

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 C: Follows all the health and safety procedures on the lead teaching checklist, established for each activity, and outlined in the student handbook (i.e. handwashing, nose wiping, emergency backpack, diapering, health checks, accident reports, fire drills).

I will make sure that I follow all health and safety procedures as I make sure the toys that children put their mouths on get placed in the cleaning bins.

2. Briefly describe your planning for the ten 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. CI2	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 CI1: Generalizes ideas based on past experiences.	Developmentally, Xxxxx is able to bend over easily. He will have the opportunity to bend over as he picks up or prepares to kick a ball.	According to the paperwork, Xxxxx likes throwing balls. He will have the opportunity to throw or kick balls towards the goal.	Gross Motor	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 with balls.	Teachers can encourage Xxxxx to try a different activity. Teachers can allow Xxxxx to carry a ball with him as he moves from one activity to another.

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 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 C18: Begins to understand how to take turns during play with peers, with considerable assistance.	Developmentally, Xxxxx is able to walk into a ball. He will have the opportunity to practice walking into a ball as he kicks the balls into the goal.	According to the paperwork, Xxxxx likes balls. He will have the opportunity to walk into a ball as he kicks it into the goal.	Gross Motor	Xxxxx will have the opportunity to practice his goal of taking turns by kicking the ball into the goal and then letting the other children kick it.	Teachers can encourage Xxxxx to work on his goal by demonstrating how to take turns. Teachers can tell Xxxxx he can kick the ball 2 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 C19: Gives up and keeps objects during playful interactions with peers, with assistance.	Developmentally, Xxxxx is able to point to objects she recognizes. She will have the opportunity to point to objects she is familiar with as she looks at books.	According to the paperwork, Xxxxx like books. She will have the opportunity to look through books and listen as the teachers read in the Flop & Drop area.	Flop & Drop	Xxxxx will have the opportunity to practice her goal of taking turns as she chooses a book then waits while another child chooses one. She will have the opportunity to practice her goal of sharing as she lets other children play with some of the vehicles while still keeping some for herself.	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 cars you're playing with. Will you let _ have one to play with?" or "Let's finish reading this book then _ can pick one."

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 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 play make believe. He will have the opportunity to play make believe as He takes on the role of shopper or cashier.	According to the paperwork, Xxxxx likes to create his own stories. He will have the opportunity to create and act out his own story as he takes on the role of cashier or shopper rather than following a script or set story.	Dramatic Play	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 food, such as "apple" or "pie" after a teacher says it.	Teachers can encourage Xxxxx to work on his goal by saying the words of the grocery items in English while pointing at or holding them. Teachers can talk about what Xxxxx is doing. For example, "Xxxxx is putting the apple in a shopping cart."

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 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 is able to recognize the names of objects such as truck and car. He will have the opportunity to learn to recognize new words related to truck and car as teachers read books about vehicles and then ask him questions.	According to the paperwork Xxxxx likes trucks and cars. He will have the opportunity to play with trucks and cars in the flop & drop area. In addition, he will have the opportunity to hear stories about trucks and cars as he as he listens to teachers read books about vehicles.	Flop & Drop	Xxxxx will have the opportunity to work on his goal of using words to express his needs as he asks a teacher to read a story to him and asks for a toy truck or car.	Teachers can ask Xxxxx if he wants to read a book and which one he would like to read. They can also ask how he feels about what is happening in the story.

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. CI2	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 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 listen to short story books with pictures. She will have the opportunity to listen to stories as teachers read books in the Flop & Drop area.	According to the paperwork, Xxxxx likes books. She will have the opportunity to look through and listen as the teachers read books in the Flop & Drop area.	Flop & Drop	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 books or toys.	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 imitate the behavior of others. He will have the opportunity to imitate teachers and the other children as they buy groceries or ring people up.	According to the paperwork, Xxxxx likes tomatoes. He will have the opportunity to purchase tomatoes in the toddler lab grocery store.	Dramatic Play	Xxxxx will have the opportunity to work on his goal of sharing as he hands items to other people and lets the other children purchase items from the store.	Teachers can ask Xxxxx if he is willing to share some of his food with the other children. They can point out how happy the other children are when he shares with them as they talk him through the process of turn taking.

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 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 beginning to play make believe. She will have the opportunity to use her imagination as she moves figures and cars around a town made of blocks.	According to the paperwork, Xxxxx likes animals. She will have the opportunity to play with animals in a town she creates with blocks.	Blocks	Xxxxx will have the opportunity to work on her goal of taking turn with other children as she lets them have one of the animals, cars, or people.	Teachers can encourage Xxxxx to take turns by telling her she can play with the animal for 1 more minute after another child indicates they would like it. Teachers can encourage Xxxxx to practice handing the animals to the other children when it's their turn to play with them.

