

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

Section 1 Item B. Practices room and playground awareness by positioning self to see the areas, with the intention of acting as needed to resolve issues or evening out teacher/child ratios.

I will make sure I practice room and playground awareness as I position myself with my back to walls whenever possible.

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 differentiate between green and a primary color once a day during lab.	D4 G39 Age 16 to 36 Months C11: Matches objects by a single characteristic (size, color, shape, or quantity).	Developmentally, Xxxxx is able to stack blocks. He will have the opportunity to stack blocks as he makes towers and pyramids.	During toddler lab, I have noticed Xxxxx likes playing in the block area. He will have the opportunity to play in the block area as he builds towers and pyramids.	Blocks	Xxxxx will have the opportunity to differentiate between green and a primary color as teachers ask him to hand them a blue, red, or yellow block.	Teachers can say what color the blocks and stripes on the carpet are. Teachers can point to objects of the same color and tell Xxxxx they are the same color. For example, "This block is blue. So is this stripe on the carpet."

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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 Age 16 to 36 months C18: Begins to understand how to take turns during play with peers, with considerable assistance.	Developmentally, Xxxxx is able to bend over without falling over. He will have the opportunity to bend over as he pushes blocks along a tape line.	During toddler lab, I have observed that Xxxxx likes pushing objects such as carts and bikes. He will have the opportunity to push blocks along a tape line.	Gross Motor	Xxxxx will have the opportunity to work on his goal of taking turns as he pushes the blocks then lets another child push the blocks.	Teachers can encourage Xxxxx to work on his goal by demonstrating how to take turns. Teachers can tell Xxxxx he can push the block one more time before it's the next child's turn.

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Xxxxx	Xxxxx will take turns and share two times each day in lab.	IELG D3 G28 Age 16 to 36 months C19: Gives up and keeps objects during playful interactions with peers, with assistance.	Developmentally, Xxxxx is able to repeat words she overhears. She will have the opportunity to repeat words she hears as teachers say the names of the props in the dramatic play area.	During toddler lab, I have observed that Xxxxx likes playing with plastic bugs. She will have the opportunity to play with bugs as she plants or harvests the garden.	Dramatic Play	Xxxxx will have the opportunity to work on her goal of taking turns and sharing as she hands hats, gloves, fruits, vegetables, or tools to other children.	Teachers can encourage Xxxxx to work on her goal by demonstrating how to take turns and share. Teachers can use prompts such as "you have so many flowers you're playing with. Will you let _ have one to play with?" or "Let's finish planting these carrots then _ can plant some."

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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 CI3: Uses increased expressive and receptive English vocabulary.	Developmentally, Xxxxx is able to carry toys while walking. He will have the opportunity to carry fruits, vegetables and flowers as he walks over to put them in baskets or pots.	During toddler lab, I have observed that Xxxxx likes putting fruit and vegetables in baskets. He will have the opportunity to put fruits and vegetables he has harvested from a garden into a basket.	Dramatic Play	Xxxxx will have the opportunity to work on his goal of saying one word in English as he repeats the English word for the props such as "pot" or "apple" after a teacher says it.	Teachers can encourage Xxxxx to work on his goal by saying the words of the gardening props in English while pointing at or holding them. Teachers can parallel talk about what Xxxxx is doing. For example, "Xxxxx is putting flowers in a pot."
Xxxxx	Xxxxx will interact with his peers and teachers in structured and unstructured play at least once a week.	IELG D3 G28 Age 16 to 38 Months CI1: Plays side-by-side with another child. IELG D3 G27 Age 16 to 38 Months CI7: Initiates interactions and plays with adults.	Developmentally, Xxxxx is able to build towers of 4 or more blocks. He will have the opportunity to build towers out of blocks in the block area.	During toddler lab, I have observed that Xxxxx likes to knock things over. He will have the opportunity to knock over block towers and pyramids that he builds.	Blocks	Xxxxx will have the opportunity to work on his goal of interacting with his peers and teachers as he works together with them to build towers and pyramids out of blocks.	Teachers can talk enthusiastically to Xxxxx. Teachers can act silly to engage Xxxxx in activities with them and the other children.

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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 CI6: Uses phrases or short sentences.	Developmentally, Xxxxx is able to begin playing make-believe. She will have the opportunity to play make-believe as she pretends to plant and harvest a garden.	During toddler lab, I have observed that Xxxxx likes playing with props in the dramatic play area. She will have the opportunity to use props such as pots, flowers, and fruits as she plants and harvests a garden.	Dramatic Play	Xxxxx will have the opportunity to work on her goal of using 2 to 3-word sentences as she tells a teacher what she is planting or harvesting in the garden.	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 CI8: Begins to understand how to take turns during play with peers with considerable assistance.	Developmentally, Xxxxx is able to talk in 3 to 4-word sentences. He will have the opportunity to talk to teachers in 3 to 4-word sentences as he explains to teachers what he is doing with the blocks.	During toddler lab, I have observed that Xxxxx moving blocks around. He will have the opportunity to move blocks as he builds towers and pyramids.	Blocks	Xxxxx will have the opportunity to work on his goal as he plays alongside peers using the same materials as he builds towers and pyramids next to and with other children.	Teachers can encourage Xxxxx to build towers and pyramids with other children. Teachers can encourage Xxxxx to invite other children to build towers and pyramids with him.

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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 to 18 Months C19: Gives up and keeps objects during playful interactions with peers, with assistance.	Developmentally, Xxxxx is able to name different animals, fruit, and objects. She will have the opportunity to name different objects and pictures in books in the flop and drop area.	During toddler lab, I have observed that Xxxxx likes looking at books and name or make the sounds of the objects she sees. She will have the opportunity to look at book and name or make the sound of the objects she sees when teachers ask her what's is in the book.	Flop & Drop	Xxxxx will have the opportunity to work on her goal of taking turns and sharing with her peers as she chooses a book to look at with a teacher and then lets another child choose a book to look at with the teacher.	Teachers can encourage Xxxxx to take turns by telling her she can play with the props for 1 more minute after another child indicates they would like it. Teachers can encourage Xxxxx to practice handing the props and books to the other children when it's their turn to play with them.

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Xxxxx	Xxxxx will be able to crawl in the correct position with help from a teacher at least once each week in lab.	IELG D2 G17 Age Birth through 8 Months CI12: Moves from sitting position to crawling or prone position.	Developmentally, Xxxxx is becoming increasingly more enthusiastic about other children. She will have the opportunity to play with other children as they work together to plant or harvest a garden.	During toddler lab, I have observed that Xxxxx likes interacting with others. She will have the opportunity to interact with peers and teachers as she takes care of a garden.	Dramatic Play	Xxxxx will have the opportunity to work on her goal of crawling in the correct position with help from a teacher as she crawls from one side of the dramatic play area to the other to plant and harvest fruit, vegetables, and flowers.	Teachers can make sure there aren't too many toys on the floor so Xxxxx can freely crawl around. Teachers can encourage Xxxxx to crawl by helping her move into a crawling position when she indicates she wants to move somewhere else.

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Xxxxx	Xxxxx will be able to recognize and identify 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 play make believe with dolls, animals, and people. She will have the opportunity to play make believe as she uses rakes, and shovels to plant and harvest a garden of flowers or fruits and vegetables.	During toddler lab, I have observed that Xxxxx likes dressing up and using the materials in the dramatic play area. She will have the opportunity to dress up and use the dramatic play materials as she puts on hats and gardening gloves to plant and harvest a garden.	Dramatic Play	Xxxxx will have the opportunity to work on her goal of identifying the primary colors, green, and orange when a teacher asks her what color a flower or piece of fruit is. For example, "what color is the flower? Blue!"	Teachers can help Xxxxx work on her goal by naming the colors of the materials. Teachers can point out several objects of the same color say they all match. For example, "This flower is blue. It matches your blue earrings and my blue pants."

