

**Story suggestions for this week:**

Apple by Nikki McClure  
Ten Red Apples by Pat Hutchins  
Little Mouse and the Big Red Apple by A.H. Benjamin  
An Apple's Life by Nancy Dickmann  
Apple Countdown by Joan Holub

**Songs for this week:**

Eat an apple (pretend to take a bite of an apple)  
Save the core (cover one hand with the other)  
Plant the seeds (pretend to plant a seed)  
And grow some more! (pretend to be a tree)

(to the tune: Twinkle, Twinkle Little Star)

Apple, apple tree so tall  
I can hardly wait 'til fall!  
When your apples I can pick,  
Fill my basket, eat them quick.  
Apple, apple tree so tall,  
I can hardly wait 'til fall!

Apples juicy  
Apples round  
On the tree, or on the ground  
Apples yellow  
Apples Red  
Apple pie, and juice, and bread!  
Apples crunchy,  
Apples sweet.  
Apples are so good to eat!

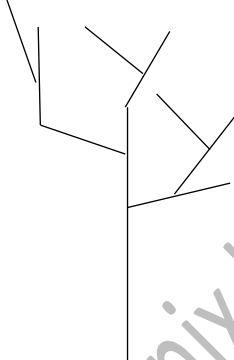
Way up high in the apple tree, (point up)  
10 red apples were looking down at me, (hold up 10 fingers)  
So I shook that tree as hard as I could. (pretend to shake a tree trunk)  
Down came an apple, (place your hand up high and bring it downward)  
And, mmmm was it good. (Rub your tummy)  
Repeat with 9, 8, 7.....

(to the tune: 10 Little Indians)  
One little, two little, three little apples,  
Four little, five little, six little apples,  
Seven little, eight little, nine little apples,  
All fell to the ground!

**Title of Lesson:** Apple Colors

<b>Objective:</b> After a story, tells you some details from the story, Describes a familiar thing, Names the basic colors, Sorts by one adjective, Counts 1-10, Counts the number of objects 1-10, Identifies which of two sets has more objects, Ignores minor distractions when working on a project			
<b>Days:</b>  Monday	<b>Materials:</b>  Red, yellow, and green apple cutouts  Red, yellow, and green pom poms	<b>Preparation:</b>  None	<b>Implementing the Lesson:</b>  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.  Read a story you have about apples, or one from the library. After the story, ask your child to tell you what the story was about. What happened? Who was in the story? What did they do?  Next, ask your child to talk with you about apples. What do apples look like, feel like, taste like, or smell like? What color are apples? Discuss different colored apples and remind your child of a time they may have seen different ones. Show your child the red apple cutout and ask them to name the color. Repeat with the yellow and green cutouts.  Give your child the pom poms (small apples) and ask them to sort them by color, placing the red pom poms on top of the red apple cutout, the yellow pom poms on top of the yellow apple cutout, and the green pom poms on top of the green apple cutout.  After your child has sorted the small apples by color, ask them to count the red ones. Repeat with the yellow and green. Which color do you have the most of?  Ask your child to help you clean up when finished.
<b>Supplemental Activities:</b> Visit a grocery store or farmers market. Discuss with your child all the different types of apples. Talk about the size, shape, color, and get a few to try to compare taste.			
<b>Assessment:</b> Did your child tell you some details from the story after you read it? Did they describe apples to you? Did your child correctly name the colors of the apple cutouts? Did they sort the little apple pom poms by color? Did your child correctly count 1-10? Did they identify which color had the most apples? Did your child ignore minor distractions while working?			

