

# Activity Plan

Lesson Plan <i>Kindness and Respect</i>		Timeframe <i>Week of May 5th-9th, 2014</i>	Age Group/Class <i>Infants (8 weeks to 24 months) Bumblebee Room</i>	Teacher(s) <i>Ms. Julie and Ms. Danielle</i>	
Monday		Tuesday	Wednesday	Thursday	Friday
<b>Large Group Activities</b>	<b>Book:</b> <i>Let's Be Kind</i> by P.K. Hallinan LL, SE  <b>Song:</b> <i>I Love You</i> <i>I love you, you love me, we're a happy family with a great big hug and a kiss from me to you, won't you say you'll love me too!</i> LL	<b>Book:</b> <i>Uh-Oh I'm Sorry</i> by Scholastic LL, SE  <b>Song:</b> <i>Baby's Wearing</i> <i>Baby's wearing a red hat, a red hat, a red hat Baby's wearing a red hat, all day long - blue pants, white shoes, etc. J LL</i>	<b>Book:</b> <i>The Rainbow Fish</i> by Marcus Pfister LL, SE  <b>Song:</b> <i>5 Little Ducks</i> <i>5 little ducks went out to play, over the hills and far away. Mama duck called QUACK! QUACK! QUACK! 4 little ducks came waddling back -- 4, 3, 2, 1, J LL</i>	<b>Book:</b> <i>How Much I Love You</i> by Sam McBratney LL, SE  <b>Song:</b> <i>5 Little Heats</i> <i>5 little heats, all in a row. The 1st one said "I love you, so!" The 2nd one gave a big hug. The 3rd one snuggled a hug. The 4th one said "I always be your friend!" The 5th one said "We'll be friends until the end!" LL</i>	<b>Book:</b> <i>Let's Share</i> by P.K. Hallinan LL, SE  <b>Song:</b> <i>A Kind Hug</i> <i>I have a hug, and I'll share it with who? I have a hug, and I'll share it with you! -- Also, high five, big dance, etc. J LL</i>
	<b>Art: Our Heart</b> <i>Using a pink heart shape, the infants can explore the feeling of red paint as they manipulate it across the paper. As they do so, the teacher will talk about what it means to be loving towards others. G</i>  <b>Math: How Many Friends?</b> <i>During mealtimes, the teacher will count each person at the classroom with the infant and talk about ways to show love towards others (ie. hug, kiss, pat, sharing a snack, etc.) SE, G APT</i>  <b>Sensory: Color Bottles</b> <i>Using sensory bottles filled with colored water and vegetable oil, the infants can explore color mixing while the teacher discusses similarities and differences. G, G APT</i>	<b>Sensory: Share With Me</b> <i>The infants will share a toy containing cornstarch and water (sandwich can be used) while the teacher talks about sharing. SE, C, G APT</i>  <b>Language: My Favorite Words</b> <i>The teacher will introduce words that are positive such as please and thank you, or use sentences like "I am sorry" or "May I..." LL</i>  <b>Movement: Ball Rolling</b> <i>With the teachers assistance the infant will dip a ball in paint and roll it across the paper to a friend at the other end. Small infants can work on grasping the ball as the teacher talks about sharing. SE, G APT</i>	<b>Art: Love</b> <i>Using a canvas that has previously had the word "Love" typed on, the infants will use their hands to paint the canvas. Once the paint dries, remove the tape and identify the letters. SE, G</i>  <b>Science: My Many Colors</b> <i>Using a gallon zip-top bag filled with shaving cream and spritzes of water (violet, the infants can squish the bag as the teacher talks about spreading love. G, G</i>  <b>Language: Picture Book</b> <i>Using a pre-assembled book for each child displaying family