



Month: October Week: 2 Subject: Science

Day 1	Topic(s)	Foundation(s)
	Theme: Scarecrows & Fall on the Farm Number: 11 Letter: Ee Color: Tan Shape: Rectangle	SC3.1 Demonstrate awareness of life SC5.1 Demonstrate scientific curiosity
Indicators	Younger Toddlers	Older Toddlers
	May point to one picture when asked, “Is this living?”	May say “yes” or “no” to identify living vs. nonliving.

Activity: **Living or Nonliving Pictures**

Teachers will introduce the concept of living and nonliving using large picture cards. Younger toddlers will be encouraged to point when asked simple questions, while older toddlers will attempt to say “living” or “not living.” Teachers will guide them with prompts such as, “Does this move? Does it grow?” This helps toddlers begin to understand differences in the world around them.

Resources/Materials <ul style="list-style-type: none"> Large picture cards (animals, plants, toys, rocks) 	Key Vocabulary: living, not living, grow, move	Support:
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Day 2	Topic(s)	Foundation(s)
	Theme: Scarecrows & Fall on the Farm Number: 11 Letter: Ee Color: Tan Shape: Rectangle	SC3.1 Demonstrate awareness of life SC6.1 Demonstrate decomposition of larger tasks into smaller steps
Indicators	Younger Toddlers	Older Toddlers
	May place an object in a basket with teacher support.	May sort objects into correct categories independently.

Activity: **Object Sort - Living vs. Not Living**

Children will work with the teacher to sort classroom objects (stuffed animals, toy cars, leaves, rocks) into two baskets labeled “Living” and “Not Living.” Younger toddlers will need help placing items, while older toddlers will begin to make choices on their own. Teachers will reinforce concepts by repeating, “Animals are living, toys are not living.” This activity builds sorting and classification skills.

Resources/Materials <ul style="list-style-type: none"> • Real or toy items (leaf, toy car, stuffed animal, block) • Two baskets or bins 	Key Vocabulary: sort, basket, living, not living	Support:
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Month: October Week: 2 Subject: Science

Day 3	Topic(s)		Foundation(s)	
	Theme: Scarecrows & Fall on the Farm Number: 11 Letter: Ee Color: Tan Shape: Rectangle		SC1.1 Demonstrate ability to explore objects in the physical world SC3.2 Demonstrate awareness of the preservation, protection, and care of living creatures and plants	
Indicators	Younger Toddlers		Older Toddlers	
	May point to pictures of a scarecrow in a field.		May say “scarecrow helps plants” or “scarecrow scares birds.”	

Activity: **What Does a Scarecrow Do?**

Teachers will show a scarecrow picture or a puppet and talk about its job. Younger toddlers will point to features like the hat or straw, while older toddlers will answer simple questions about why a scarecrow stands in the field. Teachers will explain that scarecrows help protect plants by keeping birds away. This activity ties farm life into science and problem-solving.

Resources/Materials <ul style="list-style-type: none"> ● Picture or puppet of a scarecrow 	Key Vocabulary: scarecrow, job, farm, protect, bird	Support:
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Month: October Week: 2 Subject: Science

Day 4	Topic(s)	Foundation(s)
	Theme: Scarecrows & Fall on the Farm Number: 11 Letter: Ee Color: Tan Shape: Rectangle	SC3.1 Demonstrate awareness of life SC5.1 Demonstrate scientific curiosity
Indicators	Younger Toddlers	Older Toddlers
	May say or point to “food” or “water.”	May list multiple needs (food, water, shelter).

Activity: **What Do Animals Need?**

Teachers will show pictures of farm animals and ask children what each animal needs to live. Younger toddlers may respond by naming or pointing to food or water, while older toddlers will expand to include shelter and care. Teachers will repeat and reinforce the words as children respond. This activity builds early science knowledge about animal care and survival.

Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> Pictures of farm animals (cow, chicken, horse) 	food, water, shelter, grow, live	▶ The Needs of an Animal (song for ki...



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Day 5	Topic(s)	Foundation(s)
	Theme: Scarecrows & Fall on the Farm Number: 11 Letter: Ee Color: Tan Shape: Rectangle	SC3.1 Demonstrate awareness of life SC6.2 Demonstrate algorithmic thinking and debugging
Indicators	Younger Toddlers	Older Toddlers
	May choose between two objects when asked, “Which one is living?”	May correct mistakes and explain their choices.

Activity: Living vs. Nonliving Review Game

To close the week, children will play a simple game with teacher guidance. The teacher will hold up two objects (like a toy car and a leaf) and ask, “Which one is living?” Younger toddlers will point or choose with help, while older toddlers will explain their answers. Teachers will encourage corrections if an item is placed in the wrong category. This review reinforces the science concept in a playful, interactive way.

Resources/Materials <ul style="list-style-type: none"> Real or toy objects (leaf, rock, stuffed animal, block) 	Key Vocabulary: living, not living, choice, explain, grow	Support:
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