Toddler Activity Assignments & Set-up Plan

3. Lead Teacher – Xxxxx
 Check-in/out Helper - Xxxxx
 Booth 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	Set-up Person You or your helpers. See Teaching Calendar for assigned helpers	Activity Outcome/IELG This is a skill the children can practice while at this activity	Activity Description 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	Materials Needed 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	Book Title, author, reference number, and location	Set-up Instructions Be specific with how you want this activity set-up	Safety Instructions Be specific with any safety instructions for set-up or during the activity	Name of toddler(s) planned for in this activity
Flop & Drop: Oh Weather	Xxxxx	IELG D5 G59 Age 16 to 38 Months CI7: Pretends to read a book to self or favorite toy.	Children will have the opportunity to look through and pretend to read a variety of books about different types of weather such as snow, wind, rain, and sun. They will also have the opportunity to play with and use props depicted in the books while listening to stories being read	2-3 branches of fall leaves (RR2 beautiful junk 272), 1 bucket and 1 shovel (RR2 yellow 241), 1 teal scarf (RR2 yellow 254), 3-4 pairs of sunglasses and 1-2 fabric sun hats (RR2 yellow 241), 1 deer and 2 dogs (RR2 blue 177), 4-5 snowballs (toddler closet),	<i>What Can You Do in the Sun?</i> by Anna Grossnickle Hines (WR T H11), <i>What Can You Do in the Snow?</i> by Anna Grossnickle Hines (WR T H10), <i>What Can You Do in the Rain</i> by Anna Grossnickle	Put the cardboard stand against the cupboards and the book shelf next to it. Place 6 of the books on the book shelf and 2 on the stand. Place the rest of the books on or right next to the chairs. Place half of the props on the stand in-	Make sure that children don't tear or throw the books. Make sure that the children don't bring the books or props over to other areas in the classroom.	Xxxxx

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			by teachers or other children.	paper cutout of snowman (toddler closest).	Hines (WR T H9), <i>What Can You Do in the Wind?</i> by Anna Grossnickle Hines (WR T H11), <i>Zoe's Snowy Day</i> by Barbera Reid (WR T R4), <i>Zoe's Rainy Day</i> by Barbera Reid (WR T R3), <i>Zoe's Sunny Day</i> by Barbera Reid (WR T R2), <i>Zoe's Windy Day</i> by Barbera Reid (WR T R5), <i>The Big Snow</i> by Berta and	between and around the books. Place the rest of the props on the chairs or on the floor next to the stand and bookshelf. Place 2 baby dolls in the chairs.		

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					Elmer Hader (WR H1), <i>In the Snow</i> by Sharon Phillips Denslow (WR D6), <i>Fall Leaves Fall</i> by Zoe Hall (WR H2), <i>The Snowy Day</i> by Ezra Jack Keats (WR T K2).			
Block Area: Tumblin' Towers	Xxxxx	IELG D3 G28 Age 16 to 38 Months C11: Plays side-by-side with another child.	Children will have the opportunity to play side-by-side with other children as they build towers and pyramids using large soft blocks.	15-18 soft, yellow, red, or blue blocks (RR2 orange 213).	<i>Colors/ Colores</i> by Bright Baby (WR T B18).	Make a pyramid 3 layers high out of blocks next to the short shelf. Make a tower 3-4 layers high out of blocks in the middle of the carpet. Place	Make sure the children don't put the blocks in their mouths. Make sure the children don't throw the blocks. Make sure the children don't	Xxxxx Xxxxx Xxxxx

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						the rest of the blocks around the side of the carpet closest to the booth and against the back wall.	knock over each other's creations. Make sure the children don't bring blocks to the other parts of the room. Make sure the children don't build towers higher than 5 layers.	
Dramatic Play: Garden of Plenty	Xxxxx	IELG D1 G15 Age 16 to 38 Months C14: Uses props in pretend play (dolls, animals, trucks, objects).	Children will have the opportunity to use props such rakes, shovels, pots, hats, plastic fruits and vegetables as the plant and harvest their own gardens.	6-7 gardening pots and 2-3 plastic rakes (RR2 yellow 242), 4-5 pairs of gloves (RR2 yellow 242), 3-4 gardening hats (RR2 yellow 242), 2 boys button up shirts and 2 girls shirts (RR2 yellow	<i>In The Yard</i> by Dorling Kindersley (WR T K5).	Move the table to the art area. Place the stove, sink, and changing table against the wall. Turn them so the doors face toward the wall. Tape the tree banners across them. Use 5-6 chairs	Make sure the children don't put props in their mouths. Make sure the children don't use the props to hit or poke each other (especially the shovels and rakes). Make sure the	Xxxxx Xxxxx Xxxxx Xxxxx Xxxxx

