

Weekly Planning Form

Week of: Nov 10, 2014 Focus: Harvest Fun Teacher(s): Julie Laudal, Sarah Reichel

| | Monday | Tuesday | Wednesday | Thursday | Friday |
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| Indoor Experiences | <ul style="list-style-type: none"> Down on the Farm Notes: Objectives / Dimensions: 1a , 2a , 4a , 4b , 4c , 5c , 8a , 9a , 11a , 12b , 14b , 17a , 25 , 34 , 4 , S8a , S9a , S17a Children: All Fall Puzzles Description: We will be working on four part puzzles and color matching different turkey pictures Notes: Objectives / Dimensions: None Children: All | <ul style="list-style-type: none"> Story: Run Turkey Run Notes: Objectives / Dimensions: None Children: None Old McDonald Notes: Objectives / Dimensions: None Children: None | <ul style="list-style-type: none"> Farmer in the Dell Notes: Objectives / Dimensions: None Children: None Fall Puzzles Description: We will be working on four part puzzles and color matching different turkey pictures Notes: Objectives / Dimensions: None Children: All | <ul style="list-style-type: none"> What Time Is It, Mr. Fox? Notes: Objectives / Dimensions: 1b , 4a , 4b , 8b , 9b , 11a , 20a , 4 , S8b , S9b Children: All Turkey Picture Notes: Objectives / Dimensions: None Children: None | <ul style="list-style-type: none"> Farmer in the Dell Notes: Objectives / Dimensions: None Children: None Ten Little Apples Notes: Objectives / Dimensions: None Children: None |
| Outdoor Experiences | <ul style="list-style-type: none"> Sensory Bin Notes: Objectives / Dimensions: None Children: None | <ul style="list-style-type: none"> Stroller ride/ Playground weather permitting Notes: Objectives / Dimensions: None Children: None | <ul style="list-style-type: none"> Sensory bin Notes: Objectives / Dimensions: None Children: None | <ul style="list-style-type: none"> Stroller ride/ playground weather permitting Notes: Objectives / Dimensions: None Children: None | <ul style="list-style-type: none"> Sensory Bin Notes: Objectives / Dimensions: None Children: None |
| Changes to the Environment | | | | | |
| Special Activities | | | | | |
| Materials | <ul style="list-style-type: none"> books or magazines with pictures of farm animals large open floor space or outdoor area music with animal sounds (optional) | | | <ul style="list-style-type: none"> fox puppet masking tape | |

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| Changes to Routines & Daily Schedules | |
| Family Partnership | |
| To-Do List | |
| Reflecting on the Week | |

Questions To Consider:

1. How does this child describe the animals?
2. In what ways does he mimic their sounds and motions?
3. How long is he able to attend to this experience?

Why is this Important:

The sounds from and names of farm animals can be the first ones that children remember. From singing "Old MacDonald Had a Farm," some children already know many animal sounds. Children can learn how to pretend to be different farm animals by imitating some of your actions.

Materials:

- books or magazines with pictures of farm animals
- music with animal sounds (optional)
- a large space in which to move around

What To Do:

1. Invite this child to join you in a discussion about what it would be like to visit a farm. Look at the pictures of farm animals together, and talk about what the animals look like and how they live. *Look at the cow's long tail. She uses it to swat flies away. What do you think she eats?*
2. Talk about the various animal sounds. If you have a recording of animal sounds, listen to it and talk about each animal you hear.
3. Encourage this child to make the sounds that the animals in the pictures make. Offer assistance, if needed, by singing "Old MacDonald Had a Farm" and let him fill in the sounds during the song.
4. Invite this child to think of an animal he would like to act out. Demonstrate, if necessary, by hopping like a bunny, chewing like a cow, etc. Talk about what you see him doing. *It looks like you are a happy dog because your tail is wagging and you are running around!*
5. You can continue the activity by taking turns acting out the animals and guessing each other's imitations.

Objectives / Dimensions:

- 1a. Manages feelings
- 2a. Forms relationships with adults
- 4. Demonstrates traveling skills
- 4a. Walks
- 4b. Runs
- 4c. Gallops and skips
- 5c. Jumps and hops
- 8a. Comprehends language
- 9a. Uses an expanding expressive vocabulary
- S8a. Comprende el lenguaje
- S9a. Usa un vocabulario cada vez más rico y expresivo
- 11a. Attends and engages
- 12b. Makes connections
- 14b. Engages in sociodramatic play
- 17a. Uses and appreciates books
- S17a. Usa y aprecia los libros
- 25. Demonstrates knowledge of the characteristics of living things
- 34. Explores musical concepts and expression

Questions To Consider:

1. How is this child able to move during this game?
2. How is he able to count his steps as he moves?
3. How does he follow the directions during this experience?

Why is this Important:

Giving this child the opportunity to explore his physical abilities with minimal adult assistance will help him gain confidence and strength as he develops his gross-motor skills.

Materials:

- fox puppet
- masking tape

What To Do:

1. Use the masking tape to make a line on the ground.
2. Invite [firstname] to play a game with you. Explain that while he stands on the line, you and Mr. Fox (the puppet on your hand) will stand a few feet away. Increase or decrease the distance as is appropriate for this child's age and ability.
3. Encourage this child to ask, *What time is it, Mr. Fox?*
4. Mr. Fox will answer with the time: *1 o'clock, 5 o'clock*, etc. This child should then take that number of steps toward Mr. Fox.
5. As this child gets closer, have him continue to ask the time with each turn. When he gets very close and asks the time, answer, *Midnight!*
6. Explain that when this child hears the word *midnight*, he may run back to the starting line to play again.
7. Provide as much assistance as needed.
8. Encourage this child to play this game with other children, on the playground, or at home with a parent or other family member.

Objectives / Dimensions:

- 1b. Follows limits and expectations
- 4. Demonstrates traveling skills
- 4a. Walks
- 4b. Runs
- 8b. Follows directions
- 9b. Speaks clearly
- S8b. Sigue instrucciones
- S9b. Habla con claridad
- 11a. Attends and engages
- 20a. Counts