

Fall

Story suggestions for this week:

Red Leaf, Yellow Leaf by Lois Ehlert
Leaf Man by Lois Ehlert
Mouse's First Fall by Laurent Thompson
It's Fall by Linda Glaser
We're Going on a Leaf Hunt by Steve Metzger

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!

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: I'm a Little Teapot)
I'm a little scarecrow
Stuffed with hay
Here I stand in a field all day.
When I see the crows,
I like to shout:
"Hey! You crows! You better get out!"

Days of the Week Song (to the tune: The Adams 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)

Months of the Year Song (to the tune: Ten Little Indians)
January, February, March, and April,
May, June, July, August, and September,
October, November, and December,
These are the months of the year.

Title of Lesson: Letter of the Week Lesson Ff

Standards Taught: K.ELA.L.1.a, K.ELA.L.2.c, K.ELA.FS.1.a, K.ELA.FS.1.d, K.ELA.FS.3.a		
Materials: Leap Frog Letter Factory Video Tracing Letters and Numbers Practice Page “Ff” Pencil and Paper Optional: Chalk board and chalk or dry erase board and marker	Preparation:	Implementing the Lesson: Allow your child to watch the Leap Frog video. Tell your child that our letter of the week is the letter Ff. Ask them if they can write the letter (either capital or lower-case) and allow them to try to write it on their own on a chalkboard, whiteboard, or piece of paper. Praise your child for trying hard no matter the outcome. At this age, scribbles are normal and teach your child that the things we write stand for letters. Your child should progress into forming correct letters as these lessons progress. Ask your child if they remember what sound the letter makes. Remind them that in the video, the F flies around as he makes his sound. Ask your child to repeat the sound a few times. Look around the room and point out something that begins with the letter. Ask your child if they see any other things that begin with it. Provide examples if needed. Next, give your child the tracing page. Demonstrate the correct direction for writing a capital (see direction worksheets if needed). Allow your child to trace the rest of the capital letters on the page and then work on writing their own in the lines provided. Repeat this process with the lower-case letters, explaining to your child that both letters stand for F and make the same sound.

Title of Lesson: Leaf Hunt and Leaf People

Standards Taught: K.ELA.L.1.e, K.ELA.L.5.a, K.ELA.L.6, K.SS.Ci.2.1, K.SS.Ci.2.1.a, K.SS.Ci.2.2, K.SS.G.3.a, K.SS.G.3.2.c, K.S.4, K.S.4.1, K.S.4.1.a, K.S.4.1.c, K.S.4.2, K.S.4.2.b

Materials:	Preparation:	Implementing the Lesson:
Background paper Glue Bag or basket for your child to collect leaves in 2 googly eyes	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.</p> <p>Read a story you have about autumn or leaves, or one from the library. After you read the story, ask your child to hold it and look closely at the leaves. What colors and shapes do they see? Are the leaves all the same or are they different? Ask your child what season makes leaves change their colors? Briefly discuss the difference between leaves in the different seasons. In the fall, leaves begin to die and fall off. This is to protect the trees during the winter, when there are no leaves. In the spring, new baby leaves begin to grow. By summer, the leaves are green and full-grown, helping the tree to soak in the sun and help it grow.</p> <p>Ask your child to look outside and check the weather. Ask them to make sure they are dressed for the weather. Have them put on a coat, if needed. Next, give your child the bag and explain the safety rules (where they can go and where they can't). Explain that we are going on a leaf hunt. Allow your child to go outside and search for leaves. Encourage them to find different kinds of leaves. Ask your child to describe their leaves. What colors and shapes are they? Are they crunchy? Are they on the tree or the ground? Where did you find them?</p> <p>When you come in, give your child a place where they can spread out and look at all their leaves. Give them the background paper and ask them to arrange a few of their leaves to look like a person. If you have the book <i>Leaf Man</i>, use the pictures as an example. If not, build your own leaf man if your child needs inspiration. Allow your child to glue down their leaf man onto their background paper and add the googly eyes.</p> <p>Ask your child to help you clean up when finished.</p>

Title of Lesson: Leaf Patterns

Standards Taught: K.ELA.FS.1.a, K.ELA.FS.1.b, K.MP.2, K.MP.4, K.MP.7, K.MP.8, K.CC.4.a, K.CC.4.b, K.CC.5, K.CC.6		
Materials: Leaf pattern sheet (printout) Leaf cutout sheet (printout) Scissors Glue	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. Read a story you have about autumn, or one from the library. As you read, ask your child to follow along the text with their finger. Ask them to point out any letters, sounds, or words they may know. Next, ask your child what a pattern is. Remind them that a pattern repeats a design. Give your child an example of a pattern (ball, block, ball, block) and ask them what comes next (ball). Give your child the leaf cutouts sheet, remind them of scissor safety rules, and have them cut each leaf out on the line. Ask your child what season these leaves are from. Last, give your child the leaf patterns sheet. Ask them to say the first pattern out loud. Red leaf, yellow leaf, red leaf, yellow leaf, red leaf. What comes next? Allow your child to glue the yellow leaf they cut out into the square. Repeat with each of the patterns on the paper, encouraging and praising your child for their hard work. Ask your child to count the number of leaves in each pattern. Does each pattern have the same amount of leaves? When things have the same number as each other, we call it equal. The patterns have an equal number of leaves. Ask your child to repeat the word “equal.” Ask your child to help you clean up when finished.

