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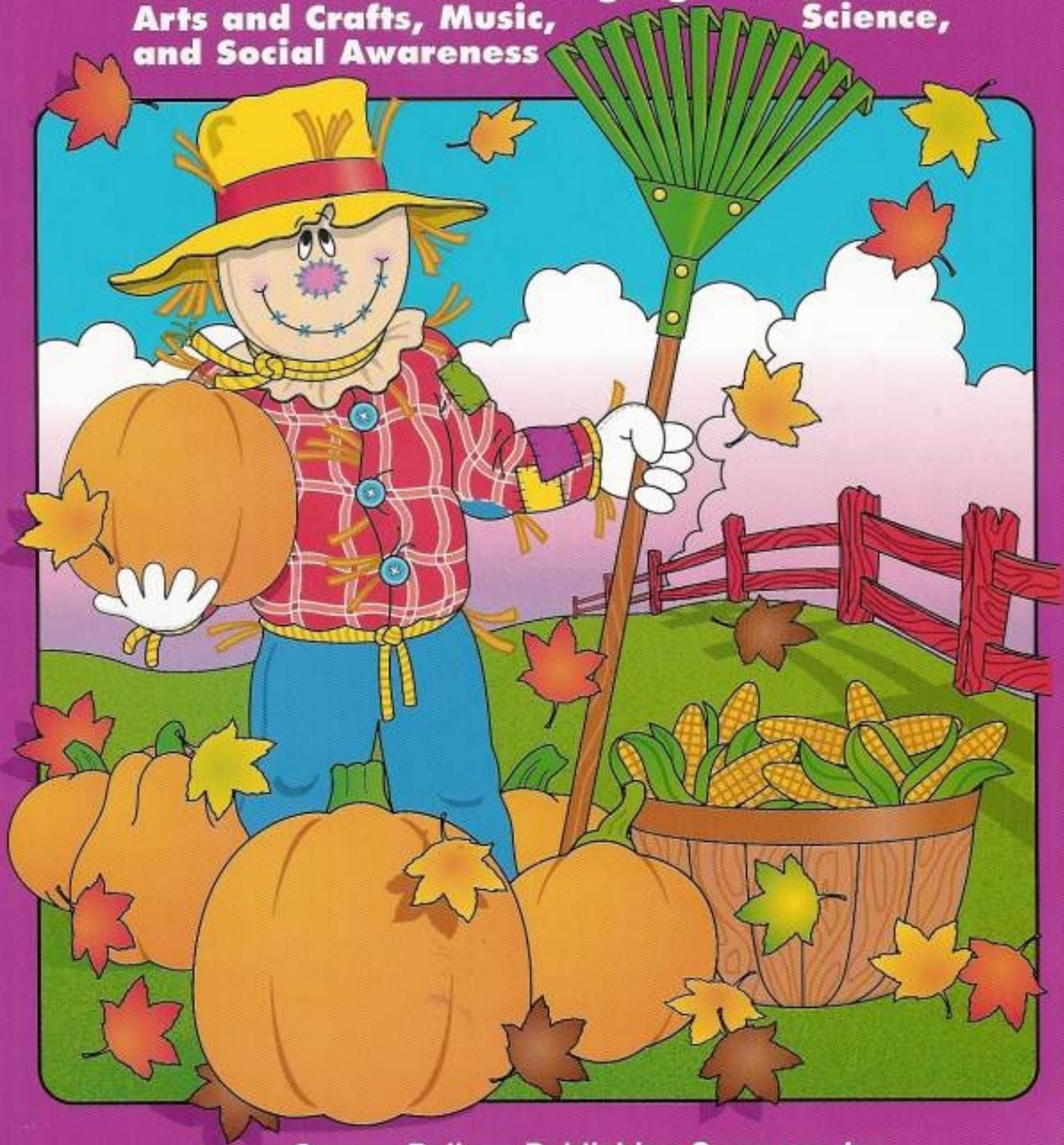
# Terrific Topics

Grades  
Pre-K-1

# FALL

Learning how  
C\$13.99  
MCO's Learning Stores

**Includes Activities in Language Arts, Math,  
Arts and Crafts, Music,  
and Social Awareness**



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# FALL



Fall is a time of changing weather, colorful outdoor scenery, and celebrations to signal the end of the growing season. The activities in this section help children become aware of these events and allow them to express what they see in creative ways.

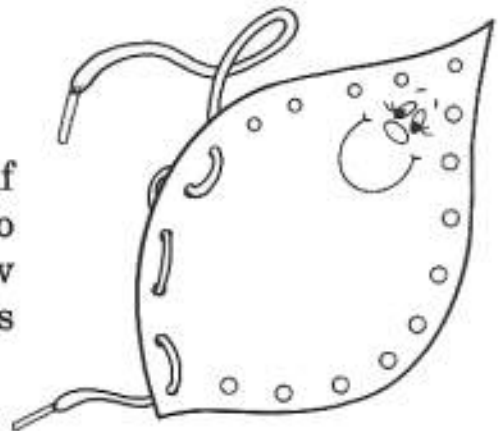
## FALL LANGUAGE ARTS ACTIVITIES

### Lacing Leaves

**Skills:** Writing Readiness, Fine Motor Skills

**Activity:**

Using the pattern on page 25, cut several leaf shapes from tag board. Use a hole punch to place holes as indicated on the pattern. Allow the children to lace the leaves using shoelaces or blunt plastic needles and yarn.



### Berry Basket Weaving

**Skills:** Writing Readiness, Fine Motor Skills

**Activity:**

Obtain several plastic berry baskets, yarn, plastic needles, and tape. Attach a length of yarn to each needle by threading the needle and taping the short end of the yarn to the longer piece. Show the children how to weave the yarn through the basket by moving the needle through the holes.



### Fall Lotto

**Skills:** Shapes Recognition, Listening Skills

**Activity:**

Copy the lotto card pattern on page 26 for each student and, using a variety of fall stickers, place a sticker in each of the spaces. Give each child a card and have the children use bingo chips to cover the fall shapes on their cards as you call them out. The first child to get three in a row is to call, "Lotto!"



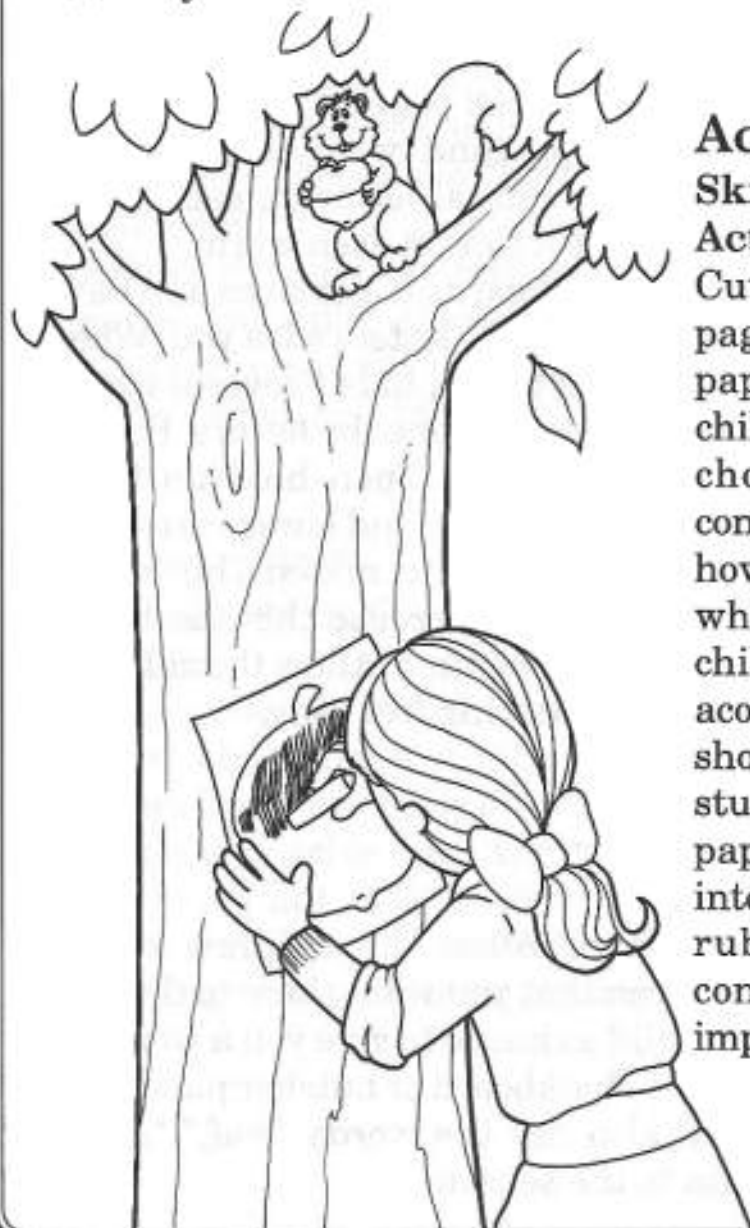
## Fall Characteristics

**Skills:** Observation, Description

**Activity:**

Take your students for a walk outside and instruct them to notice events or items related to the season. Have them raise their hands and discuss what they see. After the walk, ask them to individually dictate what they noticed about fall. You may want to do this during a time when the children will not hear each other's answers. As a child dictates, write his words on the bottom of a piece of construction paper. Allow the child to illustrate his words with crayons, markers or chalk. Display where the parents can see the pictures.

As an extension to this activity, discuss what the outdoors was like during the summer and what has changed since then. Ask the children to predict how they think it will be different in the winter.



## Acorn Tracing and Texture

**Skills:** Fine Motor Skills, Tracing

**Activity:**

Cut out and trace the acorn pattern on page 27 onto one or more thick pieces of paper. Cut out the patterns. Give each child a pattern, a brown crayon and his choice of red, orange or yellow construction paper. Show the children how to hold the acorn pattern steady while tracing around it. After the children have finished tracing their acorns, take them outside to a tree and show them how to make rubbings. Each student should hold his construction paper against a tree trunk with an interesting bark texture. She can then rub the side of a crayon on the construction paper to get the tree impression inside the acorn shape.



## Fall Language Arts Activities

### Find the Missing Word

**Skill:** Problem Solving

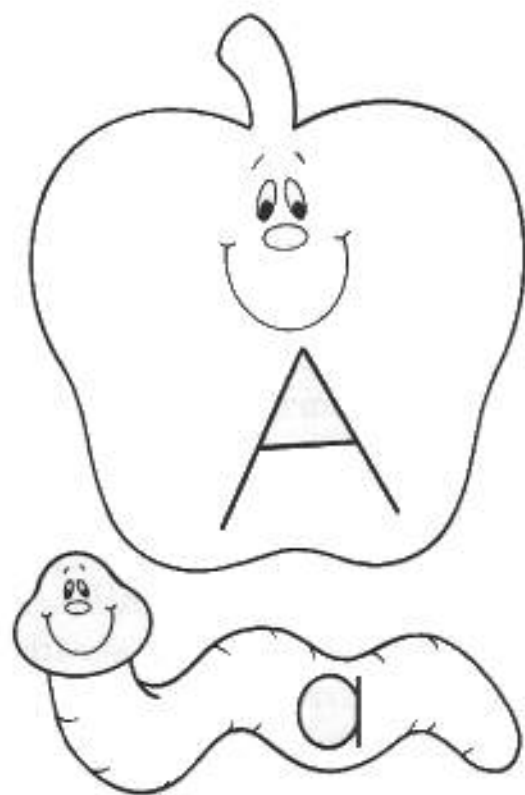
**Activity:**

Tell the children that you are going to say sentences that have missing words and that they are to guess what the missing words are. Explain that there may be more than one correct answer. Use the following sentences and then make up your own.

Apples are red, pumpkins are \_\_\_\_\_.

Pumpkins grow on vines, acorns grow on \_\_\_\_\_.

Nuts are brown, corn is \_\_\_\_\_.



### Apple and Worm ABC Match

**Skill:** Alphabet Recognition

**Activity:**

Using the patterns on page 28, make twenty-six tag board apples and twenty-six tag board worms. Write a capital letter on each apple and a lowercase letter on each worm.

Show the apple cards to the class and have the students recite the letters with you. When you have recited the alphabet several times, ask for volunteers to name the letters. Repeat with the worm cards. Then hold up three pairs of matching upper- and lower-case cards and ask the children to match the letters together. Gradually increase the number of letters offered at one time. Allow the children to use the cards during free play.

### Rhyming Brainstorm

**Skills:** Listening, Rhyming

**Activity:**

Ask the children to define the word "rhyme." Allow the children to give examples of rhyming words. Tell the children that you want them to think of words that rhyme with "fall." Give each child a chance to give you a word. As the children dictate, write the words on the chalkboard or butcher paper and repeat together when finished. You can also use the words "leaf," "corn," "tree," and any other words that pertain to the season.

# FALL MATH ACTIVITIES

## Apple Cutting

**Skills:** Recognizing Fractions, Observation

**Activity:**

For this activity, you will need an apple, a kitchen knife for you, four to six dull plastic knives and enough soft red modeling clay to give four to six children apple-sized pieces.

Show a small group of children the apple. Ask the children how you might make the apple into two pieces so you could share with a friend. The children will say that you should cut the apple in half. Cut the apple in half. Ask the children how many pieces you have. Explain that when you cut something into two equal pieces, you have "halves," each being called a half. Give each child a piece of red modeling clay and ask him to mold it into the shape of an apple. Allow the students to use the dull knives to cut their "apples" in half. Be sure to encourage them to try to cut equal pieces.

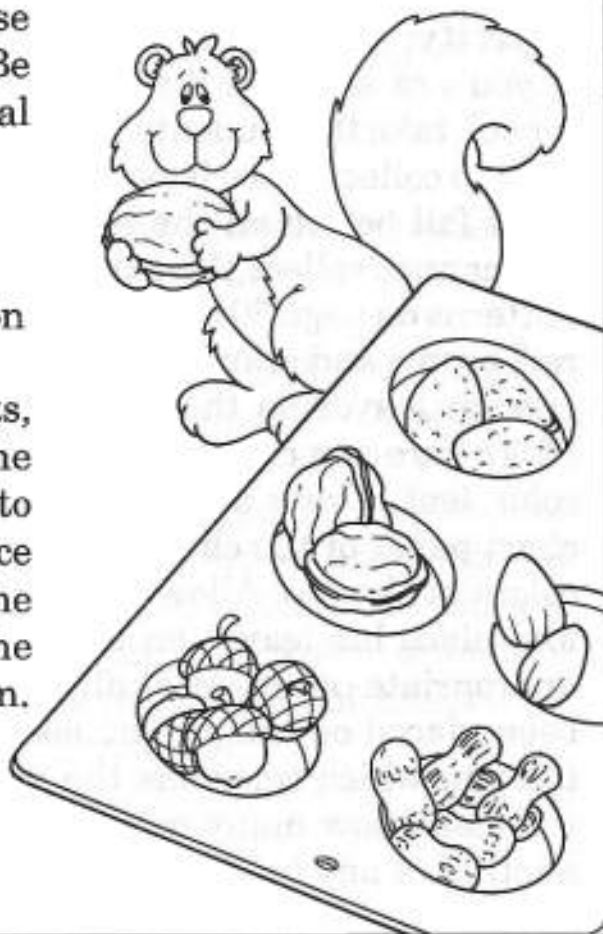


## Nut Sorting

**Skills:** Matching, Classification, Observation

**Activity:**

Gather an assortment of nuts (acorns, walnuts, pecans, etc.) and a muffin tin. While the children free play, invite one or two children to join you at a table with the materials. Place one of each nut in a separate section of the muffin tin. Ask the children to place the remaining nuts with their matches in the tin.





## Fall Math Activities

### Smallest vs. Largest Acorns

**Skills:** Differentiation Between Sizes, Ordering

**Activity:**

Copy and cut out the assorted sizes of acorns from the patterns on page 29. Gather a small group of children and have them review the different pattern sizes and show you a small acorn, then a large acorn. Explain that the words "smallest" and "largest" describe the ones that are smaller or larger than all the rest. Ask each child to show you either the smallest or the largest acorn. Then have the students arrange the patterns from smallest to largest.

### Sorting Leaves

**Skills:** Observation, Classification

**Activity:**

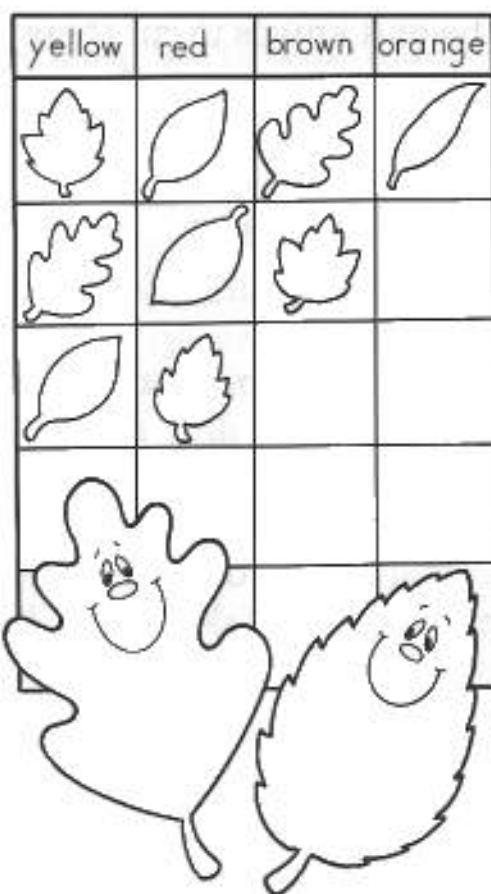
Hold up real or colored paper leaves (patterns on page 30) one at a time and have the group describe them. Then hold up two at a time and ask the children to look for similar qualities. Explain that you can group the leaves by color, size, shape, etc. Have the children sort the leaves by these qualities.

### Leaf Graphing

**Skills:** Classification, Graphing, Adding, Subtracting, Noting Differences

**Activity:**

If you are able to collect leaves around your school, take the students outside and ask them each to collect three leaves. This works best in early fall before all the leaves turn brown. If you cannot collect the leaves outside, use the patterns on page 30 and cut leaves from yellow, red, brown and orange construction paper. Cut enough leaves so that each child has three. Make sure you cut a different amount of each color leaf. Draw a graph on butcher paper, chart paper or the chalkboard, listing the four colors at the top. Allow each child to use tape and place his leaves on the graph under the appropriate colors. After all of the leaves have been placed on the graph, ask the children to tell you which color has the most, which has the least, how many more one color has than another, if any have the same amount, etc.



## Crayon Match

**Skills:** One-to-One Correspondence, Counting

### Activity:

Using five index cards, make a set of cards that have colored lines the length of crayons. You can determine which colors you wish to use. The first card should have one line, the second should have two lines, the third should have three lines, etc. Ask the children to place crayons on the lines. Then ask the children to count the crayons. For an extra challenge, have the children match the crayons' colors to the colors of the lines.



## Fall Match-Ups

**Skills:** Color Matching, Shape Matching, Listening

### Activity:

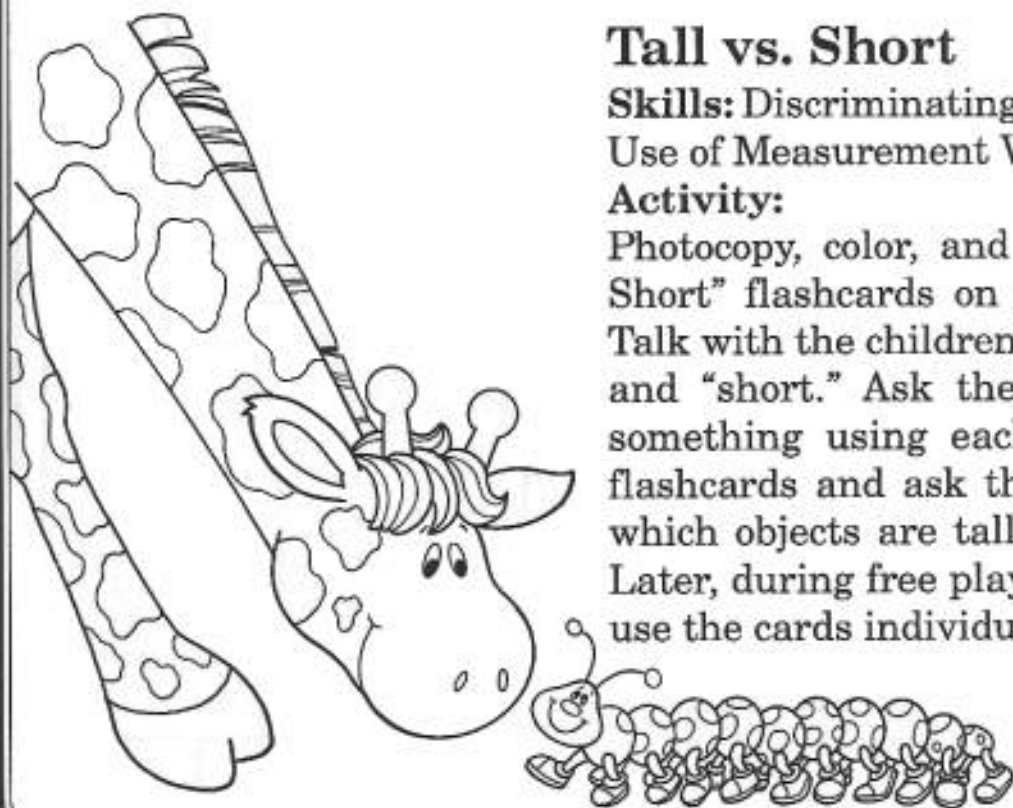
Tell the children that you are going to describe a fall object and will ask them to find something with a similar trait. For example, you may tell a child, "This leaf is orange; please find something orange," or, "This nut is round; please find something round." After each child has found something, allow a few volunteers to make up problems for their classmates.

## Tall vs. Short

**Skills:** Discriminating Differences in Height, Use of Measurement Words

### Activity:

Photocopy, color, and cut out the "Tall vs. Short" flashcards on pages 31 through 33. Talk with the children about the words "tall" and "short." Ask the children to describe something using each word. Hold up the flashcards and ask the children to tell you which objects are tall and which are short. Later, during free play, allow the children to use the cards individually.





# FALL SCIENCE ACTIVITIES

## Corn Tasting Party

**Skills:** Comparing and Describing Tastes

**Activity:**

Obtain as many of the following types of corn as possible and prepare them for a tasting party: popcorn, corn on the cob, canned corn, frozen corn, and creamed corn. Encourage the children to taste as many of the types of corn as they desire. Ask the children to describe the way each tastes and feels, and how it differs from the others. Ask the children to describe how they think each type of corn was processed and why it is different from the others.

## Colored Apples

**Skills:** Knowledge of Colors, Using Color Words

**Activity:**

Purchase two of each color apple: green, red and yellow. Ask a small group of children to match the apples by color. Then ask each child to tell the color of each apple.

## Seeds We Eat vs. Seeds We Don't Eat

**Skills:** Classification

**Activity:**

Gather the following seeds that we eat: assorted beans, peanuts, corn, peas, pumpkin seeds, pecans. Also gather the following seeds that we don't eat: acorns, watermelon seeds, peach pits, flower seeds. Make a poster from butcher paper or poster board with the caption "Seeds We Eat" on one half, and "Seeds We Don't Eat" on the other. Show the children each seed and ask them to identify it if they can; otherwise, identify it for them. Ask the children if the seed is normally eaten by people. After the children decide if it is eaten, write the name of the seed on the appropriate side of the board and allow them to tape the seed beside the name.

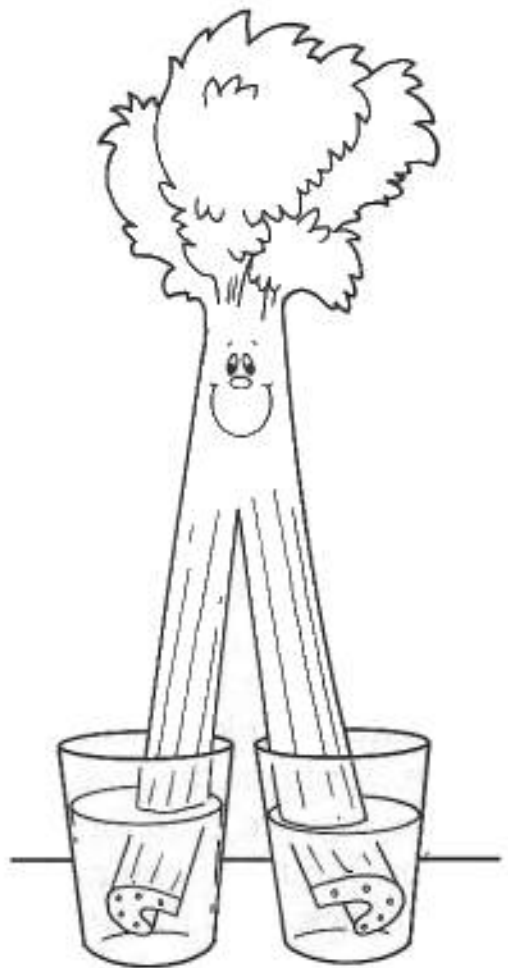


## Fall-Colored Celery

**Skills:** Observing, Hypothesizing

**Activity:**

Show the children a stalk of celery. Ask them to describe it to you. Explain to the children that celery is a plant and, like people, plants need water to live. Allow the children to watch as you cut the edge of the celery to expose a new edge. Cut the celery down the middle of the stalk and stop about 2" from the leaves on the end. Allow volunteers to help you fill one glass with water and red food coloring, and one glass with water and yellow food coloring. Put one half of the celery stalk in each glass. Ask the children to guess what will happen to the food coloring, and write down all the answers to review later. The next day you will have a brightly colored piece of celery: red and yellow on the cut part of the stalks, and orange where the colors join. Ask the children to describe what they think happened, and why the celery is different colors.



## Fall Examination

**Skills:** Examination, Describing Characteristics, Differentiating Between Colors and Shapes

**Activity:**

Fill a box with fall items such as leaves, seeds and pinecones. Allow the children to examine the items under a magnifying glass. Have the children describe the characteristics of the items in terms of shape, color, texture, etc. Encourage them to look at two similar items and compare and describe the differences and similarities between them.



# FALL MUSIC AND MOVEMENT

## Adapted Songs to Sing

**Little Apples** (to the tune of "Ten Little Indians")

One little, two little, three little apples,  
Four little, five little, six little apples,  
Seven little, eight little, nine little apples,  
On my apple tree.  
Munch little, munch little, munch little apples,  
Crunch little, crunch little, crunch little apples,  
A bunch of little, bunch of little, bunch of little  
apples,  
Good for you and me.

**Apple, Apple on the Tree** (to the tune of  
"Twinkle, Twinkle, Little Star")

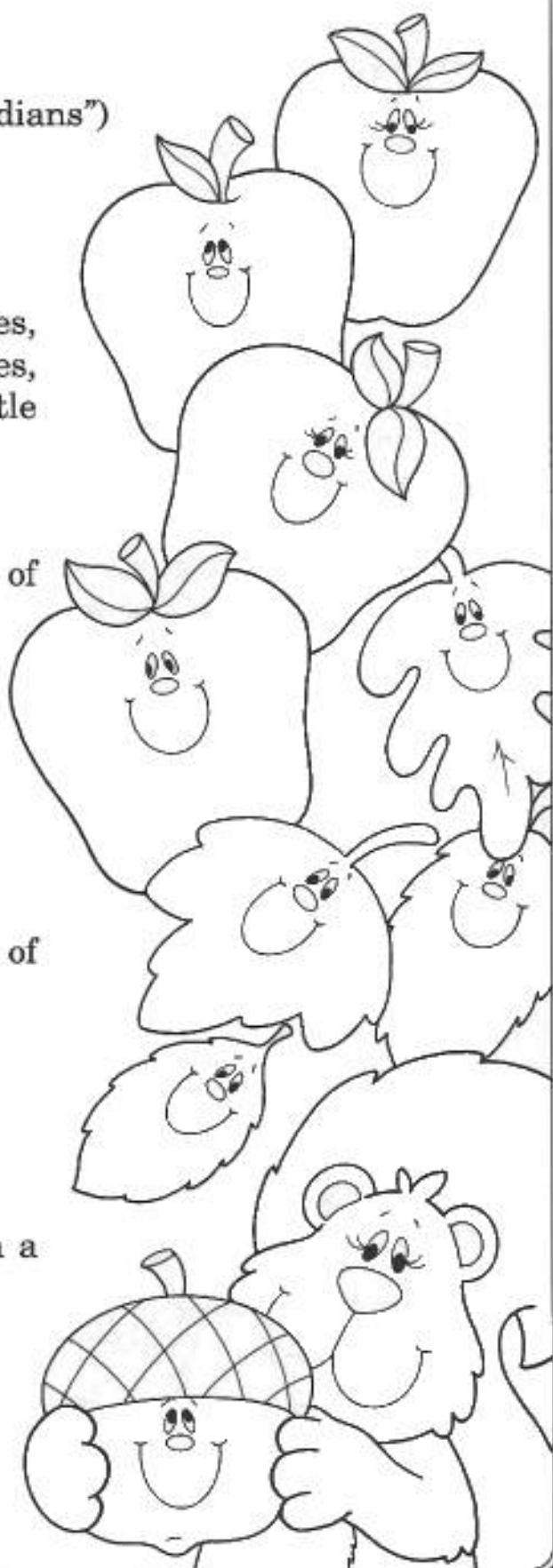
Apple, apple on the tree,  
I know you are good for me.  
You are fun to munch and crunch,  
For a snack or in my lunch.  
Apple, apple on the tree,  
I know you are good for me.

**Leaves, Leaves Everywhere** (to the tune of  
"Row, Row, Row Your Boat")

Leaves, leaves, everywhere,  
Falling off the trees,  
Red and yellow, orange and brown,  
A wonderful sight to see.

**I'm a Little Squirrel** (to the tune of "I'm a  
Little Teapot")

I'm a little squirrel, fuzzy and gray.  
When fall comes, I gather nuts all day.  
So that when the winter comes, you see,  
I'll have food for my family and me.



## Finger Plays

### The Apple Tree

Way up high in the apple tree,

(point up, then hold arms in circle over head)

Two little apples smiled at me.

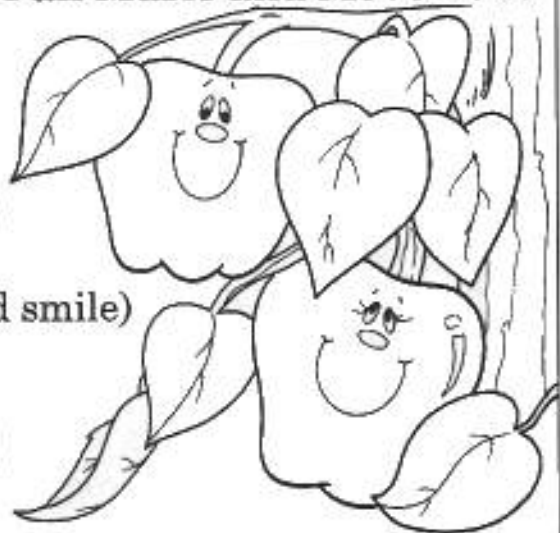
(hold up two fingers, then point to cheeks and smile)

I shook that tree as hard as I could.

(pretend to shake tree)

Down came the apples. Mmm, were they good!

(point down, then rub tummy)



## Movement Activities

### Falling Leaves

Play music for the children (waltzes work well for this activity). First have the children lie down on the floor and listen to the music. As the children listen, tell them to pretend they are looking at a large tree. Have students describe the tree with its fall colors. Tell them to imagine feeling the breezes blow gently, then a harder wind that blows the leaves off the trees. Next instruct them to slowly stand up and pretend to move like the leaves in the gentle breeze. Then have them move as if a strong wind is blowing (making sure to watch out for classmates). Allow the children to finish the dance with any rhythm they desire.



### Comin' 'Round the Mountain

Gather materials (such as water jugs, spoons, wash boards, etc.) for a "barn dance." Tell the children that people all over the world celebrate harvest for all of its treasures. Many people celebrate by throwing parties (hoedowns or barn dances). Allow students to dance and sing and use the materials to perform the song "She'll Be Comin' 'Round the Mountain."



# FALL SOCIAL AWARENESS

## Weather Dress Cut-Outs

**Skills:** Reasoning, Problem Solving

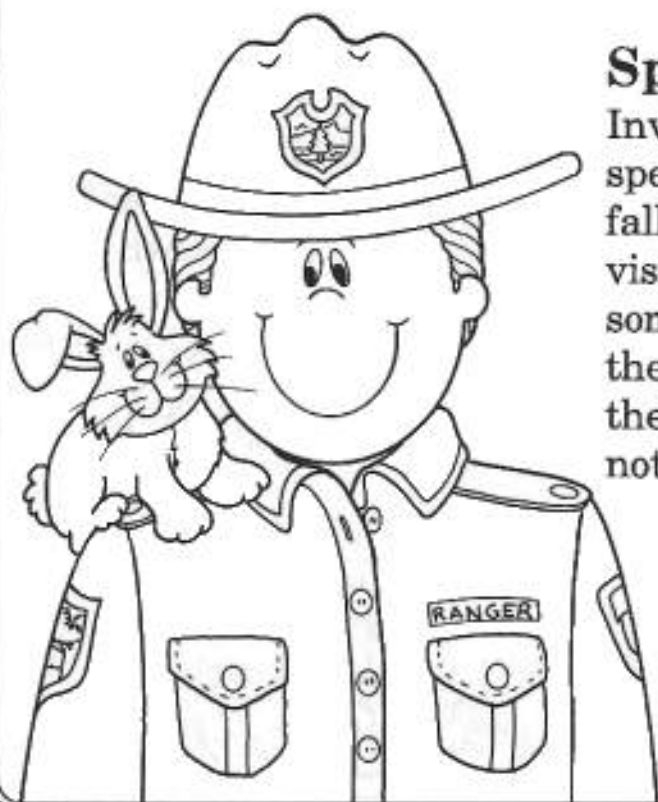
### Activity:

Photocopy, color and cut out the Weather Dress Cut-Outs patterns from pages 34-36. Glue them to tagboard for extra durability. If you wish to use the pieces with a flannel board, cut each pattern from an appropriate color of felt. If you do not have a flannel board, laminate all pieces or cover with clear contact paper. Place the cut-outs on the flannel board, or tape them to the chalkboard or wall. Hold up each article of clothing and ask for volunteers from the group to identify each and describe the type of weather in which they would wear it. Next ask the class to describe the weather outside. Lay out the clothing on a table and ask the children to choose clothing appropriate for fall. Allow the children to place the clothing on the cut-outs.



## Special Visitor

Invite a park ranger, farmer, or other nature specialist to come in to talk to the class about fall characteristics and harvest. When the visitor leaves, have the children illustrate something they learned from him/her. Display the illustrations for the parents to see or mail them to the visitor along with a thank-you note composed by the class.





## Harvest Hoedown

Have the children help you plan an old-fashioned hoedown and allow them to invite their families. Include hay rides, watermelon-rolling races, spoon-and-egg races, etc. Allow the children cooking time to prepare treats such as pigs-in-a-blanket, sugar cookies, apple cider, home-made butter, etc. Enlist a volunteer to dress up as a scarecrow to read fall-related stories. Depending on the needs of your school, you may wish to hold the event during a school day or on a weekend. Allow the children to create invitations for the event and posters to display throughout the building using a variety of art media. Encourage the families to come dressed in farm attire. If your budget allows, offer a door prize for the best outfit.



## Field Trips

Several field trip destinations lend themselves to added experiences for fall. You may wish to take the group to an apple orchard to see the apples being readied for market. Visit a farm to see actual harvesting first-hand. A visit to a park to see the trees' changing leaves would be an ideal opportunity to have a last picnic before winter.

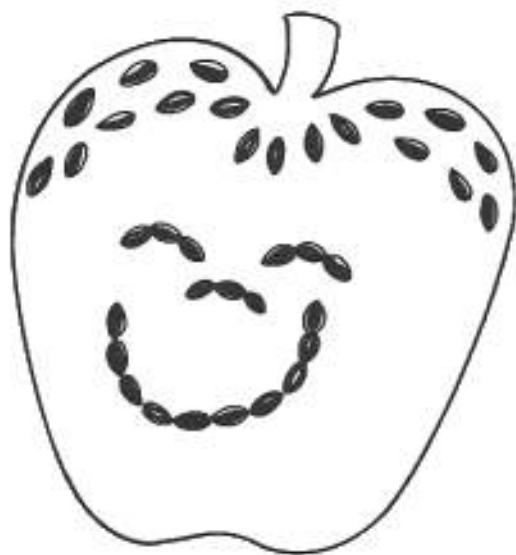
# FALL ARTS AND CRAFTS

## Apple Seed Apples

**Skills:** Creativity, Gluing

**Activity:**

Save apple seeds from other activities and snacks. Using the apple patterns on page 28, cut red, yellow and green construction paper into the shapes of apples, or have the children do so if their skills permit. Let each child choose the color he would like his apple to be. Allow the children to use the apple seeds and glue to decorate the construction-paper apples.

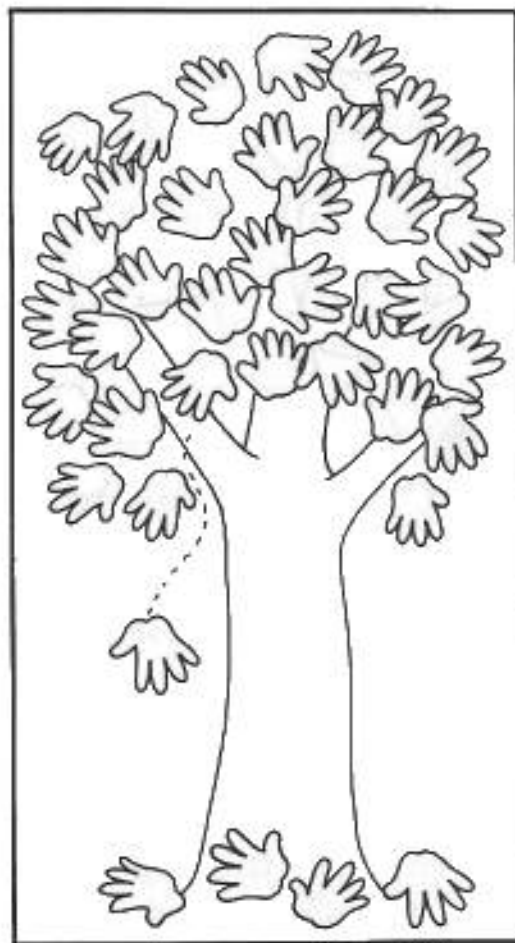


## Hand Tree Mural

**Skills:** Print Making, Cooperation, Color Mixing, Color Identification

**Activity:**

Squeeze puddles of fall-colored tempera paints on several plates. Prepare a piece of butcher paper by drawing or painting a tree trunk on it. Have the children wear their paint smocks. Instruct each child to press his hand in a plate of paint and then onto the mural to make leaves. Have the child describe the leaf he made by naming the color or colors found in it. Allow each child to repeat using all the colors. Do not have the children wash their hands between leaves because the mixing of colors will look more like fall leaves and may bring up discussions about color mixing. Encourage the children to remember fallen leaves they have seen at the bottom of trees and to add a few at the bottom of the mural.

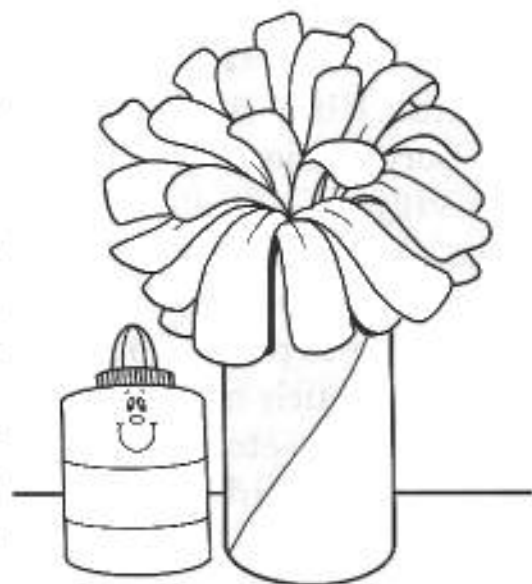


## Cardboard Tube Tree

**Skills:** Painting, Tearing, Gluing, Fine Motor Skills

**Activity:**

Gather cardboard tubes from toilet tissue or paper towels (cut in half). Have each child paint his tube with brown tempera paint and let it dry. Then ask the children to tear fall-colored tissue paper into 3" strips. Have the children glue the tissue paper to the inside and outside of the top edge of the tube to make a beautiful fall tree.

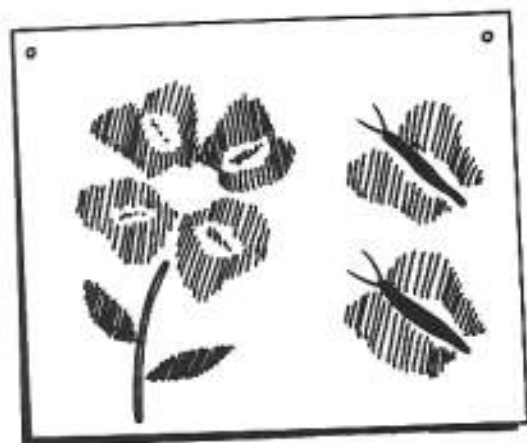


## Apple Prints

**Skills:** Print Making, Fine Motor Skills, Creativity

**Activity:**

Cut three apples in half. Prepare a shallow dish for red, yellow and green paint and place two apple halves in each. Set the materials and white construction paper on an art table and allow two children to work at the station at a time. Instruct the children to press the apples in the paint and then onto their papers to make apple prints. Tell them to create designs with their apple prints and allow them to use the paint to add details to their pictures.

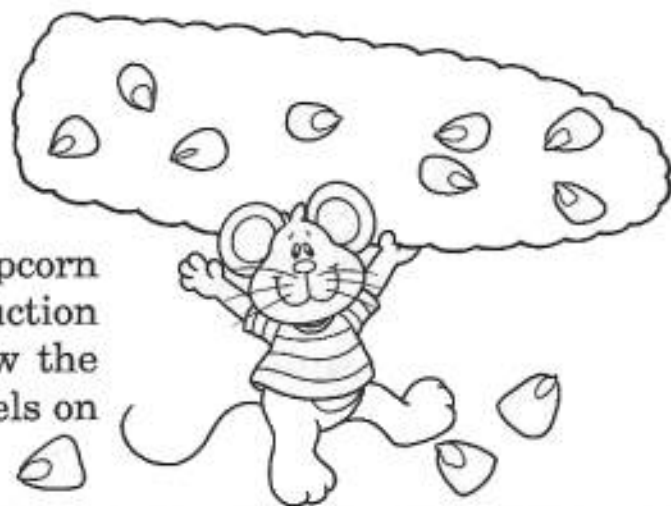


## Textured Corn

**Skills:** Fine Motor Skills, Gluing

**Activity:**

Give each child a handful of unpopped popcorn and a corn cob-shaped piece of construction paper (pattern found on page 37). Allow the children to use glue to arrange the kernels on their papers.





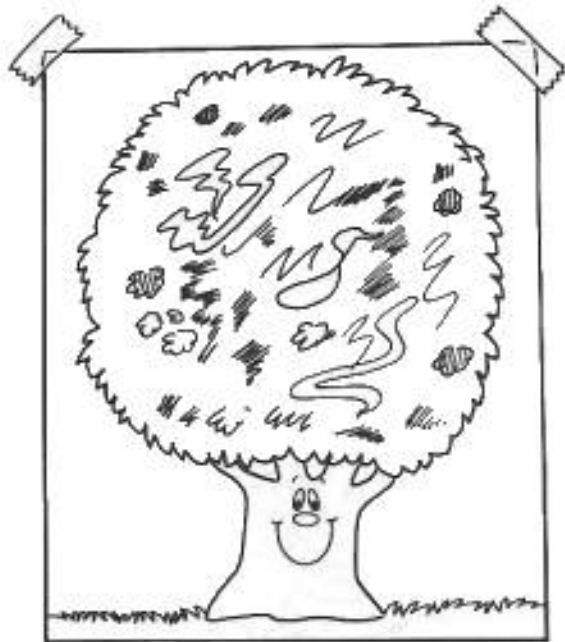
## Fall Arts and Crafts

### Nature Painting

**Skills:** Fine Motor Skills, Eye-to-Hand Coordination

**Activity:**

Take the students outside and ask them to each find something “natural” with which they would like to paint. You may need to give them examples such as a blade of grass, leaf, pine needle, acorn, etc. Once the children have found articles with which to paint, allow them to use the articles, 11" x 18" paper, and fall-colored tempera paints to make paintings. (You may want to do this outside if the weather permits.) Write each child's name and the article used on each paper. Then give the children opportunities to show their papers, describe the objects used, and explain how they worked. Discuss with the group why some objects worked well and why some did not. Then allow the children to share objects or gather more to add to their paintings if they wish.

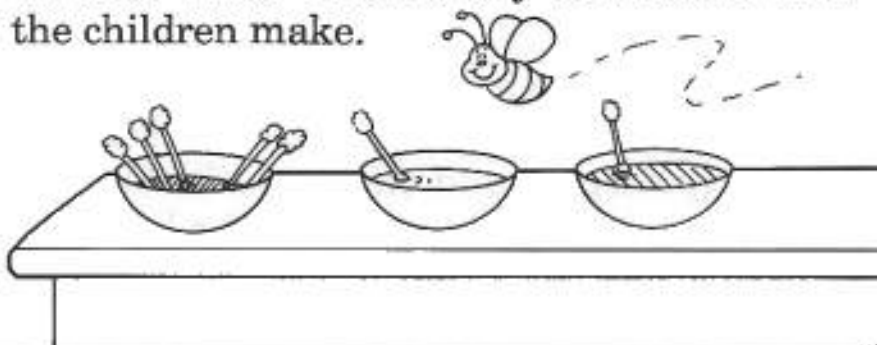


### Fall Tree Dot Painting

**Skills:** Fine Motor Skills, Creativity, Color Mixing

**Activity:**

Set out small bowls of fall-colored tempera paints, cotton swabs, and copies of the tree pattern on page 38. Allow the children to use the cotton swabs and paint to make designs on their trees. Discuss any new colors that the children make.





## Fall Crayons

**Skills:** Creativity

**Activity:**

Give each child one brown crayon and two each of red, yellow and orange. Instruct the children to remove the crayons' paper wrappers and break the crayons into small pieces. Have the children drop their crayons into a foil-lined muffin tin (one section per child). As they do this, make a chart to record the location of each child's crayons in the muffin tin. Place the muffin tin in an oven preheated to 300 degrees. Allow the crayons to stay in the oven for about six minutes, until the crayons are blended, not completely melted. Let the children peek at the crayons if your oven has a window and safety measures allow. Remove the muffin tin from the oven and allow it to cool for 30 to 40 minutes. When cooled, remove the foil and pass out the colorful fall crayons. Allow the students to create fall pictures with their new crayons.

## Leaf Crayon Rubbings

**Skills:** Fine Motor Skills, Rubbings, Eye-to-hand Coordination

**Activity:**

Collect fallen leaves of many shapes. Set the leaves, newsprint paper and fall-colored crayons without the paper wrappers on the art table. Instruct the children to place the leaves under their papers one at a time and gently rub over them with the flat sides of the crayons. Encourage them to use many leaves and colors in their pictures.



# FALL INDOOR GAMES

## Hide and Seek Apples

**Skills:** Observing, Counting

**Activity:**

Make a tagboard apple pattern from one of the apple shapes on page 28. Trace and cut out about thirty apples from construction paper. Hide the apples in the classroom before or after class, or ask the children to cover their eyes while you place the apples around the room for the children to find. Instruct the children to begin looking for the apples. Once a child has found two apples, he is to return to his seat with his findings. Then permit the children, a few at a time, to take turns hiding the apples for their classmates. The apples can be decorated and displayed in the room after the games are over.



## Johnny Appleseed Says

**Skills:** Listening, Following Directions, Giving Directions

**Activity:**

Begin by teaching the rules to the game Simon Says. If you are playing with young children, do not have the children sit out if they make a mistake. Instead, have the children correct their actions. Give each child an apple or a red ball. The teacher will be Simon for the first game to be sure the children understand the rules. Give all of Simon's directions in reference to the apple: hold your apple over your head, shake your apple in front of you, etc. Then allow the children to take turns being Simon and giving directions in reference to the apple.

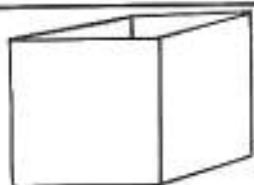


## Fall Color Beanbag Toss

**Skills:** Eye-to-Hand Coordination, Gross Motor Skills, Color Recognition, Color Matching

**Activity:**

Gather medium-sized boxes (approximately 20" x 20") and cover them with red, brown, yellow and orange construction or contact paper. Make bean bags from coordinating material and beans. Have the children take turns picking up a bean bag, naming its color, and trying to toss it into the matching box.

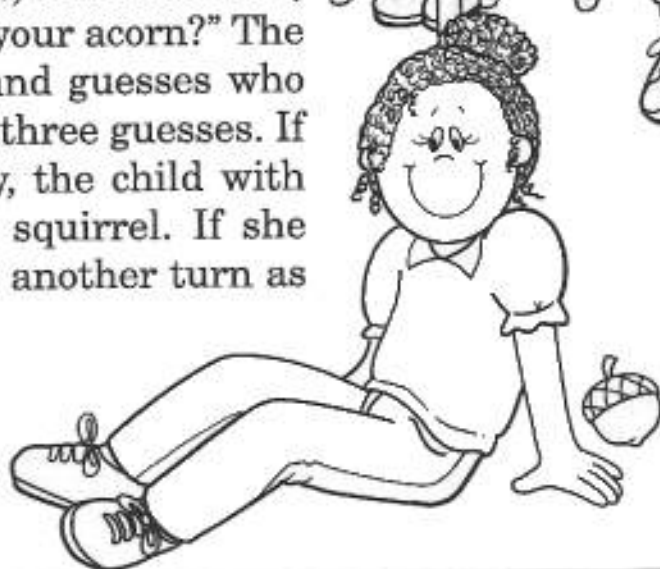


## Squirrel, Squirrel, Who's Got your Acorn?

**Skills:** Tiptoeing, Observing

**Activity:**

Choose one child to be the squirrel. Have the child sit with her back to the class with an acorn behind her. If you are not able to find a real acorn, cut a brown construction paper acorn from one of the page 29 patterns. Instruct the children that the child you tap on the shoulder is to quietly sneak up behind the squirrel, take the acorn, then return to his seat and hide the acorn in his lap. Encourage all of the children to hide their hands as if they have the acorn. After a child has taken the acorn and returned to his seat, the class asks, "Squirrel, squirrel, who's got your acorn?" The squirrel then turns around and guesses who has the acorn. She is allowed three guesses. If she does not guess correctly, the child with the acorn becomes the next squirrel. If she does guess correctly, she gets another turn as squirrel.



## Fall Indoor Games

### Non-Traditional Hot Potato

**Skills:** Passing, Listening

**Activity:**

Seat the children in a circle and give one child a small potato. Tell the children that they are to pass the potato around the circle. Explain that as they pass the potato, you will play music. The children are to listen to the music, and the child who is holding the potato when the music stops is to sit in the middle of the circle until the next round, when she is replaced with the last child holding the potato in that round.



### Fall Concentration

**Skills:** Matching, Memory, Counting

**Activity:**

Copy each Fall Concentration Cards page (on pages 39 and 40) twice. Color and cut out the cards. Show a small group of children the cards and explain that there are two of each card. Explain that you will place the cards face-down and they are to take turns turning over two cards and trying to make a match. When a student finds a match he is to take the two cards and put them in his pile. When all of the cards have been gathered, each child should count the number of pairs in his pile. The child with the most pairs is the winner.

# FALL OUTDOOR GAMES

## Outdoor Leaf Hunt and Sort

**Skills:** Gross Motor Skills, Observation, Classification, Matching

**Activity:**

Using the variety of patterns on page 30, cut thirty to fifty leaves from fall-colored construction paper. Tape one master leaf (one for every different shape and color) onto the outside of a basket, box, or bowl. Have someone place the remaining leaves on the playground so that they are easy to spot. Tape or weight the leaves so that they do not blow away. Show students the baskets and explain that they are going to look for the leaves outside. Explain that as they find leaves, they are to bring them to the baskets, and place them in the appropriate ones. Once they have found the correct baskets, they may look for more leaves. Continue until all of the leaves are found and sorted.



## Leaf Fun

**Skills:** Gross Motor Skills, Sensory Skills

**Activity:**

While the class is playing outside, allow the children to use outdoor brooms or rakes to rake leaves into piles. Ask the children to show you all of the things they can do in the pile, such as jump, roll, bury themselves, scatter leaves, push leaves, etc.

## Fall Listening

**Skills:** Listening, Describing

**Activity:**

Take the children outside and have them lie on the ground with their eyes closed. Have the children listen quietly for a minute or so, then ask each child to name and describe sounds she heard.



## Fall Outdoor Games

### Acorn Relay Race

**Skills:** Teamwork, Gross Motor Skills, Running

**Activity:**

Separate the students into teams of four or five people. Line up the team members, one behind the other. Give the first person in each team a real acorn or an acorn made of construction paper (pattern on page 27). Explain to the children that the first person in each team is to run with the acorn to a designated point, then return to his team and pass the acorn to the next teammate. That teammate is to do the same thing until all teammates have had a turn. The first team to have all members run the course wins. If you are unable to make even teams using all the students, ask for volunteers to help you referee.



### Skipping Marathon

**Skills:** Gross Motor Skills, Skipping

**Activity:**

Explain to the children that they are going to have a skipping marathon. Tell them where the starting point, the designated turn-around point and finish line are. Explain that the goal is not to be the first to finish, but to be the first to finish while skipping the entire time. Start the marathon with groups of three or four. As the children skip, help those who forget or have not learned to skip. Allow the children to complete the skipping course as many times as they wish and congratulate all for a job well done each time.

### Pitch the Pinecone

**Skills:** Tossing, Gross Motor Skills, Eye-to-Hand Coordination

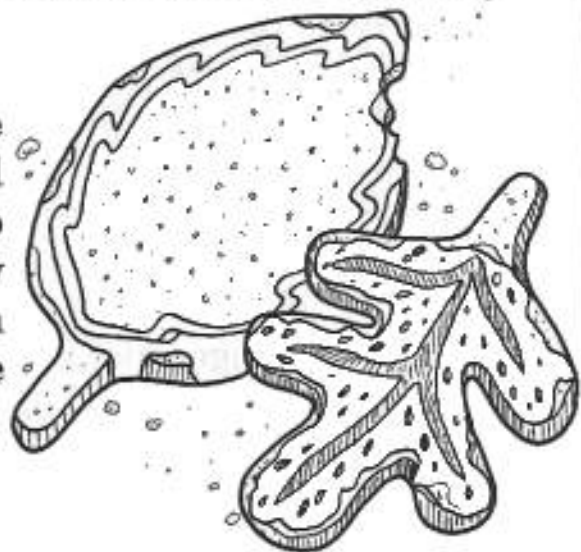
**Activity:**

Obtain pinecones and a basket or bucket with a diameter of approximately two feet. During freeplay, invite the children a few at a time to come over and try pitching the pinecones from a designated point into the basket or bucket. You may wish to adjust the pitching line with the skill level of each child. As each child gets better at pitching, increase the level of difficulty by moving the pitching line farther away from the basket.

# FALL SNACK TIME SUGGESTIONS

## Leaf-Shaped Sugar Cookies

Follow the directions from a sugar cookie recipe. Allow the children to help measure and pour the ingredients and cut the cookies into leaf shapes with cookie cutters (found in many craft stores). After baking, allow the children to decorate with red, yellow and orange sprinkles or a fall-colored frosting.



## Apple Yummies

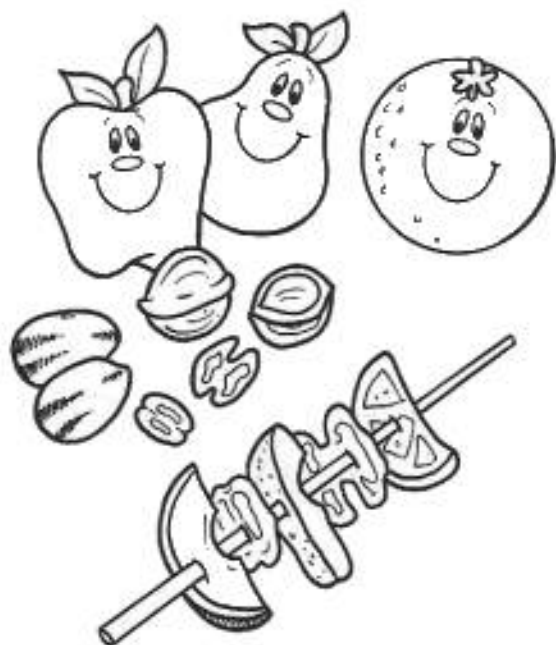
Cut a variety of red, yellow and green apples in quarters. Allow the children to spread their choice of peanut butter, squeezable cheese or cream cheese on their slices. They may wish to try each color apple and each topping.

