

Month: January

Week: 1

Day: 1

Age range: Pre-K

Topics:

- Theme: Ice and Snow
- Shape: Oblong
- Number: 1
- Color: Gray
- Letter: Ss

Foundations: ELA3.1, PHG2.2, PHG3.1, SC1.1, M2.2, M5.2

Indicators:

CCSS: Reading

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

NAEYC Standards

02F-340 Show or describe two examples of experiences or materials you provide that help children learn about number concepts.

Activity:

1. Reading a Book about letters
2. Color Target Game
3. Number 1 worksheet

Resources and materials needed:

Number 1 Worksheet

- Worksheet (attached to this lesson plan)
- Pencil

Reading Book: (Suggestions)

- S is for Snowman by Kathy Jo Wargin

Color Target Game

- Styrofoam cups
- Cardboard box
- Scissors
- Permanent markers
- String
- Clear packing tape
- A soft ball



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 Target Game: To get started we cut three sides off of a cardboard box. Next cut a tiny slip in the top of several Styrofoam cups and pull some string through the hole. Knot the end that is inside the cup so that it can't go through the hole. Add some packing tape to secure the string to the inside top of each cup. Add a colored circle to each cup using a permanent marker (and a number value if you want as a well- for older kids). Cut small slits on the top edge of the cardboard box. Make one slit for each cup. Pull the cups with strings through the slits and tie knots at the top so that they won't go through the slits. Vary the cups so that they are at different



levels. Once everything is secure you are ready to play the moving targets game. For extra security you can also add a strip of packing tape along the top of the box, on top of the threads, to secure them in place. Give the children a small soft ball and use a barrier to mark where they should sit when they are throwing. Older kids move further back, little kids sit closer. Encourage the children to pick a color and call it out before they throw the ball. The goal was to try and hit the colored cup they "called."

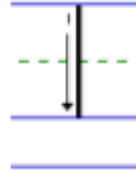
Number 1 Worksheet: Teachers will allow children to trace the number and to trace the number word. Children will need to do this activity with little help from teacher. Teachers must show them first how to follow the lines to trace and help as needed.

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.

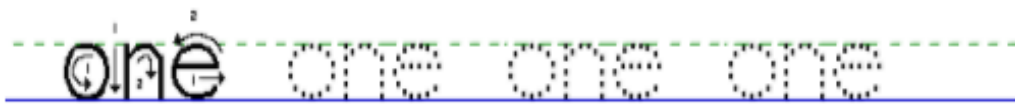
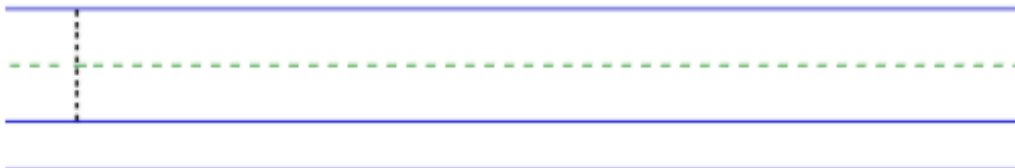
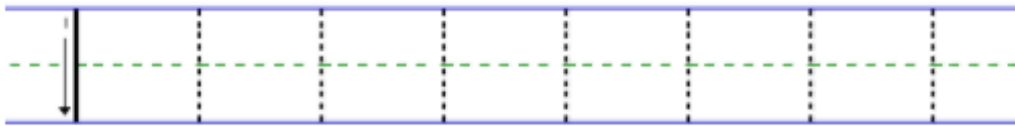
Name: _____

Date: _____

1 is one



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Month: January

Week: 1

Day: 2

Age range: Pre-K

Topics:

- Theme: Ice and Snow
- Shape: Oblong
- Number: 1
- Color: Gray
- Letter: Ss

Foundations: ELA1.1, ELA1.2, ELA1.3, ELA2.1, ELA2.3, M1.1,M1.2,M1.3, CA4.1

Indicators:

CCSS: Measurement and Data

- Communicates size of things relative to self
- Makes choices based on size

NAEYC Standards

2.L.01: Children are provided varied learning opportunities that foster positive identity and an emerging sense of self and others.

Activity:

1. Build Duplo Towers
2. S is for Snake
3. Puppet Play

Resources and materials needed:

Build Duplo Towers

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

S is for Snake

- Construction paper
- tempera paint
- googly eyes
- a dry sponge
- a pen
- glue.

