

Theme: Spiders & Nocturnal Animals

Day: 1

| Module | Activity |
|-------------------|---|
| Circle Time | Spiders |
| Letters & Numbers | Letter li Food Series |
| Worship Time | Bible Story Questions & Answers The Visitors |
| Art & Science | Spider Webs |

Circle Time

Review – Start your preschool day with Circle Time and sing the “I Can Sit Down” song (Improvise your tune)

*I can sit down as quite as can be.
I can sit down just to look at me.
I can sit down as quite as can be.
I can sit down just to look at me.*

Then sing the “Hi There” song. (Improvise your tune)

*Hi there, so glad you came.
Hi there, so glad you came.
Hi there, so glad you came.
One two three let's shout HOORAY.*

*Hi there, so glad you're here.
Hi there, so glad you're here.
Hi there, so glad you're here.
One two three let's give a cheer. Yay*

Next do your Special Help activity.

Look at the calendar and sing the "Days of the Week" song. (Tune of the "Adams Family")

*Well there's Sunday and there's Monday,
there's Tuesday and there's Wednesday,
there's Thursday and there's Friday and then
there's Saturday.*

*Days of the week. (Clap hands 2 times).
Days of the week. (Clap hands 2 times).
Days of the week. Days of the week. Days of the
week. (Clap hands 2 times).*

This is a great time to review the days of the week, months of the year and the number of the day. Then check the weather and compare it to your weather dial.

Discussion: Spiders

Let's talk about spiders! You can have some pictures of different types of spiders, what they look like, the colors they are and the important information of each one of them. You can find some books at the library or print out some pictures with their information and think about which spiders your children would be interested in learning about. Here is a great website with a lot of information about spiders, [Tooter4Kids](#). All you need to do is click on the spider picture to get the information you'd like.

Talk about how many eyes they have, how many legs they have, where they live (you may want to have a map showing where you live and where the different spiders live), the colors they are.

Something else that I have found that is very fun to do with children is to go outside and look for spider webs. Talk to them about where they think they would find webs, how spiders spin webs and then head outside to look for some.

Skills

- Math & Colors: Color recognition with the colors of spiders being looked at
- Language: Increasing expressive language skills as children are talking to each other about what they are learning about. Expanding vocabulary when learning about spiders
- Physical: Sharing thoughts which is a good public speaking skill
- Cognitive: Recalling anything they know about spiders and information that they know
- Social: While children are interacting with each other and with adults they are building their social skills

Materials

- Pictures of spider and information about spiders.
- Books about spiders with pictures and little bits of information inside-if you can't find that just pull out what you think children will be interested in and write it down
- Charlotte's Web if you are going to do the "Extra Content"

Music & Movement

<http://www.youtube.com/watch?v=bJnaADMFOzk>

Extra Content

Since we are learning about spiders today Charlotte's Web would be a fun book to introduce to preschool children. I remember reading this story as a child and I think it would be a neat book to read with children. You could read a little bit each day with your classroom or with your children at home. Here is some information about the author and the story.

Here is some info from Wikipedia: Charlotte's Web is a children's novel by American author E. B. White and illustrated by Garth Williams; it was published in

1952 by Harper & Brothers. It features a pig named Wilbur and his spider friend Charlotte who saves him from slaughter.

The novel tells the story of a pig named Wilbur and his friendship with a barn spider named Charlotte. When Wilbur is in danger of being slaughtered by the farmer, Charlotte writes messages praising Wilbur (such as "Some Pig") in her web in order to persuade the farmer to let him live.

Written in White's dry, low-key manner, *Charlotte's Web* is considered a classic of children's literature, enjoyable to adults as well as children. The description of the experience of swinging on a rope swing at the farm is an often cited example of rhythm in writing, as the pace of the sentences reflects the motion of the swing. *Publishers Weekly* listed the book as the best-selling children's paperback of all time as of 2000.[1]

Charlotte's Web was adapted into an animated feature by Hanna-Barbera Productions and Sagittarius Productions in 1973. Paramount released a direct-to-video sequel, *Charlotte's Web 2: Wilbur's Great Adventure*, in the U.S. in 2003 (Universal released the film internationally). A live-action film version of E. B. White's original story was released on December 15, 2006. A video game based on this adaption was also released on December 12.

