

Program Name: SAMPLE SITE LESSON PLAN w/ modifications Primary Teacher Name: Jane Doe  
 Primary Group Name: Butterflies Age Range: **6-12 months** # of Children in Group: 6  
 Weeks of: \_\_\_\_\_ Theme: All About Me!

### Daily Routine

- Arrival/Routine Care / Child Initiated Activities
- Breakfast
- Planned Activities / Lesson Plan
- Outside Time
- Lunch
- Routine Care/Clean-up/Diapering/Hand-washing
- Napping
- Teacher Initiated Activities / Lesson Plan
- Snack
- Routine Care
- Outside Time
- Routine Care
- Child Initiated Activities / Lesson Plan

- Infants' schedules are determined based on individual development, need and temperament.
- Infants eat and sleep on demand as needed throughout the day.
- Infants are diapered every hour or as needed.

#### Individual Notes:

LS: wear hearing aids all day, use a combination of simple signs and verbal responses throughout the day

SS: Physical therapist visits on Wednesday—get assistance with positioning issues

SS: vision is best when objects are presented at the right side of the body; No food by mouth

MW, GT: Crawling, pulling to stand

<b>Creative Expression</b>	<b>Physical Well-being, Health and Motor Development</b>	<b>Social and Emotional</b>
<p><b>Activity:</b> Play various types of music and encourage children to move to the music  <b>Differentiation:</b>  <b>SS, RR, JJ:</b> Hold and dance around with them  <b>MW, GT:</b> Can sit or prop stand while “dancing”  <b>LS:</b> Stand near source of music and hold and dance around  <b>GELDS <u>SISE1</u></b></p> <p><b>Activity:</b> Finger painting with pudding  <b>SS:</b> Cannot use hands for this activity. Provide brush with foam curler on handle. May need hand over hand support to use  <b>GT:</b> Encourage using hands but provide brush if not interested  <b>GELDS <u>SISE1</u></b></p>	<p><b>Activity:</b> Place infant on tummy. Place a favorite toy just out of reach and encourage child to reach for or move to toy.  <b>Differentiation:</b>  <b>SS:</b> use red or orange toy that also makes sounds, position toy in front of a contrasting-colored surface  <b>MW, GT:</b> crawling—place low foam barrier between them and the object  <b>GELDS <u>POG2</u></b></p> <p><b>Activity:</b> Provide children with an assortment of rattles and other small toys. Encourage the infants to pick up, shake, bang, manipulate rattles  <b>Differentiation:</b>  <b>SS:</b> put Velcro or other textured material on toy to make more interesting, add material to handles of toy to increase SS’s ability to grasp  <b>LS:</b> make sure toys make loud sounds  <b>MW, GT:</b> working on pincer grasp  <b>GELDS <u>POF1</u></b></p>	<p><b>Activity:</b> Place infants on floor mirror during tummy time. Talk to them about what they are seeing.  <b>Differentiation:</b>  <b>SS:</b> Use a large propped mirror and hold on lap. Position so that right side of face is near mirror  <b>MW, GT:</b> Position mirror a short distance away and encourage crawling to it  <b>GELDS <u>SOSA1</u></b></p> <p><b>Activity:</b> Describe emotions infants express throughout the day.  <b>Differentiation:</b>  <b>JJ:</b> Showing lots of frustration lately  <b>LS:</b> Teaching sign for happy  <b>GELDS <u>SOSA1</u></b></p>

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Approaches to Learning	Cognitive and General Knowledge	Communication and Emergent Literacy
<p><b>Activity:</b> Share “Brown Bear, Brown Bear What Do You See” with individual children. Allow children to interact with the book in their own way. Point out pictures that seem to interest the child.</p> <p><b>Differentiation:</b>  <b>LS:</b> Position so that he can see pictures and your face. Left side is best hearing for him  <b>MW:</b> Showing lots of interest in books right now, encourage to turn pages</p> <p><b>GELDS AOL1</b></p>	<p><b>Activity:</b> Build a tower using stacking blocks in front of child. Observe to see if child will knock down.</p> <p><b>Differentiation:</b>  <b>JJ:</b> Reluctant at first, needs lots of encouragement  <b>SS:</b> Support by guiding hands to tower. Use bolsters to prop</p> <p><b>GELDS COS1</b></p> <p><b>Activity:</b> Play “This Little Piggy” with the children</p> <p><b>Differentiation:</b>  <b>SS:</b> position for reach, guide hands, put bits of tape on ends of fingers</p> <p><b>GELDS COS1b</b></p>	<p><b>Activity:</b> Gather several toys that hold the child’s interest. As infants gesture toward or reach for a toy, label the object verbally and with a sign.</p> <p><b>Differentiation:</b>  <b>LS:</b> <i>Position so that left ear is closest to sound</i>  <b>GT, RS:</b> <i>Very interested in trucks</i>  <b>SS:</b> <i>Use brightly colored toys to increase contrast</i></p> <p><b>GELDS LOR1</b></p> <p><b>Activity:</b> As infant babbles, repeat their vocalizations, wait for a response, continue until baby tires of conversation</p> <p><b>Differentiation:</b>  <b>SS:</b> Needs more time to make response—count to ten before repeating verbalization</p> <p><b>GELDS LOE2</b></p>