

THE APPELBAUM

# DAILY CURRICULUM

Age 3-5



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 lowercase letters. Be sure to make them into sensory tactile letters (See video and directions provided in Welcome Packet).

We recommend that sometime this month you set up a small area 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 with repetition. (They love repeating words).

Children's stories are so important. They:

- Help children learn about the world.
- Provide opportunities for pleasure in learning.
- Prepare children for reading.
- Help children develop verbal skills.
- Help develop listening skills.
- Build a foundation for the use and care of books.
- Set a foundation for thinking through concepts.

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

Appelbaum Training Institute



# September



Dear Parent,

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

We would appreciate if you could send the following to our class:

One of your child's favorite books by Monday, September 9th. (We will return it to you.)

A picture of your child, by Monday, September 9th.

A picture of your child's face (a head shot) for a fun activity by Friday, September 27th.

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:** Crayons, paper, a special storybook for Literacy; the number 1 (Welcome Kit)



#### CIRCLE ACTIVITIES

Your goal today is to make each child feel welcome. Tell them how glad you are to see each of them. Chant or sing with the children saying their names. "Hello Keaton, hello Keaton, We're so glad you're here. Everyone clap your hands. Do the same with each child. Then have all the children chant: "Hello everyone. Hello everyone, we're a happy class."



#### 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. Then carefully, pass the book to a child. Have the child copy what you did. Pass the book around the circle so each child gets to carefully and respectfully do it.



#### FUN ART

**Introducing the Art Center/Area**  
Introduce the children to the Art Center/Area. Walk them around to see where materials are kept such as paper, crayons, paints, paintbrushes, smocks, etc. They draw a picture of something they see in the classroom and share it with the group.



#### MATH

**The Number 1 and Math Center/Area** Show children the number 1 (Number Kit). Have each child hold up one finger and say, "One." Introduce children to the Math Center/Area. Show them where some of the items are stored. Count one of each item as you show it to the children. Have children practice putting the items back in their correct locations.



#### MUSIC-MOVEMENT

**Introducing the Music Center/Area**  
Introduce the children to the Music Center/Area. Show them where any instruments, noise makers, CDs, etc., are kept. They hold hands and sing: We can sing and move here. Making music brings us cheer.



#### SOCIAL SKILLS

**Review Centers (Day 1 of 2)**

Children take turns going to a center or particular area in the classroom and telling what it is. For example, a child might walk to the sink and say, "This is where we can wash our hands." Another child might walk to the Art Center and say, "This is where we can paint and wear a smock to keep our clothes clean."

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

# Theme for the Week



## Back to School

### Activities for "Classroom Schedule"

**Materials Needed:** Poster board, photo of sample class schedule (provided), ten index cards, plain paper, crayons, scarves or streamers



#### CIRCLE ACTIVITIES

Have the class schedule on a large piece of poster board. Make sure it has photos and/or drawings to go with the words. (See sample schedule provided). Show the schedule to the class. Have them repeat after you and clap as you name each activity. (Ex: First is free play. Clap. Then we have circle time. Clap. Next is outside play. Clap. Then we have music. Clap.) Children point to what they think is their favorite part of the daily schedule.



#### 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 then "is first." Then point to the second child and say the child's name, and then say, "is last." Ask them questions like what is the first thing you did when you came into the room? What's the last thing you will do when before you go home?" Chant, "first, last; first, last. They are both a blast."



#### FUN ART

##### Schedule Pictures

Children choose an activity from the class schedule and draw a picture to go with it. For example, if a child chooses Circle Time, They may draw a circle with children sitting on it. If a child chooses the Literacy Center, he/she may draw a table with chairs and the letter A on the table. Have them share their drawings and hang them on the wall in the order of the class schedule.



#### 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

##### Scarf Schedule Dance

Children each dance with a colored scarf or paper streamer. Point to the first thing on the class schedule and they sing what comes first and wave their scarves above their heads as they sing. Point again, and have them wave the scarves shoulder height as they sing what comes next. Continue pointing with them waving it at their knees and then their toes. (Ex: First we arrive (head). Next, we have free play (shoulders). Next we have circle (knees) and then we go outside (toes). This is our daily schedule.) (Note: Change words to match your schedule.)

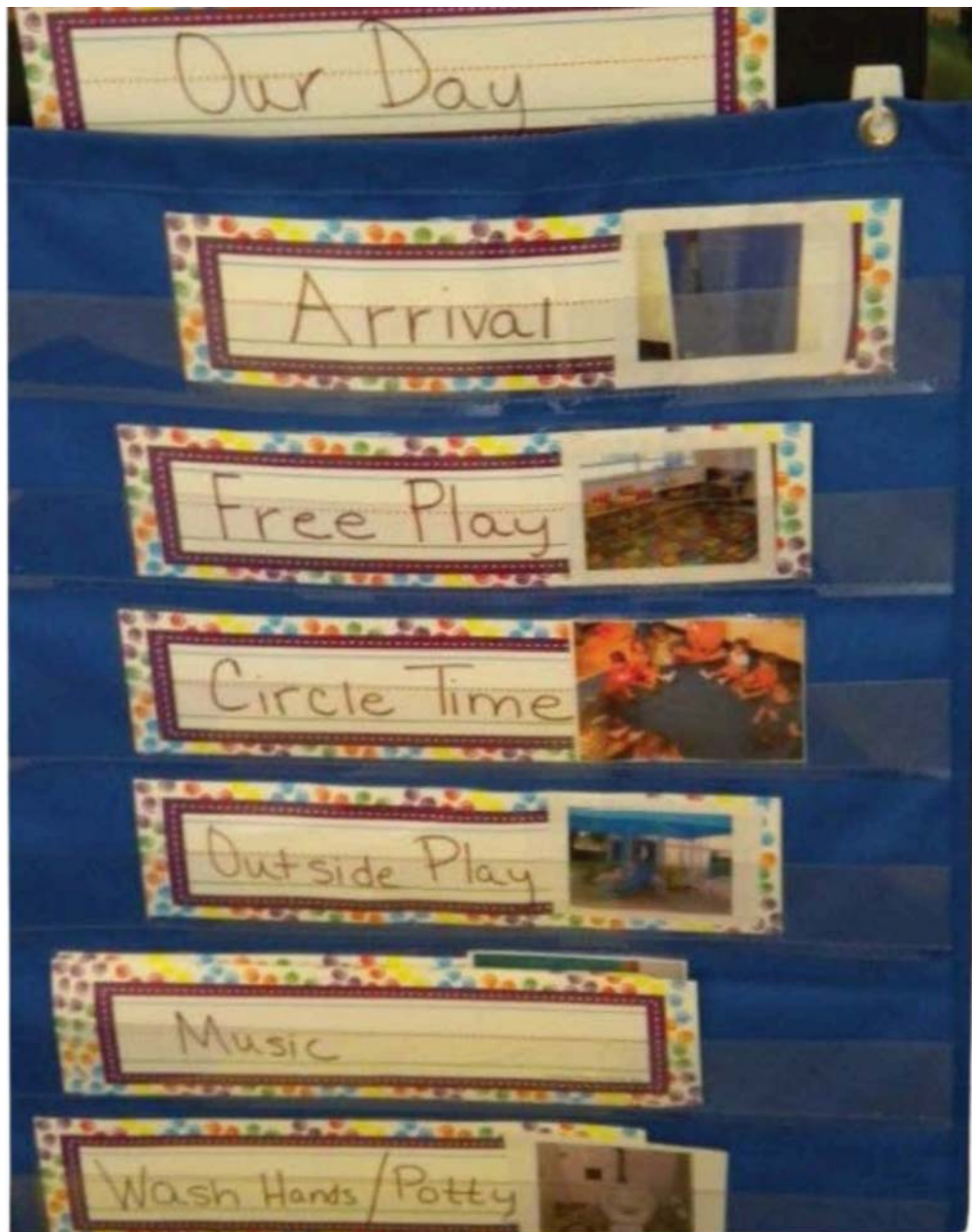


#### SOCIAL SKILLS

##### Following Directions and Review Centers (Day 2 of 2)

Walk around the classroom going to different centers. Children copy the way you walk and the things you say. (Ex: 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:** 12 inch paper circles pre-cut and laminated with children's names and individualized stickers on them to place on the class circle as place markers during circle time, art aprons or smocks



#### CIRCLE ACTIVITIES

**Rule:** How to Sit During Circle Time

Place pre-cut laminated individualized paper circles on the floor for each child to sit on. (Arrange them in a circle.) Have children sit on the circle with their name on it. Model how to sit with legs crossed and hands in lap. Thank each child for sitting beautifully. Once all children are sitting correctly they chant with you: Here we are at circle time. Look how we sit so fine. Hands in our laps and legs crossed.



#### 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 it 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 quietly. Now, practice the opposite, and let them be LOUD.



#### FUN ART

**Rule:** How to Wear an Art Apron/Smock

Show children how to put on and remove an art apron or smock. (Old T-shirts work well.) Each child takes a turn putting on an art apron/smock, taking it off and returning it to the correct location.



#### MATH

**Rule:** How to Walk Quietly and the Number One

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.



#### MUSIC-MOVEMENT

**Sing Rules for School (tune of "Twinkle Twinkle")**

All my friends are here at school. We have learned some special rules. How to sit, talk and walk each day. Be kind to friends when you play. Learning, playing at our school. We remember special rules.



#### SOCIAL SKILLS

**Rule:** Quiet Voices

Tell children that loud sounds make your ears hurt. Speak in a loud voice and cover your ears. Speak in a soft voice, smile, and say, "That soft voice felt good on my ears." Children practice using a soft, quiet voice. They turn to the person sitting next to them and say, "You are a fun friend," in a quiet voice. Whisper chant: Speak quietly and softly inside. Loud chant: Speak louder when you go outside.

"Rules create healthy boundaries."

