



Preschool

PRESCHOOL
FOR THREES
Teacher's Guide

Table of Contents

Lesson 1.	pg7	Lesson 28.	pg96
Lesson 2.	pg10	Lesson 29.	pg99
Lesson 3.	pg14	Lesson 30.	pg103
Lesson 4.	pg17	Lesson 31.	pg106
Lesson 5.	pg21	Lesson 32.	pg110
Lesson 6.	pg24	Lesson 33.	pg113
Lesson 7.	pg28	Lesson 34	pg117
Lesson 8.	pg31	Lesson 35.	pg120
Lesson 9.	pg35	Lesson 36.	pg124
Lesson 10.	pg39	Lesson 37.	pg127
Lesson 11.	pg42	Lesson 38	pg131
Lesson 12.	pg45	Lesson 39.	pg134
Lesson 13	pg49	Lesson 40.	pg137
Lesson 14	pg52		
Lesson 15.	pg55		
Lesson 16	pg57		
Lesson 17.	pg60		
Lesson 18.	pg64		
Lesson 19.	pg67		
Lesson 20.	pg70		
Lesson 21.	pg74		
Lesson 22.	pg77		
Lesson 23.	pg81		
Lesson 24	pg84		
Lesson 25.	pg88		
Lesson 26	pg91		
Lesson 27.	pg94		

LESSON 1

Learning Objectives and Standards:

Language Arts

- Introduce the letter Aa
- Identify words that start with the letter Aa (e.g., apple, ant, animal, arrow, etc.)
- Trace the letter Aa and color a picture of an apple

naeyc - 2.C.03

- Children are provided varied opportunities and materials that support fine-motor development.

naeyc - 2.D.03

Children have varied opportunities to develop competence in verbal and non-verbal communication by

- Responding to questions.

naeyc - 2.D.07

- Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.

Phonics

- Introduce the /a/ sound
- Identify words that start with the /a/ sound (e.g., apple, ant, antelope, etc.)
- Trace the letter Aa and see the Aa at the beginning of words

naeyc-2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- Children are helped to identify letters and the sounds they represent
- Children are helped to recognize and produce words that have the same beginning or ending sounds

Reading

- Listen to a story

naeyc-2.E.04

Children have varied opportunities to

- be read books in an engaging manner in a group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs.
- be read to regularly in individualized ways including one-to-one or in small groups of two to six children.
- be read the same book on repeated occasions.
- engage in conversations that help them understand the content of the book.

naeyc-2.E.03

- Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize,

and use print that is accessible throughout the classroom: Materials are labeled.

naeyc-2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- Children are helped to identify letters and the sounds they represent

Math

- Introduce the number 1
- Identify household items that are in groupings of one or have the number 1
- Trace the number 1 and color the number 1

naeyc-2.C.03

- Children are provided varied opportunities and materials that support fine-motor development.

naeyc-2.F.02

- Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols.

Social Studies

- Learn about different types of weather
- Learn about the four seasons

naeyc - 2.D.03

- Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions.

naeyc - 2.L.05

- Children are provided varied opportunities and materials to learn about the community in which they live.

naeyc - 2.D.07

- Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.

Shapes

- Introduce the circle shape
- Identify circular objects in the home

naeyc-2.C.03

- Children are provided varied opportunities and materials that support fine-motor development.

naeyc - 2.F.03

- Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.

Colors

- Introduce the color green
- Identify green objects

naeyc-2.C.03

- a. Children are provided varied opportunities and materials that support fine-motor development.

naeyc - 2.F.03

- a. Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.

Health & Safety

- Discuss personal hygiene (i.e, brushing teeth, washing hands, etc.)

naeyc - 2.B.04

- a. Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.

naeyc - 2.D.07

- a. Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.

Materials Needed:

- Student worksheets
- A book of your choice
- Crayons, markers, or colored pencils
- Toothbrush
- Sheets of paper

Lesson Plan:

Language Arts: Introduce the letter Aa. Some children this age may be able to identify and remember letters; however, others will not. Help students understand the concept that letters are used to form words. Review the letters throughout the week by pointing out examples of the letter in print and when words are mentioned that start with the letter. With vowels, you may explain that the letter has a short and long sound and compare words such as “apple” and “arrow” to provide

examples. Some students may be too young to retain the information, but repeated exposure to letters and sounds will eventually provide the foundation for retention and understanding. If any students have names with the letter Aa in them, write the name and point out the Aa. Students should complete the Lesson 1 Language Arts Worksheet in which they trace the letter Aa and color an apple.

