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United States®
**Census
2020**

NEW MEXICO EARLY CHILDHOOD CENSUS TOOLKIT

Our Partners:





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OVERVIEW

In a little under a year, our nation will conduct the once-a-decade census, which is a population count of everyone in the United States. But this is not merely one more government program.

Did you know that the vital programs below and many others are funded based on Census data?

- **SNAP**
- **Head Start**
- **Child Care Mandatory and Matching Funds of the Child Care and Development Fund**
- **State Children's Health Insurance Program**
- **School Breakfast Program**
- **Child Food Program**
- **Childcare and Development Block Grant**

This is why it is so important for everyone involved in early childhood education to create awareness about the 2020 Census. Children under 5 years of age are at the greatest risk of being undercounted in the 2020 Census. The tools contained in this toolkit aim to equip directors, teachers, childcare workers, home visitors, and community members to effectively communicate the important message of the 2020 Census to preschoolers and their families.

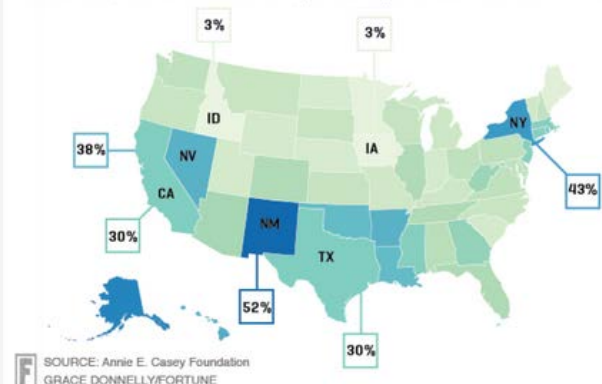
In this toolkit, you will find lesson plans for preschoolers designed by experienced early childhood educators. We have also included Family Census Night resources and helpful handouts. Other resources available include PSA videos targeting families with young children, coaching videos for some of the lessons' activities and youtube playlists containing the music in the lessons. We hope you find these resources helpful.

To view these companion videos and resources, visit <https://nmcounts2020.org>. Go to census.gov/schools for new Early Childhood resources starting in the fall 2019.



WHERE YOUNG CHILDREN ARE MORE LIKELY TO BE UNDERCOUNTED BY THE 2020 CENSUS

Factors like poverty, education, and income levels affect the chance of children being missed. The map shows the percentage of children under five in each state living in hard-to-count census tracts, which are defined as having census response rates of less than 73% in 2010.





EMERGENT CURRICULUM CENSUS LESSON PLANS

**Lessons on Family, Neighbors, Our State, Art,
Loose Parts/Provocations, & a Reggio Emilia-Inspired Lesson**



FAMILY

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photocopy, copy in digital form and quote
from this lesson plan for non-commercial use.

Approx. Time

5-10 MINUTE CIRCLE TIME
1 HOUR AT CENTERS

Skills Taught

UNDERSTANDING THAT FAMILIES CONSIST
OF DIFFERING MEMBERS
(I.E. 1 PARENT, 2 MOMS, 2 DADS,
GRANDPARENTS RAISING CHILDREN, ETC.)
FAMILIES CAN BE SMALL, MEDIUM OR
LARGE IN SIZE.
INTRODUCTION TO CENSUS PROCEDURES .

Objectives

IDENTIFY THE PEOPLE THAT LIVE WITH THEM.
MAKE A "ME" PUPPET, FAMILY COLLAGE TO
SHARE OR DRAW THEIR FAMILY ON A PAPER
FRAME.
UNDERSTAND THAT THE CENSUS INVOLVES
COUNTING PEOPLE.

Materials Required

Home Living—apron, tie, baby dolls, shoes,
oversized clothes, purses, cell phones, kitchen,
table, chairs

Library—family books

Art—assorted paper, crayons, colored pencils,
markers

Blocks—people, unit blocks, Lincoln Logs,
Magna Tiles

Writing Table—paper, pencils, pictured word
list, writing table and chairs or the students
create an F with stickers, yarn, sticks, etc.

Science—magnetic board, magnets, dry erase
marker

Math—plastic people or counters

Manipulatives—gingerbread cookie cutters and
clay

Music- family songs

TEACHER NOTES

Students must understand the following
key terms:

Family—those who live with me.

Counting—by rote

Census—is when people in your families
are counted and then money can be
given to schools, hospitals, those in need,
etc.

STUDENTS SHOULD BE ABLE TO

identify who lives with them.

Count to five.

KWL CHART OF A FAMILY

Find out what we "know"

What we "want" to know

What we have "learned"

What does a family look like?

Who lives in your house?

Who is in your family?

How many are in your family?

Is your family big or small?

How many live in your house?

EXTENSION IDEAS

USE PEOPLE PUPPETS AT CIRCLE TIME
DRAW EYES AND SMILE ON ONE HAND
FOR THE FINGER FAMILY SONG

(Coaching Video available)

PRINT OUT PHOTOS OR USE POSTERS
OF DIVERSE FAMILIES TO DISPLAY
HAVE FAMILIES COME IN TO WORK ON
FAMILY COLLAGE.

TAKING BUTCHER PAPER—HAVE
STUDENTS LIE DOWN AND DRAW
AROUND THEM. STUDENTS DRAW
CLOTHES, HAIR, FACE, ETC.










EXAMPLES OF FAMILY PORTRAITS IN
ART (I.E. THE ROULIN FAMILY PORTRAITS
BY VAN GOGH)

Weekly Lesson Plan

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Large Group	<p>Indicator: 7.1 (Enjoys Books)</p> <p>Activity & Strategy: Read aloud. Students listen to the <i>Everybody Counts!</i> storybook. The students count the people on each page. An open discussion takes place about counting the people that live with them.</p> <p>Question: Who lives with you?</p>	<p>Indicator: 7.4 (Recognizes Some Letters)</p> <p>Activity & Strategy: Read aloud. Students listen to the book: <i>ABC and You by Eugenie Fernandes</i></p> <p>Go through the sounds each letter makes.</p>	<p>Indicator: 6.1 (Converses in 2 phrases)</p> <p>Activity & Strategy: Students watch & sing the Family Finger song. Then the teacher draws faces on the kid's fingers.</p> <p>https://www.youtube.com/watch?v=mjFcrv6Lfx8</p> <p><i>Families, Families, Families!</i> by Suzanne & Mac Lang</p>	<p>Indicator: 12.1 (Sorting)</p> <p>Activity & Strategy: the teacher has the students' sort through Magna Tiles (or assorted items).</p> <p><i>Only One You by Linda Kranz</i></p>	<p>Indicator: 6.1 (Converses in 2 phrases)</p> <p>Activity & Strategy: Students create a home from Unit blocks for the people they are playing with at the circle rug.</p> <p><i>My Family book by Todd Parr</i></p>
Small Group	<p>Indicator: 13.1 (Creativity)</p> <p>Activity & Strategy: Me Puppet. Students create a puppet of themselves with a small paper plate, yarn hair, markers, googly eyes, glue and scissors, or draw their family on a paper frame.</p>	<p>Indicator: 8.3 (Writing)</p> <p>Activity & Strategy: The Letter F. Students are introduced to the letter F and how to form the letter F with sticks, stickers, etc.</p>	<p>Indicator: 9.2 (Counting)</p> <p>Activity & Strategy: Count 'em Up. Students count the family members in a family photo.</p> <p>Question: How many are in your family?</p>	<p>Indicator: 2.2 (Fine Motor)</p> <p>Activity & Strategy: Family Clay Molds. Students create families out of clay and family clay cutters. The teacher asks her students to create their family with the clay.</p>	<p>Indicator: 14.3 (Scientific Prediction)</p> <p>Activity & Strategy: Census. Students participate in a census at the carpet using the colors we wore to school. Magnets are used to represent the colors of the children on a magnetic board. We count the magnetic piles.</p>

Please help us communicate the importance of the Census to parents by sending home one or more of the handouts at the end of this toolkit. The sticker templates can be used to print stickers for kids to take home on their clothing.

CENTERS

<p><u>Blocks</u></p> <p>Indicators (Goals): 20.1 (Interacts with Peers)</p> <p>Additional plan: people, unit blocks, Lincoln Logs, foam or cardboard blocks, Magna Tiles</p> <p>Teacher support: Ask children about their ideas, intentions and plans as they make the household items for the family.</p> <p>Vocabulary Word(s): home</p> 	<p>Indicators (Goals): 13.1 (Creativity)</p> <p>Additional plan: small paper plates, yarn, googly eyes, glue, and tongue depressors or paper picture frames and markers or photo collage</p> <p>Teacher support: Pair up children according to skills and interests as they create a "me" puppet.</p> <p>Vocabulary Word(s): creating, me</p> 	<p><u>Math</u></p> <p>Indicators (Goals): 9.2 (Counting Objects)</p> <p>Additional plan: Count 'em Up Family Game, plastic people or family photo collage</p> <p>Teacher support: Demonstrate how to touch the family counters while counting 1, 2, 3, 4. (One to one correspondence) or count their family members in their photo collage.</p> <p>Vocabulary Word(s): counting</p> 
<p><u>Dramatic Play</u></p> <p>Indicators (Goals): 20.2 (Conflict Resolution)</p> <p>Additional plan: apron, tie, purses, baby dolls, oversized clothing, cell phones, list, clipboard, vest for census taker</p> <p>Teacher support: Make comments on children's actions as they work at home and take turns being a family member or the census taker who will count everyone in the home.</p> <p>Vocabulary Word(s): census taker</p> 	<p><u>Class Library</u></p> <p>Indicators (Goals): 7.1 (Enjoys Books)</p> <p>Additional plan: Everybody Counts Book and Family books</p> <p>Teacher support: Record children's ideas as they talk about their family and different families they know or hear about in our stories.</p> <p>Vocabulary Word(s): families</p> 	<p><u>Science</u></p> <p>Indicators (Goals): 14.3 (Scientific Prediction)</p> <p>Additional plan: Magnetic board, dry erase marker, magnetic pieces</p> <p>Teacher support: Offer hints and clues as we take a census at the carpet about the colors we wore. The magnets will represent the popular colors that we will count up.</p> <p>Vocabulary Word(s): statistics</p> 
<p><u>Manipulatives</u></p> <p>Indicators (Goals): 24.2 (Independence)</p> <p>Additional plan: family molds (or gingerbread cookie cutters), colored clay</p> <p>Teacher support: Offer additional materials to support problem solving for creating a house to live in for our clay family.</p> <p>Vocabulary Word(s): trade</p> 	<p><u>Music</u></p> <p>Indicators (Goals): 6.1 (Converses in 2 phrases)</p> <p>Additional plan: <i>Finger Family Song</i> https://www.youtube.com/watch?v=mjFcv6Lfx8I Love you (Barney Song) https://www.youtube.com/watch?v=Uq734_nZ7EO computer</p> <p>Teacher support: Acknowledge what children are doing or saying as they learn the songs.</p> <p>Vocabulary Word(s): finger, family, love</p> 	<p><u>Writing</u></p> <p>Indicators (Goals): 8.3 (Writing)</p> <p>Additional plan: The letter F</p> <p>Teacher support: Give directions on how to form the letter "F" when writing or make the letter F with stickers, ribbon, feathers, etc.</p> <p>Vocabulary Word(s): baby, toddler, preschooler</p> 

MUSIC

Family Finger Song

You and Me

by Francis England

I Love You, You Love Me Barney Song

I Love My Family Song

by Sesame Street

Our House

by Crosby, Stills, Nash and Young

We are a Family

by Jack Hartman

Family Tree

by Frances England

Counting Census Songs (Sung to the tune of "Twinkle, Twinkle Little Star")

Written by ValindaJo V. Barkley (2019)

Counting, counting everyone,
In my family is such fun.
Babies, toddlers, preK, too,
Mommies, Daddies even you.
Census taking helps our school,
Which is really great and cool.

