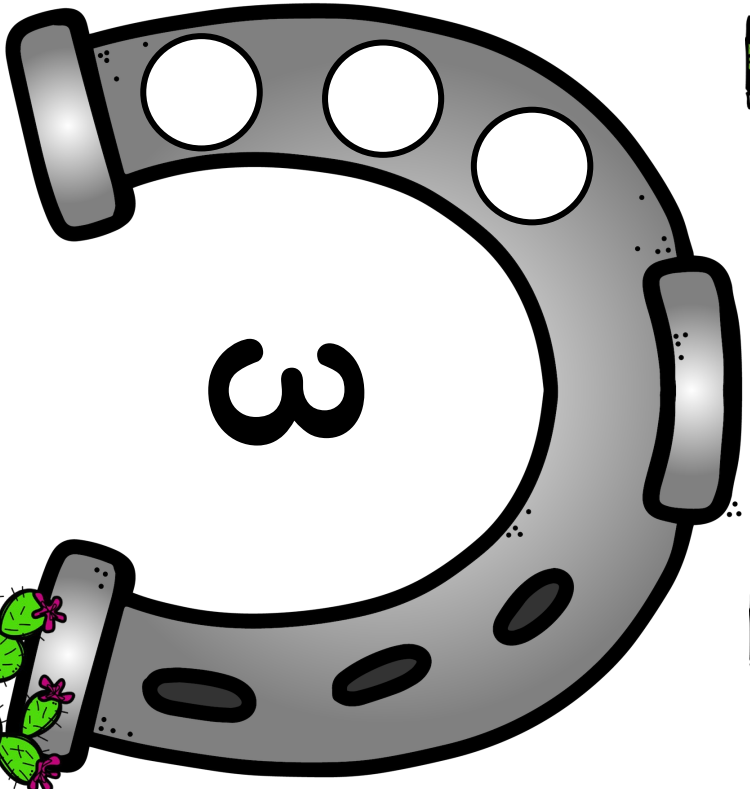
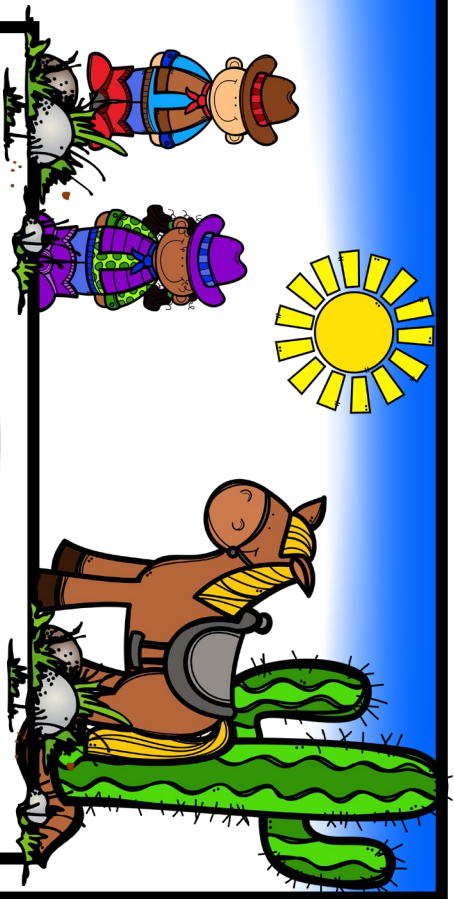


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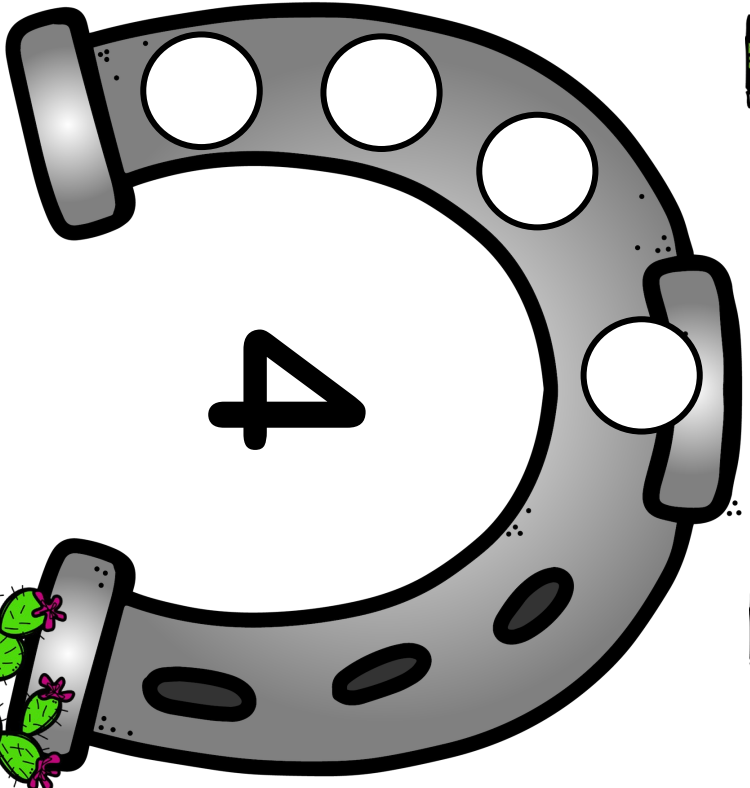
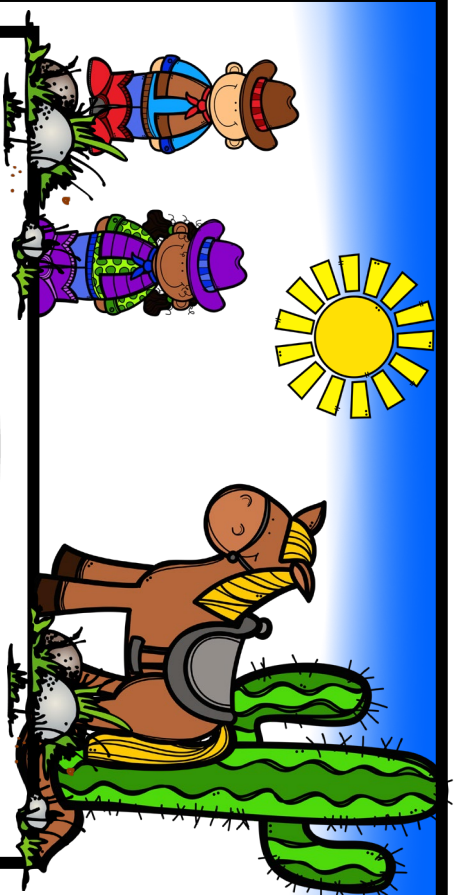
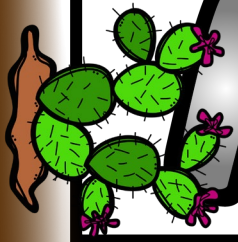


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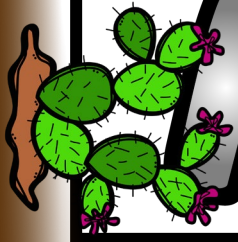


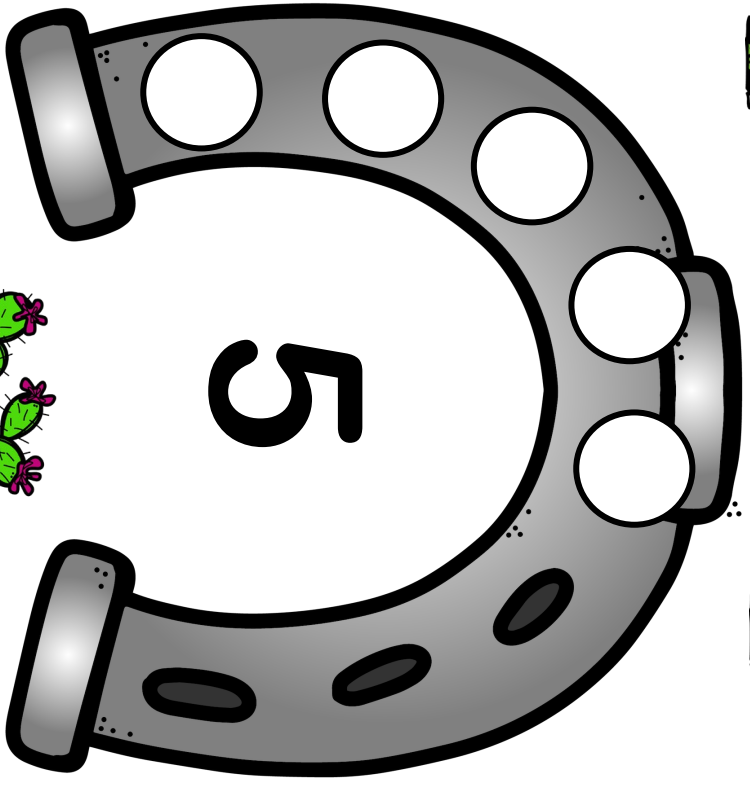
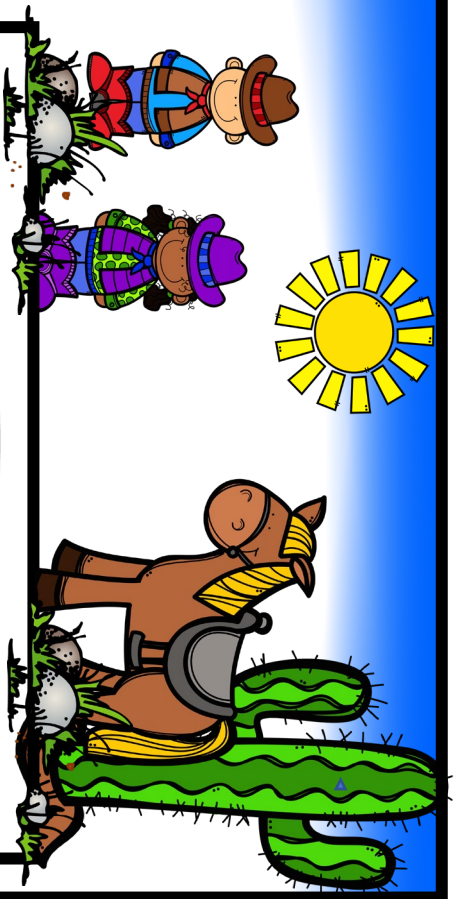


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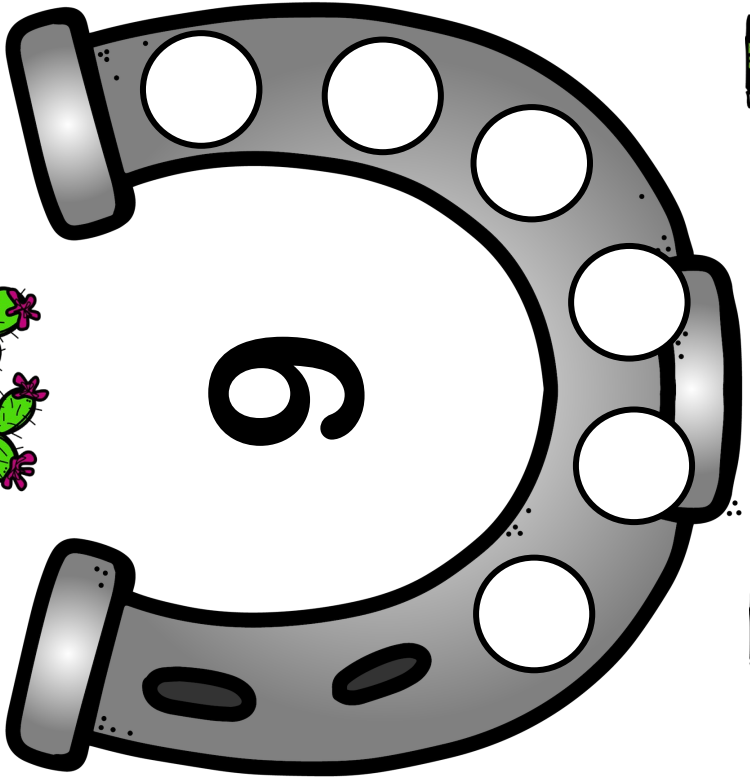
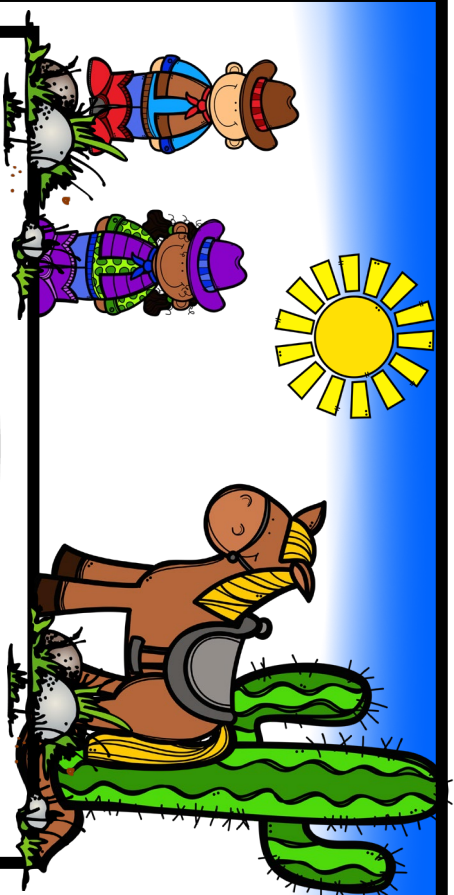
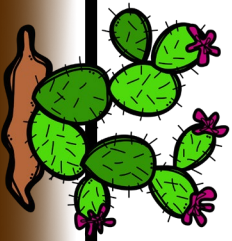


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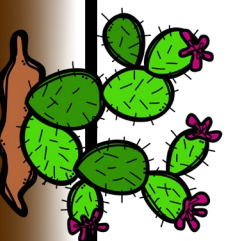


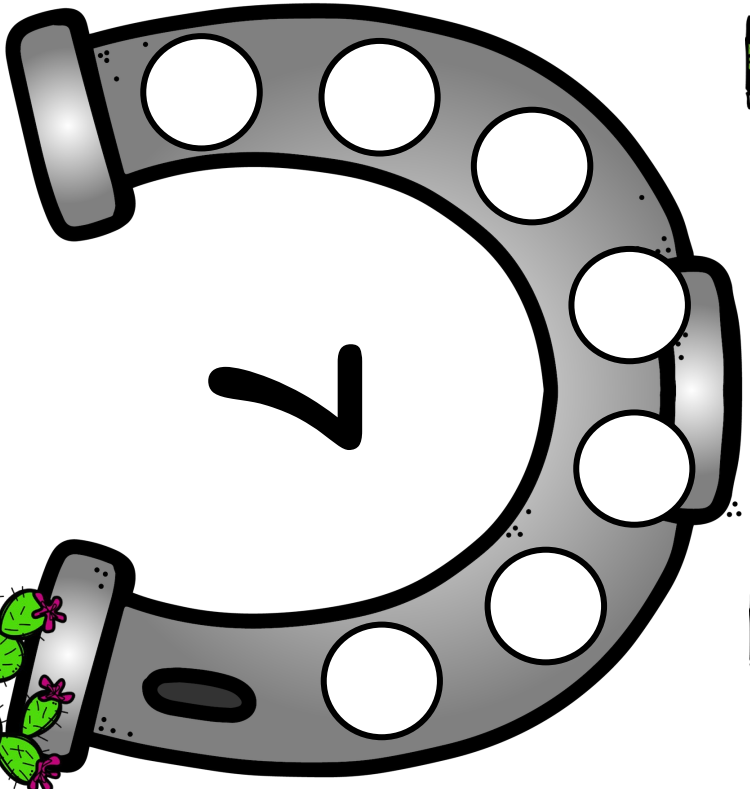
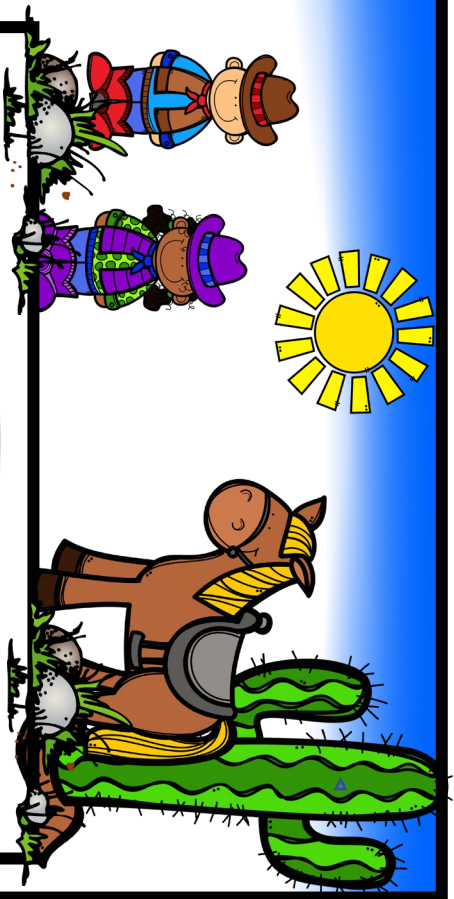


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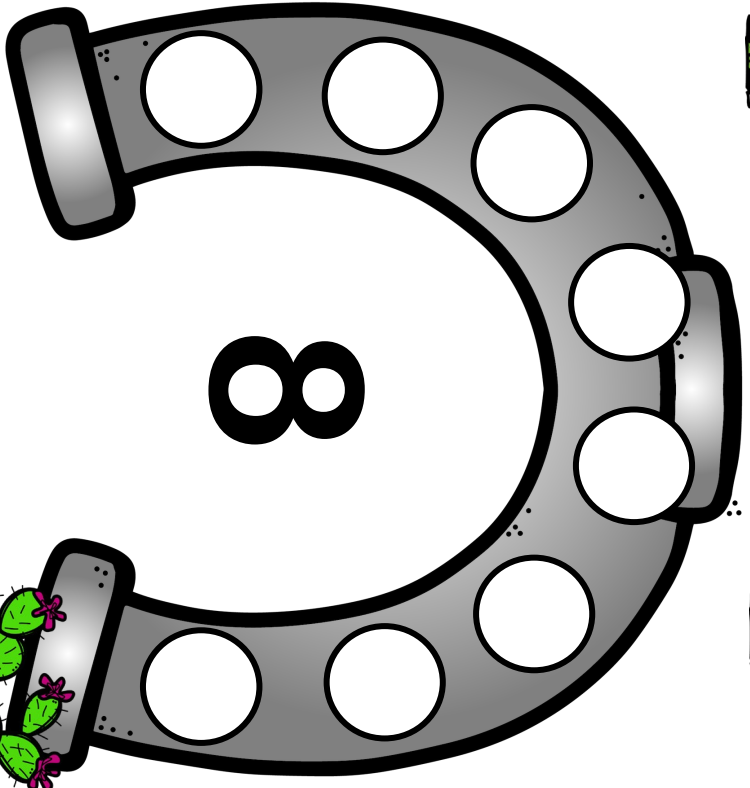
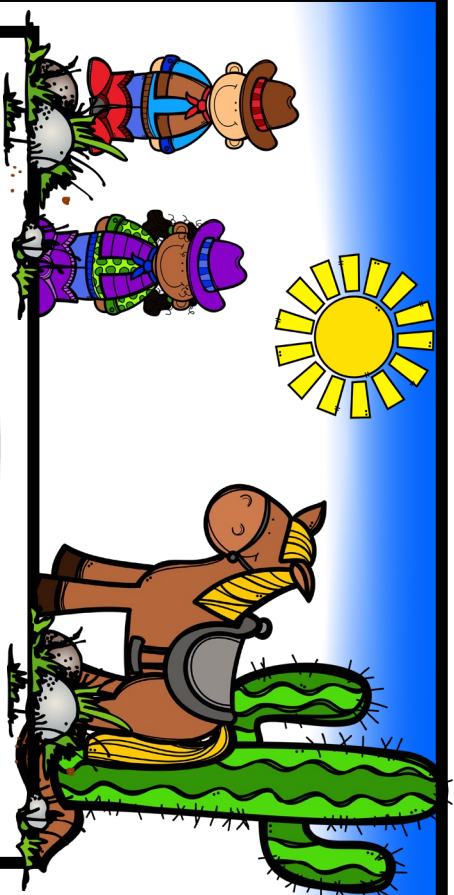


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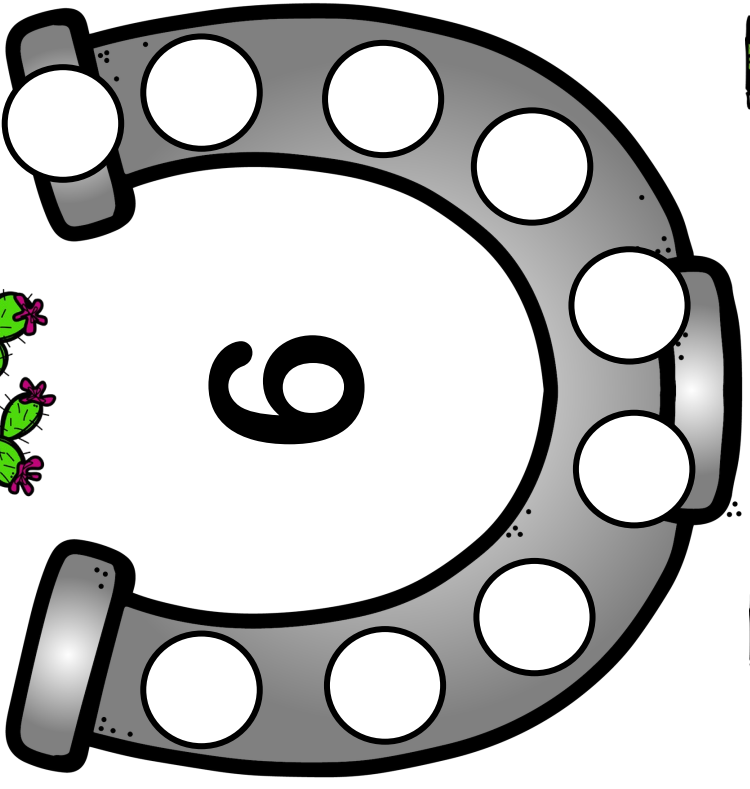
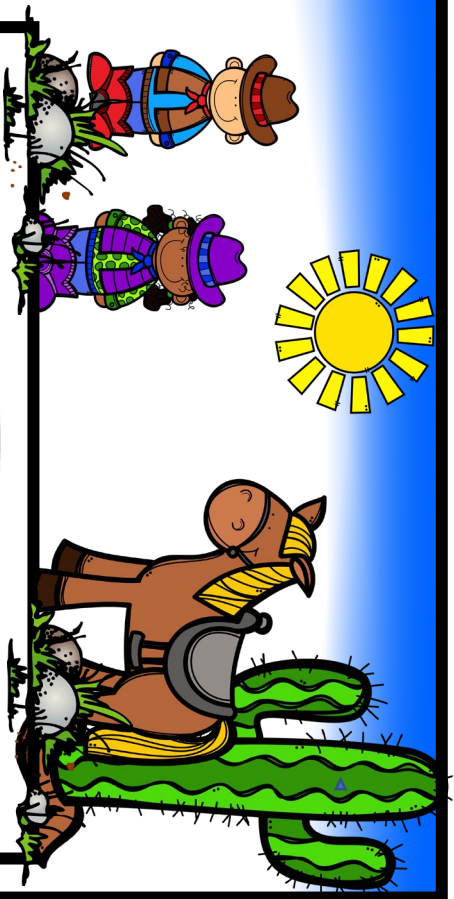




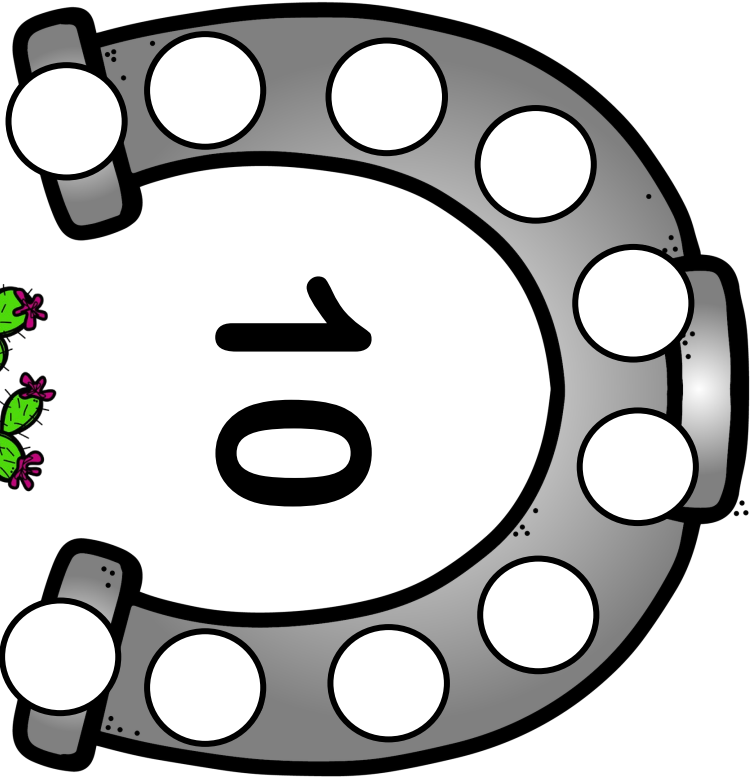
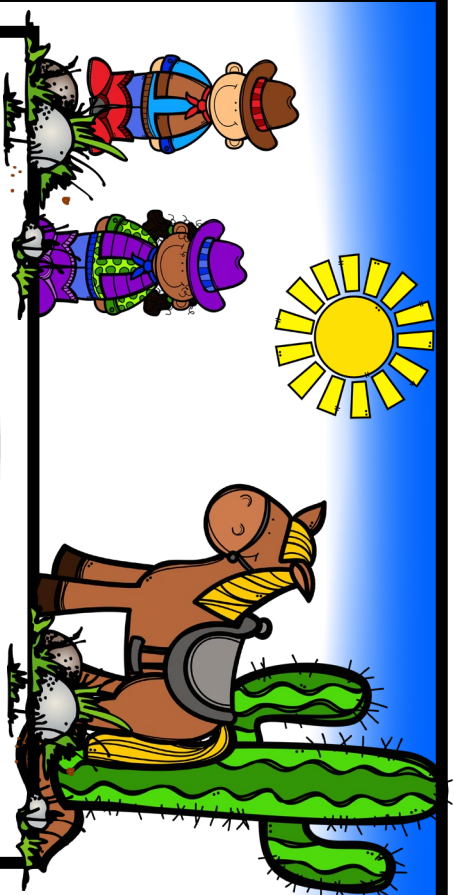
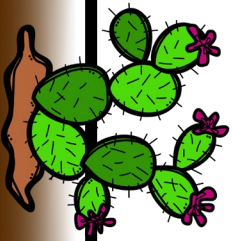
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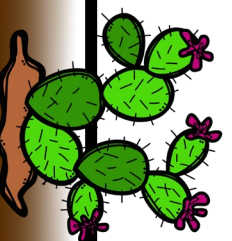
123 Learn Curriculum



123 Learn Curriculum



123 Learn Curriculum



Teacher (s) _____ Week of: _____

Group: Toddlers

Theme: How the West Was Fun

123 Learn Curriculum	Thursday
Social Emotional	Activity: When talking with children, make eye contact. Look right into their eyes. When talking encourage them to coo or talk back.
	Component: Social Understanding and Relationships – S7 Building relationships
Approaches to Learning	Activity: Match the Shapes
	Component: Initiative and Curiosity – AL1
Language Literacy Communications	Activity: Reading Daily: Good Night Cowboys – Plus other assorted theme related books.
	Component: Emergent Reading – L4 Motivation, engagement
The Arts	Activity: Singing or music playing daily
	Component: Exploring the Arts – A1
Social Systems Cognitive	Activity:
	Component:
Physical & Movement	Activity: Build a Western Town
	Component: P5-6: Fine Motor
Mathematics Cognitive	Activity:
	Component:
Scientific Thinking Cognitive	Activity:
	Component:

Thursday

Match the Shapes

Activity for 1 or more toddler

Duration of activity: 15 – 20 minutes

Skill activity support: cognitive development / small motor

Domain: Approaches to Learning

Component: AL10-13 Processing and Utilizing Information

Subcomponent: AL10 Working Memory

Child stores and retrieves information in order to use it purposefully

AL10.1 Demonstrates understanding of object permanence

Domain: Social and Emotional Development

Component: S6-8: Social Understanding and Relationships

Subcomponent: S7 Building Relationships

Child establishes and sustains relationships with others

S7.1 Shows a preference for a trusted adult

S7.2 Notices or responds to others

Materials:

- White card stock
- Laminating sheets
- Velcro

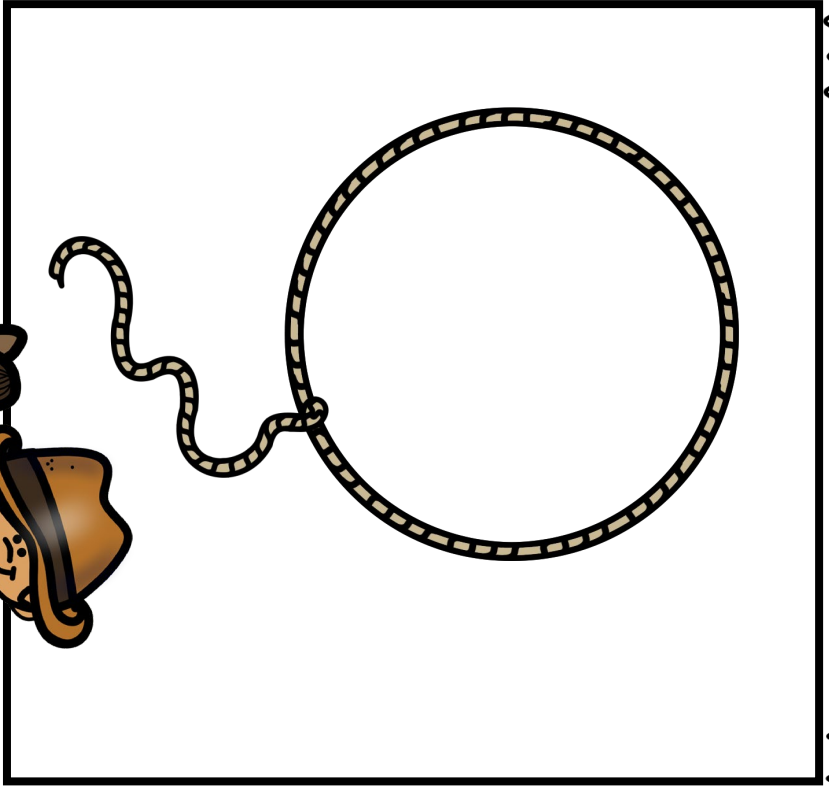
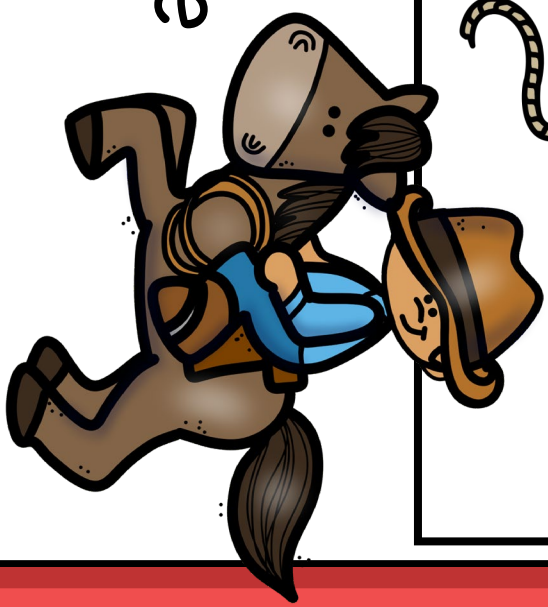
Directions: Print up the following sheets onto white card stock. Laminate and trim. Place Velcro on the shapes and then onto the shape cards.

Sit at a table with the toddler/s and have the shape cards and shapes on the table. Talk to the toddler and let them know what the shape is, ask them if they can find the shape that looks just like that shape. Help them to find the shape and place it onto the shape card.

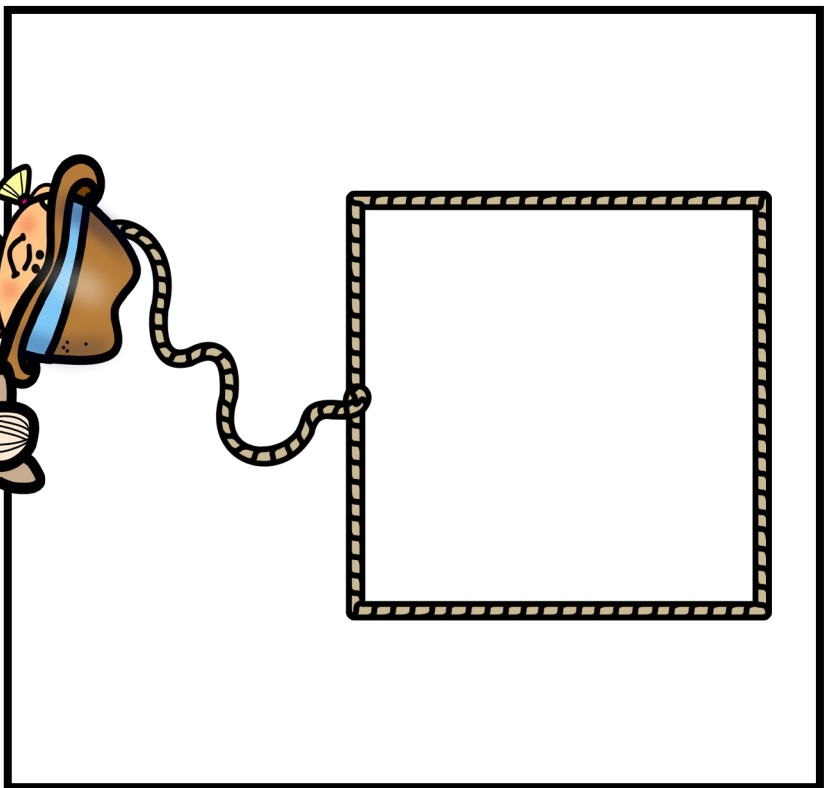
Go through all the shapes with the child/ren and talk to them what the shape is and how it matches the shape on the assorted shape cards.

Using Velcro will keep the shapes from moving.

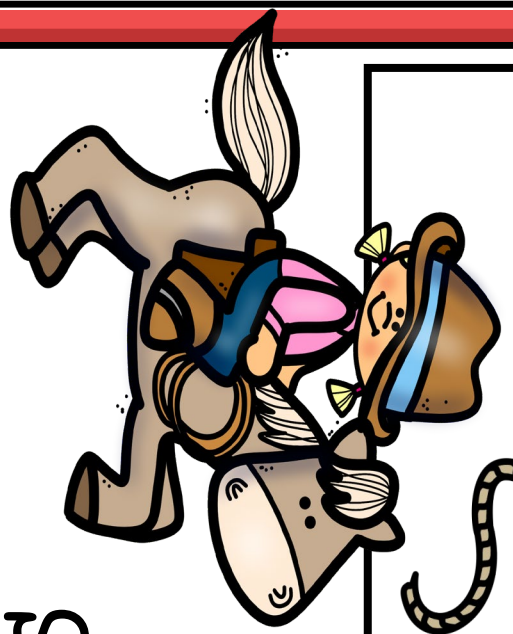
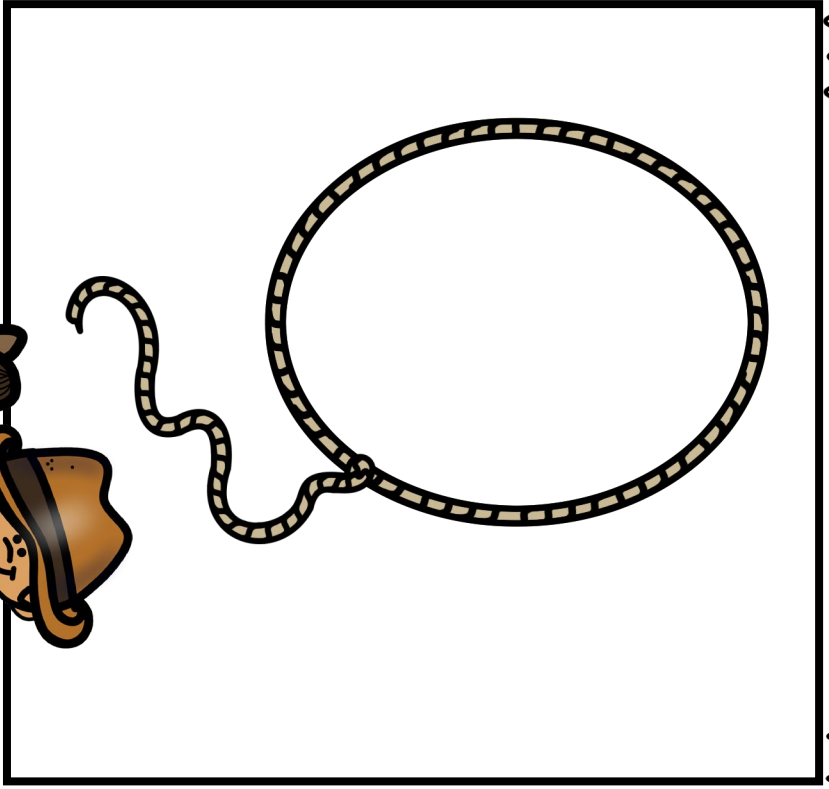
Circle



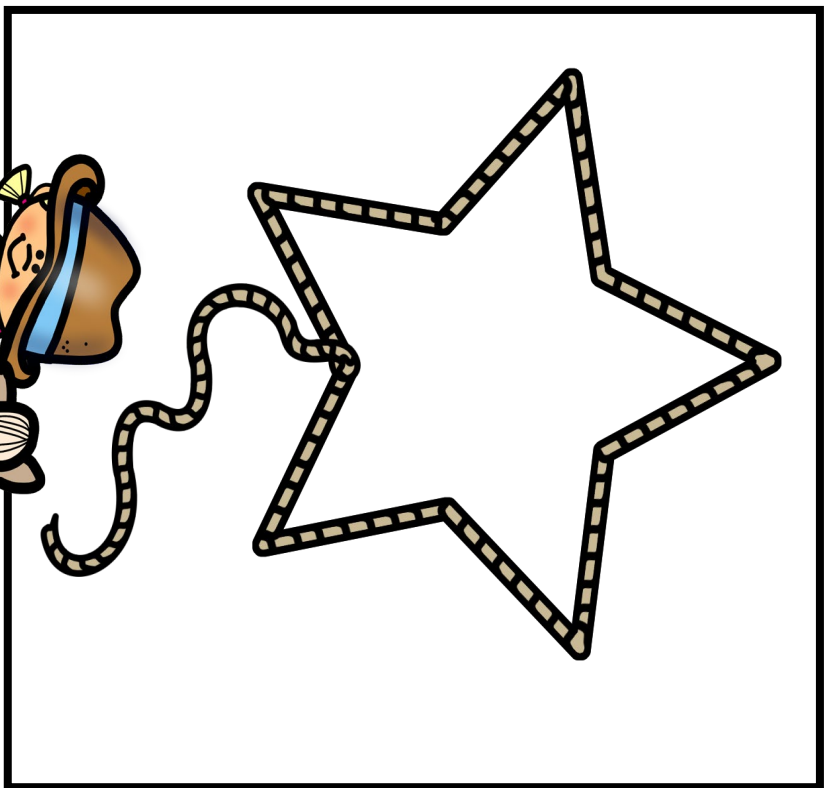
Square



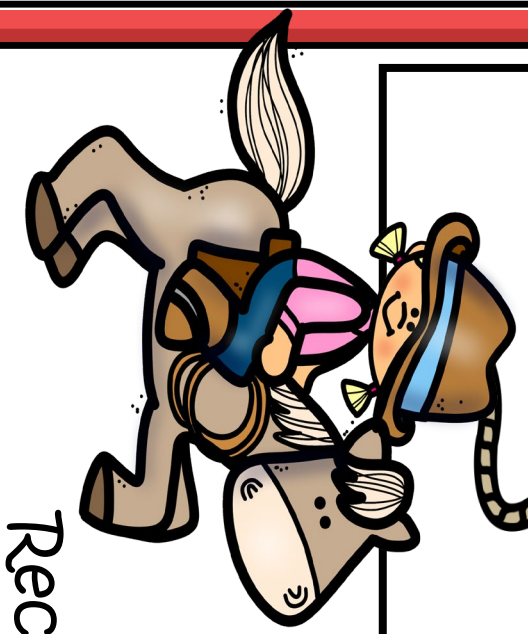
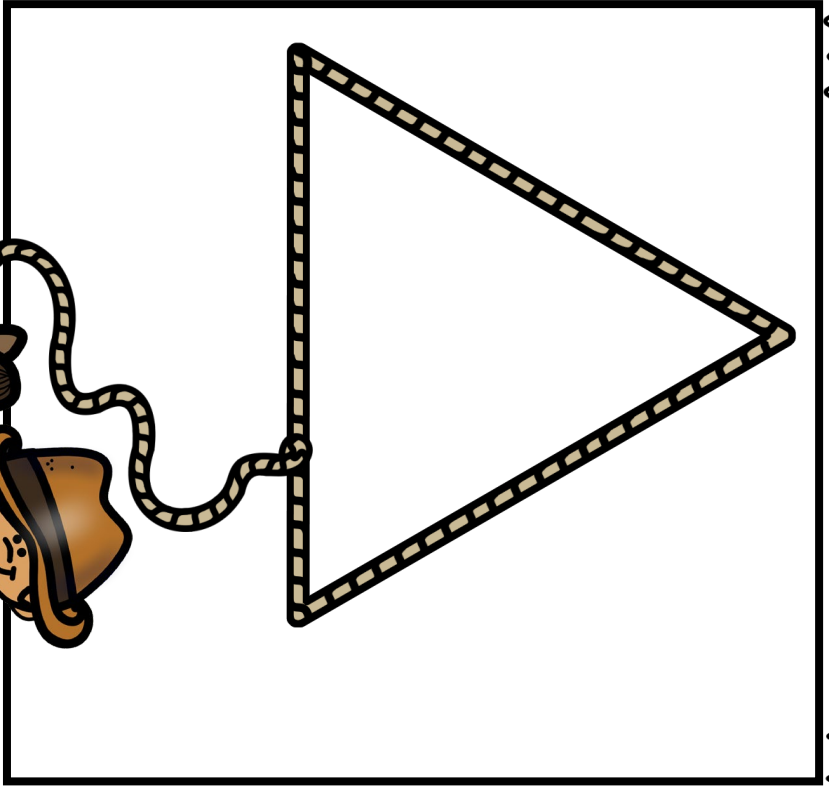
Oval



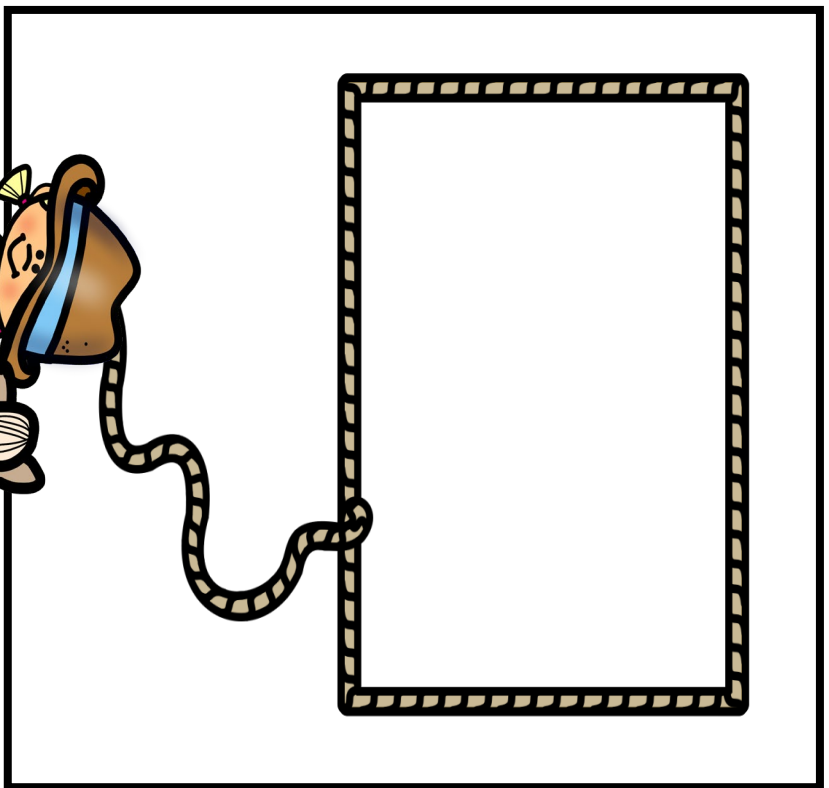
Star

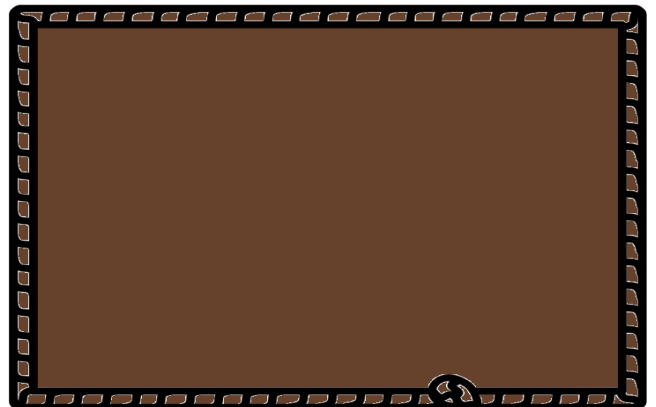
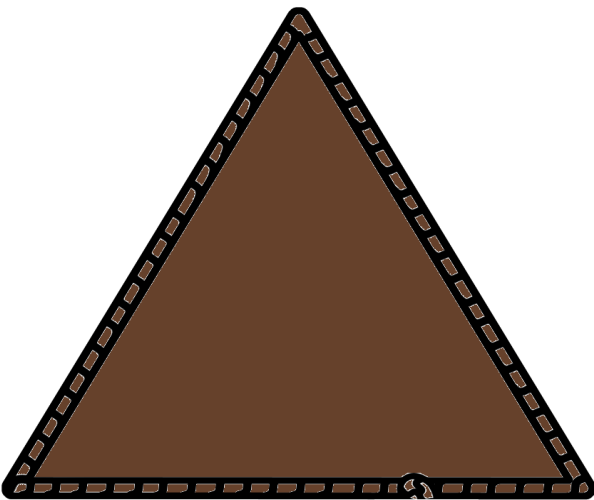
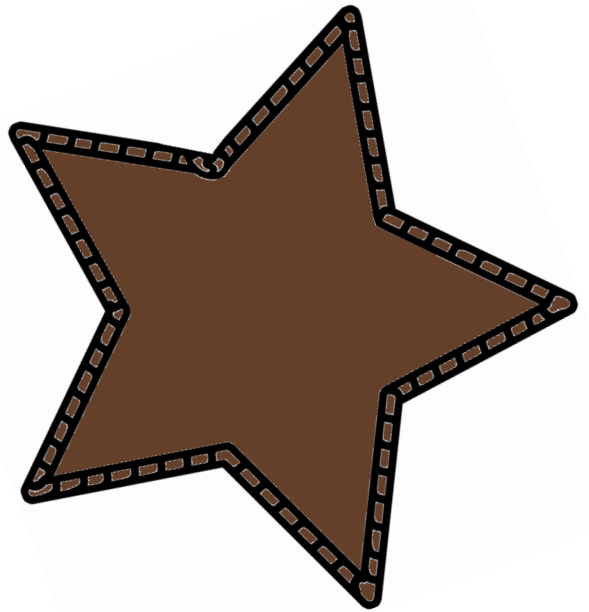
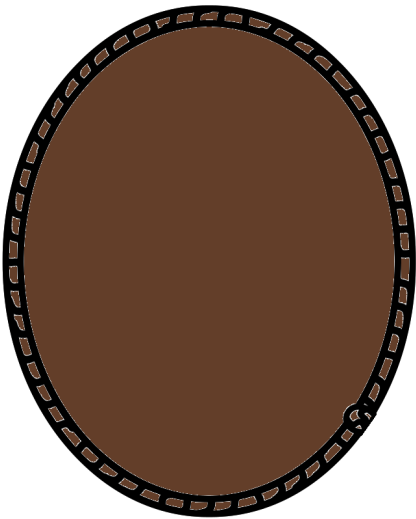
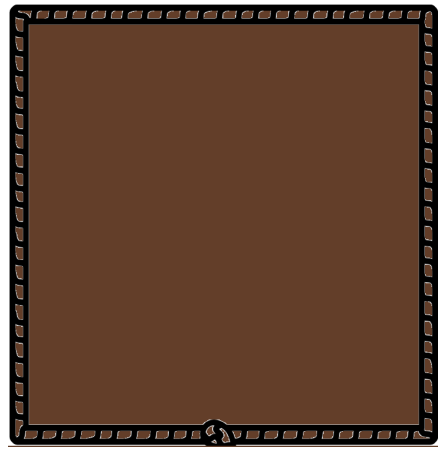
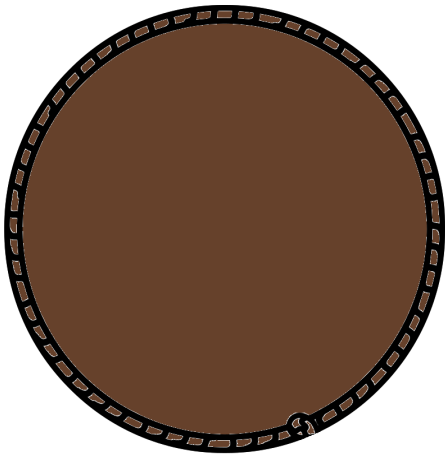


Triangle



Rectangle





Thursday

Build a Western Town

Activity for 1 or more toddler

Duration of activity: 10 – 15 minutes

Skill activity supports cognitive – small motor skills

Domain: Physical and Movement Development

Component: P5-6: Fine Motor

Subcomponent P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects

P5.3 Transfers object from one hand to another hand

Domain: Approaches to Learning

Component: AL1-2 Initiative and Curiosity

Subcomponent: AL1 Inquisitiveness

Child explores the environment and seeks interaction with people and objects; willingly tries new things

AL1.1 Shows interest in the environment primarily through looking and listening

Domain: Social and Emotional Development

Component: S6-8: Social Understanding and Relationships

Subcomponent: S7 Building Relationships

Child establishes and sustains relationships with others

S7.1 Shows a preference for a trusted adult

S7.2 Notices or responds to others

Materials:

- Assorted blocks
- Horses
- Cowboys



Check local stores and Amazon for cowboy toys to add to your block area during this theme.

Thursday

Build a Western town

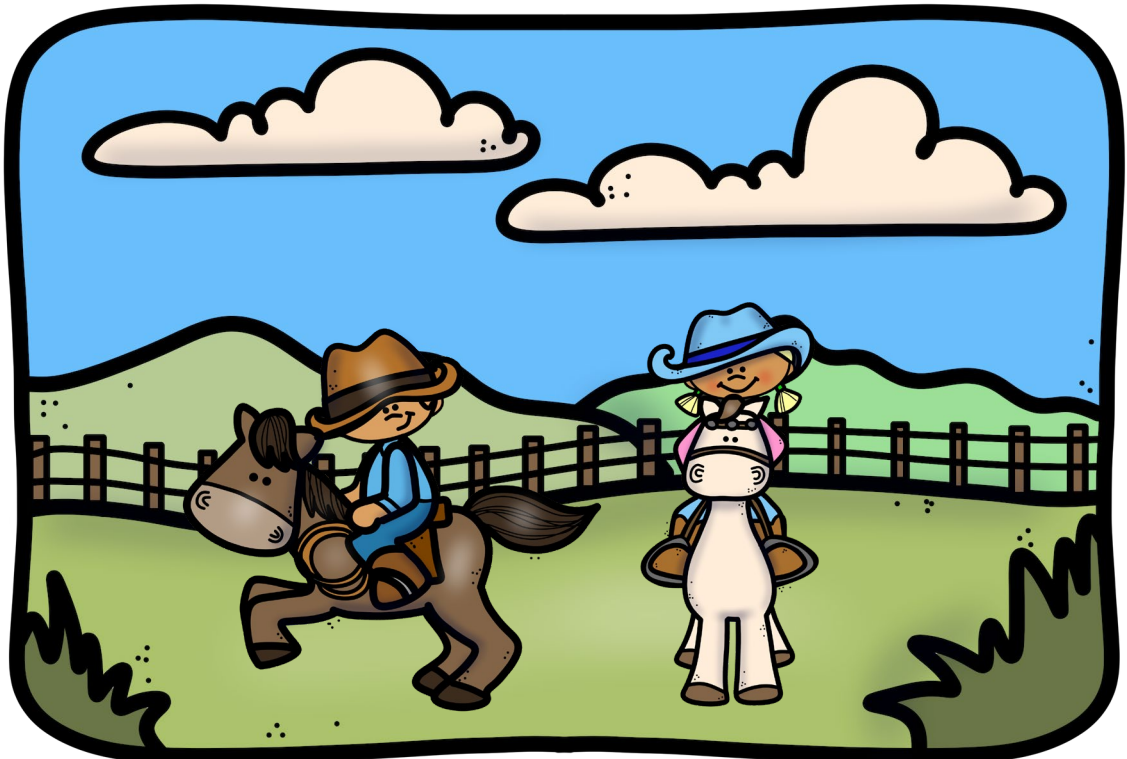
Activity for 1 or more toddler

Duration of activity: 10 – 15 minutes

Directions:

In the block area, if you don't already have some, add horses, cowboys, cows. Ask toddlers if they would like to build a western town. Have toddlers work together to build a town, build buildings, make a ranch and add the animals.

- Properties of building
- Animal sounds
- Fine motor skills
- Sharing



Teacher (s) _____ Week of: _____

Group: Toddlers

Theme: How the West Was Fun

123 Learn Curriculum	Friday
Social Emotional	Activity: Take time to follow a child’s lead. Join them in floor-time play and talk with them about their activities whenever possible.
	Component: Social Understanding and Relationships – S7 Building relationships
Approaches to Learning	Activity: Busy Pages
	Component: Initiative and Curiosity – AL1
Language Literacy Communications	Activity: Reading Daily: Good Night Cowboys – Plus other assorted theme related books.
	Component: Emergent Reading – L4 Motivation, engagement
The Arts	Activity: Singing or music playing daily
	Component: Exploring the Arts – A1
Social Systems Cognitive	Activity:
	Component:
Physical & Movement	Activity: Shape Playdough Mats
	Component: P5-6: Fine Motor
Mathematics Cognitive	Activity:
	Component:
Scientific Thinking Cognitive	Activity:
	Component:

Friday

Busy Pages

Activity for 1-2 Toddlers

Duration of activity: 10 – 15 minutes

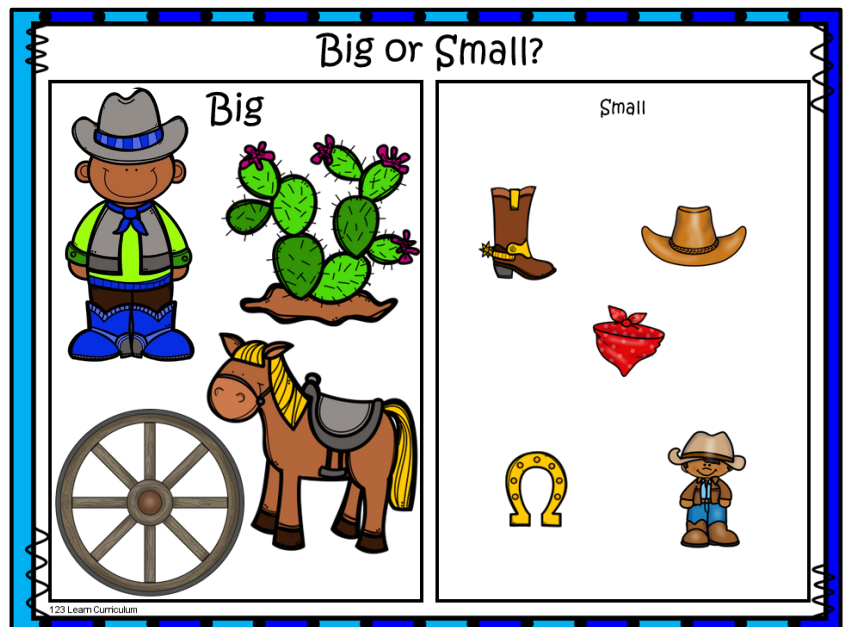
You can change this activity into a file folder game. There is a sheet included that you could use for the front of the file folder game. Print the front sheet and additional pages on white cardstock. Trim the front cover graphics and directions. Using double sided tape attach the front graphics and directions to the front of the file folder game, and the full-size busy page sheets to the inside and back of a file folder. Using contact paper, laminate both sides.

Take the additional sheets, I can sort my colors, big and small and finish the picture sheets. Laminate and cut out the game pieces.

Have children sit at the table and using a sheet have the children match the correct game piece to the sheet.

You can also laminate each full sheet and use the sheets as separate pages with the game pieces.

Use Velcro to attach pieces to the game so the cards don't move when child places them in the file folder game.



Instructions for Making File Folder Game

File folder games are very easy to make and can be used repeatedly. It is best to print sheets up on white card stock. This will make the file folder game more durable.

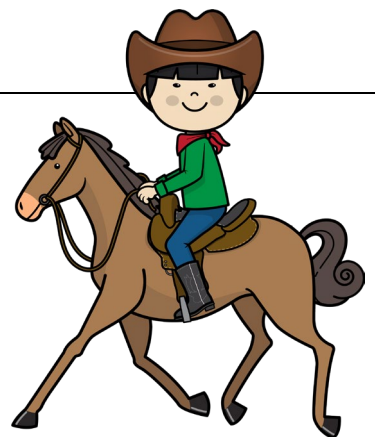
It also is a good idea to cover the file folder game with clear contact paper or self laminating sheets.

You will need to have empty file folders. You can get these at most stores in the office supply section. They will carry either plain or colored file folders.

After you print up the sheets, trim and laminate the game pieces, attached the full-size sheets inside and on the back of the file folder. There is also a title, directions and graphic for the front of this file folder game. Attach the pieces with either double sided tape or glue. (I prefer double sided tape – which can be purchased at either a scrapbook store or the scrapbook section of most stores). Cover with clear contact paper or self laminating sheet.

Where applicable, use Velcro to keep the pieces in place. Use a zip lock baggie to store the game pieces when not in use and store inside the file folder game.

Jean
123 Learn Curriculum



Front of file folder game. Print up on white card stock. Cut Out.
Attach to the front of the file folder.

Western Busy Pages

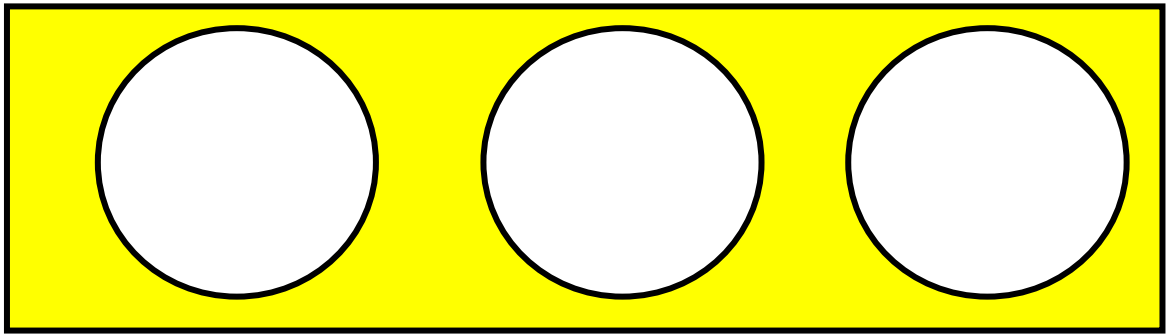
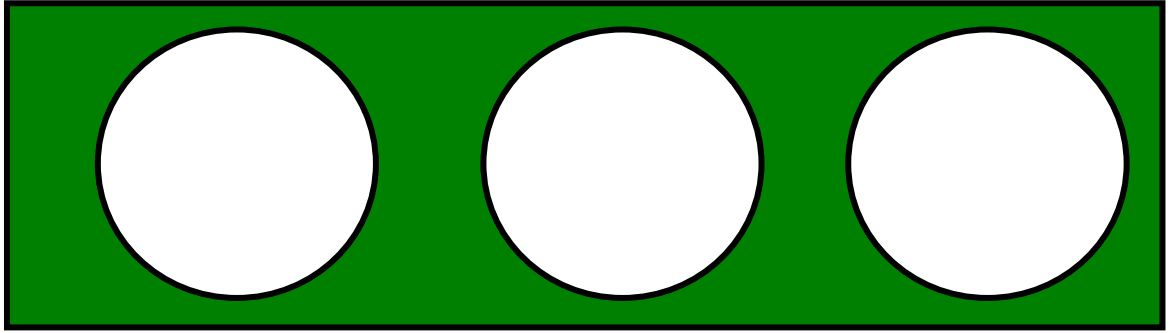
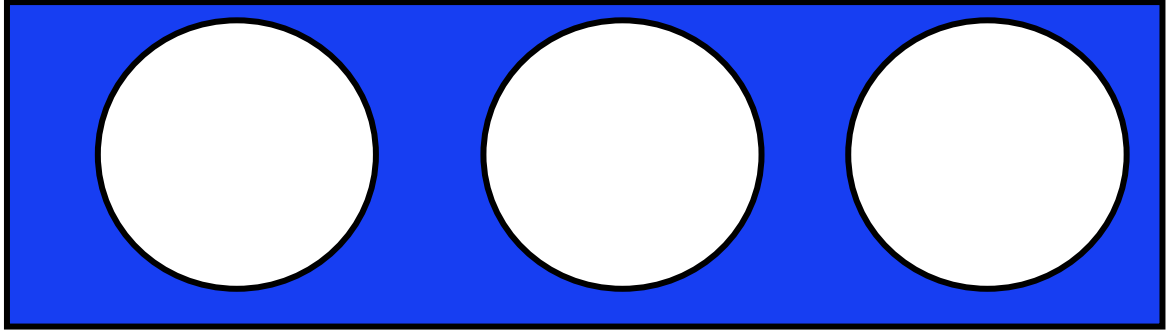
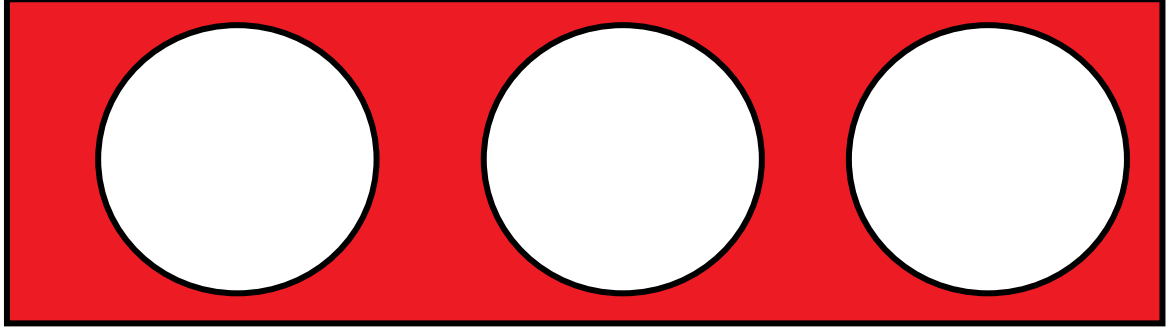
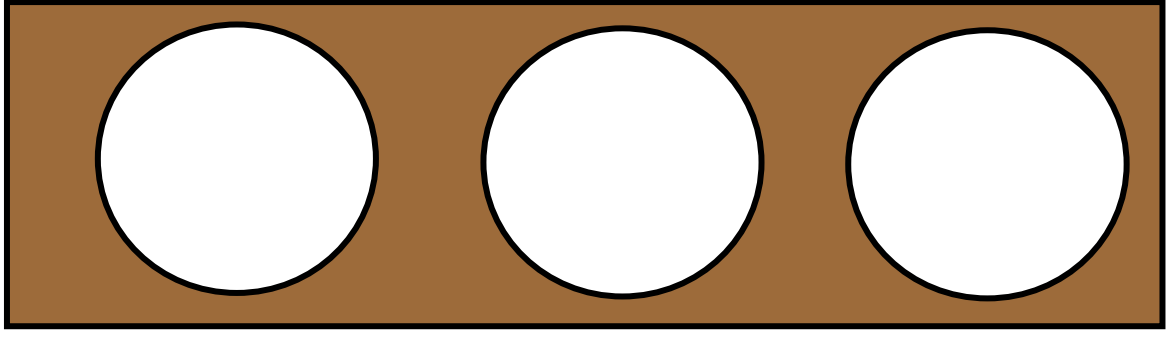


123 Learn Curriculum

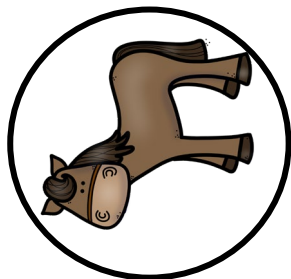
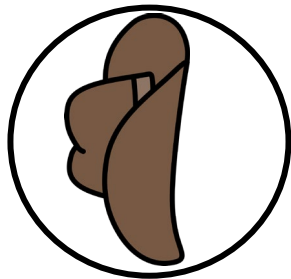
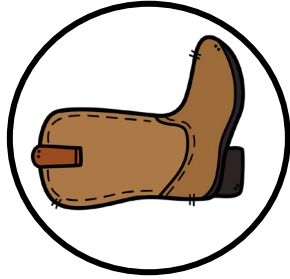
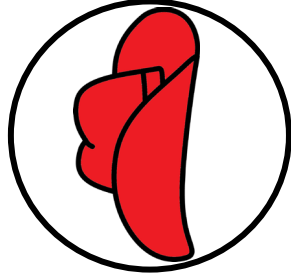
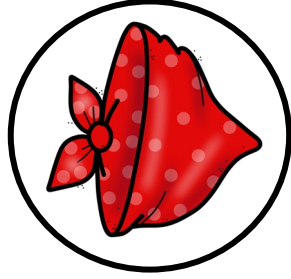
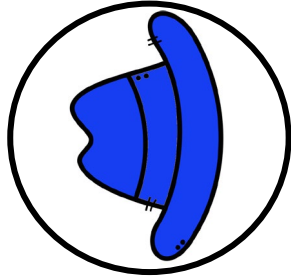
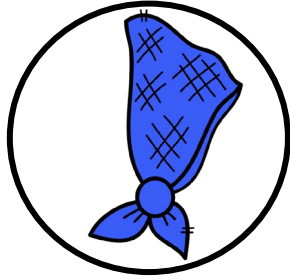
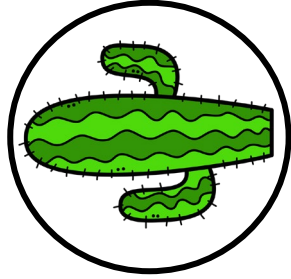
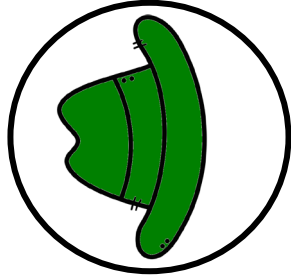
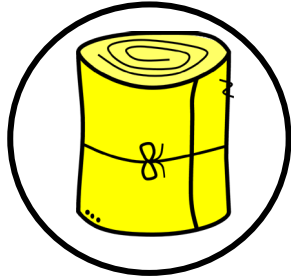
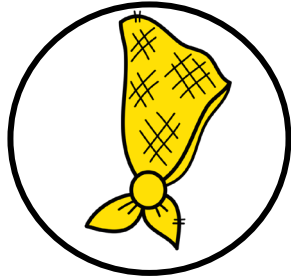


Directions: Color Matching, Big and Small and
Finish the Pictures Activities

I Can Sort My Colors



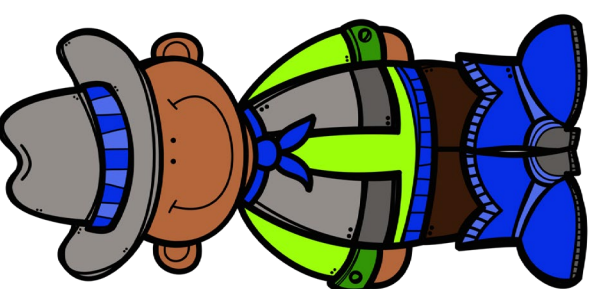
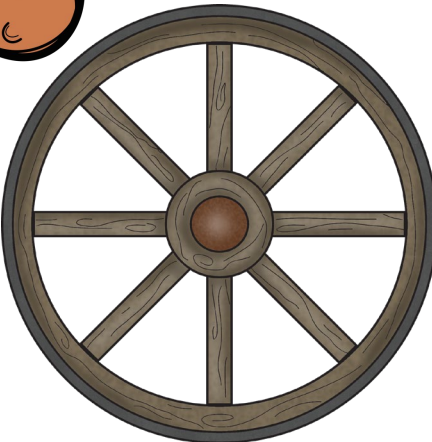
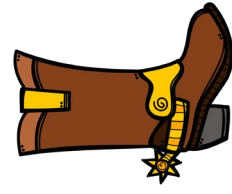
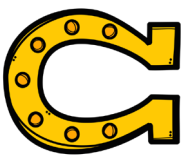
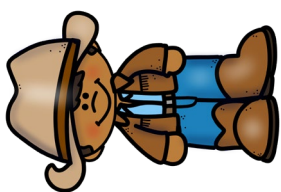
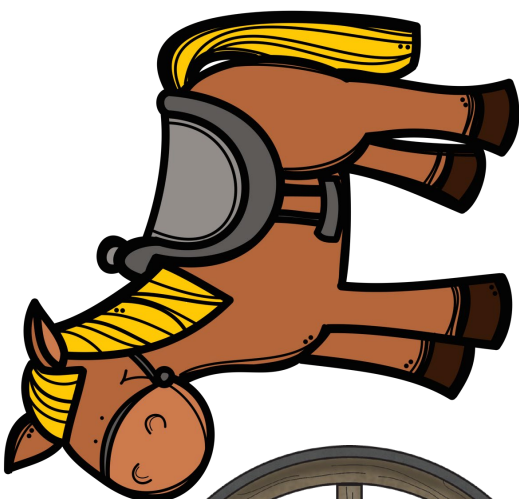
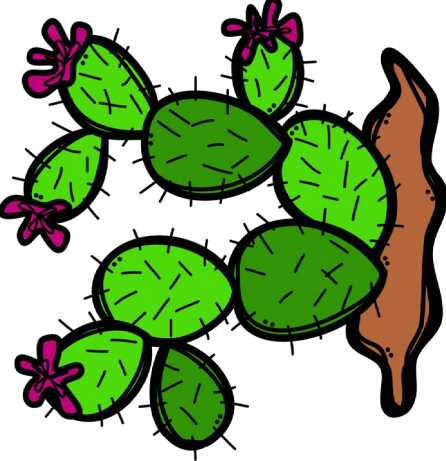
Print up on white card stock. Laminate and cut out pieces.
Attach Velcro to the back of each piece and to the I Can Sort My Colors sheet.



Big or Small?

