

LANGUAGE/LITERACY

What's in the Egg?

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, L3.1, dual language learners DL1.1, DL2.1, approaches to learning AL4.1

Suggested Materials: *The Golden Egg Book* by Margaret Wise Brown, jumbo plastic egg, small objects (crayon, toy animal, rattle, etc.)

Play a guessing game.

- If possible, locate a copy of *The Golden Egg Book* and read it to the children before playing the game. In this book, a bunny finds an egg and tries to guess what is inside.
- Place a small object in a jumbo plastic egg.
- Show the children the egg and ask them to guess what is inside. They may repeat some of the ideas from the book or think of other ideas.
- Shake the egg and invite them to listen to the sound. Give some clues. After a few tries, even if no one guesses, invite a child to open the egg and show what is in it.
- Repeat with several different objects.
- **Older Toddlers:** Encourage the children to ask questions to find out more about what is in the egg. Answer their questions to help them find the answer.

MATH

Egg Puzzles

Indicators: math M1.1, M2.1, M2.2, M4.2, approaches to learning AL1.1, AL2.3, AL3.1, AL4.1

Suggested Materials: white poster board, scissors, markers (teacher use)

Create and match egg puzzles.

- Cut several large ovals from white poster board.
- Use markers to make matching shapes on each end. Include any shapes you would like to review or introduce such as stars, hearts, circles, and triangles.
- Cut apart each egg to make a two-piece puzzle with a shape on each end.
- Mix up the puzzle pieces. Invite the children to find the matching shapes and assemble the puzzles. Help them name the shapes as they show readiness.
- **Older Toddlers:** Once all the puzzles are assembled, model counting the number of eggs labeled with each shape. Encourage the children to count with you as they show interest.



Observe: How do the children problem solve as they work with the puzzles? What strategies do they use? Give older children a couple of options to consider trying. Encourage them to pick one to try.

SOCIAL STUDIES

How Was the Weekend?

Indicators: social studies SS1.2, social/emotional SE1.1, SE2.1, SE4.1, physical/health PD2.1, PD2.3

Materials from Kit: Bunny Theme Puppet (p. 5)

Talk about what everyone did over the weekend or for the Easter holiday.

- Bring out the Bunny Theme Puppet. Some children may be excited to share how their Easter went. Have Bonnie tell the children that she celebrated Easter. She met her other bunny friends, played some hopping games, and ate delicious carrots.
- Use Bonnie to ask each child what they did over the weekend.
- Children who are talking may go into great detail about their weekend plans.
- Children who are not yet talking or are a little shy may need some help. Use Bonnie to ask them a few “yes/no” questions. For example, she might ask, “Did you have fun over the weekend? Did you go on an egg hunt? Did you have a special dinner with your family?” They can either shake their head yes or no or simply reply yes or no. If they decide they want to elaborate, encourage them to do so.
- Once everyone has shared, Bonnie can encourage the children to hop like she did yesterday! Hippity hop, hippity hop!



Observe: Did the children participate in any Easter celebrations? What were there plans? In what ways do they share about their experience?

PHYSICAL/HEALTH

Bunnies and Chicks Bowling

Indicators: physical/health PD2.2, PD2.3, PD3.1, PD3.2, math M1.1, M4.1, social/emotional SE2.2

Materials from Kit:

Physical/Health Card 25

Suggested Materials:

plastic bottles, cotton balls, yellow tissue paper, tape, markers (for teacher use), ball



NOTES

LANGUAGE/LITERACY

Other Springtime Babies

Indicators: language/literacy L1.1, L2.1, L2.2, L3.1, L3.3, dual language learners DL1.1, DL2.1

Materials from Kit: Concept Cube, Spring Animals Cube Cards

Learn more about baby animals.

- Locate your Concept Cube from your Starter Pack. Bring out the Spring Animals Cube Cards from your Teacher Pack and separate as indicated.
- Insert a card into each side of the cube.
- Show each picture. Name the baby animal. Encourage the children to repeat as they are able. Talk briefly about the picture and the baby animal. For example, you might point out the spots on the fawn.
- Invite a child to roll the cube. When it stops, have the children name the animal pictured. Then, make sounds like the animal or move like the animal.
- Repeat until each child has had a turn. If it lands on the same animal twice, just repeat moving or making sounds like that animal.



MATH

Blue and Yellow Color Sort

Indicators: math M4.2, physical/health PD3.1, PD3.2, approaches to learning AL1.1, AL2.1, AL2.2, AL2.3, **AL3.1**

Suggested Materials: blue and yellow tissue paper OR construction paper, muffin tins, blue and yellow baking cups, bowls

Sort the colors blue and yellow.

