

Dear Educators,

We are happy to offer you the Infant Book of the Month lesson plans for the 25-26 school year! Below, you will find a list of the BOM themes. If your classroom follows a different theme schedule for the year, you can adjust as needed. If you don't have the specific books listed in the lesson plan, feel free to visit your local library or substitute with a similar book you do have available. Each theme offers 2 weeks of lesson plans, CLASS strategies, Standards connections, and so much more! We hope you have a wonderful school year!

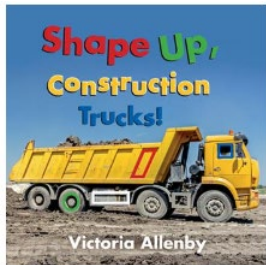
**Click on the theme name to skip straight
to the start of that lesson!**

Month	Theme
August	Construction
September	Space
October	Movement/Body
November	Fall/Trees/Leaves/Seasons
December	Arctic Animals
January	Transportation
February	Five Senses
March	Safari/Jungle/Rainforest
April	Things that Grow
May	Insects
June	Camping/Outdoors
July	Ocean/Beach

Learning Objectives:

- ✓ Infants will demonstrate increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks.
- ✓ Infants will show motivation for and appreciation of reading and will show curiosity in different forms of artistic expressions (e.g., music, art and dance).

Transitions:	<i>When lifting children, preface by saying, “It’s time to lift like a crane!” then lift child.</i>
Parent Involvement:	<i>Encourage parents to point out construction sites on the drive home, label and discuss vehicles seen such as bulldozers, road rollers, excavators, etc.</i>



Week 1 Monday

Whole Group Literacy	Read the book Shape Up, Construction Trucks! By Victoria Allenby . Hold infants in lap or sit very close and read book with infants. Label objects, colors, shapes such as cement truck, excavator, dump truck, rectangle, oval, etc. Watch to see what infants are interested in to support exploration. Allow the infant to explore and hold the book as desired. CLASS Connection: Language - Use the strategy of labeling objects by labeling objects infants point to such as 'yellow truck' 'black wheel' 'dirt pile'.
Music & Movement	Truck fingerplay: Five Big Dump Trucks. Watch infants' response to the finger play to ensure they are comfortable with it before proceeding. CLASS Connection: Language - Vary your intonation and repeat sounds that infants may make. Link to Five Big Dump Trucks fingerplay: https://www.youtube.com/watch?v=nvYkH_MJrM <u><i>Fingerplay:</i></u> Five big dump trucks Rolling Down the road. Five big dump trucks Rolling down the road. One pulls out, To unload. Four big dump trucks rolling down the road. Four big dump trucks Rolling down the road... Three big dump trucks Rolling down the road...
Sensory	Focus on shapes near and far. Place large shapes in front of infants, move shapes near and far away from infants. Allow infants to explore shapes. CLASS Connection: Language, Facilitation - Liken each shape to the trucks from the story. For example, a ball could be like a wheel, rolling near and far, a triangle could be like the dump truck dumping its load. Be sure to look for cues regarding the infants' interests and go along with their interests. Encourage the infants to play with the shapes as tolerated.
Physical Development	Help infant to roll arms like a road roller. When reading page 2 of the book, note the road roller. Show a rolling movement by rolling your arms and fists around each other or by rolling your body. Encourage and assist infant to also roll. CLASS Connection: Language - Repeat any sounds that the infants make. Repeat several times throughout the day.

Week 1 Tuesday

Whole Group Literacy	Read the book Shape Up, Construction Trucks! By Victoria Allenby . Hold infants in lap or sit very close and read book with infants. Label objects, colors, shapes such as cement truck, excavator, dump truck, rectangle, oval, etc. Watch to see what infants are interested in to support exploration. Allow the infant to explore and hold the book as desired. CLASS Connection: Language - Use strategy of repetition by repeating infant sounds such as as coo's, babble's, or syllables. Extend sounds by adding complete words, eg. "ba-ba" = "black, you see the black wheel, yes!"
Music & Movement	Play truck sounds while doing a routine interaction such as bottle, spoon feeding or diaper change. Watch how infants respond to the sounds of the music and comment on their response. CLASS Connection: Language - Have back and forth communication with the infant by taking turns responding to infant's sounds.
Sensory	Focus on shapes near and far. Place large shapes in front of infants, move shapes near and far away from infants. Allow infants to explore shapes. Liken each shape to the trucks from the story. For example, a ball could be like a wheel, rolling near and far, a triangle could be like the dump truck dumping its load. Be sure to look for cues regarding the infants' interests and go along with their interests. Encourage the infants to play with the shapes as tolerated, extend play by creating a shapes stacking game. CLASS Connection: Facilitate Exploration - When an infant touches a shape, stack it on another shape further away and encourage infant to reach and touch the stack. Continue for as long as infant shows interest.
Physical Development	Lifting like a forklift. Show the infant the forklift in the book. Move your arms up and down simultaneously like a forklift. Use both arms to lift an object up and down. Encourage the infant to do the same, with and without an object in their hand. CLASS Connection: Facilitate Exploration - To increase the challenge, hold the object with both hands, then move your arms directly in front of you while holding the object. Encourage the infant to do the same if appropriate and interested.

Week 1 Wednesday

Whole Group Literacy	Read the book Shape Up, Construction Trucks! By Victoria Allenby . Hold infants in lap or sit very close and read book with infants. Label objects, colors, shapes such as cement truck, excavator, dump truck, rectangle, oval, etc. Watch to see what infants are interested in to support exploration. Allow the infant to explore and hold the book as desired. Use strategy of serve-and-return by responding to infant communication during the story. Aim for at least three 'returns' to each infant's serve.
Music & Movement	Get infant to move like a construction truck such as by rolling, reaching, sitting up, clapping, or dancing. Use different objects from the classroom as props, such as soft balls, blocks, scarves, etc. CLASS Connection: Positive Climate - Mirror infants' behavior. Compare their behavior to construction trucks such as, rolling like a cement mixer, reaching like a crane, pushing toys away like a bulldozer, etc. Be sure to vary your intonation when encouraging infants.
Sensory	Play with construction trucks. Place a stuffed or plastic truck or construction vehicle in front of the infant and encourage them to play with it. Describe and label the object and mirror infants' behavior. CLASS Connection: Positive Climate, Facilitation - Try using infants' cues to have back and forth exchanges by repeating their sounds. Then, extend on those sounds by providing words for infants.
Physical Development	Swinging like a crane. Show the infant the crane in the book. Swing your arms from side to side like a crane. Encourage the infant to do the same, with or without an object in their hand. CLASS Connection: Facilitation - Use an object for younger infants to trace with their eyes from side to side. Increase or decrease your speed, helping the infant to do the same for a crane challenge. Encourage the infant to do the same if appropriate and interested.

Week 1 Thursday

Whole Group Literacy	Read the book Shape Up, Construction Trucks! By Victoria Allenby . Hold infants in lap or sit very close and read book with infants. Label objects, colors, shapes such as cement truck, excavator, dump truck, rectangle, oval, etc. Watch to see what infants are interested in to support exploration. Allow the infant to explore and hold the book as desired. Play peek-a-boo while reading by covering up parts of the page with sticky notes. CLASS Connection: Teacher Sensitivity, Facilitation - Encourage infants to reach and peek, or to guess what is hiding, as appropriate.
Music & Movement	Get infant to move like a construction truck such as by rolling, reaching, sitting up, clapping, or dancing. Mirror infants' behavior. Compare their behavior to construction trucks such as, rolling like a cement mixer, reaching like a crane, pushing toys away like a bulldozer, etc. CLASS Connection: Facilitation - Play construction truck sounds for a Simon Says game and try to imitate the vehicle making the noise. Be sure to vary your intonation when encouraging infants.
Sensory	Use dump trucks to move objects. Place dump truck with storage in front of the infant and encourage them to play with it. Provide infant objects to place in and out of truck such as stacking rings or other toys. Encourage infant to roll truck through room. Describe and label the objects and mirror infants' behavior. CLASS Connection: Teacher Sensitivity, Language - Try using infants' cues to have back and forth exchanges by repeating their sounds. Then, extend on those sounds by providing words for infants
Physical Development	Dump Truck Squat Encourage infants to stand up, squat, and sit down like a dump truck filling up and dropping down its load. Vary your intonation and encourage the infant to complete the task. CLASS Connection: Positive Climate - When the infant completes the task celebrate them by naming their specific actions and using their name(s), then try to get them to do more.

Week 1 Friday

Whole Group Literacy	Read the book Shape Up, Construction Trucks! By Victoria Allenby . Hold infants in lap or sit very close and read book with infants. Label objects, colors, shapes such as cement truck, excavator, dump truck, rectangle, oval, etc. Watch to see what infants are interested in to support exploration. Allow the infant to explore and hold the book as desired. CLASS Connection: Language - During exploration, use the strategy of self talk, eg. “I see you turning the page” “I am moving like the dump truck” “I am pointing to the words on the page!”
Music & Movement	Truck fingerplay: Five Big Dump Trucks. Watch infants’ response to the finger play to ensure they are comfortable with it before proceeding. Vary your intonation and repeat sounds that infants may make. CLASS Connection: Facilitation - Incorporate the use of toy trucks during the fingerplay or if none are available then consider using soft blocks or making some from used tissue boxes.
Sensory	Excavator Dig! Fill a low bin with soft toys. Encourage infants to empty the bin by using their hands to reach in, grab, and take out each toy. Encourage infants to ‘excavate’ all of the toys, if interested. CLASS Connection: Language - Talk about each toy the infant excavates and try mirroring the infant’s behavior. Vary your intonation when speaking with them
Physical Development	Shape Play. As infants play with toys throughout the day, label the shapes each toy is made up of. Compare it to shapes found in trucks from the story. CLASS Connection: Language - Talk about what the child is doing as they do it and label the objects as they touch them. Praise the infant when they complete the task and try to get them to do more.

Week 2 Infant Lesson Plan Theme: Construction Book: Shape Up, Construction Trucks!

Learning Objectives:

- ✓ Infants will demonstrate increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks.
- ✓ Infants will show motivation for and appreciation of reading and will show curiosity in different forms of artistic expressions (e.g., music, art and dance).

Transitions:	<i>Say “beep beep” when an activity is complete and encourage child to repeat the sounds/words or make a honking motion with their hand.</i>
Parent Involvement:	<i>Encourage parents to identify shapes seen in traffic signs such as rectangles and circles in traffic lights or hexagons and triangles for traffic signs. Discuss shape features such as sides, points, etc.</i>

Photo Inspiration:



Week 2 Monday

Whole Group Literacy	Read the book Shape Up, Construction Trucks! By Victoria Allenby . Hold infants in lap or sit very close and read book with infants. Label objects, colors, shapes such as cement truck, excavator, dump truck, rectangle, oval, etc. Watch to see what infants are interested in to support exploration. Allow the infant to explore and hold the book as desired. CLASS Connection: Facilitation - After reading, go on a scavenger hunt looking for items in the classroom that have the shapes from the book, such as round wheels, triangular signs, etc.
Music & Movement	Nuts and Bolts shakers: Fill several clear water bottles with an assortment of building tools such as nuts and bolts. Be sure to secure the lids to the bottles so they cannot come loose. Encourage infants to explore the bottles and shake them like rattles. Describe infant actions and tools used. CLASS Connection: Facilitation - Make real-world connections such as “We use nuts and bolts to hold things together, like a screw holding the baby gate latch”.
Sensory	Sensory Traffic Cones. Use several small cones, and wrap them in different materials to create texture cones. For example, wrap one in flipped contact paper to make it sticky on the outside, place leaves, acorns, or small pebbles on a sheet of contact paper and wrap around cone to make it bumpy, hot glue patches of felt, velvet, or denim to a cone to make it soft or rough, wrap 20 pipe cleaners around a cone to make it fuzzy. CLASS Connection: Facilitation, Language - As infants explore, use descriptive vocabulary to narrate. Be sure to watch for infant cues as not all textures may feel desirable to interact with.
Physical Development	Steam Rolling. Use paper towel rolls to roll down ramps (make from materials available in class such as climbing cushion, pillow, spare cot mattress placed on side, long block, book placed diagonal on spine, etc.). Provide assistance to infants as needed. Experiment by changing the ramp incline. CLASS Connection: Language - Be sure to discuss what is happening, make real-world connections, and notice cues from infants to measure engagement.

Week 2 Tuesday

Whole Group Literacy	Read the book Shape Up, Construction Trucks! By Victoria Allenby . Hold infants in lap or sit very close and read book with infants. Label objects, colors, shapes such as cement truck, excavator, dump truck, rectangle, oval, etc. Watch to see what infants are interested in to support exploration. Use the nuts and bolts shakers while reading to add sound effects to the story. CLASS Connection: Language - Encourage infant communication by asking if they want to shake the rattles, turn the page, or hold the book.
Music & Movement	Sing: See The Dump Truck Fingerplay. Watch infants' response to the finger play to ensure they are comfortable with it before proceeding. Vary your intonation and repeat sounds that infants may make. CLASS Connection: Facilitation, Language - Incorporate fine and gross motor movement that is developmentally appropriate such as clapping, raising and lowering hands, tapping, stomping, kicking, rolling over, head bobbing, etc. <u><i>Fingerplay: (Tune: Twinkle Twinkle)</i></u> See the dump truck going slow, It must have a great big load, Full of dirt or maybe rocks, Working hard it never stops, See the dump truck going slow, It must have a great big load.
Sensory	Cheerios Sensory Bin: crush cheerios to mimic sand, leave a few handfuls whole or broken for texture. Add construction trucks to bin and help infants push, pull, fill, and empty using the cheerio sand. CLASS Connection: Facilitation, Language - Create scenes from the book, encourage infants to push toy from one end of bin to the other, and use discussion to enhance play. Watch infants to ensure they do not rub cheerio dust into their eyes. Dispose when play is finished for hygiene purposes.
Physical Development	Bean bag Dump. Make a 'track' of bean bags and help infants roll or push toy trucks over the tracks. Notice the "bumps in the road" during the activity and describe similar real life scenarios to infants. CLASS Connection: Facilitation - Try pushing trucks fast or slow and noticing if any get stuck! Encourage play for as long as infants are interested.

Week 2 Wednesday

Whole Group Literacy	Read the book Shape Up, Construction Trucks! By Victoria Allenby . Hold infants in lap or sit very close and read book with infants. Label objects, colors, shapes such as cement truck, excavator, dump truck, rectangle, oval, etc. Watch to see what infants are interested in to support exploration. Allow the infant to explore and hold the book as desired. CLASS Connection: Language - Play 'I Spy' while reading, such as "I spy an excavator, can you find the excavator?".
Music & Movement	Get infant to move like a construction truck such as by rolling, reaching, sitting up, clapping, or dancing. Use different objects from the classroom as props, such as soft balls, blocks, scarves, etc. Mirror infants' behavior. CLASS Connection: Facilitation - Compare their behavior to construction trucks such as, rolling like a cement mixer, reaching like a crane, pushing toys away like a bulldozer, etc. Be sure to vary your intonation when encouraging infants.
Sensory	Play with construction trucks. Place a stuffed or plastic truck or construction vehicle in front of the infant and encourage them to play with it. Describe and label the object and mirror infants' behavior. Try using infants' cues to have back and forth exchanges by repeating their sounds. CLASS Connection: Language - Then, extend on those sounds by providing words for infants.
Physical Development	Crane ball drop. Hold a ball up high, then drop it into a box or infant's lap. To make more challenging, encourage infants to hold hands together or cup their hands to receive the ball drop. CLASS Connection: Facilitation - Drop ball from varying heights.

Week 2 Thursday

Whole Group Literacy	Read the book Shape Up, Construction Trucks! By Victoria Allenby . Hold infants in lap or sit very close and read book with infants. Label objects, colors, shapes such as cement truck, excavator, dump truck, rectangle, oval, etc. Watch to see what infants are interested in to support exploration. CLASS Connection: Positive Climate - Allow the infant to explore and hold the book as desired. Use felt shapes to match to pictures in book such as rectangles, ovals, squares, etc. Encourage infant to place on picture, eg. cover a wheel with a felt circle, describe the connection, and continue reading.
Music & Movement	Boulder roll with balls of varying size. Mirror infants' behavior. Roll a large ball back and forth between infants, calling it a boulder, and encouraging infants to roll the boulder to you and to each other. CLASS Connection: Facilitation - If infants are not able to roll a ball yet, encourage infants to reach for the boulder by placing it just beyond their reach. Vary intonation when encouraging infant movement.
Sensory	Dirty Dump Trucks. Encourage infants to wash their construction vehicles. In a shallow bin, place just enough water to cover the bottom. Place several truck toys in the bin. Encourage infants to wash the trucks. Use sponges or other easy objects for infants to grasp if available. CLASS Connection: Facilitation, Language - Discuss why it is important even for dirty dump trucks to get cleaned.
Physical Development	Crane motions. Encourage infants to stand on both feet, then lean forward to touch the ground. For non-mobile infants, encourage infants to reach up one hand, then the other hand, then both hands. CLASS Connection: Facilitation - Use a ball as a lure to encourage infants to reach higher.

Week 2 Friday

Whole Group Literacy	Read the book Shape Up, Construction Trucks! By Victoria Allenby . Hold infants in lap or sit very close and read book with infants. Label objects, colors, shapes such as cement truck, excavator, dump truck, rectangle, oval, etc. Watch to see what infants are interested in to support exploration. Allow the infant to explore and hold the book as desired. CLASS Connection: Language - During exploration, use the strategy of parallel talk, eg. “You found the road roller” “You are moving like a crane” “You pointed to the biggest truck on the page!”
Music & Movement	See The Dump Truck Fingerplay. Watch infants’ response to the finger play to ensure they are comfortable with it before proceeding. Vary your intonation and repeat sounds that infants may make. CLASS Connection: Facilitation - Incorporate the use of toy dump trucks during the fingerplay or if none are available then consider using soft blocks or making some from used tissue boxes. <u><i>Fingerplay: (Tune: Twinkle Twinkle)</i></u> See the dump truck going slow, It must have a great big load, Full of dirt or maybe rocks, Working hard it never stops, See the dump truck going slow, It must have a great big load.
Sensory	Excavator Dig! Fill a low bin with soft toys and the shapes from physical development. Encourage infants to empty the bin by using their hands to reach in, grab, and take out each toy. Encourage infants to ‘excavate’ all of the toys, if interested. Use the shapes to make construction ‘sites’ such as rectangular roads, oval retention ponds, or hexagon traffic signs. CLASS Connection: Language - Talk about each toy the infant excavates or the site they create and try mirroring the infant’s behavior. Vary your intonation when speaking with them.
Physical Development	Shape Play. As infants play with toys throughout the day, label the shapes each toy is made up of. Compare it to shapes found in trucks from the story. Talk about what the child is doing as they do it and label the objects as they touch them. Use the shapes to create trucks from the story, such as placing two circles beneath a rectangle. CLASS Connection: Positive Climate - Praise the infant when they complete the task and try to get them to do more.

Florida Standards Alignments

Whole Group Literacy	IV. Language and Literacy F. Emergent Reading <i>1. Shows motivation for and appreciation of reading</i> <i>Benchmark a.</i> <i>Begins to show interest in print and books</i> <i>Benchmark b.</i> <i>Begins to learn that pictures represent real objects, events and ideas (stories)</i>
Music & Movement	VIII. Creative Expression through the Arts E. Appreciation of the Arts <i>1. Shows Curiosity in different forms of artistic expressions (e.g., music, art and dance)</i>
Sensory	VI. Scientific Inquiry B. Life Science <i>1. Demonstrates knowledge related to living things and their environments</i> <i>Benchmark a.</i> <i>Begins to explore, interact with and identify some plants and animals (e.g., interaction through real-world, literacy and videos)</i>
Physical Development	I. Physical Development B. Motor Development c. Fine Motor Development <i>1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks</i> <i>Benchmark a.</i> <i>Uses hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)</i> <i>2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision</i> <i>Benchmark a.</i> <i>Coordinates the use of arms, hands and fingers to accomplish tasks</i>

Learning Objectives:

- ✓ Students will be introduced to the Solar System and objects found within.

Transitions:	<i>Play space themed instrumental music for the infants. https://www.youtube.com/watch?v=C1zYMKhqCaE</i>
Parent Involvement:	<i>Make star projections on the wall with a flashlight and cardstock with small holes.</i>

Photo Inspiration:

Catching Comets



Starry Night Bag



Planet Bottles



Moon Rock Toss



Solar System Stamping

Week 1 Monday	
Whole Group Literacy	Introduce the new theme/book: Use simple words to introduce the book as you show infants the book and flip through the pages. Label the pictures—spending more time on the pictures the infants show interest in. Use the pictures in the book to label, point to, and talk about: <i>Moon, Sun, Planets, Stars</i>. Ask “Do you see all the planets? The Sun is in the middle.” <u>CLASS Connections:</u> Verbally label objects, use complete and varied sentences.
Music & Movement	Sing <i>The Moon is in the Sky</i> (to the tune of <i>The Farmer in the Dell</i>) <i>The sun is in the sky. The sun is in the sky. Hot and bright, it gives us light. The sun is in the sky.</i> <i>The moon is in the sky. The moon is in the sky. Around and round the Earth it goes. The moon is in the sky.</i> <i>The stars are in the sky. The stars are in the sky. Twinkle bright, they shine at night. The stars are in the sky.</i> <u>CLASS Connections:</u> Initiate sounds or words.
Sensory	Starry Night Bag: Materials needed: Ziplock bags, clear hair gel, foil confetti stars, black posterboard (optional). Pour hair gel into the bag then add foil stars. Ensure the bag is sealed tightly. Lay the black posterboard on the table to make the starry night bag look like it is in outer space! <u>CLASS Connections:</u> Map students’ actions while exploring their sensory bags.
Art	Solar System Stamping. Over the course of the week create a Solar System by offering infants a variety of circles to stamp with paint. Recall images from the book as infants create their Solar System. Start with the stars. Offer infants a fresh sheet of dark construction paper. Guide infants in dipping one finger into a light color paint and invite them to make fingerprints all over their paper. This will create the star field background for their Solar System. <u>CLASS Connections:</u> Follow the infants’ lead as they place as many or few stars as they would like, where they would like to place them on their paper. Offer them more paint as needed, allowing them a choice of colors.
Gross Motor	Rolling Planets: Gather multiples sized balls to roll back and forth with infants. <u>CLASS Connections:</u> Use complete and varied sentences while describing classroom actions. Verbally label colors and sizes using language from the book.
Blocks	Rolling Planets Knock Down: Stack a few blocks near where the infants are playing. Using the balls from the rolling planets activity encourage infants to roll the ball to knock over the blocks. <u>CLASS Connections:</u> Use complete and varied sentences while describing classroom actions. Continue with the activity as long as children show interest.

Week 1 Tuesday	
Whole Group Literacy	Hold infants in lap or sit very close and read the book with infants. Label objects, colors, shapes. Watch to see what infants are interested in to support exploration. Use the pictures in the book to label, point to, and talk about: <i>the Moon, astronauts, footprints, ask "Do you see any footprints? We make footprints in the sand at the beach."</i> <u>CLASS Connections:</u> Show affection through proximity and joint attention.
Music & Movement	Sing <i>Climb Aboard</i> (to the tune of the Itsy-Bitsy Spider) <i>Climb aboard the spaceship, we're going to the moon. Hurry and get ready, we're going to blast off soon!</i> <i>Put on your helmets and buckle up real tight. Here comes the countdown, let's count with all our might.</i> <i>10, 9, 8, 7, 6, 5, 4, 3, 2, 1... BLAST OFF!</i> <u>CLASS Connections:</u> Help the children to move their bodies to the song, participate in the actions with them.
Sensory	Water Solar System Sensory Bin: Affix an inflated yellow balloon to the bottom of your sensory bin, then add a small amount of water. Add a variety of balls that will float to the bin. Encourage children to swirl the water so the "planets" revolve around the "sun". <u>CLASS Connections:</u> Follow infants' lead as they explore the materials.
Art	Solar System Stamping: Over the course of the week create a Solar System by offering infants a variety of circles to stamp with paint. Recall images from the book as infants create their Solar System. For the large objects in the Solar System (the Sun, outer planets) use bigger circles such as bowls, drinking cups, or recycled container lids. <u>CLASS Connections:</u> As children stamp their large objects use teacher talk to narrate their actions. "Cole is making yellow circles with his stamp, that looks like the Sun", "Sadie is making SO MANY big circles, there are lots of large planets in her Solar System."
Gross Motor	Flashlight Crawl: Use a flashlight to create spots of light on the floor near infants. Encourage them to crawl to the light. <u>CLASS Connections:</u> Adjust the experience for infants to keep them interested; move the light faster or slower, shine the light on favorite toys.
Blocks	Use the flashlight while infants play with blocks. Highlight the blocks they are using, the blocks within their reach, or blocks they might have to crawl to reach. <u>CLASS Connections:</u> Follow infants' lead as they play with the blocks, if you notice a loss interest in nearby blocks shine the flashlight on blocks that have not yet been used.

Week 1 Wednesday

Whole Group Literacy	Hold infants in lap or sit very close and read the book with infants. Label objects, colors, shapes. Watch to see what infants are interested in to support exploration. Use the pictures in the book to label, point to, and talk about <i>the Solar System, planets, and the Sun. Trace the planet's orbits around the Sun with your finger, or guide the infant to do so, say, "The planets all go around the Sun in our Solar System."</i> <u>CLASS Connections:</u> Support infant focused exploration.
Music & Movement	Sing <i>The Planet Song</i> (to the tune of <i>Skip to My Lou</i>) <i>I know the planets, how about you? I know the planet, how about you? I know the planets, how about you? Let's say the names together!</i> <i>Mercury, Venus, Earth and Mars; Jupiter and Saturn among the stars; Uranus and Neptune are up there too; all spin around in space it's true!</i> <i>Everything goes around the Sun, spinning, spinning everyone; the Earth is ours it's number three; the atmosphere is right for me!</i> <u>CLASS Connections:</u> Initiate sounds or words.
Sensory	Planet Sensory Bottles: Materials needed - clear plastic bottle, water, baby oil, food coloring. Fill the bottle 1/3 of the way with water, adding a few drops of food coloring and mix. Mix oil with a second color and fill the remaining space in the bottle. Ensure the top is securely fastened. <u>CLASS Connections:</u> Use colors that match the different planets in the book, while exploring the bottles talk with infants about the colors they see using descriptive language from the book.
Art	Solar System Stamping. Over the course of the week create a Solar System by offering infants a variety of circles to stamp with paint. Recall images from the book as infants create their Solar System. Use objects like cardboard tubes or recycled baby food jars to stamp the inner planets. <u>CLASS Connections:</u> Label the colors used and note the differences between the bigger circles they painted yesterday and the ones they are making now.
Gross Motor	Reach for the Stars: Tape paper stars to different lengths of string or crepe paper and hang them from the ceiling at varying heights. Encourage children to reach up and touch or grab the stars. <u>CLASS connections:</u> Join in the experience with infants and mirror their actions while they reach for the stars. Narrate children's actions with descriptive language.
Blocks	Star Stacks: Stack multiple blocks for the infants. Use the stars from the reach for the star activity to place on top of each block stack. <u>CLASS Connections:</u> Use self-talk while you stack the blocks and place the stars on top. Narrate infants' reactions with descriptive language.

Week 1 Thursday

Whole Group Literacy	Hold infants in lap or sit very close and read the book with infants. Label objects, colors, shapes. Watch to see what infants are interested in to support exploration. Use the pictures in the book to label, point to, and talk about <i>stars, shapes, constellations</i> . Ask/say, “Do you see the stars? Can you connect them? We can make pictures called constellations.” <u>CLASS Connections:</u> Verbally label objects, use complete and varied sentences.
Music & Movement	<i>Sing Twinkle Twinkle Little Star</i> <i>Twinkle twinkle little star, How I wonder what you are?</i> <i>Up above the world so high, like a diamond in the sky.</i> <i>Twinkle twinkle little star, How I wonder what you are?</i> <u>CLASS Connections:</u> Adjust the experience for infants through varied intonation and adding movement.
Sensory	Sensory Stars: Materials needed – cardboard stars, fabric in various textures, fabric glue. Glue different fabrics to the cardboard stars, invite infants to explore the different textures. <u>CLASS Connections:</u> While infants explore the materials provide words for their communication, expand on their communication attempts.
Art	Solar System Stamping. Over the course of the week create a Solar System by offering infants a variety of circles to stamp with paint. Recall images from the book as infants create their Solar System. To add moons and other satellites to the pictures, offer infants recycled water bottles to stamp small circles. <u>CLASS Connections:</u> While infants stamp these smallest circles among the planets previously created describe their actions with teacher talk. “Jensen is putting several small circles near that big circle, that planet sure has a lot of moons!”, “Misha is using red paint for his moon, and Emma is making some blue moons.”
Gross Motor	Moon Rock Toss: Encourage infants to toss crumpled foil balls into a container. <u>CLASS Connections:</u> Provide verbal encouragement to keep infants interested in the activity, “You’re holding the moon rock in your hand Jack! Can you drop in into my bucket?”
Blocks	Moon Rock Blocks: Wrap blocks in the foil used in the moon rock toss activity. <u>CLASS Connections:</u> Offer infants foil blocks to use in their play. Describe the difference in the foil from the previous activity.

Week 1 Friday	
Whole Group Literacy	Hold infants in lap or sit very close and read the book with infants. Label objects, colors, shapes. Watch to see what infants are interested in to support exploration. Use the pictures in the book to label, point to, and talk about names and characteristics of the planets. <i>Ask/say: Earth is where we live, see the blue water and green land? Mars is red. Do you see Saturn's rings?</i> <u>CLASS Connections:</u> Talk with infants to keep them engaged.
Music & Movement	<i>Sing If You're Going to the Moon</i> (To the tune of <i>If You're Happy and You Know it</i>) If you're going to the moon wear your boots (<i>stamp stamp</i>) If you're going to the moon wear your boots (<i>stamp stamp</i>) If you're going to the moon this is what you have to do (<i>shake finger</i>) If you're going to the moon wear your boots (<i>stamp stamp</i>) Continue with: ...wear your suit (<i>ziiiiiiiiiiip</i>) ...wear your helmet (<i>pat head</i>) ...wear your gloves (<i>clap clap</i>) <u>CLASS Connections:</u> Adjust the experience for infants through varied intonation and adding movement.
Sensory	Ice Rings: Materials needed – ice cubes, round baking sheet/pie plate. Tape a laminated picture of Saturn to the bottom of the tray, then add ice cubes. Help the infants move the ice cubes around the tray. <u>CLASS Connections:</u> Initiate the interaction with infants by showing them how to use their hands to move the ice around the tray. Imitate sounds infants make while they explore the ice cubes.
Art	Solar System Stamping: Over the course of the week create a Solar System by offering infants a variety of circles to stamp with paint. Recall images from the book as infants create their Solar System. Once the paint has dried, offer infants a chance to color in their planets with chalk if they are interested. <u>CLASS Connections:</u> Describe the colors they are choosing, where they are coloring, how hard or soft they are coloring, etc.
Gross Motor	Catching Comets: Fill an easy grasp ball with scarves, leaving a tail hanging outside the ball. Gently toss or roll the ball to an interested infant. Allow the infant to explore the comet in any way that interests them. <u>CLASS Connections:</u> Follow the infant's lead as they explore the comet.
Blocks	Add as many of the recycled materials used to create the solar system stamping mural to the block area. Ensure all materials are safe for the infants to use in addition to their blocks. <u>CLASS Connections:</u> Initiate words and sounds for the infants as they explore the materials by labeling shapes, colors, textures, and sizes.

Week 2 Infant Lesson Plan

Theme: Outer Space

Book: Hello World, Solar System by Jill McDonald

Learning Objectives:

- ✓ Students will notice shapes, colors, and sizes while focusing on their interests.

Transitions:	<i>Count backwards and blast off when moving infants.</i>
Parent Involvement:	<i>Take a walk around the neighborhood after dark to experience the night sky around your home.</i>

Photo Inspiration:



Planet Squish Painting



Solar System Mobile



Paper Planets



Galaxy Sensory Bag



Planet Pinching

Week 2 Monday

Whole Group Literacy	Hold the book open in front of infants allowing them to turn the pages and touch the pictures. Talk with them about the images they attend to. <u>CLASS Connections</u> : Allow infants to explore the book at their own pace following their interests.
Music & Movement	Outer Space I Spy : Hang pictures of stars, moons, rockets, planets, etc. around the room. Play I Spy with the infants using descriptive language. <u>CLASS Connections</u> : Follow infants' lead by describing the object they are showing interest in, encourage continued attention with enthusiastic and varied vocal tones.
Sensory	Planet Textures : Cut a variety of circles in multiple sizes from paper with different textures; cardboard, tissue paper, foil, construction paper, sandpaper, etc. Place the different planets in the reach of infants. <u>CLASS Connections</u> : Describe the different planets infants explore using descriptive language for the colors, textures, and sizes.
Art	Planet Squish Painting : Materials needed – circles of paper, plastic wrap, tape, tempera paint. Squeeze a little paint in two or three colors onto the paper circle. Cover the work area with plastic wrap securing the edges with tape. Help infants squish the paint with their hands through the plastic. <u>CLASS Connections</u> : Model conversations with infants' by telling them what you've "heard" when they use facial expressions and gestures. Ask questions to continue the conversations.
Fine Motor	Pick a Planet : Provide laminated pictures of planets for the infants to reach. Encourage infants to reach for/grab a planet that interests them. <u>CLASS Connections</u> : Tell infants the name of the planet they have picked and label it with descriptive language, "That's the planet Jupiter, it's very big. Do you see the big red spot there?"
Blocks	Planet Blocks : Tape laminated pictures of planets to the sides of blocks for infants to use. <u>CLASS Connections</u> : Join in experiences with infants as they play with blocks. Verbally label the pictures on the blocks with descriptive language.

Week 2 Tuesday

Whole Group Literacy	Open the book to any page and ask the infants what they see. <u>CLASS Connections:</u> Imitate/repeat sounds infants make, expand on their communication with words that relate their sounds to the picture.
Music & Movement	Sing <i>In the Night Sky</i> (To the tune of <i>Are You Sleeping?</i>) <i>In the night sky, in the night sky, I see (stars), I see (stars)</i> [as you repeat the song insert different celestial objects here] <i>Glowing all around me, glowing all around me</i> <i>What a sight, what a night!</i> <u>CLASS Connections:</u> Show affection and emotional expression with infants through close proximity, eye contact, smiling, and laughter.
Sensory	Galaxy Sensory Bags: Materials needed: zip lock bags, hair gel, glitter, sequins, food coloring (optional). Use food coloring to tint the hair gel if desired. Pour the hair gel into the zip lock bag, add sequins and glitter, and make sure the bag is well sealed. <u>CLASS Connections:</u> Narrate what you are doing and what the children are doing as they explore the sensory bag.
Art	Moon Stamping: Materials needed: paper circles, aluminum foil, black/white/gray paint. Crumple sheets of foil into a ball, help the infants dip their foil ball into the paint and stamp it onto the paper circle. <u>CLASS Connections:</u> Provide verbal encouragement to keep infants interested, “Look at that Travis, you added more paint to your moon! Let’s try putting some on this side too!”
Fine Motor	Crater Fill: Cover a cardboard circle in bubble wrap then aluminum foil to create a moon. Crumple balls of foil and press them into the moon to create craters. Offer the foil balls to infants and encourage them to fill in the craters. <u>CLASS Connections:</u> Support communication by imitating/repeating sounds infants make while they play.
Blocks	After infants have lost interest in the crater filling activity add the foil balls to the block area for children to explore more independently. <u>CLASS Connections:</u> Adjust classroom experiences for the infants by building on what they can do with previously used materials.