## Homemade Applesauce

Peel, core and slice two pounds of cooking apples ahead of time. Show the children what the apples look like at that point. Allow the children to watch the apples simmer in  $\frac{1}{3}$  cup water until tender. Remove the apples from heat and allow the children to take turns helping you mash the apples. Have the children help you add cinnamon and a small amount of sugar to taste. Stir well and allow each child to taste while still warm.

## Fall Fruit and Nut Kabobs

Purchase fall fruits, soft nuts (out of the shell), and wooden skewers. Allow the children to use non-serrated plastic knives to section softer fruits while you section firmer fruits. If you have samples available, show the children what the nuts looked like before they were shelled. Give each child a skewer (reminding the class of safety measures) and allow him to choose fruit and nuts to make a fruit and nut kabob. Have the students eat their kabobs for a snack.



## Fall Snack Time Suggestions

### Fruit Smoothies

Let the children help you measure and pour each of the following into a blender:  $\frac{1}{2}$  cup skim milk,  $\frac{1}{2}$  cup low-fat vanilla yogurt, and  $\frac{1}{2}$  cup apple juice. Add one of the following combinations to your base mixture (or come up with your own combination) and blend: melon and cinnamon, banana and honey, apricot and orange juice, peach and banana, peach and orange juice, or pineapple and banana. Add fruit slowly until you get a milkshake thickness. If possible, blend several varieties and allow the children to sample each of them. Serve with crackers or cookies.



### Hot Apple Cider

Purchase apple cider spices and apple juice. Mix the cider spices and juice and serve warm with rice cakes or crackers.

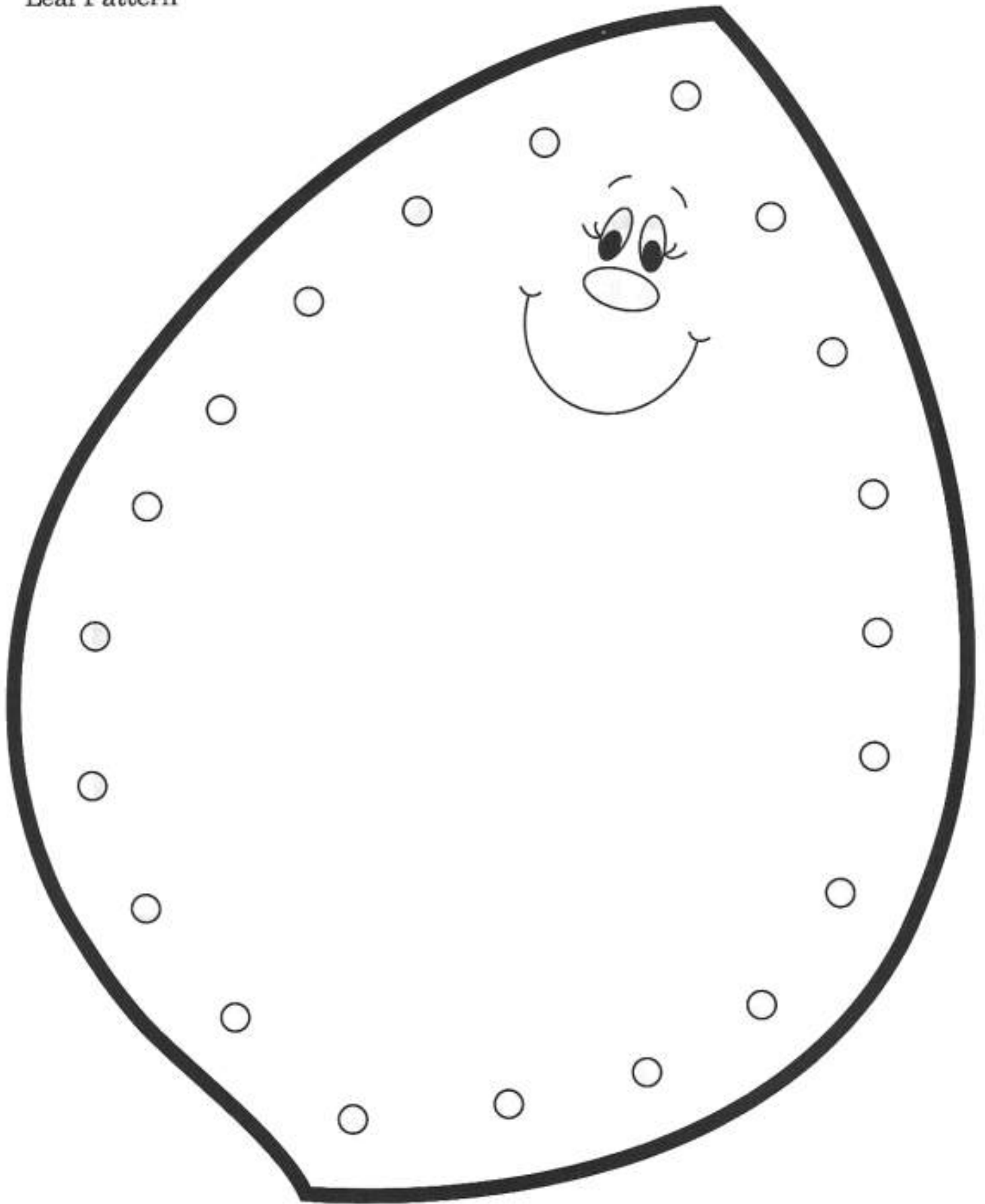
### Popcorn Sampling

Place a clean sheet on the floor and ask the children to sit around the edges. Pop popcorn in a hot air popper in the center of the sheet. As the popcorn is popping, ask the children to describe what they are hearing, seeing and smelling. Ask them to tell you what raw popcorn and cooked popcorn feels like. Once the popcorn has finished popping, place it into several bowls. Leave one bowl plain and flavor each of the other bowls with a different topping: melted butter, cheese powder, chili flavor, melted caramel, etc. Allow each child to get a small paper cup of as many of the choices as she wishes. While they are eating, have students describe the way the popcorn tastes. Hint: Make bigger bowls of the flavors that you believe will be the favorites.





Leaf Pattern

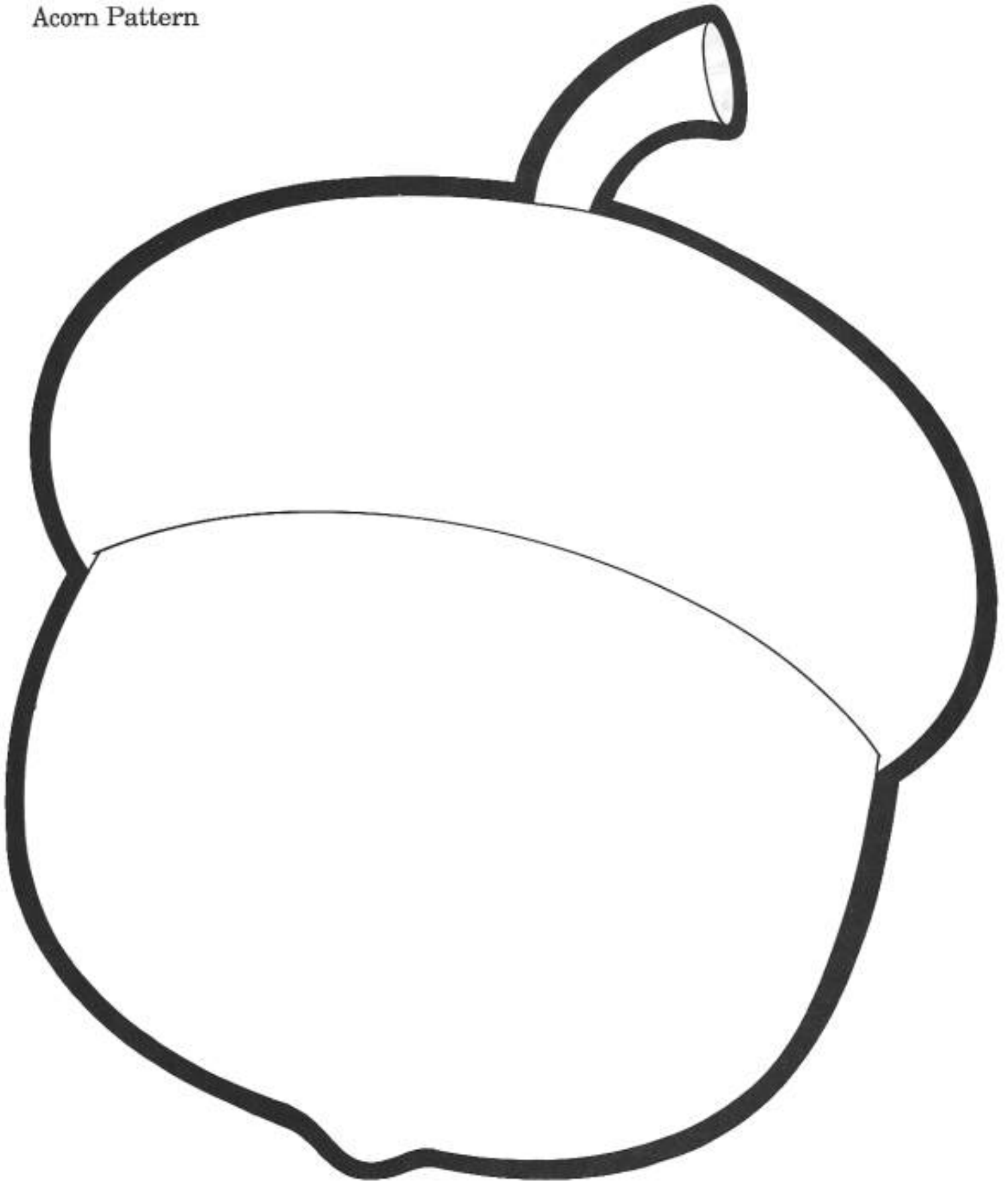


Fall Patterns  
Lotto Card



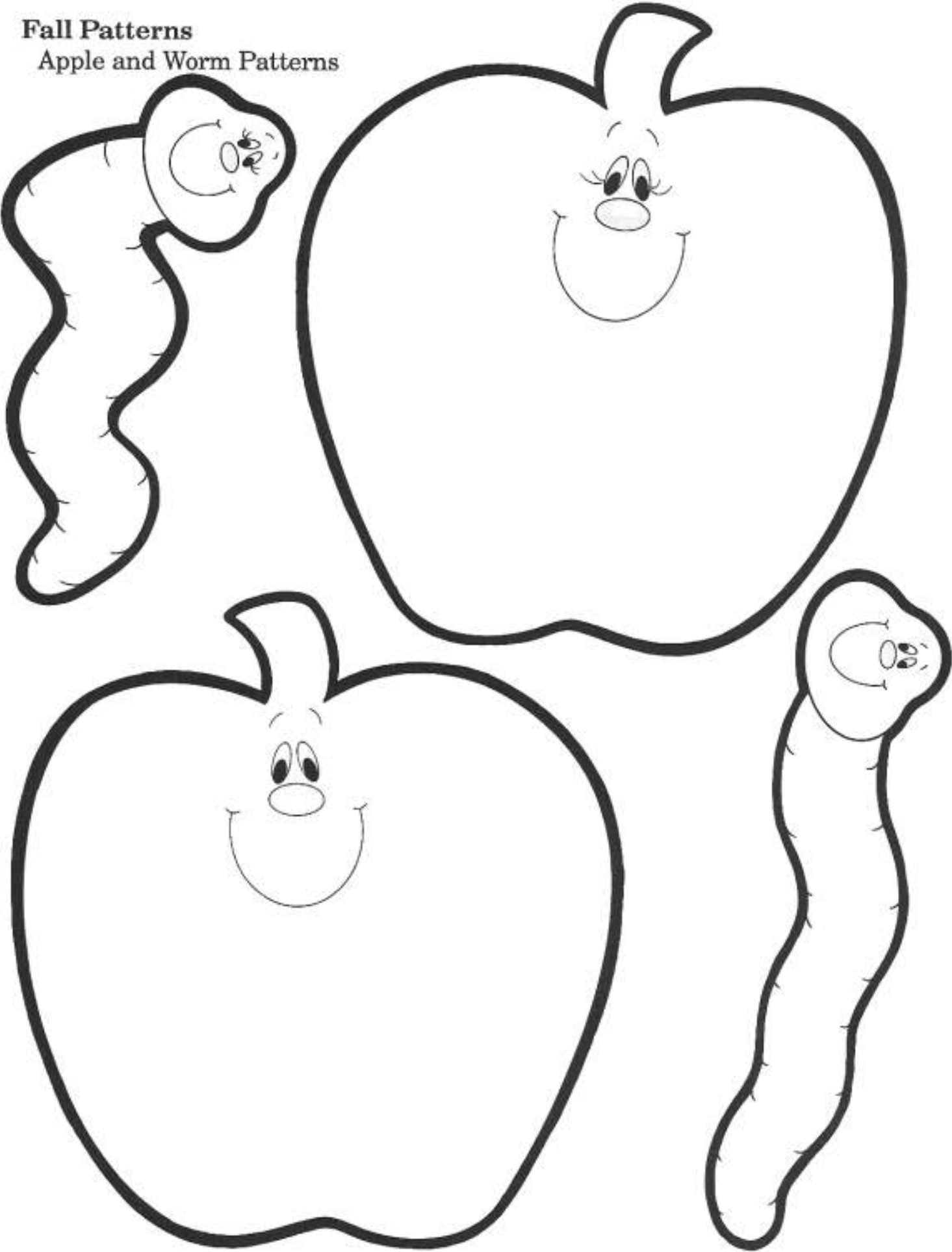
Fall Lotto


Acorn Pattern

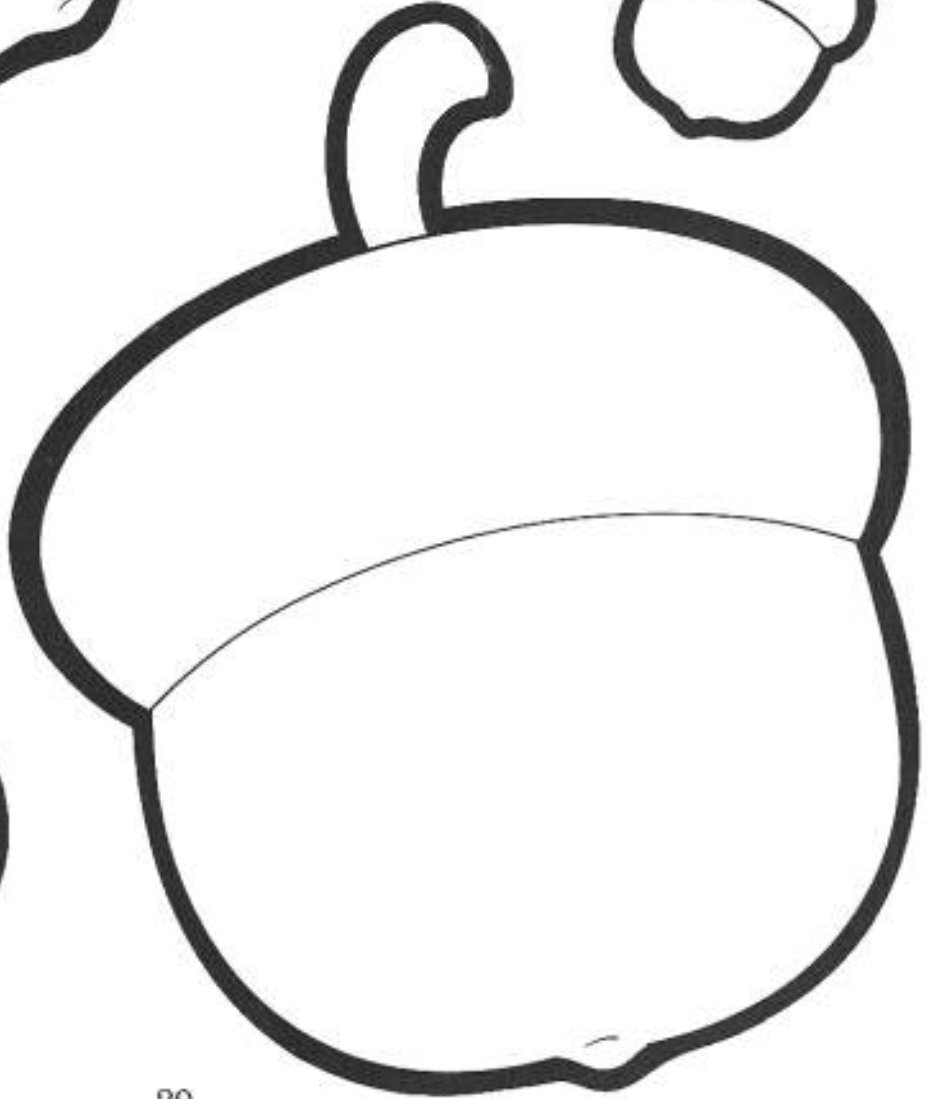
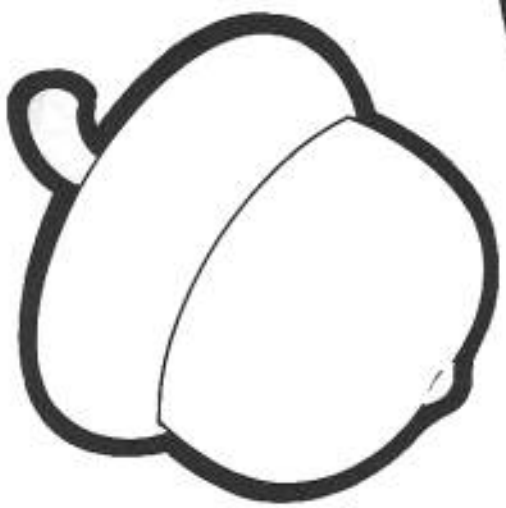
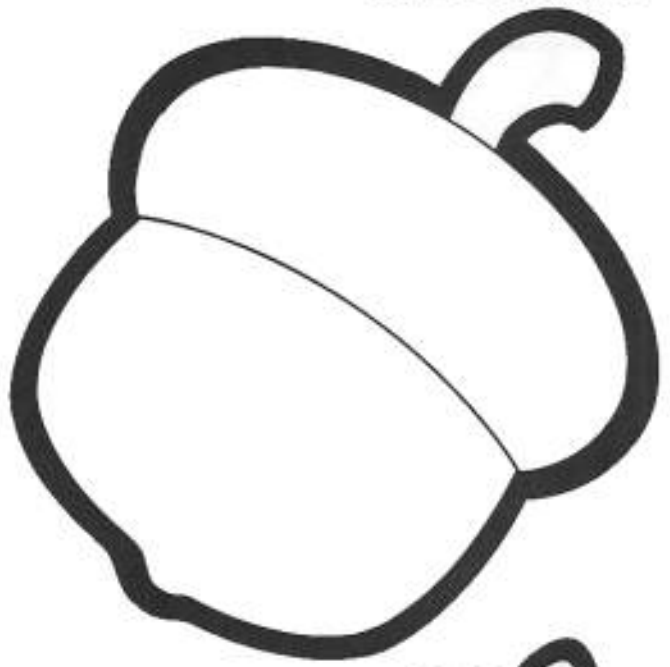
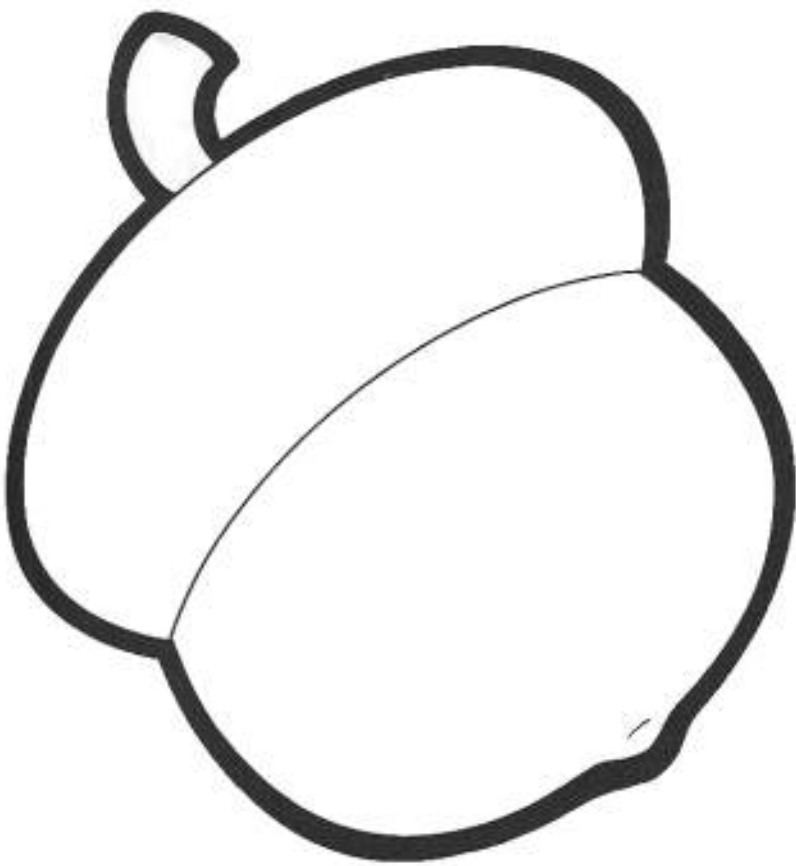




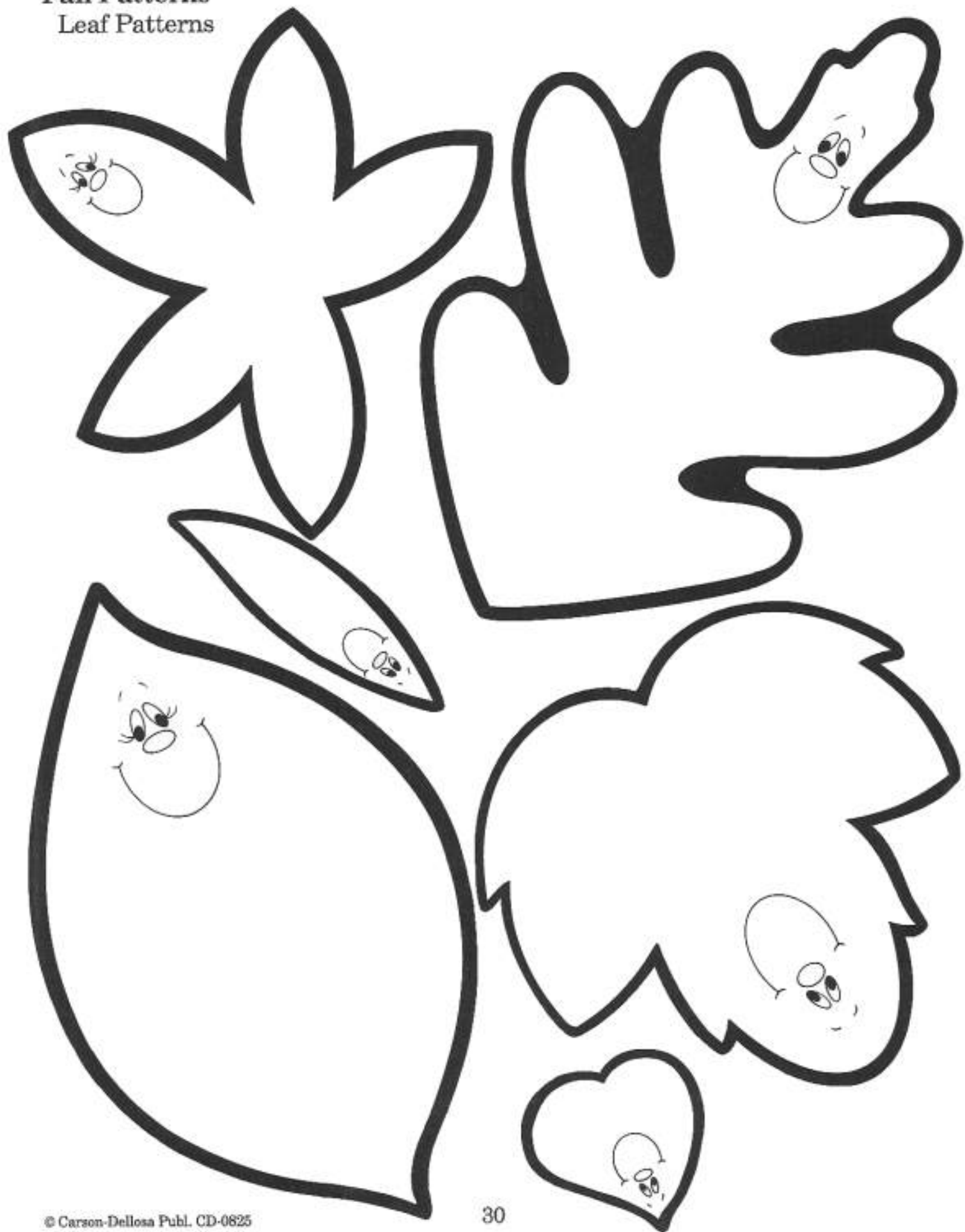
Fall Patterns  
Apple and Worm Patterns



Assorted Sizes of Acorns

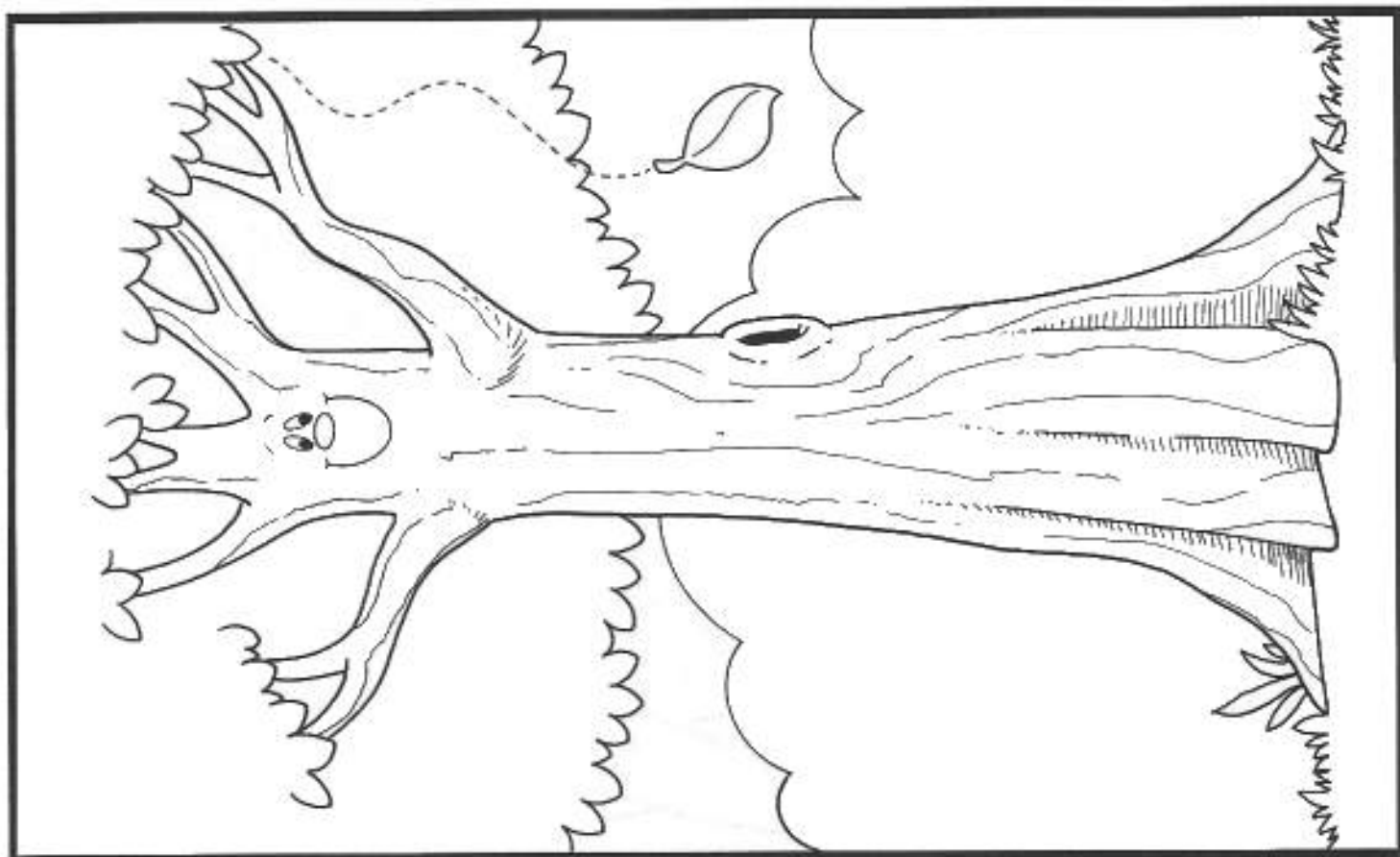
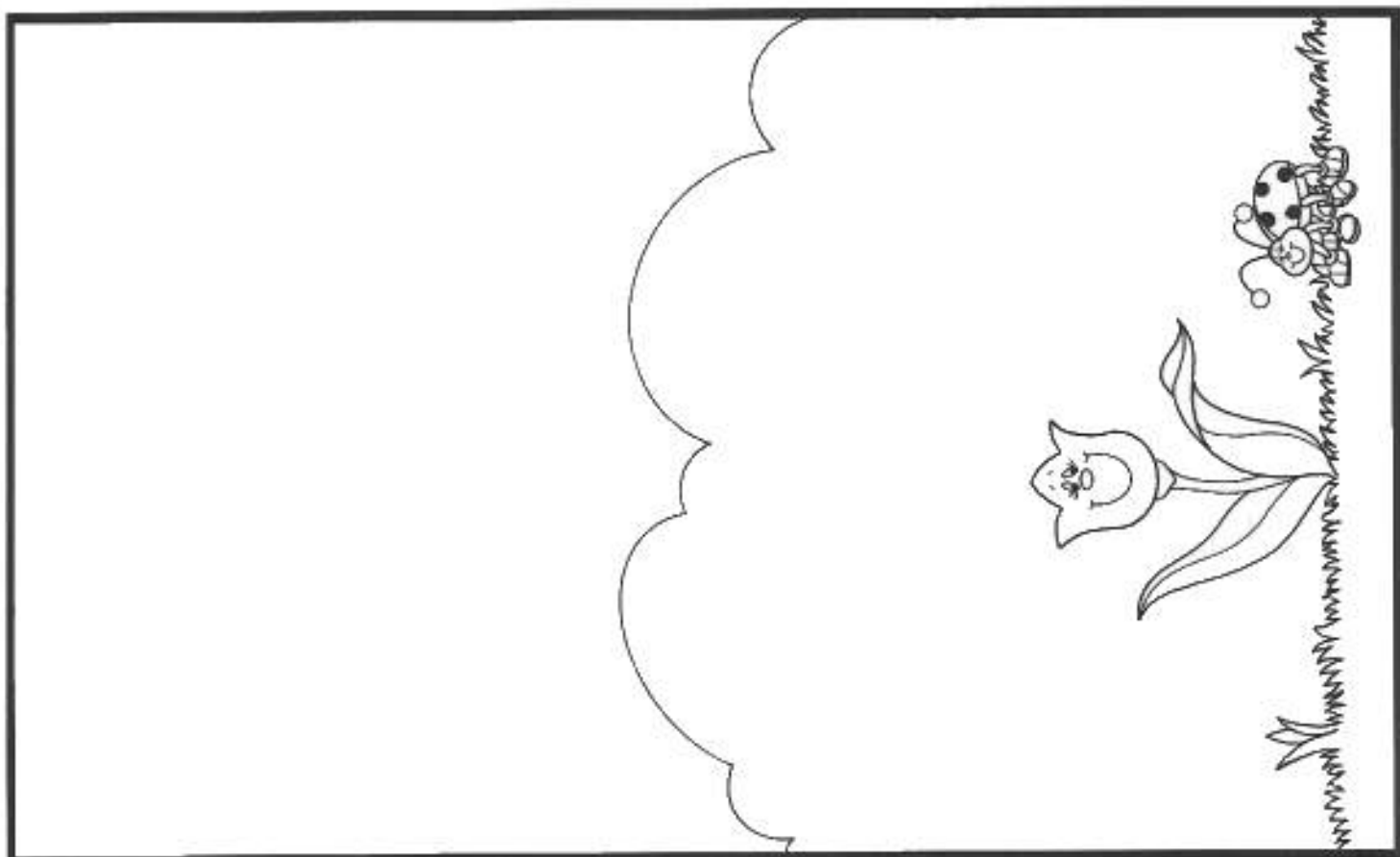


Fall Patterns  
Leaf Patterns



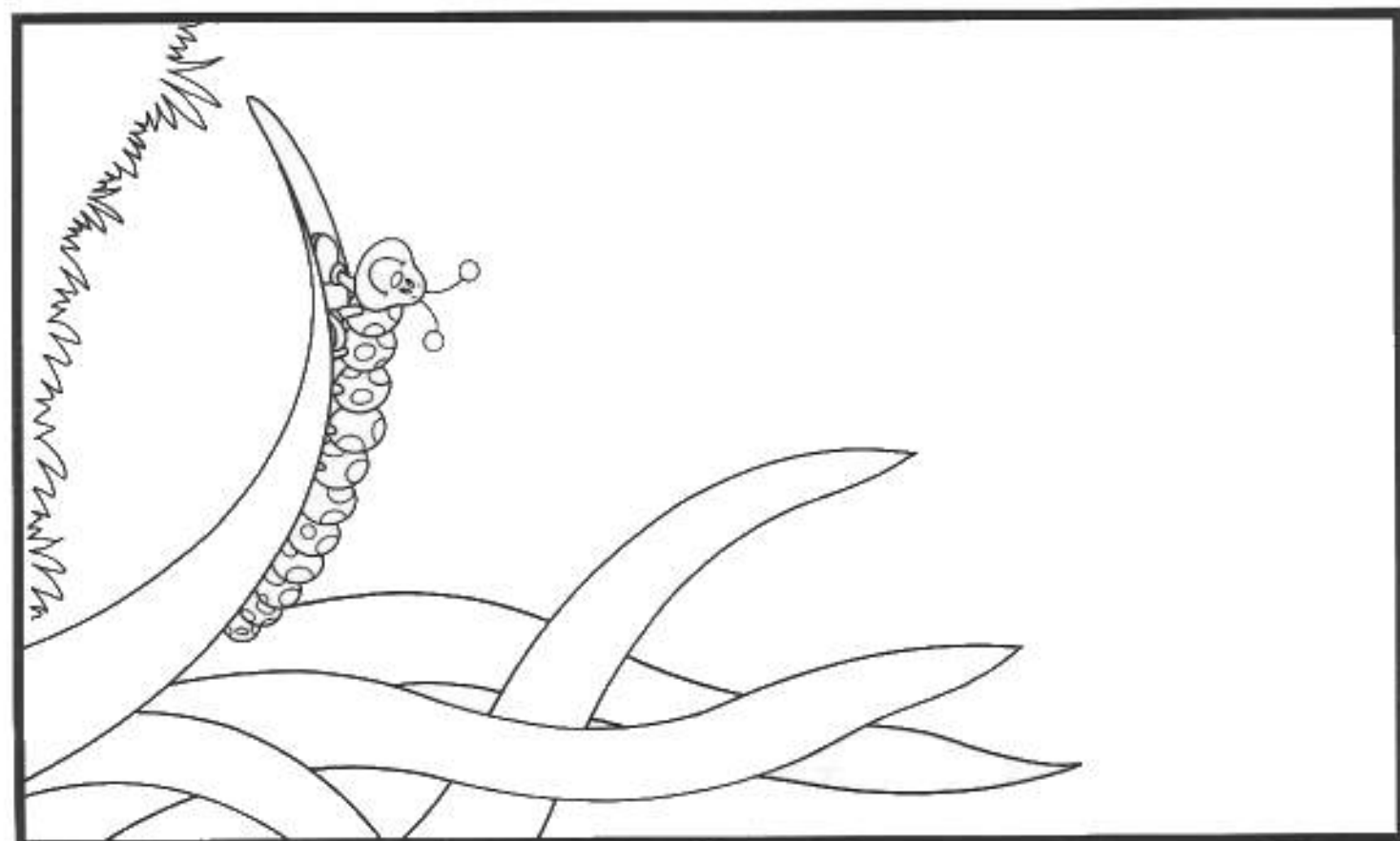
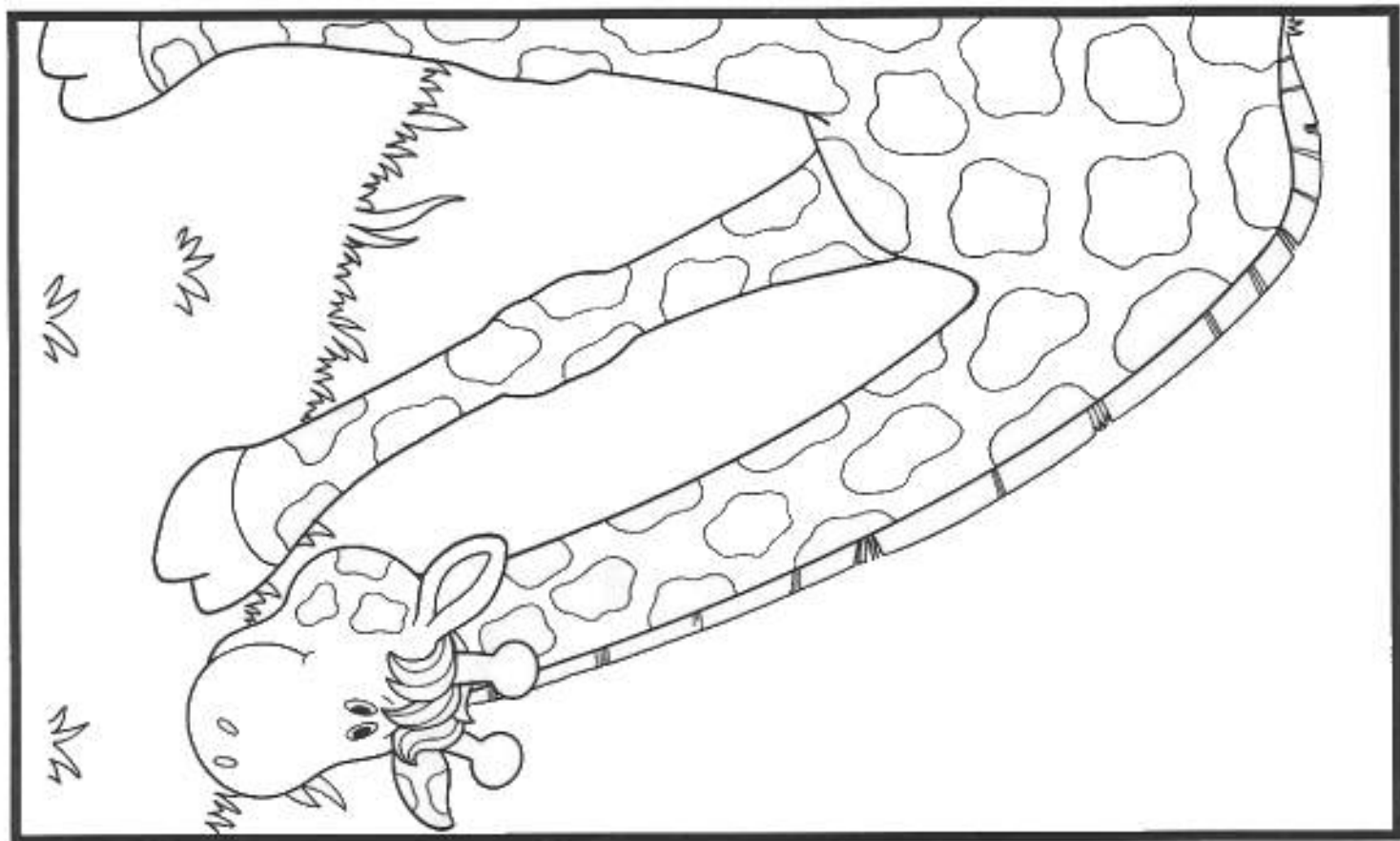


Tall vs. Short Flashcards

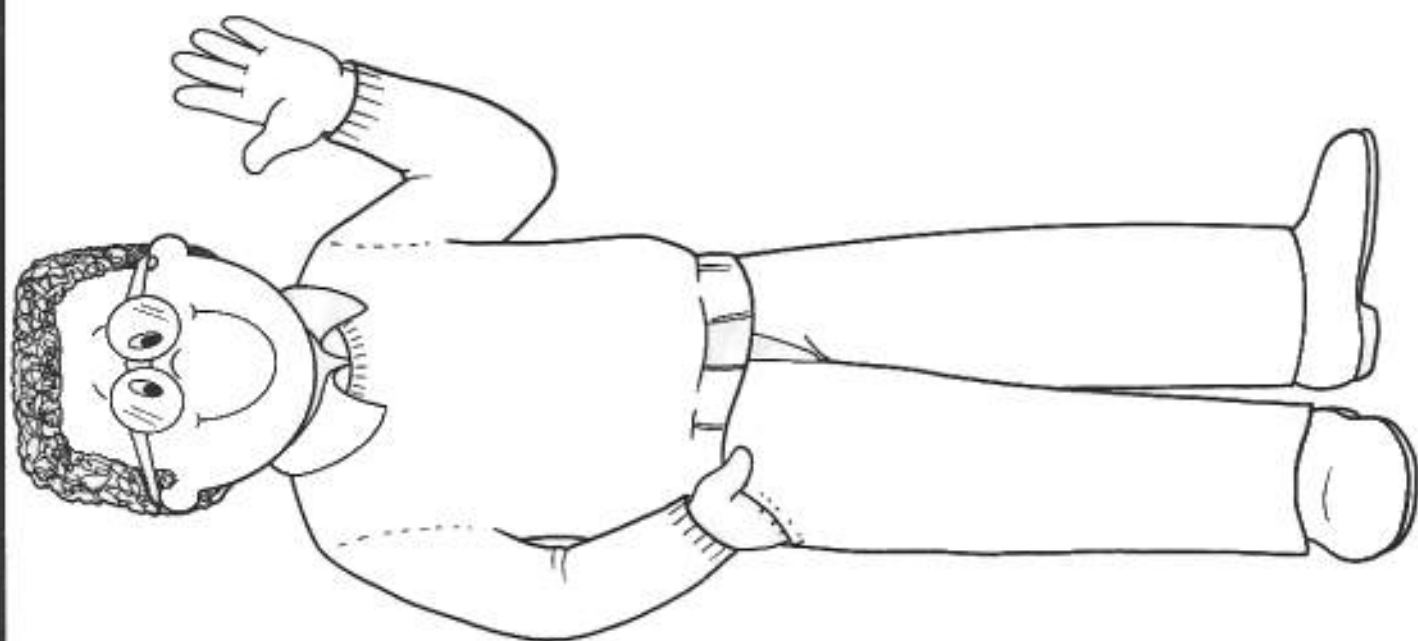
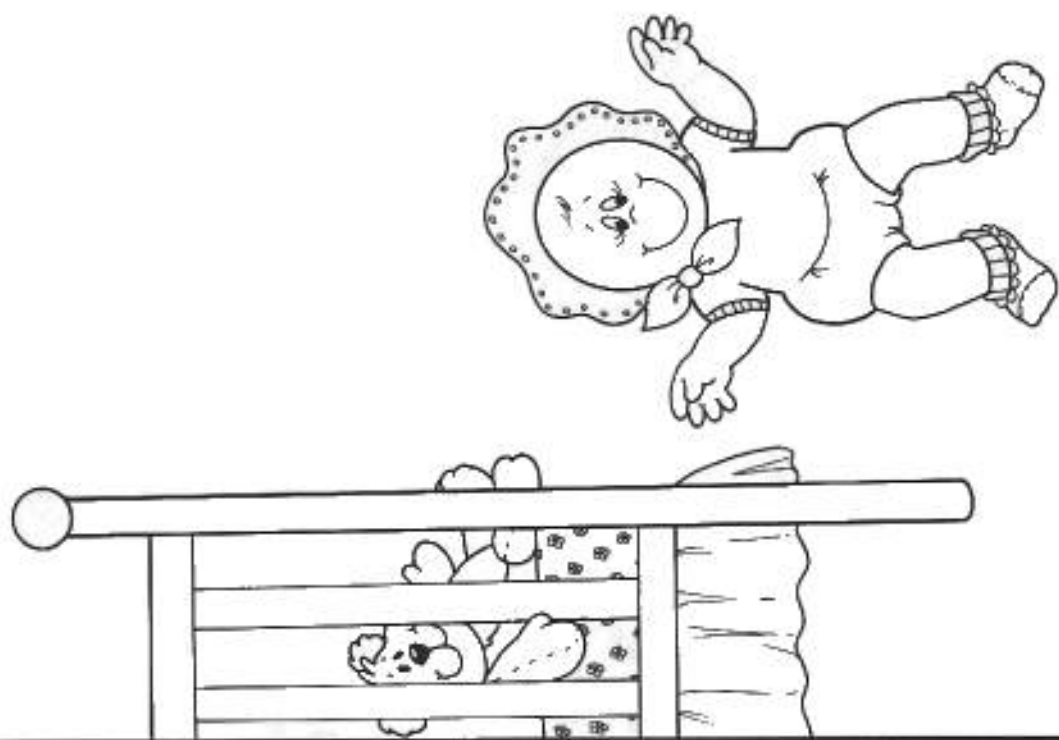


# Fall Patterns

## Tall vs. Short Flashcards

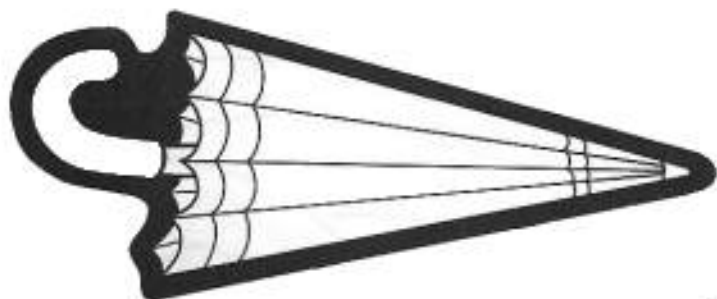


Tall vs. Short Flashcards



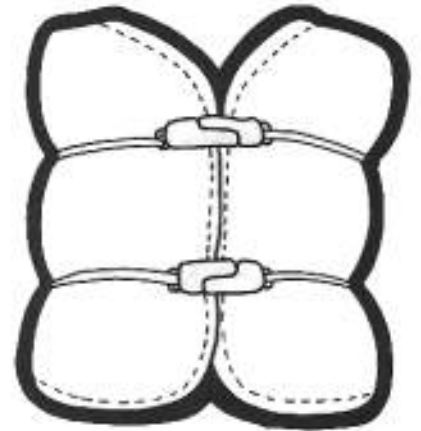
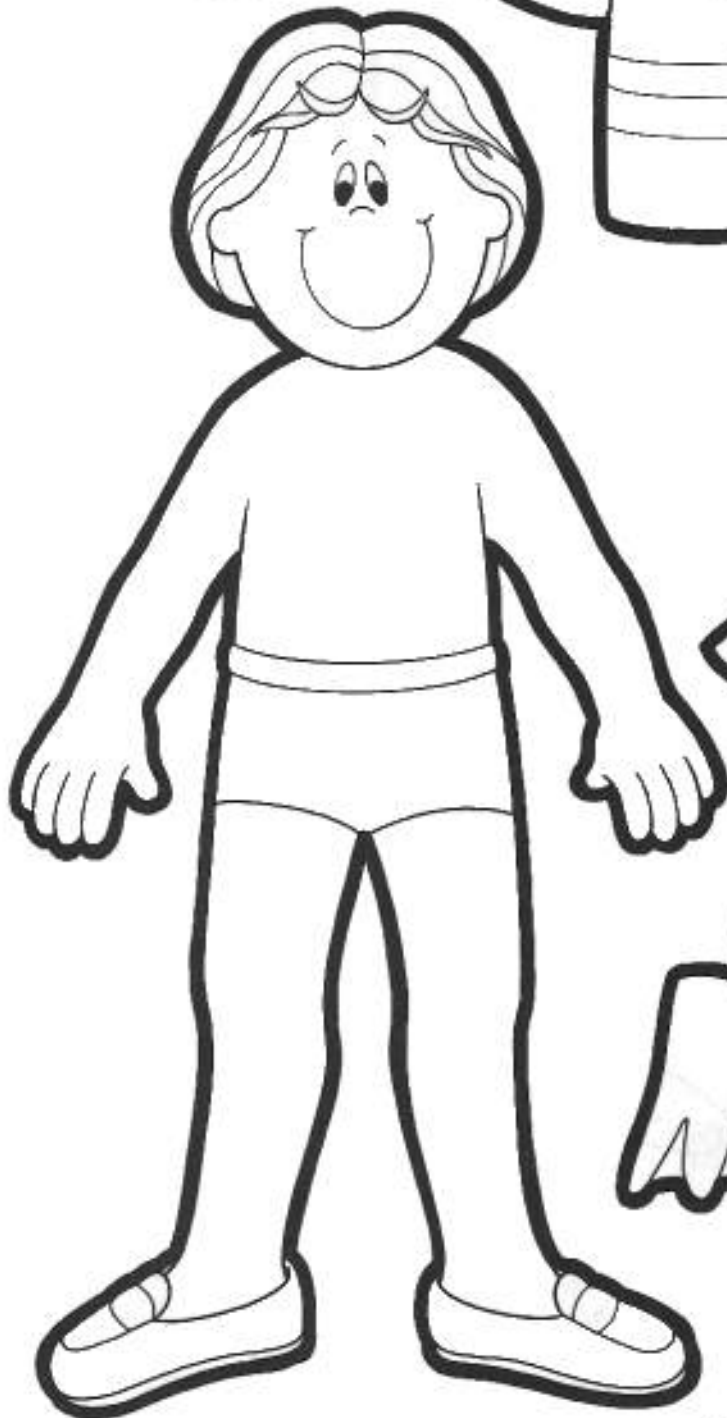
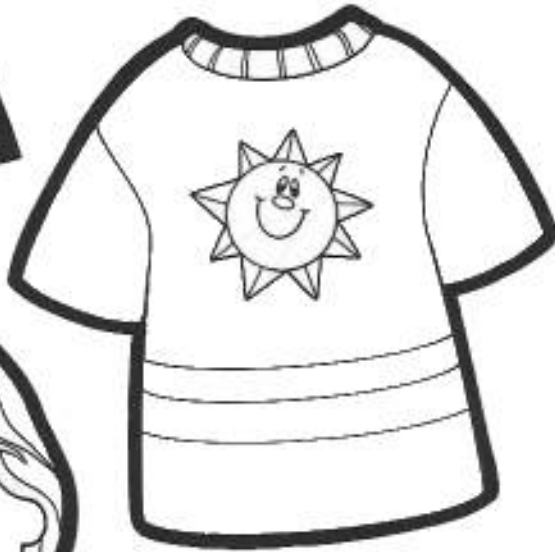
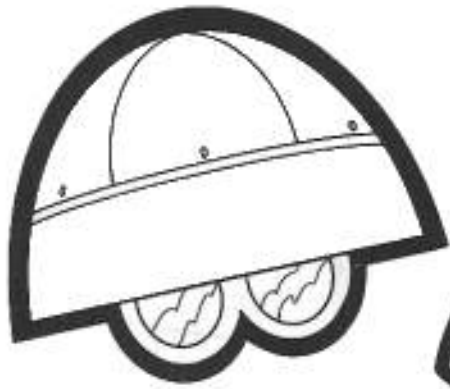


