

Planning the Environment and Experiences

Planning for the week of: April 29 th -May 3 rd , 2013		Teacher(s): Ms. Margaret		Homebase: Infant 4	
Emerging skills and interests: Letter Q					
Activities: Include Meeting/circle discussion; planned learning center activities including outdoors and Educational Elements: Language, Math, Science, Social Studies/Relations, Health/Safety, Art, Music	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Make handprint kings & queens</p> <p>Learn the signs for “please” and “thank you”</p> <p>Play instruments and sing</p>	<p>Play with rubber ducks & try to say “Quack!” or “duck”</p> <p>Younger children: Play with teethers and rattles, exploring them with their hands, fingers, feet, and mouth; Older Children: Work on helping to feed themselves at snack and lunch</p>	<p>Clap our hands quickly and slowly</p> <p>Younger children: Play with toys that make music—respond to music by cooing, smiling, bouncing, etc.</p>	<p>Ask “Where” questions—“Where is the ball?”—encourage them to look for it</p> <p>Read classroom books, focusing on pointing at pictures and naming them, and exploring the different textures in “touch and feel” book</p>	<p>Try quince or quince jelly at snack—taste, feel, smell</p> <p>Dance/sway/tap toes/jump/hop to music</p>
List changes to the environment: new materials, props, equipment, activities children in which children will be engaged.					
<p>English/Language Arts</p> <p>Read classroom books, focusing on pointing at pictures and naming them, and exploring the different textures in “touch and feel” book</p> <p>Play with rubber ducks and try to say “Quack!” or “duck”</p> <p>Foundations Number(s): ELA.1.1, ELA.1.2, ELA.1.1, ELA.2.1, ELA.2.2, ELA.2.7, ELA.2.8, ELA.2.9</p>		<p>Mathematics</p> <p>Clap our hands quickly and slowly—talk about “quick” and “slow”</p> <p>Ask “Where” questions—“Where is the ball?”—encourage them to look for it</p> <p>Foundations Number(s): M.1.1, M.4.3, M.4.6</p>		<p>Social Emotional</p> <p>Younger children: Play with toys that make music—respond to music by cooing, smiling, bouncing, etc.</p> <p>Older children: Play peek-a-boo</p> <p>Learn the signs for “please” and “thank you”</p> <p>Foundations Number(s): SE.1.31, SE.1.70, SE.1.74, SE.1.86, SE.1.97, SE.2.19, SE.2.68, SE.3.42, SE.3.102, SE.5.136</p>	
<p>Science</p> <p>Play with cause and effect toys—such as the push down/pop up toy</p> <p>Work on taking the rings off of the ring sorter, and putting them back on</p> <p>Foundations Number(s): SC.1.80, SC.1.34, SC.1.79, FA.1.72, M.4.1, M.6.4</p>		<p>Social Studies</p> <p>Younger children: Play with teethers and rattles, exploring them with their hands, fingers, feet, and mouth</p> <p>Older Children: Work on helping to feed themselves at snack and lunch times</p> <p>Foundations Number(s): SS.2.6, SS.3.42, P.1.7, P.1.8, P.3.7, P.5.4, PC.1.5, PC.1.6, PC.1.7, SC.1.45, SC.1.47, SC.1.81</p>		<p>Fine Arts</p> <p>Handprint kings & queens</p> <p>Play instruments and sing</p> <p>Dance/sway/tap toes/jump/hop to music</p> <p>Foundations Number(s): FA.1.36, FA.1.50, FA.1.56</p>	
<p>Physical Development</p> <p>Younger children: Lay in the “pool” and practice kicking our legs on the pool’s cushiony side</p> <p>Older children: Work on pulling up to stand, cruising, and walking</p> <p>Foundations Number(s): P.1.5, P.1.10, P.2.2, P.2.3, P.3.6, P.3.12</p>			<p>Personal Care</p> <p>Work on rubbing hands together to wash them before & after meal times & after diaper changes</p> <p>Try quince or quince jelly at snack—taste, feel, smell</p> <p>Foundations Number(s): PC.1.3, PC.1.5, PC.1.6, PC.2.17, PC.3.4, PC.4.4, PC.4.16, PC.5.4, PC.5.16</p>		