



**Month:** December

**Week:** 3

**Day:** 1

**Age range:** Infant

**Topics:**

- Theme: Give Praise
- Shape: Square
- Number: 21
- Color: White
- Letter: Nn

**Foundations:** ELA2.4

**Indicators:**

CCSS: Reading

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

**NAEYC Standards**

03B-569 Show or describe two activities or lesson plans that encourage children to share their ideas or experiences.

**Activity:**

1. Reading a Book about colors
2. Music Time

**Resources and materials needed:**

Reading Book: (Suggestions)

- The Color Kittens by Margaret Wise

Music Time

- Inspirational music
- Electronic device

**Procedures:**

**Music Time:** (03B-569) Download music on tablet/ cell phone and have children to dance or sing with the songs. Make sure the songs are talking about encouragement and praise.

**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).

**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:** 3

**Day:** 2

**Age range:** Infant

**Topics:**

- Theme: Give Praise
- Shape: Square
- Number: 21
- Color: White
- Letter: Nn

**Foundations:** ELA2.4

**Indicators:**

CCSS: Reading

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

**NAEYC Standards**

03G-710 Show or describe how you engage in collaborative inquiry, sometimes with individual children and sometimes with small groups of children.

**Activity:**

1. Reading a Book about letters
2. Finger Print Snowman

**Resources and materials needed:**

Reading Book: (Suggestions)

- ABC by Dr. Seuss

Finger Print Snowman

- Paper towels
- White paint
- Construction paper
- Stickers (snowflake or small circles)
- Markers
- Paper plate

**Procedures:**

**Finger Print Snowman:** Teachers will place a small amount of white paint on the paper plate. Help children to place their fingers in the paint and place their fingers on the paper like a snowman. Wipe of their hands and let the paint dry. Teachers can put a face on their snowman and then put stickers on the paper.

**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).

done in a small group or with individual children. Modifications: if you have infants that are not mobile, make sure that teachers are placing the tiles on the floor.

**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:** 3

**Day:** 3

**Age range:** Infant

**Topics:**

- Theme: Give Praise
- Shape: Square
- Number: 21
- Color: White
- Letter: Nn

**Foundations:** CA1.1, SE4.1, APL1.1, APL1.2, APL3.1, CA4.1

**Indicators:**

CCSS: Geometry

- Identifies patterns

**NAEYC Standards**

03B-569 Show or describe two activities or lesson plans that encourage children to share their ideas or experiences.

**Activity:**

1. Music and movement
2. Puppet Play

**Resources and materials needed:**

Music and Movement

- Music Player

Puppet Play

- Hand puppets

**Procedures:**

**Music and movement:** Download music on tablet/ cell phone and have children to dance or sing with the songs. Make sure the songs are talking about encouragement and praise.

**Puppet Play:** Have children to sit in a circle and have the puppets help the children count to 21 and sing the alphabet. Have the puppet to interact with the child and play with them.

**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:** 3

**Day:** 4

**Age range:** Infant

**Topics:**

- Theme: Give Praise
- Shape: Square
- Number: 21
- Color: White
- Letter: Nn

**Foundations:** ELA2.1, M1.1,M1.2, M1.3, M4.2, SC3.1

**Indicators:**

CCSS: Counting, Cardinality, and Operations

- Identifies more

**NAEYC Standards**

2.A.11 (c) The schedule provide children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for creative expression.

**Activity:**

1. Flashcards
2. Finding the shape

**Resources and materials needed:**

Flashcards

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

Finding the shape

- Shape block

**Procedures:**

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

**Finding the shape:** Teachers will play the game find the shape. Have a shape block in your hand ask where is the shape. The present it to them after they look for it. This can be done either as one on one or in a group.

**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:** 3

**Day:** 5

**Age range:** Infant

**Topics:**

- Theme: Give Praise
- Shape: Square
- Number: 21
- Color: White
- Letter: Nn

**Foundations:** ELA2.3, ELA2.4, M2.2, M3.1

**Indicators:**

CCSS: Reading

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

**NAEYC Standards**

2.A.11 (d) The schedule provide children learning opportunities, experiences, and projects that extend over the course of several days and large- group.

**Activity:**

1. Reading a Book
2. Stacking time

**Resources and materials needed:**

Reading Book: (Suggestions)

- Teacher's Choice

Stacking time

- Duplo Legos

**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).

**Stacking Time:** Teachers can help child stack the blocks and then knock them down. This should be done during tummy time or floor time.

**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