



ExceedTM
preschool curriculum

SEPTEMBER
4 YEAR OLDS

School
Me
Families
Friends



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EXCEED PRESCHOOL CURRICULUM

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Exceed Preschool Curriculum

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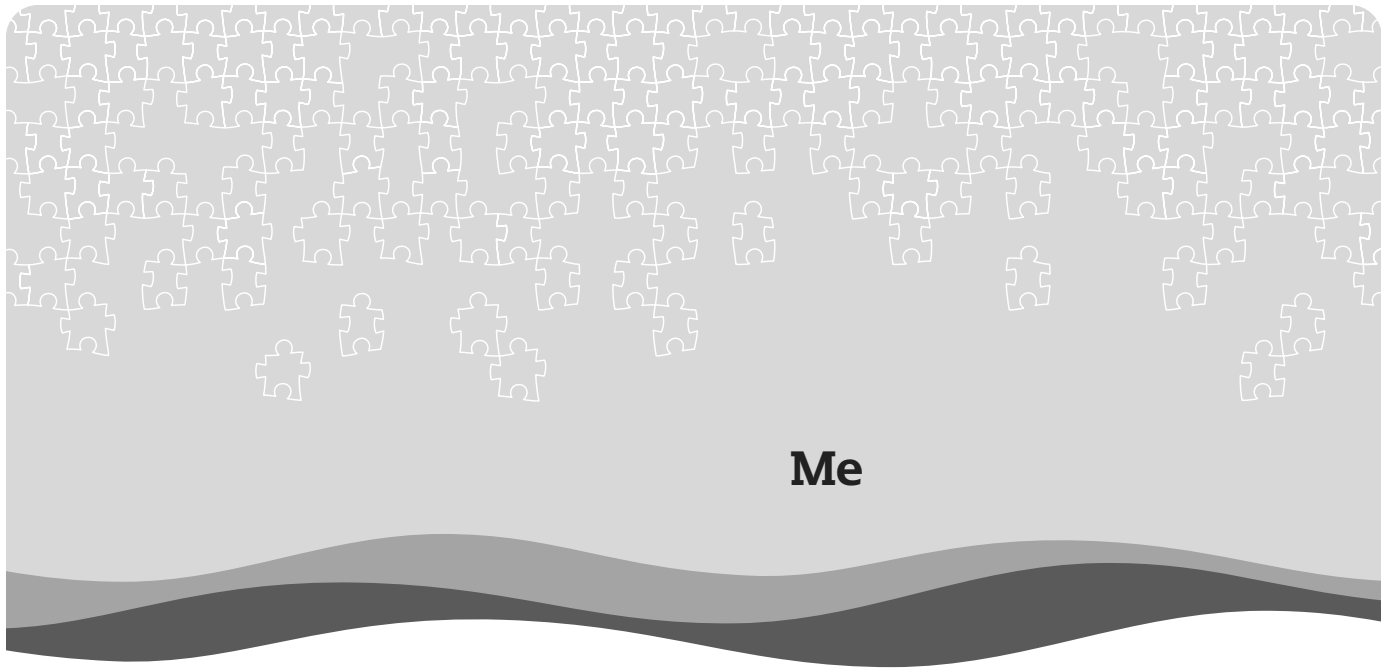
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Me

SEPTEMBER WEEK 2

ADDITIONAL SUPPLIES

- Non-toxic black ink pad

- Bathroom scales

- Small white envelope for each child

- Sponges

- Canned beans (enough for each child to have two spoonful)

- Adult size sock

- Plastic lids

- Meat trays (washed with soap and water)

- Clothespins (snap close kind)

- 30-60 craft sticks

- Children's naptime blankets

PARENT SUPPLIES

- Children's books about "Me" and about cowboys

- Old newspapers

- Old magazines

- Plastic lids (from coffee cans, butter and margarine containers, whipped toppings, etc.)

- Grocery-size paper bag

- Meat trays (that have been washed with soap and water)

- Copy of your child's favorite cowboy songs on CD/cassette tape for the classroom

- Additional items (nuts, bolts, buttons, pens, scrap pieces of material, sandpaper, paper clips, magnets, etc.) that are safe for children to explore

Quantities are for one classroom.

