Creative Kaleidoscope of Learning

“Blending curiosity, creativity and reflection through the eyes of children who are forever learning and changing.”

JANUARY
Preschool Curriculum

Science & Exploration
### 2009 - 2010 Preschool 3's Matrix

**Month** | **Theme** | **September** | **October** | **November** | **December** | **January** | **February** | **March** | **April** | **May** | **June** | **July** | **August**
---|---|---|---|---|---|---|---|---|---|---|---|---|---
**Focus Theme** | **Phonics Connections** | a-b-c | d-e-f | g-h-i | j-k-l | m-n-o | p-q-r | s-t-u | v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z
**Math Connections** | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z
**Science Connections** | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z
**Social Studies Connections** | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z
**Literature Connection** | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z
**Writing / Fine Motor Skills** | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z
**Languages** | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z | a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z

### Monthly Themes

**September**
- There’s Only One Me
- My Friends & Me
- Me & My Family

**October**
- It’s a Small World After All
- Back to School

**November**
- It’s Only Make Believe
- What the Sea is Salty

**December**
- Who’s Hungry
- Snowman

**January**
- Father’s Day
- Flag Day

**February**
- Valentine’s Day
- President’s Day

**March**
- St. Patrick’s Day
- Earth Day

**April**
- Easter
- Spring Begins

**May**
- Mother’s Day
- Cinco de Mayo

**June**
- Father’s Day
- Independence Day

**July**
- Independence Day
- Summer Begins

**August**
- End of Summer
- Summer Begins
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<th>September</th>
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<th>November</th>
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<td>m, n, o</td>
<td>p, q, r</td>
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<td>Center Exploration</td>
<td>Pattern Everything</td>
<td>Sort &amp; Classify</td>
<td>Number of Objects 0-20</td>
<td>Compare the Differences</td>
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<td>Color Mixing</td>
<td>Sensory Exploration</td>
<td>It's Apple Picking</td>
<td>Time Animal Behavior</td>
<td>Rocks and Discoveries</td>
<td>Liquids and Solids</td>
<td>Simple Machines, Motion and Magnets</td>
<td>My 5 Senses Nutritional Sense</td>
<td>Cause &amp; Effect, Air</td>
<td>Garden Matters Things that Buzz Outside Explorers</td>
<td>Why the Sea is Sally Ocean's Discovery</td>
<td>Make Sense of the Sun, Explore the Outback</td>
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<td>f, b, t, h, k</td>
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<td>Practice Numbers</td>
<td>Practice Name, Phone Number and Address</td>
<td>Practice short words</td>
<td>Practice short long words</td>
<td>Practice short sentences</td>
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<td>Ciudad y Reis</td>
<td>Animales</td>
<td>Dia de la Neve</td>
<td>Nuevo Ano</td>
<td>Salud</td>
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<td>Mama Ganao</td>
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<td>Friendship</td>
<td>Honesty</td>
<td>Magic Words</td>
<td>Respect Responsibility</td>
<td>Greetings &amp; Hand Shakes</td>
<td>Gentleness Thankfulness Making New Friends</td>
<td>Giving Compassion Caring Table Manners</td>
<td>Empathy Courage Party Manners</td>
<td>Love Perseverance</td>
<td>Tasting</td>
<td>Visualization Acceptance</td>
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<td>Labor Day</td>
<td>Grandparents Day</td>
<td>Autumn Begins</td>
<td>Back to School</td>
<td>Fall Festival</td>
<td>Halloween</td>
<td>Thanksgiving</td>
<td>Veteran's Day</td>
<td>Holiday Celebrations</td>
<td>Winter Begins</td>
<td>New Year's Martin Luther King J. Day</td>
<td>Valentine's Day Presidents' Day Ground Hog Day</td>
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Creative Kaleidoscope of Learning
Curriculum Overview

New Curriculum Components

**Toddlers and Twos**

**Baby Signs**
Each month six new baby signs will be sent to you on cardstock. We encourage you to color them in different flesh tones, laminate and display them on a board where parents can see what signs you are focusing on for the month.

**Colors and Shapes**
One set of flashcards will be sent to you for the year. They will be on heavy card stock and we encourage you to laminate them so that they will last.

Colors and Shapes should be incorporated into every day activities beginning with older infants. This can happen simply by identifying the shape or color of an object as its being handed to a baby (“Look! Here’s your blue bear!”) or when offering baby a choice between two objects (“Do you want the red ball or the green ball?”)

There are specific shapes and colors that are the focus of the month and the matrix should be followed with simple activities working to reinforce these shapes and colors. There will be a variety of activities noted in the curriculum resource guide for each month. Teachers should continue to reinforce all shapes and colors as opportunities arise throughout the day. (“Look! Your toast looks just like a triangle!” or “I see a yellow block on the floor.”) Display the focus shapes each month around the room at the children’s eye level. This can be on the walls, tables, floor, backs of shelves, etc.

**Opposites**

Each month a set of opposite cards will be sent along with the monthly curriculum guide. They will be on cardstock and we encourage you to laminate them for long term use. They will reflect the focus concept of the month.

**Opposites** can be taught throughout the day as opportunities arise (“I’m going to put the doll in the crib. Now I’m going to take the doll out of the crib.”) as well as during planned activities designed to teach specific concepts. Teachers should follow the matrix each month as know which specific concept they will focus on. There will be a variety of activities noted in the curriculum resource guide for each month. Teachers should continue to reinforce the previous concepts as opportunities arise throughout the day. Everyday objects that the baby is familiar with should be used to help teach the concepts. Example: big box / small box, in the box/out of the box, hard block / soft block, etc.

**Being introduced to colors and shapes at this age is important because it will help lay the foundation for success as a child advances into learning higher level math concepts.**

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**Being introduced to opposites that this young age is important because it will help lay the foundation for success as a child advances into learning higher level math concepts.**
Preschool

Rhyming Cards
Each month you will receive a set of rhyming cards to be used with your preschoolers. They will be on cardstock and we encourage you to laminate them for long term use. This is an excellent way to build pre-reading skills. You can use them in many ways. Here are some suggestions:
- memory game
- find other words that rhyme with the words
- find things in the classroom that rhyme with the words

Sequencing Cards
Each month you will receive a set of sequencing cards. They will be on card stock and we encourage to laminate them. The purpose of these cards is to help develop critical thinking skills. Can children look at the cards and evaluate which would come first? You can use these cards in a file folder game or in circle time asking the children to work together to figure out the order of events. Children should be allowed to use these on their own as well as in a group setting.

All Age Levels

Labeling cards
One set of labeling cards will be included for each classroom, for the year. They will be on heavy cardstock and we encourage you to laminate them before displaying throughout the classroom. The toddlers, two’s and threes classrooms should use the cards with the word and picture. The four’s and five’s should use the cards with just the words.

Literature Books
One copy of each literature book will be sent to each school monthly for all age groups. The books, for the most part, reflect the theme of the month, season, holiday or special event. Each curriculum guide will contain activities that reflect each book. If you have more than one classroom per age group, the classrooms will have to share the books.

ECERS/ITERS Excellence
Each curriculum guide will include a section that will give some guidelines as to how to improve the classroom to achieve a maximum rating. It will also include the following for the appropriate age group:
- A Teacher Task - a goal for the classroom to complete by the end of each month
- A listening activity that will help children to develop listening skills
- File Folder game ideas
- Multicultural curriculum focus to enhance your classrooms
- Suggestions to add to the art, science and dramatic play areas to increase ITERS/ECERS rating

Partnering With Parents
Each month we will include a letter to go home to parents describing what their child will be learning for the month. We will also provide a newsletter type format which will list all components of the curriculum that each age group will be learning that month. It is important that you either e-mail (saves paper) or give each parent a copy of each. If you choose to provide a copy for them rather than e-mail we encourage you to use both sides of the paper and copy one on each side.

We will email items per your request on any of the items listed above.

The Curriculum Resource Guides are property of Mini-Skool Early Learning Centers and are not to leave the school.
**Bulletin Boards**

At minimum, all classrooms should include:

**Parent Board:**
Should include but not be limited to:
- the lesson plan for the month for the specific classroom
- a snack and lunch menu
- any documents required by your state licensing standards and a daily schedule.

This Board should be displayed in a location that is easily seen by parents, be interesting and informative and should always be kept up to date. (All classrooms)

**Circle Time Board:**
This board should be placed at the child’s eye level! It is best to limit the amount of items on this board so as not to overwhelm students. (Two’s and Preschool)

It should include:
- Monthly calendar which should be updated daily (3 year olds an older);
- A – Z Phonics—(either letters or characters)
- Colors, shapes, and opposites being studied that month
- Numbers 0-20 at the most

Any additional items used during circle time do NOT need to be displayed.

**Theme Board:**
This board can contain displays made by both teacher and children. Additional theme related projects may also be displayed on windows, exterior doors, cabinet doors and the backs of material shelves. (All classrooms)

**Phonics Focus Board:**
This board should display children art projects reflecting the letters that are focus of the month. It is best to incorporate some sort of scene when possible to display the projects. The board should clearly state which letters of the month are being celebrated. Any project that is not easily identifiable should include a sign that states what it is: “We painted hearts for Honey Horse” (Preschool only; although may be included in Two’s)

**Math Connection Board:**
This board should include activities reflecting the math focus for the month. Teachers should also post a sign stating specifically what the children are working on: “This month we are working on Sorting and Classifying.” Where possible, teachers are strongly encouraged to include pictures of the children as they are working with specific math tools. (Preschool only)

**Art Gallery:**
This can either be a board, wall, window, door, etc. This area should include projects that children have created on their own in the art center. This board should display a variety of mediums of different art projects that the children create.

**Literature Board:**
This board should display a sign or picture of the book focus for the month as well as any activities that were completed by the children as an extension of the book. (All classrooms)
**Birthday Board:**  
This board should contain the birthdays of all children enrolled in the classroom. Teachers must ensure that they immediately add the name and birth date of a newly enrolled child. (All classrooms)

**Writing Practice Board:**  
This board should display handwriting projects of all children and should be updated as children spend time in the handwriting center each week. Pictures of children doing the activities are appropriate also. (Preschool only)

**Colors, Shapes and Opposites:**  
This board should reflect the monthly focus for all of these content areas as well as examples of the activities that the children have completed. (Infants, Toddler and Two’s classrooms only)

**Baby Signs:**  
This board should contain the picture cards of the signs that are being featured for the month. Where possible, photos of the babies actually doing the signs should be included. (Infants and Toddlers only)

All bulletin boards must be changed on a monthly basis or more often if appropriate. Displays should be neat and contain no spelling or grammatical errors.

Backing items with a contrasting color of paper can make posted items stand out.

Children’s names should be on all projects and ALL children should have art or activities displayed.
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<thead>
<tr>
<th>Monday</th>
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<td>Circle Time</td>
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Blast Off the New Year Preschool January Lesson Plan Adventures in Space
# Blast Off the New Year

**Preschool January Lesson Plan**

**Super Scientist**

<table>
<thead>
<tr>
<th>Circle Time Theme Focus Activities</th>
<th>Art Exploration</th>
<th>Math Connection</th>
<th>Phonics Focus</th>
<th>Writing Skills Fine Motor</th>
<th>Country &amp; Culture Spanish</th>
<th>Literature Connection Character Building</th>
<th>Fun with Fitness</th>
<th>Science Exploration Special Events</th>
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Naptime is sometimes a struggle for teachers and children. Noted below are some tips to help you have a calm and relaxing naptime.

**Set the Mood**
- Towards the end of lunch time, turn off a portion of the lights.
- Start reminding the children that it will be naptime soon.
- Start using a softer voice toward the end of lunch and reminding the children to do the same.
- Turn on a soft classical or lullaby CD as children are starting to leave the table.
- Choose wisely how you set up the mats.
  - Children should know where to find their mat each day.
  - Set up children for success by separating children who tend to be noisy and also separating nappers from non-nappers.

**Have a Routine**
- Mats/cots should be set up by one teacher during lunch time while the other is actively engaged with the children.
- Children should know the routine to follow as they finish lunch
  - Put their dishes and trash in the proper place.
  - Use the restroom.
  - Wash hands and face.
  - Brush teeth.
  - Get a book.
  - Sit on mat.

*This routine may vary from school to school.*

**Help the Children to Relax**
- Turn off the majority of lights leaving enough light for safety.
- Read a story.
- Rub the children’s back.
- Pretend to be the naptime fairy and sprinkle magic sleeping dust on the children. (You may also put a sticker on the children’s hand as they are sleeping so they wake up with a surprise from the naptime fairy)
- Bring out a special sleepy time puppet that tells a story and talks in a quiet, mellow tone of voice.

**Things to think about**
- Children will fidget and move around on their mats.
- Children should not be expected to stay on their mats with nothing to do after they have already taken a nap.
- Blankets should not be taken away from children if they are talking or fidgeting.
- The more relaxed you are, the more relaxed they will be.
- Threats should not be made that you can not follow through on. For example: if you don’t take a nap you won’t be able to come to the birthday party after naptime.

Be realistic of your expectations. Think about how you would feel if you were “forced” to take a nap when you weren’t tired. This is especially important with older preschoolers. They simply may not need a nap. Provide them with some rest time and then provide a table for quiet activities if this is possible or quiet activities to do on their mat. Children will respond and play quietly if they think this is a special privilege.
Preschoolers have a very limited view of the world since they are not very tall. Take some time this month to sit down at their level and see what they see. Observe all areas of the classroom. Ask yourself the following questions:

- Is it clean and tidy?
- Is it bright and colorful?
- Are there pictures and art work at their eye level?
- Are there other interesting things to see?
- Is there a variety of pictures that reflect different ages, abilities and races?
- Are the Zoo Phonics cards posted at their eye level?
- Are the shelves clean and clutter free?
- Are the shelves and containers labeled with a picture so that children can learn to help put away their own toys and equipment?

Here are some suggestions for items that should be on the wall at the children’s eye level:

- Pictures of the children at school and at home
- Zoo Phonics Cards
- Multi-cultural pictures
- Pictures that reflect a variety of ages and abilities
- Food: real pictures of healthy foods
- Children’s art work

*These pictures can be set up in different sections of the room by organizing a theme for each wall instead of random pictures throughout the room.

**Circle time area should include:**

- Calendar
- Weather chart
- Zoo Phonics characters

**Circle time area should not be:**

- Overwhelming with materials from floor to ceiling.
- An overabundance of items purchased from the store.
Included in this section are themed activities that can be used as an addition to your daily circle time activities. Adding a song, finger play or game that will enhance your circle time will encourage all the children to join in the fun. For these activities to be fun and exciting for the children, it is critical that you are prepared and learn the activity or song ahead of time. If your children enjoy an activity, it is okay to include it on your lesson plan more than once. Children learn and retain information through repetition.

Add to these activities by making games and flannel boards to go with the songs and finger plays. You can bring in stuffed animals to represent the animals in the songs. Allow the children to interact with all the activities. Children share days should be geared towards theme related ideas.

**Adventures in Space**

**Solar System** - The Solar System is made up of all the planets that orbit our Sun. In addition to planets, the Solar System also consists of moons, comets, asteroids, minor planets and dust and gas.

Everything in the Solar System orbits or revolves around the Sun. The Sun contains around 98% of all the material in the Solar System. The larger an object is, the more gravity it has. Because the Sun is so large, its powerful gravity attracts all the other objects in the Solar System towards it. At the same time, these objects which are moving very rapidly, try to fly away from the Sun, outward into the emptiness of outer space. The result of the planets trying to fly away at the same time that the Sun is trying to pull them inward is that they become trapped half-way in between. Balanced between flying towards the sun and escaping into space, they spend eternity orbiting around their parent star.

**Satellites** – A satellite can be defined as any object, either manmade or naturally occurring, that orbits around something else. For example, the moon orbits around Earth and is thus a satellite. The Earth orbits around the sun and is a satellite of the sun. Other examples of naturally occurring satellites include comets, stars, asteroids, and other planets.

**Orbit** – The path one object takes around another. "The moon orbits around the earth"; "The planets are orbiting the sun"; "Electrons orbit the nucleus."

**Crater** - Bowl-shaped depression formed by the impact of a meteorite or a bowl-shaped opening at the top of a volcano.

**Gravity** – There are two forces in nature that we experience every day: gravity and magnetism. You may have magnets on your refrigerator, and you know that a magnet will attract a refrigerator with a certain amount of force. The force depends on the strength of the magnet and the distance between the magnet and the metal. Magnets have two poles -- north and south.

Gravity is a force. It is the force that keeps our feet on the ground and the earth spinning around the sun. On earth it is easy to forget about gravity, unless you fall out of a tree or try jumping high. It is the force of gravity which makes you fall towards the ground. All objects have gravity. The bigger the object the stronger the gravity is. Our sun is huge, many thousands of times bigger than earth. Because it is so big it has very powerful gravity. It is the Sun's gravity that keeps the earth and all the planets from flying off into space!
The Solar System
The words "solar system" refers to the Sun or a star and all of the objects that travel around it. These objects include planets, natural satellites such as moons, the asteroid belt, comets and meteoroids. Our solar system has an elliptical shape and is part of a galaxy known as the Milky Way. The Sun is the center of the solar system.

The Sun
The Sun is the closest star to the Earth. The sun is a medium size star known as a yellow dwarf. It is a star in the Milky Way galaxy and the temperature in its core is estimated to be over 15,000,000 degrees Celsius. It radiates into space in the form of heat and light. Because the Sun is so massive, it exerts a powerful gravitational pull on everything in our solar system. It is because of the Sun's gravitational pull that makes the earth orbit the sun in the manner that it does.

Planets
A planet is a large space body which reflects the light of a star around which it revolves. The planets in our solar system are classified as inner planets and outer planets. The inner planets, the closest to the Sun, are solid spheres of rock and include Mercury, Venus, Earth and Mars. There are craters of varying sizes on the inner planets and their satellites. The outer planets, with the exception of Pluto, are large gaseous spheres with rings and include Jupiter, Saturn, Uranus and Neptune. Between the inner and outer planets is an asteroid belt. All nine planets orbit the sun in their own unique way.

Mercury
Mercury is only about one-third the size of the Earth. It is smaller than any other planet except Pluto. Mercury is very close to the Sun. These factors contribute to the fact that the surface of Mercury has the greatest temperature range of any planet in our solar system, a temperature hot enough to melt tin. On the side facing away from the Sun, or the night side, the temperature drops to -183 degrees Celsius. Scientists have detected a magnetic field surrounding Mercury, though it is not as strong as the field around the Earth. The surface of Mercury has been shaped by three processes: impact cratering where large objects struck the surface resulting in crater formation, volcanism where lava flooded the surface, and tectonic activity where the planet's crust moved in order to adjust to the planetary cooling and contracting. Mercury does not have any naturally occurring satellites. Mercury is closer to the Sun than Earth.

Venus
Venus and Earth are similar in size. They differ in that Venus does not have oceans or human life and its temperature during the day reaches 484 degrees Celsius. The daytime temperature is so hot it could melt lead. The dense atmosphere is composed of carbon dioxide and sulfuric acid which acts as a greenhouse and traps the heat. Venus revolves around the Sun in a circular orbit once every 225 Earth days. Venus rotates slowly on its axis in a clockwise direction, which is referred to as a "retrograde" rotation because it is the opposite of the other eight planets. A rotation takes 243 Earth days. As with the other inner planets, the surface of Venus has been shaped by impact craters, tectonic activity and volcanoes which scientists believe to be ongoing. The volcanic activity is believed to be the source of the sulfur found in the atmosphere.

Earth
Earth's amazing gaseous atmosphere is responsible for making life possible on the third planet from the Sun. Our atmosphere contains water vapor which helps to moderate our daily temperatures. Due to the friction generated between a meteor and the atmospheric gases, most meteors burn up before hitting Earth's surface as a meteorite.

The rotation is what causes the change from day to night. The tilt is what determines the change in seasons. If the Earth was not tilted, we would have the same season all year long. Earth has a core of molten iron-nickel. The rapid spin of the Earth along with the liquid, hot metallic core causes a magnetic field to surround the Earth. This magnetic field traps the charged particles which are hurled at the Earth by the Sun during solar wind activity. When these charged particles react with the gases in our atmosphere, the gases begin to glow. These glowing gases are mostly seen in the Arctic Circle and the
Antarctic Circle. As with all inner planets, the Earth's surface has been affected by volcanism, tectonic activity, and to a lesser degree, meteorite impacts. Earth has one naturally occurring satellite, the Moon.

**Mars**
The orbit of Mars around the Sun is extremely elliptical. Because the distance between the Sun and Mars varies, temperatures range from -125 degrees Celsius in the Martian winter to 22 degrees Celsius in the Martian summer. The Martian atmosphere is composed of over 95% carbon dioxide. Solar winds carry the thin, weak atmosphere away because Mars has a weak gravitational and magnetic field. At the Martian poles are polar ice caps which shrink in size during the Martian spring and summer. We know that the Martian surface is covered by various rocks and a soil which is rich in an iron-laden clay. The presence of iron explains the planet's reddish-orange appearance. Mars contains highlands which occur in the southern hemisphere and are composed of the most heavily cratered crustal material. Mars also contains lowlands which are found in the northern hemisphere. The extremely weak magnetic field of Mars suggests that its iron core is no longer fluid and circulating.

The surface of Mars has not only been affected by meteorite impacts, but also by volcanic and tectonic activity. In fact, Mars has some of the largest volcanoes in the solar system; Mars has two small natural satellites, Phobos and Deimos.

**Jupiter**
Jupiter is a large gas planet whose rapid rotation causes the planet to flatten at the poles and bulge at the equator. Jupiter emits twice as much heat as it absorbs from the Sun, which indicates it has its own internal heat source. Astronomers estimate the core temperature at 20,000 degrees Celsius, approximately three times greater than the temperature of the Earth's core. The planet's powerful magnetic field is thought to be generated by the electric currents produced by pressurized hydrogen in the mantle. Lightning, more powerful than any that has been experienced on Earth, has been noted in Jupiter's atmosphere. Also in Jupiter's atmosphere are oval features which are thought to be circular winds. The most prominent of these is the Great Red Spot, a hurricane-like storm that has been seen in Jupiter's southern hemisphere since Jupiter was first discovered. Jupiter is surrounded by a system of thin rings. The majority of the rings are made up of very small particles thought to be debris from meteoroid collisions.

**Saturn**
Saturn is a large gas planet with an atmosphere composed of hydrogen and helium. Saturn's rapid spin tends to flatten out the poles while causing a bulge at its equator. The winds in Saturn's atmosphere reach speeds up to 1800 kilometers per hour! Astronomers see large white spots (or clouds) on Saturn which they believe are storms. Just like Jupiter, Saturn emits twice as much heat as it absorbs from the Sun indicating it also has an internal heat source. Saturn has an extensive ring system which is formed by a thousand individual rings. The rings contain water ice and dust. The thickness of the rings ranges from 10 to 100 meters and the rings vary in brightness. There are gaps between some rings, while other rings appear to be braided together. The particles in the rings closer to the planet, orbit at a faster speed than the particles in the rings farther from the planet. There are satellites within the rings which result in the gaps that are present between some rings. As with Jupiter, the pressurized hydrogen in Saturn's mantle produces electric currents which create a strong magnetic field around the planet. Saturn has at least 30 naturally occurring satellites.

**Uranus**
Uranus is unique in our solar system because it is tilted 98 degrees. When viewed from Earth, it appears to rotate on its side! At different times throughout its orbit, we can actually view one of the planet's poles head-on. The atmosphere is composed of hydrogen, helium, and methane. The temperature in the upper atmosphere is so cold that the methane condenses and forms a thin cloud layer which gives the planet its blue-green appearance. The winds on Uranus blow mainly to the east and can reach speeds up to 600 kilometers per hour. The rapid spin of Uranus influences the winds in the atmosphere. Uranus has a very strong magnetic field. This planet has a system of rings which was not discovered until 1977. The ring system contains eleven dark rings composed of varying sized
particles. Satellites embedded in the rings create gaps between the rings. Uranus has 21 known natural satellites, both within the rings and outside of the rings.

**Neptune**
Voyager 2, a space probe, passed within 4900 kilometers of Neptune in 1989. From the data collected, we know that Uranus and Neptune are very similar in composition. Neptune has a mantle of liquid hydrogen while the atmosphere is a combination of ammonia, helium, and methane. In the upper atmosphere, methane freezes and forms an ice cloud which casts a shadow on the clouds below. Neptune has bands in its atmosphere where wind speeds may reach 2000 kilometers per hour! Neptune has large, dark ovals on its surface which astronomers believe are hurricane-like storms. Neptune generates more heat than it absorbs from the Sun, indicating it has its own internal heat source. Neptune has a very strong magnetic field. It also has a ring system consisting of four rings; two thin and two thick. The rings are composed of dark particles which vary in size. Neptune has at least eight natural satellites, four of which orbit within the rings. The largest satellite is Triton. Triton has a retrograde orbit and is thought to be a combination of rock and ice. Its surface temperature is -245 degrees Celsius, and it has a thin atmosphere of nitrogen and methane.

