

# Activity Plan

| Lesson Plan<br><i>Kindness and Respect</i> |  | Timeframe<br><i>Week of May 5th-9th, 2014</i>   | Age Group/Class<br><i>Infants (8 weeks to 24 months)<br/>Bumblebee Room</i>   | Teacher(s)<br><i>Ms. Julie and Ms. Danielle</i>   |   |
|--|--|---|---|---|---|
| Monday                                     |  | Tuesday   | Wednesday   | Thursday  | Friday  |
| <b>Large Group Activities</b>              | <p><b>Book:</b> <i>Let's Be Kind</i> by P.K. Hallinan LL, SE</p> <p><b>Song:</b> <i>I Love You</i><br/>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! LL</p>  | <p><b>Book:</b> <i>Uh-Oh I'm Sorry</i> by Scholastic LL, SE</p> <p><b>Song:</b> <i>Baby's Wearing</i><br/>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</p>  | <p><b>Book:</b> <i>The Rainbow Fish</i> by Marcus Pfister LL, SE</p> <p><b>Song:</b> <i>5 Little Ducks</i><br/>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</p>  | <p><b>Book:</b> <i>How Much I Love You</i> by Sam McBratney LL, SE</p> <p><b>Song:</b> <i>5 Little Heats</i><br/>5 little hearts, 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</p>  | <p><b>Book:</b> <i>Let's Share</i> by P.K. Hallinan LL, SE</p> <p><b>Song:</b> <i>A Kind Hug</i><br/>I have a hug, and I'll share it with you! I have a hug, and I'll share it with you! -- Also, high five, big dance, etc. J LL</p>   |
|  | <p><b>Art: Our Heart</b><br/>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</p> <p><b>Math: How Many Friends?</b><br/>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 book, etc.) SE, G, APT</p> <p><b>Sensory: Color Bottles</b><br/>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</p> | <p><b>Sensory: Share With Me</b><br/>The infants will share a toy containing cornstarch and water (sandwich can be used) while the teacher talks about sharing. SE, C, G, APT</p> <p><b>Language: My Poets Words</b><br/>The teacher will introduce words that are polite such as please and thank you, or use sentences like "I am sorry" or "May I..." LL</p> <p><b>Movement: Ball Rolling</b><br/>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</p> | <p><b>Art: Love</b><br/>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</p> <p><b>Science: My Many Colors</b><br/>Using a gallon zip-loc bag filled with shaving cream and spritzes of water (ink), the infants can squish the bag as the teacher talks about spreading love. G, G</p> <p><b>Language: Picture Book</b><br/>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</p> | <p><b>Movement: Color Streamers</b><br/>The infants can "dance" to music using the streamers. The infants will work on sharing their streamers with others. SE, APT</p> <p><b>Math: Face Puzzles</b><br/>Using 5x10 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, making their faces new eyes, nose and mouth to make. G, G, APT</p> <p><b>Sensory: Ball Pit</b><br/>Two infants can sit in a small infant ball pit as the teacher discusses sharing differences in hand characteristics, and what it means to be a friend. SE</p> | <p><b>Art: Body Paint</b><br/>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</p> <p><b>Science: Feel Chart</b><br/>Using a pre-assembled board with various textures (crumpled paper, cotton, bubble wrap, etc.) the infants can explore the different textures. The teacher can help identify the feeling. G, G</p> <p><b>Language: Mirror On The Wall</b><br/>Looking at their reflection in the mirror, the teacher can help identify self characteristics (brown hair, blue eyes, dark skin, etc.) LL, C, G</p> |
| <b>Changes to Interest Areas</b>           |  | <p>Print out pictures of each child and teacher and tape on blocks for the infants to look at as they explore the blocks.</p> <p>Add play clothes such as hats and shirts as well as baby dolls of different cultures to the dramatic play area.</p>  |   | <p>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...</p> <p>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.</p> <p>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.</p>   |   |
| <b>Special Activities</b>                  |  | <p><b>Mommy Moments:</b> Mommies, grandmas (or nanas) or caregivers are invited to visit the classroom to spend one-on-one quality time.</p> <p><b>Buggy Ride</b> through the center and around the playground (weather permitting).</p>  |   | <p><b>Daddy Drop-In Day:</b> Daddies, grandpas or caregivers are invited to visit the classroom to spend one-on-one time.</p> <p><b>Buggy Ride</b> through the center and around the playground (weather permitting).</p> <p><b>Family Potluck</b> at 4:00pm in the Movement Room: Families will be bringing a dish that is a family recipe or tradition.</p>   |   |
| <b>Outdoor/Large Muscle Activities</b>     |  | <p><b>Playground Play:</b> Practice using the outside balance bar to grasp and stand.</p> <p><b>Musical Moments:</b> In the Movement Room or outside, place a variety of instruments around for the infants to explore and utilize.</p>   |   | <p><b>Playground Play:</b> Open the sandbox on the playground and place scoops and buckets for the infants to practice scooping and dumping.</p> <p><b>Playground Play:</b> Use the balance beam for the older infants to practice walking across. Use mats for tummy time for smaller infants.</p>   |   |

