Weekly Infant Room Lesson Plan

Teachers Ms. Knithn and Ms. Erin	Week of April 3 - 7
production and transfer and contract and con	The state of the s

	Monday	Goals	Twestay	Goals	Wednesday	Goals	Thursday	Goals	Friday	Goals
Structure Free Play	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	building and knocking over towers	Baby Faces	find the babies' eyes, now and mosth	What's Inside the Box?	fine motor development; problem solving skills	Reading Books	language development; earliest pre- literacy skills	Baby Greie Time	emjoy masic and singing as a group; social development.

	Monday	Goal	Tuesday	Goal	Wednesday	Goal	Thursday	Goal	Freday	Goal
Outdoor Activities	Chalk Drawings	fine motor development; outdoor art	Play in the field	playtime in the gross and under the smaller trees	front lawn obstacle course	alesting number and covering through tennels	Jelo Play	experience	Nature Walk	look for flowers and other signs of spring

Changes to the Environment

Chád	Cognitive	Goals	Longuage	Goals	Motor	Goals	Sections	Gods	Social	Goals .
James	Where is James' nose?	word association and body awareness	Baby Sign: "Help" & "Thank You"	expanding James' sign vocabulary	PushToys	gross motor development; strengthening leg muscles	Jollo Play	explore texture and used	Chave games and Hide & Seek	playful interaction with peers and touchers
Ian	Where is Isn's now?	Word association and body awareness	Baby Sign: "All done" "More"	communicating at meal times	Up the Climber	gross motor development: Climbing Skills	Jello Play	explore texture and smell	Hide & Sock	building trust and object permanence with teachers
Dominie	What is itside the box?	build object perturness; use intentional behavior to solve a problem	Baby Sign: "All done."	communicating with sign at meal times	Push Toys	meter development- taking steps	Jollo Play	explore texture and asset	Rolling the ball back	participate in a game with campiver; build trust

Infant Weekly Program Plan

Appalachian Regional Commission.
Child Development Staff

Infant Weekly Program Plan:

Family training program for atypical infants and children ,1981 Appalachian Regional Commission. Child Development Staff,1970 Appalachian Regional Commission. Child Development Staff,1970 Programs for Infants and Young Children
Programs for Infants and Young Children: Health
Baby-week Campaigns United States. Children's

Bureau,1917 Programs for Infants and Young Children: Education and day care Appalachian Regional Commission. Child Development Staff,1970 Directory of Selected Early Childhood Programs, 1991 Transformation of the Medicaid Program United States. Congress. House. Committee on Commerce. Subcommittee on Health and the Environment, 1996

The American Club Woman Magazine ,1916 California Special Education Programs Paul D. Hinkle, 1995-11 Reflects changes made by the California Legislature during 1994 Includes the Title 5 California Code of regulations governing special education programs selected provisions of other education Code statutes including the State Special Schools other related laws regulations having a direct impact on special education programs services Index Family Planning Amendments of 1989 United States. Congress. Senate. Committee on Labor and Human Resources, 1990 Programs for Infants and Young Children: Nutrition Appalachian Regional Commission. Child Development Staff,1970 Day Care Programs Reprint Series United States. Office of Education, 1971 Serving Infants United States. Office of Child Development, 1971 United States Economist, and Dry Goods Reporter, 1916 Forward Plan for the Health Services Administration United States. Health Services Administration, 1977 Working Well with Babies Claire D. Vallotton, Holly Brophy-Herb, Lori Roggman, Rachel Chazan-Cohen, 2021-08-24 Working Well with Babies describes the comprehensive competencies including the knowledge dispositions and skills that educators of infants and toddlers must have to provide optimal support for infants and toddlers Designed as a learning resource for both in service and pre service infant toddler practitioners this text details the nine competency dimensions of infant toddler educators developed by the Collaborative for Understanding the Pedagogy of Infant Toddler Development CUPID The nine competencies are 1 Reflective Practice 2 Building and Supporting Relationships 3 Partnering with and Supporting Diverse Families 4 Guiding Infant and Toddler Behavior 5 Supporting Development and Learning 6 Assessing Behavior Development Environments 7 Including Infants and Toddlers with Special Needs 8 Professionalism 9 Mentoring Leadership and Supporting Competencies in Adults Supplemental appendices include rich and well organized information to build core knowledge of development over the first three years and apply this knowledge to practice Reproducibles designed to enhance active and engaged learning are organized by chapter and provide examples reflective exercises and information to share with families **Bureau Publication ...**,1915 Bureau publication (United States. Children's Bureau). no. 15, 1917 Miscellaneous Series United States, Children's Bureau,1913 Children's Bureau Publication United States. Children's Bureau, 1915

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