

Month: January

Week: 1

Day: 1

Age range: Infant

Topics:

- Theme: Ice and Snow
- Shape: Oblong
- Number: 1
- Color: Gray
- Letter: Ss

Foundations: ELA3.1, PHG2.2, PHG3.1, SC1.1, M2.2, M5.2

Indicators:

CCSS: Reading

- Names familiar objects in pictures
- Finds named pictures or textures in book

NAEYC Standards

02A- 152: Show or describe two examples of how you change classroom materials or equipment as children's skill levels change over time.

Activity:

1. Reading a Book about letters
2. Color Target Game

Resources and materials needed:

Reading Book: (Suggestions)

- S is for Snowman by Kathy Jo Wargin

Color Target Game

- Styrofoam cups
- Cardboard box
- Scissors
- Permanent markers
- String
- Clear packing tape
- A soft ball



Procedures:

Reading a book: Have children to gather to listen and look at the book. Making sure that the reader engages the children by describing what they are seeing and allowing the children to touch the pictures (if they are able to).

Color Target Game: To get started we cut three sides off of a cardboard box. Next cut a tiny slip in the top of several Styrofoam cups and pull some string through the hole. Knot the end that is inside the cup so that it can't go through the hole. Add some packing tape to secure the string to the inside top of each cup. Add a colored circle to each cup using a permanent marker. Cut small slits on the top edge of the cardboard box. Make one slit for each cup. Pull the cups with strings through the slits and tie knots at the top so that they won't go through the slits. Vary the cups so that they are at different levels. Once everything is secure you are ready to play the moving targets game. For extra security you can also add a strip of packing tape along the top of the box, on top of the threads, to secure them in place. Teachers will give infants the ball and have them to try to roll it to a color and the teacher will call out the color then give praise. If infants are not able to sit up, this is a great opportunity for tummy time as they can play on the floor and attempt to roll the ball. Teacher must be on the floor during this activity. (02A-152)



Adjustments for Children with Special Needs: Teachers need to make sure that the child is able to see and able to access the activity. Only if child ask or look like they need help will the teacher assist in the activity.

Month: January

Week: 1

Day: 2

Age range: Infant

Topics:

- Theme: Ice and Snow
- Shape: Oblong
- Number: 1
- Color: Gray
- Letter: Ss

Foundations: ELA1.1, ELA1.2, ELA1.3, ELA2.1, ELA2.3, M1.1,M1.2,M1.3, CA4.1

Indicators:

CCSS: Measurement and Data

- Communicates size of things relative to self
- Makes choices based on size

NAEYC Standards

02J-414 Show two lessons plans that help children appreciate dramatic arts from different cultures.

Activity:

1. Sorting Blocks
2. Puppet Play

Resources and materials needed:

Sorting Blocks

- Different color shape blocks (wooden or plastic)

Puppet Play

- People and animal hand puppets
- Music Player, Cell phone, tablet

Procedures:

Sorting Blocks: Teachers and infants will sit on the floor and place the blocks on the floor. Teachers will show how to sort by color and shape and will count as they sort. The infants will join in the activity on the floor.

Puppet Play: Teacher will gather the children around with the hand puppets to talk about what happens in the what happens in the winter, how to keep warm, and what animals you see in the winter. Have the puppets to interact with children by singing songs in English, Spanish, or French.

Adjustments for Children with Special Needs: Teachers need to make sure that the child is able to see and able to access the activity. Only if child ask or look like they need help will the teacher assist in the activity

Month: January

Week: 1

Day: 3

Age range: Infant

Topics:

- Theme: Ice and Snow
- Shape: Oblong
- Number: 1
- Color: Gray
- Letter: Ss

Foundations: CA1.1, CA2.1, M4.1,M4.2, ELA2.2, ELA3.1

Indicators:

CCSS: Geometry

- Identifies objects that do not belong in particular group
- Attends to visual auditory, tactile patterns

NAEYC Standards

03D-629 Show two lesson plans that provide children with opportunities to engage in group projects.

