

folding towels



Activity/Idea

Folding Towels— Provide washcloths for children to fold.

Foundational Skills

Has sufficient vision and eye-hand coordination;

Uses a variety of grips depending on the materials presented.

PK Guidelines

PK-IX.B.1 Child shows control of tasks that require small-muscle strength and control

PK-IX.B.2 Child shows increasing control of tasks that require eye-hand coordination

Kindergarten TEKS

ELA K.15 Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

Differentiation & Extensions

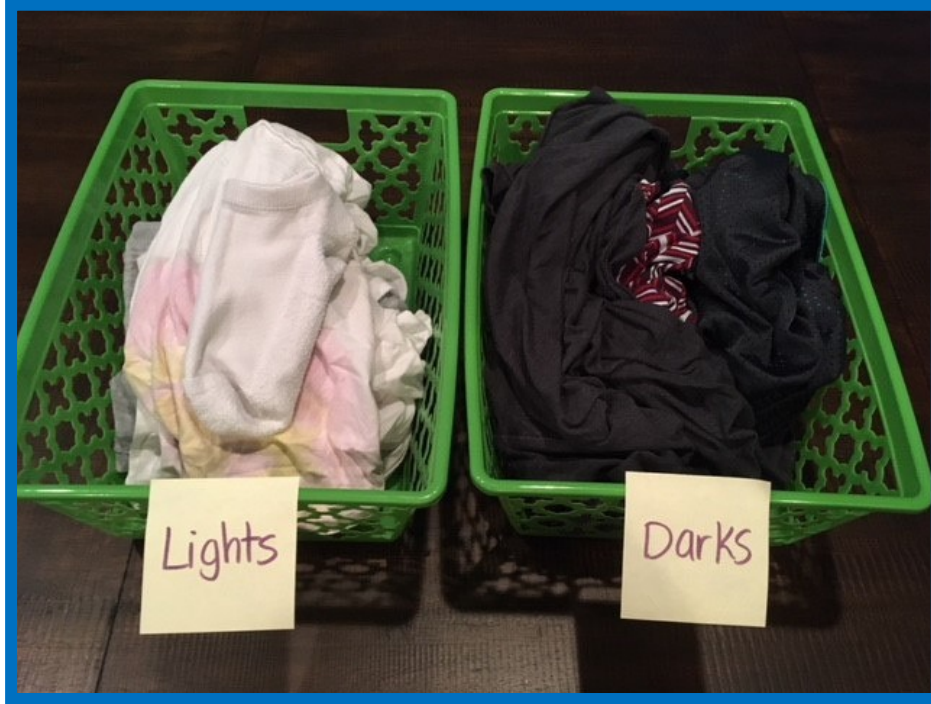
PK3— Use pictorial directions or draw folding lines on the washcloths.

PK4— Roll the washcloths and place in a basket.

Kinder— User larger towels for older students

Make “how to” books for folding towels. These can then be shared with PK3 and PK4 classrooms.

sorting laundry



Activity/Idea

Sorting Laundry—Provide baby clothes (socks, onesies, pants, shorts, shirts) for sorting.

Foundational Skills

Matches shapes, matches objects, names objects.

PK Guidelines

PK-V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

Kindergarten TEKS

Math K.8.A Collect, sort, and organize data into two or three categories.

Differentiation & Extensions

PK3—Sort by color or by type (t-shirts, socks, pants, etc.)

PK4—Sort by color, size, type. Label the sorting groups.

Kinder—Can begin reading labels on clothing items to sort by washing temperature (cold, hot, hand wash, etc.). Records the data of the sorting groups.

matching socks



Activity/Idea

Matching Socks—Provide baby/child size socks for matching pairs.

Foundational Skills

Matches shapes, matches objects.

PK Guidelines

PK-V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

Kindergarten TEKS

Math K.8.A Collect, sort, and organize data into two or three categories.

Math K.8.B Use data to create real-object and picture graphs.

Differentiation & Extensions

PK3—Match solid colored socks.

PK4—Match patterned socks and begin to form and name groups (stripes, polka dots, solid, etc.).

Kinder—Sort socks by length, texture, size, etc. Use socks to make a real-object graph.

clothesline



Activity/Idea

Hanging Clothes on a Clothesline—Provide baby/child clothing for students to practice hanging clothes on a clothesline.

Foundational Skills

Has sufficient vision and eye-hand coordination;

Uses a variety of grips depending on the materials presented.

