



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

Day 1	Topic(s) Theme: Black History Artists & Musicians Number: 6 Letter: Ee Color: Red, Green, Black, Yellow Shape: Circle	Foundation(s) ELA1.1 Demonstrate receptive communication. ELA1.2 Demonstrate expressive communication. ELA2.4 Demonstrate comprehension.
Indicators	Younger Preschool Listen attentively to a story and identify musical instruments.	Older Preschool Recall details from the book and discuss how music makes them feel.
	Activities: Begin the lesson by showing a picture of a trombone and playing a short clip of trombone music. Ask students, “What do you think this instrument sounds like?” and “How do you think it is played?” Read <i>Little Melba and Her Big Trombone</i> aloud, emphasizing key vocabulary words related to jazz music. Pause during the story to ask prediction questions like, “What do you think will happen next?” After reading, facilitate a discussion about how music can tell a story. Extra: Have students draw their favorite musical instrument, then share their drawing with the class while explaining why they chose it.	
Resources/Materials - Book “Little Melba and Her Big Trombone” - Paper, Crayons, Markers	Key Vocabulary: Trombone, Musician, Sound	Support: Little Melba and Her Big Trombone, Read Aloud



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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. ELA3.1 Demonstrate mechanics of writing.
Indicators	Younger Preschool	Older Preschool
	Identify colors in illustrations and recognize the letter E in the text.	Discuss different ways artists use colors to express emotions and ideas.
Activities: Begin by showing paintings by Horace Pippin. Ask students, “What colors do you see?” and “How do these colors make you feel?” Read <i>A Splash of Red</i> , pausing to highlight red elements in the story. Engage students in an interactive discussion by asking, “What color would you choose to describe how you feel today?”		
Resources/Materials - Book “A Splash of Red” - Paintings by Horace Pippin	Key Vocabulary: Artist, Brushstrokes, Expression	Support:  A Splash of Red Mini Read Aloud

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Day 3	Topic(s)	Foundation(s)
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Preschool Curriculum

	Theme: Black History Artists & Musicians Number: 6 Letter: Ee Color: Red, Green, Black, Yellow Shape: Circle	ELA1.3 Demonstrate ability to engage in conversations. ELA2.2 Demonstrate phonological awareness. ELA2.4 Demonstrate comprehension.
Indicators	Younger Preschool	Older Preschool
	Listen and respond to key parts of the story through simple recall.	Discuss Maya Angelou's life and how words can inspire others.
Activities: Begin by showing a picture of Maya Angelou and asking, "What do you think she did that made her special?" Introduce the book and explain that Maya Angelou was a writer, poet, and speaker who used words to make people feel inspired. Read <i>Little People, Big Dreams: Maya Angelou</i> aloud, pausing to emphasize key moments in her life, such as how she overcame challenges and found her voice through poetry. After reading, facilitate a discussion: • "How did Maya Angelou use words to inspire people?" • "What words make you feel strong, brave, or happy?" Extra: Have students contribute to a classroom inspiration board by choosing one word that makes them feel powerful. Teachers will write the word for younger preschoolers, while older preschoolers can attempt to trace or write their own words. To conclude, invite students to say their words out loud while using an expressive voice, just like Maya Angelou did in her poetry readings.		
Resources/Materials • Book: "Little People, Big Dreams: Maya Angelou"	Key Vocabulary: Poetry, Writer, Inspire	Support: Maya Angelou Little People, BIG DREAMS

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Day 4	Topic(s)	Foundation(s)
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Preschool Curriculum

	Theme: Black History Artists & Musicians Number: 6 Letter: Ee Color: Red, Green, Black, Yellow Shape: Circle	ELA1.1 Demonstrate receptive communication. ELA2.3 Demonstrate awareness and understanding of the concept of print. ELA3.1 Demonstrate mechanics of writing.
Indicators	Younger Preschool	Older Preschool
	Recognize shapes in artwork and describe colors.	Identify Alma Thomas's painting techniques and discuss how she used color.
Activities: Begin by displaying an Alma Thomas painting. Ask students, "What shapes do you see?" and "How do the colors make you feel?" Introduce Alma Thomas as an artist who used small, colorful strokes to create movement in her artwork. Read <i>Ablaze With Color</i>, pausing to emphasize how Thomas chose her colors and arranged them in patterns. Encourage students to trace circles in the book illustrations with their fingers as they identify colors. After reading, lead a discussion: • "Why do you think Alma Thomas loved using bright colors?" • "What do you think she wanted people to feel when they saw her paintings?" Encourage students to share their favorite colors and why they like them.		
Resources/Materials • Book "Ablaze With Color" • Paintings by Alma Thomas	Key Vocabulary: Abstract, Collage, Patterns	Support: Ablaze with Color (Read Aloud)

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

Day 5	Topic(s)	Foundation(s)
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Preschool Curriculum

	Theme: Black History Artists & Musicians Number: 6 Letter: Ee Color: Red, Green, Black, Yellow Shape: Circle	ELA1.2 Demonstrate expressive communication. ELA2.4 Demonstrate comprehension. ELA3.1 Demonstrate mechanics of writing.
Indicators	Younger Preschool	Older Preschool
	Engage in rhythmic clapping while listening to jazz music.	Discuss how jazz music makes them feel and describe different rhythms.
Activities: Introduce jazz music by playing a short clip of a Louis Armstrong song. Ask students, “What do you hear?” and “How does this music make you feel?” Read <i>Jazz Baby</i>, encouraging students to clap along to the rhythm of the words as you read. Emphasize the patterns in the rhythm, saying, “Let’s tap our legs to the beat—tap, tap, tap!” After reading, discuss: • “How is jazz music different from other types of music?” • “What words would you use to describe the way jazz sounds?” Encourage students to use their voices like instruments, making soft, loud, or rhythmic sounds to imitate jazz music.		
Resources/Materials	Key Vocabulary:	Support:
• Book “Jazz Baby” By Lisa Wheeler	Jazz, Trumpet, Saxophone	Jazz Baby by Lisa Wheeler #ReadAloud Louis Armstrong - What A Wonderful World (Official Video)