**Title of Lesson:** Apple Picking

<b>Objective:</b> Understands that pictures help tell the story, Dances, Demonstrates large motor balance and control, Moves body, arms, and legs with coordination, Attempts challenging activities, Knows parts of plants, Demonstrates gross motor skills, Can hop, skip, and twirl			
<b>Days:</b> Tuesday	<b>Materials:</b> Masking tape  Pom Poms from previous lesson  *Large space to play  *A basket, bucket, or small container to gather the “apples”	<b>Preparation:</b> Using the masking tape, create an apple tree on the ground that looks something like this:    Then, randomly place the pom poms on the branches of the tree	<b>Implementing the Lesson:</b> 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 apples, or one from the library. Before you read each page, pause and allow your child to use the pictures to guess what is going to happen on that page. Allow them to point out details and ask questions.  Show your child the apple tree made of masking tape. Explain that today we are going to pick apples. First, ask your child to stand at the bottom of the trunk. Have them walk on the lines, without falling off, to pick one “apple.” Then, ask them to walk back on the line and place the “apple” into the container. Next, ask your child to pick another apple, staying on the lines, but dancing this time. Repeat the activity, asking your child to try skipping, twirling, hopping, walking sideways, and then throwing the apple from the tree into the container. Allow your child to think of new ways to move, too. Have fun and make it into a game while you observe gross motor skills.  Ask your child to help you clean up when finished.
<b>Supplemental Activities:</b>  Make a second tree and invite a friend or sibling to play. Race to see who can pick all their apples without falling off the lines first.			
<b>Assessment:</b> Did your child use the pictures as clues to what was going to happen in the story? Did they dance? Did they demonstrate balance and control while moving through the “tree”? Did your child move their body, arms, and legs with coordination? Did they attempt different movements, even if some were difficult for them? Did your child name any plant parts (trunk, branches, leaves, fruit)? Did they demonstrate the ability to move one part of their body (arm or leg) independently from the rest of their body? Did they hop, skip, and twirl?			

**Title of Lesson:** Parts of an Apple

<b>Objective:</b> After a story, tells you some details from the story, Uses a variety of materials and processes to create art, Can paste/glue, Understands and describes positional words, Is curious and wants to learn new things, Shares information with others, Knows parts of plants			
<b>Days:</b>  Thursday	<b>Materials:</b>  Paper plate  Red and white tissue paper squares  Black seed and stem cutouts  Green leaf cutout  Glue  *Apple and knife	<b>Preparation:</b>  Cover work surface	<b>Implementing the Lesson:</b>  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 apples, or one from the library. As you read, point out the parts of an apple and apple tree. Talk about the trunk, branches, leaves, fruit, seeds, skin, core, flesh, and stem. Ask your child to repeat these terms as you point to them in pictures of the story.  Show your child the apple. Ask them what the skin looks like. Explain that the skin is the outside part of the apple. Does the apple have a stem? What about a leaf?  Use the knife to cut the apple in half. Remind your child of knife safety and make sure you place the knife where your child cannot get to it. Show your child the inside of the apple. What do they see? Point out the core and the seeds. What color is the inside, or flesh, of the apple? Allow your child to discuss and ask questions.  Give your child the paper plate and ask them to glue the “flesh” or white onto their apple. Point to the flesh on the real apple and ask them to use the white tissue paper squares on their own apple. Next, ask your child to add the skin (red tissue paper square) around the edges of the apple. Point out the skin on the real apple. Repeat this process, pointing to the real seeds, leaf, and stem (or where they would be) and asking your child to add these to their own apple.  Ask your child to help clean up when finished.
<b>Supplemental Activities:</b> Ask your child to pull out and count all the seeds in their real apple. How many seeds are in the apple they made? Which one has more? Cut open another real apple to see if it has more or less seeds. Enjoy an apple treat with your child.			
<b>Assessment:</b> Did your child tell you some of the things they remembered from the story after you read it? Did they use glue, tissue paper, and construction paper to build an apple? Did your child use an appropriate amount of glue? Did they use and understand positional words (edge, middle, beside, on top of)? Did your child seem curious about the inside of an apple? Did they share information they learned with you or others? Can your child name the parts of a plant?			

