

Early Literacy Foundations

Gather several toys that hold the children's interest. As infants gesture toward or reach for a toy, label the object verbally and with a sign.

Objectives:

Children will gesture, move toward, or vocalize as objects are labeled by the adult.

Individual Focus/Differentiation:

J.L, D. W., S.M., P.Z. have been interested in trains

M.O., J.D., D.M. have been interested in large foam animals

A.S. has been interested in musical instruments

Assessment:

Observe each child's reactions and vocalizations.

Standards:

1.1.3 Vocabulary Development, **1.6.1** Listening Skills

As infant babbles, repeat their vocalizations, wait for a response, continue until baby tires of "conversation."

Objectives:

Children will engage in a "back-n-forth" conversation with a familiar adult. Children will imitate sounds initiated by a familiar adult.

Individual Focus/Differentiation:

J.L., A.S add more consonant sounds

Assessment:

Record number of back-n-forth exchanges, note any new sounds children may vocalize.

Standards:

1.1.3 Vocabulary Development, **1.6.1** Listening Skills, **1.6.2** Speaking Skills

Share "I Love You, Stinky Face" with individual children. Allow child to interact with the book in their own way. Point out pictures that seem to interest the child.

Objectives:

Children will show interest in the book as it is being shared (gaze at, point at, pat, turn pages, etc.).

Individual Focus/Differentiation:

S.M. has been showing increased interest in books. Encourage S.M. to turn the pages of the book. Attempt to read some of the story.

Assessment:

Observe and record how each child interacts with the book.

Standards:

1.1.1 Purposes for Reading

Cognitive Thinking

Build a tower using the stacking cups in front of the child. Observe to see if the child will knock it down. If the child knocks it down say, "Oh, what happened? It fell down. How did that happen?" Observe to see if child attempts to rebuild the tower.

Objectives:

Children will repeat knocking down a tower which is built in front of them.

Individual Focus/Differentiation:

M.O, D.W., P.Z will attempt to rebuild the tower.

Assessment:

Observe how children interact with the stacking cups.

Standards:

2.4.1 Reasoning

Play "This Little Piggy"

Objectives:

Children will use their hands to grasp at their toes after this game is played with them.

Individual Focus/Differentiation:

Watch J.L. for signs of interest in this activity.

Assessment:

Observe which children actively grasp at their toes throughout the week.

Standards:

3.1a.5 Form and Function

Place infant on floor mirror during tummy time. Talk to the infant about what they are seeing. For example, "I see, Susie. There are your eyes, nose, etc." Make faces and see if child imitates.

Objectives:

Children will look at themselves in a mirror. Children will use their hands to explore their facial features by grasping at them in the mirror image.

Individual Focus/Differentiation:

When A.S. points to facial features in the mirror, point to and label the corresponding features on A.S.'s own face.

Assessment:

observe and record children's interactions with their reflections. Do they imitate any of the faces you make?

Standards:

3.1a.5 Form and Function, **3.1b.1** Heredity

Health, Wellness and Physical Development

Provide the infants with wooden spoons of various sizes and various pots, pans, and lids. Encourage infants to pick up, grasp, and bang the pots and pans with the wooden spoons.

Objectives:

Children will pick up, hold, and attempt to bang the wooden spoons.

Individual Focus/Differentiation:

Be sure no infants are sleeping when doing this activity.

Assessment:

Observe how children manipulate the spoons. Take photos of this activity to keep for portfolio.

Standards:

10.5.3 Use of Tools

Seat infant in an upright position (use boppy pillow if necessary). Roll a ball to the infant. Encourage them to roll it back to you,

Objectives:

Children will hold self up in sitting position for a short period of time. Children will use arms while attempting to roll ball back.

Individual Focus/Differentiation:

J.L., D.W., P.Z. not ready for sitting, roll ball to them while they are on their tummy, see if they use arms to attempt to return the ball.

S.M., M.O might need boppy pillow

Assessment:

Observations during the activity.

