

<b>THEME: Fall</b>	<b>Duration: 2 1/2 weeks</b>
	<b>Grade: Kindergarten</b>
<b>Subject Competency:</b>	<ul style="list-style-type: none"> <li>• Science</li> <li>• English Language Arts</li> <li>• Art</li> </ul>
<b>Learning Intentions or Objectives (SWBAT)</b>	<ul style="list-style-type: none"> <li>• Students will be able to communicate using words learned in class (e.g. record and observe)</li> <li>• Students will be able to construct his/her understanding of the world through observation, experimenting, and exploring.</li> <li>• Students will be able to recognize different types of leaves (Maple, Hickory, Birch, and Oak leaves).</li> <li>• Students will be able to express creativity through art activities.</li> <li>• Students will be able to cooperate with others.</li> <li>• Students will be able to practice their fine motor skills by cutting.</li> <li>• Students will be able to use their 5 senses (apple)</li> <li>• Students will be able to recite the 5 senses</li> <li>• Students will be able to use their sense of smell to figure out 6 scents (Orange, Lemon, Cinnamon, Vanilla, Vinegar, and Mint)</li> <li>• Students will be able to recognize his/her own scent given by teacher</li> </ul>
<b>Subject Competency:</b>	<p><b><u>Preschool Education</u></b></p> <ul style="list-style-type: none"> <li>- <b>Competency 1:</b> To perform sensorimotor actions effectively in different contexts.</li> <li>- <b>Competency 3:</b> To interact harmoniously with others.</li> <li>- <b>Competency 4:</b> To communicate using the resources of language.</li> <li>- <b>Competency 5:</b> To construct his/her understanding of the world.</li> <li>- <b>Competency 6:</b> To complete an activity or project.</li> </ul>
<b>Essential Knowledges:</b>	<p><b><u>Motor and Psychomotor Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Discovering his/her sensory potential</li> <li>• Using objects, tools, and materials properly</li> </ul> <p><b><u>Cognitive and Metacognitive Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Observing</li> <li>• Experimenting</li> <li>• Exploring</li> <li>• Producing new ideas</li> <li>• Comparing</li> </ul> <p><b><u>Emotional and Social Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Paying attention</li> </ul> <p><b><u>Learning related to language development</u></b></p> <ul style="list-style-type: none"> <li>• Writing of a few words he/she uses often (e.g his/her family name or first name)</li> <li>• Actions demonstrating responsibility (e.g. transmitting a message, putting away his/her toys, taking care of equipment)</li> <li>• Means of self-expression (e.g. dance, music)</li> </ul> <p><b><u>Learning Related to Cognitive Development</u></b></p> <ul style="list-style-type: none"> <li>• Science: observation and manipulation of objects</li> </ul> <p><b><u>Learning Related to Social Development</u></b></p> <ul style="list-style-type: none"> <li>• Social Skills: politeness and cooperative actions</li> </ul> <p><b><u>Learning Related to Sensory and Motor Development</u></b></p> <ul style="list-style-type: none"> <li>• The five senses—taste, touch, smell, sight, hearing—and characteristics associated with them (e.g. salty, rough), their functions (e.g. seeing, hearing)</li> </ul>
<b>Cross Curricular Competencies:</b>	<ul style="list-style-type: none"> <li>• To use creativity</li> <li>• To exercise critical judgement</li> <li>• To cooperate with others</li> <li>• To communicate appropriately</li> </ul>
<b>Broad Areas of Learning:</b>	<p><b>Citizenship and Community Life</b></p> <ul style="list-style-type: none"> <li>- Involvement in action in a spirit of cooperation and solidarity</li> <li>*Interaction with peers in spirit of mutual help</li> </ul>

**Classroom  
Management  
Strategies**

In order to maintain classroom order, I will be using the following classroom management strategies

1. 1,2,3 hands on top that means stop
2. Closing of the lights
3. Take your key out of your pocket, lock the door, and put your key away.
4. Positive reinforcement.
5. Reinforcing classroom rules

## Lesson

### Lesson 1- Leaf Hunt

#### (Observing and Collection Leaves)

#### **Materials**

- 9X12 white paper
- Color Crayons
- Storybook: "The Leaf Hunt" by: Steve Metzger
- Informational text: "Leaves" by: Melvin and Gilda Berger
- Leaves

#### **Vocabulary**

- Observation
- Recording
- Deciduous trees
- Evergreens
- Birch leaf
- Maple leaf
- Hickory Leaf
- Oak leaf
- Edges

#### **Enrichment Activities** (for students who complete the activities before others)

- **Listening Center**  
-Students will be able to sit at the computers and listen to stories.
- **Writing Center**  
-Students will be able to practice new words (fall, birch, maple, oak, hickory, and leaves) that were mentioned throughout the lesson.

