

**Month:** February

**Week:** 2

**Day:** 1

**Age range:** Pre-K

**Topics:**

- Theme: Black History Inventor
- Shape: Heart
- Number: 8
- Color: Red
- Letter: Hh

**Foundations:** ELA2.4, M4.1, M4.2, PHG3.1, CA3.1, CA3.2, CA3.3

**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**

02F-351 Show two lesson plans in which children learn to understand basic concepts of geometry.

**Activity:**

1. Reading a Book about Inventors
2. Shape Bracelet

**Resources and materials needed:**

Shape Bracelet

- buttons in assorted geometric shapes and colors
- pipe cleaners
- shape flash cards

Reading Book: (Suggestions)

- George Washington Carver by Lori Mortensen

**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).

**Shape Bracelet:** Start out by instructing children to sort the buttons. Encourage them to define the sorting system. Give each player a pipe cleaner to build their bracelet. Use the shape and color flashcards like playing cards. On each players turn, they will turn over one card. They can choose a button that matches the shape and color on the card to their bracelet. Have children to string their button on the pipe cleaner. Each player takes turns drawing a card and adding a button to their bracelet, until their bracelet is full.

**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:** 2

**Day:** 2

**Age range:** Pre-K

**Topics:**

- Theme: Black History Inventor
- Shape: Heart
- Number: 8
- Color: Red
- Letter: Hh

**Foundations:** ELA2.4, ELA3.1, CA3.2, SS2.2,M5.1

**Indicators:**

CCSS: Reading

- Distinguishes print from pictures
- Engages with a book

CCSS: Measurement and Data

- Responds to now, next, and done
- Sequences events

**NAEYC Standards**

02G-339 Show or describe two ways you teach children to learn and use science related vocabulary.

**Activity:**

1. Reading a Book about Benjamin Banneker
2. Clock Time

**Resources and materials needed:**

Reading Book: (Suggestions)

- Benjamin Banneker by Garnet Nelson Jackson

Clock Time:

- Crayons
- Thumb tact
- Worksheet
- scissors

**Procedures:**

**Clock Time:** Teachers will have an example to present to the children and will have the children to count the numbers on the face of the clock. Children will color the worksheet and if children can cut out pieces to the worksheet and teachers will put the thumb tact with hands of the clock on the face of the clock.

**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).

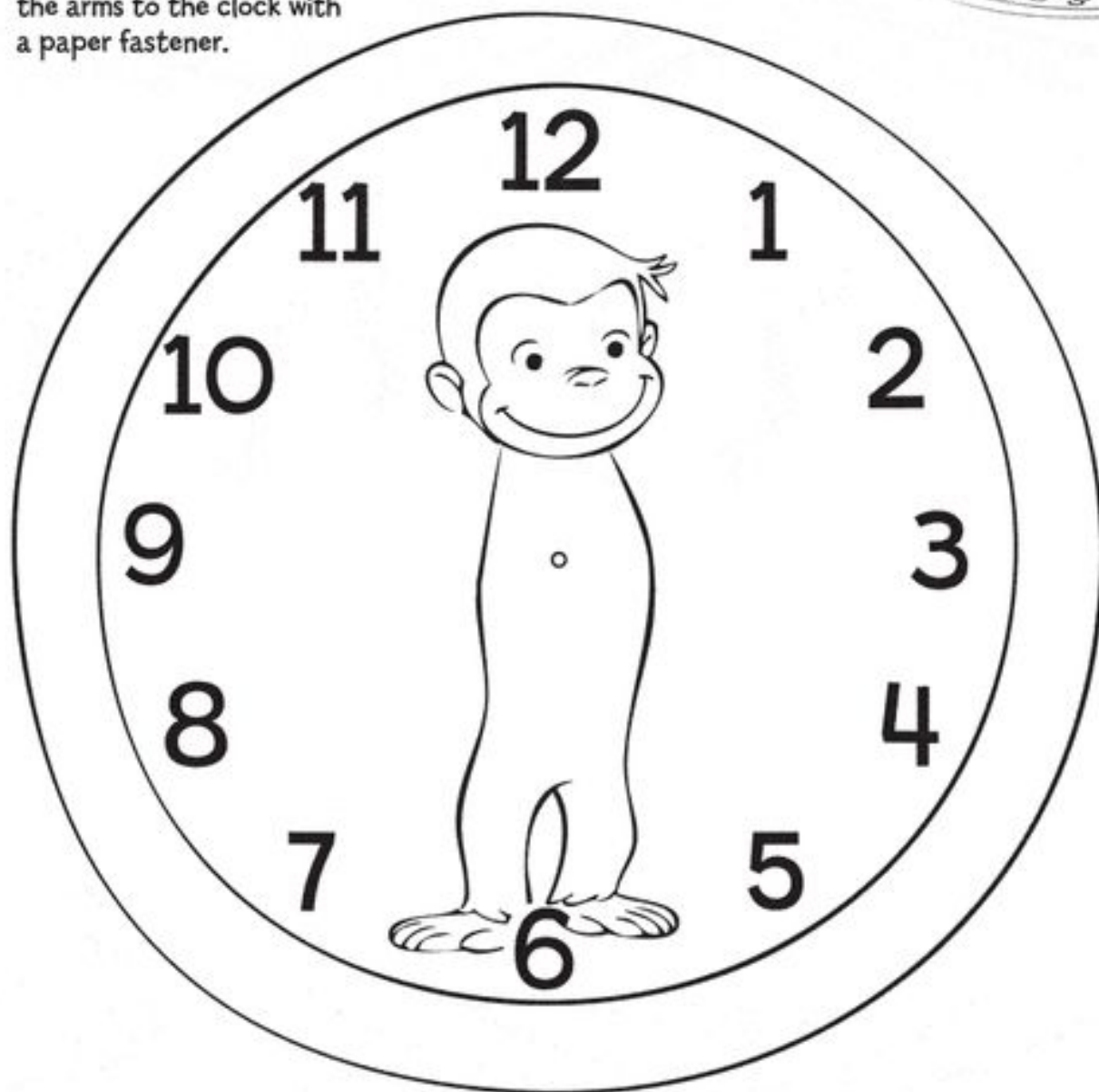
**Adjustments for Children with Special Needs:** Teachers need to make sure that the child is able to see and able to access the activity. Only if child ask or look like they need help will the teacher assist in the activity.