# School Age Lesson Plan Creative Curriculum Template

**Jean Edwards**



## **School Age Lesson Plan Creative Curriculum Template:**

Educational Research Document Summaries Educational Research Information Center (U.S.),1966      **Resources in Education** ,2001-04      **Research in Education** ,1972-05      The Routledge International Handbook of Creative Learning Julian Sefton-Green,Pat Thomson,Ken Jones,Liora Bresler,2011-07-15 The concept of creative learning extends far beyond Arts based learning or the development of individual creativity It covers a range of processes and initiatives throughout the world that share common values systems and practices aimed at making learning more creative This applies at individual classroom or whole school level always with the aim of fully realising young people s potential Until now there has been no single text bringing together the significant literature that explores the dimensions of creative learning despite the work of artists in schools and the development of a cadre of creative teaching and learning specialists Containing a mixture of newly commissioned chapters reprints and updated versions of previous publications this book brings together major theorists and current research Comprising of key readings in creative education it will stand as a uniquely authoritative text that will appeal to those involved in initial and continuing teacher education as well as research academics and policy specialists Sections include a general introduction to the field of creative learning arts learning traditions with sub sections on discrete art forms such as drama and visual art accounts of practice from artist teacher partnerships whole school change and reforms curriculum change assessment evaluative case studies of impact and effect global studies of policy change around creative learning      **Developing Outstanding Teaching and Learning: Creating a culture of professional development to improve outcomes** Julie McGrane,2010      *Handbook of Early Childhood Education* Robert C. Pianta,Susan M. Sheridan,2015-08-12 Comprehensive and authoritative this forward thinking book reviews the breadth of current knowledge about early education and identifies important priorities for practice and policy Robert C Pianta and his associates bring together foremost experts to examine what works in promoting all children s school readiness and social emotional development in preschool and the primary grades Exemplary programs instructional practices and professional development initiatives and the systems needed to put them into place are described The volume presents cutting edge findings on the family and social context of early education and explores ways to strengthen collaboration between professionals and parents      **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

**Exceptional Child Education Resources**, 1996 *Brilliant Head Teacher* Iain Erskine, 2012-11-02 What does it really take to become a brilliant headteacher Take the next step in your career with confidence as Iain Erskine explores the qualities and skills required to shine in the role of Headteacher what leading organising and managing a school really involves and how you can work with others to achieve those goals Brilliant Headteacher is a reference book with a difference a friendly and accessible read with insightful guidance based on day to day experience in the role leaving you knowing that leading your school and becoming a brilliant Head is both an achievable goal and a reward

**Learning to Teach in the Primary School** Teresa Cremin, James Arthur, 2014-02-24 Flexible effective and creative primary school teachers require subject knowledge an understanding of their pupils and how they learn a range of strategies for managing behaviour and organising environments for learning and the ability to respond to dynamic classroom situations This third edition of Learning to Teach in the Primary School is fully updated with reference to the new National Curriculum and has been revised to provide even more practical advice and guidance to trainee primary teachers Twenty two new authors have been involved and connections are now made to Northern Irish Welsh and Scottish policies In addition five new units have been included on making the most of your placement play and exploration in learning behaviour management special educational needs phonics With Masters level reflective tasks and suggestions for research based further reading the book provides valuable support to trainee teachers engaged in learning through school based experience and through reading discussion and reflections as part of a teacher education course It provides an accessible and engaging introduction to knowledge about teaching and learning that every student teacher needs to acquire in order to gain qualified teacher status QTS This comprehensive textbook is essential reading for all students training to be primary school teachers including those on undergraduate teacher training courses BEd BA with QTS BSc with QTS postgraduate teacher training courses PGCE SCITT and employment based teacher training courses Schools Direct Teach First plus those studying Education Studies This textbook is supported by a free companion

website with additional resources for instructors and students and can be accessed at [www.routledge.com/cw/Cremin](http://www.routledge.com/cw/Cremin)

