



Month: October Week: 5 Subject: Science

Day 1	Topic(s)	Foundation(s)
	Review Week	SC1.1 Demonstrate ability to explore objects in the physical world SC1.2 Demonstrate awareness of the physical properties of objects
Indicators	Younger Infants	Older Infants
	May reach for water with open hand and may watch as water pours between cups.	May scoop and pour with support and may look between two cups to notice more or less.

Activity: **Water Play with Cups**

Set a shallow bin with warm water and a few sturdy cups. Model slow scooping and pouring while naming actions, then pause so infants can try hand-under-hand. Vary the containers so water moves faster or slower and describe what is happening. Invite simple choices like big cup or small cup to support engagement. End by pouring “all done” water together and drying hands to close.

Resources/Materials <ul style="list-style-type: none"> Shallow water bin with warm water 2-3 sturdy cups or ladles 	Key Vocabulary: pour, scoop, more	Support:
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Day 2	Topic(s)	Foundation(s)
	Review Week	SC1.1 Demonstrate ability to explore objects in the physical world SC1.2 Demonstrate awareness of the physical properties of objects
Indicators	Younger Infants	Older Infants
	May track floating bubbles with eyes and may reach toward a nearby bubble.	May pat a bubble to pop it and may look for where bubbles come from.
<p>Activity: Bubble Play Exploration</p> <p>Blow a few bubbles at eye level and wait so infants can watch the float and pop. Hold a wand near each child and invite a gentle tap to pop while saying pop together. Try different speeds and distances so bubbles rise, drift, or land, and narrate what you see. Offer a turn to hold the wand with hand-under-hand support. Finish by counting three big pops as a signal to end.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> Bubbles solution 	bubble, pop, float	



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Day 3	Topic(s)	Foundation(s)
	Review Week	SC1.2 Demonstrate awareness of the physical properties of objects SC1.1 Demonstrate ability to explore objects in the physical world
Indicators	Younger Infants	Older Infants
	May touch and rub one texture and may look to you when you label it.	May choose a preferred texture and may show dislike or preference with sounds or gestures.
<p>Activity: Texture Basket</p> <p>Place 4-5 large items with clear textures such as soft cloth, bumpy ball, and smooth spoon. Offer one at a time and pair each touch with a short word like soft or bumpy. Encourage infants to explore with fingers, palms, and cheeks while you wait and narrate. Invite a simple choice between two items to support agency. Close by comparing two textures side by side and repeating the words.</p>		
Resources/Materials <ul style="list-style-type: none"> Basket with soft cloth, bumpy ball, smooth spoon, crinkle paper 	Key Vocabulary: soft, bumpy, smooth	Support:



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Day 4	Topic(s)	Foundation(s)
	Review Week	SC1.1 Demonstrate ability to explore objects in the physical world SC1.2 Demonstrate awareness of the physical properties of objects
Indicators	Younger Infants	Older Infants
	May visually track a moving light spot and may still body when the light pauses.	May reach toward a shadow or light spot and may look between object and wall to notice cause.
<p>Activity: Light and Shadow Play</p> <p>Dim the room slightly and project a flashlight spot on a wall within safe reach. Move the light slowly up, down, and across, pausing so infants can track or reach. Place a soft toy in front of the beam to create a shadow and say shadow while showing both toy and wall. Offer turn-taking with hand-under-hand to tilt the light slightly. End by turning lights bright again and saying all done light.</p>		
Resources/Materials <ul style="list-style-type: none"> Flashlight or small LED projector 	Key Vocabulary: light, shadow, move	Support:



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Day 5	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 press a large button and may watch for the toy's action or sound.	May repeat an action to make it happen again and may look to adult to share the result.
<p>Activity: Cause and Effect Toys</p> <p>Set out two or three sturdy toys that respond to simple actions such as press for light or push for spin. Model one action, wait for the response, and name what happened. Offer the toy with hand-under-hand, then pause to allow infants to try again. Rotate toys so each child experiences a different effect and celebrate repeated attempts. Close by putting toys back in a basket together for a clear finish.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> 2-3 cause-and-effect toys with large buttons or spinners 	press, again, spin	