

12-23 Months
Toddlers

LITTLE SPROUTS

Early Learning Foundations Curriculum



Guiding Young Children to Grow Like Jesus

NORTH AMERICAN DIVISION
OFFICE OF EDUCATION





“All your children
will be taught by
the Lord, and great
will be their peace.”

Isaiah 54:13

A special note of appreciation for the committee who developed this curriculum:

Evelyn Sullivan North American Division Director for Early Childhood Education

Kristine Conkrin ECP Director Crayon Box

Tammy Ellison ECP Director Northwest Christian School

Sue Tidwell Associate Lake Union Director for Early Childhood Education

Carisa Carr North Pacific Union Associate Director for Early Childhood Education

Julie Yamada Pacific Union Associate Director for Early Childhood Education



INTRODUCTION

Little Sprouts is a comprehensive and thematic curriculum that promotes the development of the whole child and provides the teacher's guidance, support, and needed resources to meet the diverse needs of infants, toddlers, and two-year-olds.

EARLY LEARNING DEVELOPMENTAL STANDARDS

The North American Division Early Childhood Developmental Learning Standards outline benchmarks and skills that young children acquire during the birth-to-five-year period. The standards were developed through a Seventh-day Adventist world view across the birth through 12th grade curricula with integration of research-based national and provincial/state standards. They are designed to provide direction in program planning and equipping teachers to deliver instruction emphasizing Seventh-day Adventist goals, concepts, and values in a developmentally appropriate manner. Additionally, they support the development and well-being of the young child and enhance learning in five domains. Each domain contains standards with benchmarks and examples. The developmental standards guide the activity options to promote developmental learning. The standards cover the domains of development spiritual, physical, cognitive, emotional, and social.

ENVIRONMENT

The physical environment provides opportunities for infants, toddlers, and two-year old children to spend time exploring the world around them. Each of the areas of learning have opportunities to have exploration stations for child directed learning and play.

ORGANIZATION

Each unit has been divided into sections with a focus on the developmental early learning standards. There are twelve units that provide for a year-round curriculum.

ENGAGE

Building relationships with the children in your care is foundational for their development. Interwoven throughout the curriculum is the overall 'Big Idea' which is connected to the bible stories chosen for each unit. Developing a sense of belonging within the classroom begins with fostering a culture where children feel welcome, safe, and valued.

Bible Stories are opportunities for children to actively interact with the stories. The story is continued throughout the unit for children to become familiar with the story and its concepts. This portion of the curriculum allows the children and teachers to spend focused time getting closer to Christ, learning about His plan and purpose for their lives, praying for themselves and others, and praising God for Who He is and all that He has done and promises to do. Worship sets the tone for the day and begins the process of living a life patterned after Christ.



APPLY IT:

The unit intentionally connects active play with each bible story to foster a deeper connection to the concepts being taught throughout the unit.” Play allows children to develop and pursue interests, to be fully engaged in trying to figure out how the world works” Julie Nicholson and Debra B. Wisneski.

Book suggestions are related to each unit theme. Poems and fingerplays are also included into each unit to promote development of skills through positive interactions that build relationships between the teacher and children. “With fingerplays you support the development of language, vocabulary, and fine motor skills. Connect with children in imaginative and interactive ways. Discover fun, imaginative ways to ease transition-even difficult ones. Experience more moments of laughter and joy in your day” We Nurture Collective.

PHYSICAL AND HEALTH:

Gross Motor skills include getting ample exercise and utilizing large and small muscles, has abundant benefits for developing the body of the young child. Physical activity is a strong determinant in the early development of the brain, not just motor control. Children are provided the opportunity to experience a variety of basic gross-motor activities that involve postural control, coordination of movements, and locomotion. Children will be given the opportunity to crawl, walk, reach, stretch, and run. During the early years of a child’s life, they are working to develop muscles and they actively seek movement. The Gross Motor activities are intended to provide specific and thematic suggestions for teachers to encourage children in their active play. Movement activities can be indoors or outdoors, although as much time as possible outdoors is suggested.

Fine Motor skills are part of our everyday lives. This makes them a very important skill for young learners to develop. It gives them the ability to do tasks such as writing, eating, and dressing. In the process of learning these skills they gain confidence and independence. These activities promote dexterity, hand-eye coordination, and overall strengthening of the hands and fingers. Activities presented are engaging and interesting, but simultaneously work to develop the hand and finger muscles to be able to complete more complicated tasks as the child matures. The skills learned in the Fine Motor category will be the building blocks for future academics.

21 Important Benefits Of Fine Motor Skills (with tips)

Sensory development is fostered through sensory play which is a hands-on activity that a teacher can plan for children to engage in. Usually the activity involves at least three, if not all five senses when the children are playing.

Friedrich Froebel- (1782-1852) German Educator, he invented the idea of kindergarten. Part of his theory of human development was that children would learn and understand their world through hands-on play.

Jean Piaget- Swiss psychologist, Jean Piaget (1896-1980) His theory was that children (birth – 2 years old) would be able to learn about cause and effect. They would explore their five senses, and by doing so learn fine and large motor control.

Maria Montessori- Italian physician, Maria Montessori (1870-1952), said, “Play is the work of a child.”

Young children use their senses as they create meaning and begin to understand the world around them. The sensory activities provided aim to stimulate the senses and encourage exploration. Through touching, dumping, mixing, pouring, shaking, listening, and smelling, children will develop language, social, and cognitive skills. Children will experiment with concepts such as mass and density. They will learn cause and effect. When playing with peers, children will be able to practice social skills such as sharing and communication. Some sensory activities may be off putting to children initially. Gently encourage the children to try the next experience, but never force them to do an activity that causes them distress. Children will often observe these new sensory activities from a distance before initiating play.

LANGUAGE AND COMMUNICATION:

The first three years of life are crucial to language and communication. From birth children are able to communicate their needs and desires through their cries and body language. Caregivers should be quick to respond to these cues and should immerse children in language all day long. Infants (6 months) will begin to gesture and babble, and the teacher can begin teaching simple sign language to help the infant communicate. Toddlers (12-22 months) begin using simple words in sign language once they have learned them and they are able to answer questions non-verbally. Two-year-olds may still use sign language but will begin to use simple words, be able to associate sounds with items, and use two-word phrases to communicate. The activities provided in each unit will encourage the development of language and communication of young children. There are book suggestions to share with infants with suggestions for teachers on how to introduce language in the books by pointing to help the child find and point to items in the pictures. Language and communication also involve listening to receive information. There are activities to engage children in listening for sounds and words so that they can associate the sound or word to items in their world. This will also help to introduce children to new vocabulary. Vocabulary is easily introduced in a fun way to children through planned activities and daily routines.

[5 Ways to Build Babies' Language and Communication Skills from Birth](#)

[Helping Toddlers with Language Skills](#)

[Age-Appropriate Speech and Language Milestones](#)

COGNITIVE DEVELOPMENT:

Creative Expression allows children to explore the process of art, art supplies, and the connection to music. Each unit has a variety of art activities with a focus on the process or exploring a concept. Art allows children to experience a multisensory activity that supports sensory integration and processing abilities. It encourages sustained attention and concentration as children engage in their creative projects. The product is not the most important part, but the process in which the child engages with the materials and the environment.

MATH:

Children have many interactions with math and science concepts throughout their day. In math, this is called mathematizing, which means seeing math in daily life and using mathematical language and concepts to frame, analyze, and explore situations. (Hynes-Berry & Grandau, 2019) You are mathematizing when you:

- Talk about how many shovels are in the sand area and if there are enough for all the children who want to use one. How many children are in the sand area? How many shovels do we have?
- Or when you are talking with children about how many people are in their family. How many people are in your family? How many brothers do you have? Etc.

Teachers of young children should be intentional about using language that brings out math during play and other interactions. This helps children to prepare to explore more complex mathematical concepts. "...math covers a broad range of concepts, including numbers and shapes (geometry). It uses a vocabulary with phrases such as more than, less than, and equal to as well as in front, behind, inside, outside, near, and far. Math also involves adding, taking away, weighing, measuring, graphing, and other skills." (Mechler, 2015)

SCIENCE:

Children are curious about their environment and want to know how things work and where things come from. Science helps them learn about their world. There are different parts of science to teach, Earth Science, Physical Science, and Life Science. You can teach the children about God in each area of these sciences. Earth Science: Plants, rocks, shells, etc. Life Science: eyes, ears, nose. (our body). Plant biology (vegetables, fruits) etc. Physical Science: non-living things, physics of how a car moves down a ramp, oil and water interaction, paint mixing, an apple falling from a tree, etc.

Article/resource: [Why Teach Science in Early Childhood](#)

SOCIAL EMOTIONAL:

"Too much importance cannot be placed upon the early training of children. The lessons learned, the habits formed, during the years of infancy and childhood, have more to do with the formation of the character and the direction of life than have all the instruction and training of the after year." Ministry of Healing, p. 380.

Children need to feel safe and secure in their environments. Infants and toddlers need to know that their cries will be attended to quickly and appropriately. Two-year-olds need to understand that adults in their life have their best interest at heart and that they will be kept safe while exploring their new independence. The activities provided in each unit aim to facilitate positive relationships between children and their peers and adults. Children will also learn that they are valued and will develop a sense of identity and belonging in the classroom community. Additionally, children will begin to recognize and regulate their emotions through interactive games and activities.



CELEBRATION:

At the end of each unit there is an activity provided to celebrate the learning that took place. These can then be placed into a child's portfolio to document growth and learning throughout the year.

ASSESSMENT

"Stand aside for a while and leave room for learning, observe carefully what children do, and then if you have understood well, perhaps teaching will be different from before" Loris Malaguzzi.

It is important to observe children objectively and notice the milestones of development that they are meeting or will need to be meeting throughout the year. A checklist is provided to support your observations of children within your classroom.

CHILD-FACILITATED LEARNING: EXPLORATION STATIONS

In addition to the thematic activities, it is recommended that caregivers provide ample time for children to learn through child-facilitated play. While the materials may rotate throughout the year based on children's interests and abilities, the materials do not necessarily need to be thematic. Child facilitated play provides children the opportunity to explore, discover, and create on their own. Although they are supervised, they have more freedom to interact with materials and their peers and to experience the learning environment in their own way. It is the teacher's responsibility to intentionally create a design and environment that promotes and facilitates engaging learning experiences, encouraging the child's freedom to choose and interact in a natural manner.

Exploration Stations provide children opportunities to explore, imagine, create, engage, move, think, question, and share through play and fun. The principles of the curriculum should be interwoven throughout the stations, ensuring a balance between activity and rest, teacher, and child-facilitated activities. Exploration Stations provide for small group instruction and small group peer interactions.

A sample of exploration stations is as follows:

Art Station - Fostering the development of a child's aesthetic sense supports the development of the whole child when they can explore age-appropriate art materials. Young children should be involved in making their own art as well as enjoying the art of others.

Block Station - Block play provides children with learning opportunities connected with math concepts, social and physical development, and enhances creativity.

Cultural Exploration Station - This provides children with diverse, multicultural experiences, allowing them to explore and experience their cultures and backgrounds as well as the cultures and backgrounds of others; explore and experience their local community and cultures around the world; and explore the varying attributes and characteristics that are the same and different about people, places, and practices.



Literacy Stations - A literacy-rich environment provides children authentic opportunities to engage in a variety of literacy activities including reading, writing, and the use of language. A literacy-rich environment does more than provide visual exposure to print; it also provides opportunities for meaningful interaction with it. While exposure to literacy is integrated throughout the classroom, Literacy Stations, including book/literature, writing, and language stations, provide opportunities for children to engage in a variety of listening, talking, reading, and writing activities.

Math Station - This provides children the opportunity to develop problem solving and reasoning skills such as comparison, sorting and classifying, patterning, and meaningful counting, through discovery and exploration.

Science Station - Young children develop science understanding best when given opportunities to engage in science exploration and experiences through inquiry. Science stations provide children the opportunity for seeing patterns, forming theories, considering alternate explanations, and building their knowledge. Natural materials (pinecones, leaves, seashells, etc.), plants, and magnifying glasses all make great invitations to exploration.

Dramatic Play - This station provides children with the opportunity to role play as they develop their creativity, imagination, social skills, and communication skills. A pretend kitchen, baby dolls, wooden play food, and a box of dress up clothes can go a long way in facilitating imaginative play.

Sand and Water Play - Specific sensory activities are presented throughout the curriculum, however children can benefit greatly from regular sand and water play. Consider placing towels or mats around this station for easier clean up. Provide children with different sized scoops and containers to facilitate scooping and pouring.

Family Connections - Communication with families is fundamental in building relationships and working together to create a positive environment for those children in your classroom. Throughout the curriculum there are opportunities to share pictures and activities with each family.

SAMPLE SCHEDULES:

Infant Room – During the infant months scheduling should be flexible and updated based on the developmental needs.

Time	Activity	Notes



UNIT 1

All About Me

Weeks 1–4

Memory Verse:

“God created man and woman...”

Genesis 1:27



BIG IDEA

God created me to grow just like Jesus.



ENGAGE

MUSIC/MOVEMENT:

- [God Made Adam](#)
- [God Made Me](#)
- [My Body, Strong and Good](#)
- [A Little Prayer](#)
- [Jesus Loves Me](#)
- [Head and Shoulders](#)
- [Two Little Eyes](#)

BIBLE STORY:

God Created Adam and Eve

Week 1

God looked at everything and said, “We need to make people so they can enjoy the beautiful place called Eden, where all the animals live.” So, God took some dirt from the ground and created a man just like Him. He gave him hair, eyes, ears, a nose, a mouth, and hands. He also gave him feet to help him walk and a mouth so he could eat the yummy food on the trees.

Week 2

The man God created woke up once God breathed into his nose. When the man opened his eyes, he saw God’s face. God named him Adam and told him to enjoy the garden He made for him. Adam enjoyed playing with the animals and naming them. He also enjoyed smelling the flowers and walking barefoot on the soft green grass.

Week 3

Then God decided to make a companion and helper for Adam so that he wouldn’t be all alone. God put Adam to sleep and created a beautiful woman from Adam. When the woman opened her eyes, she saw God and Adam. God introduced Adam to Eve and told them to enjoy living together in the Garden of Eden.

Week 4

Review *the story using props.*

Question to ask: *When you wake up in the morning, who do you see?*

LET'S READ TOGETHER:

- **1, 2, 3 God Made Me!** by Little Words Matter
- **God Made You Nose to Toes**, by Leslie Parrott
- **God Made Us**, by Link Dyrdaahl
- **Ten Little Fingers and Ten Little Toes**, by Mem Fox
- **My First Book of About Me**, by Wonder House Books
- **Baby Loves the Five Senses Series**, by Ruth Spiro
- **I'm Growing!** by Alikei



APPLY IT

ACTIVE PLAY:

I'm Growing

Have parents bring in a baby picture for each toddler, then take a current picture of each toddler. Show the baby picture and ask, "Who is this?" Then show the current picture. Place in the classroom at eye level for the month.

Tallest to Shortest

Have toddlers line up from tallest to shortest. Explain that everyone grows at their own rate. Talk about how we can eat healthy food and exercise to grow strong like Jesus did.

RHYMING:

God Made You, God Made Me

God made you, *(Point to a friend)*
God made me. *(Point to yourself)*
Now doesn't that make you
Happy as can be? *(Smile big)*
When I love you, *(Point to yourself, put hand on heart, then point to a friend)*
And you love me, *(Point to a friend, put hand on heart, then point to yourself)*
That's the way *(Shake index finger)*
God meant it to be. *(Point toward heaven and nod your head)*

Here Are My Eyes

Here are my eyes, one and two,
I give a wink, so can you.
When they're open, I see the light
When they're closed, it's dark as night.
I have a little body that belongs to me,
I have two ears to hear and two eyes to see.
I have a nose for smelling, and a mouth to eat.
I have two hands to wave at everyone I meet!

I Clap My Hands *(suit actions to words)*

I clap my hands,
I touch my feet,
I jump up from the ground.
I clap my hands,
I touch my feet,
And turn myself around.

All of Me

My hands are for clapping
My arms can hug tight
My fingers can snap
Or can turn out the light
My legs are for jumping
My eyes help me see
This is my body
And I love all of me!
—by Jessica McDonald



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the toddler classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the toddler. Sensory play enhances the overall development of a toddler's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Pushing and Pulling**—Provide push and pull toys during playtime. If the toddler is still unsteady on their feet, fill a laundry basket with moderately heavy items to provide support as the toddler pushes it around the room. If they are able, demonstrate how to use a pull-along toy.
- **Rolling Balls**—Show toddlers how to roll balls back and forth with the teacher. The teacher can take turns rolling it to several toddlers. As they gain skills, try passing it back and forth with a little bounce.
- **Music**—Percussion instruments such as drums, chimes, or wooden blocks. Show the toddler how to hold the drumstick and strike the instrument. Show them how to try it with both hands.

FINE MOTOR:

- **Painter's Tape**—Teacher uses several pieces of painter's tape attached to each plastic animal on a flat, hard surface. Then have the toddler use their pincer grasp to pull up the tape and free the animal.
- **Music**—Sing “He’s Got the Whole World In His Hands” song while you hand the toddler a ball with holes in it for their fingers to hold (similar to a wiffle ball or O ball).
- **Grabbing Baskets**—Create interesting baskets of themed objects that will continually encourage toddlers to engage in grabbing, touching, throwing, pinching, pulling, and so much more. Rotate these materials regularly to meet toddler developmental needs and interests. Potential basket fillers: bath puffs, different textured balls, wooden spoons, measuring cups, blocks, etc.
- **Handwashing**—Sing the following song while helping toddlers wash their hands to promote good hygiene:

This is the way I....

This is the way I wash my hands, wash my hands, wash my hands,

This is the way I wash my hands,

Before I eat my food (after my diaper is changed, etc.)

Toddlers can wash table(s) with dry washcloths while singing the song above, substituting the words: “This is the way we wash the table, wash the table....”

SENSORY DEVELOPMENT:

- **Sensory Bag**—Add baby oil, water, and food coloring to a gallon bag. Put this bag inside another bag for leak proofing. Duct tape to a wall or table. Allow toddlers to squish and explore the bag.
- **Icy Bottle**—Add ice cubes to a plastic bottle. Encourage toddlers to hold and shake.
- **Twinkle Lights**—Hang colored or white twinkle lights in a small area of the classroom. Let the toddlers use flashlights as well and turn room lights low for more fun.
- **Color Bottle**—Fill a gallon water jug with colored pom-poms and large buttons. Attach the lid securely with glue. Toddlers can observe the colors and hear the rattling as they roll and shake the jug.

SELF-HELP:

- Encourage toddlers to practice the jacket flip to put jackets on before going outside ([Video](#)).
- Encourage toddlers to feed themselves with their fingers or age-appropriate fork/spoon.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Tracing**—Help toddlers trace outlines of their hands and fingers. Tell them that God made their hands and fingers to pick up their toys, clap their hands, etc. “God made you!” “God loves you!”
- **Mimic**—While narrating what you’re doing throughout the day, have the toddler mimic your motions. Example, “I have hands that clap, clap, clap. They were made by Jesus.”
- **Find the Body Part**—Help toddlers name different body parts, while looking in a mirror. Remind them that Jesus made all their body parts.

SELF-CONTROL:

- **Emotions**—Talk about emotions with the toddlers in your care.
- **How Do You Feel?**—[Toddler’s name] _____ is feeling happy; _____ is feeling sad; _____ is feeling angry.
- **Self-Sooth**—Help the toddler self-soothe. Examples: give a toddler a stress ball (individual one for each toddler), create a quiet corner.

INTERPERSONAL RELATIONSHIPS:

- **Peekaboo**—Play peekaboo with hands or a scarf.
- **Mirror, Mirror**—Get close to the toddler’s face and play a game of having them mirror your expressions.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed.
- **Peekaboo Language Board**—Using a poster board, draw medium squares to fill the board. In each square on the board, glue a picture of an item that toddlers can see in their environments and name. Examples: items in the home, vehicles, foods, etc. Once the pictures are glued on, place clear contact paper over the board. Place sticky notes over each picture so the toddler can lift one up and say the name of the item underneath. If they do not know the name, the teacher can tell them the name, and then when they see the item in their environment, the teacher can remind them of the item and its name. For an example, see the book [*First 100 Words*](#).

- **Quiet Corner Feelings Board**—Create a space where toddlers can go and take a break from the busy classroom activities or take a moment to calm down if they are feeling overwhelmed. In that space, have a feelings board with face pictures of the different feelings: sad, angry, afraid, scared, tired, happy, excited, frustrated, worried, etc. Model how to express your own feelings and help toddlers label their feelings using the pictures on the feelings board. Have a mirror in the quiet corner so they can see their face as they label how they are feeling and point to the picture that best describes how they are feeling.

LISTENING/RECEPTIVE:

- **Build a Face**—Have a blank face cutout and some eyes, a nose, ears, hair, and eyebrows. Help the toddler build a face by saying, “Can you find the eyes and put them on the face?” Do this for each part until there is a whole face.
- **What’s the Body Part?**—Using a full length mirror, have the toddler find the body parts that are called out by the teacher. The teacher can say, “Stomp your feet,” “Touch your nose,” “Shake your head,” etc.
- **Music**—Sing and do the motions to the song “Head, Shoulders, Knees, and Toes.”
- **Stop and Go**—Give toddlers directions to move, such as “Jump up and down.” Tell them “Go” and then they begin to jump. Let them jump for a few seconds and then tell them to “Stop.” Once they have stopped, give another movement for them to do. The toddlers will learn the meaning of the words stop and go in a fun way.

PREWRITING:

- **Color Dump**—Use wide painter’s tape to make lines on the floor: one zigzag, one curvy, and one straight. Make the lines look like roads by using a marker to make dash lines on the tape. At one end of the tape, have a small basket of Duplo blocks in the primary colors (red, blue, and yellow). Have the toddlers fill a small dump truck with blocks of one color and drive on the line to the end where a matching colored square is. Have the toddler dump the blocks on the colored square and then move to the next color and line.
- **Walk the Line**—Using the same lines from the first activity, have the toddlers walk along each line.
- **Fill the Line**—On a cookie sheet, use painter’s tape to create a zigzag line, curvy line, and a straight line. Have magnetic shapes, animals, etc. available for toddlers to place on each line.

PREREADING:

- **Body Part Match**—Have two pictures of various body parts: nose, eyes, mouth, teeth, tongue, ear, hand, and foot. Label each picture with the name of the body part so the toddler sees the word, too. Start with the ones they are most familiar with. Place one set on the table in a line and then have them choose a card from the second set and place it next to the matching body part picture.
- **Label the Environment**—Create labels to place on items around the classroom (with a picture and the word), such as labels on the toy buckets with the picture and the word for the toys that are stored there. Label the toddler’s cubby with a picture of them and their name, etc.

- **Give the Name of the Animal**—Using photo cards of animals, pick two pictures to show the toddler separately. As the toddler is shown the first picture, ask them to give the name of the animal. Notice how quickly they are able to give the name and then move on to the next card and give the name of the next animal. The goal is for toddlers to begin to have an automatic response when they see the picture. Resource: [*Infant/Toddler Photo Library Lakeshore*](#). Add in one card at a time as they are able to recognize the pictures and give the names.
- **Book Nook**—Set up a cozy book nook for toddlers to read books. Have a soft rug, cozy pillows or beanbag chair, basket for board books, and stuffed animals to read to in a quiet area of the room.

VOCABULARY:

- **Identify Body Parts**—What you will need: plastic container lids; pictures of nose, eyes, hands, etc.; and packing tape. Tape pictures to the plastic lids. Have the toddler choose a lid, give the name of what is in the picture, and help point to where that body part is on their body. For younger toddlers, draw a lid out of a bag. Then show them the picture and give the name of the body part, (i.e. nose, eyes, hands, ears). Take their pointer finger and help them touch that same body part on their body.
- **Object Matching**—Small picture of a bug with a plastic bug. Take pictures of plastic bugs and make cards with them. Place plastic bugs in a container and let toddlers match them. Show toddlers pictures and tell them the names as you match the items. Do the same with puppies, kitties, birds, flowers, etc.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Hands and Feet**—The teacher paints toddlers' hands and feet and puts their prints on paper as part of a first portrait.
- **Self-Portrait**—Remove the outer section of a pizza box and paint it white (this will be the frame effect). Then add a picture of the toddler from a black and white print (could be on a copier; do not use glossy paper). Cut away the background and glue the picture to the bottom edge of the box. Toddlers can then create a design around their portraits using crayons, chalk, etc. Or you can have the toddler decorate a printed picture of themselves.
- **Movement**—Play music and have toddlers stomp their feet or clap their hands in time to the beat.
- **Collage**—Print off pictures of the eyes, nose, mouth, and ears and have toddlers create a face. Pictures can be laminated so they can be reused.,



MATH:

- **Counting** (*could also do with toes*)

“Ten Little Fingers”

I have 10 little fingers
And they all belong to me!
I can make them do things
Would you like to see?
I can shut them up tight
I can open them up wide
I can put them all together
And I can make them all hide!
I can make them go high
I can make them go low
I can fold them together
And place them just so!

- **Spatial Relationships**

Help toddlers understand the physical relationship between objects. In, on, under, beside, etc. With a variety of objects and containers, ask the toddler to put the ball in the basket and put the kitty on the table. Continue using other spatial words and objects.

SCIENCE:

- **Animal Observation**—Let toddlers observe classroom pets or pictures of animals. Show how they have noses, eyes, and mouths like they do.
- **Water Table**—Jesus created the water for us to use every day. Provide objects for toddlers to explore pouring and filling, such as measuring cups, small pitchers, boats, turkey baster, etc.
- **Discovery Bottle**—Take a full water bottle, add a leaf, a small pine branch, or several small pebble rocks, etc. Glue the lid on. Make several and leave out for the toddlers to inspect/discover.

SOCIAL STUDIES:

- **Faces**—Play a matching game where the teacher touches their nose and then see if the toddler will touch their own nose. “I have a nose, you have a nose.” Play matching game with ears, hair, mouth, tongue, knees, feet, etc.
- **Body Part Match**—Create laminated cards of each body part: feet, hands, ears, eyes, etc. Have toddlers match the feet together, etc.



ASSESS

Record developmental milestones.



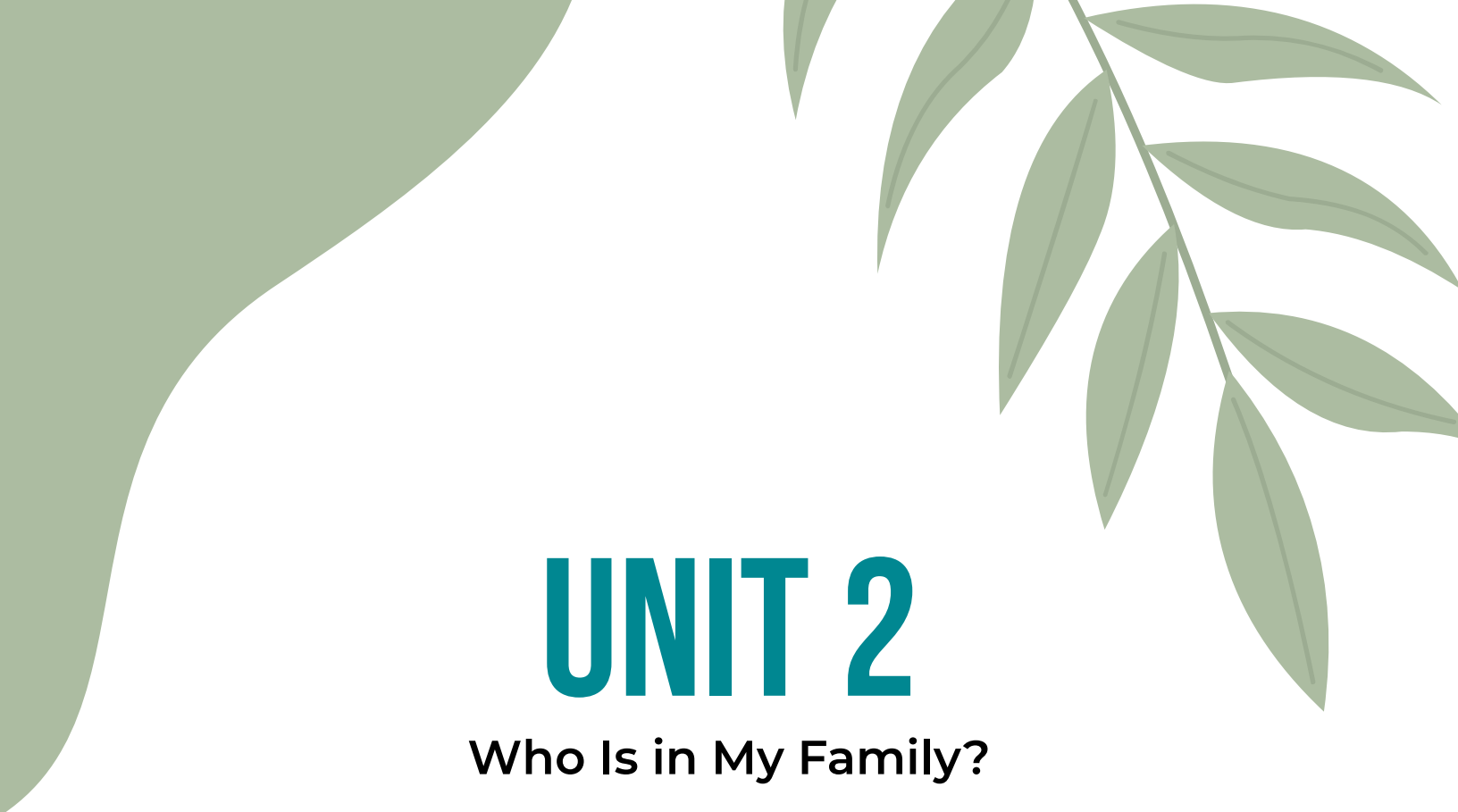
CELEBRATE

At the end of this unit, celebrate by taking a picture of each toddler. Create a portfolio that will include each month's celebration activity.



MATERIALS

- Camera
- Push and pull toys
- Laundry basket with heavy items in it
- Balls toddlers can hold
- Instruments such as drums, chimes, or wooden blocks
- Painter's tape: skinny and wide
- Small plastic animals
- Wiffle ball
- Basket
- Bath puffs, different textured balls, wooden spoons, measuring cups, blocks
- Dry washcloths
- Baby oil
- Food coloring
- Water
- Gallon resealable bags
- Duct tape
- Ice cube tray to make ice cubes
- Plastic bottle to put ice cubes in
- Colored or white twinkle lights
- Flashlights
- Gallon water jug
- Colored pom-poms
- Large colored buttons
- Scarves
- Poster board
- Glue
- Pictures of items in the home, vehicles, foods, etc.
- Contact paper
- Sticky notes
- Face pictures of different feelings: sad, angry, afraid, scared, tired, happy, excited, frustrated, worried, etc.
- Handheld mirror
- Blank face cutout
- Eyes, a nose, ears, hair, and eyebrows
- Full-length mirror
- Wide marker
- Small basket
- Duplo blocks in the primary colors
- Small dump truck
- Cookie sheet
- Magnetic shapes, animals, etc.
- Body part pictures
- Large labels
- Photo cards of animals: [Infant/Toddler Photo Library Lakeshore](#)
- Soft rug
- Cozy pillows or beanbag chair
- Basket for board books
- Small stuffed animals
- Plastic container lids
- Clear packing tape
- Plastic bugs and animals
- Tempera paint
- Pizza-sized boxes
- Pictures of toddlers in black and white
- Crayons
- Colored chalk
- Measuring cups, small pitchers, boats, turkey baster, etc.
- Water bottle
- Leaf, pine cone, and small pebbles



UNIT 2

Who Is in My Family?

