

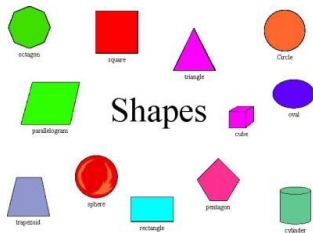


A Hike through the Guide

Take a copy of A Hike through the Guide.

Work together to answer the questions.

We will go over the answers when we gather back together.



The Shape of Things

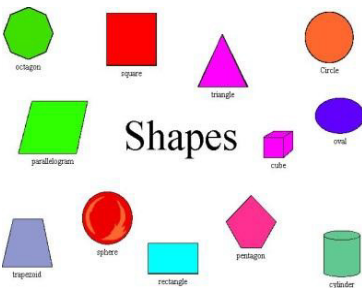
1. Take a quick glance through activity 1 in your guide, pages 19-25.
2. Make yourself a pair of binoculars so that you can look more closely at things inside and outside. Try them out!

What are some things that you should do before this activity to help children learn about binoculars and/or making observations outside?

What are some other the children might be able to use their binoculars?

What are some things you can say to the children as they are both making their binoculars and while they are using their binoculars to support their learning?

Once children make observations, what are some ways to use those as a group?



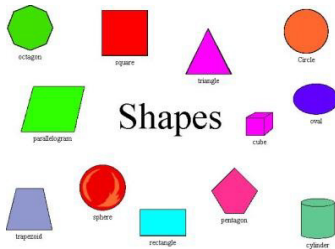
The Shape of Things

1. Take a quick glance through activity 1 in your guide, pages 19-25.
2. Make yourself a shape bracelet as described on page 20.

What are some things that you should do before doing this activity that will help the children be prepared?

What are some ways you can extend this activity? (Ideas for related follow up activities.)

What are some things you can say to the children as they are doing the activity that will support their learning?



The Shape of Things

1. Take a quick glance through activity 1 in your guide, pages 19-25.
2. Experiment with tangrams and/or twigs as described on page 24.

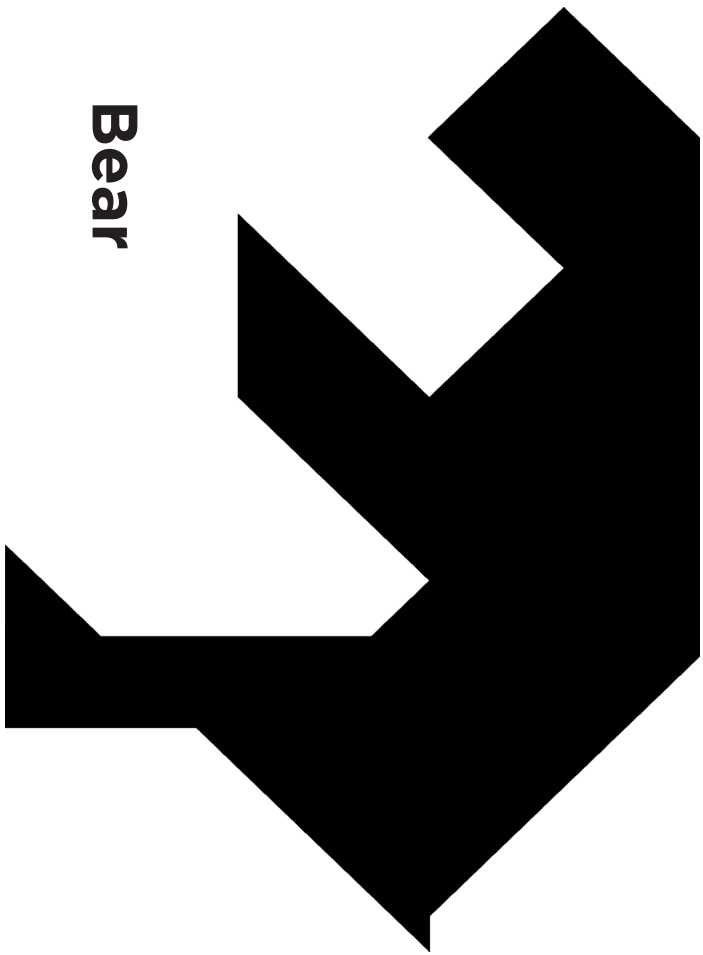
How could this activity work with your students?

What are some ways you can extend this activity? (Ideas for related follow up activities.)

