



## **Week 2 1150-1200 March 30 – April 3**

Color: Red | Shape: Square | Number: 4 | Letter: Dd

### **Monday March 30**

- Brain Waves: Visual Stimulation “Shake It Up” Occipital Lobe
- Theme Exploration: “Monkey See”
- Wiggle Together: “Four Singing Birds”

### **Tuesday March 31**

- Music & Movement: “Monkeys on a Vine”
- Theme Exploration: “Zebra Stripes”
- Brain Waves: Visual Stimulation “Shake It Up” Occipital Lobe

### **Wednesday April 1**

- Wiggle Together: “Four Climbing Cats”
- Language Exploration: “Do You See a Giraffe?”
- Brain Waves: Visual Stimulation “Shake It Up” Occipital Lobe

### **Thursday April 2**

- Create Together: “Rabbit Ears”
- Move Together: “Cuddle with Callie”
- Brain Waves: Visual Stimulation “Shake It Up” Occipital Lobe

### **Friday April 3**

- Theme Exploration: “Elephant Tracks”
- Cognitive Exploration: “From Nose to Tail”
- Brain Waves: Visual Stimulation “Shake It Up” Occipital Lobe



**WEEK 2 1150-1200 SERIES**  
**MATERIALS LIST**

- 1 Half sheet white construction paper
- 1 Quarter sheet black construction paper cut into even strips
- 1 Long strip red construction paper
- 12 in piece of black yarn
- 2 pumps red paint
- 1 cotton ball (white)
- 1 popsicle stick

## Visual Stimulation

### Shake It Up

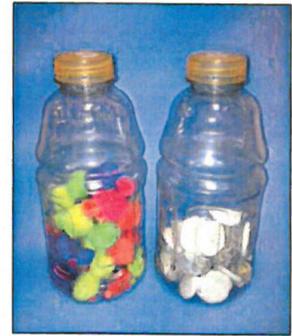
**Materials:** bottles (clear, plastic), beads, buttons (brightly colored), duct tape, paper scraps (small), pasta, pompoms

**Preparation:** Fill each bottle about 1/3 full with chosen material. Put tops back on bottles, and secure with duct tape.

#### Teacher Instructions:

- ✓ Interact with toddlers individually.
- ✓ Allow them to experience each bottle.
- ✓ Watch for reaction as they shake the bottles. Do the toddlers follow the contents of each bottle?
- ☆ This activity allows toddlers to build visual acuity and develop connections inside the brain.

**Activity Variation:** These bottles can be placed in the Discovery Station for independent exploration. This activity can also be performed in a small group.



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## Visual Stimulation

### Fluid Motion

**Materials:** bottles (clear, plastic), duct tape, food coloring, mineral oil, water

**Preparation:** Combine food coloring and water and fill bottles about 1/3 full. Add mineral oil. Do not fill all the way to the top. Put tops back on bottles, and seal with duct tape. Use various colors of food coloring to make several bottles.

#### Teacher Instructions:

- ✓ Interact with toddlers individually.
- ✓ Demonstrate how to shake and turn bottles to create movement inside.
- ✓ Watch for reaction. Does the toddler follow the motion of the contents?
- ☆ The fluid action of the bottle's contents provides visual stimulation and builds connections within the brain.

**Activity Variation:** These bottles can be placed in the Discovery Station for independent exploration. This activity can also be performed in a small group.



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**Domain:** Creative Development  
**Strand:** Drama

**Learning Goal**

- listens to rhymes, finger plays, and stories with props

**Domain:** Science  
**Strand:** Living Creatures

**Learning Goal**

- explores characteristics of living things

## Cognitive Exploration

From Nose to Tail

**Materials:** stuffed animals (elephant, giraffe, lion, monkey, zebra)

**Preparation:** none

**Instructions:**

1. Encourage toddlers to join you in the gathering area.
2. Talk to them about animals that live in the jungle.
3. Pass stuffed animals around and encourage toddlers to explore them.
4. Choose an animal. Encourage toddlers to mimic the animals' movements and sound.
5. Clap and cheer for their efforts.