members, the teacher will identify the people in each picture (daddy, mommy, name, sister, etc.) Older infants can work on identification. LL, G</i>	<b>Movement: Color Streamers</b> <i>The infants can "dance" to music using the streamers. The infants will work on sharing their streamers with others. SE APT</i>  <b>Math: Face Puzzles</b> <i>Using 5x5 pictures of each infants face, the infants can add different eyes, nose, or mouth cut-outs (cut-outs from French bread) to place over top, adding their facial features, nose and mouth to make. G, G APT</i>  <b>Sensory: Ball Pit</b> <i>Two infants can sit in a small infant ball pit as the teacher discusses sharing differences in facial characteristics, and what it means to be a friend. SE</i>	<b>Art: Body Paint</b> <i>After taking off the infants clothes down to the diaper, the teacher will put red paint for the infants to paint themselves and each other. SE, G APT</i>  <b>Science: Feel Chart</b> <i>Using a pre-assembled board with various feelings (happy, sad, angry, scared, etc.) the infants can explore the different feelings. The teacher can help identify the feeling. G, G</i>  <b>Language: Mirror On The Wall</b> <i>Looking at their reflection in the mirror, the teacher can help identify self-characteristics (brown hair, blue eyes, dark skin, etc.) LL, C, G</i>
<b>Changes to Interest Areas</b>	Print out pictures of each child and teacher and tape on blocks for the infants to look at as they explore the blocks.	Add play clothes such as hats and shirts as well as baby dolls of different cultures to the dramatic play area.	Change out sensory feel bin with new materials. This week add circle items such as large link rings, large coffee lids, large wood rings, etc...	Add a baby drum circle using various sized pots and pans. Make a large circle with them to put 2 sitting infants in to explore the different sounds using various materials.	Place various shape and sized mirrors throughout the classroom for the infants to utilize and explore, making sure the mirrors are the non-breakable kind.
<b>Special Activities</b>	<b>Mommy Moments:</b> Mommies, grandmas (or nanas) or caregivers are invited to visit the classroom to spend one-on-one quality time.	<b>Buggy Ride</b> through the center and around the playground (weather permitting).	<b>Daddy Drop-In Day:</b> Daddies, grandpas or caregivers are invited to visit the classroom to spend one-on-one time.	<b>Buggy Ride</b> through the center and around the playground (weather permitting).	<b>Family Potluck</b> at 4:00pm in the Movement Room: Families will be bringing a dish that is a family recipe or tradition.
<b>Outdoor/Large Muscle Activities</b>	<b>Playground Play:</b> Practice using the outside balance bar to grasp and stand.	<b>Musical Moments:</b> In the Movement Room or outside, place a variety of instruments around for the infants to explore and utilize.	<b>Baby Yoga:</b> On yoga mats, place the younger infants and help stretch using the baby yoga moves. Older infants can be shown yoga positions to try.	<b>Playground Play:</b> Open the sandbox on the playground and place scoops and buckets for the infants to practice scooping and dumping.	<b>Playground Play:</b> Use the balance beam for the older infants to practice walking across. Use mats for tummy time for smaller infants.

