

Month: December

Week: 2

Day: 1

Age range: Pre-K

Topics:

- Theme: People, everyone is different
- Shape: circle
- Number: 20
- Color: Silver
- Letter: Mm

Foundations: ELA2.4, M1.1, M1.3, M3.1, SS1.1, SS3.3, CA3.1, CA3.2, CA3.3

Indicators:

CCSS: Reading

- Names familiar objects in pictures
- Finds named pictures or textures in book

NAEYC Standards

2.A.10 (a) The curriculum guides teachers to incorporate content, concepts, and activities that foster social development.

Activity:

1. Reading a Book about shapes
2. Duplo Legos Counting
3. Mini Me!

Resources and materials needed:

Reading Book: (Suggestions)

- Round is a Mooncake by Roseanne Thong

Duplo Legos Counting

- Duplo Legos
- Number cards

Mini Me

- Template of a person
- Crayons
- Scissors
- Construction paper
- glue

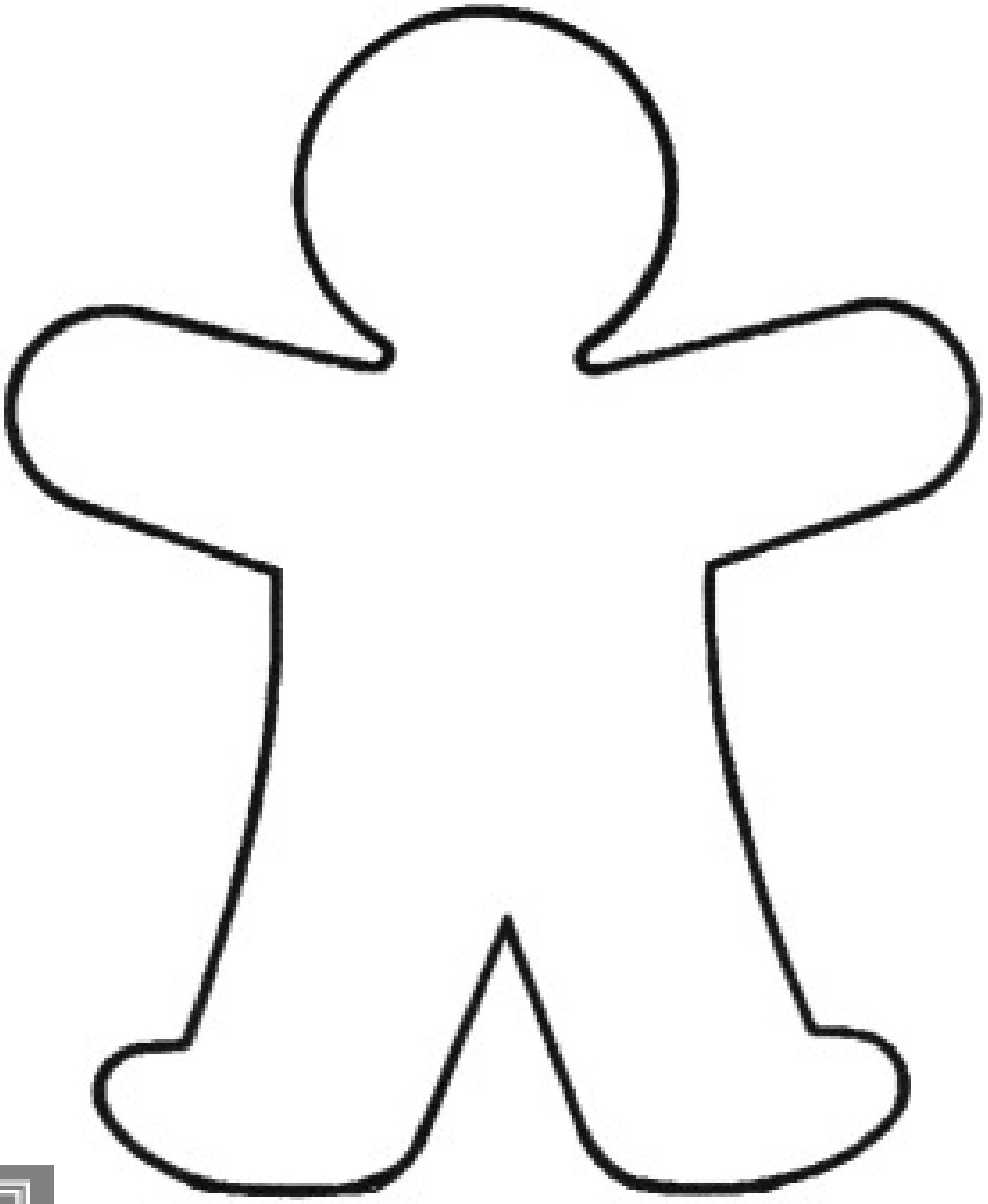
Procedures:

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).

Duplo Legos Counting: Teachers will place numbers cards on the table and have children to stack the number of Legos by the cards.

Mini Me: Teachers will cut out and glue template to construction paper. Give each child the template to color. Place their “mini me” around the classroom.

Adjustments for Children with Special Needs: Teachers need to make sure that the child is able to see and able to access the activity. Only if child ask or look like they need help will the teacher assist in the activity.



Month: December

Week: 2

Day: 2

Age range: Pre-K

Topics:

- Theme: People, everyone is different
- Shape: circle
- Number: 20
- Color: Silver
- Letter: Mm

Foundations: CA3.1, CA3.2, CA3.3, M1.1, M1.2, M1.3, SC4.1

Indicators:

CCSS: Counting, Cardinality, and Operations

- Uses numbers to compare
- Demonstrated awareness of the presence of objects

NAEYC Standards

2.A.10 (b) The curriculum guides teachers to incorporate content, concepts, and activities that foster emotional development.

Activity:

1. Finger Painting
2. Deck of Cards

Resources and materials needed:

Finger Painting

- Gallon size Plastic Bag
- Painter's Tape
- Washable Paint
- Glitter/ glitter pens
- White paper with a picture of a circle in the middle of the paper
- Tummy Time Pillow

Deck of Cards Work Out

- Deck of Cards

Procedures:

Finger Painting: Grab a Gallon size Ziploc bag and place white paper with a circle, glitter, and colorful washable paint into bag. Seal the bag and tape the bag onto the floor. To preserve your little one's artwork, simply cut the edges off the Ziploc bag and then peel off the top of the artwork. Lay flat to dry.

Deck of Cards: Teachers will place a deck of cards on the table. Children will pick up the cards and will have to do an activity based up on the following: Ace=10 must the corresponding number of squats; jacks=11 jumping jacks, queen= 12 sit ups, king=13 seconds of running in place.

Adjustments for Children with Special Needs: Teachers need to make sure that the child is able to see and able to access the activity. Only if child ask or look like they need help will the teacher assist in the activity

Month: December

Week: 2

Day: 3

Age range: Pre-K

Topics:

- Theme: People, everyone is different
- Shape: circle
- Number: 20
- Color: Silver
- Letter: Mm

Foundations: ELA2.1, ELA 2.2, ELA2.3, ELA2.4, M2.1, M2.2, SS3.2, SS3.3, SS5.1

Indicators:

CCSS: Reading

- o Names familiar objects in pictures
- o Finds named pictures or textures in book

NAEYC Standards

2.A.10 (c) The curriculum guides teachers to incorporate content, concepts, and activities that foster physical development.

Activity:

1. Reading a Book about cultures
2. Duplo Patterns
3. Flashcards

Resources and materials needed:

Reading Book: (Suggestions)

- o Something Beautiful by Sharon Dennis Wyeth

Duplo Patterns

- o Duplos legos
- o Index cards
- o markers

Flashcards

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

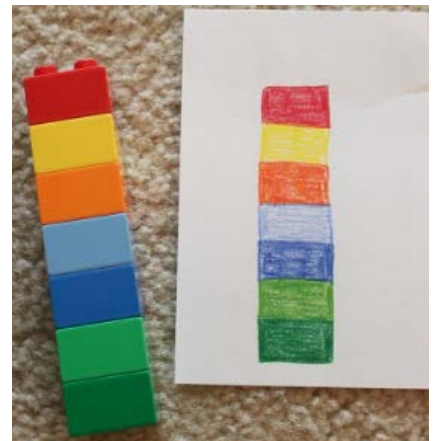
Procedures:

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).

