

Month: April

Week: 1

Day: 1

Age range: Toddlers

Topics:

- **Theme:** Apples
- **Shape:** Oval
- **Number:** 14
- **Color:** Orange
- **Letter:** Nn

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: Geometry

- Attends to visual, auditory, tactile patterns
- Shows interest in something out of place
- Uses a shape toy to explore basic shapes

NAEYC Standards

02G-371 Show two toys, materials, or activities designed for infants, toddlers, or twos to play with to make things happen.

Activity:

1. Water Play
2. Homemade Guitar
3. “N” Soup

Resources and materials needed:

1. Water Play
 - Baking Pan
 - Bowls
 - Water Pitcher
 - Water
 - Water proof oval shaped toys
 - Towels
 - Paper Towels
2. Homemade Guitar
 - Baking loaf
 - Green Rubber Bands
 - Instrumental Music on CD/Music Player
3. “N” Soup
 - Plastic Letters/ laminated letters (14 letter Nn)
 - Bowl
 - Plastic Mixing Spoons

Procedures:

Water Play: Place bowl on table or on the floor on top of towel and put a small amount of room temperature water in the bowls and place the toy stars in the bowls. Allow children to play with the water and stars. The children can do a counting game with the stars in the bowl by placing the **ovals or shapes** in a different bowl without water and counting how many stars they have put in the bowl without water.

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.

“N” 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 “N” the teacher would say “Nnnn Soup” and then keep count how many times they pick up the letter “N”.

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: 1

Day: 2

Age range: Toddlers

Topics:

- **Theme:** Apples
- **Shape:** Oval
- **Number:** 14
- **Color:** Orange
- **Letter:** Nn

Foundations: SC4.1, CA1.1, CA4.1, PHG2.2, PH3.1, ELA1.1, ELA1.2, ELA2.1, ELA2.3, M1.3, M3.1, SE4.1, APL3.1, APL4.1

Indicators:

CCSS: Reading

- Looks at picture with interest
- Engages with a book

CCSS: Counting, Cardinality, and Operations Base Ten

- Attends to the face of a person when held
- Demonstrates awareness of the presence of objects

NAEYC Standards

03D-629 Show two lesson plans that provide children with opportunities to engage in group projects.

Activity:

1. Glowing Oil & Water Experiment
2. Hide the letter and number
3. Reading a book about apples

Resources and materials needed:

Glowing Oil & Water Experiment

- Baby oil
- Clear container
- Pipettes
- Neon paint
- Small bowls
- Water

Hide the Letters:

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

Reading a Book: (suggestions)

- Apples, Apples, Apples by Nancy Elizabeth Wallace
- Ten Apples Up On Top by Dr. Seuss

Procedures:

Glowing Oil & Water Experiment: Begin by filling a dish or container with baby oil. Set aside. Add a teaspoon of glowing paint to a bowl, using one bowl for each color of glowing water that you wish to make. Fill the bowls with very warm water and mix until the paints dissolve into the water. You will now have a variety of glowing waters to use for this experiment. Have children use a pipette or small straw to drop the colorful waters into their container of oil. As kids drop the water into the oil the water will bead up and create beautiful effects. This experiment works best in black light.

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)”. Modifications for non-mobile: Teachers will have a letter in their hand and ask the same questions of where is the letter and then show them the letter. Allow the child to look at your hand first before you present the letter.

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: 1

Day: 3

Age range: Toddlers

Topics:

- **Theme:** Apples
- **Shape:** Oval
- **Number:** 14
- **Color:** Orange
- **Letter:** Nn

Foundations: CA3.1, CA3.2, CA3.3, CA4.1, PHG2.1, PHG2.2, SC1.1, SC1.2, M1.1, M1.2, M1.3, M5.1, M5.2, APL2.1, APL3.1

Indicators:

ISTAR KR: Interpersonal Skills

- Jointly Attends to objects
- Demonstrates a desire to be picked up and held by familiar person
- Shows objects to others
- Interacts with caregiver

CCSS: Measurement and Data

- Looks or feels for an object or sound that is hidden
- Uses descriptive word or gesture to express amount or size
- Explores measurement attributes

NAEYC Standards

03E-646 Show or describe one example of how you changed a lesson plan if children showed interest in a different topic or activity.