**Domain:** Science

**Strand:** Living Creatures

**Learning Goal**

- explores characteristics of living things

**Domain:** Communication, Language, and Literacy

**Strand:** Early Reading

**Learning Goal**

- with prompting and support, responds to simple questions during story time

## Theme Exploration

### Elephant Tracks

**Materials:** stuffed elephant

**Preparation:** none

**Instructions:**

1. Encourage toddlers to join you in the gathering area.
2. Remind them that elephants are animals found in the jungle.
3. As you pass the elephant around, talk about its features and the sound it makes.
4. Encourage toddlers to move like and make the sound of an elephant.
5. Praise toddlers' for their efforts.

**Domain:** Science  
**Strand:** Living Creatures

**Learning Goal**

- explores characteristics of living things

**Domain:** Communication, Language, and Literacy  
**Strand:** Early Reading

**Learning Goal**

- with prompting and support, responds to simple questions during story time

## Language Exploration

Do You See a Giraffe?

**Materials:** book about giraffes such as *Giraffes Can't Dance* by Giles Andreae

**Preparation:** Pre-read book.

**Instructions:**

1. Encourage toddlers to join you in the gathering area.
2. Read chosen story.
3. As you read, ask questions such as "How many giraffes do you see?" or "What is the giraffe doing in the story?"
4. Consider asking questions about the emotions of the giraffe(s).
5. Praise their efforts for answering questions during the story.



- Domain:** Science  
**Strand:** Living Creatures
- Learning Goal**
- explores characteristics of living things
- Domain:** Communication, Language, and Literacy  
**Strand:** Expressive Language
- Learning Goal**
- uses some non-verbal gestures and actions used by others to express feelings