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. CI2	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	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 able to point to an object when it is named. She will have the opportunity to point to objects when named as teachers ask her where something is in a book.	According to the paperwork, Xxxxx likes books. She will have the opportunity to look through books and listen as the teachers read in the Flop & Drop area.	Flop & Drop	Xxxxx will have the opportunity to work on her goal of being okay when her mom and dad leave by reading or listening to familiar books in the flop & drop area to calm herself down.	Teachers can help Xxxxx work on her goal by offering to read books to her. Teachers can let Xxxxx sit next to them at the different activity centers.
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 understands most sentences. She will have the opportunity to talk with teachers as they ask her questions about shopping or the fruits and vegetables.	According to the paperwork, Xxxxx likes playing with her friends. She will have the opportunity to make new friends with her peers as she takes on the role of shopper or cashier.	Dramatic Play	Xxxxx will have the opportunity to work on her goal of naming the primary colors when a teacher asks her what color the fruits and vegetables are. For example, "what color is the banana? Yellow!"	Teachers can help Xxxxx work on her goal by naming the colors of the produce. Teachers can ask her what color each fruit or vegetable is.

Toddler Activity Assignments & Set-up Plan**3. Lead Teacher** – Rebecca

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	<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 <i>how</i> 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
Flop & Drop: Vehicle Madness	Xxxxx	IELG D5 G59 Age 16-38 Months C17: 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 vehicles such as tractors and cars. They will also have the opportunity to drive some of the vehicles around the flop and drop area while	1 large helicopter and 2 airplanes (RR2 Blue 166), 2 buses (RR2 Blue 186), 1 green dump truck, 1 green tractor, and 3 more vehicles (RR2 Blue 182).	<i>Stop, Train, Stop!</i> By Rev. Awdry (WR T A2), <i>The Wheels on the Bus</i> by Child's Play (WR T C20), <i>Freight Train</i> by Donald Crews (WR T C17), <i>Bus Stops</i> by Taro Gomi	Place all of the books in the shelves. Place the tractors and cars in front of the shelves and on or next to the couches and cushions.	Make sure that children don't tear or throw the books. Make sure that the children don't bring the books or toy vehicles over to other areas in the classroom.	Xxxxx Xxxxx Xxxxx Xxxxx Xxxxx

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
			listening to stories being read by teachers or other children.		(WR T G1), <i>That's Not My Train</i> by Fiona Watt (WR T W3), <i>Can You See What I See?</i> Trucks and Cars by Scholastic (WR T S12), <i>Steam Train, Dream Train</i> by Sherri Dusky Rinker (WR T R11), <i>Bye-Bye, Baby</i> by Wendy Cheyette Lewison (WR T L2), <i>Little Critter at Play</i> by Mercer Mayer (WR			

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
					T M6), <i>Inside Freight Train</i> by Scholastic (WR T C16), <i>Baby's Favorite Toys</i> by Denise Lewis Patrick (WR T P1), <i>Sheep in a Jeep</i> by Nancy Shaw (WR T S4).			
Block Area: My Town	Xxxxx	IELG D1 G15 CI4: Uses props in pretend play (dolls, animals, trucks, objects).	Children will have the opportunity to use props such as, human figurines and cars as they explore a town made out of blocks and wooden figures.	Wooden blocks (toddler classroom), 12 plastic people (RR2 Blue 175), 7 community buildings (RR2 Blue 181), 2 wooden trees (RR2 Blue 176)	<i>Little Critter's Day</i> by Mercer Mayer (WR T M5).	Use the blocks to create roads. Place the community buildings and trees around the block area. Place people, animals, and vehicles around	Make sure the children don't throw the blocks or figurines. Make sure the children don't knock over each other's creations.	Xxxxx

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
				from community wooden cars signs etc. bin), 4 plastic cars (RR2 Blue 176) 2 police cars, 1 helicopter, 1 ambulance (RR2 Orange 199), 2 of each: cats, small dogs, birds, and 1 of each: bunnies, guinea pigs (RR2 Blue 177).		the block area so it looks like a natural town setting. Place the book on top of the short shelf that is nearest the fire escape door.	Make sure the children don't put objects in their mouths. Make sure the children don't hit each other with blocks or other props. Make sure the children that blocks and other props are kept in the block area so that teachers or children don't trip over them.	
Dramatic Play: Shopping Time!	Xxxxx	IELG D3 G28 Age 16-38 Months CI1: Plays side-by-side with another child.	Children will have the opportunity to play next to each other as they select what fruits and breads they want to	3 lemons, 2 carrots, 3 oranges, 3 apples, 2 pears, 2 corn, 1 watermelon, 1 celery, 2	<i>Plumply, Dumply Pumpkin</i> by Mary Serfozo (WR T S20)	Put toy sink, oven, and small rocking chair from in the toddler closet. Move the changing	Make sure the children don't put the plastic food in their mouths. Items that go in the	Xxxxx Xxxxx

