



March



CURRICULUM ACTIVITIES

Ages 3-5

Appelbaum Training Institute

www.atiseminars.org

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Appelbaum Training Institute

TOGETHER, BUILDING BRIDGES FOR THE FUTURE.

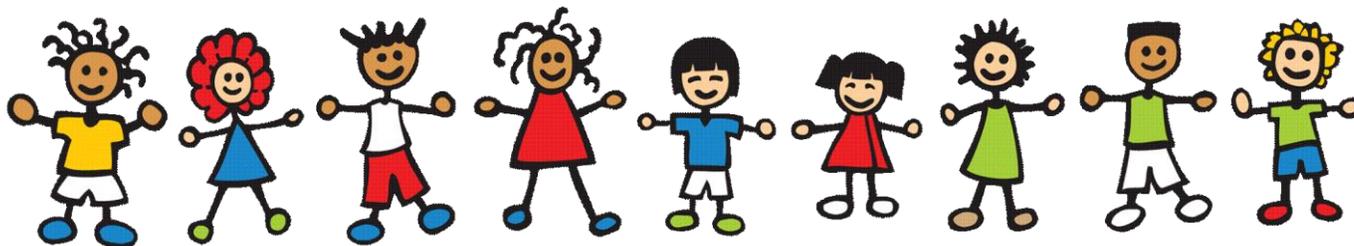


Dear Subscriber,

This month there are several items you may choose to ask your parents to bring in to assist you with the curriculum activities.

Below is a sample letter you can use. Feel free to edit based on your needs.

Appelbaum Training



Dear Parents,

We will be learning about Down on the Farm, Being Respectful, Our 5 Senses, Easter and Passover, Astronauts and so much more this month! It would be helpful to our classroom if you could please donate a few items to assist us this month with the many learning activities we have planned.

We ask that you bring the following items from home to assist us in the planned activities with your children.

Several empty paper towel tubes. Please bring by _____.

Show and Tell "Treasure" item. Please bring by _____.

Empty water bottles or oatmeal canisters. Please bring by _____.

A basket with handle. Please bring by _____.

A special food from home for our special meal together. Please bring by _____.

A washed empty egg carton. Please bring by _____.

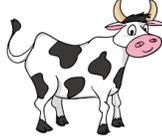
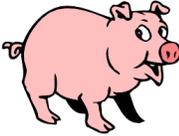
Plastic eggs filled with treats. Please bring by _____.

2 Fruits or Vegetables. Please bring by _____.

With the most sincere appreciation,



March Activities for 3-5 Year Olds

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Down On the Farm	<p>"Moo" Cow</p> 	<p>"Oinky" Pig</p> 	<p>"Big Barn"</p> 	<p>"Homemade Ice Cream"</p> 	<p>"Baa" Sheep</p> 
Week 2 I am Respectful	<p>"Hurray Game"</p> 	<p>"Toy Treasures"</p> 	<p>"Four Legged Friends"</p> 	<p>"Pass the Please"</p> 	<p>"Thumbs Up Thanks"</p> 
Week 3 My Five Senses	<p>"Seeing"</p> 	<p>"Hearing"</p> 	<p>"Tasting"</p> 	<p>"Touching"</p> 	<p>"Smelling"</p> 
Week 4 Easter and Passover	<p>"Baskets"</p> 	<p>"Passover"</p> 	<p>"Special Foods"</p> 	<p>"Eggs"</p> 	<p>"Egg Hunt"</p> 
Week 5 Astronauts	<p>"An Astronaut is Special"</p> 	<p>"Astronaut Clothes"</p> 	<p>"Rocket Ship"</p> 	<p>"Walking on the Moon"</p> 	<p>"Blast Off"</p> 

Theme for the Week
Down on the Farm
March, Week 1, Day 1
Activities for "Moo" Cow

Materials Needed: Pictures of cows (provided), letter W and letter cards A-W (Letter Kit), plain paper, crayons, colored paper strips (brown, black, and white)