# Theme for the Week



## Back to School

### Activities for "Lining Up"

**Materials Needed:** Craft sticks, paste, pipe cleaners, construction paper, crayons, safety scissors, photo of feet markers (provided)



#### CIRCLE ACTIVITIES

Tell children that when they travel from the classroom to outside play and back inside they will walk in a line. Have one child quietly stand up and tiptoe to a designated spot by the door. (Demonstrate how to do this first.) Tell the other children, "Listen to see if you can hear the child's feet." (The goal is for them to not hear anything.) Quietly call a second child to tiptoe behind the first. Continue until each child is in the line. Practice walking in the line back to the circle and sit down. Chant: Walking in a line is so fine. I only touch the body that is mine. (Note: To eliminate problems ahead, you can have children cross their arms in front of them while waiting in the line.)



#### LANGUAGE-LITERACY

Fun Lining Up with  
"Peanut Butter and Marshmallow Toes"

Here's a cute way to have children line up. Have them stand up. Tell them to pretend that they just ate sticky peanut butter. Have them pretend chew it. Tell them the peanut butter is so sticky that let's pretend you have "peanut butter lips" stuck together so you can't talk. While they're standing there, tell them to pretend that their toes are made out of marshmallows light as a feather so you can't hear them when you walk. Tell them they can do this when they line up.



#### FUN ART

Feet Markers

Trace each child's feet as they stand on a piece of construction paper. Help them cut out their feet shapes. Write each child's name on the feet. Children can color their feet shapes. Lastly, children line up their feet shapes. Option: Laminate the feet markers and tape them to the floor as markers for the children to stand when lining up. See photo (provided).



#### MATH

Friend Line Up

Children hold hands and stand in a line across the room. One child stands 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.



#### MUSIC-MOVEMENT

Sing Line Up

Line up, line up, everybody everywhere. Line up, line up, everybody do your share. We stand in a line to go from here to there. Let's stand in a line to go where? (Name a place and the children walk in a line to the place named. Repeat the song and name a new place.)



#### SOCIAL SKILLS

Hands to Myself

Children practice lining up again. Show them how to keep their hands by their side or give themselves a hug so that their hands do not touch anyone else. Chant: I keep my hands right here touching me. That's the way our line should be.

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





**SAMPLE PICTURE OF FOOT MARKERS FOR ART**

# Theme for the Week



## Magnificent Me

### Activities for "My Birthday"

**Materials Needed:** Picture of a birthday cake (provided), white construction paper circle for each child, crayons, paste, scraps of colored construction paper and tissue paper, and picture of Popsicle Math directions (provided). 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

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

##### s-s-s: Stretching Sounds

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

##### 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 their can add a candle onto his/her cake.



#### MATH

##### The Popsicle

Show children the numbers 1, 2, 3 (Number Kit). Hold up 1, 2, 3 fingers. We will make a popsicle today. Talk about eating ice cream, popsicles and anything cold. Count with children as they paste their popsicle together one piece at a time. Now, make pairs of two using all the popsicles, then put them in groups of 3.



#### MUSIC-MOVEMENT

##### Sing Happy Birthday to You

Children sing the traditional song of Happy Birthday for each child. Say, "On (January 16) (Joe) 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**

Choose 3 colors of construction paper. Pre-cut one circle per child. Pre-cut 2 rectangles of the same width as the circle per child.

Children paste ONE shape at a time onto the popsicle stick. Name the shapes with the children as they paste.

Working together in a large group, lay out pairs of popsicles.

Optional: Return them all to one pile and sort them into groups with 3 in each group.

Save for later use as desired.

## EXAMPLES:



POPSICLE MATH

# Theme for the Week



## Magnificent Me

### Activities for "My Favorites"

**Materials Needed:** Variety of snacks on a tray, variety of colored construction paper, poster board, paper plates, yarn, paste, crayons, craft sticks, classroom objects in pairs for Math, empty bins for sorting objects



#### CIRCLE ACTIVITIES

Tell children that we each have favorites. Place several snack items on a tray and show them which one is your favorite snack. 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

##### My Favorite Color

Write on poster board, My favorite color is----- . Have each child fill in the blank by telling you aloud. (Help them as needed.) Repeat back to them aloud, "Your favorite color is----- ." Hand each child a sheet of construction paper in their favorite color. Line up each color. Which color has the most? Read a story book of your choosing about colors or favorites.



#### 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.



#### MATH

##### Items in the Classroom Match (Pairs)

Gather 2 of any classroom objects (blocks, crayons, pencils, paint brushes, etc.). Be sure to collect enough for each child to put together a pair. Put them in a pile. Children take turns finding a matching pair. Next, put several pairs of matching objects in empty bins. Children can work together in pairs to create matches from items in their bin.



#### 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

##### 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



## Magnificent Me

### *Activities for "More Favorites"*

**Materials Needed:** Each child brings their favorite book from home, construction paper, crayons; Each child brings recent photo of themselves, 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 the teacher reads it. (Option: Emphasize words that start with "s" sound.)



#### 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

Use the recent photos of the children that they brought from home. Make two black and white copies of each child's photo. Paste each copy to an index card. Play the Memory Game by facing photos down and the 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

##### 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



## Magnificent Me

### Activities for "My Friends"

**Materials Needed:** Plain paper, crayons, finger paints, pre-cut paper circles, child safe hand mirrors



#### CIRCLE ACTIVITIES

Tell the children that is so special to have friends. "Friends make us happy." Have children high 5 the child next to them, and say, "I'm so happy you are my friend." Then have the children do some happy movements with their friends. Each child has a partner, and then they do happy dancing elbows, happy dancing knees, happy dancing holding hands. Children chant, "Having friends makes me happy."



#### LANGUAGE-LITERACY

##### Happy Friends Book

Write the words, "My friends make me happy when \_\_\_\_\_" across the bottom of a piece of paper for each child. Point to each word as you read it aloud to them. Each child fills in the blank with an answer, and you write it for them. Then they draw a picture of something they do with their friends that make them happy. Staple all of the pages together to make a class Happy Friends Book to put in your Book Nook. Children clap for each of their friends as they "read" their page of the book to the class.



#### 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

##### Four Happies for My Happy Friends

Children draw a happy face on four paper circles. (Pre-cut four paper circles for each child.) They sit with a friend and say, "Hi happy friend. I have four happy faces for you." Then each child counts out four happy faces as they give them 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:** Masking tape, construction paper, Tactile lower-case "s," pre-cut triangles to place on top of a piece of construction paper, paste, crayons.



#### 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

"Walking 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." Tape a large lowercase "s" on the floor with masking tape. Children take turns walking on it saying, "s-s-s" as they walk. Then have them crawl on it saying "s-s-s." Have them walk slowly on it saying, "I'm walking s-s-slowly on the s-s-s."



#### FUN ART

My Family House

Give each child a pre-cut triangle to paste on top of a piece of construction paper. This will make a house shape. Have the children draw their family and pets that live in their house onto the construction paper. (Option: They can bring tiny photos of faces of family members and paste them on their house.)



#### 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 Love My Family (tune of "Are You Sleeping?")

I love my family, I love my family. Yes, I do. Yes, I do. They are very special. They are very special. Yes, they are. Yes, they are. Mommy, Daddy, Aunt and Uncle too. Brother, Sister, and Grandma too. I love my family, I love my family. Yes, I do. Yes, I do. (Note: Substitute family names to match their own families.)



#### 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," paints, construction paper, paste, crayons, 3 paper circles of different sizes per child, the number 3 from welcome packet



#### CIRCLE ACTIVITIES

Raise your finger in the air. Tell children to do the same. Say, "This is your finger and we each have a very special design on it called a fingerprint." Have children look closely at the inside of their fingers to see the lines on the tips of their fingers. Children wave their fingers in the air and chant: My fingerprint is one of a kind. If you look closely, lines you will find.



#### LANGUAGE-LITERACY

Looking for "s-s-s"

Prior to starting, make an "s" on 10 index cards. Hide them around the room. Show children the lowercase tactile "s-s-s." The children say, "s-s-s." Have the children go on a "s-s-s" hunt in the room. When they find one, they say, "s-s-s," and go back to the circle and wait for all of the letters to be found. When finished, the children hold up their index cards, and altogether they chant, "We found s-s-s. Yay for us."



#### FUN ART

Finger Print People

Children dip a finger into paint and make a fingerprint on construction paper. They dry their finger on a paper towel, and then dip into the paint again for a different color. Repeat a few times with different colors. Once dry, children use a crayon or pencil to add arms, legs, eyes, nose and mouth to each fingerprint. Option: They can name each fingerprint person and have you write the name under each figure.



#### MATH

Smallest to Largest with 3

Give each child 3 paper circles of different sizes. Place them in order from smallest to largest as an example. Then have them sit with a partner and they place their set in order from smallest to largest. Now, count them.



#### MUSIC-MOVEMENT

Sing and Act Out Three Fingerprints

Here are three fingers dancing in the air. (Move three fingers.) Dip them in paint and press somewhere. (Pretend to dip finger in paint.) Count these fingers, 1, 2, 3. (Count 1, 2, 3 with fingers.) Look very closely and fingerprints you see. (Look closely at fingertips.)



#### SOCIAL SKILLS

Getting an Adult's Attention

Tell children they may need to ask or tell you something when working in a different part of the room. Stand up and shout, "Teacher, look at this." Tell them that was loud and made our ears hurt. Say, "We don't do this in our class. Here is a better way to get my attention." Have a child come to the center of the circle and pretend to be the teacher. You walk over, gently tap the "teacher" (child) on the shoulder with your finger, place hands behind your back and wait. Practice this by rotating who is the teacher and who is the child. After they all take turns, children chant: We can tap a shoulder and wait. Being polite is great!

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

#### Preparation for Week 5

In preparation for Week 5, you may want to plant seeds in a cup so at Circle Time you will be able to show the plant already growing. You may also want to make a folder and collect pictures showing **GROWTH**.