Week 2 Wednesday

Whole Group Literacy	Sit near a window with infants and the book. Describe the differences between what they can see in the pictures and what they can see out of the window. Dark sky or Sun; planets and stars or animals and trees; etc. <u>CLASS Connections:</u> Use complete and varied sentences while verbally labeling objects for infants.
Music & Movement	Sing <i>Five Little Stars</i> (to the tune of <i>Five Little Ducks</i>) <i>Five little stars were out one night. Gold and silver, shiny and bright. Up came the Sun with the morning light, and one little star winked out of sight.</i> Continue singing and counting down stars. <u>CLASS Connections:</u> Respond to infants' cues while singing with them, adjust your actions/tones based on the infants' reactions.
Sensory	Solar System Mobile: Create a mobile of planets, stars, the sun, and the moon to hang above the changing table. While on the changing table encourage infants to reach and touch the different hanging objects. <u>CLASS Connections:</u> Expand the experience for infants by narrating what they are interested in, then drawing their attention to the next object. "Chloe, you're trying to touch the Earth, it is green and blue. Can you reach that red one next to it, that's Mars."
Art	Starry Sky: Materials needed – contact paper, tape, star confetti. Tape the contact paper sticky side up on an available surface. Help children drop, place, or sprinkle the stars onto the sticky surface of the contact paper. <u>CLASS Connections:</u> Initiate the interaction by demonstrating how to stick stars onto the contact paper. Base your responses on the infants' interest.
Fine Motor	Smashing Moon Rocks: Materials needed: 1 cup flour, 1 cup water, whisk, cotton balls, gray paint/food coloring, foil, cookie sheet, zip lock bags. Prepare the moon rocks ahead of time by whisking together the flour and water. Add in a small drop of paint to change the mixture to a grey color. Dip cotton balls into the mixture and place them onto a cookie sheet lined with foil. Place into an oven at 300 degrees Fahrenheit for 45 minutes. Seal the completed rocks in the zip lock bags. Help the manipulate the moon rocks within the bag. Hands and feet can both be used. <u>CLASS Connections:</u> Follow infants' lead as they explore the moon rocks, encourage persistence through verbal encouragement and physical assistance.
Blocks	Star Blocks: Wrap blocks in black construction paper and decorate with stars. <u>CLASS Connections:</u> Join in experiences and mirror infants' behavior while they play with star blocks.

Week 2 Thursday

Whole Group Literacy	While describing the pictures in the book to interested infants, place an emphasis on the colors they can see in the pictures. Point out those colors around the classroom. <u>CLASS Connections:</u> Adjust the infants’ experience by making connections between the book and other things in the classroom that attract their attention.
Music & Movement	<i>Sing I Like Stars</i> <i>Blue stars, red stars, green stars too. I like purple stars, how about you?</i> <i>Orange stars, pink stars, yellow stars too. I like pink stars, how about you?</i> <u>CLASS Connections:</u> Verbally or physically acknowledge infants while singing, whether they are making bids for attention or not.
Sensory	Sun in a Bottle: Materials needed: Empty clear bottle, vegetable oil, food coloring, water, funnel. Color the water with red and yellow food coloring. Using the funnel, fill the bottle halfway with oil, then the rest of the way with your colored water. Ensure the lid is securely closed, then invite children to swirl the bottle and observe what happens inside. <u>CLASS Connections:</u> Label colors and actions as the liquids swirl inside the bottle.
Art	Water Painting: Materials needed – construction paper, small containers of water, paint brushed (optional). Encourage infants to use their hands or brushes to “paint” with the water. As the water leaves marks on the paper use descriptive language and vocabulary from the book to talk about their paintings.
Fine Motor	Night Sky Felt Board: Create a felt board with pieces shaped like planets, stars, the sun, and the moon. Help infants place felt pieces on the board. <u>CLASS Connections:</u> Model turn-taking behavior while narrating children’s actions by interpreting communication attempts and responding contingently.
Blocks	While infants play with blocks label the colors and point those colors out in the pages of the book. <u>CLASS Connections:</u> Verbally label objects with descriptive language.

Week 2 Friday

Whole Group Literacy	Open the book to the last page. Ask the children where in the solar system they would like to go. <u>CLASS Connections:</u> Provide words for infants' communications by expanding on their sounds with descriptive language. Model turn-taking by responding to their sounds to hold a conversation.
Music & Movement	Sing <i>The Planet Order Song</i> (to the tune of <i>Wheels on the Bus</i>) <i>The eight planets go round & round, round & round, round & round. The eight planets go round & round, all around the Sun.</i> <i>The first planet is Mercury, Mercury, Mercury. The first planet is Mercury, the closest to the Sun.</i> <i>The second planet is Venus, Venus, Venus. The second planet is Venus; it's the hottest one.</i> <i>The third planet is Earth, Earth, Earth. The third planet is Earth, our home planet.</i> <i>The fourth planet is Mars, Mars, Mars. The fourth planet is Mars, the red planet.</i> <i>The fifth planet is Jupiter, Jupiter, Jupiter. The fifth planet is Jupiter, the largest one.</i> <i>The sixth planet is Saturn, Saturn, Saturn. The sixth planet is Saturn; it has pretty rings.</i> <i>The seventh planet is Uranus, Uranus, Uranus. The seventh planet is Uranus, an icy giant planet.</i> <i>The eighth planet is Neptune, Neptune, Neptune. The eighth planet is Neptune, the farthest from the Sun.</i> <u>CLASS Connections:</u> Show affection and emotional expression with infants through close proximity, eye contact, smiling, and laughter.
Sensory	Paper Planets: Crumple various textures of paper into balls of varying sizes. Place the balls in a basket for the infants to reach. <u>CLASS Connections:</u> Support exploration by allowing the infants to reach into or dump out the basket. Label the different paper balls with descriptive language.
Art	Sponge Paint Planets: Materials needed – paper circles, paint, natural sponges. Encourage infants to dip a sponge into paint, then stamp the sponge onto their paper circle. <u>CLASS Connections:</u> Adjust the experience by offering choice of paint color and using different sized sponges.
Fine Motor	Planet Pinching: Gather pompoms in various sizes and colors and place them inside a wire kitchen whisk. Encourage the infants to use their fingers to pull the pompoms out of the whisk. <u>CLASS Connections:</u> Encourage infants to persist by providing verbal encouragement and enthusiasm.
Blocks	After infants lose interest in the planet pinching activity, add the pompoms to the block area for the children to explore more independently. <u>CLASS Connections:</u> Adjust classroom experiences for the infants by building on what they can do with previously used materials.

Florida Standards Alignments

Whole Group Literacy	A. Listening & Understanding (Language & Literacy) 2. Increases knowledge through listening. Benchmark c. Responds to repeated words. C. Vocabulary (Language & Literacy) 1. Shows an understanding of words and their meanings (receptive). Benchmark a. Looks intently at or points at person or object that has been named with the goal of establishing joint attention.
Music & Movement	B. Music (Creative Expression Through the Arts) 1. Responds to music in a variety of ways.
Art	A. Sensory Art Experience (Creative Expression Through the Arts) 1. Begins to experience the sensory qualities of a wide variety of open-ended, diverse and process-oriented sensory materials
Sensory	A. Scientific Inquiry Through Exploration and Discovery (Scientific Inquiry) 1. Uses senses to explore and understand their social and physical environment. Benchmark b. Begins to use senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking, dropping)
Gross Motor	B. Motor Development; a. Gross Motor Development (Physical Development) 2. Demonstrates use of large muscles to move in the environment. Benchmark a. Uses each new posture (e.g., raising head, rolling onto back, sitting) to learn new ways to explore the environment (e.g., sits up to be able to reach for or hold objects) B. Motor Development; b. Gross Motor Perception (Physical Development) 1. Uses perceptual information to guide motions and interactions with objects and other people. Benchmark a. Begins to act and move with intention and purpose.
Fine Motor	C. Fine Motor Development (Physical Development) 2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision. Benchmark a. Displays beginning signs of strength, control and hand-eye coordination
Blocks	C. Patterns (Mathematical Thinking) 1. Explores objects with different characteristics. E. Spatial Relations (Mathematical Thinking) 1. Explores the properties of objects and watches how they move

Week 1 Infant Lesson Plan

Theme: Movement/Body

Book: Baby's Here by Jessica Young

Learning Objectives:

- ✓ Students will learn the parts of their body.
- ✓ Students will experience various body movements.

Transitions:	<i>Have infants crawl or help them walk for non-walkers; Move like a different animal each day.</i>
Parent Involvement:	<i>Play Peek-a-boo at home and tickle your infant's feet while describing your actions: "I am hiding," "I am coming out from behind the wall," "I am tickling your feet," "You are laughing."</i>

Photo Inspiration:



Book Orientation



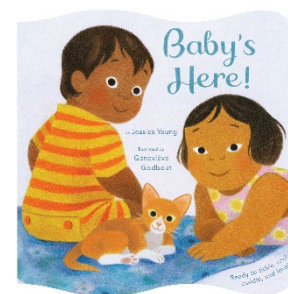
Jello and Grapes
Sensory Bag



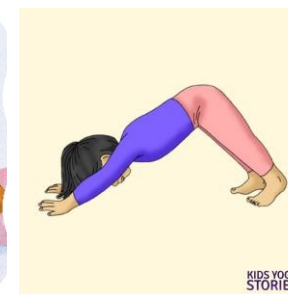
Crawling Here
and There



Bubble Wrap Art



Whole Group
Literacy



Dog Pose



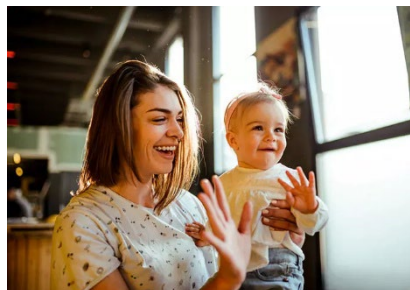
Pudding Painting



Footprint Painting



Fall Sensory Bin



Waving Hello and Goodbye

Week 1 Monday	
Whole Group Literacy	The theme of this unit is movement. The book is <u>Baby's Here!</u> By Jessica Young. The learning objective is to build background knowledge on how our bodies move, and to the labeled parts of their body. Picture Walk Look at the pictures in the book and label what you see. Next, talk to the babies about their bodies. Hold small infant in your arms and wriggle each part of their body as you label it. Move their arms, legs, and hands during floor time. For older babies have them sit between your legs and do the same. Giggle and laugh as you play.
Small Group	Jell-O & Grapes Sensory Bag - Use the sensory bag to spark infants' curiosity, following their lead. If a baby pulls away from the cool Jell-O, wait until it warms. For older babies, describe their actions: "You're moving the grapes. Are they bumpy? Is the Jell-O cold?" Name the colors of the Jell-O and grapes. At lunch, offer Jell-O and connect it to the bag: "Jell-O! It looks the same." Encourage babbling: "/j/, /j/, Jell-O," and echo their sounds: "You're saying Jell-O!" CLASS Connections: Early Language Support, Describe Classroom Event with parallel talk. Verbally label objects and use complete and varied sentences. Also, Communication Support Initiate sounds or words, Imitate or repeat sounds. Facilitated Exploration, Infant Focused, Follow infant's lead, Support exploration.
Dramatic Play	Hello/Goodbye - This activity supports the theme by encouraging infants to use their hands and fingers. Greet the baby by saying "hello" and waving side to side. If they don't mimic you, gently guide their hand to wave. Then say "goodbye" while waving up and down. Play patty-cake, then repeat the hello/goodbye game. Notice which activity they enjoy more and follow their lead. Walk around the room, saying hello and goodbye to objects. Use the baby's name, label items, and mention their colors. Narrate your actions with self-talk: "I'm helping you wave at the dolls, cars, and other babies." CLASS Connections: Facilitated Exploration, Infant Focused, Follow infant's lead. Allow infants choice, support exploration. Expansion of Infant's Experience, Adjust experience. Teacher Sensitivity, Infant Comfort, Infants comfortable or content when teachers are present. Responsiveness, Adjust actions based on individual needs of the infants. Acknowledge verbally and /or physically.
Music and Movement	Sing the song Head, Shoulder, Knees, and Toes. Point to the infant's body parts as you sing. Older infants can stand on your lap and dance to the song. 10-12 month-old babies can stand on the floor, and you can hold their hands and sing the song or sit them down and point to their body parts as they sway to the song. CLASS Connections: Labeling their body parts are considered verbally label objects that fall under Early Language Support, Teacher Talk. Relational Climate this activity captures Relational Behavior Proximity, Eye Contact, and Joint Attention.
Art/Blocks	Footprint Painting – Help infants create footprint paintings. For younger infants, paint the bottom of both feet, pointing out how it tickles their feet like the baby in their book. Let the infant stamp his/her feet on construction paper placed below the feet a few times. For older infants, place a large piece of construction paper or butcher paper on the floor and tape it. Paint each foot, again pointing out how the tickling is similar to their book. Let infants walk across the paper a few times, making footprints on the paper. Hang to dry.
Gross Motor	Rolling Ball Game – Have infants sit up facing you or sit with an infant in your lap. Roll balls of varying sizes toward infants and have them roll the ball back toward you to help with hand-eye coordination and building gross motor skills.

Week 1 Tuesday

Whole Group Literacy	Hold infants in lap or sit very close and read the book with infants. Do the motions in the book with the babies. Watch to see what infants are interested in to support exploration.
Small Group	Developing Sensory Awareness Through Water: Water play is a multifaceted activity that excites all the senses. A shallow basin of water, complete with floating toys, introduces the magic of cause and effect. As infants splash or let water drip through their fingers, they learn about liquid motion, temperature differences, and even the concept of gravity.
Dramatic Play	Walking Along the Bubble and the Sticky Path: This activity supports the theme and objective by offering infants a chance to explore new textures—bubble wrap and sticky contact paper—while crawling, walking, or touching. These sensory experiences help build neural connections related to movement. Tape both materials to the floor (contact paper sticky side up). Encourage exploration by guiding infants’ hands or placing toys on the surfaces. Use descriptive words like “bumpy” and “sticky,” and ask, “How does it feel?” CLASS Connections: Facilitated Exploration and Expansion of Infants’ Experience, Encourage behavior, and Adjust experience. Early Language Support, Teacher Talk, Verbally label objects, Communication Extension model-turn taking.
Music and Movement	Sing Head, Shoulders, Knees, and Toes again, but today concentrate on Language Modeling. Use self and parallel talk. For example, I am pointing to your toe. You are giggling when I touch your toe. I see you tightening your toes and foot this must tickle. You are dancing to the song; do you want to sing it again. This is Infant Focused; follow the baby’s lead and repeat the parts of the song they respond to most. CLASS Connections: Describing what is going on in the classroom i.e., “All the babies are singing Head, Toes, Knees, and Shoulders. Labeling their body parts are considered verbally label objects that fall under Early Language Support, Teacher Talk. Relational Climate this activity captures Relational Behavior Proximity, Eye Contact, and Joint Attention.
Art	Pudding Painting: Mix some instant pudding (vanilla with food coloring-note food coloring stains; therefore, you may want to have the babies paint in diaper and old onesie), with chocolate pudding. Tape paper to the floor and place a dollop of pudding on the paper. Give the infant a choice of color or flavor. A choice of toys to use in painting. Help the infant/baby walk around and paint with feet or use their finger to smear the pudding. To extend the activity, give the baby a toy to move over the pudding to paint with the toy. Talk about the experience and what the baby is doing. CLASS Connections: Early Language Support, Teacher Talk, Describe classroom events, Use complete and varied sentences. Facilitated Exploration, Follow infants’ lead, Support exploration, Expansion of Infants Experience, Adjust experience. Encourage behavior.
Gross Motor	Crafting Your Own Nature Walk: Simulate nature walks indoors by placing natural objects like pinecones, flower petals, or smooth stones in a safe play area. Let your infant explore these items under close supervision. Every new object discovered offers a chance to discuss colors, shapes, and textures, all key components in early cognitive development.

Week 1 Wednesday

Whole Group Literacy	Initiating and imitating sounds Sing the song Head, Shoulders, Knees, and Toes. while holding an infant or having older babies sitting between legs or standing nearby. Today, emphasize the process of initiating and repeating sounds for infants and older babies. For example, say the word “Head,” and say /h/, /h/, /h/, head, and then encourage the babies to repeat the sound. You repeat whatever sound they make and say the word head. State, you are saying head. Do the same with other words within the song. CLASS connection: Early Language Support, Communication Support, Initiate Sounds or Words and Imitate or repeat sounds.
Small Group	Mirror Play: Have an infant safe mirror for each infant. Place infants in front of the mirror and ask them to point to each of their body parts while watching themselves. Ask, “Where is your nose?” “Where are your eyes?” Encourage them to touch the body part in the mirror but also the body part on their own bodies to see that they are the same.
Dramatic Play	From the Book Using pages 18-22, help the baby stand and walk. Pretend to put the baby to sleep using a blanket to wrap or cover the baby. You can use a doll or the actual child in your classroom. Refer back to the pictures in the book and show the baby the words and the illustrations as you follow the movements. Have the baby try to say walking, sleeping and other concepts from the book. Expand on their attempts to talk.
Music and Movement	If You’re Happy and You Know It: Sing “If You’re Happy and You Know It” with infants, helping younger infants make the motions and modeling the motions for older infants. The first time you sing the song, emphasize the body parts being used. The second time you sing it, emphasize the actions and movements being made. Provide encouragement, saying “You’re doing a great job clapping your hands!” or “I love the way you stomp your feet, keep going!” CLASS Connection: Relational Climate (Joint Experience), Facilitated Exploration and Early Language Support.
Art	Bubble Wrap Art – The materials needed per infant are a large piece of bubble wrap, paint in any colors you have available, and packing tape. Fold the bubble wrap into a pouch and tape three sides. Put blobs of paint in different areas of the inside of the pouch, then seal the top of the pouch with tape. Tape the pouch to either a table or the floor, and let infants use their hands, feet, arms, and legs to help paint a picture. For younger infants, this can be used during tummy time.
Gross Motor	Texture Walk: This activity can be done with tummy time or crawling. To promote sensory development and body movement, use materials like soft mats, blankets with different textures, play mats, egg crate foam pads (if available) to create a path around the room. Place infants on their tummies and let them scoot or crawl across the different textures. While they are moving, big sure to engage in descriptive language about how it feels on each of their different body parts.

Week 1 Thursday

Whole Group Literacy	Point out the parts of the baby's body and use the book to support your labeling. Have older babies point to the body parts as you name the parts. For smaller babies, take their hands and place them on the body parts you are talking about.
Small Group	Body Part Peek-a-boo: Playing peek-a-boo with different body parts is a fun way to teach infants about their body. You can cover your face with your hands and say, "Where's my nose?" and then reveal your nose. You can also do this with other body parts like ears, mouth, and eyes.
Dramatic Play	Use toys with different textures: Choose toys with different textures, such as soft, smooth, and rough. Use the toys to teach your baby about different body parts, such as the skin, hair, and nails.
Music and Movement	Where is Thumbkin? Hold small infants and point to their fingers, for older babies show them how to make the movements and then see if they can do it on their own. (Only sing thumbkin, pointer, and pinky.) Doing all five is overwhelming at this age. Where is thumbkin, where is thumbkin? Here I am, here I am. How are you this morning? Very well, I thank you. Run away, run away. Where is pointer, where is pointer? Her I am, here I am. How are you this morning? Very well, I thank. Run away, run away. Repeat with pinkie. For older babies see if they can do their tall man finger. CLASS connections are Early Language Support, Communication Extension, Model turn-taking. Communication Support. Initiate sounds or Words. Relational Climate Emotion Expression, Enthusiasm. Respect for Infants' State, Gentle approach. And, Facilitated Exploration, Infant Focused, Support Exploration, Involvement, Join in experiences.
Fine Motor	Fall Sensory Bin: Create a fall/autumn themed sensory bin for infants. Use leaves, pinecones, corn kernels, small pumpkins, grass (either real or fake), etc. Encourage infants to put their hands in the bin and feel the different objects and use language to describe the infants' motions and the objects being touched. Encourage infants to touch the objects in different ways: squeeze the kernels, crunch the leaves, tap the pinecones, slide hands over the smooth pumpkins, wave hands through the grass.
Gross Motor	Leg Kick Play: Lay infants on their backs with hanging toys near their feet (if you don't have any hanging toys, use a balloon or soft toy hanging in the air above them by string). Encourage infants to kick the hanging objects.

Week 1 Friday

Whole Group Literacy	The objective is book orientation. Hold the infant in your lap or sit close to them. Turn the book upside down and tell the baby the book is upside down; then turn the book right-side up and say, “Right side”. Do this for the front of the book and on several different pages, but not the whole book. Use self-talk: “I turned the book upside down,” and “I put it right side up.” Allow the older infant to try and manipulate the book and state what they are doing for parallel talk. To support movement, once you have turned the book upside down and right side up a few times, read the book and have the baby mimic the movements.
Small Group	Crawling Here and There Crawling is a key point in the development of gross motor skills. Developing gross motor skills as an infant/baby will follow the child throughout its childhood. One activity to address this is either providing tummy time for those who have not mastered the art of crawling. Do this by using a boppy pillow to place the baby on its tummy. Place a toy or mirror in front of the infant. Use a varying tone of voice to encourage the baby to reach out or up. For crawling babies make tunnels out of tables or chairs with blankets covering them. Place a toy or mirror at the end of the tunnel and encourage the baby to crawl through using a varied tone. The tunnels should be short at first. Consider lengthening the tunnel the better the baby gets at maneuvering it. You can use the mesh tunnels that you buy as well. The objective is to get the baby crawling.
Movement and Music	The Hokey Pokey - You put your right foot in, You take your right foot out, You put your right foot in, And you shake it all about, You do the hokey pokey, And you turn yourself around, That’s what it’s all about: Lead infants in doing the Hokey Pokey dance, focusing on the body parts on the bottom half of the body.
Fine Motor	Fall Sensory Bin: Return to the fall/autumn themed sensory bin for infants. Use leaves, corn kernels, small pumpkins, grass (either real or fake), etc. Encourage infants to put their feet in the bin to feel the different objects. Use language to describe the infants’ motions and the objects being touched. Encourage infants to touch the objects in different ways: squeeze the kernels between their toes, crunch the leaves, slide feet over the smooth pumpkins or kick the pumpkins, wave feet through the grass.
Gross Motor	Baby Yoga Day 1 – Pretend to be a Dog: Model for older infants how to do the Downward Facing Dog pose – bend all the way over to make an upside-down V shape with your body. Place both hands flat on the floor and keep legs straight. Encourage infants to hold the stretch and then bark for a fun connection. For younger infants, place them on their tummies and support them lifting their middles off the ground or onto their knees.

Week 2 Infant Lesson Plan Theme: Bodies/Movement Book: Baby's Here by Jessica Young

Learning Objectives:

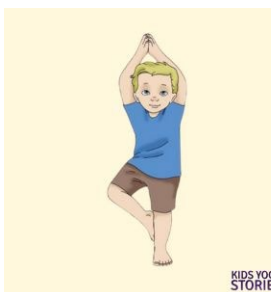
- ✓ Students will learn the parts of their body.
- ✓ Students will experience various body movements.

Transitions:	<i>Dance with infants while transitioning.</i>
Parent Involvement:	<i>Family Photo Talk: Our book this week shows pictures of babies with family members. At home, show photos of the baby with family members and say, "Here's Grandma just like the book! Let's say hi to Grandma!"</i>

Photo Inspiration:



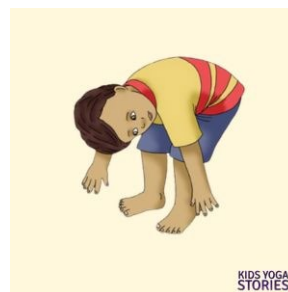
Body Mural



Tree Pose



Giraffe Pose



Elephant Pose



Duck Pose



Butterfly Pose



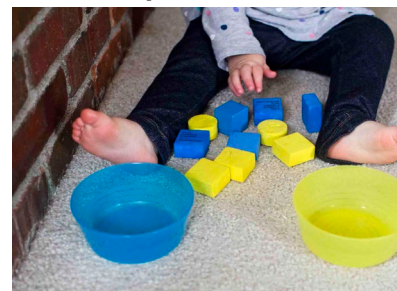
Obstacle Crawl



Doctor Dramatic Play



Animal Safari Dramatic Play



Blocks Color Sort

Week 2 Monday

Whole Group Literacy	The theme of this unit is movement and learning about our bodies. The book is <u>Baby's Here!</u> By Jessica Young. The learning objective is to build background knowledge on how our bodies move, and to label parts of their body. Picture Walk Look at the pictures in the book and label what you see. Next, talk to the babies about their bodies. Hold small infant in your arms and wriggle each part of their body as you label it. Move their arms, legs, and hands during floor time. For older babies have them sit between your legs and do the same. Giggle and laugh as you play.
Dramatic Play	Doctor's Office/Check-Up Center: Set up the dramatic play area as a doctor's office. Use play doctor kits, dolls, clipboards with blank paper, play thermometers, and lab coats or white shirts. Focus on "checking" body parts like eyes, heart, legs.
Music and Movement	This Little Piggy Went to... - This little piggy went to market, This little piggy stayed home, This little piggy had roast beef, This little piggy had none, And this little piggy cried "wee wee wee" all the way home: Have infants sit on the floor and take off one of their socks. Start at the big toe, move to the baby one, and tickle from toe to tummy. Warning: will probably elicit shrieks of joy!
Art	Body Mural - Body Outline: Place each infant on a piece of butcher or bulletin board paper. Using a marker, trace the outline of the infants on the paper. Using edible paints, or by putting globs of paint underneath plastic wrap on top of the paper, have infants crawl around on their outlines or use their hands and feet to fingerpaint the outline. Cut out each outline and set somewhere to dry.
Blocks	Block Sensory Bins – Fill a small bin with soft blocks and textured items such as fabrics and rubber shapes and toys. Allow infants to explore the textures using their hands and feet. Ask infants how each one feels, and use language to describe the textures such as hard, soft, bumpy, smooth, etc.
Outdoor Play/Gross Motor	Baby Yoga Day 2 – Pretend to be a Tree: For infants who are walking, have them stand up and lift one leg. For infants who can stand but not walk, have them use a table or wall to support them trying to lift their legs. See how long they can hold one leg off the ground, and of course, be sure to model!

Week 2 Tuesday

Whole Group Literacy	Acting Out the Book with Dolls: Reread the book with infants, letting them act out each of the steps seen in the book on a stuffed baby or baby doll. For younger infants, help them hold the baby and touch each body part mentioned in the book, then act out the motion on the doll. For older infants, go hand-over-hand to help them act out the book with a baby doll.
Dramatic Play	Dance studio: Using scarves, ribbons, tutu skirts, headbands, leg warmers, a mirror, and music, have children copy poses or come up with their own creative dances. Show children different stretches that are part of ballet.
Music and Movement	Open, Shut Them - <i>Open shut them, open shut them, Clap a little clap, clap, clap. Open shut them, open shut them, Pat them in your lap, lap, lap. Creep them, crawl them, creep them, crawl them. Move them to your chin, chin, chin. Open wide your little mouth, But do not let them in, in, in.</i> Take turns with each infant, helping them to open and shut their arms/hands to make big claps. For older infants, let them try independently.
Art	Body Mural – Eyes: Have cutouts available for infants and let them choose eyes to put on the mural. Point out to infants what color the teacher’s eyes are and what color the infants’ eyes are, using a mirror to show them if available. The teacher will put the glue down and help guide infants to the proper place to put their eyes.
Blocks	Color Sorting with Blocks – Using colored soft blocks, have older infants sort by colors. Use larger bins or tape rectangles on the floor for infants to sort colors into. Use language such as, “Let’s sort the blocks! Let’s put all of the blue blocks here. Blue is like the sky or the ocean.”
Outdoor Play/Gross Motor	Baby Yoga Day 3: Pretend to be a giraffe – For mobile infants or infants who can stand independently, have them hold both hands over their heads and put their hands together. For non-mobile infants, have them sit up and put both hands above their heads, coming as close to a clap as they can. Support infants in this stretch and ensure they do not fall back. Clap your hands above your head, pretending to be giraffes eating leaves from the trees.

Week 2 Wednesday

Whole Group Literacy	Sound and Rhythm Play: Read the story with infants. Emphasize rhyme and rhythm in the text using a drum or a rattle. Tap out the rhythm together. In the middle of the book, chant short lines like a song and let infants shake the rattles or tap the drums.
Dramatic Play	Animal Movement Safari: Have children pretend to move like different animals they would see on safari. Put animal masks, animal print clothing, safari vests, binoculars, and pretend to spot animals in the wild.
Music and Movement	The Wheels on the Bus: For the first line of the song “The wheels on the bus go round and round,” hold onto infants’ feet and make bicycle wheels as you sing for younger infants. For older infants, have them use their arms to make the same motion. Then, for the second line of the song, “The wipers on the bus go swish, swish, swish,” hold onto younger infants’ legs and have them move side to side. For older infants, have them wave their arms from side to side.
Art	Body Mural – Nose: Have cutouts available for infants and let them choose nose to put on the mural. The teacher will put the glue down and help guide infants to the proper place to put the nose.
Blocks	Block Music Time – Set up an instruments station using hollow wooden blocks, small bells, shakers, and any toys that make noise. Let infants shake, bang, and listen to the sounds that are being made. Encourage infants to touch pieces together or to bang them on the floor lightly.
Outdoor Play/Gross Motor	Baby Yoga Day 4: Pretend to be an elephant – For mobile infants, stand with legs apart and bend all the way over. Let arms hang freely and sway them around. Compare the way your arms are moving to the way that an elephant’s trunk moves. Talk with infants about how elephants use their trunks the way we use our hands.

Week 2 Thursday

Whole Group Literacy	Reread the book with infants close. Point out the parts of the baby's body and use the book to support your labeling. Have older babies point to the body parts as you name the parts. For smaller babies, take their hands and place them on the body parts you are talking about.
Dramatic Play	Gym/Fitness Center: Set up a gym/fitness center dramatic play area using foam blocks, yoga mats, hula hoops, cones, tunnels, water bottles, and balance boards (as available). Create an obstacle course and have children do stretches.
Music and Movement	The Wheels on the Bus: For the third line in the song, "The people on the bus go up and down," gently lift and lower younger infants while holding onto their feet, so their bottom half lifts and lowers on and off the floor. For older infants, have them squat down and then jump up. Then, for the fourth line, "The doors on the bus go open and shut," hold onto younger infants' hands or wrists and bring them together and then spread them wide apart. For older infants, have them open their arms wide, then close them together in a clapping motion.
Art	Body Mural – Ears: Have cutouts available for infants and let them choose ears to put on the mural. The teacher will put the glue down and help guide infants to the proper place to put their ears.
Blocks	Rolling Block Chase – Using soft blocks, stacking cups, or balls that fit in infants' hands, roll one object across the floor at a time and encourage infants to crawl or walk after them. When they reach the object, have the infant try to roll it back to you, or they could crawl or walk to bring it to you as well.
Outdoor Play/Gross Motor	Baby Yoga Day 5: Pretend to be a Duck – Have mobile infants squat down and flap their wings, saying "Quack!" For infants who are not mobile, let them sit up with the help of the teacher or a pillow, and help them flap their arms. Have infants repeat the quacking noises.

Week 2 Friday

Whole Group Literacy	Simon Says as You Read: Read the book to the toddlers and play Simon says body parts and use the book to have Simon call out the body part. Do this with the following pages. For example, on pg. 1 call out eyes, pg. 3 hands, and pg. 4 toes. On pg. 5 & 6 have them point to the feet and nose. Ask questions such as, “How many toes does the baby in the book have?” “Let’s count them.” “Do you think you have the same number of toes as the baby in the boo?”. “Take off your shoes and let’s count our toes.”
Dramatic Play	Baby Care Center: Use warm washcloths to “bathe” baby dolls and focus on proper body hygiene. Narrate the process as the infants bathe the dolls: Let’s wash the doll’s arms! Oops, don’t get soap in the baby’s eyes! Let’s wash the baby’s hair. Wash the baby’s knees. Be sure to wash between the baby’s toes.
Music and Movement	The Wheels on the Bus: For the last line of the song, “The mommies (or daddies or parents) on the bus say, ‘I love you,’” hold onto younger infants’ wrists and bring their arms together like they are giving themselves hugs. Every time you open their arms out, switch which arm is on top for the hug. For older infants, have them spread their arms wide and then give themselves a hug, switching which arm is on top.
Art	Body Mural – Mouth: Have cutouts available for infants and let them choose the mouth they want to put on the mural. The teacher will put the glue down and help guide infants to the proper place to put the mouth.
Blocks	Block Obstacle Crawl – Using soft blocks of differing sizes, set up a simple crawling obstacle course using blocks. Infants will crawl over some, while crawling around others. To motivate infants, place a desired toy at the end of the obstacle course. For infants almost at the walking stage, assist them walking over and around some of the objects. Use language such as, “Step on the block,” “Crawl around the block,” etc.
Outdoor Play/Gross Motor	Baby Yoga Day 6: Pretend to be a butterfly – Infants of all ages can participate in this pose with a little support. Have infants sit on their bottoms, with their legs bent in front of them and feet flat together. Have them flap their arms like a butterfly and map your own and children’s actions while they are making these movements.

Florida Standards Alignments

IV. Language and Literacy, F1, Benchmark b.	IV. Language and Literacy, F. Emergent Reading, 1. Shows motivation for and appreciation of reading, Benchmark b. Begins to learn that pictures represent real objects, events and ideas (stories)
VIII. Creative Expression Through the Arts, B.1.	VIII. Creative Expression Through the Arts, B. Music, 1 Begins to discover and engage in creative music experiences.
IV. Scientific Inquiry, A. 1. a.	IV. Scientific Inquiry, A. Scientific Inquire Through Exploration and Discovery, 1. Uses senses to explore and understand their social and physical environment, Benchmark a. Uses senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, and shaking and dropping).
I. Physical Development, B. b. 1. b.	I. Physical Development, B. Motor Development, b. Gross Motor Perception (Sensorimotor) 1. Uses perceptual information to guide motions and interactions with objects and other people, Benchmark b. Begins to act and move with intention and purpose.
IV. Language and Literacy, F.1.a	IV. Language and Literacy. F. Emergent Reading. 1. Shows motivation for and appreciation of reading. Benchmark a. Shows enjoyment of the sounds and rhythms of language.

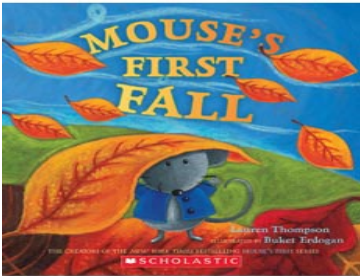
Week 1 Infant Lesson Plan Theme: Fall -Trees/Leaves/Seasons **Book:** “Mouse’s First Fall” by Lauren Thompson

Learning Objectives:

- ✓ Students will learn about trees and leaves.
- ✓ Students will learn about the Season Fall.
- ✓ Students will experiment with different textures, smells, and items associated with Fall.

Transitions:	Help infants scurry like a mouse on the floor moving between activities.
Parent Involvement:	Take your infant on a nature walk talking about the trees and Fall.

Photo Inspiration:



Book of the Month



Fall Mural



Nature Walk



Peek-a-boo



Fall Mobile



Nature Paint Brushes

Week 1 Monday

Whole Group Literacy	Introduce Book: “Mouse’s First Fall” by Lauren Thompson. Do a picture walk and have infants help turn the page. CLASS Connections: Have infants sit next to each other and with the teacher to touch the book, turn the pages and share holding the book with friends.
Small Group	Four Fall Leaves: Sit with infants on the carpet and sing: Four Fall Leaves (Sung to the tune of “This Old Man”) Four fall leaves up in the tree, Two for you and two for me. The wind will blow. Watch them fall. One, two, three, four-fall to the ground. CLASS Connections: As infants vocalize, encourage them to sing and clap together to the song. Ask them if they want to sing it again or sing a different song.
Dramatic Play	Mouse Play: Include mice stuffed animals with the other soft toys in your room. Have the infant choose a mouse to spend the day with. CLASS Connections: Use advanced language to compare and contrast the stuffed animals and toys. “Soft, fluffy, firm, cuddly, big, medium, small.”
Art	Fall Mural: Have infants create a Fall Art Mural starting with tearing Paper; Materials Needed: Construction paper scraps from other projects or tissue paper – fall colored. Place stacks of paper on the floor. Sit with children and tear the paper into smaller pieces. CLASS Connections: Share emotions such as joy and laughter back and forth with infants as they rip the paper. “You ripped that so fast, was that exciting?!”
Blocks	Block Leaves: Gather leaves (from the dollar tree or create your own) of various sizes, shapes, textures, and colors, and place near the infants. Encourage them to touch and explore the leaves, and as the infants explore the leaves describe what is happening. CLASS Connections: Encourage infants to name leaves and describe their textures by repeating after you. “Green spiky leaf.” “Brown, soft leaf.”
Outdoor Play	Nature Walk: While taking the infants for a walk outside describe nature. CLASS Connections: Encourage the infants to point, verbalize and gaze at different objects outside. “Look up high in the tree. Do you see any animals in the leaves?”