**Pluto**
Pluto is tilted 122.5 degrees on its axis. It has an extreme elliptical orbit. Because of the shape of Pluto's orbit, it actually slips inside of Neptune's orbit once every 248 Earth years for a period of twenty years. Pluto has one natural satellite, Charon, which is half the size of Pluto. Because Pluto and Charon are comparable in size, many scientists consider them to be a double planet. Studies conducted using a spectroscope have detected methane frost on Pluto and water frost on Charon. Like Triton, Neptune's satellite, Pluto has an atmosphere of nitrogen and methane. Pluto's atmosphere appears to extend out to include Charon, which suggests that they may share an atmosphere. Through the Hubble Space Telescope, Charon appears to be bluer in color than Pluto. During the time in its orbit when Pluto is farthest from the Sun, its atmosphere condenses and falls to the surface as frost.

**The Moon**
The Moon travels around Earth. The Moon does not have an atmosphere, so temperatures range from -184 degrees Celsius during its night to 214 degrees Celsius during its day except at the poles where the temperature is a constant -96 degrees Celsius. The Moon is actually a little lopsided due to the lunar crust being thicker on one side than the other. When you look at the Moon, you will see dark and light areas. The lunar surface is covered by a fine-grained soil called "regolith" which results from the constant bombardment of the lunar rocks by small meteorites. The gravitational pull of the Moon on the Earth affects the ocean tides on Earth. The closer the Moon is to Earth, the greater the effect.
The phases, or changing appearance, of the Moon depend on its position relative to the position of the Sun. When the Moon is between the Sun and the Earth, the side of the Moon facing the Earth is dark. This is called a "new moon". As the Moon travels in its orbit, more of its sunlit side becomes visible to Earth and the Moon is said to be "waxing". More specifically, the phase after a new moon is called a "waxing crescent" because we can see no more than a quarter of the Moon at this point. As the Moon continues eastward, the Sun, Moon, and Earth form a 90 degree angle and the Moon appears half dark and half light to us here on Earth. This is a "first quarter" phase. After the first quarter phase, more than a quarter of the Moon is visible to us, so it is now in a "waxing gibbous" phase. As the Moon continues its revolution around Earth, the Sun, Earth and Moon align with the Earth in the middle. The side of the Moon facing Earth is now fully lit. This is called a "full moon" phase. As the Moon travels further around in its orbit, the lit portion of the Moon visible to Earth becomes smaller, so the Moon is now said to be "waning" as it enters the next phase. After the "waning gibbous" phase, the Moon enters the "third quarter" phase where once again the Moon appears half dark and half light from Earth. As it completes its revolution around Earth, the Moon enters a "waning crescent" phase just prior to starting the cycle again as a new moon.

**Asteroids and the Asteroid Belt**

An asteroid is a rocky body in space which may be only a few hundred feet wide or it may be several hundred miles wide. Many asteroids orbit the Sun in a region between Mars and Jupiter. This "belt" of asteroids follows a slightly elliptical path as it orbits the Sun in the same direction as the planets. It takes anywhere from three to six Earth years for a complete revolution around the Sun. The largest asteroid found in the asteroid belt is called Ceres and is approximately the size of the US State of Texas. The gas giant planet, Jupiter, protects the inner solar system planets from constant bombardment by these asteroids by exerting its gravitational force on the asteroids in the belt. The presence of Jupiter actually protects Mercury, Venus, Earth and Mars from repeated asteroid collisions!
**Meteoroids**
A meteoroid is a piece of stony or metallic debris which travels in outer space. Meteoroids travel around the Sun in a variety of orbits and at various speeds. The fastest meteoroids move at about 42 kilometers per second. Most meteoroids are about the size of a pebble. When one of these pieces of debris enters the Earth's atmosphere, friction between the debris and atmospheric gases heats it to the point that it glows and becomes visible to our eyes. This streak of light in the sky is known as a meteor. Most meteors glow for only a few seconds prior to burning up before hitting the Earth's surface. On most dark nights, meteors can be seen. People often refer to meteors as "falling" or "shooting" stars. The brightest of the meteors are called fireballs. Sonic booms often follow the appearance of a fireball just as thunder often follows lightning. At certain times of the year, more meteors than normal can be seen. When the Earth passes through an orbiting stream of debris from a comet that has broken up, what's known as a meteor shower occurs. Meteor showers take place on about the same dates each year.

**Comets**
A comet has a distinct center called a nucleus. Most astronomers think the nucleus is made of frozen water and gases mixed with dust and rocky material. Comet nuclei are described as dirty snowballs. A hazy cloud called a coma surrounds the nucleus. The coma and the nucleus together form the comet's head.

Comets follow a regular orbit around the Sun. If the comet nucleus is pulled into an orbit which carries it close to the Sun, the solar heat will cause the outer layers of the icy nucleus to evaporate. During this process, dust and gases which form the coma around the nucleus are released. As the comet gets closer to the Sun, the coma grows. The solar winds push the dust and gas away from the coma causing them to stream off into space to form the comet's tail. The solar winds cause the comet's tail to point away from the Sun. The tails of comets can reach 150 million kilometers in length! Each time the comet passes close to the Sun, it loses some of its material. Over time, it will break up and disappear completely.

Many comets enter an elliptical orbit and repeatedly return to the inner solar system where they can be viewed from Earth at specific times. Short period comets, of which Halley's Comet is the most famous, reappear within a 200 year time frame. Halley's makes an appearance once every 76 years. The comet was named after Sir Edmond Halley.
I'm a Little Spaceship
(Tune of "I'm a Little Teapot")
I'm a little spaceship tall and round
Here is my booster that touches the ground
When I get all fired up just like so,
I blast off and into space I go!

Climb Aboard the Spaceship
Climb aboard the spaceship, we're going to the moon
Hurry and get ready, we're going to blast off soon
Put on your helmets, and buckle up real tight
Here comes the countdown, let's count with all our might
10…9…8…7…6…5…4…3…2…1…
Blast Off!

Planet Pokey
You put Pluto in, you put Pluto out, you put Pluto in and you spin it round and round
You do the Planet Pokey and you turn yourself around, that's what it's all about. (clap clap)
(Repeat the verse replacing Pluto with another planet each time)
(Use props such as a ball or picture of planet mounted on a craft stick)

Blast Off!
10, 9, 8, hurry up astronauts, don't be late!
4, 3, 2, buckle in and hold onto your shoes!
1, 0, Blast Off! We're outer space heroes!

Jump to the Moon
(Tune of "Skip to My Lou")
Jump, jump, jump to the moon
Jump, jump, 7, 6, 5, up the ladder we go high, high!
Jump to the moon
Jump, jump, jump to the moon
Jump to the moon my starling.

Comet's in the Milky Way, shoo comet, shoo
Comet's in the Milky Way, shoo comet, shoo
Comet's in the Milky Way, shoo comet, shoo
Jump to the Moon my starling.

Jump, jump, jump to the moon
Jump, jump, jump to the moon
Jump, jump, jump to the moon
Jump to the moon my starling.

Take a partner and dance on the moon
Take a partner and dance on the moon
Take a partner and dance on the moon
Dance on the moon my starling!
**E-A-R-T-H Song**
*(Tune of “BINGO”)*
I live on the third planet from the sun and Earth is its name-o,
I live on the third planet from the sun and Earth is its name-o,
(clap)-A-R-T-H, (clap)-A-R-T-H, (clap)-A-R-T-H and Earth is its name-o,
I live on the third planet from the sun and Earth is its name-o.
(Repeat the verse replacing a clap for a letter each time until there are no letters just claps)

**Nine Little Planets (finger play)**
*(Begin with nine fingers up and put one down each line)*
Nine little planets around the sun they go, the furthest one out is Pluto.
Eight little planets, through the sky they zoom, next is Neptune.
Seven little planets that pass by us, the next one is Uranus.
Six little planets, around in space they turn, the next one is Saturn.
Five little planets, this one is much bigger and its name is Jupiter.
Four little planets just hanging with the stars, next comes Mars.
Three little planets left and this one you can surf, it is our planet Earth.
Two little planets we have left before us, the next one is Venus.
One little planet is all that’s left in this story and it is Mercury.

**Five Little Shooting Stars**
*(Tune of “Five Green and Speckled Frogs”)*
Five little shooting stars,
Flying right past Mars,
Sparkling towards the Milky Way
One star flew up to high, leaving the dark night sky,
Then there were four bright shooting stars. Spark! Spark!
(Repeat versus until there are no stars left; the last line becomes “…Then there were no more little shooting stars.”)

**The Solar System**
**Materials:**
- Solar System cards (copy)
- Laminator

**What to do:**
Copy and laminate solar system pictures. Show the children each picture and briefly describe each one. Have them repeat the name of each picture. Of course they will not remember the names but this will help them practice new words. (1-Sun, 2-Mercury, 3-Venus, 4-Earth, 5-Mars, 6-Jupiter, 7-Saturn, 8-Uranus, 9-Neptune, 10-Pluto, 11-Astroid, 12-Comet)
**Class Solar System**
Use bulletin board paper, card board or poster board to let the children create the planets to make a giant solar system to go on display in the classroom.

**Cardboard Box Rockets**
**Materials:**
- Large cardboard box
- Duct tape
- Paint
- Paint brushes

**What to do:**
Set out paint and brushes to paint the box. Upon completion, you can cut out windows and letters to place on the rocket to say “Blast Off” or “USA,” etc. When dry the children can be challenged to crawl inside and pretend to fly their rocket into outer space.

**Planet Conga**
**Materials:**
- Fun music

**What to do:**
Split children into small groups of 4 or 5 and invite each group to dance in a conga line. Tell them if they hear the music stop, to sit down to form circle like the planets and the sun. Repeat several times until song is over.

**The Space Walk**
**Materials:**
- Old jump suit, snowsuit or mechanic's coveralls
- Motorcycle helmet
- 2-2 liter plastic bottles
- Duct tape
- Old back pack

**What to do:**
1. Tape the two 2 liter bottles together, side by side and place inside of the backpack.
2. Let children take turns putting on the “space suit” using all the items.
3. Tell the children that this is what astronauts wear. Be sure to have photographs on hand of actual astronauts in their space gear.

*Items to add to this project – make moon boots by covering boots with foil.*

**Hot Asteroid**
**Materials:**
- Potato
- Music

**What to do:**
1. Explain to the children that asteroids look like large flying rocks in outer space that become very hot when they enter a planet’s atmosphere.
2. Play music and invite the children play a game of “Hot Asteroid” instead of “Hot Potato”.

Create a Space Station for Circle Time

Materials:
Various sizes of cardboard boxes
Markers
Blankets or sheets

What to do:
Create a space station in the dramatic play area and encourage the children to play in it.

The Planets
All the planets one by one,
They go rolling round the sun
Jupiter, Pluto and the earth
Spin and whirl for all they're worth.

Mercury, Venus, Saturn, and Mars,
Orbit 'round between the stars.
Mercury, Venus, Earth in line,
Mars, Jupiter, Saturn, wait...there's nine

Uranus and Neptune orbit with the rest,
Last is Pluto, which one's best?
Moons and rings and fire and ice
Studying planets sure is nice.

Planets travel all through time
Planets all move in a line.
Mercury, Venus, and Earth
We study them for all they're worth.

We study planets in our school
Because we think planets are cool.
Earth and Pluto and Neptune
Go around and end our tune.

Climb Aboard the Space Ship
Climb aboard the spaceship, we're going to the moon
Hurry and get ready, we're going to blast off soon
Put on your helmets, and buckle up real tight
Here comes the countdown, let's count with all our might
10 . . . 9 . . .8 . . . 7 . . .6 . . . 5 . . .4 . . . 3 . . .2 . . . 1 . . . blast off!

Planets Around the Sun
(Tune: "The Ants Go Marching")
The planets revolve around the sun, hurrah; hurrah
The planets revolve around the sun, hurrah; hurrah
The planets revolve around the sun and spin on their axis every one.
And they all go spinning, around and around . . . They go.

Mercury, Venus, Earth, and Mars, hurrah; hurrah
Mercury, Venus, Earth, and Mars, hurrah; hurrah
Mercury, Venus, Earth, and Mars are whirling and twirling around the sun
And they all go spinning, around and around . . . They go.

Jupiter, Saturn are next in line, hurrah, hurrah
Jupiter, Saturn are next in line, hurrah, hurrah
Jupiter, Saturn are next in line. Uranus, Neptune, and Pluto make all nine
And they all go spinning, around and around . . . They go.

The Astronaut Song
Outer space is where I'd really like to go
To ride inside a spaceship, don't you know
I'd like to travel near the stars
Wave to Jupiter and Mars
Outer space is where I'd really like to go

The Planets Zippidy Doo
Mercury, Venus, Earth and Mars
Then comes Jupiter, oh my stars
Saturn, Uranus, Neptune too.
Then comes Pluto, zippidy doo
The Planets
(Tune of “Ten Little Indians”)
Mercury, Venus, Earth and Mars
Jupiter, Saturn, Uranus, Neptune
And the very smallest of all...Pluto

Orbiting Round the Moon
We'll be orbiting round the moon, yes we will
We'll be orbiting round the moon, yes we will
We'll be orbiting round the moon
We'll be orbiting round the moon
We'll be orbiting round the moon, yes we will
We'll be orbiting round the moon
We'll be landing on the moon, yes we will
We'll be landing on the moon
We'll be landing on the moon, yes we will
We'll be landing on the moon
We'll be landing on the moon
We'll be landing on the moon, yes we will
We'll be landing on the moon
We'll be landing on the moon
We'll be landing back on Earth, yes we will
We'll be landing back on Earth
We'll be landing back on Earth
We'll be landing back on Earth, yes we will
We'll be landing back on Earth
We'll be landing back on Earth
We'll be landing back on Earth, yes we will

Moon Rock Throw
Take sheets of paper (preferably paper that would have been thrown away anyway) and crumple them up into balls. Divide your class into two teams line them up about two to four feet apart and have them toss the rocks from one end to the other without dropping it. If one of the rocks drop, the children must start tossing again.

Astronaut, Astronaut, Alien
Play just like duck, duck, goose

Balloon Rocket
Thread a string through a straw and run the string all the way across your room. Next attach the end of a long balloon to the string. Blow up the balloon move it to one side of the room and let go. The straw and balloon will move across your room along the string. (Activity must be supervised closely)

Space Gravity
Suspend objects from the ceiling of your classroom using fishing line. This will help your children think about planets way up in the sky.

Me on the Moon
For a souvenir of Space Week, locate a picture of an astronaut and make several copies of it. Cut out the face of the astronaut and replace it with a picture of a child. Make another copy so that the black and white image looks like the student is on the moon. Do this for all each child in the classroom.

Space Shuttle
Make a space shuttle in your dramatic play area. Get a large box (refrigerator size) and two smaller ones (oven size). Put them together to form a space shuttle. Use a third box to form the point of the shuttle. Paint the boxes white or drape white sheets over them. Cut out a place for the children to get into the box on the bottom of the box. Stars can be cut out of the top of the box so that the children will see stars when they look up. For added fun, allow children to wear space gear inside the shuttle.
Space Display Activities
- Display pictures of the planets in their correct relationship to the sun. Name the nine planets and count them together. (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto)
- Hang a yellow paper sun from the ceiling. Make planets with balls of newspaper covered with aluminum foil. Hang the planets in their proper relationship to the sun.
- Review the number nine by doing activities nine times: clapping, nodding, toe tapping, hopping, and drumming.
- Choose one child to be the sun and stand in an open space. Then have other children pretend to be planets and walk around the sun in circles, or orbits, never bumping into one another. Continue as long as interest lasts.

Musical Space Trip
Plan a space trip to visit all the planets! Design space helmets for all the children--don't forget yours! Play some space / patriotic music, countdown, and blast off! As you arrive at the first planet, tell them that on this planet they can only hop on one foot! Start the music again....and explore the planet hopping on one foot. Stop when the music stops! Gather everyone in a circle to begin their next journey. After a few stops, you might want to let the children decide on which planet you should land! Return to earth when all the children have chosen a planet Earth landing.

Starry Numbers Felt Board Activity
Cut out two sets of five to ten star shapes out of felt. Number one set of stars 1-5 or 1-10; on the other set place the corresponding number of dots to match the stars.

Star Gazing Activity
On a piece of paper draw five or ten columns. Place a number 1-10 at the top of each column. With star stickers have the children match the number of stars in each column.

Astronaut
Tune of: "Where have you been, Billy Boy?"
Tell me, where have you been, Astronaut, astronaut?
Tell me, where have you been In your rocket?
I have landed on the moon, And I may return there soon
With a space station that will help me dock it!
Tell me, what did you do, Astronaut, astronaut?
Tell me, what did you do In your rocket?
I took pictures of the stars
And on craters found on Mars,
And I brought home some moon rocks In my pocket!

It's A Blast
Put on your spacesuit. We're going to the Moon.
(pretend to step into pants and buckle boots)
Climb aboard your rocket ship.
We're going to blast off soon.
Put on your helmet.
Strap yourself in tight.
(pretend putting on helmets and buckling your safety belt)
Check your controls and instruments.
Get ready for the flight. (pretend to turn on switches)
Time for your journey.
The countdown has begun. (wave and salute)
Here we go, Get ready, Get set!
5, 4, 3, 2, 1 (slowly rise from seated position)
Blast off! (jump up)
The Space Shuttle
The Space Shuttle was built by NASA. It is a combination of an airplane and a rocket. When it takes off, it has a set of rocket boosters that lift it into the atmosphere and then break off as the shuttle enters into space. The Space Shuttle is made of many special parts and materials which ensures that it will not burn up when coming and going out of earth’s atmosphere. Show the children pictures of the Space Shuttle.

An astronaut is a person who pilots a spacecraft or works in space, particularly in the space program of the United States. In Russia and the other former republics of the Soviet Union, these men and women are called cosmonauts. The cosmonaut program was a project of the Soviet Union until the country broke up in 1991. Russia then took over the program. China sent its first astronaut into space in 2003.

Astronauts and cosmonauts operate spacecraft and space stations, launch and recapture satellites, and conduct scientific experiments. The word astronaut comes from Greek words that means “sailor among the stars.” Cosmonaut means “sailor of the universe.” Astronauts in the Chinese space program are sometimes called “taikonauts.” Taikonaut comes from the Chinese words tai kong—or outer space.

Most U.S. astronauts work for the National Aeronautics and Space Administration (NASA). They live and train at the Lyndon B. Johnson Space Center in Houston. NASA launches astronauts into space aboard space shuttles.

NASA selects two kinds of astronauts for space flights: pilot astronauts and mission specialist astronauts. Pilot astronauts command and pilot shuttles. Most pilot astronauts are test pilots from the United States Air Force, Navy, or Marine Corps.
Astronaut

International Space Station
Order of Planets from the Sun

Mercury
Venus
Earth
Mars
Ceres
Jupiter
Saturn
Uranus
Neptune
Pluto and Charon
2003 UB_313
Super Scientist

You are a Scientist
*(Tune of "You Are My Sunshine")*
You are a scientist, a very smart scientist
You help explain to me how the world goes 'round
Your experiments and your inventions
Help to make life better all around.

Let's Experiment with Red and Yellow
*(Mix paints together while reciting this poem)*
Let's experiment with red and yellow
If you mix them together it makes a color more mellow.
Oh my goodness, what do you see?
I think that is orange in front of me!

Let's Experiment with Yellow and Blue
*(Mix paints together while reciting this poem)*
Let's experiment with yellow and blue
When you mix them together it makes a color so true.
Wow! Look at that! It's a different color I see!
I believe that color is green.

I Have a Little Shadow
*(Tune of "Tiny Tim the Turtle")*
I have a little shadow
It always follows me
And when the sun is shining, it's very easy to see.
I tried to shake it off, I tried to jump around
But no matter where I go, my shadow follows me around

My Five Senses
*(Tune of "Twinkle Twinkle Little Star")*
I have five senses to use, they can help me pick or choose
Fingers have a gentle touch,
My nose helps me smell so much,
I have senses to use, they can help me pick and choose
I can taste with my tongue, see with my eyes, it's so much fun
I can hear you with my ears, my five senses deserve some cheers!

Mr. Sun
*(as sung by Raffi)*
Oh, Mr. Sun, Sun, Mr. Golden Sun,
Please shine down on me.
Oh Mr. Sun, Sun, Mr. Golden Sun,
Hiding behind a tree
These little children are asking you
To please come out so we can play with you.
Oh Mr. Sun, Sun, Mr. Golden Sun,
Please shine down on,
Please shine down on,
Please shine down on me!

Will it Sink or Float?
*(Tune of "Farmer in the Dell")*
Will it sink or float?  Will it sink or float?
Hi ho the dairy-o,
Will it sink or float?

Let’s try a block, let’s try a block,
Hi ho the dairy-o will it sink or float?

Let’s try a penny, let’s try a penny,
Hi ho the dairy-o, will it sink or float?

Let’s try a feather, let’s try a feather,
Hi ho the dairy-o, will it sink or float?

(Repeat using different items)
Colors in the Rainbow
Red, orange, yellow, green, blue, purple,
Red, orange, yellow, green, blue, purple,
Red, orange, yellow, green, blue, purple,
These are the colors in a rainbow

The Wind Fingerplay
(Hold up five fingers and put one down each line)
The wind blew in one day when I went out to play,
I had a hat on my head, and it blew away.
I had kite in my hand and then it blew away.
I had scarf on my neck and then it blew away.
I had a newspaper in my sack and then it blew away.
I had a kerchief in my pocket and then it blew away.
Wow, the wind was powerful and blew my things away,
I hope turns around and blows things back my way.

Absolutely Magnetizing
Materials:
- Magnets
- Various metal objects
- Various non-metal objects
- Poster board

What to do:
1. Show the children a few magnets. Show them how they attract to one another. Pass them around and let them experiment with them.
2. Provide several objects: some which will and others that will not be attracted to the magnet. Show the children how some stick to the magnet and some do not.
3. Place items on top of the poster board and the magnet underneath.

Scientist Dramatic Play
Materials:
- Lab coat (doctor’s coat or a white button up shirt)
- Glasses (frames only)
- Small pad of paper
- Crayons
- Magnifying glasses

What to do:
1. Talk with children about what scientists do.
2. Invite each child to come up and dress in the lab coat and glasses like a scientist.
3. Show them how to look through the magnifying glass.
4. Encourage them to draw on the scratch pads.

Meltin’ Away
Materials:
- Small container
- Ice or snow

What to do:
1. Collect ice or snow and put it into a container.
2. Let the children pass it around at circle to take observation.
3. Ask them what they think will happen to it by the end of circle.
4. Place the container off to the side and continue with the circle.
5. Later bring the container back out and let children pass it around to see the snow/ice has melted.
6. Ask them why they think this happened. Where did it go?
**Dancing Raisins Experiment**

**Materials**
- 6 raisins
- Glass tumbler
- Vinegar
- Baking soda (or Alka Seltzer tablet)

**What to do:**
1. Pour a cup of water into the glass jar.
2. Add one teaspoon of baking soda and stir until dissolved.
3. Gently add one-fourth cup of vinegar and wait until it stops fizzing.
4. Drop in three or four raisins.
5. Together with the children, observe what happens. Be patient; it takes 10-15 minutes.
6. Write down the children’s comments about the dancing raisins; post for parents to read.

*Note: The gas, carbon dioxide, that forms when vinegar is added to the baking soda forms bubbles atop the raisins. The raisins start to rise as the bubbles of carbon dioxide carry the raisins upwards and they fall when the bubbles are released.*

**How Color Affects Temperature**

**Materials**
- 4 resealable plastic bags, water, white, orange, and black construction paper, aluminum foil
- Thermometer, paper and pen

**What to do:**
Fill the bags with water, and seal tightly. Leave the bags outside where they can be left undisturbed for about an hour. Wrap one bag in a sheet of white paper, one in orange, and one in black. Wrap the fourth bag in aluminum foil. Discuss how the sun's energy heats water and have the children make predictions. When the time is up, check the temperatures using the thermometer and discuss the outcomes. Weather will have an impact on the outcome.

**Five Little Germs Flannel Board Story**

Five little germs, sitting in a row
The first one said, "On hands I like to grow."
The second one said, "I like to fly in the air."
The third one said, "I don't care."
The fourth one said, "I travel on a sneeze."
The fifth one said, "Wash your hands? Oh, please!"
Swish goes the water
Bubble goes the soap
And the five little germs
Down the drain they float.

**Germs**

*(Tune of “The Worms Crawl In”)*

Germs, germs, germs, germs.
Germs, germs, germs, germs.
The germs crawl in;
The germs crawl out;
The germs play pinochle on your snout.

Germs, germs, germs, germs.
Germs, germs, germs, germs.
The germs are here; (right hand)
The germs are there; (left hand)
The germs are hiding everywhere!
(Make big circles with arms)

Germs, germs, germs, germs.
Germs, germs, germs, germs.
There's germs in your sneeze,
(Sneeze in right hand)
There's germs in your cough,
(Cough in your left hand)
There's germs on your hands that won't wipe off!
(Rub hands like they are dirty)
**Spreading Germs**
Using a funnel, dump confetti to a balloon before inflating it. Talk to the children about germs and how important it is to cover the mouth when sneezing. As a group, have everyone pretend that they are going to sneeze: “Ahh, ahh, ahh, CHOO!” Make sure that everyone covers their mouth as they do this. Next explain that you are going to show them what happens when the mouth doesn’t get covered during a sneeze. Blow up the balloon as the children say "Ahh, ahh, ahh…” As they say "Choo,” release the balloon. It will fly through the air with the confetti spilling everywhere. Explain to the children that the confetti represents germs and explain that when a mouth isn’t covered during a sneeze, the germs go everywhere. Closely supervise this activity and remove the deflated balloon immediately.

