



**Month:** May

**Week:** 3

**Day:** 1

**Age range:** Infant

**Topics:**

- **Theme:** Alligators
- **Shape:** Circle
- **Number:** 20
- **Color:** White
- **Letter:** Tt

**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

**NAEYC Standards**

02E-241 Show two examples of songs you sing to infant, toddler, or twos during teacher-child one-on-one play.

**Activity:**

1. Read a Book about alligators
2. Singing and playing ring a round the Rosie

**Resources and materials needed:**

Read a Book: (suggestions)

- Alligator Alphabet by Stella Blackstone
- There's an Alligator under my bed by Mercer Mayer

Ring a round the Rosie:

- Music player with song

**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).

**Ring around the Rosie:** (Mobile walking) Play the song for the children and have them to the dance and sing the song. (Non- walking) Play the song for the children and sing along with the song and show them the dance. Children can clap along with the song.

**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:** 3

**Day:** 2

**Age range:** Infant

**Topics:**

- **Theme:** Alligators
- **Shape:** Circle
- **Number:** 20
- **Color:** White
- **Letter:** Tt

**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

**NAEYC Standards**

02G-372 Show two toys, materials, or activities designed for infants, toddlers, or twos to play with and discover how to solve simple problems.

**Activity:**

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

**Resources and materials needed:**

Flashcard:

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

Toy Car game

- 20 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 “T”. Once you find the pictures laminate them. Say the letter “T” 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 20. Then take the labels and number them 1 to 20 and then place them on the cars. Have infants on their tummies for tummy time and count the cars and hand them the cars to play.



**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. Teachers should have this activity done on the floor and demonstrate how to scribble in the shaving cream. Allow the children to try to scribble.

**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:** 3

**Day:** 3

**Age range:** Infant

**Topics:**

- **Theme:** Alligators
- **Shape:** Circle
- **Number:** 20
- **Color:** White
- **Letter:** Tt

**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

**NAEYC Standards**

02E-241 Show two examples of simple rhymes you share with infant, toddler, or twos during teacher-child one-on-one play.

**Activity:**

1. Read a book about the color white
2. Puppet Play

**Resources and materials needed:**

Puppet Play

- Alligator puppet
- Picture of a swamp

Read a Book (suggestions)

- Spot Looks at Colors by Eric Hill
- Bear See Colors by Karma Wilson

**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:** The teacher and children will sit down on the floor or lay on their tummies and listen to you talk about the life of an alligator in the swamp. Have the alligator count up to 20, sing songs, and go over their alphabets.

**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:** 3

**Day:** 4

**Age range:** Infant

**Topics:**

- **Theme:** Alligators
- **Shape:** Circle
- **Number:** 20
- **Color:** White
- **Letter:** Tt

**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

**NAEYC Standards**

02G-372 Show two toys, materials, or activities designed for infants, toddlers, or twos to play with and discover how to solve simple problems.

**Activity:**

1. Zipper Board
2. Flashcards

**Resources and materials needed:**

Flashcards

- Number flashcards up to 20 with pictures

Zipper Board

- Piece of cardboard
- Variety of zips (differing sizes and colours optional)
- Hot glue gun
- Scissors

**Procedures:**

**Zipper Board:** Began by cutting out a piece of cardboard. It's a good idea to firstly decide how you 'd like your zips to be positioned on the board. Consider how this board would be used during play and so making them zip in various directions is important. It's a good idea to check your zips are not able to completely separate once used. Use the zippers with metal staples at the end to ensure they don't come apart. Sometimes zips didn't sit completely flat when placed on the board. Using quality scissors, cut off the tail ends of the zips. Doing this step allowed each zip to lay completely flat and ready for the next step. Use a hot glue gun run a length of glue on either side of the zip, completely avoiding the middle area that will later be separated when the zip is opened. **Important things to remember** – Use as little glue as possible as the glue will spread when secured to the board. You don't want it to spread to that middle zip area and cause the zip to not open! Work quickly but carefully. The glue will be super hot but will dry quickly. Stick to the plan and know where each zip is going to be placed prior to adding any glue. Once you have added your glue, add it to your cardboard and lightly press the zip into place. Remember, you want to avoid glue running into the middle of the zip so pressing/spreading the glue to the outer edges is a great idea. Solving a potential problem: In case some of the hot glue made it's way into the middle of the zip and sealed it closed, pull up one side of the zip and attempting the zip again. After a few attempts the problem will be solved. Allow children to play with this on the floor or tables. **Modifications for Infants:**



Teachers will place the board on the floor and allow the child to grab the zippers. Teachers will demonstrate how to zip and unzip the zipper.

**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.

**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:** 3

**Day:** 5

**Age range:** Infant

**Topics:**

- **Theme:** Alligators
- **Shape:** Circle
- **Number:** 20
- **Color:** White
- **Letter:** Tt

**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

**NAEYC Standards**

02E-241 Show two examples of songs you sing to infant, toddler, or twos during teacher-child one-on-one play.

**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).