

Dear Educators,

We are happy to offer you the Toddler Book of the Month lesson plans for the 25-26 school year! Below, you will find a list of the BOM themes. If your classroom follows a different theme schedule for the year, you can adjust as needed. If you don't have the specific books listed in the lesson plan, feel free to visit your local library or substitute with a similar book you do have available. Each theme offers 2 weeks of lesson plans, CLASS strategies, Standards connections, and so much more! We hope you have a wonderful school year!

Click on the theme name to skip straight to the start of that lesson!

Month	Theme
August	Construction
September	Space
October	Movement/Body
November	Fall/Trees/Leaves/Seasons
December	Arctic Animals
January	Transportation
February	Five Senses
March	Safari/Jungle/Rainforest
April	Things that Grow
May	Insects
June	Camping/Outdoors
July	Ocean/Beach

Learning Objectives:

- ✓ Students will demonstrate comprehension of books read aloud and the meaning of text via pointing to pictures and responding to conversations
- ✓ Students will be able to improve mathematical Spatial Relations skills by manipulating objects by flipping, sliding and rotating to make them fit.

Transitions:	<i>Have children choose a construction vehicle to walk like when lining up.</i>
Parent Involvement:	<i>Read the book Shape Up, Construction Trucks! Before going to bed.</i>

Photo Inspiration:



Week 1 Monday

Whole Group Literacy	Read the book Shape Up, Construction Trucks! By Victoria Allenby . Introduce new theme/book through discussion. CLASS Connection: Facilitation - Gain prior knowledge through questioning. Explain goals/materials in learning centers. Ask children: What do you think this book will be about?
Music & Movement	<p>Truck fingerplay: Five Big Dump Trucks. Show fingerplay to toddlers. CLASS Connection: Language - Encourage toddlers to repeat physical movements and words to the fingerplay. Link to Five Big Dump Trucks fingerplay: https://www.youtube.com/watch?v=nvYkH_MJrM</p> <p>Fingerplay: Five big dump trucks Rolling Down the road Five big dump trucks Rolling down the road One pulls out To unload Four big dump trucks rolling down the road. Four big dump trucks Rolling down the road... Three big dump trucks Rolling down the road...</p> <p>Large printed photo of a dump truck, cement mixer, bulldozer, and road roller to use with finger play, if desired</p>
Sensory	Shapes sensory bin. Create a sensory table that includes items such as small construction vehicles, shapes of various size and texture, and construction signs such as traffic lights, railroad crossing, stop, pedestrian walk zone, and similar signs. CLASS Connection: Facilitation - Ask children the following questions: What are you going to do with the shapes? What can you do with the signs? Tell me more.
Creative Expression through the Arts	Construction scene art. Allow children to choose a scene in the book that they would like to recreate. CLASS Connection: Regard - Ask them the following questions as they paint: What can you tell me about the scene you are painting? What else can you use to make this scene?
Blocks	Community Structures Shapes construction zone. Place soft traffic cones, toy construction vehicles, traffic signs, and various blocks out for toddlers. Allow toddlers to play freely with the materials. CLASS Connection: Facilitation - Encourage toddlers to stack, build, slide, flip, and rotate items. Ask children: What are you going to build? What do you need to build a house? School? Parking garage? Roads?

Week 1 Tuesday

Whole Group Literacy	Read the book Shape Up, Construction Trucks! By Victoria Allenby . Introduce new theme/book through discussion. Point to objects and items in books as you label and discuss them. Encourage toddlers to do the same. CLASS Connection: Facilitation - During book reading implement instructional strategies of asking open-ended questions: What do you drive in? Have you driven over a bumpy road before, what was it like?
Music & Movement	Truck fingerplay: Five Big Cement Mixers . Show fingerplay to toddlers. Encourage toddlers to repeat physical movements and words to the fingerplay. Vary your intonation and repeat sounds toddlers make. CLASS Connection: Language - Encourage toddlers to move like a cement mixer when lining up or transitioning to a new activity. Be sure to label actions and include student names.
Sensory	Shapes sensory bin . Create a sensory table that includes items such as small construction vehicles, shapes of various size and texture, and construction signs such as traffic lights, railroad crossing, stop, pedestrian walk zone, and similar signs. Encourage toddlers to choose items they are interested in and follow their lead in exploration. CLASS Connection: Regard – Ask questions such as: Where is your (truck name) going? What will it do once it is there? Why do we use traffic signs?
Creative Expression through the Arts	Construction truck free play . Have the toddlers use items from the dramatic play area pretend to set up a construction site such as hard hats, cones, large cardboard boxes shaped like construction vehicles, clipboards, etc. Have them brainstorm what they will need to set it up, construct, and tear it down. CLASS Connection: Regard - Ask the following questions: What is your site for (a building, a road, etc.)? What will you need to complete the job? What else could be added? Tell me more about it... What could happen if?
Blocks	Cause and Effect Shapes construction zone . Place soft traffic cones, toy construction vehicles, traffic signs, and various blocks out for toddlers. Allow toddlers to play freely with the materials. Encourage toddlers to stack, build, slide, flip, and rotate items. CLASS Connection: Facilitation - Ask children: What do you think would happen if you put this here? What would happen if you tried it this way? Tell me more about what you are doing...

Week 1 Wednesday

<p>Whole Group Literacy</p>	<p>Identify Shapes. Read a few pages from the book Shape Up, Construction Trucks! By Victoria Allenby. Allow toddlers to point at objects and turn the pages as desired. Have toddlers work on identifying and pairing shapes. For example, the oval to oval, circle to circle, diamond to diamond, etc. Focus on using the words same, different, similar, alike. CLASS Connection: Facilitation - During the activity, ask children: Tell me about... What does this remind you of? Why did you...? What could be added...? What else is like this...?</p>
<p>Music & Movement</p>	<p>Truck fingerplay: Five Big Bulldozers. Show fingerplay to toddlers. CLASS Connection: Quality of Feedback - Encourage toddlers to repeat physical movements and words to the fingerplay. Vary your intonation and repeat sounds toddlers make, extend as possible. Encourage toddlers to move like a bulldozer when lining up or transitioning to a new activity.</p>
<p>Sensory</p>	<p>Construction materials sensory bin dig. Fill sensory bin with oats (or similar product if allergies are a concern) to represent concrete and dirt. Place digger toys in sensory bin with Duplo building blocks, sensory shapes, and traffic signs. Encourage children to play freely with the items to create a scene from the book or make up their own story. CLASS Connection: Facilitation; Language - Ask children: What are you going to do with “name item”? What does this remind you of? What else can you do with it? What are you making? Why did you choose to make that? Tell me what happens when...</p>
<p>Creative Expression through the Arts</p>	<p>Painting traffic signs. Allow toddlers to choose from a variety of pre-printed blank traffic signs. CLASS Connection: Language - While painting, make real-world connections and ask the children: Tell me about the sign you are painting. Why did you choose to use that color (name the color)? What other signs are similar to yours? Are there other signs like this? Tell me about them...</p>
<p>Blocks</p>	<p>Bridge Dig. Fill large reusable boxes with toys or crumpled papers toddlers can easily lift out. Place boxes over butcher paper so it is covered. Have toddlers ‘dig and excavate’ by emptying the boxes with their hands. CLASS Connection: Regard; Facilitation - Have toddlers haul away the dirt like a dump truck. Have toddlers bulldoze the boxes by breaking them down, then pretend to be road rollers and flatten the boxes.</p>

Week 1 Thursday

<p>Whole Group Literacy</p>	<p>Dump truck letter mix up. Read a few pages from the book Shape Up, Construction Trucks! By Victoria Allenby. Allow toddlers to point at objects and turn the pages as desired. Place letters inside toy dump trucks. CLASS Connection: Facilitation - As toddlers dump the letters, name the letter for the child. Try leading them to pick up letters that spell their name. Repeat this as toddlers fill the dump trucks back up with letters or encourage toddlers to put the letters from their name in the dump truck. Ask children: What letter comes after this in your name?</p>
<p>Music & Movement</p>	<p>Truck fingerplay: Five Big Excavators. Show fingerplay to toddlers. CLASS Connection: Regard - Encourage toddlers to repeat physical movements and words to the fingerplay. Vary your intonation and repeat sounds toddlers make. Encourage toddlers to move like an excavator when lining up or transitioning to a new activity.</p>
<p>Sensory</p>	<p>Construction materials sensory bin dig. Fill sensory bin with oats (or similar product if allergies are a concern) to represent concrete and dirt. Place digger toys in sensory bin with Duplo building blocks, sensory shapes, and traffic signs. Encourage children to play freely with the items to create a scene from the book or make up their own story. CLASS Connection: Facilitation - Ask children: What are you going to do with “name item”? What does this remind you of? What else can you do with it? What are you making? Why did you choose to make that? Tell me what happens when...</p>
<p>Creative Expression through the Arts</p>	<p>Shapes scavenger hunt. Hide different shapes (especially things mentioned in the book) on the playground or in the classroom and have children hunt for them. Once they find the items ask them questions about it. CLASS Connection: Language - What did you find? Tell me what else can be made from this shape? Where can you find something in our classroom/playground that also has this shape?</p>
<p>Blocks</p>	<p>Bridge Build. Fill large reusable boxes with toys or crumpled papers toddlers can easily lift out. Place boxes over butcher paper so it is covered. Have toddlers ‘dig and excavate’ by emptying the boxes with their hands. Have toddlers haul away the dirt like a dump truck. Have toddlers bulldoze the boxes by breaking them down, then pretend to be road rollers and flatten the boxes. Be dump trucks to remove the boxes and reveal the butcher paper ‘dirt’. Use blocks to build a bridge over the newly developed area. CLASS Connection: Regard; Facilitation; Language - Ask children: What do we need to build a bridge? What do you think would happen if you put this here? Could we build a structure different than a bridge? What materials would we need? Tell me more about what you are doing...</p>

Week 1 Friday

Whole Group Literacy	Dump truck shapes mix up. Read a few pages from the book Shape Up, Construction Trucks! By Victoria Allenby . Allow toddlers to point at objects and turn the pages as desired. Place shapes and letters inside toy dump trucks. As toddlers dump the trucks, name the shapes and letters for the child. CLASS Connection: Facilitation; Language - Encourage children to make AB patterns or try leading them to pick up letters that spell their name. Repeat this as toddlers fill the dump trucks back up.
Music & Movement	Truck fingerplay: Five Big Road rollers. Show fingerplay to toddlers. Encourage toddlers to repeat physical movements and words to the fingerplay. CLASS Connection: Language - Vary your intonation and repeat sounds toddlers make. Encourage toddlers to move like a road roller when lining up or transitioning to a new activity.
Sensory	Sensory Traffic Cones. Use several small cones and wrap them in different materials to create textured cones. For example, wrap one in flipped contact paper to make it sticky on the outside; place leaves, acorns, or small pebbles on a sheet of contact paper and wrap around cone to make it bumpy; hot glue patches of felt, velvet, or denim to a cone to make it soft or rough; wrap 20 pipe cleaners around a cone to make it fuzzy. CLASS Connection: Facilitation; Quality of Feedback - As toddlers explore, use descriptive vocabulary to narrate and ask questions: How does it feel? What else feels like that? What are you making?
Creative Expression through the Arts	Truck track art. Allow children to choose a construction vehicle toy, dip tracks in paint and roll across butcher paper to create track art. CLASS Connection: Language - Ask them the following questions as they paint. What can you tell me about the scene you are painting? What else can you use to make this scene? Tell me more about the colors you are using? What else are you going to add to the scene?
Blocks	Steam Rolling. Use paper towel rolls to roll down ramps (make from materials available in class such as climbing cushion, pillow, spare cot mattress placed on side, long block, book placed diagonal on spine, etc.). Provide assistance to infants as needed. CLASS Connection: Facilitation - Experiment by changing the ramp incline. Be sure to discuss what is happening, make real-world connections, and notice cues from toddlers to measure engagement.

Week 2 Toddler Lesson Plan

Theme: Construction

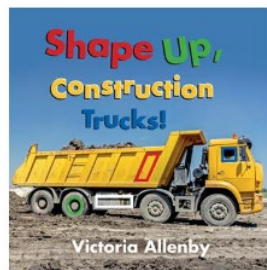
Book: Shape Up, Construction Trucks!

Learning Objectives:

- ✓ Students will demonstrate comprehension of books read aloud and the meaning of text via pointing to pictures and responding to conversations
- ✓ Students will be able to improve mathematical Spatial Relations skills by manipulating objects by flipping, sliding and rotating to make them fit.

Transitions:	<i>Use a variety of traffic signs, show one and ask child to identify the color, shape, a letter, or name the sign, depending on which is more developmentally appropriate. Scaffold as needed.</i>
Parent Involvement:	<i>Parents can identify and talk about traffic features on the ride to and from school such as by noticing stop signs, traffic lights, left and right turn lanes, etc.</i>

Photo Inspiration:



Week 2 Monday

Whole Group Literacy	Read the book Shape Up, Construction Trucks! By Victoria Allenby . Hold infants in lap or sit very close and read book with infants. Label objects, colors, shapes such as cement truck, excavator, dump truck, rectangle, oval, etc. CLASS Connection: Positive Climate - Allow the children to explore and hold the book as desired. Play 'I Spy' while reading, such as "I spy an excavator, can you find the excavator?" "I spy a circle, can you find the circle?" "Can you find a circle in our classroom?"
Music & Movement	Move like a construction truck such as by rolling, bending, balancing, clapping, or dancing. Use different objects from the classroom as props, such as soft balls, blocks, scarves, etc. Compare their behavior to construction trucks such as, rolling like a cement mixer, reaching like a crane, pushing toys away like a bulldozer, etc. CLASS Connection: Facilitation - Play construction truck sounds to encourage specific movements such as beeping to encourage children to move "in reverse" or to "back up".
Sensory	Dirty Dump Trucks. Encourage toddlers to wash their construction vehicles. In a shallow bin, place just enough water to cover the bottom. Place several truck toys in the bin. Encourage infants to wash the trucks. CLASS Connection: Quality of Feedback - Use sponges, tooth brushes, small rags, etc.. Notice what toddlers are doing and respond. Discuss why it is important even for dirty dump trucks to get cleaned.
Creative Expression through the Arts	Crane motions. CLASS Connection: Facilitation - While standing on both feet, encourage children to practice balancing in a variety of stances such as: on one foot, with feet together and leaning forward, with feet spread far apart and leaning forward, on one foot with eyes closed, etc. Some children may find it easier to balance if they have a small ball or scarf to hold in their hands. To make more challenging, add a line of painters tape and have children walk heel to toe on the tape, hop, etc.
Blocks	Truck Sorting. Children will sort trucks based on a variety of characteristics. CLASS Connection: Facilitation - Discuss sorting characteristics such as size, weight, color, types of wheels, etc.

Week 2 Tuesday

<p>Whole Group Literacy</p>	<p>Read the book Shape Up, Construction Trucks! By Victoria Allenby. CLASS Connection: Language - Label objects, colors, shapes such as cement truck, excavator, dump truck, rectangle, oval, etc. Use felt shapes to match to pictures in book such as rectangles, ovals, squares, etc. Encourage children to place on picture, eg. cover a wheel with a felt circle, describe the connection, and continue reading. To make more challenging, allow each child to choose a shape before reading and when the shape appears in the story, encourage child to hold up their matching shape.</p>
<p>Music & Movement</p>	<p>Boulder roll with balls of varying size. Roll a large ball back and forth between children seated in a circle, calling it a boulder, and encourage children to roll the boulder to you and to each other. Add more boulders or varying size and color to increase the challenge. Remind children boulders can only roll - unless playing outdoors and encourage children to bounce or throw overhand if appropriate. CLASS Connection: Teacher Sensitivity - Encourage children to take turns such as by calling out only a specific color or size boulder to roll, "I see the red boulder rolling, the red boulder has been caught, I see the big green boulder rolling." etc.</p>
<p>Sensory</p>	<p>Numbered trucks. Place a variety of numbered objects such as smaller balls, pom poms, etc. in a sensory bin. Label construction trucks 1-5 or 1-10. CLASS Connection: Facilitation - Encourage children to put the corresponding number of balls in the trucks, empty, and repeat. Provide scaffolding as needed. Increase the challenge by helping children place trucks in numerical order forwards and backwards, as appropriate for your children's development.</p>
<p>Creative Expression through the Arts</p>	<p>Handprint Trucks. Use children's handprint to create a construction truck of their choice. Use fingerprints as 'fill' for dump trucks, excavators, etc. CLASS Connection: Regard - Allow children to use other materials to complete their art work such as scrap papers, pre-cut shapes, stickers, sequins, paint brushes, sponges, etc.</p>
<p>Blocks</p>	<p>Bridge Sorting. Tape cutouts of different types of bridges (suspension bridge, wood bridge, steel bridge, rope bridge, etc.) on varying blocks. Encourage children to sort bridges based on different features. CLASS Connection: Facilitation – Encourage children to build with blocks or try to replicate building the different types of bridges pictured on the blocks.</p>

Week 2 Wednesday

Whole Group Literacy	Read the book Shape Up, Construction Trucks! By Victoria Allenby. Label objects, colors, shapes such as cement truck, excavator, dump truck, rectangle, oval, etc. CLASS Connection: Facilitation - After reading, go on a scavenger hunt looking for items in the classroom that have the shapes from the book, such as round wheels, triangular signs, etc.
Music & Movement	Nuts and Bolts shakers: Fill several clear water bottles with an assortment of building tools such as nuts and bolts. Be sure to secure the lids to the bottles so they cannot come loose. CLASS Connection: Regard - Encourage children to explore the bottles and shake them like rattles. Make real-world connections such as “We use nuts and bolts to hold things together, like a screw holding the door up or bolts keeping hubcaps on wheels”.
Sensory	Trucks on Ice. Using ice cubes with construction trucks frozen inside, present students with option to melt their ice cubes by using warm water in a baster and squeezing it onto the ice cube or by placing ice cube in an individual bowl, sprinkling some salt and stirring with a spoon. CLASS Connection: Regard; Facilitation - Ask open-ended questions about their choice and the process of what is happening as the ice cube melts. Ask if students have ever been to cold places before or experienced roads frozen over.
Creative Expression through the Arts	Pool Noodle Tracks. Students will create train tracks using paint, posterboard, and pool noodles. CLASS Connection: Regard - As students create their track, ask why they chose that color for the track, are they spacing the tracks close together or far apart, can they count how many tracks they painted, will they add curves to their track or only make straight tracks. Will there be other features such as tunnels or parts under construction?
Blocks	Bean bag Dump. Make a ‘track’ of bean bags and help children roll or push toy trucks over the tracks. Notice the “bumps in the road” during the activity and describe similar real-life scenarios. Try pushing trucks fast or slow and noticing if any get stuck! CLASS Connection: Facilitation; Language - Encourage children to come up with a solution and use language to describe it, while getting over the bumpy road, such as by building a bridge. Ask children how they will do it.

Week 2 Thursday

Whole Group Literacy	Read the book Shape Up, Construction Trucks! By Victoria Allenby . Label objects, colors, shapes etc. such as cement truck, excavator, dump truck, rectangle, oval, etc. CLASS Connection: Teacher Sensitivity - Play peek-a-boo by covering up parts of each page with sticky notes and encourage children to guess what is hiding. Allow children to hold books and explore at their pace. It may be helpful to keep some extra sticky notes nearby to share with children or replace ones they want to hold.
Music & Movement	Simon Says Construction. Play construction truck sounds for a Simon Says game and try to imitate the vehicle making the noise. CLASS Connection: Facilitation - Compare their behavior to construction trucks such as, rolling like a cement mixer, reaching like a crane, pushing toys away like a bulldozer, etc.
Sensory	Stay on Track. Children will use paper plate rims as tracks for various items teacher places in the sensory bin such as pom poms, ping pong balls, craft balls, etc. Students can connect tracks using brad fasteners to make circles, S-shapes, etc. CLASS Connection: Facilitation - Students will try to roll and balance items on paper plate tracks.
Creative Expression through the Arts	Dump Truck Squat. Play truck sounds. Encourage children to stand up, squat, and sit down like a dump truck filling up and dropping down its load. CLASS Connection: Language - Ask children to name other trucks they can move like, such as a road roller or digger, and show you their moves for those trucks.
Blocks	Use dump trucks to move objects. Place dump trucks with storage in blocks center. Provide objects to place in and out of truck such as stacking rings or similar toys. CLASS Connection: Facilitation - Create a “full” and “empty” site and encourage children to move the materials using only the dump trucks from the empty site to the full site.

Week 2 Friday

Whole Group Literacy	Read the book Shape Up, Construction Trucks! By Victoria Allenby. CLASS Connection: Facilitation - While reading, ask children cause and effect questions such as what would happen if, what else, what does the grader do, what if the grader did not do it's job after the road roller, etc.?
Music & Movement	Nuts and Bolts Shakers Music. CLASS Connection: Regard - Play construction site sounds and allow children to march around and add to the sounds with their own music using the shakers previously created.
Sensory	Popsicle Blueprints. Place laminated blueprints of varying difficulty in the sensory bin. Allow children to use popsicle sticks to trace blueprints. Teachers can create their own blueprints such as using shapes to make houses, bridges, buildings, train tracks, etc. for children to trace. CLASS Connection: Regard – Use popsicle sticks in a variety of sizes or incorporate other materials such as pipe cleaners or straws. Encourage students to create their own blueprints on the back of the papers using markers and the track materials.
Creative Expression through the Arts	Making Blueprints. Children will use q-tips and blue paint to create blueprints of their own design. Show children photos of real life blueprints. CLASS Connection: Facilitation; Language - Make real world connections such as planning, designing, and building. Describe the importance of following steps in order.
Blocks	Life Size Dumping. Add traffic signs to block center. Add life-size “dump trucks” by including large empty boxes in center. Allow children to add some blocks to the boxes, and then push the boxes along the tracks. CLASS Connection: Facilitation - Encourage children to push two connected boxes, or to keep the boxes in a straight line. Use tape to create tracks on the floor to encourage play.

Florida Standards Alignments

Whole Group Literacy	IV. Language and Literacy F. Emergent Reading 4. Demonstrates comprehension of books read aloud Benchmark a. Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations
Music & Movement	VIII. Creative Expression Through the Arts B. Music 1. Begins to engage in a variety of individual and group musical activities
Sensory	VII. Social Studies D. Spaces, places and environments 3. Recognizes basic physical characteristics (e.g., landmarks or land features)
Creative Expression through the Arts	VIII. Creative Expression Through the Arts E. Appreciation of the Arts 2. Shows preferences for various art forms
Blocks	V. Mathematical thinking E. Spatial Relations 2. Manipulates objects by flipping, sliding and rotating to make them fit

Learning Objectives:

- ✓ Students will identify objects in outer space
- ✓ Students will learn about the solar system

Transitions:	<i>Have children practice slow, exaggerated steps like they're walking on the moon to transition between activities.</i>
Parent Involvement:	<i>Send home a paper circle and invite families to design their own planet.</i>

Photo Inspiration:



Ball Painted Planets



Galaxy Painting



Star Sensory Bin



Felt Board



Galaxy Sensory Bag



Star Sticky Wall

Week 1 Monday

<p>Whole Group Literacy</p>	<p>Gain prior knowledge through questioning. Before reading ask: What do you know about outer space? Have you ever looked at the sky with a telescope? How can we learn about outer space?</p> <p>Explain goals/materials in learning centers.</p>
<p>Music & Movement</p>	<p>Play We're Going on a Rocket Ship by Super Simple Songs https://www.youtube.com/watch?v=wE0qcTPGCVs</p> <p>While the music plays encourage children to jump, dance, and sing along.</p> <p>CLASS Connections: Narrate children's actions with descriptive language.</p>
<p>Art</p>	<p>Watercolor Galaxy Painting: Provide children with paper, water paint, brushes, water, and coarse salt. Encourage children to paint a galaxy by swirling different colors together on their paper. When the children are finished with their painting invite them to sprinkle some salt over the wet paint. CLASS Connections: Guide children's exploration through questioning, "What do you think will happen when you sprinkle salt on your painting?" "What does your painting make you think of?"</p>
<p>Math/Manipulatives</p>	<p>Planet Matching: Provide two pictures of each planet spread out on a surface. Ask the children to help you make matching pairs of planets. CLASS Connections: Provide individualized feedback that praises effort and encourage persistence, "Look at that Betty, both of your pictures have big rings around the planet, you found Saturn!", "Keep looking for a match James, do you see any other planets that have red on them?"</p>
<p>Sensory</p>	<p>Outer Space Sensory Bin: Create an outer space sensory bin with black beans, rocks, and pictures of planets. CLASS Connections: Use descriptive language to label the materials that children are manipulating, connecting new words to familiar ideas, "The black beans are dark like the night sky."</p>
<p>Gross Motor</p>	<p>Crater Toss: Materials needed – black poster board, shaving cream, variety of balls. Draw a circle on the posterboard and fill it in with shaving cream. Hang the moon poster on a vertical surface and have the children throw their balls at the moon. CLASS Connections: Provide new information while children explore the materials, explaining how rocks sometimes hit the moon leaving similar holes and dents on the moon called craters.</p>

Week 1 Tuesday

Whole Group Literacy	While reading the book, make connections to words the children are already familiar with: Sky – the sky is dark here, we can see outer space; astronauts – they fly in rockets to study outer space; planets – we live on planet Earth, but there are many planets in our solar system; telescope – that is a tool we use to help us see things that are very far away. CLASS Connections: Give children more information about what they are experiencing through the story.
Music & Movement	<p>Sing <i>If You're Going to the Moon</i> (To the tune of <i>If You're Happy and You Know it</i>)</p> <p>If you're going to the moon wear your boots (<i>stamp stamp</i>) If you're going to the moon wear your boots (<i>stamp stamp</i>) If you're going to the moon this is what you have to do (<i>shake finger</i>) If you're going to the moon wear your boots (<i>stamp stamp</i>)</p> <p>Continue with: ...wear your suit (<i>ziiiiiiiiiiip</i>) ...wear your helmet (<i>pat head</i>) ...wear your gloves (<i>clap clap</i>) CLASS Connections: Be flexible while participating in this activity, allow children to share ideas to add to the lyrics.</p>
Art	Ball Painted Planets: Provide paper circles in a variety of sizes and tape the circle to a baking sheet. Invite children to add a few colors of paint onto their circle. Add golf balls, ping pong balls, etc. to the tray and encourage children to move the baking sheet in such a way that the balls paint the planet. CLASS Connections: Have students choose the colors of paint. Look for ways to provide assistance. Give encouragement, “Look at that Taylor, when you tip your tray like that the ball rolls paint across your paper!”
Math & Manipulatives	Star Sorting: Cut paper stars in a variety of styles and sizes. Work with the toddlers to sort the stars by size, number or points, color, etc. CLASS Connections: Ask children to explain their thinking, “Why does this star go in that group?” Clarify the characteristics of the star if necessary.
Sensory	Moon Sand: Materials needed: 4 cups flour, ½ cup oil, grated black chalk (optional), mixing bowl, spoon. Combine ingredients in the bowl, first with the spoon, then with hands as the mixture comes together. Invite the toddlers to explore the moon sand in a tray or bin. Add space toys/manipulatives if the children are interested. Store moon sand in a tightly sealed container to use again next week. CLASS Connections: Engage children in back-and-forth exchanges while they explore the moon sand. Ask open-ended questions and respond contingently to their comments.
Gross Motor	Space Movements: Create a set of cards for different space movements – walk on the moon; circle the Sun; fly like a comet; blast off like a rocket; spin like a galaxy; float in space. Encourage children to move their bodies like the action on the card. CLASS Connections: Involve children’s whole bodies in learning. Narrate children’s actions with descriptive language.

Week 1 Wednesday

Whole Group Literacy	During book reading, ask children questions about the book and expand on their answers to provide further information. “We see the Sun in the daytime, what can you see at night?” Pause for answers then expand, “Other stars that are far away, the moon, other planets.” CLASS Connections: Providing new information when children indicate they have a basic understanding.
Music & Movement	Play <i>Space Race Planet Song</i> by Danny Go https://www.youtube.com/watch?v=9Sv-CXY2soo While the music plays encourage children to dance, act out the described motions, and sing along. CLASS Connections: Narrate children’s actions with descriptive language.
Art	Making Constellations: Materials needed: dark construction paper, cotton swabs, white paint, white glue. Encourage the children to dip the tip of a cotton swab in white paint, then dot around the paper to paint stars. When they have finished painting stars, use the glue to connect the stars into shapes, and have the children press their cotton swabs into the glue to create constellations. CLASS Connections: Follow the children’s lead as they place their stars and cotton swabs, ask the children to direct you while connecting the stars with glue, encourage the children to talk about their creations.
Math & Manipulatives	Glue Galaxy: Materials needed: liquid glue, food coloring, cotton swabs, large round lids (sour cream or yogurt containers work well). Pour the glue onto the lid, then add a few drops of food coloring. Have the toddlers use the cotton swabs to swirl the colors together. CLASS Connections: Provide assistance as needed, be involved in the activity with the children rather than passively observing.
Sensory	Twinkle Twinkle Little Star Sensory Bin: Remove the planets from Monday’s outer space sensory bin. Add a variety of stars, a small container, and a spoon, tongs, or tweezers. Encourage toddlers to use the utensil to catch stars and drop them into the container. CLASS Connections: Narrate children’s actions with descriptive language while they explore the materials, “Drew is using the spoon to scoop up the smaller stars. Travis is picking out the big stars with the tweezers.”
Gross Motor	Saturn’s Ring Toss: Place a ball in an open area. Invite toddlers to try and toss a ring or hula hoop towards the ball to put the rings around Saturn. CLASS Connections: Provide physical assistance as needed. Recognize efforts and accomplishments, “You almost got it Connor, try standing a little closer to Saturn when you throw again.”

Week 1 Thursday

Whole Group Literacy	During book reading support children’s learning through questioning, “How do you think the astronauts left their footprints on the moon?”, “What do you think happens when Mercury gets hit by asteroids and comets?” CLASS Connections: Provide and guide learning opportunities by involving yourself in the activity rather than simply reading through the book.
Music & Movement	Play Space Dance by https://www.youtube.com/watch?v=07ia1wvsifM . While the music plays encourage children to interpret the dances as they would like. CLASS Connections: Ask children open-ended questions while they dance, “How do you think a planet would dance?”, “How would a star’s dance look different from a shooting star’s dance?”
Art	Moon Stamping: Materials needed: paper circles, aluminum foil, black/white/gray paint. Crumple sheets of foil into a ball, have the toddlers dip their foil ball into the paint and stamp it onto the paper circle. CLASS Connections: Allow children to take the lead creating their moon, let them choose their paint colors and stamp placement. Older toddlers can crumple foil into a ball themselves if interested.
Math & Manipulatives	Night Sky Felt Board: Create a felt board with pieces shaped like planets, stars, the sun, and the moon. CLASS Connections: Support children’s language use while they explore the felt board by asking questions about how they use the materials, “Augustine, how are you making the planets move?”, “Why did you put the sun right there Florence?”
Sensory	Galaxy Sensory Bags: Materials needed: zip lock bags, hair gel, glitter, sequins, food coloring (optional). Use food coloring to tint the hair gel if desired. Pour the hair gel into the zip lock bag, add sequins and glitter, and make sure the bag is well sealed. CLASS Connections: Provide assistance as needed while children manipulate the sensory bags. Offer encouragement to encourage persistence.
Gross Motor	Rocket Race: Have interested toddlers’ line up on one end of the playground, ask them to pretend they are flying rocket ships. Start the race by counting down and shouting “Blast off!”. Toddlers run across the playground. CLASS Connections: Narrate children’s actions with descriptive language as they play.

Week 1 Friday

<p>Whole Group Literacy</p>	<p>During book reading expand on children’s understanding through questions. “When you look at the sky from your home what do you see?”, “Do you think the sky looks different in other places?”, “If Earth looks blue because of the water why do you think Mars looks red?” CLASS Connections: Relate concepts to the children’s lives outside of school. Encourage thinking skills.</p>
<p>Music & Movement</p>	<p>Lead toddlers in Outer Space Yoga Poses https://www.kidsyogastories.com/outer-space-yoga/ . CLASS Connections: Involve children’s whole bodies while learning. Shine like the Sun: Stand tall in Mountain Pose, look up, take your arms straight up to the sky, and touch your palms together. Pretend to look up to the sun. Glow like the moon: Stand tall with legs hip-width apart, feet facing forward, and straighten your arms alongside your body. Reach your arms up high over your head, bringing your palms together. Tilt your upper body to one side, pretending to be the moon. Come back to center. Tilt your body to the other side. Glide like a shooting star: Stand on one leg. Extend the other leg behind you, flexing your foot. Bend your torso forward and take your arms back alongside your body. Pretend you are falling through the sky like a shooting star. Switch sides and repeat the steps. Zoom like a comet: Sit on your heels, slowly bring your forehead down to rest in front of your knees, place the palms of your hands flat out in front of you, and take a few deep breaths. Imagine your arms being the “tail” of gas and dust particles coming out of a comet. Orbit like an asteroid: Sit on your heels, slowly bring your forehead down to rest on the floor in front of your knees, rest your arms down alongside your body, and take a few deep breaths. Pretend to be an asteroid in the dark sky. CLASS Connections: Involve children’s whole bodies in learning.</p>
<p>Art</p>	<p>Balloon Stamp Planets: Help children to pour up to three colors of paint on a paper plate and gently swirl the colors together. Provide each child with a small balloon that has been inflated and tied, making sure they are well supervised. Have the children dip their balloon into their swirled paint, then press the balloon onto a circle of paper. CLASS Connections: Give encouragement, “Wow Matty, I really liked how you swirled your colors together, I can’t wait to see how your planet comes out.”</p>
<p>Math & Manipulatives</p>	<p>Planet Counting: Provide pictures of each planet in different sizes (inner planets smaller, outer planets larger). Work with the children to count the planets. Sort the planets into size groups and count to see which group has more. CLASS Connections: Provide assistance while counting using one-to-one correspondence. Specifically praise children’s efforts while they work, “Good job James, you counted each of the larger planets.”</p>
<p>Sensory</p>	<p>Twinkle Twinkle Sticky Wall: Hang a sheet of contact paper on a wall with the sticky side facing out. Offer toddlers stars cut from a wide variety of materials; colored paper, foil, wrapping paper, pages of torn books, etc. Invite the toddlers to create a wall of stars by sticking them onto the contact paper. CLASS Connections: Narrate children’s actions with descriptive language, connecting back to other activities from the week when possible. “Stevie placed a group of stars close together; I wonder if they could make a constellation there?”</p>
<p>Gross Motor</p>	<p>Flashlight Star Tag: Recall with toddlers that we see stars in the night sky. Explain for this game of tag they will be the stars, and you will use a flashlight as the Sun. If the Sun shines on them they must stop moving and crouch down to “disappear.” CLASS Connections: Embed information in active play and connect concepts across activities.</p>

Week 2 Toddler Lesson Plan

Theme: Outer Space

Book: *Hello World, Solar System* by Jill McDonald

Learning Objectives:

- ✓ Students will learn about space exploration
- ✓ Students will focus on objects in space other than planets

Transitions:	<i>Have children count down from 3 to blast off to their next activity or to get in line.</i>
Parent Involvement:	<i>Download a free stargazing app such as Star Tracker or SkyView Lite and explore the night sky from your backyard.</i>

Photo Inspiration:



Training Course



Box Rockets



Yarn Wrapped Planets



Moon Rock Toss



Glitter Galaxy Art



Comet Catching



Foil Stars



Squishy Suns



Smashing Moon Rocks

Week 2 Monday

Whole Group Literacy	Reconnect to last week's learning. Ask children what they remember about outer space. <u>CLASS Connections:</u> Clarify concepts that children might not yet understand, elaborate by adding new information when children indicate that they have a basic understanding.
Music & Movement	Outer Space I Spy: Hang pictures of stars, moons, rockets, planets, etc. around the room. Play I Spy with the children using descriptive language. <u>CLASS Connections:</u> Provide hints for children to help them discover the objects around the room.
Gross Motor	Astronaut Training Course: Create a course with tunnels (use blankets or pillows), hoops to jump through (mimicking space stations), and "rocket ship" targets (draw on cardboard boxes). Encourage crawling under tunnels, jumping over hoops, and "launching" themselves towards targets. <u>CLASS Connections:</u> Involve children's whole bodies in learning.
Art	Box Rockets: Cardboard boxes, scissors, packing tape, crayons/markers. Create large rockets with cardboard boxes, cut viewing windows, adding fins and nose cones. Invite children to decorate the inside and outside of the rockets. <u>CLASS Connections:</u> allow the children to take the lead in decorating the rockets. Narrate children's actions with descriptive language.
Fine Motor	Yarn Wrapped Planets: Cut several circles out of cardboard in various sizes to represent the planets. Add different sized rings to some of them. Cut slits around the circumference of each cardboard planet to hold the yarn. Gather yarn in colors that represent the planets; blue/green for Earth, red for Mars, dark blue for Neptune, etc. Invite children to choose a cardboard planet and some yarn. Tape the end of the yarn to the back of the planet and encourage children to wrap the yarn around the planet, using the cuts to hold the yarn in place. <u>CLASS Connections:</u> Provide assistance as needed. Use specific feedback to encourage persistence, "Keep going Jack, your planet is so colorful!"
Sensory	Galaxy Playdough: Materials needed - 2 cups plain flour, 1 cup fine salt, 3 Tbsp cream of tartar (optional, for smoother consistency), 1.5 Tbsp vegetable oil, 2 cups cold water, blue or purple food coloring (gel or liquid), black food coloring, glitter (blue, purple, silver). Mix dry ingredients in a bowl, add liquid ingredients, knead the dough until it's smooth and pliable. Add glitter: Sprinkle a small amount of glitter in the center of the dough and knead it in. Store the playdough in an airtight container or freezer bag. <u>CLASS Connections:</u> Have conversations with toddlers while they explore the playdough. Ask open-ended questions and respond contingently.

