



**Month:** June

**Week:** 3

**Day:** 1

**Age range:** Toddlers

**Topics:**

- **Theme: 5 Senses**
- **Shape: Sphere**
- **Number: 4**
- **Color: Gray**
- **Letter: Bb**

**Foundations:** SC2.1, SC2.2, CA3.1, CA3.2, CA3.3, PHG2.1, PHG2.2, PHG3.1, ELA2.1, ELA2.2, APL1.2

**Indicators:**

CCSS: Writing

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

**NAEYC Standard**

02J-426 Provide two examples showing or describing how you teach vocabulary and/or concepts related to visual arts.

**Activity:**

1. Reading a book
2. Tummy Time Finger Painting
3. Flashcards

**Resources and materials needed:**

Reading a Book:

- Family member's choice

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

Flashcards:

- Find pictures of items that start with the letter "P" and laminate the pictures

**Procedures:**

**Reading a book:** Teachers will ask parents/ family members to read to the children. 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).

**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 sphere 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.

**Flashcard:** Pre make laminated cards with items that start with the letter "B" (such as blue and baby etc) and start with the sound of "B" then say the word.



**Month:** June

**Week:** 3

**Day:** 2

**Age range:** Toddlers

**Topics:**

- **Theme: 5 Senses**
- **Shape: Sphere**
- **Number: 4**
- **Color: Gray**
- **Letter: Bb**

**Foundations:** CA1.1, PHG3.1, ELA1.1, ELA1.2, ELA1.3, ELA2.1, ELA2.2, APL2.1, APL4.1

**Indicators:**

CCSS: Reading

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

**NAEYC Standard**

02J-426 Provide two examples showing or describing how you teach vocabulary and/or concepts related to music.

**Activity:**

1. Playing Drums
2. Reading a book about the 5 senses

**Resources and materials needed:**

Playing Drums

- Bowls
- Plastic mixing spoons

Reading a Book: (suggestions)

- You Smell and Taste and Feel and See and Hear by Mary Murphy
- I Hear a Pickle: and Smell, See, Touch, & Taste It, Too! by Rachel Isadora

**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).



**Month:** June

**Week:** 3

**Day:** 3

**Age range:** Toddlers

**Topics:**

- **Theme: 5 Senses**
- **Shape: Sphere**
- **Number: 4**
- **Color: Gray**
- **Letter: Bb**

**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 Standard**

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

**Activity:**

1. Sensory Bags
2. Sensory Board

**Resources and materials needed:**

Sensory Bags

- Ziploc sandwich bag
- Baby oil gel
- Painter's tape
- Laminated letter "Bs"
- Glitter

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:**

**Sensory Bag:** Place glitter, the laminated Bs, and baby gel oil into the sandwich bag. Seal the bag and tape the bag either to the floor (for tummy time) or on a table. Allow children to explore and play. Let the children know what sound the letter "B" makes.

**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 (Babies are great at ripping things down...and, cats too...). 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.



**Month:** June

**Week:** 3

**Day:** 4

**Age range:** Toddlers

**Topics:**

- **Theme: 5 Senses**
- **Shape: Sphere**
- **Number: 4**
- **Color: Gray**
- **Letter: Bb**

**Foundations:** M4.1, M4.2, ELA2.1, ELA2.2, ELA2.3, ELA2.4, PHG1.1, PHG3.1

**Indicators:**

CCSS: Geometry

- Uses a shape toy to explore basic shapes
- Identifies objects that do not belong to a particular group
- Puts together pairs off pictures of opposites

CCSS: Language Conventions

- Attempts to makes marks with writing tools
- Copies specific writing marks

**NAEYC Standard**

02J-426 Provide two examples showing or describing how you teach vocabulary and/or concepts related to music.

**Activity:**

1. Read a book about colors
2. 5 Senses
3. Sing: Head Shoulders Knees and Toes

**Resources and materials needed:**

Read a Book: (Suggestion)

- Green Eggs and Ham by Dr. Seuss

5 Sense Experiment

- 5 Blindfolds
- Something sour (lemon, vinegar, etc.)
- Something sweet (apples, etc)
- Something Bitter (coffee, etc)
- Something Salty (chips, olives, etc)

Sing Song

- (Optional) Download the song Head, Shoulders, Knees and Toes

**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).

**5 Senses:** Teachers will cut up fruit and put out items in containers. Blindfold 5 children and ask the other children to be quiet. Place a container of items in front of them and ask them to smell, touch, listen, and taste the item and have them to guess. Once they guess they can see what it was. Have children to take turns being blindfolded until everyone has gone. Then ask them what they thought about each item

**Singing the Song:** Demonstrate the movements to the song while you are singing or playing the music. Have them to try to do the song speeding up every time do it. This action will keep them engaged and they will have a lot of fun doing it.



**Month:** June

**Week:** 3

**Day:** 5

**Age range:** Toddlers

**Topics:**

- **Theme: 5 Senses**
- **Shape: Sphere**
- **Number: 4**
- **Color: Gray**
- **Letter: Bb**

**Foundations:** SC1.1, SC1.2, SC5.1, SS2.1, PHG2.1, PHG2.2, PHG3.1, ELA2.4, M4.1

**Indicators:**

CCSS: Reading

- Looks at picture with interest
- Explores a book
- Opens a book

**NAEYC Standard**

02J-426 Provide two examples showing or describing how you teach vocabulary and/or concepts related to visual arts.

**Activity:**

1. Making Gray
2. Read a Book

**Resources and materials needed:**

Making the color gray:

- White and black washable paint
- Small to medium size paint brushes
- Small container of water
- Card stock
- Smocks
- Paper towels

Flashcards

- Laminated pictures of item from magazines or the internet that are the color gray

**Procedures:**

**Making Gray:** Cover children with smocks before they start painting. Explain to them that black and white make gray. Place the card stock and paint brushes in front of them. Then place on the card stock a small amount of black and white paint. Let them create anything on their papers and when they are finish wipe their hands and place their art work some where to dry.

**Flashcards:** Show pictures of items that are the color gray. Describe what the item is and the letter it starts with.