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Dear Ms. Cabral,

We are currently sophomore psychology students at Trinity College working on a public policy project for our Child Development class. We have contacted you and other various members of the Hartford community in regards to different child care lesson plans and curriculums. After much research and consideration, we have put together a model lesson plans for a four week span. We hope that you review our daily schedules and weekly objectives and perhaps implement some of the material into your own curriculum.

Originally we both felt that designing a typical day in the Trinity College Day Care Center would be a simple task. It was thought that there would be very structured activities and certain tasks which the children would be required to do and that would be the lesson plan. After various interviews and doing extensive research, we realized this was not the case. Designing a four week lesson plan for toddlers took much time and thought. Toddlers are at a point in their development where everything around them is new and waiting to be discovered. This is also the age at which many major signs of developmental changes are occurring in their language, their sense of self and identity, and their ability to engage in social interactions.

At this age, children are at a maximum for their ability to learn. They are like sponges ready to soak up whatever they can be exposed too. It is very important that these children are exposed to new and different activities everyday so they can truly explore the world and environment around them.

After talking with various members of the Hartford child care community we realized that children cannot be forced into participating into one set activity. There must be various activities and options to stimulate and grab their attention. At this age children are not ready to be taught precise "educational" skills such as math and science. But these areas can be investigated through play and exploration. Certain activities which are set up in the classroom may be very simple yet at the same time, very effective in letting kids explore the unknown and exposing them to new things and ideas. When children have the opportunity to experience new ways of expression on their own, but at the same time have certain goal oriented activities, we believe an atmosphere will be created which will aid in the acceleration of a child's development.

Please find attached a four week calendar and curriculum, with each week having its own special theme. Within these weeks we have also provided our weekly objectives for the children and a daily schedule. At the beginning of every month, these calendars and objectives will be handed out to the parents of the children to allow them to see what activities are planned for their

child to encourage their learning. We hope that you consider some of the attached material. If you have any questions feel free to contact us.

Sincerely,

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# **General Goals of Lesson Plans**

These lesson plans were designed in order to provide the Child Care Center with new ideas for daily activities. These activities were designed especially for toddlers in order to stimulate and aid in their growth and development. After observing daily activities in the Child Care Center, we created this lesson plan based on similar activities, but at the same time our theme weeks will be exposing the children to new ideas. It was noticed that because of the energy levels of the children and constant commotion taking place in each classroom, it is not always easy for the teachers to have preset formal activities. The goal of our project is to give the Trinity Child Care Center new activities which will help each individual teacher have a set schedule thereby helping to reduce confusion and commotion in the classroom. We are hoping that these monthly lesson plans will help provide the Center with new ideas and aid in the stimulation of each individual child's development.



# A Child Care Curriculum

**Problem:** The problem we investigated for our project was issues around child care and the presented curriculums. After observing the Child Care center, we realized it is difficult for teachers to come up with preset formal lesson plans while having to deal with the commotion in the classroom.

**Goal:** The goal of our project is to present this four week formal lesson plan to the Trinity College Child Care center in hopes of giving them new set activities which will stimulate and aid in each individual child's growth and development. This will also help to reduce the confusion and commotion within each classroom at the Child Care Center

**Objectives:** The 3 main objectives for the children we focused on during these lesson plans include:

- Working on developing fine and gross motor skills through play
- Developing personal and social- help skills while working in group activities
- Expanding language through new words and pictures given for each activity

**Solution:** The solution we came up with is a four week program. We have made a calendar of four different themed weeks including Classroom Safari, Under the Sea, Transportation, and Farm Week. Along with these we set up specific weekly objectives and daily activities. With each week we have proposed a certain assessment on how well the activities are aiding in each child's development. We are hoping that these monthly lesson plans will help provide the Center with new ideas and aid in the stimulation of each individual child's development.