If you would rather listen to it together it's available on Audible.com for \$7.49.

Letters & Numbers

Activity Description - Letters: Letter I Food Series

Learn about the letter I with [Miss Cullen and Gator](#). First, Miss Cullen and Gator are going to show the upper and lower case letter I. Then review the sound of the I. Next look at two types of food that start with the letter I: Ice Cream, Italian Salad Dressing, Italian Sausage. If you have these items at home you can try them with Miss Cullen and discuss what it feels like, tastes like, sounds like and smells like.

Remember, when trying the different foods, it has to go in your mouth but it doesn't have to stay there. But it is always good to try something new.

Extra Content:

You can also watch the Extra Content for a [Spider Cooking Activity](#): This is a fun way to reinforce spiders and work on some small motor skills as well. When making these with children talk about how many legs spiders have and reinforce some information about spiders they have learned about.

Skills

- Math & Counting: Color recognition with the colors of the food being used
- Language: Increasing expressive language skills as they are learning new letters and the sounds they make and conversations they are having with each other
- Physical: Children are strengthening the muscles in their hands as they are using their fine motor skills to pick up the food. Hand-eye coordination when putting the food in their mouth
- Cognitive: Increasing observation skills with what they are seeing and talking about with the food. Concept development of shapes and sizes of the food
- Social: While children are interacting with each other and with adults they are building their social skills

Materials

- [Watch the letter li video](#)
- If you'd like to try the foods with Miss Cullen and Gator you will need Ice Cream, Italian Salad Dressing, Italian Sausage or you can choose other items that start with the letter li
- Letter li patterns ([uppercase](#) and [lowercase](#)) if you would like to show them

Prep Video

<http://www.youtube.com/watch?v=TyLHI3PQ6Ik>

Extra Content

http://www.youtube.com/watch?v=LGDFwV_xeFU

Worship Time

Activity Description: Bible Story Questions & Answers | The Visitors

The Visitors with Abraham and Sarah

Genesis 18

One hot day while Abraham was sitting by his tent he looked up and saw three men that were visitors coming along the path. Abraham hurried from his tent to greet them. He asked them if they would like to rest, have some cool water to drink and something to eat. The visitors decided to rest and eat some food. Abraham told Sarah about the visitors and she made a meal for them. While they ate, he stood near them under a tree. The visitors asked, "Where is your wife Sarah?" Abraham answered, "She is there, in the tent." Then one of the men said, "About this time next year, Sarah will have a son." Sarah heard what they said. She laughed, thinking, I am too old. God asked Abraham, "Why did Sarah laugh? Anything is possible with God." Sarah was 90 years old and Abraham was 100 years old.

Well sure enough, the next year, Sarah had a baby boy. Abraham and Sarah named him Isaac. We should trust God as we wait for him to help us.

Bible Story Questions & Answers

Talk about what the Bible story was about by asking the children questions. You can decide ahead of time how you want them to answer the questions. I like to have the children raise their hand to answer the question. If they are incorrect that is fine. You can say what the answer is or ask: "Does anyone else have a thought or answer to the question?"

Questions to ask if you like:

- What was the man's name in the story? (Abraham)
- What was his wife's name? (Sarah)
- What did the 3 visitors tell Abraham and Sarah? (Sarah was going to have a baby)
- Why did Sarah laugh when she heard she was going to have a baby? (Because she thought she was too old)
- What did Abraham and Sarah name their baby boy? (Isaac)
- Is anything possible with the LORD? (Yes!)
- Should we trust God as we wait for him to help us? (Yes!)

While sitting on the floor with criss cross legs, have the children repeat after you. You can have them fold their hands and close their eyes or just sit quietly and say after you. Following is a prayer written out that you can use, or you can make up your own.