**Germ Hands**
To practice hand washing, place a dab of vegetable oil on each child’s hands and tell them to thoroughly rub the oil in. Sprinkle cinnamon on their hands calling it germs. Next have the children use soap and water to remove the germs. They will really have to scrub to get their hands clean. Inspect their hands after they wash pointing out where they missed. Award them when they are completely clean.

**Scare the Germs**
Sprinkle a small amount of black pepper in a bowl of water to represent germs. The pepper will float on top. Discuss the importance of hand washing, using soap and water. Add a drop of dishwashing liquid into the center of the bowl, and watch as the soap scares the germs away!

**Culturing Germs**
Begin by talking about what germs like to “eat;” protein and carbohydrates, what kind of environment they like best: warm, dark and damp, and how to find them.
To make Petri dishes: 12 foil muffin tin liners, 12 plastic sandwich bags, 1 packet of unflavored gelatin, 1/2 cup sugar, 1cup water. Place 1tablespoon water and gelatin in a heat-resistant measuring cup with a spout and let it soften. Meanwhile bring the rest of the water and the sugar to a boil. Stir into the softened gelatin and then pour equal amounts into the tins. Place into plastic bags. Allow to cool and gel. Dampen 12 Q-tips and choose 12 surfaces to collect germs from. Gently rub the germ-y Q-tip over the surface of the gelatin. Close the bag again and place in a dark, warm place. Over the next week, continue to check to see what’s happened to each of the cultures over the next week.

**Hot Air Bottle Collapse**
Collect two plastic bottles with caps and place the caps on securely on. Put one bottle into the freezer and leave the second bottle on the counter as a control. Wait approximately 5 minutes. Take the bottle out of the freezer. What has happened? Remove the cap from the bottle that was in the freezer. Watch what happens. **What should happen?**
When the plastic bottle was in the freezer with the cap on the sides of the bottle will collapse. When the cap is removed, the bottle should return to its regular shape. The bottle on the counter shouldn't have changed. The cold in the freezer cools the air inside the bottle. As the air temperature changes, the air pressure drops and the sides of the bottle collapse.

**Sound Box**
**Materials**
- Shoe box
- Elastic bands
- Extra cardboard - optional

**What to do:**
Put the elastic around the box. Use your finger to pluck each one. Listen to the different sounds. Use the fingers of one hand to stretch one of the bands. Pluck it. Does it change the note? Arrange the bands in sequence from the highest to the lowest note. Why does this sequence works? **Note: you may need to tape the small piece of cardboard to the bottom and sides of the box to strengthen the sides.** (continued)
What Should Happen?
The elastics vibrate when they are plucked. Both the object that is vibrating and the tension will change the sound. Wide elastics usually vibrate slower, so they create low notes. Thin elastics vibrate faster to create higher notes. A loose elastic will vibrate more slowly (creating a lower note) than a tight elastic that is the same width. That's why stretching the elastic changes the sound.

Sunlight Experiment
Materials
- 2 plastic glasses
- Tonic water
- Tap water
- Marker
- Black paper or cloth

What to do:
1. Fill one plastic cup with tonic water and one with tap water almost to the brim and label them.
2. Place the cups in direct sunlight. For best results, do this experiment in the middle of the day.
3. Hold a piece of black paper or cloth behind the cups.
4. Look across the surface of the tonic water and tap water through the sides of the glasses.

What Should Happen?
- There should be a blue glow on the surface of the tonic water from the ultra-violet light in sunlight. This picture was taken at about 5pm.
- When ultra-violet light is absorbed by the Quinine in tonic water, it is re-emitted as visible light (the blue fluorescence seen on the surface of the tonic water).
- There should be a small amount of blue fluorescence any time ultra-violet light is present, but it is much easier to see around noon on a sunny day.

Pushy Putty (Flubber)
Make this mixture and bring it to circle time to show the children how to pick up a print.

Materials
- Borax (found with laundry soap)
- White glue
- Water
- 2 glass jars with lids
- Cup

What to do:
1. Pour 4 cups of water into a large glass jar. Add 1/4 cup Borax and stir until it is dissolved.
2. In the 2nd jar, mix 1 cup water and 1 cup white craft glue. Tighten the lid and shake well until mixed. For colored putty, add food coloring or paint to the water and glue mixture.
3. To make the putty, pour 1 cup of the Borax solution in a cup and add 1/4 of the glue solution. Stir gently with a finger. The glue mixture will suddenly thicken as it comes in contact with the Borax solution. Make sure there are glue bubbles in the center of the putty.
4. Remove the putty from the solution and knead it to get the finished texture.
5. This can be used to make impressions from newspapers or color comics. Store in a sealed container or plastic bag.

What should happen?
When the borax, glue and water mix, they form a putty-like substance. It will stretch, bounce, squash and drip.

Materials
- white glue
- liquid starch
- container with lid

What to do:
1. Liquid starch can be found in the laundry aisle of most grocery stores.
2. Mix equal parts of white glue and liquid starch and watch the goop form.
3. Store in a container with lid.
Water Cycle - Where to Begin
Although no one really knows where the water cycle starts, start with rain. The precipitation concept is easy for children to grasp because they understand how it affects their daily lives.

**Precipitation** - Precipitation is water that falls from the sky. It can be in any form: rain, snow, sleet or even hail. Once the precipitation hits the ground, it is absorbed (runoff is for a different lesson). Color the rain.

**Storage** - The precipitation is stored in water bodies such as rivers, streams, lakes and oceans. Some is also stored in underground aquifers. Color the ground and below.

**Vapor** - The water that sits in water bodies is heated up when the sun comes out. Some of the water heats up and is turned into vapor or steam. Vapor is not something you can see. The water is now in a gas form. Color the vapor.

**Clouds** - The air cools down and the vapor turns into liquid water again, this is condensation. The condensation forms into clouds. When the clouds get too full, they precipitate and the cycle starts again. Color the clouds.

**Water Cycle**
*(Tune of "It's Raining, It's Pouring")*

It's raining,
it's pouring,
The oceans are storing
Water from the falling rain
While thunderclouds are roaring.
The rain now is stopping,
The rain's no longer dropping.
Sun comes out and soaks up water
Like a mop that's mopping.
The water's still there now,
But hidden in the air now.
In the clouds it makes a home
Until there's rain to share now.
It's raining, it's pouring...

**Snowflakes**

**Materials**
- Magnifying glass
- Cardboard
- Black or any dark-colored felt
- Access to a freezer
- A snowy day.

**What to do:**
If it snows were you live, let the children examine snowflakes with a magnifying glass. The best way to catch snowflakes is to wrap some black felt on a piece of cardboard. Place the felt board in the freezer for a bit. Snowflakes will last longer when they are caught on cardboard. Go outside when it is snowing and place the board where the snow will land on it. Assist the children in observing the snowflakes and how each is unique; no two snowflakes are alike.
I'm A Weather Dude
I am the weather dude, I'm the weather dude
Cause weather, it's a trip for you and me.
Yeah I'm the weather dude, I'm the weather dude
What's up, it's hip meteorology from A to Z.

A is for the atmosphere, that's where it all begins,
B for one big burning sun making all our weather trends.
C for condensation turning moisture into clouds,
D-drops of precipitation hit my roof so loud.
E-evaporation, puts more moisture right up there,
F for front, the line between two chunks of cold and warmer air.
G is for the gust of wind that cools you while you play,
H is for humidity on a sticky summer day.
I is for the iced that forms the high clouds where it's cold,
J is for how high you jump when thunder booms and rolls.
K is for the king-sized cumulonimbus rising high,
and L is for lightening bolts that flash across the sky.
M is for the mercury in my thermometer.
N stands for the numbers there on my barometer.
O for observations that this weather dude makes each day.
and P is for the pressure of the air so I can say...
(chorus)
Q for quit, but quiet!  We're not finished yet, not quite.
R until the rainbow shows its colors big and bright.
S for snow that falls from freezing clouds so I am told,
T is for the temperature, it may be warm or cold.
U and V for ultra-violet rays from Mister sun.
W, w-w-w-w-water cycle, there's more rain to come.
For X for Y for Z, I can't think of what to do!
But I can spell the forecast out cause I'm the Weather Dude!
(chorus)

Biology - Teaching the Five Senses
Do children use their five senses or even know they exist? Most primarily use their sense of sight, followed by hearing. Children can easily learn to investigate the world around them using all five of their senses.
What they will learn:
• What the five senses are
• Which body parts are linked to the five senses
• How to use senses to identify an object
• Sight is not the only way to identify an object

What You Need
• Colored sugar in a shaker
• Blindfold

What to do to teach the Five Senses:
Step one: Blindfold the child. If the blindfold scares them, tell them to close their eyes very tightly. Don't let the child see what you're doing or what is in the shaker.
Step two: Shake the sugar within in the shaker so they can hear it. Ask if they hear anything. Then ask them what they use to hear. If they're old enough, see if they can guess what is in the shaker.
Step three: Pour some sugar into their hand and ask them to rub it between their fingers. Ask how it feels. Explain that their skin is responsible for the sense of touch. Can they guess what they're feeling?
Step four: Have them smell it. Be careful and don't let them inhale the sugar. Depending on their sense of smell, they may or may not be able to smell anything. Can they guess what they're smelling? (next page)
**Step five:** Have them taste it. They should like the flavor; older children will be able to tell you it is sugar. Can they tell you what body part is used for the sense of taste?

**Step six:** Take off the blindfold and show them what the item is. Explain that sight is one of the five senses and they’re eyes are used for that.

**Step seven:** Review how they used their senses one at a time to identify the sugar.

**Variations:**
Actually anything can be used to implement this science activity; use your imagination! Consider salt, herbs like parsley, oregano and rosemary, mint, cereal and fruit slices.

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**Fun with Static Electricity**
Have children ever gotten a shock when touching something metal? Have they ever noticed their clothing sticking together after being in the dryer? Static electricity experiments easily explain this phenomenon to children.

Static electricity happens with the movement of pieces of atoms, called electrons, between different objects. While children may not understand this concept, they can still have lots of fun with static electricity experiments.

**Slipper Feet**
Drag stocking feet or have the children wear slippers across a carpet and then touch something metal. In a darkened room, the children may actually see the shock of static electricity.

**The Balloon Test**
Take a balloon and rub it across a child’s head. Their hair will stick up. Take pictures of the silly hair-do’s. Supervise closely and remove the balloon immediately after.

**Comb and Wool**
Take a comb and run it through a child’s head or against a wool sweater. Put a few rice kernels into a plastic bag. Hold the comb close to the bag and watch the rice kernels jump around the bag. Small, light objects such as tissue paper may also be picked up.

**Balloon Hair**
Rub a balloon against a child’s hair and then try to get it to stick to a wall. Supervise carefully.

**Bend Water**
Turn on a faucet so the water is slowly moving out of it, but is not dripping. Run a comb through a child’s hair or rub it on a wool sweater. Hold the comb next to the water and watch the water try to move toward the comb.
Art for Preschool

Many of the class art activities should be **open-ended**. There is no ending to the project until child has had time to complete what his own vision of the project should be. There are few limitations put onto the child; as long as safety and supervision is followed the process is endless. Guidelines for teachers to follow:

- **Never** alter or ‘fix’ a child’s work.
- Provide a wide variety of interesting materials and choices.
- Add new materials weekly, incorporating the month long theme.
- Never tell a child what to create or how to create it.
- Emphasize the process, not the end product.
- Don't ask "What is it?;" instead say "Tell me about it"
- Ask the child and where he would like his name written or encourage him to write it himself if he is able.
- Let the child explore the materials freely.
- Let the child develop her own ideas and use materials creatively.
- Provide materials for 3-D and on-going artwork projects.
- Encourage but do not force participation in art activities.
- Models or samples for a child to follow are not appropriate.
- Coloring books or dittos should not be utilized in the classroom.
- All art materials should be accessible to and placed at the child’s level.
- Play dough and the art easel should be accessible to the children the majority of each day.
- Encourage children to express feelings and personal experiences through art.
- Display art in a variety of ways – it should not all ‘match’.
- Talk about texture, color, smell, shape, etc and the experience of the process.
- Allow the children be as independent as possible and encourage self-help skills and responsibility in cleaning up art.
- Educate parents as to the value and learning in open-ended art.
- Teach and model appropriate use and respect of materials. Set simple guidelines.
- Allow ample time for children to create and explore.
- Incorporate books on fine art in your classroom.
- Allow children to use scissors and do their own cutting; it is okay if a circle doesn’t even remotely resemble a circle yet. Fine motor control may not be fully developed but children do need the practice.
- There is no ‘right’ or ‘wrong’ way to do an art activity.
- The art area should have a wide variety of different collage materials readily available.
- The materials in the art area should be regularly changed. Routinely add and remove items to keep the area interesting and challenging.
Suggestions to add to the Art Center:
Ask parents to help you collect these items by posting a request for them on your Parent Board!

- Wood scraps (call a nearby high school and ask the Woodworking lab to save them)
- Kitchen tools to use for painting (dishwashing brushes, pot scrubbers, pastry brushes, etc.)
- Stamp pads
- Miscellaneous office tools (hole punch, tape dispensers)
- Bubble wrap
- Catalogs
- Advertisements especially grocery store ads
- Old magazines
- Toothbrushes
- Splatter screens
- Stickers
- Shapes cut from a variety of material: paper, wallpaper, felt, flannel
- Tissue paper
- Q-tips, cotton balls
- Plastic eyedroppers in various sizes (ask a nearby pharmacy to donate)
- Craft sticks, tongue depressors
- Sponges cut in a variety of shapes (circle, star, moon, rectangle)
- Cookie cutters – Stars, circles, rectangles
- Collage materials of all types
- Spray bottle
- Yellow / Orange items
- Foil Stars
- Tubes donated from Lowes or Home Depot

Project Art
Although open ended activities should be primarily used as art in the classroom, project art can also be used but limited for more specific activities. All the guidelines should still be followed that are listed above with the exception of what the children are creating. This can be done without being restrictive to their creativity. Placing the items on the table and saying “We are making coffee bears” and allow the children to be creative and make the bear however they wish using the items you provide. A child can cut out a pattern of the bear or leave it on the paper, can color it with crayons, markers, paint or merely glue on the coffee grounds you provide. The end result can and should be a wide variety of bears.
Adventures in Space

Shooting Stars
Materials:
- Yellow construction paper
- Silver glitter paint
- Scissors
- Paint brushes

What to do:
Place the materials out and challenge children to cut star shapes out of the yellow construction paper and then paint them with the silver glitter paint. Hang these stars throughout the classroom for children to see.

Rockets
Materials:
- Paper towel tubes
- Various colors of paint
- Red, orange and yellow tissue paper
- Paint brushes
- glue

What to do:
Invite the children to each paint a paper tube as their rocket and glue the red, orange and yellow tissue paper to the inside of end of the rocket to simulate the fire from the booster.

Astronaut Helmets
Materials:
- Paper bags (you can get these donated from parents or pick them up at the grocery store)
- Paint
- Stickers
- Brushes

What to do:
1. Open up paper bags and let children paint them with their favorite colors. Allow to dry thoroughly.
2. After bag is dry, cut a square hole for the face towards the bottom of the bag. Fold the remainder of the bag up going inside until you get to the hole.
3. Turn the bag upside down and invite children to add stickers to it for decoration.

Shaving Cream and Glue Moons
Materials:
- Shaving cream
- White glue
- Paper plates
- Yellow paint
- Popsicle sticks

What to do:
1. Put a large dollop of shaving cream on a paper plate, and then add a ¼ cup of white glue and a small amount of yellow paint. Mix these items up with a Popsicle stick.
2. Provide each child with a paper plate and a Popsicle stick.
3. Invite them to spoon on globs of the mixture and gently spread it around onto their plate.
4. Allow the moons dry and see the crater-like texture that remains.

Magic Night Sky
Materials:
- White construction paper
- White or yellow crayons
- Black paint
- Paint brushes
- Water

What to do:
Invite the children to draw stars and shapes onto the white construction paper using the white and yellow crayons. Mix a little water with the black paint and allow them to paint over the whole paper. The stars and shapes will appear through the paint.
Awesome Asteroid
Materials:
- Rocks (quarter sized or larger)
- Glitter paint
- Paint brushes
What to do:
Invite children to paint their own space asteroid. When these are dry, place them in the science center for children to explore using magnifying glasses.

Spectacular Space
Materials:
- Easel
- Various colors of paint including black
- Paint brushes
What to do:
Invite children to paint their own space pictures on the easel using the various colors of paint. Talk with them about the things that go in space such as space ships, planets, stars, the sun, asteroids, comets and astronauts.

Stars and Planets Mural
Materials:
- Large sheet of butcher paper
- Star shaped cookie cutters
- Various sized lids
- Crayons
- Various colors of paint
- Plates
- Paint brushes
What to do:
1. Place the paint onto plates.
2. Invite the children to dip the lids and the star cookie cutters into the paint and make prints all over the large sheet of paper.
3. Allow them to use the crayons to draw in any other space items.
4. Supply them with the paint brushes to paint in the various stars and planets they have created as well as their own creations.

Outer Space Chalk Art
Materials:
- Various colors of chalk
- Small containers of water
- Black construction paper
What to do:
Invite children to dip the chalk into the water and draw their own space picture.

Solar System in a Jar
Materials:
- Baby food jar (One per child, collected in advance)
- Water
- Sequins
- Tinfoil
- Blue food coloring
- Vegetable oil
What to do:
1. Invite the children to put in sequins and some small balled up pieces of tinfoil into the baby food jar.
2. Fill the jar 2/3 full with water
3. Put a few drops of blue food coloring in the jar.
4. Fill the last third of the jar with oil
5. Put the lid on tightly, sealing it with glue (tacky glue or hot glue)
6. Place the jars in the science area or have the children take them home.
**Planet Plates**

**Materials:**
- Paper plates
- Various colors of paint
- Paint brushes

**What to do:**
Place the items out so children can paint their own planet using the paper plates. When the children are finished, ask them to give their planet a name and write it on the other side of the plate. Hang these up in the classroom for children and parents to see.

**Mission to Mars Art Show**

**Materials:**
- Clay or play dough
- Pipe cleaners
- Popsicle sticks
- Foam shapes
- Pom poms
- Sequins

**What to do:**
Place the various materials onto the table and invite children to create something they think they would find if they traveled to the planet Mars. Write down what each child’s explanation is and include it with their creation. Place all the creations and a sign titled “Our Mission to Mars Art Show” out for all to see.

**Mosaic Martian Art**

**Materials:**
- Aluminum foil
- Glue
- Various colors of tissue squares

**What to do:**
Give each child a sheet of foil and invite them to create a “Martian mosaic” using the glue and the tissue.

**Seeing Stars**

**Materials:**
- Assorted stars cut from construction paper
- Star stickers
- Star sequins
- Construction paper
- Glue
- Crayons

**What to do:**
Place all the materials out on the art table for the children and invite them to create their own pictures using the star materials.
Super Scientist

Red and Yellow Art
Materials:
- Red paint
- Yellow paint
- White paper
- Paint brushes
What to do:
Invite the children to experiment with mixing red and yellow in different amounts to see the different shades of orange that are created.

Blow Art
Materials:
- Straws
- Construction paper
- Paint
What to do:
Place the materials on the table and talk with children about what happens when the wind blows. Give each child a piece of paper and have them put a few globs of paint onto it. Invite them to experiment with blowing the paint through the straw to see what happens.

From Solid to Liquid
Materials:
- Ice cube trays
- Water
- Various colors of paint
- Paper
What to do:
1. Fill ice cube trays with water and add a little paint to each one.
2. Mix each cube so paint is dispersed.
3. Freeze for several hours until cubes are set.
4. Give each child a piece of paper and let them explore using the frozen cubes to paint with.
5. Ask children about what is happening to the ice cube as they hold it and slide it across the paper.

Sent-sational Paint
Materials:
- Lemon, peppermint, strawberry or any other liquid extracts
- Various colors of paint
- Paper
- Paint brushes
What to do:
Mix the various colors with a few drops of an extract and invite children to paint with the scented paints and tell you what they think it smells like.

Texture Collage
Materials:
- Contact paper
- Cotton balls
- Sand paper scraps
- Fabric scraps
- Cheese cloth strips
- Feathers
- Craft sticks
What to do:
Give each child a square of contact paper with the sticky side up. Ask them how it feels when they touch it. Provide them with the rest of the different materials and ask them about the way different items feel to them, which are similar, which are different, etc.
Rainbow Toast
Materials:
- Milk
- White bread (one slice per child)
- Toaster
- Various colors of food color
- Eye droppers or spoons
- Small bowls or cups
What to do:
1. In cups or small bowls, mix the milk with a different food color in each.
2. Invite the children to spoon on a little of each color onto their bread.
3. Toast their bread slices and ask them about the differences they saw take place before and after the bread was cooked.
4. Let them eat and enjoy their colorful toasted creations.

The Beaker
Materials:
- White construction paper
- Red, yellow and blue paint
- Paint brushes
What to do:
Make cut outs of a scientist’s beaker and invite children to use the three primary colors to paint inside of it. Ask them about the colors that were created when they mixed the paints together.

The Lab Coat
Materials:
- Large brown paper bags
- White paint
- Paint brushes
What to do:
Give each child a brown paper bag to paint with white paint. When they are dry, cut it up the center, cut a hole for the head and two holes for the arms. Invite children to wear them while playing in the science center or dramatic play.

The Invention
Materials:
- Paper tubes
- Empty cereal or other dry food boxes
- Pipe cleaners
- Glue
- Scissors
- Paint
- Paint brushes
What to do:
Invite children to make their own invention using the recycled materials. You can use more materials than the ones listed. Ask the children to tell about their invention; write down their words and place these notes beside their inventions.

Rectangle Art
Materials:
- Construction paper
- Paint
- Paint brushes
- Crayons
- Glue
What to do:
Make a rectangle cut-out for each child. Invite them to glue it onto the paper and use the other materials to create something out of their octagon.
Squished Up Art
Materials:
• Construction paper
• Various colors of paint
What to do:
Cut out construction paper circles—or challenge children to do the same. Invite them to place a few drops of paint onto the circle. Show the children how to fold in half and press down on it firmly to spread the paint around. When the children open up the circle, what do they see?

Transparent Paint
Materials:
• Plastic wrap
• Wax paper
• Various colors of paint
What to do:
Give each child a sheet of wax paper and invite them to place some drops of paint onto it. Place a sheet of plastic wrap over the paint and wax paper and ask children to move the paint around using their hands to spread it. Avoid pushing the paint out of the plastic. Ask the children to describe what they’re seeing as their fingers move.

Art Through Different Eyes
Materials:
• Several pairs of old glasses or sunglasses (donated by parents or grandparents)
• Paper
• Paint
• Paint brushes
What to do:
Invite children to try on the glasses and ask them to describe how the world looks: size, distance and colors. Supply them with paper and paint and invite them to paint while they have the glasses on. What differences do they notice when they’re wearing the glasses?

Flying Saucer
Materials:
• Two old CDs per child
• Glue
• Cup Lid / milk cap
• Construction paper
• Paint
• Various other art supplies
What to do:
Glue the CDs together (data sides out). Paste the lid on so that it looks like the cabin of the flying saucer. Allow the children to finish the design of the flying saucer anyway that they would like. Cardboard pieces or cardboard pizza bottoms also make good flying saucers.

Spray Bottle Solar System
Materials:
• Paint
• Spray bottle
• Paper
• Crayons / Markers
• Miscellaneous art supplies
What You Do:
Show the children several pictures of the solar system. Dilute white paint with water and put it in a small spray bottle. Invite the children to spray this mixture onto black construction paper. This will make the paper look like space.
My Own Constellation
Materials:
• Paper
• Paint or stickers
• Chalk
What to Do:
Provide the children with black paper. Let them either use paint on stars or use star stickers. Challenge them to connect the stars with paint or chalk and make their own constellation.

Hole Punch Constellation
Materials:
• Black paper
• Hole punch
• Miscellaneous art supplies
What to Do:
After showing the children several pictures of constellations, provide them with black paper and a hole punch. Tell them to make holes everywhere they want a star to be in their very own constellation. Allow them to add anything else they want to the picture. For the constellation to be more visible, place yellow paper behind it or hold it up to the light.

Blob Aliens
Materials:
• Paper
• Paint
• Crayons / Markers
• Miscellaneous art supplies
What to Do:
Have the children drip a few blobs of paint in the middle of a sheet of paper. Have them fold over the paper (butterfly style). When open, what do they see? Can they describe their alien?

