

Weekly Planning Form

Week of: Nov 3, 2014 Focus: Harvest Fun Teacher(s): Julie Laudal, Infants class

	Monday	Tuesday	Wednesday	Thursday	Friday
Indoor Experiences	<ul style="list-style-type: none"> Nesting Cups <p>Notes:</p> <p>Objectives / Dimensions: 11b , 22 , 1b , S8a , 7a , 8a</p> <p>Children: All</p>	<ul style="list-style-type: none"> Clapping Along Together <p>Notes:</p> <p>Objectives / Dimensions: 2a , 11a , 2b , 8a , 34 , 15a , S15a , 6 , S8a</p> <p>Children: All</p>	<ul style="list-style-type: none"> Hide It, Hear It, Find It <p>Notes:</p> <p>Objectives / Dimensions: 11a , 11d , 2a , 8a , 7a</p> <p>Children: All</p> <ul style="list-style-type: none"> Nesting Cups <p>Notes:</p> <p>Objectives / Dimensions: 11b , 22 , 1b , S8a , 7a , 8a</p> <p>Children: All</p>	<ul style="list-style-type: none"> Fuzzy Farm Animals <p>Notes:</p> <p>Objectives / Dimensions: S18a , 7a , 11a , 8a , 11d , 9b , S10b , 17a , S17a , 10b , 25 , S9a , 9a , 2a , 14a , S8a , S9b , 18a</p> <p>Children: All</p>	<ul style="list-style-type: none"> Nesting Cups <p>Notes:</p> <p>Objectives / Dimensions: 11b , 22 , 1b , S8a , 7a , 8a</p> <p>Children: All</p>
Outdoor Experiences	<ul style="list-style-type: none"> Sensory Tub <p>Notes:</p> <p>Objectives / Dimensions: None</p> <p>Children: None</p>	<ul style="list-style-type: none"> Stroller Rides/ weather permitting <p>Notes:</p> <p>Objectives / Dimensions: None</p> <p>Children: None</p>	<ul style="list-style-type: none"> Sensory Tub <p>Notes:</p> <p>Objectives / Dimensions: None</p> <p>Children: None</p>	<ul style="list-style-type: none"> Stroller Ride/Playground-weather permitting <p>Notes:</p> <p>Objectives / Dimensions: None</p> <p>Children: None</p>	<ul style="list-style-type: none"> Sensory tub <p>Notes:</p> <p>Objectives / Dimensions: None</p> <p>Children: None</p>
Changes to the Environment					
Special Activities					
Materials	<ul style="list-style-type: none"> a set of nesting cups 		<ul style="list-style-type: none"> a set of nesting cups blanket toys that are visually stimulating and make sounds 	<ul style="list-style-type: none"> blanket book My Fuzzy Farm Babies by Tad Hills stuffed farm animals 	<ul style="list-style-type: none"> a set of nesting cups

Changes to Routines & Daily Schedules	
Family Partnership	
To-Do List	

Reflecting on the Week	
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Hide It, Hear It, Find It	<p>Questions To Consider:</p> <ol style="list-style-type: none"> How does this child respond to the hidden sound? In what ways does she grasp and manipulate the toy?
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3. How long is she able to attend to this experience?

Why is this Important:

During this variation of a hide-and-seek game, children have the opportunity to demonstrate their awareness of the hidden object (the problem) when they hear it make a sound. This is the first step of using problem-solving strategies.

Materials:

- a toy that makes noise (rattle or squeaky toy)
- blanket

What To Do:

1. Sit on the floor with this child in your lap. Place the toy and blanket in front of you.
2. Show this child the toy and manipulate it so it makes a noise. As you do this, describe what you are doing. *See the rattle? It makes noise when I shake it.*
3. Hide the rattle under the blanket right in front of this child. Describe what you are doing. *I'm hiding the rattle. Bye-bye, rattle!*
4. Manipulate the toy under the blanket so it makes a noise. Ask, *What was that sound?*
5. Observe this child for cues that she is aware that the rattle is missing and that she hears the sound. For example, she might look in the direction of the sound or reach in the direction of the sound.
6. Acknowledge this child's awareness. *You hear that rattle making noise.*
7. Take the rattle out and say, *Here it is!*
8. Allow this child to hold and manipulate the toy.

Objectives / Dimensions:

- 2a. Forms relationships with adults
- 7a. Uses fingers and hands
- 8a. Comprehends language
- 11a. Attends and engages
- 11d. Shows curiosity and motivation

Nesting Cups

Questions To Consider:

1. In what ways does this child persist to separate the cups and nest them again?
2. How does she grasp and manipulate the cups during this activity?
3. In what ways does she respond to your acknowledgment of her efforts?

