

Story suggestions for this week:

Fresh Fall Leaves by Betsy Franco

Hocus Pocus It's Fall by Anne Sibley O'Brien

The Autumn Visitors by Karel Hayes

Yellow Time by Lauren Stringer

My Autumn Book by Wong Herbert Yee

Songs for this week:

Winter, Spring,

Summer, Fall,

There are seasons,

Four in all!

Look outside and you will see,

It is fall, yes-siree!

(to the tune: London Bridge is Falling Down)

Autumn leaves are falling down,

Falling down, falling down,

Autumn leaves are falling down,

Red, yellow, orange, and brown!

Five little leaves on the tree next door,

One fell off and then there were four,

Four little leaves all over the tree,

A bird pulled one off and then there were three.

Three little leaves where the wind blew,

One fell off and then there were two.

Two little leaves sitting in the sun,

A bug ate a leaf and now there is one.

One little leaf in the tree all alone,

The wind blew and blew and now there are none

Leaves are falling,

Leaves are falling,

From the trees,

From the trees.

Red and yellow,

Orange and brown,

In the breeze,

In the breeze.

Leaves are falling,

Leaves are falling,

One fell on my nose! (touch nose)

Leaves are falling,

Leaves are falling,

One fell on my toes! (touch toes)

Leaves are falling,

Leaves are falling,

One fell on my head! (touch head)

Leaves are falling,

Leaves are falling,

Yellow, Orange and Red!

(to the tune: The Adam's Family)

There's Sunday and there's Monday,

There's Tuesday and there's Wednesday,

There's Thursday and there's Friday,

And then there's Saturday (clap, clap)

Title of Lesson: Corn Painting

Objective: Connects a story to their own life, Names the basic colors, Uses a variety of materials and processes to create art, Experiments and tries new things to learn, Shares how families celebrate holidays, Recognizes the difference in seasons, Recognizes different colors and textures, Demonstrates gross motor skills			
Days: Monday	Materials: *Ear of corn White background paper Paint in fall colors (red, yellow, orange, and brown) Paintbrush 4 Paper plates	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 fall or leaves, or one from the library. Before you begin, discuss fall/autumn with your child. Talk about the weather becoming cooler, the leaves changing and falling, and animals preparing for winter. Discuss some family traditions and holidays that your family celebrates in the fall. Allow your child to share their experiences and what they remember from these traditions. As you read, ask your child to look for fall colors in the pictures. Ask your child to name some fall colors. Have while holding the story, ask your child to find something red, yellow, orange, and brown in the pictures. Help your child pour one color of paint on each paper plate. Give your child the corn. Talk about some of the food we eat in the fall. Explain that fall is harvest (or picking) time for many fruits and vegetables. Allow your child to roll the corn in the paint and then roll it on their paper. Talk about the texture and pattern the corn creates. Allow your child to paint and experiment with the different colors and different ways to paint with corn. Ask your child to help you clean up when finished.
Supplemental Activities: Allow your child to try painting with different fall items (straw from a scarecrow, leaves, a small pumpkin, etc)			
Assessment: Did your child connect the story of fall with their own fall traditions/experiences? Did they discuss family traditions for fall holidays? Did they name the fall colors? Did your child paint using the corn? Was your child willing to try different ways to paint with the corn? Did they recognize the difference between fall and other seasons? Did your child recognize different textures in their painting? Did they move their arms and hands independently of other body parts while painting?			

Title of Lesson: Leaf Hunt and Rubbings

<p>Objective: Understands that the pictures help tell the story, Describes similarities and differences between two objects, Understand, describe, and compare using measurable attributes, Shares information with others, Adapts to new environments, Uses senses to explore the environment, Shows an interest in indoor and outdoor environments, Observes weather changes from day to day, Matches appropriate clothing to different types of weather, Knows parts of plants, Obeys indoor and outdoor safety rules</p>			
<p>Days:</p> <p>Tuesday</p>	<p>Materials:</p> <p>*Area outside where your child can safely gather leaves</p> <p>Crayons/Pencil (dark colors work best)</p> <p>3 background papers</p>	<p>Preparation:</p> <p>None</p>	<p>Implementing the Lesson:</p> <p>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.</p> <p>Read a story you have about leaves, or one from the library. As you read, ask your child to point out what is happening in the pictures. Discuss any comments or questions your child has about the story.</p> <p>Tell your child that today we are going to spend part of the day outside. Remind them of any rules you have for outdoor play. Ask your child to check the weather out the window. Ask them to dress for the weather. If needed, remind your child that it may be chilly and ask them what they can wear to stay warm.</p> <p>When your child is ready, tell them that today we are going on a leaf hunt. Explain that they will need to find and collect leaves. Encourage your child to gather leaves that are different sizes, colors, and shapes. Go outside and allow your child to gather leaves. As they do, ask your child to describe the leaves to you.</p> <p>Bring the leaves inside and ask your child to choose one. Place it underneath one of the background papers and ask your child to scribble on top of it. Help as needed until the image of the leaf can be seen in the writing. Point out the leaf to your child. Allow them to rub different leaves or a collage of leaves on the different background papers.</p> <p>Ask your child to help you clean up when finished.</p>
<p>Supplemental Activities: Visit a new area and see if you and your child can find new types of leaves. Compare and contrast these leaves with those you have already found.</p>			
<p>Assessment: Did your child use the pictures to help them understand the story? Did they observe and dress correctly for the weather today? Did your child understand what a leaf was and/or name other plant parts? Did they describe and compare their different leaves? Did they compare the leaves based on size? Did your child share information about their leaves with you? Did they adapt to being outside and follow the rules? Did your child use their senses to explore and hunt for leaves? Were they excited to be outside?</p>			

