Daily/Weekly Lesson Plan with Learning Activity Center

Theme: Halloween   Week/ Date: Wednesday, September 16, 2015

| CIRCLE TIME | Wiggle Song: “Shake My Sillies Out”  
|            | “Get Ready” Exercises  
|            | School Family Cheer  
|            | Being “Balloons” (“blowing” ourselves into our spots”)  
<p>|            | “Give Me 5” Circle Time Rules |
| Concepts: Halloween is a fun holiday, but it can be scary. It can help us to be less afraid to remember that the frightening things we see aren’t real. There are some things we have to do to stay safe on Halloween. |
| Review Halloween safety rules |
| Finger Play: “Five Little Pumpkins” |
| Book and Fine Motor Activity: “There Was an Old Lady Who Swallowed a Bat” |
| Musical Game: “Spooky Walk” |
| Social/Emotional Activity: “Pumpkin Feelings” |
| Transition from Circle Time: “Five Little Pumpkins” |
| MATH | Math (Sequencing) Activity: “The Was an Old Lady Who Swallowed a Bat” in the Math Learning Activity Center |
| SCIENCE | Science Activity: Exploring pumpkins in the Science Learning Activity Center |
| LANGUAGE &amp; LITERACY | Finger Play: “Five Little Pumpkins” |
| | Various Halloween books available in the Language and Literacy Learning Activity Center |
| SENSORY/SAND/WATER | Pumpkin playdough and playdough toys available in Sensory /Sand/Water Learning Activity Center |
| ART | Draw the five little pumpkins on a gate and color with crayons or watercolors. Encourage to draw their own pumpkins with faces and a gate. |
| MUSIC &amp; MOVEMENT | Musical Game: “Spooky Walk” |
| | Musical Game: “Ghost in the Castle” |
| | Finger Play: “Five Little Pumpkins” |
| | Various musical instruments available in Music &amp; Movement Learning Activity Center |</p>
<table>
<thead>
<tr>
<th>DRAMATIC PLAY</th>
<th>“The Queer Company” props available in Dramatic Play Learning Activity Center</th>
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</thead>
<tbody>
<tr>
<td>BLOCK PLAY</td>
<td>Materials available (orange lunch sacks, scrap paper for stuffing, green pipe cleaners, and green crepe paper) for creating a pumpkin patch in Learning Activity Center</td>
</tr>
<tr>
<td>MANIPULATIVE (Fine Motor)</td>
<td>Flannel board Jack-o-lanterns available in Manipulative Learning Activity Center Pumpkin playdough and playdough toys available in Art &amp; Sensory Learning Activity Center</td>
</tr>
<tr>
<td>PHYSICAL GROSS MOTOR</td>
<td>Musical Game: Spooky Walk Wiggle Song: “Shake My Sillies Out”</td>
</tr>
<tr>
<td>HEALTH FALL SEASON</td>
<td>As you review the Halloween safety rules be sure to remind the children to eat a healthy snack before trick or treating such as cheese and crackers or a grilled cheese sandwich. Also remind the children about the sugar content in candy and that they need to eat a little each day and not eat it all at one time.</td>
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<tr>
<td>SAFETY FALL SEASON</td>
<td>Halloween Safety rules reviewed during circle time and continue to review them throughout the week. Make a copy for the parents or post the rules on your bulletin board.</td>
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Remember that for **Outdoor Environment Criteria OE 11 and OE 12 musical and art experiences are offered outdoors**. A lesson plan does have to be submitted but be aware of these two criteria as you do your lesson planning and set up your activity/learning centers.

**This activity plan can help providers achieve the following Care About Childcare Quality Criteria:**

**THE PROGRAM:** PR 8, PR 9, PR 10, PR 11

**INDOOR ENVIRONMENT:** IE 3, IE 4, IE 5, IE6, IE 7, IE 8, IE 9, IE 10, IE 11

**HEALTH AND SAFETY:** HS1 and HS 2
GIGGLES & WIGGLES!
Music, Movement and Creative Activities for Circle Time

Circle time, also called group time, refers to any time that a group of children are sitting together for an activity involving everyone. It's a special time to share finger plays, chants and rhymes, sing songs, play rhythm instruments, read a story, and participate in movement games and relaxation activities. Circle time provides for a listening time, a time to develop attention span, promote oral communication, and a time for learning new concepts and skills. It's a time for auditory memory, sensory experiences, socialization, and a time for FUN! Circle time can be a complex, dynamic interaction among adults, children and resources used. Teachers have the power to make group time more effective and enjoyable for all involved. Here are some tips for conducting a successful circle time...

