

Resource 4.

Choosing Activities for Learning and Play

What types of activities can children do in your program?





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Welcome

What will you find in this document?

This resource will guide you in selecting daily activities for children, providing tips for tailoring activities to various ages and offering practical examples for leveraging activities to support children in achieving their developmental milestones.

Why is this information important?

It is important that children in your program have activities every day that help them learn and grow to promote their overall development, physical health, and well-being.

Guided Reflection Templates and Example

You can use this resource to plan the **types of activities you should do every day with children of all ages and abilities** and **modify activities to meet children's needs and preferences**. You also will find **examples** of daily, weekly, and monthly plans an educator might make for their program.



Guided Reflection Templates

You can use learning activities from a curriculum or design your own learning activities. A curriculum can cost money, but options for free high-quality curricula are available.



You can find a curriculum by exploring the following curriculum list from the Early Childhood Learning and Knowledge Center: <https://headstart.gov/curriculum/consumer-report/criteria/learning-goals-children-1?redirect=eclkc>

A. Activities to Do Every Day

Resource 3: Using a Daily Schedule and Routines lists several types of activities and routines that should always be part of the daily schedule, including snacks or meals and outdoor play. **Your program also should offer different types of activities every day that help children learn, play, and express themselves.** You can do these activities at any time of the day; for example, you can play group games during circle time or outdoor play. Additional examples are as follows:

- Hands-on activities with materials that encourage children to explore the natural world and experiment
- Sorting, matching, or identifying activities
- Creative activities (e.g., music, pretend play, dance, art)
- Language and literacy activities
- Activities that help children learn about mathematics, science, and the world around them
- Activities that relate to children's identities
- Activities that help children develop physical awareness and skills (e.g., sensory exploration)
- Group games that encourage cooperation and following rules
- Individual activities that encourage persistence and problem solving

In the next section, you will identify how to offer each kind of activity for children of different ages and abilities.

B. Activities to Do With Different Ages of Children

The activities you pick should be age- and developmentally appropriate for children in your program. Some activities are appropriate for children of all or most ages, such as art activities. Other activities are appropriate for only specific ages, such as infant activities versus school-age activities.



You can learn more about what is appropriate for different ages of children and their developmental milestones from the resources and videos from the Virtual Lab School: <https://www.virtuallabschool.org/management/physical-development/lesson-2>



The activities you pick also should cover lots of different types of learning activities. Check out the videos below that describe how you might introduce and talk about learning activities with children.

Example Activities for Infants, Toddlers, and Preschoolers

The EEC Resource Hub has many videos on how to help children grow, learn, and develop many different skills. Here are a few examples you can explore:

- Examples of helping children develop self-regulation:
 - Working memory videos of infants and toddlers: <https://eceresourcehub.org/ece-resource-hub/core-skills/regulate/working-memory-infant-toddler/>
 - Focus and attention videos of preschoolers: <https://www.pbslearningmedia.org/resource/1120-lets-identify-rhymes-video/lets-learn/>
- Examples of helping children develop movement skills:
 - Gross motor skills for infants and toddlers: <https://eceresourcehub.org/ece-resource-hub/core-skills/move/gross-motor-skills-infant-toddler/>
 - Fine motor skills for preschoolers: <https://eceresourcehub.org/ece-resource-hub/core-skills/move/fine-motor-skills/>
- Examples of helping children develop communication skills:
 - Vocabulary skills for infants and toddlers: <https://eceresourcehub.org/ece-resource-hub/core-skills/communicate/vocabulary-infant-toddler/>
 - Listening and understanding skills for preschoolers: <https://eceresourcehub.org/ece-resource-hub/core-skills/communicate/listening-and-understanding/>

Check out many more videos for infants, toddlers, and preschoolers on the EEC Resource Hub website: <https://eceresourcehub.org/ece-resource-hub/core-skills/>





Example Learning Activities for Preschoolers

The PBS Learning Media website has many videos where adults model how to introduce and talk to children during an activity focused on learning. Here are a few examples:

