

Story suggestions for this week:

Round is a Tortilla: A Book of Shapes by Roseanne Greenfield Thong
Love, Triangle by Marcie Colleen

Songs for this week:**Meet the Shapes**

(to the tune of Are You Sleeping?)

Terry Triangle, Terry Triangle

Look at me, look at me.

Count my sides, Count my sides,

There are three, there are three.

Sammy Square, Sammy Square,

That's my name.

I have four sides. I have four sides.

They're all the same, They're all the same.

Robbie Rectangle, Robbie Rectangle

I have four sides, I have four sides.

Two are long, two are long.

Two are short, two are short.

Cindy Circle, Cindy Circle.

Just one line, just one line.

Make it round, make it round.

That is fine, that is fine.

Shape Song

(to the tune of London Bridge is Falling Down)

Circles, diamonds, triangles,

Triangles, triangles,

Circles, diamonds, triangles,

Hearts, squares, and rectangles.

The Shape Song

(to the tune of The Farmer in the Dell)

A circle's like a ball, a circle's like a ball,

A Very Silly Monster Book of Shapes by Tim Read

Brown Rabbit's Shapes by Alan Baker

Shapes by John J Reiss

Round and round, it never stops.

A circle's like a ball.

A square is like a box, a square is like a box,

It has four sides, they are the same.

A square is like a box.

A triangle has three sides, a triangle has three sides,

Up the mountain, down and back.

A triangle has three sides.

A rectangle has four sides, a rectangle has four sides,

Two are long, and two are short.

A rectangle has four sides.

The Rolling Circle Song

(to the tune of Have you Ever Seen a Lassie?)

Have you ever seen a circle, a circle, a circle?

Have you ever seen a circle, which goes round and round?

It rolls this way and that way, and that way and this way.

Have you ever seen a circle, which goes round and round?

The Square Song

(to the tune of You are My Sunshine)

I am a square, a lovely square

I have four sides; they're all the same

I have four corners, four lovely corners

I am a square, that is my name.

Title of Lesson: Graphing Shapes

<p>Objective: Describe similarities and differences between two objects, Demonstrates large motor balance and control, Identifies which of two sets has more objects, Sorts by one adjective, Recognizes and names the basic shapes, Understands and describes positional words, Ignores minor distractions when working on a project, Participates in activities, Uses senses to explore the environment</p>			
<p>Days:</p> <p>Monday</p>	<p>Materials:</p> <p>Shape printouts</p> <p>Masking Tape</p> <p>*Various Items from around your home (different shapes)</p>	<p>Preparation:</p> <p>Lay the shape printouts on the floor side-by-side. Use the masking tape to draw a line between each paper and continuing down a few feet to create a giant graph</p>	<p>Implementing the Lesson:</p> <p>Choose a song from the song list for this week. Sing the song a few times until your child can sing it with you. This is great to transition to a new activity and gets your child excited about preschool and the theme.</p> <p>Read a story you have about shapes, or one from the library. As you read, point out the shapes you see and ask your child to name each one. If needed, remind them of the shape names and ask them to repeat them as you go. Discuss how each shape is different. Count the corners or the sides of the different shapes.</p> <p>Show your child the shape graph you have created. Ask them to stand in the circle section. Allow your child to find the circle and stand by it. Gently guide your child if needed. Next, ask your child to find all they can around the house. It may be a hat, a DVD, or the end of a handle. Let your child show you each circle and then place it in the correct spot on the graph. Encourage your child to spread the items out, starting at the top of the graph and working their way down. Repeat for each of the shapes, allowing your child to find different shapes around the house. Focus on flat or 2D shapes but supply names of 3D shapes as needed.</p> <p>When you have finished each shape, ask your child to step back and look at the graph. Which shape did they find the most of? Which shape has the least amount of items?</p> <p>Ask your child to help you clean up when finished.</p>
<p>Supplemental Activities: Add shapes to this activity and do it again. You could add more complex shapes (star, heart, hexagon, octagon) or even do a 3D shape graph (sphere, cylinder, cube, etc).</p>			
<p>Assessment: Did your child describe and notice similarities and differences between different shapes? Did they move around with ease and coordination while finding different objects? Did your child recognize and name the basic shapes? Did they sort the shapes into the correct categories on the graph? Did your child understand placing items below the others on the graph? Did they participate and ignore minor distractions while looking for shapes? Did they use their senses to find shapes? Did your child correctly identify the group with the most and least items?</p>			