Week 2 Tuesday

Whole Group Literacy	While reading the book, make connections to words the children are already familiar with: Moon – a big, round rock that circles the Earth in space; Sun – a star that Earth circles in space; Comet – large object made of ice and dust that circle the sun leaving a glowing tail behind it; Stars – giant, hot balls of gas far away in space that shine by making their own light. CLASS Connections: Give children more information about what they are experiencing through the story.
Music & Movement	<p>Sing <i>In the Night Sky</i> (To the tune of <i>Are You Sleeping?</i>)</p> <p><i>In the night sky, in the night sky, I see (stars), I see (stars)</i> [as you repeat the song insert different celestial objects here]</p> <p><i>Glowing all around me, glowing all around me</i></p> <p><i>What a sight, what a night!</i></p> <p>CLASS Connections: Elicit children’s ideas by letting them pick which celestial object you will sing about next.</p>
Gross Motor	<p>Reach for the Stars: Tape paper stars to different lengths of sting or crepe paper and hang them from the ceiling at varying heights. Encourage children to jump up and touch or grab the stars. CLASS connections: Communicate clear behavior expectations before starting the activity. Reinforce positive behaviors by recognizing children who are meeting expectations, “Taylor, thank you for staying in your spot while you jump!”</p>
Art	<p>Star Art: Use white or hot glue to draw stars on paper. Once the glue is completely dry invite toddlers to paint on the paper over the glue. CLASS Connections: Use descriptive language to narrate what happens while children paint.</p>
Fine Motor	<p>Star Clips: Materials needed: Circle of dark paper, multicolored star stickers, clothes pins. Place star stickers around the outside of the paper circle. Place star stickers on the tips of the clothes pins. Encourage children to clip the clothes pins to the matching stars on the paper. CLASS Connections: Provide information for children as they work, clarifying misunderstandings and elaborating on correct understanding. Provide assistance as needed.</p>
Sensory	<p>Sun in a Bottle: Materials needed: Empty clear bottle, vegetable oil, food coloring, water, funnel. Color the water with red and yellow food coloring. Using the funnel, fill the bottle halfway with oil, then the rest of the way with your colored water. Ensure the lid is securely closed, then invite children to swirl the bottle and observe what happens inside. CLASS Connections: Ask the children to explain what is going on inside the bottle. Repeat their comments and elaborate with more language.</p>

Week 2 Wednesday

Whole Group Literacy	While reading the book practice rhyming words using vocabulary words from yesterday. Pause at the new vocabulary word while reading, repeat the word, then help children brainstorm words that rhyme. CLASS Connections: Encourage thinking skills through problem solving.
Music & Movement	<p>Sing <i>The Planet Song</i> (to the tune of <i>Skip to My Lou</i>)</p> <p><i>I know the planets, how about you? I know the planet, how about you? I know the planets, how about you? Let's say the names together!</i></p> <p><i>Mercury, Venus, Earth and Mars; Jupiter and Saturn among the stars; Uranus and Neptune are up there too; all spin around in space it's true!</i></p> <p><i>Everything goes around the Sun, spinning, spinning everyone; the Earth is ours it's number three; the atmosphere is right for me!</i></p> <p>CLASS Connections: Go with the flow while singing with the toddlers, be aware of their interest as the song goes on.</p>
Gross Motor	Moon Rock Toss: Encourage toddlers to toss crumpled foil balls into a container. CLASS Connections: Involve children's whole bodies in learning, provide assistance as needed.
Art	Glitter Galaxy Art: Materials needed: Dark construction paper, pink/purple/blue tempera paint, white glue, cotton swabs, glitter. Mix glue and paint in small cups for the toddlers to hold. Invite the toddlers to pour their paint onto the paper, use the cotton swabs as a brush, and sprinkle glitter where they would like. CLASS Connections: Narrate children's actions with descriptive language, "Betty is letting the pink paint drip from her cup onto the paper." Use specific feedback to encourage persistence, "Ooh, Augustine, you're mixing your colors together with the cotton swab! Keep going, let's see what happens."
Fine Motor	Making Craters: Pour last week's moon sand into a shallow container. Offer children appropriately sized rocks to press into, then remove from the moon sand leaving a crater behind. Older toddlers may like to drop the rocks into the moon sand from a standing height. CLASS Connections: Provide new information while children explore the materials, explaining how rocks sometimes hit the moon leaving similar holes and dents on the moon called craters.
Sensory	Starry Night Bag: Materials needed: Ziplock bags, clear hair gel, foil confetti stars, black posterboard (optional). Pour hair gel into the bag then add foil stars. Ensure the bag is sealed tightly. Lay the black posterboard on the table to make the starry night bag look like it is in outer space! CLASS Connections: Map students' actions while exploring their sensory bags.

Week 2 Thursday

Whole Group Literacy	Look at the first two openings of the book. Invite toddlers to talk about what they see in the sky from home. CLASS Connections: Elicit children's ideas. Relate information to the children's lives and experiences outside of the classroom.
Music & Movement	<p>Sing <i>Climb Aboard</i> (to the tune of the <i>Itsy Bitsy Spider</i>)</p> <p><i>Climb aboard the spaceship, we're going to the moon. Hurry and get ready, we're going to blast off soon!</i> <i>Put on your helmets and buckle up real tight. Here comes the countdown, let's count with all our might.</i> <i>10, 9, 8, 7, 6, 5, 4, 3, 2, 1... BLAST OFF!</i></p> <p>CLASS Connections: Encourage the children to move their bodies to the song, participate in the actions with them.</p>
Gross Motor	<p>Catching Comets: Tape streamers to plastic balls to create a comet with a tail. Toss the comets for the toddlers to catch. CLASS Connections: Narrate children's actions with descriptive language as they play.</p>
Art	<p>Rock Planets: Gather large, round shaped rocks. Invite toddlers to paint them to look like planets. CLASS Connections: Provide children with choices while painting; finger paint, brushes, cotton swabs, etc.</p>
Fine Motor	<p>Foil Stars: Materials needed - Cardboard cereal or snack box, aluminum foil, hole punch, thread. Cut stars from the cardboard in many shapes and sizes and punch a single hole near one point. Invite children to crinkle a sheet of foil however they would like, then flatten it back out. Place their star in the middle and wrap the foil around all the points of the star covering it completely. Tie a length of thread through the hole punched in the star to hang the stars around the classroom. CLASS Connections: Allow children to take the lead when creating their stars. Map students' actions in the moment, "Lucy is squeezing her foil into a tight ball".</p>
Sensory	<p>Space Exploration Salt Tray: Materials needed – coarse salt, gray paint, gallon ziplock bag, space themed manipulatives, baking sheet. Add salt and paint to the ziplock bag, shake vigorously to color the salt, then set out to dry. Once the salt has dried pour it onto the baking sheet and add space themed manipulatives for toddlers to explore. CLASS Connections: Use descriptive words and complete sentences when talking with the toddlers while they explore the materials.</p>

Week 2 Friday

Whole Group Literacy	Instead of reading the book, allow children to turn the pages and point out pictures that interest them. Talk about the objects they point out. CLASS Connections: Provide further information about the pictures that interest them, “Abigale is pointing to the Moon, the moon circles around the Earth just like the Earth circles around the Sun.”
Music & Movement	Sing <i>Five Little Stars</i> (to the tune of <i>Five Little Ducks</i>) <i>Five little stars were out one night. Gold and silver, shiny and bright. Up came the Sun with the morning light, and one little star winked out of sight.</i> Continue singing and counting down stars. When you reach the end, encourage the children to say goodnight to the star and greet the new day. CLASS Connections: Encourage toddlers to use their fingers to help count down from 5 to 0.
Gross Motor	Solar System Hopping: Print or draw large pictures of planets, stars, the Sun, the Moon, etc. Tape the pictures to the floor and encourage children to hop from picture to picture. CLASS Connections: Narrate children’s actions with descriptive language, “Taylor is jumping around the stars”, “Matty leaped from Earth to Mars!”
Art	Squishy Suns: Materials needed: paper circles, plastic wrap, red/orange/yellow paint, dark construction paper and cotton swabs (optional). Help children squeeze paint onto their paper circle, then cover them with plastic wrap. Invite the children to squish the paint around under the plastic wrap to create a sun painting. Expand on this activity by dropping the wet paintings onto dark paper and using the cotton swab to create sun rays off the circle. CLASS Connections: Let the children choose where and how they want to use the materials. Elicit children’s ideas as they work.
Fine Motor	Smashing Moon Rocks: Materials needed: 1 cup flour, 1 cup water, whisk, cotton balls, gray paint/food coloring, foil, cookie sheet, toy hammer. Prepare the moon rocks ahead of time by whisking together the flour and water. Add in a small drop of paint to change the mixture to a grey color. Dip cotton balls into the mixture and place them onto a cookie sheet lined with foil. Place into an oven at 300 degrees Fahrenheit for 45 minutes. Lay the completed rocks onto another cookie sheet lined with foil and with star stickers (optional). Help the children use the hammer to smash the moon rocks. Rocks can also be crushed by hand. CLASS Connections: Provide assistance as needed. Engage in back-and-forth exchanges with children while they manipulate the materials.
Sensory	Water Solar System Sensory Bin: Affix an inflated yellow balloon to the bottom of your sensory bin, then fill the bin halfway with water. Add a variety of ping pong balls (or other balls that float) to the bin. Encourage children to swirl the water so the “planets” revolve around the “sun”. CLASS Connections: Have conversations with children about the book and the activities they have been doing this week while they manipulate the materials. Use the vocabulary words learned earlier in the week whenever possible.

Florida Standards Alignments

Whole Group Literacy	<p>A. Listening and Understanding (Language and Literacy) 2 Increases knowledge through listening. Benchmark b. Participates in simple conversations.</p>
Music & Movement	<p>C. Creative Movement (Creative Exploration Through the Arts) 1. Combines a variety of open-ended, process-oriented and diverse art materials to explore technique with intention. 1. Uses movement to express feelings and/or communicate an idea. 2. Responds and moves in creative ways while listening to music, stories and/or verbal cues.</p>
Art	<p>A. Sensory Art Experience (Creative Exploration Through the Arts) 1. Combines a variety of open-ended, process-oriented and diverse art materials to explore technique with intention.</p> <p>A. Scientific inquiry through exploration and discovery (Scientific Inquiry) 3. Uses understanding of causal relationships to act on social and physical environments. Benchmark a. Begins to combine simple actions to cause things to happen or change how they interact with objects and people.</p>
Sensory	<p>A. Scientific inquiry through exploration and discovery (Scientific Inquiry) 1. Uses senses to explore and understand their social and physical environment. Benchmark b. Explores the nature of sensory materials and experiences.</p> <p>D. Earth and Space Science (Scientific Inquiry) 1. Demonstrates knowledge related to the dynamic properties of earth and sky. Benchmark c. Identifies the objects in the sky.</p>
Fine Motor	<p>C. Fine Motor Development (Physical Development) 1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks. 2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision.</p>
Math & Manipulatives	<p>C. Patterns (Mathematical Thinking) 1. Recognizes patterns in the environment. 2. Recognizes a simple AB pattern.</p> <p>F. Measurement and Data (Mathematical Thinking) 1. Uses appropriate size words or gestures to describe objects accurately. 2. Compares sets of objects by one attribute.</p>
Gross Motor	<p>B. Motor Development; a. Gross Motor Development (Physical Development) 2. Demonstrates use of large muscles in the environment. Benchmark a. Uses complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.</p>

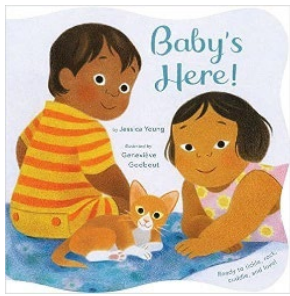
Week 1 Toddler Lesson Plan Theme: Movement/Bodies Book: Baby's Here by Jessica Young

Learning Objectives:

- ✓ Students will gain an understanding of ways their bodies move.
- ✓ Students will learn the parts of their bodies.
- ✓ Students will learn two songs, "Head, Shoulders, Knees, and Toes;" along with "Where is Thumbkin."

Transitions:	<i>Let's clap our hands and hop to the carpet for circle time.</i>
Parent Involvement:	Provide word to the song "Where is Thumbkin" and have the parent sing along with their child. This will help the child learn the song used at circle time with this theme.

Photo Inspiration:



Simon Says as You Read



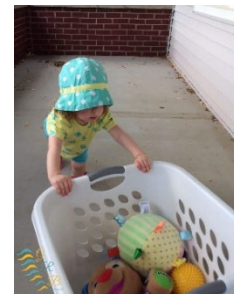
Where is Thumbkin? Song



Stringing Pool Noodles



Play Dough Bodies



Basket Race



Scarf Dancing



Hopscotch



Bucket and Sponge Play

Week 1 Monday

Whole Group Literacy	Picture Walk: The book of the month is Baby's Here! By Jessica Young. By exploring this book, toddlers will learn about their bodies and ways they can manipulate them. Use the book and do a picture walk. Point to the pictures on each page and label some of the items on each page. On the page with pets ask the children if they have a pet. Ask "What is the difference between a cat and a dog?" Share that they make different sounds and look different even if they have body parts. Ask "How do we look the same? What is different about us?" Point out the body parts and ask the toddlers to point to their parts as you look at the book together. While looking at the page with tickly feet, ask the children if their mommy and daddy have tickled their feet. Have the class take their shoes off and tickle each other's feet.
Music and Movement	Sing the Song Head, Shoulders, Knees, and Toes: Head, shoulders, knees and toes. Head, shoulders, knees and toes. Knees and toes. And eyes and ears and mouth and nose. Head, shoulders, knees and toes. Knees and toes. Have the toddlers point to their body parts as you all sing. Extend the play by you pointing to your body part and have the toddlers sing as you point. When you finish singing have a discussion about what each body part does. Ask, "What do you think the head does, the shoulders, etc.?" Pause for an answer and provide one if the toddlers do not answer.
Fine Motor/ Art	Stringing Pool Noodles: Make a set of pool noodles to string by cutting a pool noodle into 1" sections, use two different noodle colors so you can play around with patterns. Once you've made the stringing noodles cut pieces of rope 18" long and tie a knot in the end. Now you are ready for the toddlers to string the noodles. Encourage the Toddlers to follow your lead in making different patterns. Talk to the children about the patterns they create. Label the colors they are stringing. For example (child's name), I see you have three red and two blue noodles on your string. Ask the toddler to put specific numbers on their string. For example, put three blue noodles on your string, now put one red noodle. Ask the toddlers to show you how to string noodles.
Dramatic Play	Playing with Dolls: In home living have many dolls for your class to play with. Enough so the majority will have one. Have small receiving blankets for the children to swaddle their babies and tuck them into bed. Take the book Baby's Here and model some of the care actions in the book, actions such as, peek-a-boo, and tucking the baby into sleep. Count the baby's toes and count each of their friend's toes. Compare and see if they are the same number of toes. Ask questions such as, "Do your parents tuck you into bed like we tucked our babies in." "What does mommy, daddy, or grandparents say to you when they tuck you in at night." "When are other times you use your blanket?"
Gross Motor	Scarf Dancing: Give each toddler a scarf and play some soft music and have the children sway their scarfs in the air. Tell them to move their scarf way up high, then way down low. Move the scarf slowly to the music. Run up and down and move the scarf fast. Throw the scarf up in the air and catch it on their head. Now throw the scarf and catch it on their finger, knee, shoulder, foot, and elbow.
Outdoor Play	Mini-Obstacle Course: On the playground, create a mini-obstacle course for children to try different movements on. Have children jump over pinecones, climb the ladder for the slide, run around the tree, hop from one swing to the next, toss a ball in the air, etc. Map children's actions to help build language.

Week 1 Tuesday

Whole Group Literacy	Book Reading: Read the book to the children. Pause on each page to ask questions such as, “How can we tell the babies like their pets?” “Why is the little girl waving hello?” (Remember to ask, pause, then answer if the children do not reply). “She is waving hello to her mommy because she sees she is at daycare and is coming to pick her up.” Ask, “Do you wave hello when your mommy or daddy or grandparents pick you up?” “When do you play peek-a-boo?” “Who plays with you?” On the page with the child clapping, note to the children, they clap when we sing. “I wonder what song the baby in the book is singing.” “What song do you think?” Keep relating the book to the toddler’s own experiences.
Music and Movement	Where is Thumbkin? Do the finger play where is Thumbkin. Sing the words: Where is thumbkin, where is thumbkin? Here I am, here I am. How are you this morning? Very well, I thank you. Run away, run away. After singing the song ask the children to think of other ways they could sing the song. Change up the body parts from fingers to whole body and sing. Ask, “Have you ever sang the song before? If so, who did you sing it with?” Ask if they will teach it to their mommies, daddies, and grandparents. Tell the children, “You did a wonderful job of learning the new song, “Where is Thumbkin?” Provider positive feedback for the children, saying, “I knew you could do it!” and “You all sing like rockstars!”
Fine Motor/ Art	Mystery Bag See and Do: Make a mystery box, or bag out of an empty Lysol wipe container with a white tube sock over it. (This makes it so the toddler can put their hand in and not see what’s inside). Next, copy some of the pictures out of the book. Action pictures, such as: The child waving hello, the counting toes. From page 2, copy and cut out action pictures such as crawling, lying on your back and touching your toes, and the picture on page 9 (shrink the pictures so they will be small and fit into the container).
Dramatic Play	Gloves on Gloves Off: Have different sizes and types of gloves for the toddlers to put on their hands and fingers. Have the toddlers sing “Where is Thumbkin?” and do the movements for the song with the gloves on. Talk about which is easier/harder to do, with gloves or without. Ask why they think it is easier/harder. Have them use one hand with the glove and one without and sing “Where is Thumbkin?” Then ask how each hand felt. Use parallel talk to say “(Child’s name) is putting on the glove. Look he is moving his fingers.” Use self-talk to describe when you are putting on gloves. For example, “I am putting on my glove and am singing our new song.”
Gross Motor	Bucket and Sponge Play: Outside, set up one bucket filled with water and another empty. Toddlers soak up water with a large sponge, run to the empty bucket, and squeeze it out. Repeat until the water is gone, then start over. Continue as long as interest lasts. Engage them with questions like: “Which muscles are we using—arms, legs, chest?” “What else can we do with a sponge?” “Can we wash toys, the fence, or the school wall?” “Where does the water go?” “Have you seen your family use a sponge? How?” “Do you like this game? What other sponge games can we play?”
Outdoor Play	Follow the Leader: Play Follow the Leader with children during recess. Give directions such as, “Tiptoe around the tree,” “hop over the leaves,” “Spin around like a top,” “Make arm circles,” and “Duck under the branches.” Provide opportunities for children to be the “Leader” as well.

Week 1 Wednesday

Whole Group Literacy	Acting Out the Book: Act out the book as you read. Do the body movements. Pretend while doing some of the movements and have props for others. For example, have scarves or small blankets to play peek-a-boo with. Use blankets to tuck the toddlers in as you read and play. Provide choice for the toddlers in asking if they want to wriggle their toes or wave their fingers. Do they want to play peek-a-boo or be tucked into sleep. Do they want to sing a song and clap along or just read the book?
Music and Movement	Hokey Pokey: Do the Hokey Pokey with children by following these directions - Stand in a circle. Follow the leader and sing along! Put one body part in (e.g., right hand). Take it out. Put it in again and shake it all about! Turn yourself around, that's what it's all about! For today, focus on the upper body parts (head, left arm, right arm, left hand, right hand, left shoulder, right shoulder).
Fine Motor/ Art	Play Dough Bodies: Show children how to make 3-D models of their bodies using play dough. Show them how to roll a ball to make the head, roll longer pieces to make the arms and legs, and how to make wider pieces for the body. Help them roll small circles for eyes and then let them be creative and see if they can make any other facial features out of play dough to add.
Dramatic Play	Is There a Doctor? Play doctor and patient. Have some children be doctors and some children with boo-boos. Use bandages for head injuries (Ace bandages work well), use gauze and craft sticks for broken fingers, and band-aids for minor scratches. The children can support one another as they wave hello when they arrive at the doctor's office and wave goodbye when they leave. Ask such questions as "Why do we wave hello to our friends and family?" "What does good-bye mean?" When playing doctor, count their friend's fingers before bandaging the hurt one. Ask if it is thumbkin, pointer, middle, ring man, or pinkie. This will reinforce the song, "Where is Thumbkin. Also, ask what happened when they got a boo-boo. "What does the doctor do when they go to see them?" Remember to use questions to promote Back-and-forth Exchanges, and that you ask and pause for an answer and if there is no answer, you provide one. This provides the child with an example of a conversation.
Gross Motor	Let's Do the Maze: Create an indoor obstacle course. Use a box or mesh tunnel for children to crawl through, next have them jump over pool noodles placed on the ground, then run to a specified area and throw a ball into a basket on the ground or roll the ball to a friend. While playing the game encourage the toddler by saying "Go, go, go, I know you can do this." Ask the toddler what they like doing best and move the obstacle course around to meet the interest of each child. Have the children help you arrange the course. This activity gets the children moving and using their large muscle body parts.
Outdoor Play	Freeze Dance: Play music and dance with toddlers all around the playground. Randomly stop the music and have children "freeze" and see how long they can stay frozen. Then, start the music and dance around again. Stop the music and "freeze". This activity enhances motor control and listening skills.

Week 1 Thursday

Whole Group Literacy	Book Orientation: The objective is to teach book orientation. Hold the book upside down and ask, “Does this look right? Do the pictures look correct?” If no one responds, turn it right-side up and ask again. Repeat with the book turned sideways. Let each child take a turn turning the pages. Before reading, explain that everyone will get a turn. Ask: “How can you tell the book is upside down?” If no answer, say, “The children look like they’re sitting on their heads. Now they’re on their bottoms.” Invite a child to hold the book and “read” to the class. Encourage all who want to participate. Offer praise like, “You’re a great reader! You could be a teacher!” Ask: “Who reads to you?” “How does it feel when someone reads to you?” “Raise your hand if you like stories.” “What body parts do we use to read—eyes, ears, hands?”
Music and Movement	Hokey Pokey: Do the Hokey Pokey with children by following these directions - Stand in a circle. Follow the leader and sing along! Put one body part in (e.g., right hand). Take it out. Put it in again and shake it all about! Turn yourself around, that’s what it’s all about! For today, focus on the lower body parts (left leg, right leg, left foot, right foot, backside).
Fine Motor/ Art	Stacking Blocks: Use blocks from the block area or homemade blocks for toddlers to practice making towers, encourage them to make them up to six high or more if they can. Ask them to tell you how they made the tower. Also, talk about the shapes of the block. Ask why some block stack and some bocks fall (have some cylinders present). Talk about what the towers could be. Show pictures of tall buildings, trees, and towers. Ask the toddler to make one of the pictures. Talk about the picture the child chooses and extend on the information he tells you about his creation.
Dramatic Play	Move Like Animals: Start with pets and animals commonly seen (cats, dogs, birds, lizards, squirrels), and have children act out different animals after asking how each one moves. Then, move to zoo animals and then any other animals they may know about, and ask how they move. Have children act these out as well. Ask children which animals move in the same ways and which animals move in different ways. Ask children to name their favorite animal.
Gross Motor	Basket Racing: Use a small laundry basket or baskets from the Dollar Tree. Fill them with Heavy objects, such as blocks or gallon bottles of water with the caps sealed. Have the toddlers push the baskets around the room. Older toddlers can race one another. Use parallel talk and state, “(The child’s name) is moving the heavy basket. She is using her strong-arm muscles.” “Oh, look at her powerful legs, there she goes, the basket is moving.” “Hurry, hurry, I see you pushing the basket.” “Show me how you push/move the basket fast.” “Now show me how you push it slowly.” “Does it go faster with a few items in it or slower with a lot of things in the basket?”
Outdoor Play	Hopscotch: Teach children how to play Hopscotch using various movements. Start by drawing a hopscotch board on the sidewalk or on a concrete pad at the playground. Have children help you count and write the numbers in each of the boxes. Then, show them how to toss or throw a beanbag or other soft object to one of the squares. Model how to skip, hop, and/or jump from square to square, and then have children practice before they throw the beanbag. While children are playing, ask what number they landed on, if it was more or less than the last number, etc.

Week 1 Friday

Whole Group Literacy	Simon Says as You Read: Read the book to the toddlers and play Simon says body parts and use the book to have Simon call out the body part. Do this with the following pages. For example, on pg. 1 call out eyes, pg. 3 hands, and pg. 4 toes. On pg. 5 & 6 have them point to the feet and nose. Ask questions such as, “How many toes does the baby in the book have?” “Let’s count them.” “Do you think you have the same number of toes as the baby in the boo?”. “Take off your shoes and let’s count our toes.”
Music and Movement	Beanbag Dancing: Give each toddler a beanbag and play some soft music and have the children toss their beanbags in the air. Tell them to move their beanbag way up high, then way down low. With a beanbag on their head walk around the room slowly to the music. Ask if they can guess what will happen to their beanbag if they run. Next, run up and down and see what happens to the beanbag on their head. Throw the beanbag up in the air and catch it and place it on their head. Now throw the beanbag up and catch it and place it on their finger, knee, shoulder, foot, and elbow.
Fine Motor/ Art	Play Dough Hand and Toes: Have toddlers use play dough to make little hands help them roll out a circle and pat it down for the palm, then roll five snakes like pieces for the fingers. Have the toddler put the hand together. Once the hand has been made ask which finger is thumbkin, pointer, middle, ring-man, and pinkie finger. Have them point to the finger and tell you the name of the finger according to the song “Where is Thumbkin?” After making hands, let the toddler play with the dough as they please. Bring out play dough accessories. If you lack accessories, use craft sticks and laundry soap lids or other plastic recycle lid materials. Ask questions about the creations the child is making. Statements like, “Tell me about what you are making.” “I see you used the craft stick to cut the play dough; how else could you get two pieces of play dough out of this one.”
Dramatic Play	Soft Ball Play: Add the soft balls (from the Outdoor Play activity listed below) foam balls, baseball caps and buckets into the dramatic play area. Monitor the area so the balls are thrown appropriately into the buckets. Invite the children to use the pom-poms to cheer the team on.
Gross Motor	Balance Beam: Show the children how to walk along a “balance beam” made from a rope or a strip of masking tape on the floor. Then, have them try walking with a beanbag in different positions—like on their head, in their hands, tucked into the crook of an elbow, or even under their chin. Children can also try having their eyes closed and walking with a partner, walk backwards, and have children provide encouragement and cheer while others try to balance.
Outdoor Play	Have soft balls (foam) balls for each child and several buckets to throw into buckets. Play the song “ Take me out to the Ball Game ” Ask if any of them have attended a baseball game or do they play baseball with a group or with friends. Have the children take turns tossing the ball into the buckets. Have each child throw with their right hand and left hand. Discuss why it is easier to use one hand than the other.

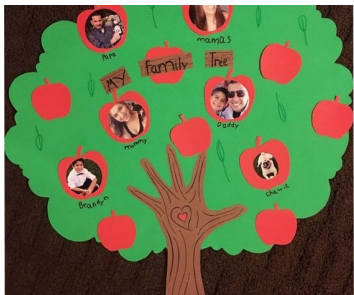
Week 1 Toddler Lesson Plan **Theme:** Fall – Trees/Leaves/Seasons **Book:** *Mouse’s First Fall* by Lauren Thompson

Learning Objectives:

- ✓ Children will identify fall items as well as other seasons.
- ✓ Children will explore different seasons and begin to understand how they change.

Transitions:	<i>Have children practice making squeaking noises while they shuffle their feet like a mouse to transition between activities.</i>
Parent Involvement:	<u>Family Tree:</u> <i>Send home a tree cut out on construction paper and invite families to write their family tree and glue pictures with their toddler, returning it to school after.</i>

Photo Inspiration:



Family Tree



Glitter Wreath



Fall Sensory Bag



Chalk Art



Fingerprint Tree



Painting Leaves

Week 1 Monday

Whole Group Literacy	Read the book: “Mouse’s First Fall” by Lauren Thompson. Introduce theme and gauge prior knowledge through questioning. Explain goals/materials in learning centers. CLASS Connections: During book reading implement instructional strategies: open-ended questioning, real world connections, encouraging thinking skills, embedding information, integration, and advanced language. “What do you think this book will be about? Why do you think that?”
Music & Movement	Sing: <i>SAW A LEAF</i> , Tune: “ <i>My Darling Clementine</i> ” (Jean Warren) <i>Saw a leaf, Saw a leaf, Saw a leaf falling down. It was floating, It was twirling, As it spun and spun around. Tried to catch it, Tried to catch it When it landed on the ground. But it kept right on twirling As it danced across the town.</i> CLASS Connections: Ask children: Do you want to sing this song again or would you like to choose a new song to sing?
Art	Glitter Leaf Wreath: Decorate your classroom with these charming leaf wreaths. Have children start by coloring paper plates fall colors, red, yellow, orange, and brown. Then cut out the middles (save these for another project). Next have children glue on silk fall leaves and then use paintbrushes to paint glitter glue on the tops of the leaves. String wreath with a pretty fall ribbon. CLASS Connections: Ask children: Where have you seen a wreath before? What are other things that could go on a wreath?
Math/Manipulatives	Animal Matching: Provide two pictures of each Fall animal (mice, deer, squirrel, turkey) spread out on a surface. Ask the children to help you make matching pairs of animals. CLASS Connections: Provide individualized feedback that praises effort and encourage persistence, “Look at that Betty, both of your pictures have big bushy tails!”
Sensory	Fall Sensory Bags: Help children create their own sensory bags filled with fall items. Fill up Ziplock bag with clear hair gel and add food coloring (fall colors). Color the bag and have the child mix the gel and colors and pick the items they want to go into their bag. Seal the bag after getting all the air out and use packing tape to secure the opening. CLASS Connections: Ask Children: Tell me what you see in your bag. What are you going to do with your bag?
Gross Motor	Chalk Pictures with Leaves: Draw pictures, letters, numbers, etc. with chalk and then use leaves to trace the chalk creations. CLASS Connections: Ask children: Tell me about how you are using the chalk. How else can we use leaves to create things?

Week 1 Tuesday

Whole Group Literacy	Read the book “Mouse’s First Fall” by Lauren Thompson Remind children of theme and point to objects and items in books as you label and discuss them. Encourage them to repeat after you. Try to get the toddlers to do the same in small group. Ask Children: What do you think this book will be about? Why do you think that? CLASS Connections: During book reading implement instructional strategies: open-ended questioning, real world connections, encouraging thinking skills, embedding information, integration, and advanced language
Music & Movement	Sing ALL THE LEAVES ARE FALLING DOWN Tune: “London Bridges Falling Down” <i>All the leaves are falling down, falling down, falling down</i> (Imitate leaves falling down) <i>All the leaves are falling down, it is fall.</i> <i>Take the rake and rake them up, rake them up, rake them up</i> (Imitate raking leaves) <i>Take the rake and rake them up, it is fall.</i> <i>Make a pile and jump right in, jump right in, jump right in,</i> (Children jump forward) <i>Make a pile and jump right in, it is fall.</i> Diane Chancy CLASS Connections: Be flexible while participating in this activity, allow children to share ideas to add to the lyrics.
Art	Fingerprint Trees: Cut out a tree trunk shape out of brown construction paper and glue to white construction paper. Pour fall colored paint onto plate/paint tray. Have children use one finger at a time to make “leaves” by dotting the paint with their fingers around and on the tree. If a child does not like to get paint on their fingers, Q-tips are a great alternative. CLASS Connections: Ask children: Tell me about what you are doing. How else could we use our fingers for art? Have students choose the colors of paint. Look for ways to provide assistance. Give encouragement, “Look at that Taylor, you’re doing such a great job with your finger making leaves!”
Math & Manipulatives	Mice Sorting: Cut paper mice in a variety of colors, styles and sizes. Work with the toddlers to sort the mice by size, number, color, etc. CLASS Connections: Ask children to explain their thinking, “Why does this mouse go in that group?” Clarify the characteristics of the mice if necessary.
Sensory	Spring Sensory Bin: Make colored hay the day before (instructions in the materials section). Have the children explore spring related items – small planting pots, fake flowers, gardening gloves, small water cans. Encourage the children to plant their flowers and work in the garden. CLASS Connections: Ask children: What are you growing in your garden? Tell me about how you planted that flower.
Gross Motor	Outdoor Sticky Mural: Using Painters tape, tape contact paper sticky side out. Then have children find nature items and stick them to the contact paper. CLASS Connections: Ask Children: Tell me about what you found. How are things sticking? Can you guess how many things we’ve collected? Involve children’s whole bodies in learning. Narrate children’s actions with descriptive language.

Week 1 Wednesday

Whole Group Literacy	<p>Leaf Letter: Write letters on some medium size leaves. Help the children find the letters that spell their names. As the children pick up the letters say the letter and encourage them to repeat it.</p> <p>CLASS Connections: Providing new information when children indicate they have a basic understanding. Ask children: What letter comes next in your name? What is something that starts with this letter?</p>
Music & Movement	<p>Scarf Play: Lightweight scarves make great, inexpensive props. Pick up half a dozen differently colored scarves at the dollar store, thrift shop, or online and let children’s imagination run loose. Give them time to explore the texture and feel its airiness. Put on music and dance around, wearing scarves.</p> <p>CLASS Connections: Ask Children: What do the scarfs remind you of? Tell me about what you’re doing with your scarf.</p>
Art	<p>Painting Leaves: Gather fresh leaves off trees. Have children pick 2-3 colors to paint with. Once leaves are dry you can use the leaves to decorate the classroom.</p> <p>CLASS Connections: Follow the children’s lead as they place their pick their leaves. Ask Children: What would happen if leaves had different colors? Tell me about what you’re doing. What would happen if you mixed the colors?</p>
Math & Manipulatives	<p>Bubble Creations: Materials needed: Bubble Painting: Add a couple of drops in food coloring into bubble solution and have white construction paper hanging around the playground for the children to use the bubbles.</p> <p>CLASS Connections: Provide assistance as needed, be involved in the activity with the children rather than passively observing. Ask Children: What happened when the colors mixed? How did you make the bubbles? Tell me about your picture.</p>
Sensory	<p>Fall Food Sensory Bin:</p> <p>Have children explore with Fall Food related items –turkey legs, pumpkins, pies, corn, potatoes, etc. Fill bin up with water. Encourage the children to fill up buckets. Talk about the difference between sink and float.</p> <p>CLASS Connections: Narrate children’s actions with descriptive language while they explore the materials.</p>
Gross Motor	<p>Pumpkin Ring Toss: Place a ball in an open area. Invite toddlers to try and toss the ball into a ring or hula hoop full of pumpkins and catch the pumpkin.</p> <p>CLASS Connections: Provide physical assistance as needed. Recognize efforts and accomplishments, “You almost got it Connor, try standing a little closer to the pumpkins when you throw again.”</p>

Week 1 Thursday

Whole Group Literacy	<p>Leaf Number Matching: In the book, the mice counted the leaves. Write numbers 1-5 on medium size leaves to make 2 sets. Have children find the number leaves that match and put them together.</p> <p>CLASS Connections: Provide and guide learning opportunities by involving yourself in the activity rather than simply reading through the book. Ask children: How do these numbers match? How can you show me that number?</p>
Music & Movement	<p>Body Catch: Have children throw a scarf in the air. Name the part of the body he should use to catch it. Ask him to catch it, “On your head!” “On your finger!” “On your foot!” Switch roles as and let a child name the body part for you and the rest of the class.</p> <p>CLASS Connections: Ask Children: Which body part am I going to say next?</p>
Art	<p>Leaf Stick Puppets: It’s time to use the middle of those paper plates from Monday. Trace a leaf shape and cut out. Next help toddler tape leaf pattern on popsicle stick. Then let child pick out some googly eyes and yarn for hair. Help them glue them on and wait for the puppet to dry.</p> <p>CLASS Connections: Ask Children: Tell me about your puppet. What is its name? Where does it live? What is it’s favorite food?</p>
Math & Manipulatives	<p>Leaf Pile: In the book, the mice counted the leaves as they piled them. Have medium sizes boxes and tape leaves on them. Encourage the children to pile them up (stack) and knock them down.</p> <p>CLASS Connections: Support children’s language use while they explore the felt board by asking questions about how they use the materials, “Fred, are you piling the leaves like the mouse?”</p>
Sensory	<p>Fall Sensory Bin: Have children explore with fall related items – plastic pumpkins, apples, silk leaves, tongs, and large serving spoons. Encourage the children to pick up the items with tongs and spoons.</p> <p>CLASS Connections: Ask children: Why did you use the thong to pick that up? Tell me about when you saw some of these things outside of school?</p>
Gross Motor	<p>Mice Race: Have interested toddlers’ line up on one end of the playground, ask them to pretend they are mice running to catch leaves. Crawl on the ground with the children to model how to move like a mouse. Toddlers scurry/crawl/run across the playground. CLASS Connections: Narrate children’s actions with descriptive language as they play. “You are such a fast-crawling mouse, Alex!”</p>

Week 1 Friday

Whole Group Literacy	Show the children the page with the different colored leaves in the book. Have 4 baskets with a red leaf, yellow leaf, orange leaf and brown leaf. Next have a pile of leaves that that all different colors and have the children put them in the matching basket. CLASS Connections: Ask children: Tell me about that leaf. Why did you put that leaf there? What else is something that is red, yellow, orange, brown?
Music & Movement	Sing song: <i>Falling Down</i> (sung to the tune of Wheels on the Bus) <i>The leaves on the tree come falling down, Falling down, falling down The leaves on the tree come falling down, Let's pick them up.</i> CLASS Connections: Involve children's whole bodies in learning. Encourage students to move arms like leaves or tree limbs while singing.
Art	Fall Leaf Suncatchers: Cut out leaves to where only the outline is left. You will need 2 identical leaf outlines for the suncatcher. Then place one leaf onto the sticky side of the contact paper. Have the children tear fall colored tissue paper into pieces then place the tissue paper inside the outline of the leaf. Once all of the contact paper is covered, put the other leaf outline on top and another piece of contact paper to seal and trim the outside of the leaf pattern. CLASS Connections: Give encouragement. Ask Children: How do you think these will look when we are done? Where would you put these in your house?
Math & Manipulatives	Pumpkin Counting: Provide pictures of pumpkins in different sizes (different colored and types of pumpkins). Work with the children to count the pumpkins. Sort the pumpkins into size and colored groups and count to see which groups have more. CLASS Connections: Provide assistance while counting using one-to-one correspondence.
Sensory	Fall Sensory Bin: Get 2 bags of small apples, washcloths, measuring cups, and containers. Have children pretend to wash the apples and explore with them while discussing. CLASS Connections: Ask children: What are some things they would do with apples? Tell me about a time you picked apples.
Gross Motor	Apple Toss: Laminate apple pictures and tape on the floor. Allow toddlers to toss bean bags to try and land on the apples. CLASS Connections: Embed information in active play and connect concepts across activities. Encourage peer interactions by asking children to throw together.

Week 2 Toddler Lesson Plan

Theme: Movement/Body

Book: Baby's Here by Jessica Young

Learning Objectives:

- ✓ Students will gain an understanding of ways their bodies move.
- ✓ Students will learn the parts of their bodies.
- ✓ Students will learn two songs, "Head, Shoulders, Knees, and Toes;" along with "Where is Thumbkin."

Transitions:	<i>Move like different animals each day of the week.</i>
Parent Involvement:	<i>Sing classic nursery rhymes such as "Rock-a-bye Baby" and "Pat-a-cake" and point out the rhyming words. Have children help you point out the rhymes or come up with rhyming words on their own.</i>

Photo Inspiration:



**Doctor's Office
Dramatic Play**



Skeleton Sensory Bin



Q-Tip Bone Painting



Animal Safari Dramatic Play



**Baby Care
Dramatic Play**

Week 2 Monday

Whole Group Literacy	Picture Walk: Repeat the picture walk activity from week 1 with more child input/choice. Have children point to the pictures on each page and label some of the items on each page. On the page with pets ask the children if they could have any pet, what would it be? Also ask them if that would be a good pet to have or not. Ask “How do we look the same? What is different about us?” Point out the body parts and ask the toddlers to point to their parts as you look at the book together. Repeat the tickling activity to build Positive Climate with children.
Music and Movement	If You’re Happy and You Know It: Sing If You’re Happy and You Know It, substituting the actions from the read aloud instead of the previously taught song.
Fine Motor	Skeleton Sensory Bin: Follow these directions to create a skeleton sensory bin for children to explore all of the bones in their bodies. Sit with children as they find bones, making connections for them as to where each bone is found in their bodies and the name of each bone if known. Have a full skeleton next to the sensory bin so that children can see the full skeleton and even try to make connections between bones to create each body part.
Art	Q-Tip Bone Painting: In advance of the activity, cut out human shapes from black construction paper. Place white paint, Q-tips, and paintbrushes on the table. Have toddlers place the Q-Tips in the shape of the human bones, then paint over the Q-tips to show where bones are in their bodies.
Gross Motor	Toddler Yoga Day 1: Downward Facing Dog and Tree Pose – Teach children two basic yoga poses, the Downward Facing Dog and the Tree Pose. Talk with children about how their bodies are moving, what muscles they are using, and how it feels when they hold the positions.
Dramatic Play	Doctor’s Office/Check-Up Center: Set up the dramatic play area as a doctor’s office. Use play doctor kits, dolls, clipboards with blank paper, play thermometers, and lab coats or white shirts. Focus on “checking” body parts like eyes, heart, legs.