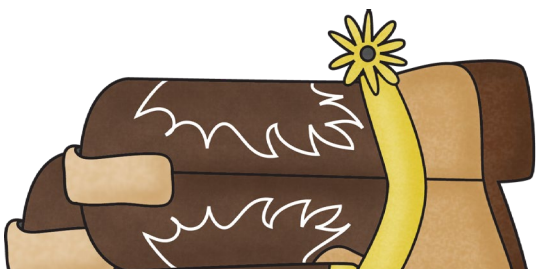
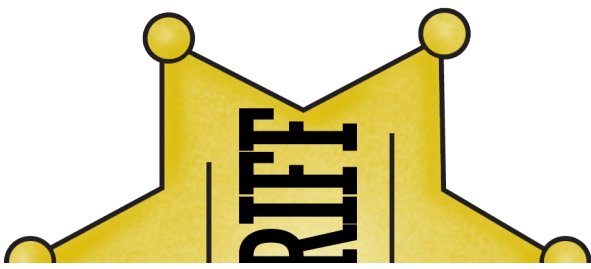
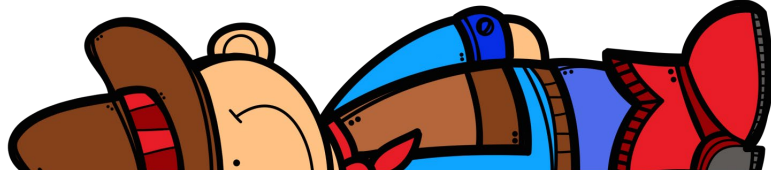
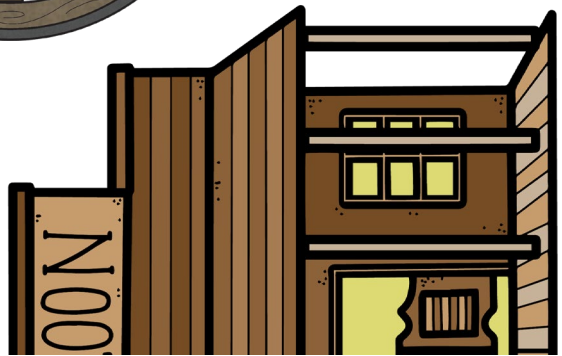
Big

Small

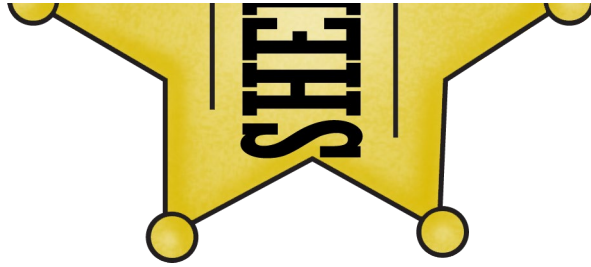
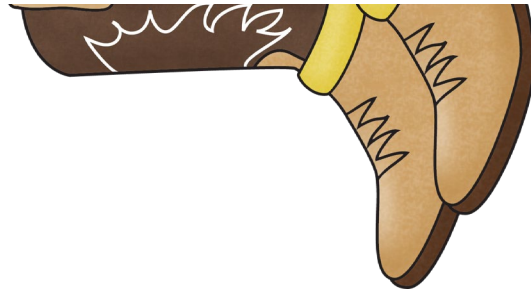
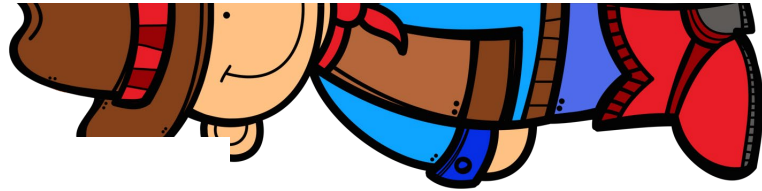
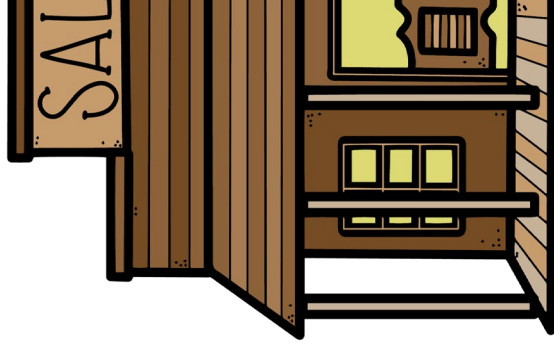
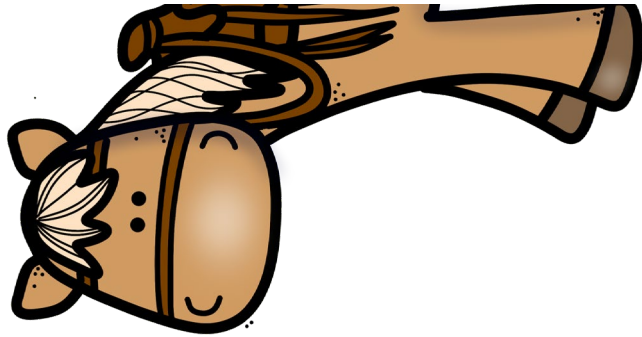


Big or Small

Finish the picture



Finish the Picture



Friday

Shape Playdough Mats

Activity for 1 or more toddlers

Duration of activity: 10 - 15 minutes

Skill activity supports social and emotional development and small motor

Domain: Physical and Movement Development

Component: P5-6: Fine Motor

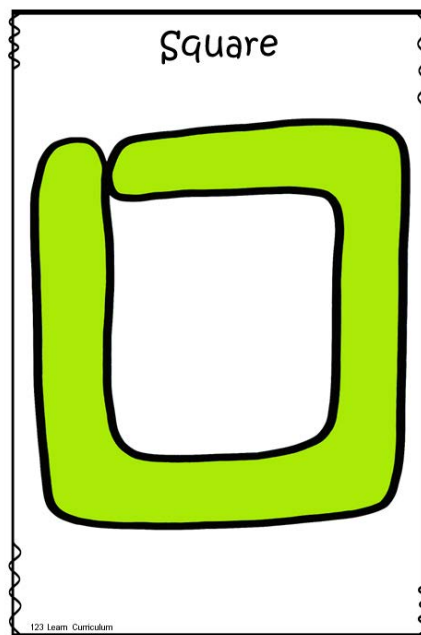
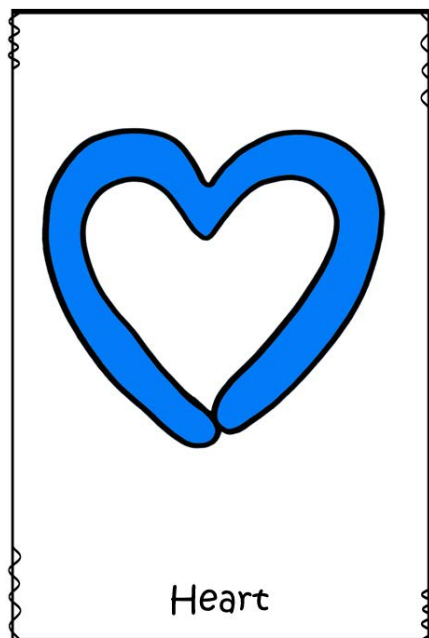
Subcomponent P5 Dexterity:

Child can coordinate and control movement of hands and fingers to grasp and manipulate objects.

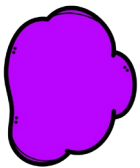
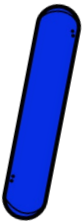
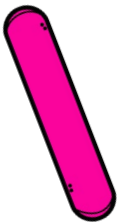
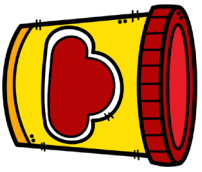
P5.1 Reaches for toy, grasp it and releases

Materials:

- White cardstock
- Assorted colors of playdough



Shape Playdoh Mats



Directions:

Print up, laminate and trim.

Sit at the table with children and playdough mats.

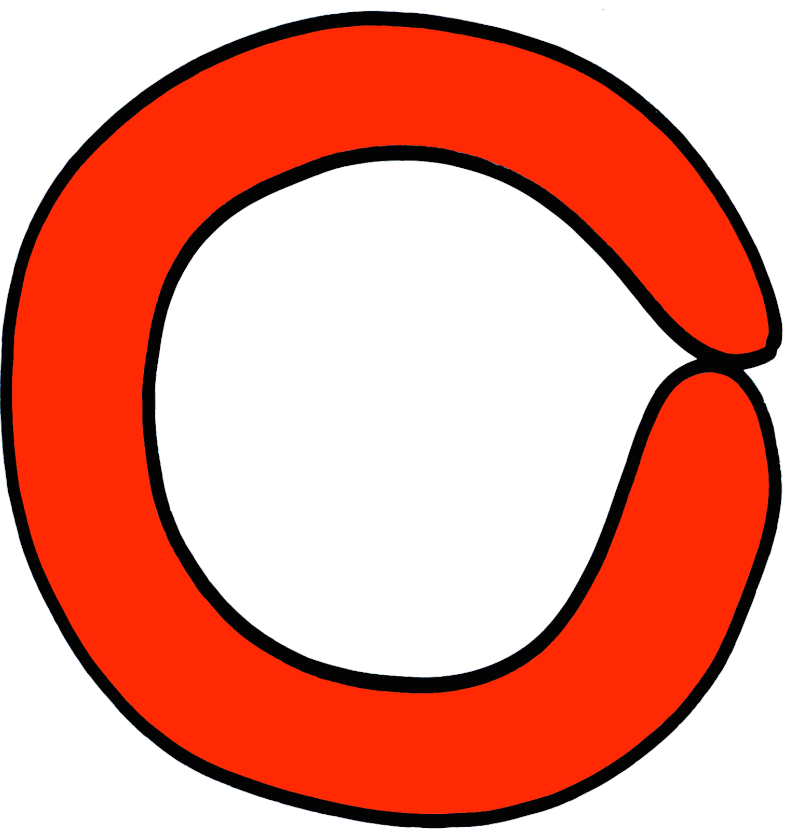
Talk to them about the mat they pick to use and read the card. Let them know what they need to do for each playdough mat. Show children how to roll the playdough to make pieces for the circle, square, etc. to place on the pictures of the cards.

Children can also take the playdough and press onto the pictures to fill in the space. Kids will have fun working their fingers squishing and pulling the playdough.

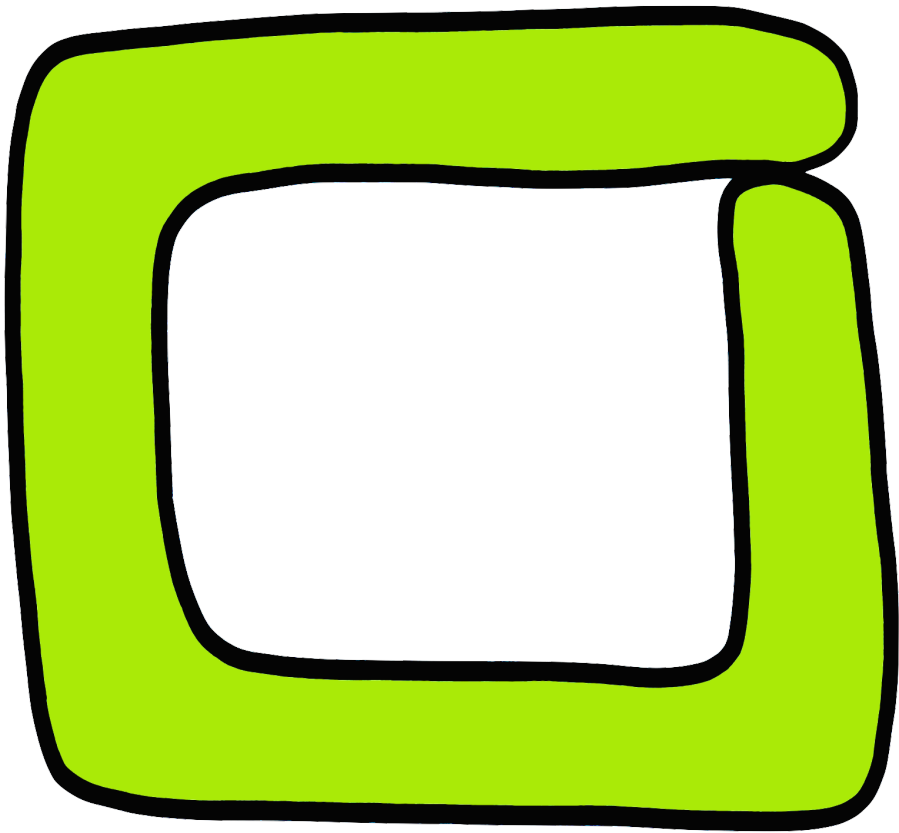
Toddlers will have fun squishing the playdough.

They will have more fun playing then creating, but playdough mats are a fun fine motors activity. You can also use these mats for preschool.

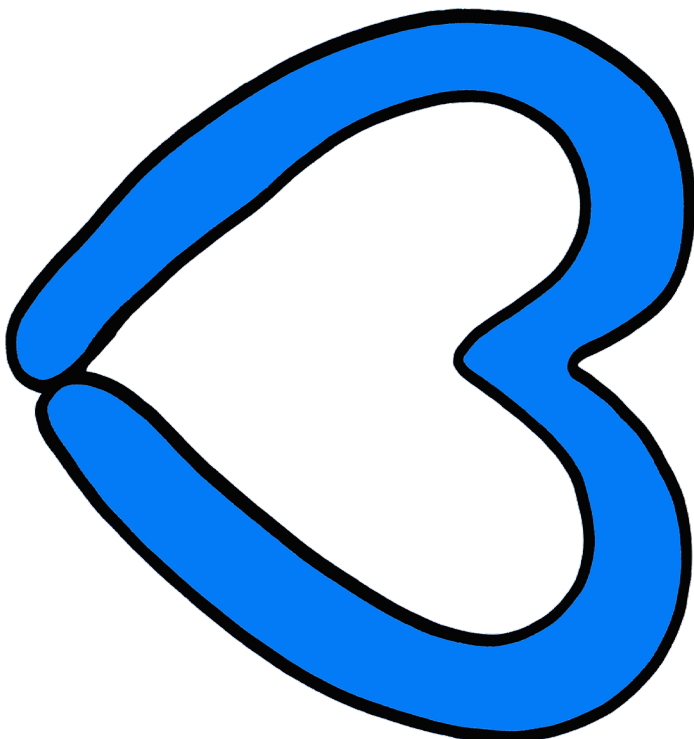
Circle



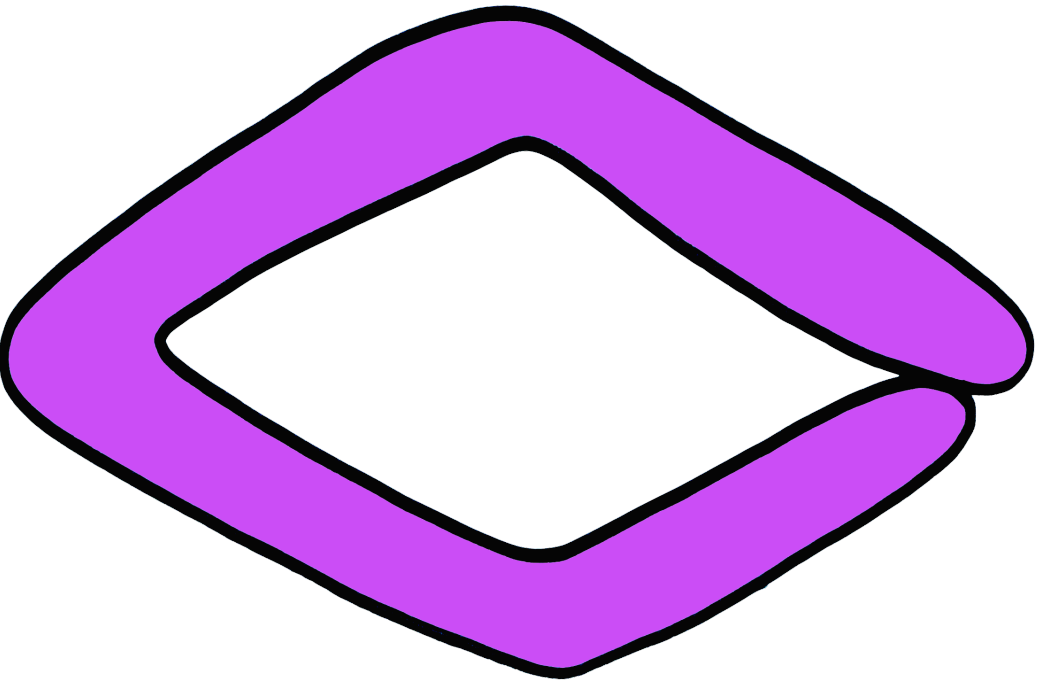
Square



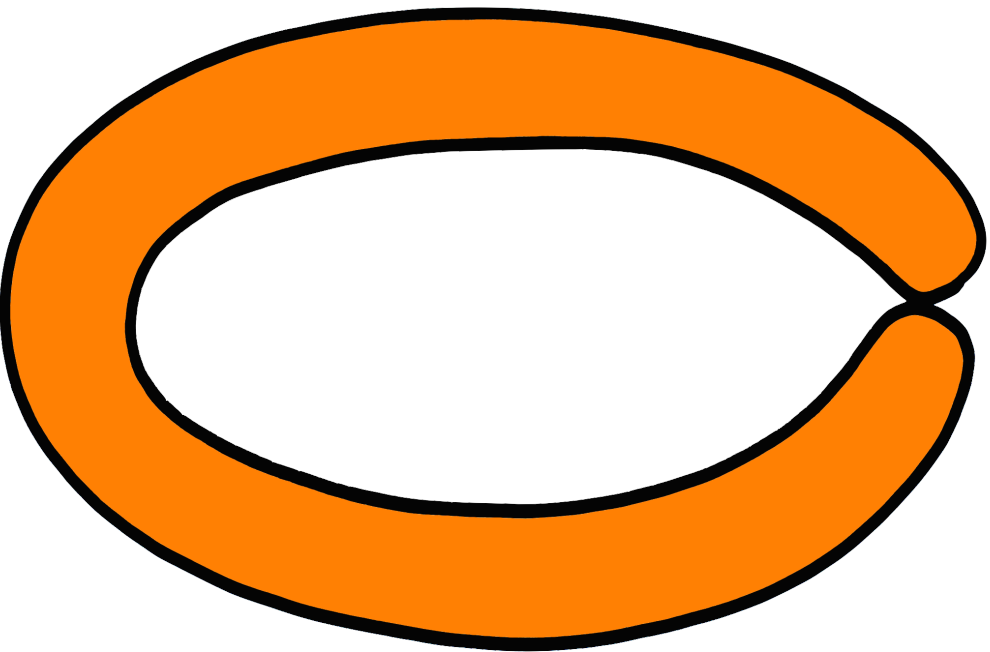
Heart



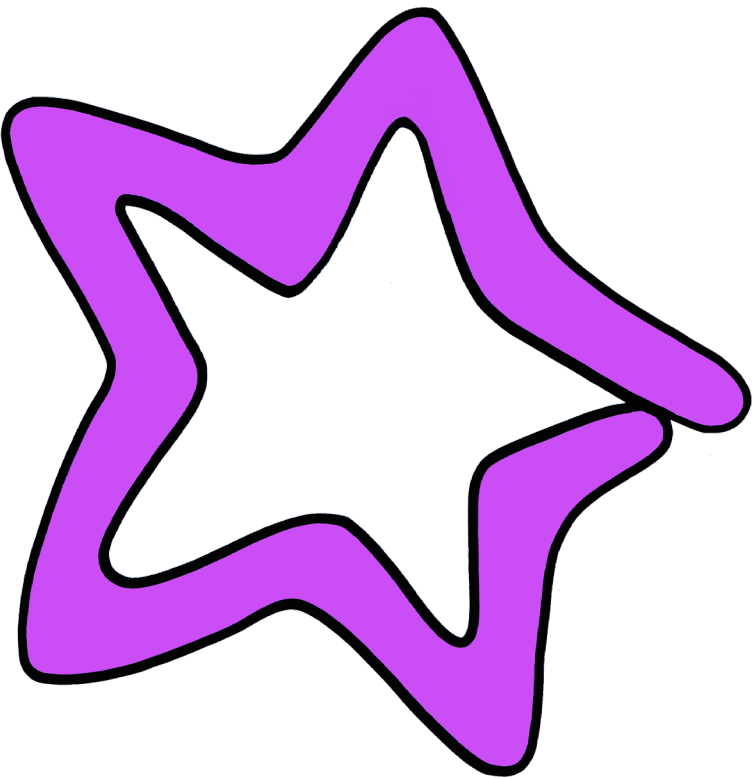
Diamond



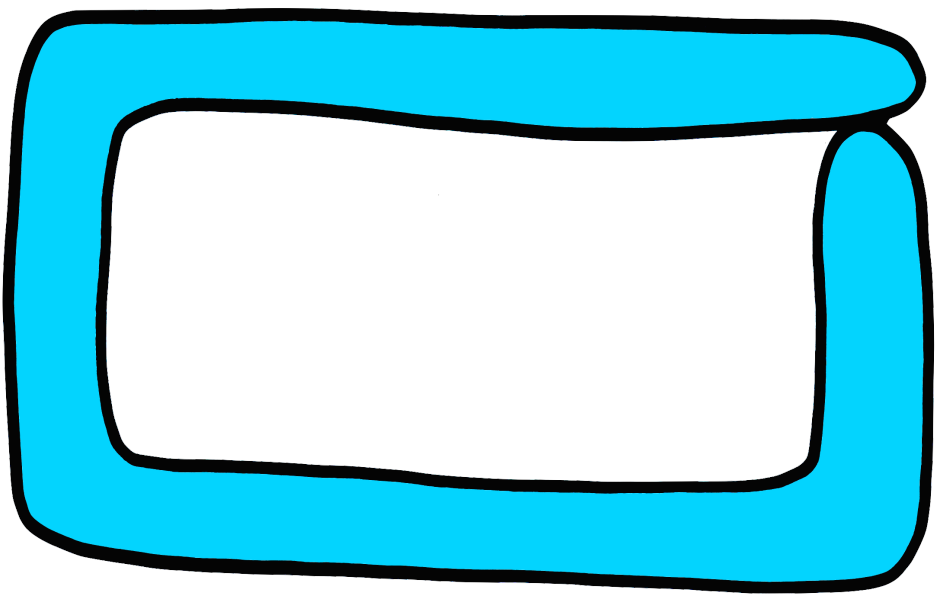
Oval



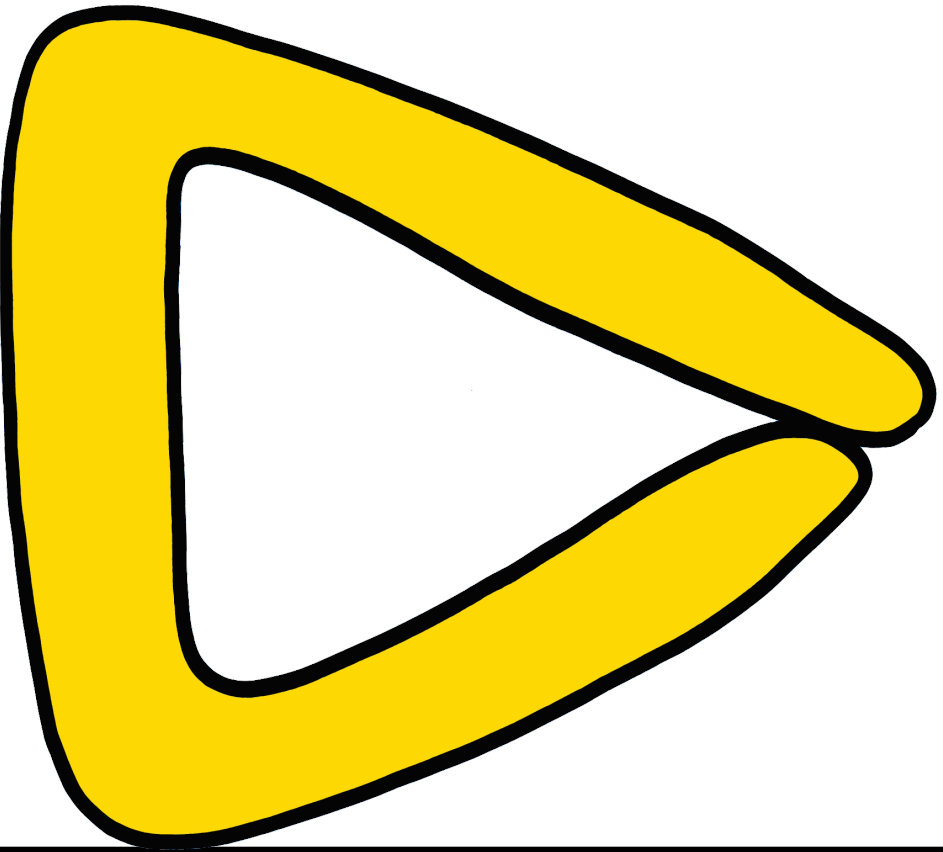
Star



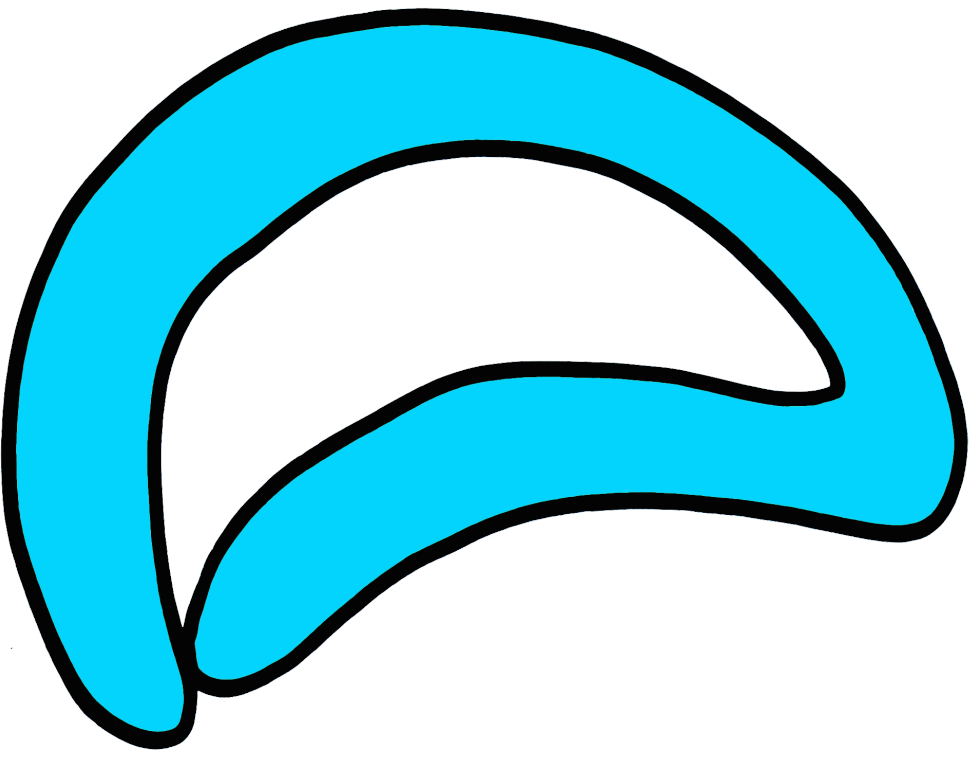
Rectangle



Triangle



Crescent



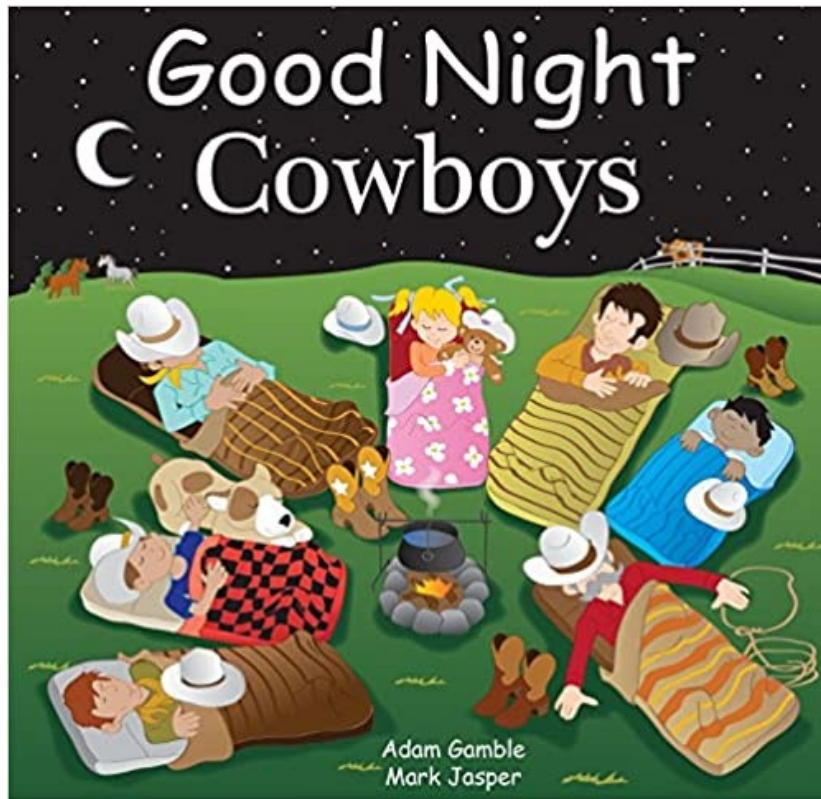
I've been riding on the Range

(Tune: *I've been working on the railroad*)



I've been riding on the range,
All the livelong day.
I've been riding on the range,
Herding doggies on their way.
Can't you hear the cowboys shouting,
"Yippity-oh-ky-yay!"
Can't you hear the cowboys shouting,
"Doggies, move this way"

Toddler Book Choice



Good Night Cowboys By Adam Gamble, Mark Jasper

Click on picture above to go to Amazon.com to purchase book.

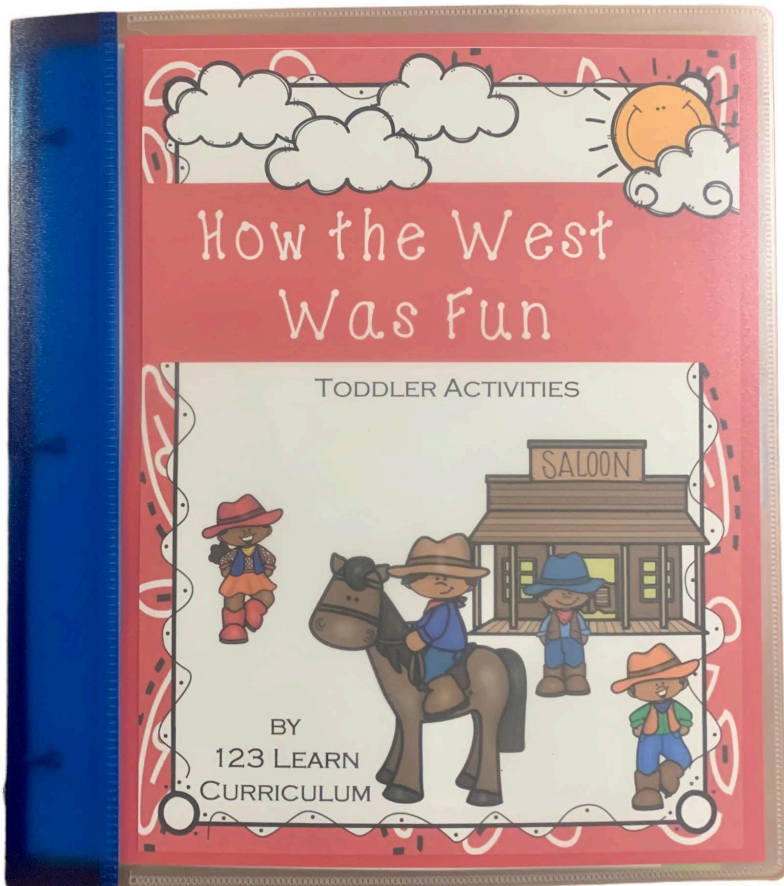
Once you click on book, click on allow and you will be taken directly to the book to purchase.

You can also check your local library to see if they have a copy.

Organizing Your Toddler Activities

Planning how you will organize your toddler activities can be as easy and simple as you want it to be. Do you want it to be easier to access? The following pages and pictures will show you a way to organize and have it easily accessible to you when you do your western theme.

There will be pictures and links to purchase folder and pocket folders. This is the way I am personally putting together my weekly themes. Take these ideas and shop your local Target, or other stores to find items that will work in your organization of your theme.



How the West Was Fun toddler activities are stored in a 3-ring binder. 1". Sample shows an Avery flexible binder.

This 3-ring binder was purchased online at [Amazon.com](https://www.amazon.com).

To purchase, click on picture.

Page to add to the front of your 3-ring binder.
Print on white card stock or photo quality
paper.

Trim the white edge off and place in the front
of the 3-ring binder.



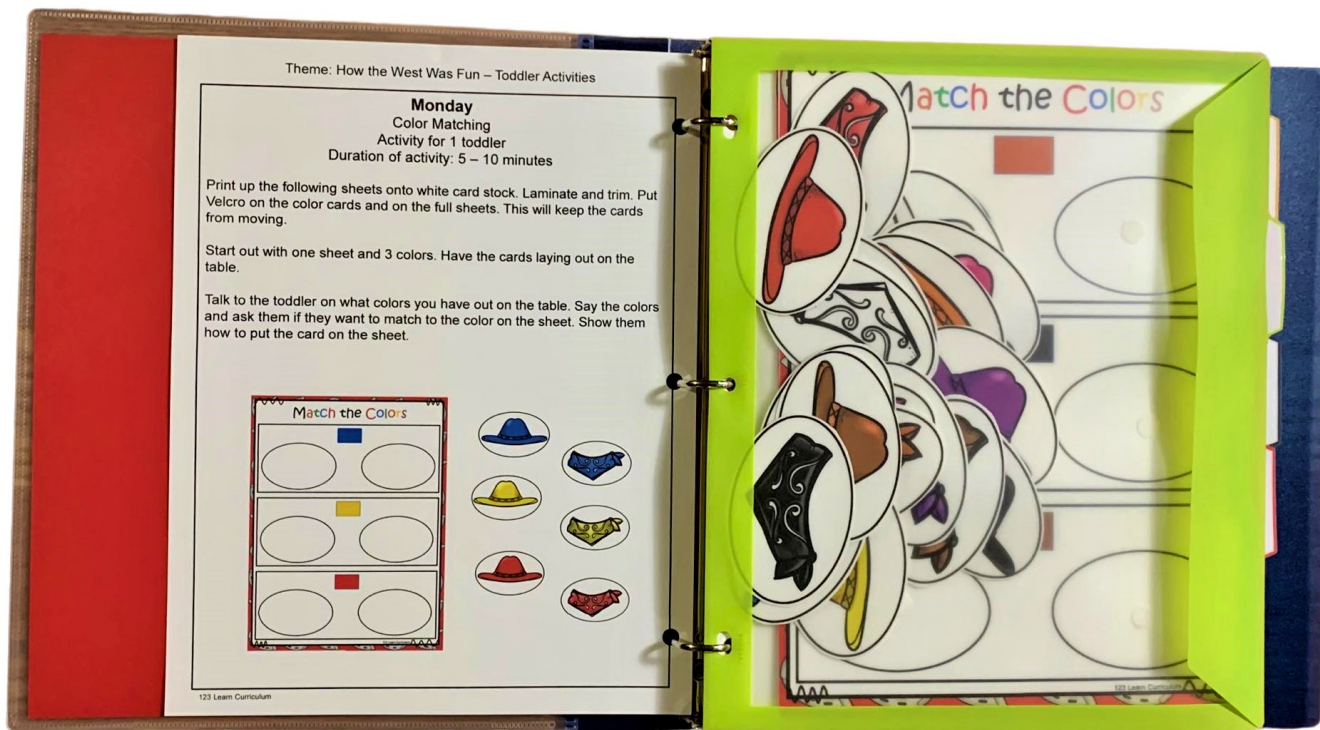
How the West Was Fun

TODDLER ACTIVITIES



BY
123 LEARN
CURRICULUM

Print up the 1st page of each activity in the toddler lesson plan using white card stock. Using a 3-hole punch, punch holes in the sheet and add to the 3-ring binder.

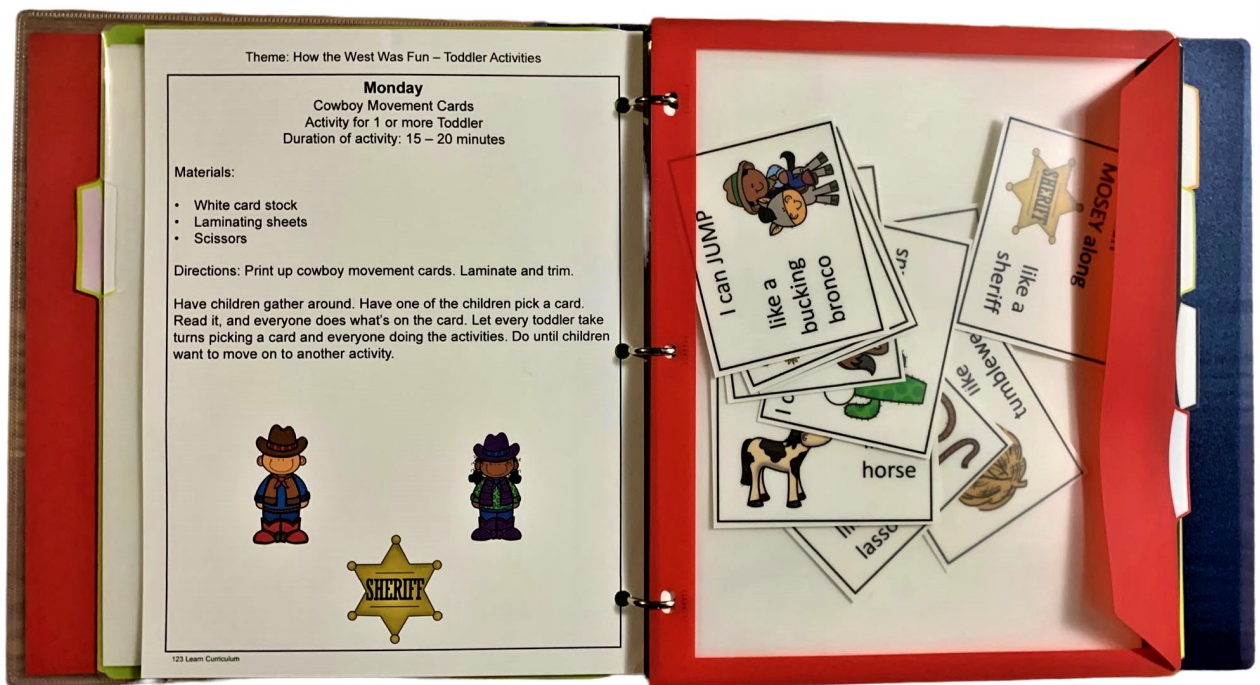


You can do a search on Amazon for a 3-ring punch.

Click on picture to purchase the one shown.

Print up activities in the toddler section and after laminating and cutting out, place in a binder pocket. Using pockets with closures will keep items from slipping out.

All items from the toddler lesson plan will fit into a 1" ring binder. The flexible covers are used because they are what it states... Flexible. 😊



Click on picture to purchase from Amazon.com.

I receive no compensation for promoting items on amazon.com.

Theme: How the West Was Fun – Toddler Activities

Wednesday

Cowboy Shadow Matching
Activity for 1 or more Toddlers
Duration of activity: 10 - 15 minutes

Skill activity supports social and emotional development, cognitive development and fine motor.

Domain: Approaches to Learning

Component: AL10-13 Processing and Utilizing Information

Subcomponent: AL10 Working Memory

Child stores and retrieves information in order to use it purposefully
AL10.1 Demonstrates understanding of object permanence

Domain: Social and Emotional Development

Component: S6-8: Social Understanding and Relationships

Subcomponent: S7 Building Relationships

Child establishes and sustains relationships with others

S7.1 Shows a preference for a trusted adult

S7.2 Notices or responds to others

Domain: Physical and Movement Development

Component: Fine Motor

Subcomponent: P5 Dexterity Child can coordinate and control movement of hands and fingers to grasp and manipulate objects.

P5.1 Reaches for toy, grasp it and releases

Materials:

- White card stock
- Small basket (optional)
- Laminating sheets
- Scissors

Directions:

1. Print up sheets onto white card stock.
2. Laminate and trim cowboy shadow cards.
3. Have children look at a shadow and see if they can match the shadow to the shape.

123 Learn Curriculum



Theme: How the West Was Fun – Toddler Activities

Wednesday

Horseshoe Counting Mats
Activity for 1 or toddlers
Duration of activity: 10 - 15 minutes

Directions: Print up the horseshoe mats on white card stock. Laminate and trim. Have available assorted color pom poms or playdough. If using pom poms, place in a basket for easy use.

Sit at the table with the child or children. Place a mat in front of the child and tell them the number. (Use only mats 1 – 5. Mats can also be used with preschool and playdough). Show them how to take 1 pom pom and place of the circle for the number 1. Go onto number 2, and ect.

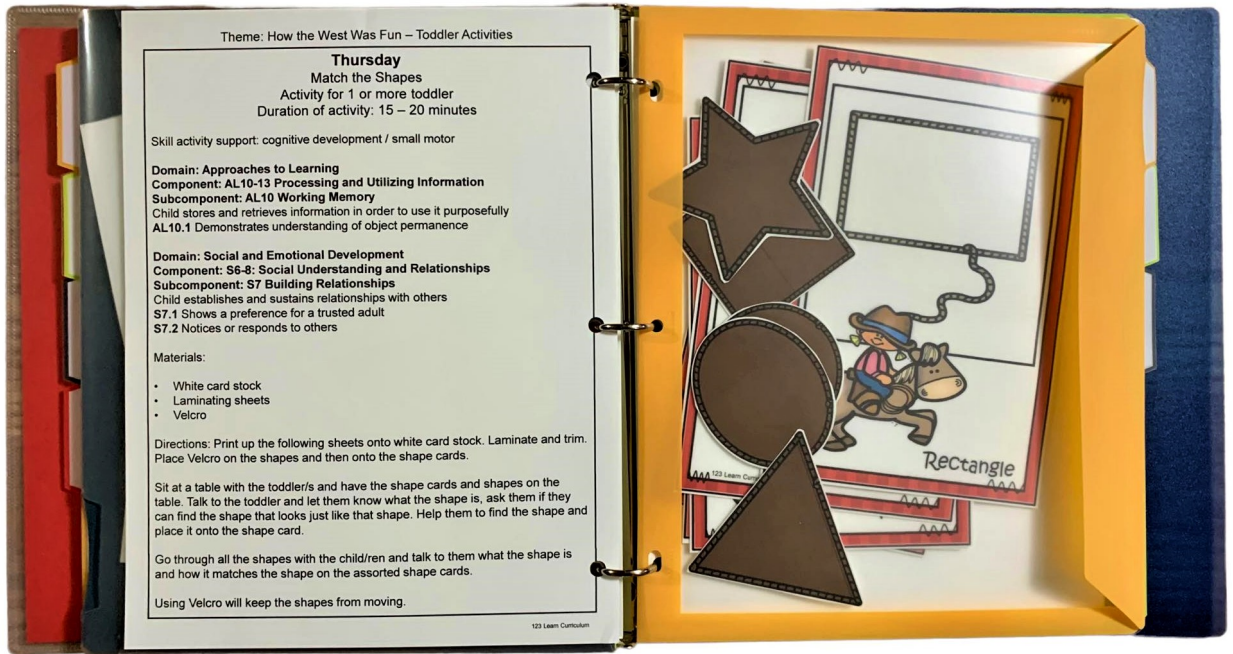
If you want to use playdough with toddlers, show them how they can pull off a piece of playdough and squish onto the circle.



Sample of basket. Can be purchased on Amazon.com. Click on picture to purchase.

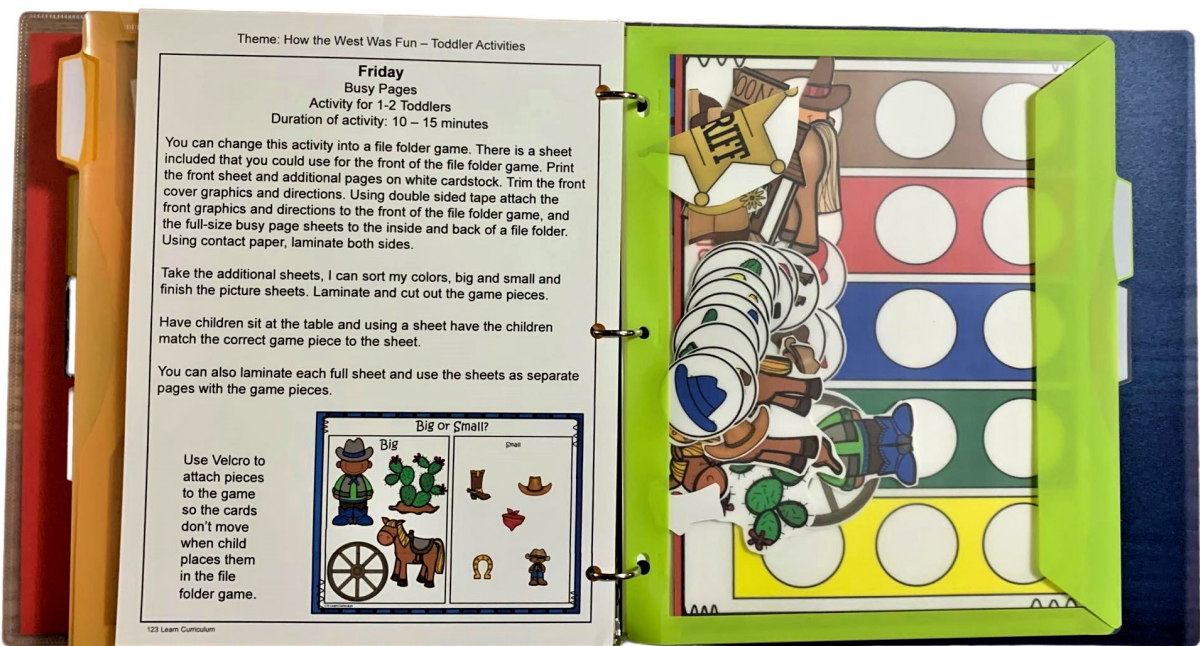
123 Learn Curriculum





You can save on pocket envelopes by doubling up on the activities.

Place a piece of white card stock in the pocket envelope. Place one day's activities in the front, and the next days activities in the back. With the pictures on the activities showing so you can see the activity.



The pictures and links are only an example of what you could do to make it easier to organize your toddler activities.

There are links for resources to purchase, but you can also visit your local Target or office supply store and see what they have available and see if this would work for you.

I receive no compensation for the links posted. These are provided as a resource for you.

As always, any feed back would be appreciated, or finished pictures of your lesson plan. JeanieB506@aol.com

How the West was Fun Posters

- You have the option of color or b & w posters.
- Print up on white card stock.
- B & W template color
- Laminate and hand up during your when the west was fun theme.



Click on saloon to be brought to posters in the infant section. p. 54

Additional idea: Print pages up and staple together to make a western color book. There is a cover for the book in color and b & w. Place a blank piece of card stock in the back for a back cover. You have 2 options. Large or small posters.

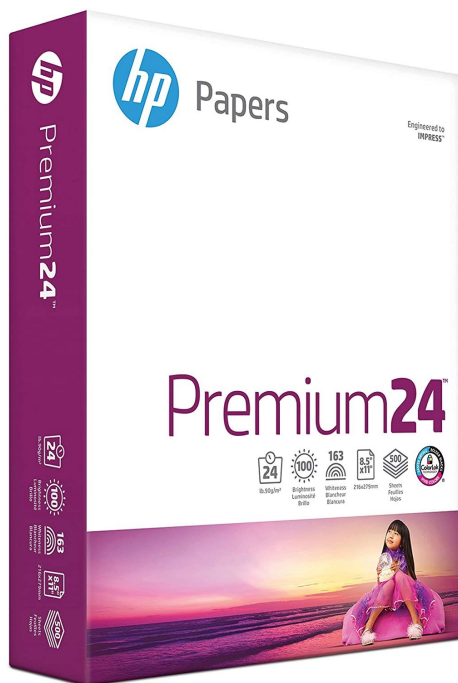
When putting together your when the west was fun theme, the following pages show you an example binding the preschool lesson plan.

You can put into the lesson plan the pages you want. Sample shows cover sheet printed on white card stock, and a transparent binding cover. Additional sheets are printed on copy paper 24 lb. You can find items at your local office supply store or purchase directly from Amazon. Click on picture to purchase from Amazon.



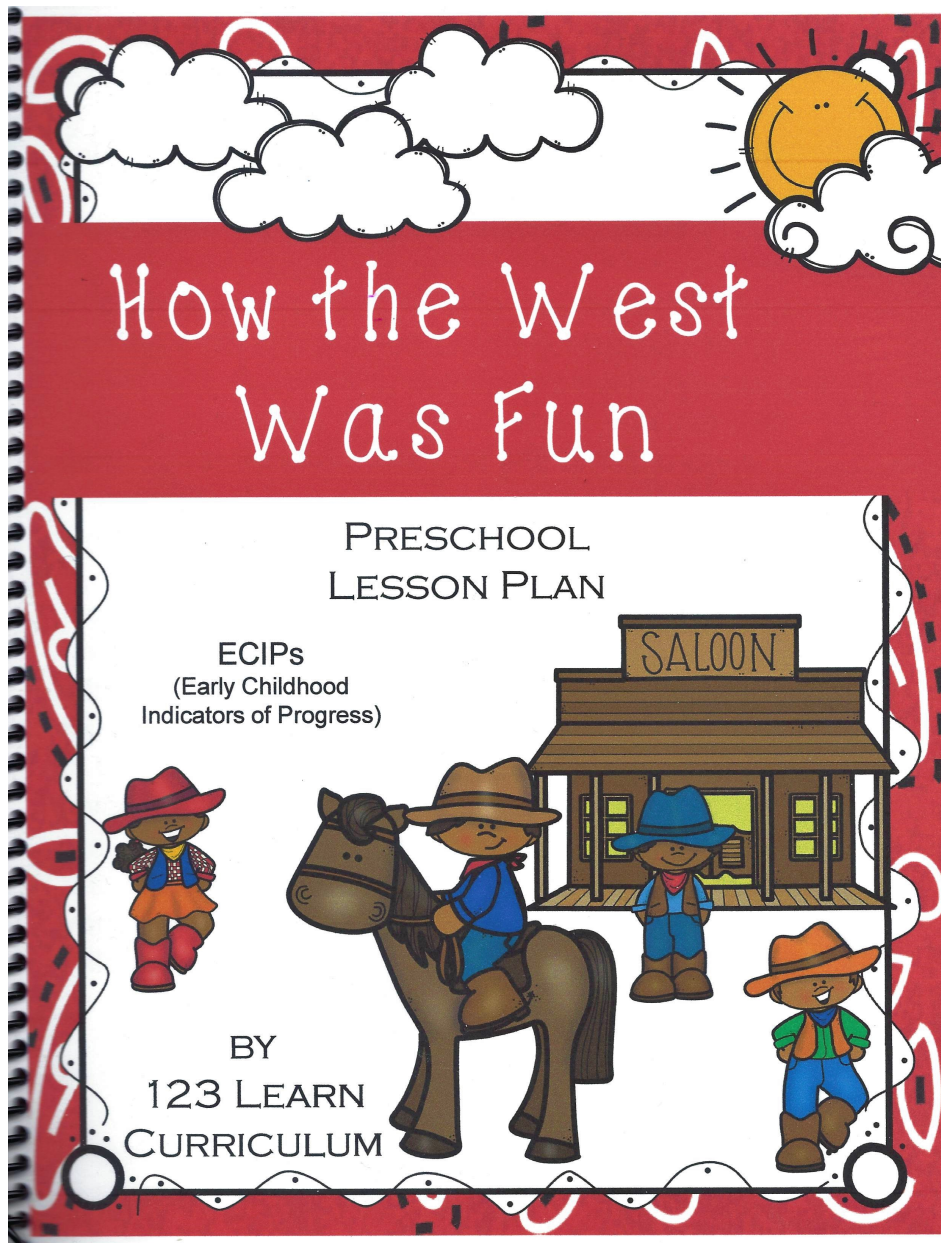
Transparent Binding Covers

Copy Paper 24 lb



You can bound lesson plan using a binding machine that use coils or combs. Sample shows binded using coils. You can have this done at a local office supply store or purchase your own to use.

On the following page there are 2 samples of comb or coiled machine you can purchase directly from Amazon or go onto their search bar and type in binding machine.



Comb machine
using combs
pictured below.



Coil machine
using coils
pictured below.



Circle Time

Circle time is done usually in the morning, first thing before you start your preschool day. Circle time is also called morning meeting or community circle.

The purpose of circle time is to introduce children to pre-k concepts using hands-on teaching methods, songs, movement, fingerplays, and flannel board figures and stories. In addition to a daily concept, you can also discuss the weather, calendar and name shapes.

Create Ground Rules

Generally, pupils love circle time and the opportunities it gives them to talk about themselves and one another, but it is still essential to establish some basic rules for all to follow. The rules that you apply when facilitating circle time in your classroom should certainly be understood by all involved and ideally, they should be agreed by everyone too, although this will depend to some extent on the age of the children. The reality of a well-run circle is such that very few rules are needed. You may like to work to the following as a minimum:

- Only one person is to speak at any one time.
- It's perfectly acceptable to 'pass' on anything you don't want to talk about.
- All circle members will always show respect for one another.

123 Learn Curriculum

Print up pages back to back or single pages.

How The West Was Fun

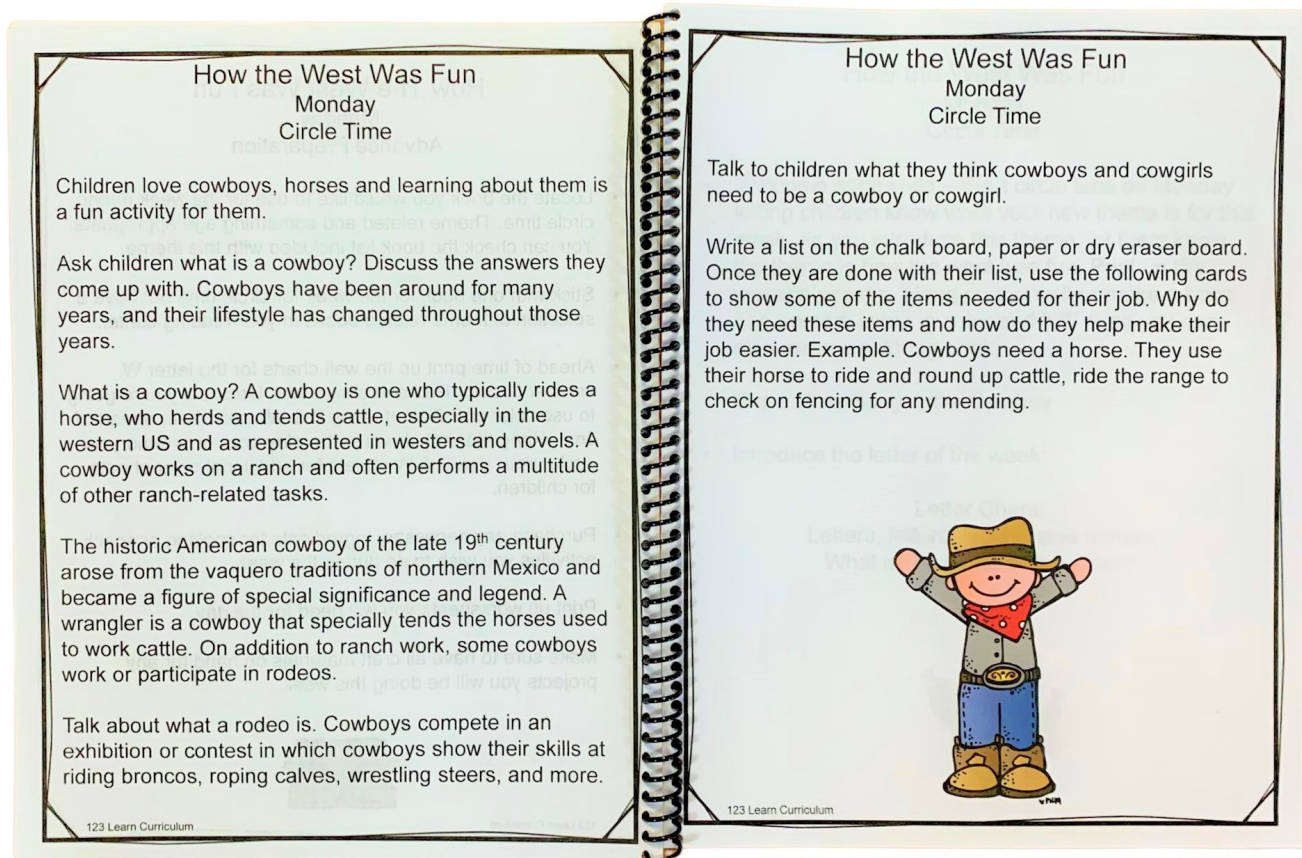
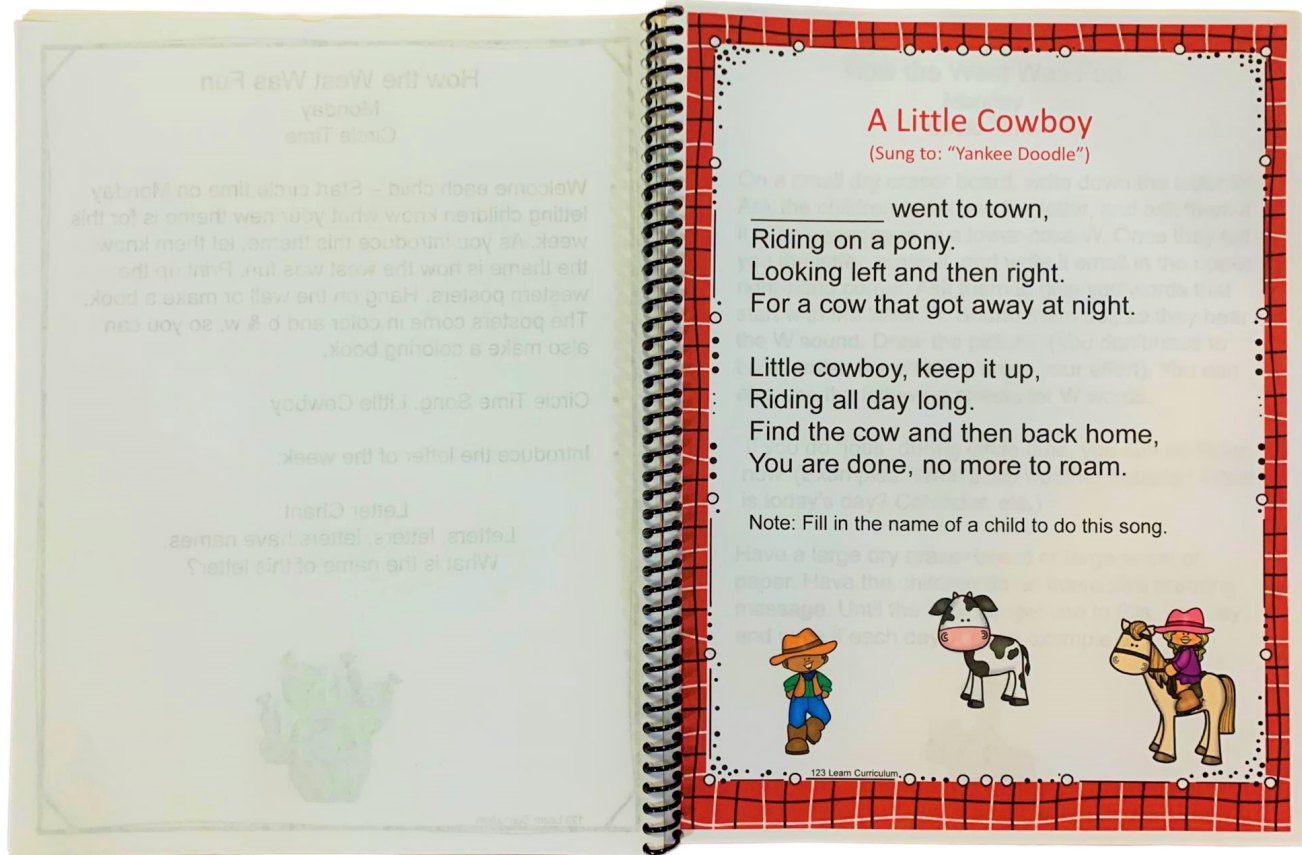
Monday

Advance Preparation

- Locate the book you would like to use for the week during circle time. Theme related and something age appropriate. You can check the book list included with this theme.
- Stick with one book for the week for circle time but have a selection of theme related books in your reading center.
- Ahead of time print up the wall charts for the letter W, number 5, color Red and shape star. Decide if you're going to use color or B & W. If using B & W, color them ahead of time. Hang the wall charts in the playroom or around your circle area. Use B & W sheets for additional color sheets for children.
- Purchase any necessary ingredients for cooking or snack activities you wish to do during the week.
- Print up worksheets you will need for the day.
- Make sure to have all craft materials on hand for any projects you will be doing this week.



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Print the following cover
on white card stock.



How the West Was Fun

PRESCHOOL LESSON PLAN

ECIPs
(Early Childhood
Indicators of Progress)



BY
123 LEARN
CURRICULUM

Lesson Plan for Preschoolers is done using the book – There Once Was a Cowpoke Who Swallowed an Ant by Helen Ketteyman.

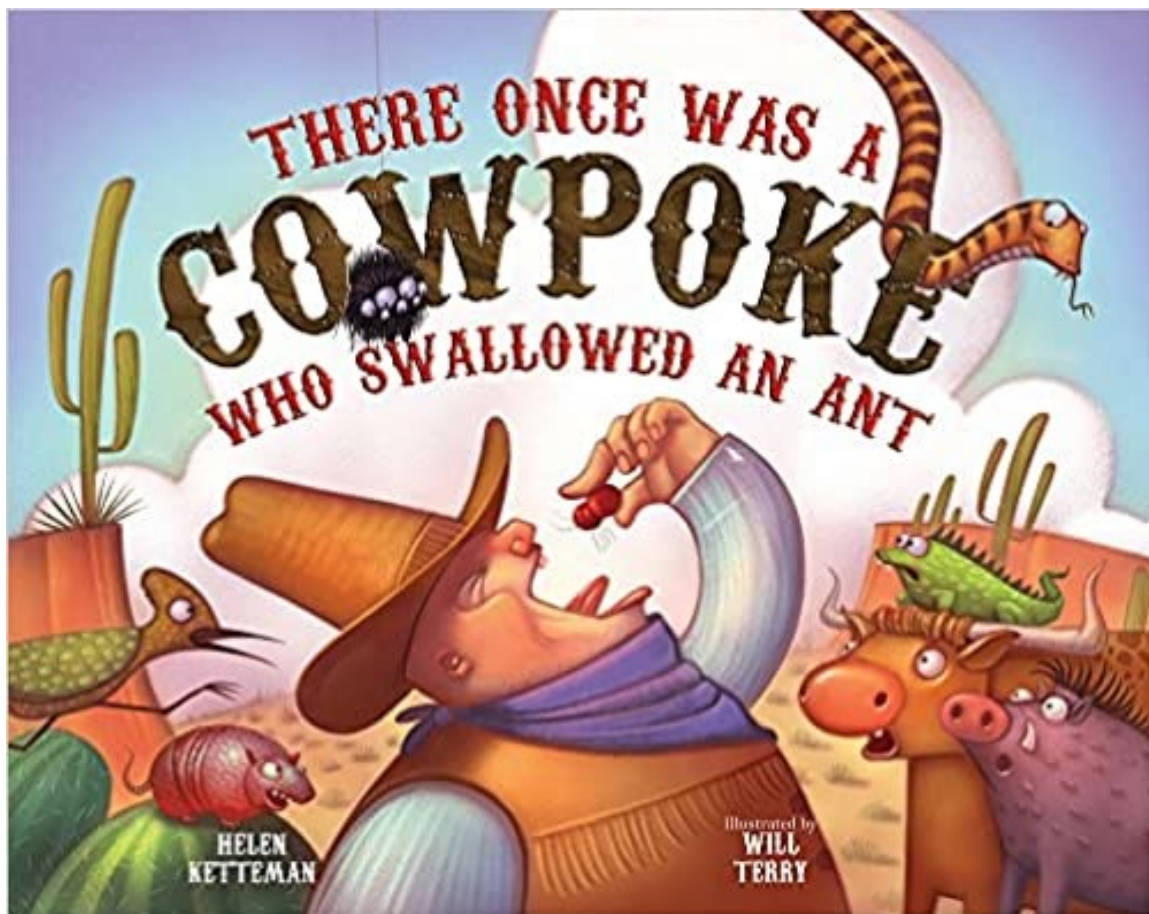
You can use the same concept and ideas with a different book. You can locate the above book through Scholastics or Amazon.com. (Also check your local library).

Thank you
Jean

Print up the following page onto white card stock and hang up on the bulletin board if you would like to give a visual to the parents on the book you are reading for your western week.

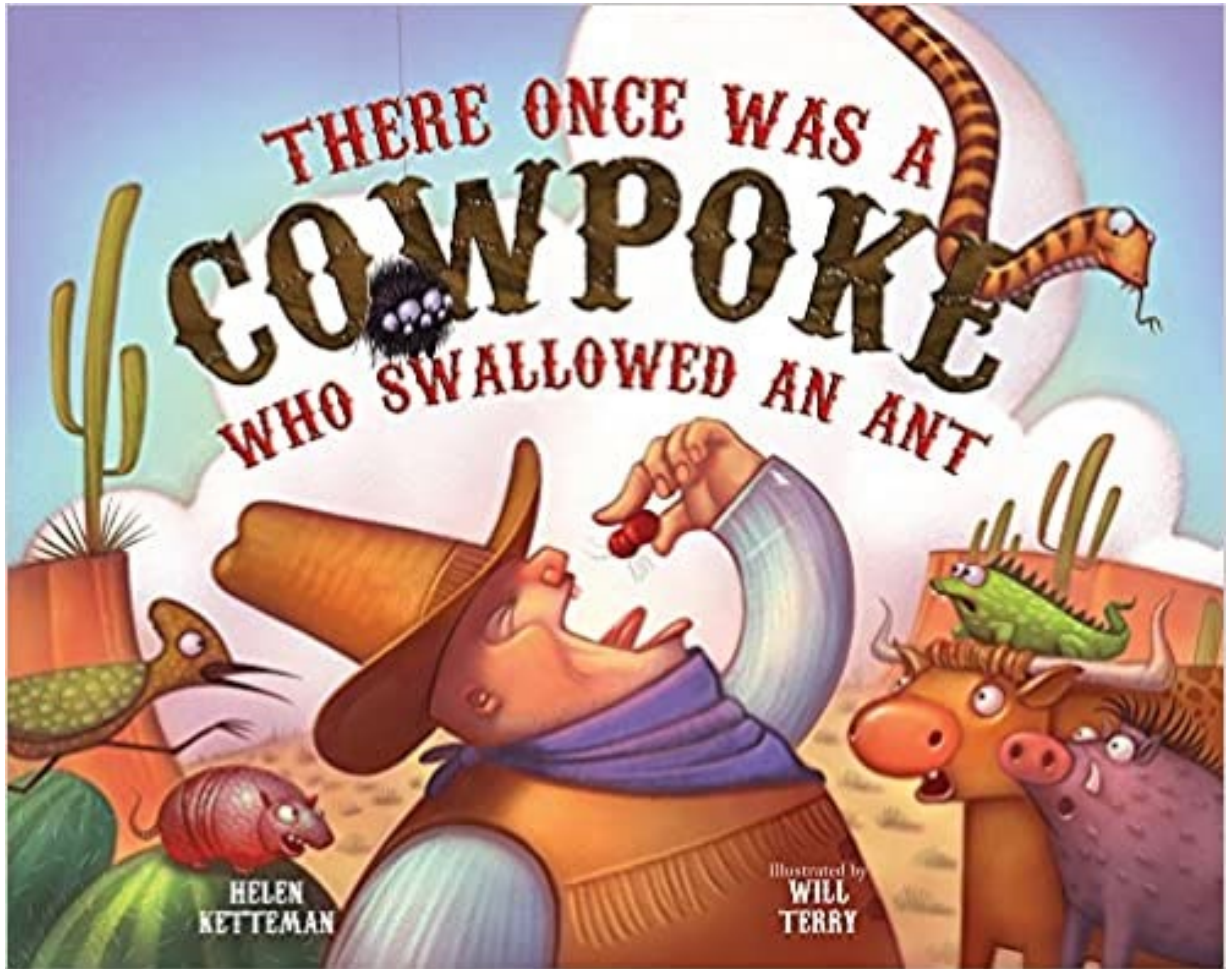
You will also have additional western related books to read during the week. Check the book list included with this lesson plan.

BOOK WE'RE READING



PRESCHOOL BOOK

THERE ONCE WAS A COWPOKE WHO SWALLOWED AN ANT



Click on picture above to go to Amazon.com to purchase book. Once you click on book, Click on allow and you will be taken directly to the book to purchase.

There Was Once a Cowpoke Who Swallowed an Ant by Helen Ketteman

Circle Time

Circle time is done usually in the morning, first thing before you start your preschool day. Circle time is also called morning meeting or community circle.

The purpose of circle time is to introduce children to pre-k concepts using hands-on teaching methods, songs, movement, fingerplays, and flannel board figures and stories. In addition to a daily concept, you can also discuss the weather, calendar and name shapes.

Create Ground Rules

Generally, pupils love circle time and the opportunities it gives them to talk about themselves and one another, but it is still essential to establish some basic rules for all to follow. The rules that you apply when facilitating circle time in your classroom should certainly be understood by all involved and ideally, they should be agreed by everyone too, although this will depend to some extent on the age of the children. The reality of a well-run circle is such that very few rules are needed. You may like to work to the following as a minimum:

- Only one person is to speak at any one time.
- It's perfectly acceptable to 'pass' on anything you don't want to talk about.
- All circle members will always show respect for one another.

Preschool Lesson Plan – How The West Was Fun - Letter of the Week - W Circle Time

Week of:

Vocabulary	
Circle time Greeting Daily Message Read Aloud Interactive Writing Shared Reading Music	

Preschool Lesson Plan – How The West Was Fun - Letter of the Week - W

Circle Time

Week of:

123 Learn Curriculum

Vocabulary Words	Cowpoke, swallowed, ant, voice, stomach. spider, wiggled, waggled, jiggled, jaggled, roadrunner, hungry, lizard, dillo, snake, boar, longhorn, horse, rope, stampede, boots, feet, hat, bed.
Circle time	
Greeting	A Little Cowboy
Daily Message	Good morning boys and girls. Today is _____. Today we're going to learn about Cowboys and the wild west.
Read Aloud	There Once Was a Cowpoke Who Swallowed an Any
Interactive Writing	Practice writing the letter on a small magna doodles. (You can also practice writing the letter on the floor or in the air).
Shared Reading	On Friday let one of the children read the book to the group.
Music	Little Cowboy

ECIPs Domain: Social and Emotional Component: Social Understanding and Relationships:

Subcomponent S7 Building relationships: Child establishes and sustains relationships with others

S7.6 Seeks out familiar adults and children for conversation and play

S7.8 Shares information and participates in activities with adults and peers

S7.9 Builds friendship through play, learning activities and conversation with peers

Domain: Language, Literacy and Communications Component: Emergent Reading

Subcomponent L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts

L4.9 Focuses on a book while listening to the reader

L4.11 Offers a personal response to stories read aloud

L4.12 Actively participates in reading activities with enjoyment and purpose Build's friendship through play, learning activities and conversation with peers

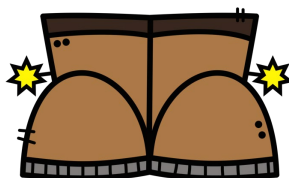
K 0.1.10.10 Actively participates in group reading activities with purpose and understanding including the appropriate selection of text for personal enjoyment, interest and academic tasks

How The West Was Fun

Monday

Advance Preparation

- Locate the book you would like to use for the week during circle time. Theme related and something age appropriate. You can check the book list included with this theme.
- Stick with one book for the week for circle time but have a selection of theme related books in your reading center.
- Ahead of time print up the wall charts for the letter W, number 5, color Red and shape star. Decide if you're going to use color or B & W. If using B & W, color them ahead of time. Hang the wall charts in the playroom or around your circle area. Use B & W sheets for additional color sheets for children.
- Purchase any necessary ingredients for cooking or snack activities you wish to do during the week.
- Print up worksheets you will need for the day.
- Make sure to have all craft materials on hand for any projects you will be doing this week.



How the West Was Fun

Monday Circle Time

Children love cowboys, horses and learning about them is a fun activity for them.

Ask children what is a cowboy? Discuss the answers they come up with. Cowboys have been around for many years, and their lifestyle has changed throughout those years.

What is a cowboy? A cowboy is one who typically rides a horse, who herds and tends cattle, especially in the western US and as represented in westers and novels. A cowboy works on a ranch and often performs a multitude of other ranch-related tasks.

The historic American cowboy of the late 19th century arose from the vaquero traditions of northern Mexico and became a figure of special significance and legend. A wrangler is a cowboy that specially tends the horses used to work cattle. On addition to ranch work, some cowboys work or participate in rodeos.

Talk about what a rodeo is. Cowboys compete in an exhibition or contest in which cowboys show their skills at riding broncos, roping calves, wrestling steers, and more.

How the West Was Fun

Monday
Circle Time

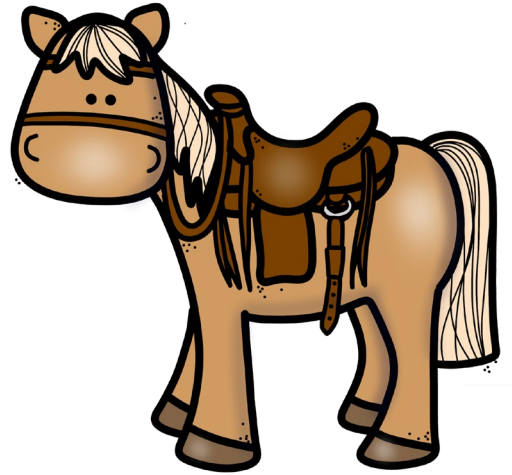
Talk to children what they think cowboys and cowgirls need to be a cowboy or cowgirl.

Write a list on the chalk board, paper or dry eraser board. Once they are done with their list, use the following cards to show some of the items needed for their job. Why do they need these items and how do they help make their job easier. Example. Cowboys need a horse. They use their horse to ride and round up cattle, ride the range to check on fencing for any mending.

