

Month: February

Week: 3

Day: 1

Age range: Infant

Topics:

- Theme: Civil Rights Leaders
- Shape: Star
- Number: 9
- Color: Purple
- Letter: Bb

Foundations: ELA2.1, ELA2.4, ELA3.1, CA3.1, CA3.2, CA3.3, SC5.1

Indicators:

CCSS: Problem Solving

- Takes simple objects together to solve a problem
- Repeats behavior that has desired effect

NAEYC Standards

02J-417: Show two lesson plans that provide infants, toddlers, or twos with chances to explore and manipulate age- appropriate art materials.

Activity:

1. Finger Painting
2. Reading a Book about Harriet Tubman
3. Sugar/Salt Writing

Resources and materials needed:

Finger Painting

- Gallon size Plastic Bag
- Painter's Tape
- Washable Paint
- White paper with a picture of a star in the middle of the paper
- Tummy Time Pillow

Reading Book: (Suggestions)

- Who was Harriet Tubman by Yona Zeldis McDonough

Sugar/Salt Writing:

- Sugar/ Salt
- Paper Towels
- Tray/ pan
- Small white dry erase board and dry erase markers

Procedures:

Finger Painting: Finger paint in a Ziploc baggie is a great sensory activity for little ones, but look at what most consider an activity for babies who can sit up and toddlers and saw a SUPER Tummy Time activity. Grab a Gallon size Ziploc bag and place white paper with star and blue, purple and red colorful washable paint into bag. Seal the bag and tape the bag onto the floor. If your baby isn't yet reaching in Tummy Time, you can use a Tummy Time Pillow or nursing pillow under his chest to free his hands for play. You can also try this activity in a high chair if you have an independent sitter. To preserve your little one's artwork, simply cut the edges off the Ziploc bag and then peel off the top of the artwork. Lay flat to dry.



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).

Sugar/Salt Writing: Infants: teachers can have the tray on the floor or table and then demonstrate to the infants how to write in the sugar/salt. Teachers will allow them to scribble in the sugar/salt.

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: 3

Day: 2

Age range: Infant

Topics:

- Theme: Civil Rights Leaders
- Shape: Star
- Number: 9
- Color: Purple
- Letter: Bb

Foundations: ELA2.4, ELA3.1, CA3.1, CA3.2, CA3.3, M1.1, SC5.1

Indicators:

CCSS: Reading

- Interacts with environment using tactile senses
- Tolerates being messy

NAEYC Standards

03E-650: Show or describe one example of how you modify classroom materials, when necessary, to best fit each child's learning style.

Activity:

1. Reading a Book
2. Paint Tracing
3. 9 different sounds

Resources and materials needed:

Reading Book: (Suggestions)

- The Story of Ruby Bridges by Robert Coles

Paint Tracing:

- White paper
- Purple Paint
- Paper Towels
- Black Marker
- Gallon size bag (infants)

9 different sounds

- Downloaded music
- Electronic device to play music
- Pots, pans, shakers, etc

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).

Paint Tracing: (02J-417) Use marker to write out Uppercase and lowercase "B" two times on the paper. Then have the children to trace over them with their fingers dipped in purple paint. Infants: Younger infants can do this activity with the paper and paint in the plastic bag taped to the floor. Older infants that are closer to 12 months can try this activity at a table with the paper taped to the table and a small amount of paint place on their finger to try.



9 different sounds: Staff can have audio with different animal sounds playing and act like the animal. Have the children to participate in making the sounds and acting like the animals. Also staff can also make different sounds by banging on items such as pans, books, shakers, etc. Staff must describe the item either before or after the sound. Have children to join you in making the sound.