# Theme for the Week



## My Personal Prints

### Activities for "Hand Prints"

**Materials Needed:** Yarn, construction paper, pencil, safety scissors, poster board, paints



#### CIRCLE ACTIVITIES

Wave to the children in the circle. They wave back. Ask, "What do we use to wave? Our hands. Our hands have special prints just like our fingers. Look closely at the palm of your hands." Show children where the palm of their hand is located. They look at the lines. They clap hands and chant: These are my hands. Clap, clap, clap. We sound like a silly band.



#### LANGUAGE-LITERACY

##### Teaching Children Name Sounds

Play a sound game with the children. Call on children to raise their hands Say, "If your name begins with the sound, "s-s-s-s," raise your hand. If the child doesn't get it right away, add more of the child's name. Example: The child's name is Jayden. Say, "J-j-j." Keep adding the letter sounds until the child gets it. Do this with each of the children.



#### FUN ART

##### Handprint Heart

Trace each child's hand and cut it out. Have them dip their hand in paint and then place their hand onto their cut out hand shape to make a handprint. Let it dry. Draw a large heart onto poster board. Have each child tape or paste their handprint hand onto the heart outline. (Option: Add "Our Loving Hands Heart" as a banner across the heart.)



#### MATH

##### Three Fingers

Trace each child's hand onto a piece of paper. Have them count three fingers on their 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

##### Passing Scissors

Tell children that our hands can do an important safety job. When we use scissors we have to be very careful because they are sharp. Show children how to hold scissors pointing down in the fist of your dominant hand and your other hand underneath. Pass the scissors to a child. They then passes them correctly to a new child. Once all children have passed the scissors show children where to store them. Hold hands and chant: Careful and safe we will be ... when passing scissors to you from me.

"Hands are for helping."

# Theme for the Week



## My Personal Prints

### Activities for "Foot Prints"

**Materials Needed:** Masking or painter's tape, old towels, old magazines (optional), paint, paintbrush, construction paper, crayons



#### CIRCLE ACTIVITIES

Sit in the circle and stomp your feet. Have children do it too. Ask, "What do we use to stomp?" Our feet. What else can you do with your feet? Run, walk, play. Our feet have special prints just like our fingers and hands. Remove shoes and socks and look closely at the soles of your feet. Show children where the sole of the foot is located. They look at the lines. They stomp their feet and chant: These are my feet. Stomp, stomp, stomp. We can make a silly beat.



#### LANGUAGE-LITERACY

The Dinosaur s-s-s-tomp!

Tell them they have been stomping their feet. It begins with the s-s-s sound. Have them say, s-s-stomp! S-s-stomp! Tell them dinosaurs stomp their feet too because they are so big so when they walk, they s-s-stomp. Tell them they are going to pretend to be dinosaurs and s-s-stomp their feet. Have them stand up and walk one step forward saying, "Dinosaur s-s-stomp," then walk one step backwards, and say it again. (Note: You can have them do 2 and 3 steps forward and backward too.) When they finish, say, "Now, it's time for the Dinosaur S-s-stomp Dance. Have them stomp their feet dancing around the room.



#### FUN ART

Footsies

Paint the bottom of each child's foot. Have them step onto a piece of construction paper. Let it dry. Children decorate their footprint by turning it into a silly person with eyes, arms and feet or any design they choose. (Be cautious to have towels handy to immediately dry their feet.)



#### MATH

Three Toes

Children remove their socks and shoes. Have them wiggle their toes and then touch three toes, counting them 1, 2, 3. Next, trace each child's foot onto a piece of paper. Count three toes on their traced foot. Have them color three toes on their traced foot. Write the number three in the bottom of the footprint.



#### 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:** 15 heart shapes (provided), white construction paper, red paint, paper towels, index cards, small hearts (provided)



#### CIRCLE ACTIVITIES

Have children put their hand over their heart and say to them, "Inside here is your heart." We cannot see prints on it like we can our hands and feet. But, we can make our hearts feel special by saying nice things. Give each child a compliment. Children pat their hearts and chant: Here is my heart. It can grow. Just share all the kind words that you know.



#### LANGUAGE-LITERACY

Find the s-s-s

Precut 15 heart shapes. Write the letter "s" on 5 paper hearts. Write an x on 5 paper hearts. Write a 0 on the other 5 heart shapes. Scatter them all on the floor. Say, Where is the s-s-s sound? Children sort through the hearts to find the s-s-s.



#### FUN ART

My Unique Heart

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



#### MATH

Three of Hearts

Give each child an index card. Scatter several small, pre-cut hearts (provided) on the table. Children choose and count out three paper hearts. They paste the three hearts onto their index card.



#### MUSIC-MOVEMENT

Sing and Act Out Three Hearts

I see one, two hearts on my shoe. (Children place two paper hearts on their shoes.) Now I put one, two, three hearts on you. (Children place three paper hearts on their friend.)



