

Week 3 SERIES 1100-1250

**LEARNING GOALS**

- Practices rote counting
- Uses large muscles
- Completes a task with assistance
- Uses words to express what he/she likes
- Listens to and engages with familiar nursery rhymes and songs
- Tries a new action with a familiar object
- Interacts with a toy or object to solve a problem

**DAILY SCHEDULE**

Morning Routine  
(Brush teeth, get dressed, breakfast, etc.)  
**Curriculum Activity**  
Snack  
Independent Play  
**Brain Waves**  
Lunch  
Rest/Nap  
**Curriculum Activity**  
Outdoor Play  
Evening Routine

**MATERIALS NEEDED**

Fun/Interactive song (for Brain Waves activity)  
cardboard strips  
pictures (bull, cow, and calf)  
tape  
Click, Clack, Moo by Doreen Cronin – (Internet access)  
<https://www.youtube.com/watch?v=3rhGzi6Dt1E>  
basket  
barn (toy)  
farmyard animals (toy, assorted)  
construction paper  
glue  
pictures of cows, pictures of horses  
scissors  
yarn (string or small strips of paper)  
hula hoop

**CURRICULUM SCHEDULE**

**MONDAY**

- Language/Literacy: *Old McDonald Had a Farm*
- Gross Motor: *Animals on the Farm*
- Brain Waves: *Hearing Stimulation - We Move Together*

**TUESDAY**

- Math: *And Baby Makes Three*
- Music/Movement: *Hey Diddle, Diddle*
- Brain Waves: *Hearing Stimulation - We Move Together*

**WEDNESDAY**

- Science: *Animals in the Barn*
- Creative Exploration: *Cow Spots*
- Brain Waves: *Hearing Stimulation - We Move Together*

**THURSDAY**

- Language/Literacy: *Chicken Talk*
- Motor Skills: *Chicken Hoops*
- Brain Waves: *Hearing Stimulation - We Move Together*

**FRIDAY**

- Cognitive Exploration: *Animals in the Basket*
- Creative Exploration: *Horse Tails*
- Brain Waves: *Hearing Stimulation - We Move Together*

## LANGUAGE/LITERACY

### Old MacDonald Had a Farm

**Materials:**

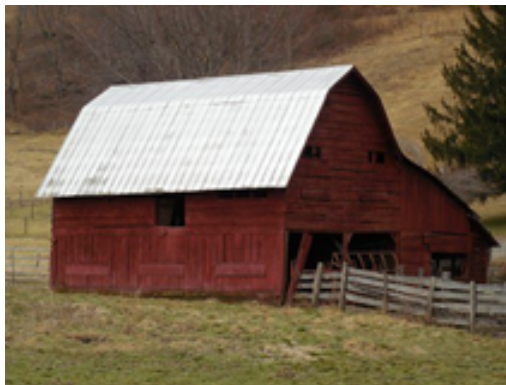
none

**Preparation:**

none

**Instructions:**

1. Encourage your child to join you.
2. Sing "Old McDonald Had a Farm" several times and encourage them to sing with you.
3. Clap and cheer for their singing.



## GROSS MOTOR

### Animals on the Farm

**Materials:**

none

**Preparation:**

none

**Instructions:**

1. Call out random animals and have your child act out the animal's movement and sound. i.e., Duck- encourage your child to squat down and put one foot in front of the other while having his hands on his hips like wings and then quack.
2. Continue calling out random animals encouraging your child to act out the animal.



## MATH

### And Baby Makes Three

**Materials:**

cardboard strips, pictures (bull, cow, and calf), tape

**Preparation:**

Bend and attach cardboard strips to the back of the pictures so they stand up.

**Instructions:**

1. Gather your child and share the pictures. Ask them to count the cows with you. Point to each picture and say the number.
2. Then, hold the pictures and have your child count them again.
3. Praise your child for their rote counting.



