

Toddler Activity Pre-Plan:**1. What would you like me to specifically observe about your teaching/guidance skills during your lead teaching day?**

Section 2, item A: Shows respect for every child by interacting at their level, showing interest and concern for them and making and maintaining eye contact.

I will show respect to every child as I kneel down next to them, smile, parallel talk, and ask them questions about what they are doing.

2. Briefly describe your planning for the twelve toddlers in your toddler lab in the chart below. Remember to talk to your lead teaching partner so that you are not planning duplicate activities. ☺

Toddler's First Name	Toddler goal created with the family (Specific, observable, and measurable with any criteria/ conditions)	IELG Outcome that <u>references</u> the goal. Put the domain, goal, age range, and child indicator, Ex. D2 G51 16-38 mo. C12	Identify one developmental skill that the child has and how they will <u>use</u> it in the activity you are planning for them today (this <u>does not</u> relate to their goal)	Put the interests of the toddler and how it <u>connects</u> to where or how you are planning for them today	Name of activity center where you are planning for the child today	Describe <u>how</u> the child will be able to work on their goal at the activity you have planned for them. (Be specific, yet brief)	What strategies (at least two) and any other adaptations will the teacher use to support the child at this activity (be specific, yet brief)
Xxxxx	Xxxxx will be able to willingly change activities during toddler lab routines at least once a day.	IELG D1 G13 16 to 36 months C11: Generalizes ideas based on past experiences.	Developmentally, Xxxxx is able to recognize and identify common objects. He will have the opportunity to name or point to objects in the sensory table when teachers asks him what they are.	According to the paperwork, Xxxxx likes water activities. He will have the opportunity to participate in scooping and dumping water onto glow sticks as he plays at the sensory table.	Sensory	Xxxxx will have the opportunity to practice his goal of willingly changing activities as he moves from a different activity to this one in order to play in the water.	Teachers can encourage Xxxxx to try a different activity by animatedly modeling what to do at the different activity centers. Teachers can allow Xxxxx to carry a favorite toy with him as he moves from one activity to another.

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Xxxxx	Xxxxx will be able to take turns using toys with other children two times each day in lab. He won't take toys away from the other children.	IELG D3 G28 16 to 36 months CI8: Begins to understand how to take turns during play with peers, with considerable assistance.	Developmentally, Xxxxx is able to turn over a container to pour out its contents. He will have the opportunity to dump water out of scoops into funnels or onto glow sticks.	According to the paperwork, Xxxxx likes playing with water. He will have the opportunity to play with water as scoops and pours it over glow sticks.	Sensory	Xxxxx will have the opportunity to practice his goal of taking turns as he hands scoops and funnels to the other children so they can have a turn pouring and scooping water.	Teachers can encourage Xxxxx to work on his goal by demonstrating how to take turns. Teachers can tell Xxxxx he can dump the water 2 more times before it's the next child's turn.
Xxxxx	Xxxxx will take turns and share two times each day in lab.	IELG D3 G28 age 16 to 36 months CI9: Gives up and keeps objects during playful interactions with peers, with assistance.	Developmentally, Xxxxx is able to turn over containers to pour out its contents. She will have the opportunity to pour water out of scoops onto glow sticks or into funnels.	During toddler lab I have observed that Xxxxx likes playing in water. She will have the opportunity to play in water as she uses scoops to dump water in funnels or over glow sticks.	Sensory	Xxxxx will have the opportunity to practice her goal of taking turns as she explains what she sees to teachers then lets the other children talk to them. She will also have the opportunity to practice her goal by handing tools to the other children when it is their turn to use them.	Teachers can encourage Xxxxx to work on her goal of taking turns and sharing as they demonstrate how to take turns and share. Teachers can use prompts such as, "You have two scoops you're playing with. Our friend __ doesn't have any. Will you let _ have one to play with?"