Duplo Patterns: Use index cards to make patterns that the children can build out of Duplos. Do a variety of different patterns using different colors. Help children to find the colors to build.

Flashcards: Flashcard: Pre make laminated cards with items that start with the letter “M” (i.e. mouse, mop, etc) and start with the sound of “M” then say the word.

Adjustments for Children with Special Needs: Teachers need to make sure that the child is able to see and able to access the activity. Only if child ask or look like they need help will the teacher assist in the activity



Month: December

Week: 2

Day: 4

Age range: Pre-K

Topics:

- Theme: People, everyone is different
- Shape: circle
- Number: 20
- Color: Silver
- Letter: Mm

Foundations: ELA1.1, ELA1.2, ELA1.3, ELA2.1, ELA3.1, CA3.1

Indicators:

CCSS: Measurement and Data

- Tracks movement
- Demonstrates an awareness of location of objects
- Responds to objects in the environment

NAEYC Standards

2.A.10 (d) The curriculum guides teachers to incorporate content, concepts, and activities that foster language development.

Activity:

1. Storytelling time
2. Handprint Alphabet (M is for Mouse)
3. Q-Tip Paint Tracing

Resources and materials needed:

Storytelling Time:

- None needed

Q-Tip Painting

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

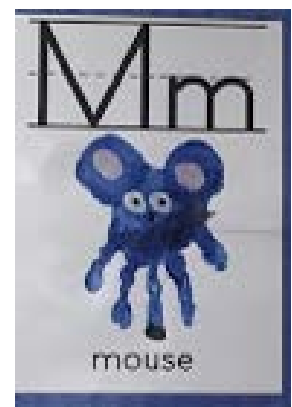
Handprint Alphabet

- Construction paper
- Washable paint: blue, white
- M template
- Black marker
- Sponge paint brush
- Paper towels

Procedures:

Storytelling Time: Teachers will share a story about people with different abilities and disabilities. Ask children to tell a story about someone that is different, but is their friend or a story that they like that talks about being different.

Q-Tip Paint Tracing: Use marker to write out Uppercase and lowercase “M” two times on the paper. Then have the children to trace over them with a Q-Tip dipped in gray 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.

Handprint Alphabet: Paint children's hands blue and have them to press down on the template. Have them to put their thumbs on each side of their hands to make ears. Wipe children's hands and then paint their index finger white and press into the ears and make the eyes. Let it dry and then draw the iris for the eyes and whiskers.

Adjustments for Children with Special Needs: Teachers need to make sure that the child is able to see and able to access the activity. Only if child ask or look like they need help will the teacher assist in the activity

Mm

Month: December

Week: 2

Day: 5

Age range: Pre-K

Topics:

- Theme: People, everyone is different
- Shape: circle
- Number: 20
- Color: Silver
- Letter: Mm

Foundations: ELA2.4, ELA3.2, SE1.1, APL4.1, PHG3.1, CA1.1

Indicators:

CCSS: Reading

- Names familiar objects in pictures
- Finds named pictures or textures in book

NAEYC Standards

2.A.10 (e) The curriculum guides teachers to incorporate content, concepts, and activities that foster cognitive development.

Activity:

1. Reading a Book
2. Music Time

Resources and materials needed:

Reading Book:

- Super Saturday Savers by Alisia Apple

Music Time

- Downloaded children's music from different parts of the world
- Electronic device (cell phone, tablet)
- Map of the world

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).

Music Time: Play different types of children's music from around the world. Have a map to show them where each type of music comes from. You can also show them different dances from that certain country.

Adjustments for Children with Special Needs: Teachers need to make sure that the child is able to see and able to access the activity. Only if child ask or look like they need help will the teacher assist in the activity