

Month: March

Week: 1

Day: 1

Age range: Infant

Topics:

- Theme: Rain Forest Animals
- Shape: Hexagon
- Number: 13
- Color: White
- Letter: Ii

Foundations: ELA2.1, ELA2.2, ELA2.3, M4.2, CA1.1, CA2.1

Indicators:

CCSS: Reading

- Pretends to read a book aloud using jargon and combination of real words
- Points to letter when asked

NAEYC Standards

02E-241 Show two examples of songs you sing to infants, toddlers, or twos during teacher- child one-on-one play.

Activity:

1. Reading a Book
2. Nursery Rhymes

Resources and materials needed:

Reading a Book

- Super Saturday Savers by Alisia Apple
- Family Member of child

Playing Children's Nursery Songs

- Music Player with Nursery Rhymes

Procedures:

Reading a Book: Ask family members if they would like to help read to the children in their child's class. Family members can also bring their own books to share. 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).

Nursery Rhymes: Play and sing the nursery rhymes with children. Example of songs are: "Mary Had a Little Lamb", "Baa, Baa, Black Sheep", "One Little Monkey" and etc. 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.

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: March

Week: 1

Day: 2

Age range: Infant

Topics:

- Theme: Rain Forest Animals
- Shape: Hexagon
- Number: 13
- Color: White
- Letter: Ii

Foundations: ELA2.4,ELA3.1,SC5.1,PHG2.1,PHG3.1,PHG3.2

Indicators:

CCSS: Writing Standards

- Use objects such as a crayon to make marks

CCSS: Operations and Algebraic Thinking

- Matches objects and sets

NAEYC Standards

01C-54 Show or describe two example of how you help make children's play more complex.

Activity:

1. Reading a book about the rain forest
2. Sensory Bags
3. Letter Tracing in Sugar

Resources and materials needed:

Reading a book (Suggestion)

- The Great Kapok Tree by Lynne Cherry
- Child's Family Member

Sensory Bags

- Baby oil gel
- Sandwich bag
- Tape
- White buttons
- Dry erase marker

Letter Tracing in Sugar:

- Sugar
- Table cloth
- Tray
- Paper towels

Procedures:

Reading a book Ask family members if they would like to help read to the children in their child's class. Family members can also bring their own books to share. 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).

Sensory Bags: Place in a bag baby oil gel and buttons. Seal bag and draw with a dry erase marker a shape and tape bag to the floor or table. Demonstrate that you want children to put all the buttons in the shape. Teachers will demonstrate this concept and have them to try. Younger



infants should be placed on the floor and shown by the teacher how to touch as move around the get and buttons.

Letter Tracing in Sugar: Teachers will still demonstrate how to do the activity and allow the children to explore with their hands or feet in the sugar. Teachers must be on the floor during this activity.

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: March

Week: 1

Day: 3

Age range: Infant

Topics:

- Theme: Rain Forest Animals
- Shape: Hexagon
- Number: 13
- Color: White
- Letter: Ii

Foundations: CA3.1,CA3.2,CA3.3, SC1.2,SC5.1, SS3.2,SS3.3,ELA2.1,M1.3

Indicators:

ISTAR KR: Sensory Integration

- Interacts with environment using tactile senses
- Tolerates being messy

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. Making animal sounds
2. Tropical Handprint Bird

Resources and materials needed:

Making animal sounds

- Tablet, cell phone

Tropical Handprint Bird

- Paper
- Paper towels
- paint
- Paint brush
- plate
- Black Marker

Procedures:

Making animal sounds: Teachers will play different songs, sounds, or make sounds with their mouth to imitate an animal in the rain forest to the infants. Teachers will need to make sure that they are facing the infants when they do the sounds and say the name of the animal. If the infants are verbal, teachers should do one on ones with them to see if they can react or verbalize the sound.

Tropical Handprint Bird: Teachers will put multiple colors of paint on the plate and paint infant's hands with any color. Put the child's painted hand on the paper and press down. Then clean off their hand. Let their paper dry and then draw a break and eyes on the thumb.

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: March

Week: 1

Day: 4

Age range: Infant

Topics:

- Theme: Rain Forest Animals
- Shape: Hexagon
- Number: 13
- Color: White
- Letter: Ii

Foundations: ELA2.4,ELA3.1,CA3.1,M2.2,M3.1

Indicators:

ISTAR KR: Physical Stability

- Moves arms and legs when on back or stomach
- Sits independently

NAEYC Standards

03E-642: Show or describe one example of a time you modified the class schedule, when necessary, to scaffold children's learning.

Activity:

1. Reading a book about colors
2. Sorting the Colors
3. Flashcards

Resources and materials needed:

Reading a Book (suggestion)

- Mixed Up Chameleon by Eric Carle
- Family member

Sorting Colors

- Blue and white Bowl
- White and Blue plastic shapes

Flashcards

- Find pictures of items that start with the letter "I" and laminate the pictures

Procedures:

Reading a book: Ask family members if they would like to help read to the children in their child's class. Family members can also bring their own books to share. 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).

Sorting the Colors: Choose two colors (white and blue) that have very little in common with each other and look nothing alike. Teachers can have one color in order to teach them about colors. Please make sure that this activity is placed on the floor and modeled for them to understand. For non-mobile infants, make sure that they can roll the ball while on their tummies to the basket. This activity may take a longer time for infants and younger toddlers to grasp, please make sure that time is adjusted so that they can get a full experience.

Flashcard: Pre- make laminated cards with items that start with the letter "I" (i.e. ice, igloo, etc) and start with the sound of "I" then say the word



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: March

Week: 1

Day: 5

Age range: Infant

Topics:

- Theme: Rain Forest Animals
- Shape: Hexagon
- Number: 13
- Color: White
- Letter: Ii

Foundations: ELA2.4,ELA3.1,CA4.1,SS3.1,SS3.2,SS3.3

Indicators:

CCSS: Reading

- Reacts to a story or events
- Imitates parts of stories

NAEYC Standards

03G-694: Show one example of how you have made activities a little more difficult, as children refine skills or gain new skills, to advance each child's further learning (scaffolding).

Activity:

1. Reading a book
2. Animal Puppets of the Rain Forest

Resources and materials needed:

Reading a Book

- Teacher's or family member's choice

Puppets:

- Rain Forest Animal Puppets

Procedures:

Puppets: Teachers will go over with the children the letter of the week, shape of the week, and counting to 13 with the puppets. Puppets will talk about their lives in the rain forest as far as what they eat, how they act, where they live and any other information about the animals. Teachers should engage the children by asking questions and having the children to play and sing with the animals. Infant: teachers should take be on the floor for this activity and allow them to touch the puppets and engage with the puppet by doing the letter, number, shape of the week.

Reading a book: Ask family members if they would like to help read to the children in their child's class. Family members can also bring their own books to share. 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).

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.