



**Month:** April

**Week:** 1

**Day:** 1

**Age range:** Infant

**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:**

ISTAR KR: Gross Motor Skills

- Rolls, crawls, creeps
- Moves up and down inclines

**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. 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:** (For infants) Place towels on the floor and have a baking pan on top of the towels. Fill water pitcher room temperature water and place a small amount of water (enough to coat) the baking sheet on the floor. Then place star toys on the baking sheet and allow infant to be on their tummy and play in the water with the toys.



**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. For **Infants:** place infant in your lap and the guitar in your lap and show them how to strum the guitar, allow them to play the guitar. Make sure that the infants are in your lap not on the floor.

**“N” Soup:** Place letters on the floor and any letter they touch or pick up say the letter and sound. And if they touch the letter “N” the teacher would say “Nnnn Soup”.

**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:** Infant

**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

**NAEYC Standards**

03F-676 Show two examples of classroom experiences you have created that involve members of children's families.

**Activity:**

1. Playing Drums
2. Reading a book about apples

**Resources and materials needed:**

Playing Drums

- Bowls
- Plastic mixing spoons

Reading a Book: (suggestions)

- Apples, Apples, Apples by Nancy Elizabeth Wallace
- Ten Apples Up On Top by Dr. Seuss
- Parent/ Family member

**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. Non-mobile infants: Teachers will give child a shaker and sing with the child. Hopefully this will make the child smile.

**Reading a book:** Ask parents/ family members if they would like to read to the children. 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:** Infant

**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

**NAEYC Standards**

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

**Activity:**

1. Touch and Feel Frames
2. Drum Circle
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

Drum Oval

- Pots
- Pans
- Plastic spoons

Count the Apples

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

**Procedures:**

**Drum Circle:** Place pots and pans around the children or a semi-circle (or oval) on the floor give children a plastic spoon and have them to bang on the pots and pans. This can allow for floor and tummy time. If children are not mobile, place children on their tummies and provide a shaker toy in their hands to have them to participate.

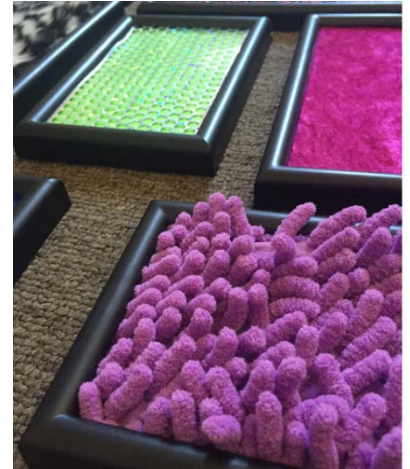
**Count the Apples:** Pre-laminate picture of apples and tape up the picture on the wall. Write numbers on the apples and place tape on the back of the apples. Explain to children that apples come from trees and that these apples need to go on the tree. Ask them to count with you (if they can) as you 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 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:** Infant

**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: Measurement and Data

- Responds to hot and cold
- Responds to “one more”
- Communicates feelings of hot and cold
- Demonstrates an awareness of location of objects

**NAEYC Standards**

03F-676 Show two examples of classroom experiences you have created that involve members of children’s families.

**Activity:**

1. Taste Safe Ice Painting
2. Reading a book on numbers

**Resources and materials needed:**

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 family members to read a book to the children. 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:** 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:** 1

**Day:** 5

**Age range:** Infant

**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

**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. Toy car game
2. Shaving cream play

**Resources and materials needed:**

Toy Car game

- 14 toy cars

Shaving Cream Play

- Wax paper
- Shaving cream
- Tape
- Paper Towels

**Procedures:**

**Toy Car Game:** have infants on their tummies for tummy time and count the cars and hand them the cars to play.

**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. Infant: Teachers will demonstrate this activity to the children and then have them to scribble or even place their fingers in the shaving cream.

**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