

Weekly Infant Room Lesson Plan

Teachers: Ms. Kaitlin and Ms. Erin

Week of: April 3 - 7

	Monday	Goals	Tuesday	Goals	Wednesday	Goals	Thursday	Goals	Friday	Goals
Structured Free Play	Stacking Cups	building and knocking over towers	Baby Faces	find the babies' eyes, nose and mouth	What's Inside the Box?	fine motor development; problem solving skills	Reading Books	language development; earliest pre-literacy skills	Baby Circle Time	enjoy music and singing as a group; social development

	Monday	Goal	Tuesday	Goal	Wednesday	Goal	Thursday	Goal	Friday	Goal
Outdoor Activities	Chalk Drawings	fine motor development; outdoor art	Play in the field	playtime in the grass and under the smaller trees	front lawn obstacle course	climbing ramps and crawling through tunnels	Jello Play	sensory experience	Nature Walk	look for flowers and other signs of spring

Changes to the Environment

Child	Cognitive	Goals	Language	Goals	Motor	Goals	Sensory	Goals	Social	Goals
James	Where is James' nose?	word association and body awareness	Baby Signs: "Help" & "Thank You"	expanding James' sign vocabulary	Push Toys	gross motor development; strengthening leg muscles	Jello Play	explore texture and smell	Chase games and Hide & Seek	playful interaction with peers and teachers
Ian	Where is Ian's nose?	Word association and body awareness	Baby Signs: "All done" "More"	communicating at meal times	Up the Climber	gross motor development: Climbing Skills	Jello Play	explore texture and smell	Hide & Seek	building trust and object permanence with teachers
Dominic	What is inside the box?	build object permanence; use intentional behavior to solve a problem	Baby Signs: "All done."	communicating with signs at meal times	Push Toys	motor development: taking steps	Jello Play	explore texture and smell	Rolling the ball back	participate in a game with caregiver; build trust

Infant Weekly Program Plan

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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
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
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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, 1917
Miscellaneous Series United States. Children's Bureau, 1913
Children's Bureau Publication United States. Children's Bureau, 1915

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