Telescope
Materials:
• Paper towel tubes
• Paint
• Black tissue paper
• Miscellaneous art supplies
What to Do:
Place two pieces of black tissue paper at the end of a paper towel tube and fasten with a rubber band. Using a small object such as a pencil, pen or paperclip, punch several small holes in the tissue paper. Allow the children to decorate their telescope using any materials they wish. When the children look through the telescope and hold it up near a light, they will see stars!

The Class Solar System
Materials
• Styrofoam balls (you will need at least 10: nine planets plus the sun)
• Paint
• Miscellaneous art supplies
What to Do:
Give each child a styrofoam ball and let them design their own planet. Assemble the solar system(s) and place on display for all to see.

Hand Earth
Materials:
• Paint
• Paper
What to Do:
Invite your children to paint a circular piece of paper blue. When dry, paint each child’s hand green and have them press it against the paper. Voila! The earth!
Most children at this level know their ABC’s and some can identify letters by sight. When teaching phonics, focus is on the sounds represented by each letter and connect this through songs, games, cooking or art activities. When doing each activity, emphasize the letter that is the focus. In addition to the letter, you should also include an activity daily that takes the children through the entire alphabet.

- Display phonics letters at the children’s eye level in your classroom.
- Have a set of cards for a-z games and activities.
- Create a focus boards to display children’s work for each letter being celebrated.
- Each letter should have a focus poster board created by the children that represents the letter or character. Hang throughout the classroom or create a phonics big book.
- Make and add teacher made or children made games to your phonics center.
- Add books and pictures to your phonics center representing the focus letters of the month.
- Throughout the month, acknowledge to children when you hear the focus letters used in words as in “Our story today is *If You Take a Mouse to the Movies.* Mmmmmm-mouse, mmmm-movie. Do you hear the mmmmm-sound?”

**Words to get you started.**

Aa - alligator, adventure, ape, applaud, agree, apron, astronaut, age, acorn, apricot, add, arrive, animal, act, avocado, arrows

Bb - bear, big, blue, boots, blow, bounce, banana, biscuit, brown, black, beach, berries, between

Cc - corn, carry, crash, card, cash, cook, cork, cap, catch, can, cry, candy, call, cup, court, creep.

Did - deep, danger, drag, Dalmatian, dog, doughnut, dozen, disguise, drop, drive, dinosaur, dad, dream

Eel - everyone, egg, Eskimo, enormous, eat, easy, elevator, elephant, eel, emu, eleven, enter

Ff - five, four, fancy, finger, furniture, fire, forget, favorite, fox, fall, flat, friend, fry, funny, fuss

Gag - good, goose, game, gate, gallop, gopher, goggles, gone, gallon, golf, gray, go, growing

He - hug, help, hundred, hurt, harmonica, hammer, head, house, holler, hop, hippo, hiccups

Li - inchworm, igloo, ink, instrument, ice, ill, island, important, include, imagination, idea, icing

Juju - jaguar, jackrabbit, jolly, jewelry, journey, jacket, jug, jeep, job, jingle, jungle, jelly

Kaka - kaleidoscope, kangaroo, king, kumquats, kitten, kitchen, kidney beans, keen, ketchup

Li - ladder, liver, lizard, lucky, lovely, light, ladybugs, loaf, leather, luxury, lavender, large, lemon, lime, leprechaun

Mm - mule, magician, movie, monster, make, master, microphone, marshmallow, molasses, memory, moment, movement, meatballs

Nan - nugget, north, navy blue, newt, night, news, nice, nickel, nature, near, none, noise, notice

Oo - ostrich, octopus, olive, opal, organ, October, on, octagon, otter

Pp - pancake, parents, pal, place, popcorn, panic, petunia, peacock, pretty, peach, present, pelican, push, peek, parrot, package, puzzle, porcupine

Qq - quail, quilt, quit, quarry, quiz, quack, quarter, queen, quench, quiver, question

Rr - raspberry, razor, rope, ridge, river, recreation, rat, raisin, rabbit, robbery, rainbow, refrigerator, roach, reach, roll, relatives, relationship

Ss - size, sleep, seven, scatter, slogan, stop, shelf, sheep, stole, score, scare, summer, secret, shark, stretch, strong

Tt - table, toboggan, tackle, termite, tooth, try, tell, tomato, thank, tight, terrible, telephone, talk, tulip, trophy, town

Uu - ugly, umbrella, uncomfortable, up, unlike, ukulele, use, underwear, upset

Vv - volume, volleyball, vampire, visor, virus, visit, viola, valley, van, vote, vanilla, violet, valentine

Ww - walrus, wicked, wig, woodchuck, walnuts, waterfall, words, whistle, wheels, wheat, wide, welcome.

Xx - x-ray, xylophone

Yy - yak, yarn, young, yogurt, yard, yawn, yellow jacket, yolk, yesterday, yes

Zz - zipper, zebra, zither, zoo, zinnia, zero, zoo
“m” Activities

Minnie Minnie Moo
Minnie, minnie, moo, I can touch my shoe
Minnnie, minnie, me, I can turn, you see?
Minnie minnie my, I can jump so high.
Minnie, minnie, mo, I can sit just so.

The Muffin Man
Oh, do you know the Muffin Man,
The muffin man, the Muffin Man?
Oh do you know the Muffin Man,
Who lives on Drury Lane?

Yes I know the Muffin Man,
The Muffin Man, the Muffin Man.
Yes I know the Muffin Man,
Who lives on Drury Lane.

Muffin Activity
Make muffins for snack.

Musical Drawing
Materials:
• Paper
• Crayons
• Wide variety of music: various tempos, instruments and genres

What to do:
Ask children to describe the music they enjoy. How do they feel when they listen to it? Give each child a piece of paper and crayons, invite them to listen to the different types of music you are going to play and to draw what the music makes them feel. Ask them about the different things they felt while listening to it.

March to Music
Invite children to march to music. Try to point out the beat and get them started in a rhythmic pattern with the music.

Minty Milky Way Milkshakes
Materials:
• Mint ice cream or mint chocolate chip ice cream
• Milk
• Medium cups
• Spoons

What to do:
1. Let ice cream soften so the children can easily scoop it.
2. Give each child a cup and a spoon.
3. Help them to place a scoop of ice cream into their cup.
4. Provide them with milk they can pour into the cup over the ice cream.
5. Invite the children to mix the ice cream and milk together to make a minty milkshake.
Phases of the Moon
Materials:
- Pictures of the moon at different phases

What to do:
Ask children if the moon looks the same every night. Ask them what changes they see. Do they see it every night? Have they ever seen it during the day? Show them pictures of the various stages of the moon and explain to them that it is hidden by earth's shadow when it looks different but that it never disappears or changes its size.

Marble Game
Materials:
- Marbles

What to do:
Invite children to find a partner and show them how to “kick” the marble with their finger back and forth to one another. Safety note: supervise children closely.

Mustard Taste Test
Materials:
- Mustard
- Napkin or paper towel
- Large sheet of paper
- Markers

What to do:
Create a chart on the paper with “yes” on one column and “no” on the other. Ask children about what mustard is and what kinds of foods it goes on. Give each child a small amount on a napkin to taste. Have each child write their name under “yes” or “no” to indicate if they like the taste of mustard or not. If children cannot write their own names, they can use a dot or sticker to mark appropriate side.

Map to Mercury
Materials:
- Black construction paper
- Chalk
- Circles cut from paper
- Glue

What to do:
Ask children how they would get to the planet Mercury if they were astronauts traveling through space. Supply each child with a piece of black paper, chalk, a paper circle and glue. Invite them to glue the circle on as planet Mercury and use the chalk to draw a map of how they would get there. They can also draw other things on the map such as places to stop, their ship, themselves, etc.

Mouse Masks
Materials:
- Brown or gray construction paper
- Glue
- Scissors
- Black pipe cleaners or yarn
- Black construction paper
- Markers

What to do:
Make a round cut out for each child out of the brown or gray construction paper and cut out eye holes. Invite the children to use the construction paper scraps to make a mouse mask and use the pipe cleaners or yarn as whiskers. Encourage them to make ears, a nose and any other features they think their mouse should have.
**Mitten Match**
Cut several mittens in different sizes and colors out of construction paper. Laminate these to a manila folder, provide your children with different things that can be matched with these (by color, size, length, etc.) Finally provide them with several real mittens (or duplicate cutouts) to match up.

**Felt Mitten Match**
Cut out several different mitten colors from felt and features on them so that there are exactly two mates. Let your children match them on a felt board.

**Musical Chairs**
Play Musical Chairs with your children.

**Measure Me**
Give the children a string and scissors. Have one child lie down and let them measure how tall he is and then cut the string. Latter the children can compare their strings and show them to their families.

**Mouse Paint**
Read the story: Mouse Paint by Ellen S. Walsh. Encourage your children step into paint and walk across paper just as in the book.

**Myself as a Puzzle**
Take pictures of your children with black and white film. Using a copy machine enlarge the picture to fit a normal piece of paper and then put the picture on tag board. Cut the board into several different pieces and give it to your children. Can they put themselves back together?

**Mouse Snack**
Invite your children use a heart cookie cutter to cut a piece of bread. Spread jam on the bread and fold in half which will make a mouse shape. Add a chocolate chip eye and a licorice tail. Enjoy for snack.

**Mickey Mouse Snack**
Give each child two vanilla wafers. Have them break one in half. Have them spread frosting on the whole wafer and then add the halves as ears. They can add M&M's for eyes and a nose, and pretzels for whiskers.

"M" Snacks
<table>
<thead>
<tr>
<th>Muffins</th>
<th>Milk</th>
<th>Marshmallows</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macaroni and Cheese</td>
<td>Milk Shakes</td>
<td></td>
</tr>
</tbody>
</table>

**Monster Muffins**
On toasted English muffins, the children spread their choice of softened cream cheese. Challenge them to make faces using banana slices, raisins, sunflower seeds etc. Colored coconut can be used as hair.
“n” Activities

A Nickel
(Invite the children to hold nickels to do the movements in the rhyme)
A nickel for a newspaper,
A nickel on my nose,
A nickel to help a neighbor,
A nickel on my toes.
A nickel is worth five pennies and counting with them is fun
A nickel is sliver with a picture of Thomas Jefferson.

Do You Know the Numbers Man?
(Tune of: “Muffin Man”)
Do you know the numbers man,
the numbers man,
the numbers man?
Do you know the numbers man
who likes to count with me?

Oh, he loves the letter N,
the letter N,
the letter N,
Oh, he loves the letter N
and likes to count with me.

9 Nifty Neckties
(Use neckties made from flannel or ask for donations)
9 nifty neckties hanging up ‘til late
Daddy took one and then there were 8.
8 nifty neckties hanging up waitin’
The grocer took one and then there were 7
7 nifty neckties hanging on a stick
The policeman took one and then there were 6.
6 nifty neckties hanging up high
The postman took one and then there were 5
5 nifty neckties hanging above the floor
The chef took one and then there were 4
4 nifty neckties hanging by a tree
My grandpa took one and then there were 3.
3 nifty neckties hanging near the shoes
My brother took one and then there were 2
2 nifty neckties hanging in the sun
A teacher took one and then there was 1
1 nifty necktie hanging all alone
I think I will take it home!
**The Night Sky Simulation**

**Materials:**
- String of small white lights (holiday lights)
- Star cut outs
- Fan
- Nature sounds (night time crickets or frog noises, streams or creeks)
- Large blankets

**What to do:**
1. Hang the lights and stars up around the room.
2. Set out blankets on the floor.
3. Explain to children that we are going to pretend it is a warm summer night and they are going to gaze at the night sky.
4. Invite them to sit down on the blankets or lay on their backs to look up at the lights and stars in the sky.
5. Turn on the fan for a light breeze and turn off classroom lights.
6. Play the nature sounds.
7. Ask children about what they see, hear and feel during the summer night.

**Newspaper Collage**

**Materials:**
- Newspaper
- Paper
- Glue
- Scissors
- Crayons or markers

**What to do:**
Invite children use the materials to make their own newspaper collage. Ask them about the parts of the newspaper they are cutting out and why they chose them.

**Oodles of Noodles**
* (lunch activity)

**Materials:**
- Various types of noodles, cooked
- Bowls or plates
- Spaghetti sauce
- Alfredo sauce
- Shredded cheese
- Parmesan cheese
- Shredded carrots
- Peas

**What to do:**
Heat up the noodles and place the different toppings out for the children. Invite them to serve themselves some noodles and top them with any of the various toppings.

**Nice**

During a circle time, ask children what it means to be “nice”, how we act, things we do, etc. Record their answers onto a paper to keep at circle. Revisit the list throughout the week to see who is demonstrating the “nice” things they came up with.
The Planet Neptune
Hang up a picture of the solar system and place a marker on the planet Neptune. Ask children why they think Neptune is blue in color. Share some information about Neptune with the children:

- It takes 165 years for Neptune to orbit the sun
- Neptune’s moon, Triton, will eventually get so close that it will break apart and become rings around it.
- The gasses on Neptune give it its blue color.
- It sometimes orbits further out than Pluto.
- The dark spots on Neptune are storms.

Nose Worthy Nests
Materials:
- Glue
- Coffee grounds
- Cinnamon
- Construction paper
- Paper scraps
- Scissors

What to do:
Give each child a half sheet of construction paper and invite them to squeeze and swirl the glue around in circular shapes. Let them spoon coffee grounds and shake cinnamon onto the glue to cover it. Supply them with scissors and paper scraps to make eggs and birds to go in the “nests”.

Illustrate a Nursery Rhyme
Have your children illustrate their favorite nursery rhyme or challenge them to create their own.

Nursery Rhyme Skit
Have your children put on skits acting out all the favorite nursery rhymes.

Nacho Snack
Make Nachos for snack. Invite parents to donate all of the ingredients.

Make Your Own Bird Nest
Provide you students with mud, sticks, grass, leaves, twigs, pine needles, and pebbles. Let your children create their own bird nest.
“O” Activities

**Octopus**
An octopus has eight long arms (Hold up four fingers on each hand)
It lives in the sea, but don't be alarmed (Wave hands back and forth to show no worry)
He squirts out ink (Clap hands), when he is the prey
And grows a new arm when it's torn away. (Hold up arm as high as you can)

**My Bonnie Lies Over The Ocean**
My Bonnie lies over the ocean,
My Bonnie lies over the sea.
My Bonnie lies over the ocean,
Please bring back my Bonnie to me.

Bring back, Bring back,
Oh, bring back my Bonnie to me, to me.
Bring back, Bring back,
Oh, bring back my Bonnie to me.

**Olives, Onions and Oranges, Oh My!**
Olives, onions and oranges, oh my!
I chopped them up to make a pie.
The olives were slimy and the oranges were juicy
My eyes teared up 'cause the onions got to me.

Olives, onions and oranges, oh my!
They didn't taste very good in the pie.
My tummy is hurting and my mouth tastes yucky
Maybe my dog will finish it if I'm lucky.

**I'm a Tall Oak Tree**
*(Tune of “I'm a Little Tea Pot”)*
I'm a tall oak tree, look at me
This is my trunk strong as can be
When I get sun and water, I like to grow
My branches get big and up I go.

**Oatmeal**
Make oatmeal for breakfast or morning snack. Provide children with syrup, raisins or other mix-ins to make it their own.

**Letter “O” search**
Have the children go on a letter “O” search through one of their favorite books. How many boo's can they find? Post the results beside each book and in a place where parents can see.
**Oranges and Onions Opposites Comparison**

**Materials:**
- One or two oranges
- One onion
- Large sheet of paper
- Markers

**What to do:**
Invite the children to explore and examine the differences between the orange and the onion. Write “oranges” on one side of the paper and “onions” on the other side of the paper. Record the differences the children find between them. Some examples are: smooth/bumpy, fruit/vegetable, sweet/bitter, circles/lines (when cut in half), etc.

**Outer Space Orbit Race**
Place a ball in the middle of the floor or play yard and tell the children to pretend it is the sun and they are all planets that will orbit around it. Spread them out in a line and let them each take a turn running their circle around the sun. Ask them about what happens when you are further away and if it takes longer to run around.

**Variation:** You can also place masking tape circles round the ball so children have a specific path to follow.

**Orange Octagons**

**Materials:**
- Orange paint
- Paint brushes
- Orange construction paper
- Orange tissue paper

**What to do:**
Make octagon cut outs for each child or trace them onto the paper so children can practice cutting them out. Provide them with the paint, tissue and paint brushes to decorate their octagon.

**Paper Plate Octopus**

**Materials:**
- Paper plates (one for each child)
- Crepe paper streamers
- Crayons
- Scissors
- Glue

**What to do:**
Invite children to create an octopus with eight arms using by cutting the crepe paper streamers and gluing them onto the paper plate. Provide crayons so children can color on or decorate their octopus.

**The Office**
Make your dramatic play area into an office. Ask parents or local businesses to donate old keyboards, telephones, notepads, pens, tape dispensers, sticky notes, suit jackets and button up shirts or blouses. Place the items in the handwriting center and let children pretend to be working in an office when they use that area. Ask children if they know someone that uses these things at home or at work.

**Animals that Live in the Ocean**
Show children pictures of animals that live in the ocean and ask them why they live there and not in other lakes, streams or rivers. Some things you can talk about are: the salt in the water, the size of the animals, the type of food they eat and the temperature.
**Under The Ocean**
**Materials**
- Paper
- Glue
- Sand
- Saran Wrap

**What to Do:**
Have your children create an ocean scene by spreading glue on the bottom of the paper and sprinkling sand on it. Invite them to cut out different sea creatures and attach them to the paper. Finally, cover the paper with blue Saran Wrap® to make it look like it is under water.

**The Opposite World**
**Materials:**
- Paper
- Paint
- Markers / Crayons
- Miscellaneous art supplies

**What to Do:** Invite the children to imagine living in an opposite world: where little was big, up was down, etc) then have them draw themselves in that world.

**A-Z Review**

**Hide & Find**
Hide the card around the classroom. Choose a child to find a character (specified by you or not), have the child do the sound and signal when they find the character.

**Musical Zoo Phonics**

Lay the characters on the floor. Have the children stand on a character and turn on the music and let it play. When you stop the music the children stand on a character. Call out a character and encourage the child on that character to signal and sign that character. Continue game until everyone has had a chance to signal and sign a character.

**Who Am I?**

Have a child act out a character and have the other children try to guess who it is. You can do this activity as a sound game or signal game. For the older children you can tape the characters to their backs make sure you have 2 the same of each character. Now the children have to move around the room and find their mates. The children can only use sounds to tell the others what letter they are.

**Zoo Phonia Says**

Pretend you are zoo phonia and you say a character and do the signal and the children have to follow your lead only if you said “zoo phonia says” first. Played just like Simon Says.
**Zoo Phonics Concentration** – Make a deck of cards out of the zoo phonics with two of each character. Spread the cards on the table face down. Choose who will go first, they turn over two cards. If they are a match then that child goes again. If not then the cards are turned back over and the next child goes.

**Zoo Safari**

Pretend to get your hat and binoculars and go on a safari. Pretend you see the characters—through the fence is best. Every time you name a character you should have the children do the sound and signal. The children can also name what characters they see.

**Zoo Phonics Twister**

Tape Zoo Phonics cards on the floor. Place miniature Zoo Phonics Cards in a bucket. Have children draw a card and they may place their hand or foot on the appropriate card.

**Zoo Phonics Silly Story**

Choose two to three letters and write them at the top of a whiteboard or large piece of paper. The teacher begins a story with a character starting with one of those letters. The children supply the rest of the story using the appropriate letter while the teacher writes the story on a big poster board or bulletin board paper. For example, Sammy snake sat outside on a sunny day waiting for his friends Seth and Sally to come over to go swimming. When the story comes to an end, count the number of times that you started a word with one of the three letters.

**Zoo Phonics Dice**

Create dice by putting two milk cartons cut in half together. Wrap dice in solid color paper and glue zoo phonics characters to each side. Children or the teacher can roll the die and do the signal and sound for whatever the die lands on.

**Zoo Phonics Races**

Have children relay race across the playground while acting out the Zoo Phonic character that the teacher calls out.
Sort & Classify 3’s
We sort and classify objects every day, whether you realize it or not. Most of the time, it does not feel like math. Sorting & Classifying are fundamental skills that form the basis for much of geometry as well as pattern recognition.

When you sort and classify objects, you determine characteristics that the objects share and characteristics they don't share. In other words, you identify how they are alike and how they are different.

Deciding which attribute to sort by is an important reasoning skill. It's also important to recognize that many sets have many different possible classifications. Most things we encounter have more than one attribute, so they can be sorted in at least as many ways as they have attributes! Give the children a specific attribute to sort and classify until they catch on to the concept of sorting.

Try this activity
Gather the children in a circle. Spread out a box of connecting cubes and give each child some cubes. Ask children to pick out all the red and blue cubes and put them in the center of the circle. Put the remaining cubes back in the box. Elicit from children that they have just identified all the red and blue cubes and sorted them out from the other colors.

1. **Ask**: What can you tell me about your cubes?
   Children should say that they have two colors of cubes. Say: Sort your cubes into two groups. Put one color on one side of your paper and the other color on the other side.

2. **Ask**: What have you just done to your cubes?
   Children should say that they put the cubes of one color on one side of their paper or that they sorted the cubes by colors and placed them in two groups.

3. **Ask**: Are the same number of cubes in both groups?
   Children probably will say no.

4. **Ask**: Do you think you will always have the same number of things in a group when you sort? Why?
   Children should say no, because things can be sorted different ways and there won’t always be the same number in a sorting group.

Try this Activity
Once the children have had several opportunities to sort objects with one attribute, it's time to try sorting with more than one attribute and to try finding objects that don't belong to a group. Gather the children in a circle.

1. **Ask**: Can you put all the red shapes in one of the yarn circles? Now put the triangles in the other yarn circle.
   Allow time for children to follow your request. Talk about how the shapes in the yarn circles are the same and how they are different. Then lead children to see that there is a bit of a problem here—there are some triangles in with the squares so they cannot put all the triangles in the other yarn circle.
2. **Ask: What can we do now?**
   Allow time for discussion of ideas. Finally, elicit from children that they can overlap the yarn circles and put the red triangles in the common part. Then all the squares are in one section, all the triangles in the other section, and the red triangles in the common section because they are both red and triangles. Point out that sometimes things can be sorted in more than one way.
   Next have children try playing "Which One Doesn't Belong?" Lay out four cards—a melon, a grape, an orange, and an onion.
   Say: Look at the cards that I have laid out.

3. **Ask: Which card doesn't belong? Why doesn't it belong?**
   Children should say the onion because it is a vegetable.

4. Say: **Now I am going to change the cards.**
   Pick up all the cards and lay out the orange, grapefruit, melon, and banana.

5. **Ask: Which card doesn't belong? Why doesn't it belong?**
   Children should say the banana because it isn't round.

- Continue, letting children sort the cards into different groupings.
- **Wrap-Up and Assessment Hints**
- As you summarize, remind children that there are many ways to sort things, but that they should have a reason for sorting as they do.
- Give children more difficult sorts only as they are ready.

**Material to Collect for Sorting**

- Beans
- Buttons
- Keys
- Lids
- Seeds
- Nuts & Bolts
- Boxes
- Egg Cartons
- Paper Clips by size / color
- Rocks
- Cup Cake Tins
- Plants
- Shape Blocks
- Color Bears
- Crayons
- Blocks by Size / Shape / Color
- Children
- Unifix Cubes
- Clothes / Weather

**Kid Classification**

Several times throughout the week, help separate children into several groups without telling them what the attribute is. Suggestions for groups are:

- Hair color
- Eye color
- Boys/Girls
- Types of shoes (boots, sandals, tennis shoes, etc)
- Clothing (long sleeve, short sleeve, sweaters, jeans, skirts, etc.)

Ask children questions such as:

What things do you see that are the same in this group?
What do you think all these friends have in common?
Why do you think these friends are in the same group?

**Big and Little Box**

**Materials:**

- Small box or shoe box
- Large box
- Various items from around the classroom
- Marker
- Tape
- Paper

**What to do:** With the paper and the marker, make two labels for the boxes; one that reads “big” and one that reads “little”. Tape the labels to the appropriate boxes. Place the various items you have collected from the classroom and invite the children to sort the items into big and little by the way it fits or doesn’t fit into the box.
**Treasure Box Sort**  
**Materials:**  
- Various small items from around the classroom or math area that may include: buttons, lids, pom poms, beads, keys, rocks, shells, sorting bears, gems, sequins, etc.  
- Bowls, pie pans or small containers  

**What to do:**  
Place all the items together, mixed up, in the center of the table. Put out various containers/bowls and invite children to sort out all the materials into separate containers.

**Cereal Sort**  
**Materials:**  
- Small cups (one for each child)  
- 1 box of cereal that can be sorted (Fruit Loops, Apple Jacks, Lucky Charms, etc)  
- Napkins  

**What to do:**  
Give each child a cup of cereal and a napkin, ask them how they could sort it out. After they are done sorting the cereal, they can eat it.

