Creative Kaleidoscope of Learning

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

March

Kindergarten Readiness Curriculum Guides

Crash, Rattle, Bing, Bang
Transportation Highway – Construction Zone
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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 emailed to the School Director. 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.

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.

Opposites—(Critical Thinking)
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 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 your School Director will receive via email 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 Phoenix Children’s Academy 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.**
# Crash - Rattle - Bing - Bang
## Advanced K Readiness March Lesson Plan
### Transportation Highway

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March

Next month will be The Week of the Young Child and most of you will also be having an open house in addition to celebrating this special week with your children and families. Now is the time to start with spring cleaning so that your classroom looks clean, orderly and reflects the curriculum and classroom expectations.

- Clean and organize shelves and tops of shelves.
- Organize manipulatives so they are in the correct container and are neatly labeled with word and picture.
- Organize activities and rotate activities as appropriate and available.
- Make sure your classroom is set up in appropriate centers.
- Label each of the centers.
- Do you have a quiet, cozy area available for the students?
- Clean cubby area. Send home winter clothing if appropriate in your state. Ask parents to bring in change of clothes for spring.
- Display lots of pictures of your children and their families on the wall.
- Generally review the classroom for cleanliness in all areas.
- Make sure that there are bright and colorful projects displayed at the children's level.
- Does your classroom reflect a variety of ages, abilities and races?
- Check bulletin boards:
  - Do they reflect all areas of the curriculum?
  - Is the theme apparent in your classroom?
  - Are the projects a reflection of the process and not the product (child centered and not teacher directed)?
  - All children’s work is reflected.
  - Neat and organized?
  - Parent board updated with pertinent information?
Tips for a Great Garden Experience

It’s never too soon to start children getting interested in gardening. Toddlers and twos may not be able to do all of the planting with you but they can certainly help you water and pull weeds. They will love watching the garden grow. Here are some tips for a successful garden experience.

Start SMALL! It’s okay to plan big, but start small. A large garden can exhaust both you and the children. Let them get excited about the joy and fun of a bountiful, small garden, and then expand as your confidence and experience increases. At this age it is best to start with a garden box.

Involve the children in all stages. Engage them in as many of the planning steps as is reasonable based in the age of the children. Even toddlers can help you choose what to plant. Pass around pictures of what you are considering and let them choose. Show them the garden area and talk to them about it before you plant.

Spend time preparing the soil. Ask any farmer or gardener — they'll tell you the most important step in the planting process is preparing the soil. Healthy, well-drained soil rich in organic matter produces healthy plants that are more resistant to pest and disease problems. You will recoup all the time and money spent preparing the soil through decrease in maintenance. If you are using containers, obtain high quality, well-drained potting mix (and make sure containers have drainage holes).

Prepare for the elements. Make sure each child is prepared with sunscreen, a hat, and plenty of water. You may wish to provide child-sized garden gloves for digging in soil.

Teach children how to work in a garden. Establish a few basic guidelines such as “No one is to eat anything out of the garden without permission.” Take time to demonstrate all garden techniques before asking kids to get started. Toddlers should not be using tools but can help you water the garden.

Avoid garden clutter. Tools, empty pots, and piles of discarded plants are not only unsightly, they're a safety hazard. After each work day, put away tools and place weeds and spent plant matter in a compost bin or green recycling bin. It helps to have your garden storage close by and accessible.

Plant for immediate and delayed gratification. Watching new plants sprout from seeds is like magic for young kids, but slow germination rates can try their patience, so plant both seeds and potted plants.

Avoid poisonous plants. Although every child needs to learn that some plants are not good to eat or touch, it is best to avoid poisonous plants and those with irritating characteristics such as thorns. Online databases of poisonous plants are available at: NC State University Poisonous Plants or Cornell University Poisonous Plants.

Add whimsical elements to engage the imagination. Although the plants on their own will inspire creativity, adding in elements such as a seating area, bean tepee, sunflower house, wind chimes, bird feeder, stepping stones, and so on further stimulate wonder and creative garden play.

Let children direct explorations. What captures your attention may not attract your students, so follow their lead. Help them investigate things that interest them, and share in their excitement. If they see a bug or a butterfly in the garden, talk to them about it.
Introducing the Concept of Transportation
Locate a variety of different types of transportation for the children to look at. Utilize toys, pictures cut from magazines, printed from the internet or drawings. Discuss each picture; invite the children to tell you something about the types of transportation at which they are looking. Where have they seen this type of transportation? Have they ever traveled or ridden in it? Challenge them to compare how each mode of transportation is the same and different and different from the others. Chart their findings and display in your circle area throughout the entire unit. Add to the chart as the children make additional discoveries throughout the week.

Suggestions to enhance your Block Center:
To enhance this unit of study, consider converting both your indoor and outdoor Block Areas into an airport, farm, seaport, or train station for the entire two weeks. Invite parents to contribute and / or loan items to you as well:

- Airplanes
- Cars
- Trucks
- Trains
- Boats
- Travel posters, brochures

Add transportation books to all centers:

Bikes and Trikes
- Dragonwagon, Crescent. Annie Flies the Birthday Bike
- Hughes, Shirley. Wheels
- Jakob, Donna. My Bike
- Watanabe, Shigeo. I Can Ride It

Cars and Buses
- Hellen, Nancy. The Bus Stop
- Howland, Naomi. ABC Drive! A Car Trip Alphabet
- Maccarone, Grace. Cars! Cars! Cars!

Trucks
- Crews, Donald. Truck
- Lyon, David. The Biggest Truck
- Pomerantz, Charlotte. How Many Trucks Can a Tow Truck Tow?
- Rockwell, Anne. Trucks
- Siebert, Diane. Truck Song

Trains
- Crews, Donald. Freight Train
- Howard, Elizabeth Fitzgerald. The Train to Lulu’s
- Lewis, Kim. The Last Train
- Lyon, George Ella. Regular Rolling Noah
- Rosenberg, Liz. Adelaide and the Night Train

Boats
- Allen, Patricia. Who Sank the Boat?
- Demerest, Chris L. My Blue Boat

Airplanes
- Barton, Byron. Airport
- Florian, Douglas. Airplane Ride
- Provensen, Alice. The Glorious Flight
- Rogers, Fred. Going on an Airplane
How Do I Get There?

Materials:
- Puppet
- Large bag
- Toy vehicles (helicopter, train, airplane, car, truck, motorcycle, boat, rocket ship, horse)

What to do:
Put all the toys in the bag. Introduce the puppet: “My friend has a problem. He needs to go to _______. How can he get there?” The children name different ways the puppet can travel. Ask if they will be good ways to travel. Why or why not? Show the bag. Explain that inside the bag are ways that we can travel, and that the word we use is transportation. This is how we get from one place to another. Describe a mode of transportation that you have in the bag. Can the children guess what it is that you’re describing? Remove toys one at a time talking about what each is.

**Land Transportation**

**Lonely Bus Driver**
One lonely bus driver all alone and blue
He picked up a passenger and then there were two.
Two people riding, they stopped by a tree
They picked up a passenger, and then there were three.
Three people riding, they stopped by a store
They picked up a passenger, and then there were four.
Four people riding, happy and alive,
They picked up a passenger, and then there were five.
Five people riding open swung the door
Four passengers got off the bus,
The driver's alone once more.

**Piece of Tin**
I'm a little piece of tin
Nobody knows what shape I'm in
Got four wheels and a running board
Not a Chevy or a Ford
Honk, honk, rattle, rattle, crash, beep, beep
Honk, honk, rattle, rattle, crash, beep, beep

**Daddy Bought a Motor Car**
(Tune of: Twinkle, Twinkle, Little Star)
Twinkle, twinkle little star,
Daddy bought a motor car.
Push the bottom, pull the choke.
Off we go in a cloud of smoke.
Twinkle, twinkle little star.
Daddy bought a motor car.

**This Is the Way We Cross the Road**
This is the way we cross the road,
We cross the road, we cross the road.
This is the way we cross the road,
We stop, we look, we listen.

We stand at the curb and we look both ways,
Look both ways, look both ways.
We stand at the curb and we look both ways,
Before we cross the road.
The Driver Song
*(Tune of “Old McDonald Had A Farm”)*
Dan the driver has a car: beep, beep, beep, beep
And on that car he has a horn: beep, beep, beep, beep
With a beep, beep here and a beep, peep there, here a beep everywhere a beep, beep
Pete the Pilot has a plane: zoom, zoom, zoom, zoom, zoom.
And on that plane there are some wings: zoom, zoom, zoom, zoom, zoom.
With a zoom, zoom, here, and a zoom there, here a zoom everywhere a zoom, zoom
The engineer has a train: chug, chug, chug, chug, chug.
And on that train he has a smokestack: chug, chug, chug, chug, chug.
With a chug, chug here and a chug, chug there, here a chug everywhere a chug, chug

Rolling Jars
Get several clear jars of the same size. Put different small materials in each one (a marble, crayon, block, pencil, etc.). Let the children roll them around discuss with them how the items affect the jars ability to roll.

Ramps
Make several ramps of different heights for your children to play with. Ask them which one makes the cars go faster. See if they can tell you why. If not tell them why.

License Plate Matching Game
**Materials:**
- Large blank flash cards
- Markers or Paint
**What to do:**
Make up mock license plates to be used in a matching game. Have your children match the plates by number, state, color, etc.

Wheels On the Bus
The wheels on the bus go round and round,
Round and round, round and round,
The wheels on the bus go round and round
All through the town.
**Other verses:**
The wipers on the bus go swish, swish, swish.
The doors on the bus go open and shut.
The horn on the bus goes beep, beep, beep.
The driver on the bus says, "Move on back."
The people on the bus go up and down.
Act out the song "The Wheels on the Bus". Line up the children's seats in rows; resembling bus seating. Sing along with the children while doing the actions: The babies on the bus go “Whaaaa, whaaaa whaaaaa” (clenched fist to eyes, turning in and out), The mommies on the bus go “Sshhhh, sshhhh, sshhh (index finger to mouth) etc...

Tour Bus
Set up a bus by lining up chairs in one or two long rows. Provide a steering wheel for the driver, a money bucket and play money. Use anything round as the steering wheel. Learn more about the city, have a tour guide that stands at the front of the bus and point interesting things out the window, Place pictures around the classroom of fun things for the children – tell a silly story about something you see. Such as picture of Disney Land, a ship, or just have the children come up with a pretend place.
Down at the Bus Stop
*(Tune of "Down at the Station")*
Down at the bus stop
Early in the morning,
See the little children
Lined up in a row.
See the yellow school bus
Pick up all the children.
Vroom, vroom, vroom, vroom,
Off they go

Traffic Lights
“Stop” Says the red light
(hold up hands)
“Go” Says the green
(point index finger)
“Wait” says the yellow light
(open and shut hand)
Blinking in between
(continue blinking)

Red Light, Green Light (or Traffic Light)
A slight twist to the classic game. Cut out a red and green circle. Attach the circles to short sticks. From that point play it like the classic game, so that when you hold up the green circle the children walk toward you and when you hold up the red they must stop.

A Peanut Sat on a Railroad Track
A peanut sat on a railroad track,
His heart was all a-flutter,
Round the bend came number ten,
Toot! Toot! Peanut butter! SQUISH!!!

All Aboard the Color Train
Cut out many "tickets" from different colors of construction paper. Give each child three or four tickets. Tell the children that you are the conductor of a Color Train and they can ride the train if they have a ticket that matches the color you call. Set up chairs or have the children line up to march around the room. Announce "All aboard the Red Train" or the color of your choice. Have the children give you their ticket and have them march around the room. After a minute, announce a new color. Variations: use numbers, letters or shapes instead of colors.

Down by the station
Down by the station
Early in the morning
See the little puffer-bellies
All in a row

See the station master
Turn the little handle
Puff, puff, toot, toot
Off we go!

CHUG, CHUG, CHUG
Chug, chug, chug; chug, chug, chug,
Chugging down the track.
See our little choo-choo train
Chugging down and back.
We are cars all lined up,
Chugging just like so.
Hear our whistle toot-toot-toot
As down and back we go.
Line up with your children and chug around the room as you sing.

Little Red Caboose
Little red caboose, chug chug chug
Little red caboose, chug chug chug
Little red caboose, behind the train, train, train
Smokestack on the, back, back, back
Running down the, track, track, track
Little red caboose, behind the train

Choo, Choo Peanut Butter
A peanut sat on a railroad track
His heart was all a flutter.

Around the bend came number ten
Choo, choo, peanut butter.

Learning Train
Paint five open shoeboxes any color. Hook them together with string to make a train for the following games:

- Mark each train car with a different color. Invite your children to place matching colored toys in the cars.
- Number the train cars from 1 to 5. Let the children fill the cars with matching numbers of small objects.
- Label the train cars with different geometric shapes. Have your children sort matching paper shapes into the appropriate cars.

**All Around the Town**

Invite your children to help make a floor map that includes railroad tracks plus roads, buildings, and trees. Show them how to add railroad crossing signs where appropriate. Then let your children have fun driving toy trains and cars on the map.
Types of Air Transportation
Talk about what air transportation is. Ask the children if they can name types of air transportation. Show pictures of air transportation and compare how they are same and different. Talk about types of airplanes, hot air balloon, blimp, and helicopter. Have the children ever used air transportation? Let them tell the others about that.

Parts of an Airplane

At the Airport
Set up your classroom to resemble an airport. Talk to the children about going to the airport: what will they need to go and what will they do when they get there? Use the boarding pass on the following page—or create your own—as classroom passes. Help the children pack their suitcases and be enthusiastic about going on a trip. Ask the children to pick a destination and pretend to drive to the airport. Once you arrive, go to the ticket counter have the children check their baggage. Tape a label to each suitcase and hand out boarding passes. Wait patiently to board the plane and when everyone is aboard, close the door and prepare for take-off. Buckle your seatbelts, take off and land at your destination. Fly to another destination: pick a child to be the pilot, a ticket taker, a baggage taker, a flight attendant while all others are the passengers.
Paper Airplane Races
Make paper airplanes. You can be either inside or outside. Show the children how to throw the paper airplanes and see who goes the furthest and who goes the fastest.

Transportation Game
Have all the children crouch down and lay their heads on the floor. Then sing: "Sleeping, Sleeping, all of the children are sleeping" "But when they woke up, they are (an airplane, a car, etc)" Then all the children get up and pretend to be airplanes. Start over and change the mode of transportation: going from pretending to be the airplane to a resting position. 
For a variation, after you say "and when they woke up….. You can pick a child to choose the next mode of transportation.

How are These the Same?
Place two or more objects on the floor for the children to compare. It could be pictures of people, shapes, transportation, etc. The children find things that are the same and things that are different in each picture. Talk about how they are comparing the pictures

Zooming Airplanes
Let the children pretend to be airplanes. Have them hold their arms straight out to the side and zoom around the room. Make a runway from painter’s tape for take offs and landings. Have the children fly like airplanes out to the play yard and zoom around outside; this is a great transition tool

I Press on the Starter.
The propeller whirls around
My airplane and I
Brush over the ground.
I lift from the field,
The motor roars out loud,
Far below is the earth,
Above me a bright cloud.
I dip and I drop
I swoop and I rise--
Oh, it's fun to be flying
Way up in the skies!

We Are Flying
(Tune of: “Frere Jacques”)
We are flying, we are flying
Up so high, up so high.
See the fluffy white clouds,
See the sparkly sunshine
In the sky, in the sky.
We are flying, we are flying
Round and round, round and round.
See the tiny houses,
See the tiny people
On the ground, on the ground.

Can Fly! Can’t Fly!
Have the students “fly” about the room as you name things that can fly and things that can't, such as planes, butterflies, birds, boats, houses, and dogs. When the children hear the name of something that does not fly, have them slow down and gently "land" on the ground.
**Hokey Pokey Transportation Style**
When playing a game or singing a song that deals with left/right recognition (such as Hokey Pokey), put a sticker that deals with the theme that you have been studying on each child's right hand. This encourages each child to look and remember which side is their right side and which side is their left side. By the end of the school year it's amazing how many children are able to distinguish between their right and their left hands!

**Water Transportation**

**Types of Boats**
Bring in a marine or naval magazine or pictures printed from the internet. Discuss types of boats or water transportation. Discuss how they are the same and different. Compare with other forms of transportation.

**Carpet Boating**
Place carpet squares on the floor with the carpet side down (they'll slide better) or use paper bags. Have the children sit on the carpet piece with their feet extended out in front and their knees bent. Demonstrate how they can pull themselves forward using their feet. Have them work their arms as if they are rowing a boat. Sing 'Row, Row, Row Your Boat.' Have the children kneel on the carpet and pull themselves forward (scooter style), or have them put their hands on the carpet and run pushing carpet on the floor.

**Child Overboard Game**
The children sit in a circle pretend to be in a boat. Sing "Row, Row, Row Your Boat". You are the Captain so you shout out a child's name and say, "Aiden overboard!" Then Aiden jumps in the middle of the circle and pretends to swim. All of the rest of the children throw in a pretend line and begin pulling. As you are pulling say "1-2-3-4-5...he's alive!! The child in the middle then takes his seat. Repeat this until everyone has had a turn to jump overboard.

**Motor Boat**

*Hold hands and turn in a circle, chant the following poem,*
Motor boat, motorboat, turn around (everyone turns)
Motor boat, motorboat, touch the ground (touch the ground)
Motor boat, motorboat, step on the gas (press your foot down)
Motorboat, motorboat, go so fast (start moving faster)
Motorboat, motorboat, hit the brake (press your foot down)
Motorboat, motorboat, stop and swim in the lake (pretend swimming)

**Yellow Submarine**
Play the classic Beatles song and sing along with the children

**Color Boat Game**
Cut simple boat shapes and sail shapes out of different colors of felt. Use the shapes to play the following flannel board games with your children.
- Place the boats on the board and add a matching colored sail to each one.
- Give directions such as these: "Put the blue sail on the red boat. Put the green sail on the yellow boat."
- Ask such questions as, "Can you line up a red boat, a blue boat, and a yellow boat? An orange boat, a purple boat, and a green boat?"

**Floating Experiments**
- Set out an assortment of objects, such as a sponge, a leaf, a cork, a metal spoon, a rock, and a bar of soap. Have your children predict if the objects will float or sink before placing the objects in water.
- Float a plastic-foam food tray "boat" in water and let your children add such items as bottle caps or small rocks for cargo. How much cargo can the boat hold before it capsizes?
Let the children experiment with fashioning aluminum foil into various shapes. Have them place their shapes in water to see which are best for floating.

**Vacation Suitcase**
- Draw a pattern of a suitcase on a piece of construction paper
- Give the children magazine with pictures of things you might take on a vacation. The children cut out and glue them on the suitcase
- Ask them why they are taking those things on vacation and write it on their suitcase.
Construction Zone

Suggestions to enhance your Block Center:
To enhance this unit of study, consider converting both your indoor and outdoor Block Areas into a construction site.

Suggestions to add:
- Hard hats
- Tool belts
- Tools (real and pretend)
- Tool box
- Saw horse
- Tape measure
- Caution Tape
- Paint stir sticks
- Paint chips
- Paint brushes
- Blueprints
- Clip boards with paper and carpenter’s pencil attached

Request that parents provide these items—either by gifting them to the school or merely loaning them to your classroom for the duration of the unit. Display pictures of actual construction sites—complete with the people and equipment found there. Remember to add books about all kinds of construction.

Johnny Hammers
Verse One:
(Make hammering motion with one fists)
Johnny had one hammer, one hammer, one hammer
Johnny had one hammer then he had Two

Verse Two:
(Make hammering motion with both fists)
Johnny had two hammers, two hammers, two hammers,
Johnny had two hammers then he had Three.

Verse Three:
(Make motion with both fists and one leg)
Johnny had three hammers, three hammers, three hammers,
Johnny had three hammers then he had Four

Verse Four:
(Make motion with both fists and both legs)
Johnny had four hammers, four hammers, four hammers,
Johnny had four hammers then he had Five

Verse Five:
(Make motion with both fists and both legs and head)
Johnny had five hammers, five hammers, five hammers
Johnny had five hammers, then he went to sleep (lay hands like sleeping)

Noisy Nails
I use my hammer and five nails (Hold up five fingers)
That’s too noisy, my neighbor yells (Yell)
I’ll hammer them now before it’s night! 1,2,3,4,5 (Pretend to hammer)
And to my neighbor I’ll be polite! (Bow)

Buried Treasures
Bury small treasures in your sand table. Provide your children with toy dump trucks and bulldozers so they can excavate the treasures.

Class House
Make the shape of a house on a large piece of paper. Cut out bricks, shingles, etc from construction paper. Then let your children work as a group to finish the house. Don’t forget to have them to add windows and doors.
**Construction Supervisor Visitor**
Do you know someone involved in any aspect of construction—either as a job or hobby? If so, extend an invitation to that person in to talk to the children about her/his job. Make sure she/he brings tools of the trade and comes dressed in work clothes complete with hard hat, work shoes, tool belt, etc. If you have a construction site close by, be sure to visit it.

**Construction Worker Song**
This is the way we pound our nails, pound our nails, pound our nails, 
This is the way we pound our nails, so early in the morning. 
This is the way we saw our wood, 
Saw our wood, saw our wood. 
This is the way we saw our wood, so early in the morning. 
This is the way we use a screwdriver, 
use a screwdriver, use a screwdriver, 
This is the way we use a screwdriver, so early in the morning. 
This is the way we drill a hole, 
drill a hole, drill a hole, 
This is the way we drill a hole, so early in the morning.

*Addition Verses:*
Saw the wood…. 
Turn the screw…. 
Stack the bricks… 
Paint the walls… 
Stir the paint…

**Three Little Pigs**
Read to the children. Discuss the different materials used to build each house. Bring in samples of each material to show to the children. By touching the items the children can better understand why the bricks are the strongest. Expand this activity: Math-compare, art-paint with each item, etc.

**Field Trip to a House**
If you’re lucky enough to have a home under construction near your school, consider a walking field trip to visit the site. Talk about the shingles, the windows, the lawn lamp, the outdoor electrical plug, house numbers, the fire hydrant and the cablevision box on the lawn, and so on. When you arrive back at school, draw a paper house approximately four feet square on mural paper. Invite the children to cut out paper rectangles to glue on the roof as shingles and on the walls as bricks. Remind them to draw in windows and doors on the house. What about adding a fire hydrant in the front yard? How much of the construction site do they remember?

**Making Bricks**
Make your own bricks using brown paper grocery sacks. Fill one bag with newspaper and then pull another bag over it to close it up. Make as many as you want, and let the children build with them.

**Construction Zone**
Put caution tape around the walls of your block area and post signs reading “Construction Zone” and “Hard Hat Area.” This will promote literacy and adds dramatic play into the area.
**Construction Song**
The backhoe scoops the dirt
The backhoe scoops the dirt,
Hey-ho! Look at it go!
The backhoe scoops the dirt.
*Additional verses or make up your own*
- The dozer moves the dirt
- The loader dumps the dirt
- The dump truck rolls away
- The cement mixer spins cement
- The crane picks up the beam

**Blue Prints**
Contact local general contractors or architects to get a set of blue prints, bid forms, and any other items related to the field of construction. Display the blue prints in your circle time. Have a discussion about items on the blue prints. Color code the prints as you talk about each item. Example: windows are red, doors are green, walls are yellow, etc. Talk about architects and what they do: they develop the design or plan of the buildings. Expand this activity as a fine motor, art and math activity: have the children make their own blue prints, build their design with miscellaneous building materials and compare the design to the blueprints.

**I’m a Carpenter**
This is the way I saw the wood
(right hand saws left palm)
Sawing, sawing, sawing.
This is the way I nail the nail
(pound right fist on left palm)
Nailing, nailing, nailing.
This is the way I paint the house
(right hand paints left palm)
Painting, painting, painting

**Exploring Levels**
Place levels, sandpaper and wood scraps on a table for the children to explore while being closely supervised.

**The Wide World of Rulers**
Set up a display with different types and sizes of rulers and measuring tapes. Paper and pencils can also be added to create interest.

