

THE APPELBAUM

DAILY CURRICULUM

Age 2



September

Dear Subscriber,

This is an exciting month. We have lots of fun activities. It's also the month we begin creating a love for literacy as introduction to recognizing and identifying the names and sounds of letters. We will be using a sensory, STEAM, phonemic approach that sets the foundation for children's love of literacy. You have letters provided in the letter kit. We will be using the lower case letters. Be sure to make them into sensory tactile letters (See video and directions provided in Welcome Packet). We will start slowly this month using only one letter sound to get them used to it, but then we will advance more quickly starting next month.

We recommend that sometime this month you set up a small center with books. You can call it a Reading Center, Book Nook, Library, or any other name you choose. Make it cozy by adding warm touches like a couple pillows or a comfy seat or even a rocking chair. Start with a few books and gradually add more. You will be using some of the books for Storytime for the children. Have the books be fun for you to read aloud and have some with repetition. They love repeating words.

This month there are items you may choose to ask your parents to bring in to assist you with the activities. Below is a sample letter you can use. Feel free to edit it based on your needs. Note: You will see that you will need several photos of their child. **You can save the one from the 3rd, and use it twice.** The last picture is only a headshot so parents can bring that.

Have a wonderful September and a great start to the school year.

Appelbaum Training Institute



Dear Parent,

- Our themes this month will be:
- Back to School
- Magnificent Me
- My Personal Prints
- Mannerly Me
- Grow

This month we will need pictures of your child for various activities in class:

A picture of your child, by Tuesday, September 3rd

A headshot picture of your child's face only by Thursday, September 26th.

Thank you so much.

We are looking forward to a wonderful month packed with learning, and fun with your child.

























Sincerely,



THE APPELBAUM DAILY CURRICULUM

Best practice activities after the COVID pandemic may vary depending on your location, community, or state.

Alter or eliminate activities as deemed necessary by local conditions, policies, licensing, government mandates and CDC guidelines.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Back to School		"Classroom Map" 	"Classroom Schedule" 	"Classroom Rules" 	"Lining Up" 
Week 2 Magnificent Me	"My Birthday" 	"My Favorites" 	"MORE Favorites" 	"My Friends" 	"My Family" 
Week 3 My Personal Prints	"Finger Prints" 	"Hand Prints" 	"Foot Prints" 	"Heart Prints" 	"Family Prints" 
Week 4 Mannerly Me	"Please" 	"Thank You/You're Welcome" 	"Table Manners" 	"Bathroom Manners" 	"Story Time Manners" 
Week 5 Grow!	"Seeds and Plants Grow" 	"Pets Grow" 	"We Grow" 	"My Eye and Hair Color" 	"Baby Fish" 

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

Theme for the Week



Back to School

Activities for "Classroom Map"

Please review your welcome packet with pages needed throughout the school year. It has your letter kit with both lowercase and uppercase letters, and it has a number kit and shape kit for various geometric shapes. Today, you will be using the number 1.

Materials Needed: The number 1 (Welcome Kit), crayons, plain paper, and blocks.



CIRCLE ACTIVITIES

Sing: Hello, hello, hello. Each of you I want to know. Hello, hello, hello. Raise your hands. Now touch your toes. Children raise their hands and touch their toes. Say to each child, "Good morning (Name of child). This is our circle time where we meet each morning. Children chant: Hello, hello, hello, we raise our hands and touch our toes. It's circle time. We laugh and learn at circle time.



LANGUAGE-LITERACY

Books are like friends.

Introduce children to the literacy area in your classroom. Walk children through to see where the materials are kept such as books. If you have a special cozy reading area, show them how to choose a book and where to sit. Choose a book and take it back to the circle, Carefully hold up the book, and say, "Books are like friends. We treat them kindly." Then carefully and slowly turn several pages one at a time.



FUN ART

Explore the Art Center

Show children where they can sit to color and paint. Have each child sit at a table. Pass out a piece of paper to each child. Show them how all the crayons are in a basket (or box). They color a picture of their choice. Help them return the crayons neatly to the basket (or box). Option: Date and save this piece of art. Have them do a free draw again in six to nine months. It is a great way to show growth of motor skills and space awareness.



MATH

The Number 1 and Blocks

Show children the number 1 (Number Kit). Have each child hold up one finger and say, "One." Show them where blocks are stored. Give one block to each child. Say, "You have one block in your hand." Give children time to explore and build with the blocks. Then have them practice putting the blocks back in their correct location.



MUSIC-MOVEMENT

Learning My Classmates' Names

Children sing to the tune of "Row, Row, Row Your Boat." Who, who, who is this? I would like to know. Please say your name. Then I can say hello. The first child says his/her name. The rest of the children say, "Hello (Name of child)."



SOCIAL SKILLS

Where Oh Where Could it Be?

Sit with the children. Say, "Where oh where are the crayons? Where oh where could they be?" Walk one or two children with you to the basket of crayons and say, "This is where we neatly keep the crayons." The children sitting say, "We keep the crayons over there." Continue with different items such as blocks, books, etc. Bring one to two new children with you each time. Chant: This is our room where we will bloom.

"Helping children know their classroom well builds security and comfort."

Theme for the Week



Back to School

Activities for "Classroom Schedule"

Materials Needed: Photo of sample class schedule (provided), paste, construction paper, photos of various objects in the classroom for Art



CIRCLE ACTIVITIES

Our Schedule

Take four activities that you do and create a chant. Example: Free Play, Circle Time, Outside and Music. Create a picture schedule (sample provided) and show it to the class. Have them repeat after you and clap as you name each activity. Children stand and say, "Let's play (move body). Let's sit in a circle (they sit down in circle)."



LANGUAGE-LITERACY

Vocabulary Words "First and Last"

Show the children the schedule. Tell and show them what they will do first, and what they will do last. Then have two children stand up in a line. Point to the first child, and say the child's name, and say that the child "is first." Then point to the second child and say the child's name, and then say, "is last." Then have two other children stand in a line, and do the same thing. Continue until all the children will have had a turn.



FUN ART

Where is it?

In advance take several pictures of different objects in the room such as crayons, blocks, sink, books, paper, trash can, etc. Scatter them on the table. Each child chooses one picture and pastes it onto a half sheet of construction paper. They take turns looking for their object in the classroom and put it next to the picture of the object.



MATH

Show Me One

Everyone hold up one hand. Hold up one pinky finger. Point to your one nose. Point to your one mouth. Point to one of your eyes. Point to one of your eyebrows. Point to one knee. Point to your one face. Say, "Hurray for me. I know one."



MUSIC-MOVEMENT

Moves for Our Schedule

Children copy you and repeat. Change the actions and words to match your daily schedule. We have circle time. (Children go sit in a circle.) We have art time. (Children pretend to draw.) We have story time. (Children sit and watch you open a book.) We have clean up time. (Children pretend to clean up time.)

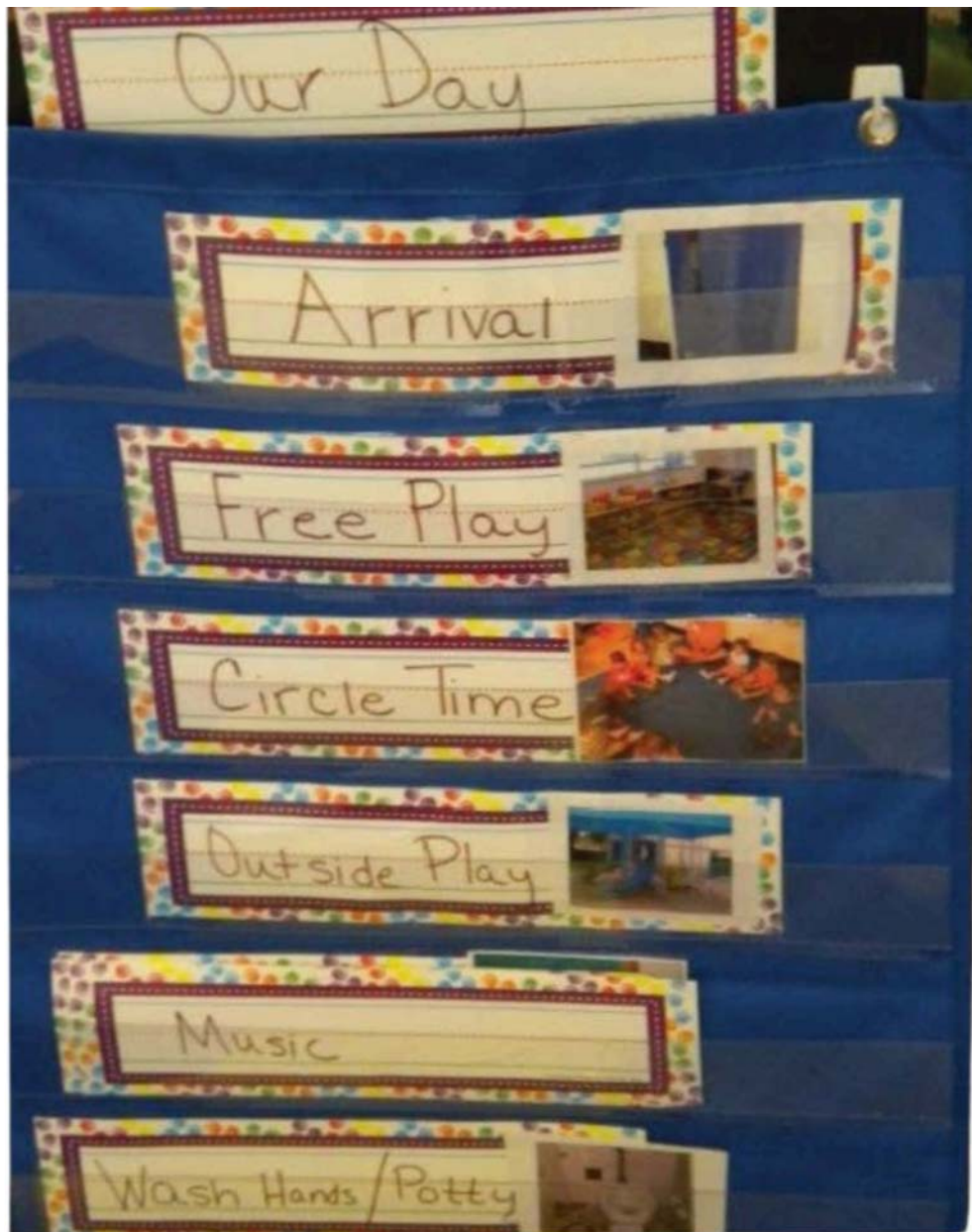


SOCIAL SKILLS

Follow Me to a Center

Walk around the classroom going to different centers. Children copy the way you walk and the things you say. Example: Tiptoe, hop, walk very slowly. When you get to the center say, "Stop!" Everyone stops. Say the name of the center. Children repeat the name of the center.

A daily schedule provides a structured routine. Routine provides safety and happiness."