#### **Introduction (45 minutes)**

- Read the storybook, "The Leaf Hunt", by: Steve Metzger to the students.
- **Ask:** Can anyone remember the different types of leaves we saw in the story?
  - **Maple Leaves**
  - **Birch Leaves**
  - **Hickory Leaves**
  - **Red Oak Leaves**
- **Ask:** What do you think we will be doing today boys and girls?
- If students do not know, give them clues.
  - What were the boys and girls doing in the story?
- **Say:** Boys and girls, today we will be going on our own leaf hunt.  
Note: The main objective is for students to pick-up leaves, but encourage them to also pick up pinecones, branches, etc.

- **Explain:** What I want you to do, boys and girls, is to observe and collect leaves at the park.
- **Ask:** What does the word “observe” mean?
  - **To closely look at something**
  - **Paying close attention to something**
- **Explain:** When observing, I would like you all to place close attention to what you see around you. This will help you do the activity when we get back to class
- **Go over outdoor rules**
  - Ask:** What are some rules we need to follow when we are outside at the park?
    1. Stay together
    2. Stay in our lines until we get to the park
    3. No fooling around
  - Note:** Have students explain the rules in their own words.

### **Body (10 minutes)**

- Upon returning to class, make sure to collect all the leaves that were selected by the students.
- Make sure all students are sitting on the carpet/mat.
- Discuss with students everything they observed on their leaf hunt.
  - **Trees, hills, plants, flowers, etc.**

### **Activity (25 minutes)**

- **Explain:** Boys and girls, what I would like you to do is record (draw) what you saw while on your leaf hunt.
- What does the word “record” mean?
  - **To write something down (In this case, we will be drawing.)**

### **Conclusion (10 minutes)**

- Have students share with the class their findings (picture).
- Read the informational story, Leaves, by Melvin and Gilda Berger
  - Note: This story will recap what the students learned about leaves.
- Go over new words that were learnt.

### **Developmental/ Extension Activities**

1. In a group, students will closely examine the leaves and other outdoor material they have collected. The students will discuss with the whole class their observations (details, texture, colors, and more). This will help students think critically and enhance their observation skills. Students will then use the materials to create a picture.

### **Evaluation**

- Student will be evaluated through observation and documentation.
- The teacher will observe how students follow instructions and how they complete their art activity. The teacher will keep a notebook in order to indicate what he/she observed.
- When students have completed their art activity, it will be documented in their journal.

## Lesson

### Lesson 2- Observing the Changes of Fall

#### Materials

- Fall Leaves Fall by Zoe Hall
- Leaves, Pinecones, and Branches
- 4 Paper plates (depends on how many groups you have)
- 12X18 paper
- Glue
- Crayons

#### Enrichment Activities (for students who complete the activities before others)

- **Listening Center**
  - Students will be able to sit at the computers and listen to stories.
- **Writing Center**
  - Students will be able to practice new words (fall, birch, maple, oak, hickory, and leaves) that were mentioned throughout the lesson.

#### **Introduction (15 minutes)**

- Place a variety of outdoor materials (leaves, pinecones, and branches) on a paper plate.  
Note: All students should at least have one outdoor material to talk about.
  - Have all the students sit down on the carpet.
  - Remind the students of the leaf hunt that was taken place in the previous lesson.
  - **Explain:** Today, we will be observing (a word we talked about in the previous lesson) what we found on our leaf hunt. With your groups, I would like you all to pay close attention to the materials on your table. I want each one of you to take a turn explaining what you have (i.e, leaves). I want you to think about color, texture (the way it feels), and detail.
  - Before having the students go to their tables, go over some rules about group work
    - Each student must have a turn to talk
    - We listen when other students are talking
    - We work together
- Note:** Give students 3 minutes to observe and discuss with their groups. While this is going on, make sure to go around listening to the students' discussions.
- After the group discussions are done, have the students stay with their groups and discuss to the class their observations.

**Note:** Make sure to tell the students to listen while a group is talking. Students should not be playing with the materials on the table; instead, they should have their hands crossed while they listen.