Phonics: Continue developing understanding of the /a/ sound by providing more examples of words that begin with the /a/ sound. As students begin to understand the sound, they may be able to come up with examples themselves. Look around the house or classroom, outside during walks, and at images in books or magazine for items that start with Aa or the /a/ sound. Students should complete the Lesson 1 Phonics Worksheet in which they trace the letter Aa and see the Aa at the beginning of words.

Reading: Read a book of choice to students. Books may be bought or found at the library, or you may have a collection of books at home. We provide suggestions for classic nursery rhymes throughout the curriculum, which can be found online, borrowed from a library, or purchased. It is recommended that you read the stories repeatedly, until students begin to memorize the words. Stories and songs with actions are especially helpful for preschool-aged children, as muscle

memory of the movements helps children retain the information. It's recommended that you read the weekly book selection throughout the week and revisit it throughout the year.

Math: Introduce the number 1. Write the number for students to see its shape, and then look for examples of the number (e.g., on a clock, digital or analog, calendar, etc.). Explain that the number 1 means a single item. Tell students they are each one child. Find examples of items with just one in the home or classroom. Ask students how many noses they have. One. Ask students how many mouths they have. One. Consider other questions that will have the answer *one*. Have students complete the Lesson 1 Math Worksheet in which they trace the number 1, count the ducks, and color the number 1.

Social Studies: Throughout the year, students will be learning about weather and the four seasons of summer, fall, winter, and spring. Talk with students about different types of weather (e.g., hot, cold, breezy, windy, rain, sleet, snow, etc.). Tell students that summer weather is usually hot and sunny. In the fall, the temperature tends to get cooler, the leaves on the trees change colors, and the winds may pick up. It is usually cold during the winter and there may be rain, sleet, or even snow. And in the spring, there is more rain, and as it gets warmer, trees and plants again grow and turn green. Have students

complete the Lesson 1 Social Studies Worksheet 1a in which they color pictures of different types of weather and Lesson 1 Social Studies Worksheet 1b in which they cut out four pictures of different seasons and put them in order of summer, fall, winter, and spring.

Shapes: Introduce the circle shape. Draw a circle. Have students trace the shape with their fingers. Look for circular shapes in the home or classroom. Look for circular shapes outside during walks or in the yard. Ask students to name the shape of things you see that are circles (e.g., clock, lamp shades, wheels, tables, dog food bowls, cans, glasses, etc.). Throughout the week, watch for examples of circles.

Colors: Introduce the color green. Show students examples of the color green, and then ask them to find things in the home or outdoors that are green. Explain that there may be different shades of green (e.g., dark green, light green, etc.). After pointing out several things that are green, students will be able to find other examples. Throughout the week, point out green items inside, outside, in books or magazines, or anywhere else.

Health & Safety: Discuss personal hygiene, which may include brushing teeth, washing hands and taking daily baths or showers. For brushing teeth, show students how to properly brush front and back for at least two minutes. Singing a song like the "Happy Birthday

LESSON 14

Learning Objectives and Standards:

Language Arts

- Introduce the letter Jj
- Identify household items that start with the letter Jj (e.g., jacket, jewelry, junk food, etc.)
- Trace the letter Jj and color a picture of a jaguar

naeyc - 2.C.03

- Children are provided varied opportunities and materials that support fine-motor development.

naeyc - 2.D.03

Children have varied opportunities to develop competence in verbal and non-verbal communication by

- responding to questions.

naeyc - 2.D.07

- Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.