- Example reading activity videos:
 - Video 1: <https://www.pbslearningmedia.org/resource/1120-lets-listen-for-words-in-sentences-video/lets-learn/>
 - Video 2: <https://www.pbslearningmedia.org/resource/1120-lets-identify-rhymes-video/lets-learn/>
 - Video 3: <https://www.pbslearningmedia.org/resource/11205-my-hands-tell-story-video/lets-learn/>
- Example mathematics activity videos:
 - Video 1: <https://www.pbslearningmedia.org/resource/1120-the-secret-hidden-number/lets-learn/>
 - Video 2: <https://www.pbslearningmedia.org/resource/kids-lab-classroom-virtual-prek-numbers-counting/numbers-and-counting-at-home-pbs-kids-lab-virtual-pre-k/>
 - Video 3: <https://www.pbslearningmedia.org/resource/1215-math-sense-video/lets-learn/>
- Example science activity videos:
 - Video 1: <https://www.pbslearningmedia.org/resource/1120-hide-and-seek-with-camouflage-animals-video/elinor-wonders-why/>
 - Video 2: <https://www.pbslearningmedia.org/resource/1120-observe-with-a-diy-magnifying-glass-video/elinor-wonders-why/>
 - Video 3: <https://www.pbslearningmedia.org/resource/1120-play-a-senses-discovery-game-video/elinor-wonders-why/>

If you have children of different ages in your program, you will need to find some ways to make the same activity developmentally appropriate in different ways. Try the following strategies for making one activity work for multiple ages:

- **Help younger children do activities that older children can do on their own.** For example, you can help a toddler build a gingerbread house or fold a dumpling, but let an older child do these activities by themselves.
- **Give children different goals.** For example, for painting activities, you might encourage a toddler to try making different sizes of brush strokes but encourage a preschooler to try adding details to a painting of their family, like painting glasses on their sister's face.
- **Give younger children opportunities to observe older children.** For example, infants might enjoy watching older children roll or toss balls back and forth.



- **Give older children opportunities to model activities or help younger children.** For example, older children can narrate a picture book to younger children or demonstrate how to pour water between two cups before others try to pour water themselves.
- **Include lots of hands-on and creative activities.** For example, you might have infants and toddlers play with nesting cups while older children put together puzzles. Or, you might have an infant hold a puppet while older children give a puppet show.

Use the checklist on the next page to mark the types of age-appropriate activities you are already doing or plan to do in your program at some point this year. It's okay if your program offers more or different activities than those listed in the checklist – you can add more activities that you are already doing or plan to do to the checklist. If you have children of different ages in your program, make sure to include several mixed age activities they can participate in together. For example, infants can sit with you or in a high chair to observe hands-on activities with older children.



In my program, we offer the following types of activities for children of different or mixed ages:

Activity types	Infants	Toddlers	Preschool	School age	Mixed age
Hands-on activities with materials that encourage children to explore the natural world and experiment	Mobiles Texture exploration	Stamps or printing Color mixing Tracking daily weather	Sand play Water play Tracing leaves	Building stable bridges or towers Tracking the growth of seeds and plants	Clay Using magnifying glasses Taste or smell tests Nature walks Gardening
Sorting, matching, or identifying activities	Stacking toys (such as rings) Shape-matching puzzles	Stacking activities (such as graduated cups or blocks) Comparing shapes and colors	“I Spy” games Bead or other small object sorting Matching or memory card games Labeling everyday items	Measuring or counting objects Puzzles Labeling parts of plants or animal bodies (such as flower stems or wings)	Playing with cards Making lists of classroom objects (such as places to sit) Exploring different textures and materials
Creative activities	Color tiles Finger painting	Pretend play with baby dolls or stuffed animals Interpretive dance	Dramatic play costumes Puppets Drawing	Large-scale art projects (such as chalk murals) Origami Charades	Collage Watercolors and water painting Music and instruments Taking photos Drawing Puppets / pretend



Activity types	Infants	Toddlers	Preschool	School age	Mixed age
Creative activities (continued)					Stores Blocks Balls Using scarves and fabric Cooking
Language and literacy activities	Board books Books introducing new words (such as colors or animal names) Narration of other children’s activities	Picture books Books with rhyming and repetition Books with cause and effect	Books with narrative stories Books with associated dances or songs Beginner reading books Letter tracing	Reading chapter books Reading to younger children Writing letters or cards Mad libs	Language learning activities (such as English, Mandarin, American Sign Language, or another language used by the educator or other children in the program) Songs with rhyming and repetition
Activities that help children learn about mathematics, science, and the world around them	“Busy boards” that include a variety of wheels, gears, and levers Shadow and light play	Balls and ramps Counting games or songs	Number blocks Books about animals and nature Ring toss	Science experiments such as homemade “volcanos” Paper plane races Play store with money Making maps	Tracking events across time (such as weather) Estimating games Dice games