# November

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i> 1	<i>Thu</i> 2	<i>Fri</i> 3	<i>Sat</i> 4
5	<b>6). Begin Classroom Safari:</b> Introduce topic to children	7). Focus on presenting types of safari animals to children, esp. names to pictures	8). Focus on connecting different animals to the sounds they make <b>Show and tell stuffed animal from home</b>	9). Focus on tribal customs of African people	10). Field Trip to the Zoo. Need parental chaperones	11
12	<b>13). Begin Under the Sea Week:</b> Introduce children to the topic of different types of sealife	14). Present names and types of sealife to children	15). Focus on comparing and contrasting the different sizes of types of sealife <b>Show and tell stuffed animal from home</b>	16). Focus on "transportation" of sea life. How do fish move around. Focus is on amount of fins	17). Children will be making fish print t-shirts so the parents must provide the child with a white t-shirt for class.	18
19	<b>20). Begin Transportation Week :</b> Focus on cars	21). Focus on planes	22). Focus on trains	23). Focus on boats	24). Focus on trucks. <b>Also the parents should help the child get together various pictures of the child with transportation types for the art collage today</b>	25
26	<b>27) Begin Farm Animal Week:</b> Introduce topic of what a farm is	28). Focus on what animals live on the farm	29). Focus on animal sounds	30).	1). <b>Farm Field Trip...</b> parent chaperones needed	

2006

# Daily Activities for Classroom Safari

## Monday November 6<sup>th</sup> 2006:

### 9-9:30 Drop off and check in.

The children will play freely with books, blocks, and puzzles.

### 9:30-10:15 Math and Sensory

The children will organize, by size, 5 different stuffed animals associated with the Safari.

### 10:15-10:45 Craft time

Today the children will use different stamp shapes of Safari animals in colored ink pads.

### 10:45-11:30 Circle time

We will introduce the Safari theme on the week. We will show pictures and give names for different Safari animals like zebras and elephants and some general facts about Africa. We will also teach the kids the song "Willoughby, Wallaby, Woo," by Raffi.

### 11:30-12:00 Lunch time.

### 12-3 Nap time and a post nap snack.

### 3-3:30 Reading time

Today we will read *Starry Safari* by Linda Ashman.

### 3:30 – 4:15 Show and tell

Today the kids will watch the movie *The Wiggly Safari: starring the Wiggles*.

### 4:15-5 Physical time

Today as our physical activity we will have the kids play a game of hide and seek because some Safari animals also hide and seek.

## Tuesday November 7<sup>th</sup>, 2006:

### 9-9:30 Drop off and check in

Today the kids will be offered a dress up box to play with.

### 9:30-10:15 Math and Sensory

We will play around the world with pictures of animals, and have the children identify them.

### 10:15-10:45 Craft Time

The children will draw their favorite animal with crayons and markers.

### 10:45-11:30 Circle Time

Bring in favorite Safari stuffed animal from home to share with the class.

### 11:30-12:00 Lunch time

### 12-3 Nap time and a post nap snack

### 3-3:30 Reading time

Today we will read to the children, *African Animals ABC* by Sarah L. Schuette.

### 3:30 – 4:15 Show and tell

The children will divide into groups and make up a song about a certain Safari animal, and then sing it to the class.

### 4:15-5 Physical time

During activity time, we will put the children into two teams, the elephants and the zebras, and play tag.

## **Wednesday November 8<sup>th</sup>, 2006:**

### **9-9:30 drop off and check in**

The children will play with plastic animal toys that make a sound.

### **9:30-10:15 mathematical and sensory time**

We will have the children count how many animals they see in different colorful posters.

### **10:15-10:45 Craft time**

We will use plastic animals to dip their feet in paint and make foot prints on paper.

### **10:45-11:30 Circle time**

Today we will teach the children how to make the sound of a lion, elephant, and giraffe.

### **11:30-12:00 Lunch time**

### **12-3 Nap time and a post nap snack**

### **3-3:30 Reading time**

We will read *Safari sounds* by Susan Ring.

### **3:30 – 4:15 Show and tell**

We will have the children listen to a tape recording of different animal sounds and see if they can identify them. Then they could record their own version of certain animal sounds.

### **4:15-5 Physical time**

Outside time today will include regular play on the playground, and we might introduce pretending each of them was a different animal.

## **Thursday November 9<sup>th</sup>, 2006:**

### **9-9:30 Drop off and check in**

Today the children would be allowed to play with either the dress up box or the blocks.

### **9:30-10:15 Math and Sensory**

At this time we will have a box in the middle of the room with different objects, and have the children pick out what two objects they would bring with them on a Safari trip.

### **10:15-10:45 Craft time**

The children will make macaroni and beaded necklaces, which would reflect the human culture of Africa.

### **10:45-11:30 Circle time**

Today we will be “making music” with instruments like bongo drums and carved flutes.

### **11:30-12:00 Lunch time**

### **12-3 Nap time and a post nap snack**

### **3-3:30 Reading time**

Toady we will be reading *We All Went on Safari* by Laurie Krebs and Julia Cairns.

