

Circle Time Activities

Theme: Fall

1. The Leaves Are Falling Down

Copy & illustrate *The Leaves are Falling Down* (sung to the tune of *The Farmer in the Dell*). Give each student a (red, yellow, green, or brown) leaf cut from construction paper. Point to the words and pictures as you sing the song then ask the class to sing along with you. Children begin the song standing up and "float" to the ground as their color is sung.

The Leaves Are Falling Down

The leaves are falling down
The leaves are falling down
School is here and fall is near
The leaves are falling down.

The leaves are falling down
The leaves are falling down
Red, yellow, green, and brown
The leaves are falling down.

The Leaves are falling down
The Leaves are falling down
They tickle your toes and touch your nose
The Leaves are falling down.

VPK Standards Addressed:

- II. A.1 Shows eagerness and curiosity as a learner.
- II. B.1 Attends to tasks and seeks help when encountering a problem.
- III. D.1 Interacts easily with one or more children.
- III. D.3 Participates in the group life of the class.
- IV. A.1 Gains meaning by listening.
- IV. C.1 Shows an understanding of words and their meanings.

2. Graph Favorite Leaf Color

Using chart paper, create a large graph with red, yellow, green, brown, & multi colored leaves. Include a category for "other" to accommodate other possible favorites. Fill in the graph with student's names and determine the most popular "favorite leaf colors".

VPK Standards Addressed:

III. D.3 Participates in the group life of the class.

IV. E.2 Initiates, asks questions, and responds to adults and peers in a variety of settings.

VI. A (f). 2 Represents and analyzes data.

3. Patterning With Leaves

Each student is given a red leaf and a yellow leaf. The teacher begins a pattern placing a red leaf on the floor then a yellow leaf on the floor, followed by a red leaf than a yellow leaf. Students take turns continuing the pattern with their leaves.

VPK Standards Addressed:

III. D.3 Participates in the group life of the class.

VI. A (a). 6 Shows understanding of and uses appropriate terms to describe ordinal positions.

VI. A.2 Shows understanding of how to count and construct sets.

VI. A (e). 1 Shows understanding of and uses several positional words.

4. Read Red Leaf, Yellow Leaf

Read the book *Red Leaf, Yellow Leaf* by Lois Ehlert pausing to ask questions and make observations along the way. Provide real leaves in various colors and allow the students to explore them while discussing story concepts. Make a class list of "Leaf Facts" on chart paper and allow the students to illustrate it with autumn leaves.

VPK Standards Addressed:

III. D.3 Participates in the group life of the class.

IV. A.1 Gains meaning by listening.

- IV. C.2 Uses an expanded vocabulary to describe many objects, actions, and events.
- IV. D.2 Connects phrases and sentences to build ideas.
- VI. B. (a). 1 Asks questions and uses senses to observe and explore materials and natural phenomena.
- VI. B (a). 3 Makes Comparisons among objects.

5. Read Johnny Appleseed

Read the book *Johnny Appleseed* by Steven Kellogg. After discussing the story, recite the fingerplay *Way Up High In the Apple Tree*. Before class write the fingerplay on chart paper and illustrate it.

Way Up High In the Apple Tree

Way up high in the apple tree (hold arms over head)

2 little apples smiled at me (hold up a finger from each hand to cheeks)

I shook the tree as hard as I could (pretend to shake the tree)

Down came the apples, Mmmmm they were good! (rub stomach and smile)

VPK Standards Addressed:

- II. A.1 Shows eagerness and curiosity as a learner.
- III. D.1 Interacts easily with one or more children.
- III. D.3 Participates in the group life of the class.
- V. A.1 Shows motivation for reading.
- VII. B. (a) 2 Participates in group music experiences.

Art Activities

Theme: Fall

1. Nature Book

Materials: Pint size, Zip-lock bags, stapler, marker, a large bag per child and construction paper (one per book).

Go outdoors with children on a nature walk. Children can collect nature objects such as pinecones, acorns, sticks, leaves... and place them in their large bags. After the nature walk have children place objects (one per bag) into Zip-lock bags. Cut construction paper to fit into Zip-lock bag to

create a title page for each book. Place the title page on top staple the Zip-lock bags together. You can use a permanent marker to record children's dictation about collected items.

VPK Standards Addressed:

I. A.2 Demonstrates visual ability to facilitate learning.

II. A.1 Shows eagerness and curiosity as a learning.

III. D.3 Participates in the group life of the class.

IV. A.1 Gains meaning by listening.

IV. D.1 Uses age appropriate grammar in conversations and increasingly complex phrase and sentences.

V. A.1 Shows motivation for reading.

2. Leaf Painting

Materials: Large paper cut into the shape of leaves, paint in various autumn colors (red, orange, yellow, green and brown) and paintbrushes. Place large leaf shaped paper at easel and allow children to use various autumn colors to paint the leaf. Encourage children to talk about the colors they are using and to talk about the leaves they may have seen that have changed color.