*Teaching Children Dance* Susan M. Flynn, Emily Enloe, Theresa Purcell Cone, Stephen L. Cone, 2023-11-16 Teaching Children Dance is back and better than ever The fourth edition of this text retains everything dance educators have loved in previous editions while providing significant updates and new material What's New in This Edition New material in the text which contains learning experiences for physical education dance and classroom settings and is geared toward K-12 students of all ability levels includes the following Two new chapters that feature 32 new learning experiences for popular fitness and social dances as well as for folk and cultural dances based on traditional movements and songs from around the globe Instructional videos of teaching techniques movements and dances from the two new chapters Online resources accessed through HKPropel that include PowerPoint presentations gradable assessments and forms that can be used as is or adapted Other new material includes suggested answers to chapter ending reflection questions updates to discussions on dance and the whole child education initiative new material on how 21st century skills promote creative thinking collaboration communication global awareness and self-direction and a description of the link between dance and the 2018 Physical Activity Guidelines for Americans Dance an Inherent Component of Education This latest edition of Teaching Children Dance brings a new perspective focused on dance as an inherent component of a child's education says coauthor Susan Flynn Since our last edition educational issues have refocused on students gaining knowledge and skills that can be applied to all aspects of their lives Dance is one mode for learning that involves using the body and the senses to gather information communicate and demonstrate conceptual understandings Book Organization The text is organized into two parts with part I's seven chapters providing the foundation for developing dance learning experiences and offering ideas for planning a yearlong program a unit or a single lesson Part II contains two chapters of creative dance learning experiences and two chapters on choreographed learning experiences Each learning experience includes learning outcomes ideas for the introduction and warm-up development and culminating dance variations and adaptations and assessment suggestions that are directly linked to each outcome Fun Learning for All Ability Levels Teaching Children Dance offers dance instructors insight into designing lessons for students of all skill levels including those with disabilities and provides a variety of teaching strategies assessment tools and instruction on effective demonstrations all to make the learning experience fun and motivating for the dancers We've developed learning experiences that encourage creativity positive social interaction and motor skill development says Flynn Students view dance as a way to have fun This opens the door for dance to be a welcomed activity in the school curriculum Note A code for accessing HKPropel is not included with this ebook but may be purchased separately

*Teaching Primary Art* Jean Edwards, 2014-06-03 Teaching Primary Art is an introductory textbook for those training to teach and support learning in art in the primary school The book first explores the underpinning philosophy and pedagogy of teaching and learning art including why we teach it planning and assessment and teaching and support strategies Then it

covers the practical aspects of teaching art including a list of useful vocabulary to encourage talk around art and links to cross curricular learning

**Starting With Their Strengths** Deborah C. Lickey, Denise J. Powers, 2015-04-17 This book provides a comprehensive and practical guide to using the project approach when teaching young children with special needs While focusing on children s individual strengths which include their interests intelligences and unique styles of learning this resource demonstrates teaching strategies that address multiple areas of development Using scenarios from their own practice The authors examine the process of accessing children s strengths to facilitate social emotional cognitive and motor development including concepts and skills The authors provide tools to determine organize and plan with children s strengths and demonstrate the use of documentation as an authentic assessment of children s skills and goals Teachers will use this book to create learning environments that enrich learning for all children

Elementary School Art for Classroom Teachers John R. Sawyer, Italo Luther DeFrancesco, 1971

Encyclopedia of Educational Psychology Neil J. Salkind, Kristin Rasmussen, 2008-01-17 The field of educational psychology draws from a variety of diverse disciplines including human development across the life span measurement and statistics learning and motivation and teaching And within these different disciplines many other fields are featured including psychology anthropology education sociology public health school psychology counseling history and philosophy In fact when taught at the college or university level educational psychology is an ambitious course that undertakes the presentation of many different topics all tied together by the theme of how the individual can best function in an educational setting loosely defined as anything from pre school through adult education Educational psychology can be defined as the application of what we know about learning and motivation development and measurement and statistics to educational settings both school and community based

