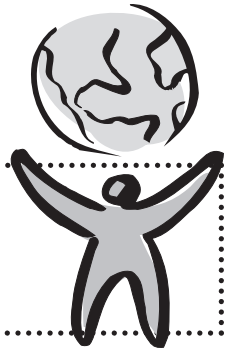
Planning the Environment and Experiences

Option 1

Toddlers

POST



Planning week of: 05/13/13 Teacher(s): Ms. Diane and Ms. Jezabel Homebase: Toddler 2

Emerging skills and interests:
Music and Art

Choose learning centers/stations that will be highlighted for the week. List materials added to Environment. (a station accomodates 1-3 children)

Possible Learning Stations/centers:

Language Works/Books
Language Works/Listening
Language Works/Mark Making
Science Rocks
ArtSmart (centers and experiences)
Math Counts/Manipulative Area
Cozy Areas
Climbing Area
Dramatic Play Area
Construction/Building/Blocks
Hauling/Transporting/Push Pull/Vehicles
Outdoors (centers and experiences)
Music/Movement
Sensory Area
Enrichments: *Movement Matters* and Others
Action Center
Play Pit

Learning Center/Station _____
Science Rocks

We will add large ice blocks to the sensory table and discuss the changes that take place when the ice changes into water.

Learning Center/Station _____
Music/Movement

We will sing "Ring Around the Rosie" and "Pop Goes the Weasel" in our movement matters zone.

Learning Center/Station _____
Art Smarts

We will use our hands and popsicle sticks to create a paint project.

Learning Center/Station _____
Sensory Area

We will paint with a textural paint that will feel and smell different than normal paint.

Learning Center/Station _____
Movement

We will use butcher paper to create a group art project.

Learning Center/Station _____
Large motor

We will create a hula hoop game with hula hoops and bean bags on the playground.

Experiences and projects planned for the week

Language/books (Stories, books, vocabulary)

We will put a large ice block into the sensory table. The children will be able to touch it and watch it melt. We will talk about what they see and use words like ice, cold, melting, water etc.

Large motor (Rolling, pull-up, push-pull, climbing, crawling, picking up, dumping)

We will teach the children to hold hands and walk in a circle to play "Ring Around the Rosie" The children will need to work together to complete this activity.

Small motor (Squishing, squeezing, turning, poking, fitting together)

The children will finger paint on paper. They will then be given a popsicle stick to draw in their paint in order to create a new effect.

Sensory/creative/science (Textures, water, sand, paint, malleable materials, visual stimulation)

We will put coffee grounds (decaffeinated) into paint to give the paint a different feel and smell. The children will use brushes to paint onto paper.

Music/movement (Songs, finger plays, instruments)

We will tape butcher paper to the floor. The children will use crayons and will color on the paper. The following day they will paint on the butcher paper to create a relief painting.

Outdoors (Collecting-dumping, pushing–pulling, loose parts, motor and sensory exploration, nurturing interaction, adult-child conversation)

We will place hula hoops on the ground in the playground. We will use our large motor skills by throwing bean bags into the middle of the hula hoops.

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