



## Weekly Lesson Plan – Infant/Toddler

Dates: 3/1-3/7/25

What I want children to learn: Self exploration; Environment exploration

Activity	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Cognitive</b> (exploration, recognition, using senses, object characteristics)	Nesting blocks play “Lights On/Lights Off” Exploring senses	Family pictures recognition Animal picture recognition Disappearing blocks	Nesting blocks play “Lights On/Lights Off” Exploring senses	Family pictures recognition Animal picture recognition Disappearing blocks	Nesting blocks play “Lights On/Lights Off” Exploring senses
I/T Standard Alignment	Cog 1.2 Cog 1.4 Cog 1.2	(same)	(same)	(same)	(same)
<b>Communication</b> (nonverbal & verbal, listening, observing, literacy)	Books: “Baby Faces”  Using words w/faces	Books: “Hugs”  Recognizing sounds	Books: “From Head to Toe”  Using words w/faces	Books: “Peek-a-Boo!”  Recognizing sounds	Books: “Good Night Moon”  Using words w/faces
I/T Standard Alignment	Com 3.1 Com 2.2	(same)	(same)	(same)	(same)
<b>Creative Expression</b> (visual arts, movement, music pretend play, dramatic play)	Fingerplays: “One Little, Two little”	Song: Rock-A-Bye Baby”	Fingerplays: This Little Piggie	Song: Mary Had a Little Lamb”	Fingerplay: “5 Little Monkeys”
I/T Standard Alignment	CE 1.3 (movement/dance)	CE 1.2 (music)	(same)	(same)	(same)
<b>Motor</b> (movement with purpose, balance, eye-hand coordination, muscle control)	“Back and Forth” Grasping toys, rattles, balls	“Drum Rolls” Grasping toys, rattles, balls	“Ball Catch” Grasping toys, rattles, balls	“Back and Forth” Grasping toys, rattles, balls	“Drum Rolls” Grasping toys, rattles, balls
I/T Standard Alignment	M. 1.1 M1.4	(same)	(same)	(same)	(same)
<b>Social/Emotional</b> (facial expressions, interactive play)	“Peek a Boo” “ Soft Hands” “Gentle Hugs”	Showing pictures of emotions “Happy Face/Sad Face”	“Peek a Boo” “ Soft Hands” “Gentle Hugs”	Showing pictures of emotions “Happy Face/Sad Face”	“Peek a Boo” “ Soft Hands” “Gentle Hugs”
I/T Standard Alignment	SE 1.1 SE 1.2 SE 2.1	(same)	(same)	(same)	(same)

How I will meet differing needs in my classroom: Tracking children’s progression/adapting activities