### **3:30 – 4:15 Show and tell**

We will have a dress up box full of traditional African dress and have the kids try things on as we explain some of the significance to them.

**4:15-5 Physical time**

We will teach them an African tribal dance, with typical music. If there is time, they could make up their own dance.

**Friday November 10<sup>th</sup>, 2006:**

**9-9:30 Drop off and check in**

The children would be playing with a bin of stuffed animals, while we organized them in groups to go on the bus for our field trip.

**9:30-10:15 Field trip travel time**

Travel to local zoo.

**10:15- 12:00 Field trip**

We will walk around the zoo, and see different animals in their natural habitat. This way the children would see their actual size, color and hear the noises they made.

**12-1 Lunch time**

**1-1:45 Field trip travel time**

Travel back to child care center

**1:45-3 Nap time and post nap snack**

**3-3:30 Reading time**

We would read *Dear Zoo* by Rod Campbell.

**3:30 – 4:15 Show and tell**

The children would share their favorite things about the trip to the zoo.

**4:15-5 Physical time**

The children would play freely outside on the playground.

# Daily Activities for Sea Life Week

## **Monday November 13<sup>th</sup>, 2006:**

### **9-9:30 Drop off and check in**

At this time the children will play freely with books, blocks, and puzzles.

### **9:30-10:15 Math and sensory**

We will have the children organize by size five different stuffed animals relating to sea life

### **10:15-10:45 Craft time**

Today the children will draw a fish with colorful markers.

### **10:45-11:30 Circle time**

We will introduce the Sea life theme of the week. We will show pictures and give names for different sea creatures like whales, dolphins, starfish and lobsters. The children will also learn some general facts about the sea. We will also teach the kids the song "Baby Beluga" by Raffi.

### **11:30-12:00 Lunch time**

### **12-3 Nap time and a post nap snack**

### **3-3:30 Reading time**

Today we will read *Mister Seahorse* by Eric Carlv.

### **3:30 – 4:15 Show and tell**

Today the children will watch the movie *Finding Nemo* and identifying the different creatures.

### **4:15-5 Physical time**

The children will be playing the game "sharks and minnows" that is a type of tag.

## **Tuesday November 14<sup>th</sup>, 2006:**

### **9-9:30 Drop off and check in**

Today will allow the children to socialize while playing with plastic sea creature figurines.

### **9:30-10:15 Math and sensory**

The children will have the chance to examine and look at different sized shells and arrange them by weight or size.

### **10:15-10:45 Craft time**

The children will paint their favorite sea creature.

### **10:45-11:30 Circle time**

We will show pictures and teach the kids the different categories of sea creatures, such as crustaceans and different types of fish.

### **11:30-12:00 Lunch time**

### **12-3 Nap time and a post nap snack**

### **3-3:30 Reading time**

Today we will read *One fish, two fish* by Dr. Seuss.

### **3:30 – 4:15 Show and tell**

Today the children will be able to look at a home aquarium, with different fish, as well as a hermit crab.

**4:15-5 Physical time**

Today the children will play hide and seek.

**Wednesday November 15<sup>th</sup>, 2006:****9-9:30 During drop off and check in**

The children can play with blocks and puzzles.

**9:30-10:15 Math and sensory**

We will do a beach scene, with a sandbox outside, which will include seaweed, shells, and hermit crabs.

**10:15-10:45 Craft time**

The children will cut out creatures and objects from colored paper from specific outlines, and then place them on a big bulletin board.

**10:45-11:30 Circle time**

Bring in your favorite stuffed animal that relates to sea life and share it with the class

**11:30-12:00 Lunch time****12-3 Nap time and a post nap snack****3-3:30 Reading time**

Today we will read *Under the Sea* by Christine Gunzi.

**3:30 – 4:15 Show and tell**

Today we will practice interactive song and dance motions relating to ocean animals.

**4:15-5 Physical time**

The children can play freely on the playground during physical activity time.

**Thursday November 16<sup>th</sup>, 2006:****9-9:30 Drop off and check in**

The children can play with stuffed animal versions of an octopus, a seahorse, and a dolphin.

**9:30-10:15 Math and Sensory**

The children will examine pictures of fish, starfish, and an octopus and learn to count the number of fins or tentacles.

**10:15-10:45 Craft time**

We will use dried out fish and dip them in paint, which the children can use to print on blank t shirts.