**Story suggestions for this week:**

Never Play Music Right Next to the Zoo by John Lithgow  
Rumble, Whomp! Whomp! Whomp! By Wynton Marsalis  
Marsh Music by Marianne Berkes  
Just a Little Music by Mercer Mayer  
Daytime Nighttime by William Low

**Songs for this week:**

I have ten fingers (hold up hands, fingers spread)  
They all belong to me (point to self)  
I can make them do things,  
Would you like to see? (hold hands to side, palms upwards, shrug)  
I can shut them up tight (close hands)  
I can open them wide (open hands)  
I can put them together (clap)  
I can make them all hide (hide hands behind back)  
I can make them jump high (hold hands high)  
I can make them jump low (touch floor)  
I can fold them up quietly (fold hands together)  
And hold them just so (place hands on lap)

Do your ears hang low,  
Do they wobble to and fro?  
Can you tie them in a knot?  
Can you tie them in a bow?  
Can you throw 'em over your shoulder  
Like a continental soldier?  
Do your ears hang low?

(stand facing your child)  
One mouse squeak, Squeak! (walk towards each other once)  
Going back now! (walk backwards away from each other)  
Two mice squeak, Squeak! Squeak! (walk towards each other and backwards twice)  
(repeat with three, four, five, six, seven, eight, nine, and ten adding a squeak each time)

Your child's favorite song

Clap your hands, (clap)  
One, two, three (clap, clap, clap)  
Clap your hands  
Just like me.  
Roll your hands (roll hands over each other)  
One, two, three.  
Roll your hands  
Just like me  
Stomp your feet (stomp feet)  
One, two three (stomp, stomp, stomp)  
Stomp your feet

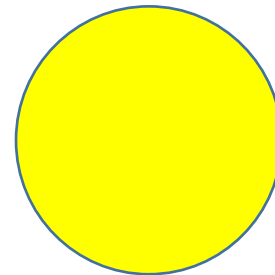
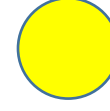
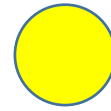
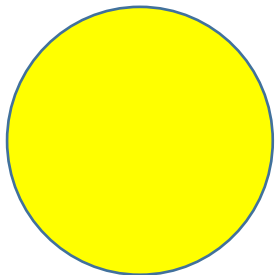
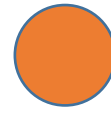
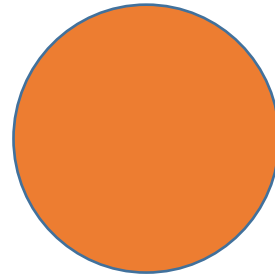
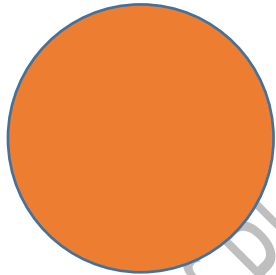
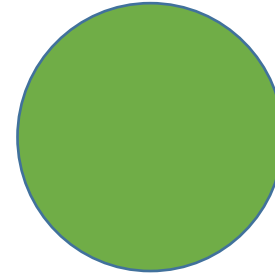
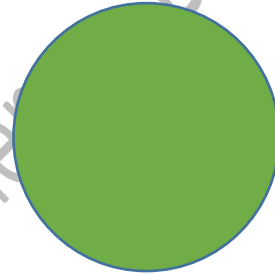
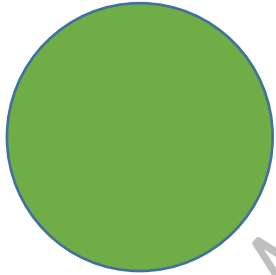
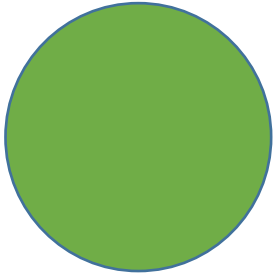
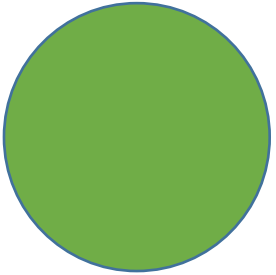
**Title of Lesson:** Kazoo Making