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
			purchase and place them in their cart. They will also have the opportunity to talk with each other as they take on the roles of shoppers and cashiers.	tomatoes, 2 onions, 1 eggplant, 1 lime (RR2 Yellow 223), 10 small or medium loves of bread and 8 large pieces of bread (RR2 Yellow 223), 8 bakery treats (RR2 Yellow 228), 4-5 snack or cereal boxes (RR2 Yellow 229, 224, 234) 2 large shopping baskets and 3 small shopping baskets (RR2 Yellow 223), 1 cash register (RR2 Yellow 218), 3 purses (RR2 yellow 216), 2 shopping carts (SS).		station next to the end of the short shelves closest to the center of the classroom. Place the cash register on top of it and the shopping baskets and carts right next to it. Place the fruits and vegetables in the two short shelves that form the barrier between the door and the dramatic play area. Place the bread and snack boxes on the tall toy	children's mouths need to be put in the sanitizing bin right away. Be careful of having too many items on the floor that can cause tripping. Make sure the children don't throw or use the props to hit other 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
						cupboard. Place the bakery treats on top of or in the fridge. Place purses and book on top of the dramatic play table.		
Gross Motor: Goal-a-Rama	Xxxxx	IELG D2 G17 Age 18-36 Months CI5: Kicks and throws a ball, but with little control of direction or speed.	Children will have the opportunity to kick or throw a ball towards a soccer goal.	Soccer goal (toddler closet), 1 soccer ball and 1 other medium/medium large ball (GG Shelf 7), tape (in classroom bucket).	<i>Baseball Bob</i> by Joyce William (WR T W 10)	Use tape to separate the gross motor area from the art and slide areas. Set the goal up near the diaper changing station. Have the open end facing the slide. Place the balls next to the goal. Place the book next to	Make sure the balls don't get left in the middle of the floor and cause tripping. Make sure the balls don't get in the way of the art or flop and drop activities. Make sure the children don't throw the balls at other	Xxxxx Xxxxx

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
						the wall so it is easily accessible to children but won't cause tripping.	people or towards other activity centers. Make sure the children don't use the balls to hit each other.	
Class Clean-up (Lead Teacher for the day is in charge of this)	Rebecca	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, Kindle, 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

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
Transition to Large Group Activities (Lead Teacher for the day is in charge of this)	Rebecca	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. The children will gather and sit in the large group activity area in front of the whiteboards.	Transition song (sung to the tune of <i>Baby Shark</i>): It's time for Group Do doo do doo do do 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		Towards the end of clean up, the lead teacher will create a large group area in the flop and drop area. The teacher will also put the doors on the slide and put any messy activities away.	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

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
				Its time to read/sing 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 Do doo do doo do do Time to read/sing.				
Large Group Activity - Five Little Monkeys	Xxxxx	IELG D3 G31 Age 16-38 Months CI2: 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	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	<i>Five Little Monkeys Sitting in a Tree</i> by Eileen Christelow (WR T C21).	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.	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
			each hold their own monkey as they do the actions and say the rhyme along with the teachers.	toddler classroom 269).				
Transition to outdoor play – (Lead Teacher for the day is in charge of this) Large south playground Small north playground	Rebecca	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.		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

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
				We are going outside Where there's fun and hope.				
1st Outdoor Activity: Sandbox Search	Xxxxx	IELG D1 G14 Age 6 to 36 months CI4: Explores and plays with sand, mud, and water.	Children will have the opportunity to explore and play in the sand as they use shovels and rakes to find buried dinosaurs.	10 large dinosaurs (RR 2 Blue 167), 10 assorted sand toys (SS 13).		Partially bury 5 of the dinosaurs in the sand and place the other 5 on top of the sand. Place the sandbox toys in the sandbox around the edge.	Make sure the children don't put the sand in their mouths. Make sure the children aren't dumping sand on themselves or others. Make sure the children aren't dumping the sand out of the sandbox.	All children
2nd Outdoor Activity: Knock 'em Down	Xxxxx	IELG D2 G21 Age 6 to 18 Months CI1: Attempts new activities that require physical movement,	Children will have the opportunity to use toy bowling balls to knock over plastic bowling pins. This will give the children the	Bowling set (GG shelf 16).		Set up the bowling pins in a pyramid formation in grassy area between the sandbox and the Clarke.	Keep temperature and weather conditions in mind. Make sure that surfaces are not icy,	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
		with or without adult assistance.	opportunity to make a variety of new movements that teachers will model.			Place the ball 2-3 feet away from the bowling pins in a direction so that when rolled it will roll parallel to the sandbox not towards it.	slippery, or too hot. Make sure that children don't throw or hit people with the ball or pins. Make sure the children take turns by using prompts such as, "you can roll the ball one more time then it is _'s turn."	

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
Inclement Weather Fine Motor Indoor Activity: Puzzling Fun	Xxxxx	IELG D2 G8 Age 16-38 Months CI9: 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 put peg puzzle pieces into the corresponding spot on the puzzle board.	12 peg puzzles (RR2 Yellow 221 and 226).		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 dramatic play table.	Make sure the children don't put the puzzle pieces in their mouths. Make sure that when the puzzle pieces are dropped they are picked up right away so the pegs don't break.	All children

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>	All children

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.

Any adaptations for individual toddlers: Xxxxx can sit next to a teacher or in their lap rather than sitting by herself.

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): Xxxxx will give each toddler stuffed monkey as they are sitting ready to listen to and act out the rhyme.

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.