



**Month:** April

**Week:** 3

**Day:** 1

**Age range:** Infant

**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: Writing

- Uses fingers to make marks in substances
- Intentionally makes marks or scribbles
- Associates writing with purpose

**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. Balloon Kick
2. Tummy Time Finger Painting

**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
- Tummy Time Pillow

**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! Loosely tie a balloon to each ankle and watch your baby marvel at them dance as he kicks his feet. Here's the disclaimer, though: this activity is intended for little ones BEFORE they grasp and mouth objects and before they're rolling over. Once you see these skills emerging, discontinue this activity for your kiddo's safety. This activity requires CLOSE supervision, which means eyes on baby within arm's reach. Mylar balloons may be a safer alternative for your baby (but STILL require close supervision) due to the unique choking risks of latex balloons.

**Finger Painting:** Finger paint in a Ziploc baggie is a great sensory activity for little ones, but look at what most consider an activity for babies who can sit up and toddlers and saw a SUPER Tummy Time activity. 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 floor. If your baby isn't yet reaching in Tummy Time, you can use a Tummy Time Pillow or nursing pillow under his chest to free his hands for play. You



can also try this activity in a high chair if you have an independent sitter. 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.

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:** Infant

**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, M1.2, M4.2, APL2.1, APL4.1

**Indicators:**

CCSS: Reading

- Points to pictures in book
- Names familiar actions in pictures
- Matches pictures to actual objects

**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

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.

**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:** Infant

**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:**

CCSS: Geometry

- Attends to visual, auditory, tactile patterns
- Explore attributes,
- Matches same attributes

**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. Ribbon Box
2. Sensory Bags
3. Sensory Board

**Resources and materials needed:**

Ribbon Box

- Different shades of blue ribbons (Make sure you have 16 pieces of ribbon)
- Plastic tote big enough for a child to fit in
- Scissors
- Hot Glue Gun
- Hot Glue Gun Sticks

Sensory Board

- Cardboard
- Box Cutter
- Packing Tape
- Textured materials: Carpet square (free at the hardware store), mirror (or aluminum foil), pipe cleaners, beads, conditioner (or lotion), sandpaper, etc

**Procedures:**

**Ribbon Box:** Use a plastic tote and cut ribbon all the same length and then use a hot glue gun to glue them to the back. After it was prepared invite the child to play. While the child is playing let them know that they are playing with blue ribbons and count the number of ribbons on the tote.

**Sensory Board:** Start out with a piece of cardboard and cut out the shapes. Turn the board over and tape your textured materials with packing tape. Be sure to OVER tape everything. The carpet square, mirror, and sand paper are easily attached to the back. If you want to do the “squishy” beads, put conditioner and some beads in a zip lock bag. Get all the air out and attach to the board with tape. If you want to do the pipe cleaners, put something clear in the front of the pipe cleaners like saran wrap, then place pipe cleaners in a pattern, tape on the back. As the children explore, the teachers can ask (toddlers) what they



think the materials are on the board and how they feel; teachers will need to explain to infants what they are touching.

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:** Infant

**Topics:**

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

**Foundations:** 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 – 371 Show two toys, materials, or activities designed for infants, toddlers, or twos to play with to make things happen.

**Activity:**

1. Read a book
2. Volley-Balloon

**Resources and materials needed:**

Read a Book: (Suggestion)

- Super Saturday Savers by Alisia Apple

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).

**Volley-Balloon:** (For mobile infants): 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. (For non-mobile infants): Refer back to **Balloon Kick** activity. Loosely tie a balloon to each ankle and watch your baby marvel at them dance as he kicks his feet. Here's the disclaimer, though: this activity is intended for little ones BEFORE they grasp and mouth objects and before they're rolling over.

**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:** Infant

**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: Operations and Algebraic Thinking

- Puts an object in mouth to explore
- Manipulates objects for a purpose
- Puts pairs together

**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. Peek-A-Boo Sensory Board
2. Block Play

**Resources and materials needed:**

Peek-A-Boo Sensory Board:

- Saved Diaper Wipe lids
- Foam board
- Hot Glue Gun
- Hot Glue Sticks
- Different textures materials (such as sandpaper, carpet samples, yarn, etc)
- Sharpie
- Box cutter/ scissors

Block Play:

- Foam blocks or shapes

**Procedures:**

**Peek-A-Boo Sensory Board:** Start saving wipes lids and pick out flooring samples for both indoor and outdoor carpet, as well as linoleum. Flip the samples over and traced the outline of the inside of the wipes lids on the backs of the samples with a Sharpie. Cut along the outline so they fit perfectly inside. Grab a partial piece of foam board and moved the wipes lids around until you are happy with the layout. Then use hot glue gun and glued the wipes lids to the foam board. Finally, glue the cut pieces of the flooring samples inside. When you present the Sensory Board lay it on the floor (especially for infants). Later you can mount it to the wall with some Command strips for a little change (for mobile infants/ toddlers). It's a great way for the children to learn about textures and colors too!

**Block Play:** Place foam blocks on the floor or table (depending if the child is mobile or not will determine the surface) and have children to create and explore. Let children know what color the blocks are and what shape they are holding. During this time have music playing in the background (this could be instrumental music or nursery rhymes).





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.