

DAY 13, September 20, 2004

Offer a choice of child-initiated center activities daily (pp. 2–3). Adjust lesson plans as needed for individualization.

Materials Needed:

CIRCLE TIME

Book vocabulary card

GROUP

Crayons vocabulary cards

Apple Puppet

ART

Learning Fun Page #7

SAND PLAY

Sand table, sandbox, or container of sand

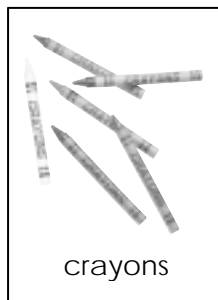
LARGE MUSCLE

Crayon

Exercise mats

CIRCLE TIME – Welcome each child warmly. Be sure to mention birthdays or other special events. Show the *book* vocabulary card and review the rhyme on the back.

GROUP – Talk about using crayons. Show a *crayons* vocabulary card and have Adam say, “These are crayons. Let’s all say that.” Encourage the children to repeat the word *crayons*. Have Adam say, “Crayons come in lots of different colors. You can use crayons to make pictures. Do you like to do that?” After the children respond, have Adam lead the song on the back of the card.



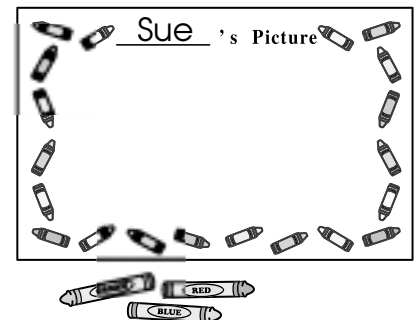
WITH MY CRAYONS (tune: “Are You Sleeping?”)



With my crayons, with my crayons,
I can draw, I can draw!
I make the crayons wiggle
To draw some lines and squiggles.
I can draw, I can draw!

Have Adam say, “Later you can make some pictures with crayons. I can’t wait to see what you draw.” (**O:** *To improve vocabulary skills*)

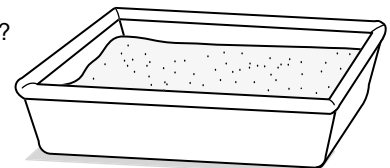
TRANSITION – Before moving to the next activities, give each child a crayons vocabulary card to place in his/her cubby.


ART – Make crayon drawings. Distribute Learning Fun Page #7. Say, “Look at the crayons on this sheet. You can use crayons to draw a picture.” Provide crayons and invite the children to draw freely on the pages. Talk with the children about the pretty colors they choose and the lines they draw. As each child finishes, say, “I will write your name on the picture so everyone will know who made this beautiful picture.” Write the child’s name in the line provided. (**O:** *To express creativity*)



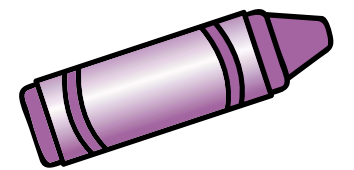
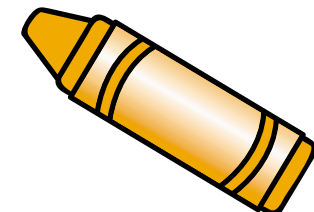
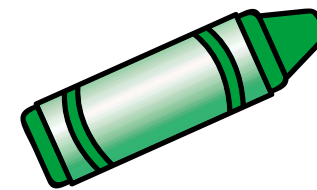
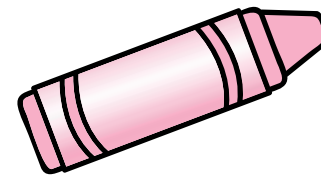
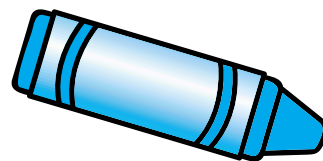
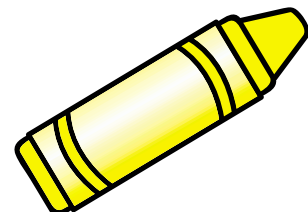
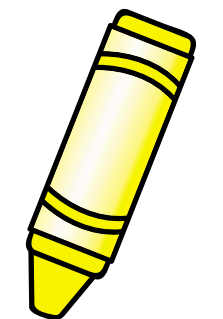
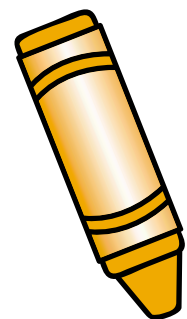
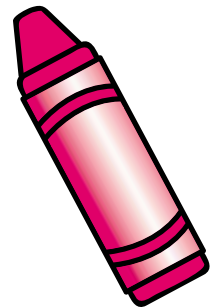
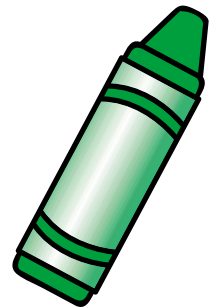
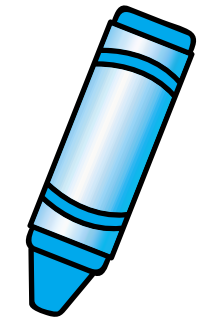
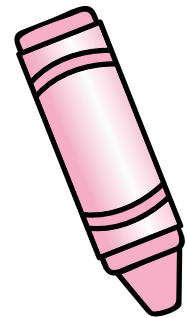
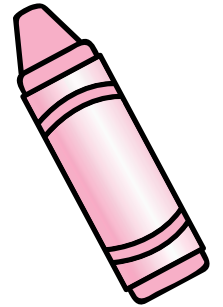
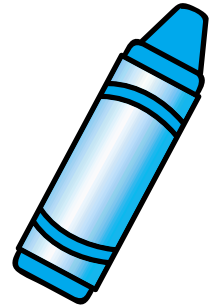
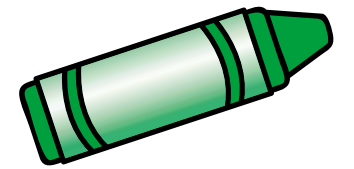
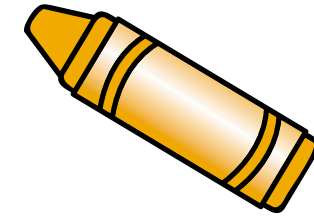
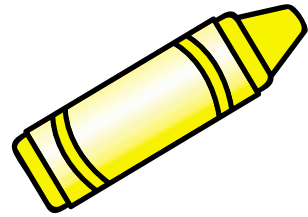
  **SAND PLAY** – Suggest the children use their fingers to draw in sand. Talk with them as they explore. **Note:** *This might be a good time to take photos of the children.* (**O:** *To explore sand*)

- I can use my fingers to draw in the sand. Would you like to try, too?
- Look! You made a line with your finger!
- Wow! You made a circle here. Good job!



 **LARGE MUSCLE** – Roll like crayons. As the children watch, roll a crayon across an exercise mat. Say, “The crayon is rolling. Let’s roll too!” Invite the children to lie on exercise mats and roll like crayons. (**O:** *To improve coordination of large muscles*)

_____ 's Picture



Use crayons to draw a picture.