



Month: April

Week: 4

Day: 1

Age range: Toddlers

Topics:

- **Theme:** Baseball
- **Shape:** Triangle
- **Number:** 17
- **Color:** Purple
- **Letter:** Qq

Foundations: ELA2.1, ELA2.2, ELA2.3, M1.2, M4.1, M4.2, SC5.1

Indicators:

CCSS: Operations and Algebraic Thinking

- Pulls or breaks apart food
- Makes a set of objects smaller or larger
- Puts an object in mouth to explore

NAEYC Standards

02F - 334 Show examples of toys and other materials of different shapes, sizes, colors, and visual patterns (two examples of each).

Activity:

1. Flashcards
2. Reading a Book
3. Block Time

Resources and materials needed:

Reading a Book

- Family member's choice

Flashcards:

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

Block Time:

- Foam blocks

Procedures:

Flashcard: Pre make laminated cards with items that start with the letter "Q" (such as quail, quilt, queen, etc) and start with the sound of "Q" then say the word.

Reading a book: Teacher will invite children's family members to read a book to the class. 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).

Block Time: Show children how to count to 17 using the blocks and design a triangle. Have children to explore with the blocks trying to design the blocks in different shapes and help them count to see how many blocks they are playing with. Infants should do this activity on the floor with the teachers helping them to count and design shapes.

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: 4

Day: 2

Age range: Toddlers

Topics:

- **Theme:** Baseball
- **Shape:** Triangle
- **Number:** 17
- **Color:** Purple
- **Letter:** Qq

Foundations: ELA2.4, M1.1, M1.3, M3.1, SE1.1, APL4.1, PHG3.1, CA3.1, CA3.2, CA3.3

Indicators:

ISTAR KR: Sense of Self and Others

- Uses senses to explore self, others and environment
- Demonstrates self awareness
- Demonstrates independence

NAEYC Standards

01C - 54 Show or describe two examples of how you help make children's play more complex.

Activity:

1. Finger Painting
2. Reading a Book about Baseball
3. Baby Ball Drop

Resources and materials needed:

Finger Painting

- Washable Paint
- White paper with a big triangle in the middle of the paper
- Paper Towels
- Smocks
- Plates/ paint palate

Reading Book: (Suggestions)

- Who was Jackie Robinson? By Gail Herman
- Curious George by Margaret and H.A. Rey

Baby Ball Drop:

- Empty wipes container
- Balls

Procedures:

Finger Painting: Place smock on the child and have them to sit at the table. Give them a paper and a plate with a small amount of paint and allow them to create.

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).

Baby Ball Drop: First step is to thoroughly rinse out your wipes container. It has to be void of all chemicals. Next, cut out the smallest inset pieces of the container. It wasn't too tough to cut off but it did take an ounce of effort and maneuvering. Last, hand the activity to the children with a bunch of balls. Help them count the number of balls in the container. Once the container is full dump it all out and have them to play again.



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: 4

Day: 3

Age range: Toddlers

Topics:

- **Theme:** Baseball
- **Shape:** Triangle
- **Number:** 17
- **Color:** Purple
- **Letter:** Qq

Foundations: M1.1, M1.2, M1.3, M2.1, SC3.1, SC5.1, PHG2.1, PHG2.2

Indicators:

CCSS: Speaking and Listening

- Participates in back and forth vocal play
- Names familiar objects

NAEYC Standards

02F - 334 Show examples of toys and other materials of different shapes, sizes, colors, and visual patterns (two examples of each).

Activity:

1. Reading a Book
2. Jelly Bean STEM
3. 17 Sounds

Resources and materials needed:

Reading a Book

- Teacher's choice

Jelly Bean STEM

- Bag of jelly beans
- Foam plates
- Cups
- Water
- Vinegar
- Stopwatch or timer

17 Different Sounds

- Making different sounds either through a toy, CD, audio on phone or mouth

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).

