



Month: October

Week: 3

Day: 1

Age range: Infant

Topics: (Teachers will learn how to say the following topics in Spanish and French)

- Theme: Families (Spanish: Familias; French: Des Familles)
- Shape: Square (French: Carre'; Spanish: Cuadrado)
- Number: 13 Thirteen (Spanish: Trece; French: Treize)
- Color: Pink (French: Rose; Spanish: Rosado)
- Letter: Ff

Foundations: ELA 3.1, M1.1, M1.3, M3.1, SE1.1, APL4.1, PHG3.1, CA3.1, CA3.2, CA3.3

Indicators:

CCSS: Measurement and Data

- Tracks movement
- Demonstrates an awareness of location of objects
- Responds to objects in the environment

NAEYC Standards

1.E.04 (a) Teaching staff respond to a child's challenging behavior, including physical aggression, in a manner that provides for the safety of the child.

Activity:

1. Shaving Cream Play
2. Baby Ball Drop

Resources and materials needed:

Shaving Cream Play

- Wax paper
- Shaving cream
- Tape
- Paper Towels

Baby Ball Drop:

- Empty wipes container
- Balls

Procedures:

Baby Ball Drop: First step is to thoroughly rinse out your wipes container. It has to be void of all chemicals. Next, cut out the smallest inset pieces of the container. It wasn't too tough to cut off but it did take an ounce of effort and maneuvering. Have the infant on their tummy and roll the ball to the infant to show them how to pass the ball. All the infant to explore the ball.

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.

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: October

Week: 3

Day: 2

Age range: Infant

Topics: (Teachers will learn how to say the following topics in Spanish and French)

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Foundations: SC1.1, SC1.2, SC5.1, CA1.1, PHG2.2, PHG3.1,PH3.2, ELA1.2, ELA2.1, ELA2.3

Indicators:

CCSS: Geometry

- Puts objects into groups with the similar attribute

NAEYC Standards

1.E.04 (b) Teaching staff respond to a child's challenging behavior, including physical aggression, in a manner that provides for the safety of other in the classroom.

Activity:

1. Music Time
2. "Feeling" Soupy

Resources and materials needed:

1. Music Time
 - Instrumental Music on CD/Music Player
2. Reading a Book
 - Teacher's choice

Procedures:

Music Time: Have children to play with instruments and sing song with the children during this time. This can be one on one or as a group.

Reading a Book: (03F-676) Have children to gather to listen and look at the book. During this reading time ask children's family member to read to the class. 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



Month: October

Week: 3

Day: 3

Age range: Infant

Topics: (Teachers will learn how to say the following topics in Spanish and French)

- Theme: Families (Spanish: Familias; French: Des Familles)
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Foundations: M4.1, M4.2, ELA2.1, ELA2.2, CA4.1, SC3.1

Indicators:

CCSS: Reading

- Reacts to recognizable features in print
- Reacts to pictures of familiar people

CCSS: Geometry

- Explore attributes
- Attends to visual auditory, tactile patterns

NAEYC Standards

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

Activity

1. Showing flashcards of items that start with the letter "F"
2. Family Pictures
3. Find the Squares

Resources and materials needed:

Flashcards:

- Find pictures of items that start with the letter "F" have them laminated

Family Pictures

- Have children to bring in a picture of their family

Find the Squares

- Pictures of a squares (laminated)
- Scissors
- Tape (optional)

Procedures:

Flashcards: Pre make laminated cards with items that start with the letter "F" (such as fish, food, etc) and start with the sound of "F" then say the word.

Family Pictures: (03F-676) Have family members to bring in pictures of their family and show them pictures of their family

Find the Square: Cut out laminated pictures of squares. Show the pictures of the squares to children and then hide it either behind your back or under an item. Ask them "where is the square" give them a couple of seconds to look for it and then bring it out and say "there it is"!

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: October

Week: 3

Day: 4

Age range: Infant

Topics: (Teachers will learn how to say the following topics in Spanish and French)

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Foundations: ELA2.1, ELA2.3, M1.1, M2.1, M2.2, APL1.2, APL4.1, SC3.1, SC5.1

Indicators:

CCSS: Speaking and Listening

- Imitates one word vocalization/ signs such as “more” “all gone” “mine”
- Names familiar objects
- Uses pointing for learning new vocabulary

CCSS: Measurement and Data

- Tracks movement
- Anticipates a routines
- Follows along with a simple routine

NAEYC Standards

1.E.04 (d) Teaching staff respond to a child’s challenging behavior, including physical aggression, in a manner that is respectful to the child.

Activity:

1. Sensory Bags: Making a Pink Square
2. Line Crawling

Resources and materials needed:

Sensory Bags:

- Ziploc bags
- white and red paint
- Tape
- Permanent marker

Line Crawling:

- Painter’s Tape
- Blocks/ toys (for infants)

Procedures:

Sensory Bags: On Ziploc bag take permanent marker and draw a big square. Put inside the bag red and white paint. Ziploc the bag and place it on the floor (for infants) and the table for toddlers. Tape the bag down to the floor/table and let them explore.

Line Crawling: Teachers will place tape on the floor as the shape of a square, rectangle and triangle. Tell the children that they will be playing a game of walking/crawling the line. Teachers will first demonstrate how to walk or crawl on the lines and then they will call out the shape that they want the children to walk/ crawl on. Non- mobile Infants can participate by sitting the middle of the shape and having teachers on the floor teaching them how to scoot or reach for a toy.

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: October

Week: 3

Day: 5

Age range: Infant

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Foundations: M1.1, M1.2, M1.3, CA1.1, CA2.1, CA3.1, CA4.1

Indicators:

CCSS: Counting, Cardinality, and Operations Base Ten

- Uses numbers to compare

CCSS: Geometry

- Recognizes 5 colors

NAEYC Standards

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

Activity:

1. Reading a Book about family (by child's family member)
2. Drum square

Resources and materials needed:

Reading a Book: (Suggestions)

- All Kinds of Families by Rachel Fuller
- **One of the children's family members**

Drum Square:

- Pans
- Pots
- Plastic Mixing Spoon
- Downloaded Children's music

Procedures:

Reading a Book: (03F-676) Have children to gather to listen and look at the book. During this reading time ask children's family member to read to the class. 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).

Drum Square: Place pots and pans around the children on the floor give children a plastic spoon and have them to bang on the pots and pans. This can allow for floor and tummy time. If children are not mobile, place children on their tummies and provide a shaker toy in their hands to have them to participate.

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