VPK Standards Addressed:

I. A.2 Demonstrates visual learning to facilitate learning.

III. B.2 Uses classroom materials carefully.

IV. C.1 Shows an understanding for words and their meaning.

VII. B (a) 1 Uses a variety of art materials for tactile experience and exploration.

VIII. B.1 Uses strength and control to perform simple tasks.

VIII. B.3 Shows beginning control of writing, drawing and art tools.

3. Nature Mobile

Materials: Yarn, sticks and natural objects collected by children.

Allow children to find natural objects from the outdoors. Have children bring objects inside and discuss what they found help them develop vocabulary for different objects. Use yarn to tie objects to stick to create a nature mobile.

VPK Standards Addressed:

III. A.1 Demonstrates self-concept.

III. A.2 Shows some self-direction.

IV. A.2 Follows 2 and 3 step directions.

IV. C.2 Uses an expanded vocabulary to describe many objects, actions and events.

VI. B(a)3 Makes comparisons among objects.

4. Leaf Rubbings

Materials: A variety of different leaves, white copy paper, and fall colored crayons.

Demonstrate the rubbing technique for the students (pick a leaf, place it **under** the paper and use a crayon to "rub" **over** it creating a leaf print, repeat with a different leaf **next to** the first rubbing and continue). Encourage the students to create their own leaf rubbings. Discuss what happens, why they think the leaf "appears" on the paper, the differences in the leaves, etc.

VPK Standards Addressed:

III. Interacts easily with one or more children.

IV. A.2 Follows 2 and three step directions.

VI. A. (e) 1 Shows understanding of and uses several positional words.

VII. B. (a) 1 Uses a variety of art materials for tactile experience and exploration.

VIII. B.1 Uses strength and control to perform simple tasks.

VIII. B.3 Shows beginning control of writing, drawing, and art tools.

5. Apple Prints

Materials: several apples cut in half (long ways), red, yellow, green, paint, markers, and white paper.

Encourage students to dip the apples in the paint, wipe off extra, and make prints on the paper. Students may choose to draw trees etc, once the prints have dried.

VPK Standards Addressed:

I. A.1 Shows characteristics of good health to facilitate learning.

I. A.2 Demonstrates visual ability to facilitate learning.

III. A.1 Demonstrates self-concept.

III. D.1 Interacts easily with one or more children.

IV. A.2 Follows 2 and three step directions.

VII. B. (a) 1 Uses a variety of art materials for tactile experience and exploration.

Gross Motor/Music & Movement Activities
Theme: Fall

1. Moving Like Leaves

Materials: instrumental music, real leaves.

Use the leaves to demonstrate different ways that leaves move. Discuss words such as swing, sway, rustle, drop, tumble, etc. Explain to the students that you are going to play music and allow them to "pretend they are autumn leaves". Give them enough space to move around safely.

VPK Standards Addressed:

- I. A.1 Shows characteristics of good health to facilitate learning.
- I. B.3. Participates in physical fitness activities.
- II. C.1 Approaches tasks with flexibility and inventiveness.
- III. D.1. Interacts easily with one or more children.
- VII. B. (a) 3 Participates in creative movement, dance, and drama.
- VIII. A.1 Moves with balance and control.

2. Way Up High In the Apple Tree

Materials: Chart paper with poem written in words and pictures.

Way Up High In the Apple Tree

Way up high in the apple tree (point & look up)

Two little apples smiled at me (hold up 2 fingers then smile and point to cheeks)

I shook the tree as hard as I could (pretend to shake the tree)

And down came the apples (raise hands and use wiggling fingers to show a downward motion while bending at the knees and getting closer to the ground)

Mmmmmmm! They were good (rub tummy)

VPK Standards Addressed:

- I. A.3 Exhibits auditory ability to facilitate learning.
- III. D.1 Interacts easily with one or more children.
- IV. C.1 Shows an understanding of words and their meaning.
- VII. B. (a) 3 Participates in creative movement, dance, and drama.

3. Blowing In the Breeze

Materials: instrumental music, dance scarves.

Explain to the students that you are going to play music and ask them to pretend they are blowing in the breeze like trees, leaves, corn stalks, etc. Use words such as lean, sway, gentle, rock, wave, and bend. Encourage the students to talk discuss and describe their movements.

VPK Standards Addressed:

- I. B.3 Participates in physical fitness activities.
- II. C.1 Approaches tasks with flexibility and inventiveness.
- III. D.1 Interacts easily with one or more children.
- IV. C.2 Uses an expanded vocabulary to describe many objects, actions, and events.
- VII. B. (a) 3 Makes comparisons among objects.
- VIII. A. 1 Moves with balance and control.