Title of Lesson: Name Shapes

Objective: After a story, tells you what the story was about, Identifies some letter names and sounds by looking at the letter, Recognizes their own name, Sorts by one adjective, Recognizes and names the basic shapes, Is aware of and believes in his/her own abilities, Manipulates small pieces or objects			
Days: Wednesday	Materials: Paper with your child's name printed on it Small shape cutouts (red and blue) Glue Pencil	Preparation: Cover work surface	Implementing the Lesson: Choose a song from the song list for this week. It can be a new one, or the same one as before. Sit down and sing it together. This is great to transition to a new activity and gets your child excited about preschool and the theme. Read a story you have about shapes, or one from the library. After the story, ask your child to review what it was about. Can they tell you what happened in the correct order? Are they able to name any shapes they saw as your read? Give your child the paper with their name on it and a pencil. Ask them to trace their name while naming each letter. Help and guide as needed. Next, ask your child to trace the first letter with glue. Help them to understand the correct amount of glue needed by modeling the first little bit and then allow them to work. Give your child the small shape cutouts and ask them to cover the first letter of their name in circles. Repeat this process for each letter, asking your child to cover the letters in different shapes. Remind them of what each shape looks like as needed but allow them to sort and glue on their own. Ask your child to help you clean up when finished.
Supplemental Activities: Using blocks or geometric shape tiles ask your child to write out their name. Help them to see the natural shapes in their name. For example, an "a" has a circle in it while an "A" has a triangle.			
Assessment: Was your child able to tell you what the story was about? Did they correctly identify the names and sounds of the letters in their name? Did your child recognize their own name? Did they sort the shapes for each letter correctly? Did your child recognize each shape by name? Did they seem confident in their ability to do this project? Did they easily grasp and control the small shapes?			

Title of Lesson: Building with Shapes

Objective: Understands that text is read top to bottom and left to right, Identifies some letter names and sounds by looking at the letter, Expresses emotions, ideas, and stories through dramatic play, Recognizes and names the basic shapes, Attempts challenging activities, Uses imagination or pretend play, Selects activities based on preferences, Builds with blocks			
Days: Thursday	Materials: Various shape cutouts (the larger ones) *Blocks (or small boxes)	Preparation:	Implementing the Lesson: Choose a song from the song list for this week. It can be a new one, or the same one as before. Sing and dance together. This is great to transition to a new activity and gets your child excited about preschool and the theme. Read a story you have about shapes, or one from the library. As you read, follow the text with your finger and encourage your child to do the same. Encourage them to point out any letter names or sounds they may know. Next, give your child the shape cutouts and ask them to name each shape they see. What do these shapes remind them of? What can they build with the shapes? Add blocks to the play and allow your child to build and create whatever they can imagine. Encourage them to try putting different shapes together to make new things. Can they build a house? A castle? A tower? Ask your child to help you clean up when finished.
Supplemental Activities: Add pencils to the play and encourage your child to write on the shapes, making them into signs or posters for their buildings. Encourage correct letter formation.			
Assessment: Did your child follow along with the text top to bottom and left to right? Did they point out any letter names and/or sounds they knew? Did they pretend as they built with the shapes and blocks? Did your child recognize and name the shapes? Did they work on a building even if it was challenging to them? Did they build what they wanted? Did your child use blocks to build/?			

Story suggestions for this week:

Goodnight, Numbers by Danica McKellar

Pete the Cat: Play Ball! By James Dean

Dance, Dance, Dance! By Ethan Long

Mix It Up! by Herve Tullet

Follow the Line through the House by Laura Ljungkvist

Songs for this week:

Head, Shoulders, Knees and Toes

Head shoulders, knees and toes,

knees and toes, knees and toes,

Head shoulders knees and toes

Eyes, ears, mouth and nose

(point to each body part as you say it, getting faster each time you sing)

The Hokey Pokey

You put your right foot in (put right foot in circle)

Put your right foot out (put right foot back by body)

Put your right foot in (put right foot in circle)

And shake it all about (shake foot)

You do the hokey pokey (turn in circle with hands up)

And you turn yourself about

That's what it's all about (clap)

(Repeat with different body parts)

Wiggle your fingers in the air.

Wiggle them, wiggle them everywhere!

Stomp your feet upon the ground.

