



حضانات مجلس الشارقة للتعليم  
SHARJAH EDUCATION COUNCIL NURSERIES



حكومة الشارقة  
GOVERNMENT OF SHARJAH  
SHARJAH EDUCATION COUNCIL  
مجلس الشارقة للتعليم

# English Curriculum

## Teachers' Guide



# Age Group 3-4



# Curriculum Map



Month	Theme	Shape	Color	Letter	Math
October	All about me	Circle	Red	S	
November	Five senses	Square	Green	A	Count 1-10
December	UAE		Black		
January	Family	Triangle	Orange	T	1,2
February	Animals	Rectangle	White	I	3,4
March	Transportation	Star	Yellow	P	5,6
April	Community helper	Heart	Blue	N	7,8
May	Plants	Oval	Pink	C	9,10
June	Four seasons		Brown	k	Count 1-15



# Unit Seven Community Helpers



# Introduction

The general planning of the unit provides the following:

- Support and assistance to achieve the elements of the lesson plan.
- Implementation Guidelines.
- Suggested activities.

When using the unit's general planning, the teacher considers the following:

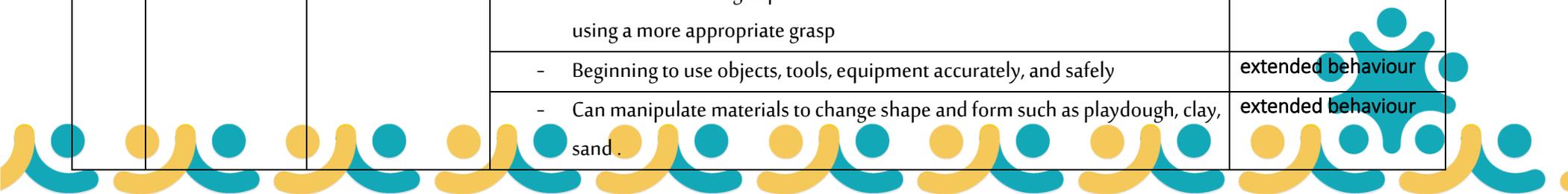
- Achieving learning outcomes.
- Taking into account individual differences when implementing the proposed activities.
- Employing the available resources and resources.
- Employing play-learning strategies.
- Taking into account coherence and harmony when navigating between the areas of the unit and its main axes:
  - Communication and language.
  - Sensory and motor development.
  - Social, emotional, and psychological development.
  - reading and writing.
  - mathematics.
  - Explore worlds.
  - Expressive arts.



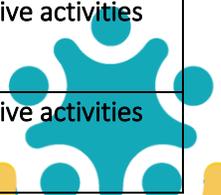
- National, moral and religious awareness.
- Strengthening partnership strategies with the guardian.
- Creating the spatial space for role-playing.

## Learning Outcomes

Unite name	Area	Standards	Typical Observed	Notes
Community helper	Communication and Language	Listening & Attention	- Listens with interest, engagement, and curiosity when stories are read aloud.	interactive activities
			- Maintains attention on a specific task when the task is of interest to them.	interactive activities
		Understanding	- Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so.	interactive activities
			- Able to follow a story without illustration	interactive activities
		Speaking	- Able to retell or recall a story or event with minimal errors	interactive activities
	Sensory and Motor PLO	Gross Motor	- Can run skillfully and negotiate obstacles	extended behaviour
			- Have control over big muscle movements such as start, stop, and turn.	extended behaviour
		Fine Motor	- Continues to use a grasp hold in certain situations with movement towards using a more appropriate grasp	extended behaviour
			- Beginning to use objects, tools, equipment accurately, and safely	extended behaviour
			- Can manipulate materials to change shape and form such as playdough, clay, sand.	extended behaviour



		- Beginning to paint and color inside lines	extended behaviour
<b>Social, Emotional, and Personal</b>	<b>Self</b>	- Responds to praise for what they have done	extended behaviour
	<b>Feelings and emotions</b>	- Beginning to respect behavioral boundaries and expectations	extended behaviour
	<b>Forming &amp; Maintaining Relationships</b>	- Beginning to take steps to resolve conflict	extended behaviour
		- Demonstrates respect for the learning environment and materials.	extended behaviour
<b>Literacy LO</b>	<b>Reading</b>	- Can predict the ending to a familiar story	interactive activities
		- Able to enact stories using props, occasionally lacking in confidence	interactive activities
	<b>Writing</b>	- Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes.	interactive activities
<b>Mathematics</b>	<b>Number &amp; Operation</b>	- Beginning to represent numbers using fingers, marks on paper, or pictures	interactive activities
		- Realizes not only objects, but anything can be counted, including steps, claps, or jumps	interactive activities
		- Recites numbers in order to 10.	interactive activities
	<b>Shape, size &amp; measurement</b>	- Understands basic concepts of patterns.	interactive activities
		- Uses positional language	interactive activities
		- Understands basic concepts of shapes.	interactive activities



	Exploring Worlds	Environment	- Beginning to develop an awareness of ways in which people are included or excluded from physical and social environments	interactive activities
			- Able to confidently explore and engage with social and physical environments through relationships and play.	interactive activities
	Exploring Worlds	Childs World	- Shows interest in different occupations.	interactive activities
		Music	- Creates movement in response to music	interactive activities
			- Explores the different sounds of instruments	interactive activities
Expressive Art	Movement	- Plays cooperatively as part of a group to develop and act out a narrative	interactive activities	
		- Begins to explore aspects of identity through role-play	interactive activities	
	Technology & Materials	- Interacts with age-appropriate computer software	interactive activities	
National, ethical and religious awareness	Positive behaviour & ethical Treatment	- Recognizes fair/unfair situations	interactive activities	
	Islamic Creed, Values & Behaviors	- Awareness of religious occasions, such as Ramadan and Eid.	interactive activities	



## Terms and sight words:

Terms	Sight words
Doctor	You
Teacher	I
Policeman	Job
Astronaut	Future
Firefighter	
Fire station	
Police station	
Hospital	
school	

## Overview :

- **Concept of profession and professionalism:**

- Profession:

It requires certain skills and specializations and is governed by laws and etiquette to organize work in it. It can also be defined as the craft by which knowledge and experience proven in certain fields of knowledge or science can be applied to other areas that can be used in the practice of art based on that experience. It is also: "the advantage of having a certain intellectual style acquired by special teaching that can be applied in every aspect of life". A profession in general is a profession that includes a set of mental knowledge, a set of practices, experiences and applications that structure the profession and includes:



- Availability of useful activities and services.
- Availability of specialized technical skills and expertise.
- Availability of specialized intellectual production.
- The existence of ethical and behavioral rules that govern and regulate the work between individual professionals and their colleagues.
- The presence of a gathering of workers in the profession speaks in its name and defends it.
- Be clearly defined and distinguished from other professions.
  - Professional professionalism:

It is important to distinguish between the performance of work as a job and its performance as part of a professional system, that is, in a professional manner. For example, Wickenden defines a craft as "assets learned with specialized skills, distinct tools and clear social responsibilities".

The Engineering Society for professional development of the American Society of Civil Engineers defines "engineering" as a profession or profession and its members have subjective responsibilities towards society, the customer or employer, other members of the profession, and themselves.

Van der wetter expands the concept of the characteristics of a profession or craft to include six elements:

- Professional activity is an innovative activity whose professional activity is characterized by its methodology for solving problems and making decisions (unlike the random method), and the profession includes a set of knowledge, the acquisition of which requires special education
- Continuing education (after graduation) is a key part of professional activity.
- The profession is about achieving a goal, not performing a task
- Professional person follows a code of professional ethics

- **Handicraft:**

Handicrafts are known as traditional industries, which are industries that depend on the hand, or they may rely on simple tools only without the use of modern machines, as they are skills that can be learned and practiced with high professionalism.



Handicrafts have evolved over time, as they have turned from hobbies to works and professions, and they have become one of the most important activities and arts that may be practiced by man, besides they have increased their value significantly; because they require high skill and great mastery and need concentration, imagination, and creativity.

- **Types of handicrafts:**

- Embroidery: it is a handicraft that needs creativity and experience, and its products: vestments, inscriptions on fabrics, inscriptions on copper.

- Sculpture: it is one of the oldest arts ever, and it also needs a lot of creativity, concentration, and mastery.

- Sewing: is the process of connecting clothes, fur or leather to each other, by resorting to the use of a needle and thread, as sewing is known as a craft that needs a lot of skill and experience to turn the fabric into beautiful and varied designs.

- Carpentry and the manufacture of wood crafts: the craft of carpentry appeared since the beginning of ancient times, and since the ancient man knew his need for trees and wood, and carpentry was the profession of the prophet of God Noah peace be upon him.

- Soap industry: soap is one of the important industries that cannot be dispensed with, so that there is no house without soap, which is one of the industries that have been known for thousands of years and are still developing with modern developments, it contains a group of salts and fats that accept decomposition in water and is used in washing clothes, dishes, washing the body and hair.

- Crochet industry: the art of crochet is a handmade art that is used to make clothes and bedspreads, as used in wool yarn, silk yarn, cotton yarn.

- **Industries and handicrafts in the United Arab Emirates:**

The United Arab Emirates is rich in its cultural heritage, which it inherited through its various stages of history and civilization, and this is clearly shown in the multiplicity of folk arts, crafts and traditional crafts that reflect a rich artistic taste and heritage.

Industries and crafts in the UAE have varied, including all the requirements of daily life and varied shapes, sizes, colors, and raw materials according to their uses and purposes. perhaps the multiplicity and diversity of these industries led to the diversity of their artistic characteristics that reflected the taste, skill of craftsmen, and the diversity of their cultures and tastes.



In the past, the people of the Emirates have been forced to master and professionalize many industries that have a direct relationship to the sea, which was the source of livelihood and food, as well as parents and grandparents exploited the sources of the desert despite the scarcity of resources and the harsh conditions of nature to secure livelihoods and decent living.

Due to the harmony of man in the UAE with its diverse and rich environment, a lot of handicrafts have emerged that have been practiced by the people of the community and some of these professions have committed their owners in the name of their families to this day.

Today, the UAE is at the forefront in terms of interest in folk crafts and traditional industries, as it was possible to count more than 30 folk handicrafts during the last session of the Sharjah Heritage Days Festival, which are still practiced within the UAE society and represent a source of livelihood for many people who practice them, even if this practice is limited to events and festivals.

Some of the most important traditional industries and crafts that were present at the festival and which are still practiced in the country are stripping or weaving Wicker, sword making, folk eating, daggers, marking and tilting, rope work, so-called Rope weaving, wool spinning, burqas, carpentry, yazara work, blacksmithing, plaster, hammering and grinding of grains, henna, sails, qaraqir, Safa, ship making, tawash, agriculture, perfumes, pulpit making, dukhon, sewing, Sadu, candy making, milk vegetables, molasses, trade and other traditional industries in the community .



## Unit goals :

### General objectives of the unit:

- Building the cognitive personality of the child by introducing him to professions: ancient and modern.
- Introduce the child to the importance of professions in people's lives.
- Introduce the children to the types of professions.
- Formation of awareness of the importance of work.
- Enable children to define their purpose in life.
- Children acquire certain concepts specific to professions.
- Development of the child's different senses
- Development of language wealth in children.
- Promote the values of respect, tolerance, and humility in children.
- Train children to notice and deliberate objects to recognize them.
- Accustom children to the scientific method in thinking – questioning – research – experimentation – discovery



## Special objectives of the unit:

The unit aims to introduce the child to the following:

Job tools

Dress for each career

Concept of working and have a job

Working places

My future career

Types of jobs in my environment

Achievements of professionals

Appreciation of professionals

## Trips:

It is suggested that the teacher organize a non-class activity, where the teacher accompanies the children to:

- Sharjah discovery center
- Sharjah Civil Defence



# Lesson One

Daily schedule for distribution of activities			
Unit 7: community helper			
Month	April	Week 1	Time taken to implement: 2 days
<b>First, typical behavior observed:</b>			
<b>Communication and Language</b>	<ul style="list-style-type: none"><li>- Maintains attention on a specific task when the task is of interest to them.</li><li>- Able to retell or recall a story or event with minimal errors</li></ul>		
<b>Exploring world</b>	<ul style="list-style-type: none"><li>- Creates movement in response to music</li><li>- Shows interest in different occupations.</li></ul>		



## Secondly, Activities and Procedures:

daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains the children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains the children to name the nursery.</p> <p>Song of the month : <a href="https://www.youtube.com/watch?v=GoSq-yZcj-4">https://www.youtube.com/watch?v=GoSq-yZcj-4</a></p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle		<ul style="list-style-type: none"><li>• Teacher plays soft music before the children come.</li><li>• Teacher greets children with a big smile, and in a good manner.</li><li>• Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff.</li><li>• Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place.</li><li>• Teacher takes attendance of the children by using attendance board.</li><li>• Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy.</li><li>• Teacher discusses today's program in an interesting and exciting way.</li><li>• At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.</li></ul>

- Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.
- Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water.
- Teacher encourages the children to have an open dialogue during the morning meeting.
- Teacher sings with children days of the week song.

**Teacher uses her own way and strategy to do the following:**

1. Attendance
2. Classroom rules
3. Days of the week
4. Month of year
5. Weather of the day & season
6. Schedule of the day and discussing today's activities and news (visitor – important occasions)
7. Leader of the day + class jobs.
8. Revision: as a direct question and order or a game.

**Learning circle**

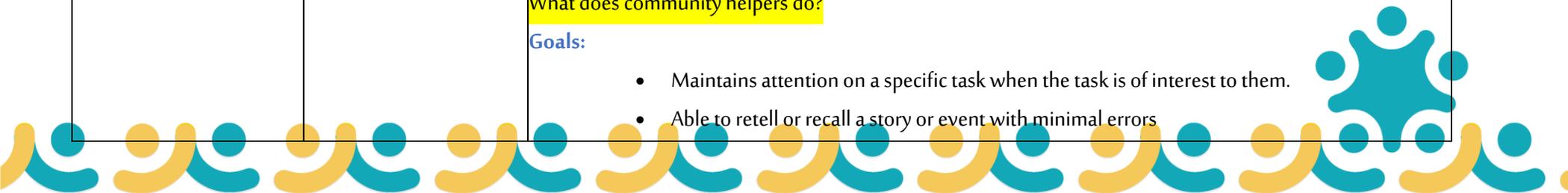
- Teacher starts gathering children to the circle using her own strategy and routine.
- Teacher makes sure of providing all the tools and equipment's needed for the activities.
- Teacher starts the circle reminding children of the month's topics.
- Teacher asks some questions about community helpers.

**Activity 1:**

What does community helpers do?

**Goals:**

- Maintains attention on a specific task when the task is of interest to them.
- Able to retell or recall a story or event with minimal errors



- Creates movement in response to music
- Shows interest in different occupations.

**Steps to implement the activity:**

- Teacher plays the following video: <https://www.youtube.com/watch?v=ckKQclquAXU> and discusses it with children.
- Teacher prints flash cards for the community helpers such as, doctor, firefighter, astronaut, teacher, and policeman.
- Teacher shows children one card (fire fighter) and ask them who is this?
- Choose one children to answer.
- Keep doing this for all the community helpers flash cards.
- Listen to children's answers and discuss it with them.
- Ask children what does the teacher do? What does the doctor do? .....
- Teacher tells children that:

Doctor keeps people healthy

Teacher teaches children

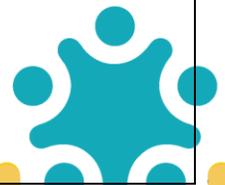
Firefighters fight the fire

Police officers keep people safe

- After presenting all the professions, ask children why people have to work?
- Ask children (What is their dream job? In the future what do they want to be? Why?)
- Give them time to think and ask them to present their future job?

**Activity assessment:**

- Ask children:  
what does the doctor do?  
What does the teacher do?  
What does the firefighter do?  
What does the police officer do?



- Observe children' answers

### Activity 2:

#### Community helpers' tools and clothes

#### Goal:

- Recognize each community helpers' clothes
- Recognize jobs' tools
- Maintains attention on a specific task when the task is of interest to them.
- Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so.
- Creates movement in response to music
- Shows interest in different occupations.

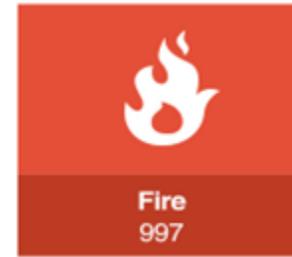
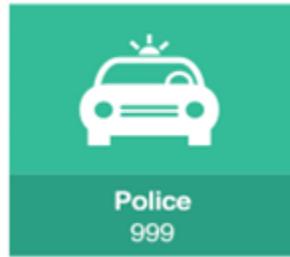
#### Steps to implement the activity:

- Review the community helpers with children.
- Sing the following song with children: <https://www.youtube.com/watch?v=gSBNSJvOmY8>
- Teacher brings big bag filled with doctor tools, talk about different tools that doctors use to do their work
- Explain that each child will choose a tool from the bag to describe and explain how it is used. For example, show them the doctor tools and what doctors wear.
- Do the same for firefighter, teacher, and police officer.



		<ul style="list-style-type: none"> <li>• Do the community helper's puzzle</li> <li>• Let each child takes a chance to do the puzzle and name it.</li> <li>• Observe children and write notes</li> </ul>
Learning centers	Art	<p><b>Emergency Badges</b></p> <ul style="list-style-type: none"> <li>• Draw or print off large, paper badges.</li> <li>• Provide paint, markers, crayons, aluminum foil, and miscellaneous arts and crafts supplies for the children to decorate (if you go for supplies to decorate with, cut the badges out of sturdy tag board).</li> </ul>
	Drama	<ul style="list-style-type: none"> <li>• Transform your role play area to make it look like a dentist's office. Stick the name "Dr. White Teeth" on the door and display pictures of teeth on the walls of your area. A long chair, a small flashlight, and a few pictures can suffice. If you wish, you may add the following items: gloves, masks, and a white shirt. Your dentist may be able to provide a few posters or old X-rays. You may also include accessories such as empty mouthwash bottles, mirrors, towels, eyedroppers, empty medicine bottles, syringes (without needles), etc.</li> </ul>
	Reading/writing	<ul style="list-style-type: none"> <li>• To help children learn the emergency numbers</li> <li>• Teacher print and laminate the emergency numbers with picture</li> <li>• Children use white board maker to trace the numbers</li> </ul>





**Suggested books you can Put in the reading corner:**

- LMNO peas
- when I grow up
- Fire engine
- Spots fire engine

**Blocks**

- Add All emergency figurines and vehicles (fire truck, ambulance, police, tow truck, etc.).
- Use blocks to build houses. Add figurines and pretend to save them from the flames.

**Manipulative**

- Teacher print community helper word wall cards
- Teacher put basket fill of community helper figure
- Children find each community helper figure and match it to the card



**Science**

- Teeth whitening

Let hard-boiled eggs soak in tea or dark soda overnight. They will turn brown. Encourage children to brush them with toothpaste. Discuss the results.

**Sand and water**

- Add sand, emergency vehicles and little people to your sensory table this week.

**Sensory**

**Materials**

- One large Duplo or Mega-Block single-rowed block (as tooth)
- Play Dough (As leftover food)
- yarn (as a floss)



**How to:**

		<ul style="list-style-type: none"><li>• Simply show the children how to use the floss to remove the play dough.</li></ul>
<b>Closing circle</b>		<ul style="list-style-type: none"><li>• Teacher gathers the children for the closing circle while reminding them of the circle rules.</li><li>• Teacher reviews what they did today and remind them about the Unit and today's lesson.</li><li>• Teacher will choose a story related to community helpers from the nursery's library and read it for the children.</li><li>• Teacher will discuss the story with the children.</li><li>• Play the following game with the children: <a href="https://wordwall.net/resource/10893438/community-helpers">https://wordwall.net/resource/10893438/community-helpers</a></li><li>• Teacher says goodbye to the children with a warm smile.</li></ul>

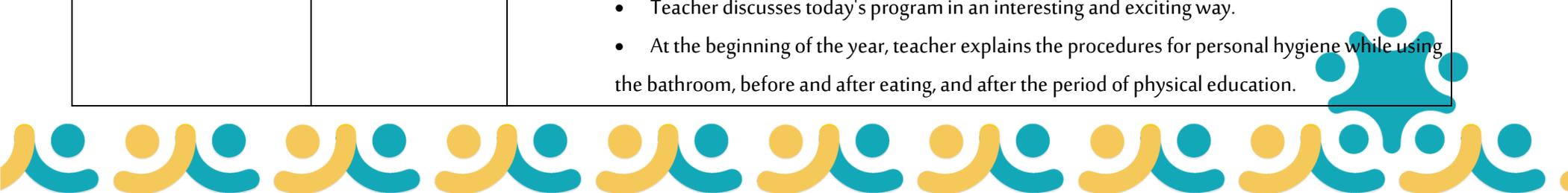


# Lesson Two

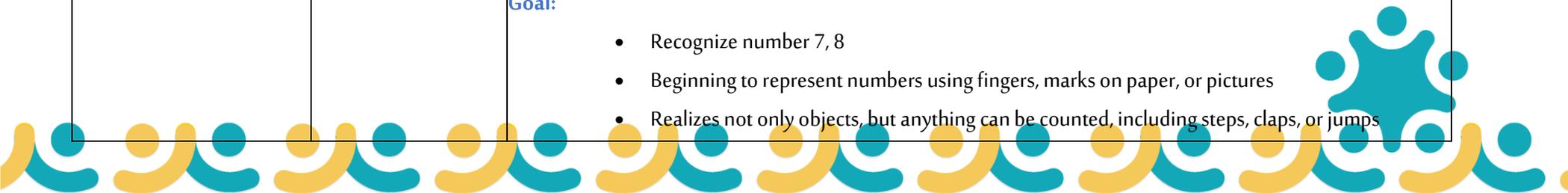
Daily schedule for distribution of activities			
Unit 7: community helper			
Month	April	Week 2	Time taken to implement: 2 days
<b>First, typical behavior observed:</b>			
<b>Sensory and Motor PLO</b>	<ul style="list-style-type: none"><li>- Beginning to paint and color inside lines</li></ul>		
<b>Mathematics</b>	<ul style="list-style-type: none"><li>- Uses positional language</li><li>- Understands basic concepts of shapes.</li><li>- Understands basic concepts of patterns.</li></ul>		
<b>Exploring worlds</b>	<ul style="list-style-type: none"><li>- Creates movement in response to music.</li><li>- Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so.</li></ul>		



Secondly, Activities and Procedures:		
daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains the children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains the children to name the nursery.</p> <p>Song of the month : <a href="https://www.youtube.com/watch?v=GoSq-yZcl-4">https://www.youtube.com/watch?v=GoSq-yZcl-4</a></p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle		<ul style="list-style-type: none"> <li>• Teacher plays soft music before the children come.</li> <li>• Teacher greets children with a big smile, and in a good manner.</li> <li>• Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff.</li> <li>• Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place.</li> <li>• Teacher takes attendance of the children by using attendance board.</li> <li>• Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy.</li> <li>• Teacher discusses today's program in an interesting and exciting way.</li> <li>• At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.</li> </ul>



		<ul style="list-style-type: none"> <li>• Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.</li> <li>• Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water.</li> <li>• Teacher encourages the children to have an open dialogue during the morning meeting.</li> <li>• Teacher sings with children days of the week song.</li> </ul> <p><b>Teacher uses her own way and strategy to do the following:</b></p> <ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Classroom rules</li> <li>3. Days of the week</li> <li>4. Month of year</li> <li>5. Weather of the day &amp; season</li> <li>6. Schedule of the day and discussing today's activities and news (visitor – important occasions)</li> <li>7. Leader of the day + class jobs.</li> <li>8. Revision: as a direct question and order or a game.</li> </ol>
<p><b>Learning circle</b></p>		<ul style="list-style-type: none"> <li>• Teacher starts gathering children to the circle using her own strategy and routine.</li> <li>• Teacher makes sure of providing all the tools and equipment's needed for the activities.</li> <li>• Teacher starts the circle reminding children of the month's topics.</li> <li>• Teacher asks some questions about numbers.</li> </ul> <p><b>Activity 1:</b>  <b>Number 7, 8</b></p> <p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>• Recognize number 7, 8</li> <li>• Beginning to represent numbers using fingers, marks on paper, or pictures</li> <li>• Realizes not only objects, but anything can be counted, including steps, claps, or jumps</li> </ul>



- Recites numbers in order to 10.
- Understands basic concepts of patterns.