### Body (15 minutes)

- Read the story, “Fall Leaves Fall!” By: Zoe Hall  
**Note:** This storybook reinforces what was learned during the previous lesson about leaves and it also briefly introduces the season fall.
- **Ask:** What is something new that you learned from this story?

### Activity (35 minutes)

- **Ask:** Why do you think we had our own leaf hunt?
  - To learn about leaves
  - To explore nature
  - To observe the changes of fall
  - To learn about fall
- **Explain:** All of the objects that you collected from the park will help you all to do your arts and crafts activity (collage).
- **Tell:** In the story we just read, it explains ways you can use leaves. What is one way we can use the leaves we collected? **Making a picture/collage.**  
**Note:** Give clues/hints if students are stuck.
- **Explain:** Boys and girls, for the arts and crafts activity, you will be using the leaves you collected to make a picture.
  - **Ask:** What are some things you can make using the leaves?
    - **Family and friends (use leaf as body and draw with crayons the head and other body parts)**
    - **Trees (draw a tree and use the smaller leaves to glue on the tree and on the ground)**
    - **House and trees**
    - **Fish (this was seen in the story we read)**
  - As students work on the collage, walk around and observe how they work.
  - When students are done they can go either to the listening or writing centre.

### Conclusion

- Have students explain their drawing to their group.  
**Note:** While the students are doing this, the teacher must be going around the class to observe students explanations.
- **Ask:** What is one new thing that you learned today? It can be anything. Something

you heard while I was reading? Or, something you learned with your groups?

### **Development/Extension Activities**

1. Introduction to fall. Students will be introduced to the changes of fall through storytelling. Students will be asked to talk about what they have noticed changing (i.e. colder weather, windy, rainy, leaves falling, etc...)? And, how do they know fall is approaching. This will be done through group and whole class discussions as well as art and science activities.
2. Fall Booklet
3. Picture frame. Have students make picture frames using the leaves we found on the leaf hunt. Have students pick a few leaves and place them in a sheet of wax paper. Then sprinkle crayon shaves on the leaves and iron it.

### **Evaluation**

1. Observation and Participation
  - The teacher will go around during group and individual work and take notes via checklist.
  - The teacher will observe how students participate and cooperate with their group members. The teacher will be paying close attention on how the students express themselves and how they contribute to the group discussions.
2. Documentation
  - When students have completed their collage, it will be documented in their journal.

## Lesson

### Lesson 3- Pumpkin

#### Materials

- Sequencing Activity Stencil (how pumpkins grow)
  - Four pictures that are numbered
    1. We plant a seed
    2. Seed grows a stem and leaves
    3. Plants grows little pumpkins
    4. Pumpkins grow big and orange
- Strip of construction paper (to glue the sequencing stencil)
- 8 strip of paper saying, “a pumpkin is”
- Bubble Map
- Pumpkin
- Scissors
- Color pencils
- Glue

#### Introduction

- Have students sit on the carpet
- Show the pumpkin to the students
- Have the students observe and describe the pumpkin
  - **Small/Big**
  - **Orange**
  - **Hard**
  - **Dirty**
  - **Bumpy**
- On a chart paper draw a bubble map to record students responses (appendix)
- Read: Pumpkin Pumpkin by: Jeanne Titherington
  - This story explains how pumpkins grow

#### Body

- **Explain:** This morning we will be doing a sequencing activity. We are going to learn how pumpkins grow.
- **Steps**
  1. You have to color the stencil.
  2. You have to cut out the pictures.
  3. Match the numbers on the paper to the numbers on the strip of construction paper.
  4. Cut out the explanations and glue them on the strip of construction paper.
  5. Write the title, “I am a pumpkin...” and ask students which work from the bubble map they want to describe the pumpkin.



**Conclusion**

- Read: Pumpkins by Melvin and Gilda Berger
  - This informational text reinforces everything we have learned
- Ask: What is one thing you learned today about pumpkins?