Activity types	Infants	Toddlers	Preschool	School age	Mixed age
Activities that relate to children’s identities	Mirrors Hello and goodbye routines	Books with characters that look like children in the program Choosing favorite games	Books about children’s cultures and traditions Songs about emotions “I am, I can” stories about children	Self-portrait art activities Discuss character’s emotions from books or movies	Show and tell Group sorting games (such as forming groups by hair color, who has a brother, who has a pet, etc.)
Group games that encourage cooperation and following rules	Peek-a-boo Sharing toys (such as rolling a ball back and forth)	Books about feelings and cooperation Daily “jobs” (such as watering plants)	Freeze dances or games Follow-the-leader games	Scavenger hunts Strategy games (such as checkers or chess)	Relay races Preparing snacks Playing charades Freeze game
Activities that help children develop physical awareness and skills	“Tummy time” mats Using spoons, forks, and napkins Holding, dropping, and picking up items	Slides and stairs Scooping and pouring Pick up sticks	Practice boards for ties, zippers, buttons, and so forth Moving items with tweezers or chopsticks Songs about bodies, such as “Head, Shoulders, Knees, and Toes”	Tossing and catching games (such as basketball or ring toss) Balance challenges Obstacle courses	Group dances Stretching



Activity types	Infants	Toddlers	Preschool	School age	Mixed age
Activities that help children develop social emotional awareness and skills	<p>“Peek-a-boo” and face mimicking games</p> <p>Reading books about emotions</p>	<p>Practice saying “please” and “thank you” during routines, such as when you help them tie their shoes</p> <p>Reading books about cooperation and friendship</p> <p>Describing emotions from pictures of people</p>	<p>“Make believe” play where children dress up, have dolls interact, etc.</p> <p>Talking about social interactions in stories and what the character should do</p>	<p>Talking about rules, fairness, and empathy</p> <p>Creating projects to help others, such as welcome packages for new neighbors</p>	<p>Reading books about helping others</p> <p>Cooperative games, like three-legged or relay races</p>

If you offer additional or different activities not included in the previous checklist, you can write them in the following table.

<i>In my program, we offer the following types of activities for children of different or mixed ages</i>	Ages and activities
Hands-on activities with materials that encourage children to explore the natural world and experiment	
Sorting, matching, or identifying activities	
Creative activities	
Language and literacy activities	
Activities that help children learn about mathematics, science, and the world around them	



<i>In my program, we offer the following types of activities for children of different or mixed ages</i>	Ages and activities
Activities that relate to children’s identities	
Group games that encourage cooperation and following rules	
Activities that help children develop physical awareness and skills	




C. Using Activities to Help Children Meet Their Goals

As you plan the activities you will do with children in your program, you should make sure that your planned activities will help children reach their goals as they learn and grow.

1. Copy the goals you set for children in your program using Resource 2: Setting Goals for Children and Tracking Children’s Growth into the following table.
2. Review your planned activities, including what you put in the previous checklist on pages 6 – 10. Think about what children need to know and be able to do to complete these activities. For example, an activity that a shy child does with other children (such as “make-believe” play) might help them reach a goal of talking more with others. Or, art activities like tracing might help a child develop the hand strength they need to start writing.
3. Next, copy the activities from the previous checklist that you will do with children to help them reach these goals. Note: It is okay if you have activities that do not support a specific goal. What is important is that you have at least one activity that supports each goal. **You can repeat the same activity for multiple goals.**

The following activities will help the children in my program reach their goals:

Goals for children by age		
Ages	Goals	Activities
Younger infants		
Older infants		
Younger toddlers		
Older toddlers		
Preschoolers		
School age		
Goals for children with special needs		
Child name and age	Child’s individual goals	Activities

 For an example of how to identify activities to help children meet their goals, see the Example section.



If you do not already have enough activities to help all the children in your program meet their goals, use the following resources to help identify additional activities that you can do with the children in your program to help them meet their goals:

- *Massachusetts Early Learning Guidelines for Infants and Toddlers:* <https://www.mass.gov/info-details/massachusetts-early-learning-guidelines-for-infants-and-toddlers>
- *Guidelines for Preschool and Kindergarten Learning Experiences:* <https://www.mass.gov/info-details/guidelines-for-preschool-learning-experiences>
- *Effective Practice Guides:* <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/promoting-adult-child-interactions-support-higher-order-thinking-language-skills>
- *EEC Resource Hub:* <https://eceresourcehub.org/>
- *Video examples of activities and practices:* [insert link to EEC video library when developed here]

D. Modifying Activities to Meet Children’s Needs and Interests

It is important to modify activities, provide accommodations, or provide additional activities based on the specific needs of children in your program. Think about the types of activities or additional supports children in your program need based on their backgrounds or assessment results (e.g., results from the CDC Milestones or Ages and Stages Questionnaire).

