

THE APPELBAUM

DAILY CURRICULUM

Age 2



JANUARY

Dear Subscriber,

Happy New Year! We are excited to share with you the great activities we have this month.

This month there are items you may choose to ask your parents to bring to assist you with the activities. Below is a sample letter you can use. Feel free to edit based on your needs.

Appelbaum Training Institute



Dear Parents,

Happy New Year! We are looking forward to a great January and a great new year. We are especially excited that this is the month when children will begin “reading” some 3-letter words using the sounds they are learning.

Our January themes are:

- Measuring
- Celebrating Heroes Including Martin Luther King
- Fun with Tape
- My Awesome Me
- My Family is Special





















A few items that we would like you to donate to assist us in their activities this month are:

- Two small empty boxes like a Kleenex box or macaroni box before January 2nd
- Old t-shirt to be made into a cape before January 9th
- Superhero toy or picture before January 11th
- Empty cereal box before January 17th
- Photo of child before January 22nd
- Photo of child’s family by January 25th
- Pair of old white adult socks by January 25th
- Pair or two of white children’s socks by January 25th

We appreciate your assistance in helping us make our classroom a fun learning environment.

Sincerely,

JANUARY 2023

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Rave Measuring	"Using Hands" 	"Using Feet" 	"Using Blocks" 	"Using Crayons" 	"Using Paper" 
Week 2 Celebrating Heroes	"What is a hero?" 	"Family/Friend Heroes" 	"Athletic Heroes" 	"Super Heroes" 	"Heroes are Special" 
Week 3 Fun with Tape	"Hopscotch" 	"Balancing Act" 	"Long Jump" 	"Letters" 	"Numbers" 
Week 4 My Awesome Me	"My Birthday" 	"My Favorites" 	"More Favorites" 	"We Are All Awesome" <i>Awesome!</i>	"I Am Awesome" <i>I AM Strong</i>
Week 5 My Family is Special	"People in My Family" 	"Family That is Far Away" 	"Our Family Home" HOME <i>is our happy place</i>		

Remember to plan ahead and use alternative activities for those with food sensitivities/food allergies as needed.

Theme for the Week



Measuring

Activities for "Using Hands"

Materials Needed: Whiteboard, marker, lowercase tactile letters, p and a, white construction paper, crayons, butcher paper, paste, scissors, chart paper



CIRCLE ACTIVITIES

Have each child give you a high five and keep their hand on yours. Which hand is bigger? Yours. Now have the children give each other high fives. Are their hands the same size? Say, "You can use your hands for measuring different things. Measuring is finding out how long something is." Place a piece of chart paper on the floor. How many teacher hands long is the paper? Chant: We can measure with our hands. We can. We can. We can.



LANGUAGE-LITERACY

pa, pa, pa

Review the lowercase tactile letters, p and a. Write on a whiteboard, "p" and "a." Point to each one alternating and have children say the sounds as you point. Then write, "pa" on the whiteboard, and tell the children when you put them together, you have, 'p-p-a-a-p-p-a-a, papa."



FUN ART

Classroom Hands

Trace one hand of each child onto white construction paper. Cut it out and let them color and decorate it. Be sure to write their names on the front side of the hands. Paste all of the hands around a large piece of butcher paper as a border. Save for Art tomorrow.



MATH

How Many Hands?

Place a crayon in a child's hand and ask if the crayon or hand is longer. Have a child place their hand on a piece of paper. Ask which one is longer and shorter? Continue with different objects in the room. How many hands are needed to go across a table?



MUSIC-MOVEMENT

Sing Measure, Measure Little Hands (tune of "Twinkle, Twinkle")

Measure, measure, little hands.

How tall am I when I stand? Up above we measured high. Counting hands into the sky. Measure, measure, little hands. How tall am I when I stand?



SOCIAL SKILLS

High Fiving Hellos

Children take turns turning to a friend and giving a high five. They say, "Hello friend. You are so fun." Then have them repeat going quickly around the circle. Repeat a third time going super slow. Then they all hold hands and chant: We are happy friends all holding hands.

"Pause to give thanks for the gift of your hands. Think of how they can bless children.
Your hands can hold, hug, eat and touch lives."

Theme for the Week



Measuring

Activities for "Using Feet"

Materials Needed: Whiteboard, marker, lowercase tactile letters a and p; masking tape, pencils, paper, butcher paper with hand cut-outs from Art yesterday, white construction paper, crayons, paste



CIRCLE ACTIVITIES

Have children clap their hands. Remind them that they measured yesterday with their hands. Now have them stomp their feet on the floor while staying seated. Say, "Today you will measure with your feet." Then you count how many footsteps it takes you to walk on a taped line pre-placed in the center of the circle. Chant: Our feet can measure too.



LANGUAGE-LITERACY

A-a-art begins with "a" and Paper begins with "p"

Show children the tactile lowercase letter "a." Have them say, "a-a-a." Tell them a-a-art begins with "a-a-a." Say, today we will do a-a-art. Have them say, "A-a-art begins with a-a-a." Then show them the tactile lowercase letter "p." Have them say, "p-p-p." Tell them p-p-paper begins with "p-p-p." Have them say, "P-p-paper begins with "p-p-p." Then give them crayons and construction paper, and have them make an art creation on the sheet of paper.



FUN ART

Follow My Feet

Paint a very large heart in the center of the butcher paper from Art yesterday with the children's hand cut-outs as the border. Trace one foot of each child onto white construction paper. Cut it out and let them color and decorate it. Be sure to write their names on the front side of the feet. Paste all of the feet in a path across the butcher paper. Write the title Walking Into the Hearts of Family and Friends and hang for families to enjoy.



MATH

Feet Measurements

Children use their actual feet or feet cut-outs to measure the length of various objects in the room such as: a crayon, book, chair, table, door, distance on the floor, etc. Have them compare their hand to their foot. Which is longer? Which is shorter?



MUSIC-MOVEMENT

Sing Measure, Measure Little Feet (tune of "Twinkle, Twinkle") Measure, measure, little feet. How long was it from my seat? Far across we measured long. Counting feet and singing songs. Measure, measure, little feet. Doing math just can't be beat!



SOCIAL SKILLS

Playing Footsie (Working Together)

Children sit with a partner. They both extend their legs so the soles of their feet are touching. Tell them to give a low five with their feet. (They touch their feet together while sitting on the floor.) Then tell them to "clap" their feet. (They hold their two feet and press them together). Then have them stomp their feet together while remaining seated. Chant: Having feet fun with my friend is so grand!

"Take a stand for children. Show them with loving actions that you believe in them."

Theme for the Week



Measuring

Activities for "Using Blocks"

Materials Needed: Same sized blocks, masking tape line for Circle and Literacy, each child brings an empty small box to school such as a Kleenex box, macaroni box, etc., small legos, small blocks,, paints, toy cars, laminated lowercase tactile letters, m, s, and t



CIRCLE ACTIVITIES

Show children a block. Say, "Just like we used your hands and feet to measure, your hands and feet, blocks are measuring tools too." How many blocks long is your hand? How many blocks long is your foot? Then have a child measure their hand and then their foot while standing in the middle of the circle. Chant: 1, 2, 3, blocks. We can measure with many blocks.



LANGUAGE-LITERACY

3 of m, s, and t: "What sound does this make?"

Hold up the lowercase tactile m. Show it to the children and trace it as you show it. Tell them that makes the sound, m-m-m. They repeat the sound. Do the same with s and then with t. Lay the tactile letters down so all 3 are on the floor or on a table near each other, but not touching. Then say, "Show me the m-m-m. and a child or all the children show you the m. Do the same with the other 2 letters. Mix them up and do it again. Then hold up a letter, and say, "What's this?" Children identify the letter sound.



FUN ART

Unique Set of Blocks

Have each child bring an empty small box to school such as a Kleenex box, macaroni box, etc. Put a few large lima beans or small rocks inside to become a shaker. Seal the box closed with tape. They paint and decorate their boxes and have creative free play with them later. Save for today's Music activity. (Always be cautious with young children when using small objects.)



MATH

Block Roads

Help children set up a path of blocks that becomes a roadway for toy cars. How long is each road? Measure with toy cars. How many cars fit on each road of blocks?



MUSIC-MOVEMENT

Sing and Dance to Block Chicka Boom (tune of "Boom Chicka Boom") Children hold their blocks from Art today to shake and dance while singing: A block chicka, block chicka, block chicka boom. Hear the ABC letters in this room. A, B, C, D, E, F, G. A block chicka, block chicka, dance with me. H, I, J, K, L, M, N, O, P. A block chicka, block chicka, shake with me.



SOCIAL SKILLS

Roll a Block (Taking Turns and Recognizing Emotions)

Draw emotion faces on pieces of masking tape and stick them to the sides of a block (or painted tissue paper box). Children take turns rolling the block in the center of the circle. They match the face rolled. Example: If they roll a smiling face they smile. If they roll a sad face they make a sad face.