Week 1 Tuesday

Whole Group Literacy	Read Book: Hold infants in lap or sit very close and read book with infants. Label items in the book. For example, leaf colors (red, yellow, orange and brown). Watch to see what infants are interested in to support exploration. Ask “Do you see the leaves? It looks windy, see the leaves blowing around.” CLASS Connections: Ask infants to repeat after you when labeling items in the book. Encourage infants to babble and repeat with a positive, excited tone.
Small Group	Peek-a-Boo Mouse: In the book, Mouse plays peek a boo with Minka. Slowly hide your face behind a blanket and then quickly reveal yourself saying “Peek a boo!” Watch the infant’s reaction and how they anticipate your action. CLASS Connections: Teachers exhibit a consistent display of enthusiasm, including laughter or smiling.
Dramatic Play	Where is little mouse?: Hide pretend paper or stuffed animal mice around the room and encourage infants to be a farmer looking for mice. CLASS Connections: Hug, touch or pat infants while making comments such as “Lucy, I am so glad you are here to help me find the mice!”
Art	Fall Mural: Have infants continue creating the mural by taking the pieces of paper from Monday and glue them onto a large piece of butcher paper with a brown tree trunk drawn on. CLASS Connections: Teachers expand infants’ involvement by encouraging peer interactions while grabbing and gluing paper. “Did you see Tessa glue her red piece? What piece do you want to glue?”
Blocks	Introduce Fall colored blocks into the block area and sit with infants to stack colored blocks. CLASS Connections: Introduce new vocabulary while stacking blocks. “Auburn, Burnt Orange, Sage Green.”
Outdoor Play	Leaves are Falling: Sing to the Tune: “ <i>Where is Thumpkin?</i> ” <i>Leaves are falling, leaves are falling, from the trees, from the trees.</i> (raise hands above head and slowly bring them down as you sing the first verse) <i>Red and yellow, orange and brown, in the breeze, in the breeze.</i> (sweep hands from side to side slowly as you sing the second verse) CLASS Connections: Help infants raise their hands and move their bodies to the song while praising their efforts.

Week 1 Wednesday

Whole Group Literacy	Outdoor Reading: Take the book outside and read with infants. As you read, point to the objects in the book as well as objects that are outside with you. Ask “Do you see the tree in our book? It looks like the one over there.” CLASS Connections: Have infants sit next to each other and with the teacher to touch the book, turn the pages and share, holding the book with friends.
Small Group	Fall fingerplay: <i>Five Little Leaves:</i> <i>Five little leaves so bright and gay</i> <i>Were dancing around on a tree one day.</i> <i>The wind came blowing thorough the town</i> <i>Whooo - And one little leaf came tumbling down.</i> <i>Four little leaves so bright and gay</i> <i>Were dancing around on a tree one day.</i> <i>The wind came blowing thorough the town</i> <i>Whooo - And one little leaf came tumbling down.</i> Repeat song with 3,2,1 little leaves. <i>Five little leaves so bright and gay</i> <i>Were lying down on the ground one day.</i> <i>The wind came blowing thorough the town Whooo –</i> <i>And five little leaves went flying around.</i> CLASS Connections: Watch infants’ response to the finger play to ensure they are comfortable with it before proceeding. Vary your intonation and repeat sounds that infants may make.
Dramatic Play	Fall Bowls: Place bowls with Fall pretend items such as turkeys, scarecrows, pumpkins and leaves in front of infants. Allow infants to choose what item they want to play with. CLASS Connections: Encourage infants to switch items with each other and with the teacher to increase peer interactions as you verbalize. “You gave John the scarecrow, Eloise. What a nice choice to share! That scarecrow is big isn’t it!”
Art	Fall Mural: Support infants continue creating the mural by giving them paintbrushes and paint to color the pieces of paper and paper together. CLASS Connections: As infants vocalize during the activity, teachers add on to infants’ sounds and engage in language turn-taking behaviors. “Oh, wow look at you painting with red paint. “Leaves, yes those are beautiful leaves.”
Blocks	Fall Mobiles: Hang Fall mobiles above the block center. Point to mobiles to show infants during play. CLASS Connections: Direct infants to the mobile and say the objects; leaf (specifically say colors and shapes), stick, mouse, etc.)
Outdoor Play	Chalk Exploration: Bring a bucket of chalk outside for infants to draw, color and trace Fall items such as leaves and acorns. CLASS Connections: Pay attention to which infants need more support and guide them verbally and physically to manipulate the chalk. Clap and show excitement when infants experiment with the chalk.

Week 1 Thursday

Whole Group Literacy	Reread Book: Hold infants in lap or sit very close and read book with infants. Label items in the book. For example, leaf shapes (round, skinny, pointy, and smooth). Watch to see what infants are interested in to support exploration. Ask “Do you see the leaves? This one is pointy, and this one is skinny.” <u>CLASS Connections:</u> Have infants sit next to each other and with the teacher to touch the book, turn the pages and share, taking turns holding the book with friends.
Small Group	Nature Sounds: Play nature sounds while doing routine interaction such as bottle, spoon feeding or diaper change. Watch how infants respond to the sounds of the music and comment on their response. “Do you hear that Owl hooting in a tree?” <u>CLASS Connections:</u> Have back and forth communication with the infant by taking turns responding to infant’s sounds.”
Dramatic Play	Fall Lunch: Place a basket of kitchen items and fall pretend foods (corn, croissant, apple, pumpkin pie, turkey leg) in front of infants and encourage them to pick their “lunch”. <u>CLASS Connections:</u> Regularly throughout these interactions, look at infants, get on their level, and join in their activities, sharing verbal and physical affection. “That red apple must be your favorite; can I have a bite too?! Nomm Nomm!”
Art	Fall Mural: Have infants continue creating the mural by tracing their hands on the Fall tree. Discuss with infants how their hands could create leaves, acorns, apples. <u>CLASS Connections:</u> As infants hands are traced shift your response to each infant’s needs. Respond in soothing, understanding ways as some infants may or may not like getting their hands traced. “I can see that you are pulling your hand away, does it tickle?”
Blocks	Color Blocks: While infants play with blocks label the colors and point those colors out in the pages of the book. <u>CLASS Connections:</u> Verbally label objects with descriptive language.
Outdoor Play	Fall Painting Gathering: Gather some of the leaves and sticks while outside and give to infants to use as paint brushes later. <u>CLASS Connections:</u> Label the objects finding and help them gather items. “You found a small twig! Can you place it in our basket?”

Week 1 Friday

Whole Group Literacy	Final Picture Walk: Hold infants in lap or sit very close and read book with infants. Do one last picture walk and follow the infant's interest. Whatever catches their attention, expand on it with descriptive language and enthusiasm. <u>CLASS Connections:</u> Have infants sit next to each other and with the teacher to touch the book, turn the pages and share while holding the book with friends.
Small Group	Sensory Jars: Materials needed: empty bottles, baby oil, food coloring, fall-themed items (flitter, fake leaves, acrylic gems),. <u>CLASS Connections:</u> Describe the different Fall scents infants explore using descriptive language for the colors, textures, and sizes.
Dramatic Play	Fall Photo Shoot: Bring different Fall colored socks, hats and scarves and help babies to play dress up and take pictures of their creations. <u>CLASS Connections:</u> Regularly use words to describe what you are doing, linking words to actions. "We are going to take off your socks now!"
Art	Fall Mural: Have infants finalize their mural by allowing them to manipulate crayons on their artwork on the floor. Infants can crawl and touch the mural as they color. <u>CLASS Connections:</u> As infants explore the mural, ask them to identify objects, colors, etc. "What is that? Is that a green leaf?" "We saw green leaves outside yesterday didn't we?!"
Blocks	Fall Scents: Place small transparent stackable bottles with different fall scents in the block area. Fill bottles with items such as cinnamon sticks or vanilla beans. <u>CLASS Connections:</u> Describe the different Fall scents infants explore using descriptive language for the colors, textures, and sizes.
Outdoor Play	Nature Paint Brushes: (either as a mural or individual) Use the leaves and sticks the infants gathered yesterday to give to infants to use as paint brushes with paint or water while outside. <u>CLASS Connections:</u> Label the objects they are using and comment on their actions. "Sally has a stick, there are no leaves on your stick, and it is hard." "Billy painted his rock with his twig, are you having fun with your leaf?"

Week 2 Infant Lesson Plan Theme: Fall -Trees/Leaves/Seasons Book: “Mouse’s First Fall” by Lauren Thompson

Learning Objectives:

- ✓ Students will continue to learn about Season Fall.
- ✓ Students will continue to experiment with different textures, smells, and items associated with Fall.

Transitions:	Pretend to move like leaves on a tree in the wind when transitioning activities.
Parent Involvement:	Listen to the audio version of our book Mouse's First Fall while exploring books with your infant in your favorite spot to snuggle in your home.

Photo Inspiration:



Book of the Month

Fall Sensory Bags

Fall Colored Playdough

Pumpkin Washing

Taste Test

Week 2 Monday

Whole Group Literacy	Hello Fall! Introduce other Fall books of different textures: soft, bath, indestructible books, etc. for the infants to explore together. CLASS Connections: Encourage children to persist in engaging with each other through peer physical and verbal interactions while they explore books.
Small Group	Fall Leaf Close Up: Give infants big plastic magnifying glasses and model how to look close up at Fall Leaves. CLASS Connections: Add advanced vocabulary by pointing out properties of the leaf and encouraging infants to repeat after you (stem, green, pointy, vein, tip, big)
Dramatic Play	Fall Food Blocks: Slide pictures of Fall foods into the sides of picture blocks for infants to explore. CLASS Connections: Join in experiences with infants as they play with blocks. Verbally label the pictures on the blocks with descriptive language. “That pumpkin is very big and orange!”
Sensory	Leaf Art: Materials: empty tube container with lid (Pringles works best), leaf shapes, marbles, fall colored paints. Bend the leaf pattern to fit in the tube and add a spoonful of paint. Then put the marbles in the tube and close the lid. Have the infant shake the container and when they are done pull out the leaf pattern. These can be hung around the room for decoration. CLASS Connections: Initiate the interaction by demonstrating how to find hidden items. Base your responses on the infants’ interest. “Oh, let’s lift up this leaf and look! Wow! We found a sweet potato.”
Self-Care Routines	Leaf Hunt: Print and place pictures of leaves of different sizes, shapes, and colors on the wall near the changing table. While you’re diapering the infants, make eye contact and talk about the leaf pictures using a calm voice and gentle approach, such as, “this leaf is big and round,” and “this leaf is small with two different colors.” CLASS Connections: Challenge infants to repeat after you throughout identifying pictures. “LLLL...Leaf.”
Outdoor Play	Fall Food Hunt: Hide Fall food items such as squash or sweet potatoes onto the playground and have infants find them. CLASS Connections: Describe the sizes, along with differences and similarities between the Fall items. “The sweet potatoes are orange and the squash is yellow.”

Week 2 Tuesday

Whole Group Literacy	Book Sensory Exploration: Play the audio version of “Mouse’s First Fall” by Lauren Thompson. CLASS Connections: While listening to the book, encouraging infants to listen, feel the real book, look with their eyes, etc.
Small Group	Apple Exploration: Place different types of Apples in the middle of the carpet and let infants explore them by rolling them, picking them up and touching them. CLASS Connections: Sit with infants and roll apples back and forth while labeling. “Are you ready for the green granny smith apple? Here it comes!”
Dramatic Play	Pumkin Patch: Place different sized small pumpkins in the Play sink or Sensory Bin and have infants “wash” the pumpkins with water and a sponge. CLASS Connections: Be a secure base for the infants by sitting close and helping infants feel safe to touch the pumpkins and get wet while they explore the sensory table.
Art	Crayon Exploration: Sit infants at a table or on the floor with butcher paper taped down. Play the audio version of “Mouse’s First Fall” by Lauren Thompson while encouraging infants to color with crayons. CLASS Connections: Expand infants’ involvement by encouraging peer interactions. Place infants across from each other while coloring. “Look Jacob has the same color crayon as you, red!”
Self-Care Routines	Fall Hands: After coming inside, you help infants wash hands while singing: <i>Twinkle, twinkle little star</i> <i>Twinkle, twinkle little star,</i> <i>Look how clean my two hands are,</i> <i>Soap and water, wash and scrub,</i> <i>Get those germs off rub-a-dub,</i> <i>Twinkle, twinkle little star,</i> <i>Look how clean my two hands are.</i> CLASS Connections: Notice infants who are able to rub their hands together and praise them, while helping infants unable to wash their hands yet rub their hands together. “Oh wow, you are such a big boy rubbing your hands together like that. I love it!”
Outdoor Play	Pile of Leaves: Have infants gather leaves from your playground or fabric/paper leaves of various sizes, shapes, textures, and colors. CLASS Connections: Discuss how the leaves feel and sound different when we touch them, step on them or squeeze them.

Week 2 Wednesday

Whole Group Literacy	Book Colors: While describing the pictures in the book to interested infants, place an emphasis on the colors they can see in the pictures. Point out those colors around the classroom. CLASS Connections: Adjust the infants' experience by making connections between the book and other things in the classroom that attract their attention.
Small Group	Sing: <i>Autumn</i> Autumn winds begin to blow. (blow) <i>Colored leaves fall fast and slow.</i> (fall motion with fingers) <i>Twirling, whirling, all around,</i> (turn self around) <i>Till at last, they touch the ground!</i> (fall to the ground) CLASS Connections: Ask infants if you can help them do the motions as you interact, verbally preparing them first. "Can I lift you to the ground? Let's try!"
Dramatic Play	Fall Clothes: Fill your dramatic play area with Fall clothing items (scarves, mittens, hats, earmuffs, socks) and a mirror. Encourage infants to identify body parts as they play dress up. CLASS Connections: Label items as you help infants play. "Oh, look at these earmuffs! Let's try them on our head. Do you want me to help you?"
Art	Leaf Handprints: Using ink pad stampers have the infants press their hand into the inkpad and then place their hand on a piece of paper to create their very own "leaf". CLASS Connections: Use descriptive language to describe the sensations the infants are feeling and doing. "Is the inkpad cold? Can you push your hand down hard?"
Self-Care Routines	Lights Off: Create calming rituals. While getting ready for nap time turn the lights off and play lullaby music while placing infants in their cribs. CLASS Connections: Verbally prepare infants as you pick them up to place them in cribs. "It's naptime. Are you ready for me to pick you up and place you in your crib?"
Outdoor Play	Pile of Leaves: Use the same leaves from Tuesdays activities. Pile the leaves up and ask the infant if they want to jump into the pile. CLASS Connections: Facilitate the activity by slowly lowering the infant down into the leaf pile so that their feet are feeling the leaves. Ask, "Do you hear the sound the leaves are making?" "Do they feel soft or hard?"

Week 2 Thursday

Whole Group Literacy	Book Exploration: While looking at the book outside, show the infant a real tree. Point to and label the different parts of the tree: bark, trunk, branch leaf. Help them touch each part as you say it. CLASS Connections: Extend the activity by encouraging them to reach for the leaves and show them how to blow to create a breeze for the leaves.
Small Group	Fall Sensory Bags: Place assorted colors of Fall leaves and acorns in a Ziplock bag with water. Tape the bag to the table or floor and allow infants to push on it to feel items. CLASS Connections: Describe the colors and shapes the infants can see and trace in the sensory bag.
Dramatic Play	Taste Test: Freeze baby food onto popsicle sticks in an ice cube tray or use a Silicone popsicle cube tray mold. Sit with the infants and pretend to be their chef while they taste test Fall flavors. CLASS Connections: Ask the infants open ended questions while they are tasting. “Do you like the frozen sweet potatoes? Is that cold? Do you think it’s sweet or savory?”
Art	Fall Playdough: Place Fall colored playdough in front of infants and encourage them to roll, squeeze and shape their playdough into “pumpkins” or other Fall shapes. CLASS Connections: Repeat after infants and encourage them to verbalize while playing, while you help label objects. “That’s red playdough! What are you making? I love it!”
Self-Care Routines	Sing: <i>The Leaves are Falling Down</i> song (sung to the tune, “ <i>The Farmer in the Dell.</i> ”) while pointing to leaves hanging above and/or around the diaper changing table from Monday’s self-care routine activity. The leaves are falling down The leaves are falling down Red, yellow, orange and brown The leaves are falling down CLASS Connections: Pause when the infant babbles or vocalizes to repeat and extend the infants language.
Outdoor Play	Bubbles: While outside blow bubbles for the infants as they explore the outdoors. CLASS Connections: Encourage infants verbally and physically to reach out and catch the bubbles. In an excited tone say, “You can do it!” to further encourage infants.

Week 2 Friday

Whole Group Literacy	Sunshine Reading: Sit near a window with infants and the book. Describe the differences between what they can see in the pictures and what they can see out of the window. Dark sky or sunny; fall leaves, animals and trees; etc. CLASS Connections: Use complete and varied sentences while verbally labeling objects for infants. “Wow look how the sun is shining through the window on our book!”
Small Group	Apple Tree Hunt: Place a bin of different textured apples in a bin of oversized green yarn- stuffed apple, real apple, plastic, paper, etc. and have infants hunt for apples. CLASS Connections: Encourage infants to hunt for apples by verbally and physically assisting. “Put your hand in and feel around! What is that? Is the yarn so soft?”
Dramatic Play	Fall counting: Give the infants different fall cookie cutters like apples and pumpkins and help them put them in and out of a container. CLASS Connections: Count 1,2,3 apples while helping infants put their cookie cutters in and then out of a container. “Yay! You got 2 apples OUT!”
Art	Apple Painting: Place a large piece of butcher paper taped to the floor. Cut apples from Tuesday’s small group activity in half and give infants apples with paint to explore apple painting. Use taste safe paint (or an alternative like cool whip) and let infants bite the apples if they try. CLASS Connections: Watch infants to see what they are interested in and follow their lead. “Oh, do you want to squish the apple, go ahead!”
Self-Care Routines	Finding Our Toes: When taking off the infants pants for diaper changes, pause and count their toes with them. CLASS Connections: Ask the baby where their body parts are throughout diaper changer after counting toes. “Where is your big toe?! Where is your nose?”
Outdoor Play	Poppers: Bring walking and sitting popper toys outside to encourage the infants to walk with the poppers or sit up stationary with popper toys. CLASS Connections: Provide adequate time for infants to explore materials and space on their own.

Florida Standards Alignments

Whole Group Literacy	A. Listening & Understanding (Language & Literacy) 2. Increases knowledge through listening. Benchmark c. Responds to repeated words. D. Sentences and Structure (Language & Literacy) 1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences. Benchmark a. Begins to play with speech sound
Small Group	B. Music (Creative Expression Through the Arts) 1. Responds to music in a variety of ways.
Art	A. Sensory Art Experience (Creative Expression Through the Arts) 1. Begins to experience the sensory qualities of a wide variety of open-ended, diverse and process-oriented sensory materials
Dramatic Play	D. Imaginative and Creative Play (Scientific Inquiry) 1. Imitates familiar experiences in own life
Self-Care Routines	A. Health And Wellbeing; d. Feeding and Nutrition (Physical Development) 1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices Benchmark b: Shows interest in new foods that are offered B. Individual development and Identity (Social Studies) 1. Begins to explore characteristics of self (eyes, nose and hair)
Outdoor Play	B. Motor Development; a. Gross Motor Development (Physical Development) 2. Demonstrates use of large muscles to move in the environment. Benchmark a. Uses each new posture (e.g., raising head, rolling onto back, sitting) to learn new ways to explore the environment (e.g., sits up to be able to reach for or hold objects)
Blocks	C. Patterns (Mathematical Thinking) 1. Explores objects with different characteristics.

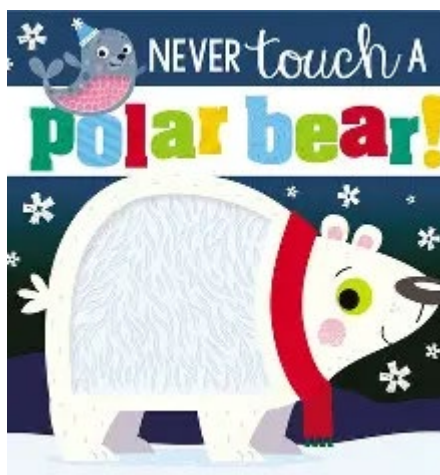
Week 1 Infant Lesson Plan Theme: Arctic Animals Book: Never Touch a Polar Bear by Rosie Greening

Learning Objectives:

- ✓ Students will explore sensory by being introduced to new textures.
- ✓ Students will be introduced to animals in the arctic.

Transitions:	Make animal sounds when transitioning the infants to activities.
Parent Involvement:	Ball up a piece of tin foil to look like snowballs and give them to the infant to squeeze on their own. For older infants, give them a piece of tin foil before balling it up and encourage them to make snowballs on their own.

Photo Inspiration:



Week 1 Monday

Whole Group Literacy	Introduce infants to the book Never Touch a Polar Bear . Show infants the illustrations in the book. However, do not read the book. CLASS Connections: Engage with the infants while they look at the book and describe what they are looking at.
Small Group	Introduce children to new stuffed animals that are of various sizes. Explain to the children what animal they are looking at or holding. Describe the features by telling them if it is soft or hard. CLASS Connections: Narrate their actions and label by saying, “Look you are holding the panda. It is black and white and very soft.”
Dramatic Play	Sing with infants while adding in finger puppet play. Polar bear polar bear. CLASS Connections: Label what the you and the infants are doing by saying, “I see Sarah is clapping her hands. I am clapping my hands too.”
Art	Prepare for ice cube painting by helping the infants pour water, squeeze paint or dye into ice cube trays. Place a popsicle stick or something that gives the children something to hold on to before freezing. CLASS Connections: Explain what the children are doing as they are doing it, ex: “You are pouring water into the tray and then we are going to freeze the tray and it will turn into ice”, and “I see you are adding blue to your ice. You must like the color blue like the blue water in our book.”
Blocks	Sit face-to-face and model stacking or tapping blocks together with the infants. CLASS Connections: Mimic the sounds the blocks make when they are tapped together and add words, such as, “Bang” and “Boom.”
Outdoor Play	Tape arctic animal images to a mirror or tray and place it on a blanket outside. Add natural elements like pinecones or rocks for extra sensory support. CLASS Connections: Encourage the children to look at the mirror and label what they see.

Week 1 Tuesday

Whole Group Literacy	Hold infants in lap or sit very close and read book with infants. Label animals (polar bear, penguin etc.) and colors, such as black, yellow, blue). <u>CLASS Connections</u> : Watch to see what infants are interested in to support exploration. Allow infants to touch parts of the book they are interested in.
Small Group	Review colors with the infants. Get a book, point out the colors and label them for the infants. <u>CLASS Connections</u> : Ask the infants what their favorite color is. You could also make a connection to the colors the infant is wearing that day.
Dramatic Play	Make a soft snow bin for the infants to play in. Fill a bin with cotton balls, white pom-poms, and plush arctic animals. <u>CLASS Connections</u> : Ask the infants what the materials in the bin feel like.
Art	Continue the ice cube painting from Monday by having infants paint a picture using the ice cube. For infants who are not able to hold the stick, hold it for them and encourage them to paint by moving their hands back and forth. <u>CLASS Connections</u> : Talk to the infants about what they are doing. For example, “You are holding the stick and painting with ice” and “I see you are going back and forth. You are making a line.”
Blocks	Give the infants different sized blocks and help the infants figure out how to stack and balance the blocks. <u>CLASS Connections</u> : Describe how the blocks are different and ask the infants how they should stack them so they don’t fall over.
Outdoor Play	While outside, take the children on a nature walk and point out elements you would find in the arctic to the infants. <u>CLASS Connections</u> : Watch for the infant’s reaction and describe things they look or point at.

Week 1 Wednesday

Whole Group Literacy	Gather the infants on the carpet and give them a book to hold. Encourage them to look at their book and turn the pages. <u>CLASS Connections:</u> Narrate the infant's actions as they turn the page and offer them encouragement and affirmations if they can turn the page on their own.
Small Group	Make snow play dough for the infants by mixing baking soda and baby-safe conditioner. Encourage the infants to touch and mold in-to snowballs if they can. <u>CLASS Connections:</u> Ask the infants what the playdough feels like and extend their responses.
Dramatic Play	Create a frozen arctic scene for the infants. Get a zip-loc bag and put water, glitter, and small arctic toys in it. Seal it, tape it down, and encourage the children to push the items around. <u>CLASS Connections:</u> Ask the infants what they think the real arctic looks like, how cold they think it really is, and if they think they could swim in the water.
Art	Make arctic animals by pressing an infant's foot into white paint and stamping it onto dark paper to create a polar bear or seal shape. Add ears, eyes, and a nose with a marker. <u>CLASS Connections:</u> Describe what the infants are doing as they complete this activity. Verbally label the parts of the face as you draw them.
Blocks	Add white felt to the block center to resemble snow. Add cotton balls or white pom poms for the infants to play with. <u>CLASS Connections:</u> Ask the infants what they think real snow feels like and how they would play in it if they saw it.
Outdoor Play	Bring a polar bear or a white pillow outside and encourage the infants to crawl across a soft surface toward the bear or the pillow. <u>CLASS Connections:</u> Encourage and support the infants as they are crawling.

Week 1 Thursday

Whole Group Literacy	Read the book and allow the infants to hold a stuffed animal while reading. Ensure all the infants are close by you. <u>CLASS Connections:</u> Make a connection to the animals the infants are holding if they are also in the book. If they aren't, explain why the animal they are holding wouldn't be included in a book about arctic animals. For example, if they have a stuffed monkey you could say, "You're holding a monkey. Monkey's aren't found in the arctic region, so that animal isn't in our book."
Small Group	Tell the infants about the cold temperatures in the arctic. Demonstrate the cold by letting the infant touch ice with their hands or feet (supervise closely). <u>CLASS Connections:</u> Talk to the infant by narrating how it feels, such as "Brr! That's cold!" Ask the infants what they think the ice feels like.
Dramatic Play	Help the infants practice tummy time by creating an arctic scene. Tape down pictures of animated animals or animal prints for the infants to look at and reach for while they are doing tummy time. <u>CLASS Connections:</u> Support the infants doing tummy time by getting on their level and being close to them.
Art	Supply the infants with various paint colors and construction paper. Help them create a fingerprint project of any arctic animal. <u>CLASS Connections:</u> Describe the animal the infants created and label the materials used.
Blocks	As the infants are playing in the block center, help them develop fine motor skills by encouraging them to stack, hold, or bang blocks together. <u>CLASS Connections:</u> Narrate the infant's actions by saying, "You're tapping the green block!" or "Uh-oh, it fell down!"
Outdoor Play	Put the infants on a mat or soft surface, hold them up by raising their arms above their head, and help them to bounce as if they were walking on the ice. If the infants are still crawling, move their legs in the same jumping motion. <u>CLASS Connections:</u> Ask the infants how it feels to bounce on the mat and narrate their actions.

Week 1 Friday

Whole Group Literacy	Create flashcards with pictures of arctic animals and say the names slowly and clearly. Describe the animals on the flashcards, label the colors, ask how many legs they have, etc. <u>CLASS Connections:</u> Ask the infants if they have seen any of the animals in real life before.
Small Group	Play recordings of animal calls and identify them for the infants. Encourage the infants to mimic the animal sounds. <u>CLASS Connections:</u> Mimic the sounds the infants make and imitate what they are doing.
Dramatic Play	Continue talking to the infants about the cold climate in the arctic and how that weather differs in Florida. Show the contrast by offering a warm mitten or soft cloth for infants to touch. <u>CLASS Connections:</u> Describe what the infants are feeling and ask them how it feels to them.
Art	Create arctic animal shapes by cutting large foam stamps or sponges into animal shapes (like whales or seals). Dip the sponges into paint and have the infants press them onto paper. As the infants are putting the sponges on the paper, say the animal names aloud to build vocabulary. <u>CLASS Connections:</u> Label the animals as the infants are using the sponges.
Blocks	Get several buckets and tape pictures of arctic animals on them. Place the buckets and plastic arctic animals in the block center and help the infants sort and match the animals into the buckets. <u>CLASS Connections:</u> Tell the infants why you put the animals in a particular bucket. For example, you could say, “We are putting the polar bear in this bucket because it has a picture of a polar bear on the front. Do you see how they look alike?”
Outdoor Play	Bring bubbles outside, blow them, and call them ‘snowflakes.’ Infants can watch them float and try to pop. <u>CLASS Connections:</u> Encourage the infants to pop the bubbles and help them reach their arms to touch the bubbles.

Week 2 Infant Lesson Plan Theme: Arctic Animals**Book: Never Touch a Polar Bear by Rosie Greening****Learning Objectives:**

- ✓ Students will learn about different aspects of the arctic and what it's like for the animals that live there.
- ✓ Students will explore various textures found in the arctic.

Transitions:	As you are transitioning the infants, allow them to hold an arctic animal toy and have them switch it out when you start or stop an activity.
Parent Involvement:	Face a wall, place the infants in your lap and lightly kick off the wall as if you were a penguin jumping off a cliff. For older infants, they can do this exercise on their own.

Photo Inspiration:

Week 2 Monday

Whole Group Literacy	Use touch-and-feel books with arctic animals to engage multiple senses while introducing new words like “soft,” “cold,” or “fluffy. <u>CLASS Connections</u> : Ask the infants if they know what they are feeling. Provide words and extend their responses.
Small Group	Give the infants faux fur or fuzzy fabric swatches for them to touch and feel. Talk to them about what animals from the arctic have the same fur. <u>CLASS Connections</u> : Ask the infants how the fabric feels and provide words such as rough and scratchy.
Dramatic Play	Play arctic animals peek-a-boo and make different animals sounds with the infants. <u>CLASS Connections</u> : Watch to see if the infants are imitating the animal sounds. If they aren’t, mimic the sounds they are making.
Art	Do penguin footprint art with the infants. Supply black and white paint, googly eyes, white paper, a paintbrush, and black and orange markers. Paint the infant’s foot black and place it on the paper. Use the white paint to make a stomach in the middle of the footprint. Add googly eyes and use the black marker to draw arms and the orange marker to draw a nose. <u>CLASS Connections</u> : Compare a real penguin’s footprint with the infant’s footprint and describe the differences.
Blocks	Cover the blocks in fabric or add foam blocks to the block center along with arctic animals. Encourage the infants to move the blocks and stack the foam blocks. <u>CLASS Connections</u> : Add words to the infant’s action by providing sound effects to the infant’s stacking the blocks.
Outdoor Play	Hang lightweight plush animals or arctic animal pictures from a stroller bar or outdoor play gym. Encourage the infants to reach and hold the animals or the pictures. <u>CLASS Connections</u> : Help the infants reach the animals if they are having trouble. Also label the animals and narrate their actions.

Week 2 Tuesday

Whole Group Literacy	Allow children to feel the book and ask questions such as, “What does that feel like?”, “Have you ever felt something soft before?”, “Have you ever seen a penguin?”, and “Have you ever been somewhere cold?” <u>CLASS Connections:</u> Watch for the infant’s reaction and engage in a back and forth with the infant in response to their response.
Small Group	Provide the infants with soft materials like felt, feathers, and cotton rounds for infants to explore and stick onto contact paper or cardstock. <u>CLASS Connections:</u> Label and narrate the infant’s actions as they explore the materials.
Dramatic Play	Encourage the infants to practice tummy time by placing arctic animals just out of their reach to help them develop their reaching and crawling skills. <u>CLASS Connections:</u> Mimic the children’s movement and do tummy time with them if they are having a hard time.
Art	Use safe paint and allow the infants to create their own arctic animal painting. If able, allow infants to pick and glue their own arctic animal down where they want to. Then allow them to paint their animals and paper as they want with any colors they choose. <u>CLASS Connections:</u> Ask the infants what they painted and why they picked those colors.
Blocks	Talk to the infants about how penguins jump off cliffs into the water. Help the infants stack a few blocks and place a toy penguin on top. Assist the infants with pushing or knocking the penguin off the stack. <u>CLASS Connections:</u> Ask the what they think the penguins feel before they jump off the cliff. Repeat and extend their responses.
Outdoor Play	Take a bucket or a mini tub with floating ice cubes and toy animals for water and sensory play. <u>CLASS Connections:</u> Ask the infants how the water feels and if the ice cubes are cold or warm.

Week 2 Wednesday

Whole Group Literacy	Sing songs like “The Polar Bear Song” or “I’m a Little Penguin”. Incorporate sign language for words like “cold,” “bear,” or “snow.” <u>CLASS Connections:</u> Ask the infants if they have seen a polar bear or a penguin in real life.
Small Group	Fill zip-loc bags with water, glitter, and small arctic animal toys. Freeze them partially and let babies explore the cool, squishy bag. <u>CLASS Connections:</u> Explain to the infants what they are doing and ask them what they feel. Extend their responses.
Dramatic Play	Add a baby-safe mirror so infants can see themselves and the arctic animals reflected. <u>CLASS Connections:</u> Explain what the infants are seeing in the mirror.
Art	Make polar bear paw prints with the infants by cutting a sponge into a paw shape and help the infants stamp it onto paper with baby-safe paint. Add cotton balls for a fluffy effect. <u>CLASS Connections:</u> Compare a real paw print to the infant’s handprint and tell them what the differences are.
Blocks	Add a texture board to the block center for the infants to explore. Glue soft materials like cotton balls, faux fur, and felt onto a board and describe to the infants what they are touching. <u>CLASS Connections:</u> Label the items on the board as the infants touch them.
Outdoor Play	Dress up the infants in arctic-themed hats and take themed photos of them on playground. <u>CLASS Connections:</u> Tell the infants what animal hat they are wearing and describe what it looks like.

Week 2 Thursday

Whole Group Literacy	Create cards with real photos of Arctic animals. Name the animals slowly to build recognition and vocabulary. <u>CLASS Connections:</u> Pay attention to which animal the infants are looking at and seem interested in. Spend time talking more about that animal.
Small Group	Show the infants pictures of arctic animals and point out the similarities and differences between them. <u>CLASS Connections:</u> Describe the animals using advanced language by using words like fur, mammal, hibernate, and environment.
Dramatic Play	Create the northern lights by supplying the infants with a sealed zip-top bag with drops of blue, green, and purple paint. Tape it to a table or tray and let the infants squish and swirl the colors around. <u>CLASS Connections:</u> Ask the children what they think the real northern lights would look like. Expand on their responses.
Art	Make a blizzard in a bottle for the infants to play with. Fill a clear bottle with water, glitter, snowflake confetti, and a bit of baby oil. Seal tightly and let the infants watch the ‘snowstorm’ swirl around. If they are able, allow the infants to shake the bottle or knock it over. <u>CLASS Connections:</u> Explain what the infants are seeing in the bottle and ask questions. For example, you could say, “You are looking at the glitter spin around the bottle. They kind of look like stars in the sky. Do you think the animals see stars like that in the arctic?”
Blocks	Create an arctic obstacle course. Put different objects on the floor in the block center and encourage the infants to crawl or walk through the ‘arctic.’ <u>CLASS Connections:</u> Label the different objects on the floor as the infants are crawling past them.
Outdoor Play	As the infants are outside and are crawling, narrate what they are doing and encourage them to crawl and roar like polar bears do. <u>CLASS Connections:</u> Ask the infants how it feels to crawl like a polar bear.

Week 2 Friday

Whole Group Literacy	Tape down arctic animal images on a blanket or mat. As infants lift their heads talk about what they see, such as “That’s a seal! Seals swim in cold water.” <u>CLASS Connections:</u> Get eye level with the infants so you can see what they see.
Small Group	Gather a few plush arctic animals (like a polar bear, seal, and snowy owl). Sit in a circle with the infants and pass them around while naming each one and making simple sounds: “This is a seal. Arf arf!” <u>CLASS Connections:</u> Allow the infants to hold the animals and encourage them to manipulate them with their hands.
Dramatic Play	Help the infants stand up and bounce them while you guide them to walk like different arctic animals. For example, the infants can practice waddling like a penguin. <u>CLASS Connections:</u> Let the children guide you with this activity. If they want to walk like another animal, follow their lead.
Art	Create a paper plate igloo by supplying white paper plates, scissors, glue, and cotton balls. Cut the paper plate in half and cut out a door for your igloo. Glue cotton balls on the plate with the infants helping if they can. <u>CLASS Connections:</u> Tell the infants what you are doing as you are doing it. For example, you could say, “I am grabbing the scissors and I am using them to cut the paper plate in half.”
Blocks	Add clear cups to the block center to resemble icebergs. Encourage the infants to grasp, stack, and knock over the cups. <u>CLASS Connections:</u> Narrate the children’s actions as they pick up and put down the cups.
Outdoor Play	Lay out a white blanket with plush arctic animals (like polar bears and seals). Let the infants explore the different textures while lying on their tummies or backs. <u>CLASS Connections:</u> Lay down with the infants and mimic their movements.