Fall Patterns  
Weather Cut-Outs



Weather Cut-Outs

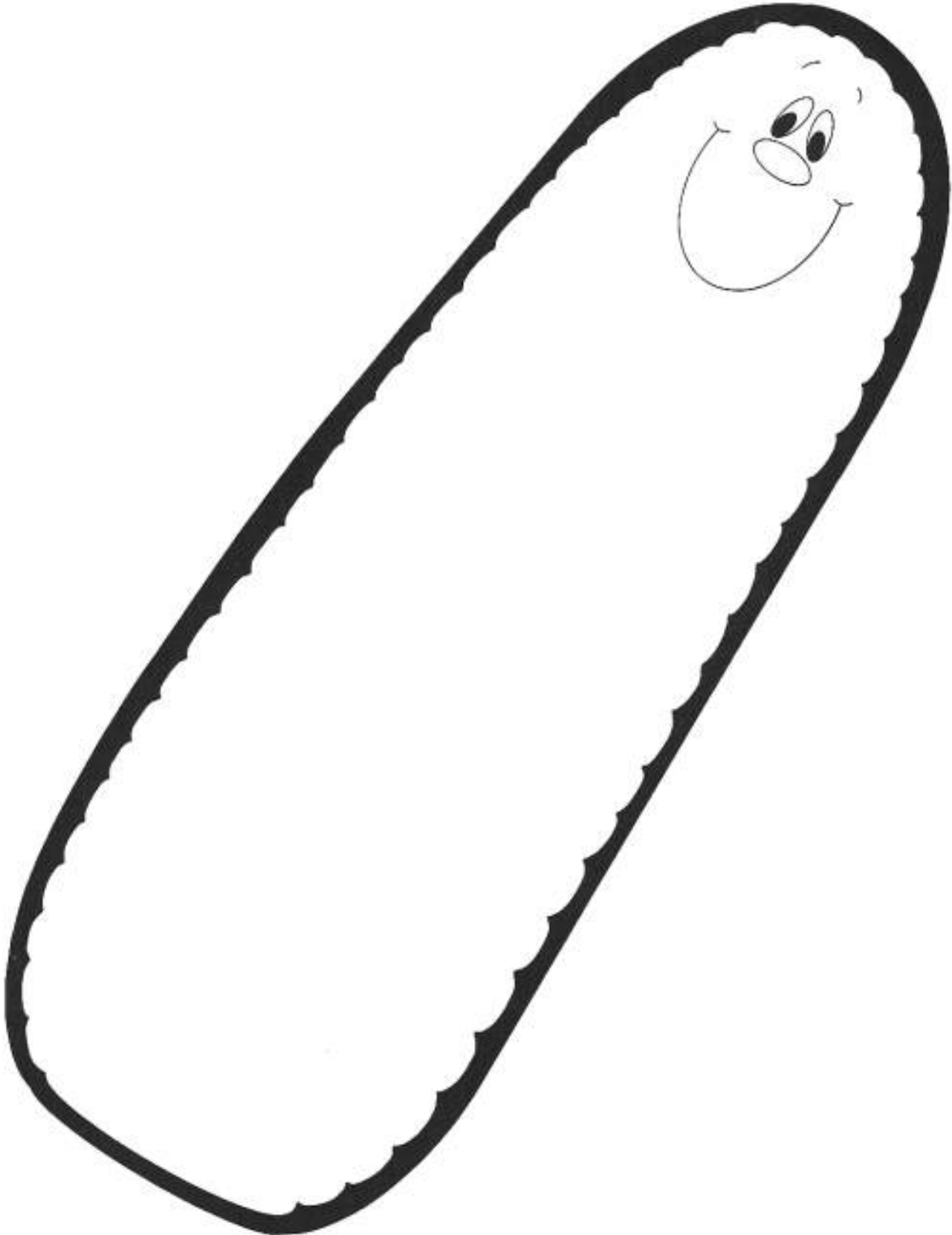
Fall Patterns



Fall Patterns  
Weather Cut-Outs

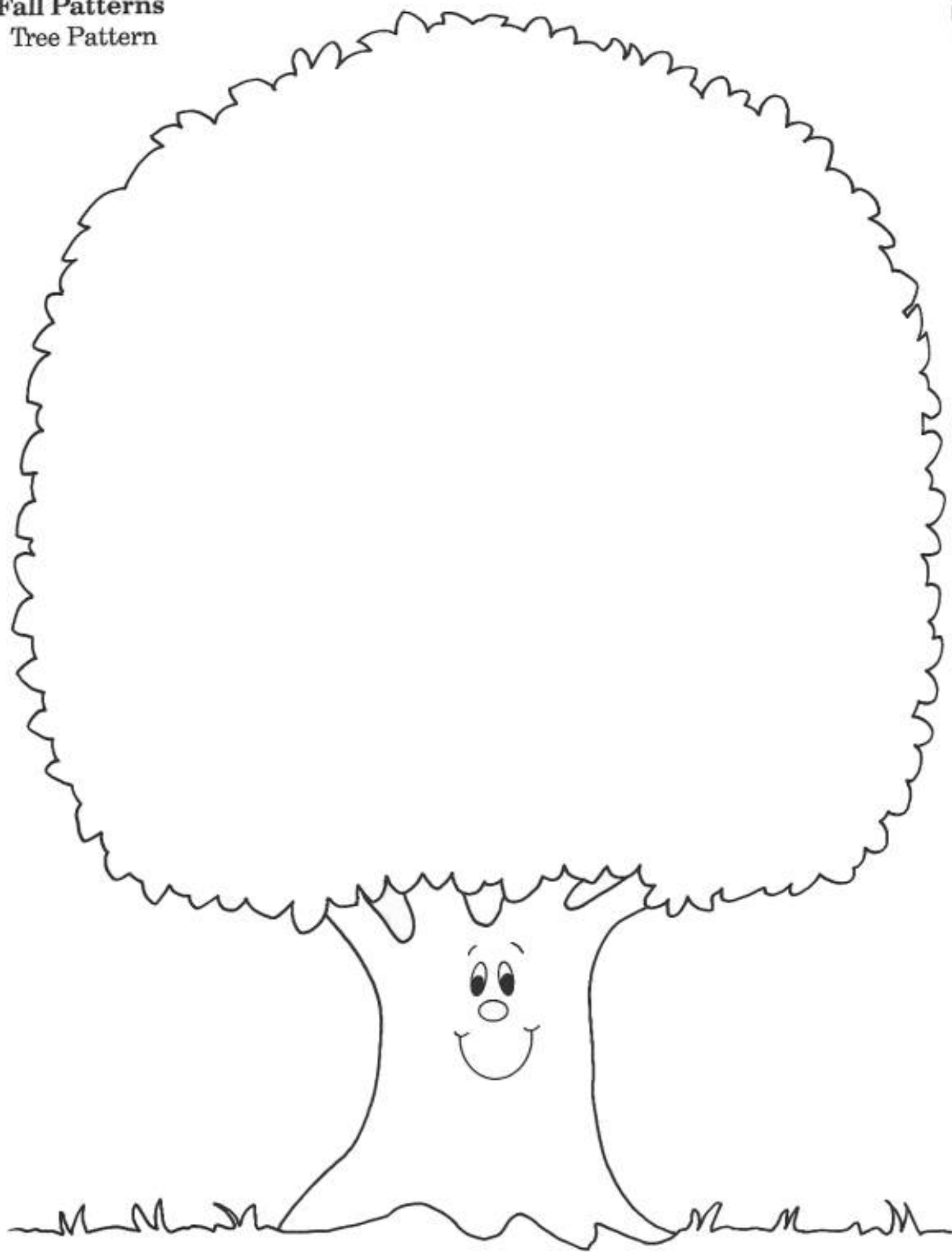


Corn Cob Pattern

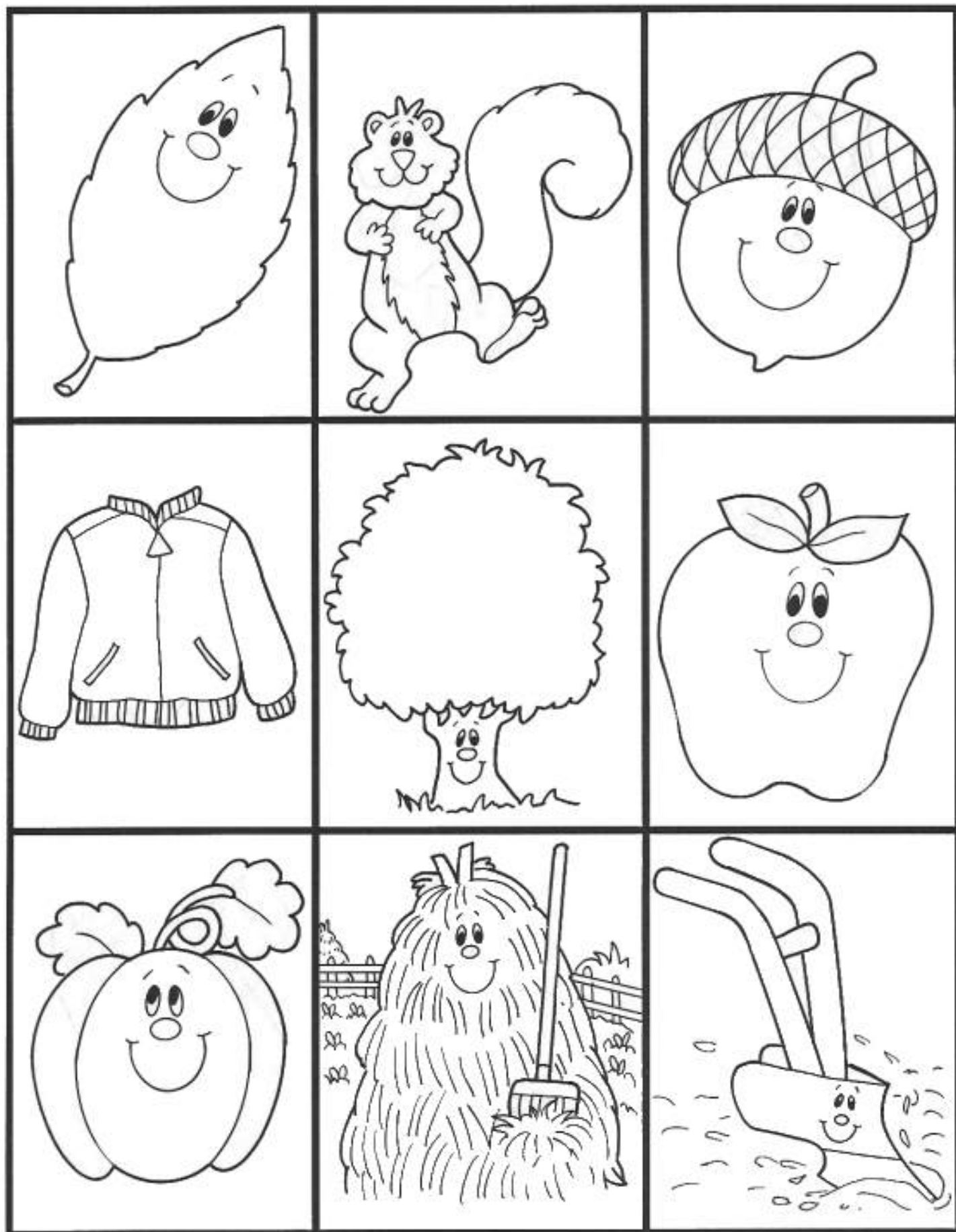




Fall Patterns  
Tree Pattern

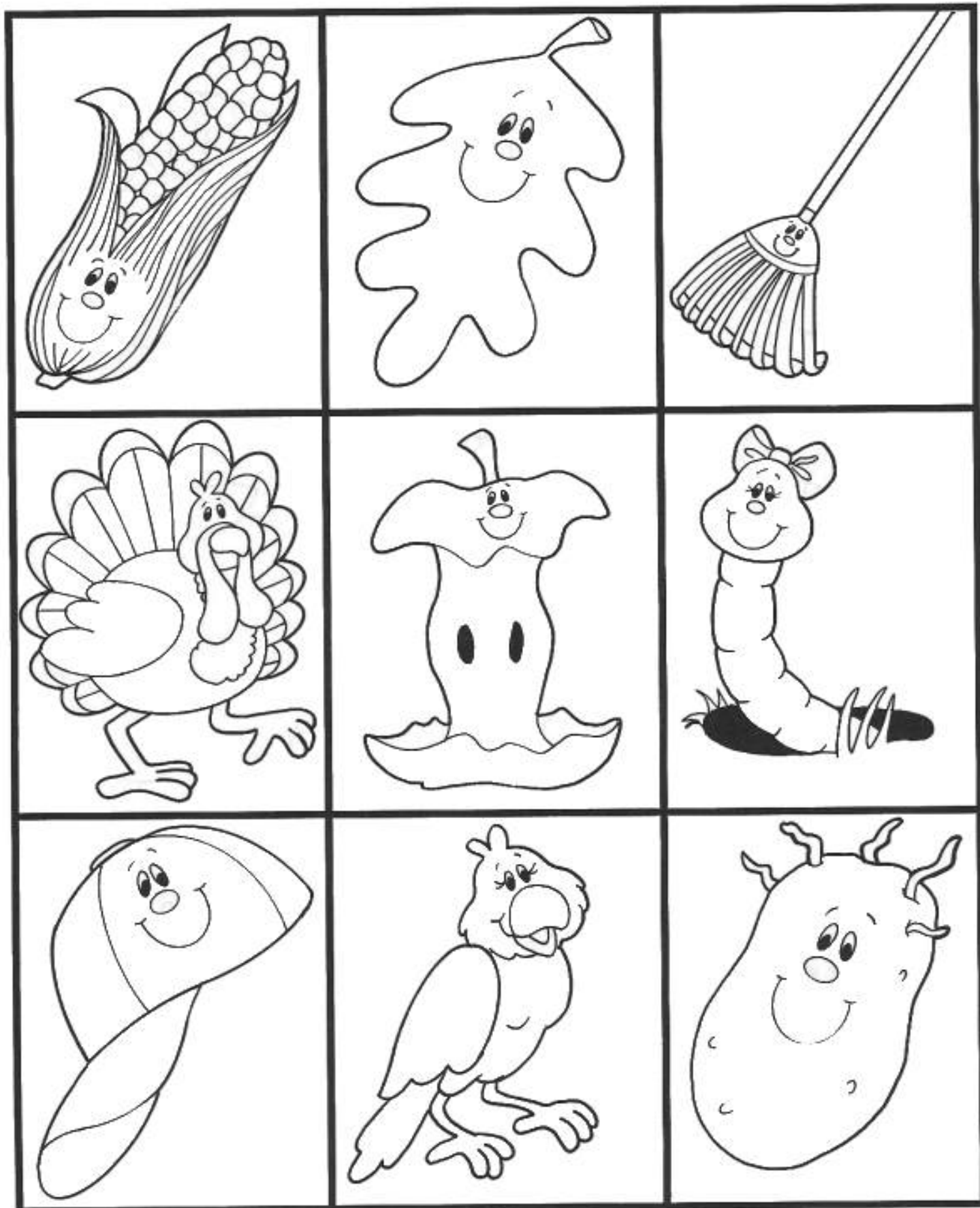


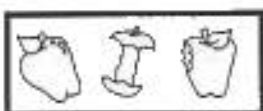
Fall Concentration Cards



# Fall Patterns

## Fall Concentration Cards





# BACK TO SCHOOL



The activities in this section introduce children to their classmates and teachers and help them prepare for a new year of school.

## BACK-TO-SCHOOL LANGUAGE ARTS ACTIVITIES

### What's Missing?

**Skills:** Memory, Identification, Observation

**Activity:**

This activity may be done as a group activity or one-on-one. Copy and cut out the What's Missing? cards (found on pages 60 through 63) and display them one at a time in front of the children. Have the children study them carefully. Explain that there is something missing in each picture and they are to find it. Allow the children time to find the missing part. You may want to ask the children to describe what they think might happen because the parts are missing.

### Classmate Guess Who

**Skills:** Listening, Observation, Deduction

**Activity:**

Explain to the children that you are going to describe a student in the class. As you describe the child, the students are to listen and try to guess who you are describing. When a student thinks that she knows who you are describing, she should raise her hand so that you can call on her to make a guess. Continue describing the child until someone guesses correctly. Repeat with other children. Begin your description with something very general such as color of hair or eyes. As you describe, become more specific so the children can deduce who you are describing.





### Apple Tracing

**Skills:** Fine Motor Skills, Tracing

**Activity:**

Give each child an apple-shaped piece of tagboard (use a pattern from page 28), a crayon or pencil and his choice of red, green or yellow construction paper. Show the children how to hold the apple steady while tracing around it. Also show them how to line it back up if it should move. Allow the children to trace as many times as they like.



### Our School Rules

**Skills:** Composing Thoughts, Awareness of Rules

**Activity:**

Before the activity, create a target list of rules you would like to have in your classroom, but do not discuss them with the students. Begin a discussion about the purposes of school rules. Ask the children to describe what they think would happen if they had no rules to follow. The children should realize (with your help) that, without rules, children may not learn anything at school and may be in danger of getting hurt (for example, they could fall while running in the hall). Ask the children to dictate what they think the rules should be, and the consequences for breaking them. As the children dictate, write on chart paper or poster board. Allow these to be your class rules. If the children miss an important rule, bring up a scenario that will help the children think of an appropriate rule.

### Miss Nelson is Missing

**Skills:** Listening, Logic, Illustrating

**Activity:**

Read the book *Miss Nelson is Missing*, by Harry Allard (Houghton, 1977). After sharing the book, discuss with the children the events of the story. Ask them which teacher they would prefer. Afterwards, give each child a piece of paper and drawing materials and allow her to draw a picture of her favorite part of the book. Allow each child to tell the group about her picture. Display for everyone to see.

# BACK-TO-SCHOOL MATH ACTIVITIES

## Apple Counting

**Skills:** Counting, Recognizing Numerals

**Activity:**

Using one of the apple patterns on page 28, cut ten apple shapes from tagboard. Cut a wavy vertical line through the center of each apple. On the left half of each apple, write a numeral from one to ten. On the right half of the apple, draw the corresponding number of seeds. Show the children the apple shapes. Have the children name the numerals and count the seeds on each apple half. Explain that they are to count the number of seeds on the right half of each apple and match it to the left half that has the corresponding numeral. Have these apple halves available to the children during their free play.



## Top vs. Bottom

**Skills:** Knowledge and Use of the Words "Top" and "Bottom"

**Activity:**

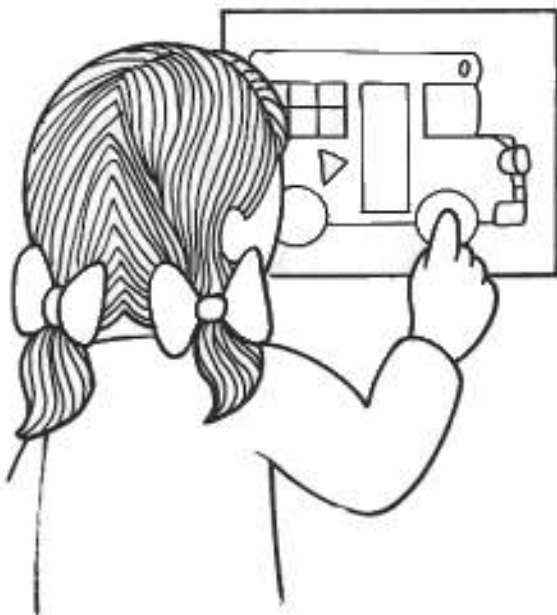
Cut out the Top vs. Bottom Cards found on pages 64 through 67. Show a small group of children the cards. Ask them to explain to you what the word "top" means. Ask them if they can show you on the cards where the top of the object is. Repeat with the word "bottom." Then ask the children whether the place to which you are pointing on the card is the top or the bottom. Continue this activity with small groups until everyone in the class has had a turn. Allow the children to use the cards during free play.

### First vs. Last

**Skills:** Using the Words "First" and "Last"

**Activity:**

Copy and cut out the First vs. Last cards found on pages 68 and 69. Show a small group of children the cards. Ask them to explain to you what the word "first" means. Ask them if they can show you on the cards which object is first. Repeat with the word "last." Then ask the children whether specific objects on the card are first or last. Continue this activity with small groups until everyone in the class has had a turn. Allow the children to use the cards during free play.



### Shape Find

**Skills:** Observation, Using Shapes and Shape Names

**Activity:**

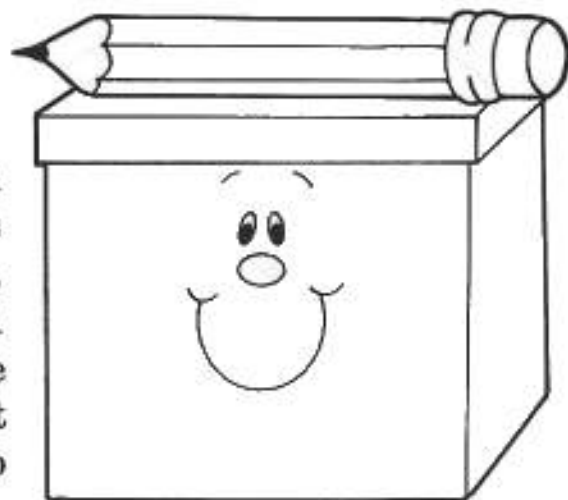
Begin by reviewing shapes with the group (circle, square, triangle, rectangle, diamond, hexagon, star, etc.). Ask the children to find different shapes around the room. Copy the Shape Find School Bus pattern on page 70 and distribute the copies to the students. Ask them to find and name as many shapes in the picture as they can. Then have the children color the pictures. Encourage the students to take their pictures home and review the shapes in the picture with their parents.

### Where is the Pencil?

**Skill:** Identifying Directions

**Activity:**

Using a pencil and a box, show the children how the pencil can be in the following positions in relation to the box: inside, outside, beside, on top, under, over, in front, behind, etc. Hold the pencil in each position and have the children answer questions as a group about the pencil's location. Allow individuals to volunteer.



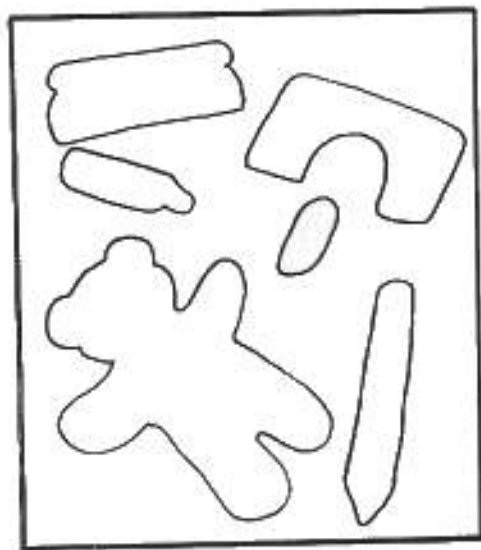
# BACK-TO-SCHOOL SCIENCE ACTIVITIES

## Back-to-School Shape Mat

**Skill:** Matching Objects to their Outlines

**Activity:**

Gather several school items, such as a chalkboard eraser, a pencil eraser, a wooden block, a simple toy, a paper clip, a crayon, etc. Trace each item onto a piece of poster board. Give the children the poster and the items and show them how to match items with their outlines. Allow the children to work in small groups or individually.



## Vegetables



## Lunch Choices

**Skills:** Decision Making, Classification, Knowledge of Food and Food Groups

**Activity:**

Copy, color and cut out the Lunch Choices reproducibles on pages 71 through 73. Hold up each food picture and ask the children to name and describe it. Ask the children to tell you what type of food it is (meat, vegetable, fruit, dairy product, bread, fats and oils). Have the children use tape and a piece of poster board to separate the foods into the food groups. Then ask the children to point to the choices they would like for a make-believe lunch. Talk about the choices and whether or not they are well-rounded. If a choice was not well-rounded, have the child problem solve to make a more sensible choice.



## Back-to-School Science Activities

### Floating or Sinking

**Skills:** Observation, Use of the Words "Float" and "Sink," Hypothesizing

**Activity:**

Fill a clear bowl with water. Also gather several classroom objects, such as chalk, a pencil, a paper clip, a rubber eraser, a plastic toy, a piece of paper, a crayon, etc. Explain the meanings of the words "float" and "sink" to the children. Show the children the objects one by one and ask them to hypothesize whether they will float or sink when dropped into the water. As you drop each object, talk about why the hypothesis was right or wrong. When all items have been tested, discuss the common properties among the floaters and the sinkers.

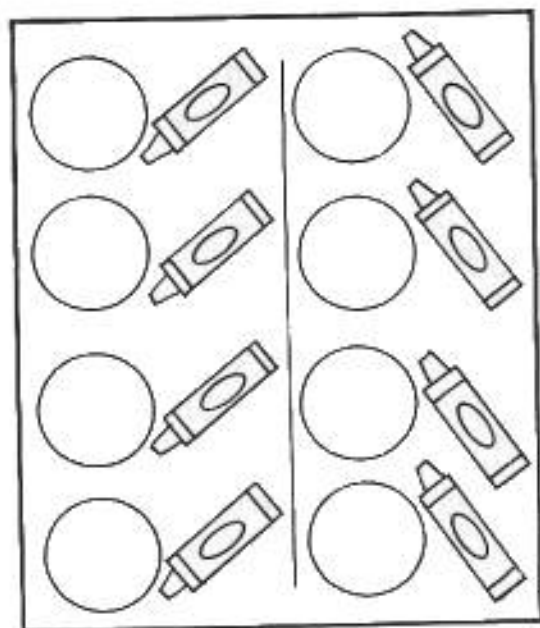


### Crayon Color Matching

**Skills:** Knowledge of Color Words, Matching

**Activity:**

Copy, color (using the colors the students are learning), and cut out the Crayon Color Matching reproducibles on page 74. The number of copies you need to make depends on the number of colors you want to teach or review in your class. For each color, you should have a crayon and matching circle. You may laminate these or glue them onto tagboard. Hold up each crayon and ask the children to name its color. Repeat with the circles. Place tape on the back of each circle and ask the children to stick each to a piece of poster board as they name its color. Repeat with the crayons, but have the children stick the crayon next to the circle of the same color. Remove the tape and allow the children to use the pieces during free play. Note: If you have a flannel board, the pieces can be made from felt and used on the flannel board.



## Schoolyard Friends

**Skills:** Observation, Knowledge of Insect and Other Animal Names

**Activity:**

Ask the children to think about the friends they see on the playground. Next ask them what friends share their playground other than the other children and adults. Explain that insects and other animals often share playgrounds. Ask the children to name the types of insects and other animals they have seen on their playground or at a park. Then have the class go outside and see if they can find and point to any of the named animals. As a follow up, you may wish to have the children draw pictures of (and label) the creatures they found on the playground.



## My Measurements

**Skills:** Measuring, Reading a Measuring Instrument

**Activity:**

Make a copy of the "My Measurements" sheet on page 75 for each child. Obtain a bathroom scale and a measuring tape and invite a few children over to measure themselves during free play time. Help them read the numbers on the scale. Encourage the children to hold the measuring tape for each other and read the numbers aloud for you. As the children measure themselves, write the measurements on the "My Measurements" sheets. Have the students draw themselves in the space provided on the activity sheet or take an instant photograph of each child and tape it on the page. Repeat this activity at the end of the year and compare the sizes of the children between the two times.



# BACK-TO-SCHOOL MUSIC AND MOVEMENT

## Adapted Songs to Sing

**This is the Way...** (To the tune of "Mulberry Bush")

This is the way we sit in a circle,  
sit in a circle, sit in a circle.

This is the way we sit in a circle,  
Here at our school.

Other verses

we line up...here at our school.

sit in our chairs...here at our school.

raise our hands...here at our school.

paint a picture...here at our school.

eat our lunch...here at our school.

(You may wish to make up other verses about routine activities.)



**Where is Sally?** (to the tune of "Frere Jacques")

Class: "Where is Sally? Where is Sally?"

Sally: "Here I am, Here I am."

Class: "We're glad you came to play, with us here at school."

Sally: "Thank you all. I am too."

(Repeat this song using each child's name.)

**The Wheels on the Bus** (traditional)

The wheels on the bus go round and round,  
Round and round, round and round.

The wheels on the bus go round and round,  
All through the town.

Other verses...

The driver...says "Move on back."

The horn...goes "Beep, beep, beep."

The wipers...go "Swish, swish, swish."

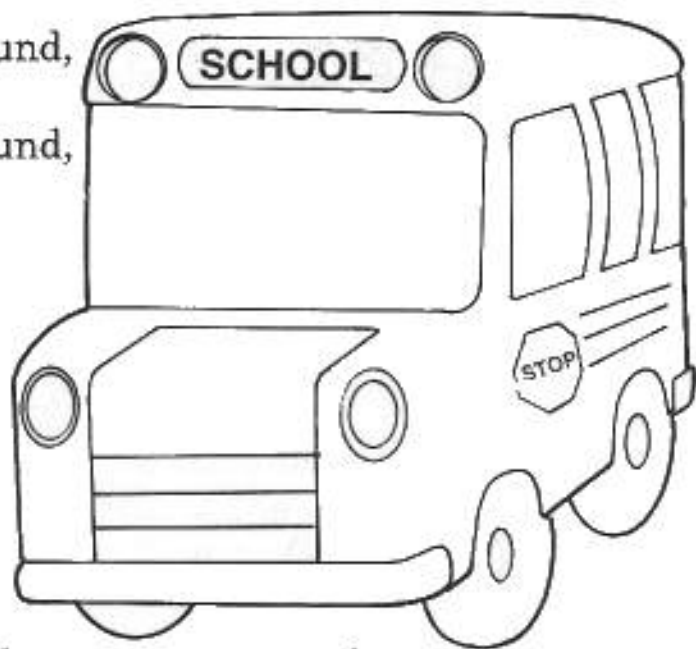
The money...goes "Clink, clink, clink."

The people...go "Up and down."

The babies...go "Waah, waah, waah."

The parents...go "Shh, shh, shh."

(You may wish to let the children to make up more verses.)



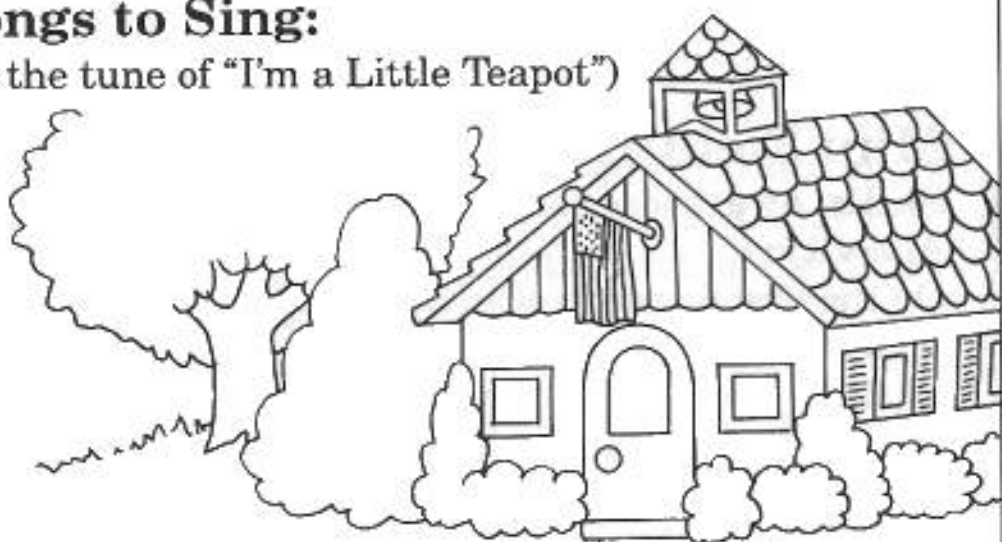


## More Adapted Songs to Sing:

**Little Schoolhouse** (to the tune of "I'm a Little Teapot")

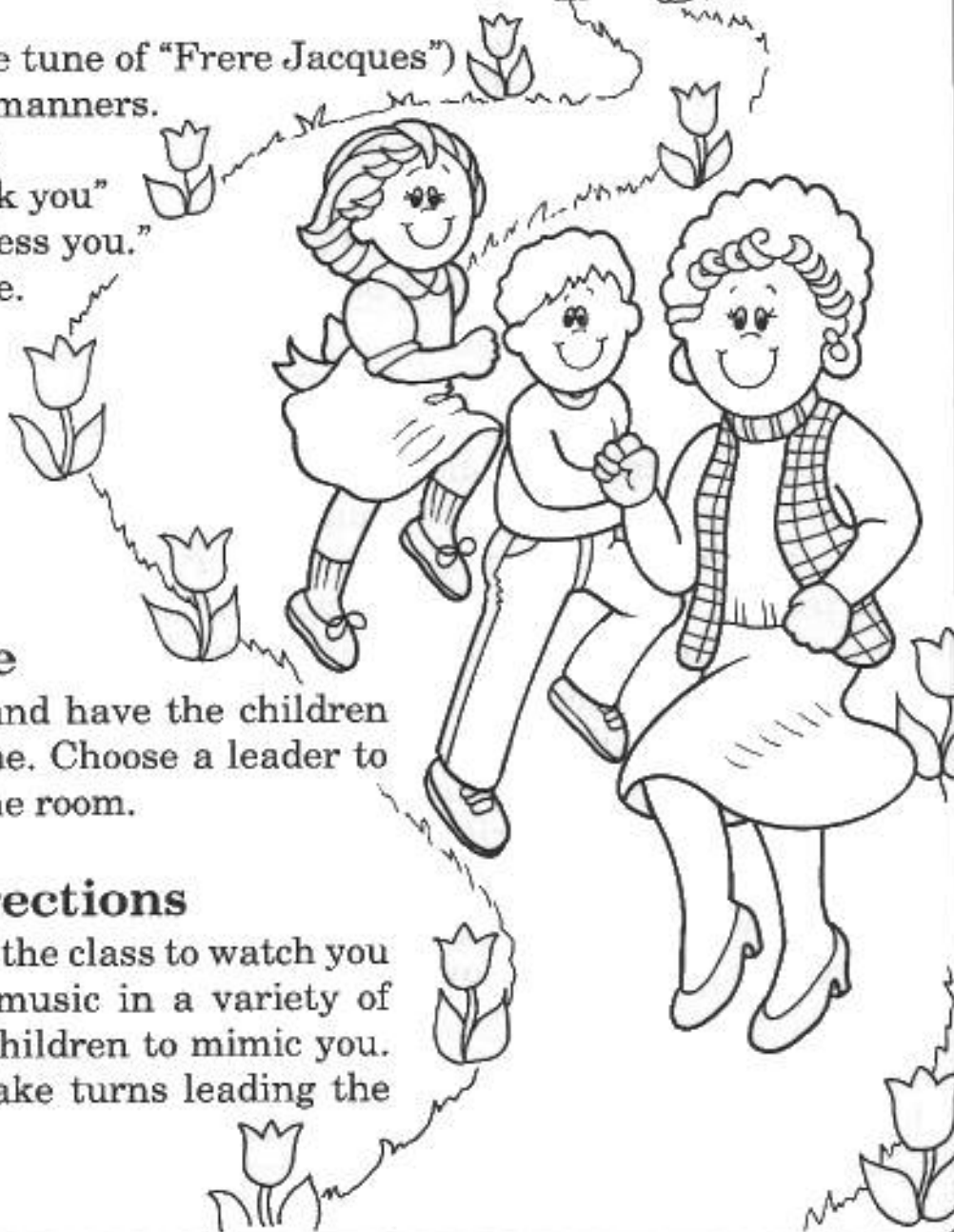
I'm a little schoolhouse,  
Happy all day;  
The children inside me  
Love to learn and play.

All the little children  
Love their school,  
They practice manners  
and the Golden Rule.



**I Have Manners** (to the tune of "Frere Jacques")

I have manners, I have manners.  
Look at me, you will see  
I say "please" and "thank you"  
And even sometimes "bless you."  
Polite I'll be, polite I'll be.



## Marching in Line

Play a marching tune and have the children practice marching in line. Choose a leader to lead the class all over the room.

## Watching for Directions

Play music and instruct the class to watch you carefully. Move to the music in a variety of ways and instruct the children to mimic you. Allow the children to take turns leading the group.



# BACK-TO-SCHOOL SOCIAL AWARENESS

## Mini Field Trips

**Skills:** Awareness of Areas and Personnel of the School

**Activity:**

On the first few days of school, take the class on “mini” field trips around the school to learn about important places. This may be done as a whole group or in small groups. You should be sure the children can identify and name several key places: restrooms, lunch room, office, cubbies, other classrooms, etc. You may also wish to introduce the children to important people: principal/director, assistant director, secretary, nurse/person responsible for giving medication, other teachers, etc. This is also a good time to remind the children of rules. As a follow up, you may wish to allow the children to draw pictures of places or people they saw on their field trip.

## What Does a Principal/Director Do?

**Skills:** Knowledge of Duties of Principal/Director

**Activity:**

Invite your principal or director to come in and talk to the class about what her job duties are. Have her talk about how she is responsible for making sure the school runs well and is safe; keeping the parents happy; supervising the teachers and staff; dealing with finances; etc. Allow the children to ask questions. Have the class thank the speaker when she leaves. Next, ask the children to help you make a list of the principal/director’s job duties. As the children dictate, write the duties on a chalkboard or chart paper. Ask the children to tell you why they would or would not like to do these jobs when they grow up.



## Where Do I Work?

**Skills:** Knowledge of School Personnel and their Workplaces

**Activity:**

Copy and cut out the "Where Do I Work?" cards from pages 76 through 79. Talk to the students about the many people it takes to make a school run smoothly. Ask the children to name people that work at or around the school. Hold up each picture of a worker and ask the children to identify the job. Talk about what the worker does and where he or she spends the majority of the work time. Have the children draw pictures of the workers at work around the school. The pictures could show the workers helping other people.

## Classroom Newspaper

**Skills:** Creativity, Composing Thoughts into Sentences

**Activity:**

Talk with the children about newspapers. Explain that newspapers are a way to pass along interesting and important information. Show an edition of the local newspaper. Tell the children that they will be making a newspaper. Ask the children to tell you what topics might be interesting or important about the beginning of school. You may want to ask about new children, new teachers, upcoming activities or field trips, etc. Have the children choose a topic. Have them think of a title and dictate it to you as you write it on a piece of chart paper. As the children dictate the story, write it on the chart paper. Continue with other topics until the page is covered. Read the stories to the class. Post the students' newspaper for parents and others to read.



# BACK-TO-SCHOOL ARTS AND CRAFTS

## Schoolhouse Pasta Design

**Skills:** Fine Motor Skills, Creativity, Gluing  
**Activity:**

Photocopy the schoolhouse found on page 80 onto red construction paper so that every student has a copy. Set the following items on the art table: uncooked macaroni, small bowls of glue, and cotton swabs. Give each child a piece of the red construction paper and a cotton swab to apply glue, and instruct him to make a design out of macaroni. The students may make any design and use as many noodles as they wish. Also, the children may opt to glue the noodles all inside the schoolhouse, outside only, on the lines, or any combination of the three.



## Community Coloring—Our Class

**Skills:** Drawing, Coloring, Fine Motor Skills,  
Cooperative Play

**Activity:**

Cut a six-to-eight-foot length of butcher paper and tape it to the floor in the classroom or on a sidewalk outside. Let the children use crayons and/or markers to make a picture of their class. Explain that they may draw themselves, their classmates, the teacher, the room, the playground, etc. As the children draw, write a caption that reads "Our Class." As the children finish their parts, ask them to title or describe what they have drawn, and write it by their pictures. Make sure they write their names by their pictures (with your help, if necessary). When all the children have had an opportunity to draw a part of the picture, display it in a prominent place.





## My Classroom Wet Chalk Drawing

**Skills:** Fine Motor Skills, Creativity, Drawing  
Symbols for Real Objects

**Activity:**

Set out the following on the art table: black, blue, purple and brown construction paper; colored chalk; and small bowls of water. Invite a few children to the art table. Tell the children to look around the room and draw the things they see. To draw, they are to dip the chalk into the water and draw on their choice of the dark-colored paper. When each child has finished, ask her to tell you what she has drawn, and label it for her.

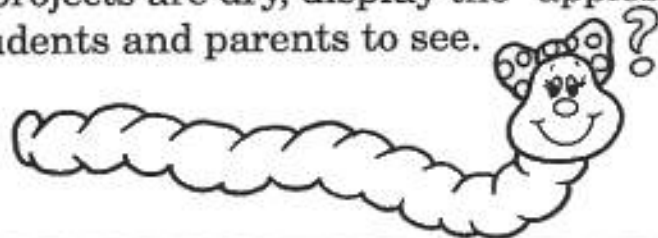


## An Apple for the Teacher

**Skills:** Fine Motor Skills

**Activity:**

Set out the following items on the art table: round coffee filters, brown or green construction paper stems and leaves (pattern found on page 81), small bowls of glue, cotton swabs, eyedroppers and small bowls of red, yellow and green tempera paint. Have a group of children come to the table and instruct each child to gather a coffee filter and a stem and leaf and place the materials in front of him. Students then use the cotton swabs to glue the leaves and stems to the coffee filters. They should use the eyedroppers to drop paint onto the coffee filters. Allow the coffee filters to dry. Once the projects are dry, display the "apples" for the students and parents to see.





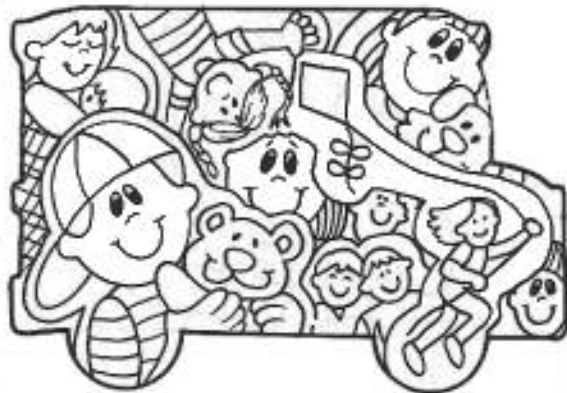
## Back-to-School Arts and Crafts

### School Bus Collage

**Skills:** Cutting or Tearing, Fine Motor Skills, Observation

**Activity:**

Use the pattern on page 82 to cut a paper school bus outline for each child. Have several magazines that contain many pictures of children for the students to use. Tell the students that they are to cut or tear pictures of children from the magazines. They are then to use cotton swabs or their fingers and glue or paste to make collages of children on the school bus shapes. After they are finished, allow each child to show her school bus and tell the class what transportation she uses to get to school.



### Lunch Collage

**Skills:** Cutting or Tearing, Fine Motor Skills, Knowledge of Well-Balanced Meals

**Activity:**

Photocopy each "Lunch Choices" page (pages 71 through 73) for each child. Also photocopy page 83 onto colored construction paper so that each student has a copy. Give each child his copy of the "Lunch Choices" pages and allow him to color the pages with crayons. Next have the children cut out the lunch box patterns from the construction paper. Talk with the children about what makes well-rounded lunches. Instruct the children to cut their choices of lunch items from the lunch choices sheets and paste them onto their lunchbox shapes. When the children have finished, ask them to name the foods they chose and why.



# BACK-TO-SCHOOL INDOOR GAMES

## Names Around the Circle

**Skills:** Knowledge of Classmates' Names, Memory, Gross Motor Skills

**Activity:**

Have the children sit in a circle. Begin the activity by saying your name and have each student around the circle, in turn, say his or her name. Demonstrate how to walk around the circle touching each child on the head similar to Duck, Duck, Goose. As you touch each child, you are to say the child's name. If you forget the child's name, the child tells you his name and gives you an instruction in exchange. Some examples of requested activities are: "touch your toes," "do a jumping jack," "hop on one foot three times," etc. All requests should be simple and fun. Allow the children to continue the game until all of the children know their classmates' names.



## Show Me

**Skills:** Gross Motor Skills, Knowledge of Classroom Items

**Activity:**

Explain to the children that you are going to play a game of Show and Touch. The teacher will name an item in the classroom, such as a desk, cubbie, pencil sharpener, window, door, etc., and select a child to find the item. The child will then get up, touch (or point to the item if necessary), and name it. Continue until each child has "shown" something.

## Name Game

**Skills:** Name and Word Recognition

**Activity:**

Write each child's name on an index card. Show the students the cards one at a time. See if any child can identify the name on the card. If not, say the name and have the children repeat it and spell it with you. Then have the child whose name it is say and spell it for the class. Eventually, have the child whose name is showing say nothing, while his classmates try to identify the name.

## Back-to-School Indoor Games

### What am I?

**Skills:** Listening, Observation

**Activity:**

Explain to the students that you will describe an object in the room. When a child thinks she knows what the item is, she is to raise her hand and tell you when called upon. If she is correct, begin with a new item. If she guessed incorrectly, continue describing the item. When the children have a good grasp of the game, you may wish to allow the children to take turns picking the items and giving the clues.

### The Stone and the Jester

**Skills:** Gross Motor Skills, Control of the Face and Emotions

**Activity:**

Pair up the children. Inform them that they are going to take turns being the "jester" and the "stone." Explain that the jester is supposed to do things to try to make the stone smile or laugh. The jester may make faces, tell jokes, wiggle his body, or do anything else funny other than touch the stone. The stone is to keep a straight face as long as possible. When the stone smiles or laughs, the stone and jester trade roles. The children continue switching positions whenever the stone laughs or smiles.



### Pass the Eraser

**Skills:** Passing, Listening

**Activity:**

Have the children stand in a circle. Tell them that you are going to have them pass a chalkboard eraser around the circle. Explain that, as they pass the eraser, you will play music. The children are to listen to the music, and the child who is holding the eraser when the music stops is to sit in the middle of the circle until the end of the next round, when he will be replaced with the child that is holding the eraser at the end of that round.

# BACK-TO-SCHOOL OUTDOOR GAMES

## Outdoor Chalkboards

**Skills:** Fine Motor Skills, Creativity, Name Recognition

**Activity:**

Take colored chalk outside when the group goes out to play. Divide the sidewalk or patio by drawing equal-sized rectangles for each child. Write each child's name in a rectangle. Invite a few children over at a time to find their names and decorate their rectangles using the colored chalk. When all of the children have decorated their rectangles, invite other classes to come and admire the group's work.



## School Rules Tag

**Skills:** Memory, Gross Motor Skills, Running

**Activity:**

Choose one child to be "it." Explain to the students that they are safe from being tagged by stopping and naming a school rule just before "it" catches them. They will remain safe until they move again. "It" must turn his attention to another child when a child has become safe. Also explain that a child may not use the same rule twice in a row. Name a new "it" every few minutes.





## Back-to-School Outdoor Games

### Everybody Chase:

**Skills:** Gross Motor Skills, Name Recognition, Running

**Activity:**

Explain to the students that they will be playing a game of chase. They are to listen to the name the teacher calls out and chase that child. As soon as the teacher calls out, "Everybody chase \_\_\_\_\_ (another child)," they are to begin chasing the newly-named child. It is important for everyone to listen well, since they might be the next person being chased. The teacher needs to pay close attention and change the child chased before anyone ever gets tagged. To make it more of a challenge, pick the child who is farthest from the other children.

### First Letter Run

**Skills:** Letter Recognition, Gross Motor Skills, Following Directions

**Activity:**

Write each letter of the alphabet on a 4" x 6" index card and take the cards to the playground during recess. Instruct the children to watch the cards you hold up and listen to the directions you give. If their names begin with the letter you hold up, they are to follow the directions. Give directions such as, "Hop to the fence," "Jump up and down," "Pat your head," "Rub your tummy," etc. You may vary this by having the children follow the directions if their first or last names begin with the letter, or if the letter is in their names anywhere.

### Outdoor Opposites

**Skills:** Gross Motor Skills, Knowledge of Opposite Location Words, Following Two-Part Directions

**Activity:**

Gather the children and tell them that they will be moving around the playground as instructed. Explain that the words you give together are opposites. Then give two-part directions such as "Jump inside the sandbox, then skip outside the sandbox," or, "Walk slowly for five steps, then run quickly." Use other words including over/under, top/bottom, up/down, loud/soft, etc. You may wish to give the children the opportunity to give the directions using opposite words.

# BACK-TO-SCHOOL SNACK TIME SUGGESTIONS

## Apple-Shaped Gelatin

Purchase two or three packages of gelatin and follow the directions on the box for making gelatin. Allow the children to help you measure, pour and stir the mixture in a flat glass pan so that the gelatin is about 1" thick. Talk about what the ingredients looked like before they were mixed, and what they look like now. Place the gelatin in a refrigerator to chill. Once the gelatin is firm, take it out for the children to see. Have them describe the differences in the gelatin before and after chilling. Allow them to use apple-shaped cookie cutters (found at most craft stores) to shape the gelatin like apples. Allow the class to enjoy for snack.

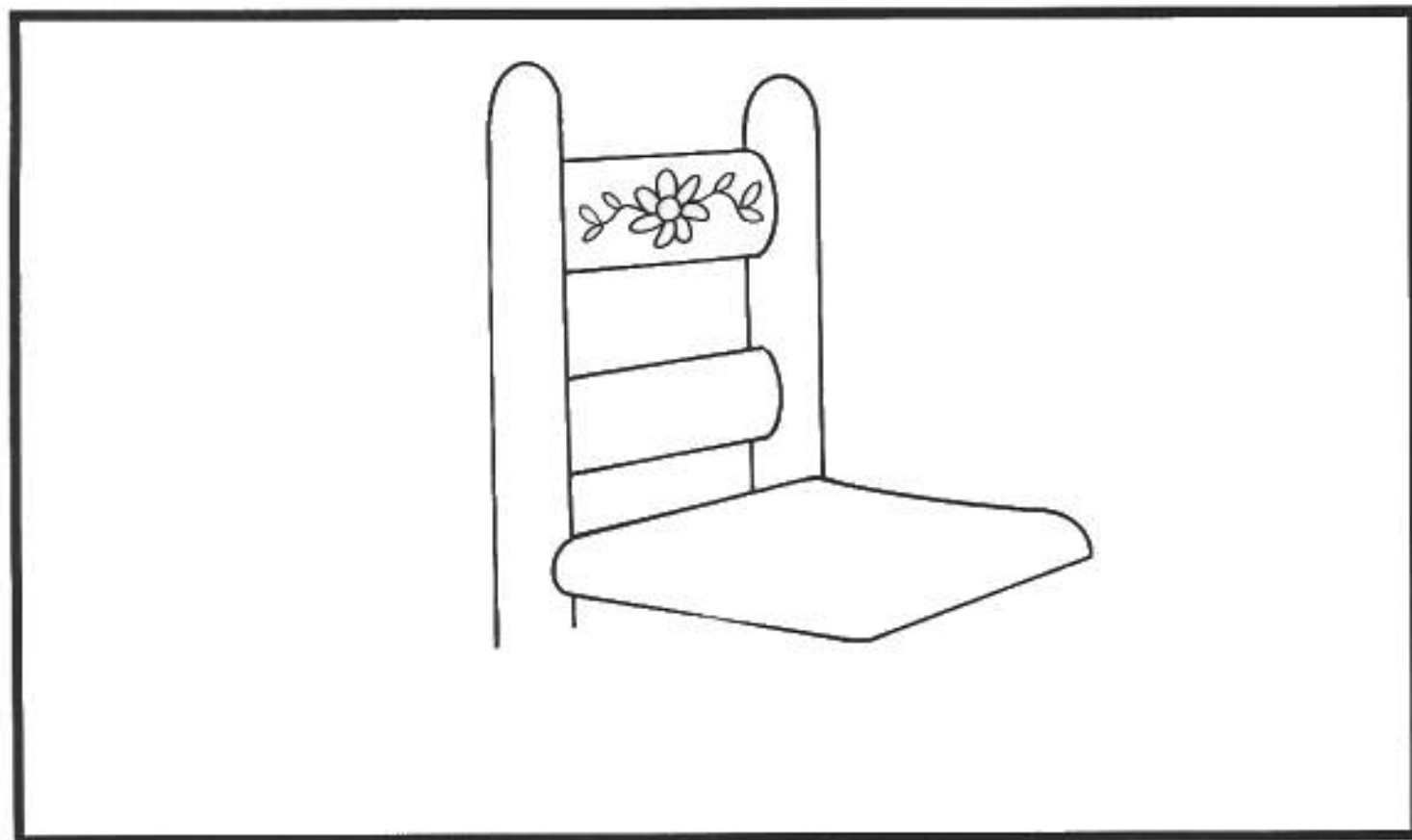
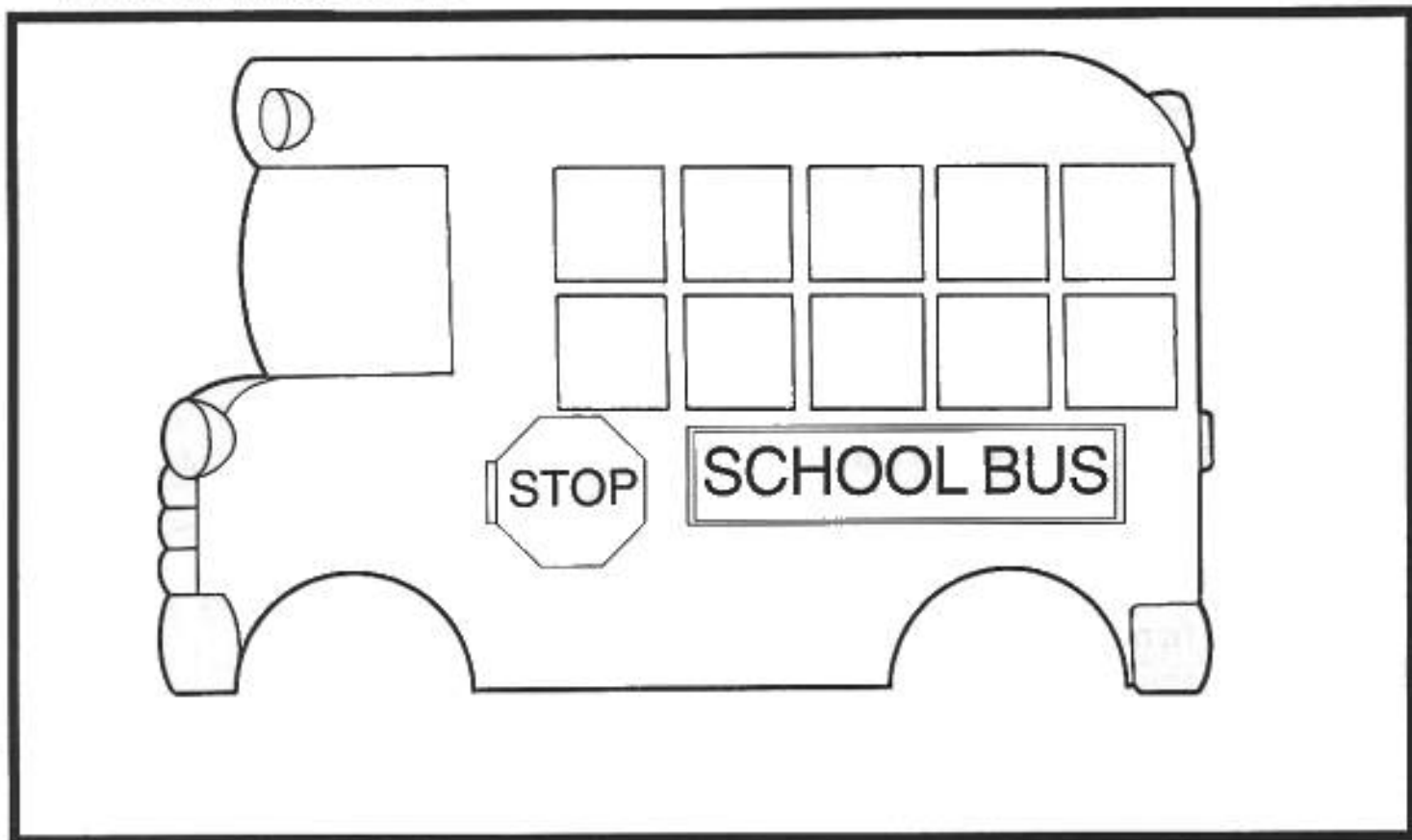


## Fried Apples

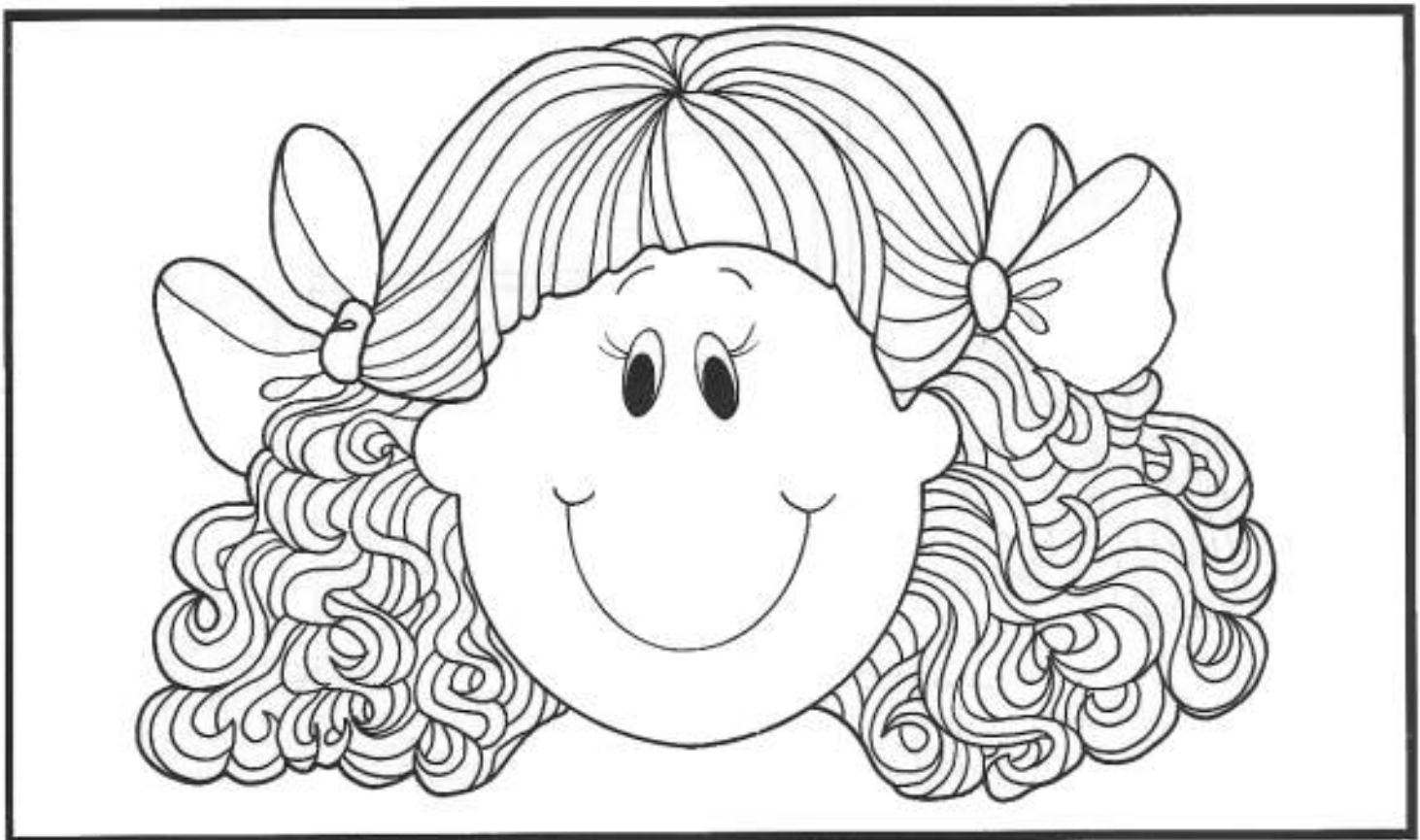
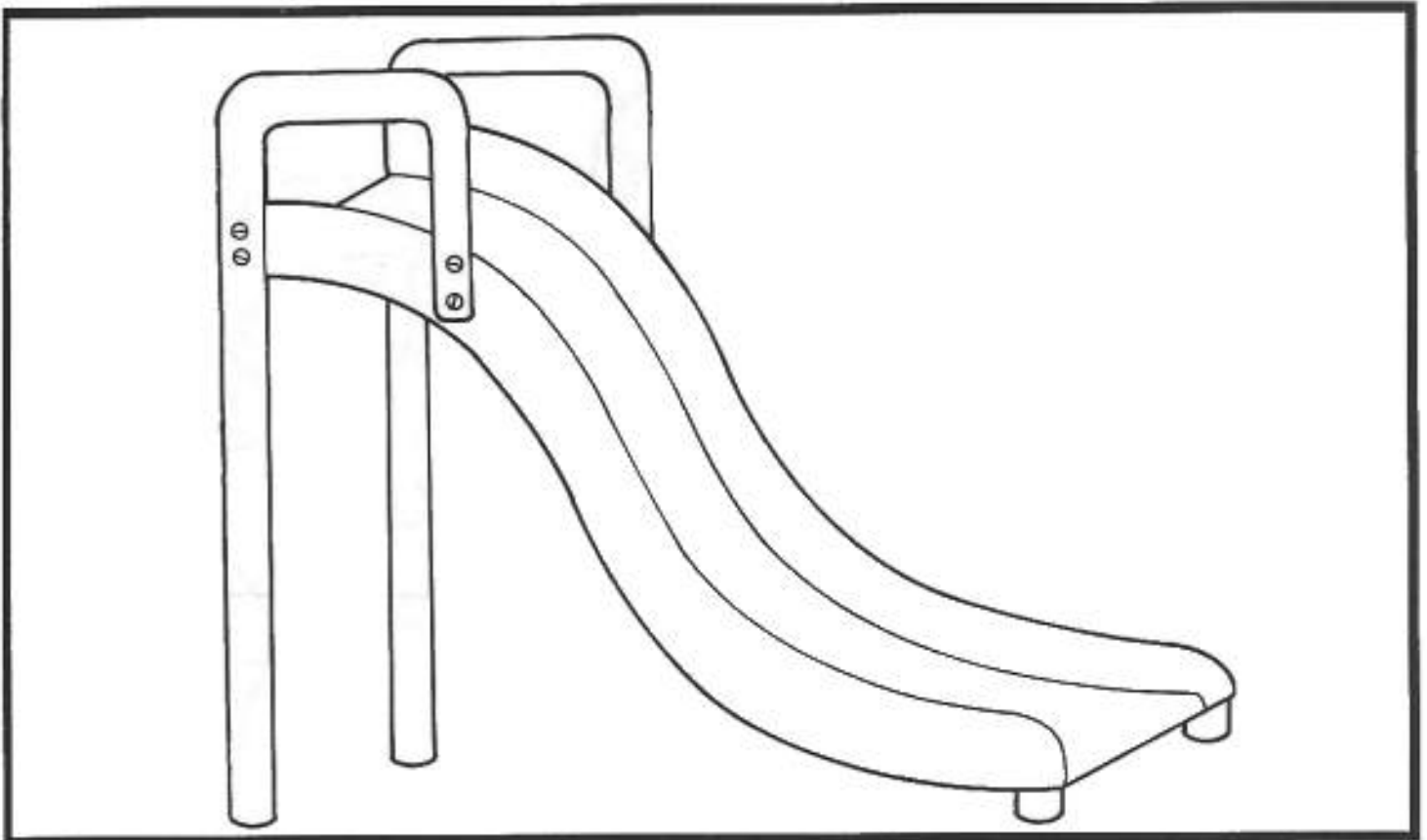
Obtain one apple for every four children in your class. Gather the children and ask them to describe what you are doing as you core and slice the apples into rings. Have the children continue describing what you are doing as you fry the apple rings in a small amount of margarine or butter using low heat from an electric fry pan. Have them describe what they see, hear and smell. Ask the children to predict what the apples will taste like. When the apples are a light golden brown on both sides, have each child sprinkle a cinnamon and sugar mixture on one of the rings and enjoy for snack while still warm.