# Naeyc Creative Curriculum Teachers Guide

**Kathy H. Lee**



## **Naeyc Creative Curriculum Teachers Guide:**

**Reaching Standards and Beyond in Kindergarten** Gera Jacobs, Kathy Crowley, 2010 Focusing on research based developmentally appropriate practices this book shows teachers how to help young children reach standards through creative play activities that ignite their enthusiasm to learn

**Im!-Student Teaching** Meyer, Machado, 2004-05

**High-Quality Early Childhood Programs** Laura J. Colker, Derry J. Koralek, 2018-01-09 An invaluable tool for the director supervisor striving to identify what aspects of an early childhood program need improvement The detailed descriptions of what one should see in high quality programs and why gives readers a strong foundation of child development knowledge and of principles translated into practice Laura Colker is the author of over 100 publications and instructional guides including co authorship of The Creative Curriculum for Preschool The Creative Curriculum for Family Child Care and The Creative Curriculum for Infants and Toddlers The Creative Curriculum for Preschool now in its fifth edition is the most widely used preschool curriculum in the United States She also served as content specialist or scriptwriter on over forty educational videos for PBS and Reading Is Fundamental and developed online training for early childhood caregivers and family child care providers for NACCRRA National Association of Child Care Resource and Referral Agencies Diane Trister Dodge founder and president of Teaching Strategies Inc is the author of numerous books articles and training materials on early childhood education She is the lead author on all of Teaching Strategies books including the popular The Creative Curriculum series Derry Koralek is the President of DGK Company an independent consultant in early childhood education and developer of training materials and guidebooks Past clients include Reading Is Fundamental the Head Start Bureau Military Child Development Programs and the Devereux Foundation Koralek is a past Editor in Chief of Teaching Young Children National Association for the Education of Young Children and winner of the Association for Educational Publishing Golden Lamp Award 2014

*Solutions for Early Childhood Directors* Kathy H. Lee, 2003 *Solutions for Early Childhood Directors* provides real world answers for directors who work in the challenging yet rewarding field of early childhood education Kathy Lee provides practical solutions to problems that arise every day such as training staff handling discipline dealing with parents and creating partnerships in the community For anyone who is a director or wishes to someday become a director this book is the ultimate can't do without it survival kit

**A Guide for Supervisors and Trainers on Implementing the Creative Curriculum for Early Childhood** Diane Trister Dodge, 1993 This guide is designed for early childhood educators who are helping their staffs implement the Creative Curriculum for Early Childhood a curriculum that is based on child development theory and is developmentally appropriate for preschool and kindergarten children A carefully organized and rich environment serves as the focus of this curriculum Part 1 of the guide contains three sections discussing respectively 1 reasons for introducing the new curriculum 2 support and encouragement of staff development during curriculum implementation and 3 the use of classroom visits by supervisors as a way to provide technical assistance to staff

and to fine tune the program Part 2 offers workshop outlines and handouts for conducting staff development sessions This part contains 12 sections the first of which suggests workshop strategies for trainers while the second outlines a workshop that provides staff with an understanding and appreciation of the curriculum s child development focus The following 10 sections each describe workshops devoted to a particular topic 1 blocks 2 house corner dramatic play 3 table toys 4 art 5 sand and water 6 the library 7 music and movement 8 cooking 9 computers and 10 the outdoors Each workshop emphasizes the value of its topic area to child development through exercises activities discussions and handouts Two appendices provide a copy of the Creative Curriculum Self Assessment and Observation Form and staff development forms TJQ

**Foundations of Responsive Caregiving** Jean Barbre, 2012-12-11 Learn the foundations of responsive caregiving and create and sustain environments that foster young children s growth and development The Creative Curriculum for Preschool College Edition Trister, Diane Trister Dodge, Laura J. Colker, Cate Heroman, 2008-05-15 **A Trainer's Guide to the Creative Curriculum for Family Child Care** Diane Trister Dodge, Laura Jean Colker, 1991 This trainer s guide presents two approaches to working with providers who are implementing The Creative Curriculum for Family Child Care The first approach involves periodic workshops and sharing sessions for providers The second approach involves individualized support offered by the trainer in each provider s home In Chapter I Planning Effective Training Sessions a review of knowledge about adult learners provides a basis for planning training The chapter offers practical suggestions on logistics training techniques communication with providers and assessment of training Chapter II Workshops on the Creative Curriculum includes detailed workshop outlines for each major activity area in the curriculum Chapters III and IV focus on the process of working with providers in their homes giving particular attention to preparation of the environment and implementation of activities These chapters explain what should happen in family child care homes where the creative curriculum is used and indicate the importance of these happenings These chapters also deal with typical problems that providers experience and strategies for helping providers address such problems An appendix lists resources that supplement the curriculum and professional organizations providers can join RH Methods for Teaching in Early Education Jennifer Ledford, Justin Lane, Erin Barton, 2019-03-04 Methods for Teaching in Early Education is a comprehensive textbook offering a thorough introduction to early childhood teaching methods with a particular focus on inclusive practices Aligned with both NAEYC standards and CEC s Division for Early Childhood recommended practices this text explores various early childhood teaching principles and strategies providing useful guidance for identifying and choosing between approaches Covering topics from child directed strategies to working with professionals in early childhood the authors provide extensive support to prepare teachers for classroom planning and instruction Each chapter opens and closes with representative vignettes of the challenges faced by today s early educators and helpfully highlights key terms and objectives to inform learning goals With the addition of sample worksheets suggested exercises and helpful references this book fully