Florida Standards Alignments

Whole Group Literacy	A. Listening and understanding- 2. Increases knowledge through listening. Benchmark c. Begins to respond to adult questions. C. Vocabulary- 1. Shows an understanding of words and their meanings (receptive). Benchmark a. Looks intently at or points at person or object that has been named with the goal of establishing joint attention. 2. Uses increased vocabulary to describe objects, actions, and events (expressive). Benchmark a. Builds and uses vocabulary through repeated exposure with language, pictures and books (may have a speaking vocabulary of between 10-50 words).
Small Group	A. Scientific inquiry through the Arts- 1. Uses senses to explore and understand their social and physical environment. Benchmark a. Uses senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking, and dropping)
Dramatic Play	B. Music- 1. Begins to discover and engage in creative music experiences. E. Appreciation through the arts- 1. Shows curiosity in different forms of artistic expressions (e.g., music, art and dance).
Art	A. Sensory Art Experience- 1. Chooses from a wide variety of open-ended, diverse, and process-oriented sensory materials to engage in the art experience.
Blocks	A. Fine Motor Development- 1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks. Benchmark a. Begins to use hands for play and functional tasks (e.g., putting hands on bottle, reaching for, and grasping toy) 2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision Benchmark a. Displays beginning signs of strength, control, and hand-eye coordination.
Outdoor Play	A. Active Physical Play- 1. Engages in physical activities with increasing balance, coordination, endurance, and intensity. Benchmark a. Demonstrates beginning signs of balance, control, and coordination. B. Gross Motor Development- 1. Demonstrates use of large muscles for movement, position, strength, and coordination.

Week 1 Infant Lesson Plan

Theme: Transportation

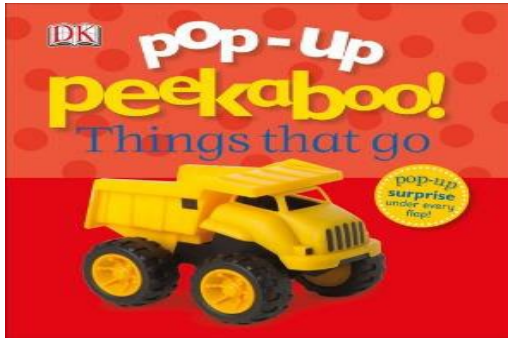
Book: Pop-Up Peekaboo! Things That Go by DK

Learning Objectives:

- ✓ Students will begin to identify different types of transportation.
- ✓ Students will strengthen motor skills by learning how to coordinate the use of arms, fingers, and hands to accomplish tasks.
- ✓ Students will engage their senses by exploring transportation-themed textures, sounds, and visuals.

Transitions:	Sing a Transportation Song: Sing “The Wheels on the Bus” during diaper changes, clean-up, or moving between activities.
Parent Involvement:	Mirror “Driving” Game: Hold your infant in front of a mirror and pretend to “drive” while making engine noises and talking about what they “see on the road.”

Photo Inspiration:



Week 1 Monday

Whole Group Literacy	Introduce and read the book <i>Pop-Up Peekaboo! Things That Go</i> by DK. Point to the pictures in the book, label them and describe what is seen. (car, fish, boat, lighthouse, digger, hot air balloon, plane, spaceship, astronaut, star) CLASS Connections: Emphasize simple words and sounds. Observe which images interest the infants.
Small Group	Lay out a soft blanket and place toy vehicles around the edge. Encourage infants to reach, crawl, or roll toward the toys. CLASS Connections: As they move, narrate the action with excitement: “Look, the car is driving toward you! Vroom vroom!”
Dramatic Play	Place a soft blanket on the floor and encourage crawling or rolling while pushing toy cars. Narrate actions like “The car is driving fast!” CLASS Connections: Use parallel talk to describe infant’s actions. Add descriptive words like “fast” and “slow”.
Art	Place a piece of paper inside a clear plastic bag and add small drops of different-colored paint. Seal the bag tightly and tape it down to the table or floor. Offer toy vehicles for infants to roll across the surface. Gently guide their hands as needed. Make playful vehicle sounds like “vroom” or “choo-choo” to keep their attention. CLASS Connections: Use self-talk and parallel talk throughout the activity. Label colors, shapes, and vehicle names. Encourage their efforts with warm, enthusiastic responses.
Blocks	Use soft foam blocks to build a small “garage” or “bridge” on the floor. Let infants explore the blocks with their hands or watch you build and knock it down. CLASS Connections: Demonstrate actions like rolling a car underneath. Use descriptive words language like “The car is going under the bridge.”
Outdoor Play	Create a ramp using a foam wedge, piece of cardboard, or toddler slide. Roll toy vehicles down the ramp and narrate the motion: “Watch the car go down — whoosh!” Encourage infants to crawl toward the toy or track its movement. CLASS Connections: Narrate motions and encourage infants’ involvement.

Week 1 Tuesday

Whole Group Literacy	Reread the book <i>Pop-Up Peekaboo! Things That Go</i> by DK. Hold infants in your lap or sit nearby. Use gestures to point out shapes, colors, and actions. CLASS Connections: Use rich, responsive language (“Look, the truck is under the flap!”). Pause to let infants look, vocalize, or touch. Watch to see what infants are interested in to support exploration. Label types of transportation, objects, colors, shapes.
Small Group	Use scarves or small soft parachutes to “fly” like airplanes or “drive” like cars in a circle. Say, “Here comes the plane!” while swooping gently. CLASS Connections: Use sound effects and point to matching word/picture cards. (labeling)
Dramatic Play	Use empty cardboard boxes as pretend cars or buses. Gently place infants inside with adult support and slowly push them across the floor while saying, “We’re riding to town in our big yellow bus!” CLASS Connections: Narrate the pretend journey and use descriptive words such as “big yellow bus” and “small red truck.”
Art	Dip the wheels of toy cars in baby-safe paint and help infants roll them across a sheet of paper. CLASS Connections: Say the color and describe what’s happening: “The red paint is going in circles. Your car made tracks!”
Blocks	Place a few toy vehicles around a block setup. Sit with the infants and say, “Let’s park the car next to the tall tower.” Allow them to touch, bat at, or crawl toward the objects while you model gentle block play. CLASS Connections: Use phrases like “next to” and “under.” Model gentle block play.
Outdoor Play	Use large sidewalk chalk to draw simple shapes like roads, cars, or arrows. Sit with infants on a blanket nearby or allow older infants to help. CLASS Connections: Describe the shapes. Encourage infants to participate. “This is a road. Let’s drive the car here.” Let them hold chalk or roll a car along the path.

Week 1 Wednesday

Whole Group Literacy	Use transportation-themed picture cards or book pages with key images from the story (laminated if possible). Sit on the floor with infants, show one picture at a time, and describe what it is. CLASS Connections: Point to the printed word under each image (car, bus), say the word, and model vehicle sounds. ("Vroom! The car goes fast!") Watch for facial expressions, pointing, or reaching. Respond warmly to their cues.
Small Group	Read just one or two pages of the book one-on-one or in a pair. Focus on letting infants lift the flaps, point, or babble. CLASS Connections: Imitate their sounds and describe what they see: "You found the plane! Zoom zoom!"
Dramatic Play	Offer soft fabric hats or baby-safe costume pieces like scarves or bandanas. Place them gently on infants' heads and say, "Now you're the driver!" CLASS Connections: Observe their reactions and describe what they do: "You looked in the mirror - I see a driver!"
Art	Create large vehicle shapes from construction paper. Help infants press their hands onto the shapes with glue dots or double-sided tape already applied. CLASS Connections: Say, "You're adding the wheel to the truck - just like in our story."
Blocks	Stack foam blocks into a small wall and invite infants to knock it down. As they reach out, say, "Boom! The truck knocked over the wall!" Repeat if they show interest, building anticipation with your voice. CLASS Connections: Narrate their actions and follow their lead when/if they show interest.
Outdoor Play	Bring out small scarves or lightweight fabric and "fly" them gently through the air like airplanes. Let infants watch or try to grab the fabric. CLASS Connections: Say, "The airplane is flying high. Whoosh!" and watch their engagement.

Week 1 Thursday

Whole Group Literacy	Focus on the <i>peekaboo</i> element of the book. Slowly lift each flap and pause before revealing the vehicle underneath. Say things like, “What’s hiding here?” then reveal and name it with excitement (e.g., “It’s a boat!”). Pause between pages to let them process and respond. Emphasize the printed word as you say it. CLASS Connections: Ask, “What’s hiding there?” Emphasize the printed word. Encourage infants to touch or reach for the flaps.
Small Group	Use toy vehicles with printed word cards (<i>car, bus, boat</i>). Say the word, point to the card, and show how the toy moves. Let infants hold or bat at the toys. CLASS Connections: Label the vehicles. Reinforce: “You’re holding the car - C-A-R!”
Dramatic Play	Set up a small area with stuffed animals and toy vehicles. Model putting the animals in the vehicles and driving them around: “The bear is riding in the car. Beep beep!” CLASS Connections: Model actions. Encourage infants to watch, reach, or mimic the movement.
Art	Provide dot markers or soft paint sponges with baby-safe paint. Encourage dabbing motions onto outlined vehicle shapes. CLASS Connections: Narrate their actions: “You’re adding spots to the car. Tap tap tap!”
Blocks	Tape real-life pictures of cars, buses, or planes to blocks. Encourage infants to pick them up and explore. CLASS Connections: Say, “You found the picture of the plane.” Describe how it moves. “That one flies in the sky!”
Outdoor Play	Set out a large blanket with balls and toy cars on top. Encourage infants to crawl or scoot toward the items. CLASS Connections: Narrate their actions: “You’re reaching for the red ball. Can you make it roll?”

Week 1 Friday

Whole Group Literacy	Revisit favorite pages from the book. Read short matching rhymes or phrases aloud using printed word cards (e.g., “Vroom goes the car!”). Use a toy vehicle to act it out. CLASS Connections: Encourage infants to turn pages, lift flaps, or look closely.
Small Group	Let infants explore a textured “road mat” (tape, felt, or fabric) with soft toy vehicles. Encourage tummy time near the mat so younger infants can watch or reach. CLASS Connections: Label the vehicles as they move: “This is a car. Vroom!”
Dramatic Play	Bring out a floor mirror and place toy vehicles in front of it. Move the toys slowly across the mirror’s surface. CLASS Connections: Describe what you see. “I see the car moving... and there’s your face!” Allow infants to explore the reflection and make connections.
Art	Prepare a large sheet of paper divided into two simple sections: sky (blue) and road (gray or black). Offer large vehicle-themed stickers or pre-cut paper shapes of cars, planes, and trucks. Gently guide infants’ hands to place the stickers onto the paper. CLASS Connections: Talk about where each vehicle goes: “The plane goes in the sky. Let’s put it up high,” or “The car drives on the road - right here.” Label vehicle types, colors, and locations while encouraging infants to touch, press, or watch closely.
Blocks	Model rolling a toy vehicle slowly alongside a row of blocks. Invite infants to follow with their eyes or crawl toward it. CLASS Connections: Use short, clear phrases like, “The truck is going around the blocks. Where is it going next?”
Outdoor Play	Sit on the grass or a blanket and roll a ball back and forth with an infant. Pair with gentle vehicle sound effects to tie in the theme. CLASS Connections: Use language like, “Roll it to me... now I’ll roll it to you.”

Week 2 Infant Lesson Plan

Theme: Transportation

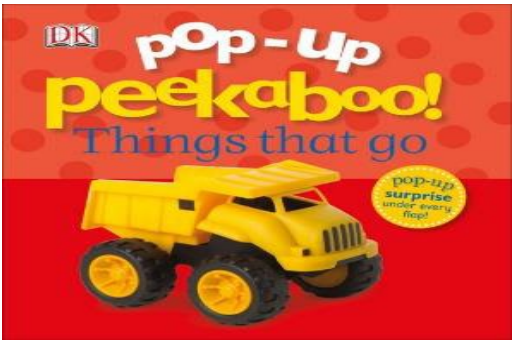
Book: Pop-Up Peekaboo! Things That Go by DK

Learning Objectives:

- ✓ Students will respond to familiar vehicle sounds and motions through facial expressions, vocalizations, or movement.
- ✓ Students will explore visual and tactile features of vehicles through touching, reaching, or mouthing.
- ✓ Students will begin to recognize and respond to simple words or gestures related to vehicles such as “go,” “stop,” or “vroom.”

Transitions:	Object Movement Cue: Hold up a toy car or airplane and say, “Time to roll to lunch!”
Parent Involvement:	Sock Puppet Vehicle: With an old sock, create a quick car puppet by drawing wheels on paper and taping them on. Use it to “drive” along infant's arms or tummy while describing actions like “Stop, Go, Turn.”

Photo Inspiration:



Week 2 Monday

Whole Group Literacy	Read <i>Pop-Up Peekaboo! Things That Go by DK</i> and focus on the flaps that show different types of vehicles. Use phrases like “Let’s see what’s behind this one... It’s a plane! The plane flies in the sky.” CLASS Connections: As you lift each flap, label the vehicle and describe how it moves.
Small Group	Place photos of real vehicles (bus, plane, boat, car) inside clear pockets or small baskets. Let infants explore one at a time. CLASS Connections: Label what they’re touching: “You’re holding the boat. It floats on water.” Encourage reaching and tracking.
Dramatic Play	Create a “garage” setup using cardboard boxes or laundry baskets. Gently help infants place toy cars or trucks inside and out of the boxes. CLASS Connections: Describe actions: “The car goes in. Now it’s coming out!”
Art	Use sponge shapes in the form of vehicles. Dip in baby-safe paint and gently guide infants to stamp onto paper. CLASS Connections: Talk about the shape and color as they press.
Blocks	Place toy road signs or large picture cards of stoplights next to foam blocks. Build simple towers and say, “Let’s stop here” or “This is the red light. Time to wait.” CLASS Connections: Encourage knocking down and rebuilding.
Outdoor Play	Lay out a short soft ramp using a cushion or folded mat. Roll soft toy cars down the ramp. Observe infants crawling or reaching toward the moving cars. CLASS Connections: Encourage and describe actions. Say, “Watch it go!”

Week 2 Tuesday

Whole Group Literacy	Read <i>Pop-Up Peekaboo! Things That Go</i> by DK and focus on matching words with sounds. For example, “This is a digger. Rrrrrnnn!” CLASS Connections: Say the name of the vehicle and immediately make its sound. Watch to see which sounds capture attention and repeat those.
Small Group	Use small containers filled with sensory materials related to vehicles like cotton balls (clouds for planes), water in sealed bags (boats), or crinkly foil (car engines). CLASS Connections: Let infants touch or pat them as you say, “This feels like the sky. Planes fly here!” Connect sensory materials to concepts.
Dramatic Play	Offer soft steering wheel toys or plastic plates and model “driving.” Sit with infants and say, “Turn the wheel! Now we’re going fast!” CLASS Connections: Encourage mimicking gestures, even if just lifting arms or watching you.
Art	Use strips of paper taped down to create a pretend road. Dip infants’ fingers into baby-safe paint and guide them to “dot” along the paper. CLASS Connections: Say, “You’re adding cars to the road!” Label each color and describe their motions.
Blocks	Add toy vehicles to a simple block path or row. Roll them gently over the blocks. CLASS Connections: Say, “The road is bumpy!” Let infants touch both the vehicles and blocks to feel the texture difference.
Outdoor Play	Blow bubbles and describe them as “flying” like airplanes. Say, “Up, up, up like a plane!” CLASS Connections: Encourage infants to track the bubbles with their eyes or hands and respond with sounds or movement.

Week 2 Wednesday

Whole Group Literacy	Read <i>Pop-Up Peekaboo! Things That Go by DK</i> with a focus on labeling colors of the vehicles. After lifting each flap, say the vehicle name and color: “That’s a red fire truck.” CLASS Connections: Label vehicle name and color. Hold up color cards as you name them for reinforcement
Small Group	Use rolling pins or toy cylinders dipped in paint on paper. Help infants roll the tool back and forth while saying, “This is how a wheel turns!” CLASS Connections: Emphasize action words like “roll” and “move.”
Dramatic Play	Place baby dolls or plush animals in toy buses or cars. Show infants how to “drive” the toys gently. CLASS Connections: Say, “We’re going to the store! Let’s buckle in!” Support pretend routines like pick-up and drop-off.
Art	Offer blue and white paint with large brushes or foam rollers. Help infants create swirling motions across paper to represent the sky. CLASS Connections: Say, “We’re painting the sky for the airplanes to fly!”
Blocks	Stack blocks into a “tunnel” or arch. Roll a toy vehicle underneath. CLASS Connections: Say, “It’s going under the tunnel!” Let infants walk/crawl toward or knock down the tunnel and rebuild it with help.
Outdoor Play	Bring out strollers or push toys with wheels. Walk with infants or let them observe wheels turning. CLASS Connections: Narrate actions: “The wheels go round. You’re walking so fast!”

Week 2 Thursday

Whole Group Literacy	Read <i>Pop-Up Peekaboo! Things That Go by DK</i> and ask simple questions after each flap: “Where did the boat go?” Pause and look at the infant, then answer yourself: “There it is! The boat is in the water!” CLASS Connections: Emphasize key words like “boat” and “water.”
Small Group	Create a texture board with materials like smooth plastic, soft fabric, and bumpy cardboard. Add pictures of vehicles that match the textures. CLASS Connections: Say, “This is smooth like a car window.” Let infants explore with fingers or hands.
Dramatic Play	Use scarves as pretend parachutes. Lift and lower them slowly. CLASS Connections: Say, “A hot air balloon goes up... and down!” Watch for their reactions and encourage infants to reach and touch the fabric.
Art	Use black construction paper and white crayons or chalk to draw road lines. Help infants scribble or drag the chalk. CLASS Connections: Say, “You’re making a road. Let’s drive the car here.”
Blocks	Create simple ramps with foam blocks. Demonstrate how a toy vehicle rolls down. Say, “Let’s send the truck down the hill!” CLASS Connections: Encourage repetition and label direction words like “down” and “across.”
Outdoor Play	If your playground is near a parking lot or street view, go on a stroller ride or walk along the fence and point out real vehicles as they pass. Say, “That’s a bus! Look, a car is driving fast!” If there is no nearby view of traffic, bring out toy vehicles and roll them across the sidewalk or mat while. CLASS Connections: Say, “This is a red car. It’s going so fast!” Let infants crawl or reach toward the moving toys.

Week 2 Friday

Whole Group Literacy	Do a picture walk through <i>Pop-Up Peekaboo! Things That Go by DK</i> without reading the words. Let infants guide the pace. Point to images. CLASS Connections: Describe what you see: “There’s the boat again. It floats on water!” Follow their eye gaze and respond to interest.
Small Group	Create a simple matching game using printed photos of vehicles and their sounds. Hold up the picture. CLASS Connections: Say the sound: “Here’s the train. Choo choo!” Watch for recognition or excitement.
Dramatic Play	Set up a pretend car wash using sponges and clean toy vehicles. Let infants pat or rub the toys. CLASS Connections: Narrate with action words like “We’re washing the truck. Scrub scrub scrub!”
Art	Tape large paper to a wall at infant height. Let them touch or pat it with paint-covered hands or textured stampers. CLASS Connections: Say, “You’re painting a sky for the helicopter!”
Blocks	Stack blocks into a row and place a small toy airplane on top. Move it along while making flying sounds. CLASS Connections: Say, “The airplane is flying over the buildings!” Encourage reaching or watching closely.
Outdoor Play	Use ride-on toys or baby push walkers outdoors. Say, “Let’s go for a ride!” CLASS Connections: Support movement and celebrate small steps or efforts with clapping and encouragement.

Florida Standards Alignments

<u>Whole Group Literacy</u>	<u>Language and Literacy</u>
A. Listening and Understanding	IV. Language and literacy F. Emergent Reading 1. Shows motivation for and appreciation of reading Benchmark a. Begins to show interest in print and books Benchmark b. Begins to learn that pictures represent real objects, events and ideas (stories)
C. Vocabulary	1. Begins to recognize familiar words and sounds. 2. Demonstrates understanding of words through gestures, pointing, or simple responses.
E. Conversation	1. Engages in early reciprocal interactions such as vocal turn-taking, gestures, and eye contact.

Week 1 Infant Lesson Plan Theme: The 5 Senses Book: A First Book All About You Eyes, Nose, Fingers, and Toes

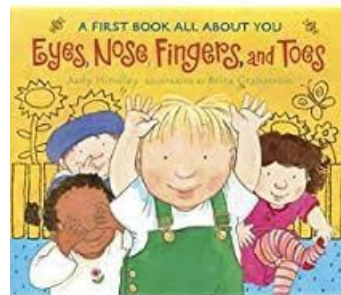
by Judy Hindley

Learning Objectives:

- ✓ Infants will be introduced to the 5 senses
- ✓ Infants will start to recognize some of their body parts by pointing to them
- ✓ Infants will start to recognize the eyes, ears, nose, mouth and fingers in pictures

Transitions:	Ask the infant to touch his nose, or ears, etc. as you pick him up for diaper change.
Parent Involvement:	Share your theme with parents and encourage them to label body parts and talk about the 5 senses with their infants during home routines, such as mealtime, bathtime, and diaper changes.

Photo Inspiration:



Week 1 Monday

Whole Group Literacy	Introduce the book using simple words by showing the pictures/pages to the infants. CLASS Connection: Label the pictures and repeat any attempt at communication made by the infants. Questions: Ask the infant, what do you see? Sight: point to eyes and encourage the infants to point to their eyes. Smell: Touch nose and encourage the infants to touch their nose.
Small Group	Introduce fingerplay by interacting with infants. 5 Senses Song (to the tune of Head, Shoulders, Knees and Toes) I have 5 senses, Yes I do, Yes I do (Repeat 2xs). Tasting, Touching, Smelling, Seeing, Hearing. (Touch the corresponding body parts) I have 5 senses, Yes I do, Yes I do. CLASS Connection: set out instruments and noise makers for infants to choose from. Encourage their involvement by.
Dramatic Play	As the infants choose the baby dolls to play with, point out the doll and label the eyes, nose, mouth, etc. CLASS Connection: Use descriptive words to make connections, i.e., eyes are for sight and nose is for smell, etc.
Art	Rainbow in a Bag Mix flour, water and salt in cups. Make as many colors as you like. Place a spoonful of the mixture together in a Ziploc bag and seal with tape or glue. Hold the infant in your lap and encourage exploration of the material with hands and/or feet. CLASS Connection: Use teacher talk to describe the actions of the infants. “Ben is squishing the paint between his two feet.” “Ms. Jen is going to wash this off for you. I will be right back.”
Blocks	Set out some blocks on the floor. CLASS Connection: engage in block play with the infants and label what they are doing. I.e. “Jude is building a road for the cars.”
Outdoor Play	Water table or Tubs – Set up a water table or small tub. Fill with shallow water and encourage their exploration by adding a few sturdy cups and some large plastic spoons. CLASS Connection: Use quality of feedback and language modeling by stating, “Christian you are holding a blue cup with your hands and scooping up the water!” And “Kaylee you have a spoon, and you are stirring the water around and around, like making soup!”

Week 1 Tuesday

Whole Group Literacy	Hold infants in your lap or sit very close and read the book with the infants. Label objects, colors, shapes. Watch to see what infants are interested in to support their exploration. CLASS Connection: Use the pictures in the book to label and encourage back and forth exchanges. Sight: point to eyes Smell: Touch nose
Small Group	Introduce fingerplay by interacting with the infants. 5 Senses Song (to the tune of Head, Shoulders, Knees and Toes) I have 5 senses, Yes I do, Yes I do (Repeat 2xs). Tasting, Touching, Smelling, Seeing, Hearing. (Touch the corresponding body parts) I have 5 senses, Yes I do, Yes I do. CLASS Connection: Set out instruments and noise makers for infants to choose from. Encourage involvement.
Dramatic Play	When playing with the baby dolls label the body parts with extra emphasis on eyes for sight and nose for smell.
Art	Scratch and Scent Watercolor Mix each packet with water and place in shallow cups. Tape paper to the table and give the infant a paint brush. CLASS Connection: Use teacher talk to describe the actions of the infants. “Madeline is smelling her paintbrush after she made stripes.” “Ms. Judy is smelling the watermelon flavor color.”
Blocks	Engage with the infants in blocks and facilitate play by stacking the blocks to make a tall tower. CLASS Connection: Encourage infants to stack blocks with you using self and parallel talk.
Outdoor Play	Sensory Bags/Bottles Use Ziploc bags or clear plastic bottles and fill with the items below. After filling, be sure the bags/bottles are sealed tightly with tape or glue. Sight: hair gel with glitter. Sound: Bells or marbles Touch: Ice/Warm Water CLASS Connection: Encourage infants to manipulate the bags. Label and use self-talk as the infants investigate. “I see Ashton is shaking the bells.” “Ella is holding the warm bottle. How does that feel?”

Week 1 Wednesday

Whole Group Literacy	Hold infants in your lap or sit very close and read the book with infants. CLASS Connection: Label objects, colors, shapes. Watch to see what infants are interested in to support/expand exploration. Use the pictures in the book to label and encourage back and forth exchanges. Hear: Touch ears and encourage infants to touch their ears Taste: point to mouth and encourage infants to point to their mouth Touch: Touch feet/hands and encourage infants to touch their hands/feet
Small Group	Use Potato Head to repeat the 5 Senses song. <u>5 Senses Song</u> (to the tune of Head, Shoulders, Knees and Toes) I have 5 senses, Yes I do, Yes I do (Repeat 2xs). Tasting, Touching, Smelling, Seeing, Hearing. (Touch the corresponding body parts) I have 5 senses, Yes I do, Yes I do. CLASS Connection: Use instruments and noise makers for infants to choose from. Encourage involvement.
Dramatic Play	Place some Potato Head pieces in dramatic play and facilitate play as the Potato Heads are making and eating a meal. CLASS Connection: Label the body parts on the Mr. Potato Heads and describe the actions they are pretending to do.
Art	Jell-O Finger Paints Use different flavor Jello packs and place them in shallow containers. Tape paper to the tray and place the Jello with the infant in a highchair. CLASS Connection: Facilitate the activity and allow infants to manipulate the Jello on the paper and describe the actions and markings they make. Use self-talk and labeling. “Lindsey is using her thumb to make circles on her paper.” “Ms. Jennifer is going to get you more paint since you have eaten all of yours.”
Blocks	Add small animals to the block area. CLASS Connection: As the infants engage in play, label the eyes, ears, mouth, etc. on the small animals and discuss how they move and the sounds they make.
Outdoor Play	Smelling Bubbles: Make (or buy) bubble mixture and place infants on a blanket or soft area on the patio or grass. Blow bubbles and describe the scent, structure, and texture of the bubbles. CLASS Connection: Encourage infants to investigate the bubbles as they come in to view and reach. Use self-talk and labeling to encourage babbling/language.

Week 1 Thursday

Whole Group Literacy	Hold infants in your lap or sit very close and read the book with infants. Label objects, colors, shapes. CLASS Connection: Watch to see what infants are interested in to support their exploration. Use the pictures in the book to label and encourage back and forth exchanges. Hear: Touch ears and encourage infants to touch their ears Taste: point to mouth and encourage infants to point to their mouth Touch: Touch feet/hands and encourage infants to touch theirs
Small Group	Use Potato Head to repeat the 5 Senses song. <u>5 Senses Song</u> (to the tune of Head, Shoulders, Knees and Toes) I have 5 senses, Yes I do, Yes I do (Repeat 2xs). Tasting, Touching, Smelling, Seeing, Hearing. (Touch the corresponding body parts) I have 5 senses, Yes I do, Yes I do. CLASS Connection: Use instruments and noise makers for infants to choose from. Encourage involvement.
Dramatic Play	Give the baby dolls a bath: fill a small tub with a shallow amount of water and add a small amount of liquid soap to create some bubbly bath water. Add a few small washcloths. CLASS Connection: Let the infants place the baby dolls in the tub and facilitate washing the babies, labeling body parts as they wash the babies.
Art	Sound Painting Place different sized bells on pipe cleaners and attach them to the end of paint brushes. Give the paintbrushes to the infants and encourage them to paint. CLASS Connection: Describe the actions and sounds the infants are hearing while painting and marking. I.e., “Riley you made the bell ring when you were shaking the paintbrush.” and “Ms. Lily is making the bells ring when I move it back and forth.”
Blocks	Observe as the infants play with blocks. CLASS Connection: Label and describe what the infants are doing as they build.
Outdoor Play	Smelling Bubbles Make or buy a bubble mixture and place the infants on a blanket or soft area on the patio or grass. Blow bubbles and describe the scent, structure, and texture of the bubbles. CLASS Connection: Encourage infants to investigate and touch the bubbles as they come in to view and reach. Use self-talk and labeling to encourage babbling/language.

Week 1 Friday

Whole Group Literacy	Hold infants in your lap or sit very close and read the book with infants. Label objects, colors, shapes. Watch to see what infants are interested in to support exploration. CLASS Connection: Use the book to label and encourage back and forth exchanges. Hear: Touch ears Taste: Touch mouth Touch: Touch feet/hands
Small Group	The teacher can touch the corresponding body part of Potato Head. Five Senses (to the tune of Where is Thumbkin?) Five senses, Five Senses We have them. We have them. Seeing, hearing, touching. Tasting and smelling. There are five. There are five. CLASS Connection: Use instruments and noise makers for infants to choose from. Encourage infants involvement.
Dramatic Play	Give the baby dolls a bath: fill a small tub with a shallow amount of water and add a small amount of liquid soap to create some bubbly bath water. Add a few small washcloths. CLASS Connection: Place the baby dolls in the tub and facilitate washing the babies, labeling body parts as the infants wash the babies.
Art	Pour Paint Art: After washing the bottles, fill bottles with water and pour small amounts of paint at the bottom and place the top back on. You can secure later with glue. Allow the infants to twist, shake and move the bottle around. CLASS Connection: Use labeling, descriptive words, and self-talk to talk about what is happening in the bottles as the paint mixes with the water.
Blocks	Sit with the infants in block play and encourage them to build higher or longer. CLASS Connection: Label the actions of what you and the infants are doing.
Outdoor Play	Sound Sensory Jars: gather a variety of small items such as pom pom balls, jingle bells, beans, small plastic animals, etc. and place in the jars (one set of the same items in each jar). Place infants in lap or on a soft area outside and allow them to manipulate the jars. CLASS Connection: Use labeling, descriptive words, and self-talk to talk about the quality of the sounds that the jars make. (Example: rattling, ringing, jangling, loud, soft etc.)

Week 2 Infant Lesson Plan Theme: The 5 Senses Book: A First Book All About You Eyes, Nose, Fingers, and Toes

by Judy Hindley

Learning Objectives:

- ✓ Infants will be introduced to the 5 senses
- ✓ Infants will start to become familiar with various sounds, textures, and smells, etc.
- ✓ Infants will become more familiar with their body parts when labeled.

Transitions:	Prompt the infants to touch/point to their eyes, ears, nose and mouth as they transition to different areas of the room.
Parent Involvement:	Invite parents to introduce new foods with different textures to their infants (if/when developmentally appropriate) and to use vocabulary words to describe the food they eat.

Photo Inspiration:



Week 2 Monday

Whole Group Literacy	Book time: Hold infants in your lap or sit very close and read the book or another book related to the 5 senses with infants. CLASS Connection: Label objects, colors, shapes. Watch to see what infants are interested in to support exploration. Use the pictures in the book to label and encourage back and forth exchanges.
Small Group	Exploring fingers and toes with song: Lead the infants in songs that involve moving and exploring their fingers and toes. Take your shoes and socks off and encourage and help them take theirs off and lead them in the song, "If You're Happy and You Know It (use directions like "If you're happy and you know it wiggle your toes, fingers etc.)
Dramatic Play	Exploring Fabric textures – To prepare for this activity, simply collect different textures of scrap fabric and cut them into small, "holdable" squares, like satin, cotton, flannel and corduroy. Then place them in a basket for infants to discover. CLASS Connection: Facilitate play by describing how each piece of cloth feels to you; soft, rough, smooth etc. You will naturally begin to have a conversation, repeating their sounds and extending by adding more words.
Art	Mess Free painting: Enjoy the wonders of painting without the mess that comes with it by squirting blobs of paint onto a piece of paper or card and putting them in a sealable ziplock bag. Make a few bags so that several infants can participate at the same time. Secure the bags with duct tape and tape them to the floor. CLASS Connection: Allow the infants to explore and touch the paint as they turn the papers into colorful works of art. When finished take the paper out of the bags to dry.
Blocks	Visual Stimulation: Use bright colors and patterns in the block area. Move blocks and other objects in front of the infant to encourage eye tracking. CLASS Connection: Label objects and talk about what you and the infants are doing as you do it (self & parallel talk).
Outdoor Play	Nature Walk: Take the infants outside in a stroller and allow them to experience different scents outdoors, like flowers, grass, or rain. CLASS Connection: As you are pushing the stroller talk to the infants about what you see and smell. Describe the scents you smell as you take the walk.

Week 2 Tuesday

Whole Group Literacy	Book time: Hold infants in your lap or sit very close and read the book or another book related to the 5 senses with infants. Label objects, colors, shapes. CLASS Connection: Watch to see what infants are interested in to support their exploration. Use the pictures in the book to label and encourage back and forth exchanges.
Small Group	Exploring fingers and toes with song: Lead the infants in songs that involve moving and exploring their fingers and toes. Take your shoes and socks off and encourage and help them take theirs off and lead them in the song, “Open, Shut Them”
Dramatic Play	Sensory Bottles: Create bottles filled with water, glitter, and other interesting objects to provide visual and auditory stimulation. CLASS Connection: Describe what you/infants see using self and parallel talk.
Art	Class collage of footprints, part 1: using non-toxic tempura paints, cover the bottom of the infants feet with paint and press them onto a large piece of butcher paper (if the infant/toddler is able to walk let them walk across the paper with paint on their feet). Continue with as many infants in the classroom.
Blocks	Jello Dig: Prepare sugar-free Jello in a large container and throw in some toys, plastic animals, foam shapes, or edible items like diced fruit. Make sure to use a lighter-colored mixture to lessen staining and a waterproof mat to make cleanup easier. Introduce Jello Dig by encouraging them to use their hands to dig, squeeze, squish, and explore the Jello. Make it a fun game of searching for hidden treasures that pique their curiosity and interest.
Outdoor Play	Nature Walk: Take the infants outside in a stroller and allow them to touch different textures like leaves, rocks, and bark. CLASS Connection: Label and describe what they are touching, using descriptive vocabulary.

Week 2 Wednesday

Whole Group Literacy	Book time: Hold infants in your lap or sit very close and read the book or another book related to the 5 senses with infants. Label objects, colors, shapes. CLASS Connection: Watch to see what infants are interested in to support their exploration. Use the pictures in the book to label and encourage back and forth exchanges.
Small Group	Exploring fingers and toes with song: Lead the infants in songs that involve moving and exploring their fingers and toes. CLASS Connection: Take your shoes and socks off and encourage and help them take theirs off and lead them in the song, “Twinkle Twinkle Little Star”
Dramatic Play	Exploring taste: As you are in dramatic play with the infants, use the pretend food pretend to eat the food. CLASS Connection: Describe how the different foods taste—sweet, sour, spicy, salty, bitter, etc.
Art	Class collage of footprints part 2: using non-toxic tempura paints, cover the bottom of the infants feet with paint and press them onto a large piece of butcher paper (if the infant/toddler is able to walk let them walk across the paper with paint on their feet). Continue with all infants in the classroom so that all have participated. Display the collage in the classroom.
Blocks	Sensory bin: fill a shallow bin/container filled with various types of materials and place it in the block area. Consider placing items like pom pom balls, crumpled paper, cotton balls, strips of bubble wrap, or fabric scraps.
Outdoor Play	Nature food experience: Take the infants outside on a blanket and allow them to taste safe, seasonal fruits and berries (with prior permission from the parents). CLASS Connection: Label the food, color, shape, size and taste as you/infants taste the food. Ask the infants/toddlers if they have ever tasted this before?

