

HMH Early Learning

Curious from the start.

HMH Early Learning solutions are designed to support educators, administrators, caregivers, and families as they help to nurture, teach, and raise children from infancy through age eight. Informed by scientific research on how children learn best, our solutions focus on personalizing learning for every child. We're committed to putting children on the path to school and life readiness—while promoting lifelong learning and inspiring curiosity.





Curiosityville®



A world built for learning



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Find an Activity

Activity Type

All

Who?

Samuel Jackson

Learning Area

Mathematics

Strand

All

[Reset search](#)

[Search](#)

Fun Things to Do



Challenges

Recommended Activities

Show activities to:

☒ Introduce a Skill

☐ Reinforce a Skill



[Number Tales >](#)

Offline

Mathematics

[Assign to Samuel Jackson](#)



[The Thirty-Five Cent Store >](#)

Offline

Mathematics

[Assign to Samuel Jackson](#)



[Alphabet Pairs >](#)

Offline

Mathematics

Current Class

Pine Needles

[Manage Students](#)

Progress Reports

Samuel Jackson

Language & Literacy

Mathematics

Science & Scientific Thinking

Social Science & Culture

Creative Expression

Technology

Executive Function

Social Emotional

21st Century Skills

Physical & Healthy





Maximizing Your Experience



Science Behind the Learning



Training Courses



Learning Areas and Standards



Lesson Plans



FAQs

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Splash into Pre-K

A Comprehensive, Integrated Curriculum





SPLASH into Pre-K



Research

Expert Pre-K and Early Childhood Authorship:



Steve Spangler
Science



Pam Schiller, Ph.D.
Character Education



Alma Flor Ada, Ph.D.
*Cultural Sensitivity:
Family*



Pat Edwards
*Family
Connections*



Brian Mowry
Early Learning



Becky Bailey, Ph.D.
*Conscious Discipline
and Social/Emotional*



F. Isabel Campoy, Ph.D.
Early Learners

Foundational Literacy
Language Acquisition
Foundational Numeracy/Math
Social Emotional
Intentional Play
Teacher Effectiveness
Family Involvement

Building a Pre-K Curriculum

1. Uses research based principles of learning as the cornerstone of instruction
2. Provides comprehensive instruction in all domains
3. Balances intentional instruction with child-centered learning
4. Empowers children with choices in self-directed activities
5. Honors the power of a strong teacher-child interaction to develop rich oral language and strong math foundation

Specific Program Offerings



Math Package



Professional Development Library

Math in Small Groups and Centers

Learning Goals

Oral Language and Vocabulary
 English: Use the content words in front, behind, up, down
 Spanish: Use the content words *delante, detrás, arriba, abajo*

Geometry and Spatial Sense
 Understand and describe position and direction

Physical Movement/Gross Motor Skills
 Build an understanding of directionality and position in space

Make It Easier
 Stand next to children and model the actions as they move their arms up, down, behind their backs, and in front of them. If needed, move their arms for them.

Make It Harder
 Have children move their arms into other positions, such as to one side of their bodies and to the other side.



Math Time



MATERIALS CDs: *Moving to Math*, *Camino a las matemáticas*; Song: "Hands and Fingers"/"Manos y dedos" (Teacher's Edition p. R27)

Ready!

- Have children sing with the CD and move their hands as directed in the song.

Set!

- Tell children to copy the way you move. Then put your hands on top of your head. When children have imitated you, say that your hands are on your head, and repeat the word **on**. *en, sobre* Ask children to tell where their hands are.
- Explain that there are many words that tell where something is located. Children heard many of the words in the song they just sang.
- Move your arms and hands to present the terms **up, down, behind, in front**. *arriba, abajo, detrás, delante* Use such actions as slowly moving your hands *up* and then *down*, placing your hands *in front* of your face and *behind* your head. Each time, describe where your hands are and have children repeat the words.
- Repeat the sequence. Each time, have children copy you.

Go!

- Send children to the Centers. Explain each Center below. Point out that in the Math Center, they will practice using words that tell where.

Centers

Math

MATERIALS Connecting Cubes; small box with cover

Have children move a cube to various places in relation to the box (for example, in the box, under the box, behind the box). Have children tell where the cube is each time.

REFLECT: Have children think about why they need the box for this activity. Ask how they would tell where the cube is without the box.

Science

MATERIALS handheld unbreakable mirror

Have children take turns standing and holding the mirror in one hand. Each child should hold the other hand behind his or her head. Have children then place their fingers on the back of the neck.

REFLECT: Ask children why they can see their face but not their hand or fingers.

Technology

MATERIALS Frog Street Pre-K Interactive Software: Theme 1 Math: "Where Is It?"/"¿Dónde está?"

