



Month: August

Week: 2

Day: 1

Age range: Infant

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 squares

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

- Different plastic blocks

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: Place blocks on the floor and show the children each shape. Put 3 shapes in a row and ask them which shape is the square. If they pick the right one give them praise and if they are having trouble help them find the square and still give them praise.



Month: August

Week: 2

Day: 2

Age range: Infants

Topics:

- Theme: Camping
- Shape: Square
- Number: 3
- Color: Red
- 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. Patty Cake
2. Flashcards
3. Reading a Book

Resources and materials needed:

Patty Cake

- o None Needed

Flashcards

- o Number flashcards up to 25 with pictures

Reading A Book

- o Family Member's Choice

Procedures:

Patty Cake: Teachers will have infants in their lap when they play patty cake with the children. This activity can be done in a rocking chair or on the floor. Make sure that you are say their names during the game so that they can become familiar with their name.

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.

Reading a Book: Teachers are to ask children's family to come in and read to the children. 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: 3

Age range: Infants

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

Shaving Cream Play

- Wax paper
- Shaving cream
- Tape
- Paper Towels

Procedures:

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: Infants

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. Reading a Book
2. Dance Time

Resources and materials needed:

Reading a Book:

- Teacher's choice

Dance Time:

- Downloaded Children's Music

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).

Dance Time: Play and sing children's songs with children. For mobile children have to clap their hands and move around. Non- mobile infants the teacher can dance with them and singing to them.



Month: August

Week: 2

Day: 5

Age range: Infant

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. Flashcards
3. Peak-a- Boo

Resources and materials needed:

Peak-a-boo

- None needed

Reading a Book:

- Teacher's Choice

Flashcards:

- Flashcard with shapes and the shape name

Procedures:

Peak-A-Boo: Have the child in your lap and play the game peak-a-boo. Make sure you say their name during the course of the game to they can become familiar with learning their name.

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).

Flashcards: Show the flashcard to the children while they are in the teacher's lap. Then say the name of the shape and show the card to the child again.