

A Guide for the Montessori Classroom

September



9:00 Circle: Read, *Our Peaceful Classroom* to page 21. (Finish reading it tomorrow)

Demonstrations: Walking feet, sitting in a circle, hands in their own space, raising hands, walking in a circle, carrying a rug, walking around a rug, carrying a tray, rolling and putting away a rug.)

Works:

PUZZLE

PATTERN BLOCKS

POURING BEANS

CARRYING A PENCIL

GRACE & COURTESY LESSON

SHAKING HANDS

Art: Name Collage

11:45 Circle: My Space --- Talk about “my space”. Demonstrate using an imaginary paintbrush to paint the space around you. During the first week of school, provide more outside free time and normalization to allow the children to interact and socialize naturally.

3:00 Circle: My Name- Everyone has a n name.

Yoga: Mountain Pose

Art: Add handprint to name collage

NAME SONGS:

Where oh where is (first and last name) 3x, tiptoe your work.

The beginning says (Tune: Twinkle Twinkle Little Star) The beginning says “sss” and the rest says “usan” put them both together and it says (Susan). Children love to learn by game and have fun.

Introduce Grace & Courtesy Lessons: at appropriate opportunities as situations arise. Grace and courtesy lessons are in the supplement to the guide.

9:00 Circle: Finish reading our peaceful classroom. Classroom needs rules in order to be a peaceful, safe, and happy place. Ask questions like “how could we talk so we aren’t yelling and hurting everyone’s ears?”

Work:

KNOBBED CYLINDER BLOCK 1

SPOONING BEANS

SWEEPING BEANS

POURING RICE

BEARS IN LINE

SQUEEZING A SPONGE

CARRYING A CHAIR

SITTING IN A CHAIR

PUSHING A CHAIR

Art: Salt dough modeling

11:45 Circle: Read, *The Listening walk*

The Silence Game: With Silence sign or bell

Yoga: Staff pose and half butterfly pose

Story time: Read, *I Want to Hear the Quiet or Quiet Please*

Follow with quiet music slower than the heartbeat

3:00 Circle: The children repeat simple rhythms (clap, clap, clap)

Story time: Read, *Too Much Noise*

Let the children join in and make the animal sounds. This is really fun to act out using the yoga pose for each animal. The story is about a man named Peter who complains his house is too noisy. At the end of the story he appreciates the quiet noises in his house and says, “Ah, what a quiet noise!”

Yoga: Chair Pose and Warm up

GRACE & COURTESY: Conversation

Work:

PUTTING ON A WATER APRON

HANGING UP THE APRON

TABLE BUCKET AND SPONGE

CARRYING A BUCKET

REPLACING WORK ON THE SHELF

CHALK BOARD

LINE TRACING & LINE BOOK

SQUEEZING A SPONGE- listen for the last “quiet” drip

9:00 Circle: Read, *I Offer You Peace* or *Peace Is A Circle Of Love* or any of the peace books.

Demonstrate the use of peaceful words or demonstrate the peace table.

Poem: *We are telling the teacher* or **Finger plays:** *Five little people, The cutting song*

Yoga: 12345 Breathing, staff pose, cobbler's pose, butterfly pose

Works:

Greeting	Peace Table	Hand Broom & Dustpan
Carrying Scissors	Cutting Strips	Cutting Strips
Carrying A Pitcher		Floor Bucket and Sponge

Art: Straight line design -use a white board. Say "A line is a point moving in space." Make a straight and curved line. We see straight lines in houses and buildings. Look around and see how many straight lines we can see. Let the children find them in the shelves, table, door, edge of a work rug, box, long rods, blocks, pencil, paper.

11:45 Circle: Playground Rules and safety. Running feet are for outside on the playground. Outside voices are for outside. Talk about why we need rules for safety on the playground.

PEACE POLE

Sing: Taking Turns

Story Time: (followed by quiet music and quiet time) *It's Mine!* (selfishness) or *Old Turtle*

3:00 Circle: Bathroom Manners: Read, *I'm like you, You're like me.*

Yoga: Sage Pose, Slide Pose

Listen and Do: First oral / verbal commands: Bring me a block

Work: Introduction to the bathroom: Lessons on use of the toilet and toilet paper, faucets (on/off, hot/cold), soap, towels, bathroom rules

POURING GREEN WATER

KNOBBED CYLINDER BLOCK 2

TOUCH BOARD, rough/smooth

SANDPAPER TABLETS

MAKING AN APOLOGY CARD

Thoughtful Living Series: For the returning children who are beginning readers. Six children's books to promote peace within, peace with the earth and peace with others

Poems, Songs, and Fingerplays:

Five Little People Went Out To Play (From *I Like Being Me*, Judy Lalli, Free Spirit, page 40)

We're Telling the Teacher (From *I Like Being Me* page 43)

9:00 Circle: Our Nature Table. Explain the use of the nature table for displaying natural objects (bird nest, wasp nest, cicada shell, rock, fossil, seashell, pinecone, feather, acorn, pressed leaf, pressed flower). Talk about the difference between natural and manmade objects. Review the last 5 pages of *The Listening Walk* (which was read Tuesday.) Silently get up and go outside for a listening walk. Sit on a blanket or outside circle and play the Silence Game and listen to the sounds of nature

Yoga: Table Pose and Cat Stretch

Work:

NATURE OBJECTS AND CARDS

CUTTING STRIPS-Curved line

NATURAL / MANMADE OBJECTS

MAGNIFYING GLASS DUSTING THE NATURE TABLE

11:45 Circle: Ask the children what they heard on their listening walk. Sing a song about nature. Sing it the first time normally. Repeat softly, repeat a third time by moving their mouth silently using hand movement or sign to tell the story. We will be learning American sign language throughout the year.

Work:

CARRYING A BOOK

TURNING A PAGE

WALKING WITH A BELL

Story Time: (followed by quiet time) Read, *Counting Wildflowers*, *I Am a Part Of Nature* or read about how Helen Keller learned that everything has a word for it in *The Children's Book of Heros*, pg.86.

3:00 Circle: Read a *Closer Look*. Demonstrate the process for asking help and getting the teacher's attention. Set up a signal for the children to let them know you acknowledge them and will be with them as soon as possible. A good signal is to make eye contact and raise one finger.

Art: Curvilinear design, Most lines in nature are curved-shell, leaf, acorn, rock, feather. Look for curved lines in the classroom.

Work:

SCRUBBING A SHELL

FLOOR BROOM AND DUSTPAN

KNOBBED CYLINDER BLOCK 3

KNOBBED CYLINDER BLOCK 4

PICTURE TRACING

WORK: Objects and Cards Natural objects such as pinecone, feather, rock, shell, fossil, acorn, leaf. On a card-size piece of posterboard, draw around the pinecone with a pencil, trace the line with black marker. **Print** "pinecone" below it. Make a card for each object. **Laminate.** Lesson-Lay out cards. Place each object on its outline. Point to the word below saying "pinecone."

Objective: Every object has a word for it.

Natural / Manmade Objects: Felt with a dividing line down the middle. Place the "natural" and "manmade" objects on the appropriate side of the felt. **Extension:** Natural / Manmade printing. Ten manmade (button, etc) and natural (seashell, etc) objects glued on corks, printing ink pad, Paper divided in the middle with "manmade" and "natural" at the top of each side. **Process:** Print the objects on the appropriate side.

9:00 Circle: A circle is a line that curves around a central point. **Illustrate** with a crayon on a string. Shorten the string and make a smaller circle. Draw around the circle with your finger and show that a circle has no beginning and no end. There is no beginning or end, front or back like in a straight line. Show the use of circles in **famous art** such as Kandinsky's *Several Circles No.323* (Wassily Kandinsky, 1866-1944: *A Revolution in Painting*, page 71). Or **read** *Circle*. **Exercise:** Make circles with the arms, reverse. Roll the shoulders in a circle. Make circles with the toes. Roll eyes around in a circle.

Yoga: Table Pose

Work:

BEARS ON CIRCLE

PINK TOWER

CIRCLE INSET

MATCHING CARDS

FLANNEL BOARD, CIRCLES

SANDPAPER RUBBINGS, CIRCLES

Art: Circle Collage

11:45 Circle: Walking on The Line/Circle: Heel and Toe. We are walking, we are walking, we are walking on the line. The line is a circle or ellipse painted or taped on the floor.) "We are walking, we are walking, we are walking on the line" or other **songs** for walking on the line. (Use daily to call children to circle.) Or play the **game** "Circles Everywhere" Hap Palmer's Favorites (**book and audio**). *Read The Missing Piece* (of a circle). **Sing** a leaving circle song to wash hands for lunch.

Story Time: (followed by quiet time) **Read** *Make Someone Smile* or *Peace Begins With You*.

3:00 Circle: Manners, **Read** *Oops! Excuse Me Please!* or *365 Manners Kids Should Know* or *The Thingumajig Book of Manners* or *Please Pass the Peas: A Book of Manners*. See Grace & Courtesy in the 3 to 6 Montessori Classroom.

Demonstrate how to pass napkins and serve snacks on a circle, open a napkin, fold crumbs in napkin, throw the napkin in the trash, sweep crumbs with a hand broom and dustpan.

Work:

CARRYING A TABLE

CUTTING STRIPS- diagonal line

OPENING AND CLOSING A DOOR

OPENING AND CLOSING A DRAWER

GEOMETRIC CABINET- DRAWER OF CIRCLES

Grace & Courtesy: Observing others without disturbing their work

Bears on Circle- Ten counting bears, 9" X 12" felt-covered cardboard with a 6-inch circle drawn with a permanent marker.

Lesson: Space the bears evenly around the circle, Count bears by ones to 10. Say "A circle goes around and around. There is no beginning or end." (An original work)

Matching Cards: For these works see Instructions at the back of this book under Language Work.

Flannel Board Circles: (original work) **Sandpaper Rubbings:** (original work)

September – Week 1

Art Instructions

Art is demonstrated before it is placed on the shelf. It is either on a tray or set up on an art table to be chosen as individual work. The easel and a pile of good quality art paper is always available. Have available a basket of cut newspaper for placing under painting, gluing, or marker work and begin those lessons with putting on an art apron. The child prints his name on the work (or an adult). A new art activity each day is not always necessary. Children enjoy doing the same ones again and again. As with other Montessori work, keep the emphasis on the process, rather than the product.

A.M. ART: Name collage- 9" x 9" poster board and a container of beans or macaroni, newspaper. **Process-** Place newspaper on table, put mat board on newspaper, raise hand to ask teacher to print first name with glue bottle. Child places beans or macaroni one at a time on the glue, then carries it carefully to the drying rack or shelf.

P.M. ART: Add handprint- 18" craft sponge in a flat container large enough for a child's hand, tempera in a squeeze bottle to add paint to the craft sponge, newspaper. **Process-** Place the name collage on newspaper, squeeze a thin layer of paint on the sponge, press hand in paint, press hand above name collage. When dry, mount them all on the classroom wall.

Salt dough modeling: 1 cup salt, 1 cup flour, 1/2 cup water, mix until pliable, roll into 2" balls and put in a covered container. Place on a small table with a formica board, basket of 6" waxed paper, salt shaker with flour and salt, tools such as toothpicks, fork, etc. **Process-**After putting on an apron, the child removes a ball and works it with their hands. If it is too sticky, sprinkle with flour mixture. Any shape may be made. Use tools to decorate with impressions. Place on waxed paper to dry. Place the name label under the edge of the piece. Wipe area with a sponge. When dry write name on bottom with a marker. It may be painted next week. (See next week's Art Instructions.)

Straight line design:Tray with white paper, ruler, primary markers- red yellow blue, colored pencils or crayons. **Process-**Place newspaper on the table, white paper on the newspaper. Demonstrate removing the cap and putting it on the end of the marker or in a small container. Place the ruler any place on the paper and hold it in place with one hand. Draw along the edge with a marker to make a straight line. Continue making lines in any direction using each of the colors and replacing each cap. Find the shapes you made. Color the shapes with colored pencils or crayons.

Curvilinear design: White paper, marker, crayons or colored pencils. Place the tip of the marker on the paper. Make it move in coils and curves all over the paper without stopping or picking it up. Say "A line is a point moving in space." Exaggerate placing the point and then moving it "like a car moving on a curvy road." Color the shapes you made with colored pencils or crayons.

Curvilinear Extension- Trace an object or metal inset and fill the space with curved or coiled lines.

Circle collage: Tray with assortment of sizes and colors of circles, small watercolor brush, lid. Stack of white paper on the shelf next to the tray. **Process-**Place newspaper on table, paper on newspaper. Place the lid and brush on the right side of the newspaper. Select ten circles and arrange on paper. Raise your hand to ask for glue in the lid. Brush glue on the center of each circle and place on paper. Wash brush and lid and return tray to shelf.

A weekly journal page is provided at the end of each week. Keeping a journal will help you become more aware of the needs and interests of the children. It also provides a convenient place to make notes of your own ideas. Your journal will become a valuable tool in planning the next year. Soon you will have merged more and more of your own training and ideas with these plans, making them uniquely your own.

We people of the world need to find ways to get to know one another - for then we will recognize that our likenesses are so much greater than our differences, however great our differences may seem. Every cell, every human being, is of equal importance and has work to do in this world.

~ Peace Pilgrim

9:00 Circle: MY HANDS ARE PART OF MY BODY- **Read:** *My Hands or Hands*. Talk about things we do with our hands. Shake hands, wave, clap, pat back, hold things, catch, pet, feel, work (color, cut, paint, sew), climb, play peek-a-boo, brush teeth, wash face, raise hand to talk, make quiet sign, sign language, index finger signal from teacher when needing help. Talk about the importance of the thumb. Pass objects to try to pick with the thumbs tucked in the palms.

Fingerplay: Open, shut them

Yoga: Arm Swing and Shoulder Shrug

Object Box & *Sandpaper Letter “s” Every object has a beginning sound.

