MUM'S PRESCHOOL

SELF RELIANCE
Message from the Area Presidency

Dear Brothers and Sisters,

The Lord has commanded you to get all the education you can. The more education you get the better able you will be to provide for yourselves and your family, to serve others through meaningful Church service, and to remain true and faithful to the Lord.

For these reasons, we desire that every young man and woman in the Pacific Area to successfully complete primary and secondary school, with a meaningful secondary school qualification, and every young adult in the Pacific Area pursue and complete vocational training or tertiary schooling.

We recognize that there may be barriers to pursuing and completing your education. It is our desire to assist you in overcoming these barriers. Your local Stake Self-Reliance Committee and Ward Council can assist you.

We encourage you to prayerfully consider these materials and how we can assist you to overcome the financial and other barriers to your education. We know that the Lord will bless you as you prayerfully and earnestly seek for guidance and assistance in identifying and pursuing your educational opportunities. The “glory of God is intelligence” (D&C 93:36), and He desires each of His children to “seek learning by study and also by faith” (D&C 88:118).

Sincerely yours,

The Pacific Area Presidency
Elder Pearson
Elder Haleck
Elder Nielsen

Table of Contents

Message from the Area Presidency ................................................................. 2
What does the Lord teach us about the parents’ role in education? ................................. 3
Step 1: What decisions do we need to make first? ..................................................... 4
Step 2: What are our goals for preschool? ..................................................................... 6
Step 3: What monthly themes should we plan around? ................................................. 9
Step 4: What do we do during preschool? Planning Lessons ....................................... 11
  Instructional Blocks .......................................................................................... 14
  Sample Lesson Plan .......................................................................................... 15
  Blank Lesson Plan Template .......................................................................... 17
  Example of Yearly Plan .................................................................................. 18-19
Step 5: What rules should we have for children?......................................................... 20
Step 6: How can we provide materials and snacks? ..................................................... 22
What does the Lord teach us about the parents’ role in the education of their children?

The Proclamation on the Family states, “‘Children are an heritage of the Lord’ (Psalm 127:3). Parents have a sacred duty to rear their children in love and righteousness, to provide for their physical and spiritual needs, and to teach them to love and serve one another, observe the commandments of God, and be law-abiding citizens wherever they live. Husbands and wives—mothers and fathers—will be held accountable before God for the discharge of these obligations. ... Mothers are primarily responsible for the nurture of their children. In these sacred responsibilities, fathers and mothers are obligated to help one another as equal partners. Extended families should lend support when needed.”

What is a Mum’s Preschool?

The Mum’s Preschool group described in this booklet is for children aged 4 to 5 years old, who will be attending their first year of primary school the following year. It can be adapted for younger children.

Mum’s Preschool groups are organized and taught by mothers or other family members. Each family takes turns holding the preschool at their house. Families can provide a preschool for their own children, and do not need to pay for their child to go to an outside preschool. Parents and family are the child’s most important teachers.

Will a Mum’s Preschool help my child succeed in school?

The information in this booklet can help you prepare your child to be ready for primary school. It is a guide to help you, together with other mothers, form a Mum’s Preschool group to provide a preschool experience for your children.

Participating in a preschool organized and taught by mothers will help children learn to get along with others, understand how a classroom works, take direction from other adults, and learn the basic skills necessary for success in reading and math.

Why is preschool learning important?

The first five years of a child’s life is a critical time of growth and learning. Unfortunately, a five-year-old child who has not learned certain skills can already be as much as two or three years behind other children when they start school! Our goal is for every child entering the first year of school to be prepared and ready.

Our Goal:
Every child entering the first year of school prepared to be successful.

To the Bishop and Ward Council
Start with your Ward Council. Discuss the educational needs of each family and individual in the ward, in ward council. After becoming familiar with members’ needs, you may feel the best way to address these needs is to organise a Mum’s Preschool Group to help young children prepare for school.
Sometimes the people who need the most help are the last to ask for it! They may need encouragement. They may need you to help them feel safe. Sometimes the bishop is the best one to encourage them, and sometimes it may be a friend or neighbour.

“My Foundation: Principles, Skills and Habits”
Mothers will meet at least monthly to plan and discuss their preschool. Every time you meet, begin with a topic from the booklet “My Foundation: Principles, Skills, Habits.” This will help you learn and live principles, skills and habits that lead to spiritual and temporal self-reliance.

Getting Started
The instructions and guidance in this booklet are organized into six steps. Work through all six of the steps as you prepare and plan your Mum’s Preschool.

Step 1: What decisions do we need to make first?
Step 2: What are our goals for preschool?
Step 3: What monthly themes should we plan around?
Step 4: What do we do during preschool: Planning lessons and activities.
Step 5: What rules should we have for children?
Step 6: How can we provide materials and snacks?

STEP 1. WHAT DECISIONS DO WE NEED TO MAKE FIRST?

