

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
	Make handprint kings & queens Learn the signs for “please” and “thank you” Play instruments and sing	Play with rubber ducks & try to say “Quack!” or “duck” 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	Clap our hands quickly and slowly Younger children: Play with toys that make music—respond to music by cooing, smiling, bouncing, etc.	Ask “Where” questions—“Where is the ball?”—encourage them to look for it Read classroom books, focusing on pointing at pictures and naming them, and exploring the different textures in “touch and feel” book	Try quince or quince jelly at snack—taste, feel, smell Dance/sway/tap toes/jump/hop to music
List changes to the environment: new materials, props, equipment, activities children in which children will be engaged.					
English/Language Arts Read classroom books, focusing on pointing at pictures and naming them, and exploring the different textures in “touch and feel” book Play with rubber ducks and try to say “Quack!” or “duck” 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		Mathematics Clap our hands quickly and slowly—talk about “quick” and “slow” Ask “Where” questions—“Where is the ball?”—encourage them to look for it Foundations Number(s): M.1.1, M.4.3, M.4.6		Social Emotional Younger children: Play with toys that make music—respond to music by cooing, smiling, bouncing, etc. Older children: Play peek-a-boo Learn the signs for “please” and “thank you” 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	
Science Play with cause and effect toys—such as the push down/pop up toy Work on taking the rings off of the ring sorter, and putting them back on Foundations Number(s): SC.1.80, SC.1.34, SC.1.79, FA.1.72, M.4.1, M.6.4		Social Studies 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 times 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		Fine Arts Handprint kings & queens Play instruments and sing Dance/sway/tap toes/jump/hop to music Foundations Number(s): FA.1.36, FA.1.50, FA.1.56	
Physical Development Younger children: Lay in the “pool” and practice kicking our legs on the pool’s cushiony side Older children: Work on pulling up to stand, cruising, and walking Foundations Number(s): P.1.5, P.1.10, P.2.2, P.2.3, P.3.6, P.3.12			Personal Care Work on rubbing hands together to wash them before & after meal times & after diaper changes Try quince or quince jelly at snack—taste, feel, smell 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		