



Activities Guide

Areas of Focus: Cognitive (numeracy, literacy, science, and arts), Psychomotricity (fine/gross motor skills), and Language

The following are simplified lesson plans that have worked for our 2016-2017 Kinder P5 English class. Some materials are regular Kinder materials that are provided in each space, however there are some activities that will require addition materials which you can easily find in Bazars or a grocery store. Enjoy!



Writing in Sand

Area of Focus: Cognitive (literacy)/Fine Motor Skills

This Montessori activity is perfect for the beginning of the year when children are still at the fistful grasp or Palmar grasp stages of holding writing utensils. (For more information on developmental stages of holding writing utensils, I recommend this website: <http://www.ot-mom-learning-activities.com/pencil-grasp-development.html>). If more than one child wants to do this activity, you can easily put sand on dishes for the same effect. This activity lets kids “feel” letters, and become more comfortable with manipulating their fingers/hands in goal directed movements to form letters.

Verbs: To point, to move (finger), to wipe away, to write



Secret Number Game

Area of Focus: Cognitive (numeracy)

The instructions are easy: each child picks a card with a number on it and picks out the corresponding amount of chickpeas. The other child counts the chickpeas and guesses their friend's secret number. It's a fun, and simple way to learn number recognition and counting! A good tip is to maybe start out with only a few numbers (maybe 0-3) and add more cards as they begin to recognize more numbers!

Verbs: to pinch, to pick up, to put down, to count, to recognize (numbers)



Practice Shoes

Area of Focus: Fine-motor skills

This activity serves both as an art activity, as well as a fine-motors skills activity. Teachers can prep the shoe outline and punch 4-5 holes on each side. Then using a stretchy string, lace the shoes. The kids can then decorate their shoes with crayons and stickers. Afterwards, spend time teaching them how to tie the laces. This is a helpful poem you can use:

Bunny ears, Bunny ears, playing by a tree.
 Criss-crossed the tree, trying to catch me.
 Bunny ears, Bunny ears, jumped into the hole,
 Popped out the other side beautiful and bold.

We often don't think that 4 year olds have the dexterity for this, but we managed to teach 50% of the class in one setting!

Verbs: To hold, to pull, to grasp, to weave



“Oobleck” Slime

Area of Focus: Cognitive (science)

This is a simple and fun science experiment for kids. It's made with 2 parts cornstarch to 1 part water (and food coloring if you want). It is a good way to teach kids about different states that things can take on (solid, liquid, gas ect)... In this case, Oobleck is actually a Non-Newtonian liquid, which means that if you move it (by rolling it into a ball) or hit it, it feels like a solid,; but if you just let you fingers sink into it, it feels like a liquid. The kids really love getting messy with the activity. Don't worry about clean-up, because a little warm water washes everything away!

Verbs: To squish, to dip, to roll, to pull, to hold, the splash, to drip



Phonetics

Area of Focus: Cognitive (literacy)

Teachers can prep all of the materials need for this activity beforehand. During circle time, we introduce the letter of the day (keeping with Montessori practices of course and saying not the name of the letter, but their sounds). We then brainstorm words that begin with this sound/letter; for example the letter c or “cuh” is for cat, car, cucumber, color, ect. Afterwards the kids all get their letter and materials to make that letter into a corresponding thing that begins with that letter; a for apple, b for b ect. As you can see, a child can look at the “a” they made and see an apple to remind them of the phonetic sound that letter takes on. By the end of the year they will have a collection of all of the letters. You can also introduce digraphs as well, which are groups of letters that take on a different sound. The most common ones are “sh” and “ch”. One thing I also chose was to teach my kids lower case letters. Upper case letters may be easier to write, but lower case letters make up about 97% of text, so learning them is better for transitioning into reading.