<b>Objective:</b> After a story, tells you some details from the story, Experiments with musical instruments, Dances, Uses a variety of materials and processes to create art, Can make an AB pattern, Experiments and tires new things to learn, Invites others to play, Makes lines, circles, or scribbles with writing tools			
<b>Days:</b>  Monday	<b>Materials:</b>  *Cardboard Tube (toilet paper tubes work great)  Paint/Markers/Crayons  Wax paper piece  Rubber band	<b>Preparation:</b>  Cover work surface	<b>Implementing the Lesson:</b>  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 music, or one from the library. After the story, ask your child to tell you what they learned about. What kinds of music do they like?  Tell your child that today we are going to make a kazoo, which is a musical instrument. Give your child the cardboard tube and allow them to decorate it with paint, markers, or crayons. Encourage your child to create patterns on their kazoo. They could make patterns with colors, shapes, or line styles (zig zag, straight, curvy, etc). Help your child to see the patterns by saying them aloud (for example, red, yellow, red, yellow).  When the paint is dry, ask your child to place the wax paper piece over the top of the cardboard tube. Help them to secure it, making sure to cover the entire opening, with the rubber band.  Show your child how to play the kazoo by singing, humming, or making sounds into the bottom opening of the tube. Allow your child to try out different sounds and songs. Encourage them to dance as they play.  Ask your child to help you clean up when finished.
<b>Supplemental Activities:</b> Look online for more home-made instruments and make one with your child.			
<b>Assessment:</b> Did your child tell you some details from the story? Did they build and play with a kazoo? Did your child create any patterns on their kazoo? Did they dance? Did your child invite you to sing and dance with him/her? Did they make lines, circles, or scribbles while decorating their kazoo? Did they try different ways to play the kazoo?			

**Title of Lesson:** Beat Patterns

<b>Objective:</b> Connects as story to their own life, Describes a familiar thing, Experiments with musical instruments, Moves body, arms, and legs with coordination, Can make an AB pattern, Asks questions to learn more, Shares with others, Takes turns, Can express emotions, feelings, needs, and wants in a socially productive manner, Demonstrates gross motor skills			
<b>Days:</b>  Wednesday	<b>Materials:</b>  Sound patterns sheet  *Item your child can use as a drum (empty oatmeal container, pot, mixing bowl, etc)	<b>Preparation:</b>  None	<b>Implementing the Lesson:</b>  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 music, or one from the library. A great story for today is <i>Rumble, Whomp! Whomp! Whomp!</i> By Wynton Marsalis. Today we are learning about beats. Discuss with your child the different sounds of the following instruments: guitar, trumpet, flute, piano, and drum. Give your child their “drum” and encourage them to make music. Show your child how the drum sounds different when you hit different parts of it. Have them try their hand, a spoon, and a stick as a drumsticks and discuss the difference in sounds. Next, show your child the sound patterns sheet. Starting with the first pattern, have your child play the beat. Explain that small circles are quiet and large circles are loud. Point to the first pattern and say each “note” aloud. The first beat pattern is quiet so you would say “quiet, quiet, quiet, quiet, quiet” as you pointed to each dot. The next pattern is all loud, and the rest are a combination. Play each beat pattern for your child before they try. Ask them to share their drum with you and then give them a chance to try. Say the pattern aloud as your child plays. When they have the pattern down, ask them what would come next. Allow your child to make up their own sound patterns, too. Ask your child to help you clean up when finished.
<b>Supplemental Activities:</b> Play the sound patterns on different instruments with your child. Use different notes, different dynamics, or even different counting for the patterns. Allow your child to practice, too.			
<b>Assessment:</b> Did your child connect the music in the story with music they have heard before? Did they describe sounds of familiar instruments? Did your child play the drum? Did they move their arms with coordination while playing? Did your child ask questions? Did they share their drum and take turns? Did your child finish any of the patterns correctly? Did they express joy or frustration with words? Did they move their arms independently of the rest of their body while playing their drum?			