Use the following checklist to mark the types of modifications or supports you offer based on the needs of children in your program. You may not need to provide all the modifications or supports in this list unless you have children who need them. You can include other modifications or supports you provide at the end of the checklist.

We offer the following types of modifications or supports	Check
Using English, the educator’s preferred language, and children’s home languages in the same activities (e.g., giving directions or reading books in the child’s home language first and then in English)	<input type="checkbox"/>
Using visual and audio directions and reminders	<input type="checkbox"/>
“Sensory stations” at which children can calm down or work off extra energy as needed (e.g., a “quiet box” or a stationary bike)	<input type="checkbox"/>
Comfort materials such as stress balls or stuffed animals	<input type="checkbox"/>
Physical supports for movement such as back rests or blocks	<input type="checkbox"/>
Extra time during transitions	<input type="checkbox"/>
Allowing children to choose how much time to spend on the activity (or whether to take breaks)	<input type="checkbox"/>
Pair or small-group activities during which other children can provide assistance	<input type="checkbox"/>



We offer the following types of modifications or supports	Check
Extra learning activities for areas of delay (e.g., name tracing exercises using different materials or extra counting activities)	
Modeling how to manage “big feelings”	
Other modifications or supports:	



For an example of selecting *types of modifications or supports for your program*, see the Example section.

E. Ensuring That Activities Are Accessible to Children

It is important that all activities in your program are safe and accessible.

Use the following checklist to mark how you set up access to activities and materials.

We make sure children are safe and have access to learning materials in the following ways	Check
Learning materials and furniture layout that allow you to see and hear children at all times	
Cushions, rugs, or padding to make sitting on the floor comfortable	
Chairs and tables that fit children’s body sizes, such as the following: <ul style="list-style-type: none"> • <i>Younger infants:</i> bouncer seat, high chair, or floor seat with back support • <i>Older infants:</i> floor seat without back support, feeding chair, or walker • <i>Toddlers:</i> low chair or stool with low table or floor cushion • <i>Preschoolers:</i> low chair or stool with low table, floor cushion, or sofa • <i>School age:</i> regular chairs and tables, floor cushion, or sofa 	
Materials for free-choice activities are visible and accessible to children without adult help (e.g., on low shelves)	
Clothing or other protection from cold, heat, or sun injury (such as water or shade)	
Materials that may be dangerous for infants and toddlers are not accessible to them (e.g., scissors or other sharp objects or choking hazards)	
No fire or other hazards (such as splintered wood or hot liquids)	
Locks or gates where needed	



For more information on activities, safety, and accessibility, check out these resources:

- **Tips for Keeping Children Safe: A Developmental Guide:** <https://eclkc.ohs.acf.hhs.gov/safety-practices/article/tips-keeping-children-safe-developmental-guide>
- **Supporting Family Child Care Providers Who Serve Mixed Age Groups With Infants and Toddlers:** <https://childcareta.acf.hhs.gov/supporting-fcc-providers-mixed-age-groups-infants-and-toddlers>
- **Regulations for physical space, safety, and supervision:**
 - *All regulations for Family Child Care programs:* <https://www.mass.gov/doc/606-cmr-7-standards-for-the-licensure-or-approval-of-family-child-care-small-group-and-school-age-and-large-group-and-school-age-child-care-programs/download>
 - *Physical space regulations:* <https://casetext.com/regulation/code-of-massachusetts-regulations/department-606-cmr-department-of-early-education-and-care/title-606-cmr-700-standards-for-the-licensure-or-approval-of-family-child-care-small-group-and-school-age-and-large-group-and-school-age-child-care-programs/section-707-physical-facility-requirements>
 - *Safety regulations:* <https://casetext.com/regulation/code-of-massachusetts-regulations/department-606-cmr-department-of-early-education-and-care/title-606-cmr-700-standards-for-the-licensure-or-approval-of-family-child-care-small-group-and-school-age-and-large-group-and-school-age-child-care-programs/section-711-health-and-safety>
 - *Supervision regulations:* <https://casetext.com/regulation/code-of-massachusetts-regulations/department-606-cmr-department-of-early-education-and-care/title-606-cmr-700-standards-for-the-licensure-or-approval-of-family-child-care-small-group-and-school-age-and-large-group-and-school-age-child-care-programs/section-710-ratios-group-sizes-and-supervision-of-children>
- **Making mixed age groups work:** <https://www.edsurge.com/news/2019-09-26-serving-mixed-ages-is-hard-here-s-how-one-child-care-provider-makes-it-work>

