

**Month:** June

**Week:** 4

**Day:** 1

**Age range:** Pre-K

**Topics:**

- **Theme: Career**
- **Shape: Cylinder**
- **Number: 5**
- **Color: Rainbow**
- **Letter: Ss**

**Foundations:** ELA2.1, ELA2.2, ELA2.3, M1.2, M4.1, M4.2, SC5.1

**Indicators:**

CCSS: Operations and Algebraic Thinking

- Makes a set of objects smaller or larger
- Creates a collection equal to objects in a collection already constructed

CCSS: Reading

- Produces and blends the sounds of letter patterns into recognizable words
- Matches sound that begins own name with the sound that begins another word or name

**NAEYC Standard**

02E-258 Show or describe two examples of ways you help children connect print to spoken words.

**Activity:**

1. Flashcards
2. Spell Your Name & Make a Rainbow

**Resources and materials needed:**

Flashcards:

- Find pictures of items that start with the letter “S” and laminate the pictures

Spell Your Name & Make a Rainbow

- Scissors
- Black marker
- Different color construction paper
- Paper clips or stapler



**Procedures:**

**Flashcard:** Pre make laminated cards with items that start with the letter “S” (i.e. seal, sailboat, etc) and start with the sound of “S” then say the word.

**Spell Your Name & Make a Rainbow:** Start by making 7 strips of paper in the colors of the rainbow and cut them at various lengths getting longer and longer. Then write the letter of their names on each piece of paper, building on the previous one. If you have a kid with a longer name, you could add more than one letter per paper. And if you have a kid with less than 7 letters you can add cute graphics like we did. Or you could just have more or less colors or pieces of paper if you’d like too. It doesn’t have to be a perfect rainbow! Start by having the child to sort through the rainbow pieces of paper and arrange them by size from shortest to longest. If the children are having difficulty sorting the pieces help them to sort. When they are finished sorting have them to find the shortest piece and then have them to find the next to shortest, and so on. When they build their name have them to paper clip or teachers will staple their names together. (look at example)

**(ASK FAMILY MEMBERS TO TALK ABOUT THEIR CAREERS ON DAY 3)**



**Month:** June

**Week:** 4

**Day:** 2

**Age range:** Pre-k

**Topics:**

- **Theme: Career**
- **Shape: Cylinder**
- **Number: 5**
- **Color: Rainbow**
- **Letter: Ss**

**Foundations:** ELA2.4, M1.1, M1.3, M3.1, SE1.1, APL4.1, PHG3.1, CA3.1, CA3.2, CA3.3

**Indicators:**

CCSS: Reading

- Talks about characters and settings
- Tells simple stories from picture books
- Retells story's beginning, middle, end of story

CCSS: Geometry

- Identifies geometric shapes at least 4
- Puts objects into groups with the similar attributes

**NAEYC Standard**

02E-282 Show two examples of lesson plans that link books to current learning topics, themes, or activities.

**Activity:**

1. Finger Painting
2. Reading a Book about Careers
3. What is a Cylinder?

**Resources and materials needed:**

Finger Painting

- Gallon size Plastic Bag
- Painter's Tape
- Washable Paint
- White paper

Reading Book: (Suggestions)

- Oh! The places you'll go by Dr. Seuss

What is a Cylinder:

- Picture of a cylinder
- Cans
- Coffee cups
- Any other items that are in the room that are shaped like a cylinder

**Procedures:**

**Finger Painting:** Grab a Gallon size Ziploc bag and place white paper and colorful washable paint into bag. Seal the bag and tape the bag onto the floor or table. To preserve your little one's artwork, simply cut the edges off the Ziploc bag and then peel off the top of the artwork. Lay flat to dry.

**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).

**What is a Cylinder:** Display a picture of a cylinder to the children. Have each child find a cylinder in the room, such as a cup, coffee mugs, cans. If a child is having trouble find a cylinder in the room help them to search for one. Make sure that the children are picking different items and not the same item.

**(ASK FAMILY MEMBERS TO TALK ABOUT THEIR CAREERS ON DAY 3)**



**Month:** June

**Week:** 4

**Day:** 3

**Age range:** Pre-K

**Topics:**

- **Theme:** Career
- **Shape:** Cylinder
- **Number:** 5
- **Color:** Rainbow
- **Letter:** Ss

**Foundations:** M1.1, M1.2, M1.3, M2.1, SC3.1, SC5.1, PHG2.1, PHG2.2

**Indicators:**

CCSS: Measurement and Data

- Recognizes 5 colors
- Identifies geometric shapes, at least 4
- Names groups of objects according to the common attributes

**NAEYC Standard**

02E-282 Show two examples of lesson plans that link books to current learning topics, themes, or activities.