Planning in your ward
Talk about the Mum’s Preschool in Ward Council and Relief Society. Emphasize the importance of preparing children to be successful in school. Be sure all families with young children are part of this discussion. Sisters who hold callings in Primary or who are less active should be included. Identify families, both members and non-members, who are interested in and committed to doing a preschool. One of the mothers agrees to be, or is called to be the Mum’s Preschool Group Leader.

When do we hold the preschool, and for how long?
A good time for the Mum’s Preschool group to meet would be when older children are in school. Preschool is usually about two hours long. It can be held anytime that is most convenient for the families. For example, your preschool could be held in the morning from 10.00 am to 12.00 pm, or in the afternoon from 1.00 pm to 3.00 pm. The preschool calendar should follow the school calendar. When older children are on school holidays, so is the Mum’s Preschool! The preschool should be
held at least twice each week. The more often you meet, the more your children will learn!

Who teaches the preschool? Where is it held?
Each mother takes a turn having the preschool in her home, and she plans and teaches the preschool that day. If it is held at the church, mothers take turns.

How many children should be in a preschool group?
Groups should be small, usually about 4 to 6 children. If there are more families that want to participate, form a second group. It is more difficult to manage a larger group of children! Be sure every family who wants to participate is welcome. For example, you could form two smaller groups or just one that is a little larger.

Example
Five families are planning to hold a Mum’s Preschool group together. The group is made up of three mothers and two grandmas. They meet together three times to read through the six steps and make their plans.

Because of work schedules, they decide that the Mum’s Preschool group will meet from 9.00 am to 11.00 am on Tuesday and Thursday mornings. Each family will take turns having the preschool at their home.

A schedule for the Mum’s Preschool group is placed on a calendar for the entire school year. The calendar matches the school calendar of the older children. Every family knows when it is their turn to have the preschool group in their home.

The parents meet once each month to plan all activities.

On the day of preschool, each family brings their child to the house of the mother doing the preschool that day. The other parents leave (unless they are asked to stay because of some activity), so that the children learn to listen and respond to rules and directions from other adults—just as they will have to in school.

At the end of the two hours, families return and take their children back home.

Notes:
STEP 2. WHAT ARE OUR GOALS FOR PRESCHOOL?

What do you want your child to learn? What do you want your child to be able to do? Make a list, and then plan your preschool to help them learn those things. The list below is a starting point to help you think about your goals. You can add to it or take away from it.

Strong Brain Goals (Personal Development)
1. Seek adult help when needed to resolve a conflict
2. Show eagerness and curiosity as a learner
3. Develop “executive function” skills (see Page 10)

Good Friend Goals (Working in a Group)
1. Understand, accept, and follow rules
2. Listen to and follow instructions given by a person in charge, including adults who are not family members
3. Respect the rights of others
4. Take turns and share while working and playing with others
5. Be honest with others; tell the truth
6. Take care of and clean up personal belongings and materials

Language Goals
In the child’s native language, or in English, or both:
1. Alphabet skills:
   a. Sing or recite the alphabet
   b. Identify letters of the alphabet, upper and lower case
   c. Name letters of the alphabet, upper and lower case
   d. Write the letters of the alphabet, upper and lower case
   e. Know (can say) the most common sound made by each letter
   f. Pronounce sounds clearly and correctly
2. Write his/her own name correctly
3. Understand how to use a book: right side up, spine to the left, front/back, reading words left to right and top to bottom, turning pages right to left, relationship of pictures to words, etc.
4. Recognize the same sound in rhyming words; memorize rhymes
5. Retell accurately after hearing a short story
6. Recognize words that have a lot of meaning to them, such as mother, father, dog, run, water, etc.
7. Learn many new words
8. Participate in group singing and recitation

Math and Spatial Skills
1. Name and identify 10 colours: red, yellow, blue,
   green, orange, purple, black, white, brown, pink
3. Sort by colour, shape, and size
4. Place several objects in the correct order on the basis of a single attribute (size: small to large; length: short to long; temperature: cold to hot, intensity of colour etc.)

5. Recognize simple patterns and duplicate them

6. Count objects up to 10

7. Name and match numerals, 0 to 10 (for example, after counting five coconuts, can write the numeral “5.”)

8. Count to 20

9. Identify and draw four shapes: circle, square, rectangle, triangle

10. Demonstrate concepts of positional and direction: up/down, over/under, in/out, behind/in front of, beside/between, top/bottom, inside/outside, above/below, high/low, right/left, off/on, first/last, far/near, go/stop.

11. Show understanding of and use comparative words: big/little, large/small, short/long, tall/short, slow/fast, few/many, empty/full, less/more.

Health and Wellness Goals

1. Take care of personal hygiene, e.g., wash and bathe, brush teeth, wash hair, clean nails, clean nose
2. Learn about a balanced diet
3. Understand basic safety

More About “Strong Brain Goals:” Executive Functions

Important skills people need to be successful, for both children and adults, are called “executive functions.” Both mothers and preschool children can think of them as things we do to develop strong brains. Executive functions are the ways our brain organizes information and decides what to do. Highly successful people have strong executive functions. They should be thought of as goals to work on while doing almost all activities with preschool children. These “executive functions” include:

1. Impulse Control
   This is your child’s ability to stop and think before acting. Kids who have trouble with impulse control may say, think or do unsafe things without thinking it through. They’re likely to rush through homework without checking it. They also may stop doing a chore halfway through to go do something else.