PK Guidelines

PK-IX.B.1 Child shows control of tasks that require small-muscle strength and control.

PK-IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.

Kindergarten TEKS

SS K.7.A Identifying jobs in the home, school, and community.

SS K.13.B Describe how technology helps accomplish specific tasks and meet people's needs.

SS K.13.C Describe how his or her life might be different without modern technology.

Differentiation & Extensions

Kinder—Research the history of the clothesline and the benefits of washing machines. Bring in a washboard for students to experience what it is like to wash clothes without a washing machine.

Kinder—Investigation: Hanging wet clothes to dry in a sunny area vs. a shady area.

hangers



Activity/Idea

Hanging Clothes on Hangers—Provide baby/child clothing for children to practice hanging on child-sized hangers.

Foundational Skills

Has sufficient vision and eye-hand coordination;

Uses a variety of grips depending on the materials presented;

Uses both hands together, but each in separate functions.

PK Guidelines

PK- XI.B.1 Child shows control of tasks that require small-muscle strength and control.

PK- IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.

Kindergarten TEKS

SS K.7.A Identify jobs in the home, school, and community.

SS K.13.B Describe how technology helps accomplish specific tasks and meet people's needs.

SS K.13.C Describe how his or her life might be different without modern technology.

Differentiation & Extensions

Kinder—Experiment with different hangers and clothing of different textures. Which hangers are best for certain types of clothing?
How have hangers changed over time?

Kinder—Design a hanger— Based on experiments above, how might you design a new hanger?

Kinder—Repurpose wire hangers— Since wire hangers are not used much anymore, how can they be repurposed for other uses?

DIY washer/dryer



Activity/Idea

DIY Washer/Dryer—Using Carboard boxes, the students can help with making a washer and/or dryer. Recyclable materials such as lids can be used for knobs and buttons.

Foundational Skills

Uses basic play scripts to act out simple events.

PK Guidelines

PK-VIII.A.1 Child uses a variety of art materials and activities for sensory experience and exploration.

PK-VI.A.2 Child investigates and describes position and motion of objects.

PK-VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

Kindergarten TEKS

Science K.1.C Demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal.

Science K.2.8 Plan and conduct simple descriptive investigations such as the way objects move.

Differentiation & Extensions

PK3/4—Students can help with painting or creating a washer/dryer out of boxes of varying sizes.

PK3/4—A small dryer as in the pic to the right provides a more focused activity that can be used in a small group or placed in the math center for counting or matching games with pairs of socks.

Kinder—Pose questions to students such as: How might we make the inside of the washer/dryer rotate? How can we make the knobs turn? Have children work in the dramatic play to find solutions to these questions.



cinnamon rolls



Activity/Idea

DIY Cinnamon Rolls—Cinnamon rolls made from foam sheet strips and then hot glued on the ends. A tong or spatula can be used to transfer the cinnamon rolls from one place to another.

To make cinnamon rolls that can be rolled and unrolled, use strips of felt.

Foundational Skills

Has sufficient vision and eye-hand coordination;

Uses a variety of grips depending on the materials presented;

Uses both hands together, but each in separate functions.

Engages in dramatic play involving food preparation, cooking, eating, delivering “food” to others.

PK Guidelines

PK-IX.B.1 Child shows control of tasks that require small-muscle strength and control.

PK-IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.

Kindergarten TEKS

SS K.7.A Identify jobs in the home, school, and community.

ELA K.15 Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

Differentiation & Extensions

PK3/4—Provide picture recipes for baking cinnamon rolls or rolling cinnamon rolls.

Kinder—Follow a recipe, write a recipe, write a how to book.

DIY bakery goods



From left to right: foam cookies, foam cookies with removable icing, felt doughnuts, felt chocolate chip cookies, felt brownies

Activity/Idea

DIY Bakery Goods—Provide bakery goods such as cookies, doughnuts, etc. for children to use in the bakery. Cookies made from cardboard, felt, foam, etc. They can then be used for counting activities within the bakery.

Foundational Skills

Counts orally to 3; Attempts to count objects by reciting random numbers while point to objects (may recount and skip objects); Attempts to rote count (may have numbers in wrong order).

Engages in dramatic play involving food preparation, cooking, eating, delivering “food” to others.

PK Guidelines

PK-V.A.3 Child counts 1-10 items, with one count per item.

PK-V.A.5 Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.

