



Month: February Week: 2 Subject: Science

Day 1	Topic(s) Theme: Happy Healthy Me! Number: 5 Letter: Hh Color: Pink Shape: Star	Foundation(s) SC1.1: Demonstrate ability to explore objects in the physical world. SC5.1: Demonstrate scientific curiosity.
Indicators	Younger Toddlers	Older Toddlers
	Observe the handwashing demonstration.	Participate in washing hands and noticing changes.
Activities: The teacher will explain that washing hands keeps us clean and healthy . To show why, the teacher will sprinkle glitter (representing germs) onto children's hands. Children will try to rub it off without water (it sticks), then wash with soap and water to see how it washes away. The teacher will explain, " Soap and water help us stay clean and keep germs away! "		
Resources/Materials ● Glitter (to represent germs) ● Soap and water ● Paper towels	Key Vocabulary: Germs, Clean, Wash, Hands, Soap	Support: Real Science! Glitter Germs



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Day 2	Topic(s)	Foundation(s)
	Theme: Happy Healthy Me! Number: 5 Letter: Hh Color: Pink Shape: Star	SC3.1: Demonstrate awareness of life. SC5.1: Demonstrate scientific curiosity.
Indicators	Younger Toddlers	Older Toddlers
	Touch and explore different healthy foods.	Identify and name different foods.
Activities: The teacher will introduce a tray of healthy foods (fruits, vegetables, whole grains) and allow toddlers to touch, smell, and observe them. Children will describe textures (e.g., “The apple is smooth,” “The broccoli is bumpy”) and sort foods by color or shape. Older toddlers will try to name the foods and say if they’ve eaten them before.		
Resources/Materials • Various healthy food items (or Pictures) • Sorting mats by color or shape •	Key Vocabulary: Food, Healthy, Fruit, Vegetable, Color	Support: Fruits and Veggies Flash Cards

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Toddler Curriculum

Day 3	Topic(s)		Foundation(s)	
	Theme: Happy Healthy Me! Number: 5 Letter: Hh Color: Pink Shape: Star		SC6.1: Demonstrate decomposition of larger tasks into smaller steps.	
Indicators	Younger Toddlers		Older Toddlers	
	Point to food pictures as the teacher names them.		Sort food pictures into healthy and unhealthy categories.	
Activities: The teacher will show two large baskets labeled "Healthy" and "Junk Food" and give toddlers food picture cutouts. Younger toddlers will point to the food pictures , while older toddlers will place foods into the correct basket . The teacher will discuss, "Healthy foods give us energy! Junk food is fun but should be eaten less often!"				
Resources/Materials - Printable sorting worksheet with food pictures - Two baskets labeled Healthy and Junk Food		Key Vocabulary: Healthy, Junk Food, Strong, Energy, Choose		Support: https://www.teacherspayteachers.com/Product/FOOD-flash-cards-5506424

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Day 4	Topic(s)	Foundation(s)
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Toddler Curriculum

	Theme: Happy Healthy Me! Number: 5 Letter: Hh Color: Pink Shape: Star	SC4.1: Demonstrate engineering design skills. SC6.1: Demonstrate decomposition of larger tasks into smaller steps.
Indicators	Younger Toddlers	Older Toddlers
	Hold and explore pretend food items.	Sort food items into healthy and unhealthy categories.
Activities: The teacher will provide pretend food items (play fruits, vegetables, fast food, candy). Toddlers will explore the food items, and older toddlers will place them in "Healthy" or "Unhealthy" baskets . The teacher will encourage conversation: "What food helps us grow strong?" "What food is a special treat?"		
Resources/Materials - Pretend food items - Two baskets labeled Healthy and Junk Food	Key Vocabulary: Food, Healthy, Grow, Treat, Eat	Support:

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Day 5	Topic(s)	Foundation(s)
	Theme: Happy Healthy Me! Number: 5	SC3.2: Demonstrate awareness of the preservation, protection, and care of living



Toddler Curriculum

	Letter: Hh Color: Pink Shape: Star	creatures and plants. SC5.1: Demonstrate scientific curiosity.
Indicators	Younger Toddlers	Older Toddlers
	Listen to their heartbeat with teacher guidance.	Place their hands on their chest and describe what they feel.
Activities: The teacher will explain, “Our heart pumps blood to help us move and grow!” Children will place their hands on their chests to feel their heartbeat. Older toddlers will march or jump and then feel their chest again to notice the change. The teacher will ask, “What happens when we move a lot? Our heart beats faster!”		
Resources/Materials	Key Vocabulary:	Support:
• Quiet space for listening • A simple diagram or picture of a heart	Heart, Beat, Fast, Slow, Move	