

## Unit Objectives:

- Implement a daily routine that includes a HWT experience during Circle Time
  - Implement a daily routine that includes a HWT experience during Learning Centers
  - Introduce wooden pieces and increase children’s familiarity with same.
- 

Each of the listed activities is required but the pace is at teacher’s discretion (within the dates/ranges noted below).

This means that teachers can determine which activities to offer each day, so long as the objectives listed above are met. Activities are arranged in a continuum, meaning that activity #1 should be implemented before #2 and so on, but once an activity has been introduced, it can and should be repeated often.

- **Implement the activities on page 1 during the weeks of September 7 and September 14.**
- **Implement the activities on page 2 during the weeks of September 21 and September 28.**
- **Implement the activities on page 3 during the week of October 5.**

**1. Circle Time - Hello Song (Track 7)**

Works on social skills and learning their left hand from their right hand! Have fun!

**2. Circle Time - Piece Intro**

Take time to introduce your HWT wooden pieces to your children including what they look like and what their names are (big line, little line, big curve, little curve).

**3. Circle Time - Tap, Tap, Tap (Track 19)**

Review the big line and little line with the children before the start of your song. Talk about how they are the same and how they are different. Then tap and sing through the song together.

(VIDEO SAMPLE: Tap, Tap, Tap Song Demo- <https://www.youtube.com/watch?v=MDogtwTyjmM>)

**4. Teacher Led Center - Stacking Pieces**

Scatter 2-3 of sets of pieces on the rug in front of you. Talk about the pieces, using their proper names and narrate through the activity. For example, “I have a big line”, lay it down in front of you. “I found another big line”, stack it on top of the other big line you found. “\_\_\_\_\_, I see you have found a little line. Can you find another little line to stack on top of your other little line, just like I did?” Continue with a variety of pieces.

**5. Circle Time - Golden Slippers (Instrumental- big lines) (Track 20)**

Hand each child 2 big lines to tap throughout the song. This is an imitation song, so have fun! When the music changes, be sure to change your movements as well. This is a great gross motor activity for children and further familiarizes their understanding of the wooden pieces.

**6. Independent Center - Polishing Pieces**

Scatter a variety of your wooden pieces in front of you on your carpet and take out a sock or small towel. As you pick up a piece, name it as you polish it with your towel or sock. Then separate it into one of 4 piles- Big Line, Little Line, Big Curve, Little Curve. Have your children take turns doing the same, naming each piece and placing it into the correct pile.

**Repeat at least 3 choices from activities #1 - #6, in addition to:**

**7. Circle Time - Guessing Bag**

Place all of the wooden pieces (big lines, little lines, big curves, little curves) in a bag. As children each take a turn grabbing a piece out of the bag, have them guess which piece it is before they take it out of the bag. Then, have them sort them into piles for the differing pieces. After a child places their piece in the correct pile, they then become the teacher, choosing the next child to grab a piece.

**8. Teacher Led Center - Let's Make Shapes**

Set out the shape cards in front of your children and discuss them. Then, use one example and walk your children through building it with the wooden pieces. Name each piece as you place it on the card. Then have your children try, naming each piece as they place it, and support as needed

**9. Circle Time - 10 Little Fingers (Track 16)**

Enjoy this fine-motor finger play song with your children!

**10. Circle Time - Crayon Song (Track 5)-** hand each child a crayon to participate in the song. During the song, practice dropping it and then picking it up with the proper grip.

(VIDEO SAMPLE: Proper Pencil Grip (song is used in large group, but can and should be sung as children work in small groups) - <https://www.youtube.com/watch?v=FwuLwaTeaOI>)

**11. Circle Time - Building Mat Man**

Use track 8 to build Mat Man with the children. Build him along with the song, on your own, as you show your children the first time. Then, play the song again and have the children participate.

(VIDEO SAMPLE: Building and Drawing Mat Man - [https://www.youtube.com/watch?v=1YiGf\\_0elw8](https://www.youtube.com/watch?v=1YiGf_0elw8))

**12. Independent Center - Mat Man**

Now that your children have learned how to build Mat Man, leave the pieces out on your circle time rug for them to practice building him themselves. You can also play track 8 for them to listen to.

**13. Circle Time - Copy Cat, Copy Cat (Patterning)**

- Take all of your wooden pieces, and begin a pattern for the children to build upon (Stick with ABA, AABA, or ABBA patterns- base difficulty on knowledge of children's skills).
- Talk about which pieces you used to make the pattern, as you point to each and name it.
- Then, take the first turn, to continue the pattern.
- Have children take turns building on the pattern, until each child has had a turn.
- When your pattern is complete, repeat your pattern aloud along with the children.
- \*\*As an extension, you can also have children make smaller patterns and work on them with a partner.

**14. Independent Center - Drawing Mat Man**

Have paper set out for children to draw their own version of Mat Man. This would be a good center to monitor, but not guide them through explicitly. Let them be creative. While you are there, narrate the different parts of Mat Man, as the children draw him. Make sure to keep asking if you have all of his pieces, to ensure he is complete!

**15. Circle Time - Skip to My Lou (Track 21)**

This is a fun song, which practices imitation skills, just as they do in HWT!

**Repeat at least 2 choices from activities #1 - #15, in addition to:**

**16. Circle Time - Positions in Space**

Refer to page 29 of your Teacher's Guide for detailed instruction. For this activity, every child will need either a Big Line or Little Line, as they act out every position you call out and demonstrate for them. This activity helps them develop a better understanding of up/down, under/over, side/around, etc.

**17. Teacher Led Center - Positioning Practice**

Give each child a small counting bear or two (or block) along with a basket. Call out a position that the bear should be in (ex: in front of the basket, underneath the basket, behind the basket, to the side of the basket). You can also have the children move the bear up, down, and other positions as well.

**18. Circle Time - Where do your letters start? (Track 1)**

Remind the children about how there is a special way to make each of the letters in the alphabet! Before starting the song, use movements to solidify children's understanding of where to start their letters on your blue mat, by pointing to the smiley face. Have fun with the song!

**19. Circle Time - Wooden Piece Pokey (Track 25)**

Enjoy dancing along to this gross motor movement song, as children move up, down, and all around! Hand each child a wooden piece (Big Lines if you have enough) to participate along with this song.

**20. Independent Center -Stacking & Sorting Pieces**

Scatter 2-3 of sets of pieces on the rug for children to sort. As children work on sorting the pieces, be sure to prompt them to use the correct name for each piece. For example, "I see you have a big line. Where will you stack it? Can you find another big line to stack on top of your other big line? Children can continue on, sorting through all of the wooden pieces until they are sorted and stacked.

**21. Circle Time - Alphabet Song (Track 2)**

The alphabet never gets old and it's always a good song to review with your children. Enjoy singing along to this song (even more than once if you like) with your children! When you finish, talk about the first letter in each child's name. See if they can guess it first!