## Theme Exploration

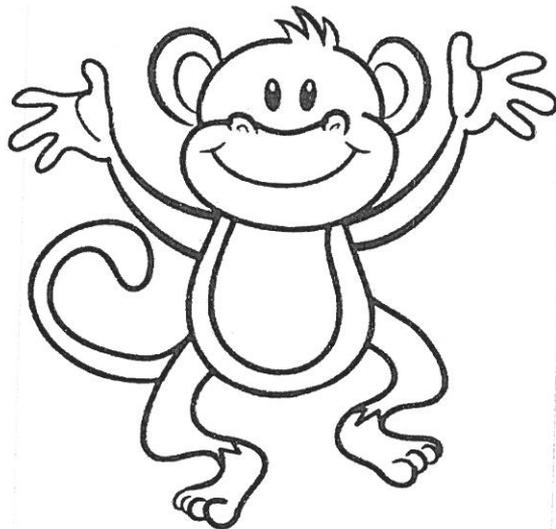
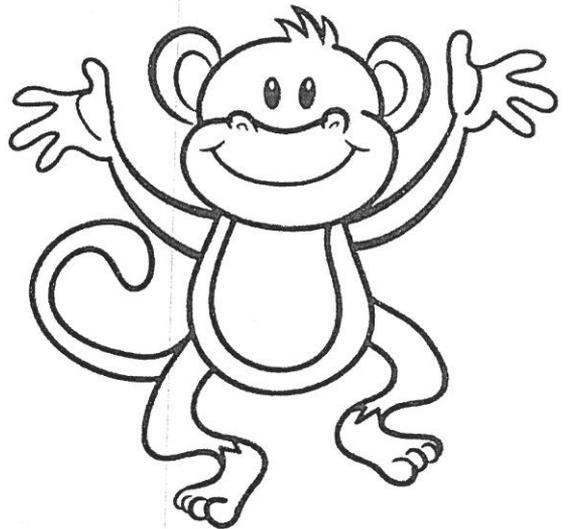
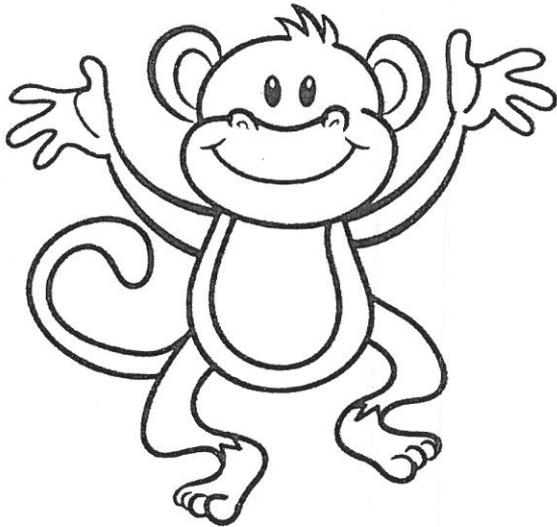
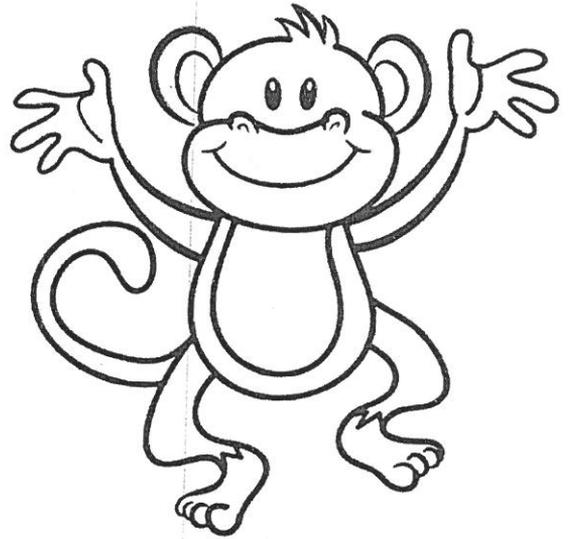
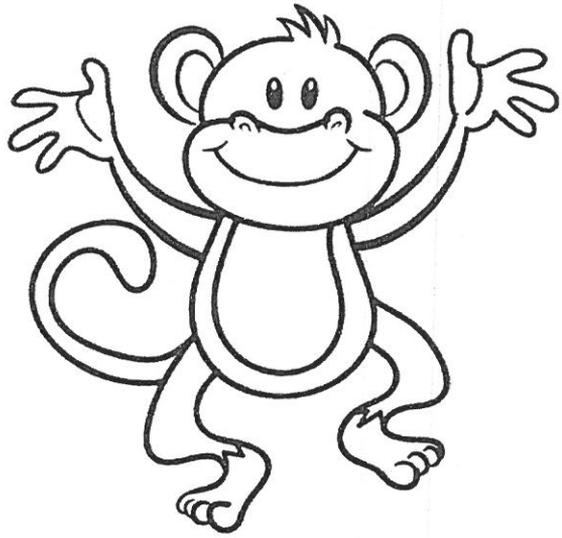
### Zebra Stripes

**Materials:** construction paper (black), scissors, stuffed zebra, tape, zebra cutout

**Preparation:** Tape zebra to a low wall at toddlers' eye level. Cut construction paper into strips.

**Instructions:**

1. Encourage toddlers to join you in the gathering area.
2. Explain zebras are animals found in the jungle.
3. As you pass the zebra around, talk about its features and the sound it makes.
4. Encourage each toddler to add a **strip to the zebra's body**.
5. Praise their efforts.



**Domain:** Creative Development

**Strand:** Drama

- Learning Goal**
- listens to rhymes, finger plays, and stories with props

**Domain:** Mathematics

**Strand:** Measurement and Comparison

- Learning Goal**
- differentiates between two objects with different characteristics with adult guidance

## Music and Movement

Monkeys on a Vine

**Materials:** monkey cutouts (5), hole punch, yarn (12-inches)

**Preparation:** Punch a hole through the tail of each monkey.

**Instructions:**

1. Encourage toddlers to join you in the gathering area.
2. Sing "Monkeys on a Vine" several times to your own tune, and encourage toddlers to sing with you. Slide monkeys up the vine as you sing.

