

THE APPELBAUM

# DAILY CURRICULUM

AGE 3-5



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:

- Small empty box like a Kleenex box before January 3rd
- Old t-shirt to be made into a cape before January 9th
- Superhero toy or picture before January 11th
- Empty cereal box before January 16th
- Family picture before January 24th

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

Sincerely,

# JANUARY 2023

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b> Rave Measuring	"Using Hands" 	"Using Feet" 	"Using Blocks" 	"Using Crayons" 	"Using Paper" 
<b>Week 2</b> Celebrating Heroes	"What is a hero?" 	"Family/Friend Heroes" 	"Athletic Heroes" 	"Super Heroes" 	"Heroes are Special" 
<b>Week 3</b> Fun with Tape	"Hopscotch" 	"Balancing Act" 	"Long Jump" 	"Letters" 	"Numbers" 
<b>Week 4</b> My Awesome Me	"My Birthday" 	"My Favorites" 	"More Favorites" 	"We Are All Awesome" <i>Awesome!</i>	"I Am Awesome" <i>I AM Strong</i>
<b>Week 5</b> My Family is Special	"People in My Family" 	"Family That is Far Away" 	"Our Family Home" <b>HOME</b> <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:** (Note: We realize that some of you may be closed today because it's New Year's Day, so use these activities anytime you want.). Whiteboard, marker, pieces of paper white construction paper, stickers, tissue paper, ribbons, paints, crayons, etc., variety of objects in the room to measure for Math, safety scissors



#### CIRCLE ACTIVITIES

Have children wave their hands in the air. Say, "These are your hands. You know you can wave, eat, pray, shake, and read with your hands. Today you will use your hands to measure. "Measure" means finding out how long or tall something is. How many hands tall do you think a chair is? How many hands would it take to walk across this circle?" Then, count how many of your own hands it takes to walk them across the circle. Chant: We will measure today with our hands!



#### LANGUAGE-LITERACY

##### Chanting Sounds of the Letters

Write on a whiteboard the letters, "c-a-t." Sound it out with the children, cccaaattt. Tell them they are "reading the word, "cat." Then write the letters, "s-a-t." Have children read the word sounding out each letter, sssaaattt. Have them clap their hands because they can "read" two words. Save the whiteboard for tomorrow.



#### FUN ART

##### Handy Dandy Hands

Trace both hands of each child on white construction paper. Help them cut out their traced hands. They decorate their paper hand cut-outs with stickers, tissue paper, ribbon, paints, crayons, etc. Save for Math today and tomorrow.



#### MATH

##### Hand Measuring

Children use their actual hands or hand cut outs from Art to measure the length of various objects in the room such as: a crayon, book, chair, table, door, distance on the floor, each other, etc. What needed the most hands? Least hands?



#### 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

##### Handy Compliments

Children take turns saying to the person sitting next to them in the circle, "I want to hand you a compliment." They shake the friend's hand and say something nice about them. Continue until all children have received a compliment. Shake hands in the air and chant: We were handed a kind compliment! Yay!

"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 and marker, white construction paper, stickers, tissue paper, ribbon, paints, crayons, etc., variety of objects in the room to measure for Math, safety scissors



#### CIRCLE ACTIVITIES

Have children softly stomp their feet. Say, "These are your feet. You know you can walk, run, play and stand with your feet. Today you will use your feet to measure some more. How many feet do you think can walk across the circle?" Then, you count how many of your footsteps it takes to walk across the circle.

Chant: We will measure with our feet today!



#### LANGUAGE-LITERACY

Chanting More Sounds of the Letters

Read with the children the two words on the whiteboard from yesterday, "cat and sat." Then write on the whiteboard the letters, r-a-t. Sound it out with the children, rrraaattt. Tell them they are "reading the word, "rat." Then write the letters, "p-a-t." Have children read the word sounding out each letter, pppaaattt. Do the same with the letters p and c, so they have read the words "pat and cat." Count how many words they can read. Have them clap their hands because they can "read" six words."



#### FUN ART

Footloose Fancy Feet

Trace the feet of each child onto white construction paper. Help them cut out their traced feet. They decorate their paper feet cut-outs with stickers, tissue paper, ribbon, paints, crayons, etc. Save for Math today.



#### MATH

Feet Measurements

Children use their actual feet or feet cut-outs from Art 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 a paper hand to a paper 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

I Want to Stand Up for You

Explain to children that when people see a show, hear a song, or watch a play that they really like they stand up and clap. This is called a standing ovation. You stand up and clap. Say, "I am giving each of you a standing ovation because I really like you and think you are all so very special." Children take turns standing up and clapping for the friend sitting next to them. They look at the seated friend and say, "I stand up for you because you are special too."

"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:** Laminated lowercase small cut-apart letters, m, s, t, r, a, p, a, h, and c found after near the back of the Welcome Packet. (Laminate and cut apart ahead and hide them in the classroom for the Literacy Activity), blocks, books, each child brings an empty small box to class such as a Kleenex box, paints, lima beans or small rocks, tape, chart paper



#### CIRCLE ACTIVITIES

Show children a block. Say, "These are blocks. You get to build and play with these often. Today you will use blocks to measure even more. How many blocks long is this table?" Then, count how many blocks for measuring the table. Repeat with a different sized table or other object and have them make a guess first. Chant: "We are measuring masters!"



#### LANGUAGE-LITERACY

Going on a Sound Treasure Hunt

Hide around the room, the cut up laminated small lower-case letters, m, s, t, r, a, p, h, and c. Have a treasure hunt with children taking turns looking for one of the letters. When the child finds it, the child brings it and say, "Yay, I found (makes the letter sound). The children clap. Do this until all the letters are found.



#### 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 Math and Music activities. (Option: Get small cube-sized gift boxes from a craft store so all boxes are the same.)



#### MATH

Block Building and Measuring

Children use a class set of blocks and/or blocks made in Art today to measure how tall they are. Record the numbers of blocks of each child on a piece of chart paper. Who is the tallest? Then measure how many blocks tall there is for a cabinet door, chair, table, etc. How many blocks tall is the teacher?



#### MUSIC-MOVEMENT

Tall and Short

Children hold their blocks from Art today to stretch and dance while chanting,  
A block chicka, block chicka, block chicka boom, I can be tall, (stretch arms up high)  
Or I can be small (stretch arms down low) A block chicka, block chicka, block chicka boom,



#### SOCIAL SKILLS

Blocks of Kindness

Share a kind word about the friend next to them. Add more blocks to a tower. Then have each child share a kind word about the friend next to him/her. Add more blocks to the tower. Continue each day until the block tower reaches the ceiling. Then have a party to celebrate the building blocks of kindness. (Note: Build the tower against a wall so it has support to grow very tall.)

"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:** Matching objects and words (provided) Note: Laminate and cut apart the pictures and letters ahead of time so you have 8 separate pieces. Small tray and small hand towel or mat for Literacy; Crayons, plain paper, white construction paper, variety of paper (wrapping, tissue, paper towels, construction), Chart paper for Math, different colors of yarn, ribbon or streamers, dance music and player. (Note: This will be the first time children start "reading words.")



#### CIRCLE ACTIVITIES

Show children a crayon. Say, "This is a crayon. You get to color and create with these often. Today you will use crayons to measure even more objects in class. How many crayons long do you think there are for this paper?" You count how many crayons long is a piece of paper. Repeat with a different sized paper and have them make a guess first. Chant: More measuring by me. We are so smart and happy!

Video Example: <https://www.youtube.com/watch?v=2RZOLpYX9T4>

#### LANGUAGE-LITERACY

##### Matching Pictures to Words

Show the children, the tactile lowercase letters, "a" and "t." Sound each one out with them, and then say, "a-a-t-t." Use the "Matching Pictures to Words: at"(provided). Cut apart the pictures and letters and put them on a small tray. Demonstrate taking a one of the word cards, putting it on the left side of a small mat, and "reading it slowly," Example Cat Picture: Say slowly sounding out each letter, "c-c-c a-a-a-t-t-t." Then look slowly through the pictures, and find the picture that best matches the word. Put it to the right of the word. Do the same with the next word, and keep doing it until you are finished. Afterwards, have it on a shelf so children can do it.