Week 2 Thursday

Whole Group Literacy	Book time: Hold infants in your lap or sit very close and read the book or another book related to the 5 senses with infants. Label objects, colors, shapes. CLASS Connection: Watch to see what infants are interested in to support their exploration. Use the pictures in the book to label and encourage back and forth exchanges.
Small Group	Exploring fingers and toes with song: Lead the infants in songs that involve moving and exploring their fingers and toes. Take your shoes and socks off and encourage and help them take theirs off and lead them in the song, “The Ants Go Marching” (possibly replace with “My Feet go Marching” and “My Hands are Clapping”)
Dramatic Play	Use High-Contrast Visuals: Infants are drawn to high-contrast images and colors. Provide black and white or brightly colored toys, mobiles, and books. CLASS Connection: Talk to the infants, using descriptive words/advanced language, about what they are looking at.
Art	Class collage of handprints, part 1: using non-toxic tempura paints, cover the infants hands with paint and press them onto a large piece of butcher paper. CLASS Connection: Allow the infants to explore the paint on their hands and make multiple prints. Continue with as many infants as possible.
Blocks	Sensory bin (continued): fill a shallow bin/container filled with various types of materials and place it in the block area. Consider placing items like pom pom balls, crumpled paper, cotton balls, strips of bubble wrap, or fabric scraps. CLASS Connection: Facilitate play and add in small toys to enhance the sensory experience.
Outdoor Play	Water Play to engage the sense of touch: Fill a small tub/bin with a shallow amount of water, add in a few toys such as small cups and boats. CLASS Connection: Allow the infants to engage in the water play and label and narrate as they touch the water and engage with the items in the water.

Week 2 Friday

Whole Group Literacy	Book time: Hold infants in your lap or sit very close and read the book or another book related to the 5 senses with infants. Label objects, colors, shapes. CLASS Connection: Watch to see what infants are interested in to support their exploration. Use the pictures in the book to label and encourage back and forth exchanges.
Small Group	Exploring fingers and toes with song: Lead the infants in songs that involve moving and exploring their fingers and toes. Take your shoes and socks off and encourage and help them take theirs off and lead them in the song, “The Wheels on the Bus”
Dramatic Play	Mirror Play: Place a safe mirror where your infants can see themselves. They'll enjoy watching their own reflection and begin to develop self-awareness. CLASS Connection: Point to their reflection in the mirror and ask, “Who is that?!” and state the infants’ names.
Art	Class collage of handprints , part 2: continue with yesterday’s handprint collage. Using non-toxic tempura paints, cover the infants hands with paint and press them onto a large piece of butcher paper. Continue with all infants in the classroom so that all have participated. Display the collage in the classroom.
Blocks	Sensory bin: fill a shallow bin/container filled with various types of materials and place it in the block area. Consider placing items like pom pom balls, crumpled paper, cotton balls, strips of bubble wrap, or fabric scraps. Add in natural materials like leaves, pinecones, and twigs also to enhance the sensory experience.
Outdoor Play	Nature Walk: Take the infants outside in a stroller and ask them to listen to the different sounds of nature like leaves rustling, wind blowing, and birds chirping. CLASS Connection: Label and describe what they are hearing, using descriptive (advanced) vocabulary.

Florida Standards Alignments

<u>Whole Group</u>	<u>Language & Literacy</u>
Language & Literacy	C. Vocabulary 1a 1. Shows an understanding of words and their meaning Benchmark a. Looks intently at or points at person or object that has been named with the goal of establishing joint attention F. Emergent Reading 1. Shows motivation for and appreciation of reading Benchmark a. Begins to show interest in print and books
<u>Music & Movement</u>	<u>Creative Expression Through the Arts</u>
	B. Music 1. Begins to discover and engage in creative music experiences. C. Creative Movement 1. Begins to use movement to express feelings and/or communicate an idea. Sensory Art Experience Chooses from a wide variety of open-ended, diverse, and process-oriented sensory materials to engage in the art experience.
<u>Sensory</u>	<u>Scientific Inquiry</u>
	A. Scientific Inquiry Through Exploration and Discovery 1. Uses understanding of causal relationships to act on social and physical environments. Benchmark a. Explores cause and effect by engaging in purposeful actions to cause things to happen (e.g., splashes in water)
<u>Art</u>	<u>Creative Expression Through the Arts</u> A. Sensory Art Experience 2. Chooses from a wide variety of open-ended, diverse, and process-oriented sensory materials to engage in the art experience E. Appreciation of the Arts 1. Shows curiosity in different forms of artistic expressions (e.g., music, art and dance)

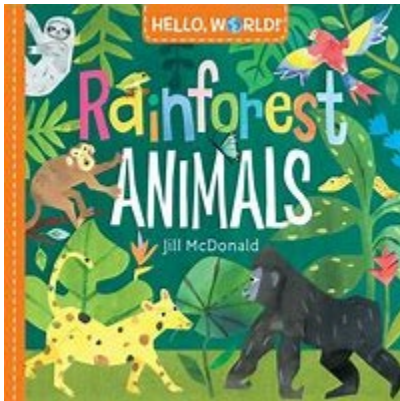
Week 1 Infant Lesson Plan **Theme: Safari/Jungle** **Book: Hello, World! Rainforest Animals by Jill McDonald**

Learning Objectives:

- ✓ Students will demonstrate increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks.
- ✓ Students will show motivation for and appreciation for reading and will show curiosity in different forms of artistic expressions (e.g., music, art and dance).
- ✓ Students will connect with and strengthen relationships with caregivers.

Transitions:	<i>Make various rainforest animal noises while feeding and changing the infants. Encourage the babies to vocalize along with you.</i>
Parent Involvement:	<i>Encourage families to create rainforest sock puppets by decorating socks to look like various animals. Use the puppets to engage infants in story times at home.</i>

Photo Inspiration:



Week 1 Monday	
Whole Group Literacy	Read the book Hello, World! Rainforest Animals by Jill McDonald Hold infants in lap or sit very close and explore the book with infants. CLASS Connection: Watch to see what infants are interested in to support exploration. As infants reach for and point to the illustrations, label the objects, colors, and/or textures. Allow the infant to explore and hold the book as desired.
Small Group	Jungle fingerplay. Use names of rainforest animals to the tune of “This little piggy.” Watch infants’ responses to the finger play. If the infants seem comfortable, say “This time I’m going to use your fingers,”. Gently manipulate the infant’s fingers as you repeat the finger play. CLASS Connection: Be aware of children’s cues and respond appropriately. Vary your intonation and repeat sounds that infants may make.
Dramatic Play	Explore rainforest animal puppets. Gather a few infants near you as you place one of the puppets on your hand. Gently move the puppets close to and away from the children as you label what type of animal it is, make the animal’s noise, and describe its features. CLASS Connection: Say, for example, “This is a tiger. It is orange and has black stripes. “Roarrrr!”. Allow infants to reach for and touch the puppets.
Art	Provide green tissue paper for infants to crumple. Join infants as they work to crumple the paper. CLASS Connection: Smile at the children and provide words of encouragement such as “Look at your strong hand muscles crushing that paper!” and “You are having a great time with the green paper!”. Provide simple information like “This paper is green just like the leaves in the jungle,”.
Blocks	Stack soft blocks to make rainforest trees. Demonstrate stacking soft blocks on top of one another. CLASS Connection: Say “I am making tall trees like in the jungle,”. Encourage infants to knock down the stacks. Enthusiastically respond to the blocks being knocked down by saying “Boom! You knocked down the tree. Depending on the child’s abilities, caretakers may assist infants in restacking the blocks.
Outdoor Play	Explore animals outside. Set out a large blanket with toy animals on top. Encourage infants to crawl or scoot toward the items. CLASS Connection: Narrate their actions with statements like “You’re reaching for the monkey. Can you make it move?”.

Week 1 Tuesday	
Whole Group Literacy	Reread the book Hello, World! Rainforest Animals by Jill McDonald. Hold infants in lap or sit very close and explore the book with infants. Use gestures to point out shapes, colors, and actions. CLASS Connection: Use rich, responsive language such as “Look, monkeys are in the tree!”. Pause to let infants look, vocalize, or touch. Watch to see what infants are interested in to support exploration.
Small Group	Create a rainforest themed sensory bag with green hair gel. Place in front of the infant and allow the infant to discover the sensory bag. CLASS Connection: Label the objects inside of the bag. Be sure to look for cues regarding the infants’ interests and go along with their interests. Encourage the infants to play with the bag as tolerated. Note: To ensure safety make sure sensory bag is sealed tightly with duct tape.
Dramatic Play	Explore rainforest animal masks. Help infants sit up in front of a mirror. Watch their reactions as you place various animal masks in front of their faces. CLASS Connection: Use descriptive language to talk about the different animals and their environments. For example, “You look like a parrot, you can fly up into the trees,”. Repeat the infant’s gestures and vocalizations.
Art	Use contact paper to make an artificial tropical leaf mural. Assist infants in placing the leaves on the sticky side of the contact paper. CLASS Connection: Be sure to prompt the children before acting on them using phrases such as “I am going to stretch your arm out straight. Ready?” and “I’m going to help you open up your hand and give you a leaf,”.
Blocks	Add rainforest animal plushies to your block area. Place blocks in a row to create an aisle. Encourage infants to push the plushies between the blocks. CLASS Connection: Use an enthusiastic tone while you make encouraging statements like “You are helping the leopard through the jungle!”, “Keep using your strong arms to push!”, and “Wow! You moved the lizard so far!”.
Outdoor Play	Try to get infants to crawl roll or walk like jungle animals. Talk about different jungle animals in the book. CLASS Connection: Show the infant the picture and ask, “Can you crawl like the anteater?” or “Can you roll like a boa constrictor?”, as you help infants to move. Vary your intonation and encourage the infant to complete the task.

Week 1 Wednesday	
Whole Group Literacy	Create laminated cutouts of jungle animals and place them on the floor for infants to explore. Observe as infants interact with the cutouts. CLASS Connection: As they look at and gesture toward the images, label the animals and describe their features. Allow infants to interact with the cutouts by touching and grasping them.
Small Group	Play rainforest sounds while doing a routine interaction such as bottle feeding, spoon feeding or diaper change. Watch how infants respond to the sounds of the music and comment on their response. CLASS Connection: Have back and forth communication with the infant by taking turns responding to infant's sounds.
Dramatic Play	Pretend you are flying like butterflies using scarves or fabric strips. Help infants grasp the scarves as you hold them up. CLASS Connection: Make comments like "The butterflies are going slow," or "You are gliding through the air like the blue morpho butterflies!". Watch infants' expressions as you move them through the air and vary your actions to match their cues.
Art	Create butterfly paintings. Place a piece of thick paper or cardstock into a large Ziplock bag along with various shades of blue paint. Sit infants upright and place the bag in front of the child. Allow infants to explore the paint with their hands, as it spreads across the paper. CLASS Connection: Comment on the infant's actions as they happen. For example, "You are using your fingers to spread the paint," or "The blue paint is getting all over the paper,". Once the paper has been removed from the bag and dries, cut out butterfly shapes and display them at infant level in the classroom.
Blocks	Place images of jungle animals under blocks and help infants find the animals. After placing three images of jungle animals under a block, encourage infants to stretch their arms outward and move the block by pushing it. CLASS Connection: Label each of the animals and describe their features. For example, "You found the anteater! It has a long tongue to help it eat up all of the ants,".
Outdoor Play	Get infant to "Dance" to safari themed music. Mirror infants' behavior, initiate dancing with infants and join in on their dancing. CLASS Connection: Narrate yours and the infants' motions with phrases like "You are reaching up high in the sky!" or "I am shaking my hips side to side!". Be sure to vary your intonation when encouraging infants.

Week 1 Thursday	
Whole Group Literacy	Reread the book Hello, World! Rainforest Animals by Jill McDonald and focus on matching animal names with sounds. Say the name of the animal and immediately follow up with its sound. For example, “This is a gorilla. Oooh oooh!”. CLASS Connection: Watch to see which animal sounds capture infants’ attention and repeat those several times.
Small Group	Try to get the infants to “walk” through the jungle. When reading the beginning part of the book, point out the children are walking through the jungle. CLASS Connection: Based on their individual abilities, support and encourage the infant to imitate this action. Immobile infants can be held while they kick their feet, others can be encouraged to crawl, or you can hold their hand and guide their steps. When each infant completes the task, celebrate them.
Dramatic Play	Play with a frog. Place a plush or plastic frog in front of the infant and encourage them to play with it. Describe and label the object and mirror infants’ behavior. CLASS Connection: Narrate your actions as you gently move the toy around the infant with statements like “The frog hopped on your left elbow!”. Try using infants’ cues to have back and forth exchanges by repeating their sounds. Then, extend on those sounds by providing words for infants.
Art	Create a rainforest mural. Allow infants to touch or pat a large piece of butcher paper with paint-covered hands or with jungle-themed stamps (i.e. raindrop, leaf, or butterfly). CLASS Connection: Narrate infants’ actions with statements like “You’re painting a leaf for the parrot to hide behind!”.
Blocks	Tape real-life pictures of trees, animals, or insects to blocks. Encourage infants to pick up the blocks and explore them. CLASS Connection: Make comments such as, “You found the picture of the sloth. They move so very slowly through the trees,”.
Outdoor Play	Drape a blanket or sheet across the backs of two chairs to create a jungle canopy. Gently lay infants under the blanket on their backs while you say, “I am going to lay you under the canopy, let’s look up at the leaves together,”. CLASS Connection: Join the children by lying with them and observing their reactions. Demonstrate reaching up to touch the fabric and assist the infants in stretching their arms and legs.

Week 1 Friday	
Whole Group Literacy	Explore the book Hello, World! Rainforest Animals by Jill McDonald. Allow infants to hold the book and turn the pages. CLASS Connection: Pay attention to what illustrations each infant seems to focus on and comment on the images on the page. Reread the infants' favorite pages with an enthusiastic, calm tone.
Small Group	Try to get the infant to “catch butterflies” When reading the butterfly page of the book, point out the butterflies and extend the language with “fly”. If available, hold scarves above babies to represent the butterflies. CLASS Connection: Encourage the infant to reach and make sounds. Repeat sounds that the infants make. When the child achieves the task, celebrate them and try to get them to do it again.
Dramatic Play	Play with plastic and plush jungle animals. Place a few stuffed or plastic jungle animals in front of the infant and encourage them to play with them. CLASS Connection: Describe and label the objects and mirror infants' behavior by repeating their actions. Narrate the infants' actions with statements like “You are giving the leopard a hug, how sweet!” and “You are reaching for the gorilla, but it is too far away. Let me help you get it,”.
Art	Create and explore a jungle texture board. Glue soft fabric leaves, feathers, and foam animals to a large piece of cardboard. Let infants touch and explore different textures. CLASS Connection: Use descriptive language like “smooth”, “rough”, “spiky”, and “shiny” as infants explore the items on the board.
Blocks	Place a small rainforest animal toy under a pile of soft blocks. Have the infants join you in removing the blocks from the large pile to find the jungle animal. Ask infants “Where do you think the monkey went?”. Observe the infants as you demonstrate various strategies for moving the blocks. CLASS Connection: Once children have found the animal, celebrate with enthusiasm and smiles. If children are interested, work with them to make a new pile of blocks.
Outdoor Play	Blow bubbles and describe them as “flying” like butterflies and dragonflies. Say, “Up, up, up like a butterfly!” CLASS Connection: Encourage infants to track the bubbles with their eyes or hands and respond with sounds or movement to match their expression.

Week 2 Infant Lesson Plan Theme: Safari/Jungle Book: Hello, World! Rainforest Animals by Jill McDonald

Learning Objectives:

- ✓ Students will engage in various sensory experiences using their sense of touch, taste, and smell.
- ✓ Students will strengthen gross motor skills by practicing reaching, rolling, crawling, etc.
- ✓ Students will enjoy pro-social interactions with their peers and caregivers.

Transitions:	<i>While transitioning from one activity to another, gently hop as you hold the infant in your arms. Say “We are moving like frogs in the rainforest!” while smiling and making warm eye contact.</i>
Parent Involvement:	<i>Create a rainforest themed sensory bin using chia seed slime and faux tropical plants. Support infants as they explore the mixture by labeling and describing items in the bin.</i>

Photo Inspiration:



Week 2 Monday	
Whole Group Literacy	Slowly explore the illustrations in the book Hello, World! Rainforest Animals by Jill McDonald. Spend time allowing infants to thoroughly examine the illustrations in the book. CLASS Connection: Point to and label details of the images. For example, while looking at the page with the frog, point to the ants crawling on the tree and say “Look, these ants are climbing the tree to get away from the anteater!”.
Small Group	Make and feel taste-safe mud. Create taste-safe mud by following box chocolate pudding instructions. Present the “mud” to the infant. Encourage them to touch the “mud” and talk about the texture. CLASS Connection: Try mirroring the infant’s behavior and vary your intonation when speaking with them. Be sure you are aware of and consider all infants’ allergies and dietary restrictions.
Dramatic Play	Have rainforest exploration tummy time. Tape images of rainforest trees, a waterfall, a rainbow, and a cave to a long mirror. Place infants on their stomachs in front of the mirror and allow them to explore the pictures. CLASS Connection: Narrate infants’ actions with comments like “You are crawling from the trees to the cave,” and “You keep looking at the waterfall. Do you like the beautiful water?”.
Art	Create ant finger paintings. Place brown paper in front of infants. Assist infants in dipping their fingers in black paint and making dots onto the brown paper. Vary your level of assistance based on the abilities of the child. CLASS Connection: Use descriptive language to talk about the textures the infant may be experiencing with statements like “How does that thick paint feel on your fingers? It is cold and a slick when you touch it,”.
Blocks	Add large felt circles to your block area. Encourage and assist infants in placing blocks into the circles. Say “You put two blocks in the rivers, splash!”. CLASS Connection: Smile at the children and provide affection like hugs and high fives.
Outdoor Play	Sing “The Ants Go Marching” to the infants. Lay the infants on a blanket in a grassy area in a straight line. Make eye contact and get close to the infants as you sing the song. CLASS Connection: Encourage the children to vocalize and repeat their sounds back to them.

Week 2 Tuesday	
Whole Group Literacy	Read the book Hello, World! Rainforest Animals by Jill McDonald using silly voices. Sit near infants or hold them close to you. As you read the story, use different tones of voice (i.e. deep, squeaky, or slow). CLASS Connection: Make eye contact with each of the infants and smile at them, encouraging them to smile, laugh, and vocalize.
Small Group	Make and explore rainforest themed sensory bags with tropical leaves. Place in front of the infant and allow them to explore the sensory bag. Label the objects inside of the bag. CLASS Connection: Be sure to look for cues regarding the infants’ interests and go along with their interests. Encourage the infants to play with the bag as tolerated.
Dramatic Play	Place infants in large cardboard boxes and push them around the room on a “safari”. Gently push the children around the classroom and point out various images of rainforest creatures. CLASS Connection: Excitedly make statements like “Look over there, I see a bright green snake!” or “Wow, do you see the colorful beetles shining in the sunlight?”.
Art	Create leaf paintings. Place a piece of thick paper or cardstock into a large Ziplock bag along with various shades of green paint. Sit infants upright and place the bag in front of the child. Allow infants to explore the paint with their hands, as it spreads across the paper. CLASS Connection: Comment on the infant’s actions as they happen. For example, “You are using your fingers to spread the paint,” or “The green paint is getting all over the paper,”. Once the paper has been removed from the bag and dries, cut out leaf shapes and display them at infant level in the classroom.
Blocks	Build small towers with soft blocks and place butterfly toys on top of them. As infants interact with the towers, narrate their actions with comments like “The butterflies are flying high in the sky,” or “You picked up the butterfly and made it fly down to the ground,”. CLASS Connection: Allow infants to engage with the blocks and butterfly toys as they like and follow their lead.
Outdoor Play	Simulate rainforest weather by misting infants with water. While outdoors with infants, use a misting spray bottle to mist above the infants’ heads. Use a gentle tone to engage infants in back-and-forth interactions, asking questions like “Oh no, it’s raining, what should we do?”. CLASS Connection: Repeat infant vocalizations and add language. For example, “You think we should get an umbrella? That is a great idea!”. Be sure to carefully observe the infants for cues of overstimulation.

Week 2 Wednesday	
Whole Group Literacy	Use plush or plastic props while reading the book Hello, World! Rainforest Animals by Jill McDonald. Utilize the props to enhance shared reading time. Use the props to imitate statements from the book. CLASS Connection: Allow infants to reach for, grasp, and hold the props as interested.
Small Group	Explore shadows with infants. Shine a flashlight through leaves or animal cutouts. Let infants watch the shadows dance on the wall. Pay close attention to shadows that the infants show interest in. CLASS Connection: Use descriptive language to narrate what is taking place, saying things like “Can you see the light shining through the holes in the big, round leaf?” and “My flashlight is making the sloth’s shadow on the wall. Can you touch the sloth’s shadow?”.
Dramatic Play	Roll like logs on the rainforest floor. Lay with infants on a soft mat. Demonstrate rolling over and narrate your actions, “I am reaching across my body and then I roll right over,”. CLASS Connection: Based on the children’s level of development, you may need to physically assist some infants, place a toy out of their reach, or simply support them verbally.
Art	Play with rainforest color swatches. Provide infants with green, blue, and brown fabric swatches. CLASS Connection: As infants explore the fabrics, expand their exploration by asking “Can you put it on your hand?” or “You are so funny for putting the blue fabric on top of your head!”. Engage infants in a game of peekaboo using the different colored fabrics.
Blocks	Place hollow blocks near a shallow bin of water. Help infants float the blocks in the water. Support infants with sitting in front of the bin. Demonstrate picking up the nearby blocks and placing them in the water. CLASS Connection: As infants place the blocks into the bin, enthusiastically make comments like “You put it in the water, look at it float!”.
Outdoor Play	Hang images of rainforest animals in your outdoor area. Place infants in strollers and take them on a safari adventure. As you push the strollers through the area, be sure to describe what infants are seeing and experiencing. For example, “It is warm out here today, just like in the rainforest,” or “The big tiger has stripes and is laying under the shady tree!”. CLASS Connection: Be sure to spend additional time looking at items that infants point or gesture to.

Week 2 Thursday	
Whole Group Literacy	Act out various actions from the book Hello, World! Rainforest Animals by Jill McDonald. Hold the infants as you pretend to help them pretend to be the various rainforest creatures in the book. Use a gentle touch while handling the children. CLASS Connection: Narrate the animal actions. For example, “You are pretending to climb up the tree slowly like a sloth,”. Make the animal sounds and encourage infants to kick their legs, reach out, and vocalize. Repeat the noises you hear infants make and add language like “You said ‘Whee! This is fun! Let’s climb some more!’”.
Small Group	Assist infants in mashing bananas in sealed Ziplock bags. Give the Ziplock bag to the infant and say “I need your help to make the baby monkeys food. Can you use your hands to smash the banana?”. CLASS Connection: Provide various levels of support based on each child’s individual needs and abilities by doing things like holding the bag still, providing hand-over-hand guidance, of giving verbal instructions such as “If you use you open your hand, you can smash more banana,”.
Dramatic Play	Play jaguar race with the infants. Join infants on the floor and begin crawling fairly quickly through the classroom. CLASS Connection: Encourage infants to participate with comments like “Let’s be fast jaguars running through the rainforest. Show me how quickly you can crawl. Go, go, go!”. Provide words of affirmation and affection to the infants as they crawl near you.
Art	Provide infants with various colors of paint and feathers. Help infants hold the feathers and move them across a blank piece of cardstock paper to transfer the paint. CLASS Connection: Narrate the infants’ actions with statements like “You keep using the feather with green paint on it, maybe that’s your favorite color,” and “You are moving your arms quickly to paint so fast!”.
Blocks	Place a large box with a hole cut out of it in your block area. Encourage infants to place blocks inside the hole. Say to infants, “The hippo is very hungry! Can you help me feed it some delicious block snacks?”. CLASS Connection: Observe the infants closely and vary the experience as appropriate by doing things like moving the box closer to or farther from the child, handing the infant one block at a time, or joining them in placing the blocks into the box.
Outdoor Play	Lay infants on a blanket on their backs under a shady tree. Talk to the infants about what they may be experiencing like “Feel the breeze blowing your hair gently,” and “See the big fluffy clouds floating up in the sky,”. CLASS Connection: Use descriptive language to talk about the tree and how it provides shade just like trees in the rainforest.

Week 2 Friday	
Whole Group Literacy	Allow each infant to explore the book Hello, World! Rainforest Animals by Jill McDonald. Hold the infant in your lap and hand them the book. CLASS Connection: Describe the illustrations they look at and point to words in the book as you say them out loud. Ask the children questions like “What was your favorite animal in the book? Was it the insects?” and “Have you been with your family to the zoo to see the rainforest animals?”.
Small Group	Mash tropical fruits like bananas, mangos, pineapples and fresh coconuts. Allow infants to explore the fruits with their senses of touch, taste, and smell. CLASS Connection: Use descriptive language to describe the flavors and smells of the fruits like “This mango is nice and juicy!”. Pay close attention to how each child responds to the fruits and narrate their reactions, “You are smiling so much while you try the mango. Do you love it? It’s so yummy!”.
Dramatic Play	Try to get the infant to “catch butterflies”. When reading the butterfly page of the book, point out the butterflies and extend the language with the terms “fly” and “flutter”. Hold scarves above babies to represent the butterflies. Encourage infants to reach and make sounds. CLASS Connection: Repeat sounds that the infants make. When the child completes the task, celebrate with them and try to get them to continue reaching upward.
Art	Play South American inspired music and dance with infants. Gather the children near you and begin playing the music. Move different body parts like your head and arms to the rhythm of the music. CLASS Connection: Prompt the infants by saying things like “Can I help you dance?” and “I am going to swing your arms to the beat,” before gently guiding them to move to the music. Clap along and encourage infants to clap as well.
Blocks	Add faux plants to your block area and encourage infants to stack the leaves on top of blocks. Use descriptive language to discuss the textures of the plants. For example, “This leaf is shiny and waxy. Look at how smooth it is!”. Demonstrate placing the leaves on top of the blocks. Assist the infants in grasping and stacking the blocks and leaves. CLASS Connection: Narrate the actions of you and the children with comments like “First you put the big leaf on the block, and then you knocked it over. The leaf fell off the tree,”.
Outdoor Play	Have a rainforest themed picnic with plush rainforest animal toys. Place a large blanket or sheet in a grassy and shady part of your outdoor area. Place the rainforest animal plushies on the blanket. Encourage infants to reach for, crawl towards, and cuddle with the stuffed animals. CLASS Connection: Provide affectionate comments like “You are being so sweet, giving the sloth a hug!” or “You look so cute laying with all of the monkeys around you,”.

Florida Standards Alignments

<u>Approaches to Learning</u>	• Begins to show eagerness and curiosity as a learner • Pays attention briefly and persists in repetitive tasks • Approaches and explores new experiences in familiar settings
<u>Physical Development</u>	• Demonstrates use of large muscles for movement, position, strength and coordination • Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks
<u>Social & Emotional Development</u>	• Develops positive relationships with adults • Develops positive relationships with peers • Attends to sights, sounds, objects, people and activities
<u>Language & Literacy</u>	• Shows motivation for and appreciation of reading • Uses gestures to direct adult attention • Responds by turning and smiling when name is spoken
<u>Scientific Inquiry</u>	• Uses senses to explore and understand their social and physical environment • Begins to explore, interact with and identify some plants and animals (e.g., interaction through real-world, literacy and videos) • Demonstrates ability to move objects
<u>Creative Expression Through the Arts</u>	• Chooses from a wide variety of open-ended, diverse and process-oriented sensory materials to engage in the art experience • Begins to discover and engage in creative music experiences • Spontaneously responds and moves in creative ways while listening to music or sounds, stories and/or verbal cues

Learning Objectives:

- ✓ Students will Gain emergent background knowledge on the garden
- ✓ Students will Label gardening materials using initial sounds for example -/R/, /R/, /R/, rake or /Sh/, /Sh/, /Sh/, shovel
- ✓ Students will explore garden toy items

Transitions:	<i>When transiting from one thing to another have the babies listen to you repeating nursery rhymes. Repeat the rhymes with different patterns such as in a whisper, slow, or fast.</i>
Parent Involvement:	<i>To include parents in this theme, encourage them to provide opportunities for older infants to touch plants, to pull, squeeze, and tug at an eatable plant such as an herb.</i>

Photo Inspiration:

Week 1 Monday

Whole Group Literacy	The theme is Things that Grow, the book is The Little Gardener by Teenie Greenies. Learning objective is to begin to build background knowledge. Picture Walk - Talk to the babies about the garden, show them the pictures in the book and label them. CLASS Connections: Verbally label objects & use complete sentences
Small Group	Nursery Rhyme Introduce music and fingerplay activity. Sing or chant the nursery rhyme Mary, Mary Quite Contrary. Mary, Mary, quite contrary, how does your garden grow, with silver bells, and cockle shells, and pretty maids all in a row. Facilitation of Exploration by singing to the baby. Take a rag doll and pretend it's Mary, dance the doll around as you chant the rhyme. Encourage the baby to reach for the doll. Initiate sounds by saying /M/, /M/, /M/ Mary, can you say /M/, Mary. CLASS Connections: Describe classroom events & Initiate sounds or words.
Dramatic Play	Explore Silk Flowers Take silk flowers and make them baby safe by sliding cotton balls onto the stem & wrapping in cloth, tie the cloth off making it safe for baby explore. Point out the names of the parts of the flower. Use initial sounds /F/, /F/, /F/ and then say flower. Do the same for other parts of the flower. CLASS Connections: Initiate sounds & words. Provide words for infants' communication. Verbally label objects.
Art	Spaghetti Flowers Cook spaghetti & use food coloring to color several small batches. Let the children play with the noodles. Once they tire of play with the spaghetti, glue the spaghetti onto construction paper. Scaffold baby by taking their hand with the noodles in it & placing it on the paper. Working together, tell them what they are doing. I.e., "You are making a flower." "You made a pink flower." CLASS Connections: Support exploration, vary intonation, & label objects.
Blocks	Build a Block Flower-take mega blocks & stack them, when stacked tape a flower onto the tower making a stem for the flower. CLASS Connections: Join in experience & support exploration. Encourage behavior.
Outdoor Play	Sensory Experience What You See & Hear Stroll babies that are sitting up. Talk about the bird sounds, leaves fluttering, & children playing. Label objects, colors, shapes and initiate sounds/words. CLASS Connections: Support exploration, vary intonation, & label objects.

Week 1 Tuesday

Whole Group Literacy	Book Orientation Sit close to infants. Turn the book upside down & tell babies the book is upside down; turn the book right-side up & say the book is right side. Do this for the front of the book & on several different pages. Allow the older infants to try manipulating the book and state what they are doing. CLASS Connections: Adjust actions based on individual needs. Describe what is taking place in the classroom. Ask the toddler, “How do you know the book is upside down?”
Small Group	Matching Game Create a posterboard of pictures depicting toy gardening tools in your classroom (This is done ahead of time during teacher planning). Once you have the picture board, show the babies how to match the tools on the board. For example, put the toy watering can on the picture of the watering can. CLASS Connections: Label the toy and picture. Describe what is taking place in the classroom.
Dramatic Play	Nursery Rhyme Sing or chant the rhyme “Ring Around the Rosie,” Ring-a-round the Rosie, Ring-a-round the Rosie, A pocket full of posies, Ashes! Ashes! We all fall down! Facilitate learning by providing bouncing activity. Hold baby on its toes & as his/her legs bounce, chant Ring-a-round the Rosie. Help baby gently sit down when the rhymes say, “We all fall down.” When the baby stands on their toes again tell them they are up, when they sit down again tell them they are down. Continue to play this lap game until the infant tires of it. Encourage language development by saying /R/,/R/,/R/ ring, ring, ring -a-round the /R/,/R/,/R/ Rosie & ask baby if they can say that with you. Repeat & listen to what the infant says or does and mimic them. CLASS Connections: Calm Voice, joint attention as teacher & child engage in the rhyming game, joins in experience.
Art	A Flower Garden Spread a sheet of paper on the table or tape paper on the floor. Give each baby a chubby crayon & let them color flowers. Have laminated pictures of flowers for the babies to look at. Watch to see how the babies will react. Extend the play by adding cornstarch pudding paint. See website for instructions on how to make corn starch paint. CLASS Connections: Adjust experience to meet each child’s needs. Adjust actions based on individual needs of the infants.
Blocks	Recycled Stackables Use these containers to stack and see how tall you can make the structure. Use the word tall in describing the structure. Use different types of containers & see which ones are easier to stack. CLASS Connections: Allows for choice, supports exploration, initiate sounds or words
Outdoor Play	Watering cans and plants Use tiny watering cans & let babies & toddlers walk around the yard, watering plants, trees, flowers, and even the grass. Fill them with water & use them outside. While children are engaged, using their name comment on their play. CLASS Connections: Infants seek out teacher, mirror activity, & acknowledge verbally & physically.

Week 1 Wednesday

Whole Group Literacy	Book Exploration Hold infants in lap or sit very close & read, The Little Green Gardener by Teenie Greenies. While reading, label objects, colors, shapes. Observe what infants are interested in. <u>CLASS Connections:</u> Use teacher talk to verbally label objects. Use complete and varied sentences.
Small Group	Nursey Rhyme Sing or chant the rhyme “Ring Around the Rosie” <i>Ring-a-round the Rosie, A pocket full of posies. Ashes! Ashes! We all fall down!</i> Facilitate learning by bouncing a baby on its toes & chant Ring-a-round the Rosie. Gently sit baby down when the rhymes say, “We all fall down.” When standing on their toes tell them they are up, when sitting down, tell them they are down. Encourage language development by saying /R/,/R/,/R/ ring, ring, ring -a-round the /R/,/R/,/R/ Rosie. Repeat and listen to what the infant says or does and & mimic them. <u>CLASS Connections:</u> Initiate sounds or words. Provide words for infant’s communication.
Dramatic Play	Steps Use a plastic grass door mat for children to touch and feel. Talk about how the mat feels. Use words like prickly, stiff, green. <u>CLASS Connections:</u> Encourage Texture behavior, vary intonation, adjust experience.
Art	Fingerpaint Flowers Cut flowers out of cardstock & give each baby a flower, next squeeze a dollop of paint on the flower. Use the color of the week. Have the infants & older babies smear the paint. Help younger babies, guide them in feeling the paint & help them smear the paint on the flower. <u>CLASS Connections:</u> Join in the experiences, initiate interactions, support exploration. adjust experience.
Blocks	Foam Block Flowers Take foam blocks & lay them on the floor to create a flower. Name the parts of the flower. Have the infants look at & touch the blocks. <u>CLASS Connections:</u> Follow the infant’s lead, support exploration, verbally label objects, use complete & varied sentences.
Outdoor Play	SENSORY ACTIVITIES (touch) Feet in the grass Sit babies in a grassy area in your yard & remove their socks. Show them how they can trap blades of grass between their toes. They will find this activity quite amusing! Variation 1: Tickle children's feet with blades of grass. Variation 2: Remove children's shoes, find a safe, grass-covered spot & let babies roam barefoot. Show the babies blades of grass & tell them the grass is the color green. Talk about the grass, it is skinny, smooth, and flat. Feel the tickle as I touch your toes. <u>CLASS Connections:</u> Use self-talk and say, I touched your toes. And, parallel talk, you giggled when I tickled your toes with the grass. Verbally label objects, Provide word for infants. Follow the babies lead.

