

Activity Plan

Lesson Plan <i>Kindness and Respect</i>		Timeframe <i>Week of May 5th-9th, 2014</i>	Age Group/Class <i>Infants (8 weeks to 24 months) Bumblebee Room</i>	Teacher(s) <i>Ms. Julie and Ms. Danielle</i>	
Monday		Tuesday	Wednesday	Thursday	Friday
Large Group Activities	Book: <i>Let's Be Kind</i> by P.K. Hallinan LL, SE Song: <i>I Love You</i> I love you, you love me, we're a happy family with a great big hug and a kiss from me to you, won't you say you'll love me too! LL	Book: <i>Uh-Oh I'm Sorry</i> by Scholastic LL, SE Song: <i>Baby's Wearing</i> Baby's wearing a red hat, a red hat, a red hat Baby's wearing a red hat, all day long - blue pants, white shoes, etc. J LL	Book: <i>The Rainbow Fish</i> by Marcus Pfister LL, SE Song: <i>5 Little Ducks</i> 5 little ducks went out to play, over the hills and far away. Mama duck called QUACK! QUACK! QUACK! 4 little ducks came waddling back -- 4, 3, 2, 1, 1 LL	Book: <i>How Much I Love You</i> by Sam McBratney LL, SE Song: <i>5 Little Heats</i> 5 little heats, all in a row. The 1st one said "I love you, so!" The 2nd one gave a big hug. The 3rd one snuggled a hug. The 4th one said "I always be your friend!" The 5th one said "We'll be friends until the end!" LL	Book: <i>Let's Share</i> by P.K. Hallinan LL, SE Song: <i>A Kind Hug</i> I have a hug, and I'll share it with you! I have a hug, and I'll share it with you! -- Also, high five, big dance, etc. J LL
	Art: Our Heart Using a pink heart shape, the infants can explore the feeling of red paint as they manipulate it across the paper. As they do so, the teacher will talk about what it means to be loving towards others. G Math: How Many Friends? During mealtimes, the teacher will count each person at the classroom with the infant and talk about ways to show love towards others (ie. hug, kiss, pat, sharing a book, etc.) SE, G, APT Sensory: Color Bottles Using sensory bottles filled with colored water and vegetable oil, the infants can explore color mixing while the teacher discusses similarities and differences. G, G, APT	Sensory: Share With Me The infants will share a toy containing cornstarch and water (sandwich can be used) while the teacher talks about sharing. SE, C, G, APT Language: My Poets Words The teacher will introduce words that are polite such as please and thank you, or use sentences like "I am sorry" or "May I..." LL Movement: Ball Rolling With the teachers assistance the infant will dip a ball in paint and roll it across the paper to a friend at the other end. Small infants can work on grasping the ball as the teacher talks about sharing. SE, G, APT	Art: Love Using a canvas that has previously had the word "Love" typed on, the infants will use their hands to paint the canvas. Once the paint dries, remove the tape and identify the letters. SE, G Science: My Many Colors Using a gallon zip-loc bag filled with shaving cream and spritzes of water (ink), the infants can squish the bag as the teacher talks about spreading love. G, G Language: Picture Book Using a pre-assembled book for each child displaying family members, the teacher will identify the people in each picture (daddy, mommy, name, sister, etc.) Older infants can work on identification. LL, G	Movement: Color Streamers The infants can "dance" to music using the streamers. The infants will work on sharing their streamers with others. SE, APT Math: Face Puzzles Using 5x10 pictures of each infants face, the infants can add different eyes, nose, or mouth cut outs (cut outs from French bread) to place over top, making their faces new eyes, nose and mouth to make. G, G, APT Sensory: Ball Pit Two infants can sit in a small infant ball pit as the teacher discusses sharing differences in hand characteristics, and what it means to be a friend. SE	Art: Body Paint After taking off the infants clothes down to the diaper, the teacher will put red paint for the infants to paint themselves and each other. SE, G, APT Science: Feel Chart Using a pre-assembled board with various textures (crumpled paper, cotton, bubble wrap, etc.) the infants can explore the different textures. The teacher can help identify the feeling. G, G Language: Mirror On The Wall Looking at their reflection in the mirror, the teacher can help identify self characteristics (brown hair, blue eyes, dark skin, etc.) LL, C, G
Changes to Interest Areas	Print out pictures of each child and teacher and tape on blocks for the infants to look at as they explore the blocks.	Add play clothes such as hats and shirts as well as baby dolls of different cultures to the dramatic play area.	Change out sensory feel bin with new materials. This week add circle items such as large link rings, large coffee lids, large wood rings, etc...	Add a baby drum circle using various sized pots and pans. Make a large circle with them to put 2 sitting infants in to explore the different sounds using various materials.	Place various shape and sized mirrors throughout the classroom for the infants to utilize and explore, making sure the mirrors are the non breakable kind.
Special Activities	Mommy Moments: Mommies, grandmas (or nanas) or caregivers are invited to visit the classroom to spend one-on-one quality time.	Buggy Ride through the center and around the playground (weather permitting).	Daddy Drop-In Day: Daddies, grandpas or caregivers are invited to visit the classroom to spend one-on-one time.	Buggy Ride through the center and around the playground (weather permitting).	Family Potluck at 4:00pm in the Movement Room: Families will be bringing a dish that is a family recipe or tradition.
Outdoor/Large Muscle Activities	Playground Play: Practice using the outside balance bar to grasp and stand.	Musical Moments: In the Movement Room or outside, place a variety of instruments around for the infants to explore and utilize.	Baby Yoga: On yoga mats, place the younger infants and help stretch using the baby yoga moves. Older infants can be shown yoga positions to try.	Playground Play: Open the sandbox on the playground and place scoops and buckets for the infants to practice scooping and dumping.	Playground Play: Use the balance beam for the older infants to practice walking across. Use mats for tummy time for smaller infants.

