

HATS

by Jeff Slaughter, Kelly Edwards, Becky Hulsey

TRANSITION: Bear Hunt

9:30-9:45 CIRCLE TIME

THEME: Hats

Lead teacher: Jan

Support Teachers: Jeff, Kelly, Becky

OPENING: A hat is clothing, toy, or food.

1. **Parts of a Hat:**
 - Crown--part that fits around the head
 - Brim--the circular part around the crown
 - Different kinds of hats: bonnets, caps, helmets, hoods.
2. **Why we wear hats:**
 - a. **Protection: against the climate**
 - Sombrero: shade from sun
 - Fur/wool: protect from cold
 - Plastic: protect from rain
 - b. **Communication: to tell about ourselves**
 - Cowboys, firemen, police workers, clowns, graduation hats, etc.
 - c. **Decoration: the hat is attractive or noticeable**
3. **Hats are made from different materials:**
 - Cotton, felt, fur, leather, silk, straw, and wool, imitation fur, plastics, nylon, polyester
4. **How hats are made/sold:**
 - Hat block, sketch ideas, make samples, then sold at store
5. **Storage of hats:**
 - hat boxes, etc.

TRANSITION: BREAK INTO SMALL GROUPS BY COLOR

9:45-10:15 Small groups

Green Teacher: Jan

Activity: Make hats

Blue Teacher: Jeff

Activity: Worksheet on categories

Red Teacher: Kelly

Activity: Decorate a hat with fabric

Helpers: Pam, Julie

Clean-up: Becky

TRANSITION: Shared bear, A Magical Friend (Flannelboard)

10:15-10:30 Music and Activities

Song: The More We Get Together When (child) puts a hat on
A hat on, a hat on
When (child) puts a hat on,
We'll all clap for him/her.

Story: Caps for Sale

Lead teacher: Jan Support teachers: Jeff, Kelly, Becky

TRANSITION: Break into small groups by number

10:30-10:45 Supervised Play

Area 1: Dress-up hats

Area 2: Make city with sheets for roads

Area 3: Elmer and Ella Elephant, Radish Rhymes, Mix and Match

TRANSITION: Clean up song

MATERIALS NEEDED:

Colored pictures of hats--poster

Hat pattern

Hat block, hat box, hat pin

Fireman hat, hard hat, visor, baseball hat, cowboy hat, winter hat, sombrero

Materials hats are made from

Bear Hunt

"The More We Get Together"

Caps for Sale

THEME: PINEAPPLES

PRE-ASSESSMENT: Seven children were shown a photo of a pineapple field and asked if they knew what was growing. One of the children said pineapple, five said corn, one said wheat. When shown a fresh pineapple, four said it was a pineapple, one said a pine cone, two didn't know. After looking at the label of a can of pineapple chunks, two readily identified the fruit as pineapple, two identified it after a short hesitation. When given a bowl of fruit cocktail to eat, three could pick out the pineapple, and the other four could not. None could remember ever eating fresh pineapple.

IDEAS TO BE EMPHASIZED:

1. Pineapple is a fruit.
2. The parts of the pineapple are: A-green leaves, B-crown, C-prickly skin, D-yellow fruit (meat), and E-core.
3. The crown is the part of a pineapple that is planted. Pineapple is grown in the ground.
4. Pineapple comes in different forms: A-fresh, B-Canned: sliced, chunks, tidbits, crushed, in fruit cocktail, juice.
5. There are many ways to eat pineapple: Plain pineapple, in salads, on ice cream, pineapple upside-down cake.

SCHEDULE:

9:10-9:15 Preparation

9:15-9:25 Check-in and Free Selection

Manipulative Table: Sensory table--macaroni

Gathering Area: Stilts

Dramatic Play: Fruits

Language Area: Sequential pictures

Science: Lap organ

TRANSITION: ALBERT BERGHETTI**9:25-9:50 GATHERING TIME**

1. Show children pictures of different kinds of fruit. Name individual fruits and point out that they are all fruit. Show and pass around a fresh pineapple. Ask if it is the same as one of the fruit in the pictures. Reinforce that pineapple is a fruit.
2. Using a fresh pineapple, point out the parts of the pineapple. Cut off the crown and look at the inside. Put together a flannelboard pineapple to reinforce the parts: leaves, crown, prickly skin, fruit, and core.
3. Show different kinds of canned pineapple and compare different forms. Pass around containers with different kinds of pineapple and point out the differences.

4. Divide the class into four groups: With 1/4 of the pineapple, peel, cut out the core, and cut up the pineapple into pieces to be eaten at snack time. Reinforce the parts of the pineapple during this hands on experience.

TRANSITION: When finished in each group, have each child wash his/her hands and get an apron on for creative time.

9:50-10:15--Activity time

- a. Pineapple Puzzle
- b. Pineapple upside down cake
- c. Easel Painting
- d. Oblick

TRANSITION: Clean-up for snack

10:15-10:25 SNACK TIME--Pineapple upside Down Cake

10:25-10:30 CLOSING TIME

TRANSITION: "There Was a Little House in the Middle of the Woods"

STORY: The Garden Book

The Tale of Peter Rabbit

EVALUATION:

1. In the theme setting, what concepts were or were not interesting to the children? Why?
2. What part of the day did you enjoy as a teacher?
3. Did the transitions so smoothly?
4. What changes should be made to the lesson plan to make it more effective?

LEARNING CARD:

Today we talked about pineapple. Pineapple is a fruit that we see in different forms--fresh and canned. Canned pineapple can be cut up in slices, chunks, or tidbits, can be crushed or made into juice. Pineapple grown in the ground and the crown (the top portion of the pineapple with the leaves) is the part of the plant that is planted. Please help your child be aware of the presence of pineapple when it is in the dishes that are served at home.

MATERIALS NEEDED:

Pineapple-Fresh and canned, knives, plates, cake mix and ingredients, individual Pyrex bowls, mixing bowls, measuring cups and spoons, brown sugar, and margarine, pictures, pineapple puzzles, oblick, mixed paint, noodles, sequence cards, stilts, matching pegs, lap organ, plastic fruits.