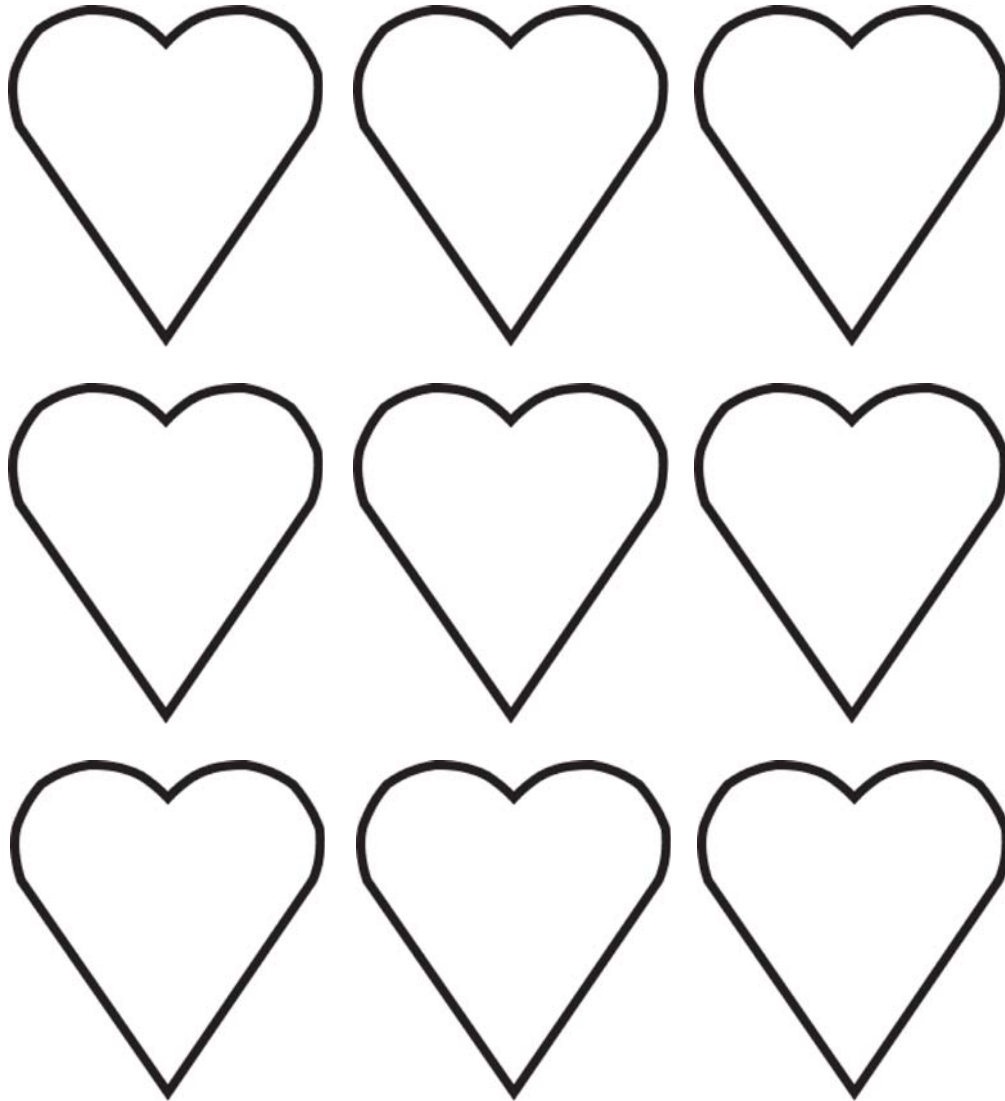
#### SOCIAL SKILLS

How to Leave a Heart Print

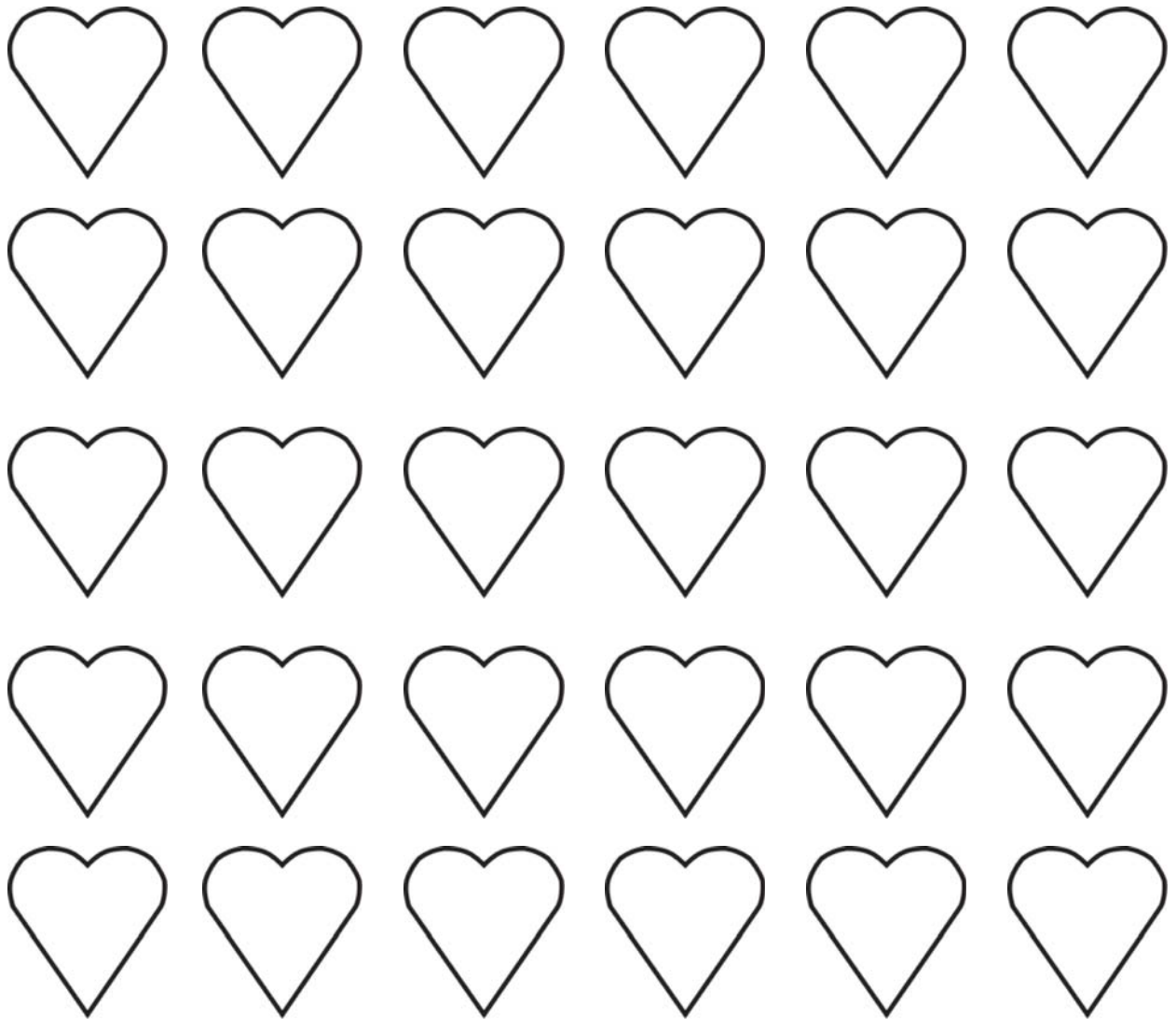
We cannot see each other's real heart inside our bodies, but when we hear kind words, our hearts get a special touch, a heart print. Walk around the circle and say to each child, "You are a super duper special child." Children share a kind comment to a friend. Help children learn kind comments to say. They can speak to a friend: You are special. I like you. Thank you for being my friend. I think you are fun. 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."

**Photocopy this page. These hearts can be used for the literacy and music activity.**



**HEARTS FOR LITERACY AND MUSIC**



**HEARTS FOR MATH ACTIVITY**

# Theme for the Week



## My Personal Prints

### Activities for "Family Prints"

**Materials Needed:** Masking or painter's tape, cake pan of rice, index cards, plain paper, crayons, paint for fingerprints



#### CIRCLE ACTIVITIES

Remind the children how they talked about their family. Ask them again who the people are that are in their family. Ask them who in their family loves them. Tell them that family members can say nice words to keep in your heart. They can hold your hand. They can hug you. Children share the names of a family member who says something nice to them. Chant: "I love my family. They love me. We make each other happy as can be."



#### LANGUAGE-LITERACY

##### "s-s-sweet Family Love"

Tell them there are many words that begin with "s-s-s." One of those words is "s-s-sweet." Tell them that cookies are s-s-sweet. Candy and cake are s-s-sweet. Love is also s-s-sweet. When your family or your friends say something nice to you, it is s-s-sweet too." Have them practice saying s-s-sweet things to each other. Examples: "I like you." "Thank you for being my friend."



#### FUN ART

##### My Family

Children draw a picture of their family. They share it with the class. Have them make a "frame" around the picture by putting their fingerprints all around the four sides of the paper.



#### MATH

##### Three, Three, Three

Have children hold up three hands. (Two children will have to stand up with one child holding up both hands while the other holds up one hand.) Count the hands. Now children hold up three feet. (Two children will lay on their backs with one having both feet in the air and the other child having one foot in the air.) Count the feet. Have each child show you three fingers. Count each child's three fingers. Have each child name three family members.



#### 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:** Tactile lowercase s, crayons, plain paper, number 4 (Welcome Kit)



#### CIRCLE ACTIVITIES

Sit down in the circle and say, "Abra-ca-dabra .... I have a very special magic word to share with you..... please. Please is a special word because it shows that you have good manners." Walk to each child and say, "Please give me a handshake." Or, "May I have a handshake or high five please?" Children chant to the tune of "The Adams Family:" Please, please, please, please (snap, snap). Repeat several times.



#### LANGUAGE-LITERACY

Fun with Sounds

This is a fun activity with sounds that children love because they enjoy making weird sounds. You will be mixing up fun words for them to copy you saying and doing an action for each of the words. You start and they copy you. Here are some fun words: Hop, splash, twirl, bang, clap, quack, plop, wobble, drip, please and freeze. End with showing them the lowercase S. Have them, "S-s-splash water (pretend); S-s-stand up fast. S-s-sit down s-s-slowly.



#### FUN ART

May I Have a Crayon Please?

Children sit with a friend and one box of crayons. They each draw their own picture. They share the crayons and practice saying, "May I have the red crayon please?"



#### 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 finds four of an object in the room and brings it to the circle. They take turns sharing and counting. Example: "I have four crayons. 1, 2, 3, 4."



#### MUSIC-MOVEMENT

Sing or Chant Please Oh Please

Hear me say please to you. I hear you say please to me. This is a magic word that makes mannerly me. Please, oh please, oh please. Please, oh please, oh please. I say please you say please, to make mannerly we!



#### SOCIAL SKILLS

Practice Please

Place a chair in the center of the circle. Have one child sit in the chair. Have another child walk to the child sitting and say, "May I sit in the chair please?" The sitting child says, "Yes," and offers the seat. A new child comes to the chair. Repeat until every child has asked to sit in the chair. All children hold hands in a circle and say, "Hurray, hurray for the magic word please!"

"Please remember to take great care of yourself."



# Theme for the Week



## Mannerly Me

### Activities for "Thank you, You're Welcome"

**Materials Needed:** Wikki sticks or other bendable craft sticks, yarn, plain paper, crayons, masking tape, construction paper



#### CIRCLE ACTIVITIES

Walk around the circle and say, "Thank you for being here today (Child's Name)," to each child. Tell them, "Another magic word that makes people feel special is thank you." Have children turn to a friend and say, "Thank you for your smile." Chant: I can say please and thank you. These are magic and special words too.



#### LANGUAGE-LITERACY

Make a S

Children use a Wikki stick and yarn to make an "s". They place it on plain paper and trace around it with a crayon. Make a large S on the carpet with masking tape. Children take turns walking on the S. Child A walks and when finished says to Child B, "Now it is your turn." Child B says, "Thank you."



#### 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 this art paper with me. We did a great job together!"



#### MATH

Make a 4

Children use craft sticks to make the number 4. They place it on plain paper and trace around it with a crayon. Make a large 4 on the carpet with masking tape. Children take turns with a partner walking on the 4 while holding up four fingers. Child A walks and when finished says to Child B, "Now it is your turn." Child B says, "Thank you."



#### MUSIC-MOVEMENT

Sing Thank You and Please (tune of "Farmer and 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

How Does Thank You Feel?

Children take turns saying thank you to each other and sharing how it felt. Example: Child A says to Child B, "Thank you for being my friend." Child B says how that made Child B says how that felt. (Example: "That made me feel happy.") Talk about other special times they can say thank you such as, when their parent comes to pick them up, when someone shares with them, when someone makes them laugh, etc.

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

# Theme for the Week



## Mannerly Me

### Activities for "Table Manners"

**Materials Needed:** Tactile lowercase "s," and magnetic "s" letters, paper plates, box of crackers, index cards, pictures of food items, number 5 (Welcome Package)



#### CIRCLE ACTIVITIES

Give each child a paper plate. Tell children, "Let's pretend we are sitting around a table, and I brought you crackers for a treat." Pass around a cracker. Have each child say, "Thank you," when receiving their cracker. Tell children it is good manners to say "thank you" to the person that prepared and served the snack. Sing: We have good manners, yes we do, yes we do. We always say "thank you" for our food.



#### LANGUAGE-LITERACY

##### S-s-s-silly S's

Show the children, the tactile lowercase "s." Then show them a small bowl with the magnetic "s" letters. Trace the tactile lowercase "s" and say, "s-s-s." Point to the bowl with the small s's. Say, "These make the s-s-s sound too. Today you get to be silly and pick up these little s's and say, "s-s-silly s-s-s" and put them on the large "s-s-s." Demonstrate, and then have children take turns doing it. (Note: Always be careful watching children with small objects.)



#### FUN ART

##### My Pretty Food Plate

Have pictures of food items. (Use grocery store ads or magazine pictures.) Children find foods they like and paste them onto a paper plate making a collage of food they like to eat. When they finish their "plates," help them write their names on them. Next, they turn to a neighbor and offer some of the "foods" on their plate collages. The neighbor says, "Thank you."



#### 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."



#### MUSIC-MOVEMENT

##### Using a Napkin and Napkin Dance

Tell children that napkins help you keep your clothes clean when eating, in case you spill. Open a napkin slowly to put in your lap. Children practice the same. Say, "This is how we use a napkin for good table manners. Now we can be creative and use a napkin for fun dancing." Children stand up, open their napkin, and dance with it around the room to fun music.