**Steps to implement the activity:**

- Play the following song: <https://www.youtube.com/watch?v=DR-cfDsHCGA> sing and dance with children.
- Count with children 1 to 8, 1 2 3 4 5 6 7 8 9 10
- Show them number 7 and 8 pictures.
- Tell them that we are going to learn about number 7 and 8
- Ask children: Show me your 7 fingers on the air up, show me 7 fingers down on the floor.
- Ask children: Show me your 8 fingers on the air up, show me 8 fingers down on the floor.
- Play with children counting game.
- Show them pictures and count together.
- Observe the children in counting and recognizing number 7 and 8
- Print places picture such as, school, hospital, fire station and police station and many community helpers such as, doctors, teachers, policemen and firefighters.
- Choose one child for each picture and ask him/her to count:
  - How many doctors in the hospital: 1,2,3,4 5 6 7 (7 doctors)
  - How many teachers in the school? 1,2,3,4 5 6 7 8 (8 teachers)
  - How many policemen in the station? 1 2 3 4 5 6 7 8 (8 policemen)
  - How many firefighters in the station? 1 2 3 4 5 6 7 (7 firefighters)
- Do the same activity but in each building change the number of the characters from 1 to 10
- Let children count and answer.
- Observe the children while they are counting.

**Activity assessment:**

- Play with children numbers game.
- Ask them to stand up.



- Tell them that you will say the number and they have to jump. For example, teacher will say 7, children have to jump 7 times ... etc.
- Then ask them to clap 8 times ... etc.
- Do this activity with numbers from 1 to 8 every time change the number and the movement like steps, claps, or jumps and others.

#### Activity 2:

#### Color blue

#### Goals:

- Responds to praise for what they have done
- Beginning to paint and color inside lines
- Explores the different sounds of instruments

#### Steps to implement the activity:

- Let children see through the window what color is they sky? Blue
- Let them answer.
- Ask the children what something else is blue around them?
- Listen to their answers and discuss them.
- Review colors with children by giving each child one color and ask them to say what color is this?
- Play the following song: [https://www.youtube.com/watch?v=IH2C2R57\\_Yo](https://www.youtube.com/watch?v=IH2C2R57_Yo)
- Tell children that today we will learn color blue.
- Show children pictures of something blue such as, blue sky, blue sea, blue pen, blue t-shirt.
- Show children different pictures like police car, fire truck, ambulance

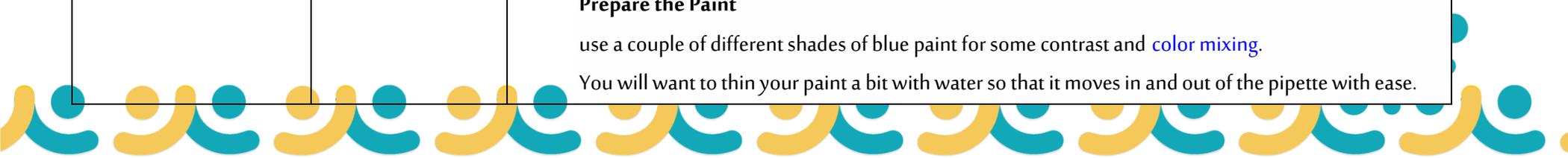
Ask children who drive fire truck? Firefighter

Who drives the ambulance?

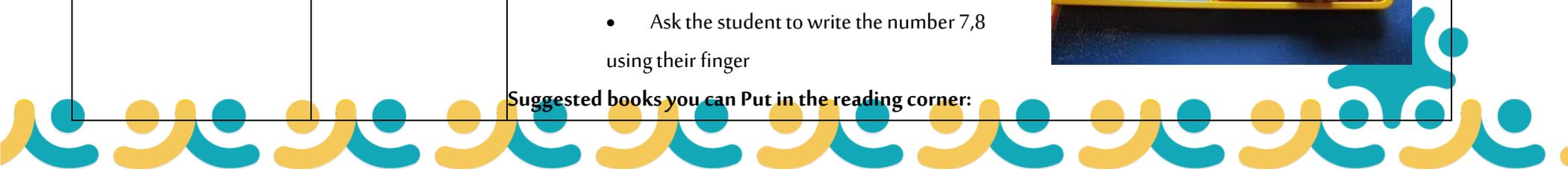
Who drive the police car? Policeman



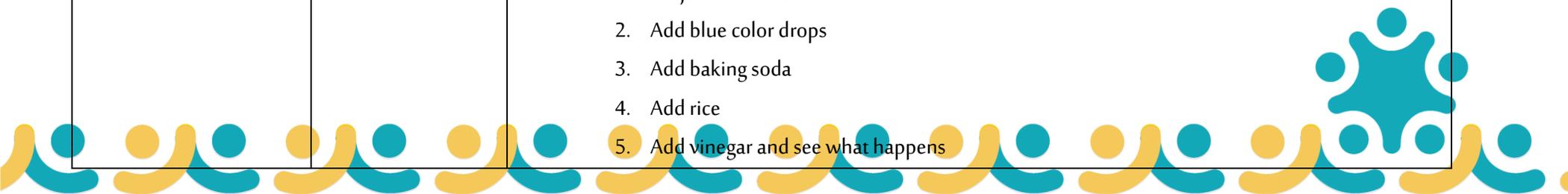
		<p>What color is the police car? Blue</p> <ul style="list-style-type: none"> <li>• Spread different blue police cars in the classroom,</li> <li>• Teacher tells children that she hid many police cars in the room and they have to search for them after counting to 3: 1,2,3</li> <li>• Children will look for the blue police cars; after that they will count how many did they collected</li> <li>• The children who has more is the winner.</li> </ul> <p>Activity assessment:</p> <ul style="list-style-type: none"> <li>• Print big police car in black and white</li> <li>• Give children many crayon colors and ask them to take color blue only</li> <li>• Let children color the police car in blue color.</li> <li>• Let children do like police car sound.</li> <li>• Observe the children and write notes.</li> </ul>
Learning centers	Art	<p><b>Material needed:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">tempera paint</a></li> <li>• <a href="#">paint cups</a></li> <li>• <a href="#">pipettes</a></li> <li>• <a href="#">paper</a></li> </ul> <p>In this activity, set the paper vertically so that the paint could drip down the paper, creating a waterfall effect.</p> <p><b>Prepare the Paint</b></p> <p>use a couple of different shades of blue paint for some contrast and <a href="#">color mixing</a>.</p> <p>You will want to thin your paint a bit with water so that it moves in and out of the pipette with ease.</p> 



		<p><b>Prepare the Activity</b></p> <p>Put your acrylic stand (or whatever you are using) on the table, on top of a tray.</p> <p>The tray is important for catching the paint that runs off the paper.</p> <p>Clip a fresh sheet of paper to the stand.</p> <p>Place a pipette in each container of paint.</p> <p><b>Using the Pipettes</b></p> <p>If your children have never used pipettes before, you might need to demonstrate how to squeeze and release the bulb to move the paint in and out of them.</p>
	<p><b>Drama</b></p>	<ul style="list-style-type: none"> <li>• Transform your role play area to make it look like a dentist's office. Stick the name "Dr. White Teeth" on the door and display pictures of teeth on the walls of your area. A long chair, a small flashlight, and a few pictures can suffice. If you wish, you may add the following items: gloves, masks, and a white shirt. Your dentist may be able to provide a few posters or old X-rays. You may also include accessories such as empty mouthwash bottles, mirrors, towels, eyedroppers, empty medicine bottles, syringes (without needles), etc.</li> </ul>
	<p><b>Reading/writing</b></p>	<p><b>Writing Tray</b></p> <ul style="list-style-type: none"> <li>• Use a salt tray to encourage the children to use just their fingers in the tray</li> <li>• Put the 7,8 printable in the writing corner</li> <li>• Bring baking tray and put a dark color paper on top of it</li> <li>• Add salt on top of the paper</li> <li>• Ask the student to write the number 7,8 using their finger</li> </ul>  <p><b>Suggested books you can Put in the reading corner:</b></p>



		<ul style="list-style-type: none"> <li>• LMNO peas</li> <li>• when I grow up</li> <li>• Fire engine</li> <li>• Spots fire engine</li> <li>• My first book of colors</li> <li>• Brown bear, what do you see?</li> <li>• Colours</li> </ul>
	<b>blocks</b>	Draw number 7, 8 with a tape at the floor. Encourage the children to create number 7,8 using the blocks.
	<b>Manipulative</b>	<ul style="list-style-type: none"> <li>• Print number card like the Attached picture</li> <li>• Laminate the card and punch a hole in one corner.</li> <li>• Using links children link to match the number in each card</li> </ul> 
	<b>Science</b>	<p><b>Dancing Rice Experiment</b></p> <p><b>Material needed:</b></p> <ul style="list-style-type: none"> <li>• Rice</li> <li>• Jar</li> <li>• Water</li> <li>• Food coloring</li> <li>• Baking soda</li> <li>• Vinegar</li> </ul> <p><b>Steps to implement:</b></p> <ol style="list-style-type: none"> <li>1. Fill jar with water</li> <li>2. Add blue color drops</li> <li>3. Add baking soda</li> <li>4. Add rice</li> <li>5. Add vinegar and see what happens</li> </ol> 



	<b>Sand and water</b>	<ul style="list-style-type: none"> <li>• Add different numbers in the sand table</li> <li>• Ask the children to search for number 7,8 using the shovel</li> </ul>
	<b>Sensory</b>	<p><b>Number 7 to 8 Playdough Mat With Playdough</b></p> <ul style="list-style-type: none"> <li>• Print numbers from 7,8</li> <li>• Put, play dough and children use it to fill the number mat</li> </ul> <p>The playdough number mat should include as the example</p> 
<b>Closing circle</b>		<ul style="list-style-type: none"> <li>• Teacher gathers the children for the closing circle while reminding them of the circle rules.</li> <li>• Teacher reviews what they did today and remind them about the Unit and today's lesson.</li> <li>• Teacher will choose a story related to numbers from the nursery library and read it for the children.</li> <li>• Teacher will discuss the story with the children.</li> <li>• Teacher says goodbye to the children with a warm smile.</li> </ul>

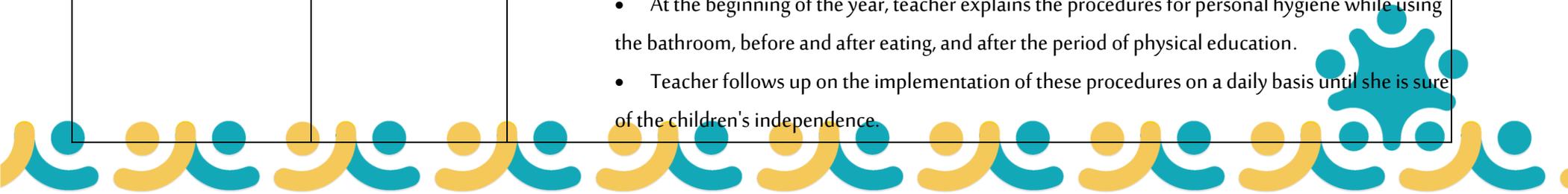


# Lesson Three

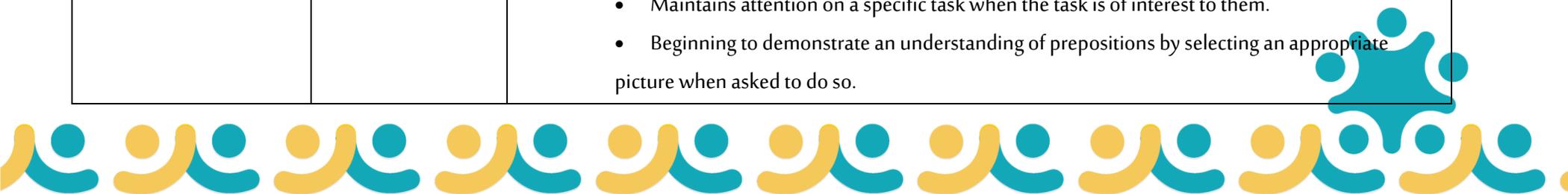
Daily schedule for distribution of activities			
Unit 7: community helper			
Month	April	Week 3	Time taken to implement: 2 days
<b>First, typical behavior observed:</b>			
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>- Beginning to represent numbers using fingers, marks on paper, or pictures</li> <li>- Realizes not only objects, but anything can be counted, including steps, claps, or jumps</li> <li>- Recites numbers in order to 10.</li> <li>- Understands basic concepts of patterns.</li> </ul>		
<b>Sensory and Motor PLO</b>	<ul style="list-style-type: none"> <li>- Beginning to paint and color inside lines</li> </ul>		
<b>Social, emotional and personal</b>	<ul style="list-style-type: none"> <li>- Responds to praise for what they have done</li> </ul>		
<b>Exploring world</b>	<ul style="list-style-type: none"> <li>- Explores the different sounds of instruments</li> </ul>		



Secondly, Activities and Procedures:		
daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains the children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains the children to name the nursery.</p> <p>Song of the month : <a href="https://www.youtube.com/watch?v=GoSq-yZcj-4">https://www.youtube.com/watch?v=GoSq-yZcj-4</a></p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle		<ul style="list-style-type: none"> <li>• Teacher plays soft music before the children come.</li> <li>• Teacher greets children with a big smile, and in a good manner.</li> <li>• Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff.</li> <li>• Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place.</li> <li>• Teacher takes attendance of the children by using attendance board.</li> <li>• Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy.</li> <li>• Teacher discusses today's program in an interesting and exciting way.</li> <li>• At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.</li> <li>• Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.</li> </ul>



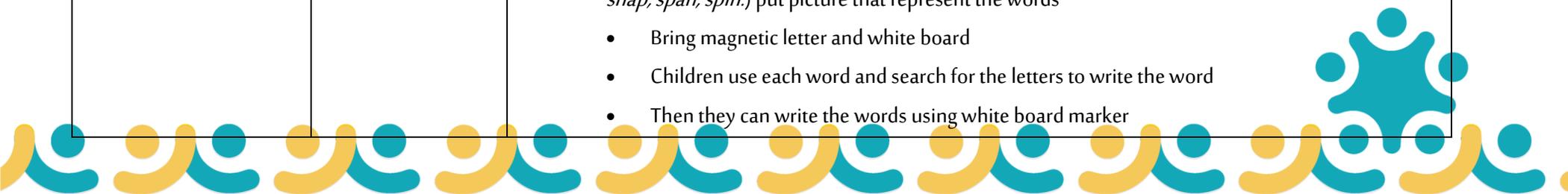
		<ul style="list-style-type: none"> <li>• Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water.</li> <li>• Teacher encourages the children to have an open dialogue during the morning meeting.</li> <li>• Teacher sings with children days of the week song.</li> </ul> <p><b>Teacher uses her own way and strategy to do the following:</b></p> <ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Classroom rules</li> <li>3. Days of the week</li> <li>4. Month of year</li> <li>5. Weather of the day &amp; season</li> <li>6. Schedule of the day and discussing today's activities and news (visitor – important occasions)</li> <li>7. Leader of the day + class jobs.</li> <li>8. Revision: as a direct question and order or a game.</li> </ol>
<p><b>Learning circle</b></p>		<ul style="list-style-type: none"> <li>• Teacher starts gathering children to the circle using her own strategy and routine.</li> <li>• Teacher makes sure of providing all the tools and equipment's needed for the activities.</li> <li>• Teacher starts the circle reminding children of the month's topics.</li> <li>• Teacher asks some questions about letters they took before.</li> </ul> <p><b>Activity 1:</b>  <b>Letter (n)</b>  <b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes.</li> <li>• Maintains attention on a specific task when the task is of interest to them.</li> <li>• Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so.</li> </ul>

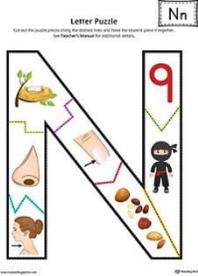


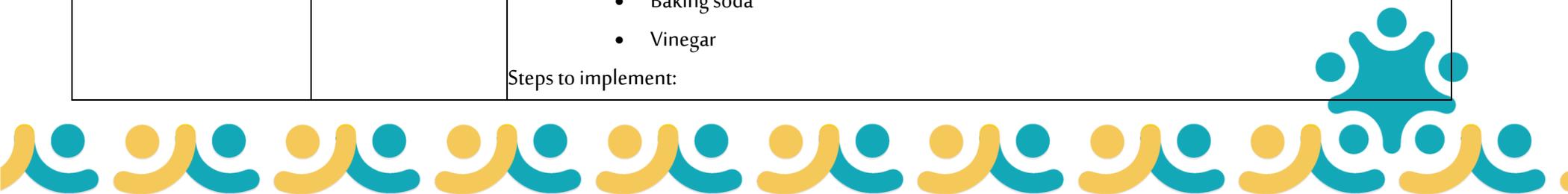
		<ul style="list-style-type: none"> <li>Continues to use a grasp hold in certain situations with movement towards using a more appropriate grasp</li> </ul> <p><b>Steps to implement the activity:</b></p> <ul style="list-style-type: none"> <li>Teacher brings different pictures of things start with the letter (n) such as, nose, nachos, nest, nine, numbers ask children to name these pictures for you.</li> <li>Then tell them can you guess what letter we are going to take today?</li> <li>Give them some time to think then open the following video: <a href="https://www.youtube.com/watch?v=k8yIStRZtas">https://www.youtube.com/watch?v=k8yIStRZtas</a></li> <li>Play the song again and ask children to sing with it.</li> <li>Show children letter (n) flash card ask them what letter we are going to take? Letter nnn</li> <li>Open the following video and discuss it with children: <a href="https://www.youtube.com/watch?v=qE5HEeoVGb0">https://www.youtube.com/watch?v=qE5HEeoVGb0</a></li> <li>Present the pictures and say nn Nose, nn Numbers, nn Nine, nn Nachos, nn Nest</li> <li>Ask children to think and give you things start with Letter (n)</li> <li>Hold a marker and teach the children how to write letter on the white board.</li> </ul> <p><b>Activity assessment:</b></p> <ul style="list-style-type: none"> <li>Print iPad pictures illuminate it so children can write on it by the marker.</li> <li>Give each child an iPad and marker ask them to hold the marker and raise their hand.</li> <li>Check if they are holding the marker correctly.</li> <li>Teach children to copy you and write letter (n).</li> <li>Watch children while they are writing.</li> <li>Correct for them if they are doing it wrong.</li> <li>Take pictures and write down notes about children's work.</li> </ul>
Learning centers	Art	Material needed:



		<ul style="list-style-type: none"> <li>• large piece paper</li> <li>• blue and purple paints</li> <li>• gold or silver glitter paint (optional)</li> <li>• letter N on black construction paper</li> <li>• star stickers</li> </ul> <p><b>steps to implement the activity:</b></p> <ol style="list-style-type: none"> <li>1. place the paper .</li> </ol> <p><a href="https://crystalandcomp.com/wp-content/uploads/2013/07/N-is-for-Night-4-crystal-and-comp.jpg">HYPERLINK "https://crystalandcomp.com/wp-content/uploads/2013/07/N-is-for-Night-4-crystal-and-comp.jpg"</a></p> <ol style="list-style-type: none"> <li>2. Squirt a small amount of paint all over the paper. Add the glitter paint if you want some extra sparkle! Then encourage the children to use their fingers to spread it out to the very edges of the paper.</li> <li>3. next , glue the letter N onto the center of the paper.</li> <li>4. Add star stickers to create a beautiful night sky!</li> </ol>
	<p><b>Drama</b></p>	<ul style="list-style-type: none"> <li>• Transform your role play area to make it look like a dentist's office. Stick the name "Dr. White Teeth" on the door and display pictures of teeth on the walls of your area. A long chair, a small flashlight, and a few pictures can suffice. If you wish, you may add the following items: gloves, masks, and a white shirt. Your dentist may be able to provide a few posters or old X-rays. You may also include accessories such as empty mouthwash bottles, mirrors, towels, eyedroppers, empty medicine bottles, syringes (without needles), etc.</li> </ul>
	<p><b>Reading/writing</b></p>	<p><b>Writing :</b></p> <ul style="list-style-type: none"> <li>• Print flashcard of words using jolly phonics letters (<i>nap, nip, pan, pin, tin, tan, ant, pant, snip, snap, span, spin.</i>) put picture that represent the words</li> <li>• Bring magnetic letter and white board</li> <li>• Children use each word and search for the letters to write the word</li> <li>• Then they can write the words using white board marker</li> </ul>



