



**Month:** October

**Week:** 2

**Day:** 1

**Age range:** Pre-K

**Topics:**

- Theme: Fire Safety
- Shape: Rectangle
- Number: 12
- Color: Tan
- Letter: Pp

**Foundations:** M4.1, M4.2, ELA2.1, ELA2.2, CA4.1, SC3.1

**Indicators:**

CCSS: Reading

- Reacts to recognizable features in print
- Reacts to pictures of familiar people

CCSS: Geometry

- Explore attributes
- Attends to visual auditory, tactile patterns

**NAEYC Standards**

1.D.05 (a) Teaching staff promote pro-social behavior by interacting in a respectful manner with all staff and children. They model turn taking and sharing as well as caring behaviors.

**Activity**

1. Showing flashcards of items that start with the letter “P”
2. Roll Play (Stop, Drop, and Roll)
3. Find the Rectangle

**Resources and materials needed:**

1. Flashcards:
  - Find pictures of items that start with the letter “P” have them laminated
2. Roll Play (Acting like Bees)
  - Fake phone
  - Fire Hat
3. Find the Rectangle
  - Pictures of a rectangle (laminated)
  - Scissors
  - Tape (optional)

**Procedures:**

**Flashcards:** Pre make laminated cards with items that start with the letter “P” (such as pig, plate, etc) and start with the sound of “P” then say the word.

**Roll Play:** Let children know that this week they will be learning about fire safety. Show them how to use a phone to call the emergency number of 911 for a fire and if they are on fire show them how to stop, drop, and roll. Modifications: (If infants): if they are not at the stage of being mobile and repeating sounds still act out the activity for them as they will enjoy the movement and respond to the actions.

**Find the Rectangle:** Cut out laminated pictures of rectangles. Have the children to search for the rectangle around the room and have them to find it.



**Month:** October

**Week:** 2

**Day:** 2

**Age range:** Pre-K

**Topics:**

- Theme: Fire Safety
- Shape: Rectangle
- Number: 12
- Color: Tan
- Letter: Pp

**Foundations:** ELA2.1, ELA2.3, M1.1, M2.1, M2.2, APL1.2, APL4.1, SC3.1, SC5.1

**Indicators:**

CCSS: Speaking and Listening

- Imitates one word vocalization/ signs such as “more” “all gone” “mine”
- Names familiar objects
- Uses pointing for learning new vocabulary

CCSS: Measurement and Data

- Tracks movement
- Anticipates a routines
- Follows along with a simple routine

**NAEYC Standards**

1.D.05 (b) Teaching staff promote pro-social behavior by interacting in a respectful manner with all staff and children. They help children negotiate their interactions with one another and with shared materials.

**Activity:**

1. Reading a Book about the alphabet
2. Sensory Bags: Making a Tan Rectangle
3. Ballin’ at 12

**Resources and materials needed:**

Read a Book: (Suggestions)

- ABC by Dr. Seuss

Sensory Bags:

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

Ballin’ at 12:

- Medium size ball
- Medium size basket

**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.

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



**Ballin at 12:** Place a basket on the wall and demonstrate that you want them to put the ball in the basket. Every time they make a basket count until they reach (or attempted to reach) the number 12. Modifications: Try to have them blindfolded to see if they can make the basket.



**Month:** October

**Week:** 2

**Day:** 3

**Age range:** Pre-K

**Topics:**

- Theme: Fire Safety
- Shape: Rectangle
- Number: 12
- Color: Tan
- Letter: Pp

**Foundations:** ELA2.4, M1.1, M1.3, M3.1, SE1.1, APL4.1, PHG3.1, CA3.1, CA3.2, CA3.3

**Indicators:**

CCSS: Reading

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

CCSS: Measurement and Data

- o Tracks movement
- o Demonstrates an awareness of location of objects

**NAEYC Standards**

1.D.05 (c) Teaching staff promote pro-social behavior by interacting in a respectful manner with all staff and children. They engage children in the care of their classroom.

**Activity:**

1. Reading a Book about Fire Safety
2. Ice Cream Counting
3. Nursery Rhymes

**Resources and materials needed:**

Nursery Rhymes

- o Music Player with Nursery Rhymes

Reading Book: (Suggestions)

- o Fire Safety with Roy by E. Moore

Ice Cream Counting:

- o Pompoms
- o Brown laminated paper cut into triangles
- o Black Dry Erase Marker
- o 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).

**Ice Cream Counting:** Cut twenty small triangles out of brown construction paper, then write the numbers 1 to 12 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.

**Nursery Rhymes:** Play and sing the nursery rhymes with children. If they are mobile have them to dance and around with the songs.



**Month:** October

**Week:** 2

**Day:** 4

**Age range:** Pre-K

**Topics:**

- Theme: Fire Safety
- Shape: Rectangle
- Number: 12
- Color: Tan
- Letter: Pp

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

**Indicators:**

CCSS: Reading

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

**NAEYC Standards**

1.D.05 (d) Teaching staff promote pro-social behavior by interacting in a respectful manner with all staff and children. They ensure that each child has an opportunity to contribute to the class.

**Activity:**

1. Colored Ice Sensory Ice Play
2. Reading a Book about Fire Safety
3. Alphabet Hunt Shredded Paper sensory

**Resources and materials needed:**

1. Colored Ice Sensory:
  - Silicone rectangle Shaped Ice Cube Tray
  - Red and green food coloring
  - Water
  - Baking pan
  - 2 containers
  - Towel
  - Paper towels
2. Reading a Book: (Suggestions)
  - Stop Drop and Roll by Margery Cuyler
3. Alphabet Hunt:
  - Clear bin
  - Shredded Newspaper
  - Foam or Plastic Letters

**Procedures:**

**Alphabet Hunt:** Shred newspaper into plastic bin and put the foam/ plastic letters 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 tan Pp!"...)

**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:** October

**Week:** 2

**Day:** 5

**Age range:** Pre-K

**Topics:**

- Theme: Fire Safety
- Shape: Rectangle
- Number: 12
- Color: Tan
- Letter: Pp

**Foundations:** ELA2.1, ELA2.2, ELA3.1, CA1.1, SC1.1, PHG3.1, PHG3.2

**Indicators:**

CCSS: Writing

- Associates writing with purpose
- Attempts to write and draw

**NAEYC Standards**

1.D.05 (e) Teaching staff promote pro-social behavior by interacting in a respectful manner with all staff and children. They encourage children to listen to one another.

**Activity:**

1. 12 different sounds
2. Q-Tip Paint Tracing

**Resources and materials needed:**

12 different sounds

- Different play instruments
- Pans, pots, shakers

Q- Tip Paint Tracing:

- White paper
- Q-Tip
- Pink Paint
- Paper Towels
- Black Marker

**Procedures:**

**12 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 sounds.

**Q-Tip Paint Tracing:** Use marker to write out Uppercase and lowercase “P” two times on the paper. Then have the children to trace over them with a Q-Tip dipped in pink paint. This works on the fine motor skills as they learn to handle smaller utensils, but don’t quite have the strength yet to press a pencil down firmly.