The parent supplies are items that parents may have at home and are willing to contribute to the classroom. The supplies are also listed in the weekly Parent Participation Letter. If parent contributions are not available, the school/center will be responsible for supplying them.

SCHEDULE OF ACTIVITIES

theme for **SEPTEMBER WEEK 2 ~ Me**

Day 1	LANGUAGE / LITERACY "One, Two, Buckle My Shoe" Review "M" Storytime:	MATH Craft Sticks [ROTE COUNTING 1-10]	SCIENCE / CULTURAL What is a Fingerprint?	MUSIC gross motor skills Learn a New Song [RHYTHM]	ART fine motor skills "Me" Book
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Day 2	LANGUAGE / LITERACY "One, Two, Buckle My Shoe" Review "M" Storytime:	MATH Sticks and Beans [REVIEW CIRCLE AND SQUARE]	SCIENCE / CULTURAL How Do You Make Something Blue?	MUSIC gross motor skills Shoe Mix-Up [MOVEMENT]	ART fine motor skills "Me" Book
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Day 3	LANGUAGE / LITERACY "One, Two, Buckle My Shoe" Review "M" Storytime:	MATH Lid Play [REVIEW CIRCLE AND SQUARE]	SCIENCE / CULTURAL Western Heritage Month	MUSIC gross motor skills "Freeze" Dancing [MOVEMENT]	ART fine motor skills Red Finger Painting
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Day 4	LANGUAGE / LITERACY "One, Two, Buckle My Shoe" Review "M" Storytime:	MATH Circles and Squares [PATTERNS]	SCIENCE / CULTURAL "Cowboy Camp"	MUSIC gross motor skills Musical Chairs [MOVEMENT]	ART fine motor skills Pretend Campfires
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Day 5	LANGUAGE / LITERACY "One, Two, Buckle My Shoe" Review "M" Storytime:	MATH Junk Boxes [ROTE COUNTING 1-10]	SCIENCE / CULTURAL "Cowboy Camp"	MUSIC gross motor skills Musical Chairs [MOVEMENT]	ART fine motor skills Finger Painting
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SCHEDULED ACTIVITIES OR FIELD TRIPS

PARENT PARTICIPATION LETTER



please read to your child as often as possible.

Dear Parents,

Welcome to **September** Week 2 of **Exceed Preschool Curriculum** for four year olds. This week's theme is "Me."

This week children will be learning about themselves. They will have an opportunity to make "Me" books during the **Art Focus** and discover what makes them special. September is National Western Heritage Month and during the **Cultural Focus**, the children will be making "cows" and participating in "cowboy camp" activities. The **Language Focus** will introduce the letter "M." Objects, words and sentences beginning with the letter "M" will be presented. **Exceed Preschool Curriculum** will review all letters of the alphabet during the coming year, with emphasis on one letter each week. In **Math**, children will explore squares, review circles and count by rote. **Science** activities will include the color blue and the sense of touch. **Music** activities will give children an opportunity to learn new songs, experiment with rhythm and rhyme and participate in musical games that will include walking backwards and hopping to music. These activities encourage growth and development of large muscles and balance.

Suggestions to Enrich Classroom Activities

1. Bring books about "Me" and cowboys. (Please write your child's name inside the front of the book.)
2. Make a copy of your child's favorite cowboy songs on CD/cassette tape for the classroom.
3. If available, bring old newspapers and magazines, plastic lids off things (coffee cans, butter and margarine containers, whipped toppings, etc.), brown paper grocery bags, styrofoam meat trays that have been washed with soap and water and additional items (nuts, bolts, buttons, pens, scrap pieces of material, sandpaper, paper clips, magnets, etc.) that are safe for children to explore.

Thank you for sharing your child with us.

Your Child's Teacher

Talk to your child about his/her day. Ask questions that require more than one word answers.

TRAVEL TALK

to and from school

What letter did you talk about today? What are some words that begin with "M"? Does your name begin with the letter "M"?