**Monkeys on a Vine**

- 1 monkey went up the vine.  
He ate his banana, and he's fine.  
2 monkeys went up the vine.  
They ate their bananas,  
and they're fine.

Continue song in number order.



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# Wiggle Together

## 4 Singing Birds

**Materials:** number 4 or number chart

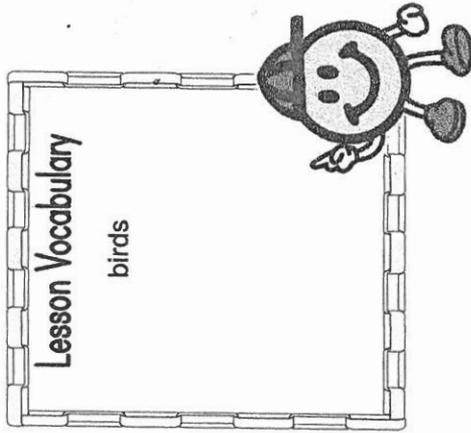
**Activity:**

1. Gather children in your large group area.
2. Inform children birds like to sing pretty songs.
3. Show number 4, or point to number four on a number chart. Tell children we will sing about four singing birds.
4. Sing "4 Singing Birds," and demonstrate hand motions.
5. Encourage children to sing along and imitate hand motions.

### 4 Singing Birds

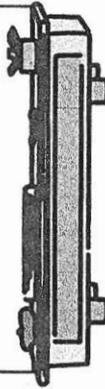
(sung to the tune of "Humpty Dumpty")

- 4 singing birds flying over me.  
(wiggle four fingers in the air)
- 4 singing birds sitting in the tree.  
(place four fingers on top of head)  
They sing so sweetly.  
(cup one ear)
- They sing so loudly.  
(cup the other ear)
- 4 singing birds are such a treat.  
(cross hands over heart and sway)



### Teacher Tips

Fine-motor skills involve the fingers and eyes. Much of learning is done through touch and manipulation. Provide opportunities for children to manipulate and play with objects.



## Learning Goal

**Domain:** Communication, Language, and Literacy

**Strand:** Reading (Phonological Awareness)

- experiment with rhyming words

**Domain:** Mathematics

**Strand:** Number and Quantity

- begin to understand that numbers of objects can be symbolized by printed numerals



**Domain:** Science  
**Strand:** Living Creatures

**Learning Goal**

- explores characteristics of living things

**Domain:** Communication, Language, and Literacy  
**Strand:** Early Reading

**Learning Goal**

- with prompting and support, responds to simple questions during story time

## Theme Exploration

### Monkey See

**Materials:** Sign of the Week poster, stuffed monkey

**Preparation:** none

**Instructions:**

1. Encourage toddlers to join you in the gathering area.
2. Introduce sign for "elephant."
3. Explain elephants are animals found in the jungle and so are monkeys.
4. As you pass the monkey around, talk about its features.
5. Praise toddlers' for their efforts.

# Move Together

## Cuddle With Callie

**Materials:** stuffed animal (cat)

**Activity:**

1. Gather children in your large group area.
2. Have a conversation about keeping pets and children safe.
3. Introduce the activity and safety rules to children.
4. Sit with children in a large group.
5. Share the stuffed animal, Callie Cat.
6. Give Callie Cat a big, cuddly hug.
7. Toss Callie Cat to a child in the square.
8. Encourage her to also give Callie Cat a big, cuddly hug.
9. Continue tossing Callie Cat to children until all children have given her a hug.

**Safety rules:**

10. Take turns.
11. Use kind hands.



**Learning Goal**

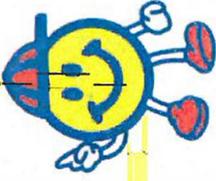
**Domain: Physical Development and Motor Skills**  
**Strand: Health and Well-Being**

verbalize simple safety rules



**Lesson Vocabulary**

cat  
pet  
safety



**Character Connection**

Inform children it is their **responsibility** to follow the safety rules.