		<ul style="list-style-type: none"> <li>• Encourage the children to sound the letters when writing them</li> </ul> <p><b>Suggested books you can Put in the reading corner:</b></p> <ul style="list-style-type: none"> <li>• LMNO peas</li> <li>• when I grow up</li> <li>• Fire engine</li> <li>• Spots fire engine</li> <li>• My first book of colors</li> <li>• Brown bear, what do you see?</li> <li>• Colours</li> </ul>
	<b>Blocks</b>	Draw letter N with a tape at the floor and encourage the children to trace the letter using blocks
	<b>Manipulative</b>	<p>Print letter T puzzle and laminate it</p> <p>Give the children so that they can solve it</p> 
	<b>Science</b>	<p><b>Dancing Rice Experiment</b></p> <p><b>Material needed:</b></p> <ul style="list-style-type: none"> <li>• Rice</li> <li>• Jar</li> <li>• Water</li> <li>• Food coloring</li> <li>• Baking soda</li> <li>• Vinegar</li> </ul> <p>Steps to implement:</p>



		<p>6. Fill jar with water</p> <p>7. Add blue color drops</p> <p>8. Add baking soda</p> <p>9. Add rice</p> <p>Add vinegar and see what happens</p> 
	<b>Sand and water</b>	<p>You can add the alphabets and ask the children to scoop out only letter "N"</p>  
	<b>Sensory</b>	<p>Print letter "N" playdough sheet and laminate it</p> <p>Give the children blue color playdough and let them create letter "N" with it</p> 
<b>Closing circle</b>		<ul style="list-style-type: none"> <li>• Teacher gathers the children for the closing circle while reminding them of the circle rules.</li> <li>• Teacher reviews what they did today and remind them about the Unit and today's lesson.</li> <li>• Teacher will choose a story related to community helpers from the nursery library and read it for the children.</li> <li>• Teacher will discuss the story with the children.</li> <li>• Review the letter (n) song:  <a href="https://www.youtube.com/watch?v=k8ylStRZtas">https://www.youtube.com/watch?v=k8ylStRZtas</a> <ul style="list-style-type: none"> <li>• Teacher says goodbye to the children with a warm smile.</li> </ul> </li> </ul>

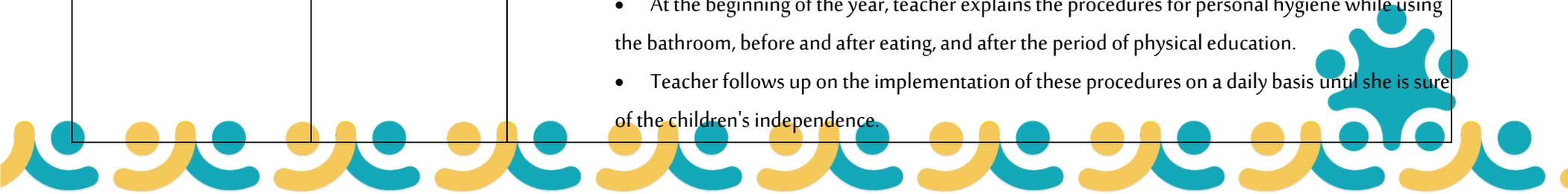


# Lesson Four

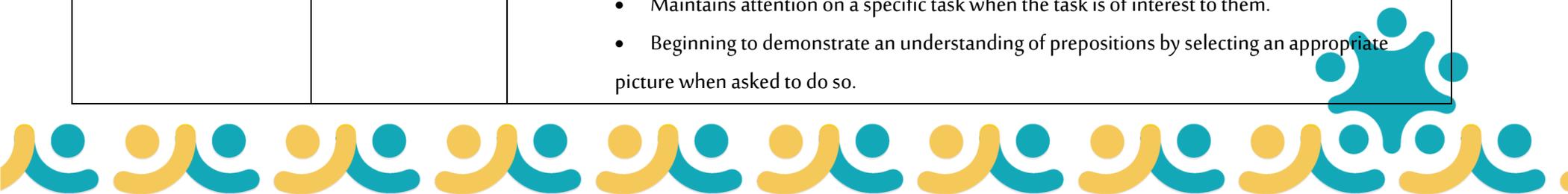
Daily schedule for distribution of activities			
Unit 7: community helper			
Month	April	Week 4	Time taken to implement: 2 days
<b>First, typical behavior observed:</b>			
<b>Communication and language</b>	<ul style="list-style-type: none"><li>- Maintains attention on a specific task when the task is of interest to them.</li><li>- Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so.</li></ul>		
<b>Literacy LO</b>	<ul style="list-style-type: none"><li>- Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes.</li></ul>		
<b>Sensory and motors</b>	<ul style="list-style-type: none"><li>- Continues to use a grasp hold in certain situations with movement towards using a more appropriate grasp</li></ul>		



Secondly, Activities and Procedures:		
daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains the children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains the children to name the nursery.</p> <p>Song of the month : <a href="https://www.youtube.com/watch?v=GoSq-yZcj-4">https://www.youtube.com/watch?v=GoSq-yZcj-4</a></p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle		<ul style="list-style-type: none"> <li>• Teacher plays soft music before the children come.</li> <li>• Teacher greets children with a big smile, and in a good manner.</li> <li>• Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff.</li> <li>• Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place.</li> <li>• Teacher takes attendance of the children by using attendance board.</li> <li>• Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy.</li> <li>• Teacher discusses today's program in an interesting and exciting way.</li> <li>• At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.</li> <li>• Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.</li> </ul>



		<ul style="list-style-type: none"> <li>• Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water.</li> <li>• Teacher encourages the children to have an open dialogue during the morning meeting.</li> <li>• Teacher sings with children days of the week song.</li> </ul> <p><b>Teacher uses her own way and strategy to do the following:</b></p> <ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Classroom rules</li> <li>3. Days of the week</li> <li>4. Month of year</li> <li>5. Weather of the day &amp; season</li> <li>6. Schedule of the day and discussing today's activities and news (visitor – important occasions)</li> <li>7. Leader of the day + class jobs.</li> <li>8. Revision: as a direct question and order or a game.</li> </ol>
<p><b>Learning circle</b></p>		<ul style="list-style-type: none"> <li>• Teacher starts gathering children to the circle using her own strategy and routine.</li> <li>• Teacher makes sure of providing all the tools and equipment's needed for the activities.</li> <li>• Teacher starts the circle reminding children of the month's topics.</li> <li>• Teacher asks some questions about letters they took before.</li> </ul> <p><b>Activity 1:</b>  <b>Letter (n)</b>  <b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes.</li> <li>• Maintains attention on a specific task when the task is of interest to them.</li> <li>• Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so.</li> </ul>



- Continues to use a grasp hold in certain situations with movement towards using a more appropriate grasp

#### Steps to implement the activity:

- Teacher brings different pictures of things start with the letter (n) such as, nose, nachos, nest, nine, numbers ask children to name these pictures for you.
- Then tell them can you guess what letter we are going to take today?
- Give them some time to think then open the following video:

<https://www.youtube.com/watch?v=k8yIStRZtas>

- Play the song again and ask children to sing with it.
- Show children letter (n) flash card ask them what letter we are going to take?

Letter nnn

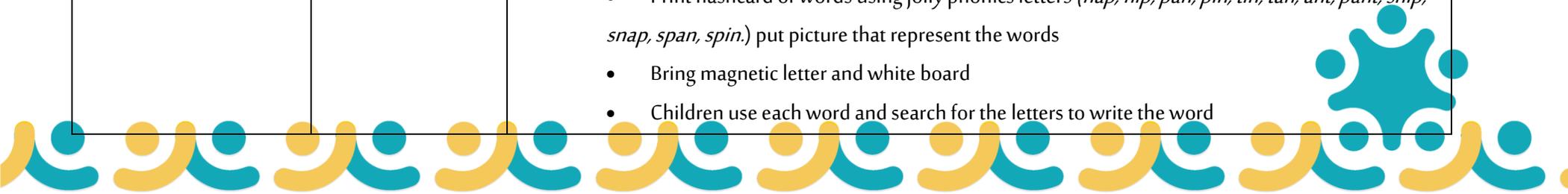
- Open the following video and discuss it with children:
- <https://www.youtube.com/watch?v=qE5HEeoVGb0>
- Present the pictures and say nn Nose, nn Numbers, nn Nine, nn Nachos, nn Nest
  - Ask children to think and give you things start with Letter (n)
  - Hold a marker and teach the children how to write letter on the white board.

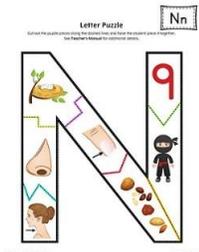
#### Activity assessment:

- Print iPad pictures illuminate it so children can write on it by the marker.
- Give each child an iPad and marker ask them to hold the marker and raise their hand.
- Check if they are holding the marker correctly.
- Teach children to copy you and write letter (n).
- Watch children while they are writing.
- Correct for them if they are doing it wrong.
- Take pictures and write down notes about children's work.



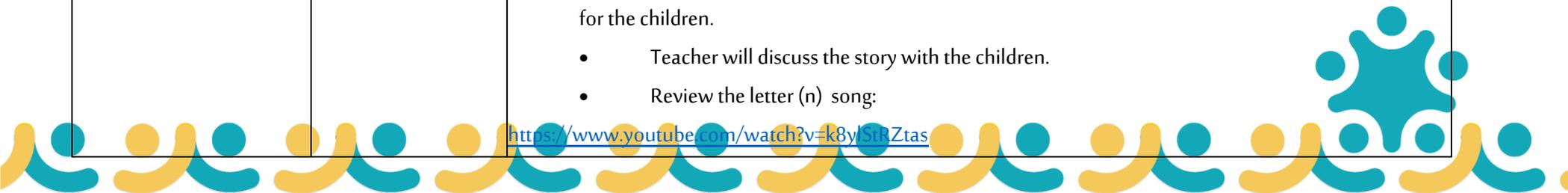
<p><b>Learning centers</b></p>	<p><b>Art</b></p>	<p><b>Material needed:</b></p> <ul style="list-style-type: none"> <li>• large piece paper</li> <li>• blue and purple paints</li> <li>• gold or silver glitter paint (optional)</li> <li>• letter N on black construction paper</li> <li>• star stickers</li> </ul> <p><b>steps to implement the activity:</b></p> <ol style="list-style-type: none"> <li>1. place the paper .</li> </ol> <p><a href="https://crystalandcomp.com/wp-content/uploads/2013/07/N-is-for-Night-4-crystal-and-comp.jpg">HYPERLINK "https://crystalandcomp.com/wp-content/uploads/2013/07/N-is-for-Night-4-crystal-and-comp.jpg"</a></p> <ol style="list-style-type: none"> <li>2. Squirt a small amount of paint all over the paper. Add the glitter paint if you want some extra sparkle! Then encourage the children to use their fingers to spread it out to the very edges of the paper.</li> <li>3. next , glue the letter N onto the center of the paper.</li> <li>4. Add star stickers to create a beautiful night sky!</li> </ol>
	<p><b>Drama</b></p>	<ul style="list-style-type: none"> <li>• Transform your role play area to make it look like a dentist's office. Stick the name "Dr. White Teeth" on the door and display pictures of teeth on the walls of your area. A long chair, a small flashlight, and a few pictures can suffice. If you wish, you may add the following items: gloves, masks, and a white shirt. Your dentist may be able to provide a few posters or old X-rays. You may also include accessories such as empty mouthwash bottles, mirrors, towels, eyedroppers, empty medicine bottles, syringes (without needles), etc.</li> </ul>
	<p><b>Reading/writing</b></p>	<p><b>Writing :</b></p> <ul style="list-style-type: none"> <li>• Print flashcard of words using jolly phonics letter <i>s</i> (<i>nap, nip, pan, pin, tin, tan, ant, pant, snip, snap, span, spin.</i>) put picture that represent the words</li> <li>• Bring magnetic letter and white board</li> <li>• Children use each word and search for the letters to write the word</li> </ul>



		<ul style="list-style-type: none"> <li>• Then they can write the words using white board marker</li> <li>• Encourage the children to sound the letters when writing them</li> </ul> <p><b>Suggested books you can Put in the reading corner:</b></p> <ul style="list-style-type: none"> <li>• LMNO peas</li> <li>• when I grow up</li> <li>• Fire engine</li> <li>• Spots fire engine</li> <li>• My first book of colors</li> <li>• Brown bear, what do you see?</li> <li>• Colours</li> </ul>
<b>Blocks</b>		Draw letter N with a tape at the floor and encourage the children to trace the letter using blocks
<b>Manipulative</b>		<p>Print letter T puzzle and laminate it</p> <p>Give the children so that they can solve it</p> 
<b>Science</b>		<p><b>Dancing Rice Experiment</b></p> <p><b>Material needed:</b></p> <ul style="list-style-type: none"> <li>• Rice</li> </ul>



		<ul style="list-style-type: none"> <li>• Jar</li> <li>• Water</li> <li>• Food coloring</li> <li>• Baking soda</li> <li>• Vinegar</li> </ul> <p>Steps to implement:</p> <ol style="list-style-type: none"> <li>1. Fill jar with water</li> <li>2. Add blue color drops</li> <li>3. Add baking soda</li> <li>4. Add rice</li> </ol> <p>Add vinegar and see what happens</p> 
	<p><b>Sand and water</b></p>	<p>You can add the alphabets and ask the children to scoop out only letter "N"</p>  
	<p><b>Sensory</b></p>	<p>Print letter "N" playdough sheet and laminate it</p> <p>Give the children blue color playdough and let them create letter "N" with it</p> 
<p><b>Closing circle</b></p>		<ul style="list-style-type: none"> <li>• Teacher gathers the children for the closing circle while reminding them of the circle rules.</li> <li>• Teacher reviews what they did today and remind them about the Unit and today's lesson.</li> <li>• Teacher will choose a story related to community helpers from the nursery library and read it for the children.</li> <li>• Teacher will discuss the story with the children.</li> <li>• Review the letter (n) song:</li> </ul> <p><a href="https://www.youtube.com/watch?v=k8ylStRZtas">https://www.youtube.com/watch?v=k8ylStRZtas</a></p>



		<ul style="list-style-type: none"><li>• Teacher says goodbye to the children with a warm smile.</li></ul>
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# Unit Eight Plants



# Introduction

The general planning of the unit provides the following:

- Support and assistance to achieve the elements of the lesson plan.
- Implementation Guidelines.
- Suggested activities.

When using the unit's general planning, the teacher considers the following:

- Achieving learning outcomes.
- Taking into account individual differences when implementing the proposed activities.
- Employing the available resources and resources.
- Employing play-learning strategies.
- Taking into account coherence and harmony when navigating between the areas of the unit and its main axes:
  - Communication and language.
  - Sensory and motor development.
  - Social, emotional and psychological development.
  - reading and writing.
  - mathematics.
  - Explore worlds.
  - Expressive arts.

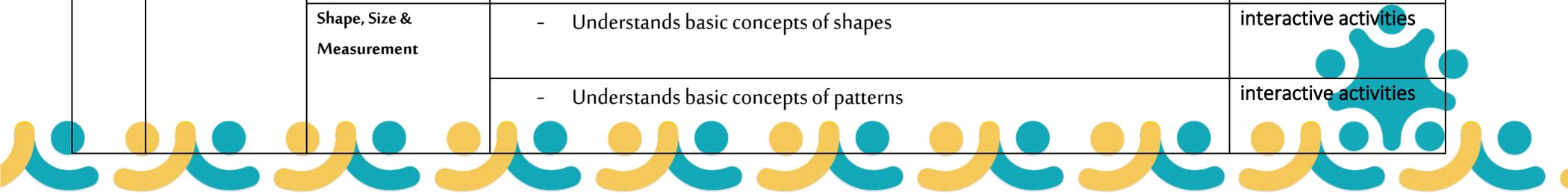


- National, moral and religious awareness.
- Strengthening partnership strategies with the guardian.
- Creating the spatial space for role-playing.

## Learning Outcomes

Unit name	Area	Standards	Typical Observed	Notes
Plants	Communication and Language	Listening & Attention	- Maintains attention on a specific task when the task is of interest to them.	interactive activities
			- Listens with interest, engagement, and curiosity when stories are read aloud.	interactive activities
		Understanding	- Able to follow a story without illustration	interactive activities
			- Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so.	interactive activities
		Speaking	- Beginning to use a range of tenses	interactive activities
			- Able to retell or recall a story or event with minimal errors.	interactive activities
	Sensory and Motor PLO	Gross Motor	- Able to confidently maneuver physical space safely. (Sport)	extended behaviour
			- Have control over big muscle movements such as start, stop, and turn. (Sport)	extended behaviour
		Fine Motor	- Can hold a pencil between thumb and two fingers	extended behaviour
			- Beginning to paint and color inside lines	extended behaviour
		- Can manipulate materials to change shape and form such as playdough, clay	extended behaviour	

		<ul style="list-style-type: none"> <li>- Beginning to use objects, tools, equipment accurately, and safely (Art center)</li> </ul>	extended behaviour
		<ul style="list-style-type: none"> <li>- Continues to use a grasp hold in certain situations with movement towards using a more appropriate grasp. (Sport)</li> </ul>	extended behaviour
Social, Emotional, and Personal	Self	<ul style="list-style-type: none"> <li>- Responds to praise for what they have done (During the day)</li> </ul>	extended behaviour
	Feeling and emotions	<ul style="list-style-type: none"> <li>- Beginning to respect behavioral boundaries and expectations (During the day)</li> </ul>	extended behaviour
	Forming & Maintaining Relationships	<ul style="list-style-type: none"> <li>- Demonstrates respect for the learning environment and materials (During the day)</li> </ul>	extended behaviour
		<ul style="list-style-type: none"> <li>- Initiates conversations with friends and adults. (During the day)</li> </ul>	extended behaviour
Literacy LO	Reading	<ul style="list-style-type: none"> <li>- Able to enact stories using props, occasionally lacking in confidence.</li> </ul>	interactive activities
		<ul style="list-style-type: none"> <li>- Can predict the ending to a familiar story</li> </ul>	interactive activities
	Writing	<ul style="list-style-type: none"> <li>- To support pre-writing skills: Able to sound out the letters of the alphabet, with some errors.</li> </ul>	interactive activities
Mathematics	Number & Operation	<ul style="list-style-type: none"> <li>- Recites numbers in order to 10 (9,10)</li> </ul>	interactive activities
		<ul style="list-style-type: none"> <li>- Realizes not only objects, but anything can be counted, including steps, claps, or jumps</li> </ul>	interactive activities
		<ul style="list-style-type: none"> <li>- Shows an interest in numerals in the environment</li> </ul>	interactive activities
	Shape, Size & Measurement	<ul style="list-style-type: none"> <li>- Understands basic concepts of shapes</li> </ul>	interactive activities
		<ul style="list-style-type: none"> <li>- Understands basic concepts of patterns</li> </ul>	interactive activities



	Exploring Worlds	Natural world	- Can make observations of animals and plants and explain why some things occur, and talk about changes	interactive activities
			- Comments and asks questions about aspects of their familiar world, such as the natural world. (During the day)	interactive activities
			- Developing an awareness of the impact of human activity on environments and the interdependence of living things.	interactive activities
		Environment	- Beginning to learn to 'read' their environment and respond appropriately, e.g., behaviors of others. (During the day)	interactive activities
		Childs World	- Remembers and talks about significant events in their own experience	interactive activities
		Music	- Beginning to create musical rhythms. (During the day)	interactive activities
		Movement	- Begins to explore aspects of identity through role-play (Role-play)	interactive activities
	Expressive Art	Technology & Materials	- Understands that different media can be combined to create new effects	interactive activities
			- Selects tools and techniques needed to shape, assemble and join materials they are using.	interactive activities
	National, ethical and religious awareness	Positive Behavior & Ethical Treatment	- Uses positive behavior in play situations (During the day)	interactive activities
Islamic Creed, Values & Behaviors		- Awareness of religious occasions, such as Ramadan and Eid.	interactive activities	
		- Awareness and adherence to rules	interactive activities	



## Terms and sight words:

Terms	Sight words	
<ul style="list-style-type: none"><li>- Living things</li><li>- The plant</li><li>- The tree</li><li>- The garden</li><li>- The farm</li><li>- The water</li><li>- Air</li></ul>	<ul style="list-style-type: none"><li>- Cat</li><li>- Caterpillar</li><li>- Castanets</li><li>- In</li><li>- On</li><li>- Under</li><li>- Oval</li></ul>	<ul style="list-style-type: none"><li>- Pink</li><li>- Flower</li><li>- Seed</li><li>- Grow</li></ul>

## Overview:

### The concept of living organism:

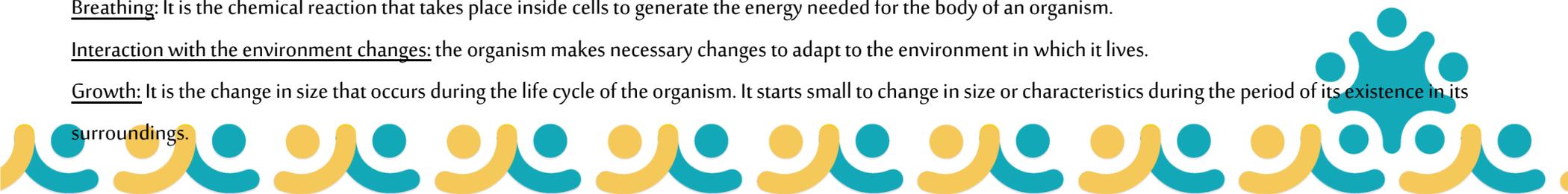
In normal day observations, the things around us are classified into living things and non-living things. Most of us are good at distinguishing the two, but how do we call things an organism based on scientific evidence and facts. Most sources agree that certain qualities must be present in order for a thing to be called a living being. Among the most important characteristics that distinguish a living being:

Movement: A living organism is required to be able to move or move from one place to another when the need arises.

Breathing: It is the chemical reaction that takes place inside cells to generate the energy needed for the body of an organism.

Interaction with the environment changes: the organism makes necessary changes to adapt to the environment in which it lives.

Growth: It is the change in size that occurs during the life cycle of the organism. It starts small to change in size or characteristics during the period of its existence in its surroundings.



Reproduction: It means the ability to produce bodies from the body of the original organism and to transfer genetic traits to the new body.