SAMPLE SCHEDULE

Thanks to Shlenker Preschool

Theme for the Week



Back to School

Activities for "Classroom Rules"

Materials Needed: 11 inch paper circles pre-cut and laminated with children's names and photos of each child to use as place markers during circle time, crayons, construction paper. (Note: Save the pictures of children that parents sent in because you will use them again on Wednesday, September 11th.)



CIRCLE ACTIVITIES

Rule: Circle Time Seating*

Arrange laminated paper circles with each child's photo on them in a large circle. Bring one child at a time to the circle and show them their circle. Have them sit on the circle. Show how to sit with legs crossed and hands in lap. Thank each child for sitting nicely. Chant: Sitting in a circle, circle, circle. Sitting in a circle with my friends. (Note: Ask parents to give you a photo of their child to place on the individualized circles.)



LANGUAGE-LITERACY

Rule: How to Sit at a Table – Word of the Day: quietly

Show children how to walk to a table and slide a chair out from the table with both hands. Sit in the chair quietly. Quietly get up. Lift the chair back up with both hands and slide under the table. Each child takes a turn sitting at a table by pulling out a chair, sitting, and returning the chair under the table.



FUN ART

Rule: How to Clean Up Crayons

Crayons are used the most in Art. Show children where the crayons are located. Have children choose 3 crayons to color a picture. When they are finished, say, "We need to clean up crayons when we finish coloring pictures." Model putting crayons away neatly while chanting, "Clean up crayons, clean up crayons, clean up until they are all gone."



MATH

Rule: How to Walk Quietly and the Numbers 1 & 2

Children watch as you walk slowly and quietly one time around the classroom. Say, "Did you hear my feet? No, because my feet were so quiet when I walked. Now it's your turn." Children take turns walking quietly one foot at a time around the classroom. Praise children for walking quietly. Show 1 of several items. Now, add 1. There are two of each item. Count aloud with children.



MUSIC-MOVEMENT

Sing We Follow Rules

Children hold hands and walk in a circle singing: We follow rules. We clean up our mess at school. We walk and talk quietly. Look at us and you will see. We follow rules. We do a great job at school.



SOCIAL SKILLS

Rule: Inside Voice

Speak to children in a whisper. Speak to children in a medium voice. Speak to children loudly. Tell them that we use a whisper voice during rest time. Have each child say, "Hello," in a whisper voice. Tell them that we use inside voices when we are inside. Have each child say, "Hello," in an inside voice. Walk them outside and have them say, "Hello," in an outside voice (loud).

"Rules create healthy boundaries."

Theme for the Week



Back to School

Activities for "Lining Up"

Materials Needed: Stuffed animals (or toy cars, etc.) to line up, paper plates, crayons, fingerpaints, paste, craft sticks, construction paper



CIRCLE ACTIVITIES

Tell children that it is important for everyone to stay together. That is why we stay in line when going from one place to another. Line up stuffed animals (or toy cars, etc.) in the center of the circle. Tell them that the animals are all in a line. Call one child to come stand in a designated spot. Continue to call each child showing them how to stand in a line one hand on their hip and a finger from the other hand on their lips to help them not touch anyone. Chant, "Hand on your hip, finger on your lip. Now we're ready to take a trip."



LANGUAGE-LITERACY

Lining Up our Puppets

Children hold up their puppets made during Art today and wave them. Tell them that they are going to have their puppets line up. Call a child's name, and they put their puppet first in line, then another child's name, and keep going until all the puppets are lined up. Ask them which puppet is first, and which one is last. Then have the children line up their puppets in a different order and ask them which is first and which is last.



FUN ART

Making Puppets

Pre-cut the center circle out of a paper plate for each child. Children color the remainder of the plate. Write the Child's name on a piece of construction paper large enough to be seen in the cut out opening of the plate. Paste it onto the back of the paper plate so that is now framed by the outer part of the plate. Paste a craft stick to the bottom. Save this for Literacy today.



MATH

Friend Line Up

Children hold hands and stand in a line across the room. Have one child stand up. One child sits down. One child stands up. One sits down. Continue the pattern emphasizing one child is standing or sitting at a time. Do a new pattern with one child stepping forward and one child stepping backward Optional: Repeat with pairs.



MUSIC-MOVEMENT

Sing and Act Out One Little, Two Little, Three Little Children 1 little, 2 little, 3 little children 4 little, 5 little, 6 little children 7 little, 8 little, 9 little children They have joined the line with me!

SOCIAL SKILLS

Lining Up in Orderly Way

Children sit in a circle. Say, "All children wearing white socks stand up. Fold your arms in front of you. Tiptoe to the door. We are listening and hope we do not hear your feet or any noise." They wait quietly while the teacher calls another group. Repeat instructions calling for children with brown hair, blue shirts, etc.



"Children line up for fun and learning each day at school."

Theme for the Week



Magnificent Me

Activities for "My Birthday"

Materials Needed: Picture of a birthday cake (provided), the number two (Welcome Kit), white construction paper, paste, scraps of birthday wrapping paper, medium size ball for Social Skills. Today you will need the tactile lowercase letter "s," provided in the Welcome Kit. Here is a review of instructions in the Welcome Kit to make tactile letters: <https://youtu.be/oDuNCx1EDXk>



CIRCLE ACTIVITIES

Say, "How old are you? You are two! 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

Stretching the s-s-s Sound

Tell the children that everything begins with a sound. Say, "For example, Show them the tactile lowercase s (Welcome Kit). Have them say, "s-s-s" when they see it. Have children take turns tracing the s. Then tell them that all children's names begin with a sound. Say children's names exaggerating the sounds showing them letters that go with the sounds. (Note: This is a phonemic awareness activity preparing them for learning alphabet sounds.)



FUN ART

Birthday Wrapping Paper

Tell children that we often receive gifts on our birthday wrapped in birthday paper. Provide a variety of birthday wrapping paper scraps. Children paste them onto construction paper to create a colorful birthday collage. (Option: Children can also make a pretend cake out of play dough.)



MATH

The Number 2

Show children the number two (Number Kit). Say, "This is a two. Let's count 1, 2." Children count 1, 2 with two fingers in the air. Point to each child's ears and say, "You have two ears. 1, 2." Now children touch their ears and count 1, 2. Continue with two eyes, two hands, two feet, two knees, two elbows. Have the children paste two pre-cut baseballs to the Letter B.



MUSIC-MOVEMENT

Sing My Special Day

Children dance as you sing: Someone very special was born on (child's birthday). That someone is (name of child). Let's dance around (name of child). Happy, happy birthday to you on (child's birthday). Sing to each child as they take a turn dancing in the middle.



SOCIAL SKILLS

Birthday Ball Pass

Show children a ball. Tell them that today we are going to call it a "birthday ball." Pass it to a child. The child says, "Hi, my name is...." The ball is passed to the next child and play continues until each child has shared their name.

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

Theme for the Week



Magnificent Me

Activities for "My Favorites"

Materials Needed: Variety of crackers on a tray, construction paper, paste, paper plates, crayons, craft sticks, lowercase tactile s, picture of sun and shoe (provided)



CIRCLE ACTIVITIES

Pass around a cracker to each child. Say, "Crackers are my favorite snack at school. There are lots of different types of crackers. Which one is your favorite?" Have several pieces of saltine, graham and Goldfish crackers for children to choose from. They take their favorite type of cracker. Chant: Mmm.Mmm. We have favorites. (Be aware of any food allergies and do alternate activity as needed.)



LANGUAGE-LITERACY

Sun and Shoe Begin with "s-s-s"

Show them a lowercase tactile "s" from letter kit, Say, "It makes the sound, "s-s-s." Have children say, "s-s-s." Then point to the picture of the sun and shoe (provided), and say, "This is a sun. It begins with the sound, s-s-s, sun. This is a shoe. It begins with the same sound, s-s-shoe. The children say, "s-s-sun." They say, "s-s-strawberry." Point to other things in the classroom that begins with an s, and have the children say that name stretching the sound of s-s-s.



FUN ART

"S" 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 S on a piece of construction paper large enough to be seen in the cut opening of the plate. Children fingerprint over the letter s. Once dry paste the s 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. (Note this is like the "Name" puppet previously made.)



MATH

Two of My Favorite Color

Children say their favorite color. They find two objects in the room that are their favorite color. Count the objects with them and say, "You found 1, 2 (blue) objects. Great job!"



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=43MuhN5p4>



SOCIAL SKILLS

What Do You Like?

Scatter several colors of construction paper in the center of the circle. Children sit in a circle and take turns choosing their favorite colored paper and say, "My favorite color is ----- ." After each child has shared they hold hands and say, "Hurray! We love colors."

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

Things that begin with "S"



sun



shoe

Theme for the Week



Magnificent Me

Activities for "More Favorites"

Materials Needed: A few of the toys from your classroom for circle activity, storybook to read aloud with several pictures, fingerpaints, 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

Word of the Day: Storybook

Show children a storybook. Say, "s-s-storybook. Storybook starts with a s-s-s." This is a storybook because it tells us a story." Children repeat. That is a storybook." Read the book to the class. Have them take turns pointing to their favorite picture in the book. If the picture begins with s-s-s sound, point it out and have them say s-s-s.



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



Magnificent Me

Activities for "My Friends"

Materials Needed: Paper plates, craft sticks, crayons, yarn, pipe cleaners, paste, four paper circles for each child, child safe mirrors, scissors. tactile lowercase s



CIRCLE ACTIVITIES

Ask children which feeling they have been learning and doing this week in child care. Happy! Say, "I am so happy to be here with you today. I hope you and all of your friends are happy too. Let's do some happy movements with your friends." Have children show you happy dancing elbows, happy dancing knees, happy dancing hair, etc. Children chant: Having happy friends makes me extra happy!



LANGUAGE-LITERACY

The Sound of S: S-S-S

Show children the tactile lowercase "s." Say this makes the sound, "s-s-s." Slowly trace the tactile letter. Have several children trace it. Then say, "I'm going to make a very big "s-s-s" with tape." Children watch as you tape a very large S on the floor with masking tape. Tell them this is an S too. It makes the sound, s-s-s. Children "walk" the letter by walking heel to toe slowly on it. As children walk slowly on the S shape, they chant, "s-s-s." (Note: They will use these lines again tomorrow doing something else.)



FUN ART

Happy-Gram

Show children how to fold a piece of paper in half to become a greeting card. They finger paint a happy face on the front cover. Let it dry. Then open the card and have them draw a design of their choice and sign their names. They bring it home to give to a special friend (or family member) who makes them feel happy.



MATH

Two Happies for My Friends

You draw a happy face on two paper circles for each child. They sit with a friend and say, "Hi friend, I have 2 happy faces for you. Then each child counts out two happy faces that they give to a friend.



MUSIC-MOVEMENT

Sing You're A Happy Friend (tune of "You are My Sunshine")

You're a happy friend. A very sweet friend.

You make me happy. On all the days.

You share yummy treats. You share your fun toys.

Let's play - my happy friend today.



SOCIAL SKILLS

Friends' Happy Faces in the Mirror

Each child has a child-safe mirror or many children sit in front of a large child-safe mirror. They say, "I am happy when my friends play with me." Then all the children make a happy face. Children take turns sharing what makes them happy when playing with their friends.