Sound Patterns



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**Title of Lesson:** Day and Night

<b>Objective:</b> After a story, answers questions about key details, Engages in a conversation, Makes eye contact while speaking to others, Describes similarities and differences between two things, Shares information with others, Explains family routines, Recognizes the difference between day and night			
<b>Days:</b>  Thursday	<b>Materials:</b>  *Several loud and quiet items appropriate for your child  Sun and moon cutouts	<b>Preparation:</b>  Set out the loud and quiet items from your home. Mix them together randomly.	<b>Implementing the Lesson:</b>  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 day and night, or one from the library. After the story, ask your child questions about differences between day and night. Discuss different activities your child does during the day and night.  Show your child the sun and moon cutouts. Hold up the sun and ask your child to pretend to do something they normally do during the day (eat, play, wake up, etc). Then, hold up the moon and ask your child to pretend to do something they normally do at night (sleep, read a story, etc). Talk about which is louder and quieter.  Next, show your child the different items. Place the sun and moon on the floor and ask your child to choose an item. Is it noisy or quiet? If it is noisy, ask your child to place it with the sun. If it is quiet, it goes with the moon. Ask your child to sort each item, by noise level, into day or night.  Ask your child to help you clean up when finished.
<b>Supplemental Activities:</b> With your child, listen quietly to daytime sounds. Talk about the noises you hear and what they are. Do the same thing at night. Discuss the different sounds and where they come from. Talk about which is louder, day or night.			
<b>Assessment:</b>  Did your child answer questions about the story character, plot, or setting? Did they engage with you in a conversation about day and night? Did they make eye contact when speaking to you? Did your child describe similarities and differences between day and night? Did they share information they knew with you? Did your child talk about normal family routines for day and night?			

**Story suggestions for this week:**

Cat's Colors by Jane Cabrera

Colors by John J. Reiss

The Day the Crayons Quite by Drew Daywalt

Lemons Are Not Red by Laura Vaccaro Seeger

White Rabbit's Color Book by Alan Baker

**Songs for this week:**

(to the tune: The Farmer in the Dell)

If you are wearing (color name)

If you are wearing (color name)

Stand up tall and turn around

And then sit right back down

(Repeat with several different colors you or your child are wearing)

(to the tune: Head, Shoulders, Knees, and Toes)

Red, yellow, green and blue, green and blue,

Red, yellow, green and blue, green and blue,

Purple, orange, brown and black,

Red, yellow, green and blue, green and blue!

(to the tune: Twinkle, Twinkle Little Star)

I know the colors for painting fun,

Green like grass and yellow sun,

An orange pumpkin and white snow,

A red rose and a black crow,

Blue like a mailbox, brown like an ape,

A pink pig and some purple grapes

(to the Tune: Twinkle, Twinkle, Little Star)

Red and orange, green and blue,

Shiny yellow, purple too.

All the colors that we know, live up in the rainbow.

Red and orange, green and blue

Shiny yellow, purple too.

(to the tune: Oh, Christmas Tree)

Oh, rainbow, oh, rainbow

How lovely are your colors.

Oh, rainbow, oh rainbow,

How lovely are your colors.

Purple, red and orange, too,

Yellow, green, and blue so true.

Oh, rainbow, oh rainbow,

How lovely are your colors.

**Title of Lesson:** Rainbow Comb Painting

<b>Objective:</b> After a story, tell you some details from the story, Uses a variety of writing tools, Names the basic colors, Uses a variety of processes to create art, Talks to others about their own art, Experiments and tries new things to learn, Shares with others, Makes eye contact when speaking to others, Makes lines, circles, or scribbles with writing tools			
<b>Days:</b>  Monday	<b>Materials:</b>  Paint, all colors  Comb  Paper plate  2 White background papers	<b>Preparation:</b>  Cover work surface  Pour a small amount of each color paint around the paper plate, making sure no two colors touch	<b>Implementing the Lesson:</b>  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.  Read a story you have about colors, or one from the library. As you read, ask your child to name the colors they see on each page. Allow them to point out any color, not just the main ones. Ask your child to name a few things that are not in the story but are the same color.  Give your child the first background paper. Demonstrate for them how to hold the spine of the comb and use the teeth as a paintbrush to pick up paint. Allow your child to paint any way they like with the comb on their paper. Ask them to name the colors they are using. Encourage your child to use the colors separately, one at a time.  On the second sheet of paper, allow your child to paint as they like, allowing them to mix colors if they want. Help your child to see where colors mixed and made new colors.  Ask your child to help you clean up when finished.
<b>Supplemental Activities:</b> Use masking tape to spell out your child's name on a paper. Allow your child to paint all over the paper. When dry, remove the tape to reveal your child's name, unpainted.			
<b>Assessment:</b> Did your child name colors they saw in the story? Did they paint using the comb instead of a paintbrush? Did they correctly name the colors they used? Did your child create a painting using one color at a time, and then multiple colors at a time? Did they discuss their art with you? Did they make eye contact when speaking to you? Did your child experiment with different ways to use the comb to paint? Did they share paint, if applicable? Did they make lines, circles, or scribbles with the paint and comb?			

