

Hello and Goodbye

Tuesday, September 11

START YOUR DAY

Indicators: social/emotional SE1.1, language/literacy L1.1, L2.1, L2.2, L2.3, math M1.1, science SC1.1, SC4.1, social studies SS1.1, SS4.1

Materials from Kit: Calendar Grid/Pieces, Weather Display/Pieces

Suggested Materials: dry erase marker

Greeting/Welcome: Have children help you take attendance. Who is here today? Who is absent?

Calendar Time: Fill in the blanks at the top of the Calendar Grid. Place today's Calendar Piece on the grid and say today's date. How many cards have apples on them?

Weather Observation: Discuss today's weather. Move the clips to the appropriate spots on the sides of the display, and place the corresponding Weather Card on the correct day of the week.

Daily Review: Create the sign language symbol for *school* (p. 4) together.

Pledge of Allegiance: Say the Pledge of Allegiance together, if desired.

DAILY BASICS: Sandbox Circles/Letter A Word Cards

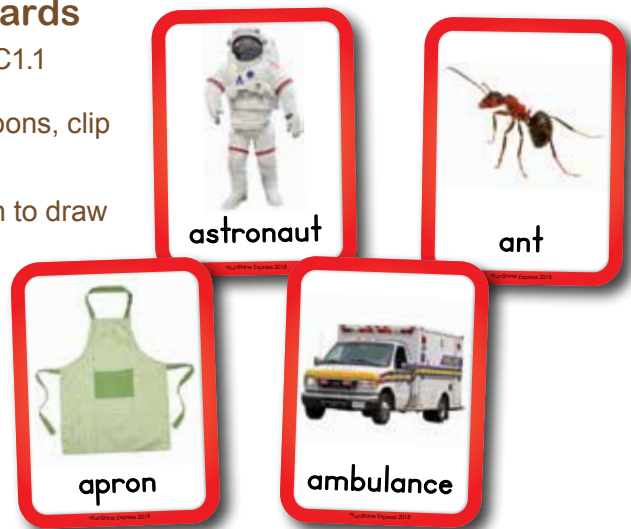
Indicators: math M2.1, language/literacy L3.3, L3.4, L4.1, science SC1.1

Materials from Kit: Letter A Word Cards (Teacher Pack)

Suggested Materials: craft sticks, unsharpened pencils, straws, spoons, clip

Number, Color, or Shape: Reinforce the circle shape. Invite children to draw circles in a sand box or sand table with their fingers. Add craft sticks, unsharpened pencils, straws, or spoons to use for drawing.

More Letter A: Bring out the Letter A Word Cards and show them to the children. Ask children to name the picture on each card. If children are unfamiliar with an item, introduce it to them. All the pictures on the cards begin with the letter A! Make the /a/ sounds together. Post the Word Cards near the Letter A Display or clip the cards together and store them for future alphabet activities.



MOVEMENTS: Personal Space

Indicators: physical/health PD2.1, PD2.2, social/emotional SE4.1

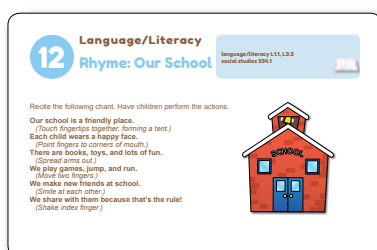
Materials from Kit: Movement Card 11



STORYTIME: Storyline Recall

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, L3.1, L3.2, approaches to learning AL4.1

Suggested Materials: featured children's book



SONGS/RHYMES: Our School

Indicators: language/literacy L1.1, L3.3, social studies SS4.1

Materials from Kit: Songs/Rhymes Card 12

Choose a featured story that has a storyline to reread to the children. Afterwards, ask, "What happened at the beginning of the story? What happened in the middle of the story? How did the story end?"

Hello and Goodbye

Tuesday, September 11 (continued)

DISCUSS/DO: Classroom Rules

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, social studies SS3.2, SS4.1, social/emotional SE1.3, SE2.2, SE3.2, SE4.1

Suggested Materials: Pockets the Bear

Things to Talk About: Preschool children are just learning self-regulation. Talk about your classroom rules and expectations. Explain that you are the teacher, and that you and the other adults in your setting are in charge. The children are expected to listen to you and follow your directions so everyone can learn and stay safe. Ask children, “Do you know some rules that everyone should follow at school?” Suggestions might include raising a hand during group time in order to have a turn speaking, keeping our hands to ourselves, using listening ears, putting materials away when we are done with them, sharing with others, and waiting patiently for a turn. Having set boundaries will help children know what is expected of them, and will also establish a sense of order in your setting. Preschool children will need guidance often with managing their feelings and emotions.

