Month: May   **Week:** 4   **Day:** 1
Age range: Toddlers
Topics:
- **Theme:** Beach
- **Shape:** Hexagon
- **Number:** 1
- **Color:** Tan
- **Letter:** Uu

Foundations: ELA 2.3, ELA2.4, SC5.1, M4.1, M4.2
Indicators:
CCSS: Counting, Cardinality, and Operations Base Ten
- o   Looks at/ observes hanging mobile or object held in front of face
- o   Indicates desire for "more"

CCSS: Reading
- o   Reacts to story
- o   Listens with interest to stories read aloud

NAEYC Standard
02G-371 Show two toys, materials, or activities designed for infants, toddlers, or twos to play with to make things happen.
Activity:
1. Color and Shape Sensory Bags
2. Reading a Book about the Beach
3. Texture Sensory Wall

Resources and materials needed:
1. Color and Shape Sensory Bags:
   - o   Dry Erase Markers (Brown and Blue)
   - o   Tan and Blue Buttons
   - o   Painters tape
   - o   Baby Gel Oil
   - o   Sandwich or gallon bag
2. Reading a Book: (Suggestions)
   - o   Look and Say Beach by Usborne
   - o   Stella, Star of the Sea by Mary Louise Gay
3. Texture Sensory Wall:
   - o   Pieces of colored paper
   - o   Clear contact paper
   - o   Large color paper
   - o   Photos, ribbons, pom pom, etc
   - o   Scissors
   - o   Tape
   - o   basket

Procedures:
Texture Wall: Tape colored paper to a wall. Cover paper with sticky side out contact paper and tape the edges down with clear tape. It may help to attach the first piece of tape to the top while the contact paper is still on the floor and then attach that side to the wall first. Prepare your items in a basket on the floor. I

chose laminated pictures of their faces and curly ribbon, but any items that a young toddler can manipulate, grasp, and potentially taste are good. Place a couple of the items on the sticky wall to engage your infant. Like most wonderful infant and toddler activities, this is a child-directed open ended activity once it is set up. Your child will likely notice and engage with the materials without much prompting. Observe what interests them most. For some this might be taking the objects on and off. For some it might be simply the sticky wall. Use language to describe what they are doing (for example: "You pulled it off!" "Your fingertips stick."). Model alongside the child how to stick objects back on or pull them off. Allow them to leave and return to the activity over the course of the day or several days. Modifications: Make a longer sticky sensory wall for toddlers to walk along. Change the materials you provide. Some ideas could include: pieces of construction paper, juice can lids, or strands of yarn.

Color and Shape Sensory Bag: The sensory bag is simply just baby oil gel in a Ziploc bag. You could double bag it to seal it better. Insert two colors of buttons into each sensory bag and taped it to the table. Add sorting 'sections' for each color. Draw on the baggies with dry erase markers. Draw big hexagons and stars in the corresponding colors of buttons and write the name of the colors. The children can push the buttons around in the baggy to fit into the correctly colored shapes. Modifications: Put the number 15 into the shapes and have them to count the buttons that go into the shapes.

Read a book about the Beach: 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:** 4   **Day:** 2

Age range: Toddlers

Topics:

- **Theme:** Beach
- **Shape:** Hexagon
- **Number:** 1
- **Color:** Tan
- **Letter:** Uu

Foundations: SC3.1, SC5.1, SC1.1, M1.1, M2.1, M2.2

Indicators:

CCSS: Operations and Algebraic Thinking

- o Attends to new object in a group of objects
- o Makes a set of objects smaller or larger

CCSS: Counting, Cardinality, and Operations Base Ten

- o Looks at/ observes hanging mobile or object held in front of face
- o Indicates desire for "more"

NAEYC Standard

02G-371 Show two toys, materials, or activities designed for infants, toddlers, or twos to play with to make things happen.

Activity:

1. Sensory Bags
2. Sensory Board

Resources and materials needed:

Sensory Bags

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

Sensory Board

- o Cardboard
- o Box Cutter
- o Packing Tape
- o 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 "U"s, 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 "U" makes. Infants: Teacher will be on the floor with the infants demonstrating the activity and then having the children to explore the bag.

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 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. Toddlers can touch the board and this can be placed on the wall. Infants should have the board on the floor with the teacher sitting on the floor demonstrating the different things that they can play with.