**Title of Lesson:** Color Hunt

<b>Objective:</b> After a story, answers questions about key details, Names the basic colors, Names numbers by sight 1-10, Counts the number of objects 1-10, Understand and describe positional words, Asks questions to learn more, Uses and understands non-verbal communication, Uses senses to explore the environment			
<b>Days:</b>  Tuesday	<b>Materials:</b>  Color Hunt Page  Crayons/Markers  *This lesson can be done at home, outside, or as a field trip. The grocery store is a great place to learn colors!	<b>Preparation:</b>  None	<b>Implementing the Lesson:</b>  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 colors, or one from the library. After the story, ask your child simple questions about the characters, plot, or setting. Allow them to look through the book for answers, if needed. Encourage your child to tell what they remember from the story. Show your child the color hunt page. Ask them to name the colors they see. Point to the first number and ask your child to name it. (3) Ask your child what color the number is. (black) Show them the box around it. Explain that today we are going on a color hunt. We need to find 3 black things and color a small picture of them. Allow your child to search the preschool area for 3 things that are black, and draw them on their paper. Repeat for each number, allowing them to find the correct number and color for each box. Use non-verbal communication to encourage (nod) or correct (shake of head) while your child is looking. When they are finished, ask your child to describe the things they found and where they found them. Ask your child to help you clean up when finished.
<b>Supplemental Activities:</b> Play this again, allowing your child to add additional colors they saw, and count how many things of each color they can find (pink, brown, grey, etc)			
<b>Assessment:</b> Did your child answer questions about the story? Did they correctly name the colors of the hunt? Did your child correctly identify the numbers on the hunt paper? Did they count the correct number of objects for each color? Did they use positional words (under, over, beside) to describe where they found colors? Did your child use their senses to look for colors? Did they ask questions during the lesson? Did your child understand your non-verbal communication and/or use their own?			

**Title of Lesson:** My Favorite Color

<b>Objective:</b> Understands that text is read top to bottom and left to right, Recognizes their own name, Writes on their own, Describe a familiar thing, Names the basic colors, Uses a variety of materials and processes to create art, Ignores minor distractions when working on a project, Accepts responsibility, Can paste/glue, Controls scissors			
<b>Days:</b>  Friday	<b>Materials:</b>  *Small items that are your child's favorite color (buttons, string, artificial flowers, glitter, etc) – some are included in the kit, but you can add whatever you have, too  Background paper  Extra paper in your child's favorite color  Scissors  Glue	<b>Preparation:</b>  Cover work surface	<b>Implementing the Lesson:</b>  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 colors, or one from the library. As you read, encourage your child to use their finger to follow along the text. Ask them to point out any letters or words they know. Ask your child to name all the colors they can see in the room and point to each one. Discuss your child's favorite color. What things are that color? Do you see any in the room? Talk about why your child likes that color and how it makes them feel. For example, yellow may be a happy feeling while blue is peaceful. Give your child the background paper, glue, and small items. Ask them to name the color of all the items. Have your child make a collage of their favorite color. Allow them to glue, cut, tear, and create. They can make a picture or randomly glue items on. Allow them to be creative and have fun. Encourage them to come up with their own ideas. Praise your child for their work and allow them to discuss it with you when they are finished. Ask your child to write (or you write and they trace) their name on their paper. Ask your child to help you clean up when finished.
<b>Supplemental Activities:</b> Take your child for a drive around town and ask them to count how many things they can find that are their favorite color.			
<b>Assessment:</b> Did your child follow the text of the story top to bottom and left to right? Did they describe a familiar thing that is their favorite color? Did your child correctly name basic colors they could see? Did they use different materials to create their collage? Did they ignore minor distractions while working? Did your child use an appropriate amount of glue? Did they cut with control, if applicable? Did your child write their own name?			