Back-to-School Patterns  
What's Missing? Cards

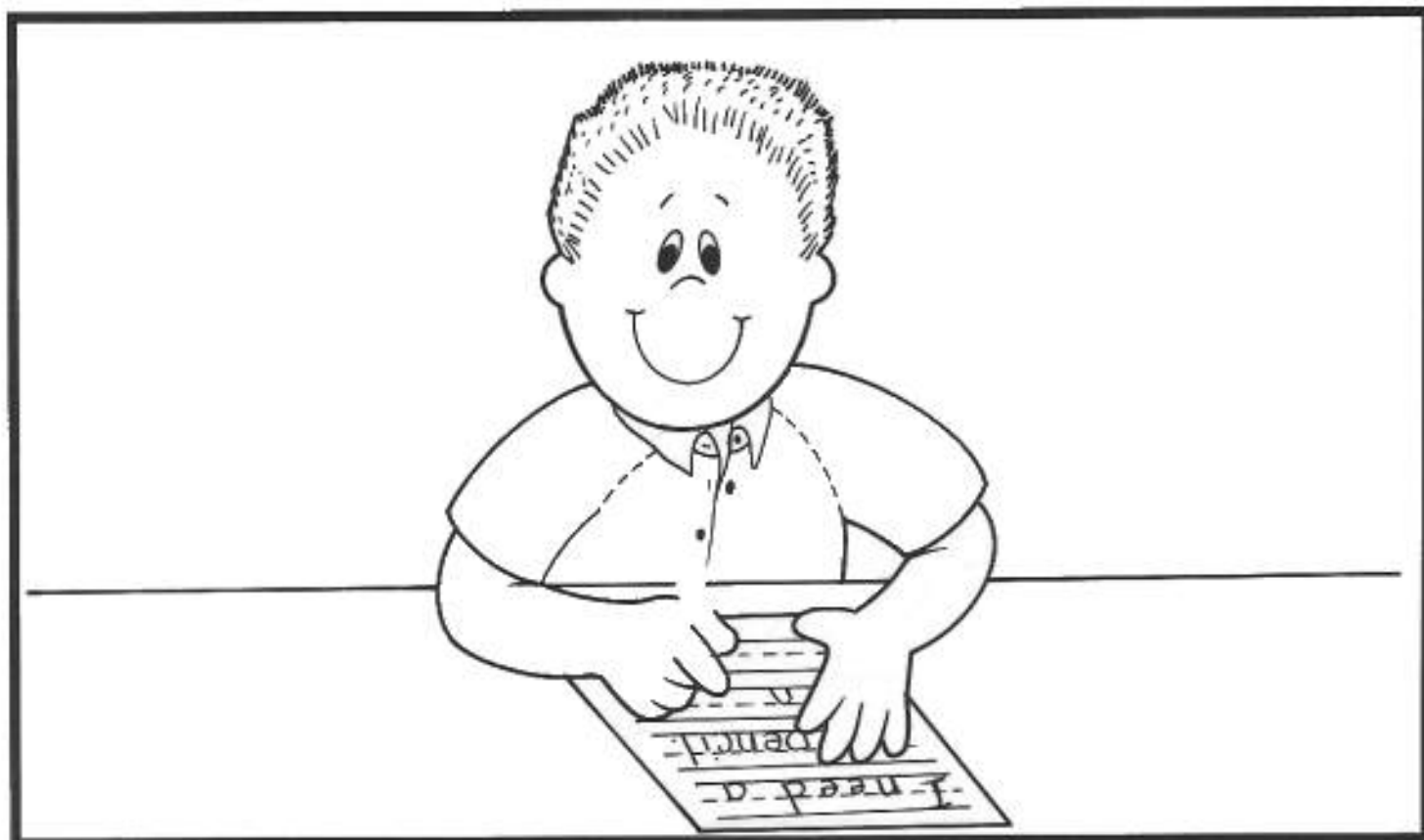


What's Missing? Cards

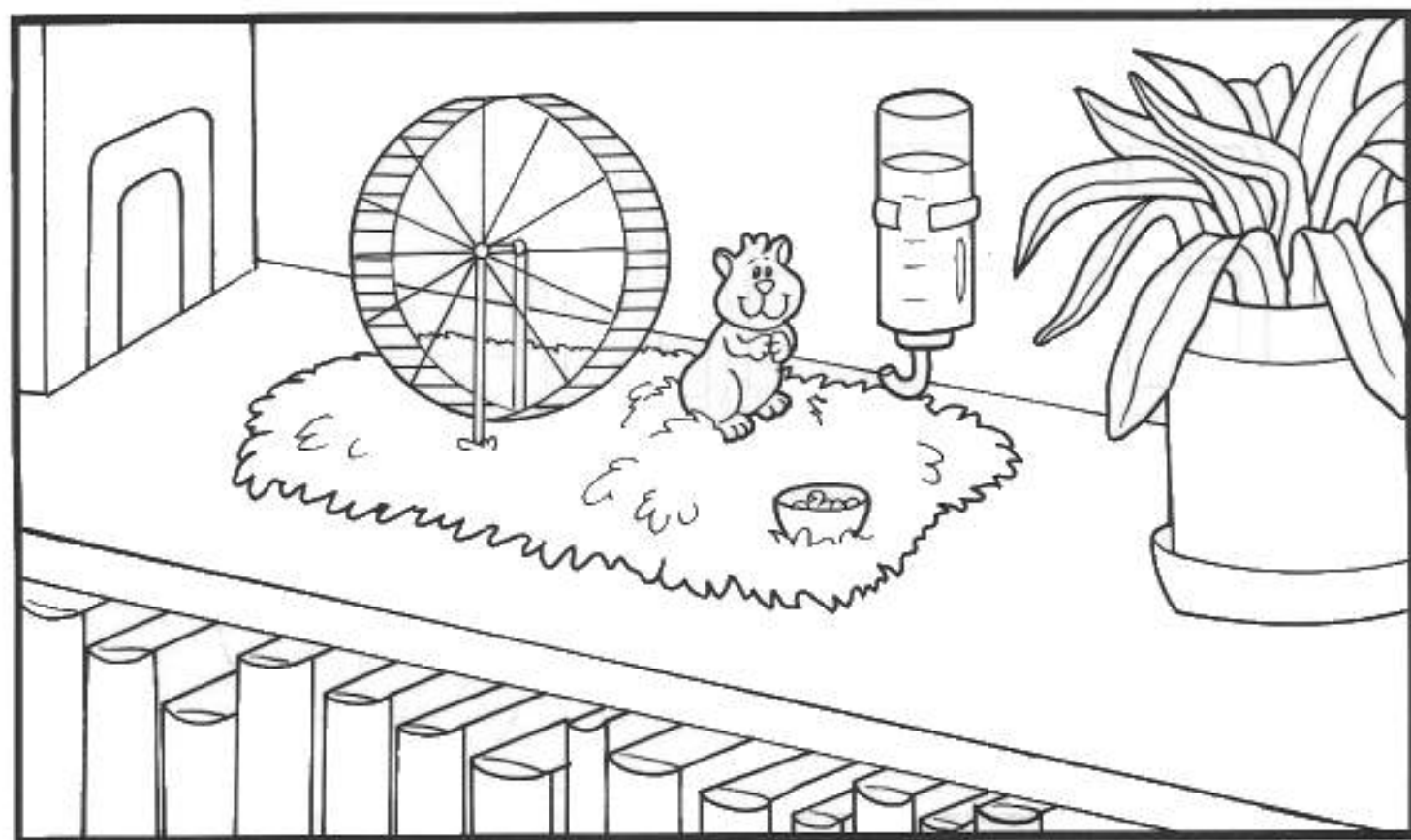
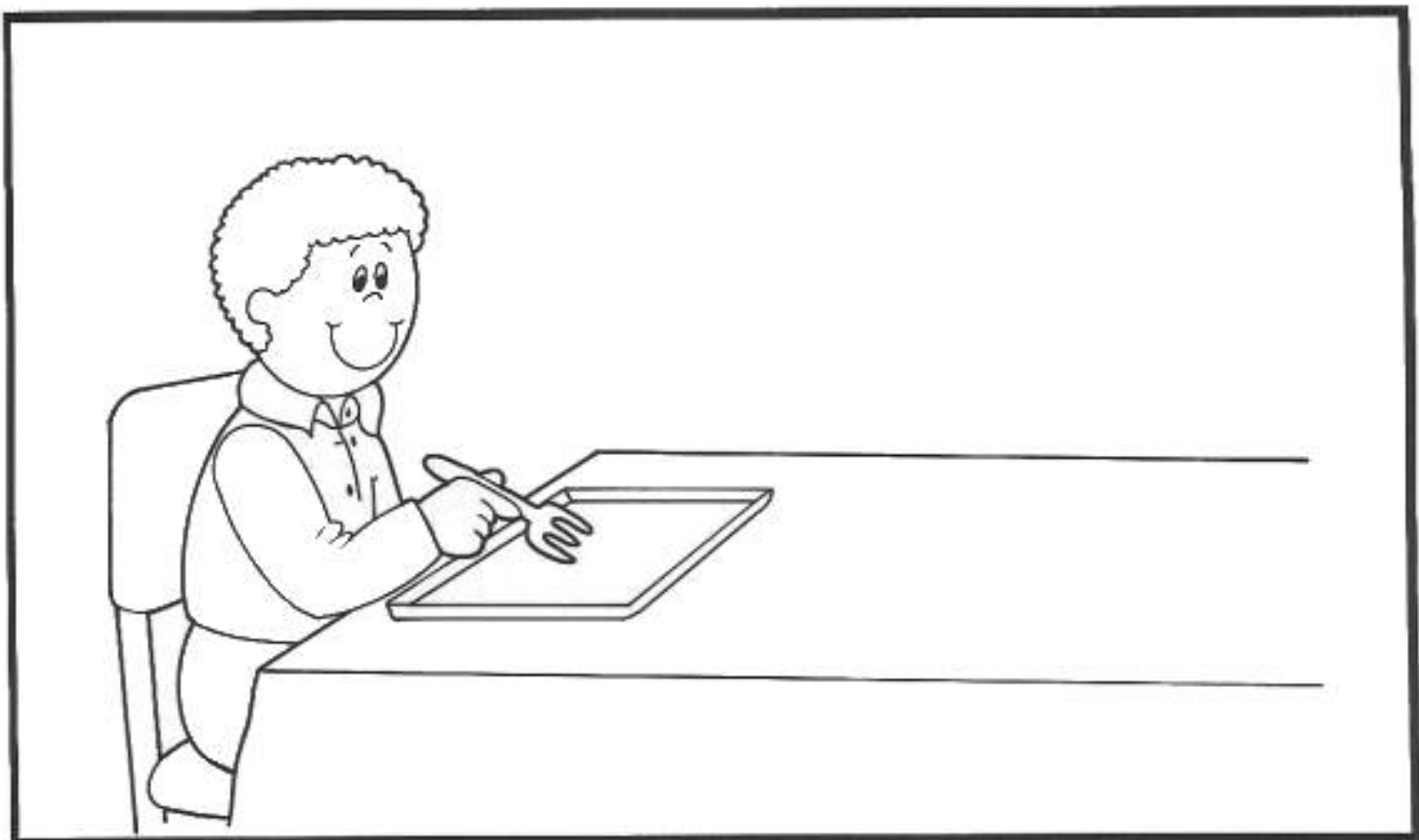




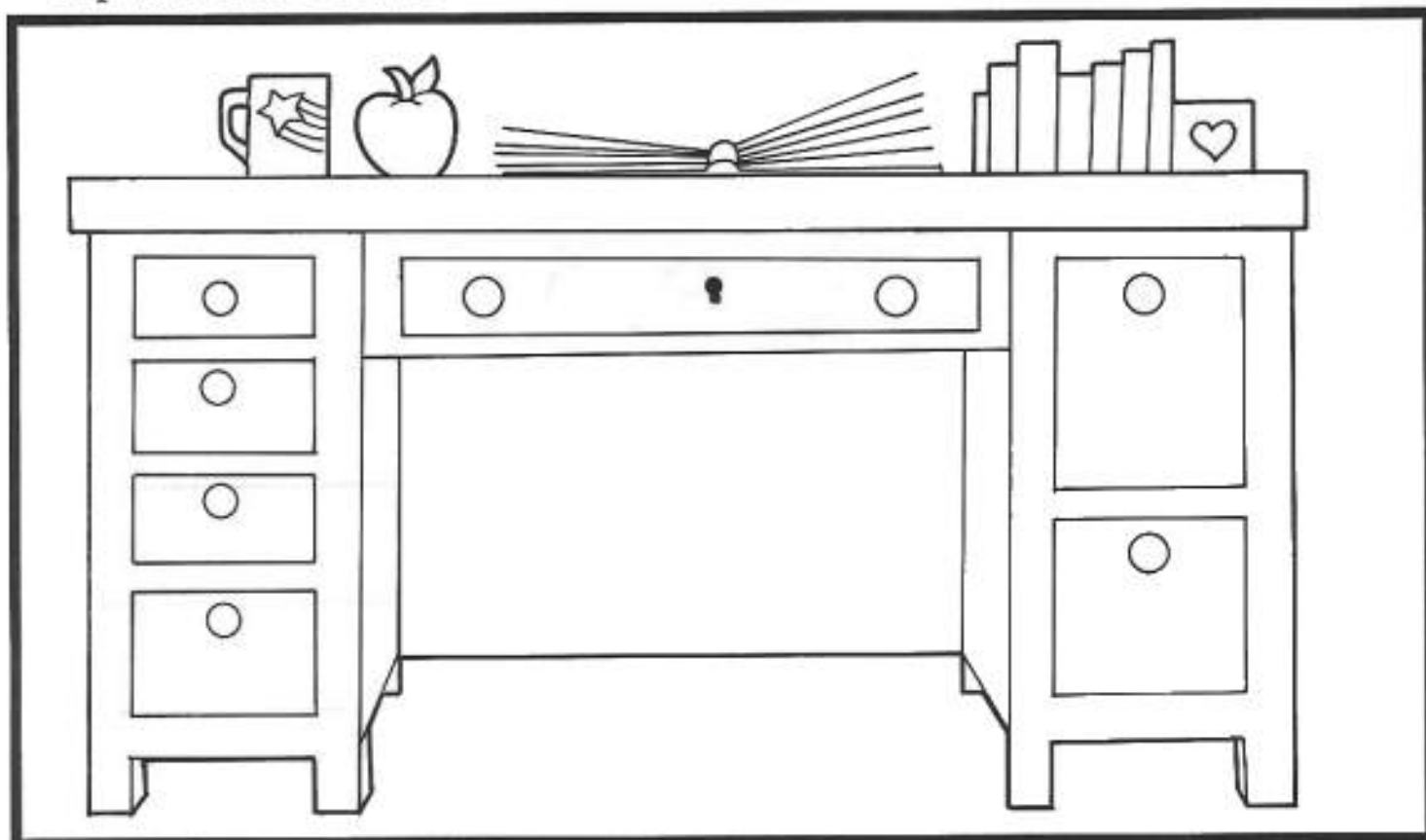
Back-to-School Patterns  
What's Missing? Cards



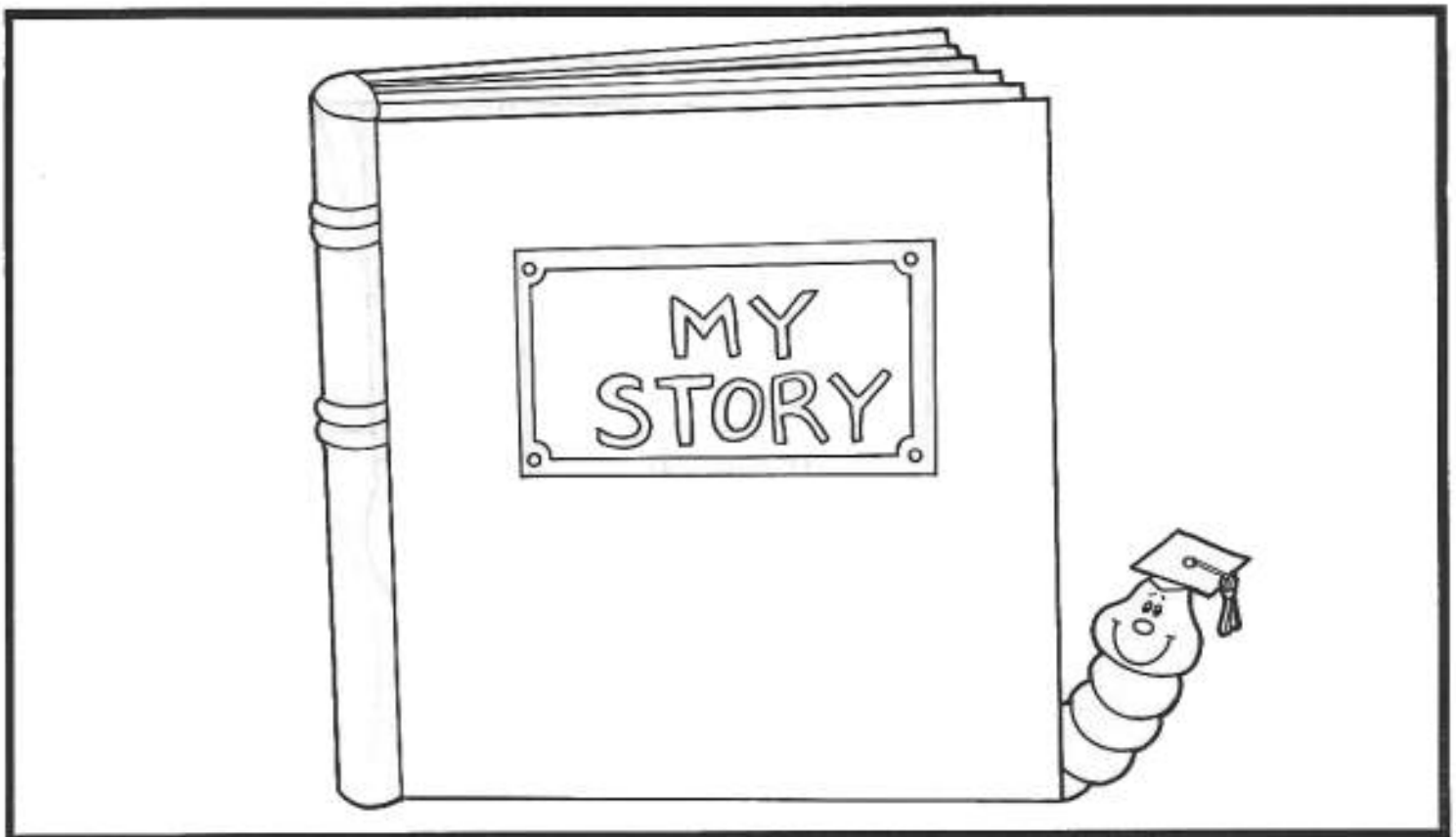
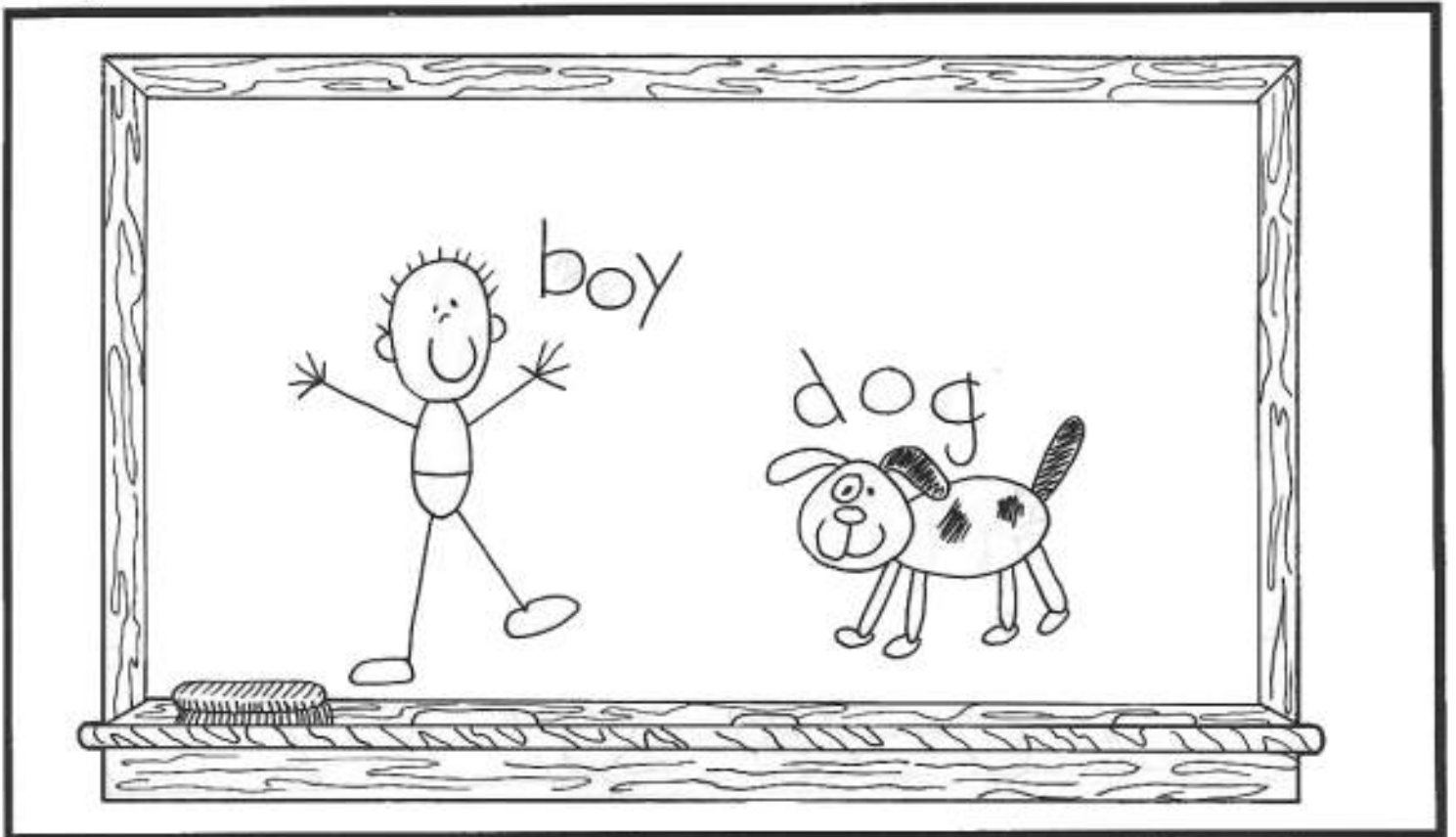
What's Missing? Cards



**Back-to-School Patterns**  
Top vs. Bottom Cards

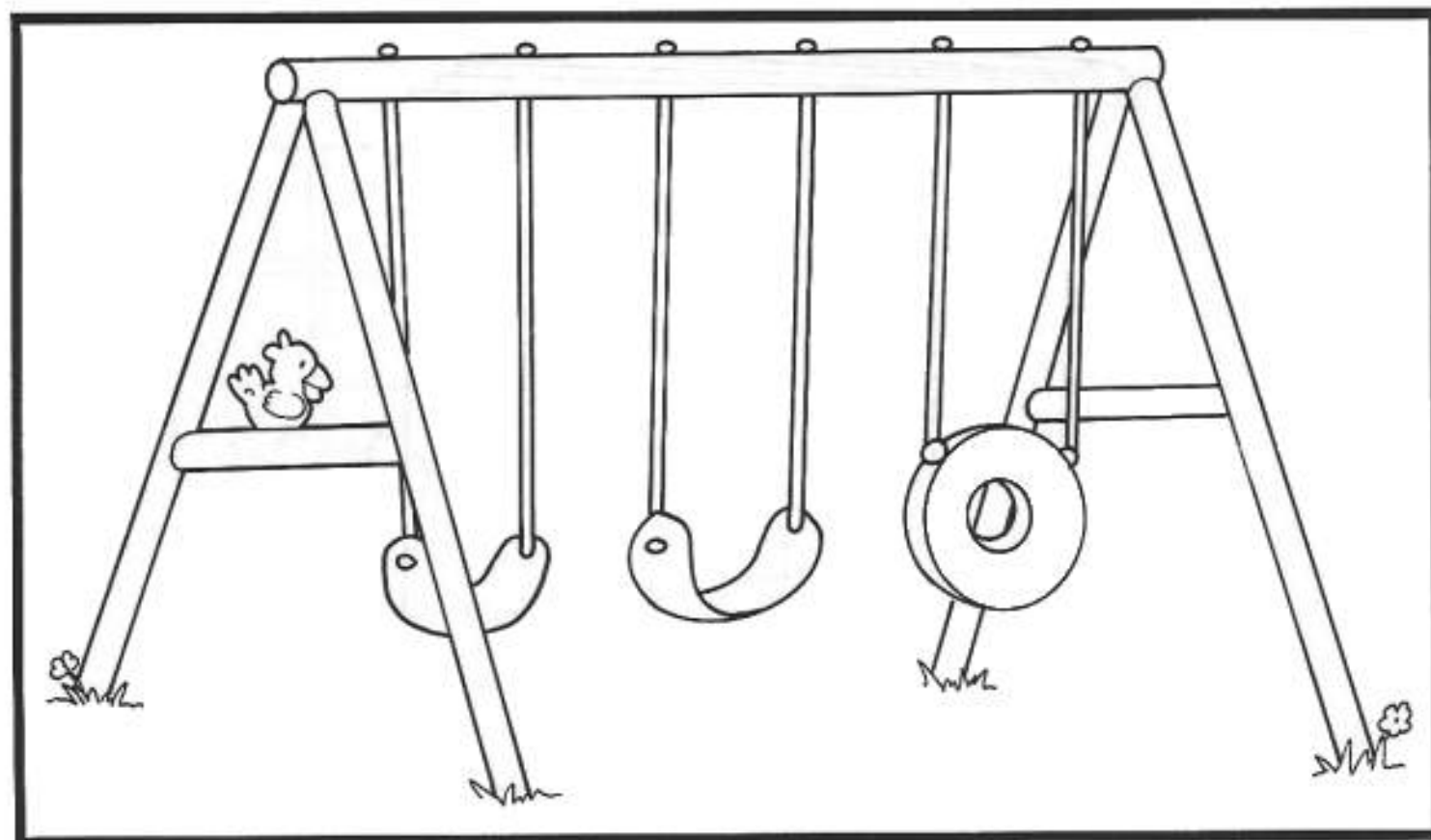
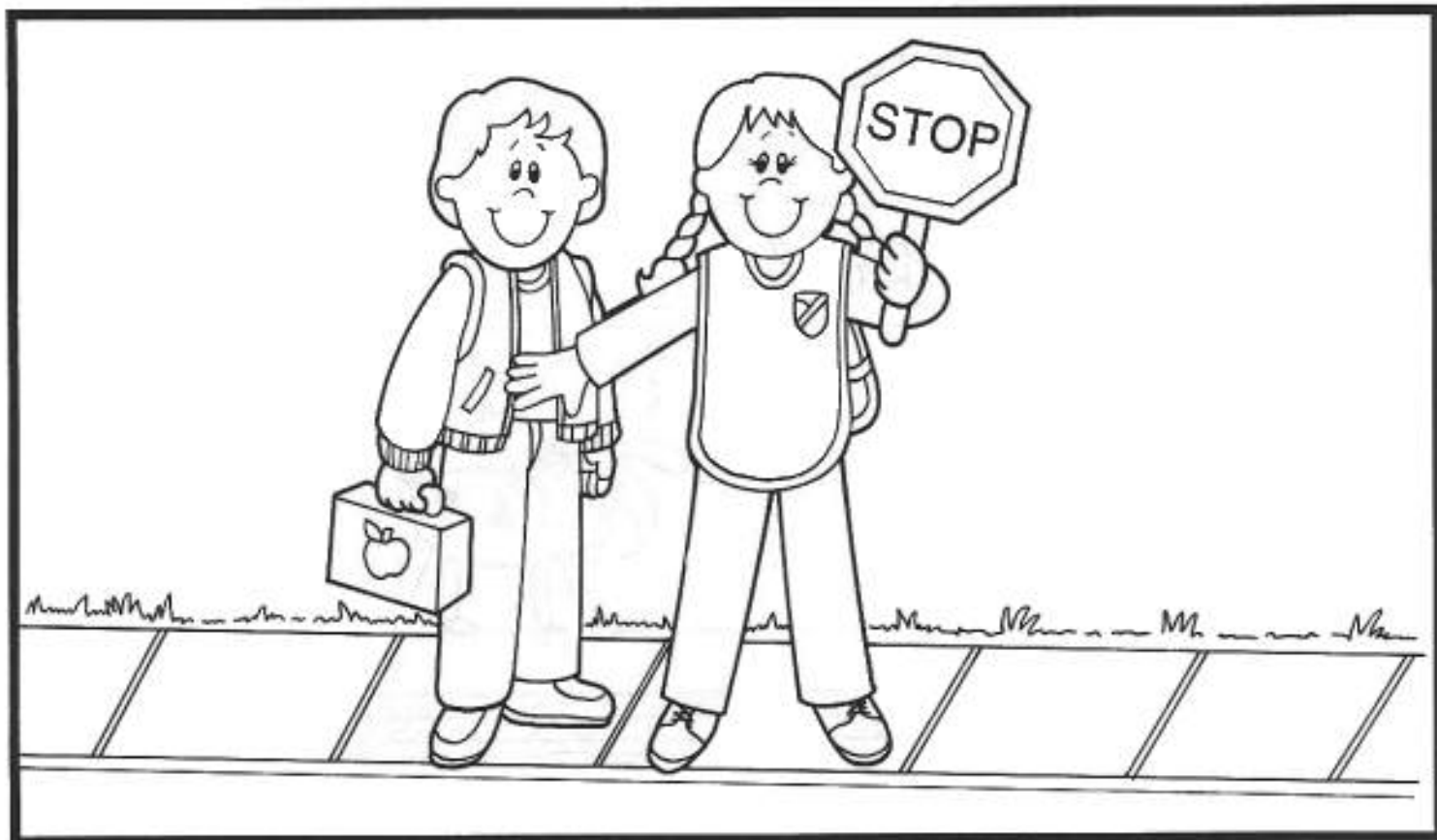


Top vs. Bottom Cards

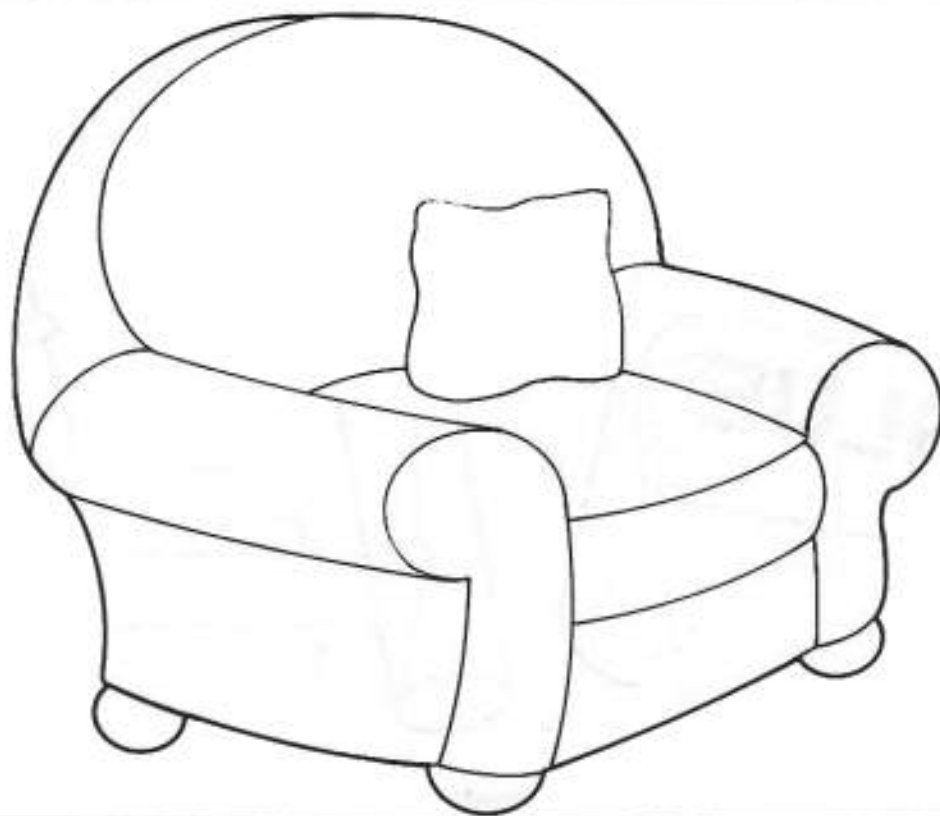




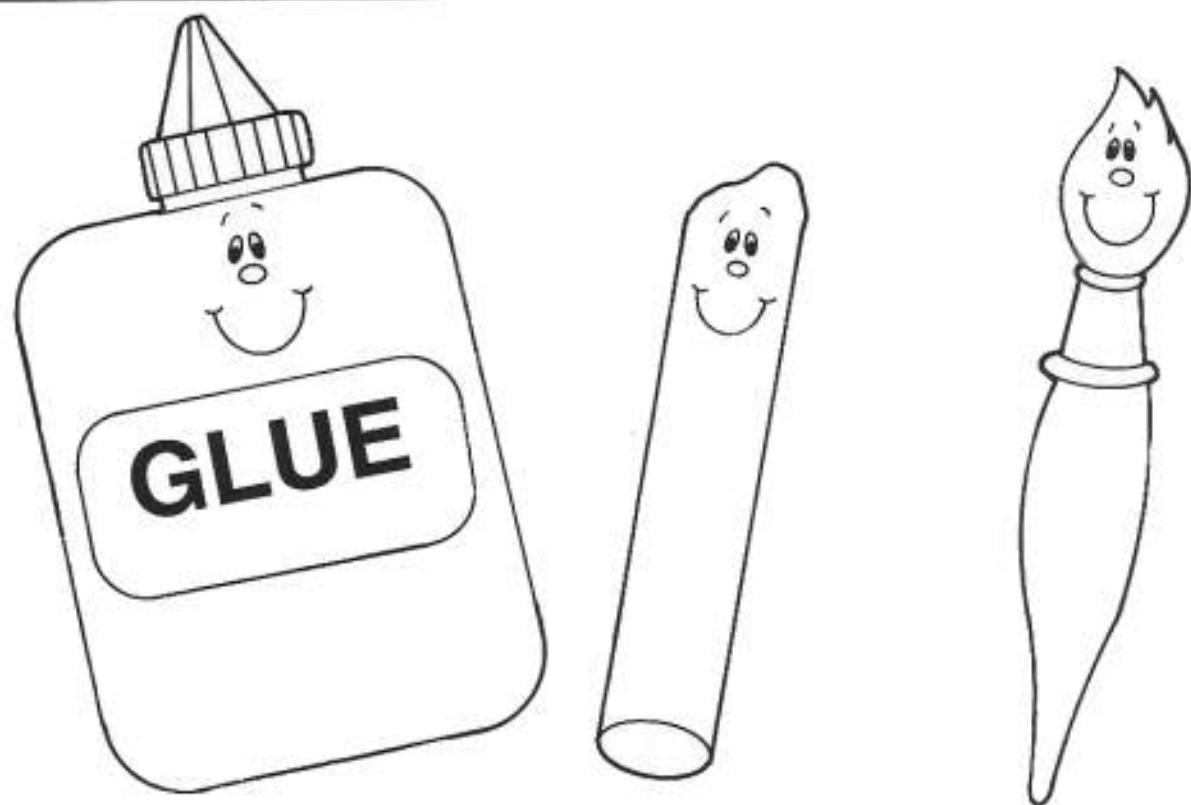
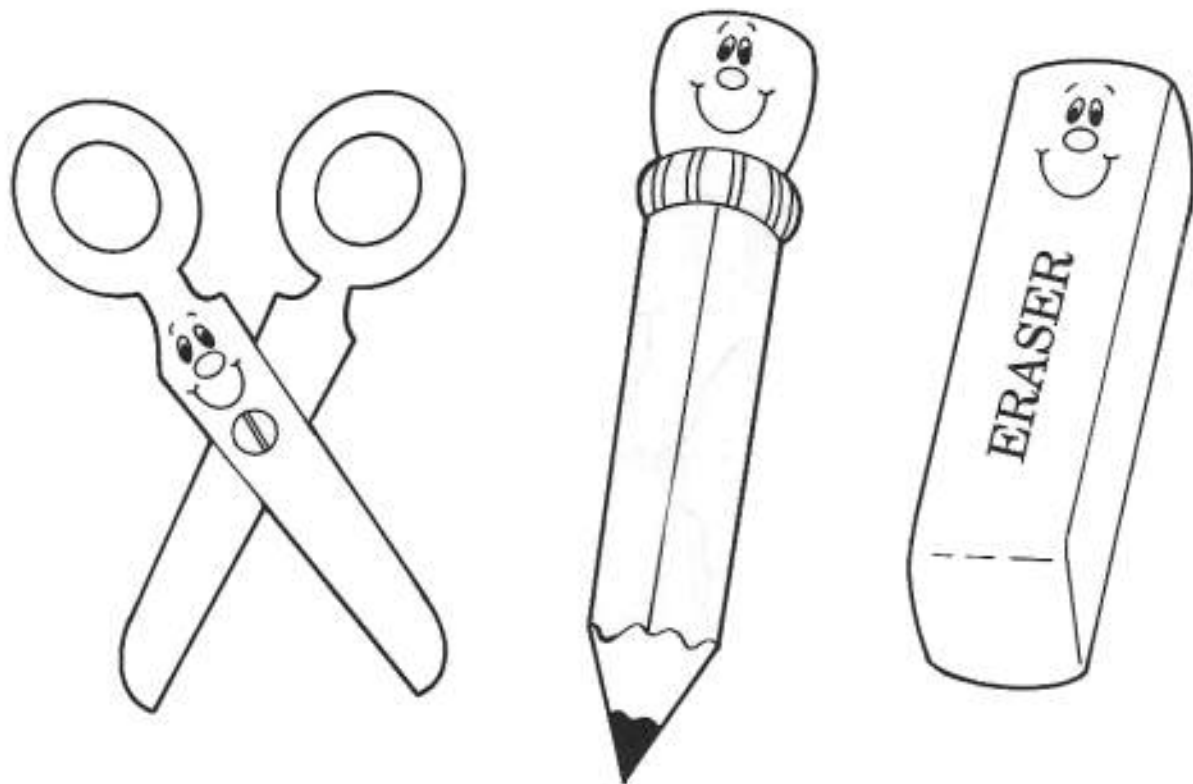
Back-to-School Patterns  
Top vs. Bottom Cards



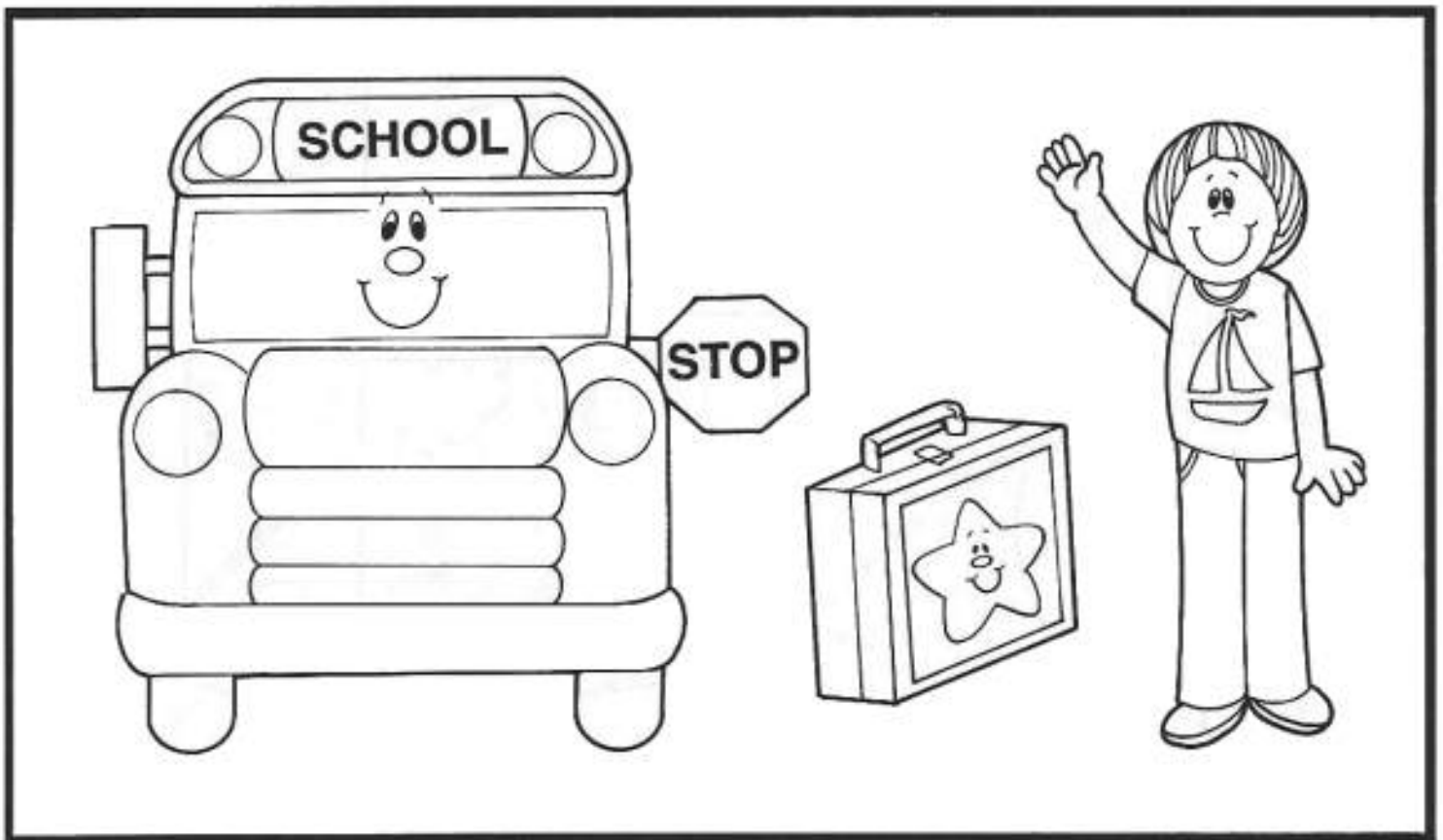
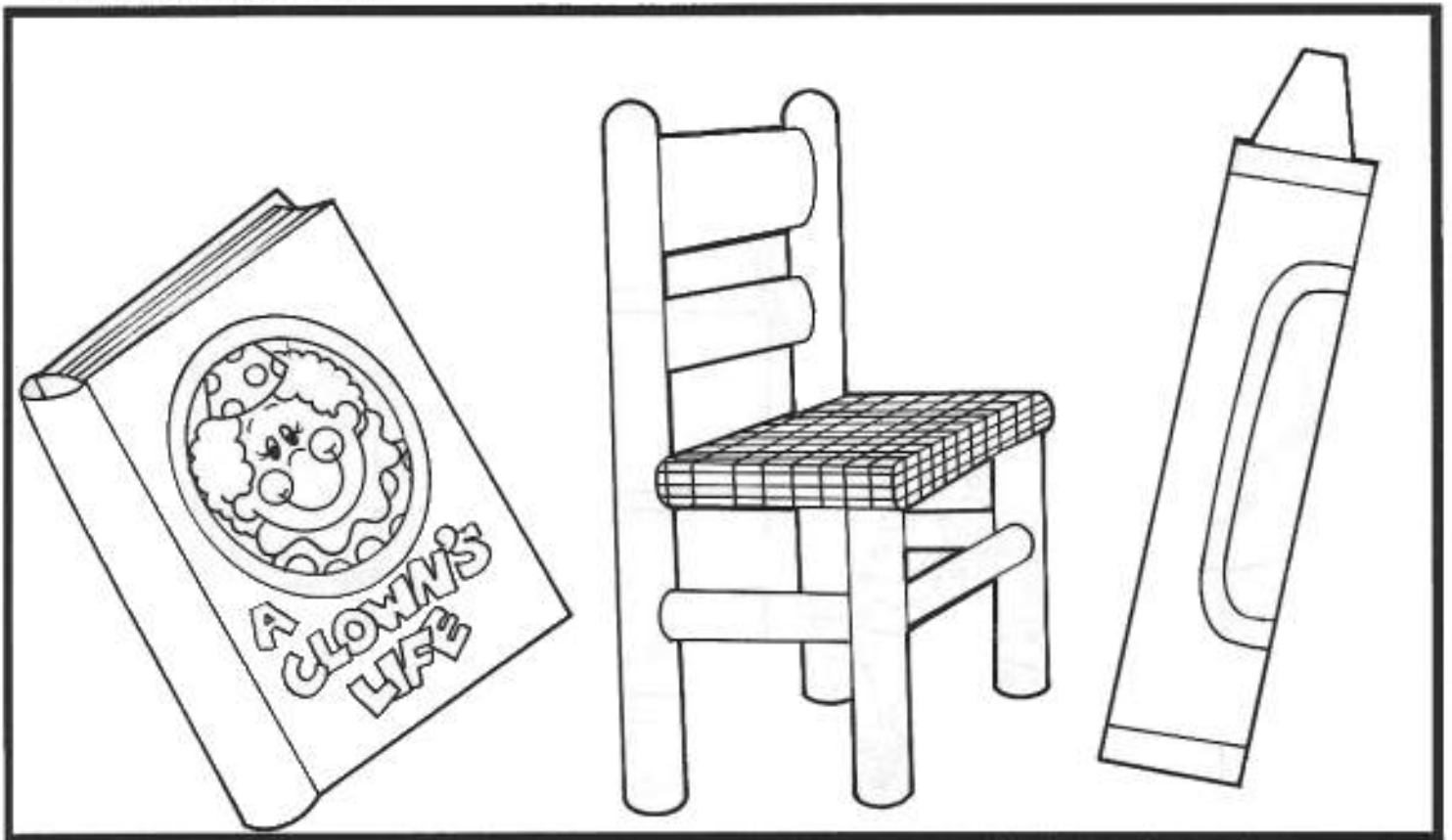
Top vs. Bottom Cards



Back-to-School Patterns  
First vs. Last Cards

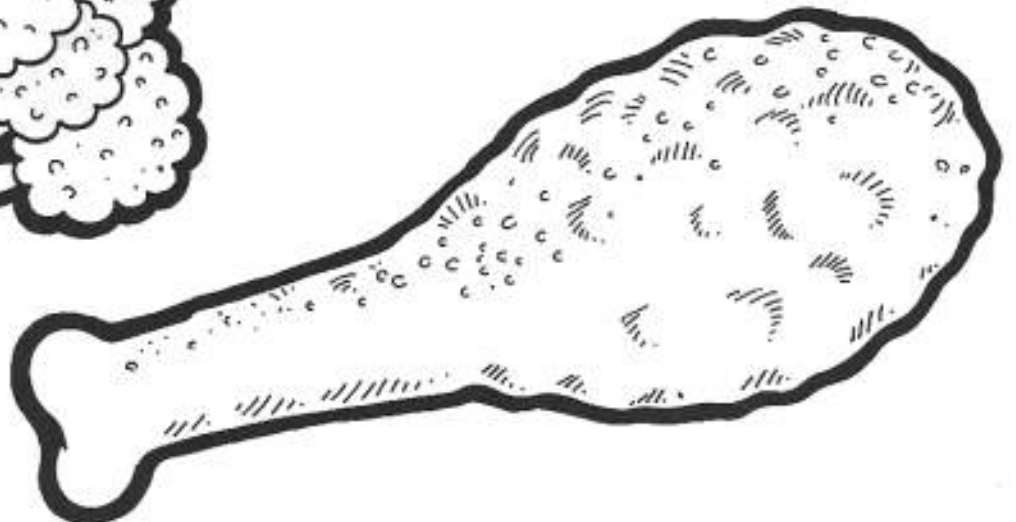
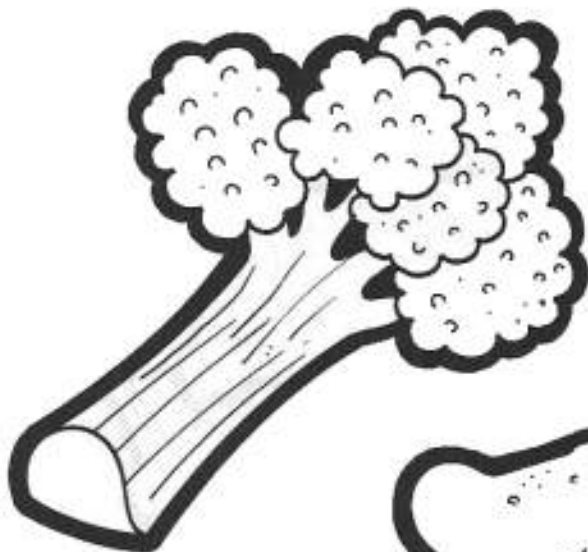
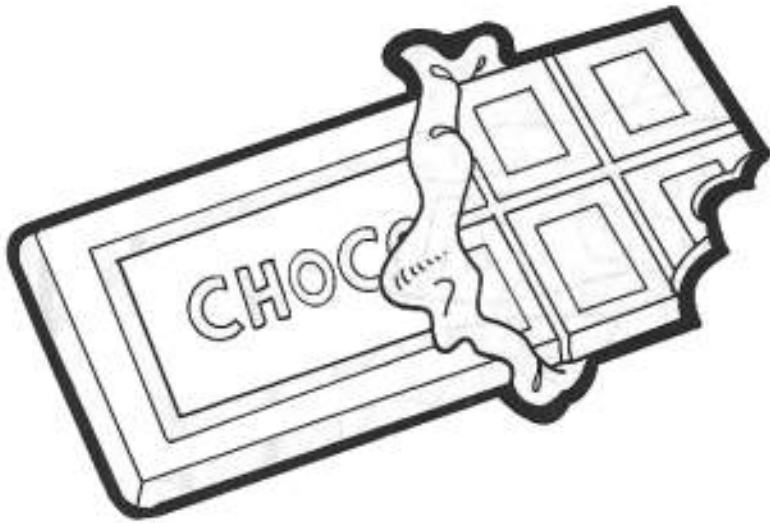


First vs. Last Cards

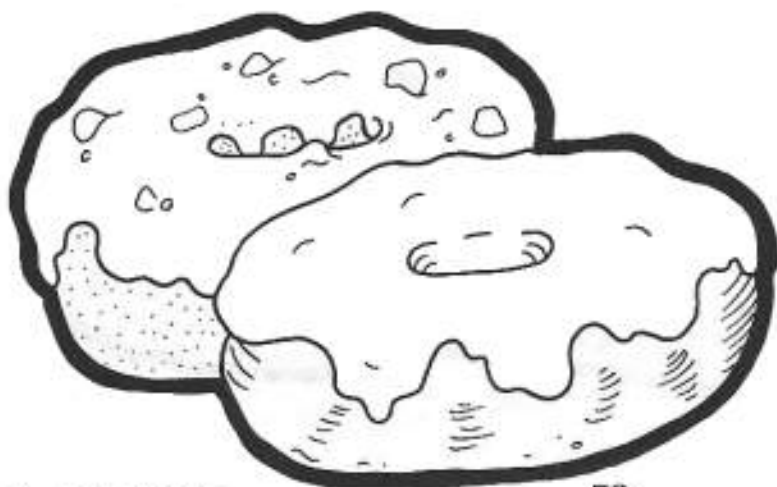
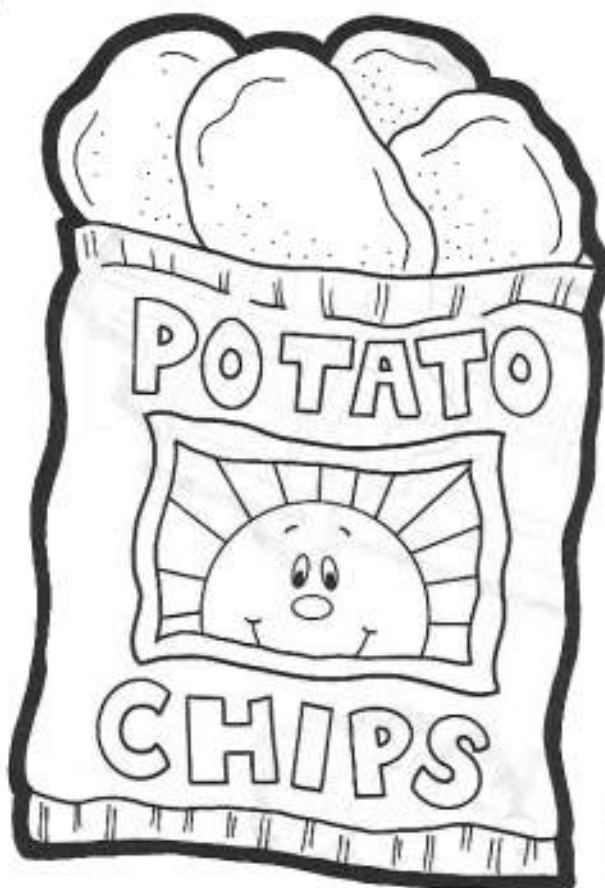
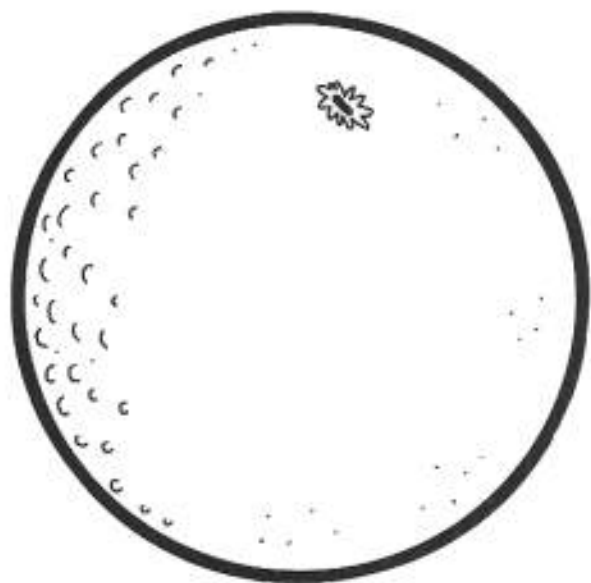
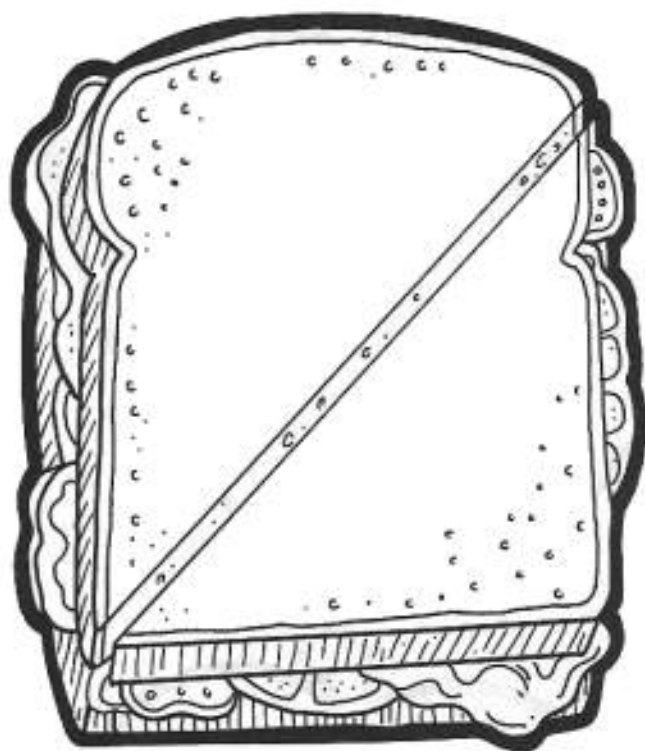




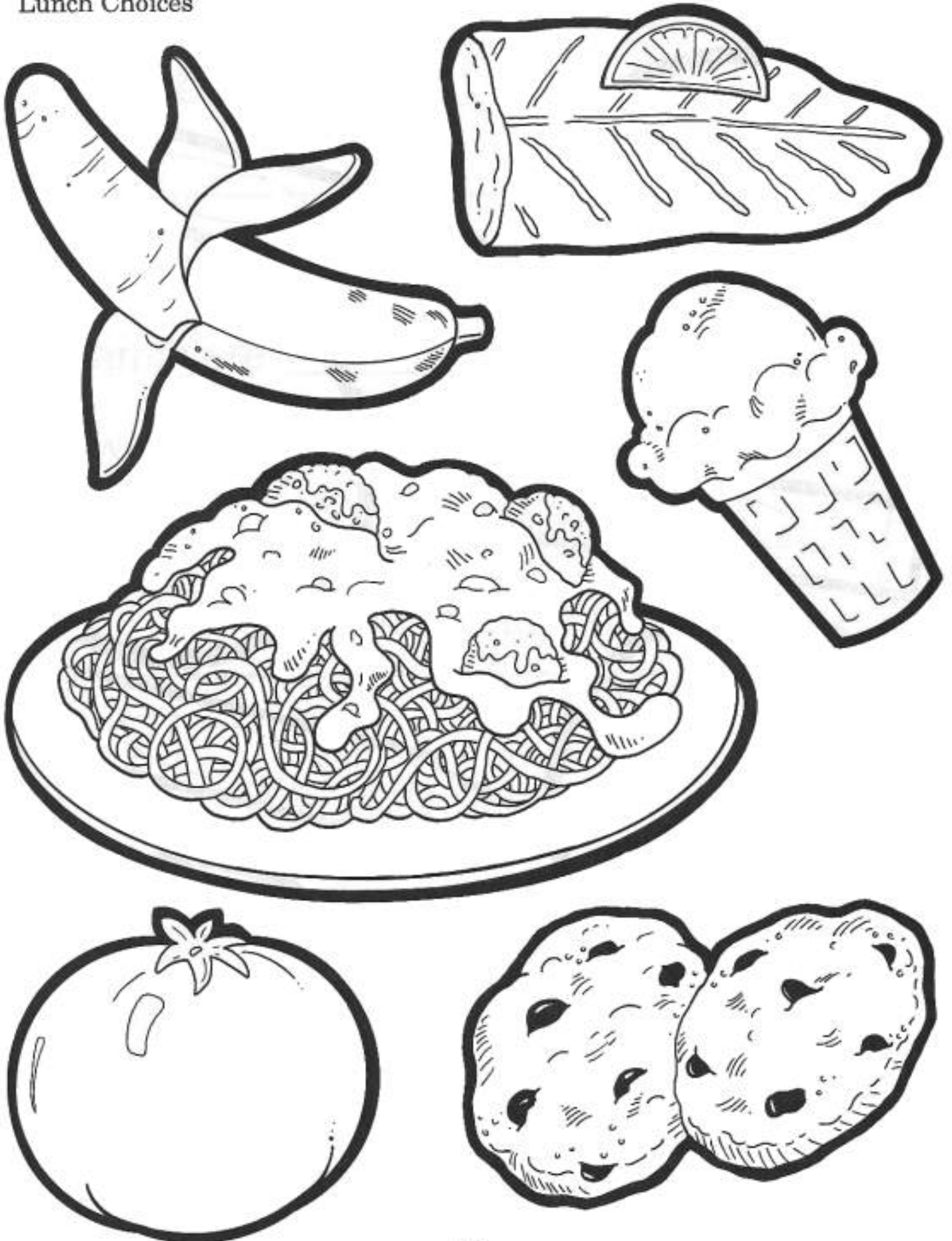
Lunch Choices



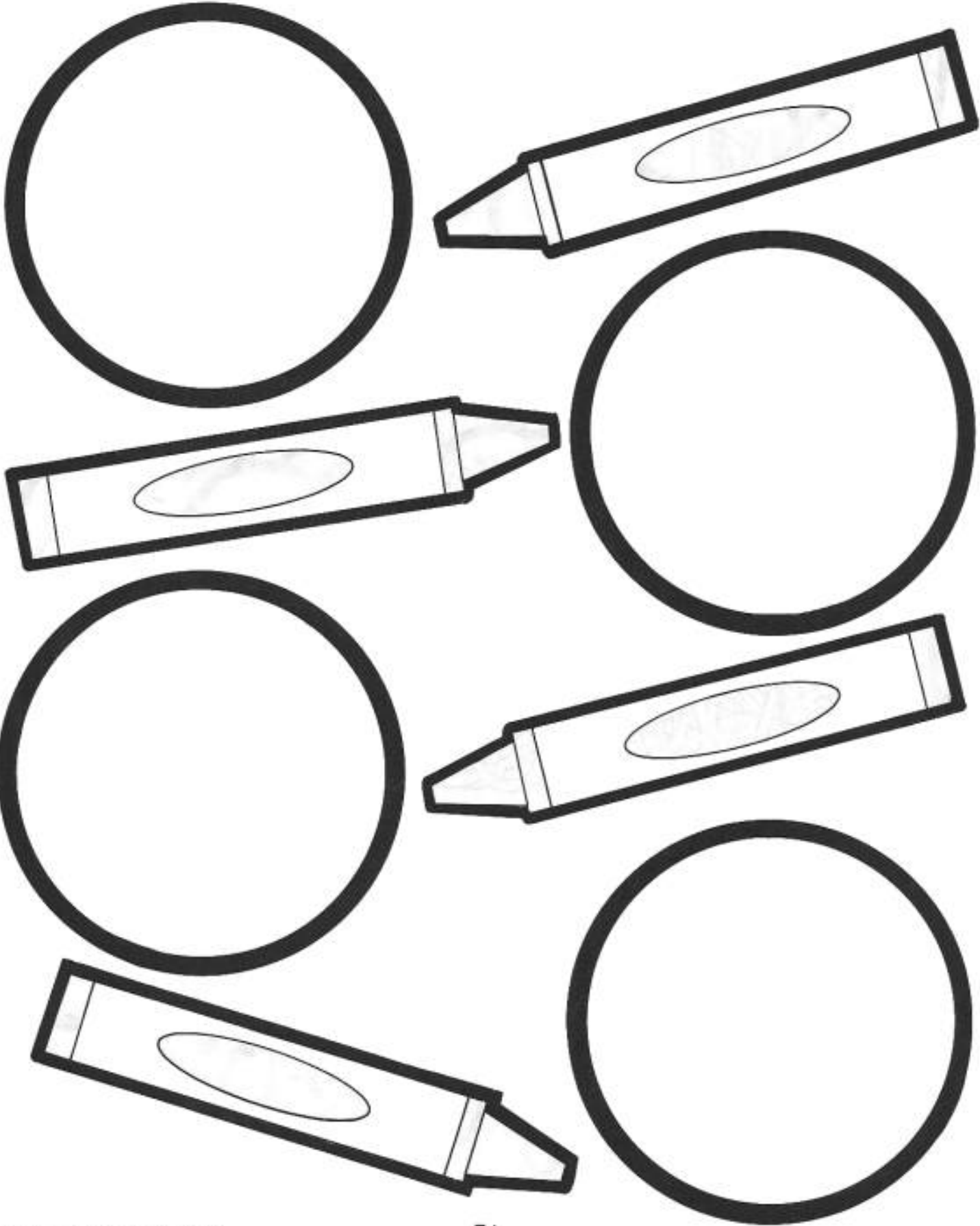
Back-to-School Patterns  
Lunch Choices



Lunch Choices



Back-to-School Patterns  
Crayon Color Matching





# My Measurements

My name is \_\_\_\_\_.

