



Month: Week: 1 Day:1

Age range: School Age

Foundations: APL4.1, ELA2.3, ELA2.4, ELA3.2, SS3.2, SS5.1, PHG1.1

NAEYC Standards: 03G –707 Show one lesson plan that extends and challenges children's current understanding of the world

Activity:

1. Paper Beads
2. African Flags
3. UNO Workout

Resources and materials needed:

Paper Beads

- Magazine or colorful paper
- Glue sticks
- Pencil or pen
- String or yarn
- scissors

African Flags

- Computer or book
- White paper
- Crayons/markers/color pencils

UNO Workout

- UNO Cards

Procedures:

Paper Beads: Children will be given paper/magazines and scissors to cut out strips of paper enough to make a necklace. Then taking a glue stick have them to run the glue stick along the strips of paper. After gluing, take the pencil and the strip of paper with glue and roll the paper on the pencil to create a bead. After finishing all the strips, string the paper beads on to the string/yarn.

African Flags: Children will either look online or in books to find an African Country and re-create the flag from the country. They must have the name of the country, the languages they speak in the country, and who many people are in that county.

UNO Workout: All you need is a stack of UNO cards and know how to do a squat, jumping jack, push up and a plank. Set the stack of UNO cards in a central location, and give plenty of space for everyone to exercise. Everyone will draw a card. If you draw a yellow card you will do jumping jacks, as many jumping jacks as the number that is on your card. If you draw a blue card, you will do push ups, as many as the number on the card. A red card is 30 second planks, again do as many as the number on your card. Green is squats. If you draw an action card, a draw 2 or 4, a wild card, reverse or skip card, you will do 10 of your choice of exercise. After you complete your task for that card, go and grab another card. Continue on playing as long as you like.



Month:

Week: 1

Day: 2

Age range: School Age

Foundations: SC1.1, SC1.2, SC4.1, CA3.2, ELA1.2, ELA3.1, ELA3.2, M2.1, M2.2, M4.2

NAEYC Standards: 02F-340 Show or describe two examples of experiences or materials you provide that help children learn about number concepts.

Activity:

1. STEAM Puzzle Challenge
2. Journaling

Resources and materials needed:

Journaling

- Pencils, pens, markers, crayons
- Notebooks/ Papers Stapled together
- Stickers (optional)

STEAM Puzzle Challenge

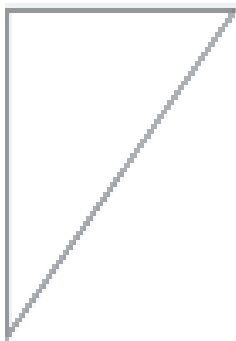
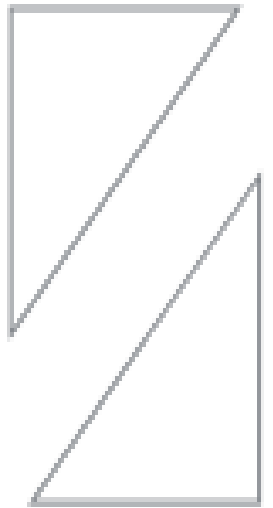
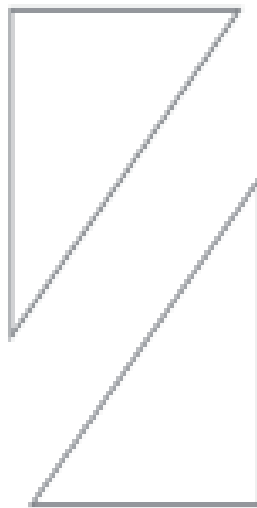
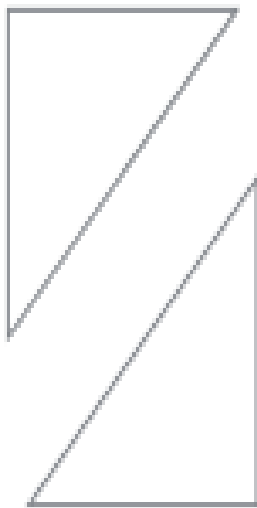
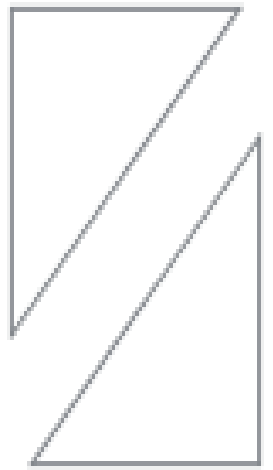
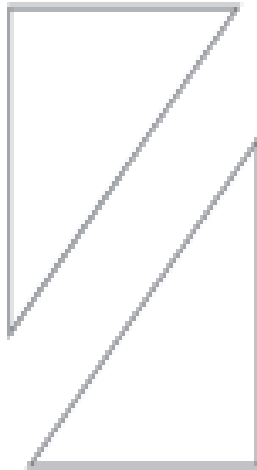
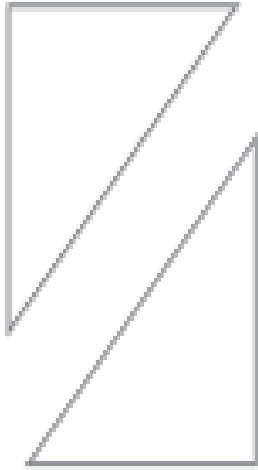
- Colorful printing paper
- Triangle templates
- Scissors
- Glue
- Construction Paper