Title of Lesson: Days of the Week Leaf Hop

Objective: Recognizes some sight words or words that are familiar to them, Describes a familiar event, Learns and sings simple songs, Demonstrates large motor balance and control, Knows the days of the week, Asks questions to learn more, Recognizes a process, Participates in activities			
Days: Thursday	Materials: *Music appropriate for your child Leaf cutouts with Days of the Week printed on them Tape	Preparation: Tape the leaves in order on the floor. Your child will be walking on them so make sure they are not slippery	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 leaves or fall, or one from the library. After the story, flip through the book page by page. Ask your child to tell you what is happening on the page you are on. Encourage your child to re-tell the story in order, using the pictures, and not skip ahead. Show your child the leaf cutouts. Explain that each leaf has a day of the week printed on it. Sing the Days of the Week Song a few times until your child can sing it with you. Ask your child to stand on the Sunday leaf (point it out for them) and discuss an activity your child usually does on Sunday. Repeat for each day of the week. Play the music and ask your child to walk from leaf to leaf, in any order. Stop the music and tell your child to freeze on the leaf they are on. Name the day of the week they are on and ask them what they do that day. Help and remind as needed. Repeat, until your child has had a chance to land on each day of the week at least once. Sing the Days of the Week Song again with your child. Ask your child to help you clean up when finished.
Supplemental Activities: Hang a calendar in your child's room. Point out the days of the week and make pictures on special day (a toothbrush for a dentist visit, a cake for a birthday, etc). Allow your child to mark off the days as they go by.			
Assessment: Did your child recognize the order of events in the book? Did they learn the Days of the Week song? Did your child describe events that they take part in on different days of the week? Did your child begin to recognize the days of the week in written form by the end of the game? Did they learn the days of the week? Did your child demonstrate balance and control as they moved from leaf to leaf? Did they ask questions about the lesson? Did your child participate and play the game?			

Story suggestions for this week:

Brown Bear, Brown Bear, What Do You See? By Bill Martin, Jr.

(required on Thursday)

Zoo-Looking by Mem Fox

The View at the Zoo by Kathleen Long Bostrom

Dear Zoo by Rod Campbell

The Way to the Zoo by John Burningham

Songs for this week:

(to the tune: Do You Know the Muffin Man?)

Do You know the zoo keeper,

The zoo keeper,

The zoo keeper?

Do you know the zoo keeper?

He like the animals!

Five little monkeys swinging in a tree, (swing five fingers)

Teasing Mr. Alligator, can't catch me (make teasing face)

No, you can't catch me (shake finger to say no)

Along came Mr. Alligator, quiet as can be (place palms together and move like an alligator swimming)

And SNAPPED that monkey right outta that tree! (clap hands)

(Repeat with 4 little monkeys, 3, 2, 1)

1, 1 The zoo is fun!

2, 2 See the kangaroo!

3, 3 See the chimpanzee!

4, 4 Hear the lions roar!

5, 5 Watch the seal dive!

6, 6 There's a monkey doing tricks!

7, 7 Elephants eleven!

8, 8 A tiger and his mate!

9, 9 Penguins in a line!

10, 10 I want to come again!

(to the tune: London Bridge is Falling Down)

We are going to the zoo,

To the zoo, to the zoo,

We are going to the zoo,

Won't you join us too?

We'll see lions, tigers too.

Tigers too, tigers too.

We'll see lions, tigers too

All at the zoo.

(to the tune: I'm a Little Teapot)

I'm a little zebra, white and black

With a bush mane running down my back.

I like to gallop, run and play

Out on the African plains all day!

