


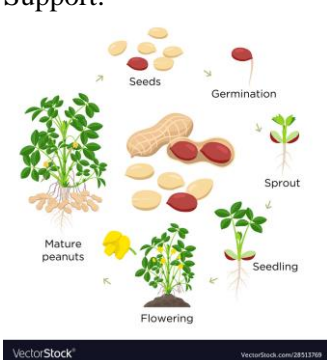


Month: February Week: 1 Subject: Science

Day 1	Topic(s)	Foundation(s)
	Theme: Black Inventors Number: 4 Letter: Bb Color: Yellow & Brown Shape: Star	SC1.1: Demonstrate ability to explore objects in the physical world. SC1.2: Demonstrate awareness of the physical properties of objects. SC5.1: Demonstrate scientific curiosity.
Indicators	Young Preschool (3s-4 1/2)	Older Preschool (4 1/2-5)
	May use hands or tools to mix paint and describe the texture (e.g., smooth, sticky).	May predict what color will result from mixing brown and yellow.
<p>Activities: Teachers will provide star-shaped cutouts or templates for children to paint on, along with brown and yellow paint. Teachers will encourage children to mix the colors and explore their textures using brushes, sponges, or hands. Younger preschoolers may focus on describing the texture of the paint (e.g., smooth, sticky). Older preschoolers may predict the outcome of mixing brown and yellow and describe their observations. Teachers will facilitate discussions such as:</p> <ul style="list-style-type: none"> ● “What do the paints feel like when you touch them?” ● “What color do you see when you mix brown and yellow?” 		
Resources/Materials <ul style="list-style-type: none"> ● Star-shaped cutouts or paper ● Brown and yellow paint ● Brushes, sponges, and paint rollers 	Key Vocabulary: Mix, Texture, Brown, Yellow, Star	Support: 



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Day 2	Topic(s)	Foundation(s)
	Theme: Black Inventors Number: 4 Letter: Bb Color: Yellow & Brown Shape: Star	SC3.1: Demonstrate awareness of life.
Indicators	Young Preschool (3s-4 1/2)	Older Preschool (4 1/2-5)
	May describe the appearance of peanuts (e.g., small, round).	May identify how peanuts grow (e.g., underground).
<p>Activities:</p> <p>Teachers will introduce George Washington Carver by showing his picture and briefly explaining his contributions to agriculture and innovation. Teachers will show pictures of peanuts at different stages of growth (e.g., peanut plant, harvested peanuts) and a short, age-appropriate video about where peanuts come from. During the video, teachers will ask questions to engage children, such as:</p> <ul style="list-style-type: none"> ● “What do you see happening in the video?” ● “Where do peanuts grow?” 		
Resources/Materials <ul style="list-style-type: none"> ● Picture of George Washington Carver ● Pictures of peanut plants and harvested peanuts ● Short, age-appropriate video about peanuts 	Key Vocabulary:	Support: 

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Day 3	Topic(s)	Foundation(s)
	Theme: Black Inventors Number: 4 Letter: Bb Color: Yellow & Brown Shape: Star	SC4.1: Demonstrate engineering design skills. SC5.1: Demonstrate scientific curiosity.
Indicators	Young Preschool (3s-4 1/2)	Older Preschool (4 1/2-5)
	May stack blocks into simple towers.	May explain their design choices (e.g., “I put big blocks at the bottom to make it strong”).
<p>Activities:</p> <p>Teachers will provide various types of blocks (e.g., wooden, foam) and encourage children to build towers or bridges. Younger preschoolers may practice stacking blocks and observe what makes their towers fall. Older preschoolers may experiment with different designs and explain their thought processes (e.g., “I put a big block on the bottom to make it strong”). Teachers will facilitate conversations about balance and stability.</p>		
Resources/Materials <ul style="list-style-type: none"> • Wooden, foam, or plastic blocks 	Key Vocabulary: <ul style="list-style-type: none"> • Build, Balance, Design, Structure 	Support:

Month: February Week: 1 Subject: Science

Day 4	Topic(s)	Foundation(s)
	Theme: Black Inventors	SC1.1: Demonstrate ability to explore



	Number: 4 Letter: Bb Color: Yellow & Brown Shape: Star	objects in the physical world. SC5.1: Demonstrate scientific curiosity.
Indicators	Young Preschool (3s-4 1/2)	Older Preschool (4 1/2-5)
	May notice shadows forming when light is blocked.	May describe how to make shadows bigger or smaller.
<p>Activities:</p> <p>Teachers will provide flashlights and set up a darkened area in the classroom. Teachers will encourage children to shine the light on walls, mirrors, and toys to observe what happens. Younger preschoolers may focus on observing how light moves and reflects, while older preschoolers may create shadows by blocking the light with their hands or objects and discuss their findings. Teachers will ask:</p> <ul style="list-style-type: none"> • “What happens when you shine the flashlight on the wall?” • “How can you make the shadow bigger or smaller?” 		
Resources/Materials <ul style="list-style-type: none"> • Flashlights • Objects for shadow creation (e.g., blocks, toys) 	Key Vocabulary: Light, Shadow, Bright, Dark	Support: https://alittlepinchofperfect.com/shadow-science-sensory-play-for-kids/

Month: February Week: 1 Subject: Science

Day 5	Topic(s)	Foundation(s)
	Theme: Black Inventors Number: 4	SC1.1: Demonstrate ability to explore objects in the physical world.



	Letter: Bb Color: Yellow & Brown Shape: Star	SC5.1: Demonstrate scientific curiosity.
Indicators	Young Preschool (3s-4 1/2)	Older Preschool (4 ½-5)
	May name the colors of traffic lights (red, yellow, green).	May explain the meaning of each traffic light color.

Activities:

Teachers will show pictures of traffic lights and explain their purpose. Teachers will describe the meaning of each color (e.g., “Red means stop”) and provide toy cars and a play mat with roads and traffic lights for children to act out how traffic lights are used. Younger preschoolers may recognize and name the traffic light colors, while older preschoolers may explain the purpose of each light and its role in safety.

Resources/Materials

- Pictures of traffic lights
- Toy cars and a play mat with roads

Key Vocabulary:

Traffic, Light, Stop, Go, Yellow

Support:

