

## OCTOBER

**Colors: Anaranjado/Negro**

**Letras A, B, C, CH**

**Numbers del 1 –5 – To Write / Trace -**

**1 – 10 To Count / identify**

FALL => Que pasa en el otoño?. Los colores de otoño. Las hojas cambian de color, las hojas se caen, el clima – hace viento. Que tipo de ropa nos ponemos, etc.

FOREST ANIMALS => Que les pasa a los animals en el otoño. Así como nosotros nos preparamos para el otoño con ropa adecuada y cerramos las ventanas en casa, los animals tambien se preparan para el otoño. Unos imigran y otros invernán. Cuales imigran? Cuales invernán?

COMMUNITY HELPERS / OCCUPATIONS

TRANSPORTATION

Que tipo de transporte usamos, el transporte que usan los policies, bomberos, paramedicos, en la granja, que animals se usan para transporte, etc. Durante se puede seguir haciendo la coneccion con occupations. El Jueves y Viernes de esta semana se hara el desfile de occupations dress up.

## LIBROS

Ciencia Loca	este libro es mas que nada para los maestros
El Viaje de Colon	Para usarlo el dia 12 de octubre
El Festival de las Calaveras	Para el Día de los Muertos
Dia de los Muertos	
Una Oficial de Policia	para profesiones
El Bombero	
El Recogedor de Basura	
El conductor del Autobus	
El Dentista	
Autos de Carreras	
Formas en Movimiento	
Trenes en las Vias	
Camiones de Volteo	
Camiones robustos	
Los Angeles andan en Bicicleta	
Que el el Tiempo?	
Los Animales en el Otono	
Vamos a Cazar un Oso	

La siguiente lista es de libros sobre Halloween. Son en Ingles pero mas que texto tienen imagines. Se pueden o no usar. (especialmente con niños de dos y tres años)

A Rattle of Bones  
Boo to You  
Alpha Oops!  
Boo, Bunny  
On Halloween Night  
And Then Comes Halloween  
I'm a Turkey (Este seria para noviembre)

## Canciones de otoño

<b>Otoño</b> El viento sopla (blowing motion)  El viento sopla  En el otoño  En el otoño  Las hojas se caen  Las hojas se caen  En el otoño  En el otoño    Ponte pantalones  Ponte la chaqueta  Y tambien sombrero  Y tambien sombrero  El viento esta fresco  Y a veces muy frio  En el otoño  En el otoño	<b>Las hojas</b> Rojas y amarillas  Rojas y amarillas  Café y anaranjadas  Café y anaranjadas  De los arboles se caen  De los arboles se caen  Las hojas  Las hojas	<b>Calabaza</b> Calabaza, calabaza  Muy chistosa  Muy chistosa  Tienes boca grande  Y ojos muy chiquitos  No tengo miedo  No tengo miedo

### LEARNING CENTERS:

Objetivo: Reproduces shapes, letters and numbers.

Actividad: Journal Writing

Materiales: Cuadernos, lapices, crayones y markers

Procedimiento:

Journal Writing is best when there is an assigned time to do it everyday. It can be done in the morning and after nap.

Some topics you can use for this Thematic Unit:

My silly pumpkin face – Mi calabaza chistosa

I like fall because....

My favorite fall color is...

The trees in the fall look like

What does your favorite car looks like?

What is your favorite type of transportation?

If you could pilot an airplane, where would you go?

When I grow up, I would look like....

Where do the bears go to sleep in the fall?

Where do the geese go to in the fall?

#### **WRITING CENTER:**

Objective: Names and Describes Objects – Nombra y describe objetos

Actividad: Leaf vocabulary

Materiales: Leaves of different sizes and colors, copy/construction paper

Para preparar: You would need to collect fall leaves of different sizes and colors. Copy some of the leaves together as a group on the copy machine and make several copies. You can cover the leaves with contact paper to protect them.

Procedimiento:

Introduce this activity during circle time. Hold up the leaves and let the children tell you which leaves are diferentes o iguales; the different colors and sizes. Help the children describe the leaves. Then take one of the copies you made and show how they can match the leaves to the leaves on the sheet.

Place the leaves and the copies in the Writing Center and let the children explore this activity alone or with their friends during Center Time.

#### **WRITING CENTER:**

Objective: Uses scissors correctly.

Objetivo: Everything Autumn – Todo sobre el otoño

Materiales: Newspapers and magazines, white construction or copy paper, scissors, glue.

Procedimiento:

Invite the children to the Writing Center and show them the magazines and newspapers. Explain that they can find pumpkins, leaves, scarecrows, letters that they recognize and cut them out. Then they glue them on construction paper.

Allow the children the freedom to explore and experiment. Also help them build on their cutting skills by demonstrating how to use the scissors correctly.

### **MATH AND MANIPULATIVES CENTER:**

Objetivo: Uses different equipment for physical activities:

Pumpkin Toss Across

Materiales: Bean bags, four pumpkins, black construction paper, scissors, tape, jump rope or color tape.

Preparacion: Cut the numbers 1 – 5 out of black construction paper.

Tape the numbers to the pumpkins and then set up the area.

Represent the start line with color tape or lay the jump rope out. Arrange the pumpkin numbers 1 – 5.

Procedimiento: Explain to the children that this is a game of number recognition. Each child will get a turn to toss the bean bags at the pumpkins. The child identifies and calls out the number they hit with the bean bag.

Allow children to take turns.

### **MATH AND MANIPULATIVES CENTER:**

Objetivo: Recognizes geometric shapes: circle, square, triangle, rectangle, oval.

Activity: Calavaza Chistosa – Silly pumpkin Shape Faces

Procedimiento:

Have the art materials out and accessible for the children. Review the shapes.

First, the children need to cut a large circle out of the orange construction paper. Assist as needed. A circular object can be used as a pattern if needed.

Explain that a pumpkin has a green stem. To create the stem, have the children cut a square out of the green construction paper. Glue the stem onto the orange circle. Now they have a pumpkin!

Explain that most carved pumpkins have eyes, a nose and mouth. Have children cut out black squares and triangles to use as eyes, nose and mouth. Provide templates for the children if needed. Encourage the children to create a silly pumpkin face by gluing the shapes onto the pumpkins.

The children can share their pumpkin faces with the class.

**MATH & MANIPULATIVES CENTER:**

Objetivo: Orders objects by size

Actividad: Twigs

Materiales: Twigs of 3 - 4 different lengths, construction paper in fall colors, glue.

Procedimiento:

Hold up two twigs side by side and ask the children if the twigs are different

Explain to the children that one of the twigs is taller than the other. Ask the children which one is taller and which one is shorter.

Pick up a third twig and ask the children where the new twig should go. Lay the twigs down on the table and show the children how to line up the twigs from tallest to shortest.

Provide each child with a set of three twigs and invite them to line them up in order.

When the children have their twigs in order, have them glue them onto a piece of construction paper to complete the project.

**MATH AND MANIPULATIVES CENTER:**

Objetivo: Recognizes and copies patterns

Activity: Leaves Graphing

Materiales: Construction paper leaves of various sizes, a container to hold the leaves, large piece of poster board, ruler, pencil

Preparacion: Section off the poster board into squares to create a grid

Procedimiento Hold up leaves of different sizes and ask the children what they think about the leaves. Ask is small, medium, large.

Explain the children that they are going to graph the leaves by size so the leaves need to be placed in groups according to the size. Count aloud and ask how many small leaves are on the graph. Repeat with the medium and large sizes.

**SCIENCE & SENSORIAL CENTER:**

Objetivo: Works with the class to gather and interpret data

Actividad: How Big is that Pumpkin?

Materiales: A large pumpkin, yarn, a large sheet of paper or poster board, markers, scissors, measuring tape of stick

Procedimiento:

Talk to the children about the concept of estimation. Explain that an estimate is like a guess but an educated guess based on facts and observation.

Show the pumpkin and then explain that each child will be given a chance to guess what length of string will reach around the pumpkin. The class can check the estimates by measuring the pumpkin.

This is a great time to talk about why measurements are taken and why estimation is a great scientific tool. Then pass around a yarn ball and invite each child to cut a length of yarn they think would reach around the pumpkin. Help as needed.

After each child has an estimate, take the actual measurement with yarn.

### **SCIENCE & SENSORIAL CENTER:**

Objetivo: Uses eye-hand coordination to perform a variety of tasks

Activity: Feely Fall Exploration

Materials: A variety of fall items (leaves, pinecones, acorns, nuts, mini pumpkins, etc.), large shoebox, scissors,

Preparacion:

Cut a large hole through the top of the shoebox lid.

Procedimiento:

Introduce the box to the children and explain that fall or harvest time items have been placed in the box. Talk about what items can be found outside during the fall months.

Pass the box around and let each child have a turn feeling an object. Have the child describe the item to the class. Ask the child questions such as, "Is your item smooth or prickly? Is it long like a leaf or round like an acorn?"

Give each child a chance to discover an object.

This box can be placed in the Science & Sensorial Center.

### **CREATIVITY & ART CENTER:**

Objetivo: Uses Strength and control to perform fine motor skills

Actividad: Fall Feeders

Materiales: Pinecones, vegetable shortening, bird seed Paper plates, scissors, colorful yarn, craft sticks

Procedimiento:

Ask the children where they think birds live and what they eat. Talk about birds with the children and how they live on trees

## TRANSPORTATION

### MATEMATICAS Y CENTRO DE MANIPULATIVOS:

Objetivo: Uses strength and control to perform fine motor skills

Actividad: Manic Mechanic (mecanico loco??)

Materiales: Mechanic's table and a variety of large nuts and bolts

Procedimiento:

Explain that all of the transportation vehicles the classroom has explored have engines. Those engines are made up of thousands of interlocking parts that work together.

Explain that nuts and bolts can be found in many car and truck engines.

Encourage the children to explore being a mechanic by playing with the various nuts and bolts. Show them how to match each pair by matching the correct bolt to the corresponding nut and then screwing it into place.

Remind the children to unscrew the nuts and bolts when they are finished with the activity so the area is ready for the next round of manic mechanics.

Allow children to use their imagination and 'pretend' play with their friends.

Things to say: "Have you ever seen a car engine? What did it look like?"

### Otras actividades que he desarrollado:

Fall/art Tracing the child's hand to make the trunk of a tree. The fingers will be the bare branches and then children will finger print falling leaves.

Hot air balloon. Dot to dot. Connect the numbers 1 - 5 to finish the picture.

Shapes engine. Pega las partes de la cara a la maquina del tren. Las partes son en forma de triangulo. (triangulo es la forma del mes.

The Numbers Train: El tren tiene cinco carros. Los ninos les pegan los numeros 1 – 5 a cada carro.