

**Month:** February

**Week:** 2

**Day:** 1

**Age range:** Infant

**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**

03E-649 Show or describe one example of how you adapt your teaching strategies to best fit each child's learning style.

**Activity:**

1. Reading a Book about Inventors
2. Puppet Play

**Resources and materials needed:**

Puppet Play

- Animal Puppets
- Music

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).

**Puppet Play:** Teachers will do tummy time or have child in their lap while having the puppet interact with the child. Sing songs and go over letters and numbers.

**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:** Infant

**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**

03E-646 Show or describe one example of how you changed a lesson plan if children showed interest in a different topic or activity.

**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:

- Washable paint/ Crayons
- Ziploc bag (gallon)
- Thumb tact
- Worksheet
- tape
- scissors

**Procedures:**

**Clock Time:** If teachers have infants they will put a small amount of paint in a bag along with the worksheet and seal it up in the bag to tape on the table or floor. Teachers will cut out items on the worksheet and 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).

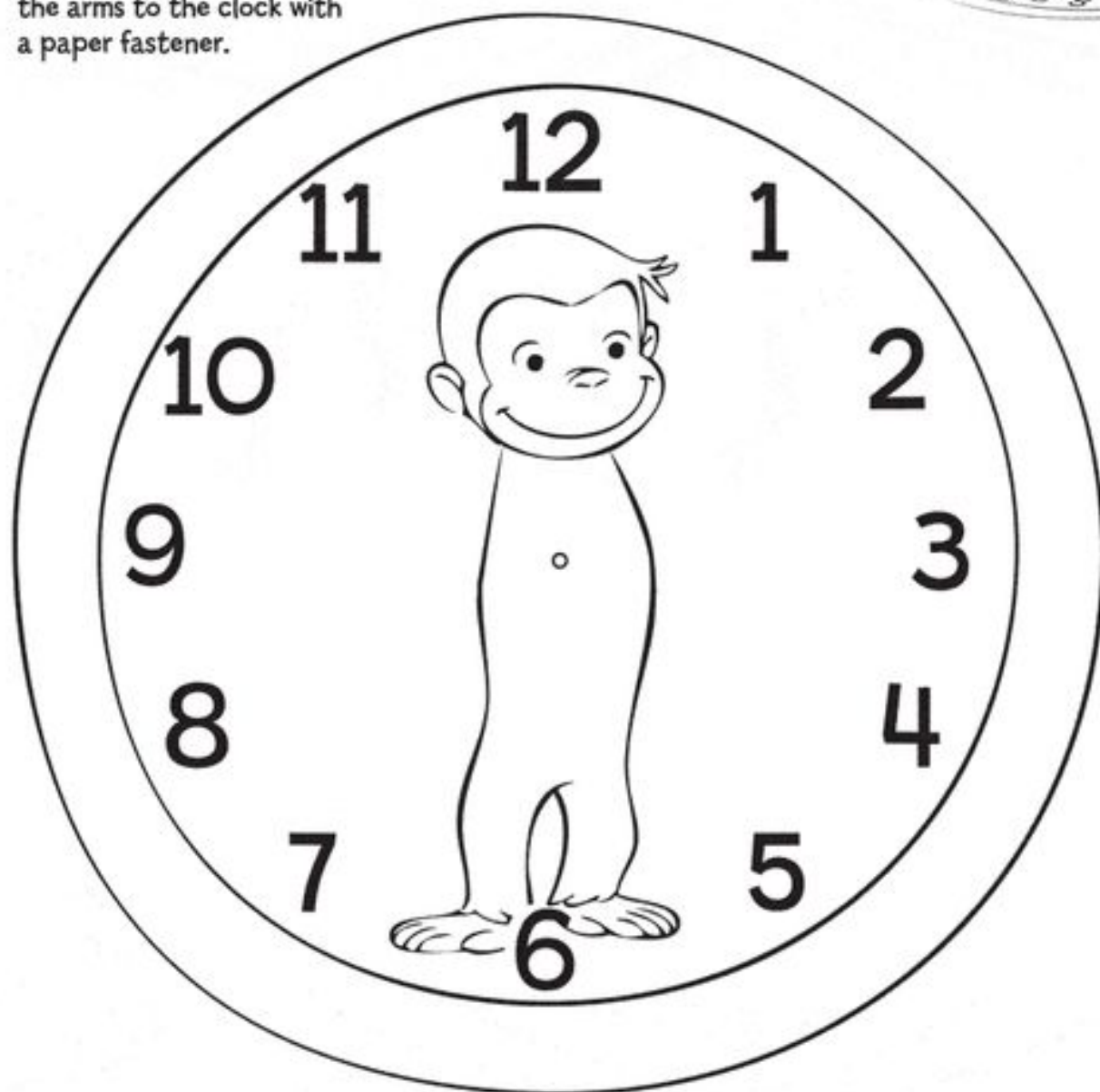
**Adjustments for Children with Special Needs:** Teachers need to make sure that the child is able to see and able to access the activity. Only if child ask or look like they need help will the teacher assist in the activity.

# 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:** Infant

**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**

02E-242 Show two examples of simple rhymes you share with infants, toddlers, or twos during teacher- child one-on-one play.

**Activity:**

1. Reading a Book about numbers
2. H Flashcards
3. Nursery Rhymes

**Resources and materials needed:**

Reading Book: (Suggestions)

- The Very Hungry Caterpillar by Eric Carle

Nursery Rhymes

- Music Player
- Downloaded Music

H Flashcards:

- Pre-Laminated cards with pictures of items that start with the letter “H”

**Procedures:**

**H Flashcards:** Teachers will have pre- laminated cards with items that start with the letter “H” (i.e. heart, hammer, etc.). Teachers will name the letter name, sound, and the picture to the children and have the children to repeat if they are at the verbal level.

**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:** Infant

**Topics:**

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

**Foundations:** ELA2.3, ELA2.4, M2.2, CA1.1

**Indicators:**

CCSS: Reading

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

**NAEYC Standards**

02G-372: Show two toys, materials, or activities designed for infants, toddlers, or twos to play with and discover how to solve simple problems.

**Activity:**

1. Reading a Book about letters
2. Duplo Patterns
3. Who has on Red?

**Resources and materials needed:**

Reading Book: (Suggestions)

- ABC by Dr. Seuss

Duplo Blocks

- Duplo Legos

Who Has on Red?

- None needed

**Procedures:**

**Reading a book:** (02E-245) 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).

**Who has on red:** (02E-242) Have children to sit in a circle and teachers will sing the words below to the tune of the nursery rhyme “Fere Jacques”. Adding the name of each child to the song and changing the name of the color.

*Who has on red, who has on red, Jackie does, Jackie does, she has on red, she has on red. Yes she does, yes she does.*

**Duplo Blocks:** Teachers and children will be on the floor to do this activity. Teachers will allow the child to pick up the block and help them stack.

**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:** Infant

**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**

02G-371: Show two toys, materials, or activities designed for infants, toddlers, or twos to play with to make things happen.

**Activity:**

1. Reading a Book
2. Drum Circle

**Resources and materials needed:**

Drum Circle

- Pots
- Pans
- Plastic spoons

Reading Book: (Suggestions)

- Super Saturday Savers by Alisia Apple
- Child's Family Member

**Procedures:**

**Reading a book:** Teachers should ask family members to help 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).

**Drum Circle:** Place pots and pans around the children or a semi-circle on the floor give children a plastic spoon and have them to bang on the pots and pans. This can allow for floor and tummy time. If children are not mobile, place children on their tummies and provide a shaker toy in their hands to have them to participate.

**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.