

September Activity Plan Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday
English/ Language Arts	Teacher's Choice Read Aloud	Beginning Sounds	More Beginning Sounds	Teacher's Choice Read Aloud	Colores
Math	2D Shape Trace & Match	Counting Food	Shape Patterns	Color By Number	Count & Graph
Social Emotional	SEE Physical Health & Growth	See Creative Arts	SEE Physical Health & Growth	SEE Physical Health & Growth	SEE Physical Health & Growth
Science	All About Ellen Ochoa	Blast Off!	Planet Earth	Day & Night	See Math
Social Studies	Hispanic Heritage Month	Hispanic Heritage Month	Hispanic Heritage Month	Hispanic Heritage Month	Hispanic Heritage Month
Creative Arts	Handprint Cactus	Cumbia	Merengue	Salsa	Bachata
Physical Health and Growth	Outdoor Play	See Creative Arts	See Creative Arts	See Creative Arts	See Creative Arts

Approaches to Play and Learning	Included in Lesson Plans Above	Included in Lesson Plans Above	Included in Lesson Plans Above	Included in Lesson Plans Above	Included in Lesson Plans Above
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Day 1

Topic(s)

Foundation(s)

- Theme: Hispanic Heritage Month
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

CA3.1

Demonstrate creative expression through the visual art process

CA3.2

Demonstrate creative expression through visual art production

Indicato

Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
Explore simple art materials.	Use simple art materials Express preferences for certain art materials	Progress in ability to create drawings, models, and other art using a variety of materials	
		Develop growing ability to plan, work independently, and demonstrate care in a variety of art Use colors, lines, and shapes to communicate meaning	Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art Identify and use colors, lines, and shapes found in the environment and in works of art

Activities

Handprint Cactus

Students will learn about the cactus plant.

It is a desert plant found in many Spanish speaking countries. It is

Also an ingredient found in a popular latin dish.



Resources and Materials	
A variety of green construction paper Orange Paper Red Paper Sharpie Colorful Pom Poms White Crayons	
NAEYC Standards	Supports
1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.	Teacher will help as necessary.

Day 2	Topic(s)	Foundation(s)
	<ul style="list-style-type: none"> • Theme: Hispanic Heritage Month • Shape: Circle • Number: 11 • Color: White • Letter: Ee 	CA1.1 Demonstrate creative movement expression

Indicato	Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
	Use whole body to respond to music	Use dance for self-expression	Convey ideas emotions through creative movement expression (with or without music)	
				Purposefully select movements that communicate ideas, thought, and feelings
Activities				
Learn Cumbia Listen to Cumbia a la gente Ask the kids how the music made them feel, what does it remind them of, and how it makes them to dance. Now the kids will learn how to dance cumbia Watch this How to Do Basic Cumbia Dance Steps				
Resources and Materials				

NAEYC Standards	Supports
1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.	Teacher will guide as necessary.

Day 3

Topic(s)

Foundation(s)

- Theme: Hispanic Heritage Month
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

CA1.1
Demonstrate creative movement expression

Indicators

Young Toddler (1s)

Older Toddler (2s)

Younger Preschool (3s)

Older Preschool (4s)

Explore simple art materials.

Use simple art materials

Progress in ability to create drawings, models, and other art using a variety of materials

		Express preferences for certain art materials	Develop growing ability to plan, work independently, and demonstrate care in a variety of art Use colors, lines, and shapes to communicate meaning	Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art Identify and use colors, lines, and shapes found in the environment and in works of art
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Activities

Learn Merengue
 Listen to [KIDZ BOP En Español Dance Party \[25 Minutes\]](#)
 Ask the kids how the music made them feel, what does it remind them of, and how it makes them to dance.
 Now the kids will learn how to dance cumbia
 Watch this [How To Dance Merengue For Beginners | For Kids | Easiest Dance In The World](#)

Resources and Materials

NAEYC Standards	Supports
1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.	

