

Changes Are Happening



Growing. Playing. Learning.



Keep in mind that any materials you might need a little bit more time to gather are featured in red.

Get Ready!

Ask parents/caregivers to send in baby pictures of their children for use on DAY 10 and during a school-age activity.

Flowers sprout. Children grow. Caterpillars turn into butterflies. Our next unit, “Changes Are Happening” focuses on all of the changes that take place in our world...including how people change as they grow and develop. During the course of this unit, the children will be honing their observation skills as they look for changes in themselves, their pets and things that are growing in the environment. Even metamorphosis will be a part of this exciting unit!

The activities included in this guide are merely a starting point and not an “end all.” Please incorporate your own activities and experiences you believe the children would enjoy and adapt those in this guide to better meet the unique needs of the children in your care. This is especially true of this unit which just begs to be individualized by you!

Don’t forget to email or send home a copy of the Family Letter with each child as you begin this theme. In addition, email or text the Digital Family Notes when you believe they would be the most beneficial. Most importantly, have fun!

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Program Symbols for Developmental Areas

 = Language Development

 = Literacy Knowledge

 = Math Knowledge

 = Science Knowledge

 = Logic & Reasoning

 = Social Studies Knowledge

 = Social & Emotional Development

 = Music & Creative Arts

 = Physical Development & Health

 = Approaches to Learning

Get Moving!

Activities with this icon help you address the goals of the Let’s Move! Child Care campaign (www.letsmove.gov).



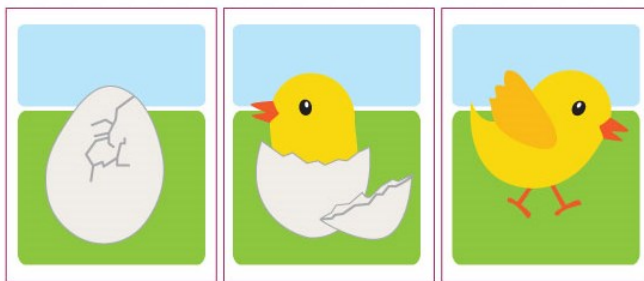
Activities with the sunshine icon may be done outdoors if you desire.



This icon helps you quickly locate some of the activities that address Character Education included in this unit

2 Week/10 Day Planning Grid

All the daily experiences are included on this grid so you know EXACTLY what is planned for each day.



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Exploring Together: My Body Is Growing (p.4) Center/Small Group: You Are So Tall! (p.5) Center/Small Group: Too Big? Too Small? (p. 5) Infants: I Am Growing (p. 5)	Exploring Together: Look What I Can Do! (p. 6) Center/Small Group: Push and Pedal (p. 7) Center/Small Group: Look What I Made! (p. 7) Infants: Clapping Together (p. 7)	Exploring Together: Pets Grow & Change (p. 8) Center/Small Group: Puppies & Kitties On the Move (p. 9) Center/Small Group: Woof! Meow! (p. 9) Infants: Little Doggie (p. 9)	Exploring Together: And Out Came a... (p. 10) Center/Small Group: A Long, Long Caterpillar (p. 11) Center/Small Group: Creating Caterpillars (p. 11) Infants: Butterflies Flying (p.11)	Exploring Together: What Happens First? (p. 12) Center/Small Group: Butterfly Match (p. 13) Center/Small Group: Beautiful Butterflies (p. 13) Infants: Fly, Little Butterfly (p. 13)
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Exploring Together: From Tadpole to Frog (p. 14) Center/Small Group: Hop, Hop, Stop! (p. 15) Center/Small Group: Wet Froggy Fun (p. 15) Infants: Hop, Hop, Little Frog (p.15)	Exploring Together: What's Hatching? (p. 16) Center/Small Group: Out Comes... (p. 17) Center/Small Group: Together. Apart. (p. 17) Infants: Egg Painting (p. 17)	Exploring Together: From Seed to Plant (p. 18) Center/Small Group: Sprout Spotting (p. 19) Center/Small Group: Sprouting Seeds (p. 19) Infants: Seed Sensory Bottle (p.19)	Exploring Together: Seasons Change (p. 20) Center/Small Group: Not It Is...A Game (p. 21) Center/Small Group: My Favorite Season (p. 21) Infants: Warm and Cold (p.21)	Exploring Together: So Many Changes! (p. 22) Center/Small Group: Growing Hands & Feet (p. 23) Center/Small Group: Tell Me About Changes (p. 23) Infants: One More Time...Please (p. 23)

School-Age Activities:

When I Was Two... (p. 24)

How Did You Change?

