

Month: March

Week: 1

Day: 1

Age range: Pre-K

Topics:

- Theme: Rain Forest Animals
- Shape: Hexagon
- Number: 13
- Color: White
- Letter: Ii

Foundations: ELA2.1,ELA2.2,ELA2.3,M4.2,CA1.1,CA2.1

Indicators:

CCSS: Reading

- Pretends to read a book aloud using jargon and combination of real words
- Points to letter when asked

NAEYC Standards

02E-258 Show or describe two examples of ways you help children connect print to spoken word.

Activity:

1. Shape Scavenger Hunt
2. Bottle Top Alphabet
3. Nursery Rhymes

Resources and materials needed:

Shape Scavenger Hunt

- Papers with drawn shapes (hexagon, triangle, circle, and square)

Bottle Top Alphabet

- Poster Board
- Permanent Marker
- 26 Soda or Water Bottle Caps

Playing Children's Nursery Songs

- Music Player with Nursery Rhymes

Procedures:

Shape Scavenger Hunt: Draw on a paper a shape and allow the children to find an item in the room that is the same shape.

Bottle Top Alphabet: Teachers will make 26 circles on the poster board with each letter in the alphabet in each circle. Take bottle tops and put a letter on each top. Have children to match the letter on the top to the letter on the poster board. If children are older: teachers can match uppercase to the lowercase letters.

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.

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: March

Week: 1

Day: 2

Age range: Pre-K

Topics:

- Theme: Rain Forest Animals
- Shape: Hexagon
- Number: 13
- Color: White
- Letter: Ii

Foundations: ELA2.4, ELA3.1, SC5.1, PHG2.1, PHG3.1, PHG3.2

Indicators:

CCSS: Operations and Algebraic Thinking

- Matches objects and sets
- Manipulates object for a purpose

NAEYC Standards

03G-715 Show or describe one lesson plan of a skill you taught by breaking it down into meaningful and achievable parts.

Activity:

1. Reading a book about the rain forest
2. Sensory Bags
3. Letter Tracing in Sugar

Resources and materials needed:

Reading a book (Suggestion)

- The Great Kapok Tree by Lynne Cherry

Sensory Bags

- Baby oil gel
- Sandwich bag
- Tape
- White buttons
- Dry erase marker

Letter Tracing in Sugar:

- Sugar
- Table cloth
- Tray
- Paper towels

Procedures:

Reading a book: Ask family members if they would like to help read to the children in their child's class. Family members can also bring their own books to share. 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).

Sensory Bags: Place in a bag baby oil gel and buttons. Seal bag and draw with a dry erase marker a shape and tape bag to the floor or table. Demonstrate that you want children to put all the buttons in the shape. If they are not able to grasp this concept, still show them how to do this and then have them to play with the bag.



Letter Tracing in Sugar: Place on the table or floor a table cloth and paper towels. Then place on the tray sugar. Draw letters, shapes and numbers in the sugar and then allow them to explore in the sugar when they are done.

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: March

Week: 1

Day: 3

Age range: Pre-K

Topics:

- Theme: Rain Forest Animals
- Shape: Hexagon
- Number: 13
- Color: White
- Letter: Ii

Foundations: CA3.1,CA3.2,CA3.3, SC1.2,SC5.1, SS3.2,SS3.3,ELA2.1,M1.3

Indicators:

ISTAR KR: Sensory Integration

- Interacts with environment using tactile senses
- Tolerates being messy

NAEYC Standards

03F-676 Show two examples of classroom experiences you have created that involve members of children's families.

Activity:

1. Play Dough Letter Play
2. Paper Plate Bird
3. Reading a Book

Resources and materials needed:

Play dough Letter Play

- Letter, number, shape cookie cutters
- Play dough
- Wax paper

Paper Plate Bird

- Paper Plate
- googly eyes
- thin strips of colored construction paper
- craft feathers
- markers
- glue
- scissors

Reading a Book

- Family Member's choice

Procedures:

Play Dough Letter Play: Roll out play dough on wax paper and have the children to press cookie cutters into play dough. As they are doing this activity, teaches will ask them what letter they are stamping and what sound it makes. With numbers and shapes have them to identify the number and shape that they are stamping.

