



Month: October Week: 3 Subject: Science

Day 1	Topic(s)	Foundation(s)
	Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle	SC1.1 Demonstrate ability to explore objects in the physical world SC5.1 Demonstrate scientific curiosity
Indicators		
	Younger Infants	Older Infants
	May watch and track bubbles as they float and pop.	May reach, clap, or move to pop bubbles.

Activity: **Bubble Play Exploration**

Teachers will blow bubbles slowly, describing their movement: “Up, up, up!” and “Pop!” Younger infants will visually follow the bubbles, learning about movement and space. Older infants will reach, pat, and pop the bubbles, exploring cause and effect. Teachers can use soft background music for a calming sensory experience.

Resources/Materials <ul style="list-style-type: none"> Bubble solution 	Key Vocabulary: bubble, pop, up, down, float	Support:
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Day 2	Topic(s)		Foundation(s)	
	Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle		SC1.2 Demonstrate awareness of the physical properties of objects	
Indicators				
	Younger Infants		Older Infants	
	May look toward the light as shadows move.		May reach toward moving shadows or try to “catch” them.	
Activity: Light & Shadow Play Teachers will dim the lights and use a flashlight to create gentle shadows on the wall or floor. Younger infants will observe light moving back and forth. Older infants will reach toward the shapes, exploring how shadows appear and disappear. Teachers will talk about what they see: “The light moves. The shadow moves too!”				
Resources/Materials <ul style="list-style-type: none">Flashlight		Key Vocabulary: light, shadow, move, bright, dark		Support:



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	Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle	SC1.1 Demonstrate ability to explore objects in the physical world SC5.1 Demonstrate scientific curiosity
Indicators	Younger Infants	Older Infants
	May touch or bat at toy parts that move.	May push, pull, or activate a cause-and-effect toy independently.

Activity: **Push & Pull Cause-and-Effect Toys**

Teachers will introduce toys that pop, spin, or make noise when pressed or pulled. Younger infants will explore by touching or watching the reaction. Older infants will push or pull to activate the toy and see what happens next. Teachers will describe the action and effect (“You pushed the button and it made a sound!”)

Resources/Materials <ul style="list-style-type: none"> Large cause-and-effect toys (push poppers, spinning tops, pop-up blocks) 	Key Vocabulary: push, pull, pop, spin, move	Support:
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Day 4	Topic(s)		Foundation(s)	
	Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle		SC1.1 Demonstrate ability to explore objects in the physical world	
Indicators	Younger Infants		Older Infants	
	May watch floating materials move inside the bottle.		May shake or roll the bottle to explore changes.	
Activity: Sensory Bottles Teachers will provide sealed sensory bottles filled with water, glitter, and floating items (large sequins, ribbons). Younger infants will track the movement inside the bottle with their eyes. Older infants will shake or roll the bottles to watch items move, exploring movement and color. Teachers can talk about what they see: “The glitter goes up and down.”				
Resources/Materials <ul style="list-style-type: none">Sealed sensory bottles (water, glitter)		Key Vocabulary: shake, roll, up, down, move		Support:



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Day 5	Topic(s)	Foundation(s)
	Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle	SC1.1 Demonstrate ability to explore objects in the physical world SC3.1 Demonstrate awareness of life
Indicators	Younger Infants	Older Infants
	May touch and pat the water with teacher guidance.	May splash gently and watch ripples form.

Activity: **Water Splash Bin**

Teachers will provide a shallow bin with warm water for supervised exploration. Younger infants will dip fingers or pat the water with help. Older infants will explore splashing and watching ripples spread. Teachers will describe the sensations, “The water feels wet!” and name cause-and-effect reactions as infants splash and observe.

Resources/Materials <ul style="list-style-type: none"> • Shallow bin or tray • Warm water (very shallow) 	Key Vocabulary: water, splash, wet, drip, ripple	Support:
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