**Outer Space vs. On Earth**  
**Materials:**  
- Various pictures of things that belong in space such as: stars, planets, moons, rockets, astronauts, asteroids, comets, etc.  
- Various pictures of things that belong on the earth such as: animals, cars, boats, houses, toys, parks, buildings, etc.  
- Large piece of butcher paper  
- Marker  
- Tape  

**What to do:**  
Make a large chart using the paper and the marker. Write “Outer Space” on one side and “On Earth” on the other side. Invite children to join in a group with you and ask them what kinds of things go in space and what kinds of things stay on earth. Give each child one of the pictures and a piece of tape and let them place it on the side of the graph it belongs with. When all the children are finished, go over the things that went into each of the categories.

**School or Home?**  
**Materials:**  
- Large piece of paper  
- Marker  

**What to do:**  
Ask children a series of questions about things that they do or belong at school or at home. Draw a line to separate the paper into two sides and write “home” on one side and “school” on the other. As the children answer, write the item in where it belongs. Suggested things to ask about are:  
Where do you eat dinner?  
Where do you see your teacher?  
Where do you sleep at night?  
Circle time?  
See your family?  
Where does mom/dad park the car at night?
Classifying with Senses
A variety of sorting activities can be done emphasizing the five senses. Here are some suggestions for each:

**Hearing:** Inside vs. outside noises, string instrument vs. drum, fast music vs. slow music, etc.

**Seeing:** Shiny vs. dull, color vs. no color, bright vs. dark, etc.

**Touching:** Rough vs. soft, cold vs. warm, hard vs. soft, etc.

**Smelling:** Pleasant vs. not pleasant, fruit vs. vegetable, etc.

**Taste:** Sweet vs. sour, salty vs. not salty, fruit juice vs. not fruit juice, etc.

Can You See Through It?

**Materials:**
- Fabric pieces
- Clear plastic
- Non-transparent plastic
- Alumni foil pieces
- Flashlight

**What to do:**
Show children the various materials that you have collected and ask them if they think that light will go through it. Invite children to participate in experimenting with the materials by holding it in front of the flashlight to see if light will shine through it.

Lid Sorting and Classifying

**Materials:**
- Collection of various lids and caps from a variety of containers such as bottles and milk jugs.

**Part 1:** Ask children to help you sort the lids by color.

**Part 2:** Ask children if there is another way they could sort the lids.

**Part 3:** Sort lids by children’s suggestions and your own such as smooth/bumpy, large/small, cap/screw on.

Playing Cards

**Materials:**
- Set of playing cards, minus the jokers.
- 2 hula hoops

**Part 1:** Sort by color (black/red), sort by shape (spade, heart, diamond, club), sort by number.

**Part 2:** Place the hula hoops out and overlap them in the middle to create a third section. Ask the children to sort the cards by red cards in one hoop and face cards in the other. Children will notice that some of the face cards are red also, so these cards will go in the middle section.

Earth Sort

**Materials:**
- Bucket
- Dirt
- Sand
- Rocks
- Bird seed
- Leaves
- Large colander
- Strainer
- Large pan or container

**What to do:**
1. Place the dirt, sand, rocks, birdseed, and leaves in the bucket and mix it up.
2. Invite children to take turns pouring scoops of the bucket mixture into the colander over the large pan or container.
3. Ask them about the things that are left in the colander and what things fell out.
4. Have the children pour the remaining mixture through the strainer to see what is left this time.
**Shape Dance**  
**Materials:**  
- Masking tape  
- Music  
**What to do:**  
Make three or four large shapes on the floor with masking tape. Play the music for the children to dance to and ask them to choose a shape to stand in when the music stops. Have each group say the shape they stood in and count how many people are in the shape with them.

**Cracker Classification**  
**Materials:**  
- Goldfish crackers  
- Ritz crackers  
- Wheat thin crackers  
- Napkins  
**What to do:**  
Give each child a napkin and a few of each type of cracker. Ask them to tell you about the differences they see in the crackers and how they could split the crackers into groups. After they have sorted the crackers into groups, let them eat the crackers for snack.

**Favorite Shapes**  
**Materials:**  
- Poster board  
- Marker  
- Various shapes cut out of paper  
- Tape  
**What to do:**  
Make a shape chart out of the poster board by drawing lines across it to separate the sections and then glue a shape on one side of each section. Place the remaining shapes out for the children and ask them to pick their favorite shape and tape it next to the matching shape on the board.

**Alphabet Sort**  
Take out a set of letter flashcards or magnetic letters and ask children about ways they could separate the letters into groups. Tall letter, letters with dots/no dots, letters with circles/no circles, etc.

**Discovery Walk**  
**Materials:**  
- Paper  
- Crayons  
**What to do:**  
Invite the children to go on a walk with you through the school and ask them to search for on particular attribute such as: things that are round, straight lines, things that are blue, etc. As they go through the walk and find these things, ask them to draw on thing they found during the walk that had the specific attribute they were looking for. Bring the children to circle to discuss their pictures when they are finished.

**Just One Color**  
Ask the children to build something with the Legos in the classroom using only one color of lego.

**Button Fun**  
**Materials:**  
- Various buttons  
- Three long pieces of yarn to make circles with  
**What to do:**  
Make three circles with the yarn on the floor and invite the children to sort the buttons with you. Suggestions for groups are: no holes, two holes, four holes; little, medium, big; black, white, colored; circle, square, oval; etc.
Comparing – 4’s
What is the same? What is different? This can range anywhere from the simple to the extremely challenging. Knowing how things look and finding objects that look exactly like it, or picking out an object that is different is an important observation skill that will help a child when they start learning math concepts. If an apple looks just like an orange how will they be able to tell a 2 from a 4?

There are many fun ways for preschoolers to learn if something is the same or different.

Game Idea:
You can use the cards from a memory game and put two down for a couple of seconds and if the preschooler knows if they are different or the same then they get to keep the cards or a token.

Big and Small
Tall and short
High and low
Long and short
Comparing an item with another that is its opposite, builds logic skills.

Most of what we teach is our language for these concepts. Unfortunately many adults tend to use the terms in a confusing way.

Here are a few examples:
Size - That cute little doggy that weighs in at around 80 pounds. The big 1 inch long scratch.
Length (time) - It’s a short (45 minute) drive. It’s a long wait in line (5-10 minutes).
Distance - A short walk around the block (half a mile). A long walk from the car to the store (50 yards)

Comparing objects - looking at objects to decide which is bigger, smaller, darker, lighter, etc.

- Use the story of "Three Billy Goats Gruff" to compare the goats (ex. "Which goat is biggest? Which makes the least noise on the bridge? Which has the longest horns")?
- Use a crayon and a colored pencil and compare the width of line they make and the way it looks on the paper.
- Make 2 block towers and compare their height and the number of blocks used to make each one.
- Compare sounds made by different instruments.
- Compare sizes of shoes.

Compare Children is a great way to show them how things can be the same and can still be different.
**Classroom Comparisons**

**Materials:**
- Cardstock cut into ¼ page squares
- Pictures of items in the classroom including: doors, windows, books, paints, paint brushes, pencils, markers, puzzles, etc. (items should not go over 20 pieces)
- Glue
- Scissors
- Unifix cubes

**What to do:**
1. Make classroom picture cards using the cardstock squares, pictures and glue.
2. Invite a small group of children to the table with you and place the cards face down.
3. Have each child pick two cards and look to see what the two items are.
4. Let each child go around the room and count to see how many of the items there are.
5. If they are struggling with counting, have them put a unifix cube on the card for every item they see.
6. When they are done counting for each of the two items, ask them which item had more and which item had less.
7. Repeat this activity several times throughout the month.

**Circle Sizes**

**Materials:**
- Various sized lids and caps from very large to very small
- Paper
- Pencils

**What to do:**
Place the various sized lids on the table and ask the children to place them from big to small. Next, give each child a piece of paper and a pencil. Ask them to trace the biggest lid onto their paper and when they are finished, to trace the next biggest lid onto the paper inside of the circle they just traced. Have them continue until there is no more room inside the circles.

**Name Comparison**

**Materials:**
- Large pieces of paper
- Markers
- Ruler

**What to do:**
1. Make large block grids onto the pieces of paper. One grid for each child.
2. Help each child to write the letters of their name in the grid boxes, one letter in each square.
3. Ask the child to count the letters of their name and write the number next to it.
4. When all the children have finished their names, compare the amounts of letters in each child’s name to see who has more or less letters.

**Stuffed Animal Day**
Ask children to bring in their favorite stuffed animal or teddy bear from home for a day. (Keep some extras on hand for children who forget) Bring the children together and ask them to arrange their animals from biggest to smallest.

**Height Comparisons**

**Materials:**
- Yarn
- Scissors
- Measuring tape
- Butcher paper

**What to do:**
Place a large sheet of butcher paper on the wall at children’s eye level. In a group, invite each child to have their height measured with the yarn. Cut the piece of yarn to their height and measure it with a measuring tape to see how tall they are. As you measure each child, Write the name and measurement onto the butcher paper and have the child tape the piece of yarn directly under the number. After all the children are complete, ask the group about the differences in the lengths of yarn to see which ones are longer and shorter.
**Planet Comparison**

**Materials:**
- Color pictures of the planets
- Piece of paper
- Marker

**What to do:**
Invite the children to look at the various planets with you. Ask them what kinds of differences they see between them such as color, lines, spots, size and distance from the sun. On a piece of paper, write down the various comparisons the children made about the planets.

**Family Squares**

**Materials:**
- Paper
- Crayons
- Scissors

**What to do:**
Fold the paper into quarters so there are at least 4 squares. Invite the children to draw each of their family members including themselves in each of the squares (use more paper if family is larger). After they are finished drawing the family members, ask them to cut the squares of the paper following the fold lines. Have them arrange their family members from tallest to smallest.

**Yarn Lengths**

**Materials:**
- Yarn
- Glue
- Paper

**What to do:**
Cut the yarn into various lengths so there are at least 3 for each child. Invite the children to glue the pieces of yarn onto the paper from shortest to longest.

**Weight it Out**

**Materials:**
- Several coffee cans (5 or more)
- Various materials from rocks, dirt, or sand to cotton balls, seed and feathers.

**What to do:**
Fill each can 1/3 full of one of the materials so you have each can filled with a different material. Ask the children to take turns putting the cans in order from heaviest to lightest.

**Sandpaper Comparison**

**Materials:**
- Various grades of sandpaper

**What to do:**
Invite children to touch and arrange the sandpaper from roughest to smoothest.

**The Weight Station**

**Materials:**
- Bucket or basket with a handle
- Bungee cord with hooks on both ends
- Large piece of butcher paper
- Marker
- Various common objects from around the room.

**What to do:**
Place the hook into the wall and put the length of butcher paper on the wall underneath it. Hook one end of the bungee cord on the wall hook and hang the bucket from the other bungee hook. Invite the children to choose an item they would each like to weigh. As each child places an item in, mark the spot it went down to on the paper and write down what the item was. After the children have finished, ask them about the differences they saw in the weights of the various items.
Color Comparison
Materials:
- Several baby food jars, half filled with water
- Blue food color
- Yellow food color
- Eye droppers
- Masking tape
- Marker

What to do:
Place the baby food jars out on the table. Invite the children to compare food color mixture with you. Put a strip of tape in front of each one. Ask children to take turns helping you to drop food color in the jars. In the first jar, place 6 drops of yellow food color in the jar and place 6 drops of blue food color in the last jar. For the jars in the middle, place drops as follows:
- 5 drops yellow, 1 drop blue
- 4 drops yellow, 2 drops blue
- 3 drops yellow, 3 drops blue
- 2 drops yellow, 4 drops blue
- 1 drop yellow, 5 drops blue.

Write the number ratio of drops on each of the corresponding tape strips. Ask the children to compare the differences in the colors they see and what the different mixtures did.

String Mystery
Materials:
- Masking tape
- Lengths of string

What to do:
Place masking tape along several items in the classroom such as a table, bottom of a window, a shelf, a book, across the door, etc. Cut string to match the lengths of tape on the items. Invite children to take the lengths of string and find its corresponding item throughout the room.

Time Intervals
Materials:
- Bell or whistle

What to do:
Ask children to sit with you on the carpet and look at the clock. Let them know that every time 10 seconds goes by, you will ring the bell. Ask the children to join you in trying to tell when the time will happen by looking at the clock and raising their hand when they think the 10 seconds have passed again. Let them know when you begin and see what happens as you go through the entire minute. Ask children about the activity and what made it hard or easy for them.

Comparing Measurements
Materials:
- 6 large jars or clear containers
- Masking tape
- Markers
- One measuring cup (1/2-1 cup)
- Birdseed

What to do:
Place the 6 jars onto the table and place piece of masking tape vertically up and down onto each jar. Invite the children to take turns putting one measured scoop of birdseed into each jar. Have them mark the tape where the seed went up to. Ask children to look at the measurements to see if all of them were at the same level even though they used the same measurement and why they think this happened.

Penny Dots
Materials:
- Pennies
- Paper
- Bingo dotters

What to do:
Place 5 sheets of paper out onto the table and put one penny on the first sheet, two pennies on the second sheet and so on until you get to five. Ask children if they are in order from least to most pennies. Invite children to help put a dot on the paper to replace the pennies, one dot for one penny, two dots for two pennies and so on until you get to five. Take the sheets of paper and mix them up. Ask for children’s help to put them in order from least to most again.
**Star Comparison**

**Materials:**
- Construction paper
- Star stickers
- Yarn
- Clothes pins

**What to do:**
Make 10 star cut outs from the construction paper and place one star sticker on one, two star stickers on the next and so on until there are 10 star stickers on the last star. Hang up the yarn like a clothes line. Place all the stars on the floor in front of it and invite the children to hang the stars up in order from least to most using the clothes pins. This is a great activity to do in small groups.

**Space Chart**

**Materials:**
- Various space stickers (stars, planets, astronauts)
- Paper
- Marker
- Ruler

**What to do:**
Make grid on the paper that is five by five using the ruler and the marker. Cut the stickers up into five groups with each one having a different item for each. Each group should have a number of items staring with one and ending with five, for example: one astronaut sticker, two spaceship stickers, three alien stickers, four planet stickers, five star stickers. Invite the children to place the first group on the first line, the second group across the second line and so on until all the stickers have been placed. Ask children about the differences in the groups and to count the number of items in each. Write the number at the end of the row.

**Kid Comparison**

Invite children to get into groups of hair color. Ask them to count how many are in their group. Then have the groups stand in order from least to most.

**Observation Comparison**

**Materials:**
- Paper
- Markers

**What to do:**
Invite the children to go on a walk with you to another classroom but they have to pretend to be invisible and not make a sound. Ask the children to look for things that are different in this class than in their own class. When they come back, let them know they are no longer invisible and give them the paper and markers to draw out what differences they saw when they went to the other class. Invite them to circle to share their pictures and discuss the differences.

**Soft or Crunchy**

**Materials:**
- Raisins
- Marshmallows
- Ritz crackers
- Graham crackers
- Pretzels
- Celery
- Apple slices

**What to do:**
Give each child a piece or two of all the items. Ask them to put the items in order of what they think is the softest to the crunchiest. Let the children taste the foods to find out if their hypotheses were correct and what changes they would make to the order they chose.
Science is about learning new things that tell us about the world around us. How you as a teacher presents and explores each activity is how much the children will learn. Science is fun and interactive and full of exploration. At this level, children should be able to do much of the activities on their own with close supervision. Most children should have some writing skills as well. Starting a science journal that the children can record the explorations would enhance their understanding of the activities. The journals can be written or illustrated depending on the ability or desire of the child. You can have a class journal that each child can contribute to or individual journals. Keep the journal(s) in your science center so children can use them anytime they are actively exploring in the area.

Suggested items to put in your science center/classroom with this month:

- Assorted magnets, large and small, balls, rings, flat pieces, etc.
- Cars and trucks that axles are viewable
- Baby food jars
- Keys with locks
- Stapler
- Pulleys (assorted sizes)
- Small legos with wheel building accessories
- Pictures of motion or machines

Examples of Simple Machines:

- Pulleys: Window blinds, oil rigs and flagpoles.
- Levers: Toilet handle, stapler and teeter totters.
- Wheels and Axles: Bicycle wheels, wagons, windmills, rolling pins, door knobs, fan, and roller skates.
- Screws: Corkscrew, key and lock and screw lid jars.

Simple Machines

**Window Blinds**
Invite children to look at window blinds with you. Ask them about what they see and how they think the blinds go up and down. Show them how the blinds work by pulling the string up and then letting them down. If you can remove the plastic cover over the pulley part, take it off and show the working machine inside.

**Flagpole**
If you have a flagpole at your school, invite children to explain how the flag goes up and down on the pole. Point out the parts that make it move such as the string and the pulley. Ask them how they think it works and why it doesn’t fall down once it is up.

**Experiment with Pulleys**

**Materials:**
- String
- Pulley
- 2 Cars or trucks

**What to do:**
Tie one end of the sting onto the axle of the car/truck, run it through the pulley and then tie the other end to the axle of the second car/truck. Invite children to take turns pulling one side and then the other side of the string to make the cars/trucks move.
Toilet Talk
The toilet is a very important part of every classroom but very few of us take time to know how it works. Ask the children if they know how a toilet works and take them on an indoor field trip to the bathroom to take a look at the inside of the tank. Take the lid off and ask one of the children to push down the handle. Ask the children about what they just saw and talk about how important it is to keep the toilet clean and free of things that would plug it up. Have everyone wash their hands when they are finished with the activity.

The Stapler
The stapler is another very important part of the classroom that we don’t often take time to talk about. Talk with the children about the stapler. Open it up and talk about the parts inside and how it works. Invite children to take turns using it and explain how important it is to keep their fingers away from the area where the staples come out.

The “Screwy” Classroom
Screws are simple machines that hold many things together in a classroom. Have the children go on a screw search to find as many things in the classroom that are held together by screws.

Nuts and Bolts
Materials:
- Several nuts (various sizes)
- Several bolts (various sizes)

What to do:
Invite children to experiment with matching up the correct nut and bolt combination that are compatible with one another. Let them practice twisting the nuts on and off the bolt.

Motion
“To Be Short or Tall, That is the Question”
Materials:
- Short pencils
- Long pencils

What to do:
Give half of the group a long pencil and half of the group a short pencil. Ask the children to balance the pencils up on one end pointing up. Count to three and let everyone let go of their pencil at the same time. Ask the children about what they saw different when the pencils fell. (Short pencils fall faster than long pencils). You may need to repeat it several times for the children to see what has happened.

Friction
Invite children to put their hands together and rub them quickly. Ask them how their hands feel now (they should feel warm) and why they think this happened.

Sandpaper Heat
Materials:
- Sand paper
- Wood scraps

What to do:
Invite children to sand the wood scraps with the sand paper. Ask them to feel the wood to see if it is getting warmer where they are sanding. Ask them why they think this is happening.
Blow Ball
Materials:
- Small rubber balls
- Turkey basters

What to do:
Invite children to get into groups of two and give each group a ball and two turkey basters. Ask one child to blow the ball with their baster by squishing the end of it, then have the other child use their turkey baster to blow it the other way. Ask children about what the ball did and how much it moved. Let the children try blowing it at the same time to see what happens.

The Bouncy Bears
Materials:
- Stuffed teddy bears
- Several chains of linked rubber bands (one for each bear)

What to do:
Place the end of one rubber band chain on each of the bears’ midsections. Put children into groups of two. Ask one person to hold the end of the rubber band chain and the other person to hold the teddy bear. Have the children holding the teddy bears slowly take a few steps back pulling the bear and then let it go. Have the children do it again except ask them to do it quickly this time. Ask the children if there was a difference in the way the bears moved when pulled slowly or quickly. Make sure that other children are out of the way before you do this activity.

Buckle Up for Motion
Materials:
- Medium to large sized dump truck
- Small stuffed animal
- Brick, large rock or large textbook

What to do:
Ask children about what they do in cars to keep them safe while mom/dad are driving such as using a quiet voice, not throwing things and wearing a seatbelt. Ask them about why a seatbelt is so important. Place the brick/large rock/textbook out on the floor and place the stuffed animal in the back of the dump truck. Ask the children what they think will happen when the truck hits the brick. Push the truck forward and let it crash into the brick. Ask children why the stuffed animal went forward even though the truck stopped.

Magnets
Magnet Paint
Materials:
- Shallow cardboard box
- Paper
- Paint
- Ball magnets
- Large magnet

What to do:
Place a piece of paper into the shallow box. Invite the children to place a few drops of paint onto the paper and put the magnetic balls in with it. Hold the box up from the table high enough that the child can freely move the large magnet under the box. Ask the child to stand and move the large magnet under the box to see if they can make the magnet balls move around through the paint.

Polar Opposites
Materials:
- Large rectangular magnets

What to do:
Invite the children to explore with the magnets. Ask them if they can make them stick together. After they can stick them together, ask them to turn the magnets around and see if they will stick together the same or if they push away. Explain to the children that magnets have poles and if you put the same poles together, they push away from one another but opposite poles will stick.
**Magnet Muscles**
Some magnets are stronger than others. Place many paper clips onto the table or tray and give each child a different magnet. The magnet that can pick up the most paper clips at one time is the strongest.

**Magnet Patterns**
**Materials:**
- Iron filings
- Magnets
- Trays

**What to do:**
Place the iron filings out onto the trays. Invite the children to use the magnets with the filings and ask them what they notice happening to the iron filings. Ask children not to touch the filings with their fingers and to wash their hands when they are finished.

**Magnetic Treasure Detector**
**Materials:**
- Magnets
- Sand
- Paper clips or other metal objects that are magnetic
- Shallow pan or tray

**What to do:**
Place the sand and metal objects into the pan and mix it around. Invite children to use the magnets to find all the “treasure” that is hidden in the sand.

**Magnetic Levitation**
**Materials:**
- Ring magnets
- Wooden dowel (narrow enough to fit through rings)

**What to do:**
Hold the dowel straight up with one end on the table. Place one of the ring magnets on the dowel and let it fall to the bottom. Invite one of the children to slide another ring magnet down the dowel to see if they will stick together or if the other magnet will “float” over the other. If the magnets stick, simply take one off and flip it over so the poles are the same.

**Magnetic Hunt**
**Materials:**
- Sticky back magnetic stripping
- Tongue depressors

**What to do:**
Invite children to make magnetic wands by sticking a strip of magnet on the back of their tongue depressor. Let them write their names or color on it to decorate and then take them on a hunt through the school to see what else they can find that is metal or magnetic.

**The Magnet Song**
(Sung To: "I'm A Little Teapot")
I'm a little magnet can't you see
Anything metal comes right to me.
If it is not metal you will see.
It just will not stick to me.
**Magnetic Painting**

**Materials:**
- Magnets
- Nuts/Bolts or other metal objects
- Paint
- Paper

**What to Do:**
Give each of your children a piece of paper (tape paper to table) and a magnet. Dip metal object into paint and place them on the child's paper. Have them hold the magnet under the table and move the objects around to paint with it. If your table is too thick for the magnet to work you may have to use trays or something thinner for this project to work.

**Magnetic Bingo**
Place several bingo cards in your dramatic play area. Get magnetic bingo chips and have your children play with magic wands with the bingo chips. They can play bingo, sort chips by color, try to stack chips, etc.

**Can Matching**
Cover a coffee can and put different shapes on it. Use magnets with corresponding shapes and have your children match the shape on the can with the shape on the magnets.

**Moving Paint**
Put tempera paint in a large bowl (a cheap one from the dollar store). Put two tables close together and put the bowl in the crack between the two, with part of the bowl on each table. Tape the bowl to the table to make sure it can not move. Finally, encourage your children to move the paint by using magnets under and over the bowl.

**Magnetic Marbles**
Put shredded paper in your water table. Next add magnetic marbles dipped in paint. Finally, let your children move the marbles around the paper with magnets. It will make really neat designs.
Asian Cultures - Japan

Information about Japan

- Capital city is Tokyo
- Highest mountain is a dormant volcano called Mount Fuji
- Is home to the fastest train in the world, The Bullet Train
- Special occasion clothing worn is called a Kimono
- 70% is covered in mountains
- Is comprised of over 6000 islands
- The name Japan (Nippon) means “Land of the Rising Sun”
- The unit of currency is the yen
- The national sport is Sumo Wrestling

Japanese Tea Ceremony (Chado “The Way of Tea”)

Tea ceremonies are usually saved for the elite but millions of Japanese men and women go to a tea class to learn about “The Way of Tea”. The following is information about this ceremony:

“Every week, all year round, they go to their teacher for two hours at a time, sharing their class with three or four others. Each takes turns preparing tea and playing the role of a guest. Then they go home and come again the following week to do the same, many for their whole lives.

In the process, the tea student learns not only how to make tea, but also how to make the perfect charcoal fire; how to look after utensils and prepare the powdered tea; how to appreciate art, poetry, pottery, lacquer-ware, wood craftsmanship, and gardens; and how to recognize all the wild flowers and in which season they bloom. They learn how to deport themselves in a tatami (reed mat) room and to always think of others first.

The teacher discourages learning from a book and makes sure all movements are learned with the body and not with the brain. The traditional arts—tea, calligraphy, flower arranging, and the martial arts—were all originally taught without texts or manuals. The goal is not the intellectual grasp of a subject, but the attainment of presence of mind.”
Tea Time

Materials:
- Warm tea
- Tea cups
- Place mats
- Flowers (artificial or real) in a vase
- Picture of a famous painting (suggestion: Monet)

What to do:
Talk with children about the very special Tea Ceremony (Chado) from Japan (information above). Invite the children to join you for a cup of tea. Set out place mats, flowers and the picture of the painting to create an inviting environment and ask the children to talk with you about the flowers and the picture while tasting their tea. When they leave, ask them to remember their manners and be kind to one another.