The ability to expel waste: It means getting rid of toxic substances resulting from the processes of demolition, construction and cell renewal outside the body of the organism.

Obtaining nutrition: living organisms of all kinds consume food according to its other characteristics.

## Types of Living Organisms:

Scientists divide living organisms into five kingdoms. Most of the seven conditions that must be met by the organism mentioned above (movement, breathing, interaction with the environment, growth, reproduction, expulsion of wastes and nutrition) apply to these kingdoms.

Living organisms are divided into 5 kingdoms to facilitate their study, as well as to facilitate finding relationships between different kingdoms and developing accurate scientific explanations for those complex and overlapping relationships between some kingdoms. Living organisms are divided into five main kingdoms:

- The kingdom of primitives: which includes bacteria and viruses have recently been added to it.
- Kingdom of Protists: which includes protozoa, algal protists and fungal protists.
- The kingdom of fungi.
- Animal kingdom: which is classified into vertebrates and invertebrates, and each section includes other sub-divisions.
- Plant kingdom: It is classified into vascular and non-vascular plants, and each section includes other sub-divisions.

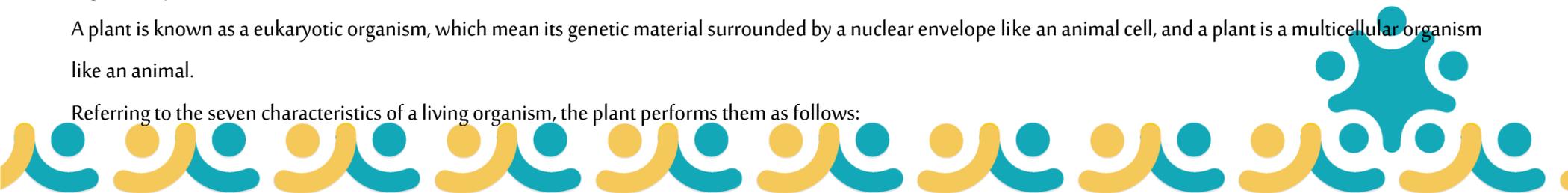
## Is a plant a living organism?

The answer to the question “Is a plant a living being” is twofold:

If the question is whether the plant is a living thing, it means is the plant one of the living organisms to which the seven aspects of life we mentioned previously apply, then the answer will be yes, certainly the plant is a living thing, as the plant performs all these activities but in its own way that differs from the way other living organisms perform it.

A plant is known as a eukaryotic organism, which mean its genetic material surrounded by a nuclear envelope like an animal cell, and a plant is a multicellular organism like an animal.

Referring to the seven characteristics of a living organism, the plant performs them as follows:



A plant is capable of growth, like other living things, it certainly changes in size from a seed to the size of a tree, such as a giant nut.

The plant moves like other living things, but it moves through its roots in search of nutrients, usually the movement of the roots is not visible because it is often under the soil.

The plant feeds, but it does not depend on other creatures as a source of food.

Plants are capable of reproduction and production. Most plants reproduce through the seed that transfers all the genetic traits in the plant to the new plant. For example, pine seeds, if they have the appropriate soil, water and air, it will produce a new pine tree that resembles the mother tree in all its characteristics.

Expelling waste, plants expel waste resulting from the construction and demolition process that takes place inside them in different ways. Plants as in animals and the slow process of excreting waste, it is mistakenly believed that the plant does not get rid of its waste.

The plant breathes, the plant is a living organism that needs oxygen to oxidize carbohydrates and obtain energy, but the respiration process in the plant interferes with the photosynthesis process, so it is mistakenly believed that the plant does not breathe or that the process of photosynthesis is the process responsible for introducing oxygen to the plant. The process of photosynthesis occurs during the day and produces oxygen, while at night the reverse process occurs, where the plant uses the oxygen produced by photosynthesis for respiration, and the process of respiration again produces carbon dioxide and water needed for photosynthesis during the day.

The ability to interact with the ocean, plants in desert climates have needle-shaped leaves to store water, and roots in desert environment plants are many ramifications in attempts to obtain scarce water in the surrounding environment.

## Unit goals:

### General objectives of the unit:

- Building the child's cognitive personality by introducing him to the life of plants.
- Introduce the child to what distinguishes a plant.
- Creating environmental awareness among children.
- Enable children to know the characteristics of plants.
- Children's acquisition of some scientific concepts about plants.



- Children's knowledge of the importance of scientific concepts in daily life.
- Develop the child's different senses.
- Training children to notice and trade things to identify them.
- Familiarize children with the scientific method in: thinking - questioning - research - experimentation - discovery.
- Training children to experiment in a simple sense that is commensurate with their abilities and perceptions.
- Helping children acquire some scientific trends and inclinations.
- Develop children's ability to explain some scientific phenomena.

### Special objectives of the unit:

### The unit aims to introduce the child to the following:

Family Concept

Family residence

The arrangement of the child in the family

Extended family tree

Family member

Etiquette for dealing with adults



## Suggested trip or visits to nursery

It is suggested that the following activity be carried out during the implementation of the (Plant) unit:

### Activity One:

**Activity Title:** Visit the flower garden / Dubai

### Objective of the activity:

The activity is expected to achieve the following patterns of behaviors:

- The child can talk about some of the things he noticed, such as plants, animals and natural things.
- The child shows an increased appreciation and care for both natural and unnatural environments.
- The child shows care and compassion for animals with the support of adults.

### Tools:

- Visit the flower garden in Dubai.
- Cameras or cell phones for filming.

### Implementation Guidelines:

- Teacher tells the children that they are going to visit an important landmark in Dubai.
- Teacher provides some information about the flower garden in Dubai.
- Teacher instructs that they will photograph some landmarks of Dubai during the trip.

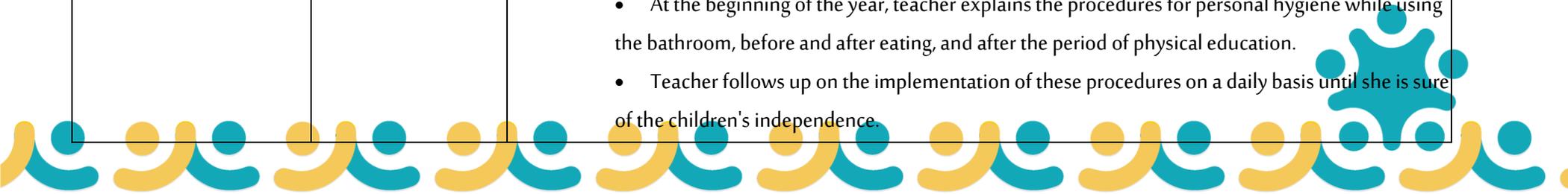


# Lesson One

Daily schedule for distribution of activities			
Unit 8 : plants			
Month	May	Week 1	Time taken to implement: 2 days
<b>First, typical behavior observed :</b>			
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>- Maintains attention on a specific task when the task is of interest to them.</li> <li>- Listens with interest, engagement, and curiosity when stories are read aloud.</li> <li>- Able to follow a story without illustration.</li> <li>- Able to retell or recall a story or event with minimal errors.</li> </ul>		
<b>Exploring world</b>	<ul style="list-style-type: none"> <li>- Can make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul>		
<b>Sensory and Motor PLO</b>	<ul style="list-style-type: none"> <li>- Can hold a pencil between thumb and two fingers.</li> <li>- Beginning to paint and color inside lines.</li> </ul>		
<b>Social, emotional, and personal</b>	<ul style="list-style-type: none"> <li>- Initiates conversations with friends and adults.</li> </ul>		



Secondly, Activities and Procedures:		
daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains the children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains the children to name the nursery.</p> <p>Song of the month : <a href="https://www.youtube.com/watch?v=ui6fbGwpMhE">https://www.youtube.com/watch?v=ui6fbGwpMhE</a></p> <p>Teacher plays any action songs to motivate and activate the children</p>
Opening circle		<ul style="list-style-type: none"> <li>• Teacher plays soft music before the children come.</li> <li>• Teacher greets children with a big smile, and in a good manner.</li> <li>• Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff.</li> <li>• Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place.</li> <li>• Teacher takes attendance of the children by using attendance board.</li> <li>• Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy.</li> <li>• Teacher discusses today's program in an interesting and exciting way.</li> <li>• At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.</li> <li>• Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.</li> </ul>



		<ul style="list-style-type: none"> <li>• Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water.</li> <li>• Teacher encourages the children to have an open dialogue during the morning meeting.</li> <li>• Teacher sings with children days of the week song.</li> </ul> <p><b>Teacher uses her own way and strategy to do the following:</b></p> <ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Classroom rules</li> <li>3. Days of the week</li> <li>4. Month of year</li> <li>5. Weather of the day &amp; season</li> <li>6. Schedule of the day and discussing today's activities and news (visitor – important occasions)</li> <li>7. Leader of the day + class jobs.</li> <li>8. Revision: as a direct question and order or a game.</li> </ol>
<p><b>Learning circle</b></p>		<ul style="list-style-type: none"> <li>• Teacher starts gathering children to the circle using her own strategy and routine.</li> <li>• Teacher makes sure of providing all the tools and equipment's needed for the activities.</li> <li>• Teacher starts the circle reminding children of the month's topics.</li> <li>• Teacher asks children some questions about the farm if they have and about plants.</li> </ul> <p><b>Activity 1:</b>  <b>The tiny seed!</b></p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Maintains attention on a specific task when the task is of interest to them.</li> <li>• Listens with interest, engagement, and curiosity when stories are read aloud.</li> <li>• Able to follow a story without illustration.</li> <li>• Able to retell or recall a story or event with minimal errors.</li> </ul>



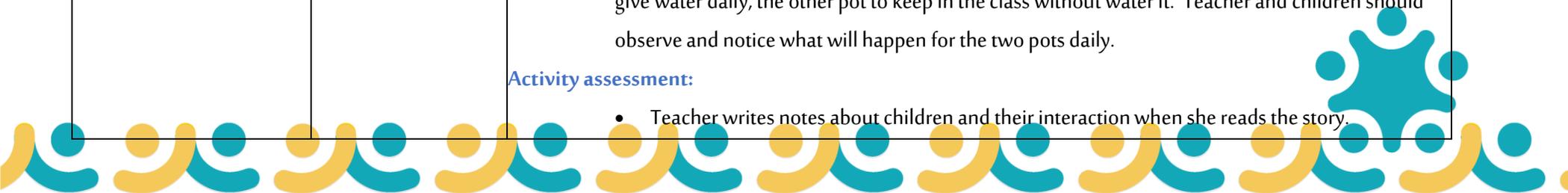
- Can make observations of animals and plants and explain why some things occur, and talk about changes

**Steps to implement the activity:**

- First, teacher should provide a real plant, show it to children and ask them what do you see? Do you have plants in your house? Where can you see the plants? Inside the house or in the garden?
- Teacher tells children that today we will read (The tiny seed) story,
- When teacher reads the story, she stops and asks children some questions about the story and gives children chance to think and guess what will happen next.
- After reading the story, teacher asks children about the story. For example: what plant needs to grow? what happen for the seed? .. etc.
- Teacher asks children can we live without foods and water? Then she brings pictures for the plants' needs (Soil, sunlight, water), and tells children that plants can't grow and live without these things.
- Teacher brings a real flower and presents it in front of the children.
- Teacher asks them to touch it and name its parts.
- Teacher names the flowers' parts and point it while she names them (root, stem, leaves and blossom petals).
- Teacher prints plants growth stages and asks children to arrange them in a right way.
- Teacher brings different kinds of seeds (with different colors and sizes) and asks children to categorize them by shape, color or size.
- At the end, both teacher and children plant seeds in two pots, one to put under the sun and give water daily, the other pot to keep in the class without water it. Teacher and children should observe and notice what will happen for the two pots daily.

**Activity assessment:**

- Teacher writes notes about children and their interaction when she reads the story.



- Teacher observes children when they organize the plants' stages, and when they plant with her.

#### Activity 2:

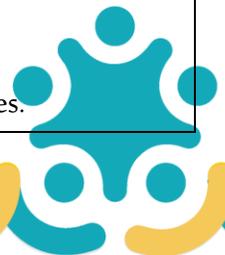
#### Fruits and vegetables

#### Goals:

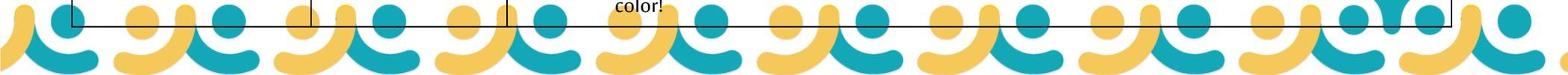
- Can hold a pencil between thumb and two fingers.
- Beginning to paint and color inside lines.
- Initiates conversations with friends and adults.

#### Steps to implement the activity:

- Before the class teacher prepares a small supermarket, which includes different kinds of fruits and vegetables.
- Teacher asks children: where do you think we are going today? It's a place that you can buy things like orange, apple ... Give children time to think and listen to their answers
- Teacher tells children that today we are going to the supermarket to buy some healthy food like fruits and vegetables.
- Teacher removes the cover from the mini supermarket. "Wow see we arrived to the market"
- Ask children what do you see in the supermarket? Listen to their answers.
- Point and name the fruits and vegetables for children. For example (red apples, yellow bananas, green cucumbers, he has orange carrots .... etc.).
- Teacher asks 2 children to come out, one will be a farmer and the other is a buyer. Teacher will help the buyer to ask the farmer for some fruits or vegetables. For example: Can you give me 5 red apples, or I want to buy 8 orange carrots.
- Teacher gives chance for more children to play.
- When children are playing, teacher asks them to count the fruits and vegetables.



		<ul style="list-style-type: none"> <li>• At the end, teacher will give them fruits and vegetables pictures and ask them to color them nicely inside the line.</li> </ul> <p><b>Activity assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher takes notes about children when they play, see how they talk, how they communicate with their friends and check if they know the name of the fruits and vegetable.</li> <li>• Teacher observes children when they count and when they color the pictures.</li> </ul>
<p><b>Learning centers</b></p>	<p><b>Art</b></p>	<p><b>Material needed:</b></p> <ul style="list-style-type: none"> <li>• Paper towel roll</li> <li>• White paper plate</li> <li>• Sunflower seeds</li> <li>• Paint (yellow and green)</li> <li>• glue</li> </ul> <p><b>steps to implement the activity:</b></p> <ul style="list-style-type: none"> <li>• Have the kids paint the paper plate yellow and the paper towel roll green. Set aside to dry.</li> <li>• Once dry, help the child to glue sunflower seeds onto the plate.</li> </ul> <p>Last, use the glue to add the paper plate to the paper towel roll.</p> 
	<p><b>Drama</b></p>	<p><b>FLOWER SHOP</b></p> <ul style="list-style-type: none"> <li>• On the top of the shelf is the flowers.</li> <li>• Under the flowers are different size vases, little cactus plants, ribbon, and tissue paper</li> <li>• Sort the flowers by color and place them in a matching color bucket</li> <li>• As students play, create bouquets, and cleanup they will be LEARNING and SORTING by color!</li> </ul>



	<b>Reading/writing</b>	<p><b>Suggested books you can Put in the reading corner:</b></p> <ul style="list-style-type: none"> <li>• The very hungry caterpillar</li> <li>• The egret tree</li> </ul>
	<b>Blocks</b>	<ul style="list-style-type: none"> <li>• Different sizes of empty flower pots which can be used to build towers.</li> </ul> <p>Small fruit or vegetable baskets</p>
	<b>Manipulative</b>	<ul style="list-style-type: none"> <li>• Flower or other garden-related puzzles.</li> </ul> <p>Flower illustrations which can be sorted by color</p>
	<b>Science</b>	<p><b>Seed and pit exploration</b></p> <p>Set several different types of seeds and pits in front of your group. Provide magnifying glasses that children can use to observe them and invite them to name differences and similarities. To complete your exploration, plant the seeds and pits with children’s help.</p>
	<b>Sand and water</b>	<ul style="list-style-type: none"> <li>• Add container filled with soil. Add gardening tools, tiny plastic containers for digging, emptying, filling, etc.</li> <li>• Add potting soil and lots of seeds for your students to explore</li> </ul>
	<b>Sensory</b>	<p><b>what to add to the tray:</b></p> <ul style="list-style-type: none"> <li>• Brown playdough</li> <li>• small peat pots</li> <li>• pieces of cardboard tubes</li> <li>• a variety of beans (If you don’t want to use food....use beads)</li> <li>• plastic leaves/stems</li> </ul> <p><b>additional material ideas that you can add to your tray:</b></p> <ul style="list-style-type: none"> <li>• pumpkin seeds</li> <li>• plastic fruit or vegetables</li> <li>• silk flowers and leaves</li> </ul> 



		<ul style="list-style-type: none"> <li>• additional plastic bugs</li> <li>• small pebbles or rocks</li> <li>• sticks and twigs</li> <li>• green pipe cleaners</li> <li>• buttons</li> <li>• small trowels</li> <li>•</li> </ul>
<b>Closing circle</b>		<ul style="list-style-type: none"> <li>• Teacher gathers the children for the closing circle while reminding them of the circle rules.</li> <li>• Teacher reviews what they did today and remind them about the Unit and today's lesson.</li> <li>• Teacher chooses a story related to the lesson from the nursery library and read it for the children.</li> <li>• Teacher discusses the story with the children.</li> <li>• Teacher plays the following songs: <a href="#">(130) How Does a Plant Grow? (Lifecycle of Plant)   Miss Molly Sing Along Songs   The ALPHABET Kids - YouTube</a> OR <a href="#">(130) Fruit-Veggie ABC   Fruit Song   Pinkfong Songs for Children - YouTube</a></li> </ul>



# Lesson Two

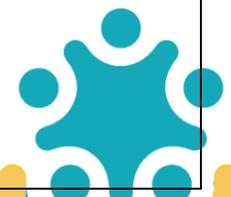
Daily schedule for distribution of activities			
Unit 8 : plants			
Month	May	Week 2	Time taken to implement: 2 days
<b>First, typical behavior observed :</b>			
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>- Understands basic concepts of patterns</li> <li>- Recites numbers in order to 10 (9,10)</li> </ul>		
<b>Sensory and Motor PLO</b>	<ul style="list-style-type: none"> <li>- Beginning to paint and color inside lines</li> <li>- Can manipulate materials to change shape and form such as playdough, clay</li> <li>- Beginning to use objects, tools, equipment accurately, and safely</li> </ul>		
<b>Literacy LO</b>	<ul style="list-style-type: none"> <li>- To support pre-writing skills: Able to sound out the letters of the alphabet, with some errors</li> </ul>		
<b>Communication and language</b>	<ul style="list-style-type: none"> <li>- Able to retell or recall a story or event with minimal errors.</li> <li>- Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so.</li> </ul>		



Secondly, Activities and Procedures:		
daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains the children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains the children to name the nursery.</p> <p>Song of the month : <a href="https://www.youtube.com/watch?v=ui6fbGwpMhE">https://www.youtube.com/watch?v=ui6fbGwpMhE</a></p> <p>Teacher plays any action songs to motivate and activate the children</p>
Opening circle		<ul style="list-style-type: none"> <li>• Teacher plays soft music before the children come.</li> <li>• Teacher greets children with a big smile, and in a good manner.</li> <li>• Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff.</li> <li>• Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place.</li> <li>• Teacher takes attendance of the children by using attendance board.</li> <li>• Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy.</li> <li>• Teacher discusses today's program in an interesting and exciting way.</li> </ul>



		<ul style="list-style-type: none"> <li>• At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.</li> <li>• Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.</li> <li>• Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water.</li> <li>• Teacher encourages the children to have an open dialogue during the morning meeting.</li> <li>• Teacher sings with children days of the week song.</li> </ul> <p><b>Teacher uses her own way and strategy to do the following:</b></p> <ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Classroom rules</li> <li>3. Days of the week</li> <li>4. Month of year</li> <li>5. Weather of the day &amp; season</li> <li>6. Schedule of the day and discussing today's activities and news (visitor – important occasions)</li> <li>7. Leader of the day + class jobs.</li> <li>8. Revision: as a direct question and order or a game.</li> </ol>
<p><b>Learning circle</b></p>		<ul style="list-style-type: none"> <li>• Teacher starts gathering children to the circle using her own strategy and routine.</li> <li>• Teacher makes sure of providing all the tools and equipment's needed for the activities.</li> <li>• Teacher starts the circle reminding children of the month's topics.</li> <li>• Teacher asks some questions about the unit ( plants, fruits, vegetables).</li> </ul> <p><b>Activity 1:</b>  <b>Letter C</b>  <b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Beginning to paint and color inside lines</li> </ul>



- Can manipulate materials to change shape and form such as playdough, clay
- To support pre-writing skills: Able to sound out the letters of the alphabet, with some errors
- Understands basic concepts of patterns
- Able to retell or recall a story or event with minimal errors.

#### Steps to implement the activity:

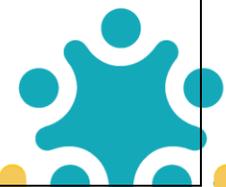
- Teacher reviews with children the letters that they took them before, bring flash cards for the letters and ask them to say the letters (A, S, T, I, P, N, C, K).
- Teacher brings the finger phonics big book and open the page of the letter ( c )
- Ask children what do you see? Give them time to talk about the pictures.
- Teacher reads the story and discuss it.
- Teacher shows children the letter (c) poster while saying the sound of the letter (c).
- Teacher traces the letter with her finger and ask children to do the same.
- Teacher prints pictures of things start with letter C such as (Cat, Camel, Castanets, Caterpillar, Cap).
- Divide children into 3 groups, first group should write letter c in the sand, second group should write and color letter c and third group should read letter c story and say the new words.
- At the end, teacher will make pattern for children, for example she will prints 4 pictures of cats , 4 pictures of camels , 4 pictures of caterpillars.
- Teacher starts the pattern :cat, camel, cat, camel, cat. then she will ask children to complete it.

To make it more complex : do pattern of three: camel, caterpillar, cat, camel, caterpillar, cat and ask children to complete.

#### Activity assessment:

- Teacher observes children when they pronounce the letters.
- Teacher checks children' understanding of the pattern idea.