2. Emotional Control
   This is your child’s ability to manage her feelings by focusing on the end result or goal. Kids who struggle with emotional control often have trouble accepting negative feedback. They may overreact to little injustices. They may struggle to finish a task when something upsets them.

3. Flexibility
   This is your child’s ability to roll with the punches and come up with new approaches when a plan fails. Kids who are inflexible think in very concrete ways. They don’t see other options or solutions. They find it difficult to change course.

4. Working Memory
   This is your child’s ability to hold information in her mind and use it to complete a task. Kids who have weak working memory skills have trouble with multi-step tasks. They have a hard time remembering directions, taking notes or understanding something you’ve just explained to them.
5. **Self-Monitoring**
This is your child’s ability to keep track of and evaluate her performance on regular tasks. Kids who have trouble self-monitoring lack self-awareness. They can’t tell if their strategies are working. They often don’t know how to check their work.

6. **Planning and Prioritizing**
This is your child’s ability to see the steps needed to reach a goal, and to determine their order of importance. People with weak planning and prioritizing skills may not know how to start planning a project. They may be easily overwhelmed trying to break tasks into smaller, more manageable chunks.

7. **Task Initiation**
This is your child’s ability to get started on something. Kids who struggle with this skill often have issues with planning and prioritizing, too. Without having a plan for a task, it’s hard to know how to start. Kids with task initiation problems can come across as lazy or as simply procrastinating. But often they’re just so overwhelmed they freeze and do nothing.

8. **Organization**
This is your child’s ability to keep track of information and things. Kids with organizational issues are constantly losing or misplacing things. They can’t find a way to get organized even when there are negative consequences to being disorganized.


**Go slowly and carefully!**

As you teach children, plan and patiently help them learn to follow simple instructions, plan how to begin a task, and how to complete a simple task. Help them learn to feel comfortable changing their minds and taking a new course when it is the right thing to do. Teaching executive functions means that you will have to show them how—you will have to model what you want over and over.

This takes a lot of repetitions, so go slowly and show them how to do each skill over and over.

**“Executive function” skills are critical to success in life, for both children and adults.**

**Notes:**
STEP 3: WHAT MONTHLY THEMES SHOULD WE PLAN?

Most preschool providers find it very helpful to plan lessons around monthly themes. The theme keeps children interested and is a way for the teacher to give them lots of information about their world. A monthly theme gives you something fun to plan around.

As a group, review the list of example themes below in the grey boxes. Choose up to 10 themes you want for your preschool, and write them in “Your ideas for themes”.

<table>
<thead>
<tr>
<th>Example themes</th>
<th>Your ideas for themes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Seasons:</strong></td>
<td></td>
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<tr>
<td>Winter</td>
<td></td>
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<tr>
<td>Spring</td>
<td></td>
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<tr>
<td>Summer</td>
<td></td>
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<tr>
<td>Autumn</td>
<td></td>
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<tr>
<td><strong>Holidays:</strong></td>
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<tr>
<td>Christmas</td>
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<td>Halloween</td>
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<tr>
<td>Valentine’s Day</td>
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<tr>
<td>National Holidays</td>
<td></td>
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<tr>
<td>Mother’s/Father’s Day</td>
<td></td>
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<tr>
<td>Local Holidays</td>
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<tr>
<td>At the Circus</td>
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<tr>
<td>On the Farm</td>
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<td>At the Zoo</td>
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<tr>
<td>Dinosaurs</td>
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<tr>
<td>Beaches and Ocean</td>
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<tr>
<td>Bugs ‘n Butterflies</td>
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<tr>
<td>Rainbows and Rain</td>
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<tr>
<td>Colours and Shapes</td>
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<tr>
<td>Community Helpers</td>
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<tr>
<td>(Police, Fire, Doctors…)</td>
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<tr>
<td>Machines that Fly!</td>
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<tr>
<td>The Five Senses</td>
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<tr>
<td>How Do Plants Grow?</td>
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<tr>
<td>My Body</td>
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<tr>
<td>Transportation</td>
<td></td>
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<tr>
<td>Trees and Leaves</td>
<td></td>
</tr>
<tr>
<td>Weather</td>
<td></td>
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<tr>
<td>Sun, Moon, and Stars</td>
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<tr>
<td>History (your country)</td>
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<tr>
<td>Fairy Tales</td>
<td></td>
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<tr>
<td>Animals That Hop</td>
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<tr>
<td>Animals that Fly</td>
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<tr>
<td>Animals that Swim</td>
<td></td>
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<tr>
<td>Nursery Rhymes</td>
<td></td>
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<tr>
<td>My Body</td>
<td></td>
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<tr>
<td>Snow and Snowmen</td>
<td></td>
</tr>
<tr>
<td>Numbers</td>
<td></td>
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<tr>
<td>Big and Little</td>
<td></td>
</tr>
<tr>
<td>All Kinds of Birds</td>
<td></td>
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<tr>
<td>Opposites</td>
<td></td>
</tr>
</tbody>
</table>
Here are a few websites that provide a lot of ideas for monthly themes. Most of them also contain lessons and activities to go with the theme. There are thousands of resources here! If you are not familiar with the internet, or do not have access to the internet, find someone who can help you.