Visit Valinda Barkley's Youtube Channel to access the complete playlist for this and other lessons:
https://www.youtube.com/channel/UCTYZwTgDI9Q8_PeURDSa_5g/playlists

BOOK LIST

EVERYBODY COUNTS!

BY SCHOLASTIC

ABC AND YOU

BY EUGENIE FERNANDES

ONLY ONE YOU

BY LINDA KRANTZ

I AM SPECIAL

BY KIMBERLY JORDANO

THE FAMILY BOOK

BY TODD PARR

I'M GLAD I'M ME!

BY FRANCES CARFI MATRANGA

SUPER TERRIFIC ME

BY STECK -VAUGHN EARLY LEARNING MODULES

FAMILIES, FAMILIES, FAMILIES

BY SUZANNE AND MAC LANG

FAMILIES

BY ANN MORRIS

WE ARE FAMILY

BY JOANNE NELSON





NEW MEXICO EARLY LEARNING GUIDELINES

ESSENTIAL INDICATORS (EI) ADDRESSED

2.2 (Fine Motor)
5.3 (Phonological Awareness)
6.1 (Converses-2 phrases)
7.1 (Interests in Books)
7.2 (Comprehension of Story Read Aloud)
7.4 (Concepts of Print)
8.3 (Early Stages of Writing)
9.2 (Uses Numbers and Counting)
12.1 (Sorts and Classifies)
13.1 (Creativity)
14.3 (Scientific Prediction)
19.1 (Cares for Personal and Group Possessions)
20.1 (Interacts with Peers)
20.2 (Conflict Resolution)
23.2 (Interest in Learning New Things)
24.2 (Develops Independence)

2.1a (develops manual coordination to use writing and crafting tools)
6.1 (The child communicates experiences, ideas, and feelings through speaking or American Sign Language)
7.2 (The child engages in activities that promote the acquisition of foundational reading skills.)

7.3b (Understands that print carries meaning.)
8.3 (Understands how to apply the early stages of drawing and writing to convey meaning.)
9.1 (Uses numbers and counting as means for solving problems and determining quantity.)
12.1 (Sorts, classifies, and groups materials with one or more attributes)
13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).
14.3 (Makes predictions and forms hypothesis.)
20.1 (Plays and interacts with various children, sharing experiences and ideas with others.)
20.2 (Uses and accepts negotiation, compromise, and discussion to resolve conflicts.)
21.2 (Accepts guidance from a variety of appropriate adults and seeks their support when needed.)
24.2 (Develops increasing independence during activities, routines, and play.)
25.3 (Role-plays to express feelings to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.)
27.1 (Focuses and completes a variety of tasks, activities, projects, and experiences.)



Neighbors

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Approx. Time

ONE-TO-ONE CORRESPONDENCE,
INTRODUCTION TO CENSUS,
COMPARING NUMBERS

Skills Taught

ONE TO ONE CORRESPONDENCE,
INTRODUCTION TO CENSUS PROCEDURES,
COMPARING NUMBERS

Objectives

IDENTIFY THE FAMILIES ON THEIR
STREET THAT LIVE NEXT TO THEM.
COUNT THE HOUSES ON THEIR STREET.

Materials Required

Home Living—Neighborhood background, clipboards, computer keyboard and monitor, pretend doorbell

Library—Neighborhood books

Art—Assorted paper, crayons, colored pencils, markers

Blocks—People, shoeboxes, cars, city rug

Writing Table—paper, pencils, pictured word list, writing table and chairs or the students create an N with stickers, yarn, sticks, etc.

Science—City map, computer

Math—Counters (pompoms, pipe cleaners, straws, blocks, rocks, sticks)

Manipulatives—Plastic people, Magna Tiles

Music—Bells, tambourines, rhythm sticks, computer

TEACHER NOTES

Students must understand the following key terms: Neighbors- those who live next door to me.

Counting- 1, 2, 3, 4, 5

Census-is when people in your families are counted and then money can be given to schools, hospitals, those in need, etc.

Street- the road with homes/apartments on one or both sides.

STUDENTS SHOULD BE ABLE TO

Identify who lives with them.

Count to five.

Know what the numbers 1, 2, 3, 4, 5 look like.

KWL CHART OF A FAMILY

Find out what we "know"

What we "want" to know

What we have "learned"

What does a neighborhood look like?

How many houses are on your street?

Is your house big (2 story, 1 story, split level)?

Do you live in a house, apartment, trailer, townhouse, condo etc.?

EXTENSION IDEAS

Count the houses in the block area

Count the houses on our neighborhood field trip

Neighborhood Paintings in Art

A Sunday Afternoon on the Island of La Grande Jatte by Georges Seurat

<http://mentalfloss.com/article/63510/15-things-you-might-not-know-about-sunday-la-grande-jatte-1884>

Neighborhood Block Party by Carole Spandau

<https://fineartamerica.com/featured/neighborhood-block-party-paintings-of-children-summer-street-scene-montreal-art-carole-spandau--carole-spandau.html?product=greeting-card>

Weekly Lesson Plan

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Large Group	<p>Indicator: 6.1 (Converses-2 phrases)</p> <p>Activity & Strategy: Play Dora the Explora Census clip https://www.youtube.com/watch?v=9E17zgAr6_E</p> <p>Talk about how everyone needs to be counted and why.</p> <p>This is called the census and how the Gov. gives money for schools, hospital, roads and much more.</p>	<p>Indicator: 6.1 (Converses-2 phrases)</p> <p>Activity & Strategy: Students see how we take a census at the carpet of hair and eye color.</p> <p><i>The Families of our Neighborhood by Taylyn Senec</i></p>	<p>Indicator: 25.3 (Role Plays)</p> <p>Activity & Strategy: Students role-play being a census taker in the neighborhood.</p> <p><i>Windows by Julia Denos</i></p>	<p>Indicator: 9.2 (Counting)</p> <p>Activity & Strategy: Students will compare the census information that we collected from both classes and count up all the numbers.</p> <p><i>From Here to There by Margery Cuyler</i></p>	<p>Indicator: 9.2 (Counting)</p> <p>Activity & Strategy: Students go on a mini field trip around our neighborhood to count the apartments, homes, etc. they see.</p> <p><i>My Community by Lee Aucoin</i></p>
Small Group	<p>Indicator: 7.2 (Reading Comprehension)</p> <p>Activity & Strategy: Read aloud</p> <p>Students listen to the story about neighbors.</p> <p><i>Meet the Neighbors! By Natalie Shaw</i></p> <p>Question: Do you have neighbors?</p>	<p>Indicator: 9.2 (Counting Items)</p> <p>Activity & Strategy: Take a census of the children in another class—</p> <p>One group will take the census of hair color</p> <p>One group will take the census of eye color.</p>	<p>Indicator: 12.1 (Sorting)</p> <p>Activity & Strategy: Students will take the Census information from another class and sort by categories. Then we will add it to the census information we took in our own class.</p>	<p>Indicator: 2.2 (Fine Motor)</p> <p>Activity & Strategy: Students create a city out of cereal boxes, shoeboxes and other small boxes in the block area.</p>	<p>Indicator: 27.1 (Focuses)</p> <p>Activity & Strategy: Students watch the youtube of <i>This is Where I Live</i> https://www.youtube.com/watch?v=3crdfjFfxjI</p>

Please help us communicate the importance of the Census to parents by sending home one or more of the handouts at the end of this toolkit. The sticker templates can be used to print stickers for kids to take home on their clothing.

CENTERS

<u>Blocks</u>		<u>Art</u>	<u>Math</u>
Indicators (Goals): 19.1 (Picks Up)	Indicators (Goals): 13.1 (Creativity)	Indicators (Goals): 9.2 (Counting objects)	
Additional plan: people, shoeboxes, cars, city rug	Additional plan: empty cracker or shoe boxes turned inside out and taped, paper for windows and doors (squares and rectangles), toilet paper and green tissue paper for trees.	Additional plan: Counting	
Teacher support: Offer additional materials to support children's actions in creating homes for their city.	Teacher Offer hints and clues as the students draw a neighborhood on a cereal or shoeboxes.	Teacher support: Ask children about their intentions, ideas and plans as they count their classmates in class or the houses in the neighborhood that they see on a mini fieldtrip around the school.	
Vocabulary Word(s): neighborhood 	Vocabulary Word(s): coloring 	Vocabulary Word(s): classmate, friend, pals 	
<u>Dramatic Play</u>	<u>Class Library</u>	<u>Science</u>	
Indicators (Goals): 20.1 (Interacts with Peers)	Indicators (Goals): 7.1 (Enjoys Books)	Indicators (Goals): 23.2 (Explores New Things)	
Additional plan: neighborhood background, clipboards, computer keyboard and monitor, pretend doorbell	Additional plan: Neighborhood books	Additional plan: city map, computer	
Teacher support: Explore and investigate alongside children as they go throughout our city and count the people everywhere.	Teacher support: Ask questions that provoke children's thinking about our neighbors on in our neighborhood.	Teacher support: Provide information about the houses on our streets by googling our own addresses on the Internet.	
Vocabulary Word(s): city 	Vocabulary Word(s): town 	Vocabulary Word(s): Albuquerque 	
<u>Manipulatives</u>	<u>Music</u>	<u>Phonics</u>	
Indicators (Goals): 25.3 (Role Plays)	Indicators (Goals): 27.1 (Focuses)	Indicators (Goals): 5.3 (Phonological Awareness)	
Additional plan: plastic people, Magna Tiles	Additional plan: musical instruments, iPod, phone or computer	Additional plan: N is for Neighbors	
Teacher support: Make comments that focus on children's actions as students create houses with Magna Tiles with people inside.	Teacher support: Add complexity to children's play by having students play their instruments to the song <i>This is Where I Live Song</i> on my computer. https://www.youtube.com/watch?v=3cndfjFfxjI	Teacher support: Provide specific feedback on the sound letter "N" makes. Students are encouraged to name words that begin with the letter "n" and to create the letter using stickers, dot markers, paper strips.	
Vocabulary Word(s): Santa Fe, Las Lunas, etc. 	Vocabulary Word(s): place, live 	Vocabulary Word(s): neighbor 	

MUSIC

Barney (neighborhood song)

It's a Beautiful Day in this neighborhood

Sesame Street

Who are the people in your neighborhood?

**This is where I live, where I live, where I live,
this is the place I call home**

Places in our neighborhood

Bingo: Neighborhood song (Spanish)

The Neighborhood Song and Spelling Chant

**Counting Census Songs ("Sung to the
tune of Twinkle, Twinkle Little Star")**

Written by Valinda Barkley (2019)

Counting houses on my block,
If you count, you really rock.
Every person in each house,
Babies, siblings, toddlers count.
Census taking helps our schools,
Which is really great and cool.

Visit Valinda Barkley's Youtube Channel to access the complete playlist for this and other lessons:
https://www.youtube.com/channel/UCTYZwTgDI9Q8_PeURDSa_5g/playlists

BOOK LIST

FROM HERE TO THERE

BY MARGERY CUYLER

THE FAMILIES OF OUR NEIGHBORHOOD,

BY TAYLYN SENECA

WINDOWS

BY JULIA DENOS

MY COMMUNITY

BY LEE AUCOIN

MEET THE NEIGHBORS!