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				251), 3 baby doll outfits (RR2 yellow 255), 7-8 bunches of fake flowers (RR2 yellow 242), 3-4 small shovels or scoops (RR2 green 121), 1 blue basket (RR2 yellow 233), 1 brown blanket (RR2 yellow 251), 12-13 pieces of fruit or vegetables (our shelf in toddler closet), tree banners (toddler closet on our shelf), 8-10 bugs (RR2 blue 172).		to create a wall to help define the outer edges of the dramatic play area. Place the shirts and hats on the chairs. Place a pot with flowers on top of the cupboard. Place the remaining pots and flowers around the dramatic play area. Leave some of the pots empty. Lay the brown blanket over the shelves with the children's cubbies. Place the fruit and	children don't bring props to other areas of the room. Make sure there aren't too many items on the floor that will cause tripping. Make sure children don't run with the props. Make sure all the bugs pass the choke tube test.	

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						vegetables on top. Lay the rakes and shovels among the fruit and vegetables. Place some of the bugs with the fruit and vegetables and the rest on the chairs. Place some of the gloves on the blanket and some on the cupboard. Place the basket on the floor next to the tree banner. Put 1 baby doll in a chair. (The other 2 are in the flop and drop area).		

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Gross Motor: Scoot-A-Box	Xxxxx	IELG D2 G17 Age 16 to 38 Months CI8: Bends over easily at the waist without falling.	Children will have the opportunity to practice bending over as they move blocks with small balls inside them along tape lines on the floor. They will also have the opportunity to turn the blocks over.	12 large waffle blocks (GG shelf 8), 4-5 small plastic balls (RR2 orange 192), tape (from the bucket in our classroom).	<i>I Can Help</i> by Margaret Miller (WR T M8).	Use 6 of the blocks to make one cube and place 2-3 balls in it. Repeat with the other blocks and balls. Use tape to make a line on the floor parallel with the flop and drop area, sensory, and art areas. Use red duct tape to make a big X on the end of the tape line closest to the whiteboard. Place the cubes on the end of the tape line closest to the	Make sure the children don't stand on the blocks. Make sure the children don't pull the blocks apart. Make sure the children don't run into each other with the blocks. Make sure the children keep the blocks on the tape line when moving them across the floor.	Xxxxx

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						fine motor area.		
Class Clean-up (Lead Teacher for the day is in charge of this)	Xxxxx	IELG D3 G31 Age 60 Months through Kindergarten C15: 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 trip over them.	All children
Transition to Large Group Activities (Lead Teacher for the day is in charge of this)	Xxxxx	IELG D5 G48 Age 6 to 18 Months C18: Follow single-step directions without gestures	The lead teacher will start the transition activity to help the children gather to the large group area.	Transition song (sung to the tune of <i>Baby Shark</i>): It's time for Group Do doo do doo do do		Towards the end of clean up, the lead teacher will create a large group area in the flop and	Make sure that the teachers are paying attention to all the children. Make sure that children don't	All children

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			The children will gather and sit or stand in the large group activity area in flop and drop.	Time for Group Do doo do doo do do Time for Group Do doo do doo do do Time for Group Let's gather around Do doo do doo do do Gather around Do doo do doo do do Gather around Do doo do doo do do Gather around Its time to read/sing Do doo do doo do do Time to read/sing		drop area. The teacher will also put the doors on the slide and put any messy activities away.	throw things if they are upset. Make sure to invite all children to participate in the activity.	