Day 4

Topic(s)

Foundation(s)

- Theme: Hispanic Heritage Month
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

CA1.1

Demonstrate creative movement expression

Indicators

Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
Engage in solitary play	Engage in parallel play	Engage in cooperative play	
Begin to exhibit skills in parallel play	Begin to exhibit skills in associative play	Participate freely in dramatic play experiences that become of increased duration and complexity	
Use objects as symbols for other things	Spontaneously pretend to take on the characteristics of a person, character, or animal	Use a variety of props to demonstrate themes about life experiences, ideas, and feelings	Role-play imaginary events and characters
Demonstrate simple character/animal sounds with motions	Express self through dramatic play		

Activities

Learn Salsa

Listen to [MIX SALSA KIDS - SOLO EXITOS - DJ PAPO \(AUDIO HD \)](#)

Ask the kids how the music made them feel, what it reminds them of, and how it makes them want to dance.

Now the kids will learn how to dance cumbia

Watch this [Salsa Tutorial For Kids | Beginners](#)

Resources and Materials

NAEYC Standards

1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.

Supports

Teacher will help as necessary.

Day 5

Topic(s)

Foundation(s)

- Theme: Hispanic Heritage Month
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

CA1.1
Demonstrate creative movement expression

Indicators	Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
	Engage in solitary play Begin to exhibit skills in parallel play Use objects as symbols for other things Demonstrate simple character/animal sounds with motions	Engage in parallel play Begin to exhibit skills in associative play Spontaneously pretend to take on the characteristics of a person, character, or animal Express self through dramatic play	Engage in cooperative play Participate freely in dramatic play experiences that become of increased duration and complexity Use a variety of props to demonstrate themes about life experiences, ideas, and feelings	Role-play imaginary events and characters

Activities

Learn Bachata
Listen to [Latin Music - Bachata Music](#)
Ask the kids how the music made them feel, what it reminds them of, and how it makes them want to dance.
Now the kids will learn how to dance cumbia
Watch this [How To Dance Bachata Step By Step | For Kids](#)

Resources and Materials	
NAEYC Standards	Supports
1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.	

<h1>Day 1</h1>	Topic(s) Foundation(s)			
	<ul style="list-style-type: none"> ● Theme: Hispanic Heritage Month ● Shape: Circle ● Number: 11 ● Color: White ● Letter: Ee 		ELA.2.4 Demonstrate Comprehension	
Indicators	Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
	Show preference for familiar stories. With adult support, respond to simple questions about a story	Show preference for familiar stories and report phrases of the story Answer simple questions about a story Tell a story from picture in a book	Respond and interact with stories.	
			Answer Questions about a story	
			Retell familiar stories with adult support.	Retell familiar stories

Activities

READ ALOUD

Today we will be reading [Select a book that matches this weeks theme]

Remind students to remember the characters, what they do and say, and details about the plot of the story, because you will be asking questions later.

Read the story then give each student a paper and have them draw what they remember about the book. Remind them that their picture should only match the details that happened in the story.

Resources and Materials

[Title of Book]

NAEYC Standards**Language Supports**

1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.

Day 2	Topic(s)	Foundation(s)
	<ul style="list-style-type: none"> ● Theme: Hispanic Heritage Month ● Shape: Circle ● Number: 11 ● Color: White ● Letter: Ee 	ELA.2.2 Demonstrate Phonological Awareness

Indicators	Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
	<p>Distinguish between words that contain similar-sounding phonemes (pig-jig, cat- mat)</p> <p>Begin to engage in word and sound play with adults.</p>	<p>Demonstrate basic knowledge of letter-sound correspondence</p>	<p>Engage in rhyming games and songs; can complete a familiar rhyme</p>	
	<p>Demonstrate awareness of sounds as separate units</p>	<p>Isolate the initial sound in some words.</p>		
Activities				
<p>Beginning Sounds Circle the letter that makes the same beginning sound of the picture.</p>				

Resources and Materials	
HHM Reading Worksheet Page 1 Pencils	
NAEYC Standards	Language Supports
1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.	Teacher will assist with finding the beginning sound, using class alphabet posters as a reference.