**10:45-11:30 Circle time**

We will look into how fish and sea creatures move around in comparison to how humans get around.

**11:30-12:00 Lunch time****12-3 Nap time and a post nap snack****3-3:30 Reading time**

Today we will read *Humphrey the Lost Whale* by Wendy Takuda and Richard Hall.

**3:30 – 4:15 Show and tell**

We will watch the *Little Mermaid*, and explain the transformation between fins and legs.

**4:15-5 Physical time**

We will have the children pretend that they are fish and pretend to swim around through the playground.

**Friday November 17<sup>th</sup>, 2006:**

**9-9:30 Drop off and check in**

The children will play with the sensory table of sand and look at the fish tanks, while we organize them for going to the aquarium.

**9:30-10:15 Field trip travel time**

Travel time to the aquarium.

**10:15 -11:30 Field trip**

Explore the aquarium and show the children about different fish we learned about in class.

**11:30-12:00 Lunch time**

**12-12:45 Field trip travel time**

Travel back to child care center.

**12:45-3 Nap time and a post nap snack**

**3-3:30 Reading time**

Today we will read *Under the Sea; Feel and Touch* by Beck Ward and Chris Embleton.

**3:30 – 4:15 Show and tell**

We will have the children share their favorite things about the aquarium.

**4:15-5 Physical time**

We will have the children play the board game *Memory* with cards relating to sea life.

# Daily Activities for Transportation Week

## **Monday November 20<sup>th</sup>, 2006:**

### **9-9:30 drop off and check in**

The children can play with toy cars.

### **9:30-10:15 Math and sensory**

We will have the children explore the different shapes and numbers of cars by practicing lining them up according to size and counting them.

### **10:15-10:45 Craft time**

The children will dip the wheels of toy cars in paint and have them trace the wheel tracks on a piece of paper.

### **10:45-11:30 Circle time**

Today we will introduce our theme of transportation and our focus of cars for the day. We will show pictures of different cars and explain a few basic car parts.

### **11:30-12:00 Lunch time**

### **12-3 Nap time and a post nap snack**

### **3-3:30 Reading time**

Today we will read *My Car* by Bryon Barton.

### **3:30 – 4:15 Show and tell**

We will play a game where we match colors to specific car pictures and different wheel types to the cars

### **4:15-5 Physical time**

The children can play freely on the playground during physical activity time.

## **Tuesday November 21<sup>st</sup>, 2006:**

### **9-9:30 drop off and check in**

Plastic figurines of planes will be available for the children to play with.

### **9:30-10:15 Math and sensory**

The children will explore the weight and texture of different planes by playing with three types of models. The children will be able to compare a small plane made of paper to a large jet made of metal to a sea plane made of cardboard.

### **10:15-10:45 Craft time**

The children will make paper air planes.

### **10:45-11:30 Circle time**

We will discuss the basic parts of the three types of planes mentioned above, and listen to some of the songs from the *Planes, Trains, and Automobiles* soundtrack.

### **11:30-12:00 Lunch time**

### **12-3 Nap time and a post nap snack**

### **3-3:30 Reading time**

Today we will read *Search inside: Planes* by Bryon Barton.

### **3:30 – 4:15 Show and tell**

We will watch some scenes from the *Jay-Jay the Jet Plane* movies.

### **4:15-5 Physical time**

The children can pretend to be air planes taking off at the airport out on the playground.

## **Wednesday November 22<sup>nd</sup>, 2006:**

### **9-9:30 drop off and check in**

The children will be able to play with toy trains we will set up around the room.

### **9:30-10:15 Math and sensory**

The children will learn about the different compartments of the train, such as the engine car and the dining car.

### **10:15-10:45 Craft time**

We will create a train track with popsicle sticks and a clay train.

### **10:45-11:30 Circle time**

We will introduce the basic parts to a train and have the children listen to the different whistle sounds that the trains make. We will also explain what some of these sounds mean, in addition to teaching the kids who is responsible for what on the train.

### **11:30-12:00 Lunch time**

### **12-3 Nap time and a post nap snack**

### **3-3:30 Reading time**

Today we will read *Thomas and the Freight Train* by W. Rev Awdry.

### **3:30 – 4:15 Show and tell**

We will set up a pretend train station and have the children assume different roles like the passengers and the ticket taker.

### **4:15-5 Physical time**

We will have the children make a human train around the playground, continuing with the idea of having some kids be passengers and conductors.

