

Month: February

Week: 1

Day: 1

Age range: Infant

Topics:

- Theme: Black History Inventors
- Shape: Square
- Number: 7
- Color: Black
- Letter: Gg

Foundations: CA4.1, ELA1.2, ELA1.3 ,ELA2.1, ELA2.4, M4.2

Indicators:

CCSS: Reading

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

CCSS: Geometry

- Attends to visual, auditory, tactile patterns
- Identifies objects that do not belong to a particular group

NAEYC Standards

02J-414: Show two lesson plans that help children appreciate dramatic arts from different cultures

Activity:

1. Reading a Book about shapes
2. Roll play
3. Grab the Toy

Resources and materials needed:

Reading Book: (Suggestions)

- When a line bends, a shape begins by Rhonda Gowler Greene

Roll Play

- Toy doctor's bag
- Eye Chart
- Small white doctor's coat
- Surgeons mask
- Gloves

Grab the Toy

- Any toy

Procedures:

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.

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).

Roll Play: Teachers will discuss the story of Dr. Patricia Bath (see bio below*). Teachers will demonstrate to the children what doctors do and then have the children dressed like doctors.

Grab the Toy: Teachers will place the child on the floor on their tummies and then have the toy in front of the child. The child will try to reach for the toy to grab it and play with it. Once they reach for it give them praise and start the game over again. The older the infant is the more difficult the activity should be. For example, if a child is learning to crawl place the toy a little further so they can crawl for it or if the child is trying to walk place the toy in your hand and have them to try to walk to it.

**Imagine living in a world ranging from hazy, clouded vision to that of total darkness for 30 years. Before 1985, that was the plight of those with cataracts who did not want to risk surgery with a mechanical grinder. Now imagine sitting in a doctor's office without being able to see her as she explains that it may be possible to restore your vision. You can't tell by studying body language whether to trust this person or if they're pulling your leg. All you have to go by is the sound of the voice assuring you that this procedure is safe, more accurate and more comfortable than traditional cataract surgery. As a noted Ophthalmologist and famous black inventor, Dr. Patricia Bath has dedicated her life to the treatment and prevention of visual impairments. Her personal belief that everyone has the "Right to Sight" led to her invention in 1985 of a specialized tool and procedure for the removal of cataracts. With the Laserphaco Probe and procedure, Dr. Bath increased the accuracy and results of cataract surgery, which had previously been performed manually with a mechanical grinder. The difference between the old method and her new invention was the difference between the use of highly accurate laser technology and the somewhat subjective accuracy of a mechanical device. The Laserphaco Probe combined an optical laser, irrigation system and suction tubes. In use, the laser is inserted into a tiny incision on the eye; the laser then vaporizes the cataract and lens material, which is removed via the suction tubes. A replacement lens is then inserted on the eye. With the Laserphaco Probe invention and the development of the procedure for its use, Dr. Bath helped restore the sight of several people who had been blinded by cataracts for up to 30 years. Imagine the joy they felt when they opened their eyes to see Dr. Patricia Bath's smiling face for the first time.*

Month: February

Week: 1

Day: 2

Age range: Infants

Topics:

- Theme: Black History Inventors
- Shape: Square
- Number: 7
- Color: Black
- Letter: Gg

Foundations: ELA2.3, ELA2.4, ELA3.1, ELA3.2, SC4.1, SS2.1, SS2.2, CA3.1

Indicators:

CCSS: Speaking and Listening

- Participates in back and forth vocal play
- Names familiar objects

NAEYC Standards

03F-676 Show two examples of classroom experiences you have created that involve members of children's families.

Activity:

1. Reading a Book about Garrett Morgan
2. Music Time

Resources and materials needed:

Music Time

- Family cultural music

Reading Book: (Suggestions)

- Garrett Morgan Inventor by Garnet Nelson Jackson

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: Teachers will ask family members to share music with the classroom that represents their culture or just music they like to listen to. Teachers and family members can dance with the children.

