

Sample Day of Fireflies®

Activities are organized by day in an easy-to-use format. Materials in your kit and those you need to gather are listed for each activity. Each day is organized into activities (left page) or learning centers (right page). You may use these ideas in a large group or small group, or review any or all activities on a one-to-one basis. We provide you with the flexibility to meet the needs of the children in your program.

Every day begins with group activities. We provide suggestions for welcoming children, organizing circle time, and planning the day.

Materials are listed with each day's activities making it easier for you to see at a glance what you need.

Objectives are listed with each activity to promote growth and development of various skills.

Transition ideas are offered daily!

Theme 1 • Count on Me

Tuesday September 6

Start Your Day

Objectives: music A4, history and events SS1, observation S1, S2, family and community SS9

Materials from Kit: Calendar, Weather Display

Greeting: Sing a favorite welcome song together. Did everyone have a good holiday weekend? Place the Calendar Pieces from the weekend, Monday, and for today on the grid. Check the weather. Move the arrow to the appropriate spot on the Weather Display, and place the corresponding card above the day of the week. Say the "Pledge of Allegiance" together, if desired. If you aren't familiar with the words, search *Pledge of Allegiance* on the Internet.

Daily Basics

Objectives: patterns M9, conversation L5, L10, emergent reading L17, L18

Materials from Kit: Red Color Display, Display Base, Letter A Display/Word Cards

- **Number, Color, or Shape:** Bring out the Red Color Display from your Teacher Pack and place it on the shaded color area of the Display Base. Introduce the Spanish word for red, *rojo* (ROH-hoh). Is anyone wearing red today?
- **Alphabet Fun:** Show the Letter A Display (in Teacher Pack) to the children. Practice making the long and short /a/ sounds. Point to the upper and lowercase letters. Introduce the sign language symbol. Ask children, "What letter A item is pictured on the display?"

Show the Letter A Word Cards to the children. Ask them to name the picture on each card. If children are unfamiliar with an item, introduce it to them.



Discuss/Do

Objectives: listening L2, conversation L6-L10, vocabulary L11, observation S1, questioning S4, investigation S5

Materials from Kit: Learn Topic/Spanish Card

Suggested Materials: picture book, music, scented lotion, new food, soft/rough fabric

- **Things to Talk About:** Talk about learning new things. Ask children, "Why is it important to learn new things?" Bring out the Learn Topic/Spanish Card (in Teacher Pack) and show it to the children. Ask, "How do you learn new things?" Turn the card over and introduce the Spanish word for learn, *aprender* (ah-prehn-DEHR). People learn by using their senses. We learn new things by watching, listening, smelling, touching, and tasting.
- **Things to Do:** Provide examples of each type of learning technique. Show children a picture book, and explain that their eyes are helping them see the pictures. Play music so their ears can hear the sounds. Offer lotion with a scent and ask what it smells like. Taste a new food together. Provide soft and rough fabrics to explore. With each activity, explain how the sense is being used to learn.



Songs and Rhymes

I Wiggle

Objectives: music A5, listening L4

Try this traditional movement rhyme to "get the wiggles out" before group activities!

**I wiggle, wiggle, wiggle my fingers,
I wiggle, wiggle, wiggle my toes.
I wiggle, wiggle, wiggle my
shoulders,
I wiggle, wiggle, wiggle my nose.
Now no more wiggles are left in me,
So I can sit as still as can be!**

Moving Along

As each child moves to the next activity, ask her to name one skill or task she is hoping to learn this year.

Movers and Shakers

Mother, May I?

Objectives: gross motor PD5-PD7, listening L1, relationships SE9, vocabulary L11-L14

Suggested Materials: painter's tape OR sidewalk chalk

Play a game of *Mother, May I?* Designate a starting line with painter's tape or sidewalk chalk. Invite children to line up and choose one child to be *Mother*. *Mother* stands across the yard or room from the group.

Mother gives one command at a time such as, "Take one giant step forward," "Take three hops forward," or "Take three tiny steps backwards." Before the children move, they must ask, "Mother, may I?" *Mother* answers with, "Yes, you may." The children then perform the command. If a child moves without permission, she must go back to the starting line. The first child to reach *Mother* takes her place. Continue until everyone has had a chance to be *Mother*. (You can substitute *Father* for boys in your group, if you'd like.)