"Teachers give important building blocks to children. Teachers help children grow in great ways."

Theme for the Week



Measuring

Activities for "Using Crayons"

Materials Needed: Lowercase tactile letters, p, a, and t; crayons, plain paper, white construction paper, paints, paint brushes, tissue paper, foil, newspaper, paper towels, coffee filters, different colors of yarn, ribbon or streamers, music.



CIRCLE ACTIVITIES

Make a frame around a piece of paper with crayons. How many crayons does it take to cover all the edges of the paper? Tell the children that like blocks, crayons are another unit they can use to measure. Children guess how many crayons to go across the circle. After all predictions, measure the distance across their seated circle and talk about it. Chant: Measure, measure, here we go. We're learning to measure, don't you know?



LANGUAGE-LITERACY

p, a, and r: "What sound does this make?"

Hold up the lowercase tactile p. Show it to the children and trace it as you show it. Tell them that makes the sound, p-p-p. They repeat the sound. Do the same with a and then with r.

Lay the tactile letters down so all 3 are on the floor or on a table near each other, but not touching. Then say, "Show me the p-p-p, and a child or all the children show you the p. Do the same with the other 2 letters. Mix them up and do it again. Then hold up a letter, and say, "What's this?" Children identify the letter sound.

FUN ART

Experimenting with Art on Different Types of Paper

Children experiment painting on different types of paper. They paint on tissue paper, foil, newspaper, paper towels and coffee filters. Which type of paper was their favorite?

MATH

The Same Size as a Crayon

Give each child one crayon to hold. Have them walk around the room and find an item that is the same length as the crayon. Line them all up on the floor. Count them. Then have them find objects longer than the crayon. Which one is the longest?

MUSIC-MOVEMENT

Dancing Colors

Give each child a red piece of yarn, ribbon or paper streamer. Turn on music and tell them to dance as the color red. How does red dance? Repeat with various colors.

SOCIAL SKILLS

Shape Creations (Working Together and Encouraging Others) Partner children. Give them a sheet of paper and some crayons. Have them work together to make shapes such as a square, house, etc. They say what they made and clap for each other.

"Teachers can color the worlds of children in shades of love and joy."

Theme for the Week



Measuring

Activities for "Using paper"

Materials Needed: Lowercase tactile letters, m, s, and t, children's books, plain paper, marker, crayons blocks, white construction paper, each child brings a gift box to child care, differently colored construction paper



CIRCLE ACTIVITIES

Make a path across the circle with plain paper. Then number the paper in order across the circle. Say, "We just measured with paper. How many papers long is this circle?" Chant: Blocks, crayons and paper. We can measure with them all!



LANGUAGE-LITERACY

Going on a Treasure Hunt

Hide the tactile lowercase letters, m, s, t, p, a, r around the room when children cannot see you do it. Later, tell the children they are going on a treasure hunt for letter sounds. Hold up the back of laminated tactile letter, and don't let them see the front. () Tell them to all help each find the sounds. When they find them, they return to the group, and then children tell the "treasures" they found naming the sounds.



FUN ART

Pretty Paper for a Friend

Children color a picture of their choice for a friend or family member on plain paper. They place it in a gift box. (Have each child bring a shirt box, etc. from home.) Save the boxed artwork for Math today.



MATH

Lining up Boxes Longest to Shortest

Children put their boxed artwork on a table. They use crayons or blocks to measure which is longer and which is shorter. They line the boxes up by longest to shortest.



MUSIC-MOVEMENT

Sing and Act Out If You Can Measure and You Know It

If you can measure and you know it, clap your hands.

If you can measure you know it, clap your hands. If you can measure and you know it, then your brain will surely know it. If you can measure and you know it, clap your hands. Repeat with: Stomp your feet, tap two blocks, shake a crayon, wave a paper.



SOCIAL SKILLS

Colored Paper Connections (Noticing Friends and Taking Turns)

Give each child a colored piece of paper. Try to give each child a different color. Child A says, "I am looking for a friend with the color (red)." Child A holds up their red paper and finds a friend wearing red. Then Child B finds a friend wearing the same color as his/her paper. Continue until all children have had a turn. Chant: We are as colorful as crayons. We are caring friends.

"Create a paper of blessings by writing down a blessing each day."

Theme for the Week



Celebrating Heroes

Activities for "What is a Hero?"

Materials Needed: Lowercase tactile letters, p, r, and a, children's books, Q-tips, paint, plain paper, paste, cotton balls, whiteboard, marker, music player



CIRCLE ACTIVITIES

Ask children to share the name of someone very special to them. Say, "This person sounds like a special hero to you. A hero is someone who cares for you and helps you. A hero does something nice just to be kind. You are all kindness heroes." Children hold their arms out in the air, pretending to fly, and chant: Heroes help others. I can be a hero too.



LANGUAGE-LITERACY

Looking for Letter Sounds, p, r, and a

Show children the lowercase tactile letters, p, r, and a. Talk about each letter and what it looks like as the children say the sound. Have the children tell you what they think each one looks like. Then have each child get a book from the reading area of your room, bring it to the group, and look for each sound. Example: Hold up a tactile lowercase m, and say, "Do you see the sound m-m-m?" Do the same with s and t. (Other option: They can go to your environmental print wall and look for the letters there. They love it.)

FUN ART

Q-Tips and Cotton Hair on My Hero

Show children how cotton is on the tip of a Q-tip. Let each child touch the end of a Q-tip to feel the cotton. Then give them each a cotton ball. Help them draw a circle to become a face on construction paper with a crayon. Then they pull the cotton ball apart and paste it on top of the circle face to become hair. Then they take the Q-tip and dip it in paint and decorate the face as a hero (someone special) in their lives.

MATH

The Number 13

Write on the whiteboard the number, 13. Tell them a "1" and a "3" next to each other, is called 13. Have the children count and clap 13 times. Then have them count and tap the floor 13 times. Then have them jump and count 13 times. Have them wave their hands 13 times. When they're all done, have them say, "Yay! We like to count to 13."

MUSIC-MOVEMENT

Sing A Hero? You Tell Me (tune of "I Love You, You Love Me")

A he-ro? (Shrug shoulders.) You tell me. Maybe friends or family. With a big, big smile and a helping hand. (Point to smile. Shake hands.) Don't you know they make life grand? (Option: Change words "big, big smile" to big kind heart, big brave heart, etc.)

SOCIAL SKILLS

Hero Hugs

Remind children that a hero helps to make other people's lives better. Say, "Sometimes we can make someone feel better just by offering a hug. Remember, you too can be a hero." Play music. Stop the music and children hug a friend. They all chant: Heroes are so great. We can be heroes too.

"Teachers are heroes because they give of themselves to make a difference in the lives of children."

Theme for the Week



Celebrating Heroes

Activities for "Family/Friend Heroes"

Materials Needed: Lowercase tactile letters, m, a, p, whiteboard and marker, dry erase markers, each child brings an old t-shirt to be cut into a cape, 2 photo samples for Art (provided)



CIRCLE ACTIVITIES

Turn to a child and say, "You helped in the classroom by cleaning up. You are a classroom hero." Continue giving each child a compliment on something that they did helpful and explain that they can be each other's heroes. Chant: Friends and family can be our heroes too.



LANGUAGE-LITERACY

"Mama Papa"

Show the children the lowercase tactile letters, m, a, and p. Have them say them. Then write on a whiteboard, "mama." Sound it out with the children, m-m-a-a-m-m-a-a. Then write on the whiteboard, "papa." Have children sound out p-p-a-a-p-p-a-a. Then point to each word, mama or papa, starting slowly and then going faster, and the children "read" the words. Tell them, they are starting to read now. Have them chant, "I can read, mama and papa."



FUN ART

A Cape for My Hero Friend

Have each child bring in an old t-shirt. Cut off the front and sleeves of each shirt so that only the back of the t-shirt and complete collar remains. See photo sample as a guide (provided). Children paint a cape for a friend in the class. Save the capes for Music today and Day 4 Math.

MATH

Pretending to be Heroes

Tell them again that heroes do kind things for others. Sometimes, they even do extra things to help someone feel better. Ask them if they want to be a hero? Say, today, we are going to pretend that everyone is a hero in our class. We all do kind things for friends. Say together with me, "We are all heroes. We are all kind." Then tell them, "Let's count how many heroes we have in our class." Count all the children.

MUSIC-MOVEMENT

Sing Happy Hero Friends (tune of "The Farmer and the Dell")

Children wear their capes made by friends in Art today while dancing and singing: We're happy hero friends. We're happy hero friends. Hi-ho so very kind. We're happy hero friends. Our friends give a hand. Hi-ho so sweet and kind. Animal Heroes (Taking Turns and Using Imagination)
Our friends give a hand. (Hold hands with a friend.) Our friends give a hand.

