



Month: October

Week: 3

Day: 1

Age range: Pre-K

Topics: (Teachers will learn how to say the following topics in Spanish and French)

- Theme: Families (Spanish: Familias; French: Des Familles)
- Shape: Square (French: Carre'; Spanish: Cuadrado)
- Number: 13 Thirteen (Spanish: Trece; French: Treize)
- Color: Pink (French: Rose; Spanish: Rosado)
- Letter: Ff

Foundations: ELA 3.1, M1.1, M1.3, M3.1, SE1.1, APL4.1, PHG3.1, CA3.1, CA3.2, CA3.3

Indicators:

CCSS: Measurement and Data

- Tracks movement
- Demonstrates an awareness of location of objects
- Responds to objects in the environment

NAEYC Standards

1.E.04 (a) Teaching staff respond to a child's challenging behavior, including physical aggression, in a manner that provides for the safety of the child.

Activity:

1. Toy Car Game
2. Shaving Cream Play
3. Baby Ball Drop

Resources and materials needed:

Shaving Cream Play

- Wax paper
- Shaving cream
- Tape
- Paper Towels

Toy Car Game

- 25 toy cars
- Marker
- Cardboard
- Labels

Drawing My Family:

- Crayons/ Markers/ Colored Pencils
- Paper

Procedures:

Drawing My Family: Ask the children to draw their family members and then dictate for them who they drew and what they are doing.

Toy Car Game: Take cardboard and marker and draw lines like a parking lot on the cardboard. Then number the spaces up to 13. Then take the labels and number them 1 to 13 and then place them on the cars. Demonstrate to the children how to place the car in the correct space and then have the children to repeat the action



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.



Month: October

Week: 3

Day: 2

Age range: Pre-K

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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

1.E.04 (b) Teaching staff respond to a child's challenging behavior, including physical aggression, in a manner that provides for the safety of others in the classroom.

Activity:

1. Colorful Pom Pom Drop
2. Homemade Guitar
3. Reading a Book

Resources and materials needed:

1. Colorful Pom Pom Drop
 - toilet/ paper towel tubes
 - Painter's tape
 - Poster board
 - Markers
 - Paint
 - Paint brush
 - pompom
2. Homemade Guitar
 - Baking loaf
 - Pink Rubber Bands
 - Instrumental Music on CD/Music Player
3. Reading a Book
 - Family member's choice



Procedures:

Colorful PomPom 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.

Homemade Guitar: Have instrumental music playing in the background (any music without words is fine). Place 5 pink rubber bands on the baking loaf (which is the shape of a prism) and make sure it is tight enough so that it can make a sound. Demonstrate how to play the guitar and play it with the music have them to play with the music. Make sure that toddlers are monitored while playing with the guitar.

Reading a Book: Invite a family member to read to the class. 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.



Month: October

Week: 3

Day: 3

Age range: Pre-K

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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

02A-124 Show two examples of how your written curriculum or curriculum framework can be modified to reflect the values, beliefs, and experiences of families in your programs.

Activity

1. Showing flashcards of items that start with the letter "F"
2. Roll Play (Acting like a family)
3. Find the Squares

Resources and materials needed:

Flashcards:

- Find pictures of items that start with the letter "F" have them laminated

Roll Play (Acting like a family)

- Have children to bring in a picture of their family

Find the Squares

- Pictures of a squares (laminated)
- Scissors
- Tape (optional)

Procedures:

Flashcards: Pre make laminated cards with items that start with the letter "F" (such as fish, food, etc) and start with the sound of "F" then say the word.

Roll Play: Teachers can ask the children who is in their family. Allow children to play like they are a person in their family by having them to play with the household toys such as the kitchen and dolls.

Find the Square: Cut out laminated pictures of squares. Place 13 rhombus around the room and have them to find it.



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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: 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.E.04 (d) Teaching staff respond to a child’s challenging behavior, including physical aggression, in a manner that is respectful to the child.

Activity:

1. Sensory Bags: Making a Pink Square
2. Line Walking
3. Reading a Book

Resources and materials needed:

Reading a Book

- Family Member’s choice

Sensory Bags:

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

Line Walking:

- Painter’s Tape

Procedures:

Sensory Bags: On Ziploc bag take permanent marker and draw a big square. Put inside the bag red and white paint. Ziploc the bag and place it on the floor (for infants) and the table for toddlers. Tape the bag down to the floor/table and let them explore.

Line Walking: Teachers will place tape on the floor as the shape of a square, rectangle and triangle. Tell the children that they will be playing a game of walking the line, but they have to listen to what shape they must walk on. Teachers will call out the shape and the children must walk the line of that shape. If they go to another shape, they must run in place for 13 seconds to get back into the game.



Reading a Book: Invite a family member to read to the class. 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.



Month: October

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Foundations: M1.1, M1.2, M1.3, ELA3.1

Indicators:

CCSS: Counting, Cardinality, and Operations Base Ten

- Uses numbers to compare

CCSS: Geometry

- Recognizes 5 colors

NAEYC Standards

1.E.04 (e) Teaching staff respond to a child's challenging behavior, including physical aggression, in a manner that provides the child with information on acceptable behavior.

Activity:

1. Reading a Book about family
2. Fruit Loop Towers

Resources and materials needed:

Reading a Book: (Suggestions)

- All Kinds of Families by Rachel Fuller

Fruit Loop Towers:

- Small fruit cups
- Play dough
- Linguine
- Fruit loops

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).

Fruit Loop Towers: Give each child a ball of play dough and then stick a piece of uncooked linguine in it. Then fill some cups with fruit loops. Have the children to try to place the cereal on the piece of pasta. After they have filled up their tower have them to count how many fruit loops they were able to get on their tower. (If some of the children are having trouble placing the cereal on the linguine, start off helping them and then let them independently finish the project).