

Week 15 SERIES 1000-1050

**LEARNING GOALS**

- Responds to names of familiar people and objects
- Develops trust and attachment toward significant adults here
- Coordinates motions using eyes and hands
- Demonstrates beginning coordination and balance, often with support
- Coordinates motions using eyes and hands
- Manipulates objects to see what will happen
- Observes key community occupations
- Discovers body parts
- Responds to simple words and phrases
- Shows preference for a particular visual stimuli

**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**

- |   |                        |
|---|------------------------|
| ▪ beach ball                                  | ▪ music                |
| ▪ books                                       | ▪ soft blocks          |
| ▪ cloth                                       | ▪ stroller             |
| ▪ container                                   | ▪ toys of other colors |
| ▪ familiar red objects<br>(apple, cloth, cap) | besides red            |
| ▪ fire truck                                  | ▪ various red toys     |

**CURRICULUM SCHEDULE**

**MONDAY**

Theme Exploration: *Red, Red, Red*

Music and Movement: *Moving Feet*

Brain Waves: *The End*

**TUESDAY**

Cognitive Exploration: *Red is for Fire Truck*

Music and Movement: *Beach Balls*

Brain Waves: *The End*

**WEDNESDAY**

Theme Exploration: *Summer Trip*

Cognitive Exploration: *Knees and Toes*

Brain Waves: *The End*

**THURSDAY**

Language/Literacy: *Red is the Word*

Theme Exploration: *Red Up, Red Down*

Brain Waves: *The End*

**FRIDAY**

Music and Movement: *Block Party*

Creative Exploration: *Where is Red?*

Brain Waves: *The End*

## Theme Exploration

### Red, Red, Red

**Learning Goal:** Responds to names of familiar people and objects

**Materials:** container, familiar red objects (apple, cloth, cap)

**Preparation:** Place objects in basket/container prior to activity.

**Instructions:**

1. Tell your baby that they will learn about the color red today.
2. Take out objects individually. Identify objects by name, color, and use. Observe your baby's responses to these red objects.
3. Throughout the week, notice red objects to mention to your child.



## Music and Movement

### Moving Feet

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

**Instructions:**

1. Note your baby's emerging coordination and balance as you assist in moving his/her legs up, down, and in circular motions.
2. After exercises, say, "Wow, Sally, your feet are moving. You did a great job!"



## Cognitive Exploration

### Red is for Fire Truck

**Learning Goal:** Observes key community occupations

**Materials:** fire truck

**Instructions:**

1. Show your baby a red fire truck.
2. Let him/her play with the fire truck as you discuss what it is, its color, how it is used in the community, and its different parts.
3. Describe the hose and ladder and how they are used. Talk about the firefighters who drive red fire truck and help others.
4. Continue activity as long as interest remains.



## Music and Movement

### Beach Balls

**Learning Goal:** Coordinates motions using eyes and hands

**Materials:** beach ball

**Instructions:**

1. Sit with your baby on the floor.
2. Be sure he/she is supported while sitting on the floor.
3. Slowly roll the beach ball towards him/her.
4. Encourage your baby to grasp the ball and roll it or kick it towards you.
5. Enjoy time playing with your child!



## Theme Exploration

### Summer Trip

**Learning Goal:** Develops trust and attachment toward significant adults here

**Materials:** stroller

**Instructions:**

1. As you approach your baby, extend your arms and say, "Come with me. Let's go on a summer trip."
2. Embrace him/her and place in the stroller. Be sure he/she is buckled.
3. Roll outside and have a conversation about the summer sights, sounds, and smells.
4. Bring your baby back inside and have conversation about the inside sight, sounds, and smells.



## Cognitive Exploration

### Knees and Toes

**Learning Goal:** Discovers body parts

**Instructions:**

1. Sit with your baby.
2. Touch parts of his/her body while singing the song "Head, Shoulders, Knees, and Toes."
3. Sing the song at a steady pace with good tone.
4. Continue activity as long as interest remains.
5. Observe for facial expressions and note if your infant tries to mimic any movement.



## Language/Literacy

### Red is the Word

**Learning Goal:** Responds to simple words and phrases

**Instructions:**

1. Hold your baby.
2. Walk around your home and show him/her items that are red as you sign “red.”
3. If possible, encourage him/her to touch the item.
4. While your baby is touching the item say, “Jenny, that is a red apple.”
5. Observe his/her responses to your discussion.

red

Stroke the lips downward with the dominant index finger. Adults may use the “R” to stroke down the lips when signing to older students.



## Theme Exploration

### Red Up, Red Down

**Learning Goal:** Coordinates motions using eyes and hands

**Materials:** various red toys

**Instructions:**

1. Sit with your baby.
2. Give a red toy to your child and keep a red toy for yourself.
3. Grasp the red toy and move it up then down.
4. As you move it say, “Red is up; now red is down.”
5. Praise your baby’s ability to grasp an item and move it.
6. Continue activity as long as interest remains.



## Music and Movement

### Block Party

**Learning Goal:** Manipulates objects to see what will happen

**Materials:** soft blocks, music

**Instructions:**

1. Sit with your baby and put on some music that your baby enjoys.
2. Place him/her in front of blocks.
3. Encourage him/her to interact with the blocks.
4. Talk to your baby about what he/she is doing. For example, is he/she stacking them? What colors and how many blocks are there?
5. Continue activity as long as interest remains.



## Creative Exploration

### Where is Red?

**Learning Goal:** Shows preference for a particular visual stimuli

**Materials:** red toys, toys of other colors, cloth

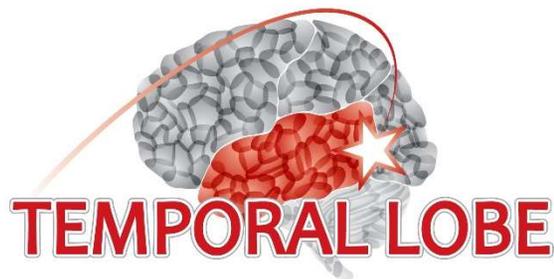
**Instructions:**

1. Sit with your baby.
2. Show and name two toys: one red and another that is not red.
3. While he/she is looking, put the red under a piece of cloth. Ask, "Where is the red toy? Can you find the red toy?"
4. Repeat showing and naming the two objects, then hiding red until he/she tries to find it behind your back.
5. 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

### The End

**Materials:** books

**Instructions:**

1. Place baby in bouncer. Be sure he/she is buckled.
2. Using an upbeat tone, say to him/her, "It's story time." Read books to your baby using a variety of expressions and voice changes.
3. Close book, shout "The end!", and clap.
4. Give your baby the book and sit beside him/her. As you baby explores the book, point out various objects.
5. Each time he/she closes the book, shout "The end!" and clap. Enjoy reading with your little one!