#### FUN ART

##### Experimenting with Art on Different Types of Paper

Children sit with crayons and experiment coloring on different types of paper. They color on tissue paper, wrapping paper, newspaper, chart paper, paper towels and construction paper. Which type of paper was their favorite?



#### MATH

##### How Many Crayons?

Show children a variety of objects such as a book, stuffed animal, toy car, plate, easel, etc. Have them guess how many crayons long for each item. Write their answers on chart paper. Then they measure with crayons. Write the actual measurements on the chart paper. Which was the shortest? Longest? Have each child lie on the floor. Measure how long they are with crayons.



#### 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

##### Color Creations (Working Together)

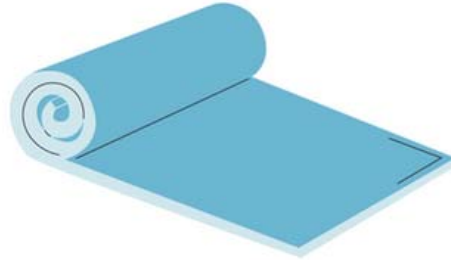
Partner children. Give them one piece of paper and two crayons. They work together to create one picture on the shared piece of paper using their two crayons. Then they stand and share their pictures. The others clap for them.



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

## Matching Pictures to Words - “at”

**mat**



**hat**



**cat**



**sat**



Watch the MaryIn Appelbaum teaching example below!

Video Example: <https://www.youtube.com/watch?v=2RZOLpYX9T4>





**NOTE TO TEACHERS:  
THIS IS WHAT IT WILL LOOK LIKE WHEN THE CHILD IS  
FINISHED READING THE WORDS AND MATCHING THEM.**

# Theme for the Week



## Measuring

### *Activities for "Using paper"*

**Materials Needed:** Lowercase laminated tactile letter b (Welcome Packet), Things that begin with b (provided), various types of paper for Art, fingerprint in different colors, variety of classroom objects to measure for Math



#### CIRCLE ACTIVITIES

Show children a piece of paper. Say, "This paper. You get to color and create on paper often. Today you will use paper to measure in class. How many papers tall do you think is the classroom door?" You count how many papers tall is the door. Repeat with a cabinet door and have them make a guess first. Chant: Measure, measure, we measured more! We have done measuring galore!



#### LANGUAGE-LITERACY

B is for Box

Show the children the tactile lowercase letter b. Say, "This is "b-b-b." Have each child say, "b-b-b." Trace the letter as the children say it. Talk about what it looks like. 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: bat, ball, bed, box, bird, 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 b-b-b.



#### FUN ART

Finger Painting with My Favorite Colors

Children finger paint their own unique creation on the paper of their choice that was their favorite yesterday. They make their painting using their favorite colors.



#### MATH

Longer or Shorter than Paper?

Place a piece of plain paper on the floor. Children sort a variety of objects. Which are shorter than the paper? Which are longer than the paper? Which is the same as the paper? Suggested objects: a block, pencil, crayon, colored paper, book, plate, tray, chair, etc.



#### 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 and 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

Rock, Paper, Scissors (Working Together)

Teach children the traditional game of Rock, Paper, Scissors. Teach them to say, "Good job," or "Yay!" when their friend wins a round. Explain that games are for fun and it is important to always show kindness even if you do not "win" a round of playing.

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

# Things that Begin with “b”

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# Theme for the Week



## Celebrating Heroes

### Activities for "What is a Hero?"

**Materials Needed:** Lowercase tactile letters, m, s, t, r, a, p, h, c, and b (NOTE: Laminate and save the letter sheets to use again.) Index cards, tape, Q-tips, paints, plain paper; Whiteboard and marker for Math



#### CIRCLE ACTIVITIES

Ask the children, "What is a hero? What does a hero do? What does a hero not do?" Explain to children that heroes help people and they are brave, kind and respectful. They help other people. Say, "That means each of you can be a hero! You can be a hero friend. There are all different types of heroes." Continue explaining that a hero is not mean, a bully or hurtful. Children hold hands and chant: A hero, a hero. Brave, kind and helpful too!



#### LANGUAGE-LITERACY

If You See a ....."

Start with only 3 lowercase tactile letters, h, c, and b." Tell the children you are going to play a game like "Simon Says." You hold up a letter sound, and say, "If you see, a (name of sound), clap your hands 2 times. Do these letters several times until you know the children recognize them well, and then add other letters. (Sometimes, hold up something else, just for fun. Example: Hold up a "c," and say, "If you see an "h," clap your hands three times.). Change the number of times children clap too to add some more fun to the game.



#### FUN ART

Q-Tip Art

Show children a package of cotton swabs. Children use the Q-tips as paint brushes to create a design of their choice. Explain that they can give this painting away to someone to help them smile. Say, "Doing something for others such as helping them smile is one way of being a hero.



#### MATH

The Number 18

Write on the whiteboard the numbers, 1 through 18. Read them with the children. When you get to 18, show them, how it's made using a "1" and an "8." Then put a big circle around the number 18, and have the children count and clap 18 times. Then have them count and tap the floor 18 times. Then have them count and stand and sit 18 times.



#### 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."

# Sounds I Know

**m**

**s**

**t**

**r**

**a**

**h**

**p**

**c**

**b**

# Theme for the Week



## Celebrating Heroes

### *Activities for "Family/Friend Heroes"*

**Materials Needed:** Tactile lowercase letter b, pipe cleaners for literacy; Each child brings an old t-shirt to be cut into a cape, fabric scissors, photo sample of T-Shirt for Art (provided)

#### CIRCLE ACTIVITIES



Remind children that yesterday they learned about heroes. Say, "Today we will share the names of people we know who are heroes. A hero is a person who does something that is more than you thought they would do just to be kind. So, you have friends and family who have been heroes to you. They have done extra things for you to just show they care." Children share how a friend or family member has made them feel special. What was the person's name? They chant: Heroes are all around me. I am so very thankful for this, you see.



#### LANGUAGE-LITERACY

##### "b" is for Breath

Show children the tactile lowercase letter b. Have them say, b-b-b with you. Then have them place their palms about one inch from their mouths. They say, "b-b-b" and feel the air coming from their b-b-breath. Have children make the shape of "b" with pipe cleaners. Next, they name things in the room that begin with "b" such as ball, bathroom, block, book, etc.



#### 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.



#### MATH

##### Counting 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? Then have everyone who wants to be a hero stand up and help others. (Typically, all the children stand up. If anyone doesn't, they will still be listening and learning.) Say, "Wow, we have a lot of hero friends. Let's count together, how many of you are standing." Write on the whiteboard the number.



#### 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. Our friends give a hand. (Hold hands with a friend.) Hi-ho so sweet and kind. Our friends give a hand.



#### SOCIAL SKILLS

You Can Do It Too Tell children that we all have jobs to do well. When their parents go to their jobs they need to do a good job. Tell them they have to clean their classroom to keep it neat for each other. That is doing a good job at their job. Give them each a little job to do in the classroom. They all say, "I can do it. I can do a good job too." When all the jobs are finished they hold hands and chant: I can do it. You can do it too. Working together we are classroom clean-up heroes.

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



**PHOTO SAMPLE FOR ART**

# Theme for the Week



## Celebrating Heroes

### *Activities for "Athletic Heroes"*

**Materials Needed:** Picture of sports balls (provided), a ball that bounces, playdough, "Sounds I Know" picture (provided), construction paper, 18 plain pieces of paper, blocks



#### CIRCLE ACTIVITIES

Remind children that yesterday they learned about heroes. Say, "Today we will share the names of people we know who are heroes. A hero is a person who does something that is more than you thought they would do just to be kind. So, you have friends and family who have been heroes to you. They have done extra things for you to just show they care." Children share how a friend or family member has made them feel special. What was the person's name? They chant: Heroes are all around me. I am so very thankful for this, you see.