supports future teachers in understanding how they might implement these strategies in practice Methods for Teaching in Early Education will prove indispensable for students of teaching methods courses in both general and special education programs providing a comprehensive introduction to early childhood teaching strategies relevant for today's inclusive classrooms

A Trainer's Guide to Caring for Preschool Children Diane Trister Dodge, 1990 Written for individuals responsible for overseeing the staff training of preschool teachers this guide consists of four sections The first enables trainers to determine whether the training program which is based on the 13 Child Development Associate CDA Competency Standards meets the needs of their program The second provides an overview of the trainer's role in guiding each teacher through the course of self-instructional learning activities and suggests ways to extend learning The third includes knowledge and competency assessments for each module to help trainers determine whether the trainee has understood the course material and has become more competent in working with children The fourth section an appendix provides answer sheets and observation forms for use in the assessment process It also includes forms to help in tracking each teacher's progress and a list of publishers and distributors for resources listed in the training modules RH

**Early Childhood Curriculum for All Learners** Ann M. Selmi, Raymond J. Gallagher, Eugenia R. Mora-Flores, 2014-08-12 Early Childhood Curriculum for All Learners Integrating Play and Literacy Activities is designed to teach early childhood professionals about the latest research on play and early literacy and then to show them practical methods for adapting this research to everyday classroom practices that will encourage the development of learning skills The authors link solid play-based research to specific developmentally appropriate practices By combining these two areas the text demonstrates that academic learning and play activities are highly compatible and that children can and do develop academic skills through play In addition the text focuses on socio-dramatic play a recently acknowledged essential aspect of child-initiated play interactions It provides specific strategies that link these interactive behaviors with the early academic skills needed for the initial primary grades Implementation of the information presented in this book will enable children to experience a richer transition into primary education classrooms

*Resources in Education*, 2000-10

The Wiley Handbook of Early Childhood Care and Education Christopher P. Brown, Mary Benson McMullen, Nancy File, 2019-04-23 The essential resource to the issues surrounding childhood care and education with contributions from noted experts The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource that offers a review of the historical aspects, best practices and the future directions of the field With contributions from noted experts in the field the book contains 30 interdisciplinary essays that explore in depth the central issues of early childhood care and education The handbook presents a benchmark reference to the basic knowledge, effective approaches to use with young children, curriculum design, professional development, current policies and other critical information The expert contributors address the myriad complex policy and practice issues that are most relevant today The essays provide insight into topics such as child development and diversity, the sociocultural process of

