



Month: April

Week: 4

Day: 1

Age range: Pre-K

Topics:

- **Theme:** Baseball
- **Shape:** Triangle
- **Number:** 17
- **Color:** Purple
- **Letter:** Qq

Foundations: ELA2.1, ELA2.2, ELA2.3, M1.2, M4.1, M4.2, SC5.1

Indicators:

CCSS: Operations and Algebraic Thinking

- Pulls or breaks apart food
- Makes a set of objects smaller or larger
- Puts an object in mouth to explore

NAEYC Standards

02E – 258 Show or describe two examples of ways you help children connect print to spoken word.

Activity:

1. Flashcards
2. Duplo Legos Counting
3. Block Time

Resources and materials needed:

Duplo Legos Counting

- Duplo Legos
- Printer Numbers

Flashcards:

- Find pictures of items that start with the letter “Q” and laminate the pictures

Block Time:

- Foam blocks

Procedures:

Flashcard: Pre make laminated cards with items that start with the letter “Q” (such as quail, quilt, queen, etc) and start with the sound of “Q” then say the word.

Duplo Legos Counting: Teachers will either write or print out numbers from 1 to 17 and have the children count out the Duplo Legos and stack them up. Teachers can ask a child to go to a number or to pick a number to stack. This can be done independently or as a group.

Block Time: Show children how to count to 17 using the blocks and design a triangle. Have children to explore with the blocks trying to design the blocks in different shapes and help them count to see how many blocks they are playing with.



Month: April

Week: 4

Day: 2

Age range: Pre-k

Topics:

- **Theme:** Baseball
- **Shape:** Triangle
- **Number:** 17
- **Color:** Purple
- **Letter:** Qq

Foundations: ELA2.4, M1.1, M1.3, M3.1, SE1.1, APL4.1, PHG3.1, CA3.1, CA3.2, CA3.3

Indicators:

ISTAR KR: Sense of Self and Others

- Uses senses to explore self, others and environment
- Demonstrates self awareness
- Demonstrates independence

NAEYC Standards

02E-282 Show two examples of lesson plans that link books to current learning topics, themes, or activities.

Activity:

1. Reading a Book about Baseball
2. Baby Ball Drop
3. Jelly Bean STEM

Resources and materials needed:

Reading Book: (Suggestions)

- Who was Jackie Robinson? By Gail Herman
- Curious George by Margaret and H.A. Rey

Baby Ball Drop:

- Empty wipes container
- Balls

Jelly Bean STEM

- Bag of jelly beans
- Foam plates
- Cups
- Water
- Vinegar
- Stopwatch or timer

Procedures:

Reading a book: Have children to gather to listen and look at the book. Making sure that the reader engages the children by describing what they are seeing and allowing the children to touch the pictures (if they are able to).

Ball Drop: First step is to thoroughly rinse out your wipes container. It has to be void of all chemicals. Next, cut out the smallest inset pieces of the container. It wasn't too tough to cut off but it did take an ounce of effort and maneuvering. Last, hand the activity to the children with a bunch of balls. Help them count the number of balls in the container. Once the container is full dump it all out and have them to play again. Modifications have them turn in a circle 3 times fast a try to drop the ball into the container.



Jelly Bean STEM: Invite children to arrange the jelly beans in a color pattern around the edge of a paper plate. After jelly beans are arranged choose one of the liquids to begin. Pour the liquid slowly onto the center of the paper plate and observe closely as the liquid disperses. Start the timer as soon as all the liquid is poured onto the paper plate. As soon as all the colors meet in the center of the paper plate stop the timer. Repeat the experiment again but use the other liquid. Ask the children what happen with each liquid.



Month: April

Week: 4

Day: 3

Age range: Pre-K

Topics:

- **Theme:** Baseball
- **Shape:** Triangle
- **Number:** 17
- **Color:** Purple
- **Letter:** Qq

Foundations: M1.1, M1.2, M1.3, M2.1, SC3.1, SC5.1, PHG2.1, PHG2.2

Indicators:

CCSS: Measurement and Data

- Looks or feels for an object or sound that is hidden
- Responds to Objects in environment
- Responds to “here” and “there”

CCSS: Speaking and Listening

- Participates in back and forth vocal play
- Names familiar objects

NAEYC Standards

02E – 258 Show or describe two examples of ways you help children connect print to spoken word.

Activity:

1. Reading a book
2. 17 Sounds
3. Name Recognition

Resources and materials needed:

Reading a book

- Super Saturday Savers by Alisia Apple

Name Recognition

- Clothes pins
- Alphabet sticker
- Jumbo size popsicle sticks
- Markers

17 Different Sounds

- Making different sounds either through a toy, CD, audio on phone or mouth

Procedures:

Reading a book: Have children to gather to listen and look at the book. Making sure that the reader engages the children by describing what they are seeing and allowing the children to touch the pictures (if they are able to). Also have children to retell the story at the end.

Name Recognition: Teachers will spell out on the jumbo sticks the children’s names in the classroom. Then on the clothes pins put a sticker letter on each clothes pin. Have then children to place the clothes pin letter to the letters written out on the jumbo sticks to spell their names.

17 different sounds: Teachers will have audio with different animal sounds playing and have the children act like the animal. Also children can also make different sounds by banging on items such as pans, books, shakers, etc.



Month: April

Week: 4

Day: 4

Age range: Pre-K

Topics:

- **Theme:** Baseball
- **Shape:** Triangle
- **Number:** 17
- **Color:** Purple
- **Letter:** Qq

Foundations: SC1.1, SC1.2, SC5.1, CA3.1, CA3.2, CA3.3, ELA1.1, ELA2.1, ELA3.2, M4.1, M4.2

Indicators:

CCSS: Operations and Algebraic Thinking

- Pulls or breaks apart
- Puts pairs together
- Makes a collection of items larger by adding when asked

CCSS: Reading

- Engages with a book
- Explores a book

NAEYC Standards

02E-282 Show two examples of lesson plans that link books to current learning topics, themes, or activities.

Activity:

1. Taste Safe Ice Painting
2. Flashcards items shaped like a triangle or other shapes
3. Reading a book on letters

Resources and materials needed:

Flashcards

- Find pictures of items that look like a triangle and laminate the pictures (example of pictures: tables shaped like triangles, slice cheese, etc.)

Reading a Book (Suggestions)

- Eating the Alphabet by Lois Ehlert
- A B C I Like Me! By Nancy Carlson

Taste Safe Ice Painting

- Ice Trays
- Food coloring gel (blue and red)
- Water
- Craft sticks
- Card stock

Procedures:

Flashcard: Pre make laminated cards with items that look like triangles. Say the picture name and then say this is in the shape of a triangle. (You can create other pictures of different items of different shapes).

Reading a book: Have children to gather to listen and look at the book. Making sure that the reader engages the children by describing what they are seeing and allowing the children to touch the pictures (if they are able to).

Taste Safe Ice Painting: To make the ice paint sticks fill ice trays with water and then mix in a tiny bit of gel food coloring. Put a craft stick into each tray and then put them in the freezer. The ice paints will take



a couple of hours to freeze. Once the ice has frozen take the ice paints out of the pots and you are ready to get painting. TIP: If you are struggling to get the ice paint sticks out of the pots run the pots under warm water. I would recommend painting on card or thick paper. Hand the ice paint sticks to your child and let them have fun exploring the different paint effects that they can create. As these paints are made from just water and coloring you don't have to worry about babies and toddlers putting them into their mouths.



Month: April

Week: 4

Day: 5

Age range: Pre-K

Topics:

- **Theme:** Baseball
- **Shape:** Triangle
- **Number:** 17
- **Color:** Purple
- **Letter:** Qq

Foundations: CA2.1, CA4.1, SC1.1, SC1.2, SC5.1, M4.1, M4.2

Indicators:

CCSS: Speaking and Listening

- Uses gestures or sounds to communicate

NAEYC Standards

02J – 429 Provide two examples showing or describing how you teach vocabulary and/or concepts related to dance.

Activity:

1. Reading a book
2. Dancing time

Resources and materials needed:

Reading a book

- Family Member's choice

Dancing Time

- Music Player (with nursery rhymes and instrumental music)
- Different cultural music

Procedures:

Reading a book: Teacher will invite children's family members to read a book to the class. Have children to gather to listen and look at the book. Making sure that the reader engages the children by describing what they are seeing and allowing the children to touch the pictures (if they are able to).

Dancing Time: Teachers can invite family members to teach the class different cultural dances and music. Demonstrate to the children how to clap their hands and wiggle their bodies. Sing along with the music and encourage the children to participate with you.