

# Step By Step

## Sequence Events

Young children have an understanding of sequence, which is the order of events. They know that they wake up before they eat breakfast, that they eat dinner before they go to bed, and that they take off their clothes before they take a bath. Children need to practice using words such as first, next, and last to describe the steps of simple tasks. By teaching sequencing, you prepare children to give directions, understand stories, build timelines, and understand how one event is related to another.



### Look What We're Learning

#### Measurement & Time

- Sequence events in time

#### Problem Solving

- Act out problem to find a solution

#### Social-Emotional

- Demonstrate self-care skills

### Vocabulary

**first**

**last**

**next**

## Materials/Setup:

- Shoes
- Socks

## Grouping:

Whole class

## English Language Learners:

Have children say the word for first, next, and last in their home language. This will reinforce their understanding of the words in English.

## Objective

Children sequence the steps of putting on socks and shoes.

## Activity

**I need to put on my shoes and socks. You can help me figure out what to do first.**

1. Begin by tying your shoes, then try to put them on. **First, I'll tie my shoes. Next, I'll put my shoes on.** Accept children's corrections.
2. **I have to put the shoes on before I tie them? Okay.** Put the shoes on and tie them. Don't put the socks on yet.
3. Begin to put on your sock over your shoes. **Great! I have my shoes on. I'll put my socks on last.** Let children correct you.
4. Start from the beginning and ask the children to help you. **What should I do first? Next? Last?** Encourage the children to speak in complete sentences and use first, next, and last to describe the order.

## ✓ Check for Understanding

Listen as children sequence the steps. Can children tell you what happens first, next, and last?

**Support:** Demonstrate the correct steps first. Then try the silly version.

## More to Learn

### Mixed-Up Snack

At snack time, mix up the order of setting the table, eating, and cleaning up. Have the children correct you by telling what comes first, next, and last. Add a challenge by having more than three steps.

### Line It Up

Read "Growing Pumpkins" or "How a Butterfly Grows" from the Line It Up™ story cards in our Language & Literacy program. Then have the children put the story in order. Teach first, next, and last.

# Hide & Peek

## Recognize Quantities Without Counting

The ability to recognize quantities up to three at a glance is an important skill for Pre-K children to develop. When children can identify a number without counting it, they understand and have internalized it. With this skill they move easily to performing operations with numbers. Children need many opportunities to see and identify the quantity in a set.



### Look What We're Learning

#### Number & Operations

- Tell at a glance how many are in a set up to three without counting
- Make or draw a set of objects to match a given number
- Verbally count a set of five objects

#### Social-Emotional

- Imitate teacher's movements
- Take turns with peers

### Vocabulary

**how many**

## Materials/Setup:

- For each pair:
  - Shoe box
  - 5 Identical small objects

## Grouping:

Pairs

## English Language Learners:

Review the question

### How many are there?

Pantomime how to count and answer with the number. Repeat the activity several times, and then pair the children with others in the class.

## Objective

Children recognize how many without counting.

## Activity

**Tell me quickly how many you see.**

1. One child in each pair is the hider and the other child is the peeker.
2. Demonstrate the hider's job. **I have three blocks.** Show children the blocks in a row and count them together. Cover them with the box, tipping it so you can reach beneath. For the first time, do not change the number of blocks.
3. Lift the box. **How many are there?** After a few seconds, cover the blocks. Invite children to answer. Repeat until children have the idea.
4. Pass out boxes to the hidere. Have them place their objects, lift the box, and ask, **How many are there?**
5. Give a signal for hidere to cover the blocks. Allow all peekere to answer. Hidere tell peekere if they are correct.
6. After a few turns, switch roles. Increase number of objects if children can recognize quantities easily.

## ✓ Check for Understanding

Observe as children tell how many cubes they see. Are they able to recognize how many cubes without counting?

**Support:** Count objects together. Have children make sets of numbers 1–5 in random order. Try the activity without the box several times. Add the box when children show understanding.

## More to Learn

### Tag Bag Flash

Show an open Tag Bag 1–3 with the flap covering the number. Ask children to quickly tell the number of dots.