I am \_\_\_\_\_ tall.

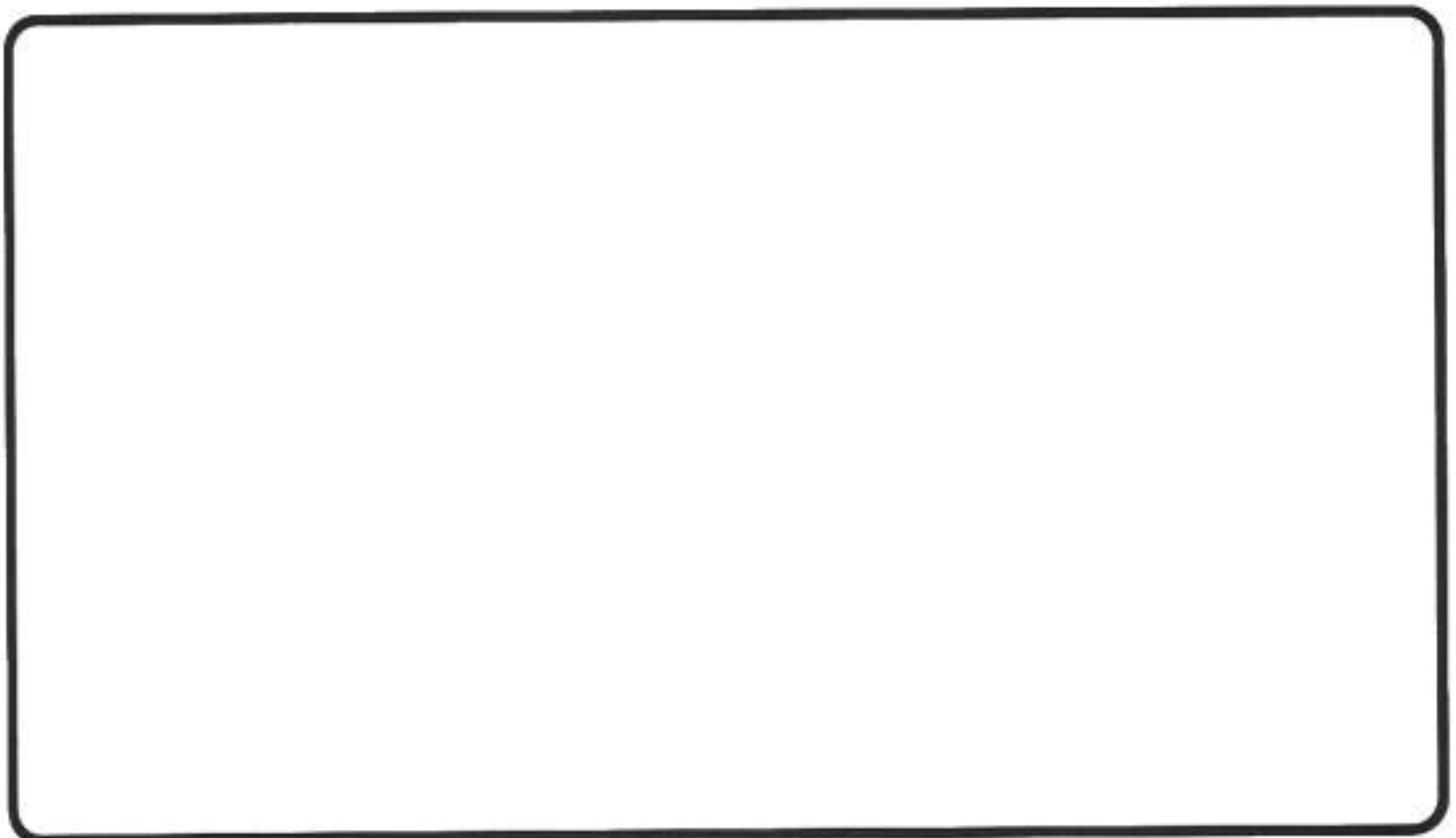
My feet are \_\_\_\_\_ long.

My arms are \_\_\_\_\_ long.

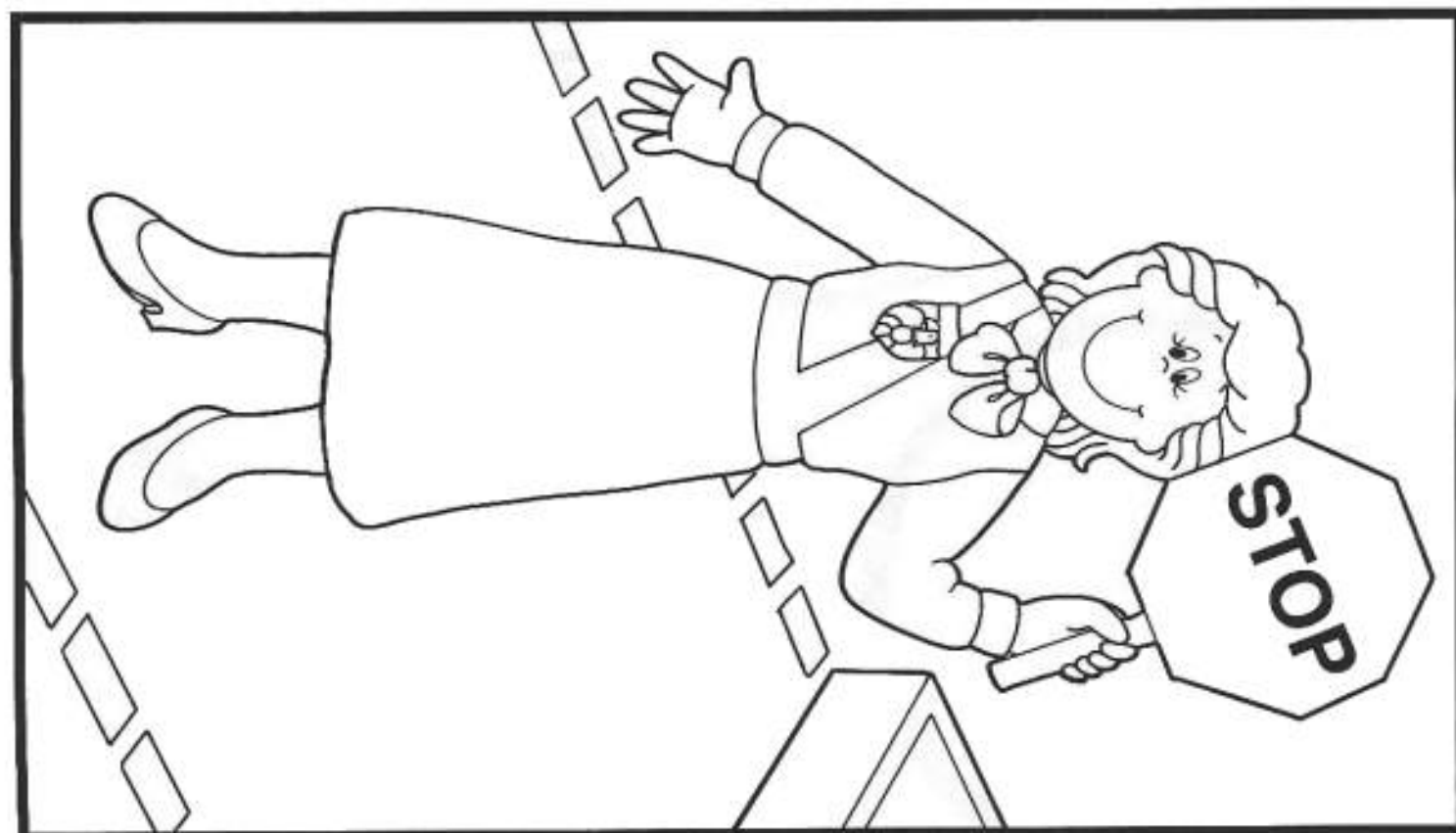
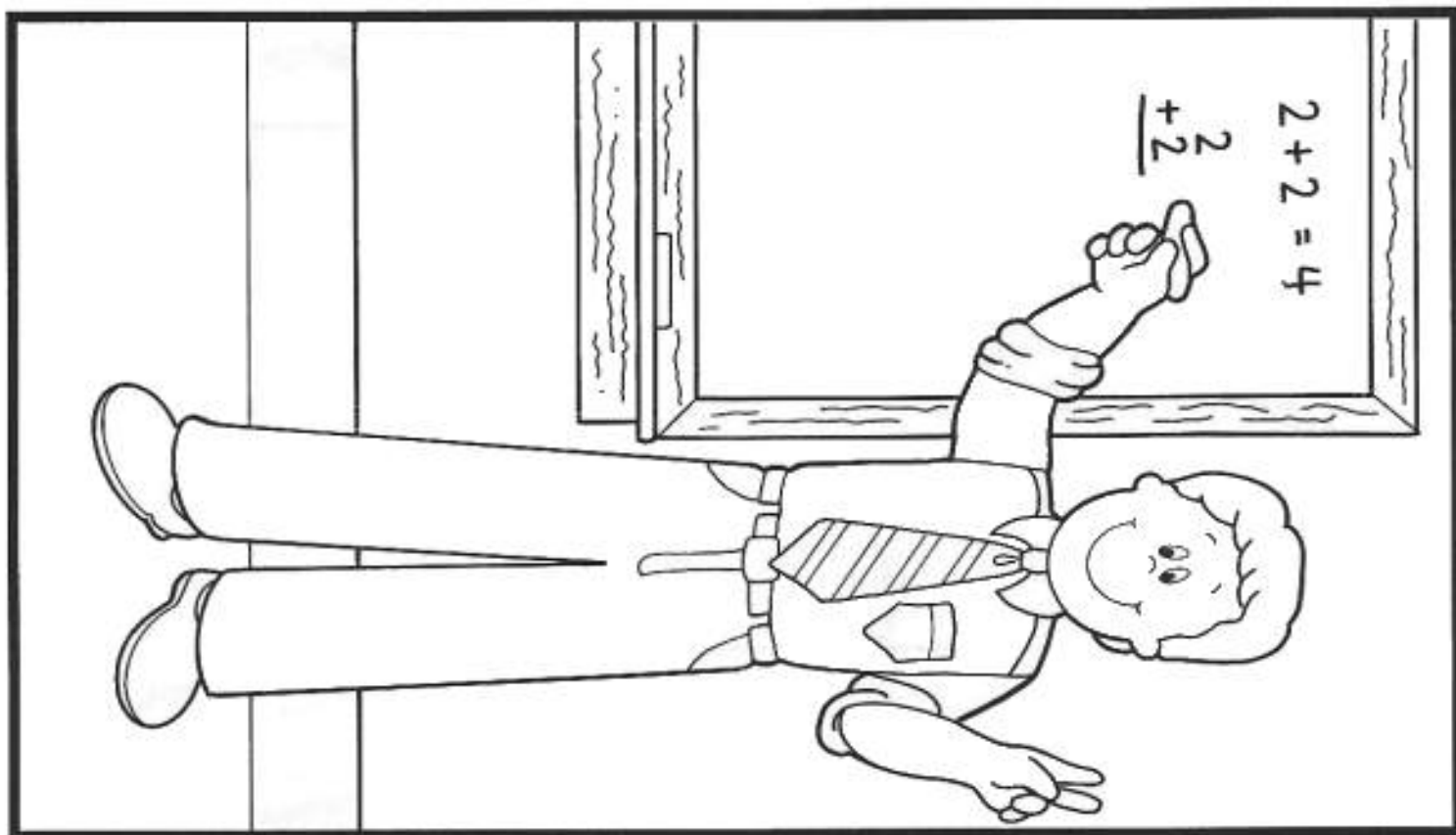
My waist is \_\_\_\_\_ around.

I weigh \_\_\_\_\_ pounds.

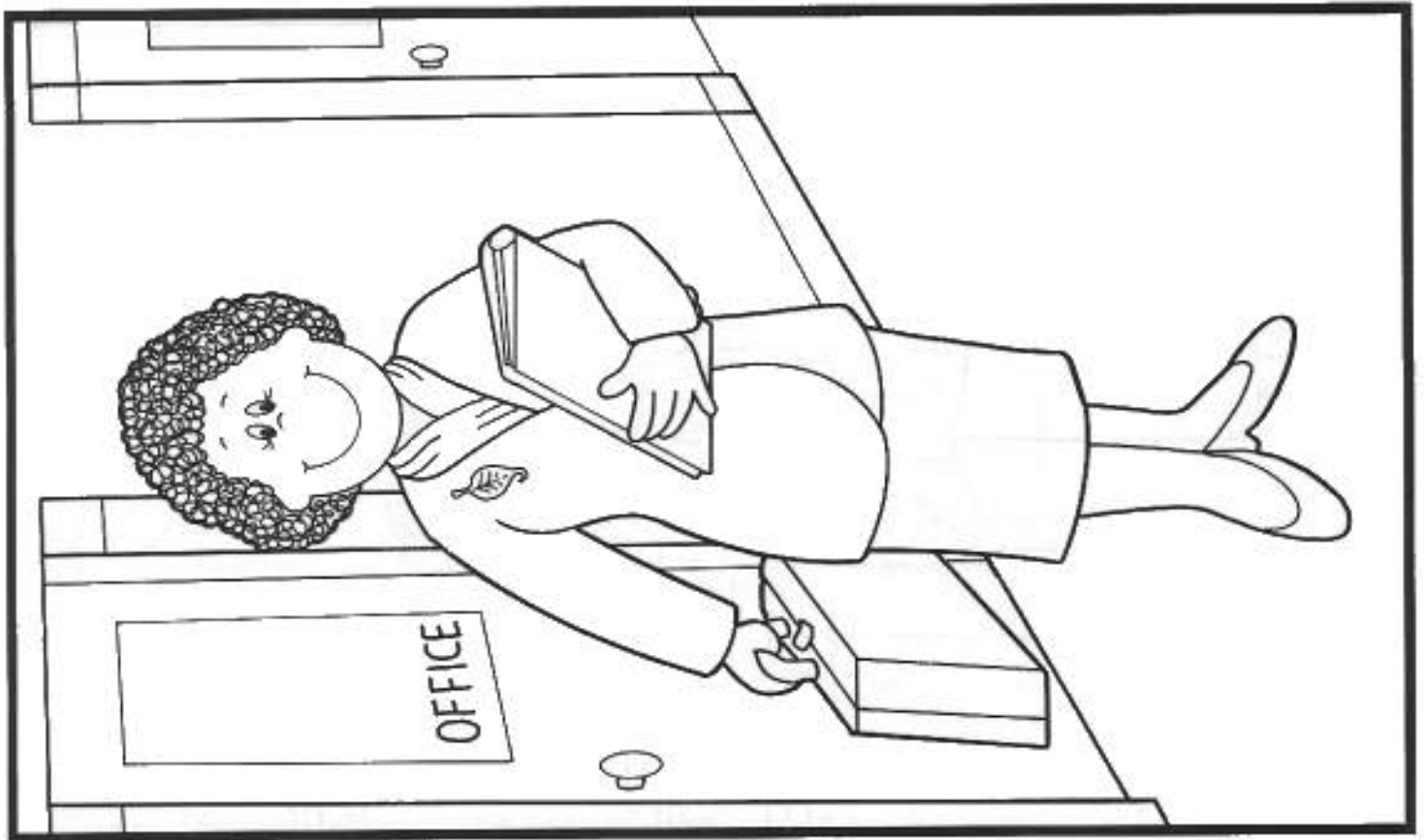
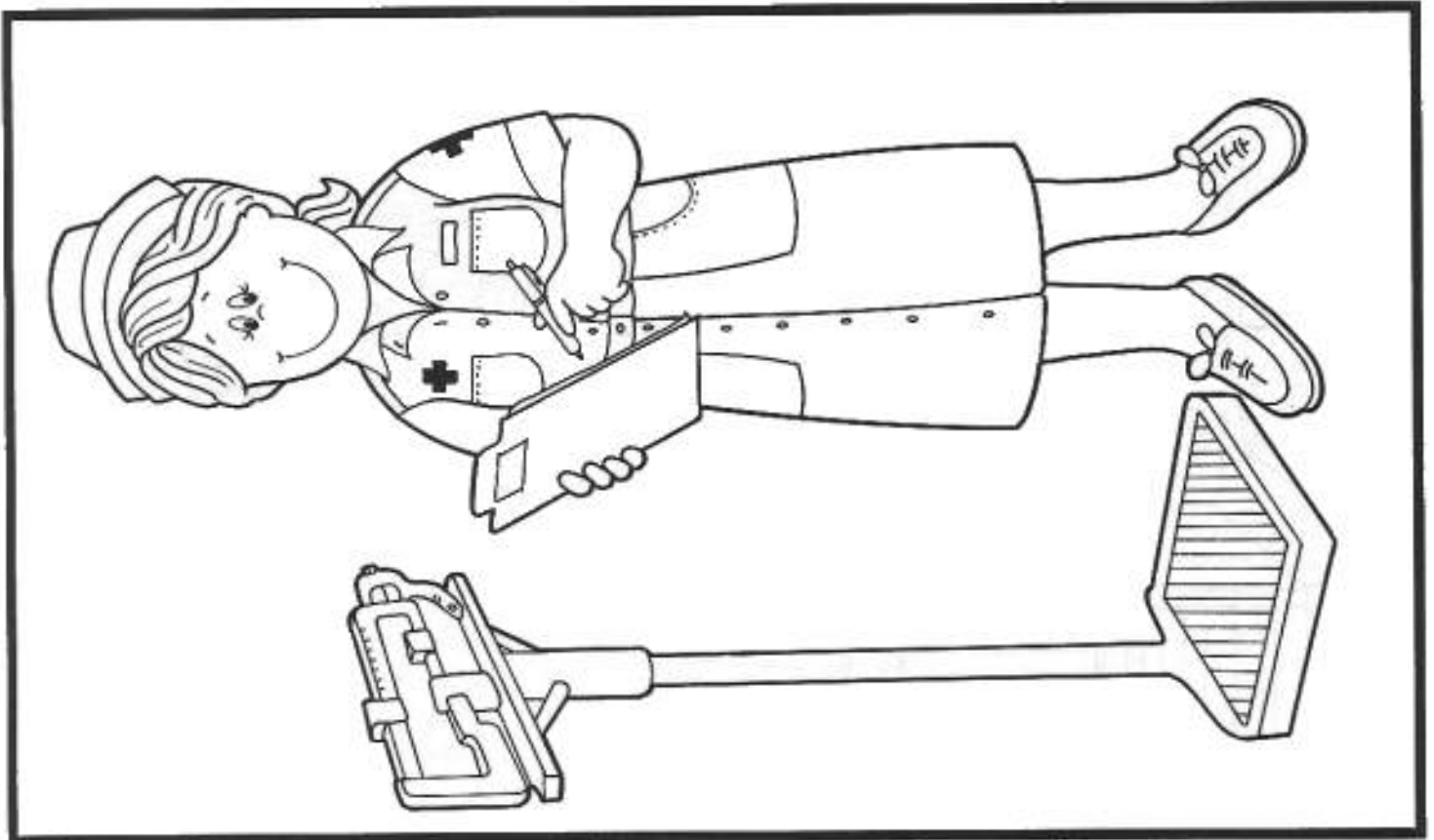
This is a picture of me.



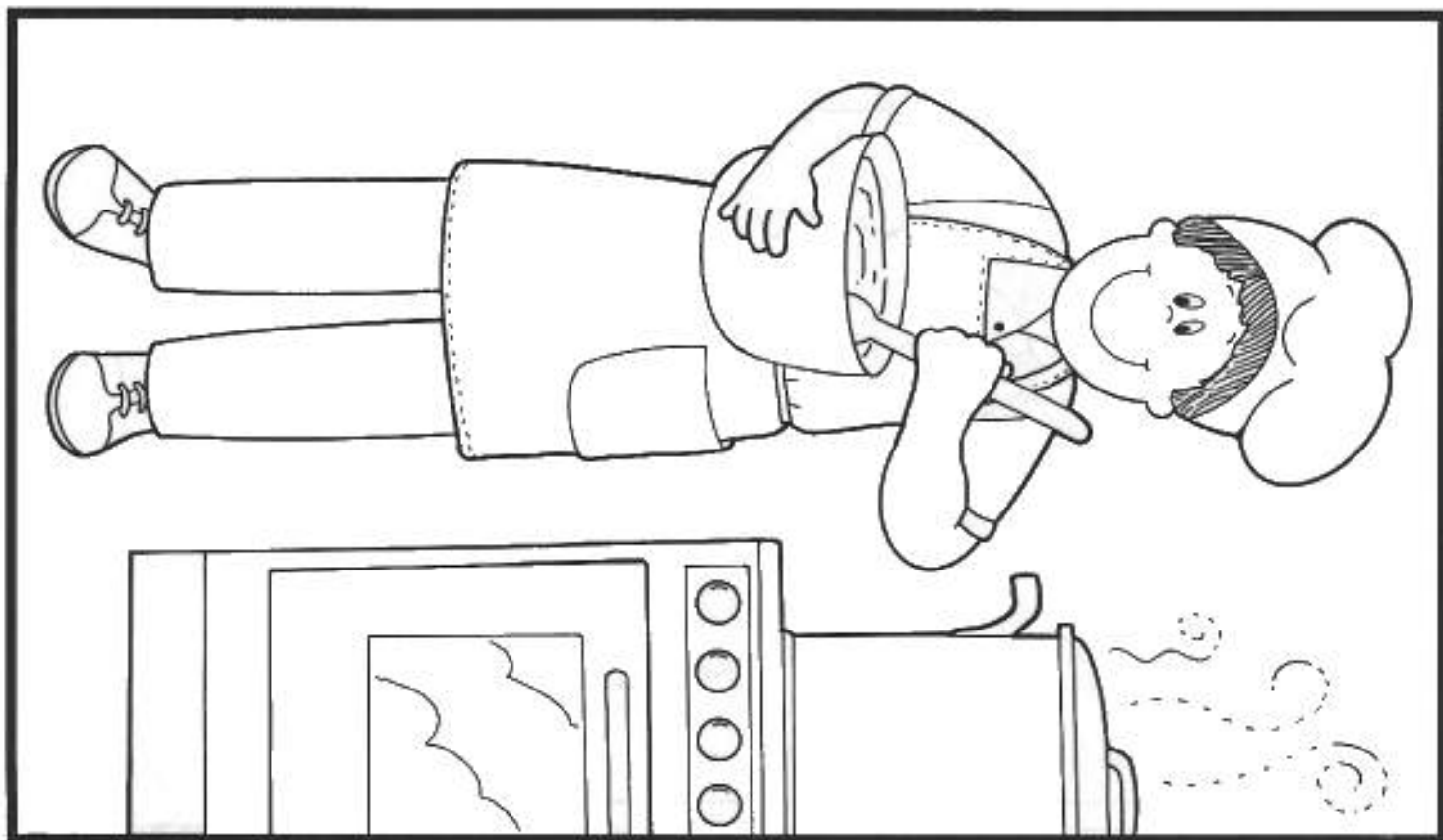
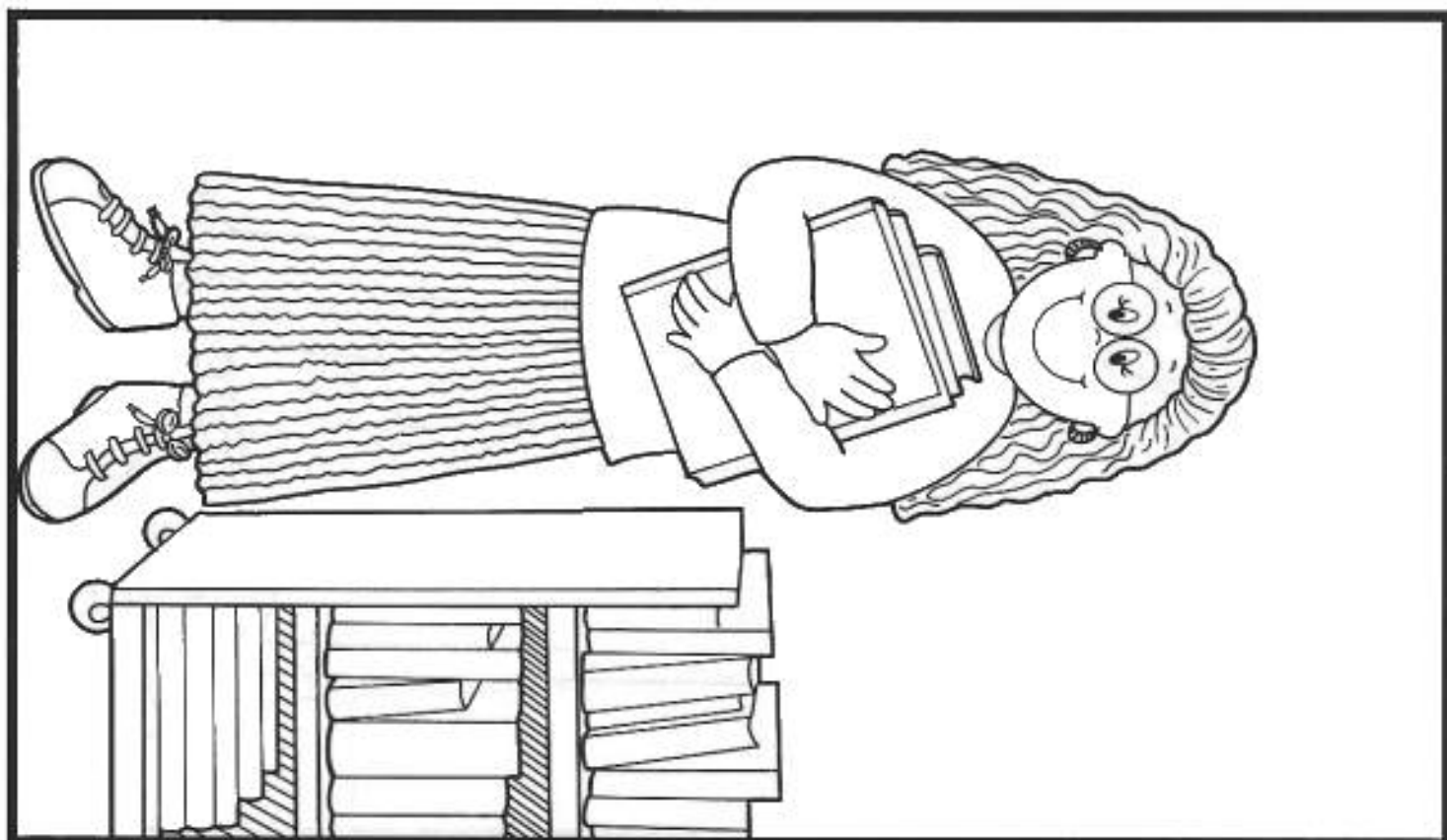
Back-to-School Patterns  
Where Do I Work?



Where Do I Work?

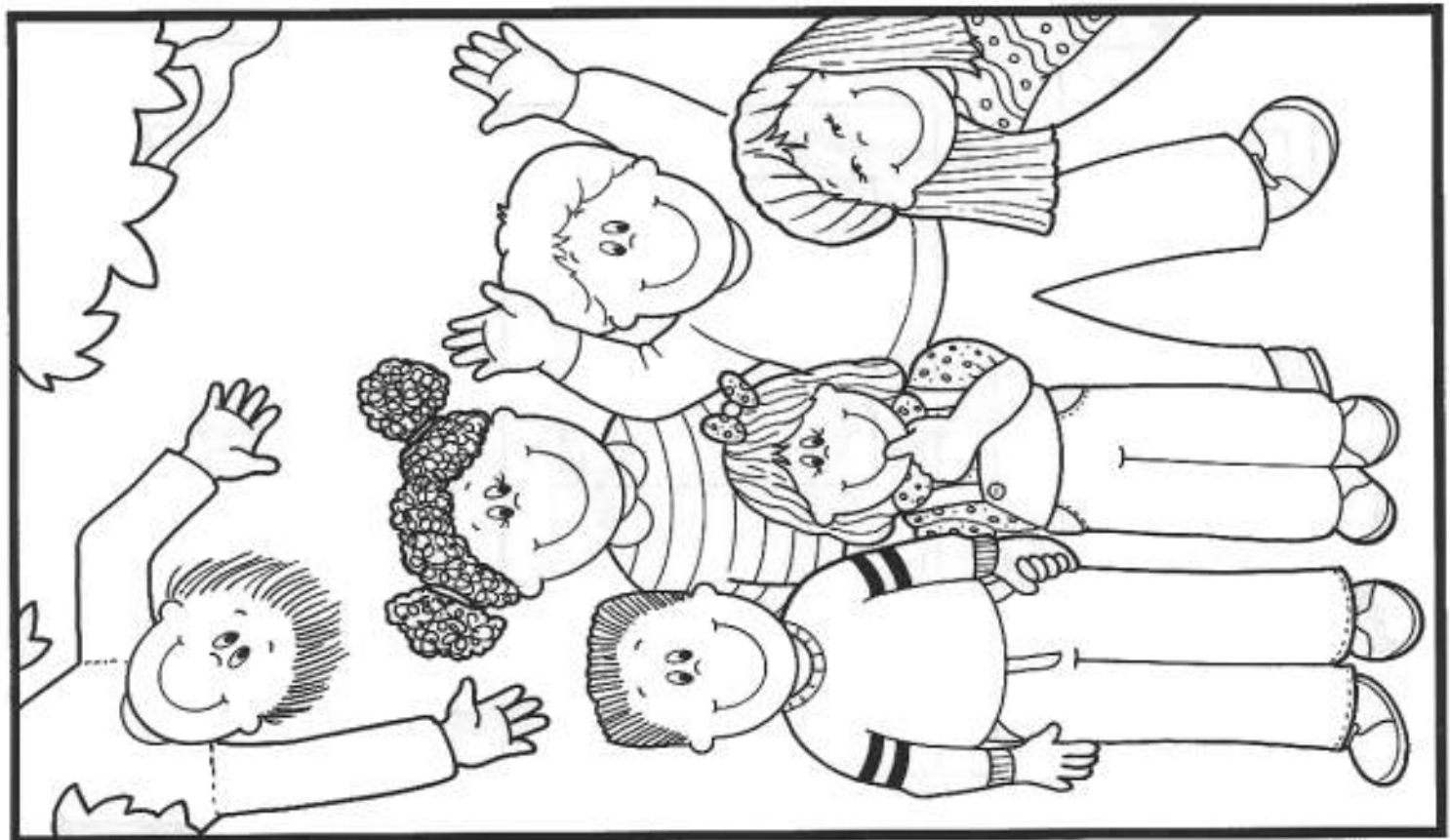
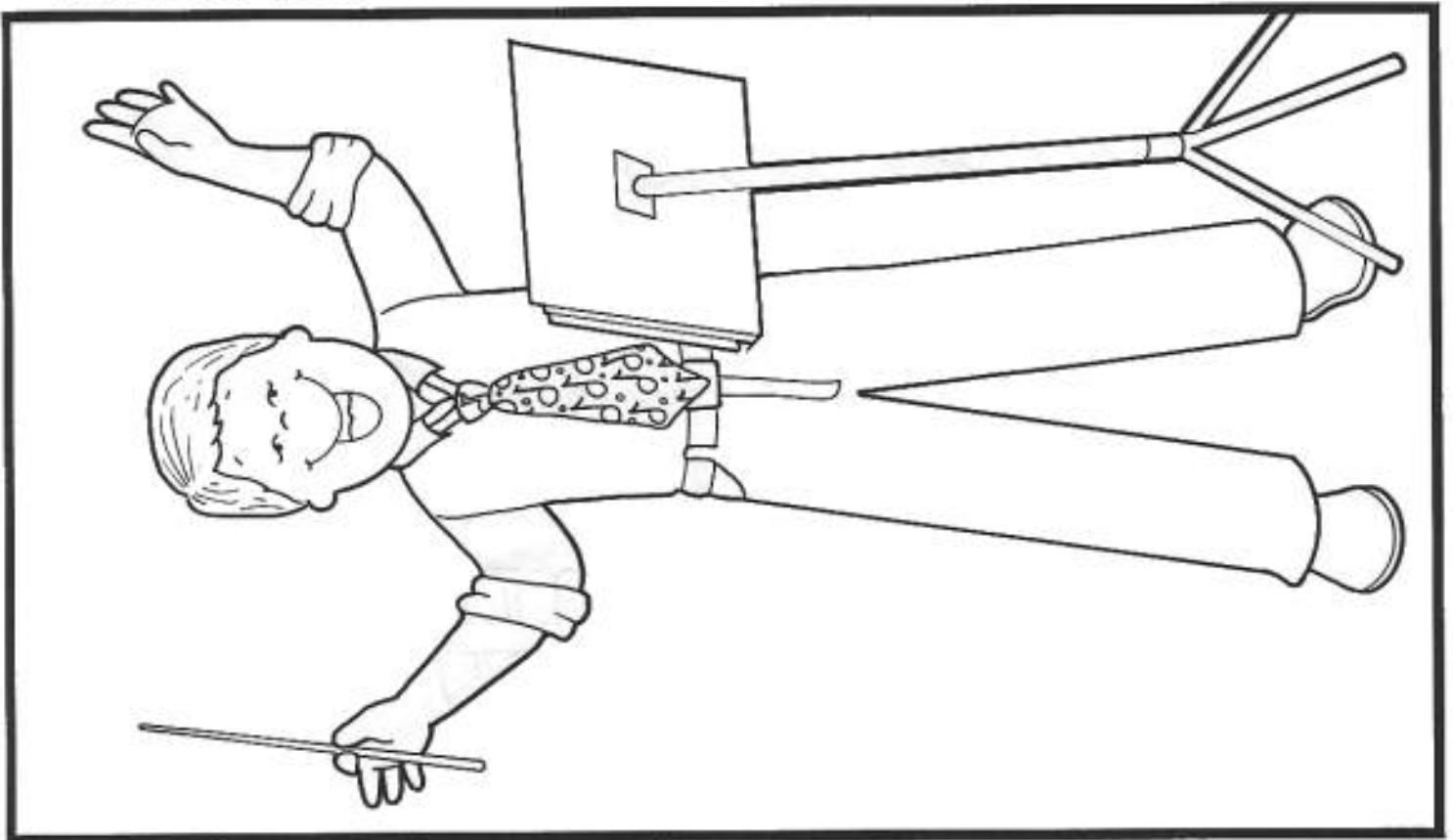


Back-to-School Patterns  
Where Do I Work?

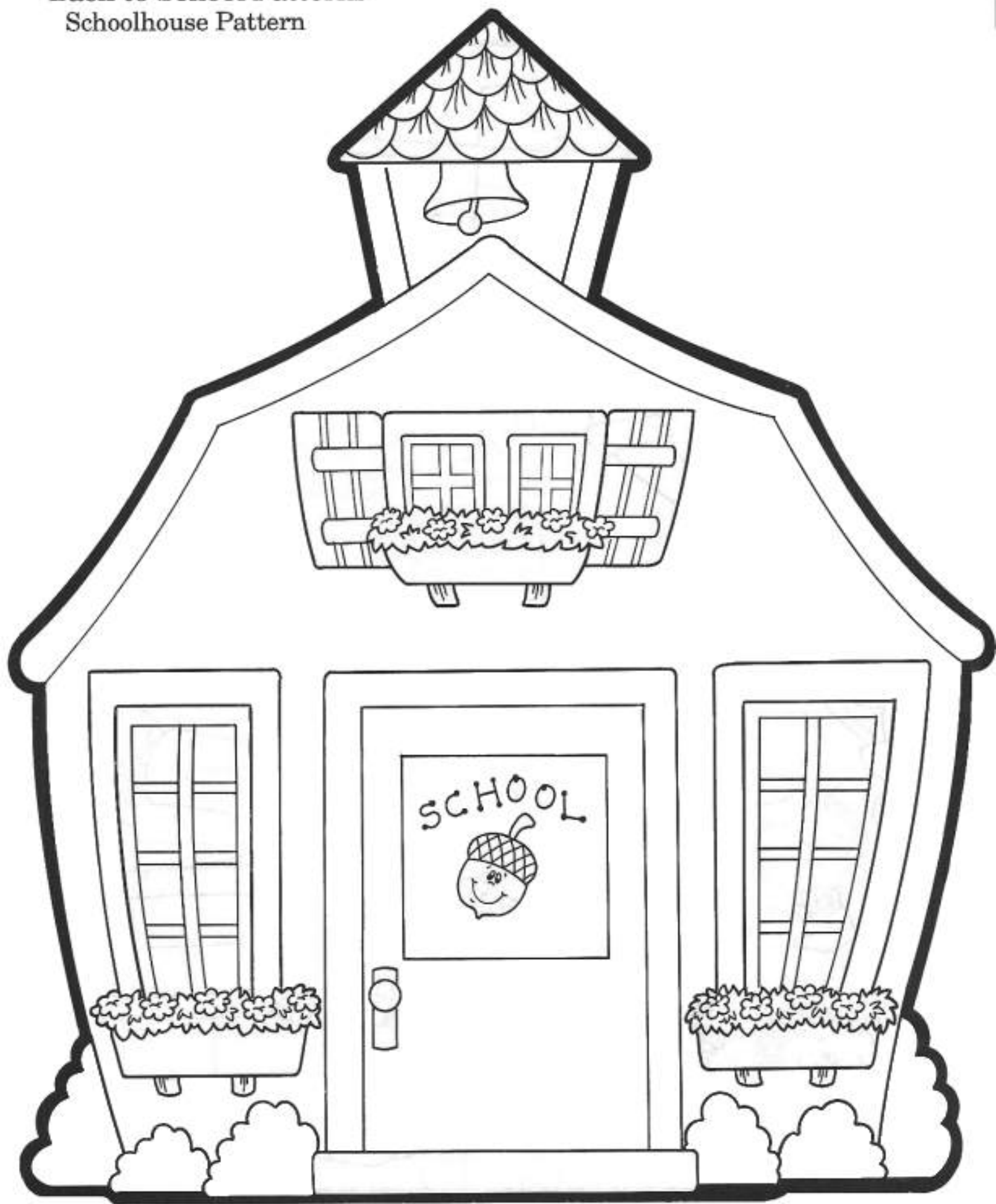




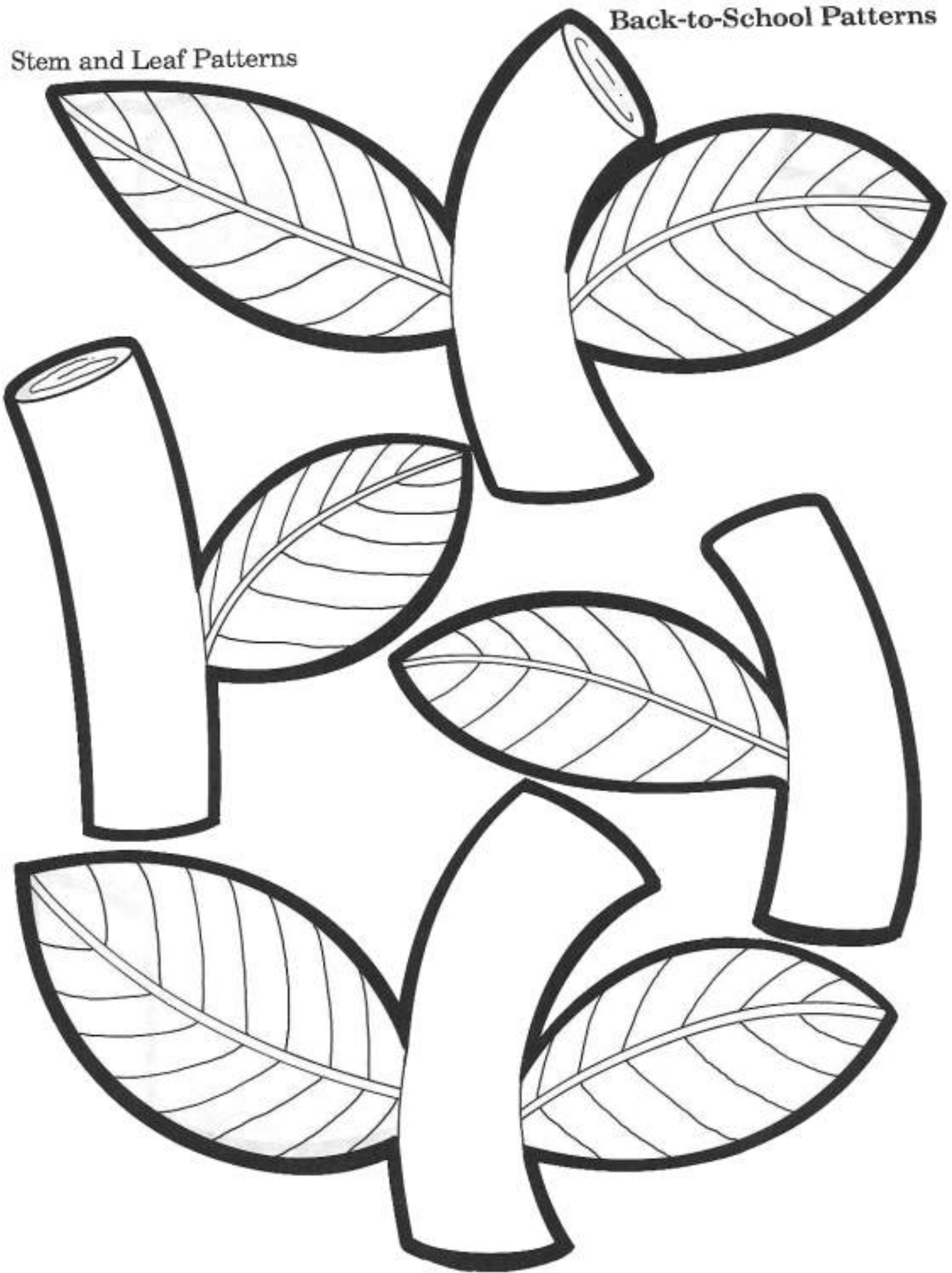
Where Do I Work?



Back-to-School Patterns  
Schoolhouse Pattern



Stem and Leaf Patterns





# LABOR DAY



Labor Day is a legal holiday observed on the first Monday in September to honor the nation's workers. These activities help children learn about the different roles of workers in the community.

## LABOR DAY LANGUAGE ARTS ACTIVITIES

### My Mom/Dad's Job

**Skills:** Observation, Organized Thought

**Activity:**

Prior to this activity, copy the note on page 98 and send it home with the students. During the activity, have the children discuss as a group what their parents' jobs are. Encourage them to tell about where they work, what they do, and what they wear. When all children have been given the opportunity to tell about their parents, pass out paper and crayons and ask the children to draw either or both parents at work. As the children are working on their drawings, go to each child's desk and have him dictate a caption to you. Write the caption at the bottom of his paper. For a nice display, make a poster that says, "Our Parents At Work," and pin the children's pictures on or around it.



### Occupation Scavenger Hunt

**Skills:** Observation, Recognizing Occupations, Fine Motor Skills

**Activity:**

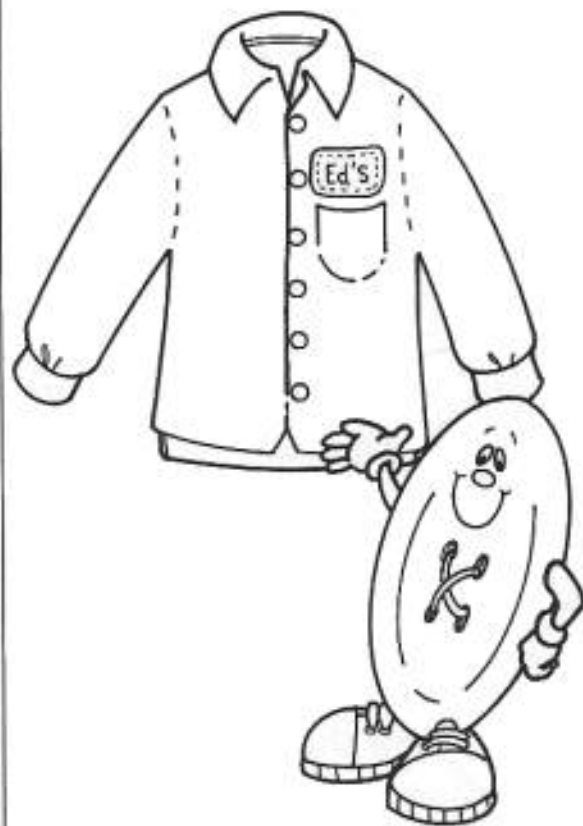
Find many magazines that have pictures of people working in them. Pass one to each child and instruct him to look through the pages to find pictures of people working. When a child finds a picture, he is to cut or tear it from the magazine. Once all children have found a few pictures, allow the children to create one of the following: a class collage on butcher paper, flash cards with the occupation written beneath each picture, or individual collages with captions dictated by the children and written by the teacher.

## What I Want to Be...

**Skill:** Composing Thoughts into Sentences

**Activity:**

Gather the children and hold up the occupation cards found on pages 99 through 101. Have the children describe what they see and guess what the occupations are. Have the group brainstorm to think of occupations not shown on the cards. Ask the children to think about what they would like to do when they grow up. Pass out paper and drawing materials and have the children draw pictures of what they would like to be when they grow up. As the children draw, go to each child's desk and write what she says as she dictates to you what job she is illustrating and why she would like to do it. You may want to laminate the pictures and use them as place mats.



## Button Boards

**Skill:** Fine Motor Skills

**Activity:**

Gather several work uniform shirts by asking parents or uniform shops for donations, or by purchasing them from thrift shops. Try to have a varied selection of buttons and zippers on the shirts. Cut pieces of cardboard to fit snugly inside the shirts. Attach the shirts to the boards with hot glue or staples, leaving the buttons or zippers unattached. Allow the children to practice their buttoning and zipping skills using the button boards. Encourage the children to speculate what types of workers wear the uniforms and what their jobs may be like.



## Labor Day Language Arts Activities

### Getting Ready for Work

**Skills:** Sequencing, Memory, Logic

**Activity:**

Begin a discussion about what we do to get ready for activities every day. Ask the children to discuss what their families do in the morning to get ready for work and school. Ask them why they do some things before others (such as eating breakfast before brushing teeth). After the discussion, give the children construction paper and show them how to fold the paper in half horizontally then vertically to make four rectangles on the paper. Show them how to write the number one on the first rectangle (upper left), number two on the second (upper right) and so on until the front and back are numbered one through eight. Ask the children to draw pictures (one in each rectangle) that show the order of the things they do in the morning before coming to school. Explain that it is not necessary to have exactly eight activities. As the children draw, go to each child and write what the child dictates about each picture. When the pictures are finished, allow each child to share with the class.



### Occupational Go-Togethers

**Skills:** Logic, Matching, Recognition of Occupation and Tools

**Activity:**

Copy, color, and cut out the Occupational Cards found on pages 99 through 101 and discuss what tools each worker uses in his or her job. Copy, color, and cut out the Occupational Go-Together Cards on page 102 and show the children how to match them to the Occupational Cards. Mix them up and allow volunteers to match the worker with the tool. Allow the children to use the cards during free play.

# LABOR DAY MATH ACTIVITIES

## Heavy or Light

**Skill:** Distinguishing between Heavy and Light Objects

**Activity:**

Discuss the concepts of heavy and light with the children. Explain that something heavy is difficult to pick up or cannot be picked up, and something light can easily be picked up. Copy, color, and cut out the Occupational Go-Together Cards found on page 102 or find pictures in magazines. Hold the pictures up one at a time and have the children name each item. Ask the children to tell you whether they think the items are heavy or light. Ask the children to brainstorm about ways to move the heavy objects.



## Smallest to Largest

**Skills:** Distinguishing Size, Ordering Objects in Relation to Size

**Activity:**

Copy the patterns on page 103 onto construction paper. As a group, talk about what "small" and "large" mean. Place tape or felt on the backs of the hats and place the smallest one on the left side of your chalkboard or flannel board and the largest on the right. Ask for volunteers to correctly arrange the others to make the group go from smallest to largest. Discuss correct choices and encourage the other children to help. Continue to have the children demonstrate with different hats in place each time.