Title of Lesson: Letter Safari

Objective: Understands that the pictures help tell the story, Identifies the front and back of a book, Identifies some letter names and sounds by looking at the letter, Sits down and “reads” a story on their own, Recognizes the difference between letters, numbers, and symbols, Participates in activities, Adapts to new environments, Uses senses to explore the environment, Observes weather changes from day to day, Matches appropriate clothing to different types of weather, Obeys safety rules			
Days: Monday	Materials: Paper plate with letters written around it (cut between each letter) *A place with writing where it is safe for your child to explore (this can be at a store, in your home, around the neighborhood, at the library, or even while driving in the car)	Preparation: None	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 a safari, or one from the library. After the story, allow your child to hold the book and “read” the story back to you. Ask them to point out any letters and/or sounds they know. Tell your child that today we are going to go on our own letter safari. If you will be going outside, ask your child to check the weather and dress accordingly. Give your child their “safari map” (paper plate) and tell them that these are the letters we will be looking for. Explain that each time your child finds a letter, they must say it aloud, tell you the sound, and then they can rip that letter off the plate. Go on a safari with your child, reminding them of safety rules. Allow your child to look for and say letters aloud. Remind them of letter names and/or sounds as needed, but make sure they repeat you before ripping off the letter. Play until your child has found most (if not all) of the letters. Ask your child to help you clean up when finished.
Supplemental Activities: Repeat this activity, hunting for numbers, colors, shapes, or sight words.			
Assessment: Did your child use the pictures as clues when re-telling the story? Did they start at the front of the book? Did your child “read” the story back to you? Did your child identify the weather and dress correctly? Did they correctly identify and name letters and their sounds? Did your child name only letters while looking for the things written on their plate? Did they participate in the safari? Did your child adapt to a new environment well (if applicable)? Did they use their sense of sight to search for letters? Did they obey safety rules?			

Title of Lesson: Brown Bear, Brown Bear

Objective: Names the basic colors, After a story, answers questions about key details, Is aware of and believes in his/her own abilities, Recognizes a process, Uses senses to explore the environment, Knows names of zoo or farm animals, Makes lines, circles, or scribble with writing tools			
Days: Thursday	Materials: Animals coloring sheet Crayons/Markers <i>Brown Bear, Brown Bear What Do You See?</i> By Bill Martin, Jr.	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 animals, or one from the library. Today's lesson is meant to go along with <i>Brown Bear, Brown Bear What Do You See?</i> As you read, ask your child to say aloud the colors of different animals. After the story, give your child the coloring sheet and crayons/markers. Starting with the bear, ask your child if they remember what color it was in the story. If they do, allow your child to find that color crayon/marker and color in their brown bear. If they don't remember, ask your child to look in the story for the bear to see what color it was. After your child has correctly colored the bear, ask them to find something in the room that is the same color (brown). If needed, help your child to identify colors they forget by saying the color aloud and showing them the crayon/marker that matches. Ask your child to repeat the color name. Repeat for each animal on the coloring sheet until your child has colored each one. Ask your child to help you clean up when finished.
Supplemental Activities: Check out more fun color stories from the library and read them with your child. Ask them to name colors and look for matching colors in their own life.			
Assessment: Did your child answer questions about the colors of the animals in the story correctly? Did they correctly name the basic colors? Did your child seem confident in their ability to match colors and color in their animals? Did they recognize the order the animals came in during the story? Did your child use their sense of sight to find colors in the room? Did they correctly name each animal? Did your child make lines, circles, or scribble while coloring the animals?			