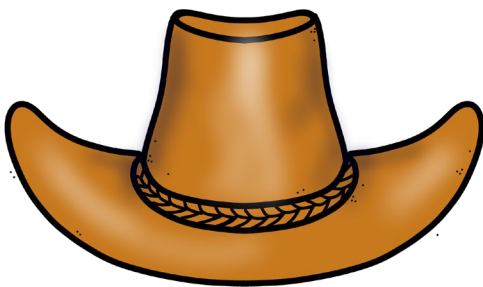




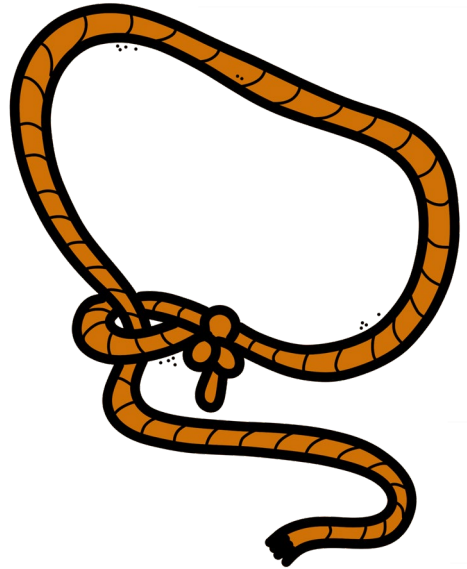
Boots



Horse



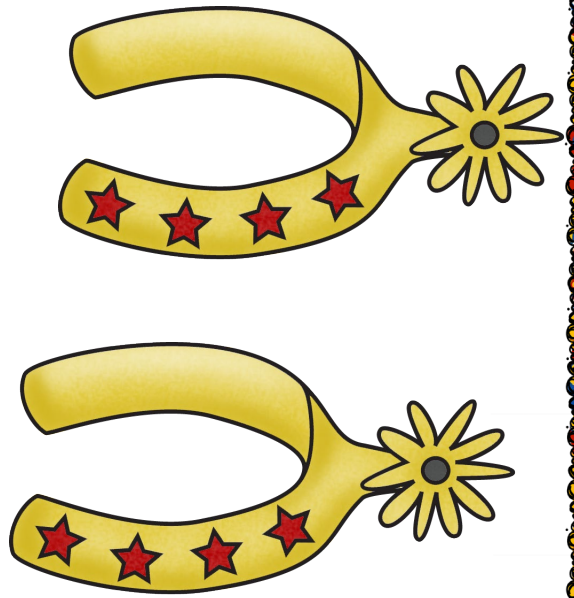
Hat



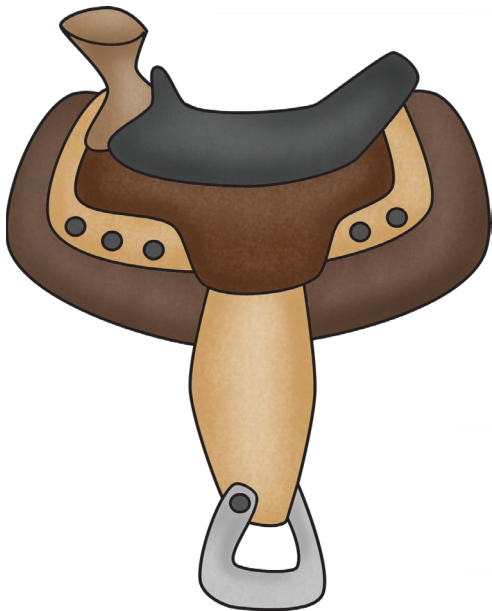
Lasso



Bandana



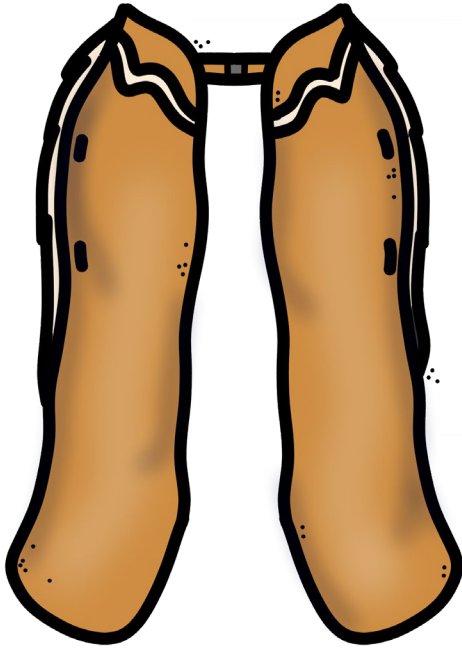
Spurs



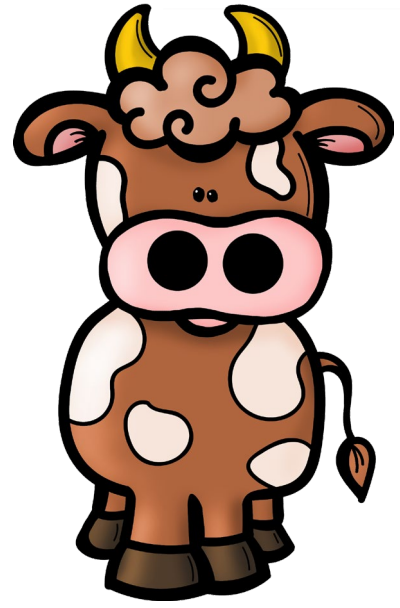
Saddle



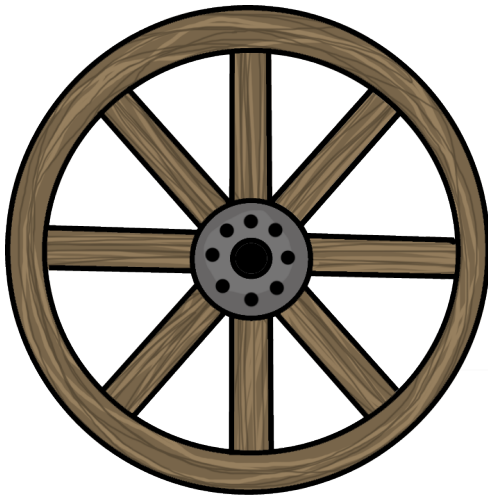
Horseshoe



Chaps



Cow



Wheel

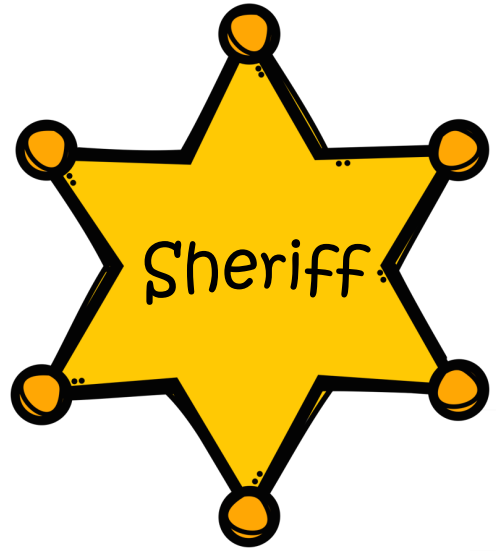


Bull

Additional Western Words



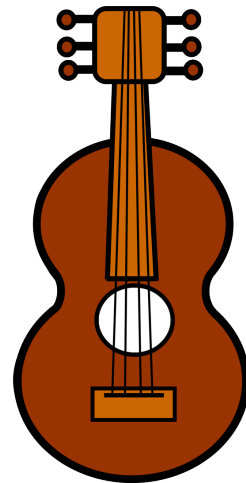
Cactus



Sheriff



Rattle
Snake



Guitar

How the West Was Fun

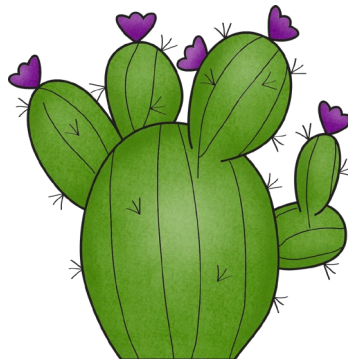
Monday
Circle Time

- Welcome each child – Start circle time on Monday letting children know what your new theme is for this week. As you introduce this theme, let them know the theme is how the west was fun. Print up the western posters. Hang on the wall or make a book. The posters come in color and b & w, so you can also make a coloring book.
- Circle Time Song: Little Cowboy
- Introduce the letter of the week:

Letter Chant:

Letters, letters, letters have names.

What is the name of this letter?



A Little Cowboy

(Sung to: "Yankee Doodle")

_____ went to town,
Riding on a pony.
Looking left and then right.
For a cow that got away at night.

Little cowboy, keep it up,
Riding all day long.
Find the cow and then back home,
You are done, no more to roam.

Note: Fill in the name of a child to do this song.



How the West Was Fun

Monday

Circle Time

- On a small dry eraser board, write down the letter W. Ask the children to tell you the letter, and ask them if it is an upper case or a lower-case W. Once they tell you the letter, erase it, and write it small in the upper right-hand corner. Ask them to give you words that start with the letter W. Sound them out, so they hear the W sound. Draw the picture. (You don't have to be an artist; the children enjoy your effort). You can also use the following sheets for W words.
- If you do “jobs” during circle time, you can do those now. (Examples: What's the weather outside? What is today's day? Calendar, etc.)
- Have a large dry eraser board or large sheet of paper. Have the children do an interactive morning message. Until the children get use to this, you say and write it each day. A good example is:



Words of the Week – W

Print up the following sheet onto white card stock. Cut out and laminate.

Use these pictures during circle time if children are having a hard time producing W words.

Use the dry eraser board for additional words they come up with.

Note: After laminating pictures, use Velcro dots on back to hang from flannel. Rough side of Velcro.



Words that begin with W

Wagon
Worm
Watch
Watermelon
Wand
Web
Window
World
Write
Whale
Waffle
Walrus
Witch
Walk
Wind

ECIPs

Domain: Approaches to Learning

Component: AL10-13 Processing and Utilizing Information

Subcomponent AL11 Symbolic Representation Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections

AL11.6 Notices written words represent objects, people or events and begins to use in play

AL11.8 Begins to use print as a tool to express thoughts, ideas and to intentionally communicate

Domain: Language, Literacy and Communications

Component: LLC 5-13 Emergent Reading

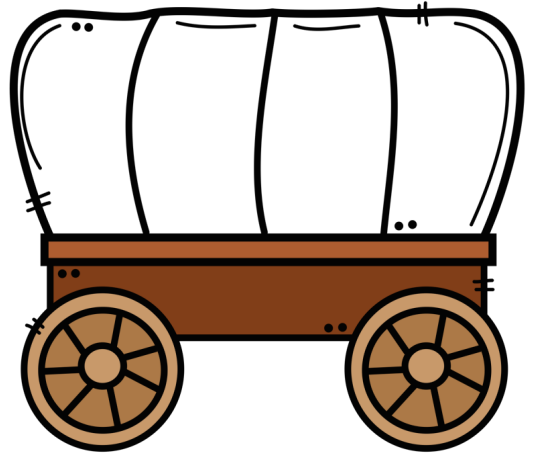
Subcomponent L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts

L4.7 Shows interest in both pictures and text

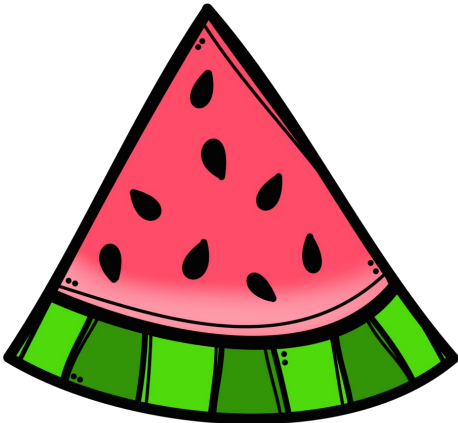
L4.12 Actively participates in reading activities with enjoyment and purpose

K 0.1.10.10 Actively participates in group reading activities with purpose and understanding including the appropriate selection of text for personal enjoyment, interest and academic tasks

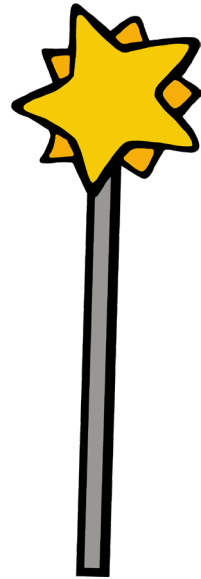
W w



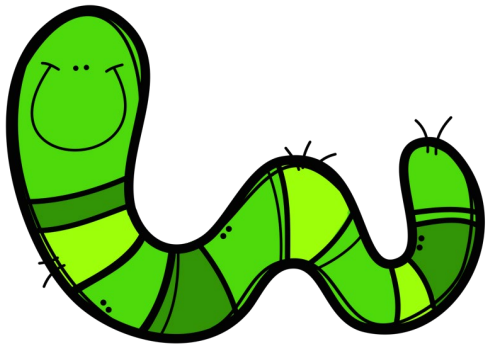
Wagon



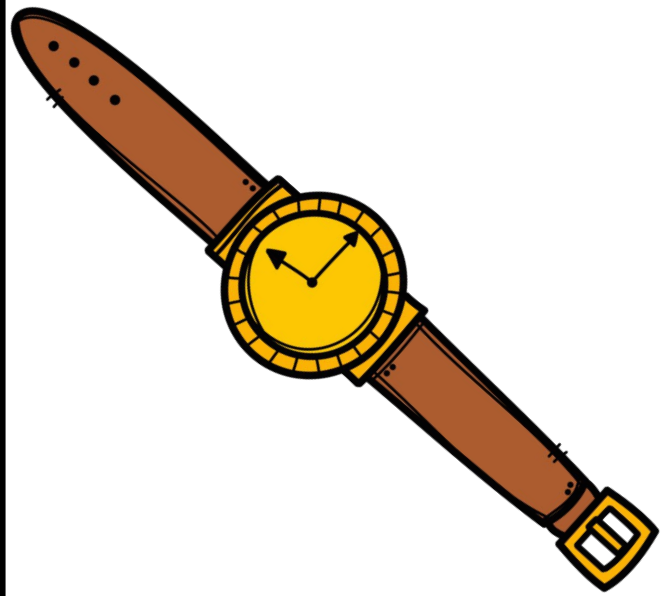
Watermelon



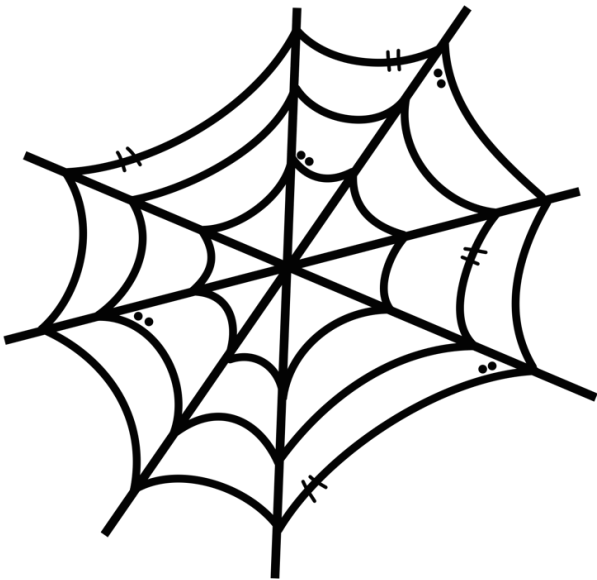
Wand



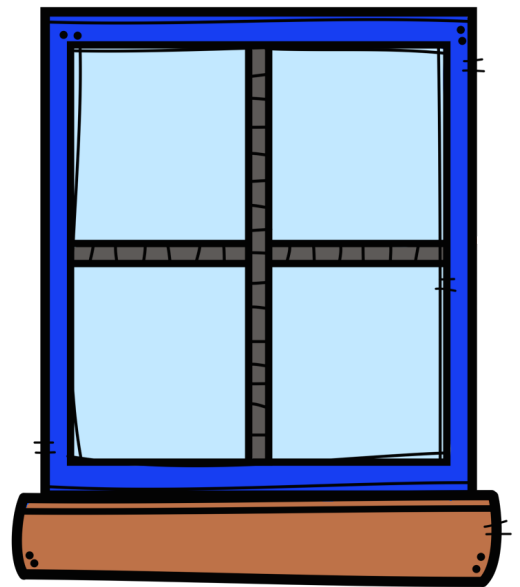
Worm



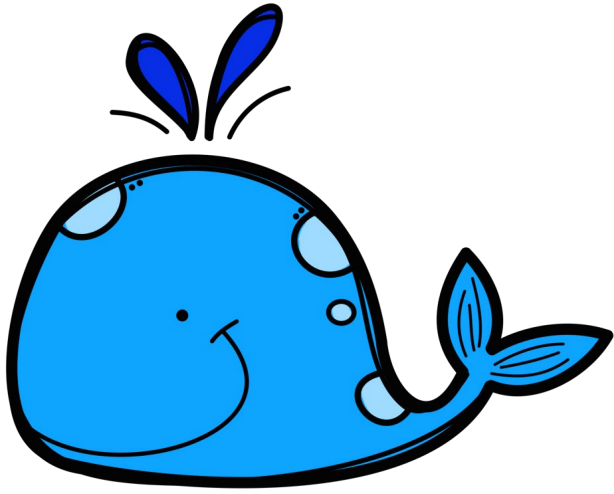
Watch



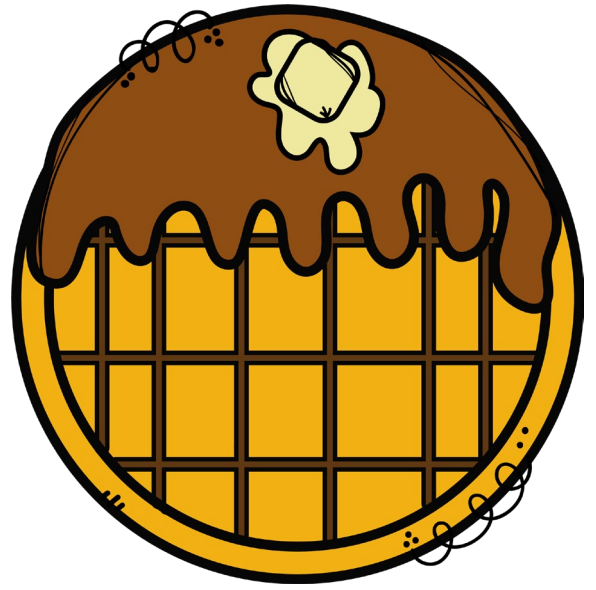
Web



Window



Whale



Waffle



Walk



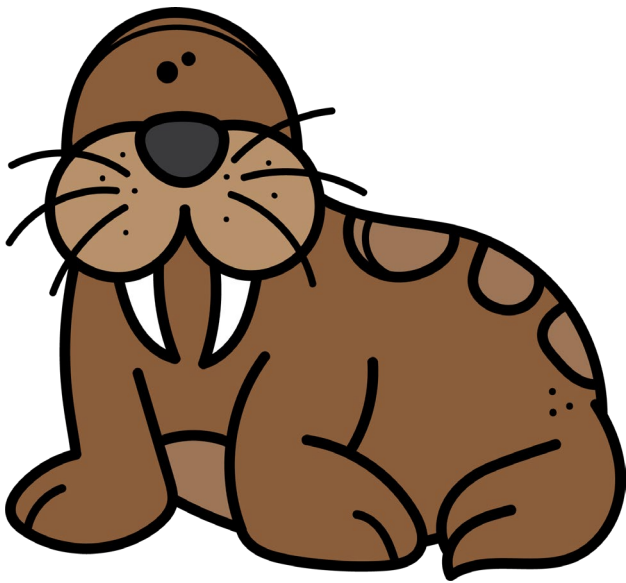
Wind



World



Write



Walrus



Witch

Cowboy or Cowgirl

ECIPs

Domain: Mathematics

Component: M1-6: Number Knowledge

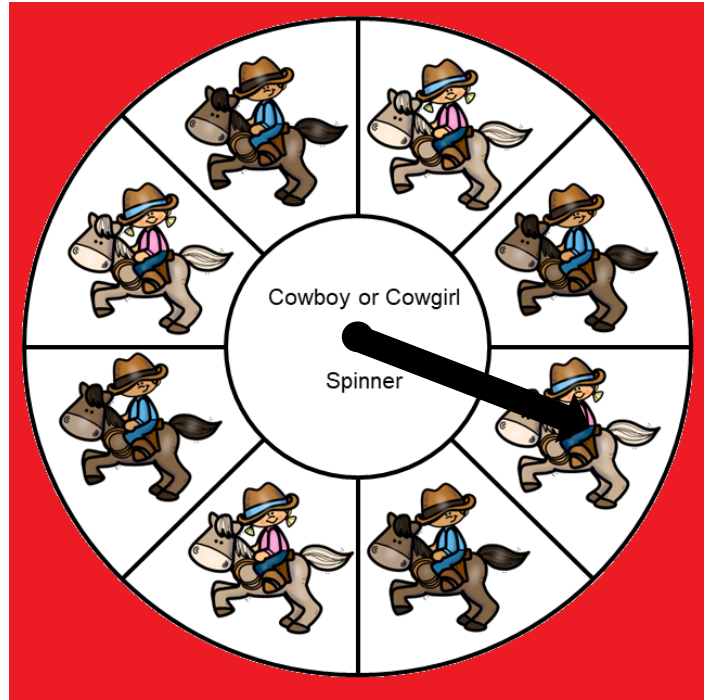
Subcomponent M1 Rote counting The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quality

M1.8 Shows interest in counting or number-oriented play, and notices numbers in the environment during free play

M1.12 Points to objects while reciting number word sequence

Sheets 5 and 6 are the cowboy or cowgirl cards. After coloring the square on the graph sheet, have a child place either a cowboy or cowgirl card in the pocket chart.

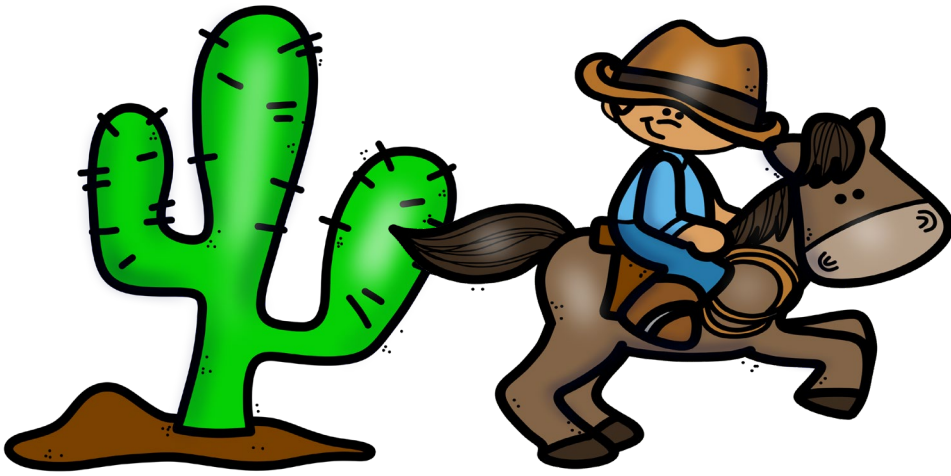
Print up spinner
and trim.
Attach spinner.



Notes: Pocket chart purchased at Lakeshore Learning
www.lakeshorelearning.com/

- Magnet Small Pocket Chart
- 26" x 27" nylon pocket chart
- Hangs with magnetic strips or grommets
- 6 rows of clear view pockets

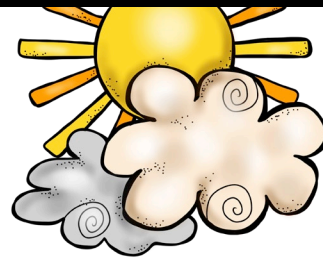
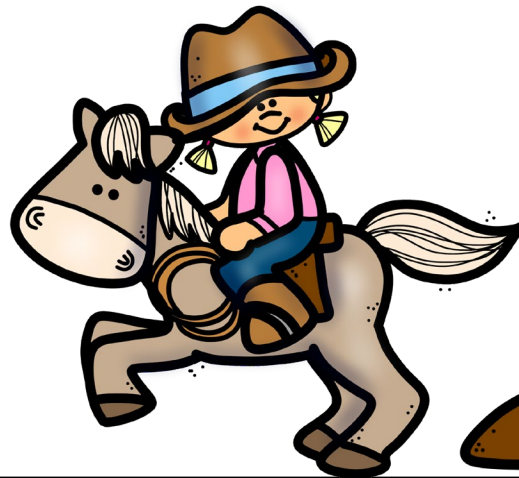
Arrow spinners can be purchased at
http://www.boardgamedesign.com/pages/go_shopping/arrowrows.htm



Cowboy or
Cowgirl

123 Learn Curriculum

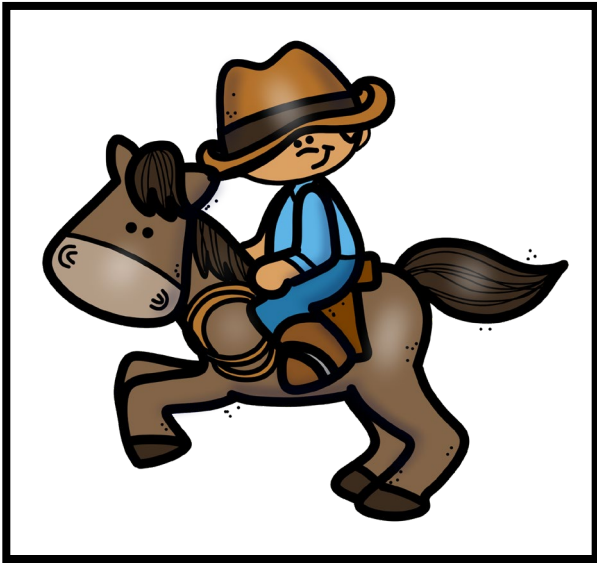
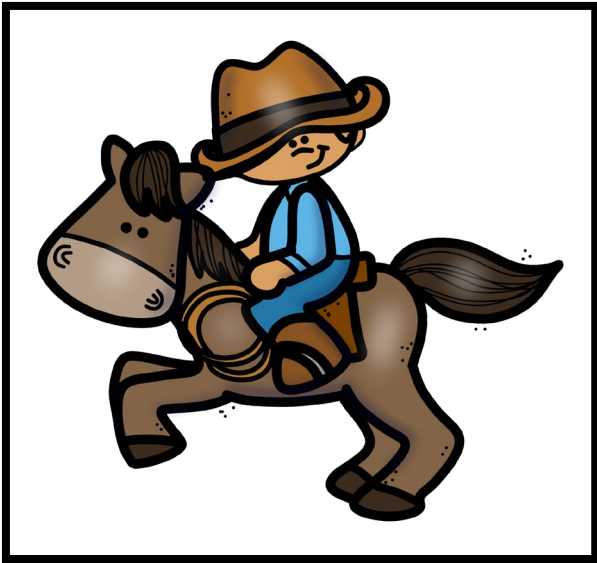
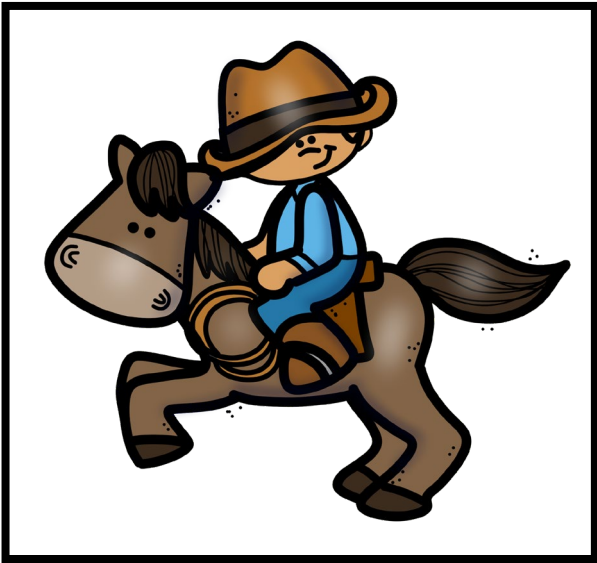
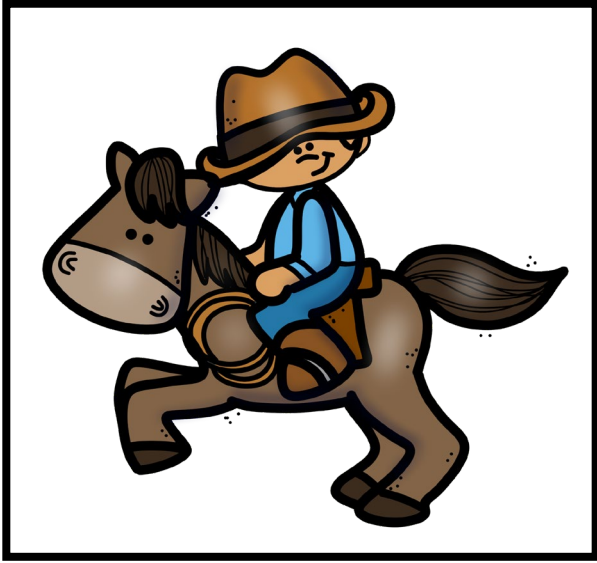
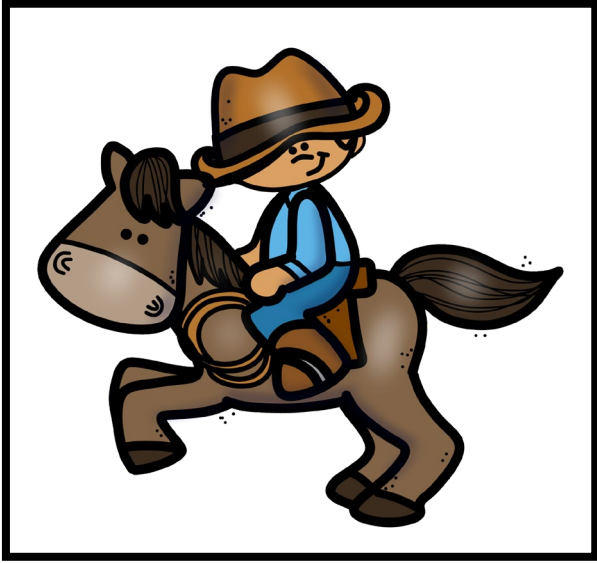
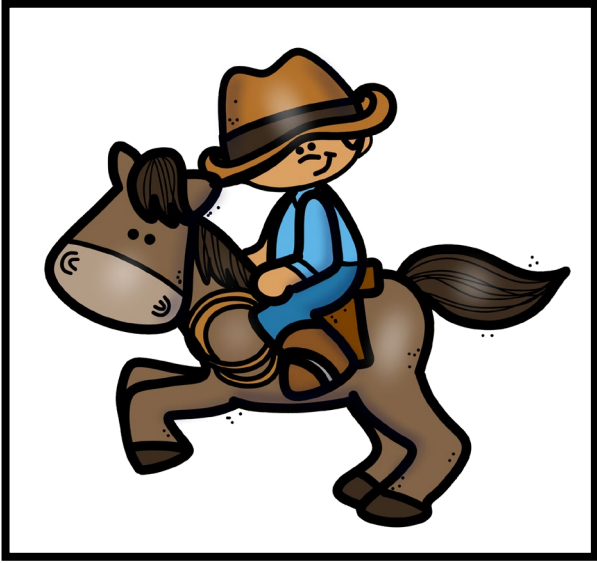
Graph

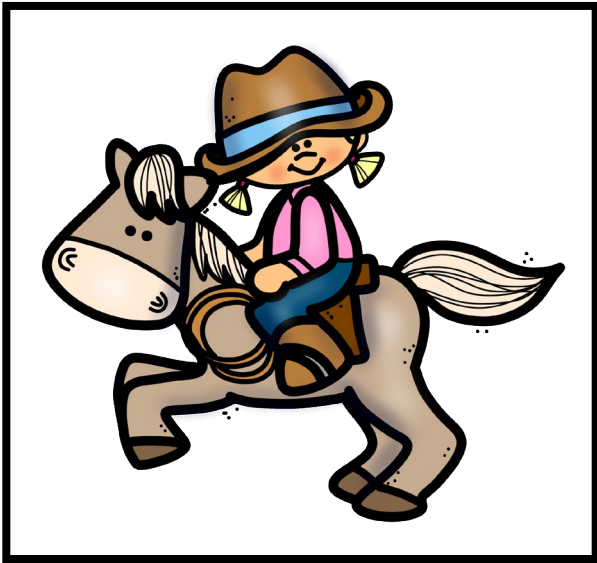
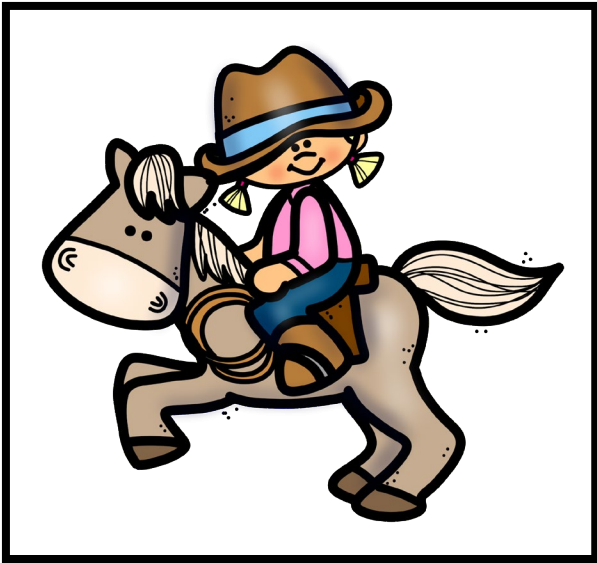
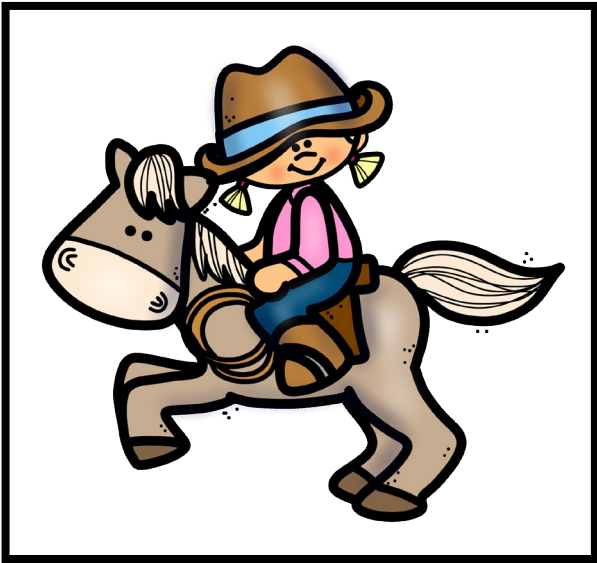
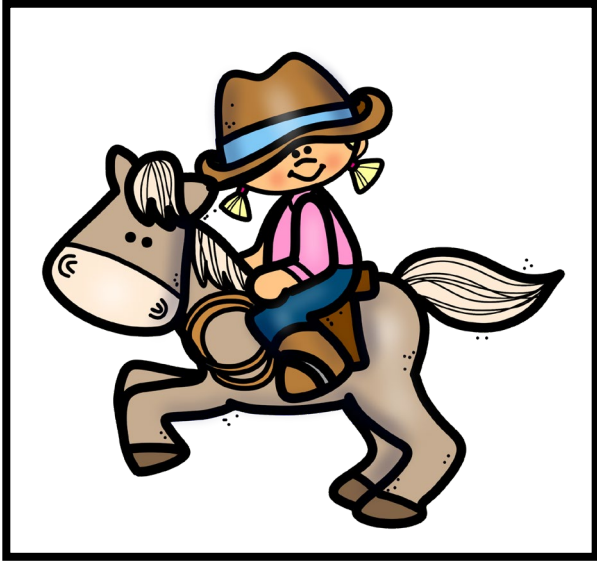
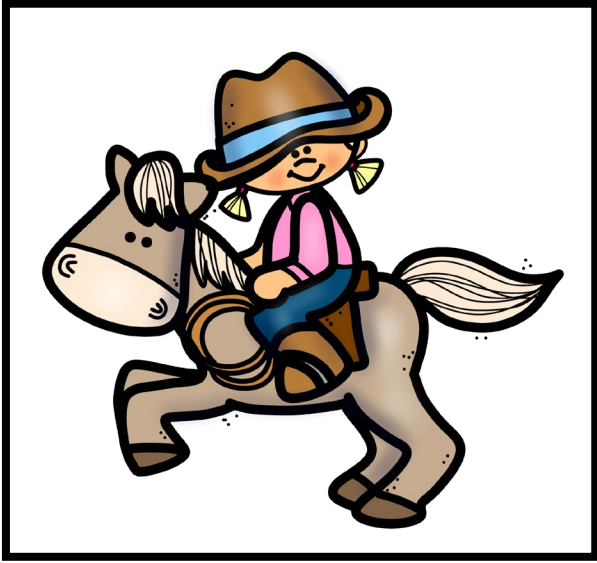
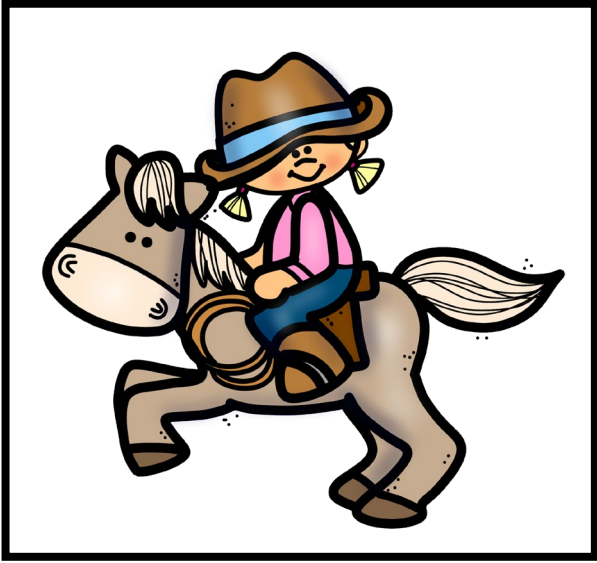


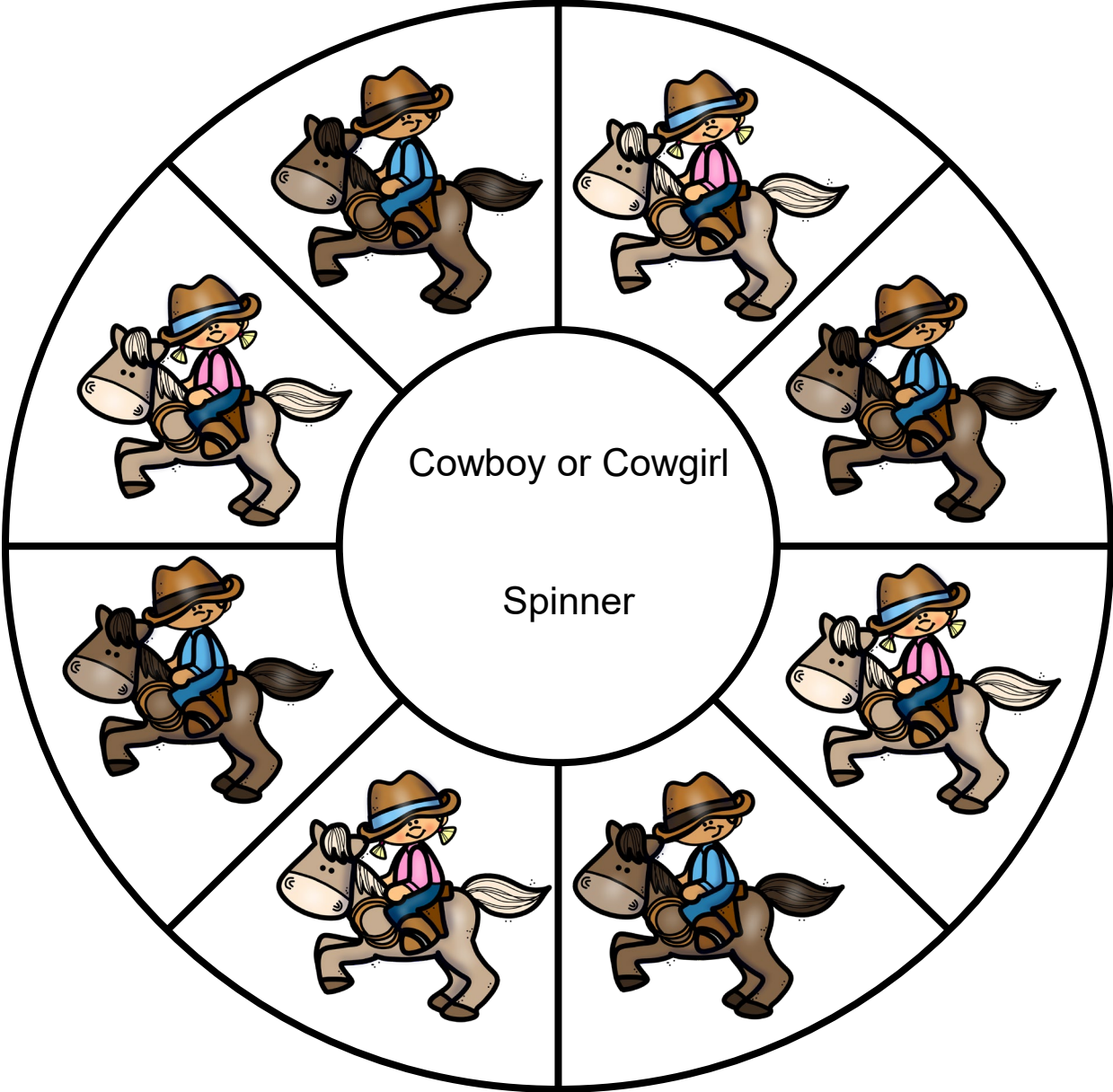
Cowboy or Cowgirl Graphing

What will come up more often on the spinner – Cowboy or Cowgirl?









Cowboy or Cowgirl

Spinner

Vocabulary Words

- Print up on white card stock.
- Trim
- Laminate
- Have children use with dry eraser boards and dry eraser markers. Have children practice writing the word on the laminated card and practice writing on dry eraser board.
- Leave available in writing center.

cowpoke

swallowed

ant

voice

stomach

spider

wiggled

waggled

jiggled

jaggled

roadrunner

hungry

lizard

dillo

snake

boar

longhorn

horse

rope

stampede

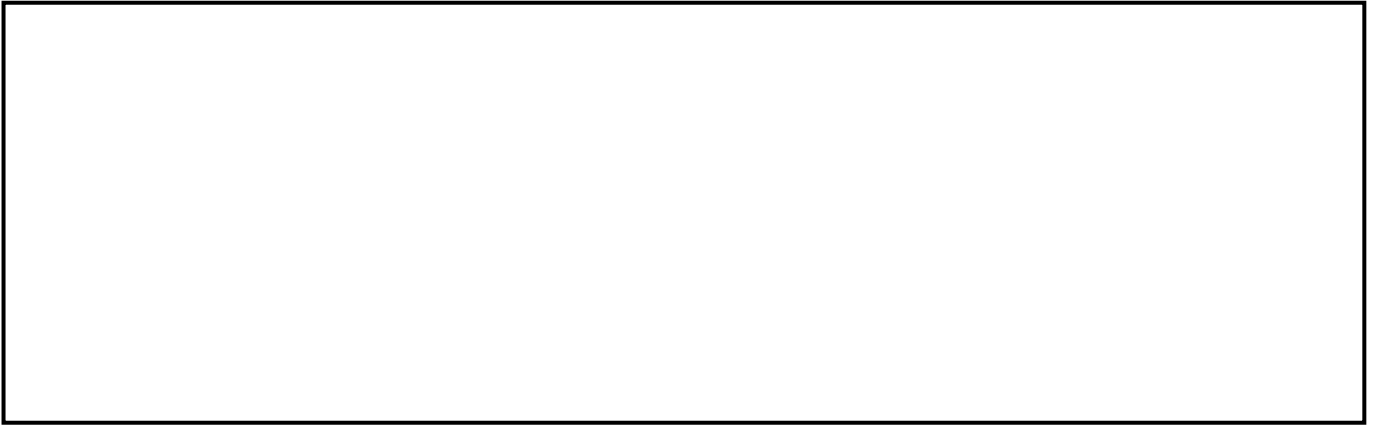
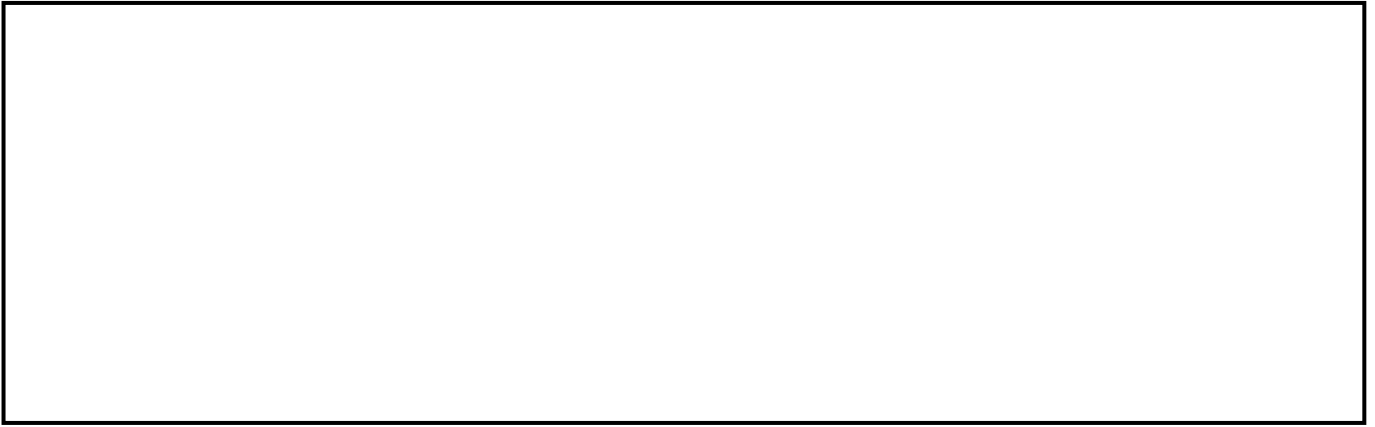
boots

feet

hat

bed

Use the following sheets if you would like to use additional words from *There Once Was a Cowpoke Who Swallowed An Ant* book or a different book.



When the West Was Fun

Monday
Circle Time

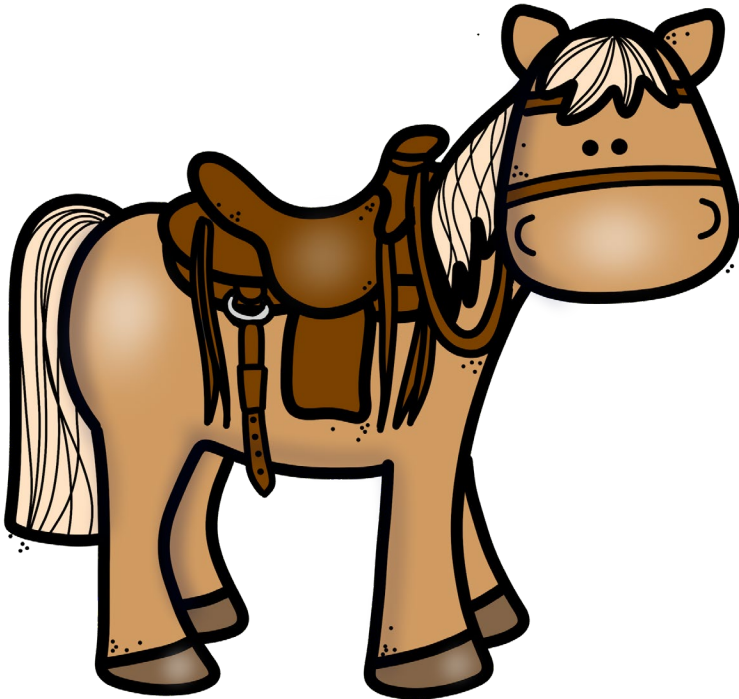
Daily Message:

- Good morning boys and girls. Today is _____. Today we're learning about the cowboys and the west. Love (your name)
- Once the children get use to interactive writing, you can ask them to help you write the message. Ask them what you should write. If they say Good morning, ask them what does Good start with, and let a child come up and write the letter G. As the child is writing the G, on your smaller dry eraser board, show the children and have them practice writing G on the floor or in the air.
- Have the children write several letters, and then together using a pointer stick read the daily message together. Count together how many letters they wrote. (Use 2 different color dry eraser markers. One color for the children and one color for your writing so they have a visual of the letters they wrote).
- Additional interactive writing activity: Using a large sheet of paper, have pictures of cowboy items drawn on the sheet. Have arrows with a blank space to write the missing letter of the animal. See following example. Have children each day help you fill in the spaces.

Little Cowboy

(Sung to: "I'm a Little Teapot")

I'm a little cowboy,
Here is my hat,
Here are my spurs,
And here are my chaps.
As soon as I get up,
I work all day.
I get on my horse,
And ride away!



Hat sign language poster used with permission
from Baby Sign Language.

To purchase any sign language
materials, please visit
Baby Sign Language @
<https://www.babysignlanguage.com/>

Hat



Signing: To sign *hat*, tap on your head using your dominant hand, as if putting on a hat.

How the West was Fun Posters

- You have the option of color or b & w posters.
- Print up on white card stock.
- B & W template color
- Laminate and hand up during your when the west was fun theme.



Click on saloon to be brought to posters in the infant section. p. 54

Additional idea: Print pages up and staple together to make a western color book. There is a cover for the book in color and b & w. Place a blank piece of card stock in the back for a back cover. You have 2 options. Large or small posters.

Sample of interactive writing – Cowboys

The following sheets can be used if you want to print up and tape to a large piece of paper for your interactive writing. They include pictures in both color or b & w.

ECIPs

Domain: Language, Literacy and Communication

Component L9: Writing

Subcomponent: L9 Writing Conventions: Child understands the forms and function of written language

L9.7 Demonstrates interest to writing as a way of communicating

How the West Was Fun

Monday
Circle Time

Alternate Interactive Writing Idea: Using large easel paper, pre-write cowboy words with a picture but leave the beginning letter out. Go over the words with the children and looking at the picture, ask them what the word is. Have them sound out the word and listen for the beginning letter sound. Have one of the children come up and write the letter.

○ ___owboy

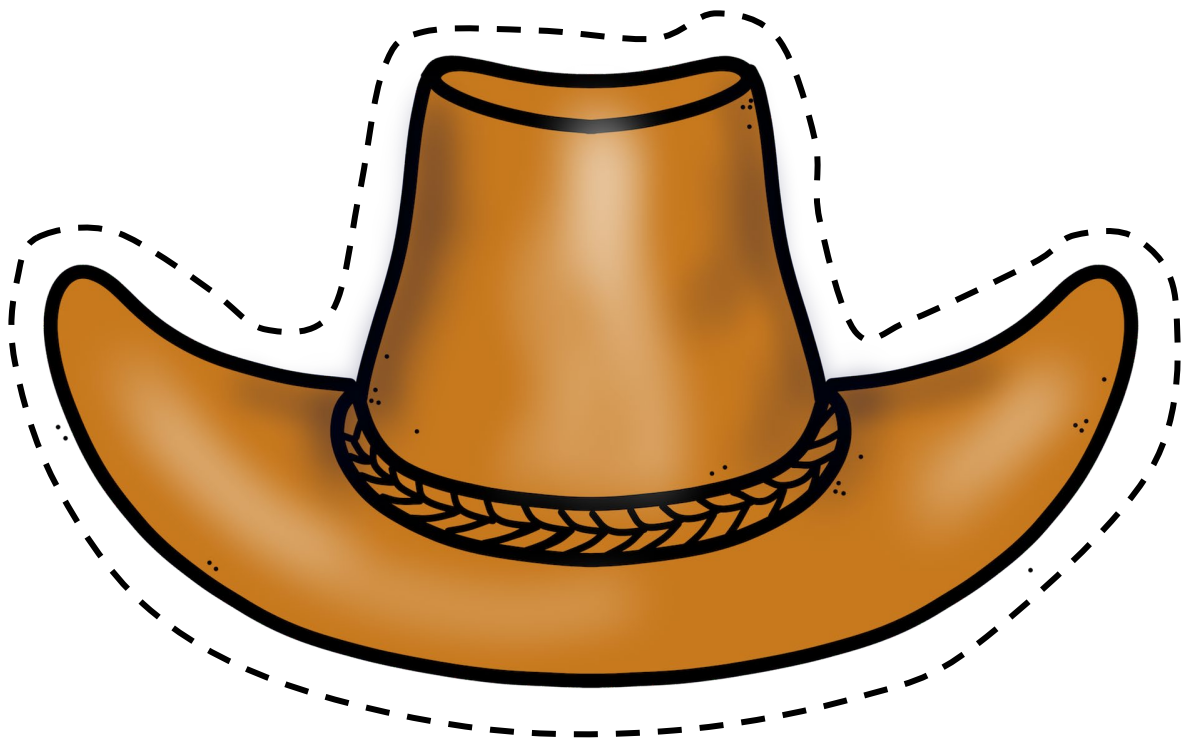
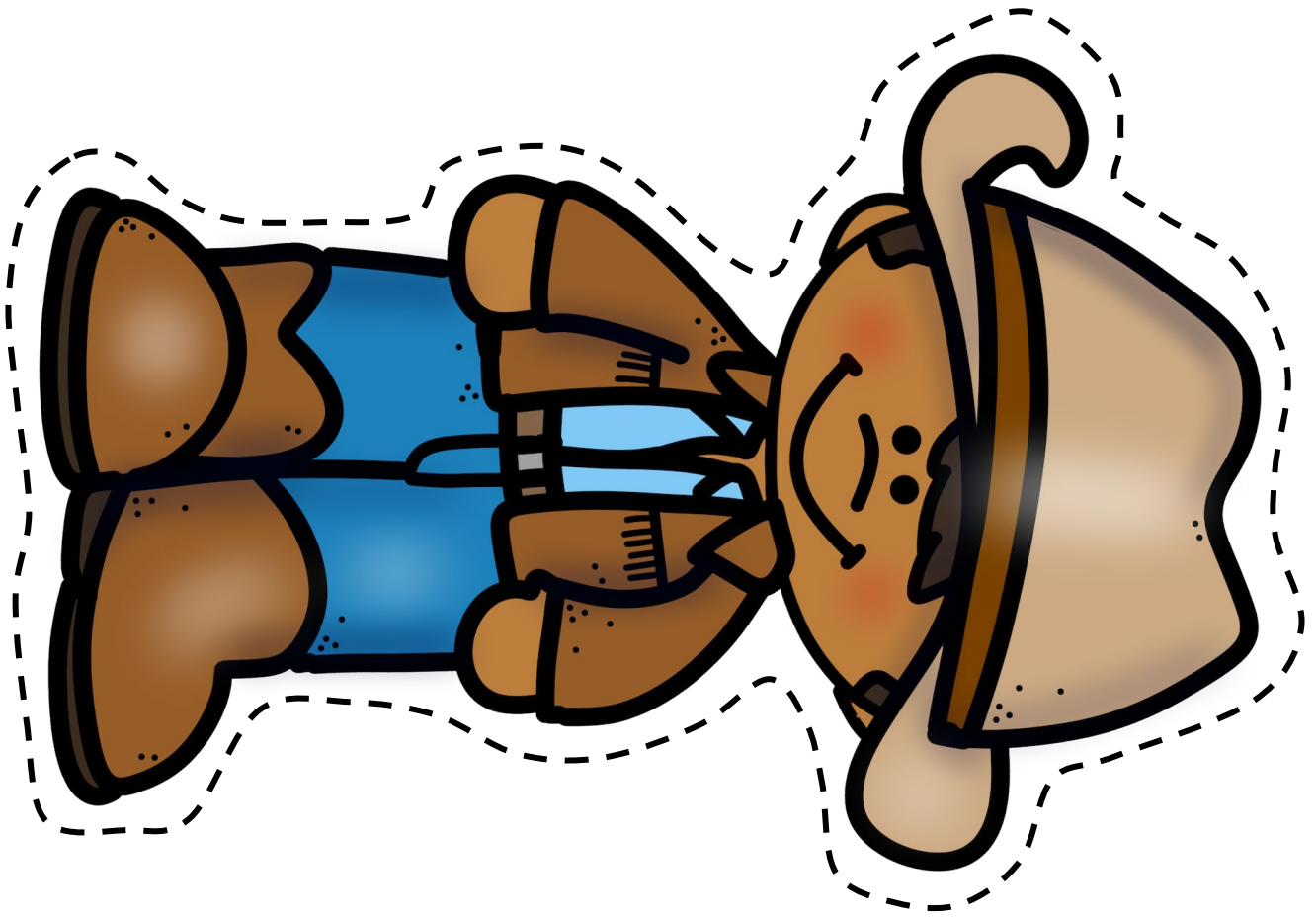
○ ___oots

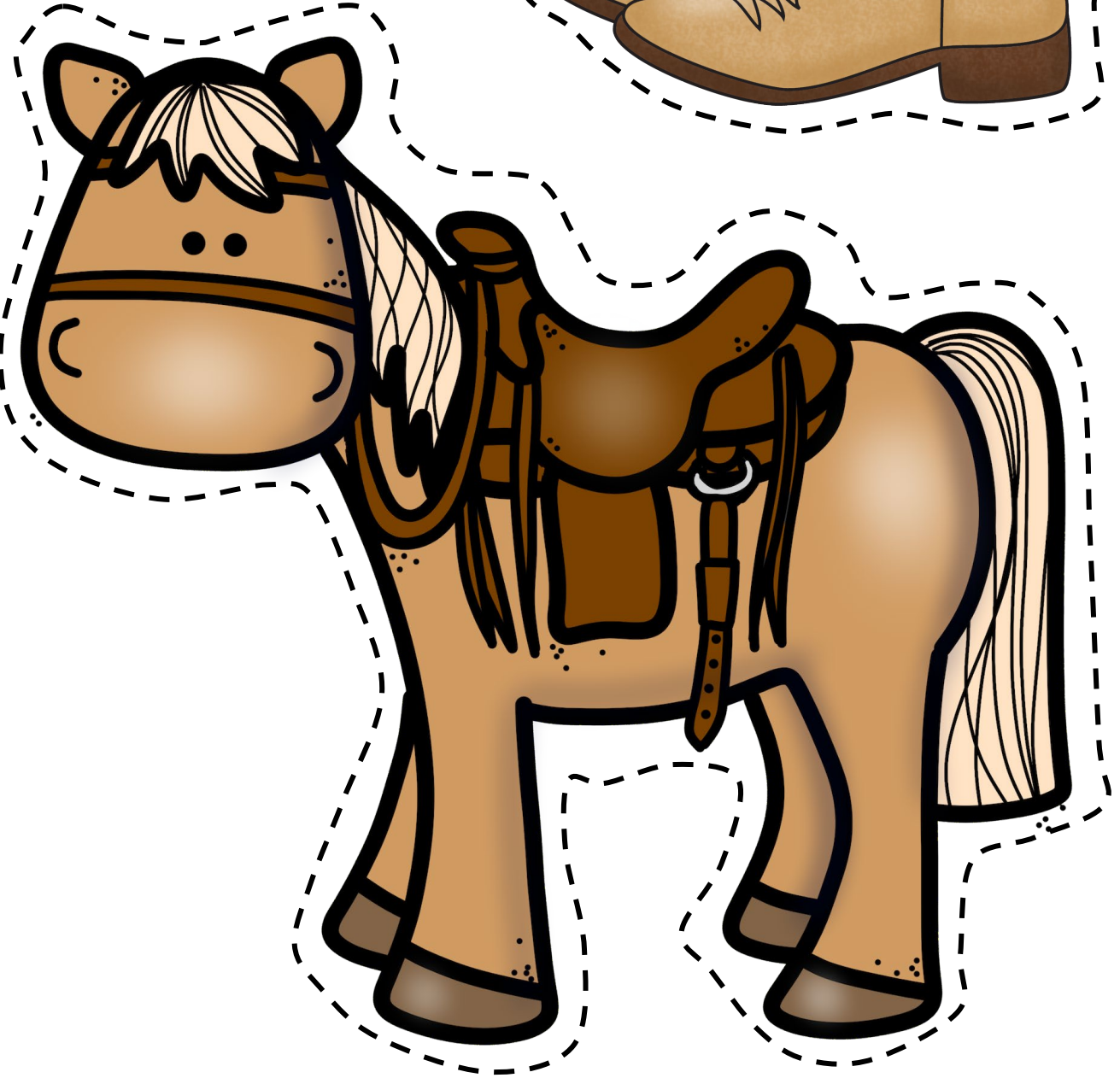
○ ___at

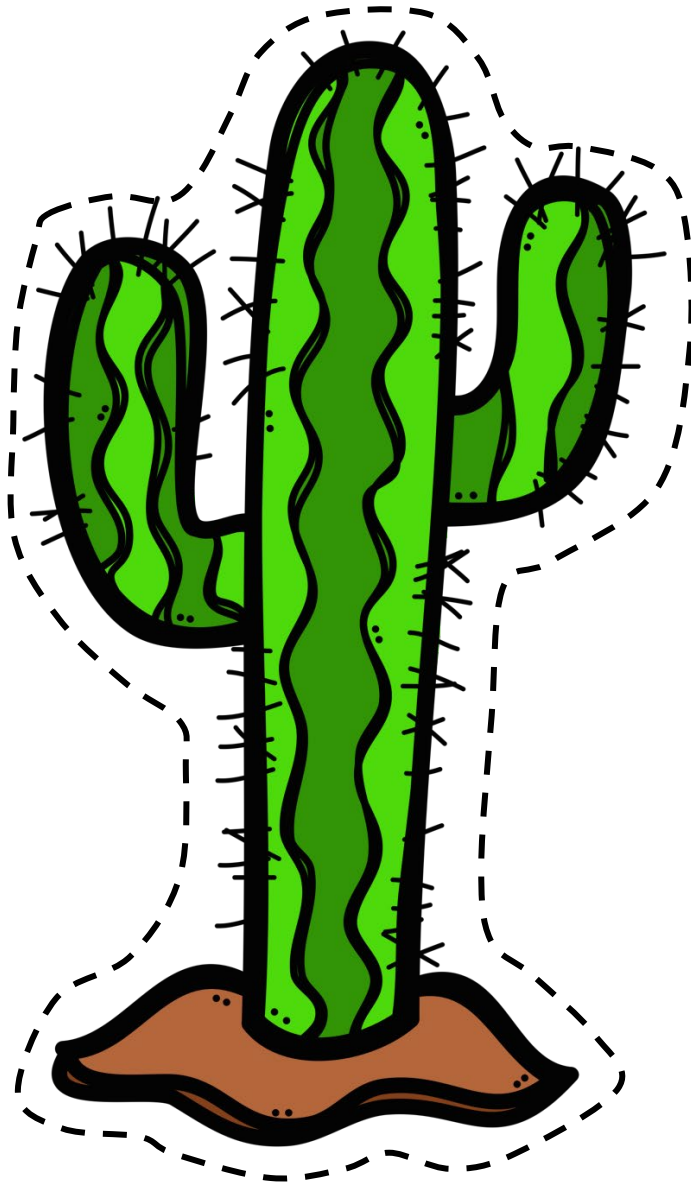
___orse

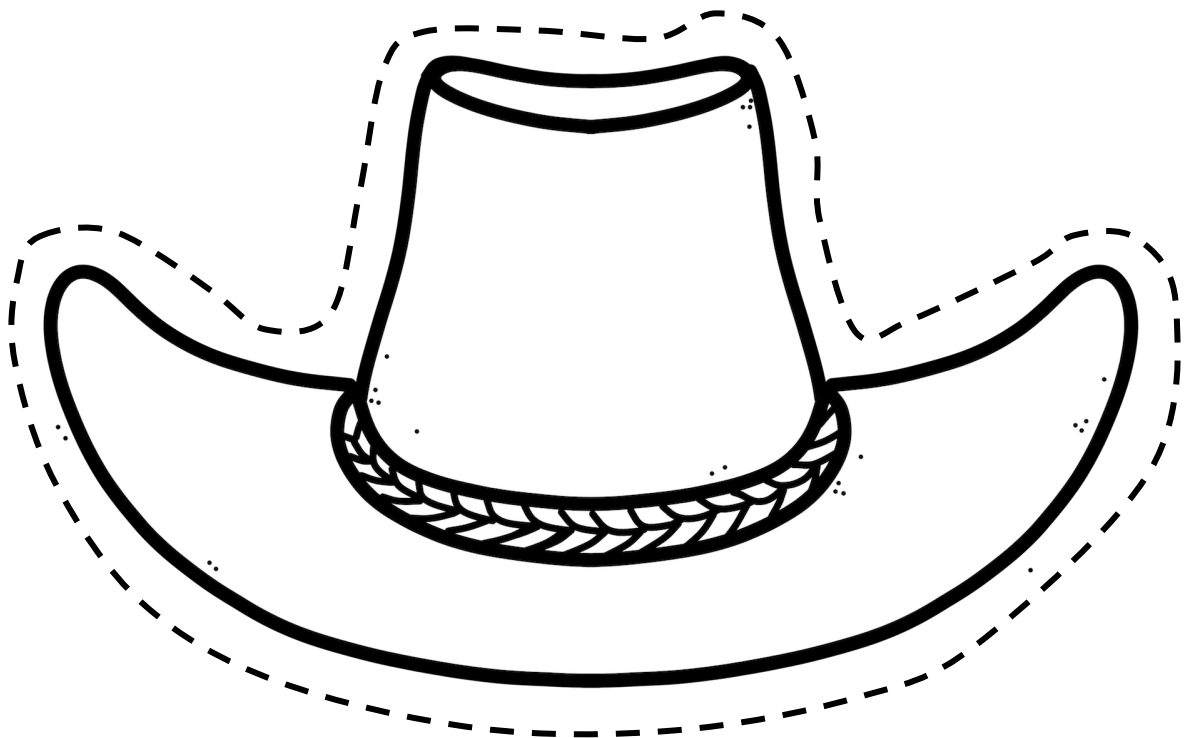
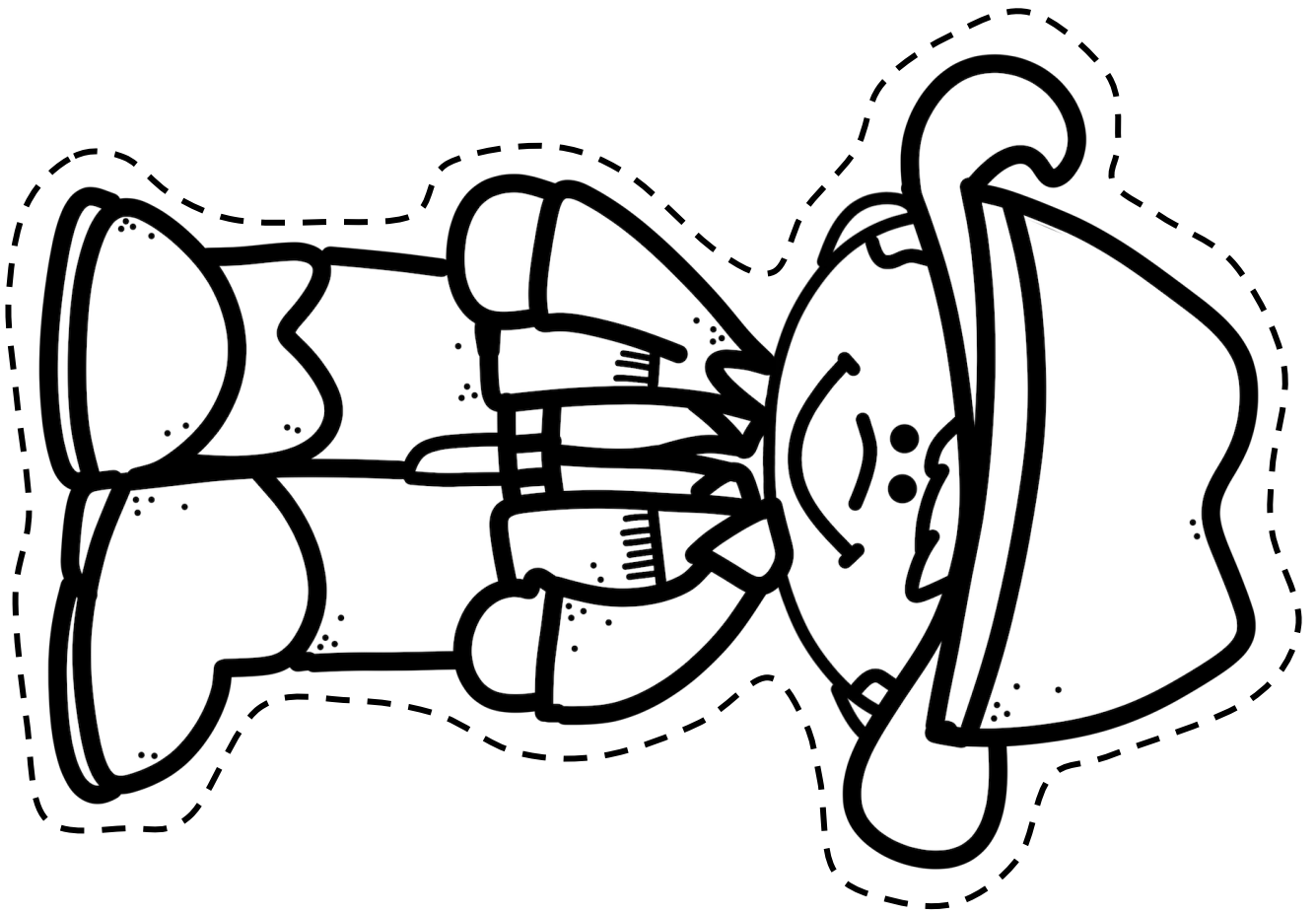
___actus

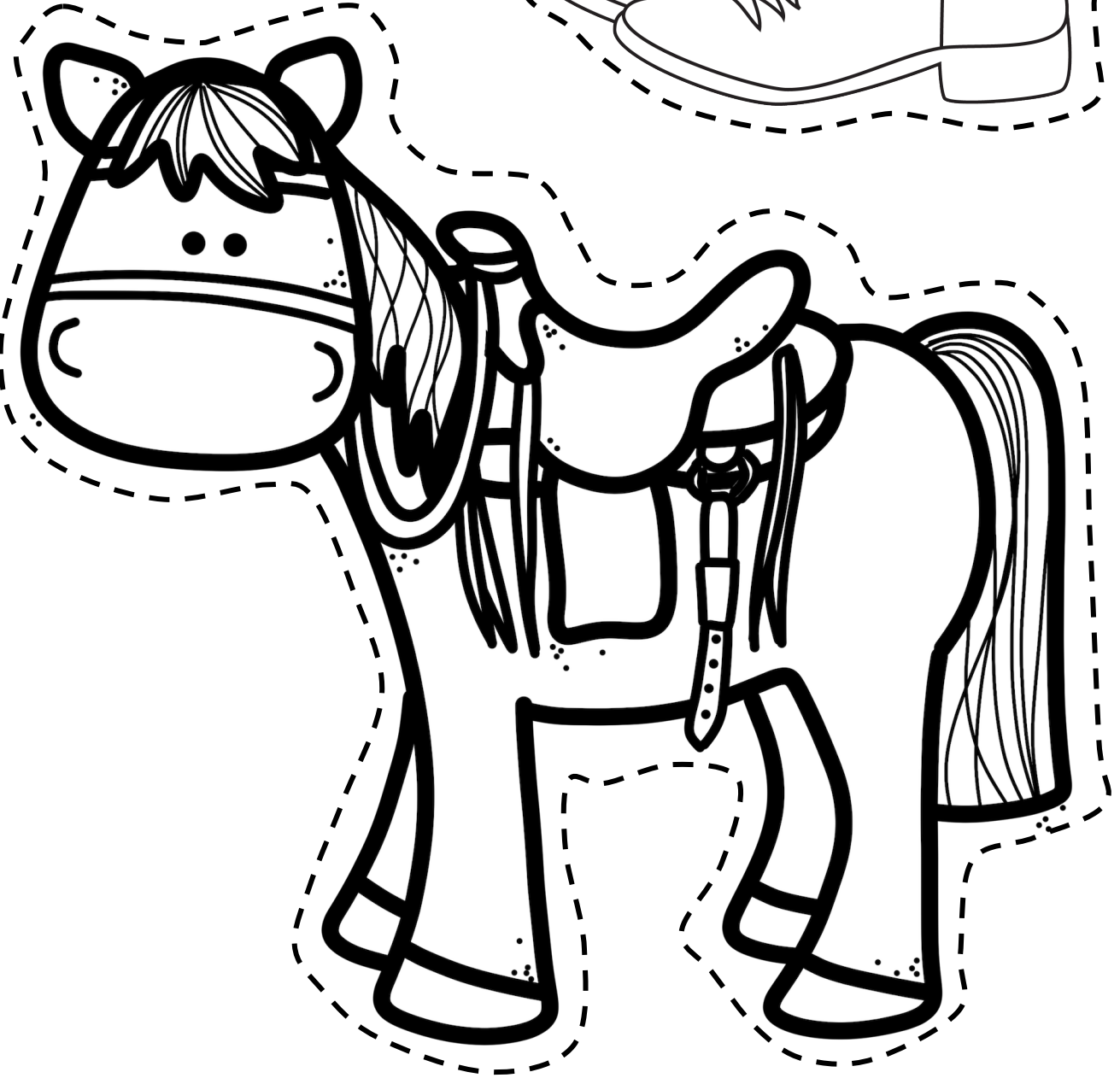
When the West Was Fun
Labeling Pictures for
Interactive Writing
Color and B & W

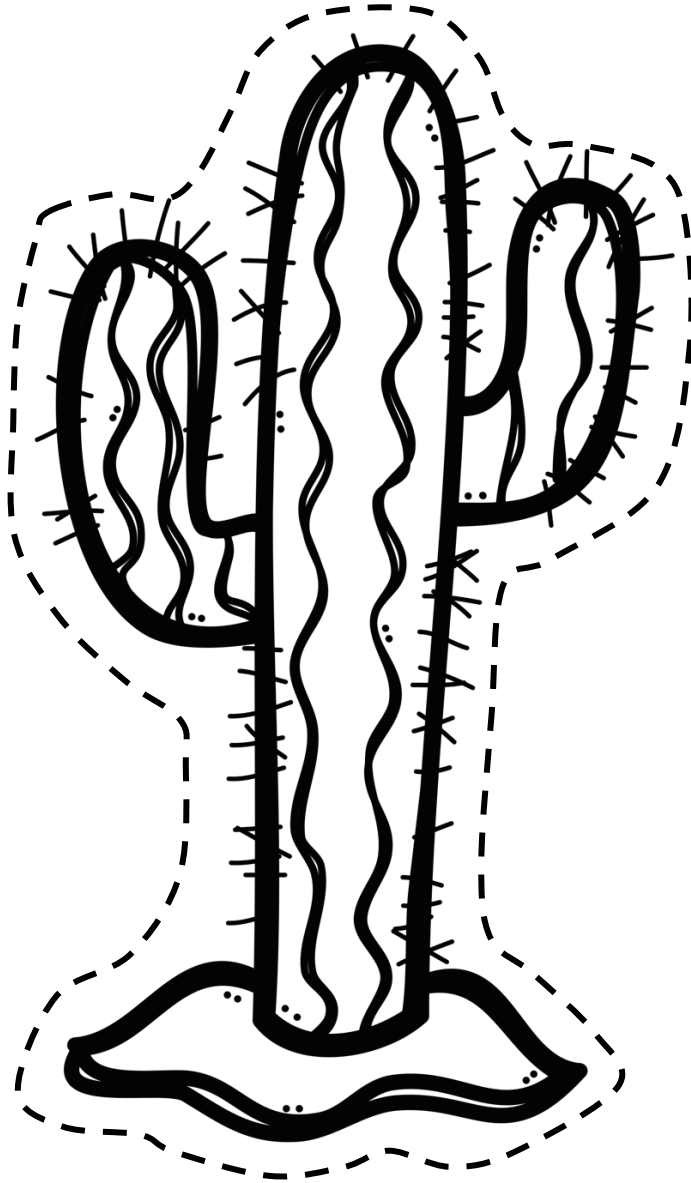












When The West Was Fun
Monday
Circle Time – cont.

- Have children stand up and stretch before you start reading the story book you have chosen for the week.

Stretching Poem
Have children stand up.
(Row, Row Your Boat)

Stretch, stretch,
Stretch your legs.
Stretch them now with me.
Stretch, stretch,
Stretch your lets.
I'm as happy as can be!

(Have children up and moving during this poem).

Once children are seated, get ready to read the story. Read the title, author and illustrator. While reading the story, ask opened ended questions about the story. Encourage questions about the story, but direct children back to the book if their questions are not related to story. When story is done, circle time is done.



Social and Emotional Development Preschool

Domain 1:

Social and Emotional Development

- Emotional Development
- Self-Concept
- Social Competence and Relationships



Social and Emotional Development ideas. These ideas can be done daily.

