

Month: June

Week: 2

Day: 1

Age range: Pre-K

Topics:

- **Theme:** My Plate (Nutritional Food)
- **Shape:** Prism
- **Number:** 3
- **Color:** Yellow
- **Letter:** Aa

Foundations: SC5.1, SC1.1, SC1.2, SS1.1, CA3.3, PHG3.1, ELA1.1, ELA2.2, ELA2.3

Indicators:

CCSS: Reading

- Talks about characters and settings
- Re-enacts stories
- Tells simple stories from picture books

NAEYC Standards

02L-497 Show or describe two ways you help children learn about the physical and geographic characteristics of their local environment.

Activity:

1. Color and Shape Sensory Bags
2. Reading a Book about Healthy Eating
3. Aa Is for Alligator

Resources and materials needed:

1. Color and Shape Sensory Bags:
 - Dry Erase Markers (Yellow and Black)
 - Yellow and Black Buttons
 - Painters tape
 - Baby Gel Oil
 - Sandwich or gallon bag
2. Reading a Book:
 - Gregory, the Terrible Eater by Mitchell Sharmat
3. Aa is for Alligator:
 - White paper
 - Green paint
 - Container to put paint in
 - Wide paint brush
 - Small paint brush
 - Container of Water
 - Paper Towel
 - Wiggly Eyes
 - Scissors
 - Glue



Procedures:

Aa is for Alligator: Give each child a white piece of paper and explain to them that this week's letter is "Aa" and that alligators start with the letter "Aa". Take the paint brush and dip it in the paint. Take the child's hands paint the palms green and help them place their hands on the paper like the example shown. Let the paint dry and cut out teeth for the Alligator. Then help children glue the wiggly eyes and teeth on the alligator. Write on the paper using the green paint and smaller paint brush "Aa is for Alligator" and let it dry. Use paper towel to wipe children's hands.



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 or floor. For infants and 1 year olds just leave the bag as is. They are grasping the whole color recognition aspect and wouldn't have the patience to sort the colors. They will simply enjoyed moving the buttons around in the hair gel, loving the sensory experience. Age 2 and up add sorting 'sections' for each color. Draw on the baggies with dry erase markers. Draw big circle 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 a number into the shapes and have them to count the buttons that go into the shapes.

Read a book about Healthy Eating: 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).



Month: June

Week: 2

Day: 2

Age range: Pre-K

Topics:

- **Theme:** My Plate (Nutritional Food)
- **Shape:** Prism
- **Number:** 3
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- **Letter:** Aa

Foundations: ELA2.1, ELA2.3, M1.1, M2.1, M2.2, APL1.2, APL4.1, SC5.1

Indicators:

CCSS: Speaking and Listening

- Uses more than one descriptor word in a sentences
- Repeats simple sentences as presented

NAEYC Standards

03D-1598 Show two examples of lesson plans in which preschool, kindergarten, and school-age children experience change in materials or events across a period of several weeks.

Activity:

1. “A” Flashcards
2. Sensory Bags: Making a Light Yellow Prism
3. Ballin’ at 3

Resources and materials needed:

Flashcards:

- Pictures of things that start with the letter “A” (magazine or printed internet pictures)
- Laminator

Sensory Bags:

- Ziploc bags
- Yellow and white paint
- Tape
- Permanent marker

Ballin’ at 3:

- Medium size ball
- Medium size basket

Procedures:

Flashcards: Pre make laminated cards with items that start with the letter “A” (such as apple, alligator, etc) and start with the sound of “A” then say the word.

Sensory Bags: On Ziploc bag take permanent marker and draw a big prism. Put inside the bag yellow and white paint. Ziploc the bag and place it on the table. Tape the bag down to the floor/table and let them explore.

Ballin at 3: Explain to the children that they are pretending like they are playing basketball and they have 3 tries to make a basket. Place basket in a centralize space in the room and have children shoot the basket. Each time they try to make the basket have them to count aloud.

Month: June

Week: 2

Day: 3

Age range: Pre-K

Topics:

- **Theme:** My Plate (Nutritional Food)
- **Shape:** Prism
- **Number:** 3
- **Color:** Yellow
- **Letter:** Aa

Foundations: SC1.1, SC1.2, SC5.1, CA1.1, PHG2.2, PHG3.1, PH3.2, ELA1.2, ELA2.1, ELA2.3, M1.1, M1.2, M2.2

Indicators:

CCSS: Speaking and Listening

- Communicates recent experiences using at least one attribute word
- Uses possessive and objective pronouns

CCSS: Geometry

- Matches opposites
- Names groups of objects according to the common attributes
- Puts objects into groups with the similar attribute

NAEYC Standards

03A-534 Show two classroom displays that have created to help children reflect on and extend their learning.

