



HOME PRESCHOOL PROGRAM

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Sample Day 1

Welcome to Home Preschool Program. Our goal, through the following lesson plans, is to show you how easy it is to offer a fun, quality readiness program.

With our monthly program, we open the day with special calendar activities, weather shapes, name shape activities, sharing and name shapes song. All supplies and detailed instructions for these opening activities are included with our regular monthly program.

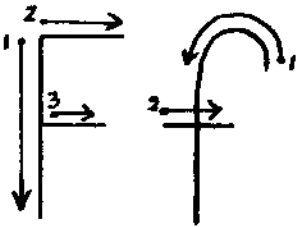
1 ACTIVITY: Introduce the letter F. Read an F story.

Educational Objectives: Vocabulary development. Recognition of phonetic F sound and letter F symbol. Orientation to page. "Reading" left to right. Symbol interpretation.

Materials Needed: Letter F flash card, pictures of objects and real objects that start with the letter F (*such as: fan, feather, fork, flower, feet, fish, football*) picture story activity paper and crayons.

Procedure:

Before you sit down to work with the children, gather together some real objects and pictures of objects that start with the letter F. Sit down with the children in a circle on the floor. Hold up a picture of an object or a real object that starts with the letter F. Ask the children what it is. Hold up several more, one at a time and ask the children to name the objects. What sound do all these things start with? Emphasize the F sound as you say the names of the objects. This is a non-voiced letter so be sure they see how you form your mouth and listen carefully to the sound. When they have guessed the answer, hold up the F flash card. "This is the letter that stands for the F sound. What do we call this letter?" Have each of the children say the name of the letter. Name the objects on the flash card. Do they start with the letter F? Point to the big F and little f. Trace them with your finger. Have the children trace them with their fingers.



This method of asking your children questions about real objects they are sensing (feel, see, touch, hear) and then having the children tell you about the objects (verbalization) is called hands-on-learning. It is the best way to teach your children because they are learning through self discovery.

Pass out the letter **F** picture stories, one per child. There is also one for you. Have the children place the paper in front of them. Tell them that you will read the words on the paper. When you get to a picture (*symbol*), you will stop and the children will say the name of the pictured object. Tell the children to look at the big letters at the top of the page. What letter is it? What sound does it make? All the pictures in the story start with the **F** sound. Hold up your paper facing the group. Move your finger under each word as you read. Encourage the children to do the same. Begin reading the story, stopping to let the children say the names of the pictures. Offer help if necessary. After reading the story with the children, review the **F** items pictured. Have the children listen for the **F** sound as they name the objects. Give each child a chance to name all the objects. Let the children color the pictures, if they wish.

2 ACTIVITY: Follow-up activity for letter F.

Paste pictures of F objects on the letter F.

Educational Objectives: Parent involvement. Awareness of beginning sounds. Recognition of real objects in line drawings. Small muscle development.

Materials Needed: Paper with objects that begin with the letter **F**, large letter **F**, scissors, paste or glue, and crayons (optional).

Procedure:

Cut out the letter **F**'s. Older children may be able to cut out their own **F** because these are straight cuts. As you give the letters out, ask the children to tell you what letter it is. Give the children the **F** activity paper with the pictures. Point to an object and have all the children point to the same object on their papers. Ask them what it is. Does it start with the **F** sound? Ask this question about each object on the page. Tell the children they are only to cut out the **F** objects. They are to be pasted on the large letter **F**. Younger children can cut on the dotted lines. Older children can cut around the objects, if they wish. If your youngest children cannot tell which objects start with **F**, you can remove the objects that don't start with **F** to prevent confusion. If the children wish to color the objects, they must do so before they are pasted or the wet paper will tear.



Encourage your children to do their own cutting, pasting, coloring, and creativity. It is their confidence we are developing. At this stage it is the process and not the finished product that is important. For the child's self-esteem resist the temptation to help.

A strip of F's has been included for older children who have developed enough muscle coordination to learn to write their letters. Let each child trace the letters with their fingers, following the arrows indicated on the letters. Let them trace over the dotted letters with their crayons.

Snack and Free Play

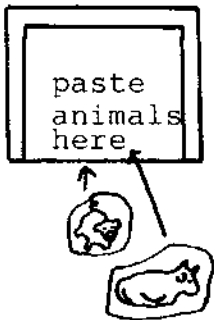
3 ACTIVITY: Finger-paint a barn. Make an animal collage.

Educational Objectives: Experience with different medium of paint. Small muscle development. Socialization. Vocabulary skills. Direction following.

Materials Needed: Animal pictures, backing paper, scissors, glue, finger-paint paper, liquid laundry starch or ingredients in finger-paint recipe below, red tempera paint, stapler, and tape.

Procedure:

Say the word "*farm*". Ask the children what the beginning sound of this word is. Continue with the discussion by asking the following questions: What is a farm? Would you like to live on a farm? What type of animals live on a farm? Where do these animals live? (In pens, in a barn.) Tell the children we will be talking about farm animals in the next few days. Today they will be making a barn filled with farm animals. Show the children the paper with the farm animals. Let the children identify them. They may color them, if they wish. Let the children separate the animals by cutting on the dotted lines. Younger children may need some help. Hold up the marked paper. The children are to paste the animals inside the lines marked on the paper. The area around the edge is for paste so the paper can be pasted to the back of the barn.



To make the barn: Mix some red tempera paint with liquid laundry starch or with the finger-paint made according to the following recipe. Allow a little less than 1/4 cup of finger-paint per child.

FINGER-PAINT RECIPE

1/2 cup cornstarch	1/4 cup cold water
3/4 cup cold water	2 cups boiling water
1 envelope unflavored gelatin	tempera paint for coloring

Mix cornstarch and water to make a smooth paste. Soak gelatin in 1/4 cup cold water. Pour boiling water slowly into cornstarch mixture. Cook and stir constantly until mixture boils and is clear. Stir in gelatin. Cool. Divide into different jars. Stir in colors (either tempera or food coloring) until well blended.

If you find that the finger-paint cracks when it dries on paper, you have made it too thick. Thin down the remainder with some water. Since there are no preservatives, you must refrigerate the finger-paint if you do not intend to use it soon. Store in screw top jars.

Lay out the finger-paint paper. It is helpful to write the children's names on the back of the paper before they begin to paint. Tape the corners down to the table to prevent the paper from slipping. Put a big spoonful of paint on each child's paper. Let the children smear the color around with their hands. As they work, be sure to ask them with what color they are using. When the children are through, be sure to remove the papers from the table before they are completely dry. If left on the table, they will stick and tear when you try to remove them. Let them dry on clean newspaper. Tell the children when the finger painting is dry, they will complete the barn.

After the paint is dry (probably in the afternoon or before the children go home), cut a barn shape from the red finger painting, as illustrated. Older children may cut their own, if the lines are marked on the back. Spread paste on the outside edge of the farm animal paper and paste onto the back of the barn. The barn doors should open to show the animals inside.