child development the importance of the home environment in the lives of young children early childhood special education teaching and learning literacy and much more This important resource Presents a comprehensive synopsis of the major components of the field of early childhood care and education Contains contributions from leading scholars researchers and experts in the field Offers the foundational knowledge and practices for working with young children Puts the focus on how early childhood works and presents an understanding of culture as a foundational component of both child development and early childhood education Written for academic scholars researchers advocates policymakers and students of early childhood care and education The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource to the major issues for dealing with childhood care and education with contributions from noted scholars in the field Play, Projects, and Preschool Standards Gera Jacobs,Kathy Crowley,2007 The ideas in this book will seem familiar and nonthreatening yes teachers can indeed use what they already know and what their children love but they can also enhance and expand favorite activities enriching the educational benefits of everyday experiences From the Foreword by Marilou Hyson Stimulate children s love of learning while meeting standards and benchmarks Teachers today are often challenged by and concerned about the expectations in states early learning standards They have questions about their appropriateness implementation and tendency to overlook the needs of the growing number of children who are second language learners or who have disabilities and developmental delays In Play Projects and Preschool Standards authors Gera Jacobs and Kathy Crowley tackle these questions and more head on providing teachers with plenty of lively creative ideas to develop children s genuine curiosity while building the skills they ll need to succeed in kindergarten and beyond In inviting informal language the authors walk readers through the creation of well planned projects and activities that both capture children s interest and enhance social and pre academic development Each chapter offers What Research and the Experts Say snapshots and applications of the research in practice Try This activity ideas that engage children and meet standards Suggestions for tailoring activities to meet the needs of bilingual children and children with special needs This timely book is sure to give teachers the confidence and competence they need to connect the experiences that make preschool so enjoyable with the skill development that makes preschool so necessary *Handbook of Early Literacy Research, Volume 3* Susan B. Neuman,David K. Dickinson,2011-03-09 Building crucial bridges between theory research and practice this volume brings together leading authorities on the literacy development of young children The Handbook examines the full range of factors that shape learning in and out of the classroom from basic developmental processes to family and sociocultural contexts pedagogical strategies curricula and policy issues Highlights of Volume 3 include cutting edge perspectives on English language learning innovative ways to support print knowledge phonological awareness and other code related skills and exemplary approaches to early intervention and teacher professional development **Faculty Development** Sara B. Ewell,Joan Giblin,Joe McNabb,2024-07-01 Action Research can empower all administrators in higher education to engage

more effectively in resolving challenges in colleges and universities Scholar practitioners are particularly well poised to impact three defined areas of practice college students faculty and curriculum teaching and learning Through these three areas of foci broad issues within higher education are explored Action Research is a powerful localized methodology for impacting difficult and complex issues embedded in organizations Higher education administrators regularly confront these types of difficult issues and hold the responsibility to solve these problems Early Learning Standards and Staff Development Gaye Gronlund, Marlyn James, 2014-12-07 Early Learning Standards and Staff Development helps directors and trainers guide early childhood staff to fulfill learning standards often without compromising best practices Written by respected consultants Gaye Gronlund and Marlyn James it is one of few books on staff development in the area of learning standards The book includes activities for reflecting on issues such as how much teachers should direct each type of classroom activity and helps staff developers assist teachers in strengthening their observation and documentation skills The book comes with a DVD featuring video vignettes to accompany the observation exercises as well as PowerPoint training aids

**Teaching Young Children Mathematics** Janice Minetola, Robert G. Ziegenfuss, J. Kent Chrisman, 2013-09-11 Teaching Young Children Mathematics provides a comprehensive overview of mathematics instruction in the early childhood classroom Taking into account family differences language barriers and the presence of special needs students in many classrooms throughout the U S this textbook situates best practices for mathematics instruction within the larger frameworks of federal and state standards as well as contemporary understandings of child development Key topics covered include developmental information of conceptual understanding in mathematics from birth through 3rd grade use of national and state standards in math including the new Common Core State Standards information for adapting ideas to meet special needs and English Language Learners literacy connections in each chapter real world connections to the content and information for family connections to the content *Innovations* Linda G. Miller, Kay M. Albrecht, 2001 This guide is designed for training teachers in the use of the Innovations curricula for infants and for toddlers The Innovations program is based on the view that curricula for young children should involve thinking and planning for everything that can contribute to child development as well as the teacher's relationship with the child and the family This guide is organized in two sections Section 1 contains an 8 hour training session providing a comprehensive introduction to the Innovations curricula Included in this section are a list of preparation steps a list of handouts overheads and materials needed and a detailed planning grid and agenda for conducting workshop activities Section 2 contains 29 training modules designed to be used in inservice preservice workshops or in biweekly monthly staff meetings Seven of these training modules address the following aspects of child development theory principles of development physical development attachment temperament play brain development and intellectual development language development and literacy and social development and social problem solving Topics for the remaining training modules are 1 developmental tasks 2 observation and assessment 3 interactive experiences 4 parent partnerships 5