Activity:

1. Colorful Pom Pom Drop
2. Homemade Guitar
3. "A" Soup

Resources and materials needed:

1. Colorful Pom Pom Drop
 - toilet/ paper towel tubes
 - Painter's tape
 - Poster board
 - Markers
 - Paint
 - Paint brush
 - pompom
2. Reading
 - Family Member's Choice
3. "A" Soup
 - Plastic Letters/ laminated letters (3, letter Aa)
 - Bowl
 - Plastic Mixing Spoons



Procedures:

Colorful Pom Pom Drop: Anyway, began with cardboard tubes and painted them 6 different colors using 2-3 coats of regular tempera paint. Then attach them with painter's tape to a large piece of paper and taped it all up to the wall. Add a bin full of colored pompoms of different sizes and let them go. They have gotten some practice pushing pompoms through small areas like this, but they also got to experiment with different sized pompoms and different sized tubes. Allow some of the larger pompoms to get stuck in the smaller tubes, so they can learn which sizes could fit down which tubes. Draw their attention to the



colors and show them how the tubes matched the pompoms in color; that they could drop a blue pompom down the blue tube.

Reading a Book: Teachers will invite children's family members to come 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).

"A" Soup: Place in a mixing bowl plastic/ laminated letters have children stir with a mixing spoon the letters. Have them to pick up a letter and the teacher will say the letter and sound. If they happen to pick the Letter "A" the teacher would say "Aaaa Soup" and then keep count how many times they pick up the letter "A".



Month: June

Week: 2

Day: 4

Age range: Pre-K

Topics:

- **Theme:** My Plate (Nutritional Food)
- **Shape:** Prism
- **Number:** 3
- **Color:** Yellow
- **Letter:** Aa

Foundations: SC1.1, SC1.2, SC5.1, CA3.1, CA3.2, ELA2.1, ELA2.4, ELA3.2, M2.1

Indicators:

CCSS: Reading

- Answer simple questions about characters, plot, outcome of story read aloud
- Tells simple stories from picture books
- Talks about settings

CCSS: Measurement and Data

- Explains how something may change over time
- Follows directions involving location
- Ask “where is...” question

NAEYC Standards

03A-534 Show two classroom displays that have created to help children reflect on and extend their learning.

Activity:

1. Colored Ice Sensory Ice Play
2. Reading a Book about shapes
3. Number Hunt Shredded Paper sensory

Resources and materials needed:

1. Colored Ice Sensory:
 - Shaped Ice Cube Tray
 - Blue, yellow, and green food coloring
 - Water
 - Baking pan
 - 2 containers
 - Towel
 - Paper towels
2. Reading a Book: (Suggestions)
 - Shapes that Roll by Karen Nagel
3. Alphabet Hunt:
 - Clear bin
 - Shredded Newspaper
 - Foam or Plastic numbers

Procedures:

Number Hunt: Shred newspaper into plastic bin and put the foam/ plastic numbers in the bin. Make sure you mix them up. Have the children to search for the letters through the tub of shredding newspaper (this is where the teachers jump in with the "You found the number 3!"...) Have them to count up to the number.



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).

Colored Ice Sensory: Add the coloring to the ice tray before filling with water to get a more even disbursement of color. Use food coloring and try to plan ahead and make colored ice the day before you want to set it out for play, so it is good and solid when they are ready. Fill a container with water then put the container of colored cubes inside the water. Have children either at a table or on the floor with towels. Allow them to splash and play around in the water.



Month: June

Week: 2

Day: 5

Age range: Pre-K

Topics:

- **Theme:** My Plate (Nutritional Food)
- **Shape:** Prism
- **Number:** 3
- **Color:** Yellow
- **Letter:** Aa

Foundations: M2.1, M2.2, SE4.1, APL1.1, APL1.2, APL3.1, CA1.1, CA4.1

Indicators:

CCSS: Listening and Speaking

- Uses plurals
- Uses auxiliary (helper) verbs
- Follows unfamiliar directions involving out of sight objects

CCSS: Geometry

- Identifies patterns
- Identify and sort common words in basic categories

NAEYC Standards

02L-497 Show or describe two ways you help children learn about the physical and geographic characteristics of their local environment.

Activity:

1. Nursery Rhymes Time
2. Puppet Play

Resources and materials needed:

Nursery Rhymes Time

- Music player with different nursery rhymes

Puppet Play

- Animal puppets
- Plastic food

Procedures:

Nursery Rhymes: Play CD/ Music Player that has nursery rhyme music. If children are mobile have them to dance to the songs and sing. This is an opportunity for teachers to be silly with the children.

Puppet Play: Have children to sit in a circle and have the animal puppets say what they are and what sound they make. If children are able to speak have them to repeat the sound and do the action of the animal. Have the puppets help the children count to 3 and say the alphabet. Talk with children about healthy eating and what should be on their plates. Have the puppet to [pretend to eat the plastic food and allow children to participate in doing the same. Allow children to touch the puppets and ask questions to the puppets.