Jelly Bean STEM: Invite children to arrange the jelly beans in a color pattern around the edge of a paper plate. After jelly beans are arranged choose one of the liquids to begin. Pour the liquid slowly onto the center of the paper plate and observe closely as the liquid disperses. Start the timer as soon as all the liquid is poured onto the paper plate. As soon as all the colors meet in the center of the paper plate stop the timer. Repeat the experiment again but use the other liquid. Ask the children what happen with each liquid.

17 different sounds: Staff can have audio with different animal and have the children participate in making the sounds and acting like the animals. Staff and children can also make different sounds by



banging on items such as pans, books, shakers, etc. Staff must describe the item either before or after the sound.

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: 4

Day: 4

Age range: Toddlers

Topics:

- **Theme:** Baseball
- **Shape:** Triangle
- **Number:** 17
- **Color:** Purple
- **Letter:** Qq

Foundations: SC1.1, SC1.2, SC5.1, CA3.1, CA3.2, CA3.3, ELA1.1, ELA2.1, ELA3.2, M4.1, M4.2

Indicators:

CCSS: Operations and Algebraic Thinking

- Pulls or breaks apart
- Puts pairs together
- Makes a collection of items larger by adding when asked

NAEYC Standards

02F - 334 Show examples of toys and other materials of different shapes, sizes, colors, and visual patterns

Activity:

1. Taste Safe Ice Painting
2. Flashcards items shaped like a triangle or other shapes

Resources and materials needed:

Flashcards

- Find pictures of items that look like a triangle and laminate the pictures (example of pictures: tables shaped like triangles, slice cheese, etc.)

Taste Safe Ice Painting

- Ice Trays
- Food coloring gel (blue and red)
- Water
- Craft sticks
- Card stock

Procedures:

Flashcard: Pre make laminated cards with items that look like triangles. Say the picture name and then say this is in the shape of a triangle. (You can create other pictures of different items of different shapes).

Taste Safe Ice Painting: Ice painting is a fun art idea for babies and toddlers and older kids will love it too! It's process driven and a great way of exploring colors. Little children will love the sensory experience of touching and investigating freezing and melting ice. To make the ice paint sticks fill ice trays with water and then mix in a tiny bit of gel food coloring. Put a craft stick into each tray and then put them in the freezer. The ice paints will take a couple of hours to freeze. Once the ice has frozen take the ice paints out of the pots and you are ready to get painting. **TIP:** If you are struggling to get the ice paint sticks out of the pots run the pots under warm water. I would recommend painting on card or thick paper. Hand the ice paint sticks to your child and let them have fun exploring the different paint effects that they can create. As these paints are made from just water and coloring you don't have to worry about babies and toddlers putting them into their mouths.

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: 4

Day: 5

Age range: Toddlers

Topics:

- **Theme:** Baseball
- **Shape:** Triangle
- **Number:** 17
- **Color:** Purple
- **Letter:** Qq

Foundations: CA2.1, CA4.1, SC1.1, SC1.2, SC5.1, M4.1, M4.2

Indicators:

CCSS: Speaking and Listening

- Uses gestures or sounds to communicate

CCSS: Measurement and Data

- Tracks movement
- Locates a hidden object or sound

NAEYC Standards

01C - 54 Show or describe two examples of how you help make children's play more complex.

Activity:

1. Dancing time
2. Baseball

Resources and materials needed:

Dancing Time

- Music Player (with nursery rhymes and instrumental music)

Infant/ Toddler Baseball

- Foam ball
- Foam baseball

Procedures:

Infant/ Toddlers Baseball: (If non- mobile)-Have infants to be on their tummies and give them the ball. If they can roll the ball to you pretend like you are hitting the ball with the bat. If they are not at they stage wear they can roll the ball, still give them infant the ball and play the game “Where is the ball”? (If mobile)- demonstrate to the child how you want them to roll or throw the ball. Have them to do this and give them praise. Demonstrate how to play with the bat and have them to play with it. Then roll or throw the ball and see if they swing at it.

Dancing Time: Have kids music or instrumental music playing. (If non-mobile)- Play with the child by clapping their hands and wiggling their legs to the music. Sing along to the music and feel free to dance. (If mobile)- Demonstrate to the children how to clap their hands and wiggle their bodies. Sing along with the music and encourage the children to participate with you.

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.