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				Do doo do doo do do Time to read/sing Do doo do doo do do Time to read/sing.				
Large Group Activity - 1. Five Little Monkeys 2. Fly, fly, fly the butterfly 3. "My Favorite Toy" class book 4. Pop Your Popcorn 5. Shake Your Sillies Out 6. Freeze Dance	Xxxxx On a tray, I will provide 3 props from 3 of the activities for a child to select from. I will choose 1 toddler to come up and select what activity we will do. After that activity, I will choose another child	1. IELG D3 G31 Age 16 to 38 Months CI2: Engages briefly with peers in structured play. 2. IELG D5 G54 Age 16 to 38 Months CI2: Follows direction, moving from one step to two steps or three steps within a routine.	1. 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	1. 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). 2. Fly, fly, fly butterfly packet (in toddler closet in our shelf), tape (under the	1. <i>Five Little Monkeys Sitting in a Tree</i> by Eileen Christelow (WR T C21). 2. <i>I Make Music</i> by Eloise Greenfield (WR TG3). 3. "My Favorite Toy" by Miss Xxxxx (In classroom cabinet).	1. The lead teacher will give each toddler stuffed monkey as they are sitting or standing ready to listen to and act out the rhyme. Support teachers will offer monkeys to children not near the lead teacher. 2. The lead teacher will	1. 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 stand right next to the bed. 2. Make sure children are	All children

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	to come up and select a second activity. I will keep track of who chooses so that every child has a turn.	3. IELG D3 G35 Age 16 to 38 Months C1: Becomes aware of differences in gender and other basic similarities and differences between self and others, with adult guidance. 4. IELG D5 G51 Age 16 to 38 Months C19: Begins to understand action words. Responds to directions that include verbs (run, jump, reach, open).	the rhyme along with the teachers. 2. The lead teacher will introduce the activity and set expectations. The support teachers will have 6 props each to give to the children. The lead and support teachers will sing the song through once standing in place. They will sing the song through 2 more times while helping the toddlers walk in a circle. 3. A teacher will read the class book, "My Favorite Toy". As	sink in classroom). 3. Class book (IWP) that will be kept in a cabinet in the toddler closet. 4. 1 popcorn bin filled with luffas (Toddler Closet, C3, shelf 1). 5. Bell Bracelets (Toddler Closet, Lab Shelf). 6. Kindle and speaker (Xxxxx office), bag of scarves (Toddler closet our shelf).	4. None. 5. None. 6. None.	give out 6 pairs of wings to the support teachers. Each teacher will keep a pair of wings and give pairs of wings to the toddlers. 3. Place book in rocking chair. 4. Put the popcorn bin on the counter by the sink. I will grab the popcorn bin filled with luffas when it is time for large group. Tape the song poster onto the wall for the other teachers to see.	spread out enough that they won't hit each other as they "flap" their wings. Make sure children don't throw or swing the props at each other. Make sure the props are given back as soon as the song is done. 3. Teachers will be close by in case of pushing or hitting as the children gather around the book. 4. Make sure children do not	

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		<p>5. IELG D1 G16 Age 16 to 38 Months CI2: Expresses emotion and experiences through movement, drawing, music, or singing.</p> <p>6. IELG D1G16 Age 16 to 38 Months CI6: Expresses emotions and experiences through movement, drawing, music, or singing.</p>	<p>the teacher is reading, she will also do the sounds and hand motions that come with each page. As the children learn the names and faces of the other children, the teacher may ask, "Who is this?" and the child or other children will either point or say the name. The child whose page we are on may shout "Me!" or "Mine!"</p> <p>4. The children will have the opportunity to actively participate in a</p>			<p>5. Before large group, I will hand bells to the children. Support teachers will help me hand out bells to children not in the large group area.</p> <p>6. Freeze song: the lead teacher will find the freeze song and get it ready to play on the kindle. The scarves will be in a bag next to the large group area for easy access.</p>	<p>put luffas in mouth or throw them at other children. Make sure there is enough space around children to jump and shake.</p> <p>5. Ensure that toddlers do not throw the bell bracelets or hit other children. Make sure that each toddler has enough space to be jumping and dancing to avoid collisions.</p> <p>6. Watch that children are</p>	

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			<p>movement activity while listening to directions through a song. They will learn to shake their popcorn prop, jump or bounce with their popcorn prop, and toss their popcorn.</p> <p>5. While participating in large group the toddlers will have an opportunity to express their emotions by jumping and dancing to the song <i>Shake Your Sillies Out</i> while the shake bells.</p>				not hitting each other with the scarves or pushing each other as they dance.	

