



Month: July

Week: 3

Day: 1

Age range: Toddlers

Topics:

- **Theme: Safety**
- **Shape: Circle**
- **Number: 25**
- **Color: Silver**
- **Letter: Mm**

Foundations: CA1.1, CA2.1, CA4.1, SC5.1, ELA2.3, ELA3.2, APL1.2, APL2.1, APL4.1

Indicators:

CCSS: Geometry

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

CCSS: Reading

- Makes sounds related to pictures to demonstrate an understanding of the pictures

Activity:

1. Pipe Cleaner Fine Motor Play
2. Read a Book about safety
3. Singing and playing ring a round the Rosie

Resources and materials needed:

Pipe Cleaner Fine Motor Play

- Pipe cleaners
- Colander
- Tape (optional)

Read a Book: (suggestions)

- Arthur's Fire Drill by Marc Brown
- Stop, Drop and Roll by Margery Cuyler

Ring a round the Rosie:

- Music player with song

Procedures:

Pipe Cleaner Fine Motor Play: All you need is a colander from your kitchen and a packet of white pipe cleaners. Just thread them through the holes and let the children play. This activity is great for older children too as they can thread the pipe cleaners through the holes themselves. If you're a bit anxious about the wire in the pipe cleaners, you can curl then ends up or tape the ends. (If this activity is too advance)- already have the taped pipe cleaners in the colander and let the child play with it.

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).

Ring around the Rosie: Play the song for the children and have them to the dance and sing the song.



Month: July

Week: 3

Day: 2

Age range: Toddlers

Topics:

- **Theme: Safety**
- **Shape: Circle**
- **Number: 25**
- **Color: Silver**
- **Letter: Mm**

Foundations: ELA2.1, ELA2.2, ELA2.3, ELA3.1, M1.1, M1.2, M1.3, SE4.1, APL2.1

Indicators:

CCSS: Writing Standards

- Uses fingers to make marks in substances
- Associates writing with purpose

CCSS: Counting, Cardinality, and Operations Base Ten

- Uses numbers to compare
- Follows a moving or sound object

Activity:

1. Flashcard
2. Toy car game
3. Shaving cream play

Resources and materials needed:

Flashcard:

- Pictures that start with the letter “M” (i.e. magazines or computer images)
- Laminator

Toy Car game

- 25 toy cars
- Marker
- Cardboard
- Labels

Shaving Cream Play

- Wax paper
- Shaving cream
- Tape
- Paper Towels

Procedures:

Flashcards: Find pictures on the internet or in magazines that start with the letter “M”. Once you find the pictures laminate them. Say the letter “M” and the sound and then the item. If child can repeat the word have them to repeat the letter, sound, and item.

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 party: 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.



Month: July

Week: 3

Day: 3

Age range: Toddlers

Topics:

- **Theme: Safety**
- **Shape: Circle**
- **Number: 25**
- **Color: Silver**
- **Letter: Mm**

Foundations: ELA2.3, ELA 2.4, CA4.1, SC3.1

Indicators:

CCSS: Reading

- Makes sounds related to pictures to demonstrate an understanding of the pictures

CCSS: Counting, Cardinality, and Operations Base Ten

- Shows pleasure when a desirable object is received
- Gives more when asked

Activity:

1. Sensory Bag
2. Read a book about letters
3. Puppet Play

Resources and materials needed:

Sensory Bag

- Baby oil gel
- Sandwich bag
- Tape
- Dry erase maker
- Silver buttons
- glitter

Puppet Play

- Any animal or person puppet
- Downloaded children's music

Read a Book (suggestions)

- The ABC Bunny by Wanda Gag
- Firefighters A to Z by Chris L. Demarest

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).

Puppet Play: Have children to sit or lay on their tummies and have the puppet talk about the following things fire safety, stranger danger, if you see something say something, and any other safety related subjects. Then sing songs with them and counting to 25. Allow children to interact and touch the puppets.

Sensory Bag: Place in Ziploc bag silver buttons, glitter, and baby oil gel. Seal the bag and tape the bag on the table or floor. Draw on the bag a circle and see how many children try to place the buttons in the circle.



Month: July

Week: 3

Day: 4

Age range: Toddlers

Topics:

- **Theme: Safety**
- **Shape: Circle**
- **Number: 25**
- **Color: Silver**
- **Letter: Mm**

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

Indicators:

CCSS: Counting, Cardinality, and Operations Base Ten

- Shows pleasure when a desirable object is received
- Gives more when asked
- Identifies more

Activity:

1. Simple matching puzzle game
2. Flashcards
3. Painting with circles

Resources and materials needed:

Simple matching puzzle game

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

Flashcards

- Number flashcards up to 25 with pictures

Painting with circles

- White paper
- Paint
- Paper plates
- Cups
- Paper towels
- Art smock

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. **Modifications for Non- Mobile Infants:** Have them on their tummies and show them how to place the shapes on the board.

Painting with circles: Make sure to place art smock on children. Gather some disposable cups in various sizes and pass out the paper to children. Place paint on paper plate and grab a cup and dip the end you would drink from in the color of the paint and stamp.

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: July

Week: 3

Day: 5

Age range: Toddlers

Topics:

- **Theme: Safety**
- **Shape: Circle**
- **Number: 25**
- **Color: Silver**
- **Letter: Mm**

Foundations: ELA2.2, ELA2.4, CA1.1, CA4.1, SC3.1

Indicators:

CCSS: Reading

- Makes sounds related to pictures to demonstrate an understanding of the pictures

CCSS: Counting, Cardinality, and Operations Base Ten

- Shows pleasure when a desirable object is received

Activity:

1. Music Time
2. Reading a Book

Resources and materials needed:

Music Time

- Music Player of instrumental, nursery rhymes, or kids songs
- Different play instruments
- Pots
- Bowls
- Mixing spoons
- Shakers

Reading a Book: (Suggestions)

- Are you my mother by P.D. Eastman
- Counting Kisses by Karen Katz

Procedures:

Music Time: Have music playing in the background and place out different items for the children to play music with. They can pretend they are drummers, pianist, or any other musicians they want to be. They can sing along to the music and dance to the music. Modifications for non mobile children: have them to be on their tummies and give them a rattles or plastic instrument to play along with the music. Teachers need to be interacting with the children during this activity.

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).