#### Activity 2:



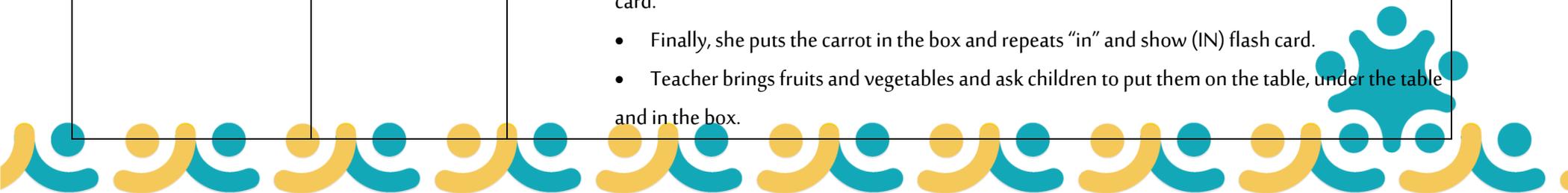
## C for Carrot.

### Goals:

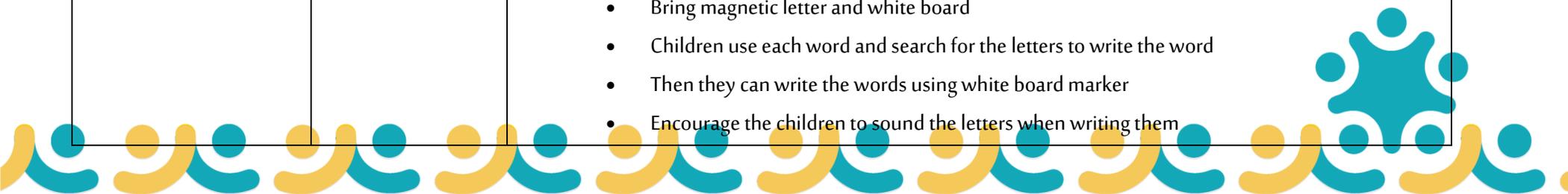
- Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so.
- Can manipulate materials to change shape and form such as playdough, clay.
- Beginning to use objects, tools, equipment accurately, and safely
- Recites numbers in order to 10 (9,10)

### Steps to implement the activity:

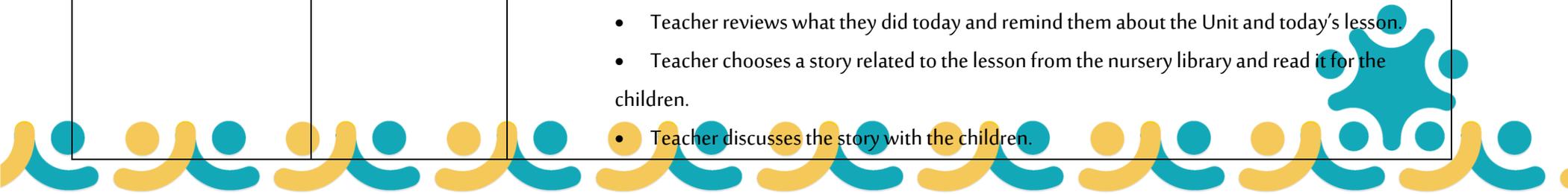
- Teacher plays letter c song and encourages children to sing and say the letter with the song.
- Teacher reviews with children the letters that they learned before.
- Teacher shows children letter c and asks them to say some words start with letter c if they remember.
- Teacher prints c for carrot and cut it, ask children to put them together to discover the letter and word of the day.
- Teacher will say c for carrot and ask children to repeat with her.
- Carrot is a plant; she reviews with children plants' needs and plants' growth stages.
- Teacher brings carrots, asks children to give her 10 or 9 pieces of carrots. Then she gives each child one piece of carrot to eat at the lunch time.
- Teacher sits near a table and hold a box.
- Teacher puts a carrot on the table (She shows children word ON flash card), she repeats "on the table", then she puts it on the box.
- Teacher puts the carrot under the table and repeats "under" while showing (UNDER) flash card.
- Finally, she puts the carrot in the box and repeats "in" and show (IN) flash card.
- Teacher brings fruits and vegetables and ask children to put them on the table, under the table and in the box.



		<ul style="list-style-type: none"> <li>Teacher gives children c letter and asks them to cut the paper in c shape, or she provides letter c cutter and asks children to cut the playdough in the form of c letter.</li> </ul> <p><b>Activity assessment:</b></p> <ul style="list-style-type: none"> <li>Observe children's understanding of the prepositions (In, On, Under).</li> <li>Check children's ability in using the scissors.</li> </ul>
Learning centers	Art	<ul style="list-style-type: none"> <li>You need a carrot or two depending on the size of your class.</li> <li>Kids can take turns stamping with the carrot and then adding the fork print carrot top.</li> </ul>  <p>The image shows a green banner with the text 'Carrot Printing for Kids'. Below the banner, there are several white cards with orange carrot prints. In the foreground, there are two bowls: one with orange paint and one with green paint. A fork is also visible, used for printing the carrot tops.</p>
	Drama	<p><b>FLOWER SHOP</b></p> <ul style="list-style-type: none"> <li>On the top of the shelf is the flowers.</li> <li>Under the flowers are different size vases, little cactus plants, ribbon, and tissue paper</li> <li>Sort the flowers by color and place them in a matching color bucket</li> </ul> <p>As students play, create bouquets, and cleanup they will be LEARNING and SORTING by color!</p>
	Reading/writing	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Print flashcard of words using jolly phonics letters (<i>cap, cat, can</i>) put picture that represent the words</li> <li>Bring magnetic letter and white board</li> <li>Children use each word and search for the letters to write the word</li> <li>Then they can write the words using white board marker</li> <li>Encourage the children to sound the letters when writing them</li> </ul>



		<p><b>Suggested books you can Put in the reading corner:</b></p> <ul style="list-style-type: none"> <li>• The very hungry caterpillar</li> <li>• The egret tree</li> </ul>
<b>Blocks</b>		Draw letter C with a tape at the floor and encourage the children to trace the letter using blocks
<b>Manipulative</b>		<p>Print letter C puzzle and laminate it</p> <p>Give the children so that they can solve it</p> 
<b>Science</b>		<p><b>Seed and pit exploration</b></p> <p>Set several different types of seeds and pits in front of your group. Provide magnifying glasses that children can use to observe them and invite them to name differences and similarities. To complete your exploration, plant the seeds and pits with children's help.</p>
<b>Sand and water</b>		<p>You can add the alphabets and ask the children to scoop out only letter "C"</p> 
<b>Sensory</b>		<p>Print letter "C" playdough sheet and laminate it</p> <p>Give the children blue color playdough and let them create letter "C" with it</p> 
<b>Closing circle</b>		<ul style="list-style-type: none"> <li>• Teacher gathers the children for the closing circle while reminding them of the circle rules.</li> <li>• Teacher reviews what they did today and remind them about the Unit and today's lesson.</li> <li>• Teacher chooses a story related to the lesson from the nursery library and read it for the children.</li> <li>• Teacher discusses the story with the children.</li> </ul>



		<ul style="list-style-type: none"><li>• Teacher plays ABC song for children: <a href="#">(133) The ABC Song   CoComelon Nursery Rhymes &amp; Kids Songs - YouTube</a></li><li>• Teacher makes patterns for children and ask them to complete them.</li></ul>
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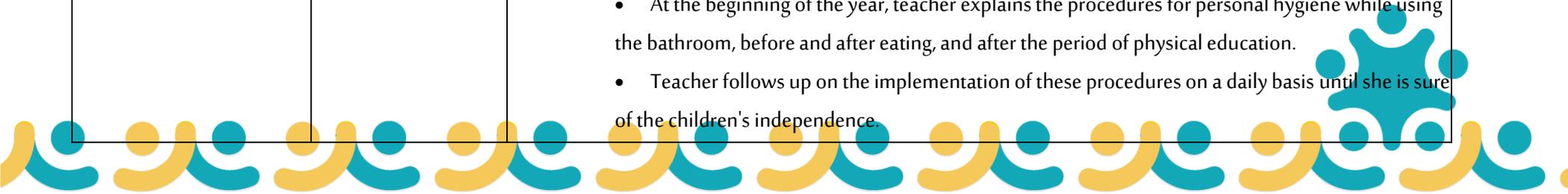


# Lesson Three

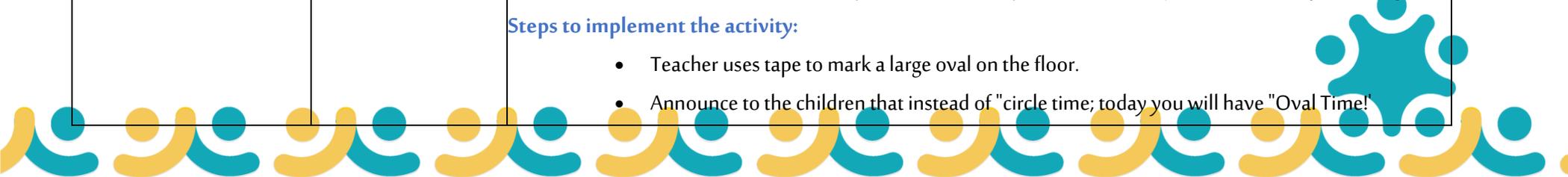
Daily schedule for distribution of activities			
Unit 8 : plants			
Month	May	Week 3	Time taken to implement: 2 days
<b>First, typical behavior observed :</b>			
<b>Mathematics</b>	<ul style="list-style-type: none"><li>- Understands basic concepts of patterns.</li><li>- Understands basic concepts of shapes.</li></ul>		
<b>Expressive Art</b>	<ul style="list-style-type: none"><li>- Selects tools and techniques needed to shape, assemble and join materials they are using.</li></ul>		
<b>Communication and languages</b>	<ul style="list-style-type: none"><li>- Beginning to use a range of tenses</li></ul>		



Secondly, Activities and Procedures:		
daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains the children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains the children to name the nursery.</p> <p>Song of the month : <a href="https://www.youtube.com/watch?v=ui6fbGwpMhE">https://www.youtube.com/watch?v=ui6fbGwpMhE</a></p> <p>Teacher plays any action songs to motivate and activate the children</p>
Opening circle		<ul style="list-style-type: none"> <li>• Teacher plays soft music before the children come.</li> <li>• Teacher greets children with a big smile, and in a good manner.</li> <li>• Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff.</li> <li>• Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place.</li> <li>• Teacher takes attendance of the children by using attendance board.</li> <li>• Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy.</li> <li>• Teacher discusses today's program in an interesting and exciting way.</li> <li>• At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.</li> <li>• Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.</li> </ul>



		<ul style="list-style-type: none"> <li>• Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water.</li> <li>• Teacher encourages the children to have an open dialogue during the morning meeting.</li> <li>• Teacher sings with children days of the week song.</li> </ul> <p><b>Teacher uses her own way and strategy to do the following:</b></p> <ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Classroom rules</li> <li>3. Days of the week</li> <li>4. Month of year</li> <li>5. Weather of the day &amp; season</li> <li>6. Schedule of the day and discussing today's activities and news (visitor – important occasions)</li> <li>7. Leader of the day + class jobs.</li> <li>8. Revision: as a direct question and order or a game.</li> </ol>
<p><b>Learning circle</b></p>		<ul style="list-style-type: none"> <li>• Teacher starts gathering children to the circle using her own strategy and routine.</li> <li>• Teacher makes sure of providing all the tools and equipment's needed for the activities.</li> <li>• Teacher starts the circle reminding children of the month's topics.</li> <li>• Teacher asks some questions about the unit.</li> </ul> <p><b>Activity 1:</b>  <b>Mr. Oval</b></p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Understands basic concepts of shapes.</li> <li>• Selects tools and techniques needed to shape, assemble, and join materials they are using.</li> </ul> <p><b>Steps to implement the activity:</b></p> <ul style="list-style-type: none"> <li>• Teacher uses tape to mark a large oval on the floor.</li> <li>• Announce to the children that instead of "circle time; today you will have "Oval Time!"</li> </ul>



- Invite them to sit along the oval, ask them how the oval different than the circle.
- Teacher should walk along the oval shape and ask children to do the same.
- At that time, teacher sings oval song:

*Oval shape, oval shape  
I think you are really great  
You are smooth around  
With no corners to be found  
Oval shape I think you're great!*

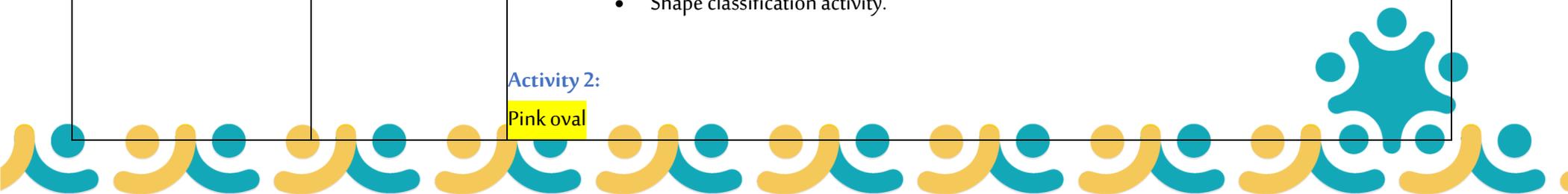
- Teacher brings 3D oval shape, this is our new friend Mr.Oval, ask children to say hello to it. Then, ask children to say oval many times.
- Teacher puts things that have oval shape such as (egg, bean, kiwi, basketball, water, etc) inside the oval.
- Teacher tells children our friend Mr. Oval is hiding many things inside his stomach, let's find out what he has?
- Teacher gets things out one by one; she asks children what is this? What shape is this?
- Teacher says: We have many things around us in oval shape such as (she mentions the things that they took them out from the oval).
- Teacher asks children to point oval things in the class (Teacher must distribute oval things around the class before the circle)

**Activity assessment:**

- Give children paper has oval shape and plastic scissor and ask them to cut the shape.
- Shape classification activity.

**Activity 2:**

Pink oval



### Goals:

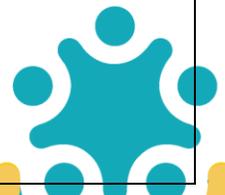
- Beginning to use a range of tenses
- Understands basic concepts of shapes.

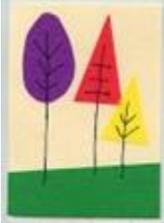
### Steps to implement the activity:

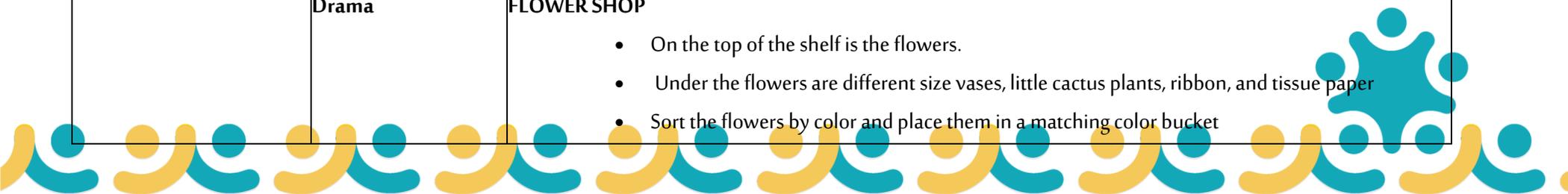
- Teacher provides shapes cards and ask children to name them.
- Teacher prints oval and cut it into 2 pieces and asks one child to come out and stick them together on the board.
- Teacher asks children what shape is this? Where can we find it in the environment? What is the color of the oval? (White oval).
- Teacher prepares red and white colors, and she starts to color the oval by mixing them. While teacher is coloring, she asks children to guess the new color. When she finishes, she will ask children what color is the oval now? (We have a pink oval).
- Teacher takes out a pink flower from the box, then she asks children some questions like :
  1. What is this?
  2. What does a flower need to grow?
  3. How do we plant flowers? (Planting seeds; so in the past the flower was a small seed, now it is a flower, in the future it will be a big flower and it may take out a fruit)
  4. What color is the flower?
- Teacher prints many oval shapes in different colors and sticks them on the floor.
- Teacher asks children to stand up, she says the color of the oval and children should run to the right color. For example: Where is the red oval? Where is the pink oval? << the first one goes to the right answer will be the winner.

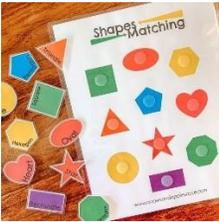
### Activity assessment:

- Teacher observes children's answers.
- Teacher will monitor children when they play and will take videos for them.

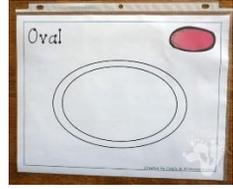


		<p><b>Activity 3:</b></p> <p><b>Pink color</b></p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Can manipulate materials to change shape and form such as playdough, clay.</li> <li>• Understands basic concepts of patterns.</li> </ul> <p><b>Steps to implement the activity:</b></p> <ul style="list-style-type: none"> <li>• Before circle time, teacher prepares her magic box and fill it with pink objects.</li> <li>• Teacher asks children one by one to come and take out a thing from the box.</li> <li>• Teacher asks children to say what he/she took for example (pink horse, pink flower, pink color, pink balloon .etc.).</li> <li>• Teacher plays pink color video: <a href="#">(133) Color Pink for Kids - Learn the Colors - Colors Songs - YouTube</a></li> <li>• Teacher asks children to collect pink things from the class.</li> <li>• Teacher brings pink playdough and ask children to make oval shape.</li> <li>• Teacher prints flowers in different colors to do a pattern activity with the children.</li> </ul> <p><b>Activity assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observes children when they complete the pattern.</li> </ul>
<p><b>Learning centers</b></p>	<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>• Children create different shapes of tree</li> <li>• Encourage children to do oval shaped tree</li> </ul> 
	<p><b>Drama</b></p>	<p><b>FLOWER SHOP</b></p> <ul style="list-style-type: none"> <li>• On the top of the shelf is the flowers.</li> <li>• Under the flowers are different size vases, little cactus plants, ribbon, and tissue paper</li> <li>• Sort the flowers by color and place them in a matching color bucket</li> </ul>



		As students play, create bouquets, and cleanup they will be LEARNING and SORTING by color!
Reading/writing	<ul style="list-style-type: none"> <li>• Print oval book</li> <li>• Let the child fill the missing             <ol style="list-style-type: none"> <li>1. First color the oval that is in the cover page</li> <li>2. Trace the oval</li> <li>3. Decorate oval</li> <li>4. Draw different size oval</li> </ol> </li> </ul> <p><b>Suggested books you can Put in the reading corner:</b></p> <ul style="list-style-type: none"> <li>• The very hungry caterpillar</li> <li>• The egret tree</li> </ul>	
Blocks	<ul style="list-style-type: none"> <li>• Print empty oval print out</li> <li>• Ask student to trace the shape using the pink blocks</li> </ul>	
Manipulative	<p><b>Shape matching</b></p> 	
Science	<ul style="list-style-type: none"> <li>• Set up a shapes exploration table.</li> <li>• The wall has <a href="#">shape posters</a> with real photographs, the back of the table is lined with <a href="#">shape building cards</a> and manipulatives and <a href="#">translucent shapes</a>.</li> <li>• There is a sorting board with shape flashcards on top.</li> </ul> <p>The basket is filled with real objects and <a href="#">shape cards</a> students can sort.</p> 	
Sand and water	<p><b>Bubble foam</b></p> <ol style="list-style-type: none"> <li>1. To make bubble foam place 1/2 cup of tear-free bubble bath in a bowl with</li> </ol>	



		<p>1 cup of water. You can use dish soap instead but just be aware this may sting their eyes if they rub them.</p> <p>2. Add a few drops of pink food colouring. We did one batch of dark pink and one of light to get this swirly look.</p> <p>3. Use an electric mixer or blender to mix the ingredients together until you start to get stiff peaks.</p> <p>Let the children play with the foam using different water play toys</p>	
	<p><b>Sensory</b></p>	<ul style="list-style-type: none"> <li>• Print oval shape</li> <li>• Laminate the paper</li> <li>• Children use play dough to do the heart and then cover the oval pictures as below</li> </ul>	
<p><b>Closing circle</b></p>		<ul style="list-style-type: none"> <li>• Teacher gathers the children for the closing circle while reminding them of the circle rules.</li> <li>• Teacher reviews what they did today and remind them about the Unit and today's lesson.</li> <li>• Teacher chooses a story related to the lesson from the nursery library and read it for the children.</li> <li>• Teacher discusses the story with the children.</li> <li>• Teacher brings flowers in different colors and ask children about them.</li> <li>• Teacher plays shapes' pattern game with children.</li> </ul>	

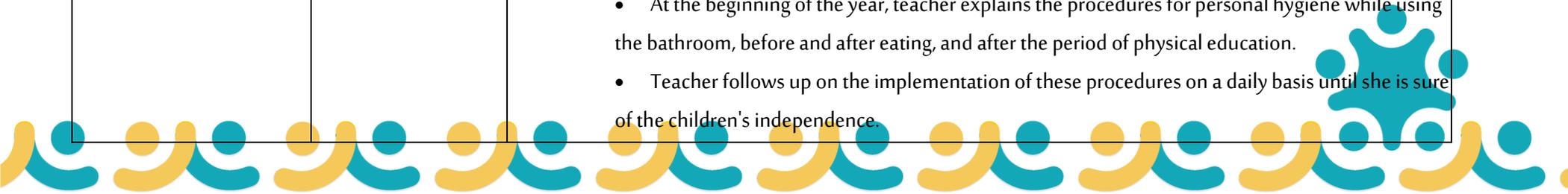


# Lesson Four

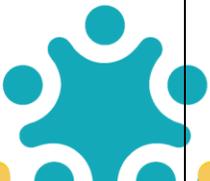
Daily schedule for distribution of activities			
Unit 8 : plants			
Month	May	Week 4	Time taken to implement: 2 days
<b>First, typical behavior observed :</b>			
<b>Mathematics</b>	<ul style="list-style-type: none"><li>- Recognize number 9, 10</li><li>- Recites numbers in order to 10.</li><li>- Realizes not only objects, but anything can be counted, including steps, claps, or jumps.</li><li>- Shows an interest in numerals in the environment.</li></ul>		
<b>Sensory and motor PLO</b>	<ul style="list-style-type: none"><li>- Can hold a pencil between thumb and two fingers.</li><li>- Can manipulate materials to change shape and form such as playdough, clay.</li></ul>		



Secondly, Activities and Procedures:		
daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains the children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains the children to name the nursery.</p> <p>Song of the month : <a href="https://www.youtube.com/watch?v=ui6fbGwpMhE">https://www.youtube.com/watch?v=ui6fbGwpMhE</a></p> <p>Teacher plays any action songs to motivate and activate the children</p>
Opening circle		<ul style="list-style-type: none"> <li>• Teacher plays soft music before the children come.</li> <li>• Teacher greets children with a big smile, and in a good manner.</li> <li>• Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff.</li> <li>• Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place.</li> <li>• Teacher takes attendance of the children by using attendance board.</li> <li>• Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy.</li> <li>• Teacher discusses today's program in an interesting and exciting way.</li> <li>• At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.</li> <li>• Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.</li> </ul>



		<ul style="list-style-type: none"> <li>• Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water.</li> <li>• Teacher encourages the children to have an open dialogue during the morning meeting.</li> <li>• Teacher sings with children days of the week song.</li> </ul> <p><b>Teacher uses her own way and strategy to do the following:</b></p> <ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Classroom rules</li> <li>3. Days of the week</li> <li>4. Month of year</li> <li>5. Weather of the day &amp; season</li> <li>6. Schedule of the day and discussing today's activities and news (visitor – important occasions)</li> <li>7. Leader of the day + class jobs.</li> <li>8. Revision: as a direct question and order or a game.</li> </ol>
<p><b>Learning circle</b></p>		<ul style="list-style-type: none"> <li>• Teacher starts gathering children to the circle using her own strategy and routine.</li> <li>• Teacher makes sure of providing all the tools and equipment's needed for the activities.</li> <li>• Teacher starts the circle reminding children of the month's topics.</li> <li>• Teacher asks some questions about numbers.</li> </ul> <p><b>Activity 1:</b>  <b>Number 9, 10</b></p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Recognize number 9, 10</li> <li>• Can hold a pencil between thumb and two fingers.</li> <li>• Can manipulate materials to change shape and form such as playdough, clay.</li> <li>• Recites numbers in order to 10.</li> </ul>



- Shows an interest in numerals in the environment.