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			6. The lead teacher will find the song <i>Freeze Dance</i> on the kindle and will set it in the large group area. She will have the scarves ready and introduce the activity and set up any expectations. When the music plays, everyone will start to dance however they like. When the song says "FREEZE" everyone will "freeze" and hold still until the music begins again. Children and teachers can sing along with					

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			the lyrics as they learn them. We will dance through the song twice.					
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		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 and middle of the group. Make sure the children always hold onto the rope or a teacher's hand. Make sure teachers watch for runaway children. Make sure that a teacher is never left	All children

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				Where there's fun and hope.			alone with a child.	
1st Outdoor Activity: Discover the Nature Hut	Xxxxx	IELG D2 G17 Age 16 to 38 Months CI7: Balances on one foot briefly.	Children will have the opportunity to balance one foot briefly as they walk on stepping stones to get into the tree hut. They will also have the opportunity to have a picnic inside the hut.	1 tarp (RR2 yellow 241), 5-6 stepping stones (GG shelf 4), 8-10 pieces of food (toddler closet our shelf), 1 woven picnic basket (toddler closet our shelf).		Place the stepping stones in a line leading up to the entrance of the tree hut. Place the tarp on the ground inside the hut. Place the food inside the basket and put in the middle of the hut. Place 2-3 pieces of food on the ground next to the basket.	Make sure the children don't put the food in their mouths. Make sure there is a teacher watching the children in the hut at all times. Make sure there are always two teachers with children when in the hut.	All children
2nd Outdoor Activity: Sit 'n Scoot	Xxxxx	IELG D2 G21 Age 16 to 38 Months CI1: Attempts new activities that require	Children will have the opportunity to try new activities as they sit on boards with wheels and use	3 sit and scoot boards (GG shelf 8), 4 helmets (LS).		Place the boards on the edge of the grass near the large shed and check-out gate.	Make sure the children wear a helmet when riding the boards. Make sure the	All children

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		physical movement, with or without adult assistance.	their feet to push themselves around.			Place the helmets next to the boards.	children only sit on the boards. Make sure the children fold their arms while riding it so their fingers don't get squished. Make sure a teacher is with any children on the boards at all times.	
Inclement Weather Fine Motor Indoor Activity: Puzzling Fun	Xxxxx	IELG D2 G8 Age 16-38 Months C19: Completes simple insert puzzles (uses shape sorter box or puts pegs into peg board).	Children will have the opportunity to develop finger muscles, such as pincer grasp, as they complete wooden block animal puzzles.	All of the animal puzzle blocks (RR2 orange 205).		Move the dramatic play table near the fine motor table Place 2/3 of the puzzles on the fine motor table and the other 1/3 on the	Make sure the children don't throw or use the puzzle pieces to hit other children. Make sure the children don't put the puzzle pieces in their mouths. Make	All children

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						dramatic play table.	sure the children don't bring the puzzle pieces to other areas in the room.	

Large Group Activity	Name of toddler(s) planned for in this activity
<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> <p>IELG Outcome: IELG D3 G31 Age 16-38 Months CI2: Engages briefly with peers in structured play.</p> <p>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.</p> <p>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 <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.</p> <p>Any adaptations for individual toddlers: Xxxx can sit next to a teacher or in their lap rather than sitting by herself.</p> <p>Teacher Script</p> <p>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.</p> <p>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.</p> <p>Handing out props (how will you hand out props): The lead teacher will give each toddler stuffed monkey as they are sitting or standing ready to listen to and act out the rhyme. Support teachers will offer monkeys to children not near the lead teacher.</p> <p>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."</p>	<p>All children</p>

Lead Teacher: Xxxxx Maisey

Part One: X

Part Two:

Lead Teaching Date: 6-26-18

Submission Date: 6-18-18

Revised Submission Date (if needed): 6-25-18

TTD Chapter: 7

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.