



Month: October Week: 5 Subject: Science

Day 1	Topic(s)	Foundation(s)
	Review Week	<p>SC2.1 Recognize seasonal and weather-related changes.</p> <p>SC1.2 Demonstrate awareness of the physical properties of objects.</p>
Indicators	Younger Toddlers	Older Toddlers
	May explore leaves with hands, point to a color when named, and echo words like “soft” or “crunchy.”	May sort leaves by color or texture and may describe what they notice using simple words (e.g., “red,” “crunch,” “soft”).

Activity: Leaf Color & Crunch Bin

Set out a shallow bin of real fall leaves and invite toddlers to explore with their hands first. Model simple observation words and actions: “Listen - crunch!” “Feel - soft/smooth.” Add two sorting spots labeled with pictures (red/yellow or soft/crunchy) and let children place a few leaves where they think they belong. Repeat labeling as children act (“You chose crunchy!”) and compare sounds by gently squeezing near the ear. Close with a quick “show and tell” where each child shares one leaf and a word you modeled.

Resources/Materials <ul style="list-style-type: none"> Real fall leaves in a shallow bin Two simple sort mats (color or texture pictures) 	Key Vocabulary: leaf, color, crunchy	Support:
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Month: October Week: 5 Subject: Science

Day 2	Topic(s)	Foundation(s)
	Review Week	SC3.1 Demonstrate awareness of life. SC3.2 Demonstrate awareness of the preservation, protection, and care of living creatures and plants.
Indicators	Younger Toddlers	Older Toddlers
	May place or point to an object on a “living” or “nonliving” mat after you model.	May say “living” or “not living” and may tell one simple reason (e.g., “needs water”).

Activity: **Living/Nonliving Match**

Show two picture mats: a smiling plant/animal icon for “living” and a rock/toy icon for “nonliving.” Briefly model the idea using a stuffed animal and a block (“Plant needs water... block does not”). Offer a small basket of mixed items or picture cards and invite one turn at a time to place an item on a mat. Repeat child language and reasons (“You said living things need water!”) and check a few examples together (leaf that fell, shell). Finish with a quick walk around the room to name one living and one nonliving thing we see.

Resources/Materials <ul style="list-style-type: none"> Two labeled mats: living / nonliving (with simple pictures) Basket of mixed items or picture cards 	Key Vocabulary: living, nonliving, needs	Support:
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Month: October Week: 5 Subject: Science

Day 3	Topic(s)	Foundation(s)
	Review Week	<p>SC1.1 Demonstrate ability to explore objects in the physical world.</p> <p>SC1.2 Demonstrate awareness of the physical properties of objects.</p>
Indicators	Younger Toddlers	Older Toddlers
	May touch and turn rocks, and may use simple words like “smooth” or “rough.”	May sort rocks by a visible property (big/small, smooth/rough, dark/light) and may tell what they notice.

Activity: **Rock Exploration Revisit**

Place a tray of clean rocks with varied sizes, colors, and textures. Model how to look, touch, and compare: “This one is smooth... this one is bumpy.” Invite children to wash a rock in a small bowl (optional) and notice how color changes when wet. Offer two sort bowls (e.g., smooth/rough or big/small) and let each child place one rock while saying or echoing a word. Wrap up by choosing a favorite rock and describing it together as you restate the child’s idea.

Resources/Materials <ul style="list-style-type: none"> Mixed rocks (clean) on a tray Two sort bowls (e.g., smooth/rough) 	Key Vocabulary: rock, smooth, rough	Support:
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Month: October Week: 5 Subject: Science

Day 4	Topic(s)	Foundation(s)
	Review Week	<p>SC1.1 Demonstrate ability to explore objects in the physical world.</p> <p>SC1.2 Demonstrate awareness of the physical properties of objects.</p>
Indicators	Younger Toddlers	Older Toddlers
	May point to or place an item in the water and may say “float” or “sink” after you model.	May predict “float” or “sink,” try the test safely, and may compare one result (“leaf floats; rock sinks”).

Activity: **Float or Sink Re-Test**

Review simple water safety: gentle hands, eyes watching, wait for your turn. Show two items and model a short prediction (“Leaf might float”). Invite one child at a time to place an item in the tub while everyone names the result together. Sort tested items onto “float” or “sink” towels and talk about what the groups have in common. End with a quick recap by having children choose one item from the groups and name its result as you restate.

Resources/Materials <ul style="list-style-type: none"> • Sensory tub • Mixed safe test items (leaf, plastic lid, block, spoon, rock) 	Key Vocabulary: float, sink, water	Support:
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Month: October Week: 5 Subject: Science

Day 5	Topic(s)	Foundation(s)
	Review Week	SC3.1 Demonstrate awareness of life. SC3.2 Demonstrate awareness of the preservation, protection, and care of living creatures and plants.
Indicators	Younger Toddlers	Older Toddlers
	May point to “seed,” “sprout,” or “plant” and may place one picture in order after you model.	May say a simple step (e.g., “seed-sprout- plant”) and may act out growing with body motions.

Activity: **Plant Life Steps (Seed → Plant)**

Show three big picture cards or real props: seed, sprout, plant. Model a quick body sequence - curl small for a seed, kneel and peek for a sprout, stand tall and reach for a plant. Lay the cards on the floor and invite children to help place them in order, repeating the words with you. Add a “care” moment with a pretend watering can and sun picture to reinforce what plants need. Close with each child choosing their favorite step and acting it out while everyone says the word together.

Resources/Materials <ul style="list-style-type: none"> Three-step cards (seed, sprout, plant) or simple props Small pot/soil or pretend set; toy watering can 	Key Vocabulary: seed, sprout, plant	Support:
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