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Xxxxx	Xxxxx will be able to say one word in English in toddler lab per week.	IELG D5 G64 Age 16 to 36 months C13: Uses increased expressive and receptive English vocabulary.	Developmentally, Xxxxx is able to pick up objects with his thumb and forefinger. He will have the opportunity to pick up small frogs and put them into compartments.	During toddler lab I have observed that Xxxxx likes putting objects into containers. He will have the opportunity to put colored frogs into a compartmentalized tray with colored papers in the bottom.	Fine Motor	Xxxxx will have the opportunity to work on his goal of saying at least one word in English as he repeats the English word for the colors, such as "red" or "blue" after a teacher says it.	Teachers can encourage Xxxxx to work on his goal by saying the colors of the frogs in English while pointing at or holding them. Teachers can talk about what Xxxxx is doing. For example, "Xxxxx is putting the green frog in the tray."
Xxxxx	Xxxxx will use words to express his wants and needs at least 3 times a day.	IELG D5 G55 Age 16 to 38 Months C11: Uses gestures or voxxxxzations to protest or to gain attention.	Developmentally, Xxxxx recognizes names of objects. He will have the opportunity to identify different objects such as "airplane," "car," or "ball" when teachers ask him what he found in the mailbox.	During toddler I have observed that Xxxxx likes cars and airplanes. He will have the opportunity to play with cars and airplanes as he puts them in and takes them out of a mailbox.	Peek-a-Boo	Xxxxx will have the opportunity to work on his goal of using words to express his needs as he tells teachers what objects he wants to put in or take out of the mailboxes.	Teachers can ask Xxxxx which objects he wants to put in or take out of the mailboxes. Teachers can also ask him what he thinks about putting objects in or out of the mailboxes.

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Xxxxx	Xxxxx will use 2 to 3-word sentences twice each day in lab.	IELG D5 G49 Age 16 to 36 months C16: Uses phrases or short sentences.	Developmentally, Xxxxx is able to scribble spontaneously. She will have the opportunity to draw as she uses chalk in the art area.	During toddler lab, I have observed that Xxxxx likes drawing. She will have the opportunity to draw as she uses chalk to draw on parchment paper.	Art	Xxxxx will have the opportunity to work on her goal of using 2 to 3-word sentences as she responds to teacher's questions about the colors of chalk she is using or the lines she draws on the paper.	Teachers can use short sentences that Xxxxx can easily imitate. Teachers can ask Xxxxx open-ended questions that require answers of more than one word.
Xxxxx	Xxxxx will willingly play alongside peers using the same materials twice a day during lab.	IELG D3 G28 Age 16 to 38 Months C18: Begins to understand how to take turns during play with peers with considerable assistance.	Developmentally, Xxxxx can turn over containers to dump out its contents. He will have the opportunity to dump water out of scoops as he plays with them and glow sticks.	During toddler lab I have observed that Xxxxx likes playing in the sensory table. He will have the opportunity to play in the sensory table as he dumps and scoops water.	Sensory	Xxxxx will have the opportunity to work on his goal of playing alongside his peers as he uses scoops and funnels to pour water into glow sticks.	Teachers can ask Xxxxx if he is willing to share some of the scoops or glow sticks with the other children. Teachers can make sure there are enough materials for several children to play alongside one another without them competing to use them.

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Xxxxx	Xxxxx will be willing to learn to take turns and share with her peers at least 2 times a day, with teacher support.	IELG D3 G28 Age 6-18 Months C19: Gives up and keeps objects during playful interactions with peers, with assistance.	Developmentally, Xxxxx is able to name an object when it's pointed to. She will have the opportunity to name objects as teachers point to the objects in the mailbox and ask her what they are.	During toddler lab I have observed that Xxxxx likes toy cats. She will have the opportunity to play with a toy cat as she puts it into or takes it out of a mailbox.	Peek-a-Boo	Xxxxx will have the opportunity to work on her goal of taking turn with other children as she lets them put an object in the mailbox before putting another one in.	Teachers can encourage Xxxxx to take turns by telling her she can put 2 more animals in the mailbox after another child indicates they would like a turn. Teachers can encourage Xxxxx to practice handing the objects to the other children when it's their turn to put them in the mailbox.

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Xxxxx	At least once a week when her nurse leaves, Xxxxx will not get upset.	IELG D3 G34 Age 16-38 Months Begins to separate from primary caregiver in familiar settings outside the home environment (not always easily).	Developmentally, Xxxxx is becoming increasingly enthusiastic about other people. She will have the opportunity to interact with teachers and children at the sensory table as they work together to pour water into funnels and onto glow sticks.	I have observed that Xxxxx likes playing in the water. She will have the opportunity to play in the water as she uses scoops to dump water into funnels and onto glow sticks.	Sensory	Xxxxx will have the opportunity to work on her goal of being okay when her mom and dad leave by playing at an activity center that has items she enjoys playing with.	Teachers can help Xxxxx work on her goal by offering to let her sit with them at the sensory table. Teachers can offer Xxxxx toys she likes to play with.

