

# Table of Contents

<b>Introduction</b> .....	3
<b>Sample Schedules</b> .....	4
<b>Overview of Monthly Lesson Plans</b> .....	6
<b>Cooking Rules</b> .....	12
<b>General List of Kitchen Supplies</b> .....	13
<b>List of Monthly Food Supplies</b> .....	14
<b>Parent Letter</b> .....	17
<b>General List of Activity Supplies</b> .....	18
<b>September</b> .....	19
September Planning Calendar—Everyone Is Special!—Rules at School—Trains—Dinosaurs	
<b>October</b> .....	44
October Planning Calendar—Changing Leaves—Teddy Bears—Apples—Fire Prevention— Columbus Day—Halloween	
<b>November</b> .....	71
November Planning Calendar—Owls—Squirrels—Native Americans—Pilgrims—Thanksgiving— Turkeys	
<b>December</b> .....	99
December Planning Calendar—Stars—Hanukkah—Kwanzaa—Reindeer—Gifts	
<b>January</b> .....	118
January Planning Calendar—Hot and Cold Weather—Winter Clothing—Snowflakes—Snow People—Inuit	
<b>February</b> .....	144
February Planning Calendar—Groundhog Day—Shadows—Post Office—Addresses—Valentine’s Day—Abraham Lincoln—George Washington	
<b>March</b> .....	167
March Planning Calendar—Winds—Phone Numbers—St. Patrick’s Day—Kites—Clouds— Money—Easter (celebrated in March or April)	
<b>April</b> .....	194
April Planning Calendar—Rain Showers—Rainbows—Spring Flowers—Honeybees— Ladybugs—Caterpillars and Butterflies—Birds	
<b>May</b> .....	221
May Planning Calendar—Sunshine—Planting—Growing Fruits and Vegetables—Flowers— Mother’s Day	
<b>June</b> .....	243
June Planning Calendar—Vacations—Transportation—Germany—Mexico—Japan —Father’s Day	
<b>July</b> .....	260
July Planning Calendar—Fourth of July—Fireworks—Beaches—Seashells—Sand Castles— Ocean Life—Fish	
<b>August</b> .....	285
August Planning Calendar—Farm Animals—Fruits Harvest—Vegetable Harvest—Back to School	
<b>Bibliography</b> .....	302
<b>Skills Index</b> .....	303

# Cooking Rules

Discuss the rules on this page before you attempt any recipes with children. You may wish to reproduce and display the rules on poster board.

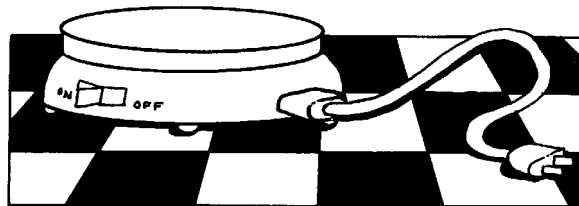
## Before You Cook

1. Wash your hands.
2. Put on an apron.
3. Read the recipe.
4. Gather the utensils and ingredients.
5. Follow the recipe steps in order.
6. Clean up as you go.



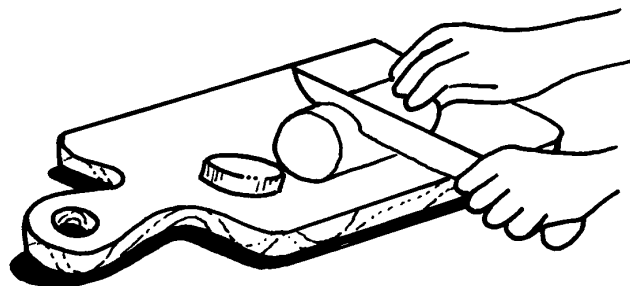
## After You Cook

1. Be sure all appliances are turned off and unplugged.
2. Wash and dry all utensils.
3. Put everything away.
4. Leave everything neat and clean.



## Rules for Cooking Safety

1. Let an adult help with sharp knives and hot appliances.
2. Use a cutting board to chop foods. Always cut away from your body.
3. Use pot holders for hot pots and pans.  
Keep the handles turned toward the stove.
4. Turn off and unplug appliances when you are finished using them.
5. Wipe up spills when they happen.
6. Roll up long sleeves.
7. Tie back long hair.
8. Cover your mouth when you sneeze or cough, and then wash your hands again.
9. Do not put food in your mouth while you are cooking.
10. Use a step stool or other steady surface to raise you to the proper height for work or to look for supplies.



# Everyone Is Special!

---

## DAY 1

---

**Sharing Time:** Talk about what makes the children special and how they feel about themselves and others. Discuss how it's special to make new friends.

**Movement Activity:** Have students practice "A New Friend" (page 22) all week.

**Lesson:** The Way to School

**Materials:** crayons; copies of page 23, one per student

**Directions:** Have the children trace a path from the friends to their school. Then have them finish coloring the picture.

---

## DAY 2

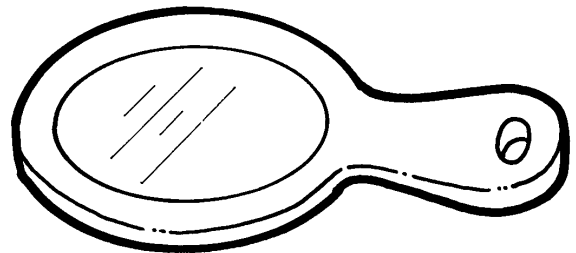
---

**Sharing Time:** Provide some hand-held mirrors so the children can look at themselves. Talk about eye color, hair color and length, freckles, smiles, etc. Discuss how they are alike and how they are different.

**Lesson:** Look at Me, I'm Special

**Materials:** colored pencils, copies of page 24

**Directions:** After the children have used the mirrors, have them draw self-portraits. To get them started, draw an oval for the head. They may need to look in the mirrors as they draw.




---

## DAY 3

---

**Sharing Time:** Have the children talk about their favorite colors, food, toys, etc. Point out how many of them like the same things.

**Lesson:** I Am Special Book

**Materials:** crayons or colored pencils, scissors, stapler, copies of page 25

**Directions:** Help students fill in the blanks to complete the sentences. Then help them put the books together by cutting apart the four pages, putting them in order, and stapling them along the left-hand side.