Phonics

- Introduce the /j/ sound
- Identify animals that start with the /j/ sound (e.g., jaguar, jack rabbit, jelly fish, etc.)
- Trace the letter Jj and see the Jj at the beginning of words

naeyc - 2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- Children are helped to identify letters and the sounds they represent
- Children are helped to recognize and produce words that have the same beginning or ending sounds

Reading

- Listen to the nursery rhyme "Jack and Jill"

naeyc-2.E.04

Children have varied opportunities to

- be read books in an engaging manner in a group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs.
- be read to regularly in individualized ways including one-to-one or in small groups of two to six children.
- be read the same book on repeated occasions.
- engage in conversations that help them understand the content of the book.

naeyc-2.E.03

- Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom: Materials are labeled.

naeyc - 2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- Children are helped to identify letters and the sounds they represent

Math

- Use household items to count to six
- Practice grouping

naeyc - 2.C.03

- Children are provided varied opportunities and materials that support fine-motor development.

naeyc-2.F.02

- Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols.

Social Studies

- Discuss clothing that should be worn when the weather turns cold

naeyc - 2.D.03

Children have varied opportunities to develop competence in verbal and non-verbal communication by

- responding to questions.

naeyc - 2.L.05

- Children are provided varied opportunities and materials to learn about the community in which they live.

naeyc - 2.D.07

- Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.

Colors

- Introduce the color purple
- Identify the color purple in household items

naeyc - 2.C.03

- Children are provided varied opportunities and materials that support fine-motor development.

naeyc - 2.F.03

- Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.

Arts & Crafts

- Create a picture collage of toys
- Practice grouping using images

naeyc - 2.C.03

- a. Children are provided varied opportunities and materials that support fine-motor development.

naeyc - 2.F.03

- a. Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.

Outside Activity

- View students' shadows
- Identify ways to make the shadow grow and shrink

naeyc - 2.C.04

Children have varied opportunities and are provided equipment to engage in large motor experiences that:

- c. stimulate a variety of skills.
- d. enhance sensory-motor integration.
- f. develop controlled movement (balance, strength, coordination).
- g. enable children with varying abilities to have large-motor experiences similar to those of their peers.

naeyc - 2.F.04

- a. Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.

Materials Needed:

- Student worksheets
 - Crayons, markers, or colored pencils
 - Books or magazines
 - Dried beans, coins, raisins, grapes, etc.
 - Magazines to find toy images
 - Glue
 - Construction paper
- Optional: A flashlight

Lesson Plan:

Language Arts: Introduce the letter Jj. Some children this age may be

able to identify and remember letters; however, others will not. Help students understand the concept that letters are used to form words. Review the letters throughout the week by pointing out examples of the letter in print and when words are mentioned that start with the letter. Have students trace the letters with their fingers. Have students create the shape of the upper or lower-case letter with their bodies. Say words such as “juice” to provide examples of words that start with the letter. Some students may be too young to retain the information, but repeated exposure to letters and sounds will eventually provide the foundation for retention and understanding. If any students have names with the letter Jj in them, write the name and point out the Jj. It may be helpful to provide examples of other names that start with the letter J, as well. Students should complete the Lesson 14 Language Arts Worksheet in which they trace the letter Jj and color a jaguar.

Phonics: Continue developing understanding of the /j/ sound by providing more examples of words that begin with the /j/ sound. As students begin to understand the sound, they may be able to come up with examples themselves. Look around the house or classroom, outside during walks, and at images in books or magazines for items that start with Jj or the /j/ sound. Students should complete the Lesson 14 Phonics Worksheet in which they

trace the letter Jj and see the Jj at the beginning of words.

Reading: Teach students the nursery rhyme “Jack and Jill”

“Jack and Jill”

by Samuel Arnold

Jack and Jill went up the hill

To fetch a pail of water.

Jack fell down and broke his crown;

And Jill came tumbling after.

Jack got up, and home did trot;

As fast as he could caper

To old Dame Dob, who patched his nob

With vinegar and brown paper.

Jack and Jill went up the hill

To fetch a pail of water.

Jack fell down and broke his crown;

And Jill came tumbling after

Math: Review the number 6. Practice counting and grouping to six using items such as dried beans, or coins. Foods such as raisins or grapes may be used, too, and then students may eat the foods after completing the practice activity. Students should complete the Lesson 14 Math Worksheet in which they circle the group of six trucks.

Social Studies: Discuss clothing that should be worn when the weather turns cold. Talk about wearing shirts with long

sleeves, sweatshirts and sweaters, jackets, pants, and warm socks. Talk about how some areas get snow or rain and sometimes snow boots or rain boots might be the best shoes. Gloves or mittens and beanies or other warm hats might even be needed if it gets cold enough. Ask students what kinds of clothes they like to wear when it is cold. Have students complete the Lesson 14 Social Studies Worksheet in which they draw a line between the item and part of the body it should be worn.

Colors: Introduce the color purple. Find the color purple in household items. Look for purple clothing on students and talk about purple items such as grapes and lavender.

Arts & Crafts: Create a picture collage of toys. Use magazines to cut out pictures of fun toys. Have students group the toys in some way (color, type of toy, etc.) and glue the pictures to construction paper to make a collage.

Outdoor Activity: On a sunny day, take students outside to see their shadows. Show students how the shadow moves when they move. Have fun. You may show students how to make hand puppet shadows. This can also be done with a flashlight in a dark room indoors. Then, have students complete the Lesson 14 Outdoor Activity Worksheet in which they draw a line between animals and their shadows.

LESSON 30

Learning Objectives and Standards:

Phonics

- Review the letter Tt and /t/ sound
- Review the concept of rhyming
- Identify words that rhyme with tall (e.g., fall, call, mall, ball, wall, etc.)

naeyc - 2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- Children are helped to identify letters and the sounds they represent.
- Children are helped to recognize and produce words that have the same beginning or ending sounds.

Reading

- Listen to a rhyming story

naeyc-2.E.04

Children have varied opportunities to

- be read books in an engaging manner in a group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs.
- be read to regularly in individualized ways including one-to-one or in small groups of two to six children.
- be read the same book on repeated occasions.
- engage in conversations that help them understand the content of the book.

naeyc-2.E.03

- Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom: Materials are labeled.

naeyc - 2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- Children are helped to identify letters and the sounds they represent

Math/Matching

- Match animals to their habitats

naeyc - 2.F.02

- Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols.

Science

- Match the item to the object it is used to make

naeyc - 2.D.06

- Children have varied opportunities and materials that encourage them to have discussions to solve problems that are related to the physical world.

Social Studies

- Cut out summer and winter pictures
- Practice sorting and matching

naeyc - 2.D.03

Children have varied opportunities to develop competence in verbal and non-verbal communication by

- responding to questions.

naeyc - 2.D.06

- Children have varied opportunities and materials that encourage them to have discussions to solve problems that are related to the physical world.

naeyc - 2.D.07

- Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.

naeyc - 2.L.05

- Children are provided varied opportunities and materials to learn about the community in which they live.

Colors

- Discuss associations of white with winter

naeyc - 2.C.03

- Children are provided varied opportunities and materials that support fine-motor development.

naeyc - 2.F.03

- Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.

Arts & Crafts

- Create paper snowflakes

naeyc - 2.C.03

- Children are provided varied opportunities and materials that support fine-motor development.

naeyc - 2.F.03

- Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.

Health & Safety

- Discuss winter clothing and safety

naeyc - 2.B.04

- Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.

naeyc - 2.D.07

- a. Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.

Outdoor Activity

- Discuss winter activities
- Compare indoor and outdoor winter activities

naeyc - 2.C.04

Children have varied opportunities and are provided equipment to engage in large motor experiences that:

- c. stimulate a variety of skills.
- d. enhance sensory-motor integration.
- f. develop controlled movement (balance, strength, coordination).
- g. enable children with varying abilities to have large-motor experiences similar to those of their peers.

Creative Cooking

- Make hot chocolate with marshmallows

naeyc - 2.C.03

- a. Children are provided varied opportunities and materials that support fine-motor development.

naeyc - 2.F.03

- a. Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.

naeyc - 2.F.04

- a. Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.

naeyc - 2.K.03

Children are provided varied opportunities and materials that increase their awareness of safety rules in their

- a. home, and community.

Materials Needed:

- Student worksheets
- Crayons, markers, or colored pencils
- A book of your choice
- Magazines
- Kid scissors
- Sheets of white paper
- Ingredients for making hot chocolate

- Mini marshmallows

Optional: Student resource sheets

Lesson Plan:

Phonics: Review the letter Tt and /t/ sound. Discuss other words that start with a Tt. Think about animals, fish, and insects, such as tiger, turtle, toucan, tarantula, tick, toad, tree frog, tiger shark, trout, and tuna. Food examples may include tacos, tangerines, and tater tots. Review the concept of rhyming. Give students examples. For example, say, "What words rhyme with tall?" (fall, call, mall, ball, wall) Then, give them an easy word and see if they can think of words that rhyme.

Reading: Read a book of choice with students. Spend a week reading the same book so students begin to remember the story and may even recite the words along with you. If possible, find a rhyming story to reinforce the concept of rhyming and to continue identifying rhyming words.

Math/Matching: Have students complete Resource Sheet 28, in which they match animals to their habitats.

Science: Have students complete the Lesson 30 Science Worksheet in which students draw a line to match the object to the item it is used to make.

Social Studies: Gather some magazines and work with students to cut out summer and winter pictures. Then, have students practice sorting and

matching clothing and activities that fit the season.

Colors: Talk to students about how the color white is often associated with winter. Give examples of snow, ice, snowmen, etc. to explain why white makes people think of wintertime.

Optional: You may also have students complete Resource Sheet 29, in which they match colored vegetable and furniture cards.

Arts & Crafts: Make one paper snowflake. Give each student one piece of paper. Show them how to fold the paper in half, and then fold it in half again. Cut a jaggedly shaped quarter circle. Then, in the folded sides, cut little squares, triangles, and/or circles. When the paper is unfolded, the snowflake will be round and will have little shapes cut out of the middle. Snowflakes can be hung from the ceiling as decorations.

Health & Safety: Talk about appropriate winter clothing and safety. Explain that the weather gets cold, even snowing or turning to ice in some areas.

Dressing warmly with layers of clothing, a jacket, gloves, and a hat helps keep our bodies warm. Have students complete the Lesson 30 Social Studies Worksheet in which they circle clothing that is worn during the winter.

Optional: You may also have students complete Resource Sheet 30, in which they match clothing to the child.

Outdoor Activity: Take a walk outside and talk about activities that usually take place during the winter months, such as ice skating, snow skiing, building a snowman, drinking hot chocolate, etc.

Creative Cooking: Make hot chocolate. If you put mini marshmallows in the chocolate, students can count the marshmallows.

LESSON 40

Learning Objectives and Standards:

Language Arts

- Learn the nursery rhyme “Here We Go Round the Mulberry Bush”
- Learn the actions to the rhyme

naeyc - 2.C.03

- Children are provided varied opportunities and materials that support fine-motor development.

naeyc - 2.D.03

Children have varied opportunities to develop competence in verbal and non-verbal communication by

- responding to questions.

naeyc - 2.D.07

- Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.

naeyc-2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays.

Phonics

- Follow a maze connecting letters of the alphabet, in order

naeyc - 2.C.03

- Children are provided varied opportunities and materials that support fine-motor development.

naeyc-2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- Children are helped to identify letters and the sounds they represent.

Reading

- Listen to a story

naeyc-2.E.04

Children have varied opportunities to

- be read books in an engaging manner in a group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs.
- be read to regularly in individualized ways including one-to-one or in small groups of two to six children.
- be read the same book on repeated occasions.
- engage in conversations that help them understand the content of the book.

naeyc-2.E.03

- Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom: Materials are labeled.

naeyc - 2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- Children are helped to identify letters and the sounds they represent

Math

- Count items

naeyc-2.F.02

- Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols.

Colors

- Make party tablecloth with colored ABCs and 1,2,3s

naeyc - 2.C.03

- Children are provided varied opportunities and materials that support fine-motor development.

naeyc - 2.F.03

- Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.

Music

- Sing the "ABCs song"

naeyc - 2.E.06

Children are regularly provided multiple and varied opportunities to develop phonological awareness:

- Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays.

naeyc - 2.J.06

Children are provided many and varied open-ended opportunities and materials to express themselves creatively through

- music.

Arts & Crafts

- Create straw paint art

naeyc - 2.C.03

- Children are provided varied opportunities and materials that support fine-motor development.

naeyc - 2.F.03

- Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.

Outdoor Activity

- Have an outdoor party to celebrate finishing the curriculum
- Play water balloon toss

naeyc - 2.C.04

Children have varied opportunities and are provided equipment to engage in large motor experiences that:

- stimulate a variety of skills.
- enhance sensory-motor integration.
- develop controlled movement (balance, strength, coordination).
- enable children with varying abilities to have large-motor experiences similar to those of their peers.