Work:

WASHING HANDS (includes Carrying a Pitcher, Carrying a Bucket) **PARTS OF A HAND PUZZLE**

PAIRING MITTENS- Mix and pair children’s mittens

TWEEZING

Art: Hand tracing and design or left and right printing **Cooking:** Hand cookie

11:45 Circle: Practice, carrying a tray on the line. “Where is Thumbkin?” Use the same names for the fingers as the parts of the hand nomenclature cards. **Play, I SPY “s”** in the classroom-sock, sink, sand, scissors, soap, seashell, etc. “I spy with my little eye, something that begins with “s.” (the sound, not the letter name)

Story Time: (followed by quiet time) **Read, Salt Hands** (about a girl who hand feeds a deer)

3:00 Circle: My Fingerprints-No two alike!

Read *Will it Float or Sink?* Begin the sign language alphabet. Sign language for “s”

Yoga: Frog Pose

Work:

PARTS OF A HAND NOMENCLATURE CARDS

SINK OR FLOAT

RIGHT & LEFT GLOVE PAIRING & putting on gloves

ELLIPSE INSET

COLOR TABLETS BOX 1 Primary colors

Carrying a box, Opening and closing a box

Songs:

Work Song

“Monday is a busy, busy day. Monday is a busy, busy day. It’s a day for working, it’s a day for working. Monday is a busy, busy day.”

Go around the circle and ask what work each child did that he would like to sing about.

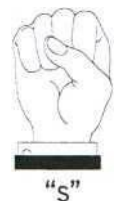
Example: “Monday is a busy, busy day. Monday is a busy, busy day. It’s a day for cutting, it’s a day for cutting. Monday is a busy, busy day.”

Pantomime cutting with the fingers, (sweeping, counting, sorting, pouring, tracing, spooning, gluing, etc.)

Open, Shut Them

Open, shut them, open, shut them, give your hands a clap.

Open, shut them, open, shut them, fold them in your lap.



9:00 Circle: MY FEET AND LEGS ARE PART OF MY BODY - My feet are for walking and running and getting me from one place to another. **Read,** *My Feet, Look at Feet, or Human Body: Feet.*

Demonstrate walking on the line with QUIET FEET and let the children take turns practicing.

Yoga: Flamingo Pose, Standing and Sitting

Work:

PAIRING SOCKS

SORTING WITH TONGS

OBJECT BOX/SANDPAPER LETTER

PARTS OF A PAINTBRUSH



ART: Foot printing

11:45 Circle: MARCHING ON THE LINE (Alternate marching and tiptoeing on the line.) **Read,** *A Pair of Socks.* Teach them “m” in sign language. **Play** I SPY “m” in the classroom- me, mouth, mat, map, mop, money, etc. I spy with my little eye, something that begins with “m.” (the sound, not the letter name)

Story Time: *When I Was Little: A Four-year-old’s Memoir of Her Youth or The Foot Book*

3:00 Circle: **Read,** *Shoes, Shoes, Shoes.* Talk about rain and snow boots and demonstrate where to take them off and put them. Demonstrate putting on “inside shoes.”

Sing Open, Shut Them for feet (see below).

Circle activity: Touching Stars

Work:

RIGHT & LEFT SHOES

BALANCE BEAM- heel and toe walk

CARPET SWEEPER

POLISHING SHOES

POURING WITH A FUNNEL

CARPET SWEEPER

SCRAPING AND CLEANING SHOES

BROAD STAIR

SONG

Open, Shut Them (Adapted for feet)

Open, shut them, Open, shut them, give your feet a clap (Sitting-Spread legs, close legs, clap feet)

Open, shut them, Open shut them, fold to make a lap. (Spread legs, close legs, cross legs)

Pairing Socks: Basket of children’s socks. Mix them, pair them, and turn the cuffs.

Parts of a Paintbrush: See Instructions at the back under Practical Life Work for these two lessons.

Right and Left Shoes: See Instructions

Touching Stars: Tie red yarn on right wrist and right ankle. Standing in a circle, have everyone put their right hand in the center, coming in until they all touch. This is a right-handed touching star.

Turn and make a left-handed touching star. Make a high touching star by raising arms up.

Later, as skill increases add: **Falling Stars:** Stretch out right foot until all the children are touching their right foot. Then the left foot.

9:00 Circle: MY HEAD-Nobody else looks just like me. Show circle, oval, and ellipse shapes and talk about face shapes, eye, hair and skin color. Use photos from magazines to show different face shapes. Pass hand mirror around circle. Beginning with the teacher, decide what head shape everyone has. **Read,** *Whoever You Are or Look at Faces*. **Sing,** Head, shoulders, knees and toes. **Face exercises,** Touch tongue to chin, open mouth and eyes as wide as you can. Frown, smile. Head Turn head right, turn head left, tilt head back, relax head forward chin to chest, repeat.

Work:

PARTS OF THE BODY CARDS

OVAL INSET

COMBING HAIR POLISHING A MIRROR

OBJECT BOX/*SANDPAPER LETTER "a"

Art: Self portrait

11:45 Circle: Read, *Hats, Hats, Hats or / Love My Hair!*

Beanbag Walk:Children take turns walking on the line with a beanbag on their head.

Beanbag song: "See me walk so straight and tall, I won't let my beanbag fall.
Eyes ahead, don't look down, keep that beanbag off the ground!"

Play: I SPY "a" in the classroom- Africa, Antarctica (on the globe or map), apple, etc.

3:00 Circle: Read, *Free To Be ...You and Me or Is it Larger? Is it Smaller? or Eyes and Ears or Germs Make Me Sick or How it Works p.42. or read From Circles to Cubes (an introduction to geometric solids) or Cylinder or Cone.*



Work:

USING A TISSUE (and washing hands)

GEOMETRIC SOLIDS- Cylinder and Cone

CLASSIFICATION OF FOUR GROUPS

SMALL/MEDIUM/LARGE OBJECT CLASSIFICATION

KNOBBED CYLINDER BLOCKS 1 and 2 (placed in an inverted)

Song:

Head, Shoulders, Knees and Toes (Touch body parts with hands. Repeat faster.)

Work: Small, medium, and large classification

Basket with several sets' objects of the same thing but in small, medium, and large sizes.

Felt with divisions and the words small, medium, and large at the top. Can also have labels to place over the words.

Example: shells, rocks, laminated leaves. **Lesson:** Place the labels. Remove the items from the basket. Sort the same objects, and place in rows in the proper columns.

9:00 Circle: *MY TEETH ARE FOR CHEWING* **Read, How Many Teeth**

Work:

BRUSHING TEETH

'NUMBER RODS 1-5' Or 1-10

SPONGE TOWER WITH TONGS

OBJECT BOX & 'SANDPAPER LETTER "t"'

Cooking: Peanut butter balls (freshly ground peanuts, honey, crushed graham crackers)

Art: Life size body portrait

11:45 Circle: Invite a local dentist or read a story about going to the dentist or care of the teeth.

Play circle game "What's Missing?" Ten objects on a rug, cover with cloth, remove one object. Ask, "What's missing?" Children raise their hand if they know which one is missing. Increase the number of objects as their ability increases. **Play** "What's Missing" removing only one object (or nomenclature card) with various words for naming objects, along with the Three Period Lesson (See instructions for three period lesson in the back of guide).

Play I SPY "t"-teeth, tongs, tower, teacher, tongue, table, tray, telephone, toilet, towel, triangle, etc. Put up a poster of the sign language alphabet.



Sing: The beginning says "t" and the rest says "eeth" put them both together and it says teeth! (Tune: Twinkle Twinkle Little Star- Original song by Kari, a fellow teacher)

Story Time: *Throw Your Tooth on the Roof: Tooth Traditions from Around the World* or *The Real or Tooth Fairy* or *Dad, Are You the Tooth Fairy?* or *A Fairy Went A-Marketing* 3:00 Circle: THE TRIANGLE A triangle has 3 straight sides. Show pictures with things made of triangles- sailboat, piece of pie, pyramid, etc. Read *The Greedy Triangle* or *Triangle*.

Yoga: Triangle Pose

Work:

TRIANGLE INSET

FELT PATTERNING

GEOMETRIC CABINET-DRAWER OF TRIANGLES

PARTS OF MY HAND BOOK

GEOMETRIC SOLIDS- Prism and Triangular Pyramid (add to basket, also triangle cards)

KNOBBED CYLINDER BLOCKS 1, 2, and 3

Work:

Sponge Tower with Tongs

Felt Patterning: See Instructions at the back of this guide under Language Work.

I SPY - syllables (I spy with my little eye something that sounds like e-le-phant.)

Parts of My Hand Book: Have a tray with a stack of .6" square white paper, stack of 6" paper with "My Hand Book" in pencil, colored pencils, sample book.

Lesson: Place the child's hand on the paper square, trace around hand. Color thumb only. Print the word "thumb" under the picture. On another 6" piece of paper trace around the hand. Color the index finger. Copy the word "index finger" from the sample book. Repeat with the other fingers, Trace with a marker "My Hand Book" for the cover. Younger children will need help with the words. Make it into a book by punching two holes and tying with yarn.

9:00 Circle: OUR CLASSROOM ANIMALS- Talk about animal needs, fresh water, food, a clean place to live, a peaceful place to live-gentle petting, quiet words. **Demonstrate** the process for feeding and caring for pets.

RABBIT or GUINEA PIG CIRCLE- Have the children make a fence with their legs. If they are quiet and gentle, the guinea pig (or rabbit) will come to them.

Yoga: Cat stretch, Tortoise Pose

Work:

SPOONING animal food into a feeding dish

SCRUBBING A CARROT to feed to the guinea pigs or rabbits

GLUE RUBBING WASH AND FILL ANIMAL WATER BOTTLE

WASH AND FILL WATER BOWL MATCHING LETTERS smat

UPPER & LOWER CASE Ss Mm Aa Tt

PARTS OF A RABBIT CARDS (or guinea pig, gerbil, hamster)

ART: Paint the dried salt dough

12:00 Circle: MY SKIN COVERS AND PROTECTS MY WHOLE BODY- **Read,** *All the Colors We Are or Shades of People or Same, Same But Different or Global Babies.*

Art: Get paint color swatches of various beige, tans, and browns from a paint store. Let the children match them to their skin color. Fill small clear bottles with cinnamon, nutmeg and other spices to match skin colors. Have fun with the names of the spices and swatches. For example, "What color matches your skin?" "Cinnamon!" "Nutmeg!"

Story Time: Whoever You Are or Rachael Fister's Blister or Mouse Views

3:00 Circle: CARE OF OUR PLANTS What do plants need? Sun, water, soil (food), carbon dioxide (air). **Read** from *Indoor Plant Care* or other plant care books.

Yoga: Leaf Pose

Work:

WATERING A PLANT

CLEANING A LEAF

SANDPAPER NUMBERS

CUTTING STRIPS- zigzag line

I SPY OBJECT BOX smat (beginning sound objects on a felt)

COLOR SWATCH MATCHING

MISTING A PLANT

MATCHING LETTERS, UPPER & LOWER CASE MATCHING

Glue Rubbing: Page from Pets Stained Glass Coloring Book. Glue to a piece of cardboard. Tape the edges. Squeeze a thick line of white glue on the lines. Let dry without disturbing so the glue will stay raised. **Lesson,** Place paper on the board. Rub with a fat crayon.(Change with the theme.)

Tracing: Laminate a page from the coloring book mentioned above. Place thin paper and trace.

Note: Keep tracing and rubbing work on the art shelf, changing it regularly with the theme.

Hand tracing and design: Tray with 6" square white paper, pencil, marker, crayons.

Process: Trace around hand with pencil. Trace the pencil line with a marker. Color inside the shapes with crayons.

Left and right hands printing: Cut 2 sponges in the shape of a mitten and place in 2 recycled styrofoam produce trays. Saturate with 2 different tempera colors. (Have squeeze bottles of paint thinned with dish liquid available to replenish sponges), Paper with a line down the center and the words "left" and "right" in pencil, Bucket with fill line 1/2 way up on the inside, sponge and towel.

Process: Fill bucket to line and put under the table. Place newspaper on table, paper on newspaper. Place left hand on left sponge and press. Place their hand on the left side of paper and print. Repeat with the right hand. Wash hands in the bucket and dry with a towel. Dump water and then replace the bucket under the table. Carry finished work to the drying rack. When it is dry, trace the words with a marker.

Hand cookie: Make roll cookie dough. Roll a piece out the size of a child's hand and place their hand on the cookie sheet. With the child's hand on the dough, carefully poke holes around the hand. With a small knife, cut dough on the dots and remove the excess dough. Bake according to recipe. Let cool and loosen carefully.

Foot printing: Newspapers on the floor, white paper, several colors of tempera paint with dish liquid added, large brushes, dishpan of water, towel. **Process:** Ask a friend to paint lightly enough to tickle the sole of the foot, print on the paper, wash, and dry foot. Repeat as desired. **Note:** This work needs an older child to assist a younger child. This helps learn to use the tip of the brush.

Self portrait: Tray with white paper, yarn in various hair colors, various flesh colored pencils, brown and blue pencils for eye colors, white glue, lid and brush, small mirror. **Process:** Place newspaper on table, paper on newspaper. Choose circle, oval, or ellipse inset and bring to table. Trace. Then return the inset to the shelf. Choose a flesh color by matching the paint store samples on the skin. Find a matching colored pencil and color in shape. Look in the mirror and choose eye color. Look at and color eyes, nose, mouth. Brush glue on the hair area, add yarn.

Life size body portrait: Large roll of art paper, crayons and markers. **Process:** Cut paper long enough to lie down on. Ask a friend to trace around your body with a black crayon. (Do not use a marker because it could get on the clothing.) Using the markers, add eyes, nose, mouth, and hair. Add any patterns on clothing. Using the crayons, color the face color, arms, legs, and fill in the clothing.

Paint salt dough: When each child's salt dough (done last week) is dry he may paint it. **Process:** Place 8"x8" piece of cardboard on table, place dried salt dough in center. Choose tempera color, mix in glue, paint object. Carry carefully to the drying shelf. Wash container and brush. **Suggestion:** Throughout the year salt dough may be kept on the art shelf to be modeled into whatever the child desires. Each day they check to see if it is dry. When the top is dry turn it over so the bottom can get air and dry. Depending on the thickness it will take about one week.

International Day of Peace: September 21 On whatever day September 21 falls on this year, include a way to observe Peace Day. Talk about what we can do to help make peace in the classroom and in the world. Make silence and peace with the Silence Game several times throughout the day. It's up to each one of us to help make every day a Peace Day. Review how to use the Peace Table.

Other ideas: Read a book about peace, Light a candle, Ring a bell, Have a peace celebration, Sing a peace song, Plant a peace pole or tree, Talk about the Peace Table, Color a peace picture, Make a peace banner, say the peace prayer- "May peace prevail on Earth" or other prayer. For more ideas go to www.internationaldayofpeace.org

Light a Candle for Peace (Shared by Lyrics for Peace ©2009 Shelley Murley) Light a candle for peace, light a candle for love, light a candle that shines all the way around the world. Light a candle for me, light a candle for you, that our wish for world peace will one day come true. Repeat Sing peace around world, sing peace around world, sing peace around world, sing peace around world. Repeat all. May be sung as a round. <http://singpeacearoundtheworld.blogspot.com/>

9:00 Circle: FALL **Read,** *Changes or Gather Up, Gather In or How Do You Know It's Fall? or Why Do Leaves Change Color? or Sunshine Makes the Seasons* or other books about seasons. Modify your lesson to the climate in your area. Pantomime a fall leaf spinning around and around (walk around circle) and gently falling to the ground. End in Leaf Pose. (Sit on heels, knees apart, slide hands forward, place forehead on floor. Place fingertips together, relax and observe how peaceful it is to be a leaf.)



Read: *parts of Look What I Did with a Leaf!* (Why leaves change color and fall)

Art: Leaf rubbing or Fall Tree

Work:

TREE PUZZLE

LEAF PRESS

BOTANY CABINET- LEAVES

LEAF STAIR

LEAF MATCHING

OBJECT BOX/SANDPAPER "f" (fall)

RAKING LEAVES: Collect a basket of various kinds of leaves to take inside and put in the leaf press, put some in a basket for leaf rubbing, then put what's left over in the compost bin.

11:45 Circle: **Sing** fall songs. **Play** I SPY "f" in the classroom- face, foot, flag, faucet, fish, fan, etc.

Story Time: *Every Autumn Comes the Bear (hibernation) or Have You Seen Trees? or Raccoons and Ripe Corn.*

3:00 Circle: SEASONS- **Read,** *The Reasons for Seasons or Digger, the Story of a Mole in the Fall*

Work:

MONTHS OF THE YEAR LABELING

SEASON LABELING CARDS

SEASON SORTING CARDS

SEASON WORK

NUMBER RODS 1-5 WITH NUMERALS

SCRUBBING A CHAIR

Work:

Leaf Matching: Find pairs of leaves and press in leaf press. Find as many of the various types of leaf shapes as you can. Place between two pieces of contact paper. Press out any air bubbles and trim, leaving about W around the edge. Lay out on a rug as with other matching work.

Leaf Stair: See Instructions at the back of this book under Math.

Leaf Press: Make a leaf press. See Instructions at the back of this book under Botany.

Season Sorting Cards & Season Work: See Instructions at the back of this guide under Language.

Note: Let this be an overview of the tree. Explore more in May with the study of plants

9:00 Circle: Read, INSIDE MY BODY (An overview) one of the books on the human body.

Work:

LONG RODS/ RED RODS

DROPPER WORK

SANDPAPER LETTERS smart WITH SAND TRAY (or corn meal or coffee grounds)

Art: Gluing Strips or Macaroni skeleton

11:45 Circle: MY BRAIN is the “control center” of my body. I am the boss of my body. I am the boss of what I say and what I do.

Circle Activity: What can your brain make your body do? My brain tells my fingers to wiggle, etc.

Oral Commands: Clap hands 5 times in front, clap hands 5 times over head, behind back, under knees, stand up, turn around, sit down, etc.

Story Time: Read, *My Buddy (a handicapped boy and his dog)* or *Earth, Sky, Wet, Dry (opposites)*.

3:00 Circle: MY BONES hold me up. **Read,** *Bones: Your Skeletal System or The Skeleton Inside You or Bones: Skeletons and How They Work or How it Works and The Visual Dictionary of the Skeleton.*

Use a skeleton model so the children can see and feel a vertebrae. There are cervical (neck), thoracic (middle back), and lumbar (lower back) vertebrae. The vertebrae are the bones that protect the spinal cord and allow us to sit up. Otherwise we would be a floppy rag doll. Invite a Chiropractor to share with the children the function and importance of the spine.

Talk about “inside/outside” and other opposites in *Earth, Sky, Wet, Dry*.

Work:

ANIMALS & SKELETONS CARDS and/or **ANIMAL X-RAY CARDS**

SKELETON RUBBINGS

HUMAN X-RAYS

SANDPAPER LETTERS smart WITH CHALKBOARD

COMMAND CARD

CURVILINEAR TRIANGLE INSET (3 curved sides)

OPPOSITES CARDS

BASKET OF YOGA COMMAND CARDS

INSIDE / OUTSIDE Sort pictures

Work:

Animals & Skeletons Cards: Make or purchase. Find pictures of animals and skeletons in books such as *The Visual Dictionary of the Skeleton*. Match the skeleton to the picture of the animal.

Human X-Rays and Animal X-Rays: Go to www.acornnaturalists.com to purchase.

Skeleton Rubbings: See Skeleton Rubbing Plates at www.acornnaturalists.com Basket of Yoga

Command Cards: Simply worded step by step instructions for the yoga poses. Put each card in the basket after the pose is introduced. Make your own or use the order form on the last page of this guide.

Macaroni Skeleton

Supplies: Various different shapes of uncooked pasta (elbow, bow tie, spiral, wheel), approx. 10" x 15" cardboard, glue, glue lid, glue brush
Process: After studying the bones of the body make a skeleton with the pasta. Glue them in place.

9:00 Circle: MY RESPIRATORY SYSTEM- My lungs are like two balloons. **Read,** *Lungs: Your Respiratory System or How it Works: The Human Body p.14* or other book about the lungs or respiratory system. Tell about the plant and animal air partnership. Plants breathe out oxygen and breathe in carbon dioxide. Humans and other animals breathe in oxygen and breathe out carbon dioxide. Plants and animals make air for each other. **Read,** about why we sneeze and why we breathe faster when we run in *Why I Sneeze, Shiver, Hiccup, & Yawn*.

Work:**OBJECT BOX & SANDPAPER LETTER "b"****WHIPPING SUDS****BUBBLES** (blowing suds with a straw)**USING A TISSUE** (Review)**Playground activity:** Bubble blowing**Art:** Paint blowing**11:45 Circle:** **Read,** *What's Wrong with Timmy?***Play:** I SPY "b" in the room- body, brain, bones, back, buttocks, button, boy, box, bell, book, etc.**Story Time:** **Read,** / *Like to Be Little* (the joys of being a child)**3:00 Circle:** MY MUSCLES let me move. My brain tells the muscles what to do. Do some Oral Commands (or Simon Says) to practice and observe how the brain and muscles work together?**Read,** *Muscles: Our Muscular System. Or read Sphere.***Yoga:** Marshmallow Pose; before doing the Marshmallow Pose pass a rock and a marshmallow to observe the hardness and softness.**Work:****GEOMETRIC SOLIDS- Sphere, Ellipsoid and Ovoid** (add to basket)**KNOBLESS CYLINDER BOX 1****smat FISHING GAME****SPINDLE BOXES 0-9 E**

9:00 Circle: MY DIGESTIVE SYSTEM My mouth, stomach and intestines digest my food.

Read: *The Digestive System or Guts: Our Digestive System or How it Works: The Human Body* pages 20-23.

Work:

PLACE SETTING ON A TRAY

SETTING A TABLE

CLEARING A TABLE

MATCHING CONTAINERS AND LIDS

SCRUBBING A TABLE

WASHING DISHES

11:45 Circle: *Read You Are What You Eat or Eating the Alphabet. Sing Apples and Bananas.* This song exercises the muscles used for forming sounds. Emphasize taking a deep breath between each verse.

Story Time: *Everybody Eats Bread or Bread, Bread, Bread. (People all over the world eat.) Or There's an Alligator Under My Bed.* Talk about the healthful/not healthful foods the boy put out.

Cooking: Bake whole grain banana bread or zucchini bread or carrot cake

3:00 Circle: **Read,** *Growing Colors or / Eat a Rainbow or The Vegetables We Eat or The Very Hungry Caterpillar* book or flannel board story-Ask the children to tell if the things in the story are healthful or not healthful. Place the flannel board story on the shelf for individual work. Or talk about the immune system and how we stay healthy by eating healthful foods such as fresh vegetables and fruit.

Work:

CRUMB BRUSH AND PAN

CUTTING BREAD

VEGETABLE/FRUIT BASKET- notice the colors

FOOD OBJECTS AND CARDS (like Nature Objects and Cards using food models)

I SPY OBJECT BOX syllables (I spy with my little eye something that sounds like c- a-1)

Art: Vegetable printing

Song: Apples and Bananas

"I like to eat, I like to eat, I like to eat, eat apples and bananas."

9:00 Circle: CIRCULATORY SYSTEM- My heart is a pump- slow when I'm quiet, fast when I run. It carries blood and oxygen to all the parts of my body.

HEART & CIRCULATORY SYSTEM with colored pencils

Art: Introductory Easel Painting- one color

11:45 Circle: Walk to drum beat-slow/fast/slow/stop.

Play the SILENCE GAME- Then ask the children to put their hand on their heart and feel their own heartbeat.

Play I SPY "O" in the classroom- oxygen, object, object box, etc. (L)

Story Time: *Wilfrid Gordon McDonald Partridge* (a boy's friendship with an elderly man)

3:00 Circle: MY LIVER AND KIDNEYS CLEAN MY BLOOD **Read** *How it Works: The Human Body* p.24.

Review bathroom manners and talk about the importance of getting a drink of water, or selections from *Why I Sneeze, Shiver, Hiccup, & Yawn* or *What is a Belly Button?*

Work:

CARDS AND COUNTERS

SORT COLORED POPCORN WITH TWEEZERS

SEWING CARDS

CLASSROOM OBJECTS NOMENCLATURE CARDS

Fall Fact: Migrating birds fly in a V formation. This aerodynamic V reduces air resistance for the whole flock. With wings moving in harmony, the group covers more ground together in community than they could by themselves. When the bird at the front gets tired, she will move to the back of the V formation where the wind drag is lowest, and another bird will take his or her turn at the front. Observe migrating birds.

Work:

Water Pump: Plastic hand pump available at teacher supply store.

Heart & circulatory system: Trace human circulatory system with red pencil.

Older children- Trace the arteries in red and veins (returning to the heart) in blue

September – Week 3

Art Instructions

Leaf Rubbing: Basket of leaves, peeled broad crayons, white paper. Process- Place newspaper on the table. Place a leaf (underneath side up) on the newspaper, cover leaf with white paper, rub side of crayon over leaf. Repeat with other leaves as desired.

Fall Tree: If you made the Summer Tree, remove the summer leaves and make fall leaves- red, orange, yellow, gold, brown. (Cut a branch from a bush or tree. Several large rocks, a large coffee can, plaster. Process- Place coffee can on a newspaper, stand branch up and place rocks around the base of the branch to support it. Add plaster. This will be used throughout the year to make four season trees. Leaves may be made by leaf rubbing or cutting out colored leaf shapes.

Gluing Strips: Making Circles Supplies: Tray with stack of 10" square tagboard or poster board, Divided tray with 1" construction paper strips of 3 varying lengths from 6 to 12 inches, flat-bottomed dish, glue, small watercolor brush, damp sponge. Process: Place a piece of newspaper on the table. Place a tagboard square on the newspaper. Select one of each length of strips ("short", "medium", and "long") and place it next to the tagboard. Carry the flat-bottomed dish to the table. Squeeze a thin layer of glue in the dish. Dip brush in glue and put dab on the end of the long strip. Bend the ends around to form a circle and count to 20 to let it hold. Repeat with the other two strips. (Now there is a small, medium, and large circle.) Put the edge side of the "large" circle in the glue and then on the tagboard. Put the medium circle in the glue and place it on the tagboard. Repeat with the small circle. The circles can be placed next to or inside the other circles. Gently hold your hand on the circles to make sure the glue touches the tagboard. If desired make another circle if there is still room for it on the tagboard. Carry to the finished work to a drying place. Wash the brush and return it to the tray. Return everything to the shelf. When the work is dry, do the three period lesson for "small", "medium", and "large" circles.

Macaroni Skeleton: See Tuesday's lesson page

Paint Blowing: Set up on a table: A large cardboard box with one side cut out, white paper, 2 primary colors (water and food coloring), 2 droppers, straws, trash can. Process, Place piece of newspaper, then sheet of white paper in the box. Drop colors with the droppers, blow with a straw to create designs and mixing of colors. Throw straw in trash. Carry newspaper and finished work to the drying rack.

Vegetable Printing: Set up on an art table: 3 dishes with 1/8" craft sponge saturated with green, orange, and yellow tempera, stack of white paper, newspaper, vegetables. Process- Place newspaper on table, paper on newspaper. Press veggie in paint and print on paper. Repeat with other vegetables. Carry newspaper and printed paper to the drying rack.

Introductory Easel Painting: One color- Easel (covered with contact paper to make it washable), easel clip, shelf with a stack of large white paper, one container of tempera (primary color) with brush, bucket (blue permanent marker line half way up on the inside), and sponge. Process, Clip paper on easel. Wipe brush on the side of the container. Use "strokes" with the brush hairs and not let the metal or plastic part, the "ferrule," touch the paper. When finished, remove the clip and place the painting on a piece of newspaper. Carry to the drying rack, shelf, or specified place on the floor. Squeeze the sponge (talk about wet sponge and drippy sponge.) Wipe the easel until clean, rinsing sponge in bucket as needed. Squeeze sponge and place on an easel tray. Pour dirty water into a toilet. Replace the bucket under the easel.