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Xxxxx	Xxxxx will be able to recognize and name the colors red, yellow, blue, green, and orange once each day in lab.	D4 G39 Age 16 to 36 Months CI1: Matches objects by a single characteristic (size, color, shape, or quantity).	Developmentally, Xxxxx is able to make vertical, horizontal, and circular strokes with a crayon. She will have the opportunity to make vertical, horizontal, and circular strokes as she draws on parchment paper with chalk.	I have observed that Xxxxx likes drawing. She will have the opportunity to draw with chalk on parchment paper.	Art	Xxxxx will have the opportunity to work on her goal of naming the primary colors, green and orange when a teacher asks her what color of chalk she is drawing with. For example, "What color are you using? You're using green chalk."	Teachers can help Xxxxx work on her goal by naming the colors of the chalk she is using. Teachers can ask the color of each piece of chalk she is using.

Toddler Activity Assignments & Set-up Plan

3. Lead Teacher – Xxxxx

Kitchen Toy Cleaner - Xxxxx

Greeter Helper - Xxxxx

4. Fill out the table below with the detailed set-up of your plan for the day. Each column needs to be filled out unless otherwise indicated.

Activity Area & Activity Title	<u>Set-up Person</u> You or your helpers. See Teaching Calendar for assigned helpers	<u>Activity Outcome/IELG</u> This is a skill the children can practice while at this activity	<u>Activity Description</u> This is a detailed description of what the activity is and <u>how</u> the children will be explore, play and practice the activity outcome	<u>Materials Needed</u> Be specific with item name, the number/amount you need, the reference and location of the item, and whether you will provide (IWP) any of the items	<u>Book Title, author, reference number, and location</u>	<u>Set-up Instructions</u> Be specific with how you want this activity set-up	<u>Safety Instructions</u> Be specific with any safety instructions for set-up or during the activity	Name of toddler(s) planned for in this activity
Art: Chalk Fun	Xxxxx	IELG D4 G47 16 to 38 Months CI5: May show interest and work with different art materials like play dough, crayons, markers, scissors, pens, paper, notebooks, book making.	Children will have the opportunity to show interest in using working with different art materials as they use chalk to draw on parchment paper.	10-12 pieces of chalk (RR1 cabinet 6 shelf 8), 3 feet of brown parchment paper (WR), tape (from the classroom), basket (toddler classroom in the locked cupboard).	<i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin Jr. (WR T M13).	Move the easel to the corner of the room by the fire escape door. Place the parchment paper on the floor in the art area and tape all sides down. Place 1-2 pieces of chalk on the paper and the rest in the basket. Put the basket in the middle of the paper.	Make sure the chalk stays on the paper so it doesn't cause tripping. Make sure the children don't throw or kick the chalk. Make sure the children don't put the chalk in their mouths.	Xxxxx Xxxxx
Sensory: Light and Water	Xxxxx	IELG D1 G8 Ages 16 to 38 Months CI1: Experiments with the effect of own actions on objects and people.	Children will have the opportunity to experiment with the effect their own actions have as they use scoops and funnels to pour water onto glow sticks.	5-6 glow sticks (RR2 beautiful junk 273), 3 funnels (RR2 green 120), 3-4 plastic scoops (toddler closet column 2 shelf 2), water (from classroom), blue	<i>In the Water</i> by Scholastic (WR T B23).	Place the blue mat on the floor near the counter. Put the sensory bin on top and fill 1/3 full with water. Break the glow sticks so they	Make sure the children don't splash each other. Make sure they children don't try	Xxxxx Xxxxx Xxxxx Xxxxx Xxxxx