Title of Lesson: Days and Months Hopscotch

Standards Taught: K.ELA.L.6, K.ELA.SL.4, K.ELA.RL.2, K.S.2.3, K.S.4, K.S.4.1, K.S.4.1.a, K.S.4.1.c

Materials:	Preparation:	Implementing the Lesson:
<p>Large space to play</p> <p>Days of the Week/Months of the Year Printouts</p> <p>Tape</p> <p>Days of the Week and Months of the Year Song</p> <p>*This can also be an outside lesson using chalk to draw the squares and names of the day and month.</p>	<p>Make a hopscotch course on the ground by taping the days of the week in order on the ground. Make a separate one with the months of the year. Make sure the papers are taped securely to the ground so your child will not slip.</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.</p> <p>Read a story you have about autumn or the four seasons, or one from the library. Discuss with your child the four seasons. Begin with winter, when it is cold and snowy. Spring comes with gardens and plants. Then summer with swimming and the hot sun. Last comes fall, or autumn, when the leaves fall off the trees. Explain that the seasons help us keep track of time. We know when Thanksgiving is coming because it is always in the fall. Discuss months of the year and days of the week and how they also help us keep track of time.</p> <p>Show your child the hopscotch for the months of the year. Demonstrate how to hop on each square for your child. As you do, sing the Months of the Year song, singing the month as you land on it. Next, allow your child to hopscotch. Sing the song and allow them to practice until they are able to sing along with you.</p> <p>Repeat the process for the days of the week hopscotch. Sing the Days of the Week song as they jump.</p> <p>Ask your child to help you clean up when finished.</p> <p>*If you are doing this lesson with several children, have them take turns jumping, but make sure everyone sings the song each time.</p>

Title of Lesson: Fall Rhymes

Standards Taught: K.ELA.L.1, K.ELA.RL.6, K.ELA.FS.1.b, K.ELA.FS.2.a, K.ELA.2.e, K.ELA.3.d		
Materials:	Preparation:	Implementing the Lesson:
Fall Rhymes Printout	Cover work surface	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.
Background paper, folded into four sections		Read a story you have about autumn or leaves, or one from the library. Ask your child to point out the author and illustrator's names on the front cover. Have them remind you what their jobs are. The author writes the story and the illustrator makes the pictures.
Glue		Ask your child what season it is. Fall or autumn! Ask your child to name a few fall things. Answers may include: Thanksgiving, Halloween, pumpkins, corn, leaves, red, yellow, orange, brown, scarecrows, apples, pies, corn mazes, hay bales, etc.
Crayons/Markers		
Pencil		Give your child the rhyming cutout sheet and ask them to color each picture. Next ask your child to cut out and name each picture. Do any of those things sound alike? Explain that words that have the same ending sounds are called rhymes. Find two pictures that rhyme and say the words out loud for your child to hear the ending sounds. For example, hat and bat rhyme. Help your child glue those words into the same section on their background paper. Continue finding rhymes and gluing the words that sound alike in their own section until all of the pictures are sorted. Help your child as needed, saying the words together out loud until they hear the rhyme.
		Review each section with your child saying the words aloud. Ask your child if they can change the first letter of those words to create a new rhyme. Point out an example: hat and bat rhyme. If you change the first letter of hat to a "c" it creates a new rhyming word, cat. Encourage your child to find at least one more rhyme for each set of words and write them down in the correct section.
		Ask your child to help you clean up when finished.

Zoo

Story suggestions for this week:

Zoo Looking by Mem Fox

Dear Zoo by Rod Campbell

Never, Ever Shout in a Zoo by Karma Wilson

Songs for this week:

At the zoo, we saw a bear

He had long, dark fuzzy hair (pretend to walk like a bear)

We saw a lion in a cage

He was in an awful rage (pretend to be an angry lion)

We saw the big long-necked giraffe,

And the silly monkeys made us laugh (laugh)

But my favorite animal at the zoo

Was the elephant-who about you?

We're going to the zoo, zoo, zoo

How about you, you, you,

You can come too, too, too

We're going to the zoo, zoo, zoo!

One, one: The zoo is lots of fun

Two, two: We see a kangaroo

Three, three: We see a chimpanzee.

Four, four: We hear the lions roar

Five, five: We watch the seals alive

Six, six: There's a monkey doing tricks

Seven, Seven: Count the elephants, there's 11

Eight, Eight: A tiger and his mate

Nine, Nine: The penguins are in a line

1, 2, 3 to the Zoo by Eric Carle

Mommy Hugs by Anne Gutman and Georg Hallensleben

Ten, Ten: I want to come again!

(hold up fingers for each line)

(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!

(to the tune: The Itsy Bitsy Spider)

The itsy bitsy monkey

Climbed up the coconut tree.

Down came a coconut

And hit him on his knee!

Oooowww!

Out came a lion,

Shaking his mighty mane,

And the itsy bitsy monkey

Climbed up the tree again.