<p>CIRCLE ACTIVITIES</p> 	<p>Show pictures of cows (provided). Tell them that cows like to eat grass and they are usually brown, black and white in color. Ask them to make the sound of a cow. "Moo." Show a picture of a cow jumping over the moon (provided). Say, "This is a silly picture. Cows are not able to jump over the moon. Let's learn a silly song about this." They sing: <i>Hey diddle diddle, the cat and the fiddle. The cow jumped over the moon.</i></p>
<p>LANGUAGE-LITERACY</p> 	<p><u>The Letter W</u> Children learn the letter W. They trace the letter (Letter Kit) and make the sound. Have them say, "W-W-W, wheel, wagon, water, whale, window, watch, walrus and watermelon." Move the letters from previous months around to make words with letters learned so far (A-W) such as: wag, wall, was, law, paw, saw, bow, how, wow. Chant: <i>Wow! A walrus and a whale went riding in a wagon to the water.</i></p>
<p>FUN ART</p> 	<p><u>Art Work for a Cow</u> Explain to the children that cows are red/green color blind, meaning they cannot see the colors red or green. Have them color a picture to give to a pretend cow. Remind them to <i>not</i> use the colors red or green because the cows would not see them in the picture. Have them share what they colored for the pretend cow.</p>
<p>MATH</p> 	<p><u>Colors of Cows</u> Cows are usually black, brown and white. Cut strips of paper in brown, black and white. Place them all in a basket. (Cut a different number of each color.) Children sort the colors and count how many of each color. Which color has the most? Least? Place them in a pattern on the floor.</p>
<p>MUSIC-MOVEMENT</p> 	<p><u>Cows Moo and Move</u> Children walk on all fours pretending to be cows. Say, "Move around farm cows." They walk around. Say, "Stop and moo." They freeze in place and say, "Moo." Children chant: <i>Moo moo cows. We are so neat. "Wow!" Moo moo cows live on a farm. There you can find them near a barn.</i></p>
<p>SOCIAL SKILLS</p> 	<p><u>Who Has the Moo Cow? (Sitting Quietly)</u> Children sit in a circle. Choose a child to be "It." The "It" child gets a picture of a cow (previously provided for Circle Time). Children close their eyes, and "It" chooses a friend to give the cow to. Children open their eyes and have to guess who has the cow. After all guesses, the child with the cow says, "Moo. It was me."</p>

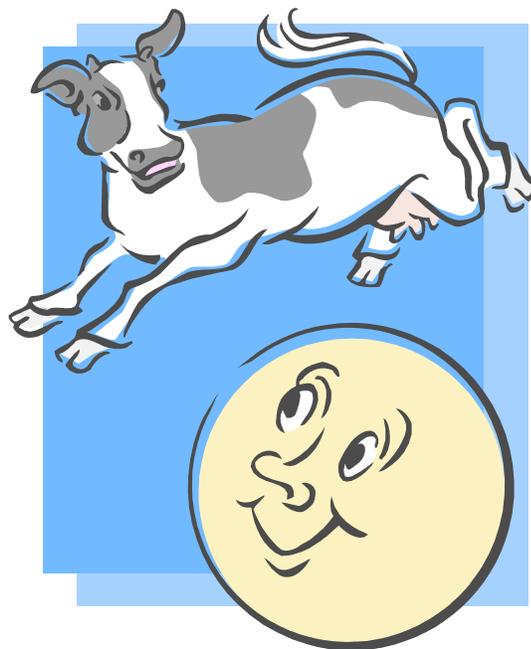
"Moo-ve on over teachers. Make way for the children you will influence on a daily basis."

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Week 1, Day 1



PICTURES FOR CIRCLE TIME

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Theme for the Week
Down on the Farm
March, Week 1, Day 2
Activities for "Oinky" Pig

Materials Needed: Picture of pigs (provided), chart paper, magnetic letters, brown and black paints, white 12X18 construction paper, pink paper, paste, pennies or brown paper circles (Shape Kit), real piggy bank or paper pig (provided)