	Topic(s)	Foundation(s)
Day 3		
	<ul style="list-style-type: none"> • Theme: Hispanic Heritage Month • Shape: Circle • Number: 11 • Color: White 	ELA.2.2 Demonstrate Phonological Awareness

- Letter: Ee

Indicators

Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
<p>Distinguish between words that contain similar-sounding phonemes (pig-jig, cat- mat)</p> <p>Begin to engage in word and sound play with adults.</p>	<p>Demonstrate basic knowledge of letter-sound correspondence</p>		
	<p>Engage in rhyming games and songs; can complete a familiar rhyme</p>		
	<p>Demonstrate awareness of sounds as separate units</p>		<p>Isolate the initial sound in some words.</p>

Activities

More Beginning Sounds

Circle the letter that makes the same beginning sound of the picture.

Resources and Materials

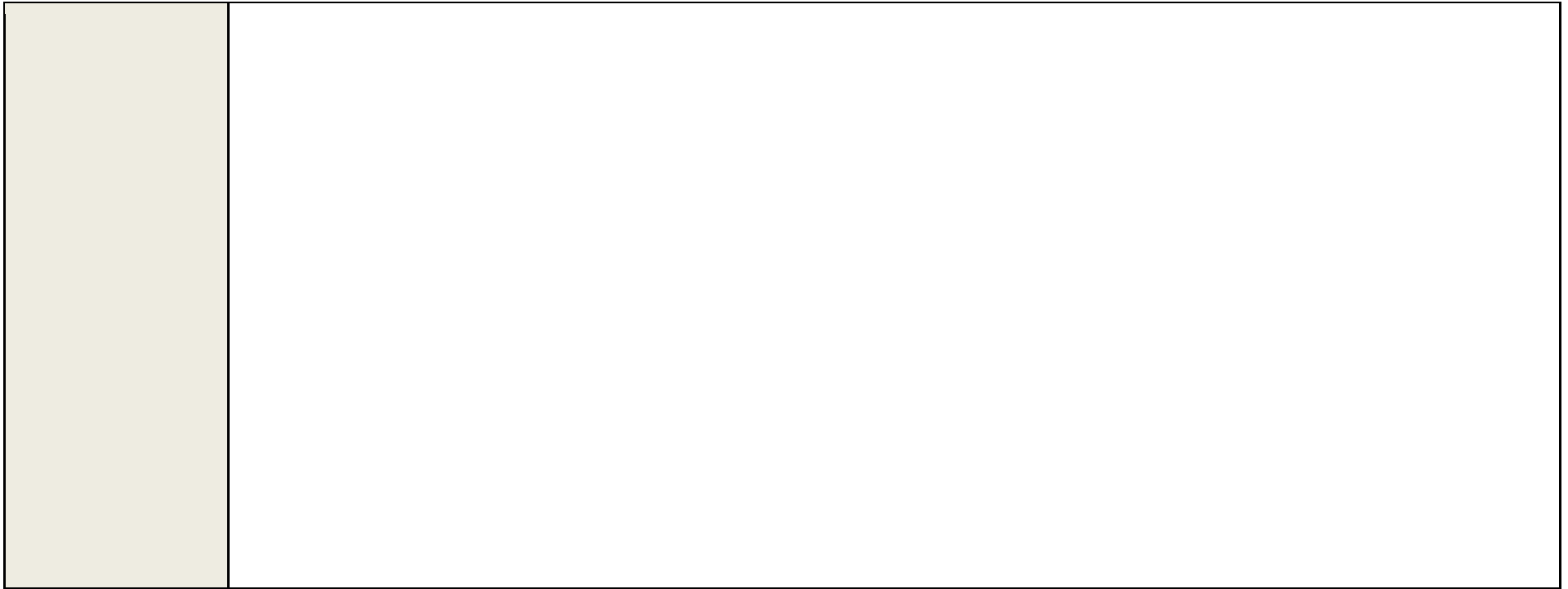
Pencil
Beginning Sound Worksheet

NAEYC Standards

1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.