Title of Lesson: Letter of the Week Lesson Gg

Standards Taught: K.ELA.L.1.a, K.ELA.L.2.c, K.ELA.FS.1.a, K.ELA.FS.1.d, K.ELA.FS.3.a		
Materials: Leap Frog Letter Factory Video Tracing Letters and Numbers Practice Page “Gg” Pencil and Paper Optional: Chalk board and chalk or dry erase board and marker	Preparation:	Implementing the Lesson: Allow your child to watch the Leap Frog video. Tell your child that our letter of the week is the letter Gg. Ask them if they can write the letter (either capital or lower-case) and allow them to try to write it on their own on a chalkboard, whiteboard, or piece of paper. Praise your child for trying hard no matter the outcome. At this age, scribbles are normal and teach your child that the things we write stand for letters. Your child should progress into forming correct letters as these lessons progress. Ask your child if they remember what sound the letter makes. Remind them that in the video, the G grunts as he tries to lift heavy weights. Ask your child to repeat the sound a few times. Look around the room and point out something that begins with the letter. Ask your child if they see any other things that begin with it. Provide examples if needed. Next, give your child the tracing page. Demonstrate the correct direction for writing a capital (see direction worksheets if needed). Allow your child to trace the rest of the capital letters on the page and then work on writing their own in the lines provided. Repeat this process with the lower-case letters, explaining to your child that both letters stand for G and make the same sound.

Title of Lesson: Rainbow Giraffe Spots

Standards Taught: K.MP.6, K.CC.1, K.CC.4, K.CC.4.b, K.MD.3		
Materials: Paint, 10 Colors Giraffe printout paper Paintbrush	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 the song a few times until your child can sing it with you. Read a story you have about the zoo or zoo animals, or one from the library. Focus today on the sense of sight. After you read the story, hand it to your child and ask them to point out and name all the animals they see. Ask your child which animal is the tallest. (The giraffe) Discuss giraffes with your child. Some fun facts are: Giraffes come from Africa, they can be taller than three adults stacked on top of each other, they use their long necks to reach food other animals can't get to, like fingerprints on humans, giraffe's spot patterns are unique to each individual giraffe. Give your child the giraffe printout and ask them what is missing (the spots). Tell your child that today we are going to make a rainbow giraffe. Demonstrate for your child how to use the back of the paintbrush to make spots (dip it in paint, dip it onto paper). Allow your child to practice a time or two on the side of the paper. Next, ask your child to choose their first color. Ask them to make 10 spots on their giraffe in that color. When they are finished with 10 spots, wipe off the end of their brush and ask them to choose a second color. Repeat, asking your child to make only 10 spots with that color. Repeat the process until you have 10 colors, or 100 spots. Ask your child to count the spots on their giraffe. Observe their counting skills and notice where they start to struggle. If needed, count with them until they reach 100. Ask your child to help you clean up when finished.

Title of Lesson: Wing, Flipper, Fin

Standards Taught: K.ELA.L.1, K.ELA.5.c, K.ELA.6, K.ELA.SL.1, K.S.4, K.S.4.1, K.S.4.2.c		
Materials: Oval body cutout Shape cutouts, various shapes, colors, and sizes Background paper Glue 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 a few times until your child can sing it with you. Read a story you have about the zoo or zoo animals, or one from the library. Point out differences between animals. Some have wings, legs, fins, or flippers. Some have feathers, skin, or scales. Some are big and some a very small. Ask your child to describe the differences between a few animals they see and talk about why they are different. For example, fish have fins to help them swim while monkeys have long arms to swing in the trees. Give your child the supplies. Explain that they are going to “discover” a brand new animal today. Point out the large oval and tell them that they can start with this as the body. Ask your child to glue the body down. Next, ask your child to use their imagination. If they could make up any animal, what would it look like? Would it have fins or legs or wings or all of them? What color would it be? What would it do? Allow your child to use the materials to glue and decorate their animal. Ask your child to name some of the shapes they used. Ask your child to name their newly discovered animal. Have your child help you clean up when finished.

Title of Lesson: Zebra Cream

Standards Taught: K.ELA.RIT.6, K.ELA.FS.1.d, K.CC.3, K.RE.2.4, K.SS.Ci.2.1.a		
Materials: *Shaving cream Black paint	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. Read a story you have about the zoo or zoo animals, or one from the library. Ask your child if they can point out the author and illustrator's names on the front cover of the book. Discuss with your child what the author (writes the story) and illustrator (makes the pictures) do. Spray the shaving cream onto the work surface. The table top is great, or if you want to contain the mess, place it in a baking dish (not metal). Drizzle black paint on top of the shaving cream in a stripe pattern, like a zebra. Ask your child to tell you what animal the pattern reminds them of. Remind them of the rules (no throwing, cream stays on the table, don't touch your face, etc). Allow your child to play in the shaving cream, mixing and moving the paint and cream around with their hands. After they've played for awhile, ask your child to draw shapes in the shaving cream and name each one. Next, try numbers 0-20. Can your child write letters and name their sounds? What about their name? Ask your child to help you clean up when finished. Ask your child to wash their hands, too. *This is a messy sensory activity. If your child is uncomfortable with it, allow them to use a paintbrush to explore the cream and paint rather than their fingers.