#### SOCIAL SKILLS

##### Chewing With Your Mouth Closed

Tell the children that you are hungry and would like to eat a snack. Slowly bite into a cracker and carefully chew up the cracker and swallow it. Finish the cracker by modeling how to chew with your mouth closed. Say, "Wasn't I neat? I used good manners by chewing with my mouth closed. If you keep your lips together when you chew, your food stays in your mouth." Invite one child at a time to model how to eat a cracker with good manners. Compliment the child. Continue until each child has a turn.

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

# Theme for the Week



## Mannerly Me

### Activities for "Bathroom Manners"

**Materials Needed:** Bracelet, toilet paper, colored construction paper, paste, plain paper, yarn, crayon; at least 5 of the magnetic letter "s," tray of corn starch or sand (Note: If there is only one toilet in the bathroom, have a special bracelet on the outside of the door.)



#### CIRCLE ACTIVITIES

Tell the children that you need to go potty. Ask, "Where do I go?" I go to the bathroom when I need to use the potty. Walk to the bathroom and show children where it is located. Have a bracelet on the outside of the door knob. Show children the bracelet. Say, "When you use the bathroom place this bracelet on the inside of the door. When you are finished return it to the outside of the door." Invite a child to model this.



#### LANGUAGE-LITERACY

Fun with s-s-s

Show children a magnetic letter "s," from yesterday. Tell the children again, "It makes the sound, "s-s-s." Have them repeat, "It makes the sound, s-s-s." Show the children how to gently drop the s-s-s into a tray of corn starch or sand and make a "s-s-s" impression. They take turns gently dropping an "s-s-s" into a tray of sand or corn starch. Then they press the "s-s-s" into the sand or corn starch to make a "s-s-s" impression.



#### 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 we are practicing good bathroom manners and since we did not really use the potty we will use the paper for art so we 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

Make a 5

Draw a large 5 on a plain piece of paper for each child. Children paste yarn onto the 5. Next, make a large 5 on the carpet with masking tape. Children take turns walking on the 5 while holding up five fingers. Child A walks and when finished says to Child B, "Now it is your turn." Child B says, "Thank you."



#### MUSIC-MOVEMENT

Sing and Act Out The Potty Dance

It is important to use the potty, the potty, the potty. Don't get in a rush. Be sure to flush. (Pretend to push toilet handle.) Wash your hands when done. (Pretend to wash hands.) Then come out to learn and have fun.



#### SOCIAL SKILLS

Practice Bathroom Manners

(Be sure children are fully clothed for this activity.) Children take turns going to the bathroom door, replacing the knob bracelet, lifting the seat (if a boy), counting out paper squares, throwing in the toilet bowl, flushing, returning bracelet, washing hands and sitting back in the circle.

"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, crayons plain paper, stuffed animal



#### CIRCLE ACTIVITIES

Show children a book. Say, "Books have special stories inside that are fun to listen to each day. It is important that everyone can hear the story when someone is reading." Children cup their hands over their ears and say, "Stories are special to hear." Show children how to sit so they can hear well. Cross your legs and put your hands in your lap. Compliment each child as they sit in this position. Chant: Yay, we are in story position. Hurray for us.



#### LANGUAGE-LITERACY

##### Books are Special

Show the children how and where to sit during story time. Tell them, "It's important to sit in these places so that everyone can see and hear the book." 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

##### My Favorite Part of the Story

Children draw a picture about their favorite part of the book you read. Take all the pictures and staple them together to make another book about the story.



#### 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 hand is 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

##### Pass the Story

Children sit in a circle. Hold up a stuffed animal. Give it a name such as Snuggles. Tell the children that Snuggles went to play outside and felt lonely so.... A child says something about Snuggles outside, and then you say, "Pass." The next child tells about Snuggles, and the story continues around the circle. Tell the children afterwards, "We made our own story taking turns."

"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 bury 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" objects. Now, select some that are noticeably smaller (should be large enough, though, that they don't go inside a child's mouth). (Use caution in choosing your small objects & monitor closely.) Place tape on the floor. Put a few SMALL objects on one side and then BIG objects on the other side. Add a few more objects to each side as you describe how they are different and why you put them on the SMALL or BIG side. Children place the rest of the objects according to the object's size. Each object, have them say, "This is small," or "This is big." Guide & assist as needed

#### FUN ART



Fingerprint Corn

Squirt non-toxic fingerpaints on several different plates with each plate a different color: yellow, orange, and red. Children fingerprint on pre-cut corn (provided). Then use the second corn husk pattern, and pre-cut a green corn husk from green construction paper for each child. They fingerprint them too.

#### MATH



Counting Plants

Pre-cut 5 plant shapes per child (provided). Pre-cut the numbers 1-5 (provided), so each child has them. Children paste one plant per space on the next page. When they are finished they count them all up.

#### MUSIC-MOVEMENT



5 Ears of Corn Chant

(similar to 5 Little Turkeys) Music and Movement Corn Page included. 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!)

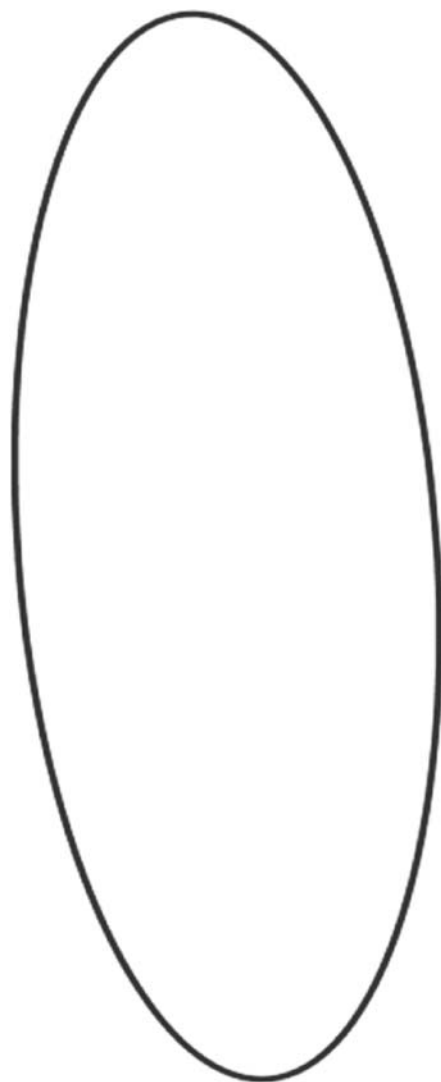
#### SOCIAL SKILLS



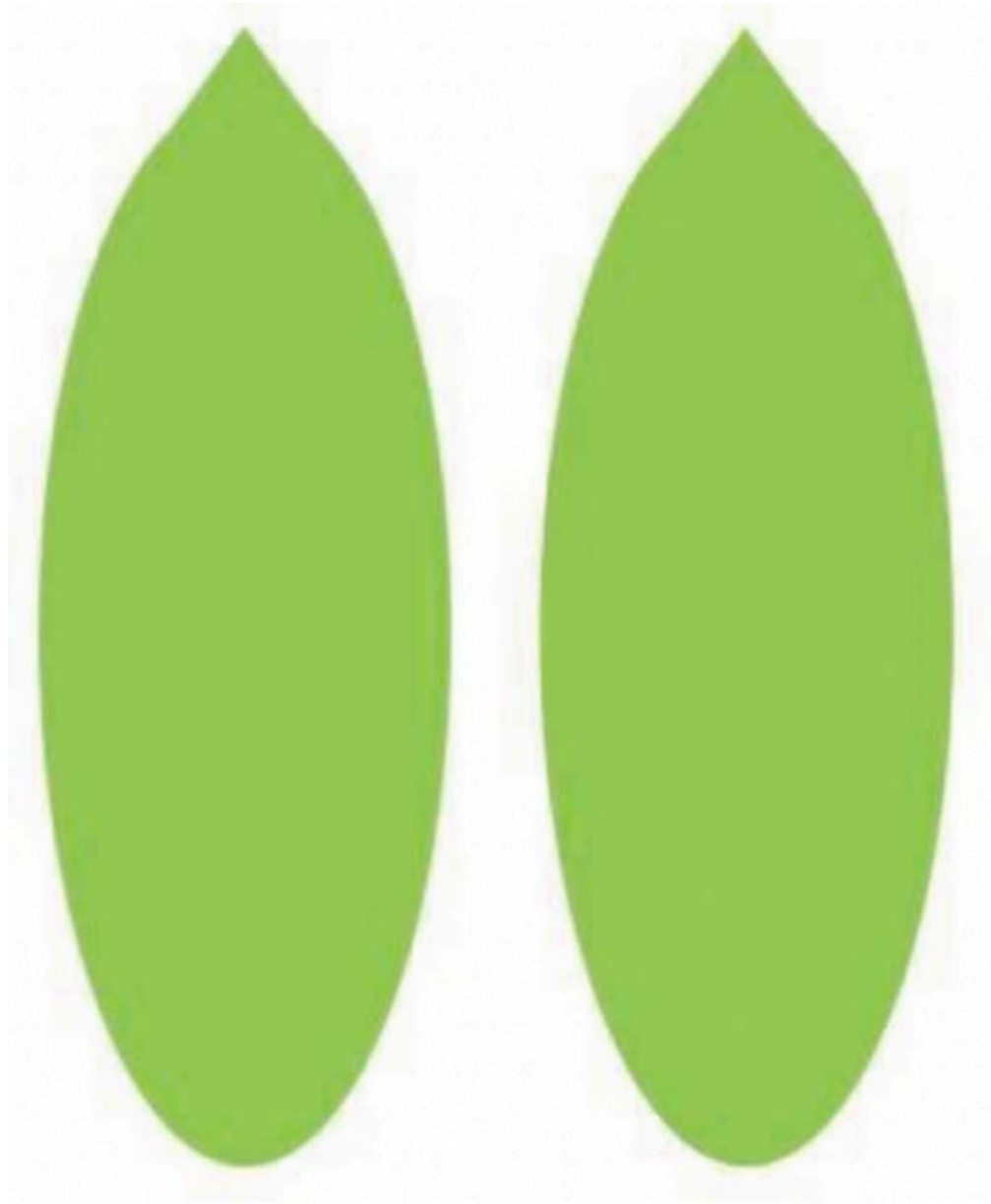
Practice Circle Time Chant.