Planning: Schedule two circle times—one at the beginning of day and the other at the end of the day. The first group time builds a sense of community—acknowledging "whose here" and "what's happening" or planned for that day. The closing circle time includes high interest activities appropriate to the child’s age, experience and development—music, songs, poetry, finger plays, movement, games, puppets, flannel board stories, drama, and creative activities.

Location: Set up an area for circle time away from toy shelves and free from distractions so that children face away from an open door or ongoing preparations for the next activity. As a guideline for children to sit on, place tape in the shape of a circle on the floor. If not that, purchase or salvage small carpet squares or cushions to designate each child’s "personal" space. If you have a large colorful educational area rug, have children find an animal, number, shape or letter to sit on. If all possible, sit on the floor with the children. In this way, you can make eye contact with each and every child. You can even reach out to touch a child or pull one into your lap if need be. I even move myself to sit between children who need separating from each other. It's a very effective method of handling disruptive children without saying a word.

Don't Sit Like a W: How we sit at circle time is important too. "CRISS CROSS APPLESAUCE" helps us to sit in a healthy, safe way. We need to encourage children to sit cross-legged or at least with their feet in front of them. Please do not use the trite "Sit like an Indian"—that's stereotyping! Discourage the unhealthy and even potentially harmful sitting habit known as W-sitting. W-sitting is described as sitting between your legs, knees turned in, and feet out to the sides.

Time: Keep your circle time short! Toddlers have a maximum attention span of 5 to 10 minutes and most 3 to 5 year olds can attend for up to 15 minutes. As the year progresses, the child's attention span expands. Depending on the length and complexity of the activities conducted, circle time can last for 20-30 minutes.

Involvement: Do not force children to participate in circle time. Realize that being "actively involved" to some children is observing (watching, listening, sensing). Encourage them to join in when they are comfortable and ready. Always ask permission if they, for instance, would like their name sung in the song. Make circle time a safe place to share and feel trusted.

Guide Behavior: Demonstrate and practice what is appropriate and inappropriate behavior. Use puppets to role-play problem situations. Let the children suggest solutions. Do not allow one child to ruin circle time for the entire group. If a child is disruptive, ask him to sit in a nearby chair and watch, observing circle time as part of the "audience." Encourage the child to return when she is ready to join in and cooperate. Acknowledge and reinforce appropriate behavior. Tell children often what good listeners they are ("Kiss your ears for being good listeners"); how well they can control their bodies when doing movement; what great voices they have, etc.

Be A Good Model: "Let go" and "get into it." Wake up the "child" in you—be playful. If you worry what other adults might think of you (i.e., you're acting silly) you are in the wrong profession—get a new job! Remember—the ones watching think you're great!

Transitions: These are the times when children are moving from one activity to the next and can end up orderly or chaotic. Singing the same song and/or using one signal consistently (ringing a bell or playing a certain CD or tape) helps children know when it is time to gather for circle time. This sense of structure and continuity is important to children and allows for smooth transitions.

Repetition: Don't just sing the song once. Sing it again and again. Kids love repetition and, in fact, repetition reinforces learning.

Musical Extensions: Share all types of music (classical, jazz, folk, etc.) by singing or using tapes and CDs. Provide a variety of musical experiences, including songs, rhythm activities, instruments, movement and listening. Make available commercial or inexpensive, easy-to-make rhythm instruments. Make sure there are enough instruments so that every child can use one if they choose to.

Curriculum Extensions: Integrate music with the curriculum by coordinating music with literature, language, math activities and thematic units. Be aware of emergent curriculum that originates from interests or ideas generated by the children.

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Attention Getters: Maintain the momentum of involvement at circle time. Avoid interruptions or delays. It is important to alternate active and quiet activities. Use attention-holding techniques: whisper, create a sense of excitement, add some mystery, use humor, try some suspense, or focus children’s attention with pictures or props.

Avoid Gender Bias: Unconsciously and unwittingly we stereotype male and female roles. The words we use reinforce and convey this message to children, whether we intend it or not. Remember to say “firefighter” instead of typically saying “fireman.” Use “police officer” instead of “policeman,” “letter carrier” instead of “mailman.” Include females in songs and finger plays. Change the overuse of “he” by substituting “she.” The monkeys jumping on the bed can be female as easily as male, and the doctor can be a woman doctor as well.

Be Prepared: Practice the song yourself beforehand—sing in the shower, in front of the mirror or in the car. Use a recording of the song to help get you started and build your confidence. If the planned activity does not hold the children’s interest, have alternative activities ready (i.e., a much loved favorite) or move on to the next activity. Let children know that you make mistakes too and use them as a learning experience.