**Construction Tools Sharing Time**
Have the children bring in a tool that a construction worker might use. Have them share a little something about the tool. Take pictures of each child with their tool and write a class book. Make copies of each page and mount it on construction paper. Make a book for each child.
How to present Art Exploration:

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 if he would and then where he would like his name written on his work. You should also encourage him to write it himself if he is able.
- Let the child explore art 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 the children and placed at their level.
- Play dough and the art easel should be open 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 for 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 art and art topics in your classroom.
- Whenever possible, children should do their own cutting; it is okay if a circle doesn’t even remotely resemble a circle yet. This is how fine muscles are developed and makes it both their work and their experience.
- There should not be any ‘right’ or ‘wrong’ way or end product with any art project.
- The art area should contain a wide variety of different collage materials.
- 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 area:

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
- Cookie cutters
- Collage materials of all types
- Spray bottle

This month, you should include:

- Shamrock and diamond-shaped sponges and cookie cutters
- St. Patrick day stickers
- Diamond shapes cut from a variety of materials
- Cut outs or stickers of cars, trucks, trains and other forms of transportation
- Lace and Ribbon
- Green, gold, blue and black materials of any kind: paint, paper, markers, crayons, etc.
- Wheel spools

Note: The activities listed are in this book are “project activities” to add to your daily schedule. You should also allow for great amounts of time for open-ended art activities that give children a variety of exploration.
My Own Traffic Lights
Materials:
- Construction paper
- Paint
- Miscellaneous art supplies
What to do:
Let your children design their own red light out of different colors of construction paper. Then let them create a scene to go along with their red light.
Idea:
During Transportation week let your children do crayon rubbings with license plates.

My Favorite Transportation
Materials:
- Cardboard boxes
- Miscellaneous art supplies
What to do:
Give each child a box. Have them design their favorite mode of transportation. For inspiration and to assist them you should have a wide variety of pictures and books available. If space is limited, you may wish to have the children work in pairs.

Tire Track Art
Materials:
- Paper
- Paint
- Vehicles
- Miscellaneous art supplies
What to do:
Provide your children with paper and paint. Let them drive their trucks in the paint and on the papers. This will make really neat designs on the paper. Then let them make their own vehicle picture on the paper.

My Map
Materials:
- Paper
- Crayons/Markers
- Paint
- Miscellaneous art supplies
What to do:
Show your children several maps. Have them design their own maps.

My Airplane
Materials:
- Paper towel tube
- Cardboard or poster board
- Paint
- Markers / Crayons
- Miscellaneous art supplies
What to do:
Cut a slit all the way through the paper towel roll. Cut out wings from the cardboard and stick them in the slit. Invite the child to decorate and design the airplane any way she chooses.

The Vehicle of My Imagination
Materials:
- Paper
- Paint
- Markers / Crayons
- Miscellaneous art supplies
What to do:
Cut out the shapes of different transportation vehicles (planes, bus, car, truck, etc.) and allow each child to create his own unique vehicle.
Transportation Mural
Materials:
- Butcher or similar-sized paper
- Crayons and markers
- Magazines
- Glue

What to do:
Using a large piece of paper, have students plan and draw a scene. Encourage them to share the jobs. One can draw a train track while another draws a road, another clouds, maybe a lake, house or trees. On days to come, have them gradually fill up the mural with cut-and-paste vehicles cut from magazines and newspapers: airplanes, trains, cars, boats, trucks or hot air balloons.

Margarine-Tub Sailboat
Materials:
- Margarine tub
- Clay
- Paper
- Crayons
- Markers
- Straw

What to do:
Press a ball of clay in the bottom of a margarine tub. Insert a straw in the clay; then tape a decorated paper into the top of the straw.

Meat Tray Barges
Materials:
- Clean styrofoam meat trays
- Hole punch
- Yarn

What to do:
Punch a hole in opposite ends of each of several foam meat trays. Connect the trays with yarn to make a barge.

Egg Carton Train
Materials:
- Cardboard egg carton
- Paint
- paint brush
- circles
- cardboard tubes
- other collage materials

What to do:
Give the child a row of six egg cups, cut lengthwise from a cardboard egg carton. Have her turn her egg carton sections upside down and paint to make a train. When the cartons are dry, have the children add details such as wheels or cardboard-tube smokestacks.

Car Paint & Car Wash
Materials
- small cars
- paint
- pie pan
- paper
- tub
- dish soap
- toothbrushes

What to do:
Fill pie pans with different colors of paint. Let the children drive matchbox cars through the paint and onto paper. When finished they can wash their cars in the car wash. Use a tub of soapy water and toothbrushes.
Shape Train
Materials:
- 1-12 x18 sheet of construction paper per child
- Rectangles cut from paper
- Black squares cut from paper
- Thin rectangular strips cut from paper

What to do:
Using the shapes provided, challenge the children to make a shape train.

Stop Sign
Materials
- White crayon
- Paper
- Tempera Paint

What to do:
Cut a small paper plate into an octagon shape and write the word “Stop” on it using a white crayon. Give the child diluted red tempera paint and have him paint the sign without informing him of the magic words that will appear. To extend this activity, let the child experiment with the wax crayons and paint. Can he also make magic words appear?

Ramps
Make several ramps of different heights for your children to play with. Ask them to predict which ramp will allow the cars to go the fastest or which other ones the cars will go very slow on. Let them work out their predictions by dipping the car wheels in a mixture of tempera paint diluted with water and racing it down each ramp which you’ve covered in paper.

Airplane
Materials:
- Paper towel tubes
- Popsicle stick

What to do:
Take a paper towel tube and cut 1/2 through it about three inches from the front, then cut 1/2 way through again about 2 inches further down. Remove the top half of the tubing. Glue a second towel tube in opening to form a T. Cut a slit in the end of the body tube and insert a slightly flattened towel tube then paint. Use Popsicle sticks to make an “x” as the propeller. Use another craft stick broken in half as landing gear.

Hot Air Balloon
Materials:
- Balloon (supervise closely)
- paper Mache’
- paint
- glue
- string
- cup or berry basket

What to do:
Cover an inflated balloon with paper Mache’ and allow to thoroughly dry. When it is, paint the entire surface. Punch holes at the top of a paper cup. Paint the entire surface. Glue three pieces of string at the bottom and connect either a paper cup or berry basket to it. Tie off securely.

Hot Air Balloon: Version 2
Materials:
- white poster board
- crayons or markers
- paper lunch bag
- yarn
What to do:
Cut a large balloon shape from a white poster board & have children decorate both sides with crayons or markers. Cut a paper lunch bag about 1/3 from the bottom for the basket. Punch two holes on the bottom of the balloon shape & on the short side of the lunch sack. Attach basket with yarn. Hang from the ceiling.

Transportation Snacks
***Snack Note: If you have any food allergies in your classroom, make sure to substitute for appropriate ingredients in all recipes.

Celery Cars
- Wash and thoroughly clean celery stocks.
- Fill with cheese spread.
- Push a toothpick though the celery at each end.
- Place carrot rounds on the ends of the toothpicks for wheels.
Variation: For race cars, place the wheels on a small banana.

Apple Boats
- Cut an apple in half length-wise.
- Scoop out the center seeds and fill with flavored cream cheese.
- Make a paper sail and thread it on a toothpick "mast".
- Stick the mast into the middle of the apple boat.
Variations: Use deviled egg halves in place of apples.

Snack Train
- Cardboard egg carton cut it in half length-wise.
- Each section can become a snack train.
- Fill each section with a small snack, such as cut grapes, fish crackers, or raisins.
Variation: Small paper cups taped or stapled together can also be used as a snack train.

Just "Plane" Fun
Cut a banana in half lengthwise. Place one half, cut side up, on a plate. Use a whole graham cracker rectangle for the wings and a quarter rectangle for the horizontal part of the tail. Spread apple butter or other spread on the remainder of the banana and top it with the other banana half. Cut a slit at the tail end of the top half, and push a graham cracker rudder piece in place. Apply raisin windows in place with a little dab of spread.

Marshmallow Trains
Use pretzel sticks to hook the marshmallow cars together and use cream cheese to glue Cheerios™ on as wheels and other features.

Twinkie™ Trains
Not the most nutritious snack but fun just the same. Take one Twinkie and six vanilla wafers. Using either decorator gels in tubes or cream cheese, glue on the wheels. The children can decorate the Twinkie using the same and then can "glue" the wheels onto the sides. They can also use a marshmallow for the smoke stack.

Traffic Light Snack
Materials per child:
- 1 rectangle of graham cracker
- 1 teaspoon of cream spread
- M&M™ candies (red, yellow and green)
- 1 plastic knife
What to do:
Encourage the children to spread the cream spread onto the graham cracker and place the M&M’s in the same order as the lights on a stop light.
Construction Zone

Stepping Stones
Materials:
- Concrete mix
- Glitter
- Small rocks, pebbles, etc.
- Small sand pail
- Cooking spray

What to do:
Spray the pail with cooking spray. Have a child fill the bottom of the bucket with whatever she wishes: small pebbles, jewels, glitter etc. Finally mix some concrete but only mix amount needed for a couple of stones at a time, so that you insure that it does not dry too quickly. Quickly pour it into the pail. Allow it dry for a few days, then turn the pail over. Use your hand to hold the stone and gently tap the pail until the stone comes free.

Popsicle Stick Building
Materials:
- Popsicle Sticks
- Glue
- Paper
- Paint

What to do:
After talking about buildings and construction, give your children the materials and let them create a building on their paper using Popsicle sticks. Invite them to paint their house to either resemble their own house or one they would like to live in.

Why the Brick House was Stronger
Read any version of the story *The Three Little Pigs*. Set out an assortment of sticks, straw and—if possible—a few bricks. This will allow your children to finally see why the brick house was stronger.

Sawdust Pictures
Let the kids get creative with sawdust and a bit of glue! Using a piece of colored construction paper, let the kids drizzle, paint with a brush—or use their fingers—to create a picture made from glue. Sprinkle the sawdust over the glue before it dries. Shake off access. Let dry.

Tool Collage
Cut pictures out of magazines and catalogues (hardware store or department store sale flyers work great too) of tools and other construction equipment. Make one large or several personal collages.

Shoebox Tool Box
Provide markers, construction paper, paint, stickers magazine/catalogue cutouts of tools, etc. to decorate their tool boxes. On the side of each box, write the child's name and the words "Tool Box".

Cardboard Tool Cutouts
Cut out or let the children cut out, tool shapes from heavy cardboard. Paint or decorate the cutouts with markers. Invite the children to add these to their Shoebox Tool box!!

Dramatic Play
Supply plastic tools, hardhats, tool belts, small tape measure, levels, plastic goggles, wallpaper and/or paint sample cards, painters caps (from paint store - free!) etc to the prop box. Add bulldozers, dump trucks, loaders, shovels, rakes, plastic people, cars, trucks to the sand box for more creative fun! Hang yellow & black construction tape around the block area; hang constructions signs: "Construction Zone" "Hardhat Area", etc.

Popsicle / Craft Stick Fun
Bring out the Popsicle or craft sticks and let the children create any kind of structure they would like. Use play dough as the "glue" that holds the sticks together. Allow to dry. The children could also paint and decorate their creations!
Hammer & Nails
Supply large Styrofoam blocks, golf tees and plastic hammers.

Blanket Bonanza
Bring out the blankets and sheets and help the children create a fort or house by draping blankets or sheets over a table.

Construction Paper Clay
Construction paper clay is a great molding compound that you can sculpt. It's lots of fun and a child can create 3-D buildings, vehicles, ornaments, and lots of other fun things.

Materials
- 2 cups of construction paper scraps (sorted by color)
- 4 ½ cups of water
- ½ cup of plain flour

What to do:
1. Tear construction paper into small pieces.
2. Pour water and then add the paper scraps into a blender. Blend for 20 seconds or until the mixture turns into pulp.
3. Drain and squeeze excess water from the mixture.
4. Mix the flour and the remaining half cup of water into a small bowl until blended.
5. Slowly add the flour and water mixture to the paper pulp. Knead this all together until it forms a dough.
6. Mold with this as you would with any other clay. Finished creations require one or two days to dry.

Variations:
Try adding glitter or bits of confetti to the paper clay.
Try pressing the construction paper clay into candy molds, cookie cutters, or gelatin molds to create interesting and fun shapes.
Mix two different finished colored construction paper clays for marble-like effects.

Construction Snacks

Graham Wafer Houses
Using graham crackers and/or wafer cookies, icing and assorted candies, create graham wafer houses and other buildings.

Marshmallow Creations
Using pretzel sticks; mini and/or regular size marshmallows, let the children get creative and see what they can create!

Cheese Hammers
Cut small blocks of hard cheese; press onto a pretzel.

House-Wiches
Cut the top of a slice of bread in a triangle shape to resemble a roof shape. Spread cream cheese or peanut butter over the bread shape. Add a cheese slice, cut on the diagonal (triangle), to the roof area of the bread house. Using more cheese pieces, cucumber slices, thin carrot slices or whatever food item you can think of, add windows, and doors to the house.

Marshmallow Building
Materials:
- Marshmallows
- Toothpicks

What to do:
1. Allow your children to design and then build a building using marshmallows and toothpicks
2. Tape different color crayons to the back of construction vehicles. Let your children draw on paper by driving the vehicles
Most children at this level know their ABC’s and can identify each letter by sight. Teaching “phonics” we focus on the “sounds” of each letter and we connect it to the children’s everyday life through songs, games, cooking or art activities. Reading begins by learning the sounds of letters and then moves into connecting the letters to form words. When doing each activity, emphasize the letter that is the focus of the week. In addition to the weekly letter, you should 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.

**Words to get you started.**

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

Bb - Barney, 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.

Dd - deep, different, danger, drag, Dalmatian, dog, dirty, doughnut, dozen, disguise, doze, drop, drive, dinosaur, dad, dangle, dream

Ee - 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

Gg - good, goose, game, gate, gus, gopher, goggles, gone, gallon, golf, gray, go, growing

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

Ii - 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

Ll - 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, October, on, octagon, utter

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

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

Rr - raspberry, razor, rope, ridge, river, recreation, rat, raisin, rabbit, 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, 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
Activity to add to your Zoo Phonics Center

**Alphabet Blocks**
Instructions for making simple blocks

**Materials:**
- Box Pattern
- Paper or Cardstock
- Glue Stick or Tape
- Crayons and/or Markers

What to do:
Print the box template onto the wrong side of your paper. Cut it out along all the outside edges. On the right side, add phonics letters to all sides.
Fold on each line toward the wrong side of the paper. You should be able to easily tell how to construct the box. Put a dab of glue onto each short tab and tuck them into place.
"S" Activities

Hands-full-of-Sunflower
This project incorporates a special "signature" from each child -- their individual hand print shapes. Not only are the little hands in the craft cute, but using a special item that reflects each child's personally fosters self-esteem and sparks a sense of ownership.

Materials:
- Paper plate
- Paper towel tube cut in half down the center
- Paint brush
- Glue
- Stapler
- Sunflower seeds
- Eight cutouts of child's closed hand print
- Two green construction paper leaves

What to do:
1. Paint paper towel tube with green paint. Let the tube dry.
2. Glue the eight hands around the lip of the paper plate.
3. Place glue in the center of the plate and pour sunflower seeds on top. Discard the ones that did not stick! It's also fun to scatter different things for "seeds" into the center of the flower -- buttons, sparkle beads, pebbles, dried beans, peanut shells.
4. Staple the painted tube to the back side of the paper plate. Glue the two leaves to the green "stem" of the flower.

Scribble Art
Have the children scribble on a piece of paper with black crayon. Then have the children use other colors to color in the sections between the scribbled lines. They will be surprised at the colorful picture they end up with.

Straw Painting
The children place a small drop of tempera paint in the center of a large piece of paper. Give each child a straw and have them blow (lightly) the paint around the paper to make a design.

Tie Snakes
Materials:
- Ties
- Hangers or Pipe Cleaners
- Fiber Filler
- Googly Eyes
- Buttons

What to do:
Ask parents for old ties, the busier the print the better. Cut open one of the ends and fill 2/3's all the way will fiber fill. Then, insert either a hanger or pipe cleaner or medium-light gauge wire.
Fill the rest of the way, and sew/glue/web-iron the tie closed again.  
The wire or hanger seems pretty important to giving the body some shape and letting you give it that "s" shape.  
Add googly eyes and the long tongue with the "V" shape at the end, and you have a rain forest anaconda!

**Paper Towel Roll Snake**  
Recycle those paper towel rolls! Ahead of time cut the paper towel rolls.  
Start at the end of the paper towel roll & cut in a circular or spiral line like the one that is already on it.  
When you get to the end cut out a head shape. Now cut the tail into a tapered shape. The children can paint their snake whatever color they wish. They can also add a tongue and button eyes.

**"s" with stickers**  
1 "S" cut out of black construction paper, labeled star stickers and have the children decorate their "S" with stars or stamps.

**Spider Webs**  
**Materials:**  
- 1 sheet of black construction paper per child, labeled  
- white paint  
- cup for paint  
- marbles  
- spiders  

**What to do:**  
Place black construction paper in a box top. Dip marble into white paint. Place the marble in the box top and have child move the box top around to form the "web". Have the child glue a spider onto the web.

**Salty Surprise**  
**Materials**  
- Paper  
- Watered down paint  
- paint brushes  
- salt shaker  
- water  

**What to do:**  
1. Let the child paint a picture using water down paints.\  
2. Allow the child to shake salt on his painting while it is still wet.  
3. When the painting dries it will sparkle!!

**Sky**  
Make cloud pictures with white chalk or cotton on blue paper.

**Strawberries**  
Cut 2 large strawberry patterns from white paper. Glue or staple around the edges, leaving the top opened. The children can paint their strawberries. Finger printpaint the seeds on the strawberries. Help the children stuff with shredded scraps of paper making a pillow. Use green paper to make the leaves on top. Allow the children to cut out if they are able to. Taste strawberries with the children when they are done making a strawberry.

**Skipping**  
Teach the children how to skip. Show them how to jump and kick on alternate feet or to step and hop on alternate feet.

**Have a Silly Sandwich Social**
Use Sandpaper to cut out the letter S so the children can feel the shape.

Have a graphing activity to graph favorite Sandwiches.

Make a Spider String painting

Play Simon Says

Sensory Time
- Soap
- Smells
- Satin
- Scrub brush
- Sour cream
- Sand
- Salad
- String Paint
- Slime

Slithering Snakes
Pretend to be Snakes and make the SSSSSS sound and slither on the carpet.

Smelly Scents
Put different scents (strawberry, lemon, vanilla, peppermint extracts) on cotton balls and then put them in plastic containers with tops. Have children guess what they are.

Sliding S
Make a big letter S on the carpet using masking tape. Have class take off their shoes and slide on the letter S in their socks.

Sports Day
Wear your favorite sports team jersey or hat to school

Shapes Treasure Hunt
Prior to class, hide various shapes around the room. When you begin your lesson show the children the various shapes they are to find. Give each child a copy of the shape they are to find, and a clue. Then set them loose to find their shape. As a reward, have snacks of peanut butter and jelly sandwiches that are cut out from various different shaped cookie cutters.

Seeds
Plant seeds for Spring

Sun Pictures
Place an object on a piece of colored construction paper and place it in the sun for several hours. The paper will fade around the object. Leaves work really well.

Slippery Snakes
Materials:
- 1 1/2 cups apple juice
- one 3-ounce package any flavor gelatin
- 1 envelope unflavored gelatin
- 5 ice cubes
- 2 self sealing plastic bags

What to do:
1. Pour half of the apple juice into a saucepan. Heat until boiling. Remove from heat. Add flavored gelatin and stir. Pour remaining apple juice into mixing bowl. Sprinkle it with unflavored gelatin.
2. Stir gelatin and juice in mixing bowl. Add to hot juice, add ice cubes. Stir until ice cubes melt. Refrigerate about 10-15 minutes. Put half of the apple gelatin into each plastic bag. Close and seal.

3. Cover a baking sheet with foil. Cut about 1/4 inch off one corner of the bag. Hold the bag over the baking sheet, slowly squeezing the bag to form snake shapes. Repeat with remaining mixture. Chill for 2 hours.
“t” Activities

Glue tinsel on letter T’s.

Make T’s by gluing together tongue depressors.

Tie-dye
Have children bring to school one plain T-shirt and decorate with fabric paints or do Tie-dye!

Tiptoe T
Make a big letter T on the carpet with masking tape. Let children tip toe on the letter T.

Timothy Tiger Tea Party
Have a Tea party - invite the moms and dads!

Tower
Build a tower with the blocks. See how tall they can build it!

The Timer Game
Have the children sit in a circle with you. In the middle place several items that begin with the T sound like tape, a tambourine, a teddy bear, a toy telephone, a toy truck, a turtle, a toothbrush. Name each of the items with the group. Have the children turn around or close their eyes while you hide one of the items in a bag or a box. When they turn around or open their eyes, set a kitchen timer for the desired number of seconds and have the children try to guess which item you have hidden before the timer rings. Let the first child to guess correctly hide an item for the next round of the game. Or have the child choose someone who has not yet had a turn.

T Time
Print T and t on index cards and mix them in with other letters on index cards. Have the children sit in front of you. Show them how to use their pointer fingers to form the letter T and t. Then hold up the cards one at a time. Whenever the children sees a letter T or t he/she must make the T or t with their fingers.

T Snacks
- Toast
- Tea
- Tangerines
- Tuna
- Teddy Grahams
- Trix cereal
- Taffy
- Tapioca pudding
- Tofu
- Triscuit crackers
- Tomato
- Twix candy bar

Thumbprint Cookies
Ingredients:
- 1/2 cup butter or margarine, softened
- 1 cup all-purpose flour
- 1/4 cup packed brown sugar
- Finely chopped nuts (Check for allergies!)
- 1 egg
- Jelly or preserves (raspberry is good)
- 1/2 Tsp vanilla extract
- 1/4 Tsp salt

What to do:
1. Preheat oven to 300 degrees F. Grease cookie sheets.
2. Separate egg, reserving egg whites. Cream butter, sugar, and egg yolk.
3. Add vanilla, flour and salt. Mix well.
4. Shape dough into balls. Roll in egg white, then nuts. Place on cookie sheets about 2” apart. Bake for 5 minutes.
5. Remove cookies from oven. With thumb, dent each cookie. Put jelly or preserves in each thumbprint. Bake for another 8 minutes.

Makes 2 dozen cookies.
**Tap Your Toe**  
(Tune: Row, Row, Row Your Boat)  
Tap, tap, tap your toe,  
Tap, tap for T.  
Tap for train and turkey and toy,  
Tap, tap, one, two, three.

**The Turtle**  
(Tune: Pop! Goes The Weasel)  
The turtle wears a shell on his back,  
He walks so very slow.  
Just put him in the water and watch.  
He can really go.

**I'm a Teacher**  
(Tune: Twinkle, Twinkle Little Star)  
A, B, C, D, E, F, G,  
I'm a teacher, can't you see?  
I plan lessons every day.  
I help children work and play.  
A, B, C, D, E, F, G,  
I'm a teacher, can't you see?

**The Tapping Song**  
(Tune: The Muffin Man)  
(Each child gets two tongue depressors or popsicle sticks or rhythm sticks.)  
Listen while we tap our sticks,  
Tap our sticks, tap our sticks.  
Listen while we tap our sticks,  
We will tap them (number) times.  
(Tap and count.)

**There Was A Little Turtle**  
There was a little turtle.  
(Make a fist with your right hand in front of you.)  
Who lived in a box.  
(Place left palm under your fist.)  
He swam in the puddles.  
(Make a rippling motion with your hand.)  
And he climbed on the rocks.  
(Make right fingers walk up your left arm.)  
He snapped at a mosquito.  
(Bring thumb & fingers together in a snapping motion.)  
He snapped at a flea.  
(Clap hands together.)  
He caught the mosquito.  
(Clap hands together.)  
He caught the minnow.  
(Clap hands together.)  
But he didn't catch me!  
(Shake head, smile and point to self.)
“u” Activities

U Mobile
Hang a small umbrella upside down. Cut out pictures of things that begin with the U sound. Glue each picture to a piece of paper and write the letter U on the back. Then hang the pictures from the upside down umbrella to create a mobile.

Umbrella Collage
Prepare large cardboard umbrellas and divide into 4 - 6 sections. Each section to be painted or filled with different collage media, cut up cupcake pans, colored scraps, stars, glitter.

Umbrellas
Materials:
- 1 small paper plate per child, labeled
- 1 right boot/1 left boot per child
- water colors

What to do:
With a black marker, draw a black dot in the center of each plate for the umbrella tip. Let the children paint on the backs of the plates. Glue on boots to peek out from the bottom of the umbrella.

Under and Over art
To help children understand the opposites over and under, give them the opportunity to contribute to two class murals. Cut two bulletin board paper lengths to match the length and width of a table. Tape one length to the table to paper. Tape the other length to the underside of the table, trimming the paper if necessary to accommodate the table legs. Arrange pillows under the table. Encourage children to use crayons to decorate the paper taped over the table, and to lie or sit on the pillows while decorating the paper under the table as well.