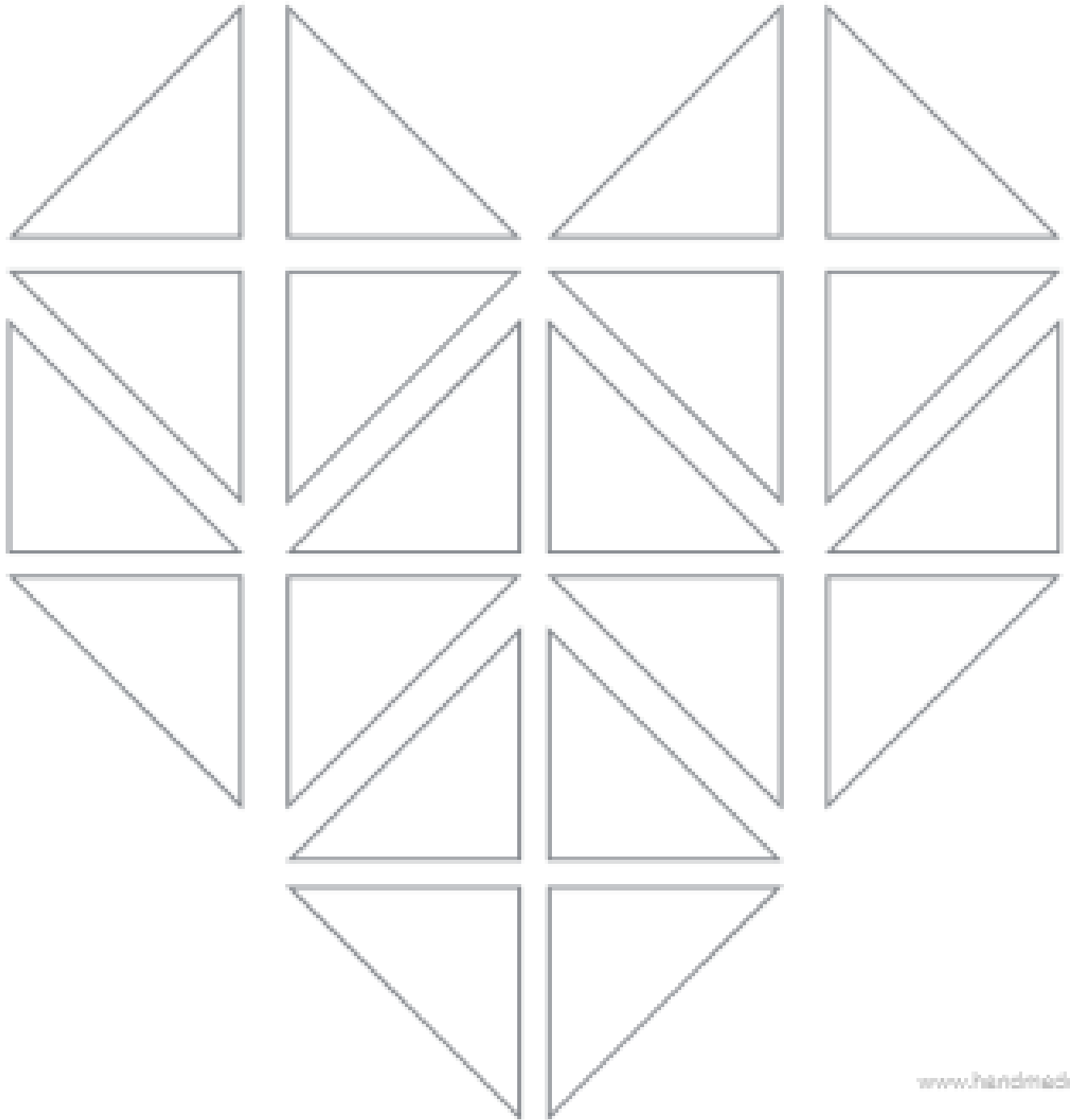


Procedures:

STEAM Puzzle Challenge: Teachers will go over the following vocabulary before the project begins: Congruent– Shapes that are the same size.; Rotation– Turning a shape around a fixed center point.; Reflection – Flipping a shape over a line of symmetry.; Translation– Sliding a shape up and down or side to side. Step 1: Print and cut your 20 triangles. I printed the 20 triangles directly onto colored printer paper to make our colorful triangles. Step 2: Build your heart! Ask open-ended questions to prompt your child’s thinking. Encourage your child to turn, flip and slide the triangles. **For the older child:** Leave the math puzzle open-ended for your child but review how shapes can flip, slide and rotate. **For the younger child:** Show your child the heart shaped answer sheet and have your child match the pattern of triangles on their own blank paper.

Journaling: Children will need to have either a notebook with their name and picture or lined paper stapled together with their name and picture. Teacher will pick a topic for the children and they will write down the topic and what it means to them. Children will be able to draw and color in during their journaling experience.







Day: 3

Age range: School Age

Foundations: ELA1.3, SE1.2, SE2.1, SC2.1, SC2.2, CA3.1, CA3.2, PHG1.2

NAEYC Standards: 02G-381 Show two lesson plans that teach children about the structure and properties of matter

Activity:

1. Safety Scenarios
2. Rain Cloud Experiment
3. Paper Bag Superhero

Resources and materials needed:

Safety Scenarios

- Pieces of paper with the scenarios on them
- Container

Paper Bag Superhero

- Mask Printable
- Color Printer
- Cardstock for the cape,
- Paper Bag
- Crayons/ Markers
- Glue
- Scissors
- Stapler
- optional – other desired embellishments like glitter, feathers, sequins etc.

Rain Cloud Experiment

- Glass or jar
- water
- dropper
- shaving cream
- food coloring

Procedures:

Safety Scenarios: Teachers will write the scenarios and place them in a container wide enough for someone to reach their hand inside. Children will reach in the container for the pieces of papers with scenarios on them to act out the incorrect way to handle the safety concern and the correct way to handle the safety concern. They will read the scenario out loud and then act it out. Have the group to say what they did correctly and incorrectly in each discussion. Some examples of topics of safety are: Unattended medicine at home or in school, strangers, crossing the street, and fighting.

Paper Bag Superhero: If you haven't already – be sure to download, print and trim out the mask printable. Have children decorate their paper bag however they like. Really let those creative juices fly! Be sure to cut out a cape for your superhero out of cardstock. Once done,





simple staple on the superhero mask, as well as the cape to the paper bag. Then display the finished Paper Bag Superhero piece proudly or play with it like a puppet.

Rain Cloud Experiment: Begin by asking the children to pour water into the glass, leaving about an inch from the rim. Carefully have them to add a layer of shaving cream to the water. Be sure not to make it too thick or you'll find you're having to wait a long time for the magic to begin. The shaving cream represents a cloud and the water is the atmosphere. Simply add a few drops of blue food coloring to the shaving cream. The weight of the food coloring will start to push through the shaving cream and fall down through the water that's in the glass. This will look just like streaks of rain falling.





Month:

Week: 1

Day: 4

Age range: School Age

Foundations: CA3.1, CA3.3, ELA2.2, ELA2.3, ELA2.4, ELA3.1, ELA3.2, SE1.1

NAEYC Standards: 03D-630 Show two lesson plans that provide children with opportunities to learn from one another.

Activity:

1. Reading Super Saturday Savers
2. Creating a Book

Resources and materials needed:

Creating a book

- Computer
- USB or something to save their work on
- Paper
- Printer
- Crayons, markers, pencils, pens

Reading

- Super Saturday Savers by Alisia Apple

Procedures:

Super Saturday Savers: Children will each be given a copy of Super Saturday Savers and will be asked to read either fall, winter, or the whole book depending on the age.

Creating a book: After reading Super Saturday Savers, children will create a five-page book like Super Saturday Savers. The book must talk about at least two of the following topics: saving money, working hard to make money, responsibility, productivity, laziness, being polite, being honest, and having fun. Children can work in groups no bigger than four. Teachers and older children can help the younger children spell or come up with ideas for the book. After typing the words children will draw or they can copy and paste pictures on the papers.