How Will You Change? (p. 24)

Butterfly Art (p. 25)

Tadpole, Tadpole, Frog (p. 25)

Move the Eggs (p. 26)

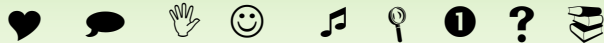
Our Tree (p. 26)

DAY 1

Theme: Changes Are Happening

Today's Focus: How Are We Changing?

Developmental Areas Addressed Today:



Be Healthy & Safe!

When choosing food to serve to children, read labels! If the ingredient list includes things you do not recognize or cannot pronounce, the food may not be the healthiest choice.

Teaching Tip of the Day

Teach children resilience to encouraging their efforts when trying new, or difficult, tasks.

Transition Time

Sing the song, "We Are Growing" (p. 33) as children move from activity to activity today.

Get Moving!

Exploring Together: My Body Is Growing

(all ages,)

Materials:

- ☐ **Baby shoe**
- ☐ Ruler

- The purpose of this experience is to introduce children to the concept that their bodies are growing and changing every day. During the course of this experience, the children will have the opportunity to use their senses to gather data. In addition, they will be exposed to measurement in a meaningful way. An action song then brings the activity full circle by adding an element of music and movement.
- Sit on the floor with the baby shoe. Take off your own shoe and try to put the baby shoe on your foot. As children notice, invite them to share why they think your foot will not go into the baby shoe. Then, invite the children to take turns trying on the shoe. Does it fit on their feet? Why not? Use this demonstration to introduce the new unit, "Changes Are Happening." Talk about how the children's feet are growing and changing as they get older. Are their hands growing? What about their tummies? Their arms? Help the children recognize that their bodies are growing and changing in many ways as they get older.
- Next, use a ruler to measure the baby shoe and then each child's foot. Which measurement is bigger? Compare and contrast the size of the children's feet. Do those children who are older have larger feet (in general)? Then, sing the song, "We Are Growing" (p. 33) and invite the children to participate in the motions as you sing. Once more verbal children know the words, they may choose to sing along as well.

Today's Vocabulary

Use some of these words in conversations with children today!

growing **changing**
bigger **physical**



As younger children participate in activities today, model language by...

- Using words such as **growing**, **changing**, **bigger** and **physical** and as children complete activities.
- Describing measurements while plotting children's height on a growth chart (p. 5).
- Engaging children in conversations as they put on clothing and shoes in different sizes (p. 5).

Questions to Spur Thinking

- Why do you think this shoe will not fit on my foot?
- Do you think this shoe will fit on your foot? Why or why not?
- What parts of your body are growing?
- How big do you think your foot is?
- Who do you think has the biggest foot? Smallest foot?
- How tall do you think you will be when you are grown up?



You Are So Tall!

(Toddlers–4 years, 🖐️ 😊 ❤️ 📏 🔍 💬)

Materials:

- ☐ **Prepared Giraffe Growth Chart** (p. 36)
- ☐ Yardstick or measuring tape

- Children are often fascinated with how tall they are and how much they have grown. This experience is one you will begin today but can continue for many weeks to come. A growth chart is a fun way for children to explore measurement as well as literacy. It also opens the door for building background knowledge about growth and change.
- As soon as children notice the Giraffe Growth Chart, they will more than likely become curious! Gather near the growth chart with the yardstick or measuring tape. Invite the children to predict how you are going to use the measuring tool with the giraffe. Then, once they figure it out, have each child stand with his/her back to the giraffe. Use the yardstick or measuring tape to measure the each child's height. Mark the child's height and add his/her name and the measurement on the chart. This is an easy way to expose children to larger numerals and the concept of measurement in a meaningful way. Repeat this process with each child.
- Advanced preschoolers should be able to write their own names on the growth chart with assistance from you. Name letters while writing.