## **Thursday November 23<sup>rd</sup>, 2006:** (normally would have day off for the holiday)

### **9-9:30 Drop off and check in**

The children will play with toy boats.

### **9:30-10:15 Math and sensory**

We will include a “sensory table” with water where the children can play with different sizes of boats and observe how they interact with water.

### **10:15-10:45 Craft time**

The children will draw themselves on a boat on the water with two people they would bring along on a boating adventure.

### **10:45-11:30 Circle time**

We will introduce the children to the basic parts of a few different boats such as a sailboat and a power boat.

### **11:30-12:00 Lunch time**

### **12-3 Nap time and a post nap snack**

### **3-3:30 Reading time**

Today we will read *Busy Boats* by Toni Mitton.

**3:30 – 4:15 Show and tell**

We will sing some sea songs, such as *My Bonnie lies o'er the ocean*.

**4:15-5 Physical time**

The children can play freely on the playground during physical activity time.

**Friday November 24<sup>th</sup>, 2006:**

**9-9:30 Drop off and check in**

The children will play with toy Hess trucks.

**9:30-10:15 Math and sensory**

We will have a sensory table with different toy trucks, ranging from a dump truck, a pick up truck and a tractor trailer. On the table there will be sand and the children can experience moving the trucks and seeing how each model works.

**10:15-10:45 Craft time**

The children will draw a truck but use different buttons as wheels.

**10:45-11:30 Circle time**

We will introduce the basic parts of the three trucks mentioned above, and explain how each of those has a different use.

**11:30-12:00 Lunch time**

**12-3 Nap time and a post nap snack**

**3-3:30 Reading time**

Today we will read *I love Trucks!* by Philemon Sturges.

**3:30 – 4:15 Show and tell**

The children will bring in their favorite transportation toy, and explain why they like playing with it.

**4:15-5 Physical time**

The children will be allowed to play freely among themselves.

# Daily Activities for Farm Animal Week

## Monday November 27<sup>th</sup>, 2006:

### 9-9:30 Drop off and check in

The children will play with several stuffed animals that would normally be found on a farm.

### 9:30-10:15 Math and sensory

The children will practice counting with plastic farm figurines.

### 10:15-10:45 Craft time

The children will draw their representation of a barnyard scene.

### 10:45-11:30 Circle time

We will introduce the "farm animal" theme to the children, and sing *Old Mac Donald's farm*.

### 11:30-12:00 Lunch time

### 12-3 Nap time and a post nap snack

### 3-3:30 Reading time

Today we will read *Farm Animals* by Lucy Cousins.

### 3:30 – 4:15 Show and tell

We will have the children share their experiences with any farm animals or what pets they have at home.

### 4:15-5 Physical time

Today we will have the children play on the playground and pretend to be horses.

## Tuesday November 28<sup>th</sup>, 2006:

### 9-9:30 Drop off and check in

The children will work on putting together various farm animal puzzles.

### 9:30-10:15 Math and sensory

We will have a sensory table that has materials which represent the texture of the different animals, like feathers for ducks or cotton for sheep's wool.

### 10:15-10:45 Craft time

The children will make paper plate masks of different farm animal faces.

### 10:45-11:30 Circle time

We will explain different qualities of the farm animals, what makes the barnyard an ideal habitat.

### 11:30-12:00 Lunch time

### 12-3 Nap time and a post nap snack

### 3-3:30 Reading time

Today we will read *Theme book: Farm Animals* by the Education Center.

### 3:30 – 4:15 Show and tell

The children will watch *Charlotte's Web*.

### 4:15-5 Physical time

The children will play with hay bales, and can pretend to be in the barnyard.

## Wednesday November 29<sup>th</sup>, 2006:

**9-9:30 Drop off and check in**

The children will play with Lincoln logs and build a barn.

**9:30-10:15 Math and sensory**

We will play different animal sounds for the children and teach them what sound is associated with each animal.

**10:15-10:45 Craft time**

The children will make animals out of clay.

**10:45-11:30 Circle time**

We will reinforce the animal sounds and have the children learn to imitate them.

**11:30-12:00 Lunch time****12-3 Nap time and a post nap snack****3-3:30 Reading time**

Today we will read *Farm Animal Sounds* by G.L Reed.

**3:30 – 4:15 Show and tell**

The children will play with plastic animals that make their appropriate sound.

**4:15-5 Physical time**

The children can play freely on the playground during physical activity time.