Week 2 Tuesday

Whole Group Literacy	Echo-Read with Rhythm and Rhyme: As you read through the book with toddlers, pause right before you read a rhyming word and have the children guess what word fills in the blank. Discuss rhyming words with children and give a few examples (cat-hat, rock-sock). After you've gone through the book once, act out the actions in the book with them as they fill in the blanks again.
Music and Movement	The Wheels on the Bus: For the first sentence, "The wheels on the bus go round and round," encourage children to move their arms in big circles like spinning wheels. For the second sentence, "The wipers on the bus go swish, swish, swish," have children wave their arms side to side like windshield wipers. For the third sentence, "The people on the bus go up and down," guide children to squat down and then jump up. Model if necessary and be sure to use proper vocabulary. For the next line, "The doors on the bus go open and shut," have children stretch their arms out wide, then clap them together like doors closing. Finally, for the last line, "The mommies (or daddies) on the bus say 'I love you,'" have children open their arms wide, then give themselves a big hug, and remind them that's just how their parents hug them. Encourage switching which arm is on top each time. Assist as needed with switching.
Art	Body Mural – Have children lay down on a large piece of butcher paper and trace an outline of each child.
Gross Motor	Toddler Yoga Day 2: Sphinx Pose and Cobra Pose – Teach children two new yoga poses, the Sphinx Pose and the Cobra Pose. Talk with children about how their bodies are moving, what muscles they are using, and how it feels when they hold the positions. If there is time, review the poses from yesterday and compare how their bodies move in each pose.
Dramatic Play	Dance studio: Using scarves, ribbons, tutu skirts, headbands, leg warmers, a mirror, and music, have children copy poses or come up with their own creative dances. Show children different stretches that are part of ballet.

Week 2 Wednesday

Whole Group Literacy	After reading the book again with children, focus again on rhyming words and what makes them rhyme. Recite/sing classic nursery rhymes with children and have them point out the rhymes. You could even have the nursery rhymes written out on chart paper so that children could start making the connection that rhyming words end the same and most of the time look the same at the end.
Music and Movement	Hokey Pokey: Do the Hokey Pokey again with children, but this time, focus on the actions and body parts in the read aloud. For example, “Put your left foot in, take your left foot out, put your left foot in, and TICKLE it all about. You do the Hokey Pokey and you turn yourself around, that’s what it’s all about!”
Art	Body Mural – Have children add eyes and ears to their body outline.
Gross Motor	Toddler Yoga Day 3: Mountain Pose and Tabletop Pose - Teach children two new yoga poses, the Mountain Pose and the Tabletop Pose. Talk with children about how their bodies are moving, what muscles they are using, and how it feels when they hold the positions. If there is time, review the poses from the last two days and compare how their bodies move in each pose. Ask children to talk about their muscle movements and how each pose feels different in their muscles.
Dramatic Play	Animal Movement Safari: Have children pretend to move like different animals they would see on safari. Put animal masks, animal print clothing, safari vests, binoculars, and pretend to spot animals in the wild.

Week 2 Thursday

Whole Group Literacy	Rhyme/Object Match Box: Read the story again with children, emphasizing the rhyming words. After reading, have a bin of small toys or picture cards with words that rhyme (can be more than just a pair, such as sock, rock, and block). Choose an object and say the word ,then have children try to choose the object that rhymes.
Music and Movement	Have children choose a musical instrument and play marching music - knees high, walk backwards, walk on toes
Art	Body Mural – Have children add a mouth, nose, and hair to their body murals.
Gross Motor	Toddler Yoga: Day 4 – Butterfly Pose and Child’s Pose - Teach children two new yoga poses, the Butterfly Pose and the Child’s Pose. Talk with children about how their bodies are moving, what muscles they are using, and how it feels when they hold the positions. If there is time, review the poses from the last few days and compare how their bodies move in each pose.
Dramatic Play	Gym/Fitness Center: Set up a gym/fitness center dramatic play area using foam blocks, yoga mats, hula hoops, cones, tunnels, water bottles, and balance boards (as available). Create an obstacle course and have children do stretches.

Week 2 Friday

Whole Group Literacy	Initiating and imitating sounds Sing the song Head, Shoulders, Knees, and Toes. Today emphasize the process of initiating and repeating beginning sounds For example, say the word “Head,” and say /h/, /h/, /h/, head, and then encourage the children to repeat the sound. Have them continue the song, beginning to identify the beginning sounds with support.
Music and Movement	Use the floating type of Scarves with the SONG: Head, Shoulders, Knees and Toes. Have children take shoes off and demonstrate how to use toes to pick up the scarf while standing. This will involve concentration and body balance. When this has been practiced have the children lay on their back and swing leg up and down while holding the scarf with their toes. Then have children bend their leg at the knee up and with a kick like movement with scarf- you will emphasize how the knee and toes are working together.
Art	Body Mural – Have children finish coloring their body mural. They can add clothes, eyebrows, shoes, etc.
Gross Motor	Toddler Yoga: Day 5 – Toddler’s Choice. Have children choose their favorite of the eight poses they learned during Toddler Yoga this week. Ask them to tell why it is their favorite.
Dramatic Play	Baby Care Center: Use warm washcloths to “bathe” baby dolls and focus on proper body hygiene. Narrate the process as the infants bathe the dolls: Let’s wash the doll’s arms! Oops, don’t get soap in the baby’s eyes! Let’s wash the baby’s hair. Wash the baby’s knees. Be sure to wash between the baby’s toes.

Florida Standards Alignments

<p>IV. Language and Literacy A.1.Benchmark a</p>	<p>IV. Language and Literacy. A. Listening and Understanding.1.Demonstrates understanding when listening. Benchmark a. Engages in multiple back-and-forth communicative interactions with adults and peers during creative play in purposeful and novel situations.</p>
<p>VII. Creative Expression Through the Arts B.C.1 II. Approaches to Learning A.1</p>	<p>VIII. Creative Expression. B. Music. C. Creative Movement 1. Begins to engage individual and group movement activities to express and represent thoughts, observations, imagination feelings, experiences, and knowledge. II. Approaches to Learning. A. Eagerness and curiosity. 1. Shows increased eagerness and curiosity as a learner.</p>
<p>II. Approaches to Learning A.1.</p>	<p>II. Approaches to Learning. A. Eagerness and Curiosity 1. Shows increased eagerness and curiosity as a learner.</p>
<p>IV. Language and Literacy A.1 Iv. Language and Literacy A.2. Benchmark b</p>	<p>IV. Language and Literacy. A. Listening and understanding. 1 Demonstrates understanding when listening. Benchmark a. Engages in multiple back-and-forth communicative interactions with adults and peers during creative play and in purposeful and novel situations. IV. Language and Literacy. A. Listening and Understanding. 2. Increases knowledge through listening Benchmark b. participates in simple conversations.</p>
<p>I. Physical Development B.a.1. Benchmark a.</p>	<p>I. Physical Development B Motor Development. a. Gross Motor Development 1. Benchmark a Gains control of a variety of postures and movements, including stooping, going from sitting to standing, running and jumping.</p>

Week 2 Toddler Lesson Plan Theme: Fall – Trees/Leaves/Seasons **Book:** *Mouse’s First Fall* by Lauren Thompson

Learning Objectives:

- ✓ Students will learn about Fall and the Seasons.
- ✓ Students will focus on objects around them in nature.

Transitions:	<i>Like “Simon Says” but Mouses Says instead. For example, “Mouse says turn around” once toddler does action they can transition to the next activity.</i>
Parent Involvement:	Go on a leaf hunt with your toddler around your yard or a local park. Try to find something in nature for every color of the rainbow.

Photo Inspiration:



Pinecone Stamping



Pinecone Painting



Fall Playdough



Cookie Cutters



Mini Pumpkin Volcanos

Week 2 Monday

Whole Group Literacy	Reconnect to last week’s learning. Ask toddlers what they remember about the season Fall. Do you remember “Why do the leaves change color in the Fall?” CLASS Connections: Clarify concepts that toddlers might not yet understand, elaborate by adding new information when toddlers indicate that they have a basic understanding.
Science	Fall I Spy: Hang pictures of leaves, acorns, apples, pumpkins, squirrels, trees, etc. around the room. Play I Spy with the toddlers using descriptive language. CLASS Connections: Provide hints for children to help them discover the objects around the room. Encourage toddlers to label items they find. “Green leaf.”
Gross Motor	Pinecone Hunt: Involve toddlers in going outside to collect pinecones. If you don’t have natural pinecones in your area stop by a craft store or Dollar store to grab artificial pinecones. CLASS Connections: Involve toddlers whole bodies in learning different ways by encouraging them to collect the pinecones slowly, fast, crawling, walking, etc.
Art	Pinecone Painting: Pinecones, paintbrushes, paper, paint. Allow students to pick a pinecone and paint it with a paintbrush and their choice of Fall colored paints. CLASS Connections: Allow the toddlers to take the lead in decorating pinecones. Narrate toddlers actions with descriptive language.
Fine Motor	Yarn Wrapped Pinecones: Gather yarn in colors that represent the Fall, red, brown, yellow, orange, etc. Invite children to choose a pinecone and some yarn. Tie the end of the yarn to the center of the pinecone and encourage toddlers to wrap the yarn around the pinecone, leaving about a foot of string on the end. CLASS Connections: Provide assistance as needed. Use specific feedback to encourage persistence, “Keep going Jack, your pinecone is so colorful!”
Sensory	Fall Playdough: Materials needed - 2 cups plain flour, 1 cup fine salt, 3 Tbsp cream of tartar (optional, for smoother consistency), 1.5 Tbsp vegetable oil, 2 cups cold water, red, orange, yellow, food coloring (gel or liquid). Mix dry ingredients in a bowl, add liquid ingredients, knead the dough until it’s smooth and pliable. Store the playdough in an airtight container or freezer bag. CLASS Connections: Have conversations with toddlers while they explore the playdough. Ask open-ended questions and respond contingently helping introduce new vocabulary.

Week 2 Tuesday

Whole Group Literacy	While reading the book, make connections to words the children are already familiar with: Mouse – A small rodent.; Tree – large living beings found in nature. They have a strong trunk and branches that extend upward; CLASS Connections: Give children more information about what they are experiencing through the story.
Science	Sensory Bin Nature Textures: Fill the sensory bin with different textures from natural Fall items such as leaves, acorns, apples, twigs, cinnamon sticks, baby pumpkins. CLASS Connections: Elicit toddlers ideas by letting them pick which items they want to explore next.
Gross Motor	Pumpkin Paper Crumble: Pull out different shades of Orange, White, Red, Green, Blue, Tan paper (to represent different colored pumpkins). Have toddlers crumple up one or multiple pieces of paper to make different sized pumpkins. CLASS Connections: Ask probing questions, such as, “What colors do you think pumpkins could be?” “Have you ever seen a white pumpkin? Where? With whom?”
Art	Pinecone Stamping: Pinecones, paint, paper, jar lids or shallow containers to hold paint. Allow toddlers to pick their pinecone from Pinecone previous activity and use it to paint with. Model for toddlers how the pinecone can be the paintbrush and make unique designs on paper. CLASS Connections: allow the children to take the lead in decorating pinecones. Narrate children’s actions with descriptive language.
Fine Motor	Acorn Tweezers: Materials needed: Different sized tweezers and acorns in assorted bowls. Encourage toddlers to try and pick up different acorns with different sized tweezers. CLASS Connections: Provide information for children as they work, encouraging them to compare and contrast the different sized items.
Sensory	Cookie Cutters: Pull out your playdough from Monday’s Sensory activity and add Fall shaped cookie cutters for children to experiment with. Give children a rolling pin and flat surface to make their “cookies”. CLASS Connections: Ask the children if they have made cookies before at home? Further elaborate on their responses with more open-ended questions.

Week 2 Wednesday

Whole Group Literacy	While reading the book practice rhyming words using vocabulary words from yesterday. “Mouse” rhymes with... “House.” Pause at the new vocabulary word while reading, repeat the word, then help toddlers brainstorm words that rhyme. CLASS Connections: Encourage thinking skills through problem solving and creating.
Science	Pinecone/Acorn Observation Provide simple tools for pinecone and acorn observation. (magnifying glass, tweezers, spoons, safety goggles.) CLASS Connections: Use advanced language to talk to toddlers about how to explore and observe items, small and big, with simple tools.
Gross Motor	Pumpkin Toss: Encourage toddlers to toss the crumpled paper balls “pumpkins” from Tuesday into a basket. CLASS Connections: Involve toddlers whole bodies in learning, provide assistance as needed. Encourage them to keep trying. “You were so close to getting that one in, let’s try again!”
Art	Acorn Art: Materials needed: Green construction paper, cotton balls, brown paint. Mix glue and paint in small cups for the toddlers to hold. Invite the toddlers to dip their acorns in the paint mixture and glue on the green paper. Then take cotton balls and dip in the paint mixture to glue on the paper for the tree trunk. CLASS Connections: Narrate children’s actions with descriptive language, “Fortune is letting her acorns spread all over her tree.” Use specific feedback to encourage persistence, “Ooh, Rebecca, you’re dipping your cotton balls in your paint mixture so carefully! Keep going, let’s see if it will stick to your paper.”
Fine Motor	Pumpkin Spice Playdough: Take the Fall playdough out and let toddlers add pumpkin spice then knead the playdough. Help children to roll the playdough into tiny “pumpkins”. CLASS Connections: Encourage children to get creative with the playdough by making different shapes and objects with their hands. “What else can you make besides a pumpkin?” “Why did you choose to make that?”
Sensory	Tasting Fall: Offer toddlers Fall themed cookies, like gingersnaps at snack time. Encourage toddlers to use their five senses to explore the cookies. CLASS Connections: Discuss how they are similar or different from the playdough “cookies” the toddlers made yesterday.

Week 2 Thursday

Whole Group Literacy	As you read the book ask toddlers if they have ever heard of a mouse being a pet? Invite toddlers to talk about any pets they have at home. CLASS Connections: Elicit toddlers ideas. Relate information to the toddlers lives and experiences outside of the classroom.
Science	Apple Tasting: Extend the activity by allowing toddlers to taste their apple later at snack time. CLASS Connections: Encourage the toddlers to use varied vocabulary to describe the taste and texture of the apples. “Crisp, sweet, sour, green, crunchy.”
Gross Motor	Reach for the Leaves: Tape paper leaves to different lengths of sting or crepe paper and hang them from the ceiling at varying heights. Encourage toddlers to jump up and touch or grab the leaves. CLASS connections: Communicate clear behavior expectations before starting the activity. Reinforce positive behaviors by recognizing children who are meeting expectations, “Taylor, thank you for staying in your spot while you jump!”
Art	Fall Collage: Gather different materials for toddlers to color, cut, draw on and glue together. Invite toddlers to put their pictures on the wall next to each other to create a Class Fall Collage. CLASS Connections: Provide children with choices while creating; construction paper, tissue paper, fat markers, pom poms, fat crayons, glue sticks, etc.
Fine Motor	Hi Ho Cherry-O: Sit with students in small groups to explore the boardgame. Discuss how we pick apples off Trees in the Fall. CLASS Connections: Count with toddlers as they pick their apples off the boardgame. Scaffold for toddlers that need help counting to five.
Sensory	Apple Washing: Provide different colored apples in a sensory bin with water. Help toddlers “pick” their apple and wash it off. CLASS Connections: Extend the activity by allowing toddlers to taste their apple later at snack time. Use varied vocabulary to describe the taste and texture of the apples.

Week 2 Friday

Whole Group Literacy	Instead of reading the book, allow toddlers to turn the pages and point out pictures that interest them. Ask toddlers if they'd like to read the book after you do your picture walk. CLASS Connections: Provide further information about the pictures that interest them, "Sarah, you pointed to the tall tree. What did you like about that picture?"
Science	Mini Pumpkin Volcano: Materials needed: mini pumpkins, knife, baking soda, vinegar, measuring cups, and food coloring(optional). Cut the top off the mini pumpkins and allow toddlers to pour baking soda and then vinegar into the "mini pumpkin volcanos. CLASS Connections: Encourage toddlers to predict what will happen and then discuss why it happens. Ask engaging open-ended questions. "What do you think would happen if we added water instead of vinegar?"
Gross Motor	Pinecone Hanging: Have toddlers bring their pinecone bird feeders outside and help them hang them from a tree or ledge. Encourage children to reach as high as they can to hang them, using all their "big" muscles. CLASS connections: Ask toddlers to predict what types of animals might try to get the birdseed off the pinecone feeders.
Art	Pumpkin Painting: Materials needed: paper, plastic or small real-life pumpkins, newspaper, various colored paint, and paintbrushes. Place pumpkins on newspaper inside or outside! Invite the toddlers to paint their pumpkin whatever color(s) they want. Expand on this activity by encouraging toddlers to use other materials, colors, etc. to paint. CLASS Connections: Let the toddlers choose where and how they want to use the materials. Elicit toddlers ideas as they work. Ask the toddlers if they want to paint inside or outside.
Fine Motor	Pumpkin Seed Pickup: Materials needed: Large bag of pumpkin seeds, assorted size cups or measuring spoons, large tweezers, chopsticks, etc. Place all items in a large sensory bin and have students scoop or pick up one at a time pumpkin seeds. CLASS Connections: Provide assistance as needed. Engage in back-and-forth exchanges with children while they manipulate the materials. Ask students to predict how many pumpkin seeds they think they have in their scoop.
Sensory	Pinecone Bird Feeders: Provide peanut butter and birdseed for students to roll their pinecones in. Discuss how they plan to create their bird feeder. CLASS Connections: Give toddlers choices. Would you like to use a knife to spread peanut butter or roll your pinecone in the peanut butter?

Florida Standards Alignments

Whole Group Literacy	<p>F. Emergent Reading (Language and Literacy)</p> <p>1. Shows motivation for and appreciation of reading Benchmark a. Shows growing interest in print and books Benchmark b. Learns that pictures represent real objects, events and ideas (stories)</p>
Art	<p>A. Sensory Art Experience (Creative Exploration Through the Arts)</p> <p>1. Combines a variety of open-ended, process-oriented and diverse art materials to explore technique with intention.</p>
Sensory	<p>A. Scientific inquiry through exploration and discovery (Scientific Inquiry)</p> <p>1. Uses senses to explore and understand their social and physical environment. Benchmark b. Explores the nature of sensory materials and experiences.</p> <p>B. Life Science (Scientific Inquiry)</p> <p>1. Demonstrates knowledge related to living things and their environments.. Benchmark a. Explores, interacts with and identifies some plants and animals.</p>
Fine Motor	<p>A. Health and Wellbeing (Physical Development)</p> <p>d. Feeding and Nutrition</p> <p>1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices Benchmark b. Shows willingness to try new foods when offered on multiple occasions. Benchmark d. Distinguishes between food and nonfood items</p> <p>C. Fine Motor Development (Physical Development)</p> <p>1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks.</p> <p>2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision.</p>
Science / Math & Manipulatives	<p>C. Physical Science (Scientific Inquiry)</p> <p>1. Demonstrates knowledge related to physical science</p> <p>Benchmark c. Manipulates, explores and plays with objects to gain knowledge about them (e.g., moving, stacking)</p> <p>Benchmark d. Explores solids and liquids to gain knowledge about them (e.g. food, water, play, finger painting)</p> <p>E. Environment (Scientific Inquiry)</p> <p>1. Demonstrates awareness of relationship to people, objects and living/no-living things in their environment Benchmark a. Identifies familiar people and objects in the environment.</p>
Gross Motor / Music & Movement	<p>B. Motor Development; a. Gross Motor Development (Physical Development)</p> <p>2. Demonstrates use of large muscles in the environment. Benchmark a. Uses complex movements, body positions, and postures to participate in in active and quiet, indoor and outdoor play.</p>

Week 1 Toddler Lesson Plan Theme: Arctic Animals

Book: Don't Touch the Polar Bear by Rosie Greening

Learning Objectives:

- ✓ Students will learn the difference between domestic and non-domestic animals.
- ✓ Teachers will utilize questioning strategies during activities to help teach new vocabulary words.

Transitions:	Act like an animal of their choice hop like a bunny, run like a polar bear, waddle like a penguin, etc.
Parent Involvement:	While in the car with your child talk about what animals would make a good pet and what animals wouldn't be a good pet. What animal would you want if you could have any animal as a pet!

Photo Inspiration:



Week 1 Monday

Whole Group Literacy	Introduce the new theme/book through discussion. Gain prior knowledge through questioning. Explain goals/materials in learning centers. Read the book and ask the children the following questions: -Where do you think polar bears live? -Have you ever seen a polar bear? -What do polar bears look like? (eyes, ears, fur, legs) CLASS Connections: Ask the children to think about what being a polar bear in the arctic would feel like.
Small Group	Separate the children into groups and have them make polar bears out of playdough. Give the children white playdough and encourage them to be creative. CLASS Connections: Ask the children questions like, “Whose polar bear is bigger?”, “Why did you make your polar bear that way?”, and “What else can you use to make polar bears?”
Dramatic Play	Introduce music and movement activity that is related to theme/learning objective. Include effective facilitation, self and parallel talk, encouragement, and affirmation, and embedding information examples. Try movement like waddle like a penguin or walk like a polar bear. CLASS Connections: Narrate the children’s action’s while they are completing the animal movement. For example, say “You are walking tall like a polar bear.”
Art	Allow children to pour water into ice cube trays and add paint of their choice. Freeze with a popsicle stick in the middle. Talk to the children about what will happen to the water overnight while the tray sits in the freezer. CLASS Connections: Include 3-5 Instructional questions that focus on learning objectives. For example, ask the children the following questions: What do you think will happen to the water? Have you ever had ice? Does mommy or daddy like ice in their drinks?
Blocks	Add some arctic animals to the block center and encourage the children to build habitats for the animals with the blocks. CLASS Connections: Ask the children what their habitat would look like if they lived in the arctic.
Outdoor Play	While outside, go on a hunt to find animals in their habitat, ask children to find animals and talk to them about what animal they see. Provide information about what the animals eat and about that animal’s habitat. CLASS Connections: Engage in active back and forth conversation and allow the children to lead the conversation.

Week 1 Tuesday

Whole Group Literacy	During the book reading implement these instructional strategies: open-ended questioning, real world connections, encouraging thinking skills, embedding information, integration, and advanced language. CLASS Connections: Ask the children where they think a polar bear gets their food. Have the children feel the book and describe what they are feeling. Ask, “What you have felt that is soft like a polar bear?”
Small Group	Play an arctic animal matching game with the children. Create a worksheet that has several different arctic animals on it and help the children match the animals. CLASS Connections: Ask the children what similarities and differences the animals have when they aren’t a match.
Dramatic Play	Introduce the polar bear song and sing to the tune of Twinkle, Twinkle Little Star. Sing with the students and have them act out polar bear movements. CLASS Connections: Provide the children with encouragement and affirmations by saying things like, “I hear you singing, thank you for participating.”
Art	Using the ice from Monday along with cardstock, allow the children to paint with the ice cubes. Talk to the children about how the cubes feel, what happened to the water overnight and what is happening to the ice cube as they are painting with it. CLASS Connections: Allow the children to be creative with their paint and encourage them to manipulate the materials however they want.
Blocks	Talk to the children about how some of the arctic animals migrate to other areas during harsh winters. Place arctic animals in the block center and encourage the children to use the blocks to make a path for the animals to migrate on. CLASS Connections: Ask the children where they would migrate to if they were an arctic animal.
Outdoor Play	While transitioning to outside play, encourage the children to walk like an arctic animal. CLASS Connections: Allow the children to pick any animal they want and mimic their movements.

Week 1 Wednesday

Whole Group Literacy	Read the book 'Don't Touch the Polar Bear' and allow the children to touch all the animals. Talk to the children about what they are feeling, what animal it is, and how it feels. CLASS Connections: Ask the children if they have seen any of the animals in the book in real life.
Small Group	Tell the children about the snowy owl bird that lives in the arctic. Complete a snowy owl craft with the children by supplying them with scissors, a shower loofah, white paint, glue, and brown, black, and yellow construction paper. Use the loofah to make an owl body on the black construction paper. Use the brown paper as a branch for the owl to stand on. Use the yellow paper to cut out the eyes. Allow the children to do this if you have child-safe scissors. Use the black paper to cut out pupils, a triangle for the nose, and feet. Once the body of the owl is dry, glue all of the pieces onto the white owl. CLASS Connections: Ask the children what they think the differences are between snowy owl and other owls.
Dramatic Play	Create a sensory bin with items in the classroom, such plastic animals, pom poms, cotton balls, and child-safe tweezers. Encourage the children to use the tweezers to pick up the cotton balls and put them in and out of the bin. Scaffold for children who might not be able to complete activity by holding your hand over their hand to guide them in using the tweezers. CLASS Connections: Make a connection to the snowy owl art by telling the children that snowy owls have beaks that they pick up food with, which is similar to the children using tweezers to pick up objects.
Art	Outline a polar bear on chart paper and have each child color in different sections until the polar bear is all colored in. CLASS Connections: While the children are drawing, explain what colors the children are using and what they are drawing. For example, you could say, "Sarah you are drawing circles. Are those the polar bears eyes?"
Blocks	Add plastic cups to the block center to represent icebergs. Encourage the children to find ways to move the animals around the 'icebergs'. CLASS Connections: Ask the children how they think arctic animals get around real icebergs.
Outdoor Play	Do a paw print walk with the children. Print out polar bear paw prints and number them. Take them outside, lay them on the ground, and encourage them to count the paw prints as they are walking like a polar bear. CLASS Connections: Ask the children to show you the number on the paw print with their fingers.

Week 1 Thursday

Whole Group Literacy	While looking at the book, talk to the children about what the animals eat and ask whether they would make a good pet or not. CLASS Connections: Talk to the children about what pets they have at home.
Small Group	Have the children complete a counting game. Print out arctic animals and numbers and have the children count them. For example, you could have one narwhal, two puffins, three snowy owls, and four penguins, etc. CLASS Connections: After having the children count the animals, have the children practice saying the names of the animals.
Dramatic Play	Set up an area with magnifiers, plastic animals, and cotton balls to resemble snow. Encourage the children to be arctic explorers by using the magnifiers to find the animals in the snow. CLASS Connections: Ask them if they have ever seen snow in real life and what animals they have seen in the snow, if any.
Art	Give children shaving cream, glue, and paint. They can pick a color of their choice along with a cut out of an arctic animal. Have the children use their hands to paint a habitat for their animal. Ask the children the following questions: Do you think the polar bear could live in Florida? Why (or why not)? Do you think the penguins would like the beach? Why (or why not)? What would you do if you saw a penguin at the beach? CLASS Connections: Ask the children how the shaving cream feels and repeat and extend their responses.
Blocks	Put plastic animals in the block center and have the toddlers sort the animals by the ones who live on the land and ones who live in water. CLASS Connections: Ask the children what other differences the animals have besides where they live.
Outdoor Play	Have the children complete an arctic animal scavenger hunt by placing animals around the playground and encouraging the children to find them. CLASS Connections: Ask the children to describe the animal that they found.

Week 1 Friday

Whole Group Literacy	Come up with a list of words from A to Z that relate to the arctic. Read the list to the children and encourage them to repeat after you. Ask them if they have any more words to add to the list. CLASS Connections: Connect the words to the book and tell the children where they have heard the words before. For example, “Do you remember this word? We saw it in our book earlier this week.”
Small Group	Show the children a globe and point out where they live and where the arctic is. Ask them how they would get to the arctic. Print out a sheet of different modes of transportation and have them color in the ones they would use. CLASS Connections: Ask the children which modes of transportation they have been on before.
Dramatic Play	Go arctic fishing with the children. Supply them with a box, white paper, scissors, string, wooden sticks, and plastic fish. Cut a hole in the box and wrap the box in the white paper. Tie fish to the wooden stick with the string and go fishing! CLASS Connections: Ask the children if they have been fishing before and ask them what kind of fish they caught.
Art	Put sheets of paper that can cover the table and supply the children with markers and crayons. Encourage them to draw any arctic animal they choose. Ask them why they picked that arctic animal to draw. CLASS Connections: Narrate the children’s actions as they color.
Blocks	Print out pictures of arctic animals, cut them to size, and tape them to the blocks. Encourage the children to sort the animals by color, number of feet, and animals who fly. CLASS Connections: Encourage the children to put the animals in alphabetical order and scaffold if they need help with the order.
Outdoor Play	Blow bubbles while outside and encourage the children to walk like arctic animals as they try to pop them. CLASS Connections: Narrate the children’s actions as they walk like the animals.

Week 2 Toddler Lesson Plan Theme: Arctic Animals Book: Don't Touch the Polar Bear by Rosie Greening

Learning Objectives:

- ✓ Students will learn more about arctic animals and start doing activities geared toward letter and sound recognition.
- ✓ Students will use their imagination and creativity to pretend they are in the arctic and complete arctic animals art projects.

Transitions:	While the children are transitioning, encourage them to pretend they are in the arctic and to watch out for animals and sheets of ice.
Parent Involvement:	Ask your child what arctic animals they've learned about and share what you know about the arctic and arctic animals.

Photo Inspiration:



Week 2 Monday

Whole Group Literacy	Read the 'Don't Touch the Polar Bear' book. After the book reading, write down the animals in the book and talk to the children about ways the arctic animals are similar and different. CLASS Connections: Encourage the children to say the similarities and differences first and then point out the ones that they missed.
Small Group	Provide the children with playdough and animal cutouts. Allow them to choose their playdough color and encourage them to create animal families with the playdough. CLASS Connections: Include 3-5 Instructional questions that focus on learning objectives. For example, ask the children about their families- Do you have any brothers and sisters? What are their names? Who brings you to school? Do you think animals in the wild have brothers and sisters? Do you have any pets do they have brothers or sisters at home?
Dramatic Play	Encourage the children to move around the room like a walrus or a seal by flopping and sliding across a smooth floor. CLASS Connections: Mimic the children's movements and narrate their actions and your own.
Art	Make polar bear silhouettes with the children by supplying them with a polar bear printout, black paper, white paper, tissue paper squares, and Modge Podge. Glue the tissue paper squares to the white paper and print the polar bear outline on black paper. Cut the polar bears out and glue to the white paper. CLASS Connections: Ask the children how they think the polar bear got its color.
Blocks	Place blocks around the room to represent icebergs and sheets of ice. Encourage the children to walk around the blocks like an arctic animal of their choosing. CLASS Connections: Ask the children what they think walking on real ice would feel like.
Outdoor Play	Do arctic yoga outside with the children. Try poses such as, polar bear stretch or flap like a snowy owl. CLASS Connections: Describe the yoga movements the children are doing with advanced language. For example, use words like muscles, flexible, mindfulness, and relaxation.

Week 2 Tuesday

Whole Group Literacy	Play the alphabet arctic game by asking the children to name words that describe arctic animals. For example, you can say, “The penguins are black with white bellies. What else do you notice about them?” CLASS Connections: Repeat and extend the children’s responses.
Small Group	Have the children trace simple animal names like seal, fox, and whale. Write the names on a piece of construction paper and have the children trace the names by finger painting or with crayons. CLASS Connections: Ask the children what letter each animal starts with.
Dramatic Play	Play the arctic bird flying game by having the children stretch their arms and flap to different corners of the room. CLASS Connections: Mimic the children’s movement and narrate their actions.
Art	Make a narwhal out of paper plates by supplying the children with paint, water, scissors, paper plates, googly eyes, large white circles, small black circles, a stapler, and yellow construction paper. Cut the yellow paper into triangles (this will be the narwhal’s tusk). Cut out flippers and tails from separate paper plates and staple them and the yellow triangle to a paper plate. Have the children use watercolor paint to paint the paper plate and glue eyes on the plate. CLASS Connections: Encourage the children to be creative with their art and allow them to manipulate the materials however they want to.
Blocks	Add white felt to the block center to represent snow and ‘hide’ some arctic animals in the snow. Encourage the children to rescue the animals using tongs or their hands if tongs aren’t available. CLASS Connections: Ask the children how they think the animals in the arctic get to the doctor when they get hurt and ask them what it feels like when they get hurt and have to go to the doctor.
Outdoor Play	While outside, go on a hunt and find animals in their habitat. Ask the children to find animals and talk to them about what animals they see. Provide information about what the animals eat and about that animal’s habitat. CLASS Connections: Engage in active back and forth conversation and allow the children to led the conversation.

Week 2 Wednesday

Whole Group Literacy	During circle time, go over the calendar with the children. Talk about the winter season and tell the children how cold it gets in the arctic and how the animals stay warm during winter in the arctic. CLASS Connections: Ask the children how they stay warm in the winter.
Small Group	Make polar bear handprints with the children. Provide light and dark blue construction paper, white paper, markers, glue sticks, scissors, and foam snowflakes. Help the children trace their hand on the white paper and cut it out. Use a black marker to draw the eyes, nose, and eyebrows on the polar bears face. Use a pink marker to draw in the inner ear and cheeks. Use the black marker to draw claws on the bottom of the polar bears feet. Use the light blue paper to trace and cut out big and small icebergs. Glue the icebergs on the dark blue paper. Use the black marker to make water lines on the dark blue paper. Glue the polar bear to the dark blue paper and allow the children to place the snowflake stickers on the dark blue paper. CLASS Connections: Show the children a picture of a real polar bear paw print and have them point out the differences from their handprint.
Dramatic Play	Create another sensory bin to represent the arctic. Add plastic arctic animals, cotton balls for snow, glitter, snowflakes, and rice dyed blue to resemble water. CLASS Connections: Get involved with the children as they play with the sensory bin and ask them to describe what they are doing with their hands as they play in the bin.
Art	Print out outlines of arctic animals and have the children color the print outs with dot paint. If you don't have dot paint, you can use markers. CLASS Connections: Ask the children what colors they are using and narrate their actions.
Blocks	Wrap the blocks in white or silver paper to resemble icy structures and encourage the children to build igloos or animal dens. CLASS Connections: Ask the children what they think being in a real igloo would feel like.
Outdoor Play	Have the children race each other by imitating arctic animals. For example, they can waddle like penguins and walk like a polar bear. CLASS Connections: Get involved and race the children too, if you can. Also encourage the children to play together.

Week 2 Thursday

Whole Group Literacy	Use pictures of arctic animals such as walrus, owl, and penguin and write down the names of the animals. Help the children to practice letter recognition and to start identifying starting sounds. CLASS Connections: Help the children with the letter and provide assistance if they get stuck.
Small Group	Help the children create a snowy arctic scene by supplying them with blue construction, crayons, stickers, glue, and cotton balls. Encourage them to be creative and allow them to use whatever materials they like. CLASS Connections: Ask the children to describe what they made and extend their responses.
Dramatic Play	Set up an arctic research lab by providing clipboards, magnifiers, animal observation sheets and pencils. Put pictures of arctic animals up on the floor and encourage the children to pretend to be scientists observing arctic wildlife. CLASS Connections: Ask the children what they notice about the animals.
Art	Place a large paper on a table and encourage the children to freely draw. CLASS Connections: Ask the children to explain what they are drawing. If a children is drawing with the color blue you could say, "I see you are drawing with blue. Are you making the ocean? What lives in the ocean? Do you think our polar bear would like to swim in the ocean?"
Blocks	Have the children build homes for the arctic animals using the blocks. CLASS Connections: Ask the children if the homes they built resemble their own homes and why they built them that way.
Outdoor Play	Label a few buckets with arctic animals and allow the children to toss beanbag 'fish' into the buckets. CLASS Connections: Ask the children what they think polar bears do when they are hunting for fish in the arctic.

Week 2 Friday

Whole Group Literacy	Play the arctic animal name game with the children by showing a picture of the animal, saying it's name slowly, and clapping out the syllables. CLASS Connections: Help the children pronounce the animal names and clap out the syllables. Ask them to show the syllable numbers with their fingers.
Small Group	Have the children create a mural of all the animals they learned about that week. CLASS Connections: Ask the children what their favorite animal was that they learned about and why.
Dramatic Play	Have the children wear white or supply them white coats and they can pretend to be arctic explorers. Supply them with magnifiers and hide animals around the room. CLASS Connections: Ask the children what else they think arctic explorers need to find arctic animals.
Art	Make a penguin cotton ball craft by supplying the children with cotton balls, a penguin cut out, blue construction paper, and glue. Let the children color the penguin if they want to and allow them to glue the cotton balls on to the penguin's stomach. CLASS Connections: Encourage the children to complete the project on their own by having them squeeze their own glue and placing the cotton balls by themselves. Scaffold if they need help.
Blocks	Have the children use the blocks to create an icy cliff, such as the ones penguins jump from. CLASS Connections: Ask the children how they think the penguins feel when jump off a cliff.
Outdoor Play	Use white towels, foam mats or cardboard painted white to resemble icebergs. Spread them around the playground and encourage the children to jump from one to another like seals escaping the arctic water. CLASS Connections: Narrate the children's actions as they are jumping. For example, you could say, "You are using your legs and jumping around the icebergs just like the seals in the arctic do!"

Florida Standards Alignments

<p>Whole Group Literacy</p>	<p>A. Listening and understanding: 1. Demonstrates understanding when listening Benchmark a. Engages in multiple back-and-forth communicative interactions with adults and peers during creative play and in purposeful and novel situations. E. Conversation: 2. Asks questions, and responds to adults and peers in a variety of settings Benchmark a. Asks and responds to simple questions (e.g., “Who?” “What?” “Where?” “Why?”) using gestures and two- or three-word phrases in back-and-forth exchanges.</p>
<p>Art</p>	<p>A. Sensory Art Experience: 1. Uses imagination and creativity to express self through open-ended, diverse and process-oriented art experiences with intention.</p>
<p>Outside Play</p>	<p>A. Health and Wellbeing: 1. Engages in physical activities with increasing balance, coordination, endurance and intensity. Benchmark a. Engages in active physical play for short periods of time B. Gross Motor Development- 1. Demonstrates use of large muscles for movement, position, strength and coordination. Benchmark a. Gains control of a variety of postures and movements, including stooping, going from sitting to standing, running and jumping.</p>
<p>Dramatic Play</p>	<p>A. Scientific discovery through exploration- 1. Uses senses to explore and understand their social and physical environment. Benchmark a. Identifies sense organs (e.g., nose, mouth, eyes, ears and hands) Benchmark b. Begins to use senses to observe and experience the environment Benchmark c. Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck)</p>
<p>Small Group</p>	<p>A. Eagerness and Curiosity- 1. Shows increased eagerness and curiosity as a learner B. Persistence- 1. Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem</p>
<p>Blocks</p>	<p>C. Fine Motor Development- 1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks Benchmark a. Coordinates the use of hands and fingers.</p>

Week 1 Toddler Lesson Plan

Theme: Transportation

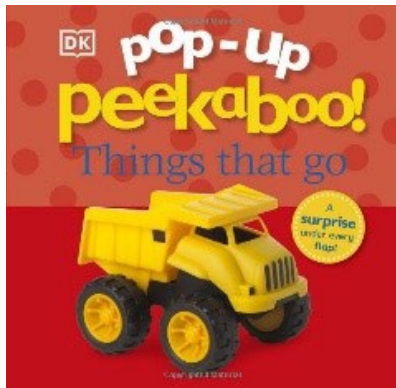
Book: Pop-Up Peekaboo! Things That Go by DK

Learning Objectives:

- ✓ Students will explore different types of transportation through books, play, and discussion.
- ✓ Students will use simple tools and materials to investigate and observe.
- ✓ Students will engage in creative experiences using imagination and sensory input.