http://www.everythingpreschool.com/themes/allthemes.htm
http://www.angelfire.com/dc/childsplay/Themes.htm
http://www.123child.com/act/
http://childfun.com/
http://www.theidealbox.com/
http://www.preschoolrainbow.org/index.htm
http://www.perpetualpreschool.com/
http://www.proteacher.com/020010.shtml
http://www.preschooleducation.com/topic.shtml
http://www.theteacherscorner.net/
http://www.first-school.ws/themes.html
http://www.nourishinteractive.com/

Once you have decided on themes, decide on four or five lessons (one for each week) that go with that theme. The table below gives an example with the theme “Colours and Shapes.” The sample yearly plan found on Pages 18 & 19 in this booklet has other examples. Use the boxes in the table below to choose a theme and then identify weekly goals for that theme. It is simple!

<table>
<thead>
<tr>
<th>Monthly Theme</th>
<th>Colours and Shapes</th>
<th>(You choose)</th>
<th>(You choose)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Goals</td>
<td>red, yellow, blue</td>
<td>circle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>circle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2 Goals</td>
<td>green, orange, purple</td>
<td>square</td>
<td></td>
</tr>
<tr>
<td></td>
<td>square</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3 Goals</td>
<td>black, white</td>
<td>triangle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>triangle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4 Goals</td>
<td>brown, pink</td>
<td>rectangle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>rectangle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now, stop and think...

So far you have discussed with each other...
Step 1. What decisions do we need to make first?
Step 2. What are our goals for preschool?
Step 3. What monthly themes should we plan around?
STEP 4: WHAT DO WE DO DURING PRESCHOOL:
PLANNING LESSONS AND ACTIVITIES.

What are we going to do for the two hours of preschool?

“BIG IDEAS” TO BUILD AROUND
There are many ways to organize your preschool lessons. Before we look at specific lesson plans, let’s review some important ideas and principles about teaching young children.

Big Idea #1: Teach and practice routines
Children need predictable routines. There are many things in a classroom setting that happen every day. Especially important are the ways in which children move around, such as: line up, gather and sit as a group, put away crayons, ask to go to the bathroom, eating and cleaning up a snack, moving from one activity to another, coming in, going out, and so on.

Teach and follow a specific routine for each kind of movement. You may want to break the routine into steps and have children learn and recite the steps.

Example: Here is a routine for “Lining Up:”
First: Clean up your things.
Second: Stand in front of the teacher’s chair (or any starting place you choose). You may even want to teach them a specific order you want them to line up—who is first, who is second, etc.
Third: Fold your arms.
Fourth: No talking and no touching each other.

Discuss: Why are routines important for children? Consider these reasons:
- helps children know what to expect
- helps them feel safe
- teaches children that we do things at certain times, like saying prayers in the morning, or take off our shoes when we come into the house

YOUR OPENING ROUTINE: GETTING THE DAY STARTED RIGHT!
A very important routine is how you start the day. Always begin your day by following the same routines. Children need to know exactly what is going to happen the first 15 or 20 minutes—every day, no matter what. If you do this children will settle down and pay attention much better.
Here is an example of a morning routine:

Arrival
Children enter your house in the same place every time.

Greeting
Children always greet you properly (“Good morning Sister…”).

Waiting
Children play quietly (teach what you expect) until everyone arrives.

Gathering
Children follow a “Gathering on the Floor” routine. Have a name for this, such as “Circle Time” or “Starting Group.” All children sit on the floor in front of the teacher and wait.

Calendar Time
The teacher leads the Calendar Time or Morning Board (the calendar routine). It takes no more than about 15 minutes. Many things can be taught and reviewed during calendar time. You can teach names of (and words for) days of the week, months, and seasons; names for different kinds of weather, numbers, shapes, colours, left to right reading direction, letters and sounds, focusing on the first letter and beginning sound in a word, listening, repeating, and so on. Make sure children are participating in the activities by standing up and pointing to words and numbers, choosing a weather picture (small pictures with words for wind, rain, sunshine, clouds, etc.) to place on the day of the calendar, pointing to the first letter in a word, and so on as directed by the teacher.

Make word cards so children see the words for the things they are learning. You can begin to point to the letters in these words and talk about them. Using familiar names to talk about letters and sounds is a wonderful starting point for learning about how the letters stand for sounds.

Subject of the Day
Introduce the theme or subject of the day. “This month we are learning about Community Helpers, and today we are going to talk about policemen. We will talk about what they do to keep us safe, and how you can become a policeman someday if you want to.”

Activity Time
The last part of the morning routine is to introduce the first activity of the day.

Be sure to print the name of each child on a piece of paper big enough for everyone to see. Put this on the wall.