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! 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.)

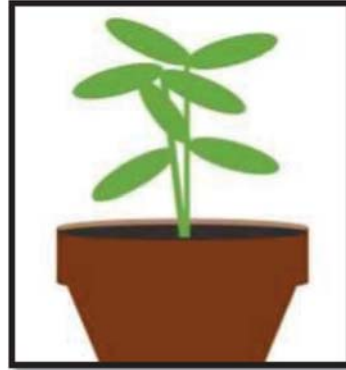
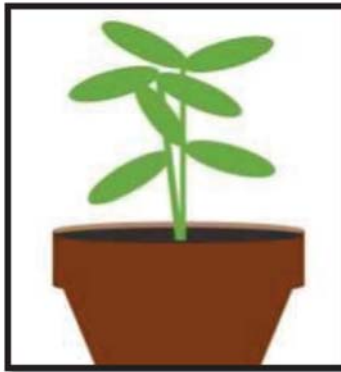
# Fun Art Corn Shape



# *Fun Art Corn Husks*



*5 plants*



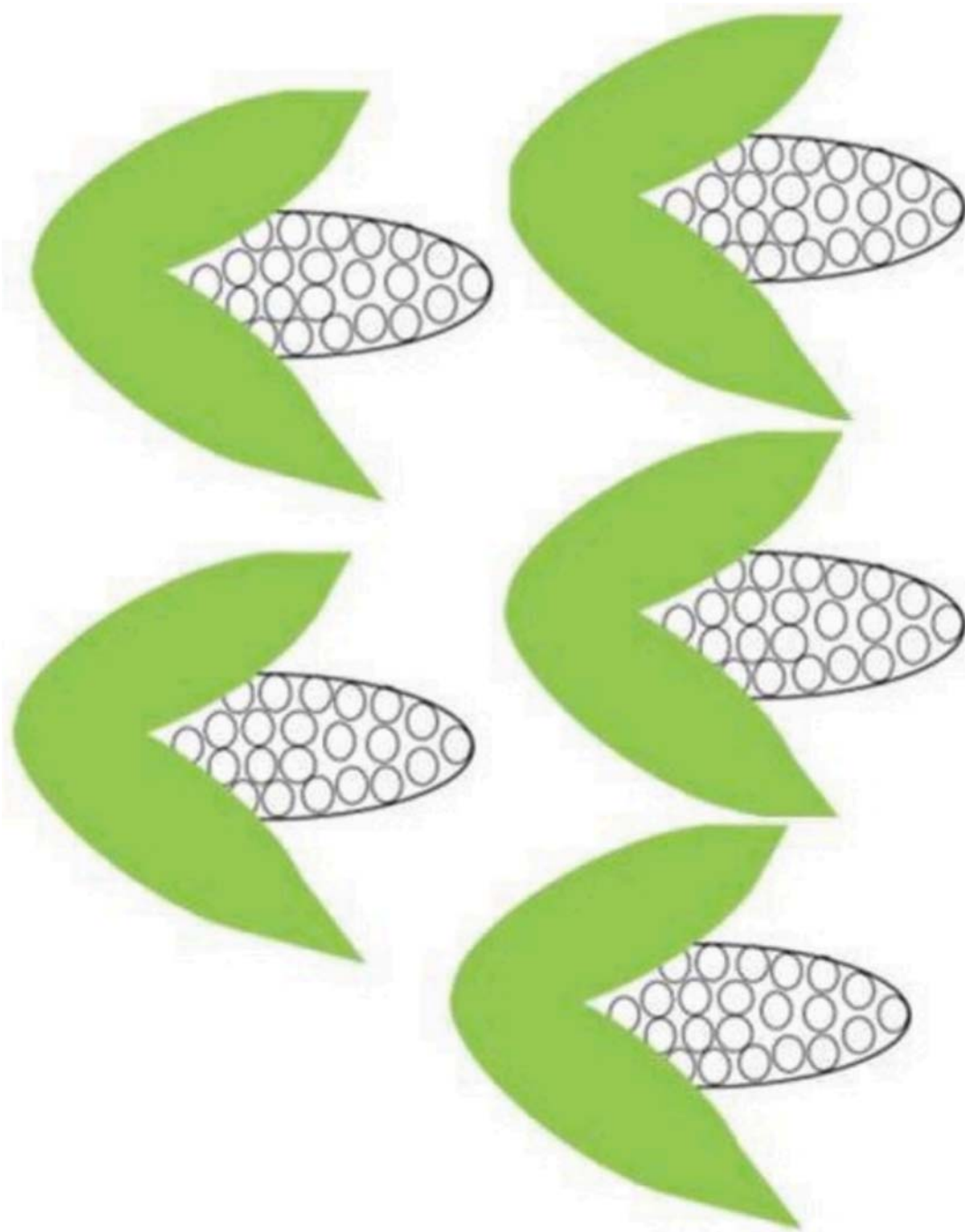
**Pre-cut 5 plant shapes per child. Children paste one plant per space on the next page.**



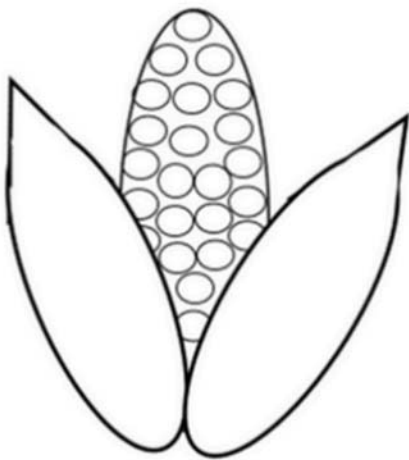
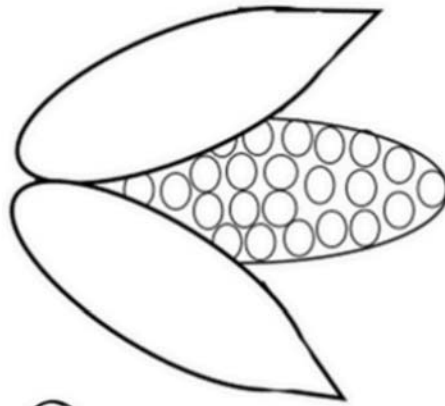
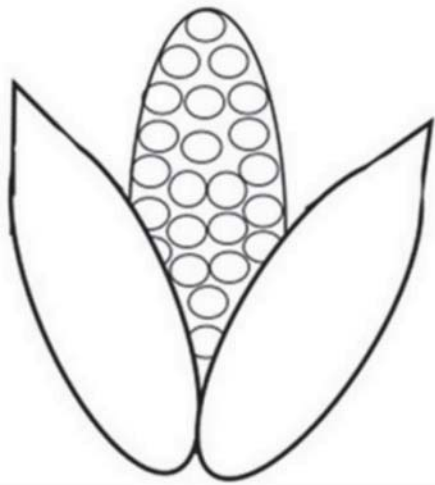
5 Five



# 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:** Pictures of big and small dogs and cats; stuffed animals if available (cat, kitten, dog, puppy), non-toxic paint (black, brown, gray), masking tape for the 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 pre-cut (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 to grow larger. Gather the children and show pictures of baby kittens and talk about how they grow into cats. They sleep and eat and grow. Show the pictures of puppies and talk about how they grow into dogs. Check for plant growth each day in the coming days, too. Chant: "Pets grow! Pets grow!" Use with hand motions.



#### 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. (Be cautious when using smaller objects.)



#### 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.

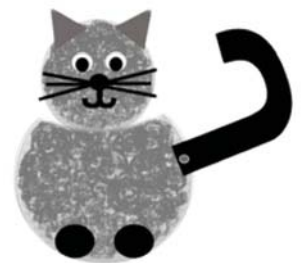
Children paste on the pre-cut parts. Assist and use brads (paper fasteners) for ears to make them moveable or assist and staple/paste for each child.



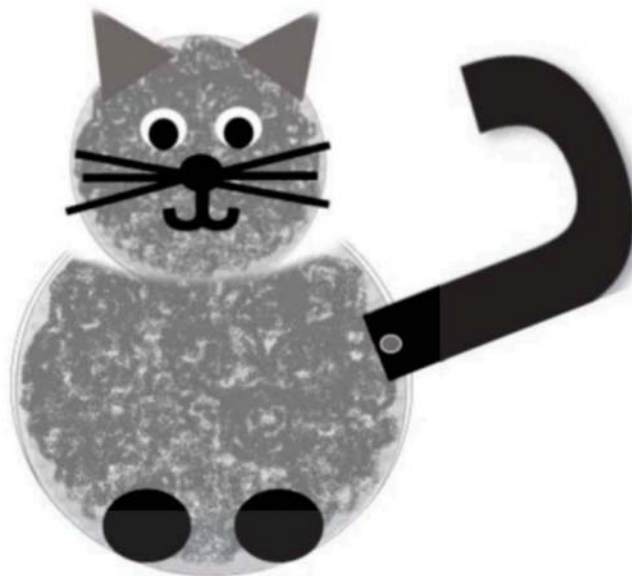
## Purr!