U Collage
Cut out pictures of things that begins with U. Have the children make a collage.

Fun With U
- Throw a ball underhand
- Pretend to be ushers and show people to their seats
- Make an underwater picture
- Walk upstairs
- Bring in a photo of your uncle to share
- Listen to the story of The Ugly Duckling

Ukulele
See if anyone in your high school band or a parent knows how to play the ukulele. If so, ask that person to come play for the class.

Unicorn
Show a picture of a unicorn to your students to stimulate their curiosity. As a group make up a story about the Unicorn. Have the student draw or glue a unicorn to their paper and record their response to this statement: "If I were a unicorn I would..."
**U Math - Umbrella Color Game**
Cut one umbrellas shape each from the following colors of felt: green, red, purple, blue, yellow, and orange. As you read the poem below, let the children help place the appropriate colored umbrellas on a flannel board.

We keep our umbrellas, so perky and gay,
Ready and waiting for a rainy day.
Here is a green one to keep me dry
When I open it up and hold it high.
Have you seen the umbrella that's ruby red?
It looks so regal held over my head.
The rain can get heavy, oh me, oh my.
But the purple umbrella will keep me dry.

I love the umbrella of sweet sky blue.
It's big enough for both me and you.
The yellow umbrella is bright like the sun.
Jumping puddles with it is ever so fun.
The orange umbrella is saved for showers.
The kind of rain that wakes up the flowers.
Our umbrellas are fun and so nice to see.
Just look at them all, I'm sure you'll agree.

**Under the Rope**
Have the children experiment with all the ways they can think of to move under a rope. Have them take turns holding the ends of the rope as the others go under. Play this game in the same way as "Follow the Leader" so that all the children can try moving in different ways.

**Ugli Fruit**
Try Ugli Fruit for a snack. Also called Unique Fruit, it's a cross between an orange and a grapefruit and it's delicious!

**I Am Learning Letter U**
*(Tune: London Bridge)*
I am learning letter U,
Letter U, letter U.
I am learning letter U
U-u-u-u!

*Other verses:*
Umbrella starts with letter U
Under starts with letter U
Up begins with letter U
Us begins with letter U
Children can add other verses and hand motions as they think of them.

**Under The Umbrella Game**
Pick another child to hide behind a large umbrella.

Class Sings: Who is missing? Who is missing?
Do you know? Do you know?
Child who was in the bathroom:
Is it _______? Is it ________?
Class: You are right. You are right. or Guess again. Guess again.

**U Song**
Let's stand up and sing for umbrella,
Umbrella starts with U.
Let's stand up and sing for umbrella,
And for the letter U.
U, U, U, U,
Let's sing for the letter U, U, U.
U, U, U, U,
Let's sing for the letter U.
(Repeat using other words that begin with U in place of the word umbrella.)
Number Connections

**Number Stations**
Children explore each number 1-10
- Children discover the possible arrangements and combinations of materials for each quantity
- No written symbols are used at this time

Children develop an understanding if mathematical language as they explore number patterns under ten in the context of real events and/or concrete materials

Children demonstrate their understanding at this level by:
- Building concrete models with a variety of manipulatives
- Describing what they have created using mathematical language

**Acting Out Situations (Live Story Problems)**

**Number Stories**

**Addition**
Carlos, Katie, Molly and Peter were frogs. They hopped into the pond. How many frogs are in the pond? Susan Frog and Steven Frog hopped into the pond too. How many frogs came in? How many frogs are there all together?

**Subtraction**
Emma Frog, Juan Frog, Javon Frog and Teagan Frog jumped into the pond for some fun. A little later, Emma Frog, Juan Frog and Javon Frog jumped out of the pond to bask in the warm sun. How many frogs were there all together? How many frogs jumped out of the pond? How many frogs are still in the pond?

Extension: Tell the stories without having the children act them out. Ask the children to predict the results before they act it out. Verify their predictions by having the children act it out.

Use number rhymes and songs as a frame work for number stories. A group of children can act out the number problem as they sing the song or the rhyme being recited.

**Using Manipulatives and Work Mats**
1. Have a collection of small objects (block, Unifix cubes, shapes, snack crackers) to represent what is referred to in a word problem. Give the children their own work mat.
2. Tell the children a number story. Ask the children to act it out with the objects on the work mats as you go.
3. Have the children take turns adding to the story while modeling with the manipulative. Have other objects that represent other animals to make it interesting.

*Example:*
*If using green paper, the work space is grass. Use counting bears as the manipulative.
There are six bears playing in the field. Two bears went to eat the berries. How many bears are in the field? “What happened next?”*

**Counting: Exploring Numbers 0-9**

**Trail Mix Snack**
- Count out the same number of papers as there are items in the snack. (Example: If the Trail Mix is made using pretzels, cracker, raisins, marshmallows, nuts, Chex™ cereal, each child would need six papers to coincide with the six items.)
- State to the child how many items he should count out on each sheet
- The child then counts out the same number of predetermined objects onto each counting sheets
Number Operations on additions and subtraction boards (Teacher directed lesson)
• Make addition and subtraction boards with mats attached. Laminate for durability.
• Provide the children with two different objects along with an addition or subtraction board
• Verbalize an equation to the class
• Ask the children to solve the problem and have the children verbalize their actions

The children have learned the concepts of addition and subtraction using objects only; numbers and symbols such as + and - are not used at this time. Also the wording of the problems did not and should not use the symbolic verbiage of plus and minus. It is the concept of problems they are doing.

Domino Connection
1. Use a set of game dominoes or print a set (a pattern can be found two pages forward.)
2. Start by selecting dominoes with easy equations and low addition results and progress to bigger numbers.
3. Place selected dominoes face down and mix.
4. Children select a domino and add or subtract the dots. If child gets the right number then he takes another turn and keeps the domino. If he is wrong, he places the domino back into the pile and the next child takes a turn.

Parking Garage
Materials: Use masking or duct tape on floor to denote parking spaces. Number these spaces by either writing the numeral on the tape or attaching pieces of paper with a numeral on them.
What to do: Children take turns driving their car into the correct number parking space that you assigned them.

Math Muffin Tins
Materials:
• Cupcake paper liners
• Poker chips, counting bears, pennies or similar small math counter
What to do: Write a numerals from 1-10 inside each muffin liner. The children will then count and sort that many items into each liner.

Beanbag Fun!
Materials:
• Cardboard box
• Cardboard
• Marker
• Bean bags.
What to do: Make a bean bag game out using the bottom of a cardboard box. Divide the box into nine squares using cardboard pieces. Write one number in each spot of the box using the numerals 1-9 on the cardboard squares. You might also wish to use letters or shapes. The children then toss a bean bag into one of the squares and call out the number of the square on which they landed.

Pot of Gold
Materials:
• Large beans, painted gold
• Small plastic cup (applesauce or pudding single-serving cups work well)
• Shamrocks cut from paper, each containing a number and the corresponding amount of dots
What to do: Have a child pick a shamrock and state the number on it. Next have him place gold "nuggets" atop the dots until each of the dots are covered. Encourage the child to count out loud as he places the nuggets on. This activity will help children gain better knowledge of one-to-one correspondence.
Pop-A-Top Math Game
Materials:
• 2 liter soda caps without any markings
• paper and pencil
• paper or cloth bags
What to do:
1. Number the caps from 1 to 100 using a permanent marker.
2. Working together in small groups or alone, the teacher reaches into the bag, pulls out a numbered cap and announces that number to the children.
3. The student writes that number on her paper.
4. The teacher draws out another soda cap and states the number on it.
5. The child writes that number down on her paper.
6. Challenge the child to solve the problem by adding the two numbers together.

Lego Counting Lesson Plan
“Five Legos. One, Two, Three, Four and Five.” (Count the Legos as you place them on the table.)
“Let’s count them together!”
“Five plus One is Six!” (Place another Lego in the group.)
“Now we have Six Legos” (Show the student all six Legos)
“One, Two, Three, Four, Five, and Six”

Use Wipe Off Number Books or Chalk Boards
Teach children what the numbers look like at the same time you are teaching them the verbal counting words. In the Counting Lego Lesson Plan above, provide a small chalk board on a table and write the numbers on the board as more and more Legos are added into the group. A preschooler can easily learn to associate the written number, with the verbal counting word and with the addition of the manipulatives your children will have the understanding of what that word and number means.

Make Your Own Mats
Use the mats on the proceeding pages as guides to making your own. Use the shape and transportation mat to get you started. The blank mats should be used if you wish to make your; stickers or stamps attached to the mat will work well. As children grasp the concept, increase the number of items.
Items to use on mats:
• Stickers
• Crayons
• Blocks
• Beads
• Basket of Toys
• Junk Trunk
• Children

For additional information and math activities, visit http://www.kidzone.ws/math/index.htm
Cause & effect
Science Fun in the Preschool
It is widely known that young children learn science best by direct hands-on learning. Here are some very simple science experiments that children in your preschool can participate in.

Raisin Rising
Pour a clear carbonated soda water into a clear glass. Drop four or five raisins into the glass. Show children how the air bubbles make the raisins rise and fall.

Mini Ocean
Fill a clear plastic liter bottle 3/4 full with water. Add blue food coloring then add cooking oil. Leave about 1 inch at the top of the bottle. Show preschool children how the oil and water do not mix. Tilting the bottle back and forth causes a wave effect.

Run Away Pepper
A great science demonstration. Sprinkle pepper over the top of a cup of water. Put a dab of soap on your finger and touch the center of the pepper. Show children how the soap repels the pepper to the side of the glass.

Sun Painting
Place various shaped flat objects on a dark piece of construction paper. You can cut out shapes and designs or use common objects like a ruler or key. Place paper in direct sunlight for a few hours. Show children how the sunlight faded the paper, leaving dark silhouettes.

Popcorn Dance
Fill small a glass jar 3/4 full of water. Mix in 2 tablespoons of baking soda and mix well. Add a drop or two of food coloring and 10 to 15 popcorn kernels. Then add a few drops of vinegar. The kernels will start to move in one or two minutes.

Ice Magic
Fill a glass with water and add one ice cube. Let a child lay a piece of string across the ice and try to pick up the ice with the string. Sprinkle a little salt over the ice cube, count to 10 and have child try again. Show child how the salt melted the ice just enough to bond around the string.

Volcano!
Place an empty baby food jar on a tray. Surround the jar with play dough. Form the dough to look like a mountain. Put a drop of red food coloring and a tablespoon of baking soda in the jar. Then add some vinegar to it to make it erupt.

Invisible Ink
Using a cotton swap or paint brush, let children write messages or paint designs on white typing paper with lemon juice. Let dry. The adult is to hold the paper close to a light bulb until the writing becomes visible by turning brown.

Ice Follies!
Freeze water in three separate containers. Pop out ice blocks in a tub. Have the children touch the frozen water. What will make the ice melt? Does the ice melt when we touch it with our warm hands? Pour some salt over one, sugar over another, and sand over the third. Which block will melt faster? Tip: Add food coloring to the water before freezing! A different color for each block of ice!

Rubber Egg
Put a raw egg into a jar with vinegar. Make sure the egg is covered and leave for 48 hours. Remove egg from jar and let children feel the egg. Will the egg bounce? Take it outside and see!
**Eggs-periment**

Have 2 glass jars with water. Put 4 tablespoons of salt in one jar. Add a hard boiled egg to each jar. What happened to the egg in the non-salt water? What is happening to the egg in the salt water? Continue to add salt in the salt water until the egg floats in the middle of the jar.

**Marbled Milk**

- 2% milk
- small saucer
- food coloring (in the squeeze bottles, several different colors)
- liquid dish soap

Pour the milk into the saucer to cover the bottom. Place 5 to 7 drops of different colored food coloring onto the milk. Next place one drop of the liquid detergent in the middle of the mixture. What happened? Why? (water and oil do not mix. By adding the dish detergent, it breaks down the fat molecules in the milk and allows the food coloring to spread!

**Water & Oil Experiment**

Put water (colored with food coloring) and oil in a bottle and talk about why they don't mix. Let children shake the bottle up and see what happens.

**Ice Sculptures**

Put water in a pitcher. Give each child a container (different sizes and shapes) and label with each child name. Have each child pour water in the container (leaving room at the top for water to expand). Add one or two drops of food coloring into the water. Put the container overnight to freeze. Pop the frozen sculptures out of their containers. Place the ice sculptures inside a tub and watch them throughout the day. What is happening?

**Colorful Water Bottle**

Fill a small pop bottle with water. Add sparkles, bits of plastic, small waterproof toys. Place lid on tightly! Shake the bottle. What happens to the things inside? Try putting clear corn syrup in a bottle. What happens to the items inside when you shake the bottle?

**A Fish Race**

Fill a large tub with water. Cut out several colorful fish shapes (about 2" long) from cardboard. Hole punch a hole in the tail of each fish. Place all the fish in the water at one end of the tub. Add a drop of liquid soap into the "hole" in teach fish's tail. What happens to the fish? Are they swimming? Have extra fish on hand so the kids can repeat the experiment several times! You will need to change the water each time too!

**Sink vs Float**

Fill a dish pan, baby tub, or wading pool with water. Supply several objects for children to test for sinking or floating. Ask the children what will happen if I put this in the water? Will it sink or float? Discuss why some things float and some things sink.

**Shake Picture**

- Construction paper
- scissors
- liquid tempera paint
- large jar with lid

Cut the paper small enough to fit into the bottom of the jar. Put several drops of paint in the jar, and replace the lid. Shake the jar vigorously. Remove the painting and let dry. The Science: For every action there is a reaction. Shaking the jar causes the paint to react to the action of the shaking and to interact with the paper. It also takes energy from muscles to make the paint move round in the jar. Whenever the paint hits the paper it will stick in random patterns because the paper is absorbent which means the solid paper is soaking up the liquid paint.
**Invisible Drawings**
- White Crayon or Candle
- White paper
- Water colors

Have children draw pictures with the crayon or candle on the white paper. Then let them paint over their drawings with the watercolors and watch their picture magically appear!

**Ice Magic**
Suspend an ice cube in a glass of water. Have the children take a piece of string, lay it across the ice and try to pick up the ice with the string. They won’t be able to do this. Tell them to lay the piece of string on the ice again and have them sprinkle a pinch of salt over the string. Count to 10 and lift the string. Magic...it sticks! Have fun watching their expressions. Be prepared to do it over and over again.

**Bean Sprouts**
Take a paper towel and fold it so that there are 4 equal sections. Moisten the paper towel and place it into a small zip-loc baggie. Have the children put in two lima beans per baggie. Tape the baggies to the window so that they are exposed to sunlight and watch your beans sprout.

**Indian Corn**
Put an ear of Indian corn in a dish of water and it will sprout many little sprouts on the ear.

**Jellybeans**
Use a clean dry ice cube tray and pour Sprite or any clear carbonated soda in each cube holder. Let each child put one jellybean in one cube. Freeze until hardened. Then let the children see what happened to the ice cubes. It's really neat to see.

**Mystery Mess**
- Cornstarch
- Water
- measuring cup
- bowl, spoon
- food coloring

Put 1 cup of cornstarch in the bowl. Slowly stir in about 1/2 cup of water. May need to add a little more water to make it the right consistency. Add a few drops of food coloring to your mixture. Try to pick up your mystery mess with your hands and play with it.

**Floaters and sinkers**
Give children a bowl of water and a variety of objects to test. What sinks? What floats? Supervise kids so they don’t put the objects in their mouths, and beware of choking hazards for kids under 3 years (e.g., aluminum foil, buttons, coins, stones, etc.). Here are some suggested objects to try:
- Aluminum foil
- Bark
- Coconut flakes
- Crayons
- Keys
- Leaves
- Pine needles
- Plastic bottles
- Plastic cards
- Plastic dishes
- Plastic toys
- Rice grains
- Sand
- Soap bars
- Stones and rocks (too large to be swallowed)
- Sunflower seeds
How does shape influence whether or not an object can float?
Let children test the effects of shape on an object’s “floatability.”

Materials:
- Clay and/or aluminum foil
- A large container of water

Procedure:
Create a variety of shapes from clay or aluminum foil. Make sure you make at least one ball (of clay or of wadded up foil). Try creating other shapes that are “boat shaped.” Then test your shapes in a bowl or tub of water. What happens to the balls? Can you create shapes that float?

Making boats
In this open-ended preschool science project, children create their own boats from recycled materials and test their boats in the water.

Suggested materials
- Water-proof tape
- Rubber bands
- Pipe cleaners
- Glue
- Miscellaneous recycled materials, including milk cartons, egg cartons, pie tins, plastic cups, plastic drinking straws, Styrofoam containers, corks, popsicle sticks, string, plastic bottles, modeling clay, etc.

Preparation
Before attempting this stage of the preschool science project, children should have experience with floating and sinking (stages 1 and 2). Children might also benefit from free play with ready-made toy boats in a tub of water.
In addition, read together about different children of water craft. Check out these titles for preschoolers:
• Busy Boats by Tony Mitton and Ant Parker (Kingfisher 2005)
• Boats Float by Anne Rockwell (Puffin 1993).

Procedure
Avoid telling kids how to build a boat. Let kids create their own designs—however goofy! If you want, you can guide by example. Participate as a peer, quietly making your own simple boat.
When the boats are finished, try floating them in a tub or wading pool. Watch what happens and encourage kids to analyze why some models work better than others. Can kids use what they learned to design their next boat?
Air

**Feeling air**
1. Air is all around us all the time but preschoolers and toddlers won’t really think about this fact. But they will think about it when the wind blows and they can feel it!
2. Collect empty squeezable bottles. Rinse them well and let them dry out. Let your preschooler squeeze them onto their arm and feel the air being forced out of the bottle.
3. You can ask questions like:
   4. “Is there anything in the bottle?”
   5. “What is it that you are feeling on your arm?”

Moving air
1. Use this template to make a dancing snake. Print it out onto normal paper. This preschool science activity shows how hot air rises.
2. Cut out your snake on the lines and tie a thin thread to the end. Hold it by the thread over a light bulb in a lamp that is switched on. The snake should begin to bounce.
3. Explain to your toddler that even though they cannot see the air moving it is going upwards which causes the snake to move.

Apple Slice Science!
In addition to being a tasty and healthy snack, apples can also help your child learn science concepts. When apples are set out in the air, they turn brown and yucky. However, when they are coated with lemon juice the acid in the juice keeps the apples fresh.
In this activity your child will design her own happy face snack and experiment with using lemon juice to keep the apples fresh. In the end, she’ll have learned about the effects of lemon juice on apple slices, and have a healthy snack to go along with the lesson!

**What You Need:**
- Apple
- Apple peeler
- Lemon juice
- Raisins
- Grapes
- Plates

**What to Do:**
1. Peel the skin off the apples and cut apple slices.
2. Give your child one of the slices, two grapes and two raisins. Have her use the ingredients to create a happy face on the plate with the raisins for the eyes, the grapes for the nose and the apple slice as the mouth. Talk about how her mouth looks when she is smiling so that she turns the apple slice the correct way.
3. Have your child show you what a sad face looks like. Give your child one of the slices, two grapes and two raisins. Have her use the ingredients to create a sad face on a second plate.
4. Show your child how to sprinkle the lemon juice on the apples. Do not put any lemon juice on the sad face.
5. After 15 minutes, come back and check on the snack. Ask your child what the difference is between the two snacks. See why she thinks that one is brown and the other one is not. Have her tell you which one she would like to eat.
6. Have your child eat a slice of the apple that you did not use to make the faces. Then have her eat the apple that you put lemon juice on. Ask her if the apple with lemon juice on it tastes any different than the apple without lemon juice.
7. When you are finished, throw out the apple slice from the sad face. Enjoy a snack of apples, grapes and raisins with your child!
Paint with Air
Let children blow watered down tempera paint across construction paper to paint it.

Balloon Experiment
Materials:
- An empty 2 Liter pop bottle
- one balloon (Teacher only)
- baking soda
- vinegar and a spoon.
Description:
Fill up the 2 Liter bottle with vinegar. Fill it only about almost half way. Place as many scoops as you wish of baking soda into the balloon. Stretch out the balloon over the bottle. Don't flip it yet! Ask the youngsters what will happen to the balloon. Flip over the balloon so that all the baking soda falls into the bottle and watch how the balloon got full of air.

Wind
Making a windmill
Materials
- Colored card
- A piece of thin dowel 30cm long (thick enough not to split when a nail is knocked through)
- A bead
- A large headed nail or a nail and a small button
- Glue
- Hammer
1. This activity will need an adult to make the holes and hammer the nail through into the dowel.
2. Cut a square of thin card 20cm x 20cm, (to make a two colored windmill as shown above, cut two pieces of card of differing color and glue them together)
3. Draw the diagonals in lightly and then cut along them inwards from each corner for about 11cm, as shown top right.
4. Make five holes in the square, one on one side of each corner cut and one in the middle again as shown top right. The corner holes need to be big enough to allow the windmill to turn, but not too big so that the nail head can go through.
5. Curl each half corner with the hole in towards the middle and then using the large headed nail, (if you haven't got a nail with a big enough head try threading on a small button) thread it through the holes and then through the hole in the middle. The shape of the windmill should now be made, as shown centre right.
6. Thread the bead onto the nail behind the windmill to allow the windmill to rotate freely without knocking against the dowel.
7. Using a hammer knock the nail into the dowel. If the nail goes out through the other side, hammer it flat against the dowel and cover with a small piece of tape.
8. Let the children test the windmill by blowing onto it from different angles to see which makes the sails turn the easiest and fastest.
9. Take the windmills outside to see if there is enough wind to make them turn. Again turn the windmills round to see if they turn more easily if they are facing a certain direction.
10. If there isn't very much wind let the children either run with the windmill or swing it round to see what happens.
France

Days of the Week Song

Bonjour, Madame Lundi!
Hello, Mrs Monday!
Comptine
(French)
Bonjour, Madame Lundi!
Comment va Madame Mardi?
Très bien, Madame Mercredi!
Dites à Madame Jeudi,
De venir vendredi
Danser samedi
Dans la salle de dimanche.

Rhyme
(English)
Hello, Mrs. Monday!
How is Mrs. Tuesday?
Very fine, Mrs. Wednesday!
Tell Mrs. Thursday
To come on Friday
To dance on Saturday
In Sunday's ballroom.

Fun Facts
- Capital Paris
- Largest City Paris (2,175,200)
- Language French
- Currency Euro
- Population 60,180,529 (July 2003 est.)
- Religions Roman Catholic 90%, Protestant 2%, Jewish 1%, Muslim (North African workers) 3%, unaffiliated 4%
- Area more than 210,000 square miles includes the island of Corsica in the Mediterranean Sea
- Highest Mountain Mont Blanc, in the Alps. It is the highest mountain in Europe.
- Longest River River Loire
- Natural resources: coal, iron ore, bauxite, fish, timber, zinc, potash

France is often described as a country with six sides. Three are coasts. The others are borders with neighboring countries.

Weather
France generally has cool winters and mild summers. However, along the Mediterranean they have hot summers. The north has cool weather. In the south it gets very hot in summer. Fruits such as oranges and lemons grow in the south.

Mountains
There are mountains in parts of France. Some mountains are snow-capped all year round. France's highest mountains are the French Alps and Jura Mountains, bordering Italy and Switzerland, and the Pyrénées, along the frontier with Spain.
The highest mountain is Mont Blanc in the French Alps. It rises to 4,807m (15,771 ft). Mount Blanc is also the highest peak in the whole of Europe.

What is France Famous for?
France is famous for cheese (Camembert, Brie, Roquefort), perfume (Chanel, Dior, Givenchy) and cars (Renault, Citroen, Peugeot). It is also famous for the Tour de France and the Tour Eiffel.

Famous Landmarks of Paris
Symbols such as the Eiffel Tower, the Louvre, the Cathedral of Notre Dame, the Latin Quarter, Montmartre, and the Georges Pompidou Center make Paris one of the most visited places in the world.

Flag of France
Games Played in France
- Escargot (snail), or la marelle ronde, is a traditional hopscotch game that uses a spiral shape and only one foot.
- Soccer, bicycling and tennis are favorite sports in France. In some areas, pelote, a traditional handball game, is popular.

Family in France
- Most French mothers work; the majority of preschool children attend state-run day cares known as crèches.
- France has laws about naming children. Until 1993, all names had to be chosen from an official list. Today, public prosecutors can still reject a child's name.