<p>CIRCLE ACTIVITIES</p> 	<p>Say, "I say 'oink oink.' What animal am I?" A pig! Explain that pigs are another animal that lives on farms. Have children point to their heads. Say, "Pigs are smart animals." Show children a picture of pigs (provided). Point out the pigs' noses. What shape are they? A circle. Are their noses bigger or smaller than your nose? Bigger. Explain to the children that pigs have a very good sense of smell and use their noses to find food in the ground. Chant: <i>Sniff. Sniff. Oink. Oink. Pigs are smart animals. I am smart too.</i></p>
<p>LANGUAGE-LITERACY</p> 	<p><u>Rhyming -ig</u> Write the letters IG on chart paper. Children take turns placing a magnetic letter in front of IG to see if it makes a real word. Make a list of the real words on the chart paper. They will make the following rhyming words: big, dig, fig, jig, and wig. Chant: <i>Look at the pig in a wig. He is dancing a big jig.</i></p>
<p>FUN ART</p> 	<p><u>Pigs in the Mud</u> Squirt brown and black finger paint on 12X18 white construction paper for each child. They use their hands to mix the two colors and paint all over the paper to create the look of mud. Let it dry. Then they tear out pink pieces of paper to be pigs. Paste the pigs (pink paper) in the mud.</p>
<p>MATH</p> 	<p><u>Piggy Bank</u> Pre-cut several small brown paper circles (Shape Kit) to be pretend pennies, or use real ones. Say a number. Children count out that number of pennies or brown paper circles. Then they put the pretend or real pennies in a real piggy bank or on a paper pig (provided).</p>
<p>MUSIC-MOVEMENT</p> 	<p><u>Sing and Act Out Five Little Pigs</u> <i>Five little pigs sitting in the mud. One ate an apple to the core. Then there were four. Four little pigs sitting in the mud. One went to swim in the sea. Then there were three. Three little pigs sitting in the mud. One ran when the cow said "Moo." Then there were two. Two little pigs sitting in the mud. One went to the field to run. Then there was one. One little pig sitting in the mud. He said, "Without my friends, this is no fun."</i></p>
<p>SOCIAL SKILLS</p> 	<p><u>Cows and Pigs: Alike and Different</u> Cows are like pigs in some ways (live on farm, four legs, hair on skin, an animal, etc.) and also different (color, size, sound, etc.). That is just like children! Children share one way they are alike and one way they are different from the friend on their right side in the circle. Tell them it's okay to be alike, and it's okay to be different. We're all special. Have them hold hands and chant: <i>We are alike and we are different. We are all special, and that is so fine.</i></p>

"Oinky-oink oink. Teachers make wonderful teaching points

Week 1, Day 2



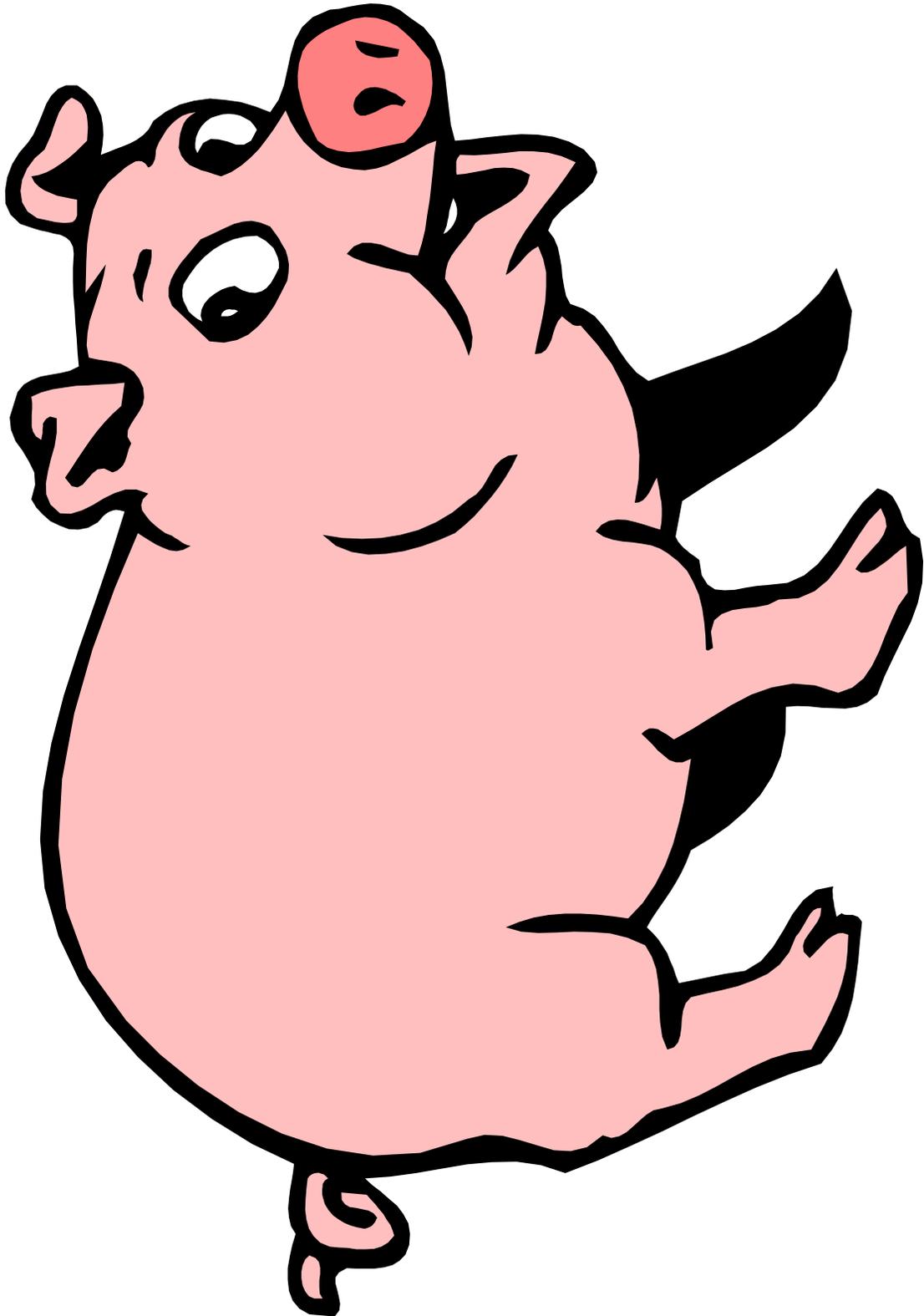
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Week 1, Day 2