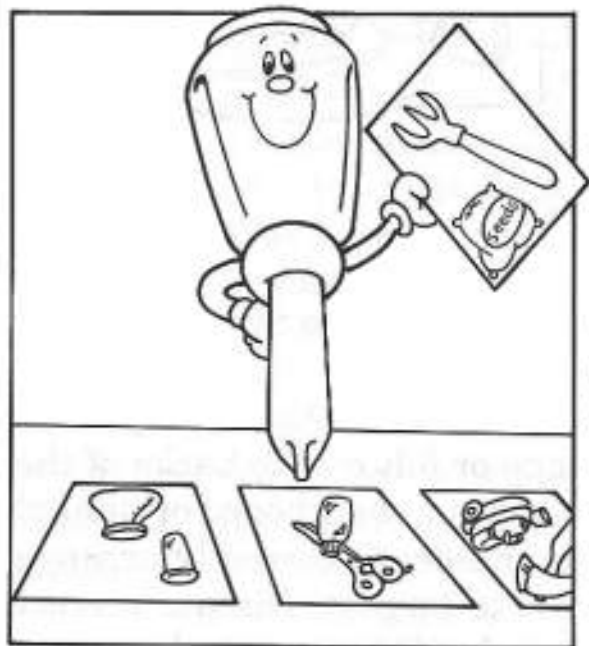
## Labor Day Math Activities

### Carpenter Jobs

**Skills:** Occupational Awareness, Fine Motor Skills

**Activity:**

Gather the following materials: toy nuts and bolts or large real ones; nails, hammers and soft wood; measuring tapes, rulers and wooden blocks; small building logs; etc. Allow small groups of children to explore and use the materials. While the children work, encourage them to count items and use descriptive words to describe length, size, and shape of the items with which they are working.



### Occupational Tool Patterns

**Skill:** Duplicating Patterns

**Activity:**

Make several copies of the patterns on page 102 on construction paper. Cut apart the cards and show them to the students. Ask what the tools are and who uses them. Make pattern cards by gluing some of the tools onto sentence strips in the form of a pattern. Show the children the pattern cards and instruct them to study the patterns they see. Have the children duplicate the patterns at their desks with the loose pieces.

### First, Second, Third

**Skills:** Knowledge and Use of the Words "First," "Second" and "Third"

**Activity:**

Copy the occupational hats patterns on page 103, cut them apart, and attach tape to the backs of the pieces. Attach three hats to poster board in a row, gather a small group of children, and have them say the words, "first, second and third" as you point to the hats from left to right. Next name an ordinal number and ask the children to point to the designated hat. Then point to a hat and have the children tell you to which hat you are pointing. Repeat this activity using the three other hats.

# LABOR DAY SCIENCE ACTIVITIES

## Painter's Buckets

**Skills:** Visual Discrimination, Use of Words "Light" and "Dark," Color Words  
**Activity:**

Pick up several paint sample cards from a hardware or paint store. Cut the sections apart and remove any shades that are too similar for children to easily distinguish from the other shades. Collect all the color chips that are different shades of a single color and place them in a bag. Repeat for each remaining color. Ask a small group of children to join you and give them each a bag. Ask them to look at the different shades of the color. Ask them to point to the dark colors, then to the light colors. Then have the children put the chips in order from lightest to darkest.

## Nature's Hard Workers

**Skills:** Observation, Knowledge of Ants  
**Activity:**

Begin a group discussion about ants. Have the children tell you the pros and cons of having ants in their houses, picnic baskets, sandboxes, etc. Explain that ants live in communities and different ants perform different jobs. Some ants are scouts, some are workers, and one is the queen. Discuss how ants are incredibly strong for their size. Explain that they can carry several times their weight, which would be like the children being able to carry their parents. Take several magnifying glasses outside and allow the children to look for ants. When the group returns to the classroom, have them discuss what they saw.



## What "Works" with Magnets

**Skills:** Knowledge of Magnets  
**Activity:**

Gather a variety of classroom items, making sure that some of the objects are magnetic. Set the items, along with a magnet, on the science table. Invite a few children to the table to experiment with the items. Have the children discuss the similarities between the items that stick to the magnet.



# LABOR DAY MUSIC AND MOVEMENT

## Adapted Songs to Sing:

**The Carpenter on the Roof** (to the tune of "The Wheels on the Bus")

The carpenter on the roof goes hammer, hammer, hammer,  
Hammer, hammer, hammer.

Hammer, hammer, hammer.

The carpenter on the roof goes hammer, hammer, hammer,  
All day long.

Other verses...

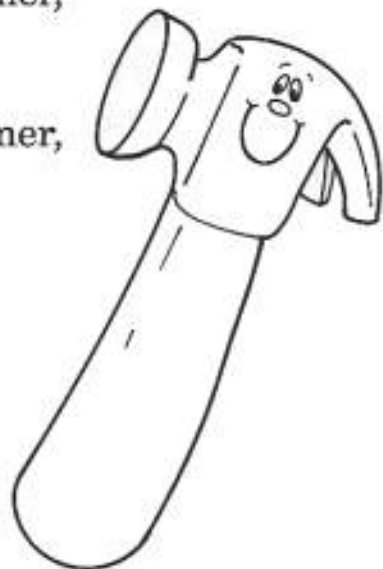
The nurse at the hospital gives pills and shots...

The firefighter puts out fires...

The paramedic rescues people...

The secretary types and files...

The veterinarian helps the pets...



**Have You Seen the Firefighter?** (to the tune of "Muffin Man")

Oh, have you seen the firefighter,  
Firefighter, firefighter?

Have you seen the firefighter,  
Putting out the fires?

Other verses...

...the police officer...keeping people safe?

...the dentist...keeping our teeth clean?

...the good doctor...keeping people healthy?

...the teacher...helping children learn?

**This is the Way** (to the tune of "This is the Way")

This is the way:

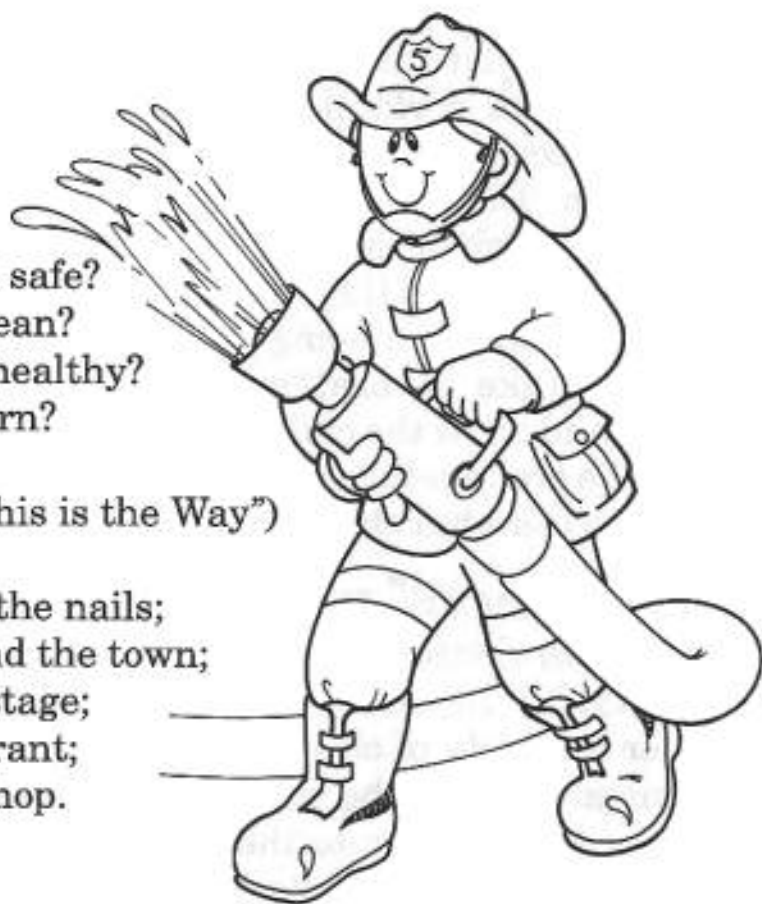
A carpenter hammers...Driving in the nails;

A bus driver drives...Driving around the town;

A dancer dances...Dancing on the stage;

A waiter waits tables...At a restaurant;

A seamstress sews...At the tailor shop.





# LABOR DAY SOCIAL AWARENESS

## What Do I Do?

**Skills:** Knowledge of Occupations and Duties

**Activity:**

Copy, color, and cut out the Occupation Cards from pages 99 through 101. Hold the cards up one at a time and have the children name and describe the worker shown. Ask the children to guess what the duties of each worker are. Add any pertinent information that the children may have forgotten when the children have run out of ideas. Have the children tell you what they think might be the most fun about each job, what might be the hardest, etc. Ask the children to tell you which jobs they think they would like to have when they grow up.

## Why Uniforms?

**Skills:** Brainstorming, Problem Solving

**Activity:**

Have the children think of jobs that require a uniform. As they name the jobs, list them on chart paper or the chalkboard. Then have the children think of why each might be required to wear a uniform: identification, protective clothing, uniformity, etc.

## Visitors

**Skills:** Knowledge of Occupations and Duties

**Activity:**

Arrange for community helpers to come in and speak about what they do. Have them bring any equipment that might be interesting to the children. If they have a special vehicle, ask if the children could see it during the visit. Some ideas are firefighter (bring in whole suit and/or truck), paramedic (ambulance), police officer (cruiser), mail carrier (mail truck), waiter/waitress, doctor, dentist, veterinarian, and homemaker.



# LABOR DAY ARTS AND CRAFTS

## Community Helper Hat Collage

**Skills:** Fine Motor Skills, Gluing, Creativity

**Activity:**

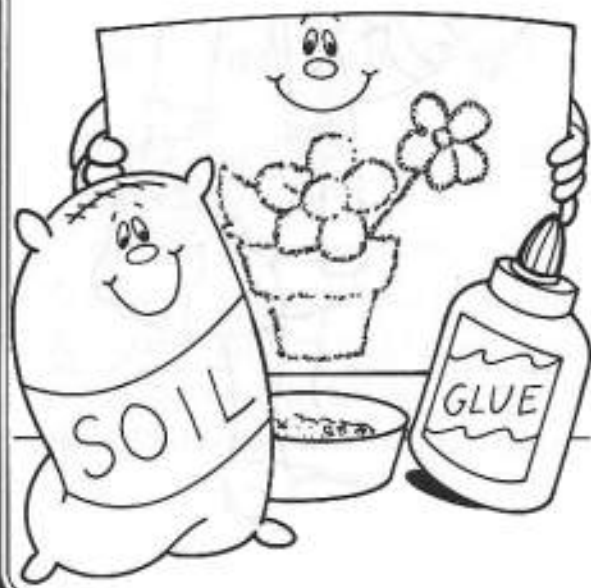
Make tagboard patterns from the Occupational Hats patterns on page 103. Use the tagboard patterns to make several of each hat in a variety of colors for each child. Place the hats in a box and invite a few children over to the art table. (The box of hats, small bowls of glue and cotton swabs should be set out on the table.) Instruct the children to choose any hats they desire and use the cotton swabs and glue to make a collage.

## Parent's Occupation Puzzle

**Skills:** Drawing, Expression, Cutting, Fine Motor Skills, Visual Discrimination

**Activity:**

Give each child a piece of tagboard and ask him to draw a picture of one or both of his parents in their occupation(s). Allow the child to decorate with crayons or markers. Help each child cut the tagboard into a puzzle. Allow the children to play with their puzzles and encourage them to trade with their friends to work each other's puzzles. Store each puzzle in a sandwich bag with the child's name on it.



## Gardener Glue Painting

**Skills:** Fine Motor Skills, Creativity, Gluing

**Activity:**

Set the following items on the art table: squeeze bottles of glue, colorful construction paper, and potting soil in a bowl. Invite a few children to the art table. Allow each child to squirt glue in a design on the construction paper. Then allow the children to sprinkle the soil on the glue. Shake off the excess soil and return it to the bowl.

## Dentist Toothbrush Painting

**Skills:** Fine Motor Skills, Painting, Creativity, Expression

### Activity:

Set out the following items on the art table: small bowls of tempera paint (any colors), two toothbrushes for each color paint (bleached and rinsed well if used), and newsprint. Invite a few children to participate at the art table. Instruct them to use the toothbrushes to paint any way they wish on the newsprint. As the children paint, talk about how toothbrushes are usually used, and who helps us to keep our teeth clean and healthy.



## Barber's Shaving Cream Painting

**Skills:** Tactile Skills, Fine Motor Skills

### Activity:

Give each child a large piece of construction paper in his choice of color. Place a golf-ball-sized dab of shaving cream in a small paper cup and spoon a small amount of powdered tempera paint into the cup. Give the children ice cream sticks and tell them to mix the shaving cream and paint. Tell the children to finger paint with the mixture. As they finger paint, explain that barbers use shaving cream while shaving men's faces. Ask students who have been to the barber shop to describe their trips to the class.



# LABOR DAY INDOOR GAMES

## Occupational Do as I Do

**Skills:** Observing, Mimicking, Gross Motor Skills

**Activity:**

Explain that you are going to pantomime some occupational activities. The children are to mimic you doing occupational tasks such as hammering, typing, painting, conducting an orchestra, driving, etc. This should be done with no voices; the children are to watch carefully to see what you are doing. When you have finished, ask the children to name the activities and tell who does them. Allow the children to take turns leading the game.



## Occupational Charades

**Skills:** Observing, Recognizing Occupations, Gross Motor Skills

**Activity:**

Have the children form a circle. Explain that you are going to act out an occupation and they are to raise their hands to guess which one. Then give the children opportunities to act out given occupations or ones of their choice. Some occupations may need a second child to perform. Some examples of occupations to act out are ballet dancer, lumberjack, doctor, bus driver, etc. You may think of many more.

## Hammering

**Skills:** Gross Motor Skills, Fine Motor Skills, Eye-to-Hand Coordination

**Activity:**

Set out two- to three-inch deep pieces of plastic foam, golf tees and rubber mallets. Invite the children to come over and hammer the tees into the plastic foam. While the children hammer, talk about the occupations that require the use of hammers and nails.





# LABOR DAY OUTDOOR GAMES

## Police Officer

If you have access to tricycles, allow the children to ride around on them. Assign a few children to be the "police officers." Allow them to wear special hats to set themselves apart from the other students. Encourage the "police officers" to help keep everyone safe by watching the other "motorists" carefully. If two tricycles bump into each other, allow the police officers to investigate the accident. They may also wish to direct traffic, and give "tickets" to traffic violators. Switch roles periodically so that all the children have a chance to be police officers.



## Air Traffic Controller

Talk with the children about how an air traffic controller helps to make sure all airplanes take their turns landing. Invite a few children to be airplanes and choose an air traffic controller. Show the children where the "landing strip" is and where they should "fly" when they are up in the air. Explain that when they wish to land, they call out a request to the air traffic controller. The air traffic controller makes sure all other planes have cleared the runway and approves the landings.



## Painters

While the children are playing outside, allow them to "paint" with water and outside brushes. The children will enjoy painting buildings, sidewalks, playground equipment, fences, etc. Do not allow them to paint in dangerous areas (such as the area in front of a door). Be sure to explain that they can paint almost anything since they are using only water.



## Labor Day Outdoor Games

### Firefighter Bucket Brigade

Explain that before firefighters had trucks that pump water, they had to use a bucket brigade to put out fires. The firefighters would make a line from the source of water to the fire and would pass pails filled with water from the source to the fire. The firefighter closest to the fire would pour the water on the fire, then pass the bucket back to the beginning.

Line the children up from a "fire" (this should be an area that drains well and will not make a mud puddle) to a water source. (This activity can also be done without water for very young children.) The water source may be a large, clean garbage can or child-sized swimming pool filled with water, or any outside faucet. Pass buckets or milk jugs in the manner described above to put out the imaginary fire.

When the group is gathered for circle time, talk about how effective the bucket brigade method would be compared to our present-day trucks. Ask them how dangerous they think it might be for the firefighter closest to the fire.

### Obstacle Course

Explain to the children that many professions require physical training and exercise. Some of the professionals who must be physically fit are firefighters, police officers, soldiers, and athletes. Set up an obstacle course on your playground that includes climbing equipment, crawling/rolling exercises, and typical exercises such as jumping jacks or sit-ups.

### Paramedics

Invite the school nurse to explain safety and first aid to your students. Afterwards, take an inexpensive toy doctor's kit to recess and allow the children to pretend to be paramedics in an ambulance (have the nurse be present during this part of the activity, if possible). Have some children pretend to be in an accident and be patients for the paramedics to treat. As a follow-up, talk with the children about how we can be safe in our cars (always buckle up, have an alert driver, be quiet and do not distract the driver, etc.).



# LABOR DAY SNACK TIME SUGGESTIONS

## Baker's Cookies

Purchase sugar cookie mix or refrigerated cookie dough. Allow each child to cut out a few cookies with cookie cutters. Talk about what hard work it is to be a baker. Explain that bakers get up very early in the morning so that enough of the day's baked goods will be made by the time people stop by the bakery on their way to work.

## Chef's Salad

Talk with the children about the duties of a chef in a restaurant. Explain that he or she has the responsibility of preparing all meals and creating new dishes. Tell the children that special schools teach chefs how to cook and create new dinners. Prepare bowls of salad items including the traditional vegetables, cheeses, and several types of fruit and nuts. Set out the salad items, small bowls, and forks and allow each child to create his own salad masterpiece and enjoy for snack.



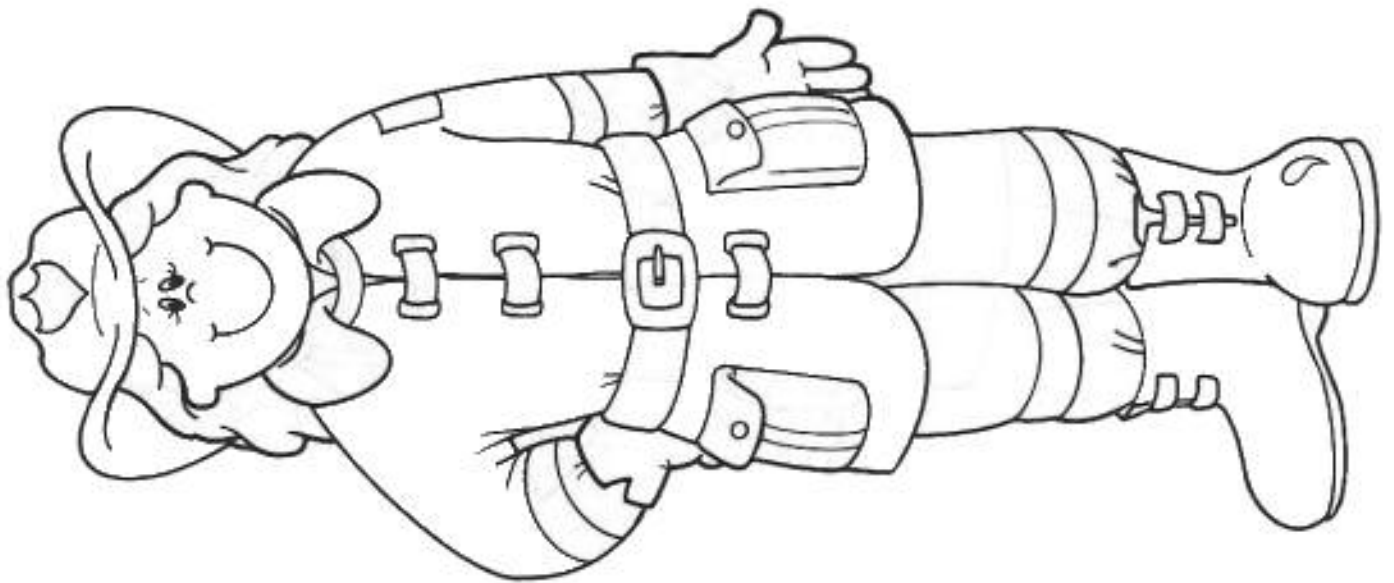
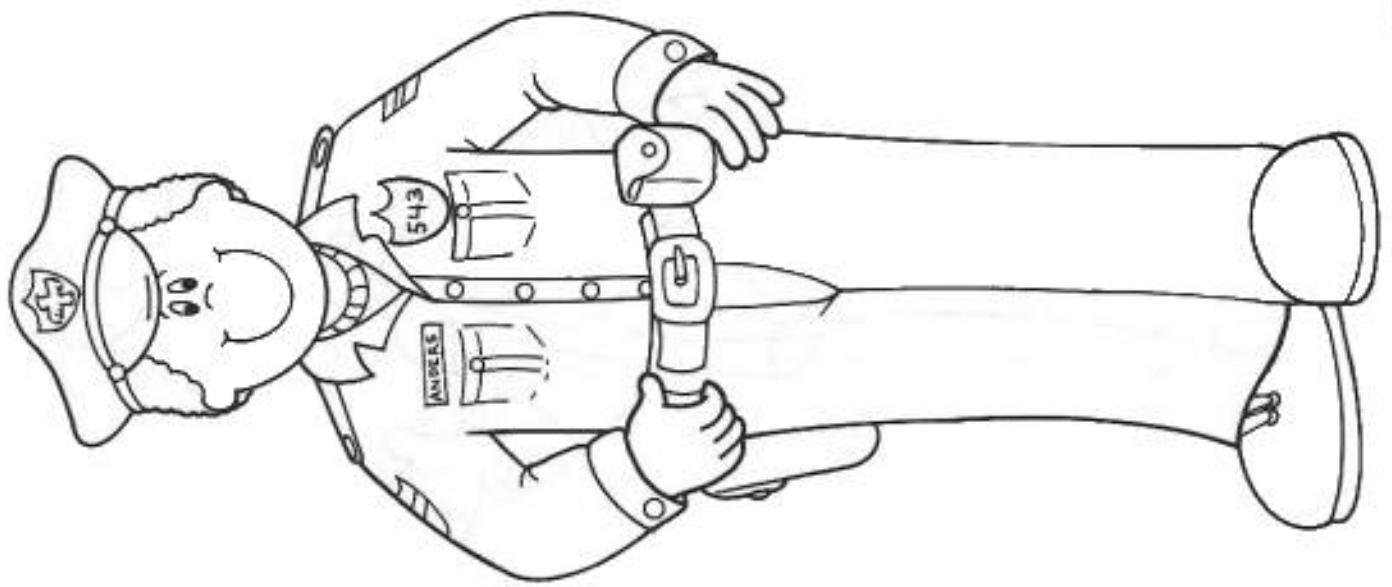
## Firefighters' Chili

Explain to the children that firefighters are known for cooking and eating chili while on duty at the fire house. This is because they may be called to a fire and they need to prepare dinners that can be kept warm without overcooking. Obtain a favorite homemade chili recipe and the ingredients and ask the children to help you prepare it in a slow cooker. This should be done early in the morning, and students can eat it for their lunch. Explain to the children that there are many ways to make chili. Have them tell you other items you could put in chili. Ask the children to brainstorm about other foods that could be prepared early and left to sit if necessary.



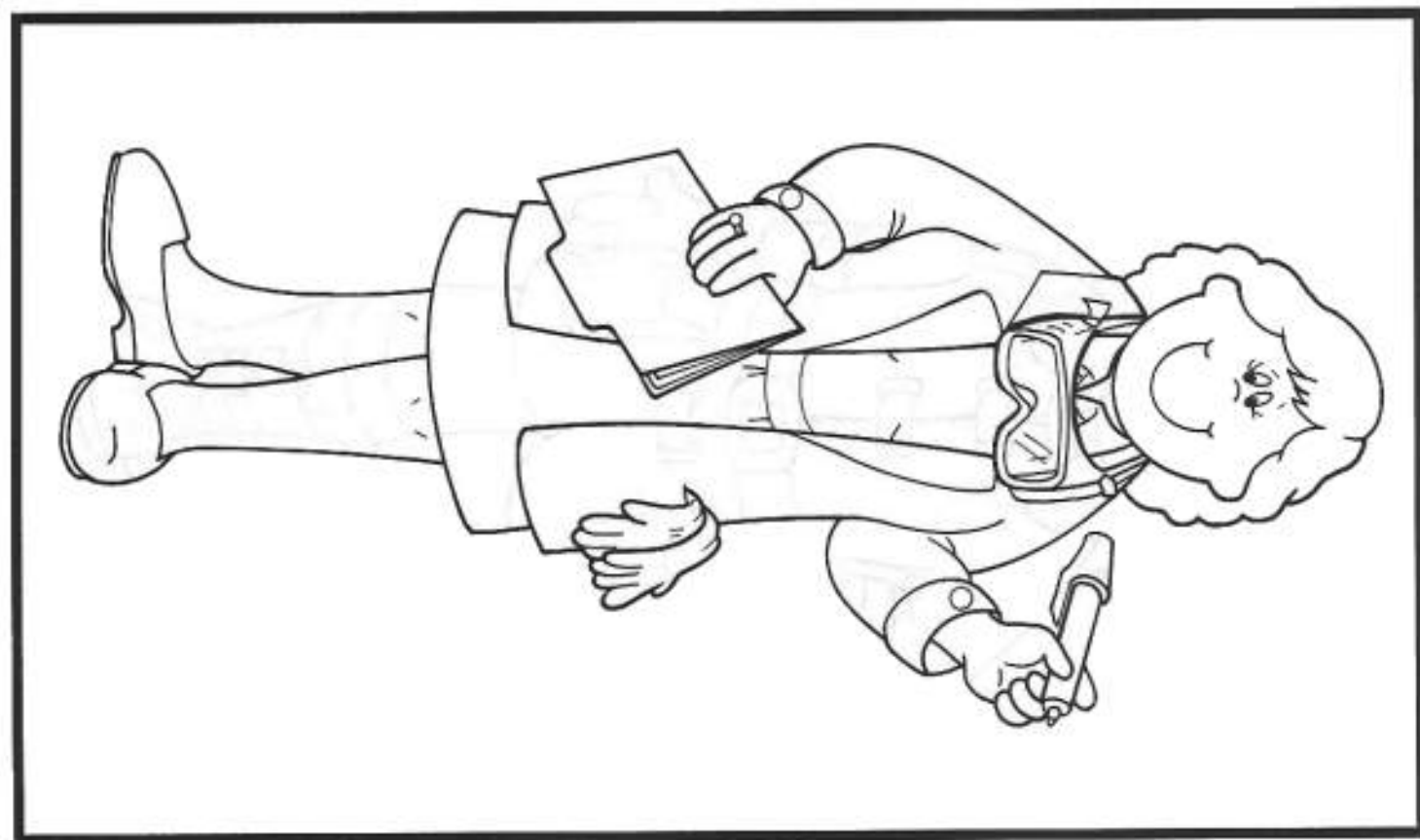
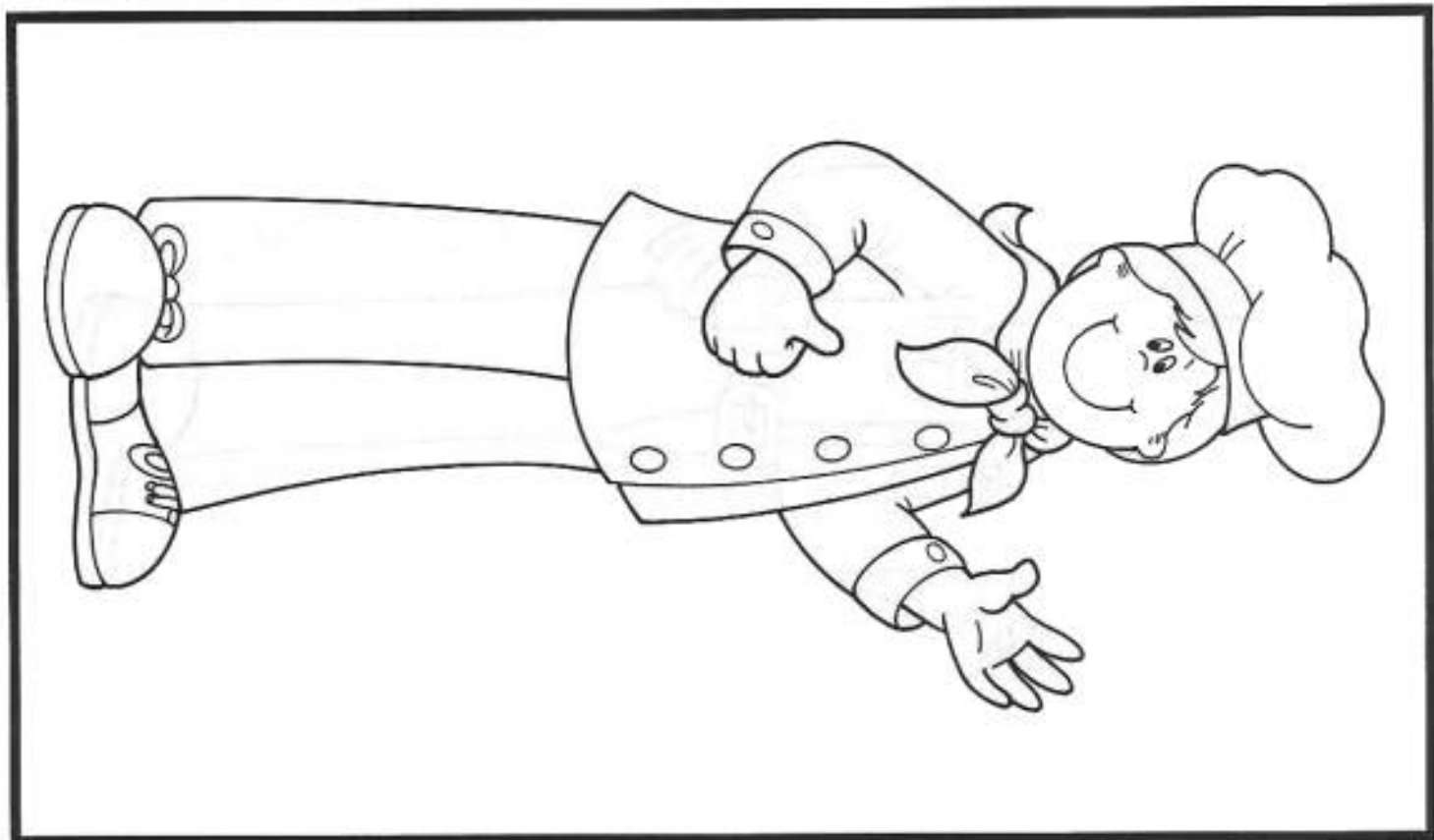


Occupation Cards

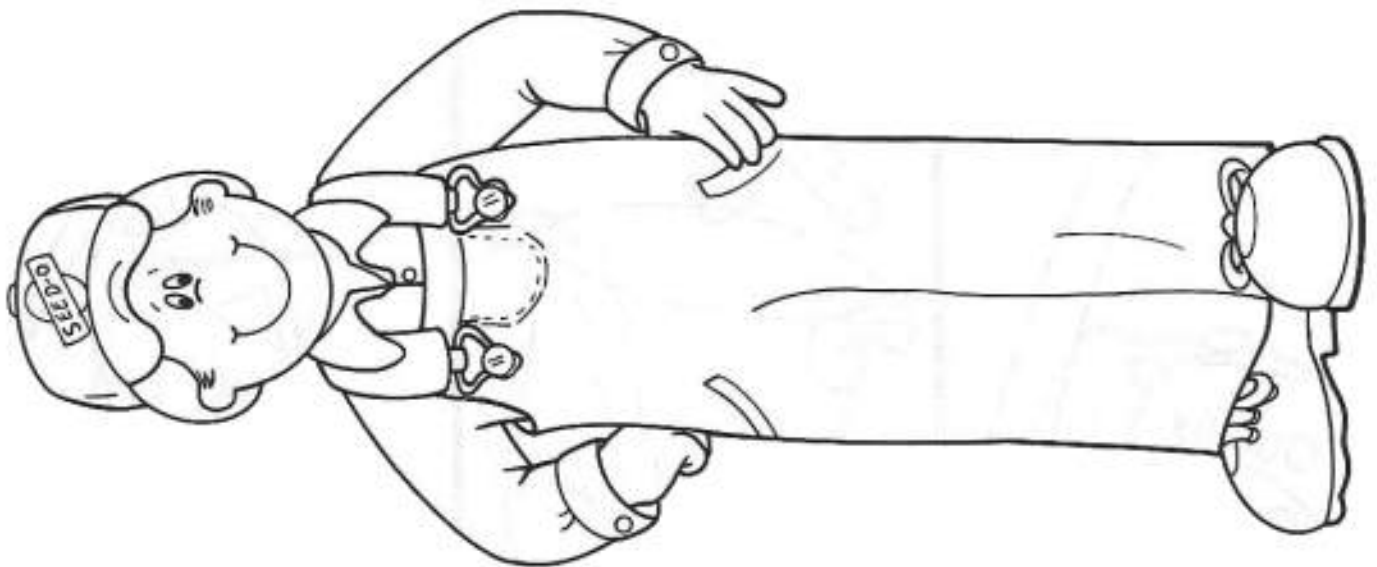
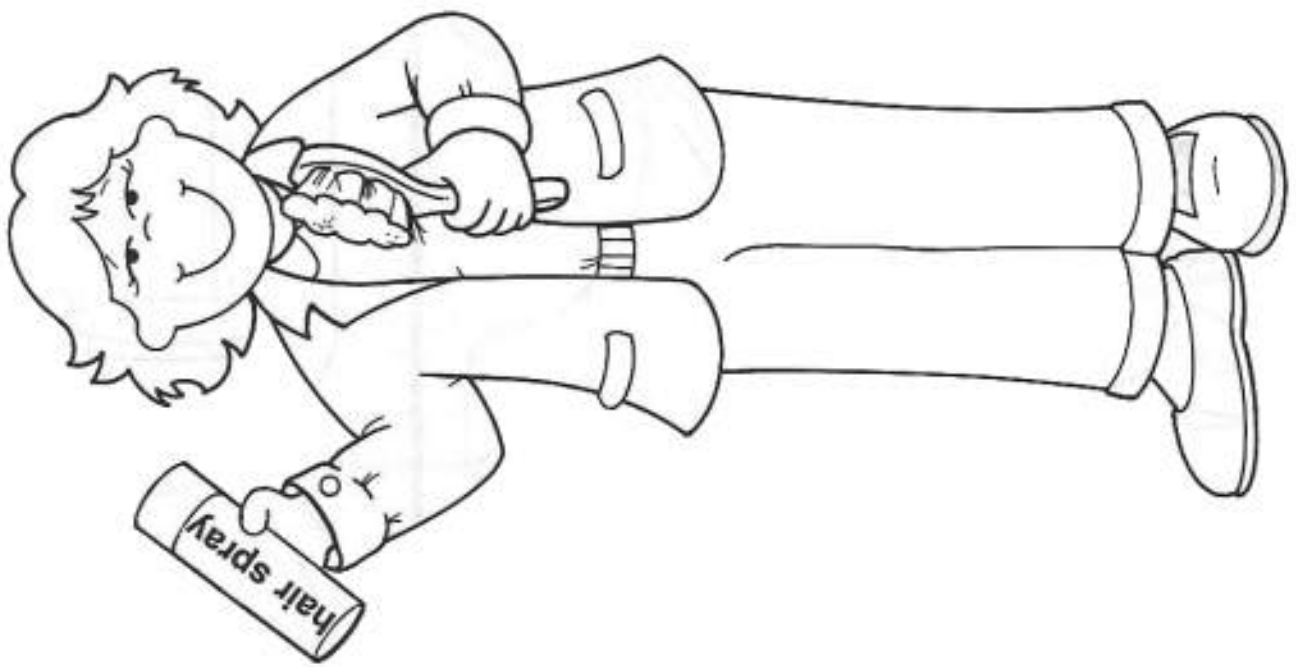




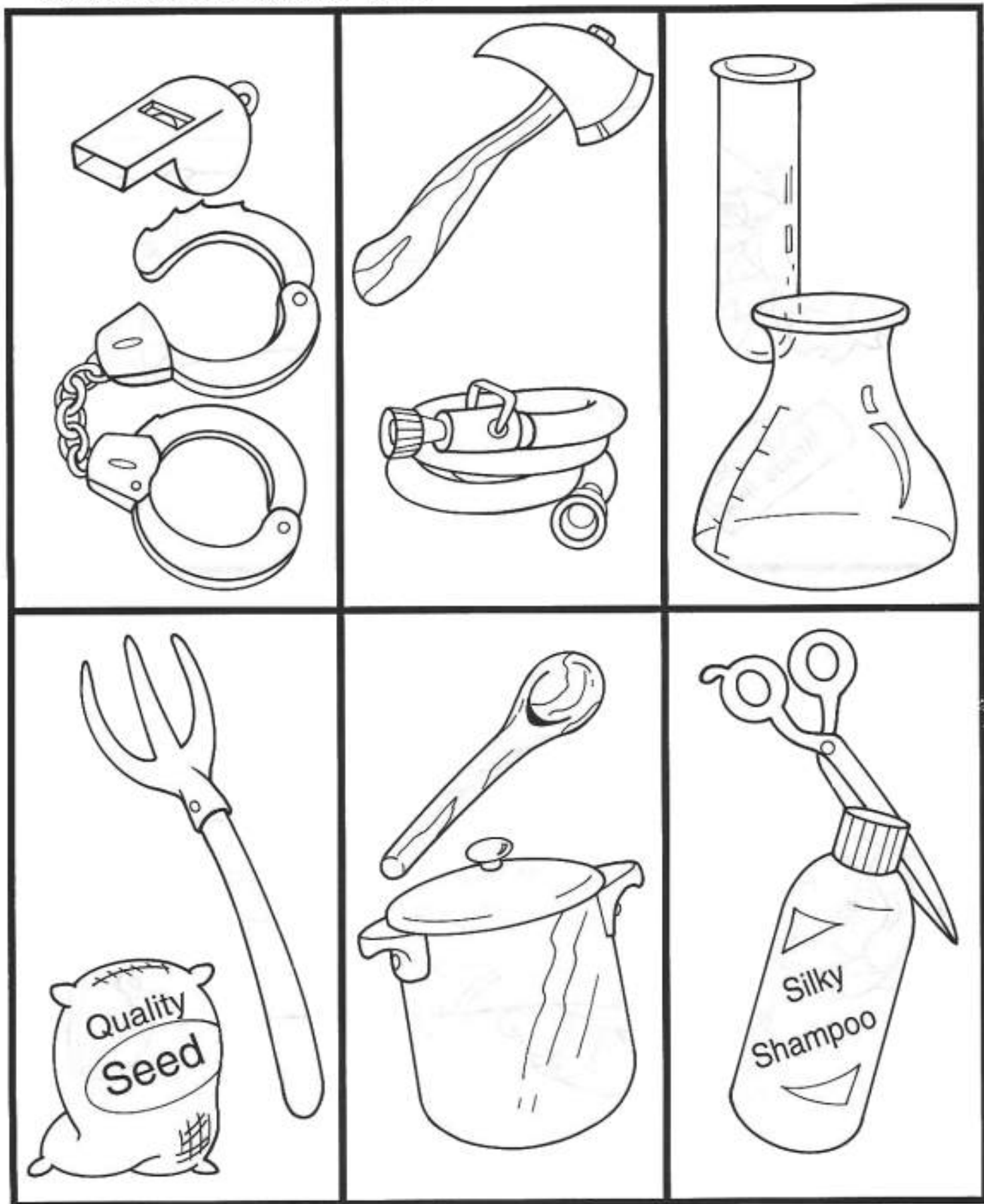
Labor Day Patterns  
Occupation Cards



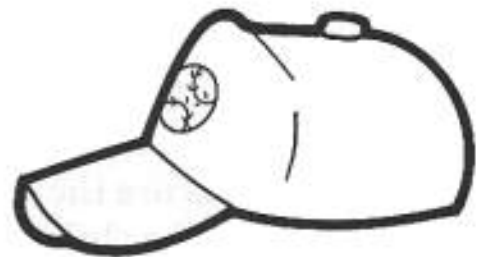
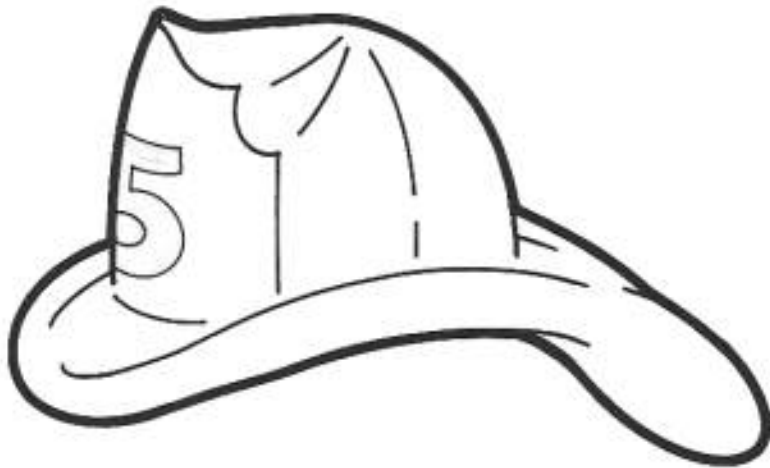
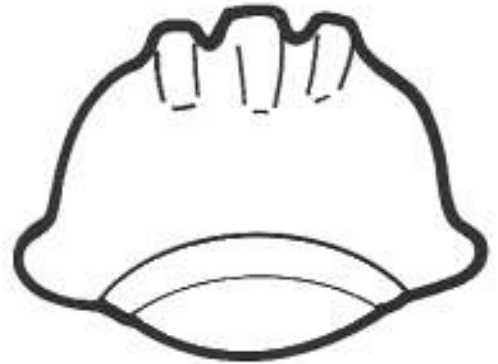
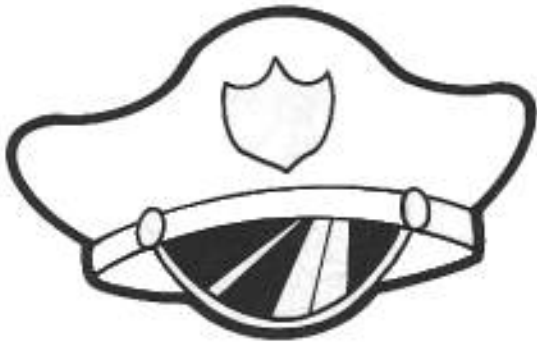
Occupation Cards



**Labor Day Patterns**  
Occupational Go-Together Cards



Occupational Hats







# GRANDPARENTS' DAY



Grandparents' Day is held on the first Sunday after Labor Day. It was officially declared a holiday in 1979. The activities in this section will help the children learn more about their grandparents' interests.

## GRANDPARENTS' DAY LANGUAGE ARTS ACTIVITIES

### Grandparent Storytelling

**Skills:** Putting Thought into Words, Creativity

**Activity:**

Ask the children to think about funny or happy stories about their grandparents. Explain that you are going to give each child a piece of construction paper and crayons, and you would like them to each draw a picture for the funny or happy story. After the pictures are finished, allow each child to tell her story to the class.

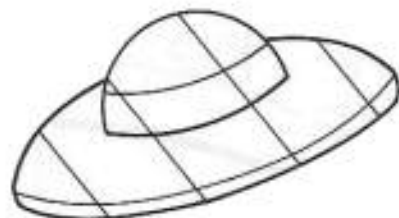
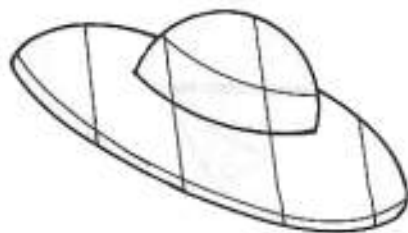


### Grandma's Hat

**Skill:** Visual Discrimination

**Activity:**

Make several copies of the Grandma's Hat patterns on page 116. Color pairs of hats so that they have the same patterns. Hold up two hats and ask a volunteer to tell you whether the hats are the same or different. Ask the children to describe what makes the hats different or how they know that the patterns are the same. Later, call the children over to you one at a time and ask them to tell you whether the pairs are the same or different (to make sure all of the children understand).

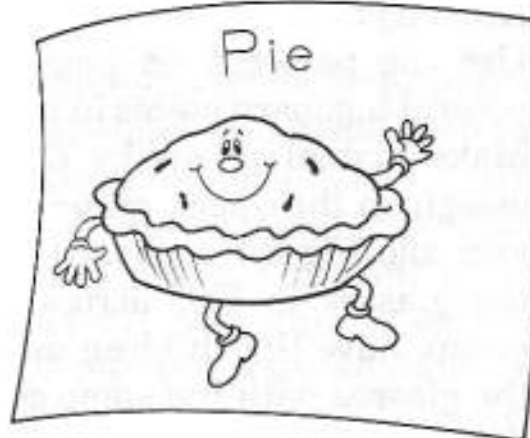
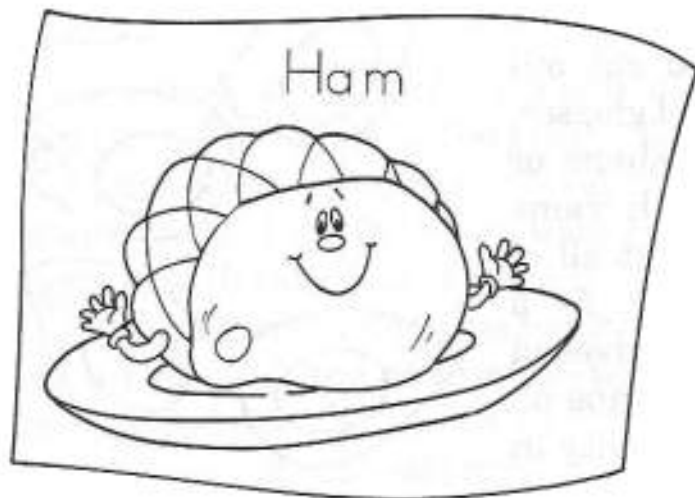
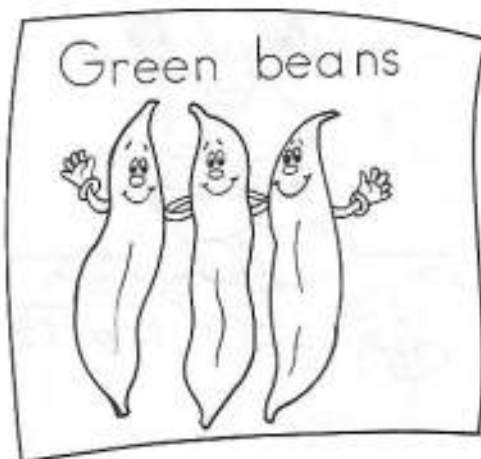
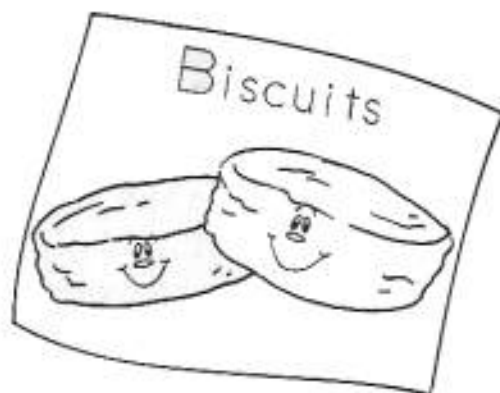


## A Cookbook for Grandparents

**Skills:** Dictating Thoughts, Sequencing, Memory

**Activity:**

Ask the children if they have ever eaten at their grandparents' houses. Have each child describe the best or "yummiest" thing his grandma or grandpa cooks. As the children tell you, write the names of each dish on a chalkboard or chart paper with the child's name next to it. When all of the children have named a dish, ask the children to each write down the steps he would take to prepare and cook the dish. (These directions may be humorous and will probably not be correct.) When all the children have written their recipes, ask them to illustrate the dishes they described on the same sheet as the recipe or on another sheet if they do not have room. Make sure each child's name is legible on his drawing. When the pictures and recipes are complete, photocopy one complete book for each set of grandparents for a gift. The grandparents will cherish this humorous and special child-written book!



# GRANDPARENTS' DAY MATH ACTIVITIES

## Grandma's Purse Matching

**Skills:** Matching Designs and Patterns

**Activity:**

Make stencils of the Grandma's Purse Patterns (page 117) from tagboard. Make pairs of purses using the tagboard patterns and printed fabric. You may wish to glue the fabric to tagboard for extra durability. Gather a small group of children and show them the purses. Explain that each purse has another that looks exactly like it. Allow the children to work together to match the pairs.



## Grandpa's Number Tie

**Skills:** Counting, Ordering Amounts or Numerals

**Activity:**

Make a tagboard tie from the pattern on page 118. Cut the tie horizontally on the lines to make ten pieces. Laminate for durability. Explain to the children that they are to try to put the tie puzzle together. They will discover that the tie fits together by placing the pieces in sequential order. Use the pattern to practice putting other sequential items in order (fractions, decimals, ordinal numbers, etc.).

## Grandma's Glasses Match

**Skills:** Shape and Color Identification

**Activity:**

Use the patterns on page 119 and cut out several tagboard pieces in the shape of glasses. Make matching sets by drawing a shape or design on the upper, outer edge of each frame and coloring the tagboard glasses. Cut all of the glasses in half across the bridge. As a group, have the children match the halves of the glasses with the same color and shape on them. Allow the children to do the activity in small groups or individually during free play.



# GRANDPARENTS' DAY SCIENCE ACTIVITIES

## Grandpa's Body Parts

**Skills:** Awareness of Name and Location of Body Parts

**Activity:**

Enlarge and cut out the Grandpa's Body Parts patterns from page 120. Cut the pattern into pieces using the dotted lines as guides. Put each part where the class can see it. Name a body part and ask for volunteers to come up and point to the body part you have named. Be sure to introduce some of the more difficult parts such as the wrist, ankle, waist, etc. When all of the parts have been found once or twice, point to a part and ask a volunteer to tell you the name of that body part. Let the students take turns naming and reassembling the pieces.

## Grandma's Kitchen Texture Match

**Skill:** Tactile Discrimination

**Activity:**

Place two of each of the following textured kitchen items in a bag: small pieces of sponge, scouring pads, scrub sponges, dish cloths, paper towels, etc. Take one of the items and place it in a child's hand behind his back. Have the child reach in the bag and feel to try to find the match.



## Hot vs. Cold

**Skills:** Tactile Discrimination, Use of the Words "Hot," "Cold," "Cool," "Warm"

**Activity:**

Ask the students if they have seen their grandparents drink from plastic foam cups. Explain that the plastic foam is an insulator and helps keep the liquid inside from cooling or heating. Fill plastic foam cups half-full with water of each of the following temperatures: hot, warm, cool and cold. Cover the cups with lids. Remind the children to be very careful since one is hot. Have the children take turns touching the outside of each cup and describing how it feels. Ask the children to think of something that they would eat or drink that might be the same temperature. After ten or fifteen minutes, check on the hot and cold cups. Ask the children to tell you what they think happened to the water (why it is a different temperature than before).



# GRANDPARENTS' DAY MUSIC AND MOVEMENT

## Finger Plays

### Grandmother's Glasses

These are Grandmother's glasses, (Make glasses over eyes.)

This is Grandmother's cap, (Peak hands over head.)

This is the way she folds her hands, (Fold hands.)

and puts them in her lap. (Place hands in lap.)

## Adapted Songs to Sing

**Did You Ever See a Grandma?** (to the tune of "Did You Ever See a Lassie?")

Did you ever see a grandma,  
A grandma, a grandma,  
Did you ever see a grandma,  
Move this way and that?

Move this way and that way,  
Move this way and that way,  
Did you ever see a grandma,  
Move this way and that?

Children should dance as they sing this song. Repeat the verses by replacing the word "grandma" with the other nicknames the children in the class use for their grandmothers. Then repeat the entire activity using the word "grandpa," or other nicknames for the students' grandfathers, in place of the word "grandma."

## Movement Activities

### Dancing like Grandparents

Play music such as classical or waltzes and allow the children to pretend to dance formally.





# GRANDPARENTS' DAY SOCIAL AWARENESS

## Grandparent Geography

**Skills:** Map Awareness

**Activity:**

Using the letter on page 121, ask the students' parents for information about the childrens' grandparents' cities and states of residence. Display a United States map on a bulletin board and read the cities and states aloud. Ask the children if they have ever visited their grandparents' houses, how they got there, and if the visit required a long trip or a short ride. Place a thumb tack for each child's grandparent, with the child's name attached, to the city or cities of residence. When all the grandparents' homes are marked, talk about which are near or far, which would take the longest to reach, which are closest to the school, etc.

## Grandparent Story Time

Invite local grandparents to come in and read their favorite stories to the children. They may also wish to discuss what life was like when they were children and how things have changed. Allow the children to ask questions about the time when the grandparent was growing up. As a follow-up to "Grandparent Geography" (above) you may also wish to have the grandparent show on the map (or on a world map, if necessary) where he/she was born and grew up.



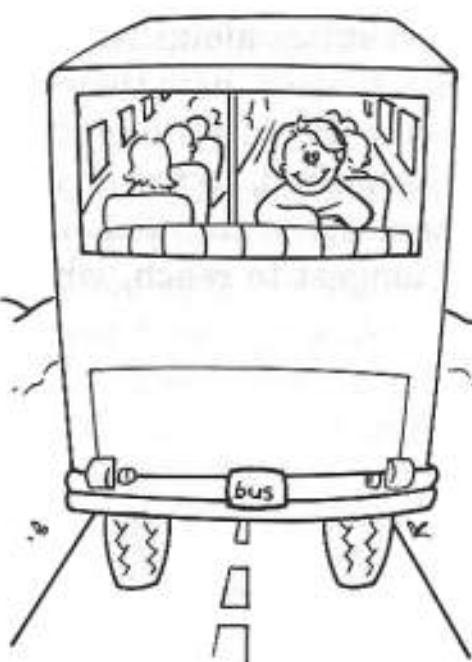
## "To Grandmother's House We Go..."

Teach the children the song "Over the River and Through the Woods." Play a game of directionality with the children and ask them to move throughout the room in special ways. For example, you may ask them to go over the chair and through table legs. Make sure to use other words of directionality such as under, beside, next to, behind, etc.

## Grandparents' Day Social Awareness

### Grandparent Packing

Ask the children to pretend that they are going to visit their grandparents for one week. Explain that they will make a list of everything they might need to take with them. Encourage them to remember clothing appropriate for the weather, hygiene items, special toys, etc.



### Transportation

Explain that the students are going to pretend to take a trip to their grandparents' houses. Ask the children to brainstorm all of the ways they could get to their destinations. Discuss which ways would be fastest or easiest. Have the children point out if there is a necessary form of transportation for one leg of the trip, for example, a boat or plane would be a must if a grandparent lived in Puerto Rico. All forms of transportation should be discussed including buses, trains, and even walking or bicycling for the grandparents within a short distance.

### Grandparents Are Different

Have the children describe their grandparents. They should mention physical appearance and favorite activities (if known). Allow the children to discover that the grandparents are as different from each other as the children are. Some may be like the traditional grandmother who stays home, bakes cookies and has gray hair. Others may have careers and be quite young. Some grandmothers may have a wide variety of interests that are traditional and nontraditional.



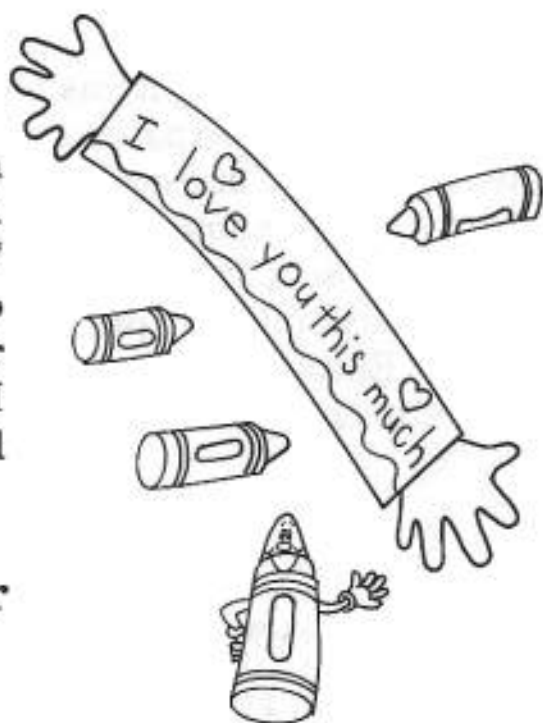
# GRANDPARENTS' DAY ARTS AND CRAFTS

## Hug for Grandma or Grandpa

**Skills:** Tracing, Fine Motor Skills

**Activity:**

Show the children how to trace their hands on construction paper and cut out the patterns. Cut a strip of butcher paper, approximately 2' x 4", for each student. Allow the children to glue the hands on the ends of the butcher paper. Write a Grandparent's Day poem or, "I love you this much," on the butcher paper and encourage the children to decorate.



## String-Painted Wrapping Paper

**Skills:** Fine Motor Skills, Creativity

**Activity:**

Set out the following items on the art table: tissue paper, small bowls of different-colored tempera paint, and one string (at least 18" long) for each color paint. As the children come to the art table, give them choices of brightly-colored construction paper and have them fold the paper in half (either widthwise or lengthwise). Help each child dip a piece of string in any colored tempera paint and spread it on one half of the paper. Instruct the children to close the paper and slowly pull the strings out. Allow the children to repeat with several colors if desired. When the children are finished, open the papers to show the colorful designs that were made. Allow the children to use the papers for wrapping their grandparents' gifts.





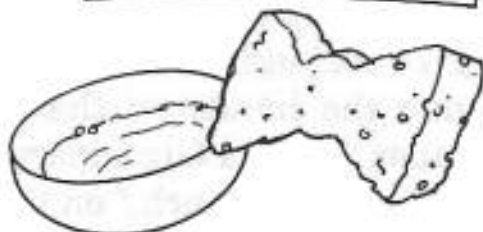
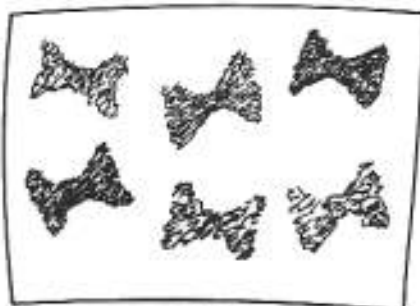
## Grandparents' Day Arts and Crafts

### Grandpa's Bow Tie Sponge Prints

**Skills:** Print Making, Fine Motor Skills, Creativity

**Activity:**

Have the following items available at the art table: construction paper, small bowls of colored tempera paint, and one bow tie-shaped sponge for each color paint. Have each child at the art table choose a sponge to dip into his choice of tempera paint and press the sponge on his paper. Encourage the children to use several colors to create a design.



### Pencil Holder

**Skills:** Fine Motor Skills

**Activity:**

Give two clear plastic drinking cups to each child. Cut pieces of colored construction paper to fit around the insides of the cups so that each child has a paper. Explain that the children are to draw pictures of themselves and their grandparents doing something they enjoy. When the children are finished, label the backs of their papers with their names. To assemble the pencil holders, have each child place the picture inside one cup, making sure it fits snugly around the sides and faces out. Next place the second cup inside the first. Secure by sealing the tops of the cups together with small amounts of clear glue.



### Grandparents' Brunch Tablecloth

**Skills:** Cooperative Play, Fine Motor Skills, Creativity

**Activity:**

For a special treat, invite the grandparents to a brunch and serve goodies found in the Snack Time Suggestions (page 115). Make a tablecloth for the occasion by spreading out butcher paper across the tables. Set crayons out and allow the children to decorate. Encourage the children to draw pictures of their grandparents and special times they have had with them.

# GRANDPARENTS' DAY INDOOR GAMES

## Bowling

**Skills:** Gross Motor Skills, Hand-to-Eye Coordination

**Activity:**

Set aside an area inside for the children to bowl during free play. Explain that many grandparents enjoy bowling. Bowling is a good sport for older adults because it requires some physical activity, but not too much exertion. It is also a good sport because grandparents can play it all year long. The children may bowl with a store-bought bowling set. Alternatively, you may make a bowling set by gathering a rubber playground ball and three to six half-gallon milk jugs capped with about one cup of sand in each.



## Musical Hugs

**Skills:** Listening, Gross Motor Skills

**Activity:**

Play hugging games on Grandparents' Day because grandparents are traditionally known for giving lots of hugs. Tell the children to dance to the music you play. Instruct them to find someone to hug as soon as the music stops. If you have an odd number of children, let the children know that group hugs of three are fine.





# GRANDPARENTS' DAY OUTDOOR GAMES

## Grandparents' Nicknames

Have the children stand in a circle so that each child is at least an arm's length from the next one. The children are to bounce a ball from one child to the next. The first time around the circle, the child with the ball is to tell the group what his grandmothers' nicknames are (Nana, Granny, Grandma, etc.). Make sure the ball makes it all the way around the circle stopping at each child. Instruct the children to bounce the ball around the circle one more time stating the nicknames of their grandfathers as they bounce the ball. Discuss with the children the many names we have for our grandparents. Discuss how some are the same, while some are not. If the children know the origins of any unusual nicknames, allow them to share the stories with the class.



## Huggy Tag

Choose one child to be "it." The object is for "it" to tag someone and make that person the new "it." The other children are safe from "it," however, if they are hugging another child. The hugging children may not run around while hugging, and they may not hug the same child twice in a row. If children are hugging, "it" must turn his attention towards chasing another child.

## Over the River

While the children are outside playing, draw a "river" on a sidewalk using chalk. Have the children line up and take turns following directions in relation to the river. Instruct them to jump over the river, walk through the river, hop next to the river, etc. If they wish, allow the children to take turns giving each other directions. Encourage the children to sing the song "Over the River and Through the Woods" as they play the game.

# GRANDPARENTS' DAY SNACK TIME SUGGESTIONS

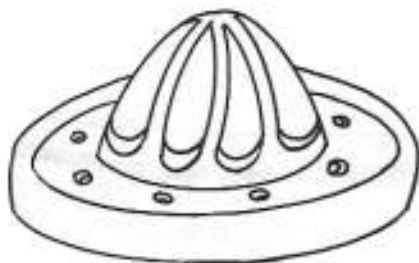
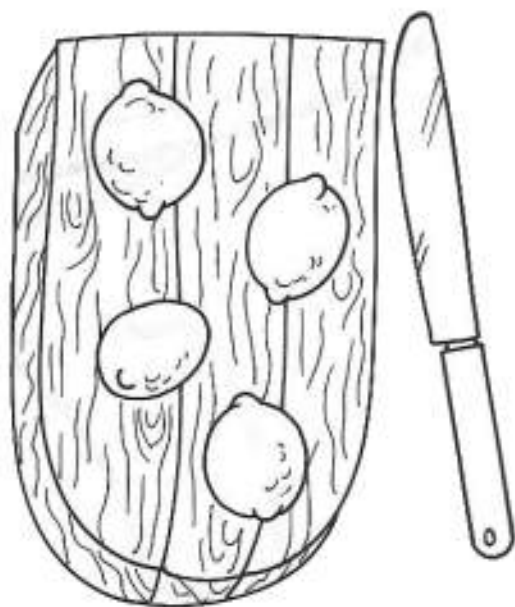
## Sugar Cookies

Purchase sugar cookie mix or refrigerated sugar cookie dough, white frosting, decorating sprinkles, food coloring, etc. Allow the children to help you mix and prepare the sugar cookies. Also have the children help mix a variety of colors of food coloring into several small bowls of white frosting. Once the cookies have baked and cooled, have the children use the frosting and decorating items to decorate the cookies. Tell the children that they will be taking the cookies home to give to their grandparents if they live locally, or their parents may wish to mail the cookies to them if they live out of town.

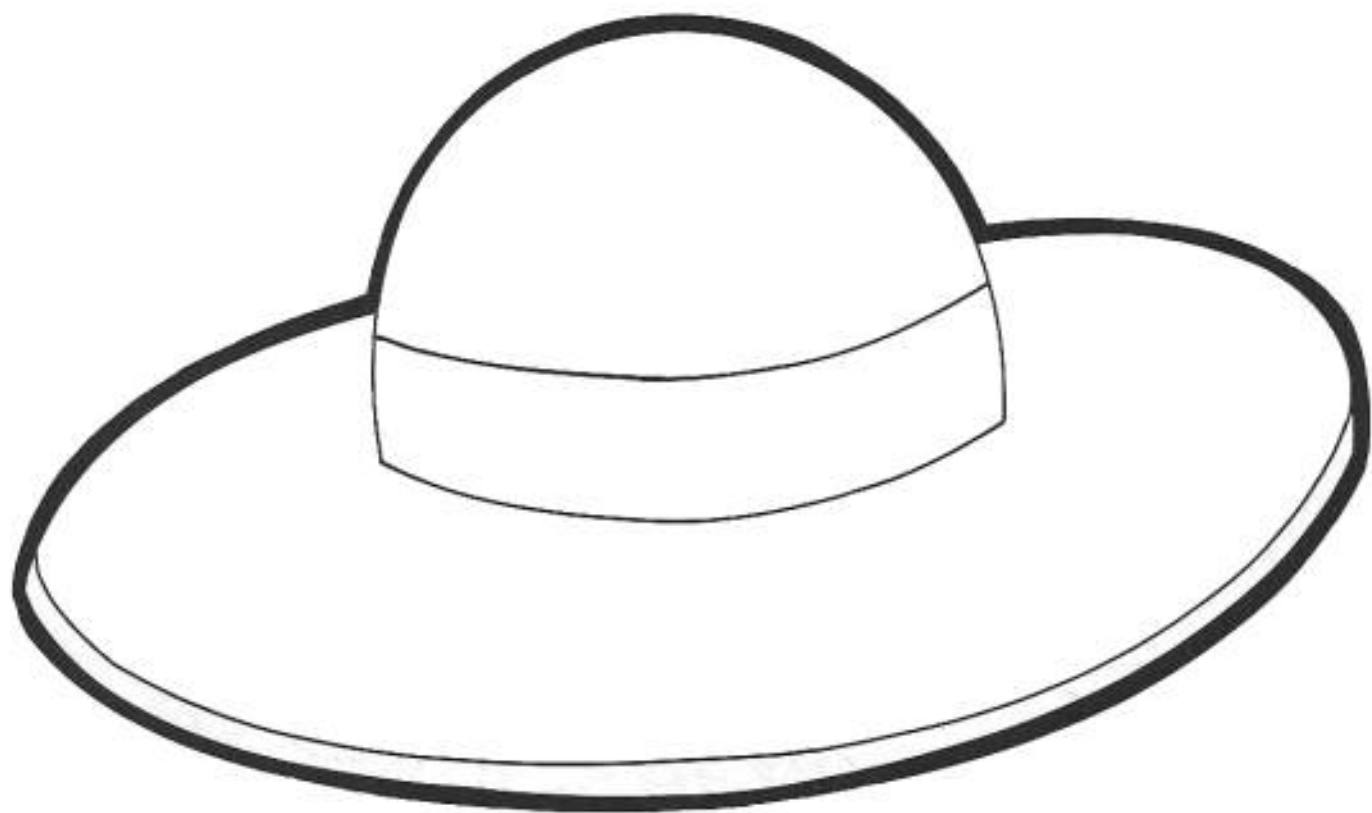
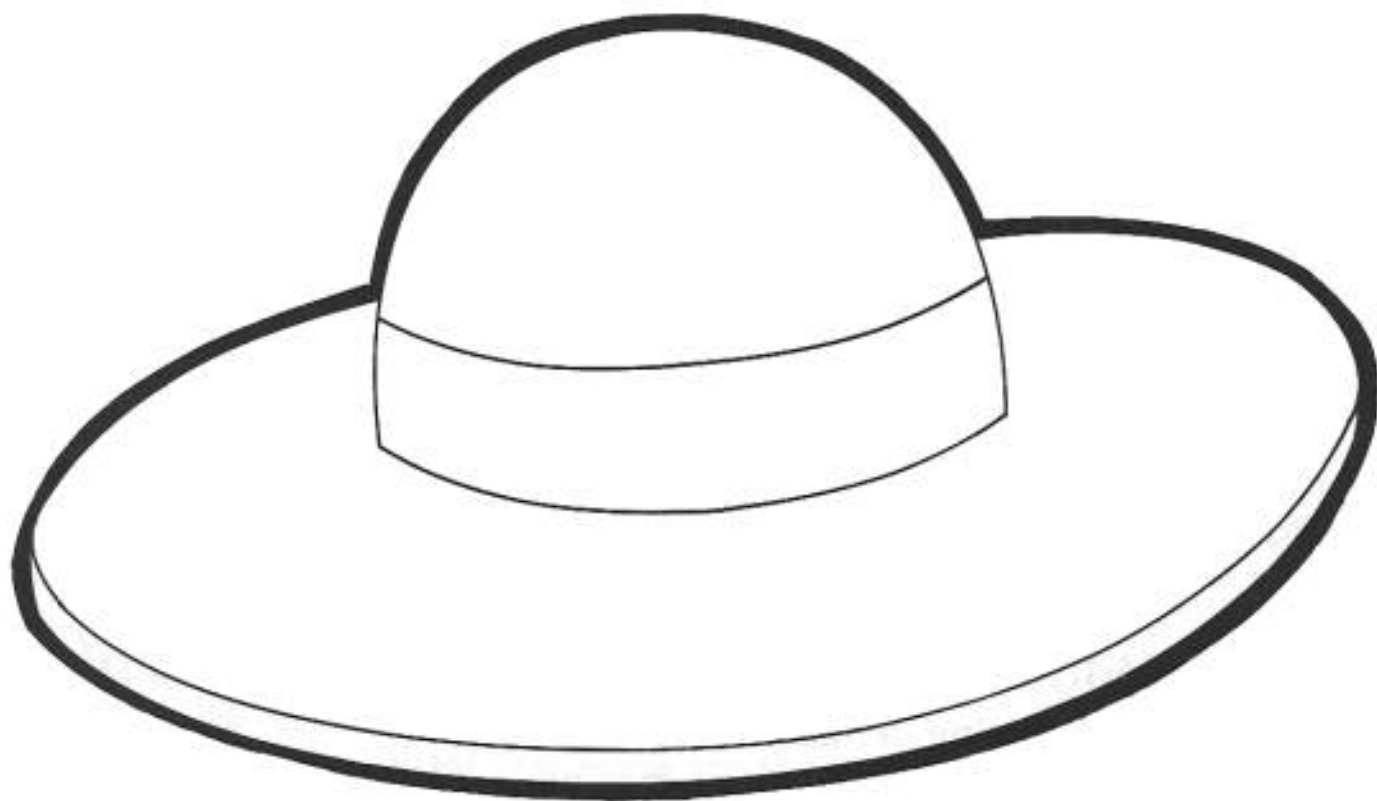
## Old-Fashioned Lemonade

Gather the following items: several fresh lemons, a few manual juicers, one medium-sized bowl per juicer, a pitcher, sugar, a stirring spoon, a knife, ice cubes and a cutting board.

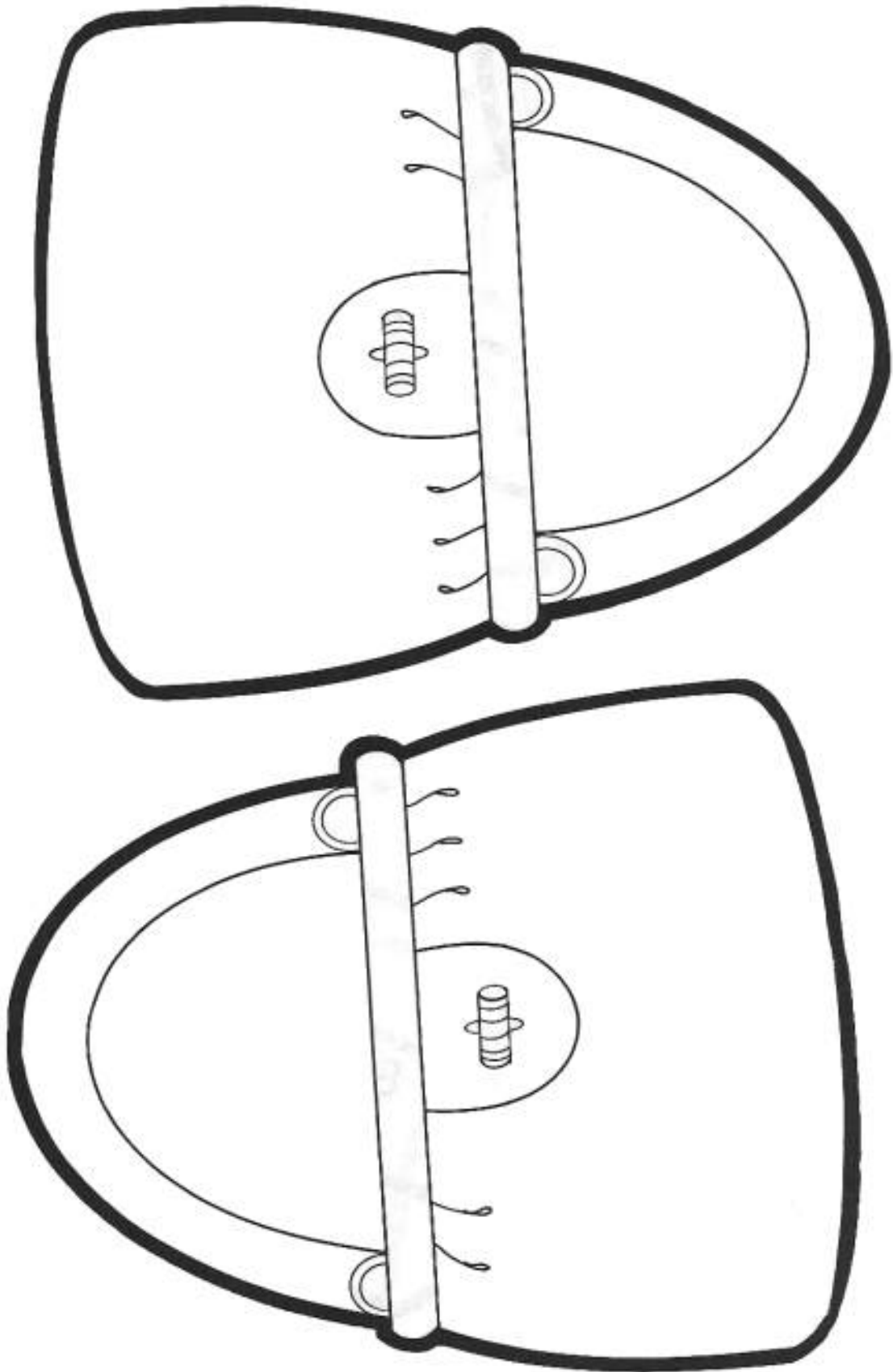
Hold up the lemons and ask the children to describe what they see. Ask them to name the item. Let them tell you if they have ever tasted a lemon and encourage them to tell you what it tasted like. Begin by cutting the lemons in half on the cutting board. Show the children how to twist the lemons over the juicers. Allow the children to take turns juicing the lemons, making sure to empty the bowl into the pitcher before it is too full. When all of the lemons have been juiced and poured into the pitcher, add water and sugar and enjoy with a snack!



Grandparents' Day Patterns  
Grandma's Hat

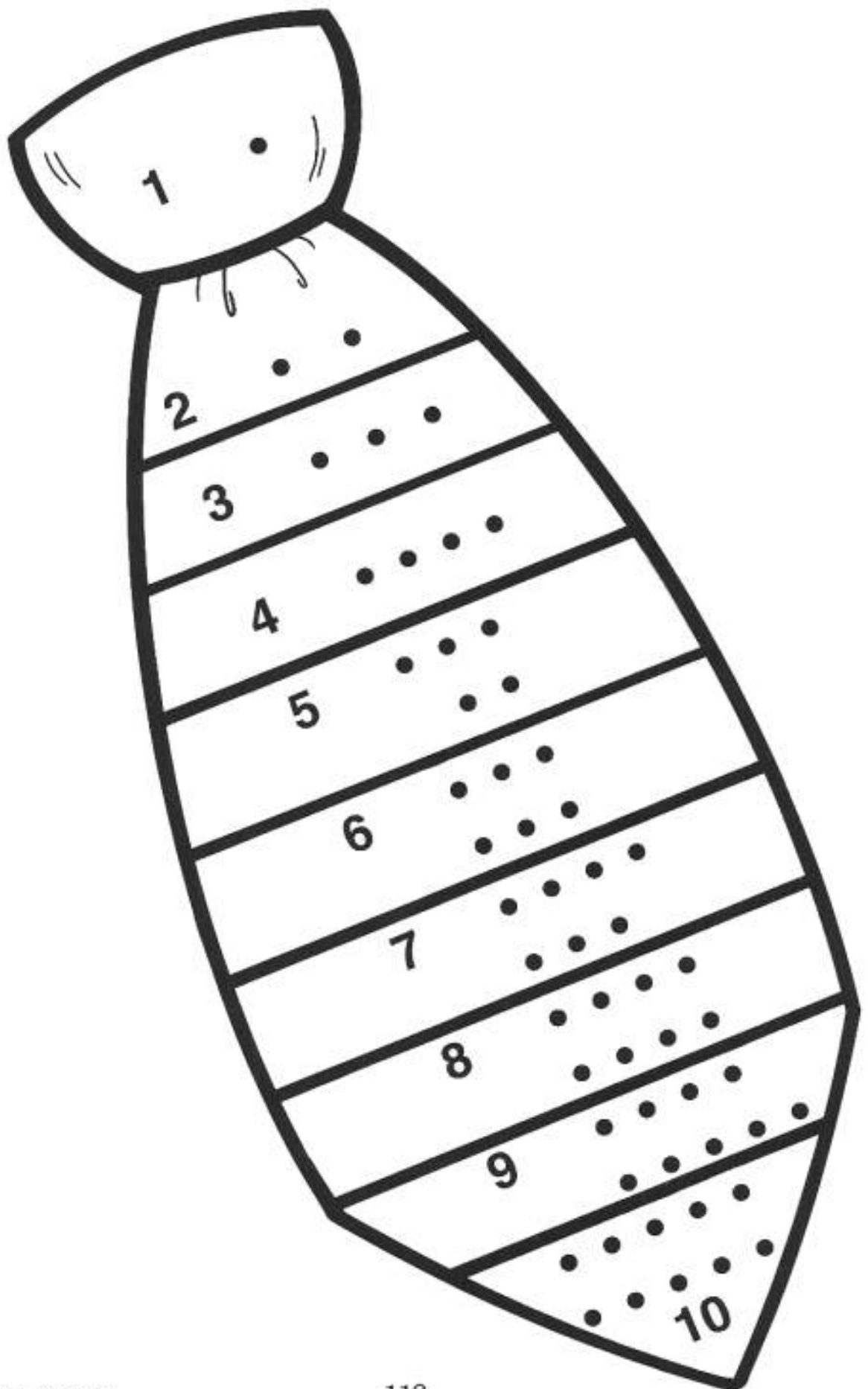


Grandma's Purse

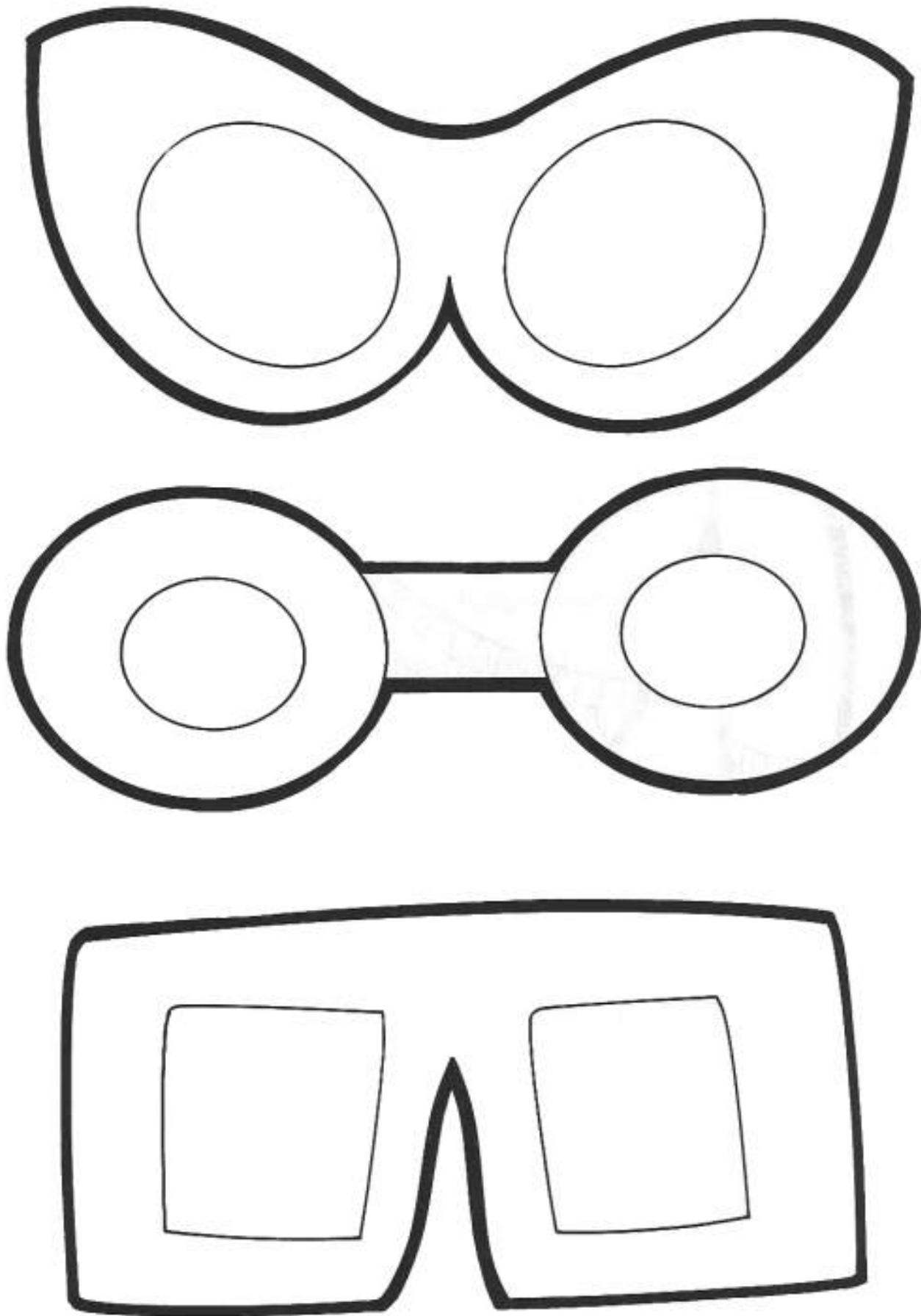




Grandparents' Day Patterns  
Grandpa's Tie



Grandma's Glasses



**Grandparents' Day Patterns**  
Grandpa's Body Parts



\_\_\_\_\_

(date)

Dear Parents:

Our class is currently studying Grandparents' Day. Some of the activities involve sharing information about their grandparents. We will be discussing their nicknames, where they live, their hobbies, etc.

Please discuss these items with your child. It would also be helpful if you send in a note with the information listed.

Thank you,

\_\_\_\_\_

(signature)





# HALLOWEEN



Halloween is celebrated on October 31 of each year. This section includes fun activities using pumpkin seeds, new uses for Halloween candy, and lots of directions to make creative decorations for the classroom.

## HALLOWEEN LANGUAGE ARTS ACTIVITIES

### Pumpkin Seed Names

**Skills:** Fine Motor Skills, Gluing, Name Recognition, Letter Recognition

**Activity:**

Have construction paper, glue, and pumpkin seeds at the activity table for the children to use. While the children free play, invite a few over to the table. Have each child say each letter with you as you write the child's name with glue on a piece of construction paper. When you finish writing the names, have the children use dried pumpkin seeds to cover the glue. Encourage the children to say the letters as they cover them. Once the pictures are finished, set them in a designated place to dry. When the pictures have dried, have the children find their papers and put them in their cubbies.



### Halloween Stories

**Skills:** Creative Thought, Forming Thoughts into Sentences

**Activity:**

Gather the children and explain that the group is going to write a story about Halloween. They will first decide on a theme for the Halloween story. A few examples are a witch's Halloween ride, trick-or-treating, or a friendly ghost. After the theme is chosen, write down the children's story, sentence by sentence, on poster board or chart paper. When the story has been finished, allow each child to illustrate his choice of scenes from the story. Display the words and art together for the parents to enjoy.



### Rhyming Halloween Words

**Skills:** Knowledge and Use of Rhyming Words, Auditory Discrimination

**Activity:**

Explain to the children that they will be using rhyming words about Halloween. Begin by reminding the children that rhyming words are words that sound alike. Then give the children a Halloween word and ask them to think of any word that rhymes with it. You may wish to write them on the chalkboard or chart paper to review later. Here are a few Halloween words and rhyming words: ghost, host, most, post; bats, hats, mats, cats; treat, meat, seat, heat; etc.

### Button Pumpkin Face

**Skills:** Fine Motor Skills, Knowledge of Names and Location of Facial Parts, Decision Making

**Activity:**

Cut a pumpkin from orange felt. Cut the pumpkin's face from black felt using the patterns on page 138. Sew buttons on the pumpkin where the eyes, nose and mouth go. Cut slits for buttonholes in the eyes, nose, and mouth. Allow the children to button the features onto the face.



### Spooning Pumpkin Seeds

**Skills:** Writing Readiness, Fine Motor Skills, Left-to-Right Progression

**Activity:**

Set one bowl half-filled with pumpkin seeds, one empty bowl, and a spoon on a tray. Show the children how to use the spoon to move the pumpkin seeds from the left bowl to the right bowl. Encourage the children to take their time so that they will spill as little as possible. Teach the children to turn the tray around each time they finish so that the bowl with the seeds always begins on the left.

# HALLOWEEN MATH ACTIVITIES

## How Many Days Until Halloween?

**Skills:** Counting

**Activity:**

Cut out 31 construction-paper pumpkins (patterns found on page 139) and tape them over every date on an October calendar. Allow a child to take one down each day, beginning on October 1, and have the students count how many days are left. Each day ask the children to predict how many pumpkins will be left after one is removed.

## Geometric Shape Masks

**Skill:** Knowledge of Shapes and Colors, Creative Expression

**Activity:**

Place tempera paint, paper grocery bags, paintbrushes, scissors, glue, and an assortment of geometric shapes cut from colorful construction paper, on the art table. Allow the children to choose a color of tempera paint and paint their paper bags. When the bags are dry, the children should cut eye, nose, and mouth holes in them so that they can be placed over the children's heads like masks. The children should then decorate the masks using the geometric shapes. Have the children say the names of the shapes as they glue them onto the bags. When dry, have each child show the class her mask and describe the color of the paint and names of the shapes she chose.



## "Masked" Shapes

**Skills:** Tactile Discrimination, Knowledge of Shapes

**Activity:**

Place building blocks, pattern blocks, attribute blocks, or any other three-dimensional shaped manipulatives in an opaque paper, plastic, or cloth bag. Tell the children that they will be feeling shapes and describing what they feel. Give each child the opportunity to reach into the bag and guess what shape he is holding.

## One or Many

**Skill:** Distinguishing "one" or "many"

**Activity:**

Obtain six baby food jars and put one pumpkin seed in each of three jars and a handful of pumpkin seeds in each of the other three jars. Place the jars on a table. Ask the children to describe the words "one" and "many." Show the children the jars one at a time and ask the group to tell you whether the jar contains one or many. Once the group has answered several times, continue as before while calling on one child for a response. Offer the jars as an activity during later free play.








## Graphing Halloween Candy

**Skills:** Classification, Counting, Adding, Subtracting

**Activity:**

Purchase several kinds of Halloween candy and mix them together in a bag. Explain that the class is going to see how many of each kind of candy are chosen from the bag. Prepare a graph on the chalkboard or chart paper with each column representing a different candy. For each child, cut out three circles that fit in the boxes on the chart, write the child's name on the circles, and attach tape to the backs of the circles. Allow each child to reach in the bag (without looking) and pull out three pieces of candy. Have the children place their circles in the first available squares of each column representing the type of candy they have. When all of the children have taped their circles on the chart, have the class count the amount chosen of each type of candy. Ask the children to tell you which type of candy was chosen the most and which was chosen the least. Also have the class compare two columns for which has more, how many more, which has less, and how many less.

				
○	○	○	○	○
○	○		○	○
	○		○	
			○	
			○	

# HALLOWEEN SCIENCE ACTIVITIES

## Halloween Feely Box

**Skills:** Tactile Discrimination

**Activity:**

Prepare a feely box by cutting a hole in the side of a box and taping or stapling a piece of cloth above the hole so that it hangs over the hole and the children cannot see in the box. Place the following (or similar) items inside and allow the children to reach in, describe the items, and guess what the items are: plastic false teeth, rubber spider, rubber bat, pumpkin seeds, popcorn, candy, etc.

## What's in a Pumpkin?

**Skills:** Hypothesizing, Exploring with the Senses

**Activity:**

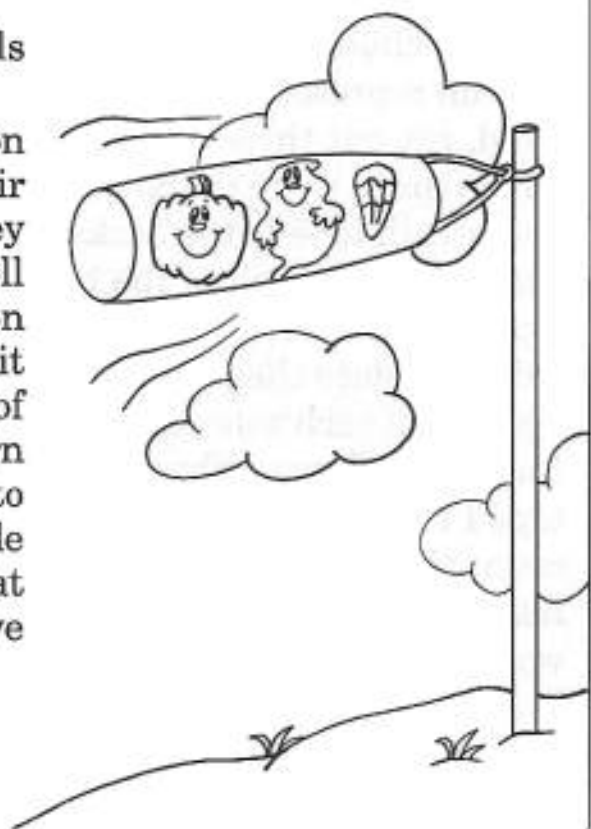
Before school or while the children are not observing you, carve the top of a pumpkin, and set the top back on the pumpkin. Show the children the pumpkin and ask them to predict what is inside. Ask them if they think the inside is solid, liquid, air, etc. Take the top off the pumpkin and allow the children to look at, smell, and touch the insides. Have the children describe what they see, smell, and feel. Use the pumpkin and seeds for other activities in this section and the pumpkin shell as a decoration for your classroom.

## Spooky Windsocks

**Skills:** Creative Expression, Fine Motor Skills

**Activity:**

Give each child a large piece of construction paper. Encourage the children to decorate their papers with a Halloween scene. When they have finished drawing, show them how to roll the paper into tubes with the decorations on the outside and tape or staple the paper so it will not unroll. Punch holes along the edge of one end. Help each child tie two pieces of yarn in the holes and attach the yarn together to make a hanger. Hang the windsocks outside and watch as the wind blows. Talk about what makes the windsocks move and why they move in different directions or stop moving.



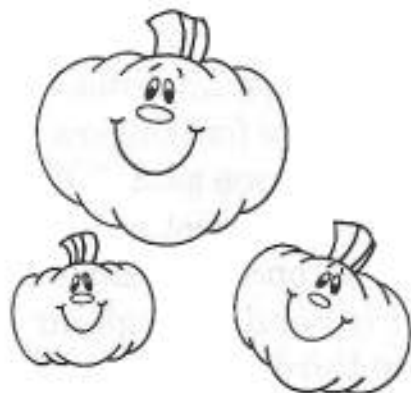


# HALLOWEEN MUSIC AND MOVEMENT

## Adapted Songs to Sing

**Nine Little Pumpkins** (to the tune of "Ten Little Indians")

One little, two little, three little pumpkins,  
Four little, five little, six little pumpkins,  
Seven little, eight little, nine little pumpkins,  
On this Halloween night!



**Three Little Witches** (to the tune of "Ten Little Indians")

One little, two little, three little witches;  
Flying over haystacks, flying over ditches;  
Sliding down moonbeams without any hitches;  
Heigh-ho Halloween's here!



**On Halloween** (to the tune of "She'll be Comin' 'Round the Mountain")

On Halloween we dress up and pretend.  
On Halloween we dress up and pretend.  
On Halloween we dress up,  
On Halloween we dress up,  
On Halloween we dress up and pretend!

Other verses...

The witches will be riding on their brooms...

The ghosts will say, "Boo," to everyone...

The jack-o'-lanterns will wear big smiles...

All the children shout "Trick-or-Treat!"...





## Halloween Music and Movement

### Finger Plays

#### Five Little Pumpkins

Five little pumpkins, sitting on a gate;

(Hold up five fingers.)

The first one said, "Oh, my! It's getting late."

(Point to wrist as if looking at a watch.)

The second one said, "There are witches in the air."

(Fly hand through air like a witch on a broom.)

The third one said, "But we don't care."

(Shake finger back and forth to signify "No.")

The fourth one said, "Let's run and run and run."

(Move arms in running motion.)

The fifth one said, "It's Halloween fun."

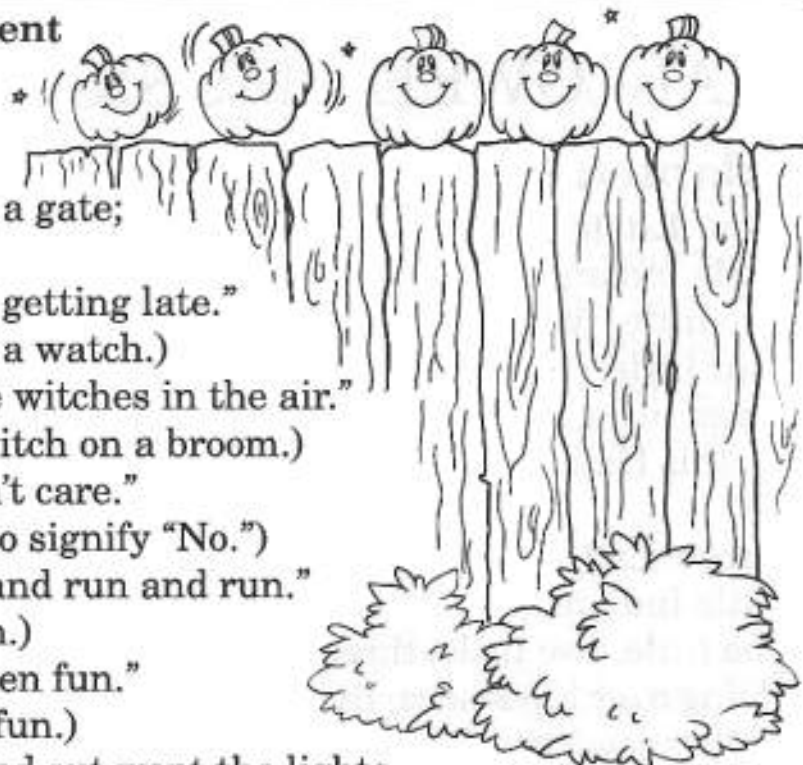
(Move body any way showing fun.)

Then, "Whoop," went the wind and out went the lights,

(Move hands from side to side to show wind blowing.)

And five little pumpkins rolled out of sight.

(Roll hands one over the other.)



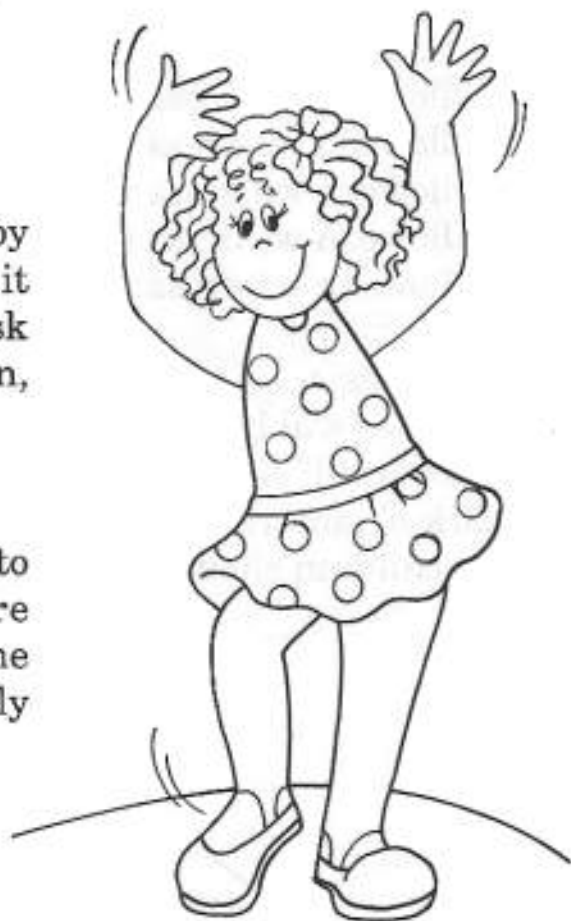
### Movement Activities

#### Monster Mashing

Find the song "The Monster Mash" (sung by Bobby Pickett, Parrot Records, 1962). Play it for the children and allow them to dance. Ask them to show you how a ghost, Frankenstein, or a witch might dance.

#### Ghost Dancing

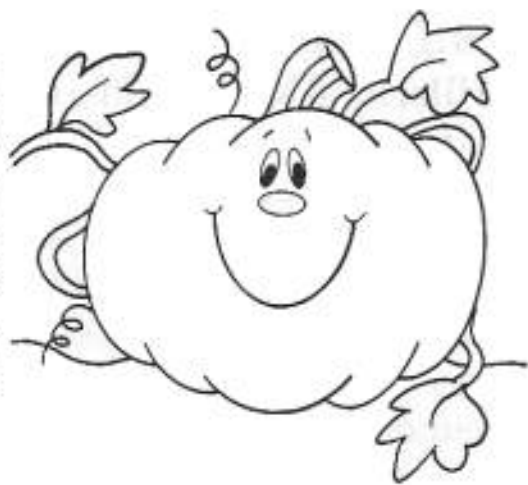
Play a spooky recording. Ask the children to move around the room as if they were "haunting" a house. If the children become frightened, remind them that ghosts are only pretend.



# HALLOWEEN SOCIAL AWARENESS

## Pumpkin Patch Field Trip

You may wish to set up a field trip to a local pumpkin patch. After the trip, talk about what the patch looks like. If possible, purchase a class pumpkin and carve it with the class when you return. If you are unable to visit a pumpkin patch, another option would be to visit a pumpkin display/sale area set up by a market or grocery store.



## Octoberfest

Have the children help you plan an Octoberfest for the parents and children to enjoy on the playground. See the "Harvest Hoedown" on page 13 for directions on planning this type of function. Activities to include: costume contest, spooky feely boxes, some games found in the "Indoor Games" and "Outdoor Games" sections. See the "Snack Time Suggestions" section for ideas for child-prepared goodies, or you may ask the parents to bring food to share.



## Monster Emotions

**Skill:** Reasoning, Reading Emotions

**Activity:**

Copy, color, and cut out the Monster Emotions activity cards on page 140. Hold up the pictures one at a time and ask the children to describe the emotion the monster depicts. Ask the children to describe what may have made the monster feel that way. Encourage the children to imitate the expressions seen on the cards. Allow each child to describe a time he/she has felt the way the monster feels.

As an extension, allow each child to draw a picture of something that has made him feel one of the emotions described. Write a caption across the bottom as the child dictates what made him feel that way.

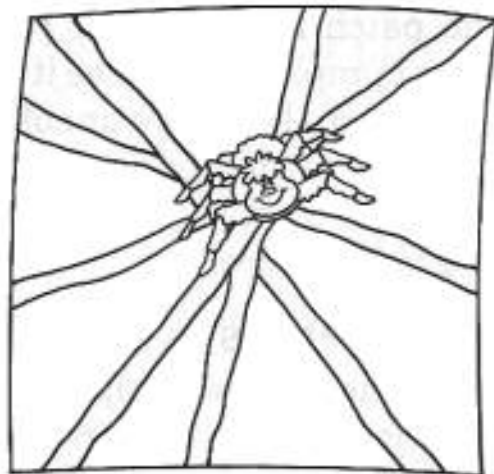
# HALLOWEEN ARTS AND CRAFTS

## Golf Ball Spider Webs

**Skills:** Fine Motor Skills, Creative Expression

**Activity:**

Place a black piece of construction paper in a box or basket (you will need one sheet of paper for each student). Allow the children, one at a time, to use tongs or spoons to put golf balls in a bowl of white tempera paint and roll them around. Have the children take the balls out of the paint using the spoons or tongs, put them on the paper and roll them around. When the papers are dry, encourage the children to draw spooky spiders in the webs.

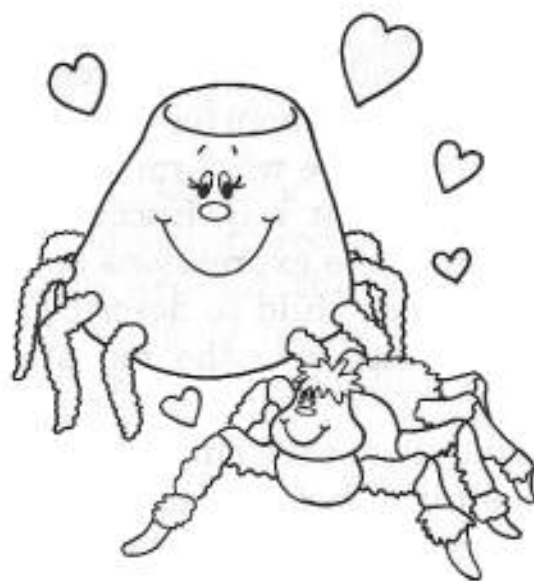


## Magic Picture

**Skills:** Fine Motor Skills, Coloring, Hypothesizing

**Activity:**

Give each child his choice of orange or white construction paper and the same color crayon. Ask the children to make pictures by coloring hard on the paper. Have the children describe their pictures and how well they can see them. Allow the children to paint over the pictures with black tempera paint to make the pictures "magically" appear.



## Egg Carton Spiders

**Skills:** Fine Motor Skills, Creative Expression

**Activity:**

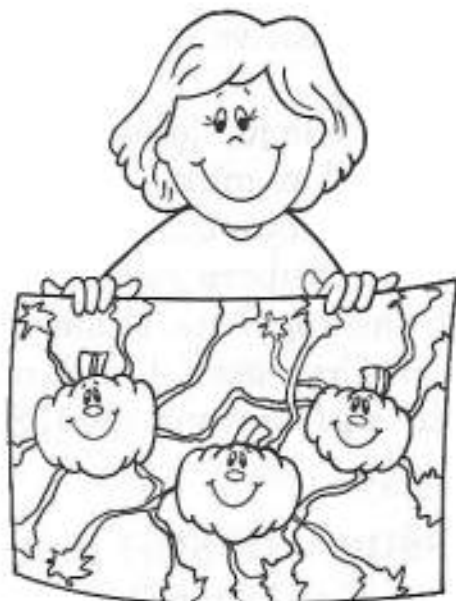
Gather several paper egg cartons and cut the sections apart. For each section, use a small hole punch or an ice pick to make four holes along the edge of each side. Set the sections, along with crayons, markers and 3" to 4" lengths of black pipe cleaners, on the table. Invite the children over to the table and encourage them to create spiders using the materials given. The children will push the pipe cleaners through the holes for legs and draw faces with crayons and markers.

## Pumpkin Vines

**Skills:** Creative Expression, Drawing, Gluing

**Activity:**

Give each child a white piece of construction paper. Explain that you are going to drop diluted green tempera paint near the bottom of their papers and they are to blow the paint around the paper with straws. Encourage the children to blow the paint towards the sides of the paper to create vine-like forms. Give each child five or six small pumpkin shapes (patterns found on page 139) and a black crayon. Allow the children to draw faces on the pumpkins while their paint dries, then have the children glue the pumpkins on the vines.



## Classroom Halloween Wreath

**Skills:** Tearing/Cutting, Gluing

**Activity:**

Cut a large wreath shape from poster board. Give each child four or five orange construction paper pumpkins (patterns found on page 139) to draw on with black crayons. Next, have each child cut or tear orange, brown, yellow and black tissue paper into small pieces. Have the children take turns gluing their tissue paper and pumpkins onto the wreath. The tissue paper may be wrapped over the ends of pencils and glued on the wreath so they will stand away from the wreath. When finished, display on the door for the whole class to enjoy.



## Pumpkin Seed Decorations

**Skills:** Fine Motor Skills, Gluing

**Activity:**

Set out a bowl of pumpkin seeds, small bowls of glue, ice cream sticks, and black and orange construction paper on the art table. As the children approach the table, invite them to choose a piece of construction paper, then allow them to use the sticks and glue to decorate the paper with the pumpkin seeds.



## Halloween Arts and Crafts

### Trick-or-Treat Jug

**Skills:** Creative Expression, Painting, Gluing  
**Activity:**

Prepare one jug for each child by cutting the top off a gallon milk jug and leaving the handle attached. Allow the child to paint his jug with any color of tempera paint. Add a small amount of dishwashing liquid to make the paint stick. Have the children use felt jack-o'-lantern facial pieces (patterns found on page 138) and glue to decorate the jugs.



### Tissue Ghost

**Skills:** Fine Motor Skills, Creative Expression  
**Activity:**

Set out the following materials on the art table: a box of white facial tissues; 8" strands of white, orange and black yarn; cotton balls; and black fine point markers. Instruct each child to place two or three cotton balls in the center of an unfolded white tissue. Allow her to use her choice of colored yarn to tie around the cotton ball so that the cotton ball looks like the head. Encourage the children to use the black marker to draw the ghost faces as desired. Display these from the ceiling.



### "Lit" Jack-o'-Lantern Bags

**Skills:** Drawing, Gluing, Fine Motor Skills,  
Creative Expression

**Activity:**

Allow the children to draw jack-o'-lantern faces on orange lunch bags (white ones may be painted with orange tempera paint if necessary). Help the children cut out the facial features. Allow them to glue green paper "stems" to the tops of the bags. When the glue is dry, allow the children to stuff yellow tissue paper in the bags to give the appearance of candle light.





## Ghost Footprints

**Skills:** Tactile Experimentation, Creative Expression, Drawing

**Activity:**

Have each child step in white tempera paint (in bare feet) and then onto black construction paper with his toes near the bottom of the paper. Ask the children to describe how the paint and paper feel to their bare feet. When the paint dries, allow the children to draw ghosts' faces on the prints and spooky Halloween backgrounds on the black paper.

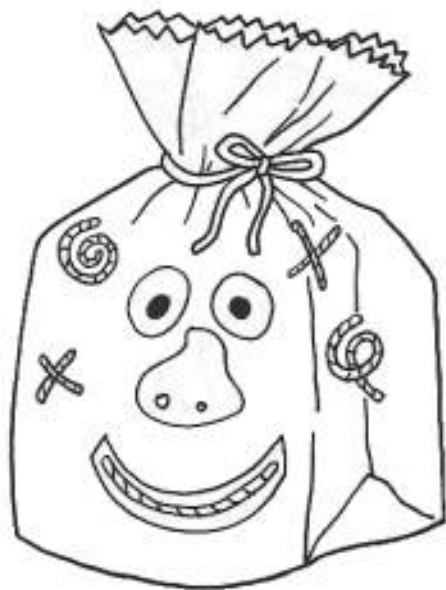


## Jack-o'-Lantern Bags

**Skills:** Painting, Fine Motor Skills, Creative Expression

**Activity:**

Have the following articles available on the art table: paper lunch bags, small bowls of orange and green tempera paint, two brushes per paint, newspaper scraps, and short pieces of black yarn. Allow each child to paint a bag with his choice of tempera paint and then paint a face on the bag. When the bags are dry, instruct the children to stuff them with the newspaper scraps. Staple or tie the tops closed.



## Orange Finger Painting

**Skills:** Fine Motor Skills

**Activity:**

Give each child a piece of finger paint paper and drop red and yellow finger paint on it. Allow the children to finger paint as desired. When the children discover what happens when the two colors mix, allow the group to discuss what happened. Encourage all the children to mix the paint. Also discuss the differences in shades of orange made by mixing only a small amount of red with a lot of yellow and vice versa.

# HALLOWEEN INDOOR GAMES

## Pass the Pumpkin

**Skills:** Passing, Listening

**Activity:**

See the directions for "Non-Traditional Hot Potato" on page 20. Substitute a small pumpkin, gourd, or class-made miniature jack-o'-lantern for the potato.

## Pin the Nose on the Jack-o'-Lantern

**Skills:** Gross Motor Skills, Memory

**Activity:**

Paint a large pumpkin on poster board or butcher paper. Draw or paint eyes and a mouth on the pumpkin. Laminate or cover the pumpkin with clear contact paper and tape it on a wall. Make a nose from construction paper and add tape to the back. Invite the children over to look at the pumpkin. Ask them to tell you what is missing. Allow every child to touch where the nose should be. Give each child a turn to play "pin the nose on the jack-o'-lantern." The children can be blindfolded or close their eyes if they prefer.

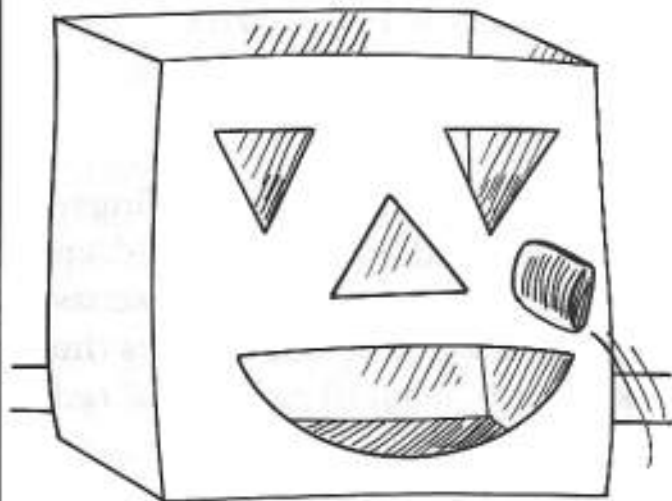


## Jack-o'-Lantern Bean Bag Toss

**Skills:** Gross Motor Skills, Eye-to-Hand Coordination

**Activity:**

Paint a jack-o'-lantern on the side of a large box and cut out the mouth, nose and eyes. Gather a few children and show them how to toss bean bags through the openings. Once the children have mastered tossing the bags through the openings, challenge them by asking them to throw the bean bags through the openings in order (e.g., eye, eye, nose, mouth).



## Apple Bobbing Without Water

**Skills:** Gross Motor Skills, Eye-to-Mouth Coordination

### Activity:

Obtain one apple with a stem for each child in your classroom and hang the apples from the ceiling with thick string or yarn so that the apples hang in front of the students' faces. Have each child choose an apple and instruct him to stand in front of it. Allow the children to try to bite their apples while holding their hands behind their backs. This is a quite challenging task. If some children have an especially difficult time, allow them to use one hand after a certain amount of time. Once each child has bitten off a few bites, take the apples down so the children can finish their snacks.



## Candy, Candy, Who's Got the Candy?

**Skills:** Tiptoeing, Observing

### Activity:

See "Squirrel, Squirrel Who's Got Your Acorn" on page 19 for directions. Use individually-wrapped Halloween candy instead of the acorn. After three incorrect guesses, have the children tell who it was. Each time a child discovers who has his candy, allow him to keep the candy and choose a new "it." Make sure that each child has a turn being "it."

## Corn Dropping

**Skills:** Gross Motor Skills, Eye-to-Hand Coordination, Balance

### Activity:

Set up a sturdy chair with arms and set an empty coffee can behind the chair. The coffee can should be on a towel or sheet. Have each child take a turn kneeling over the back of the chair and dropping candy corn into the coffee can.



# HALLOWEEN OUTDOOR GAMES

## Ghost, Ghost, Goblin

**Skills:** Listening, Gross Motor Skills

**Activity:**

Play the old favorite "Duck, Duck, Goose," but have the children say, "ghost, ghost, goblin," as they choose someone to chase them. Encourage the children to make spooky ghost and goblin noises as they run around the circle.

## Don't Wake the Goblin

**Skill:** Listening, Running, Tagging, Tiptoeing

**Activity:**

Play this game in an obstacle-free area. Choose one child to be the goblin. Instruct the goblin to curl up on the ground and pretend to be sleeping. Have the other children approach the goblin by tiptoeing up to him and ask, "Are you asleep?" If he says, "Yes," the children continue to approach. When he says, "No," the children run from the goblin as he chases them. When a child is tagged, he sits down and pretends to sleep. The last child tagged becomes the new goblin.

## Halloween Parade

**Skills:** Gross Motor Skills

**Activity:**

Have the children choose their favorite Halloween outfits, either made in school or brought from home. Coordinate a Halloween parade with other teachers. You may wish to do this on the playground, or walk from classroom to classroom so the children can show off their Halloween outfits.

## Halloween Piñata

**Skills:** Gross Motor Skills, Balance

**Activity:**

Make a Halloween piñata by decorating a paper grocery bag and filling it with Halloween candies and goodies. Secure the top with staples and hang it from a tree outside. Explain to the children that they are to take turns swinging a bat at the piñata while blindfolded or with their eyes closed. Spin the children around three times after they have been blindfolded and direct them to the piñata. Be sure to have the other participants stand back so they will not be hit. Tell them that once the bag is broken, all the students are to gather candies and goodies.