## MUSIC/MOVEMENT

### Hey Diddle, Diddle

**Materials:**

none

**Preparation:** none

**Instructions:**

1. Encourage your child to join you.
2. Sing “Hey Diddle, Diddle” several times, and encourage toddlers to sing with you.
3. Clap and cheer for their singing



## SCIENCE

### Animals in the Barn

**Materials:**

barn, farmyard animals (plastic, large)

**Preparation:**

none

**Instructions:**

1. Encourage your child to join you.
2. Talk to them about animals that live on a farm. As you talk, show them the different animals.
3. Place barn on floor and allow your child to explore it with the animals.
4. Continue you this activity with your child until they are ready to move on.

## CREATIVE EXPLORATION

### Cow Spots

**Materials:**

construction paper, glue, pictures of cows, scissors

**Preparation:**

From construction paper, cut out cow spots. Cut out cow shapes from remaining paper.

**Instructions:**

1. Encourage your child to join you.
2. Show them pictures of cows, talk about their features, and ask them to point out or communicate what they like.
3. Provide them with a cow shape and encourage them to glue spots on it.
4. Praise their efforts.
5. Display their work in the house.



## LANGUAGE/LITERACY

### Chicken Talk

#### Materials:

internet access,

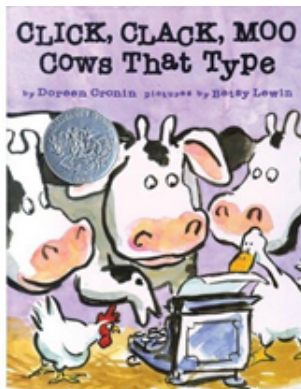
<https://www.youtube.com/watch?v=3rhGzj6Dt1E>

#### Preparation:

Preview read aloud book through link.

#### Instructions:

1. Encourage your child to join you.
2. Listen to the read aloud book with your child.
3. As you listen to the story, stop to explain the storyline and ask questions to check for listening and understanding.
4. Praise them for listening to the story.



## MOTOR SKILLS

### Chicken Hoops

#### Materials:

hula hoop

#### Preparation:

None

#### Instructions:

1. Encourage your child to join you and talk about how the hula hoop is used. Explain they will try something new today - they will walk in and out of the hoop!
2. Place the hoop in the center of the floor. Have your child stand around it and step in and out of the hoop. Next, let them walk through it as you hold it upright.
3. Continue activity while your child is interested.
4. Praise your child for trying something new with the hula hoop



## COGNITIVE EXPLORATION

### Animals in the Basket

**Materials:**

animals (toy, assorted), basket

**Preparation:**

Put animals on the floor in the center of the circle.

**Instructions:**

1. Encourage your child to join you. Show them the animals.
2. Say, “We have a problem. These animals are on the floor, and they need to be in the basket.”
3. Ask them to help solve the problem by putting the animals in the basket.
4. Praise them on their participation.

## CREATIVE EXPLORATION

### Horse Tails

**Materials:**

construction paper, glue, pictures of horses, scissors, yarn

**Preparation:**

From construction paper, cut out horse shapes. Cut yarn (can use string or small strips of paper) into 3-inch pieces.

**Instructions:**

1. Encourage your child to join you.
2. Show them pictures of horses, talk about their features, and ask them to point out what they like about them.
3. Provide them with a horse shape and encourage them to glue yarn on the tail.
4. Praise their efforts.
5. Display horse in the house.





## THE TEMPORAL LOBE

### Supporting the Development of the Temporal Lobe

Two main functions of the temporal lobe are auditory processing and memory. This is the part of the brain that deals with hearing and distinguishing different sounds. From infancy, babies are tuned in to sounds in their environment, and since auditory processing is intertwined with language development, supporting the development of the temporal lobe is important.



## Hearing Stimulation

### *We Move Together*

**Materials:** CD player, music CD (fun, interactive song)

**Instructions:**

- ✓ Introduce a favorite, interactive song.
- ✓ Guide child through the room, listening to directions and making movements as the song plays.
- ✓ Encourage child to talk about their movements.
- ☆ Vocabulary development depends on repetition. The use of music complements language development and the ability to hear sounds.

**Activity Variation:** This activity can be performed outdoors.