Stomp them, stomp them all around.

Now sit down and cross your feet.

Hands in lap, nice and neat.

Now we are ready to start our day.

We'll listen first, and then we'll play!

Tony Chestnut

Toe (point to toe) Knee (point to knee)

Chest (point to chest) Nut (point to head)

Knows (point to nose) I (point to eye)

Love (hug self) you (point to other person)

Toe (point to toe), Knee (point to knee), Knows (point to nose)

Toe (point to toe), Knee (point to knee), Knows (point to nose)

Toe (point to toe), Knee (point to knee) Chest (point to chest) Nut (point to head)

Knows (point to nose) I (point to eye) Love (hug self) you (point to other person)

That's what Tony (point to toe, knee) Knows (point to nose)

1, 2 Tie my shoe

3, 4 Shut the door

5, 6 Pick up sticks

7, 8 Lay them straight

9, 10 A big fat hen

(pretend to do actions as you say them)

Title of Lesson: Number Search

Objective: Count 1-10, 1-20, 1-100, Name numbers by sight 1-10, 1-20, Recognize that numbers have a certain order, Uses senses to explore the environment, Demonstrates gross motor skills			
Days: Monday	Materials: Number cutouts 1-20 Number sheets 1-20 Tape Safe space to have the hunt	Preparation: When your child is not watching, hide the number cutouts throughout the house. Make sure to vary the locations so your child has to use different movements to get to them (some up high, some down low, some in a tight spot, etc). You can use tape to stick them in different places	Implementing the Lesson: Choose a song from the song list for this week. Sing the song a few times until your child can sing it with you. This is great to transition to a new activity and gets your child excited about preschool and the theme. Read a story you have about numbers, or one from the library. Ask your child to point out the numbers they know as you go. Encourage them to count to each number as they point them out. Praise your child for doing well and gently guide them where they may need more help. Show your child the number sheets and explain that all of these numbers are hiding throughout the house. Tell your child that they must be a number hunter and find all of the numbers. Allow your child to get their first number. Ask them to bring it back to the number sheet and tape it to the matching number on the sheet. Ask your child to name and count to that number. Help as needed. Repeat with each number until your child has found them all. When your child has found all of the numbers point to each one and say its name in order. Ask your child to count with you.
Supplemental Activities: Allow your child to play the game again, this time as the teacher. Ask them to hide the letters as someone else finds them. Let your child ask the finder to name the numbers and correct them as they go. This could be played with you, a sibling, a friend, or another family member.			
Assessment: Did your child count 1-10? 1-20? 1-100? Did they name the numbers they found by sight 1-10? 1-20? Did your child put the numbers in the correct order as they found them? Did they use their senses to explore and find numbers? Did your child demonstrate control over their body and limbs as they raced to find numbers?			

Title of Lesson: Follow the Line

Objective: Understands that pictures help tell the story, Demonstrates large motor balance and control, Moves body, arms, and legs with coordination, Counts 1-10, Names numbers by sight 1-10. Counts the number of objects 1-10, Understands and describes positional words, Attempts challenging activities, Adapts to new environments, Observes the weather changes from day to day, Matches appropriate clothing to different types of weather, Demonstrates gross motor skills, Changes direction while in motion			
Days: Wednesday	Materials: Chalk *Large space outside where you can write on the sidewalk with chalk Die Number cards 1-6 (from previous lesson)	Preparation: On the sidewalk outside, create a large space. Using the chalk, draw one line that curves and overlaps itself. Make sure the line is easy to follow but provides several different directions that your child can follow. Randomly place the number cards 1-6 on different places on the line	Implementing the Lesson: Choose a song from the song list for this week. Sing the song a few times until your child can sing it with you. This is great to transition to a new activity and gets your child excited about preschool and the theme. Read a story you have about movement, or one from the library. <i>Follow the Line Through the House</i> is perfect for today. As you read, pause on each page. Ask your child to review what happened on the page. Allow them to use the pictures as clues. Remind your child of outdoor safety rules. Ask them to look at the weather and dress appropriately for going outside. Take your child to the line you drew on the ground. Ask them to stand on the end of the line. Explain that today we will be balancing on this line. We are going to pretend it is a tightrope and we can't fall off. Allow them to practice walking on the line. When your child is ready, give them the die. Ask your child to roll the die and count the number of dots on the top. Next, ask your child to walk, staying on the line, to the matching number card. Repeat as long as your child likes. Ask your child to help clean up when finished.
Supplemental Activities: Ask your child to write their name on the sidewalk using chalk. Play a game with their name, jumping to different letters, balancing on the lines, or even making up a different movement they can do as they stand on each letter.			
Assessment: Did your child use the pictures as clue to figure out what happened in the story? Did your child dress correctly for the weather? Did they move with coordination and control? Did your child correctly count the dots 1-6? Did they correctly match the written number to the number of dots? Did your child use positional words as they played? Did they try to balance, even when it was difficult for them? Did your child adapt to walking on the line well? Did they change direction as they moved on the line?			

Title of Lesson: Pipe Cleaner Moves

Objective: Describes similarities and differences between two objects, Demonstrates large motor balance and control, Moves body, arms, and legs with coordination, Understands and describes positional words, Attempts challenging activities, Experiments and tries new things to learn, Demonstrates gross motor skills, Can hop, skip, or twirl, Demonstrates an understanding of personal boundaries			
Days: Thursday	Materials: 6 Pipe cleaners *Large space to play and move	Preparation: Using pipe cleaners, build two people. With the first pipe cleaner, curl one end into an oval to make a head. Let the rest of the pipe cleaner hang down to be the body. Cut to shorten as needed. Twist the center of the second around the middle of the body to create two arms. Do the same with the last at the bottom of the body to create legs. Repeat for the second pipe cleaner person.	Implementing the Lesson: Choose a song from the song list for this week. Sing the song a few times until your child can sing it with you. This is great to transition to a new activity and gets your child excited about preschool and the theme. Read a story you have about movement or dance, or one from the library. As you read, ask your child to point out any of the ways they see the character in the story move. Ask about different shapes the character can make with their body. What do they look like when they do that? Show your child the pipe cleaner person and hand them their own. Show your child how you can make your pipe cleaner person move their arms and legs. Lay the pipe cleaner person on the floor and move him/her to raise both hands over his/her head. Ask your child to move their pipe cleaner person to match. Next, ask your child to move their own body to match, raising their hands about their own head. Repeat this game, moving the pipe cleaner person then asking your child to move their pipe cleaner person and then their own bodies to match. Try the following: one foot up, hop, hands on hips, lean to each side, touch your toes, bend your knees, feet together, feet apart, lean backwards, lean forwards. Last, allow your child to move their pipe cleaner person in different ways. Using your own pipe cleaner person, copy what they do. Next, ask your child to make that movement with you with their own body. Have fun and be silly and creative together. Ask your child to help you clean up when finished.
Supplemental Activities: Play some music and dance around with your child. Every few minutes freeze the music and ask your child to make a pipe cleaner person shape with their own body. (Freeze dance shapes)			
Assessment: Did your child talk about similarities and differences between the pipe cleaner people and their own bodies? Did they demonstrate balance, control, and coordination with their movements? Did your child use and understand positional words? Did they try new things, even if it was difficult for them? Did your child hop, skip, or twirl? Did they demonstrate an understanding of personal boundaries by giving themselves enough space to move without bumping others?			

Story suggestions for this week:

Little Blue Truck's Christmas by Alice Schertle
If You Take a Mouse to the Movies by Laura Numeroff
The Littlest Elf by Brandi Dougherty
Bear Stays Up for Christmas by Karma Wilson
Any of your child's favorite Christmas stories

Songs for this week:

(to the tune: 10 Little Indians)

One little, two little, three little reindeer
Four little, five little, six little reindeer,
Seven little, eight little, nine little reindeer,
Pulling Santa's sleigh!

I'm a little Christmas bell
I like to sing a Christmas song
When I sing, you hear me ring
Ding-dong, ding-dong!