Dear God (children repeat)

Thank you for this day (children repeat)

Thank you for teaching me (children repeat)

in this story (children repeat)

that anything is possible with you (children repeat)

I love You (children repeat)

Amen (children repeat)

Skills

- Language: Listening to the story and answering the questions work with children on their language skills. Following directions
- Cognitive: As children continue to pray they are building their relationship with God and learning to trust Him

- Emotional: Growing in and deepening their relationship with God
- Social: When children are answering the questions they are working on speaking in public which is a great social skill

Materials

- A Bible to read the story OR you can just read the text I have

Games & Play

Art & Science

Activity Description - Art: Spider Webs

We are going to make a spider web to go along with our spider theme today. [Here](#) is the video so that you can see what materials you will need and how to go about making the spider web with children. [Here](#) is the pattern of the web.

Skills

- Math & Counting: Color recognition with the colors of crayons being used
- Language: Increasing expressive language skills as children are talking to each other about what they are doing
- Physical: Large motor skills when shaking the box back and forth. Hand-eye coordination when moving the box and watching where the balls are rolling. Fine motor skills when picking up the balls with their grasping fingers to put them into the box
- Cognitive: Recalling information they have learned about spiders
- Social: While children are interacting with each other and with adults they are building their social skills

Materials

- [spider web pattern](#)
- paint

- cut out of spider web
- black construction paper
- spoons
- balls

Prep Video

<http://www.youtube.com/watch?v=qs5zRPMhBOA>

Theme: Spiders & Nocturnal Animals

Day: 2

| Module | Activity |
|-------------------|---|
| Circle Time | Owls |
| Letters & Numbers | Letter li Activity |
| Worship Time | Bible Memory Verse Coloring Sheet The Visitors |
| Art & Science | Owl Art |

Circle Time

Review – Start your preschool day with Circle Time and sing the “I Can Sit Down” song (Improvise your tune)

*I can sit down as quite as can be.
I can sit down just to look at me.
I can sit down as quite as can be.*

I can sit down just to look at me.

Then sing the "Hi There" song. (Improvise your tune)

Hi there, so glad you came.

Hi there, so glad you came.

Hi there, so glad you came.

One two three let's shout HOORAY.

Hi there, so glad you're here.

Hi there, so glad you're here.

Hi there, so glad you're here.

One two three let's give a cheer. Yay

Next do your Special Help activity.

Look at the calendar and sing the "Days of the Week" song. (Tune of the "Adams Family")

Well there's Sunday and there's Monday,

there's Tuesday and there's Wednesday,

there's Thursday and there's Friday and then

there's Saturday.

Days of the week. (Clap hands 2 times).

Days of the week. (Clap hands 2 times).

Days of the week. Days of the week. Days of the

week. (Clap hands 2 times).

This is a great time to review the days of the week, months of the year and the number of the day. Then check the weather and compare it to your weather dial.

Discussion: Owls

Let's talk about owls and introduce two new vocabulary words, Nocturnal and Diurnal. Talk about what the two mean but keep it simple. Nocturnal: active at night or awake at night and asleep in the daytime. Diurnal: active in the daytime or awake in the day and asleep at night.

Ask the children if they are Nocturnal or Diurnal making sure that you say what the meanings are again. Ask the children to tell you what the two mean. Throughout your time learning about

owls talk about the two new vocabulary words. You can even pretend you don't remember the meaning and have the children tell you. They love to feel important and they like the feeling that they remembered something that you "forgot." Check the Games & Play tab above for a Nocturnal Activity Idea and then [click here for the templates!](#)

Have some pictures of different types of owls, what they look like, the colors they are and the important information of each one of them. You can find some books at the library or print out some pictures with their information and think about which owls your children would be interested in learning about. Have the children tell you about what they see in the pictures and elaborate on what they are talking about. Also you can show them where they live (you may want to have a map showing where you live and where the different owls live and compare it to where they live). This website is full of some great information about owls, Idahoptv.org.