**Story suggestions for this week:**

Incredible Me! by Kathi Appelt  
A Bad Case of Stripes by David Shannon  
I Like Myself! By Karen Beaumont  
It's Okay to Be Different by Todd Parr  
ABC I Like Me! by Nancy Carlson

**Songs for this week:**

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

This is me,  
From my head to my toes.  
I have two eyes,  
And one little nose.  
I can wiggle my ears,  
And stomp my feet.  
From my head to my toes,  
I'm pretty neat.

Where is (child's name)  
Where is (child's name)  
There he/she is! (ask child to stand)  
There he/she is!  
How are you today, sir/ma'am?  
Very well today, sir/ma'am!  
Sit right down, sit right down.

There's no one who is just like me,  
No one knows how to be  
Me when I am mad (make mad face) or sad (make sad face)  
Me when I am very glad (make happy face)

There's no one who's just like me.  
Me is who I'm proud to be!

My hands can talk in a special way.  
There are some things they help me say.  
Hello (wave), Come here (beckon with finger)  
It's a-ok (hold thumb and pointer together in circle with other fingers  
upwards)  
Now stop (hold hand out)  
Look (use hand to shade eyes)  
Listen (cup hand around ear)  
Or it's far away (point far away)  
And glad to meet you, how are you today? (shake hands with child)

(to the tune: Are You Sleeping?)  
I am special, I am special  
If you look, you will see.  
Someone very special  
Someone very special  
That is me! That is me!

**Title of Lesson:** My Name

<b>Objective:</b> Connects a story to their own life, Identifies some letter names and sounds by looking at the letter, Recognizes their own name, Uses a variety of writing tools, Recognizes the difference between letters, numbers, and symbols, Experiments and tries new things to learn, Recognizes different colors and textures			
<b>Days:</b>  Monday	<b>Materials:</b>  Cardstock with your child's name printed on it  *Table salt  Glue  Eyedropper  *Water  *Food coloring  *Cup/bowl	<b>Preparation:</b>  The night before the lesson, pull out the cardstock with your child's name on it. Trace the name with school glue and sprinkle salt over it. Carefully shake off excess salt and let dry overnight.  Cover work surface  Put the water into a cup/bowl. Add food coloring, any color	<b>Implementing the Lesson:</b>  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 all about me, or one from the library. As you read, pause occasionally and ask your child a question about the story. Point out ways that your child is special. It could be a skill they are good at, a trait they have, or a way they treat others. Focus on positives and encourage your child to look for the good things in themselves. Next, ask your child to name a few special things about themselves. Let them come up with ideas on their own, giving them time to think. After they have named a few, point out that their name is special. If there is a story of how their name was chosen just for them, share it with your child. Talk about the meaning or significance of their name. Show your child the cardstock with their name written on it. Ask your child to read it to you. Then, ask your child to spell their name, pointing to each letter and asking them to say the name or sound. Explain that today we are going to decorate their name. Demonstrate use of the eyedropper for your child. Show them how to squeeze and let go of the top while the dropper is in the water to get more and while it is over their paper to paint with it. Let your child try the motor skills over the bowl/cup a few times until they are comfortable. Then, allow your child to drop the colored water over the letters of their name. Allow them to work in any way they like, letting them experiment with how the water is absorbed by their name. Ask your child to help you clean up when finished.
<b>Supplemental Activities:</b>  Add more cups/bowls with different colors. Learn about mixing colors (red and blue make purple, etc).			
<b>Assessment:</b> Did your child connect the special things in the story to their own special things? Did they correctly identify letter names and sounds in their own name? Did they recognize their own name? Did they use the eyedropper to "write"? Did your child recognize the letters as letters (not numbers or symbols)? Did they experiment with different ways to add water to the salt to see what would happen? Did your child mention any colors or textures throughout the lesson?			

