

| | MUSIC/MOVEMENT | DRAMATIC PLAY | MANIPULATIVES/MATH | SCIENCE/SENSORY | LIBRARY/LISTENING | TRANSITIONS | BLOCKS |
|--|---|---|--|--|--|---|--|
| M O N D A Y | Obj. Explore dancing. Pro. Put on the Monster Mash Halloween music and encourage the children to dance around with you. Mat. Monster Mash cd, cd player | Obj. Build on Halloween vocabulary. Pro. Invite children to dress up in Halloween themed dress ups. Label and describe what they are wearing. Mat. Halloween hats, scarves, bags, buckets | Obj. Work on one to one correspondence. Pro. Place the Montessori blocks on the small circle table. Encourage the children to place one small pumpkin on each block. Mat. pumpkins, Montessori blocks | Obj. Work on small muscles in hands and fingers. Pro. Have children decorate small pumpkins by squeezing small bottles of colored glue with their hands. Mat. small pumpkins | Obj. Practice Appreciative listening. Pro. Go to Halloween chapel service to listen to Ms. Jerri's story of the Halloween pumpkins. Mat. none | Obj. Practice symbolic gestures. Pro. Invite the children to wave hi to the parents as they are seated in the wagon for the Halloween parade. mat. none | Obj. Label and identify Halloween objects. Pro. Tape pictures of various Halloween objects to unit blocks for the children to identify. Mat. unit blocks, Halloween photos, packing tape, scissors |
| T U E S D A Y | Obj. Sing songs about Thanksgiving. Pro. Teach children "I'm a Little Turkey" set to the tune of "I'm a Little Teapot." Mat. Song card for "I'm a Little Turkey." | Obj. Play with circle shaped objects Pro. Provide the children with various circle shaped play food items to play with in the home center. These foods can include oranges, tomato slices, sushi, apples, bagels, and plates. Mat. Various play food items. | Obj. Work on opening and closing boxes. Pro. Provide the children with a set of color and shape boxes to open and close. Observe who needs assistance and provide support. Mat. Color and shape boxes with objects. | Obj. Work on bilateral movement. Pro. Invite children to help mash the apples to make applesauce. Demonstrate how to use both hands on the masher and push down. Offer assistance, if needed. Mat. Cooked apples, potato masher, bowl | Obj. Talk about what the baby sees, hears, and feels. Pro. Provide children with soft baby books with photos of babies eating, sleeping, and playing. Talk with them about what the babies are doing and encourage them to talk about their own experiences as they are eating and or playing. Mat. Soft books and board books about babies playing, eating, | Obj. Work on self feeding with utensils. Pro. Give each child a sample of the applesauce in a cup with a spoon. Let them try to feed themselves with a spoon. Offer assistance, if needed Mat. Homemade applesauce, paper cups, spoons | Obj. Work on pounding. Pro. Provide children with both wooden and soft table blocks and hammers to pound on the blocks. Talk about the action of pounding and the different sounds the blocks make. Mat. Hammers, soft table blocks, wooden unit blocks. |
| W E D N E S D A Y | Obj. Describe actions using positional words (in, out, on, off) Pro. Provide children with laundry baskets for climbing in and out or on and off. Be sure to label the action as they are playing. Mat. Laundry baskets | add photos of the circle objects for the children to match | Obj. Work on positional words (on, off, in, out) Pro. Bring in the shape sorters for the children to manipulate. Talk about the different positions they can place the shapes in relation to the sorter boxes. Mat. Multiple shape sorters | repeat | repeat | repeat | repeat |
| T H U R S D A Y | repeat | Obj. Explore with hard and soft textures. Pro. Provide children with both soft and hard baby dolls to play with. While they play, talk about how the dolls feel using the words soft or hard in the description. Mat. Soft baby dolls, hard plastic baby dolls. | Obj. Work on manipulating puzzles. Pro. Bring in fall themed puzzles for the children to manipulate. Be sure to also label and identify the objects on the puzzles. Mat. fall themed puzzles | Obj. Work on eye/hand coordination. Pro. Fill sensory tubs with various large pom poms and small bowls. Encourage the children to fill the bowls with the pom poms. Mat. Various pom poms, small bowls, sensory tub | add books about babies doing routines like eating, sleeping, playing for the children to relate their own experiences to as well | Obj. Recognize circle shapes. Pro. Take pictures of circle objects in the room to make a book. While waiting to go outside, invite children to look at the book and see if they can identify the shape and find the objects in the room. Mat. School camera, circle objects, construction paper, laminator sheets, black marker, ring binder, hole puncher. | Obj. Use words to describe feelings (happy, sad). Pro. Tape photos of people expressing the emotions happy and sad onto unit blocks for the children to look at while they play. Be sure to use words to describe the feelings expressed. Mat. Unit blocks, tape, photos of people who are sad or happy. |
| F R I D A Y | Add different shaped baskets and talk to the children about the shape of the baskets they are playing inside. | repeat | repeat | repeat | repeat | repeat | repeat |
| OUTDOOR: While outside, ask action type questions. For example, "Can you walk up the stairs?" "Can you kick the ball?" "Can you go down the slide?" | | | | | | | |
| SELF HELP SKILLS: Be sure to ask children if they are wet or dry before changing their diapers to help with the toilet learning process. | | | | | | | |
| INDIVIDUALIZED PLAN: | | | | | | | |