Skills

- Math & Counting: Color recognition with the colors of owls being looked at
- Language: Increasing expressive language skills as children are talking to each other about what they are learning about. Expanding vocabulary when learning about owls
- Physical: Sharing thoughts which is a good public speaking skill
- Cognitive: Recalling anything they know about owls and information that they know
- Social: While children are interacting with each other and with adults they are building their social skills

Materials

- Owl pictures
- a map if you'd like to show the where Owls live on the globe

Extra Content

Activity Description - Cooking: Graham Cracker Night Owls

This is a fun cooking project for your children to make owls for a cooking activity. Make sure you watch the [Owl Cooking video](#) so that you know how to make these cute nightowls.

Letters & Numbers

Activity Description - Letters: Letter li Activity

Let's paint with Ice cubes for the letter li! [Click here](#) for the letter upper case letter I and [click here](#) for lower case letter i. [Click here](#) to watch the video so that you know what you will need, how to make it and what to do.

Skills

- Math & Counting: Color recognition with the colors being used
- Language: Increasing expressive language skills as they are learning new letters and the sounds they make
- Physical: Children are strengthening the muscles in their hands as they are using their fine motor skills to pick up the ice cubes
- Cognitive: Increasing observation skills with what they are seeing and talking about with the food
- Social: While children are interacting with each other and with adults they are building their social skills

Materials

- [Lowercase Letter i Pattern](#)
- [Uppercase Letter I Pattern](#)
- Ice Cube Trays or containers

- Water
- Food Coloring or Water Colors
- Popsicle Sticks or Sticks from Outside

Prep Video

<http://www.youtube.com/watch?v=pEMoger53Ns>

Worship Time

Activity Description: Bible Memory Verse

Coloring Sheet | The Visitors

Print out the [Bible memory verse coloring sheet](#) and have your children color the picture. Sit with your children while they are coloring and talk about what they see in the picture (see questions below if you'd like some ideas). Your discussion will go with the King David story you have read.

Questions to ask if you like:

- How many people are in the picture? (Five)
- Do they look like they are happy to be together? (Yes)
- What does the lady have in the bowl? (Food)
- What does it look like they are eating? (Grapes and accept other answers)

This is a perfect time to talk about the Bible and how to use it. You can show the children your Bible so they have a better understanding of what a book, chapter and verse are. You can say: This is a perfect time to talk about the Bible and how to use it. You can show the children your Bible so they have a better understanding of what a book, chapter and verse are. You can say:

“The Bible is one big book made up of many smaller books. Each book has a name. Today we are learning a Bible verse in the book of Genesis. When you find Genesis in the new testament look for the number 18 at the top left or right of the page, this is the chapter. You will see Genesis 18. We are looking for verse 4, and those numbers are much smaller under the big 18.”

After they are done coloring they can hang their Memory Verse Coloring Sheet up in a special place. Then when your child walks by the sheet they can work on memorizing the Bible verse.

Skills

- Physical: Fine motor skills, strengthening the muscles in their hands when using their grasping fingers to hold onto the crayon
- Cognitive: Memory skills when working on memorizing the Bible verse
- Emotional: Growing in and deepening their relationship with God
- Math & Colors: Color recognition with the colors of crayons they are using
- Materials: Crayons
- Memory verse coloring sheet

Materials

- Crayons or colored pencils
- [Bible Memory verse coloring sheet](#)

Art & Science

Activity Description - Art: Owl Art

After learning about owl's it is fun to make our own owls for art. Using [this pattern](#) (or another one if you'd like) cut out the parts of the owl and watch [this video](#) so that you are familiar with what the project consists of.

Skills

- Math & Counting: Color recognition with the colors being used
- Language: Increasing expressive language skills as children are talking to each other about what they are doing
- Physical: Fine motor skills when picking up the feathers with their grasping fingers. Fine motor skills when squeezing the bottle of glue. Fine motor skills that strengthen the muscles in their hands when drawing with markers
- Cognitive: Recalling information they have learned about owls
- Social: While children are interacting with each other and with adults they are building their social skills

Materials

- Construction paper
- glue
- feathers
- markers
- [Owl Art Template](#).