Transitions:	While lining up or moving between activities, invite toddlers to pretend they are driving different vehicles. Say, “Let’s drive our cars to the table!” or “Fly like an airplane to the door.”
Parent Involvement:	Encourage families to create a water sensory bin using a shallow plastic container filled with water and a few toy cars or boats. Let the child splash, pour, and drive the vehicles through the water. Add cups or spoons to extend the play.

Photo Inspiration:



Week 1 Monday

Whole Group Literacy	<i>Book Walk & Talk:</i> Read <i>Pop-Up Peekaboo! Things That Go</i> by DK aloud. Pause to lift the flaps and ask toddlers what they see. Point to pictures and say vehicle names. Encourage children to say the names back or make vehicle sounds. CLASS Connections: Ask open-ended questions like “What do you think this vehicle does?” Use parallel talk and real-world connections.
Small Group	Wheel Sorting: Give toddlers toy vehicles with different-sized wheels. Let them roll each one and sort by size or color. CLASS Connections: Comment on their actions and ask, “Which one rolls far?” “Can you find a big one?”
Dramatic Play	Drive to the Store: Add steering wheels, empty boxes, and tote bags to the dramatic play area. Invite toddlers to pretend they are driving to the store or gas station. CLASS Connections: Use phrases like “Where are you going today?” or “What will you buy?”
Art	Sticker Roads: Provide vehicle stickers and strips of black paper with white lines drawn on. Let children place stickers and create their own roads. CLASS Connections: Narrate what children are doing and ask, “Is your car turning or going straight?”
Blocks	Bridge Builders: Offer wooden blocks and encourage toddlers to build bridges or ramps for small cars to go under or over. CLASS Connections: Ask, “Can your car go under that?” “What happens if you build it taller?”
Outdoor Play	Ramp Racing: Set up short ramps outside using cardboard or foam boards. Let toddlers race toy cars down them. CLASS Connections: Ask, “Which car goes faster?” “What makes it go far?”

Week 1 Tuesday

Whole Group Literacy	Transportation Chat & Read: Revisit <i>Pop-Up Peekaboo! Things That Go by DK</i> . Focus on 2–3 new pages. Ask, “What’s hiding under here?” and wait for children to respond before lifting the flap. Name the vehicle and connect it to real life: “We saw a bus like this on our walk!” CLASS Connections: Pause to let toddlers respond, label objects, extend vocabulary, and connect to lived experiences.
Small Group	Vehicle Wash Station: Set up a small tub with water, soft cloths, and toy vehicles. Invite toddlers to wash the cars, narrating each step. Add soap or bubbles for more fun. CLASS Connections: Ask, “What are you doing now?” “Can you wash the wheels?” and describe their efforts with encouragement.
Dramatic Play	Fix-It Shop: Add toy tools and cardboard boxes shaped like cars. Encourage toddlers to “fix” the cars with pretend tools. Offer clipboards or toy phones for role play. CLASS Connections: Ask, “What are you working on?” “Does the car need a new tire?” Encourage persistence and imagination.
Art	Use wide black construction paper and let toddlers paint yellow or white dotted lines using cotton swabs or brushes. Then, offer car stamps or sponges to decorate the road. CLASS Connections: Comment on their designs, ask “Where is your road going?” and praise their choices.
Blocks	Provide red, yellow, and green blocks. Let toddlers build “traffic lights” or stack colors any way they choose. Offer real pictures for inspiration. CLASS Connections: Ask, “What color comes next?” “Can you tell me what red means when you drive?”
Outdoor Play	Give each child a steering wheel cut-out or paper plate. Lead them around the play area pretending to drive different types of vehicles — slow like a bulldozer, fast like a race car. CLASS Connections: Encourage imitation, comment on their movements, and ask, “What kind of vehicle are you pretending to be?”

Week 1 Wednesday

Whole Group Literacy	Boat Adventures: Read boat-related pages from the book. Say, “Let’s guess what’s under the flap before we open it!” Focus on vocabulary like boat, fish, and lighthouse. CLASS Connections: Ask, “Have you ever been on water?” “What do you see near boats?” Encourage predictions and real-world connections.
Small Group	Provide toy boats, cups, and a tub of water. Let children place them in the water and see which float. Offer towels and scoops for added exploration. CLASS Connections: Ask, “What happens when you drop it in?” “Does it sink or float?” Support exploration with open-ended language.
Dramatic Play	Add blue fabric and beach props to the area. Let toddlers pretend they are riding a boat. Add binoculars and hats. CLASS Connections: Ask, “What do you see on your boat ride?” “Are you fishing or exploring?”
Art	Offer paper cutouts of triangles, rectangles, and circles to glue onto blue paper to create a boat. Add crayons for waves or clouds. CLASS Connections: Ask, “What shape is your sail?” “Tell me about your boat.”
Blocks	Dock and Boat Garage: Use blocks to build places where boats “park” or go for repairs. Offer boat toys to guide play. CLASS Connections: Ask, “Where does your boat go to rest?” “Can you build a space for two boats?”
Outdoor Play	Tape blue streamers to the ground or play surface to create “waves.” Let toddlers walk or use toy boats through the waves pretending it’s water. CLASS Connections: Narrate actions and ask, “What does it feel like?” “Where are you going across the water?”

Week 1 Thursday

Whole Group Literacy	Sky High Vehicles: Focus on pages with airplanes and hot air balloons. Ask, “What do you think is flying up here?” Let children respond before revealing the flap. CLASS Connections: Ask, “Have you ever been on a plane?” “Where do you think it goes?”
Small Group	Airplane Match Game: Use cards with airplane pictures in different colors or sizes. Let toddlers find matching pairs or group them by size. CLASS Connections: Ask, “Can you find two that look the same?” “What’s different about these?”
Dramatic Play	Airport Adventure: Add chairs in rows like an airplane, play pilot and passenger. Use toy phones or walkie-talkies. CLASS Connections: Ask, “Where is your flight going?” “What does a pilot do?”
Art	Airplane Tracks: Dip toy airplanes or sponge shapes into paint and let toddlers stamp or glide them across paper. CLASS Connections: Ask, “How did you make that line?” “Can your plane go in circles?”
Blocks	Airport Build: Use blocks to create an “airport” with a runway. Add planes, control towers, or suitcases made from boxes. CLASS Connections: Encourage storytelling. Ask, “What’s happening here?” “Can your plane land safely?”
Outdoor Play	Fly Like a Plane: Let children spread their arms and run while pretending to fly. Call out speeds — fast, slow, turning. CLASS Connections: Comment on effort and movement. Ask, “Where’s your plane flying?” “Can you show me a turn?”

Week 1 Friday

Whole Group Literacy	Blast Off Reading: Focus on the spaceship and astronaut pages. Encourage excitement as you lift the flap. Ask, “Where do rockets go?” “What might be in space?” CLASS Connections: Ask, “What do you think it’s like up there?” Link responses to imagination and curiosity.
Small Group	Rocket Launch Tubes: Provide paper towel tubes, small foam balls, and cups. Let toddlers push or drop items through to mimic a launch. CLASS Connections: Ask, “What happens when you let it go?” “Where is your rocket landing?”
Dramatic Play	Space Explorers: Add space helmets (bowls or colanders), flashlights, and stars taped to the walls. Pretend to walk on the moon. CLASS Connections: Ask, “What do you see in space?” “What does it feel like to walk up here?”
Art	Galaxy Scribbles: Use black or dark blue paper with chalk to draw stars, planets, or rockets. Add circle stickers as planets. CLASS Connections: Say, “Tell me about your picture.” “What’s happening in your space scene?”
Blocks	Rocket Towers: Stack blocks to make tall rocket ships. Offer triangle shapes for tops. See how tall they can build before it tips. CLASS Connections: Ask, “Can your rocket stand tall?” “What happens if you add one more?”
Outdoor Play	Rocket Blast Jump: Draw circles on the ground as “launch pads.” Have toddlers jump off each one like a rocket taking off. CLASS Connections: Encourage movement and imagination. Ask, “Where did you land?” “Can you jump even higher?”

Week 2 Toddler Lesson Plan

Theme: Transportation

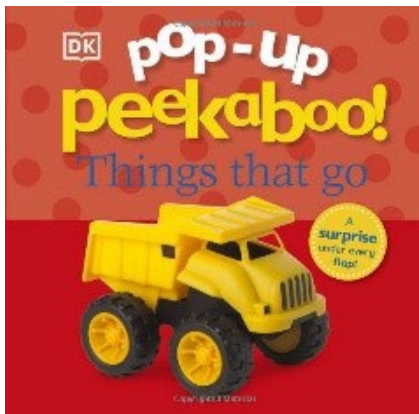
Book: Pop-Up Peekaboo! Things That Go by DK

Learning Objectives:

- ✓ Students will make choices and express preferences during play and art.
- ✓ Students will respond to songs and movement routines using their bodies and voices.
- ✓ Students will explore positions, directions, and movement through hands-on materials.

Transitions:	Vehicle Sounds Call: During transitions, make a vehicle sound (beep beep, vroom, choo choo) and ask toddlers to copy the sound and motion as they move to the next space. Switch the vehicle each time to keep it engaging.
Parent Involvement:	Cardboard Vehicle Creation: Encourage families to decorate a cardboard box at home as a vehicle (car, bus, rocket). Let children bring photos or videos of their creations to share with the class. Offer simple materials like crayons or stickers if they need support.

Photo Inspiration:



Week 2 Monday

Whole Group Literacy	Let's Talk Trucks: Read pages with trucks and diggers. Encourage toddlers to name the colors and guess what's under the flap. Bring in toy trucks to compare. CLASS Connections: Ask, "What do trucks do?" "What color is this one?" Extend their language with rich vocabulary.
Small Group	Dig and Dump Table: Use dry beans or kinetic sand in a tray. Add scoops, diggers, and dump trucks. Encourage toddlers to fill, dump, and repeat. CLASS Connections: Ask, "How did you fill that truck?" "Where is the sand going?"
Dramatic Play	Construction Zone: Add hard hats, vests, cones, and boxes. Let toddlers stack, push, and "build" their own space. CLASS Connections: Ask, "What are you building?" "Do you need help lifting that?"
Art	Truck Tire Stamps: Glue bottle caps or circles onto cardboard to make DIY "tire" stamps. Let toddlers dip and press into paint to make road patterns. CLASS Connections: Say, "Look at the pattern you made!" "Tell me about your design."
Blocks	Tunnel Challenge: Encourage toddlers to build short tunnels using arches and small blocks. Drive cars through and over. CLASS Connections: Ask, "Can your car fit?" "What happens if we add one more block?"
Outdoor Play	Push and Go Races: Let toddlers push different vehicles across the pavement. Use chalk to draw lanes or start/finish lines. CLASS Connections: Ask, "Which car went far?" "What made it go faster?"

Week 2 Tuesday

Whole Group Literacy	Boats and Water Read Along: Focus on boat pages again. Pair the reading with a small tub of water and floating toys. Point to images and compare them to play items. CLASS Connections: Ask, “What do you see floating?” “What sound does a boat make?”
Small Group	Color Boat Sort: Provide small boats in different colors and matching cups or mats. Let toddlers sort by color. CLASS Connections: Ask, “Where does the red boat go?” “Can you find another one like this?”
Dramatic Play	Gas Station Pretend: Set up a play gas station using empty detergent bottles or cardboard tubes as pretend gas pumps. Add laminated signs with prices and a small register or calculator. Toddlers can “fill up” toy vehicles or ride-ons/carboard cars from Week 1 and pay for gas. CLASS Connections: Ask, “How much gas do you need?” “Where are you going after you fill up?” Encourage conversation, imagination, and number recognition.
Art	Sail Design: Pre-cut triangle sails and provide crayons, stickers, and dot markers for toddlers to decorate. Later, attach them to popsicle sticks or boats made of foam. CLASS Connections: Ask, “What’s on your sail?” “Where is your boat sailing?”
Blocks	Floating Bridge Build: Let toddlers build short “bridges” over blue felt or paper to mimic water. Try balancing boat toys on top. CLASS Connections: Ask, “Will your bridge hold a boat?” “Can we make it longer?”
Outdoor Play	Puddle Jump Paths: Place blue spots or mats around the outdoor area. Encourage toddlers to hop over them like puddles. CLASS Connections: Say, “Where will you land next?” “Can you jump across the big one?”

Week 2 Wednesday

<p>Whole Group Literacy</p>	<p>Things That Fly Exploration: Read pages from <i>Pop-Up Peekaboo! Things That Go by DK</i> that show flying vehicles: airplane, hot air balloon, and rocket. After each flap, pause to talk about how that vehicle moves, sounds it makes, and who might ride in it. Use real photos or toy models to compare sizes and shapes. Let toddlers pretend to be vehicles - flapping like an airplane, rising slowly like a balloon, or blasting off like a rocket. Encourage each child to act out their favorite. CLASS Connections: Ask, “Which one goes the highest?” “What do you think you would see if you were way up in the sky?” Support peer connection by saying, “Show your friend how your airplane moves!”</p>
<p>Small Group</p>	<p>Parachute Drop Play: Provide lightweight items like scarves, tissues, or paper with tape-loop handles. Let toddlers stand or sit in a chair and drop the items into a basket or onto a target below. Encourage repeated tries and observe how things float down. CLASS Connections: Ask, “Why do you think it goes down slowly?” “What happens if you drop it from higher?” Support curiosity and cause-and-effect learning.</p>
<p>Dramatic Play</p>	<p>Airport Check-In: Set up a pretend ticket desk, luggage pile, and chairs for seats. Add paper tickets and a scanner made of blocks. CLASS Connections: Ask, “Where are you flying today?” “Can I check your bag?”</p>
<p>Art</p>	<p>Cloud Collage: Offer cotton balls, glue sticks, and blue paper. Toddlers press clouds into the sky and draw planes or birds around them. CLASS Connections: Ask, “What’s in your sky?” “What do you see when you look up?”</p>
<p>Blocks</p>	<p>Control Tower Stack: Build tall towers using lightweight blocks. Pretend it’s the control tower and use plane toys around it. CLASS Connections: Ask, “How high can we build it?” “What do you see from up there?”</p>
<p>Outdoor Play</p>	<p>Parachute Flight: Use a small parachute or sheet. Place foam airplanes or scarves in the middle and lift it together. Let toddlers watch them fly. CLASS Connections: Ask, “Where did it go?” “Let’s try again!”</p>

Week 2 Thursday

Whole Group Literacy	Up and Down Vehicles: Re-read book pages that show direction (planes up, cars forward, boats across). Use gestures and actions to show each motion. CLASS Connections: Ask, “Which way is this going?” “Can you move like that vehicle?”
Small Group	Paper Plane Toss: Fold simple paper planes ahead of time. Let toddlers decorate with stickers, then toss them in the air. CLASS Connections: Ask, “How far did it fly?” “Can we try again?”
Dramatic Play	Delivery Service: Add tote bags and envelopes or empty boxes. Let children deliver “mail” to different parts of the room. CLASS Connections: Ask, “Where is this package going?” “Can you carry it carefully?” “Have you ever seen a mail truck?”
Art	License Plate Prints: Create blank “plates” from cardstock and provide alphabet stamps or sponge letters. Toddlers stamp marks or letters onto their plate. CLASS Connections: Ask, “What letters did you use?” “Whose car is this?”
Blocks	Road Builder: Provide black foam or cardboard strips with white lines. Let toddlers use blocks to build buildings and create a road system. CLASS Connections: Ask, “Where does your road go?” “Can cars drive both ways?”
Outdoor Play	Stop and Go Game: Use red and green circles or signs. Call out “Go!” and “Stop!” while children pretend to drive. CLASS Connections: Support listening skills and ask, “What does red mean?” “Can you stop your car?”

Week 2 Friday

Whole Group Literacy	Zoom to the Moon: Wrap up the week with the rocket and astronaut pages. Act out a countdown and lift off with the group. CLASS Connections: Ask, “What would you bring to space?” “What’s your rocket’s name?”
Small Group	Rocket Cup Stackers: Give toddlers several plastic or paper cups with star or rocket stickers on them. Let them stack and knock them down with a soft ball or rolled-up sock as a “blast off.” For added fun, say “3-2-1…” before each launch. CLASS Connections: Ask, “How many rockets can you stack?” “What happens when your rocket blasts off?” Encourage counting and persistence with playful feedback.
Dramatic Play	Mission Control: Add headphones, buttons (paper plates or lids), and paper screens. Let toddlers “talk” to astronauts and give directions. CLASS Connections: Ask, “What’s your job today?” “Are you helping the rocket launch?”
Art	Rocket Shapes: Provide pre-cut triangles, rectangles, and circles. Help toddlers glue them together on paper to make a rocket. CLASS Connections: Ask, “What’s your rocket’s name?” “Where is it going?”
Blocks	Space Station Build: Encourage toddlers to build a base or space station with blocks. Add astronaut or alien figures for dramatic play. CLASS Connections: Ask, “Who lives here?” “What can your station do?”
Outdoor Play	Astro Walk Course: Set up a simple obstacle course. Pretend toddlers are walking on the moon with slow, bouncy steps. CLASS Connections: Ask, “How does your body move in space?” “Can you show me your moonwalk?”

Florida Standards Alignments

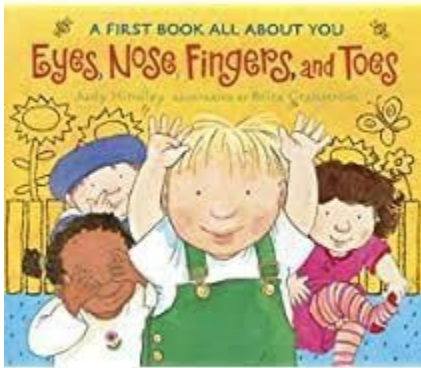
Whole Group Literacy	Language and Literacy
F. Emergent Reading	<ul style="list-style-type: none"> a. Shows increased interest in print and books b. Demonstrates that pictures represent real objects and ideas c. Pretends to read print or books
Small Group	Scientific Inquiry
A. Scientific Inquiry Through Exploration and Discovery	<ul style="list-style-type: none"> a. Begins to use simple tools to explore and observe
	Mathematical Thinking
A. Number Sense	<ul style="list-style-type: none"> a. Demonstrates understanding of quantity, size, and comparison
	Physical Development
C. Fine Motor Development	<ul style="list-style-type: none"> a. Coordinates the use of hands and fingers b. Coordinates hand and eye movements to perform actions with increasing precision

Learning Objectives:

- ✓ Toddlers will be introduced to the 5 senses
- ✓ Toddlers will start to recognize the body parts corresponding to the 5 senses
- ✓ Toddlers will be introduced to various smells, sounds, textures and tastes

Transitions:	Name something from the 5 senses: SIGHT: Color in the rainbow, bright, dark, gigantic, tiny, bumpy; TASTE: gooey, sticky, smooth, bitter, sour, tart; SOUND: soft, loud, pleasant, unpleasant, scary, musical; TEXTURE: rough smooth, shiny, slimy, gooey, sticky SMELL: pleasant, nasty, fruity, delicious.
Parent Involvement:	Take your toddler outside and talk about what they see with their eyes, hear with their ears, touch with their hands, smell with their nose (and taste with their tongue). Have them share with another person in their life, "Tell grandpa about what happened at the park."

Photo Inspiration:



Week 1 Monday

Whole Group Literacy	<i>SIGHT</i> : Introduce the book using simple words and point to and label the pictures. CLASS Connection : Gain prior knowledge and expand on what the toddlers know: What body parts do we use? Do you use your body parts to see/smell? Which body part do you use to see/smell with?
Small Group	5 Senses Song (Tune of Head, Shoulder, Knees and Toes) I have 5 senses, Yes I do, Yes I do (Repeat 2xs). Tasting, Touching, Smelling, Seeing, Hearing. (touch the corresponding body parts) I have 5 senses, Yes I do, Yes I do. CLASS Connection : Set out instruments and noise makers for toddlers to choose from. Facilitate their play and encourage their involvement.
Dramatic Play	What are you seeing? Place visually stimulating items in the dramatic play area and discuss the sight sense using instructional strategies. Materials are listed below: -bright colored shapes -picture of night sky -picture of sunny day CLASS Connection : Ask: Tell me about what you see... how are these alike/different? What else can you see? Tell me more.
Art	Rainbow in a Bag Invite 2-3 toddlers to the table and have children create their rainbow. Mix flour, water, and salt in cups and add the powder from various koolaid packs. Make as many colors as you like. Let toddlers choose what colors they want. Place a spoonful of the mixture together in a Ziploc bag and seal with tape or glue. CLASS Connection : Today we are making rainbows to use our sight: Ask, Have you seen a rainbow?...where were you? How are you going to make your rainbow?
Blocks	Contrast and Size : (sight) Use blocks of different sizes and colors to explore size differences and build with contrasting colors.
Outdoor Play	Cloud Gazing : Sit or lie on the ground with the toddlers and look up at clouds, pointing out different shapes and patterns. CLASS Connection : Ask the toddlers what they see, what shapes, etc. Expand and elaborate on what they say.

Week 1 Tuesday

Whole Group Literacy	<p><i>SMELL:</i> Have toddlers sit very close for the book and do a picture walk. CLASS Connection: Label objects, colors, shapes. Watch to see what toddlers are interested in to support exploration. Use pictures in the book to label and encourage back and forth exchanges. Have toddlers point to their corresponding body part. (Smell: Touch nose =perfume, stuffy, runny)</p>
Small Group	<p>5 Senses Song (Tune of Head, Shoulders, Knees and Toes) I have 5 senses, Yes I do, Yes I do (Repeat 2xs). Tasting, Touching, Smelling, Seeing, Hearing. (Touch the corresponding body parts) I have 5 senses, Yes I do, Yes I do. CLASS Connection: Set out instruments and noise makers for toddlers to choose from. Encourage their involvement.</p>
Dramatic Play	<p>Smelling Swatches Using several essential oils such as lemon, lavender, vanilla, cinnamon etc., make smelling bags by placing several drops on a cotton ball and put them in a ziplock bag (one scent per bag). Make beforehand and place them in the dramatic play area. CLASS Connection: Describe and discuss the scents and where they might have smelled them before. Ask, What do you think about these smells? Where were you when you smelled these scents? Tell me more.</p>
Art	<p>Scratch and Scent Watercolor Invite 2-3 toddlers to the table. Mix each Kool-Aid packet with water and place in shallow pan with paper in the bottom. Have the toddlers smell the paintbrush as they create, using a big handle paintbrush. CLASS Connection: Ask, What do you smell while we use our paintbrushes? What are you going to create? What does the smell remind you of?</p>
Blocks	<p>Scented Blocks: Infuse blocks with scents (e.g., using essential oils on wooden blocks). Have the child smell the blocks and talk about the scents.</p>
Outdoor Play	<p>Smelling Nature's perfumes: Take a walk around the playground outside. CLASS Connection: Discuss how different plants, flowers, or even soil can have unique scents. Help the toddlers make connections with familiar ideas such as what they smell when they are outside (in the yard) at their house.</p>

Week 1 Wednesday

Whole Group Literacy	<i>TASTE:</i> Have toddlers sit very close and read the book. Label objects, colors, shapes. Watch to see what toddlers are interested in to support their exploration. CLASS Connection: Gain prior knowledge, ask, Have you used your body parts to hear, taste and touch before? Which body part do you use to taste with? What do you like to taste?
Small Group	5 Senses Song (Tune of Head, Shoulders, Knees and Toes) I have 5 senses, Yes I do, Yes I do (Repeat 2xs). Tasting, Touching, Smelling, Seeing, Hearing. (Touch the corresponding body parts). I have 5 senses, Yes I do, Yes I do. CLASS Connection: Set out instruments and noise makers for toddlers to choose from. Encourage their involvement.
Dramatic Play	What do you want to eat? Place category of food pictures that have been laminated in the dramatic play center. Discuss the differences as the toddlers play. CLASS Connection: Label the foods and ask questions about each picture, How do you think it tastes? Do you think this is sweet? Tell me more.
Art	Jell-O Finger Paints Make or buy in advance various flavors of Jello. Invite 2-3 toddlers to the table. Use orange (sweet), lemon (sour) flavor Jello and place them in shallow containers. Tape paper to the tray and place one of each flavor Jello piece in front of each toddler. CLASS Connection: Allow the toddlers to manipulate the Jello on their plate and taste. As the toddlers taste the Jello, encourage conversations. Today we are talking about using our tongues to taste. Ask: Which Jello is your favorite? Why?...tell the toddlers the taste is either sour or sweet.
Blocks	Pattern Building: Create patterns with blocks and have the toddlers replicate or extend the pattern. CLASS Connection: Label and discuss the patterns they create.
Outdoor Play	Taste Test Take it outside: Set out some samples of different snacks and allow the toddlers to taste the different flavors. Choose foods that are salty (goldfish), sour (cranberry), sweet (honey graham), spicy (pepper), and umami (tomato). CLASS Connection: Ask, Which one do like the best/least? Why? What else do you eat that is sweet/sour/salty umami/spicy? Tell me more.

Week 1 Thursday

Whole Group Literacy	<i>SOUND:</i> Have toddlers sit very close and read the book and do a picture walk. Label objects, colors, shapes. Watch to see what toddlers are interested in to support exploration. Use the book to label and encourage back and forth exchanges. Have toddlers point to their corresponding body part.
Small Group	5 Senses Song (Tune of Head, Shoulder, Knees and Toes) I have 5 senses, Yes I do, Yes I do (Repeat 2xs). Tasting, Touching, Smelling, Seeing, Hearing. (Touch the corresponding body parts) I have 5 senses, Yes I do, Yes I do. CLASS Connection: Set out instruments and noise makers for toddlers to choose from. Encourage their involvement.
Dramatic Play	Making megaphones Place a few rolled up papers in the shape of megaphone in the area with extra paper for the toddlers that want one for creating for themselves. Instruct the toddlers how to roll them up and tape them. Model how to use them. CLASS Connection: Ask, What would happen if we made a loud/soft/scary animal/singing sound? How are the sounds you hear alike/different? What other sounds can you make? How did you do that? Tell me more.
Art	Sound Painting Invite 2-3 toddlers to the table. Place different sized bells on pipe cleaners and attach them to the end of paint brushes. Give the paintbrushes to the toddlers and allow them to use them to paint. CLASS Connection: Ask, What do you hear while you are painting? Have the toddlers move at different speeds. How does it make you feel? What do you think will happen if you use more than one paintbrush?
Blocks	Sound Matching Gather several small glass jars (clean baby food jars) and add one of each popcorn kernels, marbles, beads, rice, beans, coffee (grounds/whole), salt (Kosher, fine, rock), bells, spices, seeds. Make two of each sound jar and place them in the block center. Invite 2-3 toddlers to the table. Have toddlers shake, rattle, and manipulate the jars. Have toddlers find the matching sound. CLASS Connection: Ask, Which one do you like the best/least? Why? What similar/different do you hear? Tell me more.
Outdoor Play	Listening Walks: Focus on different sounds in nature, such as birdsong, wind rustling leaves, or water flowing. Ask the toddlers, what do you hear? And what do you think that sound is? Where have you heard that sound before?

Week 1 Friday

Whole Group Literacy	<p><i>TOUCH:</i> Have toddlers sit very close as you read the book. Label objects, colors, shapes. Watch to see what toddlers are interested in to support exploration. Use the book to label and encourage back and forth exchanges. Have toddlers point to their corresponding body part. Use a picture dice to have toddlers name things that correspond to the picture it represents.</p> <p>CLASS Connection: Ask, What is your favorite sense? What is your favorite picture in the book? Do you give hugs? Who do you hug? Do you have a cat or a dog at home? What kind of touch do you use when you pet your cat or dog? (soft, gentle)</p>
Small Group	<p>5 Senses Song (Tune of Head, Shoulders, Knees and Toes) I have 5 senses, Yes I do, Yes I do (Repeat 2xs). Tasting, Touching, Smelling, Seeing, Hearing. (Touch the corresponding body parts). I have 5 senses, Yes I do, Yes I do.</p> <p>CLASS Connection: Set out instruments and noise makers for toddlers to choose from. Encourage their involvement.</p>
Dramatic Play	<p>Touch Board</p> <p>Create a touch board (cotton balls, buttons, aluminum foil, bubble wrap, sand paper, silk, etc.) and place it in the dramatic play area. CLASS Connection: Use instructional strategies to initiate and extend conversations. Ask, How do these feel alike/different? How would you describe the feel of these? What else could we add to our touch board? Why should we add that item? Tell me more.</p>
Art	<p>Pour Paint Art</p> <p>After washing the bottles leave water in the bottle. Invite 2-3 toddlers to the table. Pour small amounts of paint (of their choice) at the bottom and place the top back on. You can secure later with tape or glue. CLASS Connection: Allow toddlers to twist, shake and move the bottle around. Use parallel talk to describe what the toddlers are doing as they are manipulating the bottles.</p>
Blocks	<p>Fabric wrapped blocks:</p> <p>Wrap some blocks in different fabrics (velvet, sandpaper, bubble wrap, silk) and have the toddlers feel them to distinguish the textures. CLASS Connection: Describe the textures using advanced vocabulary words, i.e., rough, soft, smooth, bumpy, etc.</p>
Outdoor Play	<p>Texture Walk:</p> <p>Encourage toddlers to touch different surfaces outdoors, such as grass, bark, rocks, leaves, and mulch. Ask the toddlers to describe how the surfaces feel. CLASS Connection: Help them label the textures using advanced language such as smooth, rough, crunchy, hard, prickly, etc.</p>

Learning Objectives:

- ✓ Toddlers will be introduced to the 5 Senses
- ✓ Toddlers will be introduced to body parts that correspond with the 5 senses
- ✓ Toddlers will be introduced to various smells, sounds, textures and tastes

Transitions:	Toddlers must name one of the 5 senses and the corresponding body part, i.e., mouth-taste.
Parent Involvement:	Create a vegetable/herb garden with your toddler. Allow them to help you water it daily and pick the vegetables/herbs when they are ready. Talk about the colors, fragrances and textures of the vegetables/herbs and enjoy preparing and eating them together.

Photo Inspiration:



Week 2 Monday

Whole Group Literacy	Review the book or other books related to The 5 Senses theme, and ask the toddlers what they remember. Introduce TEARS- when your eyes fill with water. CLASS Connection: What happens when your eyes have tears come out of them? Advanced Vocabulary: Blink-both eyes-- open and close quickly. Wink-close and open one eye
Small Group	Teach the song Head, Shoulders, Knees and Toes and do the motions with the toddlers. CLASS Connection: After the song ask the toddlers, to name the sensory body parts as you point to them—eyes, ears, mouth, nose.
Dramatic Play	Doctor's office: Set up a doctor's office theme in your dramatic play area. Add a play doctor's kit, a blood pressure cuff, thermometer, stethoscope, etc. and initiate conversations about visiting the doctor. CLASS Connection: Integrate knowledge and make real life connections with the 5 senses and body parts as you engage with the toddlers in conversation and play.
Art	Scratch and Scent Watercolor Invite 2-3 toddlers to the table. Mix each packet with water and place in shallow pan with paper in the bottom. Have the toddlers smell the paintbrush as they create. Offer the toddlers a big handle paintbrush. CLASS Connection: Ask, What do you smell while we use our paintbrushes? What are you going to create? What does the smell remind you of?
Blocks	Find the shape: use a set of wooden blocks with a variety of shapes and sizes. Mix up the blocks and then one at a time ask the toddlers to tell you the shape of each piece. CLASS Connection: Point out and describe the contrast in the size of the pieces.
Outdoor Play	Garden Harvest tour: If you have a garden, let toddlers help harvest fruits and vegetables and taste them. CLASS Connection: Ask the toddlers what they smell, how the leaves of the plants feel, how the soil feels, etc. If you don't have a garden, consider starting one (or ask a co-worker to help you start a garden).

Week 2 Tuesday

Whole Group Literacy	During the book reading implement instructional strategies: CLASS Connections: ask open ended questions, make real world connections, encourage thinking skills, embed information, integrate, and use advanced language. Show the toddlers a picture of a realistic nose. Introduce NOSTRIL: holes in your nose where air comes in and goes out.
Small Group	Lead toddlers in the song Head, Shoulders, Knees and Toes and do the motions with them. Head shoulders knees and toes, knees and toes. Head shoulders knees and toes, knees and toes. Eyes and ears and mouth and nose, head shoulders knees and toes, knees and toes. CLASS Connections: After the song ask the toddlers to name the sensory body parts as you point to them—eyes, ears, mouth, nose.
Dramatic Play	Continue with the doctor’s office theme in your dramatic play area. Add a play doctor’s kit-- blood pressure cuff, thermometer, stethoscope, etc. and initiate conversations about visiting the doctor. CLASS Connections: integrate the 5 senses and body parts as you engage with the toddlers in conversation and play.
Art	Scented play-doh: Make play-doh https://www.powerfulmothering.com/no-cook-scented-play-dough-recipe/ , and use the following essential oils to add various fragrances for the toddlers to explore. Vanilla, lemon, lavender, cinnamon, etc.
Blocks	Doctor’s Office: make a doctor’s office with the toddlers in block play. Encourage creative play by engaging with the toddlers and using different sizes of blocks as you help them build. CLASS Connections: Talk about what they are doing as they build, and ask questions like How many chairs should we have in the waiting room? And are the patient rooms big or small?
Outdoor Play	Guess the smell: Collect items from nature with a recognizable smell, such as flowers, pine cones, grass, and bark. Have your toddlers close their eyes, then see if they can guess each object from scent alone. CLASS Connections: If they struggle to identify the object, use scaffolding to help them, or add another sensory dimension by getting them to touch it.

Week 2 Wednesday

Whole Group Literacy	Show the toddlers a realistic picture of an ear/mouth/hands. Pass it around. CLASS Connections: Read the book and ask the toddlers what their favorite thing to hear/taste/touch is? Show the pictures that correspond to hear/taste/touch. Introduce TASTEBUDS: bumps that tell us the flavor of the food we are eating. What can happen when you taste a lemon/orange? Explain goals/materials in the learning centers. Hear: Touch ears--xylophone, music, beat Taste: Touch mouth-- delicious, spicy, sour Touch: Touch feet/hands--textures, prickly, slimy
Small Group	Lead toddlers in the song Head, Shoulders, Knees and Toes and do the motions with them. Head shoulders knees and toes, knees and toes. Head shoulders knees and toes, knees and toes. Eyes and ears and mouth and nose, head shoulders knees and toes, knees and toes. CLASS Connections: After the song ask the toddlers to name the sensory body parts as you point to them—eyes, ears, mouth, nose.
Dramatic Play	Continue with the doctor’s office theme in your dramatic play area. Add a play doctor’s kit-- blood pressure cuff, thermometer, stethoscope, etc. and initiate conversations about visiting the doctor. CLASS Connections: Integrate the 5 senses and body parts as you engage with the toddlers in conversation and play.
Art	Tasting and painting with lemons: pre-slice a lemon into several pieces and allow the toddlers to taste the lemon. CLASS Connections: Ask them how it tastes, and explain that lemons are sour. Next allow them to dip the lemon slices in paint and make prints with them.
Blocks	Doctor’s office: make a doctor’s office with the toddlers in block play. CLASS Connections: Encourage creative play by engaging with the toddlers and using different sizes of blocks as you help them build. Talk about what they are doing as they build, and ask questions like How many chairs should we have in the waiting room? And are the patient rooms big or small?
Outdoor Play	Picnic with a twist: Pack a picnic with a variety of healthy snacks and discuss the different tastes. CLASS Connections: Encourage the toddlers to use the descriptive words you have already discussed.

Week 2 Thursday

Whole Group Literacy	Read the book or another 5 Senses themed book to the toddlers. CLASS Connections: During the book reading implement instructional strategies: open ended questions, real world connections, encourage thinking skills, embed information, and use advanced language. Ask, What sounds do we hear in our classroom? What sounds do you hear when you are outside?
Small Group	Lead toddlers in the song Head, Shoulders, Knees and Toes and do the motions with them. Head shoulders knees and toes, knees and toes. Head shoulders knees and toes, knees and toes. Eyes and ears and mouth and nose, head shoulders knees and toes, knees and toes. CLASS Connections: After the song ask the toddlers to name the sensory body parts as you point to them—eyes, ears, mouth, nose.
Dramatic Play	Dentist office: make a dentist office in your dramatic play area. Add toothbrushes, floss, a mouthwash bottle, and small paper cups cuffs, etc. and initiate conversations about visiting the dentist. CLASS Connections: Integrate the 5 senses and body parts as you engage with the toddlers in conversation and play.
Art	Introduce the FINGERPRINT: patterns you make with fingers. Demonstrate this and have the toddlers practice making fingerprints. Place a large sheet of paper over the art table and encourage the toddlers to use ink pads to make their fingerprints on the paper. CLASS Connections: ask open-ended questions as the toddlers make prints and marks on the paper.
Blocks	Creative play: Ask the toddlers what they want to create in the block center. CLASS Connections: Facilitate play with the toddlers, encouraging them to build higher, longer, etc. and ask questions about what they are creating.
Outdoor Play	Bubble play: As you blow bubbles outside, point out the magical reflections and rainbow colors. CLASS Connections: Encourage the toddlers to pop the ones that come close so they can hear the fun ‘pop’ sound and feel the slimy texture.

Week 2 Friday

Whole Group Literacy	Read the book or another 5 Senses themed book to the toddlers. Create and use a picture dice of basic body parts that correlate with the 5 senses. CLASS Connections: Facilitate a game wherein the toddlers take turns naming the things that correspond to the picture it represents.
Small Group	Lead toddlers in the song Head, Shoulders, Knees and Toes and do the motions with them. Head shoulders knees and toes, knees and toes. Head shoulders knees and toes, knees and toes. Eyes and ears and mouth and nose, head shoulders knees and toes, knees and toes. CLASS Connections: After the song ask the toddlers to name the sensory body parts as you point to them—eyes, ears, mouth, nose.
Dramatic Play	Continue with the dentist’s office theme in your dramatic play area. Add other materials that you would see in a dentist’s office and initiate conversations about visiting the dentist. CLASS Connections: Integrate the 5 senses and body parts as you engage with the toddlers in conversation and play.
Art	FINGERPRINT art, part 2: Demonstrate this and have the toddlers practice making fingerprints. Give each child their own piece of paper, tape it to the table, and allow the toddlers to use ink pads to make their fingerprints on the paper.
Blocks	Dentist office: make a dentist’s office with the toddlers in block play. Encourage creative play by engaging with the toddlers and using different sizes of blocks as you help them build. CLASS Connections: Talk about what they are doing as they build, and ask questions like How many chairs should we have in the waiting room? And are the patient rooms big or small?
Outdoor Play	Parrot game: Listen to a sound from nature, mimic the noise it makes yourself, and then get your toddlers to repeat after you. For example, point out a cow, copy its ‘moo’, and encourage your child to do the same. This fun game develops auditory skills whilst creating important links between sight and sound.