Title of Lesson: Animal Hunt/Safari

Standards Taught: K.SS.C.1.2.f, K.S.1.2, K.S.4.1.b, K.S.4.2.c		
Materials:	Preparation:	Implementing the Lesson:
Two cardboard tubes (toilet paper tubes) Mother and Baby Animal Cards Printout Masking Tape Crayons, Markers, or Colored Pencils Scotch tape	Cover work space Randomly tape mother and baby animal cards around the room/house where your child will be able to find them	<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.</p> <p>Read a story you have about the zoo or zoo animals, or one from the library. Ask your child if they went on a safari, or animal hunt, at the zoo, what animals would they see? Are the animals all big or are there baby ones, too? What do the babies look like?</p> <p>Give your child the cardboard tubes, asking them to decorate them any way they like. When your child is finished, help them to tape the tubes together to form safari binoculars. Ask your child to hold their binoculars to their eyes and tell you what they see.</p> <p>Next, ask your child to go on a safari with you. Have them hunt for animals using their binoculars. Each time they find an animal card, ask them to bring it back to “base” where you started.</p> <p>When your child has found all of the animal cards, ask them to match the mother and baby animals so they can be together again. Ask your child what each animal may need (food, drink, and shelter) now that they are found and back together. Compare and contrast the characteristics of each animal family.</p> <p>Ask your child to help you clean up when finished.</p> <p>*If you are doing this activity with a large group, have them work together to find and match the animals, either taking turns to search, or searching together. You could also break them into groups or partnerships and hide animals cards for each group in a specific searching spot.</p>

Wizards

Story suggestions for this week:

The Magic Hat Shop by Sonja Wimmer

Dr. Witch's Animal Hospital by Shelia Bird

Songs for this week:

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!

The Witch Who Was Afraid of Witches by Alice Low

Usborne Young Readers: Stories of Wizards by Christopher Rawson

Abacadabra by Ingrid and Dieter Schubert

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

Title of Lesson: Letter of the Week Lesson Hh

Standards Taught: K.ELA.L.1.a, K.ELA.L.2.c, K.ELA.FS.1.a, K.ELA.FS.1.d, K.ELA.FS.3.a		
Materials: Leap Frog Letter Factory Video Tracing Letters and Numbers Practice Page “Hh” Pencil and Paper Optional: Chalk board and chalk or dry erase board and marker	Preparation:	Implementing the Lesson: Allow your child to watch the Leap Frog video. Tell your child that our letter of the week is the letter Hh. Ask them if they can write the letter (either capital or lower-case) and allow them to try to write it on their own on a chalkboard, whiteboard, or piece of paper. Praise your child for trying hard no matter the outcome. At this age, scribbles are normal and teach your child that the things we write stand for letters. Your child should progress into forming correct letters as these lessons progress. Ask your child if they remember what sound the letter makes. Remind them that in the video, the H is very hot and pants his sound. Ask your child to repeat the sound a few times. Look around the room and point out something that begins with the letter. Ask your child if they see any other things that begin with it. Provide examples if needed. Next, give your child the tracing page. Demonstrate the correct direction for writing a capital (see direction worksheets if needed). Allow your child to trace the rest of the capital letters on the page and then work on writing their own in the lines provided. Repeat this process with the lower-case letters, explaining to your child that both letters stand for H and make the same sound.

Title of Lesson: Lightning Bolt Hunt

Standards Taught: K.MD.1, K.MD.2, K.MD.3		
Materials:	Preparation:	Implementing the Lesson:
Lightning Bolt Hunt Printouts Tape	Before your child is watching, hang the lightning bolts, using the tape, throughout the preschool room. Make sure your child can reach each one.	<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.</p> <p>Read a story you have about wizards, witches, or magic, or one from the library. Ask your child what they know about wizards and witches. Talk about Wizard pets, their clothing, and what kinds of magic they can do. Ask your child what they think happens when a witch or wizard casts a spell. Are there sparkles? A big boom? Maybe the spell makes lightning?</p> <p>Tell your child that a wizard or witch has been casting spells and left lightning bolts all over the room. Point out one example. Ask your child to find as many lightning bolts as they can and bring them back to you. Allow your child to search until they find all of the bolts.</p> <p>Next, ask your child to look at the lightning bolts. Are they all the same? What is different? Explain that the wizard/witch must have cast different kinds of spells. Lay out the small, medium, and large labels and read them to your child. Ask your child to sort the lightning bolts by size, laying them by the correct label. Ask your child which pile has the most bolts. After sorting by size, ask your child to sort the small ones by color, then the medium, then the large. Discuss with your child what kinds of spells they think each lightning bolt is from.</p> <p>Ask your child to help you clean up when finished.</p>

Title of Lesson: Magic Potion Mix Up

Standards Taught: K.FS.1, K.MP.2, K.CC.3, K.OA.2, K.OA.5, K.G.1, K.G.3, K.G.4		
Materials:	Preparation:	Implementing the Lesson:
<p>Potion Recipes Printout</p> <p>Star cutouts (various colors and sizes matching those in the printout)</p> <p>*A large pot or bowl</p> <p>*A spoon</p>	<p>None</p>	<p>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.</p> <p>Read a story you have about magic, wizards, or witches, or one from the library. After the story, ask your child to name the types of magic that were in the story. Talk about wand magic, magic potions, and spells. Ask your child to briefly re-tell the story using the pictures as clues.</p> <p>Show your child the pot/bowl and spoon. Explain that today we will be mixing our own potions. Show your child the first potion recipe. Ask them to “read” the directions to you. Point to the first ingredient and ask them what color and size the star is and what number is beside it. Help as needed. Allow your child to count out that many of that star and add it to the recipe. Repeat with each ingredient until your child has added all of them to the “cauldron” and ask them to stir. When they have stirred their potion, tell your child what the name and purpose of the potion is. Then, dump out that potion and ask your child how many stars were used in all and which color stars was the biggest ingredient (which one has the most).</p> <p>When your child is ready, ask them to make the next recipe. Repeat until your child has had the chance to make each recipe.</p> <p>Ask your child to help you clean up when finished.</p>

