

Month: January

Week: 1

Day: 1

Age range: Toddlers

Topics:

- Theme: Ice and Snow
- Shape: Oblong
- Number: 1
- Color: Gray
- Letter: Ss

Foundations: ELA3.1, PHG2.2, PHG3.1, SC1.1, M2.2, M5.2

Indicators:

CCSS: Reading

- Names familiar objects in pictures
- Finds named pictures or textures in book

NAEYC Standards

02A- 152: Show or describe two examples of how you change classroom materials or equipment as children's skill levels change over time.

Activity:

1. Reading a Book about letters
2. Color Target Game
3. Tracing the number 1

Resources and materials needed:

Tracing the number 1

- Number 1 Worksheet
- Pencils

Reading Book: (Suggestions)

- S is for Snowman by Kathy Jo Wargin

Color Target Game

- Styrofoam cups
- Cardboard box
- Scissors
- Permanent markers
- String
- Clear packing tape
- A soft ball



Procedures:

Tracing the number 1: Teachers will print off the worksheet and have children to try to trace the number.

Teachers will first show how to draw the number 1 on the paper, but will allow the child to try by themselves.

Reading a book: 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).

Color Target Game: To get started we cut three sides off of a cardboard box. Next cut a tiny slip in the top of several Styrofoam cups and pull some string through the hole. Knot the end that is inside the cup so that it can't go through the hole. Add some packing tape to secure the string to the inside top of each cup. Add a colored circle to each cup using a permanent marker. Cut small slits on the top edge of the cardboard box. Make one slit for each cup. Pull the cups with strings through the slits and tie knots at the top so that they won't go through the slits. Vary the cups so that they are at different levels. Once everything is secure you are ready to play the

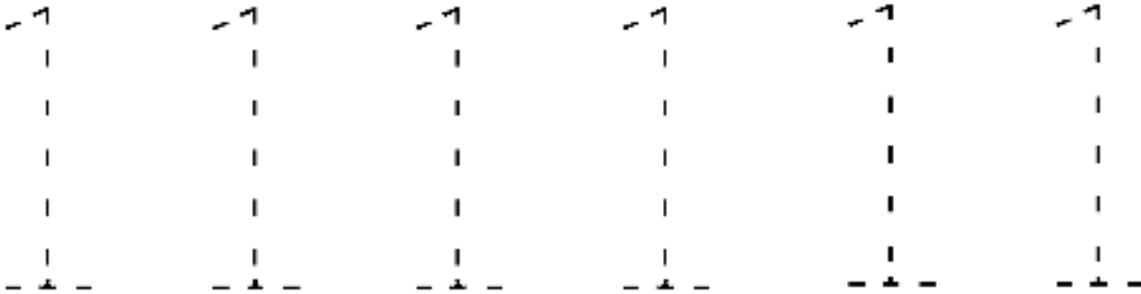
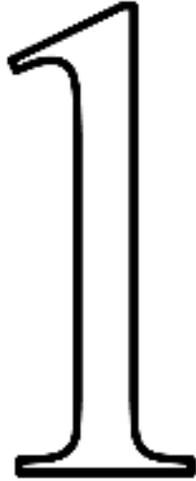


moving targets game. For extra security you can also add a strip of packing tape along the top of the box, on top of the threads, to secure them in place. Give the children a small soft ball and use a barrier to mark where they should lay to roll the ball. Teacher will call out the color and the children will try to roll it to the color or roll it to the cups. (02A-152)

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.

Trace and Color

Month:
January



Week: 1 **Day:** 2

Age range: Toddlers

Topics:

- Theme: Ice and Snow
- Shape: Oblong
- Number: 1
- Color: Gray
- Letter: Ss

Foundations: ELA1.1, ELA1.2, ELA1.3, ELA2.1, ELA2.3, M1.1,M1.2,M1.3, CA4.1

Indicators:

CCSS: Measurement and Data

- Communicates size of things relative to self
- Makes choices based on size

NAEYC Standards

03B-569 Show or describe two activities or lesson plans that encourage children to share their ideas or experiences.

Activity:

1. Build Duplo Towers
2. Puppet Play
3. Snowball Name

Resources and materials needed:

Build Duplo Towers

- Duplo Legos
- Poster board
- Markers
- scissors
- Painter’s tape

Snowball Name

- White circle labels
- Paper
- Black Marker
- Tape

Puppet Play

- People and animal hand puppets

Procedures:

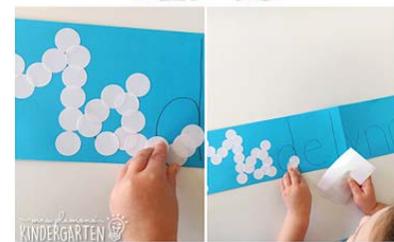
Snowball Name: This is a low prep activity. Tape 2 sheets of paper together depending on the length of the child’s name. Then write their name with large letters and give them some white circle labels. Then have them use the stickers to trace the shape of each letter.

Build Duplo Towers: The first step was to put all the numbers in order and then start just putting random amounts of blocks together. Teachers will work with students to count the right way and get the activity completed. Make number cards from poster board and use painter’s tape to stick to the table or floor.