Sometime during the day stop to take a few moments for yourself. Become aware of your breath. Notice how the breath automatically gets slower and deeper when you focus your attention on it. The breath can help balance the emotions and bring a sense of peace and calmness. Experiment by using this exercise in the morning before the children arrive. Allow this sense of peace to expand and fill the classroom. Notice if this helps create a more peaceful atmosphere in the classroom throughout the day.

9:00 Circle: Read, *Quick As a Cricket*. Review all the parts of the body. Ask questions about where our food goes, etc. “Now we will talk about other parts of us we can’t see- the way we feel inside”. Talk about the different ways the child in the book felt, (quick, slow, small, large, sad, happy, nice, mean, cold, hot, weak, strong, loud, quiet, tough, gentle, brave, shy, tame, wild, lazy, busy-Put it all together and you’ve got me!)

Play the SILENCE GAME. Talk about listening to the thoughts and feelings inside you.

Work:

PARTS OF MY BODY BOOK

Art: Easel painting in the round

11:45 Circle: Read, *Today I Feel Silly & Other Moods That Make My Day*.

Circle game: Say “Show me on your face how it feels to be happy.” (surprised, afraid, shy, etc)

WALKING ON THE LINE: Say “Show me by the way you walk how it feels to be tired (happy, sad)

(Also “Show me by the way you dance how it feels to be “)

Story Time: *All I See Is Part of Me* (oneness with everything)

3:00 Circle: Read, *All My Feelings at Preschool: Nathan's Day* or *How Are You Peeling?* or *My Many Colored Days* or any other book about feeling that may apply.

Work:

FEELINGS CARDS

MAKE A FEELING CARD (a Grace & Courtesy lesson)

COLOR TABLETS BOX 2- secondary colors

I SPY OBJECT BOX ending sound (I spy with my little eye something that ends with “t”)

WORK:

Feelings Cards: Make cards using pictures of people’s faces, (happy, sad, surprised, angry, etc)

Ask parents to donate old magazines for this and other work.

Make a feeling card: (Have on the Peace Table a basket of folded blank cards and colored pencils.) Use words or a drawing that tells how you feel. It can be just for yourself or to give to another person to let them know how you feel about something they did or said to you. (This can include taking it home to give to a family member.)

9:00 Circle: Read, *Let's Talk About Feeling Angry* or *All My Feelings at Flome: Ellie's Day* or *When Sophie Gets Angry: Really, Really Angry* or *Lots of Feelings* or any other book about feeling that may apply (see book list). Or read *Square*.

Sing: the Number Song. (Tune: Mulberry Bush) Turn your back to the children and make the numbers in the air.

0	Round and round and round we go (3 times)	To make the number zero!
1	Down we go in one straight line (3 times)	To make the number one!
2	Curve and slant and then go right (3 times)	To make the number two!
3	Halfway round and halfway round (3 times)	To make the number three!
4	Down and right and down again (3 times)	To make the number four!
5	Down around and then to the top (3 times)	To make the number five!
6	Make a curve then loop the bottom (3 times)	To make the number six!
7	Straight to the right and then slant down (3 times)	To make the number seven!
8	Loop the loop then up a slant (3 times)	To make the number eight!
9	Loop at the top and then straight down (3 times)	To make the number nine!

Work:

SANDPAPER NUMBERS while softly singing the number song

HOW TO CALM DOWN IF YOU'RE UPSET Grace & courtesy lesson

SQUARE INSET

Art: Plasticine clay modeling

11:45 Circle: Read, *I Am An Artist* (Discovering the artist in all of us.) or *Fun is a Feeling* or *Behind the Mask: A Book About Prepositions*, or *Where's the Cat?* (prepositions) or *Over, Under, and Through*.

3:00 Circle: Remember to call to circle by WALKING ON THE LINE- Add hopping on the line.

Hop "inside" the line, hop "outside" the line, hop "over" the line, walk "on" the line, walk "next to" the line, walk "through" the circle. Walk "around" the circle, etc. Add how do you walk when you feel sad, How do you walk when you feel proud, How do you walk when you feel glad, etc.

Read, *Let's Talk About Feeling Sad or Glad Monster, Sad Monster*.

Work:

PREPOSITION GAME - ORAL COMMANDS

NUMBER RODS 1-10 WITH NUMERALS

LIST OF WORD- PREPOSITIONS *KNOBLESS CYLINDER BOX 2

Preposition Command Cards and Preposition Game: See Supplement to the Guides.

List of Prepositions- inside, outside, over, under, beneath, above, below, in, out, near, far, behind, in front of, besides, between, on, off, from, by, next to, beyond, around, though, against

9:00 Circle: Read, *Just Because I Am: A Child's Book of Affirmation* or *My Song Is Beautiful* or / *Like Being Me*, or *Free To Be You and Me*

Work:

OBJECT BOX / *SANDPAPER LETTER "x"

KNOBLESS CYLINDER BOX 3

I SPY "x" ending sound (box, fox, ax, ox, sax wax)

NUMBER MEMORY GAME

Art: Leaf collage Use leaves from the leaf press. **Read,** *Look What I Did With a Leaf!*

11:45 Circle: Read, *I'm in Charge of Celebrations. On the Day You Were Born (a celebration of birth) or The Happy Hedgehog (happiness comes from within)*



3:00 Circle: MY BIRTHDAY See *Birthdays Around the World in Celebrations!* p.4.

Read: *How Was I Born? or How You Were Born or A Little House Birthday.*

Do a Celebration of Life to demonstrate how we will observe birthdays throughout the year. An adult volunteer could be the pretend "birthday child."

Work:

CELEBRATION OF LIFE

BIRTHDAY DIAL (original work)

MAKING A CROWN

BIRTHDAY PARTY STORY SEQUENCE CARDS

Work:

Making a Crown: Cutting strip for zig-zag. **Lesson-** Cut strip, decorate the two cut pieces with markers and crayons. The child's name can be a part of the design. Place newspaper on table, place lid and brush on newspaper, raise hand for glue to be put in lid, put glue on end of strip (plain side), place other strip to overlap one inch (plain side up), put glue on end and bring ends around to overlap. On the child's birthday let them add sequins, stars, or other embellishments from the "Birthday Tray."

Birthday Dial: Prepare- On a large piece of poster board, use a string and pencil to make as large a circle as possible. Cut it out. With a yardstick divide it into 12 equal sections. Print the names of the months around the outside edge. Print each child's name and date of birth within the triangle of their birthday month. Attach an arrow with a brad. Punch a hole and hang on the wall.

Lesson- Take the dial to a work rug. Find your birth month. Point the arrow to the month. Find your name and birthday. **Extension-** Copy your name and date (and names and dates of your friends if you want) on a piece of paper.

9:00 Circle: MY FIVE SENSES HELP ME LEARN ABOUT MY WORLD

Read: *My Five Senses* or other book about the senses.

Work:

SENSITIZING THE FINGERTIPS (finger bowl)

TOUCH BOARD rough & smooth

THERMIC TABLETS and/or THERMIC BOTTLES

PREPARING SNACK

SANDPAPER TABLETS

BARIC TABLETS

BUTTON BAG

ART: Finger paint monoprint

11:45 Circle: I FEEL THINGS WITH MY FINGERS **Read,** *My Fingers Are For Touching or Feeling Things*.

Put different objects in the MYSTERY BAG and pass it around the circle letting each child feel and guess what is in it. Compare the way we learn about objects with our eyes and with our sense of touch. Talk about things we use our eyes (color tablets) and our touch (sandpaper tablets).

Story Time- *Touch Will Tell* or *Is it Rough? Is it Smooth? Is it Shiny?*

3:00 Circle: I SMELL THINGS WITH MY NOSE- **Read,** *A Whiff and a Sniff* or *Smelling Things* or *Fluman Body: Nose*. Pass (to the right) various scented candles to smell (unlit).

Work:

SMELLING BOTTLES

GRATING NUTMEG

SALT DOUGH WITH ESSENTIAL OIL

Sandpaper Tablets: or pairs of various grades of sandpaper glued on pieces of wood.

Lesson- Put on a blindfold. Match and place them in pairs.

Preparing Snack: Do Washing Hands work. Count all the children, Choose a number card (1, 2, or 3). Count out crackers (great multiplication work), spread *peanut butter on crackers, set table for two, place a number card on the dish of crackers to tell how many to take. From a basket of name cards on the table, place two cards at the snack table (not his or her own), go whisper in the children's ears whose names were placed. When each child finishes he wipes his face and hands with the napkin, cleans any crumbs with the "crumber" (a whisk broom and dustpan used only on the table), places his name card on the shelf (all name cards back on the shelf indicates everyone had their snack). He or she then takes one name card from the basket, and places it at the snack table. They go whisper in the person's ear. (If they can't read the name they ask someone to read it.) The child who prepared the snack is the last to eat, uses the table crumber, sweeps under the table with the floor broom, and washes the table. **Note:** Always check for peanut allergies!

9:00 Circle: I HEAR SOUNDS WITH MY EARS - **Read,** *Sound or Hearing Things* or *Clang, Boom, Bang* or *Hearing or Human Body: Ears* or */ Have a Sister, My Sister is Deaf*

Play: the **SILENCE GAME**. Play it again, this time ask the children to count how many sounds they hear.

Work:

SOUND CYLINDERS

THE BELLS- MATCHING IN PAIRS

BALLOON BOOK with the Number Song

I SPY OBJECT BOX fbox Beginning sound objects on a felt.

NATURE / MACHINE SOUNDS CATEGORIZING - Pictures

ANIMAL SOUNDS LOTTO (Lotto game with recording of sounds)

WHISPER TUBE (6 to 10 foot plastic tubing with funnels on each end)

Art: Cutting clay coils (preparation for cutting carrots)

11:45 Circle: I SEE THINGS WITH MY EYES - **Read,** *My Eyes Are For Seeing or Seeing Things* or *Human Body: Eyes, or Look at Eyes, or Walk With Your Eyes* or *A Girl Named Helen Keller. Mr Brown Can Moo, Can You?*

Yoga: **Read** to “like the soft, soft whisper of the butterfly (do butterfly pose). Maybe YOU can too. I think you ought to try.”

Play: the *Silence Game*.

3:00 Circle: I TASTE FOOD WITH MY TONGUE Read *A Tasting Party* or *Tasting Things*.

Work:

TASTING BOTTLES

I SPY OBJECT BOX middle vowel sound‘

BLINDFOLD WITH KNOBBED CYLINDERS

BRILLE TABLETS

PREPARING SNACK If not done yesterday

Balloon Book with the Number Song- Use the sandpaper number and make the numbers while singing the number song for each number. See last Tuesday for the song.

Balloon Book is in the Supplement to the Guides. Braille Tablets- On cardboard or wood draw or trace pairs of simple figures. Squeeze drops of white glue on the lines. Let dry thoroughly. Begin with simple shapes. Then do lower case letters. You can also use or make the real braille alphabet.
Lesson- Lay the tablets out on a rug or table. Put on a blindfold. Feel with the hands and match them in pairs.

Easel painting in the round- Easel (covered with clear contact paper to make it washable), easel clip, shelf with pre cut stack of 20 inch round paper, one container of tempera (primary color) with brush, bucket (blue permanent marker line half way up on the inside), and sponge.

Process-Clip paper on easel, wipe brush on side of container, paint, trying to stay on the round paper. When finished, remove the clip and place the painting on the piece of newspaper. Carry to the drying rack. Fill the bucket with water to the blue line. Squeeze the sponge (wet sponge / drippy sponge.) Wipe the easel until clean, rinsing and squeezing sponge in the bucket as needed. Squeeze sponge well and place on the easel tray. Empty dirty water. Replace bucket under the easel.

Plasticine clay modeling- A tray with plasticine clay to be kept on the shelf at all times. Very good for releasing feelings.

Process-Keeping it in one piece, pound and knead with the hands into various shapes. When finished, form the clay into a ball and return the tray to the shelf. When this is first introduced two trays could be put out, removing the extra tray after the first week.

Leaf collage- Basket of leaves from the leaf press, lid, brush, tagboard, samples of animals made using pressed leaves.

Process-Place tagboard on newspaper. Place the lid and brush on the right side of the newspaper. Select leaves and arrange on board. Squeeze glue in the lid. Brush glue on the back of the leaf and place as desired. Wash brush and lid.

Finger Paint monoprint- Set up on the art table: Pile of 16" x 20" white paper, pile of newspaper, Prepared formica monoprint board. **Note-** below for preparation of the board. **Supplies:** Bucket of water and sponge next to the table, squeeze bottle of liquid tempera, squeeze bottle of liquid starch.

Process- Squeeze a glob of tempera and a glob of starch in the middle of the board. Mix with the hands and spread to cover INSIDE the red line with paint, working fast enough that it doesn't dry. With the hands and fingers make a design or picture. Place a white paper on the blue "registration lines." Pat with hands (this will cover the back of the paper with lovely hand prints while cleaning some of the paint off the hands). Lift the print from the corner and place it picture side up on a newspaper. Carry to the drying rack. Squeeze sponge and wipe the board, rinse sponge, wipe and squeeze until clean. Empty the bucket, fill to line with fresh water, and replace by the table. **Note-** A piece of formica approximately 20"/24". About 2" from the edges of the board make a 16"x20" blue rectangle. This is called a "registration line" to show where to place the paper for printing. Two inches inside, this makes a red rectangle. Use permanent markers or paint markers for these lines so they won't wash off. Adapt the measurements of the board and paper according to what is available. I have used formica sink cut-outs (from builders and available at some hardware stores) and donated computer paper. This same board will be used for the various monoprint art throughout the year.

Cutting clay coils- Covered container containing balls of salt dough (See Sep. Wk 1 for recipe)

Process- Place ball of dough on the table and roll into a coil. Cut into slices with the knife. Use the table brush and pan. Wipe with a table sponge.

Include your own ideas as well as ideas from workshops or other resources. Continue to take time to sit and focus on your breath. Find the place of peace within. From this place you are more likely to remember and record those fleeting inspirations you might otherwise forget.

One hour's meditation on the work of the Creator is better than seventy years of prayer.