Weeks 5-8

Memory Verse:

“Love one another...”

1 Peter 3:8



BIG IDEA

God created families to love one another.



ENGAGE

MUSIC/MOVEMENT:

- [Away in a Manger](#)
- [Oh What a Special Night](#)
- [Silent Night](#)
- [My Family and ME!](#)
- [Family Members](#)
- [With Jesus in the Family Happy, Happy Home](#)

BIBLE STORIES:

Baby Jesus

Week 1

A long time ago, in a little town called Nazareth, there lived a young couple named Mary and Joseph. They were very excited because Mary was going to have a baby. They knew this baby was very special because an angel had told them that he would be the Son of God.

One day, the Roman emperor asked everyone to go to their hometown to be counted in a census. So, Mary and Joseph had to travel to Bethlehem, even though Mary was going to have a baby soon. They journeyed for many days on a donkey until they reached Bethlehem.

Week 2

When they arrived, the town was crowded with people who had also come to be counted. Mary and Joseph were tired, and they couldn't find a place to stay. They went from inn to inn, but all the rooms were full. Finally, they came across a stable, a place where animals lived, and the kind innkeeper allowed them to stay there.

That night, something very special happened. In that humble stable, Mary gave birth to a beautiful baby boy. They named him Jesus, just as the angel had told them to. Mary wrapped baby Jesus in soft cloths and laid him in a manger, which is a feeding trough for animals.

Week 3

Outside, in the dark and quiet night, there were shepherds taking care of their sheep. Suddenly, an angel appeared to them, and a bright light filled the sky. The shepherds were scared at first, but the angel said, "Do not be afraid! I bring you good news of great joy. Today, in the city of David, a Savior has been born, who is Christ the Lord. You will find the baby wrapped in cloths and lying in a manger."

The shepherds were filled with joy and excitement. They hurried to the stable to see the baby Jesus. When they arrived, they found Mary, Joseph, and the baby, just as the angel had said. They knelt down and worshiped him, giving thanks for the miracle they had witnessed.

Week 4

Review the story using props.

Question to ask: How do you worship Jesus?

LET'S READ TOGETHER:

- *Thank You, God, For Daddy*, by Amy Parker
- *Thank You, God, For Mommy*, by Amy Parker
- *Thank You, God, For Grandma*, by Amy Parker
- *Thank You, God, For Grandpa*, by Amy Parker
- *What Brothers Do Best*, by Laura Numeroff
- *What Sisters Do Best*, by Laura Numeroff
- *This Is the Church*, by Sarah Raymond Cunningham
- *Open the Church Door*, by Christopher Santoro



APPLY IT

ACTIVE PLAY:

Find a Family Member

Gather pictures of each toddler's family and individual pictures of the family members. Using contact paper, put the toddler's family picture on the wall at eye level. Have each of the individual family member's pictures in a basket. The teacher or the toddler will choose a picture out of the basket, find that person in the family picture, and point to the matching family member they chose. **Say:** "Look, we chose Mommy, let's find Mommy in the family picture." Or **say:** "Who did you choose?" Give the toddler time to respond if they are able. **Say:** "Did you choose Mommy? Can you find Mommy in the family picture?" Have the toddler point to or touch their Mommy in the family picture. Go through all the family members.

Build a Home

Use soft blocks or cardboard blocks to build a family home. For younger toddlers, help them pick up the blocks and stack them to make a home. Sing the song, "With Mommy in the family, happy, happy, home." Change to Daddy, sister, brother, grandmother, grandfather, etc.

How Many People Are in Your Family?

Using the individual family pictures, count out how many people are in each toddler's family (including themselves). The teacher will count when the toddler pulls out a picture of their family to place in front of them, or for older toddlers, count as they pull out each picture.

Transportation

Talk about how they got to class that day. Did they ride in a car? A van? A truck? A bus? Or walk? Have pictures of different vehicles for them to choose.

RHYMING:

D-A-D *(sung to the tune of Jingle Bells)*

D-A-D D-A-D,
Dad is my best friend.
We play games, we go to the park,
The fun just never ends!
D-A-D, D-A-D,
I love to hold your hand,
It feels so good, it feels so safe.
You're the best dad in this land!

Mommy *(sung to Oscar Mayer tune)*

Oh, my mother has a special name,
It's M-O-M-M-Y!
My mother has a special name,
It's M-O-M-M-Y!
Oh, I love to hug her every day.
And when I kiss her, I will say.
Mommy, Mommy, I love you!
I-L-O-V-E-Y-O-U!

Some Families

Some families are large *(Spread arms out wide)*
Some families are small *(Bring arms close together)*
But I love my family *(Cross arms over chest)* best of all!



These Are Grandma's Glasses

(Recite first verse in a high-pitched voice)

These are Grandma's glasses *(Make glasses over eyes with fingers)*

This is Grandma's hat *(Place hands on top of head)*

And this is the way she folds her hands *(Clasp hands together)*

And lays them in her lap. *(Place hands in lap)*

(Recite second verse in a deep voice)

These are Grandpa's glasses *(Make bigger glasses shapes over eyes with fingers)*

This is Grandpa's hat *(Place hands over head to form a large hat)*

And this is the way he folds his arms *(Cross arms)*

And takes a little nap. *(Place head on arms as if sleeping)*

A House for Me

This is a nest for Mr. Bluebird *(Cup hands together)*

This is a hive for Mrs. Bee *(Make a fist)*

This is a hole for bunny rabbit *(Make a circle with thumb and forefinger)*

And this is a house for me. *(Place fingertips together to form a roof peak over head)*



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the toddler classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the toddler. Sensory play enhances the overall development of a toddler's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Burrito Roll**—Using a small blanket, wrap up the toddler, burrito style, and then unroll them. Repeat.
- **Obstacle Course**—Place a few objects in a line for the toddler to maneuver over, under, and through. Examples: a pile of pillows, a tunnel (use either a pre-made pop-up tunnel or make one by lining up chairs and covering with cloth), paper or mats to make a stepping-stone path, jump ropes to make a curved path, a rolled-up rug or blanket to make a soft “balance beam.” Change it up to make it easier or more challenging.
- **Toy Toss**—Gather plastic balls or lightweight soft toys and a laundry basket. Have toddlers toss the toys into the basket. Adjust distance as needed.

FINE MOTOR:

- **Picture Match**—Point at pictures of family members and say, “Where is the daddy?” “Where is the mommy?” “Where is the brother?” Use fine motor skills to move pictures to match.
- **Grabbing Baskets**—Create interesting baskets of themed objects that will continually encourage toddlers to engage in grabbing, touching, throwing, pinching, pulling, and so much more. Rotate these materials regularly to meet toddler developmental needs and toddler interests. Potential basket fillers: age-appropriate loose parts with different textures that are associated with the home.

SELF-HELP:

- Encourage toddlers to put coats and shoes away.
- Encourage toddlers to begin drinking from a cup without a lid.

SENSORY DEVELOPMENT:

- **Ribbon Pull**—Punch holes in a cardboard box and thread ribbon and ropes with different textures and knots on both ends so the ribbons cannot leave the box. Seal the box and let the toddler pull on the ribbons or rope. Have some loose ribbon and let them try to thread the ribbon into the holes.
- **Textured Ball Roll**—Place balls of different textures in front of the toddler. Allow them to explore the different textures. Play by rolling the balls to each other to see how each texture moves differently.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **What Do You See?**—Hold the mirror so the toddler can see themselves. Use the toddler’s name as you point out the features that they have similar to their parents. “God gave you your daddy’s smile,” “God gave you your mommy’s hair,” and “God gave you your grandma’s smile.” Touch the toddler’s hair or mouth so they can see the reflection of the teacher’s hand while feeling the touch.
- **Hands and Feet**—Help the toddler to draw outlines of their hands and feet on paper. Tell them that “Mommy and Daddy have feet just like you, but your feet are smaller. One day your feet will grow bigger.”

SELF-CONTROL:

- **I See You Are Feeling...**—Acknowledge when the toddler is crying by narrating what is wrong and letting them know what steps you are taking to help them. “I know you are sleepy. I am preparing your crib so you can take a nap.”
- **Soothing**—Help toddlers self-soothe by providing a soothing area where toddlers can calm down.

INTERPERSONAL RELATIONSHIPS:

- **Make a Face**—Place two toddlers in front of a mirror. Encourage them to make facial expressions and respond to each other. Older toddlers can pass toys to each other.
- **Let's Share**—Share toys between the toddlers. Narrate: "It's time to share the blue ball with _____ (another toddler) and doesn't it feel good to share with our friends?"



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed.
- **Family Peekaboo Board**—Using a poster board, tape pictures of their family members on the board. Cut pieces of felt to go over each picture, gluing on only above the picture. Tape each toddler's family Peekaboo board onto the wall. Show the toddler how they can lift the felt that is over a picture to find a family member and say who it is: Mommy, Daddy, sister, brother, etc.
- **What Do You See?**—"[Name of toddler, name of toddler], what do you see?" (Use "Brown Bear, Brown Bear What Do You See?" idea.) Say the phrase and then use pictures or animals to tell the story. Example: "[Name of toddler, name of toddler], what do you see?" Allow time for the toddlers to say who they see. Example: "Emma, Emma, what do you see? I see a (pause to give the toddler time to respond) mommy looking at me!"
- **Quiet Corner Feelings Board**—Continue with the quiet corner space where toddlers can go and take a break from the busy classroom activities or take a moment to calm down if they are feeling overwhelmed. In that space, have a feelings board with face pictures of the different feelings: sad, angry, afraid/scared, tired, happy, excited, frustrated, worried, etc. Model how to express your own feelings and help toddlers label their feelings using the pictures. Have a mirror in the quiet corner so they can see their face as they label how they are feeling and point to the picture that best fits how they are feeling.

LISTENING/RECEPTIVE:

- **Match the Shapes**—Create large shapes on the floor using painter's tape. Start with a circle, triangle, and a square. Find items that toddlers can carry and place in the matching outline of each shape. Have the toddler choose an item, say the name, and then say, "You chose the (circle). Can you put it in the (circle shape on the floor)?" Walk with the toddler and help them match the shape and place it on the correct shape outline on the floor. Do this with the various items.
- **Hokey Pokey**—Use painter's tape to make a large square on the floor. Using a cloth dice with clear plastic pockets, put pictures of various family members in each pocket. Give each toddler a turn to roll the dice and then they will place the picture of their family member in the square on the floor while they sing the hokey pokey song with the teacher.



- **Sound Hunt**—Have pictures of animals and vehicles in a container. Have the toddler choose one and make the sound or listen as the teacher makes the sound. Then have them go around the room searching for the item that makes that sound while still making the sound. The teacher could also use real sounds that can be found online. The toddler would listen to the sound and then go find the item in the classroom while the sound is still playing.

PREWRITING:

- **Ball Transfer**—Have some balls, such as a wiffle ball, and a medium-sized box with round holes in various places on the box. Have the toddler take each ball and choose a hole to put it through.
- **Ball Drop**—Use small golf ball sized wiffle balls and paper towel tubes. Use masking tape to tape the paper towel tubes onto an area of the wall in various positions. Have the toddler choose a ball and then choose a tube that they will place the ball in and watch it come out the bottom.
- **Paint the Box**—Have a large cardboard box, nontoxic paint, paint cups, age-appropriate paintbrushes, and paint smocks or oversized T-shirts. Place a paint smock on the toddler and have them choose a paintbrush to dip into the paint and paint the box. Once the box is painted and dry, they can crawl through the box or just get in and out of it. For fun, place string lights on one side of the box and a blanket on one end, so the toddlers can get in the quiet place to look at books or just take a break.
- **Pincer Grip Practice**—Use playdough to make a ball and then squish it down a bit. Take a spaghetti noodle and stand in the middle of the playdough. Provide cheerios for the toddler to place on the noodle. They will practice using their pincer grip to place the cheerios on the noodle.

PREREADING:

- **Books**—Provide board books about families. Read the story to the toddler as you point out people in the pictures.
- **Family Cards**—Have each family share pictures of their family together and individually. Glue the pictures on 4x6 index cards and laminate them. Cut a slot in the top of a small square box. Have the toddler choose a picture from their pile and say who it is, or the teacher can say who it is. Then they can take the card and drop it through the slot in the box. For older toddlers, add in pictures of grandfather, grandmother, aunt, uncle, cousins, etc.
- **Fingerplay Basket**—Have a basket with items that represent easy finger plays for the toddlers to learn. Examples: a spider for “Itsy Bitsy Spider,” a teddy bear for “Teddy Bear, Teddy Bear Turn Around,” a star for “Twinkle, Twinkle, Little Star,” etc. Have them choose one of the items and then sing the song with the motions. Teach them how to make the motions to each song.
- **Transportation Vehicles**—Using photo cards of types of transportation vehicles, pick two different pictures to show the toddler separately. As the toddler is shown the first picture, ask them to give the name of the transportation vehicle. Notice how quickly they are able to give the name and then move on to the next card and give the name of the next vehicle. The goal is for them to begin to have an automatic response when they see the picture. Resource: [Infant/Toddler Photo Library Lakeshore](#). Add in one card at a time as they are able to recognize the pictures.



VOCABULARY:

- **Reading**—While reading books, point out the people. “That is a mommy.” “Can you find the mommy?” (Where is the daddy, the sister, the big brother, the baby brother, the grandmother, grandfather?)
- **Adjectives**—While reading books, identify the descriptive words in the pictures. For example, big, little, tall, color words, and clothing words, etc.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Name**—Use painter’s tape to spell out toddler’s name and have them paint over the paper. Remove the tape and the toddler’s name appears in white with paint around it.
- **Fingerprint Family**—Create stick figures on paper, have the toddler make the head with their fingerprint using an ink pad, and then label and draw faces.
- **Movement**—Use musical instruments to have toddlers move along with the beat.
- **Collage**—Build houses out of blocks, bring items from outside to create extensions to the project. Take a picture to capture the moment.

MATH:

- **Counting Poem “Family Finger”** (could also use toes)

Daddy finger, daddy finger
Where are you?
Here I am, here I am
How do you do?

Mommy finger, mommy finger
Where are you?
Here I am, here I am
How do you do?

Brother finger, brother finger
Where are you?
Here I am, here I am
How do you do?

Sister finger, sister finger
Where are you?
Here I am, here I am
How do you do?

Baby finger, baby finger
Where are you?
Here I am, here I am
How do you do?

- **Spatial Tunnel**—Set up a tunnel or obstacle for the toddlers to crawl through. Narrate that they crawl over the pillows, inside the tunnel, under the table. Help the toddlers understand the relationship between their bodies and objects.
- **Poems**—Recite poems or nursery rhymes while they clap their hands to the rhythm. The patterns are early math skills. Use any of the songs or poems in this lesson
- **Shapes**—Toddlers can explore shape and size with blocks. They will be delighted to knock down the towers you build. Count them as you stack them. Name the colors, the shapes, etc. “That block is a cube; the sides are square.” Circles, half-circles, cylinders, triangles, rectangles. Help them become familiar with the shapes and their names.

SCIENCE:

- **Family Walk**—Teachers can place pictures of toddlers’ families and animal families around the classroom. Then take the toddlers for a walk around the room. They can look for families and talk about the different families that God made. (If you cannot get family pictures, then print out different families to look at and talk about.)
- **Family Portrait**—Bring in an empty cardboard box for the toddlers to sit or lay in. Put pictures of families inside of the box. Let them “draw” a picture of their family on a piece of paper or on the box with crayons or markers.

SOCIAL STUDIES:

- **Families Around the World**—Read the book *Global Babies* by The Global Fund for Children and explore different cultures. Similarities between families from around the world, we each have mommies, daddies, grandparents, uncles, aunts, brothers, sisters, and cousins.
- **Families in My School**—Have families bring in pictures of their immediate and extended family. Place the photos on the wall at the toddlers’ level and cover with contact paper.



ASSESS

Record developmental milestones.



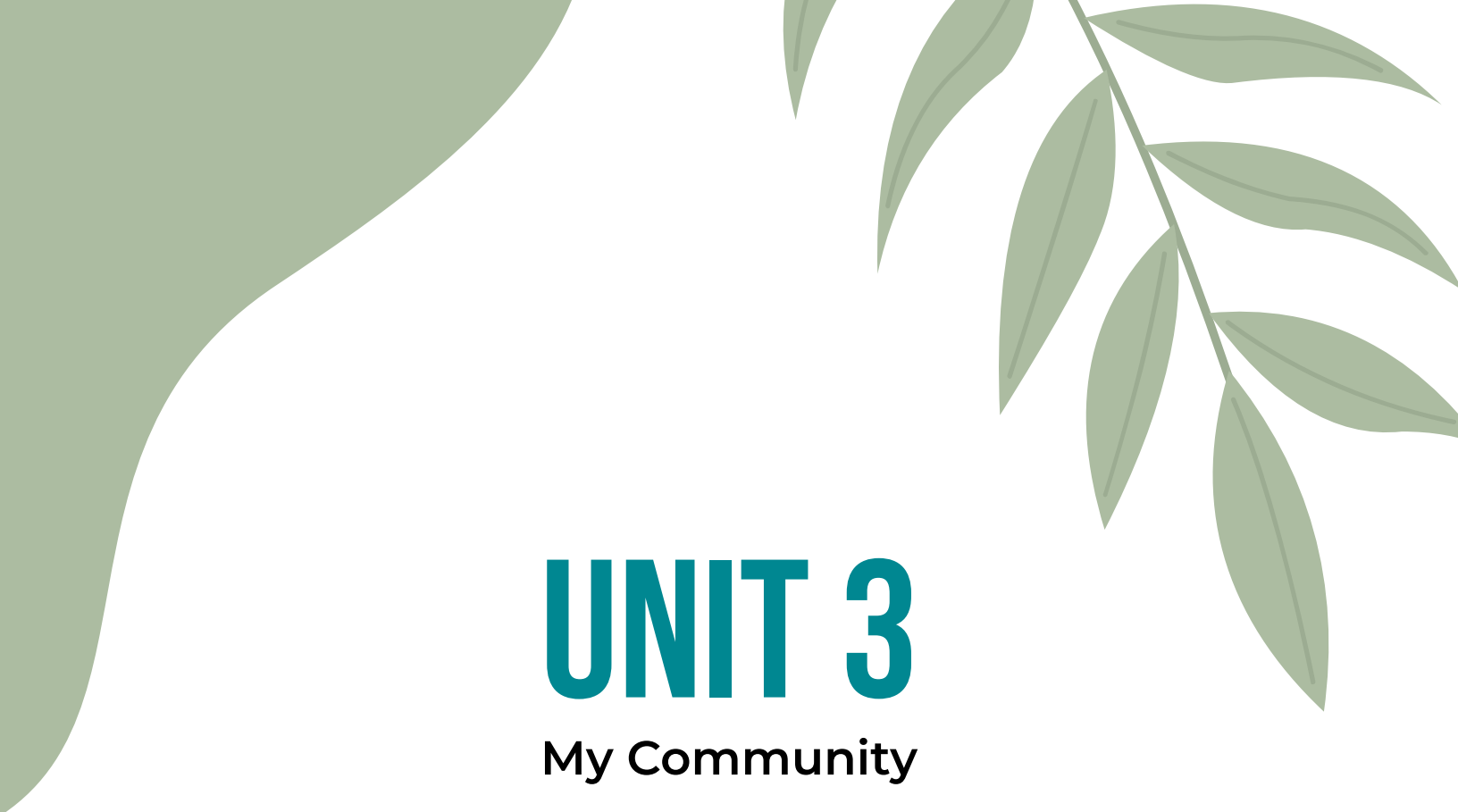
CELEBRATE

At the end of this unit, celebrate by taking a picture of the toddler’s family. The toddler can paint a piece of paper, then glue the picture of the family to the paper so the painting becomes the frame.



MATERIALS

- Pictures of each toddler's family and individual pictures of the family members
- Contact paper
- Soft blocks or cardboard blocks
- Pictures of different vehicles
- Small blanket
- Pillows
- Pop-up tunnel
- Paper or mats to make a stepping stone path
- Plastic balls or lightweight soft toys
- Laundry basket
- Basket
- Basket fillers: age-appropriate loose parts with different textures that are associated with the home.
- Small cardboard box
- Ribbons
- Handheld mirror
- Poster board
- Pieces of felt
- Feelings board with face pictures
- Shape items
- Pictures of animals and vehicles
- Sounds of animals and vehicles (find online)
- Wiffle balls
- Medium-sized box with round holes cut into it to fit wiffle balls
- Small wiffle balls (golf ball size)
- Paper towel tubes
- Large cardboard box
- Nontoxic paint
- Paint cups
- Age-appropriate paintbrushes
- Paint smocks or oversized T-shirts
- String lights
- Playdough
- Uncooked spaghetti
- Cheerios or similar type of cereal
- 4x6 index cards
- Small square box
- Basket
- Photo cards of types of transportation vehicles: [Infant/Toddler Photo Library Lakeshore](#)
- White paper
- Washable ink pad
- Musical instruments
- Blocks
- Pillows
- Camera
- Glue



UNIT 3

My Community

Weeks 9–12

Memory Verse:

“God gives people to help me.”

1 Corinthians 12:28



BIG IDEA

God created helpers at home, school, and in my community.



ENGAGE

MUSIC/MOVEMENT:

- [This Little Light of Mine](#)
- [Jesus Wants Me for a Sunbeam](#)
- [Walking With Jesus](#)
- [Silver and Gold Have I None](#)
- [Twelve Disciples](#)
- [Twelve Disciples \(with sign language\)](#)
- [The Lord Is My Shepherd](#)
- [Twelve Disciples Song](#)

BIBLE STORIES:

Jesus' Twelve Helpers

Week 1

Jesus was kind and loving to all those He met and loved children very much. Jesus had a special job to share the good news of God's love to everyone. Jesus needed helpers.

Week 2

Jesus called James and his brother John who were fishermen. Now they will share God's love with others. They will be helpers. Jesus called Peter and Andrew. Now they will share God's love with others. They will be helpers.

Week 3

Jesus needed many more helpers. Jesus chose twelve special helpers to share God's love. Jesus decided to gather his twelve special helpers to assist Him in a special mission: to bring love and kindness to many people and tell them that Heaven is a wonderful place.

Week 4

Review the story using props. Jesus wants us to be helpers too.

Question to ask: Will you share God's love with others?

LET'S READ TOGETHER:

- *Indestructibles: My Neighborhood*, by Maddie Frost
- *Lift the Flap: Community Helpers*, by Wonder House Books
- *Mommy's Big Helper*, by Rufus Downy
- *Indestructibles: Let's Be Kind*, by Amy Pixton
- *This Is the Church*, by Sarah Raymond Cunningham
- *Open the Church Door*, by Christopher Santoro
- *My 1st Book of Community Superheroes*, by Sara Kale
- *Hello! Hometown Heroes*, by Toni Armier



APPLY IT

ACTIVE PLAY:

- **Jesus Wants Me for a Sunbeam**—Toddler holds a Sunbeam paper plate “mask” to face. Sways while singing.
- **Silver and Gold Have I None**—Sing the song “Silver and Gold Have I None” and have toddlers pick up small blankets and then walk and leap around the room.
- **Clean-Up**—Have small dust pans and hand brooms for toddlers to use to dust up items.

RHYMING:

Pick the toys up
Big and small.
With these hands
We'll do it all.
We can do it
You and me
Helping others
One, two, three.

Tune: Twinkle, Twinkle, Little Star

I will sing and play with you
Jesus helped His good friends, too.
I can help you tie your shoe,
To help you know that God loves you.
I will sing and play with you.
Jesus helped His good friends too.



My House

Let's go to my house.
Let's go today.
I'll show you all the rooms
Where we work and play
Here is the kitchen
Where Mother (or Father) cooks for me.
Here is the living room
Where I visit with my family.
Here is the dining room.
We eat here every day.
And this room is my room
Where I sleep and play.

How to Help

Teacher, teach us ABCs
Shapes and colors, 123s.
Doctors help us when we're sick
Medicine will do the trick!
Firefighters put out fires.
Mechanics fix our cars and tires.
Police help keep things safe for you.
What job do you want to do?



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the toddler classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the toddler. Sensory play enhances the overall development of a toddler's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Ride-on-Toys**—Ride-on toys of any kind are helpful in building gross motor strength and skills. If your center has indoor space, a “road” could be taped out on the floor. Outdoor play areas can also be used in good weather.
- **Push the Cars**—Pushing different sized cars or trucks along different surfaces such as smooth or carpet allows a toddler to build different muscle groups.
- **Bowling**—Bowling set or stack of large blocks. Practice rolling balls or throwing bean-bags to knock them down.

FINE MOTOR:

- **Puffed Cereal**—Toddlers are given puff cereal (or cereal of your choice) and a tray with chenille stems. They can thread the cereal onto the pipe cleaner.
- **Tissue Pull**—Empty tissue box container and fill the container with scarves. Let the toddlers pull them out and put them back in.
- **Number Eggs**—Cover plastic Easter eggs with colorful duct tape. With a permanent marker, write numbers on the eggs and matching numbers in a clean egg carton. Have toddlers match the number on the egg to the numbers.
- **Clean Up**—Toddlers can dust chairs and table(s) with dry washcloths while singing the song “This Is the Way We...,” substituting the words: “This is the way we help our teachers, help our teachers....”

SELF-HELP:

- Encourage toddlers to follow directions with gestures and words.
- Demonstrate to toddlers how to point and ask for something.
- Help toddlers look for a familiar object when named.

SENSORY DEVELOPMENT:

- **Sensory Box**—Tape short pieces of ribbon to the edge of the box hanging down. Let toddlers try to blow the ribbon to make it move and have them crawl under it to feel the ribbon. Also cut out shapes in other areas of the box for them to peek through.
- **Sounds**—Recycle containers from nuts or other snacks. Cover the container with colorful tape and put small pebbles inside for noise and tape the lid shut. Make additional containers with different items for varied sounds.
- **Texture**—Allow toddlers to feel soft cleaning brushes/toothbrushes and sponges and use descriptive words for prickly, soft, spongy, etc.
- **Bubbles**—Use soap bubbles to blow bubbles for toddlers; let them stand on tippy toes to reach and pop, if they can.





SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Helping**—Show pictures of children who need help, such as untied shoes, toys out of reach, or hungry, and ask how the toddler feels. Use the toddler's name and ask, "How can I help? God loves you and so do I! I'm happy to help you!"
- **Communication**—When changing the toddler, ask them if they feel better when they are all cleaned up and dry. Tell them you are happy to help them. Continue the same conversation when feeding them or helping with other things throughout the day. Tell them you're happy to help them like Jesus would help us.

SELF-CONTROL:

- **Emotions**—Make faces showing emotions of happy, sad, surprised, angry. Say the word to describe the emotion you're acting out. See if they can copy you.
- **Kindness**—Talk about helping other toddlers or sharing. How does that make the other toddler feel?
- **Expressing Feelings**—Give the toddler words for their feelings. "You look so happy" or "You must be feeling very hungry."

INTERPERSONAL RELATIONSHIPS:

- **Big Helper**—Talk to toddlers about the helpers they have. We love to help each other. Jesus is happy when we help each other. Let's help pick up all the toys.
- **Manners**—Use polite words when speaking to toddlers. Say please and thank you when you ask them to do something.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed.
- **Discovery Boxes**—Find small boxes, such as jewelry boxes, glasses cases, gift card boxes, etc. Place pictures of items in each box. The toddler can choose a box and open it to see what is inside. Once they see the picture, they can give the name of the item. Use pictures of items they would see in their environment.
- **Domino Animal Match**—Using a used Jenga game (with larger pieces if possible), use stickers of animals to stick on each end of the game piece. Use animals the toddlers would have seen in their environment or at the local zoo. Once the stickers are on, paint modge podge (Michael's) on each piece. Once the pieces are dry, have them find the pieces that have the same animal on each end and put the pieces together. Once they have done that, have them give the name of the animal.

- **Quiet Corner Feelings Board**—Continue with the quiet corner space where toddlers can go and take a break from the busy classroom activities or take a moment to calm down if they are feeling overwhelmed. In that space, have a feelings board with face pictures of the different feelings: sad, angry, afraid/scared, tired, happy, excited, frustrated, worried, etc. Model how to express your own feelings and help toddlers label their feelings using the pictures. Have a mirror in the quiet corner so toddlers can see their face as they label how they are feeling and point to the board to the picture that fits how they are feeling.

LISTENING/RECEPTIVE:

- **Teddy Bear, Teddy Bear, Turn Around**—Have the toddlers do the actions while the poem is read.
- **What Makes that Sound?**—Have pictures of the various animals, vehicles, etc. Using recorded sounds, have the toddlers listen to the different sounds and match the picture that it goes with (i.e., sirens, dog barking, vacuum, bird tweeting, baby crying, etc.).
- **Noisy or Quiet**—Use plastic eggs and fill them with various items such as dried beans, flour, rice, and other items available. Tape each egg shut and place in a basket. Have the toddler choose an egg and shake it. Talk with them about the sound it made. Once it has been determined if the sound was noisy or quiet, then have them place the egg in a basket labeled with a picture of being quiet or loud. Then have the toddler choose another egg and shake it. Ask them if they think the sound it made was noisy or quiet and see if they can determine on their own which basket to put the egg in.

PREWRITING:

- **Move the Magnet**—Use a small clear plastic container with a flat lid and place a magnetic item in the container and secure the lid. Give the toddler a magnetic wand and have them place the wand on the lid and move the magnetic item in the container around. Have several containers with different magnetic items in them for the toddler to explore.
- **Grasping**—Place a gallon bag almost filled with clear hair gel and small beads, place this bag inside another gallon bag. Tape to the table. Let the toddler try to grasp and move the beads in the bag.
- **Magnetic Lines and Shape**—Use the large-sized craft sticks (plain or colored) and add a piece of magnetic strip on one side. Have pictures of lines, such as a straight line, horizontal line, diagonal line, zigzag, line, and some shapes, such as a square, triangle, and rectangle. To start, show the toddler how to place the large craft sticks on a magnetic board or large baking sheet. Talk with the toddler about the craft sticks making lines, the colors they are, etc. Next, show them one of the line pictures, say the name of the line, and then show them how to make the line using the craft sticks. Talk with the toddlers about what lines or shapes they are creating with the craft sticks.