F. Designing Daily, Weekly, and Monthly Plans

A helpful process is to organize your plans for learning activities into a daily lesson plan, a weekly plan, and a monthly plan. There are many ways to create a good lesson plan, but you can use the templates that we share in this section. Think about when in the daily schedule you will use these plans by reviewing the schedule you created in Resource 3.



Use the following templates to design daily, weekly, and monthly plans for your program.

Daily Lesson Plan

Time block	Special activities
Independent choice	
Whole-group circle time	
Snack and outdoor play	
Morning small groups	
Lunch, outdoor play, and nap	
Afternoon play and exploration	

Weekly Plan

Activity types	Monday	Tuesday	Wednesday	Thursday	Friday
Language and literacy activities					
Mathematics and science activities					
Active/arts activities					
Physical development activities					
Social development activities					



Monthly Plan

Monthly theme	
Academic priorities	
Physical and emotional priorities	



For an example of daily, weekly, and monthly lesson plans, see the Example section. It is okay if your lesson plans are different from these examples.

G. Learning Activities Plan to Share With Families

It is important for families to know what learning activities their children are doing so that they can help them practice the same skills at home and talk with their child about their day.

- You can **share this information as part of a progress report or in a separate learning activities update.**
- This information should **include the child’s goals and the specific learning activities** they do daily or most days to help meet those goals.

Use the following templates to build a learning activity plan to share with the family of each child in your program.

(Month) learning activities for (child’s name)	
Goals	
Activities	



For an example learning activities plan to share with families, see the Example section.



Example

A. Using Activities to Help Children Meet Their Goals

These activities will help the children in my program reach their goals:

Ages	Goals	Activities
Older toddlers	<ul style="list-style-type: none"> “Explores materials and discover mathematical concepts” (<i>Massachusetts Early Learning Guidelines for Infants</i>, p.57). CD57. “Matches and sorts according to color, shape or size” (<i>Massachusetts Early Learning Guidelines for Infants</i>, p. 132). 	<ul style="list-style-type: none"> Stacking activities (such as graduated cups or blocks) Comparing shapes and colors

B. Modifying Activities to Meet Children’s Needs and Interests

We offer the following types of modifications or supports	Check
Using English, the educator’s preferred language, and children’s home languages in the same activities (e.g., giving directions or reading books in the child’s home language first and then in English)	<input checked="" type="checkbox"/>
Using visual and audio directions and reminders	<input checked="" type="checkbox"/>
“Sensory stations” at which children can calm down or work off extra energy as needed (e.g., a “quiet box” or a stationary bike)	<input type="checkbox"/>
Comfort materials such as stress balls or stuffed animals	<input type="checkbox"/>
Physical supports for movement such as back rests or blocks	<input type="checkbox"/>
Extra time during transitions	<input checked="" type="checkbox"/>
Pair or small-group activities during which other children can provide assistance	<input type="checkbox"/>
Extra learning activities for areas of delay (e.g., name tracing exercises using different materials or extra counting activities)	<input type="checkbox"/>
Other modifications or supports:	<input type="checkbox"/>



C. Designing Daily, Weekly, and Monthly Plans

In my program, we have our activities organized in the following plans for our Fall-themed month:

Daily Lesson Plan

Time block	Special activities
Independent choice	<input checked="" type="checkbox"/> Leaf collage group art activity <input checked="" type="checkbox"/> Stories and informational books about leaves <input type="checkbox"/> Sorting and matching seeds
Whole-group circle time	<input type="checkbox"/> Discuss our observations about the daily and seasonal weather (such as trees changing in the fall or heat in the summer) <input type="checkbox"/> Reading <i>Too Many Pumpkins</i> book and make predictions about what will happen next <input checked="" type="checkbox"/> Brainstorming different types of clothing you wear in the wintertime
Snack and outdoor play	
Morning small groups	<input type="checkbox"/> Three-year-olds: alphabet puzzles and fall-themed puzzles; letter tracing <input type="checkbox"/> Four- and five-year-olds: matching words to picture games; name writing <input checked="" type="checkbox"/> All: estimating amounts/numbers (guess how many)
Lunch, outdoor play, and nap	
Afternoon play and exploration	<input type="checkbox"/> Building log cabins with different materials (popsicle sticks, twigs) <input checked="" type="checkbox"/> Fall scavenger hunt of different types of leaves and fall materials (e.g. acorns)