Dramatic Play Tea Ceremony

Materials:
- Tea cups
- Place mats
- Rug to sit on
- Flowers in a vase (artificial or real)
- Tea pot
- Pictures of famous painting and sculptures

What to do:
Provide these materials for children to use in the Dramatic Play area and invite them to create their own Tea Ceremony.

Japanese Cherry Blossom Festival

This festival signifies the coming of spring when the cherry blossoms bloom. People crowd into areas near blossoms to picnic and enjoy the trees in bloom.

Cherry Blossom Trees

Materials:
- Pink tissue scraps
- Brown paint
- Glue
- Paint brushes
- Paper

What to do:
Invite children to paint their hand and arm as the tree and print it onto the paper. When they are finished washing the paint off their hand and arm, give them the tissue scraps and the glue to put “blossoms” on their trees.

Awa Odori Dance Festival

This dance festival is one of the most popular dance festivals in Japan. It features a parade of special dancers in various costumes and playing traditional Japanese instruments.
Japanese Phrases
Invite children to learn some of these simple phrases to use in class.

<table>
<thead>
<tr>
<th>Good morning</th>
<th>Ohayou</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a nice day</td>
<td>Yoi ichinichi o</td>
</tr>
<tr>
<td>Thanks</td>
<td>Arigaton (Ah-reh-GA-toe)</td>
</tr>
<tr>
<td>Delicious</td>
<td>Oishii</td>
</tr>
<tr>
<td>I’m happy</td>
<td>Shiawase da</td>
</tr>
<tr>
<td>It’s cold</td>
<td>Samui</td>
</tr>
<tr>
<td>It’s raining</td>
<td>Ame ga futteimasa</td>
</tr>
</tbody>
</table>

Sapporo Snow Festival
This winter celebration is all about great snow sculptures and people come from miles around to see them as well as build them.

![Snow Sculpture](image)

Snow Sculpture
Materials:
- Snow or shaved ice (white play dough will work too)
- Craft sticks
- Spoons

What to do:
Invite children to create their own snow sculptures using the craft sticks and spoons as tools.

Hina Matsuri (The Doll Festival)
This special celebration is for young girls in which they--or their parents--set out dolls for them with wishes that they will grow up healthy and happy. The special dolls are not played with like other toys.

![Doll Festival](image)

Doll Festival
Invite children to have a doll festival of their own by bringing in a special doll or stuffed animal that they would like to use in the special doll display for the class. Designate a special shelf or area for children to display the dolls but not to play with them that day because they are for special looking by everyone that come to the class.
China

Information About China:
- Has the largest population in the world.
- Its capital is Beijing.
- The Great Wall of China is over 1500 miles long and can be seen from space.
- Is home of the Giant Panda, the Golden Haired Monkey and the Red-Crested Crane.
- The Chinese were responsible for inventing the compass, parachute, explosive powder, paper, printing, and ice cream.
- Is home to the tallest peak in the world, Mount Everest.

The Invention of Ice Cream
The Chinese invented ice cream 2000 years ago by placing a soft milk and rice mixture into the snow until it froze.

Homemade Ice Cream
Materials:
- 1 tablespoon sugar
- 1/2 cup milk or half & half
- 1/4 teaspoon vanilla
- 6 tablespoons rock salt
- 1 pint-size plastic food storage bag (e.g., Ziploc)
- 1 gallon-size plastic food storage bag
- Ice cubes

What to do:
1. Fill the large bag half full of ice, and add the rock salt. Seal the bag.
2. Put milk, vanilla, and sugar into the small bag and seal it.
3. Place the small bag inside the large one, and securely seal it.
4. Shake until the mixture thickens to an ice cream consistency, which takes about five minutes.
5. Wipe off the top of the small bag and open carefully.
The Giant Panda
Giant pandas are an endangered species in which there are only 1500 left in the world. Many zoos and scientists are trying very hard to help them increase in numbers. Pandas feed on bamboo leaves and shoots.

Giant Panda
Materials:
- Black paper circle cut-outs
- White paper circle cut-outs
- Black and white paper scraps
- Scissors
- Glue
- Black markers
Invite children to make their own Giant Panda using the circles and paper scraps.

Chinese Proverb Activity
Materials:
- Paper
- Markers
What to do:
Tell the children the following Chinese proverb and ask them what it means. Write their answers down on the paper along side the original proverb for parents to read.
“Seeing once is better than hearing a hundred times.” (meaning: seeing is believing)

Mid Autumn Festival
This festival is a celebration of the moon. Families and friends get together for an evening outside to eat, gaze at the night sky and talk about life.

Autumn Festival Pictures
Materials:
- Paper
- Watercolor paints
- Watercolor brushes
What to do:
Invite children to paint a picture of their families and friends having a special outside dinner at night with the moon shining.

Chinese Flag
Materials:
- Red construction paper
- Star cookie cutters or stencils
- Yellow paper
- Scissors
- Glue
What to do: Trace out large stars for the children to cut. Give them each a piece of red paper and yellow paper. Invite them to trace out and cut the four small stars out of the yellow paper and glue all five onto the red paper to make the Chinese flag.
Writing-Fine Motor Skills
Note: Children benefit from experiences that support the development of fine motor skills in their hands and fingers. Before being asked to manipulate a pencil on paper, children should build strength and dexterity in their hands and fingers. Working on dexterity and strength first can help to limit the development of an inappropriate pencil grasp, which is becoming more common as young children are engaged in writing experiences before their hands are truly ready. The following activities involve the use of items which will support young children's fine motor development, and will help to build the strength and dexterity necessary to hold a pencil appropriately.

- Molding and rolling play dough into balls, using the palms of the hands facing each other and with fingers curled slightly towards the palm.
- Rolling play dough into tiny balls (pea-size) using only the finger tips.
- Using pegs or toothpicks to make designs in play dough.
- Cutting play dough with a plastic knife or with a pizza wheel by holding the instrument in a diagonal grasp.
- Tearing newspaper into strips and then crumpling them into balls. Use to stuff an art creation.
- Scrunching up one sheet of newspaper in one hand. This is an excellent strength building activity.
- Using a plant sprayer to spray plants indoors or outdoors, to spray snow (mixing food coloring with water so that the snow can be painted), or melting "monsters" by drawing monster pictures with markers and spraying the colors away with water.
- Picking up objects using large tweezers such as those found in the "Bedbugs" game. This can be adapted by picking up Cheerios, small cubes, small marshmallows, pennies, etc., in counting games.
- Shaking dice by cupping the hands together, forming an empty air space between the palms.
- Using small-sized screwdrivers like those found in an erector set.
- Lacing and sewing activities such as stringing beads, Cheerios, macaroni, etc.
- Using eye droppers to "pick up" colored water for color mixing or to make artistic designs on paper.
- Rolling small balls out of tissue paper, and then gluing the balls onto construction paper to form pictures or designs.
- Turning over cards, coins, checkers, or buttons, without bringing them to the edge of the table.
- Making pictures using stickers or self-sticking paper reinforcements.
- Playing games with the "puppet fingers:" thumb, index, and middle fingers. At circle time have each child's puppet fingers tell about what happened over the weekend or use them in songs and finger plays.

**Scissor Activities**
When scissors are held correctly and when they fit a child's hand well, cutting activities will exercise the very same muscles which are needed to manipulate a pencil in a mature tripod grasp. The correct scissor position is with the thumb and middle finger in the handles of the scissors, the index finger on the outside of the handle to stabilize, with fingers four and five curled into the palm.
- Cutting junk mail, particularly the kind of paper used in magazine subscription cards.
- Making fringe on the edge of a piece of construction paper.
- Cutting play dough with scissors.
- Cutting straws or shredded paper.

Begin to work on movements of dexterity and isolation as well as different kinds of grasps. Children will develop fine motor skills best when they work on a vertical or near vertical surface as much as possible. In particular, the wrist must be in extension or bent back in the direction of the hand.
• Attach a large piece of drawing paper to the wall. Have the child use a large marker and try the following exercises to develop visual motor skills. Make lines up / down, sideways, diagonally, circularly and zig-zag, one at a time. Have the children trace over the line from left to right, or from top to bottom. Challenge them to trace each figure at least ten times. Then have the children attempt to draw the figure next to your model several times.

• Play “Connect the Dots”. Again make sure the child's strokes connect dots from left to right and from top to bottom.

• Trace around stencils: the non-dominant hand should hold the stencil flat and stable against the paper, while the dominant hand pushes the pencil firmly against the edge of the stencil. The stencil must be held firmly.

• Use a felt board or simply attach a large piece of felt to the wall. The child can use felt shapes to make pictures. Magnetic boards can be used the same way.

• Have the child work on a chalkboard, using chalk instead of a marker. Do the same kinds of tracing and modeling activities as suggested above.

• Paint at an easel. Some of the modeling activities as suggested above can be done at the easel.

• Magna Doodle: Turn it upside down so that the erasing lever is on the top. Challenge children to experiment making vertical, horizontal, and parallel lines.

Pre-Writing

• **Circles**: Start at the two o'clock position and move counter-clockwise (up and left), like a letter “c”. They can make complete circles or half circles. Encourage the children not to start at the top or go clockwise. Letters that start with a circle always go to the left to start.

• **Shapes**: Straight lined shapes (triangle, rectangle, square) should be drawn with separate strokes, not with one complete stroke, making pointed corners. The children should start with the vertical lines, going from top to bottom. Then going horizontal, from left to right, connecting with the vertical lines, starting at the top and moving down. A triangle should start at the top, going left slant then the right slant with the bottom horizontal line last. These basic should be taught so that the children form good writing skills and habits.

• **Slants**: Children also need to write slanted lines. Slanted lines should move from top to bottom, right corner to left corner. Encourage the children to take their time when writing. Handwriting skills are important and should be supervised and in small groups.

Space Bags

Materials:
- Re-sealable sandwich bags
- Hair gel
- Shaped sequins or foil confetti

What to do:
Invite children to spoon hair gel into the bags and add the sequins / confetti to it. Encourage them to touch specific items in the bag and move them around with their finger.

Chopstick Writing

Materials:
- Chopsticks
- Paper
- Black paint

What to do:
Invite children to dip the ends of the chopsticks into the black paint and write letters onto the paper with it.
Connect the Stars
Materials:
- Small star stickers
- Black construction paper
- Chalk

What to do:
Talk with children about the constellations the stars make in the sky and invite them to place star stickers onto their paper. Connect the stars with the chalk to make a shape.

Star Search
Materials:
- Magazines or newspaper ads
- Scissors
- Glue
- Paper

What to do:
Invite children to find and cut out as many stars as they can from the magazines or ads provided and then glue them onto a paper.

Star Tracer
Materials:
- Star stickers
- Paper
- Pencils

What to do:
Provide children with the materials and encourage them to write a specific letter by going over the chant, writing it in pencil and then covering the lines with star stickers.

Solar System Stencils
Materials:
- Cardboard, cardstock or poster board
- Scissors
- Markers
- Paper

What to do:
Make various sized circle and star shaped cut-outs with the cardboard. Place the materials out for children to stencil their own solar system onto paper.
Extension: Invite children to cut out their shapes after they have stenciled them out.

Sparkle Dough
Materials:
- 1 cup flour
- 1 cup warm water
- 2 teaspoons cream of tartar
- 1/4 cup salt
- 1 teaspoon oil
- food coloring

What to do:
1. Mix all ingredients, adding food coloring last.
2. Stir over medium heat until smooth.
3. Remove from pan and knead until blended smooth.
4. Add star sequins to the dough and knead until blended.
5. Place in plastic bag or airtight container when cooled.
Invite children to make their favorite space items with the dough.

Chopstick Pick-up
Provide pairs of chopsticks for children to practice gripping. Encourage them to pick up various items such as pom poms, feathers, small blocks, etc.
Magic Names

Materials:
• White crayons
• Pencils
• White paper
• Watercolor brushes
• Watercolor paints

What to do:
Write each child’s name in pencil onto a piece of white paper. Provide the children with white crayons and encourage them to trace over their names using the crayon. When the children are finished tracing, provide them with the watercolor and brushes to paint over their names to see their names magically appear through the paint.

3’s – a,d,o,g,c,e,s

Writing Sheets
Make your own from the websites below. Note: Allow children to practice from these sheets as they wish—and not as a required activity.

http://www.carlscorner.us.com/Alphabet.htm
http://www.atozteacherstuff.com/Themes/Alphabet/
http://www.writingwizard.longcountdown.com/alphabet_worksheets.html
http://www.readinga-z.com/alphabet/index.html
http://www.alphabet-soup.net/ttools/dstencil.html - stencils

Practice Letter “a” Chant
Use a white board or a chalk board to write and go over the letter “a” chant with the children. Ask them to put their finger in the air and practice the motion and the words of the chant with you. This can be revisited many times throughout the day during transitions and circle times with any of the letters.

Laminated Letters

Materials:
• Large lined writing paper
• Marker
• Laminator

What to do:
Make a page for each of the round letter by dotting the letter out for children to trace. Laminate the pages and place them in the handwriting center with dry erase markers for children to explore.

Phonics Fun with Handwriting
For each letter, find something the children can use to make, glue or create the letter with that begins with the same sound as the letter they are writing. Some of the following are some suggestions:
• Apple stickers on “a”, use apple slices to make an “a” shape and then eat.
• Dog stickers on letter “d”, dimes to make a letter “d”.
• Write “o”s on letter “o” cut outs, make an “o” with olives and then eat them.
• Finger paint letter “g” in green, make “g” with grapes and then eat them.
• Glue confetti on “c”, use crayons to write “c”, use car tracks and paint to make “c”
• Make a giant “e” on a paper plate using a spoon and scrambled eggs and eat.
• Use a spoon with paint to make an “s”, use glue and salt to trace an “s”.

**Triangle Cut Out**

**Materials:**
- Construction paper
- Scissors
- Glue
- Various colors and sizes of foam or paper triangles

**What to do:**
Make a large triangle shape on construction paper for each child. Invite them to cut out the triangle and decorate it with the glue and triangle shapes.

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**Feet Chants**

Make letters on the floor using masking tape and ask children to walk it with their feet, all the while saying the chant of the specific letter they are tracing.

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**Craft Stick Triangles or Octagons**

Invite children to use three sticks to make a triangle shape or eight sticks to make an octagon shape.

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**Orange and Yellow Tracing**

**Materials:**
- White paper
- Yellow crayons
- Orange crayons

**What to do:**
Write one of the focus letters onto a white paper and encourage the children to trace it with a yellow crayon and then trace over it again with the orange crayon.
4’s – l,u,w,y,j,n,m,p,q,v,x,z,

Make your own from the websites below. Note: Allow children to practice from these sheets as they wish—and not as a required activity. Other fine-motor activities must also be offered.

http://www.carlscorner.us.com/Alphabet.htm
http://www.atozteacherstuff.com/Themes/Alphabet/
http://www.writingwizard.longcountdown.com/alphabet_worksheets.html
http://www.readinga-z.com/alphabet/index.html
http://www.alphabet-soup.net/ttools/dstencil.html - stencils

Yarn Letters
Materials:
- Construction paper
- Yarn
- Glue
- Pencil
What to do:
Invite children to write one of the focus letters onto the paper and trace it with glue. Give them a piece of yarn to press into the glue.

Letter Pokey
Materials:
- Rectangular Styrofoam pieces (paper sized)
- Pencils
- Marker
- Masking tape
- Construction paper
What to do:
Write one of the focus letters onto construction paper (one per child). Tape it to the Styrofoam board and have the children poke their pencil through the paper, making holes in the lines of the letter all the way around. When they are finished, tape the papers up to the window so the light can shine through the letter shape on the paper.

Snake Letters
Invite children to roll snakes out of play dough and then to create the different focus letters using the snake shapes.

Letter Search
Materials:
- Newspaper ads or magazines
- Scissors
- Glue
- Paper
What to do:
Invite children to find the specific letters you are working on in the magazines or ads and cut them out. Ask children about the differences in the way the letters are written and compare it to the style they write in class.

Rainbow Write
Materials:
- Red, orange, yellow, green, blue, and purple crayons
- White paper squares or strips
- Pencils
What to do:
Invite children to write a specific letter onto the white paper with a pencil then ask them to retrace the letter with each color of crayon to create a rainbow letter.
Phonics Fun with Handwriting

For each letter, find something the children can use to make, glue or create the letter with that begins with the same sound as the letter they are writing. Some of the following are some suggestions:

- Form “l” out of lemons, lace letter “l”
- Write “u” upside down, write “u” under the table
- Use wheels to write “w”, write “w” in white
- Glue yarn on “y”, finger paint “y” in yellow
- Form “j” with jelly beans and eat, squeeze jelly out of bags to make “j” on bread
- Make “n” with nickels, glue newspaper on “n”
- Put Mickey mouse stickers on m, make “m” in mud
- Make “p” with popcorn, make “p” with pepperonis on pizza, bake and eat
- Make “q” with quarters, paint “q” on a quilt with q-tips
- Use vegetables to form letter “v”, put valentine stickers on “v”
- Write “x’s” on letter “x” cut out, find “x” shapes in x-rays
- Make zig-zags on letter “z”, make a “z” with zippers
**Curious George and the Rocket**  
Authors: H.A. Rey and Margaret Rey  

**An Important Letter**  
**Materials:**  
- Envelopes  
- Paper  
- Crayons  
- Pencils  

**What to do:**  
After reading the book, supply children with paper and pencils to write their own important letter. It can be just letters, short words or pictures they want to draw. When they're finished, give them each an envelope to decorate with crayons and place their “letter” inside.

**Yellow Hats**  
**Materials:**  
- White construction paper  
- Yellow paint  
- Paint brushes  
- Markers  
- Scissors  

**What to do:**  
On large sheets of white construction paper, trace out a shape of a tall hat similar to the one the man wears in the story. Invite children to cut it out and paint it yellow. When they're finished, attach them to paper strips and staple them to fit child's head.

**The Space Suit Checklist**  
Create the space suit checklist for children to look at. Ask the children to pretend to be George and put on each of the items on the list as though they were getting ready for take-off.

**What Should George Know for Space?**  
**Materials:**  
- Large sheet of paper  
- Markers  

**What to do:**  
Ask children about what George needs to know to go into space on the rocket and record their answers onto the large paper so it can be hung up for parents to read.

**A Screen to Watch George**  
**Materials:**  
- Cardboard box  
- Blue paint  
- Paint brushes  
- Scraps of construction paper  

**What to do:**  
Invite children to paint the box blue just like the one in the story. When it's dry, add the screen and the knobs to it. Place it out for children to pretend they are watching George blast off into space.

**A Rocket Ship**  
**Materials:**  
- Large appliance box  
- White paint  
- Paint brushes  
- Scissors  
- Duct tape  

**What to do:**  
Invite children to paint the large box with you. When it's dry, cut one side off so it makes a triangle shape and tape the ends together. Use the other painted piece to make a top for the rocket. Cut out a window and a door for children to exit in and out of the ship. Encourage children to pretend they are George blasting off into space.

**The Countdown**
Invite children to join you counting backwards from five to “Blast Off.” Next try counting from ten to “Blast Off.” This is great practice for their math skills.

**George’s Parachute**

**Materials:**
- Coffee filters
- Fishing line
- Red liquid water color
- Yellow liquid water color
- Eye droppers or small water color brushes
- Small containers for paint
- Small copies of George

**What to do:**
Invite children to use paint and droppers to color the coffee filters. When dry, punch four holes around the edge opposite from one another and attach fishing line very gently. You can also just tape on the four pieces of fishing line with scotch tape. At the other end of strings, attach a small cut out of George. Toss the parachute in the air and watch George glide to the ground.

**A Medal for George**

**Materials:**
- Aluminum foil scraps or small squares
- Glue
- Construction paper
- Scissors
- Crepe paper

**What to do:**
Invite children to cut a circle shape from the construction paper and glue on aluminum foil scraps to make it shiny like a medal. Have them cut a long piece of crepe paper for the necklace part and glue it onto the back of the medal to wear.

**Why Did George Go to Space?**
Ask children to speculate on this question after reading the story. The book is very vague about it so this gives children a chance to use their imaginations to answer this question.
**D is for Dragon Dance**  
by Ying Chang Compestine (Author)  
Yongsheng Xuan (Illustrator)  

**A is for Acrobat**  
Invite children to imitate the acrobatic moves they saw in the book. Challenge them to make up moves of their own. Have they ever seen acrobats perform? Asking where and when can lead to interesting discussions.

**B is for Balls**  
Find several different sized balls from the playground and ask children to practice standing with one foot on the ball and one foot on the floor. Ask them about it makes them feel and if it is hard for them to do.

**C is for Calligraphy**  
**Materials:**  
- Black paint  
- Small water color paint brushes  

**What to do:**  
Invite children to write “good luck” characters on the paper with the paint and paint brushes. Explain to children that Chinese writing is an art and is very hard to do because it is like using pictures for words instead of individual letters.

**D is for Dragon Dance**  
**Materials:**  
- Red and yellow construction paper  
- Craft sticks  
- Red ribbon  
- Stapler  
- Scissors  
- Glue  

**What to do:**  
Place the red and yellow construction paper out along with glue and scissors. Invite children to create their own dragon head. When they are finished, tape a long piece of red ribbon to the head as the dragon’s tail. Next staple one end of a large craft stick inside the head, staple the other end to the dragon’s body. This attachment will allow the child to move the dragon from side to side like the children do in the book.

**F is for Firecrackers**  
**Materials:**  
- Assorted colors of glitter paint  
- Paint brushes  
- Paper  

**What to do:**  
Invite children to paint exploding fireworks onto their papers for the Chinese New Year celebration.

**K is for Kites**  
**Materials:**  
- Construction paper  
- Tissue scraps  
- String or yarn  
- Glue  
- Scissors  

**What to do:**  
Show the children the pictures of the kites in the book and invite them to create their own kite for Chinese New Year to hand in the classroom with the supplies provided.
N is for Noodles
Materials:
• Long noodles, cooked
• Chop sticks
• Soy sauce
What to do:
Invite the children to try eating noodles with chopsticks. They may desire small drops of soy sauce on them too. If you cannot find traditional Chinese noodles, angel hair pasta will work also. Only a small amount per child will be needed. Explain to children that eating long noodles symbolizes having a long and happy life; this is why the noodles should be served long and not cut.

O is for Oranges
Materials:
• An orange for each child
What to do:
Give each child an orange and ask them to exchange it with another friend in the classroom. Explain that the orange represents giving the friend good fortune in the New Year. After everyone has exchange oranges, allow the children to peel and eat them or take them home to share with their family.

R is for Red Envelopes (also called Lai See)
Materials:
• Small envelopes
• Red paint
• Paint brushes
What to do:
Invite children to paint a small red envelope to take home. Explain to them about the Lai See and that children receive a red envelope with money in it for the New Year. You may wish to slip in play money when the children are not looking. Encourage them to take the envelope home and share this information with their parents.

How is it Different?
Ask children what kinds of things their family does to celebrate the New Year and how it is different from the things they have learned in the book. Ask children what traditions in the book they would like replicate with their family for New Year’s celebrations.
Spanish

It is important that you continue to reinforce the words that the children learned in the last few months. Incorporate the words throughout the day. Go back to September’s lesson and continue with the following:

- Good Morning Song
- Days of the Week
- Colors
- Shapes
- Months of the Year
- Numbers

It is also important that you continue to incorporate Spanish throughout the day to help the children become immersed in it. Even if you only know a few words yourself, use them when appropriate during activities or transition times. Here are some simple words that you can use in the course of the day:

- Gracias-Thank you
- De Nada-You’re Welcome
- Clase-class
- Amigos-Friends
- Silla-Chair
- Mesa-Table
- Circulo-Circle
- Come-Eat

Songs:
Five Day Weather Forecast-Song #11 from the Learning Songs CD

**El invierno está aquí**
("The Winter is Here" in Spanish)
La nieve cae
La nieve cae
La nieve cae lentamente y muy blanca

El invierno está aquí
El invierno está aquí
Y todo se cubre en blanco muy pronto
Frio frío está muy frío
Calientito en brazos de mama

**Estrellita - Twinkle, Twinkle, Little Star**
(*Canción infantil* (Spanish))

Estrellita, ¿dónde estás?
Me pregunto qué serás.
En el cielo y en el mar,
Un diamante de verdad.
Estrellita, ¿dónde estás?
Me pregunto qué serás.

**Children’s Song**
(*English*)

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

**Monthly Words**

- Gloves-los guantes
- Boots- Botas
- Nieve- Snow
- Scarf- bufanda
- It’s cold- Hace Frio
- Happy New Year-Feliz Nuevo Ano
- Moon- luna
- Stars- estrellas
- Sky- cielo
- Sun- sol
Art Projects

Sky Mural
Allow the children to finger paint with black paint on a large sheet of bulletin board paper. When it is dry encourage them to use sponges or cookie cutters in the shapes of stars to make stars all over the paper.