"Children learn how to be friends in child care."

Theme for the Week



Magnificent Me

Activities for "My Family"

Materials Needed: Tactile lowercase s, masking tape or painter's tape, pre-cut shapes to make a house for Art.



CIRCLE ACTIVITIES

Start by talking about yourself. Tell children that when you're not at school, you're at home. Tell them people and/or pets you live with or if you live alone, tell them that. Then ask them who lives in their homes. Tell them the people we live with are called "family." Tell them sometimes they might have family who doesn't live with them, but they are still family too. Each child shares the names of people who live with them and/or are in their family.



LANGUAGE-LITERACY

"S-s-slowly on the s-s-s"

Show the children the tactile lowercase s. Have them take turns tracing it and saying, "s-s-s." Use the large S on the floor you made yesterday.. Children take turns walking on it saying, "s-s-s" as they walk. Then have them crawl on it saying "s-s-s." Then have them tiptoe slowly.



FUN ART

Make A House

Give each child a pre-cut triangle to paste on top of a piece of rectangular construction paper. This will make a house shape. Then give them a pre-cut rectangle to use as a door and a few pre-cut squares to use as windows. Tell them that this is a house. We all have different houses where we live with our families. (If children do not live with their family, but a guardian, modify the words so all children are included.)



MATH

Two People in My House

Children share the names of two people who live in their house. They hold their fingers in the air and count 1, 2. Pair children and count the two children in each pair. Say, "Two children make a pair. Now count your shoes. One, two shoes. Two shoes are a pair of shoes."



MUSIC-MOVEMENT

Sing I Help My Family (tune of "Frères Jacques ")

Thelp my family. Thelp my family. Yes, I do. Yes, I do.

I have fun with my family. I have fun with my family. Yes, I do. Yes, I do.

I love my family. I love my family. Yes, I do. Yes, I do.



SOCIAL SKILLS

Thumb Hugs

Children sit in a circle holding hands. Start the chain of "thumb hugs" by using your thumb to wrap around the thumb of the child next to you. The child then passes on the thumb hug to the next child, etc. around the circle. Encourage children to go home and give each family member a thumb hug.

"Your smile welcomes children into their school home."

Theme for the Week



My Personal Prints

Activities for "Finger Prints"

Materials Needed: Lowercase tactile "s," sheet of paper with large s for each child (provided), fingerprint, construction paper, 3 paper circles of different sizes per child, the number 3 from welcome packet



CIRCLE ACTIVITIES

Sing: Where are my fingers? Where are my fingers? Here they are. Here they are. (Wiggle fingers in the air.) Have children sing along the second time. Then children put one finger in the air and say, "This is my finger." Have them turn it over and look closely at the tip of their finger. Tell them they get to make special art with their fingers today. Chant: Fingers, fingers, watch them wiggle.



LANGUAGE-LITERACY

Unique S-S-S Print

Give each child a piece of paper with a large S drawn on it (provided). They dip their fingers into finger paint and cover the S shape with only fingerprints. Tell them that they all have different fingerprints and that makes each S very unique.



FUN ART

Finger Print Exploration

Give each child a sheet of construction paper. Have children dip their fingers into fingerprint and make lots of different colored fingerprints on the paper. When finished, they chant, "Fingerprints, fingerprints, everywhere for me to share!"



MATH

Counting to 3

Show children the number 3 (Number Kit). Have each child hold up three fingers and count 1, 2, 3. Children take turns going to a friend and counting three fingers on the friend's hand.



MUSIC-MOVEMENT

Sing and Act Out My Fingers Make a Print

Look at my fingers. See them move. (Move fingers.) They can wiggle and get in the groove. (Move fingers fast.) Look closely at my fingertips and you will see... (Look closely at fingertip.) A very special print that is only on me! (Point to self.)



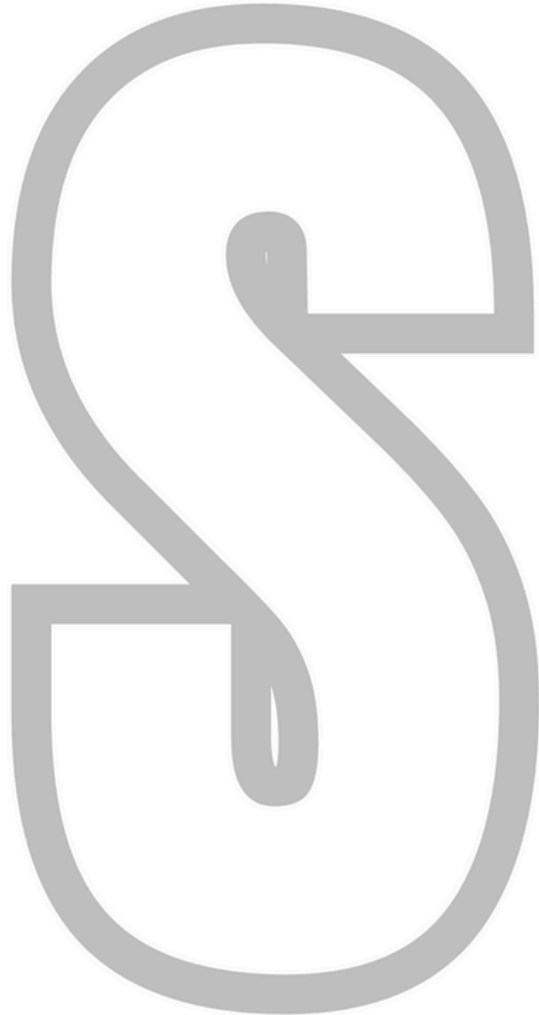
SOCIAL SKILLS

A Gentle Touch

Tell children that it is important to only touch people gently so you do not hurt them. Gentle means to be soft and careful. Walk by each child and gently stroke their hands with your finger. Say, "This is a gentle touch." Children take turns gently touching the person sitting beside them. Chant: When I talk and when I play. Touching gently is the right way.

"Let your heart be touched by the fingerprints of a child."

S-S-S



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Theme for the Week



My Personal Prints

Activities for "Hand Prints"

Materials Needed: 5 sheets of plain paper, construction paper, non-toxic paint, crayons.



CIRCLE ACTIVITIES

Wiggle your fingers. Children wiggle their fingers. Say, "Look at my fingers. They are connected to the palm of my hand. All of this is my hand. You have two hands." Have children wave their hands. Clap their hands. Give a handshake to a friend. Chant: Hands, hands, we have two hands. Hands are handy dandy friends.



LANGUAGE-LITERACY

Looking for "s-s-s"

Write the letter x on five sheets of plain paper. Hide them around the room. Children work together to find the s's. They bring them to the circle. Pass the c paper around the circle and have each child trace over it with their fingers. Help 2 or 3 children lay on the floor and make the shape of an S with their bodies. Repeat until each child has been a part of the S shape.



FUN ART

"These are my Handprints"

Children dip one hand in paint, and then place the hand onto a piece of construction paper. Then they dip their other hand and place it on the other side of the first hand. Let it dry. When it is all dry, children decorate the rest of the sheet of paper with crayons.



MATH

Three Fingers

Trace each child's hand onto a piece of paper. Have them count three fingers on the traced hand. Have them choose and color three of the fingers to color on the traced hand. Write the number three in the palm of the hand.



MUSIC-MOVEMENT

Sing and Act out The Wave Song

I wave hello, hello, hello to you. (Wave to a friend.) It is great to see you and play too. My handprint can clap with you. (Give a high five to a friend.) Then it can wave good-bye too. (Wave to a friend.)

SOCIAL SKILLS

How to Greet a Friend

Tell children that their hands can greet people with a handshake or a high five when they say, "Hello." Each child turns to the person sitting beside him/her and says, "Hi, my name is -----," and gives a high five or a handshake. Continue all the way around the circle.



"Hands are for helping."

Theme for the Week



My Personal Prints

Activities for "Foot Prints"

Materials Needed: Masking tape, cake pan half filled with sand or cornstarch, small cards with s written on them, paper towels, old towels, colored construction paper, paste



CIRCLE ACTIVITIES

Children wiggle their fingers, wave their hands, and stomp their feet. Say, "What made the stomping sound? Your feet. Your feet have prints too like your fingers and hands." Children remove shoes and socks to look at the bottoms of their feet. Count 1, 2, feet. We have a pair of feet. Chant: Hands and feet. Hands and feet. They are both really neat!



LANGUAGE-LITERACY

Jump Along and Look for the S

Pre-make small squares of paper with the s shape on them. Put them in a cake pan filled with sand or cornstarch. Children take turns looking for the s in a cake pan. Once all S's have been found, they can practice writing an S in the sand or cornstarch.



FUN ART

My Foot Prints

Children are barefoot and take a careful step onto a paper towel that has paint on it. Next, they carefully step onto a piece of construction paper. Then they carefully step onto a wet towel. As their footprints dry, wash off the bottoms of their feet. Once dry, cut out each child's footprints and have the children paste them onto a piece of colored construction paper. Save for Math today.



MATH

Three Foot Prints in a Row

Scatter all of the footprints from Art onto the floor. Say, "I need three footprints to line up at the door." Three children pick up their footprints and line them up at the door. Count aloud 1, 2, and 3. Now say, I need three footprints to line up by the sink. Three different children pick up their footprints and line them up at the sink. Count 1, 2, and 3. Continue until all footprints are lined up at a new place in the classroom.



MUSIC-MOVEMENT

Sing Here are My Hands and Feet

Here are my hands (wave them) and here are my feet (stomp them). I love to move them to the beat. Here are my feet (sit and shake them in the air) and here are my hands (clap them). Moving them with the music is grand.



SOCIAL SKILLS

Follow My Foot Prints

Children take turns playing Follow the Leader as they walk the same path as the leader in the classroom and/or outside. After each child has a turn to lead, they hold hands, stomp their feet and chant: We followed the path of our friend's feet. Playing with you is really neat!

"Let your foot prints lead children down a path of joy."

Theme for the Week



My Personal Prints

Activities for "Heart Prints"

Materials Needed: Pre-cut white construction paper hearts for each child, paste, sugar, red paint, paper towels



CIRCLE ACTIVITIES

Wiggle fingers. Clap hands. Stomp feet. Say, "We moved our hands, fingers and feet. Where is your heart? It is inside of you." Show children how to put their hands over their hearts. Say, "Thump, thump, thump. Your heart beats inside of you. Saying kind words makes your heart feel happy." Children hold their hands over their hearts and chant: Thump, thump, thump. Speak a nice word. Thump, thump, thump.



LANGUAGE-LITERACY

My Tactile S

Help children make a large letter S onto heart shaped construction paper using paste. Have them sprinkle sugar over the letter. Tell them that sugar is sweet and sweet words make your heart feel good. When it dries show them how to touch the letter with their finger. They say the letter as they touch it. Repeat several times



FUN ART

My Unique Heart

Give each child a pre-cut heart out of white construction paper. Children dip their fingers in red paint on a blotted paper towel several times to "paint" their heart with their fingerprints.