Title of Lesson: Animal Habitats

<p>Objective: Engages in a conversation, Is curious and wants to learn new things, Asks questions to learn more, Shares information with others, Understands hot and cold, Knows names of zoo animals, Identifies animals with a common living environment, Describes needs of animals</p>			
<p>Days:</p> <p>Friday</p>	<p>Materials:</p> <p>Different colored animal habitat sheets (ice-white, farm-barn, ocean-blue, forest-trees, savannah- brown)</p> <p>Animal cutouts, various</p>	<p>Preparation:</p> <p>Brush up on your knowledge of each habitat and which animals may live there</p>	<p>Implementing the Lesson:</p> <p>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 zoo animals, or one from the library. As you read, point out differences in the animal’s habitat. Say things like “polar bears like it to be cold” or “monkeys need trees to swing in.” Allow your child to point out anything they notice about the animals, too. Explain that just like us, animals need certain things to stay healthy. Ask your child to name a few things they need (food, water, shelter). Ask your child to say the word “habitat.” Explain that a habitat is where an animal lives. Zoos often try to make an animal’s home like their own habitat. Show your child each habitat sheet in turn, describing it to them. The icy habitat is cold and covered in snow. The farm is warm and sunny. The ocean habitat is underwater. The forest has lots of trees. The savannah is dry and dusty. Next, give your child the animal cutouts and ask them to choose an animal. Have your child name that animal and place them in the habitat that it may live in. Discuss with your child their choice and why it is correct or not. Explain the needs of the animal (a penguin needs to stay cold or a fish has to be in the water) and see if your child can guess the correct habitat if they missed it before. Repeat for each animal, allowing your child to learn and ask questions. Ask your child to help you clean up when finished. *If you are doing this activity with multiple children, allow them to take turns sorting the animals and help each other. Encourage conversation between the children, with reasoning as to why they think each animal matches the habitat they chose.</p>
<p>Supplemental Activities: Visit a zoo with your child. Together, learn more about each animal, their habitat, what they eat, etc. Allow your child to ask questions and help them find the answers. Focus on a few of your child’s favorite animals rather than trying to cover the entire zoo at once.</p>			
<p>Assessment: Did your child engage in a conversation with you about animal habitats? Did they seem curious and excited to learn more? Did your child ask questions? Did they share information they knew with you or others? Did your child understand the terms hot and cold? Did they correctly name animals? Did your child sort the animals into the correct habitats? Did they describe the needs of animals?</p>			

Story suggestions for this week:

The Little Wizard by Elena Staniv

Leo the Wizard Finds His Way by Will Lowrey

Room on the Broom by Julia Donaldson

The Witches by Ronald Dahl

The Witches' Supermarket by Susan Meddaugh

Songs for this week:

Five little wizards making magic

Then one said, "I'm out of potion."

Four little wizards making magic,

Then one said, "My wand broke!"

Three little wizards making magic

Then one said, "I can't find my cauldron."

Two little wizards making magic

Then one said, "My hat fell off!"

One little wizard making magic,

Then one said, "I made the potion!"

This is my right hand (hold right hand up)

I'll raise it up high (raise right hand)

This is my left hand (hold left hand up)

I'll touch the sky (raise left hand)

Right hand (shake right hand)

Left hand (shake left hand)

Roll them around (roll hands around each other)

Left hand (shake left hand)

Right hand (shake right hand)

Pound, pound, pound (pound the ground)

*Make sure that if you are facing your child you use opposite hands so that when they follow you they are using the correct ones

One little, two little, three little witches
(count on fingers)

Fly over haystacks and fly over ditches
(make flying motion with hand)

Fly over moonbeams without any hitches
Hey, see the witches fly!

One little, two little, three little witches.
(count on fingers)

Fly over barbed wire and tore these britches
(make flying motion with hand)

Had to get home and get some stitches
(make sewing motion)

Hey, see the witches fly!

There was an old witch, believe it if you can
She tapped on the windows, and then ran,
ran, ran.

She ran helter-skelter, with her toes in the
air

Cornstalks flying from her old witch hair.
Swish went the broomstick, meow went the
cat

Plop went the toad, sitting on her hat.
"Wee," chuckled I, what fun, what fun,
Every night when the witches run!

I can do magic-so can you!
Come along, I'll show you a trick or two.
Before you know it, you'll be doin' it, too.
It's magic! It's magic!

Title of Lesson: Magic Colors

<p>Objective: After the story, tells you what the story was about, After a story, answers questions about key details, Understands that pictures help tell the story, Describes similarities and differences between two objects, Names the basic colors, Understand, describe, and compare using measurable attributes, Experiments and tries new things to learn, Shares information with others, Recognizes different colors and textures, Demonstrates gross motor skills</p>			
<p>Days:</p> <p>Monday</p>	<p>Materials:</p> <p>*Food coloring</p> <p>*Baking soda</p> <p>*Vinegar</p> <p>*Muffin tin or several bowls</p> <p>Eyedropper</p>	<p>Preparation:</p> <p>Cover work surface. You will want a towel or cookie sheet beneath the muffin tin, or you can do this experiment outside.</p> <p>Before your child is looking, add a few drops of food coloring to the bottom of each muffin cup or bowl. Be sure to combine primary colors to add secondary colors to your magic trick. Cover the color with baking soda until it cannot be seen.</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 wizards, witches, or magic, or one from the library. After the story, ask your child what the story was about. Ask questions about the character, setting, and plot. Allow your child to look at and use the pictures as clues.</p> <p>Next, tell your child that today we are going to do some magic. Show them the baking soda. Make sure your child understands that they should not eat it. Ask your child to describe what they see. What color is it? What texture? How much is in each cup or bowl?</p> <p>Next, show your child the eyedropper. Demonstrate how to pick up vinegar in the eye dropper and squeeze it back out again. Tell your child that this is the magic wand they will use today. Ask your child to choose one muffin cup or bowl to start with. Allow them to use the eyedropper to add vinegar to the first cup/bowl. As they do, encourage your child to say a magic word such as “abracadabra.” As it erupts, ask your child to describe how it has changed with their “magic.” What color is it now? What texture? Did it get bigger or smaller?</p> <p>Allow your child to repeat the process, adding their “magic” to each cup/bowl and having fun discovering each color.</p> <p>Ask your child to help you clean up when finished. Make sure you rinse out the eyedropper, too.</p>
<p>Supplemental Activities: Simple science projects are great and seem like magic. Check out a science book at the library and work on your magic skills with your child while trying some of them out.</p>			
<p>Assessment: Did your child tell you what the story was about? Did they answer questions about the story? Did they use the pictures as clues to the story? Did your child describe similarities and differences between the baking soda before and after they added “magic?” Did your child name the basic colors and textures? Did they compare the before and after using size? Did your child seem excited to try a new experiment? Did they share their observations with you? Did they move their arms and hands with control and coordination while adding vinegar?</p>			