- Emotional Development. Greet all children each morning by name and smile.
- Focus on children's strengths and successes.
- Show children you have faith in their abilities. Encourage them to try doing things themselves and provide them with experiences for success.
- Talk with children as you go about your day. Tell them what you are doing, what you see. Point things out to them.
- Enrich children's daily routines such as meal time, naps, etc., by sharing looks, smiles, conversations, and stories.
- Reflect their achievements in a positive but realistic manner.
- Take time to follow a child's lead. Join them in floor-time play, and talk with them about their activities whenever possible. Have them share what they are doing.
- Set up an environment where initiative is more likely to lead to success than to failure.
- Well-planned and well-stocked learning centers increase the likelihood that children will engage in play and learning with each other.
- Be a positive role model: Offer children opportunities to observe you being a kind and caring person.
- Help children learn a variety of words to fully express their feelings.
- Comment on the positive things that children do.

- For children who lack specific social skills, such as sharing or inviting a friend to play, provide frequent skill-building opportunities and take advantage of teachable moments.
- Respect each child's personal characteristics, while realizing that some children need more alone time than others.
- See the learning in mistakes – When a child makes a mistake turn the negative into a positive. Focus on what he/she learned from the mistake.

Each child is unique:

- Have children look at themselves in a full-length mirror. Discuss their total appearance and how they are alike or different from the other children. Help them see that no one is exactly alike.
- Blindfold the children, one at a time. Have each child feel the face and hair of classmates and then feel their own face and hair. The children will find that people feel different.
- Record each child's voice during an activity period. Children listen to the voices and guess which voice goes with each child.
- Write the children's names on a strip of paper. Compare the letters in the names.
- Play "Guess Who". Pick a child out of the classroom. Tell three clues about the person and have the children guess who the person is.
- Encourage the children to bring a favorite item from home and discuss why it is their favorite object.
- Make hand and foot prints and compare them to the others in the classroom.
- Children can begin to explore racial and ethnic differences by examining differences in skin color, hair texture, and eye shape. Create graphs of how many in the class have blue eyes, black hair, etc.
- Have several children stand in a line in front of the class. Name the child who is first, second, third and so on. Ask the children to change positions. Then have the each child in line name his or her new position. To vary the activity, have the children at their seats name each child in line and describe his or her position.
- Have the children make a self-portrait using a paper plate. Give them yarn for hair and allow them to add their features to the plate.
- Supply each child with an empty Pringles or similar can and a sheet of construction paper. Have each child decorate the construction paper and glue it to the can to create a time capsule. Encourage the children to fill the can with personal items, such as a picture of himself, a drawing, etc. Replace the lids and store the time capsules until the end of the year.

- Use a magnifying glass to look at their hair, nails and skin.
- Tape a piece of paper to the wall. Place a lamp or overhead projector in front of the paper so that the light shines on it. In a learning center, have a child sit sideways in the light of the lamp. Trace the child's silhouette onto the paper. Cut out. Have the child look through magazines and cut out pictures of things that he or she likes. They can then glue the pictures to their silhouettes as collages.

Each child's body grows:

- Ask the children what they want to be when they grow up and why.
- Have the children think of some things they can't do now, but can do when they grow older. What are some things they can do now that they couldn't do when they were younger?
- Role play the growth process from baby to father or mother to grandparent. The child can interpret the process as he or she goes along. Children can also develop a short play about the family.
- Teachers can help children appreciate their growing skills and abilities by pointing out, for example, that they can run, throw a ball, walk on tiptoe, share materials, control a crayon when drawing, etc.

Each child is part of a family:

- Have the children name some of the rules their family has and discuss why these rules are important. Discuss the jobs that need to be done at home. Make sure children understand that families must work together.
- Make a sharing collage. Use fabric scraps, paper scraps and other materials. Have children color and paste these materials on a large sheet of mural paper.
- Role play the growth process from baby to father or mother to grandparent. The child can interpret the process as he or she goes along. Children can also develop a short play about the family.
- Take the children's fingerprints twice. Leave one alone, but let the children use the other one to paint on. Give the children both copies to send home.

People have different feelings and emotions:

- Ask the children to make faces of a certain emotion (sad, mad, happy, etc.) Provide some scenarios for these emotions (falling off a bike-sad, someone hitting them-mad, etc.)
- Have children cut out pictures of faces from magazines showing different facial expressions.

Small Groups

Purpose of small groups:

- To work and learn with a small number of children facilitated by a teacher.
- To allow teachers an opportunity to observe and assess where every child is on the road to learning to read and write.
- To allow teachers a time to use assessment results in intentionally work with specific children
- To learn the art of conversation including listening, taking turns and talking.
- To provide participation opportunities for each child.

When are small groups appropriate in the daily schedule? Small group time may be scheduled any time during the day. Set a specific time with specific groups. Small group activities are planned in advance and may continue with the daily lesson, teach a new concept, or allow children to practice skills, such as rhyming or alliteration.

How many children are in the ideal small group? Group size will vary according to the activity, but a group of 2 – 6 is an ideal size for learning and participation.

Small Group – ECIPs

ECIPs

Domain: Social and Emotional Development

Component S1-3: Self and Emotional Awareness

Subcomponent SE1 Confidence: Child demonstrates confidence "I am capable, I can experiment, I can make mistakes and I can move on"

S1.7 Seeks out available social-emotional resources such as adults, peers or things for support

S1.9 Consistently and effectively uses social/emotional resources such as adults, peers or things for support

S1.10 Demonstrates increasing confidence and inclination to express opinions and ideas

Domain: Approaches to Learning

Component AL1-2: Initiative and Curiosity

Subcomponent AL1 Child explores the environment and seeks interaction with people and objects; willingly tries new things

AL1.6 Approaches new materials in the environment with interest

AL 1.9 Asks questions

AL1.11 Eager to investigate new things and have new experiences

Domain: Language, Literacy and Communications

Component LLC 5-13: Emergent Reading

Subcomponent L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts

L4.7 Shows interest in both pictures and text

L4.11 Offers a personal response to stories read aloud

L4.12 Actively participates in reading activities with enjoyment and purpose

K 0.1.10.10 Actively participates in group reading activities with purpose and understanding including the appropriate selection of text for personal enjoyment, interest and academic tasks

Preschool Lesson Plan – How The West Was Fun – Letter of the Week W

Week of:

Small Group	Monday	Tuesday	Wednesday	Thursday	Friday
Regroup to Revisit Focus					

Preschool Lesson Plan – How The West Was Fun – Letter of the Week W

Week of:

Small Group	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	<u>Read</u> - What I See on the Range. Read together.	<u>Read</u> - What I See on the Range. Read together.	<u>Read</u> - What I See on the Range. Read together.	<u>Read</u> - What I See on the Range. Read together.	<u>Read</u> - What I See on the Range. Read together.
Writing	<u>Writing</u> - Have the children practice writing words in	<u>Writing</u> - Have the children spin and write western words.	<u>Writing</u> - Have the children practice writing words in	<u>Writing</u> - Have the children spin and write western words.	<u>Writing</u> - Have the children practice writing words in
Game	What I See on the Range book. <u>Game</u> – Cactus Matching	<u>Game</u> Cowboy and Cowgirl Gear Matching	What I See on the Range book. <u>Game</u> – Roll and Cover Dice Game	<u>Game</u> – Boot Rhyming Game	What I See on the Range book. <u>Game</u> – Western Alphabet Match
Regroup to Revisit Focus	Have kids share something they did/read/made in AL	Have kids share something they did/read/made in AL	Have kids share something they did/read/made in AL	Have kids share something they did/read/made in AL	Have kids share something they did/read/made in AL

Language, Literacy and Communications

L4.7 Shows interest in both pictures and text

L4.11 Offers a personal response to stories read aloud

L4.12 Actively participates in reading activities with enjoyment and purpose

K 0.1.10.10 Actively participates in group reading activities with purpose and understanding including the appropriate selection of text for personal enjoyment, interest and academic tasks

Physical and Movement Development

P5.9 Turns pages of a book.

P5.10 Grasps a crayon to scribble

P5.13 Draws freely on paper

P5.16 Draws letters and/or part of name with some reversals

Active Learning - Regroup

Purpose of Regroup:

- To get children to talk about what they did during the day.
- To help children remember what they did during the day, so that when parents ask what they did during the day, hopefully parents will not get the automatic response "nothing".

When is regrouping appropriate in the daily schedule? Regroup with children before naptime, when you have 10 minutes to sit and talk about what they did that morning. What was the best part of their day? Get the children talking about their day.

You can also regroup in the afternoon after nap and snack, before children start going home for the day. Pick the best time in your child care / preschool to re-connect with the children.

What I See on the Range

Book comes in 2 formats

- B & W for children with dotted words
- B & W without dotted

Pick the template you want to print for each child..

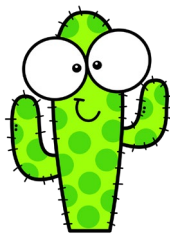
1. Print first 2 sheets back-to-back. Fold in $\frac{1}{2}$.
2. Print the next 2 sheets back-to-back. Fold in $\frac{1}{2}$.
3. Print up last 2 pages back-to-back. Fold in $\frac{1}{2}$ place pages inside the cover making sure they are in order before you staple.

Please note: Use the book format that works best with each child. Older children can practice writing the words without the dashes.

Staple if desired. (You will need a longer stapler in order to do this. Can be purchased at Office Max or other office supply store).

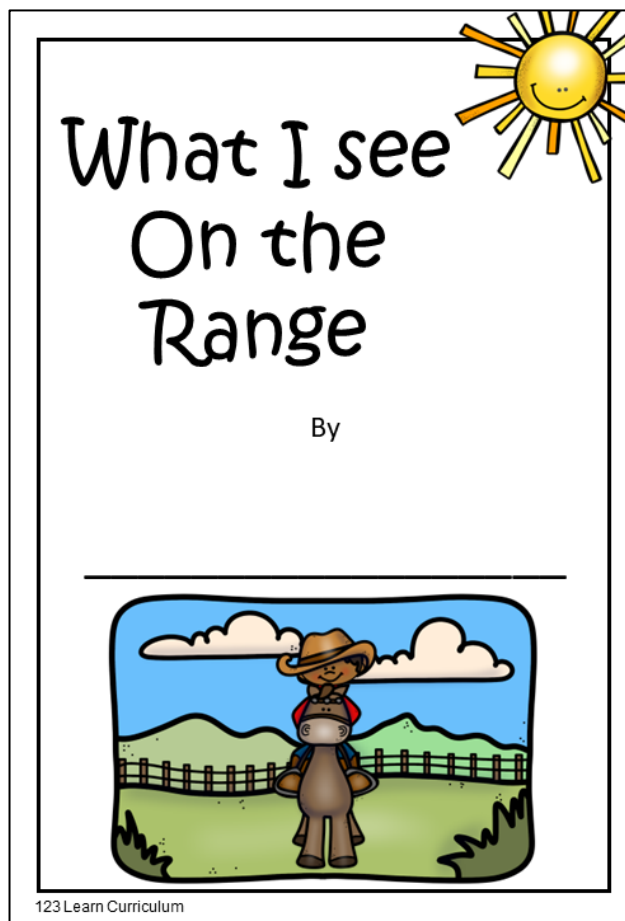
Includes color teachers copy.

What I See On the Range Book



Supplies needed:

- White paper (or card stock)
- Color crayons, markers or colored pencils
- Long nosed stapler for stapling the book together



Directions:

Print up copies of the What I See On the Range book, one for each child. There are 2 templates - with or without words for writing.

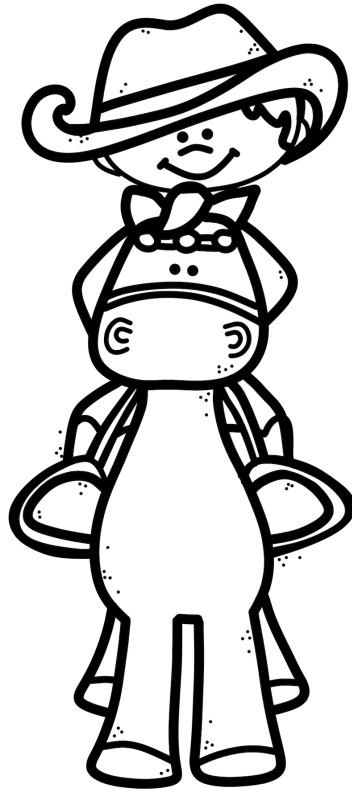
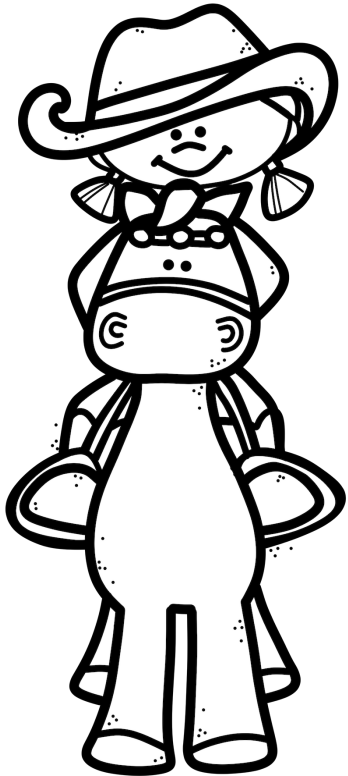
Read the book together as a group.

Have children color the pages and write the words.

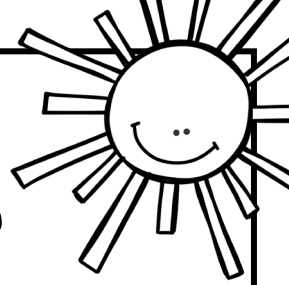
Send home with each child at the end of your how the west was fun theme.

With printed words.
(For younger children)

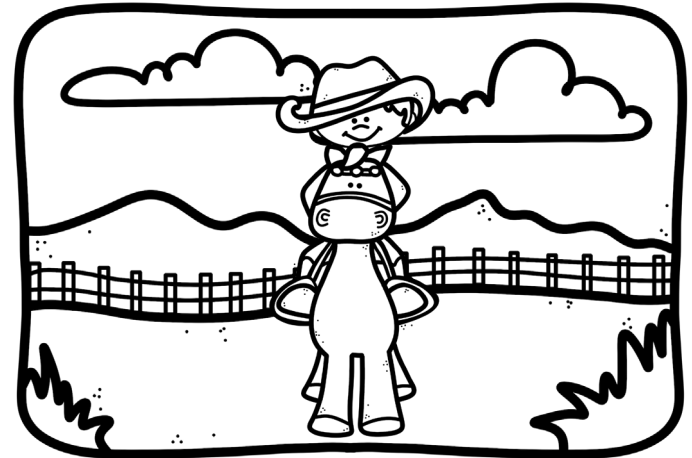
I LOVE the
life of a
cowboy!



What I see On the Range



By



Cowboy Bob here.
I'm riding out on the range.



cowboy

cowboy

I see a wolf.

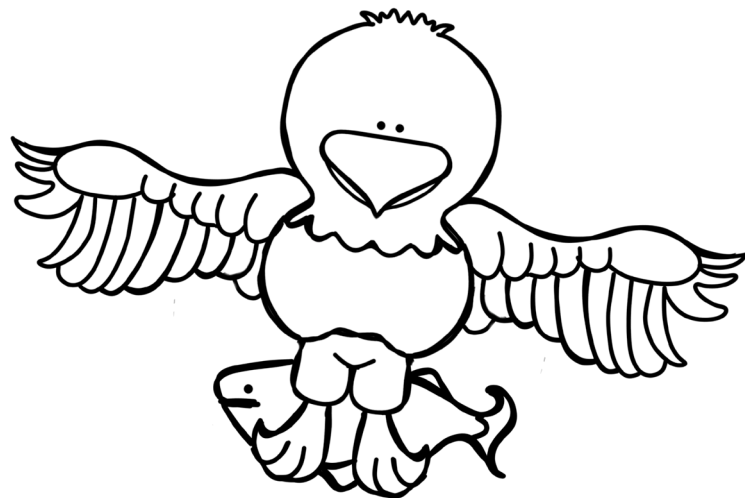
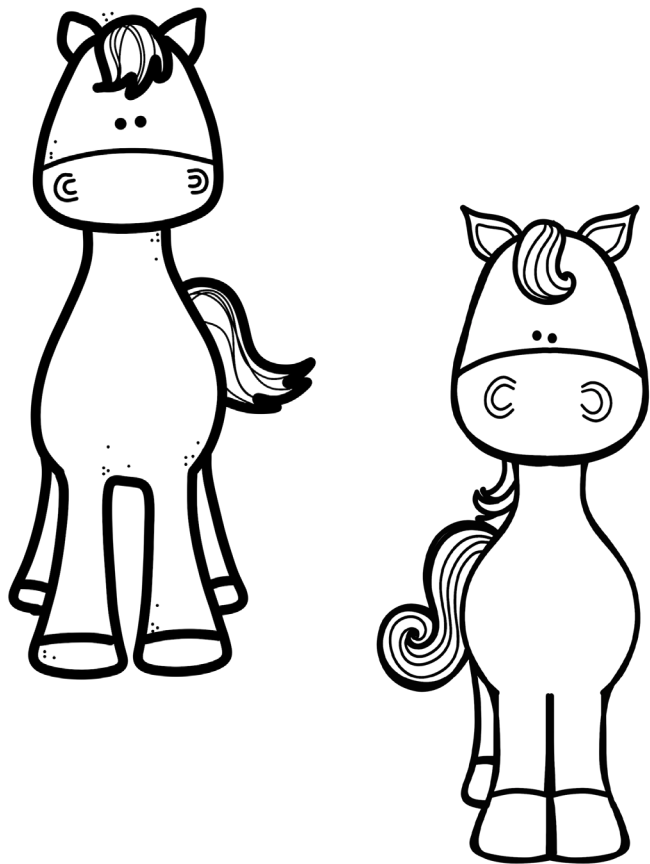


wolf

wolf

I see wild horses.

I see an eagle.



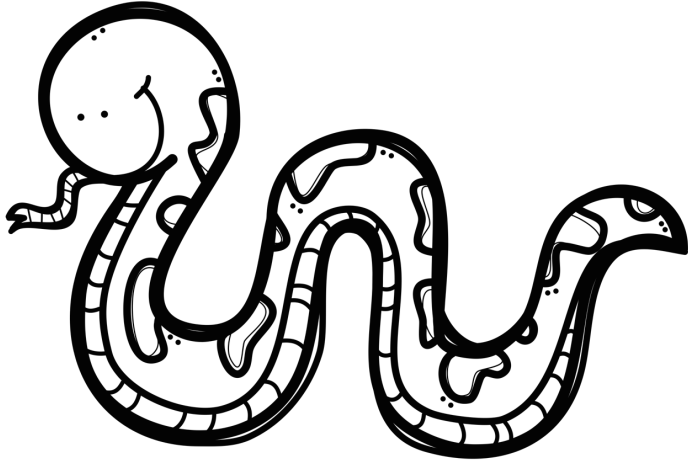
horse

eagle

horse

eagle

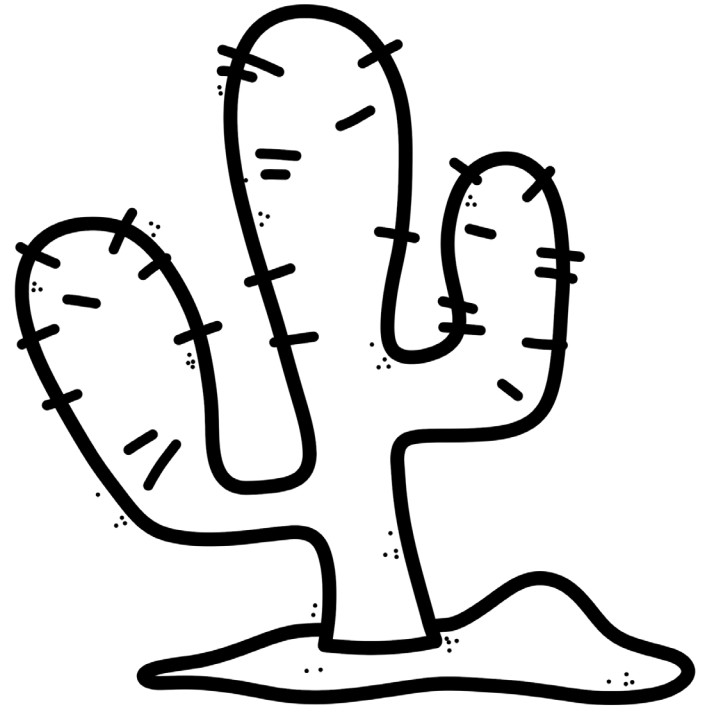
I see a snake.



snake

snake

I see a cactus.

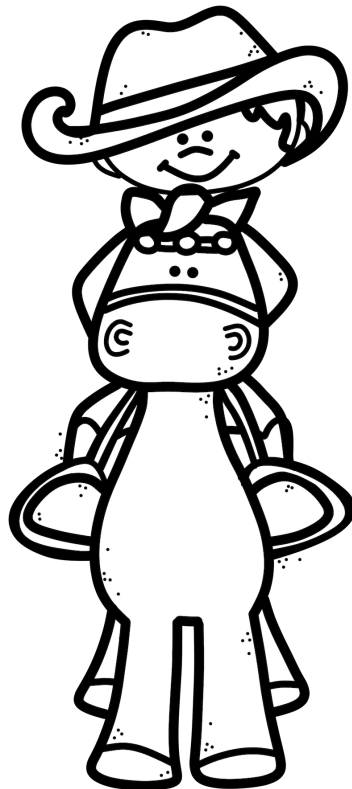
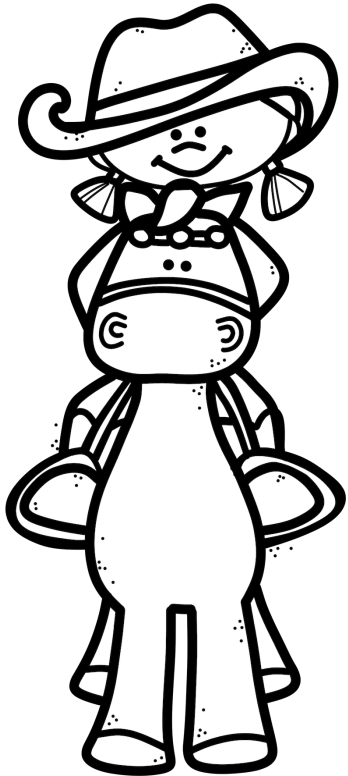


cactus

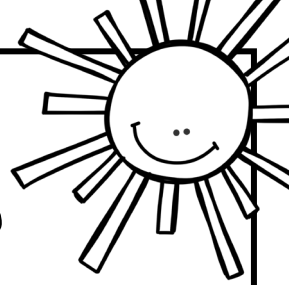
cactus

Without printed words.
(For older children)

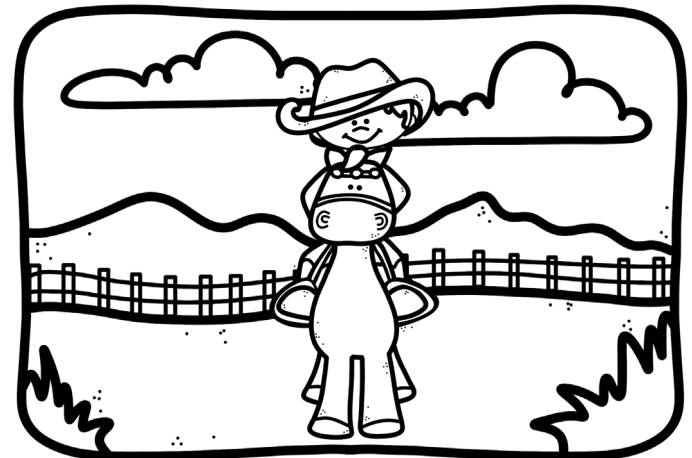
I LOVE the
life of a
cowboy!



What I see On the Range



By



Cowboy Bob here.
I'm riding out on the range.



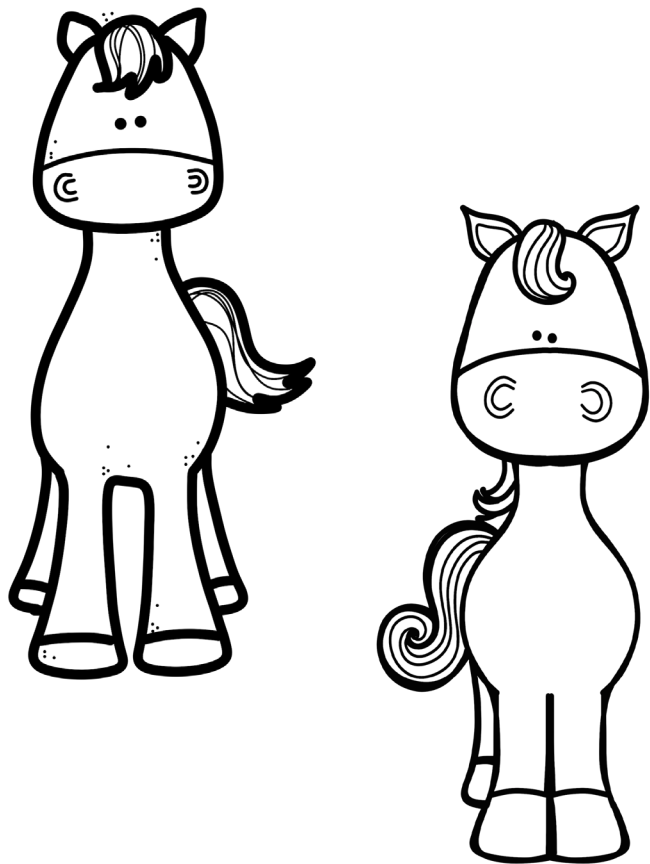
cowboy

I see a wolf.



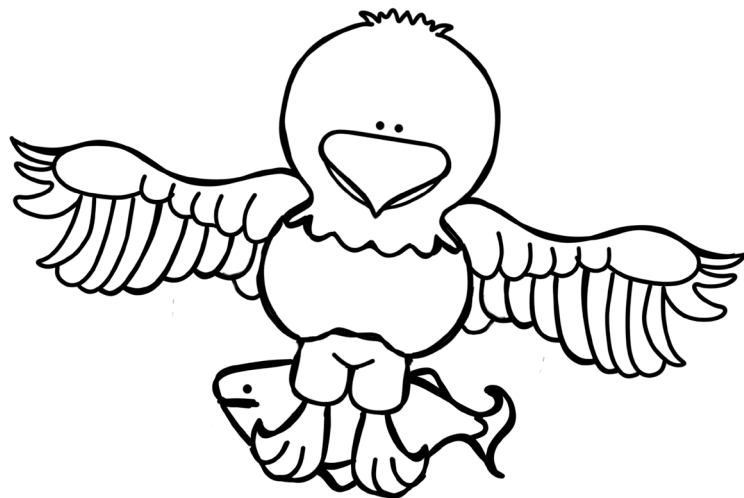
wolf

I see wild horses.



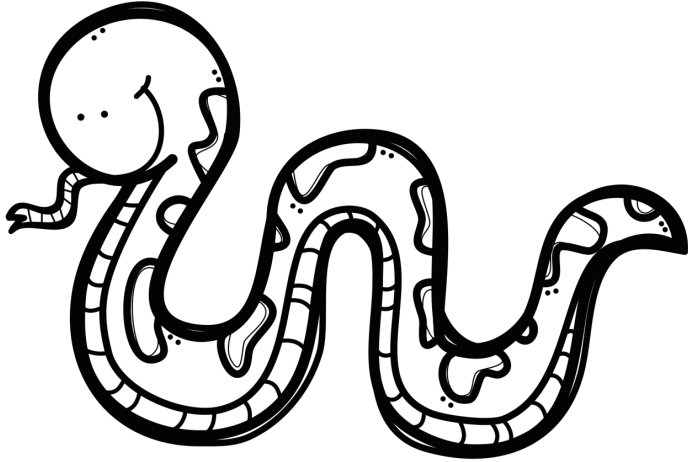
horse

I see an eagle.



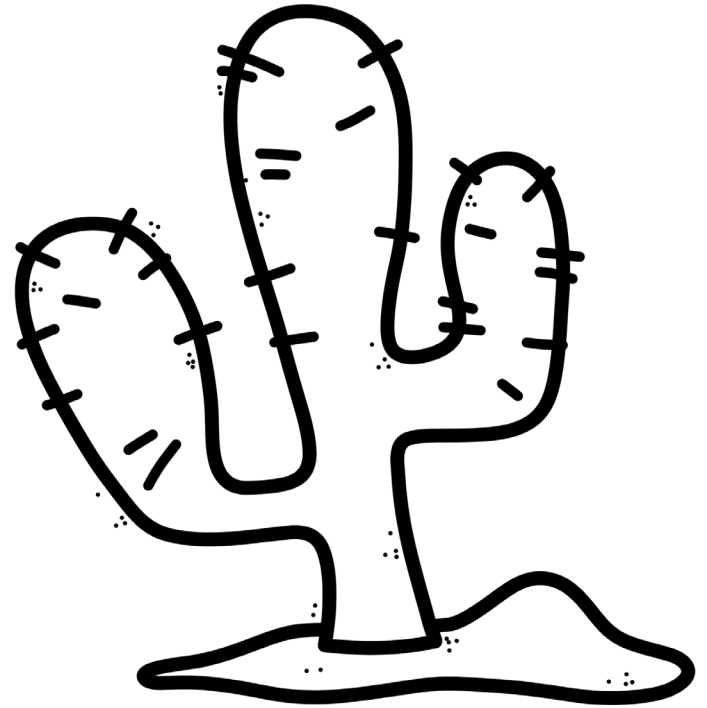
eagle

I see a snake.



snake

I see a cactus.

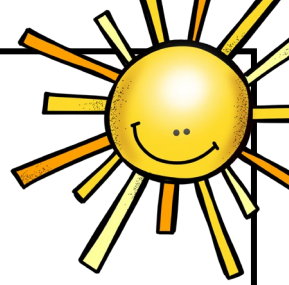
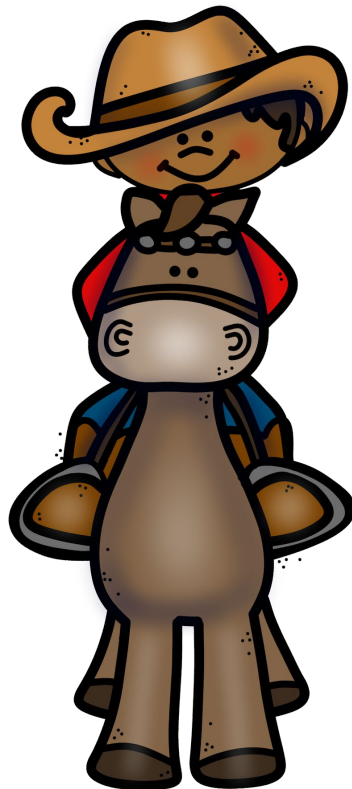
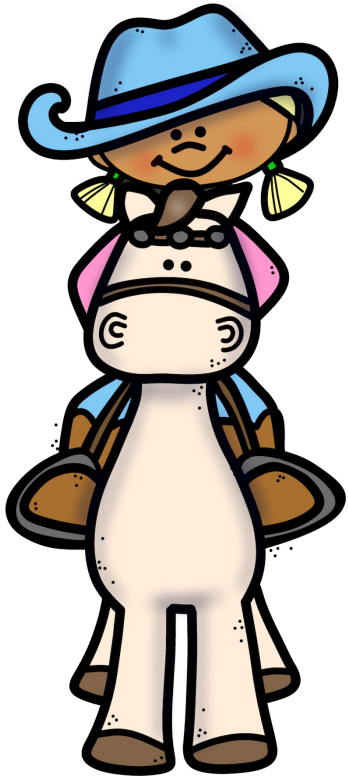


cactus

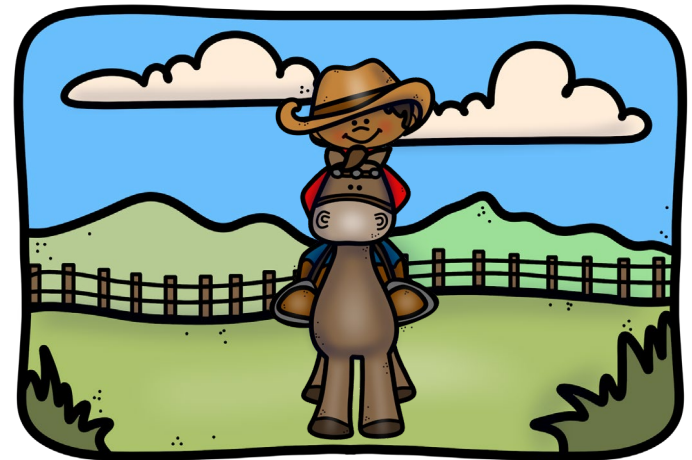
Book – Teachers Copy

- Print up on white card stock.
- Put together.
- Use teachers copy during small group when reading story.

I LOVE the
life of a
cowboy!



What I see
On the
Range



Cowboy Bob here.
I'm riding out on the range.

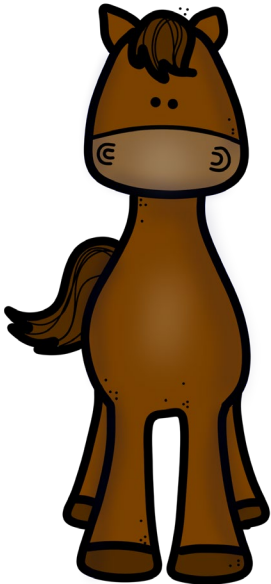
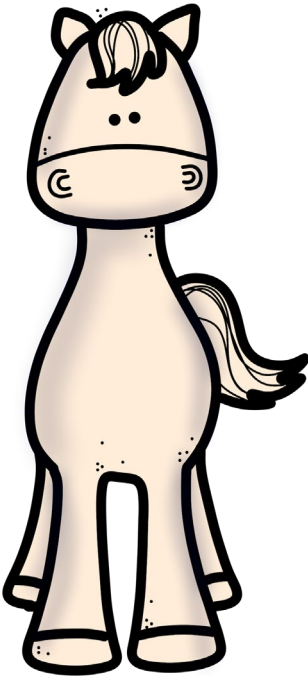


I see a wolf.



I see wild horses.

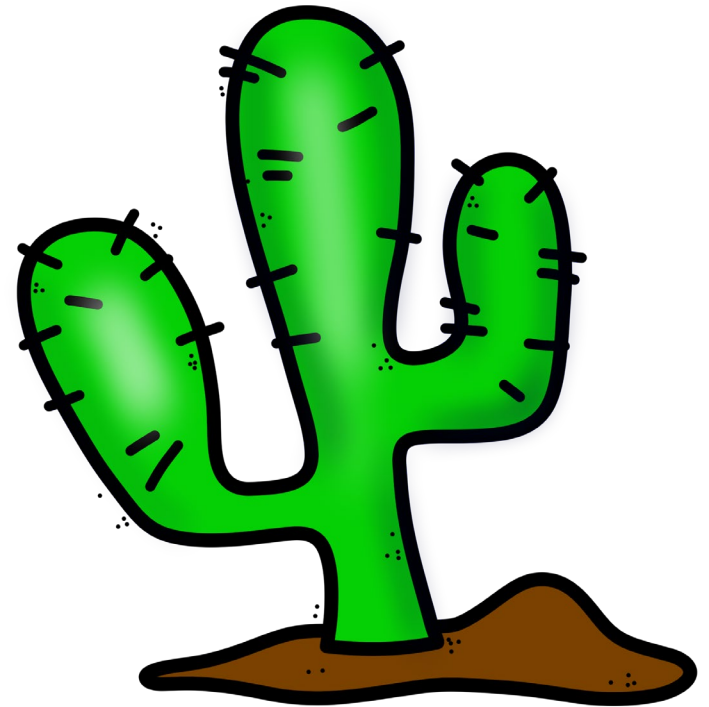
I see an eagle.







I see a snake.



I see a cactus.



SPIN AND WRITE THE WESTERN WORDS

Name _____		Spin the wheel and write the word cowboy with what the spinner lands on. Crayon, marker, pencil or highlighter.
		 cowboy
Name _____		Spin the wheel and write the word cowgirl with what the spinner lands on. Crayon, marker, pencil or highlighter.
		 cowgirl
Name _____		Spin the wheel and write the word horse with what the spinner lands on. Crayon, marker, pencil or highlighter.
		
Name _____		Spin the wheel and write the word cactus with what the spinner lands on. Crayon, marker, pencil or highlighter.
		 cactus
		Spin and Write

Supplies needed:

- Copy paper
- Marker – highlighter – pencil – crayon
- Spinner
- Spinner template



Directions:

Print up sheets for children and leave in the writing center.

Have a marker, highlighter, pencil and crayon and spinner available for each child. (For future files I add, you will be able to use these spinners more than once so keep them in your writing center with the writing instruments.

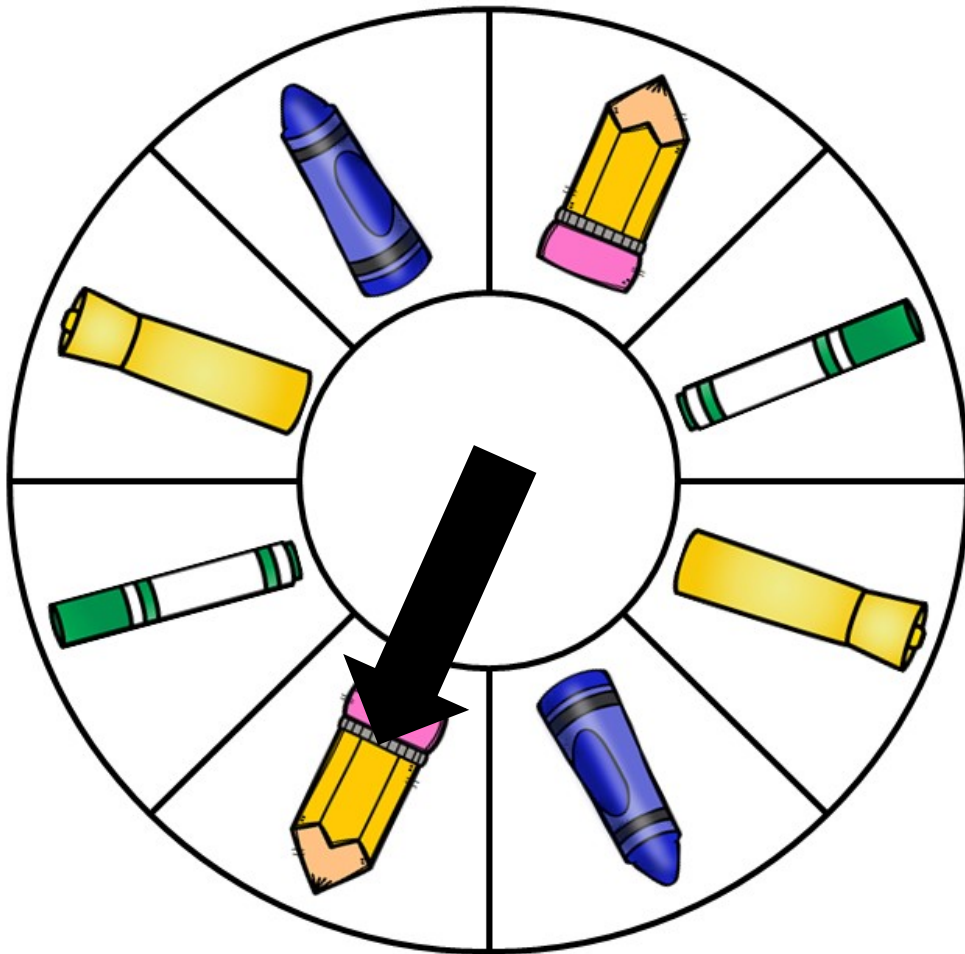
Have children pick a word that they would like to practice writing.

Children will spin the spinner. Whatever the spinner lands on, (crayon, marker, highlighter or pencil), they will write the word on the paper in one of the spaces provided.

Use any pages and add to their memory book.

Addition idea: Children love to use the spinner, so when they get done writing the word, have them spin the spinner to see what they will color the picture with. Crayon, marker, highlighter or pencil.

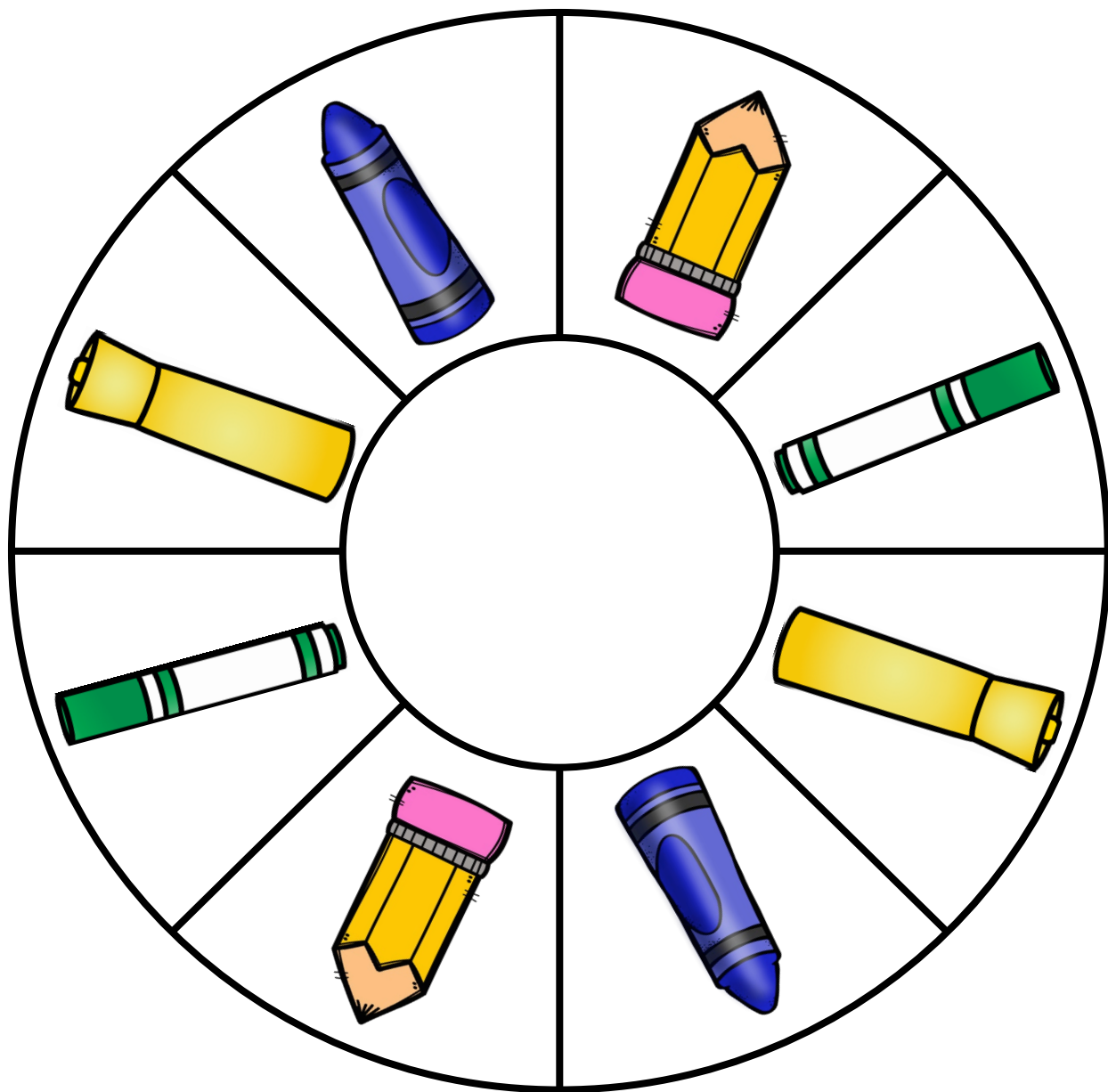
Print up spinner on the following page onto white card stock on the following page. Cut out.
Attach spinner.



Arrow spinners can be purchased at

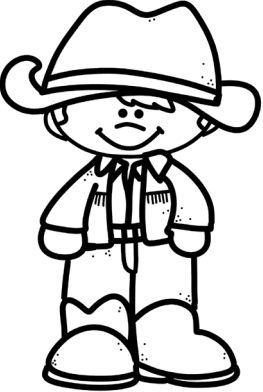
http://www.boardgamedesign.com/pages/go_shopping_2012/arrow_spinners.htm

(4" spinners)



Name _____

Spin the wheel and write the word cowboy with what the spinner lands on. Crayon, marker, pencil or highlighter.

	cowboy 

Spin and Write

Name _____

Spin the wheel and write the word cowgirl with what the spinner lands on. Crayon, marker, pencil or highlighter.

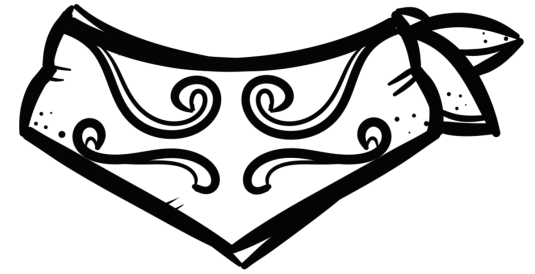
cowgirl



Spin and Write

Name _____

Spin the wheel and write the word
bandana with what the spinner lands on.
Crayon, marker, pencil or highlighter.

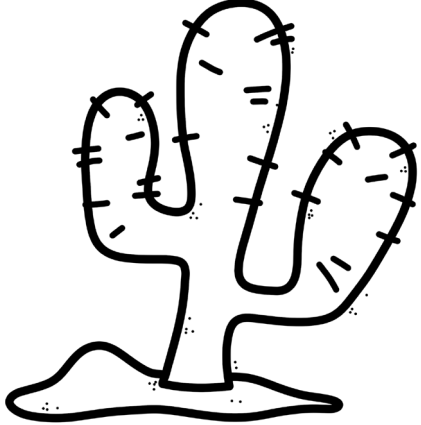


bandana

Spin and Write

Name _____

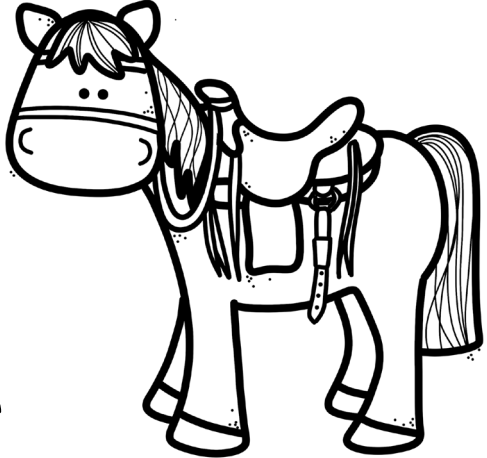
Spin the wheel and write the word cactus with what the spinner lands on. Crayon, marker, pencil or highlighter.

	cactus 

Spin and Write

Name _____

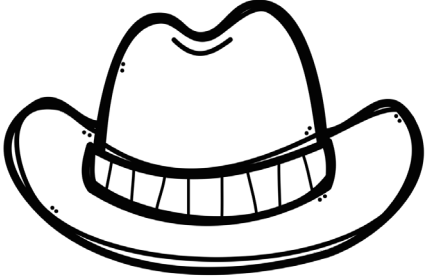
Spin the wheel and write the word horse with what the spinner lands on. Crayon, marker, pencil or highlighter.

	
	horse

Spin and Write

Name _____

Spin the wheel and write the word hat with what the spinner lands on. Crayon, marker, pencil or highlighter.

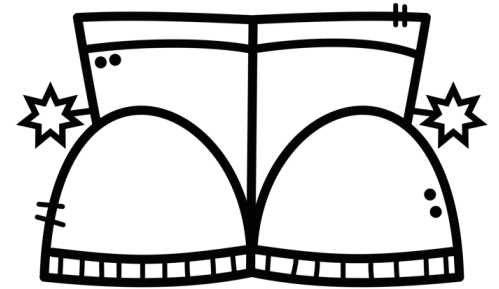
	hat 

Spin and Write

Name _____

Spin the wheel and write the word boots with what the spinner lands on. Crayon, marker, pencil or highlighter.

boots



Spin and Write

Name _____

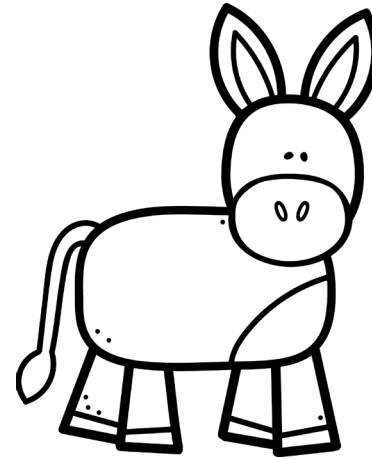
Spin the wheel and write the word sheriff with what the spinner lands on. Crayon, marker, pencil or highlighter.

	sheriff 

Spin and Write

Name _____

Spin the wheel and write the donkey with what the spinner lands on. Crayon, marker, pencil or highlighter.

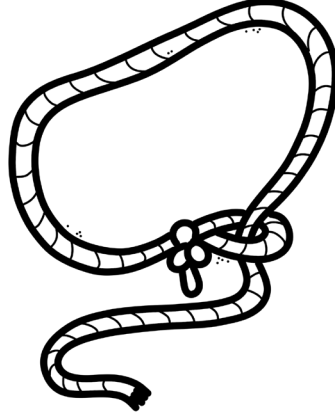


donkey

Spin and Write

Name _____

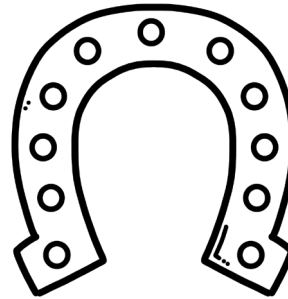
Spin the wheel and write the word lasso with what the spinner lands on. Crayon, marker, pencil or highlighter.

		lasso

Spin and Write

Name _____

Spin the wheel and write the word
horseshoe with what the spinner lands
on. Crayon, marker, pencil or highlighter.

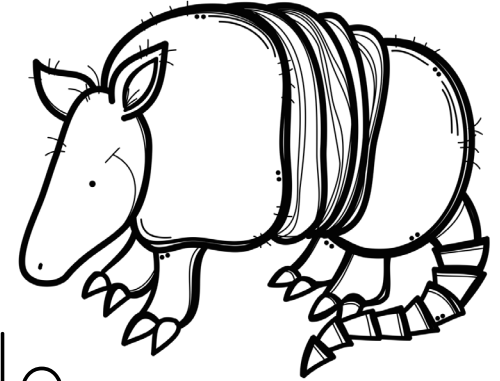


horseshoe

Spin and Write

Name _____

Spin the wheel and write the word
armadillo with what the spinner lands on.
Crayon, marker, pencil or highlighter.

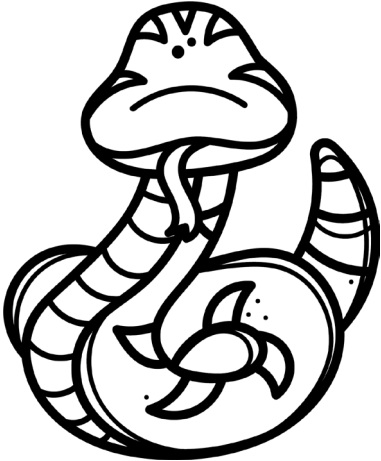


armadillo

Spin and Write

Name _____


Spin the wheel and write the word snake with what the spinner lands on. Crayon, marker, pencil or highlighter.

	snake	

Spin and Write

Name _____


Spin the wheel and write the word wolf with what the spinner lands on. Crayon, marker, pencil or highlighter.

	wolf 

Spin and Write

Name _____

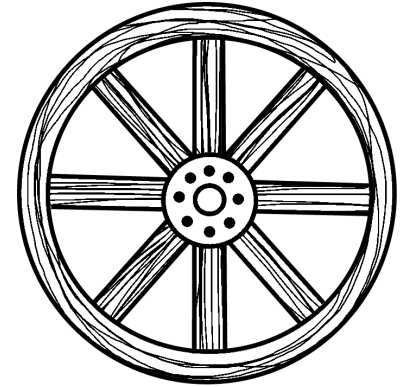
Spin the wheel and write the word gold with what the spinner lands on. Crayon, marker, pencil or highlighter.

	
	gold

Spin and Write

Name _____

Spin the wheel and write the word wheel with what the spinner lands on. Crayon, marker, pencil or highlighter.

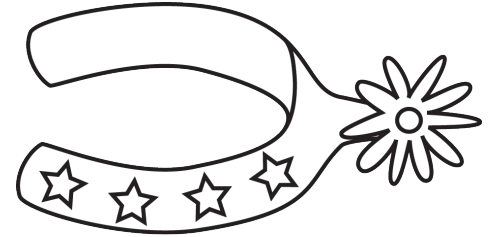


wheel

Spin and Write

Name _____

Spin the wheel and write the word spur with what the spinner lands on. Crayon, marker, pencil or highlighter.

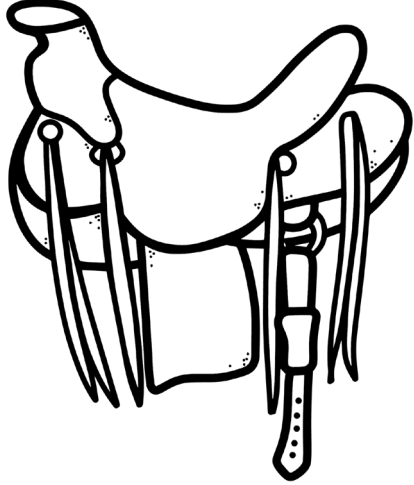


spur

Spin and Write

Name _____

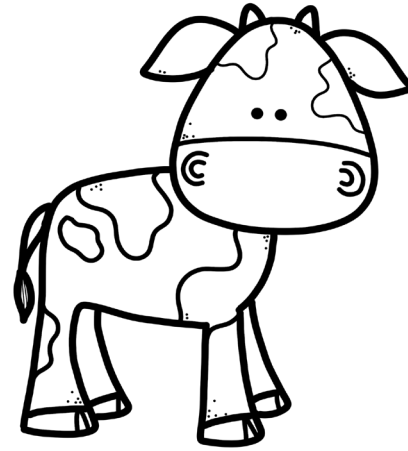
Spin the wheel and write the word saddle with what the spinner lands on. Crayon, marker, pencil or highlighter.

	
	saddle

Spin and Write

Name _____

Spin the wheel and write the word cow with what the spinner lands on. Crayon, marker, pencil or highlighter.



COW

Spin and Write

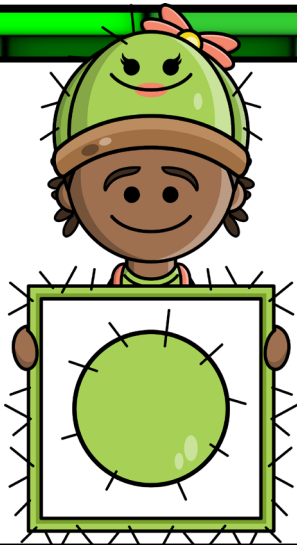
Cactus Shape Matching Activity

- Print up on white card stock.
- Trim.
- Laminate.

You can use the sheets as full sheets – laminate or laminate and trim and make each shape an individual card for large group matching.

Have children match the shape cards to the shape on the picture. Place card in the rectangle.

(You can add a piece of Velcro to the back of the card and the inside of the rectangle to keep cards in place).



Circle



Triangle

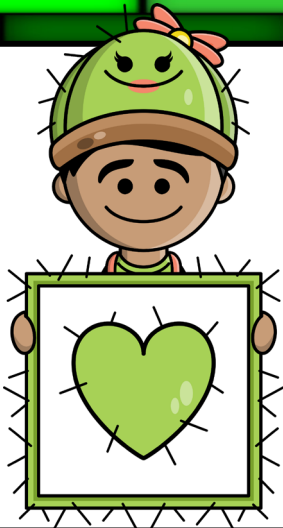


Rectangle





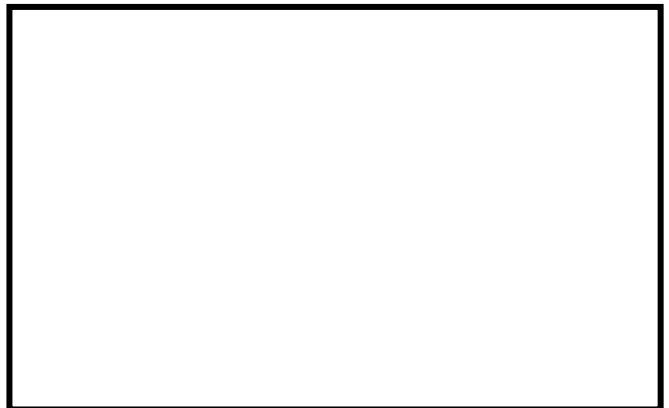
Crescent



Heart

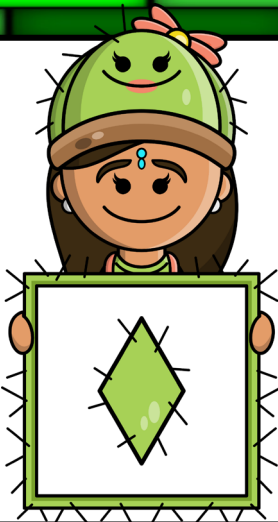


Square

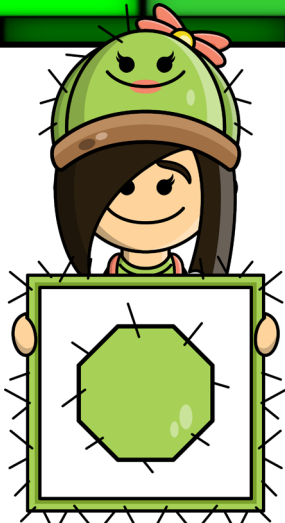




Star

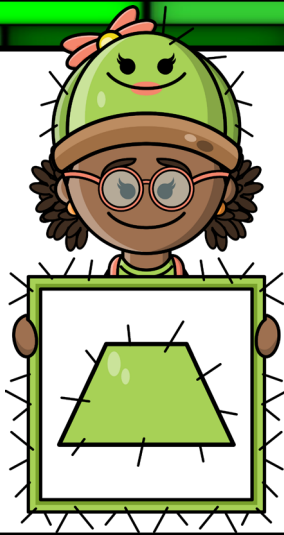


Rhombus

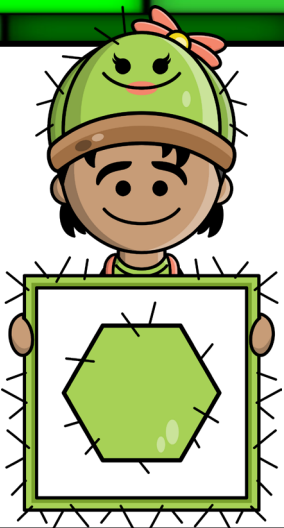


Octagon





Trapezoid

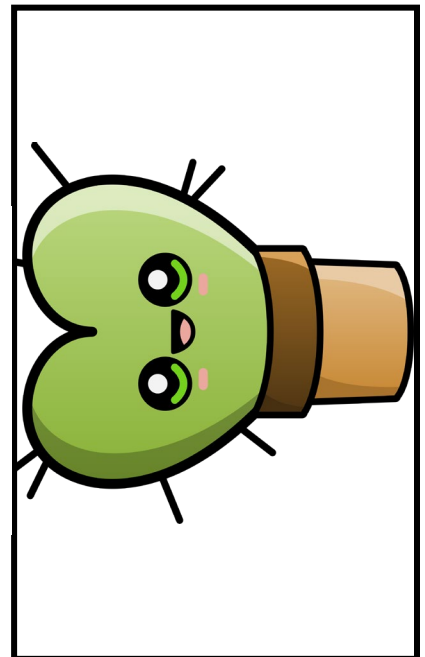
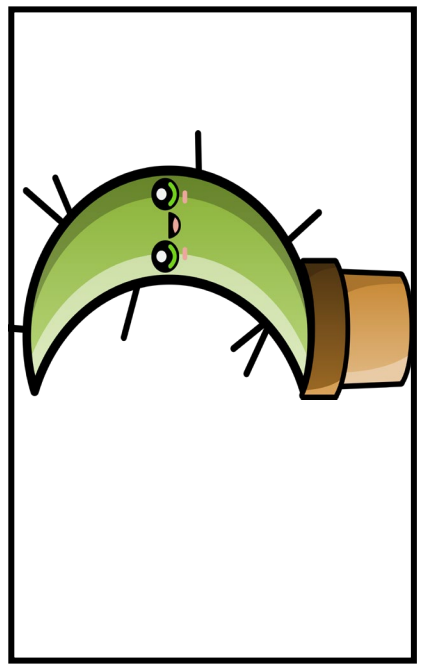
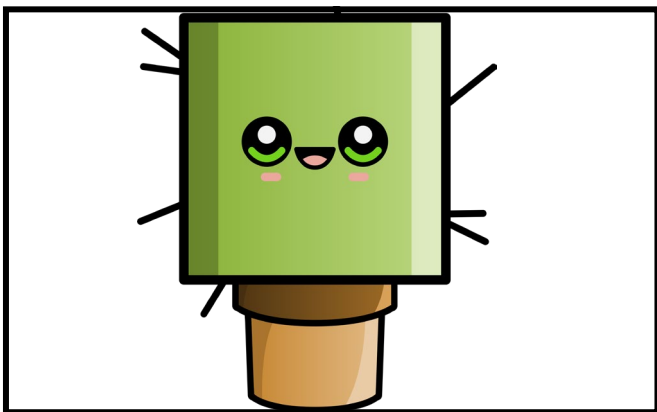
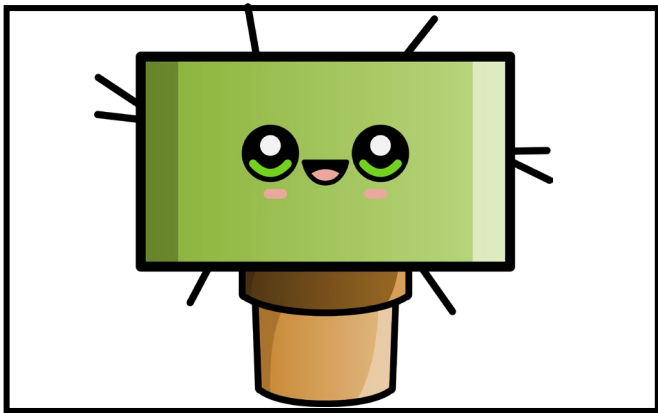
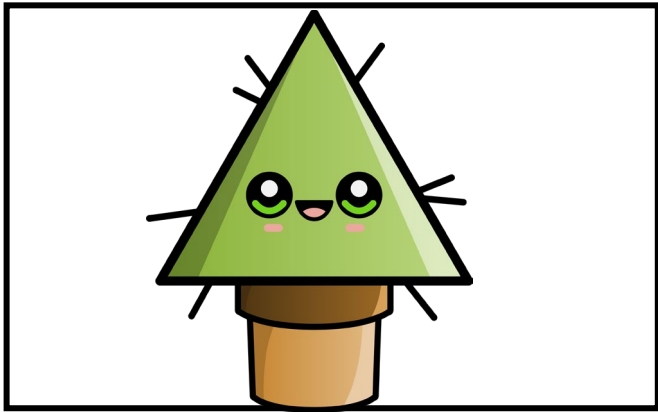
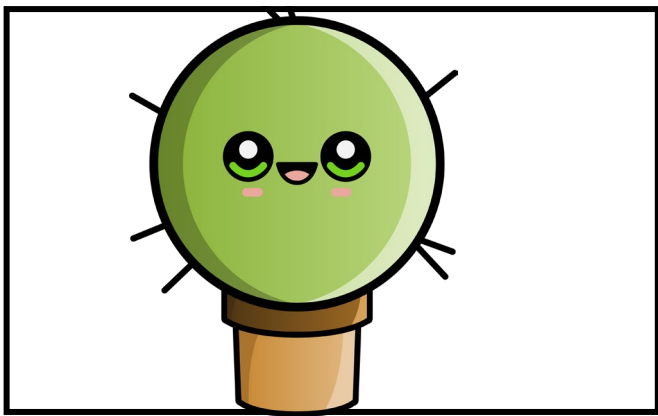


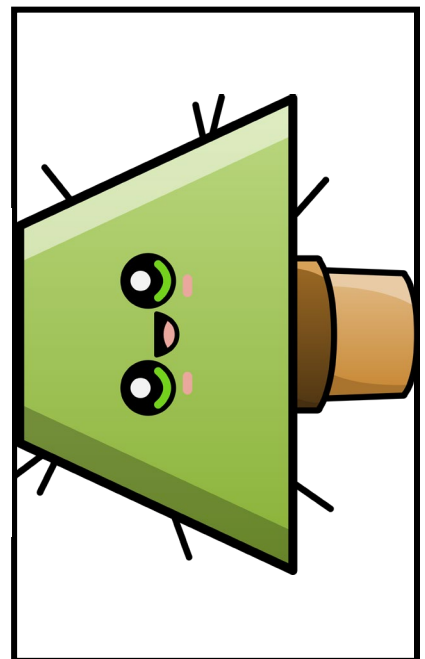
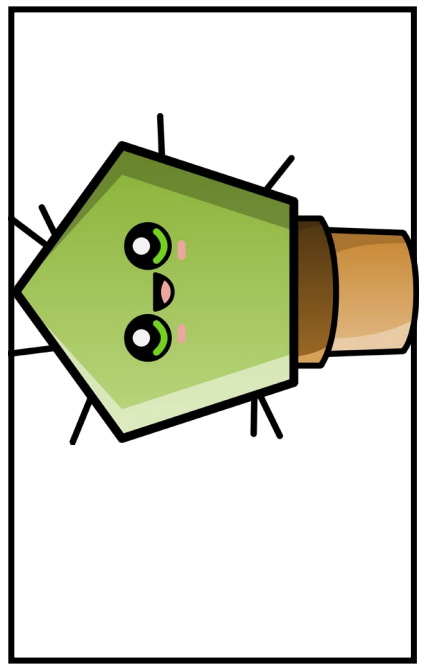
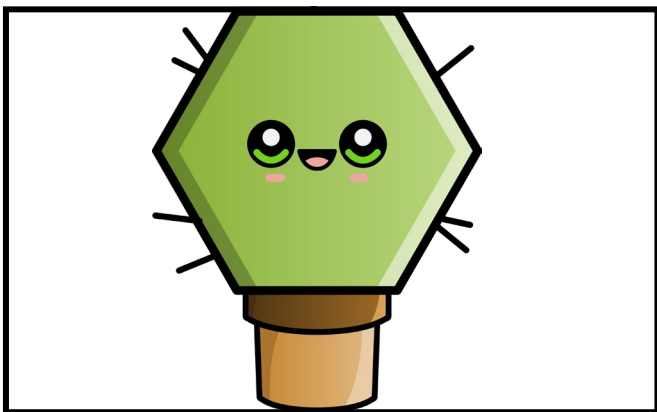
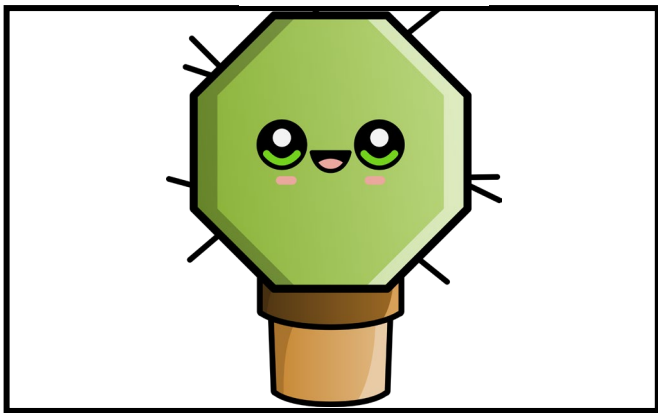
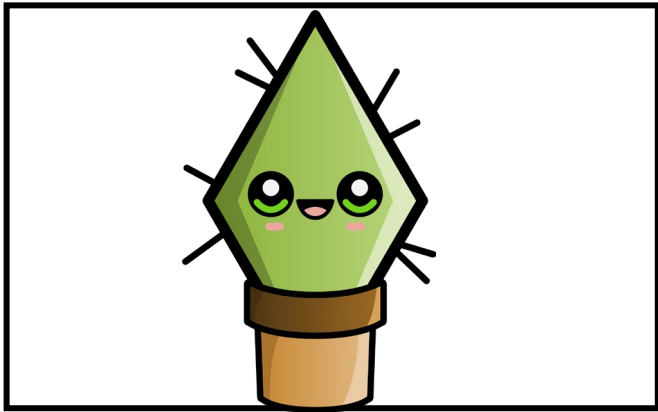
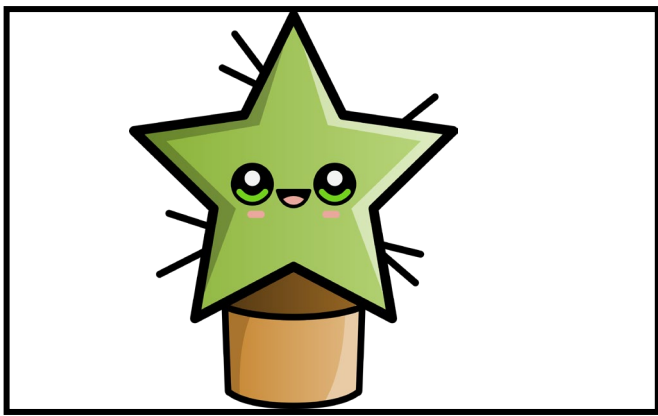
Hexagon



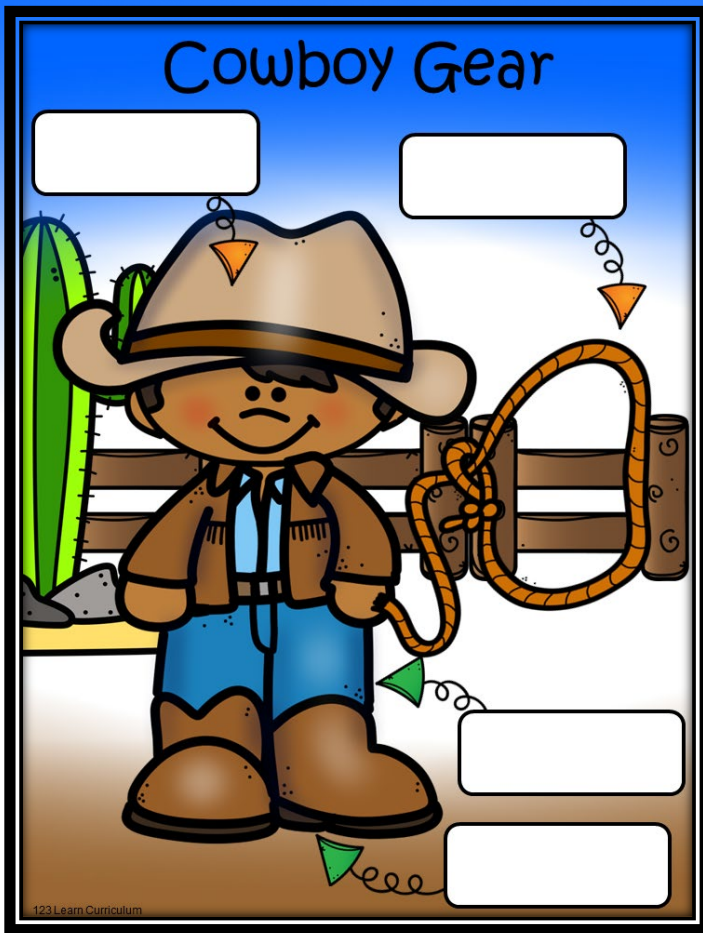
Pentagon







Cowboy and Cowgirl Gear Matching

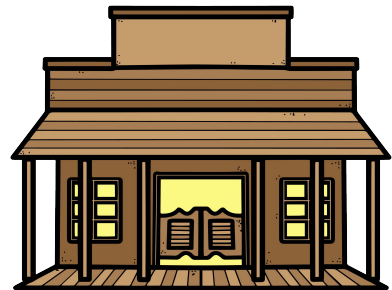


Supplies needed:

- White card stock
- Laminating sheets
- Scissors
- Velcro

For worksheets:

- Crayons or markers
- Scissors
- Glue



Directions:

- Print up cowboy and cowgirl template sheets. Laminate.
- Print up cards with names of gear, laminate and trim.
- Place Velcro pieces on the cards and on the full sheets of cowboy and cowgirl gear sheets.
- Have children sit at the table, talk about what cowboys and cowgirls need for gear. Have children read the word. Help them sound it out and place the card on the correct space.

Print up on white card stock. Laminate and trim. Place Velcro on the back of cards and cowboy and cowgirl gear sheets.