MATH

Three of a Kind

Children find three of one object in the classroom and bring them to the circle. Count each child's objects. Say, "You have three cars. C-c-c- cars. You have three crayons. C-c-c-crayons. You have three books, etc."



MUSIC-MOVEMENT

Sing and Act Out Let's Be Kind Let's be kind to our friends each day.

Their hearts will feel good in a special way. (Hand over heart.) Let's be kind to our friends each day. I'll leave a heart print while I run and play. (Run in place.)



SOCIAL SKILLS

How to Leave a Heart Print

We cannot see each other's real heart inside our bodies, but when we hear kind words, our hearts gets a special touch, a heart print. Walk around the circle and say to each child, "You are a super duper special child." Children say to a friend, "I think you are fun and special." After each child receives a "heart print" children hold hands and chant: Thanks for touching my heart, friend!

"Our actions make lasting prints on the hearts of others."

Theme for the Week



My Personal Prints

Activities for "Family Prints"

Materials Needed: Paints, construction paper, a remote control, whiteboard and marker



CIRCLE ACTIVITIES

Tell children they can use their hands and feet to show love when they are at home. "You can walk to someone in your family with your feet and give a hug with hands and arms. Pretend to be a mom and have a child walk over and give you a hug or a high five. Say, "That made my heart feel good. You all are part of a school family. Turn to a friend and give a hug or high five.



LANGUAGE-LITERACY

"Smile begins with s-s-s"

Tell children that one of the ways they can show love in their families is to give a big smile. Smile begins s-s-s. Write the word, "smile" on a whiteboard. Make the s real big and make a circle around it. Say, "This says s-s-smile. Everyone reads it with you. Then have them take turns going around the circle saying, "s-s-smile and smiling at a friend until everyone has had a turn.



FUN ART

A Special Painting

Tell children to paint a special picture. They will bring it home to give it to someone in their family. It will make a heart print for this person in the family because it will make their hearts feel good. Children can paint any way they choose.



MATH

Let's Make Three

Count three children. Have them jump together three jumps. Say, "Three friends are jumping three times." Give each child a piece of scrap paper. Say, "Let's make three pieces." They tear off three pieces of paper and count them. Say, "Show me three elbows in the air." Three children put an elbow in the air. Continue with different body parts.



MUSIC-MOVEMENT

Sing If You Have a Family (tune of "If You're Happy and You Know It")

If you have a family, clap your hands. If you love your family, stomp your feet. A family is someone who is kind to you. If you have a family, clap your hands.



SOCIAL SKILLS

Press Pause for Self Control

Children need to learn self-control at home and school. Teach the strategy Push the Pause Button. (This is a great strategy for families to use at home, too.) Have a remote control. When children are upset, they get the remote, push the pause button, and breathe deeply until they are calm. Here's a video link to see Marty and MaryIn Appelbaum explain this strategy. <http://www.youtube.com/watch?v=nEAB9KTdT8c> (Make sure that children practice this a lot at first so that it comes naturally when they are upset.)

"Create a Class Family."

Theme for the Week



Mannerly Me

Activities for "Please"

Materials Needed: Construction paper, crayons, number 4 (Welcome Kit)



CIRCLE ACTIVITIES

Sing to the children: Please, please, please, please. Please is a special word I'd like you to say with me. Please, please, please, please. Children repeat with you and clap as they say each please. Tell children that please is a special word that shows good manners. Walk to each child and say, "May I please have a high five?" Each child gives a high five. Then say, "Thank you." All children chant: Please is a special word.



LANGUAGE-LITERACY

"Copy Me, Please"

Tell the children that they are going to play a game of "Copy me. Say, "Everything, I say the word, "please when I give directions, you will copy what I say. If I forget to say the word, please, then you don't copy me." Here are some examples: "Please stretch your arms up high." They copy you. "Please wave your arms in the air." "Please wave bye-bye with your arms in the air." They copy you. "Put your arms down." " They don't copy you. As they get it, you can go faster and faster thinking of more things to have them do.



FUN ART

Trace My Hand Please

Have each child say, "Trace my hand please." You reply, "Sure. Which color do you prefer?" The child chooses a crayon for you to trace his/her hand onto construction paper. Afterwards, children color their hands. (Option: Cut out each hand and place on the wall in a collage with a sign that says "Our Helping Hands.")



MATH

The Number 4

Show children the number 4 (Number Kit). Have each child hold up four fingers and count 1, 2, 3, 4. Each child will find four of an object in the room and bring it to the circle. They take turns sharing and counting. Example: "I have four crayons. 1, 2, 3, 4."



MUSIC-MOVEMENT

Sing or Chant Who Can Say Please?

Please, please, please. Who can say please? Me! (Point to self.) Help me please. May I please? This word is special ... please. Please, please, please. Who can say please? Me! (Point to self.)



SOCIAL SKILLS

Help Me Please

Children practice cleaning up the room. Say, "Help me clean up the toys please." Children pick up toys. Say to each child, "(Name of child) please hand me the crayon." Ask each child to "please" give you a different item in the classroom. When the room is all clean, children hold hands and chant: Please, oh please help me. We worked together, yes indeed!

"Please remember to take great care of yourself."

Theme for the Week



Mannerly Me

Activities for "Thank you, You're Welcome"

Materials Needed: Construction paper, pompom balls, tongs, bowl(s), index cards for Math, sticky dots, Goldfish crackers, an onion, orange, and apple.



CIRCLE ACTIVITIES

Sing to the children: First comes please, then comes thank you. That is a special word too. Please and thank you. Please and thank you. Can you say these words too? Children chant: Please and thank you. Please and thank you. Walk to each child and say, "Please, show me your sweet smile." The child smiles. Say, "Thank you (Name of child)." Have the child say, "You're welcome."



LANGUAGE-LITERACY

Words of the Day: "Thank You and No Thank You"

Bring a few foods to class like an onion, a Goldfish cracker, and whatever else you want. Tell the children that someone wanted to give you a big smelly onion to eat. Ask the children, "What's better to say, "Ick, I don't want that!!! or "No thank you." Tell them, "It's better to say, "No thank you" because we don't want anyone to feel badly. Then practice with the children offering them one of the snacks, and tell them they can say, "Thank You" when they take it, and "No thank you," when they don't.



FUN ART

Thank You for Sharing

Give two children one piece of large construction paper to share. They each use crayons to draw something on the same piece of paper. When finished they say to each other, "Thank you for sharing. We did great!"



MATH

Little Pom-Pom/ Match 4 see example

Using index cards and colored sticky dots, create a variety of patterns of colored dots using 4 dots on each index card. (Dots could also be created using crayon or marker in place of the sticky dots.) Children use tongs and a bowl of colored pom-pom balls to place the correct color pom-pom ball on each sticky dot. Count to 4 when done. One. Two. Three. Four. I have 4 pom-pom balls. You can repeat this with 5, too. Just make additional index cards with 5 dots. Save for coming days.



MUSIC-MOVEMENT

Sing Thank You and Please (tune of "Farmer in the Dell")

Thank you and please, thank you and please, hi-ho-the derry-o, thank you and please. These are magic words, these are magic words, hi-ho-the derry-o, these are magic words. Thank you and please, thank you and please, hi-ho-the derry-o, thank you and please.



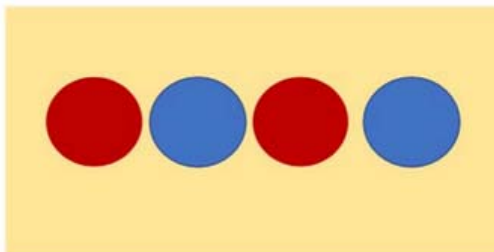
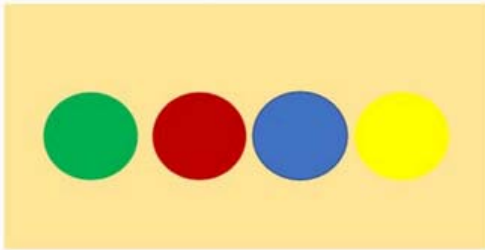
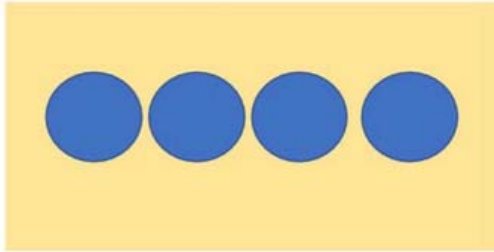
SOCIAL SKILLS

Giving and Receiving Treats

Children practice saying thank you and you're welcome. Give each child one Goldfish cracker. As they receive it they say, "Thank you." You reply, "You're welcome." Then have a child pass out one cracker to each child. The receiving child says, "Thank you." The giving child replies, "You're welcome." Continue with new children giving crackers.

"Thank you for being a difference maker in the lives of children."

POM-POM MATH EXAMPLE



- Using index cards,
- put 4 sticky dots on each card.
- Create a variety of 4 dot cards or the same color on each.
- If you do not have sticky dots, use crayons or markers to color 4 dots on each card.
- Children use a bowl of small pom-pom balls and tongs (if available) to place one pom-pom ball on each dot.
- Count aloud. One, two, three, four as the children
- place each pom-pom on a card. You can repeat this with different numbers making new index cards.
- (You can also create and practice patterns with these cards.)

Theme for the Week



Mannerly Me

Activities for "Table Manners"

Materials Needed: Lowercase tactile s, stuffed animal, small table and small chair, paper plates, fruit, crackers, paints, construction paper, finger paints, paste, tape, craft sticks, playdough, number 5 (Welcome Kit), napkins



CIRCLE ACTIVITIES

Say to children, "We eat at a table. It is important to show good manners at the table." Pass out a paper plate to each child and tell them to pretend they are sitting at a table. Hand each child a piece of fruit or a cracker. The child says, "Thank you," and you say, "You're welcome." Chant together: Sitting at the table, table, table. Sitting at the table using my manners.



LANGUAGE-LITERACY

"s-s-sit or s-s-stand at the Table

Bring a small table and small chair and puppet to the circle. Show them the lowercase tactile "s." The children say, "s-s-s" making the sound of the s. Say, "When you are at the table, you will either s-s-stand or s-s-sit. Both begin with s-s-s. Then tell them, "We are going to play the "s-s-sit or s-s-stand game. I will sometimes have the stuffed animal stand up, and you will say, "s-s-stand, and sometimes it will be sitting in the chair, and you will say, s-s-sit." Move the puppet back and forth standing and sitting and children respond.



FUN ART

Build a Table

Have children roll four pieces of play dough into tubes. These will be legs of a table. Have them flatten a piece of play dough and place on top of the four "legs." Say, "You built a table with four legs. 1, 2, 3, 4." Then allow free exploration of play dough.



MATH

The Number 5

Show children the number 5 (Number Kit). Have each child hold up five fingers and count 1, 2, 3, 4, 5. Each child finds five of an object in the room and brings it to the circle. They take turns sharing and counting. Example: "I have five blocks. 1, 2, 3, 4, 5." Repeat Pom-Pom Sort with newly made index cards if desired.



