



**Month:** January

**Week:** 4

**Day:** 1

**Age range:** Toddlers

**Topics:**

- Theme: Hibernation
- Shape: Pentagon
- Number: 6
- Color: Brown
- Letter: Oo

**Foundations:** ELA2.1, ELA2.2, ELA2.3, M1.2, M4.1, M4.2, SC5.1

**Indicators:**

CCSS: Operations and Algebraic Thinking

- Makes a set of objects smaller or larger
- Creates a collection equal to objects in a collection already constructed

CCSS: Reading

- Produces and blends the sounds of letter patterns into recognizable words
- Matches sound that begins own name with the sound that begins another word or name

**NAEYC Standards**

02G-340 Show or describe two examples of experiences or materials you provide that help children learn about number concepts.

**Activity:**

1. Flashcards
2. Reading a Book on Numbers
3. Animals in Winter

**Resources and materials needed:**

Animals in Winter

- Shortening
- Ice
- Water
- Bowl
- Plastic Wrap
- Gloves
- Map of the World

Flashcards:

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

Reading a Book: (Suggestions)

- The Doorbell Rang by Pat Hutchins

**Procedures:**

**Flashcard:** Pre make laminated cards with items that start with the letter “O” (i.e. octagon, etc) and start with the sound of “O” then say the word.

**Animals in Winter:** Explain the words hibernation, Antarctica, North America, and polar bears. Then explain that some animals hibernate in the winter while some still are engaged in activities throughout the winter. First, have each child put their bare hands in a bowl of freezing ice water. Count to see how long they can hold their hand under water, but make sure they don’t go pass 30! Then take a rubber glove and have one child make a fist and have them put their hand in the glove and cover that child’s hand with shortening. Then cover their hand



with plastic wrap. Now have the children put their hands in the icy water. Don't count this time, but explain to them about polar bears or any other animal that lives in the freezing Arctic how they feel.

**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).

**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:** 4

**Day:** 2

**Age range:** Toddlers

**Topics:**

- Theme: Hibernation
- Shape: Pentagon
- Number: 6
- Color: Brown
- Letter: Oo

**Foundations:** SC5.1, CA3.1, ELA2.1, ELA2.2, ELA2.3, ELA2.4, ELA3.1, M1.2, M4.2

**Indicators:**

CCSS: Reading

- Names familiar objects in pictures

CCSS: Counting, Cardinality, and Operations Base Ten

- Identifies more
- Follows a moving or sound object

**NAEYC Standards**

02E-250 Show or describe two examples of ways you help toddlers, or twos understand that pictures (in books, on screen, or elsewhere) can represent real things in the environment.

**Activity:**

1. Reading a Book about Hibernation
2. Shaving Cream Play

**Resources and materials needed:**

Shaving Cream Play

- Wax paper
- Shaving cream
- Tape
- Paper Towels

Reading Book: (Suggestions)

- Animals in Winter by Henrietta Bancroft

**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).

**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. Infants: Teachers must be on the floor with the infants showing them how to create and design in the shaving cream. Allow them to explore the shaving cream.

**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:** 4

**Day:** 3

**Age range:** Toddlers

**Topics:**

- Theme: Hibernation
- Shape: Pentagon
- Number: 6
- Color: Brown
- Letter: Oo

**Foundations:** M2.1, M2.2, SE4.1, APL1.1, APL1.2, APL3.1, CA1.1, CA4.1

**Indicators:**

CCSS: Listening and Speaking

- Follows unfamiliar directions involving out of sight objects

CCSS: Geometry

- Identify and sort common words in basic categories

**NAEYC Standards**

02G-372 Show two toys, materials, or activities designed for infants, toddlers, or twos to play with and discover how to solve simple problems.

**Activity:**

1. Shape Fun
2. Puppet Play
3. Counting and Sorting

**Resources and materials needed:**

Shape Fun!

- Laminated paper shapes
- Shape blocks

Counting and Sorting

- Empty Egg Carton
- Black Permanent Marker
- Pom Pom

Puppet Play

- Animal Hand Puppets

**Procedures:**

**Shape Fun:** Place laminated shapes on the floor and help children to match the shape blocks with the shapes on the floor.

**Counting and Sorting:** Teachers will write numbers (1-12) in each egg holder of the egg carton. After this place the egg carton in front of children and help them count the pom poms into the corresponding number. For example, if the carton says 5 count 5 pom poms into the egg holder

**Puppet Play:** Have children to sit in a circle and have the animal puppets say what they are and what sound they make. If children are able to speak have them to repeat the sound and do the action of the animal. Have the puppets help the children count to 6 and say the alphabet. Have the puppet to talk with the children about what it is like to hibernate and how they prepare to hibernate.