Keep the growth chart up and measure the children several times over the next few weeks.

I Am Growing

(Infants, 🗣️ 🖐️ 🎵 ❤️)

Materials:

- ☐ None needed

- Actions songs are a fun way to promote bonding with infants while helping them build motor skills at the same time. In addition, because songs incorporate a variety of vocabulary, they are excellent for building receptive language skills.
- Hold the infant in your lap and sing the following song. Raise the infant's arms as you sing about growing tall.

YOU ARE GROWING
(tune: "Ten Little Indians")

You are growing, oh, so tall!
You are growing, oh, so tall!
You are growing, oh, so tall!
Look how tall you are!

Day 1 - Center/Small Group Activities

Questions to Spur Thinking

- *How do you think your height will change if we measure it again in a few weeks?*
- *How can you tell when something is too small? Too big?*

Too Big? Too Small?

(Toddlers–4 years, 🗣️ 😊 🖐️ 🔍 ? ❤️)

Materials:

- ☐ **Adult, teen, child, toddler and baby clothing in a clothesbasket** (whatever you have on hand...just make sure you have different sizes)

- This hands-on experience invites children to explore how they've grown and how they will continue to grow. They will use clothing in different sizes for comparison. As the children try on the clothes, be sure to engage them in conversations. This is an excellent way to build background knowledge, vocabulary and so much more!
- Set out the clothesbasket filled with clothing. As children show interest, invite them to try on the clothing. Before the children attempt to put on each piece, encourage them to predict if they believe it will be too big, too little or just right. Then, as the children put on the clothing, talk with them about whether or not their predictions were correct.
- This is the perfect way for them to recognize how much their bodies have grown and changed since they were babies and how much they will continue to grow until they are adults.
- Advanced preschoolers should be able to accurately predict which clothing will be too small, which will be too big and which will be just right!

Your Own Activities

School-Age Activities

I Am Growing and Changing

If you have school-age children in your care, use these experiences with them as desired. Most require little preparation and can be implemented with just a few children. In addition, all of them can be extended to last more than one day.

When I Was Two...



Materials:

- ☐ **Each child's height when he/she was two years old** (get this information from parents/caregivers ahead of time OR use measurements of 2-year olds in your program)
- ☐ Tape measure
- ☐ Large sheet of white paper, markers
- School-age are more than likely very aware of how their bodies have changed since they were babies and toddlers. This experience utilizes data to help children evaluate, on an analytic level, exactly how much they've grown. During the course of this experience, the children will analyze data, make comparisons and share ideas verbally with others.
- To begin, pose the question, "How much taller do you think you are now than when you were two years old?" Write down the children's predictions on a piece of paper. Next, have the children help create a simple graph by printing their names across the bottom and ascending numerals on the left-hand side. Now, have the children draw bars above their names to show their heights at age two. Then, measure the children individually and have them draw a second bar next to the first one to show their height today. The difference between the two bars will be how much they've grown. Compare these results to their predictions.
- EXTEND FOR ANOTHER DAY:** On another day, have the children compare their weights in the same fashion. You will need to get each child's weight at age 2 from his/her parents/caregivers ahead of time.

Questions to Spur Thinking

- How much taller do you think you are now than when you were two years old?
- How tall do you think you are now?
- How did making this graph help us figure out how much you grew?
- How tall do you think you will be when you are a grown up?
- Which baby picture do you think is yours?
- How are you different now from when you were a baby?
- How are you the same?
- What do you think you will look like when you are very, very old?
- Tell us about your creation.

People Change as They Grow Older

How Did You Change? How Will You Change?



Materials:

- ☐ **A baby picture of each child**
- ☐ White paper, crayons/markers/colored pencils
- This experience challenges children to utilize their skills of observation, compare/contrast and make predictions. In addition, it contains an element of art and writing as well.
- To begin, spread out the baby pictures. See if the children can each find their own pictures. Then, invite the children to take turns talking about how they are the same (and different) from when they were babies. Next, challenge the children to think about what they might look like when they are very, very old. Provide the children with white paper and art tools they can use to draw self-portraits of when they are very old. They can also write descriptions on their art. When everyone is finished, invite each child to share his/her creation with the group. Don't forget to invite the group to ask questions of the artist as well!
- EXTEND FOR ANOTHER DAY:** Because of the amount of writing and drawing involved in this experience, it may very well take more than one day to complete.