### Match My Dots

You can help children practice this skill with dominoes. Have children sit in pairs facing each other. Give each child several dominoes. One child shows one end of a domino and tells how many dots. The other child matches it and repeats the number. They trade roles and repeat.

# Fit Test

## Sort by Size

Children have begun to explore different ways to sort objects into groups by color. Now children will use size to sort objects into groups.



### Look What We're Learning

#### Patterns & Algebra

- Sort objects by size

#### Problem Solving

- Use manipulatives to find a solution

#### Measurement & Time

- Compare size of two objects using big/small

#### Social-Emotional

- Take turns
- Work together to solve a problem

### Vocabulary

**big**  
**little**  
**size**  
**small**

## Materials/Setup:

- Shoebox with small hole cut in top
- 2 Trays or containers
- Assorted classroom objects or toys in varied sizes such as toy cars, blocks, coins, erasers, action figures, or stuffed animals

## Grouping:

Pairs

## English Language Learners:

Ask children to tell the words for big and small in their home language. This connects the activity to what they already know.

Ask them to name some things that are big and some that are small. Have children repeat.

**An elephant is big.**

**An ant is small.**

## Objective

Children use a shoebox with a small hole cut in top to sort toys by size.

## Activity

**Let's sort these items by size.**

1. Show children a shoebox with a small hole cut in the top.
2. Ask children what objects they think will fit in the hole. Discuss big and little.
3. **Let's do the fit test!** Invite each child to select an object to see if it fits in the hole.
4. **You picked an apple. Does it fit? No, it doesn't fit. It must be too big.**
5. When children have tested, open the box and compare the little objects in the box with the big objects outside the box.

## ✓ Check for Understanding

Observe children as they sort toys by size. Can they sort by size?

**Support:** Exaggerate the size difference by giving children objects to sort that are the same in every way except for size, such as a small green blocks and big green blocks.

## More to Learn

### Books in a Box

Repeat the activity to sort children's books by size. Will the books fit inside a shoebox with the lid on?