Title of Lesson: Wizard Shapes Hat

Standards Taught: K.ELA.L.1, K.ELA.L.1.b, K.G.2, K.G.3, K.RE.2.3		
Materials: Large triangle cutout Paper rectangles matching the triangle cutout Various shape cutouts Glue Tape or stapler Marker, Pencil, or Crayon	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 and dance together. Read a story you have about magic, wizards, or witches, or one from the library. After the story, ask your child to hold the book and read it back to you. Point out the wizard or witch clothing in the story. Talk about cloaks and hats. Tell your child that today we will be making a wizard/witch hat. Give them the paper triangle cutout. Ask your child to write their name on the triangle, anywhere they like. Help as needed, but allow them to write on their own as much as possible. Next, give your child the glue and shape cutouts. Ask your child to glue the shapes onto their hat, anywhere they like. They can make a pattern, build a picture, or just randomly glue the shapes on. Have your child tell you the name of each shape they use. When your child is finished decorating their hat, help them to tape or staple the paper rectangles onto the bottom of the triangle and around your child's head, making the headband part of the hat. Make sure it fits your child's head and that no staples are scratching them. Ask your child to help you clean up when finished.

Title of Lesson: Magical Movement

Standards Taught: K.S.2.1.d, K.ELA.RL.9, K.S.1.1., K.S.1.1.1, K.S.1.1.2, K.S.1.1.3, K.S.1.1.5, K.S.1.2.3, K.S.2.1.b, K.S.3.1, K.S.3.1.a		
Materials:	Preparation:	Implementing the Lesson:
Dominoes A Flat Surface Squirt Gun		<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.</p> <p>Read a story you have about magic, wizards, or witches, or one from the library. After the story, ask your child if this story reminds them of any other stories they may have read before. Does it remind them of anything that has happened in their lives?</p> <p>Explain to your child that one kind of magic is movement. Ask them to describe the different ways things can move (e.g. slow/fast, up/down, left/right, roll, fall, push/pull, in zigzags, circles, or a straight line). Ask your child to give you an example of each kind of movement. Discuss what is making each of these things magically move. A bicycle, for example, moves because someone is pushing the pedals. Pushing the pedals faster makes the bike move faster. Explore each example with your child in this way.</p> <p>Give your child the dominoes. Explain that there are several ways we can make the dominoes move. Ask your child to push a domino across the table in these different ways: fast, slow, left, right, push, pull, zigzag, straight line, and twirl.</p> <p>Next, ask your child to set the dominoes upright in a line with each domino about $\frac{1}{2}$ in away from the next. Explain that when setting up dominoes this way we need to be careful. If we knock one down, they will all fall.</p> <p>Allow your child to push the first domino and knock them all down. Talk about the different movements that were created by the single push.</p> <p>Ask your child to set the dominoes up again. This time, ask your child to blow on the first domino until it falls and sets off the chain reaction. Discuss what was the same and what was different this time. Talk about the effects of the wind on different objects. The wind makes movement look magical because we cannot see the air moving but we see the objects move. Discuss some examples of objects that may move when the wind blows.</p> <p>Have your child set up the dominoes again. This time using a squirt gun knock down the first domino, setting off the chain reaction. Point out that like the wind, water sometimes moves objects. Discuss some examples of water moving objects (e.g. a stick floating in a stream). Allow your child to play and experiment as long as they like.</p> <p>Ask your child to help you clean up when finished.</p>

Monsters

Story suggestions for this week:

Nibbles the Book Monster by Emma Yarlett
Goodnight, Little Monster by Helen Ketteman
Monsters Love Colors by Mike Austin

Songs for this week:

The Monster Stomp

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!

This little monster has a big red nose (point to nose)
This little monster has purple toes (point to toes)
This little monster plays all night. (pretend to play)
This little monster is such a fright. (pretend to be scared)
And this little monster goes:
"Hee-hee-hee (pretend to laugh)
"I'm not scary, I'm just silly me!"

Monsters, monster everywhere!
Watch out! Be aware!
My only monster.
You make me happy,
When I am sad.
You'll never know dear,

Go Away, Big Green Monster! By Ed Emberley
Glad Monster, Sad Monster: A Book About Feelings by Ed Emberley and
Anne Miranda

Monsters, monsters may be weird.
Always feared!
I like that one, that one,
No that one!
Monsters, monsters way up high!
Monster, monsters,
Oh, so wonderful.
Monsters, monsters,
They are so beautiful!

(to the tune: Head, Shoulders, Knees and Toes)
Horns, fangs,
Knees and claws,
Knees and claws,
Knees and claws,
Horns, fangs,
Knees and claws
Eyes, ears, tail, and paws.
(point to each monster body part as you sing)

(to the tune: You are My Sunshine)
You are my monster,
How much I love you.
Please don't take
My monster away!