# HALLOWEEN SNACK TIME SUGGESTIONS

## Pumpkin Milkshakes

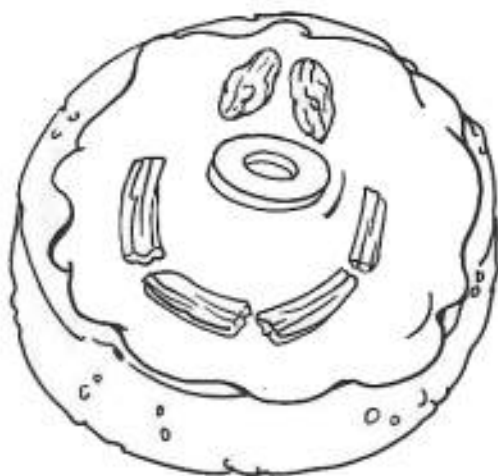
Allow the children to help you mix  $\frac{1}{2}$  gallon of vanilla ice cream, a small can of pumpkin pie filling,  $\frac{1}{2}$  cup of milk, and one teaspoon of cinnamon in a blender. Allow the children to enjoy the shakes for snack with whipped cream on top.

## Roasted Pumpkin Seeds

Purchase pumpkin seeds or scoop them out of a carved pumpkin. Show the children the seeds and allow them to each taste one raw. Then soak the pumpkin seeds in salty water (use approximately one teaspoon of salt per cup of water). Bake for about 20 minutes at 325 degrees. Allow the children to eat the seeds while they are warm.

## Pumpkin Faces

Give the children toasted English muffin halves, round crackers, or rice cakes. Allow the children to use spreadable cheese (or cream cheese mixed with orange food coloring) to cover their muffins, rice cakes or crackers. Encourage the children to make pumpkin faces with any of the following toppings: olives, raisins, carrot sticks, celery slices, etc.

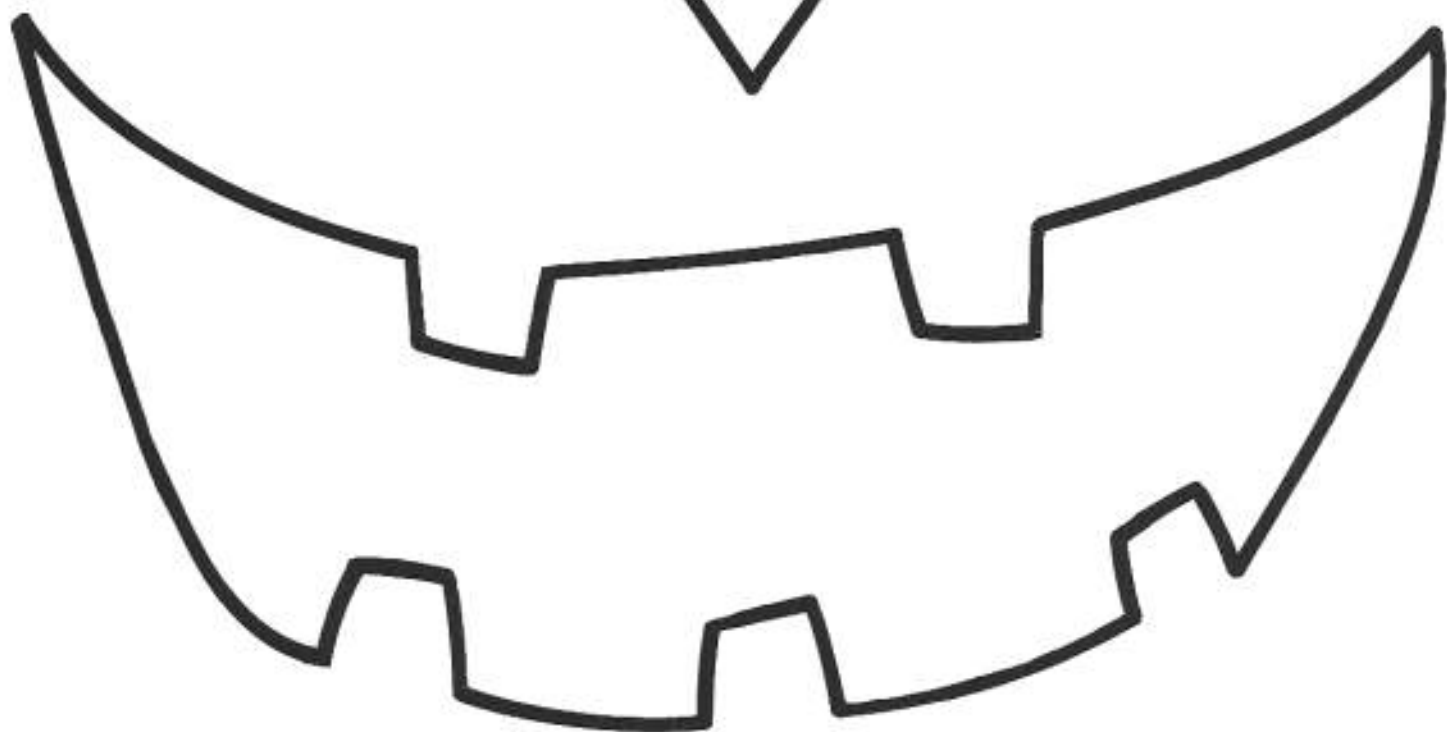
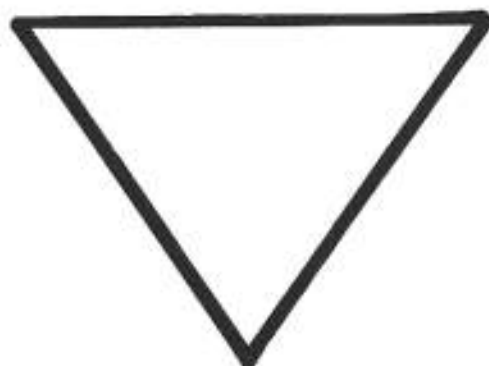
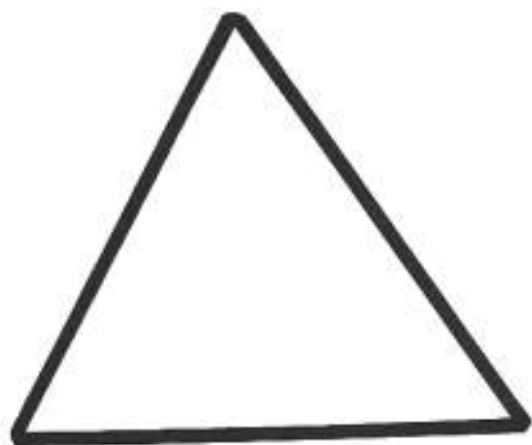
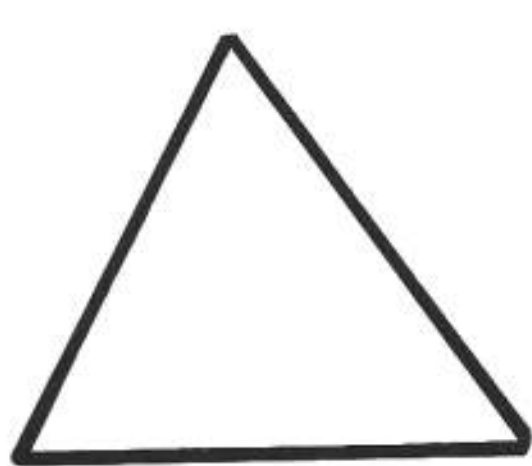


## Pumpkin Cupcakes

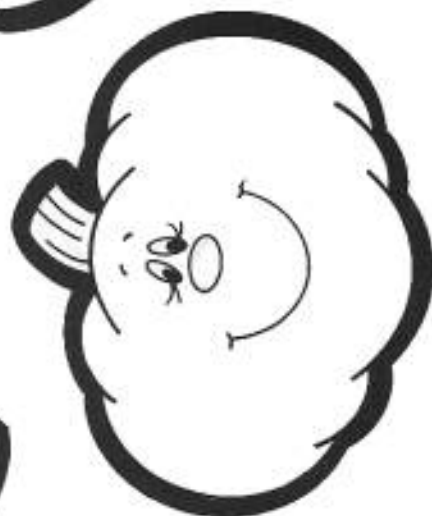
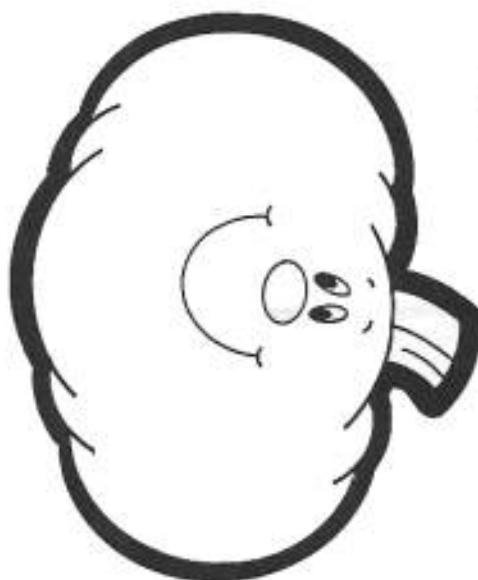
Have the children help you measure and mix a pumpkin bread recipe. Pour the mix into cupcake papers in a cupcake tin and bake. While the pumpkin bread is baking, give each child a small bowl of cream cheese and a few drops of orange food coloring to mix together with a spoon. Allow each child to frost a pumpkin cupcake and make a pumpkin face with seasonal black candies (during Halloween you can find black cinnamon candies, black gum drops, black candy corn, etc.). Allow the children to enjoy for snack.



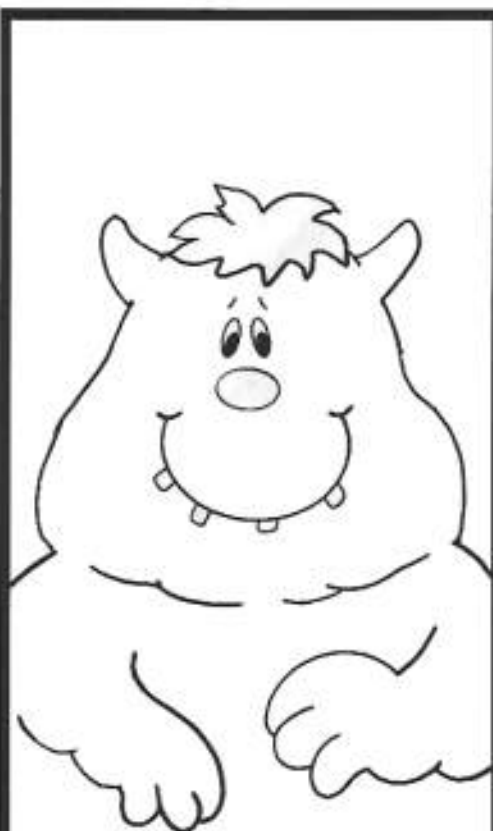
**Halloween Patterns**  
Jack-o'-Lantern Face



Small Pumpkin Patterns



Halloween Patterns  
Monster Emotions



happy



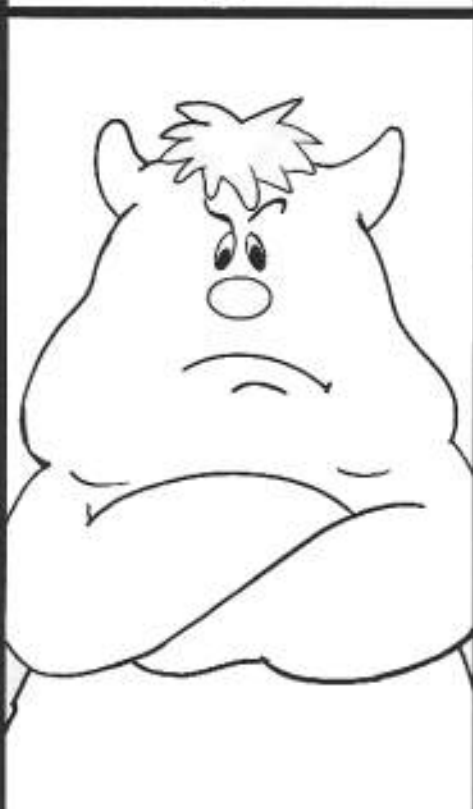
surprised



sad



embarrassed



angry

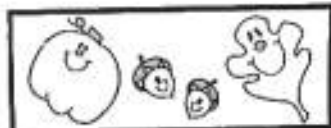


scared





# THANKSGIVING



Thanksgiving is an American holiday celebrated on the fourth Thursday of November. The activities in this section help you plan for a creative Thanksgiving celebration.

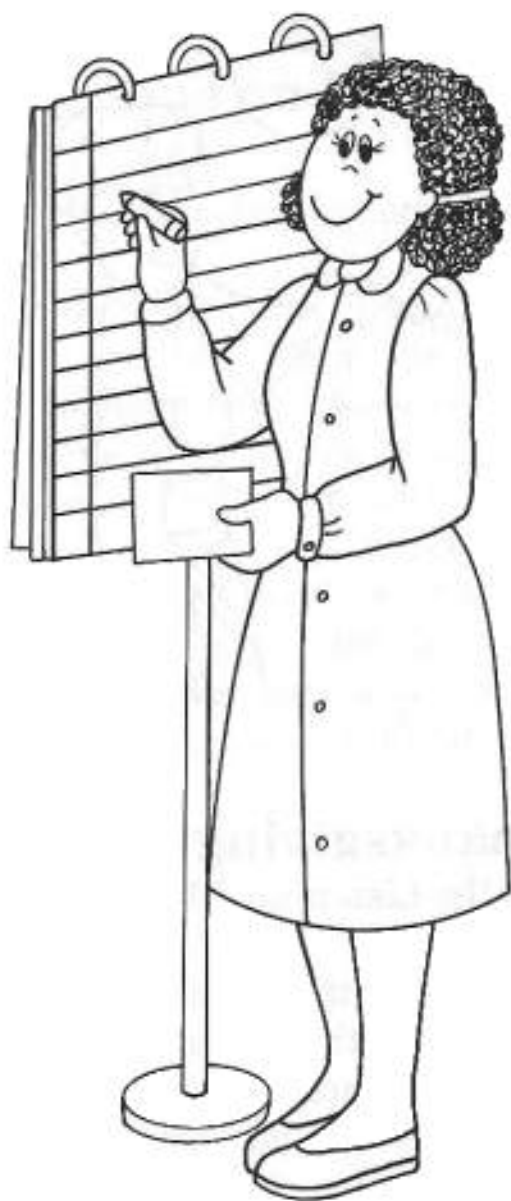
## THANKSGIVING LANGUAGE ARTS ACTIVITIES

### Thanksgiving Storytelling

**Skills:** Creative Thought, Composing Sentences

**Activity:**

Copy, color, and cut out the Thanksgiving Storytelling Cards found on pages 153 through 154. Tell the children that they are going to make a class story. Show one of the pictures to the class. Talk about what they see going on in the picture. Ask them to think about what the people are doing, or how they are feeling. Tell the children that they are each going to make up one sentence for your story. Give each child a turn to tell a sentence while you write it on chart paper. Encourage the children to have the sentences flow together. You may wish to later write the story down on the bottom half of blank paper, copy it and allow each child to illustrate to take home. Use the other storytelling cards in the same way.



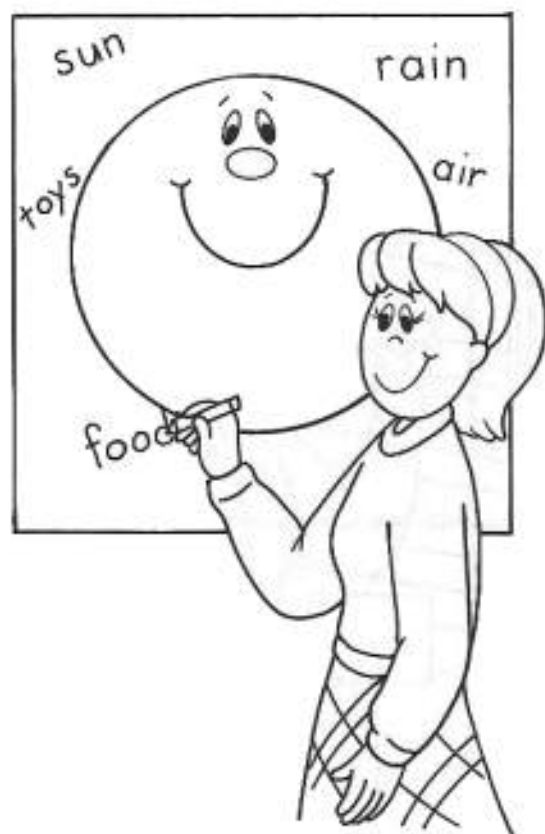
## Thanksgiving Language Arts Activities

### Thanksgiving Beginning Sounds

**Skills:** Differentiation of Beginning Sounds, Listening

**Activity:**

Tell the class that you are going to say a Thanksgiving word, and you would like them to try to name other words that start with the same sound. For example, you might say "turkey." The children might then say, "time, turnip, tank," etc.



### Thankful List

**Skills:** Creative Thought, Compiling a List

**Activity:**

Put up a piece of chart paper with a picture of a big smiley face in the center. Talk with the children about what the word "thankful" means. Then ask each child to tell you one or two things for which he is very thankful. Write these on the chart paper. Have each child try to think of something that has not been mentioned before. You may need to help the children think of things that do not immediately come to mind, such as rain to make the flowers grow, cars and planes to take us to visit loved ones, etc. When the list is finished, ask the children if they are thankful for some of the things other children named. Point out that we all have many things for which to be thankful.

### Thanksgiving Word Repeat

**Skills:** Listening, Memory, Repetition

**Activity:**

Explain to the children that you are going to say a list of words, and you would like the children to repeat them to you in the same order. Begin with two words such as, "turkey, Pilgrim." Have the group repeat them back to you three or four times, making sure you say them again between the repeats. Then add one more word so that you end up with something like, "turkey, Pilgrim, cranberry." Continue adding a word each time until your list reaches five or six words.

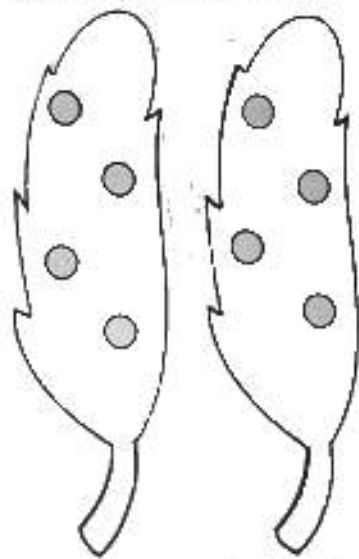
# THANKSGIVING MATH ACTIVITIES

## Turkey Feather Pattern Matching

**Skills:** Matching Patterns, Visual Discrimination

**Activity:**

Cut out twelve feathers from tagboard using the patterns on page 155. Create pairs of identical patterns on the feathers. Allow the children to look at the feathers and describe what they see on each. Explain that each feather has one that looks exactly like it. Allow the children to match the feathers.

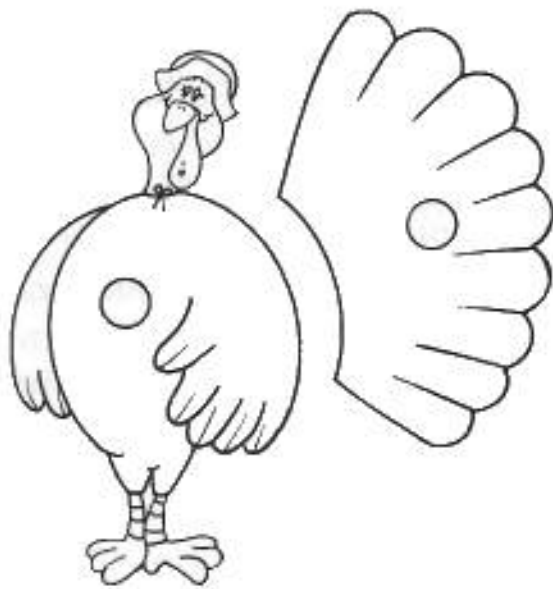


## Turkey Tail Shape and Color Matching

**Skill:** Shape and Color Identification

**Activity:**

Cut out several turkeys and turkey tails using the patterns on page 156. Make matching sets by drawing a shape on the body of each turkey and the same shape on the tail. Make several of the same shape with each set a different color. Laminate the pieces for durability. As a group, have the children match each tail to the turkey with the same color and shape on it. Allow the children to do the activity in small groups or individually during free play.



## Thanksgiving Outline Match

**Skills:** Matching Shapes to Outline, Visual Discrimination

**Activity:**

Trace several Thanksgiving shapes, such as a turkey cookie cutter, a small cornucopia, a rolling pin, etc., on a large piece of poster board. Show the children the items and explain that each item has been traced onto the outline mat. Allow each child to take a turn matching each item to its outline.

# THANKSGIVING SCIENCE ACTIVITIES

## Corn Cob Painting

**Skills:** Fine Motor Skills, Examination

**Activity:**

Gather several dried corn cobs, some with the corn still intact, some without. Show the children the corn cobs and ask them to describe what the cobs look like. Explain to the children that they are going to paint with the corn cobs by rolling the cobs in trays of tempera paint and then rolling them on a piece of construction paper. Allow the children to paint. When the paintings are dry, talk about what the paintings look like, and how the two different types of cobs made the paintings look.



## Thanksgiving Taste Test

**Skills:** Exploring with the Sense of Taste, Describing Tastes and Textures

**Activity:**

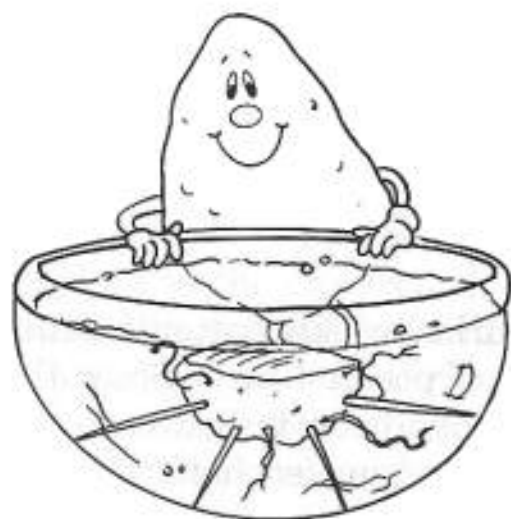
Prepare any combination of the typical Thanksgiving dishes, such as cranberry sauce, pumpkin pie, dumplings, stuffing, etc. Encourage the children to taste the items. As each child tastes a dish, ask him to describe how it tastes and feels in his mouth. Ask him to tell you if it is sweet, salty, sour, etc., or if it is smooth, crunchy, etc.

## Sweet Potato Garden

**Skills:** Observation, Gardening

**Activity:**

Show the class a bowl of sweet potatoes. Cut an inch off of one end of a potato and put it in a clear bowl of water, supporting it with toothpicks so it does not touch the bottom of the bowl. Ask the children to guess what will happen. Each day have the children observe and describe the changes they see taking place. Explain that if you were to plant the sweet potato in the ground during planting season, it would grow into a new plant.

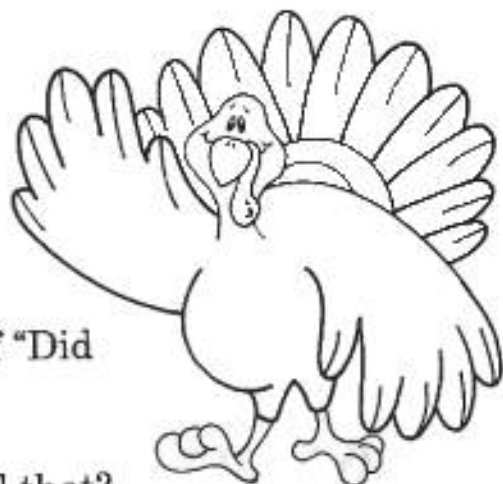




# THANKSGIVING MUSIC AND MOVEMENT

## Traditional Songs to Sing

“Over the River and Through the Woods”  
“She’ll be Comin’ ’Round the Mountain”  
“Turkey in the Straw”



## Adapted Song to Sing

**Did you Ever See A Turkey?** (to the tune of “Did You Ever See a Lassie?”)

Did you ever see a turkey, a turkey, a turkey,  
Did you ever see a turkey gobble this way and that?  
Gobble this way and that way, and this way and that way,  
Did you ever see a turkey gobble this way and that?

## Movement Activity

### Native American Dance

Allow the children to wear necklaces and vests made from the activities on page 147. Play a recording of Native American music and allow the children to dance and play drums made from decorated oatmeal boxes, butter bowls or coffee cans.





# THANKSGIVING SOCIAL AWARENESS

## Indians vs. Native Americans

Begin a discussion with the children about the word "Indian." Explain that the word has been used to describe the native people of America, but that is not really accurate. Explain that true Indians come from a country called India. Show them India and America on the globe. Explain that the term "Native Americans" is more correct because they are native to America. Challenge the children to correct their friends and family when they hear them use the word "Indian" incorrectly.

## Field Trips/Visitors

### Turkey Farm

Visit a local turkey farm. Allow the children to see where the turkeys live, what they eat, etc.

### Library

Visit the local library and arrange for the librarian to read a story about the first Thanksgiving. If you are not able to visit the library, a librarian might be able to visit your class.

### Pilgrim

Arrange for someone to come in dressed up like a Pilgrim. He should talk about life in those days and explain that Pilgrims did not have many of the things we now feel are necessities (microwaves, telephones, television, etc.). You may wish to have him tell the story of the first Thanksgiving.

## Our Time vs. Pilgrim Time

**Skills:** Knowledge of Past and Present and What Belongs in Each

**Activity:**

Brainstorm with the students about things that we have now that were not developed during the time of the Pilgrims (around 1620). Make a list on a chalkboard or chart paper that lists the modern day appliances on the left and what the Pilgrims may have used on the right.



# THANKSGIVING ARTS AND CRAFTS

## Native American Necklace

**Skills:** Fine Motor Skills, Creativity

**Activity:**

Talk with the children about Native Americans and their ways of life. Explain that they make many articles of clothing and jewelry by hand. Tell the children that during colonial days, Native Americans would often take the items they made to trading posts to trade for goods they needed. Allow the children to string round cereal, straw pieces, and macaroni on heavy string to make their own hand-made necklaces.

## Native American Vest

**Skills:** Fine Motor Skills, Creativity

**Activity:**

Use the following steps to guide your students in making vests.

1. Obtain one large paper grocery bag for each student.
2. Enlarge the vest pattern on page 157 by 20 percent and have students use the pattern piece to cut two vest fronts from construction paper (brown paper will most resemble leather but any color will do).
3. With the paper bags folded flat and open ends at the bottom, have students glue the pattern pieces to the fronts of the bags (the sides opposite the flap), matching shoulder corners with top corners of the bag.
4. The children should trim away the paper bag between the brown vest pieces. (Students should leave the backs of the bags intact.) Using the bottom edges of the brown vest pieces as a guide, have students cut off the lower parts of the paper bags.
5. Show the students how to cut arm holes out of the sides of the bags and a neck hole in the part of the bag above the two vest pieces.
6. Have the children decorate with tempera paint, markers, or crayons. Allow the children to wear their vests in a parade for the other classes.



## Thanksgiving Arts and Crafts

### Tissue-Paper Turkey

**Skills:** Fine Motor Skills, Creativity, Gluing  
**Activity:**

Copy the turkey pattern on page 158 onto brown construction paper so that each student will have a copy. Cut pieces of colored tissue paper into squares. Allow the children to roll the tissue paper into balls and glue onto the turkey. They may color the turkey as desired.



### Macaroni Wreath

**Skills:** Fine Motor Skills, Gluing, Creativity,  
Tearing

**Activity:**

Cut a wreath shape from yellow poster board (approximately 12" x 12") for each child. Photocopy page 159 onto colored construction paper so that each student will have at least one page and have them cut out the shapes. Tell the children that they will decorate the wreaths for Thanksgiving. Allow them to glue orange macaroni; yellow, orange, or brown tissue paper and the pre-cut Thanksgiving shapes onto their wreaths.



### Turkey Handprints

**Skills:** Creativity, Fine Motor Skills

**Activity:**

Give each child two sheets of construction paper in fall colors, scissors, a copy of the turkey head, body, and feet on page 160, crayons and glue. Each child will make two outlines of his hand on the sheets of construction paper and cut them out. He will glue one handprint on top of the other so that the fingers look like fanned turkey feathers. Then he will color and cut out the turkey head, chest, and feet from the reproducible page. The turkey body will be glued on the palm area of the handprints.





## Turkey Mobile

**Skills:** Creative Expression, Gluing, Cutting  
**Activity:**

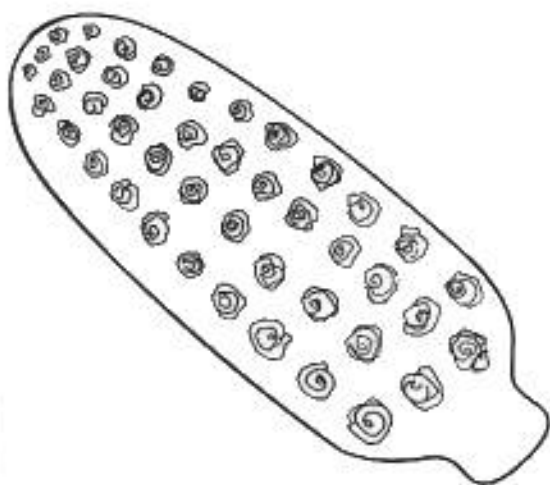
Have the following materials available at the art table: metal clothes hangers, several pairs of old hosiery (knee-high stockings are preferable), scissors, crayons, glue, construction paper and the turkey head, feet, and feather patterns from page 160. Show the children how to bend the lower part of the clothes hanger to form the shape of a diamond. Allow the children to cover the hangers with hose and secure with knots. They will then trace and color the turkey feathers, head and feet reproducibles, cut the pieces out, and glue them to the covered hanger. Be sure each student traces the feathers twice and glues them correctly to the hanger.



## Thanksgiving Mosaic

**Skills:** Creative Expression, Fine Motor Skills, Gluing  
**Activity:**

Explain to the children that a mosaic is a way of making art by gluing small items together to form a design. Allow the children to create a Thanksgiving mosaic by gluing dried Indian corn, pumpkin seeds, acorn tops, pine cone parts, colorful fall leaves, and any other fall items to colorful construction paper. They may want to create a simple shape from the pieces.



## Tissue-Paper Corn Cobs

**Skills:** Gluing, Tearing

**Activity:**

Give each child a corn-cob-shaped piece of tagboard (pattern on page 37) and one sheet each of brown, yellow and orange tissue paper. Instruct the children to tear the tissue paper into small pieces, roll it into balls, and glue it on their corn cobs in a design. If the children are older, you may wish to encourage them to glue pieces in rows like a real cob.



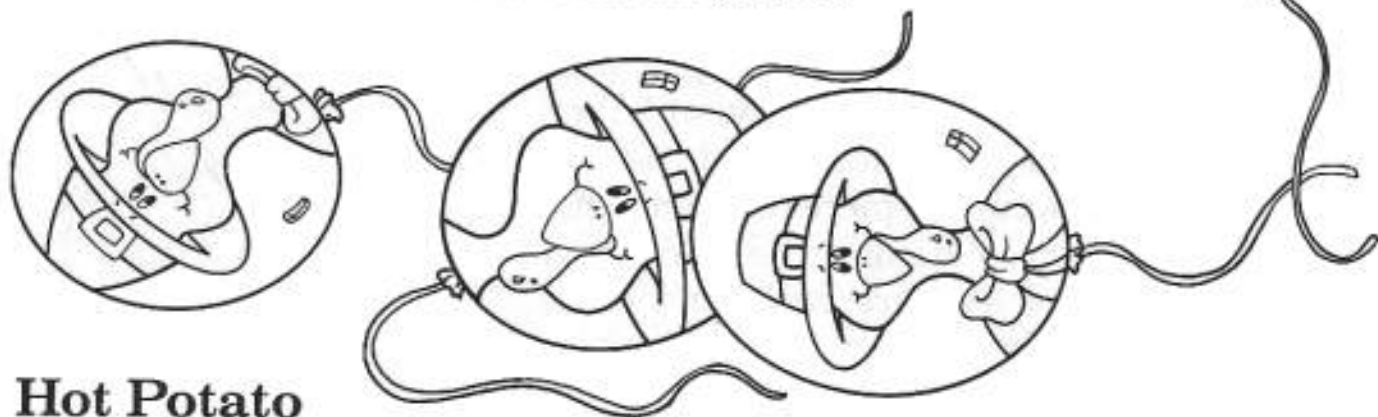
# THANKSGIVING INDOOR GAMES

## Turkey Balloon Toss

**Skills:** Gross Motor Skills, Eye-to-Hand Coordination, Upper Body Coordination

**Activity:**

Draw pictures of turkeys on three, four, or five inflated balloons. Have the children toss the balloons in the air, catch the balloons, hit the balloons volleyball-style, etc. Encourage the children to not let the balloons hit the ground.



## Hot Potato

See the instructions for "Non-Traditional Hot Potato" on page 20 or play "Traditional Hot Potato" with the class. For a fun twist, use a real potato for the hot potato.

## Thanksgiving Musical Chairs

**Skills:** Gross Motor Skills, Listening, Observation, Expression of Thought

**Activity:**

Set up chairs for "Musical Chairs." Tell the children they will be playing a different version of "Musical Chairs." Explain to the children that they are to walk around the circle as they do in traditional "Musical Chairs." The difference is that when all the children but one have found a chair, the one left standing tells the class something for which she is thankful. You then leave all the chairs in place and allow the child who didn't find a chair during the last round to resume play. Allow the children to play until most of the children have said one thing for which they are thankful. When you are finished, allow the children who have not shared with the class an opportunity to tell the class something for which they are thankful.

# THANKSGIVING OUTDOOR GAMES

## Don't Wake the Turkey

**Skill:** Listening, Running, Tagging, Tiptoeing  
**Activity:**

Choose one child to be the turkey. Instruct the turkey to curl up on the ground and pretend to be sleeping. Have the other children approach the turkey by tiptoeing up to him and asking, "Are you asleep?" If he says, "Yes," the children continue to approach. When he says, "No," the children run from the turkey as he chases them. When a child is tagged, he sits down and pretends to sleep. The last child tagged becomes the new turkey and the game starts over.



## Who Am I?

**Skills:** Imitating, Identifying Voices, Listening  
**Activity:**

Choose a child to be "it." Have "it" sit with his back to the class. Instruct the other children to make turkey noises as you point to them. "It" tries to guess which classmate is making the noises. Give "it" three chances to guess the correct classmate. Choose a new "it" every few minutes.

## Thanksgiving Feast Tag

**Skills:** Memory, Gross Motor Skills, Tagging, Running  
**Activity:**

Choose one child to be "it." Explain to the children that they are safe from being tagged if they stop right before "it" catches them and name a dish they like to eat on Thanksgiving. They will remain safe until they move again. "It" must turn his attention to another child when a child has become "safe." Also explain that a child may not use the same Thanksgiving dish twice in a row. Name a new "it" every few minutes.

# THANKSGIVING SNACK TIME SUGGESTIONS

## Vegetable Soup

This is a yummy cooking project for a cool day. Bring in a slow cooker and begin this activity early in the morning. Allow the children to help you wash and prepare a variety of vegetables for your soup. Good vegetables for this mix are canned corn, fresh mushrooms, garbanzo beans, fresh okra, whole stewed tomatoes (a must for traditional-style vegetable soup), celery, peas, green beans, canned carrots, onions, etc. Place all of the vegetables in the pot and add enough water to cover them. Add a small amount of salt and pepper.

Place the slow cooker on a medium setting and allow it to simmer all morning. Stir occasionally and add water as needed. Allow the children to enjoy their "class-made" vegetable soup with their lunch.



## Thanksgiving Recipes

Thanksgiving is a time that lends itself to cooking activities. Ask parents to send in their favorite recipes for Thanksgiving dishes such as cornbread, sweet potato pie, pumpkin pie, homemade stuffing, etc. Write the recipes on poster board using pictures and symbols and allow the children to compare the differences or similarities in ingredients. Choose a few to make with the group.

If possible, invite the parents and grandparents in for a special luncheon and spend the morning with the children preparing some of the recipes. Make sure to put a title card by each dish such as, "Made from Bobby's Mom's Pumpkin Pie Recipe."



Thanksgiving Story Cards





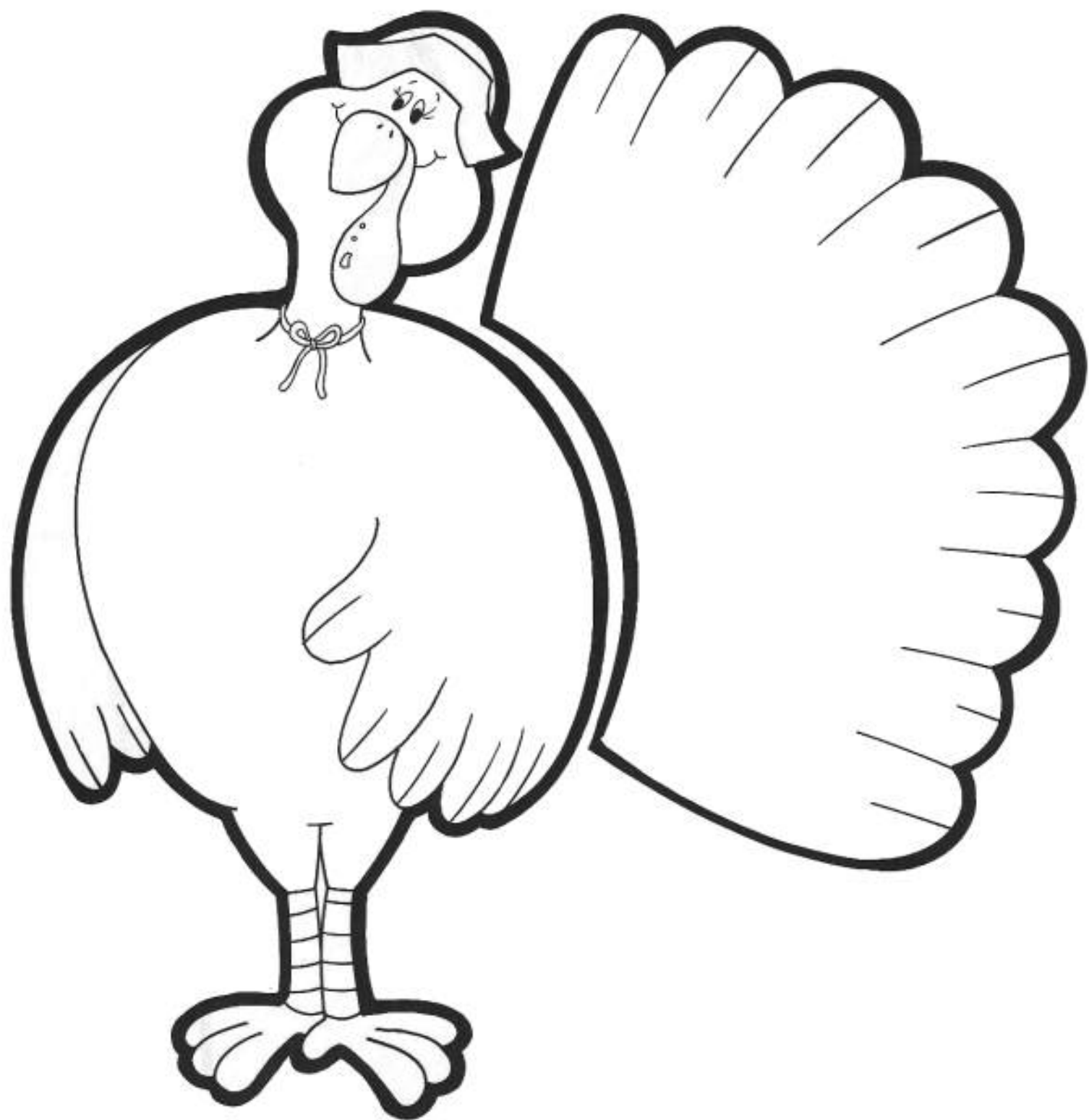
Thanksgiving Patterns  
Thanksgiving Story Cards



Feather Patterns

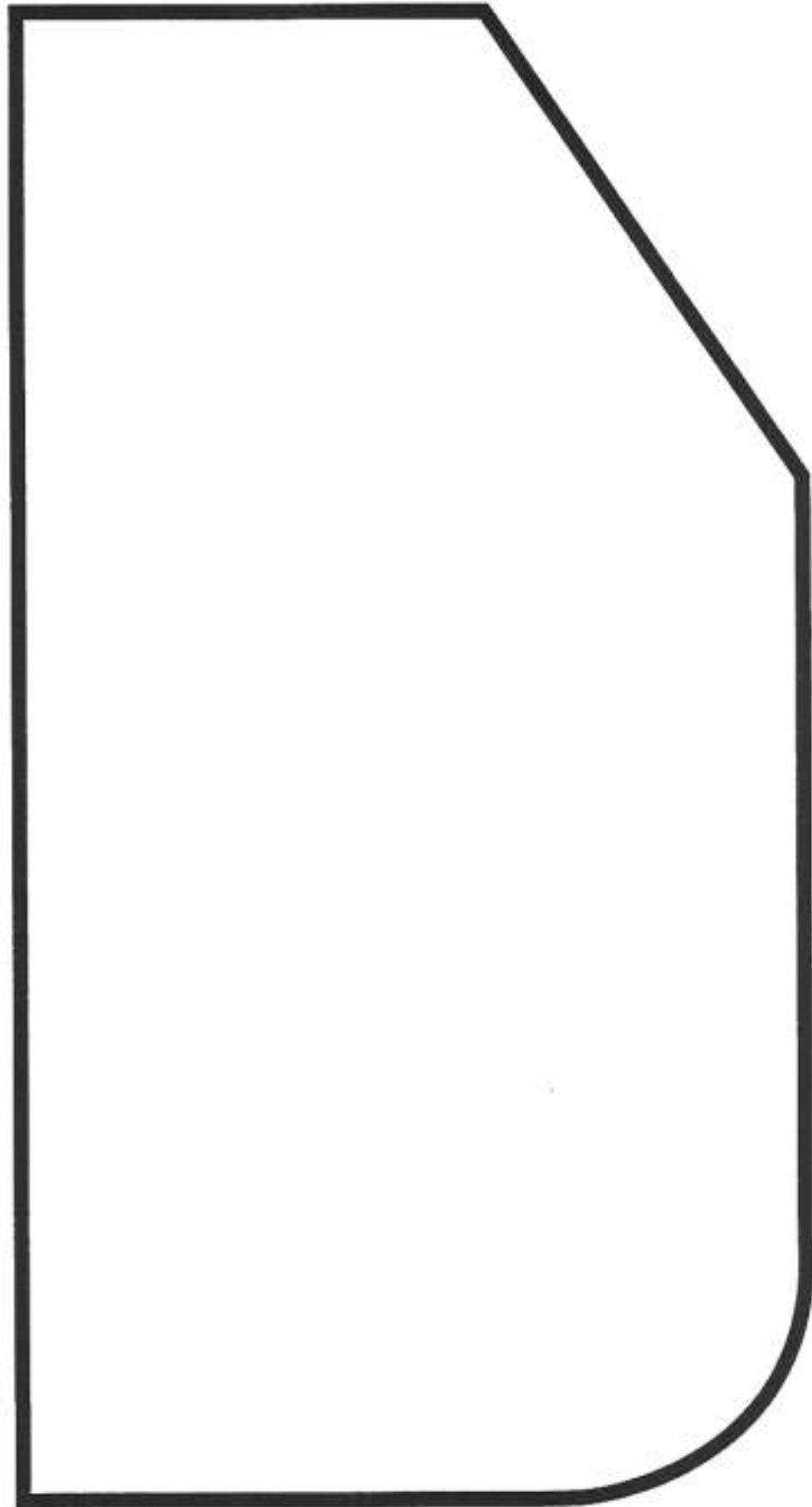


**Thanksgiving Patterns**  
Turkey and Turkey Tail



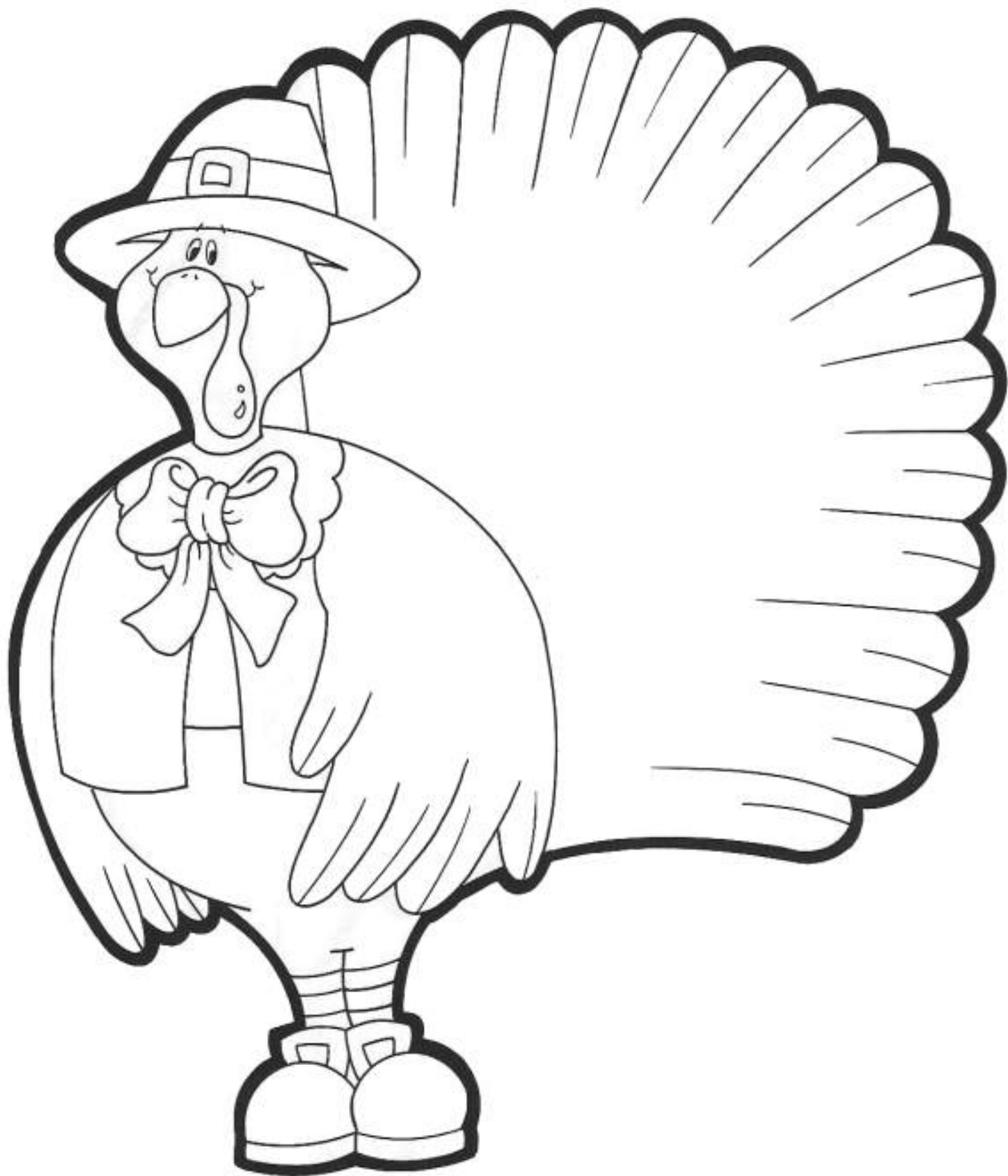
Vest

shoulder

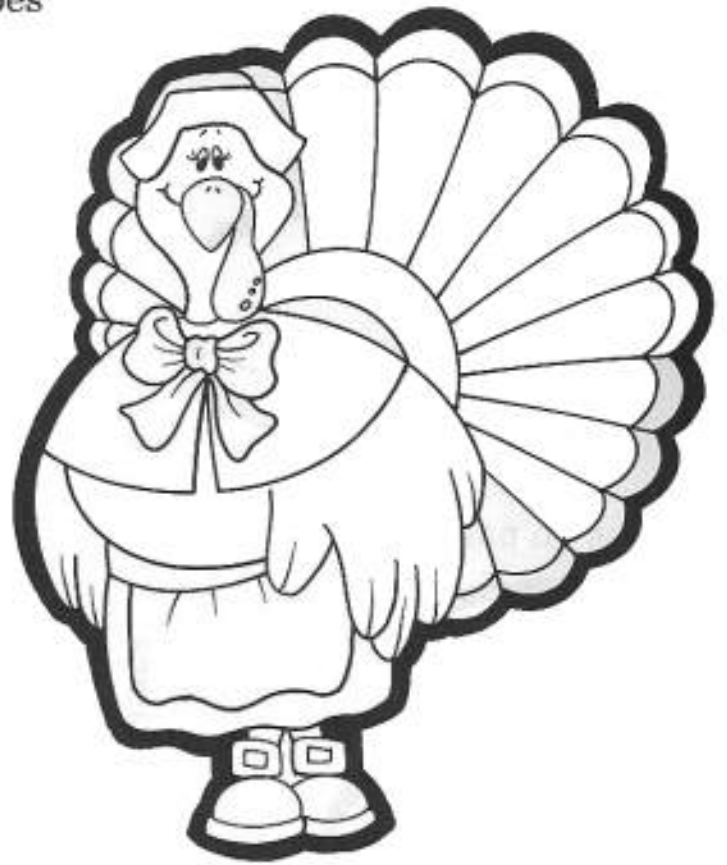
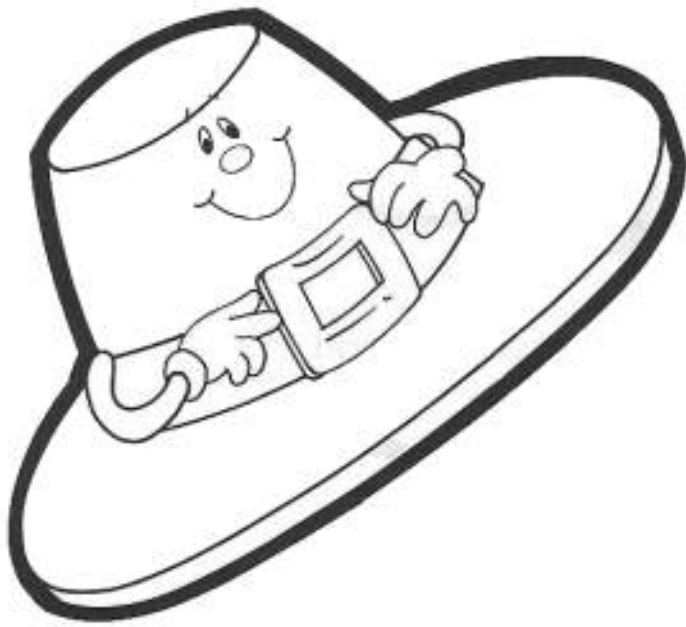




Thanksgiving Patterns  
Turkey Pattern



Turkey, Cornucopia, Pilgrim Hat Shapes



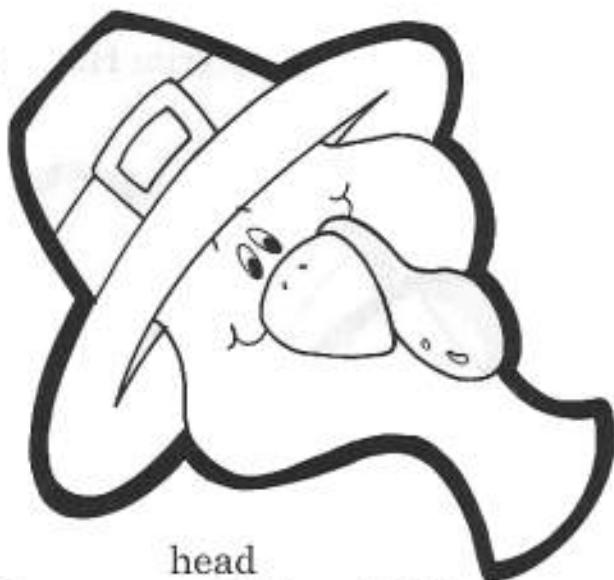
# Thanksgiving Patterns

Turkey Head, Body, Feathers, and Feet



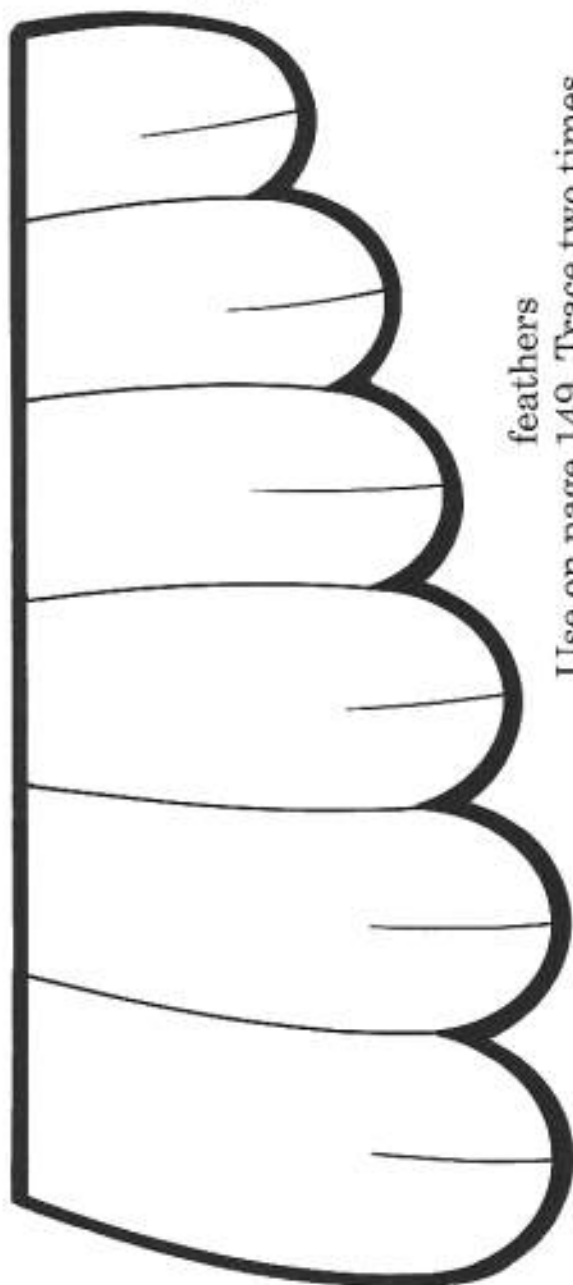
feet

Use on pages 148 and 149



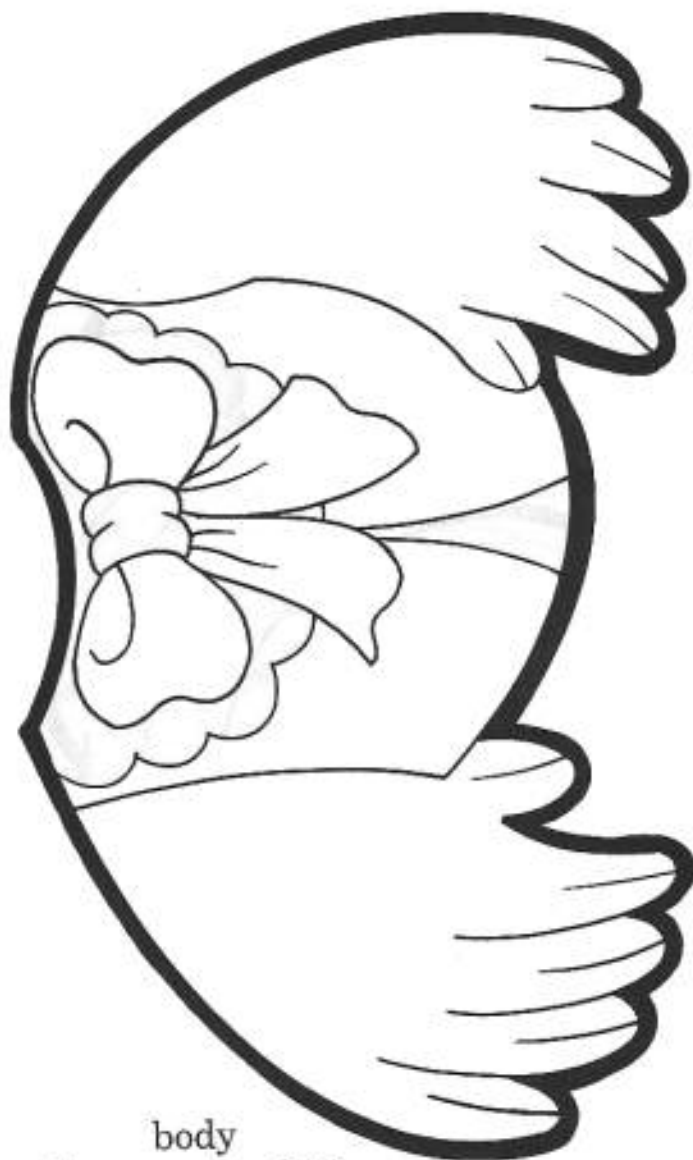
head

Use on pages 148 and 149



feathers

Use on page 149. Trace two times.



body

Use on page 148