Weekly Plan

Types of activities	Monday	Tuesday	Wednesday	Thursday	Friday
Language and literacy activities	<ul style="list-style-type: none"> Alphabet puzzles Matching games Letter tracing and name writing 	<ul style="list-style-type: none"> Letter-sound recognition Rhyming words brainstorm 	<ul style="list-style-type: none"> Alphabet puzzles Matching games Letter tracing and name writing 	<ul style="list-style-type: none"> Letter-sound recognition Rhyming words brainstorm 	<ul style="list-style-type: none"> New words practice
Mathematics and science activities	<ul style="list-style-type: none"> Estimating numbers 	<ul style="list-style-type: none"> Counting objects 	<ul style="list-style-type: none"> Estimating numbers 	<ul style="list-style-type: none"> Hibernating animals 	<ul style="list-style-type: none"> Hibernating animals



Types of activities	Monday	Tuesday	Wednesday	Thursday	Friday
Active/arts activities	<ul style="list-style-type: none"> • Leaf collage • Scavenger hunt 	<ul style="list-style-type: none"> • Leaf collage • Scavenger hunt 	<ul style="list-style-type: none"> • Gardening • Watercolors 	<ul style="list-style-type: none"> • Gardening • Watercolors 	<ul style="list-style-type: none"> • Clay • Painting
Physical development activities	<ul style="list-style-type: none"> • Sorting seeds • Building log cabins 	<ul style="list-style-type: none"> • Dance 	<ul style="list-style-type: none"> • Sorting seeds • Building log cabins 	<ul style="list-style-type: none"> • Dance 	<ul style="list-style-type: none"> • Throwing and catching

Monthly Plan – Add theme title

Monthly theme	<ul style="list-style-type: none"> • Fall season
Academic priorities	<ul style="list-style-type: none"> • Letter and letter-sound recognition • Writing • Counting and estimating • Observation of the natural world
Physical and emotional priorities	<ul style="list-style-type: none"> • Finger grip (holding paintbrushes, writing) • Giving compliments



D. Learning Activities Plan to Share With Families

Note: these examples are for the same children’s example goals from Resource 2.

October learning activities for Marta	
Goals	Marta’s biggest goal right now is to grow her vocabulary and talk more.
Activities	I have noticed that Marta tends to use more words with M, D, and B sounds, so we pick stories and toys for each week that have one or two words with those sounds. Right now, we are reading stories and playing with blocks with bears. We practice saying the word “bear” and play games where we growl at each other like bears. Next week we will play with mops and read a book with mopping. This lets Marta practice the same word many times during the week.

October learning activities for Sofia	
Goals	Sofia’s biggest goal right now is growing her physical balance and coordination.
Activities	During music or dance activities, we do simple physical movements to help Sofia practice her coordination with moves such as turning left and right, stepping out and back, and bending over while standing up. The rhythm of the music, repetition, and watching other children helps Sofia improve her coordination. She is also singing during these activities, which supports her language development.

October learning activities for Marcus	
Goals	Marcus’ biggest goal right now is to increase his communication with adults and children and remember information.
Activities	During story time, I ask Marcus to pick a book from a group of books that have a lot of repetition and a linear story (such as Goldilocks and the Three Bears). Because Marcus picks the same books often, he knows the stories well enough to correctly remember what happens next or what happened before. Every 2 weeks, I will offer Marcus a different selection of books so that he can keep building his remembering skills and practice sharing and conversation from a familiar source. I’m also asking him to share information about his weekend, and asking his parents to prompt him to discuss his day at school.

October learning activities for Jackson	
Goals	Jackson’s biggest goal right now is to improve his letter writing and recognition so that he can consistently spell his name correctly and write letters correctly.
Activities	Jackson practices spelling out the word using letter tiles, and then tracing the letters in the word. He is copying his name (using a model) on a sign up sheet for the block area. Jackson gets to pick out all the pictures to match to the word cards, so he stays engaged and gets first choice of free play activities in the afternoon if he successfully does more than 15 word cards that day.



Remember that you can use the ECE Resource Hub to identify additional activities.

ECE Resource Hub: <https://eceresourcehub.org/>