Title of Lesson: Letter of the Week Lesson Ii

Standards Taught: K.ELA.L.1.a, K.ELA.L.2.c, K.ELA.FS.1.a, K.ELA.FS.1.d, K.ELA.FS.3.a		
Materials: Leap Frog Letter Factory Video Tracing Letters and Numbers Practice Page “Ii” Pencil and Paper Optional: Chalk board and chalk or dry erase board and marker	Preparation:	Implementing the Lesson: Allow your child to watch the Leap Frog video. Tell your child that our letter of the week is the letter Ii. Ask them if they can write the letter (either capital or lower-case) and allow them to try to write it on their own on a chalkboard, whiteboard, or piece of paper. Praise your child for trying hard no matter the outcome. At this age, scribbles are normal and teach your child that the things we write stand for letters. Your child should progress into forming correct letters as these lessons progress. Ask your child if they remember what sound the letter makes. Remind them that in the video, the I sticky and icky. Ask your child to repeat the sound a few times. Look around the room and point out something that begins with the letter. Ask your child if they see any other things that begin with it. Provide examples if needed. Next, give your child the tracing page. Demonstrate the correct direction for writing a capital (see direction worksheets if needed). Allow your child to trace the rest of the capital letters on the page and then work on writing their own in the lines provided. Repeat this process with the lower-case letters, explaining to your child that both letters stand for I and make the same sound.

Title of Lesson: Monster Feelings

Standards Taught: K.MEH.1, K.SL.1.a, K.SL.1.b, K.SL.3, K.RL.2		
Materials:	Preparation:	Implementing the Lesson:
Monster Emotions Printout Monster Emotions Situations Printout	None	<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.</p> <p>Read a story you have about monsters, or one from the library. <i>Glad Monster, Sad Monster</i> is perfect for this activity as we are focusing on emotions today. Ask your child to tell you about a time when they felt glad, sad, and silly. Ask them why they felt those ways. What happened? Ask your child to name some other things that make them feel glad, sad, and silly.</p> <p>Give your child the monster feelings paddles. Ask them to name the emotion on each monster's face. Are they happy, sad, worried/afraid, angry, tired, or surprised? Ask your child to make a face matching each monster. Then, have them lay the paddles out in a row.</p> <p>Read a situation card to your child and ask them to hold up the paddle that represents how their monster would feel in that situation. For example, if someone took their toy, the monster could be angry or sad. Repeat with each situation card until you have gone through all of them. Occasionally ask your child what they could do to help their monster feel better. For example, if the monster is sad because someone took their toy, your child could share with the monster to help him/her feel better.</p> <p>Ask your child to help you clean up when finished.</p>

Title of Lesson: Hungry Monsters

Standards Taught: K.ELA.RL.7, K.MP.4, K.CC.3, K.CC.6		
Materials: Hungry Monsters Printout Playdoh or small objects (game pieces, cereal, chocolate chips, etc)	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. Sit down and sing it together. Read a story you have about monsters, or one from the library. Hand your child the story and ask them to flip through the pages, telling you about what happened in the story. Ask them to point out different monsters in the story. Ask your child what they think monsters eat. Their answers may range from silly to scary. Let them be creative. Show your child the hungry monsters and explain that today we are going to feed them. Explain that each monster is a different level of hungry, so we won't feed them all the same. Point out the number on each monster mat and ask your child to name each one and count to it. Next, give your child the playdoh or small objects to feed their monsters. If you are using playdoh, explain that your child can mold it into small balls to get the correct amount for each monster. Turn all the mats upside down in random order. Ask your child to choose one. Have your child look for the number on that mat and "feed" the monster that many pieces. Repeat with each mat. Ask your child which monster is the most hungry (has the most pieces to eat) and the least hungry (has the least). Ask your child to help you clean up when finished.

Title of Lesson: A Monster a Day

Standards Taught: K.ELA.L.1, K.ELA.1.b, K.SS.C.1.2.b		
Materials:	Preparation:	Implementing the Lesson:
Monster Days of the Week Printout Glue Scissors	Cover work surface	<p>Sing the Days of the Week Song with your child. Repeat it a few times until your child can sing along with you.</p> <p>Read a story you have about monsters, or one from the library.</p> <p>Show your child the weekly calendar and ask them if they know what it does. Explain that calendars help us to know what day it is. We can also use calendars to write down the things we do on those days.</p> <p>Show your child the monsters. Point to the first day of the week on the calendar. Explain that this day is called Sunday. Ask your child to find the Sunday monster and glue it onto the Sunday square on the calendar. Point out to your child some of the things your family normally does on a Sunday. Ask your child to write or draw their favorite thing to do one that day below the monster. Repeat for each day of the week.</p> <p>Sing the Days of the Week Song again, pointing to each day on the calendar as you sing.</p> <p>Ask your child to help you clean up.</p>

