

Activity Plan

Lesson Plan Kindness and Respect	Timeframe Week of May 26-30, 2014	Age Group/Class Infants (3 weeks to 24 months) Bumblebee Room	Teacher(s) Ms. Julie and Ms. Danielle		
Monday	Tuesday	Wednesday	Thursday	Friday	
Large Group Activities	<p>Book: <i>Let's Be Kind</i> by P.K. Hallinan LL, E.E.</p> <p>Song: <i>I Love You</i> I love you, you love me, we're a happy family with a growing hug and a kiss from me to you won't you say you'll come back? LL</p>	<p>Book: <i>Uh-Oh I'm Sorry</i> by Scholastic LL, E.E.</p> <p>Song: <i>Baby's Weaving</i> Baby's weaving a mat, a red hat, a red hat Baby's weaving a mat, a red hat, a red hat parts, while singing, etc. / E.E.</p>	<p>Book: <i>The Rainbow Fish</i> by Marcus Pfister LL, E.E.</p> <p>Song: <i>5 Little Ducks</i> (5 little ducks went out to play, over the hill and the river Mother duck called QUACK QUACK QUACK QUACK) A little duck came waddling back — ELL, E.E.</p>	<p>Book: <i>How Much I Love You</i> by Sam McBratney LL, E.E.</p> <p>Song: <i>5 Little Heavens</i> (5 little heaves, all in a row, The 5th one said I love you to The 4th one giving a hug, The 3rd one giggled a gig, The 2nd one said I always be your friend! The 5th one said I love to friends until the end!) LL</p>	<p>Book: <i>Let's Share</i> by P.K. Hallinan LL, E.E.</p> <p>Song: <i>A Kind Hug</i> I have a hug, and I share it with who I have a hug and I'll share it with you — Aha, high five, big hugs etc. / LL</p>
Small Group Activities	<p>Art: <i>Our Heart</i> Using a paint heart shape, the infants can explore the feeling of soft paint as they manipulate it across the paper. As they do, the teacher will talk about what it means to be loving towards others. E.E.</p> <p>Math: <i>How Many Friends?</i> During this session, the teacher will count each infant in the classroom with the infant and talk about how to show love towards others (a hug from you, not sharing a plate, etc.) E.E. G APT</p> <p>Sensory: <i>Color Bottles</i> Using sensory bottles filled with colored water and negotiate with the infants to explore color mixing with the teacher directions (shaking) E.E. G APT</p>	<p>Sensory: <i>Share With Me</i> The infants will share a tray containing paint and water (watercolor can be used) while the teacher talks about sharing. E.E. C G APT</p> <p>Language: <i>My Polite Words</i> The teacher will introduce words that are polite such as please and thank you or use sentences that I am sorry or May I... LL</p> <p>Movement: <i>Ball Rolling</i> With the teacher's assistance, the infant will drop a ball (soft) and roll it across the paper to a friend or other end. Small efforts can assist in grasping the ball as the teacher talks about sharing. E.E. G APT</p>	<p>Art: <i>Love</i> Using a canvas that has previously had the word 'Love' painted on, the infants will use their hands to paint the canvas. Once the paint dries, remove the tape and display the art. E.E. G</p> <p>Science: <i>My Many Colors</i> Using a poster (or the bag from using sensory paint and watercolor) the infants can repeat the song as the teacher talks about spreading love. G E</p> <p>Language: <i>Picture Book</i> Using a pre-assorted book for each child displaying family members, the teacher will identify the people in each picture (brother, mom, dad, etc.) Other infants can work on identification. E.E. G</p>	<p>Movement: <i>Color Streamers</i> The infants can 'dance' to music using the streamers. The infants will work on sharing their streamers with others. E.E. G APT</p> <p>Math: <i>Face Puzzles</i> Using 6x6 pictures of each infant face, the infants can sort different eyes, noses, or mouth out (just out from friends faces) to place them together that best represent them and match to match. E.E. G APT</p> <p>Sensory: <i>Ball Pit</i> Two infants can sit in a small infant tub or in the teacher directions, using differences in infant characteristics, and what it means to be a friend. E.E.</p>	<p>Art: <i>Body Paint</i> After taking off the infants clothes (best in the diaper), the teacher will set out paint for the infants to paint themselves and each other. E.E. G APT</p> <p>Science: <i>Feel Chart</i> Using a pre-assorted board with various textures (sandpaper, metal, bubble wrap, etc.) the infants can explore the different textures. The teacher can keep asking the feeling. E.E. G</p> <p>Language: <i>Mirror On The Wall</i> Using of their reflection in the mirror, the teacher can help identify self characteristics (brown hair, brown eyes, dark skin, etc.) E.E.</p>
Changes to Interest Areas	<p>Print out pictures of each child and teacher and tape on blocks for the infants to look at as they explore the blocks.</p>	<p>Add play clothes such as hats and shirts as well as baby dolls of different cultures to the dramatic play area.</p>	<p>Change out sensory feel bin with new materials. This week add circle items such as large link rings, large coffee lids, large wooden rings, etc...</p>	<p>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 mallets.</p>	<p>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.</p>
Special Activities	<p>Mommy Moments: Mothers, grandmas (or names) or caregivers are invited to visit the classroom to spend one-on-one quality time.</p>	<p>Buggy Ride through the center and around the playground (weather permitting).</p>	<p>Daddies Drop-In Day: Daddies, grandpas or caregivers are invited to visit the classroom to spend one-on-one time.</p>	<p>Buggy Ride through the center and around the playground (weather permitting).</p>	<p>Family Potluck at 4:00pm in the Movement Room. Families will be bringing a dish that is a family recipe or tradition.</p>
Outdoor/Large Muscle Activities	<p>Playground Play: Practice using the outside balance bar to grasp and climb!</p>	<p>Musical Moments: In the Movement Room or outside, place a variety of instruments around for the infants to explore and utilize.</p>	<p>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.</p>	<p>Playground Play: Open the sandbox on the playground and place scoops and buckets for the infants to practice scooping and dumping.</p>	<p>Playground Play: Use the balance beam for the older infants to practice walking across. Use mats for tumbling time for smaller infants.</p>