Puppet Play

- People and animal hand puppets

Procedures:

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.

S is for Snake: Write the letters (block style) on a piece of construction paper. Cut it out. Cut off small section of the sponge. Prepare a dab of paint. Give the children the sponge and have they paint the stripes on the "S".





Let it dry and cut out a small red tongue. Once the “S” is dry, let the children glue on the tongue (on the back) and the two googly eyes.

Puppet Play: Teacher will gather the children around with the hand puppets to talk about what happens in the what happens in the winter, how to keep warm, and what animals you see in the winter. Have the puppets to interact with children by answering the questions and allowing the children to touch them.

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: January

Week: 1

Day: 3

Age range: Pre-K

Topics:

- Theme: Ice and Snow
- Shape: Oblong
- Number: 1
- Color: Gray
- Letter: Ss

Foundations: CA1.1, CA2.1, M4.1,M4.2, ELA2.2, ELA3.1

Indicators:

CCSS: Geometry

- Identifies objects that do not belong in particular group
- Attends to visual auditory, tactile patterns

NAEYC Standards

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

Activity:

1. Shaving Cream Play
2. Oblong or not oblong
3. Nursery Songs

Resources and materials needed:

Shaving Cream Play

- Wax paper
- Shaving cream
- Tape
- Paper Towels

Oblong or not oblong

- Pre- laminated shapes

Playing Children's Nursery Songs:

- Music Player with Nursery Rhymes

Procedures:

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.

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.

Oblong or not oblong: Shapes will be placed on the floor and when the teacher calls out a shape, the children will walk to the shape. If a child goes to the incorrect shape, ask a child in the class to help them go to the called out shape. Then ask the group to name the shape the other child went to so that the child can know that particular shape.

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: January

Week: 1

Day: 4

Age range: Pre-K

Topics:

- Theme: Ice and Snow
- Shape: Oblong
- Number: 1
- Color: Gray
- Letter: Ss

Foundations: ELA 2.1, ELA2.4, ELA3.1, M1.1, M1.2, M1.3, SC2.1, SC2.2

Indicators:

CCSS: Reading

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

NAEYC Standards

02G-399 Show or describe two ways you teach children to learn and use science-related vocabulary.

Activity:

1. Reading a Book about ice and snow
2. Flashcards
3. Frozen Bubbles

Resources and materials needed:

Reading Book: (Suggestions)

- Snow! Snow! Snow! By Lee Harper

Flashcards

- Find pictures of items that start with the letter “S” and laminate the pictures

Frozen Bubbles:

- Bubbles (with wand)
- Paper
- Pencils/ crayons

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 “S” (i.e. spider, snake, etc) and start with the sound of “S” then say the word.

Frozen Bubbles: Teachers will ask children about the weather and what it feels like. Go over the definition of freeze, temperature, and winter. Then ask them the following questions: if you blow bubbles in freezing temperatures will they freeze and what happens when you blow bubbles outside in the winter? Have children to draw what they believe will happen then go outside and blow bubbles to see what happens. After the experiment, ask the children to draw what they saw.

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: January

Week: 1

Day: 5

Age range: Pre-K

Topics:

- Theme: Ice and Snow
- Shape: Oblong
- Number: 1
- Color: Gray
- Letter: Ss

Foundations: SC2.2, SC3.1, SC5.1, ELA2.4, ELA3.1

Indicators:

CCSS: Measurement and Data (Time)

- Associates familiar events with concrete objects
- Uses vocabulary to identify events in a routine

NAEYC Standards

02G-381 Show two lesson plans that teach children about the structure and properties of matter.

Activity

1. Melting Ice experiment
2. Reading a Book

Resources and materials needed:

Reading Book:

- Super Saturday Savers by Alisia Apple

Melting Ice

- small Dixie cups
- water
- scissors
- 6 compartment muffin tin
- salt
- sugar

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).

Melting Ice: Ask them what variable will melt the ice fastest. Fill 6 small Dixie cups with water. Freeze overnight. Cut the frozen water out of the cups. Place one in each of the compartments in the muffin tin. Pour hot water on one, cold water on another, steam on another, salt on another, and sugar on another. Leave one alone so that it can act as the control. Adult supervision is important, particularly with the steam and hot water. Children can talk about what is happening to each block of ice throughout the day. Make sure that you label each tin.

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.