Week 1 Thursday

Whole Group Literacy	Distinguishing Colors Take a color walk throughout the book. Point out colors on each page. Have other items in the classroom with the same colors & point to the color in the book & then the same color item from the classroom. Repeat this for other colors in the book. CLASS Connections: Initiate interactions, join in experience, support exploration, adjust experience. Verbally label objects.
Small Group	Nursey Rhyme Sing or chant the rhyme, Five Pretty Flowers: Five Pretty flowers in a flower shop. Five pretty flowers, who are they for? Along came baby's name with a penny to pay. He (she) bought one red rose, then there were four pretty flowers in a flower shop. Continue the song using pink carnation, yellow daisy, and purple lavender. Act out the rhyme. Cradle the infant in your arms & sing to them as you rock them with your body. Have older babies sitting next to you as you sing the song. If the baby is sitting next to you, give them pictures of flowers: (red roses, pink carnation, yellow daisy, and purple lavender) to show the babies as you sing. CLASS Connections: Verbally label Objects, model turn taking, initiate interactions, join in experiences.
Dramatic Play	Messy Play at Home Living Create messy play bins. Use Jell-O that has been chilled. Have babies squish Jell-O between their fingers. Describe the feeling, "It is cold & feels wet." Talk about the color & how it tastes. CLASS Connections: Follow infants' lead, join in experience, initiate interactions, encourage behavior, describe classroom events.
Art	The Collective flower Cut a large circle and flower petals out of cardboard. Let babies draw on a petal. Glue a picture of your group in the center. Assemble your collective flower on a wall within your daycare. With silk flowers, show babies the petals on the flowers. Show them the petals they are coloring and say, "You are coloring a petal for our flower." CLASS Connections: Describes classroom events.
Blocks	Distinguishing Between Blocks Using various kinds of blocks, (wooden, foam, & Mega), line them up by type & set the baby down, observe the baby's play. When interest is lost, stagger the block in different patterns. Scaffold baby's hands to pick up the block. CLASS Connections: Encourage behavior, support exploration, adjust experience.
Outdoor Play	Looking up in my world Take a blanket outdoors, lay the babies on the blanket. Talk about the sounds. Bring tracking toys or use natural objects to help infants learn to track with their eyes. Encourage infants and babies to reach for items found in nature. For example, citrus leaves or herbs. Label what the baby sees. Use initial sounds to help the baby interact with words and make the sounds themselves. CLASS Connections: Adjust experience, support exploration, join in experiences, initiate interactions.

Week 1 Friday

Whole Group Literacy	Labeling Pictures For older babies, provide different books for them to look at. Have the theme book on hand & other gardening books if possible. Show the baby items in the books & describe them & what they do. Label the pictures. If possible, show them items that are alike in both books. Have toy items nearby for the babies to hold while you read. <u>CLASS Connections:</u> Describe classroom events, verbally label objects, use complete & varied sentences, Model turn-taking.
Small Group	Playing in Dirt Create a sensory bin using a small dish pan. Place potting mix in the pan & have the babies touch & feel the soil. Pay close attention to the babies & their play so they do not eat the soil. Extend the play by exploring the soil in the dish pan to that of a potted plant. Describe the soil & extend the exploration by adding water. Let the babies feel the soil dry & the soil wet. <u>CLASS Connections:</u> Describe classroom events, adjust the experience, support exploration.
Dramatic Play	It's All in a Hurb Use different herbs for the baby to smell. Do this by taking a leaf of basil & squishing it in the palm of your hand and let the baby smell it. Do this for mint and rosemary. For babies who are nearly one, they may be able to taste the herb by giving them a little bit of basil leaf and mint leaf. <u>CLASS Connections:</u> Initiate interactions, join in experiences, allow infant choice, support exploration
Art	Vegetable Art Use different colored bell peppers to make prints. Cut a bell pepper in half, place paint on a paper plate (use the color of paint that the bell pepper is. For example, if the bell pepper is red, use red paint). Talk about the color of the pepper and the color of the paint. This activity is great for reinforcing the colors your babies are being introduced too. <u>CLASS Connections:</u> Provide words for the infants' communication, verbally label objects, use complete and varied sentences.
Blocks	Mirroring Block Play Give babies three blocks to play with. Watch what the baby does with the blocks & mirror their play. <u>CLASS Connections:</u> Follow the infants' lead, allow infants choice, support exploration, encourage behavior, adjust experience.
Outdoor Play	Outdoor Literacy Take a blanket outside with you along with a basket of books. Place the Little Gardener by Teenie Greenies, book in your basket. Lay the babies on the blanket & read to them. Older babies can crawl about. Encourage them to explore the books with you. Show them the page with the yellow daisy and red rose. Try to find other items outside that are yellow and red. <u>CLASS Connections:</u> Initiate interactions, join in experiences, follow the child's lead, encourage behavior. Verbally label objects

Learning Objectives:

- ✓ Students will attempt to say the word flower, encouraging the small infants to babble
- ✓ Students will explore vegetables and the various colors that they come in
- ✓ Students will explore flowers and the different colors they come in.

Transitions :	<i>While transitioning from tummy time to diaper table, remember to state to the infant what you are about to do. For example, we are going to go get your diaper changed. Let me pick you up. Next, while at the changing table look at pictures that you have posted on the wall and comment on them. Comment on what you are doing while changing the infant.</i>
Parent Involvement:	<i>While driving in the car, play children's music. You can obtain the children's music from Amazon https://www.amazon.com/s?k=children+music+cds&crd=2SPDSNOLBS5E7&srefix=children+music%2Caps%2C131&ref=nb_sb_ss_p13n-pd-dplr-ranker_4_14</i>

Photo Inspiration:

Week 2 Monday

Whole Group Literacy	What's Under Here While holding the baby, show them the flaps within the book, The Little Gardener. Point to the picture & point out what's under the flap. Explain what each item is for or how it relates to gardening. <u>CLASS Connections:</u> Support exploration, vary intonation, & label objects.
Small Group	Moving to the Grove While listening to music, hold babies next to your shoulder & sway to the music. Talk to the babies & tell them together you are dancing to the music. Sing to the babies & encourage them to sing along by repeating the words to the song that you are dancing to. Having older babies stand & move to the music, use the music time to describe what you are doing. For example, "Destiny, we are swaying to the music." "Feel how Ms. Tammy is moving us from side to side." Do this for each child. <u>CLASS Connections:</u> Self-talk and describe classroom events, Imitate or repeat sounds, expand and extend on infants' communication, initiate interactions, join in experiences, support exploration.
Dramatic Play	Families and Flowers Have families bring in pictures of themselves near a flowering plant. If parents do not have access to flowering plants, have a place in your classroom with a flowering plant where family members can have their picture taken. Use your phone, snap a photo if needed for the class's flower. Next, process photos and use them and/or the photos parents bring to make a mural. Title it "Our Family Garden." Have flowers placed on the wall and then put the family photo in the middle of the flower. Write the name of the child under the picture once you have glued it to the flower mural. <u>CLASS Connections:</u> Support Exploration, follow the infants' lead, encourage behavior.
Art	Finger Painting Flowers Provide infants with vanilla pudding with food coloring in it to paint with and let them explore the feeling and taste of finger painting. Ask them questions such as your flower is sweet, do you like the way it tastes? After the children's paintings have dried, take the papers and cut them into flowers, use green construction paper to make a stem for the baby's flower. <u>CLASS Connections:</u> Initiate interactions, join in experiences, follow infants' lead, encourage behavior.
Blocks	Achoo Tissue Box, Flower Blocks Plan ahead and make three or four blocks out of Kleenex boxes. Use photos of vegetables glued onto one box, flowers on another box, and lastly, a mixture of vegetables and flowers. Point out the various pictures, name the colors that an infant sees. Count the number of vegetables and flowers that are on the box blocks. <u>CLASS Connections:</u> initiate interactions, join experiences, follow infants' lead, describe classroom events, verbally label objects, use complete and varied sentences.
Outdoor Play	Planting Flowers Create a flower garden on your playground. Use bedding plants and let the older babies help plant them in the garden space you choose. <u>CLASS Connections:</u> Initiate interactions, join in experience, encourage behavior, adjust experience.

Week 2 Tuesday

Whole Group Literacy	What's Under Here Have the infant between your legs as you sit in a circle. Using the book of the month, look at the pictures under the flap by raising the flap to reveal the picture. Encourage the babies to open the flap. Encourage them by saying, "Yay, you did it, I knew you could." While looking at the picture under the flap, talk about the picture and all that is happening in the illustration. <u>CLASS Connections:</u> Encourage behavior, vary tone, adjust experience. Initiate interactions, join in experiences.
Small Group	Roll the Ball Roll a ball in your classroom for mobile babies to chase. Encourage them to roll the ball back to you. Do this with each child. <u>CLASS Connections:</u> Mirror behavior, follow the baby's interest, support exploration, encourage behavior.
Dramatic Play	What are We Cooking For older babies (8mo. to 18mo.), take pretend vegetables & a blanket, hide the vegetables under the blanket. Tell the baby, "We need to dig the potatoes, pull the carrots & pick the beans to make our soup." Have the older baby lift the blanket to find the vegetables. Use an enthusiastic voice & encourage babies to look under the blanket. <u>CLASS Connections:</u> Encourage behavior, vary intonation, adjust experience, use complete & varied sentences, verbally label objects.
Art	Apple Painting Prepare ahead of time by cutting an apple into two pieces, cut across the middle for the apple's star pattern to be present. Have the older babies dip their apple into the paint. For younger infants, take their hand and show them, using your hand over their hand with the apple, how to make a star picture. <u>CLASS Connections:</u> Initiate interactions, join in experiences, mirror behavior.
Blocks	Banging blocks together Between 8 ½ and 12 months, babies may start to use both of their hands to bang the blocks together. You can help them get there by putting your hands over your baby's while they hold the blocks. Bang the blocks together hand-over-hand, then see if your baby imitates you on their own. Try banging in a rhythm; eventually they will copy you. <u>CLASS Connections:</u> <u>CLASS Connections:</u> Initiate interactions, join in experiences, mirror behavior, encourage behavior, vary intonation.
Outdoor Play	Blowing Bubbles for Baby Take infants outside & place on a blanket for non-crawlers. Next, get your bubbles & blow them away from babies & notice if the infant can track the bubbles. For older babies, encourage them to go after the bubble, encourage them to pop the bubble. <u>CLASS Connections:</u> Initiate interactions, join in experiences, mirror behavior, encourage behavior, vary intonation, adjust experience.

Week 2 Wednesday

Whole Group Literacy	What Grow in a Garden Read the little Gardener, then show each baby a picture of a flower that forms on vegetable, state the color & other descriptors. Show them the vegetables that grow from a flower. If possible, have a vegetable plant on your playground, for example a tomato plant, and compare the flower they see to the picture you have. This is an introduction to planting. For older babies, have them feel the dirt and touch the leaves. CLASS Connections: Initiate interactions, join in experiences, verbally label objects, use complete & varied sentences, model turn-taking.
Small Group	Flower or Vegetable Sit on the floor with babies surrounding you. Take laminated pictures of flowers and of vegetables, have the babies look at the pictures as you label them. Separate them into two different piles. Encourage the older infants to say flowers, rose, daisy. Imitate sounds by making the /D/ sound. . /D/, /D/, /D/ sound and then say daisy. Initiate sounds or words, imitate or repeat sounds. Provide words for infants' communication.
Dramatic Play	Peak-a-boo Use your hands and place them over your face and open your hands as you say peak-a-boo. When the baby loses interest with the activity add another layer by using a scarf. Hold the scarf up to your face & say peak-a-boo as you remove it. Move onto covering a stuffed toy & remove the cover all the while saying peak-a-boo. CLASS Connections: Initiate interactions, join in experiences mirror behavior, support exploration encourage behavior, vary tone.
Art	Crayon Cloud Use blue & white crayons. Give the child a choice between the colors & have the baby color on butcher block paper. Tell the baby they are coloring clouds. Explain how flowers need the clouds because the clouds bring rain. Have the children scribble. Just like when we made flowers by cutting their art project into flowers, continue to cut the scribble paper into a cloud. Take these clouds you have made and place them over your flower mural. CLASS Connections: Initiate interactions, join in experiences, mirror behavior, support exploration encourage behavior, vary tone.
Blocks	Putting blocks in containers Your baby will love putting blocks into a container starting around 10 to 11 months. Before they learn to put the blocks in, though, they will want to dump them out, so you can put them in the container for your baby at first. CLASS Connections: Follow infants' lead, allow choice, support exploration.
Outdoor Play	Water Play Engage in water play. A jelly-roll pan works well for younger and older infants. Put less than a half inch of water in the pan. Provide accessories, such as sponges, plastic spoons, plastic cups, funnels, and other unbreakable items. Show older babies how to scoop the water with a cup or spoon. For younger babies take their hands and place your hand over theirs and splash the water with them. Have the young baby grasp a spoon. CLASS Connections: Initiate interactions, join in experiences, mirror behavior, support exploration, encourage behavior, vary tone.

Week 2 Thursday

Whole Group Literacy	Tummy Time Have picture cards that depict items from the book-of-the-month in front of babies who are experiencing tummy time. Place two cards in front of the babies (use the same cards for each baby) watch for signs of engagement. Describe the picture the baby shows interest in. CLASS Connections: Initiate interactions, join in experiences, mirror behavior, support exploration, encourage behavior, vary tone.
Small Group	Story Time Hold the infant in your arms and read with one hand cradling the baby as you read. Using parentheses (a see saw tone, up and down) ask questions about the pictures in the book. Look for infants' responses such as, the infant smiling, cooing, or reaching for the book. You will want to respond to the infant's gestures; however, they communicate. Use language that states what they are doing, using the same tone of voice. For example, "You are reaching for the book, do you see the red flower in the book?" CLASS Connections: Initiate interactions, join in experiences, mirror behavior, support exploration, encourage behavior, vary tone.
Dramatic Play	Music and Movement Encourage infants to move to music and sound by making hand movements to songs, stories and rhymes or by shaking rattles. Talk to the infant about the music or sound. Watch for the baby's reaction and build learning experiences based upon their reactions.
Art	Sensory Art Using safe, edible art media, the teacher describes the art materials and allows the infant to explore. The teacher can hold smaller infants or place older infants in chairs at low tables to explore. Use corn starch paint. You can find the recipe at the following web site - Corn Starch Paint – Homemade Edible Paint! – Play of the Wild
Blocks	What Shape is This Using foam blocks hold up each one and tell the infant the name of the shape. I.e. "Look this is a triangle, a blue triangle, it has three corners. See the point at the corner." For spheres, use tactile balls and say to the infant, "This is a sphere, it has the shape of a circle."
Outdoor Play	How Does It Feel Gather several pieces of material with different textures-such as a tea towel, grass, leaves, felt, a silky scarf. Holding a child upright (with hands under baby's arms), let their feet touch the different materials. Allow crawling babies to crawl on and over the materials.

Week 2 Friday

Whole Group Literacy	Story Telling in a Glove Use a garden glove & sew Velcro onto each finger. Next, cut felt into shapes such as butterflies, ladybugs, watering cans, sun, and raindrops. Use the glove to tell a gardening story to the infants. Allow the babies to touch the gloves & felt pieces. Look at what interests them and listen for vocalizations. CLASS Connections: Initiate interactions, join in experiences, mirror behavior, support exploration, encourage behavior, vary tone.
Small Group	The Books We Love Incorporate tummy time with following the infant's lead. Lay two books in front of the baby, watch to see which book captivates them. Following their lead, sit the baby on your lap and read the book that they showed the most interest. Label items in the book, point out colors and shapes. CLASS Connections: Initiate interactions, join in experiences, mirror behavior, support exploration, encourage behavior, vary tone.
Dramatic Play	Banging and Hitting Things: The babies learn about objects that are fun to hit, bang, & pat. This activity assists the child with learning about the world around them. Use wooden spoons, lids, pots, pans, rattles, or plastic balls. Holding the baby in your lap, encourage them to hit the tabletop with their hand, a spoon, or a toy. Give them objects that are noisy when banged, such as wooden spoons and lids or pots. Show the baby how to make noise by banging these objects, patting other objects such as a ball, and batting hanging rattles. CLASS Connections: Initiate interactions, join in experiences, mirror behavior, support exploration, encourage behavior, vary tone.
Art	Footprint Art Draw a butterfly's body on a sheet of paper, next brush paint on the bottom of the baby's foot, this might tickle, so you may want to place the baby's foot on a paper plate that has paint on it. Next, place one footprint on each side. The left foot on the right side of the butterfly and the right foot on the left side. (See picture above). CLASS Connections: Initiate interactions, join in experiences, mirror behavior, support exploration, encourage behavior, vary tone.
Blocks	Learning New Shapes Around Me: Offer a range of objects of varying shapes to the infant and encourage them to hold each one. Vary the selection and talk about the differences in shape and feeling of each one. CLASS Connections: Initiate interactions, join in experiences, mirror behavior, support exploration, encourage behavior, vary tone.
Outdoor Play	Listen to Me Take small infants outdoors and lay on a blanket or hold in your arms. Listen for random sounds such as "aah" or soft cooing noises. When you hear a sound, smile at the baby, talk to them, or imitate the sound the baby makes. For an extension of this activity, do it throughout the day while dressing, changing diapers, or playing. CLASS Connections: Initiate interactions, join in experiences, mirror behavior, support exploration, encourage behavior, vary tone.

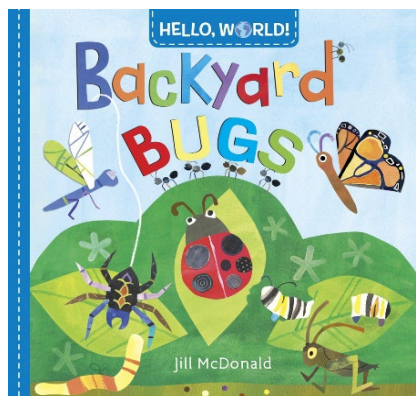
Florida Standards Alignments

<u>Water Play</u>	II. Approaches to Learning B. Persistence 1. Pays attention briefly and persists in receptive tasks
<u>What Shape is This</u>	V. Mathematical Thinking D. Geometry 1. Begins to notice shapes in the environment
<u>What's Under Here</u>	IV. Language and Literacy A. Demonstrates understanding when listening Benchmark c.
<u>Sensory Art</u>	VIII. Creative Expression Through the Arts A. Sensory Art Experience 1. Begins to experience the sensory qualities of a wide variety of open-ended, diverse and process-oriented sensory materials
<u>Roll the Ball</u>	1. Physical Development B. Motor Development a. Gross Motor Development 1. Demonstrates increasing precisions, strength, coordination and efficiency when using hand muscles for play and functional tasks Benchmark a. Uses hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)
<u>Outdoor literacy</u>	IV. Language and Literacy F. Emergent Reading 1. Shows motivation for and appreciation of reading Benchmark a. Shows enjoyment of the sounds and rhythms of language
<u>Music and Movement</u>	VIII. Creative Expression Through the Arts B. Music 1. Responds to music in a variety of ways

Learning Objectives:

- ✓ Students will gain emergent background knowledge of bugs.
- ✓ Students will become familiar with different bug names and vocabulary
- ✓ Students will label bugs using initial sounds, for example - /S/, /S/, /S/ for spiders and /B/, /B/, /B/ for bugs.

Transitions:	<i>Have infants pretend to be different insects transitioning from one activity to another.</i>
Parent Involvement:	<i>Encourage parents to take their infants outside and look for bugs together. Spend time laying on the grass and walking around if able exploring nature.</i>

Photo Inspiration:

Backyard Bugs by Jill McDonald

Scarf Play

Cheerios Sensory Bin

Itsy Bitsy Spider Fingerplay

Bug Painting

Fingerprint Bug Art

Water Painting

Butterfly Ziplock Bag Painting

Week 1 Monday

Whole Group Literacy	Introduce book! Let infants know that you will be talking about bugs. The book is Backyard Bugs by Jill McDonald. The learning objective is to begin to build background knowledge about bugs and bug vocabulary. Class Connections: Use language modeling to talk to the infants about bugs and show them the pictures in the book and label them.
Small Group	Music and movement: Introduce music and fingerplay activity that is related to theme/learning objectives. Suggestion: Bugs, Bugs, Bugs (tune: Are You Sleeping). Use a toy bug, one big and one small as props. Big Bugs Small Bugs, Big Bugs Small Bugs, See them crawl, Up the wall. Creepy Creepy Crawling Never Ever Falling, Bugs, Bugs, Bugs, Bugs, Bugs, Bugs! Class Connections: Include effective facilitation, self and parallel talk and initiate sounds/words. For example, /B/, /B/, /B/ for bugs. Label which bug is the small one and which one is the big one.
Dramatic Play	To increase gross motor skills, place a few stuffed animal bugs or large toy bug toys in a position in which the infant must either roll, crawl, or walk to. Class Connections: Encourage infants to reach their favorite bug using their bodies to move around the classroom. Encourage older infants to act out the motion of the bug. Name the bug as they reach and grab them.
Art	Edible Paint Activity: Make edible paint by mixing yogurt and food coloring. Make either brown for dirt or green for grass. Let the children use their hands to paint on paper like finger paint. Class Connections: While they are exploring the paint talk about bugs and how they live in the dirt and the grass. Use self-talk. "I see you are smearing the paint all around." "You are painting on the paper with your hands." For an added component give the infants toy insects to move around and play in the paint.
Blocks	Touching and Mouthing: Allow babies to explore a variety of blocks made of soft, safe materials. They may enjoy feeling different textures and putting blocks in their mouths. Make sure the blocks are not too small where they can have a chance of putting them in their mouth and choking. Class Connection: Introduce one large toy bug to their block play verbally labeling the name of the bug and showing them how to pick it up with their hands and if able set it on top of a block.
Outdoor Play	Go outside and spread out a blanket on the grass. Set the infants on the blanket and provide them with a variety of toys including toy insects to touch and feel. Use a variety of colors, shapes and textures. Practice rolling soft balls to them to stop or examine. Class Connections: Label the different insect toys and describe them. Encourage the infants and cheer for them when they attempt to roll the ball. "Hooray you did it. You stopped the ball with your hands."

Week 1 Tuesday

Whole Group Literacy	Hold infants in lap or sit very close and read book with infants. Class Connections: Label objects and colors and make the sounds and motions that the bugs make. Watch to see what infants are interested in to support exploration. Please note: For infants only read the words in large print. When expanding it to toddlers read the words in smaller print. When you get to the page with the picture of the spider stop and point out the letter “S.” Make its sound “SSSSS” and encourage the infants to repeat it.
Small Group	Music and movement: Sing Itsy Bitsy Spider (the version you are familiar with) doing the hand motions. Encourage infants to use their fingers and hands by holding their hands guiding them to do the specific motions. Also sing the song “There’s a spider on my Knee!” (to the tune of If your Happy and You know it). Use a toy spider as a prop. There’s a spider on my knee – oh gee! (repeat) “There’s a spider on my knee and he’s not afraid of me! There’s a spider on my knee oh gee! Class Connection: Expand it by doing the song again but saying the infant’s name. “There ‘s a spider on (infants name) – oh gee! Before singing refer to the spider in the book showing them the picture. “Tell them we are going to sing a song about a spider.”
Dramatic Play	Spider Play: Encourage older infants to crawl around pretending to be spiders. Let them know they can do it encouraging their attempts. Point to their legs and tell them that a spider has legs just like them. Show them the picture of a spider in the book and count its legs guiding their hands to point and count with you. Class Connections: Include effective facilitation, self and parallel talk, encourage behavior, label objects, colors shapes and initiate sound/words.
Art	Bug Painting: Have the infants press plastic insect toys into paint then press them onto paper. Adjust your help to the abilities of the infants. Class Connections: Label each insect as they handle them. Be flexible letting them move the insects around on paper as they wish. Include a toy spider to keep with the spider theme. Show them the spider in the book and compare it with the toy spider.
Blocks	Banging Blocks: Encourage infants to bang blocks together and against surfaces. Introduce a toy spider along with the one bug from yesterday. Encourage them to bang the insects together and bang them against the blocks. Class Connections: Label the name of the new bug “This is a spider” and describe its features. Reemphasize the name of the bug from yesterday. Encourage them to say the names of the bugs.
Outdoor Play	Instrument Play: Bring a variety of instruments including rattles, drums, and shakers outside for infants to play to the following song called Bug and Roll by Pink Fong. Use bowls and spoons if you don’t have drums. https://www.youtube.com/watch?v=oybEMWW23uU&t=54 Class Connections: Stay in close proximity to the infants holding them on your lap actively interacting with them as they play with the instruments. Follow their lead, letting them choose the instruments they want.

Week 1 Wednesday

Whole Group Literacy	Read the book again like yesterday holding the infant in your lap allowing them to hold the book. Class Connections: Allow them to manipulate the book and state what they are doing for parallel talk. “You are holding the book.” Guide them in turning the pages of the book encouraging them to do it on their own. Again, using parallel talk to describe what they are doing. “You are turning the pages.”
Small Group	Wiggle Wiggle Caterpillar Fingerplay: Use your fingers to wiggle, imitating the caterpillar's movement. Munch: Pretend eating with your fingers, mimicking the caterpillar's feeding. Rhyme: • "There's a tiny caterpillar...": Start with the familiar line, introducing the concept of a caterpillar. • "...on a leaf": Point to the "leaf" in the book and then start the wiggle. • "Wiggle, wiggle!": Emphasize the movement with your fingers. • "He will eat the leaves around him till he's full, munch, munch!": Act out the eating, then the caterpillar is full. Class Connections: Facilitated Exploration: Initiate interactions and join in their experience by encouraging them to wiggle their fingers like a caterpillar gently helping them if needed. Mirror their behavior as they do any motions or make any sounds.
Dramatic Play	Extend the theme of the above fingerplay by encouraging the infants to act like caterpillars wiggling and crawling on the floor. Class Connections: Enhance their play by playing this song “Five Little Caterpillars.” https://youtu.be/v5ZCw9cUEq0?si=r_Y6QFhzKTHhLo2 Smile and clap. Use your fingers as the song counts each caterpillar.
Art	Fingerprint Art: Have the infants press their finger into paint then press their finger onto paper. Guide their hands to make prints close together. Using a black marker draw legs, eyes and antennas onto the prints after they are dry. Class Connections: Once they are dry show them the bugs and talk about their names and body parts. Hang their pictures on the wall and refer to them frequently.
Blocks	Shaking Blocks: Place a few blocks in a small basket or plastic container and let the babies shake it. This provides auditory and tactile stimulation. Add the insects from yesterday's block activity to the container as well. Class Connections: Use language like “Shake, Shake, Shake” as they shake the container. Label the bugs' names again and point out their specific features. “This spider has 8 legs.” “This bug has two eyes and two antennas.” “Let's count their legs together 1,2,3, 4,5,6,7 and 8.”
Outdoor Play	Nature walk: Push the infants around in strollers or let them walk around if able. Class Connections: Explore items in the nature around them describing to them details about flowers, trees, grass, etc...Lead them in trying to find insects. If you find any stop to look at them closely. Label what they are and describe them.

Week 1 Thursday

Whole Group Literacy	Gather infants into a circle and give them each a toy bug to hold or take turns. Class Connections: Label and describe each bug they are holding. Imitate the bug sound if it has one or the motion it does. Encourage the infants to repeat the bug sound as well as its name. For example: "This is a cricket, and it says Chirp Chirp." "Can you say Chirp Chirp?" "A cricket hops with his legs." Demonstrate this motion and encourage the infant to do it.
Small Group	Fingerplay: Three Little Butterflies Three little butterflies saying, "Howdy-do!" (Hold up three fingers and wave.) One flew to (infants name) and that left two. (Hold up two fingers.) Two little butterflies snoozing in the sun. One flew to (infants name) and that left one. (Hold up one finger.) Class Connections: Sit close to the infants making sure you are all close together. Or hold two infants on your lap going back and forth with their names. As you say, the infants' name touch them tickling them lightly. Before doing this activity show them a picture of a butterfly from the book and label it.
Dramatic Play	Scarf Play: Introduce scarves to infants by giving each of them a scarf to hold on to. Expand by playing peek a boo covering their faces. Have older infants wave their scarves in the air like butterflies pretending they are flying. Class Connections: Use parallel talk while they are playing. "Child's name is holding the blue scarf." "Child's name is holding the yellow scarf." "Child's name is flying like a butterfly."
Art	Butterfly Art: Print out a template of a butterfly onto paper with just a black outline. Visit for template: https://www.bigactivities.com/coloring/insects/butterflies/butterfly3.php Put the paper inside of a zip lock bag. Squirt a few colors of paint into the bag and have the infants use their hands to press the paint around decorating the butterfly. Class Connections: Encourage the infants' efforts, encouraging them to press the paint around themselves. "You are doing it." "You are moving the paint around with your hands." Label the colors of paint and refer to the picture in the book of the beautiful colorful butterfly.
Blocks	Stacking: Help infants stack a few blocks on top of each other. As they get older, they can start stacking blocks on their own. Add the spider and other insect from the past few days to this play. Add a new insect to the group if you wish. Encourage the infants to stack the insects on top of the blocks. Class Connections: Encourage the infants with specific verbal praise as they make attempts to stack the blocks. "Hooray I love how you are grabbing and picking up the insects with your hands and lifting them on top of the blocks."
Outdoor Play	Flutter, Flutter, Butterfly action rhyme: While outside teach the infants this fingerplay and encourage the older infants to walk and flutter around like butterflies. Hold the younger infants on your lap gently moving their arms like butterflies as you say the rhyme. It is sung to the tune "Twinkle, Twinkle, Little Star." Flutter, flutter, butterfly. Floating in the summer sky. Floating by for all to see, Floating by so merrily. Flutter, flutter, butterfly, Floating in the summer sky. Class Connections: Teacher sensitivity: Visually scan and attend physically to all infants acknowledge infants verbally and physically. "I see you."

Week 1 Friday

Whole Group Literacy	Re-read the book labeling the pictures and describing the pages. Class Connections: Use facilitated exploration by following the infants' leads and interest repeating and extending any form of communication attempts the infants make.
Small Group	Fingerplay: Here is the Beehive! Here is the beehive, (make a fist) Where are the bees? Hiding inside where nobody sees. Watch them come creeping out of the hive, one, two, three, four, five. (release one finger at a time from the fist/hive) ...Buzz-zz (wiggle fingers all around) Class Connections: Before this activity show them the picture of the bee from the book. Label the bee and make its sound. Encourage the infants to make the Buzz sound. Repeat and mimic any sounds they make.
Dramatic Play	Scarf play continued: Bring out the scarves again. This time play some music without words...like something classical. Encourage the children to wave their scarves to the music if they are able. Have them pretend to be bees using their scarves to buzz around. If younger infants, you might just have to wave the scarves for them gently touching them with the scarf. Class Connections: Make the verbal buzzing sound of the bee while waving the scarves encouraging the infants to make this sound. Imitate any efforts they make.
Art	Paint with Water: This is the perfect activity to introduce painting to young infants. Provide them with a wet brush and let them make brush strokes on construction paper. If you want, you can add color to the water, but it is not necessary. For added exploration, set out a few toy insects for them to paint as well. Class Connections: Encourage independence by having older infants dip the brush into the water cup themselves. Actively guide their play using parallel talk to describe their actions. "Your brush is wet from the water." "You are painting and moving your brush back and forth."
Blocks	Knocking Down: Let babies knock down stacked blocks, encouraging them to experiment with cause and effect. Include the insects from yesterday letting them see them fall down from the blocks as well. Add a toy bee if you have one. Encourage them to pick up the bee and wave their arms to pretend it is flying. Have them land the bee onto the stack of blocks. Class Connections: Share in their excitement over knocking down the blocks. Use verbal language such as "Wow you knocked them all down." "They went boom and all fell down onto the floor." Encourage them to do it repeatedly.
Outdoor Play	Scarf Play: Bring the scarves outside. Hopefully there will be a little wind that day so you can demonstrate for them what happens when the wind blows on the scarves. If there is no wind blow air with your mouths on the scarves so the scarves will float around. Class Connections: Encourage older infants to blow the scarves themselves. Continue encouraging them to act like different insects like bees, butterflies and dragon flies waving their arms with scarves.

Week 2 Infant Lesson Plan**Theme:** Bugs**Books:** Backyard Bugs by Jill McDonald and

Backyard Bugs a Touch and Feel Board book by Little Hippo Books

Learning Objectives:

- ✓ Students will continue to gain emergent background knowledge of bugs.
- ✓ Students will become familiar with different bug names and vocabulary.
- ✓ Students will label bugs using initial sounds, for example - /S/, /S/, /S/ for spiders and /B/, /B/, /B/ for bugs.

Transitions:	<i>Sing the song Itsy Bitsy Spider while transitioning from play time to mealtime.</i>
Parent Involvement:	<i>Read to infants' other insect related books such as "The Very Hungry Caterpillar."</i>

Photo Inspiration:



Ice Painting



Backyard Bugs Touch and Feel



Mural Painting



Insect Sensory Bottle



Playdough Bug Fun



Water Play with Bugs



Water Bead Sensory Bags



Blanket Time Outside

Week 2 Monday

Whole Group Literacy	Read the book Backyard Bugs by Jill McDonald again. Infants learn through repetition so reading a book over and over again is important. Class Connections: Read with enthusiasm and expression using different voices, adjusting volumes and making the different insect motions and sounds. Point out the letter “B” for Bugs on the cover. Say it’s sound repeatedly. “B” is for bug. Encourage the infants to say its sound. Imitate any attempts they make at making the sound.
Small Group	Scarf Sensory Bin: Fill up a bin with assorted colored scarves. Hide toy/stuffed bugs underneath them. Let the infants explore and encourage them to find the objects hidden underneath them. Class Connections: Label the colors of the scarves and names of the bugs in the bin. Use self-talk and say, “I found a soft spider.” Use parallel talk and say, “I see you are holding a fuzzy caterpillar.” “I see you have a little black ant.”
Dramatic Play	The Ants Go Marching in Song: The lyrics are: “The ants go marching one by one, hurrah, hurrah. The ants go marching one by one, hurrah, hurrah. The ants go marching one by one. The little one stops to suck his thumb. And they all go marching down to the ground to get out of the rain, boom, boom, boom, boom.” Finger Play Movements: 1. One by one: Sing the first line and have the infant hold up one finger on each hand, then move the fingers like marching ants. 2. Suck thumb: Sing the line about the little one stopping to suck his thumb and have the infant do the same with their thumb. 3. Down to the ground: Sing the line about going down to the ground and have the infants bring their fingers down. 4. Boom: Sing "boom" and have the infant make a small jumping motion with their fingers. Class Connections: Actively engage with the infants helping them do the motions if they are able. Smile and make eye contact singing enthusiastically.
Art	Paint Mural: While outside hang up a large sheet of white butcher paper on a fence or wall. Provide brown and green paint colors to represent the dirt and grass where insects mostly live. Using paint brushes have them paint how they want onto the paper explaining that they are drawing dirt and grass. Tip: Use spill proof paint holders for less mess. Class Connections: Guide younger infants by holding them and guiding their arms with the brush. Label the paint colors and make connections by showing them real dirt and grass before they start painting.
Blocks	Passing from hand to hand. Encourage the infants to move a block from hand to hand, describing what they are doing. Class Connections: Join in on what the infants are doing mirroring their actions. Encourage infants to change blocks with each other. To keep with the theme, use a bug stuffed toy and have them pass that back and forth as well.
Outdoor Play	While outside look to see if you can all find any ants. Class Connections: If you find any talk about what they look like and how they are so small. If possible, try to get one to crawl on your hand or theirs if they are not scared. If you have a magnifying glass, bring it out to better look at the ant. Sing again the Ants Go Marching in Song.

