

The Little Old Lady Who Was Not Afraid of Anything



The Little Old Lady Who Was Not Afraid Of Anything

Written by Linda D. Williams and Illustrated by Megan Lloyd

Once upon a time, there was a little old lady who was not afraid of anything! But one autumn night, while walking in the woods, the little old lady heard . . . *clomp, clomp, shake, shake, clap, clap.*

And the little old lady who was not afraid of anything had the scare of her life! With bouncy refrains and classic art, this timeless Halloween story is perfect for reading aloud.



Video found at <https://youtu.be/2jaEAVxl5Rk>



Let's Use Our Eye's and Think Why-

Where do you think the Little Old Lady is going? Can you tell me why?

Let's look at the tree's. What color's do you see? Can you tell me why?

The old scarecrow is such a funny man.
He flops in the wind as hard as he can.
He flops to the right-He flops to the left.
He flops back and forth till he's almost
out of breath.
See him flop when the wind blows hard?
That funny old scarecrow in my backyard.



Blackbirds - More or Less

Materials needed:

- Black ink pad or paint
- Create your own scarecrow or print one of your liking on a large piece of paper

Directions to create blackbirds:



Activity:

Place your scarecrow on a flat surface. Create blackbirds following the visual steps above.

Place as many blackbirds on each arm as you would like.

How many blackbirds are on the left arm?

How many blackbirds are on the right arm?

Which arm has more?

Which arm has less?

To the right is a fun finger play about two blackbirds.



Video from <https://www.youtube.com/watch?v=gjv5Jwgsn7I>

Recall

Use the action words describing the different characters the little old lady encountered.

For example:
What piece of clothing went
“Shake-Shake?” Who shouted
“BOO!” Continue with all the
characters in the story.



Scarecrow Dressed in Red

Scarecrow, Scarecrow dressed in red.
Scarecrow, Scarecrow touch your head.
Scarecrow, Scarecrow dancing in the breeze.
Scarecrow, Scarecrow touch your knees.
Scarecrow, Scarecrow dressed in tattered clothes,
Scarecrow, Scarecrow touch your toes.
Scarecrow, Scarecrow hear the wind roar?
Scarecrow, Scarecrow drop to the floor!

(Do each of the actions. First time do the rhyme slowly.
Do it again, a little faster the second time.
Then the last time go much faster.)

[http://www.prekfun.com/themes/prekthemes/s-z/
Scarecrows/Scarecrows_Songs.htm](http://www.prekfun.com/themes/prekthemes/s-z/Scarecrows/Scarecrows_Songs.htm)



Afraid

The story says that the little old lady was not afraid of anything. I wish I were like that little old lady, because sometimes I do get afraid. I am afraid of snakes! Do you ever feel afraid? What are some things that scare you? (Make a list of the things they tell you.)

What do you do when you are afraid?