~ Muhammad

A Guide for the Montessori Classroom

October



October – Week 1

Monday

Human Need: Family & Friends

9:00 Circle: MY FAMILY Talk about the child's role in the family. **Read,** *The Great Big Book of Families* or other book about family (see book list).

Art: Class Flag

Work:

CALENDAR TILES UPPER/LOWER CASE Ff Bb Do Xx

ART CARDS- Children in famous works of art

FAMILY TREE

11:45 Circle: **Read,** *Welcoming Babies or The New Baby or Our New Baby.*

Yoga: Rock the Baby and Stork Pose (See Yoga Poses #29 & 23.)

Story Time: *Big Brother, Little Brother or Big Sister, Little Sister or This Quiet Lady or Gus and Grandpa Ride the Train or The Worry Stone* (grandmother)

3:00 Circle: HUMAN NEED-LOVE **Read,** *Loving or Making Friends or All the Places to Love or Who Is a Friend?*

Sing: I'm OK, you're OK.

Yoga: Namaste hands

Work:

SHELL STAIR 1-9

KNOBBED/KNOBLESS CYLINDERS

CALENDAR TRACING

Peaceful World BATHING A BABY

Folding & cutting hearts- add to cutting work

FLOWER ARRANGING 1

Song: I'm Okay, You're Okay (Tune: adapt to Little Brown Jug) I'm okay, You're okay, we are full of love today. [Go around in a circle pointing to self and then to each child (substituting their name) until everyone has been sung to. The children will probably sing it to the leader in return.]

Art Cards- Children in Art- Use art cards (available at art galleries) of works with children in them.

Family Tree- Make a family tree on a poster board with places for pictures of the child and his grandparents, parents, and siblings. Print the names below each picture.

9:00 Circle: HUMAN NEED- A HOME Read one of the books on the book list about houses or homes. **Sing:** "The Carpenters" in Sing Through the Day page 46.** Or **play** "Goin' Out on the Town." See Hap Palmer Favorites p. 98.

Work:

OBJECT BOX & SANDPAPER LETTER "h" (house, home)

ADDRESS WORK BUILDING BLOCKS WASHING A WINDOW

CLEANING A CARPET STAIN (WHIPPING SUDS)

HOUSE OF WORDS

HOUSEHOLD OBJECTS NOMENCLATURE CARDS

Art: "My House" collage

11:45 Circle: RECTANGLE Show photographs of various houses and buildings. Find rectangles in the pictures and in the classroom. **Read,** Rectangle and/or Square.

Story Time: *A House is a House for Me* or *A Chair for My Mother*

3:00 Circle: **Read,** *How A House is Built* or *A Carpenter* or *Trapezoid*. Or a selection from *A Life Like Mine: How Children Live Around the World* or *Wake Up World*.

Flannel board- Shapes (square, rectangle, triangle, and trapezoid) to make houses.

Play I SPY "h" in the classroom- head, hair, hand, heart, heel, hip, hat, hanger, hammer, etc.

Yoga: Rocking chair

Work:

TOOL NOMENCLATURE CARDS

NUTS AND BOLTS

HAMMER AND NAILS (extended outside classroom)

RECTANGLE INSET

SCREWDRIVER AND SCREW BOARD

TRAPEZOID INSET

GEOMETRIC CABINET- DRAWER OF RECTANGLES

GEOMETRIC SOLIDS- Cube, Rectangular Solid & Pyramid

ROOMS OF A HOUSE CLASSIFICATION CARDS

WOOD CONSTRUCTION Wood scraps with nails or glue- Extended outside classroom

Address Work- One example is a house shape with lines to practice printing one's address. Older children make an address book and print one's own and friends addresses in it.

Wood construction- See Children Can Build on the book list.

**Or other theme related song Copyright law prevents this song to be included. This book is available on Amazon.com and includes an audio CD

9:00 Circle: HUMAN NEED- FOOD AND WATER **Read,** *Everybody Cooks Rice or One Well: The Story of Water on Earth or Let's Eat or What the World Eats.*

Yoga: Cross-legged Twist

Work:

FOLDING NAPKINS

CUTTING A BANANA

CUTTING VEGETABLES FOR STIR FRY

FRUIT & VEGETABLE OBJECTS WITH CARDS

TABLE SERVICE NOMENCLATURE CARDS

FOOD NOMENCLATURE CARDS

PLACE SETTING ON A TRAY

SETTING A TABLE

FRUIT / VEGETABLE CLASSIFICATION

Art: Fruit printing

Cooking: Rinse brown rice. Cook rice in a steamer for 45 minutes. Cut vegetables to stir fry

11:45 Circle: **Read,** *How My Parents Learned to Eat* or one of the other above books not read. Demonstrate how to use a wok and chopsticks. Stir fry vegetables for lunch.

Work:

PASSING FOOD AT THE TABLE

TAKING THE FIRST ONE YOU TOUCH

CLEARING AND WASHING A TABLE AFTER LUNCH

USING CHOPSTICKS

SETTING THE LUNCH TABLE

Story Time- The Tortilla Factory or mama provi and the pot of rice

3:00 Circle: **Read,** *The Vegetable Garden or Farming or Geography for Fun: Food and Farming.* Talk about what we grew in our garden. Talk about the human need of health and about healthful foods. Emphasize the importance of good nutrition. Serve tortilla chips while talking about The Tortilla Factory we read at storytime. In the center of the circle place a corn stalk (if available), several ears of corn with husks, and a dish of cornmeal.

Work:

PASSING FOOD ON CIRCLE

MATCHING LETTERS fbox

UPPER & LOWER CASE MATCHING F BbOoXx BEAD STAIR

(Notice the beads in rows like in a garden.) HOEING THE GARDEN

HEALTHFUL FOODS/ NOT HEALTHFUL FOODS (sort pictures)

Matching Letters- Make pairs of cards with the lower case letters f-b-o - X. As each set of letters is introduced they may be used in combination with previously introduced letters. In this case combine with s- m-a- t. Mix the letters and match in pairs. Upper and lower case

9:00 Circle: HUMAN NEED- COMMUNICATION, Read, *Communication* or other communication book. Discuss using words to communicate our needs. Talk about how we have learned to use words in the classroom to communicate our needs and feelings and to resolve problems. Other ways to communicate our thoughts and feelings are with music, art, writing letters and stories, and sign language.

Read, Music. Introduce the RHYTHM STICKS. Place a basket of rhythm sticks in the center of the circle. Demonstrate taking two sticks without letting them make a sound and walking back to your space. Place the sticks in an “x” in front of your space. Sit down, placing your hands in your lap. Quietly call each child's name to get their sticks. When all the children have their sticks and their hands are in control, give a lesson on use of the sticks. Begin with simple 1, 2, & 3 beat echo rhythms. Demonstrate walking silently to return your sticks to the basket. Call children to return their sticks.

Work:

PHONE NUMBER AND TELEPHONE WORK SANDPAPER LETTERS fbox / SAND TRAY

ART CARDS, Set 1

CHINESE LANGUAGE FLASH CARDS (or Spanish or other language)

Art: Negative Leaf Monoprint

11:45 Circle: INTRODUCTION TO FOREIGN LANGUAGE Read, *What is Your Language?* At least once a week have someone fluent in Spanish or French or Chinese do a language circle. Begin with yes, no, introductions, hello, goodbye. Progress to numbers, colors, clothing, objects.

Sing: a leaving circle song (in Spanish or French) to wash hands and set the tables for lunch.

Story Time- *La Oruga Muy Hambrienta* (The Very Hungry Caterpillar in Spanish)

3:00 Circle: HUMAN NEEDS: SPIRITUALITY, PEACE, ORDER, BEAUTY, PLAY See book list for books on religion, games, etc. Or read a peace book on Sep Week 1 book list. Play the one minute SILENCE GAME or ask the children to close their eyes and listen to some peaceful music for one minute. Spirituality is stopping to listen quietly and find the quiet place inside of you. Namaste hands /Prayer hands (See Pose #30.) Doing Namaste hands focuses inward. Lotus Pose - Sit with legs crossed, hands in namaste. Say, “The lotus grows in the water with its roots in the mud. The stem grows up to the top of the water (sit taller). Imagine your legs are your roots. Your spine is a long stem coming up to the top of the water. The lotus flower blooms and opens on the top of your head.” (Fists on head and open like a flower)

Work:

fbox FISHING

FLOWER ARRANGING 2

MISSING NUMBERS CALENDAR

Art Cards- Collect art cards from art galleries and estate sales. Famous works of art are also found on greeting cards and calendars. Make duplicate color copies. Laminate them and they will last many years. Set 1 is made up of matching pairs of identical works of art. Change out the cards on the tray every week or so to keep interest in them.

October – Week 1

Friday

Human Need: Clothing

9:00 Circle: HUMAN NEED-CLOTHING **Read,** *Clothes from Many Lands or Clothing or Let's Look at Clothes or The Clothes We Wear or What We Wear: A First Look at Clothes, Play Hap Palmer's "What Are You Wearing?" See Hap Palmer Favorites p. 140.*

Sing or say "If you're wearing a shirt- stand up." "If you're wearing (an article of clothing.)- sit down."

Work:

DRESSING FRAMES

LARGE BUTTON SEWING

PUTTING A COAT ON A HANGER

PUTTING ON A COAT

FABRIC MATCHING

SIGHT WORDS (the, as, has, was, are, is, to, said, they, a, be, she, by, of, do, into)

Art: Weaving

11:45 Circle: **Read,** *I Like Old Clothes or From Cotton to T-Shirt*

WALKING ON THE LINE TO MUSIC - Do various walks to music: Butterfly- Walk on toes & raise arms gracefully, bend knees & lower arms and fly like a butterfly. Elephant- Bend over, put arms together like a trunk and walk with heavy steps. Skater- Slide feet gracefully with hands clasped behind back. Swaying Trees- Stop and stand still like a tree. Feel your toes (roots) going into the earth, sway your arms (branches) and body (trunk) slowly back and forth. Mouse- Tiptoe quickly like a running mouse. **Other ideas:** Ring a bell or do a run on the piano to reverse direction on a circle (stop and turn and go the other way). Stop the music to freeze, start music again to go..

Story Time: *Abuela's Weave* (Ask the children if the book has photographs or drawings.) *Or Animals Should Definitely Not Wear Clothing*

3:00 Circle: HUMAN NEED- SLEEP, **Read,** *Sleep is for Everyone or When I'm Sleepy or How Do Animals Sleep? Or Who Needs to Sleep Anyway: How Animals Sleep*

Work:

DRAWING / PHOTOGRAPH CLASSIFICATION

MOVABLE ALPHABET / OBJECT BOX 1 - mat, bat, box, fox, ax, sax, ox

WASHING AND HANGING MITTENS (P)

Large Button Sewing

Putting on a Coat 1- Put a coat on a rug with the inside facing up. Walk around and stand with toes by the collar. Put hands into the sleeves and flip the coat up and over the head.

Class Flag Supplies: Flag-sized piece of plain white or light-colored cloth, 1/8" craft sponge lining a flat container large enough for a child's hand, selection of colors of tempera in a squeeze bottles to add paint to the craft sponge, wooden dowel, plastic table cloth, pan of soapy water, towel. **Set up:** Place a plastic tablecloth on the floor with the children sitting around it. Explain that they will be putting their hand prints in a design to make a class flag. Have a discussion about flags and their purpose. Ask where they have seen flags in their community. Show examples of different flags. Show different symbols and designs- peace symbol, spiral, circle, sun, rainbow, etc. Let the class decide on the design. For example the hands can be in a spiral, a sun (circle of hands and add rays with marker) or a peace symbol (circle of hands and add the symbol in the middle), or a rainbow. **Process:** Have the children come individually during the work period to add their hand print to the banner. They can print their name with a marker next to their print and add any symbols they like. Wash hands in the pan of soapy water and dry. When it is dry, staple or hot glue a dowel to the left side and proudly display your class flag! Use a push pin to support the top right corner of the flag.

"My House" collage-Tray with a basket of assorted sizes of squares, rectangles, and triangles. Arrange on paper to make a picture of "My house." Use a basic collage process as previously described.

Fruit printing- Have everything set up on an art table: 3 flat bottomed containers lined with 1/8" craft foam, red, yellow and blue tempera in squeeze containers, stack of white paper, newspaper, halved fruit. **Process-**Place newspaper on table, paper on newspaper. Press fruit in paint and print on paper. Repeat with other fruit. Carry newspaper and printed paper to the drying rack.

Negative leaf monoprint- Have everything set up on an art table: Pile of 16x20 white paper, basket of leaves, formica board (see note below), primary color tempera paint and liquid starch mixture, large brush, bucket of water and sponge. **Process-**Paint inside the red line with paint/starch mixture, working fast enough that it doesn't dry. Place several leaves on the painted area. Place paper on the blue registration lines. Pat with hands or roll with a printer's brayer. Lift print from the corner, place it on a piece of newspaper, carry it to the drying rack. Put leaves in trash. Squeeze sponge and wipe formica board, rinse sponge, and re-wipe until clean. Empty bucket, fill it to line with fresh water and replace it by the table for the next person.

Introductory weaving- Make copies of the master on the previous page, Cut the lower 1" off and cut apart on the dotted line. Place on a tray with 2 1/4" x 8 1/2" colored construction paper strips. **Process-**Fold the white paper (with the pattern facing down) in half lengthwise. Cut from the fold on the 7 vertical lines, being sure to stop on the horizontal line. This piece is the warp. Weave in one of the colored weft strips saying, "Over, under, over, under..." Tape the ends so it won't slip out.

Intermediate weaving- A tray like above, but with 1 1/4" x 8 1/2" colored strips. **Process-**Fold and cut as above. Weave over and under with the first strip. Weave the second strip UNDER and over. Push the two strips toward the center and tape in place.

Advanced weaving- Fold 9" x 12" piece of construction paper in half and cut slits one inch apart leaving a 1" border on all sides. Weave in 1" x 9" weft strips of a contrasting color.

Continue to make quality time for yourself. Maria Montessori taught that the first job of the teacher is to perfect himself or herself to be worthy of working with the children.