Kindergarten TEKS

Math K.2.C Count a set of objects up to at least 20 and demonstrates that the last number said tells the number of objects in the set regardless of their arrangement or order.

Differentiation & Extensions

Add tongs and spatulas for students to use to pick up baked goods.

Incorporate writing by adding an order form in the bakery.

PK4/Kinder—Students can create menus for the bakery.

Allow students to think of other baked goods they’d like to sell in the bakery. Encourage them to create other baked goods using recyclable materials.

DIY Pies



Activity/Idea

DIY Pies—Provide small aluminum pie pans, pom poms, felt, etc. for children to pretend to make pies.

Foundational Skills

Engages in dramatic play involving food, preparation, cooking, eating, delivering “food” to others.

PK Guidelines

PK-VIII.C.1 Child creates or recreates stories, mood, or experiences through dramatic representations.

Kindergarten TEKS

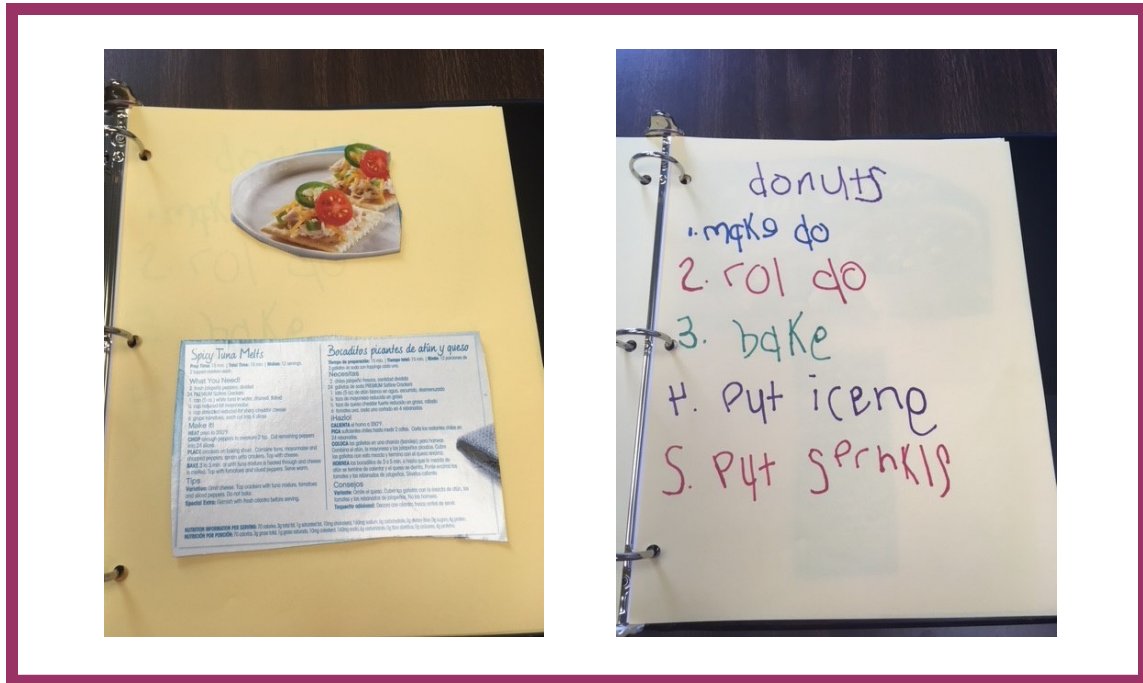
Theatre K.3.D The student is expected to cooperate with others in dramatic play.

Differentiation & Extensions

PK4/K—Practice the skill of weaving the “dough”.

Kinder—Read and follow a recipe, write a recipe, write a how to book.

recipes



Activity/Idea

Recipes—Provide real and pictorial recipes for children to use in the bakery.

Foundational Skills

Recognizes some familiar environmental signs or symbols; Distinguishes print from non-print.

PK Guidelines

PK-III.A.3 Child recognizes that text has meaning.

PK-IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

Kindergarten TEKS

ELA K.11.A Follow pictorial directions.

Differentiation & Extensions

PK3—Use picture recipes.

PK4—Use picture recipes and add numbers to show quantity.

Kinder—Can create their own recipes for others to follow in the bakery. Provide index cards for students to write recipes.

magazine cookies



Activity/Idea

Magazine Cookies—Use cookie pictures cute from magazines to use in the “bakery”. Laminate them for longer use or put a cardboard backing to make them sturdier.

