



**Month:** April

**Week:** 2

**Day:** 1

**Age range:** Infant

**Topics:**

- **Theme:** Bakery
- **Shape:** Star
- **Number:** 15
- **Color:** Green
- **Letter:** Oo

**Foundations:** SC5.1, SC1.1, SC1.2, SS1.1, CA3.3, PHG3.1, ELA1.1, ELA2.2, ELA2.3

**Indicators:**

CCSS: Reading

- Responds to sound in the environment
- Acknowledges when sounds are the same or different

**NAEYC Standards**

03D-623 Show or describe two examples of how you organize time or space so children can play or work alone.

**Activity:**

1. Color and Shape Sensory Bags
2. Reading a Book about a Bakery
3. Texture Sensory Wall

**Resources and materials needed:**

1. Color and Shape Sensory Bags:
  - Dry Erase Markers (Green and Orange)
  - Green and Orange Buttons
  - Painters tape
  - Baby Gel Oil
  - Sandwich or gallon bag
2. Reading a Book:
  - The Little Bitty Bakery by Leslie Muir
  - Walter the Baker by Eric Carle
3. Texture Sensory Wall:
  - Pieces of colored paper
  - Clear contact paper
  - Large color paper
  - Photos, ribbons, pom pom, etc
  - Scissors
  - Tape
  - basket

**Procedures:**

**Texture Wall:** Tape colored paper to a wall. Cover paper with sticky side out contact paper and tape the edges down with clear tape. It may help to attach the first piece of tape to the top while the contact paper is still on the floor and then attach that side to the wall first. Prepare your items in a basket on the floor. I chose laminated pictures of their faces and curly ribbon, but any items that a young toddler can manipulate, grasp, and potentially taste are good. Place a couple of the items on the sticky wall to engage your infant. Like most wonderful infant and toddler activities, this is a child-directed open ended activity



once it is set up. Your child will likely notice and engage with the materials without much prompting. Observe what interests them most. For some this might be taking the objects on and off. For some it might be simply the sticky wall. Use language to describe what they are doing (for example: “You pulled it off!” “Your fingertips stick.”). Model alongside the child how to stick objects back on or pull them off. Allow them to leave and return to the activity over the course of the day or several days. Modifications: Make a longer sticky sensory wall for toddlers to walk along. Change the materials you provide. Some ideas could include: pieces of construction paper, juice can lids, or strands of yarn.

**Color and Shape Sensory Bag:** The sensory bag is simply just baby oil gel in a Ziploc bag. You could double bag it to seal it better. Insert two colors of buttons into each sensory bag and taped it to the table. Age 2 and up add sorting ‘sections’ for each color. Draw on the baggies with dry erase markers. Draw big ovals and stars in the corresponding colors of buttons and write the name of the colors. The children can push the buttons around in the baggy to fit into the correctly colored shapes. Modifications: Put the number 15 into the shapes and have them to count the buttons that go into the shapes.

**Read a book about Bakery:** Have children to gather to listen and look at the book. Making sure that the reader engages the children by describing what they are seeing and allowing the children to touch the pictures (if they are able to).

Adjustments for Children with Special Needs: Teachers need to make sure that the child is able to see and able to access the activity. Only if child ask or look like they need help will the teacher assist in the activity



**Month:** April

**Week:** 2

**Day:** 2

**Age range:** Toddlers

**Topics:**

- **Theme:** Bakery
- **Shape:** Star
- **Number:** 15
- **Color:** Green
- **Letter:** Oo

**Foundations:** ELA2.1, ELA2.3, M1.1, M2.1, M2.2, APL1.2, APL4.1, SC3.1, SC5.1

**Indicators:**

CCSS: Speaking and Listening

- Imitates one word vocalization/ signs such as “more” “all gone” “mine”
- Names familiar objects
- Uses pointing for learning new vocabulary

**NAEYC Standards**

03D-623 Show or describe two examples of how you organize time or space so children can play or work alone.

**Activity:**

1. “O” Flashcards
2. Sensory Bags: Making a Green Star
3. Ballin’ at 15

**Resources and materials needed:**

Flashcards:

- Pictures of things that start with the letter “O” (magazine or printed internet pictures)
- Laminator

Sensory Bags:

- Ziploc bags
- Yellow and blue paint
- Tape
- Permanent marker

Ballin’ at 15:

- Medium size ball
- Medium size basket

**Procedures:**

**Flashcards:** Pre make laminated cards with items that start with the letter “O” (such as octagon, orange, octopus, etc) and start with the sound of “O” then say the word.

**Sensory Bags:** On Ziploc bag take permanent marker and draw a big star. Put inside the bag yellow and blue paint. Ziploc the bag and place it on the floor (for infants) and the table for toddlers. Tape the bag down to the floor/table and let them explore.

**Ballin at 15:** Place a basket on the wall and demonstrate that you want them to put the ball in the basket. Every time they make a basket count until they reach (or attempted to reach) the number 15.

**Adjustments for Children with Special Needs:** Teachers need to make sure that the child is able to see and able to access the activity. Only if child ask or look like they need help will the teacher assist in the activity



**Month:** April

**Week:** 2

**Day:** 3

**Age range:** Toddlers

**Topics:**

- **Theme:** Bakery
- **Shape:** Star
- **Number:** 15
- **Color:** Green
- **Letter:** Oo

**Foundations:** SC1.1, SC1.2, SC5.1, CA1.1, PHG2.2, PHG3.1, PH3.2, ELA1.2, ELA2.1, ELA2.3, M1.1, M1.2, M2.2

**Indicators:**

CCSS: Speaking and Listening

- Participates in back and forth vocal play
- Varies pitch, length, and volume of vocalizations to express wants and needs
- Names familiar objects
- Actively attends to things that an adult is showing

**NAEYC Standard**

03E-643 Show or describe one example of how you intentionally rearranged classroom equipment, when necessary, to scaffold children's learning.