PREREADING:

- **Reading**—Run your finger below the text you are reading in a simple board book, emphasizing the left to right, up and down progression that reading takes.
- **Roll and Read**—Using a cube with clear pockets, put in pictures of different movements with word labels. Have the toddler roll the cube, say the movement they see on the top, and then do the movement.

- **Name Beat**—Using a small bongo drum, tap the drum when saying each toddler’s name to the number of syllables in their name. A-lex, So-phie, Car-o-line, etc.
- **Community Helpers**—Using photo cards showing different community helpers, pick two different pictures to show the toddler separately. As the toddler is shown the first picture, ask them to give the name of the community helper. Notice how quickly the toddler is able to give the name and then move on to the next card and give the name of the next community helper. The goal is for the toddler to begin to have an automatic response when they see the picture. Resource: [Infant/Toddler Photo Library Lakeshore](#). Add in one card at a time as the toddler is able to recognize the pictures.

VOCABULARY:

- **Picture Matching**—Make pictures of community helpers for the toddlers to match. Suggestions: Jesus, teacher, doctor, firefighter, police officer, builder, etc. Place pictures of your helpers around the classroom; have a basket with matching pictures for the toddlers to match.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Water Painting**—Fill a bucket with water, use large paintbrushes, and let toddlers paint outside.
- **Music**—Use scarves or fabric for each toddler to move to the beat of the music.
- **Bubble Paint**—With a straw, blow colored bubbles onto paper. You could print houses or a cityscape for them to decorate with their bubbles.

Bubble Recipe

1 part soap (liquid dish soap)
 10 parts water
 1 tablespoon food coloring
 1 teaspoon glycerin or corn syrup
 Mix together and let sit overnight.

- **Collage**—Build block cities, adding different pieces when you talk about community helpers. Take a picture of the city.

MATH:

- **Numbers & Operations**—Nursery Rhyme

One, Two, Buckle My Shoe

One, two buckle my shoe (*Pretend to tie shoe*)
 Three, four knock on the door (*Pretend to knock on door*)
 Five, six pick up sticks (*Pretend to pick up sticks*)
 Seven, eight lay them straight (*Pretend to lay sticks down*)
 Nine, ten a big fat hen!

- **Shapes**

Balls—The toddler begins to recognize a sphere as a ball. Play with balls, rolling and bouncing, Use a variety of sizes to help them recognize the properties of spherical objects.

Blocks—Continue with other shapes such as square blocks and triangles. Match basic shapes, such as triangle to triangle, circle to circle, square to square.

SCIENCE:

- **Sensory Bottle**—Make a sensory bottle for toddlers to play with that has baby oil and colored water in it, with a little boat or other floating item. Make sure to glue the lid shut using super glue or a hot glue gun.
- **Color Bleed**—Let toddlers color with a marker on a paper towel. Then observe what happens when the teacher sprays water on the paper towel. Allow toddlers to help spray the water if they can.
- **Wind**—Use a hand-held fan that is toddler safe or access an area around the air conditioner vent. Tie some ribbons around this area. Let toddlers watch/feel the air movement as the ribbons blow in the wind.

SOCIAL STUDIES:

- **Helpers**—Have hats and outfits available for toddlers to dress up as different helpers in the community. Read *My 1st Book of Community Superheroes* by Sara Kale.
- **Local Helpers**—Invite local community helpers to visit and present in the classroom.



ASSESS

Record developmental milestones.



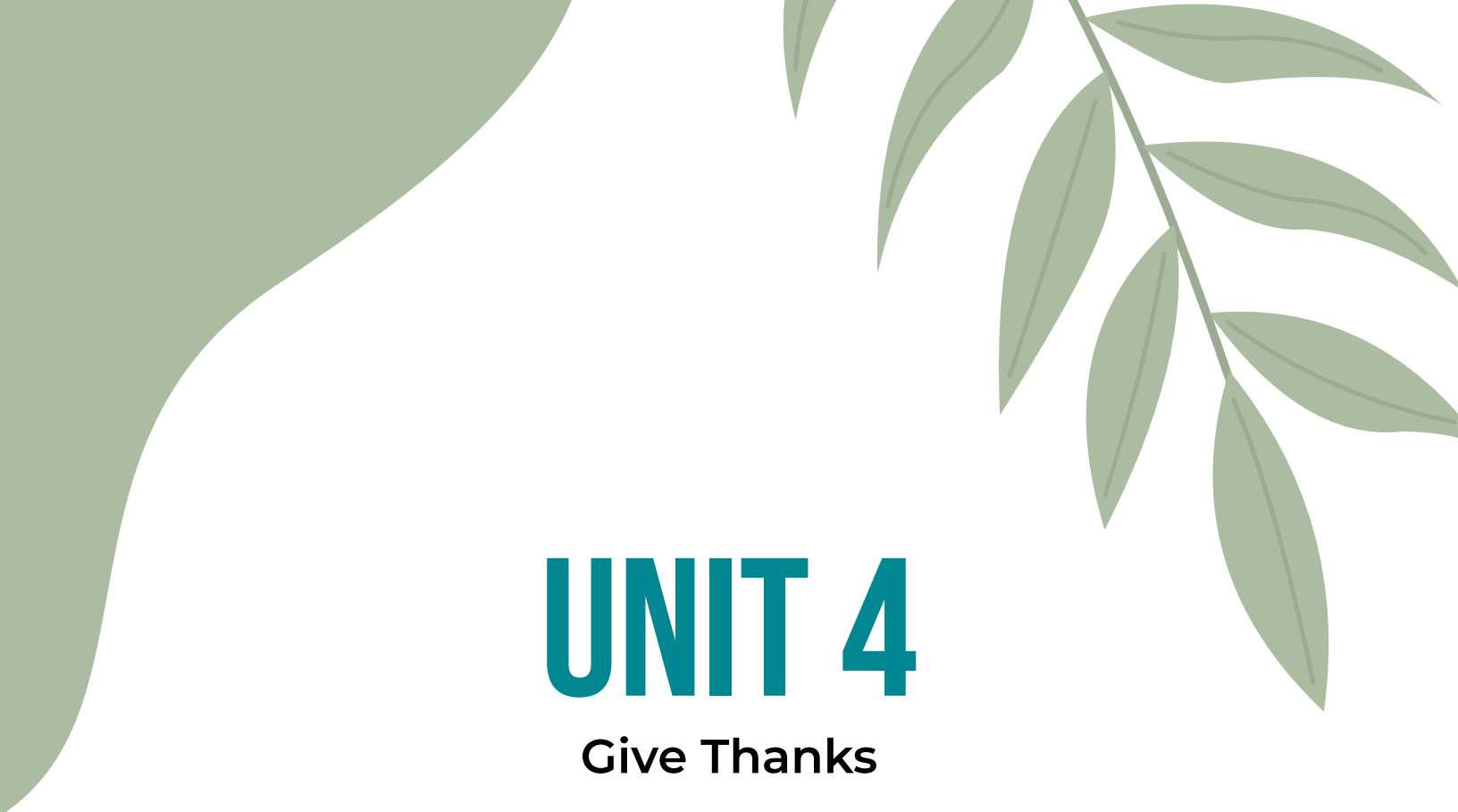
CELEBRATE

At the end of this unit, celebrate by having the teacher take a picture of the toddler in the hat of a community helper with the caption: “_____ is growing to be a helper at home, at school, and in the community.” Add the art to the portfolio.



MATERIALS

- Yellow paper plates
- Small blankets
- Small dust pans
- Hand brooms
- Ride-on toys
- Different sizes of cars or trucks
- Bowling set or stack of large blocks
- Balls
- Beanbags
- Cheerios or similar type cereal
- Tray
- Chenille stems
- Empty tissue box container
- Scarves
- Plastic Easter eggs
- Permanent marker
- Egg carton
- Dry washcloths
- Ribbon
- Large cardboard box
- Small plastic containers or water bottles
- Colorful tape
- Items that will make noise when inside a plastic container
- Soft cleaning brushes/toothbrushes
- Sponges
- Bubbles
- Pictures of children who need help, such as untied shoes, toys out of reach, or hungry
- Small boxes, such as jewelry boxes, glasses cases, gift card boxes
- Small pictures of familiar items
- Large Jenga game
- Stickers of animals
- Modge podge
- Feelings board with face pictures
- Handheld mirror
- Pictures of various animals and vehicles
- Animal and vehicle sounds
- Basket
- Clear plastic container with a flat lid
- Magnetic items
- Magnetic wand
- Gallon resealable bag
- Clear hair gel
- Small beads
- Large-sized craft sticks
- Magnetic strips
- Pictures of lines, such as a straight line, horizontal line, diagonal line, or zigzag line, and some shapes, such as a square, triangle, and rectangle
- Cube with clear pockets—[Pocket dice](#)
- Pictures of different movements
- Small bongo drum
- Pictures of community helpers [Infant/Toddler Photo Library Lakeshore](#)
- Community helpers matching game (buy or make)
- Bucket
- Large paintbrushes
- Scarves
- Bubble solution
- Food coloring
- Glycerin or corn syrup
- Blocks
- Water bottles
- Baby oil
- Boat to fit in water bottle
- Glue
- Markers
- Paper towels
- Community helper dress-up items



UNIT 4

Give Thanks

Weeks 13–16

Memory Verse:

“I will thank the Lord with
all my heart.”

Psalm 111:1



BIG IDEA

We can be thankful for food, people, the environment, and Jesus' love.



ENGAGE

MUSIC/MOVEMENT:

- [Five Loaves and Two Fish](#)
- [Jesus Feeds 5000](#)
- [Feeding the 5000](#)
- [Thankful](#)
- [Give Thanks](#)
- [Jesus Loves Me](#)
- [Praise Him, Praise Him](#)
- [Jesus Loves the Little Ones Like Me](#)
- [If You're Thankful and You Know It](#)

BIBLE STORY:

Thank You

Week 1

One beautiful day Jesus and His disciples decided to take their boat to a quiet place and rest. They sailed across a large lake enjoying the gentle breeze. When they stopped the boat, they saw a **BIG** crowd. Everyone wanted to spend time with Jesus.

Jesus' heart was filled with love for all the people. He walked up the beautiful hillside and many people came to hear him share stories and heal the sick.

Week 2

After a long day, the disciples told Jesus that it was getting late and that the people were hungry. Jesus told the disciples that the people did not need to go away and that they could all eat together. The disciples only found one boy who had brought a lunch, two small fish and five loaves of bread. The little boy was happy to share his two small fish and five loaves of bread.

Week 3

Jesus told the disciples to bring the loaves and fish to Him. He took the food in His hands and raised it above Him. "Father, bless this food. Amen." Jesus broke the five loaves of bread and two fish and then told the disciples to begin sharing it with the people.

After giving every person something to eat, there were twelve baskets of food left over. Jesus fed the hungry people because He loved them very much.

Week 4

Review the story using props.

Question to ask: What foods do you like to eat when you are hungry?

LET'S READ TOGETHER:

- *Thank You God, Good Night*, by Marianne Richmond
- *Thank You, Mama*, by Linda Meeker
- *Thank You, God, For Mommy*, by Amy Park
- **Picture books about food**
- *Five Little Thank-Yous*, by Cindy Jin
- *Look and Be Grateful*, by Tomie dePaola
- *123s of Thankfulness*, by Patricia Hegarty



APPLY IT

ACTIVE PLAY:

Fish and Bread

Fill a basket with plastic fish and pretend bread. Use them for props during the following rhyme:

One little fish, two little fish,
One, two, three, four, five little loaves of bread,
One little fish, two little fish,
One, two, three, four, five little loaves of bread.

—Janet Sage. Adapted

Pass out the fish and loaves; then count them again. Then have toddlers put them back into the basket.

12 Baskets

Set out twelve baskets or containers for toddlers to pick up around the room. Bring them back to the circle time group and count them to demonstrate how much food was left over.

RHYMING:

God Is Great Prayer

God is great
God is good,
And I thank Him for our food.
Amen.



Thank You, God (tune Twinkle, Twinkle, Little Star)

Thank you God
For food and prayer.
Teach us how to love and share.
Amen.

Five a Day

Five a day, five a day
Keep you fit in every way.
Fruit and veg are good to eat
Healthy food can be a treat!
Cooked or raw, orange and sweet,
Carrots can be really neat.
Packed with goodness,
Vitamin A helps your eyesight so they say.
Have you tried a runner bean?
I'm tasty, long and green.
Eat me with your meal and say,
"I've had one of my five a day."

Pancakes

Mix a pancake
Stir a pancake
Pop it in a pan.
Fry a pancake.
Toss a pancake.
Catch it if you can!



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the toddler classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the toddler. Sensory play enhances the overall development of a toddler's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Music**—Use music and movement to get toddlers jumping and turning. Examples: [Five Little Monkeys](#); [Happy and You Know It](#).
- **Toy Weave**—Line up several toys about 18 to 24 inches apart. Have toddlers walk the length, weaving between them.
- **Jumping Over Lines**—Using painter's tape, tape some lines to the floor, like a ladder, and encourage toddlers to jump over them from one line to the next.

FINE MOTOR:

- **Contact Paper Wall**—Tape a picture of a tree with branches to the wall. Then tape contact paper sticky side out, over it. Cut out apples and leaves for them to decorate the apple tree with.
- **Grab Basket**—Fill a basket with plastic colorful fruit, talk about the colors of the fruit and that we are so thankful God made good fruit to eat.
- **Music**—Sing the following song while toddlers wash their hands to promote good hygiene:

This Is the Way I....

This is the way I wash my hands, wash my hands, wash my hands,

This is the way I wash my hands,

Before I eat my food (after my diaper is changed, etc.)

Toddlers can wash table(s) with dry washcloths while singing the song above, substituting the words: "This is the way we wash the table, wash the table...."

SENSORY DEVELOPMENT:

- **Taste**—Explore the taste of different foods, such as licking a lemon.
- **Bottles**—Blue colored bottles with colored sequins that are shiny like fish.

SELF-HELP:

- Encourage toddlers to put everyday objects like toys, stuffed animals, books, etc. into a container.
- Model to the toddlers how to use everyday objects in the right way (for example, phone, spoon, etc.).
- Encourage toddlers to help wipe up a spill with a paper towel.





SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Clap, Clap, Clap**—When the toddler is in a happy mood, clap their hands together while narrating what you're doing. "I have hands that clap, clap, clap. They were made by Jesus." Eventually the toddler will be able to get your attention by making this sound by themselves.
- **Growing Big**—Discuss with the toddler how they are growing larger and can no longer fit into the clothes they once wore. Compare infant clothes to the ones they wear now.

SELF-CONTROL:

- **Greetings**—At drop off and pick up, wave good-bye, blow kisses, and clap when the guardian arrives.
- **How Do You Feel?**—[Toddler's name] _____ is feeling happy; _____ is feeling sad; _____ is feeling angry or mad.
- **Soothing**—Soothe and help them self-soothe when they are angry or mad.

INTERPERSONAL RELATIONSHIPS:

- **Thank You, Jesus**—Pray with the toddler, bringing their hands together before eating a snack or meal. "Thank you, Jesus, for providing my food. Amen."
- **Nursery Rhymes**—When toddlers are having a difficult time, teachers can take a moment to have some one-on-one time with them and sing a song or a fingerplay. This will help to get the toddler's attention, help them to calm down, and also build vocabulary.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed.
- **What's in the Basket?**—Have a basket with different types of foods (plastic or wooden). Have each toddler take an item out of the basket and say its name.
- **Stack the Food**—Using paper towel rolls, cut them into sections. Use stickers of vegetables, fruits, and other foods they would be familiar with and place on each section. Using a paper towel holder, have the toddler stack the tube sections as they say the name of the item on each one.
- **Grocery Store Shopping**—Have a play shopping basket and small empty boxes and containers of foods the toddlers would recognize. Place the items around the room and have the toddlers go shopping. When they return, have them give the name of the items they found.

- **Quiet Corner Feelings Book**—Take pictures of the toddlers showing their facial expressions for the different feelings they have learned the names of. Glue the pictures onto cardstock and create a book. Laminate each page and place in a three-ring binder. Encourage them to read the book and share what they see using the new vocabulary they have learned. Extra books could be made for parents to check out and take home to read with their toddler.

LISTENING/RECEPTIVE:

- **Musical Stop and Go**—Play music and have toddlers wiggle and move. Stop the music and have them stop moving and be as still as a statue. Play music again and continue the game.
- **Color Beanbag Toss**—Have beanbags in the primary colors and a basket. Give toddlers directions on which one to toss or drop into the basket. Example: “Toss the blue beanbag in the basket.” Help them find the blue beanbag and toss it into the basket.
- **Preposition Game**—Using a toddler-sized chair, place the toddler according to the preposition said (“The Farmer in the Dell” tune).

Up on the chair (x2), (toddler’s name) is sitting up on the chair.

Under the chair (x2), (toddler’s name) is under the chair.

Next to the chair (x2), (toddler’s name) is standing next to the chair.

In front of the chair (x2), (toddler’s name) is standing in front of the chair.

Behind the chair (x2), (toddler’s name) is standing behind the chair.

PREWRITING:

- **Name Reveal**—On white construction paper with white crayon, write the toddler’s name. Have watercolors and paintbrushes available for them to paint on the paper. As they paint, their name will be revealed.
- **Push the Paint**—On white paper, using a black marker, draw simple pictures. In a resealable bag, place some bright colored paint. Tape the paper to a table and then tape the resealable bag over that paper. Have the toddler use their fingers to push the paint around to reveal the pictures.
- **Drive the Line**—Place masking tape on the floor (long strips) to make various lines. Give the toddler a toy car to push along each line (straight line, horizontal line, diagonal line, zigzag line, etc.).
- **Drop the Color**—Gather a plastic bin, paper towel rolls, and colored bowls and balls. Tape the paper towel rolls around the inside of the bin. At the bottom of each paper towel tube, place a colored bowl (start with the primary colors and then add in the secondary colors). Have small balls that match the colored bowls. Have the toddlers drop a colored ball down the paper towel roll with the matching colored bowl at the bottom.

PREREADING:

- **Read**—While reading a book, use your finger to track the words from left to right.



- **Which One Does Not Belong?**—Have three pictures each of fruits and veggies or plastic fruits or veggies for toddlers to see. Place two that are the same and one that is different in front of the toddlers and talk with them about what types of fruits or veggies are in the pictures and which one is different from the others. Pull out the one that is different and place the one that is the same next to the others. Have the toddlers point out what the fruit and veggies are and then point out which one is different. Then have them remove the one that is different and then find the one that is the same and place it with the others that are the same. Use fruit and veggies that they would be familiar with.
- **Setting the Table**—Place items that the toddler would use when eating at the table into a shoebox-sized container. Show the toddlers each item, say the name of the object, and set the table. Once they have seen the teacher do this, then put the items back in the box. Next, talk with them about each item by asking if they can take out an item and place it on the table. Suggested items: Small cloth place mat, small plate, fork, spoon, butter knife, napkin, cup.
- **What's the Food?**—Using photo cards showing various foods, pick two different pictures to show the toddler separately. As they are shown the first picture, ask them to give the name of the food. Notice how quickly they are able to give the name and then move on to the next card and give the name of the next food item. The goal is for them to begin to have an automatic response when they see the picture. Resource: [Infant/Toddler Photo Library Lakeshore](#). Add in one card at a time as they are able to recognize the pictures.

VOCABULARY:

- **Read**—Point out and name items in the books read out loud.
- **Review**—Review vocabulary words introduced in the activities. Which one does not belong?
- **Picture Cards**—Create a set of five to ten picture cards using 5x8 index cards without lines. Find pictures or take pictures that are related to the theme. Print out the pictures and then write or print out what is happening in the pictures. Glue the picture and description onto a 5x8 card (or larger). Example: create a card with a picture of a family praying. Type or write a description of what you see on the card. Laminate the cards so they will last longer. When showing the card, read what has been written, such as “The family is praying to thank Jesus for their food.” More cards can be added to the set during the month.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Painting**—Thankful tree finger painting: use a tree trunk on paper and use fall colors to finger paint leaves. Add the label, “I am thankful for ____.”
- **Music**—Praise music and noisemakers such as rattles or shakers.
- **Cookie Cutter Prints**—Provide cookie cutters, a tray, paint, white paper, and a painting apron or old T-shirt. Put the painting apron on the toddler and then have the toddlers dip the cookie cutters into the paint and then stamp onto the white paper.

- **Sorting/Collage**—Create food art by color with pretend/real fruits and vegetables. Have the toddlers match the same colors of fruit/vegetables together. Take a picture of the collage to post around the classroom.

MATH:

- **Counting**

10 Little Fishies

Song “Jesus Fed 5,000” (tune Mary Had a Little Lamb)

With five little loaves,
And two little fish,
Two little fish, two little fish.
With five little loaves,
And two little fish,
Jesus fed a crowd.

- **Spatial Relationships**

Provide at least ten little plastic fish. Help toddlers understand the physical relationship between objects. “Can you help me put the fish in the basket?”

SCIENCE:

- **Magnets**—Let toddlers place and remove magnet fish on a magnetic board or fish them out of a pretend pond with a magnet wand and put them in a basket.
- **Animal Observation**—Let toddlers observe classroom pets or pictures of animals. Show how the animals have noses, eyes, and mouths like they do.
- **Water Table**—Toddlers go fishing for plastic fish in the water table. The teacher tells them that Jesus made the water and fish.
- **Discovery Bottle**—Take a water bottle filled with water, add a leaf, a small pine branch, or several small pebble rocks, etc. Glue the lid on. Make several and leave out for the toddlers to inspect/discover.

SOCIAL STUDIES:

- **Trash Pick Up**—The teacher puts different items around the playground and then has the toddlers go and pick up the trash and bring it back to the teacher.
- **Walking Path**—Create a sensory path that includes grass, sand, water, rocks, or leaves. Items could be put into tubs to feel with hands or to stand in.
- **Classroom Jobs**—Give toddlers different jobs, such as teacher’s helper, and rotate through each toddler to show that we can all be helpers.



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by adding the Thankful Tree to the portfolio.



MATERIALS

- Painter's tape
- Contact paper
- Construction paper in brown, green, and red
- Basket
- Plastic colorful fruit
- Dry washcloths
- Different types of fruits and vegetables to taste
- Water bottles
- Blue food coloring
- Colorful sequences
- Different types of plastic or wooden food
- Paper towel rolls
- Stickers of vegetables, fruits, and other foods
- Shopping basket
- Small empty boxes and containers of foods
- Pictures of the toddlers showing their facial expressions for different emotions
- Glue
- Cardstock
- Three-ring binder
- Beanbags in primary colors
- Toddler-sized chairs
- White construction paper
- White crayon
- Watercolors
- Paintbrushes
- Black marker
- Gallon size resealable bags
- Colorful nontoxic paints
- Masking tape
- Toy cars
- Plastic bin
- Colored bowls
- Colored balls
- Shoebox-sized container
- Items that would be used when eating at the table: plate, cup, spoon, fork, butter knife, place mat, napkin, etc.
- Picture card of foods: [Infant/Toddler Photo Library Lakeshore](#)
- 5x8 index cards
- Rattles and shakers
- Cookie cutters
- Tray
- Nontoxic paint
- Painting apron or old T-shirt
- Plastic fruits and vegetables
- Camera
- 10 little plastic fish
- Magnet fish
- Magnetic board or cookie sheet
- Magnet wand
- Water table
- Water bottles
- Leaves, small pine branch, pebbles



UNIT 5

God's Beautiful World

Weeks 17–20

Memory Verse:

“God created the earth
and everything in it.”

Isaiah 42:5



BIG IDEA

God created the heavens and the earth.

- God Made the Sky, Weather, Sun, Moon, and Stars
- God Made the Waters, Ocean, Lake, Pond, River
- God Made the Land, Mountains, Desert, Prairies, Tundra



ENGAGE

MUSIC/MOVEMENT:

- [He's Got the Whole World](#)
- [God, Our Loving Father](#)
- [The Sun, Moon & Stars](#)
- [Creation Song](#)
- [Twinkle, Twinkle, Little Star](#)
- [Mr. Sun](#), by Raffi (Idea: have a paper or fabric sun to hold and shine on each toddler)
- [What's the Weather?](#) (Tune "Clementine": What's the weather, What's the weather? What's the weather, everyone? Is it windy? Is it cloudy? Is there rain? Or is there sun?)
- [5 Little Ducks](#), by Raffi
- [The Sun Song](#)
- [The Moon Song](#)

BIBLE STORY:

Creation

Week 1

Long ago, the earth was empty and dark. God decided to make our planet a pretty place for people to live. On the first day of creation, God said, "Let there be light," and there was light. Now there was light and darkness. God called the light "day" and the darkness "night." God was happy! (What do we do when we are happy? We smile and clap.)

On the second day, God separated the water and the air and named the air "sky." God was happy! He looked at the air and felt it blow softly and said, "This is good."

Week 2

On the third day, God gathered the water under the sky and land appeared. He named the water "seas." The waves in the sea moved up and down gently.

Now that there was land, He created all kinds of plants and trees. So, the trees made delicious fruits to eat, and the plants had pretty flowers to smell. God was so happy! He looked all around at the sea, land, trees, and flowers and said, "This is good."

Week 3

On the fourth day, God put the big round sun, the moon, and twinkling stars in the sky to give light to our earth. God was so happy! He looked at the sun, moon, and stars and said, "This is good."

Week 4

Review the story using props. See **Active Play** section below for creation finger play.

Question to ask: What things do you see that God created?

LET'S READ TOGETHER:

- *The God Made Series*, by Sarah Jean Collins
- *Little Genius Weather*, by Joe Rhatigan
- *What a Wonderful World*, board book by Bob Thiele
- *God Made the World*, by Debbie Rivers-Moore
- *Water*, by Carol Lawrence
- *Drop*, by Emily Kate Moon
- *All the Water in the World*, by George Ella Lyon
- *Water Land*, by Christy Hale
- *I Love the Mountains*, by Haily Meyers



APPLY IT

ACTIVE PLAY:

Use props to help tell the story of Creation. Leave the props out for toddlers to use later in the day to explore retelling the story.

Day 1—Flashlight

Day 2—Air (circle with a cloud)

Day 3—Picture of water, land, and plants

Go on a walk outside and play "I spy, something God created...."

RHYMING:

Tickle the Clouds—poem with actions

Tickle the clouds (*Reach arms up*)

Tickle your toes (*Tickle their toes*)

Turn around and tickle your nose (*Move toddler in a circle and tickle their nose*)

Reach down low (*Reach arms down*)

And reach up high (*Reach arms up*)

This poem is over —

Wave good-bye! (*Wave*)

I Hear Thunder

(Tune of “Where is Thumbkin?”)
I hear thunder!
I hear thunder!
Oh! don’t you? Oh! don’t you?
Pitter, patter raindrops,
Pitter, patter raindrops,
I’m wet through!
I’m wet through!

Twinkle, Twinkle, Little Star

Twinkle twinkle little star,
how I wonder what you are
Up above the world so high,
like a diamond in the sky
Twinkle twinkle little star,
how I wonder what you are!

Creation Fingerplay

On Day 1 (When saying numbers put corresponding fingers in the air)

God created light (close fist and then quickly open in the air and bring down to side creating arches)

On Day 2

God created the sky (wave arms in the air) and water (make waves with hands)

On Day 3

God created land (with palms facing the floor, run hands flat in front of you) and plants (place one fist inside the other and pop the one fist through the other—sign language for plant)

On Day 4

God created the sun (hold arm up in the air with fingers spread wide), moon (with opposite arm make a “c” formation with your hand in the air), and stars (put both index fingers side by side point up toward the sky. Then alternate right and left hand moving up in the air. *Sign Language demonstration for “stars.”*)

On Day 5

God created the fish (swim hands with palms together) and birds (join thumbs and fly hands in the air)

On Day 6

God created animals (choose your favorite animal) and people (point with thumbs at self)

On Day 7

God rested (place hands together by face as sleeping)





ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the toddler classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the toddler. Sensory play enhances the overall development of a toddler's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Rain Sounds**—Make the sounds of rain using movements such as: rub fingers together to make a mist, rub hands together to make a drizzle, pat knees to make a downpour, stomp feet on the floor to make thunder. Then reverse the movements for the rain to stop.
- **Growing**—Pretending to be little seeds, have toddlers make themselves as small as possible, curled up with arms close to their sides. Pretend to grow bigger and bigger as they stand and stretch their arms up high like the trees. Let their branches sway in the breeze.
- **Foot Match**—Cut shapes of feet from a nonskid material such as a rubbery shelf liner or inexpensive floor mats. Place them at an appropriate distance in a path for toddlers to follow.

FINE MOTOR:

- **Bubble Play**—Blow bubbles for the toddlers to pop. Blowing bubbles and letting the toddlers reach to pop it, helps build visual tracking. Popping the bubbles helps build eye-hand coordination.
- **Music**—Sing “He’s Got the Whole World In His Hands” while you hand the toddler a ball with holes in it for their finger holds (similar to a wiffle ball or O ball).
- **Grabbing Baskets**—Create interesting baskets of themed objects that will continually encourage toddlers to engage in grabbing, touching, throwing, pinching, pulling, and so much more. Rotate these materials regularly to meet toddler developmental needs and toddler interests. Potential basket fillers: age-appropriate loose parts with different textures that are associated with nature or weather.

SELF-HELP:

- **I Can Do It!**—Encourage the toddler to practice climbing up stairs while holding their hand.
- **Clean Up**—Have toddlers help clean up toys after playtime. The teacher sings or plays a “Clean Up” song while they put toys into baskets or bins.
- **Big Helper**—Guide toddlers to put their dirty bibs into the dirty laundry basket after meals.

SENSORY DEVELOPMENT:

- **Sensory Bag**—Add white puffy paint and yellow and silver star sequins to a resealable bag. Enclose in a second bag so there is less chance of leaking. Tape to a table for the toddlers to explore.
- **Sensory Tub or Tray Exploration**—Some ideas of what to add to a sensory tub:
 - Dirt with plastic cars or large plastic bugs
 - Sand with small shovels and scoops
 - Water with plastic fish, rocks, or boats
 - Large cotton balls, feathers, or toy birds
 - Wheat grass—grow some wheat grass ahead of time in a tub or on a tray; once the grass is high enough, hide some plastic bugs in the grass
 - Ice cubes and polar animals



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Look in the Mirror**—Take the toddler outside to sit or lay in the grass. Hold the mirror so they can see their face and the sky above them. Point to clouds, trees and the toddler in the mirror. Use the toddler's name as you tell them that "God made the sky," "God made the clouds," "God made the trees," "God made the grass," "God made you," and "God loves you!"
- **Make a Photo Book**—Make a photo book for each toddler with pictures of them doing different activities.
- **Look At Us!**—Put two or three toddlers together in front of a mirror so they can see each other. Have each toddler point out their own facial features and then each other's facial features.

SELF-CONTROL:

- As the toddler cries during a diaper change, let them know what you are doing: "Two more wipes and then we can put on your new diaper. I understand that you don't like it." Then hold and soothe the toddler until they stop crying. This teaches the toddler that they can count on loved ones to help gain control when they are feeling overwhelmed.
- If a toddler takes another toddler's toy, help them to find a similar toy to play with.
- Stay calm when a toddler loses control; this models good behavior. Provide comfort and consistency to help the toddler learn to self-soothe.