BY NATALIE SHAW

MOVING TO THE NEIGHBORHOOD

BY ALEXANDRA CASSEL

DANIEL MEETS THE NEW NEIGHBORS

BY BECKY FRIEDMAN

A RIDE THROUGH THE NEIGHBORHOOD

BY MAGGIE TESTA

LET'S LEARN IN MY NEIGHBORHOOD

BY SCARLETT WING





NEW MEXICO EARLY LEARNING GUIDELINES

ESSENTIAL INDICATORS (EI) ADDRESSED

2.2 (Fine Motor)
5.3 (Phonological Awareness)
6.1 (Converses-2 phrases)
7.1 (Interests in Books)
7.2 (Comprehension of Story
Read Aloud)
7.4 (Concepts of Print)
8.3 (Early Stages of Writing)
9.2 (Uses Numbers and
Counting)
12.1 (Sorts and Classifies)
13.1 (Creativity)
14.3 (Scientific Prediction)
19.1 (Cares for Personal and
Group Possessions)
20.1 (Interacts with Peers)
20.2 (Conflict Resolution)
23.2 (Interest in Learning
New Things)
24.2 (Develops
Independence)

2.2 (Fine Motor)
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Group Possessions)
20.1 (Interacts with Peers)
20.2 (Conflict Resolution)
23.2 (Interest in Learning
New Things)
24.2 (Develops
Independence)



Our State

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Approx. Time

5-10 MINUTE CIRCLE TIME
1 HOUR AT CENTERS

Skills Taught

CENSUS TAKEN IN ANOTHER CLASSROOM
COMPARING NUMBERS
LEARNING WHAT MAKES OUR STATE GREAT

Objectives

LEARNING WHAT MAKES OUR STATE GREAT (I.E. STATE COOKIE, STATE BUTTERFLY, STATE QUESTION-RED OR GREEN? STATE AMPHIBIAN, STATE BIRD)
LEARNING WHERE OUR STATE IS LOCATED WITHIN THE UNITED STATES
LEARN THAT EVERYONE WITHIN OUR STATE NEEDS TO BE COUNTED FOR THE CENSUS.

Materials Required

Home Living: Cardboard cars, black butcher paper streets, students

Library: New Mexico & America books

Art: Salt dough map (flour, salt, water, measuring cup, bowl, spoon, rolling pin, NM map, cookie tray, oven

Blocks: people, small cars, U.S Felt Map

Writing Table: writing implements, paper, stickers, yarn, sticks to create the letters U or S.

Science: Magnetic board, magnets, dry erase marker, observe a Spade-foot Toad or Blue-tailed Lizard

Math: New Mexico map to count the cities

Manipulatives: Biscochito Recipe, ingredients, supplies, oven

Music: New Mexico and America Songs

TEACHER NOTES

Students must understand what makes our state great (i.e.state cookie, state question-red or green?, state amphibian) Where our state is located within the United States.

Learn that everyone in our state needs to be counted in the census.

STUDENTS SHOULD BE ABLE TO

Identify who lives with them.

Count to five.

Identify the numerals 1, 2, 3, 4, 5

KWL CHART OF OUR STATE

Find out what we "know"

What we "want" to know

What we have "learned"

Where is our state on a US map?

Whate states are near us?

How many states are there in America?

What states have you visited?

EXTENSION IDEAS

LOOK UP FAMOUS PLACES IN OUR STATE VIA THE INTERNET

LANDSCAPE PAINTINGS BY GEORGIA O'KEEFE

FIELD TRIP TO A FAMOUS LANDMARK OR CULTURAL EVENT IN OUR STATE

(WHITE SANDS, SHIPROCK, PETROGYLPHS NATIONAL MONUMENT, BALLOON FIESTA)

NATIONAL GEOGRAPHIC KIDS: NEW MEXICO

[HTTPS://WWW.YOUTUBE.](https://www.youtube.com/watch?v=IAMUKWNHD7E)

COM/WATCH?V=IAMUKWNHD7E VIDEO OF A CLAY UNITED STATES

[HTTPS://WWW.YOUTUBE.](https://www.youtube.com/watch?v=VIWT3TRDYA8)

COM/WATCH?V=VIWT3TRDYA8

COOKING







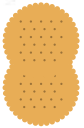


Students make and bake our state cookie- the Biscochito.

Weekly Lesson Plan

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Large Group	Indicator: 7.1 (Enjoys Books) Activity & Strategy: Read aloud <i>Good Night New Mexico</i> by Adam Gamble	Indicator: 7.4 (Recognizes Some Letters) Activity & Strategy: Read aloud <i>E is for Enchantment</i> by Helen Foster James	Indicator: 17.4 (Community, Family and Culture) Activity & Strategy: Students tell others about the 2020 Census and invite others to participate. <i>That's Me on the Map</i> by Brady Rymer https://www.youtube.com/watch?v=u65W7bePizM	Indicator: 23.2 (Explores New Things) Activity & Strategy: Students listen to <i>This Land is Made for You and Me</i> song while watching the youtube. https://www.youtube.com/watch?v=FeMLaQTWlgu On U.S. map show where New Mexico is.	Indicator: 5.1 (Follows Directions) Activity & Strategy: Read aloud <i>I am America and America is Me</i> by Charles R. Smith Jr. U.S. Map Show on the map where our families live. Example: My mom lives in CA but I live in NM.
	Night, <i>Night New Mexico</i> by Katherine Sully	The students listen to each letter and what they stand for.			
Small Group	Indicator: 27.1 (Focuses) Activity & Strategy: Students make the dough for our Biscochitos (New Mexico's state cookie).	Indicator: 5.1 (Follows Directions) Activity & Strategy: Students roll out the dough and use a circle cookie cutter to cut the dough and bake the Biscochitos cookies.	Indicator: 12.1 (Sorting) Activity & Strategy: Students sort the census numbers and compare them to the other classes.	Indicator: 13.1 (Creativity) Activity & Strategy: Students create their own map of our room on butcher paper using items in class depicting tables, rugs, and centers.	Indicator: 24.2 (Independence) Activity & Strategy: Students get to see our State Toad - the Spade Foot Toads up close to see how they got their name.
	Group 1 Take a census of eye color in the Kindergarten room.	Group 2 Take a census of hair color in another room			

Please help us communicate the importance of the Census to parents by sending home one or more of the handouts at the end of this toolkit. The sticker templates can be used to print stickers for kids to take home on their clothing.

CENTERS

Blocks Indicators (Goals): 20.2 (Conflict Resolution) Additional plan: small cars, felt U.S. Map, people Teacher support: Offer additional materials to support problem solving such as extra people or cars for play. Vocabulary Word(s): city 	Art Indicators (Goals): 2.2 (Fine Motor) Additional plan: salt/flour clay map of New Mexico, rolling pins, pizza cutter Teacher support: Ask students their intentions, ideas and plans as they make their state map. Vocabulary Word(s): New Mexico 	Math Indicators (Goals): 9.2 (Counting) Additional plan: U.S. Map Teacher support: Make comments that focus children's actions on counting the states they see on the U.S. map. Vocabulary Word(s): ten, twenty, thirty, forty, fifty 
Dramatic Play Indicators (Goals): 25.3 (Role Plays) Additional plan: states, signs, cardboard cars, monuments around our state (the 3 Sisters, Sandia Mountains, White Sands, Carlsbad Caverns, Ship rock, Bandelier National Monument, Petroglyphs National Monument) Teacher support: Refer children to one another for help as they work together in their cardboard car to drive throughout our state. Vocabulary Word(s): road trip 	Class Library Indicators (Goals): 7.1 (Enjoys books) Additional plan: New Mexico/America Books Teacher support: Explore and investigate alongside children as we read books about our state and country. Vocabulary Word(s): state 	Science Indicators (Goals): 24.2 (Independence) Additional plan: State Toads/Blue Whip tail lizard Teacher support: Make comments that focus on children's actions as they look at our state toads close up. *No touching as Toads/lizards carry Salmonella Vocabulary Word(s): spade foot toad, blue-tail lizard 
Cooking Indicators (Goals): 27.1 (Focuses) Additional plan: ingredients, kitchen supplies, oven, recipe Teacher support: Give specific feedback to students as they mix the ingredients for the Biscochitos. Vocabulary Word(s): classroom map 	Music Indicators (Goals): 23.2 (Explores New Things) Additional plan: computer, This Land is Your Land https://www.youtube.com/watch?v=FemLaQTWlgu Teacher support: Record children's ideas about what makes our state great. Vocabulary Word(s): country 	Writing Indicators (Goals): 8.3 (Writing) Additional plan: Letters Aa Teacher support: Demonstrate the correct way to write the letter Aa. Vocabulary Word(s): America 

SALT DOUGH RECIPE

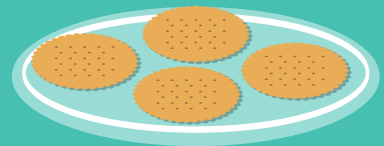
2 cups flour
1 cup salt
1 cup water



Print out the New Mexico state map and set it aside. Then mix the above ingredients in a bowl. Have the students roll out the dough onto the map and cut off the excess with a plastic knife. Air dry or bake in a oven at 250 degrees to dry out. Maps can be painted once dry.

BISCOCHITO RECIPE

<https://somethewiser.danoah.com/2014/12/biscochitos-traditional-new-mexican-cookies.html>



EXTRA RESOURCES

YOUTUBE

NATIONAL GEOGRAPHIC KIDS: NEW MEXICO

<https://www.youtube.com/watch?v=1AmukWnhd7E>

CLAY UNITED STATES

<https://www.youtube.com/watch?v=Viwt3TrdyA8>

MUSIC

NEW MEXICO'S ANTHEM

THIS LAND IS YOUR LAND

AMERICA, THE BEAUTIFUL

BY THE CEDARMONT KIDS

FIFTY FIFTY UNITED STATES SONG

PERRY COMO'S VERSION OF THE STATE SONG UNITED STATES

BY GEOGRAPHY

WE ALL SING THE SAME SONG

BY SESAME STREET

YOU'RE A GRAND OLD FLAG

BY THE KILBLOOMERS

Counting Census Songs ("Sung to the tune of Twinkle, Twinkle Little Star")

Written by Valinda Barkley (2019)

Counting, counting 1, 2, 3,
For the census don't you see.
In my family we all count,
No one has to be left out.
It helps our state and communities,
So everyone be counted please.

Biscochito Recipe

<https://somethewiser.danoah.com/2014/12/biscochitos-traditional-new-mexican-cookies.html>

YOUTUBE LINKS

NATIONAL GEOGRAPHIC KIDS: NEW MEXICO

<https://www.youtube.com/watch?v=IAmukWnhd7E>

CLAY UNITED STATES

<https://www.youtube.com/watch?v=Viwt3TrdyA8>

Visit Valinda Barkley's Youtube Channel to access the complete playlist for this and other lessons:
https://www.youtube.com/channel/UCTYZwTgDI9Q8_PeURDSa_5g/playlists

BOOK LIST

HELLO, NEW MEXICO

BY MARTHA ZACHOCK

GOODNIGHT NEW MEXICO

BY ADAM GAMBLE

NIGHT NIGHT, NEW MEXICO

BY KATHERINE SULLY

E IS FOR ENCHANTMENT

BY HELEN FOSTER JAMES

A IS FOR AMERICA

BY TANYA LEE STONE

I AM AMERICA AND AMERICA IS ME

BY CHARLES R. SMITH JR.

GOD BLESS AMERICA LYRICS

BY IRVING BERLIN

THE COLORS OF US

BY KAREN KATZ

THE LAND OF MANY COLORS

BY THE KLAMATH COUNT YMCA FAMILY
PRESCHOOL





NEW MEXICO EARLY LEARNING GUIDELINES

ESSENTIAL INDICATORS (EI) ADDRESSED

- 2.2 (Fine Motor)
- 5.1 (Focuses attention)
- 5.3 (Phonological Awareness)
- 6.1 (Converses-2 phrases)
- 7.1 (Interests in Books)
- 7.2 (Comprehension of Story Read Aloud)
- 7.4 (Concepts of Print)
- 8.3 (Early Stages of Writing)
- 9.2 (Uses Numbers and Counting)
- 12.1 (Sorts and Classifies)
- 13.1 (Creativity)
- 17.4 (Community, Family and Culture)
- 19.1 (Cares for Personal and Group Possessions)
- 20.1 (Interacts with Peers)
- 20.2 (Conflict Resolution)
- 23.2 (Interest in Learning New Things)
- 24.2 (Develops Independence)
- 25.3 (Role Plays)
- 2.1a (develops manual coordination to use writing and crafting tools)
- 6.1 (The child communicates experiences, ideas, and feelings through speaking or American Sign Language)
- 7.2 (The child engages in activities that promote the acquisition of foundational reading skills.)
- 7.3a (Shows an understanding of the basic concepts of print.)
- 7.3b (Understands that print carries meaning)
- 8.3 (Understands how to apply the early stages of drawing and writing to convey meaning.)
- 9.1 (Uses numbers and counting as means for solving problems and determining quantity.)
- 9.3a (Rote counts in sequence)
- 12.1 (Sorts, classifies, and groups materials with one or more attributes)
- 13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).
- 14.3 (Makes predictions and forms hypothesis.)
- 18.1 (Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).
- 20.1 (Plays and interacts with various children, sharing experiences and ideas with others.
- 19.1 (Cares for personal and group possessions))
- 20.2 (Uses and accepts negotiation, compromise, and discussion to resolve conflicts.)
- 21.2 ((Accepts guidance from a variety of appropriate adults and seeks their support when needed.)
- 24.2 (Develops increasing indepe



ART

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use.