Language Supports

<h1>Day 4</h1>	Topic(s)		Foundation(s)	
	<ul style="list-style-type: none"> ● Theme: Hispanic Heritage Month ● Shape: Circle ● Number: 11 ● Color: White ● Letter: Ee 		ELA.2.4 Demonstrate Comprehension	
Indicators	Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
	Show preference for familiar stories. With adult support, respond to simple questions about a story	Show preference for familiar stories and report phrases of the story Answer simple questions about a story Tell a story from picture in a book	Respond and interact with stories.	
			Answer Questions about a story	
			Retell familiar stories with adult support.	Retell familiar stories



Activities

READ ALOUD

Today we will be reading [Select a book that matches this weeks theme]

Remind students to remember the characters, what they do and say, and details about the plot of the story, because you will be asking questions later.

Read the story then give each student a paper and have them draw what they remember about the book. Remind them that their picture should only match the details that happened in the story.

Resources and Materials	
[Title of Book]	
NAEYC Standards	Language Supports
1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.	

<h1>Day 5</h1>	Topic(s)				Foundation(s)			
	<ul style="list-style-type: none"> ● Theme: Hispanic Heritage Month ● Shape: Circle ● Number: 11 ● Color: White ● Letter: Ee 				<p>ELA2.3 Demonstrate awareness and understanding of concepts or print</p> <p>ELA3,1 Demonstrate the mechanics of writing</p>			
Indicators	Young Toddler (1s)		Older Toddler (2s)		Younger Preschool (3s)		Older Preschool (4s)	
	Pretend to read familiar books Attend to pictures and text for several minute		Hold books with two hands and turns pages.		Respond to and interact with read alouds of literary and informational text.		Track words in a book from left to right, top to bottom, and page to page with adult support.	
			Imitate drawing marks or scribbling		Dictate a story for an adult to write		Hold books right side up and turn pages left to right.	
			Make scribbles or shapes to convey meaning		Use writing tools with adult support		Copy more complex lines, shapes, and some letters	

Activities	
<p>Colores! Complete the book by filling in the blanks. Then read the book as a class.</p>	
Resources and Materials	
<p>Pencils Colores Book Crayons</p>	
NAEYC Standards	Supports
<p>1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.</p>	<p>Teacher will guide students through the writing and spelling this activity requires.</p>

Day 1

Topic(s)

Foundation(s)

- Theme: Hispanic Heritage Month
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

M4.2

Exhibit ability to identify, describe, analyze, compare and create shapes

Indicators

Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
<p>Imitate verbal counting sequence not necessarily in order</p> <p>Line up or organize objects</p> <p>Identify numberak as different fro letters or other symbols.</p>	<p>Count the number sequence 1-5</p> <p>Begin to apply verbal counting sequence to objects in order to develop one-to- one correspondence</p> <p>Begin to recognize that number symbols indicate quantity.</p> <p>Begin to recognize different number symbols indicate different quantities</p>	<p>Apply one-to-one correspondence with objects and people</p> <p>Count the number sequence 1-15</p> <p>Match number symbols with amount 1-3</p>	<p>Count the number sequence 1-20</p> <p>Count backward from 10</p> <p>Recognize the last number name said tells the number of objects counted</p> <p>Match number symbols with amounts 1-10</p> <p>Write numerals 1-10</p> <p>Name written numerals 1-10</p>

Activities**2D Shape Trace & Match**

Trace the shapes. Cut, match and paste the pictures.

Resources and Materials	
HHM Math Worksheet 1 Pencils	
NAEYC Standards	Supports
1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.	Teacher will help as necessary.

Day 2

Topic(s)

Foundation(s)

- Theme: Hispanic Heritage Month
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

M1.2

Demonstrate a strong sense of counting.

Indicators

Young Toddler (1s)

Older Toddler (2s)

Younger Preschool (3s)

Older Preschool (4s)

	<p>Imitate verbal counting sequence not necessarily in order</p> <p>Line up or organize objects</p> <p>Identify numerals as different from letters or other symbols.</p>	<p>Count the number sequence 1-5</p> <p>Begin to apply verbal counting sequence to objects in order to develop one-to-one correspondence</p> <p>Begin to recognize that number symbols indicate quantity.</p> <p>Begin to recognize different number symbols indicate different quantities</p>	<p>Apply one-to-one correspondence with objects and people</p> <p>Count the number sequence 1-15</p> <p>Match number symbols with amount 1-3</p>	<p>Count the number sequence 1-20</p> <p>Count backward from 10</p> <p>Recognize the last number name said tells the number of objects counted</p> <p>Match number symbols with amounts 1-10</p> <p>Write numerals 1-10</p> <p>Name written numerals 1-10</p>
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Activities

Counting Food

Count the food items in each box and color the correct number.

