



## Month: February Week: 2 Subject: Science

<b>Day 1</b>	<b>Topic(s)</b> Theme: Happy Healthy Me! Number: 5 Letter: Hh Color: Pink Shape: Heart	<b>Foundation(s)</b> <b>SC1.1:</b> Demonstrate ability to explore objects in the physical world. <b>SC5.1:</b> Demonstrate scientific curiosity.				
<b>Indicators</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;"><b>Younger Preschool</b></td> <td style="width: 50%; text-align: center; padding: 5px;"><b>Older Preschool</b></td> </tr> <tr> <td style="padding: 5px;">Observe and discuss what happens when hands are dirty and clean.</td> <td style="padding: 5px;">Explain why washing hands is important for staying healthy.</td> </tr> </table>	<b>Younger Preschool</b>	<b>Older Preschool</b>	Observe and discuss what happens when hands are dirty and clean.	Explain why washing hands is important for staying healthy.	
<b>Younger Preschool</b>	<b>Older Preschool</b>					
Observe and discuss what happens when hands are dirty and clean.	Explain why washing hands is important for staying healthy.					
<p>Activities: The teacher will begin by asking, “<b>Why do we wash our hands?</b>” and “<b>What happens if we don’t wash our hands?</b>” To demonstrate the importance of handwashing, children will participate in a <b>germ experiment</b> using glitter. The teacher will place a small amount of <b>lotion on children's hands</b> and sprinkle <b>glitter</b> over them, explaining that the glitter represents <b>germs</b>. The class will then <b>try wiping their hands on a paper towel</b> to see if the "germs" go away. Then, they will <b>wash their hands with soap and water</b> to see the difference. The teacher will lead a discussion about how <b>soap helps remove germs</b> and why we should always wash before eating and after using the restroom.</p>						
Resources/Materials: <ul style="list-style-type: none"> <li>● Glitter</li> <li>● Lotion</li> <li>● Soap and water</li> <li>● Paper towels</li> </ul>	Key Vocabulary:	Support: <a href="#">Real Science! Glitter Germs</a>				



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<b>Day 2</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Theme: Happy Healthy Me! Number: 5 Letter: Hh Color: Pink Shape: Heart	SC3.1: Demonstrate awareness of life.
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	Identify healthy foods by pointing or naming them.	Describe how different foods help the body grow and stay strong.
<p>Activities: The teacher will introduce the topic by showing a variety of <b>fruits and vegetables</b> and asking, "<b>What foods do you think help us grow strong?</b>" Children will <b>explore real or pretend food items</b> by touching, smelling, and discussing them. The teacher will ask, "<b>What color is this food? Where do we find it—on a tree, in the ground, or in a store?</b>" Older preschoolers will discuss how <b>different foods help different parts of the body</b> (e.g., <b>carrots help our eyes, milk helps our bones, and bananas give us energy</b>).</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• Real or pretend fruits and vegetables</li> <li>• Picture cards of healthy foods</li> </ul>	<b>Key Vocabulary:</b> Healthy, Strong, Fruits, Vegetables, Grow	<b>Support:</b> <a href="#">Fruits and Veggies Flashcards</a>

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<b>Day 3</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Theme: Happy Healthy Me! Number: 5 Letter: Hh Color: Pink Shape: Heart	<b>SC6.1:</b> Demonstrate decomposition of larger tasks into smaller steps.
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	Identify and sort food pictures into healthy or unhealthy groups.	Cut and glue food pictures onto a sorting worksheet and explain their choices.
<p>Activities: The teacher will start by discussing different types of food, asking, "<b>What foods help our bodies feel good? What foods do we eat for treats?</b>" Children will then complete the <b>Sorting Healthy vs. Junk Food Worksheet</b>, where they will <b>cut out food pictures and place them into the correct category:</b> <input checked="" type="checkbox"/> <b>Healthy Foods</b> and <input type="checkbox"/> <b>Junk Foods</b>. The teacher will reinforce that <b>healthy foods give us energy and help us grow, while junk foods are okay sometimes but not all the time.</b></p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> <li>● <b>Sorting Healthy vs. Junk Food Worksheet</b></li> <li>● Glue sticks</li> <li>● Pre-cut food pictures for younger children</li> </ul>	Healthy, Junk Food, Strong, Energy, Choice	<a href="https://www.teacherspayteachers.com/Product/FOOD-flash-cards-5506424">https://www.teacherspayteachers.com/Product/FOOD-flash-cards-5506424</a>

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<b>Day 4</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
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	Theme: Happy Healthy Me! Number: 5 Letter: Hh Color: Pink Shape: Heart	<b>SC5.1:</b> Demonstrate scientific curiosity.
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	Sort real or pretend foods into groups.	Explain why some foods are healthy and others are unhealthy.
<p>Activities: Children will use <b>play food items or food picture cards</b> to sort foods into "<b>Healthy</b>" and "<b>Unhealthy</b>" bins. The teacher will ask guiding questions like, "<b>Which foods help us grow? Which foods are just for treats?</b>" and "<b>What foods do we eat every day? What foods do we eat sometimes?</b>" The teacher will encourage children to think about their choices by saying, "<b>How do you feel after eating fruit? How do you feel after eating a lot of candy?</b>"</p>		
Resources/Materials <ul style="list-style-type: none"> <li>• Play food sets or laminated food pictures</li> <li>• Two labeled bins ("Healthy" and "Unhealthy")</li> </ul>	Key Vocabulary: Healthy, Unhealthy, Treat, Choice, Grow	Support:

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<b>Day 5</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Theme: Happy Healthy Me!	<b>SC1.1:</b> Demonstrate ability to explore



	Number: 5 Letter: Hh Color: Pink Shape: Heart	objects in the physical world.
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	Place a hand on their chest and feel their heartbeat.	Describe how movement changes their heartbeat.
<p>Activities: The teacher will begin by asking, "<b>What do you think makes our hearts beat?</b>" and "<b>What happens when we move a lot?</b>" Children will place their <b>hands on their chests</b> and feel their heartbeat while sitting. Then, they will <b>jump, run in place, or dance for one minute</b> and feel their heartbeat again. The teacher will lead a discussion by asking, "<b>Did your heartbeat change? What do you think made it beat faster?</b>" The class will talk about how <b>our hearts work hard to keep us strong and healthy.</b></p>		
Resources/Materials <ul style="list-style-type: none"> <li>• Timer/ Clock</li> </ul>	Key Vocabulary: Heart, Beat, Fast, Slow, Move	Support: