



**Month:** October

**Week:** 2

**Day:** 1

**Age range:** Infant

**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 (f) Teaching staff promote pro-social behavior by interacting in a respectful manner with all staff and children. They encourage and help children to provide comfort when others are sad or distressed.

**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
  - 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. 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. Show the pictures of the rectangle to children and then hide it either behind your back or under an item. Ask them “where is the rectangle” give them a couple of seconds to look for it and then bring it out and say “there it is”!



**Month:** October

**Week:** 2

**Day:** 2

**Age range:** Infant

**Topics:**

- Theme: Fire Safety
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**Foundations:** ELA2.1, ELA2.3, M1.1, M2.1, M2.2, APL1.2, APL4.1, SC3.1, SC5.1

**Indicators:**

CCSS: Measurement and Data

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

**NAEYC Standards**

1.D.05 (g) Teaching staff promote pro-social behavior by interacting in a respectful manner with all staff and children. They use narration and description of ongoing interactions to identify pro-social behaviors.

**Activity:**

1. Reading a Book about the alphabet
2. Ballin' at 12

**Resources and materials needed:**

Read a Book: (Suggestions)

- ABC by Dr. Seuss

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

**Ballin at 12:** For infants: Place them on the floor (for tummy time) and roll the ball to them counting each time you roll up to 12



**Month:** October

**Week:** 2

**Day:** 3

**Age range:** Infant

**Topics:**

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

**Foundations:** ELA2.4, 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.E.01 For children persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success.

**Activity:**

1. Reading a Book about Fire Safety
2. 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

**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.

**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.



**Month:** October

**Week:** 2

**Day:** 4

**Age range:** Infant

**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.E.02 Teachers observe children who have challenging behavior. They identify events, activities, interactions and other contextual factors that predict challenging behavior and may contribute to the child's use of challenging behavior.

**Activity:**

1. Colored Ice Sensory Ice Play
2. Reading a Book about Fire Safety

**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

**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).

**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. Use baking pan and put the ice on the pan and have them to play.



**Month:** October

**Week:** 2

**Day:** 5

**Age range:** Infant

**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.E.03 Rather than focus solely on reducing the challenging behavior, teachers focus on teaching the child social communication, and emotional regulation skills.

**Activity:**

1. 12 different sounds
2. Shaving Cream Play

**Resources and materials needed:**

12 different sounds

- Different play instruments
- Pans, pots, shakers

Shaving Cream Play:

- Wax paper
- Shaving cream
- Tape
- Paper Towels

**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.

**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.