Approx. Time

5-15 MINUTE CIRCLE TIME

1 HOUR AT CENTERS

Skills Taught

IMPORTANCE OF BEING COUNTED
PAINTINGS OF
CENSUS TAKING IN AMERICA
CHILDREN CAN BE SEEN
IN THE PAINTINGS

Objectives

LEARN THAT THE CENSUS HAS BEEN TAKEN IN THE
UNITED STATES SINCE 1790. LEARN THAT PEOPLE CAN
TAKE THE CENSUS ONLINE, BY PHONE, OR IN PERSON.
LEARN AND OBSERVE PAINTINGS OF CENSUS TAKERS.

Materials Required

Home Living—old computer & keyboard,
whiteboard, dry erase marker, made up 2020
badge, doorway, phones

Library— art and color books

Art—paints, oil pastels, colored pencils, clay,
glue, assorted paper, scissors, assorted yarn,
tapes, assorted buttons, ribbons, assorted
material, popsicle sticks, pom poms
Blocks—
plastic, wooden, cork, popsicle, or toilet paper
people

Writing Table—paper, pencils, colored pencils,
name cards, art vocabulary: portrait, landscape,
mixed media, paintbrush, colors, paints, etc.

Science—real white daisies, small cups,
scissors, red, yellow, blue food coloring

Math—beads, rocks, buttons, sticks, etc.

Manipulatives— mixing primary colors to make
secondary colors

Music—Color songs

TEACHER NOTES

Students must have a basic
understanding of the following
key terms:

Painting- a picture created by an
artist

Artist- a person who paints

Census Taker- a person who
counts the people I live with.

STUDENTS SHOULD BE ABLE TO

identify who lives with them.

Identify colors

KWL CHART OF A FAMILY

Find out what we “know”

What we “want” to know

What we have “learned”

Which paintings do you like
best?

How many people do you see in
the paintings?

How many children are there?

Can you see the census taker in
the painting?

EXTENSION IDEAS

WATERCOLOR STILL LIFE

DRAWING ON WET CEMENT WITH
COLORED CHALK

USE ASSORTED LARGE PAINT
BRUSHES TO PAINT OBJECTS
OUTSIDE

EXAMPLES OF FAMILY PORTRAITS
IN ART (I.E. THE ROULIN FAMILY
PORTRAITS BY VAN GOGH)










MAKE A PORTRAIT OF A FAMILY
MEMBER AT HOME

Weekly Lesson Plan

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Large Group	Indicator: 7.2 (Reading Comprehension) Activity & Strategy: Read aloud Students listen to the Everybody Counts! book. A discussion about people who go out and count families. <i>Discuss Edmonds census painting</i>	Indicator: 27.1 (Focus) Activity & Strategy: Students listen to the story called Press Here! By Herve Tullet. Students are encouraged to come up to the book to press the dots. <i>Discuss Goodrich's census painting</i>	Indicator: 6.1 (Converses-2 phrases) Activity & Strategy: Read aloud Colors by the Modern Museum of Art Students tell the teacher the colors they see in the paintings. <i>Discuss Rockwell's census painting</i>	Indicator: 13.1 (Creativity) Activity & Strategy: The students pretend to be a family and someone pretends to be a census taker. The teacher has them freeze so she can paint their portrait. <i>Discuss James' census painting</i>	Indicator: 14.1 (Senses) Activity & Strategy: The daisies are brought to the circle rug to talk about how the color water affected the flowers <i>Talk about which was their favorite Census painting</i>
	Indicator: 14.3 (Scientific Predictions) Activity & Strategy: Students add water to three cups. Three colors of food coloring are added to the cups. The teacher cuts the daisies and the students place their daisy into the colored water. Observations are to be taken each day of the week. The teacher explains that the Daisies can represent people.	Indicator: 14.1 (Senses) Activity & Strategy: Students will count the daisies that turned colored in each group and compare them.	Indicator: 19.1 (Picks up) Activity & Strategy: Students are given small primary pieces of red, yellow and blue clays to mix and create secondary colors. Students learn that red & yellow make orange, yellow and blue make green, red and blue make purple. The students take their 3 mixed colors home.	Indicator: 12.1 (Sorting) Activity & Strategy: Students are given loose parts of things to sort into piles. They can sort by color, size, weight and texture. The teacher asks how they sorted each pile. What rules did they use to decide where the item should go? Ex: the big rocks goes cannot go into the small rock pile because it is too big.	Indicator: 20.1 (Interacts with Peers) Activity & Strategy: Students take turns being a family outside in the playhouse. A census taker comes to the house to count the family inside the house. Take time to emphasize the importance of being counted.
Small Group					

Please help us communicate the importance of the Census to parents by sending home one or more of the handouts at the end of this toolkit. The sticker templates can be used to print stickers for kids to take home on their clothing.

CENTERS

<p><u>Block Center</u></p> <p>Indicators (Goals): 9.2 (Counting)</p> <p>Additional plan: plastic/wooden people, Duplos, Legos, unit blocks, Playsticks</p> <p>Teacher support: Offer hints or clues as students create homes for their plastic/wooden people and have them designate a census taker to count the family in their home.</p> <p>Vocabulary Word(s): counting</p> 			
<p><u>Dramatic Play</u></p> <p>Indicators (Goals): 20.2 (Conflict Resolution)</p> <p>Additional plan: Census badge, white board, dry erase marker, babies</p> <p>Teacher support: Add complexity to children's play by role-playing a census taker visiting a home.</p> <p>Vocabulary Word(s): Census Taker</p> 	<p><u>Art</u></p> <p>Indicators (Goals): 27.1 (Focus)</p> <p>Additional plan: mixed media, assorted paper and supplies, real census paintings, painter's smock and tam.</p> <p>Teacher support: Encourage their efforts to paint portraits of each other. One child will pose for the other as if in a studio.</p> <p>Vocabulary Word(s): artist, portraits</p> 	<p><u>Class Library</u></p> <p>Indicators (Goals): 7.2 (Reading Comprehension)</p> <p>Additional plan: Museum and Color Books</p> <p>Teacher support: Encourage children to try to answer their own questions about paintings, colors or art. Post a couple of census paintings after discussion in the library.</p> <p>Vocabulary Word(s): paintings, masterpieces</p> 	
<p><u>Manipulatives</u></p> <p>Indicators (Goals): 19.1 (Picks Up)</p> <p>Additional plan: red, yellow and blue clay, snack bags, permanent marker</p> <p>Teacher support: Make comments that focus on children's actions as they mix the primary colored clay together to create a secondary color.</p> <p>Vocabulary Word(s): primary, secondary</p> 	<p><u>Outside Center</u></p> <p>Indicators (Goals): 20.1 (Interacts with Peers)</p> <p>Additional plan: playhouse, students, kitchen toys</p> <p>Teacher support: Photograph or document children's work as they continue to role-play and count each person in their family.</p> <p>Vocabulary Word(s): turns</p> 	<p><u>Math Center</u></p> <p>Indicators (Goals): 12.1 (Sorting)</p> <p>Additional plan: paintbrushes, colored pencils, crayons, markers, colored chalk</p> <p>Teacher support: Ask questions that provoke children's thinking as they sort the items into piles (by size, color, weight, texture).</p> <p>Vocabulary Word(s): sorting, piles</p> 	<p><u>Science Center</u></p> <p>Indicators (Goals): 14.1 (Senses)</p> <p>Additional plan: red, blue, yellow food coloring, pitcher of water, daisies</p> <p>Teacher support: Give specific directions for the students to carry out their own experiment to observe throughout the week.</p> <p>Vocabulary Word(s): drink</p> 
<p><u>Writing Center</u></p> <p>Indicators (Goals): 8.3 (Writing)</p> <p>Additional plan: paper, pencils, letters</p> <p>Teacher support: Provide information on how to form numbers (1, 2, 3, 4, 5) by tracing the cards or using plastic numbers.</p> <p>Vocabulary Word(s): one, two, three, four, five</p> 			

CENSUS PAINTINGS

Francis had a dual career in art and business. He was influential in banking, politics, and culture in New York City. He painted genre paintings. His first paintings were humorous and on literary themes. Later on, they were more reflective.

<https://www.metmuseum.org/toah/works-of-art/2006.457/>



FRANCIS WILLIAM EDMONDS (1854)

Hired at 17 years old, Rockwell created 321 covers for the Saturday Evening Post. He worked for them for 47 years. The public loved his paintings but the critics didn't. He created WWII posters and received the Presidential Medal of Freedom.

<https://fineart.ha.com/itm/fine-art-painting-american/norman-rockwell-american-1894-1978-the-census-taker-the-saturday-evening-post-cover-study-1940oil-on/a/5351-68001.s>



NORMAN ROCKWELL, 1940

CENSUS PAINTINGS

An avid admirer of such masters as Titian, Corot and Matisse, the artist seeks to illuminate his subjects through lyrical compositions. Painting for me is a visual experience, in the same way that music, for a musician, is an aural one.

http://johngoodrich.net/jspw3_pop.htm?images_v_w_d_images%25202010_v_w_d_paintings%25202010_v_w_d_goodrich_glazed_curtain_wall.jpg,1014,1,,0,CENSUS%2520TAKER%2520%2520%25202009-10%2520%2520oil/board%2520%252030%2522x24%2522,paintings_2010,0,0,,0,528,662,,vwd_scripts_v_w_d_-,%2520-%2520click%2520screen%2520to%2520close%2520-%2520



JOHN GOODRICH (2009)

By participating in a multitude of community arts project, Sydney extended her career to mural painting.

She has completed murals in Detroit, New Orleans, Atlanta, Los Angeles, Honolulu and Ghana. Sydney takes on every project with the intent to evoke emotion in her viewers and hopefully cause positive change.

<https://www.secondwavemedia.com/metro mode/features/inkster-murals-082317.aspx>



SYDNEY JAMES (2017)

MUSIC

ROYGBIV SONG

BY PARTICLEMAN

RED SONG

BY FROG STREET PRESS

YELLOW SONG

BY FROG STREET PRESS

BLUE SONG

BY FROG STREET PRESS

GREEN SONG

BY FROG STREET PRESS

ORANGE SONG

BY FROG STREET PRESS

STUDENTS CAN LISTEN TO THE OFFICIAL CENSUS SONG

COUNTING CENSUS SONGS ("SUNG TO THE TUNE OF TWINKLE, TWINKLE LITTLE STAR")

WRITTEN BY VALINDAJO V. BARKLEY (2019)

COUNTING PEOPLE IN OUR STATE,
THE 1ST OF APRIL IS THE DATE.
PEOPLE MATTER DON'T YOU SEE.
IT WILL HELP THOSE IN NEED.
THIS IS AN IMPORTANT TASK.
ALL IT IS ARE QUESTIONS ASKED.