#### Steps to implement the activity:

- Teacher plays the following song: [Counting 1-10 Song | Number Songs for Children | The Singing Walrus - YouTube](#)
- Teacher brings 10 fruits and vegetables and asks children to count from 1-10 and from 1-9.
- Show children number 9, 10 flash cards, tell them these are our numbers for this month.
- Teacher gives children number 9 and 10 cards, ask them to trace them with their finger.
- Teacher makes flowers' farm that has flowers, ask one child to pick 9 flowers, ask another child to pick 10 flowers.
- Count with a partner game (first teacher will play it with the assistance; Teacher sits facing the assistance. Teacher will say 'one', assistance says 'two', and keep counting until number 10).
- Teacher asks 2 children to come and play the game, then she will ask another 2 children, etc.

#### Activity assessment:

- Teacher divides children into 3 groups:
- *Group 1:* she gives them papers to write number 9 and 10 and design them.
- *Group 2:* she asks them to shape and cut playdough with number cutters to shape number 9 and 10.
- *Group 3:* she asks children to prepare a fruit basket or a vegetable salad using 9 or 10 things.
- Teacher observes children's understanding and be sure they are holding their pencils correctly.

#### Activity 2:

Number 9, 10

#### Goals:

- Recognize number 9, 10
- Can hold a pencil between thumb and two fingers.



- Recites numbers in order to 10.
- Realizes not only objects, but anything can be counted, including steps, claps, or jumps.

**Steps to implement the activity:**

- Teacher plays the following song: [Counting 1-10 Song | Number Songs for Children | The Singing Walrus - YouTube](#)
- Teacher writes numbers on the board and asks children to read them.
- Numbers all-around game:
  - Teacher lets children to stand up in a circle.
  - Teacher brings numbers' flash card.
  - Teacher puts one flashcard face down in the middle of the circle.
  - Pick one child to come into the middle of the circle, teacher sings:

*Numbers numbers all around!*

*All around! All around!*

*Numbers numbers all around!*

*What have found?*

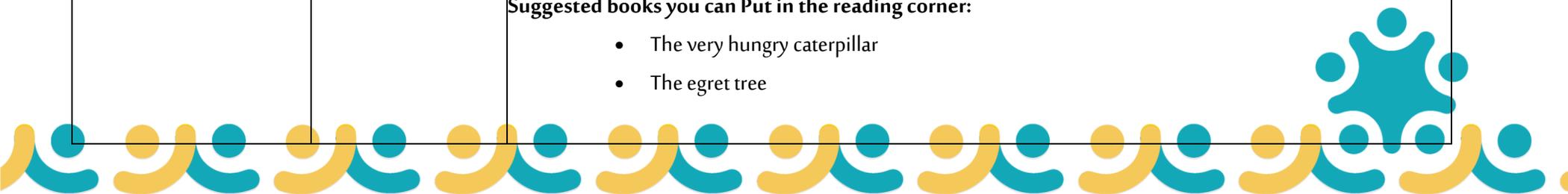
- Ask the child to turn the flash card and say the number.
- Then, ask the child to jump, turn around, run as the number it has. (For example: If the flashcard has number 9, the child says the number and teacher asks the child to jump 9 times).
- Teacher brings the flower garden, asks children to give her 9 flowers, and 10 flowers and show them numbers 9,10 flashcards.
- Teacher asks children to write number 9 and 10 on the board and draw 9 and 10 things.

**Activity assessment:**

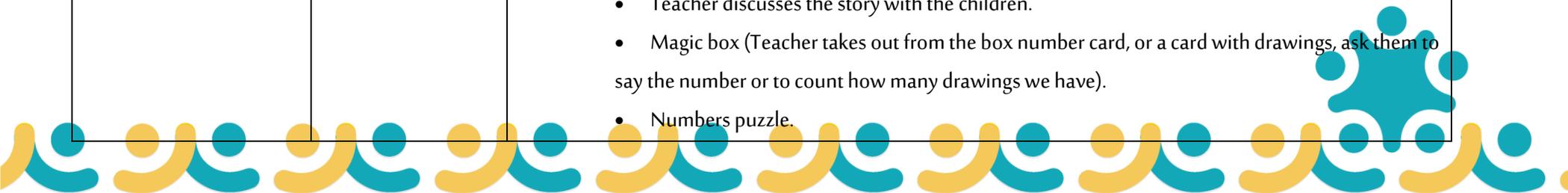
- Teacher observes if children know the numbers.



<p><b>Learning centers</b></p>	<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>• Write number 9</li> <li>• And do 9 stems</li> <li>• Children stick 9 pompom on each stem to have 9 flowers</li> </ul> 
	<p><b>Drama</b></p>	<p><b>FLOWER SHOP</b></p> <ul style="list-style-type: none"> <li>• On the top of the shelf is the flowers.</li> <li>• Under the flowers are different size vases, little cactus plants, ribbon, and tissue paper</li> <li>• Sort the flowers by color and place them in a matching color bucket</li> <li>• As students play, create bouquets, and cleanup they will be <b>LEARNING</b> and <b>SORTING</b> by color!</li> </ul>
	<p><b>Reading/writing</b></p>	<p><b>Writing Tray</b></p> <ul style="list-style-type: none"> <li>• Use a salt tray to encourage the children to use just their fingers in the tray</li> <li>• Put the 9,10 printable in the writing corner</li> <li>• Bring baking tray and put a dark color paper on top of it</li> <li>• Add salt on top of the paper</li> <li>• Ask the student to write the number 9,10 using their finger</li> </ul>  <p><b>Suggested books you can Put in the reading corner:</b></p> <ul style="list-style-type: none"> <li>• The very hungry caterpillar</li> <li>• The egret tree</li> </ul>



	<b>Blocks</b>	Draw number 9,10 with a tape at the floor. Encourage the children to create number 9,10 using the blocks.
	<b>Manipulative</b>	<ul style="list-style-type: none"> <li>• Print number card like the Attached picture</li> <li>• Laminate the card and punch a hole in one corner.</li> </ul> <p>Using links children link to match the number in each card</p> 
	<b>Science</b>	<ul style="list-style-type: none"> <li>• Set up a shapes exploration table.</li> <li>• The wall has <a href="#">shape posters</a> with real photographs, the back of the table is lined with <a href="#">shape building cards</a> and manipulatives and <a href="#">translucent shapes</a>.</li> <li>• There is a sorting board with shape flashcards on top.</li> </ul> <p>The basket is filled with real objects and <a href="#">shape cards</a> students can sort.</p> 
	<b>Sand and water</b>	<ul style="list-style-type: none"> <li>• Add different numbers in the sand table</li> </ul> <p>Ask the children to search for number 9,10 using the shovel</p>
	<b>Sensory</b>	<p><b>Number 9 to 10 Playdough Mat With Playdough</b></p> <ul style="list-style-type: none"> <li>• Print numbers from 9,10</li> <li>• Put, play dough and children use it to fill the number mat</li> </ul> <p>The playdough number mat should include as the example</p> 
<b>Closing circle</b>		<ul style="list-style-type: none"> <li>• Teacher gathers the children for the closing circle while reminding them of the circle rules.</li> <li>• Teacher reviews what they did today and remind them about the Unit and today's lesson.</li> <li>• Teacher chooses a story related to the lesson from the nursery library and read it for the children.</li> <li>• Teacher discusses the story with the children.</li> <li>• Magic box (Teacher takes out from the box number card, or a card with drawings, ask them to say the number or to count how many drawings we have).</li> <li>• Numbers puzzle.</li> </ul>



# Unit Nine

## Four Seasons



# Introduction

The general planning of the unit provides the following:

- Support and assistance to achieve the elements of the lesson plan.
- Implementation Guidelines.
- Suggested activities.

When using the unit's general planning, the teacher considers the following:

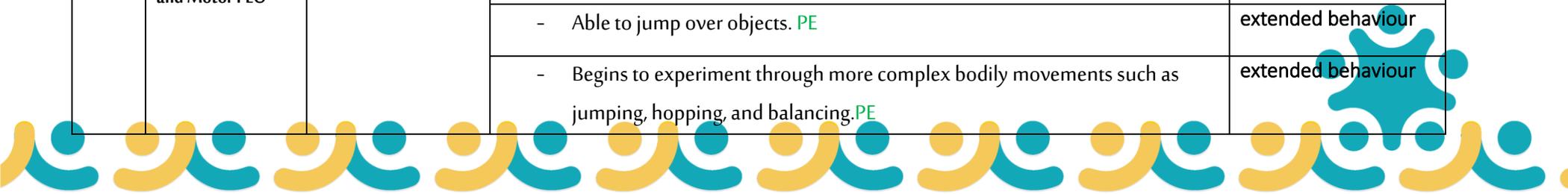
- Achieving learning outcomes.
- Taking into account individual differences when implementing the proposed activities.
- Employing the available resources and resources.
- Employing play-learning strategies.
- Taking into account coherence and harmony when navigating between the areas of the unit and its main axes:
  - Communication and language.
  - Sensory and motor development.
  - Social, emotional and psychological development.
  - reading and writing.
  - mathematics.
  - Explore worlds.
  - Expressive arts.



- National, moral and religious awareness.
- Strengthening partnership strategies with the guardian.
- Creating the spatial space for role-playing.

## Learning Outcomes

Unite name	Area	Standards	Typical Observed	Notes
Four season	Communication and Language	Listening & Attention	- Listens with interest, engagement, and curiosity when stories are read aloud. <span style="color: green;">Closing circle</span>	interactive activities
			- Maintains attention on a specific task when the task is of interest to them	interactive activities
		Understanding	- Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so	interactive activities
			- Able to follow a story without illustration. <span style="color: green;">Closing circle</span>	interactive activities
		Speaking	- Able to maintain eye contact when communicating verbally. <span style="color: green;">during the day</span>	interactive activities
			- Able to retell or recall a story or event with minimal errors. <span style="color: green;">Closing circle</span>	interactive activities
	Sensory and Motor PLO	Gross Motor	- Have control over big muscle movements such as start, stop, and turn. <span style="color: green;">PE</span>	extended behaviour
			- Able to jump over objects. <span style="color: green;">PE</span>	extended behaviour
			- Begins to experiment through more complex bodily movements such as jumping, hopping, and balancing. <span style="color: green;">PE</span>	extended behaviour



			- Able to confidently maneuver physical space safely. PE	extended behaviour
	Fine Motor		- Can hold a pencil between thumb and two fingers	extended behaviour
			- Can manipulate materials to change shape and form such as playdough, clay, sand . learning centers	extended behaviour
			- Continues to use a grasp hold in certain situations with movement towards using a more appropriate grasp. During the day	extended behaviour
	Self-care		- Can brush their teeth independently with adult supervision. During thr day	extended behaviour
Social, Emotional, and Personal	Self		- Responds to praise for what they have done. During the day	extended behaviour
			- Can ask for help when needed. During the day	extended behaviour
	Feelings and emotions		- Can usually adapt behavior to different events, social situations, and changes in routine. During the day	extended behaviour
	Forming & Maintaining Relationships		- Demonstrates respect for the learning environment and materials. During the day	extended behaviour
			- Plays cooperatively with other children and responds to other children and adults. During the day	extended behaviour
Literacy LO	Reading		- Can predict the ending to a familiar story. Closing circle	interactive activities
			- Able to say stories using props.	interactive activities
	Writing		- With guidance from an adult can express their thoughts and ideas through drawing, painting, and emergent writing . learning centers	interactive activities
			- Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes	interactive activities
			- To support pre-writing skills: Able to sound out the letters of the alphabet, with some errors.	interactive activities



Mathematics	Number & Operation	- Recites numbers in order to 10.	interactive activities
		- Compares two groups of objects, saying when they have the same number	interactive activities
		- Realizes not only objects, but anything can be counted, including steps, claps, or jumps	interactive activities
	Shape, size & measurement	- Understands basic concepts of patterns	interactive activities
		- Beginning to talk about the shapes of everyday objects, e.g., 'round.'	interactive activities
Exploring the word	Natural World	- Can recognize similarities, differences, patterns and change	interactive activities
	Environment	- Beginning to learn to 'read' their environment and respond appropriately, e.g., behaviors of others. <i>During the day</i>	interactive activities
	Childs World	- Remembers and talks about significant events in their own experience	interactive activities
Expressive Art	Movement	- Create simple representations of events, people, and objects. <i>During the day</i>	interactive activities
	Technology & Materials	- Understands that different media can be combined to create new effects. <i>During the day</i>	interactive activities



## Terms and sight words:

Terms	Sight words
Weather	You
Season	Me
Summer	They
Winter	Sun
Autumn	Up
spring	Kite
	King
	Key



## Overview:

### Climate change :

A long term effective change that happens to the weather in a certain reign. That change contains weather temperature, rain and wind. This changes might happen because of Earth's dynamic processes such as volcanoes or external forces like sunlight strength, the fall of large meteorites and human being activities.

### Four seasons :

It's a year division according to the weather changing. Characterized by a change in weather, sun light direction and day long. Those seasons depends on the earth's rotation around the sun.

### Interpretation of the phenomenon of the four seasons:

Seasons' changing is associated with a change in the length of time of sunlight reaching the Earth's surface which might cause animals hibernation or migration. In May ,June and July the north side of the earth faces the sun directly and cause the hot and warm weather . The opposite is happening in November, December and January which are the South side of the earth and the cooler one. Four seasons are : winter, summer, autumn and spring.



## Unit goals:

### General objectives of the unit:

- Building child's cognitive personality by defining the climatic and seasons.
- Knowing about each season and its feature. Summer, autumn, winter and spring.
- Building an environmental awareness in children minds.
- Let children to know about the behavior of living things in the four seasons.

### Special objectives of the unit:

#### The unit aims to introduce the child to the following

climate

Spring features

Why are four seasons happening?

Four seasons

Clothes in four seasons

Animals' life in the four seasons.

Plants in the four seasons.



## Trips:

A trip is suggested to Planetarium in Sharjah or the Astronomical Center of Sharjah Academy of Astronomy and Space Science and Technology which is a global achievement.

### Activity One:

**Activity Title:** Trip to Sharjah Planetarium.

### Objective of the activity:

The activity is expected to achieve the following patterns of behaviors:

- The child has strong foundations in both his cultural environment, the language of the family and society.
- Child starts to understand his/ her environment and interact with it in a proper way.
- Child realization his/her living in Sharjah.

### Tools:

- Planetarium
- Camera or smart phone camera.

### Implementation Guidelines:

- Teacher tells children that they are going to visit a special place in Sharjah.
- Teacher provides some information about the Planetarium.
- Teacher tell the children that they are going to take pictures of some landmarks in the city.



# Lesson One

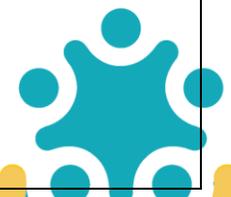
Daily schedule for distribution of activities			
Unit 9 : four seasons			
Month	June	Week 1	Time taken to implement: 2 days
<b>First, typical behavior observed :</b>			
<b>Mathematics</b>	- Understands basic concepts of patterns		
<b>Exploring the word</b>	- Can recognize similarities, differences, patterns and change - Remembers and talks about significant events in their own experience		
<b>Communication and Language</b>	- Maintains attention on a specific task when the task is of interest to them		



Secondly, Activities and Procedures:		
daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains the children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains the children to name the nursery.</p> <p>Song of the month : <a href="https://www.youtube.com/watch?v=TBLFMXU8FLI">https://www.youtube.com/watch?v=TBLFMXU8FLI</a></p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle		<ul style="list-style-type: none"> <li>• Teacher plays soft music before the children come.</li> <li>• Teacher greets children with a big smile, and in a good manner.</li> <li>• Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff.</li> <li>• Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place.</li> <li>• Teacher takes attendance of the children by using attendance board.</li> <li>• Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy.</li> <li>• Teacher discusses today's program in an interesting and exciting way.</li> <li>• At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.</li> </ul>



		<ul style="list-style-type: none"> <li>• Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.</li> <li>• Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water.</li> <li>• Teacher encourages the children to have an open dialogue during the morning meeting.</li> <li>• Teacher sings with children days of the week song.</li> </ul> <p><b>Teacher uses her own way and strategy to do the following:</b></p> <ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Classroom rules</li> <li>3. Days of the week</li> <li>4. Month of year</li> <li>5. Weather of the day &amp; season</li> <li>6. Schedule of the day and discussing today's activities and news (visitor – important occasions)</li> <li>7. Leader of the day + class jobs.</li> <li>8. Revision: as a direct question and order or a game.</li> </ol>
<p><b>Learning circle</b></p>		<ul style="list-style-type: none"> <li>• Teacher starts gathering children to the circle using her own strategy and routine.</li> <li>• Teacher makes sure of providing all the tools and equipment's needed for the activities.</li> <li>• Teacher starts the circle reminding children of the month's topics.</li> <li>• Teacher asks some questions about the weather and the season we are in.</li> </ul> <p><b>Activity 1:</b>  <b>Summer and winter</b></p> <p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>• Can recognize similarities, differences, patterns, and change</li> <li>• Remembers and talks about significant events in their own experience</li> <li>• Maintains attention on a specific task when the task is of interest to them</li> </ul> <p><b>Steps to implement the activity:</b></p>



- Teacher prepares a basket full of summer and winter clothes like woolen hat, gloves, umbrella, jacket, swimming short, cotton light t-shirt, sunglasses, kite ...
- Teacher tells children that in summer the weather is hot, so we wear light and colorful clothes. In winter we feel cold, so we wear heavy clothes that keep us warm.
- Teacher calls one child and let him to dress up summer clothes independently. (Teacher can provide help if needed)
- Teacher opens a discussion about that child's choices.
- Teacher calls another child to dress up winter clothes.
- Teacher opens a conversation and a comparison with children about when and where do we wear these clothes.
- Teacher tells children that summer is a hot season and winter is a cold season.
- Teacher asks if any of the children would like to share an experience of being in a cold or snowy country.
- Teacher keeps repeating the name of the seasons with the children.

#### Activity assessment:

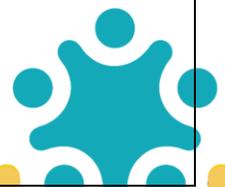
- Teacher spreads on the floor the mixture of the clothes.
- Teacher puts 2 baskets in the corners of the class.
- Teacher sticks a picture of a summer day on one basket and a picture of a cold winter day on the other one.
- Teacher plays a song and choose 2 or 4 children to collect the clothes to the right basket.
- Teacher can repeat the game with another group of children.
- Teacher emphasizes that all of the children can recognize the difference between the two seasons and their names.