**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:** 4

**Day:** 4

**Age range:** Toddlers

**Topics:**

- Theme: Hibernation
- Shape: Pentagon
- Number: 6
- Color: Brown
- Letter: Oo

**Foundations:** ELA2.4, ELA3.2, M4.1, M4.2, SC5.1

**Indicators:**

CCSS: Reading

- Names familiar objects in pictures

CCSS: Operations and Algebraic Thinking

- Manipulates objects for a purpose

**NAEYC Standards**

02G-372 Show two toys, materials, or activities designed for infants, toddlers, or twos to play with and discover how to solve simple problems.

**Activity:**

1. Reading a Book about colors
2. Line Walking
3. Sensory Bags

**Resources and materials needed:**

Reading Book: (Suggestions)

- A Color of His Own by Leo Lionni

Line Walking

- Painters tape

Sensory Bags

- Baby oil gel
- Sandwich bag
- Tape
- Brown buttons
- Dry erase marker

**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).

**Line Walking:** Teachers will place tape on the floor as the shape of a pentagon, square, rectangle and triangle. Tell the children that they will be playing a game of walking the line, but they have to listen to what shape they must walk on. Teachers will call out the shape and demonstrate how to walk on the shape with the children following.

**Sensory Bags:** Place in a bag baby oil gel and buttons. Seal bag and draw with a dry erase marker a shape and tape bag to the floor or table. Demonstrate that you want children to put all the buttons in the shape. If they are not able to grasp this concept, still show them how to do this and then have them to play with the bag.

**Adjustments for Children with Special Needs:** Teachers need to make sure that the child is able to see and able to access the activity. (Line Walking): If child is not physically able to do this activity, teachers must



demonstrate how to do the activity and then tape the letters/ numbers to a table and have them to trace the tape with their fingers. Only if child ask or look like they need help will the teacher assist in the activity.

**Month:** January

**Week:** 4

**Day:** 5

**Age range:** Toddlers

**Topics:**

- Theme: Hibernation
- Shape: Pentagon
- Number: 6
- Color: Brown
- Letter: Oo

**Foundations:** CA3.1,CA3.2,CA3.3, ELA2.4, ELA3.1

**Indicators:**

CCSS: Reading

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

**NAEYC Standards**

02F-334 Show example of toys and other materials of different shapes, size, colors, and visual patterns (two example of each).

**Activity:**

1. Hibernation Song
2. Fork Hedgehog

**Resources and materials needed:**

Hibernation Song

- Hibernation Song Sheet

Fork Hedgehog

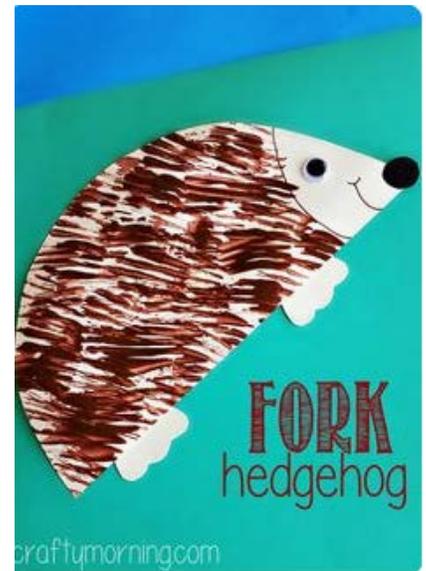
- Brown Paint
- Fork
- Piece of Tan paper
- Googly Eye
- Marker
- Black paper

**Procedures:**

**Hibernation Song:** Have children to sing the song “Hibernation” which is in the tune of “Are you sleeping”? Look on the next page for this song.

**Fork Hedgehog:** Explain to the children that another animal that hibernates is the hedgehog. Start by drawing a half circle on the tan piece of paper and cutting it out. Use the black marker to section off the hedgehog’s face. Dip a fork into some brown paint and make lines against the paper, not going pass the black line. Add a googly eye, black nose, s smile, and tan feet to finish him off.

**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.



# Hibernation

(To the tune of "Are You Sleeping?")



Hibernation, Hibernation

All winter long,

All winter long

Animals store up food,

Animals store up food

And go to sleep,

And go to sleep

Where is the bear?

Where is the bear?

In a den, in a den

Staying warm and cozy,

Staying warm and cozy

Until spring, until spring

Where is the bat?

Where is the bat?

In a cave, in a cave

Staying warm and cozy,

Staying warm and cozy

Until spring, until spring

Where is the chipmunk?

Where is the chipmunk?

In a burrow, in a burrow

Staying warm and cozy,

staying warm and cozy

Until spring, until spring

Where is the snake?

Where is the snake?

Under a rock,

Under a rock

Staying warm and cozy,

Staying warm and cozy

Until spring, until spring