#### LANGUAGE-LITERACY

"b" is for b-b-ounce the b-b-ball

Show children the tactile lowercase letter b. Have them say, b-b-b with you. Look at the picture from circle time again and show them all the different balls and have them say, "b-b-baseball and b-b-basketball b-b-begin with b-b-b." Then show them the ball and bounce it, and they say with you, "The b-b-ball b-b-bounces." Have them take turns bouncing the ball and saying, "This b-b-ball b-b-bounces."



#### FUN ART

Playdough Letter Art

Give each child a piece of paper on which you have written the letters, m, s, t, r, a, p, c, and b, or use the "Sounds I know" picture (provided.). Give them each playdough. Tell them to copy the letter sound that they know. When they finish one letter, they tell a friend what they made. Then they use the playdough to make another one of the letter sounds. (Note: They will only make 1-3 of them.)



#### MATH

Quick and Slow Counting

Largely number 18 plain pieces of paper. Hang the numbers 1-18 across the wall at 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 ten slowly and ten through twenty quickly.



#### 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

Teamwork

Tell children that a great way to show teamwork to their friends and teammates is to say "please" when asking for something and hear the ideas of another person. Group children in triads. Give each three-some several blocks. Child A says, "May I show you two something please?" They agree. "Child A tells what they would like to build with the blocks. The other two children listen. Then Child B asks to share and Child C follows. Then they each build their structures with the help of their two teammates. When finished, ask for their feedback on this activity. Did they like their friends listening? Did working together make it easier?"

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





**BALLS FOR CIRCLE TIME**

# Theme for the Week



## Celebrating Heroes

### *Activities for "Super Heroes"*

**Materials Needed:** Masking tape, crayon, construction paper, paints, children bring their favorite superhero toy from home, pipe cleaners, beads, dice, music and player



#### CIRCLE ACTIVITIES

Tell children that another awesome thing about heroes is that they think more about others than themselves. They like to solve the problems of others. Have them share the names of superheroes from cartoons. How do they help others in the cartoon? Talk about it. Chant: Being a super hero means you are super helpful of other people in trouble.



#### LANGUAGE-LITERACY

##### Letter "b" Review

Tape a very large b on the floor with masking tape. Children "walk" the letter by walking heel to toe slowly on it. As children walk slowly, on the shape, they chant: B, b, b, b is for b-b-bubbles, b-b-band-aid, b-b-ball, and b-b-boo! They can also say other b words they think of while walking.



#### FUN ART

##### Superhero Painting

Have children bring their favorite superhero toy from home. (It can be whatever character is "super" to them.) They paint a picture (replica) of their superhero toy. Save for Social Skills today.



#### MATH

##### Superhero Bracelets

Give each child a pipe cleaner in a color they choose. They roll a die. If the number two is rolled, they place two beads of the same color on the pipe cleaner. Then they roll again. If five is rolled they put five beads of a new color on the pipe cleaner. Continue until the pipe cleaner is covered in beads, leaving enough room to tie off the pipe cleaner around their wrists. (Note: Always watch children closely when working with small objects so that they do not put them in their mouths.)



#### 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 Summaries (Taking Turns and Listening)

Children take turns sharing the name of their superhero toy and showing the painting they made in Art today. They share why they think their superhero super and a hero. Help them look for ways their character helps others.

"Teacher is synonymous with superhero!"

# Theme for the Week



## Celebrating Heroes

### *Activities for "Heroes are Special"*

**Materials Needed:** Whiteboard and black marker, Spooning Words Sheet (provided) with Spoon for each child, black marker, white spoons for each child with the word "at" written on back of each spoon for Literacy (Note: There is a picture sample of spooning words too.); picture of Martin Luther King Jr. (provided), construction paper, crayons, stickers, ribbon, paste, string for Fun Art; 19 crayons,



#### 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

##### Spooning Words Review

Prior to starting, write on the back of white plastic spoons (one for each child), the word, "at." Then write the letters, m, s, r, p, h, c, b vertically on a whiteboard and have your own plastic spoon with the word "at" written on the back. Have the children together read the sounds of the letters as you point to them. Then take your plastic spoon, and show the children it says, "a-a-a-t-t-t, at." Take the plastic spoon and move it next to the first letter on top so the "at," shows. The children read the word, "mat." Continue down the row. Then have the children use their spoon to make words on their Spooning Words sheet of paper (provided). (Note: There is a sample of what it looks like to spoon words provided too.)



#### 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

##### The Number 19

Count to 18 with the children. Then write on the whiteboard the number "19." Tell them when they see a 1 and a 9 next to each other like that, it's called 19. Tell them that it comes after 18. Sing, the numbers, 1 through 19 slowly with the children. Then sing it quickly. Count the number of chairs in the room, the number of tables, and end with a pile of 19 crayons that you have ready.



#### MUSIC-MOVEMENT

##### Chant and Act Out Martin Luther King Had a Dream

Martin Luther King had a dream for p-e-a-c-e. (Hands together like a prayer). He wanted people to be friends and live in harmony. (Hook arms together.) He had love and kindness to share. (Give a hug.) He spread love and kindness everywhere! (Shake hands in air above heads.) Martin Luther King had a dream for p-e-a-c-e! Hands together, like in a prayer.



#### SOCIAL SKILLS

##### How I Want to Be Special and Kind to Others

Tell them that Martin Luther King was special. He wanted to make a difference to teach others to be kind to each other. Ask them to tell things that people in their lives do nice kind things for them. Then ask them ways they want to be special and do nice kind things for others.

# Martin Luther King Jr.



**m**

**s**

**r**

**p**

**h**

**b**

**c**



PICTURE SAMPLE FOR SPOONING WORDS

# Theme for the Week



## Fun with Tape

### Activities for "Hopscotch"

**Materials Needed:** Scotch tape, plain paper, red crayons, masking tape, white 12 x 18 construction paper, photo sample for Art (provided), finger paints, pictures of hopscotch (provided) picture of Martin Luther King Jr. (provided)



#### CIRCLE ACTIVITIES

##### Circle Time

Start by telling them that today is Martin Luther King Day, and show them his picture. Then give each child a piece of Scotch tape. Say, "This is tape. What does it feel like? What do you do with tape?" Tape is sticky and used to keep items in place like wrapping paper. Say, "This week you get to use different types of tape in new fun ways. Right now place this piece of tape on your knee (on their clothing, not actual knee). Children tap the tape on their knees and chant: On my knee is a piece of sticky tape. It can stick on and then come off again.



#### LANGUAGE-LITERACY

##### Silly Tongue Twisters

Tell them that you are going to play a silly sounds game with them today with lots of "b-b-b" sounds. Say, "The big brown bear buys a big bowl of bananas for breakfast." Have them copy you saying it several times together, and then tell them to say it faster, then faster, then faster some more. Some of the children can volunteer to stand up and say it individually and go faster and faster.



#### FUN ART

##### My Painted Hopscotch

Give each child a white 12X18 piece of construction paper. Help them put masking tape on the paper in the shape of a simple hop scotch. See photo sample (provided). Then they finger paint the whole page a color of their choice. Once dry, they remove the tape to reveal hop scotch squares. Last, they finger paint numbers with black into the squares.



#### MATH

##### Numbered Hopscotch

Show children pictures of a hop scotch (provided). Use them as a guide to make a hopscotch outline on the floor with masking tape. You can make the numbers with masking tape or pre-write them on paper and tape them into place. Children take turns playing hopscotch. Keep the hopscotch set up for Music-Movement and Social Skills today



#### MUSIC-MOVEMENT

##### Chant and Hopscotch Hopping Friends

We have listening ears and a smile so sweet. Watch us hop to a beat! We are often seen sharing toys. Watch us hop some more, oh wow! We are hopping friends you see. Having fun on a hopscotch spree. Children take turns hopping along the hopscotch while everyone chants together.