PICTURE FOR MATH

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Theme for the Week
Down on the Farm
March, Week 1, Day 3
Activities for "Big Barn"

Materials Needed: Pictures of barns (provided), plain paper, crayons, large boxes, red paints

<p>CIRCLE ACTIVITIES</p> 	<p>Show children pictures of barns (provided). Explain that most farms have a barn on them to be a house for the animals. Tell them barns can be any color, but a common color used is red. Ask each child what color they would paint a barn if they had a farm. Chant: <i>A house is a house for me. A barn is a house for farm animals.</i></p>
<p>LANGUAGE-LITERACY</p> 	<p><u>In the Barn</u> Children draw a picture of a cow or pig (or horse, etc.) that can live in a barn. Under the picture write: <i>In the barn, there lives a _____.</i> Fill in the blank with the name of the animal they drew on their papers. Staple all the pages together for a class book.</p>
<p>FUN ART</p> 	<p><u>Class Barn</u> Bring several large boxes to class. Cut off the flaps. Place them on the floor upside down. Children draw doors and windows on them. Then they work together to paint them red. Save for use in the drama center.</p>
<p>MATH</p> 	<p><u>How Many Animals in the Barn?</u> Designate an area of the classroom to be a pretend barn. Children pretend to be animals. Say, "I need four animals to come in the barn." Choose four children to "moo" or "oink" on over to the barn area. Count them. Say, "I need two more children in the barn." Two more children come over. Ask, "How many pretend animals are in the pretend barn now?" Six. Continue playing so that all children have a few turns.</p>
<p>MUSIC-MOVEMENT</p> 	<p><u>Dancing in the Barn</u> Children each get a partner. They decide on a farm animal they want to be. One child is a cow and the other child is a pig (or horse, chicken, etc.). The "cows" say, "Moo," as they dance. The other partner makes the sound of his/her chosen animal. Children hold hands and dance around the room with their partners singing out their animal sounds. Later, they switch and become the other animal.</p>
<p>SOCIAL SKILLS</p> 	<p><u>Silly Animal Barn Friends</u> (Taking Turns and Creative Expression) Children sit in a circle and take turns singing. Child A sings, "Young Mac <u>Sarah</u> had a barn." Everyone sings, "É-I-E-I-E-I-O." "And in her barn she had a <u>silly pig</u>" Everyone sings: "É-I-E-I-E-I-O." Child B sings, "Young Mac <u>Aiden</u> had a barn." Everyone sings: "É-I-E-I-E-I-O." And in his barn he had a <u>polka dot horse.</u>" Everyone sings: "É-I-E-I-E-I-O." Children use their own names instead of MacDonald. They choose an animal to sing about. Once all children have shared, they hold hands and chant: <i>It is fun being silly with you!</i></p>