# Curious George®

## Curious Clock



Cut out the pieces and attach the arms to the clock with a paper fastener.



**Month:** February

**Week:** 2

**Day:** 3

**Age range:** Pre-K

**Topics:**

- Theme: Black History Inventor
- Shape: Heart
- Number: 8
- Color: Red
- Letter: Hh

**Foundations:** ELA2.3, ELA2.4, ELA3.1, M4.1,M4.2, SE1.2, CA1.1,CA2.1

**Indicators:**

CCSS: Reading

- Responds to sound environment
- Blends individual sound into words

**NAEYC Standards**

02F-356 Show two lesson plans in which children learn to understand repeating patterns.

**Activity:**

1. Reading a Book about numbers
2. H is for heart
3. Nursery Rhymes

**Resources and materials needed:**

Reading Book: (Suggestions)

- The Very Hungry Caterpillar by Eric Carle

Nursery Rhymes

- Music Player
- Downloaded Music

H is for Heart:

- Construction paper
- Marker
- Scissors
- glue stick
- stickers or sparkly glitter glue (optional)

**Procedures:**

**H is for Heart:** Cut out the letter “H” from a piece of construction paper. Just fold the paper in half and then cut out a rectangle on each side of the paper where the paper was folded. Draw some hearts on the remaining pieces of construction paper. Ask the children (if they can) to cut out the hearts. Once all the hearts are cut out, let the children glue them onto the letter H.

**Nursery Rhymes:** Play and sing the nursery rhymes with children. If they are mobile have them to dance and around with the songs. If they are not mobile yet, have them to clap and sing with the songs.

**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:** February

**Week:** 2

**Day:** 4

**Age range:** Pre-K

**Topics:**

- Theme: Black History Inventor
- Shape: Heart
- Number: 8
- Color: Red
- Letter: Hh

**Foundations:** ELA2.3, ELA2.4, M2.2, CA3.1

**Indicators:**

CCSS: Reading

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

**NAEYC Standards**

02G-392 Show two lesson plans in which children collect data, then represent their findings.

**Activity:**

1. Reading a Book about letters
2. Color Scavenger Hunt
3. Duplo Patterns

**Resources and materials needed:**

Reading Book: (Suggestions)

- ABC by Dr. Seuss

Color Scavenger Hunt

- White lunch bag
- Markers

Duplo Patterns

- Duplo Legos
- Index cards
- Markers

**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).

**Color Scavenger Hunt:** Write “Color Scavenger Hunt” at the top of your white paper lunch bag. Choose the colors you want the children to hunt for and use your colored markers to scribble small squares onto the front of the bag of each color. Pass out the bags to the children and let them have fun finding all of the colors on the bag. When they find an item that matches one of the colors, place it in the bag. When everyone is finished, sit in a circle and have a fun time having a show and tell about all of the items everyone found.

**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.

**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:** 2

**Day:** 5

**Age range:** Pre-K

**Topics:**

- Theme: Black History Inventor
- Shape: Heart
- Number: 8
- Color: Red
- Letter: Hh

**Foundations:** ELA2.4, ELA 3.1, CA1.1, CA2.1

**Indicators:**

- 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**

02J-1554 Show three examples of opportunities and materials you provide for children to create three-dimensional art.

**Activity:**

1. Reading a Book
2. Scribble Art

**Resources and materials needed:**

Scribble Art

- White drawing paper
- Black construction paper
- Scissors
- Black marker
- Crayons
- glue

Reading Book: (Suggestions)

- Family Members
- Child/ family member's choice

**Procedures:**

**Reading a book:** Ask family members 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).

**Scribble Art:** Invite the children to use the black marker to create a swirly scribble on the paper. Next, invite them to color in every shape with their crayons. When they are done, have them to cut out the outline of the scribble with scissors. Have the children to glue their Scribble Art onto a piece of black construction paper.

**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.