SOCIAL SKILLS

Explain to the children that animals are special friends and can be a hero too. Say, "We will play a fun game pretending to be an animal." One teacher stands just outside the door and knocks on the door. The children say, "Who is it?" You say, "Puppy hero." They say, "Please come in." You come in and bark like a puppy. Children take turns being an animal knocking at the door. Chant: There are so many types of heroes! Animals, family and friends too.

"The smile of a loved one can make your own heart smile."



PHOTO SAMPLE FOR ART



PHOTO SAMPLE FOR ART

Theme for the Week



Celebrating Heroes

Activities for "Athletic Heroes"

Materials Needed: Variety of toy balls, pre-cut squares (shape kit), paper, crayons, tape, plain paper, 10 empty water bottles, basket

CIRCLE ACTIVITIES



Roll a basketball (and/or football, basketball, etc.) across the circle to a child. The child stops the ball, and says "My name is," and rolls it to another friend. Say, "People who play on sports teams are called athletes. They often have a ball to play a sport. There are sports without balls too like swimming and gymnastics." Children share of a time they played a sport. Chant: Playing ball with others is so fun.

LANGUAGE-LITERACY



Let's Tell a Story

Place several toy balls and other toys in a basket. Choose one toy ball. Make up a short story about the ball. Then let each child choose a toy and tell a story about the ball/toy. This activity helps children begin to learn to use their imaginations and be creative.

FUN ART



Sports Quilt

Give each child a pre-cut piece of square paper. Have them color their favorite sports ball on it. Then place them all face down on a table and tape them together to make a large class paper quilt. Hang on the wall. (Option: They can bring in a picture of a hero to paste on the square, a picture of themselves or draw anything they choose if you prefer.)

MATH

Quick and Slow Counting

Largely number 13 pieces of paper. Hang the numbers 1-13 across the wall. at the eye level of the children. Children sit so they can see all of the numbers. Walk by each number very slowly and point to each number as they count aloud very slowly. Repeat at medium speed. Repeat quickly. : Then count one through 10 quickly, and 11 through 13 slowly.



MUSIC-MOVEMENT



Sing and Act out I'm a Little Athlete (tune of "I'm a Little Teapot")

I'm a little athlete, with a smile. (Make muscles and smile.)

I can run quickly for a long while. (Run in place.) When I get all done, watch me cheer. (Hands up in the air to cheer.) Give me high 5, you are a dear. (Kids give high fives.)

SOCIAL SKILLS

Bowling Buddies (Taking Turns and Encouraging Others)

Tell the children that another sport that uses a big, heavy ball is called bowling. Stand up 10 empty water bottles on one side of the room to be bowling pins. Children take turns rolling a ball to knock down the pins. They count how many are knocked over and clap for each other. They chant afterwards, "We are bowling heroes."



"Teaching teamwork is a true lifelong skill that will help children in many ways."

Theme for the Week



Celebrating Heroes

Activities for "Super Heroes"

Materials Needed: : Lowercase tactile c, picture of things that begin with c (provided); Invite children to wear a superhero t-shirt or bring in a picture of their favorite superhero, and bring a superhero, doll or stuffed animal from home; strips of heavy paper, , capes from Day 1 Art, paints, music and player.



CIRCLE ACTIVITIES

Invite children to wear any t-shirt or bring in a picture of their favorite superhero and/or princess character. Have them name the character. What does this super hero or princess do that is helpful? Children stand and hold hands. They sing: Heroes, heroes, they are everywhere. Being a hero shows you care. We are heroes too! Yay!!



LANGUAGE-LITERACY

The Letter Sound "c"

Show the children the tactile lowercase letter c. Say, "This is c-c-c." Have each child say, "c-c-c." Then show them the picture of things that begin with c (provided), and have them repeat after you the names, stretching out the c-c-c sounds: c-c-cookie, c-c-castle, c-c-candy, c-c-cat, c-c-corn, c-c-crown. Explain what each one is as you show them the pictures. Put it on a tray on the literacy shelf for children to look at and identify the pictures sounding out the letter c-c-c.



FUN ART

Superhero Bands

Pre-cut strips of heavy paper long enough to be taped closed around the children's wrists. Children paint the strip however they choose. They wear around their wrists as a superhero band. Save for Math today.



MATH

Interactive Counting

Children wear their hero capes from Day 1 Art and hero bands from today's Art. All children stand in a circle. Say, "I need three super heroes to sit down." You point to three children. Then say, "Now, I need two more super heroes to sit down." Point to two children. Ask, "Standing heroes, how many hero friends are sitting down now?" Count the five seated children. Then have everyone sit down and give instructions for different numbers to stand, jump, etc.



MUSIC-MOVEMENT

Going on a Quest

Explain to children that heroes often become heroes because they are brave enough to go on a quest, search, for someone needing help. Play music. Children walk around the room pretending to look for someone needing help. Stop the music. They turn to a friend and say, "I want to help you. How can I help you?" The other friend says, "Thank you." Repeat several times.

SOCIAL SKILLS

Superhero Moves (Following Directions and Listening)

Children sit in a circle each with a superhero, doll, or stuffed animal they brought from home. Say, "Let's help our super heroes move." Give directions for the children to follow such as, "Nod your head." "Turn in a circle." "Touch your toes." "Jump up and down." As the directions are given the children make their super heroes or dolls or stuffed animals do the movements. This is great for listening, following directions and building their self-esteem as they "help" their super hero.



"Teacher is synonymous with superhero!"

Things that Begin with “c”



candy



cat



castle



corn



crown



cookie

Theme for the Week



Celebrating Heroes

Activities for "Heroes are Special"

Materials Needed: Tactile lowercase letter c; laminated, cut apart pictures that begin with "c" from yesterday



CIRCLE ACTIVITIES

Say, "Do you know who is special? YOU are! That is who." Tell them that a very special person who lived a long time ago was named Martin Luther King Jr. Show them his picture (provided). He was special because he wanted everyone to get along and be happy together. He believed in kindness to all. He is so special that there is a special national holiday named after him. It's called Martin Luther King Day. It will be Monday. (Note: Tell them if you are closed Monday, it's because of the holiday in his name.)



LANGUAGE-LITERACY

C is for c-c-corn, c-c-candy and c-c-cookies

Before you begin, laminate the pictures that begin with c from yesterday and then cut them apart. Show the children the tactile lowercase letter c. Say together with the children, "This is c-c-c." Tell them that there are lots of things to eat that begin with c-c-c. Show them the picture of c-c-candy. They say, Yay, c-c-candy begins with c-c-c. Do the same with the cookie and corn. Then ask them which is their favorite?



FUN ART

Trace handprints of each child onto construction paper. They decorate both of their handprints with crayons, stickers, paints, ribbon, etc. String them together as if everyone is holding hands. Talk about how each handprint is unique (different) just like we are each unique. When we put all of the helping hands together, we can make great things happen. We can be heroes.



MATH

Sorting Small and Large

Remind children that objects are in different sizes. What can you find in the room that is large and small? Place several classroom items in the center of a table. Children sort them into a large and small pile. Count how many objects are in each pile.



MUSIC-MOVEMENT

Martin Luther King and Others are Heroes

Heroes, heroes that is what they are.

Doing their job makes them shining stars. Heroes, heroes, they are responsible. Helping, caring, they are so valuable.



SOCIAL SKILLS

Matching Helpful Moves

Make movements and facial expressions while the children watch, such as picking up a toy, smiling, etc. Repeat as the children do the movement or facial expression with you. Let children take turns being the leader. When finished, they say, "What fun to play with you!"

Martin Luther King Jr.



Theme for the Week



Fun with Tape

Activities for "Hopscotch"

Materials Needed: Picture of hopscotch (provided), tactile lowercase c, whiteboard and marker, playdough, colored paper, butcher paper, crayons



CIRCLE ACTIVITIES

Start by telling them that today is Martin Luther King Day, and show them his picture. Then Show children pictures of a hop scotch (provided). In advance, make a hopscotch with masking tape on the floor for Circle and Math activities today. Children sit around it. Explain to them that hopscotch is a game where you hop in the taped squares. Point to each square and count them. Have children stand up and try to hop on one foot. Chant: We can hop later today. Hopscotch we will get to play!



LANGUAGE-LITERACY

Playdough C's

Show the children the tactile lowercase letter c. Then write it on a whiteboard. Give children playdough and have them practice making the letter c with the playdough. While they make it, they say, "c-c-c." Afterwards, they chant together, "Yay for us. We are writing with playdough."



FUN ART

Hopping Crayons

Tape ten pieces of colored paper onto a big piece of butcher paper to resemble a hopscotch. Children hold two crayons in one hand as pretend feet. They "hop" their crayons around on the colored paper by placing and lifting the crayons on and off the paper. This will create a scattered "dot" art all over the hop scotch.