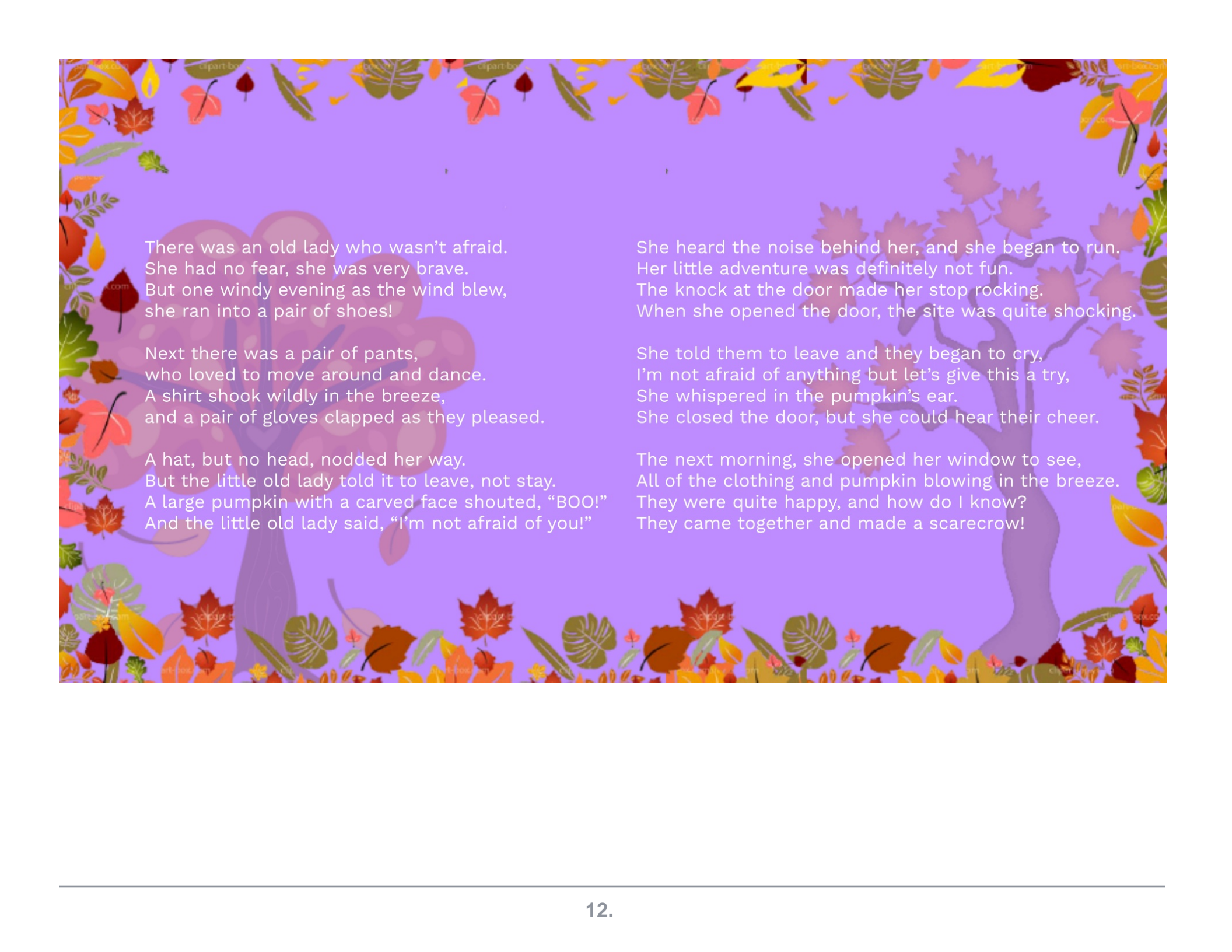




What are some things the Little Old Lady should have with her to keep her safe?

Safety Items:

Flashlight, an Adult, Water, Closed Toe Shoes, and a Whistle



There was an old lady who wasn't afraid.
She had no fear, she was very brave.
But one windy evening as the wind blew,
she ran into a pair of shoes!

Next there was a pair of pants,
who loved to move around and dance.
A shirt shook wildly in the breeze,
and a pair of gloves clapped as they pleased.

A hat, but no head, nodded her way.
But the little old lady told it to leave, not stay.
A large pumpkin with a carved face shouted, "BOO!"
And the little old lady said, "I'm not afraid of you!"

She heard the noise behind her, and she began to run.
Her little adventure was definitely not fun.
The knock at the door made her stop rocking.
When she opened the door, the site was quite shocking.

She told them to leave and they began to cry,
I'm not afraid of anything but let's give this a try,
She whispered in the pumpkin's ear.
She closed the door, but she could hear their cheer.

The next morning, she opened her window to see,
All of the clothing and pumpkin blowing in the breeze.
They were quite happy, and how do I know?
They came together and made a scarecrow!

In the story, they talked about being scared.
Think of ways to change the story to make it a little scarier.
Would a foaming pumpkin scare you?

Mini Pumpkin Volcanoes

Volcano activities for preschoolers are both fun and educational, and now they can also be autumn appropriate thanks to these pumpkin volcanoes!

If your kids are older, they will understand the chemical reaction taking place in this fall science experiment, but this could also be a great mini pumpkin craft preschoolers project as well. After all, what kid wouldn't love to see a pumpkin volcano erupt?