MUSIC-MOVEMENT

Sing and Act Out At the Table

Sitting at the table, table, table. I sit in a chair at the table. Using my napkin, napkin, napkin. I use a napkin at the table. Chewing my food, chewing my food, chewing my food. I chew my food at the table. Thank you, thank you, thank you. I say thank you for the food at the table.



SOCIAL SKILLS

How to Use a Napkin in Your Lap

Show children a napkin. Say, "This is a napkin. You use it when you eat to help stay clean." Slowly open the napkin and place it in your lap. Give each child a napkin. They open it and place it in their laps. Say, "Great job." Chant: Napkins, napkins. Napkins help us stay clean.

"You are the 'head of the table' all day – modeling positive behaviors."

Theme for the Week



Mannerly Me

Activities for "Bathroom Manners"

Materials Needed: Tactile lowercase s, toilet paper, construction paper, paste, masking tape, number 5 (number Kit)



CIRCLE ACTIVITIES

Tell children that they are growing and getting bigger. Say, "Big kids start to use the potty. It takes practice." Children put their hands in the air to become bigger. They say, "I am growing big. I use the potty." Chant: I can use the potty, potty, potty. I can use the potty because I am big. Lastly, sing: It's My Potty (tune of "It's My Party and I'll Cry If I Want To") It's your potty and you can go if you need to, go if you need to.... I can go too.... if I really need to.....



LANGUAGE-LITERACY

Does this begin with s-s-s?

Show the children the lowercase tactile s. Have them make the sound. Tell them that you are going to say words and if they hear at the beginning of the word, s-s-s, they clap their hands. If they don't hear the sound, they do nothing. Then start saying words that begin with s-s-s like sun, strawberry, etc.



FUN ART

Toilet Paper Art

Bring children to the bathroom and tear off five squares of paper. Tell them that it is important to not use too much toilet paper after using the potty. Model how to throw the paper into the bowl and flush. Have each child count out five squares of paper. Tell them that you are practicing good bathroom manners, and since you did not really use the potty, you will use the paper for art so you do not waste it. They bring their five squares back to the table and paste them onto colored construction paper to create a fun design. (They can tear into small pieces if they choose.)



MATH

Shape of a 5

Make a large 5 on the carpet with masking tape. Children take turns walking on the 5 while holding up five fingers and saying, "Five." Child A walks and when finished says to Child B, "Now it is your turn." Child B says, "Thank you." Children trace over the number 5 (Number Kit) with their fingers and say, "This is a five." Repeat Pom-Pom Sort with 5.



MUSIC-MOVEMENT

Sing I Can Use the Potty

I can use the potty. Yes, I can. Yes, I can. I am a big kid. Yes, I am. Yes, I am. I can use the potty. I can! I can!



SOCIAL SKILLS

Potty Manners and Positive Encouragement Teach children manners for going to the potty. They go into the bathroom and close the door. They use the potty and flush. They say, "Hurray." They wash their hands. For children that are newly being potty trained, teach them to do a fun Potty Dance when they are finished. It's encouragement to go for children. Make up a tune or play happy music. Be sure to communicate with parents so that children are learning the same routine at home and school.

"Take special care of yourself. You are a special person in the lives of children."

Theme for the Week



Mannerly Me

Activities for "Story Time Manners"

Materials Needed: Books, construction paper, crayons



CIRCLE ACTIVITIES

Bring several books to the center of the circle. Point to the pile and say, "What are those? Those are books." Pick up a book and say, "This is special. Books tell a story. When you listen to a story, you sit in a special way. Legs crossed, hands in your lap. Children do the motions to sit this way. Chant: Legs crossed. Hands in my lap. Let's hear a story. Clap, clap.



LANGUAGE-LITERACY

Books are Like Treasures

Show the children how to hold the book carefully. Show them how to slowly turn the pages. Have children get a partner. They take turns holding the book the special way you showed them, and then slowly turning the pages and pretending to read the story to their partner. Afterwards they say, "Books are like treasures. We take good care of them."



FUN ART

Make a Book

Cut a piece of construction paper into fourths for each child. Children color a picture on each piece. Staple them together to make a book. Save for Social Skills.



MATH

High Fives

Children hold up their hand and say, "Here is my high five." They walk around and give high fives to each other. Trace each child's hand on paper, being sure their hands are spread apart so that you can trace each finger. Number each finger with the child as they count 1 – 5. Children color each finger and thumb a different color.



MUSIC-MOVEMENT

Sing Mannerly Me (tune of "I'm a Little Teapot")

I'm mannerly me, cute as can be. Here is my please and thank you. When I sit at the table I am mannerly too. I'm mannerly me, cute as can be. Here is my please and thank you. When I use the bathroom I am mannerly too. I'm mannerly me, cute as can be. Here is my please and thank you. When I sit at story time I am mannerly too.



SOCIAL SKILLS

Share My Book

Children chant: Legs crossed. Hands in my lap. Let's hear a story. Clap, clap. Show a book made by a child in Art today. Children practice sitting with good manners. Say, "Great job sitting and beautiful job on this book (Name of child)." Share as many as they have interest. Save the others for another time.

"Take special care of yourself. You are a special person in the lives of children."

Theme for the Week



Grow!

Activities for "Seeds and Plants Grow"

Materials Needed: Have parents send photo of each child's face; grass seeds, dirt, small clear plastic glass (one for each child); grass faces (provided), big and small objects, masking tape, non-toxic orange, red, and yellow fingerpaint for Art, paper plates for paint, corn shape, and corn husks pattern (included), green construction paper, paste, craft sticks, yellow crayons or markers, two Music and Movement corn pages (provided) pre-cut corn, 5 small plants provided)

CIRCLE ACTIVITIES



Show children picture of "grass faces. (provided). Point out how each picture has the child "grow hair." Give each child a small clear container filled with dirt. Then give them some grass seeds to plant inside of it. Help them water it, and put them in the sunshine so they can watch them grow. When the plants have grown, add their pictures to the front so it looks like they grew hair. Explain what GROW means with the words, "GROW means to start out small and to grow bigger." Make hand motions of growing from something small to growing bigger (taller), and have children copy you. (As you make the hand motions, have your voice "grow" from very low, to louder.) Tell them that's what their plants will do. They will grow.

LANGUAGE-LITERACY



Big or Small

Gather a few "big" and "small" objects. (Note: Always be cautious with small objects that they do not go into mouths.) Monitor closely or choose smaller objects). Place tape on the floor to divide the floor into two columns. Put a large block on one side of the tape to indicate BIG. Put a small block on the other side to indicate small. Hold up an object and say, "Is this big or small?" If they say, BIG, then have one of the children put it on the big side of the tape. Do this over and over until all the objects are sorted. Children chant, "This side is BIG" as they point to big objects. Then they say, "This side is SMAL as they point to small objects.

FUN ART



Fingerprint Corn

Squirt non-toxic finger paints on several different plates with each plate a different color- yellow, orange, red. Children fingerprint on pre-cut corn pattern. Use corn husk pattern and pre-cut 2 green corn husks from green construction paper for each child.

MATH



Plant Count

Show the children the picture of 5 plants (provided.) Children count the plants aloud from one to five. Next go on an indoor or outdoor discovery walk to find and identify 5 plants if it's outside or something else there are 5 of if you are inside. Chant and clap afterwards, "Yippee! We found five! 1, 2, 3, 4, 5". Complete the Plant Count Activity Sheet with children pasting plants on the sheet (provided).

MUSIC-MOVEMENT



5 Ears of Corn Chant (similar to 5 Little Turkeys)

Children paste and use 5 corn ear craft sticks pretending to be in the grocery store. They hold up 5 and put one down as indicated in each verse. Use movement and motion as class does the chant together. (Children's names can be substituted for the word "shopper".) 5 Ears of corn at the store, A shopper comes along, and then there were 4. (Children do a turn and put down 1 ear of corn.) 4 Ears of corn and a buzzing bee A shopper comes along, and then there were 3. (Make buzzing noise like a bee, children do a turn and put down 1 ear of corn.) 3 Ears of corn, that's really just a few A shopper comes along, and then there were 2. (Children do a turn and put down 1 ear of corn.) 2 ears of corn, and we are still not done! A shopper comes along, and then there was 1. (Children do a turn and put down 1 ear of corn.) One ear of corn, that is all you see, and it is for ME, ME, ME! YUM! YUM! (Children wave the one ear of corn and rub their tummy on YUM! YUM!