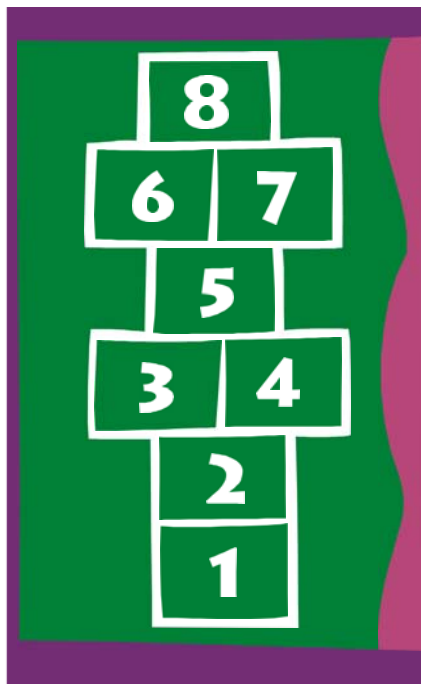


#### SOCIAL SKILLS

##### Hopping Compliments

Child A stands in the first box of the hopscotch and hops to Child B in the last box of the hopscotch. Child A says, "I hopped here to whisper in your ear ..... ." Children complete the sentence with a kind word such as, "I hopped here to whisper in your ear that you make me smile." Next, Child A returns to the first box and Child B now hops to say a kind word to Child A.

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



PICTURE FOR MATH ACTIVITY



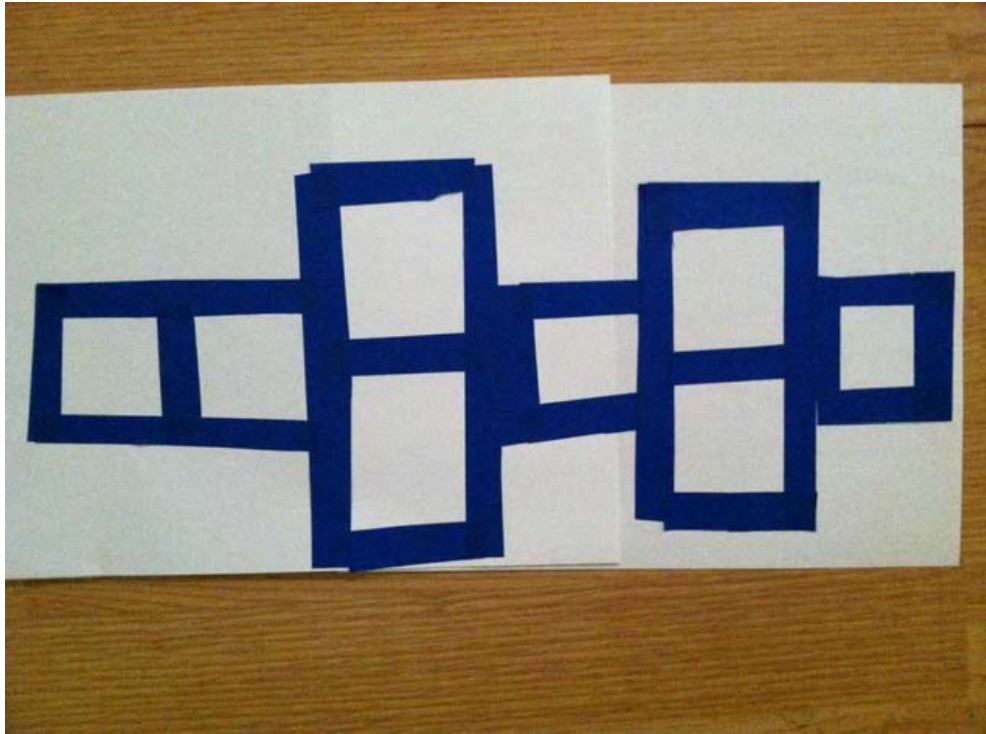


PHOTO SAMPLE FOR ART

# Theme for the Week



## Fun with Tape

### Activities for "Balancing Act"

**Materials Needed:** Pictures of a gymnast on a balance beam (provided), tape for lines on the floor, wide and narrow rolls of tape for Literacy; construction paper, tape for Fun Art, foil, play dough

#### CIRCLE ACTIVITIES



Show children pictures of a gymnast on a balance beam (provided). Say, "The gymnast is balancing on a beam. Show me how to stand and balance on one foot." Children stand and try to lift one foot while staying balanced. Then say, "This tape in the center of the circle is our pretend balance beam." You walk across the tape like a balance beam. Explain that they will get to do the same thing in Music today. Chant: Balance, balance on one foot!

#### LANGUAGE-LITERACY



Words of the Day: wide, narrow

Show children a wide roll of tape like duct tape. Then show them a roll of narrow tape such as masking tape. Have them open their hands wide and narrow. Then have them find two items in the room to compare as wide and narrow. Children take turns opening their hands wide and saying, "This is wide." Then they bring their hands together and say, "This is narrow."

#### FUN ART



Balancing Structure

Children use foil and play dough to create a balancing beam and objects to balance on it. They can create as they choose. Suggested idea is to create a beam out of foil. Tape it into place on construction paper. Then make figures to balance on the foil beam out of play dough.

#### 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



Line Teamwork (Working Together)

Children all hold hands and stand on a taped line. They sing:

Balancing on the line, walking one foot at a time. Holding hands of a friend, working together is so grand. They give high fives to the friends in front of and behind them and say, "It is fun to learn and play with you."

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



PICTURES FOR CIRCLE TIME

# Theme for the Week



## Fun with Tape

### Activities for "Long Jump"

**Materials Needed:** Pictures of athletes doing a long jump (provided), Tactile lowercase letter, i, pictures of things that begin with short i (provided), tape for lines on the floor, masking tape, crayons, construction paper, index cards, photo samples for Math (provided)



#### CIRCLE ACTIVITIES

Show children pictures of athletes doing a long jump (provided). Say, "The athlete is jumping a long distance. Show me how to stand and jump in place." Children stand, jump in place and sit back down. Then say, "This tape in the center of the circle is our start line to jump." You stand on the line and do a long jump. Explain that they will get to do the same thing in Math and Music-Movement today. Chant: Jump, jump with two feet! Learning at child care just can't be beat!



#### LANGUAGE-LITERACY

The sounds of "i"

Show the children the tactile lowercase letter "i." Say, "This is an unusual letter. It has two different sounds. We are going to learn the short one today, it's i-i-i like in i-i-itchy. Have each child say, "i-i-i." and scratch themselves and say, "i-i-itchy." Trace the letter as the children say it. Talk about what it looks like. Show them the dot on top. Then show them the picture of things that begin with i (provided), and have them repeat after you the names, stretching out the i-i-i sounds: i-i-itchy, i-i-igloo, i-i-insect, i-i-ill, i-i-indoors, and i-i-infant. 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 i-i-i.



#### FUN ART

Colorful Tape Creations

Give each child several small pieces of masking tape. They color them. (Be sure to place them on a table, cookie tray, etc. so they are easily removable.) Children then use their colored tape pieces to create a picture on construction paper.



#### MATH

How Many Squares Long?

Use masking tape to make 10 squares in a row on the floor. Children count how many squares. Then they use crayons to measure how long each square is. Try to make all the squares the same length. 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

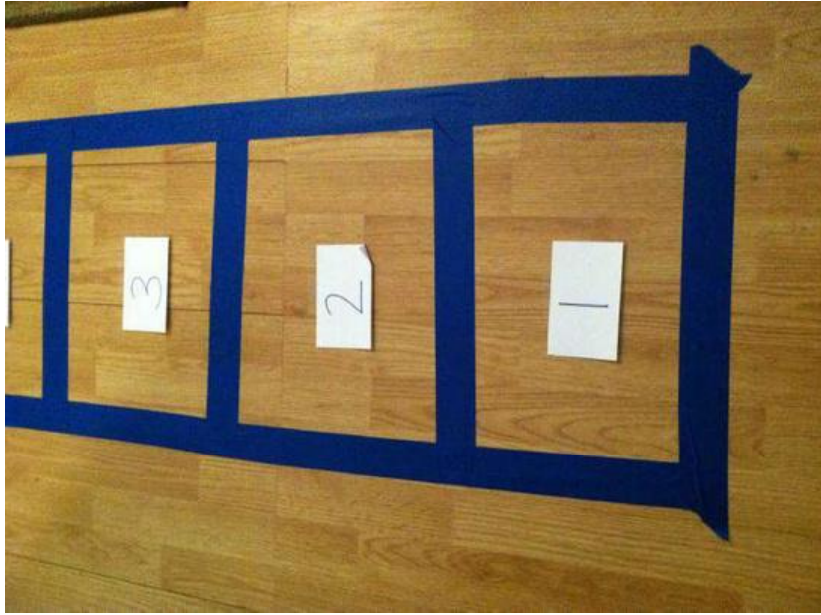
Jump the Line (Following Directions)

Place a few different lines of tape on the floor. Make lines that zig-zag, stay straight, take turns, etc. Children take turns playing Follow the Leader. One child leads the others along the taped lines with jumps, stops, claps, turns, touch the floors, etc. After each child has a turn to be the leader they chant: We have fun working with our friends and taking turns!