PREP TIME
15 minutes

ACTIVE TIME
10 minutes

TOTAL TIME
25 minutes

DIFFICULTY
Easy

Materials

- Dish soap
- Baking soda
- White vinegar
- Food coloring: Orange, purple, green
- Mini pumpkins
- Knife
- Tablespoon
- Large plastic lid or container

Instructions

1. Cut off the top of each pumpkin.
2. Scoop out most of the insides (this doesn't need to be perfect).
3. Bring pumpkins outside and set them on a lid or in a container.
4. Add a couple tablespoons of baking soda to each pumpkin.
5. Add a couple squirts of dish soap to each pumpkin.
6. Add one squirt of each color of food coloring to each pumpkin.
7. Start pouring vinegar into each pumpkin; you'll likely need about 1/3 cup for each pumpkin volcano.

Resource from <https://www.freebiefindingmom.com/wp-json/mv-create/v1/creations/24/print>

Comprehension

Why do you think the different pieces of clothing kept following the little old lady? The story said she wasn't afraid of anything. Do you agree? Why do you think that? What if we changed the story to "The Little Old Lady Who Was Afraid of Everything?" What do you think would be different? Why did the lady take a basket with her? There was a knock at her door, should she open the door? What do you think?



Scarecrow Relay Race

Materials needed:

- 2 sets of everything from the story.
- 2 pairs of shoes
- 2 shirts
- 2 pairs of pants (or jeans)
- 2 pair of gloves
- 2 hats
- 2 pumpkins (or cutout pumpkins)
- 2 clothes baskets (optional)

Directions:

Divide the children into 2 teams. Have them line up in two separate straight lines. Place the baskets of materials beside the first person of each team. When you say go, the children who are first will grab a pair of shoes and race to a designated spot and place the shoes there, turn around and race back tagging the next person in line. Those children will grab the pants and run to the designated spot, place them in front of the shoes, then race back and tag the next person in the line. This will continue until a team has completed the scarecrow. You will probably have to demonstrate the first time.



Emotions

Can you think of some different emotions that are in our story?
Scared—Anxious—Disappointed—
Relieved—Happy
Where do you think these emotions apply?





Look at this picture carefully.

Can you give me some reasons why the Jack- O- Lantern is happy?

What reason can you share why the Old Lady is scared?

The Dingle Dangle Scarecrow

When all the cows were sleeping
And the sun had gone to bed
Up jumped the scarecrow
And this is what he said

I'm a dingle, dangle scarecrow
With a floppy, floppy hat
I can shake my hands like this
I can shake my feet like that

When all the hens were roosting
And the moon behind a cloud
Up jumped the scarecrow
And shouted very loud

I'm a dingle, dangle scarecrow
With a floppy, floppy hat
I can shake my hands like this
I can shake my feet like that

I'm a dingle, dangle scarecrow
With a floppy, floppy hat
I can shake my hands like this
I can shake my feet like that.



Resource from <https://www.dailymotion.com/video/x3zg58w>

Scare the Crows Away!

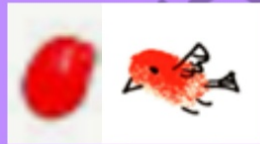
Fun Fact:

A scarecrow is a figure usually made of sticks. It looks like a human being and is dressed in old clothes. A farmer puts a scarecrow in a field after he has planted seeds to keep the birds away.

Materials needed:

- Black ink pad or paint
- Draw your own scarecrow scene on a large piece of paper

How to make fingerprint crows:



Activity:

Once you have your scarecrow scene complete, now you can add the crows. Create the crows following the visual steps above. Place your fingerprint crows around your scene.

How many crows did you add to your scene?

How many crows are on the top of the page?

How many crows are on the bottom of the page?



Act it Out

Assign each student a “character” (pants, gloves, head etc.) and have them stand in front of the group. Give them a visual to hold in front of them to show what they are representing. Let the students act out the part when it is read aloud.

To the right is a funny video in which teachers acted out the story for the children.



Video from https://youtu.be/k2lANy2f5_c

Pumpkin Relay

Needed: A Pumpkin or Something Round (A Ball) – We opted for an orange ball!