Title of Lesson: Wand Hunt and Sizing

Objective: Understands who the author and illustrator are, Expresses emotions, ideas, and stories through dramatic play, Engages in dramatic play, Understand, describe, and compare objects using measurable attributes, Understand and describe positional words, Helps others, Developing a sense of independence, Adapts to new environments, Observes weather changes from day to day, Matches appropriate clothing to different types of weather, Obeys safety rules			
Days: Tuesday	Materials: *A place where you and your child can hunt for sticks on the ground	Preparation: None	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 wizards, witches, or magic. Point out the author and illustrator names on the front of the book and ask your child who they are. If needed, remind them that the author is the person who wrote the story and the illustrator made the pictures. Tell your child that today we will be searching for “magic wands.” Remind your child of safety rules for the hunt. Ask your child to check the weather and dress appropriately. Do they need shoes? A jacket? A hat? Next, take your child outside and ask them to hunt for sticks on the ground. Explain that these sticks may be magic wands dropped by wizards and witches. Allow your child to collect as many “wands” as they like. When your child has found several wands, take them back inside. Ask your child to lay all the wands out on the floor or table. Have them find the largest wand, then the smallest. Creating a line of wands, place the largest wand on one end and the smallest on the other. Ask your child to fill in the middle, sorting and sizing each wand in comparison to the others. At the end, you should have a line of wands, smallest to largest. Last, ask your child to choose their favorite wand to practice their magic spells. Allow them to pretend to be a witch or wizard with their new wand. Ask your child to help you clean up when finished.
Supplemental Activities: Allow your child to decorate their wand with paint, string, or markers.			
Assessment: Does your child understand who the author and illustrator are? Did they check and match their clothing to the weather correctly? Did they obey safety rules? Did your child describe and compare the sticks by size? Did they use positional words when sorting and placing the sticks? Did they adapt to being outside for part of the lesson? Did your child engage in dramatic play by pretending to be a wizard or witch? Did they help you clean up?			

Title of Lesson: Wizard's Pets

Objective: After a story, tells you some details from the story, Understands, describes, and compares objects using measurable attributes, Sorts by one adjective, Is aware of and believes in his/her own abilities, Describes family members roles and duties, Knows the names of animals, Matches mother and baby animals, Describes the needs of animals, Compares different parts of animals			
Days: Friday	Materials: Wizard Pets cutouts (various sizes cats, toads, owls, and rats)	Preparation: None	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 wizards, witches, or magic, or one from the library. After the story, ask your child to describe what kinds of pets a wizard or witch may have. If any are shown in the stories you have read this week, use those pictures. Talk about cats, toads, owls, and rats. Explain that these animals have wizards and witches to take care of them, but that they also have families. Give your child the cutouts of the pets in random order. Ask your child to sort each animal into a family (mom, dad, and babies). Explain that the baby kittens go with the mom and dad cats, and so on. Ask your child to name each of the animal species and how they may help a witch or wizard. Ask your child to name a few things a witch or wizard may need to give their pets (food, water, a home). Discuss what the roles of each member of the family are (what does dad do?). Ask your child to compare and contrast the different species. How are they the same? How are they different? Ask your child to help you clean up when finished.
Supplemental Activities: Give your child a blank sheet of paper, glue, and markers or crayons. Allow them to use the animal cutouts to create a wizard or witch scene.			
Assessment: Did your child tell you details about pets they saw in the stories this week? Did they sort the animals by species and compare sizes? Did your child seem confident in their ability to sort the animals into correct families? Did they describe roles and duties of different family members? Did your child correctly name each animal species? Did they match mother and baby animals together? Did your child describe the needs of the animals (water, food, etc)? Did they compare and contrast the body parts of each animal?			