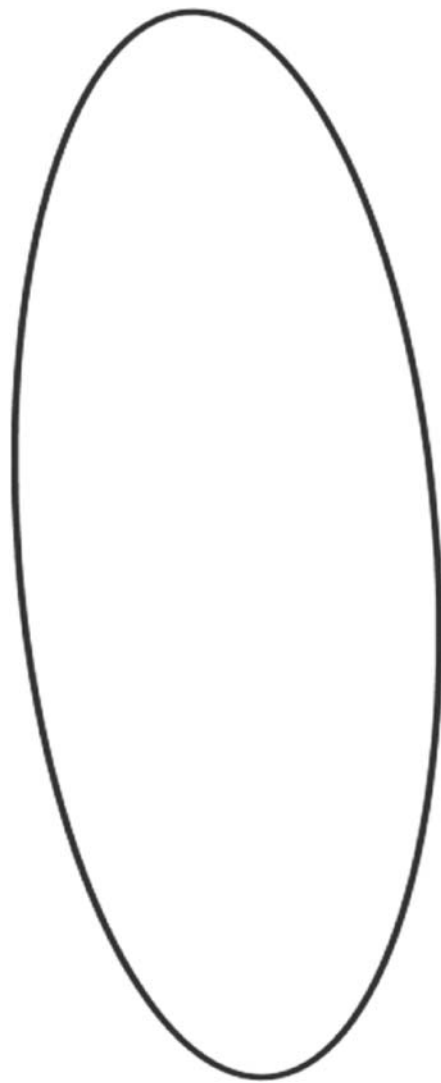
SOCIAL SKILLS



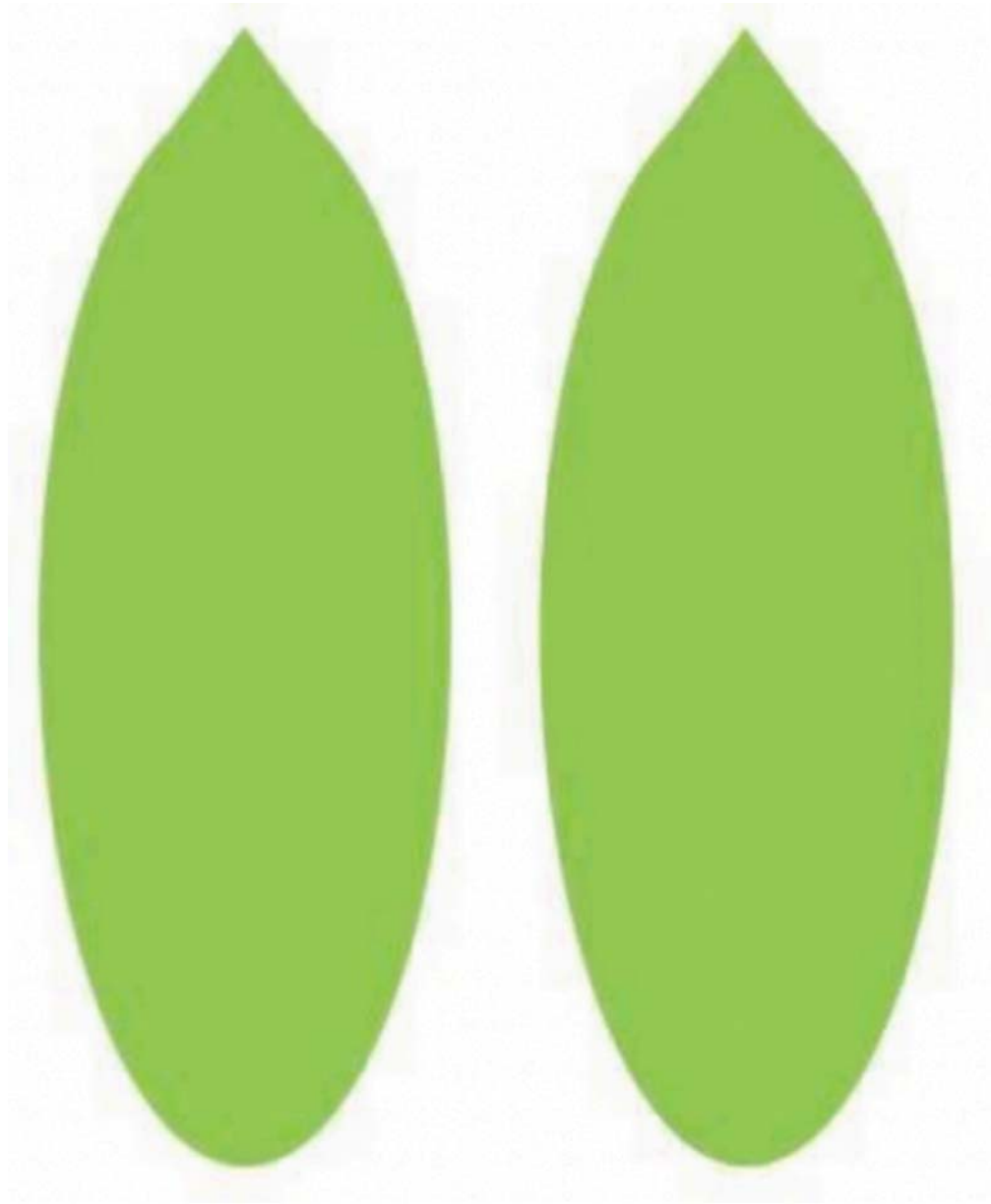
Practice Circle Time Chant.

Suggested Chant: I'm walking to circle time right now. Just watch me because I know just how! Or if children go straight to the circle upon arrival, use this line instead: I'm walking right in the classroom door. I'm finding my seat right here on the floor. Tap! Tap! On both of my ears. They are both ready to Hear! Hear! (Children gently tap on each ear with their hands 3 times.) Now, Look! Look! Look! My two eyes are ready to see. (Children put one hand up above their eyes like they are scanning the horizon looking for something distant.) I'm almost ready, just look at me! Now with my hands, I Clap! Clap! Clap! And, I put My hands right here in my lap! (Children clap while saying the word.)

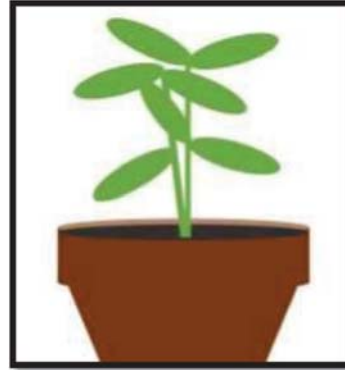
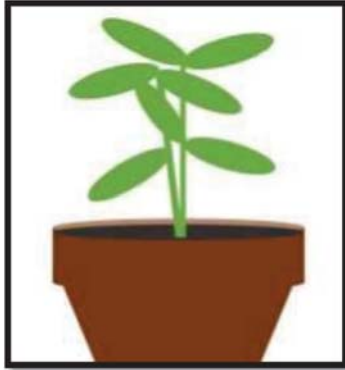
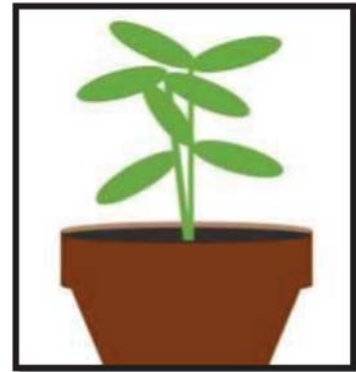
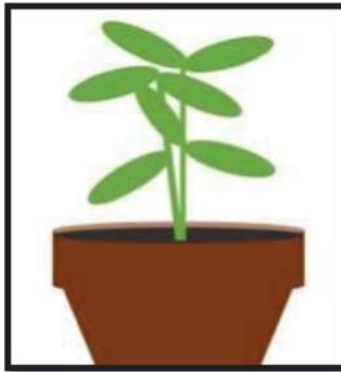
Fun Art Corn Shape



Fun Art Corn Husks



5 plants

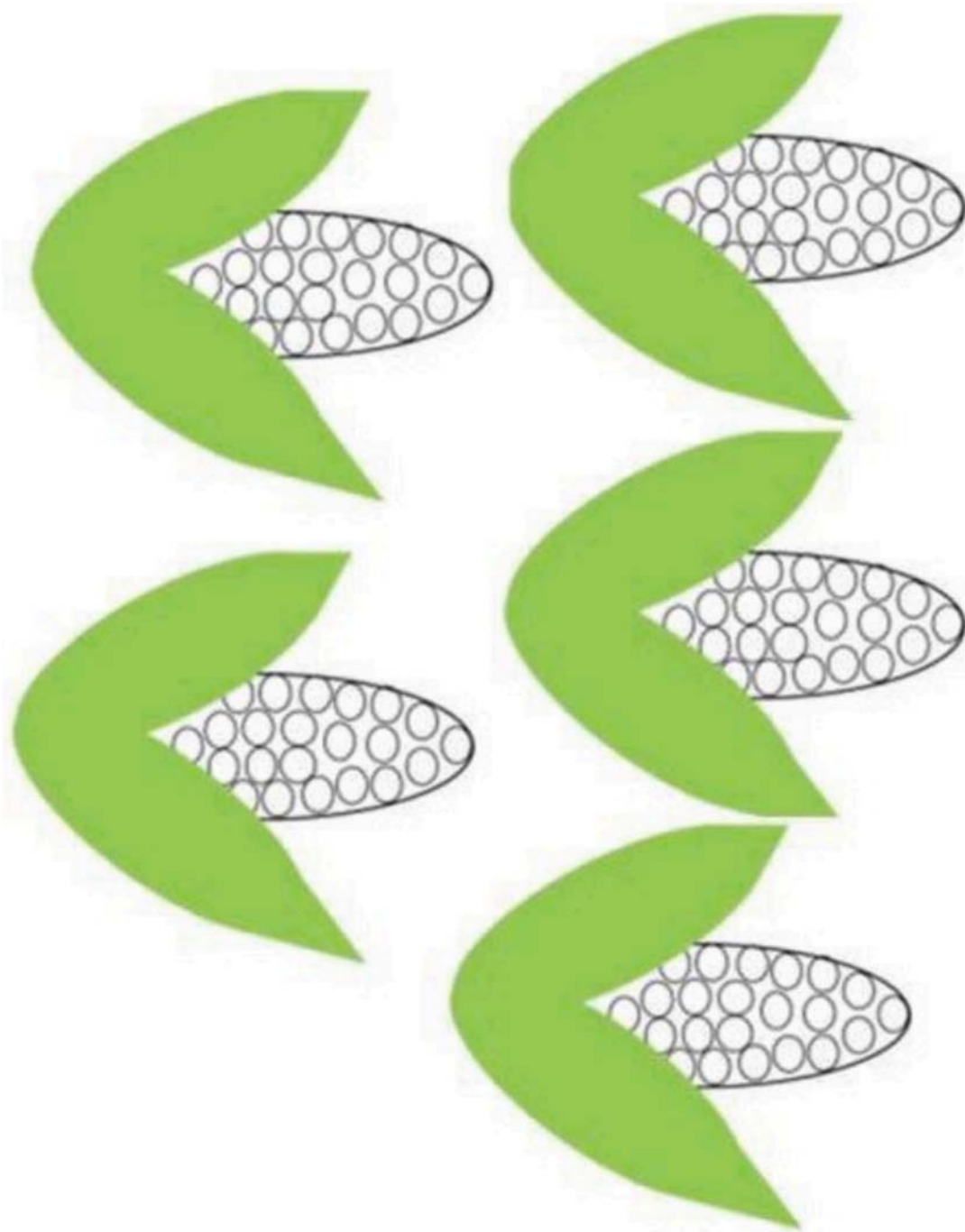


Pre-cut 5 plant shapes per child. Children paste one plant per space on the next page.

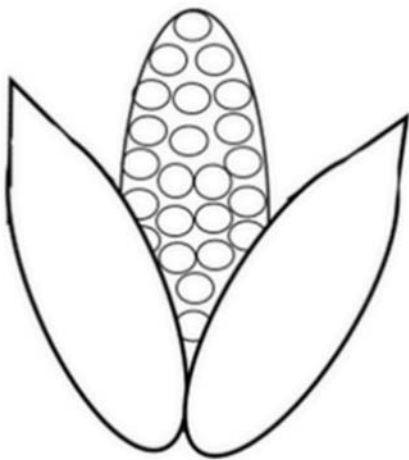
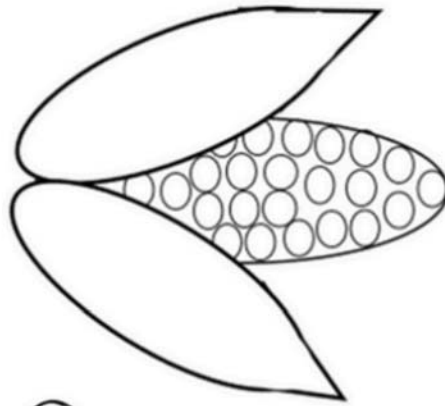
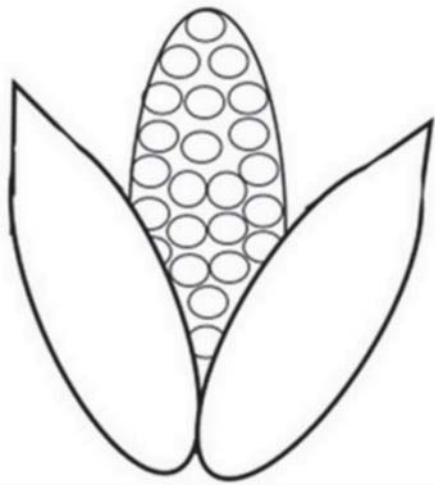
5 Five



Music and Movement Corn (Color)



Music and Movement Corn (Without Color)



Growing Grass Heads



Special thanks to Sonya Price
for sharing these photos.