MATH

Numbered Hopscotch

Number the hop scotch from Circle Time with masking tape numbers or pre- write them on cards and tape them into place inside each square. Children take turns playing the game of hopscotch.



MUSIC-MOVEMENT

Chant and Act Out Hop, Hop, Hop

Hop, hop, hop. Stop! (Hop around and then stop.)

Hop, hop, hop. Drop. (Hop around and then drop to the floor to sit.) Hop, hop, hop. Do a dance bop. (Hop around and then dance silly.)

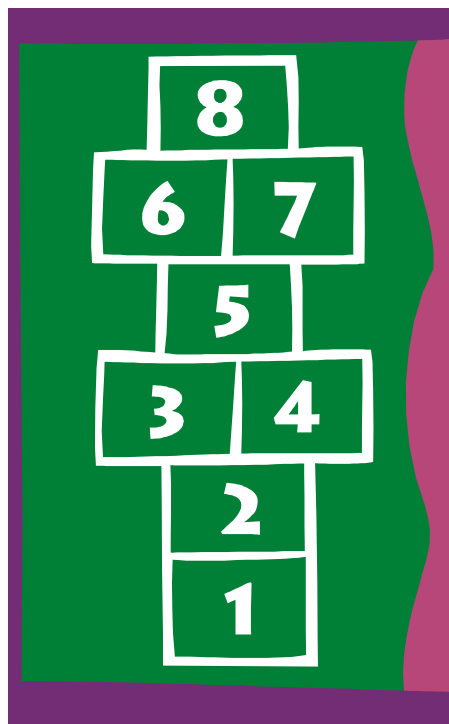
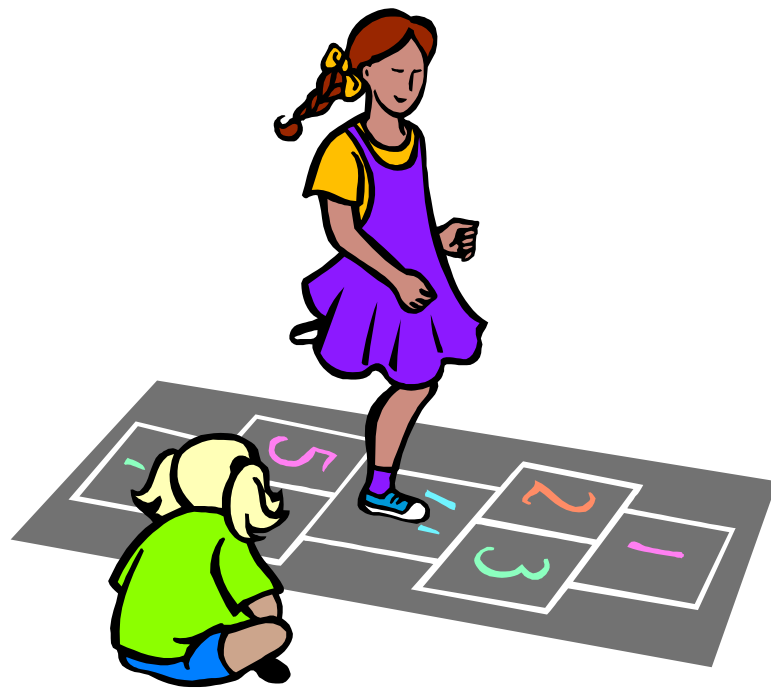


SOCIAL SKILLS

Hand Hopping (Working Together)

Children hold a friend's hand and hop to a designated spot in the room. After several turns they hug their friend and say, "Hopping and holding hands is so grand!"

"You are a hop, skip and a jump away from making a child smile today."



PICTURE FOR MATH ACTIVITY

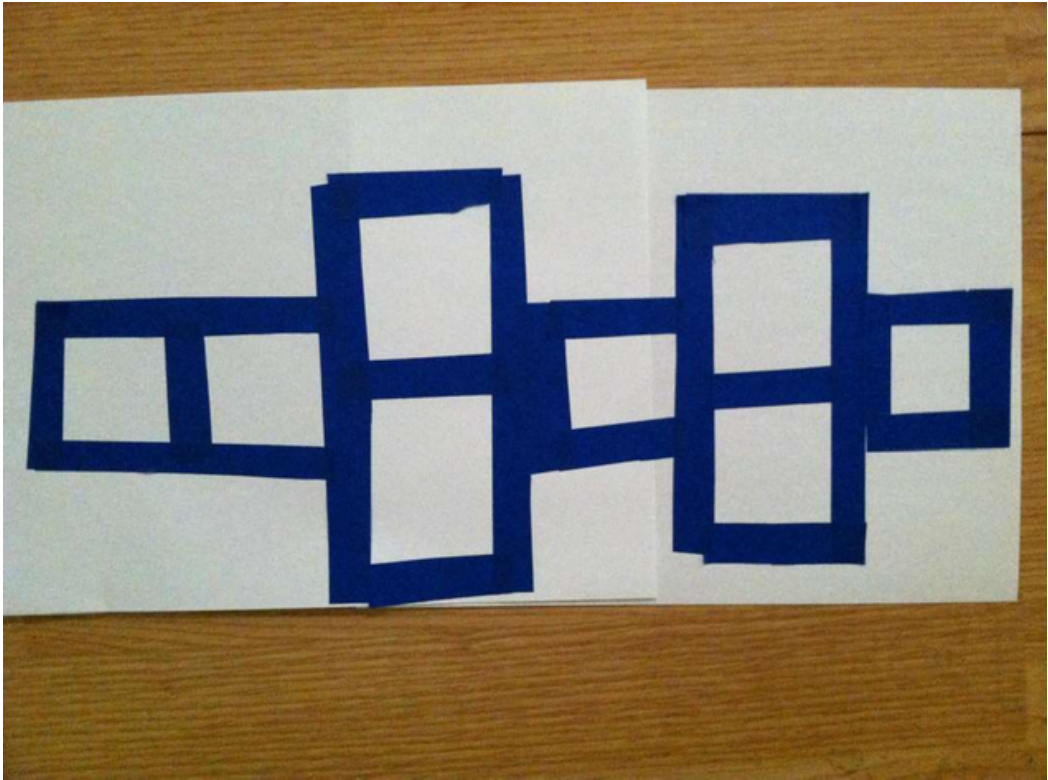


PHOTO SAMPLE FOR ART

Theme for the Week



Fun with Tape

Activities for "Balancing Act"

Materials Needed: Tape for lines on the floor and to stretch between chairs, play dough, plain paper, small toy characters and/or counters



CIRCLE ACTIVITIES

Place a long piece of tape in the center of the circle. Walk across it with one foot in front of the other. Explain to children that you are balancing on your feet by staying on the line. Children take turns walking across the line with one foot in front of the other. They give you a high five when they get to the end. Chant: We can balance on our feet. At the end, our teacher we meet.



LANGUAGE-LITERACY

Words of the Day: over, under

Stretch a piece of tape between two chairs (or a wall and a table, etc.). Make it low enough for children to walk over it and high enough that they can slide under it. Children take turns walking over the stretched piece of tape. They say, "I am walking over the tape." Then they take turns wiggling themselves underneath it. (If needed, raise the tape.) They say, "I am going under the tape."



FUN ART

Balance Beam

Children roll play dough into a long rope. They place it on plain paper. Then they place small toy characters and/or counters on the play dough to balance them.



MATH

Long and Short Beams

Place several taped lines in a variety of lengths on the floor to be pretend balance beams. They name which ones are short and which ones are long. Which is the shortest? Which is the longest? How many beams are there altogether? Save for Music today.



MUSIC-MOVEMENT

Chant and Act Out Balance, Balance

Children walk along the taped balance beams from Math while chanting: Balance, balance: shake, shake, shake. (Walk, stop and shake body.) Clap your hands: wiggle, wiggle, wiggle. (Clap and wiggle body.) Balance, balance: jump, jump, jump. (Jump up and down.) Now let's spread our sunshine with arms open wide. (Open arms and give a hug.)



SOCIAL SKILLS

Walk a Line (Working Together)

Place a line of masking tape on the floor for the children to walk on while holding hands and singing: We're walking a line, We're walking a line, hi-ho the derry-o, We're walking a line. One foot at a time, one foot at a time, hi-ho the derry-o, one foot at a time. Walk slowly, walk slowly, hi-ho the derry-o, walk slowly. Walk quickly, walk quickly, hi-ho the derry-o, walk quickly.

"Teachers often do more balancing than a trapeze artist."

Theme for the Week



Fun with Tape

Activities for "Long Jump"

Materials Needed: Masking tape, long piece of string or yarn and a short piece of string or yarn, paper plates, sticky notes, colored tissue paper, plain paper, pipe cleaners, index cards, photo sample picture for Math (provided)



CIRCLE ACTIVITIES

Place two pieces of tape on the floor in the center of the circle. Make one short and one longer. Stand at the end and jump along the short piece. Say, "That was a short jump across the short piece of tape." Then jump along the long piece of tape. Say, "That was a long jump on the long piece of tape." Can they find anything in the room that is long and short? Chant: We will jump long and short jumps too.