curriculum planning process 6 environments 7 dramatic possibilities 8 sensory art possibilities 9 curiosity possibilities 10 construction possibilities 11 music movement possibilities 12 literacy possibilities 13 outdoor possibilities 14 projects 15 prop boxes 16 picture files vocabulary 17 guidance and discipline 18 biting 19 aggression 20 social problem solving 21 toileting and 22 portfolios Each training module includes an outline for the workshop providing information on activities the training technique used and necessary materials The guide s appendix includes the forms checklists worksheets and information summaries used in the workshops KB

**Play and Literacy** Myae Han,James E. Johnson,2021-02-04 How do we save play in a standard driven educational environment This edited collection Play and Literacy Play Culture Studies provides a direct answer and solutions to this question Researchers and theorists have argued for decades that play is the best way to learn language and literacy for children This book provides theoretical and historical foundation of connection between play and literacy applied research studies as well as practical strategies to connect play and literacy in early childhood and in teacher education This book features chapters on the history of play and literacy research book play paradigm play in digital writing book based play activities play based reader responses classroom dynamics affecting literacy learning in play and using play with adults in teacher education such as drama based instruction Variety of chapters addressing the strong connection between play and literacy will satisfy the readers who seek to understand the relationship between play and literacy and implement ways to use play to support language and literacy



## The Enigmatic Realm of **Naeyc Creative Curriculum Teachers Guide**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Naeyc Creative Curriculum Teachers Guide** a literary masterpiece penned with a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those who partake in its reading experience.

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### **Table of Contents Naeyc Creative Curriculum Teachers Guide**

1. Understanding the eBook Naeyc Creative Curriculum Teachers Guide
  - The Rise of Digital Reading Naeyc Creative Curriculum Teachers Guide
  - Advantages of eBooks Over Traditional Books
2. Identifying Naeyc Creative Curriculum Teachers Guide
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Naeyc Creative Curriculum Teachers Guide
  - User-Friendly Interface
4. Exploring eBook Recommendations from Naeyc Creative Curriculum Teachers Guide
  - Personalized Recommendations
  - Naeyc Creative Curriculum Teachers Guide User Reviews and Ratings

- Naeyc Creative Curriculum Teachers Guide and Bestseller Lists
- 5. Accessing Naeyc Creative Curriculum Teachers Guide Free and Paid eBooks
  - Naeyc Creative Curriculum Teachers Guide Public Domain eBooks
  - Naeyc Creative Curriculum Teachers Guide eBook Subscription Services
  - Naeyc Creative Curriculum Teachers Guide Budget-Friendly Options
- 6. Navigating Naeyc Creative Curriculum Teachers Guide eBook Formats
  - ePub, PDF, MOBI, and More
  - Naeyc Creative Curriculum Teachers Guide Compatibility with Devices
  - Naeyc Creative Curriculum Teachers Guide Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Naeyc Creative Curriculum Teachers Guide
  - Highlighting and Note-Taking Naeyc Creative Curriculum Teachers Guide
  - Interactive Elements Naeyc Creative Curriculum Teachers Guide
- 8. Staying Engaged with Naeyc Creative Curriculum Teachers Guide
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Naeyc Creative Curriculum Teachers Guide
- 9. Balancing eBooks and Physical Books Naeyc Creative Curriculum Teachers Guide
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Naeyc Creative Curriculum Teachers Guide
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Naeyc Creative Curriculum Teachers Guide
  - Setting Reading Goals Naeyc Creative Curriculum Teachers Guide
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Naeyc Creative Curriculum Teachers Guide
  - Fact-Checking eBook Content of Naeyc Creative Curriculum Teachers Guide
  - Distinguishing Credible Sources

13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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