Prep Video

<http://www.youtube.com/watch?v=ej9rWA-1a1g>

Theme: Spiders & Nocturnal Animals

Day: 3

| Module | Activity |
|-------------------|-----------------------------|
| Circle Time | Raccoons |
| Letters & Numbers | Five Little Ice Cream Cones |
| Worship Time | Make a Musical Instrument |
| Art & Science | Raccoon Masks |

Circle Time

Review – Start your preschool day with Circle Time and sing the “I Can Sit Down” song (Improvise your tune)

*I can sit down as quite as can be.
I can sit down just to look at me.
I can sit down as quite as can be.*

I can sit down just to look at me.

Then sing the "Hi There" song. (Improvise your tune)

Hi there, so glad you came.

Hi there, so glad you came.

Hi there, so glad you came.

One two three let's shout HOORAY.

Hi there, so glad you're here.

Hi there, so glad you're here.

Hi there, so glad you're here.

One two three let's give a cheer. Yay

Next do your Special Help activity.

Look at the calendar and sing the "Days of the Week" song. (Tune of the "Adams Family")

Well there's Sunday and there's Monday,

there's Tuesday and there's Wednesday,

there's Thursday and there's Friday and then

there's Saturday.

Days of the week. (Clap hands 2 times).

Days of the week. (Clap hands 2 times).

Days of the week. Days of the week. Days of the

week. (Clap hands 2 times).

This is a great time to review the days of the week, months of the year and the number of the day. Then check the weather and compare it to your weather dial.

Discussion: Raccoons

Let's talk about raccoons and introduce two new vocabulary words, Nocturnal and Diurnal. If you did the lesson plans on Day 2 for Owls then you may have already talked about Nocturnal animals and Diurnal animals so you can choose to do this again or not. However, children love repetition so they would probably love telling YOU what the two words mean. Talk about what the two words mean but keep it simple. Nocturnal: active at night or awake at night and asleep

in the daytime. Diurnal: active in the daytime or awake in the day and asleep at night. Ask the children if they are Nocturnal or Diurnal making sure that you say what the meanings are again. Ask the children to tell you what the two mean.

Throughout your time learning about raccoon's talk about the two new vocabulary words. You can even pretend you don't remember the meaning and have the children tell you. They love to feel important and they like the feeling that they remembered something that you "forgot."

Have some pictures of raccoon's and the important information of each one of them. You can find some books at the library or print out some pictures with their information.

When I talk about raccoon's in the classroom I print out some pictures of raccoon's at night and some raccoon's being mischievous and getting into things when camping. Children may have stories to tell about experiences they have going camping and having to make sure their food is safe at night so the raccoon's don't get into it. Have the children tell you about what they see in the pictures and elaborate on what they are talking about. Also you can show them where they live (you may want to have a map showing where you live and where raccoons live). Here is a great website for kids to learn about raccoons, [National Geographic Kids](#).

Check the Games & Play tab above for a Nocturnal Activity Idea and then [click here for the templates!](#)

Skills

- Math & Counting: Color recognition with the colors of raccoons being looked at
- Language: Increasing expressive language skills as children are talking to each other about what they are learning about. Expanding vocabulary when learning about raccoons
- Physical: Sharing thoughts which is a good public speaking skill
- Cognitive: Recalling anything they know about owls and information that they know
- Social: While children are interacting with each other and with adults they are building their social skills

Materials

- Raccoon pictures
- a map if you'd like to show the where Raccoons live on the globe
- Diurnal and Nocturnal Animals [templates](#)

Games & Play

This is a fun activity to do with children to reinforce learning about Nocturnal and Diurnal animals. You can look up nocturnal and diurnal animals to use with this activity or you can use these [templates](#). Also print out the [pages](#) that are black with stars, and blue and yellow with the sun and tape them back to back. Have the children place the animals (make sure there are enough animals for each child to have one) on the day side or the night side.

Make sure you talk about Nocturnal animals and Diurnal animals keeping it very simple. Nocturnal: active at night or awake at night and asleep in the day; Diurnal: active in the daytime or awake in the day and asleep in the night.

Here are a few ways I do this activity with the children:

1. You could hand out one animal for each child then call the children up by name or by the animal in their hand. Have them take turns in placing their animal in the day side or the night side for diurnal or nocturnal animals.