Learning Indicators Addressed By Activity

Theme: Changes Are Happening

	Exploring Together	Small Group	Small Group	Infant
DAY 1	My Body is Growing LD1, LD2, LD3, LD4, AL3, SE2, SE3, SK1, SK3, PD4, PD5, MK5	You Are So Tall! LD1, LD2, LD3, LD4, AL1, AL3, SE2, LK3, LK5, SK1, SK3, MK1, MK5	Too Big? Too Small? LD3, LD4, AL2, PD5, SK1, SK2, SK3, PD5, LR1, SE2	I Am Growing LD1, LD2, SE1, PD5, CA1
DAY 2	Look What I Can Do! LD1, LD2, LD3, LD4, SE2, SE3, PD5, SK1, SK3, LR1, LK1, CA4, SS4, AL3	Push and Pedal LD3, LD4, AL2, SE2, SE3, LR1, PD4	Look What I Made! PD5, LD3, LD4, SE2, CA3, AL1, AL2	Clapping Together LD1, LD2, PD5, SK1, SE1, LK1
DAY 3	Pets Grow & Change LD1, LD2, LD3, LD4, SE2, SE3, SK1, SK3, LK1, SS1, SS4, CA1, CA4, PD4	Puppies & Kitties On the Move LD3, LD4, AL3, PD4, MK3, CA4, LR1, LR2, SE2, SE3	Woof! Meow! PD5, LD3, LD4, SE3, CA4, SK1, MK4, LR1, AL3	Little Doggie SE1, PD5, LD1, LD2, SK1, SK3, LK1
DAY 4	And Out Came a... LD1, LD2, LD3, LD4, SE2, SE3, PD5, CA1, CA4, SK1, SK3, MK2, LK1, AL3	A Long, Long Caterpillar LD3, LD4, SE2, MK5, LR1, LR2, SK1, PD5	Creating Caterpillars LD3, LD4, AL1, AL2, PD5, CA3, LR1, LR2, SK1, SK3, SE2	Butterflies Flying LD1, LD2, SK1, SK3, CA1, SE1
DAY 5	What Happens First? AL3, PD4, SE2, SE3, SK1, SK3, CA1, CA4, LK1, LD1, LD2, LD3, LD4, MK2, LR1	Butterfly Match SE2, PD5, AL1, AL2, MK6, LK3, SK1, SK3, LD3, LD4	Beautiful Butterflies LD3, LD4, SE2, PD5, SK1, SK2, SK3, LR1, LR2, CA3, AL1, AL2	Fly, Little Butterfly LD1, LD2, PD5, SE1, CA1
DAY 6	From Tadpole to Frog AL3, SE2, SE3, PD4, SK1, SK3, LK1, LD1, LD2, LD3, LD4, CA4, MK2	Hop, Hop, Stop! AL3, SE3, LR1, LR2, CA4, LD3, LD4, PD4	Wet Froggy Fun PD5, SE2, SE3, MK6, SK1, SK2, SK3, AL2, AL3, LD3, LD4, LR1, LR2	Hop, Hop, Little Frog LD1, LD2, SE1, CA1, PD4
DAY 7	What's Happening? LD1, LD2, LD3, LD4, PD5, SE2, SK1, SK3, LK1, AL3, MK2	Out Comes... LD3, LD4, AL3, SE2, SE3, CA1, CA4, SK1, SK3, PD4	Together. Apart. AL2, PD5, SE2, SE3, LR1, SK1, LD3, LD4	Egg Painting LD1, LD2, SK1, CA3, PD5, SE1
DAY 8	From Seed to Plant AL3, LD1, LD3, LD4, LD4, SK1, SK2, SK3, LR1, CA1, CA4, LK1, SE2, SE3, PD4	Sprout Spotting LD3, LD4, AL3, PD4, SK1, SK3, SE2, SE3, LK3, LK4, LK5	Sprouting Seeds PD5, LD3, LD4, SE2, LR1, SK1, SK2, SK3, MK1, LK3, LK4, LK5	Seed Sensory Bottle LD1, LD2, SK1, PD5, SE1
DAY 9	Seasons Change AL3, SE2, PD5, SK1, SK3, LK1, LR1, CA1, CA4, LD1, LD2, LD3, LD4, SS2	Now It Is...A Game LD1, LD2, LD3, LD4, SE2, SE3, CA4, SK3, LR1, AL3, LD3, LD4	My Favorite Season PD5, SE2, AL2, SK1, SK3, CA3, LD3, LD4	Warm and Cold LD1, LD2, SE1, SK1, PD5
DAY 10	So Many Changes! AL3, LD1, LD2, LD3, LD4, SE2, SE3, PD4, PD5, SK1, SK3, MK3, MK6, LR1, CA1, CA4, LK3	Growing Hands & Feet SE2, AL3, PD5, LK3, LK4, LK5, SK1, SK2, SK3, CA3, LD3, LD4	Tell Me About Changes AL1, SE2, PD5, CA3, LK2, LK3, LK4, LK5, LD3, LD4	One More Time...Please LD1, LD2, SE1, CA1, LK1