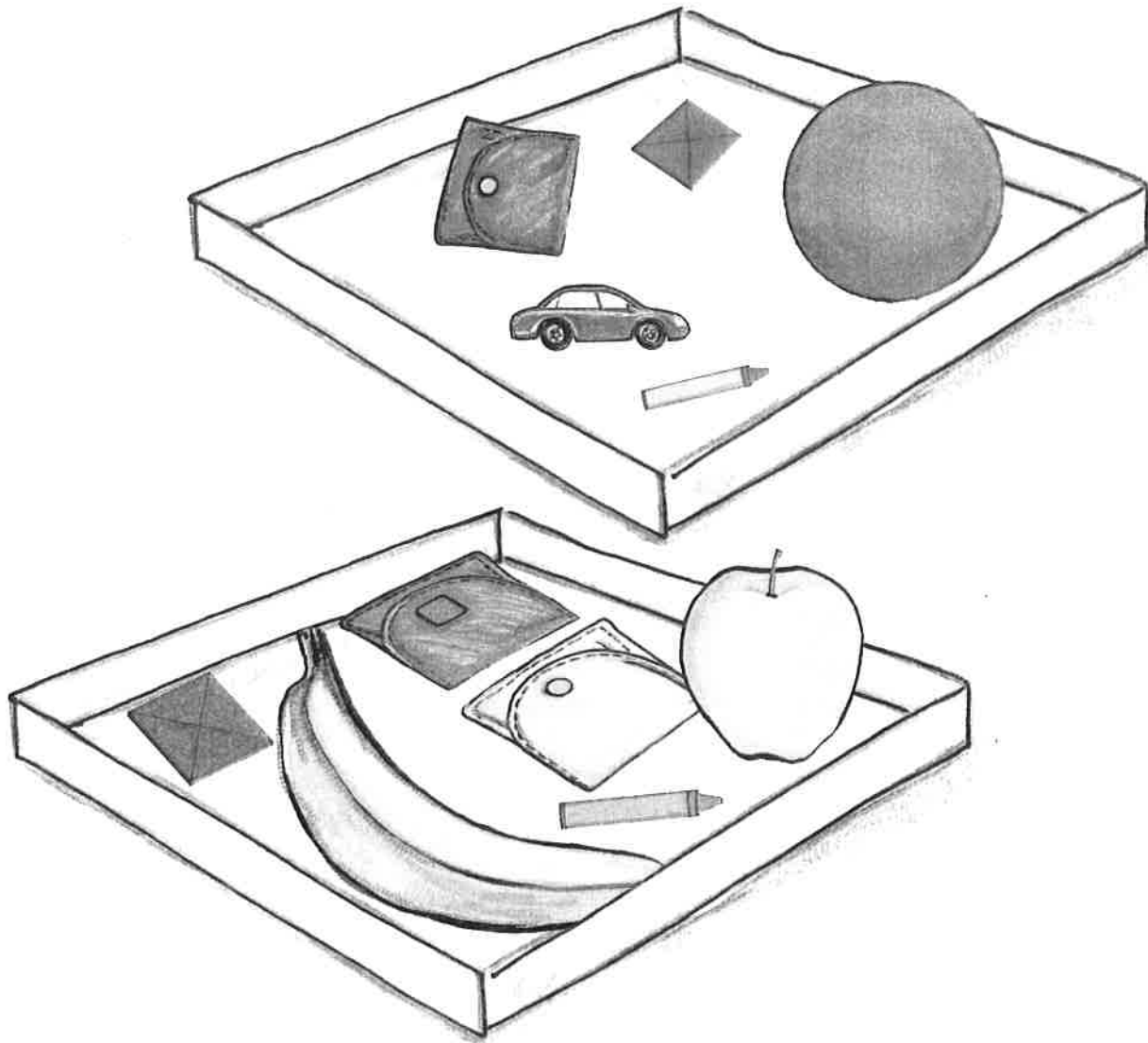
### Funnel Fun

Repeat the activity using an upside-down funnel. Sort items that will fit through the small funnel hole.

# Color Sort

## Sort by Color

Children prepare for sorting when they talk about same and different. Sorting by color reinforces color names and focuses a child's attention.



### Look What We're Learning

#### Patterns & Algebra

- Sort objects by color

#### Sensory Motor

- Use visual cues to guide reaching for, grasping, and moving objects

### Vocabulary

**sort**

## Materials/Setup:

- 1 Basket filled with many small solid color objects. Can include: buttons, Tag Bags®, 4 Squares More Squares®, small blocks, counters, fruit, markers or crayons
- 2 Trays for sorting

## Grouping:

Small group

## English Language Learners:

As the objects are moved into groups, say a complete sentence to tell what is happening. **This ball is blue. Put it with the blue group. This chalk is not blue. Put it in the other group.** Have children use the same language to describe their own sorting.

## Objective

Children sort objects by color.

## Activity

**Can you sort these objects into two groups?**

1. **Take something from the basket. What is it? Is it blue?**
2. Each child takes one object from the basket.
3. **What is it? Is it blue?** Children put blue objects onto one tray. They put objects that are not blue on the other tray.
4. Return objects to the basket and sort by another color.

## ✓ Check for Understanding

Observe children as they sort the objects into two groups. Can they sort by color?

**Support:** Use Little Pieces from 4 Squares More Squares. These pieces are the same in every way except for color. Children can sort them into two groups: green and not green. Repeat with other colors.

## More to Learn

### Moving Colors

Children can also sort by color using their clothing. They can move into two groups. **If you are wearing blue, move onto the rug. If you are not wearing blue, move next to the windows.**

### Counting Colors

Give each child a Little Piece from 4 Squares More Squares. Have them search for objects in the classroom that are the same color. Come together as a group and sort the objects they found by color.



# Heavy or Light?

## Compare Weight Using Heavy & Light

Children judge weight well because it is easy to feel. They can tell if there is juice in a cup by feeling its weight. Help them use math vocabulary to compare weight by picking up objects. To start, compare objects with very different weights, then move to objects that are closer in weight. This will make it easier for your children to understand weight when it is time to introduce scales and balances.