Activity:

1. Shaving Cream Play
2. Oblong on the floor
3. Nursery Songs

Resources and materials needed:

Shaving Cream Play

- Wax paper
- Shaving cream
- Tape
- Paper Towels

Oblong on the floor

- Pre- laminated shapes

Playing Children's Nursery Songs:

- Music Player with Nursery Rhymes

Procedures:

Shaving Cream Play: Tape down on the floor or table the wax paper. Give each child a small amount of shaving cream and have them to play in the shaving cream. Demonstrate how they can make their letters, numbers, and shapes in the shaving cream. Have paper towels handy for clean up.

Nursery Rhymes: Play and sing the nursery rhymes with children. If they are mobile have them to dance and around with the songs. If they are not mobile yet, have them to clap and sing with the songs.

Oblong on the floor: Infants can have the shapes on the floor and at any time they reach for the shape the teach can let them know what shape they are reaching for.

Adjustments for Children with Special Needs: Teachers need to make sure that the child is able to see and able to access the activity. Only if child ask or look like they need help will the teacher assist in the activity.

Month: January

Week: 1

Day: 4

Age range: Infant

Topics:

- Theme: Ice and Snow
- Shape: Oblong
- Number: 1
- Color: Gray
- Letter: Ss

Foundations: ELA 2.1, ELA2.4, ELA3.1, M1.1, M12, M1.3, SC1.1, SC1.2

Indicators:

CCSS: Reading

- Names familiar objects in pictures
- Finds named pictures or textures in book

NAEYC Standards

02E-245 Show picture books, wordless books, and rhyming books (two or more of each that are available to infants, toddlers, or twos every day

Activity:

1. Reading a Book about ice and snow
2. Color and Shape Sensory Bags

Resources and materials needed:

Reading Book: (Suggestions)

- Snow! Snow! Snow! By Lee Harper
- Super Saturday Savers by Alisia Apple

Color and Shape Sensory Bags:

- Dry Erase Markers (black and yellow)
- grey and yellow buttons
- Painters tape
- Baby Gel Oil
- Sandwich or gallon bag

Procedures:

Reading a book: Have children to gather to listen and look at the book. Making sure that the reader engages the children by describing what they are seeing and allowing the children to touch the pictures (if they are able to).

Color and Shape Sensory Bag: (021-417) The sensory bag is simply just baby oil gel in a Ziploc bag. You could double bag it to seal it better. Insert two colors of buttons into each sensory bag and taped it to the floor. Infants are grasping the whole color recognition aspect and wouldn't have the patience to sort the colors. They will simply enjoyed moving the buttons around in the hair gel, loving the sensory experience.

Adjustments for Children with Special Needs: Teachers need to make sure that the child is able to access the materials by providing a open space to explore whether it is on the floor or table. Only when child ask or looks like they need help sorting or maneuvering the items should the teacher step in to assist.

Pre-Freeze food colored water for tomorrow's project. See project on Day 5

Month: January

Week: 1

Day: 5

Age range: Infant

Topics:

- Theme: Ice and Snow
- Shape: Oblong
- Number: 1
- Color: Gray
- Letter: Ss

Foundations: SC2.2, SC3.1, SC5.1, ELA2.4, ELA3.1

Indicators:

CCSS: Measurement and Data (Time)

- Associates familiar events with concrete objects
- Uses vocabulary to identify events in a routine

NAEYC Standards

03F-676 Show two examples of classroom experiences you have created that involve members of children's families.

Activity

1. Ice Art
2. Reading a Book

Resources and materials needed:

Reading Book:

- Super Saturday Savers by Alisia Apple
- Or a book brought from home

Ice Art

- Card stock
- Water
- Food coloring
- Gallon size bag
- Painter's tape

Procedures:

Reading a book: Have children to gather to listen and look at the book. Making sure that the reader engages the children by describing what they are seeing and allowing the children to touch the pictures (if they can). *Ask parents if they would like to read a book to the children or bring a book into read.

Ice Art: Pre-freeze water that is colored with food coloring either over night or for at least 4 hours before doing this project. Cardstock or a heavy duty paper in a gallon size bag along with ice. Seal the bag and tape it to the floor or table surface. Have the infants to run their hands along the ice to create the art work on the paper. Then take out paper from the bag and allow it to dry.

Adjustments for Children with Special Needs: Teachers need to make sure that the child is able to see and receive a chance to ask questions and touch and feel the ice.