Give Children Ownership: Ask the children, “What’s your idea?” Perhaps they have a favorite song to sing. Sometimes they will even make up a song to sing to the group. Be flexible and embrace their ideas. Children will feel comfortable to share in a risk-free environment—where there is no right or wrong way.

Have Fun! The most important advice I can give you is to smile, be spontaneous, and enjoy circle time yourself—be enthusiastic! It’s contagious!

Organize Activities in a Sequence:

1. Welcome children to circle time with a hello song or name game.
   - Hey-Lo-Dee-O-Doh (CD: “Kabaret for Kids” by Samantha Samuels)
   - Hickety-Pickety Bumble Bee (DVD: “Circle Time” by Sharron Krull)
   - Hello, Hello, Hello Sir (DVD: “Circle Time” by Sharron Krull)

2. After the group has gathered, increase children’s alertness with an active or familiar song.
   - I Wanna Be a Dog (CD: “10 Carrot Diamond” by Charlotte Diamond)
   - Tarzan (CD: “Dr. Jean & Friends”)
   - Jumping and Counting (CD: “Irrational Anthem” by Jim Gill)

3. Then move on to a fingerplay or body part chant/rhyme—a dramatic presentation of a verse or poem using fingers and hands and sometimes involving other body parts.
   - Octopus (CD: “10 Carrot Diamond” by Charlotte Diamond)
   - Touch Your Nose (DVD: “Circle Time” by Sharron Krull)
   - The Bridge (DVD: “Circle Time” by Sharron Krull)

4. Next, get everybody up and off their bottoms with an energizing activity, such as a movement or action song; cooperative group game; or marching with a rhythm instrument. Engage and actively involve children, enhancing gross motor development and coordination.
   - Tony Chestnut (CD: “Tony Chestnut & Fun Time Action Songs” by The Learning Station)
   - Scrambled Eggs & Icebergs (www.sharronkrull.com — Active Play Activity)
   - The Marching Band Song (CD: “Kabaret for Kids” by Samantha Samuels)
   - Snickers and Hoots (www.sharronkrull.com — Active Play Activity)

5. Follow this with a calming activity that helps focus children’s attention—read a story, participate in a discussion or demonstration, invite children to be in a “play.”
   - What’s Missing (www.sharronkrull.com — Circle Time Activity)
   - The Snake - Breathing & Relaxing Exercise (DVD: “Circle Time” by Sharron Krull)
   - Hush Little Baby (CD: “Circle Time Handout” by Sharron Krull)
   - I Had a Bird (CD: “Dr. Jean & Friends”)

6. Signal that group time is over by gradually dispersing the group with a transition activity such as a closing or goodbye song. Pass the microphone around the circle as children give a friend a compliment or share their favorite activity of the day.
   - Heigh-Ho Goodbye (www.sharronkrull.com — Transition Activity)
   - May There Always Be Sunshine (CD: “Irrational Anthem” by Jim Gill)
THE QUEER COMPANY
an old English Halloween Tale published in the book “Happy Holidays” by Frances G. Wickes

A little old woman lived all alone in a little old house in the words. One Halloween she sat in the chimney corner, and as she sat, she spun.

Still she sat and
Still she spun and
Still she wished for company.

Then she saw her door open a little way, and in came,
A pair of broad, broad soles
And sat down by the fireside.

“Now this is passing strange, “thought little old woman but.....
Still she sat and
Still she spun and
Still she wished for company.

Then in came a pair of small, small legs, and sat down on the broad, broad soles:

“Now this is passing strange, “thought little old woman but.....
Still she sat and
Still she spun and
Still she wished for company.

Then in came a wee, wee waist, and sat down on the small, small legs. “

Now this is passing strange, “thought little old woman but.....
Still she sat and
Still she spun and
Still she wished for company.

Then in came a pair of broad, broad shoulders and sat down on the wee, wee, waist.

“Now this is passing strange, “thought little old woman but.....
Still she sat and
Still she spun and
Still she wished for company.

Then in came a pair of fat, fat hands and sat down on the long, long arms.

Now this is passing strange, “thought little old woman but.....
Still she sat and
Still she spun and
Still she wished for company.

Then in came a round round head and sat down on top of all that sat by the fireside.

The old woman stopped her spinning and she asked, “Where did you get such broad soles?”

“By much tramping, by much tramping,” said somebody.

“Where did you get such small, small legs?”

“By much running, by much running,” said somebody.

“Where did you get such a wee, wee, waist?”

“Nobody knows, nobody knows,” said somebody.

“Where did you get such broad, broad shoulders?”

“With carrying brooms, “said somebody.

“Where did you get such long, long arms?”

“Swinging the scythe, swinging the scythe,” said somebody.

“Where did you get such fat, fat hands?”

“With threshing, with threshing,” said somebody.