Reinforce the following words in Spanish: sky (cielo), negro (black) and star (estrella)

Moon
Encourage children to paint a large circle white. When dry encourage them to use a circle shape cookie cut, dip in blue paint and press on their circle to reflect the craters of the moon.

Reinforce the following words in Spanish: moon (luna), circle (circulo), blue (azul) and white (blanco)

Star Placemats
Provide children with a variety of sizes and colors of paper stars and stickers. Allow them to decorate a sheet of paper with the stars. Laminate and use for a placemat.

Reinforce star in Spanish (estrella)

Star Snacks
Serve sandwiches or cookies in star shapes on the star placemats.

Paper Plate Suns
Encourage children to glue on small pieces of yellow tissue paper on a paper plate. Add strips of yellow construction paper for the rays. Reinforce the word sun in Spanish (sol)

Games:

Luna, Luna Estrella-Duck, Duck Goose but using the Spanish words for Moon and Star.

Guantes Match
Cut several gloves in different sizes and colors out of construction paper. Laminate these to a manila folder, provide your children with different things that can be matched with these (by color, size, length, etc.)

Reinforce glove in Spanish (guante)

Botas Count
Write numbers on boots and have the children place them on the table in numerical order, reverse numerical order, by 2s, etc.

Reinforce the numbers in Spanish and boots (botas).

Books in Spanish
Buenos Noches, Luna! (Goodnight Moon) by Margaret Wise Brown
Mi Mundo (My World) by Margaret Wise Brown
Everyday Activities

Days of the Week: Practice Months of the Year in circle time. Sing Months of the Year Song on the Learning CD.

Simple Phrases you can use everyday:
Sientate por favor-Sit down please
Muy Bien-Very good

Manners: Continue to work on manners throughout the day.
- Please-por favor
- Thank You-Muchas Gracias
- Excuse Me-Perdoname
- You’re Welcome-De Nada

Use words during circle time, lunch, snack and activity whenever appropriate.
Sing the song below during circle or meal time:

Please and Thank You Song
(Sung to: Frere Jacques)
Por Favor, Por Favor
If you please, If you Pleas
Thank you very much
Thank you very much
Muchas Gracias,
Muchas Gracias.

Counting: continue practice counting in English and Spanish as high as the children know when they are counting objects in the classroom. Here are some ideas of times you can practice counting with the children:

- snack time-count crackers, cereal, etc.
- math-use counters to count in Spanish
- Circle-count the number of children in class
- Dramatic play-count the number of dishes, dolls, etc
- going to the playground-count how many steps it takes to get there?

Colors: offer children choices-“Would you like the red ball, es rojo or the green ball, es verde?” Whenever you are describing something by color use the English and Spanish word; this is a great way to dismiss them from circle. “If you are wearing rojo, you may line up, etc.”
Empathy
To identify with and the understanding of another's situation, feelings and motives.

A Week of Feelings
Materials
- The book “On Monday When It Rained” by Cherryl Kachenmeister
- Paper
- Crayons or Markers
- Hole punch
- Yarn
What to do:
Read On Monday When It Rained by Cherryl Kachenmeister. Ask children to point out clues in the photographs that show how the character feels. Have children make their own books by drawing a picture about something that happened on each day of the week and dictating or writing a sentence about it. For example, "On Monday, I felt ________. On Tuesday, I felt ________." Do one page each day, with children drawing pictures about the previous day. This activity supports children in identifying how they feel about events in their lives.
Bind the book with yarn.

Feelings Portraits
Materials
- Paper
- Crayons, markers, paint, chalk or other art mediums
What to do:
As a class, generate a list of feelings words. Have the class illustrate the list with appropriate self-portraits. Have each artist talk about his or her drawing, describing how it illustrates the particular feeling it expresses.

Feelings Clues
Materials
- Kleenex or other small box
- Index cards
What to do:
Have the children make a box and decorate it with drawings of faces or faces cut out of magazines. Help them use the index cards to create “feelings cards” depicting different feelings with words and/or pictures and put them into the box. Have each child draw out a card and act out the feeling while the other children guess what it is. This activity supports the concept of using clues to find out how others are feeling.

Ways to Wait
Materials
- Poster board
- Paper
- Crayons or Markers
What to do:
Make a list of waiting situations that children often experience during the day. Ask the children to think of ways to help themselves wait. Put all their ideas on a large chart, and let the children draw pictures on separate pieces of paper to illustrate their different strategies. This activity helps children identify ways to manage their emotions when they are waiting.
**Feelings and Emotions Pretend Play**
Provide dolls in your pretend play center and allow the children to pretend the dolls feel sad and practice nurturing them.

Help the children role play by giving them one of the following situations to act out. Assign roles to children and ask them to try and solve the problems.
- A preschooler is sad because they miss their mom.
- A preschooler is tired because they have played for a long time.
- A preschooler is angry because someone took their favorite toy.
- A preschooler is scared because they see a bug.

**Feelings and Emotions Music and Movement**
*Sing “If You’re Happy and You Know It”*
Use your body to show how you feel today.

Listen to an upbeat song and have preschoolers dance. When they are finished dancing ask them how the song made them feel.

**Courage**
As the teacher, you are a big part of instilling courage in these young children. Some things you should consider:
- Children need a safe place to express their fears openly. ANY fear is very real for children, even if it may seem unreasonable to us. Avoid responding to a child’s fear by ignoring, shaming, or shaming them.
- Establish a predictable routine. A consistent daily routine will give the child a sense of power and control. They know what to expect! When special activities are going to occur, be sure to discuss them in detail with the children. Their fears often come from a lack of information about what is happening.
- Prepare children for stressful situations. A fire drill can terrify a child. Again, keeping them informed, discussion, even asking them to describe what might happen will help.
- Recognize their moments of personal courage! Take the time to notice when children courageously face personal fears. Express pride when you see them conquer a fear, such as climbing the jungle gym or joining a group of new friends.

**A Dragon’s Tale:**
The following story can help older preschoolers and relate storybook bravery to their own chances for everyday bravery:

The young prince had never seen a dragon before, but he had heard of dragons and knew of their great strength and of the hot fire they could breathe out from their fierce nostrils.

He was all alone the morning when he dragon came. He had gone for an early ride on his favorite horse and had just galloped down the path and into the woods. As he turned a corner, he found himself face-to-face with the dragon (who was as surprised as he was). He could have turned his horse and run, and maybe he would have escaped, but the dragon was heading for the town, and surely others would be hurt or killed.

The young prince, his heart beating fast with fright, charged straight at the dragon while it was still startled and drove his sword deep into the soft valve on the neck that is used to draw in air to make dragon fire. The dragon was killed, the kingdom was saved.

Expand and elaborate this story as you wish. Then ask, "Did the prince have courage?" (Yes.) "Do we need courage today in this world?" (Yes.) "Why? We don't have dragons!" (Because there are other things than dragons that require courage.)
Make a list of "today's dragons" — things that take courage:
- Admitting you're wrong if you are.
- Doing what's right when everyone else isn't.
- Saying hi to a new child or a child you don't know.
- Saying “no” when kids try to get you to do something you know you shouldn't.

**Across the Bridge Game**

**Materials**
- Balance beams (you can use long, wide pieces of wood on the ground.)

**What to do:**
Set up the balance beams in a large open area. Ask the children to pretend that the beams are bridges across imaginary water. Have the children walk one by one across the bridges by placing one foot in front of the other. Encourage hesitant children gently. Help them recognize their feelings of fear as well as their abilities to conquer it.

**Party Manners**
At this age, parties will no doubt begin to fill the children’s social calendars. Now is the time to introduce good party manners. Have a discussion with the children about party manners and be sure to cover each of the following:

- Greet the host and the guests with a friendly “Hello” or “Hi.”
- Play party games with a positive attitude.
- Thank guests for their gifts.
- Use good manners with adults.
- Remember to say “please” and “thank you.”
- Include all guests, exclude no one.
- Say “thank you” at the party's conclusion.

**Table Manners**
* *Sung to "Frere Jacques"*
Chewing quietly, chewing quietly
Do not slurp, do not slurp,
We must say excuse me,
We must say excuse me
When we burp,
When we burp.

**Greeting our Friends**
You can practice greeting friends at a party every day in the classroom. In fact, you should already be doing so! Have the children join in, and be sure to welcome each child into the classroom with a happy and hearty 'Hello!'

**Including Everyone**
This is another area that can be practiced every day in the classroom. Encourage the children to watch for anyone who seems as if they are being ‘left out’ or sad. Ask them to include all friends in their activities. If the children are practicing this daily, it will be second nature to them at a party.
The Good Manners Show
_Sung to “This is the Way”_
This is the show, the good manners show,
the good manners show, the good manners show.

This is the show, the good manners show,
come and see it today!

This is the way we knock at the door,
we knock at the door, we knock at the door.
This is the way we knock at the door,
and we say hello to you!

This is the way we ask for something,
we ask for something, we ask for something.
This is the way we ask for something
saying please and thank you!

This is the way share the toys, we share the toys.
This is the way we share the toys,
sharing and being good friends!

This is the way we say goodbye, say goodbye,
say goodbye, this is the way we say goodbye,
thank you for the party!

Party Games
Ask the children to think of some party games they’d like to play in the classroom. Enjoy the games together, teaching the children to play with a positive attitude. There are no losers! We are all winners, no matter how the game turns out.
Winter Sports

Freeze!!

- Locate a marching song (or similar) to play on your CD or tape player and have your students march in time to the music
- When the leader stops the music, the players must “freeze” or stand perfectly still. At first it might be necessary to say “Freeze” when the music stops but encourage children to listen closely; later the signal of the music stopping should be enough
- There is no contest to this game; no one should be withdrawn for not conforming
- Remember that the object of this game is physical exercise so consider other ways for the children to “motor” about the room—hopping, skipping, skating, gliding

Indoor Ice Skating Rink

Materials:
White streamers or scarves; children in stocking feet (no shoes)

What to do:
- Invite children to remove their shoes and lead them to a tiled area of the classroom (if one is not available, cut a very large circle from paper and place atop the carpet)
- Play “The Skater’s Waltz” or other waltz on CD or tape player
- Pretend to be a skater gliding across the ice; remember to twirl, glide and spin as appropriate
- CAUTION: Socks on a shiny floor can be very slippery so remind children to be careful

Olympic Gymnastics: Balance Beams & Tumbling Mats

Set up a “gymnastics arena” in your classroom for lots of fun and physical activity. Be sure to include:
- Balance Beam: If one is not available, simply tape a line on the floor. As each child walks across the beam, have a friend hold her hand and offer words of encouragement
- Tumbling mats: Place several mats or cushions on the floor. Demonstrate to children how to do forward rolls, somersaults, etc. Supervise closely and assist children as they attempt to master these skills

Mogul Jumps

- Introduce this activity by locating pictures of skiers and mogul-jumpers. Suggested places to look include Olympic websites and similar magazines or sites
- To prepare for this fun activity, make several “moguls” from cushions, foam blocks, rolled towels and other soft materials; make them different heights and width for additional challenge
- Place each mogul several feet apart in classroom in an obstacle-course fashion; they should be spaced far enough apart so that youngsters will be able to jump from one to another
- Invite three or four students at a time to jump over each mogul as you play some lively music

Shake Your Flake

In Advance: Make snowflake shakers by decorating the bottoms of two thin white paper plates with snowflake designs. Tape a craft stick handle to the undecorated side of one plate, then staple the rims of the plates together, leaving an open space. Fill with a few beans, milk jug lids, rice or anything that will make noise. Staple the remainder of the rim.

What to do: Have each child use her shaker to act out the rhyme below

Shake your flake high
Shake your flake low.
Shake your flake to and fro.

Shake your flake high up to the ceiling (stretch and reach while on tip-toes)
Shake your flake to the floor (crouch down very low)
Shake your flake some more, more more!

Shake your flake while you’re twirling (twirl around and around)
Shake your flake while you hop, hop, hop (hop about)
Shake your flake again and then we…..STOP
**Sticky Skating Rink**
Using Contact paper (or similar sticky adhesive paper), cut a very large circle and place it *sticky side up* on the floor of the classroom. Using duct tape around the edges will keep it securely in place for this activity.

Encourage children to move across the surface in various ways: hopping, skipping, twirling, bobbing, gliding. Discuss what the children are feeling as their feet stick to the Contact paper: are certain moves easier or harder?

**Basketball**
- Stand in a circle and take turns trying to throw a ball into a basket placed in the center of the circle
- If no basketball hoop is available, use a box, small trash can or laundry basket
- Demonstrate children how to toss the ball overhand and underhand
- Older students may wish to “dribble” the ball before tossing it into basket
- For variation, play “snowball toss” and toss Styrofoam snowballs or newspaper rolled into ball into a large black top hat or similar

**Indoor Snow Angels**
- Have children lie on their backs in a large open area
- Place arms at sides and legs together
- Keeping elbows very straight, have children move their arms up and down
- Keeping knees straight, open and close legs
- Lift legs slowly and “bicycle” in place for a moving snow angel
- Next ask children to stand and perform the same actions

**Snow Saucer Spin**
**Materials:**
- Snow Saucer
- Soft fabric for Saucer

**What to do:**
1. Children crave motion activities to develop their balancing system (called vestibular balance.) Locate a saucer used for sledding—if you don’t have one, ask the parents in your school if they have one that you can borrow for the week.)
2. Cover the concave (inside) of the saucer with soft fabric.
3. Sit each child in the saucer and gently spin it around and around. This challenges the child balance himself.
4. You may wish to play or sing a children’s song as you rotate the saucer. Start with a traditional song such as “Row, Row, Row Your Boat.”

**Bed Sheet Blizzard**
**Materials**
Old/new bed sheet, Paper wad balls, masking or duct tape

**Rationale:** Sheets maybe used as an alternative to parachute. Experience a group/co-operative effort through muscular strength and cardio-respiratory endurance.

**Activity Ideas with this Equipment:**
Assemble the class at the four corners of (5-6) bed sheets. Place the “snowballs” (paper wads) on the bed sheet. Try to flip the paper wads up and down while exercising the arm, neck and back muscles. As a variation place all the paper wads on one sheet and try to flip them onto another bed sheet. The groups will maneuver the sheets for the paper wad entry. Also, different objects may be placed on the sheet for more variety (sponge balls, koosh balls, etc). The sheets may be used as an alternative warm-up activity covering all the large muscle groups. You may also have the children jog, skip, hop, etc in one direction and then the other direction for more of a cardio workout. Also, have children try these activities going backward to test their more advanced gross motor skills.
Class Project – Week 1

Snow in the Sensory Table
Do you remember the pleasure you got from playing in snow as a child? Almost all children enjoy this wonderful sensory activity. As children attempt to dig in the snow and scoop it out and away from them, they are utilizing muscles in their shoulders that they will eventually use to scribble and write. Remember to have plenty of dry mittens and gloves on hand as children’s fingers get cold easily.

A sensory table does not have to be elaborate. The main reason to have boundaries on the “box” is to keep the snow from spreading all over the entire classroom. You might wish to fill a large plastic tub or similar with snow if you do not have an actual Sensory Table.

Margarine tubs, bleach bottles with the tops cut off, spray can tops, coffee scoops and other good “junk” work well for snow play items.

Don’t live in an area of the country where snow is readily available? Don’t worry. Check out the following website: www.stevespanglerscience.com and look for Product 1581 “Instant Snow.” Your students will have too much fun!!

Class Recipe – Week 1

Sleepy Bear Pancakes
(12 servings)
- 3 cups prepared pancake batter
- 60 TEDDY GRAHAMS graham snacks -- any flavor
- 3 cut-up assorted fresh fruit (strawberries -- bananas -- blueberries)
- powdered sugar

1. Spoon prepared pancake batter by 1/4 cupfuls onto lightly greased griddle or large skillet. Lightly press 5 bears into surface of each pancake.
2. Cook 1 to 2 minutes; turn and cook until golden brown. Repeat using remaining batter and bear snacks.
3. Top each pancake with 1/4 cup fruit. Sprinkle with powdered sugar.
Class Project – Week 2

Snow Clay
Your preschoolers love to assist with the making of this very fun clay!
Ingredients: Equal parts Elmer’s School Glue and liquid starch (available in the laundry section of most grocery and discount stores)
Process:
- Place starch in a disposable container
- Add an equal amount of glue and mix until it forms a ball
- Remove ball and knead until a putty-like consistency is achieved (Mixing and kneading takes a considerable amount of time so be patient!)
- Allow ample time for creative play with the clay
- Store in a plastic bag or covered bowl in refrigerator

Class Recipe – Week 2

Wonderful Wintry Waffles
Ingredients:
- 1 cup pancake mix (Jiffy, Bisquick or similar)
- 2 tablespoons sugar
- 1 beaten egg
- 1 cup milk
- 2 tablespoons butter or oil
Preparation:
1. Mix egg, milk and butter or oil
2. Add dry ingredients and stir until just blended. Do not over mix.
4. For an extra special treat, add fresh fruit to the top of each waffle.
5. These waffles freeze well for future breakfasts.
Let’s Rock

Hoe Down!
Yee haw! It’s time for a barn dance! Designate partners in advance. Then gather the children together in a large circle with partners next to one another and dance to the following song:

Swing Your Partner!
(Sung to the tune of “Old Brass Wagon”)
Circle to the left, oh my darling! (Hold hands and move in the circle going left)
Circle to the left, oh my darling
Circle to the left, oh my darling
Time for a Hoedown Barn Dance
Other verses
Circle to the right, oh my darling… Holding hands, move to the right
Move to the middle, oh my darling… Holding hands, walk to the middle of the circle and back
Swing your partner… Hook elbows and swing partner

The Name Game
Children can easily learn each other’s names with this twist on the song “London Bridge.” Have children stand in a long line. Position yourself at the beginning of the line with one of your students (or another teacher) and hold up your arms to make a bridge. Then have your preschoolers walk under your arms as you sing the song below, much like the traditional game.

When the song is finished, bring your arms down around a child and encourage him to say his name (for older students encourage them to state their entire name: first, middle and last). Repeat the game several times so many youngsters get an opportunity to say their names.

(To the tune “London Bridge)
Learning names is so much fun,
So much fun, so much fun.
Learning names is so much fun.
What is your name?
Variations on the last line can include: What’s your mother’s name? Father’s name? What’s your address?

Jack-in-the-Box
Materials:
Toy Jack-in-the-Box
What to do:
• Show children what a toy Jack-in-the-Box looks like and how it works
• Crouch down very low on the floor with head tucked in toward knees.
• Sing the following song with the children:
Jack-in-the-Box,
Still as a mouse.
Deep inside your little dark house
Jack-in-the-Box,
Resting so still
Will you come out, Jack?
Yes! I will!! (Immediately pop up and jump up and down)

Repeat then for challenge try the following:
Jack-in-the-Box, Jack-in-the-Box,
Wake up, wake up, somebody knocks.
One time, two times, three times, four.
Jack pops out his little round door
The Copycat Game

- You’ll encourage your preschoolers to imitate one another with this activity. Lead children in reciting the chant below, inserting a child’s name where it’s indicated and changing the pronoun as needed.
- Have the chosen child stand in front of the group and perform several movements—such as standing on one foot, hopping up and down, swaying side-to-side. You will need to provide several suggestions to begin this activity; be sure to select age-appropriate motor skills and provide encouragement to all children:

Let’s play copycat just for fun.
Let’s copy (Sahari), (s)he’s the one.
Whatever (s)he does, we’ll do the same,
Cause that’s how you play the copycat game!

Mirror Me

Invite your students to join in on another version of playing copycat. Stand in front of the children and have them watch and imitate your movements as you move an arm up and down or your leg from side-to-side. Once youngsters master copying you, pair up students. Have them stand face-to-face and ask them take turns being the leader. Provide suggestions of motor skills to imitate (crouching low, stretching on tiptoe, swaying side-to-side).

Hi! My Name is Joe

Hi! My name is Joe and I work at the Button Factory.
I have a wife and a family.
One day my boss came up to me and he said,
“Joe, are you busy?”
And I said, “No.”
So he said, “Press this button with your RIGHT hand.” (You start repeatedly pressing a button with your right hand and saying doot, doot, doot. Keep the movement with your body parts while you sing the next verse)
“Press this button with your LEFT hand.”
“Press this button with your RIGHT leg.”
“Press this button with your LEFT leg.”
Continue on as long as the children are able to participate using head, knee, elbow, etc.until final verse.
One day my boss came up to me and he said,
“Joe, are you busy?”
And I said, “YES!!”

Mister Abraham Had Seven Sons

This song becomes very silly, very quickly. Each time you sing the song, you add the following actions, without ever giving up any of the previous ones:
Right arm! (Pump your right arm and fist in the air.)
Left arm! (Now do the same with your left arm.)
Right foot! (Stomp the ground with your right foot.)
Left foot! (Stomp the ground with your left foot.)
Tongue out!
There are other possibilities: Knees together, chin up, wrists together, etc. You get the idea!
Mister Abraham had seven sons
Seven sons had Mister Abraham
Well, they never laughed and they never cried
All they did was go like this: With a right! (arm)
And a left! (arm)
And a right! (foot)
And a left! (foot)
Chin up!
Tongue out!
**Simon Says with Macarena on cd**
- Remember that the idea of this game is to get the children to be physically active so this game is going to be much more involved than the typical game.
- Begin and end the game with stretches but the middle ten minutes should include activities such as skipping, galloping, hopping, jumping jacks, jogging in place, etc.
- Line up the group across from you—ten to twenty feet away
- Tell the students that they should all follow you if you preface the request with “Simon Says”
- Tell them they are out of the game if they follow a command that doesn’t begin with “Simon Says.”
- Begin with something simple “Simon says—put your hand on your elbow” and check to see that all students have followed your lead
- Give another command such as “Simon says stand on one foot.”
- Mix it up and say something without the preface of “Simon says.”
- Call out those players who performed this action and have them do five exercises (jump jacks, squats, push-up, etc). They may then rejoin the game. Keep the pace moving fast.

**Color Bowling**
This is a simple twist on soda-bottle bowling because it ties in the skills of counting and color recognition.
- Into each of several clear, empty soda bottles, stuff a different color of tissue paper (or fabric or scarves)
- Set up the bottles and have youngsters bowl them over with a small ball.
- Once some of the bottles have been knocked over, ask the student count how many and tell you what colors they were.

**Touch Your Toes to Your Nose**
(adapted from Hap Palmer; this song is available on Hap Palmer’s Early Childhood Classics CD)
This is a very fun way for the children to get a good physical workout and have fun at the same time!

Touch your toes to your nose
Like a spider on a rose
Lift 'em way up high
Like a birdie in the sky
Make 'em squiggle, squiggle, squirm
Like a pack of wiggly worms
Touch your toes to your nose

Touch your toes to your cheek
Touch your toes to your chin
Touch your toes to your knee
Touch your toes to your shin
Touch your toes to your ankle
Touch your toes to your elbow
Touch your toes to someone else's toes
Wiggle and squiggle, open and close
To say "Hello, high-ho!"
(repeat first verse)

**Actions:** Touch your toes to each part of your body as it is named in the song.

**Variation:** Find other body parts you can connect.

**Limbo**
- Locate a long stick or broom handle to use for the limbo stick.
- Play the traditional game of limbo but be creative! Invite children to belly crawl under the limbo stick, hop over it, wiggle under it.
- As children are ready, lower the limbo stick so that children have to work harder to go underneath it.
- To encourage more physical activity, encourage children to jog in place while waiting for their turn.
Class Project – Week 3
Hoe Down Horses for Horsing Around
Encourage good-natured horseplay by allowing the children to make their own stick horses for frolicking around the classroom. To make:

- Roll a sheet of newspaper or newsprint diagonally and tape it together
- For the horse’s head, cut two horse-head shapes from heavy tag board
- Place the two heads back-to-back
- Insert the newspaper stick between the two heads and staple together
- Invite youngsters to paint their sticks and color the faces on their horse heads—and get ready to ride!

Class Recipe – Week 3
Healthy Cowboy Cookies
Ingredients
- 1 1/8 cup shortening
- 1 cup sugar
- 1 1/4 cups brown sugar
- 2 whole eggs
- 1 egg white
- 1 tsp. vanilla
- 3/8 cup peanut butter (CAUTION!!! Substitute soy butter for nut allergies!!)
- 2 1/4 cups flour
- 1 tsp. baking soda
- 1/2 tsp. baking powder
- 1/2 tsp. salt
- 1 1/2 cups rolled oats
- 1 1/4 cups bran flakes
- 1 cup chocolate chips

Process:
Preheat oven to 350 degrees. Coat cookie sheet with cooking spray. Cream together shortening, sugar, and brown sugar. Add the eggs, vanilla, and peanut (or soy) butter. Whisk together the flour, baking soda, baking powder and salt. Add to the creamed mixture. Add oats, bran flakes and chocolate chips; mix well. Drop by rounded 1/4 -cupfuls onto cookie sheet. Bake for 15 minutes or until edges turn brown and centers still look chewy.
Makes 2 dozen cookies
**Class Project – Week 4**

**Pop Music**
- Collect lots and lots of bubble wrap from packaging. Enlist parents to help collect too. Large rolls of bubble wrap can be purchased in discount and office supply stores as well.
- Cut the wrap into large pieces — at least 12 inches by 12 inches.
- Encourage the preschoolers to feel the bubbles and squeeze or hit the bubble to make “pop music.” Talk about the sounds of the popping.
- Place the bubble wrap on the floor for children to jump up and stamp on in order to pop the bubbles. (Note: on slippery floors, tape the bubble wrap to the floor using Duct or electrician’s tape.)