Story suggestions for this week:

Monsters Don't Eat Broccoli by Barbara Jean Hicks

Monster Math by Anne Miranda

There's a Monster in Your Book by Tom Fletcher

Big Scary Monster by Thomas Docherty

This Book is Full of Monsters by Guido van Genechten

There Was an Old Monster by Rebecca, Adrian, and Ed Emberley

Songs for this week:

(to the tune: When Johnny Comes Marching Home)

The monsters stop around the house,

Boom! Boom! Boom!

The monsters stomp around the house,

Boom! Boom! Boom!

The monsters stomp around the house,

Their brothers and sisters send them out

And they stomp some more outside around the house!

What do monsters do?

The stretch and touch their toes.

What do monsters do?

They comb their purple hair.

What do monsters do?

They stick out their green tongues.

What do monsters do?

They brush their teeth with a broom.

What do monsters do?

They rub their yellow eyes.

What do monsters do?

They wiggle their orange ears.

Boy, am I glad that I'm not a monster.

(to the tune: Did You Ever See a Lassie?)

If you ever see a monster,

A big ugly monster.

If you ever see a monster,

Here's what you do:

Make this face (make a silly face)

And this face (make a different face)

And this face (make a different face)

And this face (make a different face)

If you ever see a monster

Be sure to shout Boo!

One little monster came to school.

He tried to follow every rule.

He had such a happy day.

He called for another friend to play!

(repeat, adding a monster each time)

If you want to be a monster (point to child)

Well now's your chance,

'Cause everyone is doing

The monster dance (dance)

You just stomp your feet, (stomp feet)

Wave your arms around (wave arms)

Stretch them up, (reach up high)

Stretch them up and touch the ground (touch the ground)

'Cause we are doing the monster stomp. (dance)

That's right, we are doing the monster stomp!

Title of Lesson: Roll a Monster

Objective: Describe similarities and differences between two objects, Counts 1-10, Names numbers by sight 1-10, Counts the number of objects 1-10, Takes turns, Compares different parts of animals			
Days: Monday	Materials: Die Roll a Monster Instruction sheet 2 Monster cutouts Monster parts cutouts 10 Googly eyes	Preparation: Lay out the materials out where your child can easily see and reach them	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 monsters, or one from the library. As you read, ask your child to discuss the different monsters in the story. Do they all look the same? Have the same parts? Are they the same colors? After the story, give your child a monster cutout and keep one for yourself. Explain that this is our monster's body but we need to add different parts (horns, eyes, mouth, etc). Explain that we will play a game to build our monster. Give your child the die and ask them to roll it. Have your child count out the number of dots on the top face of the die. Ask them to find that number on the Roll a Monster Instruction sheet. Read the instruction beside that letter to your child and ask them to follow it using the cutouts. Take your turn, rolling the die and adding the appropriate monster parts. Play, taking turns with your child, until you both feel your monsters are complete. Ask your child to help you clean up when finished.
Supplemental Activities: Using the supplies from this lesson, allow your child to design their own monster and glue the pieces together.			
Assessment: Did your child describe similarities and differences between the monsters in the story or the game? Did they talk about monster parts in comparison to other animals (horn like a rhino, etc)? Did they correctly count the number of dots on the die and/or monster parts each time? Did your child correctly name the numbers by sight?			

Title of Lesson: Monster Dance

Objective: After a story, answers some questions about key details, Dances, Bounces in rhythm with music, Demonstrates large motor balance and control, Moves body, arms, and legs with coordination, Uses imagination, Understands and describes measurable attributes, Experiments and tires new things to learn, Explores different movements, Changes direction while in motion, Can hop, skip, and twirl			
Days: Wednesday	Materials: Monster Die printout Die folding instructions printout Tape Scissors *Music your child can dance to	Preparation: Use the die folding instructions, scissors, and tape to construct the monster die	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 monsters, or one from the library. After you read, ask your child to tell you about the different monsters in the story. What did they look like? Were they friendly or scary? What did they do in the story? Show your child the monster die and explain that today we are going to play a monster dance game. Start the music and ask your child to throw the die. Read the top face to your child and ask them to dance like that kind of monster would. Allow your child to be creative in their movements. Offer suggestions if needed (slimy monster can slither, fuzzy monster can snuggle, etc). Allow your child to move and dance as that monster for a few minutes. Roll again and ask your child to dance as that monster for a while. Encourage your child to add hops, twirls, kicks, and skips to their movements. Repeat as long as your child is interested. Ask your child to help you clean up when finished.
Supplemental Activities: Allow your child to think up their own monster ways to dance. Let them be creative and silly. Have fun dancing with them and invite friends and family members to join in.			
Assessment: Did your child answer questions about the monsters in the story? Did they dance? Did they bounce in rhythm with the music? Did your child dance with balance and control? Did they move with coordination? Did your child use their imagination? Did they understand “big” and “small”? Did your child experiment and explore different movements? Did they change direction while in motion? Did they hop, skip, and twirl?			