Month:

Week: 1

Day: 5

Age range: School Age

Foundations: SC4.1, SC5.1, CA3.1, CA3.2, PHG3.1

NAEYC Standards: 02G - 381 Show two lesson plans that teach children about the structure and properties of matter

Activity:

1. Building with Sticks and Playdough
2. CD and Button Turtle Craft

Resources and materials needed:

CD and Button Turtle Craft

- 1 old CD
- buttons
- white school glue
- scissors
- green marker
- wiggly eyes
- black felt tip pen
- tape
- turtle craft printable



Building with Sticks and Playdough

- Toothpicks
- Playdough
- Wax paper

Procedures:

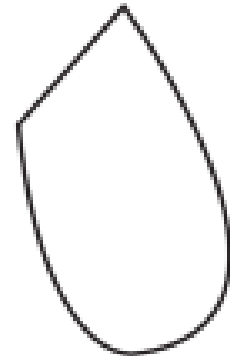
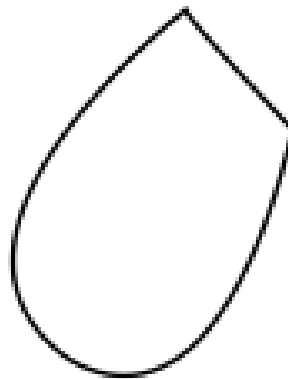
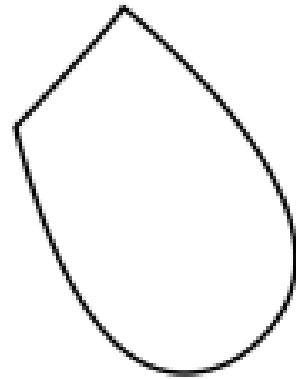
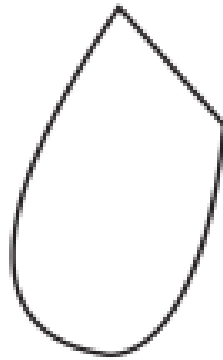
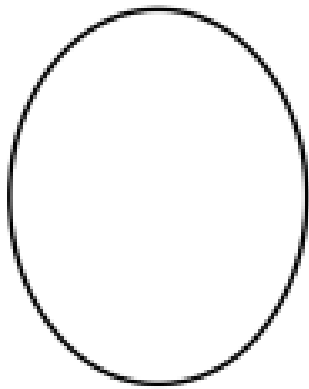
CD and Button Turtle Craft: After gathering supplies, invite kids to glue colorful buttons to the CD. Kids can choose to use either side of the CD, but we preferred to use the mirrored side. To prevent excess glue from smudging the CD, apply the glue directly to the buttons, then press them onto the CD. While the glue is drying, invite kids to color and cut the turtle craft printable page. Solid green, purple, stripes, polka dots- kids can color their printable page however they like. After kids have cut out their shapes, invite them to press wiggly eyes onto the oval. Next, draw a nose and smile on the turtle's face with a black felt tip pen. Tape the shapes to the back of the CD.

Building with Sticks and Playdough: Tear off wax paper and pass it out to the children.

Explain that they will be building a structure out of toothpicks and playdough. Teachers will let them know that it can be any structure, but it has to be a certain height (teacher's decision on height).

UPCYCLED CD & BUTTON

turtle craft





Month:

Week: 2

Day: 1

Age range: School Age

Foundations: PHG1.2, SC5.1, ELA2.1, ELA3.1, ELA3.2

NAEYC Standards: 03B-569 Show or describe two activities or lesson plans that encourage children to share their ideas or experiences.

Activity:

1. Roll-A-Story
2. Exploding Baggies
3. Fire Safety Word Search

Resources and materials needed:

Roll-A-Story

- A pair of Dice
- Roll a Story Worksheet and Rules

Exploring Baggies

- Zipper storage baggies (sandwich size)
- Vinegar
- A few squares of toilet paper
- Baking soda

Fire Safety Word Search

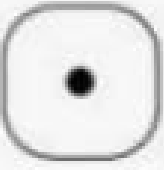
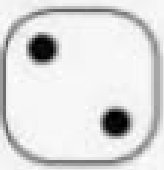
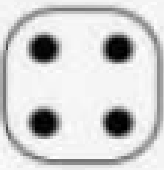
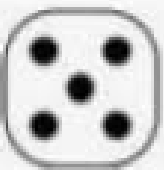
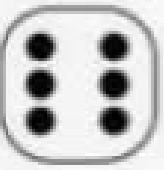
- Worksheet
- Pencil or Pens

Procedures:

Roll-A-Story: Roll the dice three times, once for each column to mix and match different story elements. For example: If I rolled a #2 for the first column (a fire-breathing dragon), #5 for the second column (in a dark forest), and a #3 for the third column (got lost in space); I would have to write about these elements on a piece of paper to create a story. If you have kindergarteners or first graders in your group, have them verbally tell their story using these elements.

Fire Safety Word Search: Teachers will go over fire safety procedures and how to prevent fires from happening. Then children will receive a fire safety word search to complete. *Teachers can make this a competition to see who gets the most done in a certain time or who gets done first in each age group.*

Exploding Baggies: We poured 1/2 cup vinegar into the baggie and set it aside. Then we placed 1 tablespoon baking soda onto a couple of squares of toilet paper. We folded and twisted the toilet paper up so that the baking soda was in a little pouch inside. We had to be fast for the next part! We made sure the baggie was sealed except for one little section. Quickly, we dropped the baking soda pouch into the baggie, squeezed out whatever air we could, and sealed the baggie. We shook it a little bit to release the baking soda and watched the baggie expand. Then we dropped it on the ground, took a few steps back, and waited with anticipation as the baggie got bigger and bigger! Within a few seconds the baggie exploded with a loud “POP”!

Rolled #	Character	Setting	Problem
	a two-headed monster	inside a hidden cave	found an unlucky penny
	a fire-breathing dragon	at a farm	was chased by a tornado
	a beautiful princess	by a lake	got lost in space
	an ugly toad	in a hot desert	got separated from his/her friend
	a handsome knight	in a dark forest	ate a poisoned berry
	a grumpy bear	at a magical castle	lost his/her memory

My Story

Main Character: _____

Setting: _____

Problem: _____

My Ideas: _____

Title: _____



Fire Safety

WORD SEARCH



If you find matches, give them to an adult. If you see kids playing with matches, go tell an adult. Find other things you shouldn't play with in the puzzle below.

G	A	S	O	L	I	N	E	U	L
O	D	R	M	P	A	O	E	L	I
O	Z	J	E	A	A	U	S	K	G
C	O	R	D	S	T	O	V	E	H
A	H	E	W	D	N	C	Q	A	T
T	O	A	S	T	E	R	H	P	E
F	I	R	E	P	L	A	C	E	R
H	R	V	M	D	R	H	S	C	S
A	O	U	T	L	E	T	S	A	L
T	N	A	R	M	W	J	A	Q	Y

MATCHES

IRON

TOASTER

STOVE

OUTLETS

FIREPLACE

LIGHTERS

CORDS

GASOLINE



Month:

Week: 2

Day: 2

Age range: School Age

Foundations: M1.1, M1.2, ELA1.1, SC4.1, SC5.1, CA3.1

NAEYC Standards 03D-629 Show two lesson plans that provide children with opportunities to engage in group projects.

