



Month: August

Week: 2

Day: 1

Age range: Pre-K

Topics:

- **Theme:** Camping
- **Shape:** Square
- **Number:** 3
- **Color:** Red
- **Letter:** Ww

Foundations: M4.1, M4.2, ELA2.1, ELA2.2, CA4.1, SC3.1

Indicators:

CCSS: Reading

- Distinguishes print from pictures
- Tells a story while correctly holding a book

CCSS: Geometry

- Identifies geometric shape, at least 4
- Puts objects into groups with similar attributes

NAEYC Standards

01D-76 Show or describe one example of how children have opportunities to participate in decision making about class plans.

Activity

1. Showing flashcards of items that start with the letter “W”
2. Roll Play (Camping)
3. Find the Hearts

Resources and materials needed:

Flashcards:

- Find pictures of items that start with the letter “W” have them laminated

Roll Play (Camping)

- Flashlight
- Picture of the night sky
- Camp fire (using: orange/ red Christmas lights, paper towel rolls)

Find the Squares

- Pictures of squares (laminated)
- Scissors
- Tape (optional)

Procedures:

Flashcards: Pre make laminated cards with items that start with the letter “W” (i.e. water, walking, etc) and start with the sound of “W” then say the word.

Roll Play: Tape pictures in the room and have the paper towel rolls on the floor and on top of the rolls will be the plugged up lights (to make the campfire). Have children to gather around the “fire” and have the flashlight in your hand to tell stories around the camp fire. The stories can be funny stories about the children or a children’s story (i.e. Little Red Ridding hood). Sing any children’s song around the camp fire.

Find the Squares: Cut out laminated pictures of squares and place them in different places around the room. Have the children to find the squares around the room.



Month: August

Week: 2

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Age range: Pre-K

Topics:

- Theme: Camping
- Shape: Square
- Number: 3
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- Letter: Ww

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

Indicators:

CCSS: Measurement and Data

- o Sequences events
- o Explains how something may change over time

CCSS: Counting, Cardinality and Operations

- o Uses numbers to compare
- o Counts a number of objects up to 10

NAEYC Standards

01D-76 Show or describe one example of how children have opportunities to participate in decision making about class plans.

Activity:

1. Simple matching puzzle gam
2. Rainbow Hop Letter Sounds Game
3. Flashcards

Resources and materials needed:

Simple matching puzzle game

- o Cardboard
- o Colored paper
- o Pen
- o Scissors
- o Items to trace around (cookie cutter etc)

Flashcards

- o Number flashcards up to 25 with pictures

Rainbow Hop Letter Sounds Game

- o Different color construction paper
- o Black marker
- o Dice
- o Circle template

Procedures:

Simple matching puzzle game: Simply trace some basic shapes onto the cardboard and again on a separate colored piece of paper. Cut out the shapes on the colored paper and they become the shape puzzle pieces. How to teach children about shapes: Children can learn about shapes through engaging in activities and listening to the language used to describe them. It's always a good idea to start slowly and introduce the basic shapes (circle, square, triangle etc) before introducing any of the more complex shapes (oval, oblong, hexagon etc) when they are ready.

Rainbow Hop Letter Sounds Game: Use a cereal bowl to trace 2 circles on each sheet of paper. They just fit on the paper. Use 2 sheets of paper for each color, so you can have 4 circles of each color plus add two more circles. Put one set of circles in rainbow order and repeat this 3 more times. Write one letter on each circle. Lay the circles out on the floor in the shape of a rainbow. The child should stand right in front of the letter "a" and toss the die (dice) to find out how many spaces to move. They can walk over each



letter or hop. Once, they have moved that many spaces, they should name the letter and tell you the sound it makes.

Flashcards: Show children the card and say the number and count the items on the card. When you count you can sing count or be silly when you count so that way the children will not lose focus.



Month: August

Week: 2

Day: 3

Age range: Pre-K

Topics:

- **Theme:** Camping
- **Shape:** Square
- **Number:** 3
- **Color:** Red
- **Letter:** Ww

Foundations: M1.1, M1.2, M1.3, CA1.1, CA2.1, CA3.1, CA4.1, ELA 2.1, ELA 2.2, ELA 2.4, ELA3.1

Indicators:

CCSS: Counting, Cardinality, and Operations Base Ten

- Uses numbers to compare

CCSS: Geometry

- Recognizes 5 colors

NAEYC Standards

01D-76 Show or describe one example of how children have opportunities to participate in decision making about class plans.