Florida Standards Alignments

Whole group	II. Approaches to Learning A. Eagerness and Curiosity 1. Shows increased eagerness and curiosity
	IV. Language and Literacy A. Listening and Understanding 2. Increases knowledge through listening. b. Participate in simple conversations
Music and movement	VII. Creative Movement C. Creative Movement Responds and moves in creative ways while listening to music, stories and/or verbal cues
Sensory	VI. Scientific Inquiry Scientific Inquiry Through Exploration and Discovery Uses senses to explore and understand their social and physical environment. a. Identifies sense organs (e.g., nose, mouth, eyes, ears and hands) b. Begins to use senses to observe and experience the environment
Dramatic Play & Outdoor Play	VIII. Creative Expression Through the Arts D. Imaginative and Creative Play 1. Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play

Week 1 Toddler Lesson Plan Theme: Jungle / Rainforest Book: Hello, World! Rainforest Animals by Jill McDonald

Learning Objectives:

- ✓ Students will identify several types of animals that can be found in the rainforest
- ✓ Students will describe typical behaviors of animals found in the rainforest
- ✓ Students will create various representations of the rainforest

Transitions:	<i>While lining up to go outside, bathroom etc., encourage children to move like their favorite rainforest animal.</i>
Parent Involvement:	<i>Create a rainforest sensory bin at home by using coffee beans, chia seed slime, beans, or even water in a plastic bin. Place plastic animal toys in the bin and let child explore the contents.</i>

Photo Inspiration:



Week 1 Monday

Whole Group Literacy	Introduce the theme and book. Gauge prior knowledge by asking questions such as “What types of things might we see in the jungle?”, “What would you bring on a trip to the jungle?”, and “Why would you like to visit the jungle?”. CLASS CONNECTION: Provide some basic information about the jungle such as “Lots of animals live in the jungle”, “Jungles have <i>enormous</i> , tall trees”, Jungles have colorful butterflies, shiny beetles, and tiny ants that all work hard to help the plants and animals”, and “Jungles get lots of rain, which helps all the trees, plants, and flowers grow big and strong”. Place the book in your reading center for the toddlers to explore.
Small Group	Talk about how some animals live up high in the jungle (in trees or in the air), while others live down low. Begin listing jungle creatures (i.e. jaguars, butterflies, fish, toucans, monkeys, elephants, beetles, etc.). CLASS CONNECTION: As you name the creatures, join children in reaching up high toward the sky, or down low to touch their toes based on where they would be found in the jungle.
Dramatic Play	Add props to your dramatic play center related to the book and theme. For example, jungle animal plushies, faux plants, and safari dress up gear (vests, binoculars, hats, etc.). Explain to the children that the dramatic play area has turned into a jungle. As toddlers explore the props, follow their lead and engage in imaginative play with them. Ask children questions like “What could I use these [binoculars] for?” and “What types of jungle creatures might live in these trees?”. CLASS CONNECTION: As children talk with you, be sure to engage in feedback loops by asking questions that help deepen their understanding of the subject. For example, if a child states that a monkey lives in the tree, you could ask them follow-up questions like “How do you know that?”, “Where else might we see monkeys?” and “Tell me more about monkeys!”.
Art	Set up a table with various art supplies like colored paper, crayons, fabric scraps, and glue. Spark toddlers' imagination by asking what they might see or hear in the jungle, then encourage them to bring their vision to life using the materials provided. As they create, offer positive feedback such as praising their problem-solving skills or effort. CLASS CONNECTION: Guide their thinking with questions like, “Why did you choose the green paper?” or “How did you decide what to draw first?” You can also ask, “What do you think will happen if you mix these colors?” or “How does this texture feel?” As they explore their creativity, reinforce their confidence by recognizing their choices, such as, “I noticed you took your time drawing this snake, look how amazing it turned out!” Once their artwork is complete, display it at their eye level for appreciation.
Blocks	Build a few block structures in your block center. Hide small plastic or laminated cutouts of jungle animals throughout the structures. As toddlers enter the area encourage them to search for the jungle animals. Once the jungle animals have been found, explain to the children that animals that live in the real jungle hide just like the ones in your block center. If the structures are knocked down, work with the children to create new ones. If they become frustrated, encourage them to persist by making comments such as “We are so close to finishing our jungle, I know you can do it.”. CLASS CONNECTION: Provide scaffolding by making suggestions such as “Maybe we should turn this block the other way” or providing physical assistance. Ask questions such as “If you were a tiny bug in the jungle, where would you hide?” and “Why might the animals in the jungle need to hide?”.
Outdoor Play	Encourage children to use chalk to draw “tiger stripes”. CLASS CONNECTION: Model using chalk to make lines and provide enthusiastic feedback as the children explore using the chalk. Make statements such as “Wow! You made so many stripes for the tiger!”.

Week 1 Tuesday

Whole Group Literacy	Read the first page. Act out putting on boots and a backpack and say, “Show me how you put on your boots and backpack”. After reading the page, ask children what a rainforest is. Explain that the rainforest is sometimes called the jungle. Read the second page for a child-friendly definition of rainforest. Do a picture walk with your toddlers, looking at each page and discussing what you see. CLASS CONNECTION: Make connections to the real world. For example, “The anteater’s snout looks like a straw you use to drink”, “The gorillas are a family, just like you and your family”, and “Sloth’s love naptime. Raise your hand if you like taking a nap”.
Small Group	Add different plants or animals such as pebbles, plastic insects/animals, moss, chia seed slime, and flowers to your sensory bin. Invite 2 children to explore the sensory bin. Encourage them to explore the different textures and to engage in dramatic play using the animals in the sensory bin as well. CLASS CONNECTION: Ask questions such as “What do you notice about the sensory bin?”, “What would happen if you put a frog here?”, and “Why do you think that?”.
Dramatic Play	Remind children of the creatures you saw in the book’s illustrations. Encourage children to engage in pretend play, acting like their favorite rainforest animal. CLASS CONNECTION: Ask the toddlers for their input on what type of creature you should be and what sorts of props you can use.
Art	Allow toddlers to use spray bottles with diluted paint to simulate rain on large butcher paper. Explain that the rainforest gets rain every day that helps the plants and animals. CLASS CONNECTION: As the toddlers work, have conversations with them about what they like to do when it is raining outside, what type of clothes they wear in the rain, and/or their experiences of receiving large amounts of rain.
Blocks	Ask toddlers to stack blocks to build the tallest rainforest tree possible. Then, talk about how real jungle trees grow super tall to reach sunlight. Join the toddlers in stacking the blocks. CLASS CONNECTION: Be sure to narrate both yours and the children’s actions in the moment, for example saying things like “I am stacking my fourth block”, or “You are moving very carefully”.
Outdoor Play	You will be playing “ <i>Monkey See, Monkey Do</i> ”. Stand in front of the children and do various movements such as jumping, standing on one foot, and making a funny face. CLASS CONNECTION: Allow the children to take turns being the leader of the group. Continue as long as children are interested.

Week 1 Wednesday

Whole Group Literacy	Spend time looking at pages 3-6 (Insects & Anteater pages) with your toddlers. Ask the children to describe what they see in the images. When looking at the anteater, ask questions such as “How do you think this animal feels?”. Then, begin reading the pages. CLASS CONNECTION: Be sure to give a child-friendly definition of the word <i>damp</i> to help toddlers expand their vocabulary. Ask “What type of animals might eat the bugs in the rain forest?” before turning to the anteater page.
Small Group	Play rainforest animal sounds and let toddlers guess the animals (parrot, monkey, frog, jaguar). As toddlers make guesses, ask them “How did you know that was a ____?” or “What makes you say that?”. Scaffold their understanding by providing hints when needed. For example, “This is an animal that swings in the trees”. CLASS CONNECTION: Encourage toddlers to add body movements to the sounds as they listen to further engage students with kinesthetic learning styles.
Dramatic Play	Add plastic insects to the kitchen area of your dramatic play center. Remind the children that insects are an important source of food for many rainforest animals like frogs. Pretend you are a hungry frog requesting a meal from your students. CLASS CONNECTION: Ask them to explain their processes as they “cook” the meals. Be silly and have fun as you connect with the toddlers through play.
Art	Use sponges to stamp brown paint on paper to represent ant hills. Later in the day, once the brown paint has dried, provide black paint and have children add fingerprint ants to their paintings. CLASS CONNECTION: As the children work, talk to them about their experiences with ants. Remind toddlers of the anteater from the book. Ask questions such as “How do you think an anteater would feel if he found your ant hill?”, “Where do you usually see ants?”, “What do you think ants eat?”, and “Do you know any songs about ants?”. Sing “The Ants Go Marching” with the children at the table.
Blocks	Add paper towel rolls and arched blocks (or arches made with cardstock) to your block center. Also add plastic insects or laminated cutouts of various insects. Work with interested toddlers to build tunnels for the insects to hide and live in. Follow the children’s lead and allow them to experiment with different strategies to construct their tunnels. CLASS CONNECTION: Provide encouragement and affirmation by pointing out children’s efforts, such as “I see you added a big tunnel here to fit all of the bugs through, that was good thinking!” or “Don’t give up, let’s try stacking these blocks a different way,”.
Outdoor Play	Explain to the toddlers that you will be ants. Ask them if they remember what song you sang together during art. CLASS CONNECTION: If they need assistance, provide hints like “It was about things that crawl around on the rain forest floor,” or “In the song something was going down to the ground,”. Assist toddlers in forming a single file line and begin singing “The Ants Go Marching”. Lead the group around the playground, stopping and making motions to match the lyrics.

Week 1 Thursday

Whole Group Literacy	Open the book to pages 7-10 (gorillas and frog pages). Ask the children to describe what they see in the illustrations. After reading each page, ask toddlers to act like the animal in the illustration. Explain that gorillas can sometimes act similarly to humans (they like to play, grown-ups protect children, they have feelings like happy, sad, and scared). CLASS CONNECTION: Ask the children what game they would play with a baby gorilla as you transition to the next activity.
Small Group	Explore tropical fruits like bananas, mangoes, pineapples, and kiwi. Show the toddlers both the outside and inside of the fruits. Allow toddlers to explore the fruit with their hands and mouths. Talk with the toddlers about the tastes, smells, and textures they are experiencing. CLASS CONNECTION: Use descriptive vocabulary such as “sweet, sour, crunchy, smooth, rough, prickly, and fuzzy”. Be aware of any food allergies your toddlers may have.
Dramatic Play	Encourage children to imagine they are a gorilla family. CLASS CONNECTION: Ask the children questions like “What is the grandma gorilla doing today?” and “Where will the gorilla family go? How do you think they would feel visiting the waterfall?”.
Art	Tape a large piece of butcher paper to your floor. Support children as they work to independently remove their shoes and socks. Explain that you will be painting the bottoms of their feet so they can hop on the paper like frogs. CLASS CONNECTION: Allow toddlers to select what color paint they would like to use. Make frog sounds and hop alongside the children.
Blocks	Add blue felt cutouts to represent rivers, as well as frog toys and plastic plants to your block center. Join toddlers in creating environments for the frogs. Remind toddlers of the frog’s lifecycle and ask questions like “Where might the frog eggs be?” and “What could we use to make the frog’s a shady place to play together?”. CLASS CONNECTION: Remember to provide encouragement and point out specific efforts by the children as they work.
Outdoor Play	Create a sensory bin with soapy water and plastic jungle animals. Invite toddlers to explore the sensory bin. Encourage them to wash the animals by adding new materials to the bin such as sponges and rags. CLASS CONNECTION: Ask questions such as “How can you clean that elephant?”, “What would happen if you used a sponge instead of your fingers to wash the monkey?”, and “Why do you think the giraffe got dirty?”.

Week 1 Friday

Whole Group Literacy	Open the book to pages 11-16 (jaguar, snake, and monkey pages). Ask the children to describe what they see in the illustrations. Ask the toddlers to raise their hands if they have pet cats, then talk about how jaguars are classified as big cats. Ask the group if they know any other big cats. Explain that snakes live all over the world, and many kinds of snakes can be found in Florida. Talk to the toddlers about their personal experiences with snakes. CLASS CONNECTION: Compare monkeys and gorillas by pointing out that monkeys have long tails to help them climb trees, but gorillas do not. Also talk about how this means that gorillas are more likely to be found on the rainforest floor while monkeys are usually found up in the trees.
Small Group	Share with the children that jaguars can jump up to 10 feet in the air. Enthusiastically explain that that is higher than the tallest person ever. Ask toddlers to take turns showing the group how high they can jump. CLASS CONNECTION: Allow each interested child a turn to jump, while providing encouragement such as “That was such a high jump, that was impressive!”.
Dramatic Play	Encourage toddlers to pretend to be monkeys while in the dramatic play center. Ask questions like “What do you think a monkey would do in the morning?” and “How do you think monkeys get ready for bedtime?”. CLASS CONNECTION: Join the children in play, taking on roles as assigned to you by the children.
Art	Gather paint, bubble wrap, and paper. Explain to toddlers that you will be making snake prints. CLASS CONNECTION: Allow them to explore various ways to make prints on their paper. Talk to them about how snakes shed their skin as they grow. Show children images of snakes to inspire their work.
Blocks	Add plastic snakes to your block area. Encourage the children to build homes for the snakes. CLASS CONNECTION: Ask children questions like “Where do you think snakes live?” and “What sorts of things should we build to go in the snake’s house?”.
Outdoor Play	On a soft or grassy surface, encourage toddlers to run fast like a jaguar. For the children who are not interested in running, encourage them to cheer on their classmates. CLASS CONNECTION: Ask the toddlers “What could make you go faster?” and “How would you run if you were racing a jaguar in the rain forest?”.

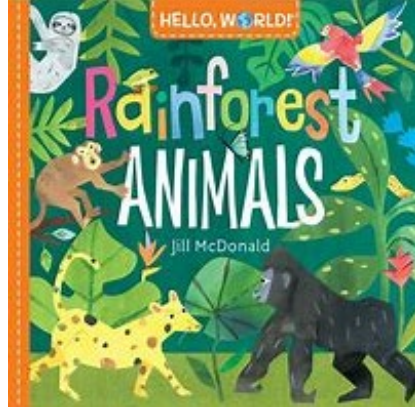
Week 2 Toddler Lesson Plan Theme: Jungle / Rainforest Book: Hello, World! Rainforest Animals by Jill McDonald

Learning Objectives:

- ✓ Students will use simple tools and materials to investigate and observe
- ✓ Students will engage in creative experiences using imagination, movement, and mixed media art
- ✓ Students will share thoughts and preferences through conversation

Transitions:	<i>Tape laminated photos of various jungle creatures to the floor where children line up. As you call them to line up, ask them to name the creature they are standing on.</i>
Parent Involvement:	<i>Place various stuffed animals around your home, then go on a walk through the rainforest. Ask your children to describe what they see on their adventure.</i>

Photo Inspiration:



Week 2 Monday

<p>Whole Group Literacy</p>	<p>Engage toddlers in a picture walk of the book. Ask the children what they know about rainforests. If they need assistance, scaffold their learning by reminding them of specific experiences they engaged in last week. CLASS CONNECTION: Encourage the children to brainstorm what kinds of rainforest creatures they will learn about this week. Ask questions like “Why do you think that?” and “I wonder what animal (child’s name) would like to learn about. Record children’s responses on chart paper and display it at toddler-level.</p>
<p>Small Group</p>	<p>Sing the following song with toddlers. “The Animals in the Jungle Say” tune "The Wheels on the Bus" The parrots in the jungle say, ‘Squawk, squawk, squawk, Squawk, squawk, squawk Squawk, squawk, squawk’. The parrots in the jungle say, ‘Squawk, squawk, squawk’. All day long! *Gorillas say, “Ooh, ooh, ooh”; *Tigers say “Grr, grr, grr”; *Hippos go “Splash, splash, splash” CLASS CONNECTION: Encourage the children to sing along.</p>
<p>Dramatic Play</p>	<p>During free play, encourage children to dress up in safari gear. Define and label each item placed in the center and talk about what it is used for. CLASS CONNECTION: Use vocabulary words to describe items. Encourage children to find, label, and describe animals while wearing their gear. Ask children “What will you do with your binoculars?”, “Why do you need a hat?”, and “Tell me more...”.</p>
<p>Art</p>	<p>Prepare the art area with various colors of paint, and plastic animals. Provide thick paper to each toddler. Allow children to choose their animal and their paint colors. Encourage them to make animal prints in the paint. CLASS CONNECTION: As toddlers work, ask questions such as “How did you make this footprint?”, “Why do you think there is more paint here, but less there?”, “What made you choose the blue paint?”, and “Tell me more...”.</p>
<p>Blocks</p>	<p>Add plastic cars to your block area. Tell toddlers that the cars are going to go on safari through the rainforest. CLASS CONNECTION: Ask children to create jungle paths for the cars to drive through.</p>
<p>Outdoor Play</p>	<p>Set up a “safari” outside by placing laminated photos of animals, plastic animals, greenery, etc. outside for children to play with. CLASS CONNECTION: During play, use descriptive vocabulary words to describe what children are doing as they do it. Ask the following questions: “What do you see?”, “Tell me more about that...”, “What else do you think we will see? Why do you think that?”</p>

Week 2 Tuesday

Whole Group Literacy	Explore the remaining pages of the book (sloth, macaw, butterfly, rainforest). Ask toddlers if they have ever seen any of these animals before and allow them to describe their experiences. CLASS CONNECTION: Provide information about the animals on each page. For example, “Sloths move very slowly, they are the slowest moving mammal in the world!” and “Did you know that butterflies start as caterpillars?”. As you transition from this activity, ask toddlers what their favorite thing about the rainforest is.
Small Group	Ask toddlers to recall the animals they saw in the book today. If children struggle, scaffold their learning by providing hints such as “There was one animal that moves really slow,”. Ask the toddlers to guess which of the animals discussed can speak like humans do. As the children make their guesses, ask them “Why do you think that animal can talk?”. Explain that the macaw can learn to repeat words that it hears from humans. Tell toddlers that they are going to be macaws today and repeat what they hear you say. Begin saying simple words like “ball” or “rain”. As you continue on, begin using silly, nonsense words like “zlorp”. Point out to children that these are made-up words. CLASS CONNECTION: Smile and laugh with the children as they continue repeating the silly words.
Dramatic Play	Add colorful scarves to your dramatic play center. Explain to toddlers that the scarves can be used as butterfly wings. Join children in their play and demonstrate various ways to move the scarves through the air. Use language to describe the movements and encourage children to mimic you. CLASS CONNECTION: Encourage the children to sing along. Allow interested children to take turns leading the movements while you and the other children follow along.
Art	Place photos of various types of tropical flowers to your art center. Place glue sticks, paper, and precut shapes in piles on a table. Explain to the children that they will be making flowers to feed the blue morpho butterflies in the rainforest. Encourage children to look at the photos and talk about what they see. Then, have toddlers use the various cutouts and glue to create flowers on their paper. CLASS CONNECTION: As the children work, ask them questions about their choices like, “What shape should you use for the center of your flower?” or “Why did you decide to make orange flowers?”.
Blocks	Place photos of rainforest landscapes in the block center. Allow toddlers to explore the props and blocks that have been placed in the center over the past week. CLASS CONNECTION: Encourage toddlers to build their own rainforests. As they work, ask them questions like “What are you working on now?”, “What kinds of rainforest creatures could live here?”, and “What else could we add to your rainforest?”.
Outdoor Play	Remind children that sloths are the slowest moving mammals on Earth, and jaguars are one of the fastest. Ask the children to demonstrate how slowly or quickly they can move from one spot in the play area to another. CLASS CONNECTION: After each child goes, ask the group if they think their friend was being a sloth or a jaguar and why.

Week 2 Wednesday

Whole Group Literacy	Read the book all the way through. As you turn to each page, ask toddlers to tell you what they know about the animal in the illustration. After discussing the animals, ask children to tell you what their favorite rainforest creature is and why. Record toddlers' responses on a chart paper and display it at toddler-level in your classroom. As children show interest in the poster, read the information to them and discuss their peers' responses. CLASS CONNECTION: Point out similarities in responses such as, "Sally and Nico both like snakes," or "So many friends said that monkeys are their favorite,".
Small Group	Play music regional to South America. Explain to children that you will be having a dance party in the rainforest. Provide encouragement as children begin to dance to the music with comments like "Cool spin move!" or "You are feeling the rhythm, look at you go!". Use a spray bottle filled with water and lightly mist above the children to simulate rain. Ask toddlers to describe how the music makes them feel as well as how the "rain" feels on their skin. CLASS CONNECTION: Narrate children's actions as they move to the music.
Dramatic Play	Hide various animal plushies throughout your dramatic play area. Explain to toddlers that their job is to rescue the rainforest creatures. CLASS CONNECTION: As toddlers search for the animals, ask questions such as "If I were a monkey, where might I be hiding?". Also, provide hints such as "You are getting closer now," or "I wonder if a tiger could fit under the sink,".
Art	Place paint and paper at your classroom easel. Play rainforest sounds near the art area. Ask children to listen to the sounds and describe what they hear. Then, ask toddlers to use the paint to show how the sounds of the rainforest makes them feel. CLASS CONNECTION: Ask questions such as "How does the sound of rainfall make you feel?" and "These sounds make you feel happy? Which paint color do you think shows happiness?".
Blocks	Add beanbags to your block area. Invite the children to create ant hills with the bean bags. CLASS CONNECTION: Encourage toddlers to persist in the activity by offering specific feedback like "I see you are working hard to balance those bean bags,". Challenge the children to create different types of ant hills by asking "How could we make this one taller?" or "Let's try to make a tiny ant hill,".
Outdoor Play	Encourage toddlers to pretend that the outdoor play area is the rainforest. As the children play and interact with one another, ask them questions such as "Do you want to be a human on safari, or would you rather be a jungle animal?" or "Where out here do you think the monkeys would live?". Join in the children's play by taking on roles of various rainforest creatures, or a safari guide. CLASS CONNECTION: Encourage children to come up with scenarios to pretend play together.

Week 2 Thursday

Whole Group Literacy	After reading the book with toddlers, provide each child with a paper cutout of one of the animals from the book's illustrations. Have the children take turns sharing information about their animals with the group. CLASS CONNECTION: If children struggle to share information, prompt them with questions such as "Where in the rainforest might we see your animal?", "What do you think your animal would like to eat for lunch?", "Do you think your animal would make a good pet? Why/why not?".
Small Group	Cut leaf shapes from green paper. Use a hole puncher to create a hole on top of the leaves. Place the leaf cutouts and pipe cleaners in your small group area. Demonstrate to toddlers how to string the leaves on the pipe cleaners to create leafy vines. As the children work, talk to them about how vines grow on the trees of the rainforest. CLASS CONNECTION: Be sure to monitor for toddlers who may need assistance with this task and offer various forms of support to meet the child's needs. For example, some children may need you to hold the pipe cleaner as they string the leaves, while others may simply need verbal assistance.
Dramatic Play	Encourage the children to pretend they are at a rainforest restaurant. Help children choose who will be the restaurant staff (chef, waiter, etc.) and who will be the animals visiting the restaurant. CLASS CONNECTION: Ask the children open-ended questions like "What types of animals might come to a rainforest restaurant?", "What do you think a tiger would order?", and "What ingredients do we need to make this?".
Art	Gather leaves in a variety of sizes and shapes. Place them on your art table along with various colors of paint. Provide each child with a blank piece of paper. Show the toddlers how to dip the leaves into the paint and use them as a stamp on their paper. Allow toddlers the autonomy to explore and experiment with different ways to use the leaves and paint to create art. CLASS CONNECTION: Ask the children questions about their choices like "How did you think to try that?" and "What made you choose to use green paint?".
Blocks	Add plastic people to your block area. Encourage children to build treehouses for the explorers visiting the rainforest. As toddlers complete their builds, prompt them with "Tell me about your treehouse,". Draw comparisons between the treehouses and the homes that they have been in. CLASS CONNECTION: Ask questions like "What parts of the treehouse do you see at your house?" and "How is this treehouse different from your home?".
Outdoor Play	Set up a water table with blue water, toy frogs, leaves, and cups. As toddlers interact with the water table and the materials, discuss rainforest rivers and rain. CLASS CONNECTION: Expand children's experiences by challenging them to complete various tasks such as stacking three frogs, balancing a frog on a leaf, or simulating rain. Narrate the actions of the children as they happen.

Week 2 Friday

Whole Group Literacy	Work with children to create your own rainforest story. Ask for the toddler's input with questions like "Who should our story be about?", "What did they see in the rainforest?", "What did they do in the rainforest?", and "How did they feel when that happened?". As children respond to your questions, use a variety of responses to create a story. Write the story on chart paper and display it in your reading area. CLASS CONNECTION: Be sure to follow the children's lead, allowing them to decide what should take place in the story.
Small Group	Tape large pictures of various rainforest creatures throughout your classroom. Provide each child in the group with a pair of binoculars made from paper towel rolls. Explain to the children that they will be taking a safari through the classroom. Ask the toddlers "What do you think you will see on your safari?". Guide the group to various parts of the classroom and help children spot the animal photos. Encourage toddlers to share what they know about the animals they see with the group. After the children have explored the entire classroom, return to the small group area. CLASS CONNECTION: Ask each child "What did you enjoy most about the safari?".
Dramatic Play	Play rainforest sounds and add pop up tunnels in your dramatic play area. Encourage children to brainstorm what types of rainforest creatures may use tunnels. Ask "Why do you think animals dig tunnels?" and "What is it like inside of a tunnel?". As toddlers share their ideas, encourage them to pretend to be creatures in tunnels. CLASS CONNECTION: As children play out different scenarios, narrate their actions. For example, "Johnny is pretending to be the anteater. He is using the ruler as his long tongue. Sally and Polly are being the ants. They are crawling through the tunnel to get away from the big anteater,".
Art	Place a large piece of butcher paper in your art area. Provide various collage materials such as feathers, stickers, and scrap paper, as well as paints, markers, crayons, etc. Work with toddlers to create a rainforest mural together. Ask questions like "What should we add to our rainforest?" and "What could we use to make the rain?". CLASS CONNECTION: Point out toddlers' efforts by making comments such as "You are working so hard on your parrot," or "I see you've made the head and face. Now you are working on the body. I cannot wait to see it when you are finished!". Once the mural is complete and dry, display in your classroom at toddlers' eye-level.
Blocks	Challenge toddlers to build a large rainforest together. Help children choose what job they would like to have during the building process. Talk with them about the steps they need to take and the features they would like to have in their build. CLASS CONNECTION: Ask questions like "What types of things would we see in the rainforest?", "What have you built before that you think we should add to our rainforest?", "How should we make the river path?". As toddlers work, encourage peer conversations and cooperation with statements like "Maybe Henry has some ideas about how to build the trees," or "Let's see if one of you can make the ant hills while the other makes the jungle cave,".
Outdoor Play	Create a rainforest themed obstacle course in your outside area. Some ideas for obstacles include draping a blanket over chairs for toddlers to crawl under the canopy, placing pool noodles on the ground for them to jump over logs, and drawing a line with chalk for toddlers to balance on a vine. CLASS CONNECTION: Provide affirmation with comments like "You are jumping so high! Your leg muscles must be so strong!", "Keep focusing, you can do it!", and "Almost there, only one more obstacle to go!". Encourage children to cheer on their peers.

Florida Standards Alignments

<u>Language & Literacy</u>	<ul style="list-style-type: none">• Engages in multiple back-and-forth communicative interactions with adults in purposeful and novel situations and responds to questions, requests and new information• Shows growing interest in print and books• Responds to language during conversations, songs, stories or other experiences
<u>Physical Development</u>	<ul style="list-style-type: none">• Begins to gain control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping• Acts and moves with intention and purpose• Uses hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, putting objects into shape sorter, putting blocks into defined space, tearing paper)
<u>Approaches to Learning</u>	<ul style="list-style-type: none">• Shows eagerness and curiosity as a learner• Pays attention for longer periods of time and persists at preferred activities• Explores the various new properties and uses for familiar objects and experiences
<u>Scientific Inquiry</u>	<ul style="list-style-type: none">• Explores the nature of sensory materials and experiences (e.g., different textures, sounds, tastes and wind)• Explores, interacts with and identifies some plants and animals• Identifies familiar people and objects in the environment
<u>Mathematical Thinking</u>	<ul style="list-style-type: none">• Uses body to demonstrate an understanding of basic spatial directions through songs, finger plays and games• Uses appropriate size words or gestures (small, big) to describe objects accurately
<u>Creative Expression Through The Arts</u>	<ul style="list-style-type: none">• Combines a variety of open-ended, process-oriented and diverse art materials to explore technique with intention• Purposefully begins to engage in and explore imaginative and creative play with a variety of objects in the environment

Learning Objectives:

- ✓ Students will learn vocabulary of things needed for gardening
- ✓ Students will learn the nursery rhyme Mary, Mary, Quite Contrary
- ✓ Students will that flowers need sun, rain, and soil to grow

Transitions:	<i>When transitioning to centers the teacher will lead the children in the rhyme Mary, Mary, Quite Contrary</i>
Parent Involvement:	<i>Take a walk in a nearby park. Look for flowing plants and help your child explore the parts of a flower. Point out the stem, and petals. If possible, pull a weed and show your child the roots and explain that is where it gets its water from. The roots drink it up out of the soil.</i>

Photo Inspiration:

Week 1 Monday

Whole Group Literacy	Picture Walk -Use the book and do a picture walk. We are looking at things found in the garden and what plants need to grow there. Looking at a plant, ask questions about what the children see. Ask, “Who has helped plant a garden?” Ask, “Who has planted a garden.” Explain there two are different kinds of gardens (flower & vegetables). Ask if anyone knows the difference. Tell them one is full of flowers, and one has food you eat. CLASS Connections: Quality of Feed Back-Teacher provides & embeds information, Language Modeling-back & forth exchanges, Open-ended questioning.
Small Group	Flower Sticks - Have toddler color a flower color sheet. During this time ask, “Why do you think the flowers are different colors?” Wait for an answer, if no response provide the information, they are different colors to attract different butterflies, bumblebees, other insects & birds. State, “The bugs and birds drink the nectar and juice found in the flower. Talk about other interesting facts concerning flowers. (Note: in this activity teachers will need to cut out the flowers and attach them to the craft stick). CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities, teachers relate information to children’s lives.
Dramatic Play	Walmart - Have garden props available, hats, gloves, small plastic spades, shovels, and claws. Have kneeling pads for children to explore. Pretend they are buying things at Walmart. Have one child be the salesperson and ask, “How may I help you?” Scaffold the children in their role play between customer and employee. By modeling conversations between the two. CLASS Connections: Quality of Feedback-hints, verbal or physical assistance, expansion and elaboration, real world connection.
Art	Finger Painting Flowers -Make the edible paint. https://playofthewild.com/2020/06/22/corn-starch-paint-homemade-edible-paint/ . Spoon dollops of paint on paper. Ask, “What color paint is your flower?,” “Why did you choose that color?” “Have you seen a flower that color? Ask “Do you have flowers in your yard?” CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, Teacher is involved in children’s activity.
Blocks	Our Vegetable Block Garden I -Take pictures of vegetables and tape them around blocks. Have toddlers sort blocks & match the blocks. For example, place all the squash in one group, and all the green peas in one group and so forth. While sorting the blocks ask the toddlers questions such as “Where do the vegetables in the grocery store come from?” “Have you ever been to a farm before and what did they do on the farm?” “How did you know what happens on a farm?” CLASS Connections: Language Modeling-Back & forth exchanges, open-ended questions, variety of words and/or descriptive vocabulary, labeling, connections to familiar words & ideas.
Outdoor Play	Watering Plants -Have different size watering cans and bottles, fill these up with water and have the toddlers water grass, wildflowers, & such. Explain how plants need water. Ask if they think they need water. Explain all living things need water. When they are thirsty, they need water. Ask, “How do we know when a plant needs water?” CLASS Connections: Facilitation of Learning & Development Expansion & elaboration, teacher provides and embeds information, teacher provides opportunities for exploration and learning.

Week 1 Tuesday

Whole Group Literacy	Book Orientation- Sit close to toddlers. Turn the book upside down & tell toddlers the book is upside down; turn the book right-side up & say the book is right side. Do this for the front of the book & on several different pages. Allow the toddlers to try manipulating the book and state what they are doing. CLASS Connections: Quality of Feedback-Hints, verbal or physical assistance, prompting thought process, clarification of concepts or task. Individualized feedback.
Small Group	Nursery Rhyme- Introduce music and fingerplay activity. Sing or chant the nursery rhyme Mary, Mary Quite Contrary. Mary, Mary, quite contrary, how does your garden grow, with <u>silver bells, and cockle shells, and pretty maids</u> all in a row. Explain & have pictures of the flowers in the rhyme that are underlined. Use ribbons to twirl as you chant. CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration and learning, teacher guides exploration, teacher is involved in children’s activities to support learning & development, allows movement & talking, teacher goes with the flow.
Dramatic Play	Flower Shop- Set home living area up as a flower shop. Have items such as Styrofoam, artificial flowers, and plastic containers for flower arrangements in the center. Model how to make a flower arrangement for the toddlers. Playing with them in the center, pretend to be a customer & order flowers. Label the parts of the flower as you arrange them. Talk about the color, spray flowers with perfume and ask the children about the smell. Ask, “Why do you think the flower smells so sweet?” Tell them it is to attract insects & that insects are important to flowers; they are helpers. CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development. Teacher integrates concepts across activities and tasks; teacher encourages thinking skills.
Art	Making Grapes- Cut sponges into circles or squares and paint them purple. Once dried use them for block activity on Wednesday. Help toddlers paint by giving them hints on how to hold a paint brush and paint the sponge. CLASS Connections: Quality of Feedback-Hints, verbal or physical assistance.
Blocks	Build a Block Flower- take mega blocks & stack them. When stacked, tape a flower onto the tower making the mega block a stem for the flower. Talk about parts of the flower. Ask, “What does the stem do?” Have children tape pipe cleaners to blocks to make roots. CLASS Connections: Quality of Feedback-Hints, verbal or physical assistance, prompting thought process, expansion & elaboration.
Outdoor Play	Our Garden- create a garden space with rich soil. Have toddlers plant seeds in one part of the playground and use bedding plants in another part. Ask, “Do you have plants at home?” Talk about plants’ needs, (water, sun, and soil). Once seeds and bedding plants are planted, have toddlers water them. CLASS Connections: Facilitation of Learning and Development-Teacher provides opportunities for exploration and learning, teacher guides exploration, teacher is involved in children’s activities to support learning & development, Teacher relates information to children’s lives.

Week 1 Wednesday

Whole Group Literacy	Making a Class Book -Have the class create a gardening book. Gather pictures of gardening items and have the toddlers glue them onto construction paper. Label the items on the construction paper. Gather everyone's pictures, laminate them and then organize them to form a book. Read the book at circle time to the class. CLASS Connections: Advanced Language-Variety of words and/or descriptive vocabulary, labeling, connections to familiar words and ideas
Small Group	Ladling the Alphabet -place foam letters into a large container of water and have toddlers ladle letters out. To integrate the theme, use letters that spell garden or items found in the garden or if you want to reinforce learning their names, use the letters in the child's name. CLASS Connections: Facilitation of Learning and Development-Teacher provides opportunities for exploration and learning, manipulation of materials, physical involvement, Language Modeling-labeling, connections to familiar words and ideas.
Dramatic Play	Making Jelly -Pretend the children are making jelly from the grapes harvested in block area. Have washed out containers of Welch's jelly jars. Have the children cook the sponges and then scoop them into the jelly containers.
Art	Clusters of Grapes -Give toddlers purple tissue paper and let them tear the tissue paper. Glue torn tissue paper on construction paper, label the collage as grapes. Sit with the children and make a collage of your own. CLASS Connections: Positive Climate- Physical proximity, reciprocal interactions, peer connections, enthusiasm, warm, calm voice, body orientation.
Blocks	Lining Blocks Up -Play with the children, use any type of blocks and line the blocks up in a row. First, tape grapes, onto blocks (purple colored sponge circles as your grapes. Line the blocks in several rows. Harvest the pretend grapes into a basket. Once harvested, take them to the home living area for them to cook and make jelly. CLASS Connections: Positive Climate- Physical proximity, reciprocal interactions, peer connections, enthusiasm, warm, calm voice, body orientation. Advanced language.
Outdoor Play	Relay Fun -Invite the toddlers to play. Using trays with some fruit from dramatic play, have the toddlers run to the fence & then have another run back to the starting line. Encourage the children to move faster & support those who can't. CLASS Connections: Regard for child perspective-Follows the child's lead, allows movement, adjust pace for individual children.

Week 1 Thursday

Whole Group Literacy	Story Time 1 -Read the BOM, The Little Gardener, and as you read, ask open-ended questions: Why do we use special tools in the garden, (shovels, rakes, pales, & hoes)? Provide answers if the toddlers are stumped. For example, “We have shovels to dig the soil to plant, hoes are for weeding, pales are for carrying things the seed/plants need.” (Have real pictures to show the children, if possible, have toy tools and model how to use them). CLASS Connections: Language Modeling-labeling, open-ended questions. Facilitation of Learning & Development-Have the activity with pictures, tools real & play.
Small Group	Planting a Picture -Allow toddlers to choose if they want to create a flower or vegetable picture. Have flowers and vegetables cut out for the children to glue. Let the children use glue sticks or liquid glue independently. Ask questions, such as “What do plants need to grow, or why do plants need water?” Follow up with, “Why do we need water?” Wait for the toddler to answer; if they don’t answer, provide them with the reason. CLASS Connections: Quality of Feed Back-prompting thought process. Expansion & elaboration. Regard for Child Perspective-follow child’s lead, provides choice.
Dramatic Play	Grocery Store -In housekeeping, turn the area into a grocery store, make baskets out of cardboard boxes & use brads to fasten a cardboard handle for the children to hold the basket. Have a fruit and vegetable stand set up. Play with the children and model how to be an employee in the produce area. Ask questions, such as, “How may I help you?” “Tell me how you plan to use the vegetables & fruit?” CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development. Teacher integrates concepts across activities and tasks;
Art	This is My Produce -Have various produce for the children to look at & use as models. Provide crayons for the toddlers to draw the produce they like to eat. Talk about their pictures. “Why do you like ___ fruit or vegetable so much?” “How would you cook that?” Have printed pictures of the produce to glue on their picture to help identify their artwork. CLASS Connections: Quality of Feed Back-prompting thought process. Expansion & elaboration.
Blocks	Our Vegetable Garden -Help children build an enclosed block area (a square or rectangle). This will represent the garden. Place seed packets that are taped onto blocks to delineate the types of vegetables in their garden. CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development.
Outdoor Play	Sun, Sun, Rain (modified Duck, Duck, Goose) -Have the children sit in a circle, give instructions & model how to play the game. As you model, go around the circle saying, “Sun, sun, sun, sun,” and stop on the child you choose and say, rain.” Have the child try to catch you as you run to sit in their space. The child will then repeat, “Sun, sun, sun. . .rain.” The game continues. CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development.

