



**Month:** June

**Week:** 3

**Day:** 1

**Age range:** Infant

**Topics:**

- **Theme: 5 Senses**
- **Shape: Sphere**
- **Number: 4**
- **Color: Gray**
- **Letter: Bb**

**Foundations:** SC2.1, SC2.2, CA3.1, CA3.2, CA3.3, PHG2.1, PHG2.2, PHG3.1, ELA2.1, ELA2.2, APL1.2

**Indicators:**

CCSS: Writing

- Uses fingers to make marks in substances
- Intentionally makes marks or scribbles
- Associates writing with purpose

**NAEYC Standard**

03E-643 Show or describe one example of how you intentionally rearranged classroom equipment, when necessary, to scaffold children's learning.

**Activity:**

1. Ball Kick
2. Tummy Time Finger Painting

**Resources and materials needed:**

Ball Kick:

- Plastic soft ball

Finger Painting

- Gallon size Plastic Bag
- Painter's Tape
- Washable Paint
- White paper with a big octagon in the middle of the paper
- Tummy Time Pillow

**Procedures:**

**Ball Kick:** (Non- mobile Infants): Have child to be on their tummies and kick or roll the ball with their hands if they can. Allow the child to explore the ball and play with the ball. Modifications: For toddlers- have them to kick the ball around the room making sure that teachers are supervising. Use the chairs as goal post to know where to kick the ball. Teachers should demonstrate where to kick the ball.

**Finger Painting:** Finger paint in a Ziploc baggie is a great sensory activity for little ones, but look at what most consider an activity for babies who can sit up and toddlers and saw a SUPER Tummy Time activity. Grab a Gallon size Ziploc bag and place white paper with sphere and any colorful washable paint into bag. Seal the bag and tape the bag onto the floor. If your baby isn't yet reaching in Tummy Time, you can use a Tummy Time Pillow or nursing pillow under his chest to free his hands for play. You can also try this activity in a high chair if you have an independent sitter. To preserve your little one's artwork, simply cut the edges off the Ziploc bag and then peel off the top of the artwork. Lay flat to dry.



**Month:** June

**Week:** 3

**Day:** 2

**Age range:** Infant

**Topics:**

- **Theme: 5 Senses**
- **Shape: Sphere**
- **Number: 4**
- **Color: Gray**
- **Letter: Bb**

**Foundations:** SC1.1, SC1.2, SC4.1, CA1.1, PHG3.1, ELA1.1, ELA1.2, ELA1.3, ELA2.1, ELA2.2, M1.2, M4.2, APL2.1, APL4.1

**Indicators:**

CCSS: Measurement and Data

- Responds to objects in the environment
- Locates a hidden object or sound

**NAEYC Standard**

03E-643 Show or describe one example of how you intentionally rearranged classroom equipment, when necessary, to scaffold children's learning.

**Activity:**

1. Playing Drums
2. Hide the letter and number
3. Reading a book about the 5 senses

**Resources and materials needed:**

Playing Drums

- Bowls
- Plastic mixing spoons

Hide the Letters:

- Plastic/ laminated letters and numbers
- Different size boxes (soft boxes)

**Procedures:**

**Playing Drums:** Playing drums with your child improves his auditory, rhyme, sense of cause and effect skills. Take three plastic bowls and invert them. Now use a pair of plastic mixing spoons and start drumming rhythmically with the children. Make sure that this is done only under your supervision as your toddler is still too young and may hurt himself with the spoons.

**Hide The letter and number:** Make sure you are there with the child all the time, while playing this activity. Also, if possible use soft boxes, made out of cloth or paper, that way the child may not harm themselves. Put plastic numbers and letters rattle in a box. Now enclose their box in a bigger box and again another big one, creating various layers. Ask the child "Where's the letter/ number?" and point to the box. Watch the child try to open one box after another. Ask them "Is something in there?" every time a box is opened. See the child exploring the hidden letters/numbers with enthusiasm. Modifications for toddlers: when they find the letters/numbers say "You found (the letter/ number)".



**Month:** June

**Week:** 3

**Day:** 3

**Age range:** Infant

**Topics:**

- **Theme: 5 Senses**
- **Shape: Sphere**
- **Number: 4**
- **Color: Gray**
- **Letter: Bb**

**Foundations:** M1.1, M1.3, M3.1, SC1.1, SC1.2, SC3.1, SC5.1, SS1.1

**Indicators:**

ISTAR KR: Precision Hand Skills

- Rotates objects in hand
- Holds small object in each hand

**NAEYC Standard**

03E-643 Show or describe one example of how you intentionally rearranged classroom equipment, when necessary, to scaffold children's learning.

