



Month: November

Week: 2

Day: 1

Age range: Infant

Topics:

- Theme: Leaves and Tress
- Shape: Heart
- Number: 16
- Color: Yellow
- Letter: li

Foundations: ELA2.1, ELA3.1, SC1.1, SC2.2, SC3.1

Indicators:

CCSS: Writing

- Grasps Writing Tool
- Copies specific writing marks
- Copies a vertical and horizontal line

NAEYC Standards

1.F.01 (c) Teaching staff actively teach children emotional regulation skills.

Activity:

1. Reading a Book
2. Sugar/Salt Writing

Resources and materials needed:

Sugar/Salt Writing

- Sugar/ salt
- Plates
- Table cloth

Reading a Book

- Fall Leaves Book

Procedures:

Sugar/ Salt Writing- Place table cloth on the floor or table and have children to write in the salt/sugar. They can practice writing their numbers, shapes, and letters. For infants: they can be on their tummies and scribble in the sugar/ salt.

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).



Month: November

Week: 2

Day: 2

Age range: Infant

Topics:

- Theme: Leaves and Tress
- Shape: Heart
- Number: 16
- Color: Yellow
- Letter: Ii

Foundations: ELA2.3, ELA2.4, ELA3.2, M1.1, M1.2, M1.3, CA2.1

Indicators:

CCSS: Reading

- Responds to sound in the environment
- Acknowledges when sounds are the same or different

CCSS: Counting, Cardinality, and Operations

- Uses numbers to compare

NAEYC Standards

2.A.01 (a) The program has a written statement of philosophy and uses one or more written curricula or curriculum frameworks consistent with its philosophy that address central aspects of child development.

Activity:

1. Reading a Book about Trees
2. Ice cream counting
3. Dance Time

Resources and materials needed:

Reading a book (suggestions)

- Red Leaf, Yellow Leaf by Lois Ehlert

Ice Cream Counting

- Plastic or foam shapes (specifically triangles and circles)

Dance Time

- Downloaded Children's Music
- Electronic Device

Procedures:

Ice Cream Counting: Help children to make the ice cream cone with the triangles and circles.

The count how many shapes with them they used. This can be done on the floor (tummy time) or at a table

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).

Dance Time: Teachers will play children's music on a cell phone, tablet or electronic device. Have children to dance and sing along with the music.



Month: November

Week: 2

Day: 3

Age range: Infant

Topics:

- Theme: Leaves and Tress
- Shape: Heart
- Number: 16
- Color: Yellow
- Letter: li

Foundations: SC5.1, SC1.1, SC1.2, SS1.1, CA3.3, PHG3.1, ELA1.1, ELA2.2, ELA2.3

Indicators:

ISTAR KR: Approaches to Learning

- Interacts with materials using tactile sense for at least 15 or more seconds
- Demonstrates curiosity

NAEYC Standards

2.A.07 (a) The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule provides time and support for transitions.

Activity:

1. Color and Shape Sensory Bags
2. Reading a Book about the alphabet
3. Texture Sensory Wall

Resources and materials needed:

Color and Shape Sensory Bags:

- Dry Erase Markers (Black and Yellow)
- Black and Yellow Buttons
- Painters tape
- Baby Gel Oil
- Sandwich or gallon bag

Reading a Book:

- ABC by Eric Carle

Texture Sensory Wall:

- Pieces of colored paper
- Clear contact paper
- Large color paper
- Photos, ribbons, pom pom, etc
- Scissors
- Tape
- basket

Procedures:

Texture Wall: Tape colored paper to a wall. Cover paper with sticky side out contact paper and tape the edges down with clear tape. It may help to attach the first piece of tape to the top while the contact paper is still on the floor and then attach that side to the wall first. Prepare your items in a basket on the floor. I chose laminated pictures of their faces and curly ribbon, but any items that a young toddler can manipulate, grasp, and potentially taste are good. Place a couple of the items on the sticky wall to engage your infant. Like most wonderful infant and toddler activities,



this is a child-directed open ended activity once it is set up. Your child will likely notice and engage with the materials without much prompting. Observe what interests them most. For some this might be taking the objects on and off. For some it might be simply the sticky wall. Use language to describe what they are doing (for example: “You pulled it off!” “Your fingertips stick.”). Model alongside the child how to stick objects back on or pull them off. Allow them to leave and return to the activity over the course of the day or several days.

Color and Shape Sensory Bag: 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. For infants and 1 year olds just leave the bag as is. They 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.

Read 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).



Month: November

Week: 2

Day: 4

Age range: Infants

Topics:

- Theme: Leaves and Tress
- Shape: Heart
- Number: 16
- Color: Yellow
- Letter: Ii

Foundations: ELA2.1, ELA2.2, M4.2

Indicators:

CCSS: Geometry

- Attends to visual, auditory, tactile patterns

NAEYC Standards

2.A.07 (b) The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule includes both indoor and outdoor experiences

Activity:

1. Flashcards
2. Reading a Book
3. Peak- a- boo

Resources and materials needed:

Peak-a-boo

- None Needed

Reading a Book:

- Teacher's Choice

Flashcards

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

Procedures:

Peak-a-boo: Teachers will have child in their lap and play the game peak-a-boo. Make sure you say their name during the game.

Read 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).

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



Month: November

Week: 2

Day: 5

Age range: Infants

Topics:

- Theme: Leaves and Tress
- Shape: Heart
- Number: 16
- Color: Yellow
- Letter: Ii

Foundations: ELA1.3, ELA2.1, ELA3.2, SC1.1, APL3.1, APL4.1

Indicators:

CCSS: Geometry

- Matches same attribute

CCSS: Reading

- Reacts to recognizable features in print

NAEYC Standards

2.A.07 (c) The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule is responsive to a child's need to rest or be active.

Activity:

1. Reading a Book
2. Shaving Cream play

Resources and materials needed:

Reading a Book

- Teacher's Choice

Shaving Cream Play

- Wax paper
- Shaving cream
- Tape
- Paper Towels

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).

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.