

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Creative	PAINTING WITH GIANT ROLLERS T, 2.4 Sense of Self, seeing self as "doer" who is powerful	USING STRING TO PAINT ON GLOSSY PAPER T, 5.2 Fine Motor	USING PLAYDOUGH CUTTERS TO STAMP PAINT ON CONSTRUCTION PAPER T, 5.2 Fine Motor, Tool Use	MARK MAKING WITH CRAYONS AND NEWSPRINT PAPER T, 5.2 Fine Motor, Making a Mark, using palmar grasp to hold crayons and brushes and make	GLUING POM POMS ON CONSTRUCTION PAPER T, 1.1 Social Interest, engaging in short group activities
	PAINTING USING BRUSHES AND MIXING TWO DIFFERENT COLOURS T, 5.3 Senses, Sensory Exploration, using all senses in the exploration of properties and materials	FOIL PAINTING (TWO DIFFERENT COLOURS, BRUSHES) T, 5.3 Senses, Sensory Exploration, using all senses in the exploration of properties and materials	MARK MAKING USING EMPTY BOTTLES AND THREE DIFFERENT COLOUR PAINT T, 5.3 Senses, Sensory Exploration, using all senses in the exploration of properties and materials	PAINTING USING FINGERS THREE DIFFERENT COLOUR PAINT AND WHITE PAPER T, 5.3 Senses, Sensory Exploration	PAINTING USING DUPLO BLOCKS AND TWO DIFFERENT COLOUR PAINT T, 5.3 Senses, Sensory Exploration, using all senses in the exploration of properties and materials
Sensory	ANTHROPOMORPHIC OBJECTS AND CHARACTERS T, 1.1 Social Interest, observing and playing briefly with peers - may turn into struggle for possession	MAKING OBJECTS IN THE SENSORY BIN T, 2.3 Empathy, showing concern for others demonstrated with caring behaviour	COOKING OBJECTS AND CHARACTERS T, 5.3 Senses, Sensory Exploration	PLAYING WITH BUBBLES IN THE SENSORY BIN T, 5.3 Senses, Sensory Exploration	ANTHROPOMORPHIC OBJECTS AND CHARACTERS T, 1.3 Parallel Play, playing in proximity of peers with similar playthings without an exchange of ideas or things
	JELLO AND ANIMALS IN THE SENSORY BIN T, 4.3 Cause-and-Effect Exploration, responding with joy to the predictable outcomes of exploration	MAKING PLAYDOUGH T, 5.3 Senses, Sensory Discrimination, using all senses to identify and differentiate properties and materials	TASTING LIME FRUIT T, 4.8 Memory, increasing memory capacity	SENSORY RICE BIN (BOWLS, CUPS AND SAND MILL) T, 5.3 Senses, Sensory Motor Integration, coordinating senses with motor skills in	SENSORY PLAY (ICE CUBES) WITH PEOPLE TOYS T, 5.3 Senses, Sensory Discrimination, using all senses to identify and differentiate properties
Cognitive	ALPHABET SOUP T, 4.7 Symbolic Thought, Representation and Root Skills of Literacy	STACKING CUPS ON THE TABLE T, 4.3 Cause-and-Effect Exploration, responding with joy to the predictable outcomes of exploration	SORTING MATH CUBES T, 4.9 Sorting, sorting and labeling objects by characteristics, such as hard and soft or big and small	MATCHING SHAPES T, 4.9 Sorting, matching items by function (e.g., spoon with bowl)	MATCHING NUMBERS T, 4.9 Sorting, matching items by function (e.g., spoon with bowl)
	USING TWEEZERS TO PICK UP INSECT T, 4.3 Cause-and-Effect Exploration, responding with joy to the predictable outcomes of exploration	STICKING AND TAKING OFF SQUIGS ON THE WINDOW T, 5.3 Senses, Sensory Motor Integration, coordinating senses with motor skills in	COUNTING VEGETABLES 1-10 ON THE COGNITIVE AREA T, 4.8 Memory, increasing memory capacity	VOLCANO EXPLORATION(BAKING SODA, VINEGAR, FOOD COLORING 4 DIFFERENT COLOURS) T, 4.8 Memory, increasing memory capacity	CAR PARKING ACTIVITY USING CAR MAP AND DIFFERENT SIZES OF CAR (CARPET ACTIVITY) T, 5.3 Senses, Sensory Motor Integration,