OK, let’s review “Big Idea #1”

Children will learn more and have better behaviour if they are taught and held accountable for specific routines. Teach specific routines, and insist that they be followed. Gently have children repeat and practice the routine as often as is necessary. Lots of teaching and practicing will be needed as you begin. Following rules and routines, and learning how to be a part of a group, are very important skills children will need in order to be successful in school.
**BIG IDEA #2:** Young children (and old!) need to move! They should be changing activities about every 15 minutes. Don’t blame the children if they start to run around and lose interest after sitting still or colouring a paper or playing a game for 20 or 30 minutes. The problem is YOURS for not planning to have them change activities every 15 minutes or so!

**BIG IDEA #3:** A child (or adult) who is angry, upset, or embarrassed cannot learn. This is the simple truth. It doesn’t really matter what the reason is or whose fault it is—when a child is upset, they stop learning. All children will cry once in a while. All children will feel like other children are mean to them once in a while. A normal child may get embarrassed when they are asked to repeat a rule. However, look for the child who is angry or upset almost all the time, who feels like no one likes them, or who feels like the other children are mean to them all the time. If a child feels this way all or most of the time, you must find a way to change their feelings or they will simply not learn. Children must feel secure and valued in order to learn. A child’s relationships with other children and with the adults is very important.

**BIG IDEA #4:** It is important to give children as many choices as possible. A good setting for young children has a lot of structure. However, within that structure, design activities that give children as many decisions as possible. An important skill we want to develop is to have our children learn to make good decisions on their own. So, let them choose a game, choose which colour, choose a song, choose what to draw, and so on whenever possible.

**BIG IDEA #5:** All children are different! Please do not expect all children to do things the same way or at the same speed. Listen to and watch each child carefully, and adapt to each of them as an individual.

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**Lesson Planning Advice**

Now...Let’s look at how to plan a day of preschool.

- Page 14 shows how to organize the day into instructional “blocks.”
- Page 15 is a sample Lesson Plan.
- Page 16 is a sample handout for children to do for the lesson.
- Page 17 is a blank Lesson Plan form you can copy and use.
- Pages 18 & 19 are a sample plan for an entire year.
Planning Your Day: Instructional Blocks

Think about the two hours of preschool as a series of activities or “**instructional blocks**,” each taking about 15 minutes. **The order of the different activities does not have to be the same.** Some days you may do one of the activities a little longer or not do one. Be flexible, but keep things moving at a good pace.

<table>
<thead>
<tr>
<th><strong>Opening Routines</strong></th>
<th>Get the day started following the same routines. Introduce and practice names of days, months, numbers, letters, etc. Sing a fun song. Recognize each child. Introduce the topic of the day and the special new words.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art Time</strong></td>
<td>This is a time for creative expression--drawing, colouring, building something. Crayons and other ways of colouring will be needed. A flat place (table or floor) where they can put a paper and work on it is needed. Teach how to get paper and crayons (or whatever you are using), how to use them, and how to put them away.</td>
</tr>
<tr>
<td><strong>Lesson Time</strong></td>
<td>This is a time when you are talking and they are listening! Children sit in a group on the floor, or on chairs around a table if there is room. During Circle Time you teach new information about the topic. Have children do lots of “on task” talking—that is, talking in appropriate ways about the subject you are teaching.</td>
</tr>
<tr>
<td><strong>Writing Time</strong></td>
<td>This will often be a paper on which the child writes letters or numbers or words. Getting ready to use a pencil and paper is an important purpose of preschool.</td>
</tr>
<tr>
<td><strong>Game Time</strong></td>
<td>Get kids up and moving around and having fun! Important lessons are taught and learned as they listen, follow instructions, take turns, and so on.</td>
</tr>
<tr>
<td><strong>Snack Time</strong></td>
<td>If you do this, prepare the snack in advance. If you have to prepare it while children are there, children will get off-task. Teach routines for receiving, eating, and cleaning up the snack.</td>
</tr>
<tr>
<td><strong>Story Time</strong></td>
<td>It is important for children to be introduced to books and stories. Their goal is to become a reader! You need to model good reading and share fun stories.</td>
</tr>
<tr>
<td><strong>Closing Routines</strong></td>
<td>Teach and practice effective routines for getting ready to go home. This will include cleaning up, getting their Art Time and Paper Time papers to share at home, etc. Learn a fun “good-bye” song.</td>
</tr>
</tbody>
</table>
Sample Lesson Plan

### Monthly theme:
Colours and Shapes

### Topic for the week:
red, yellow; circle, square

### Content Goals: What will children learn about the topic?
- Recognize and name colours: red and yellow
- Recognize and name shapes: circles and squares

### Words to Learn:
- red
- yellow
- circle
- square

### Language Goals: What will children learn or practice with the language?
Understand and say correctly the "Words to Learn"

---

Each of the Planning Blocks below represents about 15 minutes. Planning an activity for each Block will help you keep children interested and busy.