Activity:

1. Telephone
2. Paper Plate Pizza
3. Physical Activity Cube

Resources and materials needed:

Telephone

- Scissors
- Paper Cups
- Yarn
- Tape

Paper Plate Pizza

- Paper plate
- Red paint
- Paint brush
- Scissors
- Pencil
- Colored construction paper for your toppings (Red, Brown, Black, Yellow, Green)
- Glue (optional)

Physical Activity Cube

- Card stock
- Scissors
- Clear tape
- Newspaper
- Marker
- Ruler

Procedures:

Paper Plate Pizza: Fold your construction paper (each piece) into eighths (in half, in half again, and in half again!) Draw your topping according to your color construction paper: Red – pepperoni, Brown – mushrooms, Black – olives, Yellow – cheese (for the cheese I just cut strips), and

Green – green peppers. Be creative and choose toppings you like! Using your scissors, cut out each topping. Place some red paint on your paper plate and using your paint brush, spread it all around (I used this to act as glue as well, so you can be generous here!). If you would rather that the kids use bottled glue, you can let the paint dry and then they can add the pieces individually by applying glue to each piece. Once your plate is covered with the “sauce” go ahead and put your toppings on! Press down so secure the toppings to the “sauce” since this is going to act as your glue.





Telephone: Children will assemble the “telephone” in groups of two. Have children to cut yarn at least 2 feet long or longer and then poke a hole in the bottom of the paper cup. The hole can be small, but big enough to sting the yarn through. Tape the yarn on the inside of the cup to keep the yarn in the cup. Then have the children to talk into the cup and listen for the message from each other.



Physical Activity Cube: Using white card stock, cut out 6 squares. (Mine are about 6"x6" squares.) Write the activities on each square. Tape the squares together using clear packing tape. Before you tape the last square on, stuff in a few pieces of crumpled newspaper to give it more stability. Here's what's on it: Spin in a circle, Jump 5 times, Flap your arms like a bird, Hop on one foot, Dance!, Run from the front door to the back door.



Month:

Week: 2

Day: 3

Age range: School Age

Foundations: SS2.1, SS2.2, SS3.1, CA2.1, M1.1, M1.3, M2.2

NAEYC Standards: 03D-630 Show two lesson plans that provide children with opportunities to learn from one another

Activity:

1. Slapjack
2. Old Time Dance Battle

Resources and materials needed:

Slapjack

- Deck of cards (for each group)

Old Time Dance Battle

- Cell phone/ tablet, computer
- History of the dance
- Papers with the different dance moves

Procedures:

Slapjack: This game must have at least 2 people to play and no more than 5 children in each group playing the game. Deal the cards out completely, face-down - don't worry if the numbers are uneven. The player to the left of the dealer starts by turning the card on the top of his pack face-up in the center of the table. Play continues with each player adding a card to the face-up pile, until somebody turns up a Jack, at which point all players try to be the first to "slap" their hand over the stack. Whoever gets their hand there first takes the pile and adds it to the bottom of their pack. The player to their left starts a new face-up pile, and play continues. If you lose all your cards you have one more chance to stay in the game, by slapping the next Jack that appears. If you miss that one, you are out for good! The last person in is the winner

Old Time Dance Battle: Teachers will write the different types of dances on each paper and divide the children into groups. The groups will have 15-20 minutes to practice their dance and research what era the dance came from and what type of music was played with the dance. The children will give the brief history and perform the dance. Each group will have 5 to 7 minutes of presentation to the group. (Charleston, Swing Dance, Twist, The Monkey, The Shag, The Jerk are different dances)



Month:

Week: 2

Day: 4

Age range: School Age

Foundations: M1.1, M5.2, SE2.1, APL3.1, SC1.2, SC3.1, PHG1.1, PHG1.3, PHG2.2, PHG3.2

NAEYC Standards 02F-340 Show or describe two examples of experiences or materials you provide that help children learn about number concepts.

Activity:

1. Inflate a Balloon with Yeast Experiment
2. Risky Math
3. Healthy Choices

Resources and materials needed:

Risky Math

- Deck of Cards for each group
- Pencil
- Scratch paper

Inflate a Balloon with Yeast Experiment

- Clear plastic or glass bottle with a narrow neck (a water bottle or soda bottle work great)
- 2 Tablespoons dry yeast
- 1 Tablespoon sugar
- 2-3 Tablespoons lukewarm water
- Funnel
- Party balloon
- Bowl or mug full of lukewarm water

Healthy Choices

- Magazines
- Teeth Template
- Colorful paper
- Scissors
- Glue
- Marker

Procedures:

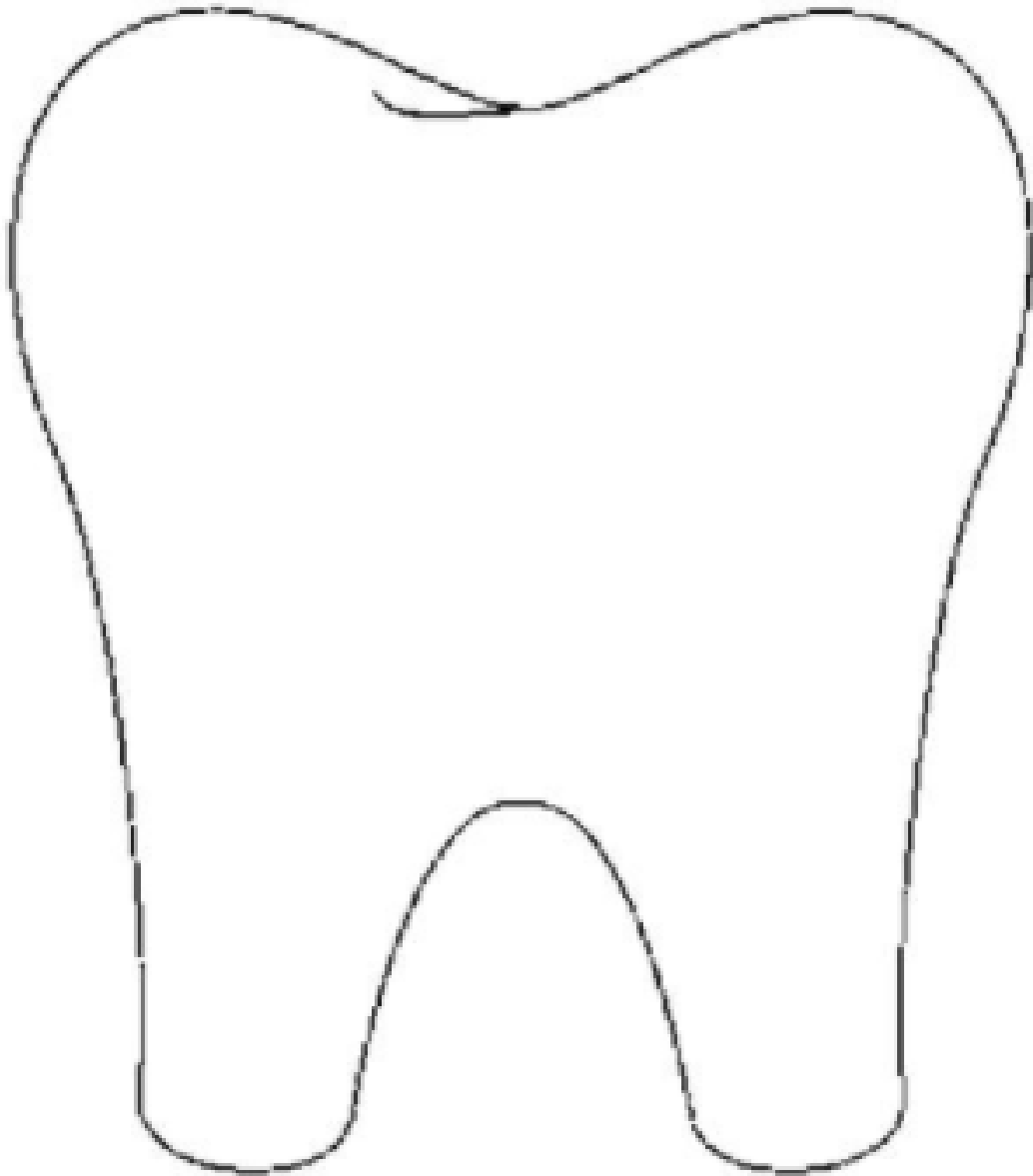
Risky Math: Make sure for this activity there is at least one older child that knows how to add and subtract in each group. Have one player shuffle the deck and place 10 cards face down, in a circle on the center of the table. Announce the point system to the players. For the purposes of this game jacks= 11, queens= 12, kings= 13, and Aces= 1. Players have the option of choosing either one or two cards. Ask one player at a time to choose either one or two cards from the center circle of cards. Why wouldn't you take two? Well...if a player draws a 7 or a jack he must subtract 7 or 11, respectively, from his score. Players should write down their scores, either the amount (positive or negative) of one card, or the sum or difference of the two cards on scratch paper. The player in the group who chooses the last card has to add 25 points to his score. Deal another 10 cards and keep the game going for another 10 rounds. Whoever has the lowest score wins!

Inflate a Balloon: Have the children measure the yeast, sugar, and warm water into a cup. Stir the ingredients and then use a funnel to pour the brown mixture into the bottle. We added a little bit more water to help the yeast mixture get through the neck of the funnel. Quickly stretch a balloon over the mouth of the bottle. After placing the bottle into a mug full of warm water and then observe.

Healthy Choices: Teachers will discuss healthy food choices for the body and teeth. Teachers will give children teeth template to cut out and glue to the colorful paper. On the one tooth template put a happy and on the other template place a sad face. Then give children a magazine to look for food that are good for teeth and that are also bad for the teeth. Have them to cut out the picture and glue the healthy food to the happy and the unhealthy food to the sad tooth.



face
the
cut
tooth





Month:

Week: 2

Day: 5

Age range: School Age

Foundations: CA1.1, CA2.1, CA4.1, PHG3.2, ELA1.1, ELA1.2, ELA2.3, ELA2.4

NAEYC Standards 03D-629 Show two lesson plans that provide children with opportunities to engage in group projects.

Activity:

1. Making Music
2. Talent Show

Resources and materials needed:

Making Music

- Cell phone, tablet, CD player, computer
- Pencils/ Pens
- Paper
- Some music instruments

Talent Show

- Children will supply their props

Procedures:

Making Music: Children will be placed in a group of no more than 4 to put on a performance for the child care. Children will use any electronic devices to help them come up with beats, words, and dance. Children must produce songs with positive messages and no cursing or crude language will be used. Children will be given 30 minutes to an hour to produce a simple song and dance routine.

Talent Show: Children in their groups will perform their song in a talent show. They will oversee getting tools such as costumes and other items before the show starts. During the talent show, children will respect each others art and not criticize it because it is different. Teachers will step in if any of these rules are violated.



Month:

Week: 3

Day: 2

Age range: School Age

Foundations: SC5.1, SS1.1, PHG2.1, PHG2.2, PHG3.1, ELA3.1, SE1.2, APL1.1

NAEYC Standards 02A-159 Highlight and label two weeks of lesson plans to show where they include each of these content areas: literacy, mathematics, science, technology, creative expression and the arts, health and safety, social studies

Activity:

1. All About Me Cube
2. Oil and Ice Density Experiment
3. Red Light, Green Light, Yellow Light

Resources and materials needed:

Red Light, Green Light, Yellow Light

- None Needed

All About Me Cube

- All About Me Worksheet
- Crayons/ markers/ color pencils
- Glue or Tape
- Scissors

Oil and Ice Density Experiment

- Ice Trays
- Clear vase/ or container
- Food coloring
- Water
- Vegetable Oil

Procedures:

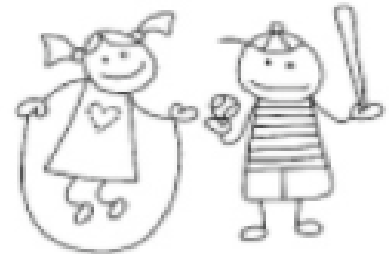
Red Light, Green Light, Yellow Light: Teachers will go over the importance of adhering to traffic guidelines when crossing the street first before playing the game. After the lesson children will be asked how to play the game. If outside children will be able to run, but if inside children will be asked to walk quickly on green to avoid being hurt. Teachers will go over the safety risk of the game before playing.

All About Me Cube: Teachers will make copies of the worksheet and pass it out to each child. Tell them to write and color the different items on the paper. Then have them to cut out the figure and glue it to make it look like a cube. Some children may need help reading and gluing together the cube so make sure that an older child or another teacher is assisting that child.

Oil and Ice Density Experiment: Mix a few drops of blue and green food coloring into water and then pour the colored water into the ice trays and freeze for 6 hours. Fill a tall vase about $\frac{3}{4}$ full of water. Then pour a layer of vegetable oil about 2 inches thick on top of the water. It takes a few minutes for the oil to settle on top of the water and for all of the air bubbles to work themselves out. Once the oil was settled place a few ice cubes into the container and watch them float in the oil layer.