LANGUAGE-LITERACY

Vocabulary words: Long and Short

Stick a long piece of masking tape on the floor. "Tell children, "This is a long piece of tape." Then stick a short piece next to it, and say, "This is short." Then point to each separately and say, "long" or "short." Then show them a very long piece of yarn. Then show them a short one. Ask them which is long and which is short. Stand up and tell them that you're going to take a long step. Then show them a short step. Have children stand up and take a long step forward, and then a short step forward. Have them practice taking long and short steps.



FUN ART

Jumping Maze

Children use colored tissue paper to make a jumping maze. Wad paper into small balls a few times. Paste onto construction paper. Give each child a pipe cleaner. They fold it in half and pretend it is two legs. Then they "jump" their pipe cleaner legs over the tissue paper obstacles.

MATH

How Many Squares Long?

Use masking tape to make 10 squares in a row on the floor. Children count how many squares. Number each square by taping index cards in the center. See photo samples as a guide (provided). Give directions such as: Place three toy cars in the number three square. Place five crayons in the number five square, etc. Keep the taped squares for Music-Movement today.

MUSIC-MOVEMENT

Sing and Act Out Jump, Jump, Jump (tune of "Row, Row, Row Your Boat")

Children take turns standing in square one from Math today and jumping as far as they can while singing: Jump, jump, jump my feet. Quickly in the air. Joyfully, joyfully, joyfully, my feet land in squares.

SOCIAL SKILLS

If I Were a Frog (Working Together and Taking Turns)

Children stand in groups of three and chant: If we were jumping fun frogs, we would jump like this. They all work together and long jump at the same time. Now say, "It is this group's turn." The next group of three says the chant and jumps. When finished, they all high five and say, "Thanks for playing with me."

"Help a child feel confident to take a long jump into new learning."

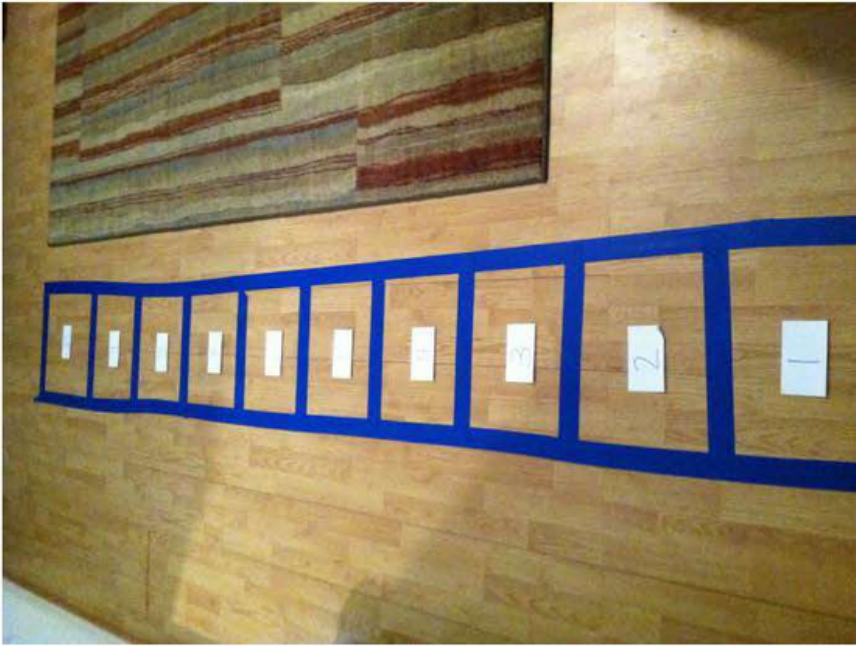
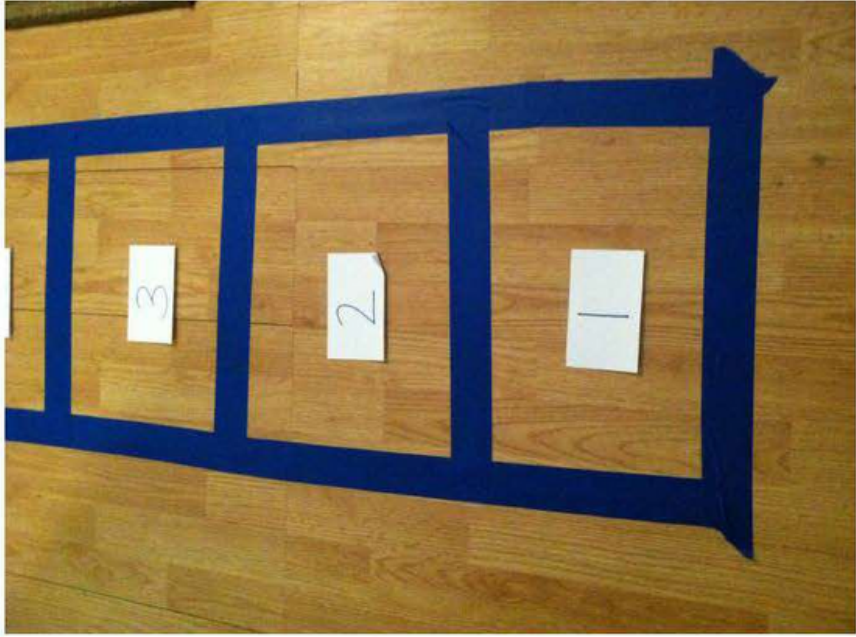


PHOTO SAMPLES FOR MATH

Theme for the Week



Fun with Tape

Activities for "Letters"

Materials Needed: : Masking tape, magnetic letters, paper plates, craft sticks, crayons, children bring empty cereal boxes to school, paintbrushes, paints, magnetic letters, m, s, t, p, r, a, and c



CIRCLE ACTIVITIES

Paste a long piece of masking tape across the circle. Give each child a magnetic letter, m, s, t, p, r, a, or c to hold. Chant: "I wonder who has the sound m-m-m to share with me. If you have it, let me see." The child with the m-m-m hands it to you, and you place it at the beginning of the taped line. Continue with other letter sounds that were passed out to the children until they have all been lined up on the line.



LANGUAGE-LITERACY

Letter Puppets

Make an outline of a different letter on different paper plates. Pass the plates out to children. Help children use tape to make the letter shape on the paper plate. (Each child has a different sound they have learned, m, s, t, p, r, a, or c.) They color the whole plate including the taped letter shape. Then they remove the tape to expose the letter shape with color all around it. Paste a craft stick onto the paper plate to make it into a puppet. Children hold their plate puppets and say the name of their letters.



FUN ART

Fun with Boxes (Day 1 of 2)

Write a letter sound that children have learned on a piece of paper. Each child has a different letter. Use the cereal boxes that each child brought in. Help each child make their individual letter using tape. Place all the boxes flat on a table or butcher paper. They finger or brush paint the top of their box a solid color their choice. Have them paint the letter side and as much of the small sides as they can. Let them dry and save them for tomorrow.

MATH

Sorting and Counting

Use tape to make a few squares on the floor. These squares become the sorting locations. Place a variety of common classroom objects in a basket such as blocks, books, dolls, toy cars, crayons, etc. Children dump the basket and sort into piles. Count how many of each object.

MUSIC-MOVEMENT

"Colors Begin with "c-c-c"

Ah la la...la la la

Shake, shake a hand, shake a hand next to you. Shake, shake a hand as we sing this song too. I'm looking for the c-c-color red, c-c-color red I'm looking for the c-c-color red, here it is! Then find something red in the room and put a piece of tape on it, and children sing the song again looking for another color.

SOCIAL SKILLS

Play "The Teacher says."

This is a version of Simon says. Children all stand on the tape. When you say, "The teacher says," and give an instruction, the children do it. If you just say, "Take 2 steps forward," they don't do it because you didn't say, The Teacher Says. Give them funny suggestions besides moving their feet like smile, wink, wave, nod their head, take two short steps, make a silly face. (Note: You can use your name instead of "The Teacher.")

"A, B, C, D, E, F, G. Teachers help children be the best that they can be."

Theme for the Week



Fun with Tape

Activities for "Numbers"

Materials Needed: Picture that has cap, (provided), masking tape, marker, butcher paper, a cap for Literacy, painted cereal boxes from yesterday; finger paint or brush paint, numbered pieces of paper, numbered index cards (Numbers can be from 1 to 13 depending on number of children in your class).



CIRCLE ACTIVITIES

Give each child a numbered piece of tape. Start with one and go through the number of children in your class. Then ask for the number one piece of tape. It is placed on a long piece of tape pre-placed on butcher paper. Continue until all of the children have had a turn to place their numbered tape on the long tape. They will have a number line once all numbers are placed in numerical order. Chant: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10. We can use tape to count again.



