

Blocks

(Changes to environment and PLANNED ACTIVITY)

Driving to the Dentist

Add cars, wooden people, and assorted blocks
Children will build roads, use blocks to build buildings. They will pretend to drive to the dentist office.

Children will work together to build structures using existing knowledge. Children will move purposely around the floor to maneuver vehicles using gross motor skills.

TSG Objectives for Development & Learning:

- 3. Participates cooperatively and constructively in group situations.
- 9. Uses language to express thoughts and needs.
- 14. Uses symbols and images to represent something not present.
- 32. Demonstrates simple geographic knowledge.

NC-FELD Foundations:

- 2.3 Demonstrate an eagerness and interest in learning through verbal and nonverbal means while playing, listening, questioning, and interacting.
- 5.1 Take on pretend roles in play and make-believe with objects.

Health/ Wellness/ Nutrition (From More than Mud pies) Teeth Brushing

Toothbrush, toothpaste, mirror and small cups.
Children will begin to brush teeth daily and learn the importance of dental care. They will follow picture directions to help learn the correct way to brush.

Fine motor, measurement, comparison skills

CHILDRENS INTEREST: “Dental Health”

Classroom Name: Whales

Teachers: Mrs. Jammie & Mrs. Laura

Date: February 3-7, 2020

Library/Language Arts

Books:

Monday- The Berenstain Bears - Visit the Dentist: You Tube

Tuesday- Happy/Sad Teeth: discussion about healthy snacks.

Wednesday- Take Care of Your Teeth: mini book.

Thursday- Just Going to the Dentist: by Mercer Mayer

Friday – Healthy Teeth: mini book.

Objectives for Development & Learning:

- 8. Listens to and understands increasingly complex language.
 - 17. Demonstrates knowledge of print and its uses.
 - 18. Comprehends and responds to books.
A) Interacts during read-aloud and book conversations.
c) Retells stories.
- NC-FELD Foundations:**
LDC-8 Children develop interest in books and motivation to read.
LDC-9n With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next.

Dramatic Play

(Changes to environment and PLANNED ACTIVITY)

Dentist Office

Add dentist chart, clipboard, writing tools, doctor tool, towels, pictures of teeth and dolls.

Children will pretend to work in a dentist office. They will use dolls as patients and examine teeth. They will use writing tools and chart to record their findings.

TSG Objectives for development & Learning:

- 2. Establishes and sustains positive relationships.
- 21. Explores and describes spatial relationships.
- 26. Demonstrates knowledge of the physical properties of objects and materials.

NC-FELD Foundations:

- 1.1 Draw on everyday experiences and apply that knowledge to other situations.
- 8.6 Play and interact cooperatively with other children (e.g., taking turns, exchanging ideas).
- 14.2 Use language as part of pretend play to create and enact roles.

Outdoor Learning or Vigorous Indoor Activity

Monday: Walk the bike track/Musical Chairs

Tuesday: Tag/Hot potato

Wednesday: Tooth Toss: bucket, balls/bean bags

Thursday: Freeze Dance

Friday: Walk the Line: painters' tape, balance

Objectives for Development & Learning:

- 4. Demonstrates traveling skills.
- 5. Demonstrates balancing skills.
- 6. Demonstrates gross-motor manipulative skills.

Music and Movement

(Changes to environment and PLANNED ACTIVITY)

Monday: Brushing Our Teeth: movement

Tuesday: My Tooth: rhyme poem

Wednesday: The Toothbrush Song: row, row your boat.

Thursday: Toothbrush: Yankee doodle dandy.

Friday: Are Your Teeth Clean and White? Do Your Ears Hang Low?

TSG Objectives for Development & Learning:

15. Demonstrates phonological awareness.

A) Notices and discriminates rhyme.

30. Shows basic understanding of people and how they live.

NC-FELD Foundations:

LDC-11f Participates in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds.

LDC-11g Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.

Social Emotional Activities

NC-FELD Foundations:

ESD-6Children identify, manage, and express their feelings.

ESD-6l Express a range of emotions with their face, body, vocal sounds and words.