Foundational Skills

Engages in dramatic play involving food preparation, cooking, eating, delivering “food” to others.

Matches shapes, matches objects, names objects.

PK Guidelines

PK-VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

PK-V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

Kindergarten TEKS

Theatre K.1.D Imitate and recreate objects in dramatic play.

Theatre K.2.D Participate in dramatic play.

Math K.8.A Collect, sort, and organize data into two or three categories.

Differentiation & Extensions

Cookie pictures cut out of magazines and laminate can be used for common dramatic play in the “bakery”.

Other uses:

- sorting
- graphing
- counting
- describing

DIY cash register



Activity/Idea

DIY Cash Register—Use a box as a cash register by placing a sheet with numbers and other buttons on top.

Foundational Skills

Engages in dramatic play involving food preparation, cooking, eating, delivering “food” to others.

PK Guidelines

PK-VII.B.2 Child demonstrates understanding of what it means to be a consumer.

Kindergarten TEKS

SS K.7.A Identify jobs in the home, school, and community; and

SS K.7.B Explain why people have jobs.

Differentiation & Extensions

Kinder—Students can work to create a cash register out of boxes and recyclable materials.

DIY coffee maker



Activity/Idea

DIY Coffee Maker—Create a coffee maker out of a cardboard box. Use lids as knobs.

Foundational Skills

Engages in dramatic play involving food preparation, cooking, eating, delivering “food” to others.

PK Guidelines

PK-VII.B.2 Child demonstrates understanding of what it means to be a consumer.

PK-VII.B.3 Child discusses the roles and responsibilities of family, school, and community workers.

Kindergarten TEKS

Theatre K.1.D Imitate and recreate objects in dramatic play.

SS K.7.A Identify jobs in the home, school, and community; and

SS K.7.B Explain why people have jobs.

Differentiation & Extensions

Kinder—Students can create menus for a coffee shop.

Allow students to help in the creation of the coffee maker. Encourage them to think through how they might make the knobs turn.

DIY tea bags



Activity/Idea

DIY Tea Bags—Create play tea bags out of felt or material for students to incorporate tea in the bakery.

Foundational Skills

Engages in dramatic play involving food preparation, cooking, eating, delivering “food” to others.

PK Guidelines

PK-VII.B.2 Child demonstrates understanding of what it means to be a consumer.

PK-VII.B.3 Child discusses the roles and responsibilities of family, school, and community workers.

Kindergarten TEKS

Theatre K.1.D Imitate and recreate objects in dramatic play.

SS K.7.A Identify jobs in the home, school, and community; and


SS K.7.B Explain why people have jobs.


Differentiation & Extensions


If tea is decided to be sold at the bakery, students can determine prices and create a tea menu.


Kinder—Students can research types of tea to sell at the bakery or take a poll on the types of tea students would like to be sold at the bakery.

vet report sheet



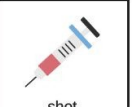



+ Vet Report 

 weight: _____


 length: _____

 temperature: _____

Treatment

 checkup	 X-ray	 shot
 bandage	 flea bath	 medicine

Notes

Early Childhood Education Division 

Activity/Idea

Vet Report Sheet—Provide a vet report form for students to use in the vet clinic. Laminate the sheet or place in a plastic sleeve for it to be reused with dry erase markers.

Foundational Skills

Recognize some familiar environmental signs or symbols; Distinguishes print from non-print.

Engages in early scribble writing; makes organized marks (pictures/writing).

PK Guidelines

PK-III.A.3 Child recognizes that text has meaning.

PK-IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally share meaning.

PK-IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes.

Kindergarten TEKS

ELA K.15 Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.

Differentiation & Extensions

PK3/4—Report sheet includes more pictures and spaces for writing.

Kinder—Report sheet includes more text and writing spaces.

band-aid monkey



Activity/Idea

Provide a stuffed monkey and felt band-aids for students to play a body part game. A book can be made so students can follow along (ex. “Place the band-aid on the monkey’s head.”).

Foundational Skills

Uses senses to explore people, objects, and the environment.

Begins to develop self-care skills.

PK Guidelines

PK-IX.C.2 Child practices good habits of personal health and hygiene.

PK-III.A.1 Child engages in prereading and reading-related activities.

Kindergarten TEKS

Health K.4.B Name major body parts and their functions.