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



PICTURES FOR CIRCLE TIME



**PHOTO SAMPLES FOR ART**

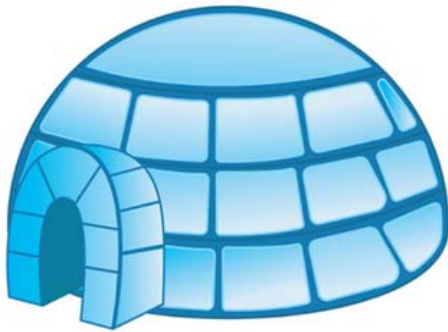
# Things that Begin with Short i



itchy



insect



igloo



ill



infant



indoors

# Theme for the Week



## Fun with Tape

### Activities for "Letters"

**Materials Needed:** Children each bring empty cereal box to class, cookie trays, tape, paper plates, magnetic letters that they have learned, m, s, t, r, a, p, h, c, b, and i, or small lettered cards, a piece of paper for each of the letter sounds they have learned, masking tape, paints, paintbrushes, black marker, wide masking or painter's tape, black marker, toy cars, music and player, index cards



#### CIRCLE ACTIVITIES

Say, "Remember that tape helps to keep things in place. I will use tape to keep paper letters in place on this cookie tray." Then tape magnetic letters or letters written on index cards to a cookie tray the letters m, s, t, r, a, p, a, h. to a cookie tray. Hold up for the children to see. Chant: Tape is sticky. Tape is fun. Tape adds to learning for everyone.



#### LANGUAGE-LITERACY

##### Letters Taped Up

Have either magnetic letters or index cards that each has one of the sounds, m, s, t, r, a, p, a, h, c, b, or i. Children create their own taped letters similar to what you did in Circle Time today. They tape a lettered index card or magnetic letter onto a paper plate. Then have them tape the paper plates along the walls. They say, I see the sound \_\_\_\_\_. Something in the room that starts with this sound is \_\_\_\_\_."



#### 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. Have 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

##### Driving the Letter Route

Place wide masking or painter's tape around the floor to become a roadway. Use a black marker to make dotted lines down the center to resemble a roadway. Then scatter magnetic letters along the roadway. Children drive toy cars and trucks along the taped roadway and collect the letters as they "drive." They count how many letters they have collected. How many of each color?



#### MUSIC-MOVEMENT

##### We Sing "i-i-inside"

Tell the children on cold days, it's good to sing inside. Let's sing an i-i-inside song of kindness. Sing a Song of Kind Friends (tune of "Sing a Song of Sixpence") Count friends in class while singing: Sing a song of kind friends. We've only just begun One-two-three-four-five-six-seven-eight-nine-ten (Keep counting all the children) When we finish counting them, we'll start them once again.



#### SOCIAL SKILLS

##### Stick a Sound and Dance

Children each get a partner. They decide on a letter sound they want to be, (m, s, t, r, a, p, h, c, b, or i). They write that letter on a small piece of masking tape and hold it while they dance to music. When the music stops they stick their lettered tape on their partner's shirt. Their partner makes the sound of that letter. They get new letters and dance again.

"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:** Masking tape, marker, cereal box from yesterday to be used first in literacy today, then art, and then math; finger paint or brush paint, Envelopes with a number written on an index card inside (Numbers can be from 1 to 19 depending on number of children in your class).



#### CIRCLE ACTIVITIES

Hold up a long piece of masking tape. Ask, "How many numbers can I write on this tape?" They make guesses. Then use a marker to write numbers starting with number one at the bottom and continue up. Next, cut off each number and give one number to each child. Say, "Let's put the numbers back in order." Ask for the number one. The child with number one sticks it on the floor in the center of the circle. Continue until all the numbered pieces of tape are in numerical order across the floor. Chant: Numbers, numbers right down there. We can count with numbers everywhere.



#### LANGUAGE-LITERACY

**Making Words with Boxes**

**Note:** Do this activity before you do the Fun Art Activity. Children line up the letter sound cereal boxes from yesterday. Then they move the boxes around to make simple words like "cat, bat, mat, ma, pa, hat, etc.



#### 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 19 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

**Number and Color Patterns**

Complete today's Art activity first. Children line the numbered boxes up in numerical order on a long line of masking tape. (Place space between boxes.) Children walk along the line and clap the number on the box. Then have children line the boxes up in a color pattern based on each box's painted color.



#### MUSIC-MOVEMENT

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

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

Lots of numbers. Lots of numbers. We know them. We know them.

We stick them. We stick them. Around the room. Around the room. (Children tape numbered cards around the room.)



#### SOCIAL SKILLS

**Pass and Stick the Numbers (Saying "Thank You" and Taking Turns)** Have envelopes that you pass around the circle, and children say as they pass it, "Here's something for you." The child who receives it says, "Thank you." The child opens the envelope and says, "Look, it is the number ." (Each envelope has a numbered card inside. A different envelope is given to each child.) As they name each number they tape it to the floor in the correct order.

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

# Theme for the Week



## My Awesome Me

### Activities for "My Birthday"

**Materials Needed:** Picture of a birthday cake (provided) lowercase tactile letter i, white sheets of paper, crayons, white construction paper circle for each child, paste, scraps of colored construction and tissue paper, numbers 2 and 0, (Welcome Packet), 20 crayons, 20 blocks, and 20 index cards.



#### CIRCLE ACTIVITIES

Show the children a picture of a birthday cake (provided). Tell them that this is a special cake we eat on our birthday. What is on top of the cake? Candles. Children hold up a finger to pretend it is a candle and pretend to blow out the candle. A birthday is the day you came into the world as a tiny baby. Tell each child the date of their birthday. Chant: Birthdays are special days. We celebrate them in different ways



#### LANGUAGE-LITERACY

##### Dotting the "i's"

Show the children the lowercase tactile i. Trace the vertical line slowly. Then dramatically say, "i-i-i has a dot on top," and dot the i. Have children do the same movements in the air, and dramatically dot the i. Then give them each a sheet of white paper and a crayon, and have them make i's and dot them.



#### 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 20

Show children the numbers 2 and 0 (Welcome Packet). Say, "This is a 2, and this is a 0. When we put them next to each other, it says, "20." Have children count aloud with you, and when they get to 20, everyone says, "Hurray." Then everyone together counts the crayons, and when everyone gets to 20, 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:** Whiteboard and marker, variety of colored construction paper, poster board, paper plates, yarn, paste, crayons, craft sticks



#### CIRCLE ACTIVITIES

Tell children that we each have favorites. Place several pieces of colored paper in the circle. Choose your favorite and Say, "These pretzels are my favorite snack." Each child takes a turn. Place several pieces of colored paper in the circle. Choose your favorite and say, "This is my favorite color." Each child now takes a turn. Everyone holds hands and chants: Favorites, favorites, there are so many. I am happy we can have plenty.



#### LANGUAGE-LITERACY

Making New Words with "it"

Write on a whiteboard the letters, i and t. Sound each one letter out slowly with the children. "i-i-i-t-t-t. Then write to the left of "it," an "s," so it says, "sit." Have children sound out each letter, s-s-i-i-t-t, and then say, "sit." Tell them, "You read a word. Yay for you. Then do the same thing writing a "b," and an "h." Tell them they read 3 words! Yay! You are awesome readers.