Tell me about the story your teacher read today. Tell me about your "Me" book.

What are some of your favorite songs, toys, colors?

Talk about squares. Can you name anything in the car/truck that's in the shape of a square?

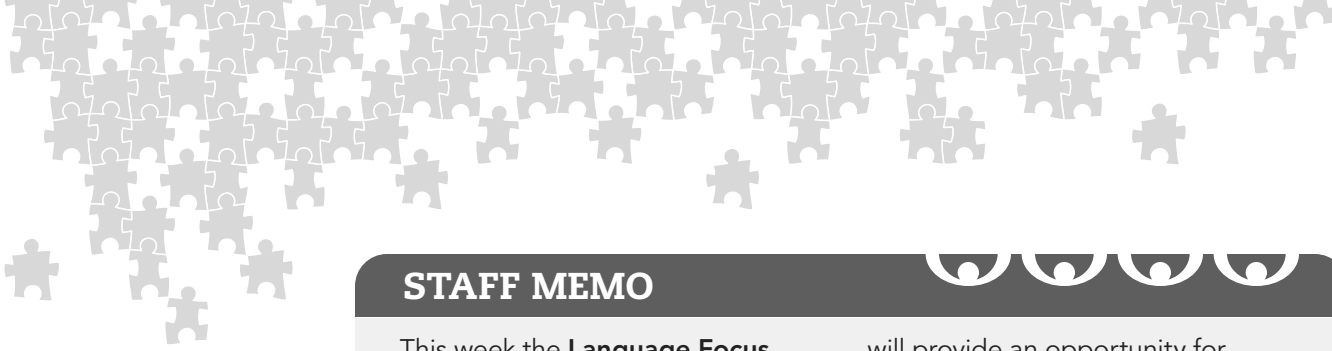
Tell me about things in your classroom that are blue. Do we have anything in the car that is blue? Let's look for things that are blue on our way home.

BATH/BED TIME TALK

getting ready for bed

Tell me about the things you did in Music today. What new song are you learning?

What did you do during Center Time? What are you going to do tomorrow?



SUGGESTION

Set aside a labeled space in the classroom for parents to leave the things they are contributing for classroom activities.

STAFF MEMO

This week the **Language Focus** will begin presenting letters of the alphabet. One letter is introduced each week and **Exceed Preschool Curriculum** begins with the letter "M." Children will begin naming objects that begin with the letter "M," then words and using sentences with "M" words. Only the beginning sound in a word will be emphasized. Both the upper and lower case letters will be presented. The **Math Focus** will include building a manipulative center. Children will be exploring craft sticks, geometric shapes and beans. As these items are presented, place them in containers that can be stored on a shelf or area for beginning a manipulative center next week. We will be adding other manipulatives to that area as we progress through the program. **Science** will include daily weather activities, the color blue and the sense of touch. September is national Western Heritage Month and during the **Cultural Focus** children will have an opportunity to make "cows" and participate in "cowboy camp" activities. **Music**

will provide an opportunity for children to learn new songs and continue experimenting with rhythm and rhyme. Hopping and walking backwards will be included in some of the music games. These activities encourage growth and development of large muscles and balance. In the **Art Focus**, children will be making "Me" books and finger painting. Observe to see if children are drawing people with at least two parts (head with arms coming out of head).

The teacher's **Helping Hands** will include a brief explanation of the four center areas that have been established in the classroom. Also included are the stages and rules for block play.

New to this week's lesson plan is **Naptime Preparations**. This section gives suggestions for preparations that can be completed during the time the children are napping. **Exceed Preschool Curriculum** encourages staff to complete lesson plan preparations during working hours only.

CIRCLE TIME

MORNING

Greet the Children [REFERENCE:R1]

NEED 8½ x 11 paper, scissors, marker, transparent tape

Weather [REFERENCE:R1]

NEED 8½ x 11 paper, marker

Classroom Helpers

NEED 8½ x 11 paper, scissors, marker, paper bag

It's time to choose class helpers for the week.