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				sensory mat (in classroom).		light up and put them in the water. Place the scoops and funnels in the water or on the edge of the bin.	and drink the water. Make sure the children don't bend the glow sticks enough to break them or put them in their mouths.	
Fine Motor: Sort 'n Fun	Xxxxx	IELG D2 G18 6 to 18 Months CI5: Picks up small objects with thumb and forefinger.	Children will have the opportunity using their thumb and forefinger to pick up small, colored frogs and place them in a compartmentalized tray that has corresponding colored papers in the bottom of each compartment. Children will have the opportunity to	4-5 of each: red, orange, yellow, green, and blue frogs (RR2 Red 150), white sorting tray (beautiful junk 269), red, orange yellow, green, blue colored paper squares (IWP I will place them on our shelf in the toddler closet).	<i>What Does Baby See?</i> By Margo Lundell (WR T L3).	Place the tray on the fine motor table. Tape one colored square in each compartment. Place 3-4 frogs in the compartments and the rest on the table.	Make sure the children don't put the frogs in their mouths. Make sure the children don't pull the paper out of the tray. Make sure the frogs and tray stay on	Xxxxx

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			match the frogs to the same color or organize them into groups of their choosing.				the table so they don't cause tripping. Make sure the frogs pass the choke tube test.	
Peek-a-Boo: Mail Box	Xxxxx	IELG D1 G1 Ages 16 to 38 Months C16: Opens, closes, fills, empties, and builds up and knocks down objects and containers.	Children will have the opportunity to open and close mailbox doors as they look at or put in and empty objects from it.	2 mailboxes (RR2 Yellow 253), 1 ball (RR2 orange 192), 2-3 fruits or vegetables (toddler closet on our shelf), 2 airplanes (RR2 blue 166), 2 metal cars (RR2 blue 176), 2 forest animals and 1 cat (RR2 blue 177).	<i>Peek-A-Boo!</i> By Jan Ormerod (WR T O1).	Place the mailboxes on the floor next to the diapering station. Put the ball, 1 fruit, 1 airplane, 1 car, and 1 animal in one of the mailboxes and close the door. Put the rest of the objects in the other mailbox and leave the door open.	Make sure the objects stay near or in the mailboxes so they don't cause tripping. Make sure the children don't throw the objects. Make sure the children don't move the mailboxes around the	Xxxxx Xxxxx

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							room, specifically near the play structure or art area.	
Class Clean-up (Lead Teacher for the day is in charge of this)	Xxxxx	IELG D3 G31 Age 60 Months through Kindergarten CI5: Describes and follows classroom and group routines.	The children and will clean up all of the toys and activities with teacher support. They will place all the toys in the correct bins, and stack the bins and all other props on the slide. (Do not place anything on top of the lockers).	Clean up song, CD player or docking station, and toy bins.		Play the clean-up warning song 2 minutes before it is time to clean up. Put the bins down during this time so they will be ready to go when clean-up starts. Model clean up procedures for toddlers and give them choices of items to clean up.	Make sure the teachers are still paying attention to the children. Make sure children don't pull toys that need to be cleaned back out of the bins so they don't get each other's germs or	All children

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							trip over them.	
Transition to Large Group Activities (Lead Teacher for the day is in charge of this)	Xxxxx	IELG D5 G48 Age 6 to 18 Months CI8: Follow single-step directions without gestures	<p>The lead teacher will start the transition activity to help the children gather to the large group area.</p> <p>The children will gather and sit or stand in the large group activity area in the flop & drop area or in front of the whiteboards.</p>	<p>Transition song (sung to the tune of <i>Baby Shark</i>): It's time for Group Do doo do doo do do</p> <p>Time for Group Do doo do doo do do</p> <p>Time for Group Do doo do doo do do</p> <p>Time for Group Do doo do doo do do</p> <p>Let's gather around Do doo do doo do do</p> <p>Gather around Do doo do doo do do</p> <p>Gather around Do doo do doo do do</p> <p>Gather around It's time to read/sing</p>		Towards the end of clean up, teachers will create a large group area with the shelves so that children have a defined space to participate in the large group activity. The lead teacher will put the lid on the sensory bin and the doors on the slide. If the large group activity is in the flop & drop area, the lead teacher will move the chairs and cushions to create a large	Make sure that the teachers are paying attention to all the children. Make sure that children don't throw things if they are upset. Make sure to invite all children to participate in the activity.	All children