**Activity:**

1. Bean Bag Toss
2. Homemade Guitar
3. "O" Soup

**Resources and materials needed:**

Homemade Guitar

- Baking loaf
- Green Rubber Bands
- Instrumental Music on CD/Music Player

Bean Bag Toss

- 6 Different Color Bean Bag
- 6 Different colored construction paper
- Tape

"O" Soup

- Plastic Letters/ laminated letters (15 letter Oo)
- Bowl
- Plastic Mixing Spoons

**Procedures:**

**Homemade Guitar:** Have instrumental music playing in the background (any music without words is fine). Place 4 to 5 green rubber bands on the baking loaf and make sure it is tight enough so that it can make a sound. Demonstrate how to play the guitar and play it with the music have them to play with the music. Make sure that toddlers are monitored while playing with the guitar. They must be sitting at a table or on the floor playing with the guitar.

**Bean Bag Toss:** Tape colored construction paper to the floor as well as challenge lines where the child is to stand and have them toss the bean bags onto the corresponding colors. Make sure they are taking turns going behind each other.



**“O” Soup:** Place in a mixing bowl plastic/ laminated letters have children stir with a mixing spoon the letters. Have them to pick up a letter and the teacher will say the letter and sound. If they happen to pick the Letter “O” the teacher would say “Oooo Soup” and then keep count how many times they pick up the letter “O”.

**Adjustments for Children with Special Needs:** Teachers need to make sure that the child is able to see and able to access the activity. Only if child ask or look like they need help will the teacher assist in the activity



**Month:** April

**Week:** 2

**Day:** 4

**Age range:** Toddlers

**Topics:**

- **Theme:** Bakery
- **Shape:** Star
- **Number:** 15
- **Color:** Green
- **Letter:** Oo

**Foundations:** SC1.1, SC1.2, SC5.1, CA3.1, CA3.2, ELA2.1, ELA2.4, ELA3.2, M2.1

**Indicators:**

ISTAR KR: Gross Motor Skills

- Moves up and down inclines

**NAEYC Standards**

03D-630 Show two lesson plans that provide children with opportunities to learn from one another.

**Activity:**

1. Reading a Book about numbers
2. Alphabet Hunt Shredded Paper sensory

**Resources and materials needed:**

1. Reading a Book: (Suggestions)
  - One Fish, Two Fish, Red Fish, Blue Fish by Dr. Seuss
  - Chicka Chicka 123 by Bill Martin & Michael Sampson
  - Baby Touch and Feel: Numbers (Baby Touch & Feel) by DK Publishing
2. Alphabet Hunt:
  - Clear bin
  - Shredded Newspaper
  - Foam or Plastic Letters

**Procedures:**

**Alphabet Hunt:** Shred newspaper into plastic bin and put the foam/ plastic letters in the bin. Make sure you mix them up. Have the children to search for the letters through the tub of shredding newspaper (this is where the teachers jump in with the "You found the red Dd!"...)

**Reading a Book:** Have children to gather to listen and look at the book. Making sure that the reader engages the children by describing what they are seeing and allowing the children to touch the pictures (if they are able to).

**Adjustments for Children with Special Needs:** Teachers need to make sure that the child is able to see and able to access the activity. Only if child ask or look like they need help will the teacher assist in the activity



**Month:** April

**Week:** 2

**Day:** 5

**Age range:** Toddlers

**Topics:**

- **Theme:** Bakery
- **Shape:** Star
- **Number:** 15
- **Color:** Green
- **Letter:** Oo

**Foundations:** M2.1, M2.2, SE4.1, APL1.1, APL1.2, APL3.1, CA1.1, CA4.1

**Indicators:**

CCSS: Geometry

- Puts smaller objects into larger holes, slots, or depressions
- Identifies and matches colors
- Matches same attributes

**NAEYC Standards**

03D-630 Show two lesson plans that provide children with opportunities to learn from one another.

**Activity:**

1. Sorting the Colors
2. Nursery Rhymes Time
3. Puppet Play

**Resources and materials needed:**

Sorting the Colors

- Green and Brown Bowl
- Green and Brown plastic shapes

Nursery Rhymes Time

- Music player with different nursery rhymes

Puppet Play

- Animal puppets

**Procedures:**

**Sorting the Colors:** Chose two colors (green and brown) that have very little in common with each other and look nothing alike. Think how confusing red and pink must look to a young one! Selected about 5 of each color (we are keeping it simple). Introduce the activity by saying “Today, we are going to sort colors! We are going to put green in this bowl and brown in this bowl.” Then model **the entire activity** for the children. As you model the activity, sit next to the children or have them to sit in your lap and show them exactly what you are doing. Also do the narration of every move you make. Once you finished, dump them out on the floor or table have each child try to sort.

**Nursery Rhymes:** Play CD/ Music Player that has nursery rhyme music. If children are mobile have them to dance to the songs and sing. If they are not mobile, sing to them and help them move their hands and feet to the music. This is an opportunity for teachers to be silly with the children.

**Puppet Play:** Have children to sit in a circle and have the animal puppets say what they are and what sound they make. If children are able to speak have them to repeat the sound and do the action of the animal. Have the puppets help the children count to 15 and say the alphabet.

**Adjustments for Children with Special Needs:** Teachers need to make sure that the child is able to see and able to access the activity. Only if child ask or look like they need help will the teacher assist in the activity.