Differentiation & Extensions

PK3—Provide a monkey body part chart for children to refer to when playing the game.

Kinder—Students can write their own monkey books.

washing station



Activity/Idea

Washing Station—Provide an area with a tub for students to wash plastic animals. Include washcloths, sponges, etc.

Foundational Skills

Sorts living and non-living things by their attributes.

Notices expressions of feelings in others.

PK Guidelines

PK-VI.B.1 Child observes, investigates, describes and discusses the characteristics of organisms.

PK-I.C.6 Child demonstrates empathy and caring for others.

Kindergarten TEKS

Science K.9.B Examine evidence that living organisms have basic needs such as food, water, and shelter for animals.

Differentiation & Extensions

If using water is not an options, use empty spray bottles or a piece from an old water hose that is cut short for students to pretend washing the animals.

DIY stethoscope



Activity/Idea

DIY Stethoscope—Made from headbands, ribbon and felt. Place in vet area for students to pretend they are checking the heart rate of the animals.

Foundational Skills

Notifies community helpers.

PK Guidelines

PK-VII.B.3 Child discusses the roles and responsibilities of family, school, and community workers.

PK-IX.C.3 Child identifies good habits of nutrition and exercise.

Kindergarten TEKS

SS K.7.A Identify jobs in the home, school, and community.

SS K.7.B Explain why people have jobs.

P.E. K.4.A Observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration.

Differentiation & Extensions

Extend the learning to the science center by adding a real stethoscope for children to explore and listen to each other's heartbeat.

vet receptionist

Vet Appointments 

Date:

8:00 a.m. _____

9:00 a.m. _____

10:00 a.m. _____

11:00 a.m. _____

12:00 p.m. _____

1:00 p.m. _____

2:00 p.m. _____

3:00 p.m. _____

4:00 p.m. _____

Early Childhood Education Division


Activity/Idea

Receptionist—Encourage students to take on roles in the vet clinic. Discuss what a receptionist does and provide a phone, clipboard, an old keyboard and an appointment sheet for this role.

Foundational Skills

Engages in early scribble writing; makes organized marks (pictures/writing).

PK Guidelines

PK-IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally share meaning.

PK-IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes.

Kindergarten TEKS

ELA K.15 Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.

Differentiation & Extensions

sorting band-aids



Activity/Idea

Sorting Band-aids—While in the vet clinic, students can practice their sorting skills by sorting band-aids by size.

Foundational Skills

Matches shapes, matches objects, names objects.

PK Guidelines

PK-V.E.1—Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

Kindergarten TEKS

Math K.8.A Collect, sort, and organize data into two or three categories.

other vet ideas



Pet Shop Materials



Organization/Follow the Picture



Vet jacket - large t-shirt cut
down the middle



DIY cages - use boxes with streamers
down the front to create a pet cage

spice bottles



Activity/Idea

Spice Bottles—Provide empty spice bottles for students to use in role play. Keep original labels or print labels for specific spices.

Foundational Skills

Recognize some familiar environmental signs or symbols; Distinguishes print from non-print.

Uses a variety of grips depending on the materials presented; Uses both hands together, but each is separate functions.

PK Guidelines

PK-III.A.3 Child recognizes that text has meaning.

PK-IX.B.1 Child shows control of tasks that require small-muscle strength and control.

Kindergarten TEKS

ELA K.1.A Recognize that spoken words can be represented by print for communication.

ELA K.15 Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.

Differentiation & Extensions

Twisting lids on/off provide fine motor practice for young children.

PK3/PK4—Students can practice matching lids with bottles. Place corresponding symbols for children who need scaffolding.

Kinder—Students can create their own spice labels. This could include making up their own spice, creating a logo and the ingredients.

grocery ads



Activity/Idea

Grocery Ads/Grocery list—Include grocery ads in the home center.

Foundational Skills

Recognizes some familiar environmental signs or symbols; Distinguishes print from non-print.

PK Guidelines

PK-III.A.1 Child engages in pre-reading and reading-related behaviors.

PK-III.A.3 Child recognizes that text has meaning.

Kindergarten TEKS

ELA K.1.A Recognize that spoken words can be represented by print for communication.

Differentiation & Extensions

PK3/PK4—Make grocery lists by drawing pictures.

PK4/Kinder—Make grocery lists by copying words and/or using invented spelling.