AIN'T NO HALF STEPPIN ON THE CENSUS

BY CHRIS PAUL FOR 2010 CENSUS

Visit Valinda Barkley's Youtube Channel to access the complete playlist for this and other lessons:
https://www.youtube.com/channel/UCTYZwTgDI9Q8_PeURDSa_5g/playlists



BOOK LIST

EVERYBODY COUNTS

BY THE CENSUS BUREAU PRESS

PRESS HERE OR MIX IT UP

BY HERVE TULLET

THE DOT

BY PETER H. REYNOLDS

THE CRAYON BOX THAT TALKED

BY SHANE DEROLF

THE DAY THE CRAYONS QUIT

BY DREW DAYWALT

THE DAY THE CRAYONS CAME HOME

BY DREW DAYWALT

THE COLOR MONSTER

BY ANNA LLENAS

SPLATTER

BY DIANE ALBER

WORK OF ART

BY SUE DICICCO

HAROLD AND THE PURPLE CRAYON

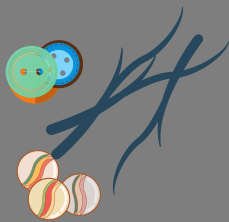
BY CROCKETT JOHNSON



NEW MEXICO EARLY LEARNING GUIDELINES

ESSENTIAL INDICATORS (EI) ADDRESSED

- 2.2 (Fine Motor)
- 6.1 (Converses-2 phrases)
- 7.1 (Interests in Books)
- 7.2 (Comprehension of Story Read Aloud)
- 7.4 (Concepts of Print)
- 8.3 (Early Stages of Writing)
- 9.2 (Uses Numbers and Counting)
- 12.1 (Sorts and Classifies)
- 13.1 (Creativity)
- 14.1 (Senses)
- 17.4 (Community, Family and Culture)
- 19.1 (Cares for Personal and Group Possessions)
- 20.1 (Interacts with Peers)
- 20.2 (Conflict Resolution)
- 23.2 (Interest in Learning New Things)
- 24.2 (Develops Independence)
- 25.3 (Role Plays)
- 27.1 (Focuses)
- 2.1a (develops manual coordination to use writing and crafting tools)
- 6.1 (The child communicates experiences, ideas, and feelings through speaking or American Sign Language)
- 7.2 (The child engages in activities that promote the acquisition of foundational reading skills.)
- 7.3a (Shows an understanding of the basic concepts of print.)
- 7.3b (Understands that print carries meaning)
- 8.3 (Understands how to apply the early stages of drawing and writing to convey meaning.)
- 9.1 (Uses numbers and counting as means for solving problems and determining quantity.)
- 9.3a (Rote counts in sequence)
- 12.1 (Sorts, classifies, and groups materials with one or more attributes)
- 13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).
- 14.3 (Makes predictions and forms hypothesis.)
- 18.1 (Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations)
- 19.1 (Cares for personal and group possessions)).
- 20.1 (Plays and interacts with various children, sharing experiences and ideas with others.
- 20.2 (Uses and accepts negotiation, compromise, and discussion to resolve conflicts..)
- 24.2 (Develops increasing independence during activities).
- 25.3 (Role-plays to express feelings to dramatize stories to try out social behavior observed in adults)s
- 27.1 (Focuses and completes a variety of tasks, activities, projects and experiences.)



Loose Parts & Provocations

@ ValindaJo Valentina Barkley, M.Ed.

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Approx. Time

5-15 MINUTE CIRCLE TIME

1 HOUR AT CENTERS

Skills Taught

IMPORTANCE OF BEING REPRESENTED
WHAT CENSUS TAKING IN OUR STATE MEANS
EVERYONE NEEDS TO BE COUNTED

Objectives

LEARN THAT LOOSE PARTS CAN REPRESENT PEOPLE.
LEARN TO SORT OBJECTS IN A PROVOCATION THAT ARE ALIKE
INTO DIFFERING PILES
COUNT THE ITEMS THEY SORTED
USE LOOSE PARTS TO CREATE A HOME.

Materials Required

Home Living—old computer & keyboard, whiteboard, dry erase marker, made up 2020 badge, doorway, phones

Library—people and transportation books

Art—popsicle sticks/tongue depressors, yarn, markers, cloth, paper, and felt scraps, scissors, glue

Blocks—toilet paper people, unit blocks, rocks, sticks, pebbles, pine cones, tree rings, construction paper, masking tape

Writing Table—paper, pencils, colored pencils, name cards, pictured vocabulary household, neighborhood, city, hospitals, roads, schools, etc.

Science—natural items and magnifiers

Math—beads, pompoms, buttons, buttons, seeds, etc.

Manipulatives—assorted sticks/twigs and paper, string masking tape, corks, markers

Music—iPod, family, neighborhood and transportation songs

TEACHER NOTES

Students must have a basic understanding of the following key terms:

Loose parts-are many items of the same kind

Provocation- a center that is set up without a teacher.

STUDENTS SHOULD BE ABLE TO

Understand that loose parts can represent something else

KWL CHART OF A FAMILY

Find out what we “know”

What we “want” to know

What we have “learned”

What things do you use when you don't have what you need?

Do you see something in this room that we can use differently?

Which loose parts do you like best?

Do you have a favorite provocation?

EXTENSION IDEAS

Pretend that a wooden unit block is a cell phone.

Pretend an outside gymset is a rocket ship.

(Let children know they are letting one item represent something else.)










Collect rocks, sticks for the class. Look for loose parts of the same kind

Weekly Lesson Plan

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Large Group	<p>Indicator: 6.1 (Converses in 2 phrases)</p> <p>Activity & Strategy: The teacher talks about how things can stand for something else. Give an example then go on a hunt in the room for an item to represent something else. Example: pretending a banana is a phone or a rectangle unit block is a phone, etc.</p>	<p>Indicator: 13.1 (Creativity)</p> <p>Activity & Strategy: Musical instruments are laid out on the carpet as an invitation to play to the songs on the playlist.</p> <p>Students are encouraged to keep in time with the music.</p> <p><i>Families by Ann Morris</i></p>	<p>Indicator: 7.2 (reading Comprehension)</p> <p>Activity & Strategy: 'Read aloud <i>Little Blue Truck</i> by Alice Schertle.</p> <p><i>What is your favorite part of the story? Who's your favorite character?</i></p>	<p>Indicator: 12.1 (Sorting)</p> <p>Activity & Strategy: Students are given loose parts of things to sort into piles. They can sort by color, size, weight and texture.</p> <p>The teacher asks how they sorted each pile. What rules did they use to decide where the item should go? And why?</p> <p><i>On the Go! By Rozanne Williams</i></p>	<p>Indicator: 6.1 (Converses in 2 phrases)</p> <p>Activity & Strategy: Discuss how to classified the natural items they played with]</p> <p><i>Me on the Map by Joan Sweetie</i></p>
Small Group	<p>Indicator: 25.3 (Role Plays)</p> <p>Activity & Strategy: Teachers model how to count a family in home living using the white board, dry erase marker and a pretend Census badge before students play in that center. Teacher emphasizes how important it is to count even babies.</p> <p>**Teacher takes photos of students & prints them out for block area.</p>	<p>Indicator: 2.2 (Fine motor)</p> <p>Activity & Strategy: The teacher places the photos, tape, toilet paper tubes, and scissors, tape, glue out as a provocation for the students to make themselves. When the children are done they can create a home for themselves in the block area.</p> <p>**Clear contact paper can be used to protect the photo.</p>	<p>Indicator: 13.1 (Creativity)</p> <p>Activity & Strategy: Homes Students will use the loose parts to create a home. They can use the clay as a foundation to hold up the sticks or straws.</p>	<p>Indicator: 25.3 (Role Plays)</p> <p>Activity & Strategy: Students role-play being home when a census taker comes to visit.</p>	<p>Indicator: 8.3 (Writing)</p> <p>Activity & Strategy: Students will write a vocabulary pictured card of their choice. The teacher can go over all the things not pictured that the census will help.</p>

Please help us communicate the importance of the Census to parents by sending home one or more of the handouts at the end of this toolkit. The sticker templates can be used to print stickers for kids to take home on their clothing.

CENTERS

<p><u>Block Center</u></p> <p>Indicators (Goals): 20.2 (Conflict Resolution)</p> <p>Additional plan: toilet paper tubes with child's photo attached, black constructions paper roads/city rug, assorted rocks, sticks, small pine cones, tree rings</p> <p>Teacher support: Acknowledge what the children are saying and doing as they use their toilet paper tubes in the block area to get around town.</p> <p>Vocabulary Word(s): families, city</p> 	<p><u>Art</u></p> <p>Indicators (Goals): 2.2 (Fine motor)</p> <p>Additional plan: popsicle sticks, markers, glue, scissors, assorted yarn, cloth scraps</p> <p>Teacher support: Explore and investigate alongside the children as they create themselves out of loose part items.</p> <p>Vocabulary Word(s): recyclables, create</p> 	<p><u>Math Center</u></p> <p>Indicators (Goals): 12.1 (Sorting)</p> <p>Additional plan: beads, colored pom poms or counters, buttons, seeds, small pebbles, shells</p> <p>Teacher support: Pose problems about how to sort through the loose parts (by color, texture, length, weight and size).</p> <p>Vocabulary Word(s): sort, pile, items</p> 
<p><u>Dramatic Play</u></p> <p>Indicators (Goals): 19.1 (Picks Up)</p> <p>Additional plan: old computer keyboard, monitor, census badge, cell phones, pretend door, timer</p> <p>Teacher support: Offer additional materials to support play and problem solving as they take turns being the census taker.</p> <p>Vocabulary Word(s): census taker, household</p> 	<p><u>Class Library</u></p> <p>Indicators (Goals): 7.2 (Reading Comprehension)</p> <p>Additional plan: Books on Family, Neighborhood, and Transportation</p> <p>Teacher support: Make comments that focus on children's actions as the listen to stories about people and different kinds of transportation.</p> <p>Vocabulary Word(s): vehicles</p> 	<p><u>Science Center</u></p> <p>Indicators (Goals): 14.3 (Scientific Predictions)</p> <p>Additional plan: natural items and magnifiers</p> <p>Teacher support: Ask children their intention, ideas and plans as they look closely at the natural items and discern how to categorize the items into piles.</p> <p>Vocabulary Word(s): magnifier, observation</p> 
<p><u>Manipulatives</u></p> <p>Indicators (Goals): 13.1 (Creativity)</p> <p>Additional plan: assorted sticks/twigs, clay, straws, assorted paper, string, masking tape, corks/people</p> <p>Teacher support: pair up children according to skills and interests as they create a home out of the loose parts.</p> <p>Vocabulary Word(s): homes, apartments, condos, etc.</p> 	<p><u>Music Center</u></p> <p>Indicators (Goals): 13.1 (Creativity)</p> <p>Additional plan: rhythm sticks, bells, drum, egg shakers, triangles, etc., playlist, iPod or computer https://www.census.gov/programs-surveys/sis/resources/games/counting-way.html</p> <p>Teacher support: Encourage their efforts as the students select from the musical instruments to play a song.</p> <p>Vocabulary Word(s): tempo, beat, rhythm</p> 	<p><u>Writing Center</u></p> <p>Indicators (Goals): 8.3 (Writing)</p> <p>Additional plan: paper, pencils, dry erase boards and markers, vocabulary picture cards</p> <p>Teacher support: Offer hints and clues as students write the picture words on paper.</p> <p>Vocabulary Word(s): household, neighborhood, city, schools, roads, hospitals</p> 

MUSIC

I LOVE MY FAMILY SONG

BY SESAME STREET

WE ARE A FAMILY

BY JACK HARTMAN

FAMILY TREE

BY FRANCES ENGLAND

BARNEY (NEIGHBORHOOD SONG)

THIS IS WHERE I LIVE, WHERE I LIVE, WHERE I LIVE, THIS IS THE PLACE I CALL HOME

SUNG TO TWINKLE, TWINKLE LITTLE STAR

COUNTING, COUNTING 1, 2, 3,
FOR THE CENSUS DON'T YOU SEE.
IN MY HOUSEHOLD WE ALL COUNT
NO ONE HAS TO BE LEFT OUT.
IT HELPS OUR SCHOOLS AND ROADS IN
NEED
SO EVERYONE BE COUNTED PLEASE.