## Lesson

### Lesson 4- Cat

#### **Materials**

- Black and orange construction paper
- Scissors
- Glue
- Crayons

#### **Introduction**

- Read: Halloween Cats by Jean Marzollo
- Ask: What do you think we will be constructing for our arts and crafts activity

#### **CATS**

#### **Body**

Demonstrate the activity to students

#### **Instructions**

1. Draw a circle with two triangle ears on black construction paper
2. Draw a circle with a rectangular neck to attach the body and head (black construction paper)
3. Cut out oval eyes on orange construction paper (fold paper in half to get two eyes)
4. Cut out two circles for the pupils
5. Cut out two orange triangles to fit on the ears (smaller than the ears)
6. Cut out two lines to make the whiskers
7. Cut out a circle to make the nose
8. Make a bow tie
9. Cut out for U shapes to make the paws and feet
10. Cut out a circle and make a spiral for the tail

## Lesson

### Lesson 5- Senses

#### **Materials**

- It's Science! You and Your Body by Sally Hewitt
- 5 apples or 5 oranges
- 21 film canisters or pill bottles
- 21 cotton balls
- Scents: Mint, Lemon, Cinnamon, Vanilla, Vinegar, and ???
- [www.teachervision.com](http://www.teachervision.com)

#### **Icebreakers (10 minutes)**

##### 1. **Who is knocking on my Door? (5 minutes)**

(Have the students play a listening game to identify other students' voices)

-Have a volunteer come up to the front of the class and have him/her turn their back to the class.

-Point to another student (without saying his/her name), and ask them to say, "Knock, Knock!"

- The student that is at the front of the class must listen carefully and guess the speaker.

**Note:** Make sure to explain the game very carefully to the students. Have a trial run to make sure the students understand what to do.

##### 2. **ISpy (5 minutes)**

(Describe the visual characteristics of an item in the class. For instance, "ISpy something that is ...")

-Children can make guesses of the items until a student figures out the real item.

-Have a few volunteers to spy other items in the classroom for their classmates to guess.

#### **Introduction**

- Use a simple drawing to introduce the 5 senses to the students.

- On a blackboard or chart paper draw a stick figure **without** eyes, ears, mouth, nose, or hands.

**-Ask:** What are some important features that are missing on this person?

**Note:** Prompt the students the figure is missing eyes. Then, prompt for the ears, nose, mouth, and hands.

1. What do we need to see? **Eyes**
  2. What do we need to eat? **Mouth**
  3. What do we need to breathe? **Nose**
  4. What do we need to grab/hold things? **Hands**
  5. What do we need to listen? **Ears**
- **Explain:** Boys and girls, seeing, hearing, smelling, tasting, and feeling/touching are the 5 senses

## Body

### Information Text (3 minutes)

- Read page 10 of It is Science! You and Your Body by Sally Hewitt.
  - Senses let you see, hear, smell, taste, and feel what is going on around you. You see with your eyes, hear with your ears, smell with your nose, taste with your tongue, and feel with your skin.

### Oral Activity- Use your senses (15minutes) (Oranges or Apples)

- **Explain:** Now boys and girls, for our activity, we will be using our senses.
- Present a piece of fruit (orange or apple).
- Have students use their senses to describe the apple.
- Prompt students by using sensory questions
  1. What does the fruit look like? Use eyes.
  2. Does it make a sound? Use ears.
  3. How does it feel? Use hands.
  4. Does it smell? Use nose.
  5. How does it taste? Use mouth.

### Conclusion (5 Minutes)

- What are the 5 senses? Explain.
- Self-Assessment (Do I know the 5 senses?)

### Enrichment/ Development Activity (10 minutes)

- Present students will 6 different scents.
  1. Lemon
  2. Cinnamon
  3. Vanilla
  4. Vinegar
  5. Mint
  6. Orange

**Note:** Use a film canisters or pill bottles. Place a cotton ball in the bottle and pour the scent inside.
- Have students guess the scents.
- This activity will help students on our next lesson on Bats.

## Lesson

### Lesson 6- Bats

#### **Targeted teaching skill for improvement**

- How well students can interpret scents using their sense of smell

#### **Materials**

- Stلالuna by Janell Cannon
- Flying Little Bats, Flying in the Night by Steve Metzger
- Smell by Sue Hurwitz pages 6-9
- Poster on bats
- Coloring Stencil of a Bat
- 21 film canisters or pill bottles
- 21 cotton balls
- Scents: Mint, Lemon, Cinnamon, Vanilla, Vinegar, and Orange
- [www.twigglemagazine.com](http://www.twigglemagazine.com)

#### **Introduction**

- Have students sit on the carpet
- Make sure all the students are sitting properly and listening
- **Explain:** I want you to pay close attention to what is happening in the story. I also want you to see if you learn anything new about bats that you didn't know.
- Read the story Stلالuna by Janell Cannon
- Go over the **main ideas** of the story
  - Stلالuna loses her mother
  - Stلالuna lives with a family of birds
  - Stلالuna learns to act like a bird
  - Stلالuna learns birds and bats are quite different but share similar characteristics
- What was taught in the story?
  - **Type of bats:** Fruit bats
  - **Habitat:** Warm and sultry (hot and humid) forest
  - **Food:** Followed a heavy scent of ripe fruit
  - **Facts:** Sleep hanging upside down, bats fly, don't sleep at night, and bats can see in the dark