All About Me

	My Name	
	My Portrait	Favorite Food
Favorite Activity	My Family	
	Favorite Subject	



Month:

Week: 3

Day: 3

Age range: School Age

Foundations: APL2.1, APL3.1, ELA2.1, ELA2.2, ELA3.1, CA2.1, PHG2.2

NAEYC Standards 02A-159 Highlight and label two weeks of lesson plans to show where they include each of these content areas: literacy, mathematics, science, technology, creative expression and the arts, health and safety, social studies

Activity:

1. Spin-A-Word
2. Rabbit Hole
3. Freeze Dance

Resources and materials needed:

Spin-A-Word

- Several sheets of card stock. (The thicker, the better.)
- A circular stencil
- A black marker
- Scissors.
- A brad.
- A printout of the Spin a Word printable
- A marker or pencil



Rabbit Hole

- A hula hoop
- 3-4 cones or other objects to prop your hula hoop off the ground (all the same height, 10-12" high)

Freeze Dance

- Music Player/ Cell phone/ Tablet/ Computer

Procedures:

Spin-A-Word: First, draw a circle on one sheet of card stock. Next, write about ten consonant letters around the rim of the circle. Please use the following letters: (c, b, r, t, m, p, f, s, l, n). Cut out the circle. Cut several long strips from the other pieces of card stock and write one word family at the end of each. I like to use the word families {at, ip, ug, ot, ed} because they cover all of the vowel sounds and include several different consonants. Then attach one of the word family strips to your circle using a brad. Be careful to attach the brad to the center of your circle so that the wheel spins around evenly. Invite kids to spin a word and write it on the printable. Then, ask them to read the word out loud and decide if it is a real word or a nonsense word. If it is real, they will circle (yes) under the column (Is it Real?). If it is not, they will circle, (no). Children will then turn the wheel to make a new word that they will write on the sheet. Play continues until all spots on the printable have been completed. Once kids are able to read and write words in one word family well, simply detach the word family strip and add a new one.

Rabbit Hole: Balance a hula hoop on top of the cones so that it is elevated off of the ground. Tell the children that they are all rabbits and they have to get into their rabbit hole to hide before the fox finds them. They must step over the hula hoop with each foot to arrive in the hole without knocking the hula hoop from the cones. One by one, each child enters the hole until as many as possible are inside! When everyone is in, ask them to slowly start exiting the hole,



one by one, again being very cautious not to disturb the hula hoop. HOW TO CHANGE IT UP: Jump into and out of the rabbit hole. Leap into the rabbit hole. Only one foot may land in the rabbit hole and then immediately leap out. Make this into a game of tag. Designate one child as the fox and have them chase the other children into the hole. If a child knocks the hula hoop down, they join the fox. Continue the game until all of the rabbits have been caught! Crawl under the hula hoop into the rabbit hole. This is very challenging and an excellent test of body awareness and control!

Freeze Dance: The teacher will play the music on either a CD Player or any other electronic device and have the children to dance to the music. Once the music stops, the children must freeze in their position. If someone is caught moving, that person is out. Then the music continues. The game ends when one person is left as the winner.

Spin -a- Word

The word	Is it real?	
	yes	no
	yes	no
	yes	no
	yes	no
	yes	no
	yes	no
	yes	no

Month:

Week: 3

Day: 4

Age range: School Age

Foundations: CA3.1, CA3.2, SC1.2, SC3.1, SC5.1, ELA2.3, ELA3.1

NAEYC Standards 02A-159 Highlight and label two weeks of lesson plans to show where they include each of these content areas: literacy, mathematics, science, technology, creative expression and the arts, health and safety, social studies

Activity:

1. Bird Seed Pictures
2. What kind of bird is it?

Resources and materials needed:

Seed Pictures

- Seeds (popcorn, bird seeds, etc)
- Cardboard paper
- Black Marker
- Bird shape Template
- PVA glue
- Scissors



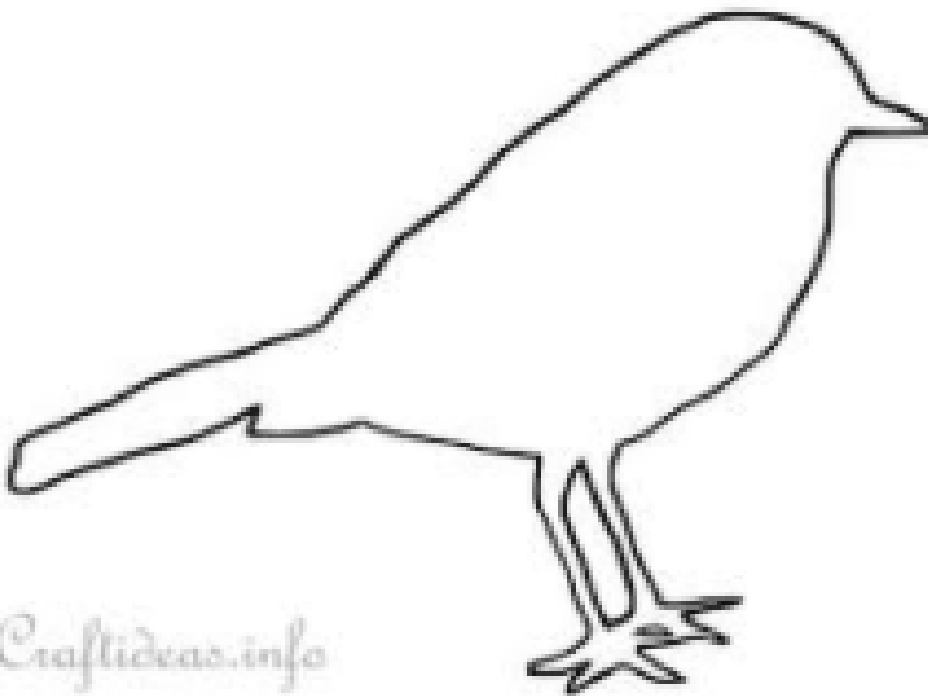
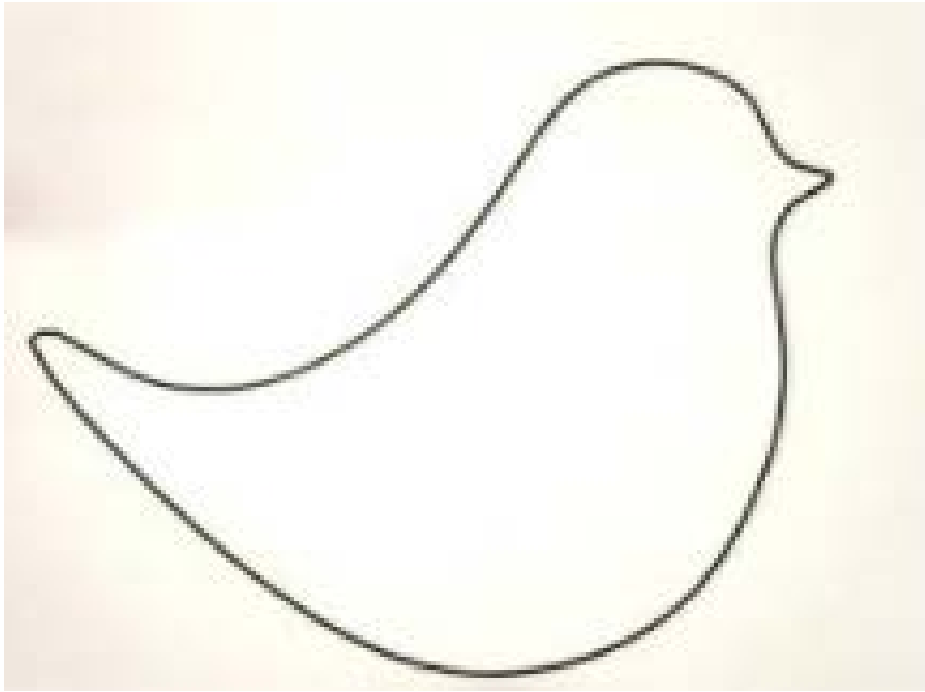
What kind of bird is it?