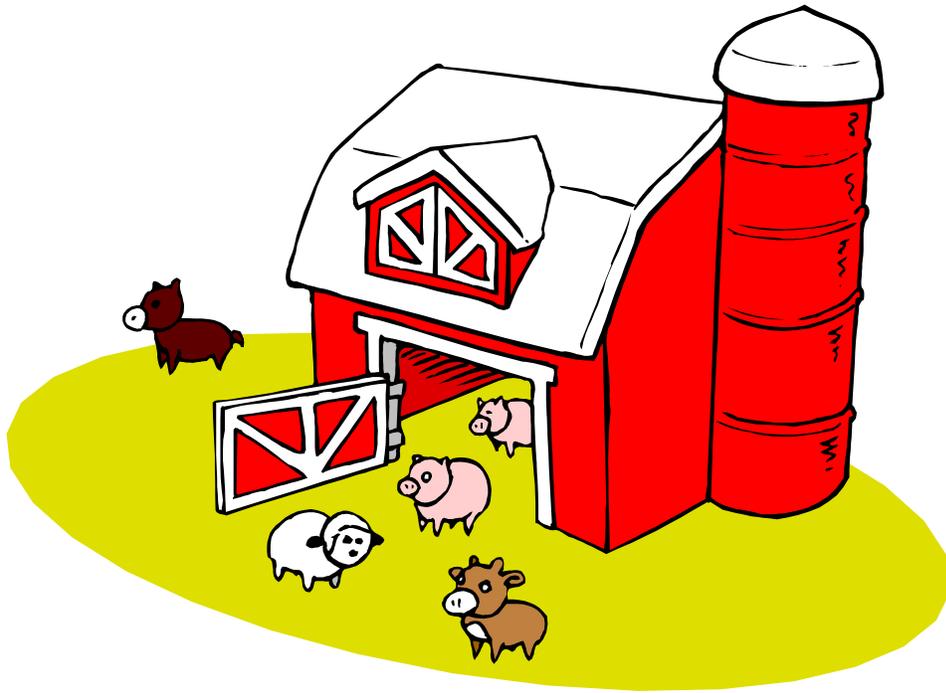
"Your classroom is a special place, filled with children all needing care and attention."

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Week 1, Day 3



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Theme for the Week
Down on the Farm
March, Week 1, Day 4
Activities for "Homemade Ice Cream"

Materials Needed: Pictures of ice cream (provided), favorite flavor paper for Literacy (provided), crayons, picture of a banana split (provided), paper bowls, whipped cream, chocolate and strawberry syrup, construction paper, gallon and quart sized Ziploc baggies, ice, kosher or rock salt, sugar, vanilla, half and half, measuring cups and spoons, plastic spoons, picture of ice cream cone (provided)

<p>CIRCLE ACTIVITIES</p> 	<p>Show children pictures of ice cream (provided). Ask them to raise their hands if they like chocolate, vanilla, or strawberry. Explain to them that most ice cream is made with milk. What animal gives milk? Cows! Where do cows live? On a farm! Show them a picture of a child sharing her ice cream with her puppy (provided). Say, "Here is a little girl with her puppy. What is she doing?" Sharing! Say, "Yes, she is sharing ice cream. In Math today, you will all get to share ice cream too." Chant: <i>Yay, for ice cream!</i></p>
<p>LANGUAGE-LITERACY</p> 	<p><u>My Favorite Flavor</u> Children complete this sentence: <i>My favorite ice cream flavor is _____</i>. They color a picture of their favorite ice cream on the ice cream cone (provided). Staple all of the papers together to make a class book.</p>
<p>FUN ART</p> 	<p><u>Banana Split Fun</u> Show children a picture of a banana split (provided) to see the three ice cream colors. Mix whipped cream together in three different bowls. Add a little pink strawberry syrup to become "strawberry ice cream" in bowl one, chocolate syrup to become "chocolate ice cream" in bowl two and nothing in the third bowl to be "vanilla ice cream." Children use the "ice cream" from the three bowls to paint a banana split onto construction paper.</p>
<p>MATH</p> 	<p><u>Homemade Ice Cream in a Bag</u> Fill a gallon size plastic Ziploc bag half full of ice. Add ½ cup kosher or rock salt. Set this bag aside. Then add the following ingredients into a quart size plastic Ziploc bag: 2 Tbsp. sugar, 1 cup of half and half and ½ tsp vanilla. Seal this bag tightly. Place the quart size bag inside the gallon size bag of ice and salt. Seal the gallon size bag. Pass the bags to each child to shake 20 times. Count each shake. Keep shaking for about five minutes, until the mixtures harden into ice cream! Give each child a taste with individual plastic spoons. (<i>Caution: Check for food allergies.</i>)</p>
<p>MUSIC-MOVEMENT</p> 	<p><u>Chant and Act Out Ice Cream, Ice Cream</u> <i>Ice cream, you scream, we all scream for ice cream.</i> <i>We made a vanilla flavor to enjoy – Mmm, mmm, what joy!</i> <i>Ice cream, you scream, we all scream for ice cream.</i> <i>What is your favorite flavor? Mmm, mmm you can savor.</i></p>
<p>SOCIAL SKILLS</p> 	<p><u>Pass the Cone</u> (Working Together and Learning About Friends) Children take turns passing an ice cream cone picture (provided) around the circle. When they have the cone, they share, "I like the farm animal (<u>name an animal</u>) because _____." They can share any reason they like that animal.</p>