#### FUN ART

My "Me" Puppet

Children decorate a paper plate to become a face. Use yarn for hair and crayons to color eyes, ears, nose and mouth. They paste it onto a craft stick and save for Social Skills today. Save also for Week 5.



#### MATH

Fun Counting to 20

Tell the children they are going to have fun today with the number 20. Write the number 20 on the whiteboard, so they see it. Have children clap 20 times; Blink their eyes 20 times; Pat their heads 20 times; Stomp their feet 20 times; Hop like a bunny 20 times.



#### 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

My Favorites (Learning About Each Other)

Children sit in a circle and take turns holding up their "Me" puppet from Art to share aloud: "My favorite food is. My favorite toy is." After each child has shared they wave their puppets in the air and say, "We have lots of favorites and we are special."

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

# Theme for the Week



## My Awesome Me

### *Activities for "More Favorites"*

**Materials Needed:** Each child brings their favorite book from home, construction paper, crayons, each child brings photo of themselves from home, index cards, paste



#### CIRCLE ACTIVITIES

Let's share more of our favorites. Everyone holds hands and chants: Favorites, favorites, there are so many. I am happy we can have plenty. There are plenty of favorites we can share. Children take turns sharing their favorite place to play.



#### LANGUAGE-LITERACY

##### My Favorite Story

Each child chooses their favorite book in the classroom or brings their favorite book from home. Children find a page that is special for them, and they look for the letter sounds they have learned, and share. "I found "s-s-s." "I found "b-b-b."



#### FUN ART

##### Favorite Place and Color

Children draw a picture of themselves surrounded by their favorite things using their favorite colored paper and their favorite crayon colors. Have each child share their picture with the class.



#### MATH

##### Favorite Friends Matching Game & Baseball Count Math

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 & children take turns turning 2 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

##### Our Favorite Thing About You

One child stands up and children share their favorite thing about the child standing. Continue until each child has a turn to stand and hear compliments. When finished, all children stand up and hold hands. Chant: Everyone is my favorite. We are special friends.

"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:** Picture of children called, "We are all Awesome (provided), hand mirror, paper plates, paste, several pre-cut shapes for art (circles, triangles, squares), crayons (Make sure crayons include diverse skin colors large sheet of white paper for math, small Legos or other object to match to numbers on math paper. See math sample (provided); several small toy cars, stickers, black marker, black long painter's tape, or "road" tape", white sheet of paper or poster board for Literacy(See sample provided of "Driving Cars to Match Sounds)



#### 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

##### Driving Car to Matching Sounds

Look at the sample provided first. Then have at least 3 small toy cars. Write a letter sound with black marker on a small sticker. Put a different letter on each car. Use a large poster board or a large sheet of white paper, and put black painter's tape, or "road tape" found in Dollar Store, or simply draw a road. Have children drive the car with "b" saying, "b-b-b" as they drive it up the road until they park it at the matching letter sound..



#### FUN ART

##### Face Plate of Shapes

Give each child a paper plate. Provide several pre-cut squares, triangles and circles. Children choose different shapes to paste onto their plate to become eyes, nose and mouth. They color hair onto the top of the plate to match the color of their own hair.



#### MATH

##### Matching Legos to Numbers (Day 1)

Give each child a large sheet of paper. Have the numbers 1 through 10 written vertically on the left side of the paper. Then have children count out Legos to match the number. Example: Next to the number one, child puts one Lego, next to two, two Legos, etc. See photo sample (provided).



#### 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....lala la. Other verses: Hug a friend; Hold a hand



#### SOCIAL SKILLS

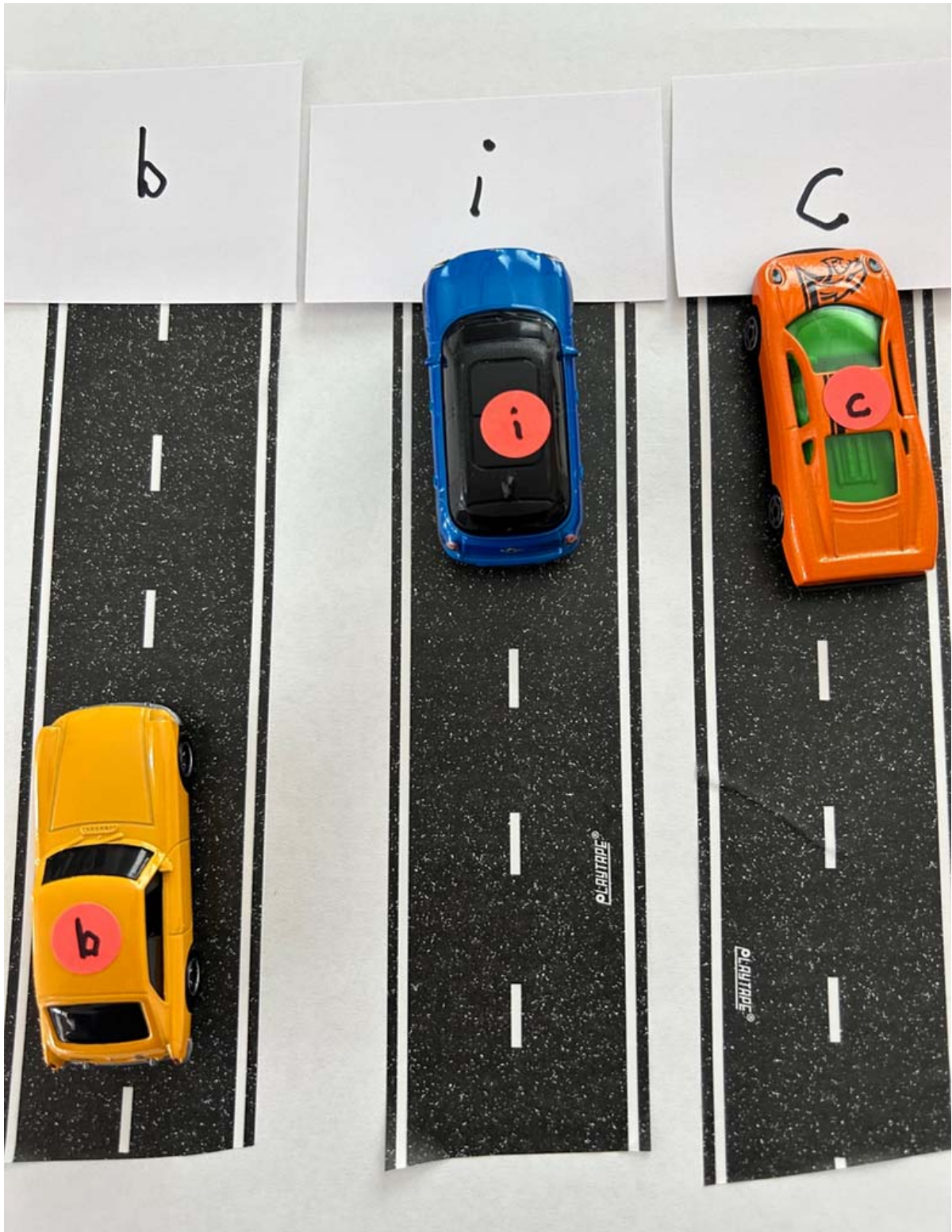
##### Weare Special

Children stand facing a partner, holding hands. They swing hands back and forth while singing: We both have two eyes and hair. We each have different colors - let's share. Take turns singing to partner: My eyes are the color and my hair is the color. After each child's turn everyone waves their hands in the air and says, "We are all awesome!!"

"All children are gifts in a unique way."