INTERPERSONAL RELATIONSHIPS:

- Take the toddler around to the other toddlers and teachers when they arrive to have them say good morning. Make a point to say all the toddlers' names. "_____ wants to say good morning to you, _____."
- Display appropriate nonverbal communication and acknowledge the nonverbal signals (body language, facial expressions) the toddlers are displaying.

- Narrate to the toddler about the nonverbal signals they and the other toddlers are displaying. “_____, you look sad right now.” “Look, _____ is so happy right now; let’s clap our hands with her.”



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed.
- **What’s the Sound?**—Have a cloth bag with objects that make sounds a toddler can make and that they may recognize. Have them take out an item from the bag such as a small plastic cow and give the name and sound: “Cow, the cow says moo.” Example of items to put in the bag: various animals, various vehicles (car, train, etc.). The idea is that the toddlers will be able to recognize the object and say the sound it makes. Start out with two or three objects in the bag, which can be changed out once the teacher notices that the toddlers know the sounds each animal/vehicle makes.
- **Creation Treasure Hunt**—Read books about creation, trees, sky, and weather. Point out the pictures and tell the toddler what the word is. Create cards with items that God created that they would recognize from the story. Show the toddlers one of the cards, for example, one with a tree. When they see a tree, stop and show the card. “Look, we found a tree that God created!” Choose another card and do the same thing.
- **Fishing for Names**—Using cardstock, cut out medium fish shapes and then place magnetic strips or circles on them along with pictures of items, foods, or animals. Use a dowel, string, and a magnet to create a fishing pole. Have the toddler fish for an item. Once they have caught a fish, have them give the name of the item pictured on the fish.

LISTENING/RECEPTIVE:

- **What’s the Sound?** (same as above)
- **Find the Sound**—Fill various plastic eggs halfway with noisemakers such as rice, bells, beans, flour, etc. Make two of each egg sound and then tape them shut. Shake them for the toddler and talk about how the sounds they hear are the same or different. For the older toddler, have them listen to find the eggs that have the same sound. **Vocabulary:** shake, rattle, loud, quiet, sound, same/ different.
- **What Do You Hear?**—When out for a walk or on the playground, be intentional about pointing out things that you hear to the toddler and have them listen for the sound of birds, cars, trucks, dogs, etc. For the older toddlers, ask them what they hear or have pictures available for them to pick out what they hear.

PREWRITING:

- **Chunky Crayon Writing**—Make or buy chunky crayons. Give each toddler a chunky crayon and tape down a piece of white construction paper. Let toddlers scribble on their paper. Have different colors available so that toddlers can choose another crayon.



- **Sort the Rocks**—Have various sizes of river rocks that will fit in the toddler's hand but not in their mouth. Use a marker to draw shapes or pictures of animals or vehicles on the rocks, and write the name of each object on the rocks. Put the rocks in an empty oatmeal container so the toddlers can reach in and pull out a rock. Use a muffin tin for them to put the rocks into each cup. For older toddlers, place a paper with a shape, animal, or vehicle in each cup and help them to match the rocks to the correct spot. Let them explore the rocks, move them around the muffin tin, and drop them back into the container. Talk with them about the rocks, how they feel, what is written on each rock, and how to find the matching letter, shape, animal, or vehicle. [Story Stones](#) ideas. Change out one or two of the rocks once toddlers recognize the rocks they have been learning and playing with.
- **Threading Cardboard Beads**—Cut paper towel tubes into pieces and then have the toddlers string them onto a piece of small rope.

PREREADING:

- **Board Books**—Read board book stories about weather, creation, or plants to the toddler as you point out objects in the pictures.
- **Nature Pictures**—Take nature pictures (your own or download), one large and one small. Write the word on the large photo. Match the photos together with the toddler and read the words out loud. Tell the toddler what the nature item is in the picture and give them a description.
- **Clap Your Name**—Clap out the syllables for each toddler's name as you talk with them during various times of the day. Help the toddler to clap with you. Examples: Dav-id (2), Josh-u-a (3), Mar-y (2).
- **Nature Pictures**—Using photo cards showing items from nature, pick two different pictures to show the toddler separately. As they are shown the first picture, ask them to give the name of the item from nature. Notice how quickly the toddler is able to give the name, and then move on to the next card and give the name of the next nature item. The goal is for the toddler to begin to have an automatic response when they see the picture. Resource: [Infant/Toddler Photo Library Lakeshore](#). Add in one card at a time as the toddler is able to recognize the pictures.

VOCABULARY:

- **Identification**—What you will need: plastic container lids; pictures of the sky, clouds, weather, ocean, pond, rivers, desert, mountains, plains, tundra, etc.; and packing tape. Tape pictures to the plastic lids and tape them on the floor. When a toddler picks one up, talk about the picture.
- **Object Matching**—What you will need: two pictures of sky, clouds, weather, ocean, pond, rivers, desert, mountains, plains, or tundra. Place three picture cards face down on the table and have the toddler turn one card over. "Oh, you found the pond. Let's try to find a picture of a matching pond." Have the toddler look for the matching picture.
- **Using Words**—Encourage toddlers to try to say the following words as they are encountered throughout the day. Tree, star, sleep, night-night, blow, gentle, hot, cold, blue.





COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Thumbprint Leaves**—Teacher paints a brown tree trunk on a piece of thick paper. Paint or use washable ink to add green thumbprint “leaves.”
- **Cloud Painting**—On blue paper, create clouds from different shaped sponges dipped into white paint and have toddlers stamp clouds onto the paper.
- **Food Color**—Color water with a few drops of cooked foods (for example, blueberries, carrots, beetroots, and butternut pumpkin) and freeze into ice cubes. Place in an empty kiddie pool or on the ground outside for the toddlers to interact with as the cubes melt.
- **Music**—Sing or play music geared for toddlers with a beat that is appropriate for clapping: “If You’re Happy and You Know It, Clap Your Hands”; “The Wheels on the Bus”; and “Pat-A-Cake.” Clap with the toddlers. Encourage clapping to the beat.

MATH:

Math Conversations

- **Measurement**—Talking about size, weight, length of time, etc. are important in helping toddlers learn basic measurement skills. “Your mom will be here in 30 minutes.” Compare the heights of various toddlers. Who is taller/shorter? Compare which rocks are bigger/smaller or heavier/lighter, etc.
- **Sequencing**—Explain to toddlers the different steps of a process as you do it with them. “First we put on your diaper, and then we put on your pants.” “After we read a book, we’ll go outside.” “Before eating, we wash our hands.”
- **More, Less, Most**—During playtime, help toddlers become familiar with these words. “This pile has more blocks than the other pile.” “This basket has the most toys inside.”
- **Zero**—Help toddlers understand the concept of zero. During counting songs, such as “Five Little Ducks,” use the word zero to indicate, “They’re all gone!” “There’s nothing left!” “There aren’t anymore.”

SCIENCE:

- **Sensory Bag**—Make a sensory bag with two primary colors of paint. Tape to your choice of surface for the toddler to mix.
- **Pets and Their Environment**—Let toddlers observe classroom pets or pictures of animals. Talk about the environment the animals live in and where they would live in the wild.
- **Nature Walk**—Take a nature walk with toddlers if possible. Let them explore safe nature items outside. Talk about the beautiful world God has made us. You can always bring nature inside if walks outside are not ideal.



SOCIAL STUDIES:

- **I Can Take Care of God's World**—When outside, provide toddler-sized rakes, shovels, buckets, push brooms, etc. Place recyclable items around the playground for the toddlers to clean up. Have leaves scattered about so they can rake them up and put the leaves in a pile. Have the toddlers use the push broom to clean the sidewalk, etc. Talk with the toddlers about ways to help keep the community, home, and school clean.
- **Places in My Community**—Show pictures of different places that the toddlers may be familiar with in their community. Take pictures and then show them to the toddlers and give the name of each place. Examples: the park, the grocery store, the front of the school, etc.



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by having the teacher paint the toddler's hand green and blue to make an earth-colored handprint. Add the art to the portfolio.



MATERIALS

- Rubbery shelf liner or inexpensive floor mats
- Bubble solution
- Wiffle balls
- Basket
- Potential basket fillers: age-appropriate loose parts with different textures that are associated with nature or weather
- White puffy paint
- Yellow and silver star sequins
- Gallon resealable bags
- Duct tape
- Large plastic tub
- Dirt and plastic cars or large plastic bugs
- Sand with small shovels and scoops
- Water with plastic fish, rocks, boats
- Large cotton balls, feathers, toy birds
- Wheat grass
- Ice cubes and polar animals
- Handheld mirrors
- Full-length mirror
- Cloth bag
- Objects that make sounds: toy cow, cat, dog, bird, car, train, etc.
- Cardstock
- Magnetic strips
- Pictures of items, foods, or animals
- Dowel

- String
- Magnet
- Plastic eggs
- Noisemakers such as rice, bells, beans, flour, etc.
- Chunky crayons
- White construction paper
- Small river rocks
- Black marker
- Empty oatmeal container or something similar
- Muffin tin
- Paper towel tubes
- Scissors
- Rope
- Nature pictures
- Plastic container lids
- Pictures of sky, clouds, weather, ocean, pond, rivers, desert, mountains, plains, tundra, etc.
- Packing tape
- Green washable ink pad
- Blue paper
- Sponges cut into cloud shapes
- Natural food coloring made with foods
- Ice cube tray
- Pictures of pets in their different environments
- Small plastic magnifying glasses
- Toddler-sized rakes, shovels, buckets, push brooms, etc.
- Recyclable items
- Pictures of places in the community, the park, grocery store, front of the school, post office, etc.





UNIT 6

Made to Move

Weeks 21–24

Memory Verse:

“God created all sorts of animals.”

Genesis 1:25



BIG IDEA

God created a wonderful world where bugs crawl, mammals walk, birds and butterflies fly, and fish swim.



ENGAGE

MUSIC/MOVEMENT:

- [God, Our Loving Father](#)
- [Thank You Lord for Making Me](#)
- [Animals, Animals, Jesus Made the Animals](#)
- [God Made All the Animals](#)
- [Jesus Loves Me](#)
- [King of the Jungle](#)
- [The Butterfly Song](#)
- [Butterfly Ladybug Bumblebee](#)

BIBLE STORY:

Creation Part II

Week 1

Now God was ready to fill up the earth with more of His beautiful creation. So, on the fifth day, God filled the seas with many types of fish. They were all different sizes and shapes, and stunning colors could be seen when you looked into the clear water. He also filled the sky with beautiful birds that flew up, up in the sky. There were red birds, blue birds, and other colorful birds. Some were great big birds.

Week 2

God didn't stop there; He created great big sea animals, like the orca whale. Then there were cute little otters playing in the water. God was happy. God looked deep into the sea and saw the beautiful colored fish and the big whales. Then He looked up to the sky seeing the birds flying so high and said, "This is good."

Week 3

On the sixth day, God filled the earth with animals: great big animals like elephants, giraffes, lions, tigers, and big bears; smaller animals like rabbits and squirrels; tiny little bugs like grasshoppers; and even lizards that changed color. God was so happy! (What do we do when we are happy? We smile and clap.)

Week 4

Review the story using props.

Question to ask: What do we do when we are happy?

LET'S READ TOGETHER:

- ***Hello, World! Backyard Bugs***, by Jill McDonald
- ***Never Touch the Bugs!*** by Rosie Greening
- ***Indestructibles: Baby Animals***, by Amy Pixton
- ***My First Peek-a-Boo Animals***, by Eric Carle
- ***Flutterby Butterfly***, by Emma Parrish
- ***Butterfly Colors and Counting***, by Jerry Pallotta
- ***Hello, World! Birds***, by Jill McDonald
- ***Listen to the Birds***, by Marion Billet
- ***Fish!*** by Jaye Garnett
- ***Big Fish, Little Fish***, by Jonathan Litton
- ***The Funniest Animals God Ever Made***, by Rosie Greening
- ***Would You Ever Pet a Platypus? (God's Funniest Animals)***, by Thomas Nelson
- ***God Made Us All: A Book about Big and Little***, by Kristen McCurry



APPLY IT

ACTIVE PLAY:

God Made Me and All of You—Song with mirror/movement

The teacher takes the mirror from toddler to toddler and sings the song “God Made Me and All of You.” Sing to the tune of “London Bridge.”

God made me and all of you

All of you,

All of you,

God made me and all of you.

He loves us! (*Hold a mirror in front of each toddler as you say “me and you”; hug self at the end*)

He made frogs and birdies too

Birdies too,

Birdies too,

He made frogs and birdies too

Cheep! Cheep! Cheep! (*Gently hop toddler like a frog/flap their arms like a bird*)

Animal Actions

Show a picture of an animal, such as a snake, frog, ladybug, lion, elephant, giraffe, etc., and have toddlers act out the movement that the animal makes (for example, the frog goes hop, hop, hop).

RHYMING:

Creation Fingerplay

- On Day 1** (When saying numbers, put corresponding fingers in the air)
God created light (*Close fist and then quickly open in the air and bring down to side creating arches*)
- On Day 2**
God created the sky (*Wave arms in the air*) and water (*Make waves with hands*)
- On Day 3**
God created land (*With palms facing the floor, run hands flat in front of you*) and plants (*Place one fist inside the other and pop the one fist through the other—sign language for plant*)
- On Day 4**
God created the sun (*Hold arm up in the air with fingers spread wide*), moon (*With opposite arm make a “c” formation with your hand in the air*), and stars (*With index fingers putting up alternate right and left hand moving up in the air—sign language for stars*)
- On Day 5**
God created the fish (*Swim hands with palms together*) and birds (*Join thumbs and fly hands in the air*)
- On Day 6**
God created animals (*Choose your favorite animal*) and people (*Point with thumbs at self*)
- On Day 7**
God rested (*Place hands together by face as if they are sleeping*)

Itsy, Bitsy Spider

The itsy, bitsy spider,
Climbed up the water spout. (*Place each thumb on opposite pinky finger and walk hands up and down*)
Down came the rain, (*Wriggle fingers as hands move down to represent rain*)
And washed the spider out.
Out came the sunshine, (*Raise hands, fingers spread like the sun*)
And dried up all the rain.
And the itsy, bitsy spider,
Climbed up the spout again. (*Place each thumb on opposite pinky finger and walk hands up and down*)

Here Is the Beehive

Here is the beehive, (*Make a fist*)
Where are the bees?
Hiding inside where nobody sees.
Watch them come creeping out of the hive,
One, two, three, four, five. (*Release one finger at a time from the fist/hive*)
...BUZZ-ZZZZZZZZZZ (*Wiggle fingers all around*)

Flitter Flutter Butterfly

Flitter, flutter butterfly
I couldn't catch you if I tried
Flitter low above the flower bed
Flutter high above my head
Bye, bye butterfly

Open Shut Them Poem ([poem](#))

Open, shut them, open shut them, give a little clap.
Open, shut them, open shut them, put them in your lap.
Creep them, crawl them, creep them, crawl them,
Right up to your chin.
Open wide your little mouth,
But do not let them in!
Creep them, crawl them, creep them, crawl them,
Right down to your toes.
Let them fly up in the air and,
Bop you on the nose.
Open, shut them, open shut them, give a little clap.
Open, shut them, open shut them, put them in your lap.

The Little Turtle Fingerplay ([poem](#))

I had a little turtle.
Cup your hand slightly to make a shell.
He lived inside a box.
Cover the shell with your other hand.
He swam in the water.
Move both arms as if swimming.
He climbed on the rocks.
Move arms as if climbing.
He snapped at a mosquito.
Make a snapping motion with one hand.
He snapped at a flea.
Snap again.
He snapped at a minnow.
Snap again.
And he snapped at me.
Snap again.
He caught the mosquito.
Snatch the imaginary bug and eat it.
He caught the flea.
Same as above.
He caught the minnow.
Again.
But he didn't catch me.
Shake your head and wag your finger.





ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the toddler classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the toddler. Sensory play enhances the overall development of a toddler's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Music: Sammy I'm Glad I'm Me**—Play/sing the song and do the motions for each animal activity while walking around the classroom.
- **Balance Beam**—Make a cardboard or paper balance beam about 6 inches wide. Have toddlers walk the length trying to not step off.
- **Climbing**—Toddlers love to climb and it's a great way to develop gross motor skills. Provide appropriate play structures such as a Pikler triangle, or find instructions to build your own ([Climbing Structures](#)).

FINE MOTOR:

- **Lacing**—Nylon rope or large yarn knotted on ends to keep from fraying. Cut a pool noodle to different lengths and let the toddler string them onto rope or yarn.
- **Crisscross Toy Grab**—Use a laundry basket and put toys in it. Then crisscross yarn through the top portion of the basket, enough so the toddler can work to reach through and get their toy out easily but the toys don't fall out. Set the basket on its side so the toddlers can work the toys out of the basket puzzle.
- **Kitchen Whisk**—Put straws in a whisk for the toddler to pull or push in and out.
- **Painting**—Tape colored paper to the floor and give a wet paintbrush to the toddlers and let them paint with it.

SENSORY DEVELOPMENT:

- **Sensory Bag**—Put some small squishy/stretchy snakes in a gallon baggie taped to the wall, floor, or table.
- **Sensory Bottle**—Add colored sand to a bottle. Add small animals, fish, bugs, or birds. Then top off with sand allowing about an inch of room at the top for movement of items. Super glue or hot glue the lid on. Allow toddlers to discover the items in the bottle.
- **Sensory Box**—Affix faux furs in different colors, lengths, and textures and faux leathers in different textures (both regular and faux suede). These do not need to be large pieces. Let the toddlers feel the different animals God has made.

- **Scratch-and-Sniff Paint**—Mix 1 tablespoon of white glue, 1 tablespoon of water, and 1 tablespoon of Jell-O powder in a cup. You can make several cups of different colors and paint a simple picture on cardboard. If you want to, you could download a picture to paint. Once it is dry, let the toddlers rub the picture to release the scent. It is both visual and tactile.

SELF-HELP:

- Encourage toddlers to look at books while sitting on the potty.
- Encourage toddlers to point to their body parts when asked, “Where are your eyes? Where is your nose?”
- Encourage toddlers to use a spoon independently.

This Is the Way I....

This is the way I use my spoon, use my spoon, use my spoon,
This is the way I use my spoon,
To help me eat my food

Toddlers can wash table(s) with dry washcloths while singing the song above.

This Is the Way I....

This is the way I wash my hands, wash my hands, wash my hands,
This is the way I wash my hands,
Before I eat my food (after my diaper is changed, etc.)

Substituting the words: “This is the way we wash the table, wash the table....” Include other activities that happen in the classroom.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Group Art**—Place a large piece of butcher paper on the ground and secure the corners with blocks. Provide toddlers with chunky crayons or markers. Have them color together on the paper. Toddlers are still doing their own artwork but working in the same space as other toddlers. Toddlers will become aware of each other and the teacher can talk with them about sharing their space and coloring tools.
- **Calm Down Breathing**—Have the toddler lay on the floor and place a small teddy bear on their stomach. Have them take deep breaths and then let out the air slowly. They can watch as the bear goes up and down on their stomach.

SELF-CONTROL:

- **Routine Cards**—To help the toddlers understand what comes next in their day, create simple routine cards at their level. Point out what is next and talk with them about what to do to move to the next activity. Example: wash hands; then go to snack; bring shoes to teacher to be put on; then go outside, etc. Ideas: pictures of story time/worship, snack time, washing hands, lunch time, outside time, nap time, and indoor learning time, etc.

- **Calm Down Box**—Provide items that are calming such as glitter bottles, fidget toys, squishy sensory toys, stuffed animals, or a picture book. Have available to give to toddlers who needs things to help distract them and calm them.

INTERPERSONAL RELATIONSHIPS:

- **Tea Time**—Have a box of hats that the toddlers can choose from to wear at tea time. Set up a table with tea cups and a teapot, small plates, and tea sandwiches. Encourage toddlers to welcome each other to tea time, using their manners to pass the teapot and sandwiches, saying “Thank you,” “Please pass the _____,” “You’re welcome,” etc.
- **Joining Play**—Toddlers are still in the parallel play stage, but the teacher may notice when a toddler is watching another toddler play with a toy or in a center. The teacher can help the toddler build relationships by giving them the words to ask: “Can I play?” or “Can I play with you?”



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed.
- **Ring, Ring**—Using objects or story stones from previous lessons, place a few in front of the toddlers. Using a play phone, **Say**, “Ring, ring. Are you looking for quack, quack? Let me see if they are here.” Show the young toddler the duck and say into the phone, “Yes, the duck is here.” Have the older toddler help to find the duck and give them time to say the name if they are able. Use animals, vehicles, and the toddler’s name.
- **Paw-Paw Patch**—Using this song, toddlers learn their names and become familiar with the names of the other toddlers in their class. [Paw-Paw Patch Tune](#) (sing a little slower for the toddlers). Point to the toddler or hold them up during the last verse of the song.
Where oh where, where is (toddler’s name) (x3)
Way down yonder in the paw-paw patch.
- **Movement Match**—Have cards that show the different types of movement a toddler may recognize. Place cards on the table or floor and then have them choose from the second set a movement card and match it to the one on the table or floor. Have the toddler say the name of the movement and then help them describe what they see. Example: “Jump, the girl is jumping.” The teacher can help the toddler by giving the vocabulary and describing the movement seen by asking questions. “Look, what is the boy doing?” “Is he running?”

LISTENING/RECEPTIVE:

- **Rhythm Taps**—Give each toddler a small plastic cup or small rubber mallet. Tap out a short rhythm for them to listen to. Help the younger toddlers to tap out the same rhythm. See if older toddlers are able to copy the rhythm.



- **Give the Sound**—Use the story stones from the previous lessons or the [photo library from Lakeshore](#) to show the toddlers a few animals or vehicles. Have them give the sound or help them by giving the sound first and see if the toddler can mimic it. Use two or three story stones or photos at a time. Change story stones or cards weekly or when it is observed that the toddler is ready for new stones or cards to practice and play with.
- **Hide and Seek Sounds**—Hide various toy animals or vehicles around the room. Play or give the sound of one and then crawl or walk around the room to help the toddler find what makes that sound. Continue to make the sound until the animal or vehicle is found.

PREWRITING:

- **Hide and Seek Bag**—Glue the toddler's picture and name onto cardstock or print onto cardstock paper. Place paper into a resealable bag. Place the first bag inside a second resealable bag and then put in [water beads](#) that have been soaked in water until they have expanded. Close the bag and tape it to a table. Help toddlers to move the beads around to see who they find. When they find the picture, help them find the name and say the name of the toddler they found.
- **Lid Drop**—Using various sizes of yogurt container lids, tape pictures of the environment vocabulary. Example: bugs, animals running or walking, birds flying or swimming, and children doing some similar movement activities. Have the toddler choose a lid and talk with them about what they see and give the name. Then have them drop the lid through a slot in a small- or medium-sized box.
- **Crack the Egg**—Place pictures of animals, vehicles, fruits, vegetables, or objects inside larger plastic eggs. Help the toddler to “crack” the egg and find what is inside. Have the toddler give the name and sound if applicable.
- **Chenille Stem Threading**—Use chenille stems, large straws cut into pieces, and a tray; have the toddler thread the straw pieces onto a chenille stem.

PREREADING:

- **Rhyming Book**—*I Went Walking*, by Sue Williams. Read the story to the toddler as you point out details on each page to help build the toddler's awareness and vocabulary. Move your pointer finger along the words in each sentence while you read. As you read the book over the next few weeks, see if the toddlers are able to help read the book by finishing the sentence or helping to read the repeat line, “I went walking.”
- **Class Book**—Make a book with all the toddlers' pictures and the teachers who are in the classroom. Look at the book together and say each toddler's name and point to them in the book. Give them time to try and say the name of the toddler or teacher they see or let them point to the picture as the name is said by the teacher.
- **Reading Cards**—Create a set of five to ten read-along cards using 5x8 index cards without lines. Find or take pictures that are related to the theme such as bugs crawling or animals running. Print out the pictures and then write or print out what is happening in the pictures. Glue the picture and description onto a 5x8 card (or larger). Example: create a read-along card with a picture of a dog running. Write or type a description of what you see on the card. Laminate the cards so they will last longer. When showing the card, read what has been written, such as “The brown dog is running fast.” More cards can be added to the set during the month.

VOCABULARY:

- Share books with animals and actions, such as, [What Are They Doing?](#) by Molly McIntyre.
- Let toddlers copy you as you demonstrate movement words, such as walk, hop, fly, crawl, etc.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Bugs in the Grass**—Finger paint paper with green paint; glue googly eyes onto the grass ([link](#)).
- **Jungle Playdough**—Create a jungle scene with natural elements from outside and make animals from playdough; make sure to take a picture of their creations.
- **Butterfly Feet Art**—Paint feet and use them as the “wings.” Add the rest of the features of the butterfly ([Butterfly Feet](#)).
- **Ocean Sponge Painting**—Use cutout ocean animals and greenery; then use sponges to paint the ocean water ([project](#)).

MATH:

- **Comparisons and Measurements**—Have three similar toys of different sizes. Demonstrate lining them up in order by size. Allow the toddler to line them up by size and try with other objects. Provide pictures of a variety of land, water, and sky animals. Show the toddler how animals can be put into groups according to where they live. Let them practice sorting into categories.

SCIENCE:

- **Bugs**—Freeze plastic bugs in an ice cube tray. Put in a plastic tub. Allow toddlers to play with them, melting them with salt, pipettes, spray bottles, or other items to get the bugs out.
- **Sink or Float**—Put water in a bin. Add a bit of food coloring and maybe a bit of dish soap for bubbles. Have “fish,” some rocks, and a few items that will float. Let toddlers put them in. Ask before the process which ones will sink and which will float.
- **Animal Sort**—Place small animals (fish, birds, bugs, etc.) on a table or high chair and let the toddler sort and explore.
- **Discovery Bottle**—Fill an empty plastic water bottle a little over halfway and add four drops of blue food coloring. Then add $\frac{1}{8}$ cup of baby oil and small plastic fish. Super glue or hot glue the lid on (optional, glitter can be added to make it sparkle).





ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by having the teacher offer pictures or plush toys of some animals, bugs, butterflies, fish, and/or birds to the toddler. Allow the toddler to pick one or two that excites them. Take a picture of the toddler with their favorite creature and add the picture to the portfolio.



MATERIALS

- Pictures of animals: snake, frog, ladybug, lion, elephant, giraffe, etc.
- Cardboard or paper to make a balance beam
- [Climbing structures](#)
- Nylon rope or large yarn
- Pool noodle
- Laundry basket
- Regular yarn
- Whisk
- Straws: regular and wide-mouthed
- Colored paper
- Painter's tape
- Paintbrushes
- Gallon resealable bags
- Small stretchy/squishy snakes
- Colored sand
- Water bottles
- Small animals: fish, bugs, and birds
- Glue (regular, super glue, or hot glue)
- Faux furs in different colors, lengths, and textures; faux leathers in different textures
- Jell-O powder of various scents
- Cups
- Cardboard pieces
- Handheld mirror
- Routine cards (make your own)
- Box with lid
- Glitter bottles, fidget toys, squishy sensory toys, stuffed animals, a picture book, etc.
- Teddy bear
- Movement cards (make your own)
- Pictures of animals or vehicles
- Toy animals and vehicles
- Cardstock
- [Water Beads](#)
- Yogurt container lids
- Larger plastic eggs
- Chenille stems
- Books: [I Went Walking](#), by Sue Williams; [What Are They Doing?](#) by Molly McIntyre
- 5x8 index cards
- Nontoxic paint

- Large googly eyes
- Finger paint paper
- Playdough
- Ocean animal paper shapes
- Ocean plants paper shapes
- Sponge pieces
- Plastic bugs
- Ice cube tray
- Salt, pipettes, and spray bottles
- Plastic tub
- Food coloring
- Dish soap or bubble solution
- Plastic fish
- Small river rocks
- Other sink or float items
- Baby oil
- Small plastic fish to fit in a water bottle
- Blue and silver glitter
- Small teapot and tea cups
- Small plates
- Variety of fancy hats
- Tea sandwiches





UNIT 7

Rest

Weeks 25–28

Memory Verse:

“Jesus stilled the waves.”

Psalm 107:29



BIG IDEA

God created me to rest and learn.



ENGAGE

MUSIC/MOVEMENT:

- [Sabbath Is a Happy Day](#)
- [Keep the Sabbath](#)
- [It's a Great Day](#)
- [Sabbath Song](#)
- [God Made You and Me](#)

BIBLE STORIES:

Sabbath Rest Creation Part III

Week 1

After working hard during creation week, God decided that on the last day of the week, which was the seventh day, He would take some time to rest and celebrate His hard work with Adam and Eve. He called the seventh day, Sabbath.

Week 2

Now resting did not mean God slept all day long; it meant that He was finished with all of His work creating a special world. He told Adam and Eve that they didn't have to work on Sabbath. Instead, they could enjoy the day together and with Him.

Week 3

Adam and Eve worshipped God and enjoyed singing songs together. They ate yummy food. They laid down on the soft green grass while they looked up at the sky and enjoyed watching the birds flying together. In the afternoon, they put their feet in the cool water and enjoyed watching the fish swim. It was a wonderful celebration for Adam, Eve, and God to enjoy together. God blessed the seventh-day Sabbath and made it a special day. He invites us all to celebrate the joy of the Sabbath with Him every week.

Week 4

Review the story using props.

Question to ask: How do you rest on the Sabbath?

LET'S READ TOGETHER:

- *Sabbath Is For Me*, by Robert Koorennny
- *Hear, O Little One: In the Morning and In the Evening*, by Eric Schrotenboer
- *Good Day, Good Night*, by Margaret Wise Brown
- *Mindful Tots: Rest & Relax*, by Whitney Stewart
- *I Calm Down: A book about working through strong emotions*, by Cheri J. Meiners
- *Calm-Down Time*, by Elizabeth Verdick
- *Sleepyheads*, by Sandra J. Howatt
- *Goodnight, Veggies*, by Diana Murray
- *But First, We Nap*, by David W. Miles
- *Time for a Nap*, by Phillis Gershator
- *Hibernation Station*, by Michelle Meadows



APPLY IT

ACTIVE PLAY:

1, 2, 3, 4, 5, 6 Days for Us? (Song with counting)

The teacher touches the heads of multiple toddlers or counts fingers or toes of one or two toddlers.

1, 2, 3, 4, 5, 6 Days for Us

1, 2, 3, 4, 5, 6 Days for Us

1, 2, 3, 4, 5, 6 Days for Us

The 7th Day is for Jesus

Rest Time/Wake Up

Similar to the game red light/green light. The toddlers pretend to do various fast-paced activities (wiggle, do a movement, etc.) and interrupt periodically with "Time to rest!" at which point toddlers must stop and pretend to "sleep."

