

LANGUAGE/LITERACY

Color Yellow

Indicators: language/literacy L1.1, L2.1, L2.2, dual language learners DL1.1, DL2.1, approaches to learning AL1.1, AL4.1

Materials from Kit: Color and Shape Display, Yellow Color Piece (both on p. 2), Bunny Theme Puppet (p. 5), Sign Language Poster (p. 5), Rainbow Stacker Manipulative (p. 40)

Introduce the color yellow.

- Use Bonnie Bunny to lead the song on page 2 to add the Yellow Color Piece to the Color and Shape Display.
- Name and use the sign for *yellow*. Encourage children to say the word or use the sign as they show readiness. You may also want to introduce the Spanish word *amarillo* (ah-mah-REE-yoh) for yellow.
- You may want to review the oval shape also.
- Invite the children to look around the room and find the color yellow. Lead the children in saying and signing *yellow* each time they see it.
- Can the children identify which ring is yellow on the Rainbow Stacker Manipulative?



PHYSICAL/HEALTH

Spring Playdough

Indicators: physical/health PD3.1, PD3.2, PD3.3, science SC1.1, creative arts CA1.1, language/literacy L2.1

Materials from Kit: Physical/Health Card 20

Suggested Materials: bowls, measuring spoons/cups, water, salt, vegetable oil, flour, cornstarch, vanilla extract OR vanilla essential oil, playdough accessories (include theme-related cookie cutters, if possible), plastic container with lid



HERE'S A TIP!

Easter takes place on April 12 this year. Consider the wishes of the children's families as you make plans for holiday-related activities this week. Some may see this as a strictly religious holiday and object to Easter bunnies and egg hunts. Others may not celebrate holidays at all. Still others may want their children to experience traditions they enjoyed as children. Try to plan activities that respect the backgrounds of all the children in your group. If you plan any special events, be sure to let the children's families know early.

MATH

Bunny Burrow

Indicators: math M2.1, M2.2, creative arts CA4.1, CA4.2, approaches to learning AL2.1, AL3.1, AL4.1

Suggested Materials: box, scissors, small toy bunnies

Create bunny homes for the children to play with.

- Cut arches in opposite ends of a box to create a tunnel.
- Offer small toy bunnies and encourage the children to use the box for the bunnies' home.
- The children will have fun making the bunnies go in and out of their home.
- As they play, you can mention that bunnies' homes are called *burrows*. The burrows are often underground and may have more than one way in and out.
- **Older Toddlers:** Children may enjoy pretending the bunnies are a family. Talk about which bunnies go to work or school. Give the bunnies names.



CREATIVE ARTS

Bunny Basket, Part 1

Indicators: creative arts CA1.1, CA1.2, approaches to learning AL1.1, AL4.1, physical/health PD3.1, language/literacy L1.1, L2.1, L2.2

Materials from Kit: bunny punchouts, yellow paper cups
Suggested Materials: crayons, glue

Start on the Bunny Basket project.

- Offer each child a bunny punchout, which has two bunnies on it.
- Invite the children to color the bunnies with crayons. Talk about the colors they use.
- Help each child make a black dot for an eye on each bunny.
- Carefully punch out both bunnies.
- Offer each child a yellow paper cup. Do the children recognize the color? Help the children name *yellow*.
- Glue both bunnies to the yellow paper cups. The children may want to place the bunnies on opposite sides of the cup or next to one another.
- Allow to dry. Plan to complete the Bunny Basket project tomorrow.



LANGUAGE/LITERACY

Chicks

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 AL1.1, AL2.1, AL3.1

Materials from Kit: Chicks Vocabulary Card (p. 5)

Suggested Materials: books about chicks

Introduce the children to a new animal—chicks.

- Show the Chicks Vocabulary Card.
- Point to the chicks as you count them.
- Explain that chicks are baby chickens. The mother hen lays eggs. Sometimes the eggs have chicks inside! They stay in the eggs and grow. When they are big enough, they peck open the shell and come out.
- Help the children find the eggs in the nest. Are any of them cracked? Not yet!
- Explain that the chicks are often yellow when they are born. As they grow older, they get new feathers. The new feathers may be white, black, gray, or other colors. What colors do they see on these chicks?
- What do the chicks say? *Peep, peep!* Encourage the children to imitate the sound with you.
- **Older Toddlers:** As the children show interest, read some stories featuring chicks. You'll find book suggestions on page 42.