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: 3

Day: 3

Age range: Infant and Toddlers

Topics:

- Theme: Civil Rights Leaders
- Shape: Star
- Number: 9
- Color: Purple
- Letter: Bb

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

Indicators:

CCSS: Approaches to Learning

- Sustains attention to preferred activities
- Will search for hidden objects

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 colors
2. Super Star
3. Letter Match Up

Resources and materials needed:

Reading Book: (Suggestions)

- Brown Bear, Brown Bear what do you see? By Eric Carle

Letter Match Up:

- Big legos
- White labels
- Black marker

Super Star:

- Construction Paper
- Purple paint
- Star shaped sponge
- Paper plate
- Paper towels
- Gallon size Ziploc (infants)

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).

Super Star: Give each child a construction paper and star sponge. Have them to dip the sponge in the paint and making a stamp. Let paper dry. For Infants: teachers should place the paper and dipped sponge with paint in bag. Seal the bag and then tape the bag to the floor or table. Allow the infants to explore and create the art work. If the activity is going to be done on the floor, the teacher must be on the floor with the child.



Uppercase and Lowercase: Teacher will have blocks on the floor for non- mobile infants and have blocks in the bin for mobile infants. When the child picks up the block say the letter and sound with the matching letter.

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: 3

Day: 4

Age range: Infant and Toddlers

Topics:

- Theme: Civil Rights Leaders
- Shape: Star
- Number: 9
- Color: Purple
- Letter: Bb

Foundations: SS2.2, SS2.3, ELA1.1, ELA1.2, ELA1.3, M1.1, M1.2, M1.3

Indicators:

ISTAR KR: Problem Solving

- Puts simple objects together to solve a problem
- Uses whole body to explore

NAEYC Standards

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

Activity:

1. Puppet Play
2. Toy Car Game

Resources and materials needed:

Puppet Play

- People Hand Puppets (multi-cultural)
- Ralph Bunche mini bio

Toy Car Game:

- 9 toy cars

Procedures:

Puppet Play: Have children to sit on the floor to go over the letter, number, and shape of the week with the puppets. Teachers will discuss what is civil rights and why it is important. Then talk about Ralph Bunche and why he was so influential in the civil rights movement. (Look below for brief bio)

Toy Car Game: Infants can play with cars on the floor and teachers can tell them what number they have and count up to that number.

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.

Ralph Bunche: The First African American Nobel Peace Prize Winner.

In 1950, Dr. Ralph Bunche was awarded the Nobel Peace Prize for his successful mediation of a ceasefire between four Arab nations and the State of Israel—the first time that all parties in the conflict ever signed armistice agreements with Israel. Consequently, his success made him a symbol of racial progress in a segregated America. Born in 1903, Bunche would come to live his whole life practicing his personal creed of mediation over open conflict. This was the defining feature of his world-view and his actions as he delegated in the UN and as he marched as a Civil Rights Activist. During his Nobel Peace Prize lecture in Oslo, Norway, Bunche said: ‘The United



Nations exists not merely to preserve the peace but also to make change—even radical change—possible without violent upheaval. The United Nations has no vested interests in the status quo. It seeks a more secure world, a better, world, a world of progress for all peoples. In the dynamic world society which is the objective of the United Nations, all people must have equality and equal rights.'

Month: February

Week: 3

Day: 5

Age range: Infant and Toddlers

Topics:

- Theme: Civil Rights Leaders
- Shape: Star
- Number: 9
- Color: Purple
- Letter: Bb

Foundations: ELA 2.1, 2.2, ELA2.4, ELA3.1, M2.1,M2.2,M4.2

Indicators:

CCSS: Speaking and Listening

- Imitates a series of three numbers or unrelated words
- Uses an action or place word with a noun

NAEYC Standards

03D-1600: Show or describe two examples of lesson plans in which infants and toddlers revisit experiences and materials across periods of days or weeks.

Activity:

1. Reading a Book about Harriet Tubman
2. Patty Cake

Resources and materials needed:

Patty Cake

- None Needed

Reading Book: (Suggestions)

- Teacher's Choice

Procedures:

Patty Cake: Teachers will do one on one Patty Cake game with the child and have them in your lap playing the game.

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.