Creative Curriculum Planning Guide

**Association for Supervision and
Curriculum Development. Exhibit
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Creative Curriculum Planning Guide:

Planning the Primary National Curriculum Keira Sewell, 2018-01-15 This book explores assessment opportunities how the teaching of each subject can be organised key and essential resources in each subject and how ICT can best be used in each subject to enhance teaching

Resources in Education, 1988 *The Creative Curriculum for Preschool College Edition*

Trister, Diane Trister Dodge, Laura J. Colker, Cate Heroman, 2008-05-15 **A Trainer's Guide to the Creative Curriculum**

for Family Child Care Diane Trister Dodge, Laura Jean Colker, 1991 This trainer's guide presents two approaches to working with providers who are implementing The Creative Curriculum for Family Child Care. The first approach involves periodic workshops and sharing sessions for providers. The second approach involves individualized support offered by the trainer in each provider's home. In Chapter I Planning Effective Training Sessions a review of knowledge about adult learners provides a basis for planning training. The chapter offers practical suggestions on logistics, training techniques, communication with providers and assessment of training. Chapter II Workshops on the Creative Curriculum includes detailed workshop outlines for each major activity area in the curriculum. Chapters III and IV focus on the process of working with providers in their homes giving particular attention to preparation of the environment and implementation of activities. These chapters explain what should happen in family child care homes where the creative curriculum is used and indicate the importance of these happenings. These chapters also deal with typical problems that providers experience and strategies for helping providers address such problems. An appendix lists resources that supplement the curriculum and professional organizations providers can join.