<table>
<thead>
<tr>
<th>Block 1 – Opening Routine (Calendar Time, Morning Board, etc.)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow Steps 1-5 on Page 18 (the Opening Routine).</td>
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</tr>
</tbody>
</table>

| Block 2 – Continue the Opening Routine | Today we will take the time to reteach each of the class rules and point to a picture that stands for that rule (see Page 21). Have children take turns acting out a situation in which the rule is followed, and a situation in which the rule is NOT followed (they need to see examples AND non-examples). Acting and role playing (you will have to give them hints and help them) will keep them interested and having fun, along with allowing them to get up and move around. |

| Block 3 – Lesson Time | This is the place you will always have children sit while you teach something new. It could be at a table or on the floor. Assign places so they don’t fight about where to sit! Hold up examples of circles and squares cut out of paper or whatever you have. Have children name them. Do the same with the colours red and yellow. Go for a “Treasure Hunt” walk around the house or outside to find those shapes. |

| Block 4 – Game Time | Play “Duck, Duck, Goose” Children sit on the ground in a circle, facing into the centre. One child is chosen to walk around the outside and touch each person in the circle on the head and say “Duck.” When they touch a person on the head and say “Goose” that person chases them all the way around the outside of the circle to see if they can catch them before they get back to that spot. (See [http://en.wikipedia.org/wiki/Duck,_duck,_goose](http://en.wikipedia.org/wiki/Duck,_duck,_goose) for instructions and other games like this.) |

| Block 5 – Art and Writing | Have children sit at a table or on the floor where they can write and colour. Pass out a piece of paper, a yellow crayon, and a red crayon to each child. (Teach how to use and take care of these materials.) Prepare a page with circles and squares for them to trace and colour (see the example on the next page). |

| Block 6 – Snack Time | Serve bananas cut into circles and bread or taro cut into squares. Each child may take one at a time. As they do, they must name the shape of the piece they take. Repeat this until all children have had at least two turns to name and pick a shape. |

| Block 7 – Story Time | Have children sit in an assigned place and listen while you read a story. Stop and ask questions about the story often enough to keep children’s interest. |

| Block 8—Closing Routine | Go back to your Opening Routine place. Follow a consistent Closing Routine. Have children repeat what they talked about and learned. Check to see if they have their papers, jandals, etc. Teach them to say “Goodbye” and “Thank You!” properly and have them practice. |
Red
Yellow

My Name________________________
(The teacher prints the child’s name.)

Circles  
Squares

Trace these shapes with your crayon.

Make your own circles and squares. Colour them with your red and yellow crayons.
## Mum’s Preschool Lesson Plan

<table>
<thead>
<tr>
<th>Monthly theme:</th>
<th>Topic for this week:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

### Content Goals: What will children learn about the topic?

### Language Goals: What will children learn or practice with the language?

<table>
<thead>
<tr>
<th>Block 1 – Opening Routine (Calendar Time, Morning Board, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 2</td>
</tr>
<tr>
<td>Block 3</td>
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<tr>
<td>Block 4</td>
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<td>Block 5</td>
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<tr>
<td>Block 6</td>
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<tr>
<td>Block 7</td>
</tr>
<tr>
<td>Block 8—Closing Routine</td>
</tr>
</tbody>
</table>
Sample Preschool Yearly Plan (Page 1 of 2)