RHYMING:

I Wiggle ([poem](#))

I wiggle my fingers (*Wiggle fingers*)

I wiggle my toes (*Wiggle toes or feet*)

I wiggle my shoulders (*Shrug shoulders*)

I wiggle my nose (*Scrunch nose*)

Now the wiggles are out of me

And I am as still as still can be (*Sit still*).

Sleepy Fingers ([poem](#))

My fingers are so sleepy,
It's time they went to bed.
First you, Baby Finger,
Tuck in your little head.
Ring Man, now it's your turn.
Then comes Tall Man Great.
Pointer Finger, hurry
Because it's getting late!
Let's see if they're all cozy.
No, there's one more to come.
Move over, Little Pointer,
Make room for Master Thumb!

Here Is a Cave (*Poem*)

Here is a cave. (*Bend fingers to form cave*)
Inside is a bear. (*Put thumb inside fingers*)
Now he comes out. (*Thumb out*)
To get some fresh air.
He stays out all summer
In sunshine and heat.
He hunts in the forest
For berries to eat. (*Move thumb in a circle*)
When the snow starts to fall
He hurries inside.
His warm little cave (*Thumb in*)
And there he will hide.
Snow covers the cave
Like a fluffy white rug. (*Cover with another hand*)
Inside the bear sleeps
All cozy and snug.

—Written by Cheryl's Sweethearts ChildCare.

Winter Action Poem

Winter is cold (*Hug yourself and shiver*)
There is snow in the sky (*Flutter fingers above your head*)
The squirrel gathers nuts (*Pretend to gather nuts*)
And the wild geese fly (*Flap arms*)
The fluffy red fox (*Cup hands over the head to form ears*)
Has his fur to keep warm (*Stroke arms as if stroking fur*)
The bear's in her cave (*Form a cave shape with your arms*)
Sleeping all through the storm (*Fold hands under cheek and pretend to sleep*)

—Written by Cheryl's Sweethearts ChildCare



On Sabbath Morning (Gracelink)

When Sabbath comes we jump up quick (*jump quickly in place*)
And dress in clothes so clean, (*pretend to put on shirt*)
For we want to be ready—
Best children ever seen! (*smile*)
We brush our teeth (*pretend brushing*)
and comb our hair; (*pretend combing*)
We clean our breakfast plate; (*pretend eating*)
We've lots of time to get to church (*walk in place*)
So we will not be late.
—Bonita Dick Kraemer. Adapted.

Here Is the Church (Gracelink)

Here is the church. (*Fists together*)
Here is the steeple. (*Pointer fingers and make steeple*)
Open the doors and see all the people. (*Open hands and wiggle fingers*)



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the toddler classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the toddler. Sensory play enhances the overall development of a toddler's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Pillow Movement**—Give each toddler a small pillow. Demonstrate as you do various things with your pillow, such as “Hold your pillow way up high. Stretch! Now put it way down on the floor by your feet. Shake your pillow really fast! Hug your pillow and turn around and around. Now we are so tired! We can put our head on our pillow and rest!”
- **I'm an Animal**—Pretend you are various animals. “All the bugs are crawling, crawling, crawling. They crawl up on the chair; they crawl on the ground. Now it's nighttime and they all go to sleep! (Everyone lies down really still.) Now we are birdies! It's time to wake up! We fly and fly and fly all around. We fly up high. We fly down low (bending knees to go lower). Then it gets dark and we all go to sleep! (Pause.) Now we are bunny rabbits! It's morning! We all wake up and hop, hop, hop! We hop all day and nibble on grass.... Then it gets dark and we all go to sleep! (Pause.)”

- **Copycats**—Have toddlers watch the teacher and mimic what they are doing. Move like different animals (e.g., a bird, a snake, a frog). Do simple jumps, hops, big steps, little steps, etc. Move really fast/slow, high/low. You can move in a straight line, or you can loop around all over the place.

FINE MOTOR:

- **Stacking**—Stack two or three large plastic cups that can stack on top of each other. Add some “sleeping animals” to put into the cups and dump out. Make “caves” with the animals to sleep in.
- **Blocks**—Take some blocks and use some of the blocks to tape pictures of animals sleeping or hibernating on them. Allow toddlers to stack them and build a hibernating/resting habitat with them.
- **Sensory Bin**—Make a bin that contains sand and small river rocks. Add small animals and trees with easter grass or fake grass from the store. Add a small scoop and alligator tweezers (toddler’s tweezers) for the toddlers to use.
- **Music**—Put egg shakers, ribbon streamers, homemade drums, a xylophone, discovery bottle shaker, or whatever toddler-safe musical items you have on a tray for the toddlers to play with.

SENSORY DEVELOPMENT:

- **Sensory Bottles—Weather Sensory Bottles**
4 Recycled bottles of choice.
Bottle one: Add a large sparkly yellow pom-pom and some gold glitter; top off with water.
Bottle 2: Add several blue pom-poms, blue glitter, and some blue food coloring with water.
Bottle 3: Add fake leaves. Add some gold glitter if you want to, but it’s pretty without. Top off with water.
Bottle 4: Add small and large pom-poms, glitter snowflakes if you can find some, and white and silver glitter. Top off with water.
Make sure to glue lids on with super glue or hot glue.
Let toddlers play with these on the floor, rolling them or shaking them.
- **Water Bead Bag**—Hydrate water beads; then put in a gallon baggie and put this inside another gallon baggie. Put duct tape all the way around the baggie and tape to a surface for the toddlers to explore.
- **Mess-Free Ice Cube Painting**—Items needed: Mega Bloks, food coloring, ice cube tray, and paper. Directions are on the site: [Mega Ice Painting](#).

SELF-HELP:

- Encourage the toddler to resolve (non-harmful) problems/difficulties by themselves before the teacher helps.
- Encourage the toddler to go down the stairs.
- Encourage the toddler to mimic the teacher while they brush their hair in front of a mirror.





SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **What Are You Wearing Today?**—Song [“What Are You Wearing,”](#) by Hap Palmer. This activity will help toddlers become aware of what they are wearing and look around to see who may be wearing something similar to them.
- **How Big Are You?**—Song [“So Big,”](#) by Hap Palmer. Find props or pictures that are mentioned in the song so the toddlers can compare how big they are to the various items. Toddlers will become aware of how they are growing.

SELF-CONTROL:

- **Making Choices**—Talk about making good choices with the toddlers in your care. When you notice a toddler in a situation that may cause negative feelings for themselves or others, take a moment to share what choices they may have for a better outcome.
- **Waiting Your Turn**—Help toddlers learn how to wait their turn when passing out snacks. While passing out the snack, narrate what you are doing. “First Jenna will get 5 crackers and 2 apple slices and next Brian will get 5 crackers and 2 apple slices.” The toddlers will begin to understand that they have to wait their turn and that the teacher will give them their snack.

INTERPERSONAL RELATIONSHIPS:

- **Big Helper**—Toddlers are beginning to want to help with various tasks. Provide them with the opportunity to help in a safe and fun way with clean up, snack prep, passing out simple items, etc. Toddlers will feel that their interests and needs are important when they are allowed to help.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed.
- **Dress-Up Box**—Have hats, medium pieces of fabric in various colors and textures, small bags/purses, etc. This can be a quiet-time activity where the toddlers can explore dressing up and looking at themselves in the mirror. For younger toddlers, talk with them about the item(s) they chose. For example, if the toddler chose a hat, ask them if the hat is soft while touching the hat. For the older toddler, the teacher can give a direction such as “Can you find the big black hat?” or “If you can find the red soft fabric, I will put it on your shoulders.” The teacher can give them time to find it and help them by pointing it out and having them bring it to them. Give the toddlers time to explore and look at themselves in the mirror.

- **Singsong**—Use a singsong voice when talking about what you are doing during various times and activities throughout the day. Example: quiet-time reading using a tune or a poem rhythm. “Books, books, we are reading books. Come with me to read a book.” Or when you are doing an activity, “Washing, washing, we are washing our hands. We wash, wash, wash to keep them clean.” Use any tune that works to create a piggyback song or poem.
- **Letters in Your Name**—Small cookie sheet, medium-sized magnetic letters to make each toddler’s name, printout of their name, and a picture of the toddler. Have the toddler find their picture and then place their name card on the cookie sheet. Give them only the letters of their name and help them match the letters on the name card. Say, “Joe, this is your name. See the letters that make your name?” Have their name on labels around the room, such as their cubby, storage box in the diaper area, and near a picture of them on the classroom wall where they can see it. Point out their name as they see them in each area that is labeled.

LISTENING/RECEPTIVE:

- **Relaxing Sound Cards**—Create cards with pictures of things that produce relaxing sounds, such as water in a stream, birds, wind chimes, ocean waves, piano, etc. Show the toddlers a card and play the sound that goes with it. Describe the picture and sound that each makes. For older toddlers, tape the pictures to the wall and, as a sound is played, help them to find the picture of what makes that sound. (find the various sounds on the internet).
- **Where’s Baby?**—Using a toddler-sized blanket, use it to play a game using prepositions. Put the blanket on the toddler and **say**, “Where is _____ (toddler’s name)? Is _____ under the blanket or on top of the blanket? Look, _____ is under the blanket.” Prepositions to use: beside, on, under, in front of, behind, etc. Each time, place the toddler or the blanket in various positions. For older toddlers, help them place the blanket in the various positions.
- **Narration**—When getting ready to transition, narrate to the toddlers what is happening. Example: “I am putting away the toys so we can get ready to go outside. I am putting on my jacket to get ready to go outside and now I will help you put on your jacket to get ready to go outside.”
- **Color Beanbag Toss**—Have beanbags in the primary colors and a basket. Give toddlers directions on which one to toss or drop into the basket. Example: “Toss the blue beanbag in the basket.” Help the toddler find the blue beanbag and toss it into the basket. Add in secondary colors as toddlers become more familiar with the primary colors.

PREWRITING:

- **Light Table Paint Push**—Purchase a light table or create your own. Instructions for [DIY Light Table](#). Using a 2-gallon resealable bag, place dark-colored paint in the bag and move it around so that the inside of the bag is covered. Tape the bag on all sides to the top of the light table so the lights are below the bag. For younger toddlers, take their hand and move the paint around until there is a clear spot where the light will shine through. For older toddlers, let them move the paint around until they are able to get the light to shine through.



- **Thread the Straw**—Using a thick cardboard tube, cut it into several pieces. Punch holes all around those pieces. Have the toddler take a straw and put it through one hole and out another.
- **Push Your Name**—Gather shoeboxes, ping-pong balls, scissors, dot stickers, and a picture of each toddler. For each toddler, have a shoebox with holes just a bit smaller than the ping-pong balls and enough holes for the letters in their name. Use the dot stickers to put the letters of their name above each hole and on each ping-pong ball for their name. Glue their picture to their box. Show them their box by pointing to their picture. Next, pick up the ping-pong balls matching each letter of their name and then say their name. Show them how to push each ball through each hole with the matching letter.

PREREADING:

- **Rhyming Book Story Basket**—Read *Goodnight Moon*, by Margaret Wise Brown. Point out details on each page to help build the toddler's awareness and vocabulary. Have items from the story in the basket so the toddler can pick one or two of them. While listening to the story they can explore the item.
- **Reading Cards**—Create a set of five to ten read-along cards using 5x8 index cards without lines. Find or take pictures of the toddlers that are related to the theme such as sleeping, relaxing, doing quiet activities, etc. Print out the picture and then write or print out what is happening in the pictures. Glue the picture and description onto a 5x8 card (or larger). Example: create a read-along card with a picture of a child resting or quietly looking at a book. Include a written or typed description of what you see on the card. Laminate the cards so they will last longer. When showing the card to the toddler, point out details about what is happening in the picture, such as "Look at the child quietly resting on their mat." More cards can be added to the set during the month.
- **Routine Cards**—What's the order? Create cards that show pictures you have taken or found of the order of what the toddler does to get ready for rest time or quiet time. Then show the toddler the cards and talk about what is happening in each one in the order of the routine. Example: Nap time routine. Card 1—Child sitting on caregiver's lap reading a story. Card 2—Child with their blanket, drinking a bottle snuggled up on the caregiver's lap. Card 3—Child in their crib sleeping. Laminate the cards so they last longer. Cards can be made for the various routines the toddlers experience in the classroom.

VOCABULARY:

- Read a book about bedtime routines, such as *Bedtime*, by Elizabeth Verdick. Point to things that suggest nighttime and say the words, or ask the toddler to find the things in the pictures.
- Place objects in a box that have to do with nighttime, such as a small dollhouse bed, pajamas, small pillow, or pictures of the moon and stars, and let the toddler pull something out and talk about what it is.





COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Block Building**—Build a tower or church and use soft or wooden blocks; take a picture of the structure.
- **Earth**—Have toddlers finger paint a white circle with blue and green paint. Glue circle onto another sheet of construction paper. The teacher may label the picture “Thank you God for creating the earth” or use the memory verse with the picture.
- **Praise Music**—Use different noisemakers, rattles, and shakers when you are playing music. We can praise Jesus with music ([homemade guitar](#)).
- **Contact Paper Window Art**—Precut shapes out of tissue paper or construction paper, attach contact paper to a window with tape, have toddlers put shapes onto the sticky side of the contact paper ([picture](#)). Then cover with another piece of contact paper. Black tape can be used to create a frame for the outside edge.

MATH:

- **Counting** (this song can be a good naptime activity)
Count the Sheet and Go to Sleep
Count the sheet and go to sleep,
and may you have wonderful dreams. (2 times)
One, two, three, four, five, six, seven,
Eight, nine, teen, eleven, twelve, thirteen,
Fourteen, fifteen, sixteen, seventeen, eighteen,
Nineteen, twenty... 100.
Count the sheet and go to sleep,
and may you have wonderful dreams. (2 times)
- **Spatial Relationships**
Nesting cups are a great way to introduce the spatial concept of “container” and “contained.” Challenge toddlers to experiment with how objects fit within one another. Find other objects that fit inside each other using words such as bigger, smaller, inside, on top of, under, etc.

SCIENCE:

- **Hibernation**—Sing “Jesus made the animals, the animals, the animals,” by Janet Sage while matching a polar bear to a snow cave, a squirrel to a tree knot burrow, people/dollies to a dollhouse, etc. Use materials you have in your room to make habitats for the animals you choose to highlight to show where different animals sleep or hibernate. Another option is to download pictures showing the animals and places they sleep.



- **Nature Sounds**—Play nature sounds and show toddlers pictures of sleeping animals and how they keep safe in different types of weather conditions, such as rain, snow, or sun. Or lay toddlers on their tummies and let them see/play with animals in a tray with water and ice cubes, or warm water and fish, frogs, and other aquatic creatures, in correlation with the sounds.
- **Color Matching Nature**—Get paint color swatches from a home improvement store. Take the toddlers on a walk and match the colors to nature items you find along the way. If a walk isn't feasible, use them on the playground. Maybe take a walk yourself and bring nature items to your playground for the toddlers to see and match.

SOCIAL STUDIES:

- **Season**—Listen to the song [“The Seasons”](#) and teach the motions to the toddlers.
- **Habitats Peekaboo**—Tape pictures of animals onto a posterboard. Cover the picture with the habitat like a lift-a-flap book. Possible options would be felt or fabric taped securely in place. Have the toddler lift the habitat to see who lives inside. Talk about each animal and their habitat.



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by having the teacher take a picture of the toddler napping. Add the photo to the portfolio.



MATERIALS

- Small pillows
- Large plastic stackable cups
- Blocks
- Plastic bin
- Small river rocks
- Small toy animals
- Small trees
- Fake grass
- Small scoop and alligator tweezers
- Egg shakers
- Ribbon streamers
- Small drums (oatmeal containers)
- Toy xylophone
- Empty water bottles
- Large pom-poms: yellow, blue, white
- Glitter: gold, blue, silver
- Fake leaves
- Food coloring
- Water beads
- Ice cube tray
- Paper
- Song: [“What Are You Wearing,” by Hap Palmer](#)
- Song: [“So Big,” by Hap Palmer](#). Try to find props or pictures of the items mentioned in the song.
- Plastic box
- Hats, medium pieces of fabric in various colors and textures, small bags/purses, etc.
- Small cookie sheet
- Medium-sized magnetic letters
- Pictures of things that produce relaxing sounds such as water in a stream, birds, wind chimes, ocean waves, piano, etc.
- 5x8 index cards
- Small blanket
- Beanbags in the primary colors
- Light table or [DIY Light Table](#)
- Thick cardboard tub
- Straws
- Shoeboxes for each toddler
- Ping-pong balls
- Scissors
- Dot stickers
- Picture of each toddler
- Book: [Goodnight Moon](#), by Margaret Wise Brown; [Bedtime](#), by Elizabeth Verdick
- Pictures of children sleeping, relaxing, doing quiet activities, etc.
- Routine cards (make your own)
- Pictures of a small dollhouse bed, pajamas, small pillow, and pictures of the moon and stars
- Noisemakers, rattles, shakers
- Contact paper
- Tissue paper squares
- Construction paper
- Nesting cups
- Nature sounds
- Paint swatches in nature colors
- Song: [“The Seasons”](#)
- Poster board
- Pictures of animals that hibernate
- Felt or fabric pieces



UNIT 8

Things We Care For

Weeks 29–32

Memory Verse:

“The trees of the Lord are
well cared for.”

Psalm 104:16



BIG IDEA

God created us to care for pets, plants, the environment, and babies.



ENGAGE

MUSIC/MOVEMENT:

- [He's the Good Shepherd](#)
- [The Lost Sheep](#)
- [Take Special Care of Your Belongings](#)
- [Clean Up](#)
- [Jesus Loves Me](#)
- [I Just Wanna Be a Sheep](#)

BIBLE STORY:

Lost Sheep

Week 1

Long ago there was a shepherd who watched over 100 sheep. Every sheep was special to the shepherd. The shepherd who took care of his sheep knew each sheep by name. The shepherd had a name for each of the sheep. The sheep knew the shepherd's voice. Each day the shepherd took his 100 sheep walking to find yummy grass to eat. Then he would take them to get a drink from a fresh stream of water. The sheep would walk along with the shepherd as he led them to all of their favorite spots.

Week 2

One day the shepherd had returned from a long walk with his 100 sheep, and as they were all going into their pen, the shepherd began to count his sheep. 97, 98, 99.... He only counted 99 sheep. "Where is my little sheep, Benjamin?" He began to look everywhere for little Benjamin. He went up the rolling hills, and he could not find Benjamin. He went down to a water stream, but no Benjamin.

Week 3

The shepherd was feeling sad because he could not find little Benjamin. The shepherd prayed to God and asked for help. "Please, God, help me find Benjamin." Just as the shepherd was walking by some rocks, he noticed that Benjamin's foot was caught by the rocks. The shepherd ran toward little Benjamin and gently took his foot out of the pile of rocks. "Oh, Benjamin, I found you!" I'm so happy that you are not lost anymore. Let's go home. The shepherd gently carried little Benjamin home again to sleep with the other 99 sheep. The shepherd was very thankful to have everyone home and safe for the night.

Week 4

Review the story using props.

Questions to ask: Have you ever been lost? Have you ever lost your favorite toy?

LET'S READ TOGETHER:

- *Baby Be Kind*, by Jane Cowen-Fletcher
- *Hello, World! Pets*, by Jill McDonald
- *Tails Are Not for Pulling*, by Elizabeth Verdick
- *My Growing Garden*, by Rose Colombe
- *Hello, Garden!* by Katherine Pryor
- *Grow Happy*, by Jon Lasser
- *Everywhere Babies*, by Susan Meyers
- *Look! Babies Head to Toe*, by Robie H. Harris
- *Farm Animals*, by Random House



APPLY IT

ACTIVE PLAY:

I'm a Little Seed

I'm a little seed hiding deep in the ground (*Cover toddler's head with their hands and arms*)

And the sun shines, and the rain falls, and I pop up my head (*Quickly uncover head*)

I reach up my leaves and I stretch up to the sky (*Stretch arms up*)

Jesus made me a beautiful flower (*Bring hands to side of face*)

Blowing in the breeze! (*Have toddlers gently sway from side to side*)

Planting Time—Sung to “Row, Row, Row Your Boat”

Dig, dig, dig the earth (*Make digging motion*)

Then we plant our seeds (*Pretend to drop seeds*)

Jesus sends the rain and sun (*Flutter fingers down then circle arms above head*)

To make our flowers grow (*Stretch arms up*)

Lost Sheep Game

Have ten stuffed sheep or cutouts. Hide one somewhere in the classroom. Count the sheep you have left and then go look for the one that is lost.



RHYMING:

Puppy Dog, Puppy Dog (poem)

Puppy dog, puppy dog, wag your tail.
Puppy dog, puppy dog, let out a wail.
Puppy dog, puppy dog, jump for a bone.
Puppy dog, puppy dog, run on home.

—Author Unknown

I'm a Little Flower Pot (tune "I'm a Little Teapot")

I'm a little flower pot mom put out (*Point to self*)
If you take care of me, I will sprout. (*Nod head, point to self*)
When you water me, I will grow (*Make sprinkling motions w/ right hand*)
Into a pretty flower, don't you know! (*Raise left hand slowly up from floor, make wide circle with hands or arms*)

Baby Jesus

This is baby Jesus ready for a nap.
This is His mother Mary's lap.
Lay Jesus down and cover Him up.
Watch Mary rock Jesus down and up.
Jesus bounces on Joseph's knee.
Jesus played with His father like you and me!

Note: Give each toddler a doll for them to do the actions while the teacher reads the above poem.

This Is My Garden

This is my garden, (*Hold out right hand, palm facing up*)
I'll rake it with care. (*Make raking motion with fingers of left hand*)
Here are the seeds, (*Pinch fingers of left hand together*)
I'll plant in there. (*Pretend to plant the seeds onto the right hand*)
The sun will shine, (*Make the shape of the sun with two hands*)
The rain will fall. (*Wiggle fingers to make the motion of rain falling*)
The seeds will sprout,
And grow up tall. (*Push fingers of both hands together and upwards*)



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the toddler classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the toddler. Sensory play enhances the overall development of a toddler's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Clean Up**—Find an empty container such as a box or large paper bag. Have large toys like a ball, a doll, or a toy car. Play pick up and put away game. “This is how we take care of our toys when we are done playing!”
- **Moving Weighted Boxes**—Fill a few boxes with heavy textbooks. Tape them up and cover them with something colorful such as contact paper. Toddlers can push them around, climb up on them, or climb over them. Fill others with packing material that will make the box sturdy, but lightweight. These can be lifted and stacked up.
- **Gardening Tools**—Use toy garden tools to show how we dig holes to plant seeds, use the hoe to get the weeds out, and rake the leaves up to make the yard pretty. Great for outdoor play.

FINE MOTOR:

- **Flower Bin**—Put edible flowers in a bin, with water or use dry flowers. Use scoops, alligator tweezers, colander, and other items you choose; let the toddlers explore.
- **Flower Parts**—Tape contact paper to the wall with sticky side out. Stick flower petals and other flower parts to the contact paper. Let the toddlers use their pincer grasp to get the different parts or the flower off of the contact paper. Have a basket or container for them to put the parts in. Also have a picture posted of the different parts of flowers/plants for the toddlers to see, along with the names of the parts.
- **Weaving**—Take a colander and weave colorful chenille stems in and out of the holes. Let toddlers work them in/out or around. Bend the ends tight so they won’t scratch/poke.
- **Paper Towel Tube Drop**—Tape paper towel tubes to the wall, have a bin with pom-poms (or other soft items safe for the toddlers) to put through the tubes. Set another bin under the tubes to catch the pom-poms.

SENSORY DEVELOPMENT:

- **Sensory Bag**—Add a white piece of paper and a couple different flowers to a resealable bag. Zip the bag closed and duct tape it to the floor or table. Let the toddler bang on the bag with a solid rubber ball to squish the flower onto the paper. Take out the paper and let it dry.
- **Animal Wash**—Use whatever plastic animals you have on hand. House pets would be great for this unit. Set up a bin with rocks, dirt, and other outside environment items. A second bin with soapy water, a couple toothbrushes, and some wash towels. Let the toddlers take care of the animals that God has made.
- **Color Mixing**—Use a large piece of bubble wrap. Place a couple dollops of paint on one side, then make a pocket and wrap it with duct tape. After this step, secure the pocket to a tabletop surface by taping it securely all the way around again to the surface you choose with painter’s tape. Let the toddler mix the colors and enjoy the texture. Another way to do this is to tape paper to the floor; then add little dots of paint on the bubble wrap and tape the bubble wrap over the paper. Let the toddlers walk on it, poke and pop it, use a rolling pin, etc.

- **Balloon Sensory Balls**—Take different colored balloons and put flour, rice, lentils, beans, oats, and other textures you can think of in different balloons. Let toddlers explore the different textures. Use sections of pantyhose to hold each balloon and tie off each end.

SELF-HELP:

- Encourage toddlers to practice unzipping a large zipper.
- Encourage toddlers to play independently with friends.
- Encourage toddlers to climb on and off an object without help (couch/chair).



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Big Helper**—Toddlers are beginning to want to help themselves and others. Give toddlers some classroom jobs that will make them feel like big helpers. Examples: help another toddler find their shoes, bring the teacher an item, pass out props at story time, etc.
- **Taking Care of Your Own Belongings**—When toddlers arrive in the morning and throughout the day, encourage them to take responsibility for their own belongings. Encourage them to put their own shoes in their cubby, to hang up their coat, put their blanket in their cubby, etc.

SELF-CONTROL:

- **The Freeze** by Greg and Steve—This fun movement activity helps toddlers to get better control of their body movements, stop, and then begin moving their bodies again. They will become more aware of their bodies and begin to gain control of their movements.
- **What Comes Next?**—Throughout the day, ask toddlers, “What comes next?” Have cards with pictures of the various daily routines that happen in the classroom and show two of the cards to the toddlers. One will be of what comes next and the other will not. Describe each picture and see if they can point to what comes next.

INTERPERSONAL RELATIONSHIPS:

- **Draw Out an Item**—Have a small bag with various items inside (items can be grouped in a variety of categories, i.e. holidays, weather, clothing, etc.) and give each toddler a turn to draw out an item. Help them to describe the item to the rest of the group. This will help toddlers to become more comfortable talking in front of the group.
- **Role-Play**—Have toddlers play mommy and baby or daddy and baby and have them role-play how to take care of the baby. Have one toddler be the baby and another be the mommy or daddy. Encourage role-play in other situations, such as the grocery store, doctor’s office, etc.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed.
- **Taking Care of Baby**—Provide dolls and blankets. Show the toddlers how to hold the baby and rock the baby. Talk about babies crying, how to pat their backs, how to sing to babies, etc. Give the toddlers time to explore and try holding the babies, rocking the babies, etc. Provide books and pictures of babies and parents holding babies to share with the toddlers.
- **Sing Song**—“This Is the Way We...” Have a basket with a doll, blanket and bottle, stuffed animals, pet brush, pretend plants in a pot, small watering can, etc. Sing: This is the way we rock the baby (x3). This is the way we rock the baby when it’s time for a nap or to help them calm down. This is the way we brush the dog (x3). This is the way we brush the dog to clean their coat. These are just examples but add your own and be creative.
- **What’s in the Bag?**—Have a diaper bag filled with items that can be used to take care of a baby. Items such as a diaper, wipes, blanket, bottle, bib, etc. Give each toddler a turn to take one of the items out of the bag and then help them give the name of it. Talk with them about how the item helps to take care of the baby. Examples: “You choose the diaper.” “What is the diaper for?” “Can the diaper help the baby’s bottom stay dry and clean when changed?”

LISTENING/RECEPTIVE:

- **Paper Towel Rolls Rhythm**—Collect paper towel rolls and give two to each toddler. Help them to tap their paper towel rolls to the rhythm of the syllables in the vocabulary they are learning. Show a picture of a dog and tap rolls one time. Show a flower and tap two times. Show a picture of a baby and tap two times, etc. Also tap the syllables in their name as it is said.
- **Who Says....**—Using the items that make a sound from the language basket, pick two different items and place them in front of the toddler. Example: pick out the dog and a cat. Say, “Which one says meow?” Allow the toddler time to look at them and choose the one they think says “meow.” If they have chosen the cat, say, “Yes, the cat says meow.” For younger toddlers, say both sounds and then pick up each one and say the sound they each give. Hold the cat and say, “The cat says meow.” Have various pets and a baby to choose from. Use domestic pets and farm animal pets.
- **Where’s the Dog?**—Use a toy dog, or other animal and a shoebox to play a preposition game. Place the dog around the box in various places such as on the box, in, under, beside, over, in front of, behind, etc. For older toddlers, let them place the dog somewhere around the box and say where they have placed the dog. Use a tune to sing where the dog is. Tune Idea, the Paw Paw Patch song:– “Where oh where, where’s the dog (x3), The dog is standing under the box.”

PREWRITING:

- **Mud Cubes**—Put mud in ice cube trays and freeze. Place a large piece of white butcher paper on the sidewalk and give each toddler a “mud cube.” Mix brown paint and water, then freeze. Allow the toddlers to scribble on the paper. Discuss the lines they are making as they “write” on the paper. Straight lines, swirly lines, curvy lines, zigzag lines, horizontal lines, vertical lines, etc.
- **Birds on a Line**—Find pictures of birds and put them on cardstock and then laminate them. Cut out the birds and place a magnetic strip on the back. On a metal cookie sheet, use painter’s tape to place a horizontal line, curvy line, and zigzag line. Toddlers may place the birds on different lines. Talk about the names of the lines and how many birds there are, colors, etc. Possible resource: song and related song cards for “[Five Little Sparrows](#),” by Charlotte Diamond.
- **Line Book**—Create a book with pictures of lines found in or out of the classroom. Also have a page with a thick line to trace, along with the name of the line. Laminate the pages and place in a small binder or use rings to put it together. Show the book to the toddlers and talk with them about the lines they see. Have them trace or help them trace the line with their pointer finger.
- **Straw Drop**—Use an empty water bottle and straws. Have the toddler drop the straws into the water bottle. The toddler will be using their pincer grasp which they will use later to hold a pencil.

PREREADING:

- **Retell the Story**—Read the story *Are You My Mother?* by P.D. Eastman. Point out objects in the pictures. After reading the story several times over a few days, bring some objects that are part of the story so the toddler can help to retell the story by finding the objects that come next in the story and setting them out. [Are You My Mother? \(story retelling items to use\)](#).
- **Language Basket**—Make cards (4x6) with pictures taken or found online of pets, babies, plants, fruits, vegetables, etc. Have the plastic items that toddlers can find in a basket and match to a picture on a card.
- **Reading Cards**—Create a set of five to ten read-along cards using 5x8 index cards without lines. Find pictures or take pictures that are related to the theme such as children taking a dog for a walk, parents giving their child a bath, or a person watering a plant or working in a garden. Print out the pictures and then write or print out what is happening in the pictures. Glue the picture and description onto a 5x8 card (or larger). Example: create a read-along card with a picture of a child taking a dog for a walk. Write or type a description of what you see. Laminate the cards so they will last longer. When showing the card, read what has been written on the card, such as “The child is taking the brown dog for a walk.” More cards can be added to the set during the month.