**Class Recipe – Week 4**

**Roly-Poly Sandwiches**

**Ingredients:**
- Two slices of whole wheat bread per child
- Peanut or soy butter
- Honey
- Cinnamon
- Rolling pin

**Preparation:**
1. Cut the crusts off two slices of bread per child
2. Place peanut or soy butter, honey and cinnamon on the table
3. Show children how to use a rolling pin to flatten the bread
4. Ask your preschoolers to spread the peanut butter on the bread and whatever else he would like to put on it
5. While he is spreading the bread, spread yours to model the process
6. Help your children roll up the sandwich like a jelly roll
7. Cut the roll into three or four slices. Your children will be surprised and delighted by the design in the middle!
New Year 2010

“Happy New Year!” Around the World
Select a few of phrases you are comfortable pronouncing and work with children on how to correctly pronounce them. Make sure to point these countries out on a map so children know where each greeting is spoken.

China: "Gung Hay Fat Choy "
Denmark : "Godt Nytår"
France: "Bonne Année"
Germany: "Gutes Neues Jahr"
Hawaii: "Hauoli Makahiki Hou"
Ireland: "Aithbhliain fé mhaise dhuit"
Israel: "Shana Tova"
Italy: "Buon Capo d'Auno"
Japan: "Akemashite Omedetou Gozaimasu"
Netherlands: "Gelukkig Nieuwjaar"
Norway: "Godt Nytt År"
Phillipines: "Maligayang Bagong Taon"
Poland: "Szczęśliwego Nowego Roku"
Portugal: "Feliz Ano Novo"
Spain: "Feliz Año Nuevo"
Sweden: "Gott Nytt År"
Turkey: "Yeni Yılıınız Kutlu Olsun"
United States: "Happy New Year!"

Glitter Paint 2010
Materials:
• Construction paper
• Glitter paint
• Paint brushes
• Markers
What to do:
Write “2010” very large on a sheet of construction paper. Invite children to use the glitter paint and paint brushes to paint over the numbers on the sign. Display in the classroom.

New Year’s Fun Mix
Materials:
• Chex cereal
• Cheerios cereal
• Pretzel sticks
• M&M’s™
• Popcorn
• Dried fruit or raisins
• Gold fish crackers
• Zip seal sandwich bags (one per child)
What to do:
Invite the children to make their own Fun Mix in a sandwich bag by choosing the ingredients they want. Have them shake their bags and enjoy them for a New Year’s celebration.
**Martin Luther King Jr.**

*I Have a Dream*

**Materials:**
- Paper
- Markers

**What to do:**
Talk with children about the very important person that Martin Luther King Jr. was and that his dream was for all people to be kind and respectful to one another no matter what they looked like or where they lived. Ask children what their dream is for the world. Write their answers down on the piece of paper and invite them to draw a picture about what their dream is.

**Handprint Friendship Circle**

**Materials:**
- Various colors of paint
- Paint brushes
- Large piece of butcher paper

**What to do:**
Cut a large circle shape out of the butcher paper. Invite children to paint their hand with their favorite color and have them press it to the paper circle towards the outside. As more children participate, have them place their hand print next to another one. When all the children are finished, write “Friendship Comes in Many Colors” in the middle of the circle. Hang this up at children’s eye level.

**Hands of Love**

**Materials:**
- Multicultural construction paper  
- Scissors  
- Glue  
- Red construction paper  
- Marker  
- Paper

**What to do:**
1. Trace out handprints onto various colors of multicultural construction paper and the heart shapes from red and pink. Invite children to assist.
2. Put the materials out for the children and let them choose two different color handprints and a heart.
3. Invite them to cut out the hands and glue them with the heart onto the paper.
4. When they are finished ask each “What is love?” and write their response onto the paper.

**This Little Light of Mine Song**  
*(replace the state with any you choose)*

This little light of mine
I’m gonna let it shine
This little light of mine
I’m gonna let it shine
This little light of mine
I’m gonna let it shine
Let it shine, let it shine, let it shine

Over in California
I’m gonna let it shine
Over in Colorado
I’m gonna let it shine
Over in California
I’m gonna let it shine
Over in Colorado
I’m gonna let it shine
Let it shine, let it shine, let it shine.
**Mar-Tin Lu-ther King**  
*(Tune of "Bingo")*  
There was a man who had a dream  
His name was Mar-tin Lu-ther King  
Mar-tin Lu-ther King, Mar-tin Lu-ther King Mar-tin Lu-ther King  
His name was Mar-tin Lu-ther King  
Doctor King, he had a dream  
He wanted peace for everyone  
His name was Mar-tin Lu-ther King

**A Dream**  
*(Tune of "He's Got The Whole World")*  
Dr. Martin Luther King had a dream  
Dr. Martin Luther King had a dream  
Dr. Martin Luther King had a dream  
He had the whole world in his dream.  
He had me and you, in his dream  
He had me and you, in his dream  
He had the whole world in his dream.

**Dr. King**  
*(Tune of: "Yankee Doodle")*  
Dr. King was a man  
Who came from Atlanta, Georgia.  
Had a dream that he preached  
For all men to be equal.  
Dr King was so brave  
Martin was a hero.  
Won the fight for everyone  
To end discrimination.

**March for Friendship**  
Take children for a march throughout the school, singing songs and waving to other students. You can make a class banner that says “March for Friendship” which the children can hold as they march. As you go to each class, have children ask the other class “Hi friends, will you join our march for friendship?” Your march can grow bigger as you go around the school. Make sure to take pictures and hang them up for the children and parents to see along with your other Martin Luther King Jr. activities.

**The Meaning of Equal**  
**Materials:**  
- Scale  
- Items to use on the scale  
- Miscellaneous paper scraps in various colors  

**What to do:**  
Show children on the scale what happens when there are equal amounts and unequal amounts of an item. Ask children to describe what they saw and why they think that happens. Give children paper scraps and ask them to get into a group with the other children that have the same color. Ask the children some questions about equality such as: “How would you feel if only the friends with blue paper could go outside to play?” “How would you feel if only the friends that have a red paper could play with the blocks today?” “How would you feel if only the friends with a green paper could have juice with snack and the rest of you had water?” Encourage children to talk about their feelings and tell them that a long time ago people were not treated equal and they had to go to different schools, shop in different stores and sit in different places on a bus.

**Diversity Sheet**  
Have your children use water bottles to spray paint on a sheet. Let them watch as all of the colors run and blend together to make something beautiful. Next talk to your children about how everyone is different but they all blend together in work and play to make the world wonderful!
**Different Eggs**

Bring in a dozen brown eggs and a dozen white eggs. The children break into pairs, observe the eggs, and then open them up. The message is very clear. While the eggs are different on the outside, they are the same on the inside, just like people. Cook the eggs for a snack. You can also boil the eggs ahead of time if desired.

**Friendship Flowers**

**Materials:**
- Flower seeds (variety for your area)
- Paper cups
- Tissue paper
- Glue
- Water
- Potting soil

**What to do:**

Invite children to decorate the paper cups with the tissue and glue. Ask them about a friend at school or at home to whom they would like to give a flower. Help the children fill their cups with soil, add seeds and water. Allow the plants grow for a week or two until sprouts appear in the cup, then have the children present it to the friend they selected.
Chinese New Year

Note: Chinese New Year will sometimes fall in February as is the case in 2010 when it falls on Valentine’s Day. In this case, use the information in this section to help with your February planning.

Information:
“Chinese New Year starts with the New Moon on the first day of the new year and ends on the full moon 15 days later. The 15th day of the new year is called the Lantern Festival, which is celebrated at night with lantern displays and children carrying lanterns in a parade.”
- Color to wear: red (happy)
- Colors not wear: black or white (death and mourning)
- Number to use: 8
- Number not to use: 4 (sounds like the word for death)
- Blooming flowers in the house: symbolize rebirth and new growth
- Oranges and tangerines: symbolize abundant happiness
- Fireworks are used to welcome the new year.
- Lai-see are red envelopes with money that are given to children and unmarried people.

Signs of Well Wishes
In Chinese culture, red paper signs are hung on walls and doors with well wishes for the new year.

Materials:
- Red paper
- Markers
- Pencils
- Hole punch
- Yarn

What to do:
Ask children something good they would like to share with their family for the new year. Write it down in pencil onto the red paper and have children trace over it with markers. When they are finished, punch several holes in the top of the paper and let children string yarn through the holes. Hang the signs up around the room during the 15 days of Chinese New Year.

Happy New Year in Chinese
Teach children to say “Happy New Year” in Chinese: “Gung Hay Fat Choy”

Paper Lanterns

Materials:
- Red construction paper
- Gold glitter paint
- Paint brushes
- Scissors
- Hole punch
- Yarn

What to do:
Fold red construction paper in half and staple closed. Draw lines that go 2/3 of the way across the paper from the folded side. Let children cut the lines and paint the paper with the gold glitter paint. When the lantern is dry, undo the staples and open it up. Curve it into a cylinder shape and staple the top and then the bottom to hold it in place. Punch two holes on the opposite side of the top and string yarn through it. Hang around the classroom for the children to see.

Tangerine Race

Materials:
- Large cooking spoons
- Tangerines

What to do:
Split children into two lines. Have two children at a time hold a spoon each and place a tangerine on each. Let them race across the room and back without dumping their tangerine. After everyone has had a turn, peel the tangerines and let children taste them with snack.

Eat with Chopsticks
Give each child pair of chopsticks to use at either lunch or snack time.
**Family New Year Resolutions**  
Send home a letter encouraging each person of the family to write a New Year’s resolution or for the family to write a resolution together. Provide the construction and / or writing paper and invite them to decorate it if they wish. When all resolutions are collected, have each child share their family’s with the class. Be sure to inform parents ahead of time that these resolutions will be shared and displayed so they should be appropriate for everyone.

**New Year’s Family Portrait**  
Invite parents to send in either a photograph of the family in an unbreakable frame or a portrait drawn by one of its members. Display the portraits throughout the room at the children’s eye level.

**Family Resolution Book**  
**Material:**  
- Photo album or scrapbook  
- Resolution form (next page)  
**What to do:**  
Using the resolution form on the next page, invite each family member to write up his/her resolutions for the upcoming year. Place these in the book along with photos or any other family memorabilia. Invite parents to place these in the classroom’s book corner and to check in every month or so to see how they’re doing with their promises.

**Fortune Bubbles**  
**Material:**  
- See-through plastic ornaments (available at any craft store)  
- Calligraphy pen or colored marker  
- 8-1/2 x 11 sheets of art paper (amount needed will vary depending on how many fortunes you are making)  
- Scissors  
- Fortunes or inspirational quotes  
- Curling ribbon  
**What to do:**  
1. Cut strips of paper 1-2 inches long (or as needed to fit in ornaments) and 8-1/2 inches wide.  
2. Write a fortune or quote on each strip of paper.  
3. Roll each fortune into a small scroll and tie with curling ribbon, leaving ends of ribbon long.  
4. Place 1 fortune into each ornament. Allow excess curling ribbon to trail out of ornament.  
5. Pile the bubbles in a basket or glass bowl.  
6. Let each child choose a bubble and read his/her fortune aloud to the group.
The Resolution Form

Promises, promises. What will you do differently this year? Join a gym, visit more relatives, stop picking on your little sister? Take a minute to write down your resolutions for the upcoming year and take a look at it periodically to see if you are sticking to them.

Name: _______________________________________________________________________

This Year's Resolutions:

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Illustrate your Resolution


ECERS Excellence—January

Multi-Cultural Curriculum Focus: Asian Cultures

Suggested Ideas for Enhancing the Classroom:
- add a display of flags from Japan, China and Korea
- display items from different Japan, China or Korea: fans, Kimono, currency, pictures of mountains or volcanoes, tea set, dolls, pandas, fortune cookies, Chinese take out containers
- add CD’s or tapes to your Music area that represent a variety of Asian music
- Add food items representing Asian Cultures to your Dramatic Play area: rice steamer, chopsticks, take out containers
- add books about Japan, China and Korea to your library / book area
- See the Cultural Connection section of the Resource Guide for more information on ideas/activities to incorporate.
- Pictures of animals, birds and reptiles that live in Korea, Japan and China

Theme and Focus:
Blast Off the New Year (Adventures in Space and Super Scientist)

Ways to enhance the classroom:
- Add real pictures and books that show lab technicians, microscope, magnifying glasses, rockets, planets, sun, moon, stars, astronauts, etc.
- Place various rocks, magnets, magnifying glass, microscope, root farm, plants, ant farm, magnetic wands, color paddles, tornado tube, eye droppers, test tubes, etc. to your science area.

File Folder Game Ideas:
- Rocket Launch
- Colorful Stars
- Planet Match Up
Go Green Activities:
- Start a worm bin for spring planting
- Create a mulch pile and show children how to not waste

Suggestions to add to Art Center:
- Orange and Yellow Paint
- Rectangles and Circles in various sizes and colors
- Crayons, markers, paints and paper a variety of shades of orange and yellow
- Circle and Star cookie cutters
- Glitter Glue
- Plastic cups to use to make circles

Suggestions for Sand and Water table:
- Dirt and plastic worms
- Colanders, flour sifters, spoons
- Pie tins, muffin cups, measuring cups, measuring spoons
Guidance Tips of the Month

Guiding with Encouragement: Remember that children want your attention and will seek it in positive or negative ways. Focus on the positive and recognize it and you will have more positive behavior from your children.

Here are some ways of encouraging children everyday:

101 Ways to Praise a Child!

WOW • WAY TO GO • SUPER • YOU'RE SPECIAL • OUTSTANDING • EXCELLENT • GREAT • GOOD • NEAT • WELL DONE • REMARKABLE • I KNEW YOU COULD DO IT • I'M PROUD OF YOU • FANTASTIC • SUPER STAR • NICE WORK • LOOKING GOOD • YOU'RE ON TOP OF IT • BEAUTIFUL • NOW YOU'RE FLYING • YOU'RE CatchING ON • NOW YOU'VE GOT IT • YOU'RE INCREDIBLE • BRAVO • YOU'RE FANTASTIC • HURRAY FOR YOU • YOU'RE ON TARGET • YOU'RE ON YOUR WAY • HOW NICE • HOW SMART • GOOD JOB • THAT'S INCREDIBLE • HOT DOG • DYNAMITE • YOU'RE BEAUTIFUL • YOU'RE UNIQUE • NOTHING CAN STOP YOU NOW • GOOD FOR YOU • I LIKE YOU • YOU'RE A WINNER • REMARKABLE JOB • BEAUTIFUL WORK • SPECTACULAR • YOU'RE SPECTACULAR • YOU'RE DARLING • YOU'RE PRECIOUS • GREAT DISCOVERY • YOU'VE DISCOVERED THE SECRET • YOU FIGURED IT OUT • FANTASTIC JOB • HIP, HIP, HURRAY • BINGO • MAGNIFICENT • MARVELOUS • TERRIFIC • YOU'RE IMPORTANT • PHENOMENAL • YOU'RE SENSATIONAL • SUPER WORK • CREATIVE JOB • SUPER JOB • FANTASTIC JOB • EXCEPTIONAL PERFORMANCE • YOU'RE A REAL TROOPER • YOU ARE RESPONSIBLE • YOU ARE EXCITING • YOU LEARNED IT RIGHT • WHAT AN IMAGINATION • WHAT A GOOD LISTENER • YOU ARE FUN • YOU'RE GROWING UP • YOU TRIED HARD • YOU CARE • BEAUTIFUL SHARING • OUTSTANDING PERFORMANCE • YOU'RE A GOOD FRIEND • I TRUST YOU • YOU'RE IMPORTANT • YOU MEAN A LOT TO ME • YOU MAKE ME HAPPY • YOU BELONG • YOU'VE GOT A FRIEND • YOU MAKE ME LAUGH • YOU BRIGHTEN MY DAY • I RESPECT YOU • YOU MEAN THE WORLD TO ME • THAT'S CORRECT • YOU'RE A JOY • YOU'RE A TREASURE • YOU'RE WONDERFUL • YOU'RE PERFECT • AWESOME • A+ JOB • YOU'RE A-OK • MY BUDDY • YOU MADE MY DAY • EYE CONTACT THAT'S THE BEST • A BIG HUG •
Partnering with Parents
### Toddlers and Twos

**Monthly Theme:** Blast off the New Year  
**Focus Themes:** “Adventures in Space” and “Super Scientist”

**Focus Colors:** yellow, orange  
**Focus Shapes:** rectangle, circle

**Critical Thinking:** In and Out

**Language Connection:** moon, sun, star, rocket, sky, baby, balloon, earth

**Baby Signs:** moon, song, sock, cold, book, shoes

**Literature Connection:** *Goodnight Moon* and *Everywhere Babies*

**Fine Motor:** Shaker Bottles  
**Fun with Fitness:** “Winter Sports” and “Let’s Rock”

### Preschool & Pre-Kindergarten

**Monthly Theme:** Blast Off the New Year  
**Focus Themes:** “Adventures in Space” and “Super Scientist”

**Focus Colors:** yellow, orange  
**Focus Shapes:** rectangle, circle

**Phonics Focus:** m,n,o  
**Math Connection:** Sort and Classify

**Science Exploration:** Simple Machines, Motion and Magnets

**Culture Connection:** Asian Culture

**Writing/Fine Motor Skills:** a,d,o,g,e,c,s and l,u,w,y,j,n,m,p,q,v,x,z

**Literature Connection:** *Curious George and the Rocket*, *D is for Dragon Dance*

**Character Building:** Empathy, Courage and Manners  
**Spanish:** Nuevo Ano (New Year)

**Fun with Fitness:** “Winter Sports” and “Let’s Rock”

### Advanced K-Readiness

**Monthly Theme:** Blast Off the New Year  
**Focus Themes:** “Adventures in Space” and “Super Scientist”

**Phonics Focus:** m,n,o  
**Phonemic Focus:** m,n,o Word Wall, Using Capital Letters

**Math Connection:** Compare the Differences

**Science Exploration:** Simple Machines, Motion and Magnets

**Culture Connection:** Asian Culture

**Writing/Fine Motor Skills:** Writing Name, Address and Phone Number

**Literature Connection:** *The Magic School Bus Lost in the Solar System*, *My Light*

**Character Building:** Empathy, Courage, and Party Manners  
**Spanish:** Nuevo Ano / New Year  
**Fun with Fitness:** “Winter Sports” and “Let’s Rock”

### Donations Needed:
- Boxes: the bigger, the better!
- Containers of any size
- Magnets
- Science tools: tubes, beakers, magnifying glasses, etc.

### It’s Easy Going Green

- Arrange for your local waste management company to pick up recycled items from your home.
- Begin the New Year with a commitment to not throw anything away that can be recycled!
Partnering with Parents - Fitness

Family Game Night
Why start a family game night?
Creates family time of course. Game play teaches sportsmanship and good healthy competition. Playing together promotes communication. Family game night is inexpensive. Traditional parlor games are free! (see below for suggestions) Family game night creates life long memories! Heck…it’s good old fashioned fun!

GETTING STARTED
Set a consistent day and time. You’ll need to schedule about an hour to an hour and a half. If every week is difficult, try twice a month to start. Mark it on a calendar and keep it a priority.

When game time approaches give the kids a 30 minute reminder. This allows them the time to finish up what they’re doing and will come to the table with a positive attitude.

NO interruptions or distractions; turn off the TV, cell phone, PDA and let your voicemail pick up phone calls. You’ll be sending a great message to your kids, that they are your priority. Select games that everyone will enjoy. Often this is difficult if there is a large age difference between your children. Parents or older siblings can team up with little ones or you can create a variation of a more challenging game. Suggestions for very physical games include “Duck, Duck, Goose,” “How Low Can You Limbo?” Even very young preschoolers would enjoy a spirited game of “Motorboat, Motorboat Go So Slow” or “Ring Around the Rosie.”

With older preschoolers, designate a family member “in charge” of each game night. They select the snack and game for the evening. Trying to get everyone to agree on games and snack, may prove impossible.

HAVE FUN!

Family Recipe

Chicken Caesar Wraps

Ingredients:
- 2 cups thinly sliced romaine lettuce
- 1 can (10 ounces) premium chunk breast of chicken in water, drained and flaked
- 1 medium tomato, diced
- 1 can (5 ounces) sliced water chestnuts, drained
- 1/4 cup creamy Caesar salad dressing
- 1 tablespoon grated Parmesan cheese
- 4 (8-inch) flour tortillas, plain or flavored

Preparation:
In a medium bowl, combine the lettuce, chicken, tomato, water chestnuts, salad dressing and Parmesan cheese. Toss until well combined. Divide the mixture evenly among the tortillas. Wrap the tortillas around the filling, and serve.

Servings: 4
Nutritional Information Per Serving: Calories 330; Total fat 14g; Saturated fat 3g; Cholesterol 25mg; Sodium 840mg; Carbohydrate 34g; Fiber 4g; Protein 18g
Parent Fitness Article

Healthy Snacks

Snacking has become a way of life for both adults and children. A recent study reported that over 95 percent of the women and children in this country have at least one snack each day.

Many common snack foods are high in fat, sugar and sodium. If these foods are used for snacks frequently, they can affect our health.

Snacks can be good for us if we make good choices. Children especially may benefit from healthy snacks. They often cannot eat enough at three meals a day to satisfy their hunger and provide all of the nutrients they need. Snacks can provide the additional foods they need.

Snack Tips

- Plan snacks as a part of the day's food plan.
- When shopping, let children help pick out fruits, vegetables, and cheeses for snacks. They will be more interested in eating these foods if they have been involved in selecting them.
- Set aside a "snack spot" in the refrigerator and cupboard; keep it stocked with nutritious ready-to-eat snacks.
- Offer snacks at regular times, such as midmorning and mid-afternoon. Don't let children nibble constantly during the day.
- Avoid high sugar, fatty and salty snacks, such as candy and soda pop.
- Snacks are a good way to introduce new foods. Include a game or activity to learn about the new food and let the child help fix it.
- Plan snacks to help meet the suggested number of servings per day from the Food Guide Pyramid: 6 to 11 servings from the breads, cereal, rice and pasta group; 3 to 5 servings from the vegetable group; 2 to 4 servings from the fruit group; 2 to 3 servings from the milk, cheese and yogurt group; and 2 to 3 servings meat, poultry, fish, eggs, nuts and dry beans group.
- Never offer food as a reward for good behavior.

Simple Healthy Snack Ideas

- Raw vegetables, such as celery, carrots, cauliflower, broccoli, green pepper, green beans, cucumbers, mushrooms or zucchini may be served with a lowfat dip.
- Fresh fruit in season, cut in slices or halves, such as apples, oranges, bananas, peaches, grapefruit, grapes, melons, pears, plums or strawberries.
- Lowfat quick breads and muffins, such as pumpkin, zucchini, banana or bran.
- Non-sugared cereals, snack mixes made with popcorn and whole grain cereal.
- Lowfat yogurt with fresh, frozen or canned fruit.
- Shakes with lowfat milk or yogurt and fruit.
- Unsweetened fruit juices.
Dear Parents,
Although it’s hard to believe, New Year 2010 is already here! We will be blasting off the New Year with a focus the first two weeks on “Space” and the last two weeks on “Super Scientists.” Children are constantly learning through observation and experimentation and, although they may not realize it, each one is actually a budding scientist. Of course they love to check out the moon and the stars at night just like the astrologists do, and every child seems to have a fascination with how things work. This month we will help children—from our youngest toddlers to our oldest pre-schoolers—develop their scientific skills.

Some of the concepts your child will grasp from and the activities he will experience based on our month-long study are:

- Simple science activities: growing and caring for plants; volcano-building; wet vs. dry.
- Mud and dirt exploration.
- Color mixing.
- Rocks and shells examination using magnifying glasses.
- The magic of magnets.
- The sun, moon and stars.
- Our solar system.
- Our marvelous earth.
- Observation and assessment skills using simple science tools; making scientific predictions.
- Solids and liquids and how they can change form.
- Cooking experiments.

You can enhance your child’s learning by talking with her about the environment around her. You can look at leaves and plants together and talk about how they grow, even inviting your youngster to help you with plant care around the home. You and your child can study the adventures of America’s astronauts; reading stories and watching television programs together. When you are outside at night, point out the stars, moon and if you can see them on a clear night, the galaxies! If you’re lucky enough to own a telescope, this would be a great month to introduce it to your child. Most importantly, appreciate the wonder together of all that is around us!

We will also be talking about Dr. Martin Luther King and how he devoted his life to working and advocating for peace and equal treatment for all people.

If you have anything to that would enrich our studies of any of these topics, please let us know. We would deeply appreciate them!

We wish you and your family all of the very best in the New Year!

Sincerely,

School Director