4. Parachute & Leaves

Materials: parachute, real, artificial, or paper leaves.

Place leaves in the middle of the parachute. Practice the directional concepts **up**, **down**, and **under** as the students follow directions and manipulate the parachute. Discuss directional concepts and movement of the leaves.

VPK Standards Addressed:

- I. A.1 Shows characteristics of good health to facilitate learning.
- I. B.3 Participates in physical fitness activities.
- II. A.1 Shows eagerness and curiosity as a learner.
- III. A.1 Demonstrates self-concept.
- III. B.1 Follows simple classroom rules and routines.
- VI. A. (e) 1 Shows understanding of and uses several positional words.

5. Where Will the Apple/Leaf Go?

Materials: bean bags or apple/leaf cut outs, music.

Play music and instruct the students to place the "apple" or "leaf" **on top** of their heads, **behind** their backs, **under** their arms, etc.

VPK Standards Addressed:

I. A.3 Exhibits auditory ability to facilitate learning.

II. A.1 Shows eagerness & curiosity as a learner.

IV. A.2 Follows two and three step directions.

IV. C.1 Shows an understanding of words & their meanings.

VI. A. (e). 1 Shows understanding of and uses several positional words.

VIII. A.2 Coordinates movement to perform simple tasks.

Outdoor Experiences

Theme: Fall

1. Raking Leaves

Materials: rakes

Encourage students to rake leaves or pine straw into piles. Be sure to use words such as **gather, pile, collect, heap, arrange, mound**, etc. Once the piles are large enough the children may want to take turns jumping into them.

VPK Standards Addressed:

I. A.1 Shows characteristics of good health to facilitate learning.

I. B.3 Participates in physical fitness activities.

III. A.1 Demonstrates self-concept.

III. B.2 Uses classroom materials carefully.

IV. C.2 Uses an expanded vocabulary to describe many objects, actions, and events.

2. Nature Collecting

Materials: bag or sack for each child.

Explain that you will be collecting natural objects to bring inside and use to make a "nature mobile" or add to the science observation center. Ask students to collect objects they find interesting such as leaves, acorns, pine needles, twigs, flowers, milk weed pods, feathers, etc. Encourage them to name and discuss the objects.

VPK Standards Addressed:

II. A.1 Shows eagerness and curiosity as a learner.

II. C.1 Approaches tasks with flexibility and inventiveness.

II. D.1 Shows some planning and reflection.

III. A.2 Shows some self-direction.

IV. C.2 Uses an expanded vocabulary to describe many objects, actions, and events.

VI. B. (a) 1 Asks questions and uses senses to observe and explore materials and natural phenomena.

VI. B. (a) 3 Makes comparisons among objects.

3. Exploring Natural Objects

Materials: magnifying glasses, small writing pads, and pencils.
Encourage students to find, observe, and record facts about natural objects. Discuss their findings.

VPK Standards Addressed:

III. B.1 Follows simple classroom rules and routines.

IV. C.2 Uses an expanded vocabulary to describe many objects, actions, and events.

VI. B. (a) 1 Asks questions and uses senses to observe and explore materials and natural phenomena.

VI. B. (a) 2 Uses simple tools and equipment for investigation.

VI. B. (a) 3 Makes comparisons among objects.

4. Gathering Nuts & Apples

Materials real or pretend nuts and apples (you can make them out of crumpled up construction paper), a sack for each student.

"Hide" the nuts and apples (like an Easter egg hunt) and encourage students to hunt for and gather them.

VPK Standards Addressed:

I. A.1 Shows characteristics of good health to facilitate learning.

II. C.1 Approaches tasks with flexibility and inventiveness.

III. A.2 Shows some self-direction.

III. B.1 Follows simple classroom rules and routines.

IV. C.1 Shows an understanding of words and their meanings.

VIII. A.2 Coordinates movements to perform simple tasks.

5. Leaf Sort Relay

Materials: red, yellow, orange, and brown construction paper leaves, 8 brown paper grocery bags labeled with color word and leaf.

Divide children into two groups and give each child a paper leaf.

Create a finish line for both groups and place four bags at each finish line. The object of the relay race is for each team to place all leaves in the correct bag.

VPK Standards Addressed:

I. A.1 Shows characteristics of good health to facilitate learning.

II. D.1 Shows some planning and reflection.

III. D.1 Interacts easily with one or more children.

IV. A.2 Follows 2 and 3 step directions.

IV. E.3 Uses appropriate language and style for context.

VIII. A.1 Moves with balance and control.

Sensory Experiences

Theme: Fall

1. Apple Tasting & Graphing

Materials: enough red, green, and yellow apples slices for each child to taste all three, chart paper, marker, red, green, and yellow apple cut-outs, napkins or plates.