Signature foods:
- Onion soup made with beef broth and topped with toast and cheese, then broiled until the cheese is melted and browned
- Clafouti, a dessert made of fruit, such as cherries or peaches, topped with a rich cake batter and then baked.

Interesting animals:
- The garden dormouse, a forest-dwelling rodent, with a bushy tail, oversized ears, and dramatic black markings on its face.
- The Pyrenean desman, a furry, swimming, rat-sized mammal that uses its sensitive, tube-like snout to catch water insects.

Unique Holiday
Bastille Day, July 14, celebrates the end of the French monarchy during the French Revolution of 1879. Military parades and fireworks are a traditional part of this national holiday.

Did you know? There are more than 350 kinds of cheese in France. French cheese may be made of cow, sheep or goat milk, or a combination of these. The average French person eats about 50 pounds of cheese per year (compared with 31 pounds per American).
Italy

The colors of the flag represent the three cardinal virtues:
Green - hope; White - faith; Red - charity.

1. In Italy, most people celebrate their name day. If you have the same name as a saint, you will have a name day. Just like on your birthday, you receive presents. The word for ‘name day’ is onomastico. On every day of the year at least one saint's name is celebrated. On special occasions like this, people say Auguri! (Best wishes.)
2. Italians take their food very seriously. The main meal of the day is at lunch time. You start with l'antipasto (nibbles like olives and salami) then you have il primo (the first course which is pasta or minestrone) then comes il secondo (the main course which is meat or fish with salad or vegetables) then there is fruit, cheese and perhaps a dessert. Finally there is espresso coffee.
3. Before eating a meal, Italians say to each other 'Buon appetito!' This means 'I hope you have a good appetite so that you enjoy your meal.' Italians often say that 'a good appetite develops whilst you are eating' - 'L'appetito viene mangiando.'
4. When you wish somebody 'good luck' you say 'in the wolf's mouth' - in bocca al lupo. This is a bit like saying 'Break a leg!' before someone performs on stage. In other words - you are wishing something bad rather than good so as not to 'tempt fate.'
5. In Italy, most shops close for lunch until 4p.m. or 5 p.m. Then they open again until around 8 p.m. In the summer, they can stay open until very late at night. Most offices only stay open in the morning until lunchtime.

(Images of La Basilica di San Marco and Il Campanile, in Venice.)
Fun Facts

1. The national football team wears a blue shirt and is known as 'the blues.' (Gli azzurri.) The word for 'football' is 'il calcio', which also means 'the kick.' One way to cheer for the Italian team is to say Forza Italia!

2. There are three types of police in Italy - La polizia (the general police force), I carabinieri (the Italian army police) and La Guardia di Finanza (police who check that everyone is paying the correct taxes.) They all work in boats too, to keep an eye on activities at sea.

3. There are over 600 Italian television channels - more than any other country in the world! The Italian flag is green, white, red. There are two versions of the meaning of these colors -
   a. Green = hope, white = faith, red = charity
   b. Green = the Italian landscape, white = the snow of the Alps, red = the blood of the Italian people.

4. Italians say Mamma mia! (meaning- my mummy) when they want to say 'My goodness!'

5. The pizza was invented in Naples during the 18th century. Originally, it was just a dry, flat bread and was considered food for poor people. During a tour of her country in 1889, Queen Margherita of Italy tried some of the flat bread. She liked it so much that she ordered her chef to prepare various types of pizza for her. He decided to make a pizza containing the three colors of the Italian flag with mozzarella cheese (white), tomato (red) and basil (green). He then named the pizza in her honor - Pizza Margherita. It became one of her favorite foods.

6. The word Ciao (pronounced chow) means both Hello and Goodbye. Ciao! Ciao! means Bye! Bye!

7. When someone sneezes, Italians say Salute! (meaning Health!). Salute! also means 'Cheers!'

8. Pasta is the most important food in Italy. It means 'paste' because it is a paste of water, flour and sometimes egg. It can be either 'dried' or 'fresh.'

- The smallest country in the world is the Vatican City, inside Rome. It is an area covering just 108.7 acres, surrounded by a wall. Its ruler is the Bishop of Rome, also known as The Pope. This little city is the home of the Roman Catholic Church. It is guarded by the smallest and oldest army in the world - The Swiss Guard. The Vatican City has its own post office, fire brigade, police service, supermarket, railway station, bank, electricity generating plant, newspaper, publishers, radio and television centre, and internet site.

- The Leaning Tower of Pisa is a famous bell tower in the city of Pisa. In Italian it is called La Torre Pendente di Pisa. It was built over a period of 174 years. Construction began in 1173. It is the bell tower of the Cathedral of Pisa. It was built in three stages and is made of white marble. During the building of the third stage, the tower began to sink and to lean to one side due to poorly laid foundations.

According to the tradition of Venice, couples travelling by gondola must kiss as they pass under every bridge. This will bring them eternal happiness!
Italy produces a lot of olive oil. Olives and olive oil are a very important part of the Italian diet. In Tuscany (in the area of the town called Magliano) there grows a very famous olive tree. It is believed to be over three thousand years old! It is known as 'The Witch's Tree' (L'Olivo della Strega) because it has always attracted a lot of attention and witches used to gather around it, believing that the tree had special powers.

**Spaghetti alla Napoletana.**
This is how to prepare pasta in tomato sauce. In Italy, this is the most commonly-eaten pasta. It is always served as a first course and is ideal for vegetarians!

**Ingredienti**
- Pomodori pelati (2 x 500g. tins of plum tomatoes) – 2 cans of diced tomatoes work also
- Olio d’oliva (olive oil)
- Spaghetti (1 x 500g. packet)
- Formaggio Parmigiano Reggiano (fresh parmesan cheese)
- Aglio (garlic)
- Una cipolla (an onion)
- Alcune foglie d'alloro (a few bay leaves)
- Sale fino (table salt)

**How to prepare:**
1. Blend the tinned tomatoes in a blender OR pass them through a sieve by mashing them with a spoon. The important thing is to have the juice from the tomatoes.
2. Pour the tomato juice into a saucepan. Add a crushed clove of garlic, a peeled onion cut in half, a couple of bay leaves, a pinch of table salt and a couple of tablespoons of olive oil. (The extra-virgin olive oil gives the best flavor.)
3. Leave everything in the saucepan to heat up gently. Stir with a wooden spoon every now and then. Gradually, as the water evaporates from the tomato juice, the sauce will become thicker. It is up to you how long you leave the sauce to evaporate. Some people prefer a runny sauce and some people prefer it to be thick. Test the thickness of the sauce by seeing how well it coats the wooden spoon.
4. When you consider the sauce to be ready, remove the onion and bay leaves and any large pieces of garlic. The sauce should be as smooth as possible. Leave the sauce 'to rest' in the warm pan. This seems to make it tastier!
   (Un segreto - a secret. If you add a small cup of milk to the sauce when it's 'resting', it will make the sauce extra creamy and smooth.)
5. Fill a large saucepan (about three quarters full) with water and add a small handful of coarse sea salt. Place the saucepan on a high heat and bring the water to the boil.
6. Open a packet of spaghetti in the Italian way - hold the packet so that it is vertical and bring it down quickly, hitting the bottom end of the packet onto a table-top. Put the spaghetti into the boiling water. The water must be boiling and bubbling. Leave it to cook for as long as is necessary - it all depends upon the thickness of the spaghetti. Stir every now and then.
7. To test the spaghetti to see if it is cooked - take out one strand and bite it. It has to feel a little bit hard. This is known as 'al dente' - meaning that it requires your teeth to break it rather than it being soft and mushy. If it's ready, say 'È pronto!'
8. Drain the spaghetti. Put it into a large bowl and mix it with the tomato sauce. Mix gently but thoroughly using two forks. It is important that every strand of spaghetti is coated with the sauce.
9. Throw in small handfuls of grated parmesan cheese as you mix. The cheese should lightly coat as many strands as possible. The cheese called Parmigiano Reggiano is considered to be the best. Finish by adding some of the grated cheese to the top of the pasta too.
10. Serve the spaghetti straight away. Say 'Buon appetito' to everyone before you start to eat. Eat the spaghetti with only a fork. For each mouthful, find a couple of strands and wind them around the fork, turning and turning until the full lengths have been totally wound around the fork.

_If the meal is good, say 'È buono!'_
_If it's delicious, say 'È buonissimo!'_
Spain

- In Spain, most people celebrate their name day. In Spanish, it is called el día de tu santo. If you have the same name as a saint or a name related to the story of a saint, then you will have a name day. On every day of the year at least one name is celebrated. On special occasions like this, people say ¡Felicitades! (Best wishes.)

- In Spain, the Spanish language is officially called Castilian (el castellano). There are other Spanish languages spoken there too, such as, Catalan (el catalán), Galician (el gallego), Basque (el vasco or el euskera), Valencian (el valenciano).

- Spanish people love to sing and dance. The most famous type of Spanish music is Flamenco in the south of Spain. Flamenco music has three ingredients: el cante (the song), el baile (the dance), and el toque (the guitar playing).

  - Other types of Spanish music and dance are - bolero, fandango, farruca, jota, malaguena, paso doble, seguidilla.
  - In Spanish-speaking parts of Latin America, these dances originated - habanera, mambo, rumba, salsa, tango.

  - In the city of Seville (Sevilla) there is a form of Flamenco dance called la sevillana. Every April there is a big festival called la Feria de Sevilla. At this festival you see the local people dancing sevillanas. Everyone wears traditional Flamenco dress. Girls and ladies spend a lot of time discussing the color of their dress, hooped earrings and flowers for their hair.

- During the hot summer, Spanish ladies cool themselves with a fan called 'un abanico.'

- Traditional guitarra) and castanets (las castañuelas.)

- Spanish musical instruments are the guitar (la guitarra) and castanets (las castañuelas.)

- Spanish pastime between March and October is to go to an arena to watch a bull-fight (la corrida de toros.) The official name for this event is La Fiesta Nacional.

- One of the most important foods in Spain is rice (arroz). It is the main ingredient in la paella which is one of the most famous traditional dishes of Spain. La paella is cooked in a very big frying-pan called la paellera and traditionally it is cooked outside in the open air. It is a mixture of rice, meat, seafood and vegetables.

- Rice pudding (arroz con leche) is one of the favorite desserts in Spain. It is polite to say ¡Que aproveche! meaning 'Enjoy your meal!'

- Potato omelet (la tortilla española) is a very popular dish in Spain. In Spanish homes, everyone seems to be very good at tossing the omelet (just like a pan-cake), so that it can be cooked on the other side.

- The Spanish flag is red, yellow, red. There is the Spanish coat of arms on the yellow stripe. There is a legend that the yellow represents the sand of the bull-fighting arena and the red is for the bulls' blood.

- When having a Spanish telephone conversation, the very first words spoken are -'Oy!' to someone!

- In Spain, the main meal of the day is at lunch time. Shops close during this time for several hours. After lunch, many people rest or take a nap. This is called a 'siesta.'
Ireland

- **Location**: Ireland is an island off western Europe in the Northern Atlantic Ocean. The Republic of Ireland (also called Ireland or Eire) occupies most of the island of Ireland; it is an independent country. The northern portion is Northern Ireland, a part of the United Kingdom.

- **Capital of the Republic of Ireland**: Dublin is the capital city of the Republic of Ireland.

- **Official languages**: English and Gaelic.

- **Size**: The Republic of Ireland covers 27,135 square miles (70,280 sq km). It occupies about 5/6 of the island of Ireland.

- **Population**: The population of Ireland is about 3,689,000 (as of 2000).

- **Flag**: Ireland's flag is made of three equal-sized rectangles of orange, white and green. The green is by the flagpole.

- **Climate**: Ireland has a cool, often-cloudy climate.

- **Major Rivers**: Major rivers in Ireland include the Shannon River, the Blackwater River, the Suir River, the Lee River, and the Inny River.

**Highest Point**: The highest point in Ireland is Carrauntoohil, which is 3,414 feet (1,041 m) tall. Carrauntoohil is located in southwestern Ireland, near Killarney.

**The People of Ireland** - 50% of Irish people are under 25 year old. The Irish people are hard-working, very honest and known for their friendliness, hospitality, sense of fun and wonderful humor. Family life is important in Ireland and children are included in most events. In the rural areas people often maintain a great sense of the old, traditional Irish ways, but in the urban areas, Ireland is very modern.

**Education** - Irish people are well educated. Education is partly funded by the government and is free for the most part. School is compulsory for children 5 – 15 years old. Approximately 80% of Irish students complete secondary school and approximately 50% continue on to higher education. The majority of primary schools are day schools; however, there are a few boarding schools in Ireland. Homeschooling is allowed in Ireland with some regulation, however there are only a small number of families that do home school.

**Food** - Traditional foods of Ireland are simple and include lamb, Irish stew, sausage, homemade cheeses, fresh fish, fresh baked breads and scones, fish & chips (chippers), potatoes, cabbage, carrots, corned beef, cabbage and boxty. The Irish are known for their large breakfasts called “frys”.

**Recipes of Ireland**

"Be eating one potato, peeling a second; have a third in your fist and your eye on a fourth." --Irish proverb

**Baked Chips (A Healthier Alternative)**

**Ingredients:**
- 4 large baking potatoes, well-scrubbed
- 4 tablespoons good olive oil
- 1 1/2 teaspoons sea salt
- 3/4 teaspoon freshly ground black pepper
- 1 teaspoon minced fresh garlic

**Directions:**
1. Preheat oven to 400 degrees.
2. Cut the potatoes in lengthwise strips to desired width. Mix olive oil, salt, pepper, garlic, and herbs in a wide bowl. Add the cut up potatoes and stir to coat. Place the coated potatoes on a baking sheet in a single layer.
3. Bake the potatoes for 40 to 45 minutes, turning after 20 minutes. Bake until lightly browned, crisp outside and tender inside. Sprinkle with sea salt.
**Traditional Irish Stew**

This is one of Ireland’s most famous dishes.

- 2 – 3 pounds of meat, cut into 1-inch pieces (your choice of meat)
- 1 ½ tsp fresh chopped parsley
- 1 tsp dried or fresh thyme
- 6 cups chicken or lamb stock
- 2 – 3 pounds potatoes, peeled & quartered
- 1 - 2 large onions, chopped
- 2 cups of chopped carrots
- 6 stalks of celery, chopped
- 6 Tbsp of flour
- ¼ cup vegetable oil
- salt & pepper

1. Heat the oil in a dutch oven (pot). Add the meat, parsley, thyme, salt and pepper. When meat in nicely browned add the potatoes, onions, carrots, celery and the broth. Simmer covered for 2 hours.
2. In a small bowl whisk together flour and some of the broth from the stew until smooth. Stir into the simmering stew until the stew has thickened, then continue simmering for an additional 4 – 5 mins.

Yield: 8 to 10 servings

**Arts**

Ireland is known to be a nation of scholars and there are many well known authors, playwrights and poets from the Emerald Isle. James Joyce, Frank McCourt, Jonathan Swift, Oliver Goldsmith, Oscar Wilde, Samuel Beckett, George Bernard Shaw, William Butler Yates and Seamus Heaney are just a few of the greats.

**Music**

Singing is a favourite pastime in Ireland and traditional Celtic music is an important part of the Irish culture. Some of the traditional musical instruments consist of the button accordion, harp, tin whistle, fiddle, bodhrán (drum), and Uilleann pipes. Contemporary music is also very popular in Ireland and Ireland boasts many famous musicians and bands such as; Enya, Sinead O’Connor, Chieftains and U2. There is plenty of opportunity in Ireland to enjoy classical, pop, rock and jazz concerts.

**Dancing**

The Irish word “céili” is used to describe an informal evening of traditional Irish music and dancing. Irish step-dancing is performed mostly with the legs and feet while the arms hang stiffly at the side. The traditional Irish dress for Irish female dancers are copies of the traditional Irish peasant dress and feature elaborate Gaelic designs. The shoes are similar to ballet shoes which are laced over the feet and the ankles. The male's costume is less elaborate; men wear plain kilts or pants and jackets and folded cloaks hanging from the shoulders, called brats.

RiverDance and Lord of the Dance have brought international acclaim to Irish music and dance. RiverDance is an exciting performance of music, dancing and singing. The performance depicts the evolution of Irish culture and its influence on other cultures through immigration during the potato famine. The Lord of the Dance is an outstanding dance performance and a celebration of the Celtic heritage.

**Handicrafts and Activities**

Some of the traditional Irish crafts include woolen sweaters, woven wool clothing, Irish linen, Irish lace, jewelry making, peat sculptures, fine glassware, musical instruments and pottery.
Irish
All translations are into the Munster dialect

**Seasons:**
- Winter – geimhreadh
- Spring – earrach
- Summer – samhradh
- Autumn – fómhar

**Family:**
- Mother – máthair
- Father – athair
- Grandmother – seanmháthair
- Grandfather – seanathair
- Son – mac
- Daughter – inín, iníon
- Sister – deirfiúr
- Brother – dearthair, deartháir
- Aunt – aintín
- Uncle – uncaill

**Phrases:**
- Hello - dia dhuit, Dia is Muire dhuit
- How are you - conas tá tú
- How old are you - cén aois tú
- Thank you - go raibh maith agat
- What is your name - cad is ainm duit
- Where are you from - cad as tú
- You’re Welcome - tá fáilte romhat

**Colors:**
- white – fionn, bán
- grey – liath
- black – dubh
- red – dearg
- purple – corcair
- yellow – buí
- green – glas, uaine
- pink -
- orange – oráiste
- brown – donn
- blue – gorm
- gold – ór
- silver –

**Numbers:**
- Zero - naid, náid
- One – aon
- Two – dhá, dó
- Three – trí
- Four – ceathair
- Five – cúig
- Six – sé
- Seven – seacht
- Eight – ocht
- Nine – naoi
- Ten – deich

**Leprechaun**
Irish fairy looks like a small, old man (about 2 feet tall), often dressed like a shoemaker, with a cocked hat and a leather apron. According to legend, leprechauns are aloof and unfriendly, live alone, and pass the time making shoes. They also possess a hidden pot of gold. Treasure hunters can often track down a leprechaun by the sound of his shoemaker's hammer. If caught, he can be forced (with the threat of bodily violence) to reveal the whereabouts of his treasure, but the captor must keep their eyes on him every second. If the captor's eyes leave the leprechaun (and he often tricks them into looking away), he vanishes and all hopes of finding the treasure are lost.

**Hold a Leprechaun Treasure Hunt!**
Make up a treasure hunt and write your clues on shamrocks. Have a pot of gold treasure hiding under a rainbow. The treasure can consist of small presents wrapped in gold paper, a small pile of loonies, or small edible treats wrapped in gold foil.

**Potato Stampers**
Design your own stamp using a potato! Adults can start by cutting the potato in half, then cut a design into the potato. Encourage children to use a thick paint and the potato stamp to create wrapping paper, a picture or a mural.

**Potato Dough**
Potatoes make a great base for play dough! Add 1 – 1 ½ Cups of Flour to every 2 cups of baked, peeled and finely mashed potato. Combine thoroughly to create a workable dough. This play dough is also great for lunch. Simply save aside a portion, roll into small balls and cook in boiling water for a few minutes. Top with tomato sauce.
**Blarney Stone**
The Blarney Stone is a stone set in the wall of the Blarney Castle tower in the Irish village of Blarney. Kissing the stone is supposed to bring the kisser the gift of persuasive eloquence (blarney). The castle was built in 1446 by Cormac Laidhiv McCarthy (Lord of Muskerry) -- its walls are 18 feet thick (necessary to thwart attacks by Cromwellians and William III's troops). Thousands of tourists a year still visit the castle.

The origins of the Blarney Stone's magical properties aren't clear, but one legend says that an old woman cast a spell on the stone to reward a king who had saved her from drowning. Kissing the stone while under the spell gave the king the ability to speak sweetly and convincingly.

It's tough to reach the stone -- it's between the main castle wall and the parapet. Kissers have to lie on their back and bend backward (and downward), holding iron bars for support.

The capital city of Ireland is Dublin The Irish (Gaelic) word for Ireland is Éire. The Irish (Gaelic) language evolved from Celtic immigrants around 600 BC. The first to bring the English language to Ireland were the Normans. English was adopted as the main language from the latter years of the eighteenth century on. The harp (cláirseach), and the small harp (cruit), were the main historical musical instruments of Ireland. Dances include jigs, reels, hornpipes and sets.

**Build a Stone Wall**
Ireland is known for its stone walls. The walls are made without cement and are built with holes all the way along so the wind can blow through, allowing the wall to keep standing. Try making your own stone wall in either miniature form with small rocks inside or out or if you have access to bigger rocks try making a life-size version in your yard.
England, the largest and most populous portion of the United Kingdom of Great Britain.

Afternoon Tea (The traditional 4 o’clock tea)
This is a small meal, not a drink. Traditionally it consists of tea (or coffee) served with either of the following:
- Freshly baked scones served with cream and jam (Known as a cream tea)
- Afternoon tea sandwiches - thinly sliced cucumber sandwiches with the crusts cut off.
- Assorted pastries

Host an afternoon tea for your children. Serve small finger sandwiches, pastries and tea.

Afternoon Tea today
Afternoon tea is not common these days because most adults go out to work. However, you can still have afternoon tea at the many tea rooms around England. Afternoon tea became popular about one hundred and fifty years ago, when rich ladies invited their friends to their houses for an afternoon cup of tea. They started offering their visitors sandwiches and cakes too. Soon everyone was enjoying afternoon tea.

High Tea (The traditional 6 o’clock tea)
The British working population did not have Afternoon Tea. They had a meal about midday, and a meal after work, between five and seven o’clock. This meal was called ‘high tea’ or just ‘tea’.
(Today, most people refer to the evening meal as dinner or supper.)
Traditionally eaten early evening, high tea was a substantial meal that combined delicious sweet foods, such as scones, cakes, buns or tea breads, with tempting savouries, such as cheese on toast, toasted crumpets, cold meats and pickles or poached eggs on toast. This meal is now often replaced with a supper due to people eating their main meal in the evenings rather than at midday.
Historical Houses and Monuments

Tower of London

Windsor Castle

Animal Lovers

Britain is famous for being a nation of animal lovers, and many people in Britain keep pets. More than 50 per cent of British families own a pet, some 7.7 million cats, 6.6 million dogs, one million budgerigars and 18 million goldfish. An estimated 2,000 households now have reptiles.

Wild Animals

There is a varied wildlife. The largest mammal is the red deer. In the wild, foxes and rabbits are often seen, and if you're lucky, you may even see a badger, weasel or a hedgehog. The only poisonous snake, the adder, is rare and protected. Our smallest mammal is the pygmy shrew. We do not have animals like elephants or tigers but we can see them in the zoo.

Birds

Birdwatching is a popular pastime in Britain. England is home to nearly 230 kinds of birds and a temporary home to 200 migrating birds. A common bird in England is the red robin. The migrant cuckoo stops in England during spring. The tit family, chaffinch, blackbird, and thrush are other common birds.

Animals Native to England

Mammals

European hedgehog (Erinaceus europaeus)
Red Deer
Roe deer
Red Squirrel (Sciurus vulgaris)
Eurasian otter (Lutra lutra)
Polecats (Mustela putorius L)
Hazel dormouse (Muscardinus avellanarius)
Rabbits are not native to England, they were probably introduced by the Normans as a food source during the early part of the last millennium (1066).

Amphibians

Common frog
Common toad (Bufo bufo)
Natterjack toad (Bufo calamita)
Palmate newt
Smooth newt
Great crested newt
**Reptiles**
Common (or viviparous) lizard
Sand lizard
Slow-worm
Adder (or viper)
Grass snake
Smooth snake

**Birds**
Swans
Sparrow
The Tawny owl
Robin

**The Metropolitan Police force patrol London**
They wear very dark blue uniforms and white shirts, and some wear tall helmets, developed from the top hats worn by early policemen. Their dark blue uniforms are almost indistinguishable from black and earned the police the nickname of the "boys in blue".

**The City of London has its own police force**
The City of London Police responsible for the Square Mile, was set up ten years after the Metropolitan force. The forces are separate, but wear similar dark navy blue uniforms.

Two nicknames for British police, 'bobbies' and 'Peelers', come from the founder of the 'Met' Police, Sir Robert Peel, who founded the police in 1829.