Resources and Materials

HHM Math Worksheet 2
Pencils

NAEYC Standards

Supports

1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.

Teacher will model with items found in the classroom.

Day 3

Topic(s)

Foundation(s)

- Theme: Hispanic Heritage Month
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

M4.2
Exhibit ability to identify, describe, analyze, compare and create shapes

Indicators	Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
		<p>Imitate verbal counting sequence not necessarily in order</p> <p>Line up or organize objects</p> <p>Identify numberak as different fro letters or other symbols.</p>	<p>Count the number sequence 1-5</p> <p>Begin to apply verbal counting sequence to objects in order to develop one-to- one correspondence</p> <p>Begin to recognize that number symbols indicate quantity.</p> <p>Begin to recognize different number symbols indicate different quantities</p>	<p>Apply one-to-one correspondence with objects and people</p> <p>Count the number sequence 1-15</p> <p>Match number symbols with amount 1-3</p>
Activities				
Shape Patterns				
<p>Color and cut the pictures at the bottom and glue them to complete the AB patterns.</p>				

Resources and Materials	
HHM Math Worksheet 3 Pencils Crayons	
Topic Related Language / Key Vocabulary	Supports
1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.	Teacher will help as necessary.

Day 4

Topic(s)

Foundation(s)

- Theme: Hispanic Heritage Month
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

M5.2

Understand measurement through description and comparison

Indicators

Young Toddler (1s)

Follow along and imitate patterns of sounds and movement

Older Toddler (2s)

Verbally or non-verbally predict what comes next when shown a simple ABAB pattern of concrete objects

Younger Preschool (3s)

Physically extend simple ABAB patterns of concrete objects to other concrete object

Older Preschool (4s)

Begin to create and extend a new simple patterns

Activities**Color By Number**

Use the code below to color the picture.

Resources and Materials

HHM Math Worksheet 4
Crayons

Topic Related Language / Key Vocabulary

1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.

Supports

Teacher will assist by modeling, then by repeating each pattern aloud twice before the student attempts to finish.

Day 5

Topic(s)

Foundation(s)

- Theme: Hispanic Heritage Month
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

M4.2

Exhibit ability to identify, describe, analyze, compare, and create shapes

Indicators

Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
Identify attributes of objects with adult support Match identical simple shapes	Identify similarities and differences in objects Match similar shapes that are different sizes, and different orientation with a variety of two-dimensional shapes	Sort, classify, and compare objects Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder)	Explain simple sorting or classifying strategies Sort a group of objects in multiple ways Create and describe simple graphs Use the attributes of shapes to distinguish between shapes Differentiate two- and three-dimensional shapes (e.g., squares from cubes)

Activities**Count & Graph**

Count the objects. Color the graph to show how many.

Resources and Materials	
HHM Math Worksheet 5 Crayons	
Topic Related Language / Key Vocabulary	Supports
1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.	Teacher will help as necessary.

Day 1

Topic(s)

Foundation(s)

- Theme: Hispanic Heritage Month
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

SC2.1:

Recognize the characteristics of Earth and sky

Indicators

Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
Notice and gesture to different objects in the sky	Notice own shadow	Notice the shadows of others and objects	Describe how shadows change through the day

Explore the natural environment

Name objects in the sky

Describe different objects in the sky

Describe typical day and night activities

Use tools to explore various earth materials

Describe various earth materials

Classify various earth materials

Describe how the Earth's surface is made up of different materials

Activities

All About Ellen Ochoa

Today we are going to learn all about Ellen Ochoa

1. [Who is Ellen Ochoa? Facts for Kids](#)

Review Facts about Scientist Ellen Ochoa

Students will Color pictures of Ellen Ochoa

Resources and Materials

Crayons
Markers
Coloring Pages

NAEYC Standards

Supports

1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.

