



Month: February Week: 3 Subject: English/Language Arts

Day 1	Topic(s)	Foundation(s)
	Theme: Black History Artists & Musicians Number: 6 Letter: Ee Color: Red, Green, Black, Yellow Shape: Circle	ELA1.1 Demonstrate receptive communication. ELA1.2 Demonstrate expressive communication. ELA2.4 Demonstrate comprehension.
Indicators	Younger Toddlers	Older Toddlers
	Listen and respond to musical sounds in the story.	Recognize and name a trombone when shown a picture.
Activities: Start by introducing the musical instrument of the day – the trombone. Show a real trombone (if available) or a picture and play a short trombone sound clip. Ask toddlers, “What do you hear?” and “Does this sound high or low?”. Read <i>Little Melba and Her Big Trombone</i>, pausing occasionally to let children point out the trombone or other musical elements. Encourage them to move their hands as if playing a trombone. After reading, hand out toy instruments or homemade paper tubes so toddlers can pretend to "play" their own trombone while listening to jazz music.		
Resources/Materials - Book: <i>Little Melba and Her Big Trombone</i> - Toy trombones, paper tubes, or pretend instruments - Audio clip of a trombone	Key Vocabulary: Trombone Music Play	Support: Little Melba and Her Big Trombone, Read Aloud

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Toddler Curriculum

Day 2	Topic(s)		Foundation(s)	
	Theme: Black History Artists & Musicians Number: 6 Letter: Ee Color: Red, Green, Black, Yellow Shape: Circle		ELA1.1 Demonstrate receptive communication. ELA2.1 Demonstrate awareness of the alphabet. ELA2.4 Demonstrate comprehension.	
Indicators	Younger Toddlers		Older Toddlers	
	Identify red objects in the book.		Recognize and attempt to say the color red.	
Activities: Begin by introducing artist Horace Pippin and showing examples of his artwork. Ask toddlers, “What colors do you see?” and encourage them to point to the different colors in the paintings. Discuss how Horace Pippin often used the color red to make things stand out in his artwork. Next, read <i>A Splash of Red</i>, pausing to emphasize the use of red in the story. Encourage toddlers to point out red objects and repeat the word “red” throughout the book. After reading, provide toddlers with red crayons, red paper, or red paint and encourage them to create their own artwork inspired by Horace Pippin’s use of color.				
Resources/Materials		Key Vocabulary:		Support: A Splash of Red Mini Read Aloud
• Book: <i>A Splash of Red</i> • Red crayons, markers, or paint • Red fabric or objects for introduction • Photo of Horace Pippin’s artwork		Red Paint Color		

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Day 3	Topic(s)		Foundation(s)	
	Theme: Black History Artists &		ELA1.3 Demonstrate ability to engage in	



Toddler Curriculum

	Musicians Number: 6 Letter: Ee Color: Red, Green, Black, Yellow Shape: Circle	conversations. ELA2.4 Demonstrate comprehension.
Indicators	Younger Toddlers	Older Toddlers
	Listen to the story and respond with simple words.	Repeat short words or phrases from the book.
Activities: Begin with a discussion about words and feelings. Ask toddlers, “How do you feel when someone sings or reads to you?”. Read <i>Little People, Big Dreams: Maya Angelou</i>, stopping to emphasize key phrases and images. Encourage toddlers to repeat simple phrases like “Be brave” or “Use your voice”.		
Resources/Materials Book: <i>Little People, Big Dreams: Maya Angelou</i>	Key Vocabulary: Words Brave Happy	Support: Maya Angelou Little People, BIG DREAMS

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Day 4	Topic(s)	Foundation(s)
	Theme: Black History Artists &	ELA1.1 Demonstrate receptive



Toddler Curriculum

	Musicians Number: 6 Letter: Ee Color: Red, Green, Black, Yellow Shape: Circle	communication. ELA2.3 Demonstrate awareness and understanding of the concept of print. ELA3.1 Demonstrate mechanics of writing.
Indicators		
	Younger Toddlers	Older Toddlers
	Point to different colors in the book.	Attempt to name or describe a color they see.
Activities: Introduce artist Alma Thomas by showing one of her colorful paintings. Ask, “What colors and shapes do you see?” Read <i>Ablaze With Color</i>, pausing to let children name or point to the different colors. Encourage toddlers to use their fingers to “paint” in the air as you read.		
Resources/Materials	Key Vocabulary:	Support: Ablaze with Color (Read Aloud)
Book: <i>Ablaze With Color</i>	Color Art Paint	

Month: February Week: 3 Subject: Language Arts

Day 5	Topic(s)	Foundation(s)
	Theme: Black History Artists &	ELA1.2 Demonstrate expressive



Toddler Curriculum

	Musicians Number: 6 Letter: Ee Color: Red, Green, Black, Yellow Shape: Circle	communication.
Indicators		
	Younger Toddlers	Older Toddlers
	Clap hands along to the rhythm.	Attempt to repeat simple musical words like “jazz” or “beat.”
Activities: Introduce the word “jazz” and explain that it is a fun, bouncy type of music. Read <i>Baby Jazz</i>, emphasizing words that represent sounds and rhythm. Encourage toddlers to mimic the rhythms by clapping, tapping their laps, or swaying to the beat. After reading, play one of Louis Armstrong's songs. Ask students, “What do you hear?” and “How does this music make you feel?” Have toddlers move freely to the music. Provide simple hand drums, shakers, or tambourines for them to play along with the rhythm.		
Resources/Materials	Key Vocabulary:	Support:
- Book: <i>Baby Jazz</i> - Audio clip of jazz music - Small drums, shakers, or tambourines	Jazz Trumpet Saxophone	Jazz Baby by Lisa Wheeler #ReadAloud Louis Armstrong - What A Wonderful World (Official Video)