RH *Planning a Theme-based Curriculum* Carla F. Berry, Gayle Mindes, 1993 A complete planning model with goals, themes and activities for theme based teaching

The Creative Curriculum Ros Wilson, 2007 *A Guide for Supervisors and Trainers on Implementing the Creative Curriculum for Early Childhood*

Diane Trister Dodge, 1993 This guide is designed for early childhood educators who are helping their staffs implement the Creative Curriculum for Early Childhood a curriculum that is based on child development theory and is developmentally appropriate for preschool and kindergarten children. A carefully organized and rich environment serves as the focus of this curriculum. Part 1 of the guide contains three sections discussing respectively 1 reasons for introducing the new curriculum 2 support and encouragement of staff development during curriculum implementation and 3 the use of classroom visits by supervisors as a way to provide technical assistance to staff and to fine tune the program. Part 2 offers workshop outlines and handouts for conducting staff development sessions. This part contains 12 sections the first of which suggests workshop strategies for trainers while the second outlines a workshop that provides staff with an understanding and appreciation of the curriculum's child development focus. The following 10 sections each describe workshops devoted to a particular topic 1 blocks 2 house corner dramatic play 3 table toys 4 art 5 sand and water 6 the library 7 music and movement 8 cooking 9 computers and 10 the outdoors. Each workshop emphasizes the value of its topic area to child development through exercises, activities, discussions and handouts.

Two appendices provide a copy of the Creative Curriculum Self Assessment and Observation Form and staff development forms TJQ **A Practical Guide to Early Childhood Planning, Methods, and Materials** Evelyn A. Petersen,1996 This very practical Guide is aimed at helping pre service and inservice teachers put early childhood theories and information into daily practice Aimed at long range short range and daily lesson planning it s coverage of such topics as How to Plan and Document Individualized Teaching and Creating Developmentally Appropriate Lesson Plans should be useful to anyone working with young children An excellent very complete book with step by step suggestions for real world planning and implementation of developmentally appropriate learning experiences for 3 to 5 year olds **DPI Publications Listing**

Wisconsin. Department of Public Instruction,1987 **The Creative Classroom** Keith Sawyer,2019 The Creative Classroom presents an original compelling vision of schools where teaching and learning are centered on creativity Drawing on the latest research as well as his studies of jazz and improvised theater Sawyer describes curricula and classroom practices that will help educators get started with a new style of teaching guided improvisation where students are given freedom to explore within structures provided by the teacher Readers will learn how to improve learning outcomes in all subjects from science and math to history and language arts by helping students master content area standards at the same time as they increase their creative potential This book shows how teachers and school leaders can work together to overcome all too common barriers to creative teaching leadership structure and culture and collaborate to transform schools into creative organizations This work will make it easier for educators to harness and develop the creative potential of the people around them young or old Mihaly Csikszentmihalyi Claremont Graduate University This guide is important for all educators that are seeking to be in sync with the changing demands of the 21st century Kylie Peppler Indiana University Bloomington Keith Sawyer has written a wise and judicious book that will challenge and inspire teachers at all levels and in all disciplines Ellen Winner Project Zero Harvard Graduate School of Education Keith Sawyer is a field leader in studies of creativity and education and he does not disappoint with this text If teachers take one thing from this book it s to say Yes to kids voices

Erica Halverson University of Wisconsin Madison *The Creative Curriculum® for Preschool Teaching Guide Featuring the Gardening Study* ,2019 The Creative Curriculum Teaching Guide Featuring the Gardening Study is intended as a supplemental resource to The Creative Curriculum for Preschool It references the curriculum s resources for daily practice and was designed to be used with its components The Creative Curriculum includes Teaching Guides and other resources that offer step by step guidance as teachers plan meaningful learning experiences that engage and challenge children at all times of the day This Teaching Guide the Gardening Study leads teachers through the process of investigating the topic of gardening with children **A Trainer's Guide to the Creative Curriculum for Preschool** Candy Jones,Diane Trister Dodge,Cate Heroman,2004 The Trainer s Guide has several tools to help one to create a comprehensive staff development plan for your program including creating a shared vision determining training needs using the Implementation Checklist and

using learning teams The Trainer s Guide provides a strong foundation for getting started with The Creative Curriculum featuring workshops on The Creative Curriculum and all interest areas These workshops are a teacher s entry point into fully implementing The Creative Curriculum and creating quality preschool programs where children learn and thrive **The Creative Curriculum for Infants & Toddlers** Amy Laura Dombro,Laura Jean Colker,Diane Trister Dodge,1997 Stemming