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				Do doo do doo do do Time to read/sing Do doo do doo do do Time to read/sing Do doo do doo do do Time to read/sing.		space in which to do the activity.		
Large Group Activity – Five Little Monkeys	Xxxxx	IELG D3 G31 Age 16-38 Months C12: Engages briefly with peers in structured play.	Children will have the opportunity to briefly engage with their peers in a structured large group activity as they sit and participate in the <i>Five Little Monkeys</i> rhyme. They will have the opportunity to each hold their own monkey as they do the actions and say the rhyme along with the teachers.	The monkeys on the hanger (on our class shelf in the toddler closet), 15 colorful monkeys (from the box in the toddler closet on our class shelf), the doll bed (from toddler classroom 269).	See detailed activity description at end of plan for specific instructions and script for the lead teacher to follow.	Make sure the children don't put the monkeys in their mouths. Make sure the children don't hit each other or the teachers with the monkeys.	Make sure the children don't put the monkeys in their mouths. Make sure the children don't hit each other or the teachers with the monkeys.	All children

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Transition to outdoor play– (Lead Teacher for the day is in charge of this) Large south playground Small north playground	Xxxxx	IELG D5 G48 Age 6 to 18 Months CI8: Follow single-step directions without gestures	Children get ready to go outside by putting on their coats and will lining up on the rope. Teachers will help the children grasp the rope and sing while the children walk to the outside play area.	Emergency backpack and rope (behind door), check in/out sheet Transition Song Lyrics (Sung to the tune of <i>Itsy Bitsy Spider</i>): We are going outside To enjoy the day. Come rain or shine, We'll have a good time. Let's all come together And grab onto the rope. We are going outside Where there's fun and hope.		Help toddlers put on coats and backpacks and line up. Teachers will help the children grasp the rope and sing while the children walk to the outside play area.	Make sure that there are teachers in the back as well as the front of the group. Make sure teachers watch for runaway children. Make sure that a teacher is never left alone with a child.	All children
1st Outdoor Activity: Basketball Fun	Xxxxx	IELG D2 G20 Age 16 to 38 Months CI1: Participates actively in	Children will have the opportunity to actively participate in simple games as they throw or toss	5-7 of any small or medium balls (GG Shelf 7), basketball hoop (SS).		Place the basketball hoop in front of the small shed facing towards	Make sure the children don't throw or kick the balls at	All children

Activity Area & Activity Title	<u>Set-up Person</u> You or your helpers. See Teaching Calendar for assigned helpers	<u>Activity Outcome/IELG</u> This is a skill the children can practice while at this activity	<u>Activity Description</u> This is a detailed description of what the activity is and <u>how</u> the children will be explore, play and practice the activity outcome	<u>Materials Needed</u> Be specific with item name, the number/amount you need, the reference and location of the item, and whether you will provide (IWP) any of the items	<u>Book Title</u> , author, reference number, and location	<u>Set-up Instructions</u> Be specific with how you want this activity set-up	<u>Safety Instructions</u> Be specific with any safety instructions for set-up or during the activity	Name of toddler(s) planned for in this activity
		simple games, and uses simple, active play materials and toys.	balls through a basketball hoop.			the sidewalk. Place the balls right next to it so they don't cause tripping.	each other. Make sure the children take turns by using prompts such as, "you can throw the ball one more time then it is _'s turn." Make sure the balls aren't left in front of doors or on the sidewalks so they don't cause tripping.	
2nd Outdoor Activity: Pool Balls	Xxxx	IELG D1 G14 Age 16 to 38 Months CI4: Explores and	Children will have the opportunity to explore the properties of water	10-12 plastic balls (RR2 orange 192), 1 plastic kiddie pool (SS), 4-5		Place the pool between the sandbox and the Clarke. Fill	Make sure there is a teacher supervising	All children

Activity Area & Activity Title	<u>Set-up Person</u> You or your helpers. See Teaching Calendar for assigned helpers	<u>Activity Outcome/IELG</u> This is a skill the children can practice while at this activity	<u>Activity Description</u> This is a detailed description of what the activity is and <u>how</u> the children will be explore, play and practice the activity outcome	<u>Materials Needed</u> Be specific with item name, the number/amount you need, the reference and location of the item, and whether you will provide (IWP) any of the items	<u>Book Title, author, reference number, and location</u>	<u>Set-up Instructions</u> Be specific with how you want this activity set-up	<u>Safety Instructions</u> Be specific with any safety instructions for set-up or during the activity	Name of toddler(s) planned for in this activity
		plays with sand, mud, and water.	as they push balls around a kiddie pool filled with water and use watering cans to sprinkle water.	watering cans (SS), water (from outside hose).		halfway with water and place the balls inside. Put the watering cans on the grass around the outside edge of the pool.	the pool at all times. Make sure the children don't splash each other. Make sure the children don't put the balls or water in their mouths. Make sure the children don't get into the kiddie pool. Make sure the children don't fall into the pool.	
Inclement Weather Gross Motor	Xxxxx	IELG D2 G17 16 to 38 Months C18: Bends over	The children will have the opportunity to	2 exercise balls (GG floor near outside wall).		Place the balls next to the wall near the	Make sure the balls stay in the	All children

