

**Month:** August

**Week:** 2

**Day:** 1

**Age range:** Toddlers

**Topics:**

- **Theme:** Camping
- **Shape:** Square
- **Number:** 3
- **Color:** Red
- **Letter:** Ww

**Foundations:** M4.1, M4.2, ELA2.1, ELA2.2, CA4.1, SC3.1

**Indicators:**

CCSS: Reading

- Distinguishes print from pictures
- Tells a story while correctly holding a book

CCSS: Geometry

- Identifies geometric shape, at least 4
- Puts objects into groups with similar attributes

**NAEYC Standards**

01D-76 Show or describe one example of how children have opportunities to participate in decision making about class plans.

**Activity**

1. Showing flashcards of items that start with the letter “W”
2. Roll Play (Camping)
3. Find the Square

**Resources and materials needed:**

Flashcards:

- Find pictures of items that start with the letter “W” have them laminated

Roll Play (Camping)

- Flashlight
- Picture of the night sky
- Camp fire (using: orange/ red Christmas lights, paper towel rolls)

Find the Squares

- Different plastic blocks

**Procedures:**

**Flashcards:** Pre make laminated cards with items that start with the letter “W” (i.e. water, walking, etc) and start with the sound of “W” then say the word.

**Roll Play:** Tape pictures in the room and have the paper towel rolls on the floor and on top of the rolls will be the plugged up lights (to make the campfire). Have children to gather around the “fire” and have the flashlight in your hand to tell stories around the camp fire. The stories can be funny stories about the children or a children’s story (i.e. Little Red Ridding hood). Sing any children’s song around the camp fire.

**Find the Square:** Place blocks on the tables and show the children each shape. Put 3 shapes in a row and ask them which shape is the square. If they pick the right one gives them praise and if they are having trouble help them find the square and still give them praise.

**Month:** August

**Week:** 2

**Day:** 2

**Age range:** Toddlers

**Topics:**

- Theme: Camping
- Shape: Square
- Number: 3
- Color: Red
- Letter: Ww

**Foundations:** SC5.1, M1.1, M1.2, M1.3, M4.2

**Indicators:**

CCSS: Measurement and Data

- o Sequences events
- o Explains how something may change over time

CCSS: Counting, Cardinality and Operations

- o Uses numbers to compare
- o Counts a number of objects up to 10

**NAEYC Standards**

01D-76 Show or describe one example of how children have opportunities to participate in decision making about class plans.

**Activity:**

1. Simple matching puzzle game
2. Flashcards

**Resources and materials needed:**

Simple matching puzzle game

- o Cardboard
- o Colored paper
- o Pen
- o Scissors
- o Items to trace around (cookie cutter etc)

Flashcards

- o Number flashcards up to 25 with pictures

**Procedures:**

**Simple matching puzzle game:** Simply trace some basic shapes onto the cardboard and again on a separate colored piece of paper. Cut out the shapes on the colored paper and they become the shape puzzle pieces. How to teach children about shapes: Children can learn about shapes through engaging in activities and listening to the language used to describe them. It's always a good idea to start slowly and introduce the basic shapes (circle, square, triangle etc) before introducing any of the more complex shapes (oval, oblong, hexagon etc) when they are ready.

**Flashcards:** Show children the card and say the number and count the items on the card. When you count you can sing count or be silly when you count so that way the children will not lose focus.

**Month:** August

**Week:** 2

**Day:** 3

**Age range:** Toddlers

**Topics:**

- **Theme:** Camping
- **Shape:** Square
- **Number:** 3
- **Color:** Red
- **Letter:** Ww

**Foundations:** M1.1, M1.2, M1.3, CA1.1, CA2.1, CA3.1, CA4.1, ELA 2.1, ELA 2.2, ELA 2.4, ELA3.1

**Indicators:**

CCSS: Counting, Cardinality, and Operations Base Ten

- Uses numbers to compare

CCSS: Geometry

- Recognizes 5 colors

**NAEYC Standards**

01D-76 Show or describe one example of how children have opportunities to participate in decision making about class plans.

**Activity:**

1. Reading a Book (Camping)
2. Toy Car Game
3. Shaving Cream Play

**Resources and materials needed:**

Reading a Book: (Suggestion)

- S is for S'mores: A camping Alphabet by Helen Foster James

Toy Car Game:

- 25 toy cars
- Marker
- Cardboard
- Labels

Shaving Cream Play

- Wax paper
- Shaving cream
- Tape
- Paper Towels

**Procedures:**

**Toy Car Game:** Take cardboard and marker and draw lines like a parking lot on the cardboard. Then number the spaces up to 25. Then take the labels and number them 1 to 25 and then place them on the cars. Demonstrate to the children how to place the car in the correct space and then have the children to repeat the action.

**Shaving Cream Play:** 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.

**Read 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).

**Month:** August

**Week:** 2

**Day:** 4

**Age range:** Toddlers

**Topics:**

- **Theme:** Camping
- **Shape:** Square
- **Number:** 3
- **Color:** Red
- **Letter:** Ww

**Foundations:** M1.1, M1.2, M1.3, CA1.1, CA2.1, CA3.1, CA4.1

**Indicators:**

CCSS: Counting, Cardinality, and Operations Base Ten

- Uses numbers to compare

CCSS: Geometry

- Recognizes 5 colors

**NAEYC Standards**

01D-76 Show or describe one example of how children have opportunities to participate in decision making about class plans.

**Activity:**

1. Reading a Book
2. Dance Time
3. Number Match

**Resources and materials needed:**

Reading a Book:

- Teacher's choice

Dance Time:

- Downloaded Children's Music

Number match:

- White Board (that you can put magnets on)
- Magnet Numbers (the ones you put on refrigerators)

**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).

**Dance Time:** Play and sing children's songs with children. Have them to dance and around with the songs. They can also play freeze dance during this time. Freeze Dance is where you play a song and the children dance and when you stop the song they have to freeze. If anyone moves they are out.

**Number Match:** Teachers will place a number on the board and have the children count to that number.

**Month:** August

**Week:** 2

**Day:** 5

**Age range:** Toddlers

**Topics:**

- **Theme:** Camping
- **Shape:** Square
- **Number:** 3
- **Color:** Red
- **Letter:** Ww

**Foundations:** M1.1, M1.2, M1.3, CA1.1, CA2.1, CA3.1, CA4.1

**Indicators:**

CCSS: Counting, Cardinality, and Operations Base Ten

- Uses numbers to compare

CCSS: Geometry

- Recognizes 5 colors

**NAEYC Standards**

01D-76 Show or describe one example of how children have opportunities to participate in decision making about class plans.

**Activity:**

Read a Book (Teacher's Choice)

Handprint Campfire

Flashcards

**Resources and materials needed:**

Reading a Book:

- Teacher's Choice

Hand Print Campfire:

- Yellow, brown, and red washable paint-
- Paper plate
- White paper
- Medium size paint brush
- Bowl of water
- Paper towel
- Paint smock

Flashcards:

- Flashcard with shapes and the shape name

**Procedures:**

**Read 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).

**Flashcards:** Teachers will give children a card with a shape on it and have them to match the shape with items in the room. For example, a teacher gives a child a rectangle and the child chooses a door because the door is a rectangle. If the activities is difficult for children, help them find the shape in the room.

**Handprint Campfire:** On paper plate place yellow and red paint. Place in front of the children a white piece of paper. With paint brush and brown paint make a "X" to look like the logs under the campfire. Have children to put their hands in the yellow and red paint and place their hands above the logs on the white paper creating the appearance of the flames. Place children's hands in water to get off excess paint and wipe the rest off with a paper towel.