# Create Together

## Rabbit Ears

**Materials:** cotton balls, construction paper, marker, paint (red), paper plates, scissors, stapler

**Preparation:** Using paper plates, cut out rabbit ears. Cut two ears per child. Create strips of construction paper to form headbands.

### Activity:

1. Gather a small group of children.
2. Inform children rabbits have long ears.
3. Ask children if they would like to make long ears like Robbie Rabbit's.
4. Provide each child with two ears. (Write each child's initials on the back of his ears.)
5. Share the red paint and cotton balls.
6. Identify the color red.
7. Encourage children to use the cotton balls to paint their ears.
8. When they are dry, staple ears to a paper headband.
9. Encourage children to wear the ears as they pretend to be rabbits.

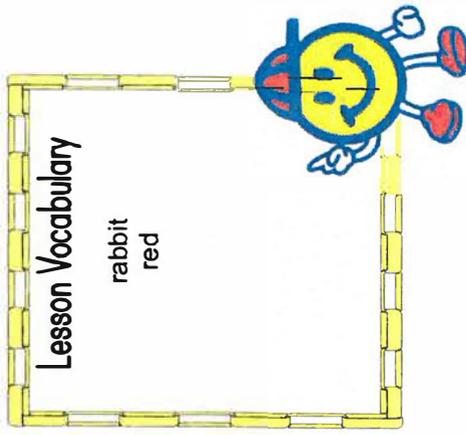


### Learning Goal

**Domain:** Science

**Strand:** Physical Science

- begin to use words to describe physical properties and states of matter of objects (red)



### Lesson Vocabulary

rabbit  
red

### Social-Emotional Connection

At this age, children's emotions can change quickly. Be mindful that greater emotional awareness helps the child develop cooperative behavior. Help her label and describe what she is feeling to better manage these emotions.



# Wiggle Together

## 4 Climbing Cats

**Materials:** number 4 or number chart

**Activity:**

1. Gather children in your large group area.
2. Inform children cats like to climb trees.
3. Show number 4, or point to number four on a number chart. Tell children we will sing about four climbing cats.
4. Sing "4 Climbing Cats," and demonstrate hand motions.
5. Encourage children to sing along and imitate hand motions.

### 4 Climbing Cats

(sung to the tune of "Jack and Jill")

4 climbing cats  
(show four fingers)

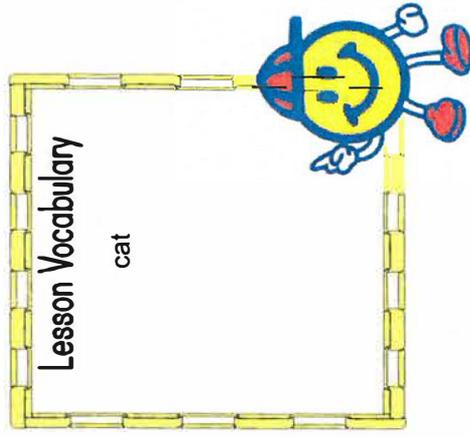
Have lost their hats,  
(place hand on head)

And don't know where they could be.  
(shrug open hands to the side)

They climbed to the top,  
(demonstrate climbing a tree)

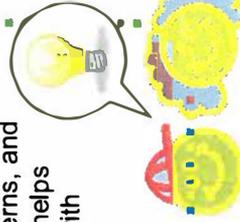
They did not stop,  
(demonstrate climbing a tree)

And found them in the tree.  
(clapping hands)



## Brain Waves

Finger plays, the combination of body motions and sounds, are great brain boosters. Singing songs enhances the understanding of rhyme, rhythm, and language patterns, and using movements helps integrate sounds with motor actions.



**Learning Goal**

**Domain: Communication, Language, and Literacy**  
**Strand: Reading (Phonological Awareness)**

- experiment with rhyming words

**Domain: Mathematics**  
**Strand: Number and Quantity**

- begin to understand that numbers of objects can be symbolized by printed numerals