



**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: Counting, Cardinality, and Operations Base Ten

- Identifies more
- Follows a moving or sound object
- Shows displeasure when a desirable object is removed
- Shows pleasure when a desirable object is received

**NAEYC Standards**

02A-152 Show or describe two examples of how you change classroom materials or equipment as children's skill levels change over time.

**Activity:**

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

**Resources and materials needed:**

Color and Shape Sensory Bags:

- Dry Erase Markers (Green and Orange)
- Green and Orange Buttons
- Painters tape
- Baby Gel Oil
- Sandwich or gallon bag

Reading a Book:

- The Little Bitty Bakery by Leslie Muir
- Walter the Baker by Eric Carle

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. 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.

**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 floor. For infants and 1 year olds just leave the bag as is. They are grasping the whole color recognition aspect and wouldn’t have the patience to sort the colors. They will simply enjoyed moving the buttons around in the hair gel, loving the sensory experience.

**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:** Infant

**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: Measurement and Data

- Tracks movement
- Anticipates a routines
- Follows along with a simple routine

**NAEYC Standards**

02G-372 Show two toys, materials, or activities designed for infants, toddlers, or twos to play with and discover how to solve simple problems.

**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. Tape the bag down to the floor/table and let them explore.

**Ballin at 15:** Place them on the floor (for tummy time) and roll the ball to them counting each time you roll up to 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:** Infant

**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 Standards**

02G-372 Show two toys, materials, or activities designed for infants, toddlers, or twos to play with and discover how to solve simple problems.

**Activity:**

1. Water Play
2. Homemade Guitar
3. "O" Soup

**Resources and materials needed:**

1. Water Play
  - Baking Pan
  - Bowls
  - Water Pitcher
  - Water
  - Water proof star toys
  - Towels
  - Paper Towels
2. Homemade Guitar
  - Baking loaf
  - Green Rubber Bands
  - Instrumental Music on CD/Music Player
3. "O" Soup
  - Plastic Letters/ laminated letters (15 letter Oo)
  - 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.

**“O” 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 “O” the teacher would say “Oooo 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:** 2

**Day:** 4

**Age range:** Infant

**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

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

**NAEYC Standards**

02E-245 Show picture books, wordless books, and rhyming books (two or more of each) that are available to infants, toddlers, or twos every day.

**Activity:**

1. Colored Ice Sensory Ice Play
2. Reading a Book about numbers

**Resources and materials needed:**

1. Colored Ice Sensory:
  - Silicone Star Shaped Ice Cube Tray
  - Blue, yellow, and green food coloring
  - Water
  - Baking pan
  - 2 containers
  - Towel
  - Paper towels
2. 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

**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).

**Colored Ice Sensory:** Add the coloring to the ice tray before filling with water to get a more even disbursement of color. Use food coloring and try to plan ahead and make colored ice the day before you want to set it out for play, so it is good and solid when they are ready. Fill a container with water then put the container of colored cubes inside the water. Have children either at a table or on the floor with towels. Allow them to splash and play around in the water. **For infants:** use a baking pan and put the ice on the pan and have them to play.

**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:** Infant

**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:**

ISTAR KR: Manages Emotions

- Laughs
- Expresses needs and desires with gestures, sounds, some words
- Responds to a variety of emotions

**NAEYC Standards**

02E-241 Show two examples of songs you sing to infants, toddlers, or twos during teacher-child one-on-one play.

**Activity:**

1. Nursery Rhymes Time
2. Puppet Play

**Resources and materials needed:**

Nursery Rhymes Time

- Music player with different nursery rhymes

Puppet Play

- Animal puppets

**Procedures:**

**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. If you are working with infants: sing the alphabet song and count to 15. Allow children to touch the puppets and ask questions to the puppets.

**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.