**Activity:**

1. Ribbon Box
2. Sensory Board

**Resources and materials needed:**

Ribbon Box

- Different shades of gray ribbons (Make sure you have no more 20 pieces of ribbon)
- Plastic tote big enough for a child to fit in
- Scissors
- Hot Glue Gun
- Hot Glue Gun Sticks

Sensory Board

- Cardboard
- Box Cutter
- Packing Tape
- Textured materials: Carpet square (free at the hardware store), mirror (or aluminum foil), pipe cleaners, beads, conditioner (or lotion), sandpaper, etc

**Procedures:**

**Ribbon Box:** Use a plastic tote and cut ribbon all the same length and then use a hot glue gun to glue them to the back. After it was prepared invite the child to play. While the child is playing let them know that they are playing with blue ribbons and count the number of ribbons on the tote.

**Sensory Board:** Start out with a piece of cardboard and cut out the shapes. Turn the board over and tape your textured materials with packing tape. Be sure to OVER tape everything (Babies are great at ripping things down...and, cats too...). The carpet square, mirror, and sand paper are easily attached to the back. If you want to do the "squishy" beads, put conditioner and some beads in a zip lock bag. Get all the air out and attach to the board with tape. If you want to do the pipe cleaners, put something clear in the front of the pipe cleaners like saran wrap, then place pipe cleaners in a pattern, tape on the back.



**Month:** June

**Week:** 3

**Day:** 4

**Age range:** Infant

**Topics:**

- **Theme: 5 Senses**
- **Shape: Sphere**
- **Number: 4**
- **Color: Gray**
- **Letter: Bb**

**Foundations:** M4.1, M4.2, ELA2.1, ELA2.2, ELA2.3, ELA2.4, PHG1.1, PHG3.1

**Indicators:**

CCSS: Geometry

- Uses a shape toy to explore basic shapes
- Identifies objects that do not belong to a particular group
- Puts together pairs off pictures of opposites

CCSS: Language Conventions

- Attempts to makes marks with writing tools
- Copies specific writing marks

**NAEYC Standard**

03E-643 Show or describe one example of how you intentionally rearranged classroom equipment, when necessary, to scaffold children's learning.

**Activity:**

1. Read a book about colors
2. Magna- Tiles Number, Alphabet, and Shapes
3. Sing: Head Shoulders Knees and Toes

**Resources and materials needed:**

Read a Book: (Suggestion)

- Green Eggs and Ham by Dr. Seuss

Sing Song

- (Optional) Download the song Head, Shoulders, Knees and Toes

**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).

**Singing the Song:** Demonstrate the movements to the song while you are singing or playing the music. Have them to try to do the song speeding up every time do it. This action will keep them engaged and they will have a lot of fun doing it.



**Month:** June

**Week:** 3

**Day:** 5

**Age range:** Infant

**Topics:**

- **Theme: 5 Senses**
- **Shape: Sphere**
- **Number: 4**
- **Color: Gray**
- **Letter: Bb**

**Foundations:** SC1.1, SC1.2, SC5.1, SS2.1, PHG2.1, PHG2.2, PHG3.1, ELA2.4, M4.1

**Indicators:**

CCSS: Operations and Algebraic Thinking

- Puts an object in mouth to explore
- Manipulates objects for a purpose
- Puts pairs together

**NAEYC Standard**

03E-643 Show or describe one example of how you intentionally rearranged classroom equipment, when necessary, to scaffold children's learning.

**Activity:**

1. Peek-A-Boo Sensory Board
2. Read a Book

**Resources and materials needed:**

Peek-A-Boo Sensory Board:

- Saved Diaper Wipe lids
- Foam board
- Hot Glue Gun
- Hot Glue Sticks
- Different textures materials (such as sandpaper, carpet samples, yarn, etc)
- Sharpie
- Box cutter/ scissors

Flashcards

- Laminated pictures of item from magazines or the internet that are the color gray

**Procedures:**

**Peek-A-Boo Sensory Board:** Start saving wipes lids and pick out flooring samples for both indoor and outdoor carpet, as well as linoleum. Flip the samples over and traced the outline of the inside of the wipes lids on the backs of the samples with a Sharpie. Cut along the outline so they fit perfectly inside. Grab a partial piece of foam board and moved the wipes lids around until you are happy with the layout. Then use hot glue gun and glued the wipes lids to the foam board. Finally, glue the cut pieces of the flooring samples inside. When you present the Sensory Board lay it on the floor (especially for infants). Later you can mount it to the wall with some Command strips for a little change (for mobile infants/ toddlers). It's a great way for the children to learn about textures and colors too!

**Block Play:** Place foam blocks on the floor or table (depending if the child is mobile or not will determine the surface) and have children to create and explore. Let children know what color the blocks are and what shape they are holding. During this time have music playing in the background (this could be instrumental music or nursery rhymes).