<table>
<thead>
<tr>
<th>Monthly Theme/Weekly Topic</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monthly Theme/Weekly Topic</strong></td>
<td>Colours &amp; Shapes</td>
<td>Our Five Senses</td>
<td>Transportation</td>
<td>Farm Animals</td>
</tr>
<tr>
<td>1-Red, yellow, blue</td>
<td>1-Eyes (seeing)</td>
<td>1-Cars</td>
<td>1-Cows (milk, meat)</td>
<td></td>
</tr>
<tr>
<td>2-Green, orange, purple, others</td>
<td>2-Ears (hearing)</td>
<td>2-Boats</td>
<td>2-Pigs &amp; chickens</td>
<td></td>
</tr>
<tr>
<td>3-square, circle</td>
<td>3-Nose (smelling)</td>
<td>3-Airplanes</td>
<td>3-Horses</td>
<td></td>
</tr>
<tr>
<td>4-rectangle, triangle</td>
<td>4-Tongue (tasting); Skin (touching)</td>
<td>4-Trains</td>
<td>4-Sheep</td>
<td></td>
</tr>
<tr>
<td><strong>Strong Brain Goals (Personal Development)</strong></td>
<td>Impulse Control</td>
<td>Emotional Control</td>
<td>Flexibility and Resilience</td>
<td>Working Memory</td>
</tr>
<tr>
<td>Think first, then act; learn to do something hard now for a greater benefit later</td>
<td>Don’t let other people get you upset; learn to accept feedback, even when it could be hard</td>
<td>What is another way to accomplish my goal? When you make a mistake, learn from it, and make a new plan</td>
<td>Learn to remember what another person says and repeat it back; follow multiple-step directions</td>
<td></td>
</tr>
<tr>
<td><strong>Good Friend Goals (Working in a Group)</strong></td>
<td>Teach and practice class rules (see Pages 20-22). These are the basis of effective group behaviour; go slow; provide examples; do a lot of practicing and role playing</td>
<td>Listen to and follow instructions given by a person in charge, including adults who are not family members (learn to listen to a teacher)</td>
<td>Take turns and share while working or playing with others</td>
<td>Be honest with others; tell the truth even when it may be hard</td>
</tr>
<tr>
<td><strong>Language Goals</strong></td>
<td><strong>Alphabet skills:</strong></td>
<td></td>
<td><strong>Pronounce sounds clearly</strong></td>
<td><strong>Understand how to use a book (concepts of print): right side up, spine to the left, front/back, reading words left to right and top to bottom, turning pages right to left, relationship of pictures to words, etc.</strong></td>
</tr>
<tr>
<td>Sing or recite the alphabet</td>
<td>Identify letters of the alphabet, upper and lower case</td>
<td>Knows the most common sound made by each letter</td>
<td>Can hear the same sound in rhyming words (developing awareness of how letters stand for sounds)</td>
<td></td>
</tr>
<tr>
<td>Identify letters of the alphabet, upper and lower case</td>
<td>Name letters of the alphabet, upper and lower case</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write the letters of the alphabet, upper and lower case</td>
<td>Knows the most common sound made by each letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knows the most common sound made by each letter</td>
<td></td>
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</tr>
<tr>
<td><strong>Math and Spatial Goals</strong></td>
<td><strong>Order several objects on the basis of one attribute (size: small to large; length: short to long; temperature: cold to hot, intensity of colour etc.)</strong></td>
<td><strong>Recognize simple patterns and duplicate them</strong></td>
<td><strong>Staying healthy:</strong> How germs spread; cleaning cuts and sores</td>
<td></td>
</tr>
<tr>
<td>Name and identify 10 colours: red, yellow, blue, green, orange, purple, black, white, brown, pink</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Sort by colour, shape, and size</td>
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<td></td>
</tr>
<tr>
<td>Identify and draw four shapes: circle, square, rectangle, triangle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health and Wellness Goals</strong></td>
<td>Personal hygiene: washing hands after using the toilet and before eating; bathing regularly and clean hair</td>
<td>Personal hygiene: taking care of teeth and fingernails</td>
<td>Balanced and healthy diet; preventing diabetes</td>
<td>Staying healthy: How germs spread; cleaning cuts and sores</td>
</tr>
</tbody>
</table>

Page 18 of 24
Sample Preschool Yearly Plan (Page 2 of 2)

<table>
<thead>
<tr>
<th>Monthly Theme</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monthly Theme</strong></td>
<td><strong>Community Helpers</strong>&lt;br&gt;1-Policemen&lt;br&gt;2-Firemen&lt;br&gt;3-Doctors and nurses&lt;br&gt;4-Water and electricity</td>
<td><strong>Outer Space</strong>&lt;br&gt;1-Sun&lt;br&gt;2-Moon&lt;br&gt;3-Stars&lt;br&gt;4-Planets</td>
<td><strong>The Ocean</strong>&lt;br&gt;1-Reef&lt;br&gt;2-Reef (2nd Week)&lt;br&gt;3-Big animals (whales, etc.)&lt;br&gt;4-Water safety</td>
<td><strong>Opposites</strong>&lt;br&gt;1-Big and little&lt;br&gt;2-Hot and cold&lt;br&gt;3-Happy and sad&lt;br&gt;4-Slow and fast&lt;br&gt;5-Empty and full</td>
</tr>
<tr>
<td><strong>Strong Brain Goals (Personal Development)</strong></td>
<td><strong>Self-Monitoring</strong>&lt;br&gt;Stop and think: Am I making progress on my task? How can I work smarter? Was I respectful and fair to others?</td>
<td><strong>Planning and Prioritizing</strong>&lt;br&gt;Make a plan for how to get the task done. Know what the next step is, what needs to happen next.</td>
<td><strong>Task Initiation</strong>&lt;br&gt;Figure out how to get started. What is the first thing I need to do?</td>
<td><strong>Organization</strong>&lt;br&gt;Learn to stay organized; be able to plan your time to get the job done</td>
</tr>
<tr>
<td><strong>Good Friend Goals (Working in a Group)</strong></td>
<td><strong>Take care of toys, school materials, personal and other people’s belongings</strong></td>
<td><strong>Clean up after an activity</strong></td>
<td><strong>Note:</strong> These “Good Friend” goals will require ongoing modelling and teaching with lots of examples—and lots of forgiveness!</td>
<td></td>
</tr>
<tr>
<td><strong>Language Goals</strong></td>
<td>• Write his or her name correctly&lt;br&gt;• Recognize several high utility words&lt;br&gt;• Participate successfully in group singing and recitation activities</td>
<td>• Repeat back short sentences accurately&lt;br&gt;• Learn many new words&lt;br&gt;• Listen to a story and then retell it accurately with good details</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math and Spatial Goals</strong></td>
<td>• Count objects correctly up to 10&lt;br&gt;• Name and match numerals to numbers, 0 to 10 (can write the numeral “5” to represent 5 objects)&lt;br&gt;• Demonstrate concepts of position and direction: up/down, over/under, in/out, behind/in front of, beside/between, top/bottom, inside/ outside, above/below, high/low, right/ left, off/on, first/last, far/near, go/stop.</td>
<td>• Show understanding of and use comparative words: big/little, large/small, short/long, tall/short, slow/fast, few/many, empty/full, less/more.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health and Wellness Goals</strong></td>
<td><strong>Develop fine motor control—being able to use scissors, a pencil, etc.</strong></td>
<td><strong>Gross motor control: jumping, running; the importance of exercise and adequate sleep</strong></td>
<td><strong>Safety:</strong>&lt;br&gt;Cars and roads&lt;br&gt;Rivers and ocean&lt;br&gt;Safe playing</td>
<td><strong>Reporting to an adult whenever anything happens to make you uncomfortable</strong></td>
</tr>
</tbody>
</table>

