

Teaching Strategies™ GOLD Weekly Planning Form - Infants/Toddlers: SUNBEAMS Class

FOCUS: Settle In/Routines & Relationships

TEACHERS: June Yeatman & Gloria Perez/Loop 2

WEEK #: SAMPLE	Marvelous Monday	Terrific Tuesday	Wonderful Wednesday	Thrilling Thursday	Fantastic Friday
GOALS	Create Primary Care Groups	Follow Daily Schedule	Strengthen Good-bye Routines	Caregiving Routines = Learning Times	Play Experiences = Learning Times
DAILY CAREGIVING ROUTINES <i>Social-Emotional: Regulates emotions & behaviors (G1)</i> <i>Physical-Motor: Gross & Fine Motor (G6, G7)</i>	<u>Washing Hands</u> Especially upon entering the classroom...Before & after feeding, diapering, cleaning noses, providing 1 st aid	<u>Health Check</u> Teacher & parent check in & share info about child's health & day so far *JM is 1 Year Old! Begin transition to cow milk + Nap mat...	<u>Diapering</u> Especially upon arrival...See posted procedure in Diaper Changing Area...Diapers checked OFTEN!	<u>Feeding</u> SIGNED ENGLISH: More, Eat, Drink, All Done, Milk A.M. Snack: 8:30ish Lunch: 11:15ish P.M. Snack: 3:00ish Eat in small groups	<u>Sleeping</u> Crib sleepers put to sleep on back, in sleeping sack if desired Mat sleepers may have blanket, pillow, soft lovie
INDOOR FREE PLAY CENTERS	<u>Large Motor Play</u> Tummy Time: All non-mobile babies Tummy Time in the a.m. and in the p.m. Teacher down low; toys just out of reach to encourage reaching & moving Climb & Jump: Frog Leap, Carpet Boxes, Toddler Village Boxes <i>Physical-Motor: Traveling & Balancing Skills (G4, G5)</i> <i>Social-Emotional: Regulates own emotions & behaviors (G1)</i>	<u>Literacy</u> Homemade Books: Each child provided w/their own SUNBEAM BOOK & their own FAMILY BOOK of photos taken at school & at home "Family Words" Chart in Arabic, English, Hawaiian, Signed English/ASL, Spanish for use by families & staff *TRS/P-PSNRD-01 & 02 <i>Literacy: Responds to books (G18)</i> <i>Social-Emotional: Establishes, sustains positive relationships (G2)</i> <i>Language: Listens to, understands language + Uses language to express thoughts & needs (G8, G9)</i>	<u>Art, Science, Sensory</u> Top of Sensory Table: Create Sticky Collage together <i>The Arts: Explore visual arts (G33)</i> Magnet Bar: Experiment with Cans & Lids & Little Cups <i>Science & Tech: Physical properties of objects & materials (G25)</i> Inside Sensory Table: Sensory Circles to touch & feel + ADD WATER!!!! <i>Cognitive: Positive approaches to learning (G11)</i>	<u>Manipulatives</u> Gather & Carry: Big Jars & Small Pull Boxes + Variety of objects to collect, stack, dump, & fill <i>Physical-Motor: Gross-motor & Fine-motor (G6, G7)</i> <i>Cognitive: Persists (G11b)</i> <u>Music</u> Drum & Dance: Make music with homemade drums + Dance to "World Party" CD (songs in Arabic, Spanish, other languages) <i>Language: Listens to, understands language (G8)</i> <i>The Arts: Explores musical concepts & expression (G34)</i> Explores dance & movement (G35) *TRS/P-PSPRD-01 & 02	<u>Blocks</u> Stack & Go: Wooden Alphabet Blocks + Rolly Cars available for exploration & play <i>Cognitive: Solves problems (G11c)</i> <i>Physical-Motor: Gross-Motor Manipulative (G6)</i> <u>Dramatic Play</u> Animal Friends: Take care of stuffed animals - feed them (dishes & utensils) & put them to bed (bandana blankets & cardboard boxes) <i>Social-Emotional: Positive relationships (G2)</i> <i>Cognitive: Sociaodramatic play (G14a)</i>