- Kids get into teams of 4-5 people.
- The kids line up in their teams
- Child one starts the relay.
- He or she rolls the pumpkin or ball to one end of the room (gym, field, sidewalk etc.) picks up a pumpkin card and returns back to their team.
- The child who just completed the relay tags the hand of the next student in line. Some children may participate in the relay twice in order to collect all of the pumpkin cards.
- When student has completed the relay they sit down.
- Play continues until the first team has completed the relay and all team members are seated
- Moving the pumpkin/ball with your feet.
- Carrying the pumpkin.
- Hopping on one foot holding the pumpkin.
- Jumping with the pumpkin.
- Knee walking with the pumpkin.
- Crab walking with the pumpkin.
- Crawling and moving the pumpkin.
- Walking with the pumpkin between your leg.



Resource from <https://www.pinkoatmeal.com/pumpkin-relay/>

Costumes

In the fall we celebrate Halloween. People like to dress up in costumes and go to houses and shout, “Trick or Treat” in hopes of getting some candy. There are all types of costumes. You can see them in the department stores now.

How will you dress up for Halloween? Scary? Funny? Happy? etc.

Look through the newspaper ads for a variety of costumes and choose one that you like the best. Cut it out and paste it to a paper and tell why you chose that costume.





We understand that this story is make believe. Meaning something that is not real.

Can you tell me why this story is make believe?

The Wind

Did you hear the wind talk,
as you went on your walk?
Did it whisper through the trees,
Or shout and shake the leaves?
Wwwwwhhhhh, What did it say?
It wants to come and play!
It blows your hair, and your clothes.
It gives a chill from your head to your toes.
Mr. Wind, I'd like to stay and play,
But it's getting late so I must be on my
way!



The little old lady took a basket with her. She was hunting for nuts, seeds, spices, and herbs. What do you think she wanted those things?

Children can ask their families what spices they use and why they use them.

If possible, have a basket for circle time which contains nuts, seeds, and herbs.

Discuss with the children which are edible, and which are not. Later the children can sort the nuts and seeds into different categories.



Guiding Questions

- Did the little old lady do what you thought she would?
- What do you think the little old lady will do the next time she goes walking in the woods? What makes you think that?
- What do you think the scarecrow will do in the future? What makes you think that?



Resource from <https://silo.tips/download/dvd892#>

Pumpkin Pass Relay Race

What you will need:

- A group of children-A few small pumpkins

What to do: Relay Race 1: Position children in a line and ensure that there is enough space between each person. Now, have the first person in line pass the pumpkin through her legs to the person behind her. Have the kids pass the pumpkin to the end of the line this way and then back to the first person in line. Relay Race 2 Position children in a line, but this time, have them sit or stand side-by-side. Give the pumpkin to the first person in the line and show her how to pass the pumpkin to the person next to her using both hands. Again, have the kids pass the pumpkin all the way down the line and then back to the beginning!



Resource from <https://theinspiredtreehouse.com/gross-motor-activities-pumpkin-relay-race-for-kids/>

Pumpkin Feelings

Materials needed:
Small paper plates (the inexpensive ones)
Crayons or markers

Give the children five paper plates. Have them decorate their plates to become jack-o-lanterns. Have each plate represent a different emotion or feeling.

You could recite this poem and have the children hold up the appropriate pumpkin feeling.

Jack-o-lantern feeling scary.

Jack-o-lantern feeling sad.

Jack-o-lantern feeling excited.

Jack-o-lantern feeling mad.

Jack-o-lantern feeling silly.





The illustrator drew a Fall picture using many details.

What clues do you see that tell us it's Fall?

What smells do you think of that remind you of Fall?



Scarecrow

Sung to: "Teddy Bear, Teddy bear turn around"

Scarecrow, Scarecrow, turn around.
Scarecrow, scarecrow, jump up and down
Scarecrow, scarecrow, arms up high
Scarecrow, Scarecrow, wink one eye
Scarecrow, scarecrow, bend your knee
Scarecrow, scarecrow, flap in the breeze
Scarecrow, scarecrow, climb into bed
Scarecrow, scarecrow, rest your head

www.teaching.com



NO COOK pumpkin pie Playdough

2 1/2 cups flour
1/2 cup salt
3 Tbs. oil
1 Tbs. alum
2 cups boiling water
food coloring
Pumpkin Pie Spice
Food color (optional but suggested)

Gather your materials. You will need the ingredients – separated into individual bowls, pumpkin pie spice, food color if you want, a cutting board, and fall cookie cutters for playing after!

