



**Month:** August

**Week:** 1

**Day:** 1

**Age range:** Pre-K

**Topics:**

- **Theme: Bus**
- **Shape: Rectangle**
- **Number: 2**
- **Color: Pink**
- **Letter: Vv**

**Foundations:** SC5.1, SC1.1, SC1.2, SS1.1, CA3.3, PHG3.1, ELA1.1, ELA2.2, ELA2.3

**Indicators:**

CCSS: Geometry

- Copies simple patterns with numbers and shapes
- Compares and sorts by number of corners
- Names groups of objects according to the common attributes

CCSS: Reading

- Talks about characters and settings
- Re-enacts stories
- Tells simple stories from picture books

**NAEYC Standards**

02G-370 Show six toys or classroom materials that provide interesting sensory experiences insight, sound, and touch.

**Activity:**

1. Color and Shape Sensory Bags
2. Reading a Book about Buses
3. Q-Tip Paint Tracing

**Resources and materials needed:**

Color and Shape Sensory Bags:

- Dry Erase Markers (Pink and Brown)
- Pink and Brown Buttons
- Painters tape
- Baby Gel Oil
- Sandwich or gallon bag

Reading a Book:

- Magic School Bus by Joanna Cole

Q- Tip Paint Tracing:

- White paper
- Q-Tip
- Pink Paint
- Paper Towels
- Black Marker

**Procedures:**

**Q-Tip Paint Tracing:** Use marker to write out Uppercase and lowercase “V” two times on the paper.

Then have the children to trace over them with a Q-Tip dipped in pink paint. This works on the fine motor skills as they learn to handle smaller utensils, but don’t quite have the strength yet to press a pencil down firmly.

**Color and Shape Sensory Bag:** The sensory bag is simply just baby oil gel in a Ziploc bag. You could double bag it to seal it better. Insert two colors of buttons into each sensory bag and taped it to the table or floor. For infants and 1 year olds just leave the bag as is. They are grasping the whole color recognition aspect and wouldn’t have the patience to sort the colors. They will simply enjoyed moving the



buttons around in the hair gel, loving the sensory experience. Age 2 and up add sorting 'sections' for each color. Draw on the baggies with dry erase markers. Draw big rectangle in the corresponding colors of buttons and write the name of the colors. The children can push the buttons around in the baggy to fit into the correctly colored shapes. *Modifications:* Put the a number into the shapes and have them to count the buttons that go into the shapes.

**Read a book about Buses:** 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).



**Month:** August

**Week:** 1

**Day:** 2

**Age range:** Pre-K

**Topics:**

- **Theme:** Bus
- **Shape:** Rectangle
- **Number:** 2
- **Color:** Pink
- **Letter:** Vv

**Foundations:** M1.1, M1.3, M3.1, SC1.1, SC1.2, SC3.1, SC5.1, SS1.1

**Indicators:**

CCSS: Geometry

- Identifies patterns
- Puts objects into groups with the similar attributes
- Compares and sorts by roundness
- Names groups of objects according to the common attributes

**NAEYC Standards**

02G-370 Show six toys or classroom materials that provide interesting sensory experiences insight, sound, and touch..

**Activity:**

1. Ice Cream Counting
2. Making Plastic

**Resources and materials needed:**

Ice Cream Counting

- Pompoms
- Brown laminated paper cut into triangles
- Black Dry Erase Marker
- 2 bowls

Making Plastic

- Milk
- Vinegar
- Strainers
- Cookie cutters
- Paper towels
- Food coloring
- Spoons

**Procedures:**

**Ice Cream Counting:** Cut twenty small triangles out of brown construction paper, then write the numbers 1 to 20 on them. Run them through the laminator so they'd last for a while, then put them into a bowl. The kiddos will rummage around the pompom bin and picked a variety of fun colors, and those pompoms went into a tray. Once everything was ready, demonstrate that they are to make an ice cream cone based upon the number on the cones.

**Making Plastic:** Take 1 cup of milk and warm it in the microwave for about 1 ½ minutes. Next stir in 4 tablespoons of vinegar. The milk will clump up as the acid in the vinegar breaks down the protein in the milk. Stir for about 1 minute. Then strain the milk in a strainer and finally transfer some to a paper towels and continue to press all the liquid out of the plastic milk. Place plastic milk in the cookie cutters and put food coloring on it. Then let it dry for 2 days.



**Month:** August

**Week:** 1

**Day:** 3

**Age range:** Pre-K

**Topics:**

- **Theme:** Bus
- **Shape:** Rectangle
- **Number:** 2
- **Color:** Pink
- **Letter:** Vv

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

**Indicators:**

CCSS: Operations and Algebraic Thinking

- Makes a set of objects smaller or larger
- Creates a collection equal to objects in a collection already constructed

CCSS: Reading

- Produces and blends the sounds of letter patterns into recognizable words
- Matches sound that begins own name with the sound that begins another word or name

**NAEYC Standards**

02G-370 Show six toys or classroom materials that provide interesting sensory experiences insight, sound, and touch.