VOCABULARY:

- Attach pictures of animals to six sides of a cube. Let the toddler toss the cube and name the animal that comes up. Ask what the animal says, or demonstrate what it does (hop, fly, crawl, etc.)



- Laminate some pictures of natural scenic spots and wildlife. Name the features of mountains, rivers, lakes, oceans, and the animals that live there. Place them in an area where toddlers can see them throughout the day. Talk about the beautiful world that God made for us and how we show Him our love when we take good care of it.
- Review the key words used in the various activities.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Animal Prints**—Paint pet footprints on paper. Take plastic animals, dip their feet into paint, and make prints on paper.
- **Playdough Animals**—Create playdough animals. Remember to take a picture of the process.
- **Music**—Use several rhythm makers to keep time to the beat of the music.
- **Collage of Growth**—Have pictures of different animals (or plants or themselves) growing up to adulthood; help toddlers put them in order. Take a picture of the finished product.
- **Leaf Prints**—Use leaves from trees or plants to create leaf prints. Dip leaves into paint and put onto paper. You could also have toddlers paint leaves outside with water.

MATH:

- **Problem Solving and Spatial Relationships**

Show the toddler an object and then put it under a blanket or out of sight. Allow the toddler to explore to figure out where the toy went. Ask, “Where did the (name of toy) go?” Use words such as under, behind, above, below, etc.

- **Spatial Relationships**

Help toddlers understand the physical relationship between objects. “Can you help me put this animal in the basket?” “You’re sitting next to _____ (friend’s name)!”

SCIENCE:

- **Peekaboo Board**—Make a Peekaboo Board by using a poster board or large piece of cardboard. Make 5x7 colored cards with one circle of an animal print on the front of each card (zoo animals/house pets, for example). Print a matching picture of the animal to put underneath the card. Glue the pictures to the board, then glue the 5x7 animal print circle cards just at the top so they are a flap Peekaboo. Toddlers can look at who the printed design matches. [Zoo Animal Peek-a-Boo Board](#).
- **Magnets**—Put paper clips or cut chenille stems (about 1 inch) into a plastic bottle. Glue on the lid with super glue or a hot glue gun. Put a magnet wand out for the toddlers to use and explore magnets.



- **Animal Search**—Use a muffin tin and place small animals on the bottom of each tin. Cover them with baking soda. Let the toddlers squeeze vinegar out of bottles over the baking soda and discover the animals in the bottom of each tin. Add food coloring under a layer of baking soda for a fun surprise.
- **Discovery Bottles**—Fill one plastic bottle with ice cubes and one with hot water. Add flower petals for color. Teacher monitors this project because the toddlers' little hands could get too cold with the ice. Also make sure the water isn't too hot.

SOCIAL STUDIES:

- **Environment**—Plant seeds as a class and grow a plant or flower. Talk about how we can take care of our environment by taking care of our plant.
- **Nature**—Laminate some pictures of natural scenic spots and wildlife. Name the features of mountains, rivers, lakes, oceans, and the animals that live there. Place them in an area where the toddlers can see them throughout the day. Talk about the beautiful world that God made for us and how we show Him our love when we take good care of it.



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by creating “Flower Art” with the toddler’s footprint as the flower. Add a stem and grass to complete the picture. Add the art to the portfolio.



MATERIALS

- Box or large paper bag
- Large toys like a ball, a doll, or a toy car
- Medium and small boxes
- Heavy books
- Packing tape
- Decorative contact paper
- Packing peanuts
- Toy garden tools
- Edible flowers
- Plastic bin
- Scoops, alligator tweezers, colander, and other items
- Clear contact paper
- Flower petals and other flower parts
- Basket or container
- Colander
- Colorful chenille stems
- Paper towel tubes
- Pom-poms

- White paper
- Gallon resealable bag
- Duct tape
- Solid rubber ball (to fit in toddler's hand)
- Plastic animals
- Rocks, dirt, and other outside environment items
- Liquid soap
- Toothbrushes (to clean toys with)
- Wash towels
- Bubble wrap
- Nontoxic paint
- Balloons
- Flour, rice, lentils, beans, oats, and other textured materials
- Pantyhose
- [The Freeze](#), by Greg and Steve
- Daily routine cards (make your own)
- Dolls, blankets, bottles, stuffed animals, pet brush, pretend plants in a pot, small watering can, etc.
- Diaper bag with common contents
- Domestic and farm animal pets—plastic or stuffed animals
- Shoebox
- Ice cube trays
- Pictures of birds
- Magnetic strip
- [Five Little Sparrows](#), by Charlotte Diamond
- Pictures of lines found in or out of the classroom
- Small binder
- Straws
- Empty water bottle
- *Are You My Mother?* by P.D. Eastman: [Are You My Mother? \(story retelling items to use\)](#)
- 4x6 index cards
- Pictures of pets, babies, plants, fruits, vegetables, etc. and plastic items to match each picture
- 5x8 index cards
- Pictures of children taking a dog for a walk, parents giving their child a bath, a person watering a plant or working in a garden, etc.
- Glue
- Pictures of natural scenic spots and wildlife
- Cube with clear pockets
- Playdough
- Rhythm makers
- Pictures of animals, plants, or people in the various stages of growth
- Leaves
- Poster board
- 5x7 colored cards
- Paper clips or cut chenille stems
- Super glue or hot glue
- Magnet wand
- Muffin tin
- Baking soda
- Vinegar
- Food coloring
- Seeds to plant





UNIT 9

Friends

Weeks 33–36

Memory Verse:

“A friend is always loyal.”

Proverbs 17:17



BIG IDEA

Jesus gave us friends with whom we can share, play, and explore.



ENGAGE

MUSIC/MOVEMENT:

- [Friends Forever](#)
- [Jesus Is My Best Friend](#)
- [Jesus Loves Me](#)
- [Friends](#)
- [Friends, Friends 123](#)
- [This Is The Way We Make Friends](#)
- [Make New Friends](#)
- [The Friendship Song](#)

BIBLE STORY:

David and Jonathan—Friends Forever

Week 1

There once were two young boys who were very good friends. They had a friendship that was built out of kindness. One was a shepherd boy, and the other one was a prince.

Week 2

David, the shepherd boy, was humble and kind, and Jonathan was a mighty prince. The boys were very different, but one thing they had in common was their love for God.

Week 3

While David played his harp and took care of sheep, Prince Jonathan was busy at the palace training to be a soldier. Often, after they both finished their work, they would meet by the pond and go fishing. Sometimes they would take long walks. Jonathan and David promised each other that they would always be friends and be kind to each other's family.

Week 4

Review the story using props.

Questions to ask: Do you have a special friend? What's your friend's name?

LET'S READ TOGETHER:

- *Indestructibles: Things That Go!* by Amy Pixton
- *Zoom, Zoom, Baby!* by Karen Katz
- *Red Truck, Yellow Bus: A Book of Colors*, by Scholastic
- *Ball*, by Dr. John Hutton
- *Indestructibles: Let's Be Kind*, by Amy Pixton
- *Babies in the Forest*, by Ginger Swift
- *Forest Baby*, by Laurie Elmquist
- *Will You Be Friends with Me?* by Kathleen Long Bostrom



APPLY IT

ACTIVE PLAY:

This Is the Way—Song with age-appropriate vehicles

Toddlers are handed the vehicles to drive while the teacher sings.

This is the way we go to school,
Go to school, go to school,
This is the way we go to school
So early in the morning!

This is the way we play with friends
Play with friends, play with friends
This is the way we play with friends
So early in the morning

This is the way we share our toys
Share our toys, share our toys
This is the way we share our toys
So early in the morning.

This is the way we love Jesus
Love Jesus, love Jesus
This is the way we love Jesus
So early in the morning.

Find the Friends

Pictures of friends of different ages or pictures of the toddlers in the classroom together in pairs or small groups. Have each of the pictures in a basket. The teacher or the toddler will choose a picture out of the basket and then point out the friends in the pictures. **Say:** "Look, we see friends. Let's find the friends in the picture." Or **Say:** "Which friends do you see?" Allow the toddler to point or pick out a friend group.

Shall We Go for a Walk Today

Sing: Shall we go for a walk today

A walk today, a walk today?

Shall we go for a walk today

A walk today, a walk today?

To see what God has given.

Walk around while singing the song.

Then look for different items that God has created. This could be done inside or outside.

RHYMING:

The Airplane

The airplane has great big wings (*Arms stretched out*)

Its propeller spins around and sings, "Vvvvv!" (*Make one arm go round*)

The airplane goes up. (*Lift arms*)

The airplane goes down (*Lower arms*)

The airplane flies high (*Arms outstretched, turn around*)

Over the town!

The Train

Choo choo choo choo choo choo choo choo!

Billy and Johnny, Maria and Sue, (use toddler names)

All of them watch for the train to pass through.

Ding dong, ding dong, ding dong ding!

See the engine puffing, hear the bell ring.

Click clack, click clack, click clack clack,

Tell me please, will you come back?

Friends

I have two friends, (*Hold up 2 fingers on left hand*)

And they have me; (*Hold up 1 finger on right hand*)

Two friends and me, (*Bend each from left to right*)

That's one, two, three (*Hold up while saying 1,2 3*)

—Written by Cindy from Maryland

The Wide-Eyed Owl

There's a wide-eyed owl,

with a pointed nose,

with two pointed ears,

and claws for his toes.

He lives high in a tree.

When he looks at you

he flaps his wings,

and says, "Whoo, Whoo, Whoo."

(*Use appropriate actions on each line*)

—Original Author Unknown

Gray Squirrel

Gray squirrel, gray squirrel
Swish your bushy tail! (*Wave arm side to side*)
Gray squirrel, gray squirrel
Swish your bushy tail! (*Wave arm side to side*)
Wrinkle up your funny nose (*Scrunch your nose*)
Hold a nut between your toes (*Pretend to hold a nut*)
Gray squirrel, gray squirrel
Swish your bushy tail! (*Wave arm side to side*)
—Original Author Unknown



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the toddler classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the toddler. Sensory play enhances the overall development of a toddler's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Soap Bubble Pop**—As the teacher blows bubbles, toddlers attempt to catch and pop them.
- **Ball Throw**—Using a large ball, the leader throws the ball to the toddler who then throws it back.
- **Hula Hoop Hop** - Place hula hoops on the ground and practice hopping from one to the other.

FINE MOTOR:

- **Car Painting**—Piece of paper, car, and nontoxic paint. Put a bit of paint on a tray; run car through it and let the toddler paint tracks on the paper.
- **Cardboard Box**—String cups upside down from the edge of an open cardboard box. Let the toddler throw a small blown-up beach ball or another similar item at the cups. Hand-eye coordination.
- **Worm Search**—Gallon baggie with dirt and squishy/stretchy worms. Put dirt and squishy/stretchy worms in a gallon resealable bag and then inside another. Tape around all edges. Then tape to the surface of your choosing.

- **Build a Road**—Tape contact paper to the wall. Let toddlers put black strips of construction paper on it to make a road. You may also have some paper cars for them to put on the contact paper, etc.

SENSORY DEVELOPMENT:

- **Plastic Seasoning Bottles**—Put fresh herbs in the bottles. Do this sensory development with close supervision. Put different seasonings in plastic seasoning bottles and leave the lids off for exploration. Make sure to wash hands to get oil off of the toddlers' hands after they play with the herbs or sensory bottles. If you want to use fresh herbs in a tray, make sure to use close supervision as well. Choose herbs carefully and make sure there are not any allergies.
- **Water Play**—Put a small amount of water in a shallow tub or baking sheet and add a water toy. Let the toddlers have fun with the water (add water toys, boats, or measuring cups, etc.). Make sure to closely supervise this sensory development activity.
- **Noisy Shoes**—Tape bells to the tops of the toddlers' shoes. Let them walk and play, watching and hearing the bells. Make sure to supervise because bells are a choking hazard.
- **Sensory Ring**—Have the toddlers help tie contrasting ribbon on an embroidery ring, some bells, and some other items (use your imagination) and hang it outside so the toddlers can watch it move when the wind blows. Sensory sight and hearing along with feeling textures when helping to make it.

SELF-HELP:

- Encourage toddlers to walk without holding on to anyone or anything.
- Encourage toddlers to help when it's clean-up time.
- Provide one-step directions without gestures for the toddler to follow. Example: "Bring me your shoes, hand me your blanket, put the ball in the basket."



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **What's Your Emoji?**—Have several examples of emojis that show different feelings for the toddlers to choose out of a basket. Talk with the toddlers about what emotion each emoji is showing.
- **How Tall Are You?**—Measure toddlers by stacking cardboard blocks next to them. Talk about how they are growing and how the block tower will get taller when they grow. Measure another toddler the same way and then compare the block towers. Have the toddlers stand in front of a mirror so they are next to the blocks so they can see how tall they are next to the block tower.



SELF-CONTROL:

- **Loud or Quiet**—Explain to the toddlers that when the teacher says “Loud” they do the activity loudly and when the teacher says “Quiet” then they do the activity quietly. Example: stomping their feet, clapping their hands, slapping their thighs, talking, etc.
- **Shake-a-Long**—Provide each toddler with one or two plastic eggs filled with rice or other noisemaker. Have them shake the eggs during the song, [“I Know a Chicken,” by The Laurie Berkner Band](#).

INTERPERSONAL RELATIONSHIPS:

- **Carry the Basket**—Provide a small basket with handles and have the toddlers place various items in it. Have them work together to carry the basket to a designated spot in the room.
- **Row, Row, Your Boat**—Have two toddlers sit facing each other and hold hands. Have them work together to move back and forth as if they are rowing a boat. Sing the song to make it more fun.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed.
- **Whose Turn Is It?**—Have a shape drop box with the shapes. Give each toddler a shape and say, “Whose turn is it to put their shape in the box? It’s Emma’s turn to put her yellow star shape in the matching spot in the box.” Give each toddler a turn while saying their name and describing the shape they have. This can also be done between a teacher and a toddler. The teacher can say, “Miss Sullivan is putting the yellow star in the shape box.” The teacher places the star shape in the star cutout on the lid. Next, “Now it’s Emma’s turn to put in the red circle.” The teacher helps the toddler place the circle shape into the circle cutout on the lid. The teacher and toddler take turns with the rest of the shapes. Resource: [Fisher-Price Baby’s First Blocks](#).
- **Point to....**—While reading books to a toddler, ask them to point to something in the picture that you described. If the toddler is unsure, help them point to the item described.
- **Call a Friend**—Have a toy or real phone with push-button numbers on them. Have pictures of the other toddlers in the classroom and other teachers in the center. Have the toddler pick a picture and then say, “You want to call (name of friend)? Okay, push the phone number and say hello.” Encourage the toddler to say the name of the person in the picture. Show them how to use their pointer finger to push a few numbers. Say each number as they push it. Encourage the toddler to say hello, have a short conversation, and then say goodbye to the person they pretend is on the other end.

LISTENING/RECEPTIVE:

- **Loud or Quiet**—Take pantyhose and cut it into sections. Take items such as beans, salt, flour, sand, rice, water beads, nuts and bolts, etc. and place these various items in a balloon and then tie the end. Then place the balloon in the pantyhose section then tie off both ends. Have a metal can or pot and drop each balloon into the metal container and have the toddler listen to the sound it makes. Talk about if the balloon was loud or quiet. Have older toddlers choose a balloon they want to drop into the metal container.
- **Open, Shut Them**—Following directions using the song, “[Open, Shut Them](#).” Sing the song slowly so that the toddlers can process what they hear to what they need to do. Demonstrate the movements so the toddlers can learn them. For the younger toddlers, help them do the movements while singing the song.
- **Whose Name Is It?**—Sing this song so the toddlers can begin to recognize their names. Help the younger toddlers do the motions and give the older toddlers time to do the motions on their own. Be sure to demonstrate the motions. [Name Song](#).

PREWRITING:

- **Floor or Wall Scribbles**—Tape a large sheet of white butcher paper to the floor or on the wall for those toddlers who can stand. Give them each a chunky crayon or marker and have them scribble on the paper with various colors of crayons or markers. Talk with the toddlers about the lines they have made on the paper. Use the line vocabulary from the previous unit.
- **Noodle Towers**—Take several medium-sized balls of playdough and press them down a bit onto a tray or paper plate. Stick a straw in the middle of each playdough section and then have the older toddler stack rigatoni pasta on each straw. For younger toddlers, have plastic napkin rings for them to stack onto the straws.
- **Rainbow Hair Tie Tower**—Using a paper towel holder and hair ties, have the toddler place the hair tie on the paper towel holder. They will stack the different colored hair ties onto the holder.

PREREADING:

- **Retelling the Story Basket**—Read the story *Little Blue Truck* by Alice Schertle. After the toddler has heard the story several times, set out a basket with the items in the story. Have the toddler find the corresponding items on the tray as they are read about in the story. Give them time to set up the story after each page. Observe if they can give the name of the items. [Little Blue Truck Story Basket](#).
- **Reading Cards**—Create a set of five to ten read-along cards using 5x8 index cards without lines. Find pictures or take pictures that are related to the theme such as children playing together, children sharing with each other, children sharing a meal, etc. Print out the pictures and then write or print out what is happening in the pictures. Glue the picture and description onto a 5x8 card (or larger). Example: create a read-along card with a picture of children playing together. Write or type a description of what you see. Laminate the cards so they will last longer. When showing the card to the toddler, read what has been written on the card, such as “Emma and Troy are playing with the blocks together. They are friends.” More cards can be added to the set during the month.

- **Same or Different?**—Have two sets of animal cards. Place two cards at a time in front of the toddler and have them give the sounds. Example: place two cards of a cat in front of the toddler and have them give the sound, “meow, meow.” They both say, “Meow.” They are the same. Next, place two different animal pictures down and have the toddler give the sound of each. Point out that they are different and name the animals. As they become more familiar with the activity, ask the question, “Are they the same or different?”

VOCABULARY:

- Review vocabulary from stories and activities.
- Take pictures of the toddlers in your classroom. Print two of the same picture of each toddler. Using 4x6 cards, glue the pictures onto the cards and then laminate the cards so they will last longer. Place one set of cards on the floor or table. Place the other set in a basket and then help the toddler to pick out a card. **Say**, “Look, you have a picture of (name of toddler), let’s find the matching picture of (name of toddler).” Help the toddler to find the matching picture.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Friends**—Create handprints with paint and label the pictures “We love others.”
- **Vehicles Collage**—Cut out pictures of vehicles (cars, trucks, airplanes) and have toddlers glue them onto paper to create a collage.
- **Toddler Trees**—Use a tree trunk form and have toddlers add leaves with fingertips and paint (this activity can be modified by season).
- **Nature Item Collage**—Have toddlers go on a nature walk and collect sticks, leaves, grass, pine cones, etc. Have the toddlers create three-dimensional collages on the sidewalk or pavement. Take pictures of the walk and the collages.

MATH:

- **Shapes**—Identify naturally occurring shapes in the classroom. “This block is a rectangle, but this ball is shaped like a circle.” Books, clocks, signs, etc.
- **Quantity Words**—While playing near another toddler, use words to indicate quantities, such as “You have many blocks. Does Susie have many blocks? She has none! Can we give her some blocks?” (More, all, nothing, etc.)
- **Sequencing**
First, we put your socks on and then your shoes.
After we play outside, we will have a snack.
Before we eat, we wash our hands.

SCIENCE:

- **Bubbles**—Toddlers can play outdoors with either bubbles from a bubble machine, trying to blow their own, or teachers blowing bubbles.
- **Sensory Bag**—Take a plastic resealable bag and fill it halfway with 50/50 water and baby oil. Also add your choice of food coloring in the water. Tape to the surface of your choice. Let the toddlers explore.
- **Flowers**—Take flowers apart and laminate petals. Small flowers can be laminated also. Cut large circles around the laminated flowers/petals/leaves. Place these in a basket and let the toddler explore them.

SOCIAL STUDIES:

- **Hearts**—Precut heart shapes out of white paper. Put into a small container with red, pink, and purple paint and a couple of golf balls. Close the container and have toddlers shake the container. Take the hearts out to dry. Write a verse or the memory verse of the week on the heart. Share the hearts with church members or families.



ASSESS

Record developmental milestones.



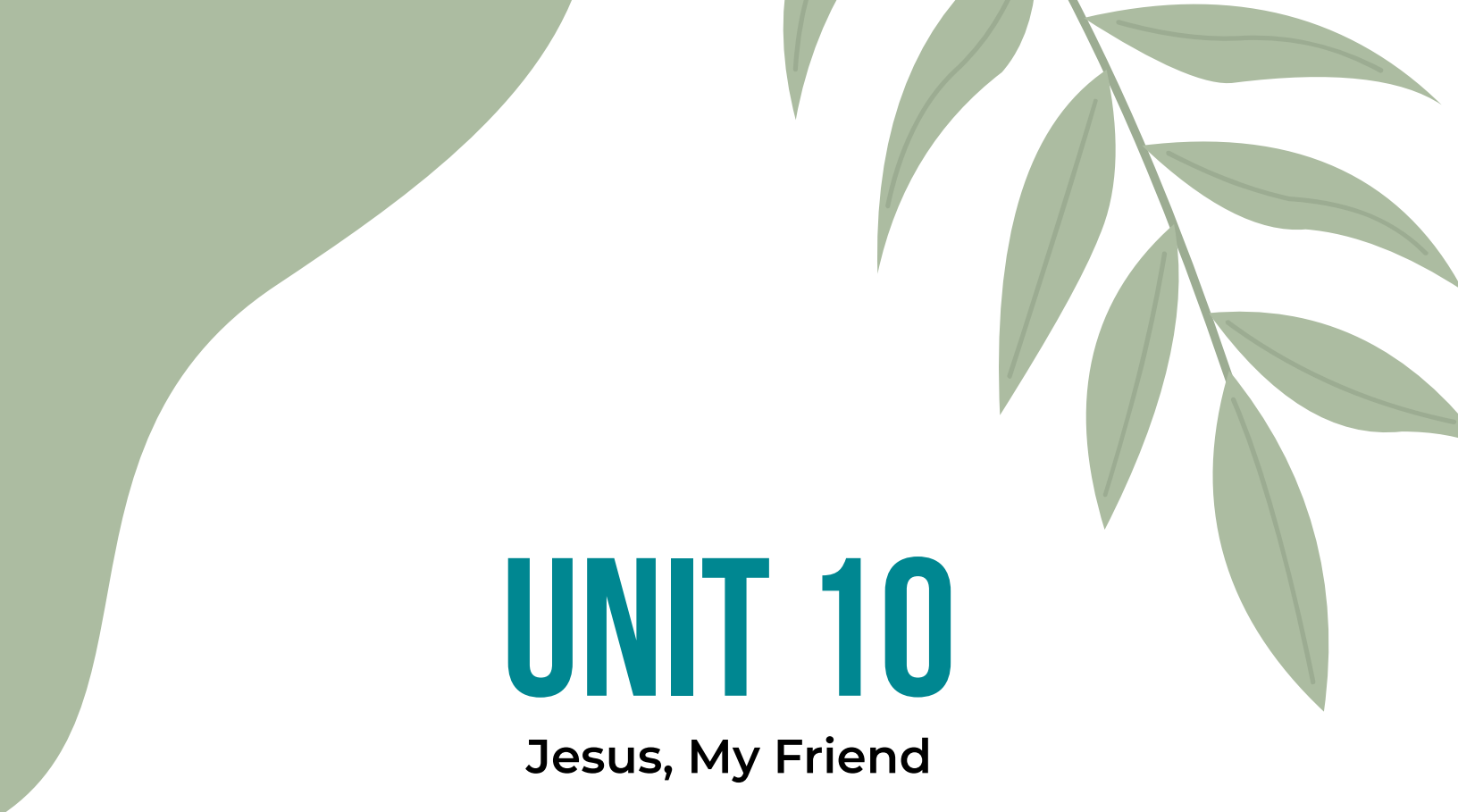
CELEBRATE

At the end of this unit, celebrate by creating a “Happy Camper” art with the toddler’s footprints as the tent. Add “_____ is a happy camper.” Add the art to the portfolio.



MATERIALS

- Age-appropriate vehicles/large plastic cars
- Pictures of the toddlers in the classroom together in pairs or small groups
- Bubble solution
- Large ball
- Hula-hoops
- Paper
- Nontoxic paint
- Trays
- String
- Cups
- Large cardboard box
- Small beach ball
- Gallon resealable bags
- Squishy/stretchy plastic worms
- Dirt
- Packing tape or duct tape
- Clear contact paper
- Empty plastic seasoning bottles
- Various dried herbs or fresh herbs
- Plastic tub or baking sheet
- Water toys, boats, or measuring cups, etc.
- Large jingle bells
- Ribbon
- Embroidery ring
- Emoji feeling faces (print out and laminate)
- Cardboard blocks
- Standing mirror
- Plastic eggs
- Rice/beans/lentils
- Small basket with handles
- Shape drop box: [Fisher-Price Baby's First Blocks](#)
- Toy or real phone
- Pantyhose
- Balloons
- Beans, salt, flour, sand, rice, water beads, nuts and bolts, etc.
- Large sheet of white butcher paper
- Chunky crayons
- Markers
- Playdough
- Straws
- Rigatoni pasta
- Book: *Little Blue Truck*, by Alice Schertle ([Little Blue Truck Story Basket](#))
- 5x8 index cards
- Pictures of children playing together, children sharing with each other, children sharing a meal, etc.
- Glue
- Two sets of animal cards (buy or make your own)
- 4x6 cards
- Baby oil
- Fresh flowers
- Golf balls



UNIT 10

Jesus, My Friend

Weeks 37–40

Memory Verse:

“Go wash in the river and
you will be healed.”

2 Kings 5:10



BIG IDEA

Jesus is my friend when I'm happy, sad, angry, and scared.



ENGAGE

MUSIC/MOVEMENT:

- [If You're Happy and You Know It Clap Your Hands](#)
- [Jesus, You Have the Power to Heal](#)
- [Jesus Is the Healer](#)
- [Naaman](#)
- [Jesus Is My Best Friend](#)
- [Jesus Is My Friend](#)
- [Jesus Is My Best Friend](#)

BIBLE STORIES:

Happy, Helpful Girl

Week 1

Many years ago, there was a **happy**, helpful girl. While working for Captain Naaman and his wife, she often sang songs and talked to God. The **happy**, helpful girl noticed that Captain Naaman had white spots on his body, called leprosy. The **happy**, helpful girl began to pray for Captain Naaman. She had a great idea—if only Captain Naaman would see the prophet Elisha, he could be healed.

Week 2

The **happy**, helpful girl noticed that Mrs. Naaman was very **sad** and **afraid** for Captain Naaman. “Mrs. Naaman, I know a prophet named Elisha. If Captain Naaman would go to him, I believe God would heal him.” Mrs. Naaman told Captain Naaman what the **happy**, helpful girl told her. Captain Naaman was **excited** to hear this news but was also **scared** that he would not be healed. Captain Naaman began his trip to visit the prophet. Elisha told Captain Naaman to dip in the Jordan River seven times, and then he would be healed. Captain Naaman was **angry**! Captain Naaman’s servants told him to do what the prophet asked him to do.

Week 3

So, Captain Naaman went to the Jordan River and went under the water once. When he came up, the spots were still there. He went under the water two, three, four, five, and six times. Each time he came up, he still had the white spots. Captain Naaman was about to

give up, but he decided to go into the water a seventh time. When he came out of the water, the spots were all gone. Captain Naaman was so **excited**! He couldn't wait to return home to show Mrs. Naaman and the **happy**, helpful girl that God had healed his leprosy.

Week 4

Review the story using props.

Questions to ask: How can you be helpful in the classroom? How can you be helpful at home?

LET'S READ TOGETHER:

- *How Does Baby Feel?* by Karen Katz
- *I Feel Happy: Why Do I Feel Happy Today?* by DK
- *Baby's Feelings: A First Book of Emotions*, by Little Hippo Books
- *Making Faces: A First Book of Emotions*, by Abrams Appleseed
- *My First Book of Emotions for Toddlers*, by Orlena Kerek MD
- *Jesus Loves Me*, by Cottage Door Press
- *Don't Forget to Remember*, by Ellie Holcomb
- *Jesus*, by Devon Provencher



APPLY IT

ACTIVE PLAY:

Who Am I?—Song with mirror.

The teacher takes the mirror from toddler to toddler and sings the song “Who Am I?”

Who am I, who am I,
Someone special to Jesus.
I'm his friend, I'm his friend,
I look just like Jesus.

Today I Feel....

Have a display of children's faces showing different emotions. Go through each of them and have the toddler mimic your facial expressions. Explain that Jesus created our emotions and our feelings, talking about how sometimes we feel _____ when _____ happens.

Color Movement—Have toddlers act out the following color words:

Red, you put your hands on your head

Blue, you put your hands on your shoe

Green, you're going to wash your face clean (*Pretend to wash face*)

Pink, you're going to think, think, think (*Tap pointer finger against side of head as if thinking*)

Yellow, you're going to wave to a fellow (*Wave to a friend*)

Purple, make 2 little circles (*With both pointer fingers make circles in the air*)

Brown, you're going to turn yourself around & sit right down!

RHYMING:

Jesus is Our Friend (Sung to "London Bridges")

Jesus is our friend today

Clap your hands, shout hooray

Jesus is our friend today

We love Jesus!

Jesus is our friend today

Stomp your feet, shout hooray

Jesus is our friend today

We love Jesus!

Jesus is our friend today

Turn around, shout hooray

Jesus is our friend today

We love Jesus!

—Original Author Unknown

Rhyme

All the big fish like to be (*Move hands like a fish*)

Underneath the wavy sea. (*Move hands up and down*)

God made swimming fish I know (*Point up*)

Just because he loves me so. (*Point to self*)

Big white horses gallop fast (*Move hands up and down, or physically gallop*)

Through the fields of tall, green grass. (*Rub hands together*)

God made all of them I know (*Point up*)

Just because he loves me so. (*Point to self*)

—Original Author Unknown

If You're Wearing Red Today

Tune "Muffin Man"

If you're wearing red today,

Red today, red today,

If you're wearing red today,

Stand up and say "Hoo-ray!"

(Repeat with other colors)





ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the toddler classroom as a center activity. Repetition is an important part of learning within the toddler classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the toddler. Sensory play enhances the overall development of a toddler's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **On the Move**—Toys that promote gross-motor development, such as ride-on toys, rocking horses, or something to bounce on, can be introduced as the toddler develops strength.
- **Hula-Hoop Beanbag Toss**—Place hula-hoop on the floor, and the toddler will throw a beanbag or soft toy into the hoop. Practice from varying distances. Another variation: make the target area smaller by placing something in the center and try to hit it with the beanbag.
- **Cushion Jump Along**—Place pillows or cushions around the room. Toddler will attempt to jump from one to the next.