Foundational Skills

PK Guidelines

Kindergarten TEKS

Differentiation & Extensions

Kinder—Students can sort coupons by amount, expiration date, or grocery category (cleaning supplies, dairy, frozen, etc.).

family pictures



Activity/Idea

Family Pictures—Include family pictures in the home center area.

Foundational Skills

Shows awareness of relationship to family/community/cultural group.

Develops awareness of self as separate from others.

PK Guidelines

PK-VII.A.1 Child identifies similarities and differences between himself, classmates, and other children inclusive of specific characteristics and cultural influences.

PK-VII.A.2 Child identifies similarities and differences in characteristics of families.

Kindergarten TEKS

SS K.11.B Identify similarities and differences among people such as kinship, laws, and religion.

SS K.12.A Describe and explain the importance of family customs and traditions.

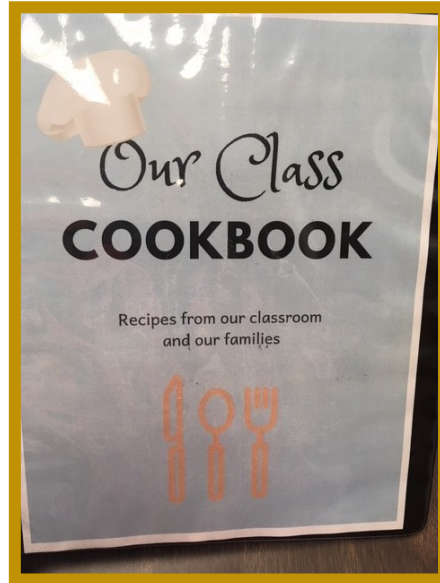
SS K.12.B Compare family customs and traditions.

Differentiation & Extensions

The pictures can be used as discussion starts to learn more about the families in the class.

- Who else in our class has a brother?
- I notice ____ has a baby sister. What are some things we might add to our home center if we were to add a baby to the family?

cookbook



Activity/Idea

Class Cookbook—Make a cookbook using cut out recipes from magazines, food boxes, etc. Invite families to send in favorite family recipes. Include recipes that children create.

Foundational Skills

Recognizes some familiar environmental signs or symbols; Distinguishes print from non-print.

PK Guidelines

PK-III.A.3 Child recognizes that text has meaning.

PK-III.E.2 Child demonstrates understanding of print directionality including left to right and top to bottom.

PK-IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

PK-IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes.

Kindergarten TEKS

ELA K.11.A Follow pictorial directions.

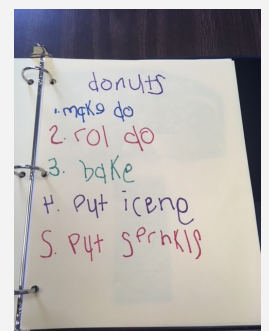
ELA K.15 Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.

Differentiation & Extensions

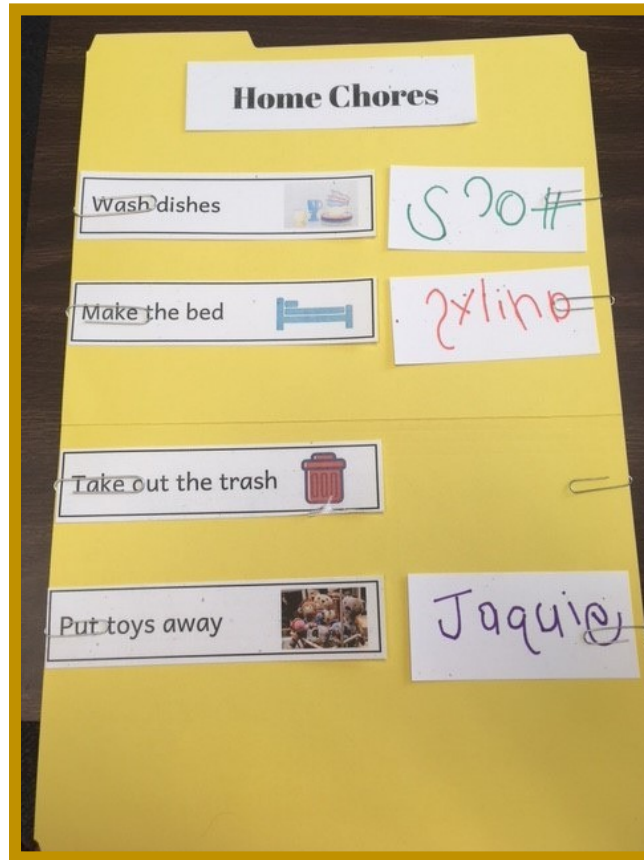
Encourage families to send their favorite family recipe(s) to add to the cookbook.