Science / Nature	*EXPLORING BUGS WITH MAGNIFYING GLASSES T, 4.3 Cause-and-Effect Exploration, responding with joy to the predictable outcomes of exploration	EXPLORING WITH MAGNETS T, 4.3 Cause-and-Effect Exploration, responding with joy to the predictable outcomes of exploration	BAKING A CAKE FOR ZANE'S BIRTHDAY T, 4.1 Self-regulation, Attention Regulation, maintaining attention for increasing periods of time	WHISKING BUBBLES T, 1.3 Parallel Play, playing in proximity of peers with similar playthings without an exchange of ideas or things	MAKING GLASSES WITH PROPS T, 4.3 Cause-and-Effect Exploration, responding with joy to the predictable outcomes of exploration
Cooking	Book / Author:	BUGS, BUGS, BUGS By: Mary Reid and Betsey Chessen			
	2 Activities:	CAR MAT T, 1.3 Parallel Play, playing in proximity of peers with similar playthings without an exchange of ideas or things		TRAIN TRACKS T, 1.1 Social Interest, engaging in short group activities	
	3 Accessories:	CARS AND TRUCKS	ANIMALS AND DINOSAURS		PEOPLE
Dramatic Area	Book / Author:	MIGHTY MACHINES; CARS & FIRETRUCKS			
	3 Roles:	GROCERY CASHIER; CASH REGISTER, APRON WITH NAME TAG, TABLE FOR CHECK OUT T, 4.7 Symbolic Thought, Representation and Root Skills of Literacy, Pretend Play	GROCERY CLERK; APRON WITH NAME TAG, GROCERY ITEMS TO STORE, GLOVES T, 4.7 Symbolic Thought, Representation and Root Skills of Literacy, Pretend Play	GROCERY CUSTOMER; PURSE WITH CARD AND MONEY, REUSABLE BAGS, CART T, 4.7 Symbolic Thought, Representation and Root Skills of Literacy, Pretend Play	
	4 Accessories:	BOXES	CART	TRAY	CELL PHONES
Book / Author:	LET'S PRETEND By: Debbie Bailey				
Group Time Songs & Fingerplays	WIND IT UP AND GO T, 1.1 Social Interest, observing and imitating peers	*OLD MACDONALD HAD A FARM T, 3.2 Expressive Language, Words	DOWN BY THE BAY T, 3.2 Expressive Language, Words	I HAVE A LITTLE TURTLE! T, 1.1 Social Interest, beginning to play "follow the peer" games	*BABY SHARK WITH PROPS T, 1.1 Social Interest, observing and imitating peers
	Music & Movement props used	GOOD MORNING TRAIN T, 2.4 Sense of Self, using name of self and others	ITSY BITSY SPIDER T, 1.1 Social Interest, engaging in short group activities	*WATERMELON SONG T, 4.1 Self-regulation, Attention Regulation, maintaining attention for increasing periods of time	ZOOM ZOOM ZOOM WE'RE GOING TO THE MOON T, 1.1 Social Interest, beginning to play "follow the peer" games
5 GREEN AND SPECKLED FROGS WITH PUPPETS T, 1.1 Social Interest, observing and playing briefly with peers - may turn into struggle for possession		5 LITTLE DUCKS WITH PROPS T, 4.8 Memory, increasing memory capacity	MAMMA FINGER MAMMA FINGER USING FINGERS AS PROPS T, 1.1 Social Interest, beginning to play "follow the peer" games	THE HOKEY POKEY T, 5.1 Gross Motor	5 LITTLE MONKEYS WITH PROPS T, 1.1 Social Interest, observing and playing briefly with peers - may turn into struggle for possession

Language & Literacy	*CHICKA CHICKA BOOM BOOM By: Bill Martin Jr. T, 3.1 Receptive Language, listening to stories	*3 LITTLE PIGS FELT STORY T, 3.1 Receptive Language, listening to stories	*BROWN BEAR BROWN BEAR ON THE FELT BOARD T, 3.1 Receptive Language, listening to stories	*POLAR BEAR POLAR BEAR WHAT DO YOU HEAR? ON THE FELT BOARD T, 3.1 Receptive Language, listening to stories	*GROOVY JOE By: Eric Litwin T, 3.1 Receptive Language, listening to stories