WRITTEN BY VALINDAJO V. BARKLEY
4/7/2019

Visit Valinda Barkley's Youtube Channel to access the complete playlist for this and other lessons:
https://www.youtube.com/channel/UCTYZwTgDI9Q8_PeURDSa_5g/playlists



BOOK LIST

EVERYBODY COUNTS

BY THE CENSUS BUREAU PRESS

FAMILIES, FAMILIES, FAMILIES

BY SUZANNE & MAC LANG

FAMILIES

BY ANN MORRIS

THE FAMILY BOOK

BY TODD PARR

WE ARE FAMILY

BY JOANNE NELSON

WHO'S IN MY FAMILY

BY ROBIE H. HARRIS

THE FAMILIES OF OUR

NEIGHBORHOOD

BY TAYLYN SENEC

WINDOWS

BY JULIA DENOS

A RIDE THROUGH THE

NEIGHBORHOOD

BY MAGGIE TESTA

LET'S LEARN IN MY NEIGHBORHOOD

BY SCARLETT WING

LITTLE BLUE TRUCK

BY ALICE SCHERTLE

BIKES

BY DANIEL JACOBS



NEW MEXICO EARLY LEARNING GUIDELINES

ESSENTIAL INDICATORS (EI) ADDRESSED

2.2 (Fine Motor)
6.1 (Converses-2 phrases)
7.1 (Interests in Books)
7.2 (Comprehension of Story Read Aloud)
7.4 (Concepts of Print)
8.3 (Early Stages of Writing)
9.2 (Uses Numbers and Counting)
12.1 (Sorts and Classifies)
13.1 (Creativity)
14.1 (Senses)
19.1 (Cares for Personal and Group Possessions)
20.1 (Interacts with Peers)
20.2 (Conflict Resolution)
23.2 (Interest in Learning New Things)
24.2 (Develops Independence)
25.3 (Role Plays)
27.1 (Focuses)

2.1a (develops manual coordination to use writing and crafting tools)
6.1 (The child communicates experiences, ideas, and feelings through speaking or American Sign Language)
7.2 (The child engages in activities that promote the acquisition of foundational reading skills.)
7.3a (Shows an understanding of the basic concepts of print.)
7.3b (Understands that print carries meaning.)
8.3 (Understands how to apply the early stages of drawing and writing to convey meaning.)
9.1 (Uses numbers and counting as means for solving problems and determining quantity.)
9.3a (Rote counts in sequence)
12.1 (Sorts, classifies, and groups materials with one or more attributes)
13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements)

14.1 (Uses senses to investigate characteristics & behaviors in the physical and natural worlds).
14.3 (Makes predictions and forms hypothesis.)
18.1 (Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations)
19.1 Cares for personal and group possessions.).
20.1 (Plays and interacts with various children, sharing experiences and ideas with others.)
20.2 (Uses and accepts negotiation, compromise, and discussion to resolve conflicts.
21.2 (Accepts guidance from a variety of appropriate adults and seeks their support when needed.)
24.2 (Develops increasing independence during activities, routines, and play.)
25.3 (Role-plays to express feelings to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.)
27.1 (Focuses and completes a variety of tasks, activities, projects, and experiences.)



Reggio Emilia-Inspired Lesson

@ Karen Trammell, Hyesun Kim, Annika Wheeler
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Approx. Time

THIS LESSON WAS DESIGNED TO LAST TWO DAYS BUT IT CAN GO ON FOR AS LONG AS THE CHILDREN ARE INTERESTED IN THE TOPIC

Skills Taught

IMPORTANCE OF BEING REPRESENTED
EVERYONE NEEDS TO BE COUNTED

Objectives

LEARN THAT LOOSE PARTS CAN REPRESENT PEOPLE.
LEARN TO SORT OBJECTS IN A PROVOCATION THAT ARE ALIKE INTO DIFFERING PILES
COUNT THE ITEMS THEY SORTED
USE LOOSE PARTS TO CREATE A HOME.

Materials Required

Recycled items: milk jugs, paper cups, wooden peg people, dowels, blocks of varying sizes, types, and shapes, cardboard boxes of varying shapes and sizes, (including jewelry boxes), and cardboard packing materials
Crayons and markers
Books about different kinds of families

TEACHER NOTES

This lesson focuses on the Reggio Emilia philosophy of creating an environment as the third teacher by having plentiful materials (loose parts), with which to explore freely.



EXTENSION IDEAS

Children can draw/paint/ or write about their family members.

Art: The Hundred Languages of Children.

The teacher and the children can visit public libraries to find more books about neighborhoods and communities.

Families are encouraged to participate on walks around the neighborhood library.

The trips can be photographed to use for a documentation board.

The children can then revisit the experience by talking about the photos.

The class can paint or draw a mural of the neighborhood they visited.

Lesson Plan Activities

ACTIVITIES *(These can last as long as the children are engaged)*

Large Group	<p>Indicator: 7.1 (Enjoys Books)</p> <p>Start by reading a book on families living in communities and neighborhoods.</p> <p>In a large group or circle, ask the children what they know about families and who are the members. Ask the children to talk about their families.</p> <p>Talk about counting those members introducing the generic wooden peg people as counters.</p> <p>Explore the topic of the Census and its importance in counting people living together. Have they had a worker come to their home before? (Utility repair, sales, delivery, etc.)</p> <p>Discuss safety in answering the door and asking for an ID. Talk about why the Census worker needs a count and how the numbers help bring money for resources to help the community.</p> <p>Role play the scenario; starting with modeling it with the teachers and then moving on to the children's role play.</p> 	
	<p>Indicator: 2.2 (Fine Motor)</p> <p>Assist the children with counting out the number of people living together in their house, (Refer to the Census 2020 outline to include part-time and temporary members.)</p> <p>Have the children color and decorate their wooden peg people. Assign a number to each peg person to help with counting.</p> <p>Assist in their making homes and roads, creating neighborhoods, out of recycled materials as within their comprehension level.</p> <p>Have a wooden peg doll be the Census worker and role play visiting the homes and counting the household members.</p>	 

Please help us communicate the importance of the Census to parents by sending home one or more of the handouts at the end of this toolkit. The sticker templates can be used to print stickers for kids to take home on their clothing.

MUSIC

FAMILY FINGER SONG

YOU AND ME

BY FRANCIS ENGLAND

I LOVE YOU, YOU LOVE ME BARNEY SONG

I LOVE MY FAMILY SONG

BY SESAME STREET

OUR HOUSE

BY CROSBY, STILLS, NASH AND YOUNG

WE ARE A FAMILY

BY JACK HARTMAN

FAMILY TREE

BY FRANCES ENGLAND

STUDENTS CAN LISTEN TO THE OFFICIAL CENSUS SONG

AIN'T NO HALF STEPPIN ON THE CENSUS

BY CHRIS PAUL FOR 2010 CENSUS

Visit Valinda Barkley's Youtube Channel to access the complete playlist for this and other lessons
https://www.youtube.com/channel/UCTYZwTgDI9Q8_PeURDSa_5g/playlists



BOOK LIST

WHO'S IN MY FAMILY

BY ROBIE H. HARRIS

MY FAMILY, YOUR FAMILY

BY LISA BULLARD

FAMILIES

BY SHELLEY ROTNER & SHEILA M. KELLY

KEATS'S NEIGHBORHOOD

BY EZRA JACK KEATS

WELCOME TO MY NEIGHBORHOOD

BY QUIARA ALEGRÍA HUDES



NEW MEXICO EARLY LEARNING GUIDELINES

ESSENTIAL INDICATORS (EI) ADDRESSED

2.2 (Fine Motor)
5.3 (Phonological Awareness)
6.1 (Converses-2 phrases)
7.1 (Interests in Books)
7.2 (Comprehension of Story
Read Aloud)
7.4 (Concepts of Print)
8.3 (Early Stages of Writing)
9.2 (Uses Numbers and
Counting)
12.1 (Sorts and Classifies)
13.1 (Creativity)
14.3 (Scientific Prediction)
19.1 (Cares for Personal and
Group Possessions)
20.1 (Interacts with Peers)
20.2 (Conflict Resolution)
23.2 (Interest in Learning
New Things)
24.2 (Develops
Independence)



ACTIVE LEARNING-INSPIRED LESSON PLAN

ART LESSON



Active Learning Lesson

© Priscilla Watchman

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Approx. Time

30 MINS - 1 HOUR

Skills Taught

INTRODUCTION TO CENSUS

COMPARING NUMBERS (COUNTING)

CENSUS TAKEN OF FAMILY MEMBERS

CREATIVITY

Objectives

LEARN TO COUNT FAMILY MEMBERS

COMPARE NUMBERS (COUNTING)

INTRODUCE CHILDREN TO CENSUS PROCEDURES

Assessment

TEACHERS WILL ENCOURAGE CHILDREN TO USE MOTOR SKILLS, CREATIVITY, AND COMMUNICATION TO EXPRESS THEMSELVES USING ART. THEY SHOULD BE ABLE TO COUNT FAMILY MEMBERS.

Materials Required

Assorted people colored paper (hand cutouts), markers, crayons, Family books, Ella Jenkins Multicultural Songs, family hands, manipulatives, blocks and playdough.

TEACHER NOTES

Brief introduction on what census does and is. Children will use fine motor skills and creativity to design a hand for each family member in the house hold to count for census. They then will connect all hands together with fastener. Children will have an opportunity to count how many family members live with them. Children can share with peers and hang up in classroom for display.

STEP-BY-STEP PROCEDURE

Introduce and explain what census is and how it works.

Explain activity to children and show the children an example of your own family hands.

Hand out people colored construction paper cut out as hands. Have children get their name cards if needed to write names.

Talk about family members with children and give them an idea of who all lives in household.

Talk about safety of scissors while handing out and properly using.







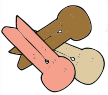


Encourage children to create family hands by using sequences and art materials.

Sit and interact with children and talk about families and what they like and who they are.

Children will paste together hands as they identify them.

When complete children can share their art with others on another day.

CENTERS

<p><u>Block Center</u></p> <p>Indicators (Goals): 24.2 (Develops increasing independence during activities, routines, and play)</p> <p>Children will be able to build their house and tell how many rooms are in the house.</p> <p>Vocabulary Word(s): house</p> 	<p><u>Art</u></p> <p>Indicators (Goals): 13.1 (Creativity)</p> <p>Children will create a family collage.</p> <p>Vocabulary Word(s): Collage</p> 	<p><u>Math Center</u></p> <p>Indicators (Goals): 9.2 (Counting Objects)</p> <p>Children will be able to count family hands.</p> <p>Vocabulary Word(s): Counting</p> 
<p><u>Dramatic Play</u></p> <p>Indicators (Goals): 25.3 (Role Play)</p> <p>Vocabulary Word(s): Mommy, daddy, sister, brother, grandma, grandpa, step-mom, step-dad.</p> 	<p><u>Class Library</u></p> <p>Indicators (Goals): 7.1 (Enjoys Books)</p> <p>Children will be able to listen and read family books.</p> <p>Vocabulary Word(s): Extended families</p> 	<p><u>Science Center</u></p> <p>Indicators (Goals): 17.4 (Expresses cultural influences from home, neighborhood, and community.)</p> <p>Children will create skin color playdough.</p> <p>Vocabulary Word(s): colors</p> 
<p><u>Manipulatives</u></p> <p>Indicators (Goals): 24.2 (Develops increasing independence during activities, routines, and play)</p> <p>Children can create their family members using manipulatives and count them for census.</p> <p>Vocabulary Word(s): counting</p> 	<p><u>Music Center</u></p> <p>Indicators (Goals): 5.1 (Listens with understanding to directions and conversations)</p> <p>Children will listen to Ella Jenkins, "Multi-Cultural Children Songs."</p> <p>Vocabulary Word(s): Thank you in several languages</p> 	<p><u>Writing Center</u></p> <p>Indicators (Goals): 8.3 (Writing)</p> <p>Children will be able to write and recognize their name and how to spell different family members.</p> <p>Vocabulary Word(s): mommy, daddy, sister, grandma, grandpa, brother, step-mom or dad, baby</p> 

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MUSIC

THERE WERE 5 IN BED

BY LAURIE BERKNER

MY FAMILY

SOME FAMILIES ARE LARGE,
SOME FAMILIES ARE SMALL,
BUT I LOVE MY FAMILY
LET'S COUNT THEM ALL
1, 2, 3, 4, 5...
I GOT A LARGE/SMALL FAMILY.