**London Policeman's Helmets**

![Helmets](image)

**What is a typical English Breakfast?**
Most people around the world seem to think a typical English breakfast consists of eggs, bacon, sausages, fried bread, mushrooms and baked beans all washed down with a cup of coffee. Nowadays, however, a typical English breakfast is more likely to be a bowl of cereals, a slice of toast, orange juice and a cup of coffee. Many people, especially children, in England will eat a bowl of cereal. They are made with different grains such as corn, wheat, oats etc. In the winter many people will eat "porridge" or boiled oats.

**What is a typical English lunch?**
Many children at school and adults at work will have a 'packed lunch'. This typically consists of a sandwich, a packet of crisps, a piece of fruit and a drink. The 'packed lunch' is kept in a plastic container. Sandwiches are also known as a 'butty' or 'sarnie' in some parts of the UK. A favorite sandwich is prawns and mayonnaise; also tuna and mayonnaise and ham and pickle sandwiches.
What is a traditional English Dinner?

A typical British meal for dinner is meat and "two veg". They put hot brown gravy, traditionally made from the juices of the roast meat (but more often today from a packet!) on the meat and usually the vegetables. One of the vegetables is almost always potatoes. This traditional meal is rarely eaten nowadays, a recent survey found that most people in Britain eat curry! Rice or pasta are now favored as the 'British Dinner'. Vegetables grown in England, like potatoes, carrots, peas, cabbages and onions, are still very popular.

The Sunday Roast Dinner

Sunday lunch time is a typical time to eat the traditional Sunday Roast. Traditionally it consists of roast meat, (cooked in the oven for about two hours), two different kinds of vegetables and potatoes with a Yorkshire pudding. The most common are beef, lamb or pork; chicken is also popular.

Beef is eaten with hot white horseradish sauce, pork with sweet apple sauce and lamb with green mint sauce. Gravy is poured over the meat.

Buckingham Palace is the Queen's official and main royal London home. It has been the official London residence of Britain's monarchy since 1837. Queen Victoria was the first monarch to live there.

Who lives in Buckingham Palace today?

Buckingham Palace is not only the home of the Queen and Prince Philip but also the London residence of the Duke of York (Prince Andrew) and the Earl and Countess of Wessex (Prince Edward and his wife) and their daughter. Buckingham Palace is also an office used for the administrative work for the monarchy. It is here in the state apartments that Her Majesty receives and entertains guests invited to the Palace.

History of Buckingham Palace

Buckingham Palace was originally a grand house built by the Dukes of Buckingham for his wife. George IV began transforming it into a palace in 1826. The Queen has other homes too including Windsor Castle and Balmoral in Scotland.

Royal Flag

When the Queen is at home, you can see her royal flag flying from the flag pole on top of Buckingham Palace. This flag is called the Royal Standard.

The flag is split into four quadrants. The first and fourth quadrants represent England and contain three gold lions walking (passant) on a red field; the second quadrant represents Scotland contains a red lion standing on the left hind foot (rampant) on a gold field; the third quadrant represents Ireland and contains the gold Coat of arms of Ireland on a blue field.

In flag protocol, the Royal Standard is supreme. It must only be flown from buildings where the Queen is present. It flies above the British Union Flag (Union Jack), Standards of other Royal Family members, and other British flags. It never flies at half staff.

Standing guard outside Buckingham Palace
Foot Guards
Five regiments of Foot Guards guard the Palace. They wear red jackets and tall, furry hats called bearskins. When the guards come on duty, there is a ceremony called the Changing of the Guard.

Changing of the Guard
A familiar sight at Buckingham Palace is the Changing of the Guard ceremony that takes place in the forecourt each morning. The monarch and the royal palaces have been guarded by the Household Troops since 1660.

Inside Buckingham Palace
The Palace has around 600 rooms, including 19 State rooms, 52 royal and guest bedrooms, 78 bathrooms, 92 offices, a cinema and a swimming pool. It also has its own post office and police station. About 400 people work at the Palace, including domestic servants, chefs, footmen, cleaners, plumbers, gardeners, chauffeurs, electricians, and two people who look after the 300 clocks.

Royal Parties
Every year more than 50,000 people come to the Palace as guests to banquets, lunches, dinners, receptions, and Royal Garden Parties.

Did you know? ......
On finding your first conker of the season, you should say: "Oddly oddly onker my first conker". This ensures good fortune and few tangles throughout the coming season. The game of conkers is known as 'Kingers' in some parts of the world.

What is a conker?
A conker is the seed of the horse chestnut tree (not the sweet chestnut tree where we get edible chestnuts from). It is a hard brown nut which is found in a prickly casing. The green outer casing of the seed will turn brown and crack open revealing the conkers inside.

They fall from the tree when they are ripe during the autumn months. Each seed pod can house many conkers.

Conkers
During the months of September and October, a favorite playground game is conkers. It is a game which has been played every autumn for generations but nowadays fewer children are playing it.

How to prepare your conker for playing
The best conkers to play with are uncracked, firm and symmetrical. Make a hole through the middle of of your chosen conker. Thread a strong piece of string about 25cm long, through the hole and tie a knot at one end, so that it doesn't pull through. Each player has a conker hanging on its string. Players take turns at hitting their opponent's conker. If you are the one whose conker is to be hit first, let it hang down from the string which is wrapped round your hand. The conker is held at the height your opponent chooses and is held perfectly still. Your opponent, the striker, wraps his conker string round his hand just like yours. He then takes his conker in the other hand and draws it back for the strike. Releasing the conker he swings it down by the string held in the other hand and tries to hit his opponents conker (yours) with it. If a player misses hitting his/her opponents conker they are allowed up to two further goes. If the strings tangle, the first player to call "strings" gets an extra shot. If a player hits his/her opponents conker in such a way that it completes a whole circle after being hit - known as 'round the world' – the player gets another go. If a player drops his conker, or it is knocked out of his hand the other player can shout 'stamps' and jump on it; but should its owner first cry 'no stamps' then the conker, hopefully, remains intact. The game goes on in turns until one or other of the two conkers is completely destroyed.
Interesting facts about Conkers
Britain is believed to be the only country in the world where the game of conkers is traditionally played with horse chestnuts in the autumn. Horse chestnut trees were first introduced to England in the late 16th century from Eastern Europe. Horse chestnut conkers, unlike many other kinds of chestnut seed, are unfit for human consumption. Conkers are edible by deer, cattle and not surprisingly, horses. The first recorded game of conkers was on the Isle of Wight in 1848 and was modelled on a 15th century game played with hazelnuts, also known as cobnuts. The origin of the name 'conker' is unclear, but one popular explanation is that it stems from the French word cogner, meaning to "hit" or "biff". Extracts from horse chestnuts have been used to treat malaria, varicose veins, diarrhoea, frostbite and ringworm, as well as being a component of sunscreen products.

How to Greet someone in Britain
The Handshake
A handshake is the most common form of greeting among the English and British people and is customary when you are introduced to somebody new.

The Kiss
It is only when you meet friends, whom you haven't seen for a long time that you would kiss the cheek of the opposite sex. In Britain one kiss is generally enough.

Formal greetings
The usual formal greeting is a 'How do you do?' and a firm handshake, but with a lighter touch between men and women. ‘How do you do?’ is a greeting not a question and the correct response is to repeat ‘How do you do?’ You say this when shaking hands with someone.
First person "How do you do?"
Second person " How do you do?"
'How are you?' is a question and the most common and polite response is "I am fine thank you and you?"
First person "How are you?"
Second person "I am fine thank you and you?"
Nice to meet you – Nice to meet you too. (Often said whilst shaking hands)
Delighted to meet you– Delighted to meet you too.
Pleased to meet you – Pleased to meet you too.
Glad to meet you - Glad to meet you too
Good Morning / Good Afternoon / Good Evening
Informal greetings
Hi - Hi or hello
Morning / Afternoon / Evening (We drop the word 'Good' in informal situations).
How’s you? - Fine thanks. You?
Thank you / thanks / cheers
We sometimes say ‘cheers’ instead of thank you. You may hear 'cheers' said instead of 'good bye', what we are really saying is 'thanks and bye'.


Pancake Recipe

Ingredients:
For the pancake mixture:
- 220g/8oz plain flour, sifted
- pinch of salt
- 2 eggs
- 1 pint of milk
- 50g/2oz butter

Method for making the batter:
Sift the flour and salt into a large mixing bowl with a sieve held high above the bowl so the flour gets a airing. Make a well in the center of the flour and break the eggs into it. Whisk the eggs making sure any bits of flour from around the edge of the bowl are mixed in with the egg. Gradually add small quantities of the milk, still whisking. Continue whisking until the batter is smooth, with the consistency of thin cream. Melt the 50g/2oz of butter in a non-stick frying pan. Spoon 2 tbsp of the melted butter into the batter and whisk it in. Let the pancake mix stand for at least 30 minutes before cooking. Pour any leftover butter into a dish. This will be used later to grease the frying pan after each pancake has been made. Make sure the non-stick frying pan is really hot before adding about 2 tbsp of the batter mixture. As soon as the batter hits the hot pan, tip the pan around from side to side to get the base evenly coated with batter. Carefully lift the edge of the cooked pancake with a palette knife to see if it's tinged gold as it should be. Flip the pancake over with a pan slice or palette knife to cook the other side. Slide it out of the pan onto a plate. Stack the pancakes as you make them between sheets of greaseproof paper on a plate.

To serve
Sprinkle each pancake caster sugar and freshly squeezed lemon juice. Roll them up. Serve sprinkled with a little more sugar and lemon juice and extra sections of lemon.
Writing Skills / Fine Motor

Handwriting styles and philosophies are forever changing in popularity across the country. D’Nealian, Zaner Bloser and Handwriting Without Tears are currently in use the most, depending on the part of the country in which you live. Unfortunately, it would be impossible to cover every type of handwriting style and keep the guides at a reasonable size. For your benefit, included are activities and many web-sites that can be a great help in designing ideas of your own. Every group of children, no matter the age, will be at different levels of writing and fine motor skills. Using these websites will give you the opportunity to gear the lessons to fit the individual needs of the children in your class. Different parts of the country may create their own guides for handwriting and distribute them to their areas or find a book at a teacher resource store that fits their needs if they so choose. The activities below will help develop handwriting skills for all children no matter what style your school is using.

http://www.carlscorner.us.com/Alphabet.htm
http://www.atozteachertools.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

Children at this level should know how to trace all the letters using dots or dashes only. They should be close to forming the letters without tracing sheets. Practice will help the children in making the letters. The letters they write should not by any means be perfect. Some children will even write some letters backwards. It is normal but continues to reinforce the way the letters face by using fine motor skills such as finger paint letters, salt or sand trays, and visual writing sheets. Add all these items to your writing center.

Enhancing Fine Motor Skills

**Gel 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. Seal the bag with duct tape. Encourage them to touch specific items in the bag and move them around with their finger.

**Vehicle Search**

**Materials:**
- Magazines or newspaper adds
- Scissors
- Glue
- Paper

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

**Car Tracer**

**Materials:**
- Car 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.
Vehicle Stencils
Materials:
- Cardboard, cardstock or poster board
- Scissors
- Markers
- Paper

What to do:
Make various sized car, truck, boat, etc. shaped cut-outs with the cardboard. Place the materials out for children to stencil their vehicles onto paper.
Extension: Invite children to cut out their shapes after they have stenciled them out.

Cut Out Cars
Trace out cars for children to practice their cutting skills on.

Dot to Dot
Create dot to dot drawings of vehicles: cars, trucks, boats, etc. Encourage the children to practice their fine motor skills with the dot to dots.

Keyboard Practice
Provide an old keyboard for the children to practice on.

Word Scrabble
Provide the letter tiles for the children to practice putting together words.

Writing on the Wall
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 an outline of a one at a time. Have the child trace over your line from left to right, or from top to bottom. Trace each figure at least. Then have the child draw the figure next to your model several times.

Magnetic Words
Provide magnetic boards or cookie sheets with magnetic letters. Invite children to work with the letters to create simple words.

Easel Painting
Encourage children to paint at an easel.

Magna Doodle
Invite children to use this to experiment making vertical, horizontal, and parallel lines.
Writing Words

**Magic Words**

**Materials:**
- White crayons
- Pencils
- White paper
- Watercolor paints
- Watercolor brushes

**What to do:**
Encourage each child to choose a word from the word wall and write their 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 words to see their names magically appear through the paint.

**Rhyming Words**

Use a white board or a chalk board to write simple rhyming words that will help get the children started with writing simple words. Write one word on the board such as car. Encourage the children to find words that rhyme with that word and write them on the board: examples: bar, far, tar, jar. Encourage the children to practice writing these words on their chalk board or white board. When they are ready, they can write them on paper. Each day you can choose a new word and come up with rhyming words together. Some easy words to start with are: cat, log, cake, go

**Play Dough Words**

Invite children to roll out their play dough into long snake-like shapes and create letters from them.

**Walk the Words**

Make words on the floor using painter’s tape and ask children to walk the words with their feet, saying each letter as they step on it.

**Laminated Words**

**Materials:**
- Large lined writing paper
- Marker
- Laminator

**What to do:**
Make a page for numerous simple words by dotting the letters out for children to trace. Laminate the pages and place them in the handwriting center with dry erase markers for children to explore with. Encourage the children to practice their skills by tracing these words.

**Rainbow Write**

**Materials:**
- Red, orange, yellow, green, blue, and purple crayons
- White paper squares or strips
- Pencils

Invite children to write words from the word wall onto the white paper with a pencil then ask them to retrace the letter with each color of crayon to create a rainbow words.
**Yarn Words**

**Materials:**
- Construction paper
- Yarn
- Glue
- Pencil

**What to do:**
Invite children to write one of the words from the word wall onto the paper and trace it with glue. Give them a piece of yarn to press into the glue.

**Writing in the Sand**
Provide a flat box with sand in it. Encourage the children to write words in the sand. Shake it up and start again.

**Word Search**

**Materials:**
- Newspaper ads or magazines
- Scissors
- Glue
- Paper

**What to do:**
Invite children to locate the specific words that you have practiced this month in 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. Make a word collage. They can also cut out the letters of a word and glue them together to spell out the word.

**My Own Book**

**Materials:**
- Writing paper
- Construction paper
- Hole punch

**What to Do:**
Create a book with blank pages for the child to write on. Encourage them to write a simple story using at least five words from the word wall. They can draw pictures if they would like.
**Book Reading Fundamentals**

- Always be prepared!
- Pre Read! Always read the book you plan to read aloud to the children ahead of time to ensure that it's of age appropriate content and something the class will enjoy.
- Grouping is important. Research shows that reading aloud to small groups of 3-6 children is most effective.
- Sit the children close to you, either at circle time or in a center. Don’t forget about the cuddle factor.
- First day reading should be fun and to hear the flow of the story.
- Allow the children to contribute their thoughts to the story; occasional interruptions are fine.
- There are no limits on how many times a book can be reread!
- Before, during and after the second and other subsequent readings, the teacher should have a specific goal in mind for reading the particular selection: Graphics, dramatization, and recording child responses to literature will provide more opportunities for child involvement.
- Extend the story and vocabulary into other activities throughout the day: centers, transitions, by making classroom books, etc.
- Read to small groups of children whenever possible as well as large groups.

**Before, During and After**

**Before**

- Introduce the book, book concepts and key vocabulary
- Help the children make predictions and personnel connections
- Acknowledge the author and illustrator, explain to the children what these people do

**During**

- Model dramatic reading of the story
- Allow children to role play
- Allow interruptions so children can ask questions or add comments
- Ask open-ended questions: “What do you think will happen next?”
- Point out to children that you’re reading from the left-to the right-hand side of the page

**After**

- Use open ended questions and extension activities to increase children’s comprehension of the story
- Plan activities that extend the story such as art, cooking, or science activities
- Share the book with the parents of the children in your class. Invite individual students to take the book home for an evening or two

“The more preschoolers participate in cognitively challenging talk around books, the better their story comprehension, vocabulary and overall literacy achievement in kindergarten through 4th grade.”
Reading to Children - Objective & Purpose

Title
- Discuss the title of the book and have the children make predictions
- Have a student touch and say the title
- Have the class repeat the title

Author
- What does the author do?
- Have we read any other books by this author? (be prepared by having a few books written by the same author so the children can see them when you ask the question)

Illustrator
- What does the illustrator do?
- If the illustrator is someone the children have seen before, help them recall similarities. If not, use the art to show the contrast from other illustrators

Vocabulary
- Introduce at least three new words
- Place the words on sentence strips followed by a picture
- Have the real objects for the new words whenever possible and introduce them giving clues, as a guessing game
- Vocabulary building activities should be extended into centers and other times throughout the school day

Characters
- In review of the story discuss the main characters and what they did
- This is a good time to get a written response from children
- While rereading, ask children, “what if” questions about the characters or story line
Pre-Reading Discussion
Talk with children about the roads and highways they travel along with their families. Explain that in many cases, passages had to be dug through rock or mountains of earth in order to create these roads and highways. Discuss the different kinds of equipment used to create these roads and highways, including bulldozers, excavators, paving trucks, etc. Explain that the steam shovel is a machine that used to do the same kind of work that excavators and diesel shovels do now. As time went on, the steam shovel was replaced by more modern equipment.

- Encourage children to pay close attention to the work machinery does that allows us to enjoy traveling, whether by land, air or water.
- Have children think about people they have known, or possessions they have had, for a long time.
- Ask: How do you feel about these people (possessions)?
- What kinds of things do you do to show you care for them? How would you feel if you didn't know (have) them?
- What is the most important thing to you about these people (objects)?
- Why does knowing people or having something for a long time make them particularly special to you?

After sharing the book, ask:
- What kind of work did Mike Mulligan and Mary Anne do?
- Why were they having trouble getting work in the city?
- How did the little boy help Mike Mulligan and Mary Anne solve their problem?
- How do you think Mike Mulligan and Mary Anne felt at the end of the story?

After Reading Discussion
Explain to children that the story Mike Mulligan And His Steam Shovel was written long ago. After reading, ask:
- How can you tell that this story was written many years ago?
- How were the vehicles in Popperville different from the kinds of cars, fire engines, milk trucks, etc. that we use today?
- What would you like most about living in Popperville?
- What would you like least?
- Discuss the little boy's suggestion at the end of the book that is the answer to Mike and Mary Anne's problem of getting out of the hole they dug.
- Ask: What other solutions to Mike and Mary Anne's problem can you think of?

Way Out
After talking about possible solutions, have children take turns stepping inside a ring of classroom chairs. Tell the first child that he/she cannot break the ring, but must think of a way out. (Children might consider stepping over a chair, having a group of people carry them out of the ring, imagine that a magical balloon flies overhead and carries them out, etc.)

Shared Reading
Materials
- Markers
- Poster board or chart paper

1. Ask the children to name different things about steam shovels that they think they might hear about in the book. What is a steam shovel? List the children's responses on poster board or chart paper.
2. Read the story title and ask the children to predict what the story might be about.
3. After reading the story aloud, let the children continue to add other items to their list. Encourage them to use their imagination.
**Popperville Drama**
Invite the children to dramatize life in Popperville. You might want to have children work together to paint background scenery, including a general store, church, schoolhouse and town hall to use in their dramatizations. If possible, provide clothing that is representative of the thirties and forties for children to dress up in.

Encourage children to use their imaginations as they consider solutions to the problem. As children take turns standing inside the ring of chairs, hand them a variety of objects. For example, you might give one child a ball of string and ask:

How could you use this string to help you out of the ring? As children work, help them to see that there are many different ways to solve problems.

Give children an opportunity to invent a machine. Supply an assortment of art materials that children can use to create their own unique machines. (You may want to provide boxes, aluminum foil, construction paper, pipe cleaners, felt scraps, buttons, round cardboard discs, etc.) After creating their machines, have children describe them and the work they do to their classmates.

**Invite a Friend to Read**

Invite a fellow teacher or the director to read the story to the children. If you have school age children, they can read a story and give a great experience to both.

**Invent Your Own Machine**

We use machines to help us do things faster. Think of a job you wish you could do faster. Invent a machine that would help you. Draw a picture of the machine and label its special features. Give your new machine a name like Mike Mulligan did with Mary Anne. Children can share with the class.

**What did you find?**

Imagine that you are Mike Mulligan. After you and Mary Anne have dug a big hole, you discover something in it. Draw a picture of what you found. Tell what it is and why it was buried there.

**Experiment with Steam**

**Materials:**
- Aluminum foil
- Kettle
- Hot Plate

**What to Do:**
Ask children to sit at a distance from a raised counter where you have a hot plate. Place a small piece of aluminum foil over the kettle spout, switch it on and wait for the water to boil. Once boiled, it is easy to notice the steam. Show the children the water on the aluminum foil explaining that the water is the steam that they saw.

**What is a cellar?**

Talk to the children about what a cellar is that Mary Anne is digging in the story. Talk about ideas of what a cellar might be for: play room, storage, laundry room, storm shelter.

**Draw a Steam Shovel**

Show the children a drawing of a steam shovel. Let everyone look closely at it and then give step by step instructions helping them to recreate what they saw. This is an exercise in listening skills so encourage the children to wait to draw each part as you tell them. Give them description as you tell them to draw each part. Compare pictures that the children have drawn when you are done. Compare how different each picture is even though they all saw the same picture.

**Super Dig**

Divide class into four teams. Give each team one shovel. Designate one corner of the sandbox for each team. Each team member has one minute to dig. Blow a whistle and the next team member goes until all team members have had a chance to dig.
**3-D Steam Machines**
Provide children with a variety of items they could use to make a machine. Ex: small boxes and containers of varying sizes and shapes, nuts, bolts, rubber pieces, etc. Encourage children to work in small groups to each make a machine that they would use. When they are done invite them to explain what their machine is and what it does to the class.

**Mobile**
Design a mobile that depicts characters, events, or both from the story. Include at least six “dangling facts.”

**New Ending**
Write a new ending for the story. Draw a picture of the new way the story ends and explain.
The Seals on the Bus
Written by Lenny Hort and Illustrated by G. Brian Karas

The Illustrator
Tell the children that the illustrator draws the pictures in a book. Introduce the name of the illustrator and ask what kinds of things he did to make the animals. Are the animals real or cartoon characters?

Discussion
Ask the children questions that will help relate to the story. For example: Have you ever ridden a bus? Where did it go? Do buses harm or protect the environment? Can animals ride on the bus? Have you ever seen a special animal riding on the bus?

During Reading
1. As you go through the book, pick out unusual words to teach the children. Add words to word wall.
2. Talk about the beginning, middle, and end of the story. Have your child retell the story. Ask your child about the setting and characters in the story.
3. Point out each of the animals and what they do on the bus. How do the people react to animals on the bus? How would you react if this really happened?

Shared Reading
Materials:
• Markers
• Poster board or chart paper

What to Do:
Ask the children to name different things that a bus does, who rides the bus, reasons to ride the bus and other thought provoking questions. List the children’s responses on poster board or chart paper. Read the story title and ask the children to predict what the story might be about. After reading the story aloud, let the children continue to add to their list. Encourage them to use their imagination.

The Seals on the Bus
Tune of: The Wheels on the Bus
The seals on the bus go
Clap, clap, clap
Clap, clap, clap
Clap, clap, clap
The seals on the bus go
Clap, clap, clap
All the way to town

Variations for Other Seals on The Bus Verses
• The party on the bus is fun, fun, fun…
• The cows on the bus go moo, moo, moo…
• The ducks on the bus go quack, quack, quack…
• The dogs on the bus go woof, woof, woof…
• The horses on the bus go neigh, neigh, neigh…
• The chickens on the bus go cheep, cheep, cheep…
• The mice on the bus go squeak, squeak, squeak…
• The pigs on the bus go oink, oink, oink…
• The snakes on the bus go slither, slither, slither…
• The parrots on the bus go squawk, squawk, squawk…
• The party on the bus is noisy, noisy, noisy…
• The owl on the bus goes quiet, quiet, quiet…
• The driver on the bus goes shh, shh, shh…
• The animals on the bus sleep, sleep, sleep<

Add your own variations
The Meals on the Bus
Tune of: “The Wheels On Ths Bu”s
Add your own Tea Party Variations
The meals on the bus
might fall, fall, fall
Fall, fall, fall
Fall, fall, fall
The meals on the bus
might fall, fall, fall
All in the crowded bus

Variations for Other Meals On The Bus
• The cakes on the bus go crumble, crumble, crumble…
• The cookies on the bus are yum, yum, yum…
• The party on the bus is fun, fun, fun…
• The apples on the bus go crunch, crunch, crunch…
• The kids on the bus say thanks, thanks, thanks…
• The babies on the bus say more, more, more…
• The tea on the bus goes splash, splash, splash…
• The plates on the bus go clink, clink, clink…
• The cups on the bus goes smash, smash, smash…
• The driver on the bus says no, no, no…

Add your own variations

Shape School Bus
Materials:
• a bright yellow rectangle and a yellow square for the bus.
• two round black wheels for the tires.
• four or five square blue windows for the children.
• triangle window for the driver.