Write everyone's name on a piece of paper, cut apart, fold, and drop in a paper bag. Have the children take turns at drawing names for the Line Leader, Caboose, Classroom Helper and Messenger. As they draw, write his/her name on the class helper charts. [Reference:R1]

Plan for the Morning

What are things you would like to do today?

Allow children time for discussion and planning their ideas.

Good choices! Today we are going to talk about YOU and things that make YOU so special, review the letter "M," read a story, visit Centers, look for objects in the shape of a square and make fingerprints. What is a fingerprint? (A picture of the tip of your finger or thumb)

Let children respond.

LANGUAGE/LITERACY

FOCUS

Review "M"

Collect items that begin with the letter "M" such as marker, money, macaroni and magazines.

Encourage discussion of things that begin with the letter "M." Point to each thing and say,

What is this?

Allow children time to name the items you are selecting.

They all have something alike. The words all begin with the letter "M."

Name each item again and pronounce the "M" louder than the rest of the word. Take a large sheet of paper and write the letter "Mm" at the top of the page. Print a large "M" and a small "m."

What is the name of this letter?

MORNING SUPPLIES

8½ x 11 paper

large piece of paper

markers

CD/cassette player

CD/cassette music

book about "Me"

transparent tape

masking tape

30-60 craft sticks

large sheet of paper

nontoxic black ink pad

wet paper towels

Let's draw the letter in the air with our fingers. Some words that begin with the letter "M" are "marble" and "me."

Pronounce the "M" louder than the rest of the word. Write the "M" words on the paper as you say them. Then draw a stick figure beside the word "me" and a circle beside the word "marble."

Can you think of words that begin with the letter "M"?

Allow children discussion time with "M" words. Write their "M" words on the paper.

Does anyone have a name that begins with the letter "M"?

Write the child's name on the paper.

What sound does "M" make?

Say the beginning sound in an "M" word.

I'm going to say some silly sentences. Let's see how many "M" words you can hear.

My mother met Mr. Monkey. Michael mashed marshmallows. Many moose made music.

Can you think of a silly sentence using "M" words?

Allow children time to respond.

Good job! Today we are going to learn a rhyme titled "One, Two, Buckle My Shoe." [Reference:R4] If you already know the rhyme, please say it with me.

Say the rhyme once for the children.

Let's say the rhyme together.

Allow children time to say the rhyme several times.

It's time to read a story. Please raise your hand if you hear words that begin with "M."

Storytime [REFERENCE:R2]

NEED book about "Me"

Using masking tape, form a 3 foot "M" on the floor or carpet in the Reading Center.

TRANSITION from Circle Time to Centers

Now it's time to go to Centers. We have four Centers in our room... Housekeeping, Blocks, Art and Reading. What are things you would like to do in the Housekeeping Center today? What about the Block Center, what are things you would like to do there? And Art, what are you going to do in the Art Center?

Don't forget we put the book we read a few minutes ago in the Reading Center. You may want to read the book again.

There can be only four children in one Center. If it's your turn to choose and four children are already in that Center, you must choose a different one. You may move from one Center to another during Center Time.

I am going to choose (three to six) children to be with me in a Math activity. [see Math Focus] When we have finished, I will come and get (three to six) more children from the Centers to be with me, and the children who were with me can go to a Center that they choose. Everyone will have an opportunity to be with me in a Math activity.

When you hear music start playing, it's time to begin cleaning the Center you are in... putting housekeeping things in cabinets and drawers, placing blocks and books back on the shelves and all art supplies back in their proper places, too. When the music stops, everyone should be finished with the cleaning and sitting on the carpet where we are now.

Does anyone have questions about what to do?

When I say your name, please tell me which Center you would like to go to and what you're going to do there.

If there are two teachers in the classroom, one teacher should be in the Centers talking to the children, encouraging their exploration and helping them expand their imaginative play.

For example, one might say in Housekeeping,

Tell me about your cooking. How do you make that?

or in the Block Center,

Tell me about your building.

ASK QUESTIONS THAT REQUIRE MORE THAN ONE WORD ANSWERS.

CENTER TIME should last at least 45 minutes 



Craft Sticks

During center time, take **three to six** children in a small group to participate in a Math activity.