LANGUAGE-LITERACY

$c + a + p = \text{"cap"}$

Prepare ahead the picture of the cap (provided). Cut the top so it is separate. It says "c a p" with the letters separated. Show the children the "c a p" first. Sound out each letter with the children, and then have them blend the sounds together, starting with c and a, saying "ccaa," and then after practicing that, adding the p, ccaapp, cap. Tell them they can read the word and show them the bottom half of the picture that has the letters together and the picture of the cap. Have them say, "Yay, we can read the word, "cap."



FUN ART

1, 2, 3 Boxes (Day 2 of 2)

Turn over the cereal boxes from yesterday. The children are going to make numbers using tape. Give each child an index card with a number (1 through 13 depending on the number of children in the room.) Children copy that number using tape. Then they brush paint the back of the box using the same color as the front. Once dry, remove the masking tape to reveal the number.



MATH

Tape on Numbers

Number 13 pieces of paper, writing very large numbers. Children place one small piece of tape on the number one, two small pieces of tape on the number two, three small pieces of tape on the number three and so on through 13.



MUSIC-MOVEMENT

Sing We are Counting (tune of "Frere Jacques")

We are counting. We are counting. Yes, we are. Yes, we are.

Around the room. Lots of numbers. Lots of numbers. We know them. We know them. We stick them. We stick them. Around the room. (Children tape numbered cards around the room.)



SOCIAL SKILLS

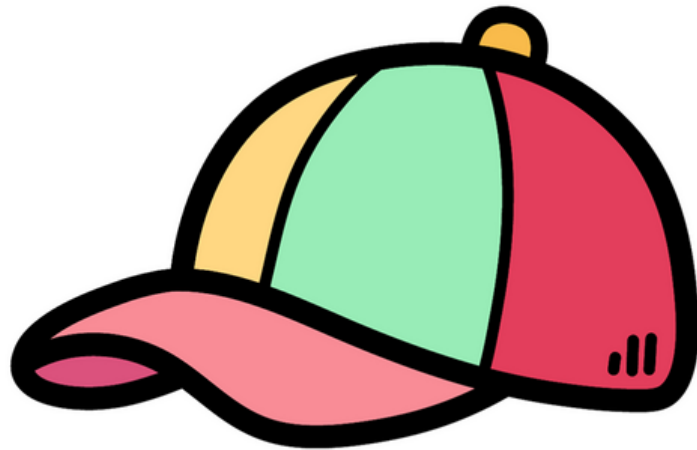
Taped Track for the Number Train

Make a train track on the floor with masking tape. Partner two children. One is the engine standing in front. The second child is the caboose, standing behind the engine with their hands on the engine's shoulder. They walk around the room along the taped track chanting: "Choo choo, we two are special." A third child joins. Count them. They walk around the room on the taped track chanting, "Choo choo, we three are special." Continue until all children are a part of the train.

"2, 4, 6, 8. Who do we appreciate? Difference making teachers like you!"

c a p

cap



Theme for the Week



My Awesome Me

Activities for "My Birthday"

Materials Needed: Tactile lowercase letter b (Welcome Package), white construction paper, paste, scraps of birthday wrapping paper, number 14 made from 1 and 4 (Welcome Package), 14 crayons, 14 pieces of paper, 14 blocks, one inflated balloon.)

CIRCLE ACTIVITIES



Say, "How old are you? You are two! Some children may be three, so for those children alter your words to fit.) Two years ago the world received wonderful you." Each child says, "I am two." They hold up two fingers. Tell them that they change numbers on their birthday. Tell each child the month and day of their birthday. Show a picture of a birthday cake (provided). Tell them that many people eat cake on their birthday. Children pretend to eat cake and say, "Yummy."

LANGUAGE-LITERACY



The Letter Sound "b"

Show the children the tactile lowercase letter b. Say, "This is b-b-b." Have each child say, "b-b-b." Have them take turns tracing it with their fingers. Tell them b-b-birthday begins with b-b-b. They say b-b-birthday. Tell them lots of things begin with b-b-b. Look around the room and name things that begin with b-b-b. (Some things they may see are b-b-bottle, b-b-ball, b-b-bag, and some children's names begin with b-b-b.)

FUN ART



Build a Birthday Cake

Give each child a pre-cut white circle. They decorate it with crayons and paste scraps of construction paper and tissue paper. Give each child small rectangle papers to become candles. They paste onto their cakes three, four, or five "candles" to show how many years old they are right now. Hang all of the cakes onto the wall in order January – December. On each child's birthday throughout the year, they can add a candle on their cake.

MATH

The Number 14

Show children the numbers 1 and 4 (Welcome Packet). Say, "This is a 1, and this is a 4. When we put them next to each other, it says, "14." Have children count aloud with you, and when they get to 14, everyone says, "Hurray." Then everyone together counts the crayons, and when everyone gets to 14, they say, "Hurray," again. Do this with the small pieces of paper, and the blocks too.

MUSIC-MOVEMENT

Sing Happy Birthday to You

Children sing the traditional song of Happy Birthday for each child. Say, On January 30th, Tatum will have a birthday and we will sing Happy Birthday to You. (Note: Start with the January birthdays and continue through December.)

SOCIAL SKILLS

You are Special

Tell children that they are very special and were each born on a very special day. Walk to each child in the circle and say, "Guess what?!?!!" They say, "What?" You reply, "You are so very, very special and born on the special day (child's birthday)!" Sing as each child takes a turn dancing in the circle: There's someone special dancing right now. Oh, there's someone special dancing right now. It's, Jane Doe, Jane Doe, Jane Doe. It's Jane Doe dancing right now! (Substitute children's names for Jane Doe.)

"On the day that you were born the world received a very special teacher."



BIRTHDAY CAKE FOR CIRCLE AND ART ACTIVITY

Theme for the Week



My Awesome Me

Activities for "My Favorites"

Materials Needed: Lowercase tactile b, Pictures that begin with b (provided), construction paper, paste, paper plates, crayons, craft sticks, construction paper in a variety of colors



CIRCLE ACTIVITIES

Tell children that we each have favorites. Place several pieces of colored paper in the circle. Ask the children, "Which is your favorite color?" Then ask them to name other favorites, favorite game, favorite book, favorite song. Tell them it's okay we each have different favorites because we all are "awesome."



LANGUAGE-LITERACY

Lots of Words with b

Show the children the tactile lowercase letter b again. Say, "This is b-b-b." Have each child say, "b-b-b." Then show them the picture of things that begin with b (provided), and have them repeat after you the names, stretching out the b-b-b sounds: b-b-bat, b-b-ball, b-b-bed, b-b-box, b-b-bird, b-b-bear. Explain what each one is as you show them the pictures. Put it on a tray on the literacy shelf for children to look at and identify the pictures sounding out the letter c-c-c.

FUN ART

b Puppets

Pre-cut the center circle out of a paper plate for each child. Children color the remainder of the paper plate their favorite color. Write the letter b on a piece of construction paper large enough to be seen in the cut out opening of the plate. Children finger paint over the letter b. Once dry, paste the b onto the back of the paper plate so that it is now framed by the outer part of the plate. Paste a craft stick to the bottom.

MATH

"I'm Two" (or Three) and I Have Favorites

Tell children again that everyone has favorites. Today they are going to talk about their favorite things they like to do. Tell them 2 favorite things about yourself as an example. "My favorites are that I like to sing with you. I like to play with my dog when I'm home." Then tell children because they are two. They can tell 2 favorite things they like to do. Clap after each one talks. (Note: For children that are 3, they say 3, and tell 3 favorite things.)

MUSIC-MOVEMENT

Sing Friend, I Want to Be With You Friend, I want to be with you. (Two children face each other, holding hands.) Play with you, (Children make playing motion with hands.) Share with you, (Children hold hands.) And friend, when we are far apart, (Step apart from each other.) I'll still be friends with you. (Cross hands over heart.) Yes, I will! <http://www.youtube.com/watch?v=43MuhiNh5p4>

SOCIAL SKILLS

Who's a Special Person in Our Class?

Start with having a mirror deep inside a box so children can't see it unless they look in the box. Have it on a table several feet away from where children are sitting in circle. Tell the children that there is a very special person in our classroom. The children take turns walking to the box on the table and look inside to see who it is.

Watch the video: <https://www.youtube.com/shorts/MnzQy1b44eI>

"Being with a special teacher is often a child's favorite part of the day."

Things that Begin with “b”



Theme for the Week



My Awesome Me

Activities for "More Favorites"

Materials Needed: A few of the toys from your classroom for circle activity, book to read aloud with several pictures, finger paints, construction paper, a photo of each child sent in by the parent, index cards, paste



CIRCLE ACTIVITIES

Have a few different toys from the classroom sitting in front of you in the circle. Say, "Which toy is your favorite to play at school?" Raise your hand if your favorite is the blocks. (Continue asking about other toys.). Chant: I am special, yes I am. I am very special. I have favorite fun things to do.