Activity:

1. Touch and Feel Frames
2. Shapes in a Bag
3. Count the Apples

Resources and materials needed:

Touch and Feel Frames:

- Picture frames (any size) w/o the glass or plastic
- Any materials with different surfaces (cloth pieces, rubber, etc) Refer to picture

Shapes in a Bag

- 4 White Lunch Bags
- Construction Paper
- Markers

Count the Apples

- Laminated Pictures of Apples (at least 14)
- Picture of a Tree
- Tape
- Dry Erase Marker
- Scissors

Procedures:

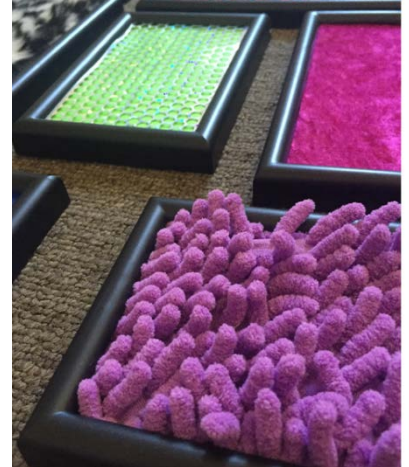
Shapes in a Bag: Teachers will draw on each bag a shape and then draw and cut out smaller shapes on construction paper. Demonstrate to the children how to match the shape of the bag to

the shape of cut outs and place the cut outs in the bag. Have the children to try and help those that are still trying to grasp the concept.

Count the Apples: Pre-laminate picture of apples and tape up the picture on the wall. Write numbers on the apples and place tape on the back of the apples. Explain to children that apples come from trees and that these apples need to go on the tree. Ask them to count with you (if they can) as you place the apples on the tree. (Some children would like to help you place the apples on the tree, allow them to this activity). For non-mobile/verbal children:

demonstrate the activity and help them place the apples on the tree.
Touch and Feel Frames: carefully removed all of the glass leaving just the cardboard backing frame behind. Provide different color and textures. When you have a nice selection of items, attach each material to the back board by gluing them on to the cardboard and then place them back into the frame. Have children to be on the floor for tummy time or floor time (toddlers) and rubber their hands against the materials.

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: 1

Day: 4

Age range: Toddlers

Topics:

- **Theme:** Apples
- **Shape:** Oval
- **Number:** 14
- **Color:** Orange
- **Letter:** Nn

Foundations: SC5.1, PHG3.2, ELA2.2, ELA2.4, M1.1, M1.2, M1.3, M4.1, M4.2, APL1.2

Indicators:

CCSS: Reading

- Anticipates actions sounds, phrases, from predictable game or story
- Reacts to a story or event

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. Taste Safe Ice Painting
2. Flashcards items shaped like a oval or other shapes
3. Reading a book on numbers

Resources and materials needed:

Flashcards

- Find pictures of items that look like an oval and laminate the pictures (example of pictures: tables, eggs, etc.)

Reading a Book (Suggestions)

- 1,2,3, to the Zoo by Eric Carle
- Fish Eyes by Lois Ehlert
- Parent/ Family Member

Taste Safe Ice Painting

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

Procedures:

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

Reading a book: Ask a parent or family member if they would like to read 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).

Taste Safe Ice Painting: 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: 1

Day: 5

Age range: Toddlers

Topics:

- **Theme:** Apples
- **Shape:** Oval
- **Number:** 14
- **Color:** Orange
- **Letter:** Nn

Foundations: APL1.1, APL1.2, APL2.1, APL4.1, M1.3, M2.2, M4.2, ELA2.1, ELA2.2

Indicators:

CCSS: Speaking and Listening

- Varies, pitch, length, and volume of vocalizations to express wants and needs
- Imitates words on request while looking at the pictures

CCSS: Writing

- Uses fingers to make marks in substances
- Attempts to write and draw
- Intentionally makes marks or scribbles
- Request someone else draws a picture or write a message

NAEYC Standards

02E-258 Show or describe two examples of ways you help children connect print to spoken word.

Activity:

1. Flashcard
2. Shaving cream play

Resources and materials needed:

Flashcard:

- Pictures that start with the letter “N” (i.e. magazines or computer images)
- Laminator

Shaving Cream Play

- Wax paper
- Shaving cream
- Tape
- Paper Towels

Procedures:

Flashcards: Find pictures on the internet or in magazines that start with the letter “N”. Once you find the pictures laminate them. Say the letter “N” and the sound and then the item. If child can repeat the word have them to repeat the letter, sound, and item.

Shaving cream party: Tape down on the floor or table the wax paper. Give each child a small amount of shaving cream and have them to play in the shaving cream. Demonstrate how they can make their letters, numbers, and shapes in the shaving cream. Have paper towels handy for clean up.

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