What to Do:
Give the children various "skin tone" circles for the children's heads. Encourage them to draw faces and glue one circle in each blue square window. There, you have a SHAPES school bus!

Animals on the Bus Stamp and Count Mural
Using newsprint or large mural sized paper and draw a bus shape on it. It doesn't need to be fancy. Just use a yellow marker and draw the outside shape of the bus. Use a black marker and draw wheels. Have the children take animal stamps and stamp pads and stamp animals onto the bus. If you don't have stamps of the specific animals in the book, that's okay. Use your imagination. After the children have stamped, make a chart and graph how many of each animal are on the bus. Which animal did you have the most of, the least of?

Piggyback Song for The Wheels on the Bus:
The children on the bus sit nice and quiet,
Nice and quiet,
Nice and quiet.
The children on the bus sit nice and quiet,
When we take a ride
then .... look out the window
then ... stay in their seats
Have the children brainstorm together the safety rules for riding on a bus. Set the chairs up like a bus aisle and talk about keeping their feet out of the aisle, sitting facing forward, etc.

Bus Snack
Take a graham cracker and cut off one corner for the bus shape; frost with yellow frosting. Add mini-Oreos for wheels, a Teddy Graham for the driver, Golden Grahams for the windows, yellow M&Ms for the lights, a strip of skinny black licorice for a stripe along the middle of the bus, etc.
**Wheels on the Bus** piggy-back safety song:
The children on the bus go up and down,
Up and down, up and down.
The children on the bus go up and down,
All the way to school.
The children on the bus should sit down in their seats …
The children on the bus should talk quietly …
The children on the bus keep their hands to themselves …
The children on the bus listen to their driver …

**Bus Graph**
This is an exercise to promote listening skills. Provide each student with a 3 x 5 yellow rectangle. Have them round the corners off to form the body of the bus. Then provide them with two black 1 x 1 squares. Have them trim the corners off the squares until they have circles for the wheels. Have them glue the wheels onto the bus in the appropriate places. Have them use a black crayon and write “Bus” along with their bus number on the side of the bus. You might also have them draw in some windows with faces in them. Then graph all the buses by their numbers. For those students who do not ride a bus, you could have them write the number of the bus that they would ride if they were a bus rider. Another alternative would be to graph bus numbers along with how many walkers, and how many car riders OR just graph bus riders, walkers, car riders.

**Class Book**
Provide each student a bus shaped page with the sentence frame: The ______ on the bus goes _______, ______, ______. Have the students fill in the blanks on their page as they wish. Ex. The brakes on the bus go squeak, squeak, squeak. The students each illustrate their page or you could provide a bus graphic for them to color and add children’s faces. All pages are compiled along with a yellow title page and a yellow back page to form a class book.

**Bus Safety Board**
Make a huge bus to fit on the bulletin board. Ask children to draw in the faces of the animals that were on the bus. Children can take turns with this as well as making speech bubbles above their heads with bus safety rules in the bubbles.

**Pocketchart Activity**
Make sentence strips with the sentence frame: The wheels on the ______ go round and round. Provide index cards with the following words: car, truck, bike, skateboard, wagon, train, van, skates, firetruck, 4-wheeler. Have matching index cards with the pictures. The students plug a word into each sentence frame then matches the correct picture to it.

**The Wheels Take Us**
Invite your students to make their own book: Wheels Take Us From Here to There. Have the sentence frame from above on the page along with a blackline picture to match it. Have your students write in the name of the picture and color it.

**Musical Chairs**
Set your classroom chairs up like the seats on the bus and sing the “Wheels On the Bus” song along with the motions. Play musical chairs as they sing and do they motions.

**What Did You See?**
Start the game yourself by saying, “I went for a ride on a bus and I saw ______.” Then instruct one of your students to say, “I went for a ride on a bus and I saw …”; they have to say what you said and add on what they saw. The next person says, “I went for a ride on a bus and I saw …”; they say what you said, plus the first student, then add on their answer. Game keeps going until all students have participated or until there’s no way possible that it can continue.
“Red Light, Green Light”
One student is the traffic signal and stands well in front of the class who’s lined up shoulder to shoulder. The student in front turns their back to the class and says, “Green Light!” The class starts to move towards the student in front as quickly as possible. Quickly, the student in front turns back around and yells, “Red Light!” The class must freeze. Anyone caught moving is out of the game. The person to reach the student in front first, is then allowed to be the traffic signal.

File Folder Games
Get two sizes of bus shaped notepads or one bus notepad and children notepads. Use these to make matching games. You can program them with whatever skill you’re working on. They can match capital to lowercase letters, rhyming words, rhyming words to pictures, rhyming pictures, dots to numbers, words or pictures to make compound words, opposites, etc. You can mount the notepad pages onto cardstock or construction paper and then laminate them, or just laminate the pages. You can also use the notepads or Ellison cut-outs to make sequencing activities.

Riddle Me This
Encourage the children to practice their memorization skills by memorizing the riddle below. Ask them to recite to the class when they are ready.

In bright yellow coats
All in a row,
We sleep through the summer
With no place to go.
In September we wake up,
Guzzle our fuel,
And stop at the corner
To take you to school!
WHAT ARE WE???

Seals on the Bus Concentration Game
Print, cut and laminate the cards on cardstock. Turn the cards upside down on the table. Have the children turn the cards over two at a time to find matching cards.
**The Seal is on the Bus**
*Tune of: “The Farmer in the Dell”*
The seal is on the bus,
the seal is on the bus.
Hi-ho the dairy-o the seal is on the bus.
*Continue singing, changing the underlines word.*
*Suggested words include behind, over, under, above, below, in front of, etc.*

**Seals on the Bus**
Play your own “seals on the bus” game. Make a bus with chairs and have your children “hop aboard!,” making the different animal sounds and movements.
Act Out the Song
Line up the chairs in your classroom so that they resemble the inside of a bus, with rows and an aisle. Sing the song with your students while sitting in the imaginary "bus". You can even let a child be the driver and let them sit at the front with a "steering wheel" (you can use a paper plate, small hula hoop, etc.

Shared Writing
Make a class book with the following sentence frame: "The _____ on the bus go _____, _____, _____." or "The _____ on the _____ go _____, _____, _____." Brainstorm things on the bus or other types of transportation to fill in the blanks. Here are some examples:
The people on the bus go up and down.
The dogs on the bus go woof, woof, woof.
The engine on the car goes vroom, vroom, vroom.

Independent Writing
Draw a picture or write about what you see or would see out of a bus window.
Draw a picture or write about what color your bus would be if you had one.

Waiting for the Bus
by Jacqueline Sweeney
We’re waiting for the bus,
the yellow, bug-eyed bus;
Backpacks sitting in a bunch,
lunchtime sandwiches all crunched.
I wish that bus would HURRY UP
before this waiting gets too much!
Gabby’s doing last night’s work.
Matthew eats today’s dessert.
Hector’s splitting pumpkins seeds.
Lindy’s chasing broken beads.
I wish that yellow, bug-eyed bus
Would come and take us
Off the street!

How Do You Go?
(Tune of: "The Farmer in the Dell ")
I'm driving in a bus.
I'm driving in a bus.
Hi, ho, watch me go.
I'm driving in a bus.
Repeat the poem and replace the word bus, with other transportation words.

School Bus  by Kay Winters
Our bus
is a
Big
Bright
Loud
Bumpy
Stop and start
Fast and s l o w
On and off
Open-shut
Yellow box on wheels
Stuffed with kids!
**Little Yellow Schoolbus** by Pamela R. Jarrell  
*(Tune of: "I've Been Working on the Railroad")*

I'm a little yellow school bus,  
On my way to school.  
I carry all the little children,  
Yes, that is what I do.  
When I see a child is waiting  
My lights go *flash, flash, flash!*  
When the drivers see my stop sign,  
They all stop just like that.
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

March Lesson Plan

Songs
Las Ruedas Del Camión/The Wheels On The Bus
Las ruedas del camión van dando vueltas, dando vueltas, dando vueltas por toda la ciudad
(The wheels on the bus go round and round, round and round, por toda la ciudad)

El chofer del camión dice “pasen para trás, pasen para trás, pasen para trás” por toda la ciudad
(The driver on the bus says, “go to the back”)

La gente del camión salta y salta, salta y salta por toda la ciudad
(The people on the bus go up and down)

Los bebés del camión dicen “wah wah wah, wah wah wah, wah wah wah” por toda la ciudad
(The babies on the bus go, “wah wah wah”)

Las mamás del camión dicen “sh sh sh, sh sh sh, sh sh sh” por toda la ciudad
(The mommies on the bus go “sh sh sh”)

Las puertas del camión se abren y se cierran, se abren y se cierran, por toda la ciudad
(The doors on the bus open and shut)

Los limpiadores del camión hacen swish swish swish, por toda la ciudad
(The wipers on the bus go swish swish swish)
Un Gran Tren/A Great Train
Como ya somos grandes sabemos caminar*
En un gran tren nos vamos
Atención, ya va arrancar
(Now that we are big we know how to walk
On a big train we go
Attention it’s taking off)
Como ya somos grandes sabemos caminar
En un gran tren nos vamos
Atención, ya va arrancar
Como ya somos grandes sabemos caminar
En un gran tren nos vamos
Nos vamos ya, nos vamos ya

Monthly Words
Car-carro
Truck-camion or truco
Sailboat-velero
Boat-barco
Airplane-avion
Bus-autobus
Train-El Tren
Bicycle-bicicleta
St. Patrick’s Day-El Dia de St. Patrick
Street-calle

Additional Words
City-ciudad
Store-tienda
Park-Parque
Library-biblioteca
Movie Theater-cine
Hospital-hospital

Art Projects
My Own Traffic Lights
Materials:
- Construction Paper
- Paint
- Various Other Art Supplies of Your Choice

What to Do:
Let your children design their own light out of different colors of construction paper. Then let them create a scene to go along with their light. Practice the colors on the traffic light in Spanish.
Stop-Para
Red-Rojo
Yellow-Amarillo
Green-Verde
My Airplane
What You Need:
- Paper Towel tube
- Cardboard or poster board
- Paint
- Markers/Crayons
- Various Other Art Supplies of Your Choice
What You Do:
Cut a slit all the way through the paper towel roll. Cut out wings from the cardboard and stick them in the slit. Finally, let your children decorate and design their own airplane.
Practice the word airplane (avion) while you are doing this project.

Wheels on the Bus
Give each child a shape of a bus. Encourage children to glue in on a piece of paper. Invite the children to press the ends of thread spools onto black ink pads or paint pads and stamp them on their bus pictures to make wheel prints. When the paint has dried, let them add other details with crayons or markers, if they wish.
Reinforce the words: bus (autobus) and wheel (rueda)

Boat Mural
Invite your children to finger-paint blue ocean waves on a large piece of paper. Allow the paint to dry. Give the children boat shapes cut from different colors of construction paper to decorate with crayons or markers. Then hang the wave mural on a wall and help the children glue or tape on their decorated boats.
Reinforce the words: blue (azul), boat (barco) and water (aqua)

Building with Shapes
Provide children with a variety of shapes in different colors. Encourage them to create their own building out of the shapes.
Reinforce the shapes and colors in Spanish that the children use in their project.

Games
Red Light, Green Light (or Traffic Light)
Cut out a red and green circle. Attach the circles to short sticks. From that point play it like the classic game, when you hold up the green circle the children walk toward you, when you hold up the red they must stop.
Practice the colors in Spanish as you play.

Take a Train Ride
Line up all of your chairs to create a train (or bus). Put numbers on all of the chairs. Then distribute tickets (with corresponding numbers) to your students. Then you (the engineer) can put on an apron and take their tickets and punch a hole in them and return them. For added emphasis add extra props (such as suitcases and maps)

This game can be played for a bus or plane ride also. Practice as many Spanish words as the children know as you are playing this game. Ex. Silla (chair), El Tren (Train), Count the number of children on the train, etc.

Books in Spanish:
Bilingual Chunky Trucks by Roger Priddy
Bilingual Bright Baby Trucks by Roger Priddy
Todos a Bordo by Mandy Stanley Kingfisher
Choferes de autobuses escolares by Dee Ready.
Lola viaja en avion by Anne Gutman
Nathan’s Balloon Adventure
Everyday Activities

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.

Simple Phrases you can use everyday:
- Ven Agui Por favor-Come here please
- Muy Bien, clase-Very good, class

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.”

Language Cards-show the children the pictures on the language cards, identify in English and Spanish. Provide real life objects that they can hold and touch and say the word.
**Kindness Curriculum**  
**Acceptance**  
Maria Shriver: Teaching Acceptance to Kids

"We as parents of non-disabled kids must talk to our kids about having the courage to reach out and accept kids who are different. When we were talking about this being a teaching moment in our whole country, this applies to children who are different. They may have different religions, they may look different, they may be of different faiths or come from different backgrounds. … Kids who are different are often isolated. *What's Wrong with Timmy?* is an attempt on my part to help all children understand each other and understand that they have the same goals in life."

**Finding Similarities in Difference**
Maria's new book came as a result of the success of her other books, and she says, "Because of my kids going to the park, seeing someone different and asking me, 'What's wrong with that kid?' and because of my family's involvement with mental retardation and the Special Olympics, I knew there was no other book out there to talk to kids about what it means to be different.

So often, the non-disabled kids just don't know what it means to be different. They don't know what autism is. They don't know what mental retardation is. They don't know the difference between that and cerebral palsy, and all the different labels. So this is a story that I hope will help children understand that kids that are different want the same things out of life that non-disabled kids do. They want to be included, asked to the birthday party, asked to play on the basketball team. They want to be valued and validated. Their dreams and hopes are exactly the same as the non-disabled kid."

**Reaching Out**
Maria hired a buddy named Robert, from her brother's organization Best Buddies, to work in her home. "I grew up with people working in my home who were mentally retarded. I wanted my children to see that I could have a buddy so when they see a child who is different, they could have a buddy. I talk to them about having the courage, that even when kids say it's not cool to play with the special ed kids, or it's not cool to play with someone who might look different, I'm asking them to have the courage to be strong inside, as I write in the book, and reach out and make friends."

**Acceptance**  
**Multicultural Theme (Sing to "Frere Jacques")**
We are alike, we are alike.  
We are different too, We are different too.  
We are friends, we are friends.  
Neighbors too! Neighbors too!

**Buddy Paintings**
Tape two pieces of large easel paper together. Talk about what a "buddy" is (a friend). The children can go to the table in groups of 3 to paint cooperatively on the easel paper. You call them "buddy paintings" because you paint them with your friends.

**Green Eggs and Ham**
Read "Green Eggs and Ham." It represents the idea that you do not judge something (or someone) by appearance. Make green eggs and ham for morning snack. Use a carton of white eggs and a carton of brown eggs. The children can visually see that the eggs are of different shades and colors. Then asked them what they think the insides of the brown eggs looked like and then what the insides of the white eggs looked like. Talk about how people are all different by their appearance on the outside. Have a child break open a white egg into a bowl. Have another child break a brown egg in to a separate bowl. The concept is that we may all look different on the outside, but the insides are the same, just like us.
Multicultural Apples
Materials:
- 1 red apple
- 1 green apple
- sharp knife.

What to Do:
Examine as a group how different each one of the children is. Skin, hair, eyes, clothes, favorites, dislikes etc. Make sure everyone is aware that they are not like each other. Now hold up the red apple. Have the children describe it. Hold up the green apple, have the children describe it. Have them discover the difference’s of the outward appearance of the apples. Compare the apples outward appearance to the children's outward appearance. Cut one apple and talk about what you see inside the apple. Cut the other apple (same direction). Compare. They are the same on the inside. Explain to the children that the 2 apples skin looked very different on the outside, but they both have seeds, juice, etc. on the inside. They look different but they are also the same. Just like people. Everyone looks different on the outside, but it is what is inside that really counts.

Cultural Mask
Materials:
- Cereal Boxes
- paper rolls
- tissue paper
- rolls
- Feathers
- Paint
- Any other art supply you choose

What You Do:
Explain to your children the importance of masks in many cultures. They are used for happy occasions (births, marriage, etc), sad occasions (death), and to ward away evil spirits. Show your children several different pictures of traditional masks and then let your children design their own from all the different supplies that you provide.
Visualization

Visualization uses relaxation, imaging and guided imagery to help quiet the mind and aid concentration. Visualization has been shown to be effective as a tool for improving behavior, boosting learning skills and fostering creativity.

Visualization techniques can be used in school to calm children, improve their behavior, help create smooth transitions and stimulate creativity. Use visualization at the end of each day. Have the children position themselves comfortably on the floor and close their eyes. Turn down the lights and play soft music. Begin with learning deep breathing and quiet the minds, create a sense of peace. Then use guided imagery, tell a story that guides their imagination to create pictures that help them reach an objective.

Visualization helps children develop a positive self-image and helps them to see their goals clearly and focus on them.

Relaxation

The following techniques will help the children relax
Breathing – have the children sit or lie down, quietly. Soft and slowly, recite this poem:

I breathe in, (allow time to breathe in slowly)
I breathe out, (slowly exhale)
I breathe in, (allow time to breathe in slowly)
I breathe out. (slowly exhale)

Quiet, calm and serene,
Brings a peace of mind to me.
In the silence there is rest,
I find my good, I find my best.

I close my eyes, and I can see,
Beauty, Love and Harmony.

I breathe in, (allow time to breathe in slowly)
I breathe out, (slowly exhale)
I breathe in, (allow time to breathe in slowly)
I breathe out. (slowly exhale)

Stretching

When stretching, move slowly and hold the stretch position.

1. Ask the children to touch their toes (hold the position), slowly reach up to the sky (hold the position) – repeat several times
2. Have the children lay on their backs a stretch out their arms and legs to make the letter “X” (and hold), have them bring their legs together to form a “t” (and hold), form an “o” by reaching their arms over their heads (and hold). Have the children form other letters and stretch.
3. Have the children stand with hand on waist. Have them bend forward and touch their ankles (and hold). Have them dangle their head and hands.

Simple Yoga

Find a book that has simple yoga moves or use the yoga section in the “Fun With Fitness”. Use the poses to help your class relax.
Progressive Relaxation
Have the children lie down comfortably on their backs. Have them start at their feet – flex them and then relax, repeat. Move to their legs, have them squeeze them and then relax…Move up to their stomach, arms, hands, shoulders, face…Repeat.

Imaging
Using one of the relaxation ideas above, ask the children to close their eyes and visualize a picture that you will describe. Make sure it is something all the children are familiar with. When you are done, have the children open their eyes and tell you what the object was that they were thinking of. Some children will have difficulty at first seeing a picture with their eyes closed but continue repeating this activity and they will get the idea.

What is It?
Tell the children that today you are going to visualize, that is, we are going to try to see pictures with our eyes closed. Play this game: tell the children that you are going to describe something (have a picture or object hidden) and they are going to imagine it. Think about the shape, color. When they open their eyes they are going to guess what you described. Have them give you their answers. After they all have responded, show them the picture or object.

Example: “I see something big and round and very, very bright. I feel warm rays of light from it. The light is golden and white. The rays from it make the trees and plants grow. It is very high up in the sky and is far, far away. A fluffy cloud just floated by it. Open your eyes and raise your hand if you know what I was describing”

Goal Pictures
Materials:
- Old Magazines
- Scissors, Glue
- Poster Board
What to Do:
Talk with each child and help come up with a goal for each child. Have them choose pictures from magazines that symbolizes that goal. Have the children glue their picture on the poster board and make a class collage of each child’s goal. This activity can be used as a reminder, motivator and visual cheerleader.

Guided Imagery
Teach your children to visualize themselves in situations where they are achieving and being successful. Once they have had practice with guided visualization, encourage them to use the techniques of deep breathing and visualizing themselves doing what they want to do.

Put Yourself in Someone Else’s Shoes
Have your children sit on the floor and get themselves in a comfortable position. Have them close their eyes. Have them picture someone they know who is different than from them: someone with glasses, a wheelchair, crutches, etc. Ask them if this person has a heart, blood that runs through their body, etc, etc. Remind them that we are all the same on the inside. Have you ever seen someone be mean to someone who is different? How would you feel if someone teased you in the same way? What things can you do to be a friend to someone who is different?

Housekeeping Manners
Place a container of Honeycomb cereal in your housekeeping area along with napkins, small paper plates, and a spoon. Set Miss Bee on the center of the table. Encourage each child to have a seat at the table, obtain a napkin and a plate, and serve himself a spoonful of cereal. Remind youngsters that Miss Bee will be watching for polite table manners.

Communicating with Others
Help children realize the impact of their words and actions on the people around them.
**Speaking**
Lose words like 'Yeah', 'Uh-Huh', and 'Nope' and replace them with kind language such as 'Yes' or 'Yes, Please' and 'No, Thank You' or 'No'. Get into the habit of using terms such as 'Excuse Me', 'Please', and 'Thank You'.

**Introductions and Body Language**
Our bodies convey so many messages about us! Positive body language is a way that we can convey on the OUTSIDE the respect that we have for ourselves on the INSIDE!

Posture: Invite each child to imagine that an invisible string is tied to the crown of their head and it is being pulled tight. In this way, we avoid 'stick men' bodies. Practice both standing and sitting posture, particularly for young ladies. While sitting, imagine that your knees are glued together and there’s an invisible rubber band around both ankles (allows feet on the floor or the legs crossed at the ankles). Handshakes: Help children know what to do when an adult extends a hand to them. Imagine 'mitten hands' (four fingers together, thumb extended). Two firm up-and-down handshakes, then release and relax. In our culture, we look directly into the eyes of the person we’re speaking with.

**Mealtimes**
When we gather around the family dinner table, we not only fill our tummies, we feed our souls!

**Five most essential habits:**
1. When in doubt, watch the host.
2. Be aware of your body (elbows, mouth, shoulders)
3. Kind words and 'just enough' information about likes/dislikes ("No, thank you" is enough to turn down offers of second helpings of something we don't like)
4. Napkins in the lap before the first bite...remain there until leaving the table when they are nearly folded to the left of the plate.
5. Kindness and respect to host ...wait until all at table are served, excuse yourself from the table.

**Telephone Use**
SAFETY COMES FIRST! It is important that children recognize the dangers of letting callers know their personal information. But for other callers, children must learn that incoming calls should be treated in the same manner as a guest knocking on the door. Telemarketing calls present a wonderful opportunity for children to answer the telephone and practice their telephone manners so that they might grow comfortable with speaking to strangers, taking messages, and letting callers know "I'm sorry, they are not available at this time."

**Some no-no's for telephone use:**
- Slamming/dropping the receiver while you go find the person for whom the call is being made,
- answering the telephone with loud background noise (turn down music or TV first),
- yelling out “Moom—telephone” or other similar behavior

**Correspondence**
Even very young children can complete a picture for friends which lets them know how much their kindness is appreciated...thank you notes are a wonderful habit for children to develop. Allowing children to send post cards is another way they can keep in touch and it helps them realize the gift of a written note.
Magic Words
Here are the "magic words" to teach your preschoolers:
1. **Please** - Makes grown-ups more willing to help or to give them what they want.
2. **Thank You** - This pleases grown-ups by letting them know that your preschooler likes what they have given her or done for her. It could even make them even more willing to do more favors in the future.
3. **Excuse Me** - These words allow the preschooler to the attention of an adult who might not be paying attention to them. Second it has the power to get someone to move out of the way if a path is blocked.
4. **I'm Sorry** - The most magical words there are since they have the power to fix hurt feelings or misunderstandings whether they happened intentionally or by accident.

Which Magic Words Do I Use?
What to Do:
Share the words and situations noted below with the children. See if they can figure our which magic words to use in which situation.

1. Please
2. Thank You
3. You're Welcome
4. Excuse Me
5. Nice to Meet You
6. May I?
7. I'm Sorry
8. Abracadabra!

Situations:
A. You meet the President of the US.
B. You would like a cookie.
C. You want to turn spinach into ice cream.
D. Your mom thanks you for setting the table.
E. You bump into your friend.
F. You accidentally break a plate.
G. You would like to borrow a toy.
H. Your friend shares his apple with you.