WE ARE A FAMILY

BY JACK HARTMANN

ALL I REALLY NEED

BY RAFFI

Visit Valinda Barkley's Youtube Channel to access more music.
https://www.youtube.com/channel/UCTYZwTgDI9Q8_PeURDSa_5g/playlists

THREE IN A FAMILY

UNKNOWN AUTHOR

A FAMILY FINGER PLAY

UNKNOWN AUTHOR

FAMILY CHEER

BY THE KIBOOMERS

FINGER FAMILY

BY JACK HARTMANN



BOOK LIST

ME AND MY FAMILY TREE

BY JOAN SWEENEY

THE FAMILY BOOK

BY TODD PARR

FAMILIES

BY ANN MORRIS

WE ARE FAMILY

BY JOANNE NELSON

WHO'S IN MY FAMILY?: ALL ABOUT OUR FAMILIES

BY ROBIE H. HARRIS

EVERYWHERE BABIES

BY SUSAN MEYERS

FAMILIES IN MANY CULTURES

BY HEATHER ADAMSON

FAMILIES OF OUR NEIGHBORHOOD

BY TAYLYN SENEC

MY COMMUNITY

BY LEE AUCOIN

NEW MEXICO EARLY LEARNING GUIDELINES

ESSENTIAL INDICATORS (EI) ADDRESSED

5.1 – Listens with understanding to directions and conversations.

8.3 – Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.

9.2 – Counting Objects

13.1 – Communicates ideas through creative activities.

17.4 – Expresses cultural influences from home, neighborhood, and community.

24.2 – Develops increasing independence during activities, routines, and play.

25.3 – Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.

2.2 – Coordinates eye-hand movements.

5.1 – Listens with understanding to directions and conversations.

6.1 – Converses effectively in his or her home language

7.4 – Understanding and using concepts of print.

8.3 – Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing, materials by one or more characteristics.

13.1 – Communicates ideas through creative activities.

14.1 – Uses senses to investigate characteristics and behavior in the physical and natural worlds and begins to form explanation of observations and explorations.

17.4 – Expresses cultural influences from home, neighborhood, and community.

20.1 – Plays and interacts with various children, sharing experiences and ideas with others.

23.2 – Shows interest in exploring the environment, learning new things, and trying new experiences.

24.2 – Develops increasing independence during activities, routines, and play.

25.3 – Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.

27.1 – Focuses and completes a variety of tasks, activities, projects, and experiences.





MONTESSORI-INSPIRED LESSON PLAN

on Loose Parts



Montessori-Inspired Lesson

© Denise Miller-Tapia

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Approx. Time

30 MINS - 1 HOUR

Skills Taught

SORTING, CLASSIFICATION, MATCHING, DIFFERENCES BETWEEN LAND, AIR AND WATER, RECOGNIZING AND NAMING NUMERALS, COUNTING, EXPLORATION OF DIFFERING TRADITIONS, RECOGNIZING CONTINENTS

Objectives

UNDERSTAND THE SORTING AND CLASSIFICATION PROCESS
INTRODUCE CHILDREN TO CORRESPONDENCE AND RECOGNIZING NUMERALS
INTRODUCE CHILDREN TO DIFFERENT TRADITIONS AROUND THE WORLD
INTRODUCE CHILDREN TO DIFFERENT ANIMALS
INTRODUCE CHILDREN TO THE CENSUS

Materials Required

Label cards
Picture cards for each category
Spindle boxes
Spindles
Picture cards of children in traditional clothing
World map

EXTENSION IDEAS

Complete the matching and cut out animal pictures. Place and glue them on the correct page of a book and trace the animal names.

After counting with the teacher, the child can carry a clipboard and count on his own.

Use a set of picture cards without the color-coded dots.

After the initial lesson, the child will perform the work without help and name the countries on his/her own.

Weekly Lesson Plan

	SCIENCE	MATH	CULTURAL	GEOGRAPHY	LANGUAGE	PRACTICAL LIFE
Indicator	(12.1) Sorts and classifies groups of materials by one or more characteristics.	(9.2) Uses numbers and counting for determining quantity.	(23.1) Demonstrates eagerness to find out more about other people.	(23.2) Shows interest in exploring the environment learning new things	(7.2) Demonstrates comprehension of a story read out loud. Asks relevant questions.	Role plays to try out social behaviors observed in adults.
Plan	Land, air & water	Spindle Boxes	Children Around the World	Continents	Everybody Counts	Preparing a Snack
Teacher Support	Teacher will introduce how to set up the name cards and how to match the color-coded pictures to the correct card. We can count all the picture cards.	Teacher will demonstrate how to set out the spindle boxes and state the numeral for each section (1,2,3, etc.). Each spindle is counted and placed in the correct section.	Teacher will introduce picture cards of children in traditional costumes. The cards are matched to their country.	Teacher will introduce the continent word and how to match the animals to the correct continent. We will discuss how each continent is home to different animals.	Teacher will review what a census is and how we need to count everyone in our country carefully. Children will take turns counting classmates and teachers. We will record the counts on the white board.	Children will cut bananas into round slices, they will measure out yogurt to serve four children, and break graham crackers in half. The servers will place all items on the table for children to self-serve. The servers will count how many bananas, cups of yogurt, and graham crackers were used.
Vocabulary	Land Air Water Match Census Count	Count Numerals We will discuss the importance of counting carefully, just like in the Census.	Country Names Children Traditional Costumes We will discuss people around the world and in our country and how all are important.	We will count the animals for each continent. Continent names Animal names Counting	Counts on the white board Census Counting Record	Prepare Serve Count Measure

Please help us communicate the importance of the Census to parents by sending home one or more of the handouts at the end of this toolkit. The sticker templates can be used to print stickers for kids to take home on their clothing.

Weekly Lesson Plan

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Indicator	(5.4) Demonstrates understanding of new vocabulary introduced in books	(1.7.4) Expresses cultural influences from home	(13.1) Communicates ideas and feelings through creative activities	(13.1) Communicates ideas and feelings through creative activities	24.2 Develops increasing independence during activities
Activities and Strategies	<p>CIRCLE TIME</p> <p>Teacher will read the story, 'Everyone Counts' which talks about the importance of counting everyone at census time.</p> <p>The class will take turns stating who they can think of to count, (i.e. Moms, dads, sisters, brothers, etc.).</p>	<p>SPANISH AND SIGN LANGUAGE</p> <p>Teacher will discuss how different families speak different languages. The discussion will allow children to share what they hear or speak at home and how that is important to the Census operation. The people recording the counts (enumerators) need to speak different languages so they can answer questions for people.</p>	<p>MUSIC</p> <p>Teacher will be singing songs about counting with the class.</p> <p>"The Ants Go Marching" "Five Little Ducks" "One, Two, Buckle My Shoe" "Ten Speckled Frogs"</p> <p>The children will discuss how each animal or item wants and needs to be counted. The same applies to people in the Census.</p>	<p>ART</p> <p>Children will use paper, different colors of paint and Q-tips. The children will paint dots in different colors on the page. Dots of the same color will be counted as a 'household' and then all the households will be added together for a census.</p>	<p>COOKING</p> <p>Teacher will read the book, 'Everybody Cooks Rice' and discuss how different families cook rice. The children will help prepare different kinds of rice:</p> <p>Sweet Rice Fried Rice Plain Rice Spanish Rice</p> <p>We will count how many different kinds of rice are in the book. We will talk about how everyone values their kind of rice or traditional cooking.</p>

MUSIC

THE ANTS GO MARCHING

BY ROBERT D. SINGLETON

FIVE LITTLE DUCKS

UNKNOWN AUTHOR

ONE, TWO, BUCKLE MY SHOE

UNKNOWN AUTHOR

TEN SPECKLED FROGS

Visit Valinda Barkley's Youtube Channel to access more music.

https://www.youtube.com/channel/UCTYZwTgDI9Q8_PeURDSa_5g/playlists



BOOK LIST

EVERYBODY COUNTS

BY SCHOLASTIC

PDF AVAILALE AT:

**[HTTPS://WWW2.CENSUS.GOV/PROG
RAMS-
SURVEYS/SIS/RESOURCES/SIS-
STORYBOOK-ENGLISH.PDF](https://www2.census.gov/programs-surveys/sis/resources/sis-storybook-english.pdf)**



HELPFUL RESOURCES & HANDOUTS

Ready to Print, Distribute and Post



ACTIVITIES FOR A CENSUS FAMILY NIGHT

STORY READ-ALOUD

WHAT YOU WILL NEED

Census Everybody Counts!
Storybook

HOW IT WORKS

Children listen as the book is read out loud to learn how everyone is counted.

MAKE A "ME" PUPPET

WHAT YOU WILL NEED

Paper plates, tongue depressors, packaging tape, glue, googly eyes, yarn, scissors

HOW IT WORKS

Children create themselves.

SORTING TABLE

WHAT YOU WILL NEED

Sensory bins, items to sort.

HOW IT WORKS

Children can sort through the items to create differing piles that they will count. Every item in the pile will be count (the emphasis being that everyone will be counted for the census).

SPECIAL GUEST

CENSUS PARTNERSHIP SPECIALISTS OR VOLUNTEERS MAY BE AVAILABLE TO PRESENT AT YOUR FAMILY NIGHT. CALL (505) 715-3275.

SNACK IDEAS

THAT'S ME

What you will need: Rice cake with cream cheese spread on top, Blueberry, Cranberry or Raisin-eyes, Apricot-mouth
Objective: Children create a face

BOX CITY

WHAT YOU WILL NEED

Small empty food boxes (i.e. cracker, popcorn, etc.)
Packaging tape, assorted colored construction paper, scissors

HOW IT WORKS

Children first cover the boxes then cut rectangles and Squares to create windows and doors to glue on. The children can Draw people walking in front of their building.

MUSIC & MOVEMENT

WHAT YOU WILL NEED

Computer or iPod, musical instruments,

HOW IT WORKS

Children watch and learn the family finger song or This is Where I Live song on the

VIDEO

KIDS COUNT IN NM

<https://nmcounts2020.org>

NEWSLETTER/SOCIAL MEDIA BLURBS

Copy and paste these pictures and statements onto your newsletters or social media posts to create awareness about the Census among parents and family members.



JANUARY 2020

The 2020 Census is coming. Filling out your form is one of the most powerful ways to make sure our community gets the funding it needs for the next ten years. Make your voice heard starting March 12.. #census2020



FEBRUARY 2020

Did you know that funding for schools and programs that benefit children and their families are informed by Census data? Get counted in the 2020 Census and make sure your children, even newborns, are counted too. #census2020



MARCH 2020

April 1, 2020 is Census Day! Make sure you and your children are counted. You can respond to the census online (starting on March 12), over the phone or by mail. It's easy and safe. #census2020



APRIL 2020

The 2020 Census is here. Have you filled out your form yet? Remember, you can complete your Census form online, by phone or by mail. #census2020

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WE'RE HAVING FUN LEARNING ABOUT THE 2020 CENSUS IN CLASS!



CHECK OUT WHAT WE'VE LEARNED:

We've learned about counting, sorting, fun facts about New Mexico and why it's important to be counted in the 2020 Census.