Standards:

10.4.1 Control and Coordination, **10.4.2** Balance and Strength

Place infant on their tummy. Place a favorite toy just out of reach and encourage the infant to reach for or move to the toy.

Objectives:

Children will use their body to move toward a favorite object.

Individual Focus/Differentiation:

J.L, D. W., S.M., P.Z. have been interested in trains

M.O., J.D., D.M. have been interested in large foam animals

A.S. has been interested in musical instruments

A.S. has increased skill with crawling, try placing low foam barrier between the child and the toy

Assessment:

Observe and record how individual children move toward the object.

Standards:

10.4.1 Control and Coordination

Creative Thinking and Expression

Snow painting. Mix 1 c salt, ½ c. flour, ¾ c. water in large bowl. Tape blue construction paper to high chair tray in front of child. Encourage child to paint with the snow on blue construction paper.

Objectives:

Children will interact and explore a textured material.

Individual Focus/Differentiation:

Complete this activity with S.M., M.O., J.D., D.M. and A.S. only.

Offer A.S. a chunky paint brush.

Assessment:

Observations during the activity. How did the child react to the new material? Take pictures during the activity and keep along with finished project for portfolio.

Standards:

9.1c.2 Construction

Play various types of music and encourage children to move, dance, clap and sway to the music.

Objectives:

Children will react to the music using their entire body (moving arms, kicking feet, and/or rocking)

Individual Focus/Differentiation:

J.L., D.W., P.Z hold in lap while music is playing and "dance" with them

Assessment:

Observe and record how children react to the music.

Standards:

9.1a.1 Aesthetic Response

Provide instruments. Model their use for the infants. Encourage children to explore and shake the instruments.

Objectives:

Children will shake the various types of instruments and react in a positive manner (smiles, laugh, repeat).

Individual Focus/Differentiation:

J.L., D.W. shake instruments for these infants and observe how they respond.

Assessment:

Observe how children interact with and respond to the instruments.

Standards:

9.1a.1 Aesthetic Response

Social and Emotional Development

Place infants on a floor mirror during tummy time. Talk to the infant about what they are seeing. For example, "I see, Susie. There are your eyes, nose, etc." Make faces and see if child imitates.

Objectives:

Children will look at themselves in the mirror and will respond to their image.

Individual Focus/Differentiation:

J.L., D.W., P.Z repeat each child's name as they look at their image in the mirror

Assessment:

observe and record children's interactions with their reflections.

Standards:

25.1.1 Self-Awareness

Describe the various emotions expressed by the infants throughout the day.

Objectives:

Children will hear their emotions being described.

Individual Focus/Differentiation:

P.Z. has been showing frustration lately while attempting to crawl.

J.D. giggles if nose is touched.

Assessment:

Observe the various emotions children are expressing and what seems to trigger these emotions.

Standards:

25.1.2 Understand Emotions

Introduce new stacking cups.

Objectives:

Children will show interest in this new toy.

Individual Focus/Differentiation:

M.O., D.M's families indicated they have similar toys in their home. This may affect their level of interest. Try a different toy if they appear uninterested.

Assessment:

Observe how children interact with this new toy.

Standards:

25.1.3 Competence

Outside Experiences

Watch for snow....bring snow inside for exploration.

Engage infants in "back-n-forth" conversations about items seen on our walks.

Changes to the Environment

Introduce stacking cups.

Place floor mirrors in play area.

Hang "snow paintings" with photos and description on documentation panel.

Family and Community Partnerships

Show families new stacking cups and ask if any have similar items in their home.

Remind families to bring winter coats/suits, hats, mittens, etc for outdoor walks. (We will go outside, weather permitting).

Music Library: loan copies of the CDs we are listening to in class to families

Teacher Reflection

Children LOVED the mirrors! Keep next week. How can we extend and use the mirrors in other ways?

A.S. is becoming so independent. Talk to director about potential transition date. Once we have a date begin transition preparations.