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| **Time** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

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| **Large Group/Opening Activity** (may include but is not limited to one of the two story times, phonological awareness, music with movement, literacy activity) | | | | | |
| Time: | Activity: Morning meeting/Routine activities | Activity:  Morning meeting/Routine activities | Activity:  Morning meeting/Routine activities | Activity: Morning meeting/Routine activities | Activity: Morning meeting/Routine activities |
| Activity: Feely Box-Students will feel objects and begin talking about the way objects feel. Then talk about the colors of the objects they’ve identified. If time permits, create a class chart with some of their observations.  GELDS: CD-SC1.4a | Activity: Using pictures of various common items, have children sort items by color on a chart, creating a graph. As a class, count the items in each column.  Ask the class:  Which color had the most items? Which color had the least items?  GELDS: CD-MA4.4b | Activity: Color Mystery Bag- Teacher should prepare 1-2 mystery items of varying colors. Teacher will give clues about the color and how it feels, smells, or tastes, and students try to guess the item.  GELDS: CD-SC1.4a | Activity: Have three colors of paint available. Each child picks a color of paint and paints onto chart paper. Each child can choose to add their color on top of or next to the previous child(ren) to observe mixing colors. Ask children questions such as “What did you notice when the colors mixed?” “Why do you think the paint changed?” GELDS:  CD-SC1.4a | Activity: Using name cards, or having each child write their name, have children vote on their favorite color. Create a group chart. Use the chart to count which color had the most votes, and which color had the least votes. Ask a few children “Why is \_\_\_\_\_ your favorite color?”  GELDS:  SED1.4b |

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| **A minimum of two (2) reading opportunities planned daily** | | | | | |
| Time: | Title: *Can You Touch a Color?*  Preview the book and do a picture walk, explain that the children in the story are going to discover colors all around them.  GELDS: CLL5.4a | Title: *Can you Touch a Color?*  Discuss and define unfamiliar vocabulary words: quest, discover, squishy, velvety.  GELDS: CLL2.4b | Title: *How the Crayons Saved the Rainbow*  Discuss different colors and associate the color with emotions. For example, if I’m feeling red, I may feel angry. Blue-sad, Yellow-happy. Ask children, “What color are you feeling today and why?”  GELDS: SED2.4b | Title: *How Do Dinosaurs Learn their Colors?*  Discuss colors in the community and classroom as you read this story. For example, the stop sign is red. What can you find that is red in our classroom?  GELDS: CD-SS3.4b | Title: *Can You Touch a Color?*  Lead discussion to relate the book to the children’s lives. Ask questions such as, “Can you remember a time when you got a snug hug?” “ How did it make you feel?”  GELDS: CLL2.4d |
| Time: | Title: *What’s Behind the Little Red Door?*  Make connections between the stories and the author. What do you see that is similar in both stories?  GELDS: CLL5.4d | Title: *Brown Bear, Brown Bear, What Do You See?*  Children will choral “read” along with the teacher. Teachers will use a pointer to track words from left to right.  GELDS: CLL5.4b, CLL8.4c | Title: *My Five Senses*  Identify and discuss the five senses. Ask children to name things they can touch, taste, smell, hear, and see.  GELDS: CD-SC3.4c | Title: *Mouse Paint*  Allow children to make predictions during the story by asking, “What color do you predict the red mouse will make in the yellow puddle? What color do you predict the yellow mouse will make in the green puddle? Why?”  GELDS: CD-SC1.4d | Title: *My Many Colored Days*  Make connections to colors in the story. For example, red reminds me of when I am feeling angry, blue reminds me of when I feel sad. Discuss how we sometimes have a lot of colorful feelings. Ask children to find a colored object in the room that represents how they are feeling today.  GELDS: SED2.4b |

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| **A minimum of one (1) large group phonological awareness activity is planned daily** | | | | | |
| Time: | Activity: Guess the Sound-Hide an item or instrument behind a big red door cutout. Make sounds using the item, and have students guess the item that is being used to make the sound.  GELDS: CLL6.4a | Activity: Rhyming Word Sit Down  Children walk around in a big circle taking one step each time a rhyming word is said by the teacher. When the teacher says a word that doesn't rhyme, the children sit down.  places/faces/spaces/spot,  sweet/feet/meet/mop,  well/gel/smell/tell/fell/spell/shell/bed,  mad/had/glad/glob,  guys/eyes/apple,  snug/hug/but/rug/jug/slug/mug/mat,  see/me/he/she/gee/jar,  blue/new/glue/pencil,  flower/shower/power/pop  GELDS: CLL6.4b | Activity: Scrambled Sentences Read sentences out loud to the children and model how to jump to count each word in the sentence.  GELDS: CLL6.4d | Activity: Clap syllables in words from the book  knock, explore, magic, color, friends, quest, velvety, electric, guitar, sweet, bubbles, ocean, clean, flippers, slick, slimy, strawberry, rose, same, different  GELDS: CLL6.4e | Activity: Block Party  Give each student six unifix cubes. Have students join unifix cubes for each word in a sentence from the book. Ex. “My favorite color’s blue!” “We love all the colors.” “We love purple,pink, and blue. “  GELDS: CLL6.4d |