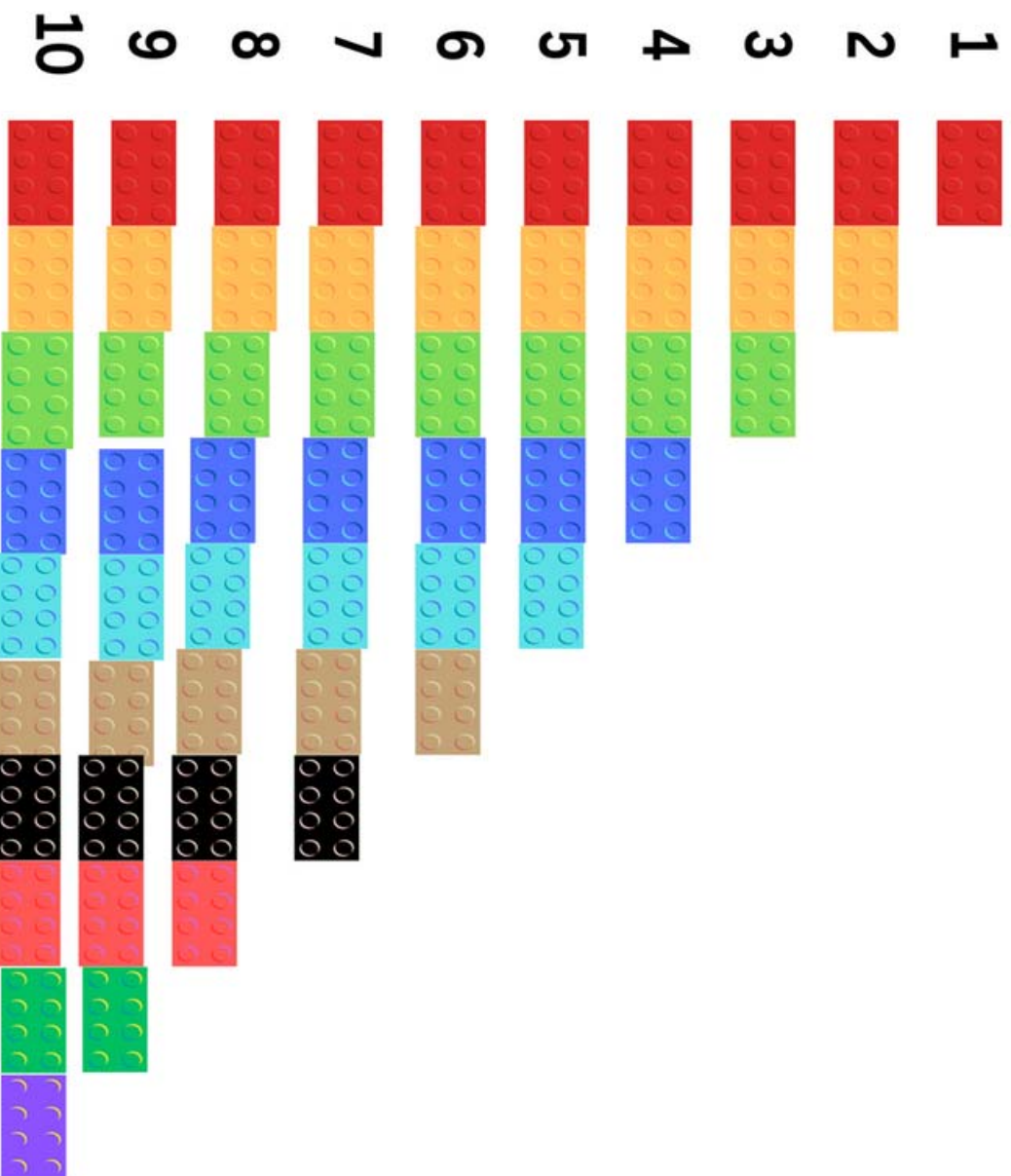
# We Are All Awesome







## Match Legos to Numbers Sample



# Theme for the Week



## My Awesome Me

### Activities for "I Am Awesome"

**Materials Needed:** Sharing Love picture for Circle Time (provided) Masking tape or painter's tape and white paper for Literacy, I Am Awesome Hand (provided for Fun Art, paint, crayons that include diverse colors for skin and hair



#### CIRCLE ACTIVITIES

Tell the children they have been learning how awesome they each are. Tell them that they also all have a heart (Point to chest), and that heart is filled with love. Show them the Sharing Love picture (provided). Tell them that they share love with others when they do acts of kindness, and tell them that they share love with themselves when they do something for themselves too. Give them examples: They share love with themselves like brushing their teeth, taking a bath, eating healthy food, drinking water, getting enough sleep. After each one, have children hug themselves, and say, "I'm awesome."



#### LANGUAGE-LITERACY

Review the Letter Sound, "i"

Tape a large "i" on the floor with masking tape. Children "trace the letter sound by walking/hopping/jumping on it, and saying, "i-i-i" as they do it. Each time, they do the dot, they say, "I'm jumping up high on the i's dot, hurray!" Then place an "i" inside the room by the window. "Children say, "i-i-i is i-i-inside the room." Do it again inside the door, and children say, "i-i-i is inside the room."



#### 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 and then underneath, "is awesome." Ask children what they love about themselves (or things they love to do), and write one on each finger. Children decorate the hand with paint and/or crayons.



#### MATH

Matching Legos to Numbers (Day 2)

Give each child a large sheet of paper. Have the numbers 11 through 20 written vertically on the left side of the paper. Then have children count out Legos to match the number.



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

#### SOCIAL SKILLS

I Am Special and So Are You

Children sit in a circle and sing the, "I Am Special Song, pointing to themselves as they sing it. Then they sing the same song pointing to someone on their right, and change the words slightly, to "You are special." Then at the end, all children hold hands, and change the words slightly and they sing, "We are special; We are special; Yes we are; Yes we are; We are very special; We are very special, Yes we are."



# Sharing Love



**I am Awesome**



# Theme for the Week



## My Family is Special

### *Activities for "People in My Family"*

**Materials Needed:** Pictures of different families (provided), lowercase tactile letter f, picture of things that begin with f (provided), craft sticks, white paper, crayons, paste, markers.



#### CIRCLE ACTIVITIES

Show children pictures of different sized families (provided). Say, "Every family is different. Some families have lots of people and some families have a few people." Count how many people are in each family picture. Then ask each child how many people are in his/her family? Chant: My family is special. Large or small. I love them all.



#### LANGUAGE-LITERACY

##### The Letter f

Show the children the tactile lowercase letter f. Say, "This is "f-f-f-." Have each child say, "f-f-f-." Trace the letter as the children say it. Talk about what it looks like. Then show them the picture of things that begin with f (provided), and have them repeat after you the names, stretching out the f-f-f sounds: fly, fish, frog, farm, fan, and fox, 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 f-f-f.



#### FUN ART

##### My Family in a Frame

Children paint four craft sticks however they choose. Paste them together to make a square shaped frame. Pre-cut paper for each child that fits into the frame. Children color a picture of their family on the pre-cut square paper. Then tape the family drawing onto the back of the craft sticks so that the picture is framed.



#### MATH

##### How Many People in My Family?

Children name the people who live in their house with them while counting on their fingers. Then they place that number of craft sticks in a row on the floor. How many children have two sticks (representing two family members)? How many children have three sticks? Four sticks, etc.? Lastly, count all of the sticks together.



#### MUSIC-MOVEMENT

##### Sing & 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

How Many Friends in My Child Care Family? Tell children that just as they have a family who lives in their homes, they also have a child care family who comes to child care each day with them. Each child shares his/her name and says to the friend sitting beside him/her, "My name is -----.

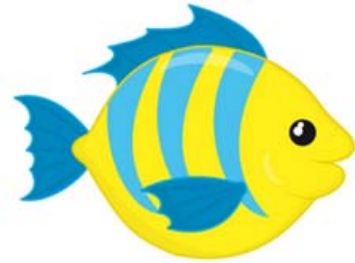
I am your child care family friend." They give a hug. Play until all children have spoken and hugged the friend beside them. They hold hands and chant: We are friends. We are part of this classroom family.

