

| Weekly Plan Sheet | | Week of | | Topic of Study <u>Color and Light</u> | | Teacher(s) | |
|---------------------|--|---|---|---------------------------------------|---|------------|--|
| Day and Big Idea(s) | Group Time #1 | Group Time #2 | Small Group Activities | Transition Activities | Special Activities | | |
| Monday | FP: Little Boy Blue – p. 5 Introduction: Finding out what Children Know about Color and Light – p. 2 FP or Song: Color Rhyme – p. 6 | FP: Little Robin Redbreast – p. 6 First Reading of <i>Little Blue and Little Yellow</i> – p. 3 FP or Song: Favorite Color Song – p. 6 | Mixing Colors in a Tube - p. 8 | Spy Colors – p. 15 | Bean Bag Toss – p. 12 | | |
| Tuesday | FP: Little Robin Redbreast – p. 6 First Reading of <i>Mouse Paint</i> – p. 3 FP or Song: Finding Colors - p. 6 | FP: Little Boy Blue – p. 5 Second Reading of <i>Little Blue and Little Yellow</i> – p. 3 FP or Song: Bluebird, Bluebird – p. 7 | I Spy Colors in My Room - p. 9 | Spy Colors – p. 15 | Red Light, Green Light – p. 12 | | |
| Wednesday | FP: Color Rhyme – p. 6 First Reading of <i>Planting a Rainbow</i> – p. 4 FP or Song: Mary Wore Her Red Dress – p. 7 | FP: Little Robin Redbreast – p. 6 Storytelling Figures: <i>Mouse Paint</i> – p. 5 FP or Song: Red, Yellow and Green – p. 7 | Graphing Our Favorite Colors – p. 11 | Spy Colors – p. 15 | Color Crackers – p. 11 | | |
| Thursday | FP: Little Boy Blue – p. 5 First Reading of <i>Bear Shadow</i> – p. 4 FP or Song: My Disappearing Shadow – p. 7 | FP: Finding Colors – p. 6 Second Reading of <i>Planting a Rainbow</i> – p. 4 FP or Song: Favorite Color Song – p. 6 | Eyes See Colors – p. 9 | Follow the Flashlight – p. 15 | Do Shadows Change in Size? - p. 10 | | |
| Friday | FP: My Disappearing Shadow – p. 7 Second Reading of <i>Bear Shadow</i> – p. 4 FP or Song: Finding Colors – p. 6 | FP: Color Rhyme – p. 6 Conclusion: Finding out What Children Have Learned about Color and Light – p. 2 FP or Song: Bluebird, Bluebird – p. 7 | Color Hunt – p. 9 | Follow the Flashlight – p. 15 | Shadow Dancing – p. 12 | | |

Changes to the Environment (Props, materials added to Centers)

| Art | Blocks | Books | Dramatic Play / Home Living | Manipulatives | Sand / Water | Science / Discovery |
|-----------------------|---|---|--|--|---|--|
| Add Materials – p. 13 | Add color cars, garages and traffic signs – p. 13 | Add books, pictures and Mother Goose Rhyme Charts – p. 14 | Add scarves, sheer fabric, flowers and vases – p. 14 | Add color beads, bears, pegs and pegboards – p. 14 | Water - Add food coloring, eggbeaters and/or wire whisks – p. 14 Sand – Hide color bears – p. 14 | Color Frames, Color Boxes – p. 8 Color My World, Rose-colored Glasses – p. 9 Color Shadows, Me and My Shadow - p. 10 |