Theme for the Week



Grow!

Activities for "Pets Grow"

Materials Needed: Stuffed animals (cat, kitten, dog, puppy), Picture of Little and Big Dogs and Cats (provided), non-toxic paint (black, brown, gray), masking tape for floor to divide BIG/SMALL sides, circle shaped sponges, pre-cut shapes for dog/cat faces enough for each child, paste, Star/Heart shapes pre-cut from Welcome Kit, music and player, construction paper, Dog/Cat flash cards (provided), big and small classroom objects



CIRCLE ACTIVITIES

Remember the GROW motions from yesterday. Stretch hands out as you say G-R-O-W!" Grow means to start small and grow larger. Show children the picture (provided) of the little kittens and big cats and talk about how they grow. Chant: Pets grow! Pets grow! Use with hand motions. (Be sure and check for plant growth from yesterday.)



LANGUAGE-LITERACY

Continue BIG or SMALL

As a group, similar to yesterday, sort stuffed animal kittens and puppies to the small side. Sort "grown" stuffed animals to the big side. You may also use magazine pictures of kittens, puppies, cats and dogs to sort to the BIG or SMALL side. Demonstrate first and then let children sort on their own and assist as needed. Next, sort other objects from classroom. Assist as needed.



FUN ART

BARK or PURR Sponge PAINT

Children sponge paint either a dog or cat. Examples provided. Using non-toxic black, brown and/or gray paint, children sponge paint the paper plate(s). Let dry. Children paste on prepared eyes, ears, nose, tongue, tail. Children take turns showing the class their artwork. Let the class make the sound of the cat or dog for each one. Have fun!



MATH

Patterns

Use star and heart patterns from Welcome Packet. Prepare enough for children to create a star/heart/star/heart pattern. Demonstrate the pattern first. Next, let the children create the pattern using prepared shapes. Assist as needed. Paste the pattern to construction paper or a large piece of butcher paper if larger shapes were used. Next, demonstrate and then let children practice a dog/cat/dog/cat pattern using the prepared flash cards. Make enough for each child to create a pattern. Laminate and save if possible. Variation: Use the stuffed animals to create a dog/cat, dog/cat, dog/cat pattern or use the Bark/ Purr Artwork if enough made to create a pattern.



MUSIC-MOVEMENT

All Aboard! Moving Patterns Choo-Choo Train

Have 5 to 7 children line up in a pattern (each holding a star or heart or a cat or dog thus making a pattern). Repeat with a new line of children until all children have a spot. Each group parades and follows the leader around the room moving like a choo-choo train to the beat of the music. Teacher models with a few children first.

SOCIAL SKILLS

More Practice with Circle Time Chant

Suggested Chant: I'm walking to circle time right now. Just watch me because I know just how! Or if children go straight to the circle upon arrival, use this line instead: I'm walking right in the classroom door. I'm finding my seat right here on the floor. Tap! Tap! On both of my ears. They are both ready to Hear! Hear! Hear! (Children gently tap on each ear with their hands 3 times.) Now, Look! Look! Look! My two eyes are ready to see. (Children put one hand up above their eyes like they are scanning the horizon looking for something distant.) I'm almost ready, just look at me! Now with my hands, I Clap! Clap! Clap! And, I put My hands right here in my lap! (Children clap while saying the word.)



Little and Big Dogs and Cats



FUN ART-BARK or PURR Sponge Paint

Bark!

To make "Bark", the dog, children sponge paint a paper plate. Let dry. Pre-cut circle shapes for eyes and nose from appropriate color construction paper. Pre-cut oval shapes for ears and tongue. Pre-cut two J shapes per child.

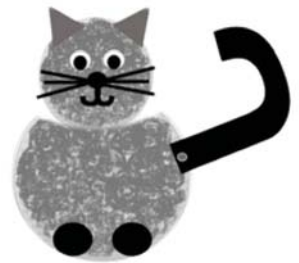
Children paste on the pre-cut parts. Assist and use brads (paper fasteners) for ears to make them moveable or assist and staple/paste for each child.



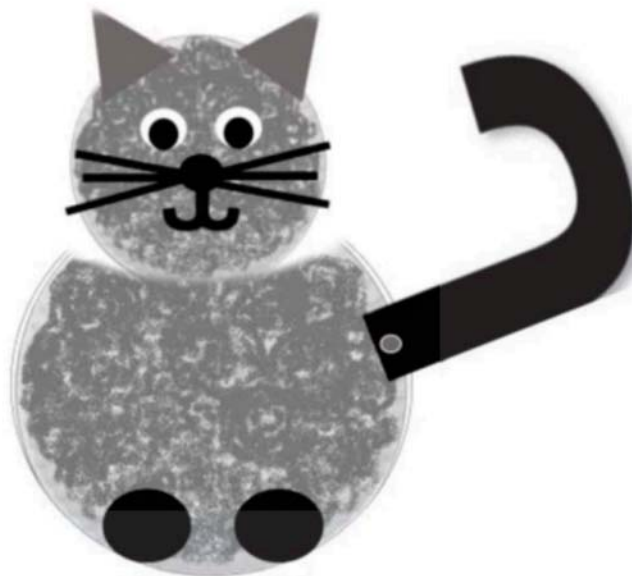
Purr!

To make "Purr", the cat, children sponge paint a smaller paper plate for the head and a larger paper plate for the body. Let dry. Staple or paste paper plates together for children. Pre-cut circle shapes for eyes, feet and nose from appropriate color construction paper. Pre-cut rectangular whisker shapes and J shapes for the mouth including the larger J shape for the tail.

Assist and use a brad (paper fastener) for the tail if desired. Otherwise, assist children and staple or paste tail to the paper plate. Children paste on the pre-cut parts.



Dog & Cat Flash Cards



Theme for the Week



Grow!

Activities for "We Grow"

Materials Needed: Bubbles, numbers 1, 2, and 3 (Welcome Kit), Baby, toddler, preschooler, older child pictures (provided), children's size socks, copies of Math Sock Sheet (provided) example graph for math (provided), (Preview Math activity directions and pre-cut enough socks for each child to decorate), crayons and items to decorate socks, arm/hand/face, butcher paper for math graph and for Art, craft stick, paste, tissue paper squares or crayons

CIRCLE ACTIVITIES



Have children do the GROW hand motions to show GROW like previous days. Blow bubbles and have the children watch the bubbles "grow." Tell them just like the bubbles grow bigger and bigger and bigger, so do you. Every day you get bigger. You eat and sleep and play and grow." Have children act out eating, sleeping and playing with movement/motions. Tell they have birthdays to celebrate a year of growing. First you are 1. Have children hold up 1 finger. Then you are 2. Have children hold up 2 fingers. Next, you are 3. Have children hold up 3 fingers. Sing the Happy Birthday song. (When finished, have children check the their plants. Put this on the schedule for each day.)

LANGUAGE-LITERACY



We Grow Bigger

Show children the picture of children growing (provided). Talk about the picture and ask them what they see. Can they remember being that little. Have the children make the GROW movements as they talk about getting bigger and bigger while looking at the picture.

FUN ART



Raise Your Hand and Decorate

Spread out a long piece of butcher paper. Trace each child's arm and hand. Cut it out for them. Children color and decorate their raised hand as they wish. Hang all of the raised hands together along the wall. This will become a great visual reminder to raise their hands to speak as well as a fun room decoration.

MATH



How Many Socks Tall Am I?

Using a few same size children's socks, measure how long (tall) each child is at this point in time by laying one sock next to the other end-to-end. (Schedule a date on your calendar in late spring to repeat this!) Give each child socks to decorate according to how long (tall) they are using the small or large socks on the Math-Sock Sheet. Assist children with counting. Put together Sock Graph on a bulletin board or paste to large sheet of butcher roll paper. (Example provided.)

MUSIC-MOVEMENT



Sing If You're Growing and You Know It (Tune of If You're Happy and You Know It) If you're growing and you know it (spring up motion), clap your hands. (Clap, clap.) If you're growing and you know it (spring up motion), clap your hands. (Clap, clap.) If you're growing and you know it, then your body will surely show it. (Jump/Dance/move in place) If you're growing and you know it, clap your hands. (Clap, clap) (Next verses: Stomp your feet, March in place, Shout, "Hurray!", etc.)

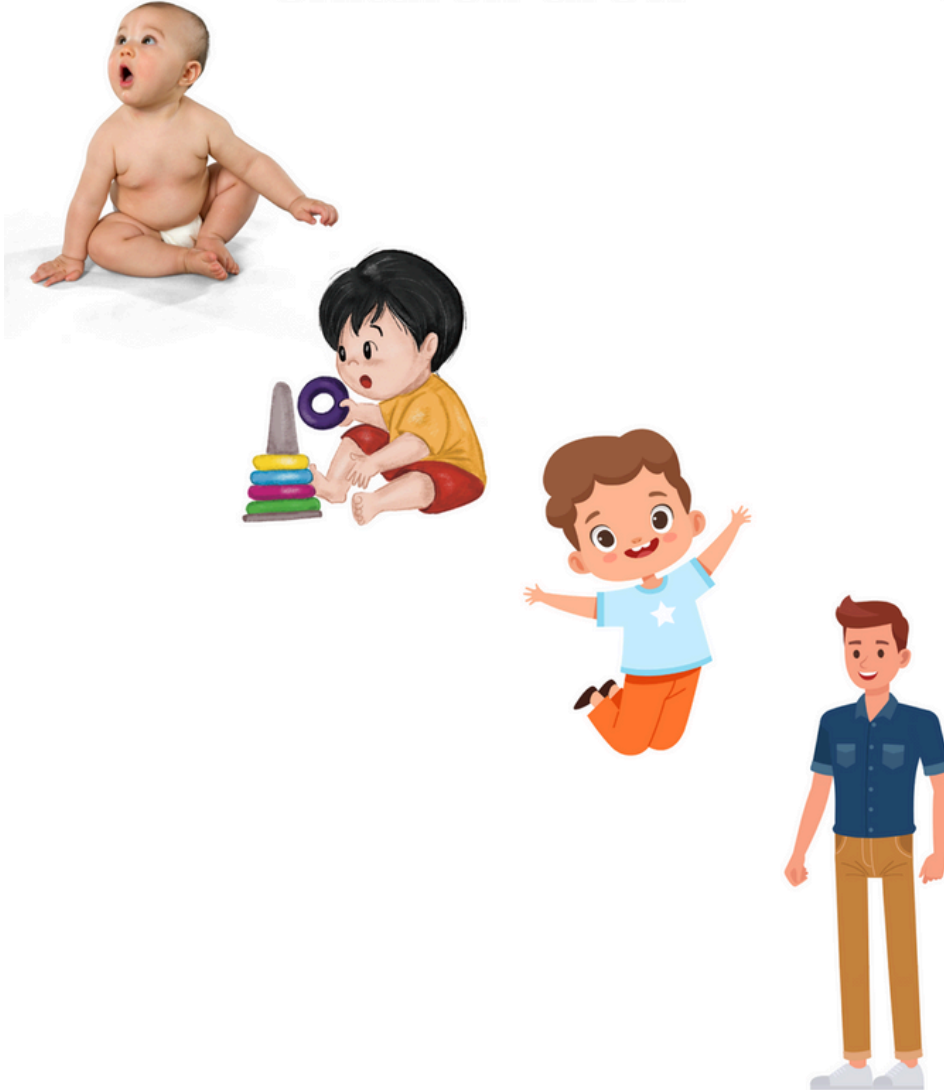
SOCIAL SKILLS



"Growing Talk with a Partner"

Each child sits with a partner. Child A says, "I was once this small when I was a baby " while pointing down with arm toward floor, "and then I grew to be this big" and points to top of head. Child B says, "Yay, you grew BIG," and claps. They switch and do it again with their new partners. They can do it many times back and forth.