Five little reindeer prancing on the roof
One fell down and bumped his hoof
Santa called the doctor and the doctor said,
"Put that reindeer right to bed!"
(Repeat with 4, 3, 2, 1)

Any of your child's favorite Christmas songs

Title of Lesson: Christmas Light Name

Objective: Understands that the pictures help tell the story, Identifies the front and back of a book, Sits down and “reads” a story on their own, Identifies some letter names and sounds by looking at the letter, Recognizes their own name, Recognizes the difference between letters, numbers, and symbols, Controls scissors, Holds a pencil correctly			
Days: Monday	Materials: Christmas lights cutouts Background paper Glue Pencil or marker Your child’s name printed on a paper	Preparation: Cover work surface	Implementing the Lesson: Choose a song from the song list for this week. Sing the song a few times until your child can sing it with you. This is great to transition to a new activity and gets your child excited about preschool and the theme. Read a story you have about Christmas, or one from the library. After you read the story, ask your child to hold it and “read” it back to you. Allow them to look at the pictures and tell you what happened on each page. What was their favorite part of the story? Next, give your child the Christmas lights cutouts. Ask them to write one letter of their name on each light. Allow them to use the paper with their name printed on it as a reference. Last, ask your child to glue the lights onto the background paper in the correct order, spelling out their name. Ask your child to help you clean up when finished.
Supplemental Activities: In the evening, take your child on a Christmas light drive. Talk about the different colors of lights they see.			
Assessment: Did your child use the pictures to help them “read” the story back to you? Did they hold the book correctly, starting at the front? Did your child correctly identify the letter names and/or sounds? Did they recognize their own name? Did your child write only letters, not numbers or symbols? Did they cut with control? Did they hold their pencil correctly?			

Title of Lesson: Cut and Color Santa

Objective: Uses a variety of writing tools, Engages in a conversation, Attempts challenging activities, Shares how families celebrate holidays, Controls scissors			
Days: Tuesday	Materials: Santa printout with lines on his beard Scissors A Pencil Crayons/Markers	Preparation: Cover work surface	Implementing the Lesson: Choose a song from the song list for this week. It can be a new one, or the same one as before. Sing the song with your child. This is great to transition to a new activity and gets your child excited about preschool and the theme. Read a story you have about Christmas, or one from the library. After you read, ask your child to tell you what they like to do around Christmas time. What are some things their family does for Christmas? Show your child the picture of Santa. Ask them to describe Santa and any experiences they have with Santa. Talk about Santa's hat and his long beard. Give your child the crayons and allow them to color the printout. Next, remind your child of scissor safety rules. Tell them that we are going to help Santa get ready for Christmas by trimming his beard. First, have your child cut out around Santa's entire head. Then, ask your child to trim along the lines printed on Santa's beard. If you'd like, teach your child how to roll each strip of Santa's beard tightly around a pencil. This will help add curls to the beard. Allow your child to practice fine motor skills by curling all of the beard. Ask your child to help you clean up when finished.
Supplemental Activities: Take your child to visit with Santa at a party, store, or mall. Help your child practice social skills by standing in line and talking to Santa.			
Assessment: Did your child use scissors, crayons, markers, and/or a pencil for this project? Did they engage in a conversation with you about how their family celebrates Christmas? Did your child attempt the project, even if the cutting was difficult for them? Did they cut with control?			

Title of Lesson: Christmas Tree Ornaments

Objective: Counts 1-10, Recognizes that numbers have a certain order, Counts the number of objects 1-20, Sorts by one adjective, Ignores minor distractions while working on a project, Recognizes and names basic shapes, Can paste/glue			
Days: Wednesday	Materials: Christmas Tree cutouts Shape cutouts (various colors) Glue	Preparation: Cover work surface	Implementing the Lesson: Choose a song from the song list for this week. It can be a new one, or the same one as before. Sit down and sing it together. This is great to transition to a new activity and gets your child excited about preschool and the theme. Read a story you have about Christmas trees, or one from the library. After the story, ask your child to describe the Christmas tree at their own home. Discuss real and artificial trees, decorations you can hang on them, and where they put their tree. Next, give your child the first Christmas tree cutout. Explain that this tree isn't ready for Christmas because it is not decorated. Glue a star to the top of the tree. Tell your child that this is the star tree and ask them to find all of the star shapes and glue them on the tree to decorate it. Repeat with each tree and shape until your child has a set of shape trees. When your child is finished, ask them to count how many stars are on the star tree. Repeat with each tree until your child has counted the ornaments on each tree. Ask your child to help you clean up when finished.
Supplemental Activities: Look at the Christmas tree in your home with your child. Ask them to name the shapes and colors they see on each ornament. Talk about how the ornaments are different or the same as each other.			
Assessment: Did your child recognize and name the basic shapes? Did they sort the shapes onto the correct trees? Did your child ignore minor distractions while working? Did they use an appropriate amount of glue? Did your child correctly count the ornaments? Did they count in order?			

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