- Before the activity, tear blue and yellow tissue paper or construction paper. Place the colored pieces into bowls.
- Offer the children muffin tins and blue and yellow baking cups.
- Invite the children to place the blue and yellow baking cups into the muffin tins, naming each color as they go.
- Give the bowls with the blue and yellow pieces to the children.
- Encourage the children to sort by color, placing the yellow pieces in the yellow cups and blue pieces in the blue cups.
- The children can remove the pieces and play as long as they show interest.



Observe: Do children start the activity and stay interested and engaged? Encourage older children to finish the activity even when encountering distractions.

CREATIVE ARTS

Springtime Wreath, Part 1

Indicators: creative arts CA1.1, CA1.2, math M2.1, physical/health PD3.1, PD3.2, approaches to learning AL1.1, AL4.1

Materials from Kit: wreath patterns, blue and yellow tissue paper

Suggested Materials: scissors, glue

Start on the Springtime Wreath project.

- Help the children make spring wreaths decorated with spring animals.
- Cut out the wreath patterns and offer one to each child.
- What shape are the wreaths? The children may enjoy peeking at each other through the wreaths.
- Divide the blue and yellow tissue paper among the children. What colors do they see?
- Encourage the children to tear the tissue into smaller pieces. Give gentle guidance as needed. Show them how to push one hand away from and pull one hand toward themselves to tear the paper.
- The children may spread glue onto the wreaths and add the torn tissue. They can either lay it flat or crush it before adding it.
- Let dry. Plan to complete the Springtime Wreath project tomorrow.



Note: If you have any tissue paper leftover, you may want to save it for the Blue and Yellow Color Sort activity on this page.

PHYSICAL/HEALTH

Blue and Yellow Treats

Indicators: physical/health PD1.2, PD3.1, PD3.2, PD4.2, approaches to learning AL4.1, social/emotional SE1.2, math M4.2

Materials from Kit:

Physical/Health Card 40

Suggested Materials:

blue and yellow fruit OR snacks (banana, mango, pineapple, corn, blueberries, blueberry yogurt, corn chips, etc.), paper plates, spoon



NOTES

LANGUAGE/LITERACY

Bunnies as Pets

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, dual language learners DL1.1, DL2.1, science SC3.1

Materials from Kit: Feed the Bunnies Early Learning Materials (p. 40)

Suggested Materials: supplies that pet bunnies need (cages/homes, water and food containers, clean hay/wood chips for sleeping) OR pictures of their supplies

Learn about people who have bunnies as pets.

- Explain to the children that some people have bunnies as pets.
- Do the children have any pets? What type of animals are their pets? Are any of their pets rabbits? Encourage the children to talk about what their pets need (food, water, and a warm place to sleep).
- Show some supplies that pet bunnies need. You could gather bunny cages, bunny water containers, food containers, and the clean hay that they sleep on. If you know somebody who has rabbits, they may be interested in bringing these supplies in so the children can see them in person. If not, you could print out pictures of the supplies.
- Talk about the foods that bunnies like to eat. They have pellet food for rabbits and they like hay. You can also feed them carrots, lettuce, and other vegetables.
- Bunnies and rabbits also need special care from veterinarians to make sure they are healthy.
- Bring out the Feed the Bunnies Early Learning Materials again and invite the children to feed each bunny.
- **Older Toddlers:** Encourage older children to think about what they would name a bunny if they had one as a pet.



PHYSICAL/HEALTH

Little Bunnies

Indicators: physical/health PD1.1, PD2.1, PD2.2, PD2.3, creative arts CA2.1, CA2.2, CA3.1, language/literacy L2.2

Materials from Kit:

Physical/Health Card 26, Songs/Rhymes Card 12, Bunnies Vocabulary Card (p. 5)

Observe: How do the children move? Do they try hopping or bouncing? Notice their balance and control as they move.



CREATIVE ARTS

Springtime Wreath, Part 2

Indicators: creative arts CA1.1, CA1.2, CA4.1, language/literacy L1.1, L2.1, L2.2, L3.3, math M1.1

Materials from Kit: decorated wreaths (p. 53), animal stickers, yarn

Suggested Materials: scissors, tape

Caution: Supervise the use of stickers, which can cause choking if swallowed.

Complete the Springtime Wreath project.

