Week of:Janua	ry 10, 2011 7	Teacher:	Miss Sunshine	Age group:	_Older Infants
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Early Literacy Foundations

Read the story *Head, Shoulders, Knees and Toes* by Annie Kubler. Point to corresponding parts of the body while reading. "Look at this head in the book, where is your head? There is your head. I wonder what will come next? Let's turn the page and find out."

Objectives:

Attend to pictures in a book during lap-reading. Point to pictures in a book.

Individual focus / differentiation:

B.O. – babble at photos through story

Assessment:

Note which children are able to follow along with interest and document.

Standards:

1.1.1 Purposes for Reading

Sight and sound. Use a soft cat, dog and cow. Introduce one animal at a time, making the corresponding sound. Dance the animal toward each child and give them a kiss on the nose. "Look who is coming to get you. A cat. Meow, Meow."

Objectives:

Repeat sounds initiated by adult.

Individual focus / differentiation:

J.D. - imitates sounds for cat, dog

Assessment:

Observe which children are able to imitate sounds. Document on anecdotal record and place in portfolio.

Standards:

1.1.3 Vocabulary Development

Fe fi fo fum (touch each finger with thumb –one finger per syllable) See my fingers (Hold up 4 fingers) See my thumb (Hold up thumb) Fe fi fo fum (Touch each finger with thumb again)
Goodbye fingers (close fingers toward palm) Goodbye thumb (close thumb under fingers)

Objectives:

Respond to adult verbalizations. Look at adult when an adult speaks.

Individual focus / differentiation:

B.H. Repeat some of the sounds.

Assessment:

Observe which children are able to imitate sounds. Document on anecdotal record and place in portfolio.

Standards:

1.1.3 Vocabulary Development, 1.6.1Listening Skills

Cognitive Thinking

Introduce nesting blocks – stack and unstack. Use descriptive words when using blocks – colors, size, and shape. Use prepositional words - in, under.

Objectives:

Stack and unstack nesting blocks. Explore relationships of objects during play.

Individual focus / differentiation:

B.H. Stack 3 out of the 6

Assessment:

Observe and document which children are able to stack blocks. Note level of ease or frustration and include in anecdotal.

Standards:

2.1.3 Concepts of Numbers and Relationships

Provide children with a tub filled with various sized, shaped rattles, keys etc. Let them explore and discover.

Objectives:

Roll, hold, shake and move toys. Place object in mouth to discover its characteristics.

Individual focus / differentiation:

M.W. – explore toys in tub for 1 minute

Assessment:

Observe how children investigate new toys. Use digital camera to capture video snip its.

Standards:

3.1a.9 Science as Inquiry

Introduce infant hand instruments. Talk with children and describe what they are doing. "Shake, shake – you made your own music. Shake it 1. Shake Shake 2. Shake Shake Shake 3."

Objectives:

Explore objects to begin to understand basic number concepts.

Individual focus / differentiation:

B.O. – continue to engage in activity after initial startle

Assessment:

Observe and document which children can follow along with some sense of understanding. Document on anecdotal and place in portfolio.

Standards:

3.1a.9 Science as Inquiry

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Health, Wellness and Physical Development

Touch hands to the following body parts when asked: head, shoulders, knees and toes. Show me your head; show me your shoulders, knees, toe etc.

Objectives:

Touch basic body parts when named by adult.

Individual focus / differentiation:

S.F. – touch body parts for them and say the name aloud

Assessment:

Observe and document which body parts children are able to identify through pointing or touching.

Standards:

10.1-3.2 Body Awareness

Joint attention game. Prop child in sitting position and roll a ball, saying, "Catch!" Say "Roll ball back to me. Push. Push."

Objectives:

Scoop up object. Refine grasp to manipulate object.

Individual focus / differentiation:

T.B. – roll ball back with 50% accuracy

Assessment:

Observe and document who is able to catch and roll the ball back.

Standards:

10.5.1 Strength, Coordination, and Muscle Control

Creative Thinking and Expression

Sing the song: Head, Shoulders, Knees and Toes following through with movement. Help children who are not ready to make the movements on their own.

Objectives:

Respond to music. React to music with the entire body.

Individual focus / differentiation:

B.O. – attend to entire song with interest and movement

Assessment:

Observe and document which children are able to independently touch head, shoulders, knees and toes during song. Document.

Standards:

9.1.a.1 Aesthetic Response

Take child to family wall of photos and sit them in your lap. Point to family members saying their name. There is momma, dada, brother. Observe reaction. Ask: Where is momma, dada and note if children are able to point to the right photo.

Objectives:

Recognize and point to family in photos.

Individual focus / differentiation:

S.F. – say momma when looking at the picture of mom

Assessment:

Document through anecdotal records which children are able to point to family members. **Standards:**

9.3.2 Identification

With careful supervision, bring out the chunky crayons and allow children to scribble on paper that is taped down. (make chunky crayons by placing pieces of crayons in a muffin tin and placing them in an oven with a low setting until slightly melted.)

Objectives:

Explore art tools. Grasp crayon in hand with adult assistance. Make marks on paper.

Individual focus / differentiation:

B.O. – grasp crayon without help

Assessment:

Observe and document through anecdotal which children are able to grasp crayon and make marks on paper. Save and place in child's portfolio

Standards:

9.1c.1 Representation

Social and Emotional Development

Talk to each child about what is on their face: "I see your *blue* eyes, nose, and mouth. Show me your tongue. Where is your nose, mouth?"

Objectives:

Maintain eye contact during interaction with adult. Respond and attend to adult's interaction.

Individual focus / differentiation:

T.B.. – attend without distractions from peers.

Assessment:

Observe and document who is able to identify their facial features through pointing.

Standards:

25.3.1 Trust

Position two children face to face so they can "talk" to each other. Give them identical or similar toys, and see whether they will imitate each other.

Objectives:

Notice and pay attention to other children. Participate in simple back and forth play and interaction with peers. Look in the direction of a nearby child.

Individual focus / differentiation:

B.O. – imitate actions of another child.

Assessment:

Observe and document through anecdotal records. Place in portfolio.

Standards:

25.4.1 Social Identity

Texture crawl. Use safe articles with interesting textures, such as a rubber floor mat, carpet samples, silk scarves, chenille rug, bubble wrap, a piece of corduroy, velvet, satin, sticky side of a piece of contact paper, etc. Get down on the floor and explore them together, using words like cool, smooth, and bumpy to talk about what you feel.

Objectives:

Show interest in objects around. Accept new object with interest.

Individual focus / differentiation:

S.F.. – participate in activity without crying

Assessment:

Observe and document who engages in texture crawl.

Standards:

25.1.3 Competence

Outside Experiences

Weather permitting: take children out in groups of twos for a ride in the baby buggy.

Changes to the Environment

Texture Walk – Obtain materials ahead of time and secure on the floor of the classroom.

Chunky Crayons – Make chunky crayons ahead of time. Tape construction paper on table for coloring.

Stacking Shoeboxes - Collect shoeboxes ahead of time.

Family and Community Partnerships

- Send note home asking for Parent contributions to monthly newsletter.
- Reminder Community spaghetti dinner on Wednesday night @ Fire Station
- Send home note to families reminding them to dress their child for an outside walk.
- Ask families to save their shoeboxes.

Teacher Reflection

NOTE: Children are not quite ready for chunky crayons. Try again in a few weeks.

Continue stacking shoeboxes activity next week. M.M. and S.F. are really enjoying stacking and knocking them down.