Individualize: Some children may have trouble understanding the concept of asking permission before moving. Reiterate the rules often. Allow younger children or those with speaking limitations to nod their heads or just say, "Please."

Creative Arts

A Is for Apple

Objectives: art A1, fine motor PD4, emergent reading L17, L18, emergent writing L24

Materials from Kit: yellow paper, white letter A punchouts, silk leaves, seeds

Suggested Materials: scissors, glue, crayons OR markers

1. Give each child one white letter A punchout, and have children identify the letter. What sounds does the letter A make? Today the children will create apples with the letter A. Provide crayons or markers, and invite children to color the letter A punchout as an apple.
2. Give each child a sheet of 8.5"x5.5" yellow paper, cutting as necessary. Provide glue, and have children attach the letter A to the center of the yellow paper. Divide the silk leaves and seeds among the children. Invite them to attach the materials to the *apple* where they wish. Let dry. Encourage children to print their names on their papers, and add the phrase, "A is for apple." Display the artwork on a wall or door in your setting.



We include fun, creative art materials, saving you money and trips to the store. The sun symbol allows you to see at a glance the activities for which we supply materials.

Social/Emotional

Character Counts! Odelia the Outgoing Ostrich

Objectives: self-concept SE1-SE4, questioning S4, reflection AL9, AL10

Materials from Kit: Odelia the Outgoing Ostrich Puppet, craft stick

Suggested Materials: scissors, tape

Bring out the Character Counts Puppets from your Teacher Pack, and cut out Odelia the Outgoing Ostrich. Attach a craft stick (in Teacher Pack) to the back of the puppet with tape to create a handle.

Introduce Odelia to the children. Explain that Odelia is very outgoing. She is very friendly and likes being around her friends. She is not shy and often volunteers to help.

Ask children, "Are you outgoing?" Sometimes people are outgoing at home but shy in new settings. Does that happen to the children in your setting? Ask, "What are some things you can do to feel more outgoing?" Bring out the puppet to reinforce outgoing behavior throughout the month.



Dramatic Play

Friends at School

Objectives: dramatic play A9, A10, imagination AL1, AL2, relationships SE10, emotional development SE14, SE15

Suggested Materials: school supplies, photo album

Welcome children to a new school year by inviting them to play *school!* We meet and play with lots of friends at school. Can the children name some friends they have met so far at your setting? Have them name things that might be found in school. Ask, "What do we do with these items?"

Add school-related items to an area where a small group of children can play and pretend. Suggested materials include a white board, dry-erase markers, a computer, books, an easel, paper, crayons, stickers, backpacks, lunch boxes, notebooks, notepads, clipboards, calculators, crayons or markers, folders, apples, and a small desk or table. Invite children to take turns being the *teacher* and *students*.

Does anyone have family members who attend school during the day? Are there any children who were in your setting, but now are at a different school? Talk about where those children are now. (Some children may be missing a sibling or friend who is not here with them. Take time to talk about the children's feelings.) Offer past photo albums to reminisce about old friends or create a new album titled "Our Friends" to showcase all the children currently at your setting.

End Your Day

Review your discussion about learning. Do the children remember which senses we use to learn? What are some things they hope to learn this year? Briefly talk about some of the activities you plan to do tomorrow.

Math

September Math Game

Objectives: numbers M1-M3, spatial relations M20, reasoning M24, relationships SE9, emotional development SE16

Materials from Kit: A Friendly Race Math Game Board/Game Pieces

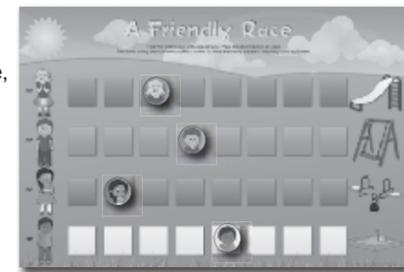
Suggested Materials: clear contact paper

Prepare the game: Punch out the game markers.

Assemble the number cube, and laminate the markers with clear contact paper for durability, if desired.

Play the game: Place the game markers on the start position on the board. Invite children to take turns rolling the number cube and choosing a marker to move across the board. The game ends when all of the markers have made it to the other side.

Individualize: Older children may be ready for a game that creates a winner. Choose up to four children to play at a time, and designate a specific marker for each of them. Talk about winning and losing graciously.



Many activities include suggestions for adapting activities to meet the needs of younger children or those with special needs.