In small groups, ask students to sample all three apples. Ask them to comment on the flavor of each. Encourage the use of words like crisp, tart, sweet, firm, etc. Finally ask which one they liked the best. Give them an apple cut-out in the corresponding color and ask them to write their name on it or do it for them. Then graph the favorite apple cut-outs under the correct apple. Once everyone has had a turn analyze the data to find which apple the class likes the best.

* You may want to use the correct names for the apples you sample (granny smith, red delicious, golden delicious, etc.)

VPK Standards Addressed:

I. B.2 Follows basic health and safety rules.

I. B.4 Makes wise food choices.

II. A.1 Shows eagerness and curiosity as a learner.

II. D.1 Shows some planning and reflection.

III. D.3 Participates in the group life of the class.

IV. C.2 Uses an expanded vocabulary to describe many objects, actions, and events.

IV. A. (f). 2 Represents and analyzes data.

2. Buried Nut Hunt * Please do not use this activity if you have children in the class with nut allergies!

Materials: sand, sand table or dish basin, a bag of assorted nuts in shells, tongs, tweezers, goggles, bowls.

Encourage students to "hunt for buried nuts" they may use goggles if they wish (just for fun). When they have found all the nuts, ask them to sort them in to bowls and then place the bowls in order of size from largest to smallest.

VPK Standards Addressed:

II. B.1 Attends to task and seeks help when encountering a problem.

II. D.1 Shows some planning and reflection.

VI. A. (c) 4 Orders, compares, and describes objects according to a single attribute.

VI. B. (a) 2 Uses simple tools and equipment for investigation.

VIII. B.1 Uses strength and control to perform simple tasks.

3. Sink/Float with Apples, Nuts, Acorns and Leaves

Materials: Large container shallow container for water. Assorted apples, nuts, leaves and acorns... Large paper and markers for predictions.

Draw and cut out simple pictures for each item. On top of one side of the paper write the word sink and on the other side of the paper write float.

In small groups, ask students if they think each item will sink or float in the water. Encourage children to explain the reasoning for their predictions. After placing the picture of their prediction on the paper, under sink/float, have children drop the item into the water. If their prediction was correct leave cut out item in place, if their prediction was incorrect move the cut out item under the correct word sink/float.

Once everyone has had a turn analyze the data to find whether there were more items under the sink column or the float column.

VPK Standards Addressed:

II. C.1 Approaches tasks with flexibility and inventiveness.

IV. C.2 Shows and understanding for words and their meaning.

IV. E.1 Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems.

VI. A. (f).2 Represents and analyzes data

VI. B.a.3. Makes comparisons among objects

4. Shaving Cream with Food Coloring and Apple Extract

Materials: Non-toxic shaving cream, a large flat container (cookie tray...) apple/cinnamon extract.

Place shaving cream on cookie sheet, add a drop of apple/cinnamon extract and a few drops of red food coloring on top of the shaving cream. Allow children to draw and/or write their names in the shaving cream. Encourage children to talk about what they have drawn and how the shaving cream feels and smells...

VPK Standards Addressed:

II. A.1 Shows eagerness and curiosity as a learner

III. D.1 Interacts easily with one or more children

V. B.2 Uses letter-like shapes, symbols and letters to convey meaning

V. B.3 Demonstrates age-appropriate ability to write letters

VII. B. (a) 1 Uses a variety of art materials for tactile experience and exploration

VIII. B.1 Uses strength and control to perform simple tasks

5. Apple Cinnamon Dough

Materials: Apple Cinnamon Dough recipe, ingredients, bowl, spoons, measuring cups, chart paper and markers.

APPLE-CINNAMON DOUGH RECIPE

Find a medium sized bowl

Put one cup of applesauce in the bowl

Measure out one cup of cinnamon

Add about $\frac{1}{2}$ the cinnamon to the bowl of applesauce and mix thoroughly

Keep adding a little of the cinnamon at a time until mixture is like clay

Once your dough is mixed, you can make shapes and designs or even use cookie cutters.

Put your creations in a warm spot to dry

Before you gather children into small groups, write recipe on chart paper using pictures along with words whenever possible.

In small groups have children help to make the apple cinnamon dough.

Discuss

ingredients and the amounts to be added. Refer back to recipe often.

VPK Standards Addressed:

IV. E.1 Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems

V. A. 1.b Child uses books and other written materials appropriately

V. A.1.c Child asks to read or asks meaning of text

VI. A. (f) 1 Compares continuous quantities using length, weight and height

VIII. A.2 Coordinates movements to perform simple tasks

VIII. B.2 Uses eye-hand coordination to perform simple tasks