The mind is like a monkey swinging from branch to branch through the forest. In order not to lose sight of the monkey, we must watch the monkey constantly and even be one with it.

- Thich Nhat Hanh

9:00 Circle: MY YARD, **Read,** *My Backyard Community or Living Things in My BackYard*. Close your eyes and picture your yard in your mind's eye. Where is your favorite place in your yard? Favorite tree, etc. Talk about playing outside to get needed fresh air, vitamin D, and exercise.

Work:

KNOBBED CYLINDER BLOCKS 1, 2, 3, and 4 (arrange in a square)

THINGS THAT GO TOGETHER RUBBER STAMP STAIR

CUTTING A CARROT

Art: Leaf printing

11:45 Circle: **Read,** *Backyard or Nuts to You or The Web of Life or Columbus Day*. Wash hands for lunch and set the tables.

3:00 Circle: **Read,** *You Can Use a Magnifying Glass Or ANIMAL HOMES Read Where I Live or Where Do the Animals Live? or Animal Homes or Animals in Their Homes or Where I Live*.

Work:

SORTING NUTS - various types of nuts in their shells

CRACKING A NUT

ANIMALS AND HOMES CARDS MYSTERY BOX

MAGNIFYING GLASS (Observe an object of nature from outside. Ask children to bring objects from their yard at home to observe and share)

Things That Go Together- Purchase two-piece puzzles or make your own cards using pictures (toothbrush and toothpaste, comb and brush, shoe and shoelace, etc.).

Rubber Stamp Stair- Tray with large graph paper, theme related stamps such as an apple, stamp pad.

Lesson- Print numbers 1 through 5 down left side of graph paper. Print one apple next to the numeral one. Print two apples next to the numeral two. Continue until the graph is complete. The graph paper should be cut six squares by six squares. This leaves a row for the numerals and an extra row across the top for the child's name. The square graph eliminates the possibility of the child getting it turned the wrong way. A separate tray for 1 to 10 is done the same way, cutting the graph paper eleven squares by eleven squares.

Animals and Homes Cards- Find pictures of animals and their homes. Make into two-part matching cards. Match the animal with its home. I used an old copy of *Animals in Their Homes* by Anita Ganeri.

October – Week 2

Tuesday

My Neighborhood

9:00 Circle: MY NEIGHBORHOOD-Human needs- A safe place to live and play, clean air to breathe.

Read: *Jonathan and His Mommy or I Got Community or The Giving Box (Fred Rogers). Or A School Like Mine.*

Art: Me in My Neighborhood

Work:

OBJECT BOX & SANDPAPER LETTER “n” (neighborhood)

Homes Around the World

CONSTRUCTIVE TRIANGLE BOX 1

IRONING NAPKINS

THE FENCE WITH KNOBLESS CYLINDERS

WASHING NAPKINS

11:45 Circle: Read, *For Every Child or In My Mother's House* (a neighborhood and community) or *Night on Neighborhood Street* or *I know a Lady* (an old lady in the neighborhood who shares her love of flowers)

Play 1 SPY “n” in the classroom- nut, navel, neck, nose, nerve, number, nine, etc.

3:00 Circle: Read, *The Adventures of a Plastic Bottle: A Story About Recycling or Nature Watching 16-17. Take a neighborhood walk and pick up litter.*

Sing: the Recycle Song.

Work:

COLOR TABLETS BOX 3

SWEEPING THE PLAYGROUND OR SIDEWALK (push broom)

PACKING A PICNIC BASKET AND LAYING OUT A PICNIC

Art: Litter collage (Or take the walk and do litter collage at any more convenient time today such as after the morning circle and before the morning work period.)

Sing: Recycle Song (Tune: Mulberry Bush, From Earth Child, Kathryn Sheehan) This is the way we smash the cans, smash the cans, smash the cans. This is the way we smash the cans, for recycling. (Repeat with sort the glass, sort the plastic, bundle papers, make up other lines as needed.)

Work:

Packing a Picnic Basket- Picnic basket, food containers, plastic or wood food items, thermos, cups, plates, utensils, napkin, small picnic loth. **Lesson:** Carry to a work rug. Open and spread out the cloth. Take out the items from the picnic basket and arrange on the picnic cloth in a one or two place setting. Admire the picnic setting and imagine you are in nature sitting under the trees. Replace the items in their proper places in the basket. Fold the cloth and place it on top. Close the basket, fasten the latch and return it to the shelf. (This work is done inside as practice for a real picnic, which of course you will have on a nice day.)

9:00 Circle: MY COMMUNITY- factories, stores, bakery, bank, post office. Lead a discussion to have the children name the human needs and talk about where we go to get them. (Example: shoes/shoe store, food/grocery store.) Make a needs/business poster. (Making a poster shows the children the brainstorming process and printing of words which the children will be doing themselves later.)

Read, *I Want to Be a (Veterinarian, Astronaut, Dancer, Engineer) or Communities or Places in My Community or Check it out: The Book About Libraries or An Auto Mechanic.*

Work:

CAREER CARDS OBJECT BOX & *SANDPAPER LETTER “d” (doctor, dancer, dentist)

LIST OF WORDS

PACKING A LUNCH BOX for work or school

HUMAN NEEDS CHART

Art: Make play dough

11:45 Circle: Read, *Farming* or other book telling the process from farm to store. Let the children name the various processes and careers in the book. (or *Paper, Paper Everywhere* or *Trees to Paper* or *From Cotton to T-Shirt* or *Markets* or *From Peanuts to Peanut Butter*)

Yoga: Draw yoga cards (laminated cards of the poses) from a basket.

Story Time: *Jeremy's Decision* or *The Stray Dog* or *I Look Like a Girl*

3:00 Circle: Read, *What You Can See You Can Be!* or *I Can Do It!*

Play I Spy “d” in the classroom-dress, dime, dish, door, dough, etc.

Cooking: Make pizza dough, let rise, pat into a pan, add sauce and cheese and bake for snack. Check for allergies. In case of allergies use grated rice cheese or rice flour crust.

Work:

FRUIT NOMENCLATURE CARDS

FRUIT INSIDE / OUTSIDE MATCHING

BINOMIAL CUBE

List of Words- Use words related to the theme. Change the list each week with the theme. Examples for this week are: house, doctor, dancer, baker, astronaut, car, truck. Other lists of words that can be used as they are needed include the I Spy words, rhyming words, and classroom labeling nomenclature. Lesson: Using the list as a reference, copy the words on a piece of paper.

Fruit Inside / Outside Matching- Set includes detailed photographs showing the inside and outside of 8 fruits. Make your own cards using pictures or take your own photographs. Fundamental Human Needs Chart Make your own.

9:00 Circle: HUMAN NEED-TRANSPORTATION We need transportation to get places-school, store, grandma's house. Trucks bring food to the grocery store.

Read: *On the Go or Big Book of Trains, or Book of Trucks* or other transportation book.

WALKING ON THE LINE: Elephant walk (Elephants are used for transportation and work in India.)

Work:

OBJECT BOX & *SANDPAPER LETTER "e"

LAND/AIR/WATER VEHICLE CLASSIFICATION FOLDING CLOTHES AND PACKING A SUITCASE

TRANSPORTATION NOMENCLATURE CARDS

PARTS OF A CAR

ALPHABET TRAIN FLOOR PUZZLE

PARTS OF A TRUCK

Art: Roller painting

11:45 Circle: Read, Goodbye Charles Lindberg or Amelia and Eleanor Go For a Ride.

Sing: "The Wheels on the Bus" or other transportation songs.

Story Time: Amelia Hits the road or Angela's Airplane or Maybelle the Cable Car or An Auto Mechanic

3:00 Circle: Read Tools or one of the other books about tools (lever, screws, pulleys, wheels, etc)

Work:

PINK TOWER EXTENSION

KNOBBED / KNOBLESS CYLINDERS MATCHING

Land / Air / Water Vehicle Classification- Pictures of land, air, water. Model vehicles to place on the appropriate picture. Or use word cards- land, air, water and sort pictures under them.

Parts of a Car and Parts of a Truck

Maria Montessori Peaceful Children, Peaceful World:

The child who has never learned to act alone, to direct his own actions, to govern her own will, grows into an adult who is easily led and must always lean upon others.

9:00 Circle: HARVEST Read Growing Apples and Pumpkins.

Work:

PUMPKIN GROWTH SEQUENCE CARDS

OBJECT BOX & SANDPAPER LETTER “p”

FLANNEL BOARD PUMPKIN STAIR WITH NUMERALS

RHYMING OBJECTS

Art: Yellow and red sponge dabbing to make orange pumpkin or **COOKING:** Bake pumpkin bread or make applesauce

11:45 Circle: Read, *Pumpkin Circle* or one of the other pumpkin books. Tell or sing about a growing pumpkin while the children pantomime the actions.

Play I SPY “p” in the room- pumpkin, paint, palm, pants, paper, penny, pink, purple, pot, peace

Story Time: *County Fair* (Almonzo takes his prize pumpkin to the fair.)

3:00 Circle: Read An Apple a Day.

Sing: I Like to Eat Apples and Bananas.

Work:

SCRUBBING AN APPLE

CUTTING AN APPLE

MAKING APPLESAUCE

COLOR TABLETS BOX 4

PARTS OF AN APPLE PUZZLE ODD AND EVEN

VEGETABLE NOMENCLATURE CARDS

Flannel Board Pumpkin Stair with Numerals- See Leaf Stair Math Instructions at back of guide.

Art: Circle inset mosaic-apple or pumpkins

Leaf printing- Large white paper, assortment of fresh leaves, paint, brush, bucket, sponge.

Process: On newspaper paint the back or raised vein side of a leaf. Place the leaf on the white paper, place a piece of newspaper over a leaf and pat gently. Remove newspaper and carefully lift the leaf. Repeat as desired.

Me in My Neighborhood- inspired by Marc Chagall (Surrealism / color intensity) Show I and the Village (I searched online and printed it on a color printer.) **Supplies:** white sulfite paper, pencil, ruler or cardboard straightedge, oil pastels.

Process: With the straightedge and pencil, divide the paper with 2 or 3 diagonal lines that crisscross the paper. Think about your neighborhood. Think about your favorite things. In one of the spaces draw a picture of yourself doing something you like to do. In another space draw your favorite animal or pet. Turn the paper to another empty space. Draw your house. Find another place to draw something in nature you love (tree, flower, mountain, sun, moon). Color in with oil pastels using intense colors like Chagall used.

Litter collage- 10" cardboard squares ("reused" from boxes), litter and other found objects, lid, brush, and glue.

Process: Glue objects on the cardboard using the basic gluing process.

Make play dough- Plastic containers of flour and salt, 1/2 cup measure, 1/4 cup measure with line 1/4" from top, small plastic pitcher, bowl.

Process: Measure 1/2 c. flour and 1/2 c. salt into bowl. Mix with hands. Carry pitcher to sink and fill to blue line. Carry pitcher to table and fill 1/4 c. measure to line. Add to bowl. Mix with hands, knead, shape into desired object, let dry. (I use a white 1/2 c. measure and a blue 1/4 cup measure. The colors match the colors of the ingredients and makes it much easier to use the correct one.)

Roller painting- An object with a roller or wheels such as toy vehicle or small corner paint rollers.

Process: Place paper on newspaper, roll object in tempera, roll on the paper. Create a pattern by wrapping string on the roller before rolling in the tempera.

Yellow and red sponge dabbing- Tray with dish of yellow & dish of red tempera, two cosmetic sponges with clothespin handles, large white paper with a large circle drawn.

Process: Fill the circle with red, then yellow to make an orange pumpkin. After this dries, add a stem and leaves at the easel.

Circle inset mosaic- Tray with 1/2 inch strips of orange and red paper, 1" strip brown paper, lid and brush.

Process: Trace circle inset on inset paper. On a piece of newspaper, cut three red (apple) OR orange (pumpkin) strips into squares. Glue squares one at a time "inside" the circle until filled. Cut one piece of the brown strip for a stem and glue on. Wash glue lid and brush and return them to the tray. Return tray to shelf.

Solar System Songs

Family of the Sun (Tune: The Farmer in the Dell) (Refrain): The family of the sun, the family of the sun, There are eight planets in the family of the sun.

Mercury is hot and Mercury is small, Mercury has no atmosphere, its just a rocky ball. (Refrain).

Venus has thick clouds, that hide what is below, The air is foul, the ground is hot, it rotates very slow. (Refrain).

We love the Earth, our home, its oceans and its trees. We eat its food, we breathe its air, so no pollution please. (Refrain)

Mars is very red, its also dry and cold. Someday you might visit Mars if you are very bold. (Refrain).

Great Jupiter is big, We've studied it a lot. We found that it has 16 moons and a big red spot. (Refrain).

Saturn has great rings, we wondered what they were. Now we know they're ice and rocks, that we saw as a blur. (Refrain).

Uranus and Neptune, we don't know much about. With Voyager we'll study them, and then we'll all find out. (Refrain).

Pluto's a dwarf planet, it's farthest from the sun. It's small and cold and icy too. To land there won't be fun. (Refrain). (Pluto words were modified by Gini Newcomb)

Tell Me the Planets Tell me the planets, tell me the planets, tell me the planets if you can. Mercury, Venus, Earth, Mars, and Jupiter, Saturn, Uranus, Neptune and (Make a telescope with your hands) far away Pluto! (Repeat the first line and let the children sing the answer.)

Shining, Shining Great Big Sun

9:00 Circle: WE ARE ALL A PART OF THE UNIVERSE

Read, *The Universe or Galaxies*. We live in a part of the universe called The Milky Way Galaxy. The universe has billions of galaxies. Astronomers discover things about the universe with telescopes with powerful lenses that help them see far away. Introduce the Cosmic Wonder beginner reading books.

Sing: There's a Thing Called the Universe.