Today children will be counting by rote 1-10, exploring squares and discovering ways to use craft sticks. Collect 30-60 craft sticks.

Today we are going to learn a rhyme about numbers. Everyone please stand up.

Place 10 craft sticks in front of your feet.

This is how it goes.

Say "One, Two, Buckle My Shoe." [Reference:R4] Stamp your feet to the beat. When you are done, give each child 10 craft sticks.

Let's say the rhyme.

Allow children time to say the verse and have fun with actions.

Can you count to ten without saying the verse?

Count with the children.

Please take your craft sticks with you and have a seat at the table.

Do you remember what a circle looks like? Please draw one on the table with your fingers.

Good job! Today we are going to look for things in the shape of a square. A square looks like this.

Draw a square in the air with your finger and then again on the table.

Look around the room. Tell me about things that are in the shape of a square in the classroom.

Examples might be blocks, books, art easel, poster on the wall, etc. Allow children time for discussion.

What are some things you can do with sticks? Can we make a circle out of sticks? What about a square?

Allow children time to experiment with the craft sticks.

It's Center Time. Please place your craft sticks in the middle of the table and you may go to Centers.

Continue this activity with **three to six** children until all the children have had an opportunity to participate.

TRANSITION from Centers to a Large Group

Turn on the music and say,

It's time to clean up. Remember when the music stops, everyone should be sitting on the carpet.

Leave the music on for approximately 5 minutes.

SCIENCE / CULTURAL FOCUS

What is a Fingerprint?

Collect large sheet of paper, nontoxic black ink pad and wet paper towels.

This is "Me" week. What do you think that means?

Allow children time to respond.

We are going to learn things about ourselves.

Take a large sheet of paper and write each child's name down the left side of the page. Across the top, write "favorite food" "favorite color" "favorite song" "favorite story" and "favorite toy."

Child's name, what is your "favorite food"? "Favorite color"? "Favorite song"? "Favorite story"? "Favorite toy"?

Give each child an opportunity to answer the questions about themselves. Don't forget to post the chart in the classroom.

What is a fingerprint?

Allow time for discussion.

A fingerprint is a picture of the lines on the ends of your fingers and thumbs. You can make your fingerprints by putting paint or ink on your fingers or thumbs and then pressing them on paper. Have you ever made a fingerprint?

Your fingerprint is the only one exactly like it. Today we are going to stamp our fingerprints on the chart beside our names.

Take a non-toxic black ink pad and allow each child the opportunity to press his/her finger or thumb on the ink pad and press beside his/her name on the chart. Allow children time to discuss and observe differences in their fingerprints.

TRANSITION from a Large Group to the Carpet

We need to start cleaning up. I'll hand out wet paper towels. Please wash your hands and have a seat on the carpet when you are finished. I'm going to turn on the music and when it stops, you should be sitting on the carpet.

Review Morning Activities

Let's talk about what we did this morning.

Allow children time to discuss what they did this morning.

TRANSITION from the Carpet to another location

We need today's Line Leader and Caboose. Line Leader, please stand tell the child where you want him/her to be and Caboose, we need everyone standing in front of you, so make sure everyone is in line.

Everyone who's wearing name a color may line up behind child's name.

Continue with different colors until everyone is in line, then lead the children where you want them to be. (outside, tables for lunch, etc.)

OUTSIDE / LUNCH / NAP



Collect five sheets of 8½ x 11 white paper and staple down the left side to make a simple book. Make one for each child in the class. The books will be used during the afternoon Art Focus.

CIRCLE TIME

AFTERNOON

AFTERNOON SUPPLIES

book about "Me"

CD/cassette player

CD/cassette music with singing songs

colored markers

crayons

watercolors

paintbrushes

cup of water for each child

book for each child with five blank white pages

bathroom scales

Afternoon Greeting

If there has been a change in teachers, the new teacher should smile and greet each child by name.

Good afternoon, did you have a good nap?

Tell me about the things you did this morning.

Allow time for discussion.

Let's say the rhyme "One, Two, Buckle My Shoe." [Reference:R4]

Great job! Now give yourself a hand.

Clap for each other.