Things to Do: Bring out Pockets the Bear (p. 20) to reinforce your classroom rules. Invite children to teach him the rules of your setting. He may even have some questions about why you have certain rules that the children can answer. Stuffed animals and puppets can be great tools for introducing new concepts! Continue your discussion about rules using the Preschool Rules LCM below.

SOCIAL/EMOTIONAL

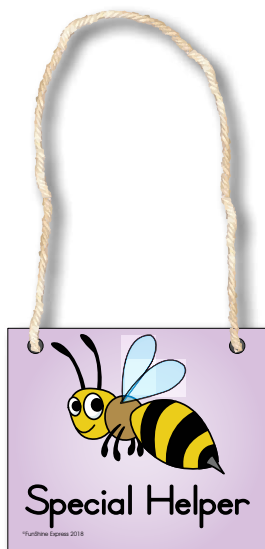
Special Helpers

Indicators: social/emotional SE1.2, SE1.3, SE2.1, social studies SS3.2, SS4.1

Materials from Kit: Special Helper Cards (Starter Pack)

Suggested Materials: paper punch, yarn

Separate the Special Helper Cards. Use a paper punch to punch holes in the top corners of each card. Thread yarn through the holes and tie to create a lanyard for each card. The cards can be used throughout the year.



As you carry out daily tasks such as passing out papers and art supplies, setting or clearing the table, or holding the door open, designate children to be your helpers. Give them one of the cards to wear around their necks while they help with the task. When the job is complete, thank them for their help!

Individualize: Be sure to include all children as helpers—even those with special needs. Create tasks that are designed to showcase the children’s individual abilities.

✓ SOCIAL STUDIES

Preschool Rules Learning Center Material

Indicators: social studies SS3.2, SS4.1, social/emotional SE1.2, SE1.3, SE2.2, SE3.2, SE4.1

Materials from Kit: Preschool Rules LCM (Teacher Pack)

Suggested Materials: scissors, tape

Cut out the Preschool Rules LCM, and display the poster at the children’s eye level. Read the title of the poster as you underline it, and read through each of the rules. After naming each rule, talk about why the rule is important to follow. Discuss scenarios in which some of the rules apply. For example, ask children if they can think of times when they may need to listen quietly. How will they know when they can have a turn to talk? Explain that in school, it is helpful for children to follow the rules so everyone can learn and participate. Are there other rules you would like to introduce in your setting? Refer to the poster often during the day, and praise children when you see them following the rules.



Observation: Do the children show understanding of each rule by explaining why the rules are important? Do the children follow the rules most of the time in your setting?

TRANSITION

Instruct each child to find something *rojo/red*, in the room before dismissing the group to the next activity.

Hello and Goodbye

Tuesday, September 11 (continued)

CREATIVE ARTS: Back to School Backpack

Indicators: creative arts CA1.1, CA4.2, physical/health PD3.3, language/literacy L4.1

Materials from Kit: teal paper, paper bags, library pockets, stickers

Suggested Materials: scissors, glue, tape, writing tools, crayons OR markers

Please note: This backpack is ornamental only. It is not meant to be carried on the children's backs. If they place items in the bag to carry, have them hold the backpack by the top of the bag.

1. Give each child one library pocket. Offer writing tools, and assist children in printing their names on the indicated space on the pocket.
2. Divide the paper bags among the children. Offer glue, and have children attach the pocket to the front of the bag where they desire. Offer crayons or markers for children to add further decoration as they like. Open the bag, and fold down the top (see graphic). Divide the stickers among the children to place where they wish on the bag.
3. Give each child one sheet of teal paper. Have children cut two strips from the length of their papers, about 1 1/2" wide. On the backside of the bag, tape the two strips at the top and bottom to resemble backpack straps. The children may wish to use the remaining paper to create a latch on the front of the backpack as well. Display the Back to School Backpacks on a shelf in your setting. The children may also choose to use them to carry today's papers or artwork home at the end of the day.

Individualize: Assist younger children with printing their names. Seeing their names in print will help them learn to identify the letters in their names. Help with assembly as needed.



MATH

Line up

Indicators: math M1.1, M2.2, M4.3, language/literacy L2.2

Have several children stand in a line. Name the children who are in the front and the back or name the first, middle, and last children. Then, have all the children change positions, and ask each child in the line to name his new position. Repeat several times, making sure each child in your group has an opportunity to play. Work on ordinal counting also. Who is first in line? Second? Third?

Individualize: Some children may not yet understand the concepts of *first*, *middle*, and *last*. You may wish to introduce this concept using just *first* and *last*.



NOTES

END YOUR DAY

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, math M1.1, M2.1, M4.2, social/emotional SE1.2, social studies SS1.1

Discussion Recap

Number/Color/Shape Review

Letter Reinforcement

Favorite Activities from Today

What's Coming Next