Why is this Important:

Providing young children with opportunities to manipulate objects according to particular attributes (such as size, shape, color, texture, and taste) helps them understand that objects can be grouped.

Materials:

- a set of nesting cups

What To Do:

1. Sit on the floor with this child and the nesting cups.
2. Hand the cups to this child while they are still nested together. Observe as This child separates the cups.
3. Describe what she is doing. *You pulled out the small cup and then the medium cup.*
4. Observe her play, encouraging her to nest the cups back together by acknowledging her efforts. *You put the small one in the big one.*

5. If she struggles to put the cups together, describe what is happening. *Uh oh. That one is too big. It doesn't fit.*
6. Your presence and interaction during her play will help this child sustain her attention to the task.

Objectives / Dimensions:

- 1b. Follows limits and expectations
- 7a. Uses fingers and hands
- 8a. Comprehends language
- S8a. Comprende el lenguaje
- 11b. Persists
- 22. Compares and measures

Clapping Along Together

Questions To Consider:

1. In what ways does this child respond as you sing and clap the song?
2. How much assistance does this child need to clap her hands?
3. How long is she able to attend to this experience?

Why is this Important:

Young children are interested in the rhythms and patterns of speech and music, and they can respond to simple gestures. Clapping to a song helps draw children's attention to the sounds and rhythm of language and engages them with a familiar adult.

What To Do:

1. Sit with this child facing you on your lap or on the floor.
2. Sing the following song to the tune of "Where Is Thumbkin?" as you clap to the rhythm: *this child is clapping, this child is clapping, (clap, clap, clap; clap, clap, clap).*
3. Repeat the song, and encourage this child to clap along.
4. If this child is not used to clapping, you may need to place your hands over her and clap together as you sing.
5. Continue the song for as long as this child is interested.
6. You can use the song at different times of the day by changing the lyrics. *this child is getting her diaper changed. Changed, changed, changed; changed, changed, changed.*

Objectives / Dimensions:

- 2a. Forms relationships with adults
- 2b. Responds to emotional cues
- 6. Demonstrates gross-motor manipulative skills
- 8a. Comprehends language
- S8a. Comprende el lenguaje
- 11a. Attends and engages
- 15a. Notices and discriminates rhyme
- S15a. Nota y diferencia la rima
- 34. Explores musical concepts and expression

Fuzzy Farm Animals

Questions To Consider:

1. How does this child show interest in the book during this experience?
2. In what ways does she interact with you as you read?
3. How long is she able to remain engaged with the book and stuffed animals?

Why is this Important:

Books that involve multiple senses do more to engage a child while reading. Not only can this child listen to a book as it is read aloud, but she can also feel different textures, look at the pictures, and repeat sounds that she hears. This type of experience enhances her comprehension and enjoyment.

Materials:

- *My Fuzzy Farm Babies* by Tad Hills
- soft blanket
- stuffed farm animals: pig, horse, sheep, cow, or any other soft toy

What To Do:

1. Spread out the blanket on the floor or the ground (inside or outside). Place the stuffed animals on the blanket.
2. Invite this child to read with you on the blanket. As you read, imitate each animal sound and encourage this child to do the same. *The lamb says, baa, baa. Can you say baa, baa?*
3. Encourage her to touch each new texture and tell you how it feels. Let her compare the feel of the animal in the book to the feel of the corresponding stuffed animal.
How does the chick on this page feel? What does our chick feel like? Do they feel the same?
4. Make the book as interactive as possible while still emphasizing the words on the page. You can point to the words as you read them and point to each animal as you name it.
5. Continue reading the book for as long as this child is interested. Store the book with the stuffed animals so this child can use them together at a later time.

Objectives / Dimensions:

- 2a. Forms relationships with adults
- 7a. Uses fingers and hands
- 8a. Comprehends language
- 9a. Uses an expanding expressive vocabulary
- 9b. Speaks clearly
- 10b. Uses social rules of language
- S8a. Comprende el lenguaje
- S9a. Usa un vocabulario cada vez más rico y expresivo
- S9b. Habla con claridad
- S10b. Usa las reglas sociales del lenguaje
- 11a. Attends and engages
- 11d. Shows curiosity and motivation
- 14a. Thinks symbolically
- 17a. Uses and appreciates books
- 18a. Interacts during read-alouds and book conversations
- S17a. Usa y aprecia los libros
- S18a. Interactúa durante las lecturas en voz alta y las conversaciones
- 25. Demonstrates knowledge of the characteristics of living things