FINE MOTOR:

- **Muffin Tin and Ping-Pong Ball Color Match**—In each muffin slot, place a color circle. Use primary colors. On the ping-pong balls, color a large dot on each one in a primary color. Have the toddler place each ball in the matching primary color slot. Say the name of the color as the toddler matches them.
- **Paper Towel Ball Roll**—Tape the paper towel rolls to a wall at various angles but make sure the ends are close so the balls can move from one roll to another. Have the toddler take a ping-pong ball, drop it in the paper towel roll, and watch as it makes its way through the various paper towel rolls, finally landing in the basket at the bottom.
- **Stretch It**—Give the toddler a section of a pool noodle and some large hair ties. Have the toddler stretch the hair tie to fit on the pool noodle; then push it down to add another one. [Pool noodle & rubber band fine motor.](#)

SENSORY DEVELOPMENT:

- **Tambourine March**—Have tambourines for toddlers to shake as they march around the room. See if they can follow a beat by modeling this with a tambourine and have the toddlers follow the teacher around the room.



- **Color Mix**—In a bin, provide salt and food coloring. Using the primary colors, choose two colors to add to the salt and then give toddlers whisks, spoons, forks, etc. Have the toddlers mix the salt and colors to see what secondary color is made. Have them use the mixing tools to create designs in the salt.
- **Sensory Lights**—Put small flashlights in colored Tupperware or colored water bottles. Turn room lights low for more fun. Let the toddlers explore the classroom with the flashlights in their colored containers.

SELF-HELP:

- Encourage toddlers to point to at least two body parts.
- Encourage toddlers to sit on the potty during each diaper change time.
- Encourage toddlers to help the teacher set the table at mealtime.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Blow the Balloon**—Demonstrate to the toddlers what it looks like to blow up a balloon. Next, explain to them that they will be blowing up their pretend balloon. Play the song “Blow the Balloon.” This activity helps toddlers stay focused on the present moment and helps them become aware of their senses and emotions.
- **How Big Am I?**—Bring in shoes in various sizes. Have the toddlers try on the shoes. Talk with them about which ones fit just right, which ones are too small, and which ones are too big. Talk with them about how much they have grown and how much they will grow.

SELF-CONTROL:

- **Follow the Leader**—Create an obstacle course and have one toddler be the leader to decide how to approach each obstacle. The other toddlers can follow what the leader does. The toddlers will learn to take turns and follow directions.
- **Tap Your Sticks**—Use paper towel tubes for the activities in the [Clap Stick Song](#).

INTERPERSONAL RELATIONSHIPS:

- **Partner Pose**—Have two toddlers sit facing each other with their feet touching. Have them hold each other’s hands and pull each other back and forth.
- **I Can Be a Friend**—Talk with toddlers about how they can be a friend to others. Sharing a toy, giving a hug to a sad friend, helping a friend find their shoes, etc.





LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed.
- **My Friend Jesus**—Using a hand-held mirror, tape a picture of Jesus to the side of the mirror. Have the toddlers take turns holding the mirror and looking at Jesus' face next to theirs in the mirror. Sing this song to the tune of "Who am I, I am Special to Jesus":
My friend Jesus, My friend Jesus,
I see him (smiling) with me. (laughing, nodding, swaying, blinking, etc.)
My friend Jesus, my friend Jesus,
He is always with me.
- **Expanding the Sentence**—Teachers will point out objects in the story or have the toddler point to various objects. Once they have found and pointed at the object, then expand the sentence. Example: Ask the toddler to point to an object on the page. "Can you point to the yellow duck?" Once the toddler has pointed to it, then say, "The yellow duck is swimming in the pond." If there is more than one duck, then say, "Let's count the yellow ducks swimming in the pond." Help the toddler point to each duck.
- **Name Puzzles**—Use sturdy paper plates to glue on a picture of each toddler in the classroom. Write their name under their picture on the paper plate. Cover the picture area with contact paper and then cut into two or three pieces. Place the puzzle that has the toddler's picture on it and show them how to put the pieces together to show the whole picture and their name. Have a puzzle with the picture of Jesus for the toddler to put together as well.

LISTENING/RECEPTIVE:

- **My Friend Teddy**—Give each toddler a small teddy bear to hold. Sing the song "Teddy Bear, Teddy Bear." Have them do the motions with their bear as they hear the instructions. Sing the song slowly so they have time to process the instructions. For younger toddlers, help them with the motions or model the motions with your own teddy bear.
Teddy bear, teddy bear,
I can hug.
(sing the first two lines twice)
Teddy bear, Teddy bear,
Hug, hug, hug
(Other motions: rock, stand, kiss, jump, etc.)
- **Can You Hear Me Now?**—Create a "phone" using plastic tubing, two plastic funnels, and Duct tape. [See Instructions Here](#). Stretch the phone across the table or floor area. Have a toddler on one end of the phone and the teacher on the other show them how to put the phone to their ear as the teacher talks into the other end. When the teacher sees the toddler begin to talk into their end, then the teacher can put the phone to their ear. The teacher can play games with the toddler, such as saying, "What does the cow say?" while showing a picture or toy and have the toddler give the sound through the phone.



- **Ring the Bell**—Using service bells, have the toddlers take turns ringing the bells. The teacher can use the bells to play listening games by ringing the bell once and having the toddler copy. Ring the bell twice and give the toddler time to process the action and then copy. Do up to three rings and then do 1, 2, and 3 rings in various orders.
- **Hokey-Pokey Game**—The teacher can hold the younger toddler on their lap as they sing the Hokey-Pokey song and help the toddler do the motions. For the older toddler, help them do the motions on their own or model. As the toddlers listen to the instructions, give them a few minutes to process the information and then do the motion ([Hokey-Pokey Song](#)).

PREWRITING:

- **Cave Drawings**—Using a large box, open one end so the toddler can go in with chunky crayons or markers and make lines and scribbles all on the inside of the box.
- **Velcro Pull**—Using velcro rollers, place the various sizes in a basket. Stick two of each together and show the toddler how to pull them apart. Once they are pulled apart, they can stick them back together ([Velcro rollers for fine motor development](#)).
- **Touch and Feel Line Book**—Use cardboard, chenille stems and/or sandpaper, and glue to create a line book. Glue a chenille stem-shaped line onto a small piece of cardboard for a page to the book. Lines: vertical, horizontal, zigzag, wavy, etc. As the toddler is exploring the book, have them touch each line and then the teacher describes the line and says the name.
- **Line Trace**—Create lines on cardboard and then glue on sandpaper lines. Place paper over the lines and have the toddler use a chunky crayon to color over the line. Talk with the toddler about the name of the line and where they might see that line around the classroom.

PREREADING:

- **Rhyming Book**—Read *Brown Bear, Brown Bear, What Do You See?*, by Bill Martin Jr./Eric Carle. Have pictures of the animals in the color described in the book. Place velcro on the back of the animal picture and have a sheet with colored circles to match with velcro in the middle. As the story is read, have the toddler find the matching animal and place it on the matching color ([Brown Bear Color Matching](#)). Observe if the toddler is able to name the animal and recognize the color.
- **What Does It Say? Match**—Have plastic animals on the floor along with matching picture cards of each animal. Give the sound of an animal and have the toddler find it and place the plastic animal on the matching picture card. Do this for each animal. Use common animals that toddlers would be familiar with.
- **Reading Cards**—Create a set of five to ten read-along cards using 5x8 index cards without lines. Find or take pictures that are related to the theme, such as pictures of Jesus with children, Jesus with angels, Jesus with the disciples, etc. Print out the pictures and then write or print out what is happening in the pictures. Glue the picture and description onto a 5x8 card (or larger). Example: create a read-along card with a picture of Jesus with children and write or type a description of what you see on the card. Laminate the cards so they will last longer. When showing the card, read what has been written on the card, such as “Jesus is telling stories to the children outside on the grass.” More cards can be added to the set during the month.

VOCABULARY:

- **Vocabulary**—Review vocabulary from stories and activities.
- **Naming Colors**—Have objects in the primary colors (red, yellow, blue) along with a laminated sheet of paper in each color. Pick an object and give the color and then the name of the object. Example: “Red, the apple is red.” Then place the item on the matching color of laminated paper.
- **I Spy....**—After the toddler has been introduced to the objects and colors, place the objects back on the carpet. Say, “I spy a red apple.” See if the toddler can recall which object is the red apple. Once they have found it, have them give it to the teacher.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Color Nature Collages**—Use colored construction paper and find items from nature for toddlers to sort onto the like colored construction paper.
- **Music and Movement**—Wave colored scarves to different instrumental music.
- **Playdough Rainbow Activity**—Create small rainbows with playdough.
- **Self-Portraits**—Take a picture of each toddler, have them use nontoxic paint, and put fingerprint dots in one color over the whole page. Associate colors with feelings. Examples: yellow for happy, blue for sad, and red for angry. Read the board book *My Many Colored Days*, by Dr. Seuss.

MATH:

- **Counting Song—1,2,3, Jesus Loves Me**
One, two, three—Jesus loves me
One, two—Jesus loves you!
Three and four—he loves you more
Than you’ve ever been loved before.
Five, six, seven—We’re going to heaven
Eight, nine—Glory Divine
Now we’ve sung right up to ten, let’s go back and sing it again.
- **One-to-One Correspondence**
The doll has two feet—let’s count: (As you point) One, two
You have two apple slices, Let’s count them . . . I have more than you! I have three!
(Count). I’m going to eat one of mine. Now we have the same!

SCIENCE:

- **Sand and Sea Creatures**—Put some sand in a bottle with some sea shells. Glue the lid on tight and let the toddlers explore. Talk about how Jesus made the sand and sea creatures and He loves them just like He loves us.



- **Sensory Science Tray**—Put fruits or vegetables in a tray let the toddlers explore them (apples, oranges, or other types of fruit). Cucumbers, artichoke (with pokies cut off), or other types of vegetables.

SOCIAL STUDIES:

- **Children of the World**—Make your own pictures of children from different countries and have a story about each child. These can be used with the songs “[Jesus Loves the Little Children](#)” or “[It’s a Small World](#)” and each toddler can wave stick faces.
- **Foreign Language Hello**—Sing the song “[Hello](#)” and learn greetings in different languages



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by taking a picture of the toddler with a friend or friends. Add the photo to the portfolio.





MATERIALS

- Handheld mirror
- Emotion face pictures
- Ride-on toys, rocking horses, or something to bounce on
- Hula-hoop
- Beanbags or small stuffed animals
- Pillows or cushions
- Muffin tin
- Ping-pong balls
- Colored circles in primary colors
- Markers
- Taper towel rolls
- Packing tape or duct tape
- Small baskets
- Pool noodle
- Large hair ties
- Plastic tub or cookie sheet
- Food coloring
- Salt
- Whisks, spoons, forks
- Tambourines
- Balloon (for the teacher)
- Shoes in various sizes
- Paper plates
- Glue
- Picture of each toddler
- Small teddy bears
- Plastic tubing, two plastic funnels: [See Instructions Here](#)
- Service bells
- Large refrigerator size box
- Chunky crayons
- Markers
- Velcro hair rollers
- Cardboard, chenille stems, and/or sandpaper
- Book: *Brown Bear, Brown Bear, What Do You See?*, by Bill Martin Jr./Eric Carle
- Have pictures of the animals and circles in the color said in the book
- Velcro strips
- Plastic animals
- Animal picture cards
- 5x8 index cards
- Pictures of Jesus with children, Jesus with angels, Jesus with the disciples, etc.
- Objects in the primary colors (red, yellow, blue)
- Paper in the primary colors
- Colored scarves
- Playdough
- Book: [My Many Colored Days](#), by Dr. Seuss
- Sand
- Water bottle
- Seashells
- Fruits or vegetables
- Tray
- Pictures of children from different countries



UNIT 11

Happy, Healthy Me

Weeks 41–44

Memory Verse:

“Daniel and his friends
were healthy.”

Daniel 1:15



BIG IDEA

Jesus created us to take care of our bodies.



ENGAGE

MUSIC/MOVEMENT:

- [Healthy Foods Songs](#)
- [The Healthy Food Song](#)
- [Obey, Obey the Lord](#)
- [My Body, Strong and Good](#)
- [Head, Shoulders, Knees, and Toes](#)
- [Two Little Eyes](#)

BIBLE STORY:

Daniel & Friends Choose Healthy Foods

Week 1

We all like to eat yummy food. A young boy named Daniel also enjoyed eating yummy and healthy foods. Daniel and his three friends were given special clothes and the king's food at the palace. Daniel and his three friends knelt by their beds and prayed to God that He would help them make wise choices.

Week 2

One evening the four boys were called and taken to the dining room to eat. When they saw all the food on the table, they whispered to each other, "This is not the food that God wants us to eat. What do we do?" Daniel went to a man standing in the back of the dining room. "Please let us eat our fruits, vegetables, nuts, and grains for ten days. And let us drink water instead of the king's wine," he said.

Week 3

So, the young boys were allowed to eat the foods they enjoyed and were healthy. After ten days, the king called the four boys into his chambers because he wanted to see how sick they looked. To the king's surprise, the boys looked healthier and stronger than any other young boys who ate the king's food. Because the boys trusted God, they were allowed to eat the healthy foods they were used to eating. Daniel and his friends remained faithful to God for many more years.

Week 4

Review the story using props.

Questions to ask: What is your favorite vegetable? What is your favorite fruit?

LET'S READ TOGETHER:

- *This Is How We Stay Healthy*, by DK
- *Brush, Brush, Brush!* by Alicia Padron
- *Get Up and Go!* by Nancy Carlson
- *Eating the Rainbow*, by Star Bright Books
- *Play with Your Plate!* by Judith Rossell
- *Bless This Food*, by Ginger Swift
- *My First Padded Book of Food*, by Wonder House Books
- *Eat Your Colors*, by Amanda Miller
- *Indestructibles: Baby, Let's Eat!* by Amy Pixton
- *Stir Crack Whisk Bake*, by America's Test Kitchen Kids
- *Rah, Rah, Radishes! A Vegetable Chant*, by April Pulley Sayre
- *Go, Go, Grapes! A Fruit Chant*, by April Pulley Sayre



APPLY IT

ACTIVE PLAY:

Five Red Apples (poem)—Teacher counts toddlers' fingers or toes.

Five red apples high in a tree,
One looked down and winked at me.
I shook that tree as hard as I could,
One fell down.... mmmm it was good!
(Continue rhyming until all the apples have fallen from the tree.)

Counting Food (poem with mirror)—Teachers show the toddler their reflection in the mirror when it is their turn and names a different vegetable or other food item each time.

One, two, three, four
_____ (toddler's name) is at the kitchen door.
Five, six, seven, eight.
Eating _____ (food) off her/his plate.

Get Ready to Listen—Have toddlers do this activity to prepare to listen to a story.

Two Little Feet

Two little feet go stamp, stamp, stamp (*Stamp*)
Two little hands go clap, clap, clap (*Clap*)
One little body stands up straight (*Stand straight*)
One little body goes round and round (*Turn*)
One little body sits quietly down.

RHYMING:

Banana

Bananas are my favorite fruit (*Pretend to hold a banana*)
I eat one every day;
I always take one with me, (*Put in pocket*)
When I go out to play. (*Wave goodbye*)
It gives me lots of energy (*Make muscle*)
To jump around and run,
Bananas are my favorite fruit— (*Rub tummy*)
To me they're so much fun!

Picnic

Going on a picnic,
Gotta pack a lunch.
What should we bring to munch, munch, munch?
(Suggest different foods)
Ready for a picnic,
Ready with a lunch,
Now we're ready to munch, munch, munch!

Pat-a-Cake

Pat-a-cake, Pat-a-cake, baker's man (*Clapping and touching toddler's hands*)
Bake me a cake as fast as you can;
Pat it and prick it and mark it with a
"B," (*Pat toddler as you say "pat," gently poke toddler as you say "prick"*)
And put it in the oven for Baby and
me. (*Point to baby and then yourself as you say the words*)

Here Are My Ears

Here are my ears (*Point to ears*)
Here is my nose (*Point to nose*)
Here are my fingers (*Show fingers on hand and wiggle them*)
Here are my toes (*Point to toes*)
Here are my eyes (*Point to eyes*)
Both open wide (*With hands make open wide motion*)
Here is my mouth (*Point to mouth*)
With white teeth inside (*Smile and show "white teeth"*)
Here is my tongue (*Point to mouth/tongue*)
That helps me speak
Here is my chin (*Point to chin*)
And here are my cheeks (*Point to cheeks*)
Here are my hands (*Wave hands*)
That help me play
Here are my feet (*Point to feet/stomp/walk/making stepping motions*)
For walking today

I Have a Little Body

I have a little body (Point to self)
That belongs to me.
I have two ears to hear with (Point to ears)
And two eyes to see. (Point to eyes)
I have a nose for smelling (Point to nose)
I have a mouth to eat. (Point to mouth)
I have two hands to wave
At everyone I meet! (Wave hands)
—Jean Warren



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the toddler classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the toddlers. Sensory play enhances the overall development of a toddler's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **How Do Fruits and Vegetables Grow?**—With various types of fruits and vegetables, talk about how they grow. “Apples grow high on the tree; can you reach up high to pick the apples? Where do the potatoes (carrots, etc.) grow? Can you reach down low and dig them up?”
- **New Skills**—As toddlers near the 2-year-old marker, they will be able to walk sideways and backwards, walk up and down stairs with help, and seat themselves in a toddler-sized chair. Find opportunities to practice these skills whenever possible. Example: using the cardboard balance beam, have toddlers practice walking on it sideways and backward.
- **Other Skills for 19-24-Month-Olds**—Jump in place, kick stationary ball, can squat to play and stand back up, walk on balance beam with one foot on and one foot off. Set up stations to practice various skills.

FINE MOTOR:

- **Threading Cereal**—Put chenille stems and cereal out on trays. Help toddlers thread the cereal on the pipe cleaners.



- **Fruit Basket**—Fill a basket with different play fruits or vegetables; let toddlers play with them and sort them. In the housekeeping area, set up a grocery store and sell the fruits and vegetables. Have the toddlers use the basket to gather their food choices. Talk about the healthy foods that God gave us to eat.
- **Fruit Tree**—Make a small tree and tape to a flat surface. In a resealable bag, place some small play fruit with clear hair gel. Tape shut the bag and then tape over the tree. Let the toddlers play and move the fruit over the tree.

SENSORY DEVELOPMENT:

- **Sensory Bag**—Cut open a pumpkin, squash, or cantaloupe, scoop out some of the insides, and put them into a resealable bag. Tape the bag securely to the surface of your choice and let the toddlers explore the contents mess free. Or if you're fine cleaning it up, let them scoop it out after you cut it open.
- **Sensory Bottle**—Mash or crush citrus fruits and put them in a spice bottle. Cover the top with a thin piece of cloth and then leave the lid open. Let toddlers explore the scents of the different fruits, with supervision of a teacher.
- **Exploring Fruits and Vegetables**—Let the toddlers explore apples cut in half, sweet peppers, or other mild fruits or vegetables.

SELF-HELP:

- Encourage toddlers to play with more than one toy at a time.
- Encourage toddlers to try and put on shoes and coat independently.
- Provide opportunities for toddlers to use switches, knobs, or buttons on a toy.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Problem Solving**—Provide opportunities for toddlers to figure out how to navigate various situations. Examples: how to fit their belongings into their cubby, how to flip their jacket on, carry their trash and put it in the trash can, etc.
- **Same and Different**—Different skin tone colors of pantyhose. Cut pieces so that toddlers can put them on their arms. Talk about what colors are the same or different.

SELF-CONTROL:

- **Loud and Quiet**—Have the toddlers march loudly around the circle area and then stop and quietly take a rest on the floor. Follow the action to the song "[We are the Dinosaurs](#) by The Laurie Berkner Band."



- **Color Moves**—Using the primary colors, place sheets of colored paper on the wall in different parts of the room. Explain to the toddlers that when they see the color red, they walk fast to the color red on the wall. When they see the color yellow on the wall, they hop over to the color yellow on the wall; when they see the color blue, they can walk very slowly to the color blue on the wall.

INTERPERSONAL RELATIONSHIPS:

- **Greetings**—We all have different ways we are comfortable greeting others. Have toddlers pick how they would like to greet each other each day. Have a poster showing different greetings such as a hug, fist bump, high five, and wave. When the toddlers arrive in the morning, have them choose how they would like to greet the teacher and then they can choose how they would like to greet each other.
- **What's Your Preference?**—This activity will help toddlers communicate their preference when others approach them to participate in an activity. Give them words to say and practice with various scenarios. What to say:

"Yes!"

"No!"

"No, thank you."

"I don't like that, I like this."

"May I have...."

"I don't want to."

"Maybe later."



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories.
- **Grocery Shopping**—Have a shelf with empty food boxes, empty food containers, and pretend fruits and vegetables. Have a shopping bag for the toddlers to use to carry the items they purchase. Have the toddler give the name of each item or help them say the name of each item.
- **Food Basket Upset**—Have some plastic fruits and vegetables in a basket and dump them out in front of the toddlers. Explain how these are healthy foods that God made for us to enjoy. Have each toddler put an item back in the basket by using descriptive language so they can know which item to put back. Example: "Sam, can you find the red apple? Yay! Now, place it back in the basket."
- **Healthy Cooking**—Create a kitchen play area with play items such as pots, pans, whisk, mixing spoons, spatula, chef hat, plates, bowls, cups, utensils, etc. Once the toddler has the items they bought at the grocery store, discuss with them what they could cook for snack or lunch. Use cooking vocabulary such as mix, cook, stir, measure, etc.

LISTENING/RECEPTIVE:

- **The Apple Preposition Game**—Use a play grocery basket and a plastic apple (or other fruit or veggie at different times). Place the apple and basket in front of the toddler. Ask them to place the apple in various positions. Place the apple (or other fruit) in the basket/next to the basket. Hold the apple over the basket, under the basket, in front of the basket, and behind the basket. Turn the basket over and have the toddler place the apple on the basket. See how well they are able to follow directions. For younger toddlers, help them hold the apple and say the directions while helping them place the apple where directed.
- **Toddler's Name, Toddler's Name, What Do You See?**—Have several stuffed animals or plastic animals out in front of the toddler. Say, "Riley, Riley, what do you see? I see a...." Have them choose an item to hold then say, "I see a (brown bear) looking at me." Give each toddler a turn to choose an animal to finish their sentence. Give the toddler time to try and say what they have chosen. For younger toddlers, say the name of the item with a descriptive word to help build vocabulary.
- **Singing Instructions**—When it is time for clean up or a transition, sing the instructions to the toddlers. Example: "clean up, clean up, it's time to put the blocks away. Everyone find a block and clean up." Or, "Let's put our shoes on, shoes on, shoes on, let's put our shoes on so we can go outside." Resources to consider: [*"I'm A Mess" and "Clean It Up" by The Laurie Berkner Band*](#). Play the songs to let the toddlers know it is time for clean up and also while they are helping to clean up. When getting ready to go outside or home: [*"Let's Go!" by The Laurie Berkner Band | Getting Ready Song*](#).

PREWRITING:

- **Popsicle Stick Drop**—Have a small oatmeal container and cut a slot in the lid. Show the toddler how to pick up a popsicle stick, place it in the slot, let go, and let it fall into the container. Use colorful popsicle sticks if available.
- **Finger Paint Lines**—Make toddler-safe finger paint and have them use their fingers to make lines on finger paint paper. Talk about the lines they are making ([Safe Finger Paint Recipe](#)).
- **Velcro Line**—Create velcro lines on the wall. Have ping-pong balls with velcro on them in a basket. Have the toddlers take the velcro ping-pong balls and place them on the lines. Talk about the lines the toddlers are filling with the velcro covered ping-pong balls. Lines: vertical, horizontal, zigzag, curvy, circle, etc.
- **Color Sticker Pull**—Have different colors of paper on the wall and give each toddler some round [colored stickers](#) (find at an office supply store). Have the toddler pull off a colored sticker and place it on the matching colored paper.

PREREADING:

- **The Very Hungry Caterpillar**—Read the story *The Very Hungry Caterpillar*. Use a sock to make a puppet and felt to make the food listed in the book, with a hole in each one so it can be put on the puppet. The toddler can wear the sock puppet and place each item on the caterpillar with help or the teacher can wear the sock puppet and the toddler can place the food on it. As the teacher reads the story, the items are placed on the caterpillar ([The Very Hungry Caterpillar Puppet](#)).

- **Fruit and Veggie Match**—Have picture cards of fruits and veggies along with plastic fruits and veggies. Have the name of each fruit and veggie on a card. Help the toddler to match a plastic fruit or veggie to the matching card. Talk with them about the fruit or veggie using descriptive words. Example: “Let’s find the green broccoli” or “Can you find the long, orange carrot?”
- **Grocery Shopping Environmental Print**—Have families bring in empty boxes or containers of their toddler’s favorite foods. Place the boxes and containers on a shelf and have a few play grocery baskets near the shelf. To help remember whose favorite food is whose, write the toddler’s name on the containers. Talk with them about the names of the food on the containers. Share whose favorite food it is, or for older toddlers ask whose favorite food it is. Give them time to go grocery shopping and then talk with them about the food they chose to put in their basket. See if they can tell you what the food is.
- **Foods I Eat Book**—Use pictures of food the toddlers eat that comes in commercial boxes such as Cheerios, fish crackers, applesauce, Puffs, etc. Use the items they would be most familiar with. Toddlers are reading the environmental print. They recognize the item and give the name.

VOCABULARY:

- **What’s for Lunch?**—Have a plastic plate, fork, spoon, and cup. Have plastic foods to choose from and food containers. Have toddlers help set the table and then choose foods to place on the plate and a juice or milk to pretend to eat. Talk with them about getting ready for lunch. Use the correct names for each item and have them help add pretend food to the plate and pretend to pour juice or milk into the cup. Then they can pretend to eat or drink. Possible resources: [Plastic Food](#) or cut out pictures of meals and other foods and then laminate.
- [Infant/Toddler Photo Library Lakeshore](#)—Use these cards or create your own to help build the toddler’s vocabulary. Show a few pictures at a time and talk about what it is. Example: “Look, this is a picture of an apple, it’s red and yummy.” For older toddlers, let them choose a picture from the two or three the teacher has laid out on the table or floor. Help them say what the name of the item in the picture is or describe what is seen in the picture.
- Review vocabulary from stories and activities.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Apple Prints**—Cut an apple in half from the side. When cut in half you will see a star shape where the seeds are. On a tray, put a small amount of red paint and have the toddler place the apple on the paint to cover the surface. Then, have them place the apple on a piece of white paper several times to make apple prints.
- **Lemon Playdough or Apple Playdough** ([recipe link](#))—Make the scented playdough and then provide playdough tools such as a small rolling pin, cookie cutters, etc.

- **Paper Tearing Collage**—Provide pieces of scrap paper for the toddlers to tear and then have a piece of contact paper, sticky side up, taped to a table for them to place the pieces of paper on.
- **Shape Decorate**—Have pieces of paper in various shapes for each toddler. Have them place circle stickers (find stickers at office supply stores) on the shape to decorate. Helps with fine motor skills.

MATH:

- **Measurement: Heavy and Light**—Compare different objects or toys. What things are heavy? Are your muscles strong enough to pick up the table?
- **Measurement: Near and Far**—Distance. How many steps does it take to walk to the door, to the slide, etc. Which one is farther away?
- **Sorting**—Let's put the blocks in the box and the trucks in the basket. Other things to sort: food, animals, blocks, socks by color, etc.

SCIENCE:

- **Where Does My Food Grow?**—Help toddlers match play or real fruits and vegetables to a picture of where it grows: underground, on a plant or tree, etc. Talk about how God made colorful healthy fruits and vegetables for us to eat.
- **Sharing**—Take a clementine orange or other segmented fruit/vegetable and talk about how it is already divided to share with friends. Count how many pieces there are. Do with supervision because of citrus oils.
- **Washing Our Food**—Provide a small bin with water, soap, and a food scrub brush. With the help of the teacher, the toddlers can wash fruits and vegetables for snack time. Then try some different types to eat, like berries. Or help peel a banana.

SOCIAL STUDIES:

- **Food to Table**—Read:
Grow! How We Get Food From Our Garden, by Karl Beckstrand
My First Book of Growing Food, by duopress labs.



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by taking a picture of the toddler eating their favorite food. Add the photo to the portfolio.



MATERIALS

- Fruits and vegetables
- Cardboard balance beam—make your own
- Ball
- Chenille stems
- Cereal: Cheerios or Fruit Loops
- Trays
- Grocery basket
- Packing tape
- Gallon resealable bags
- Small play fruit
- Brown construction paper
- Pumpkin, squash, or cantaloupe
- Scoop or spoon
- Empty spice bottles
- Pantyhose in various skin tones
- Construction paper in the primary colors
- Pictures of different greetings: hug, fist bump, high five, and wave
- Empty food boxes, empty food containers
- Shopping bag
- Pots, pans, whisk, mixing spoons, spatula, chef hat, plates, bowls, cups, utensils, etc.
- Empty oatmeal container
- Popsicle sticks
- Toddler-safe finger paint—*Safe Finger Paint Recipe*
- Velcro strips
- Ping-pong balls
- Round colored stickers
- Book: *The Very Hungry Caterpillar*, by Eric Carle
- Sock Puppet: [The Very Hungry Caterpillar Puppet](#)
- Picture cards of fruits and veggies along with plastic fruits and veggies
- Commercial food boxes such as - Cheerios, fish crackers, applesauce, Puffs, etc.
- Plastic plate, fork, spoon, and cup
- Pictures of meals and other foods or plastic foods
- [Infant/Toddler Photo Library Lakeshore](#)
- Apples
- Nontoxic paint
- Lemon playdough or apple playdough ([recipe link](#))
- Pieces of scrap paper
- Clementine orange or other segmented fruit/vegetable
- Plastic bin
- Liquid soap
- Food scrub brush



UNIT 12

Celebrate

Weeks 45–48

Memory Verse:

“The heavens proclaim the
glory of God.”

Psalm 19:1



BIG IDEA

Jesus loves to celebrate with us and wants us to be in Heaven with Him someday.



ENGAGE

MUSIC/MOVEMENT:

- [Heaven Is a Wonderful Place](#)
- [Jesus Loves Me](#)
- [When I Get to Heaven](#)
- [Picnic In Heaven](#)
- [Heaven Is For Kids](#)
- [Walking On Heaven's Road](#)
- [Animals, Animals, Jesus Made the Animals](#)
- [Praise Him All Ye Little Children](#)
- [I Will Wear a Crown](#)

BIBLE STORIES:

Jesus' Second Coming

Week 1

I love taking trips. Some trips are far away, and others are close by. Before going on a trip, I pack a suitcase with everything I need to take on my journey. But there is a trip I can't wait to take. I won't need to pack my suitcase; all I will take is myself. That trip is to a place far away from earth; the place is called Heaven.

Week 2

Heaven is a beautiful place where God and Jesus have prepared for us to live with them forever. There are streets of gold and big mansions for us to live in. Someday, Jesus will come back to take us to this beautiful place. We won't have to pack a suitcase, but we must prepare to go in a different way.

Week 3

To prepare for our trip to Heaven, we must prepare our hearts and give our lives to Jesus. Jesus wants us to tell as many people as possible about this beautiful trip. When Jesus returns, we will travel in a big cloud, and many angels will be with Him. Heaven is a lovely place, and I want to go there.

