

## May Lesson Plan 2017

### Infant Room

Major Concentration: Theme

Minor Concentration: Flowers/Spring

Color of the month: Yellow

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Finger plays &amp; Songs</b>	<p><b>Songs</b> To imitate finger play of a Caterpillar Rhyme</p> <p><b>Objectives</b> To see the actions of a crawling caterpillar</p>	<p><b>Songs</b> "Bringing Home a Baby Bumblebee"</p> <p><b>Objectives</b> To hear a song about a bee</p>	<p><b>Songs</b> "You Are My Sunshine"</p> <p><b>Objectives</b> Hear a song about sunshine</p>	<p><b>Songs</b> "3 Little Ducks"</p> <p><b>Objectives</b> To learn to repeat a familiar tune while mimicking animal sounds</p>	<p><b>Songs</b> "Beech"</p> <p><b>Objectives</b> to sing a new song while practicing clapping</p>
<b>Sensory/ Science</b>	<p><b>Sticky Honey, Lem, Lemon...</b></p> <p><b>Objectives</b> To feel a sticky texture</p>	<p><b>Exploring Soft, Teddy Bears</b></p> <p><b>Objectives</b> To feel the parts of a teddy bear</p>	<p><b>Science Feeling Flowers</b></p> <p><b>Objectives</b> To discover the texture of a flower and stem</p>	<p><b>Hiding the Bear in the Cave</b></p> <p><b>Objectives</b> To test object permanence</p>	<p><b>Little Bird, Bath</b></p> <p><b>Objectives</b> To engage in water play and pretend to be birds</p>
<b>Language of Cognitive</b>	<p><b>Bees, Bees, Bees, Bees</b> By Eric Carle</p> <p><b>Objectives</b> To hear a rhyming story</p>	<p><b>What is Yellow?</b></p> <p><b>Objectives</b> To point out and name yellow objects</p>	<p><b>Book House's First Spring</b> By Lauren Thompson</p> <p><b>Objectives</b> To learn about spring</p>	<p><b>Book "The Very Hungry Caterpillar"</b> By Eric Carle</p> <p><b>Objectives</b> To learn about metamorphosis</p>	<p><b>Book "The Little Bear, Panda Bear"</b> By Eric Carle</p> <p><b>Objectives</b> To hear a rhyming story</p>
<b>Large Motor/Fine Motor</b>	<p><b>Big, Bear Hug</b></p> <p><b>Objectives</b> To learn the skill of bringing hands together</p>	<p><b>Baby Yoga</b></p>	<p><b>Clap Your Paws!</b></p> <p><b>Objectives</b> To learn the skill of bringing hands together</p>	<p><b>Exercise, Tunnel</b></p> <p><b>Objectives</b> To crawl over a pillow mountain and to work out the arms and legs</p>	<p><b>Rolling, Bunnies</b></p> <p><b>Objectives</b> To imitate a response from tickling</p>

# May Infant Lesson Plan

**Robert R. Redfield**



## **May Infant Lesson Plan:**

The Comprehensive Infant Curriculum Kay Albrecht, Kay M. Albrecht, Linda G. Miller, 2000 Based on the view that curricula for young children should involve thinking and planning for everything that can contribute to child development and the teacher's relationship with the child and the family this book details a comprehensive interactive curriculum for infants from birth to 18 months Following an introductory chapter presenting the curriculum model Chapters 2 through 7 each address a major developmental challenge separating from parents connecting with school and teacher relating to self and others communicating with others moving around and expressing feelings Within each chapter the book presents innovations in 1 observation assessment including suggestions for ensuring developmentally appropriate practice and giving feedback to parents about developmental growth 2 child development explaining the underlying theory of principles or content knowledge 3 interactive experiences listing the types of experiences that teachers must observe plan support and provide 4 teaching including the teacher's role in supporting parents suggestions for self evaluation and suggested readings 5 parent partnerships giving examples of school initiated possibility and parent participation possibility 6 environments focusing on providing an environment to meet infants unique needs and 7 related curriculum activities plans called Possibilities Plans including a concept web concepts learned and suggested resources Activities are included in the following areas dramatic arts sensory arts curiosity literacy music movement outdoor projects and parent participation Contains approximately 150 references KB

**Fifty-four infant class lessons** George Warrington, 1880 **Newmann's sand-modelling for primary and secondary infant and upper schools, by miss Tarbuck and H. Major** Tarbuck, 1899

*Investigating STEM with Infants and Toddlers (Birth-3)* Beth Dykstra Van Meeteren, Sherri Peterson, 2022 The premiere book in the STEM for Our Youngest Learners Series introduces the Infant Toddler Inquiry Learning Model a new way to think about how young children birth age 3 explore think and learn STEM concepts The book also demonstrates how the Inquiry Teaching Model can guide teachers in implementing STEM experiences for this age group Accessible to educators from a wide range of educational backgrounds this resource is designed specifically to help guide the integration of STEM experiences into the early childhood curriculum Readers will see how the model works in real life how STEM topics can be naturally embedded in daily routines and activities and how to observe understand and interact with children as they explore This accessible guide presents content and pedagogy aligned with what is known about how children learn and also addresses the challenges educators encounter when implementing STEM with infants and toddlers Each volume in this new series includes vignettes showing educators and children engaging in inquiry learning guidance for selecting materials and arranging the learning environment modifications and accommodations for diverse learners support for establishing adult learning communities to support professional development and more Book Features Offers an easy to use model of infant and toddler inquiry based learning focused on how young children engage explore and gain understanding of STEM concepts

Provides usable curriculum ideas for educators who may lack education or experience with infants and toddlers Explores how young children learn and how educators can support them in the process Includes actual experiences and anecdotes from a variety of childcare settings *Infant school management* Sarah Josepha Hale,1886 **Lesson Plans for the Infant and Toddler** Sol Adler,1984 **Leaves for teachers of infants** Leaves,1903 [Sand modelling for infant and junior schools](#) Mary Fletcher (author of Sand modelling.),1898 [Public Health Nurse Quarterly](#) ,1918 **First Aid - Responding to Emergencies** ,1996 *The Public Health Nurse* ,1918 *Minutes of the Universalist General Convention* ,1871 **Citizens' Business** ,1910 **Physical Education Standard 2 to Form II** New Zealand. Department of Education,1970 *Nature Intervention* Albert Wireko Osei, PhD,2022-06-29 Nature Intervention By Albert Wireko Osei PhD In Nature Intervention Albert Wireko Osei PhD provides an effective sustainable comprehensive and easy to implement special education treatment for individuals living with Autism Spectrum Disorder With special attention to recent advances in early identification diagnosis and the treatment of the disorder this longitudinal study provides expert guidance experiential narratives and problem solving strategies for families teachers clinicians students researchers and individuals living with autism The book also provides a narrative account of fathering a child with autism and the experience provides readers with everything they want to know about the diagnosis treatment coping and healing strategies for Autism Spectrum Disorder Practical knowledge and professional experiences supported with case studies are shared with readers throughout the book Readers will enjoy reading and learning about nature based treatment intervention activities that are resourceful practical available and accessible to every individual on the Autism Spectrum irrespective of their socio economic and geographical location **Resources in Education** ,1998 **Report of the Committee of Council on Education (England and Wales), with Appendix** Great Britain. Council on Education,1899 **The Church School Journal** ,1874 **Catalog and Circular** Iowa State Teachers College,1917 *The Encyclopedia of Sunday Schools and Religious Education* John Thomas McFarland,Benjamin Severance Winchester,1915

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