*Teaching Children Dance* Theresa Purcell Cone, Stephen Leonard Cone, 2012 In this updated third edition respected authors Purcell Cone and Cone identify how dance experiences assist children in cultivating 21st century skills of creative thinking collaboration communication global awareness and self direction The authors present dance as a mode of learning that involves the whole child using the body and the senses to gather information communicate and demonstrate conceptual understandings Teaching Children Dance presents the fundamentals of program construction and delivery guidelines on tailoring a dance program to fit various teaching situations and advocacy strategies for maintaining and developing a program Sample unit plans as well as ideas for planning yearlong unit plans and lesson outlines are included Readers will find protocols for maintaining a safe and productive learning environment as well as strategies for encouraging students feedback demonstrations and observations Teaching Children Dance presents 31 challenging and enjoyable dance experiences These ready to use learning experiences are divided into 12 activities for children in kindergarten through second grade and 11 activities appropriate for students in third through fifth grade Eight dance experiences designed for inclusive or self contained dance classes are also detailed along with strategies to ensure successful experiences for children with disabilities Publisher

**California Preschool**

**Curriculum Framework: Visual and performing arts. Physical development. Health** California. Child Development Division, California. Department of Education, 2010

**Third-Space Exploration in Education** Kaye, Candace, Haynes Writer, Jeanette, 2023-08-07 The third space can simultaneously be a safe haven for experimentation and creativity and a risky space in which there is likely to be contestation and uncertainty Understanding the strategic role in examining and activating third spaces is necessary which applies not only to organizations that seek to apply the contemporary concept of third space in either digital or face to face settings but also to individuals who exist as actors in third space environments These organizations and individuals often have to perform outside of the first space a dominant social or settler colonial identity group Third Space Exploration in Education investigates the knowledge relationships legitimacies and languages that problematize and accommodate the paradoxes tensions and possibilities at the heart of understanding education related third space environments The book is useful in providing insights and support for readers concerned with the creation management negotiation or reconceptualization of expertise knowledge information and organizational development within culturally diverse third space communities and environments This reference work is ideal for audiences in various disciplines centering on education as well as interdisciplinary areas or areas that can relate to education such as ethnic studies sociology psychology medicine technology and business

**The SAGE Encyclopedia of Contemporary Early Childhood Education** Donna Couchenour, J. Kent Chrisman, 2016-03-15 The general public often views early childhood education as either simply babysitting or as preparation for later learning Of course both viewpoints are simplistic Deep understanding of child development best educational practices based on development emergent curriculum cultural competence and applications of family systems are necessary for high quality early education Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research accurate practical applications of research historical foundations and key facts from the field of contemporary early childhood education Through approximately 425 entries this work includes all areas of child development physical cognitive language social emotional aesthetic as well as comprehensive review of best educational practices with young children effective preparation for early childhood professionals and policy making practices and addresses such questions as How is the field of early childhood education defined What are the roots of this field of study How is the history of early childhood education similar to yet different from the study of public education What are the major influences on understandings of best practices in early childhood education

**Cross-Curricular Teaching in the Primary School** Trevor Kerry, 2015-02-11 How can teaching across the curriculum improve children s learning How can you plan meaningful imaginative topic work Cross Curricular Teaching in the Primary School helps teachers plan a more imaginative integrated curriculum by presenting in accessible language a rationale and framework for teaching across the subjects This second edition has been fully updated

in light of the new curriculum and shows how cross curricular work can contribute to deeper subject knowledge Illustrated throughout with examples of effective topic work in successful schools this book provides guidance on the underpinning theory and strategies to facilitate cross curricular work with young children With a new structure to emphasise the importance of careful planning and preparation issues covered include How children learn The theory and rationale behind the cross curricular approach Developing the curriculum and lesson planning Teaching and learning in an integrated way at KS1 and KS2 Cross curricular approaches for maths Whole school approaches and team teaching for cross curricular teaching The role of support staff in cross curricular teaching Improving children s thinking skills Supporting children with special needs Using new media and drama to facilitate cross curricular learning Assessing cross curricular learning Cross Curricular Teaching in the Primary School provides much needed support for busy student and practising teachers Packed with practical ideas it offers an accessible guide to all aspects of introducing an integrated curriculum



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