



**Month:** May

**Week:** 2

**Day:** 1

**Age range:** Infant

**Topics:**

- **Theme:** Bees
- **Shape:** Rhombus
- **Number:** 19
- **Color:** Black
- **Letter:** Ss

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

**Indicators:**

CCSS: Reading

- Reacts to recognizable features in print
- Reacts to pictures of familiar people

CCSS: Geometry

- Explore attributes
- Attends to visual auditory, tactile patterns

**NAEYC Standard**

03E-642 Show or describe one example of a time you modified the class scheduling, when necessary, to scaffold children's learning.

**Activity**

1. Showing flashcards of items that start with the letter "S"
2. Find the Rhombus

**Resources and materials needed:**

1. Flashcards:
  - Find pictures of items that start with the letter "S" have them laminated
2. Find the Rhombus
  - Pictures of a Rhombus (laminated)
  - Scissors
  - Tape (optional)

**Procedures:**

**Flashcards:** Pre make laminated cards with items that start with the letter "S" (such as seal, sandwich, etc) and start with the sound of "S" then say the word.

**Find the Rhombus:** Cut out laminated pictures of rhombus. Show the pictures of the rhombus to children and then hide it either behind your back or under an item. Ask them "where is the rhombus" give them a couple of seconds to look for it and then bring it out and say "there it is"! Modifications for Toddlers: If children are a little older put rhombus around the room and have them to find 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



**Month:** May

**Week:** 2

**Day:** 2

**Age range:** Infant

**Topics:**

- **Theme:** Bees
- **Shape:** Rhombus
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- **Color:** Black
- **Letter:** Ss

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

**Indicators:**

CCSS: Reading

- Looks at picture with interest
- Opens a book

CCSS: Measurement and Data

- Follows directions involving location
- Identifies location

**NAEYC Standard**

02E-245 Show picture books, wordless books, and rhyming books (two or more of each) that are available to infants, toddlers, or twos every day.

**Activity**

1. Reading a Book about Bees
2. Sensory Bags (With the Rhombus)

**Resources and materials needed:**

Reading a Book (Suggestions)

- Bee & Me by Elle J. McGuinness
- Little Bee by Edward Gibbs

Sensory Bags

- Baby oil gel
- Sandwich bag
- Tape
- Black buttons
- Dry erase marker

**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).

**Sensory Bags:** Place in a bag baby oil gel and black buttons. Seal bag and draw with a dry erase marker a rhombus and tape bag to the floor or table. Demonstrate that you want children to put all the buttons in the rhombus shape. If they are not able to grasp this concept, still show them how to do this and then have them to play with the bag.

**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:** May

**Week:** 2

**Day:** 3

**Age range:** Infant

**Topics:**

- **Theme:** Bees
- **Shape:** Rhombus
- **Number:** 19
- **Color:** Black
- **Letter:** Ss

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

**Indicators:**

CCSS: Counting, Cardinality, and Operations Base Ten

- Looks at/ observes hanging mobile or object held in front of face
- Demonstrates awareness of the presence of objects
- Identifies more

**NAEYC Standard**

02J-412 Show two lessons plans that help children appreciate visual arts from different cultures.

**Activity**

1. Music Time!
2. Finger painting

**Resources and materials needed:**

Music Time

- Music player with instrumental/ kids songs
- Pans, plastic bowls, plastic mixing spoons, or anything that makes noise.

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

**Procedures:**

**Music Time:** Play music in the background and have children participate in banging pots and pans, drumming on bowls or pans. If non- mobile- have children on their tummies and give them noise makers.

**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 octagon 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.

**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:** May

**Week:** 2

**Day:** 4

**Age range:** Infant

**Topics:**

- **Theme:** Bees
- **Shape:** Rhombus
- **Number:** 19
- **Color:** Black
- **Letter:** Ss

**Foundations:** CA4.1, M3.1, ELA2.2, ELA 2.3, ELA2.4

**Indicators:**

CCSS: Speaking and Listening

- Participates in back and forth vocal play
- Uses single words to communicate

CCSS: Reading

- Responds to sounds in the environment

**NAEYC Standard**

02J-414 Show two lessons plans that help children appreciate dramatic arts from different cultures.

**Activity:**

1. Reading a Book about colors
2. Puppet Play
3. Rolling Baskets

**Resources and materials needed:**

Reading a Book (suggestions)

- The Day the Crayons Quit by Drew Daywalt
- Color Zoo by Lois Ehlert

Puppet Play

- Either a hand or finger puppet
- Picture of flower or a puppet of a flower
- Picture of a bee hive

Rolling Baskets

- Medium plastic balls
- Small basket or container

**Procedures:**

**Puppet Play-** Gather children around to learn about a bees job in nature. Use the puppet to explain where bees live and how bees help plants grow in nature. Show the bee pollinating the plant and show the bee going to its home (the hive). The bee should be interacting with the children and doing some songs with them.

**Rolling Baskets:** (Non-Mobile)- Have infant to be on their tummy while you roll the ball to them and they can roll it back or catch the ball. Count how many times they grab at the balls or roll the ball. (Mobile) Demonstrate how to roll the ball in the basket and then have them to try. Count the number of times they made the basket or attempted to make the basket. Praise them for trying to do the activity.

**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:** May

**Week:** 2

**Day:** 5

**Age range:** Infant

**Topics:**

- **Theme:** Bees
- **Shape:** Rhombus
- **Number:** 19
- **Color:** Black
- **Letter:** Ss

**Foundations:** SC2.1, SC2.2, SC5.1, CA3.1

**Indicators:**

CCSS: Measurement and Data

- Explores measurement attributes
- Distinguishes between big and little

**NAEYC Standard**

03A-534 Show two classroom displays that have been created to help children reflect on and extend their learning.

**Activity**

1. Ribbon Box
2. Water Play

**Resources and materials needed:**

Ribbon Box

- Different shades of blue ribbons (Make sure you have 16 pieces of ribbon)
- Plastic tote big enough for a child to fit in
- Scissors
- Hot Glue Gun
- Hot Glue Gun Sticks

Water Play

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

**Procedures:**

**Ribbon Box:** Use a plastic tote and cut ribbon all the same length and then use a hot glue gun to glue them to the back. After it was prepared invite the child to play. While the child is playing let them know that they are playing with blue ribbons and count the number of ribbons on the tote. Non- mobile infants can kick or try to pull at the ribbons.

**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 **stars** in a different bowl without water and counting how many stars they have put in the bowl without water.

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