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:** 4   **Day:** 3
Age range: Toddlers
Topics:

- **Theme:** Beach
- **Shape:** Hexagon
- **Number:** 1
- **Color:** Tan
- **Letter:** Uu

Foundations: ELA2.1, ELA2.2, ELA2.3, M1.2, M4.1, M4.2, SC5.1
Indicators:
CCSS: Operations and Algebraic Thinking

- o Pulls or breaks apart food
- o Makes a set of objects smaller or larger
- o Puts an object in mouth to explore

CCSS: Reading

- o Responds to sound in the environment
- o Repeats sound from familiar song, book

NAEYC Standard
02G-371 Show two toys, materials, or activities designed for infants, toddlers, or twos to play with to make things happen.
Activity:

1. Flashcards
2. Goo Sensory Bag
3. Block Time

Resources and materials needed:
Flashcards:

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

Block Time:

- o Foam blocks

Procedures:
Flashcard: Pre make laminated cards with items that start with the letter "U" (such as umbrella, ukulele, etc) and start with the sound of "U" then say the word.
Block Time: Show children how to count to 17 using the blocks and design a triangle. Have children to explore with the blocks trying to design the blocks in different shapes and help them count to see how many blocks they are playing with. Infants: Teachers will sit on the floor with the infants on the floor building with them and demonstrating different structures and allowing the child to try. Non- mobile infants can sit in the teacher's lap and play with the blocks.
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:** 4   **Day:** 4

Age range: Toddlers

Topics:

- **Theme:** Beach
- **Shape:** Hexagon
- **Number:** 1
- **Color:** Tan
- **Letter:** Uu

Foundations: M1.1, M1.2, M1.3, CA1.1, CA2.1, CA3.1, CA4.1

Indicators:

CCSS: Counting, Cardinality, and Operations Base Ten

- o Uses numbers to compare
- o Follows a moving or sound of an object
- o Touches points to each object in a sequence only once

NAEYC Standard

02G-371 Show two toys, materials, or activities designed for infants, toddlers, or twos to play with to make things happen.

Activity:

1. Playing Children's Nursery Songs
2. Paint Play: Making the color tan
3. Counting 1 to 10 using the hexagon shape

Resources and materials needed:

1. Playing Children's Nursery Songs:
    - ▪ Music Player with Nursery Rhymes
2. Paint Play:
    - ▪ Canvas, white, brown, black paint , Plastic Wrap, Tape
3. Counting to 10 using Hexagon:
    - ▪ 10 Plastic hexagons blocks

Procedures:

Nursery Rhymes: Play and sing the nursery rhymes with children. If they are mobile have them to dance and around with the songs.

Paint Play: place little dots of brown, white, and black washable paint on the canvas place plastic wrap tightly around canvas and put tape at the bottom of the canvas. Have children to run their hands over the plastic wrap canvas.

Counting to 10 with Hexagons: Teachers will have 10 hexagons in a container and will ask each child to get a hexagon from the container. Every time they get a hexagon count out the number of hexagons out loud with the children and 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: May   **Week:** 4   **Day:** 5
Age range: Toddlers
Topics:

- **Theme:** Beach
- **Shape:** Hexagon
- **Number:** 1
- **Color:** Tan
- **Letter:** Uu

Foundations:
Indicators:
CCSS: Reading

- o   Reacts to story
- o   Listens with interest to stories read aloud

CCSS: Operations and Algebraic Thinking

- o   Makes a set of objects smaller or larger
- o   Puts an object in mouth to explore

NAEYC Standard
02G-371 Show two toys, materials, or activities designed for infants, toddlers, or twos to play with to make things happen.
Activity:

1. Water Play
2. Read a book
3. Role Play

Resources and materials needed:
Water Play

- o   Baking Pan
- o   Bowls
- o   Water Pitcher
- o   Water
- o   Water proof toys (ones the are shaped like hexagons)
- o   Paper Towels

Read A Book: (suggestions)

- o   Good Night Numbers by Danica McKellar
- o   My very first book of numbers by Eric Carle

Role Play:

- o   Beach ball
- o   Beach towels
- o   Bag sunglasses
- o   Music Player of beach sounds
- o   Picture of a beach

Procedures:
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.

<u>Read a book about numbers</u>: 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).

<u>Role Play:</u> Demonstrate that you and your class are going to the beach. Show them the picture of the beach and turn on the beach sounds. Have children pretend that they are at the beach by giving them items that they would play with at the beach. If they are non- mobile: continue to have the visual beach picture and beach sounds playing. Give them the different items to play with so they can pretend that they are at the beach.

<u>Adjustments for Children with Special Needs</u>: 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