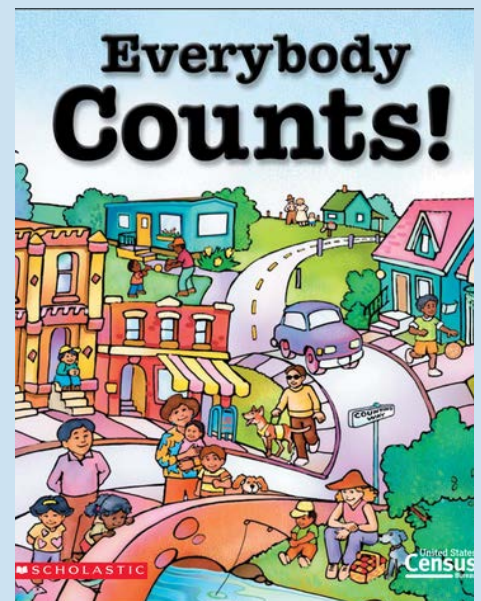
Did you know that responding to the Census helps determine \$675 Billion in funding for programs such as food stamps, the National School Lunch Program, and the Children's Health Insurance Program? Responding to the Census should only take about 10 minutes and you can do it online, over the phone or by mail. Make sure everyone in your household gets counted.



Watch this video and learn how the Census will impact New Mexico's kids for the next 10 years
<https://nmcounts2020.org/resources/>



This is the music we've been jamming to this week:
https://www.youtube.com/channel/UCTY_ZwTgDI9Q8_PeURDSa_5g/playlists



Here's a Census Coloring Book your kids will love:
<https://www.census.gov/programs-surveys/sis/resources/games/coloring.html>

Common
Situations Where
Young Children
Are Not Counted



Your child **splits time between two homes**. Your child lives or stays with **another family or with another relative**.



Your child lives in a **lower income household**.



Your child lives in a household with **young parents or a young single mom**.



Your child is a **newborn**.



Your child lives in a household that is **large, multigenerational, or includes extended or multiple families**.



Your children live in a household that **rents or recently moved**.



Your children live in a household **where they're not supposed to be** for one reason or another.



Your child lives in a **non-english or limited-english household or with recent immigrants or foreign-born adults**.

SHAPE YOUR KIDS' FUTURE BY ENSURING THEY ARE COUNTED IN THE 2020 CENSUS

Starting March 12, 2020, you will be able to fill out your census form online, over the phone and by mail

The Census counts **everyone where they live** and sleep most of the time, even if the living arrangement is temporary or the parents of the child do not live there.

Responding to the Census helps determine **\$675 billion in local funding** for programs such as food stamps, the School Lunch Program, and CHIP. When children are missed in the census, these programs miss out on funding.

Filling out the census yourself, on your own schedule, is easier than having to respond when a census worker knocks on your door. The form should **only take about 10 minutes** to fill out.

You should **include babies** on census forms, even if they are still in the hospital on April 1.

Make sure **all children** in the household are counted, including non-relatives and children with no other place to live, even if they are only living at the address temporarily on April 1.

If you rent or recently moved, **complete your census form online or over the phone right away**. That way you don't need to worry about your paper form getting lost in the move.

The Census Bureau's legal commitment is to **keep census responses confidential**. It will **never share information** with immigration enforcement agencies like Immigration and Customs Enforcement (ICE), law enforcement agencies like the police or Federal Bureau of Investigations, or allow this information to be used to determine eligibility for government benefits.

Non-English speakers can self-respond because the online form and telephone line will be available in 13 languages, including English. Language guides will be available in 59 languages other than English.

Once again, the **Census Bureau is legally committed** to keep census responses confidential and it will never share information with immigration enforcement agencies.



Situaciones
Comunes
por las que Niños
No Son Contados
en el Censo



Su hijo **divide su tiempo entre dos hogares**. Su hijo vive o se hospeda con otra familia o algún familiar.



Su hijo vive en **un hogar de bajos ingresos**.



Su hijo vive en un hogar **con padres jóvenes o madre soltera**.



Su hijo es un **recién nacido**.



Su hijo vive en un hogar **multi-generacional o que incluye a otros parientes o familias**.



Su hijo vive en un hogar **rentado o con personas que se acaban de mudar**.



Su hijo vive en un hogar **donde no debería vivir** por alguna razón.



Su hijo vive en un hogar **donde no se habla Inglés o se habla poco Inglés**. Su hijo vive con extranjeros o inmigrantes recientes.

FORME EL FUTURO DE SUS HIJOS: ASEGÚRESE DE CONTARLOS EN EL CENSO 2020

A partir del 12 de Marzo del 2020, usted podrá completar su formulario del Censo por internet, teléfono o correo.

El Censo cuenta a **todos donde viven** y duermen la mayoría del tiempo, aunque la situación residencial sea provisional o los padres del niño no vivan con él.

Al completar el censo, ayudamos a determinar **la provisión de \$675 millones en fondos locales** para programas como los vales de comida, el programa escolar de almuerzo, y CHIP. Cuando no contamos a nuestros hijos en el censo, perdemos fondos para estos programas.

Completar el censo personalmente y a tiempo es más fácil que tener que hacerlo con un oficial del censo cuando llegue a su puerta. Completar el formulario **sólo toma aproximadamente 10 minutos**.

Es importante incluir a los bebés en el formulario del censo, aunque acaben de nacer y estén aún en el hospital el 1ero de Abril.

Asegúrese de que **todos los niños** en el hogar sean contados, incluyendo a niños que no sean familiares o que no tengan otro lugar para vivir, aun si están allí provisionalmente el 1ero de Abril.

Si usted renta o acaba de mudarse, **complete su formulario de censo por internet o por teléfono lo más pronto posible** después del 12 de Marzo. Así no tendrá que preocuparse de perder su formulario durante la mudanza.

El compromiso legal de la Oficina del Censo es **mantener la confidencialidad de sus respuestas**. Nunca compartirá su información con agencias como ICE (Inmigración y Control de Aduanas), u organismos de seguridad, tales como la policía o el FBI. No permitirá que su información sea usada para determinar su elegibilidad para recibir beneficios gubernamentales.

Personas que no hablen Inglés sí pueden responder por sí mismos al censo por internet o por teléfono porque el formulario estará disponible en 13 idiomas, incluyendo Inglés. También habrán guías del formulario en 59 idiomas.

Nuevamente, **la Oficina del Censo se compromete legalmente** a mantener la confidencialidad de sus respuestas y nunca compartirá su información con Inmigración.



CENSUS 101: WHAT YOU NEED TO KNOW

The 2020 Census is closer than you think!
Here's a quick refresher of what it is and why it's essential that everyone is counted.

Everyone counts.

The census counts every person living in the U.S. once, only once, and in the right place.

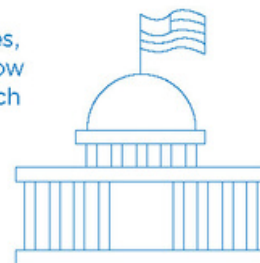


It's in the constitution.

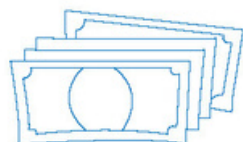
The U.S. Constitution mandates that everyone in the country be counted every 10 years. The first census was in 1790.

It's about fair representation.

Every 10 years, the results of the census are used to reapportion the House of Representatives, determining how many seats each state gets.

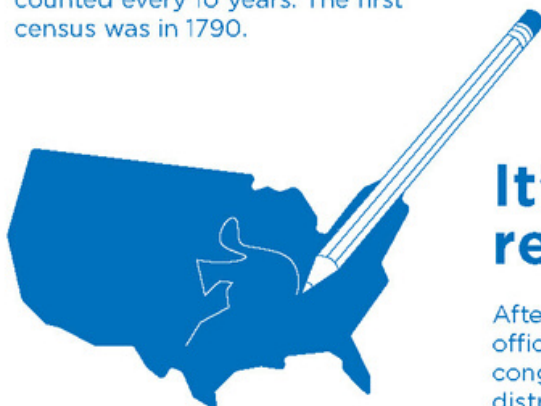


It's about \$675 billion.



The distribution of more than \$675 billion in federal funds, grants and support to states, counties and communities are based on census data.

That money is spent on schools, hospitals, roads, public works and other vital programs.

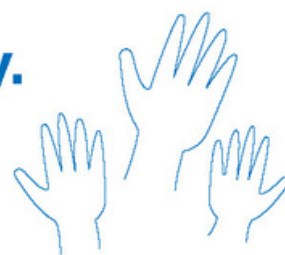


It's about redistricting.

After each decade's census, state officials redraw the boundaries of the congressional and state legislative districts in their states to account for population shifts.

Taking part is your civic duty.

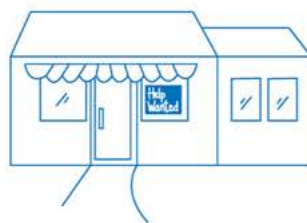
Completing the census is mandatory: it's a way to participate in our democracy and say "I COUNT!"



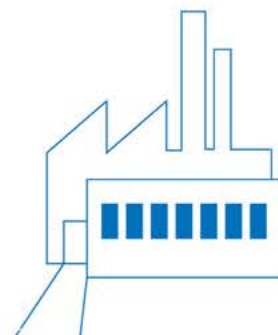
Census data are being used all around you.



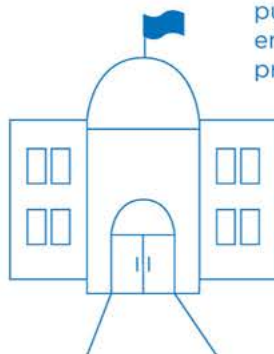
Residents use the census to support community initiatives involving legislation, quality-of-life and consumer advocacy.



Businesses use census data to decide where to build factories, offices and stores, which create jobs.



Local governments use the census for public safety and emergency preparedness.



Real estate developers use the census to build new homes and revitalize old neighborhoods.



Your privacy is protected.

It's against the law for the Census Bureau to publicly release your responses in any way that could identify you or your household.

By law, your responses cannot be used against you and can only be used to produce statistics.

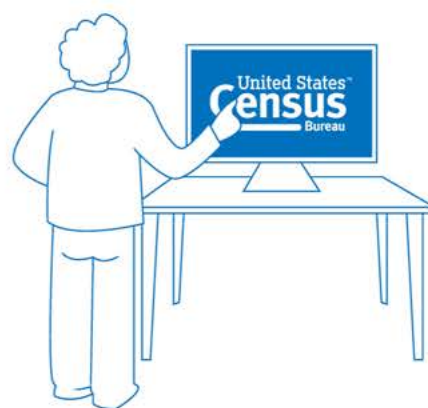


You can help.

You are the expert—we need your ideas on the best way to make sure everyone in your community gets counted.

2020 will be easier than ever.

In 2020, you will be able to respond to the census online.







Participate in the 2020 Census



Everyone Counts!

- ▶ **Census2020** is approaching and we need your voice!
- ▶ The Census count determines federal **funding** for community programs like education, healthcare, and housing.
- ▶ Every person living in the U.S. will be counted.
- ▶ That means **everyone**- regardless of status or age!
- ▶ You can complete the census form **online**, by phone, or by mail.
- ▶ The count also determines our number of congressional representatives.
- ▶ Your data will be protected and **will not** be used against you or shared with law enforcement or immigration.

Visit www.2020Census.gov for more info

ADDITIONAL RESOURCES

US Census Bureau:

www.Census.gov/schools

Official 2020 Census Resources

*Statistics in Schools Supplemental
Materials*

NM Counts! 2020:

<https://nmcunts2020.org/>

*Information and resources in addition
to videos and other companion
resources for this toolkit.*

Count All Kids: Census 2020:

<https://countallkids.org/>

Information and Resources

The Annie E. Casey Foundation:

<https://www.aecf.org/work/kids-count/>

*Statistics on the undercount of
children*

Fact Sheet on the Undercount of
Young Children:

<http://civilrightsdocs.info/pdf/census/Fact-Sheet-Undercount-of-Young-Children.pdf>