LANGUAGE-LITERACY

Show children a book, Say, "b-b-book. B-b-book starts with a b-b-b. This is a b-b--book. It tells us a story." Children repeat, "This is a b-b-book. Read a book to the class. Have them take turns pointing to their favorite picture in the book.



FUN ART

My Favorite Paint Children choose their favorite finger paint and create a picture to share with the class. They show their picture and say, "My picture has my favorite color ____."



MATH

Favorite Friends Matching Game Ask parents to send a recent photo of their child to school. Make two black and white photocopies of each child's photo. Paste each copy to an index card. Play Memory by facing all photos down and children take turns turning two cards over at a time to find a match!



MUSIC-MOVEMENT

My Favorite Song with My Favorite Friend Children link arms with a friend and dance to their favorite song. Change partners and change songs. Continue through several songs and several dance partners.



SOCIAL SKILLS

Handshake, High Five or a Hug Give each child a high five. Give each child a hug. Give each child a handshake. Ask each child, "Which is your favorite?" They give you a hug, handshake or high five – whichever is their favorite. They get a partner and take turns giving their favorite to their partners.

"May your favorite part of the day be the sound of a child's laughter."

Theme for the Week



My Awesome Me

Activities for "We Are All Awesome"

Materials Needed: We are all awesome picture (provided), Picture of lowercase b (provided) for each child, individual finger paints for each child, photo sample of lowercase b with fingerprints (provided); paper plates with the center circle cut out, paste, craft sticks, yarn or construction paper, photo of art sample (provided)



CIRCLE ACTIVITIES

Show children the picture, "We are All Awesome" (provided). Point to all the children. Say, "Look at these awesome children. They are so cute. Some have dark brown or black hair, some blonde, and one child even has red hair. Some have light skin, and some have darker skin. They have dark eyes, and some have blue or green eyes." Pass around a hand mirror and have children look at their eyes. Tell them what color eyes they have. Chant: Lots of colors you will find...in our hair, skin, and eyes. We are special. Yes, we are. We are awesome!"



LANGUAGE-LITERACY

My Awesome Fingerprint b-b-b

Give each child with plain grey lowercase b (provided). Make such each child has a small container of fingerprint. Tell the children that they each have different fingerprints, and that is awesome. Have them choose a finger to fingerprint with. Tell them to make their fingerprint so it covers the whole b-b-b while saying "b-b-b." (See sample of b with fingerprints.)



FUN ART

See My Face Give each child a paper plate with the center circle cut out. Help children paste yarn or strips of construction paper to the top of the plate that is closest to their own hair color. Paste a craft stick to the bottom of the plate so it can be held. Children place the cut out paper plate in front of their own face to show their eyes, mouth and nose. See sample photo (provided). Save for Social Skills today.



MATH

Searching for the Number 14

(Ahead of time, hide 14 small pieces of paper that have the number 14 written on them. Have a whiteboard and marker. Write 14 on the whiteboard. Tell the children. "We get to learn more about 14 today." Show them how it is a 1 and a 4. "Today we are going to go on a search to find pieces of paper with the number 14 on them. Show them an example of 14 written on a paper. They each go searching. When they find them all, say, "Yay. Count them, and say, You found them all. We have 14 papers with 14 written on them. Yay."



MUSIC-MOVEMENT

Greet a Friend while Singing Ah la la la...la la la

Shake, shake a hand, shake a hand next to you. Shake, shake a hand as we sing this song. Shake, shake a hand, shake a hand next to you. Shake, shake a hand as we sing, sing ah la la la....la la la Other verses: Hug a friend; Hold a hand



SOCIAL SKILLS

Who is Awesome?

Have children bring their plate faces from art today to circle. Have the children take turns standing up with their plate faces over their actual faces when you say, "Who is Awesome? They each respond: "I am awesome." Then have them chant: We are awesome, we are awesome, Yes we are!"

"All children are gifts in a unique way."



We Are All Awesome



My Awesome Fingerprint “b”

b



My Awesome Fingerprint "b"



Theme for the Week



My Awesome Me

Activities for "I Am Awesome"

Materials Needed: Lowercase tactile letters, r, a, c, and b, 4 paper cups each marked with one of the letters, r, a, c, or b, a ball, whiteboard, marker, 14 crayons, 14 pieces of paper



CIRCLE ACTIVITIES

Circle Activities

Tell the children that this week they have been learning all about the ways they are awesome. Tell them they can do so many things. Ask them questions like these examples. "Can you sing? Can you smile? Can you laugh? Can you color pictures? Can you jump?" If they can do it, have them say, "Yes, I can." When you are finished asking them questions, tell them, they are "can do it" kids. They are awesome."



LANGUAGE-LITERACY

Bowling the Ball to Letters r, a, c, and b

Review the lowercase tactile letters, r, a, c, b. Then show them 4 paper cups and how they each have one of those letters on them. Then show them a ball. Tell them they are going to roll the ball and knock down the cup that has the letter you call out with the ball. Put the cups on the floor spaced apart, and have the children take turns bowling to a letter cup. Example: Say, "Bowl the ball to 'r-r-r.'" "Bowl to the c-c-c," etc. (Save the ball and bottles for Monday.)



FUN ART

Awesome ME!

Trace each child's hand on a sheet of white construction paper or use the picture (provided). In the center of the picture, write the child's name. Ask children something they can do like the ones discussed in the circle activity, and write one on each finger. Children decorate the hand with paint and/or crayons.



MATH

Learning to Compare: Is it More or Less?

Show 1 crayons in one pile and 13 in another. Ask them which has more and which has less? Have them count all the total crayons. It will be 14. Write 14 on the whiteboard for them to see. Then show them 3 pieces of paper lined up in a row and 11 pieces of paper lined up in another row. Ask them which has more and which has less? Have them count all the crayons. It will be 14. Write 14 on the whiteboard for them to see.



MUSIC-MOVEMENT

Sing, Maryln's "I Am Special" Song

I am special. I am special. Yes, I am, Yes, I am.

I am very special. I am very special, Yes I am. Yes, I am.

Here's a video of Maryln doing it with a group of children.

https://www.youtube.com/watch?v=W0ke6_1uiK0&t=6s



SOCIAL SKILLS

"We are can do kids."

Tell children they can do so many things. Remind them of all the things they said they can do. Have them chant, "We can do it. We can do it. We can put our minds to it and do it."

Then have them take turns telling each other, "I can do it, and so can you. We are can do it kids."

I am Awesome



Theme for the Week



My Family is Special

Activities for "People in My Family"

Materials Needed: Lowercase tactile letters, m, s, t, and p, 4 paper cups each marked with one of the letters m, s, t, or p, on them, ball, children bring a pair of old white adult socks, and one or two pairs of white child socks, googly eyes, paste, yarn, marker, children bring pictures of their families (Note: Save the picture(s) to use again later in the week.)



CIRCLE ACTIVITIES

Tell the children that here in our class, we are like a family. When you go home, you have other people who live with you.. Those people you live with are your home family. Ask children, "Who lives in your home with you?" Say, We all have different families. There are big families and small families. A big family has lots of people. A small family has less people. All families are special. Children chant, "I have a family. My family is special."



LANGUAGE-LITERACY

Bowling the Ball to Letters m, s, t, p

Review the lowercase tactile letters, m, s, t, and p. Then remind them how they bowled last week. Show them the 4 paper cups and how they each have one of those letters on them. Then show them a ball. Tell them they are going to roll the ball and knock down the cup that has the letter you call out with the ball. Put the cups on the floor spaced apart, and have the children take turns bowling to a letter cup. Example: Say, "Bowl the ball to "m-m-m" "Bowl to the s-s-s," etc.



FUN ART

Sock Families

Children bring one pair of old, white, adult socks and a pair or two of children's socks to child care. Have them use markers, yarn and googly eyes to make each sock into a puppet. They make one puppet for each person in their family to represent their own family size.



MATH

Let's Count My Family

Children bring pictures of their families to child care. They look at each picture and point to each person while counting. Then they say, "There are this picture."



MUSIC-MOVEMENT

Sing and Share My Family (tune of "London Bridges")

I have love for family. Family. Family.

I have love for family. My family. In my family, I have
(They take turns naming people in their family.)



SOCIAL SKILLS

Who Do I Love in My Family?

Children take turns saying who they love in their family. For example, some children may say they love their mommies. Some may say they love their grandma, or aunt, or daddy or a sibling or even a pet. Some may not feel like saying one of the people living in their homes and omit them. Then have the children chant: I love my family. They love me. I love my friends here in this class. We love each other. We're a family too. (This activity gives children practice in expressing love.)

" Faith and family are two of life's greatest blessings."