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: February

Week: 1

Day: 3

Age range: Infants

Topics:

- Theme: Black History Inventors
- Shape: Square
- Number: 7
- Color: Black
- Letter: Gg

Foundations: CA1.1, CA2.1, M1.1, M1.2, M1.3, M2.2, M3.1, SE4.1

Indicators:

CCSS: Measurement and Data

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

NAEYC Standards

02E-243: Show two examples of interactive, routine games you share with infants during teacher- child one- on- one play.

Activity:

1. Story Time with the Family
2. Build Duplo Towers
3. Dance Time

Resources and materials needed:

Story Time with the Family

- A child's family member

Build Duplo Towers

- Duplo Legos

Dance Time:

- Electronic device to play music
- Downloaded children's music

Procedures:

Story Time with the Family: Ask parents to give a least 30 minutes of their time to tell story to the class. They can bring books or puppets to tell the story.

Build Duplo Towers: Teachers will demonstrate how do stack the blocks on the floor and then have the child to try to stack or try to pick up the blocks while counting each blocks.

Dance Time: Teachers will play children's music on a cell phone, tablet or electronic device. Teachers need to make sure they are singing and dancing in front of the child either holding them or having them on the floor for tummy 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.

Month: February

Week: 1

Day: 4

Age range: Infant

Topics:

- Theme: Black History Inventors
- Shape: Square
- Number: 7
- Color: Black
- Letter: Gg

Foundations: M4.1,M4.2,CA3.1,CA3.2,CA3.3,ELA2.4,ELA3.1

Indicators:

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

03A-534 Show two classroom displays that have been created to help children reflect on and extend their learning.

Activity:

1. Foot print
2. Building Shapes
3. Reading a book about colors

Resources and materials needed:

Shape fun!

- Laminated paper shapes
- Plastic blocks

Reading a book

- What Color is my World? By Kareem Abdul-Jabbar

Foot Print

- White Paper
- Black paint
- Paper Towels
- Water

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).

Foot Print: Teachers will have the child to dip their feet in the black paint and place it on the white paper. After the that clean off child's feet with water and a paper towel. When the paper dries write on the paper "I Walk With Purpose".

Shape Fun: Infants can play by having tummy time on the floor and giving them the shapes to explore.

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: February

Week: 1

Day: 5

Age range: Infant

Topics:

- Theme: Black History Inventors
- Shape: Square
- Number: 7
- Color: Black
- Letter: Gg

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

Indicators:

CCSS: Counting, Cardinality, and Operations Base Ten

- Identifies more
- Follows a moving or sound object
- Shows displeasure when a desirable object is removed
- Shows pleasure when a desirable object is received

ISTAR KR: Approaches to Learning

- Interacts with materials using tactile sense for at least 15 or more seconds
- Demonstrates curiosity
- Will search for a hidden object

NAEYC Standards

02G-370: Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each).

Activity:

1. Color and Shape Sensory Bags
2. Texture Sensory Wall

Resources and materials needed:

Color and Shape Sensory Bags:

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

Texture Sensory Wall:

- Pieces of colored paper
- Clear contact paper
- Large color paper
- Photos, ribbons, pom pom, etc
- Scissors
- Tape
- basket

Procedures:

Texture Wall: Tape colored paper to a wall. Cover paper with sticky side out contact paper and tape the edges down with clear tape. It may help to attach the first piece of tape to the top while

the contact paper is still on the floor and then attach that side to the wall first. Prepare your items in a basket on the floor. I chose laminated pictures of their faces and curly ribbon, but any items that a young toddler can manipulate, grasp, and potentially taste are good. Place a couple of the items on the sticky wall to engage your infant. Like most wonderful infant and toddler activities, this is a child-directed open ended activity once it is set up. Your child will likely notice and engage with the materials without much prompting. Observe what interests them most. For some this might be taking the objects on and off. For some it might be simply the sticky wall. Use language to describe what they are doing (for example: “You pulled it off!” “Your fingertips stick.”). Model alongside the child how to stick objects back on or pull them off. Allow them to leave and return to the activity over the course of the day or several days.

Color and Shape Sensory Bag: Insert two colors of buttons into each sensory bag and taped it to the floor (for infants). 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.

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.