"Ice cream and teachers are quite alike. They both add sweetness and comfort with delight."

Week 1, Day 4



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PICTURE FOR ART

My favorite ice cream flavor is

_____.



PAPER FOR LITERACY



PICTURES FOR SOCIAL SKILLS

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Theme for the Week
Down on the Farm
March, Week 1, Day 5
Activities for "Baa" Sheep

Materials Needed: Pictures of sheep and a lamb (provided), magnetic letter B and W, cotton balls, paints, construction paper, paper bowls, chart paper

<p>CIRCLE ACTIVITIES</p> 	<p>Show children a picture of a sheep (provided). Then show a picture of a lamb (provided). Explain that a lamb is a baby sheep. Ask children what is behind them. Have them turn their heads to name something in the room that is behind them. Explain that sheep have special eyes that allow them to see almost all round them so they can see things behind them without even turning their heads! Chant: <i>A lamb is a baby sheep and they have eyes that are so neat!</i></p>
<p>LANGUAGE-LITERACY</p> 	<p><u>Feed the Black Sheep</u> Ask children to make the sound of sheep. "Baa." Write Baa on chart paper. Place a magnetic W on the B. Which sound is it now? "Waa." Children take turns feeding a paper black sheep (provided) a magnetic letter W. As they place the magnetic letter W at the sheep's mouth, they say, "Here is a W for you black sheep. Waa. Waa." (<i>Option:</i> Continue using other letters and making sounds like caa, daa, faa, etc.)</p>
<p>FUN ART</p> 	<p><u>"Wooly" Paintbrush</u> Give each child a cotton ball. Explain that it is white, fluffy and soft like a sheep's wool. They use the cotton balls as paint brushes to make "dab art." They dab the cotton balls in paint and then dab the paint onto the paper.</p>
<p>MATH</p> 	<p><u>Help Me Sleep Sheep</u> Explain that it is often said to count sheep if you cannot go to sleep. Give each child a bowl full of pretend sheep (cotton balls). (<i>Note:</i> In advance, fill a paper bowl for each child making each bowl filled with a different number of cotton balls.) Children all lay down on the floor or on a mat like they are going to sleep. Each child has a bowl of cotton balls on his/her tummy. They count the "sheep" out of the bowl. How many did each child have? Who had the most "sheep" and the least? Did anyone have the same number as another friend?</p>
<p>MUSIC-MOVEMENT</p> 	<p><u>Sing and Act Out Baa Baa Black Sheep</u> Children choose roles: sheep, master, dame, and little boy. They sing and act out "Baa Baa Black Sheep." <i>Baa, baa, black sheep, have you any wool?</i> <i>Yes sir, yes sir, three bags full.</i> <i>One for my master, one for my dame,</i> <i>and one for the little boy who lives down the lane.</i></p>
<p>SOCIAL SKILLS</p> 	<p><u>Flock of Sheep</u> Explain that a group of sheep is called a flock. Have children pretend to be sheep. Instead of a class of children they pretend to be a flock of sheep. You are the shepherd. You guide them to different places in the classroom as they follow you. Then allow children to take turns being a shepherd and leading their flock of sheep.</p>

"Baa baa teacher, have you any smile? Yes sir, yes sir with compassion and style."

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Week 1, Day 5



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Week 1, Day 5



PICTURE FOR LITERACY

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