#### Activity 2:

Spring and fall

#### Goals:

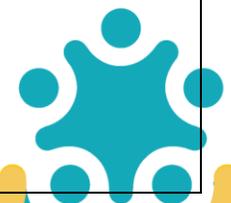
- Understands basic concepts of patterns



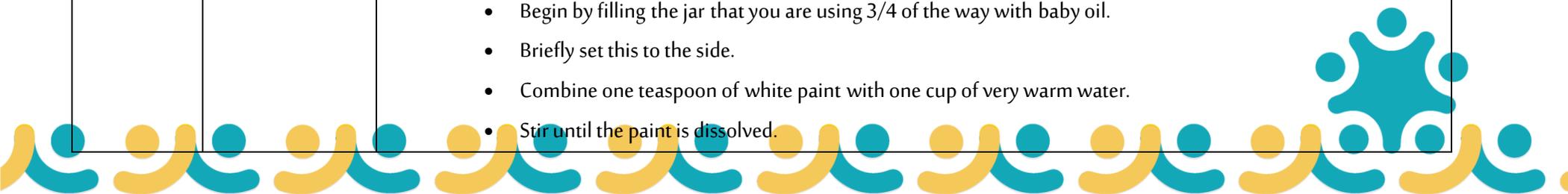
		<ul style="list-style-type: none"> <li>• Can recognize similarities, differences, patterns and change</li> <li>• Maintains attention on a specific task when the task is of interest to them</li> </ul> <p><b>Steps to implement the activity:</b></p> <ul style="list-style-type: none"> <li>• Teacher uses a flower and discusses with the children the color of it, where can we see flowers?</li> <li>• Teacher can revise with children the parts and the needs of flowers.</li> <li>• Teacher tells children that we most see the colorful flowers and the butterflies in spring.</li> <li>• Teacher keeps repeating “spring”.</li> <li>• Teacher uses an artificial tree and discusses with children about the green leaves.</li> <li>• Teacher tells children that when fall season starts, leaves turn to brown and yellow.</li> <li>• Teacher can use a manual fan to blow on the tree and let the leaves fly around the room.</li> </ul> <p><b>Activity assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher tells children to be ready for a tour in the nursery’s garden.</li> <li>• Teacher gives the instructions of wearing shoes, stay in the line, keep close to the teacher.</li> <li>• Teacher goes to the garden with the children to explore the plants and discuss the differences between the colorful flowers and the dry leaves.</li> <li>• Teacher encourages children to create a pattern using the colorful leaves (dry-green-dry-green .. )</li> <li>• Teacher keeps reminding of (spring and fall) terms.</li> </ul>
<p><b>Learning centers</b></p>	<p><b>Art</b></p>	<p><b>Material needed:</b></p> <ul style="list-style-type: none"> <li>• Brown color</li> <li>• Paper</li> <li>• Cotton</li> <li>• Flower</li> <li>• Different shade of green tissue paper</li> <li>• Orange, yellow tissue paper</li> </ul>  <p><b>Steps to implement the activity:</b></p> <ol style="list-style-type: none"> <li>1. Children print 4 hand print each hand present a season</li> </ol>



		<ol style="list-style-type: none"> <li>2. For winter children stick cotton</li> <li>3. For spring children stick flower</li> <li>4. For summer children stick green tissue paper</li> <li>5. For fall children stick orange and yellow tissue paper</li> </ol>
<b>Drama</b>	Add Seasonal clothing:	<ul style="list-style-type: none"> <li>• Spring-Autumn: rain boots, rain hat, raincoat, warm sweater, small mittens, nylon pants, umbrella, etc.</li> <li>• Summer: bathing suit, towel, shorts, t-shirt, sandals, sun hat, baseball cap, etc.</li> <li>• Winter: snowsuit, mittens, scarf, boots, etc.</li> </ul>
<b>Reading/writing</b>	<b>Suggested books you can Put in the reading corner:</b>	<ul style="list-style-type: none"> <li>• Lulu's shoes</li> <li>• Lulu's clothes</li> </ul>
<b>Blocks</b>	<b>You can add the following for each season:</b>	<p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Wooden Birdhouses</li> <li>• Artificial Flowers &amp; Flower Pots</li> <li>• Artificial Green Leaves</li> <li>• Toys Bugs</li> </ul> <p><b>Winter</b></p> <ul style="list-style-type: none"> <li>• Polar Animals (Arctic Animals)</li> <li>• White Pom-Poms</li> <li>• Clear Cups</li> <li>• White Felt</li> <li>• Styrofoam Blocks</li> </ul> <p><b>Fall</b></p>



		<ul style="list-style-type: none"> <li>• Artificial Leaves</li> <li>• Tree Blocks</li> <li>• Forest Animals</li> </ul>
<b>Manipulative</b>	<b>Seasons sorting</b>	<ul style="list-style-type: none"> <li>• Students will start the activity by placing all four of the sorting headers out on the table .</li> <li>• Students will place the sorting cards in a pile next to the header.</li> <li>• They will choose one card at a time and place on the corresponding header.</li> </ul> <p>For example student chose a Spring card so they placed it beneath the spring header.</p> <ul style="list-style-type: none"> <li>• Students will continue these steps until all of the cards have been sorted to the correct header.</li> </ul> 
<b>Science</b>	<b>Snow Storm Experiment</b>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A jar or similar container</li> <li>• Baby oil</li> <li>• White paint</li> <li>• Water</li> <li>• Iridescent glitter</li> <li>• Baking soda</li> <li>• Vinegar</li> <li>• Blue food coloring (optional)</li> </ul> <p><b>Steps to implement the activity:</b></p> <ul style="list-style-type: none"> <li>• Begin by filling the jar that you are using 3/4 of the way with baby oil.</li> <li>• Briefly set this to the side.</li> <li>• Combine one teaspoon of white paint with one cup of very warm water.</li> <li>• Stir until the paint is dissolved.</li> </ul> 



		<ul style="list-style-type: none"> <li>• Once mixed pour the "white water" into the jar, leaving a touch of room at the top.</li> <li>• Have kids add glitter and food coloring if desired. Then, wait for the glitter and water to settle at the bottom of the jar.</li> <li>• Put the backing soda.</li> <li>• Then, have kids put the vinegar into the jar and watch what happens.....</li> </ul>
	<b>Sand and water</b>	<b>Seasonal sensory bins</b> <ul style="list-style-type: none"> <li>• Spring: sand, soil and water, water, seeds of all kinds, light green, dark green, and brown modeling dough</li> <li>• Summer: freshly cut grass, water and small toys for watering and spraying, orange, yellow, and green modeling dough</li> <li>• Autumn: dried leaves, pine needles and pinecones, soil, sand, orange, yellow, and red modeling dough</li> <li>• Winter: snow, water and ice, snowflakes, white and blue modeling dough, salt/sugar/flour</li> </ul>
	<b>Sensory</b>	<p>White and gray modeling dough to make clouds, yellow and orange for suns, etc. Provide cookie cutters.</p>  <p><a href="https://www.dropbox.com/s/fu6hq1tdrpezkuh/free_Weather%20Playdough%20Mats.pdf?dl=0">https://www.dropbox.com/s/fu6hq1tdrpezkuh/free_Weather%20Playdough%20Mats.pdf?dl=0</a></p>
<b>Closing circle</b>		<ul style="list-style-type: none"> <li>• Teacher gathers the children for the closing circle while reminding them of the circle rules.</li> <li>• Teacher reviews what they did today and reminds children about the Unit and today's lesson.</li> <li>• Teacher will choose a story related to the lesson from the nursery library to read aloud.</li> <li>• Teacher discusses the story with the children.</li> <li>• Open the following video: <a href="https://www.youtube.com/watch?v=tTOfBmbDsDE">https://www.youtube.com/watch?v=tTOfBmbDsDE</a></li> </ul>



		<ul style="list-style-type: none"><li>• Teacher can make a dressing up competition for winter and summer clothes and the winner is the child who dresses first the correct set.</li><li>• Teacher says goodbye with a warm smile.</li></ul>
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# Lesson Two

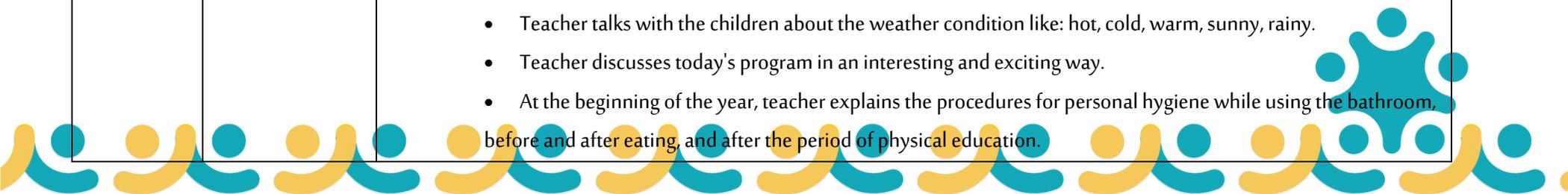
Daily schedule for distribution of activities			
Unit 9 : four seasons			
Month	June	Week 2	Time taken to implement: 2 days
First, typical behavior observed :			

<b>Communication and Language</b>	<ul style="list-style-type: none"><li>- Maintains attention on a specific task when the task is of interest to them</li><li>- Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so</li></ul>
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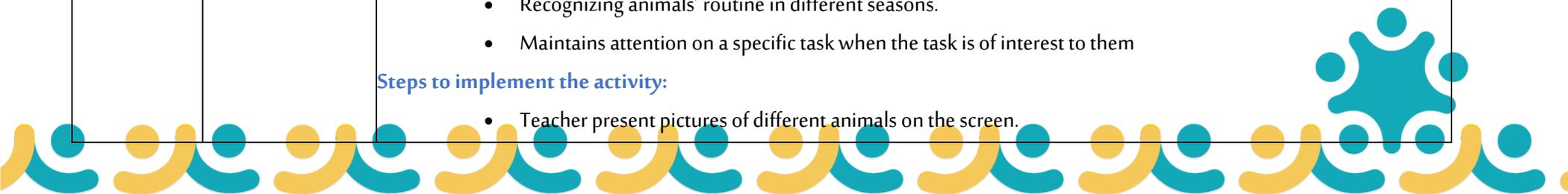


**Secondly, Activities and Procedures:**

daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains the children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains the children to name the nursery.</p> <p>Song of the month : <a href="https://www.youtube.com/watch?v=TBLFMXU8FLI">https://www.youtube.com/watch?v=TBLFMXU8FLI</a></p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle		<ul style="list-style-type: none"> <li>• Teacher plays soft music before the children come.</li> <li>• Teacher greets children with a big smile, and in a good manner.</li> <li>• Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff.</li> <li>• Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place.</li> <li>• Teacher takes attendance of the children by using attendance board.</li> <li>• Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy.</li> <li>• Teacher discusses today's program in an interesting and exciting way.</li> <li>• At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.</li> </ul>



		<ul style="list-style-type: none"> <li>• Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.</li> <li>• Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water.</li> <li>• Teacher encourages the children to have an open dialogue during the morning meeting.</li> <li>• Teacher sings with children days of the week song.</li> </ul> <p><b>Teacher uses her own way and strategy to do the following:</b></p> <ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Classroom rules</li> <li>3. Days of the week</li> <li>4. Month of year</li> <li>5. Weather of the day &amp; season</li> <li>6. Schedule of the day and discussing today's activities and news (visitor – important occasions)</li> <li>7. Leader of the day + class jobs.</li> <li>8. Revision: as a direct question and order or a game.</li> </ol>
<p><b>Learning circle</b></p>		<ul style="list-style-type: none"> <li>• Teacher starts gathering children to the circle using her own strategy and routine.</li> <li>• Teacher makes sure of providing all the tools and equipment's needed for the activities.</li> <li>• Teacher starts the circle reminding children of the month's topics.</li> <li>• Teacher asks some questions about the weather and the season we are in.</li> </ul> <p><b>Activity 1 :</b></p> <p><b>Animals in the four seasons</b></p> <p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>• Recognizing animals' routine in different seasons.</li> <li>• Maintains attention on a specific task when the task is of interest to them</li> </ul> <p><b>Steps to implement the activity:</b></p> <ul style="list-style-type: none"> <li>• Teacher present pictures of different animals on the screen.</li> </ul>



- Teacher revises those animals' names and sounds.
- Teacher discusses animal's sizes and compare them.
- Teacher asks: what do you think animals do in winter and autumn? open a discussion with the children.
- Teacher tells the children that there are many animals which collect their food in autumn. They need a very big quantity to keep them warm and go into a deep sleep in winter.
- Teacher presents children to the term (hibernation) and keeps repeating it.
- Teacher plays the following video : <https://www.youtube.com/watch?v=FonCq9YJjxw>
- Teacher gives an example of bear and ant when they hibernate.
- Teacher compares between the quantity of food that they need.

**Activity assessment:**

- Pattern game using animal's pictures.
- Teacher emphasizes that children understand hibernation.

**Activity 2:**

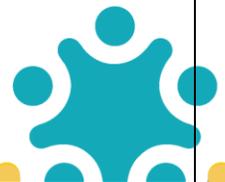
Brown color

**Goals:**

- Recognize brown color among colors.
- Maintains attention on a specific task when the task is of interest to them
- Beginning to demonstrate an understanding of prepositions by selecting an appropriate picture when asked to do so

**Steps to implement the activity:**

- Teacher prepares brushes, paper plates, colors: (yellow + red + blue)
- Teacher distributes the tools among children and tell them that we are going to do a magic.

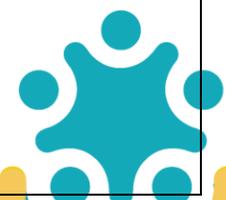


		<ul style="list-style-type: none"> <li>• Before starting mixing colors, teacher makes some actions with the brushes and encourages children to follow her. By using propositions teacher says: brushes up, brushes down, brushes on your head, brushes in your pocket....</li> <li>• Teacher gives each child a similar quantity of the three colors and ask them to wait.</li> <li>• Teacher starts counting to 3 and let children start mixing the colors together.</li> <li>• Teacher asks children about the new color appears.</li> <li>• Teacher keeps repeating (brown) until all of the children recognize it.</li> <li>• Teacher asks children to point brown things in the class.</li> </ul> <p><b>Activity assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher spreads picture or small toys and figures in different colors on the floor</li> <li>• Teacher puts 2 or more baskets on side in the class.</li> <li>• Teacher plays a music and encourage the children to collect the brown things. The one who collect more is the winner.</li> </ul>
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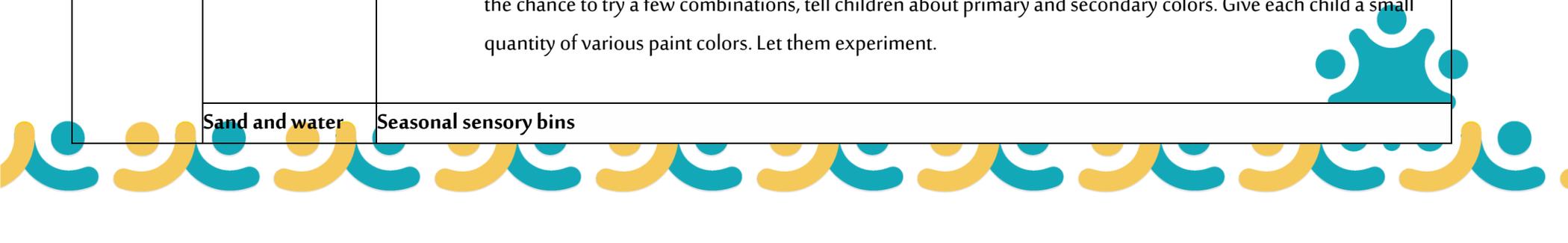
<p><b>Learning centers</b></p>	<p><b>Art</b></p>	<p><b>WINTER BEAR</b></p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Bear printable</li> <li>• <a href="#">Brayer</a></li> <li>• <a href="#">Brown washable tempera paint</a></li> <li>• Bubble wrap</li> </ul> <p><b>Steps to implement the activity:</b></p> <p><b>Before starting this activity:</b></p> <ul style="list-style-type: none"> <li>• Cut bubble wrap approximately 8.5 x 11 or a bit larger. You just want to make sure it covers the bear picture.</li> <li>• Place bubble wrap on a tray.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Squeeze some brown paint on top of the bubble wrap.</li> <li>• Show the children how to roll the brayer back and forth across the bubble wrap, spreading the paint.</li> <li>• When they announce that they are done, hand them the bear printable.</li> <li>• Tell them that they are going to make their bear turn brown!</li> <li>• Show the children how to pat the paper. If a few of them are doing this at the same time, they will pat even harder, delighted by the sounds they are hearing.</li> <li>• You can also show them how to rub the paper.</li> <li>• Tell them they are going to pick up the paper. Help them take hold of one corner and then let them pull the paper off.</li> <li>• Let the bear completely dry.</li> <li>• You can leave it as is, or cut the bear out and glue onto a solid colour of paper.</li> </ul>
<b>Drama</b>	Add Seasonal clothing:	<ul style="list-style-type: none"> <li>• Spring-Autumn: rain boots, rain hat, raincoat, warm sweater, small mittens, nylon pants, umbrella, etc.</li> <li>• Summer: bathing suit, towel, shorts, t-shirt, sandals, sun hat, baseball cap, etc.</li> <li>• Winter: snowsuit, mittens, scarf, boots, etc.</li> </ul>
<b>Reading/writing</b>	<b>Suggested books you can Put in the reading corner:</b>	<ul style="list-style-type: none"> <li>• Lulu's shoes</li> <li>• Lulu's clothes</li> <li>• Brown bear, what do you see?</li> </ul>
<b>Blocks</b>	<b>You can add the following for each season:</b> <b>Spring</b>	<ul style="list-style-type: none"> <li>• Wooden Birdhouses</li> <li>• Artificial Flowers &amp; Flower Pots</li> <li>• Artificial Green Leaves</li> </ul>



		<ul style="list-style-type: none"> <li>• Toys Bugs</li> </ul> <p><b>Winter</b></p> <ul style="list-style-type: none"> <li>• Polar Animals (Arctic Animals)</li> <li>• White Pom-Pons</li> <li>• Clear Cups</li> <li>• White Felt</li> <li>• Styrofoam Blocks</li> </ul> <p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• Artificial Leaves</li> <li>• Tree Blocks</li> <li>• Forest Animals</li> </ul>
<b>Manipulative</b>	<b>Seasons sorting</b>	<ul style="list-style-type: none"> <li>• Students will start the activity by placing all four of the sorting headers out on the table .</li> <li>• Students will place the sorting cards in a pile next to the header.</li> <li>• They will choose one card at a time and place on the corresponding header.</li> </ul> <p>For example student chose a Spring card so they placed it beneath the spring header.</p> <ul style="list-style-type: none"> <li>• Students will continue these steps until all of the cards have been sorted to the correct header.</li> </ul> 
<b>Science</b>	<b>Where does brown come from?</b>	<ul style="list-style-type: none"> <li>• Using poster paint, ask children to try to create brown paint by mixing different colors. Once they have had the chance to try a few combinations, tell children about primary and secondary colors. Give each child a small quantity of various paint colors. Let them experiment.</li> </ul>
<b>Sand and water</b>	<b>Seasonal sensory bins</b>	



		<ul style="list-style-type: none"> <li>• Spring: sand, soil and water, water, seeds of all kinds, light green, dark green, and brown modeling dough</li> <li>• Summer: freshly cut grass, water and small toys for watering and spraying, orange, yellow, and green modeling dough</li> <li>• Autumn: dried leaves, pine needles and pinecones, soil, sand, orange, yellow, and red modeling dough</li> </ul> <p>Winter: snow, water and ice, snowflakes, white and blue modeling dough, salt/sugar/flour</p>
	<b>Sensory</b>	<p>White and gray modeling dough to make clouds, yellow and orange for suns, etc. Provide cookie cutters.</p>  <p><a href="https://www.dropbox.com/s/fu6hq1tdrpezkuh/free_Weather%20Playdough%20Mats.pdf?dl=0">https://www.dropbox.com/s/fu6hq1tdrpezkuh/free_Weather%20Playdough%20Mats.pdf?dl=0</a></p>
<b>Closing circle</b>		<ul style="list-style-type: none"> <li>• Teacher gathers the children for the closing circle while reminding them of the circle rules.</li> <li>• Teacher reviews what they did today and reminds children about the Unit and today's lesson.</li> <li>• Teacher will choose a story related to the lesson from the nursery library to read aloud. (brown bear story).</li> <li>• Teacher discusses the story with the children.</li> <li>• Teacher says goodbye with a warm smile.</li> </ul>

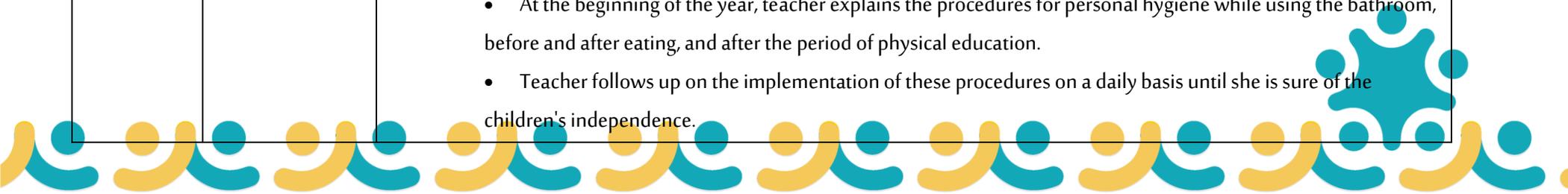


# Lesson Three

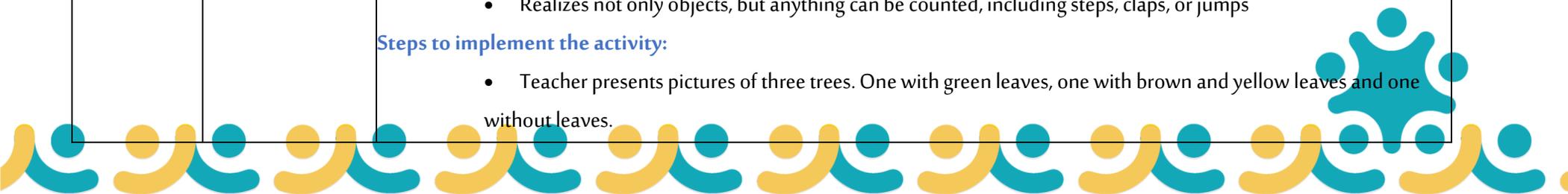
Daily schedule for distribution of activities			
Unit 9 : four seasons			
Month	June	Week 3	Time taken to implement: 2 days
<b>First, typical behavior observed :</b>			
<b>Mathematics</b>	<ul style="list-style-type: none"><li>- Recites numbers in order to 10.</li><li>- Compares two groups of objects, saying when they have the same number</li><li>- Realizes not only objects, but anything can be counted, including steps, claps, or jumps</li></ul>		
<b>Communication and Language</b>	<ul style="list-style-type: none"><li>- Maintains attention on a specific task when the task is of interest to them</li></ul>		



Secondly, Activities and Procedures:		
daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains the children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains the children to name the nursery.</p> <p>Song of the month : <a href="https://www.youtube.com/watch?v=TBLFMXU8FLI">https://www.youtube.com/watch?v=TBLFMXU8FLI</a></p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle		<ul style="list-style-type: none"> <li>• Teacher plays soft music before the children come.</li> <li>• Teacher greets children with a big smile, and in a good manner.</li> <li>• Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff.</li> <li>• Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place.</li> <li>• Teacher takes attendance of the children by using attendance board.</li> <li>• Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy.</li> <li>• Teacher discusses today's program in an interesting and exciting way.</li> <li>• At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.</li> <li>• Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.</li> </ul>



		<ul style="list-style-type: none"> <li>• Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water.</li> <li>• Teacher encourages the children to have an open dialogue during the morning meeting.</li> <li>• Teacher sings with children days of the week song.</li> </ul> <p><b>Teacher uses her own way and strategy to do the following:</b></p> <ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Classroom rules</li> <li>3. Days of the week</li> <li>4. Month of year</li> <li>5. Weather of the day &amp; season</li> <li>6. Schedule of the day and discussing today's activities and news (visitor – important occasions)</li> <li>7. Leader of the day + class jobs.</li> <li>8. Revision: as a direct question and order or a game.</li> </ol>
<p><b>Learning circle</b></p>		<ul style="list-style-type: none"> <li>• Teacher starts gathering children to the circle using her own strategy and routine.</li> <li>• Teacher makes sure of providing all the tools and equipment's needed for the activities.</li> <li>• Teacher starts the circle reminding children of the month's topics.</li> <li>• Teacher asks some questions about the weather and about the colors.</li> </ul> <p><b>Activity 1:</b> Plants and seasons</p> <p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>• Recites numbers in order to 10.</li> <li>• Compares two groups of objects, saying when they have the same number</li> <li>• Realizes not only objects, but anything can be counted, including steps, claps, or jumps</li> </ul> <p><b>Steps to implement the activity:</b></p> <ul style="list-style-type: none"> <li>• Teacher presents pictures of three trees. One with green leaves, one with brown and yellow leaves and one without leaves.</li> </ul>



- Teacher asks children about the differences between those three trees and listen to their answers. (Who likes to plant trees? where can you see trees? what is happening to the tree?)
- Teacher tells children that plants are living things and they are affected by the weather transformations from a season to another.
- Teacher explains that in spring trees are green and full of flowers, in fall leaves starts changing their colors and in winter trees lose the leaves to be grown again in the next season.
- Teacher uses flash cards of flowers and leaves ant lets children to count them. (to 10 or to 15)
- Teacher changes the number of them each time and asks which is more? Which is less?