“How did you get such a huge, huge head?”

“Of a pumpkin I made it,” said somebody.

Then said the little old woman, “What did you come for?”

YOU or BOO
W sitting: What is it and why should I correct it?

By Kelly Askins, PT, DPT

W Sitting is when a child is sitting on their bottom with both knees bent and their legs turned out away from their body. If you were to look at the child from above their head, his or her legs will be in the shape of the letter “W.” Their knees and thighs may be touching together or spread apart.

For many children, this is a preferred or comfortable position, and they sit that way without even thinking about it. Often times, kids who sit in this position are doing so in order to make up for weaknesses they may have in their hips and trunk. The added stability of this position allows them to play with toys in an upright sitting position without worrying about falling over.

It is very common (and normal) for kids to move in and out of this position when playing on the floor. Problems from this position arise when the child sits in that way for an extended period of time. However, as a parent, it is important to recognize when your child is sitting in the W position and to correct it for the following reasons.

- W sitting increases the risk of the child’s hip and leg muscles becoming short and tight – this can then negatively affect their coordination, balance, and the development of gross motor skills down the road
- W sitting can increase a child’s risk of hip dislocation – especially those who already have hip dysplasia (which may not be formally diagnosed)
• When sitting in the W position, kids are unable to rotate their upper body
  o Makes it difficult for the child to reach across the body and perform tasks that involve using both hands together or crossing their arm over from one side to the other
    ▪ This will later affect their ability to perform writing skills and other tabletop activities that are important in school
  o W Sitting hinders the development of a hand preference
    ▪ The child is only able to use objects on the right side of the body with the right hand and those on the left side of the body with the left hand – this could lead to coordination difficulties later in life

• W sitting makes it difficult for the child to shift their weight from one side of their body to the other
  o The ability to shift weight from one side of the body to the other is especially important in standing balance and when developing the ability to run and jump

• W sitting does not allow the child to develop strong trunk muscles
  o In this position, the child’s trunk muscles do not have to work as hard to keep them upright – instead they are relying on the wide base of support of their legs and joint structures to keep them upright

If you see your child W Sitting, rather than simply saying, “Don’t sit like that!” it is a good idea for you to suggest other ways for them to sit such as:

• Long sitting
• Side sitting
• Criss-Cross or Tailor sitting
• Sitting on a small bench

These positions better allow your child to use both hands at the same time on both sides of the body. In addition, these sitting positions help them to shift their weight from side to side more easily, and they encourage your child to use their back and abdominal muscles to maintain the upright sitting position. At first, your child may be resistant to the correction when you ask him or her not to sit in the W position. However, it is important that you consistently make this correction when you see your child sitting in this way, as it can impact their growth and development in a significant way.

https://www.childsplaytherapycenter.com/w-sitting-correct/
Five Little Pumpkins

Five little pumpkins sitting on a gate.  
The first one said, "Oh, my it's getting late!"  
The second one said, "There are witches in the air."
  The third one said, "But we don't care."
The fourth one said, "Let's run, let's run!"
The fifth one said, "Isn't Halloween fun?"

Then Wooooo went the wind  
And OUT went the lights.

And five little pumpkins rolled out of sight.
There was an Old Lady Who Swallowed a Bat! By Lucille Colandro

There was an old lady who swallowed a bat. I don’t know why she swallowed a bat, imagine that.

There was an old lady who swallowed an owl. My, oh, my, she started to howl.

She swallowed the owl to shush the bat. I don’t know why she swallowed a bat imagine that.

There was an old lady who swallowed a cat. What do you think? Now she’s so fat.

She swallowed the cat to chase the owl. She swallowed the owl to shush the bat. I don’t know why she swallowed a bat, imagine that.

There was an old lady who swallowed a ghost. What do you think? She liked it the most!

She swallowed the ghost to catch the cat. She swallowed the cat to chase the owl. She swallowed the owl to shush the bat. I don’t know why she swallowed a bat, imagine that.

There was an old lady who swallowed a goblin. It made her so dizzy, she started to spin.

She swallowed the goblin to scare the ghost. She swallowed the ghost to catch the cat. She swallowed the cat to chase the owl. She swallowed the owl to shush the bat. I don’t know why she swallowed a bat, imagine that.

There was an old lady who swallowed some bones. There were so many, she started to groan. She swallowed the bones to rattle the goblin. She swallowed the goblin to scare the ghost. She swallowed the ghost to catch the cat. She swallowed the cat to chase the owl. She swallowed the owl to shush the bat. I don’t know why she swallowed a bat, imagine that.

There was an old lady who swallowed a wizard to cast a spell so she could yell. “TRICK OR TREAT!” BURP!