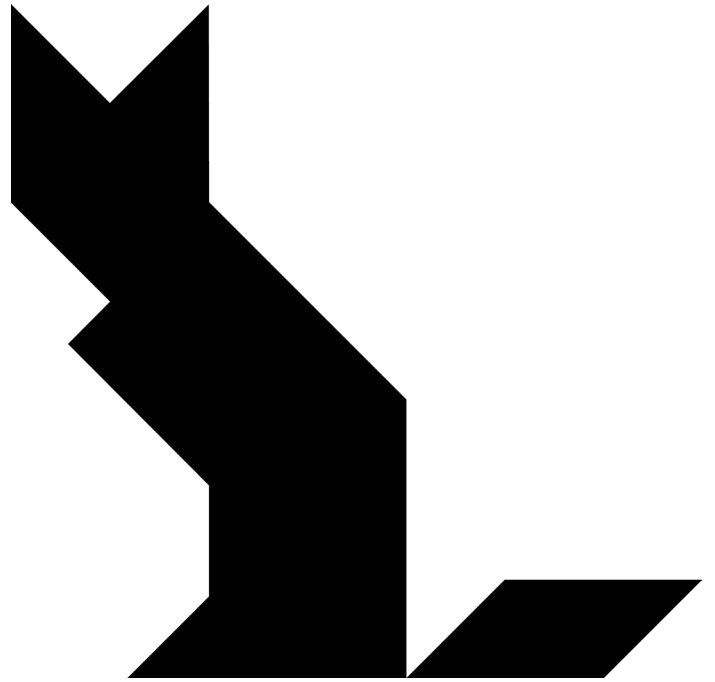
What other ways might tangrams be used in an early childhood setting?

What are some ideas for how tangrams might be used as a way to involve parents/caregivers as partners in their children's learning?

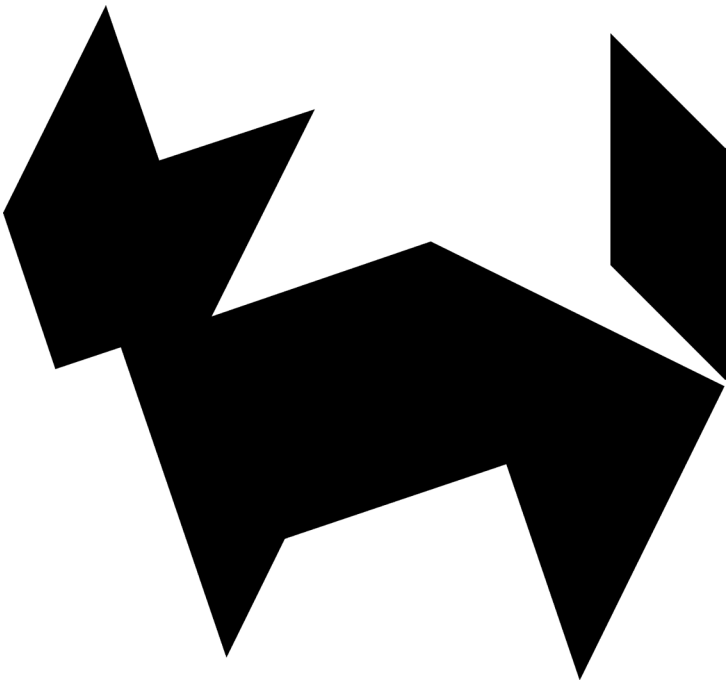
Bear



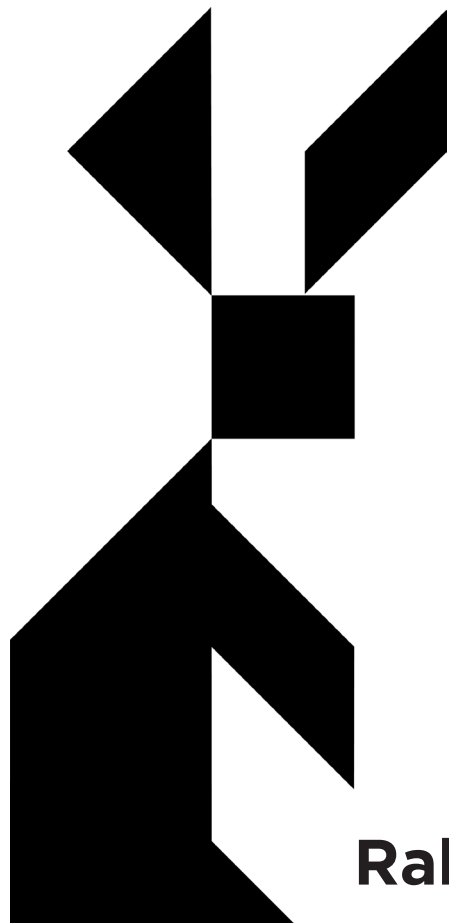
Cat



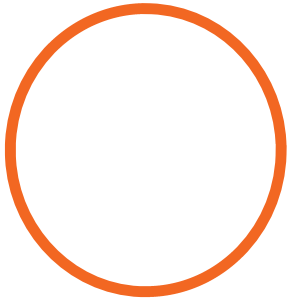
Fox



Rabbit



Can you make a



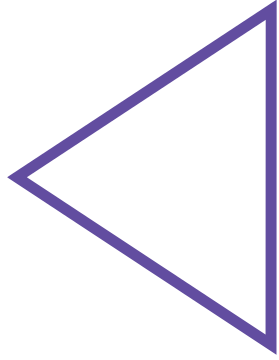
circle?

Can you make a



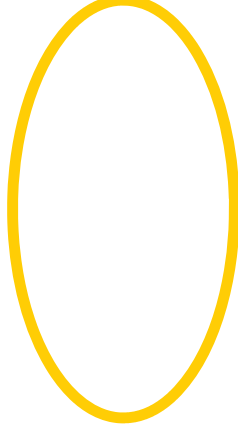
square?