#### Activity assessment:

- Teacher goes with the children to the nursery's garden, with their bare foot, she lets them to walk on the green grass and the dry leavers.
- Teacher lets children to jump and stump their feet on the ground while counting to 10 and to 15.
- Teacher mention and emphasize on the plant's changings.
- Taking notes and discussion.

#### Activity 2:

##### Brown color

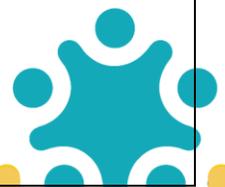
#### Goals:

- Maintains attention on a specific task when the task is of interest to them
- Recognizing brown color

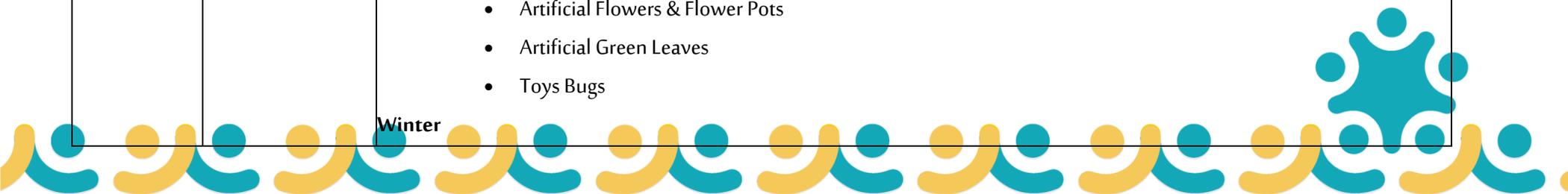
#### Steps to implement the activity:

- Teacher uses a brown puppet.
- The puppet asks children about some colors in the class.
- The puppet wonders of its own color and encourage children to recognize it.
- The puppet asks some of the children to look for and point some brown things in the class.

#### Activity assessment:



		<ul style="list-style-type: none"> <li>• Teacher uses different colors of papers including brown and spread them close to each other on the floor.</li> <li>• Teacher says that our friend (the puppet) is hungry and wants to eat some cake.</li> <li>• Teacher puts a picture of a brown cupcake on the other side of the colorful papers.</li> <li>• Teacher tells children that they have to hold the puppet and jump only on the brown papers to cross the area and feed our friend.</li> <li>• Teacher keeps reminding and repeating (brown).</li> </ul>
Learning centers	Art	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Cotton swabs</li> <li>• Colours (white, red, yellow, green)</li> <li>• 4 picture of empty tree in blue paper</li> </ul> <p><b>Steps to implement the activity:</b></p> <ul style="list-style-type: none"> <li>• Children do the dots color for each tree according to the season</li> </ul>
	Drama	<p>Add Seasonal clothing:</p> <ul style="list-style-type: none"> <li>• Spring-Autumn: rain boots, rain hat, raincoat, warm sweater, small mittens, nylon pants, umbrella, etc.</li> <li>• Summer: bathing suit, towel, shorts, t-shirt, sandals, sun hat, baseball cap, etc.</li> </ul> <p>Winter: snowsuit, mittens, scarf, boots, etc.</p>
	Reading/writing	<p><b>Suggested books you can Put in the reading corner:</b></p> <ul style="list-style-type: none"> <li>• Lulu's shoes</li> <li>• Lulu's clothes</li> </ul>
	Blocks	<p><b>You can add the following for each season:</b></p> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Wooden Birdhouses</li> <li>• Artificial Flowers &amp; Flower Pots</li> <li>• Artificial Green Leaves</li> <li>• Toys Bugs</li> </ul> <p><b>Winter</b></p>



		<ul style="list-style-type: none"> <li>• Polar Animals (Arctic Animals)</li> <li>• White Pom-Poms</li> <li>• Clear Cups</li> <li>• White Felt</li> <li>• Styrofoam Blocks</li> </ul> <p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• Artificial Leaves</li> <li>• Tree Blocks</li> <li>• Forest Animals</li> </ul>
<b>Manipulative</b>	<b>Seasons sorting</b>	<ul style="list-style-type: none"> <li>• Students will start the activity by placing all four of the sorting headers out on the table .</li> <li>• Students will place the sorting cards in a pile next to the header.</li> <li>• They will choose one card at a time and place on the corresponding header.</li> </ul> <p>For example student chose a Spring card so they placed it beneath the spring header.</p> <ul style="list-style-type: none"> <li>• Students will continue these steps until all of the cards have been sorted to the correct header.</li> </ul> 
<b>Science</b>	<b>Where does brown come from?</b>	<ul style="list-style-type: none"> <li>• Using poster paint, ask children to try to create brown paint by mixing different colors. Once they have had the chance to try a few combinations, tell children about primary and secondary colors. Give each child a small quantity of various paint colors. Let them experiment.</li> </ul>
<b>Sand and water</b>	<b>Seasonal sensory bins</b>	<ul style="list-style-type: none"> <li>• Spring: sand, soil and water, water, seeds of all kinds, light green, dark green, and brown modeling dough</li> <li>• Summer: freshly cut grass, water and small toys for watering and spraying, orange, yellow, and green modeling dough</li> <li>• Autumn: dried leaves, pine needles and pinecones, soil, sand, orange, yellow, and red modeling dough</li> </ul>

		<ul style="list-style-type: none"> <li>• Winter: snow, water and ice, snowflakes, white and blue modeling dough, salt/sugar/flour</li> </ul>
	<b>Sensory</b>	<p>White and gray modeling dough to make clouds, yellow and orange for suns, etc. Provide cookie cutters.</p>  <p><a href="https://www.dropbox.com/s/fu6hq1tdrpezkuh/free_Weather%20Playdough%20Mats.pdf?dl=0">https://www.dropbox.com/s/fu6hq1tdrpezkuh/free_Weather%20Playdough%20Mats.pdf?dl=0</a></p>
<b>Closing circle</b>		<ul style="list-style-type: none"> <li>• Teacher gathers the children for the closing circle while reminding them of the circle rules.</li> <li>• Teacher reviews what they did today and reminds children about the Unit and today's lesson.</li> <li>• Teacher will choose a story related to the lesson from the nursery library to read aloud. (brown bear)</li> <li>• Teacher discusses the story with the children.</li> <li>• Teacher use stories to emphasize that children can retell or recall the story and follow stories without illustration.</li> <li>• Songs : <a href="https://www.youtube.com/watch?v=7UC0mvRc7DI">https://www.youtube.com/watch?v=7UC0mvRc7DI</a></li> <li>• Teacher says goodbye with a warm smile.</li> </ul>

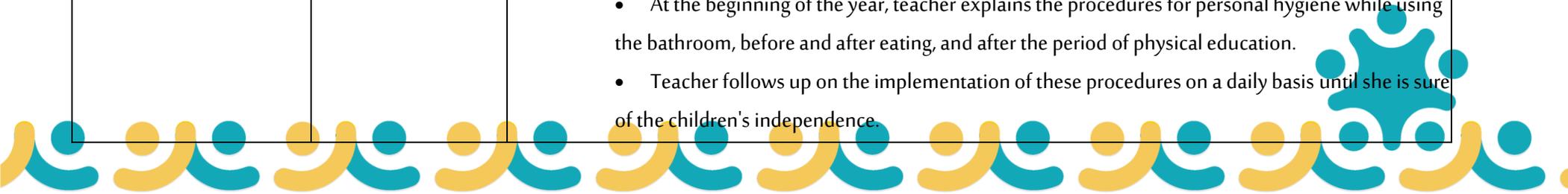


# Lesson Four

Daily schedule for distribution of activities			
Unit 9 : four season			
Month	June	Week 4	Time taken to implement: 2 days
<b>First, typical behavior observed :</b>			
<b>Literacy LO</b>	<ul style="list-style-type: none"><li>- Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes</li><li>- To support pre-writing skills: Able to sound out the letters of the alphabet, with some errors.</li></ul>		
<b>Mathematics</b>	<ul style="list-style-type: none"><li>- Recites numbers in order to 10.</li><li>- Compares two groups of objects, saying when they have the same number</li><li>- Realizes not only objects, but anything can be counted, including steps, claps, or jumps</li><li>- Understands basic concepts of patterns</li><li>- Beginning to talk about the shapes of everyday objects, e.g., 'round.'</li></ul>		



Secondly, Activities and Procedures:		
daily activity	Time to implement	Activities and Suggested Actions
Assembly	20 mines	<p>Welcoming and greetings with big smile.</p> <p>Teacher notices the general mood and health of the class's children.</p> <p>Teacher asks children to stand straight in the line to start the assembly.</p> <p>Teacher plays the recorded National anthem and sing with children.</p> <p>Teacher asks children about UAE flag and pictures of His Highness Shaikh Mohammed Bin Zayed Al Nahyan and His Highness Shaikh Dr. Sultan Bin Mohamed Al Qassimi.</p> <p>Teacher trains the children to name the seven Emirates.</p> <p>Teacher recites Morning duaa and encourage children to repeat after her.</p> <p>Teacher trains the children to name the nursery.</p> <p>Song of the month : <a href="https://www.youtube.com/watch?v=TBLFMXU8FLI">https://www.youtube.com/watch?v=TBLFMXU8FLI</a></p> <p>Teacher plays any action songs to motivate and activate the children.</p>
Opening circle		<ul style="list-style-type: none"> <li>• Teacher plays soft music before the children come.</li> <li>• Teacher greets children with a big smile, and in a good manner.</li> <li>• Teacher gets the children used to say hello to others like: teacher, colleagues and nursery staff.</li> <li>• Teacher helps the child to remove the clothes that he wears over the nursery clothes (scarf, coat...) if any and put them in the proper place.</li> <li>• Teacher takes attendance of the children by using attendance board.</li> <li>• Teacher talks with the children about the weather condition like: hot, cold, warm, sunny, rainy.</li> <li>• Teacher discusses today's program in an interesting and exciting way.</li> <li>• At the beginning of the year, teacher explains the procedures for personal hygiene while using the bathroom, before and after eating, and after the period of physical education.</li> <li>• Teacher follows up on the implementation of these procedures on a daily basis until she is sure of the children's independence.</li> </ul>



		<ul style="list-style-type: none"> <li>• Teacher emphasizes the continuous availability of water throughout the day for the children and reminds them to drink water.</li> <li>• Teacher encourages the children to have an open dialogue during the morning meeting.</li> <li>• Teacher sings with children days of the week song.</li> </ul> <p><b>Teacher uses her own way and strategy to do the following:</b></p> <ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Classroom rules</li> <li>3. Days of the week</li> <li>4. Month of year</li> <li>5. Weather of the day &amp; season</li> <li>6. Schedule of the day and discussing today's activities and news (visitor – important occasions)</li> <li>7. Leader of the day + class jobs.</li> <li>8. Revision: as a direct question and order or a game.</li> </ol>
<p><b>Learning circle</b></p>		<ul style="list-style-type: none"> <li>• Teacher starts gathering children to the circle using her own strategy and routine.</li> <li>• Teacher makes sure of providing all the tools and equipment's needed for the activities.</li> <li>• Teacher starts the circle reminding children of the month's topics.</li> <li>• Teacher asks some questions about the weather and the season we are in and about numbers</li> </ul> <p><b>Activity 1:</b>  <b>Counting to 15</b></p> <p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>• Recites numbers in order to 15.</li> <li>• Compares two groups of objects, saying when they have the same number</li> <li>• Realizes not only objects, but anything can be counted, including steps, claps, or jumps</li> </ul> <p><b>Steps to implement the activity:</b></p>



- Teacher uses pictures of (sun, clouds or snowflakes, yellow tree leaves and flowers) 15 pictures of each.
- Teacher revised the seasons with the children by holding one of the previous pictures in a time and asks: (what is this? Which season is hot and sunny? Is this a flower? what is its color? We most see flowers in which season?)
- Teacher sticks the pictures on the board and ask a child to come and count the suns and another child to count the leaves etc.....
- Teacher separates the pictures to groups and ask children to compare them and check if they are the same.

**Activity assessment:**

- Teacher prepares a water container, sponge with numbers, tong, or strainer.
- Teacher puts the numbers in the water and let them float.
- Teacher chooses a number and ask a child to pick it from the water by using the tong or the strainer.
- Teacher repeats the game with the other children and emphasize that children know the number, its shape, and their ability to count to 15.
- Teacher asks children to count loudly and clap their hand 15 times.

**Activity 2:**

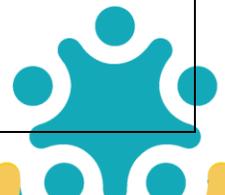
**Shapes revision**

**Goals:**

- Understands basic concepts of patterns
- Beginning to talk about the shapes of everyday objects, e.g., 'round.'

**Steps to implement the activity:**

- Teacher starts the circle with some songs about shapes.



- Teacher asks children about their favorite shape and where can we find it? (Rectangle like the room's door, oval like an egg ....)
- Teacher holds flash cards of the shapes behind her back and bring out one of them in a fast movement and hide it again.
- Teacher encourages children to remember and mention the shape.
- Teacher sticks the known shapes (that children remembered easily) on the board.
- Teacher repeats the same way with the other unknown shapes.
- Teacher uses shapes card to make a pattern and encourages children to solve and complete it.

**Activity assessment:**

- Teacher concentrates on the shapes that children did not know or hesitate about them.
- Teacher spread those shapes in class corners' and tell children that we are going to play a game.
- When teacher says (heart) for example children must run and gather in the corner where the heart shape is.
- Teacher repeats the game with the other shapes.
- Teacher keeps repeating the name of the shapes

**Activity 3:**

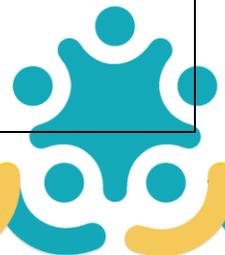
**Letter K**

**Goals:**

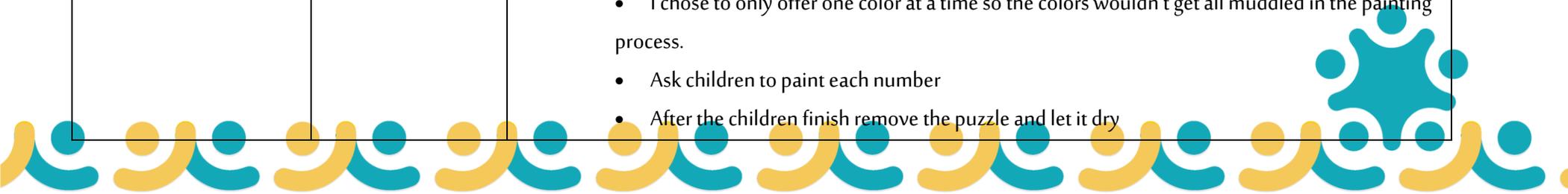
- Beginning to write using vertical, horizontal, and circular marks to simulate letter shapes
- To support pre-writing skills: Able to sound out the letters of the alphabet, with some errors

**Steps to implement the activity:**

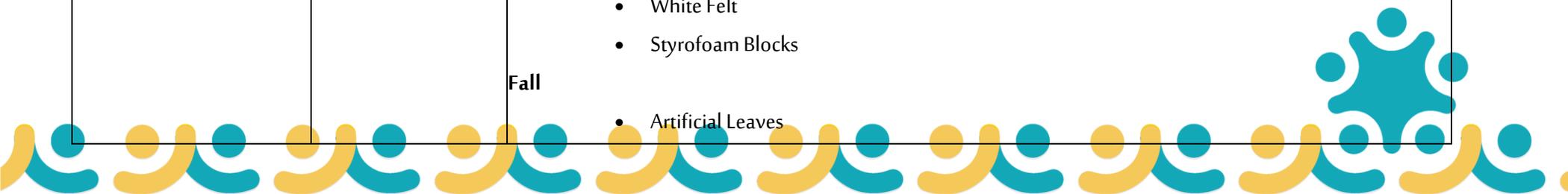
- Teacher starts the circle with the ABCD song.
- Teacher revised the previous phonics that have been thought.



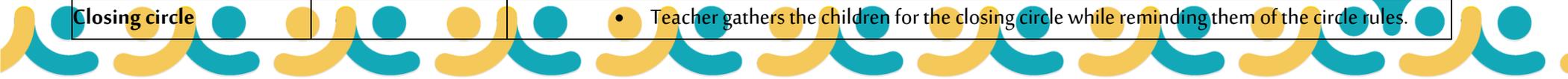
		<ul style="list-style-type: none"> <li>• Teacher hides a kite on her back and gives some hints to the children to motivate them to guess what it is.</li> <li>• Teacher surprises children with the kite and discusses its colors and shape.</li> <li>• Teacher keeps repeating k k k kite and encourages children to repeat after her in different speeds.</li> <li>• Teacher uses the phonics big book to read the letter's story and plays the song: <i>(p pink jolly phonics)</i></li> </ul> <p><b>Activity assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher asks children to choose a book from the reading center and come back to the circle.</li> <li>• Teacher asks children to look for letter (k) in the books they choose and pronounce it.</li> <li>• Teacher provides a flash card of the letter and lets children to trace it with their finger.</li> <li>• Teacher presents the correct way of writing the letter on the board and distributes papers and pencils among children to practice writing.</li> <li>• Teacher emphasizes that children are holding the pencil correctly.</li> <li>• Teacher praise children's works.</li> </ul>
Learning centers	Art	<p><b>Material:</b></p> <ul style="list-style-type: none"> <li>• Watercolors</li> <li>• Paint brush</li> <li>• paper</li> <li>• Foam Numbers Puzzle</li> </ul> <p><b>Steps to implement the activity:</b></p> <ul style="list-style-type: none"> <li>• Put the puzzle to the paper.</li> <li>• I chose to only offer one color at a time so the colors wouldn't get all muddled in the painting process.</li> <li>• Ask children to paint each number</li> <li>• After the children finish remove the puzzle and let it dry</li> </ul>



	<b>Drama</b>	<p>Add Seasonal clothing:</p> <ul style="list-style-type: none"> <li>• Spring-Autumn: rain boots, rain hat, raincoat, warm sweater, small mittens, nylon pants, umbrella, etc.</li> <li>• Summer: bathing suit, towel, shorts, t-shirt, sandals, sun hat, baseball cap, etc.</li> </ul> <p>Winter: snowsuit, mittens, scarf, boots, etc.</p>
	<b>Reading/writing</b>	<p><b>Suggested books you can Put in the reading corner:</b></p> <ul style="list-style-type: none"> <li>• Counting</li> <li>• The Egret Tree</li> </ul> <p><b>Writing:</b> number tracing</p> 
	<b>Blocks</b>	<p><b>You can add the following for each season:</b></p> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Wooden Birdhouses</li> <li>• Artificial Flowers &amp; Flower Pots</li> <li>• Artificial Green Leaves</li> <li>• Toys Bugs</li> </ul> <p><b>Winter</b></p> <ul style="list-style-type: none"> <li>• Polar Animals (Arctic Animals)</li> <li>• White Pom-Poms</li> <li>• Clear Cups</li> <li>• White Felt</li> <li>• Styrofoam Blocks</li> </ul> <p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• Artificial Leaves</li> </ul>



		<ul style="list-style-type: none"> <li>• Tree Blocks</li> <li>• Forest Animals</li> </ul>
	<b>Manipulative</b>	<ul style="list-style-type: none"> <li>• bring muffin tin</li> <li>• print number 1 to 10</li> <li>• put a bowl filled of white and light blue pompom</li> <li>• children put pompom according the number</li> </ul> 
	<b>Science</b>	<p><b>Where does brown come from?</b></p> <p>Using poster paint, ask children to try to create brown paint by mixing different colours. Once they have had the chance to try a few combinations, tell children about primary and secondary colours. Give each child a small quantity of various paint colours. Let them experiment.</p>
	<b>Sand and water</b>	<p><b>Seasonal sensory bins</b></p> <ul style="list-style-type: none"> <li>• Spring: sand, soil and water, water, seeds of all kinds, light green, dark green, and brown modelling dough</li> <li>• Summer: freshly cut grass, water and small toys for watering and spraying, orange, yellow, and green modelling dough</li> <li>• Autumn: dried leaves, pine needles and pinecones, soil, sand, orange, yellow, and red modelling dough</li> </ul> <p>Winter: snow, water and ice, snowflakes, white and blue modelling dough, salt/sugar/flour</p>
	<b>Sensory</b>	<ul style="list-style-type: none"> <li>• Print playdough number cards</li> <li>• Laminate it</li> <li>• Put playdough</li> <li>• Children write the number using play dough</li> </ul> 
<b>Closing circle</b>		<ul style="list-style-type: none"> <li>• Teacher gathers the children for the closing circle while reminding them of the circle rules.</li> </ul>



		<ul style="list-style-type: none"><li>• Teacher reviews what they did today and reminds children about the Unit and today's lesson.</li><li>• Teacher will choose a story related to the lesson from the nursery library to read aloud.</li><li>• Teacher discusses the story with the children.</li><li>• Teacher says goodbye with a warm smile.</li></ul>
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