- Computer or a book on birds
- Paper
- Pencils/ Pens/ crayons

Procedures:

Bird Seed Pictures: Using the template trace with the black marker onto 1 of the cardboard papers. Cut out the cardboard paper with the bird's shape. Glue it onto another cardboard or a thicker sheet of paper. Then glue the seeds in the shape of the bird.

What kind of bird is it? Children will go online or look in a bird book to research what bird they made for their art activity. On paper they will need to write the type of bird they made, what region or area the bird can be found, the life expectancy of the bird, what the bird eats, and drawing a picture of the bird.



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Month:

Week: 3

Day: 5

Age range: School Age

Foundations: M1.1, M2.1, M2.2, SS2.1, SS2.2, SS2.4, CA4.1

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Activity:

1. Prime Number Game
2. Who Am I?

Resources and materials needed:

Prime Number Game

- Deck of Cards (without the face cards)

Who Am I?

- Stick Notes or Index Cards
- Tape
- Marker

Procedures:

Who Am I? Teachers will write different names of people from history on sticky notes or cards. The teacher will place the note cards on the forehead of the child and the child will have to guess who they are by asking the group questions about that they did. The children giving the information cannot tell the guessing child who they are, they can just give them clues. Examples of People: Barak Obama, Dr. MLK Jr., Malcolm X, Harriet Tubman, Tiffany Haddish.

Prime Number Game: Shuffle the cards and deal them face down to the players and ask the players to arrange their in a pile. Each round consists of all the players turning over the first card in their pack in an outward motion, giving every player a fair chance of seeing the card as it's turned over. When a prime is played, the first player to call out "prime" takes the card and any others that may be in the stack. If there's a tie, the pile should remain in the center and play should continue. If the number turned over isn't a prime number, leave the cards in the center of the table until a prime number appears and the cards are won. After a player wins cards, they must shuffle them into their deck before the game can continue. Play until one player has all the cards or set a time limit on the game and stop when time is up. The player with the most cards at the end of the game wins.



Month:

Week: 4

Day: 1

Age range: School Age

Foundations: SS3.1, SS3.2, SS3.3, SC1.1, SC1.2, SC5.1, ELA 3.1, ELA3.2

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Activity:

1. Cultures Around the World
2. Expanding Ivory Soap

Resources and materials needed:

Cultures Around the World

- Computer/ cell phone/ tablet, etc.
- Markers, crayons, color pencils
- White paper

Expanding Ivory Soap

- Ivory Soap (must be this soap not any other)
- Microwave
- Microwavable bowl

Procedures:

Cultures Around the World: Children will go online and research a country of their choice and create a brochure discussing: where the country is located, the capital of the country, types of food they eat, what the weather is like, what languages they speak and special holidays.

Expanding Ivory Soap: Have the children to examine the bar of soap and saying details they noticed about the soap. Put the Ivory soap in a microwaveable safe bowl and place it in the microwave for 2 minutes. After 15 seconds or so the soap will began to grow. After about 2 minutes on high the soap will stop expanding. Let the bowl cool for a minute and then allow the children to touch and feel the soap.

Month:

Week: 4

Day: 2

Age range: School Age

Foundations: M1.1, M1.2, M1.3, APL1.2, CA3.2, CA4.1, PHG1.2

NAEYC Standards 02A-159 Highlight and label two weeks of lesson plans to show where they include each of these content areas: literacy, mathematics, science, technology, creative expression and the arts, health and safety, social studies

Activity:

1. Blackjack Math
2. Clothespin Paper Puppet
3. Safety Map

Resources and materials needed:

Blackjack Math

- Deck of Cards
- Paper (optional)
- Pencils (optional)

Clothespin Paper Puppet

- Template
- Clothespins
- Markers
- Yarn
- Scissors
- Glue
- Optional: googly eyes

Safety Map

- Paper
- Markers/Crayons/Colored Pencils

Procedures:

Blackjack Math: Explain before the game starts that Aces=1, Jacks= 11, Queens= 12, and Kings= 13. One person is the dealer and everyone competes against the dealer. Dealer gives everyone two cards face up, including himself. The object is to get to 21 without going bust or over. Players can hit or stay (get a card or not) – until they reach 21 or bust! If the dealer busts, everyone else wins! (If you have children that are still learning how to add make sure they have paper and pencil ready to do calculations on).

Clothespin Paper Puppet: Color the template faces. Cut out the faces. Cut across the line that splits the face in half. Create your hair! Wind some yarn around 2-3 fingers. Snip a small piece and tie it around the bundle of yarn in the center (or off-center). Pull tight. Cut the loops open on both sides of your “pom pom”. Glue your hair to the top of your face. Add googly eyes and other fun stuff if you want. Put it together! Glue the top of the face to the top half of your clothespin. Glue the bottom to the bottom half. Make sure you don’t glue the clothespin closed. This is where I really liked using a kids’ glue that was strong enough to hold paper and wood, but not wood and wood. Hold it in place until it starts sticking.





Safety Map: Children will explore the building to see where exits are in case of an emergency. Then they will draw an escape map showing how to get out of the building in case of an emergency. They will also draw a plan in case of a tornado or lock down. Teachers will go over safety plans with children.

