

**Month:** February

**Week:** 4

**Day:** 1

**Age range:** Pre-K

**Topics:**

- Theme: Civil Rights Leaders
- Shape: Diamond
- Number: 22
- Color: Yellow
- Letter: Vv

**Foundations:** SS2.1,SS2.2,SS2.4,SS3.1,SS3.2,PHG3.1,M2.1,M2.2,ELA2.3,ELA3.1,ELA3.2

**Indicators:**

CCSS: Speaking and Listening

- Produces vocalizations with correct inflection of questions and exclamations
- Imitated words on request while looking at pictures

**NAEYC Standards**

01C-54 Show or describe two examples of how you help make children's play more complex.

**Activity:**

1. Reading a Book about Nelson Mandela
2. Paper Cup Letter Recognition
3. Duplo Patterns

**Resources and materials needed:**

Reading Book: (Suggestions)

- Nelson Mandela by Kadir Nelson

Paper Cup Letter Recognition

- Long paper
- Paper cups
- Black marker

Duplo Patterns

- Duplo legos
- Markers
- Index cards

**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).

**Paper Cup Letter Recognition:** Take a paper cup and traced circles on a sheet of paper. Then write capital letters in the circles and matching lowercase letters on top of the cup. Children will match the lowercase with the uppercase letter by placing the correct cup on top of the circle.

**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:** 4

**Day:** 2

**Age range:** Pre-K

**Topics:**

- Theme: Civil Rights Leaders
- Shape: Diamond
- Number: 22
- Color: Yellow
- Letter: Vv

**Foundations:** ELA2.1, ELA2.4, ELA3.1, ELA3.2, M1.1, M1.2, M1.3

**Indicators:**

CCSS: Counting, Cardinality, and Operations Base Ten

- Counts a number of objects up to 10
- Demonstrates awareness of the presences of objects

**NAEYC Standards**

01C-54 Show or describe two examples of how you help make children's play more complex.

**Activity:**

1. Reading a Book about Martin Luther King Jr
2. Flashcards
3. Ice Cream Counting

**Resources and materials needed:**

Reading Book: (Suggestions)

- Martin's Big Words by Doreen Rappaport

Flashcard

- Find pictures of items that start with the letter "V" and laminate the pictures

Ice Cream Counting

- Pompoms
- Brown laminated paper cut into triangles
- Black Dry Erase Marker
- 2 bowls

**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).

**Flashcard:** Pre make laminated cards with items that start with the letter "V" (i.e. violin, vase, etc) and start with the sound of "V" then say the word.

**Ice Cream Counting:** Cut twenty- two small triangles out of brown construction paper, then write the numbers 1 to 22 on them. Run them through the laminator so they'd last for a while, then put them into a bowl. The kiddos will rummage around the pompom bin and picked a variety of fun colors, and those pompoms went into a tray. Once everything was ready, demonstrate that they are to make an ice cream cone based upon the number on the cones.

**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:** 4

**Day:** 3

**Age range:** Pre-K

**Topics:**

- Theme: Civil Rights Leaders
- Shape: Diamond
- Number: 22
- Color: Yellow
- Letter: Vv

**Foundations:** ELA2.1,ELA3.1,ELA3.2,M1.2,M4.1,APL2.1,SC5.1

**Indicators:**

CCSS: Reading

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

**NAEYC Standards**

02E-297 Show one example of a lesson plan about how writing is used in daily life.

**Activity:**

1. Reading a Book about shapes
2. Shaving Cream Play
3. Find Somebody Who

**Resources and materials needed:**

Shaving Cream Play

- Wax paper
- Shaving cream
- Tape
- Paper Towels

Find Somebody Who

- None needed

Reading Book: (Suggestions)

- The Greedy Triangle by Marilyn Burns

**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).

**Shaving Cream Play:** Tape down on the floor or table the wax paper. Give each child a small amount of shaving cream and have them to play in the shaving cream. Demonstrate how they can make their letters, numbers, and shapes in the shaving cream. Have paper towels handy for clean up.

**Find Somebody Who:** Teachers will explain to the children that they have to find somebody that meets the criteria that was given by the teacher. For example: the teacher will say “find somebody who has on the color brown” or “find somebody who has long hair” and the children will look for somebody that meets that criteria.



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:** 4

**Day:** 4

**Age range:** Pre-K

**Topics:**

- Theme: Civil Rights Leaders
- Shape: Diamond
- Number: 22
- Color: Yellow
- Letter: Vv

**Foundations:** CA1.1,CA2.1,CA3.1,ELA2.1,ELA2.4,ELA3.1,SC1.1,SC1.2

**Indicators:**

CCSS: Measurement and Data

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

**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. Reading a Book about letters
2. Color and Shape Sensory Bags
3. Dance Time

**Resources and materials needed:**

Dance Time:

- Download Music on Electronic device

Reading Book: (Suggestions)

- ABC by Dr. Seuss

Color and Shape Sensory Bags:

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

**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 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. Insert two colors of buttons into each sensory bag and taped it to the table. Add sorting 'sections' for each color. Draw on the baggies with dry erase markers. Draw big diamonds and hearts 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 22 into the shapes and have them to count the buttons that go into the shapes.

**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.



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:** 4

**Day:** 5

**Age range:** Pre-K

**Topics:**

- Theme: Civil Rights Leaders
- Shape: Diamond
- Number: 22
- Color: Yellow
- Letter: Vv

**Foundations:** CA1.1, CA3.1,CA3.2,CA3.3,ELA2.4,ELA3.2,SS1.1,SS3.3,SS5.1

**Indicators:**

CCSS: Reading

- Distinguishes print from pictures
- Tells a story while correctly holding a book

**NAEYC Standards**

02E-293 Show or describe how you help children write the words and messages they are trying to communicate.

**Activity:**

1. Reading a Book
2. Freedom Poster
3. Music Time

**Resources and materials needed:**

Reading Book: (Suggestions)

- Teacher's Choice

Freedom Poster

- Crayons
- White paper
- Markers
- Painter's Tape

Music Time

- Downloaded children's music
- Tablet/ cell phone/ computer
- Play instruments

**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).

**Freedom Poster:** Teacher will write on papers "I am Free to Be Me!" and have children to color and draw pictures of themselves. Teachers will post their pictures on the walls.

**Music Time:** Teachers will play downloaded children's music on electronic devices and allow them to sing, dance and pretend play instruments.

**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.