**Activity:**

1. Texture Wall
2. 5 Sounds

**Resources and materials needed:**

Career Day

- Child's Family members
- Paper
- Crayons/ Markers

5 Different Sounds

- Making different sounds either through a toy, CD, audio on phone or mouth

**Procedures:**

**Career Day:** Teachers will ask children's family members to come in and talk with the children about their jobs. Children should ask questions and send thank you cards to the people that came.

**5 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.



**Month:** June

**Week:** 4

**Day:** 4

**Age range:** Pre-K

**Topics:**

- **Theme: Career**
- **Shape: Cylinder**
- **Number: 5**
- **Color: Rainbow**
- **Letter: Ss**

**Foundations:** SC1.1, SC1.2, SC5.1, CA3.1, CA3.2, CA3.3, ELA1.1, ELA2.1, ELA3.2, M4.1, M4.2

**Indicators:**

CCSS: Operations and Algebraic Thinking

- Uses the term “half”
- Makes a set of objects smaller or larger

CCSS: Reading

- Matches same letter written in different styles
- Recognizes and names all capital letters in random order

**NAEYC Standard**

02E-258 Show or describe two examples of ways you help children connect print to spoken words

**Activity:**

1. Taste Safe Ice Painting
2. Dramatic Play: Pretending to be a firefighter, police officer, doctor
3. Reading a book on letters

**Resources and materials needed:**

Dramatic Play: Pretending to be a firefighter, police officer, doctor

- Toy doctor bag
- Firefighter helmet
- Police badge
- Any other professions that the children want to portray

Reading a Book (Suggestions)

- Eating the Alphabet by Lois Ehlert
- A B C I Like Me! By Nancy Carlson

Taste Safe Ice Painting

- Ice Trays
- Food coloring gel (blue and red)
- Water
- Craft sticks
- Card stock

**Procedures:**

**Dramatic Play:** Explain to the children that they are going to pretend to be a person in a certain career. Give the children the materials such as the firefighter hat or doctor bag to pretend they are doing the job. For example: if you are a police officer show them your badge and say that I am a police officer.

**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).

**Taste Safe Ice Painting:** Ice painting is a fun art idea for babies and toddlers and older kids will love it too! It's process driven and a great way of exploring colors. Little children will love the sensory experience of touching and investigating freezing and melting ice. To make the ice paint sticks fill ice trays with water and then mix in a tiny bit of gel food coloring. Put a craft stick into each tray and then put them in the freezer. The ice paints will take a couple of hours to freeze. Once the ice has frozen take the ice paints out of the pots and you are ready to get painting. TIP: If you are struggling to get the ice



paint sticks out of the pots run the pots under warm water. I would recommend painting on card or thick paper. Hand the ice paint sticks to your child and let them have fun exploring the different paint effects that they can create. As these paints are made from just water and coloring you don't have to worry about babies and toddlers putting them into their mouths.



**Month:** June

**Week:** 4

**Day:** 5

**Age range:** Pre-K

**Topics:**

- **Theme:** Career
- **Shape:** Cylinder
- **Number:** 5
- **Color:** Rainbow
- **Letter:** Ss

**Foundations:** CA2.1, SC1.1, SC1.2, SC5.1, M4.1, M4.2

**Indicators:**

CCSS: Measurement and Data

- Sequences events
- Identifies first and last events

**NAEYC Standard**

02E-282 Show two examples of lesson plans that link books to current learning topics, themes, or activities..

**Activity:**

1. Rainbow Straw Necklace
2. Dancing time

**Resources and materials needed:**

Rainbow Straw Necklace

- Scissors
- String
- Different Colored Straws
- Tape

Dancing Time

- Music Player (with nursery rhymes and instrumental music)

**Procedures:**

**Rainbow Straw Necklace:** Measure a length of string that would make a good necklace. Be sure to leave room for tying the necklace. Then tape one end of the string to the table so the kids could thread without the straws falling off. Have children to arrange the straws in a rainbow-colored pattern. This is a great activity for practicing patterns as well as fine motor skills. When they are finished tie the ends together.

**Dancing Time:** Demonstrate to the children how to clap their hands and wiggle their bodies. Sing along with the music and encourage the children to participate with you.