1. Start by pouring your flour into a large bowl
 2. Pour in the salt, the alum and the oil.
 3. Next add the pumpkin pie spice.
 4. Have an adult pour in the hot water!
- Mix and knead the dough until soft. Let it cool before children can play with it.

Resource from <https://www.notimeforflashcards.com/2009/10/pumpkin-play-dough.html>

Startled--to move or jump suddenly

Herbs--a plant or plant part used in medicine or in seasoning foods.

Seeds--the part of a plant which can grow into a new plant.

Afraid--filled with fear

Sliver--a small amount (a sliver of moon)

Wiggle--to move with quick, twisting motions from side to side.

Pace--a rate of movement, especially in stepping, walking, etc

Scare--to frighten

Vocabulary (Child Friendly definitions)



Scarecrow, Scarecrow

www.cdatraining.org

Tune: Twinkle, Twinkle

Scarecrow, scarecrow turn around.
Scarecrow, scarecrow
touch the ground.
Stand up tall and blink your eyes.
Raise your hands up to the sky.
Clap your hands,
then tap your knees.
Turn around and tap your feet.


Scarecrow, scarecrow
touch your toes.
Scarecrow, scarecrow
tap your nose.
Swing your arms so very slow,
Now real fast to scare the crows!
Touch your head, jump up and down.
Now sit down without a sound.



Hey Mister Scarecrow

Hey Mister Scarecrow, what do you say?
Standing all alone in the field today?
Do you get bored doing the same thing
every day?
Do you wish you had legs so you could run
away?
If you could talk what would you say?
Maybe you would like to run around and
play.
Hey Mister Scarecrow, thanks for all you do.
Keeping all the crows away is a job just for
you!





Tips for Caregivers

Florida Standards

These daily activity suggestions are a basic framework of ideas. Follow your child's lead and feel free to use as many or as few of the content areas throughout the day or week. Base your selections on your child's interest and abilities. Most of all, have fun!



The Florida Early Learning and Developmental Standards 4 years (48 months) - Kindergarten

Social and
Emotional
Development

Language and
Literacy

Emergent Reading

Mathematical
Thinking

Scientific Inquiry

Creative Expression
Through the Arts



A decorative border surrounds the slide content. It features a variety of autumn leaves in shades of orange, yellow, and green. At the bottom, two pumpkins are visible among the foliage.

Emergent Reading

Shows motivation for and appreciation of reading

Makes real-world connections between stories and real-life experiences

Children may...

- Relate events or situations from stories to their own lives.
- Talk about a dream after reading *Where the Wild Things Are*.
- Relate to feeling sad or angry after reading *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.
- Choose a story based on experiences such as reading a story about spring after enjoying a nature walk.

Educators may...

- Encourage discussions about stories in the classroom, and provide opportunities to make connections to a child's life experiences.
- Read a story about a new baby because a child's mom is having a baby.
- Read stories that relate to cultural or physical differences between children in the classroom.

Families may...

- Talk about how stories relate to their own lives.
- Model asking questions or making predictions related to story events (e.g., "I wonder what Goldilocks was thinking when she ran away from the bear's house?").
- Select stories that relate to future family activities (e.g., getting a new pet, going on a vacation, etc.).

A decorative border surrounds the page, featuring a variety of autumn leaves in shades of orange, yellow, and red, interspersed with two pumpkins at the bottom.

Mathematical Thinking - Number and Operations

Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out

Children may...

- Use their fingers to show how many frogs are on the log, and how many jumped in the pool.
- Draw several pictures that show a different number of frogs on the log and in the pond.
- Declare after playing the chip game, "There are always six chips!"

Educators may...

- Point out that there are four girls and four boys at school today, making eight children altogether.
- After repeating the "Five Green and Speckled Frogs" song many times, create a book asking each child to draw a picture of frogs on the log and in the pool, demonstrating multiple combinations of the number five.
- Play the chip game during small group by using two-sided chips and a cup. Children toss six chips out of the cup, then place them in two groups according to the colors displayed. Teacher asks, "How many chips do you have in each group? How many all together?" Children toss the chips from the cup multiple times while the teacher asks the same questions. The learning goal is for children to notice that no matter how many times the chips are tossed and the different combinations are displayed, there are still six chips all together.

Families may...

- Take a walk with children, providing opportunities to compare (which stone is bigger?), assess (how many acorns did we find?), note similarities and differences (does the duck have fur like the bunny?) and categorize (see if you can find some red leaves). Families can also talk about size (by taking big and little steps), estimate distance (is the park close to our house or far away?) and practice counting (let's count how many steps until we get to the corner).

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Scientific Inquiry - Physical Science

Demonstrates knowledge related to physical science

Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens

Children may...

- Guess which ramp the car will go down faster.
- Move the ramp to make a toy car or ball go different speeds.
- Records observations through dictating to an adult and drawing pictures, or using other forms of writing.
- Experiment with objects and materials to gather information and observe reactions.
- Predict whether round objects or flat objects will move down the ramp at the same speed.
- Experiment with tubes and funnels at the sand and water tables.
- Make predictions about an outcome. (e.g., "What might happen to a kite when the wind blows or slows down?").

Educators may...

- Engage children in predicting what will happen as they experiment.
- Provide opportunities for children to test predictions.
- Model asking questions about objects/materials, and encourage children to find answers (e.g., "I wonder how we can make cars go down the ramp faster? How do you think we can find out?").
- Support children when they are experimenting with cars or balls on ramps. Use paper and markers to document which cars or balls go faster down the ramps.

Families may...

- Help children create ramps by propping up one end of a flat board or heavy cardboard with a small box. Challenge children to find objects that will roll down the ramp. Look for ramps in playgrounds or other places. Talk about how ramps make life easier for people riding in wheelchairs or on bicycles.
- Help children talk about their observations when they experiment with objects. Record the dictation in a special science notebook, and have children draw pictures.
- Ask probing questions. When children make an observation (e.g., "What makes you say that?" or, "How do you know?").



Creative Expression Through the Arts - Imaginative and Creative Play

Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, with others using a variety of objects in own environment

Children may...

- Use words and sentences to plan roles in a cooperative way. (e.g., "John is the dad, I am the mom, and we are taking Seth, our baby, to the doctor." They then proceed to negotiate the steps of taking a baby to the doctor.).
- Use objects beyond what they were meant for. A broom could be used as a pretend horse, a bandana could be used as a blanket for a picnic.
- Pantomime to tell a story.
- Persist in an activity for at least 10 minutes with others.

Educators may...

- Provide plenty of time to allow imaginative play to develop for individual and group of children at the same time.
- Provide a variety of culturally-diverse objects in the imaginative and creative play area.
- Encourage and respect the expression of feelings during play.
- Encourage the use of language to engage other children and adults.

Families may...

- Provide a variety of imaginative experiences at home (e.g., having pretend clothes, mops, food, etc.).
- Read books to children that inspire children to act out parts.

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Language and Literacy - Listening and Understanding

Increases knowledge through listening

***Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge**

Children may...


- Select specific details in a story and repeats them.
- Listen to others in a group discussion for a short period.
- Respond to questions with appropriate answers.
- Talk about a dream after reading *Where the Wild Things Are*.

Educators may...

- Stimulate talking and discussion by providing children with pictures or other material.
- Increase the length and complexity of books read and stories told to children.
- Play games that require listening and understanding (e.g., "Simon Says," "Red light Green Light").

Families may...

- Share books and ask children questions about the story.
- Give children wait time to express themselves.
- Play games that require careful listening (e.g., "Simon Says").
- Ask everyone at the dinner table to share "news" about their day.

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Social and Emotional Development

Emotional Functioning

Demonstrates appropriate affect (emotional response) between behavior and facial expression

***Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately**

Children may...

- Recognize when a peer is upset and try to comfort them (e.g., "I'll be your friend until your daddy comes back," while patting the peer on the back).
- Help a classmate with a physical disability line up to go outside.
- Label emotions or copy expressions on peers' faces (e.g., "You look sad.").
- Go to the educator for help when a peer is hurt.
- Model empathy and verbalize while modeling (e.g., "I can see that Jasmine feels sad, so I'm going to comfort her").