- Divide the stickers among the children to attach to the wreath.
- As they attach the stickers, name the animals. Can the children say the names?
- They may want to imitate the sounds of some of the animals.
- Invite the children to compare the animals on their wreaths.
- Cut the yarn into pieces about 6" long and help each child tape one to the back of the wreath as a hanging loop.
- **Older Toddlers:** Model counting the stickers as the child adds them. See if the child will attempt to count with you. Talk about where the child will display the wreath.



Observe: Do the children show interest in the animals on their wreath? Do they look at their friends' wreaths to compare the animals? Do they make or imitate any animal sounds?

SOCIAL/EMOTIONAL

This Little Bunny

Indicators: social/emotional SE1.1, SE2.1, SE4.1, language/literacy L1.1, L2.1, L2.2, L3.3

Materials from Kit: Songs/Rhymes Card 12

Play an alternative version of a classic childhood game and rhyme.

- Have one child at a time remove her shoes and socks and stretch out her legs.
- Wiggle each toe as you say a line of the rhyme "This Little Bunny." The lyrics are on Songs/Rhymes Card 12.
- Repeat with each child, using their name in the rhyme.



Review Suggestion: Repeat the Sleepy Bunny activity from page 46 or the Honey Bunny activity from page 48.

LANGUAGE/LITERACY

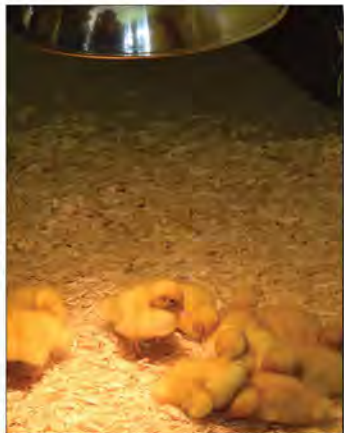
Chicks as Pets

Indicators: language/literacy L1.1, L2.1, L2.2, L3.1, dual language learners DL1.1, science SC3.1

Suggested Materials: picture of chicks under heat lamp

Learn about raising baby chicks as pets.

- Help the children remember yesterday's discussion about having rabbits as pets.
- Explain that many people also have baby chicks as pets. They keep the chicks safe and healthy so they grow into big chickens called *hens* or *roosters*.
- Show a picture of baby chicks under a heat lamp. Encourage the children to tell you what they see. Explain that baby chicks often need to be placed under a heat lamp when they are really little to stay warm and dry. This is very important for them to grow.
- They also need fresh water and food.



Review Suggestion: Repeat the Peep and Cluck activity from page 50.

PHYSICAL/HEALTH

Indicators: physical/health PD1.1, PD2.1, PD2.2, PD2.3, PD3.1, PD3.2, PD3.3

Materials from Kit: Physical/Health Cards

- Repeat a favorite Physical/Health Card activity. Choose a gross motor activity if children are especially active. If they need some quiet play, choose a favorite fine motor activity.



NOTES

MATH

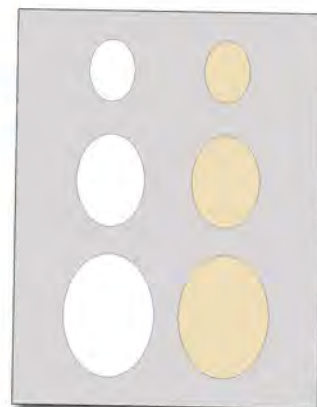
Sorting Eggs

Indicators: math M2.1, M2.2, M3.1, M4.1, M4.2

Suggested Materials: tan and white paper, scissors

Sort eggs by shape and color.

- Cut ovals from tan and white paper. Create two or three sizes of each color.
- Spread out the ovals. Invite the children to explore.
- Say the word *oval* or *óvalo* and encourage them to repeat the word as they show readiness.
- Do the children notice the different colors and sizes? Invite them to sort the eggs. They may sort by color, size, or both.
- **Older Toddlers:** Older toddlers may be interested in lining up the ovals to make simple patterns. You might try making a simple pattern first for them to copy. As they show interest, they may want to create their own patterns.



SCIENCE

Spring Oobleck

Indicators: science SC1.1, SC1.2, SC2.1, approaches to learning AL1.1, AL2.1, AL4.1

Suggested Materials: sensory table OR plastic tub, cornstarch, water, liquid watercolor OR food coloring, vanilla extract, mixing bowls, measuring cup, spoons

Caution: If you choose to use food coloring be aware that it may slightly stain hands as the children play.

Explore texture and scents with a fun spring oobleck.