Month:

Week: 4

Day: 3

Age range: School Age

Foundations: PHG2.1, PHG4.1, CA3.2, SC1.1, SC1.2, ELA1.2, ELA3.1, SE3.1, SE4.1

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Activity:

1. Five Senses
2. Word Cloud

Resources and materials needed:

Five Senses

- Construction Paper
- Markers
- Glue
- scissors
- Magazines

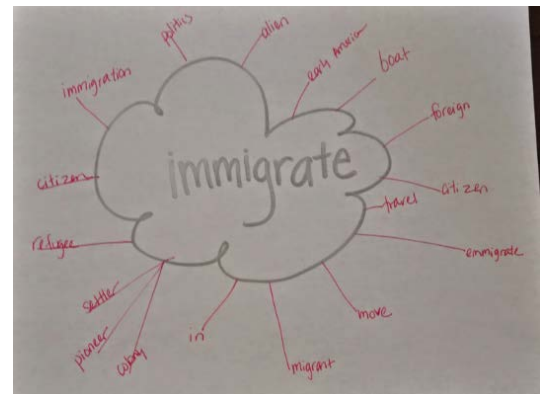
Word Cloud

- Paper
- Markers/Pens/Pencils/Crayons

Procedures:

Five Senses: Teachers will discuss the five senses with the children and then pass out construction paper and markers. Have the children to draw five boxes on the paper big enough to glue different items. Have them to label each box: smell, touch, taste, hear, and see. Then have children to find, cut out and glue items from the magazine that are related to the certain sense.

Word Cloud: This one helps students both remember meanings of words and make connections with words, strengthening schema and familiarity. Give the whole class one vocabulary word from your content topic. They have 30 seconds to make a group list of related words. The group with the most words (they can defend relation to) at the end of 30 seconds wins. Repeat with another vocabulary word. Regular blank copy paper works fine for these. This can be done with one word from your list as a quick time filler or with the whole list during designated vocabulary practice time.



Month:

Week: 4

Day: 4

Age range: School Age

Foundations: SE1.2, M1.1, M1.2, M3.1, ELA2.4, ELA3.1, APL3.1, CA3.1, CA3.2, CA4.1

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Activity:

1. Emotions Color Wheel
2. Seven Card Game
3. Dice Practice

Resources and materials needed:

Emotions Color Wheel

- Colored Pencils
- Markers
- White Piece of Paper.

Seven Card Game

- Deck of Cards

Dice Practice

- Dice
- Poster Board
- Dictionary
- Black Marker

Procedures:

Emotions Color Wheel: This activity is good to break the ice with any child. It is also an easy “check-in” to find out how the child is feeling and the issues he/she is dealing with at this time in his/her life. After creating a pie chart with 8 sections, the child gets to choose 8 emotions and then color in the pie pieces. Start with a piece of white paper and draw a circle filling the page. Draw a line straight down the center of the circle, then draw a line down the center, crisscrossing the first line. Follow this by halving the other pies and again until you have 8 pies. Ask the child, “What are 8 emotions that you would like to put in each pie on the wheel?” Then, as the child mentions the emotions place the word above the pie (on the outside). (The child may need some assistance with coming up with 8 emotions. Give assistance but be careful to not choose for the child.) Ask the child to now fill in each pie with a corresponding color or picture that matches his/her idea of what the emotion means to him/her. When the child is finished coloring have him/her explain what had him/her choose the color or explain what the picture means.

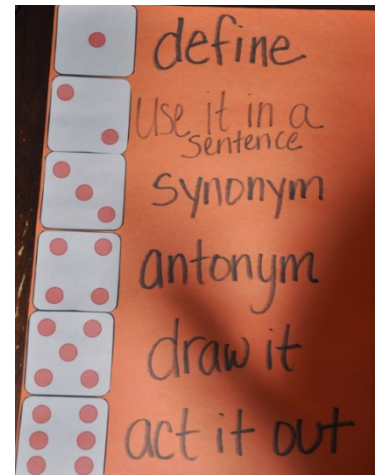
Seven Card Game: The entire pack of cards is dealt clockwise and face-down around the group. The players then sort their cards into sequences in each suit. The player who holds the 7 of diamonds starts by placing this card down in the center. The game then continues clockwise, with each player, if they can, adding a diamond card to the sequence. This can either go up (8, then 9, then 10 etc) or down (6, then 5, then 4 etc). Any cards played are placed on either side of





the 7, as appropriate, so that the diamonds form a row. A player can also start a new sequence in a different suit by placing any of the other 7s below the 7 of diamonds so that a new row can be built in that suit. If a player can do neither, they simply skip a turn.

Dice Practice: This is a great activity to use when introducing new words. This can be done orally, or have students do it on paper. You can have them do it alone, in partners or groups, or as a class. Doing this orally as a class for review is a great sponge. Just pick one person to roll the dice. Call a student or group to answer it for a word. Then repeat until you are out of time. Give each group a number cube and put a list on the board of what each number represents. Some options are: 1 = tell what it means, 2 = use it in a sentence, 3 = give a synonym, 4 = give an antonym, 5 = draw it, 6 = act it out. You could make one of the numbers free choice. Also put the list of vocab words up or give each group a stack of index cards with a word on each card. The first person in the group rolls a die, takes the top word card or the top word on the list, and acts accordingly. When the group is satisfied the challenge has been met, it moves to the next person. They roll the dice and take the next card or the next word on the list, etc...



Month:

Week: 4

Day: 5

Age range: School Age

Foundations: CA3.1, CA3.2, PHG1.2, SC5.1

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Activity:

1. Green Toothpaste
2. Toilet Paper Owls

Resources and materials needed:

Green Toothpaste:

- Empty salt shaker (We put some St. Patrick's Day stickers on our salt shaker to make it more festive.)
- 6% Hydrogen peroxide (20 volume developer)
- Green food coloring
- Liquid dish soap
- Baking dish
- Dry active yeast
- Lukewarm water

Toilet Paper Owls

- Toilet Paper/ Paper Towel rolls
- Glue
- Scissors
- Markers
- Construction Paper
- Big Wiggly Eyes (Optional)

Procedures:

Green Toothpaste: We mixed 2 tablespoons of hydrogen peroxide, a few drops of green food coloring, and a few drops of liquid dish soap in the empty salt shaker. An adult should definitely do this step and handle the hydrogen peroxide since it can cause skin irritation and bleach hair and clothes.

Safety Warning: *If hydrogen peroxide does come in contact with skin, wash it off immediately. If it comes in contact with eyes, flush with water.* In another small dish we mixed $\frac{1}{4}$ teaspoon dry active yeast with $\frac{1}{2}$ tablespoon warm water. We carefully added the yeast mixture to the peroxide mixture. We had to be quick! The reaction started to happen even before we poured all of the yeast into the salt shaker. *Please note: that an adult should touch the salt shaker first to make sure it is not hot before allowing the children to touch it.*

Toilet Paper Owls: Before you start the project make sure that paper towel rolls are cut in half. Have children to cut in half construction paper and place glue all over the toilet paper/ cut paper towel rolls. Place construction paper on the paper towel/ toilet paper roll leaving an inch of paper above the roll. Form the ears of the owl using the paper above the roll by pinching the middle of the paper inside of the roll. Cut out circles for the feathers and ovals for the feet using





construction paper. Big Wiggly Eyes can be used to glue on the eyes or you can cut out 2 big circles and 2 medium sizes circles to create the eyes.