

Each day the class will have a morning group time where they do activity to *Unite, Disengage Stress, Connect, Commit* and they will discuss the activities for the day and recall activities from previous weeks. Each child will be welcomed as well as children not at school.

Showing Manners Week 1 & Week 2		Labor Day	Parts of Leaf Week 3 & Week 4/5	Parts of Body/Parts of an Apple
Creative Representation (Art)		Blocks/Building/Puzzles	Creative Representation (Art)	Blocks/Building/Puzzles
Activity: Create a "Kindness Hands" collage using handprints. Activity: Decorate a paper tool belt with pictures of community helpers' tools.		Activity: Build a classroom and practice making spaces for sharing and helping. Activity: Build a construction site using blocks and toy workers.	Activity: Make leaf prints using real leaves and washable paint. Activity: Create a simple body outline and add paper pieces to show the heart and lungs. Activity: Make an apple cross-section collage using paper circles, seeds, and a stem.	Activity: Use blocks to create a leaf shape and add a stem. Activity: Build a simple "body" using blocks and place heart and lung picture cards inside. Activity: Build an apple orchard using blocks and small trees.
Texas Pre-K Guidelines				
VIII. Fine Arts	IX. Physical Development & Health	VII. Social Studies	IX. Physical Development & Health	VII. Social Studies IX. Physical Development & Health
Math/Manipulatives-		Language/Literacy	Math/Manipulatives-	Language/Literacy
Activity: Sort picture cards into "kind" and "unkind" actions. Activity: Count and match community helpers with their tools.		Activity: Practice using "please," "thank you," "excuse me," and "sorry." Activity: Match community helper pictures with their job names.	Activity: Sort leaves by size, shape, and color. Activity: Match body-part cards to the correct positions on a body mat. Activity: Count and sort apple seeds by groups of 1–5.	Activity: Introduce the words leaf, stem, vein, and edge. Activity: Introduce simple words such as heart, lungs, brain, and stomach. Activity: Introduce skin, flesh, seed, stem, and core through picture cards.
Texas Pre-K Guidelines				
V. Mathematics	II. Language & Communication III. Emergent Literacy Reading	IV. Emergent Literacy Writing	V. Mathematics	II. Language and Communication III. Emergent Literacy Reading
Dramatic Play	Science/Sensory		Dramatic Play	Science/Sensory
Activity: Pretend restaurant where children practice ordering politely and saying thank you. Activity: Pretend community helper station with firefighter, builder, and gardener roles.	Activity: Explore a "kindness sensory tray" with puppets and classroom objects for practicing gentle interactions. Activity: Explore a tool-themed sensory bin with toy tools, blocks, and construction materials.		Activity: Pretend to be gardeners collecting and caring for leaves. Activity: Pretend doctor's office with simple checkups and body-part identification. Activity: Pretend apple orchard with baskets, pretend apples, and apple picking.	Activity: Investigate real leaves by touching, smelling, comparing, and observing their veins. Activity: Explore breathing by blowing feathers and observing how air moves. Activity: Explore a whole and cut apple by observing its skin, flesh, seeds, stem, and core.
Texas Pre-K Guidelines				
VIII. Fine Arts	VI. Science		VIII. Fine Arts	VI. Science
Large Group-Activity:	Small Group-Activity:		Large Group-Activity:	Small Group-Activity:
Act out everyday situations and decide which polite words to use. Activity: Discuss and act out different community helper jobs.	Practice taking turns with a partner using a "please and thank you" game. Activity: Match community helpers to their workplaces using picture cards.		Examine a large leaf together and identify its parts. Activity: Sing a body song and discuss how our bodies help us move and breathe. Activity: Explore a large apple together and identify each part after cutting it open.	Use magnifying glasses to observe leaf veins and compare different leaves. Activity: Assemble a simple body puzzle and identify where the heart and lungs are located. Activity: Sequence picture cards showing an apple from whole fruit to its different parts.
Texas Pre-K Guidelines				

I-Social and Emotional Development VIII. Fine Arts A. Self-Concept Skills B. Music Skills X. Technology-	I. Social & Emotional Development B. Self-Regulation Skills	VII. Social Studies D. Citizenship Skills	I Social and Emotional Development VIII. Fine Arts C. Relationships with Others B. Music Skills	I. Social & Emotional Development II. Language & Communication D. Social Awareness Skills B. Speaking (Conversation) Skills C. Speech Production Skills	
Montessori Work- 45 minutes daily, this is independent free choice- use many of the pre-k guidelines					
Object Box	Word cards (vocabulary)	Counting (quantity and symbol)	Geography		
Memory work	Concrete abstraction	Word study (usage)	Geometry (shapes and planes)		
Physical Activity/Outdoors-90-120 minutes daily (30 minutes = free play and 30 minutes = caregiver led), this may be broken up into intervals throughout the day with a balance of indoor & outdoor activities					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Jump Up & Down	Run to the nearest door	Flap your arms like birds	Jogging	Walk backwards
Week 2	Running	Jogging	High Kicks	Through the ball	Flap your arms like a bird
Week 3	Through the ball	Walk backwards	Running	Spin around in a circle	Bend down and touch your toes
Week 4	Spin around in a circle	Bend down and touch your toes	Jump Up & Down	Run to the nearest door	Running
Texas Pre-K Guidelines					
IX. Physical Development and Health-A. Gross Motor Development Skills & B. Fine–Motor Development Skills			V. Mathematics- A. Counting Skills, C. Geometry and Spatial Sense Skills, D. Measurement Skills		
VI. Science-B. Life Sciences Skills I. Social and Emotional Development-A. Self-Concept Skills			VIII. Fine Arts-B. Music Skills C. Dramatic Expression Skills		
Notes: Each day there will be games, poems, chants, rhymes and finger plays:					

Items needed for Month Lessons & Activities:

Group: Pre-Kinder

Month: September 2026

Activity/Lesson	Items needed	Need support?	Date Needed?

“When children pretend, they’re using their imaginations to move beyond the bounds of reality. A stick can be a magic wand. A sock can be a puppet. A small child can be a superhero.” – Fred Rogers

Reflection:

What did the child learn/enjoy? _____

What would you do differently? _____