Title of Lesson: Small Monster, Big Monster

Objective: After a story, tells you what the story was about, Describes similarities and differences between two objects, Understands, describes, and compares objects using measurable attributes, Is curious and wants to learn new things, Asks questions to learn more, Recognizes a process			
Days: Thursday	Materials: Balloon with a monster face drawn on it *Empty plastic bottle (soda and water bottles work great) *Baking Soda *Vinegar	Preparation: Pour ½ cup vinegar into the plastic bottle. Add food coloring (optional).	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 monsters, or one from the library. After the story, ask your child to tell you what it was about. What happened in the story? Show your child the monster balloon. Ask them to describe it. What color is it? Is it big or small? Is it a scary monster or a silly monster? Next, “feed” the monster 4 tsp. of baking soda, putting it into the balloon opening and making sure it does not fall out. Tell your child that we are going to help our monster grow. Without letting the baking soda come out, secure the end of the balloon over the top opening of the plastic bottle. Make sure it is attached all the way around. Allow your child to tip up the monster balloon so that the baking soda falls into the vinegar. As the baking soda and vinegar react, ask your child to describe what is happening. Have them watch their monster to see what happens to him. The monster should grow as the balloon blows up. Ask your child to describe the monster again, this time pointing out differences they see. Ask your child to help you clean up when finished.
Supplemental Activities: Allow your child to do the experiment a few times. Try different colors. Learn more about what is happening inside the bottle and teach your child why the monster grows.			
Assessment: Did your child tell you what the story was about after you read it? Did they describe similarities and differences between small monster and big monster? Did your child use measurable attributes (size) to describe the monster? Did they seem curious and excited to see what would happen? Did your child ask questions? Did they recognize the cause and effect relationship in the experiment?			

Story suggestions for this week:

Pumpkin Eye by Denise Fleming
Mouse's First Halloween by Lauren Thompson
Pumply, Dumply Pumpkin by Mary Serfozo
In a Dark, Dark House by Jennifer Dussling
Hello, Bumblebee Bat! By Darrin Lunde

Songs for this week:

(to the tune: The Farmer in the Dell)

Halloween is here!

Halloween is here!

With costumes on we'll walk around,

We'll knock on doors all over town,

When Halloween is here!

I saw a ghost (create circles with hands, hold them up to your eyes like binoculars)

He saw me too (point to self)

I wave at him (wave your hand)

But he said, "BOO!" (scream the last word)

(to the tune: Pop Goes the Weasel)

All around the haunted house,

The bat chased the goblin,

The ghost floated overhead,

Scat! Went the black cat!

(to the tune: Twinkle, Twinkle Little Star)

Flutter, flutter little bat,

How I wonder where you're at

Swooping through the darkest night

You find your way without a light.

Flutter, flutter little bat

How I wonder where you're at.

Five little pumpkins sitting on a gate,

The first one said, "Oh my, it's getting late!"

The second one said: "There are witches in the air."

The third one said: "But we don't care!"

The fourth one said: "I'm ready for some fun."

The fifth one said: "Let's run and run and run."

Then whoosh went the wind and out went the light

And the five little pumpkins rolled out of sight.

Title of Lesson: Pumpkin Stamps

Objective: Uses a variety of writing tools, Learns and signs simple songs, Talks to others about their own art, Count the number of objects 1-10, Shares how families celebrate holidays, Begins to recognize feelings and emotions in others, Makes lines, circles, or scribbles with writing tools

Days:	Materials:	Preparation:	Implementing the Lesson:
Monday	*Apple, cut in half Orange paint Black paint Paintbrush Background paper	Cover work surface	<p>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 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 Halloween, or one from the library. Ask your child to tell you about some of the things they enjoy doing with their family on Halloween. Talk about different traditions your family has.</p> <p>Give your child the supplies. Tell your child that we are not going to eat the apple, but stamp with it. Have your child paint the inside part of the apple orange. Next, ask them to stamp a “pumpkin” onto their background paper. Demonstrate the first time, if necessary, but allow your child to work on their own as much as possible. Allow your child to stamp as many pumpkins as they wish. When your child is done stamping, ask them to count how many pumpkins are in their patch.</p> <p>Next, allow your child to make their pumpkins into jack-o-lanterns using the black paint to make eyes, noses, and mouths for each pumpkin. Ask your child how the pumpkins feel. Are they happy, sad, angry, or scared? What part of their face tells you how they feel?</p> <p>Ask your child to help you clean up when finished.</p>

Supplemental Activities:

Carve or paint real jack-o-lanterns with your child. Talk about different emotions or feelings they eyes and mouth of their jack-o-lantern show.