Activity Area & Activity Title	<u>Set-up Person</u> You or your helpers. See Teaching Calendar for assigned helpers	<u>Activity Outcome/IELG</u> This is a skill the children can practice while at this activity	<u>Activity Description</u> This is a detailed description of what the activity is and <u>how</u> the children will be explore, play and practice the activity outcome	<u>Materials Needed</u> Be specific with item name, the number/amount you need, the reference and location of the item, and whether you will provide (IWP) any of the items	<u>Book Title</u> , author, reference number, and location	<u>Set-up Instructions</u> Be specific with how you want this activity set-up	<u>Safety Instructions</u> Be specific with any safety instructions for set-up or during the activity	Name of toddler(s) planned for in this activity
Indoor Activity: Yogarific		easily at the waist without falling.	bend over as the lay or bounce their stomachs or backs on exercise balls.			diapering station. Make sure there is plenty of space between the slide and the balls. Use tape to mark a square area in which the children need to keep the balls.	square so they don't cause tripping or knock other children and activities over. Make sure the children don't stand on the balls. Make sure the children don't throw or kick the balls at each other.	

<p align="center">Large Group Activity</p> <p>Plan a large group activity that is developmentally appropriate for toddlers and historically and culturally sensitive. Don't forget to turn in the large group activity materials with your plan.</p> <p>Title: Five Little Monkeys</p>								Name of toddler(s) planned for in this activity
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All children

IELG Outcome: IELG D3 G31 Age 16-38 Months CI2: Engages briefly with peers in structured play.

The skills this activity promotes: Participating in a group activity as well as listening skills as the children act out the rhyme with their monkeys.

Activity Description: Children will have the opportunity to briefly engage with their peers in a structured large group activity as they sit and participate in the *Five Little Monkeys* rhyme. They will have the opportunity to each hold their own monkey as they do the actions and say the rhyme along with the teachers.

Adaptations for individual toddlers: Xxxxx can sit next to a teacher or in their lap rather than sitting by herself. Xxxxx can give her monkey to any of the teachers instead of having to give it to me.

Teacher Script

Introduction Script (What will you say and do to get their attention and introduce the activity?): Hello boys and girls! We are going to act out the story of five little monkeys. I need all of you to gather around and a teacher will hand you a stuffed monkey to hold as you act the story out with me.

Expectations for children (What will you say and do to show the children how to participate in the activity?): "I want you all to sit down and hold your monkey so that everyone can see my monkeys. When you have your monkey in your hands, hold onto it really tight! Remember, we don't throw our monkeys at anybody or hit each other with them. As I tell the story I want you to act it out with your monkeys. When my monkey bumps his head, yours can too. When I call the doctor, you can call the doctor too." I will make sure everyone is ready then I will start the rhyme. As the monkeys fall off the bed, I will ask the children how many monkeys are left prompting them with the correct number when needed.

Handing out props (how will you hand out props): I will give each toddler stuffed monkey as they are ready to listen to and act out the rhyme. Support teachers will give monkeys to children not in the large group area.

During the activity (What are you saying and doing during the activity for the children to model?): The lead teacher will say the rhyme while acting out the story. The lead teacher will ask the children questions such as "What did Momma do after the monkey fell off the bed?" Since many of the children may not know to respond when asked a question, the lead teacher will model answering the question by saying "She called the doctor."

Closing Script (What will you say and do to end the activity and transition to the next thing?): "Our monkeys did so much jumping that now it's time for them to go to bed. Put your monkey on the bed and let's listen to what Miss Xxxxx has planned for us!"

Collecting props (how will you collect the props?): The lead teacher will collect all the monkeys and put them in a container to be cleaned.

Lead Teacher: Xxxx

Part One:

Part Two: x

Lead Teaching Date: 6-7-18

Submission Date: 5-28-18

Revised Submission Date (if needed): 6-4-18

TTD Chapter: 9

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