



Month: October

Week: 3

Day: 1

Age range: Toddlers

Topics: (Teachers will learn how to say the following topics in Spanish and French)

- Theme: Families (Spanish: Familias; French: Des Familles)
- Shape: Square (French: Carre'; Spanish: Cuadrado)
- Number: 13 Thirteen (Spanish: Trece; French: Treize)
- Color: Pink (French: Rose; Spanish: Rosado)
- Letter: Ff

Foundations: ELA 3.1, M1.1, M1.3, M3.1, SE1.1, APL4.1, PHG3.1, CA3.1, CA3.2, CA3.3

Indicators:

CCSS: Measurement and Data

- Tracks movement
- Demonstrates an awareness of location of objects
- Responds to objects in the environment

NAEYC Standards

1.E.04 (a) Teaching staff respond to a child's challenging behavior, including physical aggression, in a manner that provides for the safety of the child.

Activity:

1. Toy Car Game
2. Drawing my Family
3. Reading a book

Resources and materials needed:

Reading a Book

- Family Member's choice

Drawing my Family

- Paper
- Crayons

Toy Car Game

- 13 toy cars
- Marker
- Cardboard
- Labels

Procedures:

Reading a Book: Invite family members to come in and read to the class. Have children to gather to listen and look at the book. During this reading time ask children's family member to read to the class. Making sure that the reader engages the children by describing what they are seeing and allowing the children to touch the pictures

Toy Car Game: Take cardboard and marker and draw lines like a parking lot on the cardboard. Then number the spaces up to 13. Then take the labels and number them 1 to 13 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

Drawing my Family: Ask children to draw their families and dictate who they are and what they are doing in the picture.



Month: October

Week: 3

Day: 2

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Foundations: SC1.1, SC1.2, SC5.1, CA1.1, PHG2.2, PHG3.1, PH3.2, ELA1.2, ELA2.1, ELA2.3, M1.1, M1.2, M2.2

Indicators:

CCSS: Speaking and Listening

- Communicates recent experiences using at least one attribute word
- Uses possessive and objective pronouns

CCSS: Geometry

- Matches opposites
- Names groups of objects according to the common attributes
- Puts objects into groups with the similar attribute

NAEYC Standards

1.E.04 (b) Teaching staff respond to a child's challenging behavior, including physical aggression, in a manner that provides for the safety of other in the classroom.

Activity:

1. Homemade Guitar
2. "Feeling" Soupy

Resources and materials needed:

1. Homemade Guitar
 - Baking loaf
 - Pink Rubber Bands
 - Instrumental Music on CD/Music Player
2. "Feeling" Soupy
 - Plastic Letters/ laminated letters (13, letter Ff)
 - Bowl
 - Plastic Mixing Spoons

Procedures:

Homemade Guitar: Have instrumental music playing in the background (any music without words is fine). Place 5 pink rubber bands on the baking loaf (which is the shape of a prism) and make sure it is tight enough so that it can make a sound. Demonstrate how to play the guitar and play it with the music have them to play with the music. Make sure that toddlers are monitored while playing with the guitar. They must be sitting at a table or on the floor playing with the guitar.

"Feeling" Soupy: Place in a mixing bowl plastic/ laminated letters have children stir with a mixing spoon the letters. Have them to pick up a letter and the teacher will say the letter and sound. If they happen to pick the Letter "F" the teacher would say "Feeling Soupy" and then keep count how many times they pick up the letter "F".



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

Indicators:

CCSS: Geometry

- Explore attributes
- Attends to visual auditory, tactile patterns

NAEYC Standards

03F-676: Show two examples of classroom experiences you have created that involve members of children's families.

Activity

1. Showing flashcards of items that start with the letter "F"
2. Roll Play (Acting like a family)
3. Find the Squares

Resources and materials needed:

Flashcards:

- Find pictures of items that start with the letter "F" have them laminated

Roll Play (Acting like a family)

- Have children to bring in a picture of their family

Find the Squares

- Pictures of a squares (laminated)
- Scissors
- Tape (optional)

Procedures:

Flashcards: Pre make laminated cards with items that start with the letter "F" (such as fish, food, etc) and start with the sound of "F" then say the word.

Roll Play: (03F-676) Teachers can ask the children who is in their family. Allow children to play like they are a person in their family by having them to play with the household toys such as the kitchen and dolls. Modifications: (If infants): if they are not at the stage of being mobile have parents to bring in pictures of their family and show them pictures.

Find the Square: Cut out laminated pictures of squares. Show the pictures of the squares to children and then hide it either behind your back or under an item. Ask them "where is the square" give them a couple of seconds to look for it and then bring it out and say "there it is"!

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: October

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Day: 4

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Foundations: ELA2.1, ELA2.3, M1.1, M2.1, M2.2, APL1.2, APL4.1, SC3.1,SC5.1

Indicators:

CCSS: Speaking and Listening

- Imitates one word vocalization/ signs such as “more” “all gone” “mine”
- Names familiar objects
- Uses pointing for learning new vocabulary

CCSS: Measurement and Data

- Tracks movement
- Anticipates a routines
- Follows along with a simple routine

NAEYC Standards

1.E.04 (d) Teaching staff respond to a child’s challenging behavior, including physical aggression, in a manner that is respectful to the child.

Activity:

1. Sensory Bags: Making a Pink Square
2. Line Walking

Resources and materials needed:

Sensory Bags:

- Ziploc bags
- white and red paint
- Tape
- Permanent marker

Line Walking:

- Painter’s Tape
- Blocks/ toys (for infants)

Procedures:

Sensory Bags: On Ziploc bag take permanent marker and draw a big square. Put inside the bag red and white paint. Ziploc the bag and place it on the floor (for infants) and the table for toddlers. Tape the bag down to the floor/table and let them explore.

Line Walking: Teachers will place tape on the floor as the shape of a square, rectangle and triangle. Tell the children that they will be playing a game of walking/crawling the line. Teachers will first demonstrate how to walk on the lines and then they will call out the shape that they want the children to walk on.

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: October

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Day: 5

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

Indicators:

CCSS: Counting, Cardinality, and Operations Base Ten

- Uses numbers to compare

CCSS: Geometry

- Recognizes 5 colors

NAEYC Standards

03F-676: Show two examples of classroom experiences you have created that involve members of children's families.

Activity:

1. Reading a Book about family (by child's family member)
2. Fruit Loop Towers
3. Drum square

Resources and materials needed:

Reading a Book: (Suggestions)

- All Kinds of Families by Rachel Fuller
- One of the children's family members

Drum Square:

- Pans
- Pots
- Plastic Mixing Spoon
- Downloaded Children's music

Procedures:

Reading a Book: (03F-676) Have children to gather to listen and look at the book. During this reading time ask children's family member to read to the class. 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).

Drum Square: Place pots and pans around the children on the floor give children a plastic spoon and have them to bang on the pots and pans. This can allow for floor and tummy time. If children are not mobile, place children on their tummies and provide a shaker toy in their hands to have them to participate.

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