SOCIAL/EMOTIONAL

Gentle Hands

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

Materials from Kit: All About Me—I use gentle hands (p. 6), Bunny Theme Puppet (p. 5)

Suggested Materials: stuffed chick OR any stuffed animal

Help the children learn to use gentle hands around animals.

- Show the All About Me Card labeled “I use gentle hands.”
- Hold up the Bunny Theme Puppet and have Bonnie point out how gently the child is touching her duckling friend.
- Encourage the children to gently touch the Bunny Theme Puppet with one finger. Have the puppet respond happily and let the children know how happy she feels when they are gentle.
- Explain that a gentle one-finger touch is sometimes the best way to touch. This kind of touch does not hurt others and is not likely to break or damage things.
- Bring out a stuffed chick. Give each child a chance to gently stroke the chick. Wiggle the chick happily when the children touch gently. If a child begins to touch too vigorously, withdraw the chick. Explain that the chick is frightened when they forget to be gentle. Slowly move the chick out for another chance. If you do not have a stuffed chick, you can use any stuffed animal.



CREATIVE ARTS

Hatching Chick, Part 1

Indicators: creative arts CA1.1, CA1.2, science SC1.1, approaches to learning AL1.1, AL4.1, physical/health PD3.1, PD3.2

Materials from Kit: purple paper, yellow baking cups

Suggested Materials: crayons, glue

Start on the Hatching Chick project.

- Invite the children to scribble on the purple paper to make a nest. The nest does not have to be realistic, so let the children use any colors they wish and scribble freely.
- Give each child a yellow baking cup. Allow time for them to explore. What color are the cups? How do they feel?
- Show the children how to flatten the cups and glue them to the nests.
- Let the baking cups dry.
- Plan to complete the Hatching Chick project tomorrow.



PHYSICAL/HEALTH

Hatch Like Chicks

Indicators: physical/health PD2.1, PD2.2, PD2.3, language/literacy L1.1, L3.3, social/emotional SE2.1

Materials from Kit:

Physical/Health Card 22, Songs/Rhymes Card 11



Observe: Do the children enjoy creating artwork? Which materials do they like using? Do the children color and take time to explore the baking cups in this activity?

LANGUAGE/LITERACY

Peep and Cluck

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, dual language learners DL1.1, DL2.1, creative arts CA4.1

Materials from Kit: Chicks Vocabulary Card (p. 5)

Suggested Materials: picture of a hen

Make chick and hen sounds together.

- Show the Chicks Vocabulary Card and make a peeping sound like a chick. Remind the children that this is the sound that chicks make and encourage them to imitate.
- Show a picture of a hen and cluck like a hen. Encourage the children to imitate.
- Make a short series of hen and chick sounds and invite the children to imitate you. You can mix up the sounds, add pauses, or make quiet and loud sounds. Here are a few examples:
 - peep CLUCK
 - CLUCK CLUCK peep
 - PEEP PEEP
 - cluck PEEP cluck
- **Older Toddlers:** See if the older toddlers can imitate longer series of sounds:
 - peep CLUCK peep CLUCK
 - cluck cluck PEEP cluck cluck PEEP
 - peep peep <pause> CLUCK



PHYSICAL/HEALTH

Egg Roll

Indicators: physical/health PD1.1, PD2.1, PD2.2, PD2.3, PD3.1, PD3.2, approaches to learning AL2.3, AL3.1

Materials from Kit:

Physical/Health Card 23

Suggested Materials:

jumbo plastic eggs, scissors, pool noodles, streamers



NOTES

CREATIVE ARTS

Hatching Chick, Part 2

Indicators: creative arts CA1.1, CA1.2, physical/health PD3.1, language/literacy L1.1, L2.1, L2.2

Materials from Kit: decorated purple pictures (p. 49), eye stickers, triangle stickers, egg punchouts

Suggested Materials: tape, glue

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

Complete the Hatching Chick project.

- Offer each child their decorated picture from yesterday.
- Explain that the children can add beaks and eyes to the baking cup to make chicks.
- Offer the eye stickers. It may be helpful to partially lift one edge of each sticker. The children can use the triangle stickers for beaks.
- Remind the children that chicks hatch from eggs.
- Provide an egg punchout for each child and carefully punch it out.
- Overlap the slits slightly to make the egg pop out and secure with glue or tape.
- Glue the wide end of the egg under the chick's face and the small end above the face, slightly connecting the pieces at the side.
- Make some chick sounds together.
- **Older Toddlers:** Talk more about hens and chicks with the children. Point out that the hen sits on the eggs to keep them warm.