Week 1 Friday

<p>Whole Group Literacy</p>	<p>I Can Read Too-Using a container with the child’s name or picture, choose a child to read the book of the Month to the class. Have them point to the picture and label what they see. Assist the children who are struggling. Ask the class to repeat what they hear. Allow several children to read. Do this as long as you have the children’s attention. Have a special chair for the reader to read from. CLASS Connections: Regard for Child Perspective-child responsibility, adjusts pacing for individual children, “Goes with the flow.”</p>
<p>Small Group</p>	<p>Planting Seeds in Eggshells-for a hands-on activity, use eggshells broken in half to plant bean seeds, place in a sunny area of the classroom or one with light. Have the toddlers use a spray bottle to water the plants and watch them grow. Talk about what they see during circle time. Ask the children, “Why do you think the seeds will grow?” “What do you need to do to ensure they grow?” CLASS Connections: Teacher Sensitivity-Notices difficulties, responds to children’s bids for attention, children freely approaches and participates, the child seeks support.</p>
<p>Dramatic Play</p>	<p>Checking the Garden-Take dramatic play outside; have the children pretend to be farmers. Let them water their garden. Once the garden is watered, help the toddlers set up a vegetable stand using the food from home living. Teach the children that bees pollinate the plants, and they make honey. Use containers that were painted light brown in art to represent honey. Make a honey stand and sell honey. Talk about the process, use advanced vocabulary by labeling and explaining the label. CLASS Connections: Language Modeling-Open-ended questions (think of these ahead of time & write them down), advanced language.</p>
<p>Art</p>	<p>Making Honey for the Market-Make slime for honey, see recipe. https://www.iheartnaptime.net/homemade-slime/ Let toddlers feel the slime and stretch it. Use brown food coloring to color the slime to resemble honey (a light brown). Explain to the toddlers that bees make honey from the pollen on the plants. Have a flower to show the toddlers the pollen. CLASS Connections: Language Modeling- advanced language.</p>
<p>Blocks</p>	<p>Recycled Stackables-Use containers to stack and see how tall you can make the structure. Use the word tall, huge, big in describing the structure. Use different types of containers & see which ones are easier to stack. CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development. Teacher integrates concepts across activities and tasks; Regard for child perspective-provides choice, child responsibility, materials accessible.</p>
<p>Outdoor Play</p>	<p>This is the Way We Farm-In the sandbox will work. Using play tools, the children prepare the soil for planting a garden. Using, laminated circles for seeds plant them and cover them. Harvest the circles by raking through or digging with their hands. Talk about how crops are harvested. Ask, “How do you think plants are harvested?” “How does the produce get to the store?” Have pictures to show the children of crops being gathered & transported. CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development.</p>

Week 2 Toddler Lesson Plan **Theme:** Things that Grow **Book:** Supplemental Book: Lunch by Denise Fleming

Learning Objectives:

- ✓ Students will the colors red, blue, and yellow
- ✓ Students will distinguish between fruits and vegetables and that they come from the garden
- ✓ Students will begin to understand the connection between gardening and the foods we eat & flowers

Transitions:	<p><i>The children will chant primary colors and explore the room before circle time. They will gather the colored item the teacher asks.</i></p> <p>Red, yellow, blue Red, yellow, blue Red, yellow, blue</p> <p><i>They will find something red, something yellow, and something blue and return to circle</i></p>
Parent Involvement:	<p><i>Parents can paint with their children and reinforce what they are doing at daycare by using primary colors. The parent can help the child find either red, yellow, or blue in the environment.</i></p>

Photo Inspiration:



Week 2 Monday

Whole Group Literacy	Story Time 2- While in whole group do a picture walk ,and explore the colors they see in the book. Ask the children, “What kind of book do you think this is & why?” Ask, “What do you think a mouse can do in a garden & what makes you think that?” “Have you ever seen a mouse before?” Do you think the mouse would rather live outside in the garden or inside the house? CLASS Connections: Prompting thought processes, Clarification of concepts or task.
Small Group	Mouse’s Full Tummy- Take the image found on the web site http://www.denisefleming.com/pages/book-activities/lunch/pdfs/lift-the-flap-mouse_lunch.pdf using the template to cut out a mouse. Look at the food he eats and provide small pictures of the food and have the children glue it in the mouse’s tummy. The mouse is very hungry in the book, “Why do you think he is hungry?.” “What can he do to fill his tummy?.” List different things he can do. Recall from the book from literacy group. CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development.
Dramatic Play	A Mouse in the House- Place a stuffed mouse in the kitchen area. If you do not have one create one off the template found in the URL code above & laminate, it. Have the children reenact the story with you using the play food on hand. Provide props to retell the story of Lunch, by Denise Fleming. CLASS Connections: Language Modeling-Back-and-forth exchanges, contingent responding, Variety of words and/or descriptive vocabulary, connections to familiar words and ideas.
Art	Mix the Color Purple: Use tempura paint (Blue & Red) and have the toddlers mix the paint. Next, give children in the art area some of the cut out sponges mentioned in the Lining Up activity. Have them dip their circular sponge into the mixed paint and make a cluster of grapes. Ask questions, such as “How may grapes do you think are on one cluster of grapes?” Show your class a cluster of grapes. Class Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development.
Blocks	Sorting Blocks- Use any type of block, i.e., foam, unit, and Duplo. Have the toddler sort by attributes (color, size, shape).
Outdoor Play	Sensory Bin- Transform the water table into a sensory bin by using dried split green peas. Have small tractors, toy hand-held garden tools, and large lima beans (Just a few). Use the tractor to plow rows in the peas. Next, use hand-held garden tools to plant the lima beans. Have small containers to dump and pour sensory materials, i.e., split green peas & large lima beans. Ask questions, “What does the green peas remind you of & why does it remind you of that?” “Do you have tools like these at home?” “How do you use these tools in your garden?” “Could you show me.” The teacher will provide the child with information about creating a garden. The children will relay what they know about gardening by telling the teacher strategies for planting a garden: what do you do first, second, and so on. CLASS Connections: Positive climate-close proximity, reciprocal interactions, warm calm voice. Facilitations of Learning and Development- Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development.

Week 2 Tuesday

Whole Group Literacy	<p>Story Time 3-Before reading the book, Lunch by Denise Fleming, show the toddlers various fruits and vegetables found in the book, and label each one. Ask what color each item is. Have construction paper cut into a circle to match the color of the fruit or vegetable found in the book. Show them the fruit and the corresponding circle; tell children the colors match and explain the word match, “It means they look alike.” State, “I wonder if you eat this cooked or raw?” Define the word raw, “Raw is something that is not cooked.” CLASS Connections: Quality of Feedback-prompting thought processes, expansion and elaboration. Language Modeling-advanced language, labeling, connections to familiar words and ideas.</p>
Small Group	<p>Food Experience-Showcase the food found in the book. Have samples of the various fruits and vegetables for the toddlers to taste. Initiate a conversation. Ask if they like the food & how does it taste? Ask, “Do you eat this at home? How do you think you serve this food?” Continue to ask questions in response to what the toddler says. Tell the toddler, “I can tell you are very smart, you know a lot about vegetables and fruits. CLASS Connections: Quality of Feedback-hints, prompting thought processes, clarification of concepts or tasks, specific feedback.</p>
Dramatic Play	<p>Vegetable Stand-Set up a vegetable stand in home living. Play with the children & encourage them to pretend to shop for vegetables. Promote back-and-forth exchanges by asking open-ended questions. For example, “Why are you buying strawberries?” “Do you have a recipe for something delicious?” Explain a recipe tells how to cook something and delicious means, “It tastes good!” “How are you going to use the strawberries?” Talk about the color of strawberries. CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development.</p>
Art	<p>Stamp with Produce-slice various fruits & vegetables. Use paint or stamping pads and make prints on construction paper. Talk about the color of the fruit or vegetable and the shape it makes when stamped. CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development.</p>
Blocks	<p>Stacking Cups-In the block area place ten Solo cups & have the children stack the cups, count the cups, stack them using 3 cups on the bottom, two on top of that, and finally one cup. Use a potato to roll and knock the cups over. Repeat the process. Ask open-ended questions, write the questions on index cards for easy recall. When talking to toddlers ask, wait, and then answer if there is no response. CLASS Connections: Language Modeling-back-and-forth exchanges, open-ended questions</p>
Outdoor Play	<p>Vegetable Stand-Take the experience of shopping for produce outside. Follow the instructions for the vegetable stand in the classroom. Tell the children, “We are shopping for vegetables.” “You are buying a lot of food.” I am checking you out.” CLASS Connections: Language modeling-self- and parallel talk.</p>

Week 2 Wednesday

Whole Group Literacy	Story Time 4 -Before reading the supplemental book, give each child a laminated picture of the produce found in the book. As you read the story & have the toddler stand up and show his picture and tell something about the picture, i.e., the color, type of produce and other attributes. CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development.
Small Group	Painting -have print outs of the produce found in the story, Lunch. Let the children paint the produce of their choice. Ask the child to tell you about their food. Carry on a conversation with multiple exchanges. Use real produce to encourage the children to paint an authentic picture. Once the picture has dried, cut the produce out & laminate. This is used for Thursday’s literacy experience. CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development. Regard for Child Perspectives-follows children’s leads, provides choice, elicits children’s expression & ideas.
Dramatic Play	Cooking -In housekeeping, pretend with the children to cook & eat the produce found in the story. Talk about the colors, taste, and texture. Ask questions, such as “Why do you think fruits are sweet?” “Are all fruits sweet?” “How can we make a tart fruit sweet?” “Do you eat this at home?” “Where else do we eat this?” “Why do we eat this at home/school?” Extend the conversation through multiple exchanges. Remember, ask, wait, and answer if the child does not talk. CLASS Connections: Language Modeling-Back-and-forth exchanges, contingent responding, open-ended questioning.
Art	Mixing Colors -talk about the color purple, show the picture in the book of a cluster of grapes; next, show the children a real cluster of grapes. Tell them today, “We are going to take two colors and mix them to make purple.” Ask, “What colors do you think we should use, why do you think that?” Take a Ziploc baggie and place a dollop of red & blue in the bag. Have the toddler squish the paint around until the color changes. Ask, “What happened.” “How did the color purple get into the baggie.” State, “We had red and blue, what happened?” CLASS Connections: Quality of Feedback-hints, prompting thought processes, clarification of concepts or tasks.
Blocks	Color Sorting -Have toddlers tape primary color circles onto blocks. Help the toddler by providing strips of tape. Work with a few children at a time. Once the toddler has taped their circles. Have them separate the blocks by colors. Have them line the specific colors in a line. Help the child understand which color has more by looking at the line they made. (Note: use the same size blocks throughout this activity). Ask, “Why do you think there are more red than blue?” “How do you know that?” Repeat what the child says and add to it. CLASS Connections: Language Modeling-Repeats, extends/elaborates.
Outdoor Play	Growing Carrots -Make a garden area ahead of time and have toddlers rake the area you have prepped. Give them a spoon to dig a small hole and give them a carrot seed to put into their hole. This should be a separate area from the previous garden made during week one. Have the toddlers tend their gardens each day. CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development.

Week 2 Thursday

Whole Group Literacy	Acting Out the Story -Use a mouse puppet (homemade or actual puppet). Place puppet in a basket. Give each child their painting from Wednesday. As you read the story, have toddlers put their produce into mouse’s basket as they see & hear their produce mentioned. At the end of the story, have the toddlers retell the story with you using the props. CLASS Connections: Positive climate-close proximity, reciprocal interactions, warm calm voice. Facilitations of Learning and Development- Teacher provides opportunities for exploration & learning, teacher guides exploration
Small Group	Scavenger Hunt -Using the laminated painted pictures made on Wednesday, hide them and then have the toddlers find the pictures. Have each child count the pictures they found. Scaffold children as they try to count. Do this scavenger hunt several times; then read the story Lunch to them. As in Wednesday’s whole group literacy time, have the toddler show you their produce and tell something about the item. Help the toddler answer. For example, ask if the vegetable is something you can eat cooked or raw. Explain what cooked and raw means again. CLASS Connections: Quality of Feed Back-prompting thought process. Expansion & elaboration.
Dramatic Play	Munching -In home living have samples of some of the produce in the book, Lunch by Denise Fleming. Let each child taste the produce. Talk about the color, taste, and texture with the children. CLASS Connections: Quality of Feedback-Providing information.
Art	Paper Flowers -Have an artificial flower for the toddlers to look at and feel, give them tissue paper and glue (sticks, or liquid). Have the toddlers take the pieces of tissue paper and create a flower. Have them tape the stem (pipe cleaner) to the flower. Children at this age like to use tape. Ask questions such as, “Tell me about your flower.” “Why did you choose those colors?” “Do you think flowers can look like the one you made?” “Why?” Explain, all vegetables have flowers CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development.
Blocks	Building Towers -Encourage toddlers to stack blocks. For younger toddlers use soft blocks and have them kick them over or push them over depending on the size and style of block. CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development.
Outdoor Play	Tasty Outdoors -For those children who did not get to taste the produce in home living, provide an area and a tasting experience for these children. Have them close their eyes and taste the fruit or vegetable. For toddlers who are just starting to eat hard foods, have vegetables & fruit cooked. Ask questions, “What does it taste like?” “Can you describe if it is sweet or sour?” “Sour makes our lips perk.” “See, mine are perked.” “Sweet is yummy!” “What color is the produce?” “Do you have that color on your shirt?” “Look, choose the color of the produce from these cards (have construction paper that matches the produce for this). Class Connections: Language Modeling-Back-and-forth exchanges.

Week 2 Friday

Whole Group Literacy	Story Time 5 -Read the BOM or Supplemental Book. Point to the picture as you read & explain what is happening in the picture. As children read, ask questions about gardening. “Where do you think fruits & vegetables come from?” “How would you plant the produce you want to eat?” “Have you ever gardened before?” CLASS Connections: Quality of Feedback-prompting thought processes.
Small Group	Growing a Sweet Potato -Take a plastic cup & fill half the cup with water. Next, put toothpick into the sweet potato and balance the potato over the cup, letting half of it submerge in the water. Place in a sunny area and watch over time as roots & leaves begin to grow. Ask open-ended questions about the process. CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development.
Dramatic Play	The Produce Stand -Transform the dramatic play area into a produce stand. Explain, a produce stand is like a mini store that sells only fruits & vegetables. Engage with children as they play. Have toddlers role play as produce workers and shoppers. Ask, “How may I help you today?” or “What kinds of produce are you looking for today, & why?” CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, the teacher is involved in children’s activities to support learning and development.
Art	Apple Stamping -Make pictures of cross sections of apples, explore the five stars that will print. Ask the toddlers, “Why do you think the apple stamp makes a star in the middle.” Look at the apple cross section and explore. To make the print, have paint on a paper plate & an apple cut in half through the middle of the apple. Dip the apple piece in paint & stamp onto paper. CLASS Connections: Quality of Feedback-prompting thought processes.
Blocks	Egg Carton Stacking -Take empty egg cartons and stack them. See how many you can stack until it falls over. Lay the cartons in a long line. Explore various ways to stack the egg cartons. Prompt the toddler’s thought processes by asking questions. “How many egg cartons do we need to measure you?” Then proceed to measure the child’s height by laying the cartons out and having the toddler lay down beside the cartons. CLASS Connections: Facilitation of Learning & Development-Teacher provides opportunities for exploration & learning, teacher guides exploration, teacher is involved in children’s activities to support learning and development.
Outdoor Play	Nature Walk -Take a nature walk. Look and listen. Distinguish the sounds of nature. Collect things such as flowers, sticks, leaves and more as you walk. Explore what you heard & gathered when you are finished with the walk. Do this on a blanket outside. Ask questions, “What sounds did you hear?” “How did the birds sound?” “Did they sound alike or different?” “How did they sound different?” Explain, birds have different sounds they make. Explain the same walk in the winter will look different from in the summer, that our world changes. CLASS Connections: Quality of Feedback-Providing information, expansion and elaboration.

Florida Standards Alignments

Painting	
Growing a Sweet Potato	VI. Scientific Inquiry B. Life science. Demonstrates knowledge related to living things and their environments Benchmark b. Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs)
Story Time 4	<u>IV. Language and Literacy E. Conversation 1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems Benchmark a. Engages in conversations using words, signs, two-or three phrases, or simple sentences to initiate, continue or extend conversations with others</u>
Nursery Rhyme	VIII. Creative Expression. B. Music. 1. Begins to engage in a variety of individual and group musical activities b. Gross Motor Perception (Sensorimotor) Benchmark a. Begins to act and move with intention and purpose
Watering Plants	<u>VI. Scientific Inquiry A. Scientific inquiry through exploration and discovery 1. Uses senses to explore and understand their social and physical environment. Benchmark b.</u>
Building Towers	<u>1.Physical Development. Motor Development</u>
Planting a Picture	<u>II. Approaches to Learning. A. Eagerness and curiosity. 1. Shows increased eagerness and curiosity as a learner a. Gross Motor Development</u>

Learning Objectives:

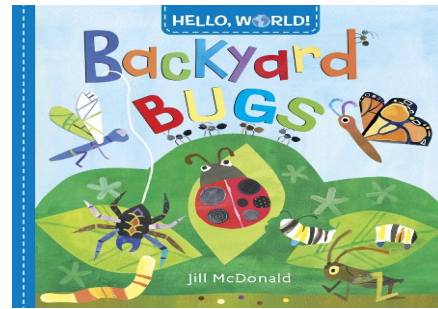
- ✓ Students will learn vocabulary of different bugs/insects.
- ✓ Students will learn some basic facts about insects.
- ✓ Students will learn what a backyard is.
- ✓ Students will learn the nursery rhyme "Itsy Bitsy Spider."

Transitions:	<i>Have the children pretend to be an insect such as a cricket and hop while transitioning from the carpet to snack or transitioning to go outside.</i>
Parent Involvement:	<i>Go outside with your toddler and go on a bug search. Talk to your toddler as you find bugs saying their name and describing the bug to them. Have them describe the bug back. Have them act out the motions of the bug.</i>

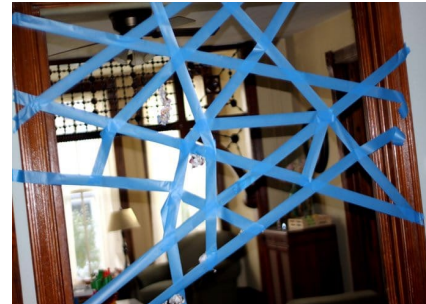
Photo Inspiration:



Fly Swatter Painting



Backyard Bugs by Jill McDonald



Sticky Spider Webs



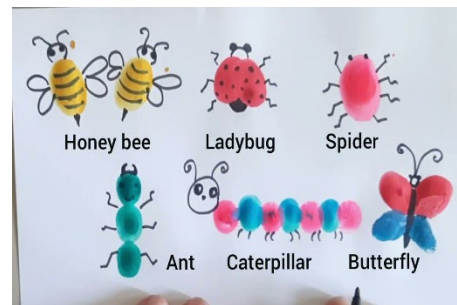
Playdough Fossils/Prints



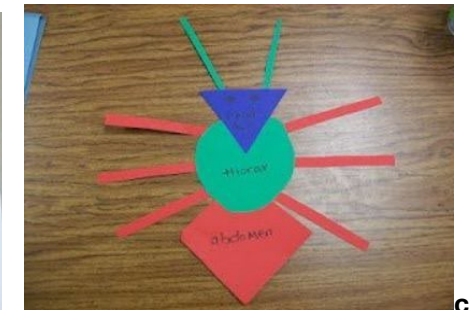
Contact Paper Butterfly



Feed the Caterpillar



Fingerprint Bug Art



Build Bugs with Shapes

Week 1 Monday

Whole Group Literacy	<p>The book of the month is Backyard Bugs by Jill McDonald. The objective of learning is for toddlers to learn about different kinds of bugs and facts about them. Ask them if any of them know what a backyard is? Explain what a backyard is and show them the picture on the first page of the book of the house and yard. Class Connections: Make connections to the real world by asking “Do any of you have a backyard? Use the book and do a picture walk pointing out and naming the different bugs in the book. As your talking about each one, ask “Have any of you seen that bug? Let them talk about it. There is one animal in the book that is not a bug. It’s a worm. It is mentioned though because it also lives in the backyard. Ask them if they think a worm is a bug? Briefly explain that it is not a bug and tell them as they learn more about bugs, they will find out why.</p>
Small Group	<p>Bug Rescue Bin: Take a small bin and wrap yarn around it in different directions before throwing some plastic toy bugs in there. Put a bug catcher found at the dollar store or a jar next to the bin. Provide large plastic tweezers for the toddlers to reach in and rescue the bugs and put them in the bug catcher. Make it more challenging by adding a filler to your bin (such as dried bins, rice or pasta). Class Connections: Use language modeling by labeling each bug. Compare them to the book if they are in it and talk again about where animals live and where they can find them. Review the word backyard again and have them verbally say it.</p>
Dramatic Play	<p>Sing the song Itsy, Bitsy Spider: The Itsy, Bitsy Spider climbed up the waterspout. (Place each thumb on the opposite pinky finger and walk hands up and down). Down came the rain, (wiggle fingers as hands move down to represent rain) And washed the spider out. Out came the sun and dried up all the rain and the itsy, bitsy spider climbed up the spout again. (Place each thumb on the opposite pinky finger and walk hands up and down) Class Connections: Show positive climate by sitting close to the children, looking at them in the eye, using a warm, calm voice, smiling and laughing while saying the rhymes together. Extension: Have the children pretend to be spiders. Have them lay on their back, raise their arms and legs up in the air. Use arms and legs, hands and feet as if you are climbing in the air like a spider.</p>
Art	<p>Spider Art: Print out a template of a spider web one for each student. Template link: https://teachersmag.com/posts/10-simple-spider-crafts-for-preschoolers. Provide several toy plastic spiders for them to dip into paint and press onto the paper with the web. Class Connections: Offer several colors of paint on a plate for children to choose from. Give them freedom to put their spider prints wherever they want on the paper.</p>
Blocks	<p>This week in your block area add toy insects to the area. Today encourage students to build homes for their different insects. Have pictures in the block area of insect homes. Pictures of bees in their hive, wasps in their nest, ants in their ant hole, etc...Class Connections: Ask open ended questions like “What are you going to build?” “How are you going to build it?” “Where do you think an ant lives?” “Where did you find insects when you went outside?”</p>
Outdoor Play	<p>Go on a field trip outside to look for bugs. Take the children outside to the playground. Beforehand, hide toy bugs around the playground for the children to find. As they find the bugs have them put them in a basket. The bugs will then get put into the sensory bin inside for another activity. While outside look for real bugs as well. Hopefully you will find some. Leave the bugs alone to live in their natural habitat. If the weather is bad, then hide the bugs around the classroom for the children to find. Class Connections: Use language modeling by labeling each insect as they find them. Emphasize the first letter of each insect and its sound. /A, /A, /A/ for ant, /F/, /F/, /F/ for fly. Have them repeat the insect’s name and letter sounds.</p>

Week 1 Tuesday

Whole Group Literacy	Ask the children if they can remember what a backyard is from yesterday's conversation. If needed clarify again what it is and show them the picture on the first page. Read the book Backyard Bugs. Class Connections: As you read each page point to the bug mentioned make its sound and motion if there is one. Encourage the children to repeat the sound and motion with you.
Small Group	Talk about the three parts of an insect. The Head, Thorax, and abdomen. Have a variety of toy insects and magnifying glasses for students to explore them with. As the students are studying the insects point out the three parts on the toy bugs. Introduce the fact that insects have six legs. Without getting too deep you can tell them that a spider is not really an insect. It's an arachnoid & has 8 legs. Class Connections: As the students are playing encourage them to count the legs of the bugs and find & count the three body parts. Count the legs with them & repeat the body names, often encouraging them to say the body parts. An easy song to sing while doing this activity is the parts of an insect song: Head, Thorax, Abdomen (song to the tune of Head and Shoulders Knees and Toes) Head, Thorax, Abdomen, Abdomen, Abdomen. Head, Thorax, Abdomen, parts of an insect! (Touch your hands to your head for head, your shoulders for thorax and stomach for abdomen.
Dramatic Play	Have the children pretend to be different animals in the book. Buzz like a bee, zoom and swoosh back and forth like dragonflies, act like a spider, jump like a grasshopper, chirp like a cricket, and rub your legs together, chomp and eat leaves like a ladybug, crawl on the floor like an ant, fly like a butterfly. To make it a game write the actions on index cards including a picture of the insect on it. For free printable actions cards visit this link: https://www.thechaosandtheclutter.com/ Class Connections: Show regard for student perspective by having the toddlers take turns picking a card then leading the others in that motion.
Art	Fingerprint Bugs: For this art project let the toddlers create their own insects by painting with their fingertips. Have a few colors of washable paint available for the toddlers to choose from. You can also use stamp pads in different colors. Let them press their fingers into the paint or pad using only their finger or thumb tips. First just let them practice making the fingerprints wherever they want. Then encourage them to try to make an insect like a caterpillar. Show them how to make a caterpillar by making prints next to each other in a line. Once dry add the legs, eyes, and antennas with a marker. Class Connections: Show regard for student perspectives by asking "What bugs do you want to make?" "What bugs do you like?" Have an example of this activity to show them. Remember it's about the process not the outcome. Give them freedom to experiment and create.
Blocks	Keep the theme of blocks today still on building homes for insects. Today though emphasize how insects live in trees and on plants. Add some real leaves, sticks and fake flowers as a variation today. Challenge them to see if they can build a tree or flower out of blocks and those materials to hold their insects. Class Connections: Encourage their behavior by providing specific feedback about what they are doing. "That is amazing that you keep building over and over when the blocks fall. You are really trying hard." "I like how you are stacking the blocks on top of each other to look like a tree." "You are really thinking hard about how to do this."
Outdoor Play	Have the children help you fill a plastic bin with a variety of natural items from outside that resemble a bug's true environment. Items such as grass, sticks and leaves. Add the plastic/toy bugs that the children found outside yesterday. Other items you can include are a bug catching container, large kid's plastic tweezers, a bug net, and a magnifying glass. Class Connections: As the kids are playing, use language modeling to label each bug. Talk about a bug's environment as they touch the natural items in the bin. "Bugs live in the grass outside. They crawl on sticks and leaves." Use the vocabulary word "backyard" again that you mentioned in the book.

Week 1 Wednesday

Whole Group Literacy	Discuss what bugs eat. Ask “What do you think bugs eat?” Tell them bugs eat plants, fruits, sugary sap from flowers and some bugs eat other bugs. Show them the picture in the book of the ladybug eating the leaf and then remind them again that bees eat sugary nectar from flowers. Show them the page with pictures of the ants. Ask “Can you name what the ants are carrying on their back?” Point to each item. Class Connections: Label each item and have them repeat you. Ask “Have you ever eaten a watermelon, blueberries, oranges, and pretzels? “Did you like them?” Explain to them this is an example of bugs that eat fruit and salty snacks. Make connections to the real world by having them walk around pretending to carry food on their backs. Do dramatic play activity next.
Small Group	Honey Experience: Class Connections: Connections to the real world. Show them a real container of honey or a picture of it. Ask them if they have ever eaten honey? Ask them how did it taste? Show them a picture of a beehive so they can see where honey is made. Explain that bees drink juice or nectar from flowers and deposit it into the hive where it is turned into honey. Give the children an opportunity to taste the honey. Ask questions like “What does it taste like? “Do you like it?” “How does it taste?” “Does it taste sour or sweet?”
Dramatic Play	Beehive Fingerplay: (Make a fist) Where are the bees? Hiding inside where nobody sees. Watch them creeping out of the hive, One, two, three, four, five. (Release one finger at a time from the fist/hive) ...BUZZ-ZZZ (wiggle fingers all around) Class Connections: Sit close to the children smiling, laughing and interacting with them during the rhyme. Tickle them pretending to be a bee.
Art	Bumble Bee Painting: Supplies needed: Black and yellow paint, paint cups with lids, brushes, smocks of some kind and white paper. An easel works best for free painting but if you don’t have one just put the materials on a table. Have a picture of a real bumble bee close to the children to refer to and just let them freely paint to see what they come up with. Class Connections: Try not to dictate how they should paint. Tell them you want them to try to paint a bee but don’t get too controlling about it. It’s about the process not the outcome. While they are painting, label the colors and describe the different parts of the bee. Ask them questions like “How do you think you could paint it’s body?” “How could you paint its wings?”
Blocks	Beehive Play: Today instead of regular blocks use egg cartons into pieces. Cut them out ahead of time and have them ready in a bin for the children to use. Encourage them to make a beehive using the egg carton pieces. Have a picture of a real hive posted in the block area for them to look at and for you to refer to too. Add toy bees if you can. Class Connection: Use integration to remind them again that bees live in and make honey in hives. Talk about the honey they tasted earlier. Ask “Did you like it?” “Why did you like it?”
Outdoor Play	During outdoor play have the children pretend to be bees flying and buzzing around the playground. Class Connection: Discuss how bees can sting people, but they usually only do it in self-defense. Show them a picture of a real bee or refer to the one in the book. Use descriptive language to describe their colors and bodies and show them where their stinger is. Use this as a time to teach them to leave bees alone in their environment. Do not swat them and make them angry.

Week 1 Thursday

Whole Group Literacy	<p>Today just read and show the toddlers the last two pages of the book that talks about a caterpillar turning into a butterfly. Briefly explain the life cycle of a butterfly. Print out this free life cycle poster from Teachstarter to use in your explanation. https://www.teachstarter.com/us/teaching-resource/butterfly-life-cycle-poster-us/ Class Connection: Use language modeling to tell them that another word for a hard case is a cocoon. Have the kids try to say cocoon. Show them the picture of the cocoon in the book. Show them pictures of a real caterpillar, cocoon, and butterfly. Talk about what they look like. Keep the pictures displayed in the room where they can see them. Next do the activity listed below in dramatic play.</p>
Small Group	<p>Read the Very Hungry Caterpillar book by Eric Carle. While reading do a feed the hungry caterpillar activity. Make a caterpillar out of a Pringles can. Wrap it with green construction paper. Make the head using a red circle for the face. Cut out a mouth for the pieces to fit inside. Add yellow and green eyes and pipe cleaner antennas. Print out the food pieces from this site: https://www.lovelyevents.com/2015/09/02/very-hungry-caterpillar-free-printables As you read let the children take turns feeding the different foods to the caterpillar. Class Connections: Questions to ask. How many (apples, pears, plums, etc...) did the Very Hungry Caterpillar eat? What is your favorite fruit? Why did the Very Hungry Caterpillar eat so much? Why did Very Hungry Caterpillar have a stomachache? Have you ever had a stomachache? Tell me about it. What happened to the Very Hungry Caterpillar at the end?"</p>
Dramatic Play	<p>Have the students pretend that they are caterpillars inside a cocoon by curling up into a ball on the floor. Slowly on the count of three tell them to slowly uncurl, stand up and pretend to be butterflies flying around the room. Scarf play: Give each student a scarf and have them fly around the room waving their scarves like butterflies to the song "Flitter Flutter" by Laurie Berkner: https://youtu.be/ptmoElly3BM Class Connections: Actively join in these activities modeling and mirroring the students actions. Praise them verbally using descriptive language by saying something like "Wow you are doing such a wonderful job flapping your wings like a beautiful butterfly."</p>
Art	<p>Contact Paper Butterflies: Cut out a square piece of contact paper and if room tape it onto the wall or preferable a window if you have one. This can also be done on a table. Draw with a black sharpie the shape of a butterfly. Have the children then place pieces of colored tissue paper onto the butterfly which you have cut ahead of time. Large pom poms can also be used if you have older toddlers that won't want to swallow them or put them in their ears or nose. This is an excellent fine motor activity that also features the opportunity to teach colors. Class Connections: Refer to recent conversations during the week about how caterpillars turn into butterflies and their life cycle. Ask if they have ever seen a real butterfly? Use language modeling to label the colors and have the children repeat them to you.</p>
Blocks	<p>Add the bin of nature items and toy bugs from Tuesday's activity to the block area. Like you did earlier in the week, encourage them to be creative by using these materials along with the blocks to make homes for caterpillars, butterflies and other bugs. Class Connections: Actively join in their play reviewing again the life cycle of the butterfly. Have the children pretend with their caterpillars to eat the leaves and join them in the fun.</p>
Outdoor Play	<p>Have the children pretend to be butterflies flying around in there outside natural environment/garden. Provide some fake or real flowers so the children can pretend to drink the nectar from them. Class Connections: Using advanced language explain that nectar is a sweet liquid type juice inside of flowers that butterflies love to eat. Explain that butterfly's mouths are not like ours, but they are like a straw which they put inside of the flowers to suck out the nectar. Have them pretend to suck the nectar with their own mouths or give them a straw to use to mimic a butterfly's mouth.</p>

Week 1 Friday

Whole Group Literacy	Class Connections: Integrate ideas and concepts by taking time to first review the different bugs they have learned about all week. Ask the children what their favorite bug is and why? Read the book again. As you read this time ask the children if they can name each bug and make its sound. Ask questions to see what they have learned. For example, “How many legs do spiders have?” “Why can a grasshopper hop so well?” “What do bugs eat?” “What else can you tell me about bugs?”
Small Group	Gather the students into a circle and give each child a toy insect. Encourage language by asking them to name and describe it. Have them exchange their bug with a friend's bug. As they give it to their friend have them say “The name of my bug is a_____.” Put all the bugs in the middle and help them sort the insects by size putting them in order from smallest to biggest. Class Connections: Use teacher sensitivity to be patient and wait for children to answer. If they don't know tell them it's ok and use scaffolding by referring to the book to give clues to see if you can help them figure out the right answer.
Dramatic Play	Sticky Spider Webs: Set up painter's tape across a door frame in a criss cross pattern to represent a spider web. Position it low enough for the children to be able to throw objects at, but high enough that they won't walk into it. Give the students cotton balls to throw and stick to the tape web pretending the balls are bugs. Some might just end up placing them on directly and not throwing them and that's ok. Class Connections: Follow the child's lead in how they want to do it. Teach them that a web is how a spider catches other bugs to eat. You could provide a toy spider and have them pretend to eat the cotton balls. Emphasize the /S/ sound for spiders during the activity. Say /S/ repeatedly and have the children repeat the sound and say the word spider.
Art	Build a bug with shapes! Cut out a variety of shapes from different colored construction paper. Place them on a table and encourage the toddlers to create insects out of the shapes. If you want later once, they have played awhile and made different insects, you can have them make one that is glued onto a piece of paper. Once it dries you can add the legs, antenna, and eyes with a marker. Class Connections: While the children are doing the activity, use language modeling by naming the shapes and colors having them repeat them to you. Ask them “What shape is this and what color?” Ask “What bug are you making?” “Why are you making that bug?” “How could we make a caterpillar?”
Blocks	Block Bowling: Help the toddlers stack towers of blocks depending on their skill level then have them try to knock them down by rolling a ball. For extra fun have them place some of the toy insects on their towers so they can watch them fall down as well. Some of them will actually look like they are flying in the air. Class Connections: Use different sizes of balls. Use the terms small, medium and large for each size ball. Ask them to predict which one they think will knock them all down the best. Then try each one and record and talk about what happens.
Outdoor Play	Fly Swatter Painting: This is a simple good gross motor activity using a fly swatter. Provide the children with various paint colors, a fly swatter, and butcher's paper to “swat” on. Make it more fun by sticking or drawing insects on the paper so they can pretend to swat them. This will make a marvelous masterpiece when completed. This is best done outside where the paper can be taped to a wall. Class Connections: A new vocabulary word to emphasize is fly swatter. Show the children a real picture of a fly. Ask “Have you ever seen a fly.” “Why do you think people swat flies?” Try to find actual flies outside. A note to keep paint from flying all over is to not put so much on the paper plate they are dipping the fly swatter into. Have the toddlers wear some type of covering for their clothes during this activity. You can make cheap aprons using plastic tablecloths from the dollar store.

Week 2 Toddler Lesson Plan **Theme:** Bugs
Backyard Bug Book by Lauren Davidson

Book: Backyard Bugs by Jill McDonald and The Backyard Bug Book by Lauren Davidson

Learning Objectives:

- ✓ Students will learn vocabulary of different bugs/insects.
- ✓ Students will learn some basic facts about insects.
- ✓ Students will learn the nursery rhyme "Itsy Bitsy Spider."

Transitions:	<i>Have the children transition to nap time by having them slowly fly pretending to be bees buzzing to their beds.</i>
Parent Involvement:	<i>Make a snack that looks like a bug such as Ants on a Log! Put a type of spread like peanut butter or cream cheese on a piece of celery followed by raisins which resemble the ants.</i>

Photo Inspiration:



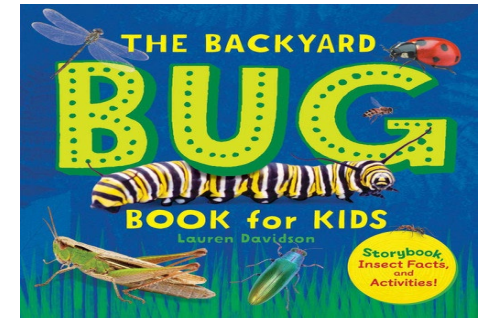
Caterpillar Sensory Bag Sorting



Caterpillar Name Activity



Caterpillar Pattern Activity



The Backyard Bug Book for Kids



Ice Painting with Insects



Sand Play



Insect Water Play



Sidewalk Chalk Fun

Week 2 Monday

Whole Group Literacy	Read the book Backyard Bugs by Jill McDonald again. Before starting, give each child a different picture of one of the insects in the book on an index card. Visit https://unsplash.com/s/photos/insect for real photos of insects. Write the name of the insect on each card. As you read, have them listen so that when you get to the page with the insect they are holding, they can stand up and bring their insect or card up front to you to display. Class Connections: If you see a student who has a picture of an insect and is not standing up encourage them to identify their insect by using scaffolding and hints. “I see someone holding this insect which is yellow and black.” “Does someone have an insect that makes a web?” Also point out the name of each insect emphasizing its first letter sound “A/, A/ for ant.” Encouraging them to say the word and its sound.
Small Group	Insect Sensory Bottles: Give each child a Voss style plastic bottle with a lid. Fill the bottle half full with clear dish soap. Let the children add small plastic insects (spider rings work great), pony beads and glitter. Fill it to the top with water and seal lid. Use super glue to keep the lid secure. Give them a magnifying glass to look at the insects up close. Class Connections: Encourage them to talk about their observations and jot them down. Things such as the number of legs, antenna and other visual characteristics. They can talk about how quickly the glitter falls, what they feel and see, what types of bugs are included and what colors they observe.
Dramatic Play	Instrument Play: Bring a variety of instruments including rattles, drums, and shakers outside for toddlers to play to the following song called Bug and Roll by Pink Fong. Use bowls and spoons if you don’t have drums. https://www.youtube.com/watch?v=oybEMWW23uU&t=54 Class Connections: Stay near the toddlers actively interacting with them as they play with the instruments. Follow their lead, letting them choose the instruments they want. Sing the song Itsy Bitsy Spider again from last Monday. This time do the motions and sing along to it using this link on u-tube from Twinkle Little Songs Nursery Rhymes: https://youtu.be/w ICi8U49mY?si=-4t6tEaswhOGoiLX .
Art	Playdough Insect Play: Encourage the children to make different bugs out of playdough. Class Connections: In this activity emphasize the class dimension of Regard for Child Perspectives. Let them be creative to come up with their own creations. Allow choice by letting them pick the color/s of playdough they want to use. Follow their lead in what they are creating. You can offer suggestions at first to get them going but then let them create what they want. Ask “What do you want to make?” “Why do you want to make that bug?” “How are you going to make it? If the toddlers are older and you don’t think they will put them in their mouth you can add large buttons and pipe cleaners to this activity for them to make the insects’ legs and eyes.
Blocks	Block Pick Up: Add large tongs, assorted toy insects and several bins to the block area today. Have the toddlers practice picking up blocks and insects putting them into bins. Class Connections: Question them to see if they can name the insects as they pick them up. Use phrases like “Tell me about this one?” to encourage them to talk about them. Ask which insect is your favorite and why.
Outdoor Play	Bubble Play: Initiate bubble play. For an added insect twist have them act like crickets and grasshoppers jumping to catch the bubbles. Class Connections: While toddlers are attempting to hop like a grasshopper verbally say the words “Hop hop hop.” “You are hopping like a grasshopper.” Encourage them to chirp like a cricket and say “Chirp, chirp.”