Can you make a



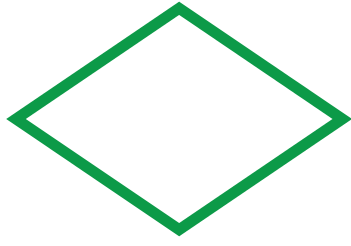
triangle?

Can you make an



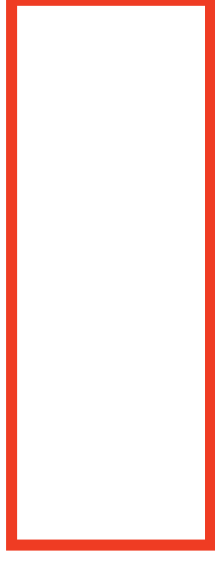
oval?

Can you make a



diamond?

Can you make a



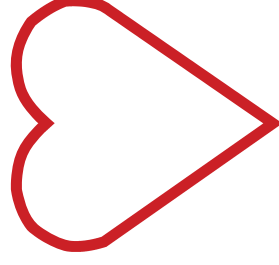
rectangle?

Can you make a



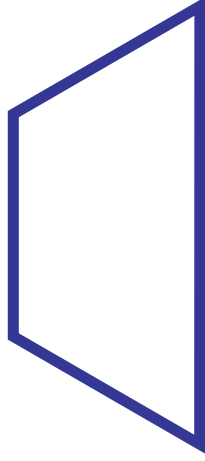
star?

Can you make a



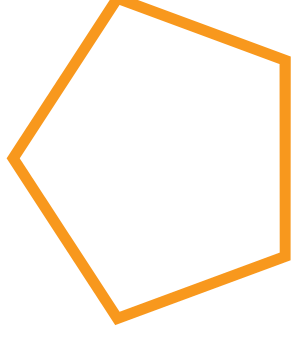
heart?

Can you make a



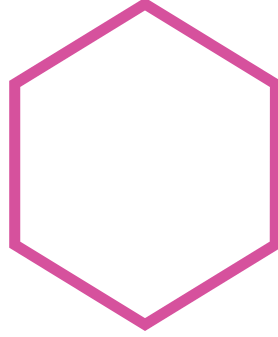
trapezoid?

Can you make a



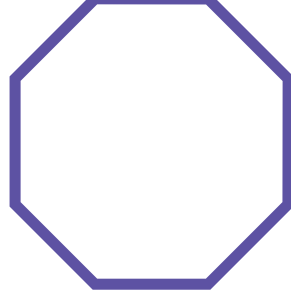
pentagon?

Can you make a



hexagon?

Can you make an



octagon?



Sounds Around

1. Take a quick glance through activity 2 in your guide, pages 26-32.
2. Try the activity “Discovery Table; Matching the Sounds” found on page 30.
3. Can you match the eggs that have the same sound?
4. Can you guess what is inside each egg?

What are some things that you should do before this activity that will help the children be prepared?

What are some ways you can extend this activity? (Ideas for related follow up activities.)



Get in Touch with Trees

1. Take a quick glance through activity 3 in your guide pages 33-39.
2. Try “Going on a Bear Hunt” on page 35 with your group.
3. Try sorting seeds described in “ Math and Manipulatives” page 37.

What are some things that you should do before doing this activity that will help the children be prepared?

What are some ways you can extend this activity? (Ideas for related follow up activities.)

How might you incorporate this activity in your classroom?



An Overview of the Seasons

1. Take a quick glance through activity 5 in your guide, pages 49-74.
2. Read Leaf Man by Lois Ehlert as described on page 52.
3. Try making something out of the leaves in this station.
 - 1) What are some things that you should do before this activity that will help the children be prepared?
 - 2) What are some ideas for how this activity can be used as a springboard for communicating with/involving parents and caregivers?



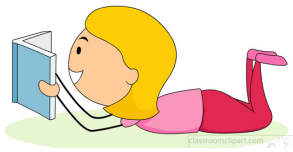
Adopt a Tree

1. Take a quick glance through activity 8 in your guide, pages 69-74.
2. Play a memory game with leaves as described on page 73. First try simply matching, then try matching the leaf with its name.

What are some things that you should do before doing this activity that will help the children be prepared?

What are some ways you can extend this activity? (Ideas for related follow up activities.)

What are some things you can say to the children as they are doing the activity that will support their learning?



Music & Literature

There are many wonderful books listed for use with the activities throughout the guide. Many of these may be new to you.

- 1) Use this time to read through any books at this station that are new to you or that you have not read recently. Can you find which activity in the guide this book is suggested to be used with?
- 2) As you read through the book, think of examples of good questions you can ask the children as you are reading the book that will involve them in the story. Try to think of open-ended questions with no right or wrong answers, questions that will prompt the children to try to predict what might happen next in the story or questions that will prompt the children to try to imagine what the character(s) in the story are feeling (if appropriate).