ESD-6n Describe reasons for their feelings.

Science/Sensory

(Change to sensory table PLANNED ACTIVITY)

Science Activity#1- What Liquids Do to Your Teeth?

Put several eggs into different liquids (cola, milk, orange juice, etc.). Discuss with your children what they think will happen to the eggs in the different liquids. Leave the eggs in the liquids for a couple of days. When you take it out the kids can see what the liquids would do to their teeth.

Sensory Table:

Water, toothbrushes, golf balls, and liquid soap

Eye-hand coordination, fine motor skills, measuring, and comparison.

SOYA

Special Olympics for Young Athletes
Week 3

Balance & Jumping

Floor markers, Balance bean

TSG Goals and Objectives (Goals for each child)

1. Regulates own emotions and behaviors. A) Manages feelings. C) Takes care of own needs appropriately. (CB, SC, MH-M, BO, LS)
3. Participates cooperatively and constructively in group situations. (RA,)
6. Demonstrates fine motor strength and coordination. (RD, TS)
9. Uses language to express thought and needs. (CC, JR, CV)
20. Uses number concepts and operations. (WM, IO, AR)

Manipulative/Math

(Changes to environment and PLANNED ACTIVITY.)

Monday – Friday:

1. **Toothbrush shape match:** shape recognition
2. **Teeth Counting:** counting and one to one correspondence.
3. **Teeth brushing sequencing:** Order by steps.
4. **Teeth size sorting:** sequencing by size.

Objectives for Development & Learning:

7. Demonstrates fine-motor strength and coordination.
11. Demonstrates positive approaches to learning.
20. Uses number concepts.
- c) Connects numerals with their quantities.

FAMILY INVOLVEMENT ACTIVITY

Discuss the importance of teeth brushing.

Class Needs: toothbrushes with caps

NC-FELD Foundations

ESD-2m Try new activities and attempt new challenges. (RD, TS)

ESD-5k Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. (RA, CB, SC, BO)

ESD-6n Describe reasons for their feelings. (MH-M, CV)

APL-8h Focus on age-appropriate activities for a short period of time, even with interruptions. (AR, LS)

HPD-5l Use tools that require strength, control, and dexterity of small muscles. (CC, WM, IO)

CD-13c Use observation and counting to find out how many things are needed during play and other daily activities. (ALL)

Art

(Additions to environment and PLANNED ACTIVITY)

Monday: Toothbrush painting: toothbrush, black construction paper, and white paint. How do you brush your teeth?

Tuesday: Sad Tooth: white tooth cutout, black and brown crayons.

Wednesday: Floss Painting: Yarn; variety of paint colors; white paper; clothes pins. Dip the floss into paint and then drag around on the paper. Sensory, fine motor skills.

Thursday: Brush My Teeth: construction paper, paper plate, scissors, glue, toothbrush, assorted paint.

Friday: Happy Teeth: Red construction papers, white beans, glue.

TSG Objectives for Development & Learning:

7. Demonstrate fine motor strength and coordination.

a) Use fingers and hands. b) Use writing and drawing tools.

8. Listens to and understands complex language.

11. Demonstrates positive approaches to learning.

14. Uses symbols and images to think symbolically.

28. Uses tools and other technology to perform tasks.

NC-FELD Foundations:

LCD-13c Represent thoughts and ideas through marks and paintings.

LC-15f Use a variety of writing tools and materials with purpose and control.

LC-15g Make marks they call "writing" that look different from drawings.

Monday

Toothbrush Painting



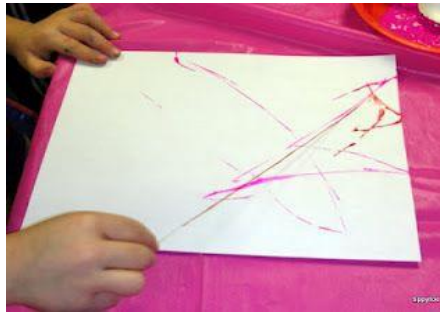
Tuesday

Sad Tooth



Wednesday

Floss Painting



Thursday
Brush My Teeth



Friday

Happy Teeth