	ALPHABET SOUP T, 3.2 Expressive Language, Words, using common verbs and adjectives	FLASH CARDS T, 3.2 Expressive Language, Words, combining words	LEARNING HOW TO COUNT TO 10 IN FRENCH T, 3.2 Expressive Language, Words	LEARNING COLOURS T, 3.2 Expressive Language, Words	LEARNING SHAPES T, 3.2 Expressive Language, Words
Outside Activities AM and PM	BOUNCY CASTLE FUN T, 5.1 Gross Motor	COMMUNITY WALK T, 5.1 Gross Motor, Walking and Running, balancing and coordination increase	RIDING ON BIKES T, 5.1 Gross Motor, Riding Toys, moving riding toys forward by pushing with feet	WALKING TO MCDONALD'S T, 5.1 Gross Motor, Walking and Running, balancing and coordination increase	CLIMBING ON LOGS T, 5.1 Gross Motor, Climbing, climbing on climbing equipment and furniture
	READING BOOKS UNDER THE SHELTER T, 3.1 Receptive Language, listening to stories	PLAYING WITH HULA HOOPS T, 5.1 Gross Motor	TOSSING BALLS HIGH INTO THE AIR T, 5.1 Gross Motor	LEARNING ABOUT STOP LIGHTS AND STREET SIGNS T, 4.7 Symbolic Thought, Representation and Root Skills of Literacy	JUMPING OFF LOGS T, 5.1 Gross Motor, Jumping, jumping down from short heights
	PLACING BALLS INTO THE BASKETBALL HOOP T, 5.1 Gross Motor	KICKING BALLS AROUND THE YARD T, 5.1 Gross Motor	ROLLING BALLS BACK AND FORTH TO EACH OTHER T, 1.1 Social Interest, engaging in short group activities	THROWING HULA HOOPS ONTO LOGS T, 5.1 Gross Motor	ROLLING TIRES IN THE YARD T, 5.1 Gross Motor
	PAINTING THE WALLS WITH WATER AND BRUSHES T, 1.1 Social Interest, observing and imitating peers	DRY ERASE MARKERS ON THE DRY ERASE BOARD OUTSIDE T, 5.2 Fine Motor, Making a Mark, scribbling expands to include lines and shapes	SAND PLAY IN THE SAND TABLE WITH ANIMALS AND PEOPLE T, 1.3 Parallel Play, playing in proximity of peers with similar playthings without an exchange of ideas or things	DANCING TO MUSIC T, 5.1 Gross Motor	FUN YOGA POSES T, 5.1 Gross Motor
Staff responsible for outdoor equipment	AM	MORNING STAFF			
	PM	AFTERNOON STAFF			
Inclement Weather AM and PM	This space is to be filled in if we experience inclement weather and need to be indoors	This space is to be filled in if we experience inclement weather and need to be indoors			
Special events this week	TUESDAY: COMMUNITY WALK WEDNESDAY: ZANE'S 2ND BIRTHDAY THURSDAY: WALK TO MCDONALD'S				
Adaptations/ Observations date/activity/note					
Wake up activities	PLAYDOUGH FUN AT THE TABLE T, 1.3 Parallel Play, playing in proximity of peers with similar playthings without an exchange of ideas or things	MARKERS AND PAPER T, 5.2 Fine Motor, Making a Mark, using palmar grasp to hold crayons and brushes and make scribbles	BOOKS AT THE TABLE T, 3.1 Receptive Language	STICKERS ON PAPER T, 5.2 Fine Motor	PUZZLES AT THE TABLE T, 4.2 Problem Solving, solving problems in actions by trial and error
Transition	IF YOUR NAME IS (...), PLEASE STAND UP, TURN AROUND, TOUCH THE GROUND .. T, 2.4 Sense of Self, using name of self and others	*ALL THE LITTLE COOKIES AT THE BAKER SHOP (INSERT NAME) GO WASH HANDS FOR LUNCH T, 2.4 Sense of Self, using name of self and others	SMALL TOYS IN THE CUBBY AREA WHILE THE REST OF THE GROUP (5) ARE GETTING READY T, 4.1 Self-regulation, Attention Regulation, ignoring distracting variables	HUNGRY HUNGRY-I'M SO HUNGRY (LUNCH TRANSITION SONG) T, 2.1 Expression of Feelings, expressing feelings in language and pretend play	CLEAN UP CLEAN UP (TYDING UP TRANSITION SONG) T, 2.4 Sense of Self, seeing self as "doer" who is powerful
Goals	GETTING USED TO ROUTINES AND TRANSITIONS (NEW CHILDREN) For individual goals see daily logs				