For a full list of learning indicators, please see the Gee Whiz Education User's Guide.

School-Age Activities (p. 24-26 of Teaching Guide)

When I Was 2... – LD1, LD2, LD3, LD4, AL3, SS4, LK3, LK4, LK5, SK1, SK2, SK3, MK1, MK5, SE2, LR1

How Did You Change? How Will You Change? - AL3, SE2, PD5, SK1, SK2, SK3, LR1, CA3, LD1, LD2, LD3, LD4

Butterfly Art – LD1, LD2, LD3, LD4, SE2, SK1, SK3, PD5, LR1, LR2, MK6, AL2

Tadpole, Tadpole, Frog – LD1, LD2, LD3, LD4, SE2, SE3, PD4, CA4, SK1, SK3

Move the Eggs - LD1, LD2, LD3, LD4, SE2, SE3, AL1, AL2, AL3, LR1, LR2, LK3, PD4, PD5, SK1, SK3

Our Tree – LD1, LD2, LD3, LD4, SE2, SE3, PD5, SK1, SK3, LR1, LK3, LK4, LK5, AL3

Book List

Here is a list of books that compliment our theme, "Changes Are Happening":

999 Tadpoles by Ken Kimura

All About Dogs & Puppies by Laura Driscoll

Baby Faces by DK Publishing

Busy Kitties by John Schindel

Caterpillar to Butterfly by Laura Marsh

Caterpillars by Marilyn Singer

The Caterpillar and the Polliwog by Jack Kent

Changes: A Child's First Poetry Collection by Charlotte Zolotow

Dog by Matthew Van Fleet

From Caterpillar to Butterfly by Deborah Heiligman

From Tadpole to Frog by Kathleen Weidner Zoehfeld

Hi, Koo! A Year of Seasons by Robin Bernard

If I Could Keep You Little by Marianne Richmond

The Little Kitten by Judy Dunn

The Reason for the Seasons by Gail Gibbons

Snuggle Puppy by Sandra Boynton

The Very Hungry Caterpillar by Eric Carle

When I Grow Up by Mercer Mayer

The Wonderful Things You Will Be by Emily Winfield Martin

Yoda: The Story of a Cat and His Kittens by Beth Stern

WE ARE GROWING (tune: "Are You Sleeping?")

We are growing.

We are growing.

Yes, we are.

Yes, we are!

We are getting taller.

We are getting taller.

Yes, we are!

Yes, we are!

(children stretch up as tall as they can)

We are growing.

We are growing.

Yes, we are!

Yes, we are!

Our feet are getting bigger.

Our feet are getting bigger.

Yes, they are!

Yes, they are!

(children march around)

We are growing.

We are growing.

Yes, we are!

Yes, we are!

Our hands are getting bigger.

Our hands are getting bigger.

Yes, they are!

Yes, they are!

(children clap their hands)

Invite children to suggest additional body parts to add to the song such as legs, arms, etc. and then add more verses to act out.