



**Month:** April

**Week:** 4

**Day:** 1

**Age range:** Infant

**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: Reading

- Responds to sound in the environment
- Repeats sound from familiar song, book

**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. Reading a Book
2. Block Time

**Resources and materials needed:**

Reading a Book

- Family member's choice

Block Time:

- Foam blocks

**Procedures:**

**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:** Infant

**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:**

CCSS: Measurement and Data

- Tracks movement
- Demonstrates an awareness of location of objects
- Responds to objects in the environment

**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. Tummy Time Finger Painting
2. Reading a Book about Baseball
3. Baby Ball Drop

**Resources and materials needed:**

Finger Painting

- Gallon size Plastic Bag
- Painter's Tape
- Washable Paint
- White paper with a big triangle in the middle of the paper
- Tummy Time Pillow

Reading Book: (Suggestions)

- Who was Jackie Robinson? By Gail Herman

Baby Ball Drop:

- Empty wipes container
- Balls

**Procedures:**

**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 triangle and blue and red 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.

**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. Modifications for non- mobile infants: have the infant on their tummy and roll the ball to the infant to show them how to pass the ball. All the infant to explore the ball.

**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:** Infant

**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: Measurement and Data

- Looks or feels for an object or sound that is hidden
- Responds to Objects in environment
- Responds to “here” and “there”

**NAEYC Standards**

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

**Activity:**

1. Baby Play Station
2. Texture Wall

**Resources and materials needed:**

Baby Play Station

- Toilet Paper Rolls
- Felt, Fabric, Aluminum Foil, Bubble Wrap, or whatever you have around the house that has texture
- Curtain Rod
- Hot Glue Gun

Texture Wall

- Pieces of colored paper
- Clear contact paper
- Large color paper
- Photos, ribbons, pom pom, etc
- Scissors
- Tape
- Basket

**Procedures:**

**Baby Play Station:** *Note: Be careful of choking hazards! Choose things to wrap around the toilet paper rolls that DO NOT have little pieces that can fall or be pulled off easily.* Cut everything before you glue to make the process faster. Glue one side of the fabric (or, whatever you choose) to the toilet paper roll. Add some glue as you slowly roll the toilet paper roll. Glue the end shut (It will be hot, so watch your fingers! Use the edge of the scissors to push the edge down into the glue). Put glue around the rim of the toilet paper roll edge and tuck all of the excess fabric inside the roll. After the rolls have dried, remove an excess hot glue. Put the rolls on a curtain rod and allow the children to touch the rolls and (for toddlers) describe the feel and what they look like.

**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. I chose laminated pictures of their faces and curly ribbon, but any items that a young toddler can manipulate, grasp, and potentially taste are good. 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. Modifications: Make a longer sticky sensory wall for toddlers to walk along. Change the materials you provide. Some ideas could include: pieces of construction paper, juice can lids, or strands of yarn.

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:** Infant

**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**

02G - 370 Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each).

**Activity:**

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

**Resources and materials needed:**

Reading a Book (Suggestions)

- Eating the Alphabet by Lois Ehlert
- A B C I Like Me! By Nancy Carlson

Taste Safe Ice Painting

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

**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).

**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:** Infant

**Topics:**

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

**Foundations:** 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. Water Play
2. Baseball

**Resources and materials needed:**

Water Play

- Baking Pan
- Bowls
- Water Pitcher
- Water
- Water proof triangles toys
- Towels
- Paper Towels

Infant/ Toddler Baseball

- Foam ball
- Foam baseball

**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. (For mobile infants and toddlers) 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 **triangles** in a different bowl without water and counting how many triangles they have put in the bowl without water.

**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.

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.