**Note:** Many goals will be introduced and then worked on for several months. You won’t complete all goals the same month they are introduced.
**STEP 5: WHAT RULES SHOULD WE HAVE FOR CHILDREN?**

**Decide on preschool rules for the children. Discuss how you will teach and apply them.**

Learning to work successfully in a group is one of the most important purposes of preschool. Four year old children learn how to work successfully with others by making choices and then finding out what happens next—learning the consequences of that choice. Helping children learn to make choices that lead to happiness and confidence is a critical purpose of preschool.

**Children will learn from the rules, but they will learn more from how YOU act!**

Children learn how to act not only because of the rules, but based on how you teach and enforce the rules. For example, we teach children not to hit or scream at others when they get angry. However, if we enforce classroom rules by yelling, grabbing or pushing the children, they will learn that yelling, grabbing, and pushing is how adults handle problems—which means it is the right way!

**Two examples of classroom rules:**

Look at the two examples of classroom rules on the next page. Think about what they teach and how they will affect children if they are taught and used carefully.

Then, follow the same process by writing your own rules and what children will learn from following those rules.

Discuss these rules with each other.

Children should know and be able to explain the rules. Do not have more than three to five rules.
Preschool Classroom Rules – Example #1

1. Respect yourself
2. Respect others
3. Respect things

All of these rules use the word respect. It will take some time for young children to understand the idea of respect. Be patient and give lots of examples of what respect is, and what it is not.

- If a child is tearing a paper, he is not showing respect for things.
- If a child hits another child, she is not respecting others.
- If a child is not doing her best, she is not showing respect to herself.
- If a child is bothering other children, he is not respecting others.

These are very effective rules, but you will have to be patient, take a lot of time to teach, and give lots of examples.

Preschool Classroom Rules – Example #2

1. Listening Ears
2. Inside Voices
3. Kind Words
4. Gentle Hands
5. Help Clean Up

Here is an example with five rules. Rather than teaching a principle (like respect), the rules tell the child exactly what to DO. Negative words like “Don’t” and “No” are not used. The rules are positive and teach correct behaviour.

You can teach children to “Give me Five!” and then have them recite each of the rules as you touch fingers (and thumb).

Notice that the poster has a small picture by each rule to help students remember the rule until they recognize the words.
KEY TO SUCCESS

A key to your preschool success will be to have every mother put up a copy of the preschool rules in her home. Make sure to teach and enforce the same rules in the same ways. If you do not do this, children will be confused about how they should act in different homes. Make sure all mothers know about and agree with the rules. Be sure not to make too many! When you are happy with the rules you have developed, have someone make a copy big enough to put on the wall in every home.

WHAT TO DO WHEN A CHILD BREAKS A RULE

When a child breaks a rule do not react with anger or disgust. Do not yell. Do not push, hit, or slap the child. If you do, the child will learn that yelling and hitting is how you solve problems. Instead, consistently follow this procedure:

1) Name the child’s behaviour, (“Sione, you pushed Mele.”)
2) Ask the child to name the class rule. (“I did not use Gentle Hands.”)
3) Have the child describe what they should have done. (“I should have said, ‘Can I use that pencil, please?’”)
4) Have the child offer a brief apology. (“Sorry Mele.”)

As you go through this process with children, you will need to show them how to do it several times so they understand how to respond.

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6. HOW CAN WE PROVIDE MATERIALS AND SNACKS?

Decide how you will provide materials for activities (paper, pencils, crayons, etc.)

Supplies for preschool can be expensive. Be creative and use things available in your home and village. Have family members help. Ask friends to help if they can. You will need crayons, paper, pencils, and all kinds of things. Discuss with each other what you will need for each activity during your monthly planning, and how to provide it. Make sure you continue to discuss the cost of various supplies as time passes. It may be that you purchase some things as a group all at once when you begin, and other things you provide when they are needed for the lesson. Try not to create a financial burden too heavy for any of the families.

Decide whether you will have a snack time and how you will provide it.

During the two hours of preschool you will want to provide a snack of some kind for the children. Having a drink and a little food can be fun for the children, but it should not become a financial burden to the family. Decide on the types of snacks that do not cost a lot of money. Each family can provide whatever is easiest for them.