#### **Body**

##### **Discussion (10 minutes)**

- Briefly introduce the poster of bats to the students
- Focus on the appearance of bats (**poster and appendix**) and bats senses (<http://bats4kids.org/look.htm>)

#### **Senses**

##### **1. Excellent hearing and big ears**

##### **2. A bat's nose and ears help find and locate food**

##### **3. Ultrasounds: High pitched squeaks**

-These sounds are too high for most people to hear. If these sounds hit something, they bounce back (sort of like when you hear your echo in a mountain or a bathroom when you shout.) The bat hears the echo and can tell where the object is.

##### **4. Bats are not blind, but they mostly rely on their eyes and nose.**

### Activity (20 minutes)

- **Explain:** Today, we are going to pretend that we are bats. We are going to use one of our 5 senses, smelling. I am going to be giving each one of you a container that has a certain scent. We are going to pretend that these containers are our pup (baby bat).  
**Note:** The containers will be already on the students' tables. Make sure the students do not touch the containers. Have students raise both their arms before starting the activity so that they do not touch the containers.
- Have students sit at their tables
- Close the lights to get the students attention
- **Explain:** Boys and girls, when you find out your scent, I want you to put it in the middle of the table. Once everyone is done, I will explain what to do next. Remember boys and girls, keep your scent in your mind!
- **Have students (make sure to demonstrate the steps to students)...**
  - Grab the container
  - Close your eyes
  - Open the container slightly
  - Smell it
  - Close the cap
  - Put the container in the middle of your table and wait for all of our other friends to be finished
- **Ask:** Do you know your scent? If you do, remember it!
- **Explain:** You will now pretend that you have to find food for your baby. I want everyone to stand up and move around the class.  
**Note:** Close lights to stop the children.
- Have all the students sit at the carpet and face the windows and close their eyes
- Mix all the containers
- Have all the students return to their sits.
- **Explain:** Now, you will have to find your pup by using your nose. When you found your pup put your head on your table and wait patiently for your friends to finish.
- Have the students grab one container and smell in it to see if it their pup, if not have them try and find it by smelling other containers.

### Conclusion (10 minutes)

- Have students look under the container  
**Note:** Each scent is labelled. For instance, Cinnamon is red, Lemon is yellow, Orange is orange, Vinegar is brown, Vanilla is blue, and Mint is green.
- **Ask:** Whoever has red, please raise your hand. Can you all please sit/stand next to that sheet of paper that has the color red on it please? (and point to the students where they have to stand).  
**Note:** Repeat this for each scent
- When all the groups are formed, **ask** which scent does your group have?  
**Note:** Repeat this for each group
- **Go over poster to reinforce the new knowledge the students learned about bats**
- **What is one new thing you learned about bats?**
- **Coloring picture of bats**

## **Evaluation**

**Students will be evaluated through observation and documentation.**

**(The teacher will take note of this in a notebook)**

### **1. Participation**

- Discussions
- Involvement in the lesson
- Individual/group work

### **2. Recognition of scents**

- How well students can identify the scent in the film canister/ pill bottle.

### **3. Retaining information**

- Seeing how well students remember what they learned about bats
  - Appearance
  - Habitat
  - Senses
  - Food

**NOTES:**

# Appendix



## Information on Bats

1. EARS: Bats have very good hearing. They use it for finding food and locating their babies. For insect and fish eaters, the big ears help with echolocation (The location of an object reflected by sound.)
2. NOSE: The sense of smell is well developed in most bats. It is used to find and identify certain foods and to recognize mates and young. Fruit eating bats can find their food by the smell of the ripening fruit. Nectar seeking bats gather pollen on their snout, and by going from flower to flower help create new plants.
3. EYES: Bats are not blind! For example, flying fox bats have very good eyesight and they use their eyes along with their excellent sense of smell to help find food in the dark. Bats' eyes are better at seeing in the dark.
4. FEET: With their strong claws, bats are able to hang upside down. Fishing bats also use their claws to scoop up the fish they will eat.
5. HANDS AND WINGS: Bats fly by using their hands and wings. While the wings are flapping, bats can go up or down by moving the membrane between the body and fifth finger.