OUTDOOR FREE PLAY EXPERIENCES	<p>Large Motor Play Bouncy Balls & Small Hula Hoops to manipulate & move <u>Physical-Motor</u>: Gross-motor (G6)</p> <p>Blocks & Manipulatives Squeaky Blocks & Colanders on Play Mat <u>Cognitive</u>: Positive approaches to learning (G11)</p> <p>Dramatic Play Colanders & Colorful Dishes & Scoops at Mud Kitchen for pretending <u>Social-Emotional</u>: Positive relationships (G2) <u>Cognitive</u>: Sociaodramatic play (G14a)</p> <p>Art/Music/Dance/Drama Wooden Animal Shakers + Introduce "Shake My Sillies Out" & "Old MacDonald" <u>The Arts</u>: Explores musical concepts & expression (G34) <u>Language & Communication</u>: Listens to, understands language (G8)</p> <p>Literacy Bring Books outside to Play Mat <u>Literacy</u>: Responds to books (G18)</p> <p>Science & Technology/Math "Heavy Work" w/Big Blue Tubs filled w/Sensory Bottles to push, dump, fill <u>Science & Tech</u>: Scientific inquiry (G24) <u>Math</u>: Spatial relationships, shapes (G21) <u>Physical-Motor</u>: Traveling skills (G4) *TRS: P-PSNRD-02</p>
Special Activities and Events	<p>PRACTICE FIRE DRILL: Every month, we have a surprise fire drill, so we can remember what to do in case we have to evacuate the building. This week, we will PRACTICE getting into our evacuation cribs and rolling out to the parking lot quickly and safely.</p>
Changes to Routines/Schedules	<p>Reminder: Our Adult-to-Child Ration is 1:4. So: if one child is inside for a caregiving event (e.g. napping) during Outdoor Play Time, we can have 4 children outside; all others join the napping child inside. Our Foster Grandparent is a VOLUNTEER, so not counted in our ratios!</p>
Family Partnerships	<p>Health Checks: UPON ARRIVAL, share health info with us! What's up with your child? Fill us in so that we know more about what your child needs from us today. P.S.: ARE WE SPELLING NAMES EVERYONE'S CORRECTLY??? IF NOT, LET US KNOW!</p>
Reflecting on the Week	<p>SETTLE IN: Building relationships and establishing consistent routines are our focus for the entire month of September. We want the children to develop a sense of security and trust here at school. P.S.: PLEASE LABEL ALL BELONGINGS -- CLOTHING, BOTTLES, FOOD, ETC!</p>

PLEASE NOTE:

- The curriculum resources cited here include Teaching Strategies GOLD™ Objectives for Development & Learnings ("G") and little texans, BIG FUTURES: The Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines ("ItBF"). We cite resource and objective/indicator for each learning experience.
- To align with Texas Rising Star Standards, we plan DAILY for the following: Social & Emotional Development; Language & Communication Development; Cognitive Development; Physical Activity & Motor Development; Meeting Special Needs; and Respecting Diversity.
- Because we use the Teaching Strategies GOLD™ assessment tool, we plan with the following learning domains in mind: Literacy; Mathematics; Science & Technology; Social Studies; and The Arts (Visual, Music, Dance & Movement, and Drama).
- Our goal is to implement a curriculum that is respectful, inclusive, and developmentally appropriate - so as we plan, we consider children's families & cultures; special needs; and ages & developmental stages.
- Development and learning are integrated, holistic processes. This means that an experience listed with a cognitive objective might end up providing opportunity for learning in other developmental and learning domains (e.g. social-emotional, literacy). Children need repeated opportunities to explore and practice as they build knowledge and skills, so our plans reflect this.
- We plan based on the idea that development and learning occur throughout the day: during CAREGIVING ROUTINES, during PLAY, during TRANSITIONS, and during GROUP EXPERIENCES.
- We work to take advantage of the "TEACHABLE MOMENTS" that arise throughout the day and week, following the children's lead and allowing the curriculum to EMERGE.