Cowboy Gear

Hat

Lasso

Jeans

Boots

Cowgirl Gear

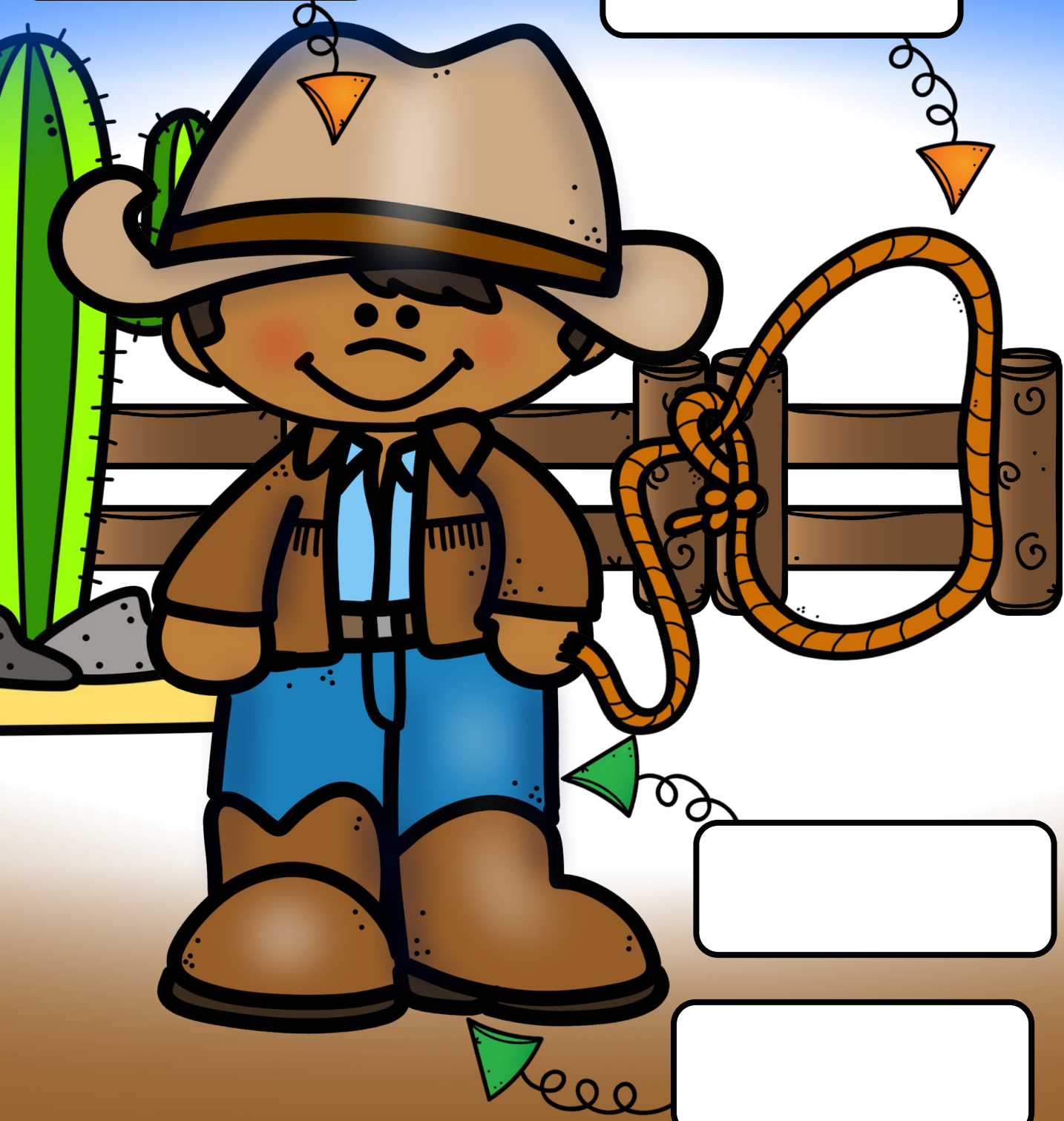
Hat

Lasso

Chaps

Boots

Cowboy Gear



Cowgirl Gear



Print up on white card stock. Have children cut and glue and add to cowboy gear worksheet. Color worksheet. You can also laminate cards and use to have children write the words on the worksheet.

Hat

Lasso

Jeans

Boots

Hat

Lasso

Jeans

Boots

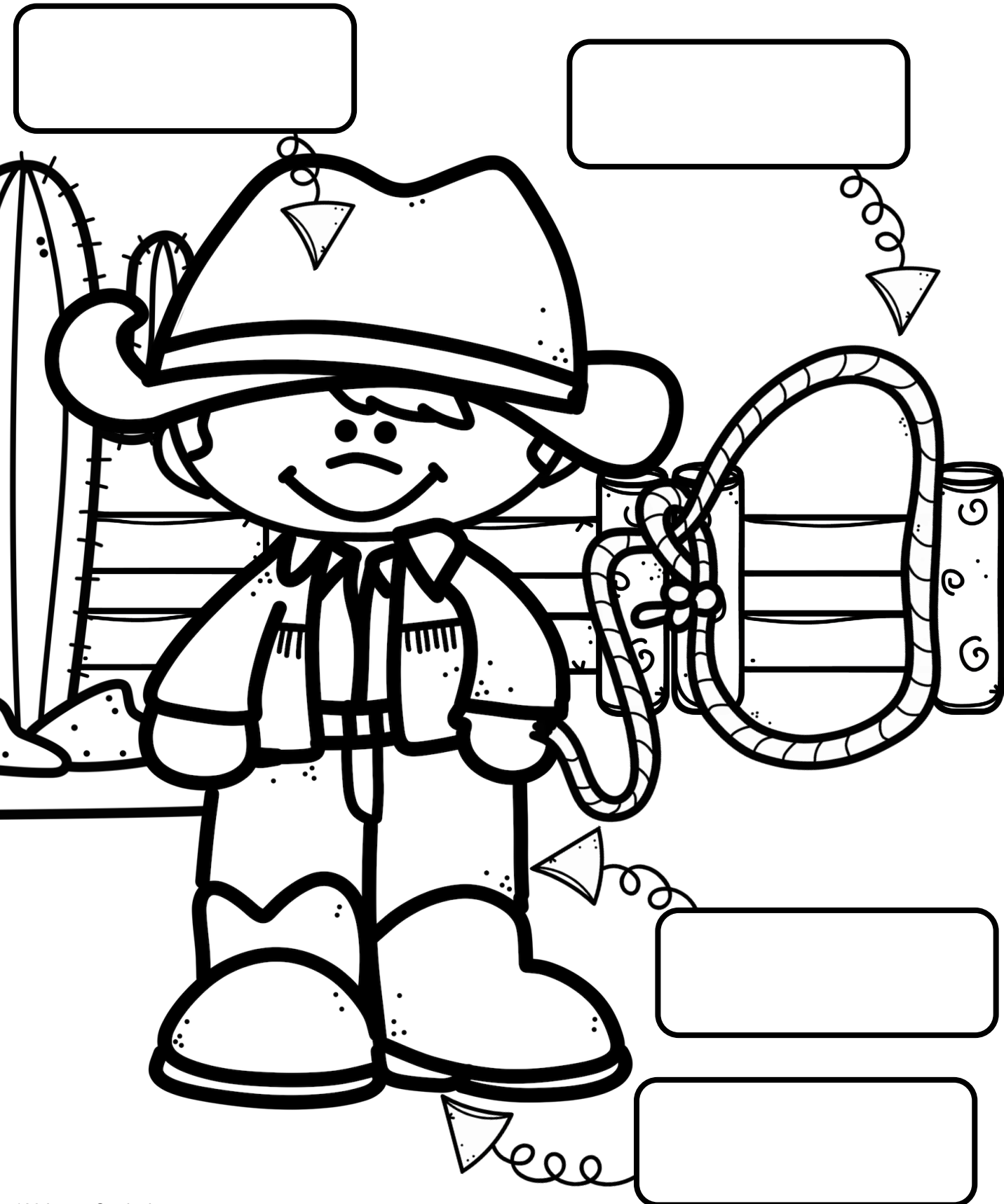
Hat

Lasso

Jeans

Boots

Cowboy Gear



Print up on white card stock. Have children cut and glue to cowgirl gear worksheet. Color worksheet. You can also laminate cards and have child use the cards to write the words on the worksheet.

Hat

Lasso

Chaps

Boots

Hat

Lasso

Chaps

Boots

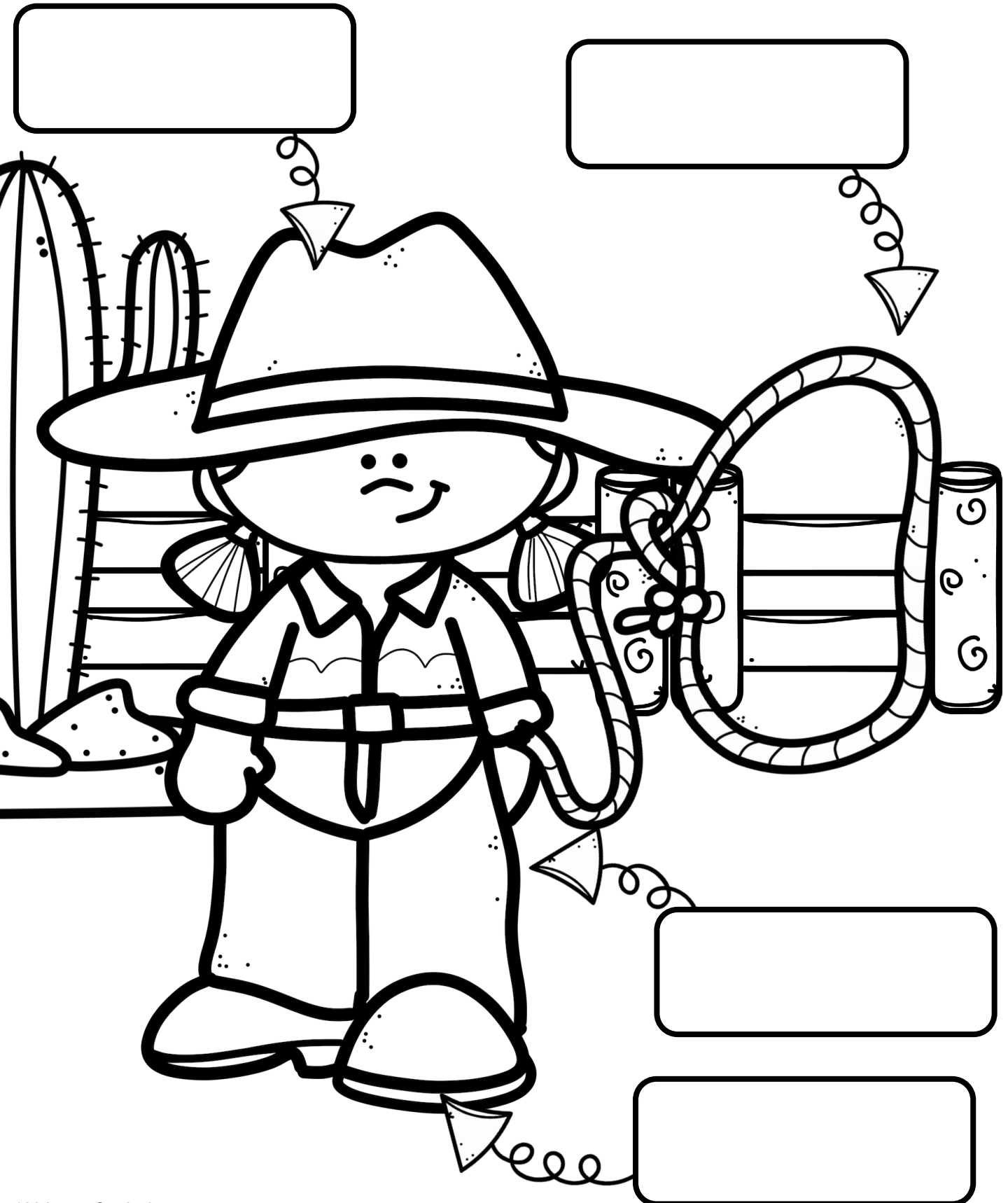
Hat

Lasso

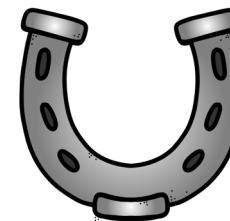
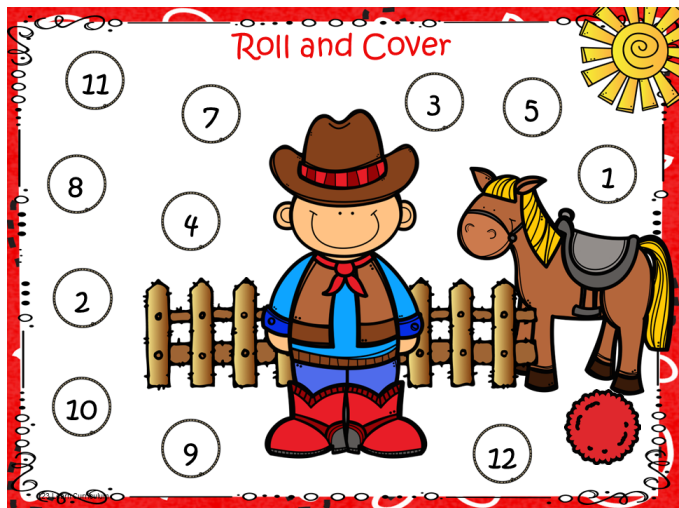
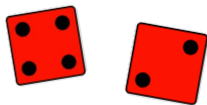
Chaps

Boots

Cowgirl Gear

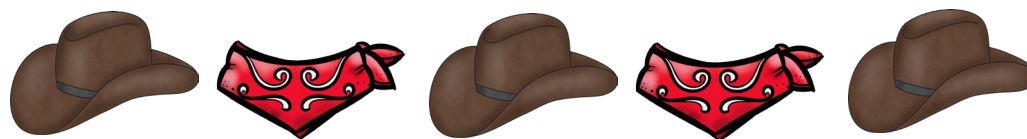


Roll and Cover



Supplies needed:

- White card stock
- Laminating sheets
- 2 dice
- Small disks, playdough, pom poms or other item for covering numbers.



Directions:

- Print up a sheet for each child.
- Laminate.
- Have children take turns rolling dice and cover the number on their card with a disk.
- Have children shake dice until you have a winner.

Roll and Cover



1

7

3

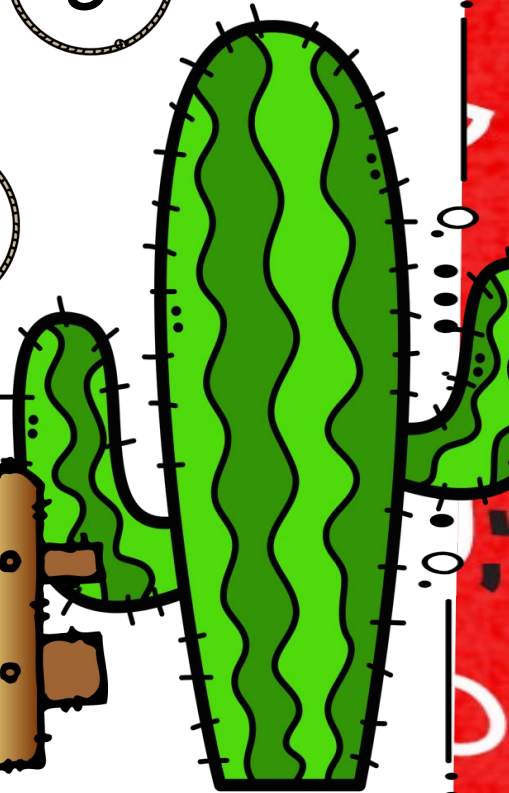
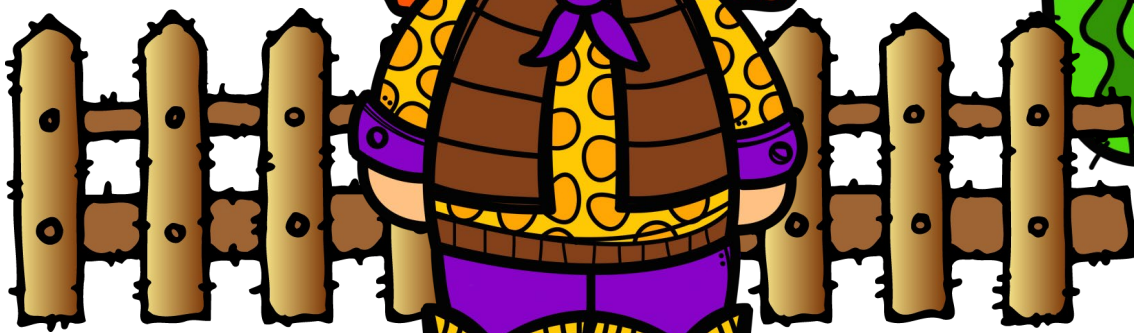
5

10

4

9

8



6

12

2

11

Roll and Cover



11

7

3

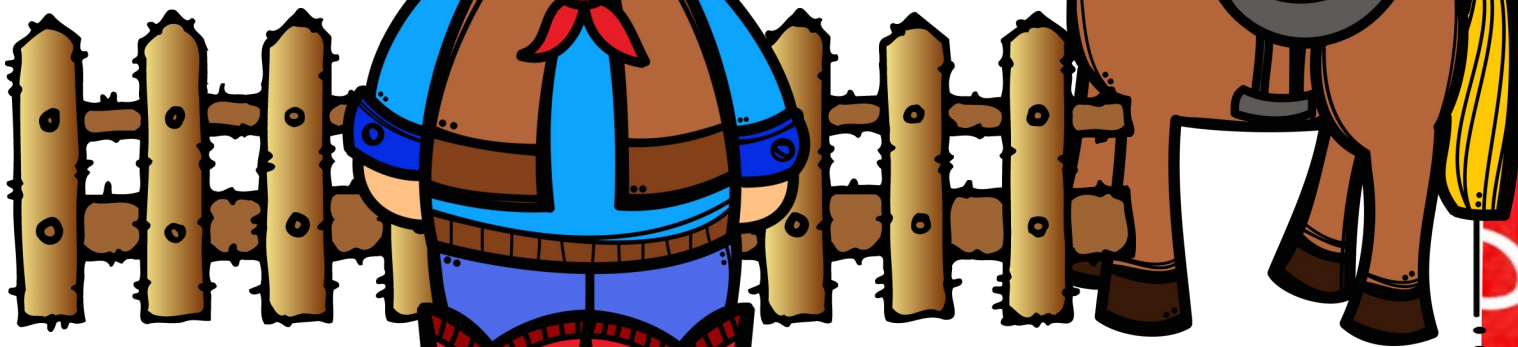
5

8

4

1

2



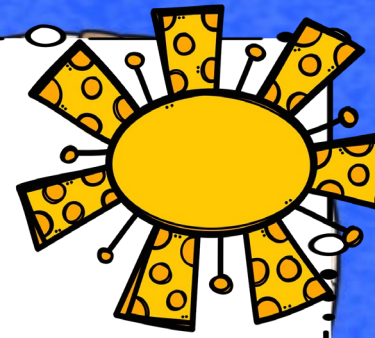
10

9

12

6

Roll and Cover



12

6

8

3

7

4

1

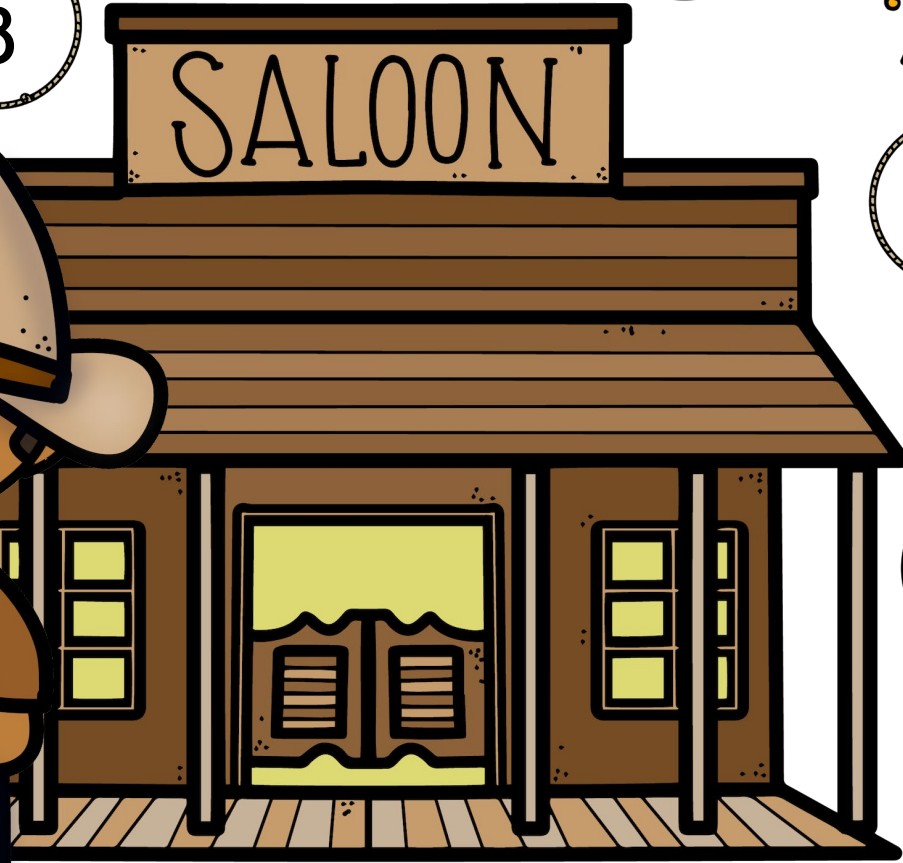
10

9

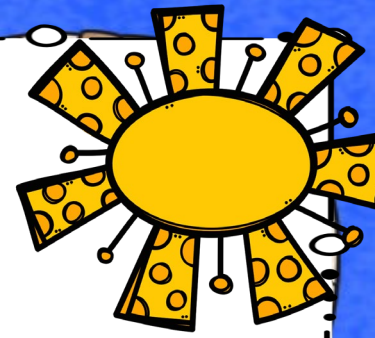
11

5

2



Roll and Cover



1

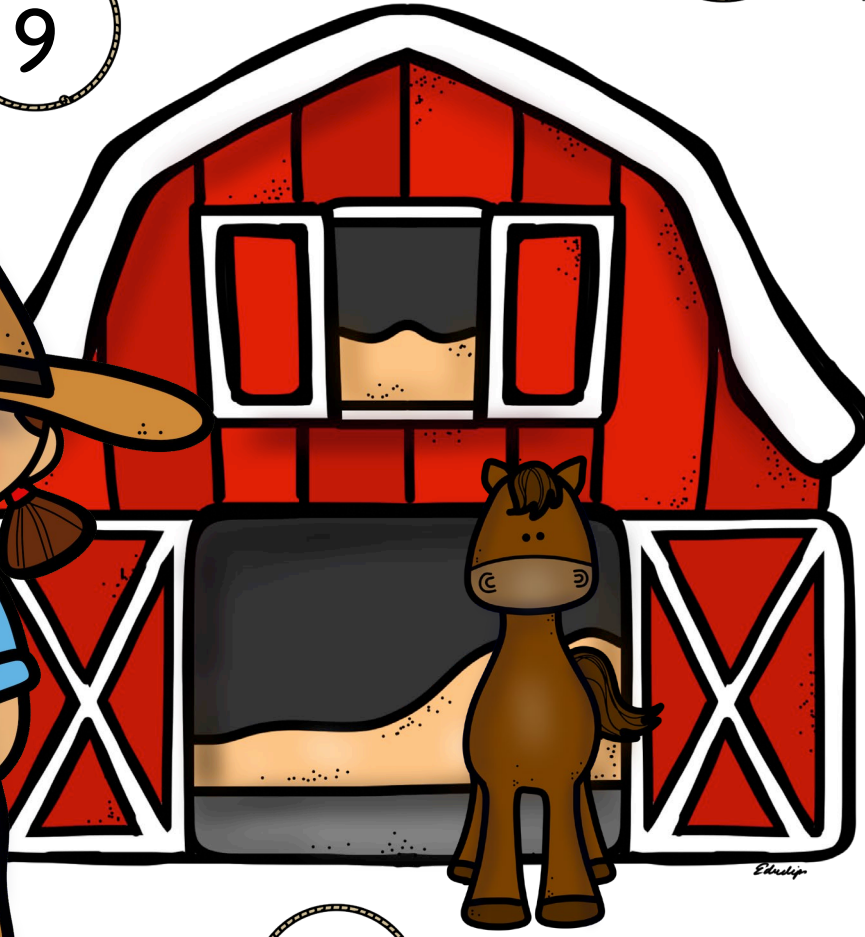
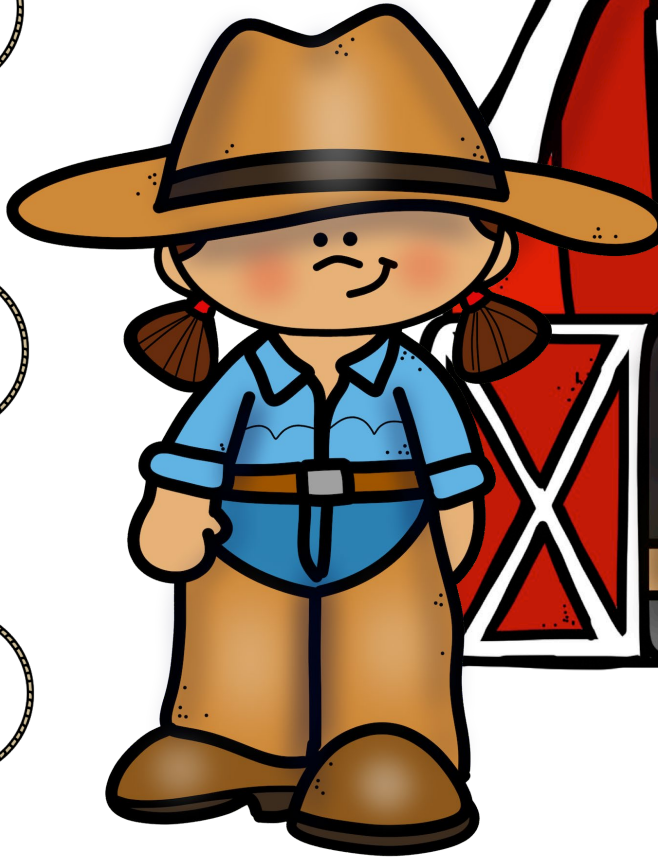
6

7

9

6

8



10

3

4

12

5

11

Roll and Cover Sheets

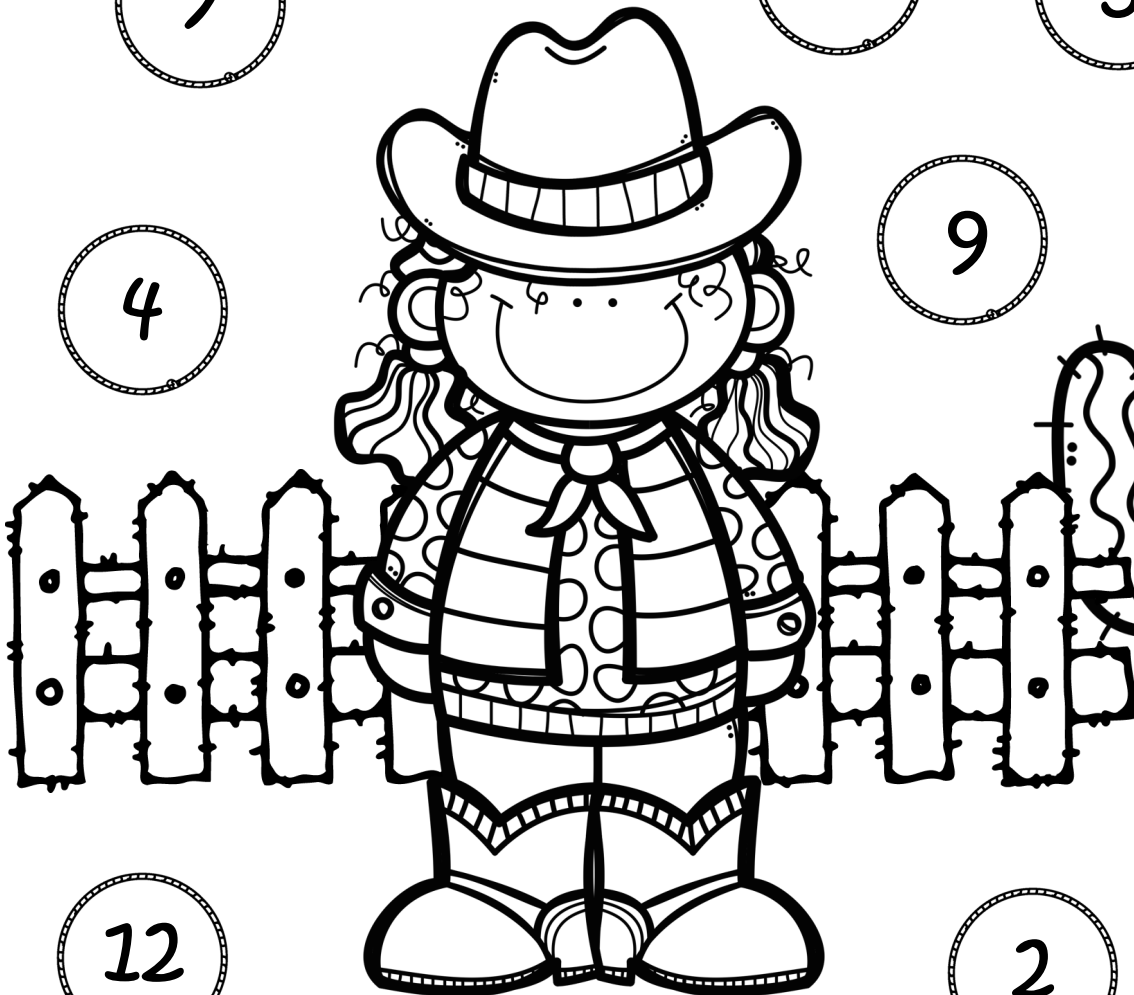
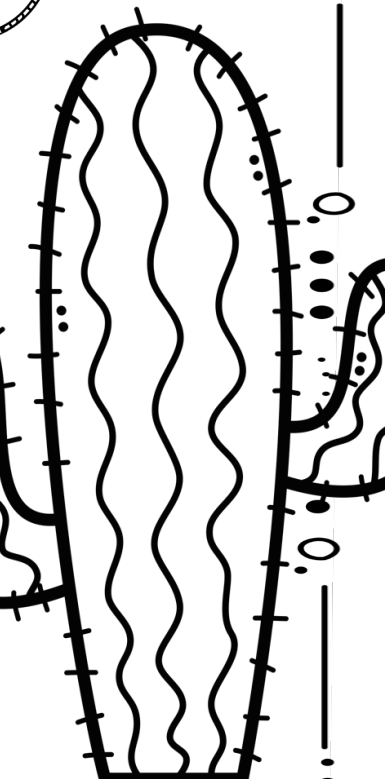
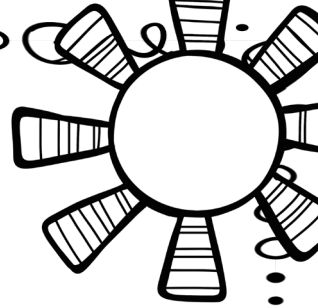
Print up on white card stock.

Have children shake dice and color number.

Winner is 1st one who covers the sheet.

Color sheet when done.

Roll and Cover



1

7

3

5

10

4

9

8

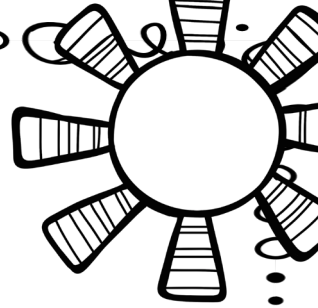
6

12

2

11

Roll and Cover



11

7

3

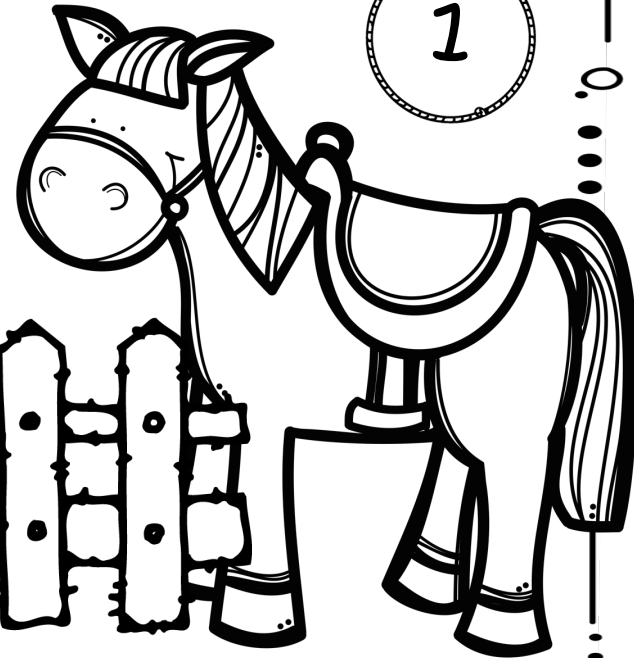
5

8

4

1

2



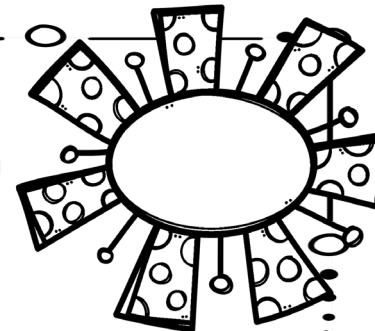
10

9

12

6

Roll and Cover



12

6

8

3

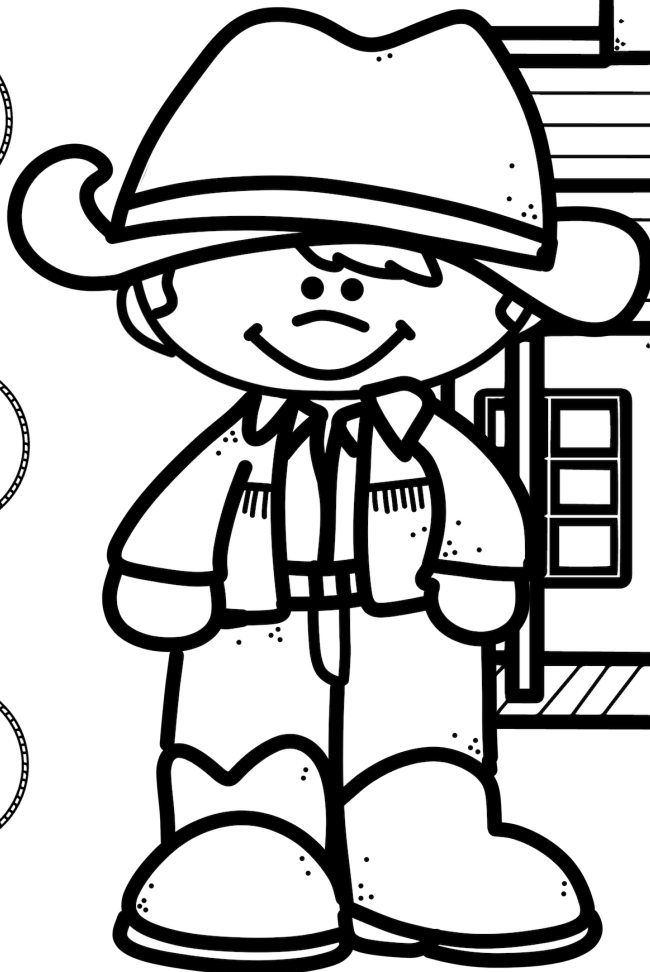
7

4

1

10

9

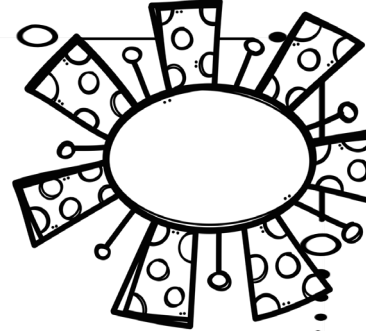


11

5

2

Roll and Cover



1

2

7

9

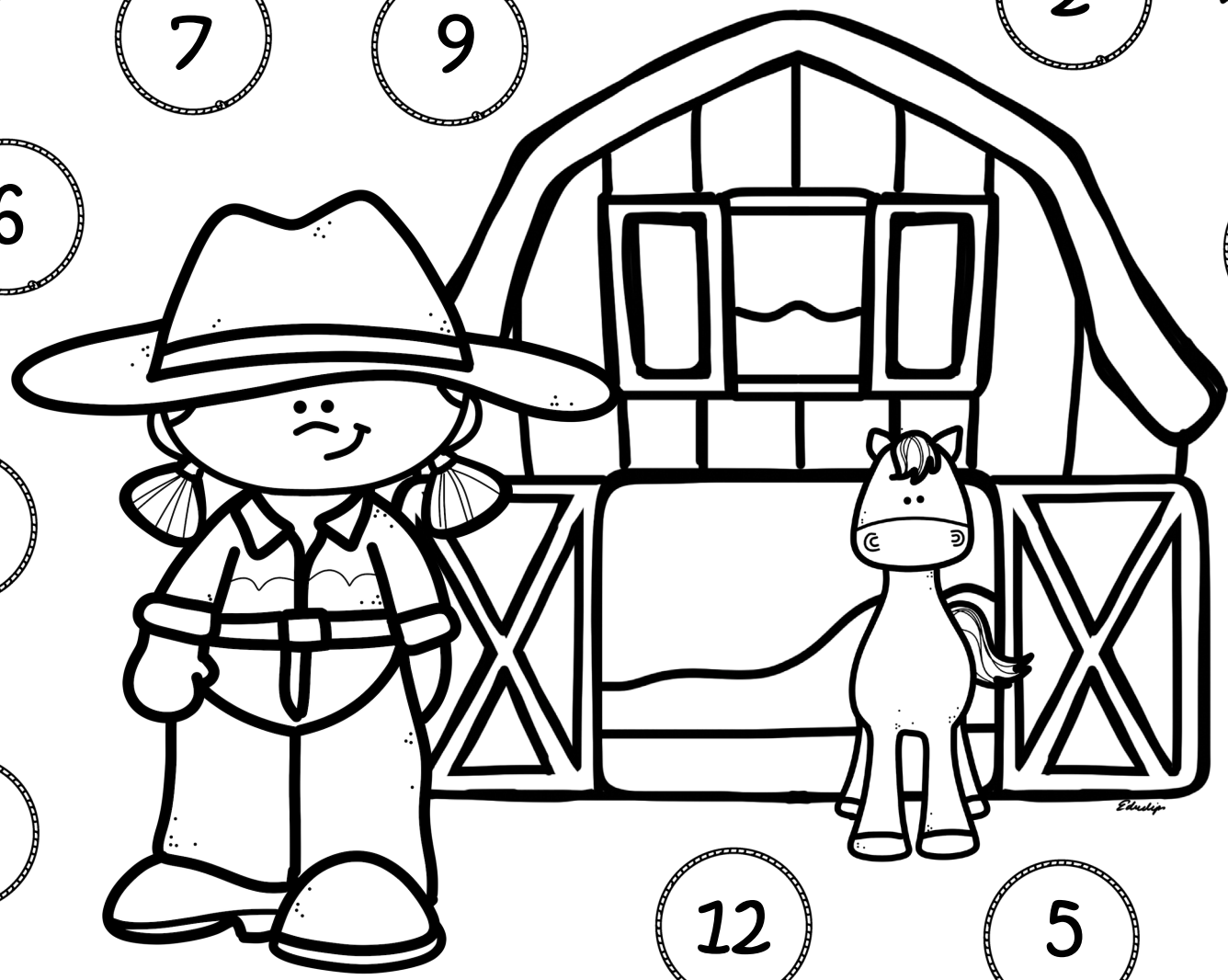
8

6

10

3

4

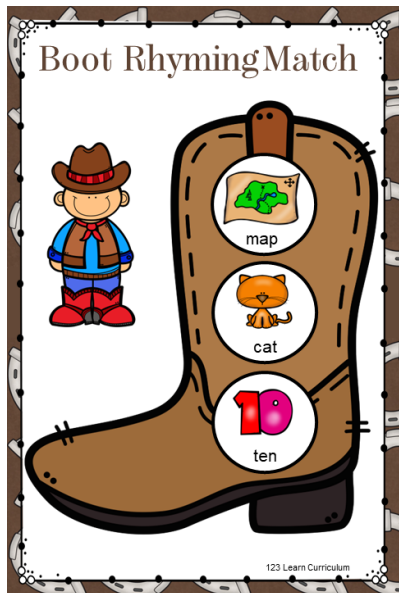


12

5

11

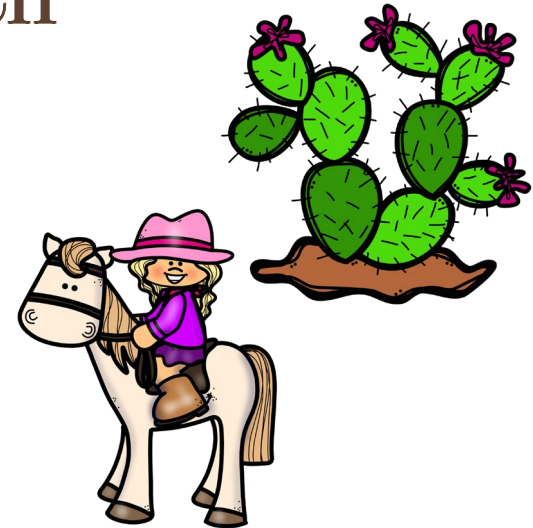
Boot Rhyming Match



Supplies needed:

- White card stock
- Laminating sheets
- Scissors

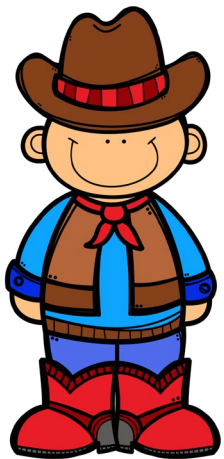
Directions:



- Print the following sheets onto white card stock.
- Laminate.
- Cut in half the boot rhyming mats.

- Print the following sheets onto white card stock.
- Laminate.
- Cut in half the boot rhyming mats making 2 separate boot rhyming mats.
- Take the rhyming cards, laminate and cut out.
- Sit the children at the table and let them each have a boot counting mat.
- Take the rhyming cards and place in a bag or bowl.
- Pick a card out.
- Say the word and ask children to look at their boot rhyming mat and see if they have a match.
- If they have a match, have them place the card on the match. First child to call the match gets the card.
- First child that fills their boot wins.

Boot Rhyming Match



map

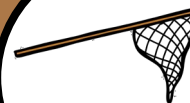


cat



ten

Boot Rhyming Match



net

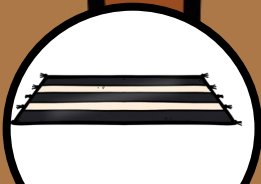


fin



lip

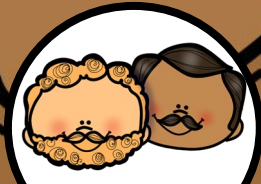
Boot Rhyming Match



mat



cap

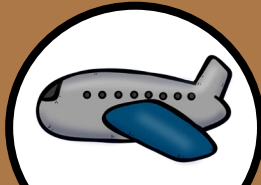


men

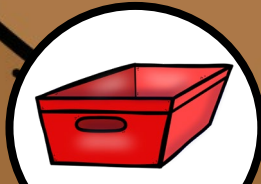
Boot Rhyming Match



hip



jet



bin

Boot Rhyming Match



tap



hat



hen

Boot Rhyming Match



pin



wet



rip

Boot Rhyming Match



nap



rat



pen

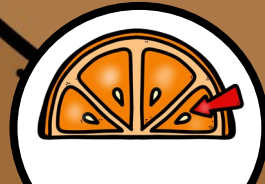
Boot Rhyming Match



win



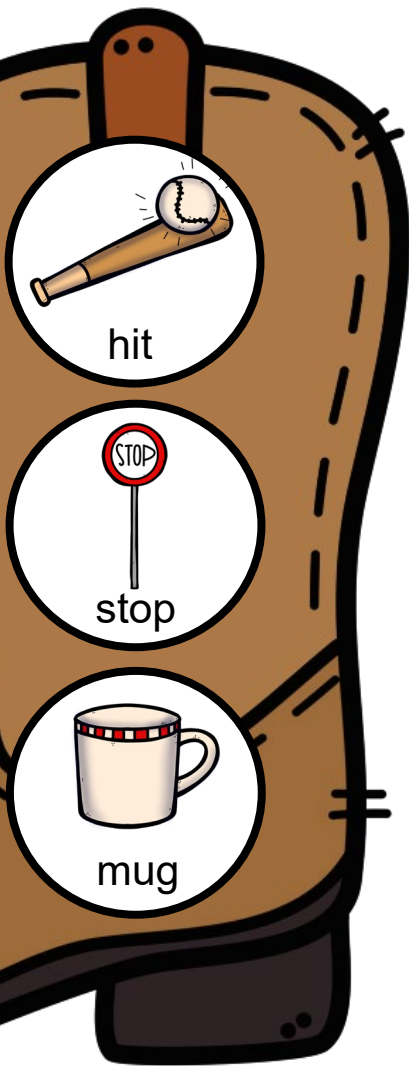
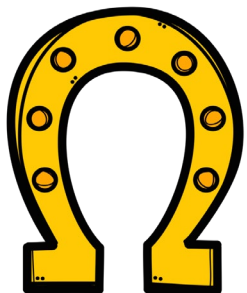
pet



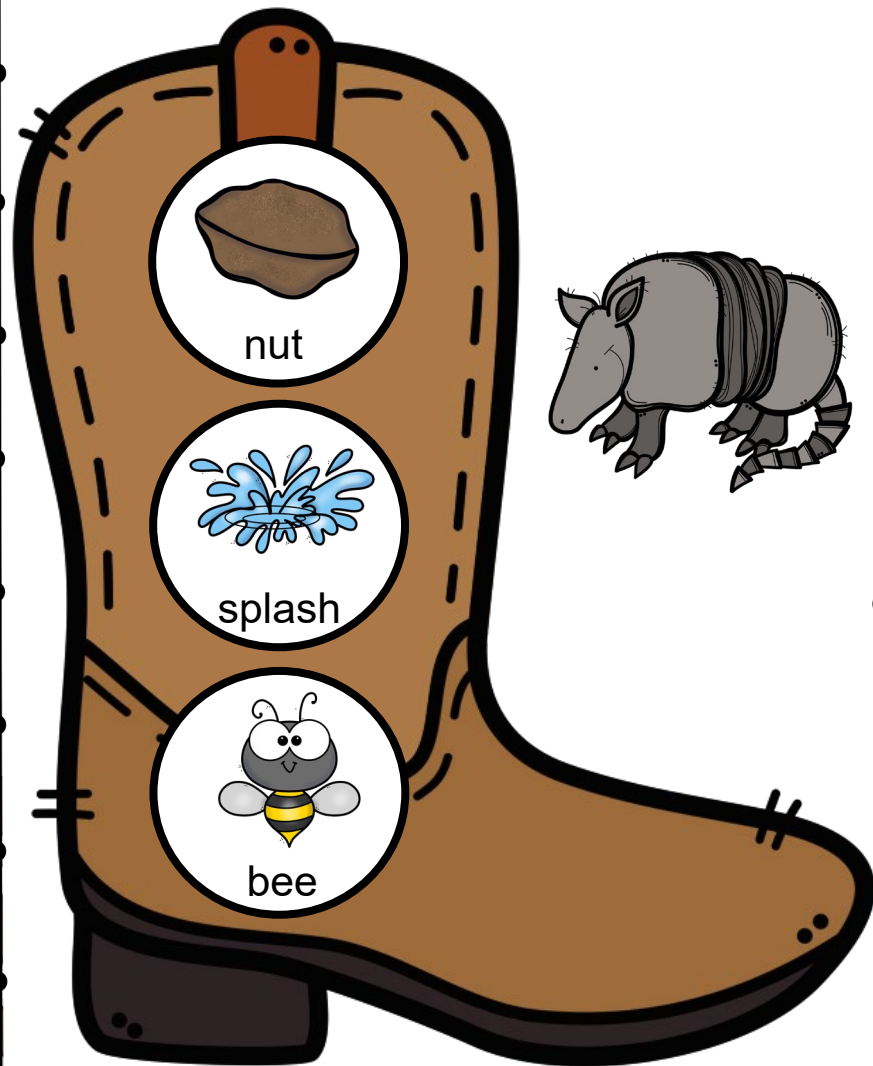
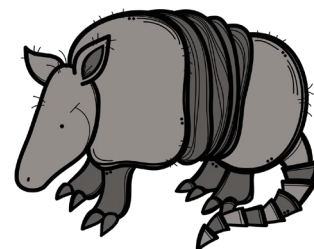
pip



Boot Rhyming Match



Boot Rhyming Match



Boot Rhyming Match



mitt

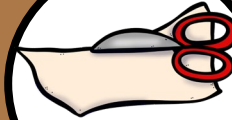


pop



rug

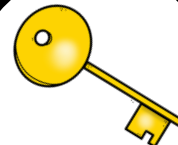
Boot Rhyming Match



rip



flash



key



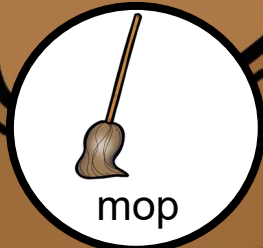
Boot Rhyming Match



hug



sit

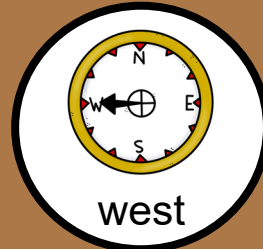


mop

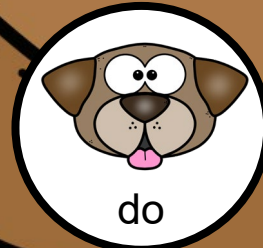
Boot Rhyming Match



hut



west

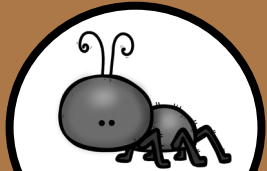


do

Boot Rhyming Match



kit



bug



jet

Boot Rhyming Match



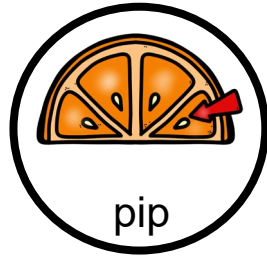
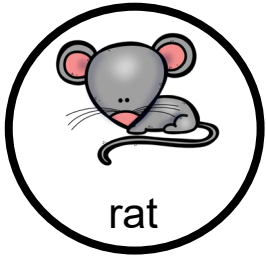
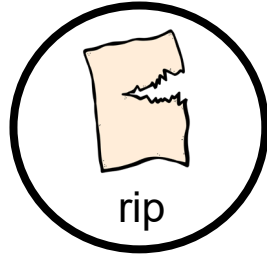
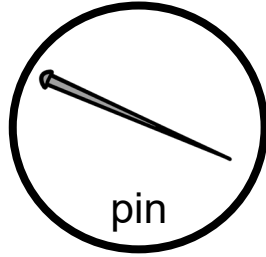
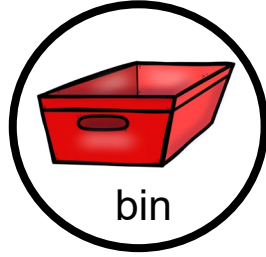
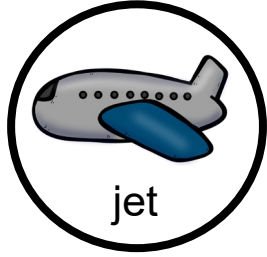
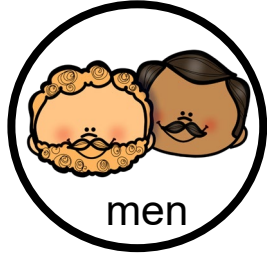
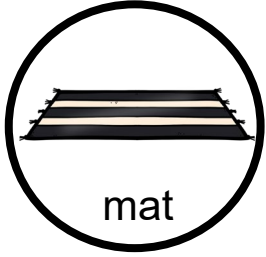
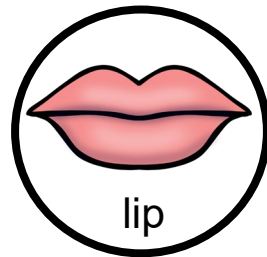
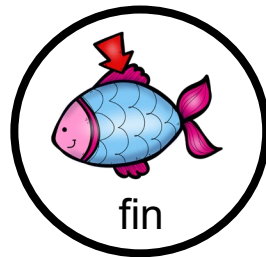
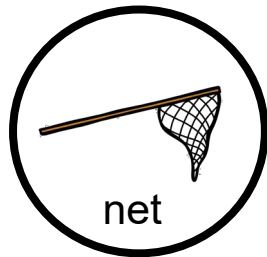
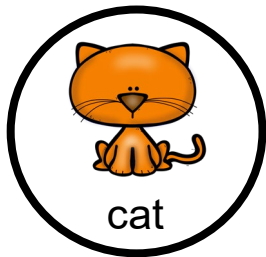
rain



nest

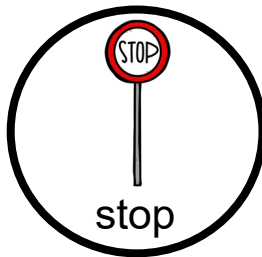


frog





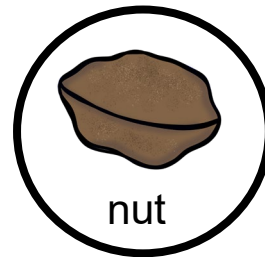
hit



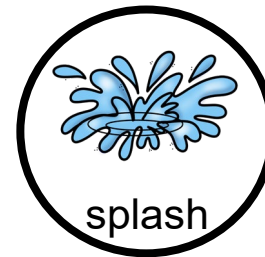
stop



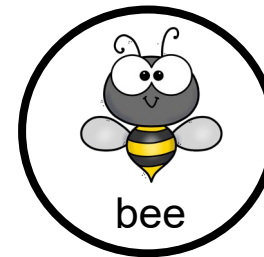
mug



nut



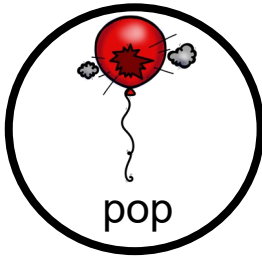
splash



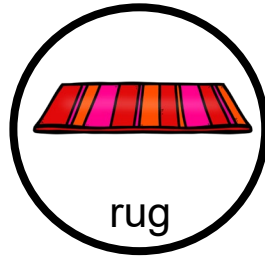
bee



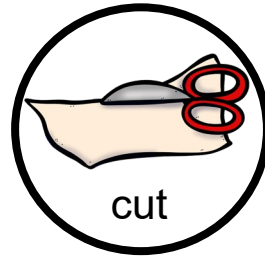
mitt



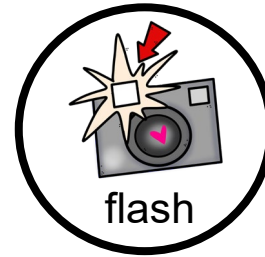
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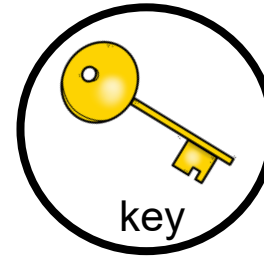
rug



cut



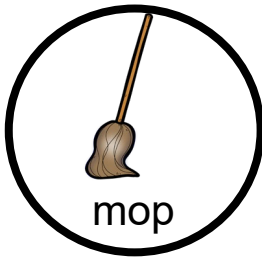
flash



key



sit



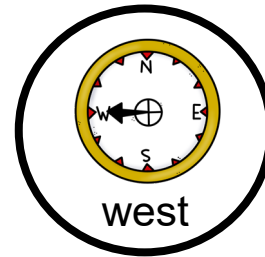
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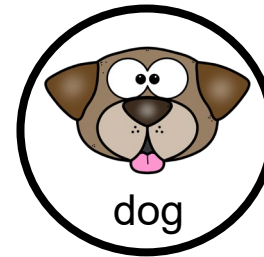
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hut



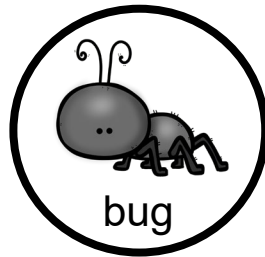
west



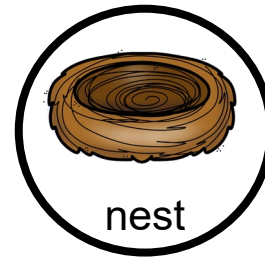
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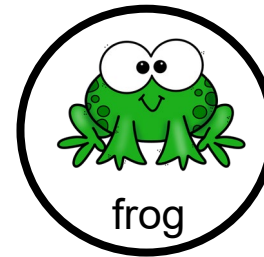
kit



bug



nest



frog

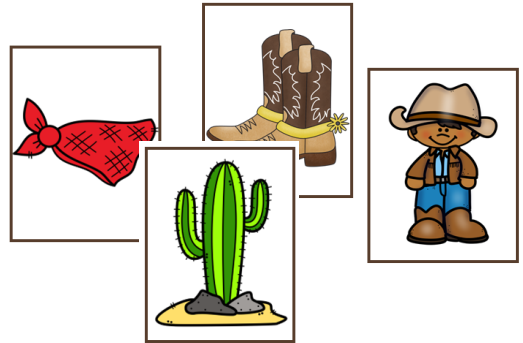
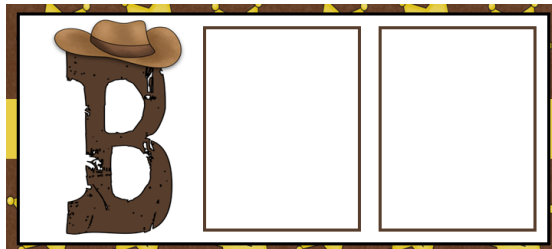
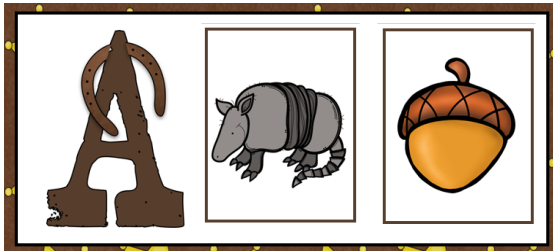


rain



jet

Western Alphabet Match



Supplies needed:

- White card stock
- Laminating sheets
- Scissors
- Velcro

Directions:

- Print up all sheets onto white card stock.
- Laminate.
- You can trim the alphabet sheets into three individual strips or keep the sheets full size.
- Trim the alphabet pictures.
- If you would like to keep the pieces from moving, place Velcro on the back of each picture and on the letter strip.



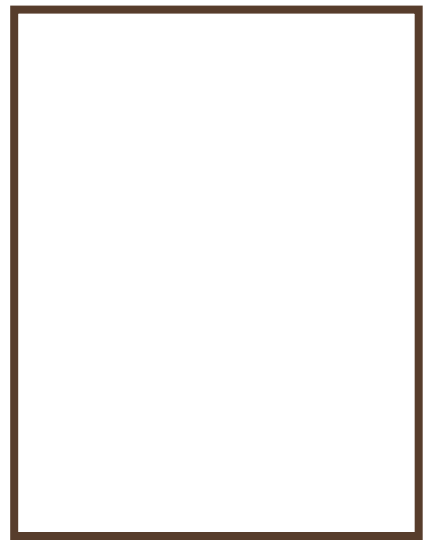
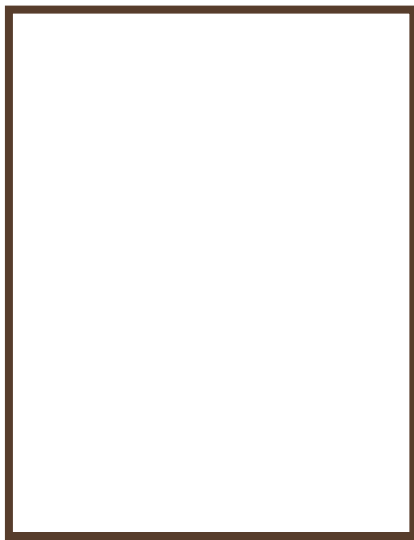
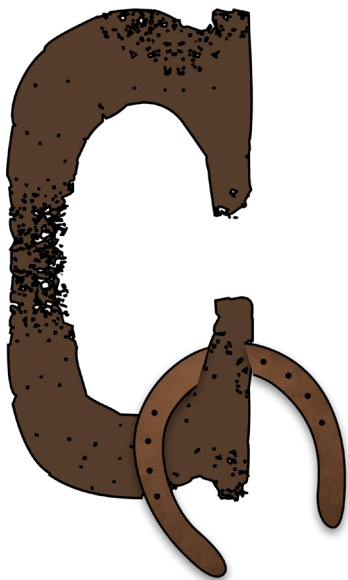
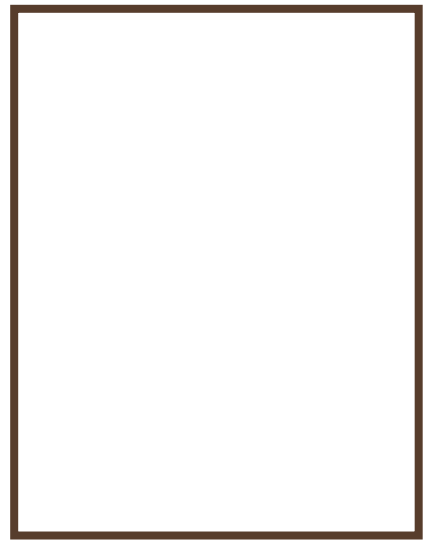
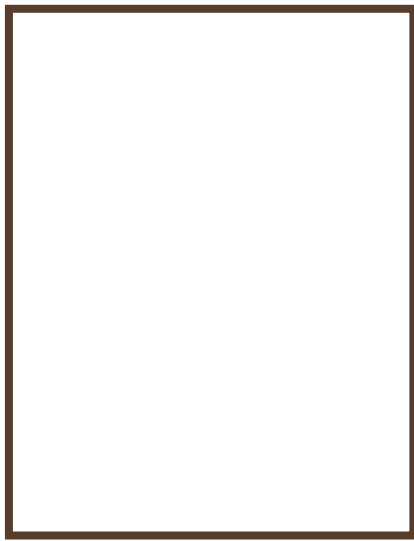
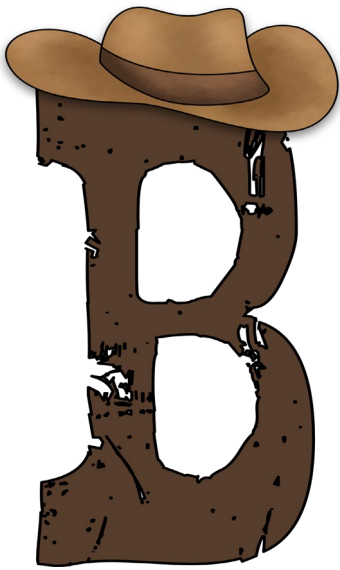
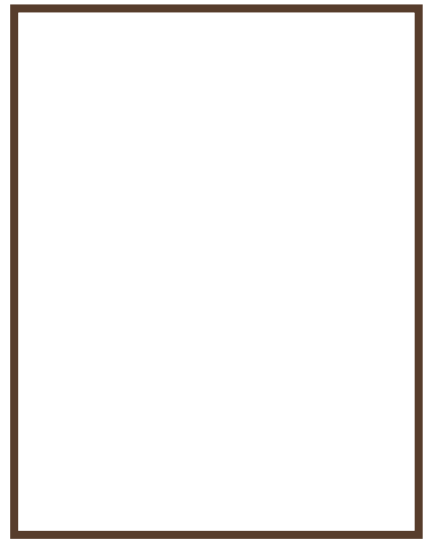
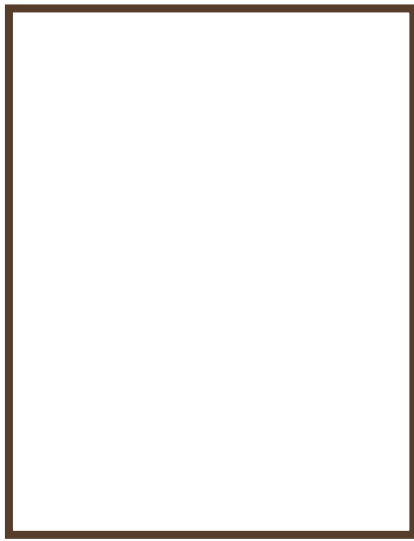
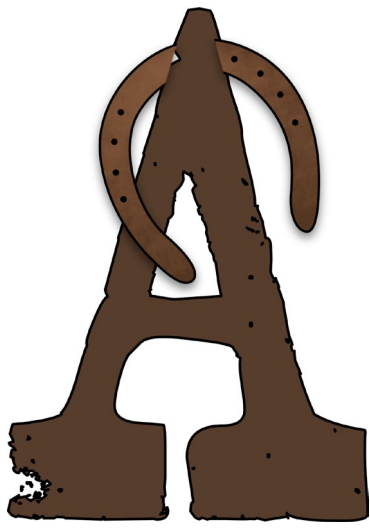
You can do several activities with these sheets.

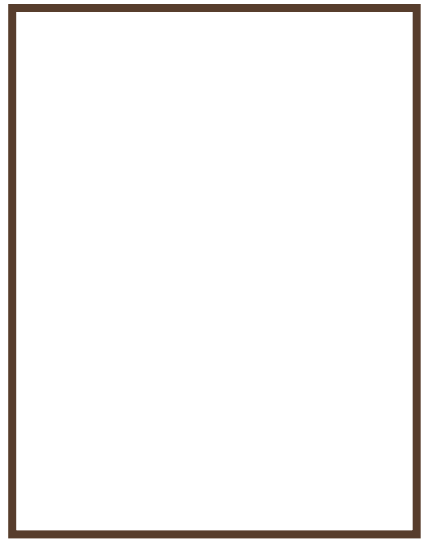
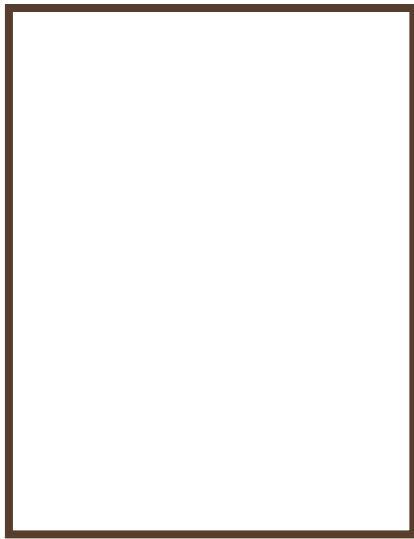
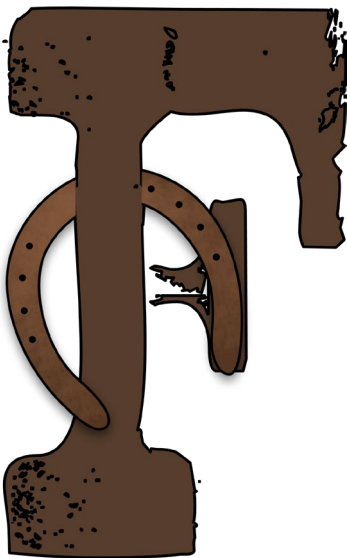
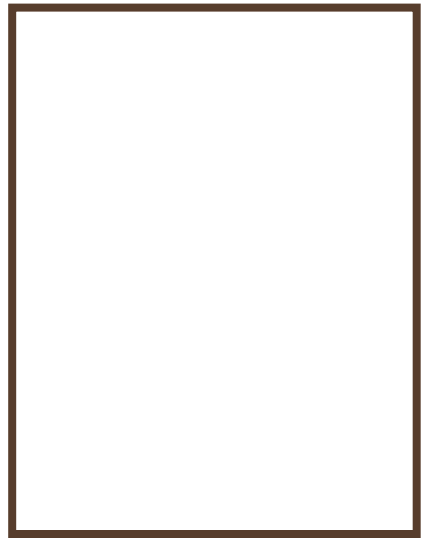
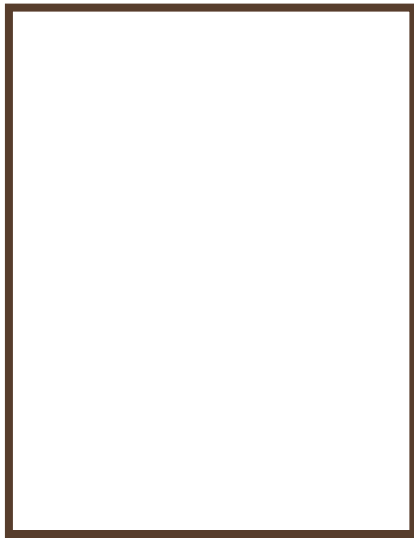
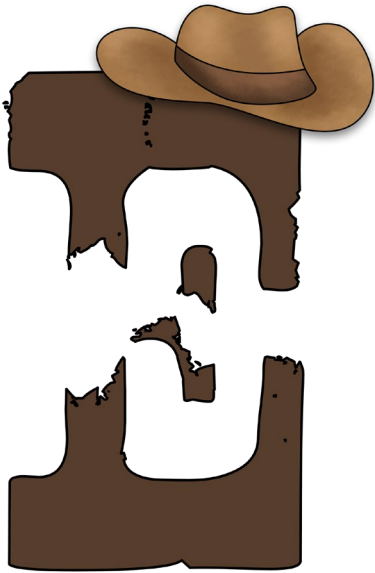
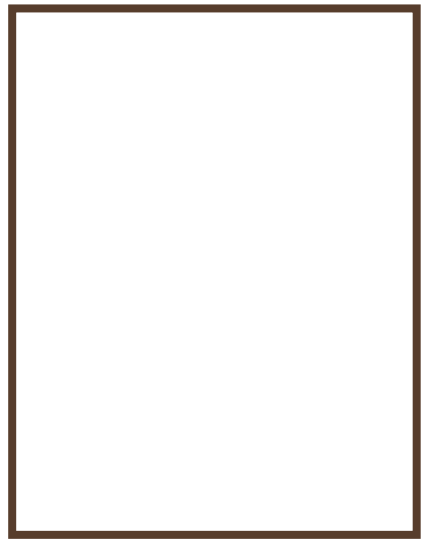
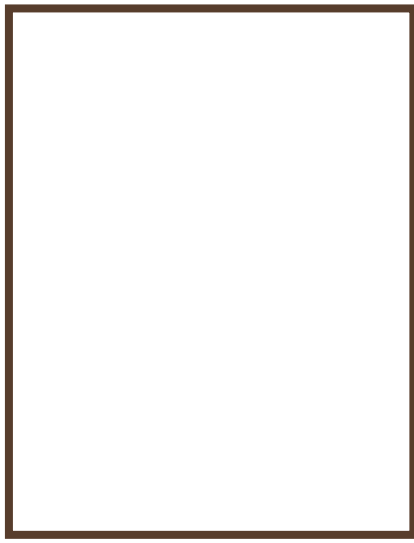
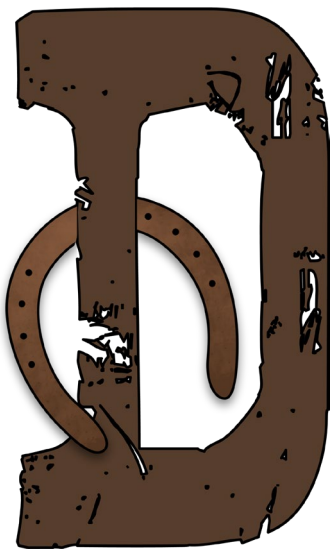
1. If you cut the letter sheets into strips, have children put the strips in order. Start with the letter A and give each of the children several strips, and together on a long table put the letter in alphabetic order.
2. Take the alphabet strips and lay several out. Have children help locate the pictures that have the beginning letter. A: Armadillo – Acorn. If you are using Velcro the pieces will stay in place.
3. On the Y – Z page is a list of the alphabet, keep that available, for reference.

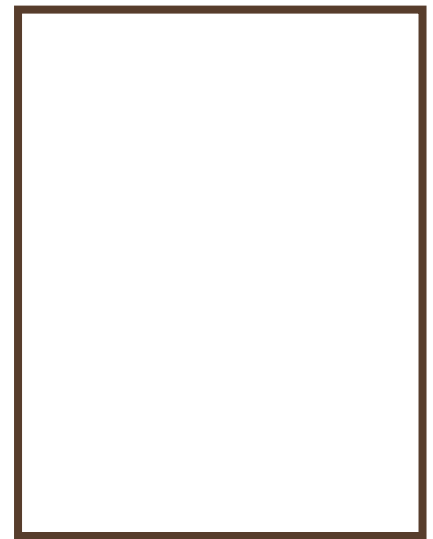
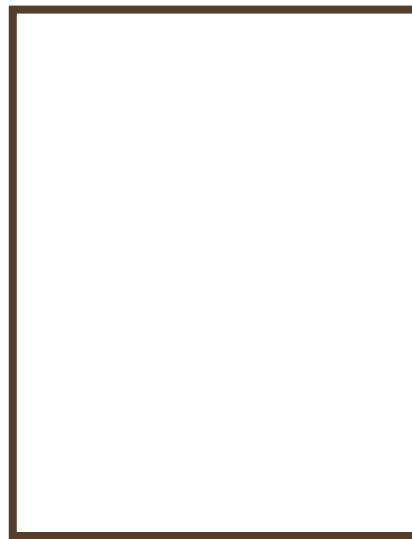
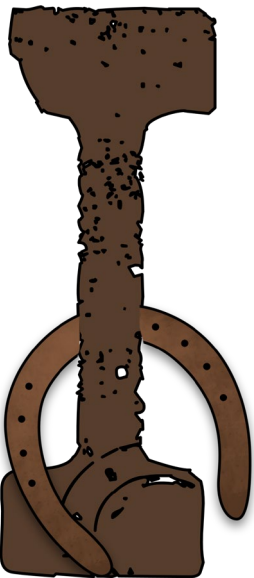
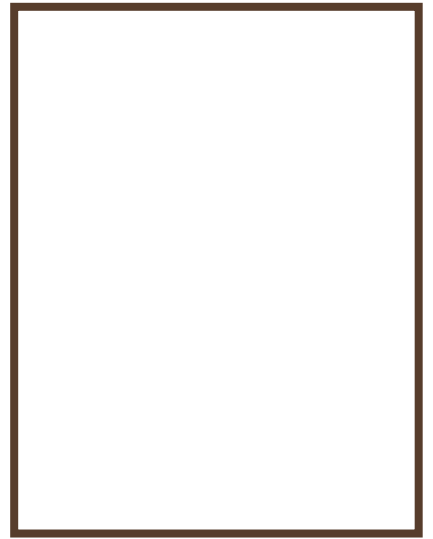
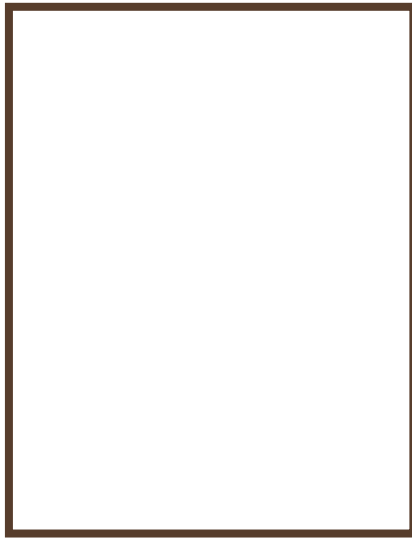
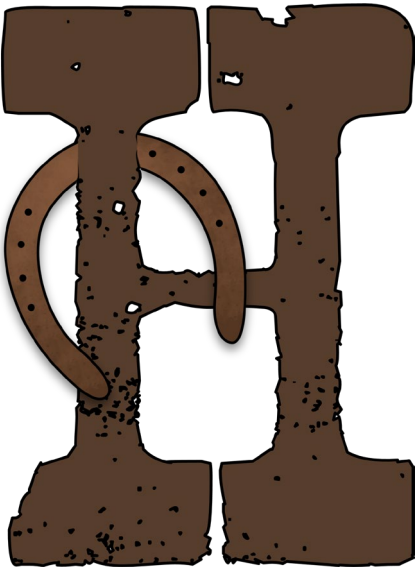
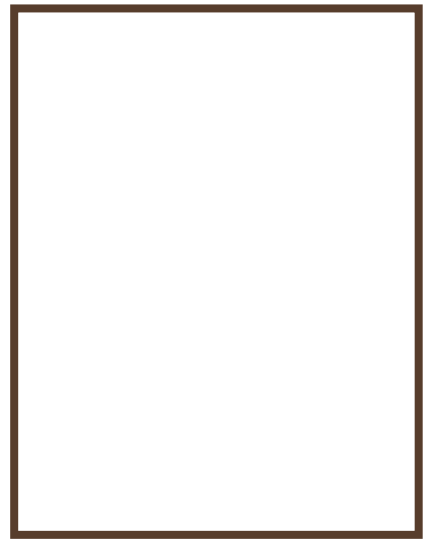
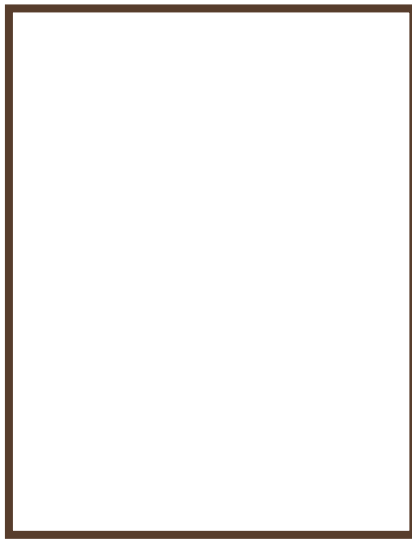
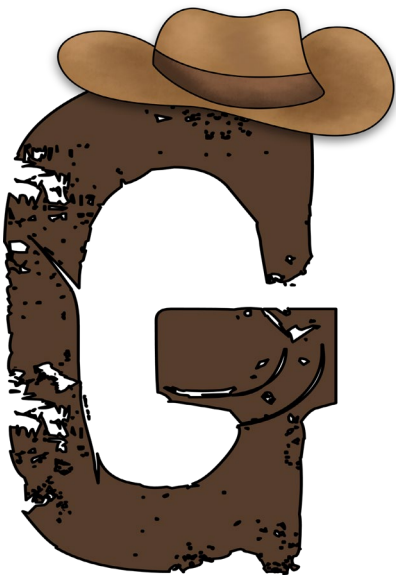
Velcro pictured is nice because it's not thick and will give a smoother finish. Not bulky.

