



**Month:** April

**Week:** 3

**Day:** 1

**Age range:** Toddlers

**Topics:**

- **Theme:** Balloons
- **Shape:** Octagon
- **Number:** 16
- **Color:** Blue
- **Letter:** Pp

**Foundations:** SC2.1, SC2.2, CA3.1, CA3.2, CA3.3, PHG2.1, PHG2.2, PHG3.1, ELA2.1, ELA2.2

**Indicators:**

CCSS: Management and Data

- Responds to objects in the environment
- Demonstrates an awareness of location of objects
- Follows instructions to put an object in a different place

**NAEYC Standards**

02G-370 Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each).

**Activity:**

1. Balloon Kick
2. Tummy Time Finger Painting
3. Flashcards

**Resources and materials needed:**

Balloon Kick:

- Helium Filled Balloon (Infants)
- Regular balloons (blue)
- Ribbons

Finger Painting

- Gallon size Plastic Bag
- Painter's Tape
- Washable Paint
- White paper with a big octagon in the middle of the paper

Flashcards:

- Find pictures of items that start with the letter "P" and laminate the pictures

**Procedures:**

**Balloon Kick:** For a dollar or two at your local grocery's floral department, you can buy yourself several days of helium balloon kicking fun for your little one! Have them to kick the balloons around the room making sure that teachers are supervising.

**Finger Painting:** Grab a Gallon size Ziploc bag and place white paper with octagon and any colorful washable paint into bag. Seal the bag and tape the bag onto the table and allow them to paint. To preserve your little one's artwork, simply cut the edges off the Ziploc bag and then peel off the top of the artwork. Lay flat to dry.

**Flashcard:** Pre make laminated cards with items that start with the letter "P" (such as pan, pig, pink, etc) and start with the sound of "P" then say the word.



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:** 3

**Day:** 2

**Age range:** Toddlers

**Topics:**

- **Theme:** Balloons
- **Shape:** Octagon
- **Number:** 16
- **Color:** Blue
- **Letter:** Pp

**Foundations:** SC1.1, SC1.2, SC4.1, CA1.1, PHG3.1, ELA1.1, ELA1.2, ELA1.3, ELA2.1, ELA2.2

**Indicators:**

ISTAR KR: Precision Hand Skills

- Rotates objects in hand
- Grasps small objects independently with whole hand
- Bangs small object on surface

**NAEYC Standards**

02G-370 Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each).

**Activity:**

1. Playing Drums
2. Hide the letter and number
3. Reading a book about balloons

**Resources and materials needed:**

Playing Drums

- Bowls
- Plastic mixing spoons

Hide the Letters:

- Plastic/ laminated letters and numbers
- Different size boxes (soft boxes)

Reading a Book: (suggestions)

- A Balloon for Isabel by Deborah Underwood
- Harvey Potter's Balloon Farm by Jerdine Nolen

**Procedures:**

**Playing Drums:** Playing drums with your child improves his auditory, rhyme, sense of cause and effect skills. Take three plastic bowls and invert them. Now use a pair of plastic mixing spoons and start drumming rhythmically with the children. Make sure that this is done only under your supervision as your toddler is still too young and may hurt himself with the spoons.

**Hide The letter and number:** Make sure you are there with the child all the time, while playing this activity. Also, if possible use soft boxes, made out of cloth or paper, that way the child may not harm themselves. Put plastic numbers and letters rattle in a box. Now enclose their box in a bigger box and again another big one, creating various layers. Ask the child "Where's the letter/ number?" and point to the box. Watch the child try to open one box after another. Ask them "Is something in there?" every time a box is opened. See the child exploring the hidden letters/numbers with enthusiasm. Modifications for toddlers: when they find the letters/numbers say "You found (the letter/ number)".



**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:** 3

**Day:** 3

**Age range:** Toddlers

**Topics:**

- **Theme:** Balloons
- **Shape:** Octagon
- **Number:** 16
- **Color:** Blue
- **Letter:** Pp

**Foundations:** M1.1, M1.3, M3.1, SC1.1, SC1.2, SC3.1, SC5.1, SS1.1

**Indicators:**

ISTAR KR: Precision Hand Skills

- Rotates objects in hand
- Holds small object in each hand

**NAEYC Standards**

02G-370 Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each).