Review Classroom Helpers

Who is the Line Leader? Caboose? Classroom Helper? Messenger?

Plan for the Afternoon

This afternoon we're going to read a story, have an opportunity to go to Centers, learn a new song and make a "Me" book.

Is there anything special you would like to do this afternoon?

Allow time for children to respond and include their suggestions, if possible, in the afternoon activities.

LANGUAGE / LITERACY

FOCUS



Helping Hand

Children enjoy hearing the same story numerous times.

Expand your discussions of the story you are reading. For example, ask questions such as,

What are other ways you could...?

How would you feel about... if that happened to you?

Why do you think he/she did...?

Storytime [REFERENCE:R2]

NEED book about "Me"

TRANSITION from Circle Time to Music

It's time for music. Everyone please stand and make a big circle.

MUSIC

FOCUS

Learn a New Song

Choose a children's music tape with singing songs and say to the children,

We are going to learn a new song.

Choose a song to play. [Suggestion 1:1]

SUGGESTION 1:1

Song about "Me."

Let's listen to the song and clap our hands to the beat.

Allow children time to hear the song and then ask,

What is this song about?

How does the song make you feel? (Happy, sad, surprised, excited, etc.)

I'm going to play it again and we can learn to sing the song together. [Suggestion 1:2]

If you don't know the words to the song, play a few lines at a time and have the children repeat the lines with you. They love to sing and if you are uncomfortable singing, increase the volume so the children can hear the person(s) singing the song instead of you.

When the music stops, it's time for everyone to sit down in the circle.

SUGGESTION 1:2

Make up body motions for the song as you play it again.

TRANSITION from Music to Tables

Have you ever made a book about yourself? We are going to make a "Me" book. Everyone who is wearing name a color may go sit at the tables.

Continue the colors until all the children are seated at the tables.



"Me" Book

Give each child a book consisting of five blank white sheets of paper, markers, crayons, watercolors, paintbrushes and cup of water for each child.

A "Me" book is one that is all about YOU. There are five pages in the book and you will have an opportunity to create something special about YOU on each page. Let's draw a picture of ourselves on the first page.

Classroom Helper, please hand out the colored markers, crayons, watercolors, paintbrushes and cups of water. While you are drawing your pictures, I'm going to help you weigh yourselves on the scales. Then we will write your weight on the second page of your book.

As the children are drawing, take turns weighing each child and writing in large print on the second page of his/her book "I weigh pounds." Remember to write or encourage each child to write his/her name under the picture of himself/herself.

TRANSITION from Tables to Centers

About five minutes before it's time to clean up say,

It's almost time to start cleaning up. When the music starts, please place your art supplies in the middle of the

table. Classroom Helper, please collect the markers, crayons, watercolors, brushes and bring them to me. I will collect the cups of water and your "Me" books. We will add something special in your book again tomorrow. When the music stops, everyone should be sitting on the carpet.

Now it's time for centers. Remember we have four Centers... Housekeeping, Blocks, Art and Reading. Our rule is that only four children can be in one Center at a time. When I say your name, please tell me which Center you would like to go to and what you are going to do there.

Remember to be in the Centers with the children asking questions about their play such as,

Tell me about what you're building with the blocks.

Tell me about your cooking.

That's an interesting painting. Please tell me about it.

ASK QUESTIONS THAT REQUIRE MORE THAN ONE WORD ANSWERS.

CENTER TIME

TRANSITION from Centers to a Large Group

I've turned on the music. It's time to clean up. Remember when the music stops, you should be sitting on the carpet. Don't forget to put everything away, housekeeping things in cabinets and drawers, blocks and books back on the shelves and art supplies in their proper places.

Review Afternoon Activities

What are things we did this afternoon? What was your favorite?

What are some things you are going to do when you go home?

Allow children time to talk about their afternoon.

TRANSITION from a Large Group to another location

It's time to go to name the location. We need our Line Leader and Caboose. Caboose, don't forget to allow everyone to line up in front of you. It's very important that you make sure everyone is in line before we leave the room. If you are wearing name a color, you may go line up behind the Line Leader.



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