

**Month:** December

**Week:** 3

**Day:** 1

**Age range:** Toddlers

**Topics:**

- Theme: Give Praise
- Shape: Square
- Number: 21
- Color: White
- Letter: Nn

**Foundations:** ELA2.4

**Indicators:**

CCSS: Reading

- Names familiar objects in pictures
- Finds named pictures or textures in book

**NAEYC Standards**

03B-569 Show or describe two activities or lesson plans that encourage children to share their ideas or experiences.

**Activity:**

1. Reading a Book about colors
2. Sugar/ Salt Writing
3. Music Time

**Resources and materials needed:**

Reading Book: (Suggestions)

- The Color Kittens by Margaret Wise

Sugar/ Salt Writing

- Sugar/ salt
- Cookie sheet
- Paper towels
- Dry erase board
- Dry erase marker

Music Time

- Inspirational music
- Electronic device

**Procedures:**

**Music Time:** (03B-569) Download music on tablet/ cell phone and have children to dance or sing with the songs. Make sure the songs are talking about encouragement and praise.

**Sugar/Salt Writing:** Teacher will place salt or sugar on the cookie sheet. Teachers will write the letter, number, shape on dry erase board and will have children to practice writing them in the sugar/ salt. After the activity is finished, wipe children's hands.

**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:** December

**Week:** 3

**Day:** 2

**Age range:** Toddlers

**Topics:**

- Theme: Give Praise
- Shape: Square
- Number: 21
- Color: White
- Letter: Nn

**Foundations:** ELA2.4

**Indicators:**

CCSS: Reading

- Names familiar objects in pictures
- Finds named pictures or textures in book

**NAEYC Standards**

03G-710 Show or describe how you engage in collaborative inquiry, sometimes with individual children and sometimes with small groups of children.

**Activity:**

1. Reading a Book about letters
2. Magna Tiles
3. Finger Print Snowman

**Resources and materials needed:**

Reading Book: (Suggestions)

- ABC by Dr. Seuss

Magna Tiles

- Magna Tiles

Finger Print Snowman

- Paper towels
- White paint
- Construction paper
- Stickers (snowflake or small circles)
- Markers
- Paper plate

**Procedures:**

**Finger Print Snowman:** Teachers will place a small amount of white paint on the paper plate. Help children to place their fingers in the paint and place their fingers on the paper like a snowman. Wipe off their hands and let the paint dry. Teachers or children can put a face on their snowman and then put stickers on the paper.

**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).

**Magna-Tiles:** (03G-710) if you aren't familiar with them, are exactly what their name suggests – magnetic building tiles that can be assembled into surprisingly complicated geometric constructions, both two- and three-dimensional. Teachers can shape the tiles into the letter and

the number. Have children to look and play with the tiles. Both teacher and children can engage in this activity by making different structures and see what works or doesn't work. This can be done in a small group or with individual children. Modifications: if you have infants that are not mobile, make sure that teachers are placing the tiles on the floor.

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:** December

**Week:** 3

**Day:** 3

**Age range:** Toddlers

**Topics:**

- Theme: Give Praise
- Shape: Square
- Number: 21
- Color: White
- Letter: Nn

**Foundations:** M2.1, M2.2, SE4.1, APL1.1, APL1.2, APL3.1, CA4.1

**Indicators:**

CCSS: Listening and Speaking

- Uses plurals
- Uses auxiliary (helper) verbs
- Follows unfamiliar directions involving out of sight objects

CCSS: Geometry

- Identifies patterns
- Identify and sort common words in basic categories

**NAEYC Standards**

03B-569 Show or describe two activities or lesson plans that encourage children to share their ideas or experiences.

**Activity:**

1. Sorting the Colors
2. Puppet Play

**Resources and materials needed:**

Sorting the Colors

- White and Black Bowl
- White and Black plastic shapes

Puppet Play

- Hand puppets

**Procedures:**

**Sorting the Colors:** Chose two colors (white and black) that have very little in common with each other and look nothing alike! Selected about 10 of each color (we are keeping it simple). Introduce the activity by saying “Today, we are going to sort colors! We are going to put white in this bowl and black in this bowl.” Then model the entire activity for the children. As you model the activity, sit next to the children or have them to sit in your lap and show them exactly what you are doing. Also do the narration of every move you make. Once you finished, dump them out on the floor or table have each child try to sort.

**Puppet Play:** (03B-569) Have children to sit in a circle and have the puppets help the children count to 21 and say the alphabet. Have the puppet to discuss how to give thanks and praise for what they have and how they can praise others for doing good work. 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

**Month:** December

**Week:** 3

**Day:** 4

**Age range:** Toddlers

**Topics:**

- Theme: Give Praise
- Shape: Square
- Number: 21
- Color: White
- Letter: Nn

**Foundations:** ELA2.1, M1.1,M1.2, M1.3, M4.2, SC3.1

**Indicators:**

CCSS: Counting, Cardinality, and Operations

- Identifies more
- Uses numbers to compare

**NAEYC Standards**

2.A.11 (c) The schedule provide children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for creative expression.

**Activity:**

1. Flashcards
2. Build Duplo Towers
3. Finding squares

**Resources and materials needed:**

Flashcards

- Find pictures of items that start with the letter “N” and laminate the pictures

Build Duplo Towers

- Duplo Legos
- Poster board
- Markers

Finding squares

- Pictures of different shapes

**Procedures:**

**Flashcard:** Pre make laminated cards with items that start with the letter “N” (i.e. net, neck, etc) and start with the sound of “N” then say the word

**Build Duplo Towers:** The first step was to put all the numbers in order and then start just putting random amounts of blocks together. Teachers will work with students to count the right way and get the activity completed. Make number cards from poster board and use painter’s tape to stick to the table or floor.

**Finding the shape:** Teachers will place two shapes in front of the child and ask them to point to the shape the teacher called. If they get right give them praise, if they need help, teachers will help them and then give them praise.

**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:** December

**Week:** 3

**Day:** 5

**Age range:** Toddlers

**Topics:**

- Theme: Give Praise
- Shape: Square
- Number: 21
- Color: White
- Letter: Nn

**Foundations:** ELA2.3, ELA2.4, M2.2, M3.1

**Indicators:**

CCSS: Reading

- Names familiar objects in pictures
- Finds named pictures or textures in book

**NAEYC Standards**

2.A.11 (d) The schedule provide children learning opportunities, experiences, and projects that extend over the course of several days and large- group.

**Activity:**

1. Reading a Book
2. Duplo Patterns

**Resources and materials needed:**

Reading Book: (Suggestions)

- Teacher's Choice

Duplo Patterns

- Duplos legos
- Index cards
- markers

**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).

**Duplo Patterns:** Use index cards to make patterns that the children can build out of Duplos. Do a variety of different patterns using different colors. Help children to find the colors to build.

**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