Week 4

Review the story using props.

Questions to ask: Would you like to go to Heaven? Who would you like to see in Heaven?

LET'S READ TOGETHER:

- ***Indestructibles: Baby, See the Colors!*** by Ekaterina Trukhan
- ***My Very First Book of Colors***, by Eric Carle
- ***What's Your Favorite Color?*** by Eric Carle
- ***Just in Case You Ever Wonder***, Board book by Max Lucado
- ***Little Joy***, by Nadine Brun-Cosme
- ***The Joyful Book***, by Todd Parr
- ***Baby Touch and Feel: Happy Birthday***, by DK
- ***Who Sang the First Song?*** by Ellie Holcomb
- ***Hooray It's Your Birthday!*** by Brick Puffinton
- ***Look & Learn: Let's Make Music***, by National Geographic Kids



APPLY IT

ACTIVE PLAY:

Heaven Is a Happy Place—Sung to “*Sabbath is a Happy Day*.”

Toddlers play noisemaker instruments and wear crowns.

Heaven is a happy place
Happy place, happy place
Heaven is a happy place
I will live with Jesus

All the Dogs Bow Wow (show pictures of animals and of Heaven)

All the dogs bow wow
And the cats meow
And the roosters cockadoodledoo
All the hens cluck cluck
And the ducks quack quack
And the cows moo moo
And the sheep baa baa
And the turkeys gobble gobble gobble
There'll be lions there
And a big brown bear
And I'm sure there'll be a tall giraffe.
There'll be kangaroos
Little bunnies too
Big gray elephants
Little monkeys too
And we'll all be happy up in Heaven



RHYMING:

Color Poems ([link](#))

Rainbow Fingerplay ([Gracelink](#))

I see a rainbow in the sky (*Sweep hand overhead in half circle*)
Each time the sun shines through the rain (*Hold hands in a big circle, then make fingertips fall as if rain*)
It tells God's promise not to send (*Point index finger to Heaven*)
A flood on all the earth again. (*Stretch arms open wide for the earth*)
—Ethel Grace Stones



ACTIVITY OPTIONS

The activity options are provided with the intention of being used throughout the whole month as either a lesson activity or set up in the classroom as a center activity. Repetition is an important part of learning within the toddler classroom. Many of these activities are intended to be done one-on-one or in a small group. These can be extended or modified depending on the toddler. Sensory play enhances the overall development of a toddler's social, cognitive, physical, imaginative, and mental health.



HEALTH & SAFETY

GROSS MOTOR:

- **Climbing**—Provide small slides for toddlers to climb and slide down.
- **Stacking**—Have toddlers stack empty milk cartons or cardboard blocks. Once they are stacked, have them knock over the towers. Have the toddlers count to three for more suspense.
- **How High?**—Stack blocks/cartons and step over them. See how high you can stack them and still step over.

FINE MOTOR:

- **Puff Cereal**—Toddler is given two small bowls. One with puff cereal or cheerios to pick up with alligator tweezers and put in the other bowl.
- **Zip Bag**—Make a baggie with clear hair gel, shaving cream, drops of paint or food coloring, and some fun party confetti. Tape to the surface of choice and let toddlers use fingers to mix items.
- **Music**—Sing “Jesus Loves the Little Ones Like Me” while you do the hand motions. Have a picture of Jesus as a small boy and celebrate how Jesus loves them. Show the picture of Jesus and then point to them during the song.

- **Grabbing Basket**—Put celebration items in your basket: noisemakers, party hats, a toddler-friendly mirror, etc. Celebrate with the toddlers, each day telling them who loves them.

SENSORY DEVELOPMENT:

- **Sensory Bag**—Tape a cake picture under the bag. Add oil, water, and food coloring along with plastic confetti, small birthday candles, etc. to a gallon bag. Put this bag inside another bag for leak proofing. Duct tape to the surface of choice. Allow toddlers to squish and explore the bag, decorating the cake.
- **Sensory Bottle**—Add water, oil, and food coloring with your celebration items. Glue lid on. With supervision, allow toddlers to roll or shake the bottle to see items float and swirl.
- **Twinkle Lights**—Using a cardboard box, poke Christmas lights through holes and hang paper party balls from the edge of the box. Let the toddlers explore the box with supervision or look at it during naptime/rest time.

SELF-HELP:

- Encourage toddlers to carry their own bag when arriving and leaving the classroom.
- Encourage toddlers to walk to the playground or go on walks outside.
- Encourage toddlers to use a fork and spoon for all meals.



SOCIAL & EMOTIONAL

SELF-AWARENESS:

- **Looking for Clouds**—This activity will help toddlers to be calm and focus on looking for clouds. Go outside and have the toddlers lay on blankets; then look up at the sky for clouds. Read [*Little Cloud*, by Eric Carle](#).
- **Tell the Puppet**—The teacher has a puppet and takes it around to each toddler to ask how they are feeling today. Help toddlers find the words to describe how they are feeling.

SELF-CONTROL:

- **Calm-Down Breaths**—When toddlers are frustrated or angry, teach them the 3-2-1 method.
Breathe in for 3 seconds
Hold for 2
Exhale for 1
Repeat
Slow it down
- **Ball Rock**—Using a large ball, have the toddler lean over it and rock them back and forth. Have them reach out and touch their fingers to the ground and then keep their arms out straight as they are rocked back.



INTERPERSONAL RELATIONSHIPS:

- **Happy to See You!**—Do the actions and sing the song [“When I Woke Up Today”](#) by The Laurie Berkner Band.
- **Role Play**—Birthday party fun in the dramatic play center. Provide party supplies, dress-up clothes, plastic cake, etc. Talk with toddlers about celebrating each other’s birthdays. Have books showing birthday celebrations.



LANGUAGE & COMMUNICATION

SPOKEN/EXPRESSIVE:

- **Vocabulary**—Introduce vocabulary during conversation, songs, games, and stories. Use sign language as needed.
- **The Party Basket**—Have a basket with various plastic foods, dishes, and party decor. For younger toddlers, the teacher can have them touch the items while giving the name of the items. For the older toddler, the teacher can give a direction such as “Can you find the birthday cake?” The teacher can give them time to find it and also help them by pointing it out and having them bring it to them. Give the toddlers time to explore and look for the item in the basket. The basket can be left out for them to explore for dramatic play.
- **Picture Book Reading**—Have board books with real pictures of celebrations or create your own book with pictures. While looking at each page, ask questions such as: “Can you point to _____? Let’s count the _____. Do you see the color (blue, red, yellow, green, orange, purple)? Let’s find the party hats,” etc. For younger hands, help them point to the items. Give older toddlers time to point to the item named. Describe what is seen in the picture and talk about what type of celebration it may be.
- **Using Your Manners**—Have various items from the party basket on the table or floor. Model using manners when sharing the objects. Example: ask the toddler to pass the piece of cake by using manners. “Joe, please pass me the cake.” “Thank you, Joe.” Have the toddler say or sign, “You’re Welcome.” Next, have them ask for an item using their manners. Practice using please, thank you, you’re welcome, and excuse me.

LISTENING/RECEPTIVE:

- **Stop and Go Listening Game**—Play music and have the toddlers practice listening by stopping when the music stops and moving when the music is playing. Help the younger toddlers by modeling and/or helping them. Give older toddlers time to stop and go. Possible Resource: [Stop and Go](#), by Ella Jenkins (some of the movements in this song are for older children but the teacher can model and the toddlers can just move and have fun).
- **Let’s Sort**—Have baskets or bowls with the colors that have been introduced in them. Use colored paper or fabric. Have items in the various colors and have the toddlers sort them into the various containers. For older toddlers, say, “Can you find the yellow flower and put it in the yellow bowl?” For younger toddlers, help them find the item the teacher has named and described and help them place it into the correct bowl.

- **Grab Bag of Sounds**—Have a small bag with various animals and vehicles that the toddlers have been introduced to. Have an older toddler put their hand in the bag and give the sound of what they pull out. Help the younger toddler pull out an item and give the sound it makes.

PREWRITING:

- **Pound the Playdough**—Give each toddler a ball of playdough and plastic playdough stampers on a tray. Flatten out the playdough for the toddler. Have the toddlers stand at a low table so they can use their body weight if needed. Show the toddlers how to press the stamper into the playdough. Have younger toddlers sit in chairs and give them some playdough in a plastic bag to squish. Possible Resource: [Easy Grip Dough Rollers Lake-shore](#).
- **Decorate the Cake**—Use white poster board to cut various-sized ovals or rectangles, then stack and tape them to a wall. Give the toddlers markers that they can use to color lines on the cake. Have circle stickers in various colors that they can stick onto the cake as well. The [round stickers](#) can be found in an office supply store.
- **Peg the Line**—Use pegs on a peg board to make lines. Talk with the toddlers about the lines they are making. Possible Resource: [My First Pegs](#).
- **Confetti Pick-Up**—Cut pieces of colored yarn and place on a tray. Have toddlers use a lint roller to pick up the colored yarn pieces and then use their pincer grasp to pull the pieces of yarn off the lint roller and place in a bowl.

PREREADING:

- **Reading Cards**—Create a set of five to ten read-along cards using 5x8 index cards without lines. Find or take pictures of children that are related to the theme such as children at a birthday party, at a wedding, children participating in activities at a birthday party or wedding, etc. Print out the pictures and then write or print out what is happening in the pictures. Glue the picture and description onto a 5x8 card (or larger). Example: create a read-along card with a picture of a child eating birthday cake or walking down the aisle as the flower girl or ring bearer in a wedding. Write or type a description of what you see on the card. Laminate the cards so they will last longer. When showing the card to the toddler, point out what is happening and other details, such as “Look at the child blowing out the candles on the birthday cake.” More cards can be added to the set during the month.
- **Class Book**—Have parents bring in a picture of their toddler at a party, eating cake, or participating in an activity. Use the pictures to create a class book. As the teacher reads the book to the toddlers, describe what is happening in the picture, and give names of items and people if possible.
- **Action Story Telling**—Read the story [Clap Your Hands](#), by Lorinda Bryan Cauley. Have the toddlers read along and do the actions in the story. Observe if they can say the name of the action and understand how to do the action in the story.



VOCABULARY:

- Review vocabulary from stories and activities.
- **Infant/Toddler Photo Library Lakeshore**—Use these cards or create your own to help build the toddler's vocabulary. Show a few pictures at a time and talk about what it is. Example: "Look, this is a picture of an apple. It's red and yummy." For older toddlers, let them choose a picture from the two or three the teacher has laid out on the table or floor. Help them say what the name of the item in the picture is or describe what is seen in the picture.
- **Naming Colors**—Have objects in the primary colors (red, yellow, blue) and secondary colors (orange, purple, green) along with a laminated sheet of paper in each color. Have the toddler pick an object and give the color and then the name of the object. Example: "Red, the apple is red." Then have them place the item on the matching color of laminated paper.



COGNITIVE DEVELOPMENT

CREATIVE EXPRESSION:

- **Music**—Provide toddlers with noisemaker instruments and have them play them to praise music.
- **Paper Plate Crowns**—Paint and decorate (add sticker gems, etc.) a paper plate, then cut from center to edge in a triangular shape. [Paper Plate Crown](#).
- **Ribbon Movement**—Using wooden rings and various colors of ribbon, create movement rings by tying ribbons onto the rings. Give each toddler a ring and have them wave them to music. [Ribbon Rings](#).
- **Fluffy Cloud Dough**—8 cups of flour mixed with 1 cup vegetable oil. Have toddlers roll out dough into long thin sections and then create lines.
- **Block Building**—Have toddlers create their house in Heaven, taking pictures of the finished product

MATH:

- **Counting**—How many blocks can you stack on top of each other? Let's count them.
- **Compare Block Towers**—Which one has more blocks? Which one is taller?
- **Collecting, Organizing, Sorting**—Let's put the big blocks on one shelf and the little blocks on the other.

SCIENCE:

- **Streamers in the Wind**—Use a cardboard box and tape paper streamers to the edge. Use a fan that is placed out of reach to blow the streamers. Let toddlers watch the streamers blow in the wind.



- **Sensory Bag**—In a gallon resealable bag, add two primary color paints. Tape the bag to a surface of your choice. Let the toddlers mix the paint colors to see what new color it makes.
- **Oobleck**—Make [oobleck](#) and have the toddlers feel and see how the mixture turns from hard to runny when picked up.

SOCIAL STUDIES:

- **Celebrations**—Explore different ways cultures celebrate holidays. Sing “[Celebration](#).”
- **Favorite Holiday**—Have parents share pictures of their family during their favorite holiday and have the toddler point out their family members and specific items that show what the holiday is.
- **Celebration Dress-Up**—Have a basket with various dress-up items from the different holidays and celebrations for toddlers to explore. Examples: Santa hat, Easter eggs and bunny ears, 4th of July hat, birthday hat, etc.



ASSESS

Record developmental milestones.



CELEBRATE

At the end of this unit, celebrate by having the teacher take a picture of the toddler wearing a crown. Add the photo to the portfolio.





MATERIALS

- Small slides
- Empty milk cartons or cardboard blocks
- Two small bowls
- Puff cereal or Cheerios
- Gallon resealable bags
- Clear hair gel, shaving cream, and drops of paint or food coloring and some fun party confetti
- Basket
- Celebration items: noisemakers, party hats, a toddler-friendly mirror, etc.
- Cake picture
- Oil, water, and food coloring along with plastic confetti and small birthday candles
- Christmas lights
- Blankets
- [*Little Cloud*, by Eric Carle](#)
- Sock puppet
- Large ball
- Party supplies, dress-up clothes, and a plastic cake
- Small bag with various animals and vehicles
- Playdough
- Plastic playdough stampers: [Easy Grip Dough Rollers Lakeshore](#)
- Poster board
- Pegs on a peg board
- Colored yarn
- Lint roller
- 5x8 index cards
- Pictures of children at a birthday party, at a wedding, children participating in activities at a birthday party or wedding, etc.
- Book: [*Clap Your Hands*, by Lorinda Bryan Cauley](#)
- [Infant/Toddler Photo Library Lakeshore](#)
- Objects in the primary colors (red, yellow, blue) and secondary colors (orange, purple, green)
- Colored construction paper
- Paper plates
- Sticker gems
- Wooden rings and colorful ribbon: [Ribbon Rings](#)
- Flour
- Baby oil
- Blocks
- Cardboard box
- Paper streamers
- Nontoxic paint
- [Oobleck](#): cornstarch, food coloring, water



APPENDIXES

LESSON PLAN – WEEKS 1 AND 2

WEEK 1

Month: August

Engage	Music		Bible Story		Books					
	God Made Me My Body Strong A Little Prayer Jesus Loves Me		God Created Adam and Eve		1,2,3 God Made Me! God Made You Nose to Toes					
Apply It	Active Play			Rhyming						
	Who Am I?			God made you, God made me.						
Physical Development	Gross Motor		Fine Motor		Sensory					
	Body awareness		Puffed Cereal		Sensory Bag					
Cognitive Development	Creative Expression		Math		Science		Social Studies			
	Paint - Hands		Counting		Outdoors		Faces			
Language/ Communication	Spoken/ Expressive		Listening/ Receptive		Pre-writing		Pre-reading		Vocabulary	
	Sign language Conversation		Listening Game		Grasping		Books		Conversation	

WEEK 2

Engage	Music		Bible Story		Books					
	God Made Me My Body Strong A Little Prayer Jesus Loves Me		God Created Adam and Eve		God Made Us Ten Little Fingers and Ten Little Toes					
Apply It	Active Play			Rhyming						
	Who Am I?			God made you, God made me. Here are my eyes.						
Physical Development	Gross Motor		Fine Motor		Sensory					
	Tissue Paper Kick		Wiffle Ball		Icy Bottle					
Cognitive Development	Creative Expression		Math		Science		Social Studies			
	Paint - Feet		Counting		Animals		Faces			
Language/ Communication	Spoken/ Expressive		Listening/ Receptive		Pre-writing		Pre-reading		Vocabulary	
	Sign language Conversation		Name		Grasping		Picture Match		First Language Sounds	

LESSON PLAN – WEEKS 3 AND 4

WEEK 3

Engage	Music		Bible Story		Books					
	Jesus Loves Me Head, Shoulders, knees, and Toes Two Little Eyes		God Created Adam and Eve		My First Book About Me					
Apply It	Active Play			Rhyming						
	Who is this?			God made you, God made me. Here are my eyes. I Clap My Hands						
Physical Development	Gross Motor		Fine Motor		Sensory					
	Tummy Time		Grabbing baskets		Twinkle Lights					
Cognitive Development	Creative Expression		Math		Science		Social Studies			
	Music		Spatial		Water Play		Faces			
Language/ Communication	Spoken/ Expressive		Listening/ Receptive		Pre-writing		Pre-reading		Vocabulary	
	Sign language Conversation		Listening Game		Ribbon pull		Books		Stuffed Animals	

WEEK 4

Engage	Music		Bible Story		Books					
	Jesus Loves Me Head, Shoulders, knees, and Toes Two Little Eyes		God Created Adam and Eve		Baby Loves the Five Senses Series Tummy Time!					
Apply It	Active Play			Rhyming						
	Who is this?			God made you, God made me. Here are my eyes. I Clap My Hands						
Physical Development	Gross Motor		Fine Motor		Sensory					
	Soft Spaces		Washing		Shaker Bottle					
Cognitive Development	Creative Expression		Math		Science		Social Studies			
	Cereal Painting		Spatial		Discovery bottle		Faces			
Language/ Communication	Spoken/ Expressive		Listening/ Receptive		Pre-writing		Pre-reading		Vocabulary	
	Sign language Conversation		Sounds		Ribbon pull		Picture Match		Conversation	

SOCIAL EMOTIONAL			
Self-Awareness	Self-Control	Interpersonal Relationships	
Hold the mirror so the child can see himself/herself. Use the child's name as you tell them that God made their nose, eyes, mouth, etc. and point to their features. "God made you!" "God loves you!" When the child is in a happy mood, clap their hands together, narrating what you're doing. " I have hands that clap, clap, clap. They were made by Jesus". Eventually the babies will be able to get your attention by making this sound by themselves.	Talk about emotions to the infants in your care... [Child's name] _____ feeling happy; _____ feeling sad; _____ feeling angry Soothe and help them self-soothe...	Play Peek-a-Boo with hands or a scarf. Get close to the infant's face and try imitating their facial expressions and gestures. The goal is for the infant to imitate you. Talk about how God made your smile. God made your tongue...	
ASSESSMENT			
Week 1	Week 2	Week 3	Week 4
CELEBRATE			
At the end of this unit, celebrate by taking a picture of each baby. Create a portfolio that will include each month's celebration activity.			

LESSON PLAN – WEEKS 1 AND 2

WEEK 1

Month: _____

Engage	Music		Bible Story		Books	
Apply It	Active Play			Rhyming		
Physical Development	Gross Motor		Fine Motor		Sensory	
Cognitive Development	Creative Expression	Math		Science		Social Studies
Language/ Communication	Spoken/ Expressive	Listening/ Receptive	Pre-writing	Pre-reading	Vocabulary	

WEEK 2

Engage	Music		Bible Story		Books				
Apply It	Active Play			Rhyming					
Physical Development	Gross Motor		Fine Motor		Sensory				
Cognitive Development	Creative Expression		Math		Science		Social Studies		
Language/ Communication	Spoken/ Expressive	Listening/ Receptive		Pre-writing		Pre-reading		Vocabulary	

LESSON PLAN – WEEKS 3 AND 4

WEEK 3

Engage	Music		Bible Story		Books				
Apply It	Active Play			Rhyming					
Physical Development	Gross Motor		Fine Motor		Sensory				
Cognitive Development	Creative Expression		Math		Science		Social Studies		
Language/ Communication	Spoken/ Expressive	Listening/ Receptive		Pre-writing		Pre-reading		Vocabulary	

WEEK 4

Engage	Music		Bible Story		Books				
Apply It	Active Play			Rhyming					
Physical Development	Gross Motor		Fine Motor		Sensory				
Cognitive Development	Creative Expression		Math		Science		Social Studies		
Language/ Communication	Spoken/ Expressive	Listening/ Receptive		Pre-writing		Pre-reading		Vocabulary	

0-12 MONTHS DEVELOPMENTAL MILESTONES

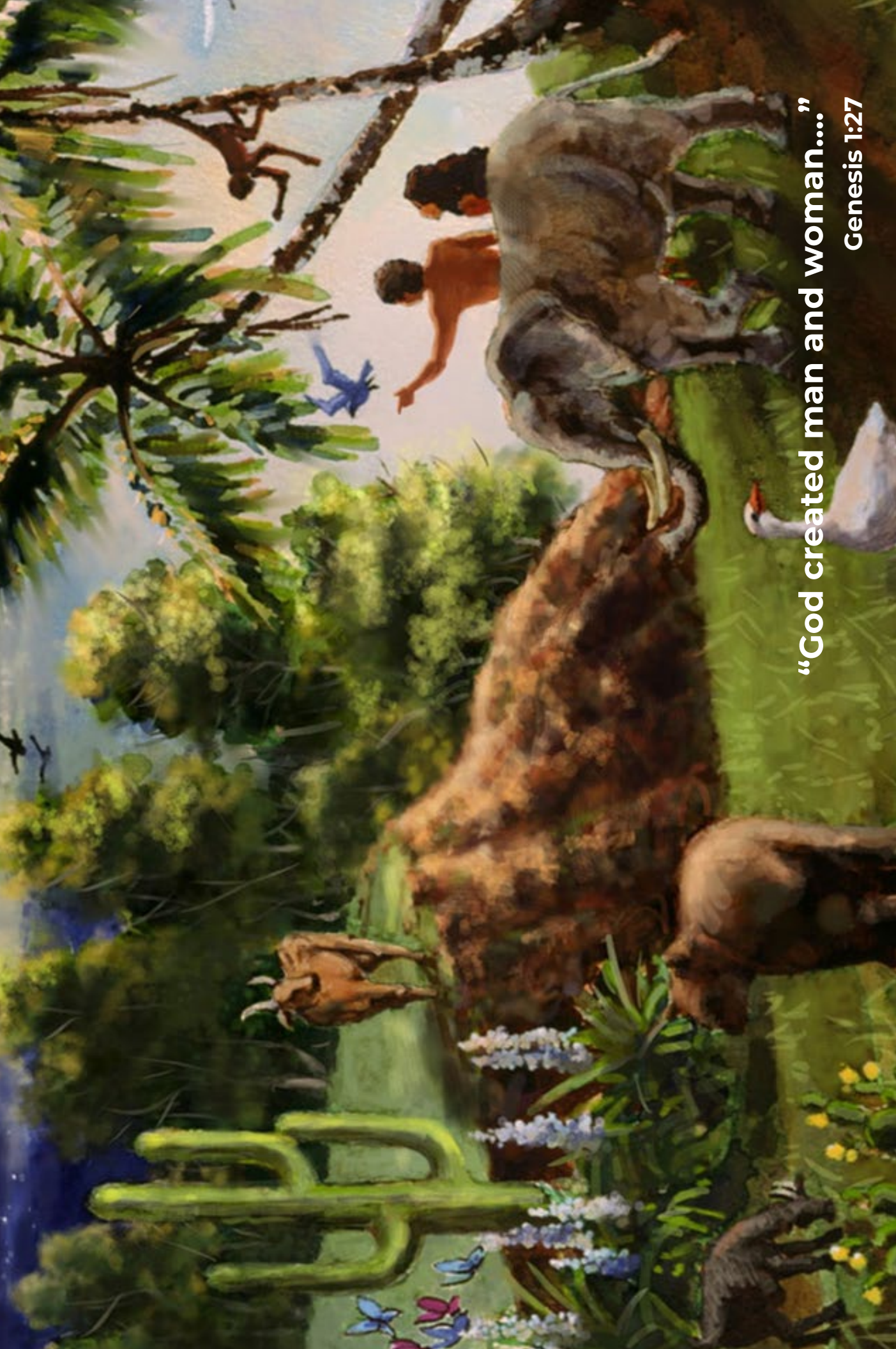
Name: _____ Date of Birth: _____

Enter the date for the developmental milestone:

SOCIAL EMOTIONAL	12 Months	15 Months	18 Months	24 Months
Plays games with you like Pat-a-cake				
Copies other children during play				
Shows you an object they like				
Claps when excited				
Hugs dolls or stuffed animals				
Shows affections (hugs, cuddles, or kisses)				
Moves away, but checks to see if you are close				
Points to show something interesting				
Puts hands out to be washed				
Looks at a few pages in a book with you				
Helps you dress them				
Notices emotions (sad, hurt, crying)				
Looks at your face to notice your reaction to new situations				
LANGUAGE	12 Months	15 Months	18 Months	24 Months
Waves "bye-bye"				
Calls parent "Mama" or "Dada" or similar				
Understands "No"				
Tries to say one or two words beyond Mama or Dada				
Looks at a familiar object when named				
Follows directions with gesture and words				
Points to ask for something				
Tries to say three or more words besides "Mama" or "Dada"				
Follows one-step directions without gestures				
Points to things in a book when you ask a question				
Says at least two words together				
Points to at least two body parts				
Uses more gestures, waving, pointing, nodding, blowing kisses				

COGNITIVE	12 Months	15 Months	18 Months	24 Months
Puts objects into a container				
Looks for objects that they see you hide				
Tries to use objects in the right way - phone				
Stacks a least two small objects				
Copies you doing chores				
Plays with toys like pushing a car				
Holds an object in one hand while using the other hand				
Tries to use switches, knobs, or buttons on a toy				
Plays with more than one toy at a time				
PHYSICAL	12 Months	15 Months	18 Months	24 Months
Pulls up to stand				
Walks holding onto something				
Drinks from a cup without lid				
Uses pincher grasp to pick up food				
Takes a few steps on their own				
Uses fingers to feed themselves				
Walks without holding on to anyone or anything				
Scribbles				
Tries to use a spoon				
Climbs on and off an object without help (couch/chair)				
Kicks a ball				
Runs				
Walks up a few stairs with or without help				
Eats with a spoon				

<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>



“God created man and woman....”

Genesis 1:27



“Love one another....”
1 Peter 3:8

MEMORY VERSE **UNIT 2**



“God gives people to help me.”
1 Corinthians 12:28



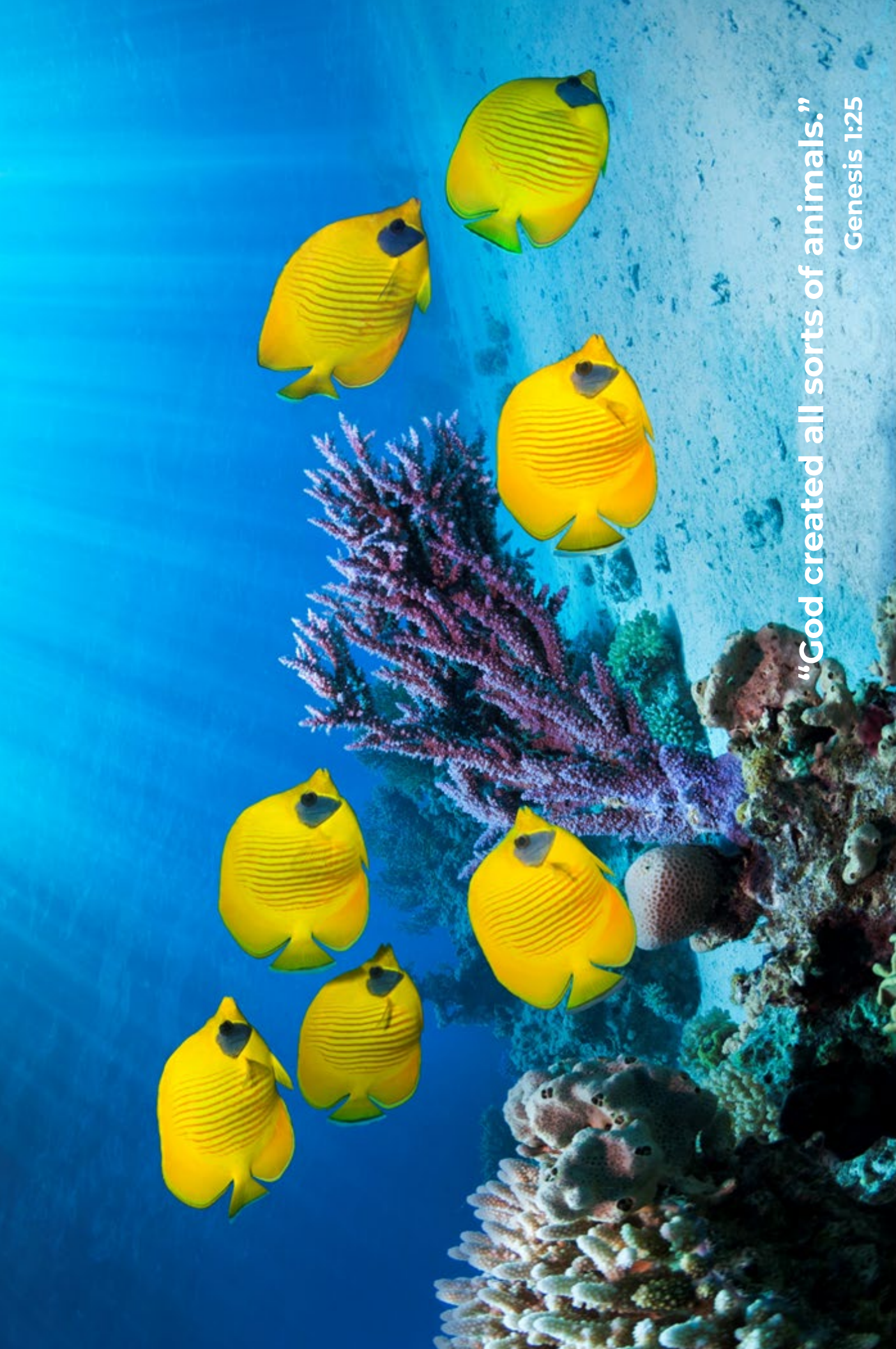
“I will thank the Lord with all my heart.”

Psalms 111:1



“God created the earth and everything in it.”

Isaiah 42:5



“God created all sorts of animals.”

Genesis 1:25



“Jesus stilled the waves.”

Psalm 107:29



“The trees of the Lord are well cared for.”

Psalms 104:16

A close-up photograph of a collection of smooth, rounded stones. In the center, a single white heart-shaped stone stands out against a background of dark grey and black stones, with some reddish-brown stones visible at the top and bottom edges. The lighting is soft, highlighting the smooth texture of the stones.

“A friend is always loyal.”
Proverbs 17:17

MEMORY VERSE **UNIT 9**



“Go wash in the river and you will be healed.”

2 Kings 5:10



“Daniel and his friends were healthy.”

Daniel 1:15



“The heavens proclaim the glory of God.”
Psalm 19:1



North American Division Office of Education

9705 Patuxent Woods Drive, Columbia, MD 21046

adventisteducation.org