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

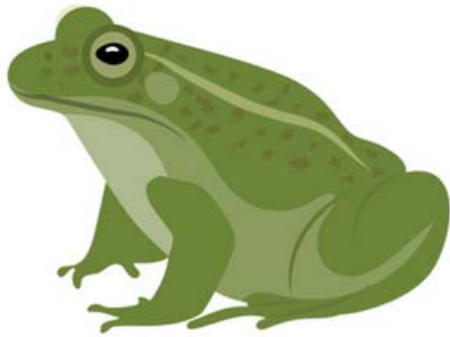
# Things that Begin with “f”



fly



fish



frog



farm



fan



fox

# Theme for the Week



## My Family is Special

### Activities for "Family That is Far Away"

**Materials Needed:** White construction paper, variety of materials to make greeting cards, paste, crayons, each child brings a photo of themselves to be photocopied twice, index cards, tactile lowercase letter f



#### CIRCLE ACTIVITIES

Tell the children about your family members that you can see often because they live nearby. Then tell of family members that live far away. Where do they live? How long in a car or plane to see them? Children share the name of someone who lives far away and where they live. Have them open their arms to show far away and then near. Chant: Family far or family near. They are all so very dear.



#### LANGUAGE-LITERACY

Word of the Day: f-f-far

Show the children the tactile lowercase letter f. Say, "We learned this yesterday. Let's trace it in the air and say, "f-f-f-." Hold the tactile f near you, and say, "This is close to me." Then hold it far away, and say, "This is f-f-far away. "F-f-far begins with f-f-f." 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 f-f-far from each other. Repeat it several times.



#### FUN ART

Greeting Cards

Fold white construction paper in half. Children decorate the paper with a variety of art supplies (foil, ribbon, glitter, etc.) to make greeting cards for someone in their family who lives far away. They bring it home to mail to their family member living far away. If they don't have a family member far away, tell them they can give it to a family member nearby or to a family friend.



#### MATH

Classroom Family Match Up

Children each bring photos of themselves. Make two black and white photocopies of each child's photo. Paste each photocopy to an index card. Children play Memory by facing all photos down and take turns turning two cards over at a time to find a match of their classroom family friends. Explain that this classroom family is very near, not far away.



#### MUSIC-MOVEMENT

Sing and Act Out Friend, I Want to Be With You

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! Tell children to go home and sing this song with a family member replacing the word friend with mom, dad, sister, etc. Watch Marty do this with a child:  
<https://www.youtube.com/watch?v=43MuhiNh5p4>



#### SOCIAL SKILLS

Far Away and Special

Children stand in two lines far away and facing each other. Each line holds hands. One side swings hands back and forth while singing: Red rover, red rover you are special far away. Red rover, red rover, special friends come over Then children march to the other side and give high fives to the other line. Switch roles and repeat.

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

# Theme for the Week



## My Family is Special

### *Activities for "Our Family Home"*

**Materials Needed:** Precut House/Apartment (provided) for Art and Math, Lowercase tactile letter f, popsicle or craft stick for Literacy, pipe cleaners, paint, paste, counters or checkers, or small Legos for Math.



#### CIRCLE ACTIVITIES

Explain to children that just like each friend has a different number of people in their families, they also each have different homes. Say, "Some families live in apartments, townhomes, homes with one floor, homes with two floors, etc." Children take turns sharing a favorite place in their home and why. Chant: Homes are a special place for families.



#### LANGUAGE-LITERACY

**Word of the Day:** Going on a "f-f-f" Sound Search  
Show the children the tactile lowercase letter f. Say, "We learned this yesterday. Let's trace it in the air and say, "f-f-f-." Tell children that there are lots of words that begin with the sound "f-f-f." One of those words is f-f-fun, so today they are going to play a game, called find the "f-f-f's. Ahead of time, write the letter, f, on 20 popsicle sticks or craft sticks. Have the children go looking for f's. When they find one, they say, "f-f-fun, this game is f-f-fun."



#### FUN ART

##### My Family Lives Here

Give each child a pre-cut house shape (provided). Have them paint several craft sticks. They paste the painted craft sticks and pipe cleaners on their pre-cut house shapes to build windows, doors and decoration.



#### MATH

##### How Many Live with Me

Photocopy ten (or more) copies of the house shape (provided). Number each house on the roof from 1 – 10. Children then place the corresponding number of counters in the house. (You can use counters, checkers, or small Legos.)



#### 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.)

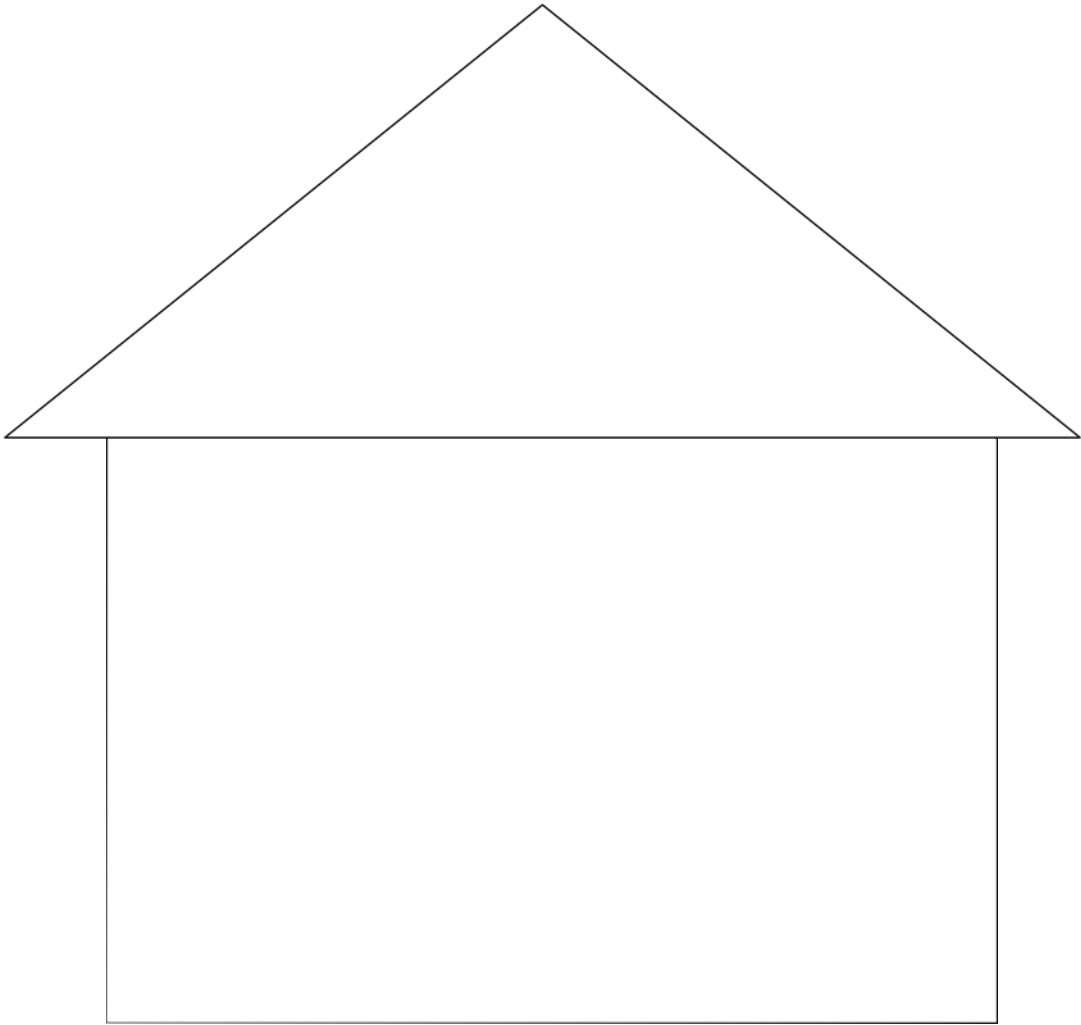


#### SOCIAL SKILLS

**How Many Friends in My Child Care Family?** Tell children that just as they have a family who lives in their homes, they also have a child care family who comes to child care each day with them. Each child shares his/her name and says to the friend sitting beside him/her, "My name is -----, I am your child care family friend." They give a hug. Play until all children have spoken and hugged the friend beside them. They hold hands and chant: We are friends. We are part of this classroom family.

"Spread your love throughout the classroom home."





**HOUSE SHAPE FOR ART AND MATH**