**Thursday November 30<sup>th</sup>, 2006:****9-9:30 Drop off and check in**

The children will play with interactive books that have mainly pictures and a sound button.

**9:30-10:15 Math and sensory**

We will have the children play memory with farm animal pictures.

**10:15-10:45 Craft time**

The children will paint a picture of their favorite farm animal that they studied during the week.

**10:45-11:30 Circle time**

Bring in your favorite stuffed animal that would be found on a farm and we will discuss it based on what we learned through the week.

**11:30-12:00 Lunch time****12-3 Nap time and a post nap snack****3-3:30 Reading time**

Today we will read *Animal shaped board books* by Barrie Watts.

**3:30 – 4:15 Show and tell**

We will teach the children the song *Farmer in the Dell*.

**4:15-5 Physical time**

The children will play hide and seek among the hay bales from earlier in the week.

**Friday December 1<sup>st</sup>, 2006:****9-9:30 Drop off and check in**

The children will play with a plastic farm set.

**9:30-10:15 Field trip travel time**

Travel time to the farm.

**10:15 -11:30 Field trip**

Explore the farm and visit the different animals while reinforcing what we learned in the classroom.

**11:30-12:00 Lunch time**

**12-12:45 Field trip travel time**

Travel back to child care center.

**12:45-3 Nap time and a post nap snack**

**3-3:30 Reading time**

Today we will read *Farmyard Babies* by Book Company.

**3:30 – 4:15 Show and tell**

We will have the children share their favorite things about the farm.

**4:15-5 Physical time**

The children will be allowed to play freely on the playground or inside if it is too cold.

# Daily Lesson Plan

## A typical day:

**9-9:30** This is our drop off and check in period. The children are allowed to play freely at different stations around the room. These would include areas where books, blocks, and dress up items are available.

**9:30-10:15** During this period we introduce mathematical and sensory activities. For example, in our Safari themed week we have stuffed animals, which help the children differentiate between size and texture of actual animals. They also practice counting with the animals or different objects in relation to the theme of the week.

**10:15-10:45** At this point we have craft time. We use drawing or painting to help the children express their creativity and interpretations of what they were learning. For instance, in Safari week we have the children use animal stamps or draw different animals with their appropriate colors.

**10:45-11:30** On a Monday this would be when we formally introduce our new theme for the week to the group. The children have already had a few activities relating to the theme and would probably receive the fun facts and explanations of pictures more easily. For this time during the rest of the week the children continue to learn to associate certain objects with what they are or what they do. For example in Safari week we pass around plastic animals and show pictures of the environment and habitat of those animals.

**11:30-12:00** Lunch time.

**12-3** Nap time and a post nap snack.

**3-3:30** This would be reading time, which entails reading books pertaining to the theme of the week.

**3:30 – 4:15** At this time we now have “show and tell.” This would include passing around different objects or small animals that would relate to the majority of the themes. For Safari week we may watch a video that includes Safari facts.

**4:15-5** Finally, this is the time to play outside or in an indoor activity room, either the teacher would introduce a game such as tag or hide and seek, or the children can play among themselves. We want to keep this schedule very flexible and have alternatives for each week depending on the children, while still maintaining some structure and routine.

Our goal would be to prepare the children for pre-school, so incorporate learning as much as possible

# Transportation

## Weekly Lesson Plan

**Concept/ Topic to Search:** Teach the children about the different types of transportation used in everyday life.

**General Goals:** The goal of this week's lesson plan is to get the children to explore and understand various types of transportation that their family, friends, parents, and they use in everyday life. This week we will be focusing on the types of transportation such as planes, boats, trains, trucks, and automobiles. All the activities in the room will focus on this transportation related theme. Our goal is too create a classroom atmosphere in which there is a peer interaction, yet also have some activities which are more structured around the instruction of the teacher. The overall goal is for the children to have a successful comprehension of each activity while being mentally stimulated. Along with these specific goals we also will strive for the following objectives.