2. Have the children close their eyes and you go around the room and hide them. Don't hide them so they can't see them but hide them so they may see a little piece of the animal sticking out. Make sure you give the children directions to follow before you start. You can say: "I am going to hide these around the room. I want you to find one (or whatever number you hide) animal. When you find one animal come back and sit down." Once they find the animal call them up

individually to have them put it on the day side or night side for diurnal or nocturnal animals.

3. Place all of the cut outs of the animals into a basket or bag or hat and have the children come up, one at a time, to pick out the animal. They can place it on the day side or night side for diurnal or nocturnal animals.

Letters & Numbers

Activity Description - Letters: Five Little Ice Cream Cones

We are learning about the letter li this week and so I thought it would be fun to sing the song [Five Little Ice Cream Cones](#).

Skills

- Math & Counting: Children work on counting
- Language: Increasing vocabulary as they are singing
- Physical: Children are using their fine motor skills as they are doing the motions with their hands
- Social: While children are singing they are building their social skills by being aware of other children around them.

Materials

- [the video](#)

Prep Video

<http://www.youtube.com/watch?v=A89x11rfHM8>

Worship Time

Activity Description: Make a Musical Instrument

Song

Father Abraham

The children will be standing and moving a bunch for this song Father Abraham. Make sure they have space to move around so they are not bumping into anyone.

Father Abraham had many sons Many sons had Father Abraham I am one of them

And so are you

So let's all praise the Lord

[Yell "right arm" and move right arm, as if marching.]

Father Abraham had many sons Many sons had Father Abraham I am one of them

And so are you

So let's all praise the Lord

[Yell "right arm, left arm" and move both as if marching.]

Father Abraham had many sons Many sons had Father Abraham I am one of them

And so are you

So let's all praise the Lord

[Yell "right arm, left arm, right leg" and move all as if marching.]

Father Abraham had many sons Many sons had Father Abraham I am one of them

And so are you

So let's all praise the Lord

[Yell "right arm, left arm, right leg, left leg" and move all, as if marching.]

Father Abraham had many sons

Many sons had Father Abraham I am one of them

And so are you

So let's all praise the Lord

[Yell "right arm, left arm, right leg, left leg, head nod" and move all, as if marching.]

Father Abraham had many sons Many sons had Father Abraham I am one of them

And so are you

So let's all praise the Lord

[Yell "right arm, left arm, right leg, left leg, head nod, turn around" and move all, as if marching.]

Father Abraham had many sons Many sons had Father Abraham I am one of them

And so are you

So let's all praise the Lord

[Yell "right arm, left arm, right leg, left leg, chin up, turn around, sit down" and move all, as if marching. Sit down at the end.]

Skills

- Physical: Listening. Following directions. Great gross motor skills that will work on moving their bodies, balance and spatial awareness
- Language: Phonics or auditory discrimination, which is recognizing differences in sounds, necessary for learning to read. Strengthening vocabulary
- Emotional: To be conscious of others. Growing in and deepening their relationship with God
- Cognitive: Memory skills
- Math & Colors: Sequencing for the order of the song

Materials

-

Prep Video

<http://www.youtube.com/watch?v=zj58gSS-EQI>

Art & Science

Activity Description - Art: Raccoon Masks

Making raccoon masks are a fun way to reinforce learning about raccoon's and fun to pretend to be raccoon's as well. [Here](#) is the link to the video about how to make raccoon masks. [Here](#) is the link to the pattern to make the masks. Make sure you watch the video to have a full understanding on how to make the mask with children.

Skills

- Math & Counting: Color recognition with the colors being used
- Language: Increasing expressive language skills as children are talking to each other about what they are doing
- Physical: Fine motor skills that strengthen the muscles in their hands when taping stick to the masks and when using scissors to cut out the mask
- Cognitive: Recalling information they have learned about owls
- Social: While children are interacting with each other and with adults they are building their social skills

Materials

- - [Raccoon mask template](#)
 - Scissors
 - Tape

Prep Video

http://www.youtube.com/watch?v=TII_WK9ERVE



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