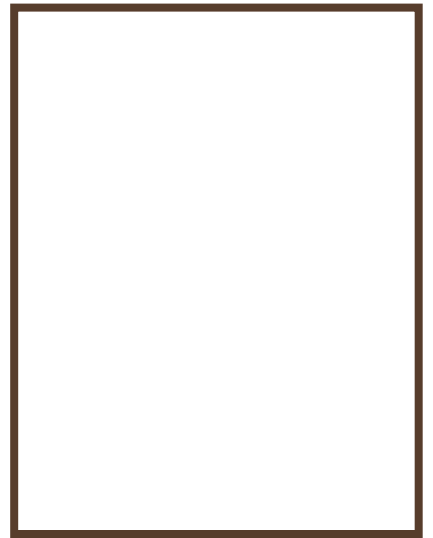
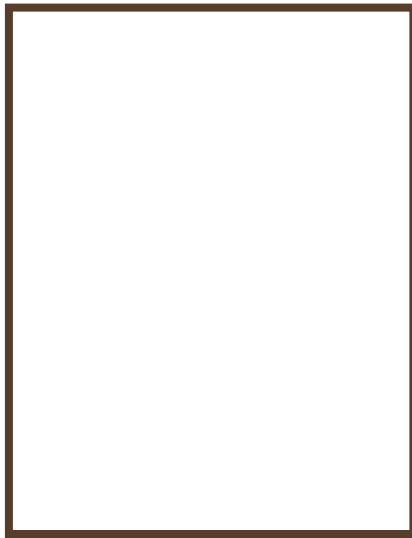
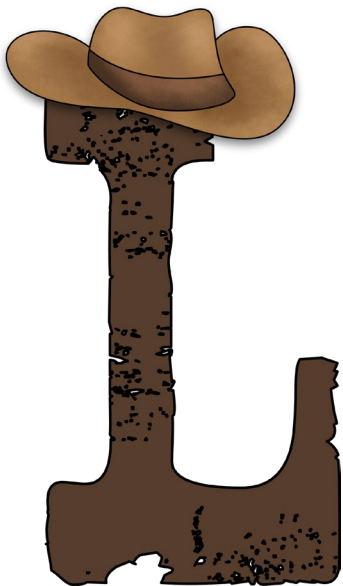
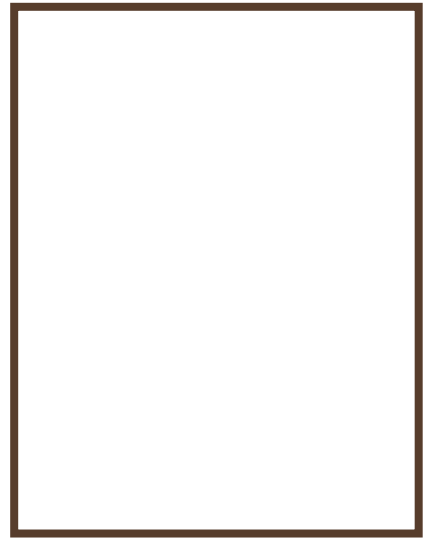
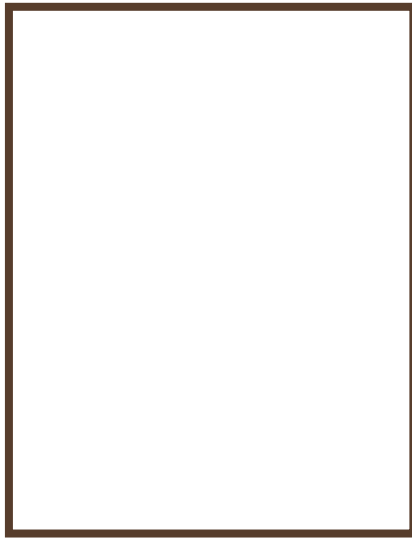
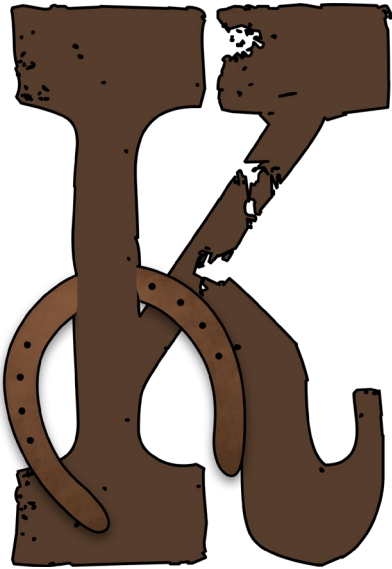
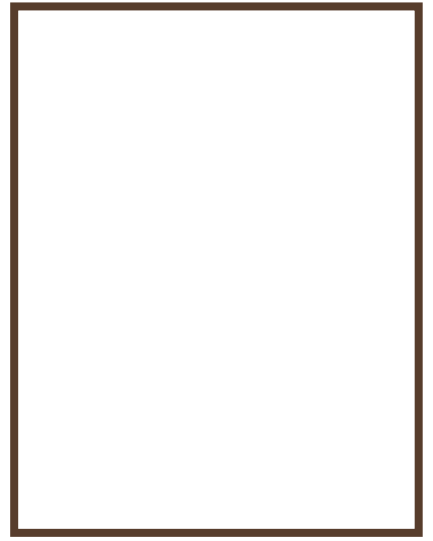
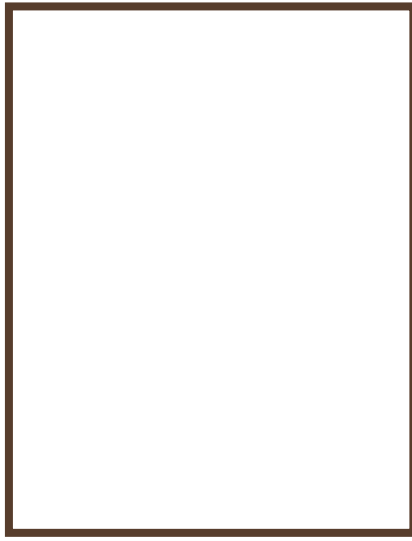
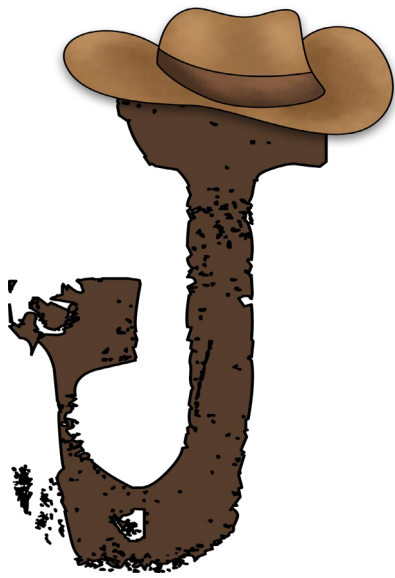


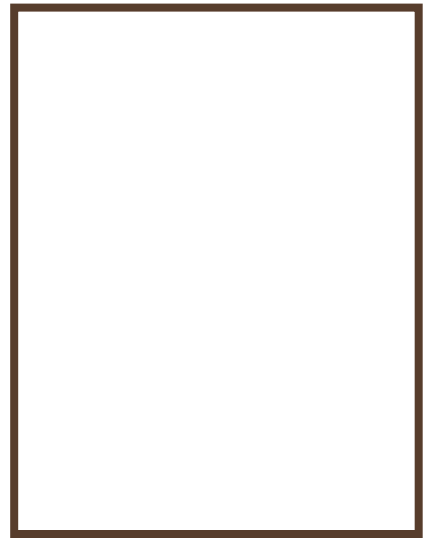
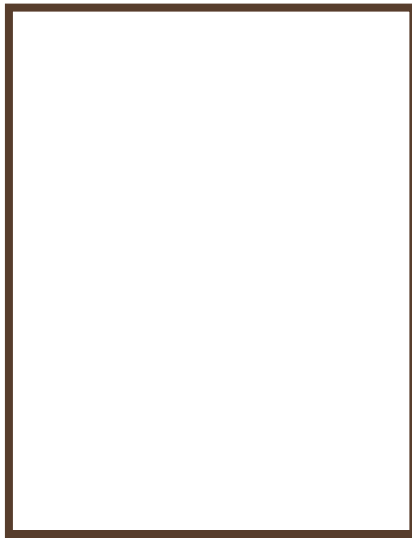
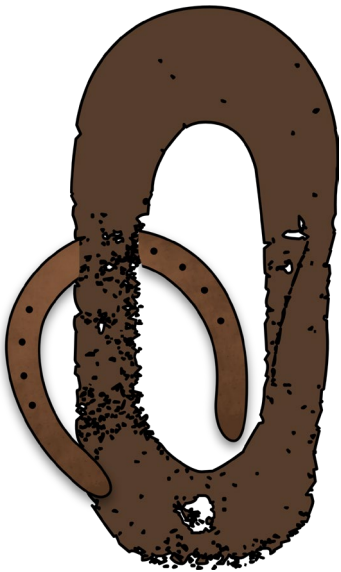
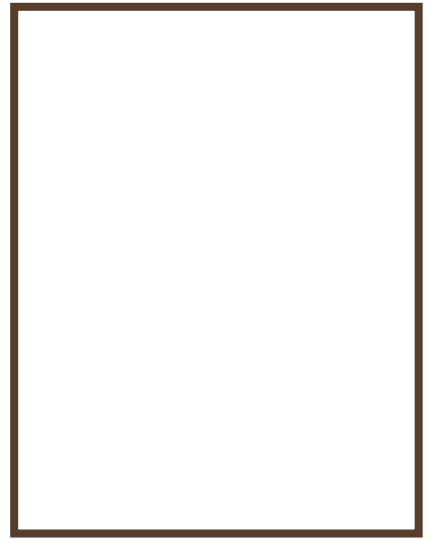
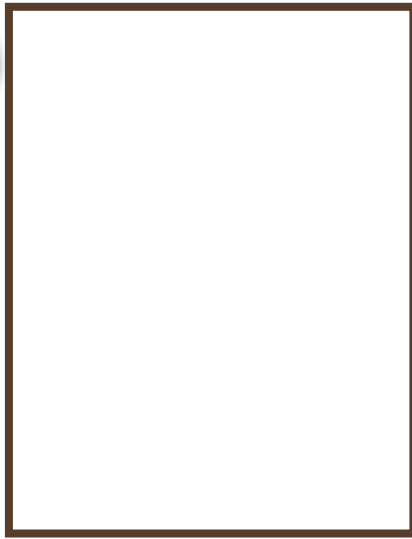
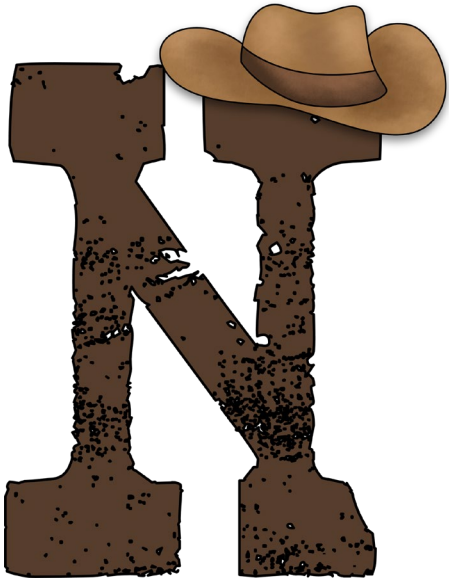
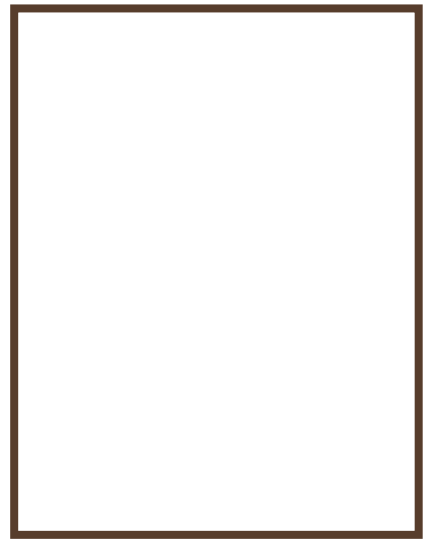
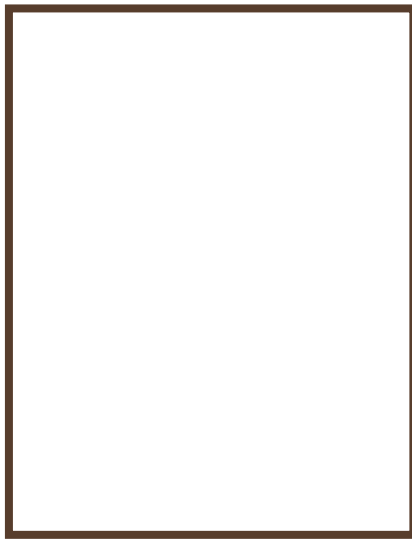
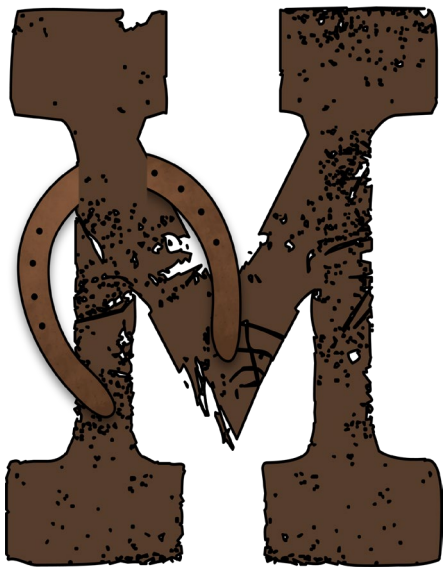
Velcro
Click on picture to
purchase from
Amazon.

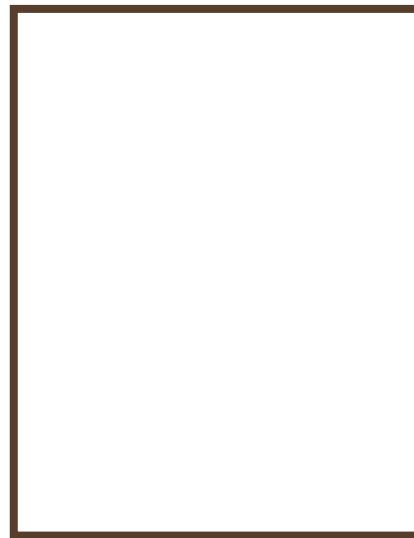
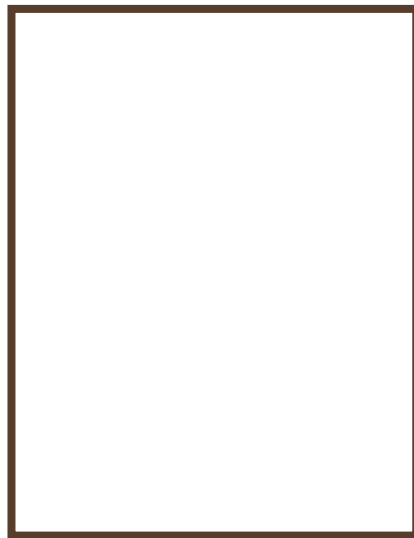
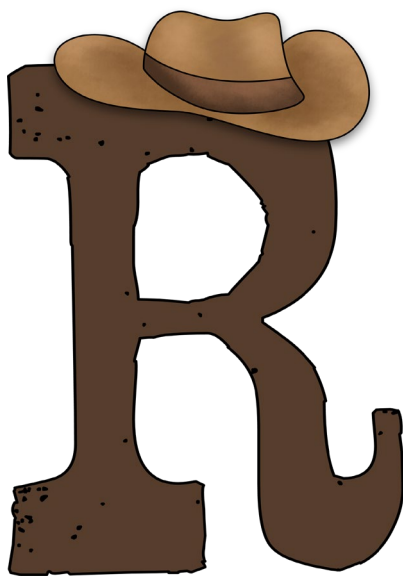
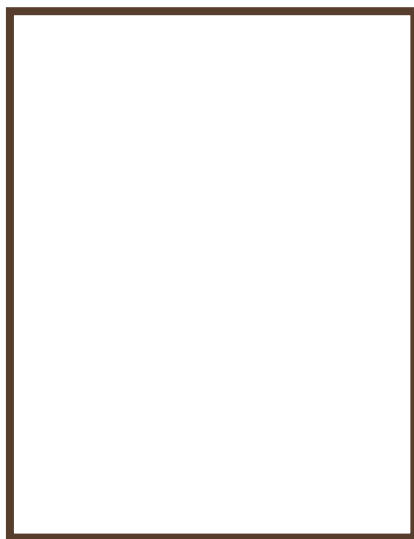
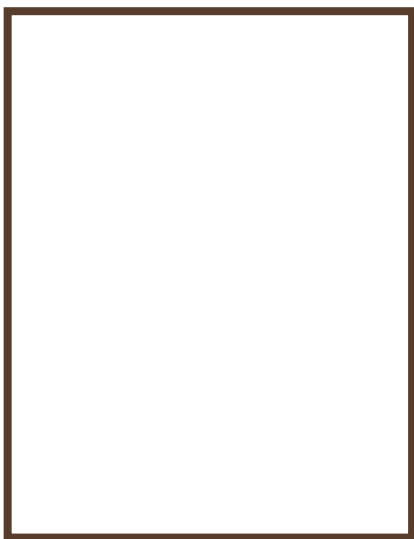
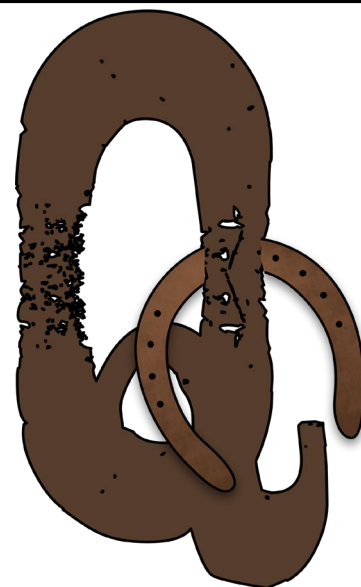
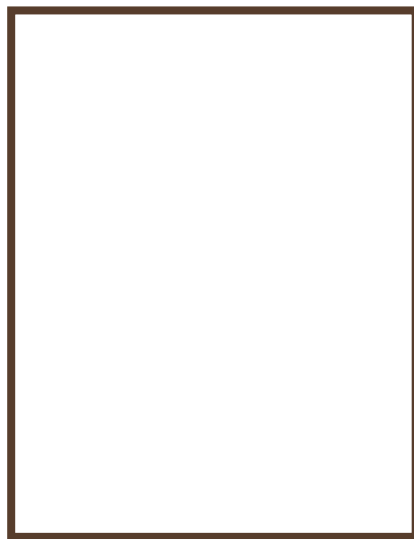
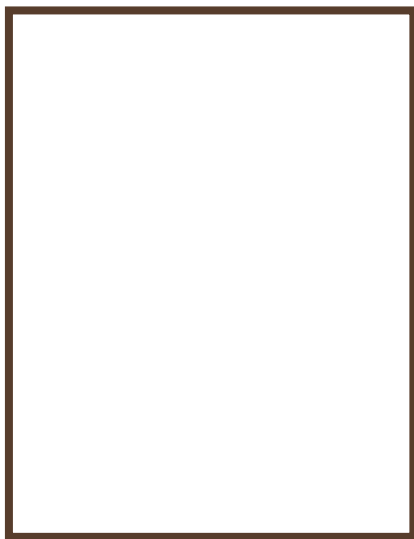
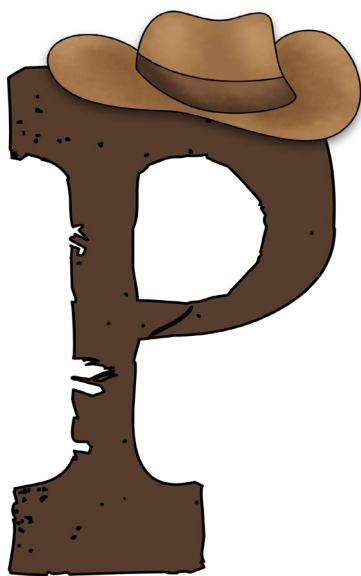


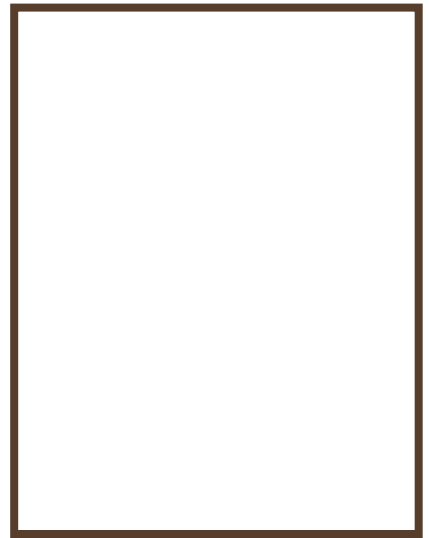
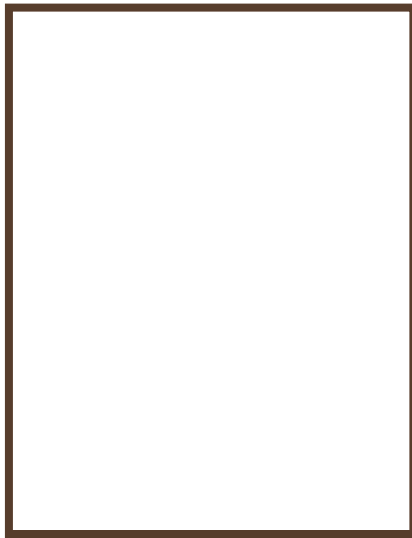
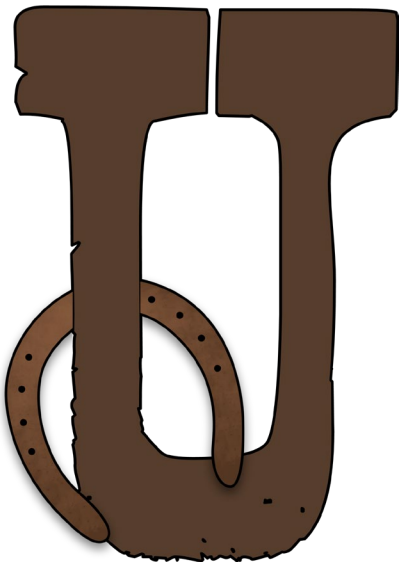
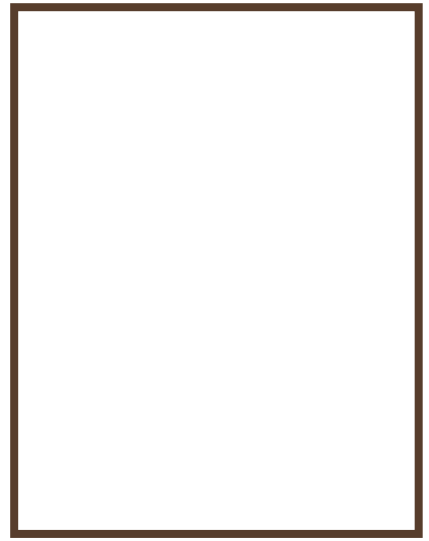
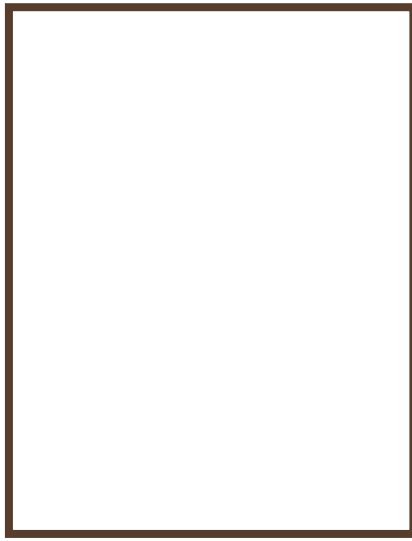
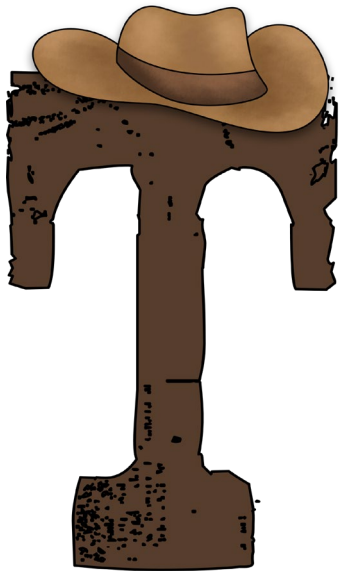
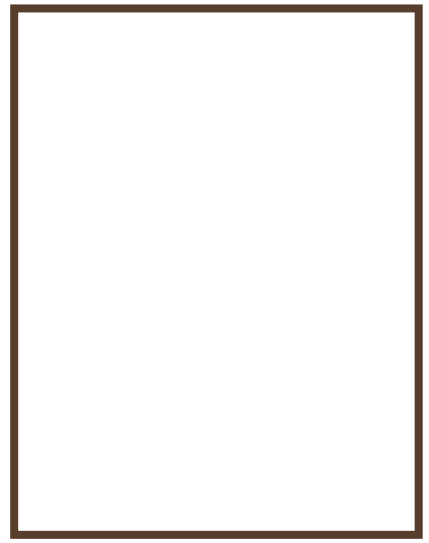
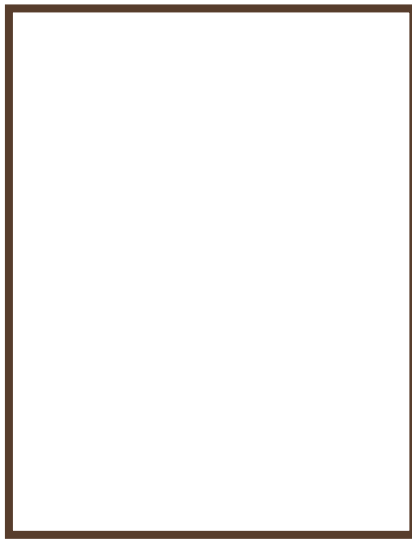
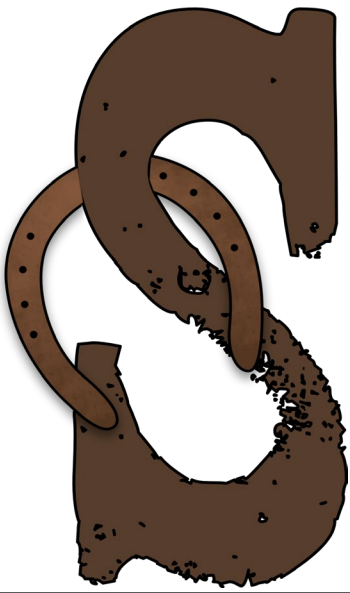


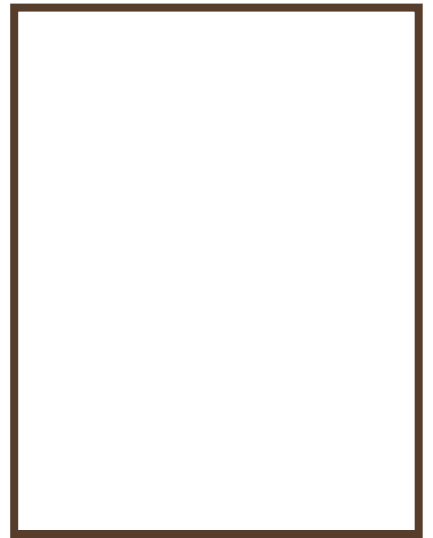
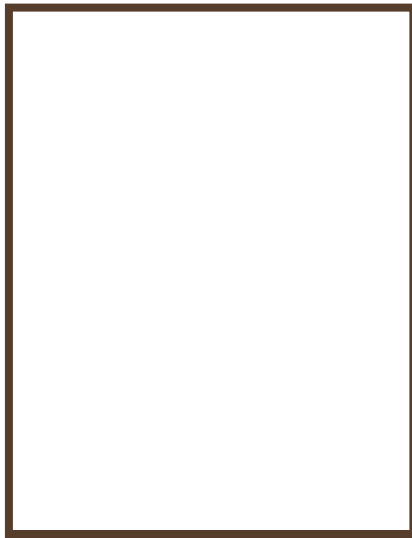
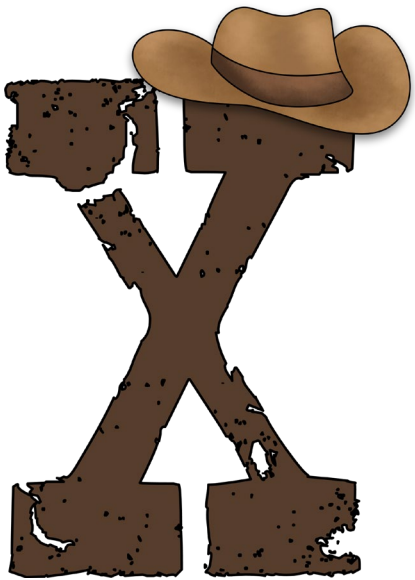
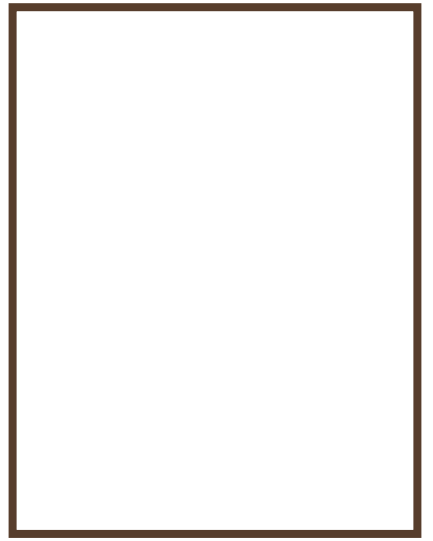
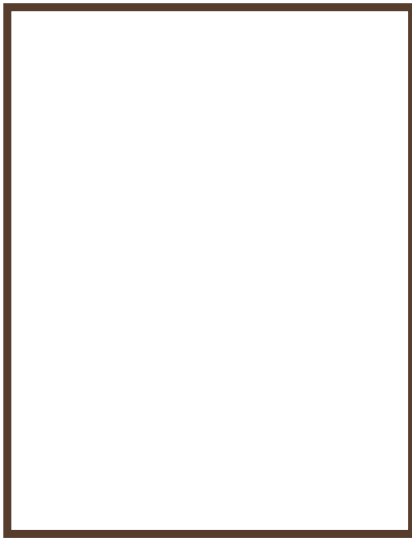
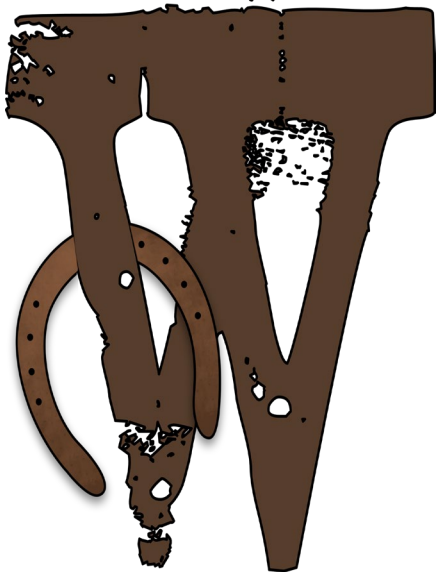
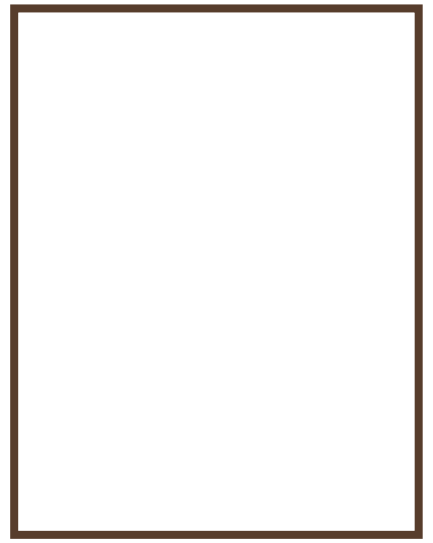
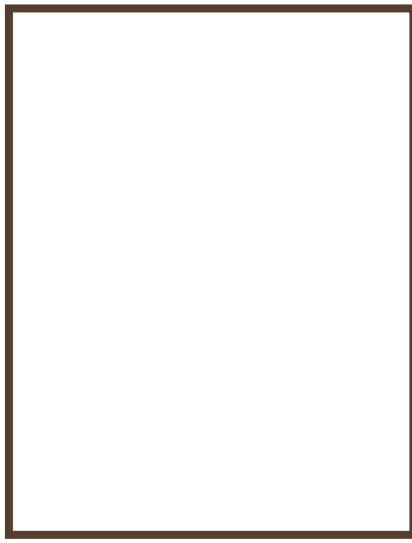
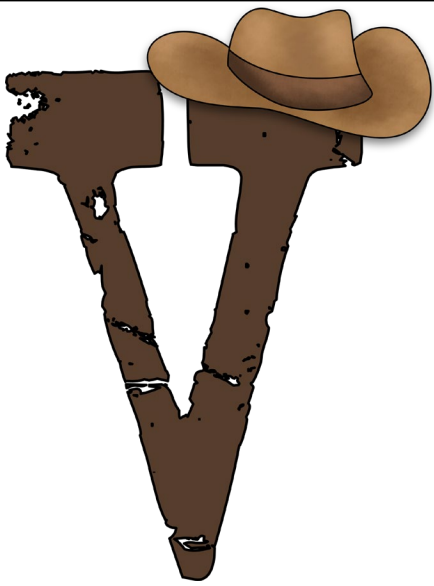


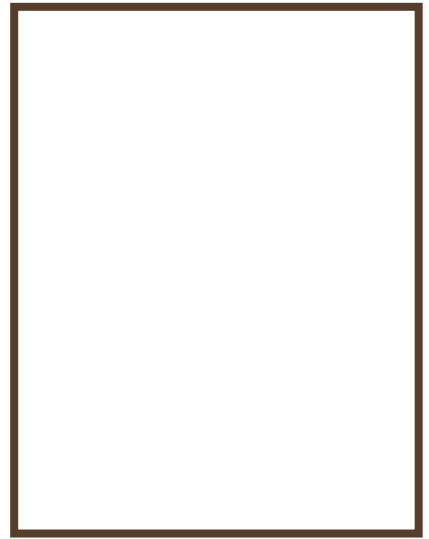
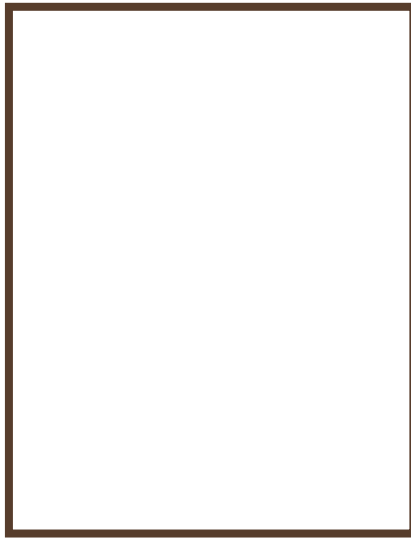
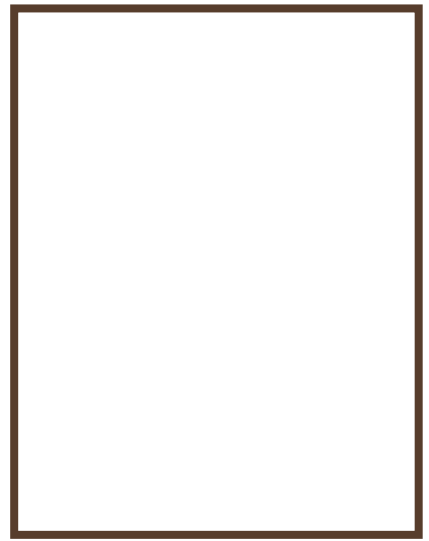
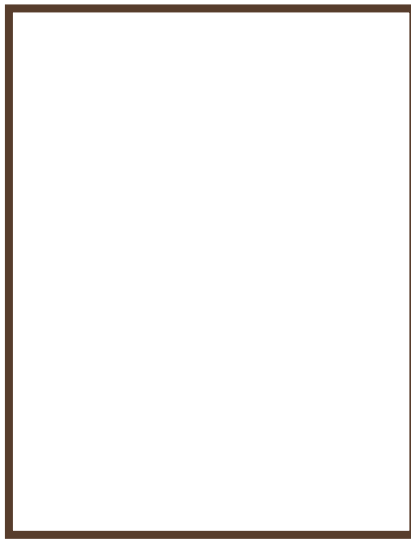
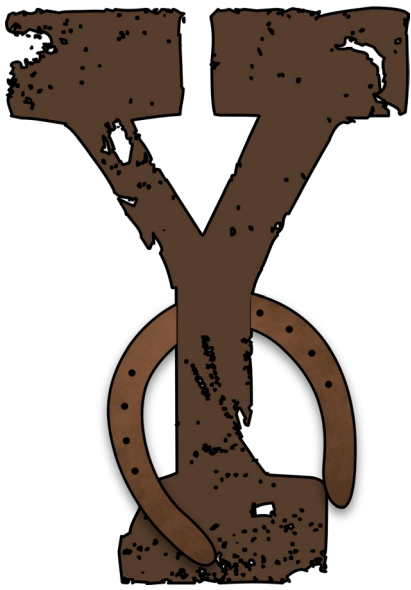










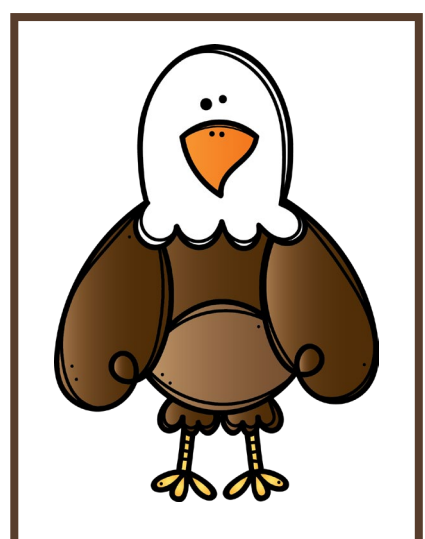
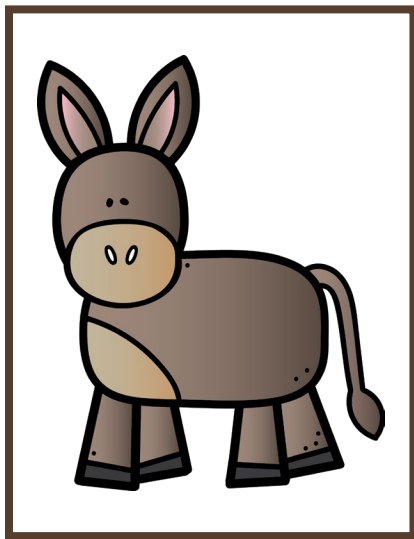
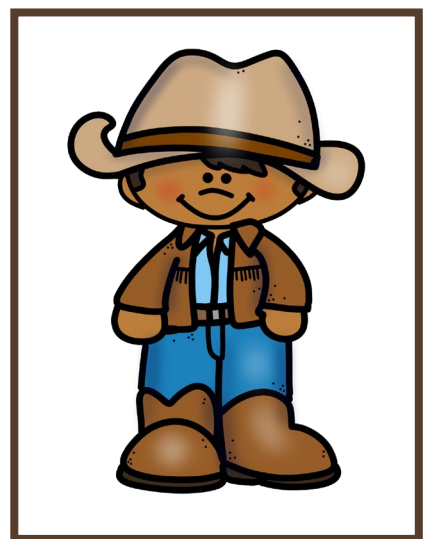
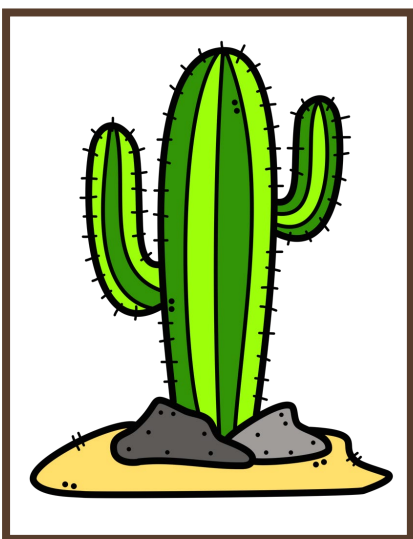
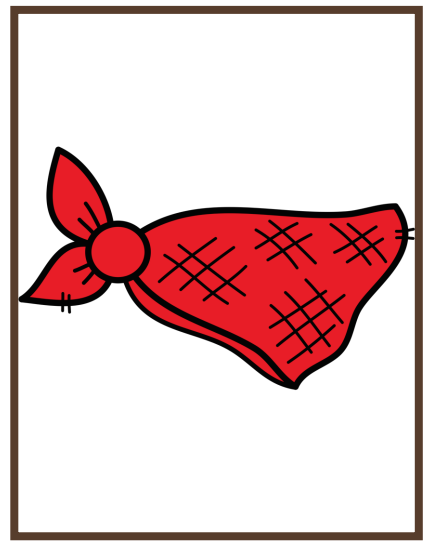
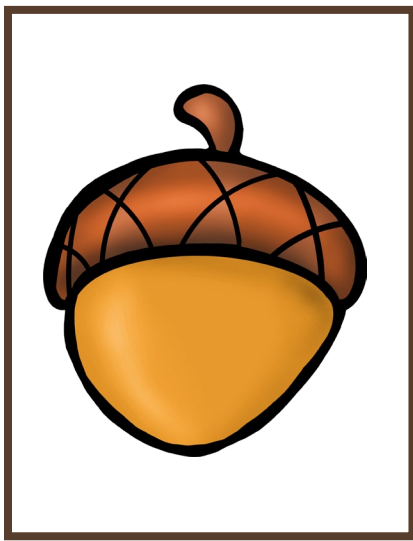


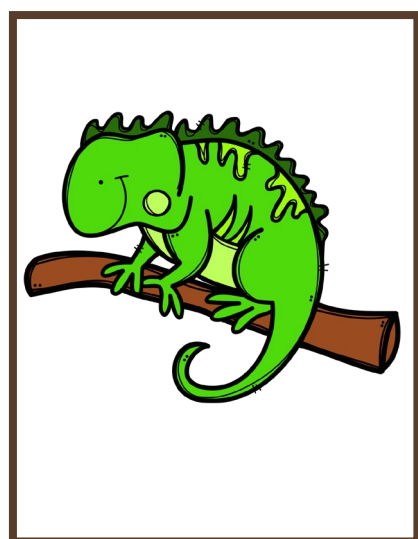
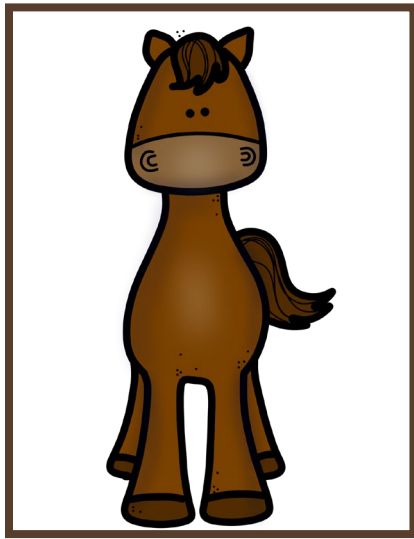
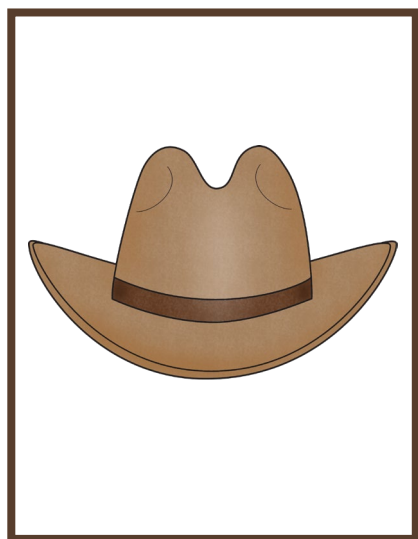
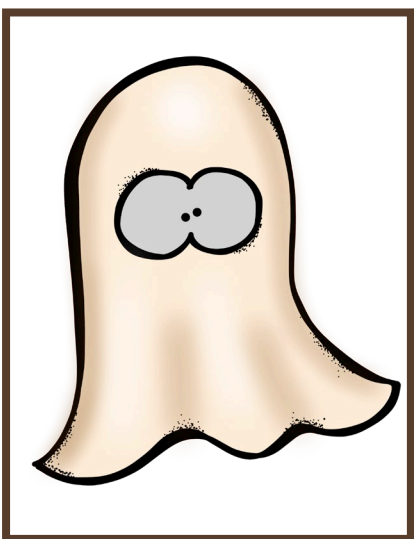
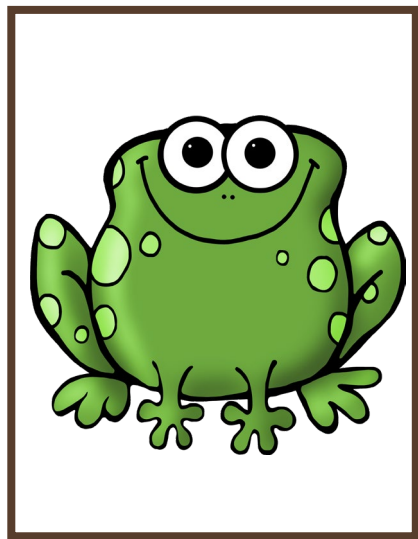
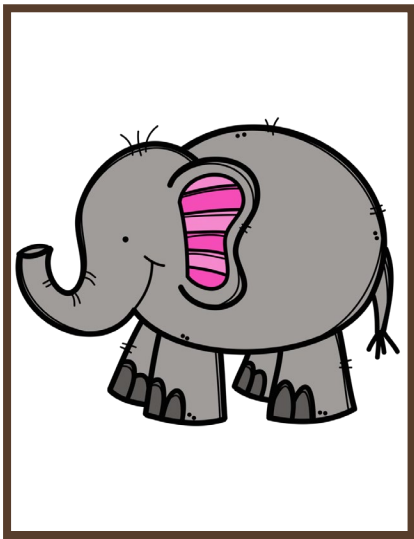
Western Alphabet Words

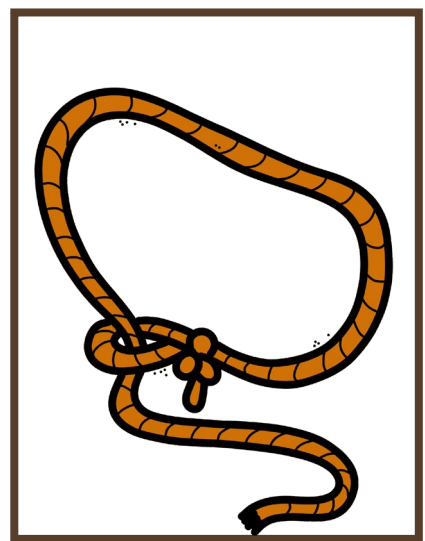
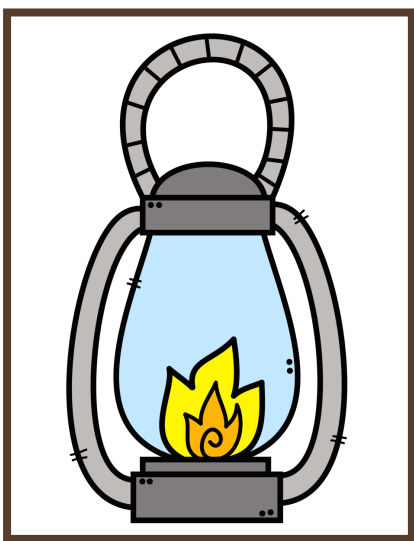
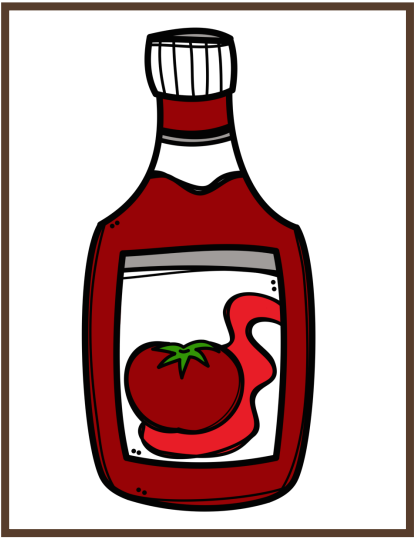
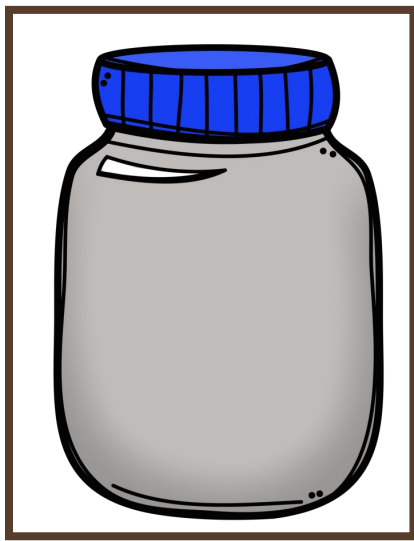
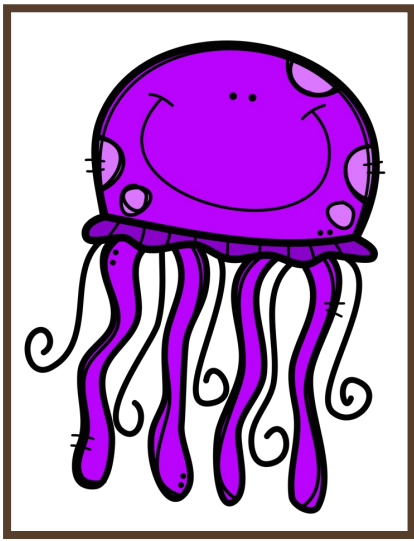
A: Armadillo – Acorn
B: Bandana – Boots
C: Cactus – Cowboy
D: Donkey – Dig
E: Eagle – Elephant
F: Fire - Frog
G: Girl - Ghost
H: Hat - Horse
I: Ice Cream - Iguana

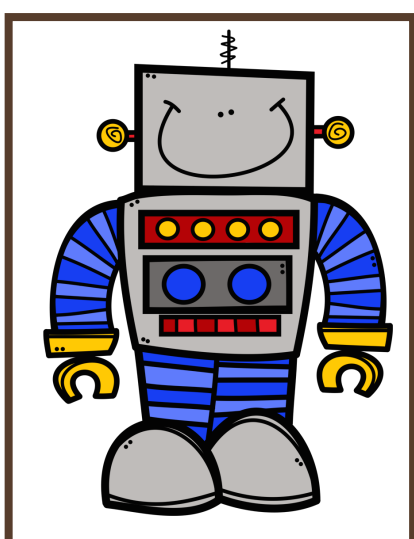
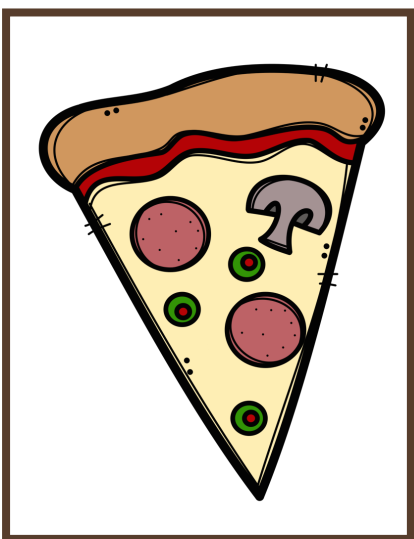
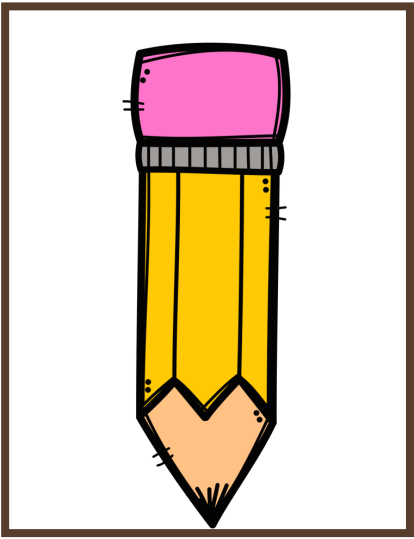
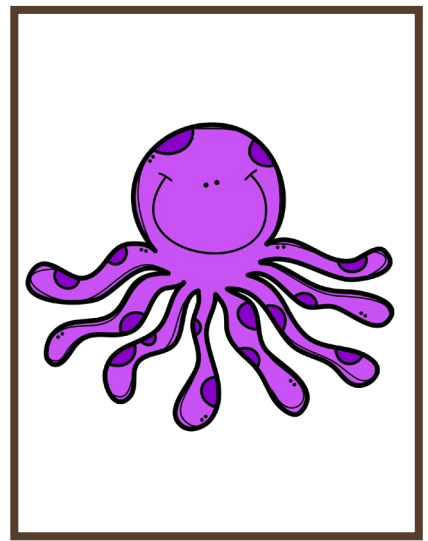
J: Jellyfish - Jar
K: Koala - Ketchup
L: Lantern – Lasso
M: Moon - Mushroom
N: Net - Nest
O: Owl - Octopus
P: Pencil - Pizza
Q: Queen - Quarter
R: Robot - Rainbow

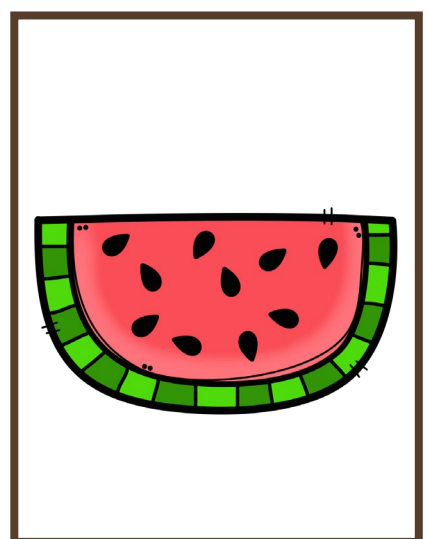
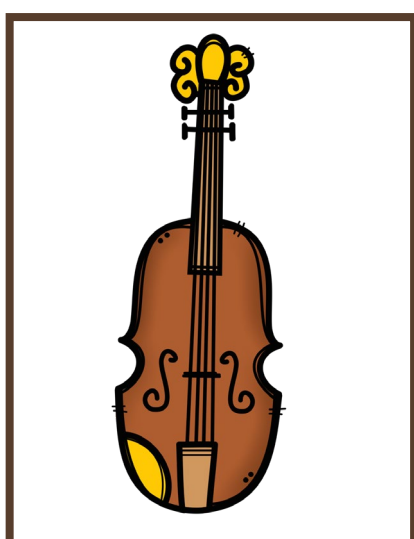
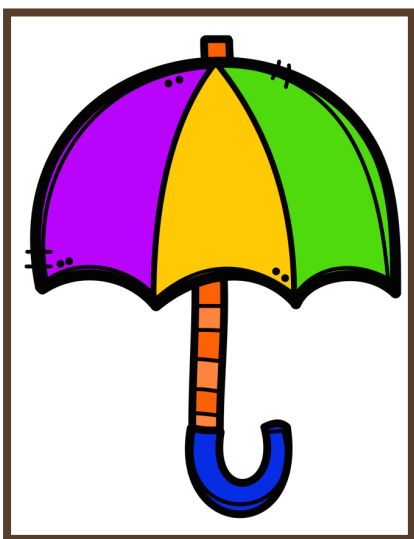
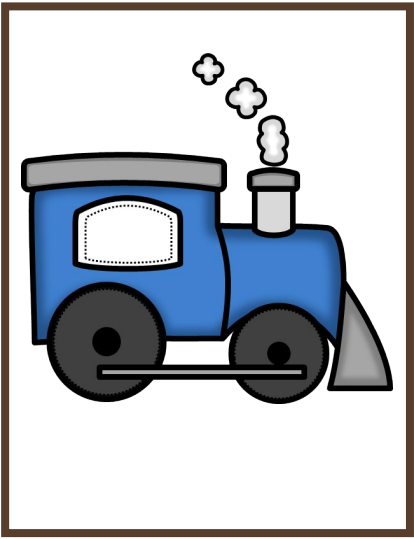
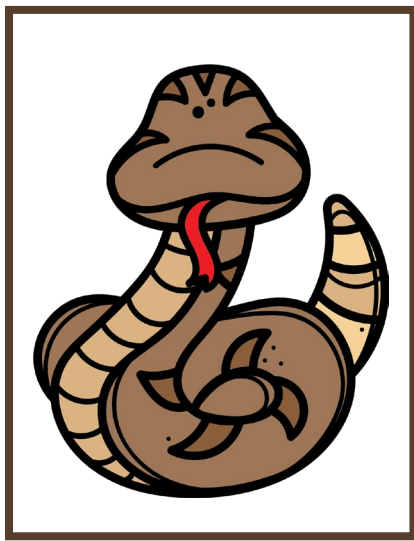
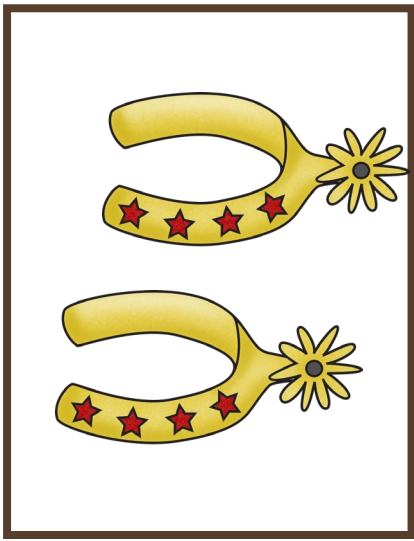
S: Spurs - Snake
T: Tumbleweed - Train
U: Umbrella - Unicorn
V: Volcano - Violin
W: Watermelon - Wagon
X: Xylophone – X-Ray
Y: Yogurt - Yak
Z: Zebra - Zipper

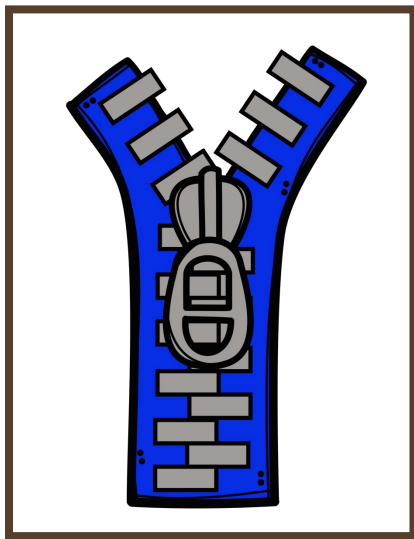
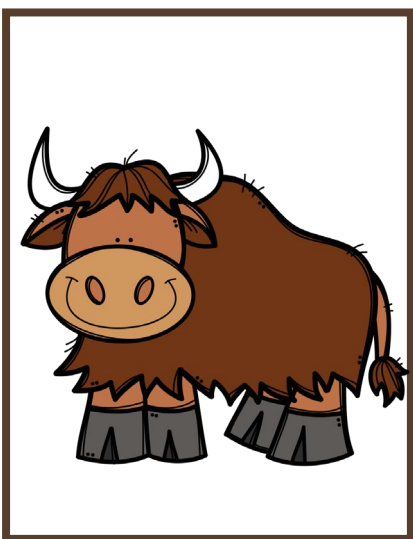
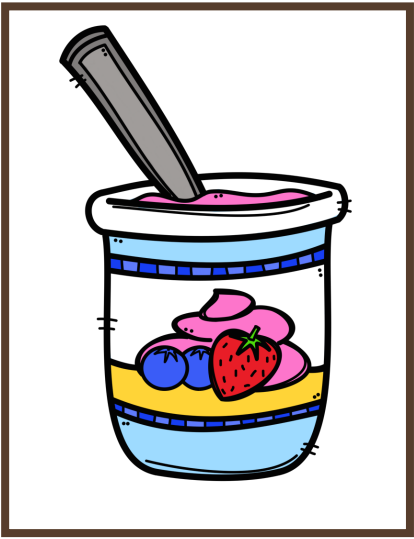
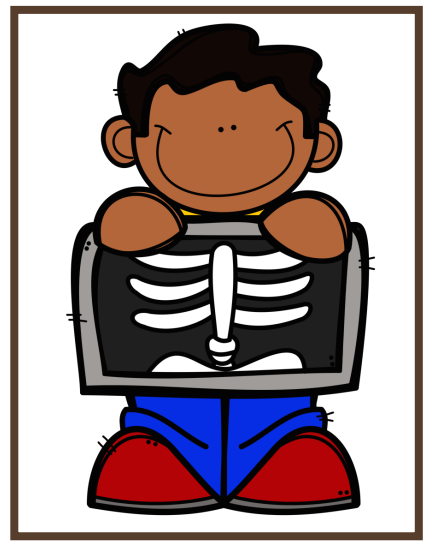
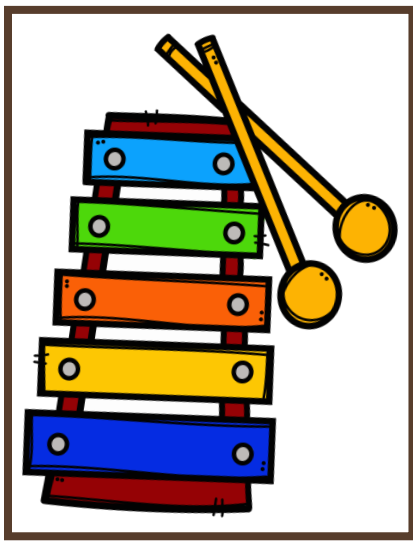
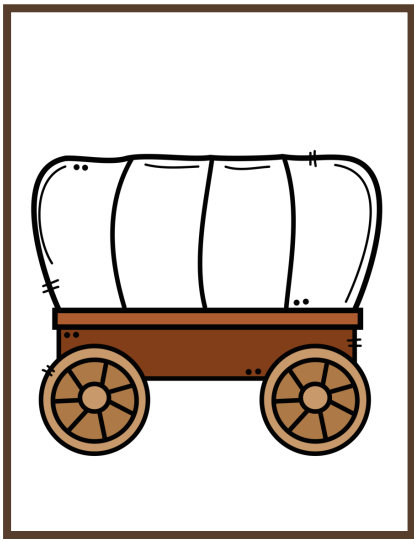












Active Learning

Pick 3 items to do this week for active learning from the following sheet.

In the space below type in the 3 items you will be doing for the week.

(Use Dramatic Play, Math, Art, Writing, Science or Blocks.)

1.

2.

3.

Active Learning

ECIPs

1. Social and Emotional Development
2. Approaches to Learning
3. Language, Literacy and Communications
4. The Arts
5. Social Systems: Cognitive
6. Physical and Movement Development
7. Mathematics
8. Scientific Thinking

Dramatic Play – Domain: Social and Emotional

Component: Social Understanding and Relationships:

Subcomponent S7 Building relationships: Child establishes and sustains relationships with others

S7.6 Seeks out familiar adults and children for conversation and play

S7.8 Shares information and participates in activities with adults and peers

S7.9 Builds friendship through play, learning activities and conversation with peers

Math – Domain: Mathematics

Component: M1-6: Number Knowledge

Subcomponent M1 Rote counting

The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quality

M1.8 Shows interest in counting or number oriented play, and notices numbers in the environment during free play

M1.12 Points to objects while reciting number word sequence

Art – Domain: The Arts

Component: A1-2: Exploring the Arts

Subcomponent A1 Child shows an interest in learning about different artistic experiences

A1.3 Investigates different art experiences

A2.3 Chooses a artistic expression of their choice

A1.4 Selects their own art experience during play

A1.5 Integrates a variety of art experiences during play

Active Learning – Cont.

Read/Listen – Domain: Language, Literacy and Communications

Component: Emergent Reading

Subcomponent L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts

L4.9 Focuses on a book while listening to the reader

L4.11 Offers a personal response to stories read aloud

L4.12 Actively participates in reading activities with enjoyment and purpose

K 0.1.10.10 Actively participates in group reading activities with purpose and understanding including the appropriate selection of text for personal enjoyment,

Science – Domain: Scientific Thinking

Component: ST1-2: Discover

ST1 Observe and Question: Child demonstrates awareness and engagement with phenomena, materials, and environment

ST1.4 Asks Questions readily

ST1.6 Uses experiences to stimulate questions

ST1.8 Expresses curiosity and/or formulates questions of complex concepts

K1.1.2.1 Use observation to develop an accurate description of natural phenomena and compare one's observational and descriptive with those of others

Blocks – Domain: Physical and Movement Development

Component P5-6 Fine Motor

Subcomponent P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects

P5.11 Stacks 4 blocks

ACTIVE LEARNING: (ACTIVITY AND LITERACY PROPS)

Dramatic Play - Set up an area as a ranch. Place cowboy hats, boots, vests in the area for dress up. Play stick horses, with an area for the horses. Bucket, large brush for pretend washing and brushing the horses. Print up the following chart, laminate and have children follow the jobs of a cowboy. (Vocabulary, social skills, small motor).

Math - Western mathlink cube sheets

Art - Put out various materials for children to create pictures. Print up cowboy pictures on white card stock and cut out. Let children use tissue paper, glue, crayons, markers, cloth scraps, sandpaper and more for different textures. (Pictures following to use)

Read/Listen - Put western themed books in the reading area. Check book list included in this file. Go to your local library for other books about cowboys, the wild west.

Writing - Put vocabulary words in writing center. **Science/Sensory** - Build a pretend campfire. (Directions follows)

Blocks - Place horses, cows and cowboys in the block area. You can ask the children to build a ranch, or a barn for all the horses. The children can use blocks to make a fenced in area for the horses and cows.

Family Connections

Send a copy of What I See on the Range book home on Friday.

To Do List:

Make: Print up What I See on the Range book. Pick the correct book to go with your program. With or without printed words. Print up vocabulary words. Math activity. Pick and choose what you will do this week. Once they are put together, they can be stored and used year after year.

Buy: Items needed for dramatic play.

Gather: Ask parents if they have any books or items you can use for dramatic area.

Other: Go to your local library and ask the library to help you find more books about cowboys. Check How the West Was Fun book list in this lesson plan.

Check boxes as jobs are done.

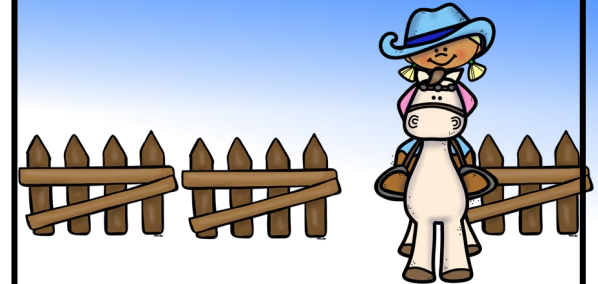
Cowboy Chores



Clean stalls, pens and other ranch buildings.



Feed and water horses.



Inspect and maintain fencing



Inspect horses, replace horseshoes.

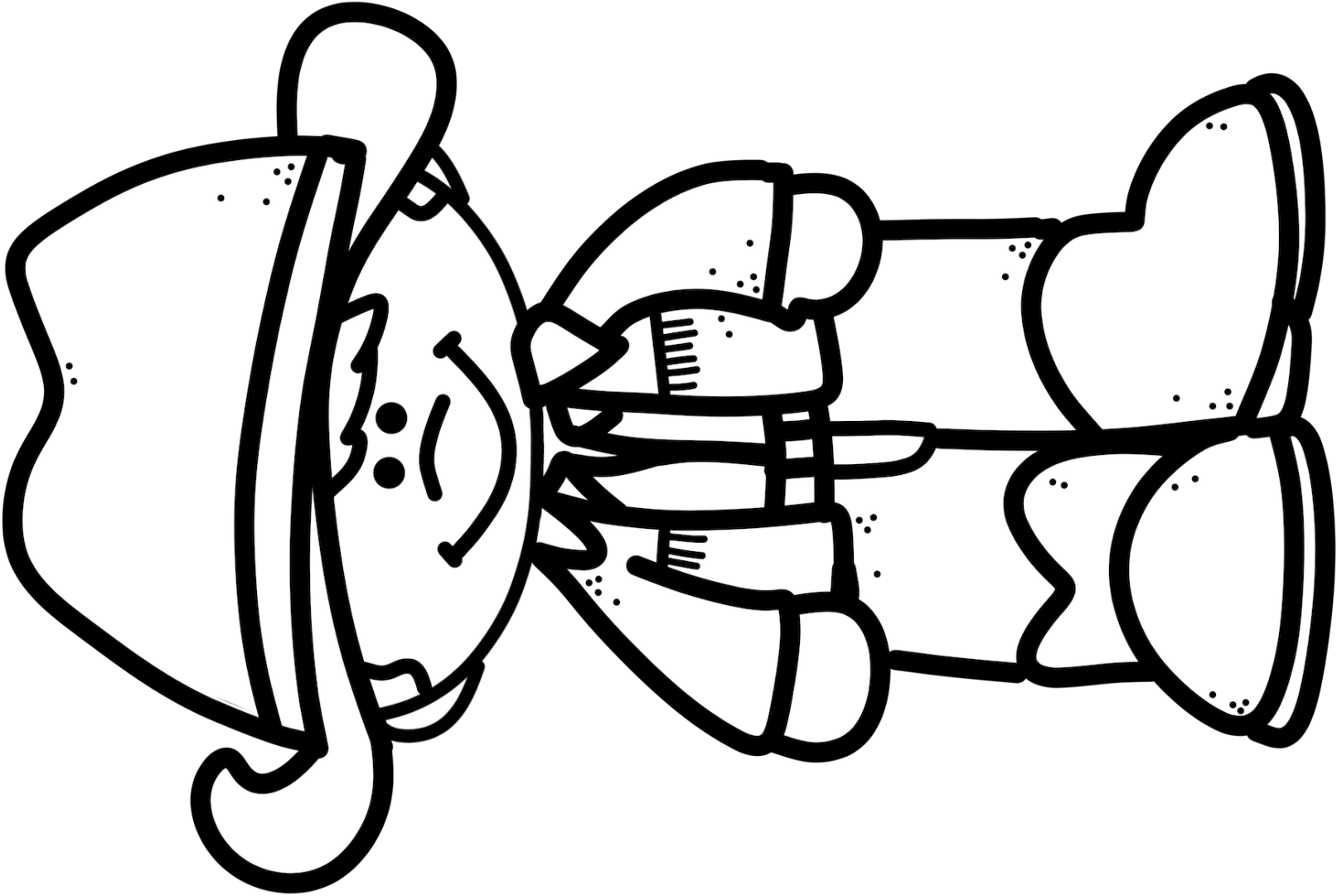


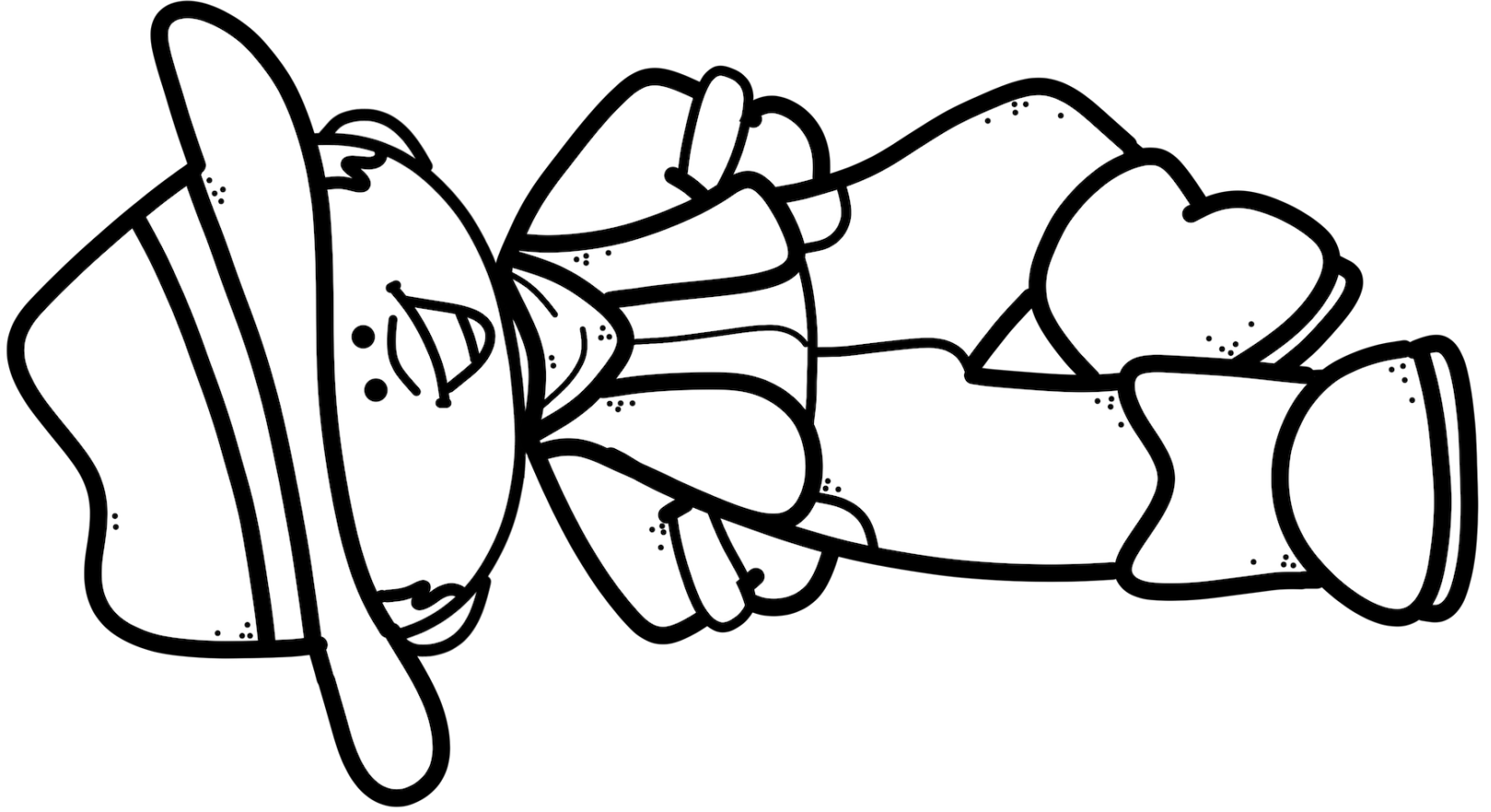
Tend the cattle.

