



Month: September Week: 4 Subject: Science

Day 1	Topic(s)	Foundation(s)
	Review Week	<p>SC1.2 Demonstrate awareness of the physical properties of objects</p> <p>SC2.1 Recognize seasonal and weather-related changes</p>
Indicators	Younger Infants	Older Infants
	May touch and pull leaves when placed in front of them.	May remove and replace leaves on the velcro surface independently.

Activity: Leaf Texture Wall - Fall Fun

Teachers will set up faux leaves with Velcro backing on a wall or low board. Younger infants will explore by touching the leaves as the teacher names “leaf” and “fall.” Older infants will practice pulling leaves off and pressing them back on the surface. Teachers will model cause-and-effect play (“Look, you pulled it off! Now put it back!”) and emphasize texture, color, and seasonal changes. This hands-on wall activity strengthens fine motor skills while introducing fall vocabulary.

Resources/Materials

- Faux leaves with Velcro backing
- Felt board

Key Vocabulary:

leaf, fall, on, off, color

Support:





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Day 2	Topic(s)	Foundation(s)
	Review Week	SC1.1 Demonstrate ability to explore objects in the physical world SC5.1 Demonstrate scientific curiosity
Indicators	Younger Infants	Older Infants
	May splash water with hands.	May scoop and pour water using small cups.

Activity: **Water Play - Splash & Pour**

Infants will explore water in a shallow bin with cups and spoons. Younger infants will splash with their hands while teachers label actions (“splash, splash”). Older infants will scoop and pour water between cups, noticing cause and effect as water moves. Teachers will describe the properties of water (wet, splashy, pour) to build sensory vocabulary.

Resources/Materials <ul style="list-style-type: none"> • Shallow water bin • Cups, spoons 	Key Vocabulary: water, splash, pour, wet	Support: 
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Day 3	Topic(s)	Foundation(s)
	Review Week	SC1.2 Demonstrate awareness of the physical properties of objects SC3.1 Demonstrate awareness of life
Indicators	Younger Infants	Older Infants
	May react with facial expressions to different smells.	May lean toward preferred smells or gesture toward favorites.

Activity: **Fruit Smell Jars**

The teacher will introduce jars with safe fruit scents (orange peel, banana slice, apple). Younger infants will smell with teacher support, showing reactions like smiles or scrunched noses. Older infants may gesture toward their favorite scent or push away ones they don't like. Teachers will name each fruit and talk about how fruits look, smell, and taste.

Resources/Materials <ul style="list-style-type: none"> • Small jars with breathable lids • Fruit pieces (orange, banana, apple) 	Key Vocabulary: smell, fruit, apple, banana, orange	Support:
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Day 4	Topic(s)	Foundation(s)
	Review Week	SC1.1 Demonstrate ability to explore objects in the physical world SC5.1 Demonstrate scientific curiosity
Indicators	Younger Infants	Older Infants
	May track light movements with their eyes.	May reach for and try to touch shadows or lights.

Activity: **Light & Shadow Play**

Teachers will use flashlights or shadow cutouts on the wall. Younger infants will watch light beams move while teachers label (“light on, light off”). Older infants will chase shadows with their hands or move objects in front of the light to make shapes. Teachers will describe the difference between light and dark in simple language.

Resources/Materials <ul style="list-style-type: none"> Flashlight Simple shadow cutouts 	Key Vocabulary: light, dark, shadow, on, off	Support:
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Month: September Week: 4 Subject: Science

Day 5	Topic(s)	Foundation(s)
	Review Week	SC1.2 Demonstrate awareness of the physical properties of objects SC5.1 Demonstrate scientific curiosity
Indicators	Younger Infants	Older Infants
	May touch items with teacher support and show their reaction to different temperatures.	May choose between hot (warm) and cold items when asked.

Activity: **Hot & Cold Sensory Basket**

Infants will explore safe objects with different temperatures: a warm cloth (microwaved briefly, cooled to safe temp) and a cold teething ring. Younger infants will react to the contrast, while older infants may hold both items and point or choose their preference. Teachers will use words like “warm” and “cold” to build sensory vocabulary.

Resources/Materials <ul style="list-style-type: none"> • Warm cloth (safe temperature) • Cold teething ring 	Key Vocabulary: hot, cold, warm, cool, touch	Support:
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