### Learning Objectives:

- Introduce the different types of transportation to the children
- Have the children verbally be able to decipher which type of transportation is which
- Have the children comprehend how each type works and what atmosphere they are used in
- Have the children understand various differences in types of automobiles
- Work on color comprehension for each type of car
- Work on developing fine and gross motor skills through play
- Develop personal and social- help skills while working in group activities
- Work on cognitive development through identification and role playing

**Required Materials:** Books on cars, trucks, planes, trains, boats, toy vehicles of each kind, larger models of each toy, race track, train track, blocks for the dump truck, boats for the sink, clay and Popsicle sticks

**Student Product:** Wheel prints in paint, paper airplanes, train tracks with Popsicle sticks and clay train, trucks with button wheels, and drawing of boat adventure

**Lead In:** On Monday, the topic of the transportation will be introduced to the children. It will be explained to the children that it is the theme of the week; the teacher will talk about how there are various types of transportation. Pictures of each type of transportation will be shown and the children will be asked if they recognize any of the types and which ones they have ever traveled on. This will familiarize the children with each type and have them understand what we mean by transportation.

**Assessment:** Throughout the week we will be evaluating how the children are beginning to understand the different connections between the various types of transportation. During play the children will be asked to talk about which types of transportation they would like to take to school everyday if they could. This will show whether or not the children have been able to draw out the connections each different type and how they vary. Also during story time, the teacher can ask what types of trucks and cars perform which tasks. Each child with their parents will have to bring in pictures to make a collage of how many different types of transportation they have used. This will help the child see how what is learned in the classroom can apply to their individual lives. The teachers will also take note of improvements in the child's motor skills and their social interactions with the other students.

# Weekly Lesson Plan

## Classroom Safari

**Concept/ Topic to Search:** Teach the kids about different animals and where they live.

**General Goals:** The goal of this week's lesson plan is to get the children explore and understand various types of environments to which they have never been exposed. This week we will be focusing on the ecosystem of an African safari and look at the different animals and how they interact. All the activities in the room will be based on a safari theme of animals, plants, and the environment. Our goal is too create an a classroom atmosphere in which there is peer interaction yet also have some activities which are more structured around the instruction of the teacher. The overall goal is for the children to have a successful comprehension of each activity while being mentally stimulated. Along with these specific goals we also will strive for the following objectives.

**Learning Objectives:**

- The specific objectives we have set for this week include having the children work on new words and expanding language through learning new animal names.
- Develop a sense of different colors and again this will help with the development o language.
- Understand differences in textures of animals
- Relate animal name to animal sound
- Understand environment such as African culture
- Understand a new culture
- Understand characteristics of each individual animal
- Express creativity in new ways through dance and art
- Work on developing fine and gross motor skills through play
- Develop personal and social- help skills while working in group activities
- Work on cognitive development through identification and role playing

**Required Materials:** Safari stuffed animals, safari hats, animal stamps, colored stamp pads, paper, play cameras, plastic animals, safari themed books, animal sounds tape, tribal drums, tribal attire, transportation to and from zoo, chaperones, paint, plastic safari animals, Wiggles movie, and Raffi Tape

**Student Projects:** Stamp Art, Drawing of favorite animal, painted plastic animal feet art, and macaroni necklaces

**Lead In:** On Monday, the topic of the safari will be introduced to the children. It will be explained to the children that it is the theme of the week; the teacher will talk about Africa and how there are so many different animals and how as a class we will be going on a "safari" this week and learn about many different plants and animals. For a special trip at the end of the week we will take the kids to the zoo and see how many different types of safari animals they can spot. This will also show the kids there are differences in height and also what the different animals eat. This will also help the children with what noises each animal makes.

**Assessment:** Throughout the week we will be evaluating how the children are beginning to understand the different connections about a safari. During play the children will be asked which types of animals make what types of sounds. This will show whether or not the children have been able to draw out the connections between each animal and how they differentiate from each other. Also during story time, the teacher can ask how certain animals feel and try and throw off

the children by asking if the tiger has a really long neck or if it is a giraffe. At the end of the week zoo trip the children will be evaluated on how well they can name each animal and if their language skills have improved since learning about these new animals and environment. Also each student will have a time to sit down with the teacher and go over different pictures of the animals with various numbers in each picture. This will also help the teacher evaluate if the children understand the differences in each animal and also help aid in the child's development of counting and comprehension. The teachers will also take note of improvements in the child's motor skills and their social interactions with the other students.

## Weekly Lesson Plan

# Under the Sea Theme

**Concept/ Topic to Search:** Teach the children about the different types and sizes of animals in the under sea environment.

**General Goals:** The goal of this week's lesson plan is to get the children to explore and understand various types of environments to which they have never been exposed. This week we will be focusing on the types of animal life which is found in the sea. All the activities in the room will be based on an under the sea theme relating to different animals. Our goal is too create a classroom atmosphere in which there is a peer interaction, yet also have some activities which are more structured around the instruction of the teacher. The overall goal is for the children to have a successful comprehension of each activity while being mentally stimulated. Along with these specific goals we also will strive for the following objectives.