Week 2 Tuesday

Whole Group Literacy	Snuggle Reading Time: Create a snuggly soft space using the infant's favorite blankets. Gather them around you closely snuggling with them providing comfort, hugs and affection. Page through the book pointing to the bugs on each page following the infants lead in pointing to objects on the page. Class Connection: Use reading as a time to create a positive climate in the classroom holding children close and showing love and affection. If you have a soft stuffed insect toy, use that for snuggling as well.
Small Group	Sensory Bin: Create a sensory bin by filling with large pom pom balls. Add some insects and scoops to the bin. This activity is good for developing fine motor skills. Use this as a group activity to encourage infants to relate and interact with one another. Class Connections: Encourage the infants to pick up the pom poms and insects and hand them to their friends. Use descriptive language while interacting with the activity to support language development. "I see you are picking up the blue pom pom." "You are handing the bright red ball to your friend Sally." "You are picking up the brown spider."
Dramatic Play	Dragon Fly Fun: Point out the page in the book with the dragon fly on it. Encourage the infants to act like dragon flies by spreading their arms like wings pretending to fly. Class Connections: Make the swoosh sound like in the book encouraging the infants to say it. Point and count its four wings.
Art	Playdough Fun: Make a safe homemade batch of playdough. See this link: https://homegrownfriends.com/home/easy-homemade-playdough-recipe/ Infants can play with playdough at a young age if supervised and guided by an adult. Start out by giving an infant one large ball. Class Connections: Encourage them to touch it, press it, and hold it. For added fun add a couple of insect toys that they can press into the playdough. Use parallel talk to explain their actions. "You are pressing down the playdough with your hands." "You are holding the playdough."
Blocks	Dumping and Filling: Fill a container with blocks and allow the infants to dump them out. Encourage them to try to fill the containers up again. Include several insect toys along with the blocks. Class Connections: Use parallel talk by saying "You are dumping out the blocks and insects." "Now you are putting them back inside of the container." Offer praise and encouragement for their efforts. "You are doing such an amazing job picking up each block and putting them back into the container." Clap and cheer for them.
Outdoor Play	Crawling and Tunnel Fun: While outside hide some toy insects out on the grass in an area where it is safe for the infants to crawl around. Have the infants crawl around trying to find the insects. Add a tunnel for more fun. Hide insects inside of the tunnels for them to find while inside it. Class Connections: Encourage the infants in their efforts to crawl and grab the insects. For those that crawl already encourage them to crawl even faster. "You can do it." Make it a race and crawl around with them if you are able.

Week 2 Wednesday

Whole Group Literacy	Introduce the new book Backyard Bugs Touch and Feel Book. Explain that this book has the same title but it's special because it also has special textures on each page for the infants to touch and feel. Class Connections: Read each page emphasizing the name of each insect. Encourage the infants to say the insect's name. Repeat any of their efforts. Let the infants touch and feel each page.
Small Group	Gather the infants into a group and pass out a variety of toy insects for them to hold and explore. Encourage older infants to pass their insects to a friend so they can explore a different insect. Class Connections: Encourage peer connections by encouraging them to share with each other. Verbally label and describe the different insects.
Dramatic Play	Extend the above activity by encouraging the infants to act out the motions for each insect and verbally express the sound it makes. Extend the activity by bringing out the cheerio sensory bin from last week. Class Connections: As the infants interact with the bugs lead them in their play by picking up the insects, using them to interact with the infants, talking to them as if you were the spider for example. "Hi there. I am Mr. Spider. How are you?" Encourage them to talk back to you.
Art	Ice Painting: Mix dye free food coloring with water into large ice cube trays or into cups used for yogurt. Insert a large craft stick then put into the freezer. Once frozen let the infants use them to paint onto cardstock or thick paper. Class Connections: While they are exploring with the ice stick talk about how ice feels. Discuss the concepts of cold. For older infants put plastic insects inside of the cups before freezing them so that as they melt, they will find them and be able to play with them.
Blocks	Line Placing: Teach the infants how to place blocks next to each other in a line. Get out a toy caterpillar and set it next to their line of blocks. Talk about how the caterpillars have long bodies just like the long lines they are making. Have them make caterpillars out of their blocks. Class Connections: Count the blocks as they lay them down. Use parallel talk saying "You have made a caterpillar with five blocks. 1,2,3,4 and 5."
Outdoor Play	Bubble Play: Initiate bubble play. For an added insect twist have them act like crickets and grasshoppers jumping to catch the bubbles. Class Connections: While infants are attempting to hop like a grasshopper verbally say the words "Hop hop hop." "You are hopping like a grasshopper." Encourage them to chirp like a cricket and say "Chirp, chirp."

Week 2 Thursday

Whole Group Literacy	Bring out the new Backyard Bugs book again. Holding the infants on your lap or sitting next to them take turns allowing the infants to hold the book, turn the pages, and feel the different textures. Read each page in an animated fashion. Class Connections: Follow their lead in their exploration of the book. When you get to the firefly page bring out a flashlight as a prop and turn it on. Show them the light and compare it to the firefly lighting up. Turn the flashlight on and off verbally saying “Off” and “On” as you press the switch.
Small Group	Five Little Fireflies Fingerplay. (Show the correct number of fingers as you say each line). One little firefly shines very bright. Two little fireflies show their lights. Three little fireflies glimmer and glow. Four little fireflies watch them go! Five little fireflies fly in the night. Blink! Blink! Blink! Blink! (open and close fingers) My! What a sight! Class Connections: Use active facilitation to lead the children in this fingerplay by looking at them in the eye. First, say the rhyme yourself then encourage them to get involved by showing them how to hold up the correct number of fingers and make the motion for blink blink. Encourage them to say the words “Blink blink.”
Dramatic Play	Encourage infants to act like fireflies. Have older ones pretend to fly around the room doing the motions of blink blink with their finger’s. For younger infants, gently take their hands and arms and help them pretend to fly around and blink. Class Connections: Use parallel talk to describe their actions. “You are blinking like a firefly.” “You are waving your arms like you are flying.”
Art	Sensory Play as an Art Experience: Incorporating sensory play into art activities helps infants engage their senses and sparks their curiosity. Sensory play supports both cognitive and physical development, making it an essential part of early childhood education. DIY Sensory Bottles: Create sensory bottles filled with different materials like glitter, pom-poms, beads, or colored water. To go with the bug theme, insert small toy bugs inside of the bottle as well. Seal the bottles tightly and encourage the infant to shake, roll, or explore the bottles. Class Connections: As they interact with the bottles, point out the different colors and textures. Label the names of the insects and describe them. Tip: Use clear plastic bottles to allow infants to see the colors and materials inside. This sensory activity promotes visual tracking and fine motor skills as infants manipulate the bottles.
Blocks	House for Insects: Encourage infants to create a house for their toy insects. Class Connections: Be infant focused following their lead, seeing how they want to play with the blocks. Do they want to stack or make a line? Incorporate the insects into their building. Place the insect on the top of the block and say, “Mr. spider is on top of your house?” Place him on the side of the block and say, “Mr. spider is on the side of your house?” “Mr. spider is sleeping inside of your house.”
Outdoor Play	Blanket Time: Grab a blanket and take it outside. Lay with the infants under a tree. Class Connections: Talk about everything you see in nature around them like the clouds, trees, grass, birds and insects. Listen to different outside sounds and comment on what they are. “Do you hear the car? Vroom vroom.” “Do you hear the birds singing and chirping?”

Week 2 Friday

Whole Group Literacy	Bring out both Backyard Bug books. Review the different bugs saying their names and doing their motions. Let them freely explore the books. Class Connections: Emphasize the “B” sound for bugs and try to get them to say its sound. Encourage them to say the insect names. “Say spider.” “Say bee.”
Small Group	Sing the song Itsy Bitsy Spider again from last Tuesday. Before singing show them again the picture of the spider in the book or use a spider toy prop to use as a visual of what a spider looks like. Class Connections: Use active facilitation to help the infants do the motions with their fingers smiling and encouraging them for their efforts. Clap and Cheer when you are done and verbally say “You did it.” An alternative is to play this song from u-tube and sing along with it. https://youtu.be/w_ICi8U49mY?si=lyGQX-oEpgjDzUX7
Dramatic Play	Little Miss Muffet: Introduce infants to the nursery rhyme Little Miss Muffet. Little Miss Muffet sat on a tuffet eating her curds and whey. Along came a spider and sat down beside her and frightened Miss Muffet away! Use a toy or stuffed spider as a prop acting out the motions. Class Connections: Encourage positive climate by smiling, looking at the infants in the eye while saying the rhyme. Tickle them using the spider laughing together with them.
Art	Sensory Play Continued: Sensory Bead Bags: Sensory bags provide children with opportunities to explore different textures, engage their tactile senses, and develop their fine motor skills. They can squeeze, squish, and manipulate the materials within the bag, encouraging sensory integration and processing abilities. Fill Ziplock bags with water beads/orbies and pony beads if desired. Also include toy plastic insects. Seal the bag tightly. Class Connections: Stay infant focused following their lead as they press the materials and explore. Use language and vocabulary using parallel talk such as “You are squishing the beads.” “You are squeezing the spider.” “You are pressing down hard on beads.”
Blocks	Take blocks outside and add it to your water play below. Add them to whatever water bin you bring outside and let the infants explore how different it is to play with blocks in the water. Class Connections: Talk about how the water feels. Use words like “The water is wet.” “The water is cool.” Use parallel talk while they are playing “You are splashing in the water.” “You are throwing your blocks.”
Outdoor Play	Water Play: Fill a pool with water or a few small plastic bins with water. Let the children splash and play in the pool/bin or lean into it splashing and playing in water. Add some toy insects to go with the theme that they can hold and splash in the water. Class Connections: Extend learning by showing them how to pretend to have the insects drink water and explain they need to drink water too. Share in their excitement of playing. Smile, laugh and splash along with them.

Florida Standards Alignments

<u>Whole Group Literacy</u>	<u>Language and Literacy</u>
A. Listening and Understanding	2. Increase Knowledge through listening - Benchmark a: Interacts with an adult reading a book. Benchmark c: Begins to respond to adult questions
<u>Small Group</u>	<u>Social and Emotional Development</u>
C. Building and Maintaining Relationships with adults and peers.	2. Develops positive relationships with peers - Benchmark a. Plays with peers in a coordinated manner including assigning roles, materials and actions
<u>Dramatic Play</u>	<u>Creative Expression through the Arts</u>
C. Creative Movement	2. Spontaneously responds and moves in creative ways while listening to music or sounds, stories and/or verbal cues
<u>Art</u>	<u>Creative Expression through the Arts</u>
A. Sensory Art Experience	1. Chooses from a wide variety of open-ended, diverse and process-oriented sensory materials to engage in the art experience
<u>Blocks</u>	<u>Mathematical Thinking</u>
E. Spatial Relations	1. Begins to use body to demonstrate an understanding of basic spatial directions (up, down, in, out, around and under)
<u>Outdoor Play</u>	<u>Physical Development</u>
B. Motor Development	a. Gross Motor Development 2. Demonstrates use of large muscles to move in the environment - Benchmark a. Uses body position, balance and especially movement to explore and examine materials, activities and spaces (e.g., uses furniture to pull self-up

Learning Objectives:

- ✓ Infants will observe and interact with natural curiosity with the world around them as they explore the camping theme.
- ✓ Infants will manipulate and pursue their abilities as they creatively express themselves in providing opportunities.

Transitions:	“Twinkle Tent Light” Visual Cue (For Clean-Up/Change of Activity) How to Use: Dim the lights or gently flick on a small LED camping lantern or fairy lights. Say softly: “Lights are twinkling, time to move.” As lights change, caregivers hum a soft melody (“Twinkle, Twinkle”) and gently guide infants toward the next routine (diapering, mealtime, etc.). Why It Works: • Builds trust and familiarity; Calming visual cue supports regulation; Strengthens caregiver-child connection “Campsite Humming Song” (To Nap or Calm Time) How to Use: Softly hum or play a nature-inspired sound like birds chirping, a crackling fire, or flowing water. Rock or gently pat infants while singing: “The camp is calm, the breeze is low, Close your eyes, it’s time to slow.” Pair this with a consistent blanket or snuggle item to help infants anticipate rest.
Parent Involvement:	“Camping at Home” Sensory Bag Send home a small zippered bag with suggestions for a sensory-rich "camping" experience: • Flashlight-Fabric “grass” square-Laminated photo of a tent-Scented cotton ball (lavender or pine) Encourage parents to play nature sounds or flashlight peek-a-boo with their baby in a cozy corner and talk about what they see or hear.

Photo Inspiration:



Week 1 Monday

Whole Group Literacy	<u>Story time</u>: Hold infants in lap or sit very close and read book “Maisy Goes Camping” with infants. Label pictures in the book. Watch to see what infants are interested in to support exploration. Allow the infant to explore and hold the book as desired. Expand on children’s words. For example, the infant will point to a picture of a bear and the teacher will respond, “Yes that is a bear. It’s a brown bear.”) CLASS Connection: <i>Language Modeling</i> – Naming and describing objects to build vocabulary. “You found the tent! Maisy sleeps in the tent when she goes camping.” <i>Facilitated Exploration</i> – Encouraging active participation and curiosity. “You turned the page—let’s see what’s next! Oh, there’s Maisy by the campfire.”
Small Group	<u>Sensory Bag</u>: Place different textured and shaped items in a plastic bag to represent items you may find during camping. The infant will manipulate the items to include effective facilitation, self and parallel talk, encourage behavior, label objects, colors, shapes and initiate sounds/words. Ex. (Green strips of construction paper - grass), (Leaf shaped sponges), (Blue dyed water with crystal (, (Crinkled black paper - Mud). CLASS Connection: <i>Facilitated Exploration</i> – Encouraging sensory discovery. “You found a leaf! It’s squishy—just like a real leaf in the woods.” <i>Language Modeling</i> – Labeling textures and colors. “You’re touching the grass—it’s soft and crinkly. Green grass!”
Dramatic Play	<u>Campfire Circle</u>: Introduce music and fingerplay activity that is related to camping themes. Use a lightweight blanket to mimic a tent, like in the book, and place it over your head and play Peekaboo. Saying “Peekaboo I see You” (say each of the infant’s name) Older, sitting up and mobile infants can each have a small blanket, and they can try to mirror what you do. Then say “We are in our tents; it is time to go to sleep” – then pretend to sleep. CLASS Connection: <i>Language Modeling</i> - repeats and extends infants’ vocalizations during play to support language development. “When an infant says “boo,” the teacher responds, “Yes! Peekaboo! I see you, Laura!” <i>Facilitated Exploration</i> - Encourages Active Exploration (modeling and inviting imitation). “You’re putting the blanket over your head just like me—now you’re in your tent too!”
Art	<u>Nature Collage</u>: Provide the infant with natural material materials. Wash off and allow the infant to explore and place on the construction paper. As the infant place the material on the paper use teacher-talk with descriptive and complete sentences as to what the infant and teacher are doing. CLASS Connections: <i>Facilitated Exploration</i> Encourages the infant to touch and move the natural materials to explore textures and shapes. “You’re feeling the smooth rock—can you find another one that feels different?” <i>Early Language Support</i> -Uses parallel talk to describe the infant’s actions with rich, descriptive language. “You’re putting the crunchy brown leaf on the paper—it makes a crackly sound!”
Blocks	<u>Building Campsites</u>: Use soft blocks to construct simple structures, encourage the infant to stack and knock them down. CLASS Connections: <i>Early Language Support</i> - Uses parallel talk to describe the infant’s actions while building and knocking down blocks. “You stacked the block on top—now it’s a tall tower!” <i>Facilitated Exploration</i>: Encourages the infant to explore how the blocks fit together and fall apart. “You knocked it down—boom! Let’s build it again!”
Outdoor Play	<u>Nature Walk</u>: Take infants on stroller walk and point out our trees, birds and other natural elements. CLASS Connections: <i>Facilitated Exploration</i>: Expands infants’ experiences by pointing out and naming natural elements during the walk. “Look at that tall tree, Christopher—its leaves are moving in the wind! “<i>Early Language Support</i>: Extends infants’ communication by responding to their vocalizations and gestures with descriptive language. When an infant points to a bird and says “ba,” the teacher responds, “Yes, that’s a bird! It’s flying in the sky—flap, flap!”

Week 1 Tuesday

Whole Group Literacy	<u>Sing- Along</u>: Teacher and infants sit together and use hand motions for the song: “The Ants Go Marching”. Use eye contact and warm calm voice. CLASS Connections: <i>Early Language Support</i>: Extends infants’ communication by responding to their vocalizations and gestures with meaningful language during the song. When an infant claps or babbles, the teacher says, “You’re clapping with the song—march, march, march!” <i>Facilitated Exploration</i>: Expands infants’ experiences by introducing hand motions and interactive song play that connect movement with music. “You’re moving your hands just like me—marching ants go one by one!”
Small Group	<u>Flashlight Fun</u>: Dim lights and create light patterns and encourage infants to track the lights
Dramatic Play	<u>Campfire Circle</u>: Create a campfire with tissue paper and LED lights and place within a small basket for safety purposes. Teachers and infants sit around and move freely while singing songs.
Art	<u>Handprint Campfire</u>: Use non-toxic paint to create handprints on paper using the colors of campfire. CLASS Connections: <i>Early Language Support</i>: Extends infants’ communication by responding to their eye gaze or gestures with descriptive language. “You’re watching the light move—see it go up, up, up!” <i>Facilitated Exploration</i>: Expands infants’ experiences by introducing light tracking in a dim environment, encouraging visual exploration “The light is dancing on the wall—let’s follow it together!”
Blocks	<u>Tent Building</u>: Teacher will assist the infant in draping fabric over block structure to create mini tents. CLASS Connections: <i>Early Language Support</i>: Uses self- and parallel talk to describe actions and materials during the activity. Example: “I’m helping you drape the fabric—look, we’re making a tent together!” <i>Facilitated Exploration</i>: Encourages the infant to touch, move, and place the fabric to explore how it covers the blocks. “You’re pulling the fabric over the top—now it’s your own little tent!”
Outdoor Play	<u>Bubble Chase</u>: Blow bubbles for infants to watch and reach for enhance visual tracking. CLASS Connections: <i>Early Language Support</i>: Extends infants’ communication by responding to their gestures and vocalizations with descriptive language. “You’re reaching for the bubbles—pop, pop! You see them floating up!” <i>Facilitated Exploration</i>: Encourages infants to visually track and physically reach for the bubbles to support sensory and motor exploration “You’re crawling after the bubbles—look, there’s one by your hand!”

Week 1 Wednesday

Whole Group Literacy	<u>Puppet Storytelling</u>: Use animal puppets to reenact scenes from “Maisy Goes Camping” to encourage infants to interact with teachers. CLASS Connections: <i>Facilitated Exploration</i>: Encourages infants to touch, hold, or respond to the puppets to support social interaction and exploration. “You’re reaching for the bunny puppet—do you want to help it hop into the tent?” <i>Communication Support</i> Uses expressive language and parallel talk to describe puppet actions and connect them to the story. “Look, the bear puppet is going into the tent—just like in our book!”
Small Group	<u>Texture Exploration</u>: Provide materials with various textures (pinecone, fabric) for sensory exploration. CLASS Connections: <i>Facilitated Active Exploration</i>: Encourages the infant to explore different textures by offering a variety of safe, natural materials. “Here’s a soft piece of fabric—can you feel how smooth it is compared to the pinecone?” <i>Early Language Support</i>: Uses teacher talk to describe what the infant is feeling and doing with the textured materials. Example: “You’re touching the pinecone—it feels rough and bumpy!”
Dramatic Play	<u>Sleeping Bag Snuggles</u>: Provide small soft blankets for infants to crawl into to simulate camping sleep. CLASS Connections: <i>Facilitated Exploration</i> : Encourages the infant to actively explore the blanket by crawling in and adjusting it like a sleeping bag. “You’re crawling into your blanket—can you pull it up and get cozy like you’re going to sleep in your tent?” <i>Early Language Support</i>: Uses parallel talk to describe what the infant is doing with the blanket during pretend camping. “You’re crawling into your soft blanket—just like a sleeping bag for camping!”
Art	<u>Stamping Natural</u>: Dip pinecones, stick or sticks into paper using toxic paint and stamp onto paper.
Blocks	<u>Stack and Knock Tree Trunks</u>: Use soft foam blocks wrapped in brown paper. If possible, use log shaped blocks if available. Assist and encourage infants to explore, stack and knock down. CLASS Connections: <i>Early Language Support</i> : Use talk to describe what the infant is doing with the natural materials and paint. “You’re dipping the pinecone in the paint—now you’re stamping it on the paper!” <i>Facilitated Exploration</i> Encourages the infant to explore different textures and shapes by stamping with various natural items. “You’re using the stick now—look at the long line it makes on your paper!”
Outdoor Play	<u>Obstacle Course</u>: Create a safe block trail for infants to crawl over, around and under to simulate a hike through a campsite. CLASS Connections: <i>Facilitated Active Exploration</i>: <i>Encourages</i> the infant to explore different ways of moving through the obstacle path. “You went under the tunnel—can you go around the next block?” <i>Early Language Support</i> Uses teacher talk to describe the infant’s movements through the course. “You’re crawling over the block—just like climbing a hill on a hike!”

Week 1 Thursday

Whole Group Literacy	<u>Campfire Songs</u>: Sing simple campfire songs and incorporate instruments (tambourines or shakers). CLASS Connections: <i>Facilitated Exploration</i> Encourages infants to explore sounds and rhythm by using instruments during the song. “You’re tapping the shaker—can you make it go fast like the marching ants?” <i>Early Language Support</i>: Uses teacher talk to describe the infant’s actions while engaging with music and instruments. “You’re shaking the tambourine—listen to the jingle it makes while we sing!”
Small Group	<u>S’mores Sensory Play</u>: Create a sensory bin with graham cracker crumbs, marshmallow fluff and chocolate scented edible playdough. CLASS Connections: <i>Facilitated Exploration</i>: Introduces new textures and scents through sensory materials to expand the infant’s sensory experiences. “This is marshmallow fluff—it’s sticky and squishy, just like the inside of a s’more!” <i>Communication Extension</i>: Responds to infants’ gestures or vocalizations by naming and describing the materials they are exploring. “You’re squishing the chocolate playdough—yes, it smells sweet like a treat!”
Dramatic Play	<u>Backpack Adventure</u>: Fill a small backpack with lightweight items to encourage infants to explore contents. CLASS Connections: <i>Facilitated Active Exploration</i>: Encourages the infant to reach into the backpack and discover different items inside. “What’s in your backpack? Let’s see—can you find something crinkly?” <i>Early Language Support</i>: The teacher uses teacher talk to describe what the infant is doing while exploring the backpack. “You’re pulling out the soft scarf—it feels so smooth in your hands!”
Art	<u>Leaf Rubbing</u>: Place clean leaves under a white piece of paper and assist the infant in using a large grip crayon to rub and reveal the patterns. CLASS Connections: <i>Facilitated Exploration</i>: Introduces new textures and scents to expand the infant’s sensory experiences. Example: “This playdough smells like chocolate—let’s squish it with our fingers and see how it feels!” <i>Communication Extension</i>: Responds to the infant’s vocalizations or gestures with descriptive language to extend communication. “You said ‘mmm!’ That’s the marshmallow fluff—it’s sticky and sweet!”
Blocks	<u>Animal Homes</u>: Use soft blocks to create simple structures that represent animal homes and introduce animal figurines. CLASS Connections: <i>Facilitated Exploration</i>: Introduces the concept of leaf rubbing to help infants explore patterns and textures in nature. “Look, the leaf made lines on the paper—can you feel the bumps underneath?” <i>Early Language Support</i>: Extends the infant’s communication by naming and describing what appears on the paper. “You pointed to the shape—yes, that’s the leaf! It made a print with all its little veins.”
Outdoor Play	<u>Shadow Play</u>: Encourage infants to observe and interact with their shadows during outdoor time. CLASS Connections: <i>Facilitated Exploration</i>: Encourages infants to explore how their shadows move and change during outdoor play. “When you wave your hand, your shadow waves too—let’s try jumping and see what happens!” <i>Communication Extension</i>: Extends the infant’s communication by labeling and describing the shadow’s actions. “You’re pointing at your shadow—yes, it’s long because the sun is behind you!”

Week 1 Friday

Whole Group Literacy	<u>Interactive Camping Prop Storytime</u>: Re-read <i>Maisy Goes Camping</i> while using props (tent, animal plushies, flashlight) Let the infant touch and/or hold the props as you read each page aloud. CLASS Connections: <i>Expansion of Infants' Experiences</i>: Introduces camping props to help infants explore textures, shapes, and imaginative play. "Here's the little tent—can you touch the fabric? It feels crinkly, just like a real tent in the woods!" <i>Communication Extension</i>: Extends the infant's communication by naming and describing the props and story elements. "You're holding the raccoon—yes, that's one of Maisy's friends! He's soft and furry, just like in the story."
Small Group	<u>Marshmallow Painting</u>: Use large marshmallow clipped to clothes pin and stamp them with watercolor paints. Offer the infant brown, white and tan colors for campfire inspiration. CLASS Connections: <i>Facilitated Exploration</i>: Introduces marshmallow painting to help infants explore textures and colors inspired by nature. "Let's dip the marshmallow in the paint—can you feel how squishy it is? Now stamp it on the paper—look at the round shape it makes!" <i>Early Language Support</i>: Extends the infant's communication by naming and describing the colors and shapes they create. "You chose the brown paint—just like a toasted marshmallow! Look at the circle you made—it's like a little campfire stone."
Dramatic Play	<u>Fishing Fun</u>: Use pretend magnetic fishing rod and fish cutout for infant recovery. CLASS Connections: <i>Expansion of Infants' Experiences</i>: introduces a magnetic fishing rod and fish cutouts to help infants explore cause and effect through play. "Let's try to catch a fish—can you hold the rod? Look, the magnet pulls the fish up when it gets close!" <i>Early Language Support</i>: Extends the infant's communication by naming and describing the fish and actions during the activity. "You caught the red fish—wow! It's wiggly and bright. Can you say 'fish'?"
Art	<u>Night Sky Collage</u>: Provide dark paper and star sticker for infants to create night sky scene. CLASS Connections: <i>Expansion of Infants' Experiences</i>: Introduces star stickers and dark paper to help infants explore spatial awareness and visual contrast. "Let's press the star onto the paper—can you feel how sticky it is? Now it's shining in the sky!" <i>Early Language Support</i>: Extends the infant's communication by naming and describing the shapes and colors they use. "You picked the big yellow star—look how it sparkles on the dark paper! That's just like the night sky."
Blocks	<u>Bridge Building</u>: Assist in constructing simple bridges with blocks and encouraging infants to use toy animals to cross. CLASS Connections: <i>Expansion of Infants' Experiences</i>: Introduces block building to help infants explore balance, structure, and imaginative play. "Let's stack the blocks to make a bridge—can you help me place one on top? Look, it stands up like a real bridge!" <i>Communication Extension</i>: Extends the infant's communication by naming and describing the animals and their actions. "You're moving the elephant across—he's walking over the bridge! Can you say 'walk' or 'bridge'?"
Outdoor Play	<u>Stick and Leaf Sensory Tray</u>: Provide low trays with leaves, small blunt sticks and bark pieces for outdoor tactile exploration. Add scoops and containers for expansion of exploration with sensory items. CLASS Connections: <i>Expansion of Infants' Experiences</i>: Introduces natural materials like leaves, sticks, and bark to help infants explore textures and natural elements. "Feel this piece of bark—it's rough and bumpy. Can you find a leaf that feels different?" <i>Early Language Support</i>: Extends the infant's communication by naming and describing the sensory items and actions. You're scooping the leaves into the cup—those are crunchy leaves! Can you hear the sound they make?"

Learning Objectives:

- ✓ Students will deepen understanding of the natural world by engaging in multi-sensory experiences that stimulate curiosity and exploration.
- ✓ Students will engage in cooperative and imaginative play to build emerging social connections and express themselves through gestures, sound and movement.
- ✓

Transitions:	“Bear Says...” Movement Cue (To Move Between Activities) Just before a routine change, the teacher says: “Bear says, let’s go slow... Bear says, touch your toe... Bear says, time to go!” Pair with simple gestures like stretching arms, clapping softly, or crawling with infants to the next space. Why It Works: • Builds anticipation with rhythm • Engages movement and attention Cricket Chirp Wind Down” (To Nap or Quiet Play) Play a gentle recording of crickets chirping. Begin a soft rocking motion or slow swaying while holding or sitting near infants. Say calmly: “The crickets are singing goodnight...” Pair with dimmed lights and touch to signal transition to a rest state.
Parent Involvement:	“Photo from the ‘Tent’” Invite parents to create a pretend tent using a sheet at home and take a photo of the infant inside. Encourage them to describe what their baby touched, looked at, or reached for. Photos can be displayed in class to foster familiarity between home and school.

Week 2 Monday

Whole Group Literacy	“What’s in the Tent? Hide themed items inside a cloth bag. (ex: stuffed owls. Smal flashlight, plastic marshmallow). Pull them out and name each item. When infant makes response. The teacher repeats and gives additional information. CLASS Connections: <i>Expansion of Infants’ Experiences:</i> Introduces a cloth bag filled with themed items to help infants explore through touch, sight, and surprise. “Let’s reach inside the tent bag—what do you feel? It’s soft and round... let’s pull it out together!” <i>Communication Extension:</i> Extends the infant’s communication by naming and describing each item and responding to the infant’s reactions. “You said ‘hoo’—yes, it’s an owl! This owl is fluffy and has big eyes. Owls come out at night when we’re camping.”
Small Group	Sensory Fire Bin: Fill shallow bin with red/orange/yellow shredded paper, LED lights and foil. Let the infants feel and explore the materials again. CLASS Connections: <i>Expansion of Infants’ Experiences:</i> Introduces a sensory bin filled with warm-colored materials to help infants explore visual contrast, texture, and light. “Let’s touch the shiny foil—can you crinkle it with your fingers? It sounds like a crackling fire!” <i>Communication Extension:</i> Extends the infant’s communication by naming and describing the colors, textures, and sensory responses. “You’re reaching for the yellow paper—yes, it’s bright like a flame! It feels soft and light, doesn’t it?”
Dramatic Play	Stuffed Animal Campfire Circle: Set up circles of stuffed animals around a faux campfire. The infants can join with blankets and/or small pillows. CLASS Connections: <i>Expansion of Infants’ Experiences:</i> Help infants explore social play and cozy sensory elements. “Let’s sit with the animals—can you find a soft pillow to cuddle? The fire is glowing in the middle, just like a real campfire!” <i>Early Language Support:</i> Extends the infant’s communication by naming and describing the animals and their positions around the campfire. “You’re pointing to the bear—yes, he’s sitting by the fire too! He’s holding a blanket just like you.”
Art	Flashlight Painting: Tape a black paper to a tray and dip cotton balls with white and ore yellow paint. You can clip the cotton ball to a clothes bin and leave the infant dab with help from the teacher. As the infant paints the teacher will self-talk as the infant moves. CLASS Connections: <i>Expansion of Infants’ Experiences:</i> Introduces cotton ball painting on black paper to help infants explore contrast, motion, and light-inspired visuals. “Let’s dip the cotton ball in the paint—can you dab it on the black paper? It looks like a glowing light in the dark!” <i>Communication Extension:</i> Describe the infant’s movements and extends their communication by naming colors and actions. “You’re tapping the yellow paint—tap, tap, tap! That’s like a flashlight beam. You made a bright spot!”
Blocks	Build Forest Animal Home: Provide Forest animal figurines and soft blocks to build animal dens or tree houses. Use advance language to describe and have a conversation with the infant.
Outdoor Play	“Tent Time” on the Lawn: Pitch a small play tent or canopy outside and let the infants crawl in and out, lie on the blanket inside or look up to the sky. CLASS Connections: <i>Expansion of Infants’ Experiences:</i> Introduces Forest animal figurines and soft blocks to help infants explore spatial awareness, imaginative play, and problem-solving. “Let’s stack these blocks to make a cozy den—can you help me build the walls? The fox needs a quiet place to rest.” <i>Communication Extension:</i> Uses advanced language to describe the infant’s actions and engages in conversation about the animals and their homes. “You’re putting the bear inside the cave—yes, bears hibernate in dens during the winter. That’s a safe, warm spot you made!”

Week 2 Tuesday

Whole Group Literacy	Shadow Camping Story: Retell <i>Maisy Goes Camping</i> using a flashlight and shadow puppets on the wall. CLASS Connections: <i>Facilitated Exploration:</i> Uses a flashlight and shadow puppets to help infants explore light, movement, and storytelling in a new sensory-rich way. “Let’s shine the flashlight—look, <i>Maisy’s</i> shadow is on the wall! Can you follow her with your eyes as she walks to the tent?” <i>Early Language Support:</i> Extends the infant’s communication by naming characters and describing their actions as shadows move. “You’re pointing to the big shadow—yes, that’s <i>Eddie the elephant!</i> He’s too big for the tent, isn’t he? He needs to sleep outside under the stars.”
Small Group	Camping Role Play Baskets: Set out theme baskets with pretend camping items: Mini lanterns, toy bugs, plastic food. Allow 2 to 3 infants to explore the items together. CLASS Connections: <i>Expansion of Infants’ Experiences:</i> Offers themed baskets with pretend camping items to encourage infants to explore new objects and engage in parallel play. “You found the mini lantern—can you twist the top? It lights up just like a real one we’d use at night!” <i>Early Language Support:</i> Labeling items, narrating actions, and responding to infant gestures and sounds. “You’re holding the bug—yes, that’s a pretend beetle! Bugs live outside where we camp. Can you say ‘bug’?”
Dramatic Play	Indoor “Campground” with a pop-up play tent, plush logs, textured blankets, toy lanterns with lights, and stuffed forest animals. CLASS Connections: <i>Expansion of Infants’ Experiences:</i> The sensory-rich materials (like textured blankets, plush logs, and soft animals) encourage infants to reach, grasp, and crawl, supporting motor development and curiosity. “You’re crawling over the bumpy blanket—can you feel the ridges? Let’s see what’s hiding behind the soft log!” <i>Early Language Support:</i> Narrate actions (“You found the bear!”), label objects (“This is a tent”), and imitate infant sounds to build early communication skills
Art	Glow-in-the-Dark Stars: Paint stars on black paper using glow in the dark paint or stickers and observe under a black light. CLASS Connections: <i>Facilitated Exploration:</i> Introduces glow-in-the-dark paint and stickers to help infants explore visual contrast, light, and cause-and-effect. “Let’s paint a star—can you dab the brush on the paper? Now we’ll turn off the lights and see what happens!” <i>Early Language Support:</i> extends the infant’s communication by naming shapes, describing glowing effects, and responding to gestures or sounds. “You’re pointing to the glowing spot—yes, that’s your star! It’s shining in the dark like the night sky.”
Blocks	Tent Building with Fabric and Blocks: Use soft blocks and scarves to create miniature tents for toy figures or dolls. CLASS Connections: <i>Expansion of Infants’ Experiences:</i> Introduces soft blocks and scarves to help infants explore construction, spatial awareness, and imaginative play. “Let’s drape the scarf over the blocks—look, we made a little tent! Can you help tuck the sides in so it stays up?”. <i>Early Language Support:</i> Extends the infant’s communication by naming materials, describing actions, and responding to gestures or sounds. “You’re putting the doll inside—yes, she’s going into the tent to sleep! That’s her cozy camping spot.”
Outdoor Play	Sound Walk: On a stroller walk with infants, pause to listen to natural sounds of birds, rustling leaves and wind. Teacher responds to these sounds with short descriptive phrases. CLASS Connections: <i>Expansion of Infants’ Experiences:</i> Pauses during a stroller walk to help infants notice and respond to natural sounds in their environment. “Let’s stop and listen—do you hear the leaves rustling in the trees? That’s the wind moving through them.” <i>Communication Extension:</i> Responds to sounds with short, descriptive phrases and mirrors infant reactions to support early communication. “You looked up when the bird chirped—yes, that’s a bird singing! Tweet-tweet!”