PK3—Provide simple 3-step recipes for children to follow as they pretend cook.

Kinder—Provide recipes with more steps for older children. Students can also write their own recipes to place in the cookbook.



chore board



Activity/Idea

Home Chore Board—Discuss what kinds of chores/jobs need to be done in a home. Generate a list and create a chore board that students can use in the home center.

Foundational Skills

Shows awareness of relationship to family/community/cultural group.

Recognizes some familiar environmental signs or symbols; Distinguishes print from non-print.

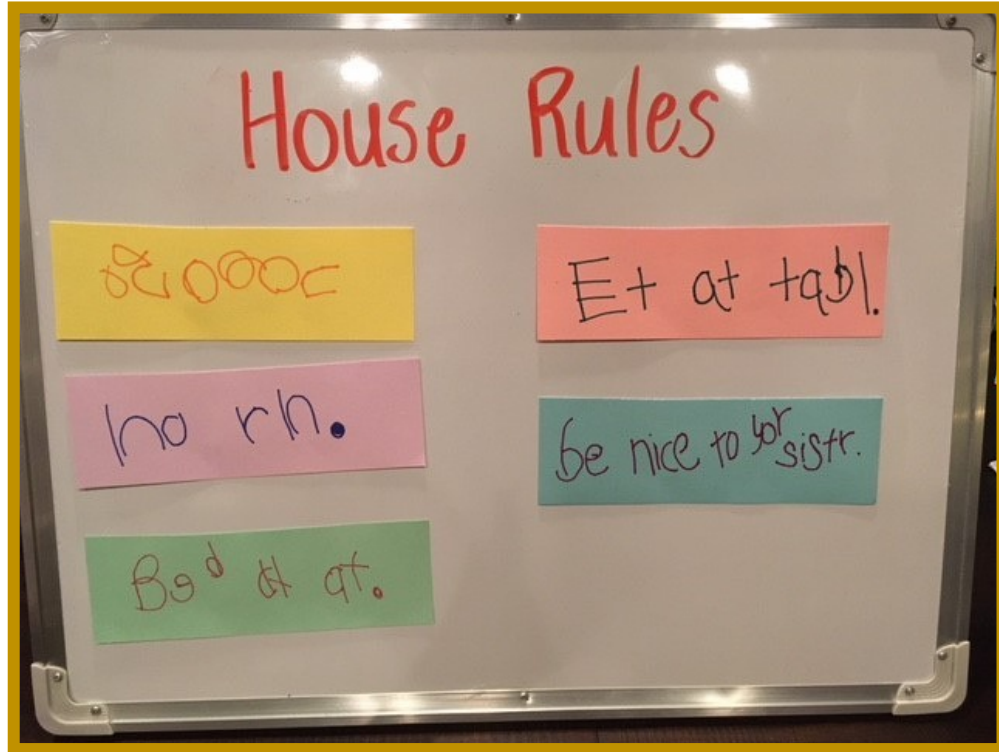
PK Guidelines

PK-VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.

Kindergarten TEKS

SS K.7.A Identify jobs in the home, school, and community.

home rules



Activity/Idea

Home Rules—Discuss the importance of rules in a home. Encourage students to share rules from their homes. Provide a rule board for students to interact with in the center.

Foundational Skills

Begins to understand safe and unsafe behaviors;

Develops understanding of simple routines, rules or limitations.

PK Guidelines

PK-VII.A.2 Child identifies similarities and differences in characteristics of families.

Kindergarten TEKS

SS K.8.B Identify rules that provide order, security, and safety in the home and school.

birthday box



Activity/Idea

Birthday Box—Discuss family celebrations. A common celebration in families are birthdays. Provide a birthday prop box for students to use in the center. Add items to reflect family traditions as you learn more from the student and families.

Foundational Skills

Shows awareness of relationship to family/community/cultural group.

PK Guidelines

PK-VII.A.1 Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.

Kindergarten TEKS

SS K.12.A Describe and explain the importance of family customs and traditions.

SS K.12.B Compare family customs and traditions.

Differentiation & Extensions

Learn about students' family customs. Incorporate these into the dramatic play center for year-long use.