Educators may...

- Teach children how to recognize emotions through posture and facial expressions of peers.
- Recognize helpful and kind interactions among children and acknowledge how the behavior helped someone else (e.g., "You shared your blue crayon with Aaron so he could color the sky. That was helpful.").
- Read children's books that illustrate various emotions to increase children's understanding and vocabulary.

Families may...

- Empathize with their child and talk about feelings of others.
- Read stories relating to feelings with children (e.g., *Feelings* by Alike, *The Feelings Book* by Todd Parr).

Physical Development - Fine Motor Development

Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks

- *Shows hand control using various drawing and art tools with increasing coordination
- Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision
- *Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)
- *Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing, and painting
- *Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)

Social and Emotional Development - Emotional Functioning

Expresses, identifies, and responds to a range of emotions

- *Recognizes the emotions of peers and responds with empathy and compassion
- Demonstrates appropriate affect (emotional response) between behavior and facial expression
- *Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately

Managing Emotions - Demonstrates ability to self-regulate

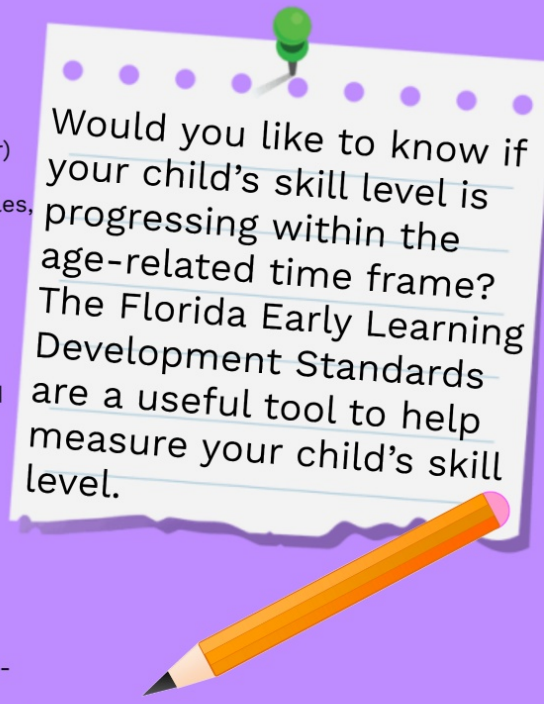
- *Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support
- Attends to sights, sounds, objects, people and activities
- *Increases attention to preferred activities and begins to attend to non-preferred activities

Language and Literacy - Listening and Understanding

Demonstrates understanding when listening

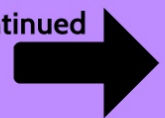
- *Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others
- *Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said
- Increases knowledge through listening
- *Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge
- *Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play
- Follows directions
- *Achieves mastery of two-step directions and usually follows three-step directions

Adapted from the Florida Early Learning and Developmental Standards <http://flbt5.floridaearlylearning.com/>



Would you like to know if your child's skill level is progressing within the age-related time frame? The Florida Early Learning Developmental Standards are a useful tool to help measure your child's skill level.

Continued



Vocabulary - Shows an understanding of words and their meanings (receptive)

- *Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)
- *Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments
- *Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)

Uses increased vocabulary to describe objects, actions and events (expressive)

- *Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)
- *Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)
- *Identifies unfamiliar words asking for clarification
- *Uses words in multiple contexts, with the understanding that some words have multiple meanings

Emergent Reading - Shows motivation for and appreciation of reading

- *Selects books for reading enjoyment and reading related activities including pretending to read to self or others
- *Makes real-world connections between stories and real-life experiences
- *Interacts appropriately with books and other materials in a print-rich environment

Mathematical Thinking - Number and Operations

Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems
Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out

Physical Science - Demonstrates knowledge related to physical science

- *Discusses what makes objects move the way they do and how the movement can be controlled
- *Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens
- *Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)
- *Investigates and describes changing states of matter —liquid, solid and gas

Creative Expression Through the Arts - Imaginative and Creative Play

Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, with others using a variety of objects in own environment