Yoga: Universe Stretch

Work:

LONG VOWEL OBJECT BOX

SECRET MESSAGES

THE MAZE- Red Rod extension

Art: Drawing of the universe

11:45 Circle: Born with a Bang, The Universe Tells Our Cosmic Story or All I See Is Part of Me

3:00 Circle: SPACE TRAVEL - **Read,** *The Visual Dictionary of the Universe* pages 52 and 54 or *All About Space* or *The Space Shuttle* or *The Best Book of Spaceships* *Astronauts Today* or *I Want to be an Astronaut*. Talk about why astronauts need special equipment to fill their needs in space. What are those needs? Pantomime getting into space suits, then climbing into our space shuttle and preparing for take off... Fasten seat belt, check instrument panels.... Wait for Mission control... Countdown to lift off...

Art: Space shuttle, rocket, or space ship

Work:

PARTS OF A SPACE SUIT

RECTANGLE INSET- space shuttle

Space exploration with colored pencils - Space Exploration Stained Glass Coloring Book Rectangle Inset- Space Shuttle- Trace the rectangle inset. Use the imagination and add lines to make it into a spaceship. Example: a triangle on the top, triangles on the sides, print USA, etc.

THERE'S A THING CALLED THE UNIVERSE (Tune: Twinkle, Twinkle, Little Star) Permission by Virginia Harbin, Amarillo Montessori Academy There's a thing called the universe, it includes all of us. It includes Saturn and Mars, it includes moons and stars. It includes girls and boys, it includes houses and toys. There's a thing called the universe, it includes (speaking voice) Everything!

Cosmic Wonder Series- A set of 6 beginning readers. Each book introduces the child to some aspect of our universe. www.parentchildpress.com

9:00 Circle: DO STARS REALLY TWINKLE? Sing Twinkle, Twinkle, Little Star. The stars are far away suns like our sun. Most stars are shining with a steady light. The movement of air in Earth's atmosphere causes the starlight to get bent as it travels through the atmosphere down to us. This means that some of the light reaches us directly and some gets bent away. To our eyes, this makes the star seem to twinkle. Another theory or in combination with this is that not enough light hits the rods in our eyes and the stars look like they are twinkling when really they are not.

WHAT IS A CONSTELLATION? People long ago played connect the dots with the stars to make pictures in the sky. These are the constellations we know today. The brightest star in our night sky is Sirius in the constellation The Big Dog. The brightest star in our daytime sky is our Sun. **Read,** *Stars or Stars and Galaxies or Where Are the Stars During the Day? or Stargazers*

Yoga: Star Pose

Art: Constellation crayon melt

Work:

CONSTELLATION CONNECT THE DOTS CONSTELLATION CARDS

11:45 Circle: Do Touching Stars and Falling Stars circle exercises. See page 15. SILENCE GAME, then, in the silence, whisper "In nature we find silence- the stars, the moon, and the sun move in silence," a quote from Mother Teresa. Whisper names to wash hands for lunch. Story Time- Draw Me a Star

3:00 Circle: THE BIG AND LITTLE DIPPERS Read, *The Big Dipper or The Starry Sky Collection*. The big dipper is a part of the constellation Ursa Major or The Great Bear. The Little Dipper is part of Ursa Minor or Little Bear. (Make a black shade with pin holes to let light through. In a darkened room or closet, use a lamp or strong flashlight to show both dippers on the ceiling.) The North Star, or Polaris, is the end star in the handle of the Little Dipper. Because the north pole is spinning in one place, and Polaris is over it, it is the only star that appears to stay in one place in our sky. Polaris is actually more true in finding north than using a compass. For many years people have used the north star to find the directions. See also Follow the Drinking Gourd.

Work:

PLACING THE FOUR DIRECTIONS USING POLARIS

PUMPKIN RUBBER STAMP STAIR (M) ASSEMBLING A FLASHLIGHT / NIGHT SKY

ALASKA STATE FLAG COLORING

Constellation Connect the Dots- On paper make dots in the formation of some of the constellations such as The Big Dog and The Great Bear. Number the dots. Lesson- Connect the dots in sequence.

Night Sky- Do hole punching work using a constellation. Assemble the flashlight (p.150). Take the punching work and flashlight to a dark room or closet. Shine the flashlight up to the ceiling with the punched hole pattern over it to resemble the night sky. Alaska State Flag- eight gold stars forming the Big Dipper and the North Star on a dark blue field Placing the Four Directions using Polaris- See Instructions: Geography at the back of this guide.

Outside Activity: 1) Find the Big Dipper (if you live where you can see it) 2) Find the two stars that make the end of the cup of the dipper. 3) These two stars point upward from the cup to the end of the handle of the Little Dipper. 4) The star at the end of the handle is the North Star. (It is not the brightest and is hard to see.)

9:00 Circle: OUR STAR, THE SUN- Our Sun is one of the stars in the Milky Way Galaxy. Our Solar System goes around the closest star, our Sun. **Sing** The Earth Goes Round the Sun (p.10) and the first verse of Shining, Shining, Great Big Sun. **Read,** *The Sun or Energy from the Sun* or other favorite book about the sun.

Yoga: Salutation to the Sun

Work:

CELEBRATION OF LIFE

hnde FISHING

SANDPAPER LETTERS hnde / SAND TRAY

KNOBLESS CYLINDER BOX 4

CIRCLE INSET- Sun PARTS OF THE SUN NOMENCLATURE CARDS

Art: Paper mache sun

11:45 Circle: **Read,** *Me and My Place in Space.*

Yoga: Draw from the Yoga Cards basket.

Story Time: *Arrow to the Sun or My Shadow*

3:00 Circle: OUR SOLAR SYSTEM **Read,** *The Solar System or Children of the Sun.*

Sing Tell Me the Planets.

Work:

ELLIPSE INSET- earth in orbit

SOLAR SYSTEM FELT BOARD

PLANET AND SUN SOLAR SYSTEM LABELING SOLAR SYSTEM NOUN POSTER

WORK Circle Inset- Sun-Trace inset and fill with red, yellow, and orange lines. Add sun flares around the outside. Print the word "sun" under it. Place it in the child's unfinished work folder.

Ellipse Inset- Trace inset. Make the sun in the center. Make earth in orbit on the ellipse.

This is the beginning of "My Space Journal" of our journey through the Solar System. (Space shuttle, Sun, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, Earth, and Moon.)

Solar System Felt Board- Navy blue or black felt board with orbits stitched on. Felt sun, planets and names of the planets to place in their orbits on the board.

9:00 Circle: MERCURY IS THE PLANET CLOSEST TO THE SUN **Read,** *Mercury*. Mercury is very hot in the day and very cold in the night. It has no water and no clouds to hold in the heat.

Sing: the verse about Mercury in The Family of the Sun and through the second verse of Shining, Shining Great Big Sun.

Talk about a "model". Pass (to the right) a 1"-2" model of a house. "This is a model of a house. Is your house this little? (No!) This is a tiny 'model of something big. You couldn't bring your house into our classroom." Show the globe or "model" of our earth. We will make a model of Mercury.

Work:

CIRCLE INSET- Mercury (fill with orange lines)

MOVABLE ALPHABET/OBJECT BOX 2- hat, net, bed, fan, hen, man, ant

PINK TOWER / BROAD STAIR EXTENSION

FRACTION SKITTLES

Art: Paper mache Mercury (orange)

11:45 Circle: Walking on the line with the sun in the center. Be Mercury orbiting the sun. It is 800 degrees Fahrenheit- hotter than the oven we bake our food in! Because Mercury is so close to the sun it has the shortest and the fastest orbit. It goes 100,000 miles an hour! It rotates the slowest of all the planets. It has deep craters like on the moon. Like all of the planets, it orbits counter-clockwise.

Story Time: Big Silver Space Shuttle 3:00 Circle: VENUS IS OUR SISTER PLANET because it is close to the same size as earth and like earth, it has clouds. Venus is not as close to the sun as Mercury, but because of the clouds around Venus, it is hotter than Mercury. The clouds hold in the heat. Because of the clouds that reflect light around Venus, sometimes Venus can be seen from earth without a telescope. Venus does not rotate on its axis.

Read, Venus.

Sing Family of the Sun through Venus.

Art: Paper mache Venus (gold)

Work:

CIRCLE INSET-Venus (gold and yellow lines)

RHYMING WORD CARDS (L) MATCHING LETTERS hnde

UPPER & LOWER CASE Hh Nn Dd Ee

October – Week 3

Friday

Mars & Jupiter

9:00 Circle: MARS, THE RED PLANET Read Destination: Mars. Mars is red because of lots of rusty iron in its soil. It has volcanoes higher than Mt. Everest, Earth's highest mountain. It also has a huge canyon deeper than the earth's Grand Canyon. Sing Family of the Sun through Mars.

Yoga: Volcano Pose

Work:

CIRCLE INSET- Mars (red lines)

CUTTING STRIP MOSAIC- Mars

I SPY hnde OBJECT BOX

Art: Paper mache Mars (red)

EXPERIMENT: Make rust by leaving a can and iron filings on a damp paper towel.

11:45 Circle: Read, Touchdown Mars.

Sing a solar system song. Walk on the line like Mars. Mars rotates on its axis while it makes its counter-clockwise elliptical orbit around the sun.

Story Time: The Berenstain Bears on the Moon

3:00 Circle: JUPITER, THE LARGEST PLANET Read Destination: Jupiter. We can't land on Jupiter because it isn't solid, but is a gas. Jupiter is the largest planet in our solar system- 1,000 times the size of Earth. (Hold up one unit bead and a thousand cube to show the difference in size.) Jupiter has a thin ring circling it. It rotates on its axis counterclockwise and has at least 16 moons that orbit around it. Its Great Red Spot is a huge storm continuously spinning around and around. Sing Family of the Sun through Jupiter.

Art: Paper mache Jupiter (gold and white lines with a red spot)

Work:

EARTH AND JUPITER SIZE COMPARISON original work SOLID/LIQUID/GAS CARDS

CIRCLE INSET- Jupiter (gold lines with a red spot)

Cutting strip mosaic- Mars- Tray with 1/2 inch strips of red paper, glue lid and brush.

Lesson- Trace circle inset on inset paper. On piece of newspaper, cut three red strips into squares. Glue squares one at a time "inside" the circle until filled. Print "Mars" beneath. Wash glue lid and brush and return them to the tray. Return tray to shelf.

Earth and Jupiter Size Comparison- Tray with a thousand cube and a unit bead, 1,000 card, 1 card, Jupiter card, Earth card.

Lesson- Place the unit bead in the child's palm, saying "one." Place the cube in the child's other palm, saying "one thousand." Place them both on the tray. Place the numerals in front of each. Place the Jupiter card in front of the cube. Place the Earth card in front of a big that 1,000 Earths could fit inside Jupiter". (1,400 is more exact, but 1,000 illustrates the point. 4 hundred squares could be added with older children.)

Maria Montessori combined her knowledge and observation of the child with her own common sense to create an environment that would feed the minds and spirits of the children. Use your own experience, observation, and what you have available to create an environment that will feed the needs of the children.

Meditation is not a way of making your mind quiet. It's a way of entering into the quiet that's already there-buried under the 50,000 thoughts the average person thinks every day. ~ Deepak Chopra

Space shuttle or Rocket- Toilet paper or paper towel tube, construction paper, tempera. Make tagboard patterns for the wings of the space shuttle or rocket. Allow for a 1/2" tab to glue it on the tube. Make a tagboard pattern for a nose cone. Process-Trace the templates for the wings and nose cone, cut out, and glue on. Hold for a count to 20. Let dry. Carefully paint the exposed brown tube with white tempera. (White tubes don't need to be painted.) Use markers or paint (with a small brush) to make a U.S. flag.

Space ship-Staple two paper plates together. Place an upside-down paper bowl on top. Decorate with markers. Draw the U.S. Flag. Glue the upside down bowl in place. Let dry undisturbed. Or let the child invent a "flying saucer" or other flying object. It can be any shape such as a triangle. Use various recycled items, glue or staple together and decorate.

Drawing of the Universe- The child's own vision what "The Universe" looks like with no other instruction. Use markers, pastels, crayons, paint, or any other media.

Constellation crayon melt resist- Yellow crayon melt, Q-tips, large brush, thin mixture of watercolor wash in black or blue-black. Process- Dot the melted crayon on the paper with a Q-tip. Apply black or blue-black watercolor wash with a large brush.

Song- Shining, Shining, Great Big Sun (Twinkle, Twinkle, Little Star) (Words by Judy Spurlock, permission to use by Virginia Harbin, Amarillo Montessori Academy)

Shining, shining great big sun, shining down on everyone. Burning, burning, oh so bright, red and yellow, orange and white, Shining, shining, great big sun, shining down on everyone.

Mercury, Venus, Earth, and Mars are the closest to our star. Spheres are spinning round and round, magnetic forces keep them bound. Mercury, Venus, Earth, and Mars, are the closest to our star.

Jupiter's very big we know, many moons around her go. Rings of gases turn and turn around the planet Saturn. Jupiter's very big we know, many moons around her go.

Next are Uranus and Neptune, these two have many moons. Pluto's just a dwarf planet, tiny and far away.

(Pluto words modified by Gini Newcomb) Next are Uranus and Neptune, these two have many moons.

Take a moment for yourself to sit quietly and reflect on the day. Which things did the children really connect with? Which things stimulated the most self-motivation in the children? What next might they be ready to do?

The greatest way to live with honor in this world is to be what we pretend to be.

9:00 Circle: SATURN, THE RINGED PLANET

Read, *Saturn*. Saturn is gas like Jupiter. Its beautiful rings are made of ice and rocks. The rings glow because the ice and ice-covered rocks reflect the sun's light. It has at least 21 moons. Saturn rotates on its axis counterclockwise while on its journey around the sun. It moves the slowest of all the planets. Sing Family of the Sun through Saturn.

Work:

CIRCLE INSET- Saturn (gold with multi-colored rings)

OBJECT BOX & *SANDPAPER LETTER "p" (ring, rocks)

TWO-COLOR MIXING- RED AND YELLOW

Art: Paper mache Saturn (with multi-colored rings)

11:45 Circle: Read, *Do Stars Have Points? Or if the Moon Could Talk*. Questions and Answers About Stars and Planets.

3:00 Circle: Read, Astronauts Are Sleeping.