SOCIAL STUDIES

Hide-and-Seek Egg

Indicators: social studies SS2.1, math M2.1, approaches to learning AL1.1, AL3.1, AL4.1

Suggested Materials: plastic yellow egg

Caution: Choose a plastic egg that will not create a choking hazard and can pass a choke tube test.

Find a hidden egg in common places around the room.

- Show the children a plastic yellow egg. Help the children notice the color and shape.
- Hide the yellow egg someplace in the room. Place it somewhere the children can find it without becoming frustrated.
- See if the children can point to or tell you where the egg is. Give hints to help the children find the yellow egg. For example, "The yellow egg is on a chair where we eat lunch."
- Repeat, hiding the egg in different places around the room.



LANGUAGE/LITERACY

Easter

Indicators: language/literacy L1.1, L2.1, L2.2, social studies SS1.2, social/emotional SE1.1, SE2.1
Suggested Materials: Bunny Baskets (p. 48), candy OR other treat

Caution: Be aware of any food allergies and make substitutions as needed. Be sure to choose candy or another treat that is age appropriate.

Talk about Easter plans and give the children a treat in their Bunny Baskets.

- Visit with children about Easter, which is this Sunday, April 12.
- Explain to children that families often have special plans. They may attend gatherings with friends and family, go on egg hunts, make a special meal, go out to eat at a restaurant, travel to a relative's house, or stay home to relax.
- Invite the children to share their holiday plans. Be sure to let them know your plans.
- Place a few pieces of candy or another treat in the children's Bunny Baskets.
- Offer the Bunny Baskets to the children and wish them a happy Easter.
- If you are not celebrating Easter in your setting, use the Bunny Baskets as props in your pretend play area.

MATH

Hidden Rings

Indicators: math M2.1, M2.2, M3.1, social studies SS2.1, approaches to learning AL1.1, AL2.1, AL2.3, AL3.1, AL4.1
Materials from Kit: Rainbow Stacker Manipulative (p. 40)
Suggested Materials: baskets of assorted sizes and colors, shredded yellow paper, picture of the Rainbow Stacker Manipulative

Hide the rings from the Rainbow Stacker Manipulative for the children to find and stack.

- Before the activity, hide each of the rings from the Rainbow Stacker Manipulative in baskets. Use baskets that are different sizes and colors. Cover with shredded yellow paper. Make a note to indicate which colored ring is in each basket.
- Wonder with the children what could be in the baskets. Invite the children to guess.
- Show the empty stacker. Have children find each ring in the baskets to stack.
- **Older Toddlers:** Show older children the empty stacker and a picture of the Rainbow Stacker Manipulative. Point to the big ring on the bottom of the picture, naming the color. Describe the basket that the ring is in. For example, "The purple ring is in a big yellow basket." Encourage the children to find the basket and ring. Continue this until each piece has been found.



SCIENCE

Scrambled or Boiled?

Indicators: science SC1.1, SC1.2, math M3.1, M3.2, physical/health PD1.2

Suggested Materials: fresh eggs and equipment to prepare them (skillet, pot, salt, egg turner, etc.), small paper plates, spoons, blocks (identical shape and size)

Caution: Always check for allergies before serving food. Thoroughly cook eggs. Raw or undercooked eggs can carry salmonella.

Taste eggs cooked two different ways.

- Prepare boiled and scrambled eggs.
- Serve each child a portion of each type on a small paper plate.
- Talk with the children about ways the eggs are the same and different.
- As they taste the eggs, encourage them to share their reactions. Do they prefer their eggs scrambled or boiled?
- **Older Toddlers:** Create a block graph to show the children's preferences. Place some scrambled eggs on one plate and a boiled egg on another. Give each child a block. Be sure the blocks are all the same shape and size. Invite the children to stack the blocks next to the style of eggs they prefer. Which tower is the tallest? What does that mean? It means more children enjoy eggs prepared like those on the plate next to the tower.

Observe: Do older toddlers help graph the type of eggs they prefer? Do they compare which block tower is the tallest?

PHYSICAL/HEALTH

Color Eggs

Indicators: physical/health PD3.1, PD3.2, science SC1.1, SC2.1, math M4.2, social studies SS1.2

Materials from Kit: Physical/Health Card 24

Suggested Materials: newspaper, hard-boiled eggs, cardboard tubes, scissors, measuring cup, unsweetened powdered beverage mix (such as Kool-Aid, Wyler's, etc.), water, plastic containers, spoons



NOTES