Magic Word Song in Spanish
**Palabras Mágicas / Magic Words**
"Please," "Thank You," and "You're Welcome" in Spanish
Jody Dreher

Well, gracias is thank you,  
por favor is please.
If you use these words  
you will live your life with ease.
And after I say gracias,  
de nada you do say,  
Instead of de nada  
you can say  
no hay de que.
Well they say these  
words are magic,  
palabras mágicas......
Well, gracias is thank you,......
And after I say gracias,......
Por favor, gracias,......
de nada, no hay de que  
Por favor, gracias,......
de nada, no hay de que  
Por favor, por favor,......
Well they say these words are magic,......
Well they say these words are magic,......

**Thank You**
Sung to: "If You're Happy and You Know It"
When my grandpa gives me something,  
I say “thank you”.  
When my grandma gives me something  
I say “thank you”.  
I can see it makes them happy  
When I say it so politely  
Yes, good manners mean to always  
Say “thank you”.

"Please," "Thank You," and "You're Welcome"
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.

Two Magic Words
There are two magic words
(hold up two fingers)
That can open doors with ease.
(pretend to open door)
Those two magic words
Are “Thank you” and “Please.”
(hold up one finger, then two fingers)

Three Nice Mice (3 blind mice)
3 Nice Mice
3 Nice Mice
See how nice they are
see how nice they are
They're always polite when they nibble their cheese
they never forget to say thank you and please
they cover their noses whenever they sneeze

Honey of a Game
This honey of a game will give your little one practice using the magic words "please" and "thank you". In advance, cut honeycomb shape from yellow construction paper, then add details with a marker. Remove Miss Bee Polite's straw hat and place it in a chair that is near, but facing away from your group area. To play, seat the class on the floor. Ask a volunteer to sit in the chair, wear the hat and pretend to be Miss Bee. Place the honeycomb under the chair. Ask Miss Bee to close her eyes, then quietly choose another child to tiptoe to the chair and take the honeycomb. The child then returns to the group and sits on the honeycomb. As Miss Bee to open her eyes and faces the group. Recite this chant:

(Class) Miss Bee Polite, your very sweet. May we please have a honey treat?
(Miss Bee) Miss Bee Polite says, "Yes, you may."
(Class) "Thank you, thank you" we all say.
Give Miss Bee several chances to guess who took the honeycomb before revealing the child, if necessary. The child who took the honeycomb then becomes Miss Bee. Continue until each child has been queen bee.

Sticker Fun
Miss Bee Polite recommends making a batch of stickers to remind youngsters to use good manners. Or use the stickers as rewards for those who make an effort to show exceptional etiquette. Simply use a black marker to draw stripes on a set of yellow dot stickers (the kind like for yard sales) Encourage a child to press a sticker on his hand or clothing. Your room is sure to be buzzing with "bee-utiful" behavior!

Kindness Pledge
Ask your children what it means to be kind or to be a friend or to be nice. Make a list of their answers and put them in a rhyme if possible. The idea is to make a pledge that they children can easily remember and recite. An example is below.

Today I pledge to be kind,
to use the nicest words I can find.

Today I pledge to try to share,
to wait my turn and to be fair.
Yoga Mania

Yoga helps to develop better body awareness, self-control, flexibility and coordination. It is important that it be done in a safe and relaxing environment. Playing soft instrumental music or nature sounds is a good way to set the mood for the classroom. Have children spread out in the classroom allowing plenty of space for everyone. You may want to have them use their nap maps or ask them to bring in a towel for this two week session. It is extremely important that teachers not push the child into a position that they can’t do. Each child has a different level of flexibility and will need to go at their own pace. Encourage the children to try each position and move on. Take each position as it comes, if it seems too difficult for the children, go back and repeat the ones that come more easily.

Teachers should talk about the importance of being in tune to their bodies, learning to relax and stretch their bodies. This can be done at circle time, at the intro to Yoga or both. This is an ongoing activity that you can use throughout the year to help children calm down. Naptime is a great time to use to help them settle their bodies down.

**After each exercise position, return to prayer position and breathe.**

**Watching Your Breath**

Observing the way your breath moves in and out of your body is an exercise that is practiced in Yoga. It has an impact on your body physically and emotionally. Start by sitting quietly and comfortably. Gently breathe in and out through the nose. See how soft you can make your breath. Pretend that you are smelling a flower floating in a breeze.

Now see if your in breath is longer than your out breath. Take deep breaths in and let it out.

**Wave Breathing**

Lye back on your back and place a small object on your tummy. Breathe in and watch the object go up, and out to watch it go down. Imagine that you are making waves with your breath. See how slowly the object moves like waves.

**Mirror, Mirror on the Wall**

Sit opposite the child and raise your palms to theirs so that they are close but not touching. Slowly move your hands, getting the child too mirror your movements.

Postures to Mirror:
- Step forward and raise hands above your head and clasp them together.
- One hand down, one hand up and raise your knee, alternating hand and knees.
- Make up dance steps for children to mirror

**Swamp Monster**

Helps keep your lower back and back of your legs supple.
- Stand with your feet hip distance and extend forward from your waist, keep your spine long.
- Put your hands under your feet with your palms facing up.
- Walk forward, stepping your right hand and foot. Pretend that you are a monster crawling out of a swamp.

**Checking In**

- Sit quietly with your child for two to three minutes and focus on your body and your environment. Sit cross legged in the floor on the edge of a folded blanket or a cushion. You should be comfortable, relaxed and alert. Get your child to sit opposite you and hold you hands.
- Encourage the children to focus on the sounds that they hear. Which sounds are coming from outside or from your own body or inside the room. Talk about the feeling of sitting on the floor, touching your hands, touching your legs, arms, elbows, etc.
**Prayer Pose**
Stand up straight with your feet together. Join your palms at the heart. Keep your breathing and your body relaxed. Bring your awareness to your body.

**Hands UP**
Bring your arms forward and above your head. Breathe in and look up toward your hands. Lean back slightly.

**Standing Sandwich**
Breathe out and bend slowly forward from the hips. Bring your head toward your knees. Put your hands or fingers on the floor or take hold of the backs of your legs. Stand into prayer position.

**Rocking the Boat**
Lie on your back and draw your knees toward your chest. Wrap your arms around your knees and pull the closer to your chest. Rock gently from side to side between 10 to 15 times. Keep your head on the floor.

**Dead Bug**
- Release your knees and let them come apart. Reach between the knees and take hold of the outside edges of your feet. Keep your head on the floor and relax your neck.
- Move your feet so that the soles face the ceiling. Gently pull down on your feet so that your knees move toward the floor on either side of your body.
- Relax the pose and make a buzzing noise on each exhale. Buzz as long as you can.

**Rolling Twist**
- Lay on your back and bring your knees to your chest
- Stretch your arms to the side with palms to the ceiling.
- As you breathe out, bring your knees toward the floor on the right
- Look toward your left hand.
- Bring to center position and then go to the left.
- Repeat 5-6 times

**The Galloping Horse**
Breathe in, step back with your right leg and bring your right knee to the floor. Keep your left foot flat with your knee directly above it. Rest your fingertips on either side of your left foot and lift your chest, shoulders and head. Look you slightly. Stand slowly to prayer position, repeat on other side.

**Face Down Dog**
Breathe out and take your left foot back and join to your right foot. Push your heels down flat and lift your hips to the sky. Your back and legs should be straight so that your body forms a triangle. Stand slowly to prayer position.

**Backbending Posture - Wake Up the Spine**
- Lie on the floor on your back. Bend your knees and bring your in toward your bottom with your feet hip distance apart and knees pointing towards the ceiling. Rest your arms next to your body palms to the floor.
- As you breathe in, push firmly down in your hands and feet and lift your hips as high as you can. As you breathe out lower your hips to the floor.
- Repeat 5-6 times

**Rocking Chair**
- Lie on your back, pull your knees to your chest and hug your knees into your chest.
- Lift your head and rock yourself forward and back ward like a rocking chair. Do this 10 times.
- Rock up into a sitting position.
Arm Stretches
- Lie down on your back with your feet hip distance apart and arms falling to the side. Head is looking at the ceiling.
- Stretch your arms up and round them out to the side and then down to your side.
- Repeat this over again.

Shaking it Up
- Stand and let yourself become loose and relaxed. Shake your hands, making your fingers and wrist floppy as you can. Shake your arms – elbows to shoulders.
- Stand on your right leg and shake your left leg. Swap and shake right leg. Now put your right foot down and shake your body.
- Now shake everything at the same time. Follow your feelings and let your body shake.
- Dance a shake, sing a shake, jump a shake.
- Stand absolutely still and let your breathing slowly return to normal.

Eight Limb Salute
Breathe out and come down onto your knees, then lower your chest and chin onto the floor – your bottom should stick up in the air.

Cobra
Breathe in, slide forward onto your tummy and use your back and arm muscles to lift your chest, head and shoulders up. Try to curl up like a banana while keeping the lowest part of your tummy on the floor.

Tiptoe Tree and Windy Tree
- Stand with feet hip-width apart and your arms at your side. Look at the wall in front of you.
- Interlace your fingers and place them on your head palm up.
- Breathe in deeply as you stretch up high and push onto your tip toes. Breathe as you lower your hands to your head. Do this 5 times.
- As you stretch up your arms and hands to the sky, keep your heels on the floor.
- Breathe out as you bend at the waist to the left, breathe as you come up to standing and breathe as you go to the right.
- Repeat 5 times then relax.

Puppet
- Stand straight up with feet hip width apart and your arms at your sides. As you breathe in, raise your arms above your head and stretch as high as you can.
- Breathe out and slowly flop forward from the waist like a puppet whose strings have been cut, keep your knees slightly bent to take strain off your lower back and make a “haaaa” sound as you bend.
- Let your arms dangle and relax your upper body.
- Slowly curl yourself up into a standing position.
- Do the movement several times.

Prayer Pose
Stand up straight with your feet together. Join your palms at your heart. Keep your breathing and your body relaxed. Bring your awareness to your body.

Standing Sandwich
Breathe out and bend slowly forward from your hips. Bring your head toward your knees. Put your hands or fingers on the floor or hold the back of your legs. Come back up to standing position.
Class Recipe #1

**Fruity Treat**

Time
5 to 10 minutes

Ingredients:
- Fruit juice
- Small paper cups
- Popsicle sticks

What to do:
1. You can make and share a gift that is both tasty and healthy by pouring fruit juice into paper cups and inserting wooden sticks before freezing. Once it is frozen, remove the cup and enjoy.
2. Extensions
3. Add some fruit that has been slightly mashed before freezing.
4. Add a drop of food coloring before freezing and sharing.

Class Recipe #2

**Apple Shake-Ups**

These treats aren’t very nutritious, but toddlers will love to help make their own colorful snack.

Ingredients:
- Apple
- Knife
- Sugar
- Cinnamon
- Ziploc bag

What to do:
1. Peel an apple and cut it into toddler-size pieces.
2. Or cut it into larger slices and have your older toddler use a plastic knife to cut it into smaller pieces.
3. Place 1-2 tablespoons of sugar and about 1/2 teaspoon of cinnamon into a Ziploc bag.
4. Add a few apple pieces, seal the bag, and shake to coat the apples.
5. Remove the coated apples from the bag and eat.

Activities

**Flexibility Graph**-practices some of the yoga positions and make a graph of who can do each position. Repeat activity later in the following week to see if the flexibility has improved over the course of the Yoga session.

**Yoga collage**-have children cut out pictures from magazines of people who look like they feel when they are doing Yoga. Glue the pictures on a piece of construction paper. Ask them to describe how they feel when they do Yoga. The teacher should write down the thoughts of the child on the page as they say it unless the child is able to write themselves. Talk about the effects of Yoga as the children are doing this activity.
Games, Games and More Games

Animal Moves
- Cut out familiar animals from magazines, glue on construction paper and laminate, create animal cards.
- Show the animal cards to your children and discuss each one. Talk about what the animal says and how they move.
- Demonstrate how the animal moves and encourage the children to try it too. Use exaggerated movements so that your children can better understand the size of the steps.
- Put all the animal cards on a table. Ask a child to pick a card. Say the name of the animal and then move like the animal.

Activity Tag
Materials:
- Activity Cards highlight activities like jumping jacks, sit-ups, push-ups, and other basic calisthenics.
- Number cards from 1-10 to add to the tasks students complete. (You can use a deck of cards if the jacks, queens, jokers, aces, and kings are removed.)

What to do:
Designate an “it” and give that person a stack of activity cards and the numbered cards. When they tag someone they give the tagged person an activity card and a number card. The person tagged is to perform the activity the number of times specified on the card. Once a child finishes the task, they may enter the game again. You can designate a safety zone with a time limit so children can rest and be safe.

Jumpity, Jumpity
- Children love to jump, but jumping both feet take practice.
- Jump holding hands at first.
- Encourage them to jump in a rhythmic movement.
- Show them how to bend at the knees and jump.

Wake Up!
- Talk about the different insects and animals that the children know and what sounds they make.
- Pretend to be bees. Make a buzzing sound and fly around the room.
- Now say that it is time for all bees to go to sleep, lay down on the floor and close your eyes.
- Say to the children “Wake up, little bees”, Take a deep breath in and then out with a buzzing sound. Encourage the children to imitate you.
- Get up and buzz again.
- Change the type of animal and continue playing.

UNO Fitness
Each student receives an UNO card. They are to perform an activity based on the card.
Red Cards = push ups
Yellow Cards = mountain climbers
Blue Cards = curl ups
Green Cards = bell jumps/lateral jumps
Skip Card -- skip one lap around the gym
Reverse Card -- jog/walk one lap backward around gym
Draw two Cards -- draw two cards from the regular UNO deck and perform the activities corresponds to the card color and number of the card
Wild Draw 4 Card -- draw four cards from the UNO deck and do all four activities.

So get off the couch and into fitness. Before you know it, you will forget about moving and just focus on the fun.
Andy Spandy

- Recite the poem and do the actions:
  Andy Spandy, sugar candy, I pop down.
  Andy Spandy, Sugar candy, I pop up.
  Andy Spandy, sugar candy, I pop in.
  Andy Spandy, Sugar candy, I pop out.

*Change the word pop to hop, jump, skip, etc.*

My Feet

- What can you do with your feet? Recite the poem and do the actions:
  I can walk on my feet
  Walk, walk, walk,
  I can hop on my feet
  Hop, hop, hop,
  I can jump with my feet
  Jump, jump, jump
  Now sit down and rest.
  I can march with my feet
  March, march, march
  I can tiptoe with y feet,
  Tiptoe, tiptoe, tiptoe
  I can run with my feet
  Run, run, run

- Say “round and ‘round and ‘round and stop! As you say the words, walk around the room and in the word “stop” sit down on the floors.
- Ask the children to join in the game.
- Once they have the idea, try other movements such as jumping, skipping, galloping, crawling, etc.

Red light, Green Light

- In this game, the teacher plays the "stop light" and the rest try to touch him/her.
- At the start, all the children form a line about 30 feet away from the stop light.
- The stop light faces away from the line of kids and says "green light". At this point the kids are allowed to move towards the stoplight.
- At any point, the stop light may say "red light!" and turn around. If any of the kids are caught moving after this has occurred, they are out.
  Play resumes when the stop light turns back around and says "green light".
- The stop light wins if all the kids are out before anyone is able to touch him/her.
- Start the game over again but this time the teacher names a different manner in which the children must reach the teacher: skipping, hopping, swimming, flying, twirling, like a dog, like Spiderman, bunny hop, Pee Wee Penguin Walk, etc, etc. Continue game until children lose interest.

Color Calisthenics

Spread color-laminated flashcards in a gym area 15-20 feet apart. Have students dance to the music; when the music stops, they pick up a flashcard. Students perform the gross motor action associated with that color.

*For example:*
Red= Run around the gym
Blue= Jumping jacks
Yellow= Hop
Green= Roll arms
Black= Kick
Purple= Dance
Pink= Skip
How Many Steps
- Stand close to a door and say the following rhyme:
- How many steps do I have to take to get from here to the door?
- Please count the steps we take, walking across the floor.
- One, two, three four.....
- Experiment with types of steps: large steps, small steps, hopping steps, jumping steps, etc.

Back and Forth
- Sit on the floor legs apart, facing your child
- Show the children how to hold each other’s hands and lean forward as the child leans back and then you go back and child comes forward.
- As you move back and forth say the words “back” and “forth”
- Once you have the rhythm going, sing “Row, row, row your boat.”

Outdoor Obstacle Course
Use the outdoors to create an obstacle course for your children to run through. Have them crawl under and over objects, hop in squares of chalk, jump up and down, swing, climb, slide, and so on. Have them run through the course going in one direction. Do not use objects that have sharp edges or corners.

Roller Coaster Walk
Have fun with your child imitating a roller coaster as you walk together. Walk low to the ground, then high, then low again. Walk slowly, then speed up to a run. Continue varying and speed until the children tire of the activity.

This is the Way
- Sing to the tune of “Here We Go ‘Round the Mulberry Bush” Do the actions as you sing the words:
  - This is the way we clap our hands
  - Clap our hands, clap our hands.
  - This is the way we jump up and down...
  - This is the way we stomp our feet...
  - This is the way we click our tongues...
  - This is the way we throw a kiss...
  - This is the way we jump around...

The Movement Game
- Demonstrate all the following movements to your children, one at a time, and ask them to imitate you after each demonstration.
  - Take giant steps
  - Walk backward
  - Walk sideways
  - Jump fast
  - March backward
  - Add more.

Wings
- Cut several 2 foot strips of crepe paper
- Tape
Have the children wear long-sleeved shirts or jacket. Along the backs of the sleeves, tape the crepe paper strips so they hang down. Then have the children run around outside and flap their wings. They can make bird calls as the fly.

Rope Games
• Lay a long rope in a pattern on your deck or the grass. Try a zig-zag pattern circle, square, or any other shape. Have the children walk on the rope.
• Lay the rope in a closed shape, have the children think of how many ways they can move in and out of the shape. Try stepping in and out, jumping, and so on.
• Lay the rope in a straight line and ask the children to think of how many ways he can go over it, walk across it, hop over it, crawl, etc.

**Circle Walk**
• While walking in a circle around the playground while doing the following actions:
  • Swing your arms forward and back
  • Stretch your arms overhead and walk on you tiptoes
  • Squat and walk like a duck
  • Roll your head from shoulder to shoulder
  • Shrug your shoulders
  • Rotate your arms like a windmill.
  • Walk fast then slow down; speed up and slow down.

**Across the Room**
• Stand on opposite sides of the room facing each other
• Help your children decide how they will get to the other side of the room to where you are standing. Some ideas are: jump, walk, gallop, skip, walk backwards, walk sideways, crawl, hop.
• When you have given the instructions say “Ready, set, go!”
• When they reach the other side, cheer and then say “Time to go home”
• They go back to the other side of the room and you play again.

**Creatures**
• Use the animal cards and show the children a picture of animals.
• Talk about how each of the animals move.
• Pretend to be the animal
• Recite the poem and perform the actions
  • Swim, little fish, in water clear
  • Fly little bird, up in the air
  • Creep little caterpillar, creep, creep
  • Sleep little children, sleep, sleep.

**Copy Me**
• Say ‘One, two, three, copy me.”
• Jump up and down.
• Ask your children to copy you.
• Say the words again, “One, two, three, copy me”
• Do a different action such as clapping your hands
• Continue with different body movements that the children can do.
Class Recipe

#3

**Berry Nice**
- Berries have interesting flavors and textures and they are nutritious.
- Select two kinds of berries with different colors and textures, for example, blueberries and strawberries.
- Show the children how to wash the berries and pat them dry.
- Sort them into two piles, naming them as you sort.
- Let the children sort the berries and taste the berries.
- Pour vanilla yogurt in a bowl.
- Ask the children to add the berries to the yogurt, eat and enjoy!

#4

**Pizza Fun**
- Ready made pizza crust
- Pick out a variety of vegetables to slice
- Grated Cheese
- Carrot and celery sticks
- Pineapple
- Raisins
1. Cut the pizza dough in circles for each child. Sprinkle cheese on the dough and add what vegetables they want.
2. Add a sauce if you want.
3. Place in the oven and bake until done.
4. Eat and enjoy!

Weekly Activities

**Food Bingo**
Objective: To learn how to play Bingo and learn the names of many different kinds of fruits and vegetables.

Plan:
- Before the day of the lesson cut out many different kinds of fruits and vegetables out of magazine pictures and glue them onto a piece of construction paper to make a Bingo card. Make enough cards for the number of children in your class. If possible have these cards laminated so you can use them often.
- Then make up cards with names of all the fruits and vegetables you used on your Bingo cards for the caller to call out. When a child gets 3 or four in a row they call Bingo.
- You might want to have stickers as prizes or nothing at all. The kids really enjoy this and they can learn new fruits or vegetables if you put pictures of unusual fruits of vegetables such as eggplants and Kiwi.

**Body Outlines**
- Lay out a Piece of construction Paper on the floor – Bulletin Board Size – Trace each child over the other.
- Trace one child Waist High, Lay another child next to that tracing, Outline the child, make sure not to draw over the first tracing, Continue with as many children as you can – Color the outlines – if it is easier do each individual child.
Special Activities
St Patrick’s Day

St. Patrick’s Day
(Tune of: "If You’re Happy and You Know It")
On St. Patrick’s Day you might see a shamrock green
On St. Patrick’s Day you might see a shamrock green
If you close your eyes and wish, and pretend you are Irish,
On St. Patrick’s Day you might see a shamrock green.
On Saint Patrick’s Day, you might see a leprechaun.
On Saint Patrick’s Day, you might see a leprechaun.
If you close your eyes and wish, and pretend you are Irish,
On St. Patrick’s Day you might see a leprechaun.
On St. Patrick’s Day you might see a pot of gold
On St. Patrick’s Day you might see a pot of gold
If you close your eyes and wish, and pretend you are Irish,
On St. Patrick’s Day you might see a pot of gold.
On St. Patrick’s Day, you might see a rainbow bright.
On St. Patrick’s Day, you might see a rainbow bright.
If you close your eyes and wish, and pretend you are Irish,
On St. Patrick’s Day, you might see a rainbow bright.

The Leprechaun Song
(Tune of: "Mary Had a Little Lamb")
I'm a little leprechaun, leprechaun, leprechaun
I'm a little leprechaun, who likes to hide my gold.
I dress in green from head to toe, head to toe,
I dress in green from head to toe, I wear green all day long.
You'll never catch me or my gold, not my gold,
You'll never catch me or my gold I hide it much too well.

I'm A Little Leprechaun
(Tune of: "I'm a Little Teapot")
I'm a little leprechaun, dressed in green,
The tiniest man, that you ever seen.
If you ever catch me, so it's told,
I'll give you my pot of gold.

Patrick the Leprechaun
(Tune of: "Yankee Doodle")
Patrick is a leprechaun, He has a sack of gold
He hides it in a special place, between two stumps, I'm told.
I think I saw Patrick Out in the woods at play
He smiled and laughed and winked his eye,
And then he ran away
Don't try to follow Patrick, To find his treasure sack. He'll twist and jump and run away, and he never will come back.

Leprechaun Stew
Leprechaun stew, Leprechaun stew,
If I don't get some, I don't know what I'll do.
Give away my pot of gold, Give away my shoe.
But don't give away my Leprechaun Stew.

Marching Leprechauns
The Leprechauns are marching!
They're marching through the hall
They're marching on the ceiling
They're marching down the wall.
They're marching two by two
And now it's four by four.
You say you cannot see them.
Look out! Here comes some more.

For the Irish
We'll dance a jig for the Irish
We'll dance a jig for the Irish
We'll dance a jig for the Irish
On this St. Patrick's Day
We're wearing green for the Irish
We're wearing green for the Irish
We're wearing green for the Irish

Me Mither and Fither were Irish
Me Mither and Fither were Irish
Me Mither and Fither were Irish
And I am Irish too
We kept a pig in the parlor
We kept a pig in the parlor
We kept a pig in the parlor
And he is Irish too.
**Five Little Shamrocks**
One green shamrock, bright and emerald green, another one sprouted, and then there were two.
Two green shamrocks, growing beneath a tree; another one sprouted and then there were three.

Three green shamrocks, by the cottage door; another one sprouted, and then there were four.
Four green shamrocks, in the morning dew, another one sprouted, and then there were five.
Five little shamrocks, near a beehive think of all the luck these shamrocks will bring.

**The Leprechaun**
A leprechaun is small and green, (put hand to indicate a short leprechaun)
He hides where he cannot be seen (cover eyes)
But if you catch one on this day (shake finger),
He must give his gold away. (jump up and down)

**Shamrock Counting Books**
Use white or light green paper to make a blank book for each of your children. Number the pages in each book from 1 to 20. Hand out the books and invite the children, using a rubber stamp or shamrock stickers, to place the correct number of shamrock next to the corresponding number.