Activity:

1. Reading a Book (Camping)
2. Toy Car Game
3. Shaving Cream Play

Resources and materials needed:

Reading a Book: (Suggestion)

- S is for S'mores: A camping Alphabet by Helen Foster James

Toy Car Game:

- 25 toy cars
- Marker
- Cardboard
- Labels

Shaving Cream Play

- Wax paper
- Shaving cream
- Tape
- Paper Towels

Procedures:

Toy Car Game: Take cardboard and marker and draw lines like a parking lot on the cardboard. Then number the spaces up to 25. Then take the labels and number them 1 to 25 and then place them on the cars. Demonstrate to the children how to place the car in the correct space and then have the children to repeat the action.

Shaving Cream Play: Tape down on the floor or table the wax paper. Give each child a small amount of shaving cream and have them to play in the shaving cream. Demonstrate how they can make their letters, numbers, and shapes in the shaving cream. Have paper towels handy for clean up.



Read 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: 2

Day: 4

Age range: Pre-K

Topics:

- **Theme:** Camping
- **Shape:** Square
- **Number:** 3
- **Color:** Red
- **Letter:** Ww

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

01D-76 Show or describe one example of how children have opportunities to participate in decision making about class plans.

Activity:

1. Dance Time
2. Spell Your Name and Make a Rainbow
3. Number Match

Resources and materials needed:

Dance Time:

- Downloaded Children's Music

Spell Your Name & Make a Rainbow

- Black marker
- Different color construction paper
- Paper clips or stapler
- Scissors

Number match:

- White Board (that you can put magnets on)
- Dry erase makers
- Magnet Numbers (the ones you put on refrigerators)

Procedures:

Dance Time: Play and sing children's songs with children. Have them to dance and around with the songs. They can also play freeze dance during this time. Freeze Dance is where you play a song and the children dance and when you stop the song they have to freeze. If anyone moves they are out.

Spell Your Name & Make a Rainbow: Start by making 7 strips of paper in the colors of the rainbow and cut them at various lengths getting longer and longer. Then write the letter of their names on each piece of paper, building on the previous one. If you have a kid with a longer name, you could add more than one letter per paper. And if you have a kid with less than 7 letters you can add cute graphics like we did. Or you could just have more or less colors or pieces of paper if you'd like too. It doesn't have to be a perfect rainbow! Start by having the child to sort through the rainbow pieces of paper and arrange them by size from shortest to longest. If the children are having difficulty sorting the pieces help them to sort. When they are finished sorting have them to find the shortest piece and then have them to find the next to



shortest, and so on. When they build their name have them to paper clip or teachers will staple their names together.

Number Match: Teachers will place the magnet numbers on the board and the children will draw that number of rectangles. If children are not at the stage of drawing a rectangle, teachers will then draw the rectangle and the child will count the number of rectangles drawn and place the magnet on the board.



Month: August

Week: 2

Day: 5

Age range: Pre-K

Topics:

- **Theme:** Camping
- **Shape:** Square
- **Number:** 3
- **Color:** Red
- **Letter:** Ww

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

01D-76 Show or describe one example of how children have opportunities to participate in decision making about class plans.

Activity:

1. Read a Book (Teacher's Choice)
2. Hand Print Campfire
3. Flashcards

Resources and materials needed:

Reading a Book:

- Teacher's Choice

Hand Print Campfire:

- Yellow, brown, and red washable paint-
- Paper plate
- White paper
- Medium size paint brush
- Bowl of water
- Paper towel
- Paint smock

Flashcards:

- Flashcard with shapes and the shape name

Procedures:

Read 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).

Flashcards: Teachers will give children a card with a shape on it and have them to match the shape with items in the room. For example, a teacher gives a child a rectangle and the child chooses a door because the door is a rectangle. If the activities is difficult for children, help them find the shape in the room.

Handprint Campfire: On paper plate place yellow and red paint. Place in front of the children a white piece of paper. With paint brush and brown paint make a "X" to look like the logs under the campfire. Have children to put their hands in the yellow and red paint and place their hands above the logs on the





white paper creating the appearance of the flames. Place children's hands in water to get off excess paint and wipe the rest off with a paper towel.