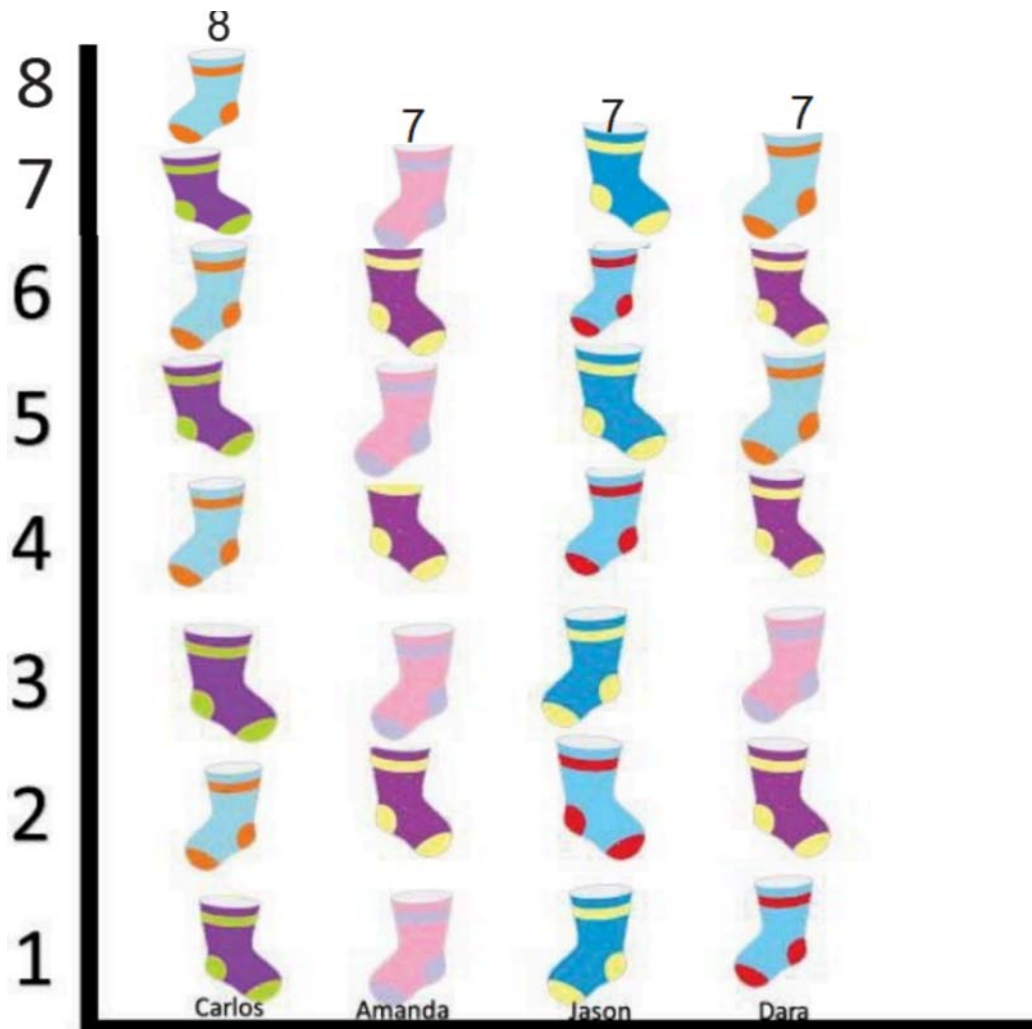
Children Grow!



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Example Graph for Math

How Many Socks Long?



Make a bulletin board or build graph on large sheet of roll paper. Include each child's name. Paste on socks once decorated by children.

(Graphs will differ based on size sock used to measure.)

Math-Sock Sheet

Use either the small sock or the large sock pattern or create one of your own. Pre-cut enough for each child. The number they receive depends on how tall/ long they are in the Math Activity.



Theme for the Week



Grow!

Activities for "Eyes and Growing Hair"

Materials Needed: Picture of Hair and Eyes (provided), hand mirror, paper plates, paste, several pre-cut shapes for art (circles, triangles, squares, crayons).



CIRCLE ACTIVITIES

Tell children we are all beautiful in our own ways. Show children picture of children's hair and eyes (provided). Tell them the different hair colors. Then say, "Raise your hand if you have hair like this as you point to each picture? Then point to the eyes. Discuss eye colors. Pass around a hand mirror and have children look at their eyes to see what color their eyes are. Chant: "Lots of colors you will find in our hair and eyes. We are special, Yes, we are. We are all beautiful in our own way."



LANGUAGE-LITERACY

Vocabulary: Long and Short

Show them again the picture of children's hair and eyes (provided). Tell them that hair grows. It can be short or it can grow lots, and be long. Talk about the children's hair. Is it short or long? Talk about your own hair. Is it short or long? Then the children look in the handheld mirror again and tell if their hair is short or long. (In case you have a child who has lost hair to alopecia, or has had chemo, be sure to be sensitive to these children so they feel special too. Add the words, "It may not grow at all, and that's okay too." We are all beautiful in our own special way.



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

Pairs of Eyes, Ears and Shoes, Too

Children take turns walking around and counting how many eyes each friend has and then counting ears on each child. Children remove their shoes and put them in a big pile. Then they sort them into pairs by looking for matching shoes. Count 1, 2, two shoes make a match. Two shoes are a pair of shoes. Two eyes are a pair of eyes and two ears are a pair of ears.



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

We are 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 so special!"

"All children are gifts in a unique way."

Hairs and Eyes



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Theme for the Week



Grow!

Activities for "Baby Fish"

Materials Needed: Baby fish and big fish (provided), masking tape, fish tale or fish storybook of your choosing, Fish example for art (provided), pre-cut paper plates, paste, crayons or paint, circle or googly eye to paste on fish, large and small classroom items to sort



CIRCLE ACTIVITIES

Show children a picture of baby fish and big fish. Tell them fish are living things. They grow like we grow because we are also living. Children chant: Baby fish! Big fish! Grow! Grow! Grow!



LANGUAGE-LITERACY

Read a fish tale or a fish story to the children. Tape a small baby fish shape and large fish shape on the floor with masking tape. Children "trace" it by walking/hopping/crawling on it.



FUN ART

My Fish

Give each child a pre-cut paper plate. Have children paste on the pre-cut triangle fish tail. Children can paint or color their fish or use a colored paper plate. Paste on an eye using a pre-cut circle or googly eye. (See Fish Example for Art, provided.)



MATH

Big/Little Sort

Fill a basket with a variety of classroom objects in different sizes.

Children sort the objects into a big pile and little pile. Variation:

Create a variety of large and small fish. Have the children sort them into large and small groups.



MUSIC-MOVEMENT

Sing Fish Swim in Water. (tune of "Are You Sleeping?")

Fish swim in water. Fish swim in water. Yes, they do. Yes, they do. (Children make motion of swimming.)

They are growing. They are growing. Yes, they are. (Children show growing movement.) Yes, they are.

This one and that one, too. And another one, and another one, too Fish swim in water. Fish swim in water.

Yes, they do. Yes, they do.



SOCIAL SKILLS

Thumb Hugs

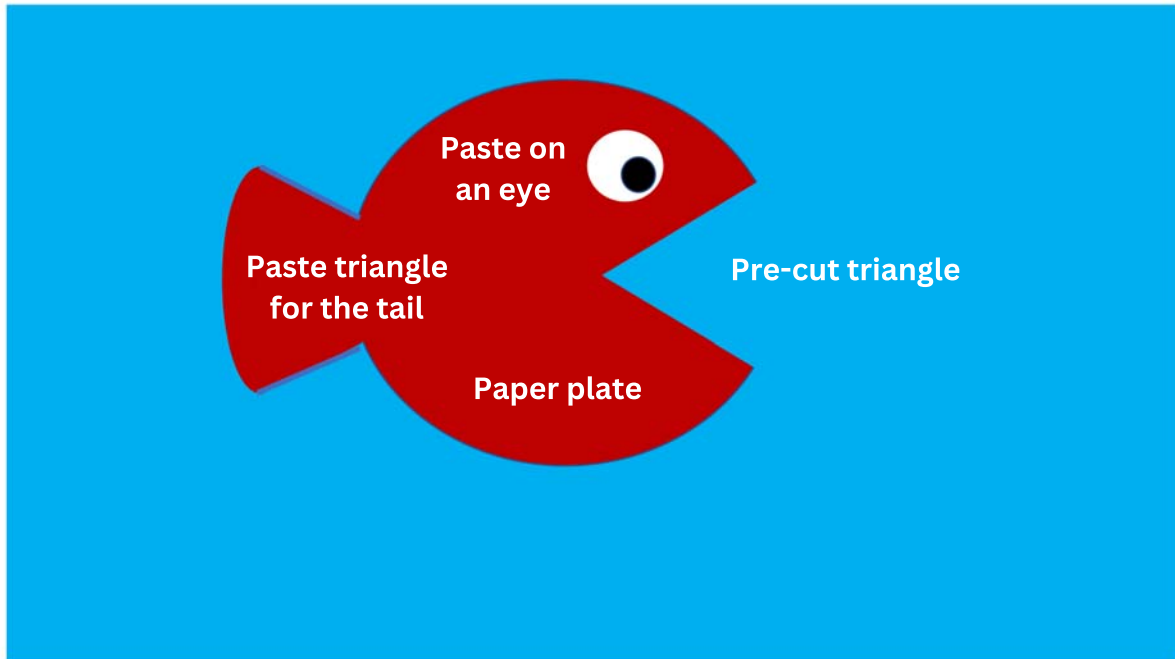
Children sit in a circle holding hands. Start the chain of "thumb hugs" by using your thumb to wrap around the thumb of the child next to you. The child then passes on the thumb hug to the next child, etc. around the circle. Encourage children to go home and give each family member a thumb hug.

"Your smile welcomes children into their school home."

Baby Fish and Big Fish



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FISH EXAMPLE FOR ART

- One paper plate per child. Cut one triangle out of the front.
- Use that triangle for the fish tail. Attach with paste.
- Use colored paper plates or have children color or paint their fish
- if using white paper plates. Paste on one eye using white and black circles or paste on a "googly" eye.