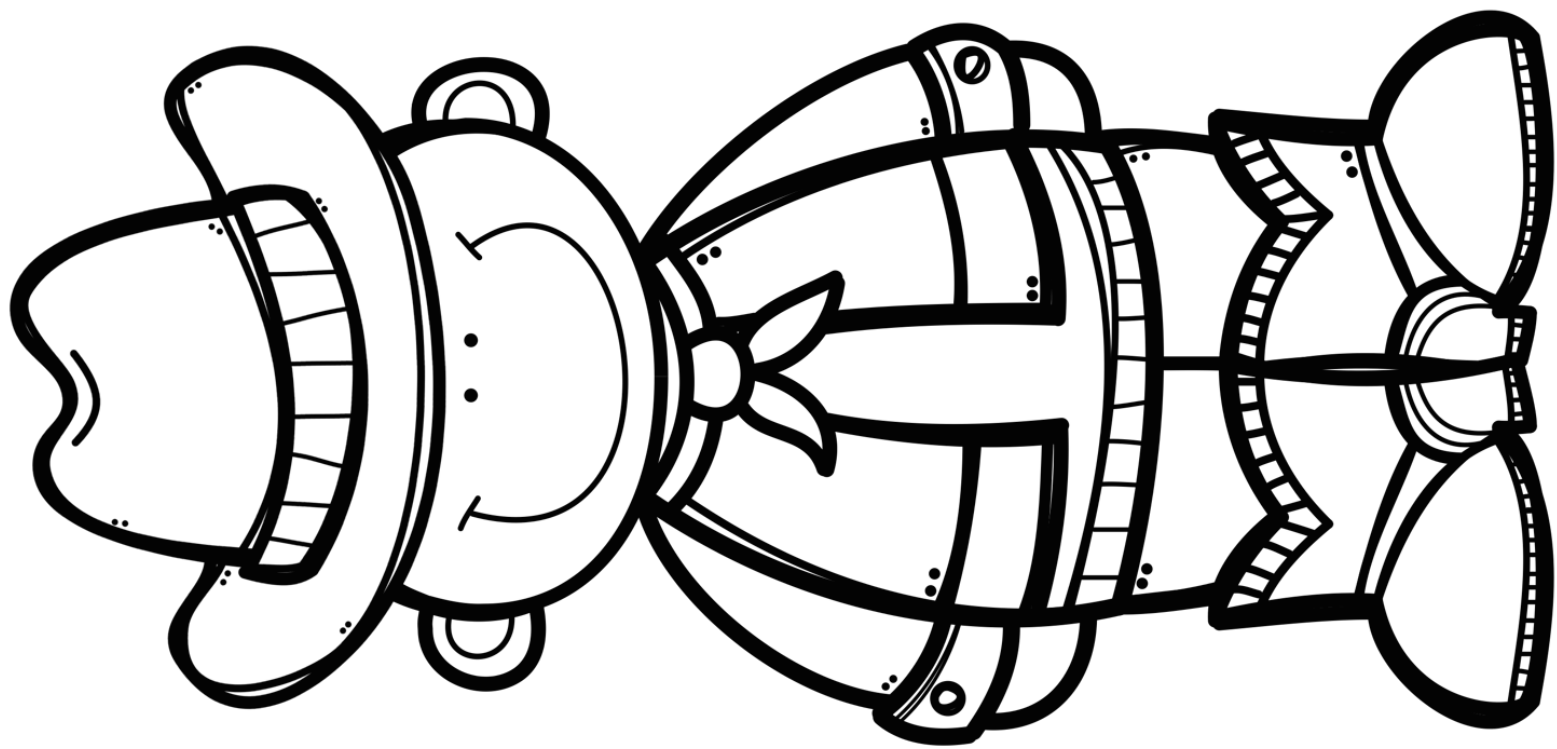


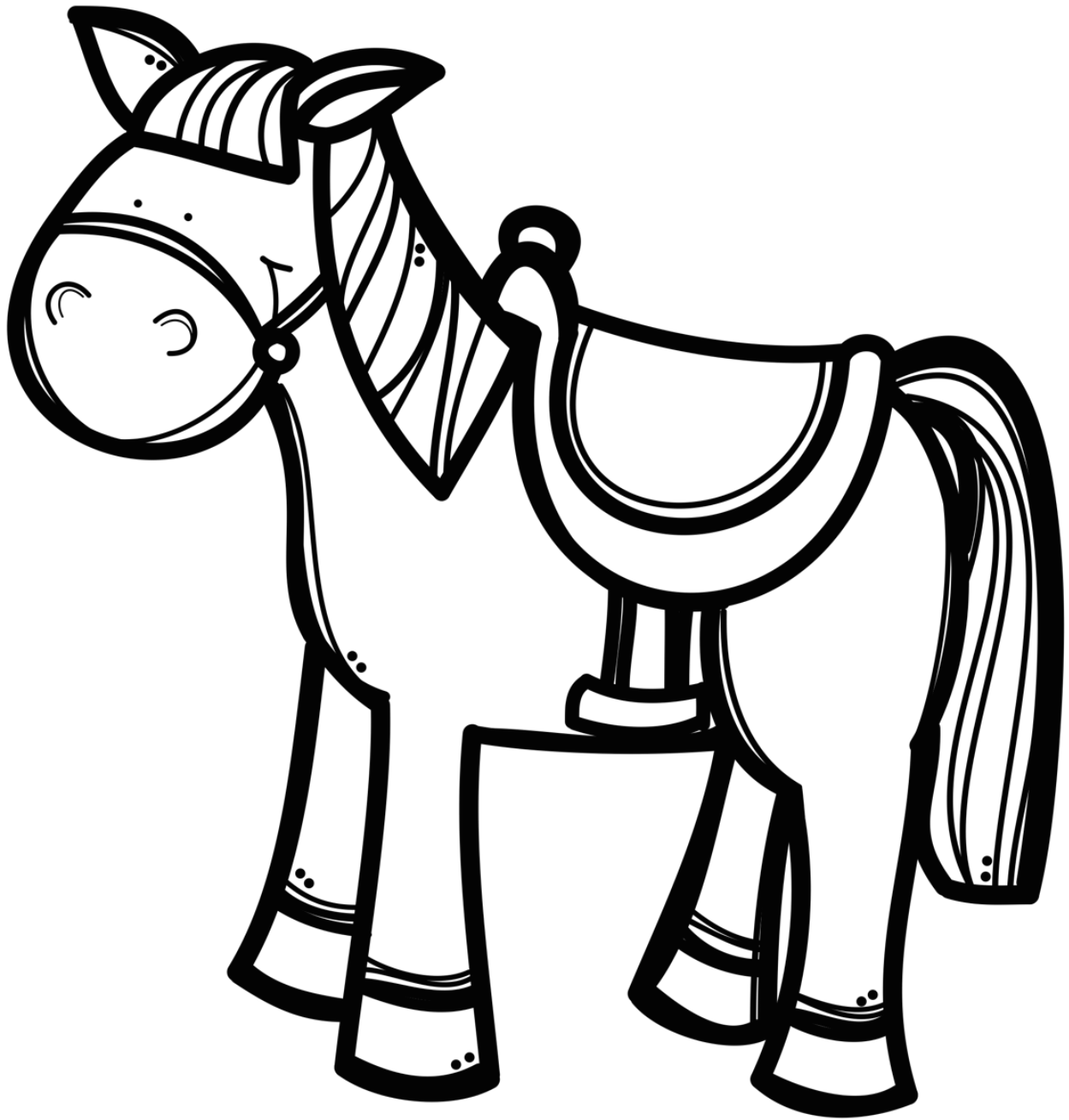
Take saddle off horse, brush down for the night.

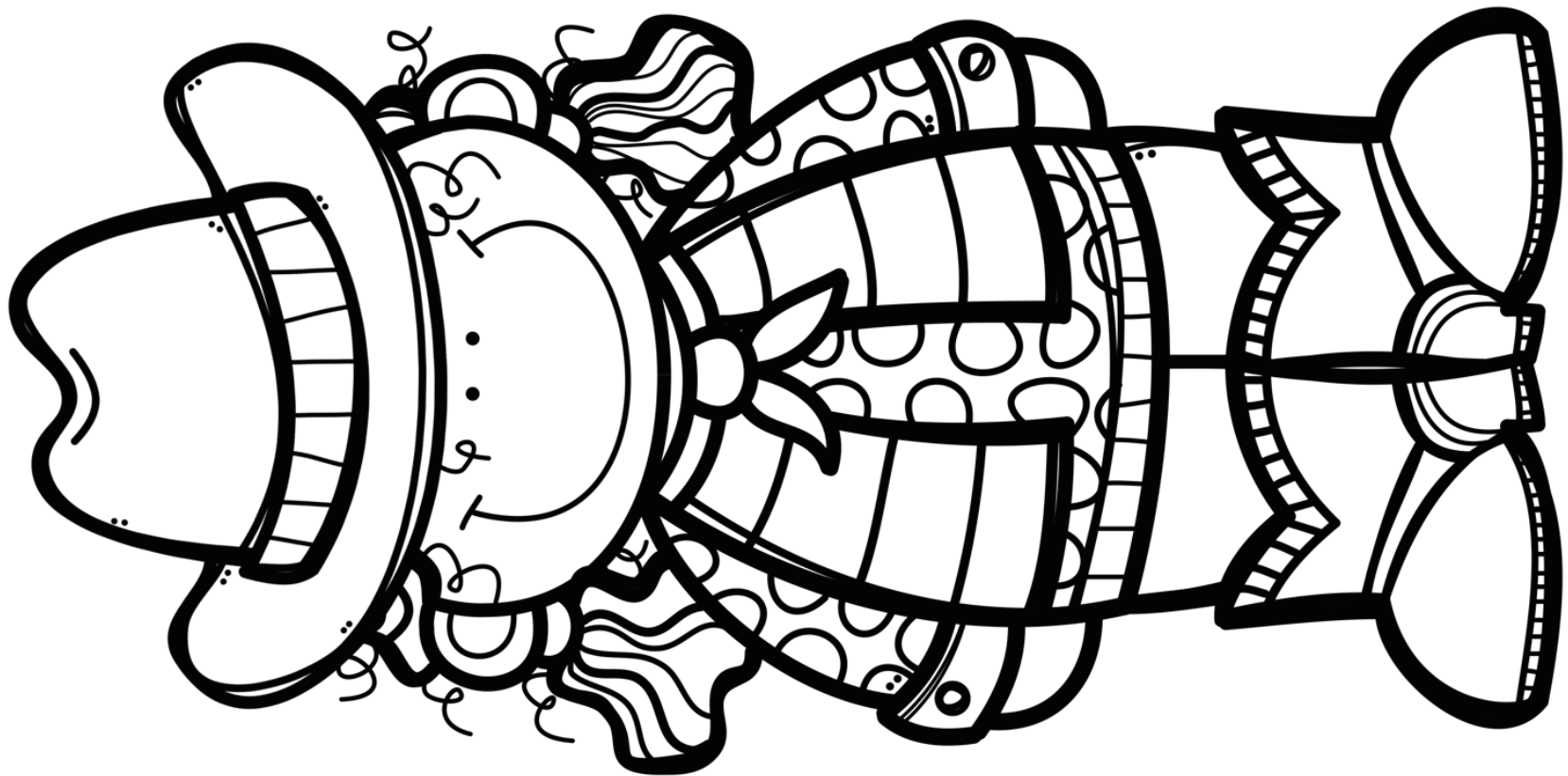
Print up the following cowboy and cowgirl pages
on white card stock. Have scissors for older children to cut out.

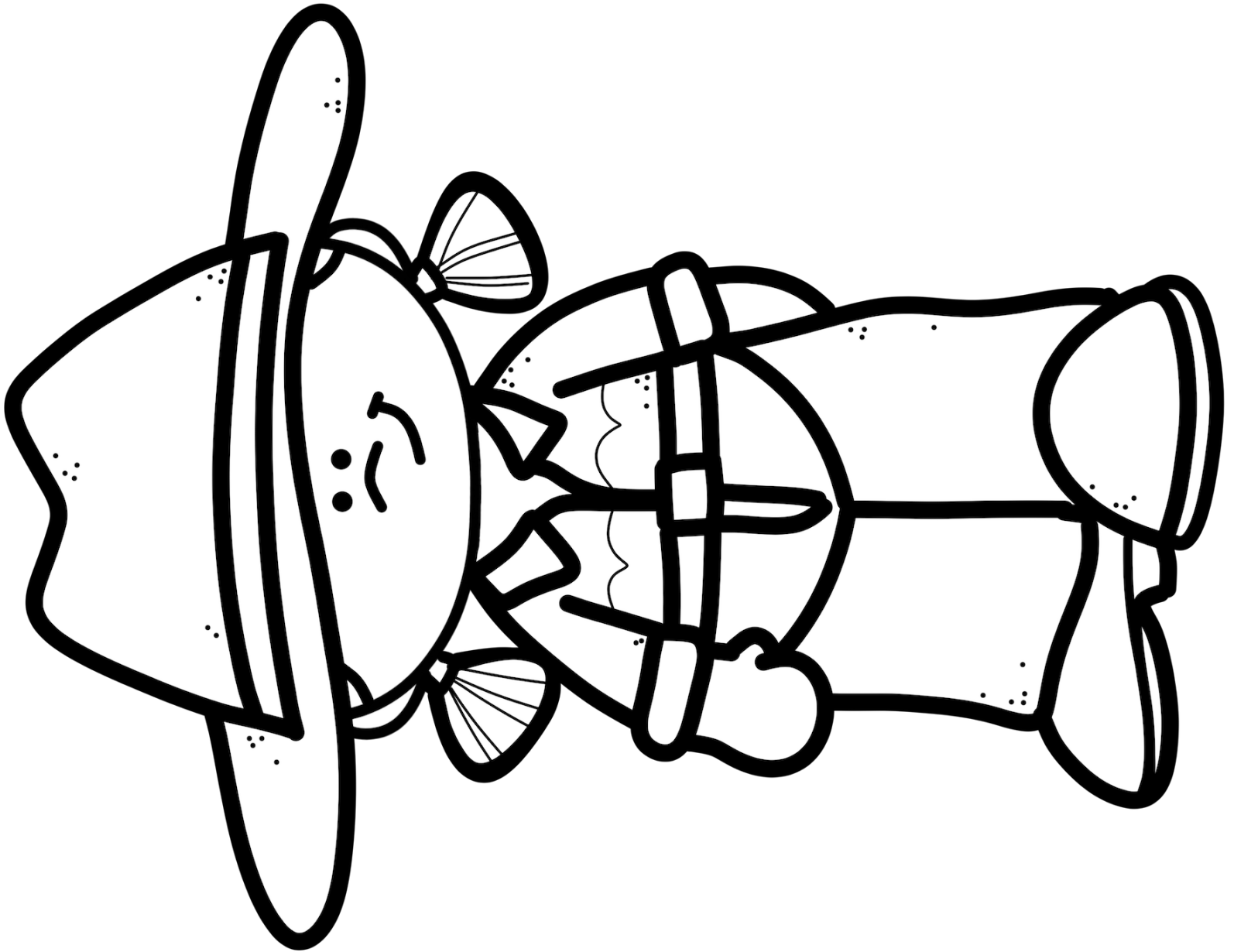


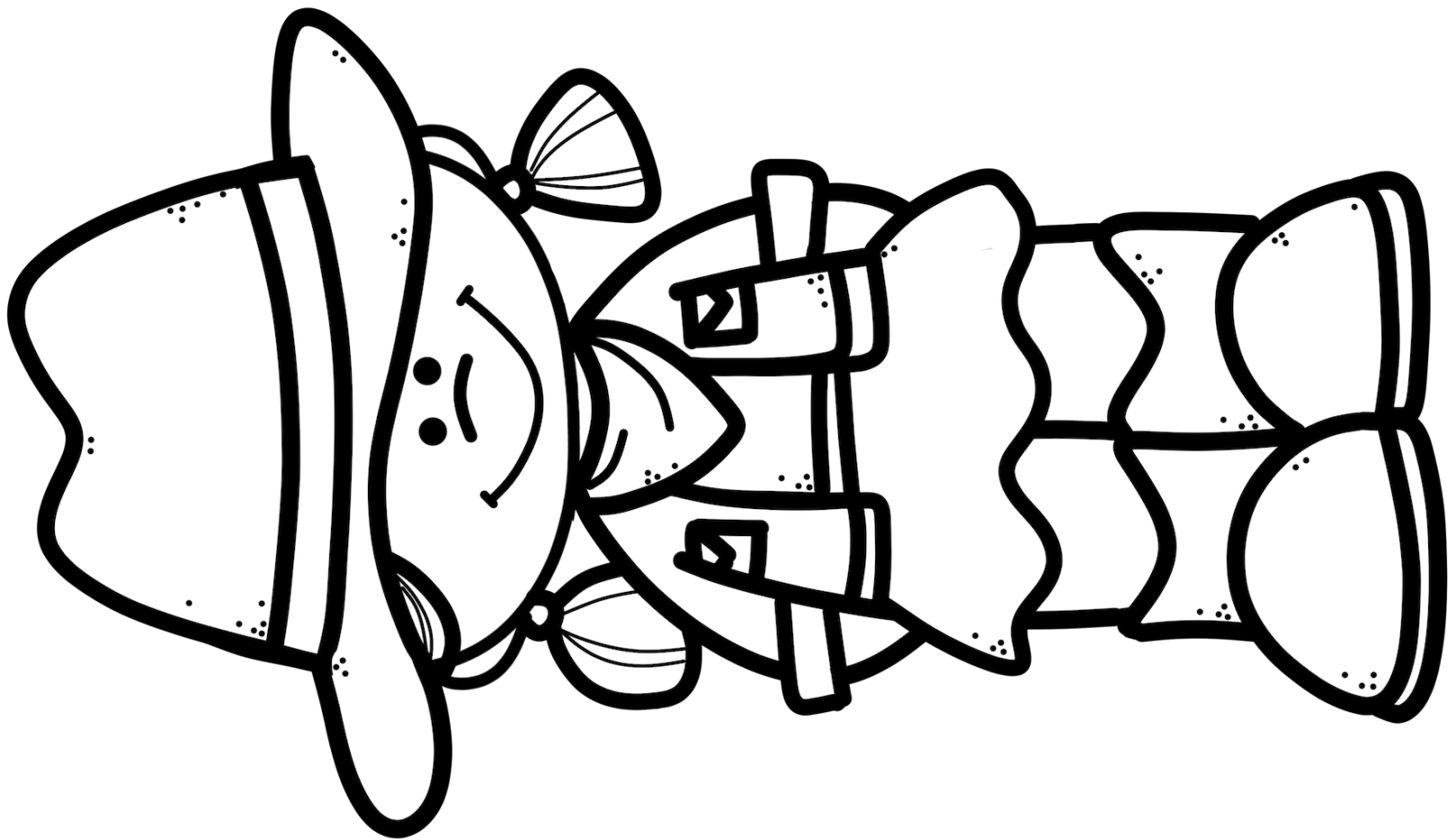








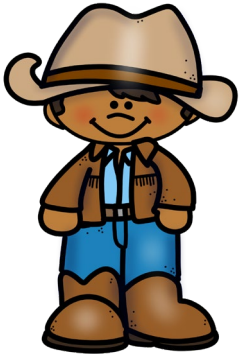




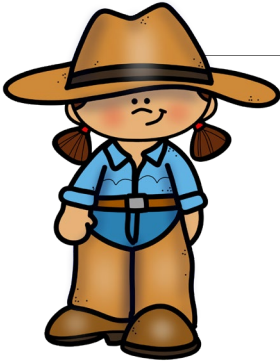
How the West Was Fun Vocabulary Words

- Print up on white card stock.
- Laminate.
- Trim.
- Place in writing center. Children can practice writing words on paper or dry eraser board.

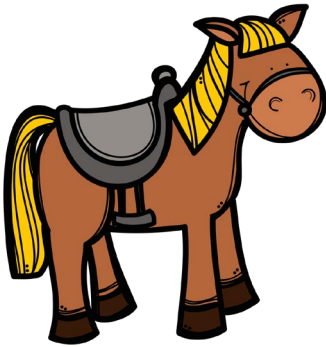
How The West Was Fun Vocabulary Words



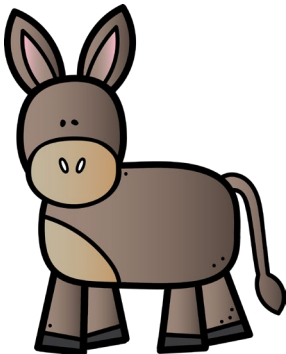
cowboy



cowgirl

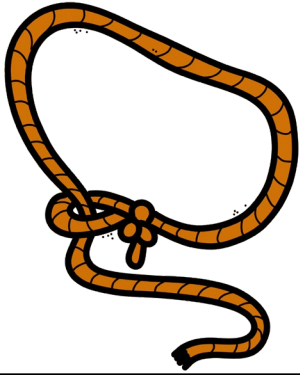


horse



donkey

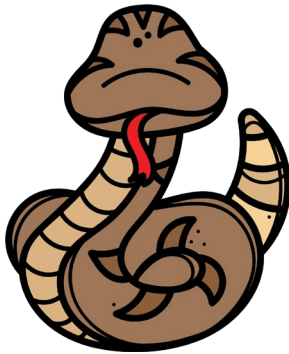
How The West Was Fun Vocabulary Words



lasso



lantern

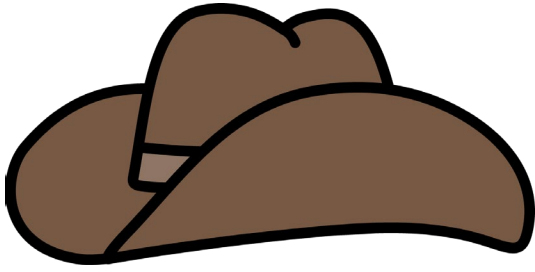


snake



boots

How The West Was Fun Vocabulary Words



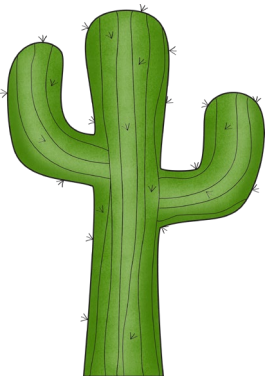
hat



tumbleweed

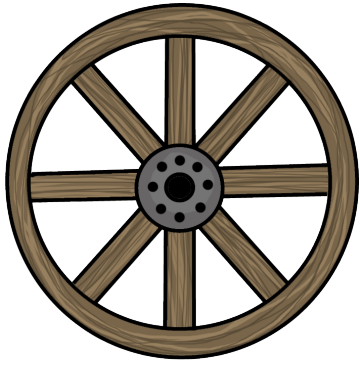


bandana

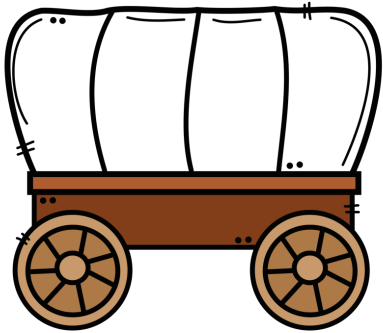


cactus

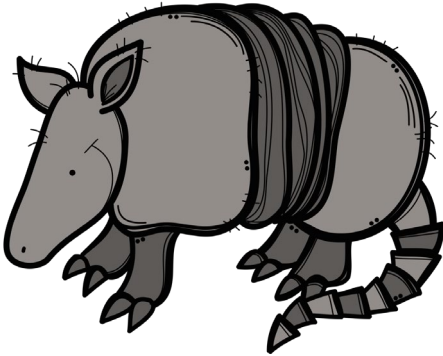
How The West Was Fun Vocabulary Words



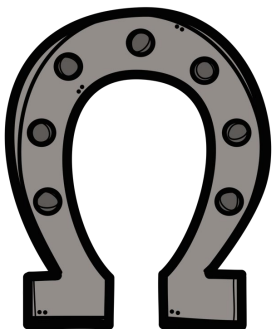
wheel



wagon

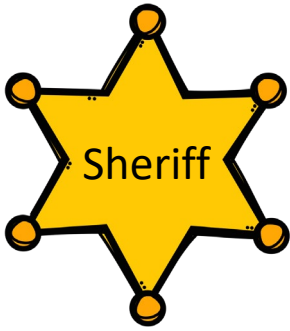


armadillo



horse shoe

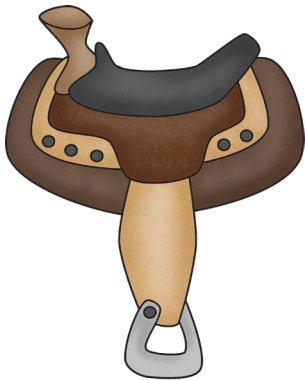
How The West Was Fun Vocabulary Words



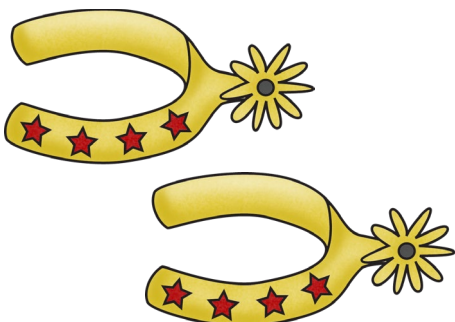
sheriff



fire



saddle

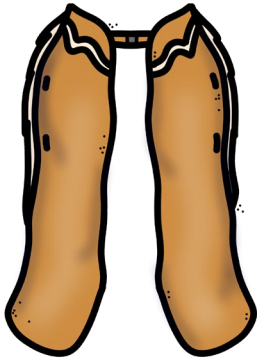


spurs

How The West Was Fun Vocabulary Words



COW



chaps



coffee pot



sleeping bag

Camp Fire

Cowboys did a lot of their eating outdoors around a campfire. Build a pretend campfire.

You can use real wood, and place crushed up red, yellow and orange tissue paper in the middle of the fire. You can also cut out flames from red, yellow and orange card stock and place in the middle of the wood pile.

An additional idea is purchasing a pretend fire campfire from Amazon. You can go onto Amazon.com and in the search bar put in pretend campfire. If purchasing one online, you can also use for your camping fun theme. 😊

One of the favorite things cowboys like to cook over an open fire was hotdogs and beans. How fun to have that for lunch one day and eat like the cowboys did.

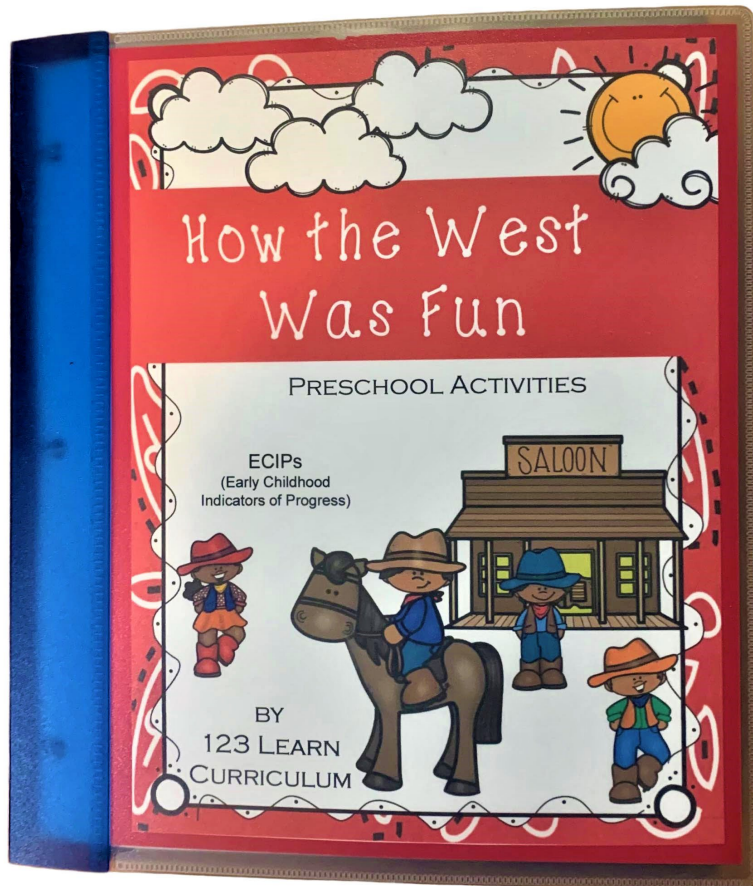
Talk to children that this is a pretend campfire, and that real fires are hot and can burn them.



Organizing your Preschool Activities

Planning how you will organize your preschool activities can be as easy and simple as you want it to be. Do you want it to be easier to access? The following pages and pictures will show you a way to organize and have it easily accessible to you when you do your western theme.

There will be pictures and links to purchase folder and pocket folders. This is the way I am personally putting together my weekly themes. Take these ideas and shop your local Target, or other stores to find items that will work in your organization of your theme.



When the West Was Fun preschool activities are stored in a 3-ring binder. 1". Sample shows an Avery flexible binder.

This 3-ring binder was purchased online at Amazon.com.

To purchase, click on picture.

Page to add to the front of your 3-ring binder.
Print on white card stock.

Trim the white edge off and place in the front
of the 3-ring binder.



How the West Was Fun

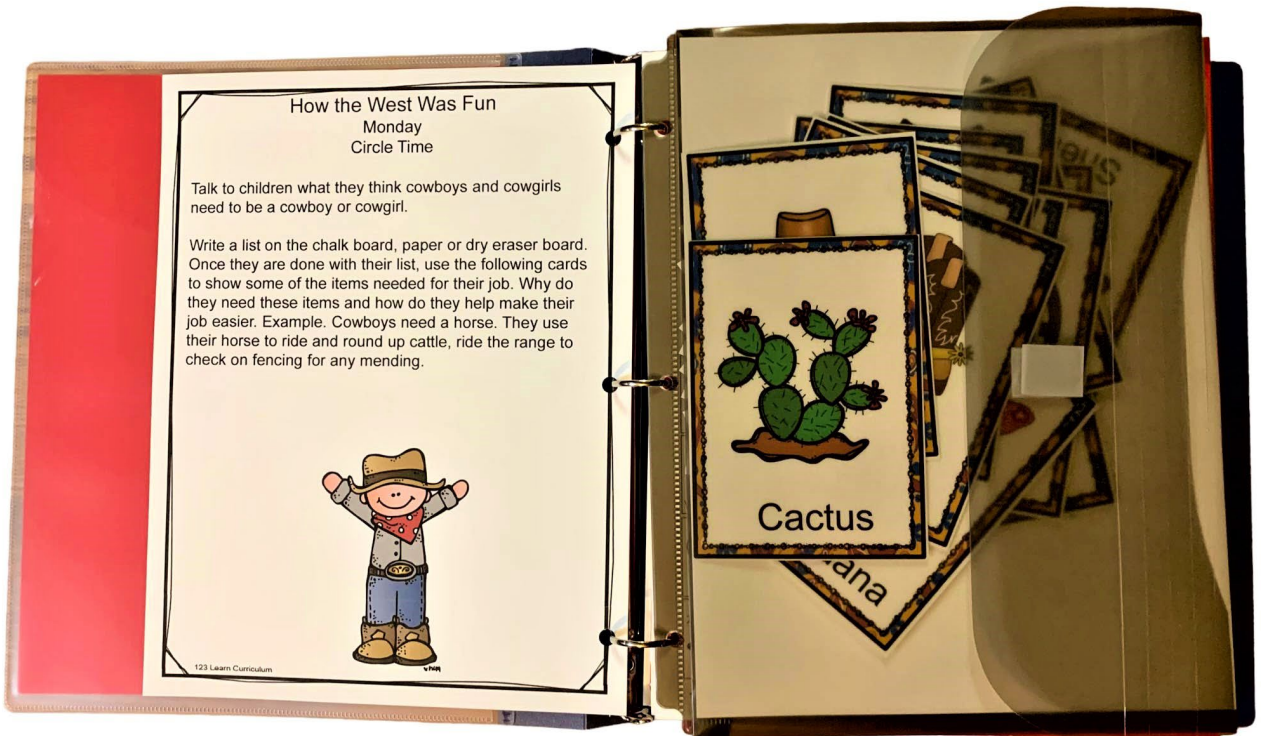
PRESCHOOL ACTIVITIES

ECIPs
(Early Childhood
Indicators of Progress)



BY
123 LEARN
CURRICULUM

Print up the 1st page of each activity in the preschool lesson plan using white card stock. Using a 3-hole punch, punch holes in the sheet and add to the 3-ring binder.

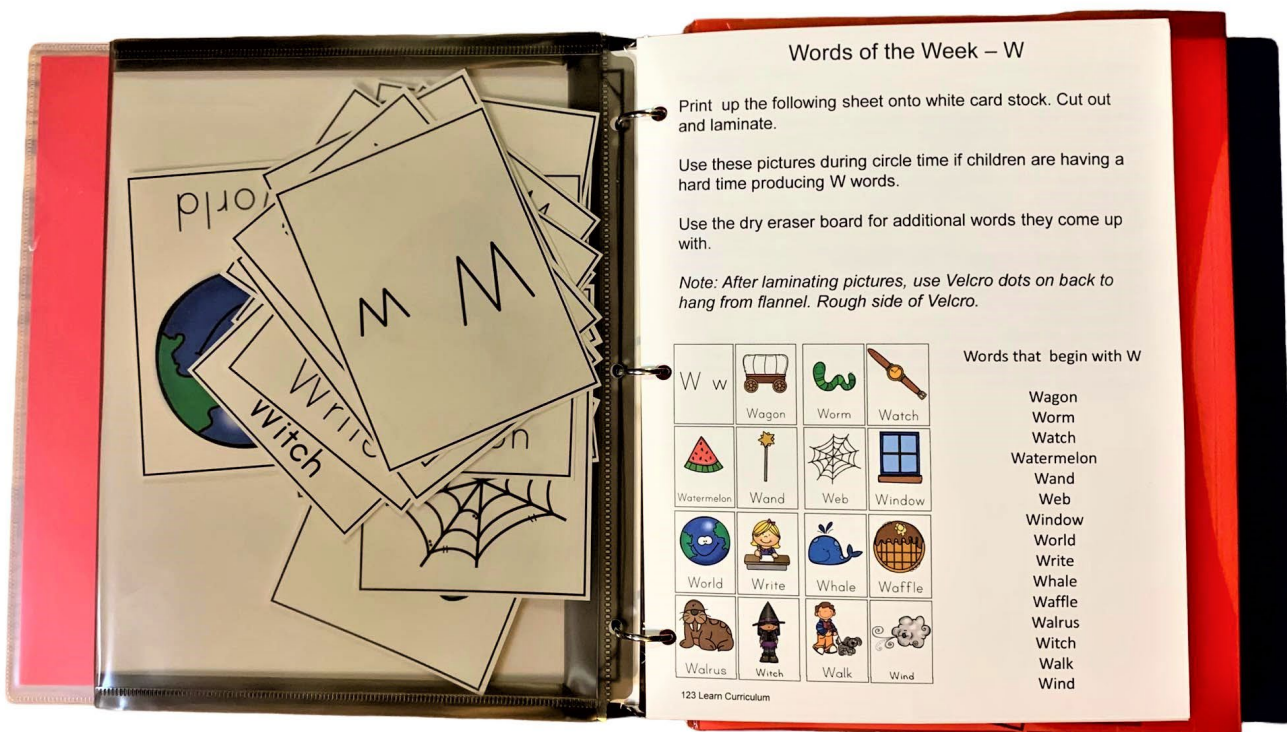


You can do a search on Amazon for a 3-ring punch.

Click on picture to purchase the one shown.

Print up activities in the preschool section and after laminating and cutting out, place in a binder pocket. Using pockets with Velcro closures will keep items from slipping out.

All items from the preschool lesson plan will fit into a 1" ring binder. The flexible covers are used because they are what it states... Flexible. 😊








Click on picture to purchase from Amazon.com.


I receive no compensation for promoting items on amazon.com.

The pictures and links are only an example of what you could do to make it easier to organize your preschool lesson plan. There are links for resources to purchase, but you can also visit your local Target or office supply store and see what they have available, and if this would work for you. As always, any feed back would be appreciated, or finished pictures of your lesson plan. JeanieB506@aol.com


How the West Was Fun
Monday
Circle Time

Alternate Interactive Writing Idea: Using large easel paper, pre-write cowboy words with a picture but leave the beginning letter out. Go over the words with the children and looking at the picture, ask them what the word is. Have them sound out the word and listen for the beginning letter sound. Have one of the children come up and write the letter.

o		owboy
		orse
o		oots
		
o		actus
		at



What I See On the Range Book



Supplies needed:

- White paper (or card stock)
- Color crayons, markers or colored pencils
- Long nosed stapler for stapling the book together


Directions:

Print up copies of the What I See On the Range book, one for each child. There are 2 templates - with or without words for writing.

Read the book together as a group.

Have children color the pages and write the words.


Send home with each child at the end of your how the west was fun theme.

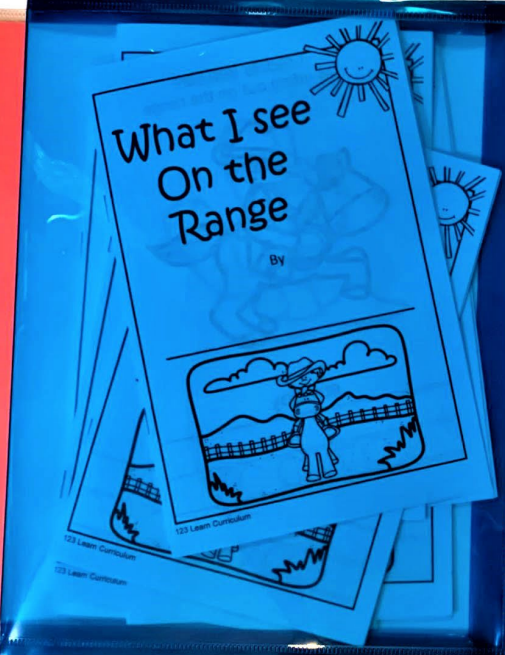
What I see 

On the

Range

By





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I receive no compensation for the links posted. These are provided as a resource for you.

As always, any feed back would be appreciated, or finished pictures of your lesson plan. JeanieB506@aol.com

Label for Bin



The following sheet is printed on self-adhesive full sheet labels. Once printed, cover with a self laminating sheet and trim.

Remove adhesive paper from the back of the label and attach to the container.

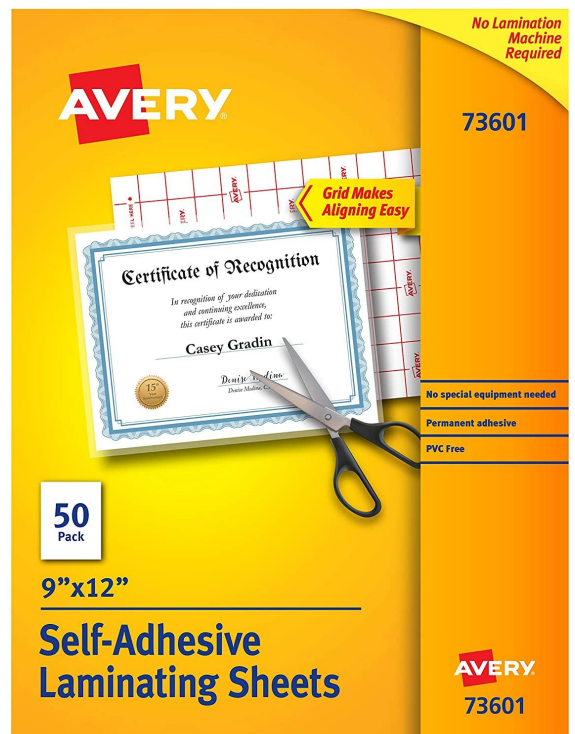
Putting a self laminating sheet over the label before trimming will protect the ink and it won't fade or rub off.

Samples of items to purchase from Amazon, but you can look at your local office supply store for identical items. Click on picture to purchase from Amazon.



Full Sheet Self Adhesive Shipping Labels

Avery 73601 Self-Adhesive Laminating Sheets, 9 x 12 Inch, Permanent Adhesive, 50 Clear Laminating Sheets





How the West Was Fun

INFANT — TODDLER — PRESCHOOL
THEME BOX



BY
123 LEARN
CURRICULUM



How the West Was Fun

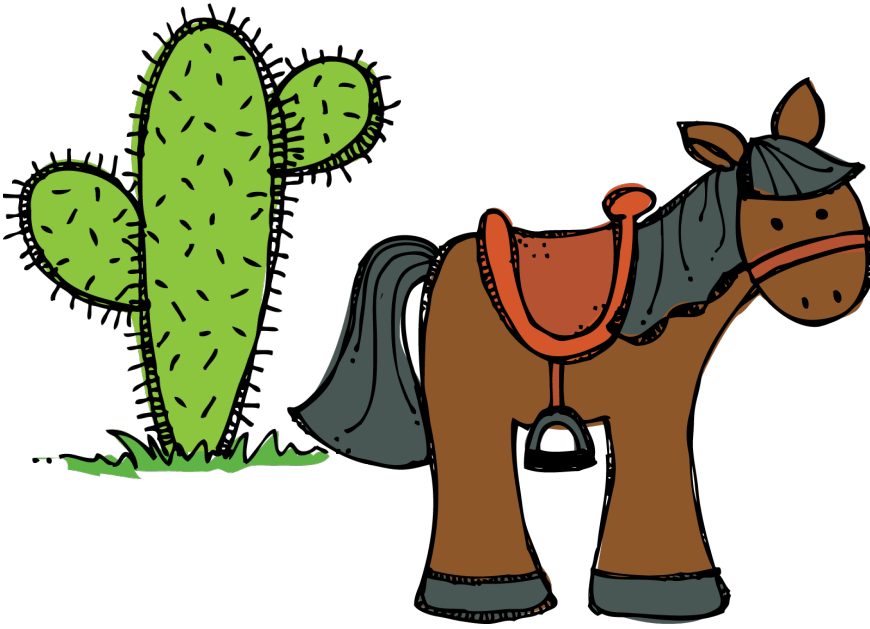
INFANT — TODDLER — PRESCHOOL
THEME BOX



BY
123 LEARN
CURRICULUM

Smaller label for smaller bin or use shipping label and type in When the West Was Fun.

Family Notes and Notes Home



- **Family Notes.** Print up and send home with each child the Friday before you start the "When the West Was Fun" theme.
- **Blank Notes.** Additional notes for you to use and send home during this theme. They are in the format of Child Care, Day Care or Preschool, depending on what term you use. Use the appropriate note and print up. Write your note and send home with children

Family Notes and Notes Home

You have 2 options when using the family notes and notes home.

- Print up - write directly onto them, make copies and hand out.
- Bring up form you would like to use. The templates can be typed directly onto the form in the blue boxes. Type in the blue boxes and print up. You will not be able to save the data, so make sure you do all the typing needed and print up.

When printing, the blue boxes will not show up.

Dear Family,



Next week, our theme is "When the West Was Fun". During this time, if you have any books or DVD's that are theme related that you would like to share, please feel free to bring them.

The color for this theme is red. Please help your child locate something to bring or wear for Color Day on _____.

We will also learn about the number 5, shape star and letter W.

Thank you

Dear Family,



Next week, our theme is "When the West Was Fun". During this time, if you have any books or DVD's that are theme related that you would like to share, please feel free to bring them.

The color for this theme is red. Please help your child locate something to bring or wear for Color Day on _____.

We will also learn about the number 5, shape star and letter W.

Thank you

A Note From Child Care



A Note From Child Care





A Note From Child Care



A Note From Child Care

A Note From Child Care



A Note From Child Care



A Note From Day Care



A Note From Day Care





A Note From Day Care



A Note From Day Care

A Note From Day Care



A Note From Day Care



A Note From Preschool



A Note From Preschool





A Note From Preschool



A Note From Preschool

A Note From Preschool



A Note From Preschool

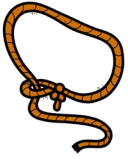


Just a Reminder



Just a Reminder



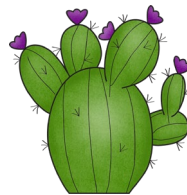


Just a Reminder

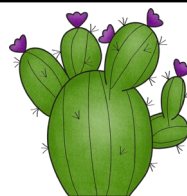


Just a Reminder

Just a Reminder



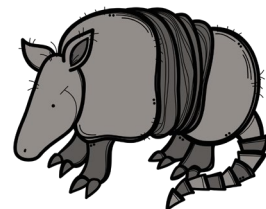
Just a Reminder



WEEK IN REVIEW



WEEK IN REVIEW



WEEK IN REVIEW



Dear Family,

Just a reminder that tomorrow is Color Day. Our color for tomorrow is red. You can have your child bring or wear something that is red.



Thank you

Dear Family,

Just a reminder that tomorrow is Color Day. Our color for tomorrow is red. You can have your child bring or wear something that is red.



Thank you

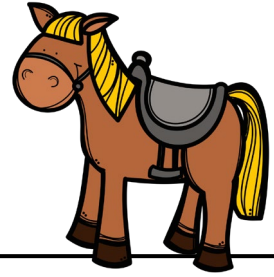
Blank Sheets

The following pages have sheets that you can type directly onto and print. Just click in the blue boxes and type what you want and print up.

Blue boxes will not show up when you print.
2nd option: print up and write directly onto the sheet.

(Forms cannot be saved, so make sure you have time to fill out completely before you print up).

WHEN THE WEST WAS FUN



Art

Literacy

Manipulates

Fine/Gross Motor Skills

Math Skills

Sensory/Science



Music/Movement

When the West Was Fun



Art

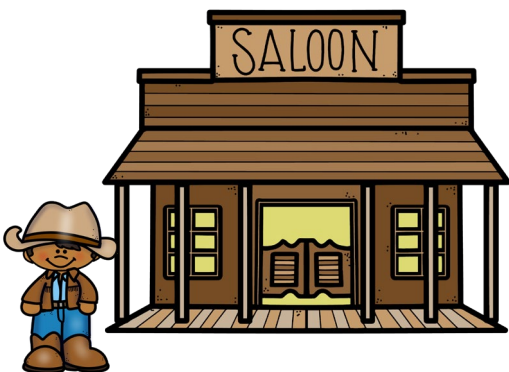
Literacy

Manipulates

Fine/Gross Motor Skills

Math Skills

Sensory/Science



Music/Movement

Blank Sheets

The following pages have sheets that you can type directly onto and print. Just click in the blue boxes and type what you want and print up.

Blue boxes will not show up when you print.

2nd option: print up and write directly onto the sheet.

(Forms cannot be saved, so make sure you have time to fill out completely before you print up)

Weekly Planner



Week of: _____

A large, empty rounded rectangular box intended for writing the weekly schedule or notes.

A smaller, empty rounded rectangular box at the bottom of the page, likely for additional notes or a signature.

Weekly Planner



Week of: _____

A large, empty rounded rectangular box intended for writing the weekly schedule or notes.

A smaller, empty rounded rectangular box at the bottom of the page, likely for a signature or additional notes.

Weekly Planner



Week of: _____

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Weekly Planner



Week of: _____

A large, empty rounded rectangular box intended for writing the weekly schedule or notes.

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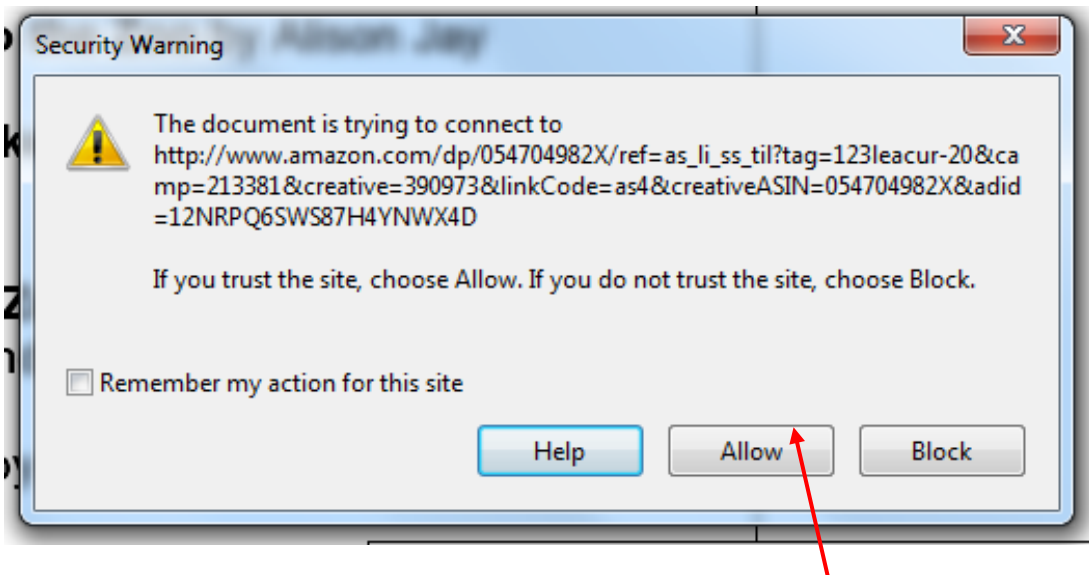
How the West Was Fun Book List

The western theme is giving you the option to buy these books directly from Amazon.com.

If you are interested in checking out any of the books on the how the west was fun book list, click directly on the title of the book.

A box will open stating it is trying to connect to - and will give the url of the book you clicked on.

Click on allow - and you will be directed to the description of the book and if you wish to purchase, Click on buy.



Click on allow to view description of book and to purchase.

If the book you are looking for is unavailable, please make sure to check your local library.

How the West Was Fun Book List

[Little Rosie Rodeo: Cowgirls for Reals](#) by Lexi Kinney

[I Wanna Be A Cowgirl](#) by Angela DiTerlizzi

[Good Night Cowboys](#) by Adam Gamble

[Buckaroo Beau Lives on a Ranch](#) by Kacy Burke

[A Day at the Pee Wee Rodeo](#) by M. D. Ford

[Cowboy Small](#) by Lois Lenski

[The Gingerbread Cowboy](#) by Janet Squires

[Every Cowgirl Needs a Horse](#) by Rebecca Janni

[Cowboys](#) by Lucille Recht Penner

[Cowboy Camp](#) by Tammi Sauer

[There Once Was A Cowpoke Who Swallowed an Ant](#) by Helen Kettelman

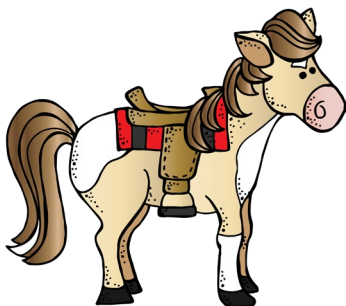
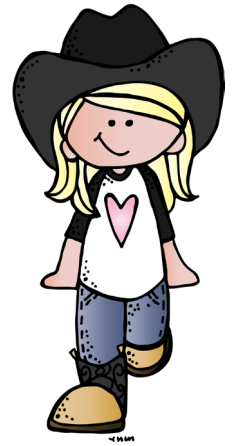
[If I had a Horse](#) by Gianna Marino

[The Brave Cowboy](#) by Joan Walsh Anglund

[Giddy Up, Li'l Buckaroos](#) by Mark Iacolina

[Cowgirl Rosie](#) by Stephen Gulbis

[Cowboy Slim](#) by Julie Danneberg



Cover Sheet

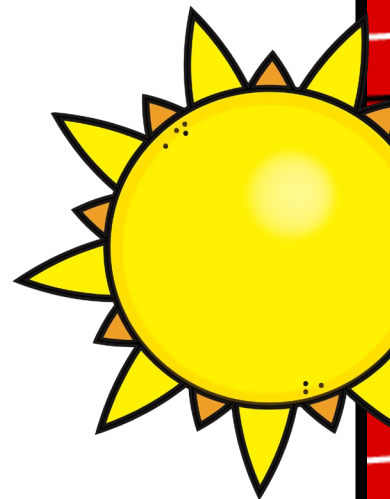
The cover sheet is something that can be printed up and hung on your bulletin board.

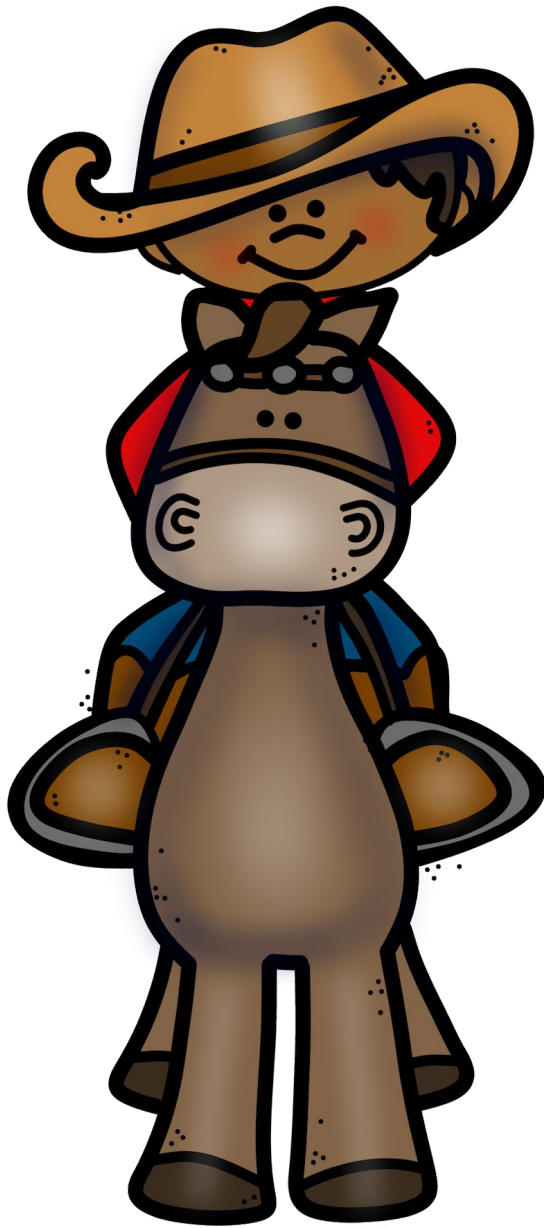
This will give parents a visual of what theme the children will be working on.

You can place this cover sheet in a top loading page protector.

(You have 4 to choose from)

How the West Was Fun





HOW THE WEST WAS FUN



How the West Was Fun



How the West Was Fun

Large Wall Flashcards

The letter W, number 5, color red, shape star are available in both color and B & W.

These can be printed on white card stock, laminated and hung up during your “When the West Was Fun” theme.

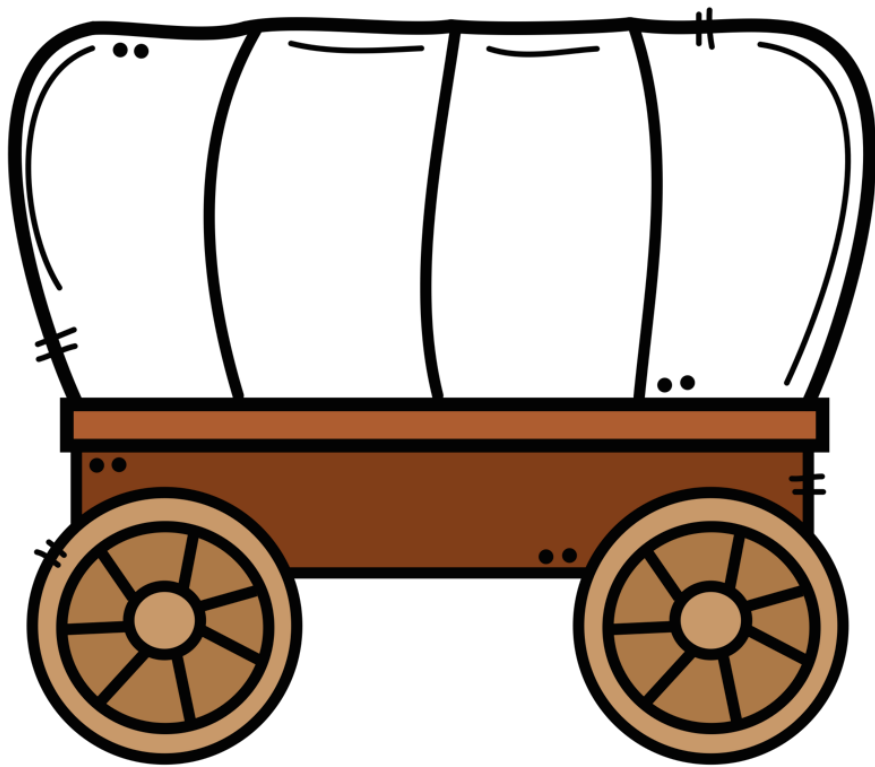
You can also use the B & W sheets as extra worksheets for the children. Print the worksheets up on regular copy paper.

Large Wall Flashcards

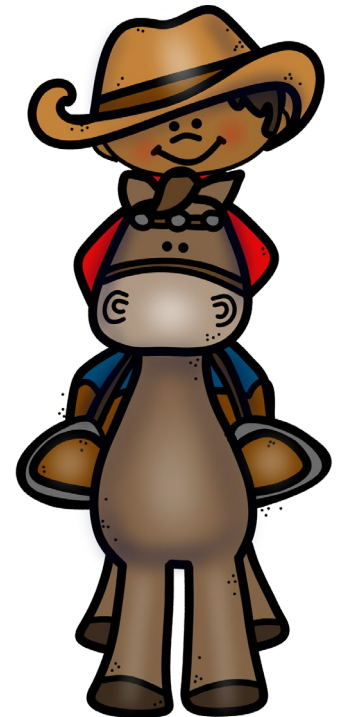
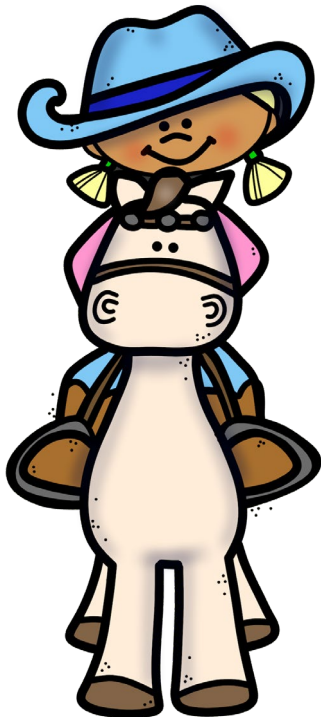
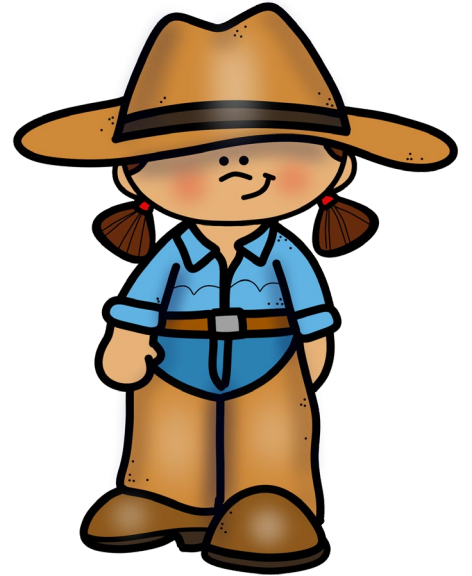
W – 5 – Red - Star

(In color and B & W)

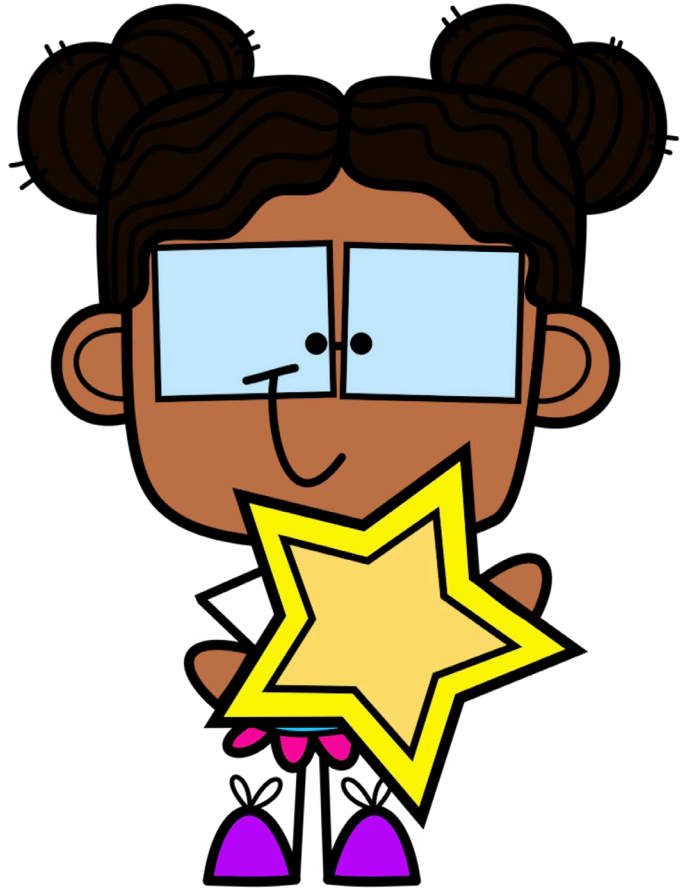
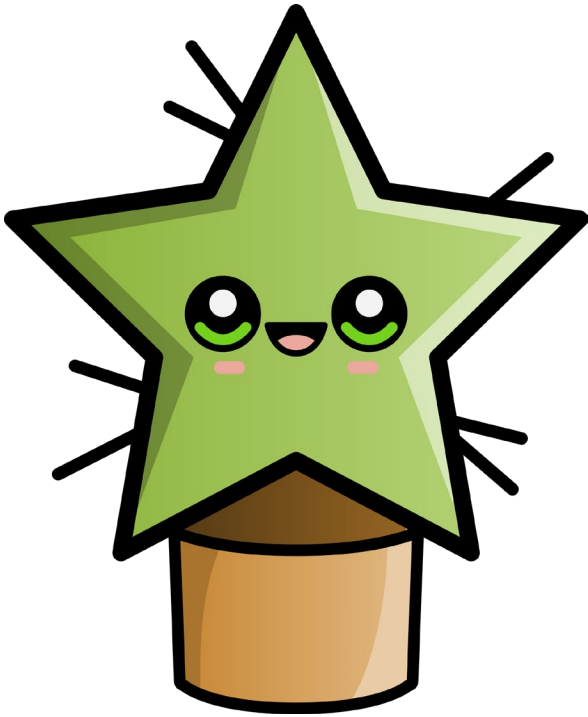
W w



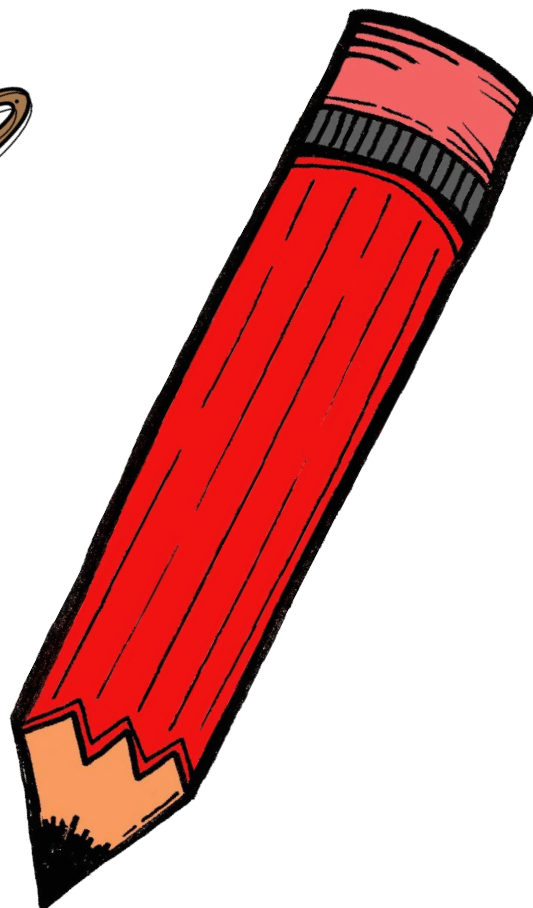
Wagon



5

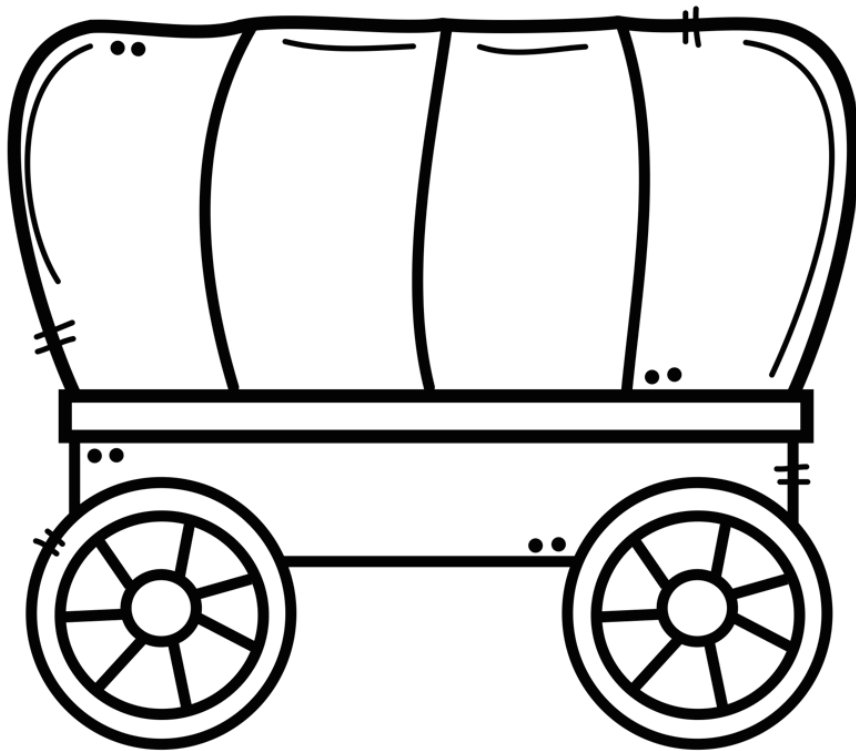


Star

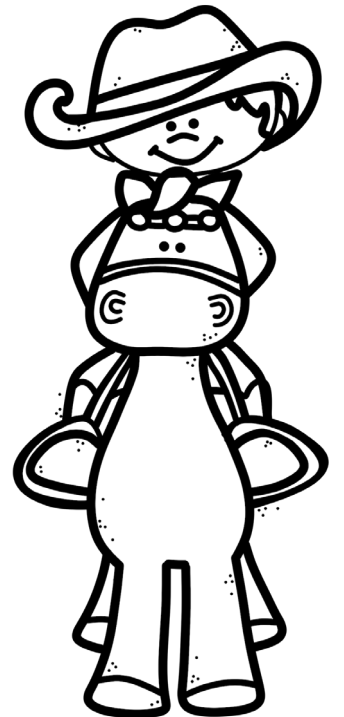
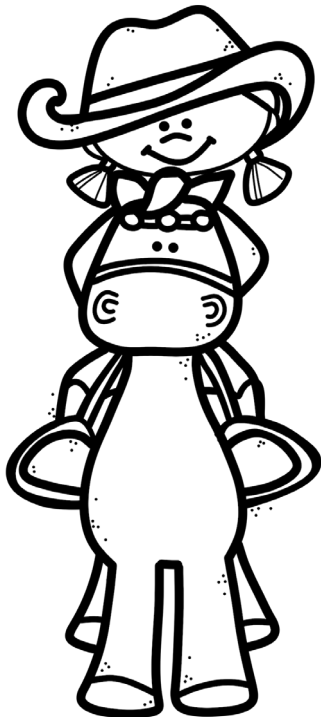
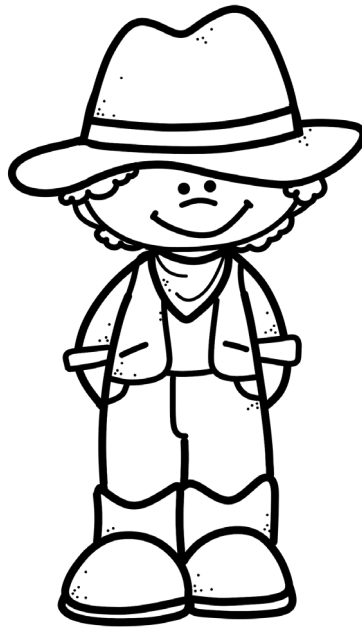
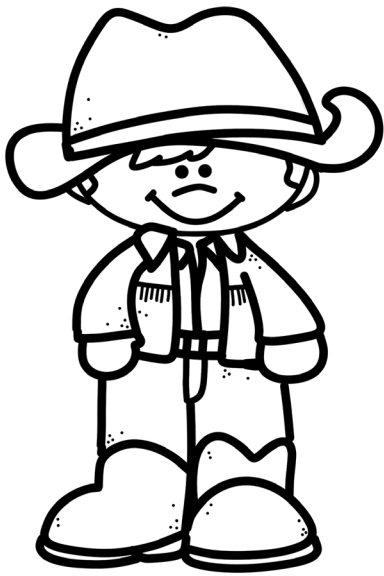


Red

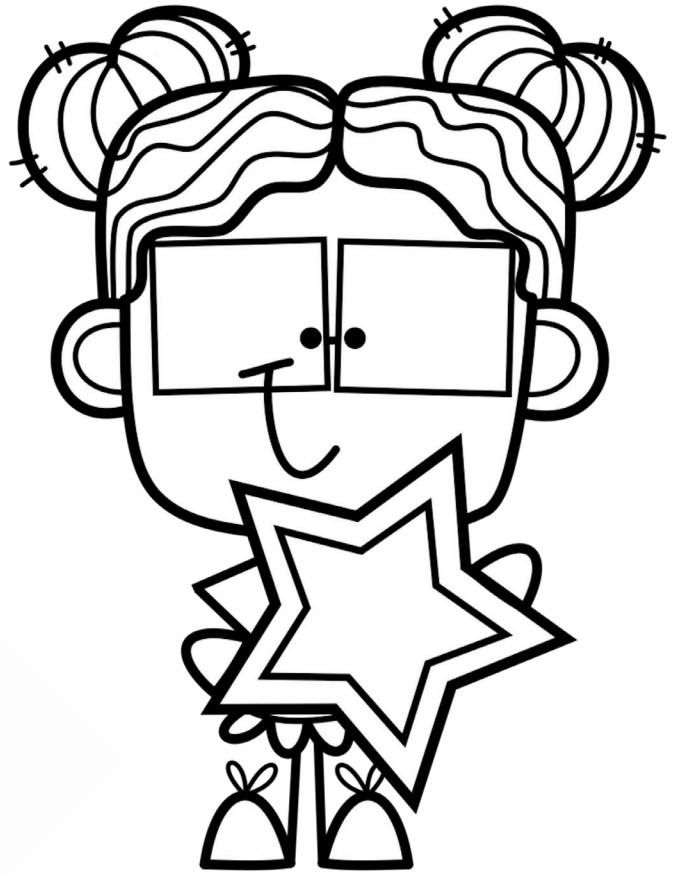
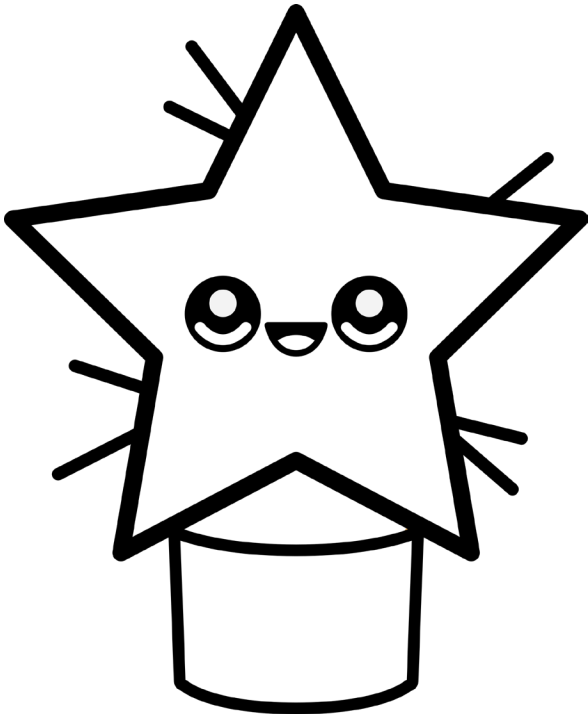
W w



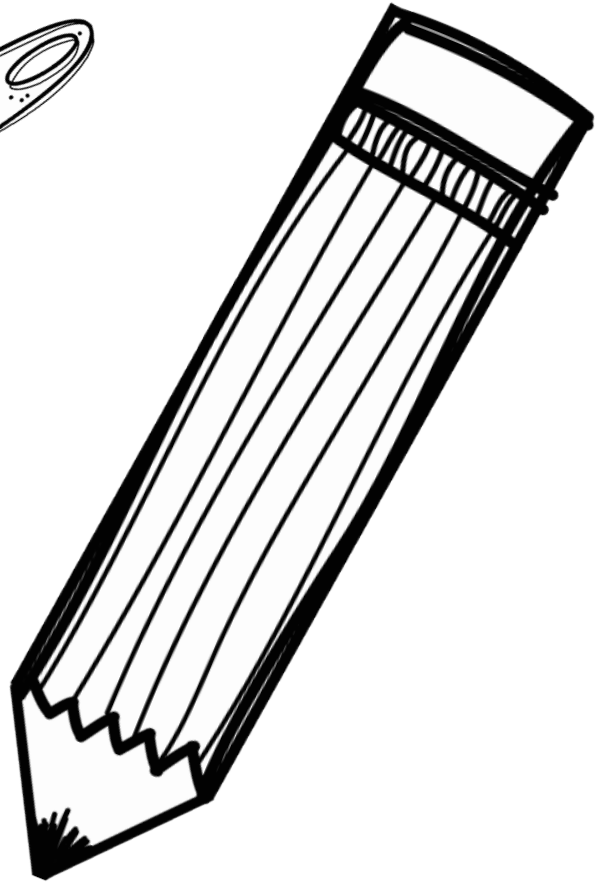
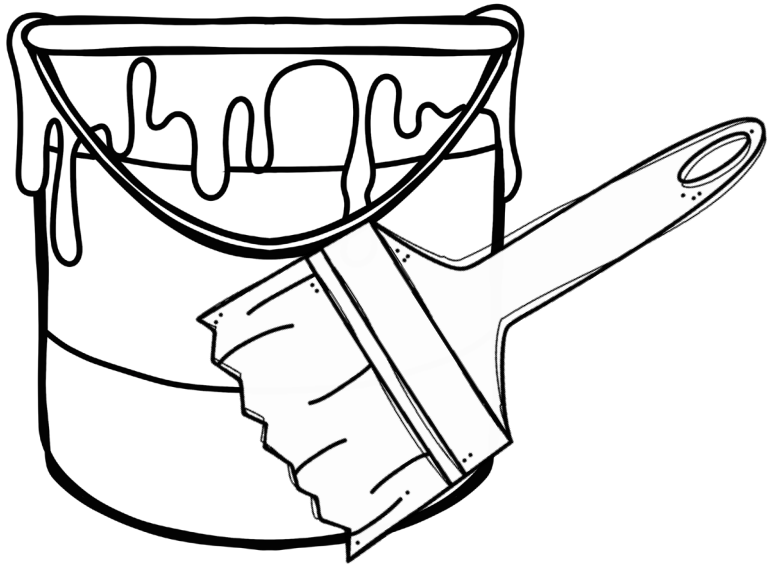
Wagon



5



Star



Red

Large Group Activities

ECIPs

1. Social and Emotional Development
2. Approaches to Learning
3. Language and Literacy Development
4. Creativity and the Arts
5. Cognitive Development
6. Physical and Motor Development

Domain 1: Social and Emotional Development

Component: Social Competence and Relationships

Indicator: Interacts easily with one or more

Domain 2: Approaches to Learning

Component: Curiosity

Indicator: Show eagerness and a sense of wonder as a learner

Domain 3: Language and Literacy Development

Component: Emergent Writing

Indicators: Understand that writing is a way of communicating * Begin to copy or write own name

Domain 4: Creativity and the Arts

Component: Responding

Indicators: Shows others and/or talk about what they have made or done *
Show interest and respect for the creative work of self and others

Domain 5: Cognitive Development

Component: Mathematical and Logical Thinking - Number Concepts and Operations

Indicators: Demonstrates increasing interest in and awareness of numbers and counting * Demonstrate understanding of one-to-one correspondence between objects and number

Domain 6: Physical and Motor Development

Component: Fine Motor Development

Indicator: Explore and experiment with a variety of tools, (e.g., spoons, crayons, paintbrushes, scissors, keyboards)



WHEN THE WEST WAS FUN

LARGE GROUP ACTIVITIES

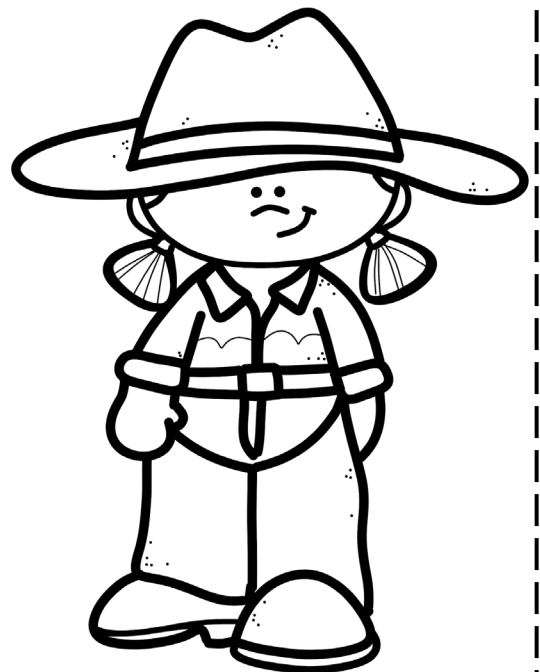
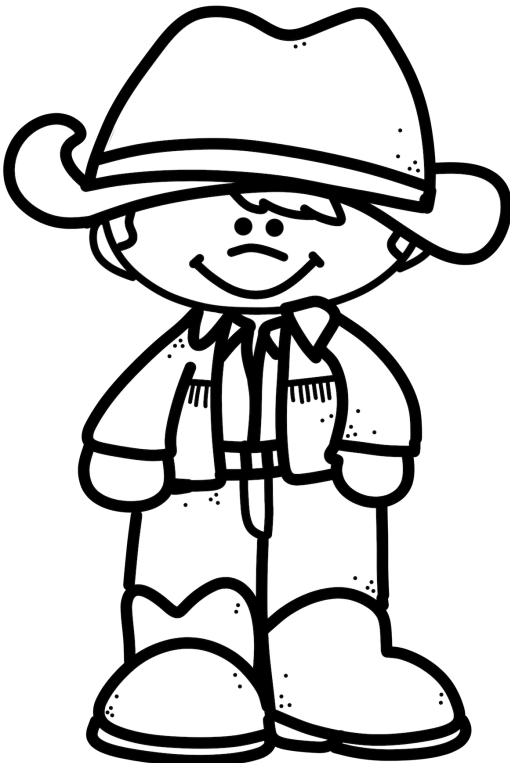
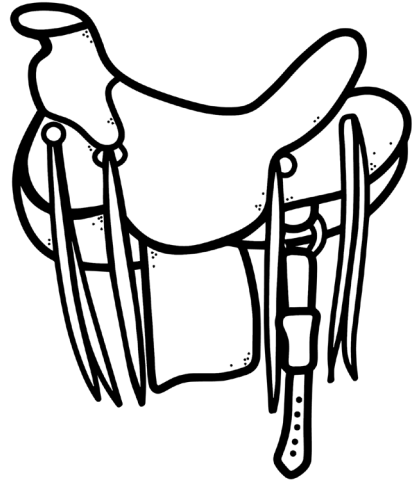
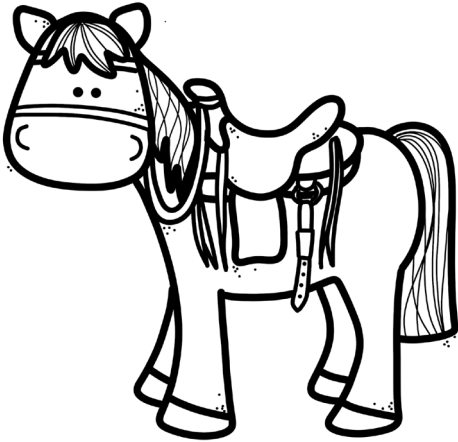


	Theme Worksheets	Letter M	Number 5	Shape Star	Color Red
Monday	Cowboy Color – Cut and Glue	Letter W is for Wheel		Trace the Stars	
Tuesday	Cowboy / Cowgirl Necklace		Learning and Writing the Number 5		Items That Can Be Red
Wednesday	Cowboy / Cowgirl Lacing Card	Words that Start With the Letter W		How Many Stars?	
Thursday	Cowboy Headband		Count the Cowboys		Learning Color Red
Friday	Cactus Sequencing Color – Cut and Glue	W is for Wagon		Color the Stars	

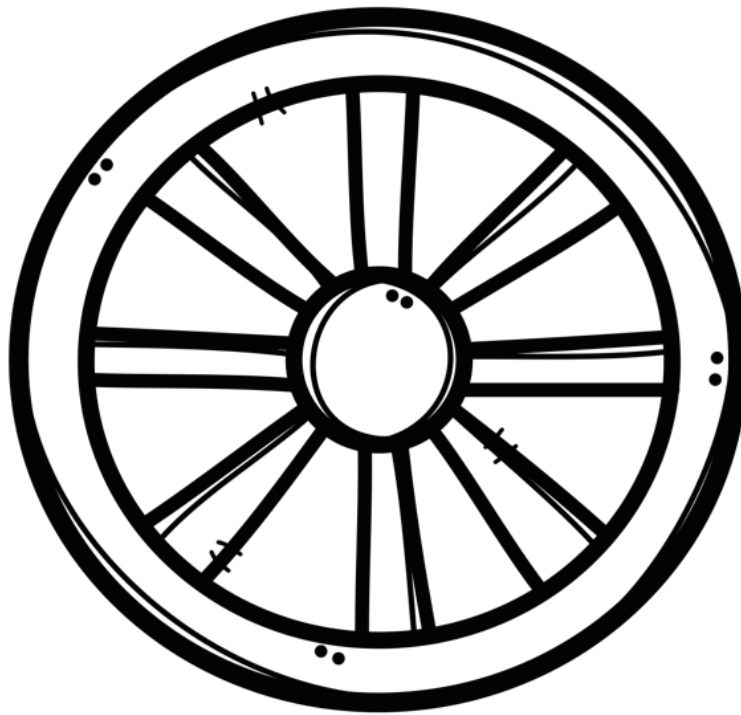
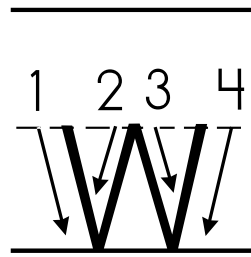
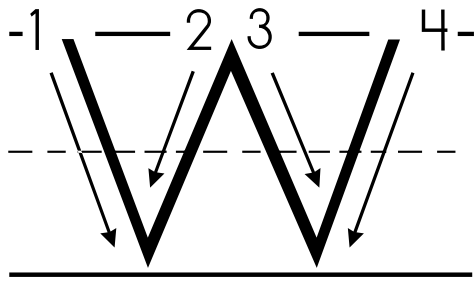
Monday

Color – Cut out on dotted line – Glue onto construction paper.