Puppet Play: Teacher will gather the children around with the hand puppets to talk about what happens in the what happens in the winter, how to keep warm, and what animals you see in the winter. Have the puppets to interact with children by answering the questions and allowing the children to touch them.



Hot School
**SNOWBALL
NAME**





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: January

Week: 1

Day: 3

Age range: Toddlers

Topics:

- Theme: Ice and Snow
- Shape: Oblong
- Number: 1
- Color: Gray
- Letter: Ss

Foundations: CA1.1, CA2.1, M4.1,M4.2, ELA2.2, ELA3.1

Indicators:

CCSS: Geometry

- Identifies objects that do not belong in particular group
- Attends to visual auditory, tactile patterns

NAEYC Standards

02J-427 Provide two examples showing or describing how you teach vocabulary and/ pr concepts related to music.

Activity:

1. Shaving Cream Play
2. Oblong or not oblong
3. Nursery Songs

Resources and materials needed:

Shaving Cream Play

- Wax paper
- Shaving cream
- Tape
- Paper Towels

Oblong or not oblong

- Pre- laminated shapes

Playing Children's Nursery Songs:

- Music Player with Nursery Rhymes

Procedures:

Shaving Cream Play: Tape down on the floor or table the wax paper. Give each child a small amount of shaving cream and have them to play in the shaving cream. Demonstrate how they can make their letters, numbers, and shapes in the shaving cream. Have paper towels handy for clean up.

Nursery Rhymes: Play and sing the nursery rhymes with children. During the songs explain what language they are speaking or singing. Have them to dance and around with the songs. Make sure that the song that are being played included English, Spanish, and French.

Oblong or not oblong: Teachers will show two shapes at a time one is oblong and another is a different shape. Teachers will ask which shape is which and the children will point to the shape. Infants can have the shapes on the floor and at any time they reach for the shape the teach can let them know what shape they are reaching for.

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: January

Week: 1

Day: 4

Age range: Toddlers

Topics:

- Theme: Ice and Snow
- Shape: Oblong
- Number: 1
- Color: Gray
- Letter: Ss

Foundations: ELA 2.1, ELA2.4, ELA3.1, M1.1, M12, M1.3, SC1.1, SC1.2

Indicators:

CCSS: Reading

- Names familiar objects in pictures
- Finds named pictures or textures in book

NAEYC Standards

021-417 Show two lesson plans that provide infants, toddlers, or twos with chances to explore and manipulate age- appropriate art materials.

Activity:

1. Reading a Book about ice and snow
2. Flashcards
3. Color and Shape Sensory Bags

Resources and materials needed:

Reading Book: (Suggestions)

- Snow! Snow! Snow! By Lee Harper

Flashcards

- Find pictures of items that start with the letter “S” and laminate the pictures

Color and Shape Sensory Bags:

- Dry Erase Markers (black and yellow)
- grey and yellow buttons
- Painters tape
- Baby Gel Oil
- Sandwich or gallon bag

Procedures:

Reading a book: 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).

Flashcard: Pre make laminated cards with items that start with the letter “S” (i.e. spider, snake, etc) and start with the sound of “S” then say the word. **Adjustments for Children with Special Needs:** Teachers need to make sure that the child is able to see and receive a chance to ask questions.

Color and Shape Sensory Bag: (021-417) 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 oblong and heart 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 5 into the shapes and have them to count the buttons that go into the shapes.



Adjustments for Children with Special Needs: Teachers need to make sure that the child is able to access the materials by providing a open space to explore whether it is on the floor or table. Only when child ask or looks like they need help sorting or maneuvering the items should the teacher step in to assist.

Month: January

Week: 1

Day: 5

Age range: Toddlers

Topics:

- Theme: Ice and Snow
- Shape: Oblong
- Number: 1
- Color: Gray
- Letter: Ss

Foundations: SC2.2, SC3.1, SC5.1, ELA2.4, ELA3.1

Indicators:

CCSS: Measurement and Data (Time)

- Associates familiar events with concrete objects
- Uses vocabulary to identify events in a routine

NAEYC Standards

03D-629: Show two lesson plans that provide children with opportunities to engage in group projects.

Activity

1. Melting Ice experiment
2. Reading a Book

Resources and materials needed:

Reading Book:

- Super Saturday Savers by Alisia Apple
- Book from home

Melting Ice

- small Dixie cups
- water (Hot and Cold)
- scissors
- 6 compartment muffin tin
- salt
- sugar

Procedures:

Reading a book: 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 can). *Ask parents if they would like to read a story to the class or bring a book to share with the class.

Melting Ice: Ask them what variable will melt the ice fastest. Fill 6 small Dixie cups with water. Freeze overnight. Cut the frozen water out of the cups. Place one in each of the compartments in the muffin tin. Pour hot water on one, cold water on another, steam on another, salt on another, and sugar on another. Leave one alone so that it can act as the control. Adult supervision is important, particularly with the steam and hot water. Ask children questions about the ice and when the activity is completed allow them to play with the ice on an easy to clean surface. (03D-629)

Adjustments for Children with Special Needs: Teachers need to make sure that the child is able to see and receive a chance to ask questions and touch and feel the ice.