### **Learning Objectives:**

- Introduce multiple types of sea life to the children; have them be able to identify different types on their own by the end of the week; work on expanding language
- Have children understand shells all have different weights and textures focus on expanding mathematical skills
- Have child understand concept that all different sea life all have different mechanisms to help them travel
- Explore animals in natural environment at the aquarium
- Have the child understand individual characteristics of each animal
- Work on developing fine and gross motor skills through play
- Develop personal and social help skills while working in group activities
- Work on cognitive development through identification and role playing

**Required Materials:** Stuffed sea life, dried fish, paint, memory cards, sea life books, sea life song, sea life movies

**Student Projects:** Picture fish with colorful markers, painting of favorite sea creature, sea life creature cutouts for bulletin board, and t-shirts with fish prints

**Lead In:** On Monday, the topic of the sea life will be introduced to the children. It will be explained to the children that it is the theme of the week; the teacher will talk about how there are many different animals which come in various shapes and sizes that live in the ocean. For a special trip at the end of the week, we will take the children to the aquarium and see how many different types of animals can live in the same waters together. This will also show the children there are differences in the fin shape and size and how various animals move around.

**Assessment:** Throughout the week we will be evaluating how the children are beginning to understand the different connections of the sea life. During play, the children will be asked to talk about their favorite under the sea animal. This will show whether or not the children have been able to draw out the connections between each animal and how they differentiate from each other. Also during story time, the teacher can ask how certain animals move and what the main differences there are between each type. At the end of the week aquarium trip, the children will be evaluated on how well they can name each animal and if their language skills have improved since learning about these new animals and environment. Also, each student will have a time to sit down with the teacher and go over different pictures of the animals with various numbers in each picture. This will also help the teacher evaluate if the children understand the differences in each animal and also help aid in the child's development of counting and comprehension. The

teachers will also take note of improvements in the child's motor skills and their social interactions with the other students.

# Farm Animals

## Weekly Lesson Plan

**Concept/ Topic to Search:** Teach the children about what a farm is and the different types of animals which live on the farm.

**General Goals:** The goal of this week's lesson plan is to get the children to explore and understand what the purpose of a farm is and what types of animals live there. This week we will focus on the types of animals, why farms exist, animal sounds, and how they interact with one another. All the activities in the room will focus on this farm related theme. Our goal is too create a classroom atmosphere in which there is a peer interaction, yet also have some activities which are more structured around the instruction of the teacher. The overall goal is for the children to have a successful comprehension of each activity while being mentally stimulated. Along with these specific goals we also will strive for the following objectives.

**Learning Objectives:**

- Introduce the different types of farm animals to the children
- Introduce the purpose of farms
- Have the children verbally be able to decipher which types of animals exist
- Have the children comprehend understand and verbally be able to imitate and match the various animals to the correct sounds
- Work on developing fine and gross motor skills through play
- Develop personal and social- help skills while working in group activities
- Work on cognitive development through identification and role playing

**Required Materials:** feathers, wool, plastic animals, farm puzzles, farm books, stuffed farm animals, charlotte's web movie, hay, haystacks, Lincoln logs, farm animal sounds tape, clay, plastic "talking" animals, interactive books, memory cards, paint,

**Student Product:** drawing of farm, animal masks, clay animals, animal painting

**Lead In:** On Monday, the topic living on a farm will be introduced to the children. It will be explained to the children that it is the theme of the week; the teacher will talk about how there are various types farms and animals which live on farms. Pictures of each type of animal will be shown and the children will be asked to correlate each animal to the sound which they make. This will familiarize the children with various types of animals and expand their knowledge on the subject.

**Assessment:** Throughout the week we will be evaluating how the children are beginning to understand the different connections between the various types of farm animals. During play the children will be asked to talk about which types of animal they have seen and if the animals were small or large and what type of sounds they make. This will show whether or not the children have been able to draw out the connections between each different type and how they vary. Also during story time, the teacher can ask children if they have ever been to a farm and if they liked it. How well the children can connect each animal to each sound and how the animals live on the farm will also be able to show how well the children have grasped the concept of farm animals. The teachers will also take note of improvements in the child's motor skills and their social interactions with the other students.