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



Demonstrate GROWTH today with the teacher blowing bubbles. Let children do the GROW hand motions to show GROW like previous days. Let children watch the bubbles grow and float. Let the children pop the bubbles. Just like the bubbles grow bigger and larger, each of us grows every day. We eat and sleep and play and grow. Have children act out eating, sleeping and playing with movement/motions. We have birthdays to celebrate a year of growth. First, we are 1. Have children hold up 1 finger. Then, we are 2. Have children hold up 2 fingers. Next, we are 3. Have children hold up 3 fingers. Sing the Happy Birthday song. Use numbers 1, 2, and 3 from Welcome packet. Put them in order. Now, put them out of order. Have children help them back put in order. Now, show pictures of babies and then a toddler and then an older child. Now put the pictures out of order and get the children to help you put them in order from younger to older. Continue to check for plant growth. Schedule time each day to continue to do this and let children tell you what they see. Next, play Copy Me with the children. You clap your hands. They clap their hands. You touch your nose. They touch their noses. You raise your hand. They raise their hands. Now say, "Stop. Keep one hand in the air and use your other hand to place a finger on your lips. This is called the "2 Hand Rule." Use it when you need to ask the teacher a question. Teacher, watch the video example of Marty Appelbaum teaching the Two Hand Rule and then demonstrate it to the class. Link: [http://www.youtube.com/watch?v=xxag\\_YWf4SY](http://www.youtube.com/watch?v=xxag_YWf4SY)



#### LANGUAGE-LITERACY

s-s-s Silly Sally

Tell the children they will be using silly "s-s-s" words today. Teach them to say, "Silly Sally slipped on a slippery shoe." They say it 3 times in a row. Watch this video of Marylin with children doing it: <https://www.youtube.com/watch?v=zNUyDjbjjBQ>



#### 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 hand to speak as well as fun room decoration. While you assist with tracing, as a review, children decorate a 1, 2, and 3 with tissue paper/paste or crayon. Glue each to a craft stick for Social Skills.



#### 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. 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.)

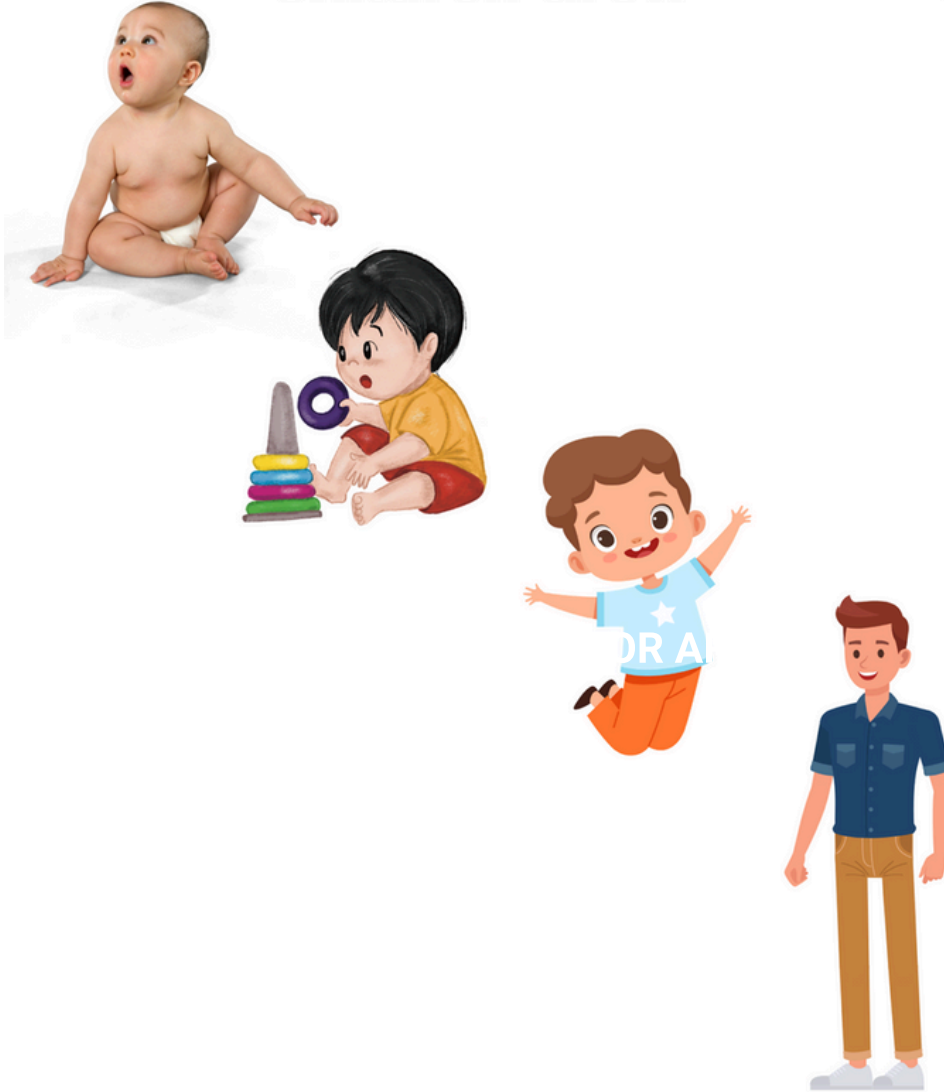


#### SOCIAL SKILLS

Peek-A-Boo

Have children sit with a partner. Child A holds a craft stick from Art in front of their face to play peek-a-boo. Then child B has a turn. Teach them to say, "That was fun playing with you," when the game is over. (Variation: Use craft stick face made previously in Week 2.)

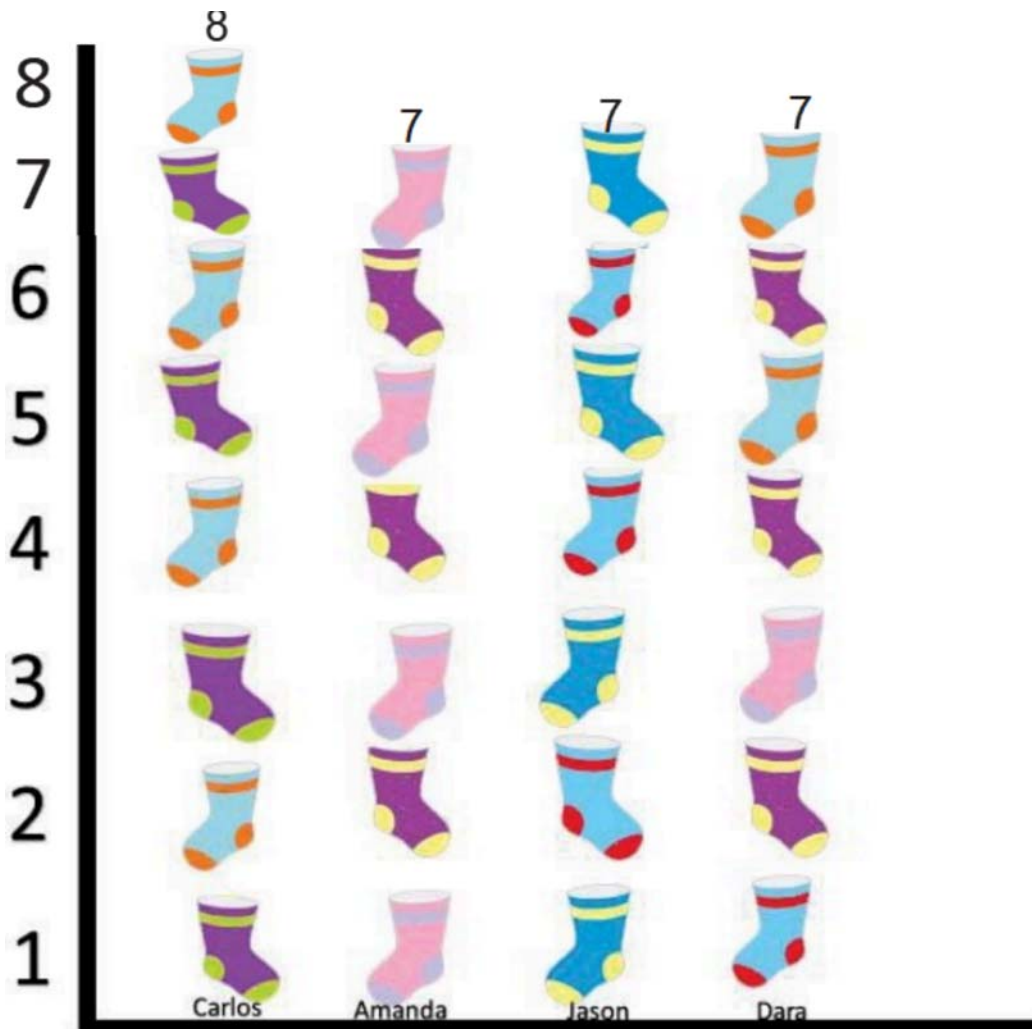
# Children Grow!



Copyright 2024 ©Appelbaum  
Training Institute

# 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.)

# Theme for the Week



## Grow!

### Activities for "Eyes and Growing Hair"

**Materials Needed:** Picture different hair colors and eyes (provided), hand mirror, paper plates, paste, several pre-cut shapes for art (circles, triangles, squares), crayons



#### CIRCLE ACTIVITIES

Show children picture of children's hair and eyes (provided). Ask them if they know the different hair colors. Then say, "Raise your hand if you have blonde hair. Raise your hand if you have brown hair, black hair, red hair, etc. Now 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. Our hair can be short or long."



#### LANGUAGE-LITERACY

**Vocabulary:** Long and Short and Medium

Show them again the picture of children's hair and eyes (provided). Tell them that hair grows. It can be short, medium, or grow lots, and be long. Talk about the children's hair. Is it short or long or medium? Tell them medium means it's not short or long but in the middle. 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, medium or long. (In case you have a child who has lost hair to alopecia, or have 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.")



#### 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



Copyright 2024 ©Appelbaum  
Training Institute

# Theme for the Week



## Grow!

### Activities for "Baby Fish"

**Materials Needed:** Picture of baby fish and full-grown fish of different kinds, masking tape, Fishing for Sounds (provided), large bin filled with shredded or cut-up tiny pieces of paper, pre-cut paper plates, paste, crayons or paint, circle or googly eye to paste on fish, classroom objects to sort as big or little.