**Title of Lesson:** Counting my Favorite Things

<b>Objective:</b> Counts 1-10, Names numbers by sight 1-10, Recognizes that numbers have a certain order, Count the number of objects 1-10, Identify which of two sets has more objects, Helps others, Develops self-control, Eats from a variety of food groups			
<b>Days:</b>  Wednesday	<b>Materials:</b>  *Your child's favorite snack (something small and easy to count). Chocolate chips, goldfish crackers, candies, or fruit snacks are great  Number cards 1-10	<b>Preparation:</b>  None	<b>Implementing the Lesson:</b>  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 all about me, or one from the library. After the story, ask your child to remind you of some of the things that make them special. It could be a physical trait, a personality trait, or even a unique favorite of theirs. Remind your child that it is ok to be different and like different things.  Show your child their snack, explaining that they cannot eat it yet. Ask your child to describe their snack. What does it look like, feel like, smell like, or sound like? Next, give your child the number cards in random order. Ask them to lay the numbers out in numerical order (1-10) and name each number as they do.  Point to the number one and ask your child to place one of their snacks beside this card. Repeat for each number 1-10, until your child has counted out snacks for each number. Praise your child for their hard work and gently correct as needed. If needed, count with them, asking them to repeat the numbers as you go. When each number has been counted, ask your child to point to the number with the most snacks.  Allow your child to eat their snacks when finished, if they like.  Ask your child to help you clean up when finished.
<b>Supplemental Activities:</b>  Have a taste-testing party. Purchase a unique favorite snack for each person in your family. Gather everyone together to try out, describe, compare, and talk about the new snacks. Where did these snacks come from? Why do you like them? What do they remind you of? Try to include snacks your child is familiar with as well as new ones.			
<b>Assessment:</b> Did your child mention foods they liked from different food groups? Did your child put the numbers in order correctly? Did they name each number by sight correctly? Did your child correctly count 1-10? Did they match the correct number of snacks to each number card? Did your child identify which set (10) had the most objects? Did they have the self-control not to eat their snacks until you said it was time? Did your child help you to clean up?			



**Title of Lesson:** Drawing Faces and Role Play

<b>Objective:</b> After a story, answers question about key details, Engages in a conversation, Describes a familiar person, Engages in dramatic play, Understand and describe measurable attributes, Begins to recognize feelings and emotions in others, Uses senses to explore the environment, Makes lines, circles, or scribbles with writing tools			
<b>Days:</b>  Friday	<b>Materials:</b>  Several blank white papers  Crayons/Markers	<b>Preparation:</b>  None	<b>Implementing the Lesson:</b>  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 all about me, or one from the library. After the story, ask your child to tell you what it was about. What happened? What did they learn? Who were the characters?  Give your child a blank white paper and ask them to draw someone they know. It can be a friend, family member, coach, teacher, or neighbor. As they draw, ask them to describe this person. What do they look like? What color is their hair? How tall are they? What do they like to wear? When your child has finished the picture, ask them to act out something this person likes to do. Maybe a coach likes to play soccer, a siblings like video games, or a neighbor loves working in the garden. Allow your child to pretend to be this person for a few minutes. Lastly, ask your child to name one thing they have in common with the person they drew. Maybe they like the same color or have the same shirt. Maybe their eyes are the same shape or they both love to play basketball. Help your child see something they have in common if they need guidance.  Repeat this process for as many people as your child will draw. Point out good traits in others and show your child that each person has talents and interests.  Ask your child to help you clean up when finished.
<b>Supplemental Activities:</b> Have a playdate with friends and make this into a game. Take turns drawing portraits of each other or pretending to be each other. Make sure to encourage kindness and fun rather than teasing. Teach your child to recognize others' feelings, point out the good in others and help build their friends up! End the playdate with an activity or treat that they all enjoy together.			
<b>Assessment:</b> Did your child answer questions about the story? Did they engage in conversation with you? Did they describe someone they are familiar with? Did your child role play, pretending to be someone else? Did they use measurable attributes (size) to describe a person? Did your child discuss any feelings or emotions when describing others? Did they talk about physical and characteristic traits of others that they had observed before? Did your child make lines, circles, or scribbles as they drew their pictures?			

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