Week 2 Tuesday

Whole Group Literacy	Bug Scavenger Hunt: Hide the bug cards from yesterday's activity around the room. Feel free to add a few different bug pictures so you have more to hide. Hide the picture cards in different locations. This activity reinforces vocabulary, letter recognition, and fine motor skills as the toddler searches for the cards. Class Connections: When the toddler finds a card, name the bug and encourage them to repeat the name. Point out the letter it starts with and say it's sound encouraging them to say it back.
Small Group	Sticker Color Matching: Cut out some different colored circles of construction paper, then tape them to a wall to make a caterpillar. Have the children match dot stickers to the correct color. This is an excellent fine motor and color teaching activity. Demonstrate how to peel off the stickers and place them on the circles. Class Connections: Use language modeling and label the colors asking them to repeat you as they match the colors. This activity encourages analysis and reasoning as students are learning to match. This activity can also be done at a table with the circles glued onto a piece of paper.
Dramatic Play	Pass out the insect cards from today's literacy activity and have the children act out the insect that is on their card. Class Connections: Give each child a chance to lead the lesson by having them cup up and lead the actions of the animal they have on their card.
Art	Playdough Insect Fossils: Today while playing with playdough add another dimension. Making playdough fossils or imprints. Have the kids make balls with the playdough. Then have them press the balls down into circles. Have them press plastic bugs into them to make an imprint. Count how many legs are on each insect. Class Connections: Talk and review the body parts which are the head, thorax and abdomen. Sing the song from last week again. Encourage their analysis and reasoning skills by having the students figure out what is similar and different about different insect prints. Do they have wings or antennas? Talk about and compare the different shapes and patterns each insect makes.
Blocks	Make blocks out of pool noodles by cutting them into different size pieces. Keep some whole circle and cut some in half. Add toy insects to their play. Encourage the toddlers to build and create structures, roads and paths for their insects with these blocks. Class Connections: Label their shapes such as "This is a circle." "This is a half-circle." Explain what the word half means.
Outdoor Play	Sidewalk Chalk Play: Give the toddlers sidewalk chalk to creatively draw with outside on a hard surface. Encourage them to draw different bugs. This is a great activity to increase their fine motor skills. Class Connections: Let the children choose the color of chalk they want to use. Let them creatively draw however they want. Praise them often encouraging their efforts. Extension: Once done drawing give them a spray bottle filled with water and let them spray and make the bugs go away. This is a great fine motor activity.

Week 2 Wednesday

Whole Group Literacy	Introduce the book “The Backyard Bug Book for Kids.” Read the book together and point out the different bugs. Discuss their names and what they look like. Note: There are insect facts in word bubbles on each insect picture. Today do not read those just read the main text. In the back of this book are several activities you can do with children. Today hold up the page that has the bug matching game on it. Take turns having the students find the different matches. Class Connections: Make connections to the real world by asking questions like “Have you ever seen a firefly before?” “Do you think you could see it better during the day or during the night and why?”
Small Group	Caterpillar Name Activity: Cut out circles using different colors of paper. Right the letters of each student’s name onto the circles. Make one circle look like the head of a caterpillar by adding eyes, mouth, and antenna. Line up the caterpillar’s head and the letters of the child’s name on the table to look like a caterpillar. Give the students their own set of letters of their name and have them match their letters to the ones on the caterpillar. Class Connections: Use language modeling by saying each letter and have him/her repeat it as you guide the letter placement on the matching piece. Label the colors as well and encourage them to say the colors as they match them. Add other colored manipulates to the activity for them to match the colors as well. If you have colored toy insects in the same colors, use those.
Dramatic Play	Encourage toddlers to act like fireflies. Have them pretend to fly around the room doing the motions of blink blink with their finger’s flyers around the room. For added fun bring out one flashlight to share or one for each student that they can hold and pretend they are glowing just like a firefly. Class Connections: Use parallel talk to describe their actions. “You are blinking like a firefly.” “You are using your flashlight to glow just like a firefly.” Five Little Fireflies Fingerplay. (Show the correct number of fingers as you say each line). One little firefly shines very bright. Two little fireflies show their lights. Three little fireflies glimmer and glow. Four little fireflies watch them go! Five little fireflies fly in the night. Blink! Blink! Blink! Blink! (open and close fingers) My! What a sight!
Art	Ice Painting: Mix dye free food coloring with water into large ice cube trays or into cups used for yogurt. Insert a plastic toy insect inside of each cube before freezing. Insert a large craft stick then put into the freezer. Once frozen let the toddlers use them to paint onto cardstock or thick paper. Class Connections: While they are exploring with the ice stick talk about how ice feels. Discuss the concepts of cold vs. hot. Ask questions like “Why do you think these ice pops are cold/frozen?” Share in their excitement of finally getting the insect out when the ice melts. Label the different insects and encourage the students to describe and talk about them.
Blocks	Insect Play: Today encourage toddlers to create their own insects out of blocks. Keep the pool noodle blocks in this area again today along with other kinds of blocks. Class Connections: Encourage toddlers in their creativity asking questions such as “How do you think you could make a caterpillar out of these blocks?”
Outdoor Play	Crawling and Tunnel Fun: While outside hide some toy insects out on the grass in an area where it is safe for the toddlers to crawl around. Have the toddlers crawl around trying to find the insects. Add a tunnel for more fun. Hide insects inside of the tunnels for them to find while inside it. Class Connections: Encourage the infants in their efforts to crawl and grab the insects. “You can do it!” “Wow look at you crawling to fast!” Encourage them to crawl fast and slow. Make it a race and crawl around with them if you are able.

Week 2 Thursday

Whole Group Literacy	Bring out the book "The Backyard Bug Book for Kids" from yesterday. Today just go through the pages pointing and labeling each insect. Today read the fact bubbles. Note: Some of the facts the toddler will not understand so you will have to simplify them in your own words. Class Connections: To encourage their interactions as you show each insect ask questions like "What do any of you know about this insect?" Encourage them to do the motions and sounds for each insect.
Small Group	Caterpillar Patterns: Visit this link: https://pocketofpreschool.com/bug-centers-and-activities/ to print out a free caterpillar pattern template. Choose two colors and teach the children to create an AB pattern such as red, blue, red, blue using an item like pom poms or another manipulative. Class Connections: Challenge children who are more advanced to do other patterns such as the ABC or red, blue, yellow, red, blue, yellow. Be patient, offering your assistance as needed. Offer praise for their efforts.
Dramatic Play	Little Miss Muffet: Introduce infants to the nursery rhyme Little Miss Muffet. Little Miss Muffet sat on a tuffet eating her curds and whey. Along came a spider and sat down beside her and frightened Miss Muffet away! Use a toy or stuffed spider as a prop acting out the motions. Class Connections: Encourage positive climate by smiling, looking at the infants in the eye while saying the rhyme. Tickle them using the spider laughing together with them. Extension: Act out the rhyme like a play with the children taking turns sitting on a chair being Miss Muffet sitting on a chair and you being the spider sneaking up behind them.
Art	Paint Mural: While outside hang up a large sheet of white butcher paper on a fence or wall. Provide brown and green paint colors to represent the dirt and grass where insects mostly live. Using paint brushes have them paint how they want onto the paper explaining that they are drawing dirt and grass. Tip: Use spill proof paint holders for less mess. Extension activity: Add other colors and have them paint their own insects. Class Connections: Label the paint colors and make connections by showing them real dirt and grass before they start painting. Let the children choose their paint colors and encourage their creative efforts.
Blocks	Take blocks outside and add it to your water play below. Add them to whatever water bin you bring outside and let the toddlers explore how different it is to play with blocks in the water. Class Connections: Talk about how the water feels. Use words like "The water is wet." "The water is cool." Use parallel talk while they are playing "You are splashing in the water." "You are throwing your blocks."
Outdoor Play	Water Play: Fill a pool with water or a few small plastic bins with water. Let the children splash and play in the pool/bin or lean into it splashing and playing in water. Add some toy insects to go with the theme that they can hold, bathe and splash in the water. Add scoops, cups and other utensils to enhance the play. Class Connections: Extend learning by showing them how to pretend to have the insects drink water and explain they need to drink water too. Share in their excitement of playing. Smile, laugh and splash along with them.

Week 2 Friday

Whole Group Literacy	Read the book Backyard Bugs by Jill McDonald one last time. First spread out a large blanket for everyone to sit on and get comfortable. Pretend you are having a picnic outside like mentioned in the book. Explain that a picnic is when you sit and eat outside. Class Connections: Read with an animated voice leading them in making all the insect motions and sounds. After reading, provide a snack with an insect theme like ants on a log for everyone to enjoy.
Small Group	Sensory Bin Matching Game. Using the nature sensory bin you created last week add two of several different kinds of toy insects. Have the children find the matching insects as they play and explore. Add a magnifying glass for extra exploration. You can also make it a sorting activity by having them sort the insects by size, color or ones with wings. Class Connections: Activities like matching and sorting promote analysis and reasoning skills. Ask questions to challenge their thinking such as “How do you know those match?” “Why did you sort those together?”
Dramatic Play	Insect Freeze Game: Spread out on the floor the insect picture cards you used earlier in the week. Play a bug themed song such as “Bugs and Roll” by Pink Fong: https://youtu.be/oybEMWW23uU?si=-Mh_0LfAH4HZFGli . Start the music and have the children dance around the room. Stop the music and have the children quickly find an insect picture to stand on. Go around and have them name the insect they are standing on. Class Connections: This is an example of facilitation of learning and development as you are providing a variety of activities that provide hands-on opportunities for learning. Provide and embed information by stating a fact about each insect as they say them or encourage them to say one.
Art	Water Painting: Give kids cups of water which you have colored with a safe dye and brushes. Let them have fun painting on a hard surface outside. Encourage them to paint different insects. Class Connections: Improve your language modeling by asking open-ended questions such as “What are you going to paint?” “How are you going to paint it?” “Why did you decide to paint that?”
Blocks	Add both books to the block area along with toy insects. As the children freely build encourage them to also freely explore the books. Class Connections: Sit closely near the children. Hold them in your lap. Ask them to tell you about what they see on the different pages. Ask “What are you going to build?” “Why did you decide to build a house?”
Outdoor Play	Sand Play: Create a sand play bin yourself or use an existing sand box outside in the playground. Provide a variety of sand toys along with a variety of toy insects. Class Connections: Show them how to create ant holes with sand. Use integration by reminding them of past discussions you have had with them about where insects live, such as the dirt, grass and sand. Write different letters in the sand that start with the first letter of the insects. Label the letter and say its sound encouraging the students to say it along with you.

Florida Standards Alignments

<u>Whole Group Literacy</u>	<u>Language and Literacy</u>
C. Vocabulary	2. Uses increased vocabulary to describe objects, actions and events (expressive) - Benchmark a. Uses a number of different words and begins using two or more words together
<u>Small Group</u>	<u>Scientific Inquiry</u>
B. Life Science	1. Demonstrates knowledge related to living things and their environments - Benchmark a. Explores, interacts with and identifies some plants and animals
<u>Dramatic Play</u>	<u>Creative Expression through the Arts</u>
B. Music	1. Discovers and engages in creative music experiences
<u>Art</u>	<u>Creative Expression through the Arts</u>
A. Sensory Art Experience	1. Combines a variety of open-ended, process-oriented and diverse art materials to explore technique with intention
<u>Blocks</u>	<u>Mathematical Thinking</u>
E. Spatial Relations	2. Begins to manipulate objects by flipping, sliding and rotating to make them fit
<u>Outdoor Play</u>	<u>Physical Development</u>
A. Health and Well Being	a. Active Physical Play 1. Engages in physical activities with increasing balance, coordination, endurance and intensity Benchmark a. Engages in brief instances of physical play (e.g., pushes wheeled toy for short distance, puts toys in wagon and pulls wagon around the room)

Week 1 Toddler Lesson Plan

Theme: Exploring the Great Outdoors Book: "Maisy Goes Camping" by Lucy Cousins

Learning Objectives:

- ✓ Students will explore natural materials and outdoor-themed objects through sensory, movement, and building experiences that support discovery, problem-solving, and physical coordination.
- ✓ Students will engage in group and individual activities that support communication, social participation, and creative expression related to camping and nature.

Transitions:	<p>“Backpack, Backpack!” Song (To Gather for Group Time) When to Use: To transition from play to whole group circle/story time.</p> <p>How to Use: Sing to the tune of “Do You Know the Muffin Man”</p> <p>“It’s time to pack our backpack now, Pack it up and sit right down. We’re going on a camping trip— Let’s sit for story time, zip zip zip!”</p> <p>Encourage toddlers to pretend to zip a backpack and walk quietly to the circle area.</p> <p>“Let’s Put Out the Campfire” (To Transition to Cleanup or Snack) When to Use: To end dramatic play or art time and begin clean-up or snack. How to Use: Turn down lights slightly and say:</p> <p>“Let’s blow out the pretend fire!” (Everyone blows)</p> <p>“Shhh... hear the fire crackle? Now it’s time to clean up the campsite!”</p> <p>Use a rain stick or nature sound as calming background while children clean up.</p> <p>Why It Works: Gives toddlers closure with visual and auditory cues.</p>
Parent Involvement:	<p>“Nature Bag Drop-Off” Transition What It Is: Invite parents to bring a small bag or ziplock with a nature item (like a pinecone, rock, or leaf) from home or a walk.</p> <p>Parent Role: At drop-off, parents place the item in a "Camping Discovery Basket" with their toddler and say, “Let’s give your leaf to the basket! Now you're ready to camp with friends!”. This supports: Parent-child bonding, sensory exploration, continuity between home and school</p>

Photo Inspiration:



Week 1 Monday

Whole Group Literacy	<p>Read-aloud: Read <i>Macy Goes Camping</i> & use puppets or toy animals. Pause & let toddlers mimic animal sounds. CLASS Connections:</p> <p>Facilitation of Learning & Development: Actively supports & extends children’s learning by engaging them in meaningful interactions & hands-on experiences. Quality of Feedback: Expansion: When a child says “moo” for the cow puppet, the teacher responds, “Yes, the cow says moo! Cows live on farms and eat grass. Can you find another animal that lives on a farm?” Language Modeling: Repeats & extends children’s language. . A child says “dog,” the teacher replies, “Yes, that’s a dog! It’s a brown dog with floppy ears. The dog is barking—woof, woof!”</p>
Small Group	<p>Lantern Sorting: Use mini plastic lanterns or bowls, let toddlers sort by color or size. CLASS Connections:</p> <p>Facilitation of Learning & Development: Active Facilitation: Support learning by guiding children through hands-on exploration & encouraging problem-solving. Invite toddlers to sort lanterns by color & size. Ask: “Can you find all the red ones? Which lantern is the biggest?” Quality of Feedback: Expansion: When a child places a small blue lantern in a group, the teacher says, “Yes, that’s a small blue lantern. It’s smaller than the green one. What other small lanterns can you find?” Language Modeling: A child says “big,” & the teacher responds, “Yes, that’s a big lantern! It’s the biggest one in the group. Big, bigger, biggest!”</p>
Dramatic Play	<p>Camp Setup: Create a pretend campsite with small tents, sleeping bags, play food. Encourage children to “pack” & “camp.”</p> <p>CLASS Connections: Facilitation of Learning & Development: Active Facilitation, Guide children in exploring materials, ask questions like, “What do we need to take camping?”, “Where should we put the food?” This hands-on experience promotes problem-solving & concept development. Quality of Feedback: Expansion, “Yes, we need a flashlight for when it gets dark. What else helps us see at night?” Language Modeling: Repetition & Extension: If a child says “tent,” the teacher might respond, “Yes, that’s our camping tent! It’s where we sleep when we go camping. Can you say ‘camping tent’?”</p>
Art	<p>Campfire Collage: Use tissue paper (red, orange, yellow) & sticks to glue a “fire” on paper plates. CLASS Connections: Facilitation of Learning & Development: Active Facilitation Encourages children to explore textures, colors, & spatial arrangement while guiding them with prompts like, “Which color looks the hottest?” or “Where should we put the sticks to make the fire look real?” Quality of Feedback: Expansion: Respond to children’s choices & ideas, such as saying, “You chose red for the center of the fire—red is often the hottest part! What happens when the fire gets bigger?” Language Modeling: Repetition & Extension, echoing & building on children’s words. If a child says “hot,” the teacher might respond, “Yes, the fire is hot! It’s a bright, glowing campfire that keeps us warm. Can you say, ‘glowing campfire’?”</p>
Blocks	<p>Build a Tent: Use soft blocks or foam bricks to build pretend tents or campfires. Encourage simple stacking & knocking down.</p> <p>CLASS Connections: Facilitation of Learning & Development: Active Facilitation, as the teacher encourages exploration & experimentation by asking, “How can we make the tent stand up?” or “What happens when we stack more blocks?” Quality of Feedback: Expansion, when a child knocks down a stack, the teacher might say, “Wow, that was a tall tent! What can we do to make it stronger next time?” Language Modeling: Repetition & Extension by echoing & building on children’s words. If a child says “blocks,” the teacher might respond, “Yes, you’re using foam blocks to build a tent! Let’s stack the blocks high to make a big tent.”</p>
Outdoor Play	<p>Forest Walk: Take a nature walk. Point out birds, leaves, bugs. Collect twigs or leaves in a small basket. CLASS Connections:</p> <p>Facilitation of Learning & Development, Guide children’s exploration by offering support when needed, such as saying, “Let’s look under this log together—what do you see?” or “You found a leaf! Can you find one that’s a different shape?” Quality of Feedback: Ask</p>

questions, “Why do you think that bug is hiding under the rock?” or “What do you think will happen if we shake this branch?” **Language Modeling: Self- & Parallel-Talk**, Narrating, “I’m picking up a crunchy brown leaf,” or “You’re putting the twig in your basket—now it’s getting full

Week 1 Tuesday

Whole Group Literacy	<p>Nature Sound Story Time: Reread part of the story, introduce nature sound recordings (crickets, owls). Ask, “What do you hear?”</p> <p>CLASS Connections: Facilitation of Learning and Development Helps children make connections between the story and real-world sounds. “Maisy hears crickets at night—let’s listen. What do you think is making that sound?” Quality of Feedback: Offering facts and explanations, such as, “That’s an owl hooting. Owls are nocturnal, which means they come out at night.” Language Modeling, “What do you hear?” or “How does that sound make you feel?”</p>
Small Group	<p>Bear Tracks in Dough: Use toy bear feet or stampers to make tracks in play dough. Count and talk about shapes.</p> <p>CLASS Connections: Facilitation of Learning & Development: “What shape did the bear’s foot make?” or “Can you make more tracks in a row?” Quality of Feedback: “Why do you think the track looks deeper here?” or “What happens if we press harder?” Language Modeling: narrating actions such as, “I’m rolling the dough flat so the bear can walk,” and echoing children’s words with added detail, like “You made three tracks—one, two, three! That’s a pattern!”</p>
Dramatic Play	<p>Sleeping Bag Pretend: Toddlers can crawl into sleeping bags or roll in blankets while pretending to sleep under stars.</p> <p>CLASS Connections: Facilitation of Learning & Development: Pretend play to real-life camping experiences. For example, the teacher might say, “When we go camping, we sleep in sleeping bags just like this—can you zip yours up tight to stay warm?” Quality of Feedback: responding to a child who says “night” with, “Yes, it’s nighttime at our campsite. Do you see the stars? What sounds do you think we’d hear while we sleep?”</p> <p>Language Modeling: “What do you like to bring when you go camping?” or “How does it feel inside your sleeping bag?”</p>
Art	<p>Leaf Rubbing: Place leaves under paper & color with crayons to reveal the textures. Use camping-related leaves if available.</p> <p>CLASS Connections: Facilitation of Learning & Development: “Let’s hold the paper still while you rub—look, the leaf is showing through!”</p> <p>Quality of Feedback: “This leaf is from an oak tree. Oak leaves have bumpy edges—can you feel them under the paper?” Language Modeling: Repetition & Extension, Echoing and expanding children’s words. If a child says “leaf,” the teacher might respond, “Yes, it’s a leaf with veins and a stem. You’re making a leaf rubbing—it’s like a picture made with texture!”</p>
Blocks	<p>Block Tree Forest: Stack brown & green blocks to build “trees.” Add toy animals or bugs to make it interactive.</p> <p>CLASS Connections: Facilitation of Learning & Development: Explore structure & balance, saying things like, “Let’s stack the green block on top—now it looks like leaves!” or “Can you build a tall tree for the owl?” Quality of Feedback: Adds context, such as, “This animal is a raccoon—it likes to live in trees and comes out at night.” Language Modeling: Narrating actions like, “I’m putting the bug on the branch,” and reflecting children’s actions with added vocabulary, such as, “You made a forest with tall trees and tiny bugs crawling up!”</p>
Outdoor Play	<p>Bug Search: Hide plastic bugs or pictures outdoors & go on a “bug hunt.” Let toddlers find and name them. CLASS Connections: Facilitation of Learning and Development: “Let’s look under the leaves—do you see anything crawling?” or “You found a ladybug! Can you find another one?” Quality of Feedback: <i>Expansion</i> indicator is used when the teacher builds on children’s discoveries, such as responding to “ant” with, “Yes, that’s an ant! Ants live in groups called colonies. Can you find one that’s a different color?” Language Modeling: “What do you think this bug eats?” or “Where do you think it lives?”</p>

Week 1 Wednesday

<p>Whole Group Literacy</p>	<p>Song Circle: “Camping Song” & Fingerplay: Sing simple songs like “A Camping We Will Go” or “Twinkle Little Firefly.” Use flashlights for light play. CLASS Connections: Facilitation of Learning and Development: Connect the lyrics and movements to real-life camping experiences. “We use flashlights when it’s dark outside—just like when we go camping!” Quality of Feedback: “What do you think a firefly looks like when it glows?” or “Why do we need a flashlight at night?” Language Modeling: Narrating actions and echoing children’s words, such as, “You’re shining your flashlight up high—just like a firefly in the sky!”</p>
<p>Small Group</p>	<p>Snack Sorting: Let toddlers sort pretend or real snacks (crackers, dried fruit) into baskets. Introduce counting terms. CLASS Connections: Facilitation of Learning and Development: “Let’s put all the round crackers in this basket. Can you help me count them—one, two, three?” Quality of Feedback: Adds context, such as, “These dried fruits are called apricots. They’re chewy and sweet—can you find another chewy snack?” Language Modeling: “Can you tell me what you’re putting in your basket?” and <i>Advanced Language</i> by introducing rich vocabulary like “chewy,” “crunchy,” “circular,” and “grouping,”</p>
<p>Dramatic Play</p>	<p>Campfire Pretend Cookout: Use pretend food and toy cookware to “roast” marshmallows or hotdogs on a fake fire. CLASS Connections: Facilitation of Learning & Development: <i>Active Facilitation</i> indicator, encourage exploration by saying, “Let’s roast the marshmallow—hold it over the fire! What happens when it gets warm?” Quality of Feedback: Ask reflective questions like, “Why do we cook food over a fire when we camp?” or “What do you think happens to the hotdog when it gets hot?” Language Modeling: Invite children to describe their actions (“What are you cooking?”) and introducing rich vocabulary such as “sizzle,” “roast,” “skewer,” and “campfire,”.</p>
<p>Art</p>	<p>Night Sky Painting: Use dark paper with star stickers or dab white/yellow paint to create nighttime sky. CLASS Connections: Facilitation of Learning and Development: Helps children connect their artwork to real-world observations by saying, “Stars shine in the sky at night—can you make your stars sparkle with paint?” Quality of Feedback: Builds on children’s ideas, such as responding to “moon” with, “Yes, the moon is bright and round. Sometimes we see a full moon, and sometimes just a little part of it. Can you paint a full moon?” Language Modeling: Introducing descriptive vocabulary like “twinkle,” “glow,” “galaxy,” and “constellation,” and prompt children to describe their artwork: “Tell me about your sky—what do you see in it?”</p>
<p>Blocks</p>	<p>Tunnel Trails: Use cardboard tunnels or tubes to connect block “caves” or “tents.” Crawl or roll balls through them. CLASS Connections: Facilitation of Learning & Development: “Let’s see if the ball can roll all the way through the tunnel—what happens if we tilt it?” Quality of Feedback: Adds context, such as, “Tunnels help animals move from one place to another without being seen. Some bugs even make tunnels underground!” Language Modeling: Prompting children to describe their actions (“What are you building with your tunnel?”) and <i>Advanced Language</i> by introducing terms like “entrance,” “pathway,” “curve,” and “underground,”.</p>
<p>Outdoor Play</p>	<p>Tent Toss: Toss bean bags or soft balls into a small tent. Count aloud and cheer each try. CLASS Connections: Facilitation of Learning & Development: Encourages children to think about number concepts and spatial awareness by asking, “What happens if you stand farther away?” or “How many bean bags do you think will fit inside the tent?” Quality of Feedback: Offers enthusiastic responses like, “You did it!” or “That was a great try—let’s do it again!” to build confidence and motivate continued participation. For Language Modeling: Prompting children to describe their actions (“Where did your bean bag land?”) and <i>Advanced Language</i> by introducing vocabulary such as “distance,” “aim,” “inside,” and “counting,”</p>

Week 1 Thursday

<p>Whole Group Literacy</p>	<p>Shadow Play Story Time: Use flashlights and shadow puppets to retell parts of the story. Create animal shadows. CLASS Connections: Facilitation of Learning and Development: <i>Expansion of Cognition</i> indicator, as the teacher encourages children to think about how light and shadow work by asking, “What happens when we move the puppet closer to the light?” or “Why is the shadow getting bigger?” Quality of Feedback: Encouragement and Affirmation, “You made a bunny shadow—great job!” or “That’s such a creative way to tell the story!” Language Modeling: Describe what they see or are doing (“What animal did you make?”), and introducing words like “silhouette,” “project,” “glow,” and “movement,”</p>
<p>Small Group</p>	<p>Nature Basket Discovery: Toddlers explore baskets with pinecones, bark, smooth rocks, and leaves. Encourage describing with simple words. CLASS Connections: Facilitation of Learning and Development: <i>Expansion of Cognition</i> “How does the bark feel compared to the rock?” or “Which leaf is the biggest?” Quality of Feedback: Encouragement and Affirmation: “You found a bumpy pinecone—great noticing!” or “That rock is so smooth! You’re really exploring carefully. Language Modeling: prompting children to describe what they feel and see (“Can you tell me what this feels like?”), and <i>Advanced Language</i> by introducing descriptive vocabulary such as “rough,” “smooth,” “pointy,” and “cracked,”</p>
<p>Dramatic Play</p>	<p>Picnic Pretend Play: Use toy food, napkins, and dishes. Toddlers serve and share “picnic” items. CLASS Connections: Facilitation of Learning & Development: <i>Expansion of Cognition</i> indicator, “What do we need to pack for our picnic?” or “Where should we sit to eat our food?” Quality of Feedback: Providing Information, Adds meaningful context, such as, “This is a sandwich—it has pretended lettuce & cheese inside,” or “We use napkins to keep our hands clean while we eat.” Language Modeling: describe what they’re serving or eating (“What’s on your plate?”), and <i>Advanced Language</i> by introducing words like “refreshing,” “serving,” “layered,” and “delicious,” helping toddlers expand their expressive language through imaginative social play.</p>
<p>Art</p>	<p>Firefly Jars: Stick glow-in-the-dark dots on black paper or clear containers. Let toddlers shake & explore light. CLASS Connections: Facilitation of Learning & Development: <i>Expansion of Cognition</i> “What do you think makes fireflies glow?” or “What happens when we shake the jar?” Quality of Feedback: Adds context, such as, “Fireflies glow to find each other in the dark. It’s called bioluminescence,” Language Modeling: Prompting children to describe what they see (“What color is your firefly dot?”), and introducing words like “glow,” “twinkle,” “dim,” & “bioluminescent,”</p>
<p>Blocks</p>	<p>Bridge Building: Build short bridges with wooden blocks. Roll cars or animals over & under. CLASS Connections: Facilitation of Learning & Development: Encourages children to think about how bridges work by asking, “What happens if we make the bridge taller?” or “Can the car go under this one?” Quality of Feedback: Adds context, such as, “Bridges help people & animals cross over rivers or roads. Some are made of stone, & some are made of metal,” Language Modeling: Describe their creations (“Tell me about your bridge!”), & <i>Advanced Language</i> by introducing terms like “structure,” “balance,” “underneath,” & “arch”.</p>
<p>Outdoor Play</p>	<p>Log Balancing: Use large foam beams or low logs for walking & balancing with support. Use safety mats if needed. CLASS Connections: Facilitation of Learning & Development: Encourages children to think about movement & body control by asking, “What helps you stay balanced?” or “What happens when you walk slowly versus quickly?”. Quality of Feedback: “We use our arms to help us balance, just like tightrope walkers do,” or “Logs in the forest can be tricky to walk on because they’re round & uneven.” Language Modeling: Prompting children to describe their experience (“How does it feel to walk on the log?”), introduce words like “balance,” “steady,” “wobble,” & “careful,”</p>





Week 1 Friday

<p>Whole Group Literacy</p>	<p>Backpack Adventure Story Walk: Let toddlers wear small backpacks and “hike” as you read and act out scenes from <i>Macy Goes Camping</i>.</p> <p>CLASS Connections: Facilitation of Learning and Development: Encourages higher order thinking by asking questions like, “What do you think Macy will need in her backpack for camping?”. Quality of Feedback: Builds on a child’s comment—such as responding to “Macy is walking” with, “Yes, she’s walking through the forest. What do you think she might see in the forest?”—</p> <p>Language Modeling: engages in back-and-forth exchanges like, “You’re climbing the hill just like Macy! What sound do your boots make on the rocks?”</p>
<p>Small Group</p>	<p>Animal Footprint Match: Match animal toys with printed footprints. Use for discussion and stomping fun.</p> <p>CLASS Connections: Facilitation of Learning and Development: Encourages children to think critically by asking, “Which animal do you think made this footprint? Why?”. Quality of Feedback: Demonstrated when a child hesitates and the teacher offers a hint like, “Look at the shape of the paw—does it look like the bear’s foot or the raccoon’s?”. Language Modeling: Engages toddlers in back-and-forth dialogue, saying things like, “You stomped like the elephant! What sound does an elephant make when it walks?”</p>
<p>Dramatic Play</p>	<p>Flashlight Hide & Seek: Turn down lights and use flashlights to find camping-themed items hidden around the room.</p> <p>CLASS Connections: Facilitation of Learning and Development: Encourages problem-solving by asking, “Where do you think the owl might be hiding? Why would it be there?”. Quality of Feedback: “Try shining your light under the table—what do you see?”. Language Modeling: Engages in dialogue such as, “You found the lantern! What do we use a lantern for when we go camping?”</p>
<p>Art</p>	<p>Stick Painting: Paint with pine needles or sticks using washable paint on paper. Discuss textures and lines.</p> <p>CLASS Connections: Facilitation of Learning and Development: Invites children to notice and discuss the textures and patterns made by pine needles and sticks, asking, “What kind of lines does your stick make? How is it different from the pine needle?”. Quality of Feedback: “It’s scratchy,” and the teacher responds, “Yes, it’s scratchy like bark. Bark feels rough too—can you think of something else that feels rough?”. Language Modeling: Repeats and expands on children’s words, saying, “You painted zigzags—zigzags go back and forth like this,</p>
<p>Blocks</p>	<p>Build a Campsite: Use blocks, fabrics, and small logs to create a miniature campsite with friends.</p> <p>CLASS Connections: Facilitation of Learning and Development: Prompts children to think about what belongs in a campsite, asking, “What do we need to stay warm at night? How can we build a campfire with these blocks. Quality of Feedback: “This is our tent,” and the teacher responds, “Yes, and it’s made with fabric and logs—just like a real tent that keeps you dry when it rains!”. Language Modeling: Echoes and expands on children’s words, saying, “You built a sleeping bag spot—sleeping bags are soft and cozy.</p>
<p>Outdoor Play</p>	<p>Water Play River: Use water tables or shallow bins to float leaves, sticks, and plastic animals for sensory exploration.</p> <p>CLASS Connections: Facilitation of Learning and Development: Encourages children to explore floating and sinking by saying, “Let’s see what happens when we put the stick in the water—does it float like the leaf or sink like the rock?”. Quality of Feedback: “Why do you think the animal floated away so fast?”. Language Modeling: Narrates actions by saying, “I’m pouring water into the river. Now the leaf is moving downstream!</p>

Week 2 Toddler Lesson Plan **Theme:** Camping with Maisy **Book:** “Maisy Goes Camping” by Lucy Cousins

Learning Objectives:

- ✓ The students will strengthen their fine and gross motor skills through structured play, building, and movement while exploring camping-related themes.
- ✓ The student will participate in interactive group activities, developing early social skills, communication, and cooperative play.