### Look What We're Learning

#### Measurement & Time

- Compare weight of two objects using heavy and light

#### Social-Emotional

- Take turns

### Vocabulary

**heavy**  
**light**  
**weight**

## Materials/Setup:

- Pairs of heavy and light items:
  - Empty milk jug and one filled with water
  - Choose your own. Make sure paired items are about the same size.

## Grouping:

Small group (2-6)

## English Language Learners:

Children can preview the objects before the activity. They can touch and play with them. Some common objects may be unfamiliar to children from different cultures. Name the objects and have children repeat. They may name them in English or in their home language.

## Objective

Children compare objects using heavy and light.

## Activity

**We are going to hold things to learn about weight.**

1. Put a pair of heavy and light items on each side of a large table. Group children in pairs.
2. Pass around the empty milk jug. **This jug is light.** Pass around the jug filled with water. **This jug is heavy.**
3. Send each pair of children to a different set of objects. **One partner should pick up one thing in each hand. Now switch. Tell each other which one is heavy. Now tell which one is light.** Listen to their answers and provide help as needed.
4. Have children move to a different set of objects and repeat.

## ✓ Check for Understanding

When children get to the last set, put out two hula hoops. Label one heavy and one light. Put an example in each hoop. Have each partner choose an object and put it in a hula hoop. Do they place the objects in the correct hoops?

**Support:** Adapt the activity to fit children's mobility needs. If it's not possible to pick up the object, place objects on a child's lap or another part of the body that can feel weight.

## More to Learn

### What's in Your Box?

Vary this activity by putting a different number of Tag Bags in two shoe boxes. Pass the boxes around. Discuss which is heavier and why.

### What's in Your Bag?

Fill quart-sized bags with different objects. Try packing peanuts, marshmallows, grapes, or lug nuts. This will help children understand that objects of the same size can be different weights.

# What Holds More?

## Compare Capacity Using More & Less

Children love to work with capacity. They may not realize it, but all the scooping and pouring they do at the water table or in the sandbox are experiences with capacity. We teach them to use holds more and holds less to compare the capacity of containers.



### Look What We're Learning

#### Measurement & Time

- Compare capacity of two containers using holds more and holds less

#### Patterns & Algebra

- Sort objects by size

#### Social-Emotional

- Cooperate with other children
- Take turns

#### Sensory Motor

- Move an object in one hand to position it for use

### Vocabulary

**holds less**

**holds more**

## Materials/Setup:

- 1 Medium-sized cup per pair
- 4 Containers of different sizes and shapes per pair
- Rice, water, or sand
- Sand/water table

## Grouping:

Pairs

## English Language Learners:

Choose items to measure that students are familiar with from their daily activities at home or school. If the containers have specific names (milk carton, cereal box), have children listen and say the names before the activity begins.

## Objective

Children compare the capacity of containers.

## Activity

**Today we will fill some containers. Let's figure out which ones hold more and which ones hold less.**

1. Give each pair a medium-sized cup (use same-sized cups for each group). **This is your cup. Use it to fill the other containers.**
2. Have one partner choose an empty container. The other should completely fill the comparing container with rice. **Dump the rice into the other container. Does the rice fit? If yes, That container holds more than your cup. If no, That container holds less than your cup.**
3. Have partners switch roles and pick another container. **Does this container hold more or hold less than your cup?**
4. Repeat for remaining containers.
5. Encourage children to put the containers in two piles—holds more and holds less.

## ✓ Check for Understanding

Observe children as they choose and fill containers. Can they tell which container holds more or holds less?

**Support:** Use containers that are very different in size to begin. It will be more obvious which holds more and which holds less.

## More to Learn

### Explore More

Set up a discovery station at a water table for children to pour liquids between various containers. Add interest by changing the material to be poured into containers. You can make the material festive (black/orange rice for Halloween, red confetti for Valentine's Day).

### Test It!

For a challenge, compare a tall, narrow container with a short, wide container. Make sure the wide container holds more. Have children guess which holds more, then test.