



## Month: November Week: 4 Subject: Science

Day 1	Topic(s)	Foundation(s)
	Review Week	<p><b>SC1.1</b> Demonstrate ability to explore objects in the physical world</p> <p><b>SC1.2</b> Demonstrate awareness of the physical properties of objects</p>
Indicators		
	Younger Toddlers	Older Toddlers
	May touch or squeeze one material at a time and show likes/dislikes with facial expressions or simple words.	May explore all materials, use simple words to compare (“soft,” “scratchy,” “bumpy”), and choose a favorite texture.

Activity: Set out trays with turkey feathers, soft “wool” (cotton or felt), and a bin of clean, slightly damp “soil” (potting soil or cocoa-colored sensory rice). Toddlers touch, press, and rub each material. Ask, “How does this feel?” and model words like *soft*, *rough*, *bumpy*. Invite them to sort picture cards (turkey, sheep, garden) next to the texture that matches.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• Large turkey feathers (secure and clean)</li> <li>• Soft wool substitute (cotton balls, felt squares)</li> <li>• Clean “soil” bin (potting soil or colored rice/beans, as allowed)</li> </ul>	<b>Key Vocabulary:</b> soft, rough, bumpy	<b>Support:</b>
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## Month: November Week: 4 Subject: Science

<b>Day 2</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	<p><b>SC1.1</b> Demonstrate ability to explore objects in the physical world</p> <p><b>SC1.2</b> Demonstrate awareness of the physical properties of objects</p> <p><b>SC5.1</b> Demonstrate scientific curiosity</p>
<b>Indicators</b>	<b>Younger Toddlers</b>	<b>Older Toddlers</b>
	May splash, push objects, and watch what happens as they move in the water.	May gently drop items in, notice which ones float or sink, and begin to sort or predict with simple words.
<p>Activity: Fill a water table or tub and add ducks, plastic eggs, cork “corn,” and a few heavier items (washed stones, plastic veggies). Let toddlers drop one item at a time and watch: “The duck floats... the rock sinks.” Encourage older toddlers to guess before dropping: “Do you think it will float or sink?” Create two baskets labeled with pictures (float cloud / sink rock) to sort wet items after play.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• Baby-safe floating ducks and plastic eggs</li> <li>• Light items (corks, plastic veggie pieces)</li> <li>• Heavy items (smooth stones, larger plastic animals)</li> </ul>	<b>Key Vocabulary:</b> float, sink, guess	<b>Support:</b>



## Month: November Week: 4 Subject: Science

<b>Day 3</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	<p><b>SC1.1</b> Demonstrate ability to explore objects in the physical world</p> <p><b>SC1.2</b> Demonstrate awareness of the physical properties of objects</p> <p><b>SC5.1</b> Demonstrate scientific curiosity</p>
<b>Indicators</b>	<b>Younger Toddlers</b>	<b>Older Toddlers</b>
	May watch shadows appear and disappear on the wall and point or reach toward them.	May name simple shapes/animals in the shadows and change position to make shadows move or “chase” them.
<p>Activity: Dim lights slightly and shine a flashlight at a wall or sheet. Place cutouts or toys (turkey, cow, worm, carrot) in front of the light to make shadows. Move them slowly: “The cow is big... now small... now gone!” Invite toddlers to hold a toy while you move the light, then let older toddlers try making their own shadows.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> <li>Flashlight or small spotlight</li> </ul>	light, shadow, big	



## Month: November Week: 4 Subject: Science

Day 4	Topic(s)		Foundation(s)	
	Review Week		SC2.1 Recognize seasonal and weather related changes  SC3.1 Demonstrate awareness of life  SC5.1 Demonstrate scientific curiosity	
Indicators	Younger Toddlers		Older Toddlers	
	May look, listen, and touch a few safe items while adults describe what is happening.		May point to or name what they see, hear, or feel and use simple sense words like <i>loud</i> , <i>soft</i> , <i>smell</i> .	
Activity: Take toddlers on a short indoor or outdoor “farm & garden” walk. Stop at 3–4 spots: a plant, a window with birds/cars, a textured wall or fence, a fountain/sink. Ask, “What do you hear? What do you see? What can you touch?” Connect back to November: “The leaves are like our garden... the birds are like our farm animals.”				
Resources/Materials <ul style="list-style-type: none"><li>Simple picture cards for the five senses (eye, ear, hand, nose, mouth)</li></ul>		Key Vocabulary: see, hear, touch		Support:



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<b>Day 5</b>	<b>Topic(s)</b> Review Week	<b>Foundation(s)</b> <b>SC1.1</b> Demonstrate ability to explore objects in the physical world  <b>SC3.1</b> Demonstrate awareness of life  <b>SC3.2</b> Demonstrate awareness of the preservation, protection, and care of living creatures and plants
<b>Indicators</b>	<b>Younger Toddlers</b>	<b>Older Toddlers</b>
	May dig, scoop, and squeeze materials, discovering hidden worms or bugs.	May search purposefully for garden friends, use tools to dig, and talk about where worms/bugs live (“in dirt,” “under leaves”).
Activity: Create a large sensory bin with safe “soil” (dried beans, shredded paper, or dirt substitute), silk leaves, and plastic worms/bugs. Add small rakes, scoops, and cups. Invite toddlers to dig and find “garden friends,” then help them “put worms back in the dirt” or “bugs under leaves.” Record discoveries with simple comments: “You found a worm in the dirt!”		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• Safe filler (dried beans, shredded paper, or soil substitute)</li> <li>• Silk leaves or faux plants</li> </ul>	<b>Key Vocabulary:</b> dig, worm, garden	<b>Support:</b>