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Resources in Vocational Education, 1977 **Teaching in Lifelong Learning 3e A guide to theory and practice** James Avis, Roy Fisher, Ron Thompson, 2018-11-29 Addressing the Professional Standards for Teachers and Trainers this bestselling textbook helpfully balances theory and practice introducing key theories and concepts relating to learning and assessment as well as providing practical advice on teaching Extensively revised and updated to reflect the current educational policy environment this textbook for teaching provides thorough and extensive coverage of the topics for higher level awards in Education and Training The textbook provides a logical progression through the essential aspects of teaching such as planning and assessment it considers key related areas including teacher professionalism equality and diversity and mentoring and coaching and it presents this invaluable guidance in an accessible and readable format In outlining the challenges opportunities and debates in and around lifelong learning the editors and contributing authors draw on their extensive teaching experience as well as offering an evidence based approach with a wide range of research Teaching in Lifelong Learning A Guide to Theory and Practice is core reading for those teaching or preparing to teach in further higher and community education as well as in public sector contexts and in private training organisations including those studying for CertEd PGCE and related awards such as the Level 4 Certificate and Level 5 Diploma in Education and Training Teacher education in FE continues to be an important and unresolved issue and this book is a great asset in supporting individuals in understanding and developing their practices With a focus on developing critical inquiring practitioners the text reads like an experienced mentor sharing pointers questions and useful readings over a collegial cup of coffee Dr Tim Herrick Senior University Teacher University of Sheffield UK *Early Childhood Curriculum for All Learners* Ann M. Selmi, Raymond J. Gallagher, Eugenia R. Mora-Flores, 2014-08-12 Early Childhood Curriculum for All Learners Integrating Play and Literacy Activities is designed to teach early childhood professionals about the latest research on play and early literacy and then to show them practical methods for adapting this research to everyday classroom practices that will encourage the development of learning skills The authors link solid play based research to specific developmentally appropriate practices By combining these two areas the text demonstrates that academic learning and play activities are highly compatible and that children can and do develop academic skills through play In addition the text focuses on socio dramatic play a recently acknowledged essential aspect of child initiated play interactions It provides specific strategies that link these interactive behaviors with the early academic skills needed for the initial primary grades Implementation of the information presented in this book will enable children to experience a richer transition into primary education classrooms The Differentiated Instruction Book of Lists Jenifer Fox, Whitney Hoffman, 2011-08-30 Hundreds of useful ideas for meeting the needs of each child The

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Developing Game Sense in Physical Education and Sport Ray Breed, Michael Spittle, 2021 *Developing Game Sense in Physical Education and Sport* provides coaches and teachers with practical instructions to help learners develop the skills and understanding they need to effectively play games and sports It offers instruction in invasion games striking and fielding games and net and wall games

Student-Centered Coaching Diane Sweeney, 2010-11-19 This practical resource is grounded in a simple but powerful premise that school based coaching programs can be designed in a way that more directly impacts student achievement In a student centered coaching relationship the focus is on using data and student work to drive conversations between coaches and teachers to make informed decisions about instruction In other words coaches and teachers work collaboratively to support students The book also underscores the critical role of the principal in developing systems and structures to support teacher learning and fostering a culture of learning The book is suitable for use with both new and experienced coaches and the principals who support them

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elizabeth at the time when the grandfather is