from the core idea that infant and toddler care should be based on building relationships this curriculum provides a foundation for staff development Section 1 Why a Curriculum for Infants and Toddlers examines key quality indicators discusses curriculum components describes how to use it to make decisions throughout a typical day and presents goals and objectives for caregivers Section 2 Who s Who in a Quality Program focuses on building relationships with children and their families child development in the first three years stages of parenthood special family concerns related to child care cultural influences involving men in child care and building a community support network Section 3 Putting Quality into Action The Big Picture focuses on six components of quality planning and evaluating individualizing the program creating a welcoming environment ensuring children s safety promoting children s health and guiding children s behavior Section 4 Putting Quality into Action Routines Day by Day examines the daily routines of greetings diapering and toileting eating and mealtimes sleeping and naptime and getting dressed and offers suggestions for helping children learn through the routines Section 5 Putting Quality into Action Activities Day by Day considers how to set the stage and promote play and learning in toy play art imitation and pretend stories and books tasting and preparing food sand and water play music and movement activities and outdoor play Appendices include a self assessment for caregivers safety and health checklists a recommended immunization schedule and intervention and supplemental resources KDFB **The Creative Curriculum Study Starters Volume 1** Cate Heroman,2005 Are you interested in moving from thematic teaching to in depth studies but don t know where to begin The Creative Curriculum Study Starters are designed with you in mind This valuable new science and social studies resource is a series of step by step guides on developing studies about real life topics that spark children s curiosity Study Starters begin with topics that children want to explore boxes rocks milk hats hands buildings and help you identify children s questions learn background information and vocabulary organize and plan the environment facilitate investigations incorporate content skills and knowledge and involve families Most important Study Starters lead you to look at your own children and community to develop a study that is unique and customized for the children you teach Each Study Starter is available individually or you may purchase the complete set to receive a free teacher s guide and full color binder to store the Study Starters and your notes For preschool and kindergarten

Primary Curriculum Design Handbook

Brian Male,2012-02-02 A practical guide rooted in best practice to designing a wide and engaging primary curriculum **The Creative Curriculum Study Starters Volume 2** Charlotte Stetson,2006 6 new titles in this popular series from Teaching Strategies Inc This valuable science and social studies resource is a series of step by step guides on developing studies about

real life topics that spark children's curiosity Study Starters begin with topics that children want to explore and help you identify children's questions learn background information and vocabulary organize and plan the environment facilitate investigations incorporate content skills and knowledge and involve families Each Study Starter is available individually or you may purchase the complete set to receive a free teacher's guide and full color binder to store the Study Starters and your notes For preschool and kindergarten *A Journal for Using the Creative Curriculum for Infants & Toddlers* Amy Laura Dombro,Laura Jean Colker,Diane Trister Dodge,1998 The Journal goes through the Curriculum chapter by chapter asking you to relate what you learn to your own situation Icons and margin notes guide you The Journal can serve as the basis of discussion at staff meetings or family child care association meetings in courses or one on one dialogues with colleagues or a mentor Page 1 Resources in Education ,1997 **Curriculum Materials for Creative Thinking, Living, Teaching**

Association for Supervision and Curriculum Development. Exhibit Committee,1956 *A Trainer's Guide to the Creative Curriculum for Infants & Toddlers* Diane Trister Dodge,Sharon E. Yandian,Donna Bloomer,1998 Drawing from the core idea that infant and toddler care should be based on building relationships this trainer's guide is intended for program directors staff and instructors who are using The Creative Curriculum for Infants creating a positive learning environment learning about and using the Curriculum and individualizing staff development Part two of the guide offers a comprehensive series of workshops designed to introduce and involve caregivers and teachers in learning about and applying the Curriculum in their own settings The workshops can be incorporated into a series of college courses or offered on site as part of ongoing staff development that enhances the career goals of each caregiver and teacher The workshop series addresses all of the chapters in The Creative Curriculum Camera ready handouts and references to the applicable sections of the Journal and the Curriculum are provided The guide's resources section provides an annotated list of books and videos that complement the workshops and a list of applicable web sites Author

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