Paper Plate Bird: Start off by folding the plates in half and set out markers for the children to color on the plate. Glue on feathers, eyes, and cut out a small piece of orange paper for the beak to glue on as well. For the tail, fold several strips of construction paper in half kind of fanning





the strips out a bit and staple the tails to the end of the bird. Fold your bird back in half and you are done!

Reading a book: Ask family members if they would like to help read to the children in their child's class. Family members can also bring their own books to share. 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: March

Week: 1

Day: 4

Age range: Pre-K

Topics:

- Theme: Rain Forest Animals
- Shape: Hexagon
- Number: 13
- Color: White
- Letter: Ii

Foundations: ELA2.4,ELA3.1,CA3.1,M2.2,M3.1

Indicators:

ISTAR KR: Physical Stability

- Moves arms and legs when on back or stomach
- Sits independently

NAEYC Standards

03F-676 Show two examples of classroom experiences you have created that involve members of children's families.

Activity:

1. Reading a book about colors
2. Sorting the Colors
3. Flashcards

Resources and materials needed:

Reading a Book (suggestion)

- Mixed Up Chameleon by Eric Carle

Sorting Colors

- Blue and white Bowl
- White and Blue plastic shapes

Flashcards

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

Procedures:

Reading a book: Ask family members if they would like to help read to the children in their child's class. Family members can also bring their own books to share. 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).

Sorting the Colors: Chose two colors (white and blue) that have very little in common with each other and look nothing alike. Think how confusing red and pink must look to a young one! Selected about 10 of each color (we are keeping it simple). Introduce the activity by saying "Today, we are going to sort colors! We are going to put white in this bowl and blue in this bowl." Then model the entire activity for the children. As you model the activity, sit next to the children or have them to sit in your lap and show them exactly what you are doing. Also do the narration of every move you make. Once you finished, dump them out on the floor or table have each child try to sort.

Flashcard: Pre make laminated cards with items that start with the letter "I" (i.e. ice, igloo, etc) and start with the sound of "I" then say the word



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: March

Week: 1

Day: 5

Age range: Pre-K

Topics:

- Theme: Rain Forest Animals
- Shape: Hexagon
- Number: 13
- Color: White
- Letter: Ii

Foundations: ELA2.4,ELA3.1,CA4.1,SS3.1,SS3.2,SS3.3

Indicators:

CCSS: Reading

- Reacts to a story or events
- Imitates parts of stories

NAEYC Standards

03G-710 Show or describe how you engage in collaborative inquiry, sometimes with individual children and sometimes with small groups of children.

Activity:

1. Reading a book
2. Animal Puppets of the Rain Forest
3. Can you poke a bubble without popping?

Resources and materials needed:

Reading a Book

- Teacher's choice

Puppets:

- Rain Forest Animal Puppets

Can you poke a bubble

- Dishwashing liquid
- Water
- Glycerin (optional)
- A dish
- A straw

Procedures:

Puppets: Teachers will go over with the children the letter of the week, shape of the week, and counting to 13 with the puppets. Puppets will talk about their lives in the rain forest as far as what they eat, how they act, where they live and any other information about the animals.

Teachers should engage the children by asking questions and having the children to play and sing with the animals.

Reading a book: Ask family members if they would like to help read to the children in their child's class. Family members can also bring their own books to share. 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).

Can you poke a bubble: Teachers will go over the words: bubbles and water before starting the experiment. Mix 1 cup of water with 1 teaspoon of dishwashing liquid. Add 1 teaspoon of



glycerin and stir gently (optional). Pour small amount of this soap solution onto the dish. Put one end of the straw into the solution and blow. Make sure the entire opening of the straw is submerged into the solution. After making a big bubble remove the straw slowly. Wet your finger completely using the remaining soap solution. Poke the bubble. You should be able to poke through the bubble without popping it. If the bubble pops when you touch it, then your finger is not wet enough.

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.