Assessment:

Did your child sing the song with you? Did they share how their family celebrates Halloween? Did they make lines, circle, or scribble with their paintbrush? Did your child use the paintbrush and the apple stamp? Did they talk to you about their art? Did they count the number of pumpkins they made 1-10? Did your child talk about different emotions in their jack-o-lanterns?

Title of Lesson: Counting Spiders

Objective: Understands that the pictures help tell the story, Understands that text is read top to bottom and left to right, Identify front and back of a book, Describe a familiar thing, Sit down and “read” a story on their own, Counts 1-10, Names numbers by sight 1-10, Counts the number of objects 1-10, Ignores minor distractions while working on a project, Manipulate small pieces or objects			
Days: Tuesday	Materials: Spider Web paper Number cards 1-10 Plastic spiders	Preparation: None	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 Halloween or spiders, or one from the library. After you finish the story, ask your child to “read” it back to you. Allow them to hold the story and tell you what is happening on each page. Give your child the spider web paper and ask them to describe spider webs. What do they look like, feel like, or remind your child of? Lay the number cards face down in a random order. Ask your child to choose a number card and tell you the name of the number on it. Next, ask your child to count to that number. Last, ask your child to count that many spiders and add them to the web. For example, if your child chose the number 8 they would say “8,” then “1, 2, 3, 4, 5, 6, 7, 8,” and then add 8 spiders to the web. When your child has correctly added the spiders, ask them to clear the web and choose the next card. Repeat until your child has done each card. Ask your child to help you clean up when finished. *Please make sure that your child understands they should never play with real spiders, as it can be very dangerous.
Supplemental Activities: Using a black paper and chalk, allow your child to draw their own spider webs. Ask your child to name some of the shapes they see in their webs. If you’d like, allow your child to add glitter to their web.			
Assessment: Did your child use the pictures as clues to understand what was happening in the story? Did they follow the text with their finger top to bottom or left to right? Did your child hold the book right-side up, starting with the first cover? Did they “read” the story back to you? Did your child describe spider webs to you? Did they count 1-10? Did they correctly name the numbers 1-10 by sight? Did your child correctly count the numbers of spiders for each card? Did they ignore minor distractions while working? Did your child easily grip and move the spiders?			

Title of Lesson: Haunted House

Objective: After a story, tells you some details of the story, Connects a story to their own life, Demonstrates large motor balance and control, Moves body, arms, and legs with coordination, Understands and describes positional words, Participates in activities, Describes motion as fast or slow, Explores different movements, Demonstrates gross motor skills, Changes direction while in motion, Can hop, skip, and twirl			
Days: Thursday	Materials: Masking tape Halloween monster, ghost, and witch cutouts Large space to play	Preparation: On the ground in your play space, create a house outline the masking tape. Place the Halloween cutouts in the house in random places.	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 Halloween, or one from the library. Ask your child to tell you about the story. Ask them if they saw any of the “scary” characters last night as they went trick-or-treating. Ask your child to describe each of those “scary” characters or point them out in the book. Next, show your child the house. Explain that this is a haunted house. It has monsters, ghosts, and witches in it. Talk about how we don’t want to run into any of these “scary” creatures as we explore the house. Have your child walk around the outline of the house, balancing on the lines. Next, allow your child to walk through the house in different ways. Can they walk in straight lines, curvy lines, zigzags? Can they go fast or slow? Can they skip or twirl through the house? Explain that if your child gets close to a “scary” creature they should jump or hop over it. Play with your child and encourage them to think of and try new ways to get through the house without touching the “scary” creatures. Ask your child to help you clean up when finished.
Supplemental Activities: Allow your child to teach someone else (friend or family member) the game. Let them play together, practicing new ways of moving without bumping into each other.			
Assessment: Did your child tell you some details from the story? Did they connect the story to their own experience trick-or-treating? Did they demonstrate control and balance as they moved through the haunted house? Did they move with coordination? Did your child understand positional words (around, in, over)? Did they participate in the game? Did your child describe their motion as fast or slow? Did they try different kinds of motion? Did they change direction while moving? Did your child hop, skip, or twirl?			

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