Week 2 Wednesday

Whole Group Literacy	Camping Sound Book: Use recorded sounds (owl hoots, crickets, water, fire crackle) as you read “Maisy Goes Camping”. CLASS Connections: <i>Expansion of Infants’ Experiences:</i> Recorded nature sounds to enhance the storytelling experience and help infants connect sounds with story events. “Let’s listen—do you hear the owl hooting? That’s what Maisy might hear while camping at night!” <i>Early Language Support:</i> Extends the infant’s communication by naming sounds, describing what they represent, and responding to infant reactions. “You looked up when the fire crackled—yes, that’s the sound of a cozy campfire! Crackle, crackle!”
Small Group	Camp Songs with Scarves: Sing soft camping songs while waving or floating scarves. Let the infants hold and explore scarves during group time. Vary the type and materials of the scarves. CLASS Connections: <i>Expansion of Infants’ Experience:</i> Introduces scarves of various textures and colors to encourage infants to explore movement, rhythm, and sensory input during group singing. “You’re waving the silky scarf—can you feel how it floats in the air? Let’s move it up and down with the music!” <i>Communication Extension:</i> Supports early language by singing simple lyrics, labeling scarf movements, and responding to infant gestures and sounds. “You’re shaking the blue scarf—yes, it’s like the wind blowing through the trees! Shake, shake, shake!”
Dramatic Play	Backpack Adventure: Provide small backpacks filled with various textures: soft fabric, squishy toys, photos. Allow infants to explore and unpack backpacks. CLASS Connections: <i>Teacher Talk:</i> The infant responds to adult language by making sounds, gestures, facial expressions, or shifting attention toward the object or person being named. Says, “You found the squishy toy!” the infant looks at the toy, babbles, and waves their hand, showing engagement with the language and object. <i>Infant Focused:</i> The infant actively explores the contents of the backpack by reaching, grasping, mouthing, or visually tracking items, showing curiosity and engagement. “The infant pulls out a crinkly fabric square and squeezes it repeatedly, showing interest in the sound and texture.”
Art	Sponge print Campfire: Use triangle sponge pieces and warm paint colors to stamp fire shapes. CLASS Connections: <i>Expansion of Infants’ Experiences:</i> Introduces triangle-shaped sponges and warm-colored paints to help infants explore shape stamping and color blending. “You’re pressing the sponge onto the paper—look at the triangle shape it makes! Let’s try orange next and see how it mixes with the red.” <i>Communication Extension:</i> Naming colors, describing shapes, and responding to infant gestures and vocalizations. “You picked yellow—yes, that’s a bright, sunny color! It looks like the top of the campfire flame.”
Blocks	Bridge over Stream: Use foam blocks to make a “bridge” over blue scarf or ribbon river. Encourage infants to crawl across. CLASS Connections: <i>Facilitated Exploration:</i> Sets up a soft bridge over a blue scarf “stream” to encourage infants to crawl, explore space, and build motor skills. “You’re crawling across the bridge—can you feel the blocks under your hands? The blue scarf is like water flowing underneath!” <i>Early Language Support:</i> Describe the infant’s actions and naming elements of the play scene. “You made it across—great job! That’s the bridge, and this is the stream. Splash, splash!”
Outdoor Play	Crawling Camp Tunnels: Set up a pop up tunnel or fabric covered chairs outdoors for the infants to crawl through like exploring a tent or forest path. CLASS Connections: <i>Facilitated Exploration:</i> The teacher sets up tunnels using pop-up structures or fabric-covered chairs to encourage infants to crawl, explore space, and engage in imaginative outdoor play. “You’re crawling through the tunnel—look how long it is! It’s like going through a forest path or into a tent.” <i>Early Language Support:</i> The teacher supports early language by narrating the infant’s movements and describing the tunnel experience. “You peeked out the other side—hello! You made it through the tunnel. That was a fun camping adventure!”

Week 2 Thursday

Whole Group Literacy	Camp vocabulary Bag: Pull themed objects (Lantern, stuffed owl and/or animals, sticks, fish) from the bag and say each object's name. Use sounds and gestures to engage with the infants. CLASS Connections: <i>Facilitated Exploration:</i> Presents a bag filled with themed camping items to encourage infants to explore through touch, sight, and sound. "You pulled out the lantern—can you feel the handle? Let's pretend to turn it on. Click!" <i>Early Language Support:</i> The teacher supports early language by naming each object, using gestures and sounds, and responding to infant cues. "You're holding the owl—hoo hoo! That's the sound an owl makes. Owl! Can you say 'owl'?"
Small Group	Forest Floor Texture Play: Provide trays with artificial moss, pebbles, bark and fabric leaves for infants to touch and explore. CLASS Connections: <i>Facilitated Exploration:</i> Offers a variety of forest-themed textures to encourage infants to explore through touch, supporting sensory development and curiosity. "You're touching the moss—it feels soft and squishy, like the forest floor after it rains. Can you find something that feels different?" <i>Early Language Support:</i> Supports early language by labeling textures and responding to infant gestures and vocalizations. "You picked up the bark—yes, it's rough and bumpy. Bark grows on trees. Can you say 'bark'?"
Dramatic Play	Pretend Night Hike: Dim the lights and give infant glow stick or toy flashlights and narrate a "Nature night walk." CLASS Connections: <i>Facilitated Exploration:</i> Dims the lights and offers glow sticks or toy flashlights to help infants explore light, movement, and imaginative play. "You're holding the flashlight—can you shine it on the wall? Look how it lights up the path, just like we're walking through the woods at night!" <i>Early Language Support:</i> Narrates the pretend hike using descriptive language and responds to infant gestures and vocalizations. "You pointed to the shadow—yes, that's a tree! We're walking past tall trees on our night hike. Step, step, step!"
Art	Bean Bag Stam Painting: Fill mesh bag that is tightly sealed with cooked beans (kidney/black beans) Let the infant press and squish the bags over paper to make texture prints. CLASS Connections: <i>Facilitated Exploration:</i> The teacher offers a mesh bag filled with cooked beans for infants to press and squish, encouraging sensory exploration and discovery of textures. "Feel how squishy the bag is—when you press it, look at the marks it makes on the paper!" <i>Early Language Support:</i> Responds to the infant's gestures and vocalizations by naming the materials and describing the sensory experience. "You're pressing so hard—those are the beans inside making bumpy shapes on the paper!"
Blocks	Animal Track Paths: Use toy animal feet dipped in washable paint or ink to walk across paper taped to blocks. Allow infants to explore. CLASS Connections: <i>Expansion of Infants' Experiences:</i> Provides toy animals with paint-covered feet for infants to explore how movement creates patterns on paper. "Watch how the animal's feet make little tracks—can you move it this way and see what happens?" <i>Early Language Support:</i> Naming the animals and describing the marks they leave behind. "That's the elephant's foot—it made big, round prints! You're following the path it walked."
Outdoor Play	Floating Leaves in Water Table/Bin: Add fabric leaves and bark into a water table. Observe what floats and sinks. CLASS Connections: <i>Facilitated Exploration:</i> Introduces fabric leaves and bark into a water bin, encouraging infants to observe and explore floating and sinking. "See how the leaf stays on top of the water, but the bark sinks down—can you find another one that floats?" <i>Early Language Support:</i> Supports language by labeling materials and describing the infant's actions and observations. Example: "You picked up the bark—it's heavy, isn't it? That's why it went to the bottom!"

Week 2 Friday

Whole Group Literacy	Animal Sounds in the Forest: Create a cozy circle time experience and introduce the sound of the forest animals they will hear while camping. Use plush animals (owl/hoot, frog/rabbit, bear/grr, racoon/chitter, cricket/chirp). CLASS Connections: <i>Facilitated Exploration:</i> Creates a cozy circle time experience where infants are introduced to forest animal sounds using plush toys and sound effects. “Listen—this owl goes <i>hoot hoot!</i> Can you hold the owl and make it fly through the trees?” <i>Early Language Support:</i> Supports language by naming animals and mimicking their sounds while responding to infants’ vocalizations and gestures. “You’re holding the frog—yes, frogs say <i>ribbit!</i> That’s the sound they make near the pond.”
Small Group	Mini Sensory Bottles- What’s in the Forest?: Clear bottles filled with sand, small plastic bugs, green rice, leaves and sticks. Allow infants to shake, turn, manipulate and explore at will. CLASS Connections: <i>Facilitated Exploration:</i> Offers clear sensory bottles filled with forest-themed materials like sand, green rice, leaves, and plastic bugs for infants to explore through shaking, turning, and observing. “When you turn the bottle, the little bug moves through the rice—can you see it hiding under the leaf?” <i>Early Language Support:</i> Supports language by naming the items inside the bottles and describing their movement and textures. “That’s a tiny stick—it rolls slowly, doesn’t it? And look, there’s a green leaf floating on top!”
Dramatic Play	Pretend Fishing: Use blue blanket (lake) foam fish, stick Velcro and all infants to pretend to fish. CLASS Connections: <i>Facilitated Exploration:</i> Sets up a pretend lake using a blue blanket and foam fish with Velcro, inviting infants to explore the concept of fishing through imaginative play. “You caught a fish—look how it sticks to your fishing pole! Can you try to catch another one?” <i>Early Language Support:</i> Supports language by naming the fish, describing actions, and responding to infants’ excitement. “That’s a red fish you caught! You pulled it out of the water just like a real fisherman.”
Art	Fingerprints Fireflies: Use yellow and green paint on dark paper. Allow the infants use finger tips with assistance when needed. Also model how to use thumb and/or for finger to press on the paper. If the infant doesn’t want to use hand place cotton swab to use. CLASS Connections: <i>Facilitated Exploration:</i> Offers yellow and green paint on dark paper, modeling how to use fingers or a cotton swab to create firefly prints, while supporting each infant’s comfort level. “You’re using your thumb—look at the glowing dot it made! That’s your firefly lighting up the night.” <i>Early Language Support:</i> Names colors and describes the infant’s actions, encouraging communication through gestures, sounds, or words. “You chose the green paint—your firefly is flying through the dark sky! Can you make another one?”
Blocks	Campground Constructions: Use different tones blocks and small fake trees. CLASS Connections: <i>Facilitated Exploration</i> (Indicator: Expansion of Infants’ Experiences) Sentence: Provides blocks in various tones and small pretend trees, encouraging infants to build and explore a miniature “You stacked the blocks to make a tall cabin—can you add a tree next to it like in the forest?” <i>Early Language Support:</i> Name materials and describing the infant’s actions and creations. “That’s a brown block—just like a log! You’re building a little house in the woods.”
Outdoor Play	Nature Basket Mystery: Fill baskets with natural texture (smooth rocks, seed pods, soft feather). Let the infant explore while describing each to the infant. CLASS Connections: <i>Facilitated Exploration:</i> Fills baskets with natural textures like smooth rocks, seed pods, and soft feathers, encouraging infants to explore through touch and curiosity. “This rock feels cool and smooth—can you find something that feels different?” <i>Early Language Support:</i> name each item and describing its texture as the infant explores. “You’re holding the feather—it’s soft and tickly! That’s called a feather, like birds have.”

Florida Standards Alignments

Language and Literacy	LL.1.a – Responds to familiar voices, songs, or rhymes. LL.1.b – Shows recognition of environmental sounds. LL.2.a – Shows interest in books, pictures, and photos.
Approaches to Learning	AL.1.a – Shows curiosity and interest in people and objects. AL.2.b – Shows persistence in focusing on people or objects of interest.
Social & emotional Development	SED.1.b – Responds to consistent and familiar routines. SED.2.a – Develops a sense of belonging through familiar faces and family involvement. SED.3.b – Responds to adult support during change or distress.
Creative Expression through the Arts	CA.2.a – Expresses self through facial expressions, movements, or vocalizations. CA.3.a – Engages with sensory elements (e.g., color, texture, music).
Social Studies (SS)	SS.1.a – Shows awareness of surroundings. SS.2.a – Participates in shared routines with familiar adults.

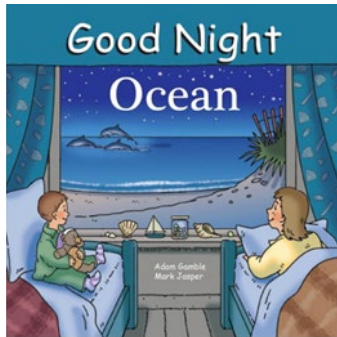
Learning Objectives:

- ✓ Students will demonstrate increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks.
- ✓ Students will show motivation for and appreciation of reading and will show curiosity in different forms of artistic expressions (e.g., music, art and dance).
- ✓ Students will practice motor skills by rolling, tossing, and/or kicking a ball and placing items in designated places.

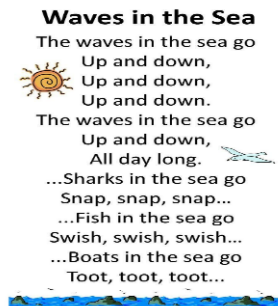
Transitions:	<i>Find ocean-themed songs to play and sing along to. Use swimming motions during the songs.</i>
Parent Involvement:	<i>Encourage parents to bring in photos of infants on the beach.</i>

Photo Inspiration:

Story book



Sing-Along



Sand Buckets



Soft Sea Animals



Finger Puppets



Rainbow Fish Art



Sand Sensory Bags



Jellyfish Suncatcher



Ocean Sensory Bottles



Week 1 Monday

Whole Group Literacy	Read the book Goodnight Ocean By Adam Gamble and Mark Jasper Hold infants in lap or sit very close and flip through the pages in the book. Point out and label images to the infants. Allow the infants to explore and hold the book as desired. Try to get the infant to wave goodbye and hello. When reading the beginning part of the book, point out the goodbye and extend the language with hello. Encourage infants to wave and make sounds. Repeat sounds that the infants make. <u>CLASS Connections:</u> Try using infants’ cues to have back and forth exchanges by repeating their sounds. Then, extend on those sounds by providing words for infants. Label objects as infants explore the bags.
Small Group	Buried Treasure Hunt Bury various ocean-themed objects (i.e. seashells, toy sea animals, etc.) under sand (you can use crushed graham crackers to avoid infants eating the sand) in a container. Invite a small group of infants to explore and dig in the sand to pull out objects. <u>CLASS Connections:</u> When infants pull out objects, be sure to label each item and verbalize what infants are doing.
Dramatic Play	Let’s go to the beach Place beach-themed items in the reach of infants. Include items such as beach towels, umbrellas, sunglasses, sun hats, sand buckets, beach toys, small cooler, etc. <u>CLASS Connections:</u> Encourage infants to explore items while labelling them and describing what is being done and what each item is used for.
Art/Sensory	Ocean Scene Draw an ocean scene template on a large piece of paper (large enough for multiple infants to work on). Include sea animals mentioned in the book. Provide infants with crayons and markers and invite them to color in the scene. <u>CLASS Connections:</u> Describe actions and colors infants use. Label the sea animals and talk about their movements. Participate with infants and show them how to color. Showing enthusiasm during interaction.
Blocks	Stacking Sand buckets Place different sized sand buckets and soft plastic sea animals in the blocks area and encourage infants to stack and explore the different items. <u>CLASS Connections:</u> Be sure to verbalize actions and label items. Model stacking actions and invite infants to knock over the towers and build them back.
Physical Movement	Try to get the infant to crawl, roll, or walk like sea animals. Talk about different sea animals in the book. Show the infant the pictures from the book and ask them “Can you crawl like the jelly fish?” as you try to get the to do it. Vary your intonation and encourage the infant to complete the task. When the infant completes the task celebrate them as try to get them to do more.

Week 1 Tuesday

Whole Group Literacy	Read the book Goodnight Ocean By Adam Gamble and Mark Jasper Three Little Fish: Sing the song “Three Little Fish” Sung to: “Three Blind Mice” Three little fish, three little fish (hold up three fingers); See how they swim, see how they swim (make swimming motion with arms); Round and Round and fast they go (“swim” fast – sing fast); Now they are going very slow (“swim” slow-also sign slow); Three little fish, three little fish (hold up 3 fingers again). <u>CLASS Connections:</u> Try using infants’ cues to have back and forth exchanges by repeating their sounds. Then, extend on those sounds by providing words for infants. Label objects as infants explore the bags.
Small Group	Touch and feel seashells. Set a variety of medium-sized seashells in front of the infants. Allow infants to explore freely. <u>CLASS Connections:</u> Encourage them to touch the seashells and talk about their texture. Be sure to verbalize textures and motions. Try mirroring the infant’s behavior and vary your intonation when speaking with them.
Dramatic Play	Ocean Foam Fill sensory table with blue water and add soap to create bubbles. Be sure to use kid-friendly soap in case infants put them in their mouths. Place different sea animals into the bin and invite infants to ‘clean’ the animals in the water. <u>CLASS Connections:</u> Be sure to label animals and describe actions of infants and yourself. Encourage infants to play in the bubbles.
Art	Rainbow Fish Art Provide infants with different sea creature cut-outs. Encourage infants to use different color paint dotters to decorate their ‘rainbow’ fish. <u>CLASS Connections:</u> As infants create their pictures, pay attention to their cues and assist them in holding the paint dotters. Allow the infants to choose which colors to use and label the colors as they use them.
Blocks	Sand Sensory Bags Prepare several plastic bags with beach sand and different beach items inside. Place in front of the infant and allow the infant to discover the sensory bag. <u>CLASS Connections:</u> Label the objects inside of the bag. Be sure to look for cues regarding the infants’ interests and go along with their interests. Encourage the infants to play with the bags as tolerated.
Outdoor Play	Water Play Provide a shallow tub with a small amount of water along with various water/beach toys. Allow the infants to explore in the water and with the various toys. <u>CLASS Connections:</u> As infants explore, model different kinds of uses with the toys and encourage them to mimic your actions. Be sure to label toys and actions during play.

Week 1 Wednesday

Whole Group Literacy	Read the book Goodnight Ocean by Adam Gamble and Mark Jasper Hold infants in lap or sit very close and read the book with infants. Label objects, colors, and shapes. Watch to see what infants are interested in to support exploration. <u>CLASS Connections:</u> Allow the infant to explore and hold the book as desired.
Small Group	Waves in the Sea Play/Sing the song “Waves in the Sea” to the tune of “Wheels on the Bus” to infants. As they listen, show toys and perform motions that go along with each of the verses. <u>CLASS Connections:</u> Show enthusiasm and change intonation in voice as you sing. Encourage infants to move along with the song.
Dramatic Play	Let’s go to the beach Continue inviting infants to explore beach-themed items. Include items such as beach towels, umbrellas, sunglasses, sun hats, sand buckets, beach toys, small cooler, etc. <u>CLASS Connections:</u> Encourage infants to explore items while labelling them and describing what is being done and what each item is used for.
Art	Painting Seashells Provide different shape and size seashells and let infants choose a shell to paint. Provide paint and paint brushes or allow infants to use their fingers to paint seashells. <u>CLASS Connections:</u> Encourage infants to explore the paint and shells. Label colors and describe characteristics of shells. Talk about finding shells on the beach.
Blocks	Seashell Tower Place a variety of seashells in the block area. Encourage infants to explore and stack seashells. <u>CLASS Connections:</u> Model behavior of stacking seashells and describe actions as well as textures, colors, and shapes of the shells. Talking about finding shells at the beach.
Physical Movement	Walk/Crawl the Plank Set up an area with a blue material to represent the water. Add sea creatures and shark fins to the ‘water.’ Place a long rectangular piece of cardboard along the middle of the fabric, just slightly longer than the fabric, to represent a ‘plank.’ Invite infants to ‘walk the plank’ by crawling or walking across the cardboard. <u>CLASS Connections:</u> Encourage and cheer on infants as they make attempts to move across the plank. Describe the animals in the water and colors of the objects. Describe actions as infants move.

Week 1 Thursday

Whole Group Literacy	Read the book Goodnight Ocean by Adam Gamble and Mark Jasper Baby Shark Song: Sit near the infants and play the song “Baby Shark” while singing along and doing hand motions with the class. Show enthusiasm and intonation while engaging with infants.
Small Group	Sorting Sunglasses Place a variety of different color sunglasses within infants’ reach. Place pictures of people with matching color outfits on a table or on the floor. Invite infants to match the sunglasses with the correct outfits. <u>CLASS Connections:</u> Label colors and items as infants explore. Talk about actions at the beach and what sunglasses are used for. Model and encourage infants to put sunglasses on.
Dramatic Play	Play with ocean animals, plastic and soft. Place a few stuffed or plastic ocean animals in front of the infant and encourage them to play with it. <u>CLASS Connections:</u> Describe and label the objects and mirror infants’ behavior. Try using infants’ cues to have back and forth exchanges by repeating their sounds. Then, extend on those sounds by providing words for infants.
Art	Tin Foil Painted Ocean Scene Place sheets of tin foil on the table (tape them down to prevent infants from grabbing). Provide paints and encourage infants to use their hands and fingers to spread the paint on the foil. For infants hesitant to touch the paint, you can provide paintbrushes or cotton balls/Q-Tips to paint with. <u>CLASS Connections:</u> Encourage infants to explore the tin foil and the sound it makes when hitting, explore the paint and mix the colors. Talk about different items you might see on the beach or in the water.
Blocks	Beach Small World Provide seashells, sea animals, rocks, and other beach-themed objects in the block area. Encourage infants to explore items. <u>CLASS Connections:</u> Label items and describe actions as infants explore. Pay attention to infants’ cues to determine continuation of activity.
Outdoor Play	Building Sandcastles Create sandcastles in the sandbox outside. Encourage infants to knock down the castles. As they get knocked down, rebuild the sandcastles and let the infants repeat the activity. Offer infants shovels and buckets for them to fill on their own. <u>CLASS Connections:</u> Allow infants to explore in the sand and with the building materials. Describe infants’ actions and label materials being used.

Week 1 Friday

Whole Group Literacy	Read the book Goodnight Ocean by Adam Gamble and Mark Jasper Hold infants in lap or sit very close and read book with infants. Label objects, colors, and shapes. Watch to see what infants are interested in to support exploration. Ocean fingerplay. Use names of ocean animals to the tune of “This little piggy.” Vary your intonation and repeat sounds that infants may make. Use finger puppets to match the animals in the song. <u>CLASS Connections:</u> Allow the infant to explore and hold the book as desired. Try using infants’ cues to have back and forth exchanges by repeating their sounds. Then, extend on those sounds by providing words for infants.
Small Group	Feed the Shark Create a shark face with an empty cereal box and cut out different color fish. Cut a hole into the cereal box and place a shark face on the box for infants to feed. Invite infants to ‘feed the shark” by placing fish into the box. Call out different colors to encourage infants to grab them. cut a hole for the mouth and have children place the fish inside. <u>CLASS Connections:</u> Assist infants as needed to place fish into the box.
Dramatic Play	Let’s go to the beach Continue inviting infants to explore beach-themed items. Include items such as beach towels, umbrellas, sunglasses, sun hats, sand buckets, beach toys, small cooler, etc. <u>CLASS Connections:</u> Encourage infants to explore items while labelling them and describing what is being done and what each item is used for.
Art	Suncatcher Starfish Provide contact paper cut in the shape of starfish and pieces of different color tissue paper to each infant. Peel the contact paper so the sticky side is facing up. Place infants at the table in front of the contact paper. Allow infants to explore tissue paper and place it on the contact paper as they wish. When complete, place another piece of contact paper over the top to seal artwork. Hold starfish up to the sun and talk about the colors and the sun coming through. <u>CLASS Connections:</u> Allow toddlers freedom to choose colors and placement of tissue paper. Ask: Do you like the sticky paper? What colors are you using? Would they look the same at night without sun?
Blocks	Animal Hide and Seek Set up block structures representing ocean habitats and hide different sea creatures throughout the structures. Invite infants to find creatures within the structures. <u>CLASS Connections:</u> Assist infants as needed. Try using infants’ cues to have back and forth exchanges by repeating their sounds. Then, extend on those sounds by providing words for infants.
Physical Movement	Dance Party Play ocean-themed music for infants. Mirror infants’ behavior, initiate dancing with infants and join in on their dancing. Be sure to vary your intonation when encouraging infants.

Week 2 Infant Lesson Plan

Theme: Beach Life/Summer

Book: **Beach Day** by Karen Roosa

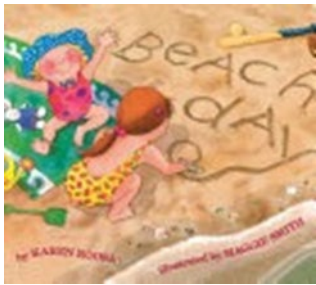
Learning Objectives:

- ✓ Students will demonstrate increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks.
- ✓ Students will show motivation for and appreciation of reading and will show curiosity in different forms of artistic expressions (e.g., music, art and dance).
- ✓ Students will practice motor skills by rolling, tossing, and/or kicking a ball and placing items in designated places.

Transitions:	<i>Find ocean-themed songs to play and sing along to. Use swimming motions during the songs.</i>
Parent Involvement:	<i>Take children on a walk to the beach or by the water and discuss different animals and things they might see.</i>

Photo Inspiration:

Story book



Dot Sticker Fish



Ice Art



Beach Volleyball



Sea Animal Puzzles



Ocean Sensory Bag



Coral Reef Sponge Art



Coffee Filter Turtle



Jellyfish Hula Hoops



Sea Snake Scarves



Five Little Sea Creatures

Five little sea creatures
On the ocean floor;
The lobster walked away
Now there are four.
Four little sea creatures
Living in the sea,
The octopus crept away
Now there are three.
Three little sea creatures
Wondering what to do;
"Good-bye," said the starfish
Now there are two.
Two little sea creatures
Not having much fun;
Off swam the sea horse
Now there is one.
One little hermit crab
Sad and all alone,
Back came the starfish,
Back came the sea horse,
Back came the octopus,
Back came the lobster,
Then all five went home



Week 2 Monday

Whole Group Literacy	Beach Day by Karen Roosa Introduce the new book about going to the beach. Talk with children about going to the beach. Flip through the book and point out and label different objects, colors, and shapes. Allow children to explore the book and flip through the pages as they please. Try using infants' cues to have back and forth exchanges by repeating their sounds. Then, extend on those sounds by providing words for infants.
Small Group	Dot Sticker Fish Print out different color fish shapes on cardstock or laminate pages. Post the fish on the wall or display them on the table. Invite a small group of infants to the area. Provide infants with dot stickers and encourage them to match the dot stickers with the different color fish. <u>CLASS Connections:</u> Allow children to choose the color stickers they want to use. Label the colors and help infants find the matching fish as needed.
Dramatic Play	Under the Waves Place ocean-themed objects, animals, and scenes in the dramatic play area. Include items like shark fins, goggles, seaweed, etc. Encourage infants to explore the different ocean animals and materials. <u>CLASS Connections:</u> Participate with infants and model behaviors such as putting on goggles or acting like a shark. Label the different items and describe how they are used in the ocean.
Art	Ice paint Dye water with different paint colors, then freeze in ice trays with popsicle sticks or sea animals as handles. Invite infants to 'paint' with the colored ice. <u>CLASS Connections:</u> Allow infants to choose ice sticks and paint on the pages as they wish. Label colors as they paint and share enthusiasm with infants. Describe what infants are doing. Pay attention to infants' cues and respond as appropriate.
Blocks	Play with sailboat - plastic and/or soft. Place a stuffed or plastic sailboat in front of the infant and encourage them to play with it. Describe and label the object and mirror infants' behavior. Try using infants' cues to have back and forth exchanges by repeating their sounds. Then, extend on those sounds by providing words for infants. <u>CLASS Connections:</u> Encourage infants to explore the boats and describe actions. Label colors and textures of items.
Outdoor Play	Beach Ball Fun Bring different color and size beach balls outside. Roll and toss balls to infants and encourage them to mimic actions. <u>CLASS Connections:</u> Label colors of the balls and describe the actions of yourself and infants. Encourage infants to try different motions such as catching, kicking, throwing, etc.

Week 2 Tuesday

Whole Group Literacy	Beach Day by Karen Roosa Read a few pages of the book with infants, pointing to objects and labeling them with the infants. Point out the different colors on the pages and describe the actions occurring. Five Little Sea Creatures: After reading the book, introduce the song 'Five Little Sea Creatures.' Have pictures or toys for each animal mentioned (lobster, octopus, starfish, seahorse, hermit crab). As the animals come up, show pictures or toys and allow infants to explore them. <u>CLASS Connections:</u> Try using infants' cues to have back and forth exchanges by repeating their sounds. Then, extend on those sounds by providing words for infants. Move animals to show the motions.
Small Group	Sea Creature Puzzles Create or purchase sea creature puzzles. You can print out pictures of sea creatures and cut them up. Use laminated images for durability. Invite a small group of children to the table with the teacher and provide a puzzle for each child. <u>CLASS Connections:</u> Encourage them to complete the puzzles. While they work on the puzzles, ask questions such as: What animal is on your puzzle? Have you ever seen a (sea animal) before? Where do they live?
Dramatic Play	Ocean Sensory Bags Fill several plastic bags with blue hair gel and various ocean themed toys. Tape them to a window or a table and invite infants to explore them. <u>CLASS Connections:</u> Try using infants' cues to have back and forth exchanges by repeating their sounds. Then, extend on those sounds by providing words for infants. Label objects as infants explore the bags.
Art	Coral Reef Sponge Painting Cut out sponges in the shapes of various 'coral reef' shapes. Provide infants with paint-trays and paper. Invite infants to stamp sponges onto paper to create a 'coral reef' painting. <u>CLASS Connections:</u> Describe textures and shapes of sponges and describe actions infants take as they paint. Label the colors that infants use on their paintings.
Blocks	Beach theme playdough free play Place beach themed items (mini sea animals, playdough, popsicle sticks, seashells, etc.) and playdough in front of toddlers. Encourage toddlers to play freely with the items to create a scene from the book or make up their own sea story. <u>CLASS Connections:</u> Describe infant's actions as they play with playdough. Label colors of playdough and make animal shapes to describe to the infants.
Physical Development	Musical Instruments Bring out several different instruments and place them near infants. Model playing instruments. You can play ocean-themed songs as infants explore instruments. <u>CLASS Connections:</u> Encourage infants to play instruments by modeling actions and singing ocean/beach-themed songs with infants.

Week 2 Wednesday

Whole Group Literacy	Beach Day by Karen Roosa Introduce the new book about going to the beach. Talk with children about going to the beach. Flip through the book and point out and label different objects, colors, and shapes. Allow children to explore the book and flip through the pages as they please. <u>CLASS Connections:</u> Try using infants' cues to have back and forth exchanges by repeating their sounds. Then, extend on those sounds by providing words for infants. Label objects as infants explore the bags.
Small Group	Ocean Scene Jello Dig Make blue Jello and place different sea animals inside. Have toddlers take turns digging sea animals and objects out of the blue Jello provided. <u>CLASS Connections:</u> Offer spoons and/or other utensils for infants that are hesitant to explore Jello. Label items infants pull out of the Jello. Describe colors and textures during exploration.
Dramatic Play	Under the Waves Place ocean-themed objects, animals, and scenes in the dramatic play area. Include items like shark fins, goggles, seaweed, etc. Encourage infants to explore the different ocean animals and materials. <u>CLASS Connections:</u> Participate with infants and model behaviors such as putting on goggles or acting like a shark. Label the different items and describe how they are used in the ocean.
Art	Beach Scene Draw a beach scene template on a large piece of paper (large enough for multiple infants to work on). Provide infants with crayons and markers and invite them to color in the scene. <u>CLASS Connections:</u> Describe actions and colors infants use. Participate with infants and show them how to color. Showing enthusiasm during interaction.
Blocks	Strainer Jellyfish Get a noodle strainer and pipe cleaners. Place them in front of the infants and model how to stick the pipe cleaners through the strainer holes. Then allow infants to explore and make attempts on their own. <u>CLASS Connections:</u> Allow infants to explore on their own. Pay attention to infants' cues and react as appropriate. Describe actions of your and the infants and label colors of pipe cleaners.
Outdoor Play	Frozen Aquarium Rescue Freeze small balls of water with different sea creatures in each. Put them in containers outside and invite infants to explore. Encourage them to touch and manipulate the ice balls. <u>CLASS Connections:</u> As infants explore, encourage them to move the balls around, throw them, touch them. Label the animals inside and describe infants' actions and textures.

Week 2 Thursday

Whole Group Literacy	Beach Day by Karen Roosa Read the book with infants, pointing to objects and labeling them with the children. If you have ocean-themed finger puppets, use them as you recite the rhyme: One, two, three, four, five. Once I caught a fish alive; Six, seven, eight, nine, ten. Then I let him go again; Why did you let him go? Because he bit my finger so; Which little finger did he bite? This little finger on the right. <u>CLASS Connections:</u> As you recite the rhyme, use enthusiasm and intonation to keep the toddlers’ interest. Try using infants’ cues to have back and forth exchanges by repeating their sounds. Then, extend on those sounds by providing words for infants. Label objects as infants explore the bags.
Small Group	Crab Claw Activity Print and cut out crab images and laminate. Attach several clothespins around the crab images. Allow infants to try and grab the clothespins (claws) off the crabs. <u>CLASS Connections:</u> Label colors and describe action as they perform them. Show enthusiasm during interactions.
Dramatic Play	Beach Ball Fun Provide small, different-colored beach balls and buckets. Encourage infants to throw, roll, catch, or take the balls to the buckets that correspond with the bucket colors. <u>CLASS Connections:</u> Allow infants to explore the balls. Label their actions and the colors as infants explore.
Art	Contact Paper Jellyfish Cut out contact paper in the shape of a jellyfish. Provide strips and or squares of tissue paper. Attach contact paper to the table and bring infants over to participate. Allow infants to grab tissue paper and place it on the contact paper. <u>CLASS Connections:</u> Allow infants to explore the contact paper and tissue paper as they choose. Let them place as much tissue paper as they choose.
Blocks	Sea Snake Scarves Tape several toilet-paper rolls vertically onto a part of the wall. Take scarves and stick them through the toilet paper rolls. Encourage infants to grab the scarves and pull them out of the rolls. <u>CLASS Connections:</u> Describe actions as infants explore, describe the motions of the sea snake as they move through the water and mimic motion with the scarves. Label colors of the scarves infants grab. Assist infants if they have trouble pulling the scarves out.
Physical Movement	Ocean Animal Scarf Dance Place several scarves within the infants’ reach. Play the song and model different sea animal motions with the scarves. Encourage infants to follow along. <u>CLASS Connections:</u> label the colors of the scarves and describe movements being made. Dance with enthusiasm and show excitement.

Week 2 Friday

Whole Group Literacy	Beach Day by Karen Roosa Introduce the new book about going to the beach. Talk with children about going to the beach. Flip through the book and point out and label different objects, colors, and shapes. Allow children to explore the book and flip through the pages as they please. <u>CLASS Connections:</u> Try using infants' cues to have back and forth exchanges by repeating their sounds. Then, extend on those sounds by providing words for infants. Label objects as infants explore the bags.
Small Group	Pearl Color Matching Game Print out different color oyster pictures. Grab several pom poms (pearls) of the same colors. Allow infants to explore the pom poms. <u>CLASS Connections:</u> Describe actions as you place pom poms on the right color oyster. Label objects and colors throughout the activity. Pay attention to infants' cues
Dramatic Play	Jellyfish Hula Hoops Tie several strings, scarves, or ribbons around a couple of hula hoops. Hang the hula hoops so that they are low enough for infants to engage with. Place infants in the area and encourage them to move through the 'jellyfish.' <u>CLASS Connections:</u> As infants explore, describe their actions, describe the movements of the jellyfish 'tentacles,' and label the ribbons' colors infants show interest in. Pay attention to infants' cues and react appropriately.
Art	Coffee Filter Sea Turtles Prepare by getting coffee filters, colored water, and pipettes. Invite infants to the table to drop colored water onto the coffee filters. When infants are done, cut out legs and heads to add to the filters to make a turtle. <u>CLASS Connections:</u> allow infants to explore materials as they want. Label colors they choose and describe their actions as they explore.
Blocks	Wave Sensory Bottles Prepare sensory bottles with blue water and oil. You can include ocean-themed items as well to add an extra element. Show infants how to flip and turn bottles and point out different aspects of the water. <u>CLASS Connections:</u> Describe actions of the waves as bottles are flipped and turned. Label colors and animals in the bottles and talk about the beach.
Outdoor Play	Fishing for Seashells Fill up a tub of water outside and place several seashells of varying colors, shapes, and sizes inside the tub. Invite infants to grab for the seashells and explore the texture. <u>CLASS Connections:</u> Describe actions as infants explore, describe the texture, color, and shape of the shells the infants grab. Talk about going to the beach and encourage infants to continue playing.

Florida Standards Alignments

I. Physical Development B. Motor Development c. Fine Motor Development	1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks Benchmark a. Uses hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)
I. Physical Development B. Motor Development c. Gross Motor Development	1. Demonstrates use of large muscles for movement, position, strength, and coordination Benchmark a. Explores new body positions and movements (e.g., rolling over, sitting, crawling, hitting/kicking at objects)
I. Physical Development B. Motor Development c. Fine Motor Development	2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision Benchmark a. Coordinates the use of arms, hands and fingers to accomplish tasks
IV. Language and Literacy F. Emergent Reading	1. Shows motivation for and appreciation of reading Benchmark a. Begins to show interest in print and books Benchmark b. Begins to learn that pictures represent real objects, events and ideas (stories)
V. Mathematical Thinking C. Patterns	1. Matches objects that have singular attributes (e.g., color, shape, size)
VI. Scientific Inquiry B. Life Science	1. Demonstrates knowledge related to living things and their environments Benchmark a. Begins to explore, interact with and identify some plants and animals (e.g., interaction through real-world, literacy and videos)
VIII. Creative Expression through the Arts E. Appreciation of the Arts	1. Shows Curiosity in different forms of artistic expressions (e.g., music, art and dance)