Work:

SOLAR SYSTEM FLOOR PUZZLE SOLAR SYSTEM SEQUENCE

PLANET NOMENCLATURE

Two-color mixing- red and yellow- Let the children make orange water instead of green water to put in the water work this week. See Supplement to the Guides for Montessori color mixing lessons. Extensions: Two-color mixing- red and blue colored water (red+blue=violet) Two-color mixing - blue and yellow colored water (blue+yellow=green) Three-color mixing- red, yellow and blue colored water (color wheel) Color Wheel with colored pencils

Solar System Sequence- Photographs of the sun and planets of our solar system Lesson: Arrange in sequence beginning with the sun and ending with Pluto. Sing the Solar System song and point to each card. Control of error- numbers 1 through 10 on the back of the cards.

9:00 Circle: Read, *Uranus*. Uranus isn't solid rock, but is a gas like Jupiter and Saturn.

Uranus has 15 moons and 11 rings. Sing Family of the Sun through Uranus.

Play: I SPY 'p' in the classroom- restroom, red rod, rug, rib, right, ring, rock, rectangle, etc.

Work:

CIRCLE INSET- Uranus (aqua blue with a gray ring around it)

JACK-O-LANTERN MATCHING CARDS or MEMORY GAME

FLANNEL BOARD INSET SHAPES

Art: Paper mache Uranus (aqua)

11:45 Circle: WALKING ON THE LINE with the sun in the center. Be Uranus orbiting the sun. Like all of the planets, it orbits counter-clockwise. What makes Uranus so different is that it rotates on its side with its south axis tilted toward the sun. Roll on the line like Uranus with your south pole (feet) toward the sun.

3:00 Circle: NEPTUNE Read Neptune. Over a billion miles away from the Earth, Neptune has 700 mile winds. Methane gas makes it a beautiful blue. It has a storm like Jupiter's Great Red Spot called the Great Dark Spot. Like Jupiter and Saturn and Uranus, Neptune is made up of gases. It rotates on its axis while orbiting.

Sing: Family of the Sun through Neptune.

Art: Paper mache Neptune (light blue)

Work:

CIRCLE INSET- Neptune (light blue)

SOLAR SYSTEM NESTING WORK

Jack-o-lantern Matching Cards or Memory game- Make matching cards. They may be made using Halloween stickers or by drawing jack-o-lanterns with various faces and making a copy on the copy machine. Color each pair the same and laminate them. Use it for matching work or a memory game.

Flannel Board Inset Shapes- Prepare- On felt, trace all of the insets and cut them out. With black marker, print the names of the shapes on the felt pieces. On white felt, print the names of the insets. **Lesson-** Place the shapes on the flannel board. Name the shapes. Match the name labels with the names on the shapes and place them under each shape. Advanced- Place the shapes with the name face down and place the name label below them. Turn pieces over to see if the words match.

Solar System Nesting Work- This is a nesting toy of the solar system made by various makers.

9:00 Circle: FAR AWAY PLUTO- **Read,** *Dwarf Planets: Pluto, Charon, Ceres, and Eris* or one of the Pluto books on the book list. Pluto was thought to be the ninth planet in our solar system until in 2006 scientists declared it a dwarf planet. Pluto is so far away from the sun it takes 250 Earth years for it to travel around the sun. It is smaller than our moon. Pluto does not rotate. It is so dark on Pluto you could barely see your hand in front of your face. This is because the sun's rays are so far apart by the time they get to Pluto. (Draw a picture of the sun with lines radiating out to show the rays. Draw Pluto far away between the sun's rays).

Sing: The Family of the Sun. **Play** I SPY "sh" in the classroom- shelf, shoe, shirt, sheet, shell.

Work:

CIRCLE INSET- Pluto (Draw a smaller circle inside the circle, fill with gray lines)

OBJECT BOX "sh" (shoe, ship, shell, shamrock, shark, sheep, shield, shrimp)

Play: I SPY "sh"

Art: Paper mache Pluto (gray)

11:45 Circle: THE SOLAR SYSTEM WALK (See below for preparation.) Place the paper mache sun in the center of the circle. Each child chooses a planet to be and walks on its orbit. The orbits can be done by simply walking on the tape or by imitating each planet's individual traits. Both the orbit and the rotation is counterclockwise.

Story Time: *"How the Animals Got Sunlight"*, page 50, or *The Children's Book of Heros*

3:00 Circle: SOLAR SYSTEM REVIEW - **Read,** *The Solar System* or your favorite book about the solar system.

Work:

SOLAR SYSTEM COLORED PENCIL PAGE

HANG THE PAPER MACHE SOLAR SYSTEM

Solar System Walk- Use 1" pieces of colored tape to mark the orbits of the nine planets. The inner planets can be inside the Walking on the Line circle or ellipse. The outer planets between the circle and the wall. Pluto's orbit is as large as the room permits. Make the elliptical orbits using 1" pieces of tape 1 foot apart using a different color for each planet. Make a color coded card for each planet with several simple sentences telling its characteristics,

Solar System Colored Pencil- Copied page with the sun in the center, elliptical orbits with each of the planets. Lesson- Color the planets and print their names next to them.

Hang the paper mache solar system- When the paper mache planets are finished and dry they are ready to hang in the classroom. Suspend them with a fish line above the taped orbits on the floor. Explain that the sun is really a million times larger than the earth, but in order to fit into our classroom, the sun had to be made on a much smaller scale than the planets.

9:00 Circle: OUR EARTH FROM SPACE - **Read,** *Seeing Earth from Space or My Place in Space or If the World Were a Village: A Book about the World's People or One World, One Day.* Or show the pictures in *Looking Down*, a wordless picture book. Display a poster of earth from space.

Sing: The Family of the Sun verse about the earth.

Work:

CIRCLE INSET- Earth

OBJECT BOX & *SANDPAPER LETTER “u”

Art: Paper mache earth (blue and white)

11:45 Circle: BACK HOME ON OUR PLANET EARTH **Read,** *Earthdance* as the children act out the words. ("Stretch your arms out wide and slowly spin around.") or other earth book.

Story Time: *The Best Book of the Moon or And if the Moon Could Talk* or one of the above not yet read.

3:00 Circle: **Read,** *So That's How the Moon Changes Shape or What the Moon is Like.* Carve a jack-o-lantern. Children take turns pulling the seeds out to roast for snack. Save some seeds to plant in the garden in the spring.

Play: I SPY "u" in the classroom- umbrella, underwear, us, etc.

Art: Pumpkin chalk transfer

Work:

CIRCLE INSET- Moon with craters (small gold and brown circles)

MOON PHASES NOMENCLATURE CARDS

COMBINATIONS OF 10 with number rods

TRICK-OR-TREAT STORY SEQUENCE CARDS

PUMPKIN / JACK-O-LANTERN CLASSIFICATION

Circle Inset- Earth- Look at the poster of the Earth. Fill the circle with blue and white lines. The lines can be placed in clusters to resemble the earth from space photo. When all the Solar System insets are completed make into a book. Make a cover "My Space Journal" or "Our Solar System."

Trick-or-treat Story Sequence Cards- Draw or find pictures that tell the story. Make a separate card for each step. **Lesson-** Place them in sequence from left to right.

Pumpkin / Jack-o-lantern Classification- Hand made work. Make drawings of various pumpkins and others of jack-o-lanterns with various faces on them. Make into cards and laminate. Word cards "pumpkin" and "jack-o-lantern.". **Lesson-** Place the two word cards at the top of the work rug or table. Place the picture cards under the appropriate word. **Objective:** Discernment of difference between pumpkin and jack-o-lantern

9:00 Circle: CATS - Parts of a cat, cat skeleton. **Read,** *All About Cats and Kittens*.

Cat face painting- triangle nose and whiskers.

Yoga: Cat stretch

Work:

PARTS OF A CAT CARDS

PARTS OF A CAT BOOK

MATCHING CAT CARDS
"c"

OBJECT BOX & *SANDPAPER LETTER

CAT RUBBER STAMP STAIR

CAT RUBBER STAMP NUMBER BOOK

Art Cards- Cats in famous works of art. Black cat cut and paste (cutting a paper coil tail)

Cooking: Make peanut butter popcorn balls. (Check for allergies first.)

11:45 Circle: BATS **Read,** *Bats!*

Yoga: Bat Pose

Read, *About Halloween in Children Just Like Me: Celebrate* p.42.

Play: I SPY "c" in the classroom-cup, coat, colors, card, cot, collar, calendar, etc.

Story Time- Stellaluna or Brown Bat, Brown Bat flannel board story (See next page.)

3:00 Circle: SPIDERS Read *Spiders Spin Webs* or *The Very Busy Spider*. **Play** the Brown Bat Game.
See the game on the next page.

Art: Spider web resist

Work:

PENTAGON INSET SPIDER WEB

POLYGON SPIDER WEB BOOK

GEOMETRIC CABINET- DRAWER OF POLYGONS

PUNCHED BAT

Matching cat cards -Make by using two sets of Fandex Family Field Guide-Cats. Remove the brad that holds them together and use them like matching cards. There are 47, too many to put out at once so they can be changed from time to time. Or use other sources for cat pictures such as *Designs for Coloring: Cats*, Ruth Heller, Grosset & Dunlap.

Matching cat cards -Make by using stickers from two copies of *The Usborne Cat Sticker Book* or other source. Make cards, place stickers, print the names of the cats, laminate. Make a second set to match. Cats in art cards- An internet search "cats in art" will give many famous works throughout history. Pentagon Inset Spider Web-Trace pentagon inset as usual. Find the center and make a dot. With a 6" ruler or other straight edge connect the dot to each corner. Count the triangles. Beginning near the center connect the lines, spiraling around like a spider spinning a web. Polygon Spider Web Book- Use all the polygons and make a spider web book. Punched bat-Tray with a 6" square of cork, 6" squares black construction paper, tagboard bat shape/template, white pencil, large pushpin, hole punch. Process-Place bat shape on paper, trace around with white pencil. Place on cork and punch on line with pushpin. Punch hole with hole punch, hang with thread.

October – Week 4

Halloween Songs

I'm a Jack-o-lantern I'm a jack-o-lantern with a great big grin! I'm a jack-o-lantern with a candle in.
See my dark and scary eyes, (whisper) Watch out now, a big surprise, BOO!!!!

Five Little Jack-o-Lanterns Five little jack-o-lanterns sitting on a gate, The first one said, "My its getting late!" The second one said, "There are witches in the air" The third one said, "We don't care!" The forth one said, "Let's run and run and run!" The fifth one said, "It's just Halloween fun!" Whoo! Went the wind, and out went the lights, And the five little jack-o-lanterns rolled out of sight.

Have You Seen the Ghost of John? Have you seen the ghost of John? Long thin bones with no skin
O-O-O-on, 00-00-00-00, Wouldn't it be chilly with no skin on?

The Witch is on Her Broomstick The witch is on her broomstick riding hard and fast! Weeeoo
Weeeo, Halloween at last

Way Down Yonder in the Pumpkin Patch (Tune: Way Down Yonder in the Paw Paw Patch) (Make up your own words and act out after carving a pumpkin.) Where oh where is (name), Where oh where is (name), Where oh where is (name), Way down yonder in the pumpkin patch! (Named child goes to the center of the circle) Act out: Picking ripe pumpkins, putting them in a basket (3x), Way down yonder in the pumpkin patch! Cutting of the top and scooping out the seeds (3x), Way down yonder in the pumpkin patch! Carve the eyes and nose and mouth (3x), Way down yonder in the pumpkin patch! Wash the seeds and roast for snack (3x), Way down yonder in the pumpkin patch!

Brown Bat, Brown Bat (flannel board story) Adapted by the author from Brown Bear, Brown Bear by Eric Carle Brown bat, brown bat, what do you see?, I see a cave cricket looking at me. Cave cricket, cave cricket what do you see?, I see a salamander looking at me. Salamander, salamander, what do you see?, I see a crayfish looking at me. Crayfish, crayfish, what do you see?, I see a blind cavefish, but he can't see me! (The cavefish doesn't have any eyes.)

Brown Bat Game: Children standing in a circle. One child puts on a blindfold in the center of the dark "cave." The children say "Brown bat, brown bat, what do you see?" The child walks around in the cave until he or she is touching someone. Guess who it is. They may need a hint from sound or touch. Take turns being the brown bat.

Continue making the Paper Mache Solar System

Pumpkin chalk transfer-Tray with 6"x6" black or dark blue paper, pumpkin stencil (See note below), orange chalk.

Process-Place stencil on newspaper. With the chalk, color heavily between the marker it out area. Carefully place the stencil on the dark 6"x6" paper. With finger rub from the line to the center of the opening to transfer the chalk to the paper.

Note--pumpkin stencil- On a 6"x6" piece of posterboard draw a 3" shape of a pumpkin in the center. Poke a whole in the center. Make several cuts to the edge of the pumpkin shape and cut around, keeping the OUTSIDE 6" x6" piece. On the NON-SLICK side draw a black marker line 1" from the inside cut edge.

Black cat with "cutting a coil" tail- Tagboard cat shape, black construction paper, 6" black construction paper circle, white colored pencil, scissors, glue, lid and small brush.

Process- Place a body pattern on the black paper. Trace around with white colored pencil and cut on the line. Cut into the edge of the black circle and cutting 1/2" from the edge, continue cutting around in a spiral, Glue tail to body.

Spider web resist- Newspaper, white paper, yellow crayon or oil pastel, thin black watercolor, large brush.

Process-With yellow pastel, make a dot in the center of white paper. Draw straight lines from dot to corners of paper. Make lines from dot to top, bottom, and sides of paper. Starting from the center, connect the lines, working around and around to the edge of the paper. Brush the entire page lightly with black wash. Carry the newspaper to the drying rack. Sponge table if needed.

Punched bat-Tray with a 6" square of cork, black construction paper, tagboard bat shape, white pencil, large pushpin, hole punch.

Process-Place bat shape on paper, trace around with white pencil. Place on cork and punch on line with pushpin. Punch hole with hole punch, hang with thread.

Which things seemed to stimulate a joy of learning in the children? What other related activity could be integrated into the plans?

The power of imagination makes us infinite. ~ John Muir