Title of Lesson: Monster Rhymes

Standards Taught: K.ELA.SL.3, K.ELA.RIT.4, K.ELA.RIT.7, K.ELA.FS.2.a, K.ELA.FS.d		
Materials: Monster Rhyming Printout Tape	Preparation: Cut out the monster. Cut the hole in the monster's mouth. Cut apart the rhyming cards Place the monster somewhere where he can be upright with his mouth open. You can tape him to a low wall, chair, or box	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. Read your child a story you have about monsters, or one from the library. A book that rhymes would be perfect for today. If you use a rhyming book, ask your child if they heard any words that sounded the same as each other. If not, point out a word that is easy to rhyme (cat, hat, bat) and help your child to rhyme it with something. Explain that when two words rhyme, the ending sounds are alike. Give an example or two. Show your child the monster cutout. Explain that this is a rhyme monster and that he only eats rhymes. Spread out the rhyming cards in random order face up. Explain to your child that these cards each have a rhyme. Ask your child to choose a card and tell you what it says. They can read the word or look at the picture. Next, ask your child to find another card that has a word that sounds like the word on the card they are holding. For example, if they have cat, they must find bat. Rhyming is a difficult concept so your child may need some help. If they seem to be struggling choose a few cards and say them out loud. Ask them if each word sounds like the one they are holding. Help them until they find the correct rhyme. Once your child finds a rhyming pair, they may "feed" their monster the rhyming cards. Repeat until all the cards have been fed to the monster. Play again if your child would like to keep practicing. Ask your child to help you clean up when finished.

Halloween

Story suggestions for this week:

Big Pumpkin by Erica Silverman

The Little Old Lady Who Was Not Afraid of Anything by Linda Williams

The Night Before Halloween by Natasha Wig

Ladybug Girl and the Dress-up Dilemma by Jacky Davis

Songs for this week:

(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.

Pete the Cat Trick or Pete by Kimberly and James Dean

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

I'm a little pumpkin, short and stout.

Here are my eyes and here is my mouth.

When it's Halloween and you are out,

Just lift my lid and hear be shout!

Boo!

There was an old lady in a pointed hat (point at head)

She came to my door with a rap-a-tap-tap (pretend to knock)

I opened the door to see who was there.

She jumped on her broom and flew through the air (point at sky)

(to the tune: Are You Sleeping?)

Bats are sleeping.

Bats are sleeping.

Upside down, upside down.

Waiting for the night to come

Waiting for the night to come.

Then they fly around, then they fly around.

Title of Lesson: Letter of the Week Lesson Jj

Standards Taught: K.ELA.L.1.a, K.ELA.L.2.c, K.ELA.FS.1.a, K.ELA.FS.1.d, K.ELA.FS.3.a

Materials:

Leap Frog Letter
Factory Video

Tracing Letters and
Numbers Practice
Page “Jj”

Pencil and Paper

Optional: Chalk
board and chalk or
dry erase board and
marker

Preparation:

Implementing the Lesson:

Allow your child to watch the Leap Frog video.

Tell your child that our letter of the week is the letter Jj. Ask them if they can write the letter (either capital or lower-case) and allow them to try to write it on their own on a chalkboard, whiteboard, or piece of paper. Praise your child for trying hard no matter the outcome. At this age, scribbles are normal and teach your child that the things we write stand for letters. Your child should progress into forming correct letters as these lessons progress.

Ask your child if they remember what sound the letter makes. Remind them that in the video, the J likes to jump. Ask your child to repeat the sound a few times.

Look around the room and point out something that begins with the letter. Ask your child if they see any other things that begin with it. Provide examples if needed.

Next, give your child the tracing page. Demonstrate the correct direction for writing a capital (see direction worksheets if needed). Allow your child to trace the rest of the capital letters on the page and then work on writing their own in the lines provided. Repeat this process with the lower-case letters, explaining to your child that both letters stand for J and make the same sound.

Title of Lesson: Witch's Brew

Standards Taught: K.SS.1.2.d, K.MP.1, K.MP.7, K.CC.1, K.CC.4.c, K.CC.6, K.OA.1, K.OA.2

Materials:	Preparation:	Implementing the Lesson:
*Large pot or pan Die Witch's Brew Printout Scissors Pencil	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.</p> <p>Read a story you have about Halloween, or one from the library. Ask your child to tell you what the story was about. Discuss with your child some of the things your family does for Halloween. Talk about different characters of Halloween (ghosts, goblins, jack-o-lanterns, bats, and witches). Ask your child to tell you one thing about each of them.</p> <p>Discuss witch's brew. Talk about how a witch has magic and sometimes makes potions to use their magic. They put icky things in their potions like spiders and frogs legs. Remind your child of scissor safety rules and ask them to cut out the ingredients for their brew.</p> <p>Next, give your child the witch's brew recipe sheet and die. Allow your child to make their witch's brew by rolling the die. Each time, ask them to tell you how many dots are on the top face of the die, find that number on the recipe sheet, and add the corresponding ingredient to their brew. For example, if your child rolls a 2, they should add a bat's wing to the pot or pan.</p> <p>After adding each ingredient, ask your child to make a mark beside the one they added to their brew on the <i>My Witch's Brew</i> paper. When your child feels like their brew is ready, ask them to count the total marks beside each ingredient and write the total down in the box. Ask your child which ingredient they have the most of. Do they have an equal amount of any two ingredients? Ask your child what kind of brew they made. How many bat's wings would you have if there were one more added?</p> <p>Ask your child to count as high as they can. Note where they have numbers mastered and where they could use more help.</p> <p>Ask your child to help you clean up when finished.</p>