**Shamrock Lineup**
From green paper or felt cut out a number of shamrock shapes in a variety of sizes. Invite your children to sort through the shamrocks and arrange them in a line from smallest to largest or from largest to smallest. Encourage them to count the number of shamrocks when they have finished.

**Shamrock Finger Puppets**
For super-easy finger puppets, let your children draw faces on shamrock stickers with ballpoint pens. Then help them attach their stickers to a fingertip. Encourage the children to have their shamrock puppets “talk” to one another.

**Silent Shamrock Game**
Invite your children to sit in a circle and show them a glittery shamrock shape. Have them close their eyes while you display the shape where it can be easily seen. When the children open their eyes, let them walk around searching for the shamrock. When they spot it, have them silently come back to the circle. Let the first child to return explain where the shamrock is and then display it for the next round of the game.

**3-D Shamrocks**
Using a shamrock template cut medium sized shamrock shapes from heavy green paper. Cut green tissue paper into 1-inch squares. Set out small bowls of glue. Show the children how to twist a tissue square around the eraser end of an unsharpened pencil. Dip the tissue into the glue and then place it on their shamrock shape.

**Shamrock Puppets**
Cut out three small heart shapes from green felt. Give your children the three heart shapes and a large craft stick. Show them how to create a shamrock shape by gluing the three hearts together with the points touching. Attach the shamrock to the end of a craft stick. Extension: Add felt facial features to the shamrock stick puppet. Use the puppets during music and fingerplay time.

**Leprechaun Shoe Buckles**
Have children cut two 2-inch squares from black construction paper. Show them how to fold each square in half. Then, show them how to cut a ½-inch square shape out of the middle of each fold; then open their squares to reveal two buckle shapes. Use double-sided tape to attach the buckles to your children’s shoes. These are great when doing leprechaun dances.
**Green Collages**

**Materials:**
- White construction paper
- Collage materials
- Green paint

**What to Do:**
Give your children a large sheet of white paper. Have them place a spoonful of green finger paint on their sheet. Have your children finger paint designs all over their paper. When they are finished, set out green collage materials: feathers, pompoms, shiny foil, paper scraps, holiday grass and sequins. Invite your children to create a collage by gluing the materials onto their finger painted paper. Variation: Begin this project by placing a glob of blue paint and a glob of yellow paint on each paper. What happens when the two colors are mixed together?

**Green Leaf Sort**
Collect a large pile of three or four different kinds of green leaves. Set them on a table and let your children sort them by type.

**Green and Gold Treasure**

**Materials:**
- Play money
- Gold Coins

**What to Do:**
Hide the green and gold money around your room. If you don’t have play money or play gold, you can make gold paper circles and green paper dollar bills. Have your children pretend to be leprechauns hunting for gold. Provide them with a small sack for their treasure. When they are done, have them sit down and count out how much money they found. If you can locate a black pot, ask them to drop their money into the pot as they’re counting it out.

**Hot Potato**
Introduce the game by demonstrating an Irish jig to the children as they sit in a circle surrounding you. Turn on some Irish music and let them pass around a potato, pretending that it’s very, very hot. Remind them to pass it as quickly as they can. When the music stops, the child holding the potato puts it in the center of the circle and does a jig. Pick up the potato, hand it to another child and begin the game again.

**Pot of G’s**
Have your children sit with you in a circle and place a black pot in the middle. Give each child a cardboard circle covered with gold foil for a gold coin. Write the word “gold” on a card and point out to your children that the word begins with the letter “g” and give the sound it makes. Have your children take turns saying the word “gold” emphasizing the sound of the “g”. Now ask them to name other words that start with the /g/ sound. Go around the circle and have your children take turns dropping their gold coins in the pot as they say a word beginning with a /g/ sound.  

**Variation:** Print different letters on the gold coins. Mix up the coins and one at a time let your children sort through the coins and only place the coins with the letter “g” into the black pot.

**Shamrock Words**
This game is for older children who can sound out short 3-letter words. Make a large amount of light green felt hearts. Using a black marking pen, write different letters on each heart, duplicating common used letters. Set out the felt hearts and a felt board. Let your children take turns choosing three hearts that spell a word and then placing the hearts together to make a shamrock.

**Shamrock Place Mat**
Invite your children to make place mats to use on St. Patrick's Day. Plain white paper can be decorated with shamrocks made by tracing around a shamrock cookie cutter, dipping a shamrock cookie cutter in green paint, or by using a green crayon or marker. To preserve the mat, cover it with clear Contact™ paper or laminate it.
Wearing O’ the Green
Explain to your children that it is customary to wear something green on St. Patrick's Day. Encourage everyone to wear green that day. If they forget, tie a green ribbon or piece of yarn around their wrist. Encourage children to look for green items others are wearing in honor of St. Patrick.

St. Patrick’s Day Sticker Game
Find an interesting magazine picture that takes up most of a page and cut it out. Set out several St. Patrick's Day stickers. Then give your children directions for placing the stickers on the picture such as, "Put the leprechaun sticker under the tree," or "Put the shamrock sticker next to the house." This is a great way for children to practice listening skills.

Leprechaun Legend
Explain to your children that there are many stories about the magical little characters called leprechauns. It is said that they are hard to spy and very hard to catch. But if you should catch a leprechaun, they say, he will have to show you where his pot of gold is buried. Ask your children to tell you some ways they might try to catch a leprechaun if they spotted one. Have them write down their thoughts on lined paper and draw a picture of how they would catch one. Variation: For a fun “homework assignment,” challenge the children to work with their entire family to create a Leprechaun trap. Remember to give several days notice for this so each family has ample time to build their creation.

Leprechaun Me
Materials:
- Paper
- Paint
What to Do:
Locate a picture of a leprechaun and invite your children to decorate them. Cut out the leprechaun’s face and replace it with a photo of the child.

Easy to Make Shamrock Stamp
Duct tape three soup or vegetable cans together in a cluster to use as a shamrock stamp. Very effective when dipped in paint!

Leprechaun Newspaper Hat
Materials:
- Newspaper
- Paint
- Miscellaneous green collage materials
- Masking Tape
What to Do:
Make a hat from newspaper. Assist children by fitting the newspaper onto their head. Once it’s removed, have each child roll up the sides of the paper to make the rims of the hat. Tape around each edge. Invite the children to decorate their hats using any materials they wish.

Shamrock Stain Glass
Materials:
- Contact™ paper
- Tissue or construction paper
What to Do:
Give the children the contact paper which you’ve cut out as a shamrock. The children can make their own stain glass shamrock by placing tissue paper on the sticky side of the Contact™ paper.

Shiny Shamrock
Mix syrup with green paint to make a shiny shamrock.
Rainbow from the Sky
Materials:
- Paper
- Crepe Paper
- Paint
What to Do:
Have your children cut a cloud from white paper. Next, have them glue strips of multi-colored crepe paper to the edge of the cloud to symbolize a rainbow coming from the cloud. Finally attach the rainbow to a pot of gold at the bottom.

St. Patrick’s Day Grand Prize Game - Set up several coffee cans in row. Have your children take turns tossing ping pong balls or painted clothespins into them.

3-D Shamrock
Materials:
- Poster board
- Tissue paper
- Yarn
- Cotton balls or cut-up paper
What to Do:
Give each child two shamrock cutouts and have them punch holes around the edges of each. Challenge them to lace the shamrocks together using yarn. When the shamrocks are almost completely laced together, fill with either cotton balls or cutup paper and finish lacing.

Leprechaun, Leprechaun Where’s Your Shamrock
Have all the children sit in circle as one child sits blindfolded in a chair in the middle. Select a child to sneak up and take the shamrock from underneath the chair. Remind the child to quickly run back to his spot and sit atop the shamrock so it’s not visible. Have all the children chant. “Leprechaun, leprechaun, where’s your shamrock?” The child wearing the blindfold then gets three guesses as to who is sitting on the shamrock. Continue until everyone has had a turn or the children lose interest.

Rolling Rainbows
Have the children fill clear plastic soda bottles with water before placing a variety of mosaic tiles inside. Demonstrate to the children how to roll the bottles so that the rainbow colors swirl. Safety Note: Be certain to either hot glue or tape the cap on securely so that children can’t open it.

Rainbow Bottle
Talk to your children about the legend of a pot of gold at the end of a rainbow and then let them make a Rainbow Bottle. Obtain several different densities of liquid (oil, water, alcohol, etc) and use food coloring to dye each one a different color. Put these in a bottle; adding oil then water then alcohol and close securely by either hot gluing or securely taping the lid.

Lucky Charms
Have your children sort and match the different shapes of Lucky Charms® cereal. Once they have sorted the cereal, they can be challenged to graph the number of each shape in their portion. After this math activity, the children can enjoy the cereal as a snack.

Potato Leprechaun
Cut off the bottom and top of a potato so that it stands up. Slightly hollow out the top of the potato and lightly water it. Over time the potato will sprout hair. Grass seed can also be added for a lusher head of hair.

Hidden Treasures
Spray several rocks using gold paint. Hide these gold nuggets in your sand table and challenge children find the gold that a leprechaun lost.
**Leprechaun Footprints**
Using either a cardboard cutout of a small foot or a child’s tennis shoe lightly dipped in paint or baby powder, place footprints across your classroom floor when the children are not around. When they ask about them, challenge them to tell you what they think they are and where they came from. Be sure to record their answers. To add to the mystery, you may wish to sprinkle green confetti about the room and—weather permitting—leave a classroom window open slightly. Let the children’s imaginations go wild!

**Lost Gold: Reward!**
Paint many small objects (feathers, pebbles, sticks, buttons) gold and hide them throughout your classroom. On the morning of St. Patrick's Day tell your children that a Leprechaun came to your class and lost all of his gold. Show them a black Halloween cauldron or similar pot and tell them that if they find his gold and refill the pot, the leprechaun will give them a reward. As they locate the items, place them in the pot. During rest time or when the children are outdoors, remove the pot and leave the reward (shamrock cookies, ice cream, etc.)

**Leaky Bag**
Put a path of gold coins (wrapped chocolate or spray painted rocks) down the hall leading to a treat for your class. Tell your children that a leprechaun was there and that he dropped some of his gold. Have them follow the trail to their great surprise—cookies, ice cream, etc.

**Shamrock Lettuce**
Cut a shamrock shape out of a green towel. Sprinkle lettuce seeds on the towel. Over time (watering twice a day) you can grow a lettuce shamrock. Note: try using a spray bottle to water them this will keep it moist without making a mess in your classroom.

**Irish Potato Farls - Irish Recipe**
**Ingredients:**
Makes 8 Farls
- 1.25 lbs of Potatoes (4 potatoes)
- 2 teaspoons of melted butter
- 1 cup of flour
- ½ teaspoon of salt
- 4 teaspoons of vegetable oil

**What to Do:**
Peel and half the potatoes and boil in water for 20 minutes or so until soft. Drain and then add the butter and mash thoroughly. Add the flour and salt and mix. Divide the mixture in half and put the first half on a lightly floured surface. Knead until flat. Divide into four equal pieces. Repeat the process for the other half of the mixture. Fry or griddle using the oil for approximately seven minutes or until crispy brown on each side. Serve warm.

**Dublin Corned Beef and Cabbage**
**Ingredients:**
Serves 8
- 5 pounds of corned beef brisket
- 1 large onion
- 6 carrots, peeled and sliced
- 8 new potatoes, peeled and cubed
- Dried thyme
- Parsley
- 2 cabbage heads, quartered

**What to Do:**
Boil the beef, onion, carrots, potatoes, thyme and parsley in a pot of water. Simmer and cook for 3 hours. Remove sediment and the thyme, parsley and onion. Add the cabbage and simmer for a further 20 minutes or until the cabbage is cooked. Remove the meat and divide into pieces. Remove and season the cabbage heavily with black pepper. On a large plate surround the beef with the cabbage, carrots and potatoes.
Activities about Ireland
A Few Festivals of Ireland

**St. Patrick's Day**
St. Patrick’s Day is a national holiday in Ireland which celebrates the anniversary of the death of Saint Patrick. Held on March 17th every year, St. Patrick’s Day is celebrated all over the world by those of Irish descent. A parade is held in many of the Irish cities, towns and villages and a special celebration is attended by many of the Irish. St. Patrick’s Day is considered a religious day in Ireland, though in recent years it has evolved into a more secular holiday.
The traditional emblem of St. Patrick is the green shamrock. Many people wore the shamrock on his feast day. Today the shamrock is a symbol of Ireland itself and St. Patrick’s Day in particular.

**Eat Green in Celebration of the Emerald Isle**
See how many green things you can eat on St. Patrick’s Day. Ideas for healthy, naturally colored green foods: kale, lettuce, spinach, collards, chard, pumpkin seeds, broccoli, peas, green beans, edamame beans (green soybeans), sprouts of any kind (get creative – think sunflower sprouts, lentil sprouts, alfalfa sprouts, bean sprouts), brussel sprouts, sea vegetables, wheatgrass juice, green curry, green peppers, zucchini, cucumber, green tomatoes, green apples etc.

**Build a Stone Wall**
Ireland is known for its stone walls. The walls are made without cement and are built with holes all the way along so the wind can blow through, allowing the wall to keep standing. Try making your own stone wall in either miniature form with small rocks inside or out.

**Writing Irish**
There are 8 letters in the English alphabet that are not in the Irish Script. They are J, K, Q, V, W, X, Y, and Z. To have a look at the Irish Script go to the Inishowen Heritage website.
[http://www.inishowenheritage.com/gaeilge/irish-script.html](http://www.inishowenheritage.com/gaeilge/irish-script.html). Try writing with the Irish script. You may want to start with your name, and then have fun from there. If your name has letters that are not in the Irish Script, try making up a new spelling with the letters that are there, or make up what you think the letters might look like if they were there. You may also want to try decorating your writing with Celtic art. Have the children write their names in Irish Script.
### Useful Irish Phrases
A collection of useful phrases in Irish:

<table>
<thead>
<tr>
<th>English</th>
<th>Gaeilge (Irish)</th>
</tr>
</thead>
</table>
| Welcome                  | **Fáilte, Tá fáilte romhat/romhaibh**  
Cead míle fáilte (hundred thousand welcomes - seen mainly on signs)  
Fáilte romhat isteach! (Welcome here!)                                                                 |
| Hello                    | **Dia duit, Dia is Muire duit** (reply)                                                                                                     |
| How are you?             | **Conas atá tú?** *(Munster)*  
*Cén chaoi a bhfuil tú?* *(Connacht)*  
*Cad é mar atá tú?* *(Ulster)*  
Conas atá cursaí? *(An bhfuil) aon scéal (agat)?* *(An bhfuil tú go maith?*
| I'm fine, thanks. And you? | **Tá mé go maith, go raibh maith agat, agus tú fein?**                                                                                       |
| What's your name?        | **Cén t-ainm atá ort/oraibh?** *(sg/pl)*  
Cad is aimn duit/daoibh? *(sg/pl)*  
*C'aimn atá ort/oraibh?* *(sg/pl)* - Ulster                                                                 |
| My name is ...           | **Is mise ... / Mise ... / ... is ainm dom**                                                                                                 |
| Good morning             | **Dia dhuit/dhaibh ar maidin / Maidin mhaith**                                                                                              |
| Good afternoon/evening   | **Tráthnóna maith (duit/daibh)**                                                                                                            |
| Good night               | **Oíche mhaith**  
Oíche mhaith agus codladh sámh (Good night and sleep well)**                                                                                                                                 |
| Goodbye                  | **Slán, Slán go fóill**                                                                                                                       |
| Good luck                | **Go n-éirí an t-ádh leat! Ádh mór ort!**                                                                                                   |
Family Project

Family Story Chest

Mom & Dad

This month for our family project we are going to make a family story/treasure chest.

First we need to find a small box or make a book and decorate it. We can use stickers, pasta, paint, markers, glitter or whatever we would like. After our box or book is ready, we need to fill it with things that are special to our family and me. Things like pictures of pets, siblings, my favorite story, music, note from mom and/or dad, grandparents, aunts or uncles, anything that we want as long as it fits in the box or book. I will be sharing this with my class at circle time, we need to make sure we get it back to school. It will be on display in our room until the end of the month....Thanks mom/dad for making this project special for me...

Love Your Little One

Shoe box will work.....If you cannot find a box, use a large envelope (manila) or make a box book and attach pages inside a cereal box,
Family Building Contest

Have all your families create a building using items found around the home. Have them bring their building to school and have a judging contest. You can make the construction project a Leprechaun trap. Have fun and get the parents into it.
March

ECERS Excellence

Theme and Focus: Crash, Rattle, Bing, Bang (Transportation Highway and Construction Zone)

Ways to enhance the classroom:
- Add real pictures and books about cars, trucks, boats, hot air balloons, airplanes, helicopter, feet, horse, buggy, buildings, construction workers, worker hat, men and women working in construction, buildings and houses being built or worked on, road construction.
- Provide hats (pilot, jockey, hard hat) and work vests or uniforms in your dramatic play area.
- Green clothes and St. Patrick’s Day clothes, hats, beads, etc.
- Display model boats, cars and airplanes.
- Display posters of transportation vehicles.

File Folder Game Ideas:
- Transportation-display two of each vehicle for matching game
- Sorting: Land, Air and Sea Transportation
- Counting Hard Hats-matching 1-10
- Types of Vehicles

Go Green Activities:
- Collect green art supplies, scratch paper, ribbon, paint etc.
- Plant Shamrocks
- Plant a tree for Spring
- Find water conservation in your “Go Green” Guide and have the children learn what they can do.
- Plant a small garden what you water with a can.
Suggestions to add to Art Center:

- Blue and Black Paint
- Diamonds and squares in various sizes and colors
- Crayons, markers, paints and paper a variety of shades of blue and black
- Shamrock shaped sponges and cookie cutters
- Glitter Glue
- Old shoes to make foot prints
- Old Shoelaces
- Spools
- Vehicles for tire print painting
- Shamrock and transportation stickers

Suggestions for Sand and Water table:

- Sand and vehicles
- Play dough and craft sticks
- Water and boats
- blue or green play dough
- shamrock shaped cookie cutters to play with play dough
- shredded tire tubes
- shredded paper and cars
Guidance Tips of the Month

Dealing with aggressive behavior with preschoolers:

**Teach** them to be aware of their feelings and express them in words. "I know you are mad with your Francisco. Instead of hitting him can you say to me "I feel mad at him because...?" Teach children that it is okay to be angry but not to hurt their friends or teachers. Encourage children to express their feelings to the child who is upsetting them. Let them know that it’s okay to be angry but not okay to hurt someone when we are angry.

**Encourage** gentle or soft touches. Show them gentle touches by rubbing their arm softly. Then gently take their hand and help them to give soft touches to his friend. Encourage her to help the child that they hurt, hold ice on the owie and don’t insist but suggest an apology.

**Invite** active and expressive play. Hammering, play dough, water play, sand play, painting, cutting and tearing paper etc. This will help them to express some of their aggressive feelings. If he is especially angry or aggressive, take him outside for some physical activity.

**Provide** sensory play. Just as a “zen garden” or stress ball is relaxing to adults, these kinds of activities help children to feel more calm. If you see a child starting to act aggressively, invite them to join you in a sensory activity such as sand or water play, playing with play dough or squeeze a ball.

**Closely monitor** their play with other children. Set limits. Let them know it’s not OK to hurt others. Children feel more secure if they know someone is there who can control their angry behavior.

**Reward** co-operative and non-aggressive behavior with a hug and praise. “Chi, I really like the way you are playing so nicely with your friends in the playhouse.” When the resolve a conflict without aggression, make sure that you recognize and praise the behavior.

**Help** the children learn to control their behavior. Teach them to count to ten, take deep breaths or walk away when they are angry or frustrated.
Partnering with Parents
**Toddlers and Twos**

**Monthly Theme:** Crash, Rattle, Bing, Bang  
**Focus Themes:** “Transportation Highway” & “Construction Zone”  
**Focus Colors:** Blue, Black  
**Focus Shapes:** Diamond, Square  
**Critical Thinking:** Day / Night  
**Language Connection:** car, hot air balloon, air plane, stop sign, dump truck, helicopter, train, bulldozer  
**Baby Signs:** car, stop, balloon, water, airplane, angry  
**Literature Connection:** Mama Zooms / Alpha Beep  
**Fine Motor:** Lego Building  
**Fun with Fitness:** Yoga Mania / Games Galore  

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**Preschool & Pre-Kindergarten**

**Monthly Theme:** Crash, Rattle, Bing, Bang  
**Focus Themes:** “Transportation Highway” & “Construction Zone”  
**Focus Colors:** Blue, Black  
**Focus Shapes:** Diamond, Square  
**Phonics Focus:** /s/, /t/, /u/  
**Math Connection:** Comparing Differences  
**Science Exploration:** Cause and Effect / Air  
**Culture Connection:** European Culture  
**Writing/Fine Motor Skills 3’s:** f, b, l, t, h, k  
**Writing 4’s:** Review all letters  
**Literature Connection:** Trains / Fortunately  
**Character Building:** Visualization, Acceptance, Magic Words  
**Spanish:** Transportacion (Transportation)  
**Fun with Fitness:** Yoga Mania and Games Galore  

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**Advanced K-Readiness**

**Monthly Theme:** Crash, Rattle, Bing, Bang  
**Focus Themes:** “Transportation Highway” & “Construction Zone”  
**Phonics / Phonemic Focus:** /s/, /t/, /u/, Word Wall, Simple Sounds  
**Math Connection:** Simple Number Connection  
**Science Exploration:** Cause and Effect / Air  
**Culture Connection:** European Culture  
**Writing/Fine Motor Skills:** Writing Words  
**Literature Connection:** Mike Mulligan and His Steam Shovel / The Seals on the Bus  
**Character Building:** Visualization, Acceptance, Magic Words  
**Spanish:** Transportacion (Transportation)  
**Fun with Fitness:** Yoga Mania and Games Galore  

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**Special Events**

- **March 2:** Happy birthday, Dr. Suess!  
- **March 14:** Daylight Savings time begins  
- **March 17:** St. Patrick’s Day  
- **March 20:** First Day of Spring  
- **March 30:** Passover begins  

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**Partnership With Parents**

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**Donations Needed**

- Boxes of all sizes: these will be used to make trains, cars, boats & other forms of transportation  
- Books about Europe and the European culture  
- Green collage items: material scraps, felt, ric rac, stickers, stamps, paint  
- Shamrock cookie cutters  
- Paper scraps  

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**It’s Easy Going Green**

- Plant some seeds either indoors or if weather permits, outdoors in anticipation of a lush summer garden.
Dear Parents,

Crash! Rattle! Bing! Bang! This month we are off to the races with our “Transportation Highway” and “Construction Zone” themes.

Some of the concepts your child will grasp from our month-long study are:
- Different types of vehicles and how they travel via land, sea or air.
- Modes of transportation besides vehicles like bikes, buggies and feet.
- How different vehicles are used besides for travel.
- Construction vehicles and how they are utilized.
- How buildings are constructed, what materials are used.
- Highway signs and what they mean.
- How highways get built and who takes care of them.

You can enhance your child’s learning by talking with them about the vehicles and signs that you see as you travel day by day.

Our toddlers and twos will focus on doing activities with the colors blue and black and the shapes diamonds and squares. They will also start to work on identifying and verbalizing many transportation words like car, plane, train and boat.

We will celebrate St. Patrick’s Day this month with all kinds of “green” activities from wearing green, green art activities and songs. We will even have a special visit from a sneaky leprechaun and a St. Patrick’s Day party.

The First Day of Spring arrives on March 21st. We will be celebrating its arrival of with “Spring Dress Up Days”, spring arts and crafts and numerous music and movement activities. We will be encouraging the children to start noticing the signs of spring as we go outside each day and we hope that you will as well.

March will bring a new focus for our Cultural Connection as we begin our study of the European Culture. We will focus on Spain, France, Ireland and Italy this month. If you or any of your friends share these cultural backgrounds, we would love to have you share your customs, traditions, dress, food, etc. Please let us know so that we can enrich the lives of our students with different cultures. We appreciate your support.

Also, if you or a family member or friend works in any aspect of the field of construction—whether as a vocation or hobby—or is employed in the transportation industry, we would love to have you come to our class as a special visitor.

Here’s to a marvelous March!

Sincerely,

School Director