Teacher will help as necessary.

Day 2

Topic(s)

Foundation(s)

- Theme: Hispanic Heritage Month
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

SC2.1:

Recognize the characteristics of Earth and sky

Indicators

Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
<p>Notice and gesture to different objects in the sky</p> <p>Explore the natural environment</p>	<p>Notice own shadow</p> <p>Name objects in the sky</p> <p>Use tools to explore various earth materials</p>	<p>Notice the shadows of others and objects</p> <p>Describe different objects in the sky</p> <p>Describe various earth materials</p>	<p>Describe how shadows change through the day</p> <p>Describe typical day and night activities</p> <p>Classify various earth materials</p> <p>Describe how the Earth's surface is made up of different materials</p>

Activities

Blast Off

Let's dive deeper in what astronauts do.

1. Together the class will make a diagram about the characteristics of astronauts.
2. You will discuss the hard work it takes to be an astronaut, and review how Ellen Ochoa has blazed a path for the scientist to come
3. Then students will have an opportunity to envision themselves as an astronaut.
 - a. Students will get to build their own spaceship and put themselves in it.

Resources and Materials

Crayons

Markers

Pencils

Scissors

Chart

Rocket Ship Template.

NAEYC Standards

1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.

Supports

Guided support

Day 3

Topic(s)

Foundation(s)

- Theme: Hispanic Heritage Month
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

SC2.1:

Recognize the characteristics of Earth and sky

Indicators

Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
Notice and gesture to different objects in the sky Explore the natural environment	Notice own shadow Name objects in the sky Use tools to explore various earth materials	Notice the shadows of others and objects Describe different objects in the sky Describe various earth materials	Describe how shadows change through the day Describe typical day and night activities Classify various earth materials Describe how the Earth's surface is made up of different materials

Activities

Planet Earth

Today we are going to talk about planet earth.

Watch This [Earth 101 | Our Planet | The Dr Binocs Show | Peekaboo Kidz](#)

Review Fact from the video, ask question to check for understanding.

Students will color the earth accurately with guidance

Resources and Materials

Crayons
Markers
Pencils
Scissors

NAEYC Standards

Supports

1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.

Guided support

Day 4

Topic(s)

Foundation(s)

- Theme: Hispanic Heritage Month
- Shape: Circle
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- Letter: Ee

SC2.1:

Recognize the characteristics of Earth and sky

Indicators

Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
<p>Notice and gesture to different objects in the sky</p> <p>Explore the natural environment</p>	<p>Notice own shadow</p> <p>Name objects in the sky</p> <p>Use tools to explore various earth materials</p>	<p>Notice the shadows of others and objects</p> <p>Describe different objects in the sky</p> <p>Describe various earth materials</p>	<p>Describe how shadows change through the day</p> <p>Describe typical day and night activities</p> <p>Classify various earth materials</p> <p>Describe how the Earth's surface is made up of different materials</p>

Activities

Day & Night

Students have learned that earth rotates in space making days and nights.

Review this with students.

Then students will discuss and draw day time family activities and night time family activities.

Resources and Materials

Chart Paper

Markers

Pencils

Worksheet

NAEYC Standards

1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.

Supports

Teacher will help as necessary.

Day 5

Topic(s)

Foundation(s)

- Theme: Hispanic Heritage Month
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

SC2.1:

Recognize the characteristics of Earth and sky

Indicators				
	Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
	<p>Notice and gesture to different objects in the sky</p> <p>Explore the natural environment</p>	<p>Notice own shadow</p> <p>Name objects in the sky</p> <p>Use tools to explore various earth materials</p>	<p>Notice the shadows of others and objects</p> <p>Describe different objects in the sky</p> <p>Describe various earth materials</p>	<p>Describe how shadows change through the day</p> <p>Describe typical day and night activities</p> <p>Classify various earth materials</p> <p>Describe how the Earth's surface is made up of different materials</p>
Activities				

Resources and Materials	
NAEYC Standards	Supports
1.A.02 (c) Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.	Teacher will guide students through the writing and spelling this activity requires.