**Activity:**

1. Reading a Book
2. Sensory Bags
3. Singing Songs

**Resources and materials needed:**

Sensory Bags

- Ziploc sandwich bag
- Baby oil gel
- Painter's tape
- Laminated letter "Ps"
- Glitter

Reading a Book

- Family member
- Family member's choice of book

Singing Songs

- Family Members
- Electronic Devices (cell phones, tablet, music player)
- Instruments

**Procedures:**

**Reading a book:** Teachers will have children's family members to come in and read. 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).

**Sensory Bag:** Place glitter, the laminated Ps, and baby gel oil into the sandwich bag. Seal the bag and tape the bag either to the floor (for tummy time) or on a table. Allow children to explore and play. Let the children know what sound the letter "P" makes.

**Singing Songs:** Invite child's family members to teach children a simple children's song from their culture. Children can dance and play instruments once they learn. If child does not want to participate have them to go to the music center to play instruments.



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:** 3

**Day:** 4

**Age range:** Toddlers

**Topics:**

- **Theme:** Balloons
- **Shape:** Octagon
- **Number:** 16
- **Color:** Blue
- **Letter:** Pp

**Foundations:** M4.1, M4.2, ELA2.1, ELA2.2, ELA2.3, ELA2.4, PHG1.1, PHG3.1

**Indicators:**

CCSS: Language Conventions

- Attempts to makes marks with writing tools
- Copies specific writing marks

**NAEYC Standards**

02G-370 Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each).

**Activity:**

1. Read a book
2. Colors I mix
3. Volley-Balloon

**Resources and materials needed:**

Read a Book: (Suggestion)

- Super Saturday Savers by Alisia Apple

Colors I mix

- Blue paint
- Any other color paint
- Paint brush
- Paper towels
- White paper
- Plates/ or paint palate
- Art smock

Volley-Balloon

- Balloon

**Procedures:**

**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).

**Colors I Mix:** Teachers will place smocks over children and then give them a paint brush and paper. Teachers will give a small amount of paint onto the plate and have them to paint their paper.

**Volley-Balloon:** Pass the balloon like a volleyball to the children, if they catch it encourage them to pass it back to you. If they pass it to you, then congratulate the children. If they are having trouble passing the balloon show them again and then praise them for trying.

**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:** 3

**Day:** 5

**Age range:** Toddlers

**Topics:**

- **Theme:** Balloons
- **Shape:** Octagon
- **Number:** 16
- **Color:** Blue
- **Letter:** Pp

**Foundations:** SC1.1, SC1.2, SC5.1, SS2.1, PHG2.1, PHG2.2, PHG3.1, ELA2.4, M4.1

**Indicators:**

CCSS: Reading

- Looks at picture with interest
- Explores a book
- Opens a book

**NAEYC Standards**

02E – 293 Show or describe how you help children write the words and messages they are trying to communicate

**Activity:**

1. Read a Book
2. Blow up balloons experiment

**Resources and materials needed:**

Reading a Book: (suggestions)

- A Balloon for Isabel by Deborah Underwood
- Harvey Potter's Balloon Farm by Jerdine Nolen

Blow up balloons Experiment:

- Pop Rocks
- 3 different types of sodas in a bottle
- Balloons
- Paper
- pencil

**Procedures:**

**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).

**Blow up balloons:** This activity can be done on the inside just make sure to have a tarp to cover the area, but it is suggested to do this activity outside. Before doing this activity discuss how balloons are blown up. Then bring out 3 different types of sodas in bottles and ask the children if they think pop can blow up a balloon and let them answer. Then show them the pop rocks and ask the a child to place a pop rock in the soda while the teacher places the balloon over the soda bottle and watch to see what happens. After the experiment as the children to draw what happen then dictate what they drew.

**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.