**Activity:**

- Flashcards
- Goo Sensory Bag
- Reading a Book on Numbers

**Resources and materials needed:**

Goo Sensory Bag

- 1 cup cornstarch
- 1/3 cup sugar
- 4 cups cold water
- food coloring
- sealable bags –

Flashcards:

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

Reading a Book: (Suggestions)

- 1 Hunter

**Procedures:**

**Flashcard:** Pre make laminated cards with items that start with the letter “V” (i.e. violin, vase, etc) and start with the sound of “V” then say the word.

**Goo Sensory Bags:** Whisk all the ingredients together in a pot over medium heat. Continue to cook it all together, whisking frequently. As the mix thickens and solidifies, make sure to keep whisking. You will know the goo is getting to the right consistency when it changes from a white liquid to a blueish, clearish goo. It will look like Vaseline. Once it’s finished, pull it from the heat. At this point, you can add coloring. Wait until it has cooled to add it to the bags. It is easier to add the cooled goo to the bags and then drop in the color. Then with a bit of squishing, the color gets mixed in. For extra security, you could place tape over the zipped opening or double bag it. Allow children to play with the bag mixing the blue and red food coloring inside the bag.

**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).



**Month:** August

**Week:** 1

**Day:** 4

**Age range:** Pre-K

**Topics:**

- **Theme: Bus**
- **Shape: Rectangle**
- **Number: 2**
- **Color: Pink**
- **Letter: Vv**

**Foundations:** M1.1, M1.2, M1.3, CA1.1, CA2.1, CA3.1, CA4.1

**Indicators:**

CCSS: Counting, Cardinality, and Operations Base Ten

- Uses numbers to compare

CCSS: Geometry

- Recognizes 5 colors

**NAEYC Standards**

02G-370 Show six toys or classroom materials that provide interesting sensory experiences insight, sound, and touch.

**Activity:**

1. Puppet Play
2. Finding the color pink
3. Are You a group of 2

**Resources and materials needed:**

Are you a group of 2?

- No materials needed

Finding the color pink

- No materials needed

Puppet Play:

- Music Player with children's songs
- Hand Person Puppet (3)
- Pictures of different buses (school bus, city bus, etc)

**Procedures:**

**Puppet Play:** Have children to gather around to talk about buses. Talk about the different types of buses, what people are on the bus and safety on the bus. Have them to sing different songs with the puppet and allow them to interact with the puppet.

**Finding the color Pink:** Explain to the children that they are going to play a game of finding an item that is pink in the room. Tell them by the time you count to 10 everyone should find something or someone that has on the color pink. You can change the color throughout the course of the activity.

**Are you a group of 2?:** Explain to the children that they must find a partner that has something in common with them. For example, the teacher will say "Find one person that has on the same color shirt" and the child will find somebody with the same color shirt. Pick different categories so they can learn new children.



**Month:** August

**Week:** 1

**Day:** 5

**Age range:** Pre-K

**Topics:**

- **Theme:** Bus
- **Shape:** Rectangle
- **Number:** 2
- **Color:** Pink
- **Letter:** Vv

**Foundations:** M1.1, M1.2, M1.3, CA1.1, CA2.1, CA3.1, CA4.1

**Indicators:**

CCSS: Counting, Cardinality, and Operations Base Ten

- Uses numbers to compare

CCSS: Geometry

- Recognizes 5 colors

**NAEYC Standards**

02G-370 Show six toys or classroom materials that provide interesting sensory experiences insight, sound, and touch.

**Activity:**

1. Playing Children's Nursery Songs
2. Paint Play: Making the color tan
3. Finding rectangle

**Resources and materials needed:**

Playing Children's Nursery Songs:

- Music Player with Nursery Rhymes
- Especially "The Wheels on The Bus"

Paint Play:

- Canvas, white, red, pink paint, Plastic Wrap, Tape

Finding 10 Rectangles:

- Plastic rectangle blocks

**Procedures:**

**Nursery Rhymes:** Play and sing the nursery rhymes with children. If they are mobile have them to dance and around with the songs. If they are not mobile yet, have them to clap and sing with the songs.

**Paint Play:** place little dots of red, white, and pink washable paint on the canvas place plastic wrap tightly around canvas and put tape at the bottom of the canvas. Have children to run their hands over the plastic wrap canvas.

**Finding 10 Rectangles:** Have rectangles hidden in the classroom and give the children instructions as to finding the rectangles. Tell them that there are 10 rectangles hidden in the classroom and they have to find them before you finish counting to 10. If they have not found them by the time you reach 10 show them where the rest of the rectangles were hidden and play the activity again.