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| **A minimum of one (1) large group literacy activity planned daily** | | | | | |
| Time: | Activity: Create a Venn Diagram comparing *What’s Behind the Little Red Door?* and *Can You Touch a Color?*  GELDS: CLL5.4c | Activity: Reread *Brown Bear, Brown Bear, What Do You See?* and retell the story using props.  GELDS: CLL5.4b | Activity: *Can you taste a color?*  Ask children, “What do colors taste like?” Show the children a variety of colorful fruits or snacks: an orange, a lemon, a strawberry, a green apple, etc. Invite the children to taste each fruit and describe what each one tastes like. Discuss taste and texture words like sour, sweet, juicy, soft, crunchy, and tangy. Have sentence frames prepared on chart paper. “The green apple tastes \_\_\_\_.” “The red strawberry tastes\_\_\_\_.”  GELDS: CD-SC1.4a, PDM4.4a | Activity: After reading *Can You Touch a Color*, model writing by asking students what their favorite color is and what else is that color. Dictate the student’s responses on chart paper. For example, “My favorite color is yellow. The sun is yellow.”  GELDS: CLL9.4a, CLL5.4d | Activity: After reading *Can You Touch a Color*, review the colors and items that were “touched” in the book. Remind students that the children in the book went on a quest. Go on a “color quest” in your classroom to see how many different colors you can see and touch. You could have children record their observations through drawing pictures of the colorful items they discovered using a [chart](https://docs.google.com/document/d/1g8cRON8ClllOF5b_RCTGYRAHBhRlZDh4HQmkku5-F0o/edit?usp=sharing).  GELDS: CD-SC1.4a ,CD-SC1.4c |

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| **A minimum of one (1) music with movement activity daily** | | | | | |
| Time: | Music with movement:  [Rock Your Body to the Colors](https://youtu.be/n_oeKDVJTss)  [by Jack Hartmann](https://youtu.be/n_oeKDVJTss)  Teachers and students follow movements together.  GELDS: CD-CR1.4a | Music with movement:  [What Color are you Wearing? by Kiboomers](https://youtu.be/xRyjbyBcPok)  Teachers and students stand up and follow actions when the color they are wearing is called out.  GELDS: CD-CR1.4a | Music with movement:  [Five Senses Song by the Kiboomers](https://youtu.be/vXXiyIGqliE)  Teachers and students march in place during the song, while touching body parts as they are mentioned in the song.  GELDS: CD-SC3.4c | Music with movement:  [Can Stop The Feeling by GoNoodle](https://youtu.be/KhfkYzUwYFk)  Teachers and students follow movements together.  GELDS: CD-CR1.4a | Music with movement:  After giving each child a colored scarf, play a familiar song, and ask children to listen to movement prompts:  If you have a red scarf, jump up and down.  If you have a blue scarf, touch your toes.  If you have a yellow scarf, march in place.  If you have a green scarf, stomp your feet.  GELDS:  CLL1.4b |

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| **Closing Activity** | | | | | |
| Time: | Activity: What would you like to see behind a little red door? GELDS: CLL2.4a, CLL4.4b | Activity: Play “I Spy” by giving clues to children to guess items in the room based on its color. “I spy something blue that you sit in.”  GELDS: CLL4.4d | Activity: Color Scavenger Hunt: Ask children to find objects in the classroom of varying colors. Allow them to bring objects to the rug and show their item.  GELDS: CD-SC1.4a | Activity: Feely Box-Students will feel objects and begin talking about the way objects feel. Then talk about the colors of the objects they’ve identified.  GELDS: CD-SC1.4a, CLL4.4d | Activity: Ask “What’s the most colorful thing you’ve touched this week? What did it feel like?” Encourage children to use color and texture words.  GELDS: CD-SC1.4a |