

Week 6 SERIES 1000-1050

**LEARNING GOALS**

- Shows interest in shared reading experiences and looking at books
- Shows preference for specific visuals
- Understands concept of more
- Listens to simple nursery rhymes, songs, and chants
- Participates in finger play
- Touches objects to gain information about them
- Recognizes personal objects
- Demonstrates beginning coordination and balance, often with support
- Explores simple art materials

**DAILY SCHEDULE**

Morning Routine  
 (Brush teeth, get dressed, breakfast)  
**Curriculum Activity**  
 Snack  
 Independent Play  
**Brain Waves**  
 Lunch  
 Rest/Nap  
**Curriculum Activity**  
 Outdoor Play  
 Evening Routine

**MATERIALS NEEDED**

- internet access
- scarves (variety of colors)
- container
- birds (toy, stuffed or plastic)
- eggs (plastic)
- pacifier
- bird (toy or picture)
- bird's nest (picture)
- contact paper (clear)
- feathers
- tape
- clean, empty containers (such as boxes)
- soft toys

**CURRICULUM SCHEDULE**

**MONDAY**

Language/Literacy: *Birds of a Feather*  
 Creative Exploration: *Flap Your Wings*  
 Brain Waves: *Seek and Find*

**TUESDAY**

Cognitive Exploration: *More Birds*  
 Language/Literacy: *Baby Bird*  
 Brain Waves: *Seek and Find*

**WEDNESDAY**

Music and Movement: *Fly High*  
 Cognitive Exploration (Science): *Feather Tickle*  
 Brain Waves: *Seek and Find*

**THURSDAY**

Language/Literacy: *Empty Nest*  
 Theme Exploration: *It's Mine*  
 Brain Waves: *Seek and Find*

**FRIDAY**

Music and Movement: *Up*  
 Creative Exploration: *Feather Collage*  
 Brain Waves: *Seek and Find*

## Language/Literacy

### Birds of a Feather

**Learning Goal:** Shows interest in shared reading experiences and looking at books

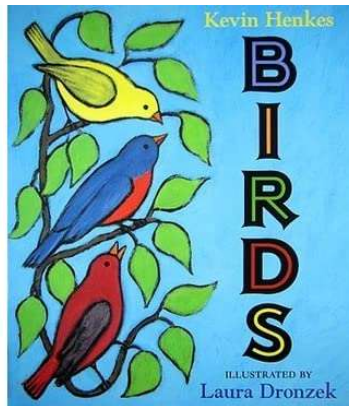
**Materials:** internet access, website:

<https://www.youtube.com/watch?v=Xb0agMy-PoM>

**Preparation:** Preview the read aloud book (at the website above) *Birds* by Kevin Henkes.

**Instructions:**

1. Hold your baby while you listen to the story.
2. While you listen to the book with your baby, bring his/her attention to the illustrations.
3. Observe for responses to viewing illustrations and inflection in the readers voice.



## Creative Exploration

### Flap Your Wings

**Learning Goal:** Shows preference for specific visuals

**Materials:** scarves (variety of colors)

**Instructions:**

1. Sit with your baby on the floor with scarves to wave up and down like bird wings.
2. Describe the motion. Say, "Birds flap their wings, so they can fly."
3. As your child waves his/her scarves, state the colors.
4. Switch colors and observe to see which colors your baby prefers. Express joy as you play with your child!
5. Ask questions and discuss the answers, ex: "Why do birds have wings? So that they can fly across the sky."



## Cognitive Exploration

### More Birds

**Learning Goal:** Understands concept of more

**Materials:** container, stuffed or plastic toy birds

**Preparation:** If toy birds are not available, create colorful picture cards from magazine pictures.

**Instructions:**

1. Sit with your baby.
2. Place several birds into a container. Pull out each bird separately and count as you go.
3. As birds come out of the container, talk about numbers and more. For example, “We have five green birds. That is more than the two yellow ones.”
4. Return birds to the container and repeat. Ask questions and discuss the answers, such as “Which color is more? There are 3 more green birds than yellow birds.” “How many yellow birds do we see? We have two yellow birds.”



## Language/Literacy

### Baby Bird

**Learning Goal:** Listens to simple nursery rhymes, songs, and chants

**Instructions:**

1. Sit with your baby and recite the following rhyme:

Baby Bird, baby bird, In the nest.  
 Baby bird, baby bird, Take a rest.  
 Baby bird, baby bird, Worms for food.  
 Baby bird, baby bird, Are they good?  
 Baby bird, baby bird, Way up high.  
 Baby bird, baby bird, learning to fly!