Theme for the Week



My Family is Special

Activities for "Family That is Far Away"

Materials Needed: Tree of Family Love (provided), fingerprint in different colors



CIRCLE ACTIVITIES

Stand far away from the circle. Say, "Hello. I am over here. I am far away from the circle. Now I am going to walk near the circle." Walk over to the circle and join the children. Say, "You have family who live in your home so they are near you. You also have family who do not live in your home and they are far away. Can anyone name a family member who does not live in their home with them?" Children share. They make their hands far apart and then close together. Chant: Near or far. Far or near. We love our family everywhere.



LANGUAGE-LITERACY

Words of the Day: far, near

Children look out a window and name objects that are far away from where they can see. Then they name objects that are near. Partner children. Have them stand facing each other and holding hands. They say, "We are near each other." Then they take several steps apart and say, "We are far from each other."

FUN ART

Making a Gift of the "Tree of Family Love"

Tell children that they are going to make a gift for their family that lives either close or far away. They can decide who to give it to. Give each child the Tree of Family Love. Explain that some branches of the tree are far away like family that is far away, and some are closer. They dip fingers in fingerprint, and each time they do, it's for someone in the family and for friends too. (Note: Some children do not have much family so tell all of them they can do it for both family and friends.)

MATH

Five Little Friends

Sing and act out:

Five little friends are far away. One came near me and wanted to stay. Four little friends are far away. One came near me and wanted to stay. Three little friends are far away. One came near me and wanted to stay. Two little friends are far away. One came near me and wanted to stay. One little friend is far away. They came near me and wanted to stay. Now five friends are right here near me. I'm as happy as happy can be.

MUSIC-MOVEMENT

(Note: They learned this song last week. Tell the children when they go home, to sing this song with a family member replacing the word friend with mom, dad, sister, etc.)

Friend, I like to be with you. (Two children face each other and hold hands.)

Play with you. (Children make playing motion with hands.)

Share with you. (Children hold hands.)

And friend, when we are far apart, (Step apart from each other.)

I'll still be friends with you. (Cross hands over heart.) Yes, I will.



SOCIAL SKILLS

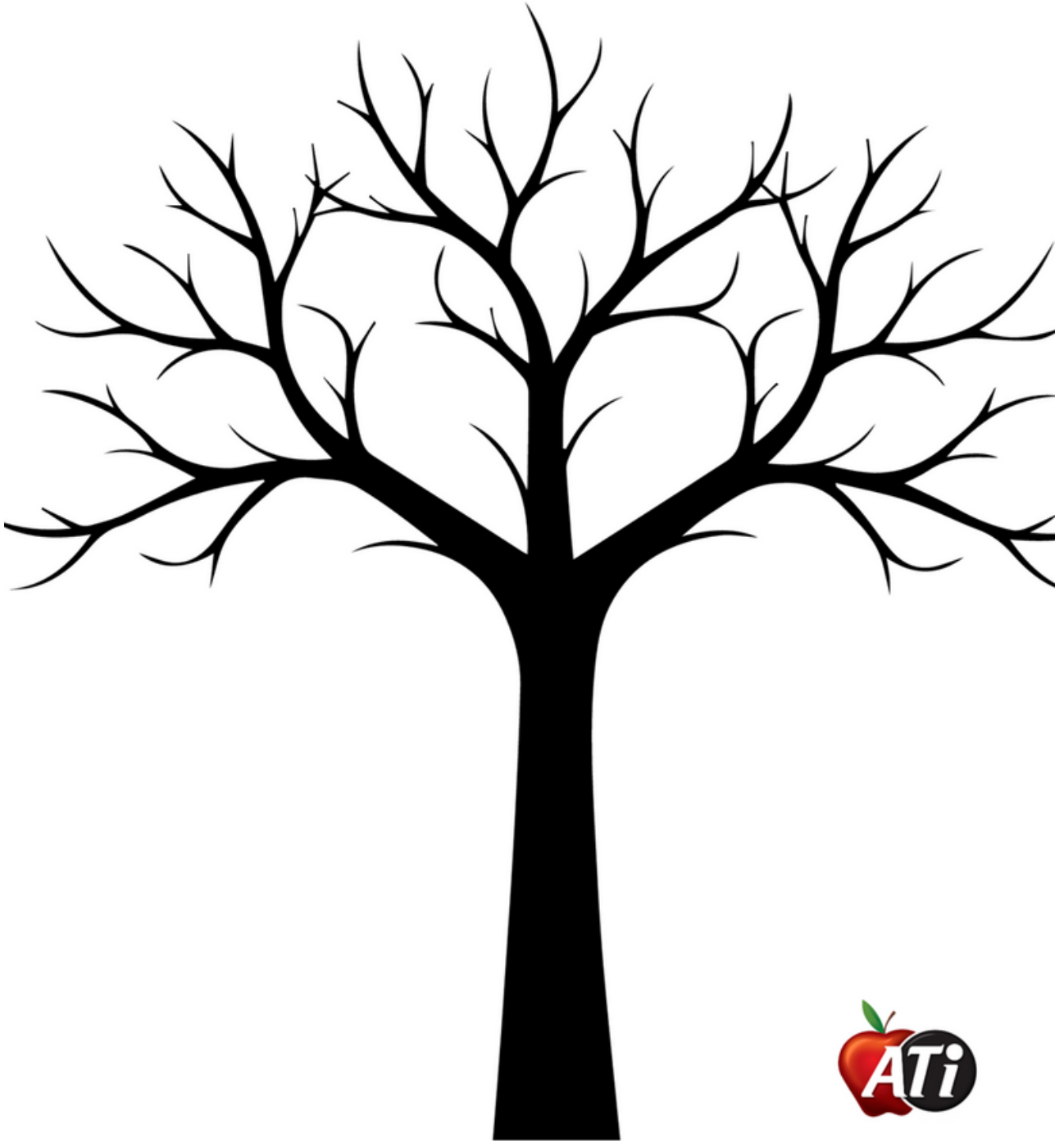
Hello, How Are You Today?

Children practice speaking manners. Two children stand up. Child A says, "Hello (Name of Child B), how are you today?" Child B replies, "Very well, thank you." Switch roles. Play until all children have a turn.



"A teacher's smile and compassion can be felt from far away."

Tree of Love for Family



Theme for the Week



My Family is Special

Activities for "Our Family Home"

Materials Needed: Lowercase tactile letter h, whiteboard and marker, each child has large rectangle on white paper (provided in Welcome Packet), crayons, paste, cut up scraps of colored paper for Art



CIRCLE ACTIVITIES

Show children pictures of houses (provided). Do any look like their homes? Maybe. Maybe not. Explain that just like families are different, so are homes. Point to the doors and windows on the houses. Have children name them. Ask how they enter their homes. Through a door. Chant: We walk in the door of our homes and see our special families.



LANGUAGE-LITERACY

h is for h-h-house and h-h-home

Show the children the tactile lowercase letter h. Say, "This is h-h-h." Have each child say, "h-h-h." Have the children trace it with their fingers. Write it on a whiteboard so it's up high where they can keep seeing it. Tell them that h-h-house begins with h-h-h. Have them repeat after you, "h-h-house." Tell them when leave at the end of the day, the go home. H-h-home begins with h-h-h." Tell them that the word, "h-h-op" begins with h-h-h." classroom that begin with h-h-h. Have them stand up and hop, and each time they do it, they say, 'h-h-hop."



FUN ART

Decorating My h-h-house

Have the children look around the room. Have them tell you what they see on the walls. Tell them that we put things on the walls because they make our room look pretty. Tell them that their family may have things on the wall too. Ask them what they have on the walls. Then give them a sheet of paper with a large horizontal rectangle (provided in Welcome Packet), and tell them to pretend that is a wall and they get to decorate it any way they want.



MATH

Counting Objects in the Room

Beforehand, choose a wall or shelf in your classroom that has 14 or less objects on it. Tell the children that the classroom is also a h-h-home, a school h-h-home. It has decorations or objects too. Count with the children the number of objects or decorations. When they are done counting one thing like decorations on a wall, they can count another wall, or objects on a shelf. Make it fun to count. Chant or sing the numbers. Write on a whiteboard how many objects/decorations they counted each time, and then erase it before they count something else.



MUSIC-MOVEMENT

Sing and Act Out The Doors On a House (tune of "Wheels on a Bus")

The doors on a house open and shut, open and shut, open and shut. The doors on a house open and shut, all day long. (Open and shut arms.) The windows on a house go up and down, up and down, up and down. The windows on a house go up and down, all day long. (Pretend to open window.) The kitchen in a house makes yummy food, yummy food, yummy food. The kitchen in a house makes yummy food, all day long. (Rub tummies.)



SOCIAL SKILLS

My House Full of Please

Place several common household items on a table, such as a sippy cup, juice box, book, spoon, etc. Children take turns saying "please" for these items from the table which can also be found in their homes. (Example: May I please have a juice box? Will you read this book to me please?)

"Spread your love throughout the classroom home."