



Month: September

Week: 2

Day: 1

Age range: Infant

Topics:

- Theme: Fruit
- Shape: Octagon
- Number: 8
- Color: Purple
- Letter: Bb

Foundations: ELA1.1, ELA1.3, ELA3.2, SC3.1, SC5.1

Indicators:

CCSS: Reading

- Engages with a book
- Points to letter when asked
- Explores a book

NAEYC Standards

1.B.011 (a) Teaching staff engage infants in frequent face-to-face social interactions each day. These include both verbal behaviors.

Activity:

1. Playing Children's Nursery Songs
2. Reading about Fruit

Resources and materials needed:

Playing Children's Nursery Songs:

- Music Player with Nursery Rhymes

Simple Color Scavenger Hunt

- White paper lunch bags
- Colorful markers

Procedures:

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.

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: September

Week: 2

Day: 2

Age range: Infant

Topics:

- Theme: Fruit
- Shape: Octagon
- Number: 8
- Color: Purple
- Letter: Bb

Foundations: M1.1, M1.3, M4.1, M4.2, ELA1.1, ELA1.2, ELA1.3

Indicators:

CCSS: Operations and Algebraic

- Matches objects and sets
- Manipulates objects for a purpose

CCSS: Geometry

- Matches rectangles, triangles
- Uses a shape toy to explore basic shapes

NAEYC Standards

1.B.011 (b) Teaching staff engage infants in frequent face-to-face social interactions each day. These include both nonverbal behaviors.

Activity:

1. What Starts with the Letter B
2. Shape Flashcards

Resources and materials needed:

What Starts with the Letter “B”?

- Items that start with the letter “b”

Shape Flashcards

- Shape flashcards

Procedures:

What Starts with the Letter “Bb”? Go over what the letter “B” sounds like and then show them items that start with the letter “B”

Shape Flashcards: Teachers will go over the shapes on the flashcards with the children first and then have children to find items in the room that match that shape. For example, a child may have a rectangle flashcard and they may find a door that is shaped like a rectangle. Teachers can help children to find the items in the room.



Month: September

Week: 2

Day: 3

Age range: Infant

Topics:

- Theme: Fruit
- Shape: Octagon
- Number: 8
- Color: Purple
- Letter: Bb

Foundations: ELA1.1, ELA1.3, ELA3.2, CA4.1

Indicators:

CCSS: Reading

- Engages with a book
- Points to letter when asked
- Explores a book

CCSS: Geometry

- Explores attributes
- Identifies and matches two colors

NAEYC Standards

1.B.012 Teaching staff give one-to-one attention to infants when engaging in caregiver routines,

Activity:

1. Read a Book about Colors
2. Playing Pretend

Resources and materials needed:

Reading a Book (Suggestions)

- Panda Bear, Panda Bear, What do you See? By Bill Martin Jr/ Eric Carle

Playing Pretend

- Plastic Fruit
- Plastic plates

Procedures:

Playing Pretend: Teachers will pretend like they are eating the fruit and making yummy sounds to get the infant's attention. Play a game of hiding the fruit and showing them where it is and then have them to play with the fruit.

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: September

Week: 2

Day: 4

Age range: Infant

Topics:

- Theme: Fruit
- Shape: Octagon
- Number: 8
- Color: Purple
- Letter: Bb

Foundations: CA3.1, CA3.2, CA3.3, M1.1, M4.2

Indicators:

CCSS: Writing

- Copies specific writing marks
- Attempts to make marks with writing tools

CCSS: Counting, Cardinality

- Uses numbers to compare
- Shows pleasure when a desirable object is removed

NAEYC Standards

1.B.13 Teaching staff adjust their interactions to infants' and toddlers'/'twos' various states and levels arousal.

Activity:

1. Finger Painting
2. 8 Different Sounds

Resources and materials needed:

Finger Painting

- Gallon size Plastic Bag
- Painter's Tape
- Washable Paint
- White Paper

8 Different Sounds

- Making different sounds either through a toy, CD, audio on phone or mouth

Procedures:

Finger Painting: Grab a Gallon size Ziploc bag and place white paper and colorful washable paint into bag. Seal the bag and tape the bag onto the floor. Have the infants run their hands over the bag to create the art. To preserve your little one's artwork, simply cut the edges off the Ziploc bag and then peel off the top of the artwork. Lay flat to dry.

8 different sounds: Staff can have audio with different animal sounds playing and act like the animal. Have the children to participate in making the sounds and acting like the animals. Also staff can also make different sounds by banging on items such as pans, books, shakers, etc. Staff must describe the item either before or after the sound. Have children to join you in making the sounds.



Month: September

Week: 2

Day: 5

Age range: Infant

Topics:

- Theme: Fruit
- Shape: Octagon
- Number: 8
- Color: Purple
- Letter: Bb

Foundations: ELA1.1, ELA1.3, ELA3.2, APL1.2, CA1.1

Indicators:

CCSS: Reading

- Engages with a book
- Points to letter when asked
- Explores a book

ISTAR KR: Approaches to Learning

- Exhibits positive attitude when approaching new challenges
- Imitates actions of others

NAEYC Standards

1.B.014 (a) Teaching staff quickly respond to infants and toddlers/ twos cries or other signs of distress by providing physical comfort.

Activity:

1. Nursery Songs
2. Reading a Book

Resources and materials needed:

Playing Children's Nursery Songs:

- Music Player with Nursery Rhymes

Reading a Book:

- Teacher's Choice

Procedures:

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.

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).