

Month: February

Week: 1

Day: 1

Age range: Pre-K

Topics:

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

Foundations: CA4.1, ELA 1.2, 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

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

Activity:

1. Reading a Book about shapes
2. Roll play
3. Family Occupation

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

Family Occupation

- A child's family member or picture of family member

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).

Roll Play: Teachers will discuss the story of Dr. Patricia Bath (see bio below*) to children and have the children to pretend like they are doctors. Explain to children that there are different doctors for different treatments.

Family Occupation: Teachers the week before should ask a member of the family to come in everyday this week to talk about their occupations to the class. If the family cannot come in ask if they could bring a picture of them at work so the class can see what they do.

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.

**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: Pre-K

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

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 Garrett Morgan
2. Stop Light
3. Play dough Letter Maze
4. Family Occupation

Resources and materials needed:

Family Occupation

- A child's family member or picture

Play dough letter Maze

- Play dough
- A tray
- A marble

Stop Light

- Black, red, green, yellow construction paper
- Scissors
- glue

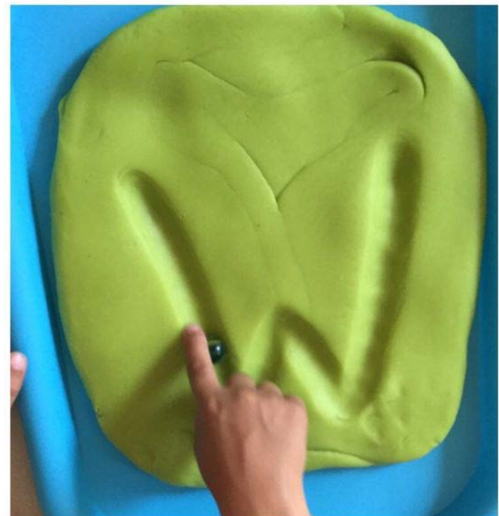
Reading Book: (Suggestions)

- Garrett Morgan Inventor by Garnet Nelson Jackson

Procedures:

Family Occupation: Teachers the week before should ask a member of the family to come in everyday this week to talk about their occupations to the class. If the family cannot come in ask if they could bring a picture of them at work so the class can see what they do.

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).





Stop Light: Teachers will cut out red, green, and yellow circles and cut out a rectangle big enough to place all 3 circles on. Glue in this order red, yellow, and green circles on to the black rectangle.

Play dough letter maze: Simply flatten the playdough on the tray and press a letter maze (you can do numbers and shapes too) with your thumb into the playdough. Go deep and wide enough so that the marble fits snugly. Here we used the younger ones' initials. Show them where to start and the correct direction to work on letter formation. Let them push the marble with a finger or stick. See how quick they can do that without pushing it out of the maze. Time them and let them beat their best scores or each other. Ask the older kids to move the marble through the maze by only manipulating the tray. This is quite tricky, especially around the corners!

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 a child asks or looks like they need help will the teacher assist in the activity.

Month: February

Week: 1

Day: 3

Age range: Pre-K

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

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

Activity:

1. Sticker sorting activity
2. Build Duplo Towers
3. Dance Time
4. Family Occupation

Resources and materials needed:

Sticker sorting activity

- Construction paper
- Sticker dots
- Painter's tape

Build Duplo Towers

- Duplo Legos
- Poster board
- Markers
- scissors
- Painter's tape

Family Occupation

- A child's family member or picture

Dance Time:

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

Procedures:

Sticker dots: Grab four pieces of construction paper – each coordinating to a sticker color. Tape the paper to our wall, hand the children a page of stickers and let them match the stickers to the construction paper.



Build Duplo Towers: The first step was to put all the numbers in order and then start just putting random amounts of blocks together. Teachers will work with students to count the right way and get the activity completed. Make number cards from poster board and use painter's tape to stick to the table or floor.

Dance Time: Teachers will play children's music on a cell phone, tablet or electronic device. Have children to dance and sing along with the music.

Family Occupation: Teachers the week before should ask a member of the family to come in everyday this week to talk about their occupations to the class. If the family cannot come in ask if they could bring a picture of them at work so the class can see what they do.

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: Pre-K

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

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

Activity:

1. Green Grass G!
2. Building Shapes
3. Reading a book about colors
4. Family Occupation

Resources and materials needed:

Building Shapes

- Black permanent marker
- Craft Sticks
- Scissors

Reading a book

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

Family Occupation

- Family member or picture

Green grass G

- Shredded green paper
- Green crayons
- Construction paper
- Glue
- scissors

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).

Green Grass G: Start by drawing a large upper case G. Have the children color the G with green crayons. Next cut out the letter G and glue it to the another paper. Then add glue and the grass to the letter G.





Building Shapes: Teachers will cut out different shapes with the paper and will label the craft sticks with the name of the shape and the number of sides that the shape has. For example, each craft stick will have “triangle” and then the number of sides which is 3. Children will be given the cut outs and then will outline the cut out with the sticks.

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: Pre-K

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

03D-1598 Show two examples of lesson plan in which preschool, kindergarten, school-age children experience change in materials or events across a period of several weeks.

Activity:

1. Color and Shape Sensory Bags
2. Family Occupation

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

Family Occupation

- Family member or picture

Procedures:

Family Occupation: Teachers the week before should ask a member of the family to come in everyday this week to talk about their occupations to the class. If the family cannot come in ask if they could bring a picture of them at work so the class can see what they do.

Color and Shape Sensory Bag: The sensory bag is simply just baby oil gel in a Ziploc bag. You could double bag it to seal it better. experience. Add sorting 'sections' for each color. Draw on the baggies with dry erase markers. Draw shapes in the corresponding colors of buttons and write the name of the colors. The children can push the buttons around in the baggy to fit into the



correctly colored shapes. Modifications: Put the number 7 into the shapes and have them to count the buttons that go into the shapes.

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.