Creative Cooking

- Make ABC foods (e.g., apples, bananas, and cheese)

naeyc - 2.C.03

- Children are provided varied opportunities and materials that support fine-motor development.

naeyc - 2.F.03

- Children are provided varied opportunities and materials to categorize by one or two attributes, such as shape, size, and color.

Materials Needed:

- Student worksheets
 - A book of your choice
 - Butcher paper
 - Colored markers
 - A piece of paper
 - A container with sides
 - Watered down paint
 - Straws
 - Snacks
- Optional: Student resource sheets

Lesson Plan:

Language Arts: Learn the nursery rhyme “Here We Go Round the Mulberry Bush,” with the actions. Students should charade the actions of going around “the mulberry bush,” washing faces, brushing teeth, combing hair, and putting on clothes.

Optional: Students may also use the Resource Sheets 39-40 About Me Book to create a small booklet with facts about each student. There are two sheets with pages where you may help students write their name, address, phone number, favorite food, colors, etc. Cut the pages out and staple them on the left to make the booklet.

“Here We Go Round the Mulberry Bush”

by Hunter Davies

Here we go 'round the mulberry bush;
 The mulberry bush;
 The mulberry bush;
 Here we go 'round the mulberry bush;
 On a cold and frosty morning.
 This is the way we wash our face;
 Wash our face;
 Wash our face;
 This is the way we wash our face;
 On a cold and frosty morning;
 Here we go 'round the mulberry bush;

The mulberry bush;
 The mulberry bush;
 Here we go 'round the mulberry bush;
 On a cold and frosty morning.
 This is the way we brush our teeth;
 Brush our teeth;
 Brush our teeth;
 This is the way we brush our teeth;
 On a cold and frosty morning.
 Here we go 'round the mulberry bush;
 The mulberry bush;
 The mulberry bush;
 Here we go 'round the mulberry bush;
 On a cold and frosty morning.
 This is the way we comb our hair;
 Comb our hair;
 Comb our hair;
 This is the way we comb our hair;
 On a cold and frosty morning.
 Here we go 'round the mulberry bush;
 The mulberry bush;
 The mulberry bush;
 Here we go 'round the mulberry bush;
 On a cold and frosty morning.
 This is the way we put on our clothes;
 Put on our clothes;
 Put on our clothes;
 This is the way we put on our clothes;

On a cold and frosty morning.
 Here we go 'round the mulberry bush;
 The mulberry bush;
 The mulberry bush;
 Here we go 'round the mulberry bush;
 On a cold and frosty morning.

Phonics: Have students complete the Lesson 40 Phonics Worksheet in which they find a path through a maze that connects the letters of the alphabet, in order.

Reading: Read a book of choice with students. Spend a week reading the same book so students begin to remember the story and may even recite the words along with you. Rhyming stories or poems can be a fun opportunity for students to act out the story, integrating physical education into the activity. Movement may also help build memorization and retention skills.

Math: Have students complete the Lesson 40 Math Worksheet in which they count the number of items in each square.

Colors: Cut a long length of butcher paper to act as a tablecloth for the preschool party. Then, have students decorate it with the letters A, B, and C and with the numbers 1, 2, and 3. You may need to draw outlines for students to color. Then, have students complete the Lesson 40 Colors Worksheet.

Music: Sing the “ABCs Song.” This is sung to the tune of “Twinkle, Twinkle, Little Star.” Sing this each week throughout the remaining weeks.

“ABCs Song”