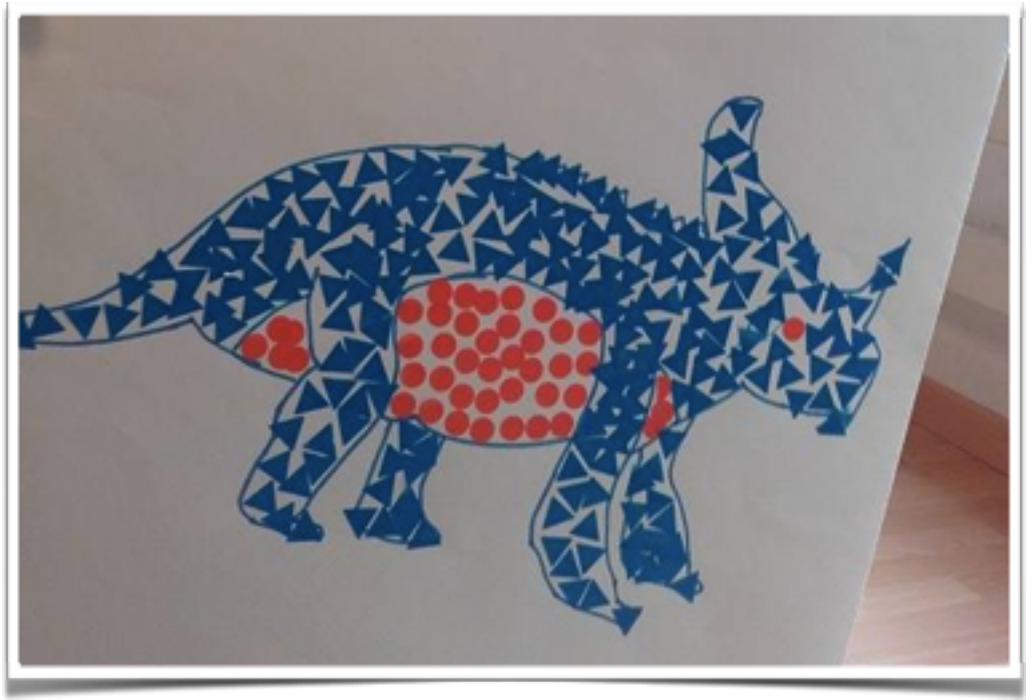


Freeze Tag

Area of Focus: Gross-motor skills, and Social Skills

One of our favorite games to play outside in parks. First you have to establish a “safe zone” where children can be and not be tagged. This is usually on anything that is enclosed or elevated. For example, here is this crib, but in other parks we use benches, or the jungle gym. The objective of the game is simple, there is one person who is “it”, (or in our group’s case the zombie because they love zombies), and the others must run away from this person. If this person touches you, you must freeze and wait until a friend comes and touches you to unfreeze you. You can also run to the safe zone to rest. This game helps our kids stay active, while also building friendships as they must help each other.

Verbs: To run, to stop, to plan, to help, to touch



Mosaic Art

Area of Focus: Cognitive (Arts), Fine-motor Skills

This fun art activity, is a great introduction to colors and shapes for kids. During circle time, go over the different colors and shapes of the stickers that you have (these stickers are Kinder material that every space should have). Then each child is able to decide what they want to make a mosaic of, and the teacher can help draw the outline. Afterwards, the kids can place stickers within the lines of the outline. The result is a super cool piece of art. The example above was actually done as a bag to store this student's art in, but you can do this activity as a holiday gift, or whatever you would like!

Verbs: To peel (stickers), to pinch, to place, to plan



Play-Doh

Area of Focus: Cognitive (Arts)/Fine Motor Skills

Homemade Play-doh is non-toxic, natural, and fun to make with kids. You can find the full recipe here: <http://theimaginationtree.com/2012/04/best-ever-no-cook-play-dough-recipe.html>

In our case, we made a big batch and our kids helped measure out and combine the ingredients. You can also switch out the regular flour and use corn, quinoa and other flour too if you have children with wheat allergies.

Verbs: To measure, to fill, to pour, to mix, to squeeze, to pull apart, to mold, to flatten, to roll



Papier-maché Ornaments

Area of Focus: Cognitive (Arts)/Fine Motor Skills

This activity is great around Christmas time. You will need flour, water, balloons, newspaper, paint and glitter. First have the children help you rip up the newspaper into small strips. Next blow up balloons to desire size of ornament, usual about the size of an orange. Next in bowl, combine 1 part flour to 3-4 parts water. Mix, and this become a paste like texture. The kids then have to dip the newspaper strip into the paste, and place it onto their balloons. They should cover their balloons in 3-4 layers of newspaper. Next allow the ornaments to dry overnight before letting the kids paint their own ornament.

Verbs: to rip, to measure, to fill, to pour to mix, to dip, to place, to cover, to layer, to hold



Home-made cards

Area of Focus: Cognitive (Arts/Literacy)/Fine Motor Skills

Inspired by Montessori activities, making a birthday card should be planned, and organized. Here, we've given this child a tray, and he went and collected the things he needed, and then sat down in his own table/space to make the card. First, he wrote the message, then he glued the paper onto a piece of color cardboard paper, and finally he decorated his card with sticker. Once he sat down, he did not need to get up for anything else.

Verbs: To grasp (color pencil), to write, to spread (glue), to peel, to place, to decorate



Cleaning Up the Space

Area of Focus: Social/Gross-motor skills

Cleaning up our space is considered a daily activity for our children. This is something we all do as a group. It begins with singing the clean-up song, *“Clean up, clean up, everybody, everywhere. Clean up, clean up, everybody do their share.”* Usually the kids will tidy the items that they were playing with. There are also bigger items in the room that I will usually ask some kids to help with. For example: the rug, the pillows, the chairs. The kids really enjoy working together as a team and placing things where they belong. Once we finish tidying up our space, we usually clap and celebrate, and I tell the children “well-done”.

Verbs: to hold, to drag, to lift, to place, to push, to ask(their friends if they need help), to decide (which tasks they will do), to listen (for assigned tasks).



Interval Counting

Area of Focus: Cognitive (Numeracy)

Interval counting is an advance activity for children who have mastered counting 1-10 and number recognition 1-10. Using the Montessori number tiles, you can show the child that we read a number from left to right. So when presented with 100, we read the “one” first, and if it has two zeros, we say hundred. same for 200-900. I suggest, doing maybe 100-500 first, and then once they’ve mastered this, move to 600-900.

Verbs: To count, to pick-up, to place, to order, to speak