- In a mixing bowl, add 2 cups cornstarch and 1 cup water. Mix together. Add in liquid watercolor or food coloring and a couple drops of vanilla extract.
- Repeat to make a few different spring colors. You may consider making blue, yellow, green, and pink.
- When you have all of your colors made, gather the children around a sensory table or large plastic tub. Add each color into the sensory table, naming the color as you pour it.
- Invite the children to explore the oobleck. How does it feel? Can they smell the light vanilla scent? If you made Spring Playdough earlier in the month (p. 47), children may easily recall the scent. Do the colors mix together at all? They may enjoy mixing with spoons, pouring with measuring cups, and exploring with their hands. Help children notice how the liquid is hard when you form it into a ball shape and then turns into a liquid when you let it go.

Note: Have a little bit of extra cornstarch and water on hand if you need to thicken or loosen up the mixture.

✓ LANGUAGE/LITERACY

Bunny or Chick?

Indicators: language/literacy **L1.1**, L2.1, L2.2, L2.3, L3.1, dual language learners DL1.1, DL2.1, science SC3.1, approaches to learning AL4.1

Materials from Kit: Bunnies and Chicks Vocabulary Cards (p. 5)

Review the Bunnies and Chicks theme.

- Bring out the Bunnies and Chicks Vocabulary Cards again as you review the theme.
- Display them side by side. Share information about each creature. Encourage the children to decide if you are talking about a bunny or a chick. They can point to the appropriate card or name the creature. Here are some examples of things you might mention.



- I am thinking of a creature with very long ears.
- I am thinking of a creature with fluffy yellow feathers.
- I am thinking of a creature that goes *peep, peep*.
- I am thinking of a creature that is soft and furry.
- I am thinking of a creature that comes from an egg.

Observe: Do the children listen as you share directions and information about the creatures so they can point to a card?

MATH

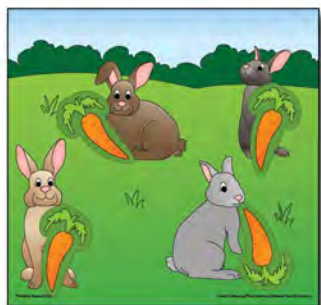
Hungry Bunnies

Indicators: math M1.1, creative arts CA2.1, CA2.2, approaches to learning AL2.1, AL3.1, AL4.1

Materials from Kit: Feed the Bunnies Early Learning Materials (p. 40), Songs/Rhymes Card 12

Wrap up the theme with a numbers song about hungry bunnies.

- Bring out the Feed the Bunnies Early Learning Materials.
- Sing the song “Hungry Bunnies” from Songs/Rhymes Card 12. At the end of each verse, a child can remove a carrot.



SOCIAL/EMOTIONAL

Knock, Knock

Indicators: social/emotional SE2.1, SE2.2, SE4.1, language/literacy L1.1, L2.1, L2.2, creative arts CA4.1

Suggested Materials: playhouse with door that opens and closes

Review the opposites *open* and *closed* as the children practice politely knocking before entering.

- If you have a playhouse with a door that opens and closes, it would be ideal for the activity. If not, you can simply use the door to your room or another door.
- Invite one child to go inside the playhouse and close the door. Explain that when a door is closed, it is good manners to knock before opening it.
- Choose a child to knock on the door. The child inside can open the door or say, “Come in.” The child on the outside can then go in.
- Repeat several times to give every interested child a chance to knock on the door or open it. As the children practice, use the words *open* and *closed* often.
- **Older Toddlers:** Talk with older toddlers about when they need to knock. Point out that it is not usually necessary to knock on the door of a store. However, it is always a good idea to knock on a closed bathroom or bedroom door before opening it. When visiting the homes of friends or family members, it is polite to knock before going in.

✓ PHYSICAL/HEALTH

Yellow Dance

Indicators: physical/health PD1.1, **PD2.1**, PD2.2, PD2.3, PD3.1, creative arts CA2.1, CA2.2, CA3.1, language/literacy L2.2

Materials from Kit:

Physical/Health Card 27

Suggested Materials:

yellow streamers OR scarves OR fabric strips, music

Observe: Do the children dance? Do they try moving in another way?



HERE'S A TIP!

Support children when they become frustrated and help them learn to try again. For example, when a child is frustrated with a toy or the results of a project, you might say, “When you first try something, it doesn’t always work out the way you want. Do you want to try it again now or a little later?” When you see a child persevere, acknowledge it. Say something such as, “I am proud of the way you try hard and don’t give up.”