A - B - C - D - E - F - G

H - I - J - K - L - M - N - O - P

Q - R - S - T - U - V,

W - X - Y and Z

Now I know my A - B - Cs

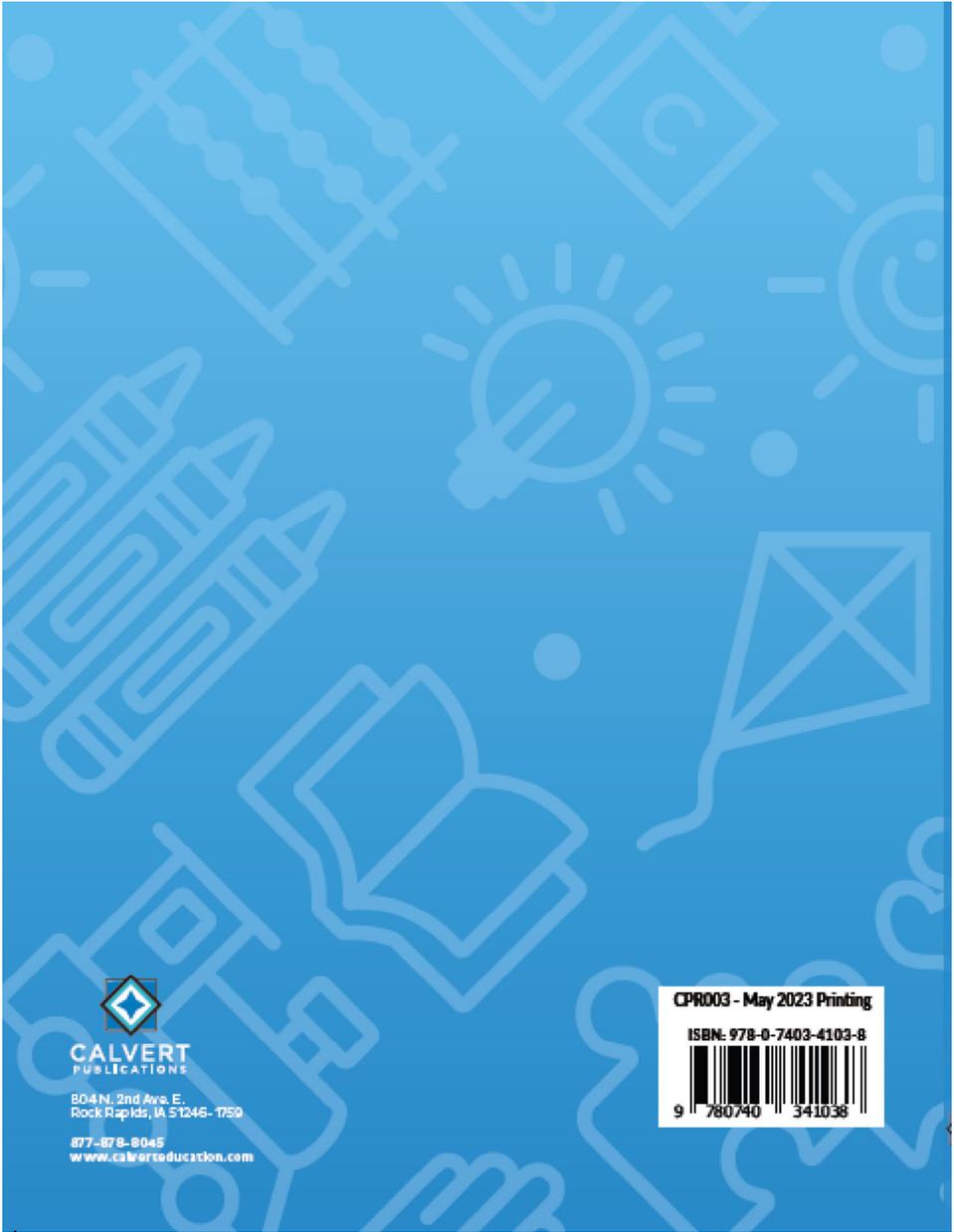
Next time won't you sing with me?

Arts & Crafts: Put a piece of paper in a container with sides such as a cake pan or the top of an ice cream bucket. Take some watered-down paint and put a few dots on the paper. Have the

students blow through straws to create designs on the paper. Talk about how people cannot see the air or wind, but we can see what it does.

Outdoor Activity: Take students outside for a preschool party to celebrate finishing the school year. Use the tablecloth students decorated, eat the ABCs snacks, sing songs, and play games like water balloon toss.

Creative Cooking: Make snack foods for the party that start with A, B, and C. For example, apple slices with caramel dip, bananas with chocolate, crackers and cheese, etc.



CALVERT
PUBLICATIONS

804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759

877-878-8045
www.calverteducation.com

CPR003 - May 2023 Printing

ISBN: 978-0-7403-4103-8



9 780740 341038