Have children follow the instructions to complete the activity. Work with them as needed to help them understand and use unfamiliar location words.

REFLECT: Ask children which location words they already knew and which ones they learned from this activity.



Don't forget STEAM!

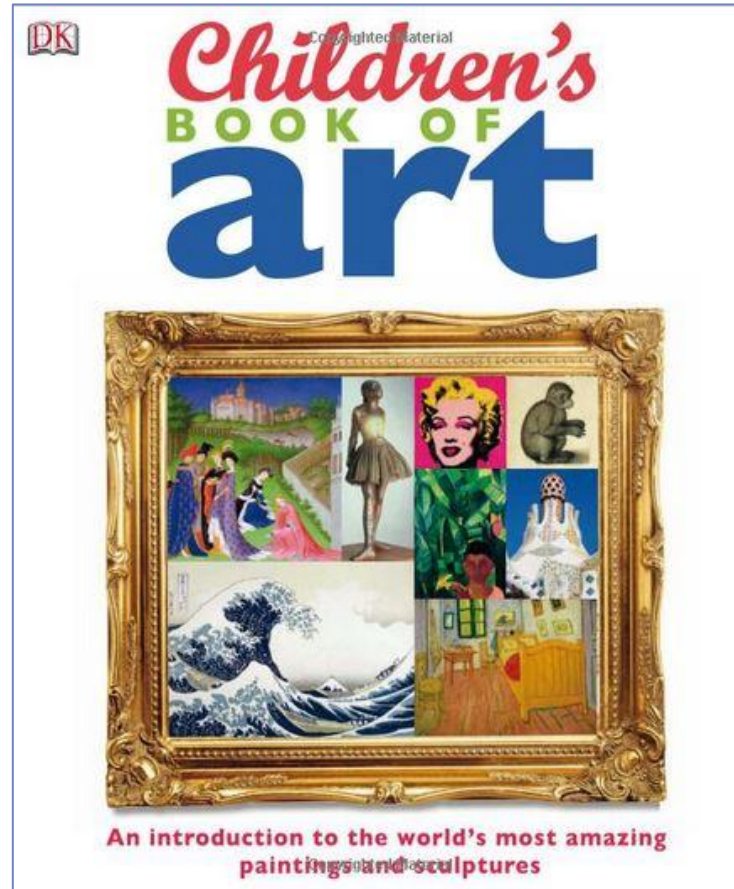
Science

Technology

Engineering

Art (and Design)

Math



Exploration Time

Learning Goals

Oral Language and Vocabulary
English: Use the content words in front, behind, up, down.
Spanish: Use the content words *delante*, *detrás*, *arriba*, *abajo*.
Geometry and Spatial Sense
Understand and describe position and direction.
Physical Movement/Gross Motor Skills
Build an understanding of directionality and position in space.

Math Time

STANDARDS: CDE Meeting to Math, *Counting & Number Sense*: Song "Hands and Fingers" (Manny y doña) (Teacher's Edition p. 827)

Ready!

- Have children sing with the CD and move their hands as directed in the song.

Set!

- Tell children to copy the way you move. Then put your hands on top of your head. When children have imitated you, say that your hands are on your head, and repeat the word *up*, *up*, *up*. Ask children to tell where their hands are.
- Explain that there are many words that tell where something is located. Children heard many of the words in the song they just sang.
- Move your arms and hands to present the terms *up*, *down*, *behind*, *in front*, *upside down*, *delante*. Use each action as slowly moving your hands up and then down, placing your hands in front of your face and behind your head. Each time, describe where your hands are and have children repeat the words.
- Repeat the sequence. Each time, have children copy you.

Go!

- Send children to the Centers. Explain each Center below. Point out that in the Math Center, they will practice using words that tell where.

Centers

Math	Science	Technology
<p>EXPERIENCE: Connecting Cubes, small box with cover.</p> <p>Have children cover a cube in various places in relation to the box. For example, the cube behind the box, behind the box, behind the box. Have children tell where the cube is each time.</p> <p>REFLECT: Have children think about why they need the box for this activity. Ask how they would tell where the cube is without the box.</p>	<p>EXPERIENCE: Handheld unbreakable mirror.</p> <p>Have children take turns standing and holding the mirror in one hand. One child should hold the other hand behind his or her head. Have children show places their fingers on the back of the neck.</p> <p>REFLECT: Ask children why they can see their face but not their hand or fingers.</p>	<p>EXPERIENCE: Frog Street Pres & Intermediate Software: Theme 1 Math: "Where is M?" (Dinah's song)</p> <p>Have children follow the instructions to complete the activity. Work with them as needed to help them understand and use unbreakable location words.</p> <p>REFLECT: Ask children which location words they already knew and which ones they learned from this activity.</p>

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