COWBOY FUN



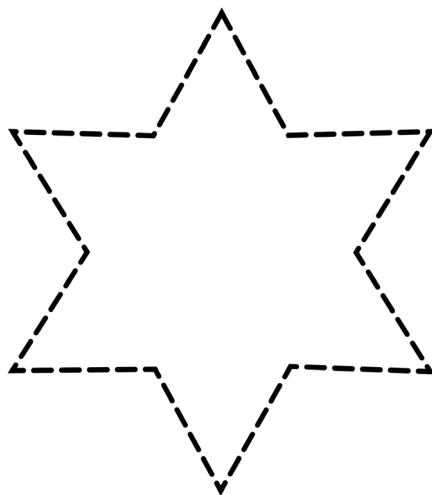
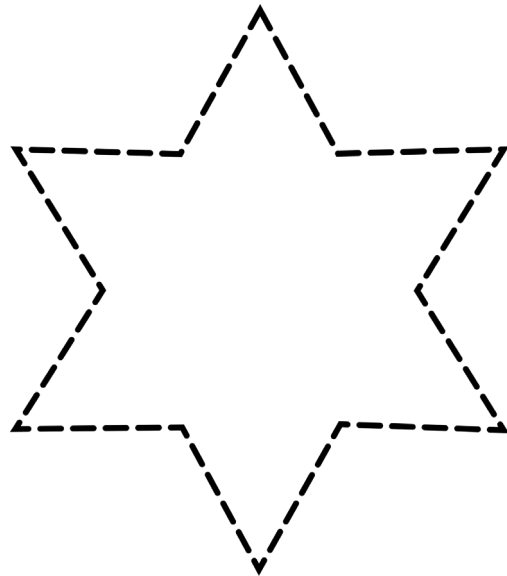
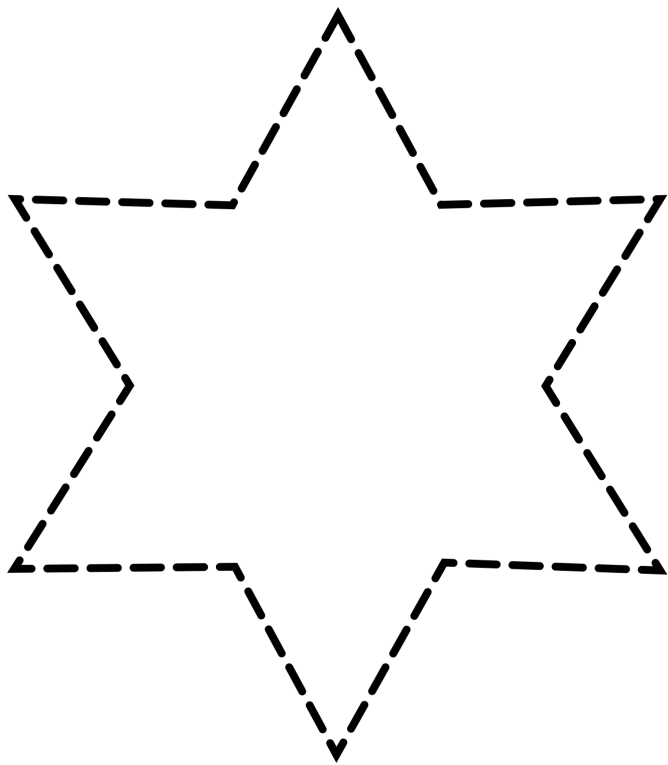
Name _____



Write the word wheel

wheel

Name _____



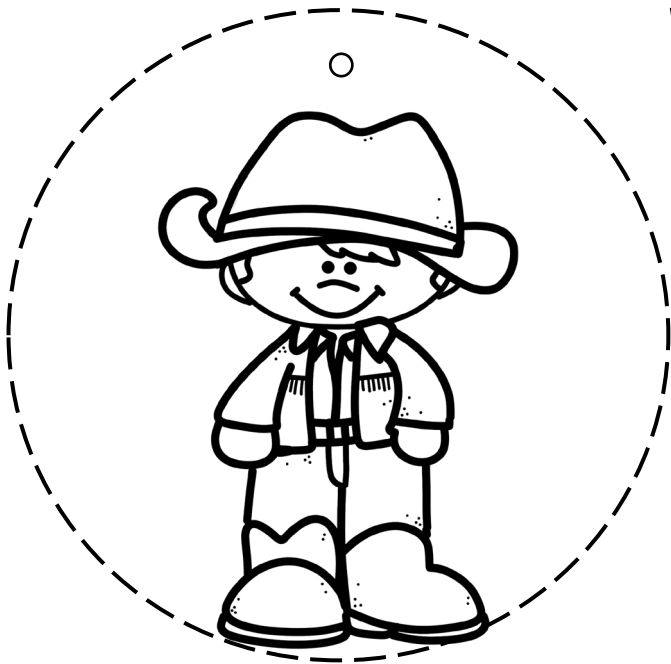
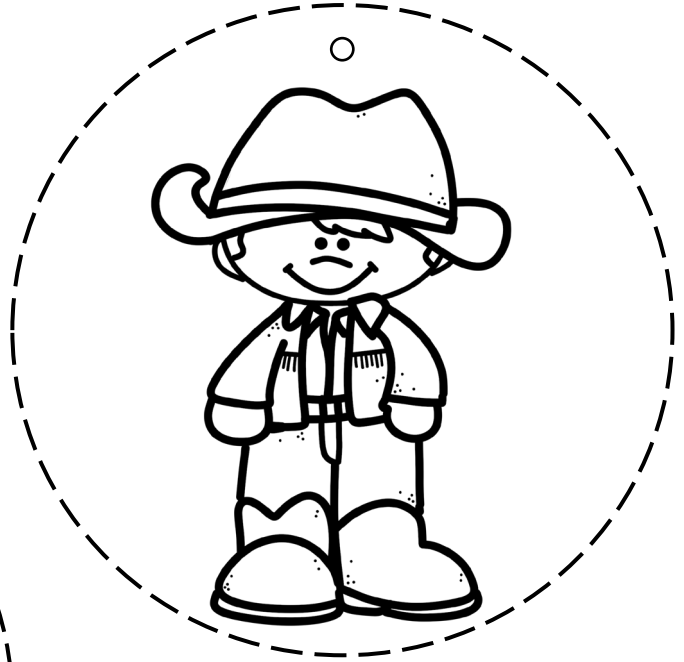
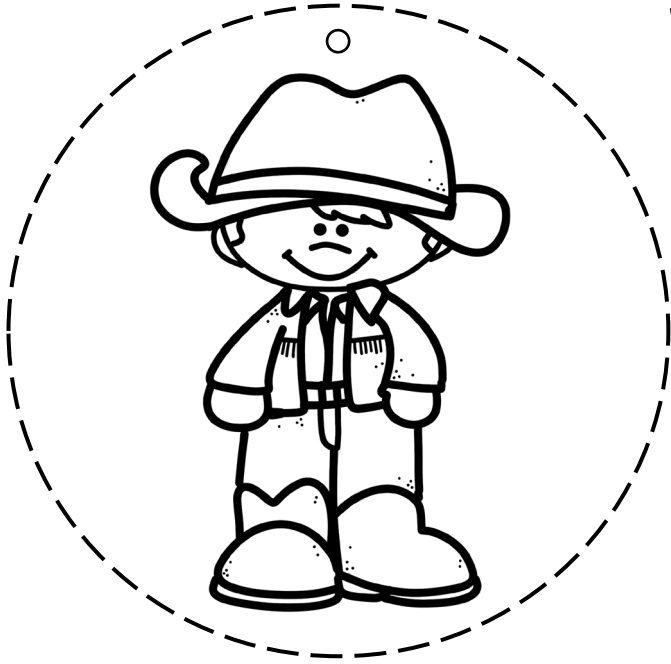
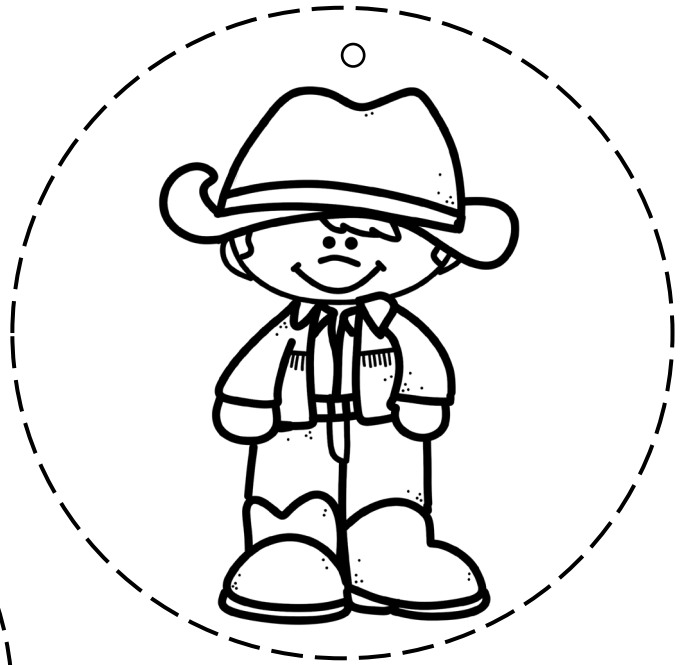
Stars

Tuesday

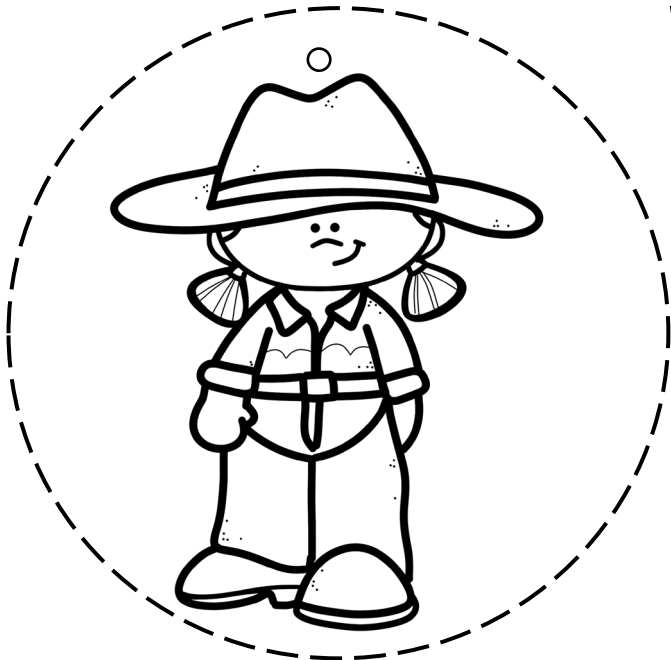
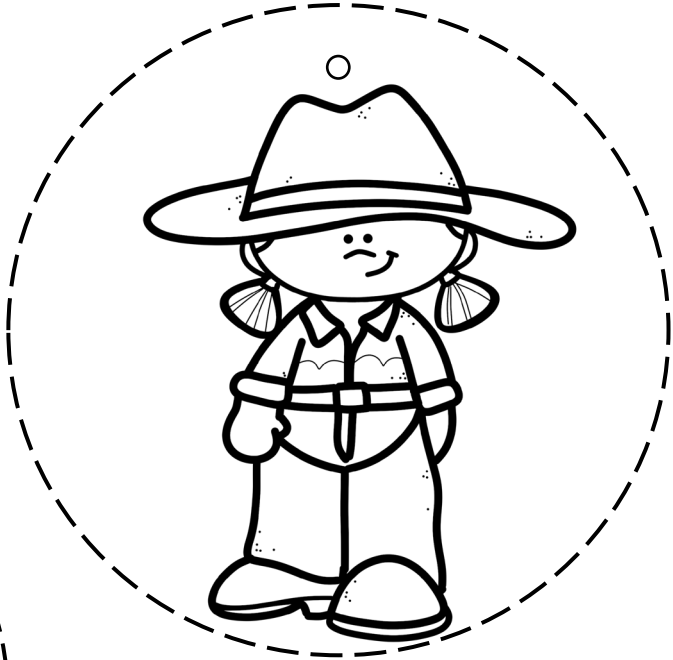
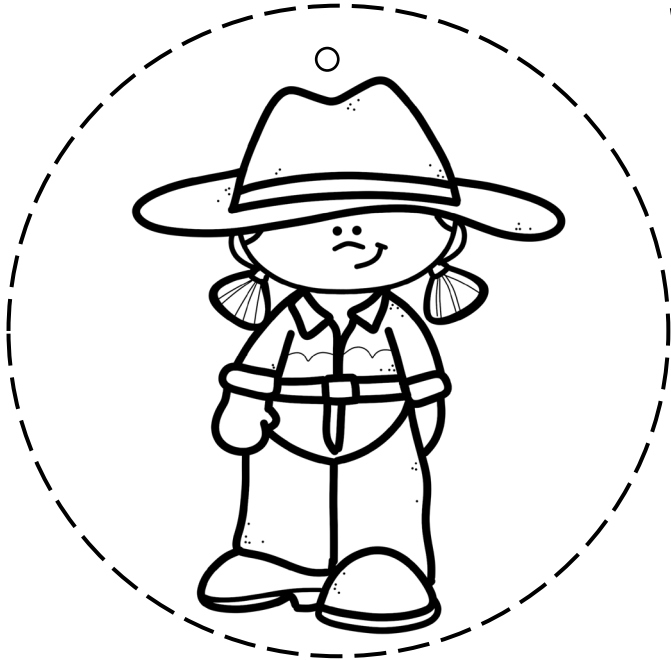
Cowboy Necklace

- Print up on white card stock. Color and cut out cowboy necklace.
- Make a hole in the top of the badge. Pull a length of yarn or string through the hole.
- Thread round cereal or colored noodles on each side of the cowboy necklace.
- Tie both ends of the yarn together to make a necklace.

Cowboy Necklace



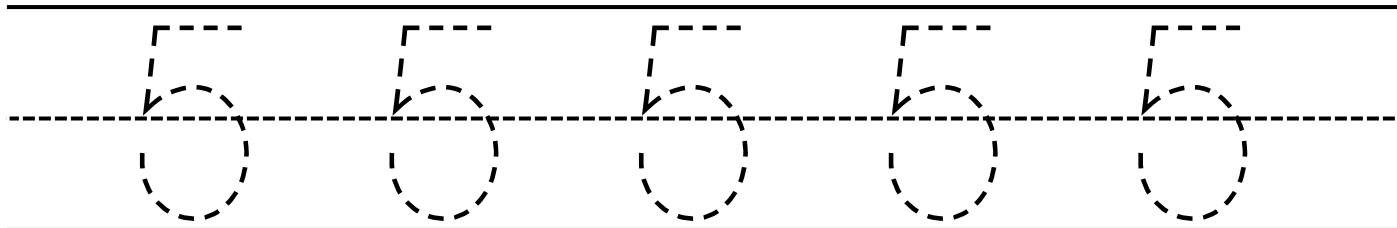
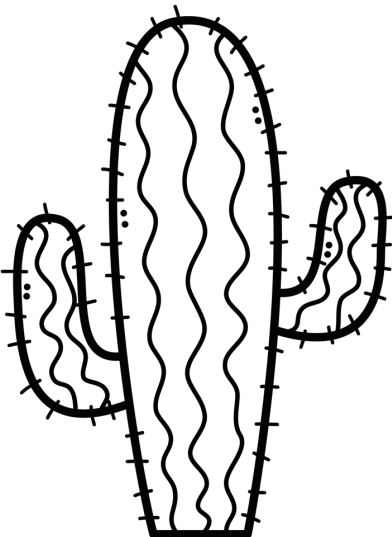
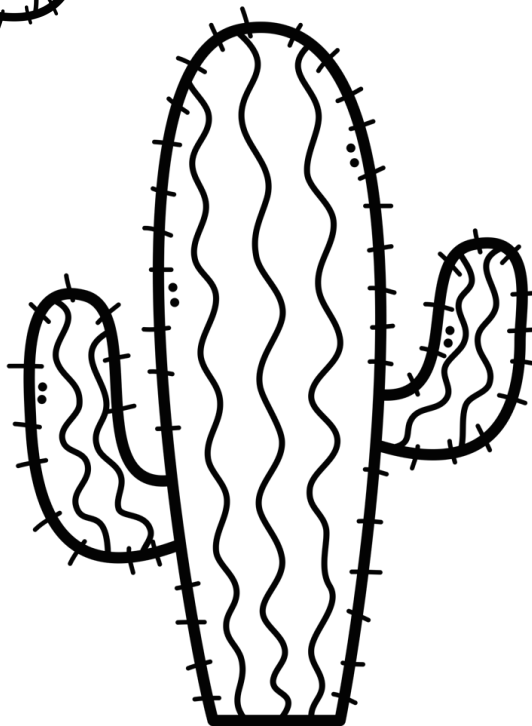
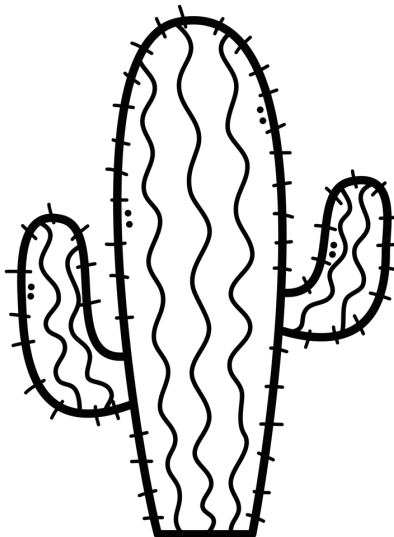
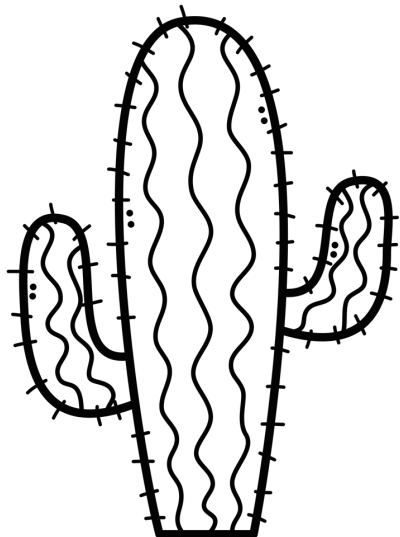
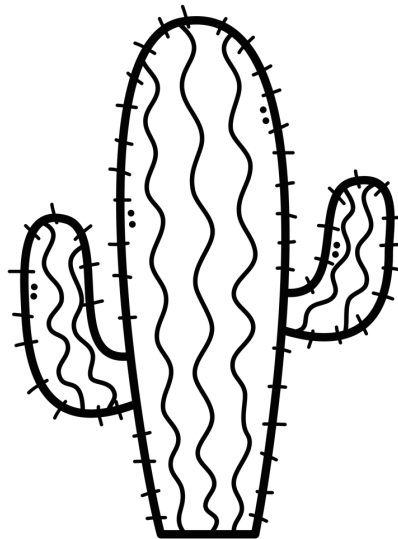
Cowgirl Necklace
Firefighter



Name _____

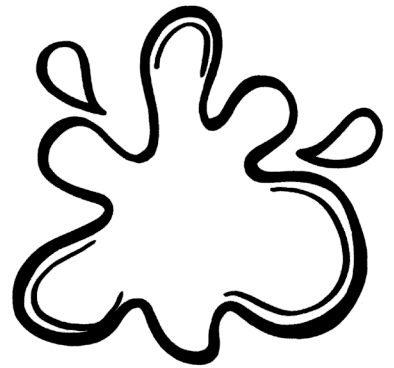
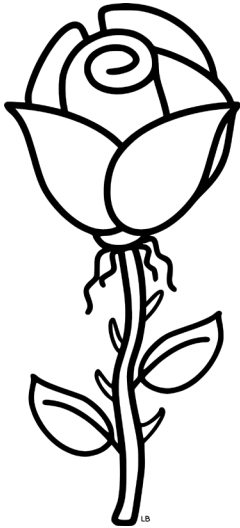
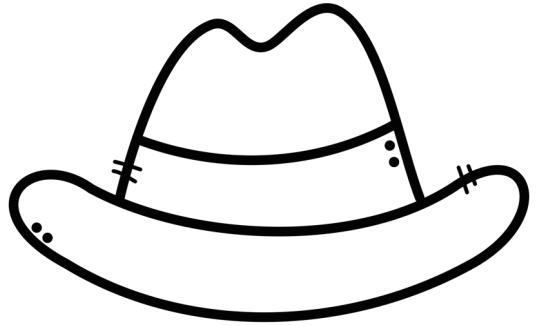
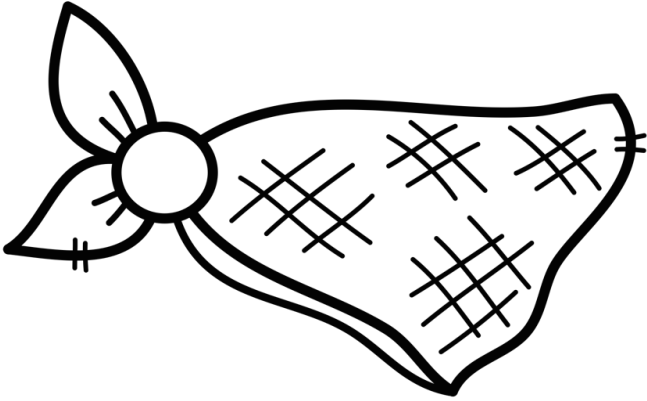
How many cactus? _____

Color



Name _____

Items that can be red



Red

Wednesday

Lacing Cards

Children love lacing cards. Print on white card stock, have children color and cut out. Have an adult punch holes and they can lace using the above options of string.

Give the children lacing strings, yarn or shoelaces to lace the cards.

Lacing strings can be purchased through:

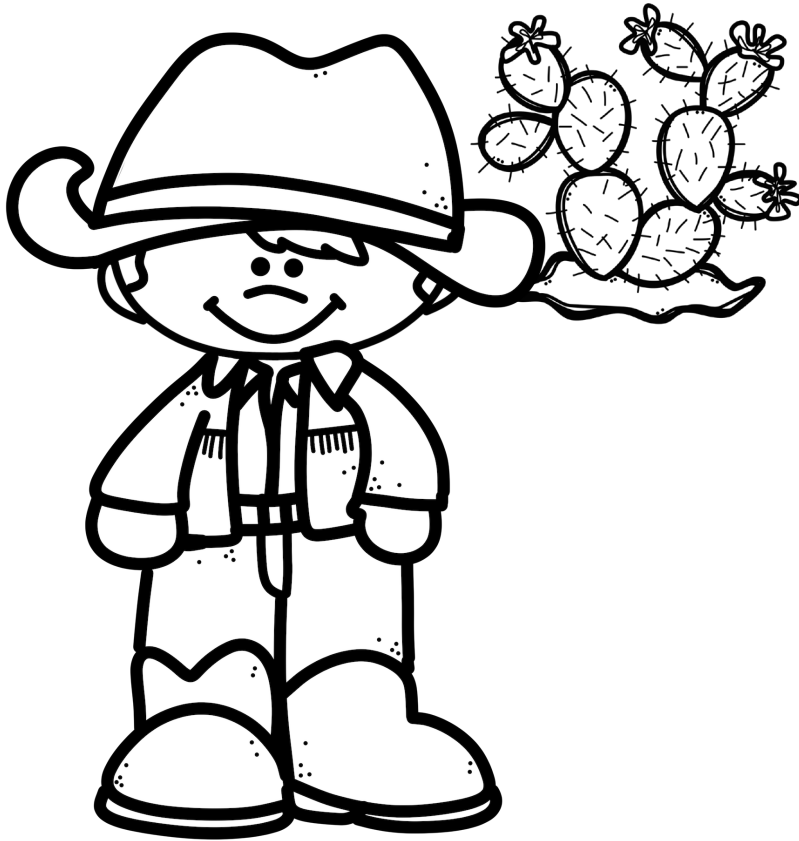
<http://www.discountsschoolsupply.com/>

<http://www.lakeshorelearning.com/>

<https://www.amazon.com/>

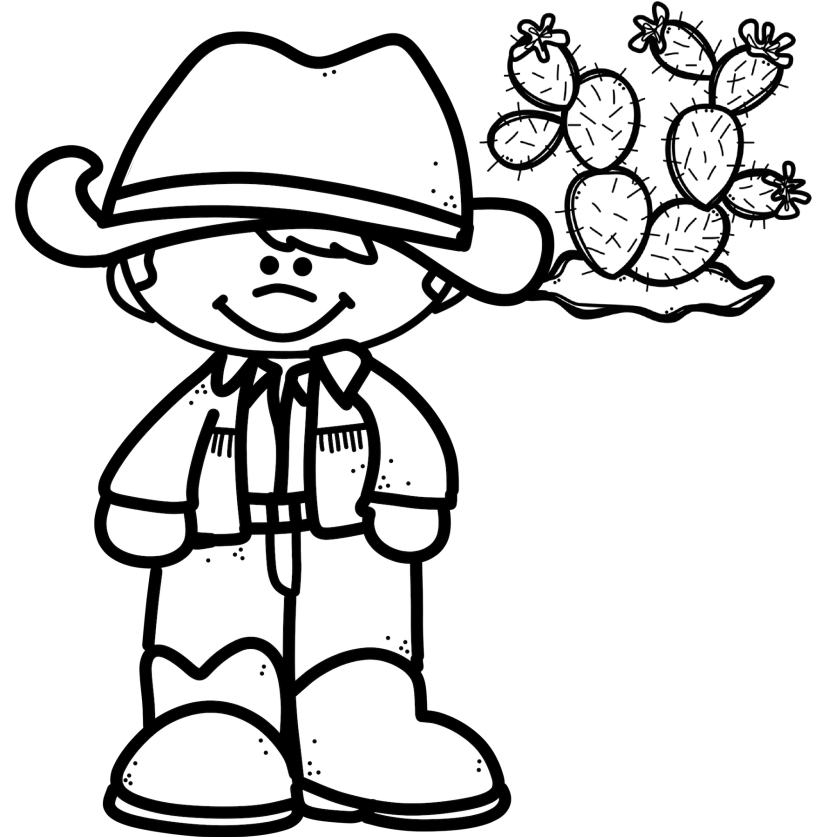
Type lacing strings in search. 😊

Print up on white card stock. Color - Cut out on the dotted line. Punch holes with a hole punch. Have children lace using lacing string.



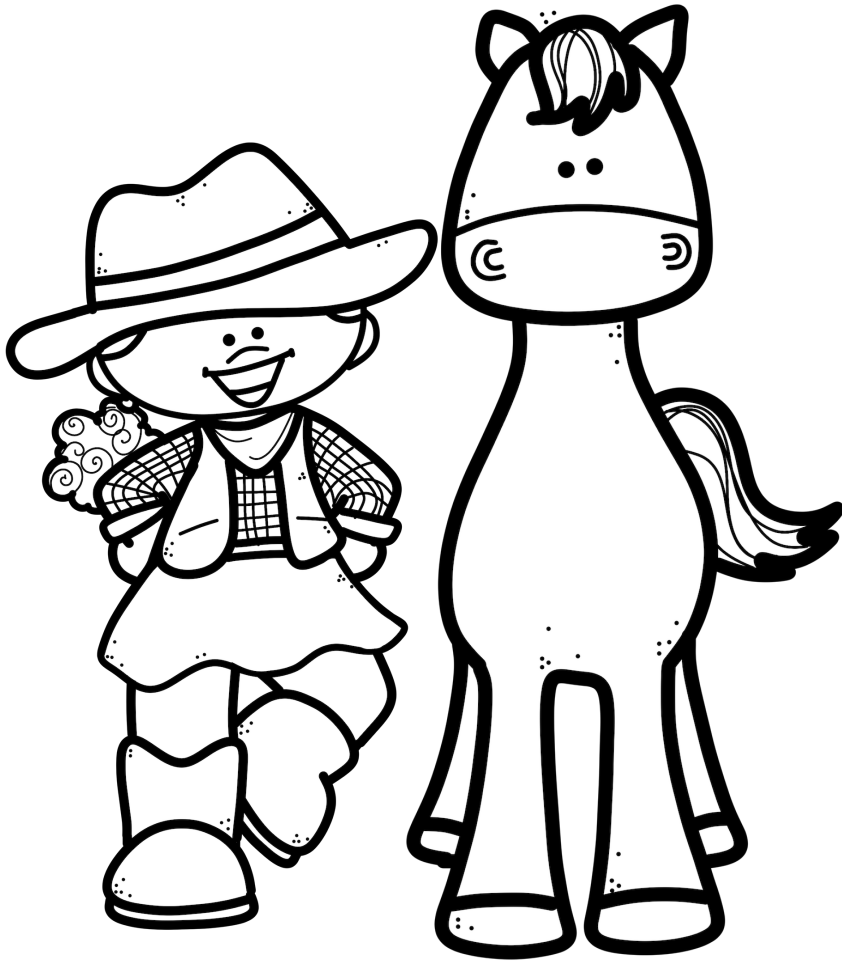
Cowboy

How the West Was Fun Lacing Card



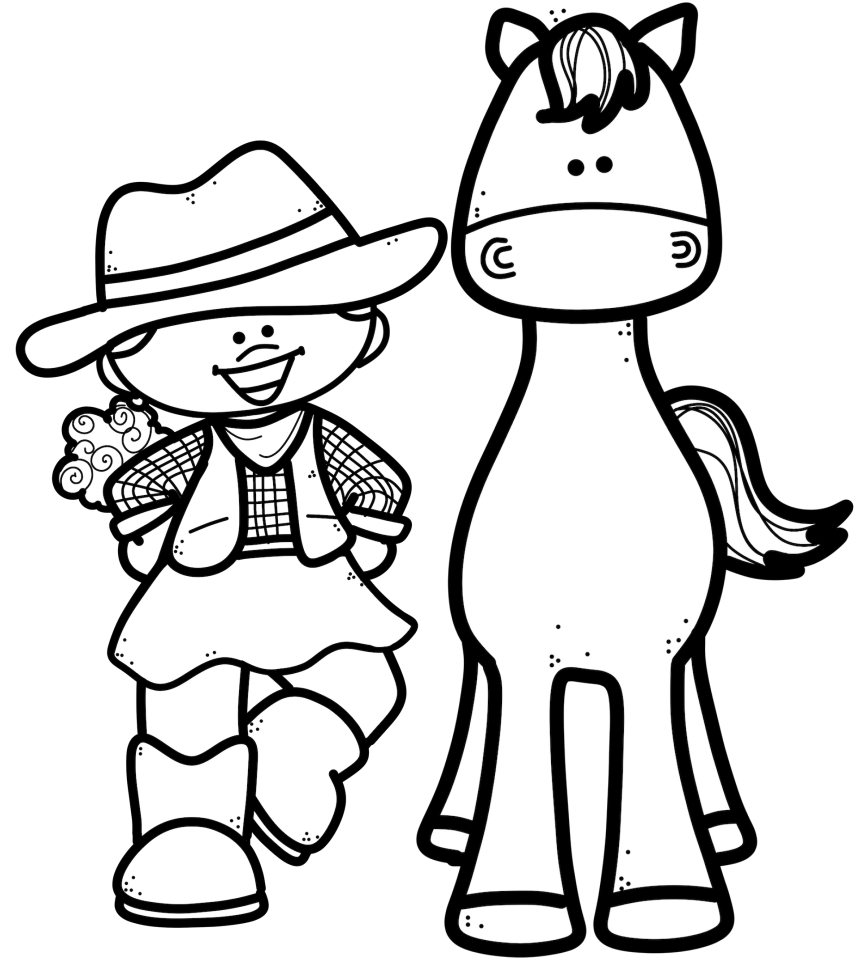
Cowboy

Print up on white card stock. Color - Cut out on the dotted line. Punch holes with a hole punch. Have children lace using lacing string.



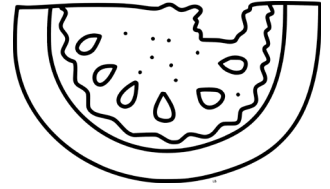
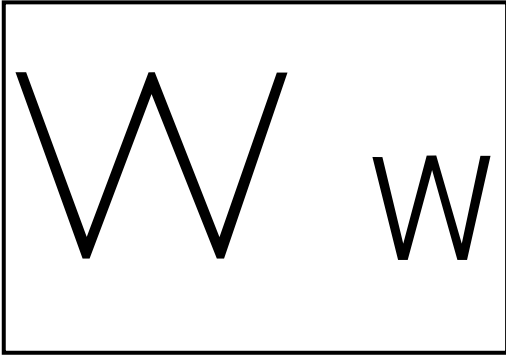
Cowgirl

How the West Was Fun Lacing Card

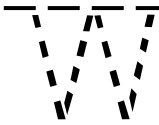
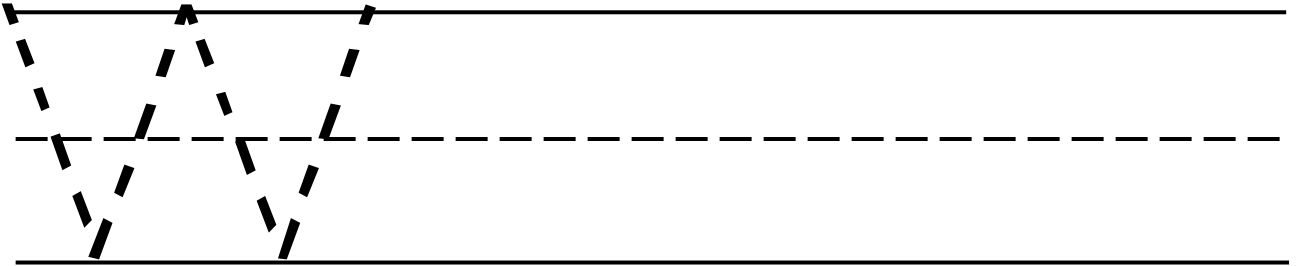


Cowgirl

Name _____



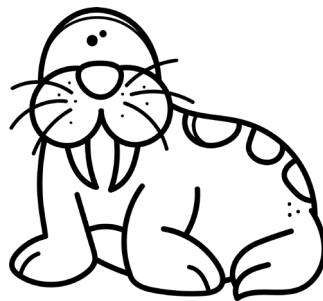
watermelon



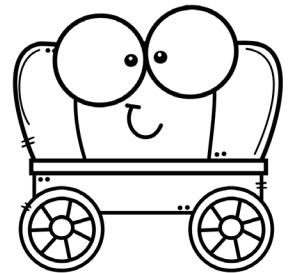
All these pictures begin with the letter w.



watch

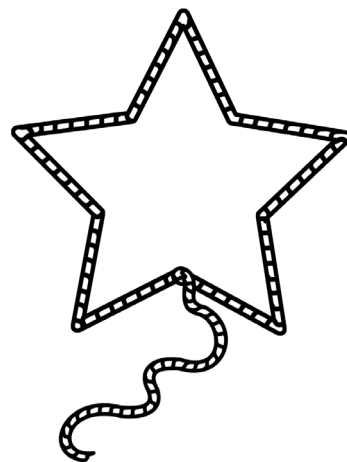
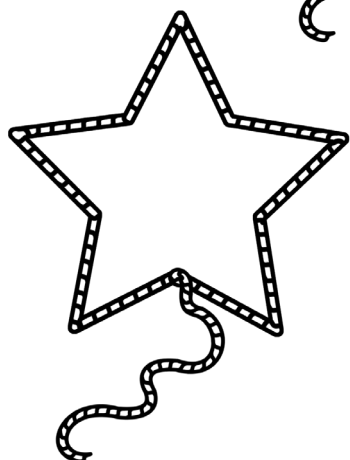
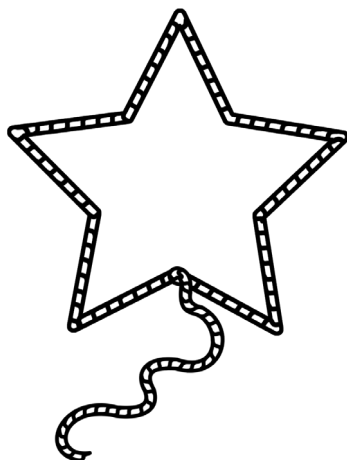
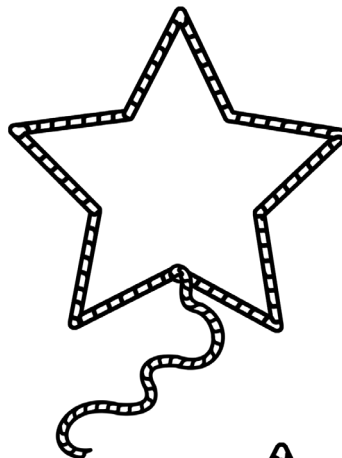
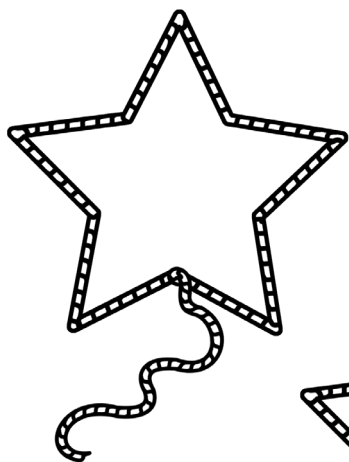


walrus



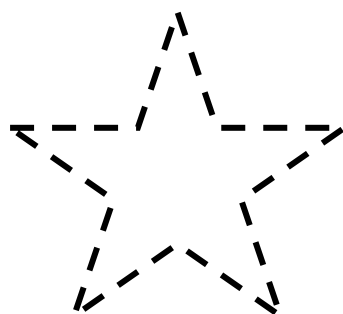
wagon

Name _____



How many stars? _____

Draw your own diamonds



Thursday

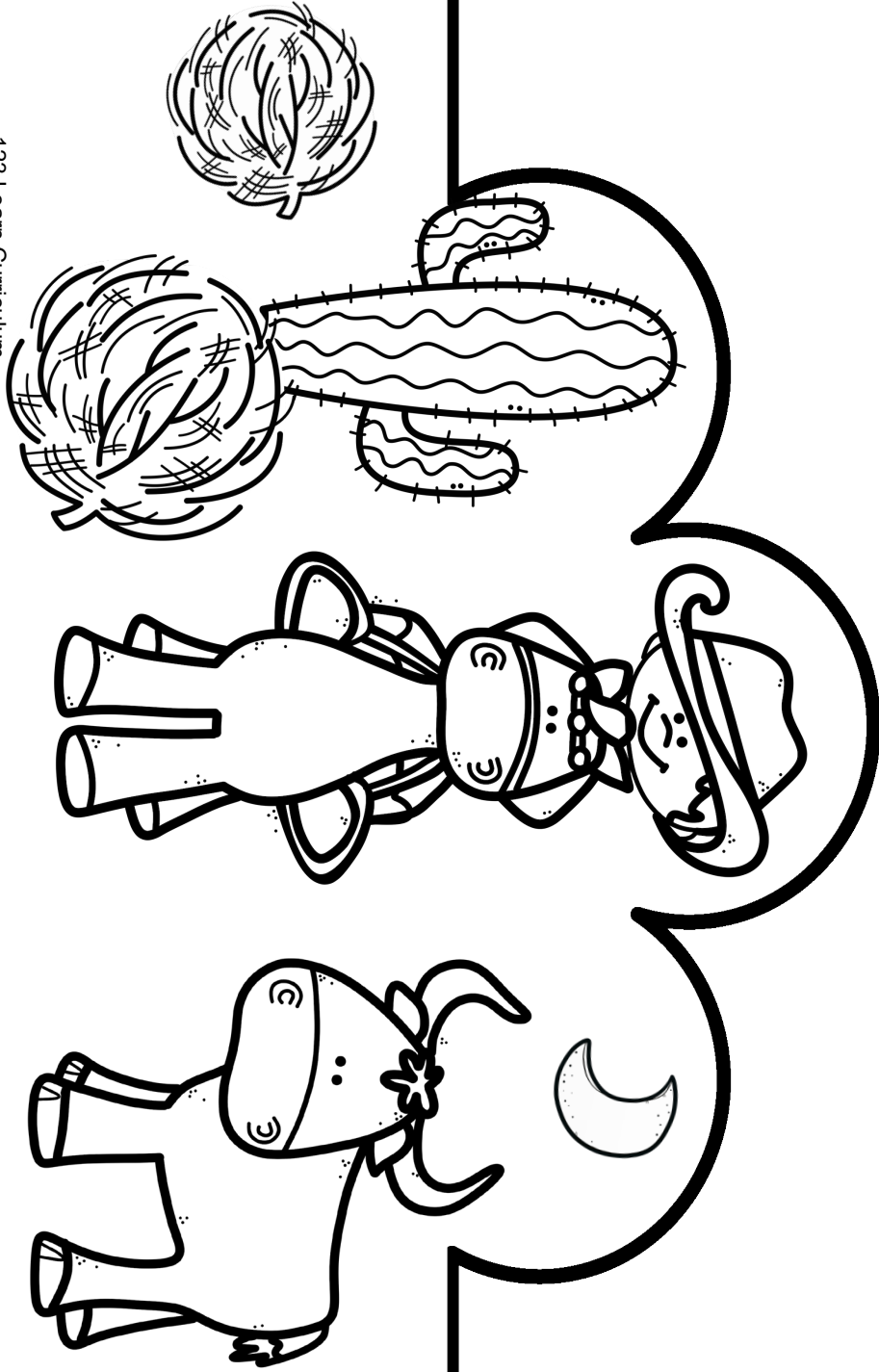
How the West Was Fun Hat

Supplies needed:

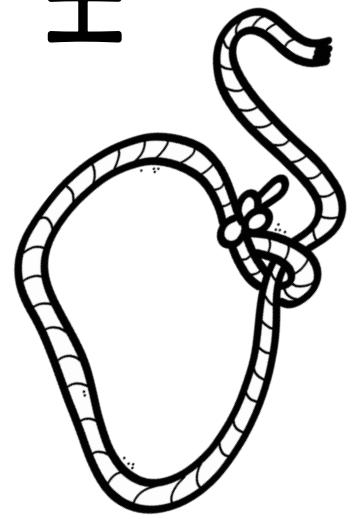
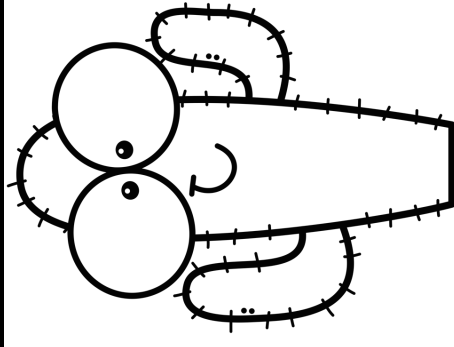
- White card stock
- Crayons or markers
- Scissors
- Stapler (Adult use)

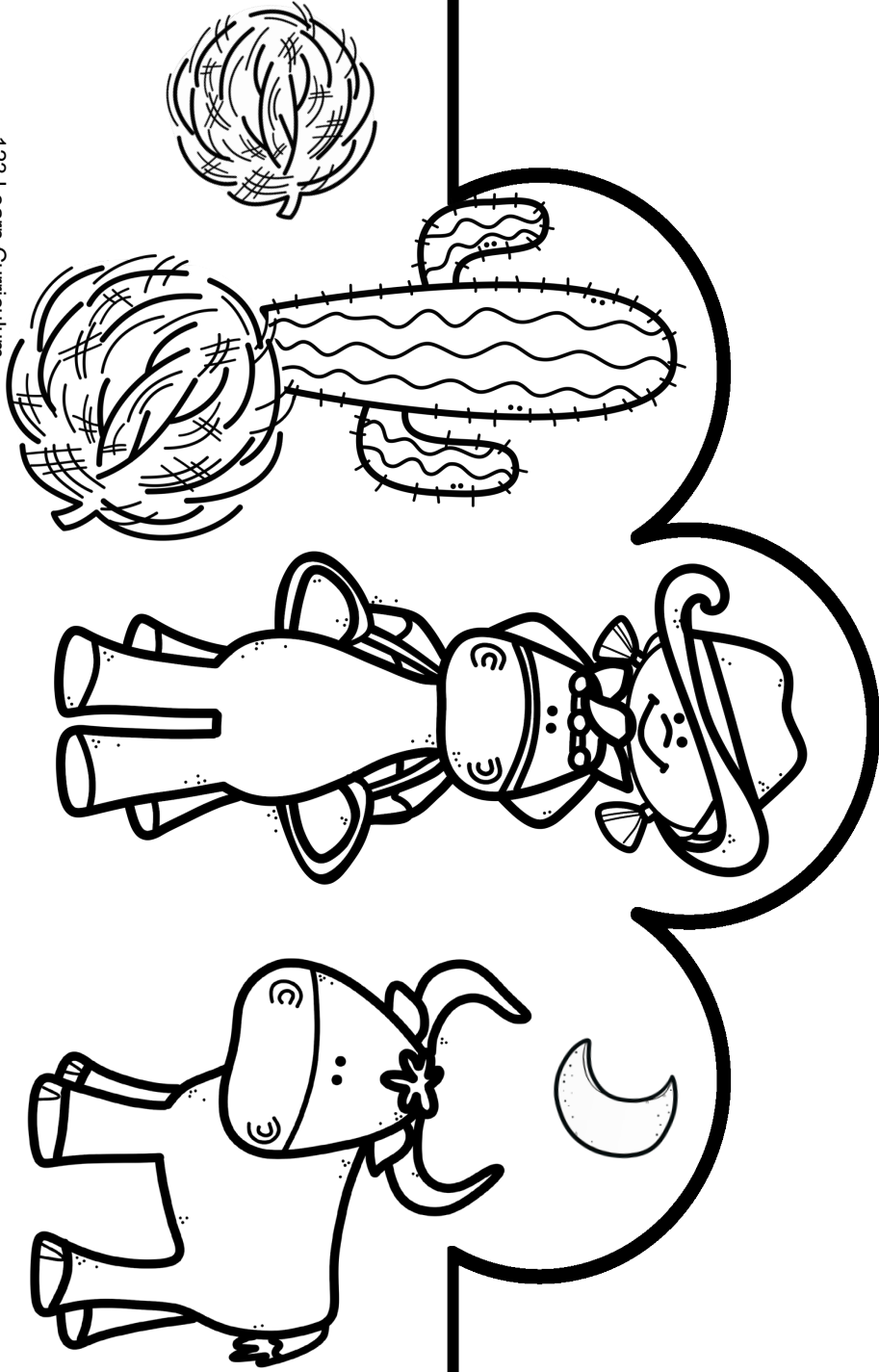
Directions

- One sheet per child.
- Print up on white card stock.
- Have child color or paint.
- Cut out both strips.
- Connect both strips to make a band.
- Fit to child's head and staple together to form a hat.
- If needed, for additional strip, cut strip from another sheet.

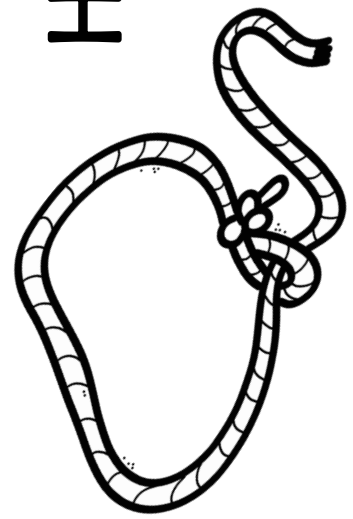
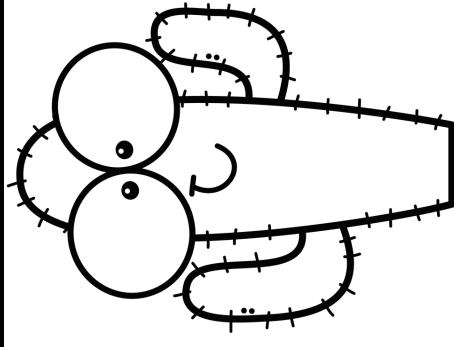


How the West Was Fun



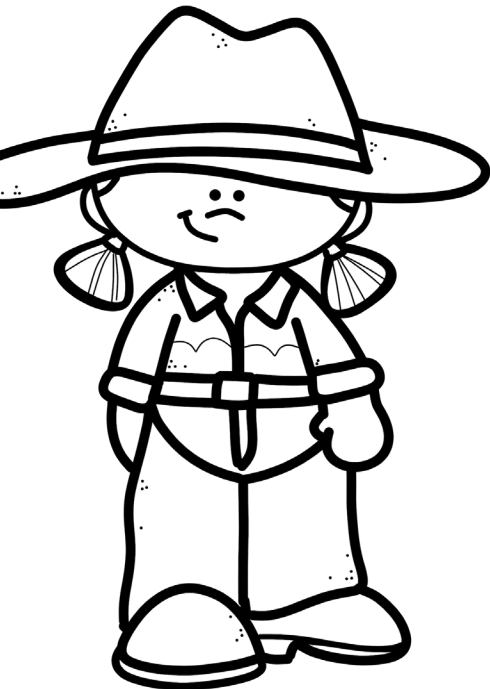
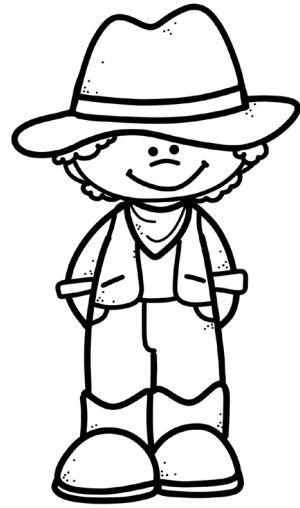
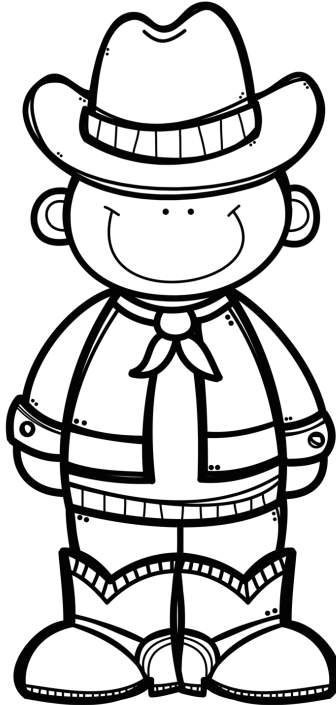
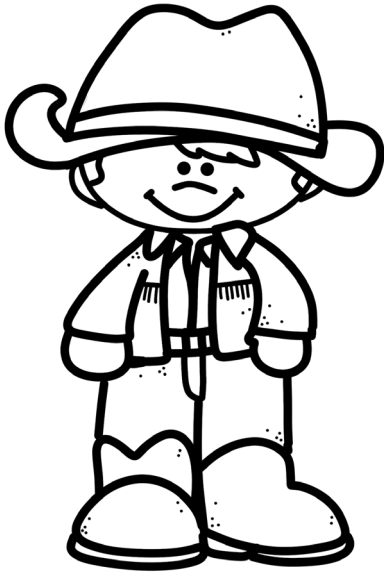


How the West Was Fun

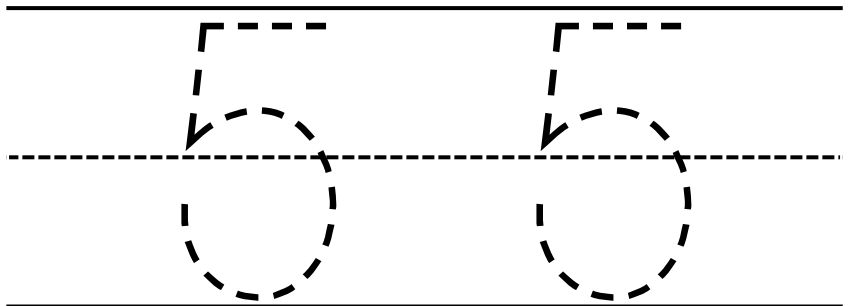


Name _____

Count the cowboys. _____



five

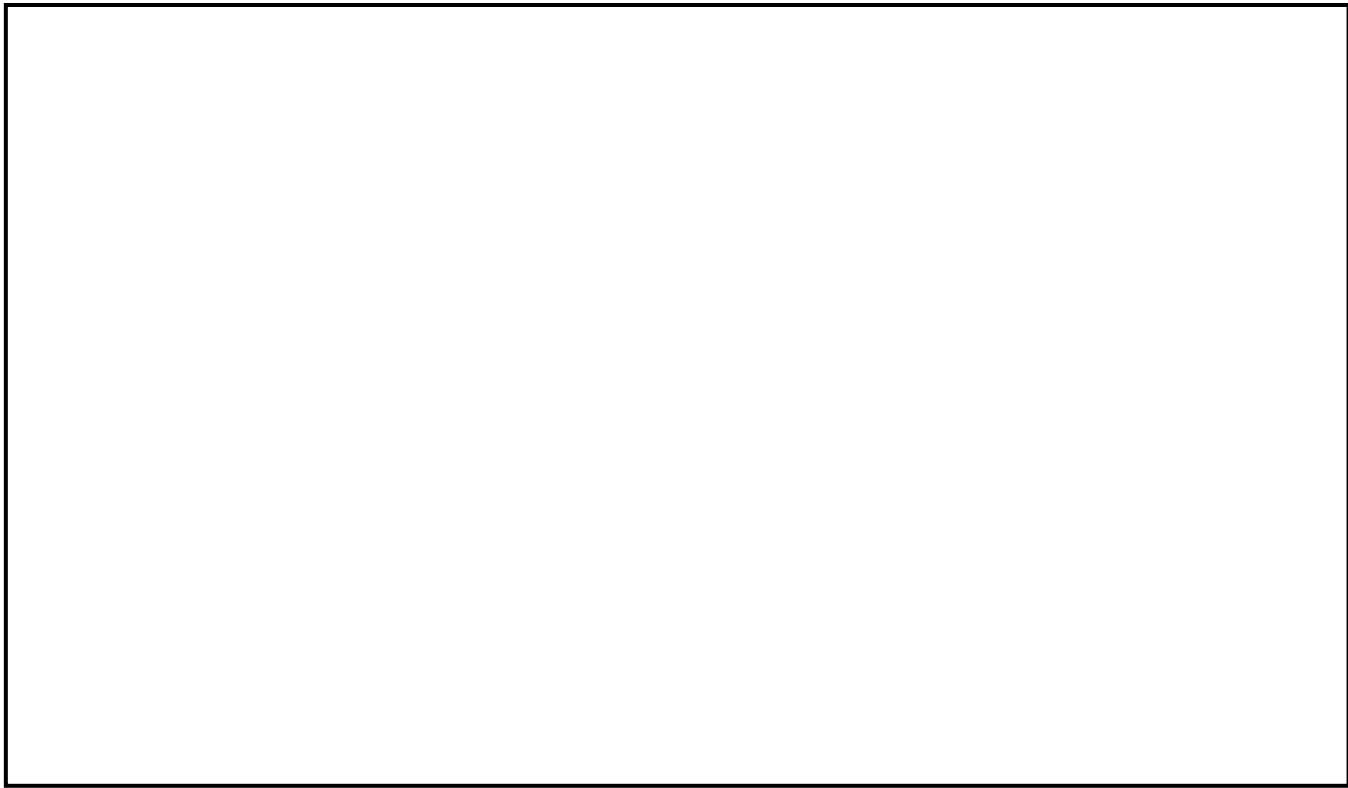


Name _____

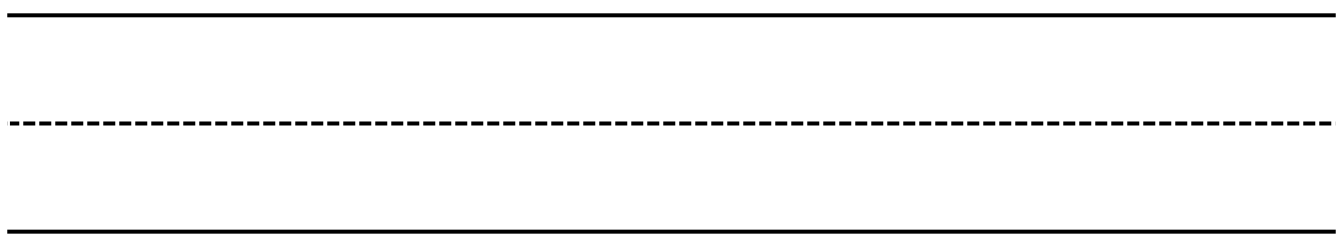
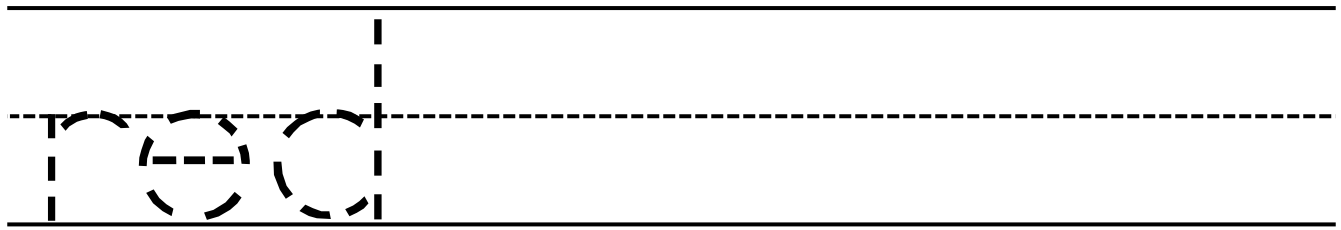
Learning the color red



Draw a picture of something red in the box below.



Trace the word red and then write the word red on your own.



Friday

Cactus Sequencing

- Print up the sheet with the 3 cactus on white card stock.
- Give to the children to color and cut out.
- Glue them in sequence – Largest to smallest.
- Print up the sequence – Largest to smallest sheet on white cardstock, or hand print the information on a piece of construction paper.

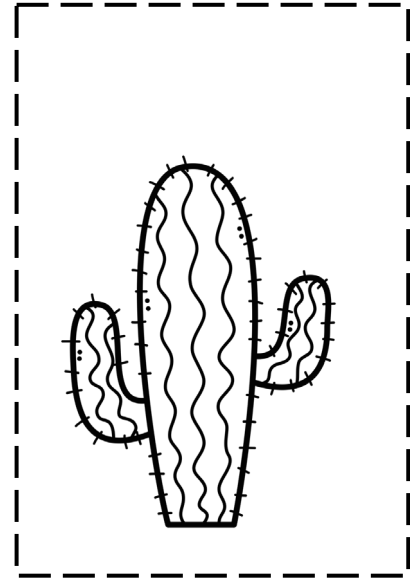
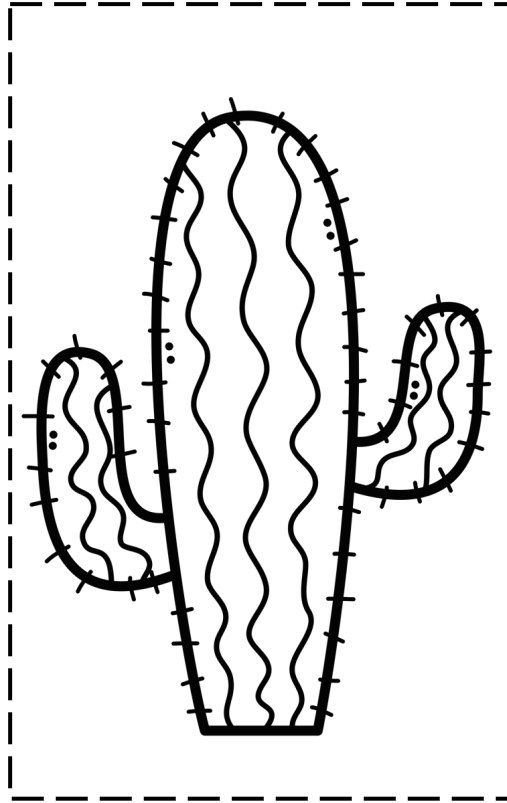
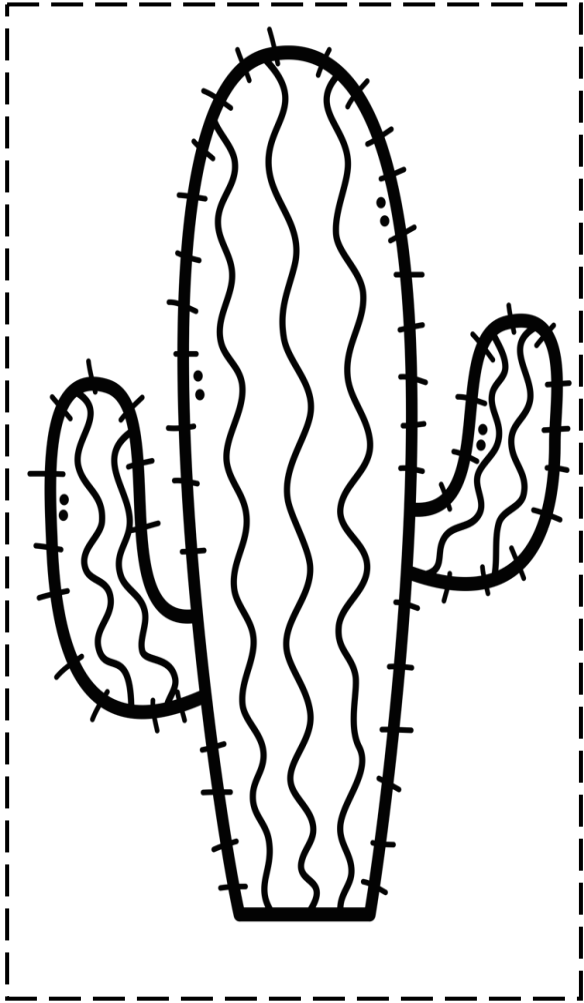
Name _____

Cactus Sequencing
Large to Small

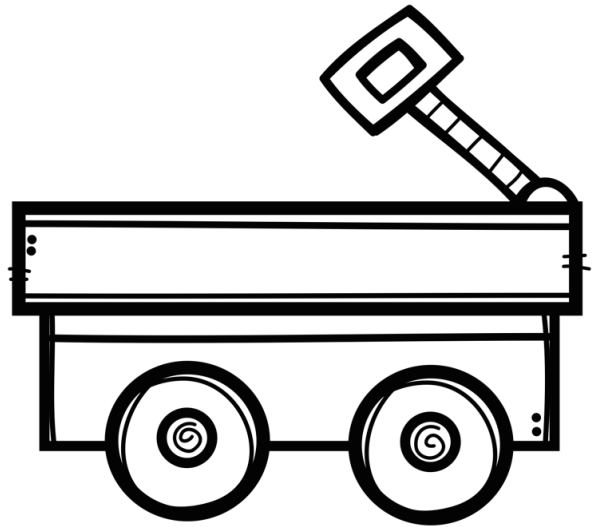
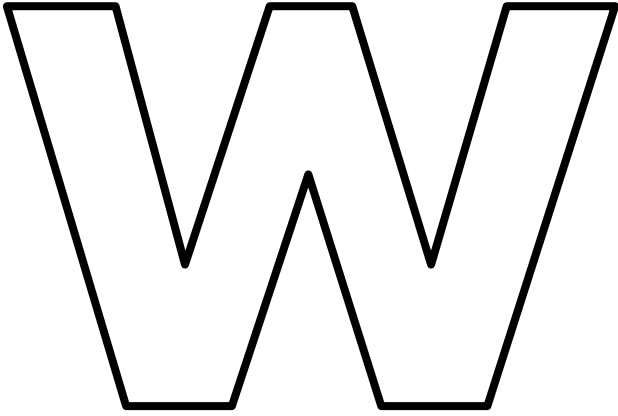
Large

Medium

Small



Name _____



wagon

Name _____

Stars

Color the objects that are shaped like stars.