Title of Lesson: Halloween Day/Halloween Night

Standards Taught: K.ELA.SL.b, K.ELA.W.3, K.RE.2.3, K.SS.1.2d, K.SS.3, K.SS.3.2, K.SS.3.2.a, K.S.2.2, K.S.2.2.a, K.S.2.2.b, K.S.2.2.c

Materials:	Preparation:	Implementing the Lesson:
Light blue and dark blue background papers Moon cutout Sun cutout Crayons/Markers Glue Flashlight Globe	Cut a sun out of yellow paper and a moon out of white 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 with your child.</p> <p>Read a story you have about Halloween, or one from the library. After the story, ask your child to “read” it back to you. Ask your child to hold the book and tell you what is happening on each page.</p> <p>Ask your child to tell you about Halloween day. What do we do (party, dress up, visit family or friends)? What about Halloween night (trick-or-treat, scary movies, sleep, eat candy). Talk about the difference between day and night on Halloween. Talk about what Halloween looks and feels like. Is it silly, scary, or fun?</p> <p>Discuss how night is always dark but the day always brings the light back. Point out that night is colder than the day. Explain that this is because the sun keeps us warm. When the sun is on the opposite side of the earth, a shadow falls over us and it gets colder. Demonstrate this with a flashlight and globe.</p> <p>Give your child the art supplies. Ask them to glue the moon cutout onto the dark blue “night” paper and the sun cutout onto the light blue “day” paper. Ask your child to draw daytime Halloween things on the day paper and nighttime Halloween things on the night paper. Ask your child to tell you about each of their pictures and discuss their favorite activity for each day and night.</p> <p>Ask your child to help you clean up when finished.</p>

Title of Lesson: Candy Count

Standards Taught: K.MP.2, K.MP.3, K.NP.4, K.MP.5, K.CC.1, K.CC.4, K.MD.1, K.MD.2

Materials:	Preparation:	Implementing the Lesson:
<p>20 pieces or your child's trick or treat candy (or candy you bought)</p> <p>Candy Graph Printout, adjusted to your type of candy</p> <p>Pencil</p>	<p>None</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.</p> <p>Read a story you have about Halloween, or one from the library. Ask your child to tell you about last year's Halloween. What did they dress up as? What did they do? What was their favorite part? Ask them if they got a lot of candy. Talk about different kinds of candy they got while trick-or-treating, or which ones they would like to get this year.</p> <p>Give your child the candy graph paper and pencil. Tell them that they get to do a project with their candy, but that they can't eat it yet. Read the types of candy listed at the bottom of the graph to your child. Give your child the 20 pieces of candy and ask them to sort into the correct column of the graph.</p> <p>After they sort the candy, ask your child to count the amount of candy in each column, color in that many boxes in that column, and write the number below the column in the provided box. Ask your child to tell you which candy they have the most of.</p> <p>Next, ask your child to sort the candy by size. Are there small and large chocolates or suckers? Is the candy all the same length or weight? Talk about how the candies are different and the same. Last, ask your child to look at the labels on each candy and point out any letters or words they recognize. What is each candy called? Ask your child to count the total number of candies.</p> <p>Allow your child to eat some of their treats (optional).</p> <p>Ask your child to help you clean up when finished.</p>

Title of Lesson: Pumpkin Seed Math

Standards Taught: K.CC.3, K.OA.1, K.OA.2, K.OA.5		
Materials:	Preparation:	Implementing the Lesson:
Pumpkin seeds Pumpkins Seed Counting Printout Number flashcards 1-20	Place the number cards 1-10 in a hat or bowl	<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.</p> <p>Read a story you have about pumpkins, or one from the library. Ask your child to point out the author and illustrator's names and describe what each of them does. The author writes the story and the illustrator makes the pictures.</p> <p>Talk about Halloween decorations with your child. Discuss the season of fall and the fact that Halloween takes place in the fall so many of the decorations are fall things. Talk about leaves, wreaths, and pumpkins with your child, allowing them to share their experiences with the decorations they have seen that represent fall.</p> <p>Give your child the pumpkins printout and ask them to choose a number card out of the hat/bowl. Ask your child to count that many seeds and add them to the first pumpkin, discussing how there are seeds inside of pumpkins. (Remind your child of carving their pumpkin and all the seeds they found inside). Allow your child to choose a second number card and add that many seeds to the second pumpkin. For example, if your child chose 5 and then 2, the first pumpkin would have 5 seeds and the second would have 2. Ask your child to count the total number of seeds they have used in both pumpkins. For our example, the answer would be 7. Clear the pumpkins of seeds and allow your child to play again until they have used all of the number cards.</p> <p>Next, add number cards 11-20 into the hat/bowl and place 1-10 back into the hat/bowl. Ask your child to choose two numbers this time and place the largest number next to the first pumpkin and the smallest next to the second. Have your child count seeds for the first pumpkin. Then, ask your child to take away seeds equal to the number on the second card and tell you how many are left. For example, if your child chooses a 15 and 8, they would place 15 seeds on the first pumpkin, then remove 8, leaving a total of 7. Clean the pumpkins and play again until your child has used all the number cards.</p> <p>Ask your child to help you clean up when finished.</p>