<p>Transitions:</p>	<p>“Animal March to Group” (From Free Play to Group Time). When to Use: To gather toddlers for music, story time, or small group.</p> <p>How to Use: Call out an animal and movement. For example: “Let’s march like bears to the circle!” “Let’s hop like bunnies to the mat!”</p> <p>Switch it up each day (owl = flap arms, raccoon = tiptoe, frog = hop low).</p> <p>Why It Works: Fun movement cue with role play supports cooperation and gross motor skills.</p> <p>“Lantern Light, Time for Night” (To Transition to Nap or Quiet Time). When to Use: To transition to rest or calming activity.</p> <p>How to Use: Dim the lights or use a soft camping lantern. Sing this softly: “Lantern light, lantern bright, Time to rest and end our hike. Close our eyes and snuggle tight— We’ll camp again tomorrow night.”</p> <p>Encourage toddlers to find their nap mats with calm music playing.</p> <p>Why It Works: Reinforces routine through visual light cues and calming rhythm.</p>
<p>Parent Involvement:</p>	<p>“Little Explorer Backpack” Transition</p> <p> What It Is: Send home a small paper “explorer backpack” (template or paper bag) and encourage parents to return it with one soft item that reminds the child of home (soft scarf, baby sock, sensory toy).</p> <p> During drop-off: “Let’s check what’s in your backpack today, [Name]!”</p> <p> Supports: Exploration, comfort objects, parent engagement in classroom culture</p> <p> Domains: Approaches to Learning, Social Studies, Language & Literacy</p>

Week 2 Monday

Whole Group Literacy	<p>Nature Exploration Story: Read a camping-themed story (with props like tents, fire, or animals) and encourage toddlers to act out parts of the story.</p> <p>CLASS Connections: Facilitation of Learning and Development: “What do you think it’s like to sleep in a tent?” or “Why do animals come out at night?”. Quality of Feedback: Adds context, such as, “Owls are nocturnal, which means they sleep during the day and wake up at night,”. Language Modeling: “Can you tell me what the bear is doing?”, and introducing expressive vocabulary like “explore,” “adventure,” “nocturnal,” and “campground,”</p>
Small Group	<p>Footprint Tracking: Use paint and toy animals to make animal footprints on large paper. Let toddlers stomp and match animal tracks.</p> <p>CLASS Connections: Facilitation of Learning and Development: <i>Encourages analysis and reasoning</i>, “Which animal made this track? How can you tell?”. Quality of Feedback: Offers a hint like, “Look at the toes—do they match the bear or the duck?”. Language Modeling: Narrates actions by saying, “I’m pressing the toy into the paint—now it’s making a footprint!”</p>
Dramatic Play	<p>Camp Cooking Pretend Play: Set up a play stove with pretend food. Toddlers can “cook” meals for the group.</p> <p>CLASS Connections: Facilitation of Learning and Development: <i>Invites children to plan and “cook” meals</i>, asking, “What are you making for dinner at the campsite? What ingredients do you need. Quality of Feedback: When a child says, “I’m making soup,” and the teacher responds, “Yum! Is it vegetable soup or chicken soup? What did you put in it? Language Modeling: Engages in playful dialogue like, “You’re the chef today! Can I order some pancakes for breakfast?”</p>
Art	<p>Handprint Trees: Dip hands in green or brown paint and stamp them on paper to create tree shapes.</p> <p>CLASS Connections: Facilitation of Learning and Development: <i>Invites children to notice how their handprints resemble tree branches or trunks</i>, asking, “What does your hand look like when you stamp it? Can you make a tall tree or a short one?”. Quality of Feedback: “Why do you think the green paint looks like leaves?” Language Modeling: Echoes and builds on children’s words, saying, “Yes, your tree is big and leafy—just like the ones we saw outside!”</p>
Blocks	<p>Building the Campfire: Use red, yellow, and brown blocks to build a campfire, adding wooden logs or toy animals around it.</p> <p>CLASS Connections: Facilitation of Learning and Development: <i>Promotes symbolic play</i>, as the teacher encourages children to use red, yellow, and brown blocks to represent fire, asking, “How can we make the fire look like it’s glowing?”. Quality of Feedback: “Is it safe for the animal to be that close? What could we do to keep it warm but safe?”. Language Modeling: Engages in dialogue like, “You’re adding logs to the fire—what do logs do when they burn?”</p>
Outdoor Play	<p>Bubble Chase: Blow bubbles outside for toddlers to chase and pop. Talk about the “light” and “airy” feeling of bubbles.</p> <p>CLASS Connections: Facilitation of Learning and Development: <i>encourages children to explore the properties of bubbles</i> by asking, “What happens when you touch a bubble? Why do they float up instead of down?”. Quality of Feedback: “Why do you think that bubble popped so fast?” encouraging children to reflect and make connections. Language Modeling: Narrates the experience by saying, “I see a big bubble floating over your head—it’s shiny and round!”</p>

Week 2 Tuesday

Whole Group Literacy	<p>Animal Sounds Story Time: Use animal sound effects (like crickets and owls) as you read. Encourage toddlers to make the sounds along with you. CLASS Connections: Facilitation of Learning and Development: “Why do you think owls make sounds at night? What other animals do you hear when you go camping?” Quality of Feedback: Demonstrated when a child says, “That’s a frog!” and the teacher responds, “Yes, that’s a frog croaking—frogs live near water and make that sound to talk to other frogs,” Language Modeling: Repeat and builds on children’s sounds and words, saying, “You said ‘hoo hoo’ like the owl—owls hoot when they’re calling to each other in the dark.”</p>
Small Group	<p>Pinecone Sorting: Provide pinecones of various sizes and allow toddlers to sort them by size or texture. CLASS Connections: Facilitation of Learning and Development: Compare and sort pinecones by asking, “Which one is the biggest? How can you tell?” Quality of Feedback: “Why do you think this pinecone feels different from that one? Language Modeling: Narrates, “I’m putting the small pinecones in this basket and the big ones over here,”</p>
Dramatic Play	<p>Forest Ranger Pretend Play: Use binoculars, hats, and toy flashlights for toddlers to pretend they are forest rangers exploring the woods. CLASS Connections: Facilitation of Learning and Development: <i>Encourages creativity and imagination</i>, as the teacher invites children to pretend, they are exploring the forest, asking, “What do you see through your binoculars? Are you tracking an animal or looking for a campsite?” Quality of Feedback: When a child says, “I see a bear!” and the teacher responds, “What should we do if we see a bear in the forest? Should we stay quiet or make noise?” Language Modeling: Engages in playful dialogue like, “You’re shining your flashlight—what are you looking for in the dark woods?”</p>
Art	<p>Rock Painting: Let toddlers paint small rocks with nature-inspired colors (green, brown, yellow). CLASS Connections: Facilitation of Learning and Development: “What happens when you mix green and yellow? Can you make your rock look like moss or sunshine?” Quality of Feedback: “Mine is brown,” and the teacher responds, “Yes, it’s a rich, earthy brown—just like the dirt under the trees,” Language Modeling: Repeat and builds on children’s words, saying, “You painted swirls—swirls go round and round like the wind,”</p>
Blocks	<p>Wooden Log Balance: Lay foam blocks or logs in a line for toddlers to walk across, balancing like they’re crossing a stream. CLASS Connections: Facilitation of Learning and Development: Encourages children to imagine they are crossing a stream, asking, “Can you balance all the way across the river without falling in?” Quality of Feedback: Demonstrated when a child hesitates and the teacher offers support by saying, “Try putting your arms out like wings to help you balance—just like a bird Language Modeling: Narrates, “I’m walking slowly across the log—step by step,”</p>
Outdoor Play	<p>Nature Scavenger Hunt: Hide natural items like leaves, rocks, and sticks outside for toddlers to find. CLASS Connections: Facilitation of Learning and Development: “How can you tell this leaf is different from the others? What do you notice about its shape or color?” Quality of Feedback: “I found a rock!” and the teacher responds, “Yes, you found a smooth, round rock—it’s gray like the ones we saw by the stream. Language Modeling: Engages in ongoing dialogue like, “You’re looking under the bush—what do you think you’ll find there?”</p>

Week 2 Wednesday

Whole Group Literacy	<p>Camping Song & Fingerplay: Sing "The Ants Go Marching" and include hand movements for toddlers to follow.</p> <p>CLASS Connections: Facilitation of Learning & Development: Uses the song "The Ants Go Marching" to introduce counting and rhythm, asking, "How many ants are marching now? Can you show me with your fingers?" Quality of Feedback: when a child struggles with the hand motions, the teacher gently models the movement, saying, "Let's march together—one step, two steps!"—</p> <p>Language Modeling: Repeats & expands on children's words and sounds, saying, "Yes, they're marching—marching in a line just like ants do when they're working together!"</p>
Small Group	<p>Bug Exploration: Show toy bugs or real bug pictures. Let toddlers touch and talk about them (with supervision). CLASS Connections: Facilitation of Learning and Development: "What do you notice about this bug's legs? How is it different from the other one?" Quality of Feedback: "Why do you think this bug has spots? What might they be for?" Language Modeling: Narrates, "I'm holding the ladybug—it's red with black spots. I see you're touching the beetle's shell."</p>
Dramatic Play	<p>Tent Hide & Seek: Create a simple tent using blankets and pillows for toddlers to crawl in and out of, playing peek-a-boo. CLASS Connections: Facilitation of Learning and Development: <i>Promotes symbolic play</i>, as the teacher encourages imagination by saying, "You're hiding in the tent—are you camping in the forest or taking a nap under the stars?" Quality of Feedback: Demonstrated when a child says, "I'm hiding!" and the teacher responds, "Yes, you're tucked inside the cozy tent—just like when we go camping and zip up our sleeping bags," adding detail and connecting to real-life experiences. Language Modeling: Engages in playful exchanges like, "Peek-a-boo! I see you! Are you going to hide again?"</p>
Art	<p>Nature Print Art: Use leaves, flowers, and other natural items to make prints by pressing them onto paper with paint. CLASS Connections: Facilitation of Learning & Development: Invites children to observe and experiment by asking, "What happens when you press the leaf into the paint? What kind of shape does it make on the paper. Quality of Feedback: Demonstrated when a child struggles to make a clear print and the teacher offers support, saying, "Try pressing a little harder—let's see if we can get the veins of the leaf to show up," guiding the child's effort while encouraging independence. Language Modeling: Narrates, "I'm dipping the flower in yellow paint and pressing it down—look at the petals!"</p>
Blocks	<p>Animal Den Building: Use blocks to create animal dens and encourage toddlers to add toy animals inside. CLASS Connections: Facilitation of Learning and Development: Prompts children to design cozy spaces for toy animals, asking, "What kind of home does your bear need? Should it be big or small?" Quality of Feedback: "Why do you think the fox wants to hide in the corner? What might it be looking for?" Language Modeling: Builds on children's words, saying, "Yes, your den is warm and safe—just like a real animal's shelter in the woods,"</p>
Outdoor Play	<p>Watering Plants: Provide a small watering can. Let toddlers water outdoor plants. Discuss how plants grow in the wild. CLASS Connections: Facilitation of Learning & Development: Encourages children to explore plant care. Ask: "What do you think will happen if we give the plant water every day? Why do plants need water to grow? Quality of Feedback: Demonstrated when a child says, "I'm giving it a drink," & the teacher responds, "Yes, you're watering the plant so it can grow tall and green—just like the ones we saw in the garden," Language Modeling: Builds on children's words, saying, "You're pouring water—plants drink water through their roots,"</p>

Week 2 Thursday

Whole Group Literacy	<p>Fire Safety Story Time: Read a story and focus on fire safety while camping, using soft plush fire safety tools to reinforce the concept.</p> <p>CLASS Connections: Facilitation of Learning and Development: “Why do we need to stay away from fire? What should we do if we see one while camping?” Quality of Feedback: Demonstrated when a child points to a plush fire extinguisher and says, “That’s for fire!” and the teacher responds, “Yes, that’s a fire extinguisher—it helps put out fires. Let’s pretend we’re using it safely,” Language Modeling: Narrates, “I’m holding the fire helmet—it keeps firefighters safe. You’re putting out the fire with your plush hose!”</p>
Small Group	<p>Nature Texture Bags: Fill fabric bags with different nature textures (smooth stone, rough bark, soft moss) for toddlers to feel and explore. CLASS Connections: Facilitation of Learning and Development: Invites children to feel and describe the contents of each bag, asking, “What does this feel like? Is it rough like bark or soft like moss?” Quality of Feedback: “Why do you think the rock feels cold and the moss feels warm?” Language Modeling: Builds on children’s words, saying, “Yes, it’s bumpy—bumpy like the tree trunk we touched outside,”</p>
Dramatic Play	<p>Campground Setup: Create a pretend campsite with tents, sleeping bags, and flashlights for toddlers to explore and pretend to camp. Adding camping gear props like small backpacks, stuffed animals, mini tents, and toy food for picnic pretend play.</p> <p>CLASS Connections: Facilitation of Learning and Development: Encourages children to use props like tents, backpacks, and toy food to create a pretend camping experience, asking, “What will you pack in your backpack for the trip? Where will your stuffed animal sleep tonight?” Quality of Feedback: Demonstrated when a child says, “I’m making lunch,” and the teacher responds, “You’re cooking lunch at the campsite—what are you making? Is it something your animal friends will like?” Language Modeling: Engages in ongoing dialogue like, “You’re setting up the tent—should we zip it closed to keep warm?”</p>
Art	<p>Collage with Leaves: Let toddlers glue leaves, twigs, and fabric onto a large piece of paper to create a nature collage and use of nature-inspired materials such as leaves, twigs, feathers, and fabric scraps. CLASS Connections: Facilitation of Learning and Development: Invites children to observe and compare textures, asking, “How does the leaf feel? Is it soft like the feather or rough like the twig?” Quality of Feedback: “I put a leaf here,” and the teacher responds, “Yes, you placed a big, crunchy leaf next to the soft green moss—what a beautiful contrast!” Language Modeling: Engages in ongoing dialogue like, “You’re gluing the feather—what color is it? What does it remind you of?”</p>
Blocks	<p>River Crossing: Set up soft blocks or pillows in a “stream” pattern and encourage toddlers to step from one to another without “falling in.” CLASS Connections: Facilitation of Learning and Development: Encourages children to imagine stepping across a stream, asking, “Can you cross the river without falling in? What happens if you step on a wobbly rock?” Quality of Feedback: “Why do you think that pillow is easier to step on than the block. Language Modeling domain is supported through the Self- and Parallel-Talk indicator, as the teacher narrates, “I’m stepping carefully across the river—one foot at a time,”</p>
Outdoor Play	<p>Outdoor Nature Sounds: Sit quietly outside and listen to the sounds of nature—wind, birds, leaves. Discuss what sounds they hear.</p> <p>CLASS Connections: Facilitation of Learning and Development: Prompts children to listen closely and think critically by asking, “What do you hear? Is that a bird or the wind in the trees? How can you tell the difference?” Quality of Feedback: “Why do you think the leaves make that sound when the wind blows?” Language Modeling: Narrates, “I hear a chirping sound—it might be a bird in the tree. You’re looking up too—do you hear it?”</p>

Week 2 Friday

<p>Whole Group Literacy</p>	<p>Camping Songs with Actions: Sing “Going on a Bear Hunt” with hand motions and encourage toddlers to act out the movements. CLASS Connections: Facilitation of Learning and Development: “What do you hear? Is that a bird or the wind in the trees? How can you tell the difference?” Quality of Feedback: “Why do you think the leaves make that sound when the wind blows?” Language Modeling: Narrates, “I hear a chirping sound—it might be a bird in the tree. You’re looking up too—do you hear it?”</p>
<p>Small Group</p>	<p>Campfire Shadow Play: Use a flashlight and white paper to create shadows of trees and animals. Toddlers can “play” with the shadows. CLASS Connections: Facilitation of Learning and Development: “Look what happens when you move your hand closer to the light—your shadow gets bigger!”. Quality of Feedback: “It’s a bunny!” with, “Yes, and see how its ears wiggle when you move your fingers?” Language Modeling: Repeating and extending children’s language (Dimension: <i>Language Modeling</i>, Indicator: <i>Repetition and Extension</i>), saying, “You said ‘tree’—that’s right, it looks like a tall tree with branches reaching up!”</p>
<p>Dramatic Play</p>	<p>Picnic Pretend Play: Set up a picnic with toy food, plates, and cups. Toddlers can serve food and pretend to enjoy a meal outdoors. CLASS Connections: Facilitation of Learning and Development: “You’re pouring juice—can I have some too?” to guide children in role-playing and extending their pretend actions. Quality of Feedback: Encouraging persistence and clarifying ideas Why did you choose the apple for me? Language Modeling: Narrating actions like, “I’m spreading peanut butter on my sandwich,” or commenting, “You’re giving everyone a cookie!”</p>
<p>Art</p>	<p>Firework Art with Straws: Use straws to blow paint and create fireworks-like patterns on dark paper. CLASS Connections: Facilitation of Learning and Development: <i>Active Facilitation</i> “Try blowing gently through the straw—what kind of shape does the paint make?” Quality of Feedback: “Yes, it does look like fireworks bursting in the sky—what colors do you see mixing together?” Language Modeling: “What do you think will happen if we add more paint?”</p>
<p>Blocks</p>	<p>Forest Path Building: Use blocks and cloths to create a “path” for toy animals or vehicles to travel along, mimicking a forest trail. CLASS Connections: Facilitation of Learning and Development: “How can we make a bridge so the animals can cross the river?”. Quality of Feedback: Responding to a child’s comment, “The bear is walking!” with, “Yes, the bear is walking slowly through the forest—do you think he’s looking for food?” Language Modeling: “Where do you think the animals are going on their journey?”</p>
<p>Outdoor Play</p>	<p>Rock Toss into Water: If you have access to a water source, let toddlers toss smooth stones into a shallow area (e.g., pond or water table). Include water tables, nature scavenger hunt cards, or small gardening tools for toddlers to explore. CLASS Connections: Facilitation of Learning and Development: “Try tossing a small rock—what kind of splash does it make compared to a big one?” Quality of Feedback by prompting thought: “What do you think will happen if you drop the rock slowly instead of throwing it?” Language Modeling: Narrating, “You’re using the red shovel to scoop water,” or “That rock made a big splash!”</p>

Florida Standards Alignments

Approaches to Learning (AL)	AL1b: Engage in sensory exploration. AL2b: Use trial and error to solve problems.
Scientific Inquiry (SCI)	SCI1a: Explore and manipulate materials to understand properties.
Physical Development (PD)	PD2b: Use fine motor skills to manipulate small objects. PD1a: Use large motor skills for movement and coordination.
Language & Literacy (LL)	LL1b: Use gestures, sounds, and words to communicate. LL2a: Participate in songs, stories, and rhymes.
Social and Emotional Development (SED)	SED2a: Interact with peers and adults in play. SED1a: Show awareness of self and other
Creative Arts (CA)	CA1a: Use materials to create original art. CA3a: Participate in pretend play.

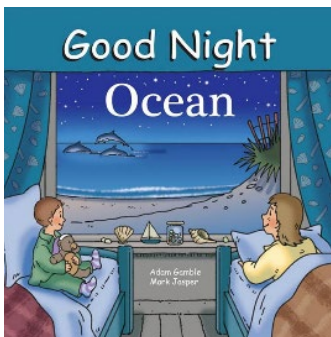
Learning Objectives:

- ✓ Students will enrich vocabulary relevant to the ocean/beach theme.
- ✓ Students will demonstrate comprehension of books read aloud and the meaning of text via pointing to pictures and responding to conversations.
- ✓ Students will be able to improve mathematical Spatial Relations skills by manipulating objects by flipping, sliding and rotating to make them fit.

Transitions:	<i>Find ocean-themed songs to play and have children "swim" to the next activity</i>
Parent Involvement:	<i>Take children on a walk to the beach or by the water and discuss different animals and things they might see. Encourage parents to bring in photos of infants on the beach.</i>

Photo Inspiration:

Story Book



Ocean Sensory Bottles



Rainbow Fish Art



Painting Seashells



Sing-Along

Waves in the Sea

The waves in the sea go
 Up and down,
 Up and down,
 Up and down.
 The waves in the sea go
 Up and down,
 All day long.
 ...Sharks in the sea go
 Snap, snap, snap...
 ...Fish in the sea go
 Swish, swish, swish...
 ...Boats in the sea go
 Toot, toot, toot...

Jellyfish Lacing



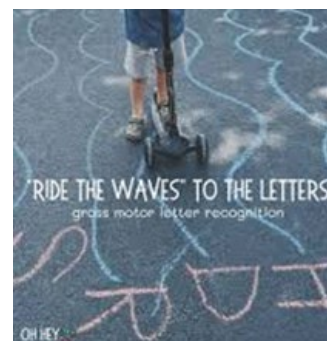
Starfish Suncatcher



Walk the Plank



Ride the Waves



Week 1 Monday

Whole Group Literacy	Goodnight Ocean by Adam Gamble and Mark Jasper Introduce new theme/book through discussion. Gain prior knowledge through questioning. Do a picture walk with the toddlers. Point to objects and items in books as you label and discuss them. Try to get the toddlers to do the same. Explain goals/materials in learning centers. <u>CLASS Connections:</u> Ask children: What do you think this book will be about? Why do you think that? Tell me more about your prediction. Allow the toddlers to explore and hold the book as desired.
Small Group	Buried Treasure Hunt Bury various ocean-themed objects (i.e. seashells, toy sea animals, etc.) under sand in a container. Invite a small group of toddlers to work with the teacher. Have toddlers take turns digging through sand to find an object that matches a selected card. <u>CLASS Connections:</u> Ask children: Have you ever seen (animal/object) before? What is your favorite ocean animal?
Dramatic Play	Let's go to the beach Have the children use the items in the dramatic play area to pretend to go to the beach. Include items such as beach towels, umbrellas, sunglasses, sun hats, sand buckets, beach toys, small cooler, etc. <u>CLASS Connections:</u> Have them brainstorm what they will need to take with them and then have them do activities on the beach. What will you pack on your trip to the beach? What else could be added? Tell me more about what you will do at the beach. What else can you use?
Art	Class Beach Scene Create a template of a beach scene on a large piece of paper to be used as a background. Invite toddlers to color on the paper using markers, crayons, and/or paint to help create a class beach scene. <u>CLASS Connections:</u> Talk with children about things they see at the beach. Encourage toddlers to add different items they are familiar with. Ask question such as: What are you drawing? Have you ever seen [] at the beach? What do you do when you go to the beach?
Blocks	Stacking Sand buckets Provide various sand buckets in different sizes and colors for toddlers to explore. Encourage them to explore and try to stack buckets on top of each other. Model behaviors as needed. <u>CLASS Connections:</u> Ask children: What are you going to build with the buckets? What do you need to build a home for this "animal"? What do you think would happen if you put this here? What color bucket are you using? Tell me more about what you are doing.
Outdoor Play	Ride the waves Draw various line patterns along the sidewalk with sidewalk chalk outside. Put a fish on one side and a letter on the other side of each line. Invite children to ride scooters or bikes along the lines to letter on the other end of the line. They can choose a line, or you could ask children to find the line leading to a given letter. Provide the letter or provide a word and ask children to identify the first letter in a given word. <u>CLASS Connections:</u> Ask questions such as: What letter did your line go to? What's another word that starts with (letter)?

Week 1 Tuesday

Whole Group Literacy	Review new theme/book through discussion. Read a few pages of the book Goodnight Ocean by Adam Gamble and Mark Jasper . As you read, continue pointing to objects and items as you label and discuss them. Ask toddlers to identify items throughout the book. Allow the toddlers to explore and hold the book as desired. CLASS Connections: During book reading implement instructional strategies: open-ended questioning, real world connections, encouraging thinking skills, embedding information, integration, and advanced language (include corresponding page numbers).
Small Group	Seashell letters Write letters on the inside of some medium sized seashells. As children pick up the shells, name the letter for the child. Try leading them to pick up letters that spell their name. CLASS Connections: Ask children: What letter comes after this in your name? What else can you spell? How are you going to do that? What does the word [] start with?
Dramatic Play	Ocean Foam Fill sensory table with blue water and add soap to create bubbles. Place different sea animals into the bin and invite toddlers to ‘clean’ the animals in the water. CLASS Connections: Ask toddlers to identify the different animals, ask if they have seen the animals before
Art	Create Rainbow Fish Provide toddlers with a fish template or cut out. Encourage children to use different color paint dotters to decorate their ‘rainbow’ fish. Allow toddlers to place a googly eye on their fish. CLASS Connections: As children create artwork, ask questions such as, “What colors are you using?” “Have you ever seen a rainbow fish?” “Where would the eye go?”
Blocks	Sand sensory bin Create a sensory table that includes mini beach items such as sand, sand buckets and shovels, seashells, mini crabs, and starfish. Invite toddlers to explore the sand and other items. CLASS Connections: Ask children: What are you going to do with the sand bucket? What can you do with the seashells? Tell me more. Why do you think starfish wash up on the beach?
Outdoor Play	Water Play Provide toddlers with a water table and/or buckets of water with a variety of water toys to play with. You can also add sand in for additional play. Encourage them to explore the water and sand and pour water over the toys and observe what happens. CLASS Connections: As toddlers explore in the water, ask questions such as “What does it feel like? Is it cold/hot?” “Do you think the water will make [] move?” “What would happen if you added sand here?” “Can you make a beach/island?”

Week 1 Wednesday

Whole Group Literacy	Read a few more pages from the book Goodnight Ocean by Adam Gamble and Mark Jasper . Allow toddlers to point at objects and turn the pages as desired. CLASS Connections: During the activity, ask children: Tell me about. What does this remind you of? Why did you...? What could be added...? What else is like this...?
Small Group	Sorting Sea animals Invite a small group of toddlers to the table with a teacher to sort sea animals based on different characteristics such as color, number of legs/flippers/fins, and shape. CLASS Connections: As toddlers sort items, ask questions such as, “What color is that item?” “Are there other items that same color?” “Where should we put them?” “What shape is that item?” “Can you count the number of legs/flippers/fins?”
Dramatic Play	Let’s go to the beach Continue allowing toddlers to explore ‘A day at the beach’ with items previously placed in the dramatic play area. CLASS Connections: Have them brainstorm what they will need to take with them and then have them do activities on the beach. What will you pack on your trip to the beach? What else could be added? Tell me more about what you will do at the beach. What else can you use?
Art	Painting seashells Provide different shape and size seashells and let toddlers choose a shell to paint. Provide paint and paint brushes or allow toddlers to use their fingers to paint seashells. CLASS Connections: While painting ask toddlers: Tell me about the seashell you are painting. Why did you choose to use that color (name the color)? What else can you do with the seashells and paint? What animals in the ocean do you think are these colors?
Blocks	Seashell Tower Place several seashells of varying shapes, colors, and sizes in the block area. Encourage children to create towers using the seashells. CLASS Connections: Ask questions such as: What shape is that shell? Can you try to stack the shells on each other? How tall can you stack them? What colors are on the shell?
Outdoor Play	Find seashells and other items on the playground Hide different beach items (especially things mentioned in the book) on the playground or in the classroom and have toddlers hunt for them on the playground. Once they find the items ask them questions about it. CLASS Connections: Ask questions: What did you find? Tell me where this would be found on the beach. How would this (item) be used on the beach?

Week 1 Thursday

Whole Group Literacy	Read a few more pages from the book Goodnight Ocean by Adam Gamble and Mark Jasper . Allow toddlers to point at objects and turn the pages as desired. Have children sort items that would be found over the waves and under the waves. <u>CLASS Connections:</u> Ask children: What letter comes after this in your name? What else can you spell? How are you going to do that?
Small Group	Sorting Beach items Invite a small group of toddlers to the table with a teacher to sort beach items (sand buckets, shovels, sunglasses, etc.) based on different characteristics such as color and shape. <u>CLASS Connections:</u> As toddlers sort items, ask questions such as, “What color is that item?” “Are there other items that same color?” “Where should we put them?” “What shape is that item?” “Can you count the number of items in this group?”
Dramatic Play	Walk the Plank Set up an area with a blue material to represent the water. Add sea creatures and shark fins to the ‘water.’ Place a long rectangular piece of cardboard along the middle of the fabric, just slightly longer than the fabric, to represent a ‘plank.’ Invite toddlers to ‘walk the plank’ without falling in. <u>CLASS Connections:</u> As children walk across, offer encouraging words and celebrate when they make it across. Ask: Was that hard? How would you feel if you were really in the ocean walking a plank? What animals do you see in the ‘ocean?’
Art	Ocean Foil Painting Provide each toddler with a sheet of tin foil and different color paints (blues, greens, purples for the ocean). Invite toddlers to create an ‘ocean scene’ by painting on the tin foil. Provided cutouts of sea creatures and plants for toddlers to add to their paintings and/or encourage them to make their own. <u>CLASS Connections:</u> Ask: What does the tin foil feel like? How is it painting on the tin foil? Do you want to add [] to your painting? What do you see when you go to the beach?
Blocks	Beach Small World Provide seashells, sea animals, rocks, and other beach-themed objects in the block area. Encourage toddlers to set up beach scenes using provided materials. <u>CLASS Connections:</u> Ask: What are you making? Who lives here? Have you been to the beach? What do you do at the beach?
Outdoor Play	Build Sandcastles Encourage children to use beach toys such as buckets, shovels, and beach toys to create sandcastles in the sandbox outside. <u>CLASS Connections:</u> Ask: Have you ever built a sandcastle? Where could you put this? What are you building? Assist toddlers as needed.

Week 1 Friday

Whole Group Literacy	Print out each of the animals/characters mentioned in the book and place on popsicle sticks or find stuffed toys for each character. Reread the book Goodnight Ocean by Adam Gamble and Mark Jasper . Ask children to try and identify items in the book as you read. Invite children to hold up animal cards as they appear in the book. <u>CLASS Connections:</u> Encourage toddlers to act out motions of the animals on their cards.
Small Group	Feed the Shark Create a shark face on a posterboard or with an empty cereal box and cut out fish with numbers or letters on them. Invite children to 'feed the shark' (like pin the tail on the donkey) with a given number/letter. If using an empty cereal box, cut a hole for the mouth and have children place the fish inside. If using a posterboard, have children tape fish onto the shark's mouth. <u>CLASS Connections:</u> Ask questions such as: What number/letter do you have? What's a word that starts with (letter)? Can you count to (number)? Assist toddlers as needed to identify correct numbers/letters. Ask how toddlers feel about sharks.
Dramatic Play	Jellyfish Bead Lacing Provide a jellyfish cutout with pipe cleaners attached for the tentacles. Invite toddlers to lace the tentacles using fruit loops/cheerios or beads (if they are big enough to not be a choking hazard). Encourage children to create patterns or match the colors of the tentacles. <u>CLASS Connections:</u> Give toddlers freedom to choose their 'beads', ask: How many beads did you add? Why did you put those beads on this tentacle? Have you seen a jellyfish on the beach?
Art	Suncatcher Starfish Provide contact paper cut in the shape of starfish and pieces of different color tissue paper to each toddler. Peel the contact paper so the sticky side is facing up. Invite toddlers to place tissue paper onto the contact paper as they choose. When complete, place another piece of contact paper over the top to seal artwork. Hold starfish up to the sun and let toddlers observe their work. <u>CLASS Connections:</u> Allow toddlers freedom to choose colors and placement of tissue paper. Ask: Do you like the sticky paper? What colors are you using? Would they look the same at night without sun?
Blocks	Animal Hide and Seek Set up block structures representing ocean habitats and hide different sea creatures throughout the structures. Invite toddlers to find a given creature within the structures. <u>CLASS Connections:</u> Ask: What creature did you find? Where did you find []? How did you know to look in there? Have you ever seen []?
Outdoor Play	Sea Animal Sticky Wall Set up pieces of contact paper on a fence or wall outside. Draw different sea creatures on different sheets (sea turtle, coral reef, fish, etc.) Encourage toddlers to find things on the playground to add to each creature (green items for the sea turtle, etc.). <u>CLASS Connections:</u> Ask: Why did you choose that item for the []? What color are the [] in the ocean?

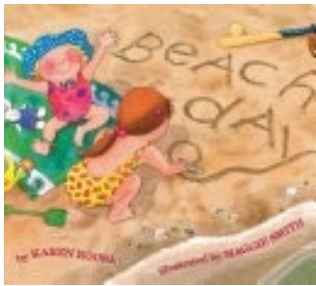
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Transitions:	<i>Have children name their favorite sea animal when transitioning.</i>
Parent Involvement:	<i>Paint rocks with toddlers' favorite ocean themed pictures. Take them to the beach and place in an appropriate area.</i>

Photo Inspiration:

Story book



Dot Sticker Fish



Ice Art



Beach Volleyball



Sea Animal Puzzles



Ocean Sensory Bag



Coral Reef Sponge Art



Aluminum Foil River Race



Sea Creature Letters/Shapes



Week 2 Monday

Whole Group Literacy	Beach Day by Karen Roosa Introduce the new book about going to the beach. Talk with children about going to the beach and ask about activities they do when they go. Do a picture walk with the toddlers, talking about what they see on the pages. Allow children to explore the book and flip through the pages as they please. CLASS Connections: Ask children: What do you think this book will be about? Why do you think that? Tell me more about your prediction.
Small Group	Dot Sticker Fish Print out different color fish shapes on cardstock or laminate pages. Post the fish on the wall or display them on the table. Invite a small group of children to the area. Provide toddlers with dot stickers and encourage them to match the dot stickers with the different color fish. CLASS Connections: Allow children to choose the color stickers they want to use. Ask: How do you know that color goes on that fish? What color is that fish?
Dramatic Play	Under the Waves Place ocean-themed objects, animals, and scenes in the dramatic play area. Include items like shark fins, goggles, seaweed, etc. Encourage toddlers to pretend to be different ocean animals. CLASS Connections: Ask: “What animal are you?” “How does [] move?” “What does [] look like?”
Art	Ice paint Dye water with different colors, then freeze in ice trays with popsicle sticks or sea animals as handles. Invite toddlers to ‘paint’ with the colored ice. CLASS Connections: Allow toddlers to choose their colors and decorate their papers how they want. Allow them to explore the ice. Ask them about how it feels.
Blocks	Seashell sorting Provide buckets and various seashells to toddlers in block area. Tape pictures of the different shells onto the buckets and encourage toddlers to sort the seashells according to the pictures. CLASS Connections: Ask: How did you know that shell went in that bucket? Have you seen these shells on the beach? Which shell is your favorite. Allow children to take the lead on sorting the shells.
Outdoor Play	Beach Volleyball Bring beach balls of various colors and sizes outside. Model and encourage toddlers to roll and hit the balls back and forth. Use a spinner or dice with various motions to help toddlers try different things. You can set up a net if toddlers are able. CLASS Connections: Encourage toddlers to explore balls, kicking them, hitting them, tossing them. Ask toddlers if they have played with balls on the beach. Ask them their favorite thing to do with a beach ball. Talk with children about going to the beach.

Week 2 Tuesday

Whole Group Literacy	Beach Day by Karen Roosa Read a few pages of the book with toddlers, pointing to objects and labeling them with the children. Ask children what colors they notice, what creatures they see, and what is happening in the story. Point out rhyming words as you read the pages.
Small Group	Sea Creature Puzzles Create or purchase sea creature puzzles. You can print out pictures of sea creatures and cut them up. Use laminated images for durability. Invite a small group of children to the table with the teacher and provide a puzzle for each child. <u>CLASS Connections:</u> Encourage them to complete the puzzles. While they work on the puzzles, ask questions such as: What animal is on your puzzle? Have you ever seen a (sea animal) before? Where do they live?
Dramatic Play	Ocean Sensory Bags Fill several plastic bags with blue hair gel and various ocean themed toys. Tape them to a window or a table and invite children to explore them. <u>CLASS Connections:</u> As toddlers explore, ask them to identify the sea creatures and talk about the movement of the toys in the gel.
Art	Coral Reef Sponge Painting Cut out sponges in the shapes of various 'coral reef' shapes. Provide toddlers with paint trays and paper. Invite toddlers to stamp sponges onto paper to create a 'coral reef' painting. <u>CLASS Connections:</u> As toddlers create their paintings ask: What colors are you using? Why did you choose that sponge? Where would you find corals? Have you ever seen a piece of coral?
Blocks	Beach theme playdough free play Place beach themed items (mini sea animals, playdough, popsicle sticks, seashells, etc.) and playdough in front of toddlers. Encourage toddlers to play freely with the items to create a scene from the book or make up their own sea story. <u>CLASS Connections:</u> Ask children: What are you doing with "name item"? What does this remind you of? What else can you do with it? What if you...?
Outdoor Play	Sea Creature Letters/Shapes Write children's names with sidewalk chalk on an outdoor surface. Invite children to trace letters in their names with toy sea animals/items. You could also include sight words, vocabulary words, or shapes for children to trace. <u>CLASS Connections:</u> As children trace the letters in their names, ask questions such as: What animals/items are you using to trace your name? What letter is that? What letter does that animal/item start with? Have you ever seen (animal/item) at the beach?

Week 2 Wednesday

Whole Group Literacy	Beach Day by Karen Roosa Read a few more pages in the book with toddlers, pointing to objects and labeling them with the children. If you have ocean-themed finger puppets, use them as you recite the rhyme: One, two, three, four, five. Once I caught a fish alive; Six, seven, eight, nine, ten. Then I let him go again; Why did you let him go? Because he bit my finger so; Which little finger did he bite? This little finger on the right. CLASS Connections: As you recite the rhyme, use enthusiasm and intonation to keep the toddlers interest.
Small Group	Ocean Scene Jello Dig Prepare blue Jello and place sea creatures and objects inside. Provide toddlers with spoons or utensils. Have toddlers take turns digging sea animals and objects out of the blue Jello provided. CLASS Connection: Ask questions such as, “How does that feel? Is it cold/hard/soft?” “What animals/items did you find?”
Dramatic Play	Under the Waves Place ocean-themed objects, animals, and scenes in the dramatic play area. Include items like shark fins, goggles, seaweed, etc. Encourage toddlers to pretend to be different ocean animals. CLASS Connections: Ask: “What animal are you?” “How does [] move?” “What does [] look like?”
Art	Sandcastle Painting Mix in sand with your favorite puffy paint recipe to add a different texture to the painting. Preprint sandcastles or allow toddlers to draw their own. Then invite them to fill in the castles with the sand paint mixture. Allow toddlers to add seashells to their art if they choose. CLASS Connections: Allow toddlers to explore the sand paint how they prefer. Give them an opportunity to choose how they decorate their papers. They can choose a printout or create their own pictures. Ask children about their experiences building sandcastles.
Blocks	Build homes for sea animals Place different sized sand buckets and soft plastic sea animals in the blocks area and encourage children to build a home for the sea animals with the sand buckets. CLASS Connections: Ask children: What are you going to build with the buckets? What do you need to build a home for this “animal”? What do you think would happen if you put this here? Tell me more about what you are doing.
Outdoor Play	Frozen Aquarium Rescue Freeze a bucket/bowl of water with different sea creatures throughout (freeze in layers to ensure animals are frozen at different levels). Provide toddlers with toy hammers and chisels, salt, and additional water and invite them to ‘free’ the animals by hitting the ice and/or pouring the salt and water over the top. CLASS Connections: As toddlers work to ‘free’ the animals, ask questions such as, “Which tool do you think will work best/fastest to rescue the animals?” “Why do you think [] worked better than []?” “Why do you think the ocean doesn’t freeze?” “Why did you choose to rescue that animal first?” “Which animals is your favorite? Why?” “What do you think will happen if you let the salt sit on the ice?”

Week 2 Thursday

Whole Group Literacy	Beach Day by Karen Roosa Review the book with toddlers, pointing to objects and labeling them with the children. Ocean Themed Yoga: Print out yoga poses that match different ocean animals in the book. Model for toddlers how to do each motion and invite them to try it themselves.
Small Group	Sea Animal Memory Game Print animal matching cards. Set up cards and invite a small group of children to participate by trying to match animal cards. CLASS Connections: Ask children to identify the different sea animals on the cards. Ask them to identify the different colors in each picture. Ask what the toddlers notice on each animal.
Dramatic Play	Beach Ball Fun Provide small, different-colored beach balls and buckets. Encourage children to throw the balls into the buckets that correspond with the bucket colors. CLASS Connections: Ask toddlers what colors they are choosing, how did they know which bucket to place the ball in.
Art	Contact Paper Jellyfish Provide toddlers with contact paper cut in the shape of jellyfish (before peeling). Provide various materials (glitter, sequins, feathers, tissue paper to toddlers. You could also allow toddlers to use droppers to drop different color paint/water onto the contact paper. Invite toddlers to place items on the contact paper. Provide strips of yarn/streamers/ tissue paper/ribbons to add to the bottom of the jellyfish for the tentacles. When the toddlers are finished, place the second piece of contact paper over the top. CLASS Connections: As children create their jellyfish, ask them questions about their process (“Why did you place that there?” “What does this represent?” “What’s your favorite material?”). Ask children if they have ever seen a jellyfish before.
Blocks	Seashell/Ocean Creatures Patterns Print out pictures of sea creatures and seashells for creating patterns and tape pictures onto blocks. Provide pictures of different patterns for toddlers to recreate. CLASS Connections: allow toddlers to choose a pattern to recreate. As they work on patterns, ask: “What comes next?” “What is that creature?” “What colors do you see on the shell?” “Can you make your own pattern?”
Outdoor Play	Go Fishing Set up a container of water outside. Place various fish and ocean creatures in the water. Invite toddlers to go fishing by using ‘fishing poles’ to ‘catch’ the fish in the water. CLASS Connections: As they participate, encourage children’s efforts, and ask questions about their experiences fishing in real life.

Week 2 Friday

Whole Group Literacy	Beach Day by Karen Roosa Review the book with toddlers, pointing to objects and labeling them with the children. Tracing Ocean Waves: Prepare a large piece of blue paper with different patterns of 'waves'. Provide toddlers with different color markers and invite them to trace over the wave patterns. CLASS Connections: Let toddlers choose their own markers and wave to trace. Be sure there is enough room for toddlers to participate without getting in their peers' way.
Small Group	Pearl Color Matching Game Print out different color oyster pictures. Grab several pom poms (pearls) of the same colors. Gather a small group of toddlers and allow them to take turns matching the pom poms to the correct oyster shell. CLASS Connections: Allow toddlers to choose which 'pearl' to match. Ask questions about the colors and how they matched them. Assist toddlers in matching correct colors as needed. Ask toddlers if they have ever eaten oysters.
Dramatic Play	Row your Boat Place different cardboard boxes in the dramatic play area. Explain to toddlers that these are their boats and invite them to decorate the boats with paints and/or markers/crayons. Using the same blue fabric from the "Walk the Plank" activity, place the boxes on top. Include different sea creatures and paddles. Encourage the toddlers to row their boats in the water. CLASS Connections: Let toddlers pretend to take a trip in the boat. Ask them where they are going and what they are doing. Ask them if they have ever been on a boat or where they might go/do if they had a boat.
Art	Straw-Blowing Wave Painting: Set up art activity for children at the art table. Provide watery paints (or dyed water), straws, and paper. Invite children to drop different colors of watercolor paint on the paper, then take a straw to blow the paint across the paper, creating wave patterns. If children choose, they can add fish and other objects to their wave painting once they dry. CLASS Connections: As they paint, ask questions about their paintings and what they remember about the ocean/waves such as, "What do you think will happen if you blow harder/softer?" "Why is the paint spreading like that?" "What does it look like?"
Blocks	Wave Sensory Bottles Prepare sensory bottles with blue water and oil. You can include ocean-themed items as well to add an extra element. Show toddlers how to flip and turn bottles and point out different aspects of the water. CLASS Connections: Ask children to identify the different animals in the bottles and the colors they see. Ask them to describe the actions of the waves. Ask what toddlers do in the waves at the beach.
Outdoor Play	Aluminum Foil River Race Get a long strip of aluminum foil (use two layers for extra stability) and fold up the sides (~2-3 in.) to create a barrier. Place it on a slight slope to allow the 'river' to flow. Place rocks along the sides to keep them from falling over. Place a hose on one side and turn it on to create the current. Let toddlers choose a toy boat and place them in the river to 'race' to the end. CLASS Connections: Ask toddlers to guess which boat will make it to the end first. Encourage toddlers to take the lead and explore in the 'river' as they wish.

Florida Standards Alignments

Domain	Standard
I. Physical Development B. Motor Development	1. Uses perceptual information to guide motions and interactions with objects and other people. Benchmark c. Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/catching ball)
IV. Language and Literacy F. Emergent Reading	4. Demonstrates comprehension of books read aloud Benchmark a. Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations
V. Mathematical thinking E. Spatial Relations	2. Manipulates objects by flipping, sliding and rotating to make them fit
VII. Social Studies D. Spaces, places and environments	3. Recognizes basic physical characteristics (e.g., landmarks or land features)
VIII. Creative Expression Through the Arts B. Music	1. Begins to engage in a variety of individual and group musical activities
VIII. Creative Expression Through the Arts E. Appreciation of the Arts	2. Shows preferences for various art forms