

**Week 11 SERIES 1000-1050**

**LEARNING GOALS**

- Uses auditory senses during story time
- Responds to what he/she sees, hears, touches, tastes, and smells
- Listens to simple nursery rhymes, songs, and chants
- Observes key community occupations
- Responds to music
- Attends to bright or contrasting colors
- Acts on an object to make a pleasing sight, sound, or motion
- Responds to simple directions
- Explores an object for a minimum of one to three minutes
- Participates in finger play
- Develops control of head and back, progressing to arms and legs

**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**

- age-appropriate book
- transportation toys (boats, cars, planes, trains)
- pictures (planes, pilots)
- book about planes or pilots
- craft stick
- paper airplane
- toy airplanes
- string
- tape
- toy train
- paint (2 or 3 colors)
- white paper

**CURRICULUM SCHEDULE**

**MONDAY**

Theme Exploration: *Time to Travel*  
 Music and Movement: *Let's Go on a Trip*  
 Brain Waves: *Tummy Time Reading*

**TUESDAY**

Cognitive Exploration: *Who Flies the Plane*  
 Music and Movement: *Wheels on the Bus*  
 Brain Waves: *Tummy Time Reading*

**WEDNESDAY**

Creative Exploration: *Making Tracks*  
 Cognitive Exploration: *Fly, Airplane*  
 Brain Waves: *Tummy Time Reading*

**THURSDAY**

Language/Literacy: *Going up, Coming down*  
 Theme Exploration: *Airplanes*  
 Brain Waves: *Tummy Time Reading*

**FRIDAY**

Music and Movement: *My Little Airplane*  
 Creative Exploration: *Over My Head*  
 Brain Waves: *Tummy Time Reading*

## Theme Exploration

### Time to Travel

**Learning Goal:** Responds to what he/she sees, hears, touches, tastes, and smells

**Materials:** transportation toys (boats, cars, planes, trains)

**Instructions:**

1. Place transportation toys in front of your baby's hands for exploration.
2. As your baby plays, talk about each one. Discuss what they have in common, what makes them different, and how we use them to travel.



## Music and Movement

### Let's Go on a Trip

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

**Materials:** transportation toys (car, plane, train)

**Instructions:**

1. Gather baby and sing the following song:

**Let's Go on a Trip**

(sung to the tune of "Farmer in the Dell")

Let's go on a trip. Let's go on a trip.

Take a car, a plane, a train. Let's go on a trip.

2. Repeat the verse using toys as props.
3. Repeat song throughout the week as you enjoy time with your child.



## Cognitive Exploration

### Who Flies the Plane

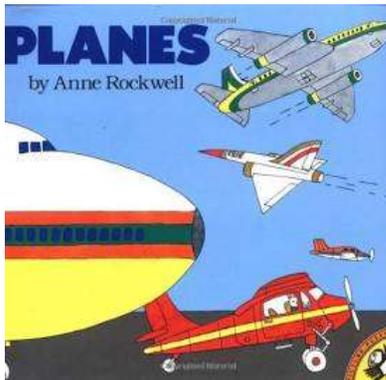
**Learning Goal:** Observes key community occupations

**Materials:** pictures of planes and pilots (included in packet), toy planes, theme-related book about planes and pilots

**Preparation:** Pre-read book.

**Instructions:**

1. Show pictures of pilots and planes to your baby. Talk about how pilots fly planes.
2. Encourage your baby to explore toy planes as you describe a pilot's job.
3. To extend the activity, read a book about planes and pilots, showing the pictures.



## Music and Movement

### Wheels on the Bus

**Learning Goal:** Responds to music

**Instructions:**

1. Sing your favorite version of the song "Wheels on the Bus" to your baby. Add new verses about vacation destinations.
2. Encourage infant to act out the song along with you.



## Creative Exploration

### Making Tracks

**Learning Goal:** Attends to bright or contrasting colors

**Materials:** two or three colors of paint, white paper, toy train

**Preparation:** Prepare the area for messy work.

**Instructions:**

1. Bring your baby to the prepared work space.
2. Place a piece of paper in front of him/her.
3. Give him/her a toy train.
4. Give the choice of two or three paint colors.
5. He/she can dip the wheels into the paint of choice and make tracks on the paper.
6. Continue activity as long as interest remains.



## Cognitive Exploration

### Fly, Airplane

**Learning Goal:** Acts on an object to make a pleasing sight, sound, or motion

**Materials:** two toy airplanes

**Instructions:**

1. Sit with your baby and give him/her a toy airplane. Keep one for yourself.
2. Say, "I have an airplane. What can it do?"
3. Begin to make your airplane move.
4. Encourage your baby to make their airplanes move. Praise their efforts.
5. Continue activity as long as interest remains.



## Language/Literacy

### Going up, Coming down

**Learning Goal:** Responds to simple directions

**Materials:** toy airplane

**Instructions:**

1. Hold your baby.
2. Give them a toy airplane.
3. Demonstrate going up, coming down.
4. Give directions to move their airplanes up, then down.



## Theme Exploration

### Airplanes

**Learning Goal:** Explores an object for a minimum of one to three minutes

**Materials:** airplane pictures, theme-related book

**Preparation:** Pre-read book.

**Instructions:**

1. Hold your baby.
2. Read and discuss the airplane book. After reading, show your baby pictures of airplanes.
3. Point out parts of the airplane as they look at the pictures.



## Music and Movement

### My Little Airplane

**Learning Goal:** Participates in finger play

**Materials:** toy airplanes (optional)

**Instructions:**

1. Hold your baby.
2. Demonstrate sign for airplane. Encourage infant to imitate the sign.
3. Recite finger play and do the actions.

My little airplane (sign airplane) zooms through the sky.

4. Continue activity as long as interest remains.

#### ASL sign for airplane



## Creative Exploration

### Over My Head

**Learning Goal:** Develops control of head and back, progressing to arms and legs

**Materials:** paper airplane, craft stick, string, tape

**Preparation:** Attach a paper airplane to a length of string and tape to a craft stick.

**Instructions:**

1. Hold your baby.
2. Dangle paper airplane above them. Encourage them to reach up high to catch it.
3. Chant as you dangle the airplane:

“Over your head, there’s an airplane in the sky.

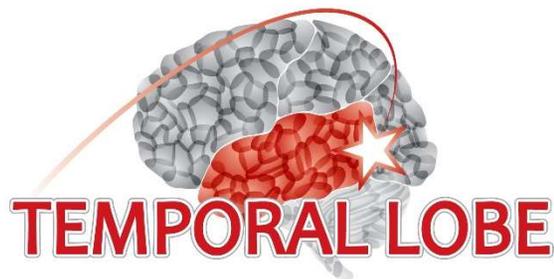
You can catch it if you reach up high.”

4. Continue activity as long as interest remains.



## Supporting the Development of the Temporal Lobe

Two main functions of the temporal lobe are auditory processing and memory. This is the part of the brain that deals with hearing and distinguishing different sounds. From infancy, babies are tuned in to sounds in their environment, and since auditory processing is intertwined with language development, supporting the development of the temporal lobe is important.



## Hearing Stimulation

### Tummy Time Reading

**Materials:** age-appropriate book

**Instructions:**

1. Lay your baby on his/her tummy on the floor and lie down next to him/her.
2. Using an upbeat tone, say, "It's story time."
3. Read book. Encourage your baby to turn his/her head toward the page you are reading by tracking each sentence with your index finger.
4. Talk about each page and try to use sound effects or different voices. Enjoy time together bonding with your baby!



Pictures for Cognitive Exploration: Who Flies the Plane? Activity