2. Enjoy animating the rhyme with motions. Close your eyes for “rest” and flap your arms when you say “fly.”



## Music and Movement

### Fly High

**Learning Goal:** Participates in finger play

**Instructions:**

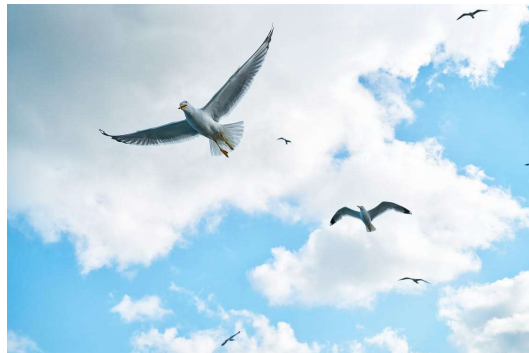
1. Sing the following song with your baby:

#### Birds Fly High

(sung to the tune of “Twinkle, Twinkle Little Star”)

Birds fly high and bees fly low,  
Caterpillars crawl and rivers flow,  
Cats meow and cows go 'moo'.  
Puppies bark and babies 'coo.'  
So many things to see and hear.  
I use my eyes and I use my ears.

2. Encourage your baby to vocalize a response.



## Cognitive Exploration (Science)

### Feather Tickle

**Learning Goal:** Touches objects to gain information about them

**Materials:** feathers

**Instructions:**

1. As you interact with your baby, tickle him/her with a feather.
2. Say, “This is a (color) feather. It feels soft.”
3. As they begin to giggle, ask, “Does the feather tickle?”
4. Continue touching different parts of him/her body with the feather and explain what you touch.
5. Allow them to hold the feather, but make sure they do not put it in their mouth.



## Language/Literacy

### Empty Nest

**Learning Goal:** Listens to simple nursery rhymes, songs, and chants

**Materials:** bird (toy or picture), bird's nest (picture)

**Instructions:**

1. Sit with your baby.
2. Use bird and bird's nest as props as you sing the following song:

**Where Did My Little Bird Go?**

(sung to the tune of "Where Did My Little Dog Go?")

Where, oh where, did my little bird go?

Oh where, oh where can he be?

With his feathers so fluffy and his beak so sharp.

I think he has learned to fly!

3. Say and sign "finished" when done (see demonstration below).
4. Continue as long as interest remains.



## Theme Exploration

### It's Mine

**Learning Goal:** Recognizes personal objects

**Materials:** egg (plastic), pacifier

**Preparation:** Place your baby's pacifier inside a plastic egg.

**Instructions:**

1. Sit with your baby and show him/her the egg.
2. Explain that birds hatch from eggs.
3. Ask, "What else could be hiding in the egg?" Give the egg a shake to indicate something is inside.
4. Open the egg to reveal the pacifier. Observe if he/she recognizes it as theirs. You could say, "Surprise! It's your pacifier, Nolan!"
5. Continue activity as long as interest remains.



## Music and Movement

### Up

**Learning Goal:** Demonstrates beginning coordination and balance, often with support

**Instructions:**

1. Place your baby on his/her back. Say and sign “up” as you describe birds flying up in the sky (see demonstration below).
2. Now it’s his/her turn to practice being up. Gently assist them to the sitting position. Say, “Now you are sitting up!” Support as needed.
3. Lower back down and repeat a few more times.
4. Continue activity as long as interest remains.
5. Say and sign “finished” when done.



## Creative Exploration

### Feather Collage

**Learning Goal:** Explores simple art materials

**Materials:** contact paper (clear), feathers, tape

**Preparation:** Place contact paper on a highchair tray sticky-side up and tape around the edges to hold in place.

**Instructions:**

1. Sit your baby in their highchair.
2. Provide feathers for them to place on the contact paper. Talk about the texture and colors of the feathers.
3. Once the collage is complete, seal it closed by covering with an additional piece of contact paper.
4. Say and sign “finished” when done.
5. Continue activity as long as interest remains.



## Supporting the Development of the Occipital Lobe

The occipital lobe is the part of the brain responsible for visual processing. Neurons for vision begin to form during the first few months of a child's life, so providing lots of visual stimulation during these critical periods is important. The occipital lobe identifies shapes and colors and interacts with other lobes to process visual information received.



## Visual Stimulation

### Seek and Find

**Materials:** containers, such as boxes (clean, empty), toys (soft)

**Instructions:**

1. Place your baby directly in front of you. Put one toy in a container and ask him/her, "Where is the toy?"
2. Encourage them to search each container.
3. When they find the toy, clap and cheer. Return toy to the same box and repeat activity.
4. Once they choose the correct box on their own, put toy in a different container, and repeat activity.

**Activity Variation:** For older infants, place a different toy in each can.