#### CIRCLE ACTIVITIES

Show children picture of baby fish and big fish. Tell them fish are living things. They grow like we grow because we are also living. Tell them that dolls can't grow because they aren't living. Point to people and things in the room and tell them they are living so they grow, and other things like blocks or stuffed animals, and say, "They can't grow." Say again baby fish are living so they grow and grow until they are big. Children chant: "Baby fish! Grow! Grow! Grow! You will be a big fish soon."



#### LANGUAGE-LITERACY

##### Find the S

This is going to be fun for the kids. Make 2 or 3 copies of Fishes for Sounds (provided) and cut the fish apart. Fill a bin full of shredded or small pieces of cut-up paper. Hide within the bin the pre-cut fish. Children fish for the "s-s-s." When they find one, they say the sound. When they find the plain fish, they put them in a pile. When they are all done, tell them, "Yay, you found all the s-s-s sounds. You also found some fish with no letter sounds on them. Next week you are going to start brand new sounds we can put on those fish."



#### FUN ART

##### My Fish

Before you start, read the directions on Fish Example for Art (provided). Give each child a pre-cut paper plate. Have them paste on the pre-cut triangle fish tail. Children can paint or crayon their fish or use a colored paper plate. They paste on an eye using a pre-cut circle or googly eye.



#### MATH

##### Big/Little Sort

Fill a basket with a variety of big and little classroom objects. Have a place labeled BIG and a place labeled LITTLE. Children sort the objects into two groups. Next, children can sort baby fish and big fish pictures used in CIRCLE TIME.



#### 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



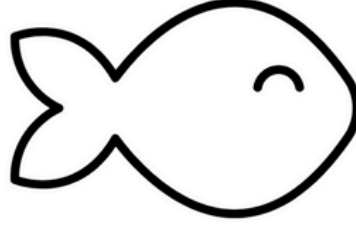
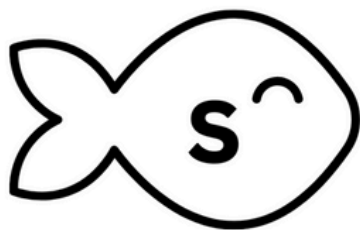
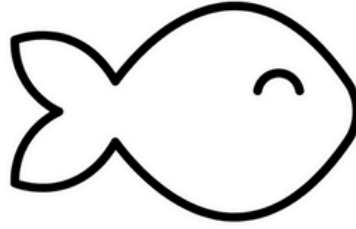
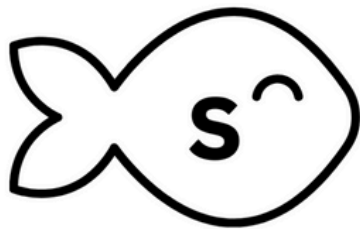
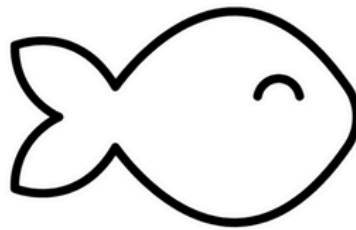
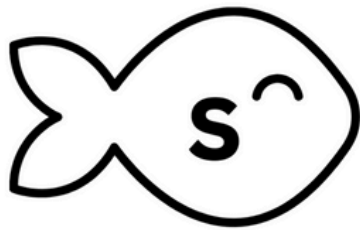
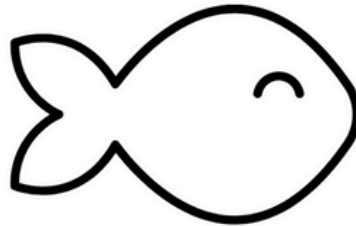
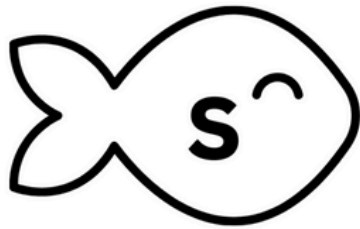
#### SOCIAL SKILLS

##### Thumb Hugs

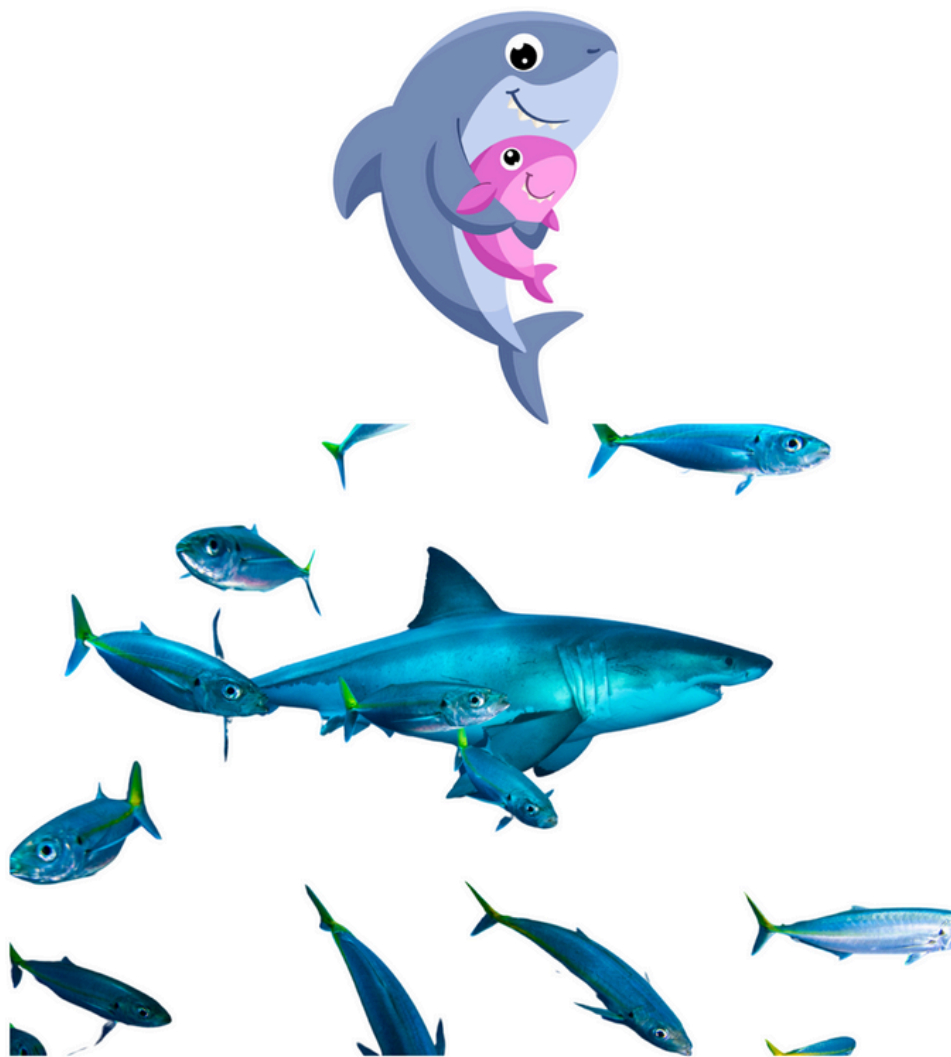
Children sit in a circle holding hands. Start the chain of "thumb hugs" by using your thumb to wrap around the thumb of the child next to you. The child then passes on the thumb hug to the next child, etc. around the circle. Encourage children to go home and give each family member a thumb hug.

"Your smile welcomes children into their school home."

# Fishing for Sounds

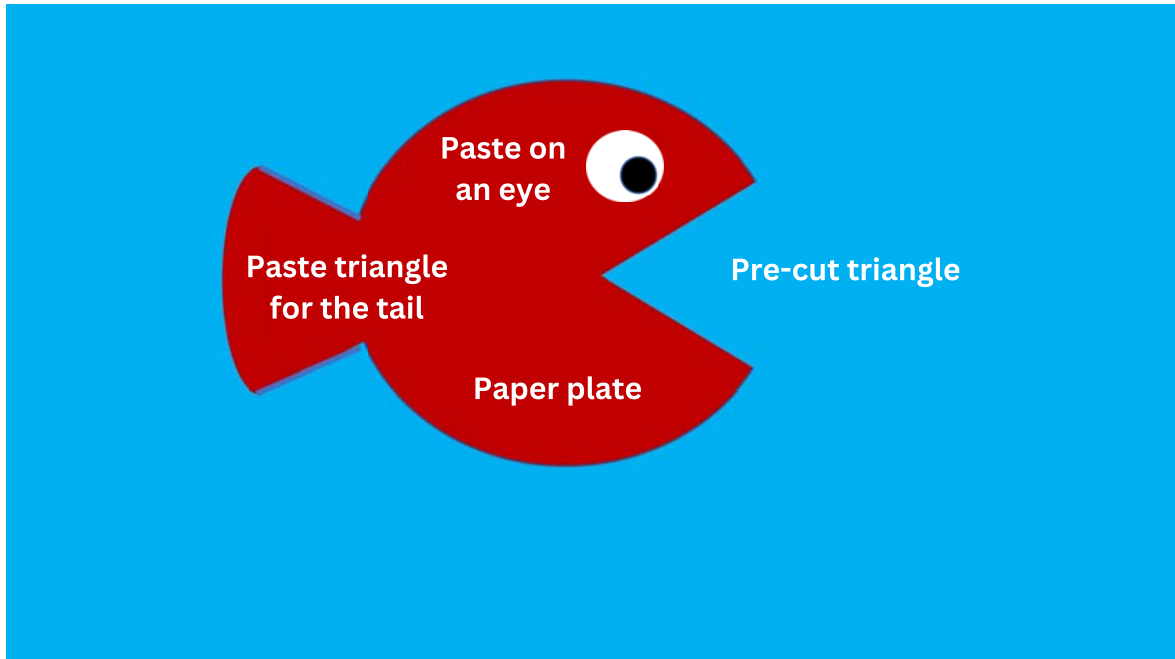


# Baby Fish and Big Fish



Copyright 2024 ©Appelbaum  
Training Institute





## 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.